
WASHINGTON STATE COMMUNITY COLLEGE DISTRICT 17

May 19, 2026

NOTICE OF REGULAR MEETING

(Notice Date: Friday, May 15, 2026)

Spokane Colleges Board of Trustees will hold a regular meeting on Tuesday, May 19, 2026. An executive session will be held at 8:30 AM and the regular meeting will begin at 9:30 AM.

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

To connect to the May 19 meeting virtually go to:

[Join Zoom Meeting](#)

Meeting ID: 993 5783 7275

Passcode: 752000

All Board of Trustees meetings include opportunity for public comment. The May 19, 2026 meeting will be held both in person and virtually. Please email public comments to the Board Executive Assistant at Dee.Bland@ccs.spokane.edu by 8:30 AM on May 19, 2026. Please place “Public Comment” in the subject of your email. Public comments received will be provided to the Trustees, entered into the record, and attached to the minutes of the May 19 regular meeting.

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

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

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

Washington State Community College District 17

3410 West Whistalks Way
Falls Gateway Building, Room 212
Spokane, WA 99224

[Join Zoom Meeting](#)

Meeting ID: 993 5783 7275
Passcode: 752000

Regular Board Meeting: In-Person & Zoom
Tuesday, May 19, 2026

AGENDA

Trustee Todd Woodard; Chair,
Trustee Anna Franklin, Trustee Kelly Fukai, Trustee Glenn Johnson, Trustee Steve Yoshihara
8:30 a.m. – 12:15 p.m.

PLEASE NOTE: The Board reserves the rights to alter the order and times of the agenda. All Board of Trustee meetings are recorded and considered public record.

| 05/19/2026 | Regular Meeting Agenda | | TAB # |
|--------------------|--|-------------------|--------------|
| 8:30-8:35a | 1. Call to Order ↳ Trustee Todd Woodard, Chair | Action | |
| 8:35-9:15a | 2. Executive Session a. Reserved for potential action generated from executive session | Discussion | |
| 9:15-9:20a | Potential Action Generated from Executive Session | Action | |
| 9:20-9:35a | 3. Cybersecurity Incident Instruction ↳ Christine Van Winkle, Spokane Colleges ↳ Nichole Hanna, Spokane Colleges | Report | |
| 9:35-10:00a | 4. Celebrating Student Success: Pre-Nursing & Nursing Program Alignment – SFCC & SCC ↳ Megan Fadeley, SCC ↳ Laura Woods, SFCC | Report | Tab 1 |
| | Celebrating Student Success Q&A | | |

| | | | | |
|--------------|-----|---|------------|-------|
| 10:00-10:05a | 5. | Pledge of Allegiance, Roll Call and Native Land Acknowledgement Statement ↳ Trustee Todd Woodard, Chair | Action | |
| | | Public Comment | Discussion | |
| 10:05-10:10a | 6. | Consent Agenda a. Board Minutes ↳ 04/07/2026 – Work Session b. Capital Projects – Nichole Hanna c. Budget and Expenditures – Dr. Linda McDermott d. Head Start – Bobbi Woodral e. Admin Procedures – Nichole Hanna | Action | Tab 2 |
| 10:10-10:30a | 7. | Strategic Plan Presentation ↳ Dr. Lori Hunt, Spokane Colleges | Action | Tab 3 |
| 10:30-10:40a | 8. | Approval of Fiscal Year 2026-27 Student Technology Fee Budgets for Spokane Community College (SCC) and Spokane Falls Community College (SFCC) ↳ Dr. Linda McDermott, Spokane Colleges | Action | Tab 4 |
| 10:40-10:50a | 9. | Fiscal Year 2026-2027 (FY 27) Student Services and Activities (S&A) Budgets ↳ Dr. Linda McDermott, Spokane Colleges | Action | Tab 5 |
| 10:50-11:00a | 10. | Fiscal Year 2026-2027 (FY 27) Athletics Operating Budget ↳ Dr. Linda McDermott, Spokane Colleges | Action | Tab 6 |
| 11:00-11:15a | | BREAK | | |
| 11:15-11:30a | 11. | Fiscal Year 2026-2027 Budget Update ↳ Dr. Linda McDermott, Spokane Colleges | Report | Tab 7 |
| 11:30-11:40a | 12. | Student Government Report ↳ Navaeh Person, SCC ↳ Jayla Knights, SFCC | Report | |
| 11:40-11:45a | 13. | Chancellor’s Report ↳ Dr. Kevin Brockbank, Spokane Colleges | Report | |
| 11:45-11:50a | 14. | President’s Report ↳ Dr. Jenni Martin, SCC ↳ Patrick McEachern, SFCC | Report | |

- | | | |
|---------------------|---|---------------|
| 11:50-12:00p | 15. AHE/Faculty Report ↳ Jason Eggerman, AHE ↳ Logan Amstadter, SCC ↳ Katie Satake, SCC ↳ Michelle Pearson, SFCC | Report |
| 12:00-12:10p | 16. WFSE/Classified Staff Report ↳ Ward Kaplan, WFSE ↳ Tessa Greene, SCC ↳ Gabby Arroyo, SFCC | Report |
| 12:10-12:15p | 17. Board Report | Report |
| 12:15p | Adjournment | |

**Next Meeting will be held on Tuesday, June 16, 2026, at 8:30 a.m.
 Spokane Community College, 1810 North Greene Street, Spokane, WA 99217 with a zoom option**



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

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

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ACTION: CALL TO ORDER

Prepared by: Dee Bland
Acting Executive Assistant to the Chancellor

Presented by: Todd Woodard
Chair, Board of Trustees
May 19, 2026

REPORT: CYBERSECURITY INCIDENT INSTRUCTION



Cybersecurity Incident Instructure (CANVAS)

Christine Van Winkle, Chief Information Officer
Nichole Hanna, Chief General Services Officer
May 15, 2025

Incident Overview

What Happened

- A cybersecurity incident affecting Instructure (Canvas), our learning management system vendor, occurred on April 25, 2026.
- The incident was detected by Instructure on April 29 and contained with remediation actions on April 30.
- Spokane Colleges was notified May 5–6 via SBCTC and subsequently confirmed our Canvas tenant is within scope.

Potential data involved:

- Names, student IDs, email addresses
- Course enrollments
- Canvas messages and coursework content

Impact:

- Temporary Canvas outage and instructional disruption risk
- Uncertainty regarding data exposure and reporting obligations
- Elevated phishing/social engineering risk following the breach

SHINYHUNTERS
rooting your systems since '19 ;)

ShinyHunters has breached Instructure (again).
Instead of contacting us to resolve it they
ignored us and did some "security patches".

▲ WARNING

If any of the schools in the affected list are
interested in preventing the release of their
data, please consult with a cyber advisory firm
and contact us privately at TOX to negotiate a
settlement. You have till the end of the day by
12 May 2026 before everything is leaked.

Instructure still has until EOD 12 May 2026
to contact us.

BREAKING // SCHOOLS.TXT ▼

**WIDESPREAD RANSOMWARE ATTACK
IMPACTING SOFTWARE USED BY STUDENTS
ACROSS THE COUNTRY DURING FINALS**

Timeline of Events – Cybersecurity Attack/Initial Notification

| Date | Event/Action |
|-----------------|---|
| April 25 | Cybersecurity attack occurred |
| April 29 | Cybersecurity attack detected |
| April 30 | Access revocation and remediation |
| May 1 @ 4:04 pm | Notification of attack is forwarded to the ITSECC group |

If you work in education IT security, the [news about Canvas](#) hit differently. Instructure, the company behind the learning management system used by more than 8,000 universities and schools, suffered a major breach, with reports suggesting up to 275 million users may be affected. It's one of the largest breaches in education history.

Timeline: Canvas breach



| Date | What happened |
|----------------|--|
| April 25, 2026 | ShinyHunters claims unauthorized access to Instructure began |
| April 29, 2026 | Instructure first detects unauthorized activity |
| May 1, 2026 | Instructure publicly announces a cybersecurity incident on its status page |
| May 3, 2026 | ShinyHunters posts "Pay or Leak" ransom note with the deadline of May 6 |
| May 6, 2026 | Deadline passes; Instructure does not pay |
| May 7, 2026 | ShinyHunters defaces approximately 330 institutional Canvas login pages ; Canvas taken offline globally |
| May 7, 2026 | Instructure replaces platform with "down for maintenance" message |
| May 8, 2026 | Access restored to most users |

Timeline of Events – SBCTC Communication

| Date | Event/Action |
|------------------|--|
| Tuesday | |
| May 5 @ 1:47 pm | Formal notification from the SBCTC |
| May 5 @ 4:02 pm | SBCTC Message: regarding tenant in scope |
| Wednesday | |
| May 6 @ 4:03 pm | SBCTC Message: College Leadership Briefing |
| May 6 @ 5:38 pm | CIO message to key stakeholders to coordinate a response |

“I would hold off on final reporting or student notification decisions until Instructure provides the tenant-specific details needed for that analysis, including affected users, exact data elements, whether Canvas messages were included, and whether any credentials, passwords, DOB, SSN, or financial information were involved.”



“Hold off on final reporting or student notification decisions until Instructure provides tenant-specific details... [SBCTC is] developing coordinated student and employee communication templates for affected colleges to adapt locally... shared template language may help keep student-facing communications consistent...”

Timeline of Events – Spokane Colleges Response

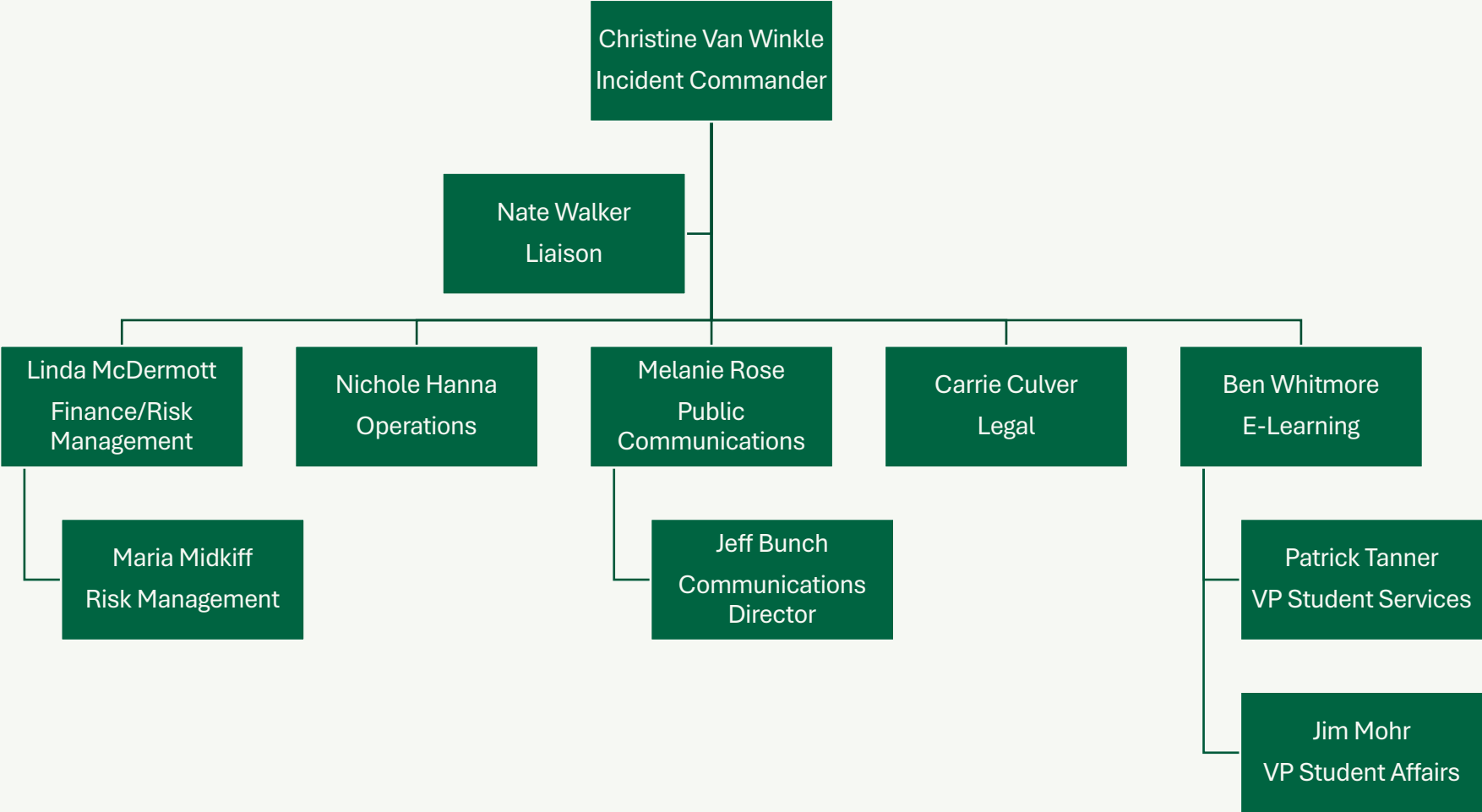
| Date | Event/Action |
|------------------|---|
| Thursday | |
| May 7 @ 8:11 am | Incident Command Team established |
| May 7 @ 1:51 pm | CANVAS outage email sent (eLearning) |
| May 7 @ 3:00 pm | Incident Command Team meeting with legal |
| May 7 @ 3:22 pm | SBCTC sends out communication templates |
| May 7 @ 4:00 pm | Operational Briefing with Incident Command Team |
| May 7 @ 5:13 pm | DoE Intake forms submitted for SCC, SFCC |
| May 7 @ 10:15 pm | SBCTC Message: CANVAS back online but not safe to use |
| May 7 @ 10:17 pm | Executive Briefing to Cabinet (CIO) |

Timeline of Events – Spokane Colleges Messaging

| Date | Event/Action |
|------------------|---|
| Friday | |
| May 8 @ 12:53 am | Instructure Message: CANVAS safe to use |
| May 8 @ 9:27 am | First message to Spokane Colleges |
| May 8 @ 9:50 am | SBCTC Message: All clear for CANVAS |
| May 8 @ 10:00 am | Message to students via CRM (CIO) |
| May 8 @ 10:13 am | Second message to Spokane Colleges (CIO) |
| May 8 @ 11:54 am | Third message to Spokane Colleges (eLearning) |
| May 8 @ 1:33 pm | Website banners active |
| May 8 @ 1:48 pm | Phishing advisory email sent to Spokane Colleges (Information Security) |

Notice: Following the recent Canvas incident, some users may receive fraudulent emails demanding payment or threatening to release personal information. Do not respond, click links, or open attachments and report to itsupportcenter@ccs.spokane.edu

Incident Command Team Activation



Response Strategy

Governance & Incident Management

- Maintain centralized coordination and clear decision-making

Compliance & Legal

- Ensure compliance despite incomplete vendor data.

Communications

- Maintain trust while avoiding misinformation and liability

Operational Continuity

- Ensure continuity of instruction and student services

Risk Mitigation & Security

- Reduce follow-on threats and institutional risk
- 

Current Status

- ✓ Canvas system restored and cleared for use
- ✓ Required federal reporting completed
- ⚠ Data exposure details still pending from vendor
- ⚠ Notification decisions not finalized (dependent on confirmed facts)
- ⚠ Continued phishing and reputational risk

Instructure.

To our Instructure Community,

We know that for many of our customers, concerns about the potential publication of data related to this incident remain top of mind. We want to acknowledge those concerns directly – we understand how unsettling situations like this can be, and protecting our community is also a top priority for us.

With that responsibility in mind, we reached an agreement with the unauthorized actor involved in this incident. As part of that agreement, the data was returned to us, we received assurances that it will not be further shared on the dark web or elsewhere, and we received proof that any copies of that data were deleted. Further, we have been informed that no Instructure customers will be extorted as a result of this incident, publicly or otherwise. While there is never complete certainty when dealing with cyber criminals, we believe it was important to take every step within our control to give our customers additional peace of mind, to the extent possible.

We are sharing this update in the continued interest of transparency and so that our customers know that we have addressed this element of the incident directly. To reiterate, the agreement covered all of our customers, and there is no need for individual customers to attempt to engage with the unauthorized actor.

We appreciate your patience and trust as we continue to respond to this incident thoughtfully and comprehensively. We remain committed to providing meaningful updates as our work progresses.

Regards,

Steve Daly, CEO, Instructure

What Comes Next

- ❑ Await final vendor confirmation on impacted data and users
- ❑ Determine formal notification requirements
- ❑ Continue:
 - Monitoring risk
 - Coordinating with SBCTC and legal
 - Preparing follow-up communications
 - Preparing contingency for continuity of instruction based on instability of CANVAS

“This shows that ShinyHunters views Instructure as a high-value target worth revisiting—and any institution relying on Canvas should assume the same targeting could happen again.”
-Silverfort

Instructional Continuity Framework for Extended LMS Outages

Purpose

This guidance outlines instructional continuity expectations and recommendations during potential Learning Management System outages.

Short Term Outage (0-24 hours)

Institutional Focus and Responsibilities

- Monitor Outage
- Provide Centralized Communication to Spokane Colleges Staff/Students/Faculty

Instructor Recommendations

- Pause or provide flexibility to assignment deadlines
- Prepare follow up communication and directions once outage is resolved

Sustained Disruption (1-3 Days)

Institutional Focus and Responsibilities

- Convene Incident Response Team
- Continue Monitoring Outage
- Provide daily/timely? centralized communications to Spokane Colleges Staff, Students, & Faculty
- Transparency around disruption

Instructor Recommendations

- Use ctcLink Faculty Center or Email for communications with students
- Consider short-term adjustments to assignments
- Provide flexibility for assignments and attendance



Questions?



**CELEBRATING STUDENT SUCCESS: Pre-Nursing & Nursing Program
Alignment – SFCC & SCC**

Prepared by: Megan Fadeley
Faculty Counselor, SCC

Laura Woods
Faculty Counselor, SFCC

Presented by: Megan Fadeley
Faculty Counselor, SCC

Laura Woods
Faculty Counselor, SFCC
May 19, 2026

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

Prepared by: Dee Bland
Acting Executive Assistant to the Chancellor

Presented by: Todd Woodard
Chair, Board of Trustees
May 19, 2026

Washington State Community College District 17

Community Colleges of Spokane
Board of Trustees Meeting
May 19, 2026

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: 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 - April 7, 2026
- b. Capital Projects - Clint Brown
- c. Budget and Expenditures - Linda McDermott
- d. Head Start - Bobbi Woodral
- e. Admin Procedures - Linda McDermott

RECOMMENDATION

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

Prepared by: Dee Bland
Acting Executive Assistant to the Chancellor

Presented by: Trustee Todd Woodard
Chair, Board of Trustees
May 19, 2026

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 April 7, 2026 meeting, as presented.

Prepared by: Dee Bland
 Acting Executive Assistant to the Chancellor
 May 19, 2026

MINUTES

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

Present: Trustee Todd Woodard, Chair, Trustee Anna Franklin, Trustee Kelly Fukai, Trustee Glenn Johnson. Also present: Chancellor Kevin Brockbank, President Jenni Martin, Interim President Patrick McEachern, Chief Human Resources Officer Fred Davis, Chief General Services Officer Nichole Hanna, Chief Financial Officer Linda McDermott, Chief Institutional Advancement & External Affairs Officer Melanie Rose, Vice President of Learning Bonnie Glantz, Vice President of Instruction Jaclyn Jacot, Vice President of Workforce and Development Julie Parks, Vice President of Student Services Patrick Tanner, SCC Classified Staff Representative Tessa Greene, Acting Chief Information Officer Dan Duffy, Director of Budget and Planning Chris Grochowski, IT System Administrator Sean Cotter, Executive Assistant to the President of Spokane Community College Nancy Delgado (recording secretary).

Excused: SFCC Faculty Katie Satake, ASG President Jayla Knights, ASG President Naveah Person, Trustee Steve Yoshihara, Chief of Staff and Strategy Lori Hunt, Interim Vice President of Student Affairs Jim Mohr, Attorney General Carrie Culver, AHE President Jason Eggerman.

Guests: Scott Kerwien

CALL TO ORDER

The Board of Trustees of Washington State Community College District 17 held a special meeting at Spokane Community College, on Tuesday, April 7, 2026. Todd Woodard called the meeting to order at 8:30 am.

Executive Session

The Board will convene in executive session under RCW 42.30.110(1) to receive and evaluate complaints or charges brought against a public officer or employee, and to evaluate the qualifications of a candidate for appointment to elective office.

The executive session will begin at 8:31 am and will last for approximately 50 minutes.

Todd Woodard reconvened the meeting at 9:31 am. The Pledge of Allegiance was recited followed by roll call. The Native Land Acknowledgment was given by Todd Woodard.

PUBLIC COMMENT

There was no public comment.

CONSENT AGENDA

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

- a. Board Minutes – March 17, 2026, Regular Meeting
- b. Capital Projects – Nichole Hanna
- c. Budget & Expenditures – Linda McDermott
- d. Head Start Updates – Bobbi Woodral
- e. Admin Procedures – Linda McDermott

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

Spokane Community College and Spokane Public Schools Partnership: Trades High School

SCC President Jenni Martin, Spokane Public Schools (SPS) Chief of Student Success Scott Kerwien, and Spokane Colleges Chief General Services Officer Nichole Hanna provided an update on the proposed Trades High School initiative.

President Martin explained that the Spokane region is facing a critical workforce shortage in sectors such as healthcare, construction, and manufacturing, where retirements are outpacing the number of new workers entering these fields. To address this challenge and encourage more students to pursue careers in the trades, SPS is proposing the construction of a Trades High School located on the SCC campus. The school would allow students to earn both a high school diploma and an associate degree in a technical program, giving them access to both a high school and college experience simultaneously.

Mr. Kerwien noted that the Trades High School would operate as a full-day program, distinguishing it from existing skills centers elsewhere in Washington State. The proposed model would be a dual-credit pathway, significantly reducing the time required for students to earn credentials and providing early exposure to

post-secondary education. President Martin also indicated that the program has the potential to become self-supporting over time.

President Martin clarified that SPS would finance the construction of the Trades High School and would be responsible for operating the facility, while SCC would retain ownership of the land. The proposed location is adjacent to the Technical Education Building on the SCC campus, a site that would have minimal impact on core campus operations and would not interfere with other planned capital projects.

Mr. Kerwien shared that, based on anecdotal feedback from the Together Spokane bond process, the Trades High School generated the highest level of public engagement. The target opening date for the school is fall 2028.

Ms. Hanna and President Martin formally requested the Board of Trustees' support for entering into a long-term ground lease with SPS to facilitate the project. Ms. Hanna noted that peer institutions have successfully implemented similar lease agreements.

Chancellor Brockbank commented that formalizing the partnership through a long-term agreement is important to ensure its durability over time. While personal relationships are valuable, a formal agreement ensures continuity regardless of changes in personnel.

Trustee Franklin asked how SPS would ensure that students attending the Trades High School maintain a strong high school culture and are appropriately supported and protected, particularly given that some students may be as young as ninth graders. Mr. Kerwien responded that SPS is committed to replicating successful models and plans to hire a planning principal to ensure the partnership is implemented with appropriate structure, care, and oversight.

Trustee Franklin also asked whether the Trades High School would be accessible to a diverse group of students, including those in foster care. Mr. Kerwien affirmed SPS's commitment to access and equity and stated that the program is intended to be open to all students who wish to participate.

Trustee Woodard inquired about outreach efforts to younger students, noting that research shows middle school students often begin forming career interests at an early age. Mr. Kerwien responded that SPS plans to establish a formal outreach structure. Trustee Woodard also asked whether the program would include

additional technical education pathways. Mr. Kerwien explained that the Trades High School would emphasize a broad technical education rather than requiring students to commit to a narrowly defined career pathway too early.

Trustee Franklin asked whether current SCC students would be involved in the Trades High School. Mr. Kerwien stated that he would need to review the request for proposals (RFP) to provide additional details.

A motion to approve the resolution related to Spokane Community College's request to ground lease campus property to Spokane Public Schools for construction of the Trades High School was made by Glenn Johnson, seconded by Anna Franklin, and approved unanimously by the Board. The full resolution is included as Exhibit A to these minutes.

Proposed Fiscal Year 2026-27 Tuition Schedule and Waiver Proposal

At the March 2026 meeting of the Board of Trustees, Chief Financial Officer Linda McDermott presented the first draft of the proposed Fiscal Year 2026–2027 tuition and waiver schedules. Ms. McDermott requested formal Board approval at this meeting. She explained that approving the proposal in April would allow Spokane Colleges to update tuition and fee schedules in advance of early registration, which begins on May 5. This timing would ensure that students see the updated tuition and fees at the point of registration and are aware of their costs ahead of time. Once approved, the updated tuition and fee information would be posted to the Spokane Colleges website as soon as possible.

Trustee Woodard asked how current students would be notified of the tuition increase. Ms. McDermott responded that approving the tuition schedule in April would ensure students are informed of the increased rates during the registration process.

Trustee Woodard also asked whether the Financial Aid and Counseling departments were aware of the proposed changes. Ms. McDermott confirmed that both departments had been informed early in the process, noting that tuition changes have a significant impact on their services.

Trustee Glenn Johnson requested that the Spokane Colleges Foundation be notified so that any available scholarship funds could be made accessible to students. Trustee Woodard added that this would also be an appropriate opportunity to raise awareness of the student emergency fund.

A motion to approve the Fiscal Year 2026–2027 tuition and waiver schedules as presented was made by Glenn Johnson, seconded by Kelly Fukai, and approved unanimously by the Board.

Budget Update

Ms. McDermott provided an update on budget planning for Fiscal Year 2027. She reported that the Washington State Legislature adopted its FY27 supplemental budget on March 12, 2026. Typically, supplemental legislative sessions focus on minor adjustments; however, due to the state’s projected revenue shortfall, Spokane Colleges had anticipated a 1.5% reduction to their allocation. That reduction was not adopted. Despite this, Spokane Colleges continues to face rising costs related to partially funded cost-of-living adjustments (COLAs), increasing staff and faculty salaries, and higher costs for goods and services.

Ms. McDermott also noted that changes to the SBCTC allocation model will begin affecting Spokane Colleges on July 1, 2027. As a result, the college expects to receive approximately \$7.75 million less in state funding over the next six years.

Ms. McDermott shared that Spokane Colleges recently conducted budget hearings and asked units to identify potential budget reduction ideas totaling 2%.

Trustee Franklin asked whether the 2% reduction target was applied across all areas of Spokane Colleges. Ms. McDermott confirmed that the 2% figure was a proportional target distributed across all units.

Ms. McDermott explained that the primary reason Spokane Colleges is losing funding under the SBCTC allocation model is due to changes in the District Enrollment Allocation Base (DEAB). The DEAB is the largest component of the allocation model and is primarily driven by student FTE enrollment. Under the previous model, Spokane Colleges was funded for 12,449 FTEs; for FY26, that figure is projected at 7,960 FTEs.

Trustee Franklin asked for clarification on the acronym “ISC.” Ms. McDermott explained that ISC stands for Institutional Shared Costs, which total approximately \$10.5 million. These costs represent functions that are centralized across the district, such as utilities, to streamline operations and improve efficiency.

Ms. McDermott stated that the Spokane Colleges Cabinet will finalize budget adjustments later this month, with the goal of presenting a balanced budget for adoption in June.

Trustee Woodard thanked Ms. McDermott for her presentation.

Trustee Johnson asked about a rumor that the state legislature is considering reducing the number of community and technical colleges. Chancellor Brockbank confirmed that the rumor is accurate and stated that SBCTC has been directed to eliminate one college in the system. In addition, SBCTC has been asked to prepare an efficiency report for the legislature, due in December 2026. Chancellor Brockbank noted that he has increased his advocacy efforts with regional and state legislators in response.

Trustee Johnson also asked for clarification regarding the exclusion of international students from FTE calculations. Chancellor Brockbank explained that SBCTC determined that counting international students toward FTE targets was not equitable across colleges statewide.

Trustee Fukai asked how much of the Spokane Colleges budget is fixed versus variable. Ms. McDermott responded that more than 85% of the budget is fixed and consists primarily of full-time staff and faculty salaries and benefits. Variable areas include adjunct faculty costs and deferred maintenance.

Ms. McDermott further noted that while higher education funding is an important component of the state budget, it is discretionary. In contrast, K–12 education is constitutionally mandated. As a result, higher education often experiences deeper cuts during times of fiscal constraint.

Trustee Johnson commented that this is a critical time for Spokane Colleges to pursue grant funding, particularly in workforce and trades-related areas.

Alert for Tenure Consideration

Chief Human Resources Officer Fred Davis provided an update on faculty that are going to be reviewed for tenure consideration. Three faculty member are in their 8th quarter, and the Board of Trustees will be asked to approve, deny, or extend these faculty members at the June 2026 meeting.

Workforce Pell

President Martin and Vice President of Workforce Development Julie Parks provided an update on recent changes to the federal Workforce Pell program. The Workforce Pell expansion broadens student eligibility and allows additional short-term workforce programs to qualify for Pell funding.

Eligible programs must be at least eight weeks in length but shorter than fifteen weeks, result in stackable and portable credentials, and be approved by the Governor. Programs will also be evaluated based on student earnings outcomes to ensure that the cost of the program represents a sound investment for students.

Ms. Parks added that, at the state level, a Workforce Pell Cross-Agency Steering Committee has been established. The committee includes representatives from the Governor's Office, SBCTC, workforce training agencies, the Washington Student Achievement Council (WSAC), the Department of Commerce, and other partners. In addition, SBCTC has convened a systemwide implementation group to address operational challenges, including the development and implementation of required technical and compliance elements.

Ms. Parks noted that Workforce Pell does not represent a new or separate pool of federal funding, but rather an expansion of the existing Pell Grant program with modified eligibility criteria. She also noted opportunities to consider non-credit courses and transition them into the state system as state-funded FTEs, which could support additional revenue generation.

Ms. Parks concluded by noting that the public comment period closes the following day. She described Workforce Pell as a significant growth opportunity for Spokane Colleges, particularly for adult learners, including individuals who already hold bachelor's degrees. While acknowledging the opportunities, she also cautioned that there are associated risks, including compliance with the federal "70/70 rule."

Trustee Woodard asked about the auditing process associated with Workforce Pell. Ms. Parks responded that the auditing process presents a risk and will involve multiple stakeholders.

Ms. Parks also noted that implementing Workforce Pell will require a significant shift in institutional culture and mindset and will be highly disruptive for Financial Aid offices.

President Martin emphasized the importance of ensuring that coursework completed through Workforce Pell results in meaningful, countable credentials if a student returns at a later time. She noted that data related to program outcomes is still evolving. President Martin further stated that Spokane Colleges plans to lead a consortium of college partners to develop recommendations for internal processes and procedures related to the state's implementation of Workforce Pell.

Ms. Parks shared that she is advocating for Workforce Pell implementation to include the entire region, rather than a single county. She requested Board support for reviewing and advancing prior learning assessment processes and awarding credit for demonstrated competencies, noting that these changes could help attract more participants to workforce programs. She described this as a philosophical shift for Spokane Colleges and asked for continued Board support in communicating with legislators and the Governor's Office.

Trustee Anna Franklin requested that Spokane Colleges provide talking points to assist Board members in accurately discussing Workforce Pell within their circles of influence. Trustee Franklin also thanked Ms. Parks for her comments regarding credit for prior learning.

Trustee Woodard asked about the implementation timeline. Ms. Parks stated that the program is expected to go into effect on July 1, 2026.

Chancellor Report

Chancellor Brockbank provided a brief update. Spokane Colleges has hired a new Chief Information Officer, Christine Van Winkle, who will start on April 16th. Christine previously worked in a similar role at Eastern Washington University.

The faculty union submitted a letter to the Board of Trustees requesting additional opportunities to provide input on the mission, vision, and values component of the Spokane Colleges Strategic Plan. In response, Chancellor Brockbank has developed a more comprehensive survey and will host open forums in April to solicit broader feedback.

Adjournment

Being no further business, the meeting was adjourned at 11:32 am.

CONSENT AGENDA ITEMS: CAPITAL PROJECTS

Submitted by: Clinton Brown
Director of Capital Construction
May 19, 2026

| PROJECT | | | | | | FUNDING | | DESIGN STATUS (Up To) | | | | | | | DESIGN COMPLETION/ BID DATE | CONSTRUCTION STATUS (Up To) | | | | | | LEGAL COMP DATE | | | | | | | | |
|----------------------|---|-----|------|--------------|-------|---------|--------|-----------------------|------------|--------------|---------------|---------------|-----------|------------|-----------------------------|-----------------------------|-----|-----|------|------------|----------|-----------------|-----|-----|-----|-----|---------|------------|----------|-----------|
| STATE PROJECT NUMBER | PROJECT NAME | SCC | SFCC | DIST. OFFICE | STATE | LOCAL | DES PM | Total Project AMOUNT | SCOPE TYPE | STAFF DESIGN | A/E SELECTION | A/E AGREEMENT | PREDESIGN | SCHEMATICS | DESIGN DEV. | 30% | 60% | 90% | 100% | BID PERIOD | DATE1 | CONTRACT | 25% | 50% | 75% | 95% | 100%(2) | ACCEPTANCE | CANCELED | DATE2 |
| 18-063 | SFCC Fine and Applied Arts Building, Phase 4 | | x | | x | | JG | \$ 1,500,000 | Project | | | | | | | | | | | ◆ | 04/13/26 | | | | | | | | | TBD |
| 22-229 | SCC Apprenticeship Center | x | | | x | | JG | \$ 34,000,000 | Project | | | | ◆ | | | | | | | | | 08/01/29 | | | | | | | | 05/30/31± |
| 23-514 | Lodge Renovation | | x | | | x | JF | \$ 12,135,000 | Project | | | | | | | | | | | | | 08/04/25 | ◆ | ◆ | | | | | | 02/28/27 |
| 24-948 | CCS CBA Compliance Consulting | x | x | | | x | JG | \$ 138,000 | Design | | | | | | | | | | | ◆ | | 09/30/25 | | | | | | | | NA |
| 26-054 | SCC Bldg 18, Classroom Remodel | x | | | x | | JG | \$ 2,024,000 | Project | | | | | | | | | | | ◆ | ◆ | 05/22/26 | | | | | | | | 11/30/26± |
| 26-063 | SFCC Bldg 17 Restroom Remodel | | x | | x | | JG | \$ 1,396,000 | Project | | | | | | | | | | | ◆ | | 04/22/26 | ◆ | | | | | | | 10/31/26± |
| 26-273 | Colville Geotechnical Survey - Sink Hole Investigation | x | | | | x | JG | \$ 25,000 | Project | | | | | | ◆ | | | | | ◆ | | 06/30/26 | | | | | | | | NA |
| 26-297 | Retro Commissioning - SCC Bldg 28, SFCC Bldg 27 (ESCO) | x | | | x | | JF | \$ 134,792 | Project | | | | | | | | | | | | | 10/31/25 | | | | | ◆ | | | 04/30/26 |
| 26-580 | SCC Fuel Tank Demolition/Site Restoration (JOC) | x | | | x | x | JG | \$ 300,000 | Project | | | | | | | | | | | ◆ | | 05/04/26 | ◆ | | | | | | | 8/31/26± |
| 26-PO9735 | HVAC Controls Upgrades/Retrofit - SCC Bldg 28 | x | | | x | | - | \$ 54,000 | Project | | | | | | | | | | | | | NA | | | | | ◆ | | | 03/31/26 |
| 26-PO9736 | HVAC Controls Upgrades/Retrofit - SCC Bldg 602 | x | | | x | | - | \$ 15,000 | Project | | | | | | | | | | | | | NA | | | | | ◆ | | | 02/28/26 |
| 26-PO9751 | HVAC Controls Upgrades/Retrofit - SFCC Bldg 18 | | x | | x | | - | \$ 58,000 | Project | | | | | | | | | | | | | NA | | | | ◆ | ◆ | | | 05/30/26 |
| 26-PO9752 | HVAC Controls Upgrades/Retrofit - SFCC Bldg 30 | | x | | x | | - | \$ 67,000 | Project | | | | | | | | | | | | | NA | | | | ◆ | ◆ | | | 06/30/26 |
| 26-PO9753 | HVAC Controls Upgrades/Retrofit - SFCC Bldg 29 | | x | | x | | - | \$ 35,000 | Project | | | | | | | | | | | | | NA | | | | ◆ | ◆ | | | 07/31/26 |
| 26-POxxxx | HVAC Controls Upgrades/Retrofit - SCC Bldg 15 | | x | | x | | - | \$ 191,000 | Project | | | | | | | | | | | | | 02/09/26 | ◆ | | | ◆ | | | | 06/30/26 |
| 26-568 | Infrastructure - Gas Detection Leak Repairs (Small Works) | x | x | | | x | JG | \$ 200,000 | Project | | | | | | | | | | | ◆ | | 6/30/26± | | | | | | | | 06/30/27± |
| 26-537 | Infrastructure - Campus Sewer Replacements | x | x | | x | | JG | \$ 800,000 | Project | | | | | | | | | | | ◆ | | 05/04/26 | ◆ | | | | | | | 06/30/27 |
| 26-562 | HVAC Repairs - Multiple (ESCO) | x | x | | x | | JF | \$ 4,000,000 | Project | | | | | | | | | | | | | 03/31/26 | | ◆ | | | | | | 06/30/27 |
| 26-564 | HVAC Repairs - SFCC Bldg 17A (ESCO) | | x | | x | | JF | \$ 3,000,000 | Project | | | | | | | | | | | | | 03/31/26 | | ◆ | | | | | | 10/31/26 |
| 26-POxxxx | Roof Repairs/Coating System - SFCC Bldg 15 | | x | | x | | - | \$ 175,000 | Projects | | | ◆ | | | | | | | | | | 6/30/26± | | | | | | | | 09/30/26 |
| 26-POxxxx | Roof Repairs/Coating System - SFCC Bldg 19 | | x | | x | x | - | \$ 500,000 | Project | | | ◆ | | | | | | | | | | 6/30/26± | | | | | | | | 09/30/26 |
| 26-POxxxx | Roof Repairs/Coating System - SCC Bldg 5 | x | | | x | | - | \$ 250,000 | Project | | | ◆ | | | | | | | | | | 04/30/26 | ◆ | | | | | | | 09/30/26 |

| PROJECT | | | | FUNDING | | | | DESIGN STATUS (Up To) | | | | | | | DESIGN COMPLETION/ BID DATE | CONSTRUCTION STATUS (Up To) | | | | | LEGAL COMP DATE | | | | | | | | | | | | | | | |
|----------------------|---|-----|------|--------------|-------|-------|--------|-----------------------|------------|--------------|---------------|---------------|-----------|------------|-----------------------------|-----------------------------|-----|-----|------|------------|-----------------|----------|-----|-----|-----|-----|---------|------------|----------|----------|--|--|--|--|--|--|
| STATE PROJECT NUMBER | PROJECT NAME | SCC | SFCC | DIST. OFFICE | STATE | LOCAL | DES PM | Total Project AMOUNT | SCOPE TYPE | STAFF DESIGN | A/E SELECTION | A/E AGREEMENT | PREDESIGN | SCHEMATICS | DESIGN DEV. | 30% | 60% | 90% | 100% | BID PERIOD | DATE1 | CONTRACT | 25% | 50% | 75% | 95% | 100%(2) | ACCEPTANCE | CANCELED | DATE2 | | | | | | |
| 26-573 | Loading Dock Repairs - SCC Bldg 6 (JOC) | x | | | x | | JG | \$ 153,000 | Project | | | | | | | | | | | ◇ | 05/04/26 | ◆ | | | | | | | | 08/31/26 | | | | | | |
| 26-xxx | HVAC repairs - Colville ITC (ESCO) | x | | | x | | JF | \$ 300,000 | Project | | | | | | | | ◆ | | | | | 5/30/26± | | | | | | | | TBD | | | | | | |
| 26-xxx | Electrical Repairs - Colville Center (ESCO) | x | | | x | | JF | \$ 250,000 | Project | | | | | | | | ◆ | | | | | 5/30/26± | | | | | | | | TBD | | | | | | |
| Subtotal | | | | | | | | \$ 61,700,792 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

NORTH SPOKANE CORRIDOR RELATED PROJECTS

| STATE PROJECT NUMBER | PROJECT NAME | SCC | SFCC | DIST. OFFICE | STATE | LOCAL | DES PM | Total Project AMOUNT | SCOPE | STAFF DESIGN | A/E SELECTION | A/E AGREEMENT | PREDESIGN | SCHEMATICS | DESIGN DEV. | 30% | 60% | 90% | 100% | BID PERIOD | DATE1 | CONTRACT | 25% | 50% | 75% | 95% | 100%2 | ACCEPTANCE | CANCELED | DATE2 | | | | | | |
|----------------------|--------------------------|-----|------|--------------|-------|-------|--------|----------------------|---------|--------------|---------------|---------------|-----------|------------|-------------|-----|-----|-----|------|------------|-------|----------|-----|-----|-----|-----|-------|------------|----------|-------|----------|--|--|--|--|--|
| 25-087 | SCC East Wing Renovation | x | | | x | | P | \$ 25,000,000 | Project | | | | | | | | ◇ | ◆ | | | | 06/01/26 | | | | | | | | | 9/30/27± | | | | | |
| Subtotal, NSC | | | | | | | | \$ 25,000,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

◆ Current Status
◇ Previous Status

Total \$ 86,700,792

| NUMBER | PROJECT NAME | PROJECT DESCRIPTION |
|-----------|--|--|
| 18-063 | SFCC Fine and Applied Arts Building, Phase 4 | FAA, Phase 4 will scope the demolition of existing Building 6, Fine Arts, and restore the site. |
| 22-229 | SCC Apprenticeship Center | Design and Construction of replacement Apprenticeship Center to be erected on the SCC Campus. (Dates tentative, related to const. funding appropriation) |
| 23-514 | Lodge Renovation | GCCM Construction Project to renovate the Lodge, SFCC Bldg 9, to accommodate moving executive administration from RP1. Offices will include the Chancellor's Office, Human Resources Division, Spokane Colleges Foundation, the Offices of the Chief of Staff and Strategy, and the Offices of the Chief Inst Adv / Extrl Aff Officer. |
| 24-948 | CCS CBA Compliance Consulting | Consultant support with Clean Buildings Performance Standards reporting for compliance with Clean Buildings legislation. |
| 26-054 | SCC Bldg 18, Classroom Remodel | The project will modernize two classrooms in the SCC Automotive building to meet industry standards, enhance instruction, and add an on-site ASE testing lab, eliminating off-site exams. |
| 26-063 | SFCC Bldg 17 Restroom Remodel | This project will remodel and update restroom facilities with greater flexibility, privacy, and accessibility for all users. |
| 26-273 | Colville Geotechnical Survey - Sink Hole Investigation | This project involves retro-commissioning the building to improve energy efficiency by evaluating existing equipment performance against the original design sequences of operation and heating/cooling load requirements. |
| 26-297 | Retro Commissioning - SCC Bldg 28, SFCC Bldg 27 (ESCO) | This project involves retro-commissioning the building to improve energy efficiency by evaluating existing equipment performance against the original design sequences of operation and heating/cooling load requirements. |
| 26-580 | SCC Fuel Tank Demolition/Site Restoration (JOC) | Removal of obsolete above ground fueling tank, north of Main, Bldg 1, and restoring the site for additional faculty/staff parking. |
| 26-PO9735 | HVAC Controls Upgrades/Retrofit - SCC Bldg 28 | Minor works project to replace aged and obsolete HVAC controls systems. Project will increase energy efficiency and capability of the buildings and also increase network security. |
| 26-PO9736 | HVAC Controls Upgrades/Retrofit - SCC Bldg 602 | Minor works project to replace aged and obsolete HVAC controls systems. Project will increase energy efficiency and capability of the buildings and also increase network security. |
| 26-PO9751 | HVAC Controls Upgrades/Retrofit - SFCC Bldg 18 | Minor works project to replace aged and obsolete HVAC controls systems. Project will increase energy efficiency and capability of the buildings and also increase network security. |
| 26-PO9752 | HVAC Controls Upgrades/Retrofit - SFCC Bldg 30 | Minor works project to replace aged and obsolete HVAC controls systems. Project will increase energy efficiency and capability of the buildings and also increase network security. |
| 26-PO9753 | HVAC Controls Upgrades/Retrofit - SFCC Bldg 29 | Minor works project to replace aged and obsolete HVAC controls systems. Project will increase energy efficiency and capability of the buildings and also increase network security. |
| 26-POxxxx | HVAC Controls Upgrades/Retrofit - SCC Bldg 15 | Minor works project to replace aged and obsolete HVAC controls systems. Project will increase energy efficiency and capability of the buildings and also increase network security. |
| 26-568 | Infrastructure - Gas Detection Leak Repairs (JOC) | Project to repair leaks in the natural gas distribution systems on each campus. Annual leak surveys conducted by Facilities uncovered specific areas for repair. |
| 26-537 | Infrastructure - Campus Sewer Replacements | Infrastructure project to replacement aged sewer piping on both the SCC and SFCC campus. |
| 26-562 | HVAC Repairs - Multiple (ESCO) | Minor works repair projects to include: SCC Bldg 19 fan coil replacment & HEQ engine shop vehicle exhaust system revitalization; SCC Bldg 18 Chiller Replacement; SCC Bldg 20 kitchen make-up air heating and cooling system; SCC Bldg 1 univent replacement; SCC Bldg 9 Retro-Commissioning; SFCC Bldg 19 AHU System & Prosthetics lab make-up air and exhaust systems. |
| 26-564 | HVAC Repairs - SFCC Bldg 17A (ESCO) | Minor works repair project to replace aged multi-zone units with new energy efficient technology; replacement aged switchgear and step-down transformer servicing the 17A wing. |
| 26-POxxxx | Roof Repairs/Coating System - SFCC Bldg 15 | Minor works project to repair coating system on roof areas D, E, G, & H and establish a new 20 year warranty. |
| 26-POxxxx | Roof Repairs/Coating System - SFCC Bldg 19 | Minor works project to repair coating system on roof areas A, B, & C and establish a new 20 year warranty. |
| 26-POxxxx | Roof Repairs/Coating System - SCC Bldg 5 | Minor works project to repair coating system on roof areas A & D and establish a new 20 year warranty. |

| NUMBER | PROJECT NAME | PROJECT DESCRIPTION |
|--------|---|---|
| 26-573 | Loading Dock Repairs - SCC Bldg 6 (JOC) | Minor work proejct to repair the lair loading dock, aged as well damaged by delievery truck. |
| 26-xxx | HVAC repairs - Colville ITC (ESCO) | Minor works repair project to revitalize the welding and shop exhaust system in the ITC. |
| 26-xxx | Electrical Repairs - Colville Center (ESCO) | Minor work repair project to replace aged electrical distribution panels with the Colville Center |
| | | |
| | | |

NORTH SPOKANE CORRIDOR RELATED PROJECTS

| NUMBER | PROJECT NAME | PROJECT DESCRIPTION |
|--------|--------------------------|---|
| 25-087 | SCC East Wing Renovation | Project to design and construct a major renovation of SCC Main, Building 1, East Wing for reloacting student services from Bldg 15, Human Services. |
| | | |
| | | |

CONSENT AGENDA REPORT

Fiscal Year 2025-26 Financial Reports:

State Allocation and Tuition Operating Budget Status Report and All-Funds Revenue and Expenditures as of March 31, 2026.

Summary: Enclosed for the Board’s review and approval is the Operating Budget Status Report and the Summary of All-Funds Revenue and Expenditures as of March 31, 2026. The reports reflect 2025-2026 fiscal year activity, including the State Allocation #9 received from the State Board for Community and Technical Colleges. The increases included in allocations 8 and 9 reflect one-time additional funding to SCC and SFCC for student support and book stipends.

| Operating Allocations | SCC | SFCC | CAU | Total |
|----------------------------------|------------|------------|------------|------------|
| Initial Budget, Allocation #1 | 47,525,967 | 24,019,114 | 19,044,036 | 90,589,117 |
| Allocation #2 | 824,500 | 151,762 | | 976,262 |
| Safe Harbor | | | | |
| High Demand Enrollments | | 151,762 | | 151,762 |
| Refugee Education | 688,000 | | | |
| Incarcerated Student Grants | 136,500 | | | |
| Allocation #3 | 85,008 | 17,457 | | 102,465 |
| Safe Harbor | | | | |
| Guided Pathways | | 2,600 | | 2,600 |
| Gold Star Families | 21,008 | 14,857 | | 35,865 |
| Apprenticeship | 64,000 | | | 64,000 |
| Allocation #4 | 46,023 | -41,023 | | 5,000 |
| Safe Harbor | | | | |
| Guided Pathways | 5,000 | | | 5,000 |
| Worker Retraining | 41,023 | -41,023 | | |
| Allocation #5 | 156,450 | 36,040 | | 192,490 |
| Safe Harbor | | | | |
| Guided Pathways | 794 | 2,990 | | 3,784 |
| Worker Retraining (1x) | 123,000 | 30,750 | | 153,750 |
| Basic Needs | 5,356 | 2,300 | | 7,656 |
| Incarcerated Students (1x) | 27,300 | | | 27,300 |
| Allocation #6 | 18,514 | 17,552 | | 36,066 |
| Safe Harbor | | | | |
| Opportunity Grants | 18,514 | 17,552 | | 36,066 |
| Allocation #7 | 4,104 | | | 4,104 |
| Safe Harbor | | | | |
| College in HS Fees | 4,104 | | | 4,104 |
| Allocation #8 | 18,263 | 5,295 | | 23,558 |
| Safe Harbor | | | | |
| Worker Retraining | 16,622 | 4,155 | | 20,777 |
| Gold Star Families | 1,641 | 1,140 | | 2,781 |

| Operating Allocations | SCC | SFCC | CAU | Total |
|--|--------------|--------------|--------------|---------------|
| Allocation #9 Safe Harbor Opportunity Grants | 7,966 | 7,966 | | 15,932 |
| Total State Allocation | 48,686,795 | 24,214,164 | 19,044,036 | 91,944,995 |
| Other Operating Funds | 11,097,047 | 14,726,815 | 17,986,330 | 43,610,192 |
| Total Operating Budget | \$59,783,842 | \$38,940,979 | \$37,030,366 | \$135,555,187 |

Tuition revenue collections (Tuition Operating Fee Revenue): Fiscal year-to-date tuition operating fee collections total \$22,566,705, which is \$2.7M (10.0%) below target. The variance appears to be timing related rather than a change in our anticipated tuition collections. In the review of preliminary April data, collections were \$2.0 M (7.4%) above target, indicating that tuition revenue generally aligns with expectations. At the college level, both SCC and SFCC reflect similar timing-related variances, reinforcing that the variance in March is a timing difference and not an enrollment driving decline.

Enrollment report: Annual full-time equivalent (FTE) enrollment targets and actual enrollment as of May 5, 2026, are shown below. Year-to-date enrollment through the 4th week of Spring quarter was 9,282 FTE or 99.1% of target. SCC is at 99.7% of its annual target, and SFCC is at 97.8%. Based on current enrollment trends and assumptions for spring quarter, both colleges are projected to meet their enrollment targets for the year. SCC and SFCC colleges have exceeded their Running Start enrollment targets for the year.

Full-Time Equivalent Enrollment Report

| College | State Funded Target | State Funded Actuals 5/5/26 | Percent of Target | Running Start Target | Running Start Actuals 5/5/26 | Percent of Target |
|---------|---------------------|-----------------------------|-------------------|----------------------|------------------------------|-------------------|
| SCC | 6,492 | 6,474 | 99.7% | 766 | 822 | 100.07% |
| SFCC | 2,871 | 2,808 | 97.8% | 808 | 846 | 100.05% |
| Total | 9,363 | 9,282 | 99.1% | 1,574 | 1,668 | 100.06% |

Operating budget expenditures: Actual expenditures through March were \$96,920,066 or 71% of budget. Through nine months of the fiscal year, expenditures are within budget and are trending consistent with historical spending patterns.

All-Funds Summary Report of Revenues and Expenditures: Total revenue from all sources was \$215,708,318, compared to total expenditures of \$193,864,376, resulting in net activity of \$21,843,943 as of March 31, 2026. Significant timing differences are reflected this month due to the start of Spring quarter. These differences are expected to moderate in April as Spring financial aid disbursements are recorded. Net activity is projected to decline over the remaining months of the fiscal year, due to the timing variations in revenue and ongoing monthly expenditures for salaries, benefits and capital improvements.

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 2026-03 – 2026-05-12
2. Revenue & Expenditures 2025-07-01 through 2025-03-31 – 2025-05-05
3. Allocation #8 Operating Budget 2026.03.22
- 3.1 Allocation #9 Operating Budget 2026.04.22
4. Enrollment Reports State Funded and Running Start 2026.05.05

Prepared by: Dr. Linda McDermott, CPA
Chief Financial Officer
May 19, 2026

**CONSENT: FISCAL YEAR 2026–2027 (FY27)
 COMPREHENSIVE FEE ALLOCATIONS (SCC AND SFCC)**

TAB 2-C

Background

Comprehensive Fees are a component of student tuition that support essential campus services and programs, including academic support, student engagement, and health and wellness services. Allocation of these fees is recommended through student-led processes at each college, in accordance with state law and institutional policy.

For FY27, both Spokane Community College (SCC) and Spokane Falls Community College (SFCC) students reviewed existing allocations and approved targeted adjustments to better align fee distributions with program needs and student priorities.

SCC: The SCC S&A Fee Committee conducted a comprehensive review of fee-supported program balances and expenditure trends. The committee approved reallocations within the existing \$40 comprehensive fee to better align funding with operational needs and ensure long-term sustainability. Changes included reductions in areas with higher reserves and increased support for graduation, fitness, and wellness services, including continued funding for student mental health services.

SCC Comprehensive Fee

| Program / Service | Allocation Percentage | Allocation based on \$40 maximum fee |
|---------------------------|------------------------------|---|
| E-Learning / Canvas | 25% | \$ 10 |
| Graduation | 22.5% | 9 |
| Library | 22.5% | 9 |
| Printing & Media | 2.5% | 1 |
| Fitness Center | 10% | 4 |
| Wellness / Healthy Campus | 17.5% | 7 |
| Total | 100% | \$ 40 |



State Allocation and Tuition Operating Budget Report

for Fiscal Year 2025 - 2026

Tuition revenue and GL expenditures through March 31, 2026

State Allocation #9

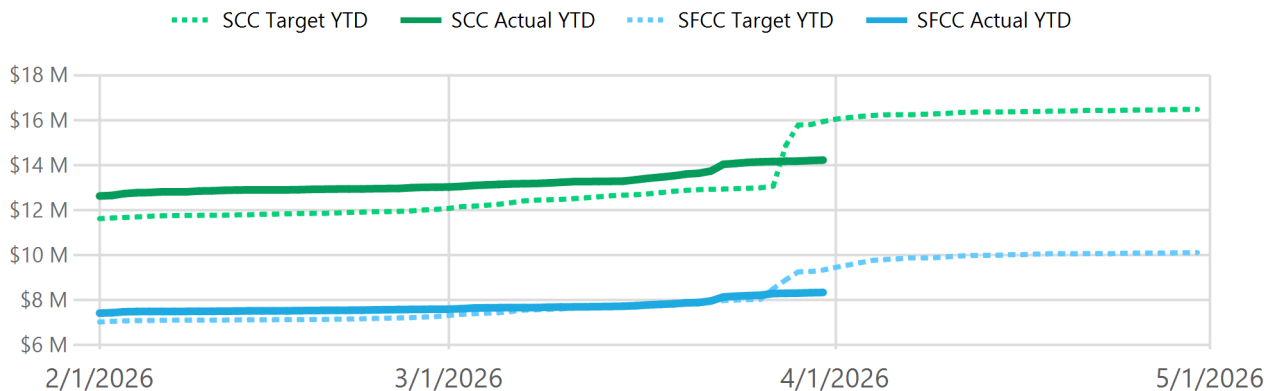
| | SCC | SFCC | Central Admin | ISC | District Total |
|---|---------------------|---------------------|---------------------|---------------------|----------------------|
| Total State Allocation | \$48,686,795 | \$24,214,164 | \$18,988,082 | \$55,954 | \$91,944,995 |
| Tuition Revenue Estimate | \$9,339,990 | \$4,515,865 | \$4,174,796 | \$9,000,476 | \$27,031,127 |
| Operating Support, One-time Distribution of FY24 Tuition Revenue over Budget, and Unspent DMC | \$1,757,057 | \$10,210,951 | \$3,186,197 | \$1,424,860 | \$16,579,065 |
| Total State Allocation & Tuition Operating Budget | \$59,783,842 | \$38,940,980 | \$26,349,075 | \$10,481,290 | \$135,555,187 |

Allocation and Tuition Expenditures

| | Budget | Year-to-Date Expenditures | Percent Expended to Budget | Percent of Total Expenditures |
|--|----------------------|---------------------------|----------------------------|-------------------------------|
| SCC | \$59,783,842 | \$45,372,063 | 76% | 47% |
| SFCC | \$38,940,980 | \$25,264,514 | 65% | 26% |
| Central Administration | \$26,349,075 | \$19,958,606 | 76% | 21% |
| <i>Administration (CEO, CHRO, CIAEAO, CFO, CSSO)</i> | | \$6,579,462 | | 6.8% |
| <i>CIO, CGSO</i> | | \$13,379,144 | | 14% |
| District Managed Costs | \$10,481,290 | \$6,324,882 | 60% | 6.5% |
| Total | \$135,555,187 | \$96,920,066 | 71% | |

Tuition Operating Fee Revenue

| | Fiscal Year Budget | Actual Year-to-Date | Target Year-to-Date | Over/(Short) Target YTD | Percent Over/(Short) |
|-----------------------|---------------------|---------------------|---------------------|-------------------------|----------------------|
| SCC | \$16,790,408 | \$14,226,839 | \$15,945,414 | (\$1,718,575) | -10.2% |
| SFCC | \$10,240,719 | \$8,339,866 | \$9,335,736 | (\$995,871) | -9.7% |
| District Total | \$27,031,127 | \$22,566,705 | \$25,281,150 | (\$2,714,446) | -10.0% |





Revenue & Expenditures

7/1/2025 through 3/31/2026

| Revenue | July | August | September | October | November | December | January | February | March | Total |
|---------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|----------------------|
| Tuition and Student Fees | | | | | | | | | | |
| Tuition | \$9,326,464 | \$2,251,920 | \$379,572 | \$4,969,631 | \$3,012,452 | \$1,512,429 | (\$176,349) | \$6,247,920 | \$2,650,502 | \$30,174,540 |
| Tuition AR | (\$6,846,547) | (\$1,645,600) | \$6,478,838 | (\$3,827,125) | (\$2,269,748) | \$5,106,798 | \$1,765,650 | (\$5,673,529) | (\$696,399) | (\$7,607,662) |
| S&A Fee | \$213,963 | \$362,887 | \$84,947 | \$758,453 | \$509,299 | \$243,859 | (\$30,406) | \$984,583 | \$443,580 | \$3,571,165 |
| Student Fees | \$2,265,192 | \$810,269 | \$222,788 | \$1,354,437 | \$1,446,675 | \$630,681 | \$58,086 | \$2,418,926 | \$1,001,901 | \$10,208,955 |
| Grants & Contracts | | | | | | | | | | |
| Head Start & ECEAP | \$4,228,061 | \$297,447 | \$1,567,891 | \$2,700,902 | \$3,787,843 | \$3,733,403 | \$3,297,819 | \$974,542 | \$3,631,648 | \$24,219,556 |
| Running Start | \$3,744,209 | \$769,748 | \$296,405 | (\$4,116) | \$1 | | | | | \$4,806,247 |
| Perkins | \$8,347 | \$19,282 | \$50,990 | \$102,128 | \$27,141 | \$229,543 | \$78,928 | \$139,321 | \$235,074 | \$890,753 |
| WorkFirst | \$95,063 | \$18,216 | \$139,158 | \$92,448 | \$68,835 | \$67,946 | \$80,525 | \$52,102 | \$88,021 | \$702,314 |
| BFET | - | | | \$315,894 | | | \$477,631 | | | \$793,525 |
| Corrections | \$154,426 | \$155,375 | \$184,506 | \$213,873 | \$148,132 | \$163,909 | \$194,813 | \$167,264 | \$181,471 | \$1,563,768 |
| Grant Indirect | | \$9,947 | \$358,444 | \$69,492 | \$510,216 | \$599,230 | \$315,477 | \$289,565 | \$646,065 | \$2,798,436 |
| Other Grants & Contracts | \$545,651 | \$859,910 | \$1,212,961 | \$1,908,631 | \$1,001,499 | \$1,612,434 | \$5,771,129 | \$1,293,446 | \$1,351,740 | \$15,557,402 |
| Financial Aid | | | | | | | | | | |
| PELL | | \$1,699,494 | \$8,942,753 | \$742,792 | (\$6,565) | \$630,000 | \$8,470,000 | (\$21,437) | | \$20,457,037 |
| Work Study | \$81,153 | \$373,593 | \$40,000 | \$196,843 | \$30,000 | \$102,575 | \$56,310 | \$52,900 | \$30,000 | \$963,374 |
| Other Federal Financial Aid | \$1,005 | \$30,925 | \$394,773 | (\$51,478) | | \$115,404 | \$263,380 | (\$2,192) | (\$70,101) | \$681,716 |
| Other State Financial Aid | \$281,361 | \$1,375,005 | \$311,333 | \$4,524,721 | \$2,979,109 | (\$8,088,497) | \$349,245 | \$111,670 | \$354,355 | \$2,198,303 |
| Direct Loan | | \$684,182 | \$4,682,805 | \$1,171,550 | (\$2,249) | \$400,437 | \$5,184,158 | (\$68) | | \$12,120,815 |
| Other Revenue | | | | | | | | | | |
| State Allocation | \$785,307 | \$10,345,210 | \$5,855,945 | \$5,517,450 | \$9,375,770 | \$9,070,808 | \$9,113,510 | \$9,401,510 | \$8,001,038 | \$67,466,547 |
| Capital Projects | \$5,096,722 | | \$1,249,583 | (\$441) | \$141,311 | \$5,518 | \$77,904 | (\$1,107) | \$927,786 | \$7,497,277 |
| Auxiliary | \$514,015 | \$462,411 | \$438,608 | \$672,847 | \$475,280 | \$527,904 | \$469,544 | \$760,870 | \$565,508 | \$4,886,988 |
| Other Revenue | \$3,419,049 | \$95,530 | \$72,211 | \$67,625 | \$291,297 | \$349,503 | (\$9,267) | \$281,407 | \$770,801 | \$5,338,157 |
| Accounts Receivable | \$6,924,491 | \$1,530,145 | \$4,655,559 | (\$3,967,718) | (\$1,809,617) | \$6,940,271 | (\$9,414,378) | \$1,677,911 | (\$117,557) | \$6,419,106 |
| Total Collected Revenue | \$30,837,934 | \$20,505,896 | \$37,620,072 | \$17,528,839 | \$19,716,680 | \$23,954,155 | \$26,393,710 | \$19,155,601 | \$19,995,432 | \$215,708,318 |



Revenue & Expenditures

7/1/2025 through 3/31/2026

| Expenditures to Date | July | August | September | October | November | December | January | February | March | Total |
|---------------------------------|---------------------|---------------------|---------------------|----------------------|---------------------|----------------------|---------------------|---------------------|---------------------|----------------------|
| Tuition and Student Fees | | | | | | | | | | |
| S&A Fee | \$10,405 | \$61,565 | \$159,379 | \$164,194 | \$170,691 | \$163,514 | \$140,175 | \$116,203 | \$330,382 | \$1,316,508 |
| Student Fees | \$177,684 | \$474,483 | \$585,313 | \$614,747 | \$480,079 | \$368,299 | \$311,711 | \$326,735 | \$420,600 | \$3,759,651 |
| Building & Innovation Fee | - | | \$102,122 | \$2,415,848 | \$294,753 | \$169,154 | \$2,297,843 | \$260,121 | \$47,105 | \$5,586,947 |
| Grants & Contracts | | | | | | | | | | |
| Head Start & ECEAP | \$1,691,433 | \$774,086 | \$3,250,660 | \$4,290,832 | \$2,843,868 | \$2,382,888 | \$2,556,179 | \$2,317,566 | \$1,313,428 | \$21,420,940 |
| Running Start | \$4,513,957 | | | \$287,905 | \$4,384 | \$5,590 | \$205 | \$103 | | \$4,812,144 |
| Perkins | \$48,186 | \$57,877 | \$69,716 | \$28,518 | \$82,327 | \$196,900 | \$95,330 | \$129,469 | \$171,155 | \$879,479 |
| WorkFirst | \$94,610 | \$53,533 | \$112,196 | \$86,816 | \$69,385 | \$68,413 | \$77,672 | \$51,482 | \$87,488 | \$701,593 |
| BFET | \$127,556 | \$75,340 | \$298,973 | \$113,284 | \$72,118 | \$161,430 | \$186,082 | \$88,447 | \$63,236 | \$1,186,466 |
| Corrections | \$154,426 | \$176,774 | \$208,418 | \$179,815 | \$163,325 | \$160,372 | \$200,830 | \$193,870 | \$188,277 | \$1,626,107 |
| Other Grants & Contracts | \$22,035 | \$441,917 | \$286,676 | \$190,231 | \$475,461 | \$815,935 | \$257,509 | \$747,248 | \$884,982 | \$4,121,995 |
| Financial Aid | | | | | | | | | | |
| PELL | \$2,327,506 | (\$5,888) | \$7,399,135 | \$717,330 | \$328,594 | \$7,068,966 | \$1,294,190 | \$7,388 | (\$21,509) | \$19,115,710 |
| Work Study | \$69,687 | \$54,206 | \$57,282 | \$117,167 | \$97,904 | \$60,851 | \$102,318 | \$127,128 | \$91,120 | \$777,662 |
| Other Federal Financial Aid | \$187,782 | \$1,572 | \$212,494 | (\$101,456) | - | \$280,658 | \$28,949 | \$100 | (\$500) | \$609,599 |
| Other State Financial Aid | \$1,862,695 | \$26,840 | \$7,031,558 | \$702,019 | \$309,459 | (\$1,807,749) | (\$2,594,322) | (\$2,592,002) | \$46,852 | \$2,985,351 |
| Direct Loan | \$1,390,269 | \$41,151 | \$3,709,536 | \$1,430,034 | \$275,617 | \$4,185,347 | \$1,119,983 | \$806,345 | (\$18,120) | \$12,940,162 |
| Other Expenditures | | | | | | | | | | |
| Salary & Benefits | \$6,421,903 | \$9,126,451 | \$10,150,214 | \$10,458,124 | \$11,591,300 | \$11,078,190 | \$11,681,526 | \$11,772,867 | \$12,853,863 | \$95,134,437 |
| Capital Projects | \$431,864 | \$134,615 | \$225,901 | \$267,380 | \$55,962 | (\$148,059) | \$681,547 | \$600,133 | \$574,241 | \$2,823,584 |
| Rent & Utilities | \$167,645 | \$438,481 | \$425,394 | \$416,535 | \$719,421 | \$443,940 | \$469,825 | \$509,003 | \$388,714 | \$3,978,960 |
| Travel | \$7,803 | \$13,137 | \$10,585 | \$27,199 | \$34,386 | \$25,581 | \$24,768 | \$17,375 | \$45,257 | \$206,092 |
| Goods, Equipment, and Supplies | \$21,063 | \$124,790 | \$78,151 | \$124,339 | \$115,385 | \$112,237 | \$88,291 | \$82,474 | \$172,208 | \$918,939 |
| Auxiliary | \$6,569 | \$43,564 | \$77,444 | \$154,496 | \$544,247 | \$174,470 | \$141,435 | \$105,211 | \$157,577 | \$1,405,015 |
| Other Expenses / Services | \$311,221 | \$1,055,330 | \$940,499 | \$691,979 | \$626,241 | \$1,344,267 | \$835,360 | \$561,892 | \$1,190,245 | \$7,557,034 |
| Total Expenditures | \$20,046,299 | \$13,169,824 | \$35,391,646 | \$23,377,338 | \$19,354,906 | \$27,311,197 | \$19,997,408 | \$16,229,158 | \$18,986,600 | \$193,864,376 |
| Net Activity | \$10,791,635 | \$7,336,073 | \$2,228,425 | (\$5,848,499) | \$361,774 | (\$3,357,042) | \$6,396,302 | \$2,926,442 | \$1,008,832 | \$21,843,943 |

**2026 State Appropriation, Tuition, Operating Support
Budget Distribution
Allocation #8**

4/3/2026

| | Allocation | SCC | SFCC | Central Admin (a) | Institutional Shared Costs | Total |
|---|--------------------|----------------------|----------------------|----------------------|----------------------------|-----------------------|
| 1 District Enrollment Allocation Base (DEAB) | 63,897,000 | | | | | |
| 2a DEAB (GFS) | \$ 39,485,993 | \$ 18,048,892 | \$ 10,860,199 | \$ 10,576,902 | \$ - | \$ 39,485,993 |
| 2b DEAB (ELTA) | 4,483,696 | 2,049,480 | 1,095,319 | 1,338,898 | - | 4,483,696 |
| 2c DEAB (WEIA) | 4,834,619 | 2,209,885 | 1,181,045 | 1,443,688 | - | 4,834,619 |
| 3 Weighted Enrollments | 5,880,509 | 5,339,578 | 540,931 | - | - | 5,880,509 |
| 4a Performance Based Funding (earmark) | 4,461,183 | 2,580,468 | 1,880,715 | - | - | 4,461,183 |
| 4b Performance Based Funding (proviso) | 175,000 | 101,225 | 73,775 | - | - | 175,000 |
| 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) | | | | | | |
| 9a Safe Harbor Wage Increases (GFS) | 11,824,066 | 5,126,819 | 3,249,800 | 3,447,447 | - | 11,824,066 |
| 9b Safe Harbor Wage Increases (WEIA) | 2,410,691 | 1,942,242 | 468,449 | - | - | 2,410,691 |
| 10 Foundational Support (c) | - | - | - | - | - | - |
| 11 Health Insurance | 3,922,028 | 1,732,589 | 1,106,644 | 1,082,796 | - | 3,922,028 |
| 12 Pension | (919,736) | (430,873) | (278,859) | (210,004) | - | (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) | - | - | - | - | - | - |
| 16a Guided Pathways (GS) | 200,000 | 100,000 | 100,000 | - | - | 200,000 |
| 16b Guided Pathways (WEIA) | 3,397,654 | 2,387,347 | 1,010,307 | - | - | 3,397,654 |
| 17a Worker Retraining - Proviso | 1,810,954 | 1,585,003 | 225,951 | - | - | 1,810,954 |
| 17b Worker Retraining - Earmark | 174,527 | 139,622 | 34,905 | - | - | 174,527 |
| 18 Equity and Access - SB5194 | 625,771 | 312,886 | 312,886 | - | - | 625,771 |
| 19a Diversity Bill - SB5227 (GFS) | 77,353 | 38,677 | 17,791 | 20,885 | - | 77,353 |
| 19b Diversity Bill - SB5227 (WEIA) | 86,755 | 43,378 | 19,954 | 23,424 | - | 86,755 |
| 20 Career Launch Enrollments | - | - | - | - | - | - |
| 21 Aerospace Apprenticeships | 80,000 | 80,000 | - | - | - | 80,000 |
| 22 Disability Accommodations | 108,866 | 78,211 | 30,655 | - | - | 108,866 |
| 23a Opportunity Grants (ELTA) | 478,012 | 254,971 | 223,041 | - | - | 478,012 |
| 23b Opportunity Grants (GFS) | 153,991 | 81,030 | 72,961 | - | - | 153,991 |
| 24 Gold Star Families | 38,646 | 22,649 | 15,997 | - | - | 38,646 |
| 25 Students of Color | 46,020 | 30,664 | 15,356 | - | - | 46,020 |
| 26 Nurse Educators (e) | - | - | - | - | - | - |
| 27 Nurse Education Enrollment Increases (GF-State) | 138,528 | 138,528 | - | - | - | 138,528 |
| 28 High Demand (e) | - | - | - | - | - | - |
| 29 High Demand Enrollments | 151,762 | - | 151,762 | - | - | 151,762 |
| 30 Homeless Student Expansion | 220,600 | 110,300 | 110,300 | - | - | 220,600 |
| 31 Financial Aid Outreach | - | - | - | - | - | - |
| 32 Cybersecurity Enrollments | 180,000 | 90,000 | 90,000 | - | - | 180,000 |
| 33 Refugee Education | 688,000 | 688,000 | - | - | - | 688,000 |
| 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 |
| 37a Student Assistance Grants (GFS) | 3,056 | 3,056 | - | - | - | 3,056 |
| 37b Student Assistance Grants (WEIA) | 310,000 | 155,000 | 155,000 | - | - | 310,000 |
| 39 Workforce Development Projects | - | - | - | - | - | - |
| 41a Health Workforce Opp Grants (ELTA) | 109,441 | 65,737 | 43,704 | - | - | 109,441 |
| 41b Health Workforce Opp Grants (GFS) | 29,804 | 17,796 | 12,008 | - | - | 29,804 |
| 42 Nursing Supply SB 5582 | 250,000 | 250,000 | - | - | - | 250,000 |
| 43 Nurse Education Enrollment Increases (WEIA) | 162,000 | 162,000 | - | - | - | 162,000 |
| 44a Apprenticeship & Higher Educ ESSB 5764 (GF-State) | 9,000 | 9,000 | - | - | - | 9,000 |
| 44b Apprenticeship & Higher Educ ESSB 5764 (WEIA) | 55,000 | 55,000 | - | - | - | 55,000 |
| 45 Early Achievers Grant Supports | 25,227 | - | 25,227 | - | - | 25,227 |
| 46 Incarcerated Students Grants SSB5953 | 163,800 | 163,800 | - | - | - | 163,800 |
| 47 Higher Ed Opioid Prevention ZSHB 2112 (c) | - | - | - | - | - | - |
| 49 Students Experiencing Homelessness HB1166 Expansion | - | - | - | - | - | - |
| 50 Climate Curriculum Development | - | - | - | - | - | - |
| 51 College in High School Fees SSB 5048 | 4,104 | 4,104 | - | - | - | 4,104 |
| 52 Sub Total Safe Harbor | 28,032,063 | 16,017,647 | 7,435,868 | 4,522,594 | 55,954 | 28,032,063 |
| 53 Total State Operating Allocation | 91,929,063 | 48,678,829 | 24,206,198 | 18,988,082 | 55,954 | 91,929,063 |
| 54a Resident Tuition Revenue | 26,718,783 | 18,534,198 | 8,184,585 | - | - | 26,718,783 |
| 54b International Tuition Revenue | 312,345 | 101,466 | 210,879 | - | - | 312,345 |
| 55 Central Administration Resident & International Tuition | - | (4,055,702) | (1,320,523) | 5,376,225 | - | - |
| 56 Institutional Shared Costs | - | (5,239,971) | (2,559,076) | (1,201,429) | 9,000,476 | - |
| One-time Distribution of FY25 Tuition Revenue over Budget & Unspent ISC | 3,705,372 | 2,187,541 | 815,716 | 702,115 | - | 3,705,372 |
| 57 Total Tuition Forecast Budget Allocation | 30,736,500 | 11,527,531 | 5,331,581 | 4,876,911 | 9,000,476 | 30,736,500 |
| 58 Total State Allocation & Tuition | 122,665,563 | 60,206,360 | 29,537,779 | 23,864,994 | 9,056,430 | 122,665,563 |
| 60 Operating Support FY26 (b) | 9,873,693 | (1,516,028) | 8,985,052 | 2,404,669 | - | 9,873,693 |
| 61 Strategic Investments (d) | 3,000,000 | 1,085,544 | 410,182 | 504,274 | 1,000,000 | 3,000,000 |
| 62 Operating Revenue Transfer from Other Sources | - | - | - | (424,860) | 424,860 | - |
| 63 Total One-Time and Operating Support | 12,873,693 | (430,484) | 9,395,234 | 2,484,083 | 1,424,860 | 12,873,693 |
| 64 Total State Allocation, Tuition, and Operating Support Budget Authority | 135,539,255 | \$ 59,775,876 | \$ 38,933,013 | \$ 26,349,076 | \$ 10,481,290 | \$ 135,539,255 |

- (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.
 - (c) Provisos moved to DEAB in FY26- College Affordability Program, Foundational and College Operating Costs Support, Institutional Priorities, & Opioid Prevention.
 - (d) CAU Strategic Investments includes unallocated amount of \$396,947
 - (e) Provisos moved to Wage Increase earmark in FY26: High Demand Faculty Salary, Nurse Educator Salaries
- Allocations undistributed by SBCTC

2026 State Appropriation, Tuition, Operating Support

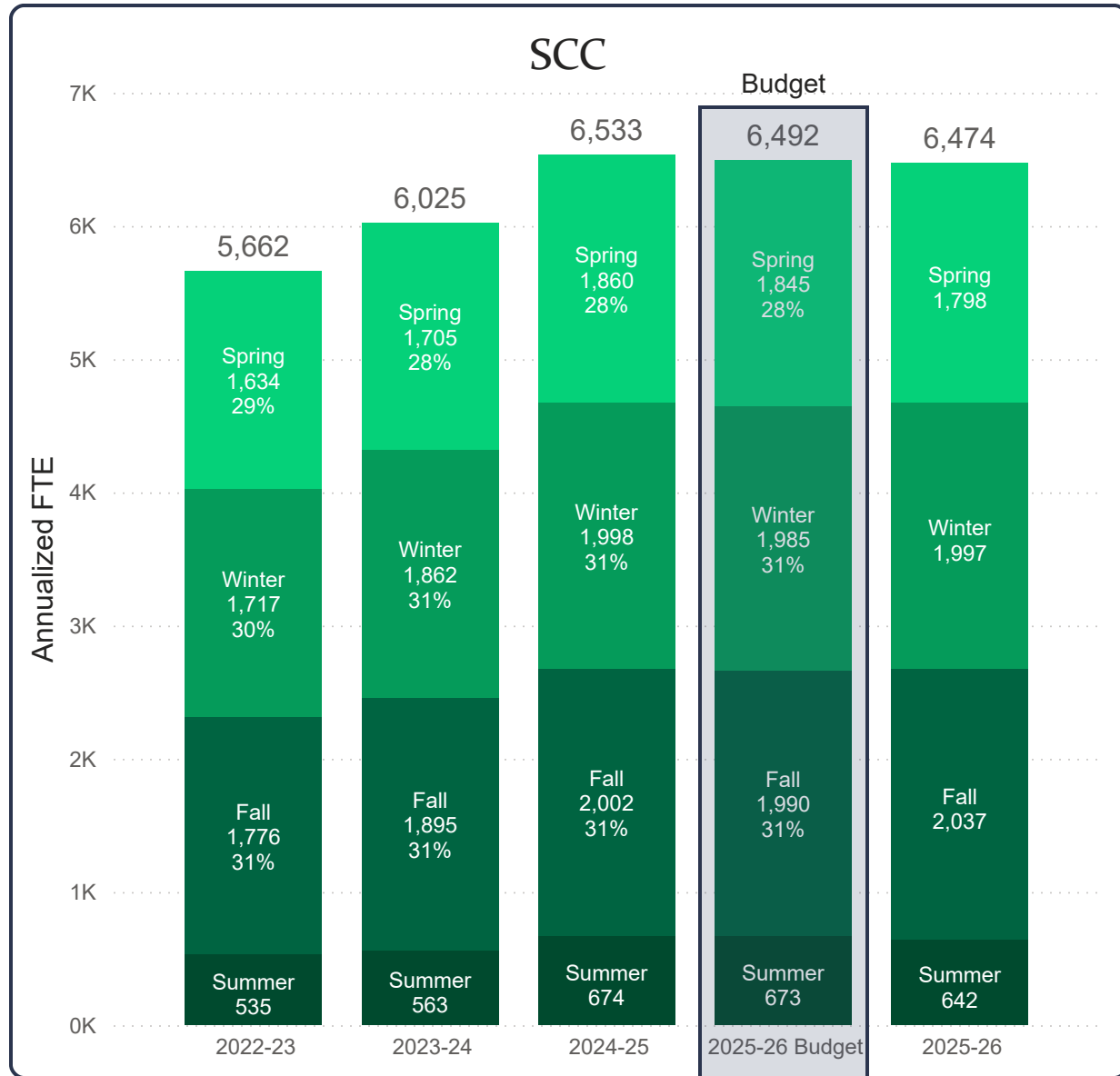
5/6/2026

Budget Distribution
Allocation #9

| | Allocation | SCC | SFCC | Central Admin (a) | Institutional Shared Costs | Total |
|--|---------------|---------------|---------------|-------------------|----------------------------|----------------|
| 1 District Enrollment Allocation Base (DEAB) | 63,897,000 | | | | | |
| 2a DEAB (GFS) | \$ 39,485,993 | \$ 18,048,892 | \$ 10,860,199 | \$ 10,576,902 | \$ - | 39,485,993 |
| 2b DEAB (ELTA) | 4,483,696 | 2,049,480 | 1,095,319 | 1,338,898 | - | 4,483,696 |
| 2c DEAB (WEIA) | 4,834,619 | 2,209,885 | 1,181,045 | 1,443,688 | - | 4,834,619 |
| 3 Weighted Enrollments | 5,880,509 | 5,339,578 | 540,931 | - | - | 5,880,509 |
| 4a Performance Based Funding (earmark) | 4,461,183 | 2,580,468 | 1,880,715 | - | - | 4,461,183 |
| 4b Performance Based Funding (proviso) | 175,000 | 101,225 | 73,775 | - | - | 175,000 |
| 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) | | | | | | |
| 9a Safe Harbor Wage Increases (GFS) | 11,824,066 | 5,126,819 | 3,249,800 | 3,447,447 | - | 11,824,066 |
| 9b Safe Harbor Wage Increases (WEIA) | 2,410,691 | 1,942,242 | 468,449 | - | - | 2,410,691 |
| 10 Foundational Support (c) | - | - | - | - | - | - |
| 11 Health Insurance | 3,922,028 | 1,732,589 | 1,106,644 | 1,082,796 | - | 3,922,028 |
| 12 Pension | (919,736) | (430,873) | (278,859) | (210,004) | - | (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) | - | - | - | - | - | - |
| 16a Guided Pathways (GS) | 200,000 | 100,000 | 100,000 | - | - | 200,000 |
| 16b Guided Pathways (WEIA) | 3,397,654 | 2,387,347 | 1,010,307 | - | - | 3,397,654 |
| 17a Worker Retraining - Proviso | 1,810,954 | 1,585,003 | 225,951 | - | - | 1,810,954 |
| 17b Worker Retraining - Earmark | 174,527 | 139,622 | 34,905 | - | - | 174,527 |
| 18 Equity and Access - SB5194 | 625,771 | 312,886 | 312,886 | - | - | 625,771 |
| 19a Diversity Bill - SB5227 (GFS) | 77,353 | 38,677 | 17,791 | 20,885 | - | 77,353 |
| 19b Diversity Bill - SB5227 (WEIA) | 86,755 | 43,378 | 19,954 | 23,424 | - | 86,755 |
| 20 Career Launch Enrollments | - | - | - | - | - | - |
| 21 Aerospace Apprenticeships | 80,000 | 80,000 | - | - | - | 80,000 |
| 22 Disability Accommodations | 108,866 | 78,211 | 30,655 | - | - | 108,866 |
| 23a Opportunity Grants (ELTA) | 478,012 | 254,971 | 223,041 | - | - | 478,012 |
| 23b Opportunity Grants (GFS) | 169,923 | 88,996 | 80,927 | - | - | 169,923 |
| 24 Gold Star Families | 38,646 | 22,649 | 15,997 | - | - | 38,646 |
| 25 Students of Color | 46,020 | 30,664 | 15,356 | - | - | 46,020 |
| 26 Nurse Educators (e) | - | - | - | - | - | - |
| 27 Nurse Education Enrollment Increases (GF-State) | 138,528 | 138,528 | - | - | - | 138,528 |
| 28 High Demand (e) | - | - | - | - | - | - |
| 29 High Demand Enrollments | 151,762 | - | 151,762 | - | - | 151,762 |
| 30 Homeless Student Expansion | 220,600 | 110,300 | 110,300 | - | - | 220,600 |
| 31 Financial Aid Outreach | - | - | - | - | - | - |
| 32 Cybersecurity Enrollments | 180,000 | 90,000 | 90,000 | - | - | 180,000 |
| 33 Refugee Education | 688,000 | 688,000 | - | - | - | 688,000 |
| 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 |
| 37a Student Assistance Grants (GFS) | 3,056 | 3,056 | - | - | - | 3,056 |
| 37b Student Assistance Grants (WEIA) | 310,000 | 155,000 | 155,000 | - | - | 310,000 |
| 39 Workforce Development Projects | - | - | - | - | - | - |
| 41a Health Workforce Opp Grants (ELTA) | 109,441 | 65,737 | 43,704 | - | - | 109,441 |
| 41b Health Workforce Opp Grants (GFS) | 29,804 | 17,796 | 12,008 | - | - | 29,804 |
| 42 Nursing Supply SB 5582 | 250,000 | 250,000 | - | - | - | 250,000 |
| 43 Nurse Education Enrollment Increases (WEIA) | 162,000 | 162,000 | - | - | - | 162,000 |
| 44a Apprenticeship & Higher Educ ESSB 5764 (GF-State) | 9,000 | 9,000 | - | - | - | 9,000 |
| 44b Apprenticeship & Higher Educ ESSB 5764 (WEIA) | 55,000 | 55,000 | - | - | - | 55,000 |
| 45 Early Achievers Grant Supports | 25,227 | - | 25,227 | - | - | 25,227 |
| 46 Incarcerated Students Grants SSB5953 | 163,800 | 163,800 | - | - | - | 163,800 |
| 47 Higher Ed Opioid Prevention ZSHB 2112 (c) | - | - | - | - | - | - |
| 49 Students Experiencing Homelessness HB1166 Expansion | - | - | - | - | - | - |
| 50 Climate Curriculum Development | - | - | - | - | - | - |
| 51 College in High School Fees SSB 5048 | 4,104 | 4,104 | - | - | - | 4,104 |
| 52 Sub Total Safe Harbor | 28,047,995 | 16,025,613 | 7,443,834 | 4,522,594 | 55,954 | 28,047,995 |
| 53 Total State Operating Allocation | 91,944,995 | 48,686,795 | 24,214,164 | 18,988,082 | 55,954 | 91,944,995 |
| 54a Resident Tuition Revenue | 26,718,783 | 18,534,198 | 8,184,585 | - | - | 26,718,783 |
| 54b International Tuition Revenue | 312,345 | 101,466 | 210,879 | - | - | 312,345 |
| 55 Central Administration Resident & International Tuition | - | (4,055,702) | (1,320,523) | 5,376,225 | - | - |
| 56 Institutional Shared Costs | - | (5,239,971) | (2,559,076) | (1,201,429) | 9,000,476 | - |
| One-time Distribution of FY25 Tuition Revenue over Budget & Unspent ISC | 3,705,372 | 2,187,541 | 815,716 | 702,115 | - | 3,705,372 |
| 57 Total Tuition Forecast Budget Allocation | 30,736,500 | 11,527,531 | 5,331,581 | 4,876,911 | 9,000,476 | 30,736,500 |
| 58 Total State Allocation & Tuition | 122,681,495 | 60,214,326 | 29,545,745 | 23,864,994 | 9,056,430 | 122,681,495 |
| 60 Operating Support FY26 (b) | 9,873,693 | (1,516,028) | 8,985,052 | 2,404,669 | - | 9,873,693 |
| 61 Strategic Investments (d) | 3,000,000 | 1,085,544 | 410,182 | 504,274 | 1,000,000 | 3,000,000 |
| 62 Operating Revenue Transfer from Other Sources | - | - | - | (424,860) | 424,860 | - |
| 63 Total One-Time and Operating Support | 12,873,693 | (430,484) | 9,395,234 | 2,484,083 | 1,424,860 | 12,873,693 |
| 64 Total State Allocation, Tuition, and Operating Support Budget Authority | 135,555,187 | \$ 59,783,842 | \$ 38,940,979 | \$ 26,349,076 | \$ 10,481,290 | \$ 135,555,187 |

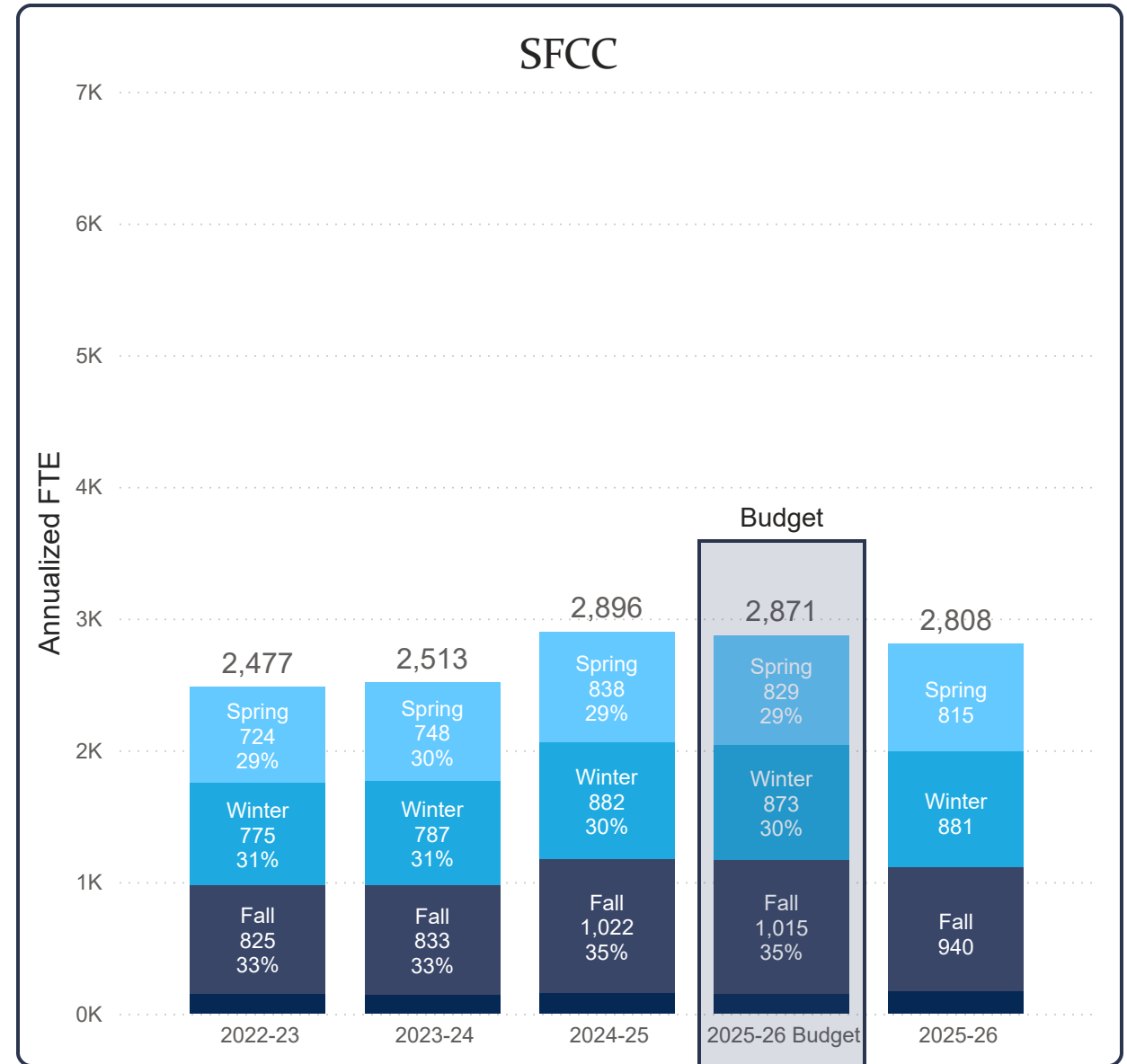
- (a) Central Administration: Chancellor, Business Office, Human Resources, Public Information/Marketing Offices, Facilities, Compliance, IT
 - (b) Operating support revenue such as Running Start fees, indirect cost recoveries, etc.
 - (c) Provisos moved to DEAB in FY26- College Affordability Program, Foundational and College Operating Costs Support, Institutional Priorities, & Opioid Prevention.
 - (d) CAU Strategic Investments includes unallocated amount of \$396,947
 - (e) Provisos moved to Wage Increase earmark in FY26: High Demand Faculty Salary, Nurse Educator Salaries
- Allocations undistributed by SBCTC

State Funded Annualized FTE



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

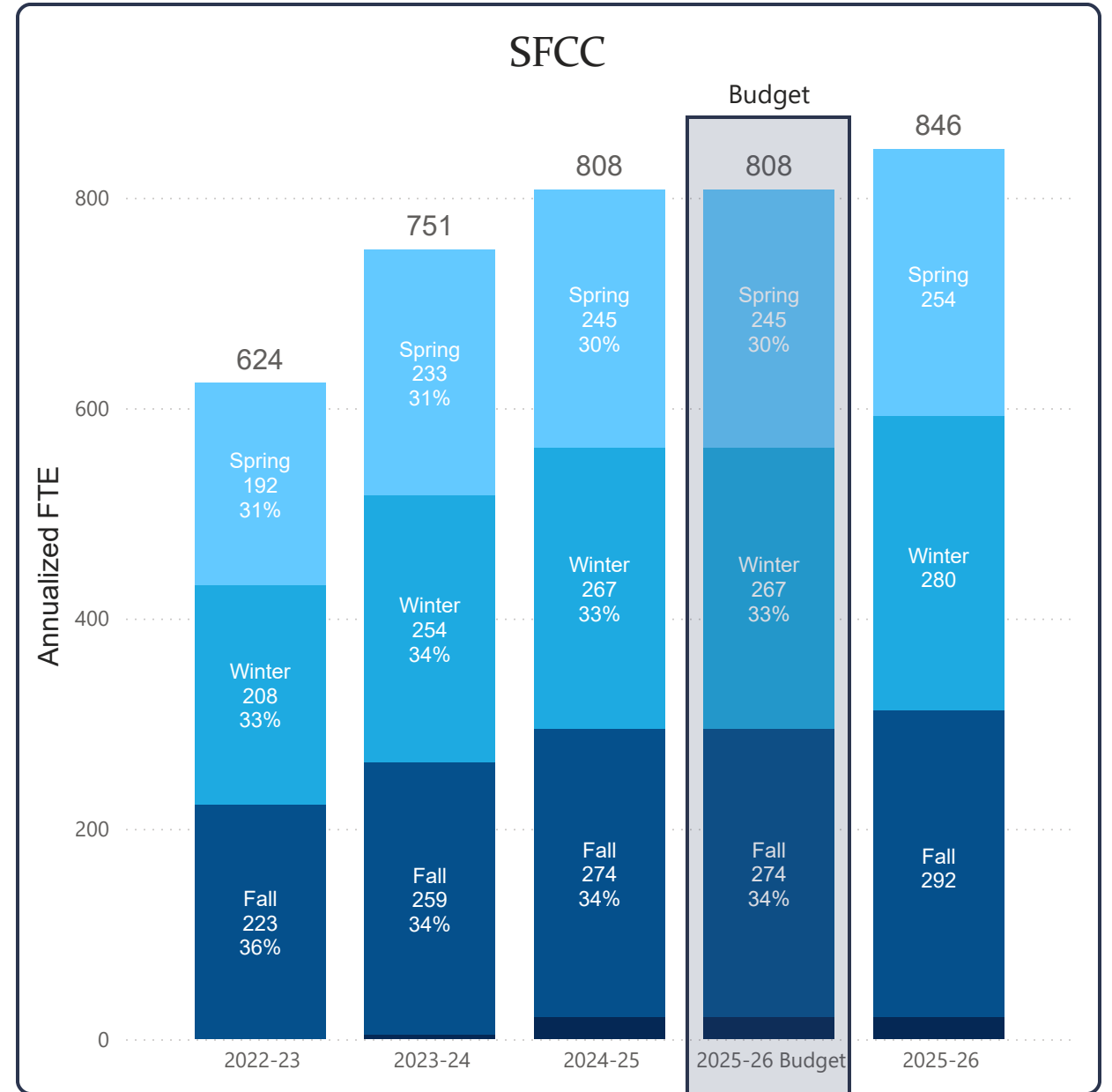
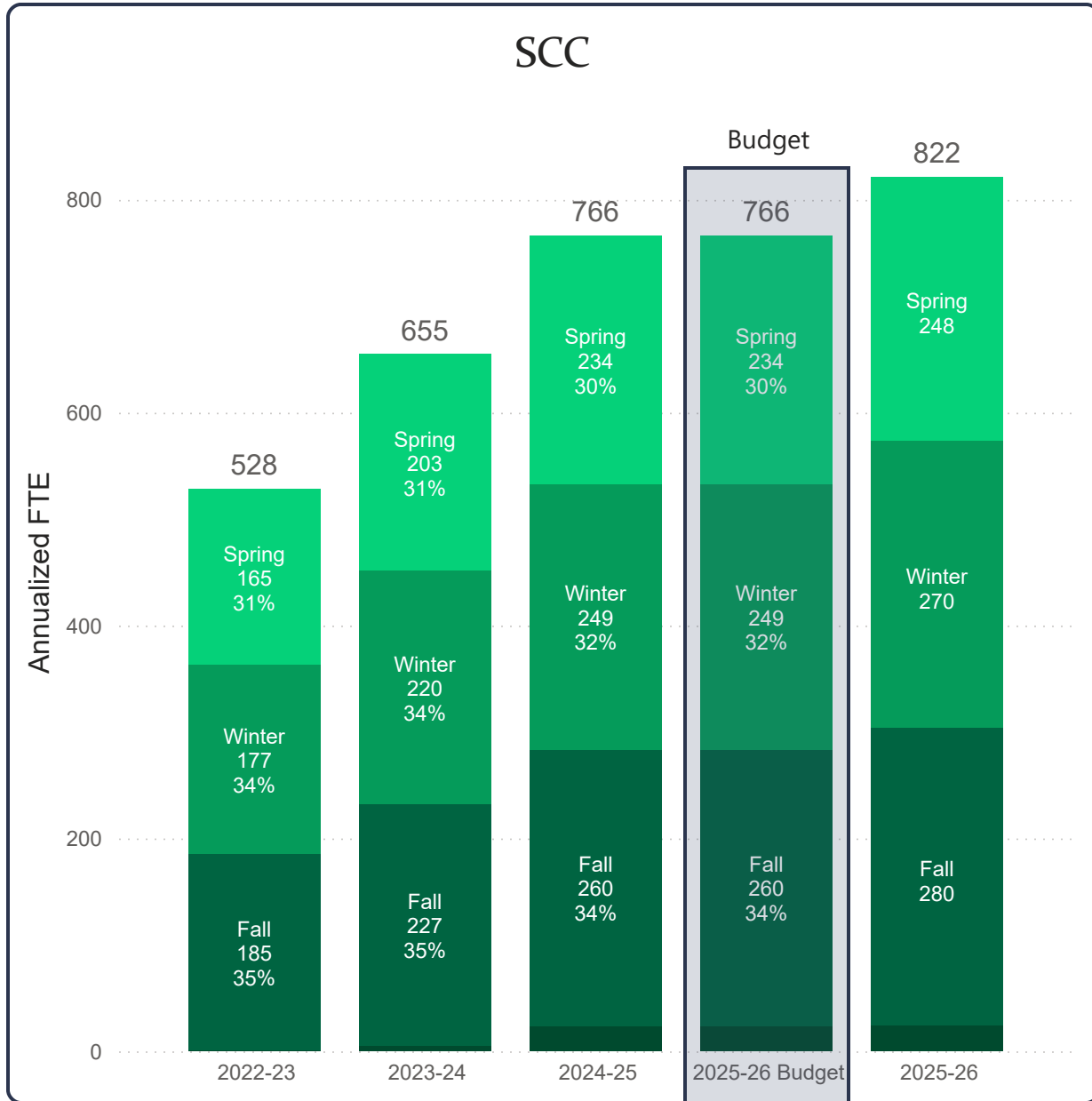
Combined State Funded Enrollment Budget: 9,363 annualized FTE



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



CONSENT AGENDA ITEMS: HEAD START UPDATES

Submitted by: Bobbi Woodral
District Director Head Start/EHS/ECEAP
May 19, 2026

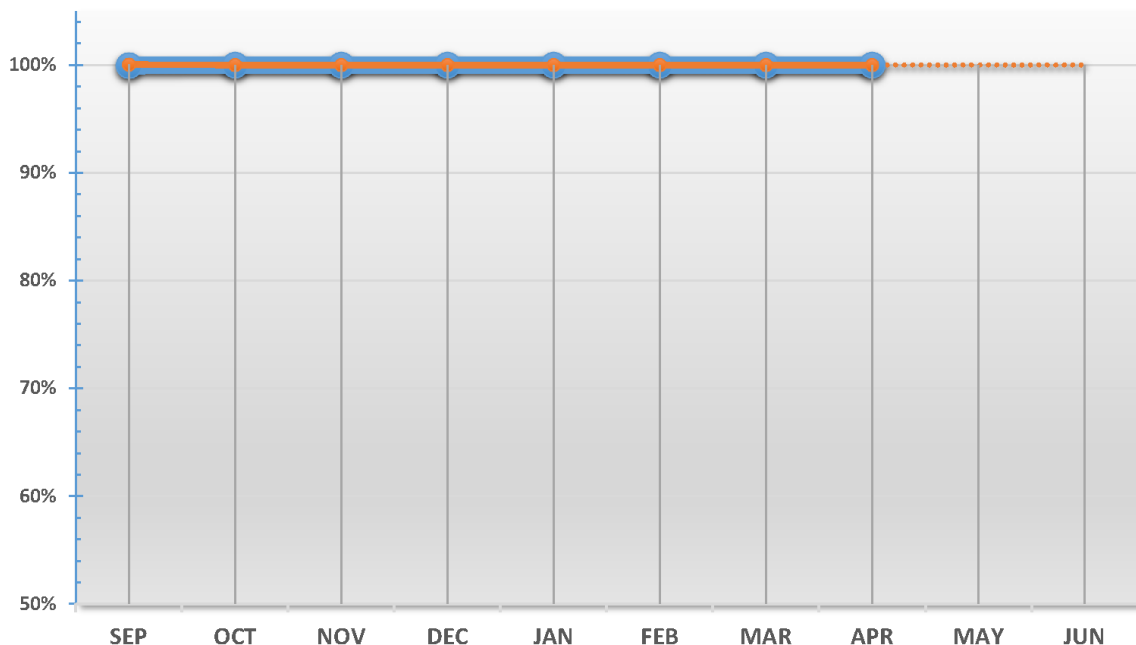
STATUS REPORT SPOKANE COLLEGES HEAD START & ECEAP

APRIL 2026

Enrollment

Head Start and Early Head Start maintained full enrollment at 100% throughout the month of April and have consistently held full enrollment since the start of the program year in September. This reflects strong coordination across teams and effective processes to ensure timely placement of children and continuity of services for families. We anticipate maintaining full enrollment through August, closing out the program year at capacity.

**Spokane Colleges Head Start
Enrollment - 2025/26**



| | | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN |
|---------|-----|--------|--------|--------|--------|--------|--------|--------|------|------|------|
| 2025/26 | EHS | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | | |
| | HS | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | | |
| 2024/25 | EHS | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100% | 100% | 100% |
| | HS | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100% | 100% | 100% |






Head Start Baseline Grant

We are preparing for submission of our Head Start/Early Head Start (HS/EHS) Baseline Grant application, due to the Administration for Children and Families (ACF) on June 1, 2026. ACF released guidance on February 27, 2026, outlining requirements for Grant #10CH012101, which supports continued services for 345 preschool children and 346 infants and toddlers. This baseline application initiates a new five-year grant cycle, with continuation funding applications to be submitted annually thereafter.


The application covers the program year from September 1, 2026, through August 31, 2027, with a total funding request of \$16,088,134. This includes \$15,866,516 for program operations and \$221,618 for training and technical assistance. The program is also required to meet a non-federal match of \$4,022,034. While final guidance has not yet been issued, a modest cost-of-living adjustment (COLA) of


approximately 0.6% is anticipated and is expected to be incorporated at the time of the Notice of Award (NOA), rather than within this initial application.


Staff are actively finalizing all components of the application to ensure timely submission and continuation of services. The table below outlines the funding and enrollment levels for Fiscal Year 2026–2027.


| Spokane Colleges Head Start & ECEAP | | | |
|--|---------------------|----------------------|----------------------|
| Per the Funding Guidance Letter dated February 27, 2026. This does not include the anticipated COLA, because that notice has not been received. | | | |
| Period of Funding: September 1, 2026 – August 31, 2027 | | | |
| Funding Type | Head Start | Early Head Start | TOTAL |
|  Program Operations | \$ 7,820,233 | \$ 8,046,283 | \$ 15,866,516 |
|  Training & Technical Assistance | \$ 76,563 | \$ 145,055 | \$ 221,618 |
| Total Federal Funding | \$ 7,896,796 | \$ 8,191,338 | \$ 16,088,134 |
|  Non-Federal Share | \$ 1,974,199 | \$ 2,047,835 | \$ 4,022,034 |
| Total Federal & Non-Federal Share | \$ 9,870,995 | \$ 10,239,173 | \$ 20,110,168 |
|  Spokane Colleges Indirect @ 8% of Federal Funds | \$ 631,744 | \$ 655,307 | \$ 1,287,051 |
|  Federal Funded Enrollment | 345 | 346 | 691 |

SUMMARY

 **Total Federal Funding**
\$16,088,134

 **Total Federal & Non-Federal Share**
\$20,110,168

 **Spokane Colleges Indirect @ 8% of Federal Funds**
\$1,287,051

 **Federal Funded Enrollment**
691

Note: This does not include the anticipated COLA, because that notice has not been received.

Early Learning Facilities (ELF) Grant

Spokane Colleges has been awarded a 2025–2027 Early Learning Facilities (ELF) Grant from the Washington State Department of Commerce in the amount of \$2,108,976 to support critical infrastructure improvements at the Bigfoot Childcare Center on the Spokane Community College campus. This Center Maintenance award will fund a full HVAC system replacement, including rooftop heating and cooling units, the kitchen make-up air unit, and an upgraded stove to support safe and efficient meal preparation.

These enhancements will significantly improve the learning environment for children and staff while strengthening our ability to provide high-quality early learning services and nutritious meals for children. The project was developed in partnership with Custom Energy and aligns with broader campus efforts to improve energy efficiency and sustainability.

Due to the scope of construction, which is anticipated to occur in summer 2027, operations currently housed in Building 20 will be temporarily relocated to ensure continuity of services and maintain a safe environment for children and staff.

This award reflects strong cross-departmental collaboration. We extend our appreciation to the Spokane Colleges Grants Office and Facilities Department for their leadership and partnership throughout the application process.

Child Care Access Means Parents in School (CCAMPIS) Grant

The Child Care Access Means Parents in School (CCAMPIS) grant opportunity has reopened, with applications due May 29, 2026. This federal program supports the participation of low-income parents in postsecondary education by funding campus-based childcare services.

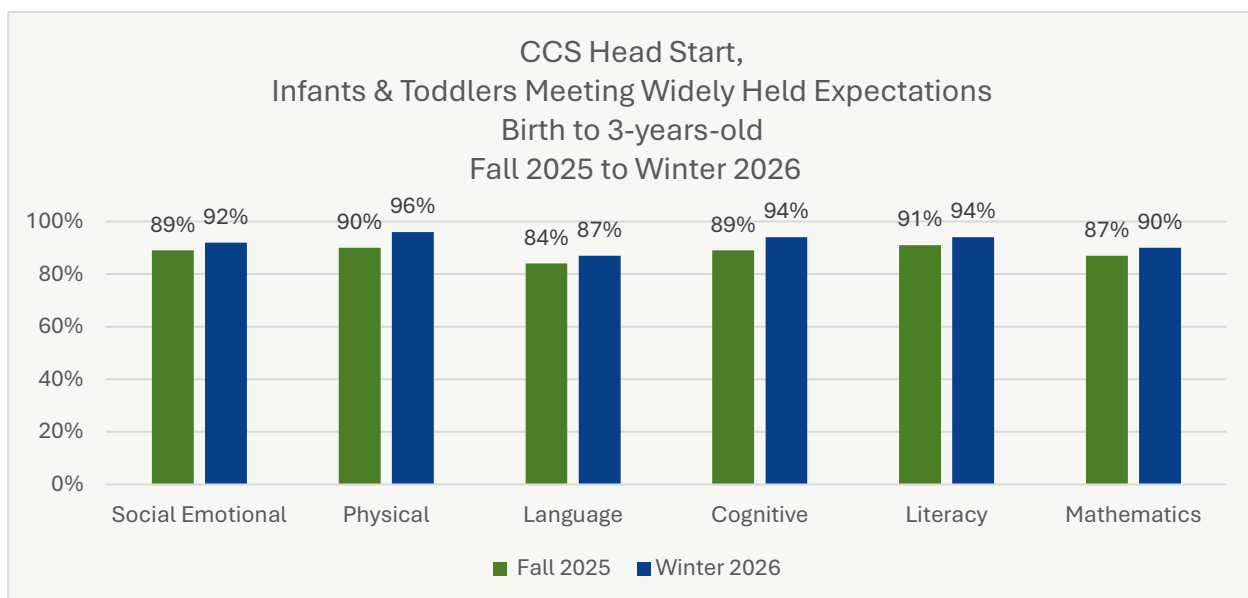
Our program has a strong history with CCAMPIS, having utilized these funds for over 16 years to provide childcare tuition assistance for Pell-eligible student parents and to expand access to summer childcare services at Spokane Community College (SCC) and Spokane Falls Community College (SFCC). When our previous award period ended, the federal CCAMPIS competition was not open, and therefore there was no opportunity to reapply at that time. This newly released solicitation now allows us to re-engage in this funding opportunity.

We will be submitting a new application and plan to request the maximum allowable award based on our colleges' percentage of Pell-eligible students—up to \$500,000 annually over a five-year project period. If awarded, these funds would significantly enhance our ability to support student parents in achieving their educational goals while ensuring their children have access to high-quality early learning services.

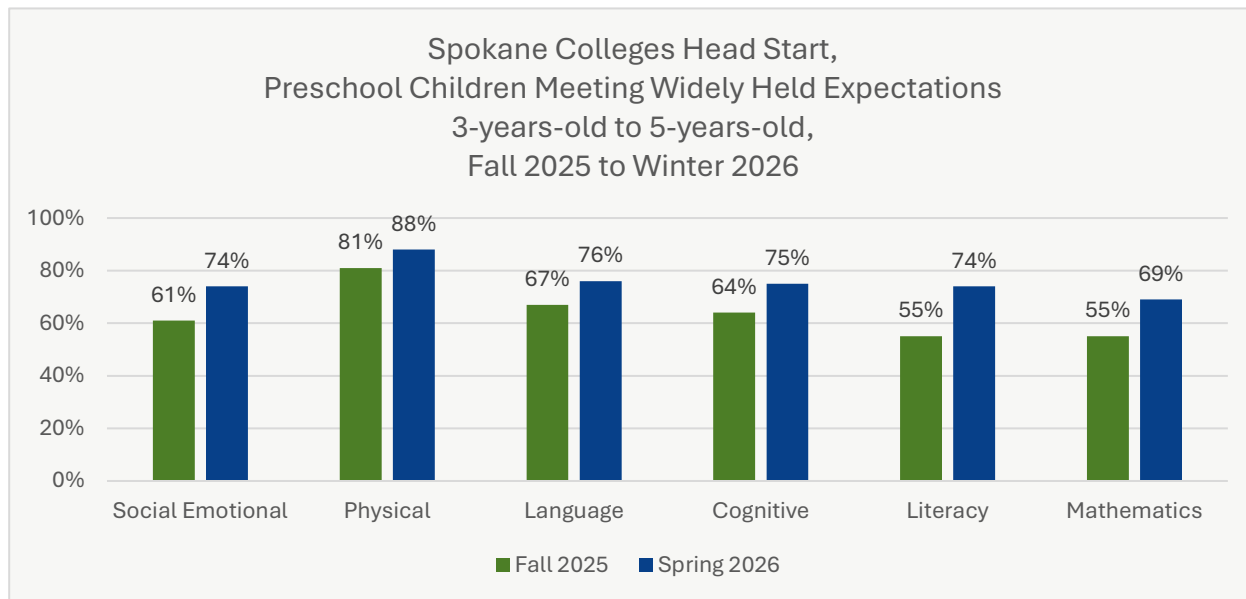
Education Outcomes Report – Fall to Winter 2025-2026

Our program uses Teaching Strategies GOLD to assess developmental progress for all Early Head Start (birth–3) and Head Start Preschool (ages 3–5) children. Outcomes are measured against widely held expectations, which are research-based developmental benchmarks describing the typical range of skills children demonstrate at each age. The Winter checkpoint provides an opportunity to reflect on children's growth over time and the impact of our practices across developmental domains.

Infants and toddlers continue to demonstrate high alignment with widely held expectations across all areas of development. As shown in the graph below, the majority of children are meeting or approaching expectations across domains. Growth from Fall to Winter is present but incremental, which is expected given the strong starting point for this age group. Consistently strong outcomes in social-emotional and physical development reflect the program's emphasis on responsive caregiving, where nurturing relationships, predictable routines, and attention to children's cues support steady developmental progress.



Preschool children demonstrate continued growth from Fall to Winter across all domains. As illustrated in the graph below, there are increases in the percentage of children meeting widely held expectations across multiple areas of development. Notable gains are seen in language, literacy, and cognition, as children engage in more complex conversations, early literacy experiences, and problem-solving opportunities. Growth in social-emotional development also continues as children build skills in self-regulation, relationships, and participation in group learning environments. The most significant growth is seen in mathematics, where children are building strong foundational skills in counting, number sense, patterns, and early problem-solving.



Across both programs, progress is supported through a balance of responsive caregiving and intentional teaching. Staff use ongoing assessment data to individualize learning experiences, ensuring each child is supported based on their strengths and areas for growth. Teaching teams implement Creative Curriculum with fidelity, providing consistent, research-based learning opportunities that promote development across all domains.

Partnerships with families remain a key component of children’s success. Teams collaborate with families to share developmental information, set goals, and support learning at home. This partnership strengthens consistency for children and enhances overall developmental progress.

Overall, Fall to Winter outcomes reflect steady and meaningful growth. Infants and toddlers maintain high levels of meeting widely held expectations with expected incremental gains, while preschool children show measurable progress across all domains, particularly in mathematics, literacy, and cognition. These outcomes highlight the effectiveness of responsive caregiving, intentional instruction, and strong family partnerships in supporting children’s development and school readiness.

Head Start Self-Assessment

In alignment with the Head Start Program Performance Standards (45 CFR §1302.102), our program conducts an annual Self-Assessment to measure progress toward program goals and support ongoing quality improvement. This process includes a comprehensive analysis of program-wide data, such as aggregated child outcomes, professional development efforts, and family engagement indicators.

Self-Assessment is a collaborative effort that actively involves our governing body, Policy Council, program staff, and enrolled families. Their input and perspectives are essential in helping us reflect on program performance, identify strengths, and determine areas for growth.

Results of the Self-Assessment are formally reported to the U.S. Department of Health and Human Services (HHS) in accordance with federal requirements.

The 2025–2026 Program Self-Assessment is included with this report for your review. It highlights key accomplishments, identifies challenges, and outlines strategic actions designed to enhance program effectiveness and better meet the needs of the children and families we serve.

Prepared by: **Bobbi Woodral**, District Director

**HEAD START/EARLY HEAD START FY 25-26
BUDGET REPORT MAR 2026**

March 31, 2026

| HEAD START HS26 - Grant Period 9/01/2025 Thru 8/31/2026 | | | | | | | EARLY HEAD START EHS26 - Grant Period 9/01/2025 Thru 8/31/2026 | | | | | |
|--|--|---------------|---------------------|------------------|---------------|--------------|--|---------------|--------------------|------------------|---------------|--------------|
| | 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 | 4,496,008 | 0 | 2,436,398 | 2,059,610 | 54% | 58% | 4,818,444 | 0 | 2,574,063 | 2,244,381 | 53% | 58% |
| Fringe Benefits | 1,856,535 | 0 | 967,131 | 889,404 | 52% | 58% | 1,976,994 | 0 | 915,871 | 1,061,123 | 46% | 58% |
| Travel | 0 | 0 | 0 | 0 | 0% | 58% | 0 | 0 | 0 | 0 | 0% | 58% |
| Equipment | 0 | 0 | 0 | 0 | 0% | 58% | 0 | 0 | 0 | 0 | 0% | 58% |
| Supplies | 204,767 | 0 | 63,238 | 141,529 | 31% | 58% | 135,503 | 0 | 70,367 | 65,136 | 52% | 58% |
| Contractual | 0 | 0 | 0 | 0 | 0% | 58% | 0 | 0 | 0 | 0 | 0% | 58% |
| Facilities/Construction | 0 | 0 | 0 | 0 | 0% | 58% | 0 | 0 | 0 | 0 | 0% | 58% |
| Other | 637,304 | 0 | 299,050 | 338,254 | 47% | 58% | 471,639 | 0 | 296,573 | 175,066 | 63% | 58% |
| Indirect | 625,619 | 0 | 365,638 | 259,981 | 58% | 58% | 643,703 | 0 | 384,115 | 259,588 | 60% | 58% |
| Unobligated/To Be Reassigned | 0 | 0 | 0 | | 0% | 58% | 0 | 0 | 0 | 0 | 0% | 58% |
| FEDERAL FUNDING TOTAL | \$7,820,233 | \$0 | \$4,131,454 | 3,688,779 | 53% | 58% | \$8,046,283 | \$0 | \$4,240,990 | 3,805,293 | 53% | 58% |
| OTHER FUNDING | | | | | | | | | | | | |
| SCC/SFCC Student Gov't Funds | 61,839 | 0 | 38,224 | 23,615 | 62% | 58% | 79,161 | 0 | 33,993 | 45,168 | 43% | 58% |
| Child Care Fees | 1,667,246 | 0 | 1,198,752 | 468,494 | 72% | 58% | 2,662,201 | 0 | 2,045,961 | 616,240 | 77% | 58% |
| OTHER FUNDING TOTAL | \$1,729,085 | \$0 | \$1,236,976 | \$492,109 | 72% | 58% | \$2,741,362 | \$0 | \$2,079,954 | \$661,408 | 76% | 58% |
| TOTAL FUNDING | \$9,549,318 | \$0 | \$5,368,430 | 4,180,888 | 56% | 58% | \$10,787,645 | \$0 | \$6,320,944 | 4,466,701 | 59% | 58% |
| Training & Tech Assistance Funds | \$76,563 | | \$44,475 | 32,088 | 58% | 58% | \$145,055 | | \$45,139 | 99,916 | 31% | 58% |
| Non-Federal Share HS/EHS | \$4,017,033 | | \$ 2,925,222 | 1,091,811 | 73% | 58% | **Head Start and Early Head Start Non-Federal Share is Combined** | | | | | |

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

March 31, 2026

Initials

NOTE: Both a report listing credit card expenditures and a report with greater budget detail are regularly provided to the

Policy Council Treasurer _____

CCS HS/EHS Board Liason _____

**HEAD START FY 25-26
MONTHLY EXPENDITURES REPORT MAR 2026**

| | September | October | November | December | January | February | March | April | May | June | July | August | Closeout period | YTD Total |
|---------------------------------------|-----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-------------|-------------|-------------|-------------|-------------|-----------------|------------------------|
| FEDERAL FUNDING | | | | | | | | | | | | | | |
| Personnel | \$ 448,020.43 | \$ 426,920.59 | \$ 346,300.26 | \$ 340,556.91 | \$ 405,324.74 | \$ 325,311.40 | \$ 143,963.73 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 2,436,398.06 |
| Fringe Benefits | \$ 186,689.30 | \$ 175,399.77 | \$ 133,368.85 | \$ 148,425.27 | \$ 167,710.54 | \$ 127,654.26 | \$ 27,883.35 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 967,131.34 |
| Travel | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ - |
| Equipment | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ - |
| Supplies | \$ 5,822.99 | \$ 8,665.27 | \$ 11,906.92 | \$ 11,280.30 | \$ 5,675.69 | \$ 11,714.15 | \$ 8,172.20 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 63,237.52 |
| Contractual | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ - |
| Facilities/Construction | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ - |
| Other | \$ 66,739.32 | \$ 34,351.13 | \$ 38,573.48 | \$ 37,765.63 | \$ 36,032.09 | \$ 49,886.09 | \$ 35,701.88 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 299,049.62 |
| Indirect | \$ 54,202.78 | \$ - | \$ 105,793.00 | \$ 53,331.93 | \$ 53,331.93 | \$ 53,331.93 | \$ 45,646.22 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 365,637.79 |
| Unobligated/To Be Reassigned | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ - |
| FEDERAL FUNDING TOTAL | \$ 761,474.82 | \$ 645,336.76 | \$ 635,942.51 | \$ 591,360.04 | \$ 668,074.99 | \$ 567,897.83 | \$ 261,367.38 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 4,131,454.33 |
| OTHER FUNDING | | | | | | | | | | | | | | |
| SCC/SFCC Student Gov't Funds | \$ - | \$ 20,624.01 | \$ - | \$ - | \$ - | \$ 17,599.99 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 38,224.00 |
| Child Care Fees | \$ (28,728.53) | \$ 108,951.33 | \$ 208,874.76 | \$ 135,369.52 | \$ 105,410.05 | \$ 184,157.30 | \$ 484,717.33 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 1,198,751.76 |
| OTHER FUNDING TOTAL | \$ (28,728.53) | \$ 129,575.34 | \$ 208,874.76 | \$ 135,369.52 | \$ 105,410.05 | \$ 201,757.29 | \$ 484,717.33 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 1,236,975.76 |
| TOTAL FUNDING | \$ 732,746.29 | \$ 774,912.10 | \$ 844,817.27 | \$ 726,729.56 | \$ 773,485.04 | \$ 769,655.12 | \$ 746,084.71 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 5,368,430.09 |
| Training/Tech Assistance Funds | \$ 6,386.39 | \$ 7,441.06 | \$ 4,676.58 | \$ 3,713.04 | \$ 6,201.38 | \$ 2,314.29 | \$ 13,742.24 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 44,474.98 |
| Non-Federal Share HS/EHS | \$ 270,487.85 | \$ 479,482.46 | \$ 464,220.52 | \$ 385,666.06 | \$ 473,429.62 | \$ 421,269.72 | \$ 430,666.16 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 2,925,222.39 |

*September Data - Due to an over statement of revenue from last fiscal year, September's Child Care Revenue appears to be negative. This will be resolved by the end of the fiscal year.

**Due to timing conflicts, Indirect for October will be reflected on the November report

***Due to a posting error in Accounts Receivable, Child Care Revenue for the month of March was overstated by approximately \$376,000. A correction will be made by the end of the fiscal year.

**EARLY HEAD START FY 25-26
MONTHLY EXPENDITURES REPORT MAR 2026**

| | September | October | November | December | January | February | March | April | May | June | July | August | Closeout Period | YTD Total |
|---------------------------------------|----------------------|------------------------|------------------------|----------------------|----------------------|----------------------|------------------------|-------------|-------------|-------------|-------------|-------------|-----------------|------------------------|
| FEDERAL FUNDING | | | | | | | | | | | | | | |
| Personnel | \$ 106,577.03 | \$ 674,187.69 | \$ 478,164.17 | \$ 398,387.37 | \$ 439,453.33 | \$ 360,005.66 | \$ 117,288.24 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 2,574,063.49 |
| Fringe Benefits | \$ 29,268.79 | \$ 220,114.82 | \$ 199,799.99 | \$ 154,311.44 | \$ 174,654.14 | \$ 137,721.98 | \$ 44,933.93 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 960,805.09 |
| Travel | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ - |
| Equipment | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ - |
| Supplies | \$ 5,607.84 | \$ 10,211.81 | \$ 14,266.77 | \$ 12,159.39 | \$ 7,146.75 | \$ 10,997.66 | \$ 9,976.69 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 70,366.91 |
| Contractual | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ - |
| Facilities/Construction | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ - |
| Other | \$ 72,212.93 | \$ 35,017.55 | \$ 37,008.97 | \$ 37,587.76 | \$ 35,415.39 | \$ 48,865.85 | \$ 36,507.94 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 302,616.39 |
| Indirect | \$ 18,577.52 | \$ - | \$ 146,043.06 | \$ 54,873.53 | \$ 54,873.53 | \$ 54,873.53 | \$ 54,873.53 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 384,114.70 |
| Unobligated/To Be Reassigned | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ - |
| FEDERAL FUNDING TOTAL | \$ 232,244.11 | \$ 939,531.87 | \$ 875,282.96 | \$ 657,319.49 | \$ 711,543.14 | \$ 612,464.68 | \$ 263,580.33 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 4,291,966.58 |
| OTHER FUNDING | | | | | | | | | | | | | | |
| SCC/SFCC Student Gov't Funds | \$ - | \$ 26,134.00 | \$ - | \$ - | \$ - | \$ 21,760.01 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 47,894.01 |
| Child Care Fees | \$ 19,106.04 | \$ 137,167.82 | \$ 134,322.08 | \$ 248,183.74 | \$ 214,322.06 | \$ 281,861.66 | \$ 1,010,997.50 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 2,045,960.90 |
| OTHER FUNDING TOTAL | \$ 19,106.04 | \$ 163,301.82 | \$ 134,322.08 | \$ 248,183.74 | \$ 214,322.06 | \$ 303,621.67 | \$ 1,010,997.50 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 2,093,854.91 |
| TOTAL FUNDING | \$ 251,350.15 | \$ 1,102,833.69 | \$ 1,009,605.04 | \$ 905,503.23 | \$ 925,865.20 | \$ 916,086.35 | \$ 1,274,577.83 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 6,385,821.49 |
| Training/Tech Assistance Funds | \$ 4,988.87 | \$ 9,131.46 | \$ 4,011.22 | \$ 4,530.90 | \$ 8,430.55 | \$ 2,736.60 | \$ 11,309.65 | \$ - | \$ - | \$ - | \$ - | \$ - | | \$ 45,139.25 |

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 timing conflicts, Indirect for October will be reflected on the November report

***Due to a posting error in Accounts Receivable, Child Care Revenue for the month of March was overstated approximately \$794,700. A correction will occur by the end of the year.

Certification

In compliance with Section 642 (d)(2)(A) of the Head Start Act, we certify that the Board of Trustees and Policy Council have reviewed and approved the monthly financial statement, including the detailed report of credit card expenditures for the month of March 2026.

| | |
|--|---|
| Name: <u>Todd Woodard</u> | Name: <u>Cassie Reed</u> |
| Title: <u>Board of Trustees Chair</u> | Title: <u>Policy Council President</u> |

| | |
|-------------------------|-------------------------|
| Signature: _____ | Signature: _____ |
| Date: _____ | Date: _____ |

USDA CACFP Meal Service Report - March 2026

| Number of Reimbursable Meals | | Actual HS/EHS Reimbursement | | |
|------------------------------|--|-------------------------------------|-------------------------------|--------------------|
| 7,998 | Breakfast | \$19,675.08 | Total Attendance | 10,141 |
| 0 | AM Snacks | \$0.00 | Average Number of school days | 19.15 |
| 9,882 | Lunch | \$45,457.20 | Average daily attendance | 530.35 |
| 8,528 | PM Snacks | \$10,745.28 | | |
| 0 | Supper | \$0.00 | | |
| 0 | Evening Snacks | \$0.00 | | |
| 26,408 | Total | \$75,877.560 | Cash-In-Lieu | Total |
| | | | \$3,014.03 | \$78,891.59 |
| | | Monthly Food Operating costs | \$320,168.44 | |
| | February Farm to School Grant reimbursement | | \$489.15 | |



SPOKANE COLLEGES

HEAD START & ECEAP

SELF-ASSESSMENT REPORT



2026

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Introduction

From January to March 2026, Spokane Colleges Head Start & ECEAP conducted its annual self-assessment. In accordance with [Head Start Performance Standard 1302.102](#), this process evaluates our progress toward program goals using data collected throughout the year. These findings are presented to our program's governing bodies, including Policy Council, and the Board of Trustees.

This year's assessment allowed us to measure the success of previous recommendations while establishing new priorities aligned with current Administration for Children & Families (ACF) guidelines. Our primary recommendation, supported by five sub-recommendations, focuses on Promoting Work, Self-Sufficiency, and Family Stability. Specifically, we aim to implement a relationship-centered model that strengthens collaborative co-parenting and household stability through high-value human interactions, digital efficiency, and specialized staff training for sensitive family dynamics. To achieve this, the program will implement the following five targeted sub-recommendations:

- **Promoting Work & Self-Sufficiency:** Transition to a results-driven independence launchpad model that utilizes consistent onboarding language to set high expectations, encourage and support participation in a set number of workforce or fiscal literacy trainings, and leverages direct partnerships with the college system to move families toward measurable economic independence.
- **Two-Parent Families:** Implement a comprehensive digitally integrated, relationship-centered engagement model that prioritizes dual parent communication, joint financial wellness initiatives, and staff training in conflict de-escalation to foster long-term family well-being.
- **Supporting Life:** Implement a comprehensive perinatal support framework that institutionalizes maternal and paternal mental health screenings, eliminates gender-biased language, and establishes a direct partnership with the Perinatal Collaborative of Spokane County to bridge the gap between prenatal care and enrollment.
- **Marriage as a Foundation:** Implement an individualized family stability framework that utilizes evidence-based resources, to provide families with targeted training in conflict resolution, financial co-parenting, and shared behavioral support strategies.
- **Fatherhood Initiative:** Transition from the primary parent-only model toward a comprehensive male-inclusion framework that utilizes data-driven tracking in ChildPlus, male-specific mentoring groups, and intentional staff training to ensure fathers are engaged as essential partners in their child's development.

Program Context

We entered the fifth year of our five-year grant cycle on September 1, 2025, and received our annual Notice of Award from the Department of Health and Human Services Administration for Children and Families (ACF) on September 2, 2025. The total award amount for this fiscal year was \$16,088,134.00. Currently we provide services to 345 preschool slots and 346 infant/toddler slots at 11 sites within Spokane County.

Methodology: The 2026 Self-Assessment Process

Our program followed the Five Phases of Self-Assessment process provided by the National Center on Program Management and Fiscal Operations from [HeadStart.gov](https://www.headstart.gov). To ensure a comprehensive review of program operations, our team followed the first three phases of the Office of Head Start Self-Assessment Journey between January and March 2026.

Phases

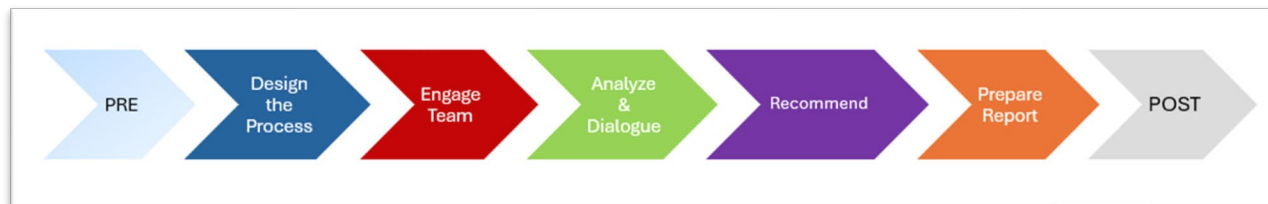


Figure 1 Self-Assessment Phases

PRE-Phase and Phase 1: Design the Process

During the PRE-Phase and Phase 1, the leadership team established the scope of this year’s assessment with a specific focus on family stability and economic mobility. We identified key performance indicators and data sources, including:

- ChildPlus Reports: Attendance, health screenings, and family goal progress.
- Family Outcomes Survey: Feedback regarding self-sufficiency and program satisfaction.
- Community Assessment Update: Current economic and housing trends in Spokane County.
- Staff, Family, Community Partner survey development.



Figure 2 Self-Assessment Timeline

Phase 2: Engage the Team

A multidisciplinary Self-Assessment Team was formed to provide diverse perspectives. This team included:

- Program Staff: Family Service Coordinators, Educators, and Center Managers (see [Appendix B](#) for participant list)
- Parents: All program parents were invited to participate in surveys to ensure the “parent voice” guided our findings.
- Community Partners: Stakeholders and community partner participation in surveys was requested.

Phase 3: Analyze and Dialogue

During Phase 3, Analyze and Dialogue, self-assessment team members received an introduction to the process and reviewed the areas of focus to establish a baseline for progress. Participants engaged in a data review session. During the data review session, participants were organized into focus area groups and engaged in structured conversations designed to identify key findings in the data and understand the factors driving observed trends. Table groups reviewed survey questions and their corresponding responses relating to Promoting Marriage and Family, and Promoting Work and Self-Sufficiency across the following sub-topic areas:

- Fatherhood Initiatives,
- Marriage as a Foundation,
- Work requirements, state innovation, outcome-based funding,
- Two-Parent Families, and
- Supporting Life.

During focus area conversations, participants were encouraged to categorize our program’s current actions into the following areas:






| | |
|---|--|
|  | More: focus on practices that are working but need more energy, working well |
|  | Keep: high-value practices already in place, yes answers |
|  | Less: well-intentioned practices that are currently overdone or inefficient, meets ACF priorities but has little impact |
|  | Start: propose new ideas or missing strategies identified in the survey, actionable tasks |
|  | Stop: flag activities that provide little value or create barriers or inadvertently exclude certain family structures |

Figure 3 Categories of Importance

Dialogue Findings: While child health and education metrics remained strong as identified in the Program Information Report (PIR) and previously collected survey data, current parent and staff survey responses revealed a significant opportunity to strengthen engagement with fathers and co-parents.

Discussions highlighted the rising need for conflict resolution and financial literacy support among families navigating the pandemic-era economy. These insights directly informed the development of our relationship-centered model and the five targeted sub-recommendations, aligned with ACF Priorities and Guiding Principles illustrated here:

| ACF Priority Area | Guiding Principle | Sub-Recommendations & Action Items |
|--|---|---|
| Work & Self-Sufficiency | Economic Independence: Work is the primary pathway. Government support serves as a temporary launchpad for personal responsibility. | Results-Driven Onboarding: Use consistent onboarding language to set high expectations from day one. Workforce Training: Support participation in fiscal literacy and job-readiness programs. College Partnerships: Align directly with the college system to achieve measurable independence. |
| Marriage & Family Formation | Foundation of Society: Strong, stable families are essential for community and individual well-being. | Digitally Integrated Engagement: Prioritize dual-parent communication and joint financial wellness initiatives. Perinatal Support: Institutionalize maternal/paternal screenings and partner with the Perinatal Collaborative of Spokane County . Family Stability Framework: Provide evidence-based training in conflict resolution and financial co-parenting. Male-Inclusion Model: Transition to a framework using ChildPlus tracking to document male-specific mentoring demonstrating engaged fathers. |

Following focus area discussions and table presentations, participants categorized key findings into action steps using a structured prioritization activity, ranging from most important/must do now, to high importance but not immediate, moderate importance/nice to have soon, and low importance/future consideration. These findings were then synthesized to identify the most prominent themes emerging from each focus group.

The full self-assessment team reconvened to review and share these collective insights, which were presented as an overarching recommendation supported by five sub-recommendations. Team members were then invited to provide additional input, ask questions, and identify further opportunities for program improvement.

Phase 4: Recommend

During Phase 4, Recommend, the information and statements collected during the analyze and dialogue phase were synthesized to formulate recommendations based on focus group discoveries, which resulted in the following recommendations with potential action steps that align with ACF National Priorities:

Two-Parent Families: Implement a comprehensive digitally integrated, relationship-centered engagement model that prioritizes dual parent communication, joint financial wellness initiatives, and staff training in conflict de-escalation to foster long-term family well-being.

- Transition to a hybrid parent communication system that supports dual engagement on Family Strengths and Partnership Agreement Worksheet (FSPA) and utilizes synchronous virtual conferences and face-to-face meetings to ensure both parents participate equally in milestones.
- Provide targeted workshops focused on financial wellness, work-life balance, and budgeting, moving beyond standard parenting classes to address the economic drivers of household stability.
- Provide specialized staff training for family services coordinators (FSCs) on navigating legal/ethical boundaries and facilitating productive FSPA meetings when parents are in conflict.
- Replace paper-heavy family orientations with intentional, slowed-down processes that utilize dual parent emails and texts, alongside in-person contact, to build genuine relationships without overwhelming the family.

Supporting Life: Implement a comprehensive perinatal support framework that institutionalizes maternal and paternal mental health screenings, eliminates gender-biased language, and establishes a direct partnership with the Perinatal Collaborative of Spokane County to bridge the gap between prenatal care and enrollment.

- Incorporate regular perinatal mental health screenings for both mothers and fathers enrolled in our home-visiting program as well as classroom-based services to address postpartum depression and early crisis intervention.
- Enhance resource navigation to address the gap between service awareness by increasing face-to-face community partner engagement and providing parents with direct support in navigating complex applications.
- Provide mandatory training on safe sleep practices and infant mortality prevention for all staff ensuring education aligns with the latest AAP "Safe to Sleep" guidelines to reduce the risk of SIDS/SUID. Encourage expectant families to participate in safe sleep training by providing additional opportunities with flexible options for attendance.
- Utilize informal DSTs to improve teacher and FSC access to prenatal/postnatal resources, ensuring seamless support for pregnant mothers transitioning from home-based to classroom-based program services.
- Systematically stop using mom-only language in all communications and surveys to ensure that the program's commitment to supporting life includes the well-being of both parents.
- Additional considerations for actions to support families: provide clear expectations for well child exams, other preventative health visits, and nutrition resources.

Marriage as a Foundation: Implement an individualized family stability framework that utilizes evidence-based resources, to provide families with targeted training in conflict resolution, financial co-parenting, and shared behavioral support strategies.

- Adopt a curriculum to move beyond general advice, providing tangible resources for navigating financial hardships and differing household priorities.
- Institutionalize stability meetings involving both parents, CQS, FSC, and teachers to address child behavioral stressors through a unified, two-parent support plan.

- Shift program terminology toward family stability to allow for individualized goal setting that respects unique family dynamics while promoting the economic and social benefits of a committed partnership.
- Prioritize workshops on relationship communication and fiscal well-being, specially designed to help both married and co-parenting couples manage the stresses that impact the family unit.

Which statement best describes the primary household of your enrolled child?

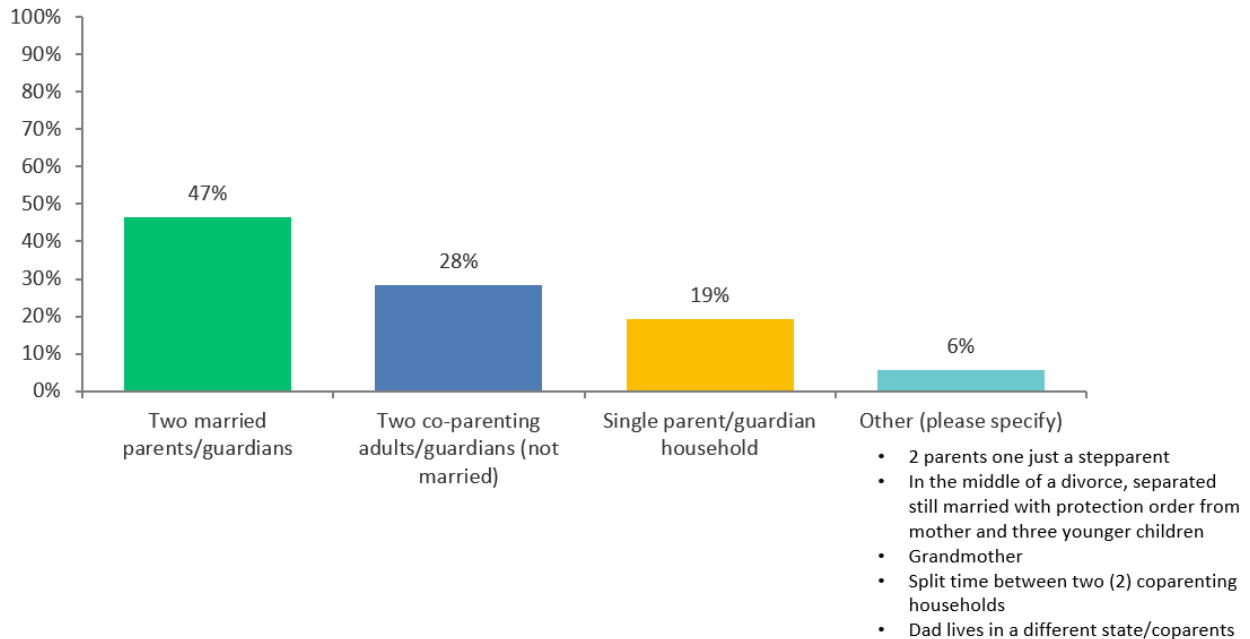


Figure 4 Household Family Structure

Fatherhood Initiative: Transition from the primary parent-only model toward a comprehensive male-inclusion framework that utilizes data-driven tracking in ChildPlus, male-specific mentoring groups, and intentional staff training to ensure fathers are engaged as essential partners in their child’s development.

- Implement a male-specific survey to identify authentic interests and develop a dedicated ChildPlus tracking module to move beyond attendance and measure the quality of paternal contribution.
- Replace surface level male events, with high-impact male groups and workshops focused on mentoring and practical parenting tools that provide tangible value to fathers and male caregivers.
- Systematically stop the assumption-based primary parent model by training all staff in inclusive communication strategies that proactively bring fathers into the daily conversation.
- Establish fatherhood engagement teams among staff to share best practices for building relationships with men and ensuring they are treated as equal stakeholders in school-family partnerships.
- Ensure father-friendly, dual-parent communication by auditing both digital and physical environments using the *Birth to 5 Father Engagement Guide* resource.

How satisfied are you with the program's current efforts to involve fathers in activities and services?

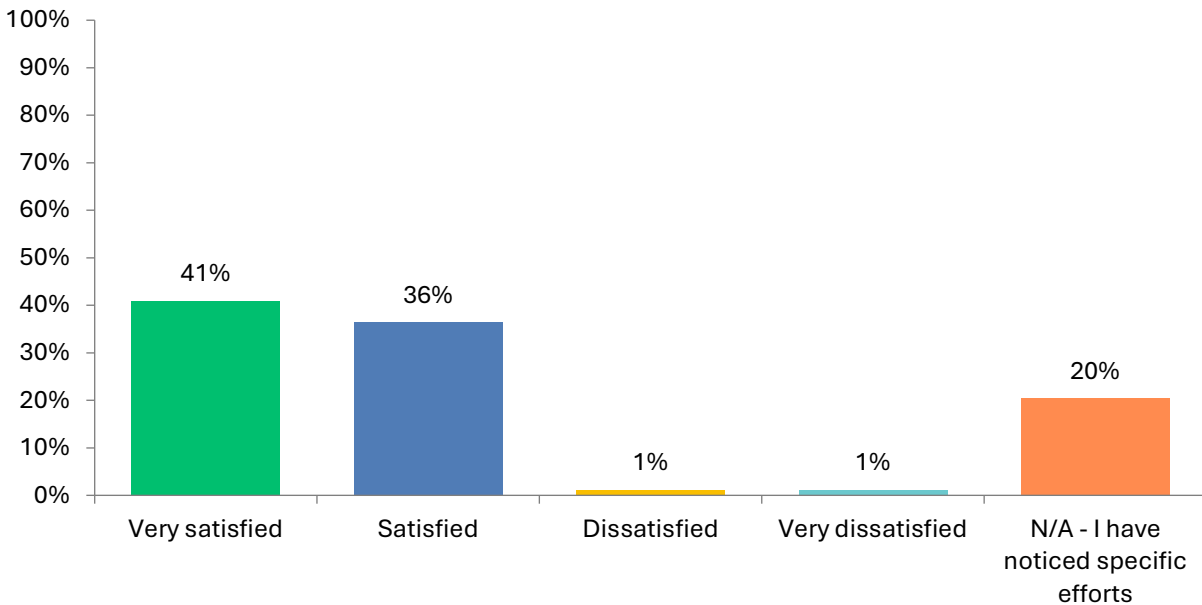


Figure 5 Father Engagement

Promoting Work & Self-Sufficiency: Transition to a results-driven independence launchpad model that utilizes standardized onboarding scripts to set high expectations, encourages and supports participation in a set number of workforce or fiscal literacy trainings, and leverages direct partnerships with the college system to move families toward measurable economic independence. (see [Figure 13 Skills Needed to Improve Employment Status](#))

- Implement consistent language expectations for enrollment and initial home visits that explicitly frames Head Start as a temporary partnership designed to support families in transition beyond government assistance through self-sufficiency goals.
- Shift from optional engagement to consistent scheduled parent meetings or professional trainings, ensuring families are consistently utilizing resources to overcome workforce and education barriers.
- Deepen partnerships with WorkSource and the local college system in order to provide families with immediate actionable or results driven pathways to employment and higher education.
- Minimize underutilization of resources by focusing on fiscal literacy and removing the comfort zone of long-term dependency, prioritizing families' active movement toward independence milestones.

Phase 5: Prepare the Report

During Phase 5, Prepare the Report, the self-assessment report was prepared using data captured in focus area discussions to illustrate the self-assessment teams' discoveries which lead to the recommendations in Phase 4. The self-assessment report will be provided to the Policy Council and Spokane Colleges Board of Trustees for approval prior to submission to our Head Start Regional Office.

In conclusion, the 2025-2026 Self-Assessment reveals a resilient and highly motivated community at Spokane Colleges Head Start & ECEAP.

Our data shows that while 62% of parents are currently employed, an overwhelming 94% view work as their primary path to dignity and long-term economic independence. This 32% aspiration gap represents a critical opportunity for our program to transition from a traditional support model to a results-driven independence launchpad.

Despite current barriers, 82% of our families remain optimistic about their future advancement. By implementing a relationship centered model, we will directly support this optimism through:

- Targeted workforce training: moving beyond general parenting to fiscal literacy and job-readiness.
- Strategic college partnerships: leveraging our unique position within the college system to create a measurable pathway to self-sufficiency.
- Comprehensive family stability: strengthening the household foundation through our fatherhood initiative and perinatal support framework.

By aligning these parent-driven insights with ACF National Priorities, Spokane Colleges Head Start is not just providing childcare; we partner with families as they build a future of permanent economic mobility.

Key Insights

Parents are highly motivated and value the economic stability our program supports. Ninety-four percent of parent survey respondents believe employment provides them with a sense of dignity and purpose reflecting a strong work-ready mindset among our families aligning with ACF priority family self-sufficiency. Strengthening our partnership with local workforce development including Spokane Colleges vocational programs to help parents turn this motivation into career advancement.

I believe employment provides me with a sense of dignity and purpose.

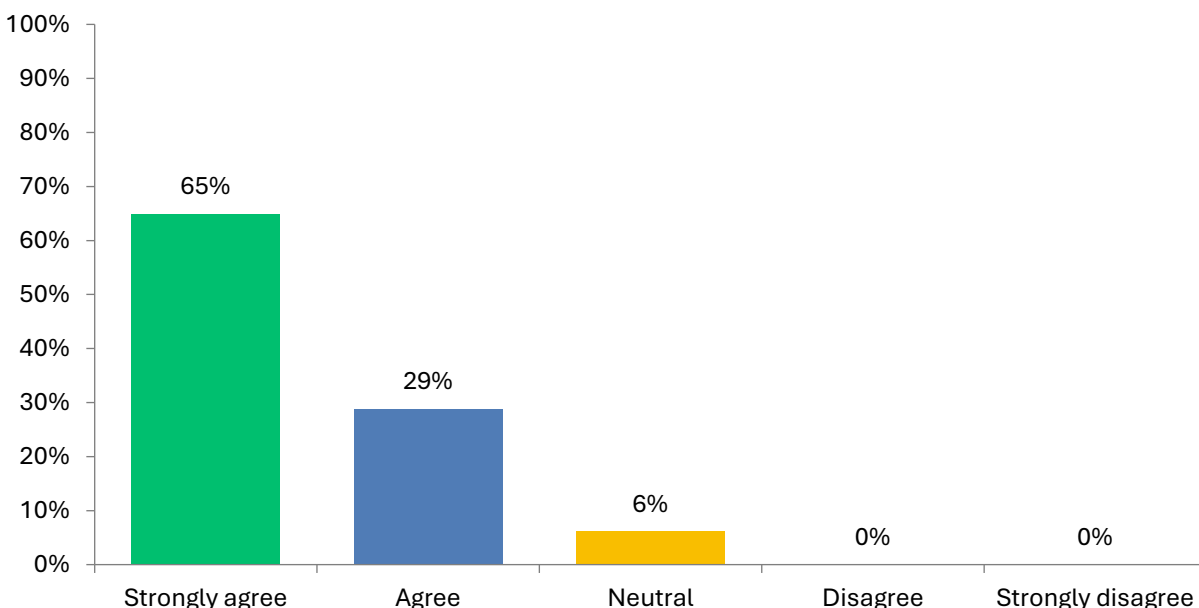


Figure 6 Employment Purpose Data

Parents view employment as both a personal value and a strategic path to stability. Ninety-four percent of parent survey respondents identify work as the primary vehicle for achieving long-term economic independence, indicating many of our families are goal-oriented regarding self-sufficiency supporting Head Start’s mission to support family transitions out of poverty. Prioritizing career pathway workshops and connecting parents with Spokane Colleges certification programs to bridge the gap between their goals and stable employment.

I see work as the primary way to achieve long-term economic independence.

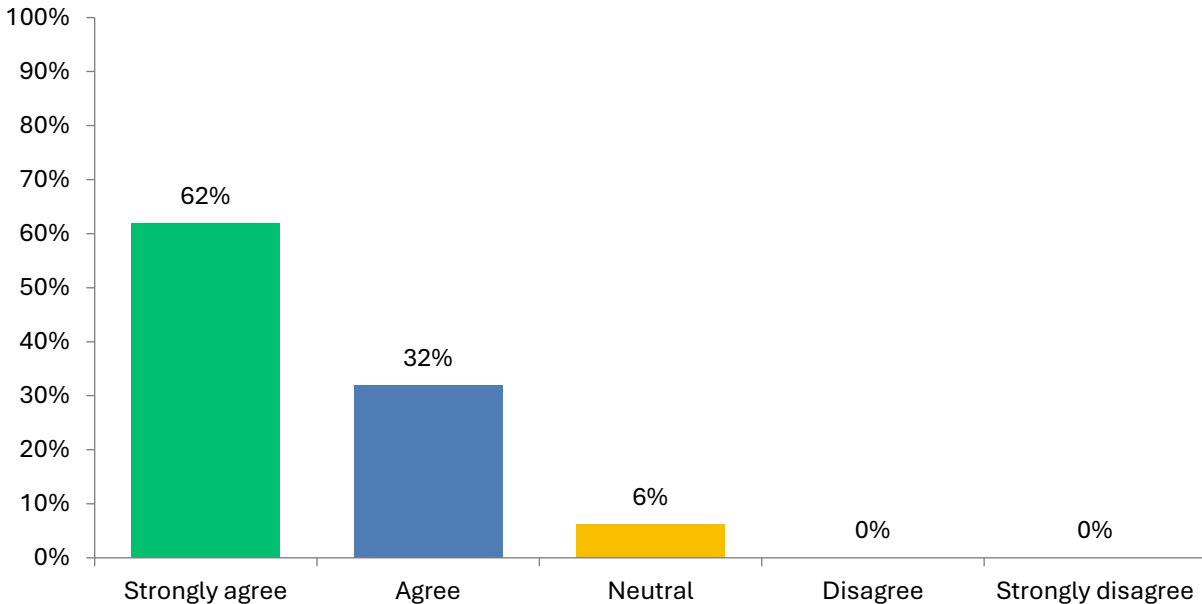


Figure 7 Achieving Long Term Economic Independence

Parents see a path forward and believe their hard work will pay off. Eighty-two percent of parent survey respondents report feeling optimistic about their opportunities for professional advancement, indicating a high level of hope and motivation to climb the career ladder.

I am optimistic about the opportunities for advancement that work can provide.

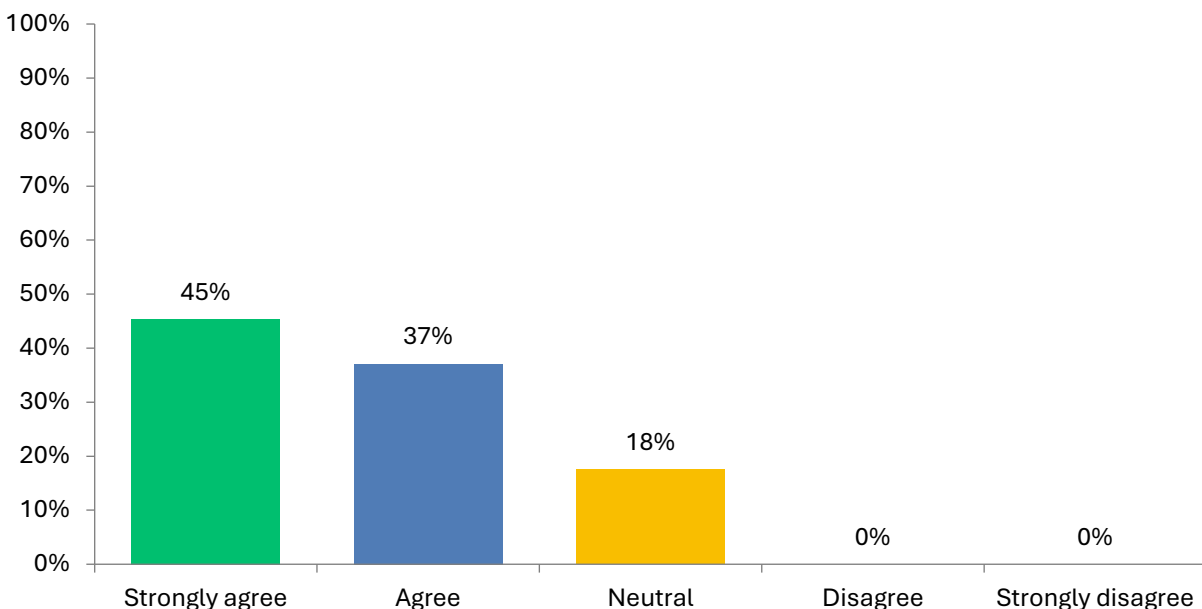


Figure 8 Employment Optimism

Parents recognize the important role that employment plays in long-term independence. Sixty-two percent of parent survey respondents reported being currently employed, which presents opportunities to provide mentorship or support for others seeking employment. Thirty-two percent of respondents reported using an employment or education support program that led to an employment or education opportunity. Ninety-two percent of parents surveyed reported making progress toward achieving self-sufficiency.

Which best describes your current work situation?

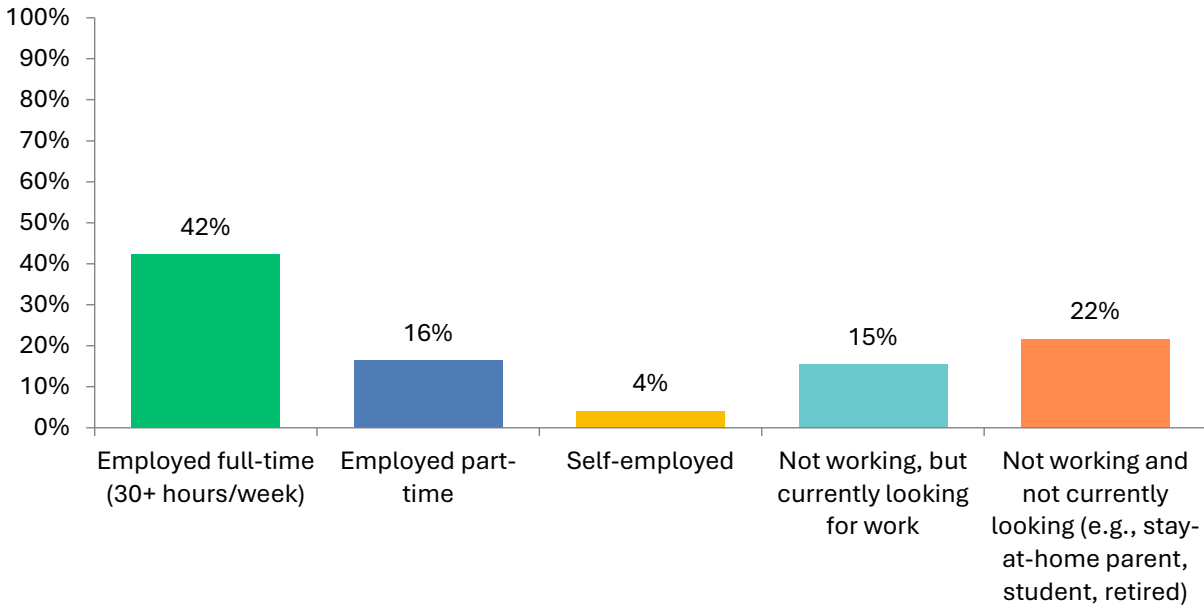


Figure 9 Current Employment Status

Have you used an employment or education support program?

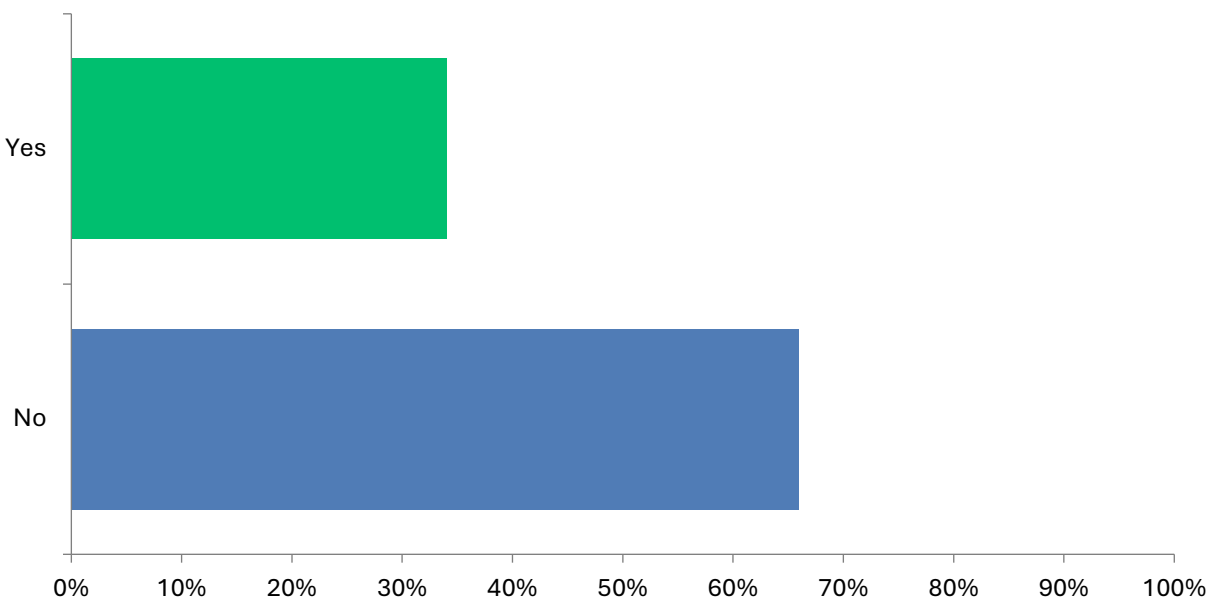


Figure 10 Access to Employment/Education Support

Has this led to an employment or education opportunity?

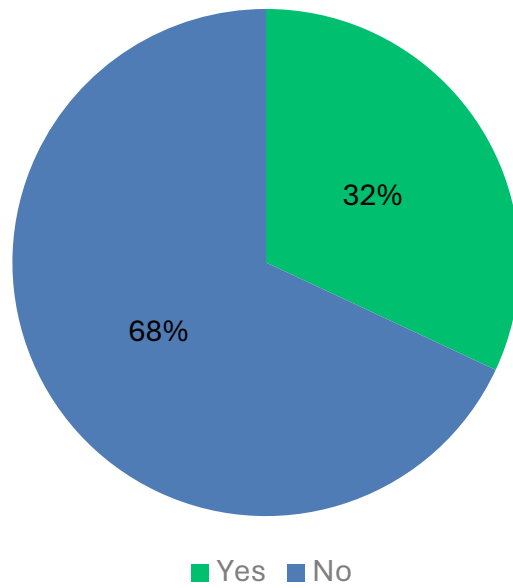


Figure 11 Employment/Education Access Outcomes

Do you believe you have made progress towards achieving self-sufficiency?

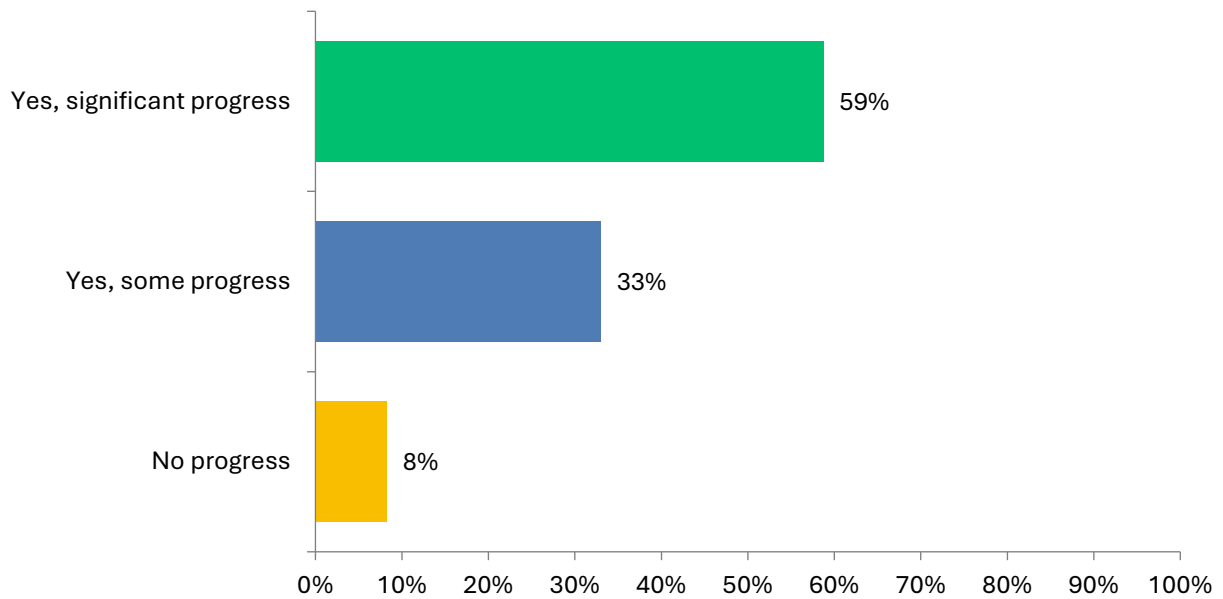


Figure 12 Self-Sufficiency Timeline

What specific skills would you like to develop to improve your employment situation? (Choose all that apply)

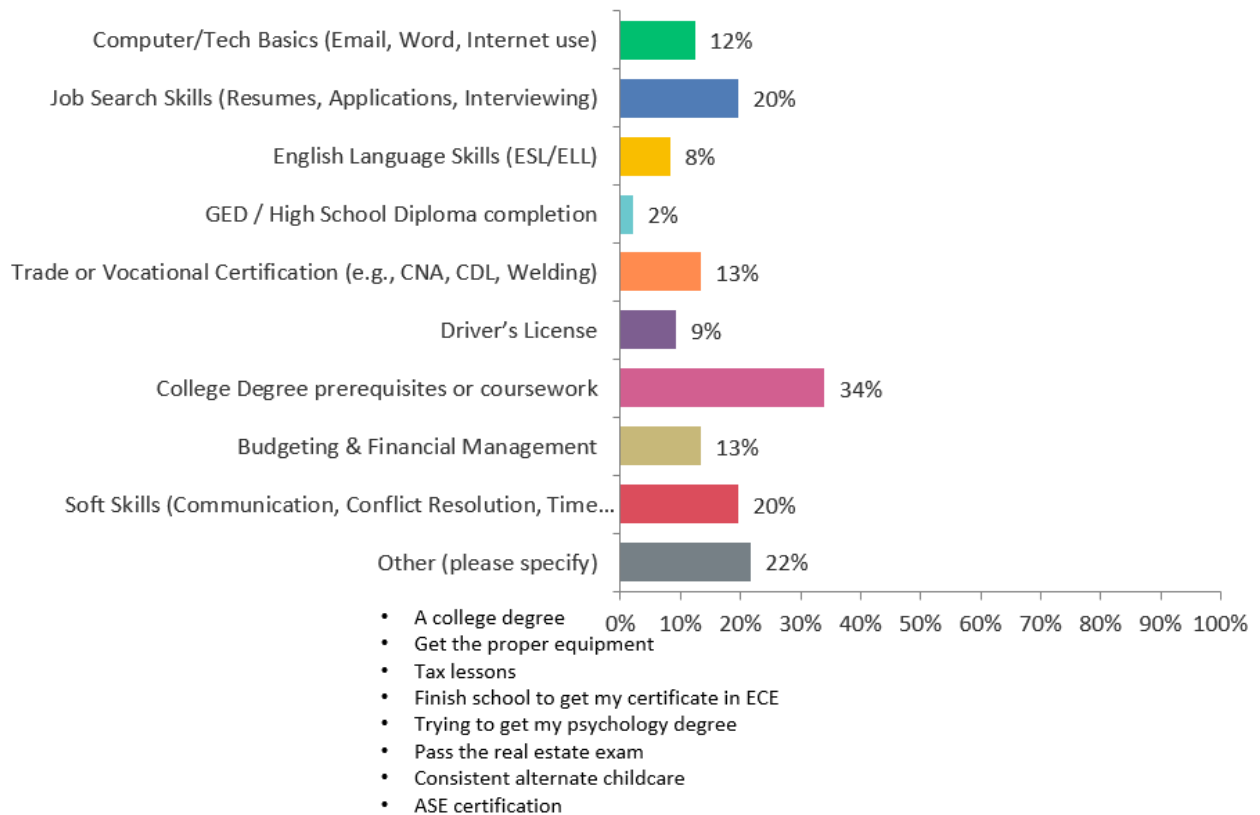


Figure 13 Skills Needed to Improve Employment Status

What is the single biggest challenge or barrier currently preventing you from achieving economic independence?

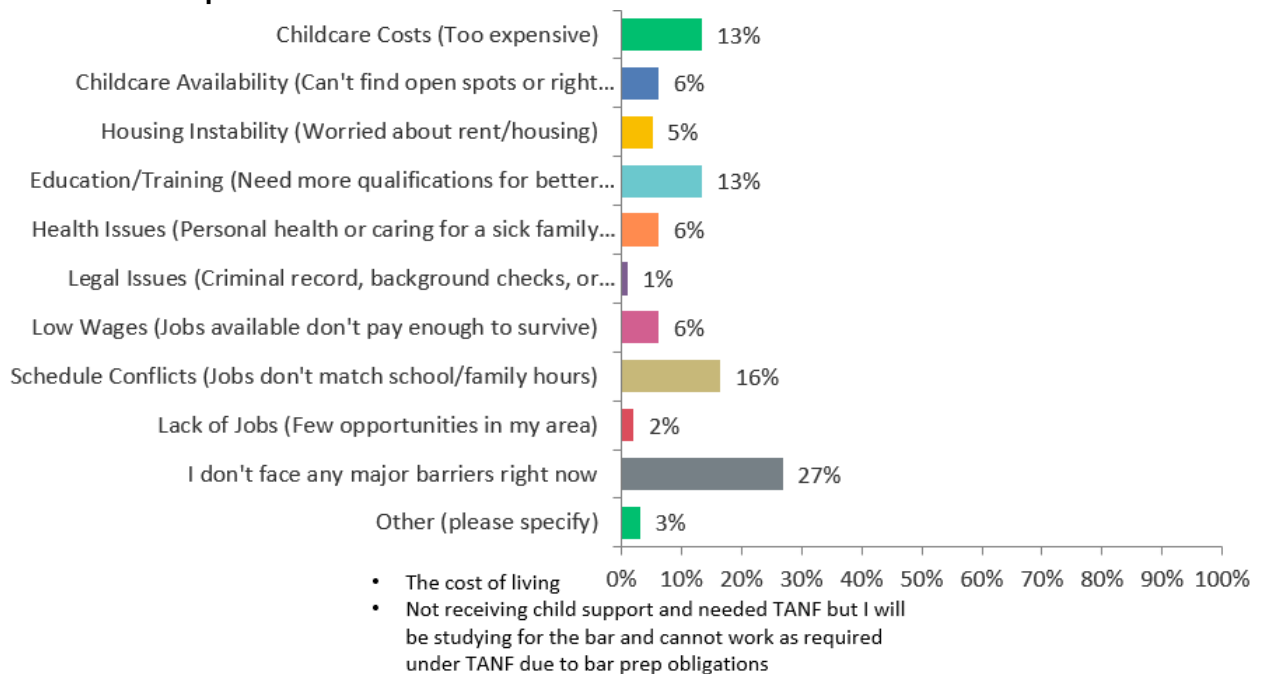


Figure 14 Challenges to Achieving Economic Independence

We are planning future workshops and resources for families. Which topics would be most helpful to you right now? (Check all that apply)

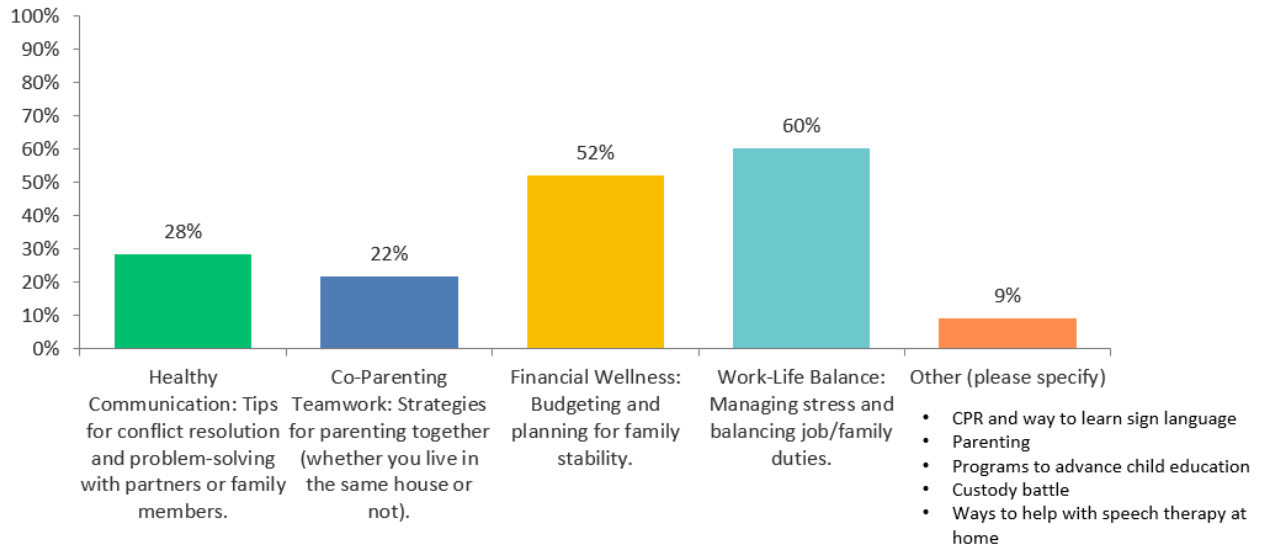


Figure 15 Helpful Resources for Families

If these types of relationship resources were available, how likely would you be to participate?

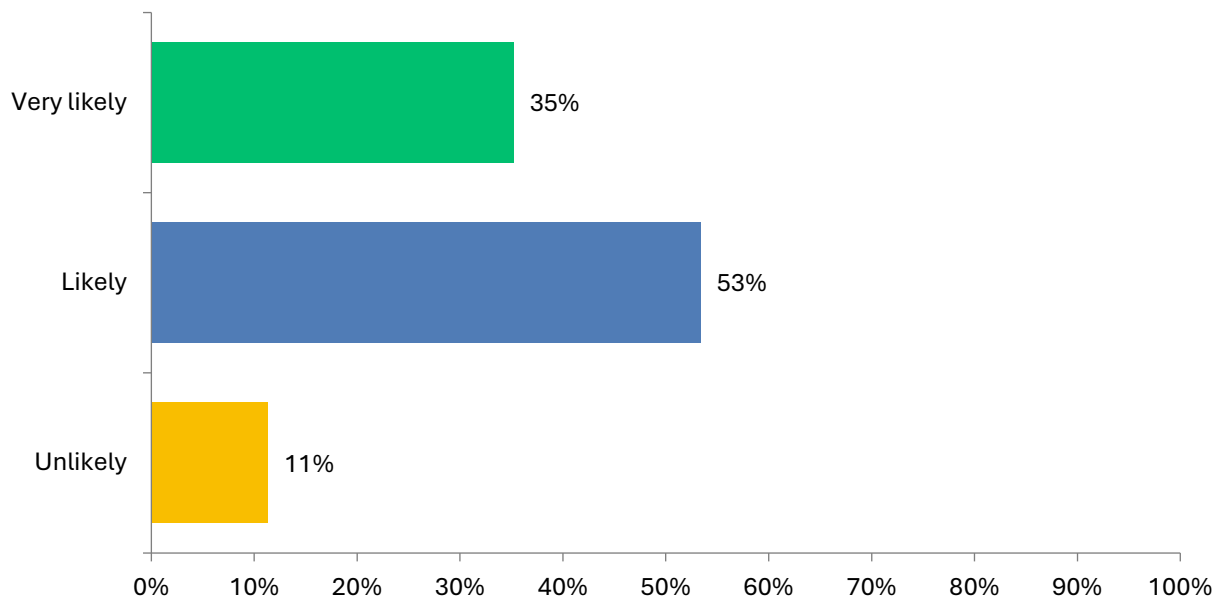


Figure 16 Relationship Resource Interest

Additional Insights

During Phase 1 Design the Process and Phase 2 Engage the team, all Spokane Colleges Head Start parents and staff were surveyed to track our progress on previous program recommendations. Self-assessment recommendations for the 2024-2025 program year were:

- Capitalize on opportunities to establish community partnerships by creating a database of resources that:
 - provide tools to support meeting the needs of children and families,
 - and connect families to local services to support child development.

- Implement a uniform employee wellness program to build staff morale and increase employee retention to support consistent staff attendance.
- Enhance supportive environments for children through comprehensive staff training to ensure adherence to health and safety practices with a clear understanding of program policies and procedures.

The following findings were identified:

- Fifty-one percent of program staff are aware of the comprehensive list of resources to support family needs located in ChildPlus. Eighty percent of parent respondents report awareness of these resources.
- Forty percent of program staff use the resource database to connect families with local services for child development support.
- Sixty-four percent of program staff report the resources provided effectively support the specific needs of children and families. Sixty-seven percent of families report that our program provides adequate resources or connections to support during times of need.
- Eighty-seven percent of program staff are aware of the employee wellness program Staff Wellness Action Plan (SWAP).
- Forty-one percent of staff reported consistent use of the wellness program activities and resources programmatically.
- Forty-three percent of staff report the employee wellness program has positively contributed to overall morale and job satisfaction.
- Fifty-three percent of staff report the program demonstrates a strong commitment to staff well-being through its actions and policies.
- Eighty-nine percent of staff report receiving comprehensive training on all updated health and safety practices and program procedures in the last year.
- Ninety-three percent of staff report confidence in their ability to consistently adhere to program health and safety policies and procedures.
- Eighty-five percent of staff reported program expectations regarding health and safety protocols are clearly communicated and easy to understand.
- Ninety-one percent of staff report the training they have received adequately prepares them to ensure a safe and supportive environment for children in their care.
- Ninety-eight percent of staff report consistent use of the Office of Head Start Health & Safety Screeners across all program sites.

Recommendations

In conclusion, following the Five Phase Self-Assessment approach, the self-assessment team proposes the recommendations presented above for program improvement. Upon review and approval from the Head Start Policy Council and Spokane Colleges Board of Trustees, these recommendations will be used to produce continued program growth and to enhance outcomes.

This report was prepared by our program Compliance Manager, Kimberly Pratt. Please refer any questions about the contents of the report via email at Bobbi.Woodral@ccs.spokane.edu or by phone at (509) 533-4820.

Appendix A: Program Surveys

| SURVEY TITLE | DATE(S) ADMINISTERED |
|---|-----------------------------|
| 2026 Self-Assessment Parent/Family Survey | January/February 2026 |
| 2026 Self-Assessment Staff Survey | January/February 2026 |
| 2026 Self-Assessment Center Manager, Component Specialist, Administrative Team Survey | January/February 2026 |
| 2026 Self-Assessment Family Service Coordinator Survey | February 2026 |
| 2026 Staff-Self Assessment Community Partner Survey | February 2026 |

Appendix B: Staff Focus Group Participants

| PARTICIPANT | TITLE |
|--------------------|---|
| Bobbi Woodral | District Director |
| Deanne Wilson | Director of Comprehensive Services |
| Lisa Hollen | Director of Operations |
| Kim Pratt | Compliance Manager |
| Kraig Sigler | Center Manager |
| Zoe Sitz | Center Manager/Classroom Quality Specialist |
| Anna Gade | Family Engagement Specialist |
| Kaila Inbody | Mental Health Specialist |
| Ashley Stephens | Classroom Quality Specialist |
| Ruth Kane | Classroom Quality Specialist |
| Bryanna Samuels | Family Services Coordinator |
| Barb Shell | Family Services Coordinator |
| Timothy Strauhal | Family Services Coordinator |
| Shayla Gomez | Family Services Coordinator |
| Alyssa Takamura | Family Services Coordinator |
| Brie Cole-Woodral | Family Services Coordinator |
| Julie Koczur | Lead Teacher |
| Marah Novak | Lead Teacher |
| Ciara Layne | Lead Teacher |
| Ellie Young | Lead Teacher |
| Christina Loveall | Associate Teacher |
| Alvine Beland | Administrative Assistant |

ACTION: Revisions to Administrative Procedure 2.30.05-X Office Ergonomic Assessment

BACKGROUND: Consistent with Spokane practice, staff distributed the administrative procedure for comment to internal constituents. No feedback was received after the comment period. The summary of the procedure is below.

2.30.05-X Office Ergonomic Assessment – The purpose of this procedure is to apply ergonomic principles in the workplace to reduce the frequency and severity of musculoskeletal disorders (MSDs). The procedure was updated to incorporate the implementation of the online ergonomic assessment tool and to clarify and standardize the assessment request process.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the administrative procedures as presented.

Attachments: 2.30.05-X Office Ergonomics Assessment – REDLINE
2.30.05-X Office Ergonomics Assessment

Prepared by: Sayed Hussaini
Occupational Safety & Health Specialist
May 19, 2026

Submitted by: Nichole Hanna
Chief General Services Officer
May 19, 2026

CCS Spokane Colleges Administrative Procedure

2.30.05-X Office Ergonomics Assessment

Implementing Board Policy [2.30.05](#)

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

1.0 Purpose

[Community Spokane Colleges of Spokane](#) is committed to the health and safety of its faculty and staff and 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. [Community Spokane Colleges of Spokane](#) follows [WAC 296-800-110](#), enforced by Washington State Department of Labor and Industries (L&I), to protect employees against recognized hazards and to ensure they are provided with a safe and healthful work environment.

The purpose of this ergonomics assessment procedure is to apply ergonomic principles to the workplace in an effort to reduce or eliminate the number and severity of musculoskeletal disorders (MSDs).

2.0 Definitions

- 2.1 Americans with Disabilities Act (ADA): A civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public.
- 2.2 Awkward Posture: Deviation from the neutral positions of the different body parts. Awkward postures typically include reaching above or behind, twisting, forward or backward bending, squatting and kneeling.
- 2.3 Carpal Tunnel Syndrome: Inflammation due to high compression of the median nerve as it passes through the carpal tunnel in the heel of the hand.
- 2.4 Contact Stress: Compression of soft body tissues against a hard or sharp surface/edge from a workstation or a hand tool (e.g., leaning forearms against the sharp edge of a desk/table).
- 2.5 Ergonomics: The science and practice of designing jobs or workplaces to match the capabilities and limitations of the human body.
- 2.6 Fatigue: A condition that results when the body cannot provide enough energy for the muscles to perform a task.
- 2.7 Force: The amount of muscular effort required to perform a task. Generally, the greater the force, the greater the degree of risk.
- 2.8 Health Care Provider (HCP): A physician specializing in occupational medicine, or a registered nurse specializing in occupational health, or other health personnel (such as emergency medical technicians) working under the supervision of a physician or registered nurse.
- 2.9 Health Insurance Portability and Accountability Act (HIPPA): Enacted in 1996, is designed to protect health insurance coverage when workers change jobs. It also set rules to protect the privacy of medical information.
- 2.10 Musculoskeletal Disorder (MSD): Illness or injury that affect one or more parts of the musculoskeletal system.

2.11 Musculoskeletal System: The soft tissue and bones in the body. The parts of the musculoskeletal system are bones, muscles, tendons, ligaments, cartilage, nerves and blood vessels.

- 2.12 Neutral Posture: Recommended working posture in which joint angles do not contribute to excessive stress on the body.
- 2.13 Office Ergonomics: The branch of ergonomics dealing specifically with the office environment.
- 2.14 Posture: The general position of the whole body (e.g. standing, sitting, and kneeling) or, more specifically, the position of any body part/joint with respect to adjacent body parts or the joint's full range of motion.
- 2.15 Repetition: Performing the same motions over and over for long periods of each day. It includes daily and lengthy use of a keyboard or mouse.
- 2.16 Risk Factors: An aspect of a job that increases an employee's chance of developing a work-related musculoskeletal disorder. Risk factors include: awkward postures; high hand force; highly repetitive motions; repeated impact of the hand or knee; heavy, frequent or awkward lifting; and moderate to high hand-arm vibration.
- 2.17 Workstation: The area where an employee completes tasks or jobs. This can be an office, a desk, or other workspace. More than one type of work may occur at a single workstation.

3.0 Requesting an Ergonomic Assessment

Either an employee or an employee's supervisor may request an ergonomic evaluation of their office environment. ~~However, when an ergonomic assessment is requested by the employee, they must route the request through their supervisor, who will submit the request to the Environmental Health & Safety (EH&S) Office.~~ The ~~District Safety Officer~~EH&S Office will inquire about the primary reason an ergonomic assessment was requested (e.g. a medical concern) to determine if additional information or documentation is needed. Depending on the circumstances, the ~~District Safety Officer~~EH&S Office may request assistance from the ~~CCS~~ Human Resources Office.

In general, employees may request an ergonomic assessment because of:

- Employee's concern about their workstation set-up/arrangement; and/or
- Employee's concern with symptoms associated with MSDs or discomfort.

4.0 Requesting Procedure

- 4.1 Employees should ~~contact~~inform their supervisor ~~to request~~that they are requesting an ergonomics assessment ~~in writing~~.
- 4.2 ~~Supervisors~~Employees or their Supervisors should contact the EH&S Office ~~in writing upon receipt of a~~to request ~~for an~~ ergonomic assessment.
- 4.3 Employees who are at high risk for an ergonomic injury (e.g., those with a medical recommendation or ADA concern) will receive priority in scheduling.

5.0 Workstation Evaluations

- 5.1 Upon request of an ergonomic assessment, the ~~Safety Officer~~EH&S Representative/ergonomics consultant will schedule a meeting with the employee to conduct the ergonomic assessment or consultation as needed.

- 5.2 Workstation ergonomic assessments may include:
- Interview with employee;
 - Observation of essential job tasks;
 - Measurements like desk height, depth, and width;
 - Photo documentation if applicable;
 - Identification of risk factors by using the Office Ergonomic Assessment Form; and/or
 - Onsite workstation adjustments to existing equipment and/or employee work processes.
- 5.3 Written documentation will be provided to the employee and their supervisor with recommendations to reduce/eliminate ergonomic risk factors within two weeks of the assessment.
- 5.4 In accordance with the ergonomics assessment results, the department may:
- 5.4.1 Evaluate providing recommended office furnishings or equipment, and/or
- 5.4.2 Evaluate submitting a Building Improvement Request (BIR) to the Facilities Department, for remodel of an employee's office environment (e.g., workstation layout; adjustability of work surface).
- 5.5 If the department elects to purchase the recommended furniture or equipment, supervisors should follow existing procurement procedures.
- 5.6 The supervisor and employee implement the recommendations, and the supervisor and ergonomics consultant provide follow-up with the employee as needed.
- 5.7 The employee's direct supervisor will be responsible for implementing the recommended corrective actions.
- 5.8 The employee will be responsible for using equipment correctly and performing tasks as outlined in the corrective action plan. Questions regarding the plan may be directed to the ~~Safety Officer~~ [EH&S Office](#).

6.0 Online Office Ergonomic Self-Assessment

[An online ergonomic self-assessment tools was created for easy access to office focused ergonomics. To submit one of these assessments, follow the steps below:](#)

[6.1 Click this link to the Online Ergonomic Self-Assessment.](#)

[6.2 Complete the checklist, answering Yes/No/Not Applicable based on your workstation.](#)

[6.3 The EH&S Office will send a copy of this document to the submitter for their review and records and will provide recommendations if any further action is required.:](#)

6.07.0 Purchasing New Ergonomic Equipment

The employee's department is responsible for providing and/or purchasing ergonomic equipment for employees. To purchase ergonomic equipment, including ergonomic chairs and desks, employees are required to follow [CCS the Spokane Colleges](#) purchasing procedures. See [CCS](#)

~~Administrative Procedure 5.30.05-J~~ [the Administrative Procedure 5.30.05-J](#) for additional information. To purchase computer accessories, software, and hardware, including ergonomic keyboards, mouse, etc., please contact the IT Department.

Please refer to the [OSHA Purchasing Guide Checklist](#) for guidance on how to select safe and comfortable equipment for your workstation.

7.08.0 Musculoskeletal Disorders Report

[7.18.1](#) Employees who experience discomfort or symptoms associated with work-related MSDs should immediately report the discomfort, verbally and/or in writing, directly to their supervisor.

[7.28.2](#) An [Accident Report Form](#) must be completed by either the affected person, a witness to the incident, or the supervisor.

8.09.0 Disability and Reasonable Accommodations Covered Under ~~The~~ Americans ~~With~~with Disabilities Act (ADA)

Please refer to ~~the CCS 2.30.01 – B Reasonable Accommodation and Return to Work Procedure~~ [2.30.01 – B Reasonable Accommodation and Return to Work Procedure](#).

9.010.0 Ergonomic Work Practices

Work practices and operating procedures can be used to reduce the duration, frequency, or severity of an employee's exposure to ergonomic risk factors. The following items should be considered.

9.110.1 Training:

[9.1.110.1.1](#) The EH&S Office will provide ergonomics training to employees upon request.

[9.1.210.1.2](#) WA L&I Office Ergonomics Web Course is also available at [L&I Computer Workstation & Mobile Computing](#).

[9.1.310.1.3](#) One-on-one training and discussion may occur when the EH&S Office/ergonomics consultant conducts an office environment assessment, based on an employee/supervisor request. Written training materials may also be provided.

[9.210.2 Job design](#): Refers to alternate tasks and short breaks/recovery pauses to provide relief from:

- Repetitive motions
- Static and awkward postures
- Excessive forceful exertions
- Contact stress
- Vibration
- Muscular fatigue

Employees can use recovery pauses or short breaks (3 to 5 minutes) to perform other activities at most every hour to help prevent discomfort of prolonged computer use. ~~Repetitious-Repetitive~~ static work, such as working at the computer for a long period of time, is very fatiguing on the body as well as the eyes. It is important that employees take breaks from computer work so their body can rest and recover.

~~9-310.3~~ Stretching and exercise can help ease the discomfort and harmful effects of repetitive motions and awkward or static postures. These ~~also can~~ also be useful in increasing body movement and blood circulation while addressing muscle imbalances that can occur, but it is important that they are well designed. Employees should ask their healthcare provider for proper stretching and exercise guidelines.

~~10-011.0~~ Recordkeeping

~~10-411.1~~ Training sessions will be documented with employee sign-in sheets, date of training, and the training session agenda.

~~10-211.2~~ Copies of all physician's notes, ~~ergonomic assessments forms, and reports~~ will be maintained at the both EH&S and Human Resources Offices.

Note: ~~Community Spokane Colleges of Spokane~~ will ensure the confidentiality and security of employee's medical and health information under the ADA, the common law right to privacy, and Health Insurance Portability and Accountability Act (HIPAA) compliance as they apply to CCSUs.

11.3 Copies of all ergonomic assessment forms and reports will be maintained at both EH&S and Human Resources Offices.

~~11-012.0~~ Non-Office Ergonomics Assessment

For a non-office assessment, the employee and supervisor will work together to identify and minimize hazards. The EH&S Office/ergonomic consultant can be contacted for assistance and workplace evaluation.

~~12-013.0~~ Related Information

~~13.1 Computer Workstations Self-Evaluation Checklist~~

13.2 OSHA Purchasing Guide Checklist for Ergonomic Equipment

~~12-11.1 Computer Workstations Self-Evaluation Checklist~~

13.3 OSHA Computer Workstations eTool

~~13.4 L&I Computer Workstation & Mobile Computing Course~~

13.5 L&I Office Lighting and Computer Use for Eye Comfort

~~12-213.6~~ L&I Ergonomics Training & Tips

~~12-31.1 L&I Computer Workstation & Mobile Computing Course~~

Spokane Colleges Administrative Procedure

2.30.05-X Office Ergonomics Assessment

Implementing Board Policy [2.30.05](#)

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

1.0 Purpose

Spokane Colleges is committed to the health and safety of its faculty and staff and 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. Spokane Colleges follows [WAC 296-800-110](#), enforced by Washington State Department of Labor and Industries (L&I), to protect employees against recognized hazards and to ensure they are provided with a safe and healthful work environment.

The purpose of this ergonomics assessment procedure is to apply ergonomic principles to the workplace in an effort to reduce or eliminate the number and severity of musculoskeletal disorders (MSDs).

2.0 Definitions

- 2.1 Americans with Disabilities Act (ADA): A civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public.
- 2.2 Awkward Posture: Deviation from the neutral positions of the different body parts. Awkward postures typically include reaching above or behind, twisting, forward or backward bending, squatting and kneeling.
- 2.3 Carpal Tunnel Syndrome: Inflammation due to high compression of the median nerve as it passes through the carpal tunnel in the heel of the hand.
- 2.4 Contact Stress: Compression of soft body tissues against a hard or sharp surface/edge from a workstation or a hand tool (e.g., leaning forearms against the sharp edge of a desk/table).
- 2.5 Ergonomics: The science and practice of designing jobs or workplaces to match the capabilities and limitations of the human body.
- 2.6 Fatigue: A condition that results when the body cannot provide enough energy for the muscles to perform a task.
- 2.7 Force: The amount of muscular effort required to perform a task. Generally, the greater the force, the greater the degree of risk.
- 2.8 Health Care Provider (HCP): A physician specializing in occupational medicine, or a registered nurse specializing in occupational health, or other health personnel (such as emergency medical technicians) working under the supervision of a physician or registered nurse.
- 2.9 Health Insurance Portability and Accountability Act (HIPPA): Enacted in 1996, is designed to protect health insurance coverage when workers change jobs. It also set rules to protect the privacy of medical information.
- 2.10 Musculoskeletal Disorder (MSD): Illness or injury that affect one or more parts of the musculoskeletal system.
- 2.11 Musculoskeletal System: The soft tissue and bones in the body. The parts of the musculoskeletal system are bones, muscles, tendons, ligaments, cartilage, nerves and blood vessels.
- 2.12 Neutral Posture: Recommended working posture in which joint angles do not contribute to excessive stress on the body.

- 2.13 Office Ergonomics: The branch of ergonomics dealing specifically with the office environment.
- 2.14 Posture: The general position of the whole body (e.g. standing, sitting, and kneeling) or, more specifically, the position of any body part/joint with respect to adjacent body parts or the joint's full range of motion.
- 2.15 Repetition: Performing the same motions over and over for long periods of each day. It includes daily and lengthy use of a keyboard or mouse.
- 2.16 Risk Factors: An aspect of a job that increases an employee's chance of developing a work-related musculoskeletal disorder. Risk factors include: awkward postures; high hand force; highly repetitive motions; repeated impact of the hand or knee; heavy, frequent or awkward lifting; and moderate to high hand-arm vibration.
- 2.17 Workstation: The area where an employee completes tasks or jobs. This can be an office, a desk, or other workspace. More than one type of work may occur at a single workstation.

3.0 Requesting an Ergonomic Assessment

Either an employee or an employee's supervisor may request an ergonomic evaluation of their office environment. The EH&S Office will inquire about the primary reason an ergonomic assessment was requested (e.g. a medical concern) to determine if additional information or documentation is needed. Depending on the circumstances, the EH&S Office may request assistance from the Human Resources Office.

In general, employees may request an ergonomic assessment because of:

- Employee's concern about their workstation set-up/arrangement; and/or
- Employee's concern with symptoms associated with MSDs or discomfort.

4.0 Requesting Procedure

- 4.1 Employees should inform their supervisor that they are requesting an ergonomic assessment.
- 4.2 Employees or their Supervisors should contact the EH&S Office to request an ergonomic assessment.
- 4.3 Employees who are at high risk for an ergonomic injury (e.g., those with a medical recommendation or ADA concern) will receive priority in scheduling.

5.0 Workstation Evaluations

- 5.1 Upon request of an ergonomic assessment, the EH&S Representative/ergonomics consultant will schedule a meeting with the employee to conduct the ergonomic assessment or consultation as needed.
- 5.2 Workstation ergonomic assessments may include:
 - Interview with employee;
 - Observation of essential job tasks;
 - Measurements like desk height, depth, and width;
 - Photo documentation if applicable;
 - Identification of risk factors by using the Office Ergonomic Assessment Form; and/or
 - Onsite workstation adjustments to existing equipment and/or employee work processes.

- 5.3 Written documentation will be provided to the employee and their supervisor with recommendations to reduce/eliminate ergonomic risk factors within two weeks of the assessment.
- 5.4 In accordance with the ergonomics assessment results, the department may:
 - 5.4.1 Evaluate providing recommended office furnishings or equipment, and/or
 - 5.4.2 Evaluate submitting a Building Improvement Request (BIR) to the Facilities Department, for remodel of an employee's office environment (e.g., workstation layout; adjustability of work surface).
- 5.5 If the department elects to purchase the recommended furniture or equipment, supervisors should follow existing procurement procedures.
- 5.6 The supervisor and employee implement the recommendations, and the supervisor and ergonomics consultant provide follow-up with the employee as needed.
- 5.7 The employee's direct supervisor will be responsible for implementing the recommended corrective actions.
- 5.8 The employee will be responsible for using equipment correctly and performing tasks as outlined in the corrective action plan. Questions regarding the plan may be directed to the EH&S Office.

6.0 Online Office Ergonomic Self-Assessment

An online ergonomic self-assessment tool was created for easy access to office focused ergonomics. To submit one of these assessments, follow the steps below:

- 6.1 Click this link to the [Online Ergonomic Self-Assessment](#).
- 6.2 Complete the checklist, answering Yes/No/Not Applicable based on your workstation.
- 6.3 The EH&S Office will send a copy of this document to the submitter for their review and records and will provide recommendations if any further action is required.

7.0 Purchasing New Ergonomic Equipment

The employees' department is responsible for providing and/or purchasing ergonomic equipment for employees. To purchase ergonomic equipment, including ergonomic chairs and desks, employees are required to follow the Spokane Colleges purchasing procedures. See the [Administrative Procedure 5.30.05-J](#) for additional information. To purchase computer accessories, software, and hardware, including ergonomic keyboards, mouse, etc., please contact the IT Department.

Please refer to the [OSHA Purchasing Guide Checklist](#) for guidance on how to select safe and comfortable equipment for your workstation.

8.0 Musculoskeletal Disorders Report

- 8.1 Employees who experience discomfort or symptoms associated with work-related MSDs should immediately report the discomfort, verbally and/or in writing, directly to their supervisor.
- 8.2 An [Accident Report Form](#) must be completed by either the affected person, a witness to the incident, or the supervisor.

9.0 Disability and Reasonable Accommodations Covered Under the Americans with Disabilities Act (ADA)

Please refer to the [2.30.01 – B Reasonable Accommodation and Return to Work Procedure](#).

10.0 Ergonomic Work Practices

Work practices and operating procedures can be used to reduce the duration, frequency, or severity of an employee's exposure to ergonomic risk factors. The following items should be considered.

10.1 Training:

10.1.1 The EH&S Office will provide ergonomics training to employees upon request.

10.1.2 WA L&I Office Ergonomics Web Course is also available at [L&I Computer Workstation & Mobile Computing](#).

10.1.3 One-on-one training and discussion may occur when the EH&S Office/ergonomics consultant conducts an office environment assessment, based on an employee/supervisor request. Written training materials may also be provided.

10.2 Job design: Refers to alternate tasks and short breaks/recovery pauses to provide relief from:

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Employees can use recovery pauses or short breaks (3 to 5 minutes) to perform other activities at most every hour to help prevent discomfort of prolonged computer use. Repetitive static work, such as working at the computer for a long period of time, is very fatiguing on the body as well as the eyes. It is important that employees take breaks from computer work so their body can rest and recover.

10.3 Stretching and exercise can help ease the discomfort and harmful effects of repetitive motions and awkward or static postures. These can also be useful in increasing body movement and blood circulation while addressing muscle imbalances that can occur, but it is important that they are well designed. Employees should ask their healthcare provider for proper stretching and exercise guidelines.

11.0 Recordkeeping

11.1 Training sessions will be documented with employee sign-in sheets, date of training, and the training session agenda.

11.2 Copies of all physician's notes will be maintained at the Human Resources Office.

Note: Spokane Colleges will ensure the confidentiality and security of employee's medical and health information under the ADA, the common law right to privacy, and Health Insurance Portability and Accountability Act (HIPAA) compliance as they apply to us.

11.3 Copies of all ergonomic assessment forms and reports will be maintained at both EH&S and Human Resources Offices.

12.0 Non-Office Ergonomics Assessment

For a non-office assessment, the employee and supervisor will work together to identify and minimize hazards. The EH&S Office/ergonomic consultant can be contacted for assistance and workplace evaluation.

13.0 Related Information

- 13.1 [Computer Workstations Self-Evaluation Checklist](#)
- 13.2 [OSHA Purchasing Guide Checklist for Ergonomic Equipment](#)
- 13.3 [OSHA Computer Workstations eTool](#)
- 13.4 [L&I Computer Workstation & Mobile Computing Course](#)
- 13.5 [L&I Office Lighting and Computer Use for Eye Comfort](#)
- 13.6 [L&I Ergonomics Training & Tips](#)

Originated: July 2018; Updated: February 2026
Cabinet approval: September 2019; April 2026

ACTION: STRATEGIC PLAN

Presented by: Dr. Lori Hunt
Chief of Staff & Strategy
May 19, 2026



Strategic Plan 2025-2030: Creating a College Where Students Belong and Thrive

Board of Trustees Presentation

May 19, 2026

Why Now?

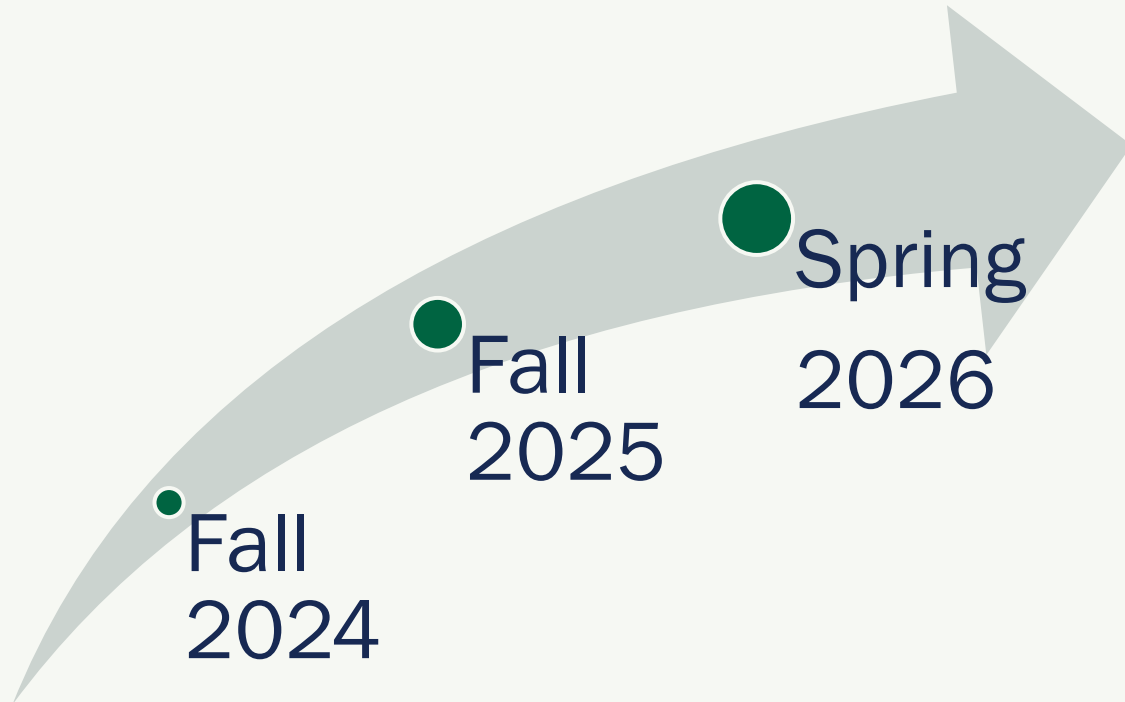
Our previous Strategic Plan was created with the goals of meeting our needs from 2021-2025. Now is the time to refresh and refocus towards the future.

Updating a plan ensures agility and ability to adapt to our changing environment.

- **Adjusting to major economic and workforce shifts** that impact our work on a national, regional and local scale.
- **Prioritization of efforts** as we prepare for continued disruption and changes to the education landscape.
- **Responsiveness to our current reality** to improve operational & resource alignment in order to ensure accountability for outcomes.



How We Built This Plan



Inclusion of stakeholders through:

- Listening sessions
- Surveys
- Stakeholder engagement
- Steering committee work
- Pillar team collaborations

What We Heard

Key themes that emerged from the data collection included:

- Student success & belonging
- Workforce relevance
- Employee support
- Operational effectiveness
- Community partnerships



Strategic Pillars

Pillar 1: Student Basic Needs- The Strong Foundation

Pillar 2: Support Anchors- The Cornerstones

Pillar 3: Academic Design- The Framework

Pillar 4: Community Connection- Opening the Door to the Future

Pillar 5: Strong Internal Structures- The Infrastructure and People



Pillar 1: Student Basic Needs-The Strong Foundation

| Pillar Leads | Alex Bailey | Guillermo Espinosa | Francisco Salinas |
|--------------|------------------|--------------------|-------------------|
| Team Members | Dr. Amy Anderson | Christine DeGeare | Amy Gray |
| | Sai Ferntree | Patrick Forster | Wendy Jones |
| | Marissa Lock | Steve Meyer | Taylor Nelson |
| | Elizabeth Thomas | | |

A welcoming and stable environment begins with ensuring students can focus on learning, not survival. By reducing the cost of attendance and removing barriers (such as food insecurity, housing challenges, childcare needs, and transportation obstacles) we create the conditions for every student to feel secure, supported, and at home on campus.



The Challenge We Are Addressing

As a community college, we pride ourselves on access. Educational access means little if students are not in an economic position to be able to prioritize their studies, which put them on the most dependable track to improve their ability to be independently economically sustainable. Our commitment to being student centered means that we recognize the full conditions of reality that keep our students from being able to succeed academically. Helping the students most in need, to meet their basic needs is vital to our commitment to access for students in our community.

- The first point that we sought to address was to grow an internal resource base which we would not only structurally prioritize this need but would allow us independent control of a pool of resources designed to be internally controlled.
- The second point that we sought to address was to reach out to community resources to enhance our resource base and build sustainable relationships designed to help connect students to these resources
- The third point that we sought to address was to make sure that any student facing struggles associated with basic needs is aware of the resources available to them through a consistent and accessible communication structure



Accessibility is key to our students – and when a student's basic needs are not met, we are not accessible to them.

Strategic Goals and Actions

1.1 Funding Sources and Resource Support

Goal: Expand resources and simplify access to scholarship, aid and emergency assistance.

Action:

1.1.1 Strategically identify resources for student emergency supports

1.2 Community Partnerships

Goal: Strengthen community partnerships to expand student access to basic needs support.

Action:

1.2.1 Develop and institutionalize a coordinated districtwide framework for sustainable community partnerships that align with student basic needs.

1.3 Resource Awareness and Navigation

Goal: Increase awareness and improve navigation of available campus and community resources for all students

Actions:

1.3.1 Strengthen institutional capacity to address student basic needs.

1.3.2 Create a unified, consistent structure for student resource information.

1.3.3 Integrate resource awareness into student success touchpoints

How We Built This Strategy

We relied heavily on the information provided by the 2024 and 2025 Washington Student Achievement Council's Basic Needs Survey results.

We considered these results through the nexus of two primary guiding questions:

1. Based on these materials, what issues in the lives of students, do we need to prioritize to make the biggest difference related to meeting the basic needs of our students?
2. Based on these materials, how are we (Spokane Colleges) uniquely positioned to make a meaningful difference related to these issues in the lives of our students?

We also reached out to the primary leads on our respective campuses to seek input and guidance as we considered our outcomes and we also used AI, in a limited capacity, to inform our final recommendations.

Success for this pillar means...that meeting basic needs is less of an obstacle for our students meeting their academic goals.

Pillar 2: Support Anchors-The Cornerstones


| Pillar Leads | Dr. Rhondie Voorhees | Priya Mhlophe | |
|--------------|----------------------|----------------|-------------------|
| Team Members | Kim Arman | Austin Davis | Manousos Jacobsen |
| | Megan Fadeley | Amber McKenzie | Dr. Mary Negley |
| | Piper McCarthy | Marty Sells | Dr. Tori Stanek |
| | Karly Ramsey | Laura Woods | |
| | Joe Witmer | Leslie Dawson | |

Cornerstones provide **stability, guidance, and belonging**. Personalized support services (advising, tutoring, counseling, and wellness resources) anchor student success while recognizing the unique needs of each individual. By meeting students where they are and building trusting relationships, we create a sense of belonging that strengthens persistence, confidence, and achievement.



The Challenge We Are Addressing

Central Questions: How do we...

- create **systems of support** where students feel known, supported, and connected throughout their educational journey?
 - ensure students have **access to the academic support services** necessary for persistence, retention, and completion?
 - **simplify and align student support systems** so students and employees can more easily navigate the institution?
 - **simplify, strengthen, and scale onboarding systems** that positively contribute to student persistence, retention, and completion?
- 

Strategic Goals and Actions

2.1 Holistic Student Wellbeing

Goal: Prioritize holistic student wellbeing that encourage persistence, success, and belonging

Actions:

2.1.1 Implement district wide training to promote all employees using culturally responsive and equitable student support practices (RCW.28B.10.145).

2.1.2 Strengthen and expand inclusive excellence programs to create welcoming, supportive environments for all students.

2.1.3 Evaluate mental health resources across the district to identify services gaps and opportunities for improved student support.

2.1.4 Develop a training plan that helps employees recognize and respond to students who may be struggling or at risk of leaving college.

2.2 Academic Support Services

Goal: Investigate current academic support services to enhance opportunities to better meet student needs.

Actions:

2.2.1 Map out current academic support available to students.

2.2.2 Implement a unified system for intake and tracking across academic support services using campus technology.

Strategic Goals and Actions

2.2 Academic Support Services (continued)

2.2.3 Create a comprehensive assessment plan for academic support services that integrates data and allows for analysis by student groups.

2.2.4 Use data to identify priority student populations and refine or redesign support practices to better meet their needs.

2.3 Access to Student Services

Goal: Enhance access to student support services that meet the needs of our diverse student populations.

Actions:

2.3.1 Simplify and clarify access points.

2.3.2 Increase availability through flexible and responsive modalities.

2.3.3 Activate Faculty/Staff as consistent access connectors.

2.4 Alignment of Student Support Services

Goal: Increase strategic alignment of specific student services by reducing institutional and procedural barriers across the district.

Actions:

2.4.1 Review the current version and features of ctcLink to identify opportunities to adopt newer capabilities used by peer institutions.

Strategic Goals and Actions

2.4 Alignment of Student Support Services (continued)

2.4.2 Align and centralize key processes and departmental functions to improve consistency and efficiency.

2.4.3 Coordinate communication plans to students ensuring messaging is clear, consistent, and complementary.

2.5 Student Onboarding

Goal: Continuously improve student onboarding to ensure a consistent, equitable, inclusive and accessible foundation that supports student success throughout the student lifecycle.

Actions:

2.5.1 Evaluate onboarding processes to create a unified district-wide approach that helps students complete essential steps more efficiently.

2.5.2 Identify where students encounter barriers in onboarding and provide timely guidance to move them forward.

2.5.3 Simplify student onboarding for utilizing and expanding upon existing program maps; create a transparent process and checklist to assist students in knowing where they are in the process, what they need to do next, and who they can contact for help.

How We Will Sustain This Strategy

The **Steering Committee** will play an important role in:

- Accountability
- Continued progress
- Proactive and informed decision-making

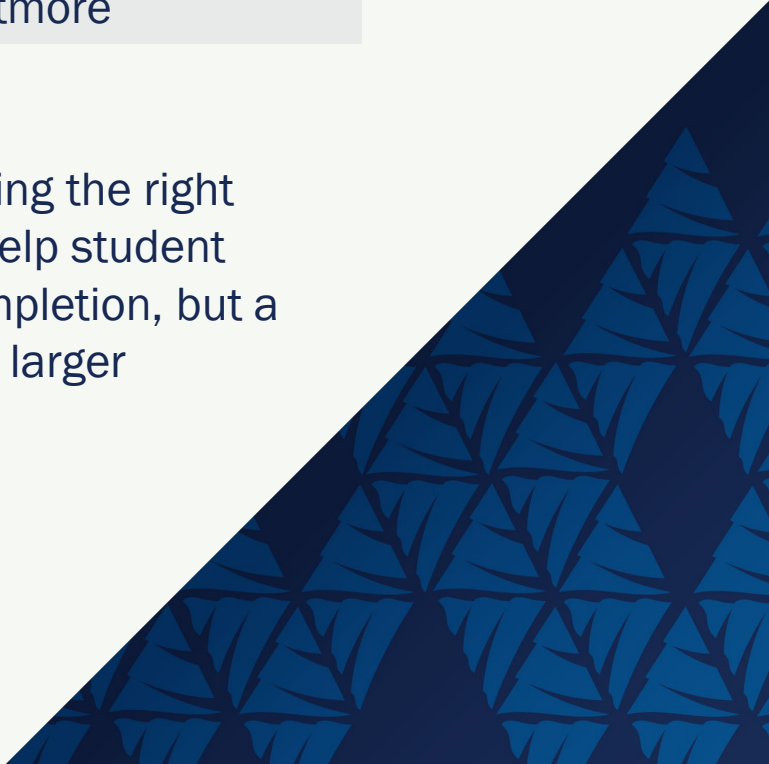
Success for this pillar means an increase in student persistence, retention, and completion rates



Pillar 3: Academic Design-The Framework

| Pillar Leads | Dr. Chris Pelchat | Dr. Ashley Purdin | |
|--------------|-------------------|-------------------|---------------|
| Team Members | Jennifer Barson | Tim Denney | David Edwards |
| | Carolyn Gipple | Ryan Harbison | Jaye Hopkins |
| | Debbie Joyner | Dr. Sarah Martin | Erin Mitchell |
| | Andrea Reid | Payje Quandt | Ben Whitmore |

Clear academic pathways give students structure, direction, and purpose. By offering the right programs at the right time and aligning them with career and personal goals, we help student navigate their journey efficiently. In doing so, we provide not just a roadmap to completion, but a sense of community and shared progress, reinforcing that students are a part of a larger supportive home.



The Challenge We Are Addressing

- Students need flexible, workforce-aligned academic pathways that support multiple entry and exit points.
- Faculty and students benefit from stronger coordination between instruction, academic support, and student services.
- Proactive intervention, clear pathways, and data-informed decision making strengthen persistence, completion, transfer, and career outcomes.



Strategic Goals and Actions

3.1 Faculty

Goal: Support faculty in delivering high-quality instruction.

Actions:

3.1.1 Develop roles, responsibilities, policies, and procedures for faculty, student services, and instructional designers to better address the instructional needs of faculty and unique needs of students' learning challenges.

3.1.2 Encourage professional development opportunities through collaborative structures and onboarding that promote a culture of teaching excellence and implement best practices.

3.1.3 Ensure students have the proper academic support they need across all modalities.

3.2 Curriculum

Goal: Foster innovation in curriculum and program development.

Actions:

3.2.1 Develop, track and scale seamless pathways from noncredit to credit.

3.2.2 Strengthen assessment to demonstrate instructional excellence.

3.2.3 Implement annual Discipline/Program Learning Outcome assessment cycles.

3.2.4 Develop and scale stackable credentials, certificates, and short-term workforce pathways to provide multiple entry/exit points aligned with regional needs.

Strategic Goals and Actions

3.3 Student Success

Goal: Strengthen institutional collaboration and communication to improve student persistence, retention and completion.

Actions:

3.3.1 Continuously assess program vitality using student completion, transfer, career, and wage data to identify programs and implement targeted strategies that improve outcomes.

3.3.2 Improve enrollment, persistence, retention, completion, and transfer and career placement rates through coordinated, student-centered strategies.

3.3.3 Use early academic indicators and shared intervention protocols to identify at-risk students and provide timely, coordinated support.

3.3.4 Expand the opportunity for faculty engagement in program and career advising to complement student support services.

How We Built This Strategy

- This strategy was informed through cross-divisional collaboration involving faculty, student services, workforce education, institutional effectiveness, and instructional leadership from across Spokane Colleges.
- The team reviewed student success data, workforce trends, program outcomes, transfer patterns, and institutional processes to identify barriers impacting persistence, completion, and career advancement.
- Input from faculty, staff, workforce partners, and ongoing strategic planning discussions helped shape a student-centered and workforce-responsive academic framework focused on long-term sustainability and continuous improvement.

Success for this pillar means that, by using data, early alerts, and strong collaboration between faculty, student services, and career advising, the college increases student persistence, retention, completion, transfer, and career placement in measurable ways.



Pillar 4: Community Connections-Opening Doors to the Future

| Pillar Leads | Kathy Albin | Dr. Ashley DeMoville | Brandon Livingston |
|--------------|-----------------------|----------------------|--------------------|
| Team Members | Heather Beebe-Stevens | Jeff Bunch | Elyna Carranza |
| | Deanna Eckel | Duane Hille | Joshua Houchins |
| | Diana Osborne | Tony Pizelo | Brenda Schreiber |
| | Cene Tamashiro | Maya Watts | Jeff Williams |

Our students thrive when they are connected to employers, organizations, alumni, and peers. These relationships act as doors to opportunity, providing career pathways, mentorship, and support networks. At the same time, our college contributes back to the community, cultivating a sense of shared purpose, pride, and belonging that extends beyond campus walls.

The Challenges We Are Addressing

- Employer and community partnerships exist but are **decentralized and inconsistent**
 - Limited visibility into **where engagement is happening and its impact**
 - Uneven student access to **internships and work-based learning**
 - Community engagement efforts **lack coordination across the district**
 - External visibility and pathways (events, transfer, alumni) are **not clearly communicated**
- 

Strategic Goals and Actions

4.1 Employer & Workforce Partnerships

Goal: Deepen and expand collaboration with employers to enhance student employment pathways. .

Actions:

4.1.1 Strengthen the District Workforce Council to establish a coordinated employer partnership structure that supports high demand sectors and education to career pathways.

4.1.2 Develop and implement a district-wide process to catalog, track, and coordinate employer and workforce engagement activities to strengthen education to career alignment.

4.1.3 Increase student employer connections by strengthening the role of advisory committees, supporting existing employer engagement events, and improving access to internships and work-based learning.

4.2 Advance Community Engagement

Goal: Build a unified, equitable and opportunity centered approach to community engagement and build partnerships that enrich student learning, strengthen local relationships, and better connect students with community needs and opportunities.

Actions:

4.2.1 Revitalize and enhance the public facing event calendar by improving the consistency of event entry into 25Live and increase community engagement with the calendar as a centralized hub for service, events and opportunities.

Strategic Goals and Actions

4.2 Advance Community Engagement (continued)

4.2.2 Enhance K-12 partnerships by promoting dual enrollment, the trades high school, and other opportunities, strengthening coordination across the district, and increasing student participation in college programs and events.

4.3 Increase Community Visibility

Goal: Elevate Spokane College's presence and visibility in the region by strengthening branding, expanding community events, deepening alumni engagement, and creating clear pathways for partners and the public to connect with and support the colleges.

Actions:

4.3.1 Support the development of program level alumni chapters that foster early and ongoing alumni engagement.

4.3.2 Increase regional visibility through coordinated branding efforts and strategic partnerships with employers, membership organizations, and community organizations.

4.3.3 Deepen collaboration with universities to improve student success by expanding opportunities for joint outreach, co-designing clearer transfer experiences, and creating shared communications that explain transfer opportunities for prospective students and the community.

How We Built This Strategy

- Broad input from faculty, workforce, student services, communications, and leadership.
- Grounded in identifying gaps in coordination, visibility, and access.
- Focused on building shared, sustainable systems, not duplicating efforts.
- Prioritized strengthening and amplifying the strong work already underway across the district.

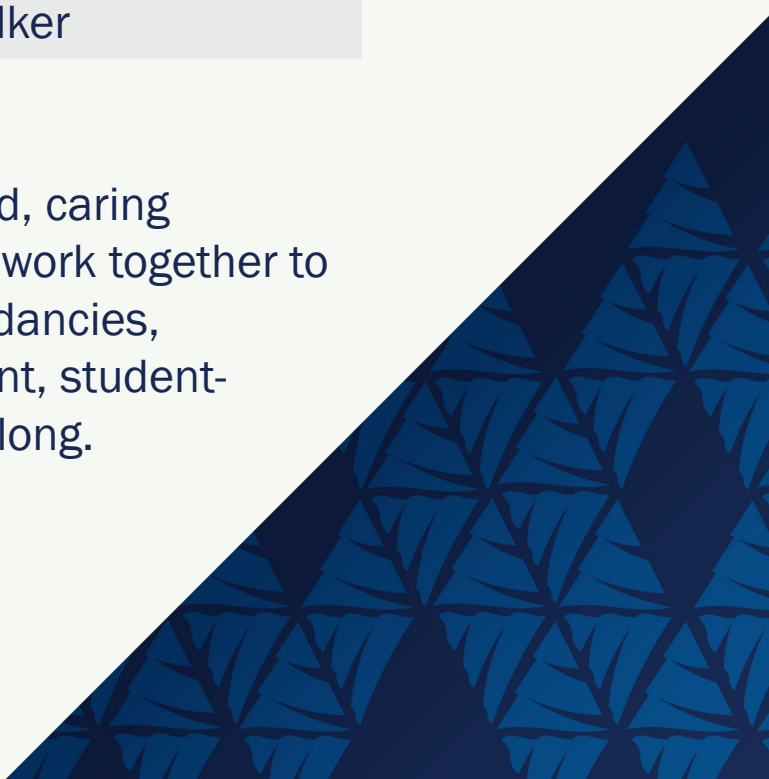
Success means a coordinated and visible partnership ecosystem that connects every student to opportunity.



Pillar 5: Strong Internal Structures- The Infrastructure and People

| Pillar Leads | Dr. Roy Caligan | Nichole Hanna | |
|--------------|--------------------|----------------------|-------------------|
| Team Members | Stephanie Beaulieu | Clint Brown | Susan Butler |
| | Rob Deyo | Chris Grochowski | Dr. Jessica Hoppe |
| | Ward Kaplan | Anastasia Lebedinski | Melody Matthews |
| | Sara Shuey | Bruce Steele | Nate Walker |

A college that feels like home depends on strong internal systems and a committed, caring workforce. Technology, facilities, safety measures, and support resources must all work together to foster a welcoming, collaborative, and innovative environment. By removing redundancies, improving processes, and empowering staff, we ensure the college remains resilient, student-centered, and a place where everyone-students, faculty and staff, can feel they belong.



The Challenge We Are Addressing

- **Aging and fragmented technology, facilities, and operational systems** limit efficiency, innovation, and the ability to effectively support students and employees.
- **Existing processes and structures are often reactive, manual, and uncoordinated**, creating duplication, delays, inconsistent experiences, and barriers to long-term planning.
- **Limited alignment between infrastructure, resources, and institutional priorities** reduces the college's ability to provide sustainable, accessible, and high-quality environments that support student success and employee effectiveness.



Modern systems improve student success, make employees more effective, and help the college serve the community more efficiently and sustainably.

Strategic Goals and Actions

5.1 Technology

Goal: Position Spokane Colleges as a leader in leveraging technology and providing sustainable access to modern, secure, and integrated systems. Empower, enhance, and uphold student learning, faculty and staff effectiveness, and operational success by building an adaptable, secure infrastructure framework that anticipate future needs, fosters innovation and maximizes the impact of sustainable resource allocation.

Actions:

5.1.1 Implement, maintain and evaluate a technology modernization plan to support continuous improvement and innovation.

5.2 Facilities and Physical Environment

Goal: Proactively create a safe, inclusive, sustainable, and purposefully planned physical environment across Spokane Colleges. Establish an adaptable framework that anticipates future needs, strengthens academic and administrative excellence, removes institutional barriers, and enhances an equitable campus experience to support recruitment and retention. This framework also provides a resilient foundation for student success, staff engagement, regulatory compliance, and institutional growth.

Action:

5.2.1 Enhance campus environments using the established framework to maintain ongoing processes to ensure facilities evolve with institutional needs.

Strategic Goals and Actions

5.3 Employee Support Systems and Resources

Goal: Strengthen support systems and enhance resources to better meet the academic, mental health, financial, and professional needs of the college community.

Actions:

5.3.1 Develop comprehensive onboarding processes for all new employees that introduce the organization, highlight key resources, build meaningful connections, and provide a sense of belonging to support a successful start.

5.3.2 Simplify, expand access, and remove barriers to professional learning and development through clear communication and continuous improvement.

5.3.3 Identify workplace structures that reduce employee productivity, reduce satisfaction, potentially leading to attrition with the intent to enhance employee wellbeing services, and encourage utilization of available resources.

5.4 Improvement and Efficiency

Goal: Streamline and optimize institutional processes to enhance operational efficiency, reduce redundancies, build capacity, and improve the overall experience for employees.

Action:

5.4.1 Evaluate and consolidate technology tools and software to reduce redundancies and promote automation to improve operational efficiency.

Strategic Goals and Actions

5.4 Improvement and Efficiency (continued)

5.4.2 Map and review current processes to identify bottlenecks, streamline workflows, and build capacity including opportunities for automation.

5.4.3. Streamline governance structures to clarify roles and improve transparency. Include an inventory of committees, assessment of their effectiveness, and centralize committee chairs, minutes, and membership as part of the guide for workgroups.



How We Built This Strategy

- ❖ Broad employee engagement
 - Anonymous surveys
 - Gallery walks
 - Whiteboard feedback
 - Cross-functional collaboration
- ❖ Pillar team members
 - Facilities
 - Technology
 - Human Resources
 - Faculty
 - Staff
- ❖ Two subcommittees and four focus areas
 - **Team Infrastructure** (technology, facilities, physical environment)
 - **Team People** (support systems/resources, process improvement/efficiency).
- ❖ Accountability will continue through measurable outcomes, KPIs, leadership oversight, and alignment with institutional planning and budget priorities.

Success for this pillar means Spokane Colleges has modern, efficient, and sustainable systems that support safe, accessible, student-centered campuses and employee success.

Where We Are Now

Strategic Plan draft review by the Board of Trustees for final approval at the June 2026 meeting.

Revision of the Mission, Vision and Values will be presented at the June 2026 meeting.

Once approved, the Chancellor, with cabinet support will begin prioritizing efforts for implementation over this cycle through a newly developed decision-making process.


Marketing and communications to both internal and external communities will begin.

Annual Review: Members of the Steering Committee will convene annually to review the plan for progress, revision or refinement if needed.



Board Request

As you review this request, please consider the following:

- Does this plan reflect the community needs?
 - Are the pillars clear and actionable?
 - Does this position us well for the next 5 years?
 - What refinement is needed before final approval?
- 

Path to Approval



Gather Board of Trustees feedback



Refine the final draft & present in June for approval.



Launch implementation and planning.

Thank you Strategic Planning Teams!

Executive Leadership

Dr. Kevin Brockbank

Dr. Lori Hunt

Dr. Jenni Martin

Patrick McEachern

Steering Committee

Kathy Albin | Alex Bailey | Dr. Naomi Bender | Dr. Roy Caligan | Fred Davis | Dr. Ashley DeMoville | Dan Duffy | Jason Eggerman | Guillermo Espinosa | Bonnie Glantz | Nichole Hanna | *Dr. Lori Hunt | Jaclyn Jacot | Brandon Livingston | Dr. Linda McDermott | Priya Mhlophe | Dr. Jim Mohr | Julie Parks | Dr. Chris Pelchat | Dr. Ashley Purdin | Melanie Rose | Francisco Salinas | Patrick Tanner | Dr. Rhondie Voohees

Pillar Teams

Student Basic Needs

*Alex Bailey
*Guillermo Espinosa
*Francisco Salinas
Dr. Amy Anderson
Christine DeGeare
Amy Gray
Sai Ferntree
Patrick Forster
Wendy Jones
Marissa Lock
Steve Meyer
Taylor Nelson
Elizabeth Thomas

*Indicate Pillar Leads

Support Anchors

*Dr. Rhondie Voorhees
*Priya Mhlophe
Kim Arman
Austin Davis
Leslie Dawson
Megan Fadeley
Manousos Jacobsen
Piper McCarthy
Amber McKenzie
Dr. Mary Negley
Karly Ramsey
Marty Sells
Dr. Tori Stanek
Joe Witmer
Laura Woods

Academic Design

*Dr. Chris Pelchat
*Dr. Ashley Purdin
Jennifer Barson
Tim Denney
David Edwards
Carolyn Gipple
Ryan Harbison
Jaye Hopkins
Debbie Joyner
Dr. Sarah Martin
Erin Mitchell
Andrea Reid
Payje Quandt
Ben Whitmore

Community Connection

*Dr. Ashley DeMoville
*Brandon Livingston
*Kathy Albin
Heather Beebe-Stevens
Jeff Bunch
Elyna Carranza
Deanna Eckel
Duane Hille
Joshua Houchins
Diana Osborne
Tony Pizelo
Brenda Schreiber
Cene Tamashiro
Maya Watts
Jeff Williams

Strong Internal Structures

*Dr. Roy Caligan
*Nichole Hanna
Stephanie Beaulieu
Clint Brown
Susan Butler
Rob Deyo
Chris Grochowski
Dr. Jessica Hoppe
Ward Kaplan
Anastasia Lebedinski
Melody Matthews
Sara Shuey
Bruce Steele
Nate Walker

Questions?



**ACTION: Fiscal Year 2026-27 (FY27)
Student Technology Fee Budgets**

BACKGROUND

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

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

Institution budget authority is based on the technology revenue projected at SCC and SFCC for FY 2027, supplemented by carryforward fund balance, if any, at each college. Revenue received above forecasted levels is retained in the college’s technology fee account for future use. The SCC and SFCC Technology Fees Budgets are attached and summarized below:

| | |
|--|---------------------|
| Spokane Community College | \$ 599,881 |
| Spokane Falls Community College | 539,522 |
| Total Technology Fee Budget Authority | \$ 1,139,403 |

Recommendation

It is recommended that the Board of Trustees approve of the Fiscal Year 2026-27 Technology Fee budgets for SCC and SFCC as presented.

Attachments:

1. 2026-27 SCC Tech Fee Budget
2. 2026-27 SFCC Tech Fee Budget

Report Prepared by: Chris Grochowski
Interim Director of Budget and Planning

Presented by: Dr. Linda McDermott, CPA
Chief Financial Officer
May 19, 2026

2026 - 2027 Student Tech Fee Requests
(Approved by SCC's Student Technology Fee Committee March 2026)

| Priority # | DIV/DEPT | | Requestor | ITEM REQUESTED | Replace-ment? | Prior request? | QTY | Item Description | Amount funded |
|---|----------|---------------------------------|------------------|---|---------------|----------------|------------|---|--------------------|
| Business, Hospitality & Information Technologies | | | | | | | QTY | | |
| 1 | BHIT | Hospitality | Curtis Smith | La Marzocco Strada 2 S AV espresso machine with Mazzer Major Electronic v grinder | No | no | 1 | La Marzocco Strada 2 S AV espresso machine with grinder and filtration system, two water filling stations with plumbing and Installation | \$32,000.00 |
| 4 | BHIT | Hospitality | Curtis Smith | 3-Door Reach-In Cooler | Yes | No | 1 | True brand, model TS-72-HC, 3-door reach-in cooler | \$9,300.00 |
| 6 | BHIT | Hospitality | Curtis Smith | Dessert plates and stemware | No | No | 1 | China plates, dessert dishes, wine glasses used for restaurant dessert presentation | \$606.00 |
| 7 | BHIT | Hospitality | Curtis Smith | Bradley Smoker | Yes | No | 1 | Bradley brand smoker model BS1019 | \$853.00 |
| Division Requested Amount: | | | | | | | | | \$42,759.00 |
| Extended Learning: Rural Education | | | | | | | QTY | | |
| 1 | Ext Lrn | Industrial Manufacturing & Tech | Russell Schluter | BOSS FM-S Laser Engraver and Cutting System | NO | NO | 1 | Fiber marking Machine-Class 4 Laser engraving system with enclose, and Fume Extractor | \$21,696.87 |
| Division Requested Amount: | | | | | | | | | \$21,696.87 |
| Health & Environmental Sciences | | | | | | | QTY | | |
| 1 | HES | AGHORT | David Stasney | Caterpillar Compact Track Loader | Yes | No | 1 | 255 Compact Track Loader: Caterpillar 80' GP BKT .62CYD, EMS Basic, New Warranty- 24 months 2, 000 hours- | \$57,101.54 |
| 2 | HES | ICT/Allied Health | Kimmy Eikum | Angio Mentor Simulator | Yes | No | 1 | ANGIO Mentor Flex Pro; Software modules; shipping and handling | \$99,505.74 |
| 6 | HES | Dental Assisting/Allied Health | Kimmy Eikum | Dexis Digital Sensor | Yes | No | 1 | DEXIS- IXS Sensor Kit-size 2: sensor, 1 year DEXCare warranty, 100 Pack sheaths, complete sensor position kits, USB extension cable, wall mount sensor garage | \$9,759.90 |

2026 - 2027 Student Tech Fee Requests
(Approved by SCC's Student Technology Fee Committee March 2026)

| Priority # | DIV/DEPT | | Requestor | ITEM REQUESTED | Replace-ment? | Prior request? | QTY | Item Description | Amount funded |
|--|----------|--------------------------------|------------------|---|---------------|----------------|------------|--|---------------------|
| 7 | HES | Respiratory Care/Allied Health | Kimmy Eikum | Spontaneous Breathing Lung Simulator-Adult/Infant | No | No | 1 | Spontaneous Breathing Lung Simulator-Adult/Infant; HSM-A/Adult Head Simulation Module; HSM-I/ Infant Head Simulation Module | \$15,069.27 |
| Division Requested Amount: | | | | | | | | | \$181,436.45 |
| Instructional Support Services | | | | | | | QTY | | |
| 1 | ISS | Library | Kelsey McCartney | Dell Pro 14 Laptops | Yes | No | 35 | Thiry-five Dell Pro 14 laptops and required USB C AC adapters to replace aging units and expand the Library laptop lending collection. The laptops will be configured for short term student checkout and support coursework, research, and remote learning needs across all academic programs. All items pertain to a single project supporting the Library technology lending program. | \$21,000.00 |
| Division Requested Amount: | | | | | | | | | \$21,000.00 |
| Science, Mathematics and Physical Education | | | | | | | QTY | | |
| 4 | SMPE | Science/ Biology (Gen Bio/A&S) | Holly Campbell | Set of Microscopes for Room 212 | Yes | No | 25 | Set of 25 Microscopes and accompanying equipment to replace the old laptops in the recently covered lab room 027 | \$51,301.39 |
| 5 | SMPE | Physical Education | Jim Martinson | Pickleball Nets, Paddles and Balls | No | No | 3 | 3 Dominator Pro Portable Pickleba/1 Nets, 15 Pickleball Paddles, 15 Pickleballs | \$8,085.22 |
| 2 | SMPE | Fitness Center | Sean McLachlan | Schwinn Fitness Airdyne AD7 | No | No | 2 | Schwinn Airdyne bike is great for interval workouts or those with lower body injuries, because the arms of the bike move back and forth allowing the user to get in a an upper body workout as well. | \$2,804.57 |

2026 - 2027 Student Tech Fee Requests
(Approved by SCC's Student Technology Fee Committee March 2026)

| Priority # | DIV/DEPT | | Requestor | ITEM REQUESTED | Replace-ment? | Prior request? | QTY | Item Description | Amount funded |
|---|----------|------------------------|--------------------|-------------------------------------|---------------|----------------|------------|--|--------------------|
| 3 | SMPE | Fitness Center | Sean McLachlan | Rep Fitness Dumbbells | No | No | 1 | Urethane covered dumbbells for the fitness center. This set will take us from out current highest weight of 75lbs to 100 lbs. | \$2,974.72 |
| 4 | SMPE | Fitness Center | Sean McLachlan | Spirit Fitness XBR25 Recumbent Bike | Yes | No | 2 | Recumbent bike, these will replace the two that we currently have that are over 15 years old and are falling apart. | \$6,537.82 |
| Division Requested Amount: | | | | | | | | | \$71,703.72 |
| Technical Education (6 approved out of 8 requests) | | | | | | | QTY | | |
| 2 | TechEd | Welding | Cameron Kjeldgaard | Cobot Welder | No | No | 1 | Collaborative Welding Robot system | \$122,835.00 |
| 3 | TechEd | Machining | Sam Tevis | Upgrade to 5-Axis Control | No | No | 1 | A control upgrade to our VF-2 Mill to make 5-axis machining mch easier to programand setup. | \$11,745.00 |
| 4 | TechEd | Electrical | Sean Blackbun | Touch Screens | No | No | 22 | HMI touchscreens are a critical component on industrial automation. This is a fundamental part of our program. Our current HMI panels are too old to connect with our upgraded lab equipment. Part of this upgrade is future proofing some of our lab design to be more flexible for changes and upgrades. | \$76,560.00 |
| 5 | TechEd | Diesel Heavy Equipment | Todd Conery | Transmission Jacks | No | No | 2 | These are jacks used to work on semi truck transmissions. | \$7,950.00 |
| 6 | TechEd | Auto Tech | Paul Petretee | EV Safety Trainer | No | No | 1 | EV High-Voltage Safety Trainer, Which Includes: - Functional Fault Box (integrated in each trainer) -400V of measurable power, completely safeguarded - 90+ real-world tests using DMM, insulation testers,oscilloscopes, etc. - Picoscope - PPE Gloves | \$12,195.00 |

2026 - 2027 Student Tech Fee Requests
(Approved by SCC's Student Technology Fee Committee March 2026)

| Priority # | DIV/DEPT | | Requestor | ITEM REQUESTED | Replace-ment? | Prior request? | QTY | Item Description | Amount funded |
|---|----------|-----------------------------------|-------------|-------------------|---------------|----------------|------|--|---------------------|
| 8 | TechEd | Robotics, Mechatronics Tech | John Norman | Quick Disconnects | No | No | 1000 | Quick disconnects for student lab stations | \$30,000.00 |
| Division Requested Amount: | | | | | | | | | \$261,285.00 |
| 21 requests out of 31 requests funded: | | | | | | | | | \$599,881.04 |

SFCC
2026 - 2027 Student Tech Fee Decisions

| Req ID | Area | Description | Estimated Cost | Tech Fee Decision | Price Approved by Tech Fee Committee |
|--------|--|--|----------------|-------------------|--------------------------------------|
| 12 | Allied Health / OTA Program | 1 ea Rolling shower chair | \$ 2,174.40 | fund | \$ 2,174.40 |
| 6 | Allied Health / PTA Program | Reactive Balance Trainer - Rehab Arch with harnesses and Slip Trainer | \$ 8,395.58 | fund | \$ 8,395.58 |
| 46 | CAML - Drama | New lighting and audio equipment for the Spartan Theatre. The amount requested reflects cost of outfitting the theatre with modern, energy-efficient LED lighting and reliable digital audio equipment. The equipment list can be scaled in phases to match available funds. | \$ 82,859.11 | partial funding | \$ 52,000.00 |
| 48 | CAML - Drama | New shop tools and accessories for scene shop (20" floor drill press, metal stock cart, vise sets, mortising attachment kit, and battery tools) to modernize and improve both functionality and safety | \$ 3,809.55 | fund | \$ 3,809.55 |
| 26 | CAML - Drama | Conversion of 5-113C into a dedicated Drama computer lab and digital design classroom equipped with nine workstations | \$ 22,311.75 | fund | \$ 22,311.75 |
| 16 | Connected Learning/Library | 64 hotspots | \$ 7,680.00 | fund | \$ 7,680.00 |
| 36 | STEM IS/CS/Cyber | 40 computers to replaced the old systems in 18-219 | \$ 88,100.00 | partial funding | \$ 52,850.00 |
| 49 | Information Technology / Technology Services District IT | Replacement of network infrastructure, upgrades/replacement of equipment - six 48 port switches with associated hardware. | \$ 25,696.65 | fund | \$ 25,696.65 |

SFCC
2026 - 2027 Student Tech Fee Decisions

| | | | | | |
|------------------------------------|--|--|---------------|------|---------------|
| 52 | Information Technology / Technology Services District IT | This annual funding request allows for the replacement of 1 server in the SFCC Data Center. This request allows us to replace servers that host various services for our students within a reasonable time after their expected life cycle is completed. | \$ 25,967.01 | fund | \$ 25,967.01 |
| 25 | IT/Customer Support - District IT | PC & Mac computer upgrades for college labs and instructor podiums | \$ 255,442.00 | fund | \$ 255,442.00 |
| 24 | STEM - Physical Sciences Department - Engineering | 26 new computers with stands and 25 new monitors for the CAD lab in building 18. | \$ 81,395.35 | fund | \$ 81,395.35 |
| 50 | VPAA/Fine Arts | A mechanical walk-behind floor scrubber for the ceramics studio | \$ 1,800.00 | fund | \$ 1,800.00 |
| Total Funding Approved by Tech Fee | | | | | \$ 539,522.29 |

**ACTION: Fiscal Year 2026-2027 (FY 27)
Student Services and Activities Fee Budgets (S&A)**

Background

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

The Board of Trustees approved the Fiscal Year 2026-27 S&A Fee Rate at their meeting on April 7, 2026, which is included in the Spokane Colleges Tuition and Fee schedule effective Fall 2026. S&A fees are used to fund student programs and activities at each college. Activities include, but are not limited to, Associated Student Activities (ASA), Instructionally Related Programs (IRP), Athletics and Athletic Scholarships, Student Building Funds (Special Projects), and Student Financial Aid.

Student government organizations and the District S&A Fee committee are responsible for proposing program priorities and recommending S&A fee budgets. The S&A fee committee consists of students, faculty, and staff, with students holding the majority of voting membership.

The attached budgets, summarized below, have been approved by the college S&A Fee committees and are recommended for adoption, effective July 1, 2026.

| | Total Programs and Services Expenses from FY 27 Forecast Revenue | Total Programs and Services Expenses from Reserves | Special Projects Funded by Reserve | Special Building Projects from FY 27 Forecast Revenue | Total FY 27 Budget |
|---------------------------------|---|---|---|--|---------------------------|
| SCC | \$ 1,412,973 | \$ 180,000 | \$ 842,000 | \$ 115,000 | \$ 2,549,973 |
| SFCC | 889,000 | 275,681 | - | - | 1,164,681 |
| Athletic Teams and Scholarships | 1,213,700 | - | - | - | 1,213,700 |
| Financial Aid Loan Fund | 125,755 | - | - | - | 125,755 |
| Total | \$ 3,641,428 | \$ 455,681 | \$ 842,000 | \$ 115,000 | \$ 5,054,109 |

SCC: The Spokane Community College S&A Fee Committee conducted its FY27 budget process from November 2025 through March 2026, reviewing policies, funding priorities, and budget requests from student organizations and programs.

The SCC committee emphasized broad student benefit, equity, and fiscal stewardship in its review of the S&A budget. Key outcomes included reaffirmed funding priorities focused on on-campus engagement, standardized allocations for student organizations, refined travel guidelines to increase campus impact, and targeted reallocations to better align funding with program needs and long-term sustainability.

Following application distribution, submission, and multi-meeting review, the committee finalized recommendations in April 2026.

SFCC: At Spokane Falls Community College, the S&A Fee Committee reviewed budget requests for student programs, clubs, and ASG operations to develop the recommended FY27 budget.

The committee evaluated requests based on prior spending, program needs, and available reserves, generally applying a 3% increase while making targeted adjustments as warranted.

The proposed budget was presented and reviewed during April 2026 ASG Senate meetings and approved unanimously on April 30, 2026.

Recommendation

It is recommended that the Board of Trustees approve the proposed FY 2026-27 Student Services and Activities (S&A) Budgets as presented.

Attachments:

1. FY2026-27 SCC S&A Budget
2. FY2026-27 SFCC S&A Budget

Report Prepared by: Chris Grochowski
Interim Director of Budget and Planning

Presented by: Dr. Linda McDermott, CPA
Chief Financial Officer
May 19, 2026

SPOKANE COMMUNITY COLLEGE | SERVICES AND ACTIVITIES FEES BUDGET | 2026-2027
SUMMARY OF PROJECTED REVENUE AND EXPENSES

REVENUE

Projected Revenue

Fee amount and split (percentages listed for subsecdtions A and B below) are determined by District committee

| | | |
|-----------|---|------------------|
| A) | Programs and Services (58.5%) | 1,345,500 |
| | Athletics (28.05%) | 645,150 |
| | Athletic Scholarships (4.95%) | 113,850 |
| | Financial Aid (3.5% - state mandate) | 80,500 |
| B) | Building Fund (5%) | 115,000 |
| | Running Start fees | 67,473 |
| | Funds from "Reserves" for FY27 Spending carryforward from FY26 | 100,000 |
| | funds for student employee wages (contingency) | 80,000 |
| | funds for programs and services | |
| C) | Reserve funds for Special One-Time Initiatives | 842,000 |
| | Total S&A Fee Projected Funds Available for FY26 | 3,389,473 |

EXPENSES

Additional details of line-item allocations, programs and services funded are offered on separate pages.

| | | |
|-----------|--|------------------|
| A) | Programs and Services - Student Life, Activities and Campus Services | 997,123 |
| | Programs and Services - Student Organizations | 595,850 |
| | Athletics (allocated directly) | 759,000 |
| | Financial Aid (allocated directly) | 80,500 |
| B) | Building Fund | 115,000 |
| C) | Special Initiatives - Reserves | 842,000 |
| | Total Allocation | 3,389,473 |

**SPOKANE COMMUNITY COLLEGE | SERVICES AND ACTIVITIES FEES BUDGET
ADMINISTRATION, CAMPUS PROGRAMS AND SERVICES | 2026-2027**

EXPENSES (7171-522-264-22000-22XX)

| | | |
|--|----------------|--|
| B) Building Fund Projects | 22152 | |
| Colville, Inchelium, Republic Centers | 8,000 | |
| Newport Center | 5,000 | |
| Lair Student Center | 65,000 | |
| Other (TBD) | 20,000 | |
| Set-aside for reserve fund (future projects) | 17,000 | |
| Total Building Fund | 115,000 | |

| | | |
|---|----------------|--|
| C) Special Projects Funded by Reserve | 22161 | |
| Golf Cart | 20,000 | |
| ASG Laptop Replacement | 22,000 | |
| Fitness Center - Facelift | 50,000 | |
| E-Sports Game Room Facelift (incl. \$70,000 FY26 carryover) | 150,000 | |
| Lair Student Center furnishings (incl. FY26 carryover) | 450,000 | |
| Tennis Courts Renovation (FY26 carryover) | 150,000 | |
| Total Projects from Reserve | 842,000 | |

| | | |
|--|---------------|--|
| D) Lair Student Center Operations | 22153 | |
| Assoc of College Unions International | 8,000 | |
| General Operations/Supplies | 14,500 | |
| Total Lair Student Center | 22,500 | |

| | | |
|----------------------------------|---------------|--|
| E) Special Initiatives | 22180 | |
| Campus Engagement | 22,000 | |
| Contingency | 30,243 | |
| New Student Orientation | 18,000 | |
| Total Special Initiatives | 70,243 | |

| | | |
|-------------------------------------|---------------|--------|
| F) Student Government | 221XX | |
| ASG Administration/Goods & Services | 22101 | 16,000 |
| ASG Executive Initiatives | 22103 | 12,000 |
| ASG Judicial | 22104 | |
| ASG Director Programs and Services | 22106 | 10,000 |
| ASG Senate | 22107 | 24,000 |
| Total Student Government | 62,000 | |

| | | |
|---|-------|---------------|
| G) Campus Services and Initiatives | | |
| Childcare | 22150 | 45,000 |
| Peace Institute | 22453 | 7,900 |
| Global Education | 22454 | 12,430 |
| Student Ambassadors | 22455 | 10,000 |
| Study Abroad | 22458 | - |
| Diversity Initiatives | 22430 | 5,000 |
| Other | | |
| Total Campus Services | | 80,330 |

| | | |
|------------------------------|--------------|---------|
| H) Student Activities | 22156 | |
| Goods and Services, Supplies | | 21,600 |
| Wages - Staff | | 220,000 |

| | | |
|---------------------------------------|--------------|---------|
| Sasquatch Leadership Squad | 22157 | |
| Administration, Supplies, travel, etc | | 10,600 |
| Training and Development | | 10,000 |
| Wages - SLC Student Employees | | 270,000 |

| | | |
|-------------------------------------|--------------|--------|
| Recreation and Entertainment | 22158 | |
| Game Room and Esports | | 34,500 |

| | | |
|-------------------------------|--------------|--------|
| Student Media Services | 22160 | |
| Operations/Equipment/Supplies | | 26,800 |

| | | |
|--|--------------|----------------|
| SCCCARES | 22016 | |
| Administration/Operations/General | | |
| Awareness, Education, Service Programs | | 6,000 |
| Food Pantry and Resource Center | | 40,000 |
| Travel | | 3,000 |
| Total Student Activities | | 642,500 |

| | | |
|--|--------------|--------|
| I) Programming-Sasquatch Events | 22159 | |
| Administration/Goods and Services | | 3,550 |
| Programming | | 97,000 |
| Travel | | 12,000 |

| | | |
|---------------------------------------|--------------|-------|
| Programming-Off Campus Centers | 221XX | |
| Spokane (Valley, AEC) | 22163 | 1,000 |
| Newport | 22165 | 2,000 |
| Colville, Republic, Inchelium | 22166 | 4,000 |

| | | |
|---|--|----------------|
| Total Activities and Programming | | 119,550 |
|---|--|----------------|

| | | |
|---|--------------|----------------|
| J) Student Org | 22400 | |
| Advisor Stipends (including benefits) | | 170,000 |
| Support for Training and Resources | | 4,000 |
| Contingency | | 35,000 |
| Student Organization Programming and Travel | | 386,850 |
| Total Student Activities | | 595,850 |

| | |
|---|----------------|
| TOTAL STUDENT LIFE & CAMPUS SERVICES (D-I) | 997,123 |
|---|----------------|

| | |
|--|----------------|
| TOTAL STUDENT ORGANIZATIONS (J) | 595,850 |
|--|----------------|

| | |
|-------------------------------------|------------------|
| TOTAL PROGRAM & SERVICES | 1,592,973 |
|-------------------------------------|------------------|

2026-27 SFCC S&A Budgets Requests

| CLUB BUDGETS | DEPARTMENT ID | 2025-2026 | | 2026-2027 BUDGET REQUEST | 2026-2027 | | Notes |
|-----------------------|---------------|--------------------|-------------------------|-----------------------------|-----------------------|-------------------|--|
| | | APPROVED BUDGET | 3% Increase Would Be | | COMMITTEE APPROVED | Committee Vote | |
| Alliance | 65606 | \$ 2,075 | \$ 2,137 | \$ 2,137.00 | \$ 2,137.00 | yes | |
| Anthropology | 65619 | \$ 1,030 | \$ 1,061 | \$ 1,061.00 | \$ 1,061.00 | yes | |
| Applied Technology | 65504 | \$ 2,300 | \$ 2,369 | \$ 2,500.00 | \$ 2,500.00 | yes | |
| Art | 65506 | \$ 4,607 | \$ 4,745 | \$ 6,736.00 | \$ 6,736.00 | yes | |
| Art Gallery & Exhibit | 65507 | \$ 15,038 | \$ 15,489 | \$ 15,489.00 | \$ 15,489.00 | yes | |
| Beta Gamma Kappa | 65516 | \$ 11,889 | \$ 12,246 | \$ 19,517.00 | \$ 12,246.00 | yes | use carryforward to cover other expenses |
| Big Foot Drama | 65584 | \$ 29,252 | \$ 30,130 | \$ 30,130.00 | \$ 30,130.00 | yes | |
| Black Student Union | 65517 | \$ 12,300 | \$ 12,669 | \$ 12,600.00 | \$ 12,600.00 | yes | |
| Choral Music | 65530 | \$ 12,384 | \$ 12,756 | \$ 11,455.00 | \$ 11,455.00 | yes | |
| Communicator | 65521 | \$ 9,208 | \$ 9,484 | \$ 9,458.00 | \$ 9,458.00 | yes | |
| Dance | 65526 | \$ 1,030 | \$ 1,061 | \$ 1,030.00 | \$ 1,030.00 | yes | |
| Echoes | 65621 | \$ 500 | \$ 515 | \$ 1,000.00 | \$ 1,000.00 | yes | |
| Engineering | 65528 | \$ 3,090 | \$ 3,183 | \$ 3,175.00 | \$ 3,175.00 | yes | |
| Environmental | 65613 | \$ 1,530 | \$ 1,576 | \$ 4,006.00 | \$ 4,006.00 | yes | |
| Film | 65614 | \$ 1,133 | \$ 1,167 | \$ 1,167.00 | \$ 1,167.00 | yes | |
| Flying Hands | 65543 | \$ 3,000 | \$ 3,090.00 | \$ 3,090.00 | \$ 3,090.00 | yes | |
| French | 65534 | \$ 4,675 | \$ 4,815 | \$ 4,815.00 | \$ 4,815.00 | yes | |
| Gamers | 65590 | \$ 2,575 | \$ 2,652 | \$ - | \$ - | | Gamers club has been disbanded |
| Graphic Design | 65538 | \$ 8,452 | \$ 8,706 | \$ 18,726.00 | \$ 9,906.00 | yes | Agreed to pay portion of travel |
| Interior Design | 65541 | \$ 5,000 | \$ 5,150 | \$ 10,623.00 | \$ 10,623.00 | yes | Yes to travel, re-evaluate next year (3% may build off of \$5,100) |

2026-27 SFCC S&A Budgets Requests

| | | | | | | | |
|-----------------------------|----------------------|------------------------|-----------------------------|---------------------------------|---------------------------|-----------------------|--|
| International | 65542 | \$ 8,487 | \$ 8,742 | \$ 9,457.00 | \$ 9,457.00 | yes | |
| Japanese Culture | 65549 | \$ 1,030 | \$ 1,061 | \$ 1,060.00 | \$ 1,060.00 | yes | |
| Jazz Presents | 65550 | \$ 18,161 | \$ 18,706 | \$ 18,600.00 | \$ 18,600.00 | yes | |
| Journalism | 65551 | \$ 8,835 | \$ 9,100 | \$ 9,042.00 | \$ 9,042.00 | yes | |
| Latinos Unidos | 65554 | \$ 5,000 | \$ 5,150 | \$ 5,000.00 | \$ 5,000.00 | yes | |
| New Visions of Addiction | 65620 | \$ 1,000 | \$ 1,030 | \$ 1,029.00 | \$ 1,029.00 | yes | |
| Orchestra | 65562 | \$ 4,253 | \$ 4,381 | \$ 4,150.00 | \$ 4,150.00 | yes | |
| Photo Arts | 65566 | \$ 5,486 | \$ 5,651 | \$ 5,651.00 | \$ 5,651.00 | yes | |
| Physical Therapy Assistants | 65600 | \$ 7,725 | \$ 7,957 | \$ 9,550.00 | \$ 9,550.00 | yes | |
| Recreation Society | 65582 | \$ 1,400 | \$ 1,442 | \$ 1,150.00 | \$ 1,150.00 | yes | |
| Red Nations Association | 65583 | \$ 4,800 | \$ 4,944 | \$ 5,450.00 | \$ 5,450.00 | yes | |
| SOTA | 65601 | \$ 1,910 | \$ 1,967 | \$ 9,010.00 | \$ 7,000.00 | yes | Yes to travel, re-evaluate next year (3% may build off of \$1,967) |
| Spanish | 65593 | \$ 2,600 | \$ 2,678 | \$ 2,600.00 | \$ 2,600.00 | yes | |
| Stage Band Combo | 65599 | \$ 5,852 | \$ 6,028 | \$ 6,000.00 | \$ 6,000.00 | yes | |
| Storytelling & Role Playing | 65617 | \$ 1,030 | \$ 1,061 | \$ 1,061.00 | \$ 1,061.00 | yes | |
| Wire Harp | 65558 | \$ 13,042 | \$ 13,433 | \$ 13,442.00 | \$ 13,442.00 | ye | |
| | | 2025-26 | | 2026-2027 | | | |
| PULLMAN BUDGETS | DEPARTMENT ID | APPROVED BUDGET | 3% Increase Would Be | 2026-2027 BUDGET REQUEST | COMMITTEE APPROVED | Committee Vote | |
| Pullman Gamers | 65576 | \$ 1,500 | \$ 1,545 | \$ - | \$ - | | Has not been active for two years |
| Pullman Programming Board | 65574 | \$ 13,000 | \$ 13,390 | \$ 12,700.00 | \$ 12,700.00 | yes | |
| Pullman Travel | 65575 | \$ 7,922 | \$ 8,160 | \$ 7,744.00 | \$ 7,744.00 | yes | |
| Pullman Work Study | 65577 | \$ 18,000 | \$ 18,540 | \$ 18,000.00 | \$ 18,000.00 | yes | |

2026-27 SFCC S&A Budgets Requests

| SUPPORT BUDGETS | DEPARTMENT ID | 20225-26 | | 2026-2027 BUDGET REQUEST | 2026-2027 | | |
|----------------------------|---------------|--------------------|-------------------------|-----------------------------|-----------------------|-------------------|--|
| | | APPROVED BUDGET | 3% Increase Would Be | | COMMITTEE APPROVED | Committee Vote | |
| ASG Club Advisors | 65405 | \$ 118,000 | \$ 121,540 | \$ 121,540.00 | \$ 118,000.00 | yes | |
| ASG AS Club Contingency | 65611 | \$ 6,200 | \$ 6,386 | \$ 6,200.00 | \$ 6,200.00 | yes | |
| ASG Concerts/Comedy | 65523 | \$ 10,927 | \$ 11,255 | \$ 11,255.00 | \$ 11,255.00 | yes | |
| ASG Contingency | 65403 | \$ 8,200 | \$ 8,446 | \$ 8,200.00 | \$ 8,200.00 | yes | |
| ASG Diversity & Lecture | 65525 | \$ 19,467 | \$ 20,051 | \$ 20,051.00 | \$ 20,051.00 | yes | |
| ASG Drive In Movie | 65616 | \$ 7,416 | \$ 7,638 | \$ 7,638.00 | \$ 7,638.00 | yes | |
| ASG Early Learning Center | 65527 | \$ 96,000 | \$ 98,880 | \$ 98,880.00 | \$ 96,000.00 | yes | |
| ASG Equipment | 65529 | \$ 13,389 | \$ 13,791 | \$ 13,791.00 | \$ 13,791.00 | yes | |
| ASG Food Pantry | 65533 | \$ 41,199 | \$ 42,435 | \$ 42,435.00 | \$ 42,435.00 | yes | |
| ASG General Fund | 65401 | \$ 31,930 | \$ 32,888 | \$ 32,888.00 | \$ 32,888.00 | yes | |
| ASG Interpreter Support | 65544 | \$ 1,500 | \$ 1,545 | \$ 1,545.00 | \$ 1,545.00 | yes | |
| ASG IRP Contingency | 65547 | \$ 6,200 | \$ 6,386 | \$ 6,200.00 | \$ 6,200.00 | yes | |
| ASG Legislative Liaison | 65557 | \$ 3,974 | \$ 4,093 | \$ 4,093.00 | \$ 4,093.00 | yes | |
| ASG Memberships & Licenses | 65560 | \$ 7,723 | \$ 7,955 | \$ 7,955.00 | \$ 7,955.00 | yes | |
| ASG Outdoor Programming | 65556 | \$ 10,815 | \$ 11,139 | \$ 12,000.00 | \$ 12,000.00 | yes | |
| ASG Outreach Education | 65564 | \$ 7,622 | \$ 7,851 | \$ 14,000.00 | \$ 14,000.00 | yes | Increase to cover Tree of Sharing and Thanksgiving |
| ASG PowWow Support | 65568 | \$ 19,570 | \$ 20,157 | \$ 20,157.00 | \$ 20,157.00 | yes | |
| ASG Printing | 65502 | \$ 6,180 | \$ 6,365 | \$ 6,365.00 | \$ 6,365.00 | yes | |
| ASG Security | 65587 | \$ 36,323 | \$ 37,413 | \$ 37,413.00 | \$ 37,413.00 | yes | |
| ASG Speaker Series | 65594 | \$ 19,053 | \$ 19,625 | \$ 19,625.00 | \$ 19,625.00 | yes | |
| ASG Special Events | 65411 | \$ 18,540 | \$ 19,096 | \$ 19,096.00 | \$ 19,096.00 | yes | |

2026-27 SFCC S&A Budgets Requests

| | | | | | | | |
|----------------------------------|-------|---------------------|---------------------|------------------------|------------------------|-----|---|
| ASG Staffing Assistance | 65598 | \$ 29,640 | \$ 30,529 | \$ 30,529.00 | \$ 100,743.00 | | Senate voted on 4/30/26 for this increase |
| ASG Student Information | 65412 | \$ 22,000 | \$ 22,660 | \$ 23,000.00 | \$ 23,000.00 | yes | increase in app contract |
| ASG Students of Color Conference | 65603 | \$ 9,562 | \$ 9,849 | \$ 9,849.00 | \$ 9,849.00 | yes | |
| ASG Supplies | 65605 | \$ 8,240 | \$ 8,487 | \$ 8,487.00 | \$ 8,487.00 | yes | |
| ASG Travel | 65409 | \$ 46,500 | \$ 47,895 | \$ 47,895.00 | \$ 47,895.00 | yes | |
| ASG Work Study | 65410 | \$ 183,000 | \$ 188,490 | \$ 188,490.00 | \$ 188,490.00 | yes | |
| Totals | | \$ 1,051,271 | \$ 1,082,809 | \$ 1,118,988.00 | \$ 1,164,681.00 | | |

The amount over projections for the year will be coming from our carryforward budget of 7172-522-264-65000-65402

S&A Comittee members: Jayla Knights (S), Brian Bolanos (S), Jacob Livingston (S), Aareel Washington (S),
Cozette Phillips (F), Brian Stack (F), Andrew Perera (E) - voting (absent on the 22nd), Shelli Cockle (C) - non-voting

Approved by SFCC Senate Board on: Thursday, April 30, 2026

**ACTION: Fiscal Year 2026-2027 (FY 27)
Athletics Operating Budget**

Background

The Spokane Colleges Athletics Operating budget is funded primarily from student tuition, student Services and Activities (S&A) fees, and local revenue from facility use and concession fees. The total revenue available to fund FY2026-27 athletic operations is \$2,132,226.

Athletic operations include expenditures of salaries and benefits for athletic department staff, coaching stipends, individual team budgets, team travel, insurance, scholarships, and waivers. The operating budget allocations are summarized in the attached FY 2026-2027 Athletics Operating Budget.

The budget detail provided is intended to meet the requirements of RCW 28B.15.120 (1) which requires the Board of Trustees of each of the state's colleges and universities, under RCW 28B.15.005, to approve in an open public meeting, the annual budget for its intercollegiate athletic competition in advance of any expenditure for that fiscal year. The recommended budget is for the period July 1, 2026 – June 30, 2027.

Recommendation

It is recommended that the Board of Trustees approve the Fiscal Year 2026-2027 Athletics Operating Budget as presented.

Attachments:

1. FY 2026-27 Athletics Operating Budget

Report Prepared by: Chris Grochowski
Interim Director of Budget and Planning

Presented by: Dr. Linda McDermott, CPA
Chief Financial Officer
May 19, 2026



Community Colleges of Spokane
Fiscal Year 2027 Athletics Operating Budget

5/7/2026

| Department/Program | Description | Amount |
|--|---|-------------------------|
| Estimated Revenue Items: | | |
| 19400/19401, 19402 | Local Tuition Operating Fee Revenue | \$ 898,526 |
| 19400/194XX | Services & Activity Fee Revenue | 1,181,400 |
| 19400/194XX | Services & Activity Fee Revenue- Running Start | 32,300 |
| 19400/194XX | Other Revenue - Facility Use, Concessions, etc. | <u>20,000</u> |
| Total Estimated Revenue | | 2,132,226 |
| Estimated Expense Items: | | |
| Salaries & Benefits: | | |
| 19400/19401, 19402 | Athletics Director | 141,195 |
| | Assistant Athletics Director | 119,384 |
| | Classified Staff Support | 84,561 |
| | Sports Information Manager | 95,454 |
| | Athletic Trainers | 183,886 |
| | Coaching Stipends | <u>274,047</u> |
| Total Salaries & Benefits | | 898,526 |
| Services & Activity Fee Budgets: | | |
| 19416 | Men's and Women's Cross Country | \$ 23,700.00 |
| 19427 | Volleyball | \$ 74,000.00 |
| 19421 | Men's Soccer | \$ 59,100.00 |
| 19422 | Women's Soccer | \$ 59,100.00 |
| 19411 | Men's Basketball | \$ 58,950.00 |
| 19412 | Women's Basketball | \$ 58,950.00 |
| 19410 | Baseball | \$ 84,275.00 |
| 19423 | Softball | \$ 84,275.00 |
| 19419 | Women's and Men's Golf | \$ 64,500.00 |
| 19426 | Women's and Men's Track and Field | \$ 114,400.00 |
| 19401 | General Athletics | \$ 76,400.00 |
| 19401 | Athletic Insurance (Deductible) | \$ 5,000.00 |
| 19401 | Athletic Scholarships & Waivers | \$ 150,000.00 |
| 19402 | Coaching Stipends & Benefits | \$ 131,000.00 |
| 19414 | Athletic Travel | \$ 5,000.00 |
| 19414 | NWAC Championship Travel | \$ 130,050.00 |
| 19409 | Awards | \$ - |
| 19400/19407 | Athletic Insurance (Premiums) | \$ 55,000.00 |
| Total Services & Activity Fee Budgets: | | <u>1,233,700</u> |
| Total Estimated Expenses | | <u>2,132,226</u> |

**DISCUSSION: Operating Budget Update and Planning
 Fiscal Year 2026-27**

Background

Spokane Colleges (SCC|SFCC) has been actively engaged in budget planning for the 2026-27 fiscal year (FY 27). The Operating Budget reflects continued implementation of the district's multi-year financial strategy to address structural funding changes while maintaining program quality and focusing on revenue growth strategies.

The budget balances targeted reductions with strategic investments to ensure long-term financial sustainability. The primary revenue sources include:

- State Allocation: \$91.9 million
- Tuition & Operating Fees: \$29.0 million
- Other / Local Sources & Support: \$15.0 million

Spokane Colleges remains highly dependent on state funding and tuition, which together represent the majority of operating revenues.

The enclosed presentation provides an overview of budget sources, uses, and summary budget reductions by area. The reductions are intended to minimize impact on students and to improve overall operating efficiencies. The final budget recommendations will be presented to the Board in June. Summary budget reductions are as follows:

- SCC: \$653,224
- SFCC: \$1,530,509
- Central Administration: \$466,451

The recommendations are provided for the Board's review and guidance. Staff will finalize the budget proposals for Board consideration in June.

Attachment:

1. Budget Planning Presentation 2026 05 19

Presented by: Dr. Linda McDermott
Chief Financial Officer
May 19, 2026

FY 2027 Budget Update

Board of Trustees Meeting

May 19, 2026



SPOKANE
COLLEGES scc|sfcc

FY 2027 Budget Overview

- The FY 2027 budget recommendations reflect initial multi-year structural adjustments aligned to state funding changes
- The total operating budget is supported primarily by state allocation and tuition revenue
- Target budget reductions were implemented across all areas with a focus on:
 - Non-personnel cost controls
 - Position management and restructuring for operational efficiency
 - Recommended reductions total \$2,650,184
- The Strategic Investment Pool (SIP) supports targeted initiatives
- This budget balances near-term reductions with targeted investments to position Spokane Colleges (SCC|SFCC) for long-term stability and enrollment growth.



FY 2027 Operating Budget Sources

| Description | 2024-25 Actual | 2025-26 Budget Allocation #6 | 2026-27 Estimated Change | 2026-2027 Conference Budget Allocation |
|---|-----------------------|------------------------------------|--------------------------------|--|
| Revenue Sources | | | | |
| State - Enrollment Allocation Base | \$ 45,492,697 | \$ 48,804,308 | \$ 661,902 | \$ 49,466,210 |
| State - Minimum Operating Allocation | 4,576,000 | 4,576,000 | \$ 1,700,000 | 6,276,000 |
| State - Performance Funding | 4,876,790 | 4,636,183 | \$ (219,365) | 4,416,818 |
| State - Weighted Enrollment | 5,401,146 | 5,880,509 | \$ (426,857) | 5,453,652 |
| Subtotal, District Enrollment Allocation Base (DEAB) | 60,346,633 | 63,897,000 | 1,715,680 | 65,612,680 |
| Safe Harbor (Earmarks & Provisos) | | | | |
| State - Compensation adjustments, M&O | 16,050,417 | 17,451,049 | (5,744,565) | 11,706,484 |
| State - Earmarks and Provisos | 16,456,099 | 10,553,352 | 2,957,814 | 13,511,166 |
| State - Capital Funding | | 1,124,000 | - | 1,124,000 |
| Subtotal State - Compensation Adjustments, M&O | 32,506,516 | 29,128,401 | (2,786,751) | 26,341,650 |
| Total State Operating Budget Revenue | 92,853,149 | 93,025,401 | (1,071,071) | 91,954,330 |
| Local Funds | | | | |
| Net Operating Fees | 24,178,943 | 27,031,128 | 1,939,269 | 28,970,397 |
| Operating Support ⁽¹⁾ | 10,001,519 | 10,749,692 | 2,393,703 | 13,143,395 |
| Strategic Investments | 2,474,332 | 3,000,000 | - | 3,000,000 |
| Other ⁽²⁾ | 3,187,082 | 3,705,372 | (1,459,119) | 2,246,253 |
| Subtotal Local Fund Revenue | 39,841,876 | 44,486,192 | 2,873,853 | 47,360,045 |
| Total Operating Budget Revenue Estimates | \$ 132,695,025 | \$ 137,511,593 | \$ 1,802,782 | \$ 139,314,375 |



FY 2027 Operating Budget Uses

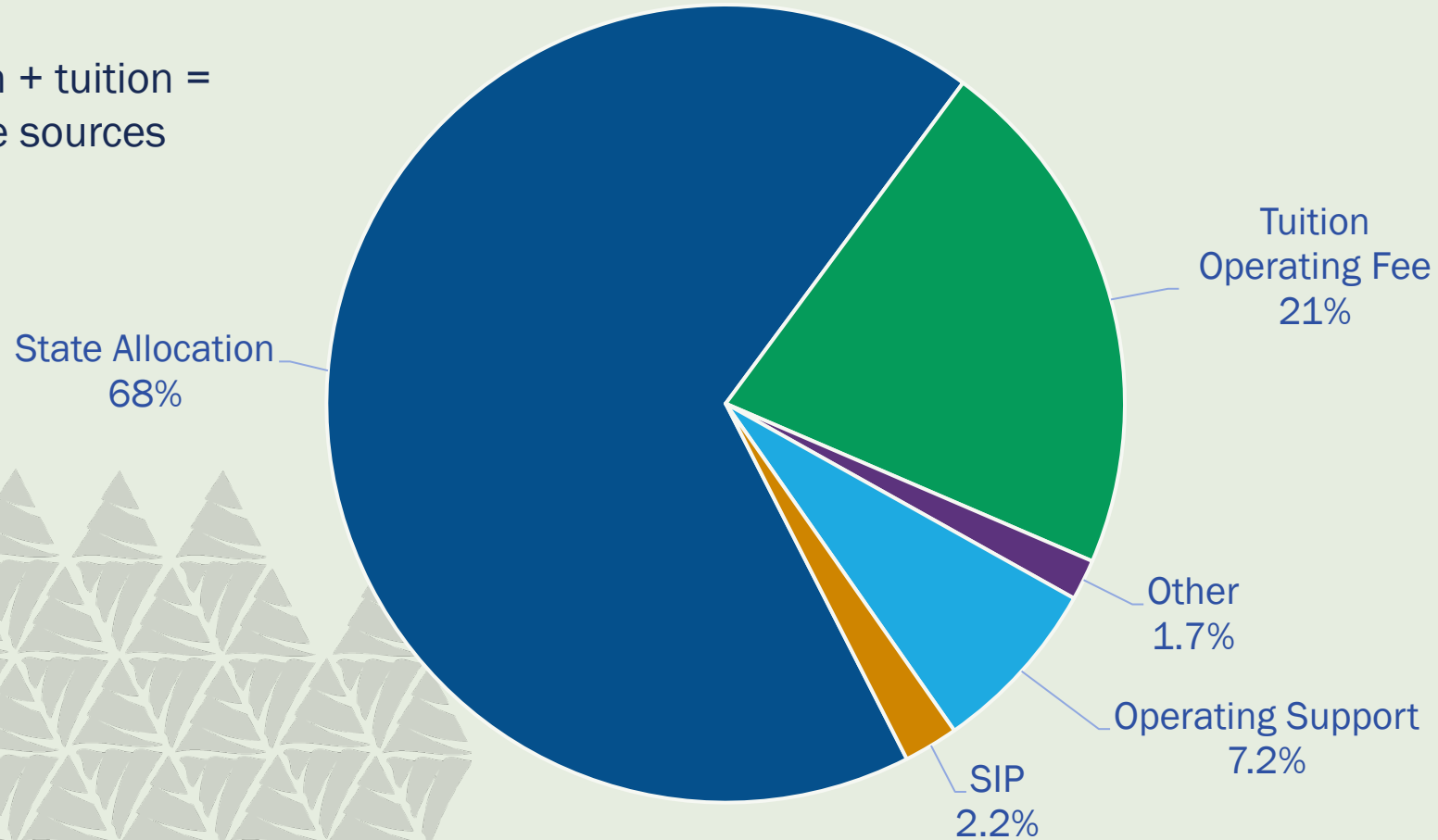
| Description | SCC | SFCC | CAU | ISC | Total |
|---|----------------------|----------------------|----------------------|---------------------|-----------------------|
| Revenue Sources | | | | | |
| State - Enrollment Allocation Base | \$ 22,754,457 | \$ 13,086,086 | \$ 13,625,667 | \$ - | \$ 49,466,210 |
| State - Minimum Operating Allocation | 3,200,760 | 1,569,000 | 1,506,240 | - | 6,276,000 |
| State - Performance Funding | 2,562,091 | 1,854,727 | - | - | 4,416,818 |
| State - Weighted Enrollment | 4,799,995 | 653,657 | - | - | 5,453,652 |
| Subtotal, District Enrollment Allocation Base (DEAB) | 33,317,302 | 17,163,471 | 15,131,907 | - | 65,612,680 |
| Safe Harbor (Earmarks & Provisos) | | | | | |
| State - Compensation adjustments, M&O | 5,181,498 | 3,244,706 | 3,224,326 | 55,954 | 11,706,484 |
| State - Earmarks and Provisos | 9,704,869 | 3,613,785 | 192,513 | - | 13,511,166 |
| State - Capital Funding | - | - | 1,124,000 | - | 1,124,000 |
| Subtotal State - Compensation Adjustments, M&O | 14,886,367 | 6,858,491 | 4,540,838 | 55,954 | 26,341,650 |
| Total State Operating Budget Revenue | 48,203,669 | 24,021,961 | 19,672,745 | 55,954 | 91,954,330 |
| Local Funds | | | | | |
| Net Operating Fees | 11,112,096 | 4,532,737 | 4,605,418 | 8,720,147 | 28,970,397 |
| Operating Support ⁽¹⁾ | 1,689,818 | 8,941,185 | 2,512,393 | - | 13,143,395 |
| Strategic Investments | 1,276,790 | 689,101 | 1,034,108 | - | 3,000,000 |
| Other ⁽²⁾ | 902,750 | 553,298 | 364,012 | 426,193 | 2,246,253 |
| Subtotal Local Fund Revenue | 14,981,454 | 14,716,321 | 8,515,931 | 9,146,340 | 47,360,045 |
| Total Operating Budget Revenue Estimates | \$ 63,185,123 | \$ 38,738,282 | \$ 28,188,676 | \$ 9,202,294 | \$ 139,314,375 |
| Expenditure Budgets by Unit ⁽³⁾ | | | | | |
| Expenditure Budget | \$ 61,785,123 | \$ 38,738,282 | \$ 27,461,895 | \$ 9,202,294 | \$ 137,187,594 |
| Building One COP Sinking Fund | 1,400,000 | - | - | - | 1,400,000 |
| Strategic Investments (SIP) | 1,276,790 | 689,101 | 1,034,108 | - | 3,000,000 |
| SIP Transfer to Unit | (1,276,790) | (689,101) | (307,327) | - | (2,273,219) |
| Total Budgeted Expenditures | \$ 63,185,123 | \$ 38,738,282 | \$ 28,188,676 | \$ 9,202,294 | \$ 139,314,375 |
| | 45.35% | 27.81% | 20.23% | 6.61% | 100.00% |



SPOKANE
COLLEGES SCC | SFCC

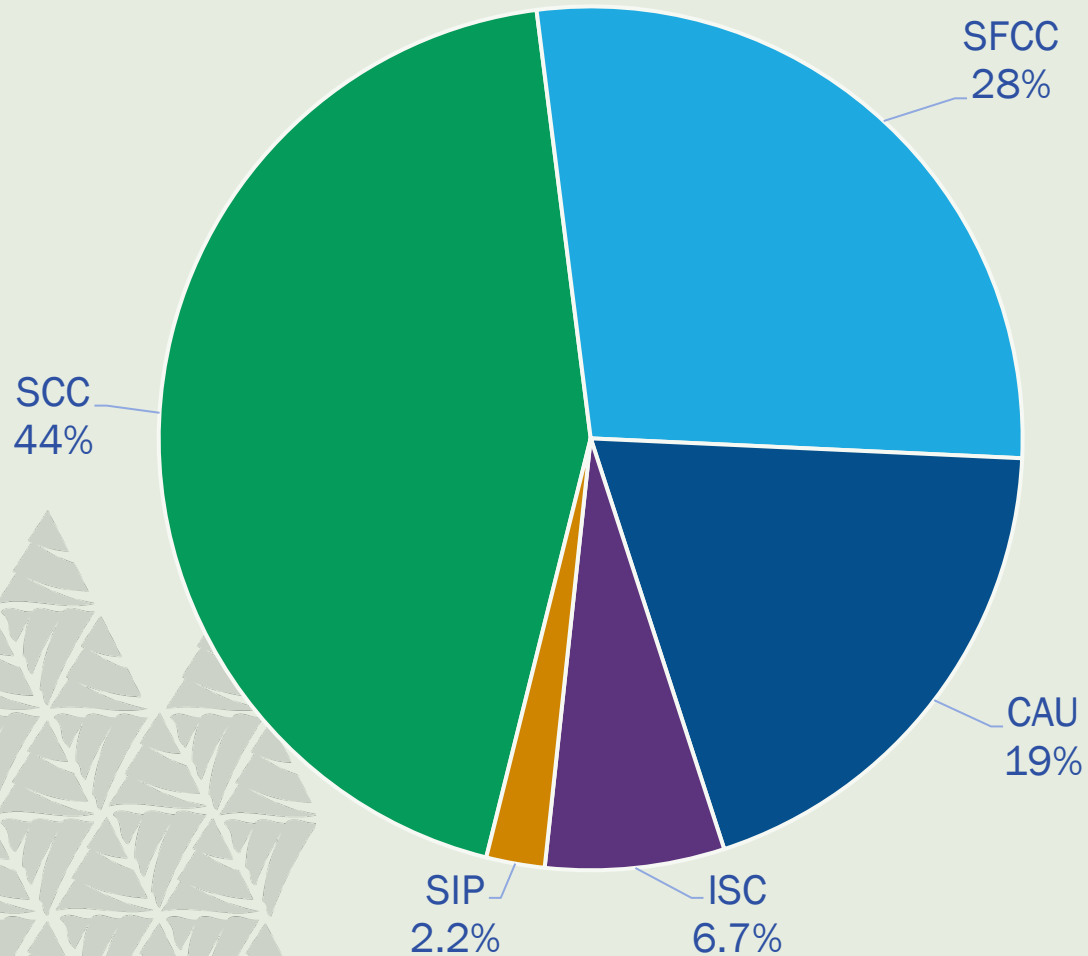
FY 2027 Operating Budget Revenue Sources

State allocation + tuition =
89% of revenue sources



SPOKANE
COLLEGES SCC | SFCC

FY 2027 Operating Budget Uses by Unit



SPOKANE
COLLEGES **scc** | **sfcc**

Spokane Community College

Total budget reduction: \$653,224

- Reduction of goods, services, and travel
- Operational efficiency of academic, student services, and administrative areas
- Increasing funding for key programs to grow enrollment



SPOKANE
COLLEGES SCC | SFCC

Spokane Falls Community College

Total budget reduction: \$1,530,509

- Reduction of goods, services, and travel \$736,609
- Salary savings from unfilled positions \$577,958
- Step savings and operational efficiency \$215,942



SPOKANE
COLLEGES scc | sfcc

Central Administration

Total budget reduction: \$466,451

- Reduction of goods, services, and travel \$154,023
- Restructuring positions \$312,428



SPOKANE
COLLEGES scc | sfcc

Strategic Investment Pool (SIP)

| Expense Description | 2026-2027 Initial Budget | Unit Splits, FY 27 | | | |
|---|--------------------------------|---------------------|-------------------|-------------------|-------------|
| | | SCC | SFCC | CAU | ISC |
| Departmental Allocations | | | | | |
| Workforce Development | 2.0 FTE \$ 300,866 | \$ 300,866 | \$ - | \$ - | \$ - |
| Tribal Relations | 1.0 FTE \$ 142,327 | - | - | 142,327 | - |
| E-Learning | 1.0 FTE \$ 103,048 | - | 103,048 | - | - |
| Employee Computer Rotation | \$ - | - | - | - | - |
| SFCC Business/Management Faculty | 1.0 FTE \$ 113,955 | - | 113,955 | - | - |
| SCC Planning, Assistant Dean Trades HS | 1.0 FTE \$ 128,463 | 128,463 | - | - | - |
| Faculty Contract Agreement | | | | | |
| Adjunct Salary Schedule | CF \$ 315,000 | 229,108 | 85,892 | - | - |
| Annually Contracted Salary Schedule, Yr 1 | CF \$ 425,225 | 262,125 | 163,100 | - | - |
| Coaching Stipend Increase | CF \$ 165,000 | - | - | 165,000 | - |
| FY 27 \$1,000 Faculty Schedule Increase, Yr 2 | New \$ 427,748 | 262,784 | 164,964 | - | - |
| Other Contract Agreements | CF \$ 151,587 | 93,444 | 58,143 | - | - |
| Total Expenses | \$ 2,273,219 | \$ 1,276,790 | \$ 689,101 | \$ 307,327 | \$ - |
| Balance, Uncommitted | \$ 726,781 | | | | |



Next Steps

- Complete FY 2027 operating budget revenue estimates and expenditure plans
 - Finalize enrollment targets and related local revenue estimates
- Continue analysis and evaluation of strategies for the multi-year implementation of the State Allocation Model Adjustments
- Monitor
 - Enrollment and staffing trends
 - State funding allocation estimates
 - Implementation of budget reductions and related impacts
- Board Action
 - Approve the FY 2027 operating budget in June for implementation effective July 1



STUDENT GOVERNMENT REPORT

Presented by: Nevaeh Person, SCC
Jayla Knights, SFCC
May 19, 2026

May 19th BOT Meeting - Nevaeh

- SFCC game room
- Spokane Indian X SCC ASG
- Graduation prep
- SWAG for NSO students

REPORT: CHANCELLOR'S REPORT

Presented by: Dr. Kevin Brockbank
Chancellor, Spokane Colleges
May 19, 2026

District Business & Finance Office

Chancellor's Report – April 2026

CFO

The CFO Division continues to advance core financial and operational priorities in support of budget development and in preparation for year-end closing. Over the past month, significant focus has been placed on budget development and planning, with continued refinement of the budget model and alignment of assumptions to support both near-term needs and long-term sustainability. The division is also actively incorporating updates related to state-level fiscal guidance and allocation estimates. Work has progressed on implementation of next year's tuition and fee schedules to ensure timely and accurate implementation for the upcoming academic year.

The team continues to support audit-related activities, coordinating responses to auditors and ensuring documentation and processes are aligned with compliance requirements. In parallel, staff are managing the operational demands associated with the start of spring quarter, including financial aid disbursements and related reconciliation processes. In preparation for fiscal year-end, we have begun planning, including timeline development, reviewing documentation, and district-wide coordination to ensure an efficient and accurate close.

Budget Office

The Budget team has completed a comprehensive series of budget meetings with departments and divisions across the district, forming the foundation for final college and central administrative budget recommendations. Throughout this process, the team has worked closely with the Chancellor, Cabinet, and the Budget Planning and Advisory Committee to ensure alignment with institutional priorities and financial sustainability goals.

In addition, the Budget Office has supported the work of internal groups, including the District Services and Activities (S&A) Committee, Institutional Shared Costs (ISC) Committee, and Technology Fee Committees. These processes have now concluded, with final budget recommendations prepared and advanced for Board consideration.

Student Finance

Within Student Finance, the department advanced the RFP process for student pre-collections and selected Cedars as the preferred vendor. The project is currently in the initial stages of contract review and negotiation. In addition to enhancements in the student collections process, the department also worked diligently to update tuition and fee schedules for the upcoming academic year and completed the first reconciliation for BibliU's Inclusive Access materials.

Accounts Payable

The Payables department has also been busy preparing for year-end by ensuring that invoices and purchase orders are properly expended. This spring alone, the team processed more than 800 invoices for payment, reviewed and approved approximately 2,000 procurement card (PCard) transactions, and processed 200 travel authorizations.

Financial Services

The Financial Services department has been working hard preparing for year end and completing the financial statement audit. In conjunction with these efforts, the department recruited and hired a highly qualified accountant to support cash flow analysis and lead account reconciliations, as the demand for this work has increased over the past several years. We are pleased to welcome

John Moore to the team on June 1. John brings valuable experience from his prior role as a Senior Staff Member at CPA firm DZA, where his work focused on governmental audits and audit coordination.

As the Financial Services department moves closer to fiscal year end, ongoing efforts to collect, reconcile, remit, and report will remain a primary focus.

Course Catalog

The Spokane Colleges catalog for the 2026-2027 academic year (AY) will be hosted in iCatalog instead of CourseLeaf. Multiple factors contributed to this decision, but the end result will be a much smoother transition to the CourseLeaf catalog for the 27-28 AY. We are currently completing final edits in the general catalog information section of the 2026-2027 catalog, and we have uploaded the final AA-DTA forms for the 26-27 AY to iCatalog. We are confident that the catalog will be finished and uploaded to the colleges website before June.

Running Start

Spokane Colleges (SCC|SFCC) saw, on average, approximately 1,915 running start students register for classes in each quarter this year (Fall, Winter, Spring). This is up approximately 9% from last year's average. While these numbers are not necessarily indicative of any trend, it is hopeful that these numbers will continue to increase over the next several years.

Business & Administrative Services

- The Business Office received two ethics concerns that are currently under investigation. Both cases involve potential misuse of state resources for personal gain, in possible violation of RCW 42.52. As required, the State Auditor's Office (SAO) has been notified of the reported concerns and ongoing investigations.
- The STA bus pass program was successfully launched. Student and employee IDs can no longer be used as bus passes. Riders must now use the STA app or request a physical card from the cashier's office, with most opting for the app. Employees who wish to purchase a discounted pass can continue to follow the existing process through the cashier's office. This project was a collaborative effort involving many individuals from the CRM group and IT during both the planning and implementation phases.
- Risk management reviewed and provided recommendations for approval of student sponsored activities, to ensure proper supervision and oversight. Recommendations were outlined to help mitigate risks in the planning of future student activities. The Manager of Student Programs and SFCC staff were very cooperative in providing relevant information needed for the Business Office to assess activities and in developing guidance.
- The CFO and the Director of Business & Administrative Services met with Nick Salmon, BibliU COO, and Brian Jacobs, Director of Commercial Operations at BibliU. The discussion focused on the winter onboarding process and identifying ways BibliU and Spokane Colleges can work together to ensure smooth operations in future quarters. BibliU has also been collaborating with Spokane Colleges and the Podium to explore the sale of Spokane Colleges merchandise at SCC and SFCC commencement ceremonies and is currently working on placing orders for this initiative. Ongoing weekly meetings with BibliU continue

to support operations, provide input, and address questions related to process improvements and operational changes.

- Cash counts at both campuses are ongoing. In addition, safe custodians have been notified that their safe combinations must be updated. The vendor, Access Safe, will contact those individuals directly to schedule a time to complete the updates.
- Research was conducted on CETCAP and federal energy tax credits to explore opportunities for Spokane Colleges to obtain refundable credit for clean energy projects. The Inflation Reduction Act (IRA) of 2022 allows state agencies, including non-taxpaying entities, to receive direct cash payments from the IRS equal to the value of certain qualifying projects. To take advantage of these opportunities, Spokane Colleges will need to prepare, register, and plan in compliance with RCW 43.79.572, the Inflation Reduction Elective Pay Account, for future energy initiatives.

Contracts Office

Our Contracts Manager, John O'Rourke, retired on May 1, 2026, after 20 years at Spokane Colleges. We had a successful search for our Contracts Specialist 2 in our hire of Jameson Pressley, who comes to us from Auburn, AL. Jameson reports to Jim Scott, Purchasing Manager.

The Contracts Manager prepared extensive instructional materials explaining the duties to be performed. The topics included instructions on contracts review, lease processing and reporting, administrative code rulemaking, insurance reporting and invoice processing, clinical affiliation agreement processing, and lease payments processing.

During the month of April, the Contracts Manager also assisted SFCC Occupational and Physical Therapy Assistant Programs and the SCC Health Sciences Programs with establishing the clinical affiliation agreements. SFCC entered into a new agreement with Rocky Mountain Care- Crest Home Health. SCC entered into new agreements with Newport Hospital and Health Services and North Idaho Cataract & Laser Center.

The Contracts Office also continues to assist Workforce Training & Continuing Education in executing training agreements with community organizations. In April, a new agreement for Flagger & Traffic Control certification training was reached with Mas Tec Inc.

The Contracts Office also worked with Human Resources and Payroll to report to the Washington Department of Enterprise Services the employment data for employees who work remotely from outside the state. It is needed for workers' compensation coverage.

Public Records

During April 2026, the Public Records Office processed a total of 42 public records requests. Of these, 24 were newly received, 25 requests were closed, and 18 requests remained open.

April marked the receipt of the first public records request specifically seeking AI-generated records related to a defined subject. Initial research confirms that both AI prompts and corresponding responses qualify as public records. As such, they are subject to disclosure under the Public Records Act, and they should be managed in a manner consistent with other forms of electronic records, such as, emails, text messages, and Microsoft Teams communications.

The Public Records Office initiated further research utilizing the Washington Technology Solutions (WaTech) Data Classification Guide, which categorizes information based on confidentiality and sensitivity levels. This framework supports the development of consistent standards for evaluating disclosure requirements and protecting sensitive information. The WaTech recommendations are a natural fit with the Public Records Desk, as the guide is based on the Public Records Act. It should be noted that the WaTech manual has guidance for the use of AI.

AI records management and disclosure is new and evolving. Currently, we are collecting foundational information in order to contribute to the formation of formal AI policies and procedures.

Purchasing

We reviewed 83 purchase requests and created 77 purchase orders, 83% of purchase orders are for services. We closed 2 bids, one being for pre-collection services, the other a sole source for consulting. Jameson Pressley is our new Contract Specialist, reporting to the Purchasing Manager.

Payroll & Benefits

As announced by HRO, the summer work schedule will begin on June 21 and continue through September 6. Excluding the week ending July 4, staff may work 9-hour days Monday through Thursday and 4 hours on Friday.

Supervisors and managers whose staff plan to work the summer schedule must update work schedules in ctcLink using four separate effective dates and four Schedule IDs. If schedule updates are incomplete, any paid leave taken during the summer schedule may calculate incorrectly and deductions from leave balances in error.

PEBB (Public Employee Benefits Bureau) has confirmed with our Benefit Department that, again this year, Spokane Colleges will be the selected location for their annual Benefits Fair. The annual Benefits Fair is for all currently active and retired PEBB members in Washington State. The location will be the SCC Campus and will occur on October 27, 2026.

May 2026 – Board of Trustees Institutional Advancement Update

For activities in March and April 2026

DIVISION-WIDE ACTIVITIES

Chancellor Communications

- **Strategic Plan** - created videos for internal communications and supported Strategic Plan Forums held on April 15 & 16.
- **Chancellor’s Town Hall Meeting** – planned and prepared for the final Town Hall meeting of the academic year, scheduled on May 6 at SFCC.
- **Emergency Communications** – supported Suspended Operations (March 12) and Canvas Outages (April 21, May 7) with emergency strategy and messaging via established channels. Working with my team to follow up on lessons learned.

Rebrand – work continues to fully implement the new brand, launched January 2025

- **Signage**- Newly-branded parking lot banners were installed at SFCC, Magnuson and the Adult Education Center. Installation at SCC is scheduled for May/June. Specifications for the rebranded building signs are complete and work is underway to order and install the new signs across all Spokane Colleges campuses.
- **Mascot** – Continued work to build a new mascot program, in collaboration with Athletics. “Skitch” is making guest appearances at community events (including the top of Domsday Hill on May 3) and this will continue through the summer.
- **Athletics** – the year-long effort to implement new branding in uniforms and signage is nearly complete with spring sports now underway.
- **Trademark** – Work continues with attorneys Lee & Hayes to trademark seven ‘marks’.
- **Electronic** – Working with IT on a plan and timeline to drop the “CCS” from district emails and transition all student emails from “bigfoot” to “sasquatch”.

Partnerships

- **Spokane Public Schools** – Participated again this year in the “Hoodie Project” visiting three elementary schools to hand out Spokane Colleges-branded hoodies to all 5th grade students and talk with them about including college in their future plans.
- **Spokane Indians** – Kicked off this new partnership in April with a co-branded video, promotional inserts for the two Education Days events and advertising in the “Homestand” programs distributed at each game. Scheduled three ‘group nights’ (discounted tickets) for employees and students (and Board of Trustee members!) on June 24, August 5 and September 4.

- **Trailbreaker Cider** – Working with this Liberty Lake-based cidery to co-brand their “Dry & Crisp” cider with Spokane Colleges/Sasquatch.
- **Spokane Chiefs** – Wrapped up the first of our three-year partnership with the end of the season. Ensured our sponsorship was fully-activated and we continue to update our marketing on the Arena ribbon board (which is available to us year-round).

Marketing Campaigns

- **Now Underway:**
 - **Graphic Design** (April – May) – created and launched an integrated mini-campaign (\$5,000 budget) to boost enrollment in SFCC’s iconic program. Filmed three spotlight videos (faculty, alumni, student) to provide content for paid digital ads online and in high schools and organic social media campaign and storytelling (blog posts). Developed a companion CRM campaign as well as a targeted postcard mailing. Early results show high engagement and interest.
 - **Workforce – Manufacturing & STEM** (May-July) - Launching integrated, multi-media campaign promoting Spokane Colleges’ wide variety of credit, certificate and non-credit workforce programs with a focus on Manufacturing, Engineering and Technology. Developed campaign landing page (Spokane.edu/ready) and three :30 videos to anchor the campaign which will include paid ads (digital, TV, radio) billboards and postcards, organic social media campaign and storytelling (faculty, students). This campaign is targeting an under- and unemployed adult audience (ages 25-40) seeking upskilling and/or career change.
- **Up Next:** *Summer quarter* (Earn credits. Save Money. Get Ahead) and *Transfer* -encouraging high school graduates who aren’t attending a four-year to start with a two-year degree at Spokane Colleges this fall.

Other

- Senior Graphic Designer **Annie Silvers won a national Paragon award** – a **Gold** for her design of the Pop-Up Sasquatch mailer. The awards are given annually by the National Council of Marketing and Public Relations (NCMPR).
- Planned and held the **Valley Chamber After 5 Event on April 22** at SCC. Nearly 100 attended the event, which showcased 16 Tech Ed, Healthcare and Apprenticeship programs, along with the Trades High School and Workforce Training and Continuing Education programs. The event was held in the Tech Ed Building (#28).
- Finalized the 2% reductions in our department **budget** and developed detailed spending plans for our Institutional Shared Costs (ISC) budget items for FY 27. Participated in two days of Budget Hearings and other budget-related activities in March and April. Facilitated

discussions to move pricing at the Spokane Colleges **Print Shop** (located at SFCC) to a self-support model, starting July 1.

- Planned and prepared to support and promote **Commencement 2026** activities.

CRM – CUSTOMER RELATIONSHIP MANAGEMENT

- Welcome, Cole! The new SFCC Student Success Technology Manager, Cole Fairbairn, started on March 2 following the retirement of Karen Kelly in February. We are excited to welcome Cole to the CRM team!
- Collaborative Communication - STA Connect App Transition: partnering with the **Business Office**, the CRM team completed a student communications project for the STA Connect app bus pass transition that occurred on April 1, 2026. A series of 3 emails were executed through February and March, with an exceptionally strong average open rate over 65% (for an industry benchmark, average open rates in education are around 35%).
- Data integrations:
 - Financial Aid Outreach: The CRM team has successfully completed a ctcLink integration for financial aid outreach with **SFCC**. This same integration work was previously completed with **SCC** in late 2025. This integration includes key data points such as financial aid packaging and SAP statuses for a given aid year and term.
 - Graduation Tracking: The CRM team partnered closely with **SCC Admissions & Registration** to ensure graduation tracking data is accurately reflected in the CRM, supporting SCC's new Auto Conferral communications and helping streamline the student experience.
 - More work is planned to enhance financial aid outreach, and many additional integrations are in the queue for future development based on the colleges' identified data needs for communication.
- Selective/Competitive Program Online Applications: We've made exciting progress in moving selective and competitive program applications off paper and into the CRM. At **SCC**, Diagnostic Medical Sonography, Echocardiography, and Vascular Technology applications launched March 9, followed by the Registered Nursing (RN) application on March 15. With these launches, SCC has officially completed the transition from paper to fully online applications for all competitive entry programs! At **SFCC**, only a couple program applications remain to launch online.

- Training/Users: More employees are completing initial training and starting to use the CRM, especially due to the additional selective/competitive applications launching and new 1:1 student communication efforts related to EdSights. We have now crossed 190 folks across the district utilizing the CRM.
- Texting Inboxes: We continue to navigate changes to A2P 10DLC registration related to privacy compliance. These changes require stricter privacy compliance for texting to reduce spam and are temporarily limiting our ability to open new texting inboxes. Existing inboxes are not currently affected. Working with the **Website team**, a new webpage was created for texting (SMS) Terms & Conditions. We are providing all necessary privacy policy and disclosure information to our CRM vendor, who is working with many other schools also experiencing these approval delays for texting inboxes.

SPOKANE COLLEGES FOUNDATION

- The Foundation had 1189 scholarship applications submitted, each of which will be reviewed by at least three people. All scholarship reviews must be completed by May 11, at which time Christine will start the process of confirming awards.
- A quick look back at Foundation events:
 - March 25: Preparing for Retirement Coffee Chat – 51 registrants
 - April 18: Sasquatch Soiree – oversold with 136 tickets sold! Financial information still pending...
- Upcoming Foundation events:
 - May 14: *Planning for Aging* Coffee Chat
 - May 21: Legacy Lunch for donors who have let us know that they have included us in their legacy plans
 - June 2: Annual Board dinner – to celebrate our Foundation Board of Directors
 - June 5: Cap Decorating at Pullman Center
 - June 9: Cap Decorating at SFCC
 - June 10: Newport Graduation tabling
 - June 11: Cap Decorating at SCC
 - June 15: SCC and SFCC Graduation tabling
 - June 17: Colville Graduation tabling

MARKETING

- Updated Arena ribbon board advertising to align with current marketing campaigns, including “Start Smart. Transfer Strong” and workforce messaging.
- Promoted the Amazon Career Choice program in March/April resulting in 7 new inquiries.

- Continued digital ads in the *Journal of Business* Weekly Education and Workforce Email to reinforce the workforce message.
- Underwriting on Spokane Public Radio promoting programs at SCC (Baking/Culinary) and SFCC (Graphic Design).
- Sponsorship with SWX (KHQ) – running television ads during Bloomsday.
- NextGrad display ads in area high schools promoting SCC and SFCC programs.

College and Department Specific Marketing Support

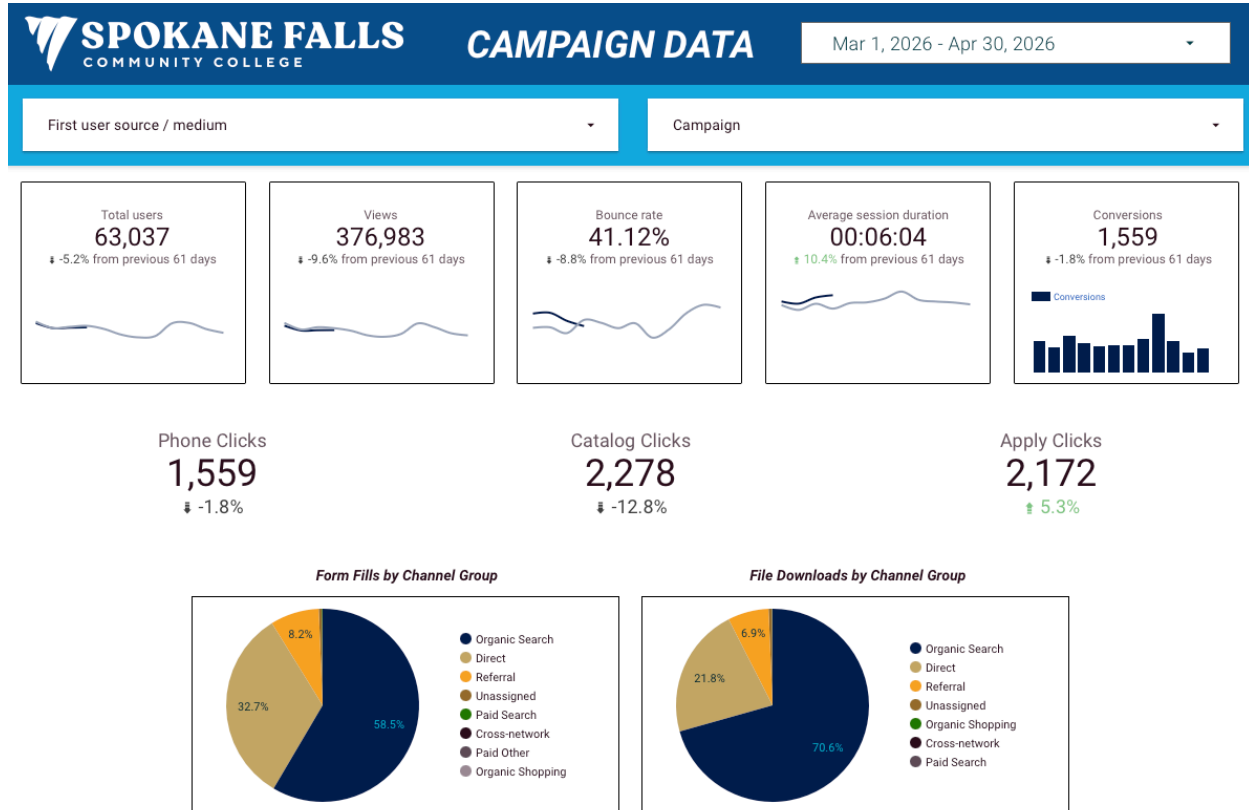
- Created and distributed Spring Quarter SCC and SFCC Activities guides, ACT 2 course mailing and Workforce Training and Continuing Education course catalog
- Created flyers, advertising and postcards promoting SFCC Art Gallery, Drama and Music department; as well as SCC's Hagan Center, Solder Night, Trade Program Discovery Day and rural center events.
- Collaborated with Dr. Bender to create and print a 52-page full color Intertribal Natural Resources Curriculum Development Summit program and support materials for April event.
- Promoted SCC with Perkins Grant marketing funding including a billboard for Colville, print ads in community newspapers in April and digital ads delivered to the underserved prospective students in our six-county district.
- Promoted SCC's Baking/Culinary program with paid digital ads.
- Created marketing materials to promote the SCC Spring Plant Sale.
- Created Nursing Pinning Program for Spring SCC Nursing Pinning event.
- Promoted SCC's Trade Discovery Day on April 29th using various advertising tactics to recruit prospective students.
- Development of Graphic Design program promotion for SFCC that included paid digital ads, flyer posted on Peach Jar delivered to 23,529 parents of high school students in 15 high schools area high schools.
- Designed advertising for Workforce and Continuing Education Summer Camps.
- Built and customized online and print forms to support the needs at both colleges.
- Created digital assets for CRM communications for student recruitment.

COMMUNICATIONS & PUBLIC RELATIONS

- Website Migration Project
 - Work continues on the 18-month website migration and upgrade project, involving IT, multiple vendors, and the web team. It is a generational lift, last done a decade ago and is scheduled to go live in October 2026.

- We accomplished major milestones in approving templates and getting organizational approval to build out a one-of-a-kind Interest Explorer (“Discovery Tool”) for undecided students. We are now working with data/platform provider Lightcast to build it and customize it for our needs.
- The biggest progress has been in the content migration process: SCC, SFCC and the District website’s current content has been scraped by vendor Modern Campus. Our project team, led by IT Project Manager Leslie Dawson, is carefully reviewing the content for accuracy and formatting with the goal of academic pages being done by June.
- Although the SCC, SFCC, District, and Foundation websites are all set to launch in October 2026, we are still updating the current sites, so a lot is on the plate of our two full-time employees: our website manager, content specialist, and two part-time employees.
- We continue to have great engagement with our current websites due to marketing efforts.
- Campaign content creation
 - Our team remains integral in setting out strategy and executing on it for paid campaigns. We now create SEO and GEO optimization briefings to ensure our work is seen widely. We have tools and in-house expertise to do it.
 - We launched the SFCC Graphic Design recruiting campaign on social media: organic-led, faculty-anchored series built around instructor John Mujica, day in the life students, and alumna (Em Rowe, one of our staff designers) perspectives to drive Fall 2026 applications.
 - Our photo and video lead created a series of videos to support the newest campaign focused on Workforce. Our team updated content and web pages for the paid campaign
 - On the following pages are updates from the web, public relations/communications, and social media teams. We have been busy, like most of our colleagues, trying to move the needle. The overwhelming response (record-setting registration and attendance) to the recent Ignite Your Future! Trades Day at SCC is proof that the colleges fulfill and important mission in our community; our work brings it to life.

WEB METRICS (current sites)

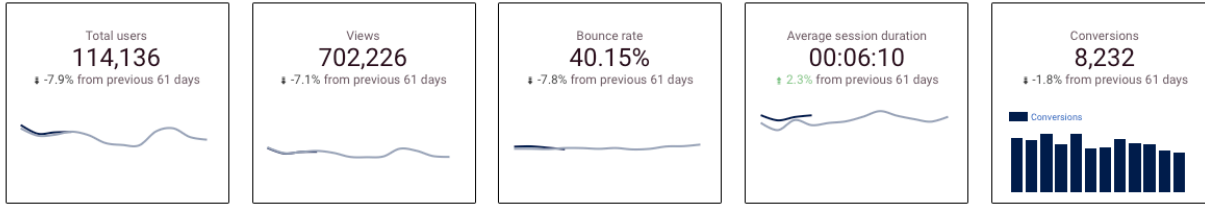


TOP PROGRAMS VIEWED ON SFCC WEBSITE

| Programs | New users |
|---------------------------------------|-----------|
| 1. Graphic Design | 1,610 |
| 2. Physical Therapist Assistant | 358 |
| 3. Early Childhood Education | 302 |
| 4. Orthotic and Prosthetic Technology | 289 |
| 5. Library and Information Services | 273 |
| 6. Music | 235 |
| 7. Audio Engineering | 170 |
| 8. Fine Arts | 160 |
| 9. Hearing Instrument Specialist | 143 |
| 10. Occupational therapy assistant | 142 |

First user source / medium

Session campaign

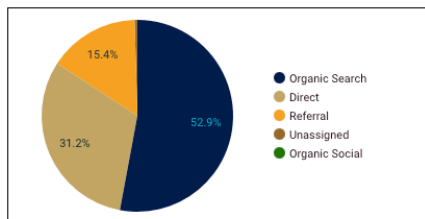


Phone Clicks
2,928
↓ -9.9%

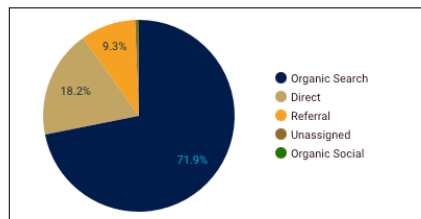
Catalog Clicks
4,997
↓ -12.4%

Apply Clicks
5,304
↑ 3.3%

Form Fills by Channel Group



File Downloads by Channel Group



TOP

PROGRAMS VIEWED ON SCC WEBSITE

| Top Programs | New Users |
|--|-----------|
| 1. Diagnostic Medical Sonography | 1,425 |
| 2. Radiology technology | 1,073 |
| 3. Cosmetology | 577 |
| 4. Medical Assistant | 343 |
| 5. Radiology Technology | 340 |
| 6. Apprenticeships | 282 |
| 7. Surgical Technology | 264 |
| 8. Aviation Maintenance Technology | 252 |
| 9. Automotive Technology | 242 |
| 10. Invasive Cardiovascular Technology | 231 |
| 11. Culinary | 227 |

SOCIAL MEDIA METRICS (All Channels)

Major milestones are being accomplished in our social media infrastructure, account governance and strategy, and execution of compelling multimedia cross-platform content.

- Key metrics (Overall)
 - Impressions: 119,767 **(+110%** vs. prior period)
 - Engagements: 4,142 **(+150%)**
 - Post link clicks: 167 **(+542%)**
 - Engagement rate: 3.4% (+21%, above the higher ed benchmark)
Note: Reporting window: Mar 12–Apr 8, across all three brands (District, SCC, SFCC)
- Content Areas of Focus
 - April was our heaviest on-campus capture month of the spring: First Day, SFCC Welcome Week, SCC & SFCC Club Fair, INCA Bakery set up in progress, SFCC Career Fair.
- Governance and training
 - We continue to assist campus partners in setting up their branded accounts and following best practices in how they use the accounts. The goal is to set the programs and departments to be self-sufficient and successful while honoring the new brand guidelines.

PUBLIC RELATIONS METRICS

- Media Relations
 - Total Articles (Year to Date): 397
 - Average Unique Viewers per Month of Outlets: 309,000
- Coverage Highlights (not an exhaustive list)
 - U of I Natural Resource Transfer Agreement: *Journal of Business*, Spokane Public Radio
 - Trades High School, *Journal of Business*: “First Together Spokane projects to rise this year”
 - Baking and Culinary Programs feature: KREM-2 Morning News (live)
 - Profile of SFCC Artist-in-Residence Claire Edmo: *Inlander*
 - Op-ed from Chancellor Brockbank “What is the value of Spokane Colleges?” *Journal of Business*
 - “Spokane Falls Community College offers cosmic learning opportunity” (Profile of SFCC Astronomy program): KHQ
 - Welcoming SFCC artist-in-residence Claire Edmo: *FaVS News*, KXLY, *Spokesman-Review*
 - Avista Foundation iHeal Grant (Dr. Bender): Spokane Public Radio, Community College Daily, KHQ, KREM, Fox 28
 - SCC Building 1 Renovation: *Journal of Business* interview with NAC, President Martin
 - SFCC Cyber Top 20 Award

General Services Division

CGSO Employee Highlight:



This month’s CGSO employee highlight recognizes Kevin Robins for his longstanding contributions to Spokane Colleges. Kevin served as the Program Specialist for Emergency Management through May 15, 2026, and will be departing to join the Veterans Administration.

Since joining the Office of Campus Security in fall 2011, Kevin has held multiple roles across the organization. His most significant contributions have been in Emergency Management, where he played a key role in establishing the Safety Security Representatives (SSRs) and Building Emergency Action Teams (BEAT).

In recent months, Kevin has led important updates to the district’s Emergency Operations Plan (EOP), further strengthening systemwide preparedness and response capabilities. His leadership and dedication have had a lasting impact on campus safety and emergency readiness.

General Services Division – Workforce and Fiscal Update:

| Metric | Capital | | M&O | | OCS | | EH&S | | CS | | CGSO | | |
|---------------------------------|-----------------|---|--------------|----|--------------|----|------------|---|---------------|---|------------|-----|-----|
| | 7 | 6 | 87 | 78 | 19 | 18 | 2 | 2 | 7 | 7 | 2 | 2 | |
| Workforce Availability | <i>Division</i> | | | | | | | | | | 124 | 113 | 91% |
| <i>Vacancies</i> | 1 | | 5 | | 1 | | 0 | | 0 | | 0 | | |
| <i>L&I</i> | 0 | | 2 | | 0 | | 0 | | 0 | | 0 | | |
| <i>FMLA</i> | 0 | | 2 | | 0 | | 0 | | 0 | | 0 | | |
| Fiscal Management - 75% | 68.03% | | 67.38% | | 80.56% | | 69.45% | | 66.21% | | 76.48% | | |
| <i>Expended</i> | \$ 466,852 | | \$ 6,001,785 | | \$ 1,198,595 | | \$ 178,741 | | \$ 301,414 | | \$ 252,336 | | |
| <i>Budgeted</i> | \$ 686,291 | | \$ 8,907,958 | | \$ 1,487,917 | | \$ 257,383 | | \$ 455,227 | | \$ 329,931 | | |
| <i>Division</i> | 69.35% | | | | \$ 7,932,871 | | | | \$ 11,438,416 | | | | |
| <i>Salary Savings \$211,456</i> | 70.66% | | | | \$ 7,932,871 | | | | \$ 11,226,960 | | | | |

Overall, the division’s financial position remains stable and performing well against budget targets. Total divisional spending is at 70.66% of budget, tracking slightly below the 75% benchmark, indicating strong fiscal control and generating approximately \$211,456 in salary savings for the first half of the fiscal year.

Across departments, most areas are within or below budget expectations:

- M&O (67.38%), EH&S (69.45%), and Central Services (66.21%) are all underspending relative to the benchmark.
- CGSO (76.48%) is slightly above the benchmark but remains within an acceptable range.
- OCS (80.56%) is the only area notably above target.

The higher spend in the Office of Campus Security (OCS) is driven by temporary staffing needs to maintain service levels and coverage. These positions are expected to transition to permanent roles in the next fiscal year, aligning ongoing resources with demonstrated demand.

From a workforce perspective, the division is operating at approximately 91% staffing capacity (113 filled of 124 total positions), with vacancies concentrated primarily in M&O. Despite these vacancies, operational continuity has been maintained.

Capital Planning & Development

The Lodge Renovation Monthly Update:



SPOKANE

COLLEGES SCC | SFCC

1



↑

→

↑

→

Spokane conference room south ceiling that will have a dropped ceiling in that area where the north area will have the open tong-n-grove wood ceiling.







| Task Name | Start | Finish |
|--|----------|----------|
| Stair Construction | 04/28/26 | 05/25/26 |
| Spokane Room Framing | 05/01/26 | 05/14/26 |
| MEP Rough In | 05/06/26 | 07/02/26 |
| Upper Level Beam Replacement & Shoring | 05/08/26 | 06/04/26 |

General Capital Updates:

The College was awarded \$2 million through the 2025–2027 Early Learning Facilities (ELF) Grant Program for the Bigfoot Childcare Center (Building 20) on the SCC campus. The grant, designated for center maintenance, will fund a comprehensive HVAC system remodel to improve building performance and support continued childcare operations.

In addition, the SFCC Fine Arts project, designed by ALSC Architects, received a 2026 Design Award from AIA Spokane. The award recognizes excellence in architectural design and was presented at the organization’s annual ceremony on April 16. The project was selected based on its strong performance across key criteria, including design quality, functionality, sustainability, and overall innovation. This recognition highlights the architectural quality of the Fine Arts project.

See Capital Project DOT report under consent agenda items for status of all Capital Projects.

Sustainability and Clean Buildings Act

Spokane Colleges continues to make strong progress toward compliance with Washington’s Clean Buildings Performance Standard (CBPS), which is designed to reduce energy use and improve building performance across large facilities. Currently, both main campuses as well as one off site location have achieved Tier 1 compliance, with SFCC pending final approval following additional information requested by the Washington Department of Commerce. The deadline is June 1, 2026.

| Application | Building Category | Target Difference (kBTU/SF) | Application Status |
|----------------------------|-------------------|-----------------------------|------------------------------|
| SFCC | Tier 1 Passing | 22.9 Below Target | Pending Addition Information |
| SCC | Tier 1 Passing | 12.1 Below Target | Accepted |
| Colville Campus | Tier 1 Passing | 41.5 Below Target | Accepted |
| Bldg. 603: Apprentice East | Tier 2 | 43.6 Above Target | Accepted |

Spokane Colleges also applied for “Early Adopter” incentive funding provided through the utility (Avista) to help cover the cost of compliance. The incentive amount is \$0.30/SF for Tier 2 buildings. A summary of the incentives is included in the table below.

| Campus/Building | Incentive Amount | Status |
|---------------------------|-------------------|---------|
| SFCC (T2 Bldgs Only) | \$48,425 | Pending |
| SCC (T2 Bldgs Only) | \$43,870 | Pending |
| Bldg 603: Apprentice East | \$13,299 | Pending |
| TOTAL | \$105,595* | |

*These are one-time incentive payments that will be transferred to the Green Fund after receiving from Avista

This progress reflects a coordinated effort between internal staff and external partners. Through collaboration with Custom Energy, Spokane Colleges has completed benchmarking, submissions, and compliance planning, while also securing utility incentive funding to offset implementation costs.

A key contributor to this effort has been the Clean Buildings Bulletin initiative, supported by BEACON Fellowship participants Sydney Cohen and CJ Kreitlow, whose term concluded in March 2026. Their work provided valuable technical guidance both internally and within the broader Spokane community, including support highlighted in a local hospitality-sector CBPS compliance success story.

In addition, Sustainability Manager Kim Arman and Sustainability Specialist Oran Diaz have provided critical leadership overseeing the fellowship program and advancing data reconciliation efforts between internal systems and consultant-provided energy datasets. These efforts have strengthened data accuracy and reporting capabilities—both essential for ongoing CBPS compliance, which requires annual energy reporting and periodic re-benchmarking as state targets evolve.

Utilities

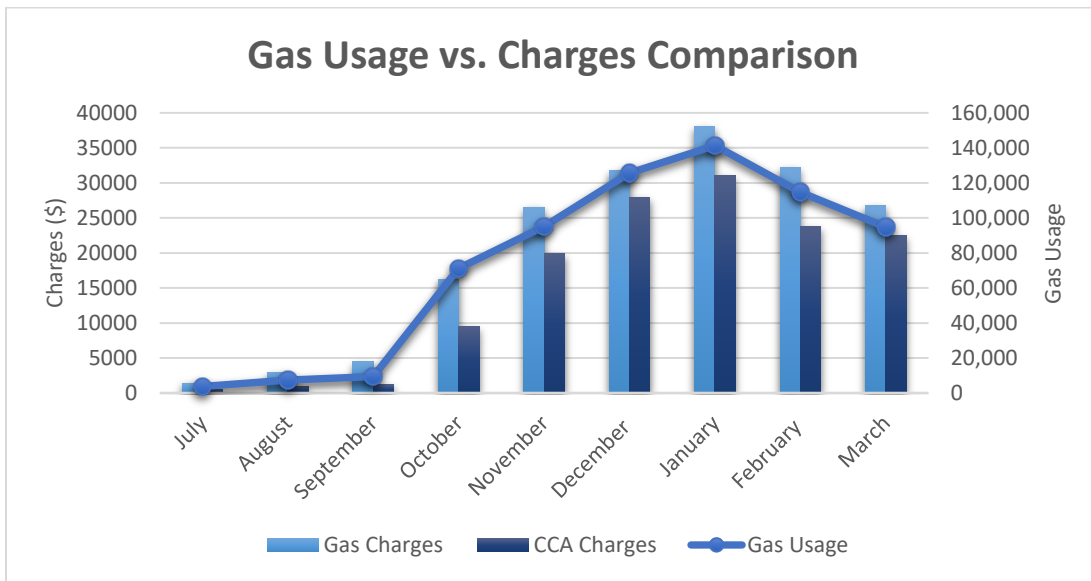
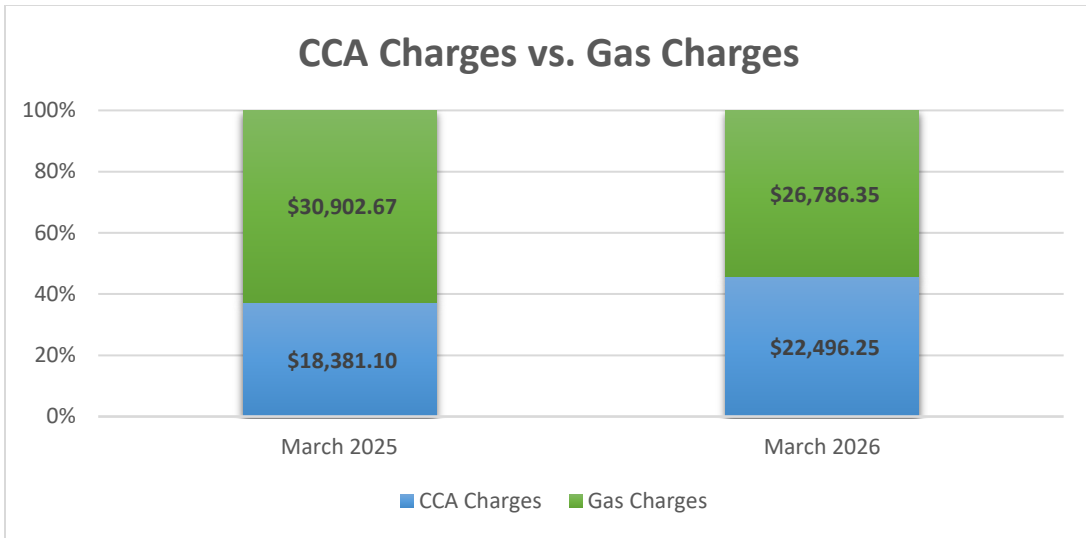
| | July | August | September | October | November | December | January | February | March |
|--------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Water/Sewer | \$ 53,421 | \$ 53,021 | \$ 26,162 | \$ 14,318 | \$ 16,426 | \$ 16,866 | \$ 18,124 | \$ 17,531 | \$ 19,088 |
| Refuse | \$ 7,979 | \$ 14,287 | \$ 11,433 | \$ 14,032 | \$ 10,405 | \$ 12,278 | \$ 12,101 | \$ 13,724 | \$ 10,376 |
| Electricity | \$ 208,910 | \$ 210,741 | \$ 200,529 | \$ 168,156 | \$ 171,531 | \$ 175,997 | \$ 187,938 | \$ 183,159 | \$ 167,523 |
| Gas | \$ 4,080 | \$ 6,384 | \$ 7,804 | \$ 40,565 | \$ 67,666 | \$ 94,182 | \$ 100,811 | \$ 75,401 | \$ 63,759 |
| CCA | \$ 473 | \$ 948 | \$ 1,199 | \$ 9,474 | \$ 19,884 | \$ 27,886 | \$ 31,019 | \$ 23,747 | \$ 22,496 |
| TOTAL | \$ 274,389 | \$ 284,434 | \$ 245,928 | \$ 237,071 | \$ 266,028 | \$ 299,322 | \$ 318,974 | \$ 289,815 | \$ 260,746 |

| | |
|--------------------------|---------------------|
| FISCAL YEAR TOTAL | \$ 2,476,708 |
| TOTAL CCA | \$ 137,126 |

Total utility expenditures for the period of July through March totaled \$2,476,708 against an annual budget of \$3,115,994, representing approximately 79.5% of the total budget. This level of spending is above the expected benchmark of 75%, reflecting typical seasonal usage patterns.

Year-to-date costs include \$137,126 in Climate Commitment Act (CCA) charges, accrued between July and March. These charges reflect the state-mandated carbon fee applied to utility consumption and will continue to be monitored and incorporated into ongoing energy-cost management and future budget planning.

Natural Gas and CCA Overview:



Natural gas costs continue to track expected seasonal patterns, with gas usage and related charges peaking during the winter months (December through February) and declining into March. Overall spend remains slightly above budget pace, largely driven by winter energy demand.

The relationship between gas usage and associated CCA charges has prompted questions due to perceived inconsistency. As reflected in the charts, while gas usage strongly influences both gas and CCA costs, the correlation is no longer linear. For example, March year-over-year shows lower gas charges (\$30,903 in March 2025 vs. \$26,786 in March 2026) alongside a more moderate decline in CCA charges (\$18,381 vs. \$22,496), illustrating that CCA costs do not simply scale proportionally with usage.

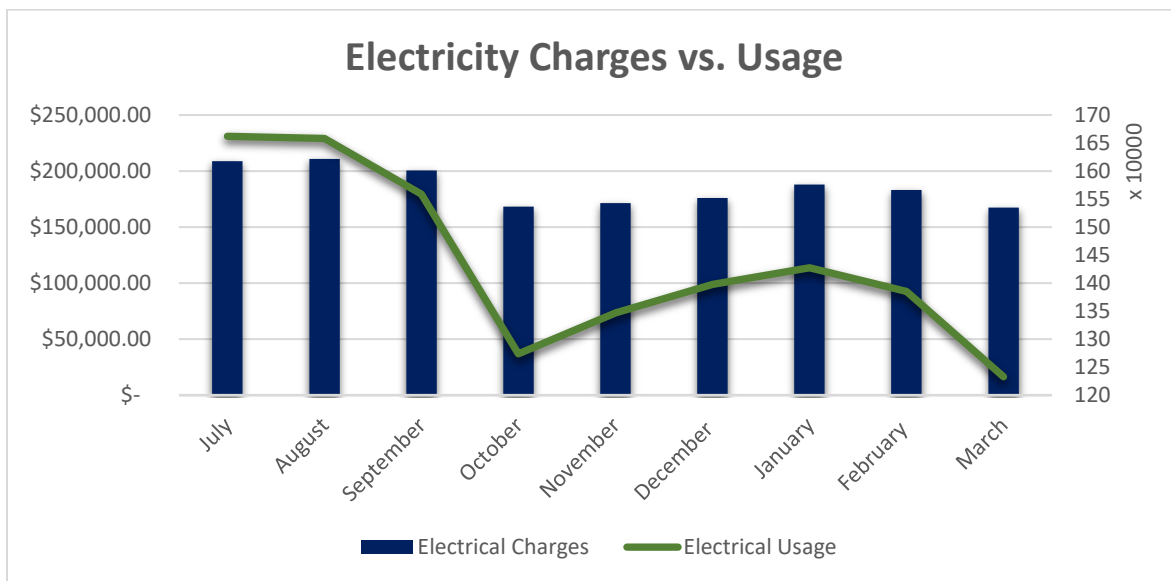
This variability is driven by two primary factors. First, overall gas consumption has declined year-over-year, largely due to milder winter temperatures. Second, and more significantly, the CCA billing structure changed during the year. Prior overlapping Schedules 162 and 163 were replaced with

Schedule 164, which increased the base CCA rate (from \$0.28469 to \$0.39984 per therm) but introduced a tiered, block-based credit system.

Under Schedule 164, monthly usage is segmented into tiers, with credits calculated differently within each tier and then combined, subject to an overall cap. As a result, the net CCA cost is no longer a straightforward rate-times-usage calculation. Instead, the effective cost per therm varies depending on how total consumption is distributed across tiers in a given month.

This structural change, combined with fluctuating usage levels, results in month-to-month variability in both gross charges and offsetting credits, making CCA costs appear less predictable than in prior periods. Management will continue to monitor these impacts closely and incorporate them into forecasting and long-term energy cost planning.

Electricity:



Analysis of Avista billing confirms that electricity costs are heavily influenced by demand charges and fixed rate components, limiting the financial benefit of reduced usage. Despite an approximately 10–30% decline in consumption, total costs remain elevated because a significant portion of the bill is driven by peak demand and non-variable charges.

As a result, energy efficiency efforts alone will not fully translate into cost savings without addressing demand peaks or underlying rate structures.

District Facilities

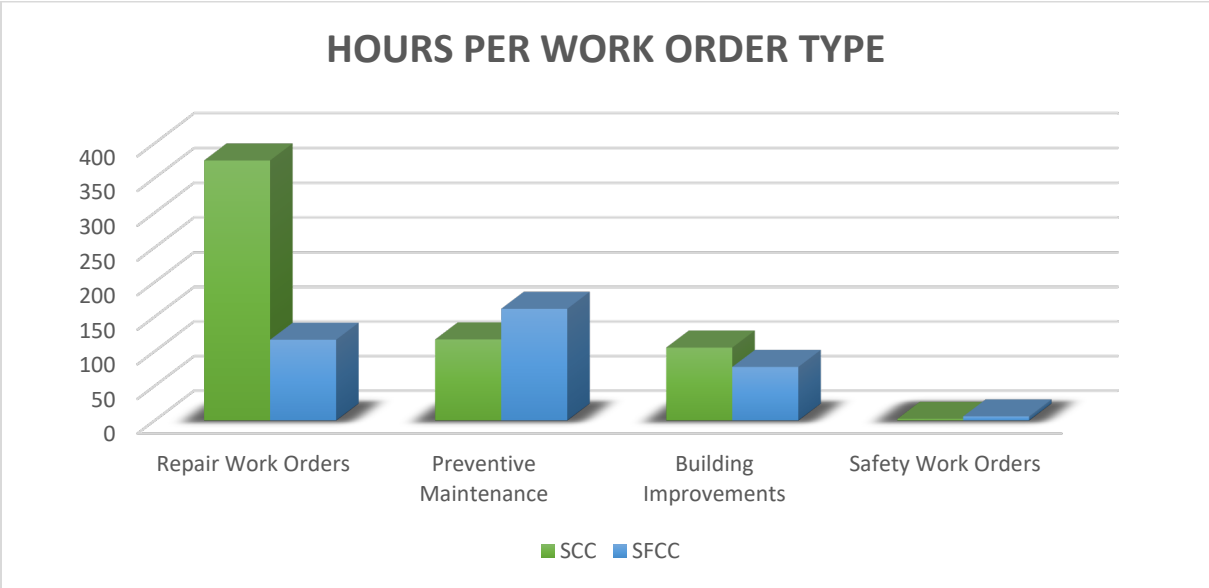
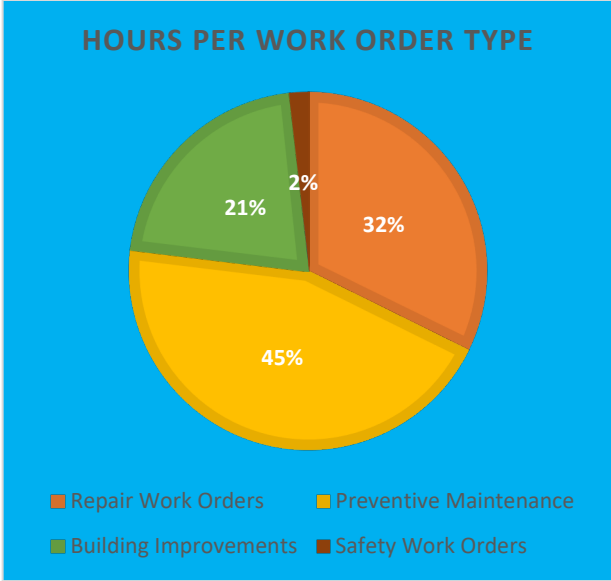
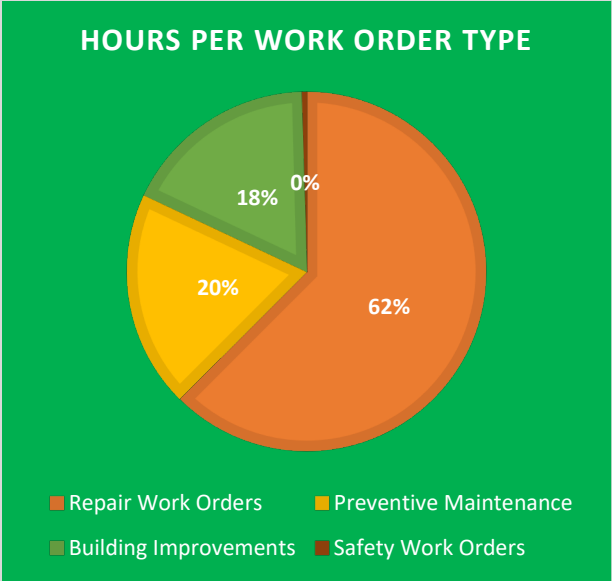
The following data, drawn from our Computerized Maintenance Management System (CMMS), DirectLine, highlights the productivity and accomplishments of the Maintenance and Operations teams across both campuses during April 2026.

Key Highlights:

- **Repair Work Orders:**
Repair activity showed mixed results across campuses. SCC increased by 20% (142 to 171), indicating higher reactive maintenance demand, while SFCC decreased by 20% (93 to 74), reflecting reduced repair activity.
- **Preventive Maintenance:**
Preventive maintenance efforts increased at both campuses, with SCC up 16% (74 to 86) and SFCC up significantly by 50% (68 to 102), demonstrating a renewed focus on planned maintenance activities.
- **Building Improvement Requests (BIR):**
BIR activity declined sharply at SCC by 60% (10 to 4), while SFCC increased by 50% (4 to 6), indicating uneven demand for customer-driven improvements across campuses.
- **Safety-Related Work Orders:**
Safety-related work orders decreased significantly, with SCC down 81% (21 to 4) and SFCC down 44% (9 to 5), suggesting fewer reported safety issues during this reporting period.
- **Total Work Orders Completed:**
Overall productivity improved, with both campuses increasing completed work orders by 7%; SCC from 247 to 265 and SFCC from 174 to 187.
- **Work Orders Initiated:**
New work orders increased across most categories. Customer-initiated requests rose slightly by 3% (284 to 293), while self-initiated work increased significantly by 42% (280 to 397). Key-related requests rose 19% (52 to 62), and event-related work increased 52% (50 to 76), indicating growing operational and support demands.

This reporting period reflects increased overall activity, particularly in preventive maintenance and internally driven work. While repair demand rose at SCC, the significant reduction in safety-related work orders is a positive indicator. Improved completion rates across both campuses demonstrate stronger productivity, though the sharp increase in self-initiated and event-related work suggests rising workload pressures that will require continued monitoring and resource alignment.

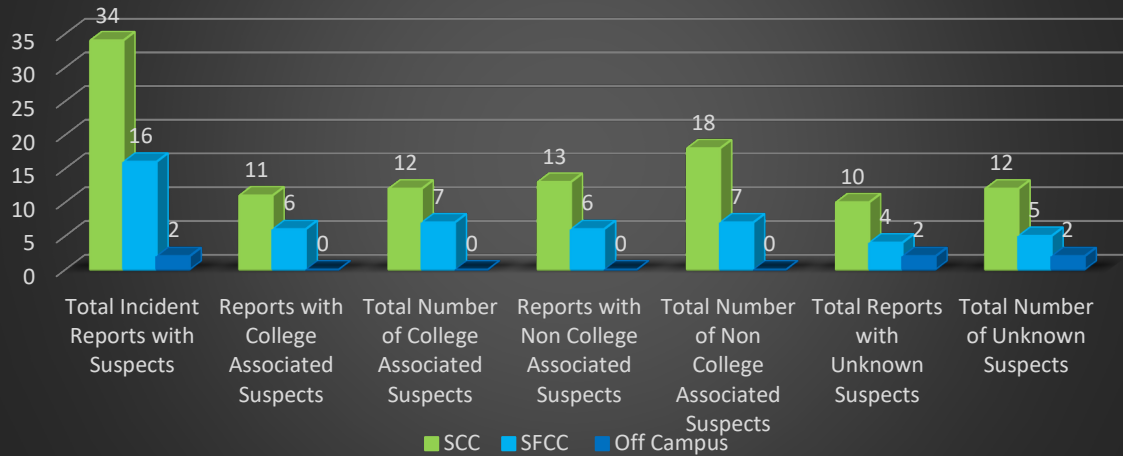
| Spokane Community College | | | Spokane Falls Community College | | |
|---------------------------|------------|---------------|---------------------------------|------------|--------------|
| WORK ORDER TYPE | QTY | HRS | WORK ORDER TYPE | QTY | HRS |
| Repair Work Orders | 171 | 375.24 | Repair Work Orders | 74 | 116.8 |
| Preventive Maintenance | 86 | 117.25 | Preventive Maintenance | 102 | 161.5 |
| Building Improvements | 4 | 105.5 | Building Improvements | 6 | 77.5 |
| Safety Work Orders | 4 | 2.5 | Safety Work Orders | 5 | 6 |
| TOTALS: | 265 | 600.49 | TOTALS: | 187 | 361.8 |



Office of Campus Security

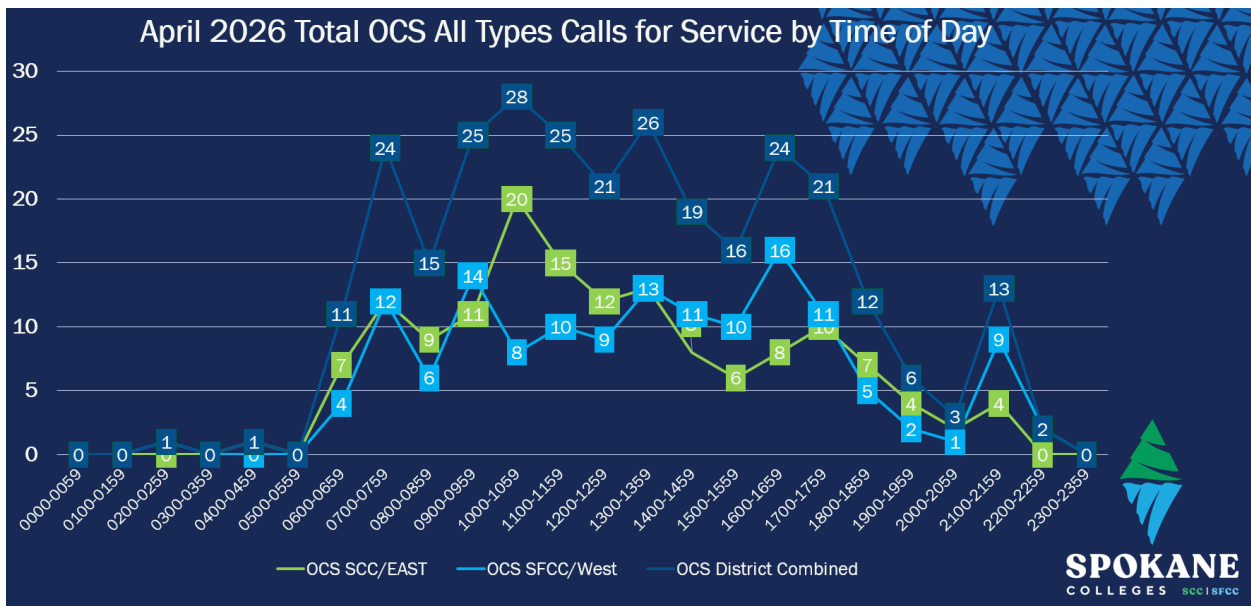
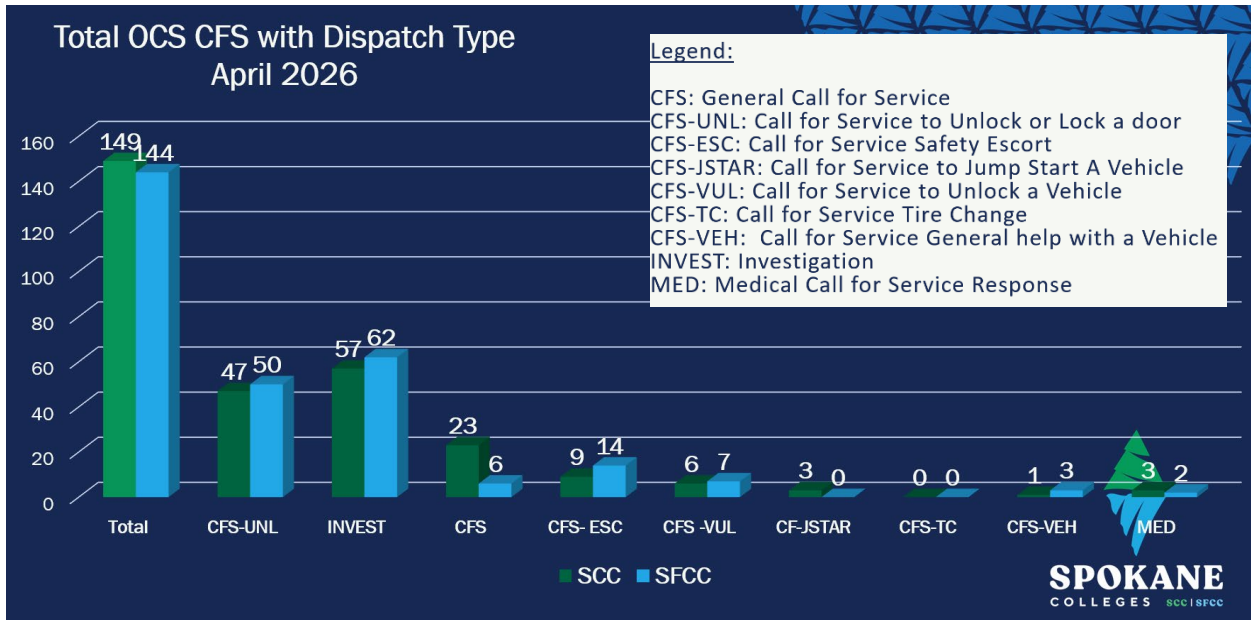
Throughout April, a total of 52 incident reports were filed. Two of those reported incidents occurred at our offsite locations.

Spokane Colleges Suspect Association Report April 2026



Significant/Notable Security Events:

- **Assault on Security Officer (1 incident at SCC):**
 A contract security officer was assaulted and spit on at approximately 1:20 a.m. while advising an unknown male that sleeping or loitering on campus was prohibited. The suspect fled the area on foot toward the river.
- **Mental Health/Welfare Interventions (2 incidents at SFCC):**
 - A student experiencing a mental health crisis reported concerns they could be a danger to others and disclosed two recent suicide attempts. Office of Campus Security collaborated with the Spokane Police Department and a behavioral health officer. The incident was resolved safely.
 - A parent requested a welfare check after reporting that an SFCC student had threatened self-harm. Office of Campus Security collaborated with the Spokane Police Department and a behavioral health officer. The student was located off campus and placed in an inpatient treatment facility.
- **STA-Only Incident Trends:**
 SCC reported 5 STA-related incidents with identified suspects, primarily non-college-associate. SFCC reported 1 STA incident, involving a non-college-associated suspect.



Environmental Health & Safety

We are proud to recognize Sayed Hussaini, Spokane Colleges’ Industrial Hygienist, for earning his Certified Industrial Hygienist (CIH) designation on May 5—an accomplishment that reflects both dedication and deep professional expertise. The CIH certification represents mastery in protecting workplace health by identifying and controlling environmental hazards, and it is widely considered the highest standard in the field. Achieving it requires years of experience and passing a highly challenging, comprehensive exam. Sayed’s achievement not only highlights his personal commitment to excellence, but also strengthens the College’s ability to provide safe, healthy environments for students and staff.

Inspections and Reporting

In April 2026, EH&S completed a safety inspection of SFCC Building 16, identifying 14 findings, primarily moderate-risk items. Key issues included minor facility maintenance needs, electrical and fire safety concerns, housekeeping hazards, and gaps in required safety documentation. Corrective actions have been assigned, with most items targeted for resolution within three to six months.

Two Spokane Regional Clean Air Agency (SRCAA) compliance inspections were conducted on April 27, 2026, at the SCC Automotive facility and the Felts Field site. Both inspections confirmed that the facilities were generally operating in compliance with applicable air quality requirements, with no violations observed in the areas and records reviewed.

Overall, the inspections reflect a positive compliance standing, with minor issues identified and addressed through standard corrective actions.

Fiscal Year 2026 marks the first implementation year of Washington State's expanded Refrigerant Management Program (RMP) reporting requirements for medium refrigeration and air-conditioning systems. Under this mandate, all qualifying medium systems must be registered and reported annually, with a compliance deadline of March 15.

As part of this new requirement, the Department of Ecology has instituted a per-site registration fee. The cost is \$170 per campus for each applicable system registration. This represents a new, ongoing unfunded mandate that was not included in the current operating budget.

Injury & Illness Reports

In March 2026, the EH&S Office recorded 18 total incident reports and zero near misses, reflecting a decrease in overall reported activity compared with the prior month.

Key Highlights:

Medical & Health-Related Events

- **On-Campus Medical Events (SCC):** Two individuals (one visitor and one student) experienced sudden loss of consciousness during activities and required emergency response. Both received prompt care, with one transported to the hospital for further evaluation.
- **Building Air Quality Concern (Off-Campus – Esmeralda North):** An employee reported headache, dizziness, and respiratory irritation believed to be related to building air supply issues. EH&S is coordinating with maintenance to investigate any ventilation concerns.

Injury-Causing Incidents

- **Minor Occupational Injuries (SCC):**
 - An employee required urgent care after sustaining a thumb injury when it was caught in a vehicle door.
 - A separate employee received treatment for a finger laceration caused by contact with a sharp edge.

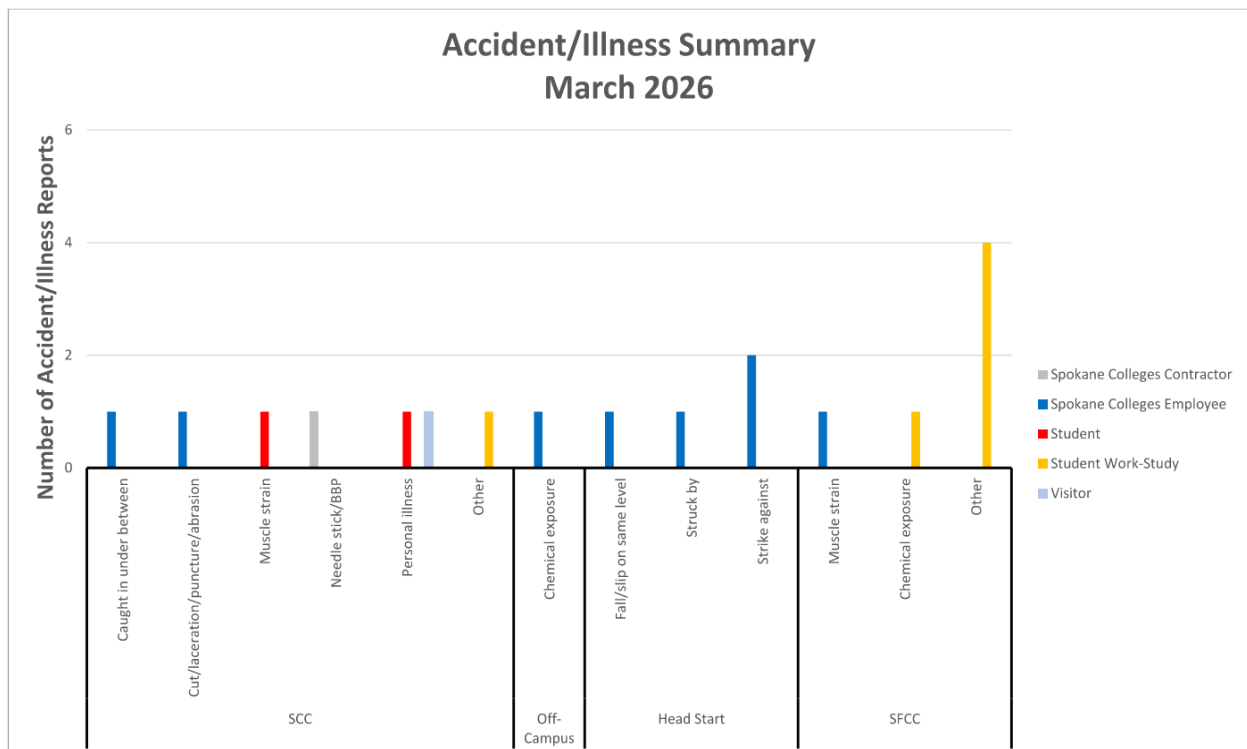
- **Instructional and Activity-Related Injuries:**
 - A student reported a back strain during a class exercise.
 - A work-study student sustained a minor burn from contact with lab equipment.
- **Head Start Program Incidents:**
 - Four employee injuries were reported, including slip and fall, contact with objects (head strikes), and a strain injury while preventing a tipping hazard. Follow-up actions included hazard correction (mat repositioning and equipment safety review).
- **SFCC Incidents:**
 - A repetitive motion injury (ergonomic-related) required medical treatment and resulted in a workstation assessment.
 - A chemical splash exposure involving a work-study employee prompted corrective recommendations for required PPE use.
 - An ATV rollover involving four work-study students resulted in minor injuries (bumps and bruises) with no medical treatment required.

Safety & Operational Observations

March incidents were largely low-severity and distributed across routine operational, instructional, and childcare environments. The majority involved minor injuries, first-aid-level events, or precautionary medical evaluations.

Two notable themes emerged:

- Ergonomic and repetitive motion risks in administrative settings
- Hazard awareness and supervision needs in hands-on or outdoor activities (e.g., vehicle use, lab work, playground environments)



To the Spokane Colleges Community,

Last week during the Town Hall, I started with some comments regarding our current and long-term budget outlook. As most of you know, Spokane Colleges has been navigating some of the more challenging financial and organizational conditions we have faced in a long time, perhaps the most challenging ever. This message is intended to do two things: reflect on what we have learned together and provide clarity on how we will move forward. I want to take a moment to reflect on what we have learned together during this year, and to explain why we are now taking the next step by introducing a new decision-making model to guide our work ahead.

The budget challenges we have been responding to are not the result of any single decision or event. They reflect a combination of sustained reductions in our State Board allocation, continued uncertainty in legislative funding, and rising operational costs. These pressures are structural, not temporary, and they require us to think differently about how we organize our work and make decisions.

Over the course of the past year, we focused first on stabilizing our financial position. That meant we had to start working on the analysis or consideration of where to make difficult but necessary adjustments, including consolidations in some areas, the elimination of duplicative services and tools, and targeted expense reductions. Throughout that work, our primary goal was to minimize harm to students and to protect our core mission.

As we did this work, several important observations became clear.

1. One-time adjustments alone will not resolve a long-term structural budget gap. Annual reductions layered on top of one another eventually demand more than incremental fixes.
2. Duplication and fragmentation are inefficiencies that exist in a multi-college system, that often create real cost, complexity, and stress for both students and employees.
3. Decision-making driven primarily by urgency is not sustainable because it typically lacks clarity. While urgency can move us quickly, over time a lack of clarity erodes trust, drains capacity, and limits our ability to address deeper, adaptive challenges.
4. When our systems are complex, students often feel the direct impact through barriers, confusion, and delays.

At the same time, I want to be clear about something equally important: this past year has also demonstrated the strength of Spokane Colleges. I have been fortunate to be able to see the expertise, commitment to students, and willingness across the district to begin engaging honestly with difficult realities. The key to this work is to start by making sure the purpose is

clear and the process is transparent. This foundation is what makes the next phase of this work possible.

What has become evident is that we now need to move from short-term stabilization to intentional, long-term redesign. That shift requires not only a shared vision for where we are going, but also a consistent and trustworthy way of making decisions together. That shift will be necessary to handle the combined reductions identified earlier and to do that in a way that supports a successful alignment with the goals and vision contained in the new Strategic Plan.

This brings me to why we are introducing a new decision-making model.

The model is not a layer of bureaucracy, nor is it an attempt to predetermine outcomes. Instead, it is meant to create clarity, consistency, and participation as we work through complex issues under constrained conditions. It is designed to slow down the *right* parts of the process so that decisions, even difficult ones, are understandable, explainable, and defensible.

At a high level, the major model components are as follows:

- **A Design Team** prepares the work by clearly defining the problem to be addressed, ensuring alignment with our strategic priorities, and assembling the data and context needed for thoughtful discussion.
- **Focused, time-limited workgroups**—made up of people closest to the work—are then charged with diagnosing the problem and developing recommendations. These groups are intentionally short-term and issue-specific, not standing committees.
- **A Steering Committee** looks across recommendations to surface system-wide impacts, overlaps, or unintended consequences that may not be visible from a single perspective.
- **District Cabinet and the Chancellor** then make final decisions, with a commitment to clear communication about both the decision and the reasoning behind it.

**Additional details about the model are included in the Decision Model document.

To work through this kind of framework, it will be necessary to have a shared vision of what Spokane Colleges looks like in 2033 and beyond. This vision is not a mandate about what the future of our District will be, but gives a structure from which to direct questions, challenges, and solutions. To start this work, the vision of what Spokane Colleges needs to be is as follows:

“By Fiscal Year 2034, Spokane Colleges will operate as one integrated institution, under single accreditation, across multiple campuses, organized around student pathways rather than institutional borders.”

Transparency is central to this framework. Expectations, timelines, roles, and final decision rationales will be documented and shared. While this model will not eliminate disagreement it is designed to build trust by making the process visible and consistent.

In the coming months, we will begin applying the Decision-Making Model to our long-range budget issues and to the implementation of a new strategic plan (approval by Board of Trustees is scheduled for June). This work will include a set of high-impact issues, including student access across campuses, duplication of systems and tools, strategic enrollment management, alignment of program mix to local and regional workforce needs, and the long-term organizational design needed to support student success and financial sustainability. This work will unfold over time, and it *will require patience, participation, and ongoing learning*.

You will have opportunities to engage in this work through focused workgroups, feedback processes, and ongoing communication as decisions move forward. Additional information about how to participate, timelines, and areas of focus will be shared in the coming weeks.

I know this past year has been demanding, and that trust is built through action, not words. My commitment is that we will continue to communicate clearly, invite meaningful participation, and treat this work as a shared responsibility. Spokane Colleges has important work ahead, and I believe we are strongest when we approach it together, with clarity, care, and a continued focus on our students.

Thank you for your engagement, your professionalism, and your continued dedication to the community we serve.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Kevin Brockbank', written in a cursive style.

Kevin Brockbank, Ed.D.

Chancellor
Spokane Colleges



Spokane Colleges Decision-Making Model

Effective Date: May 12, 2026

Audience: All Employees of Spokane Colleges

Overview

The Spokane Colleges District has adopted a new decision-making model designed to improve clarity, participation, speed, transparency, and organizational trust. This document explains how the model operates, the roles involved, and what employees across the district can expect when district-level decisions are made. It is intended to provide a consistent, shared approach for how complex challenges are understood, worked through, communicated, and ultimately decided across the district.

Why a New Model Was Needed

The district's size and complexity require a structured yet flexible approach to decision-making that incorporates perspectives from across colleges, departments, and employee groups. Recent years have highlighted the need for a model capable of responding to unexpected challenges, financial instability, and rapidly changing conditions while maintaining organizational health. How we make decisions together directly impacts trust, morale, and our ability to achieve strategic goals.

Many of the challenges we face are not purely technical, with clear and immediate solutions, but require deeper understanding, coordination, and consideration of impacts across the system. This model is designed to create space for both types of work—addressing well-defined issues efficiently while also slowing down more complex challenges so they can be more fully understood and thoughtfully addressed.

Guiding Principles and Benefits

This model is built on several key principles: clarity of roles and expectations, consistency across decision types, speed and responsiveness, alignment with the Strategic Plan, and transparency. All documentation, recommendations, and final decisions will be communicated through established channels (Chancellor's public share point site) and retained for future reference, including the rationale behind each decision.

Together, these principles are intended to reduce ambiguity, improve the quality of decisions over time, and create a more predictable and trustworthy experience for employees across the district.

How the Decision-Making Model Operates

The model follows a structured flow from problem identification to final decision and implementation. Each stage has a specific purpose and clearly defines the participants. While the steps are consistent, the level of depth and time required will vary depending on the nature of the issue being addressed.

Criteria for Inclusion

This model is not intended to be the mechanism for all decision making. Questions that are addressed through this model will typically be ones that cross over 2 or more operating units across the district and will almost exclusively be from implementation of the strategic plan or organizational work to address the multi-year budget shortfall.

1. Design Team – Preparing the Work

The Design Team initiates the process by clarifying the problem statement and scope of work. This group ensures alignment with the Strategic Plan, anticipates risks and sensitivities, and prepares charters, templates, and tools for workgroups. By preparing the work in advance, the Design Team enables focused, efficient problem-solving and reduces ambiguity at later stages.

In addition to defining the problem, the Design Team helps determine the type of challenge being addressed and the level of analysis and engagement required, so workgroups are set up with the appropriate context and expectations.

Purpose: To clearly identify the problem statement and scope of work.

Membership: 2-4 permanent members, and rotating members based on subject matter expertise.

2. Focused Workgroups – Problem Solving and Recommendations

Workgroups are formed to address specific problem statements. Membership includes subject matter experts, stakeholders, and when appropriate, students—often those closest to the work. Participation is intentionally short-term and focused, typically involving three to six meetings, rather than standing committees. The purpose of workgroups is to diagnose issues, generate thoughtful solutions, and refine those ideas into clear recommendations.

Workgroups are responsible for both framing the problem and developing recommendations. This includes unpacking the challenge, surfacing root causes, clarifying constraints, and distinguishing between issues that can be addressed with existing tools and those that require new approaches. They then craft recommendations that clearly reflect the analysis and tradeoffs involved, enabling informed decision-making.

Purpose: Develop recommendations that provide “The How” for the defined outcome provided by the Design Team.

Membership: Volunteerism through solicitation across all employee groups (faculty, staff, admin/exempt). Workgroups are intended to promote the elements of participatory governance through increased opportunities engage in the work.

3. Steering Committee – Systems Integration

The Steering Committee reviews recommendations from all workgroups through a district-wide lens. This group identifies unintended consequences, operational overlaps, or conflicts with existing processes or decisions. When modifications are needed, they are made collaboratively and with the consent of the originating workgroup. The Steering Committee finalizes integrated recommendations and forwards them to Cabinet and the Chancellor.

This step ensures that individual recommendations are considered within the broader system, recognizing that decisions in one area often create impacts on others.

Purpose: Review recommendations for integration, challenges and unintended consequences, and suggest modifications when necessary.

Membership: Standing committee membership that represents each employee group (faculty/staff/administrative/exempt).

4. District Cabinet and Chancellor – Final Decision and Implementation

District Cabinet reviews integrated recommendations and confirms readiness for decision. The Chancellor makes the final decision using clear criteria, strategic alignment, and transparent reasoning. While unanimous agreement is not always possible, the expectation is that decisions will be understandable, explainable, and defensible, even when difficult.

Clear communication of both the decision and the reasoning behind it is a critical part of this step, reinforcing transparency and shared understanding across the district.

Purpose: Review final recommendations for acceptance or revision, and initiate plans for implementation.

Membership: District Cabinet and Chancellor

5. Review, Implementation, and Learning

Once a decision is made, implementation occurs through appropriate operational channels. Outcomes, lessons learned, and decision rationale remain available for reference. The model itself is designed for continuous improvement and will evolve as the district learns and adapts together.

Over time, this creates an institutional record that strengthens future decision-making and reduces the need to revisit the same issues repeatedly.

Purpose: Final review and rationale for final decision.

Membership: District Cabinet and Chancellor

What This Means for Employees

Employees across the Spokane Colleges District can expect greater transparency, clearer paths for participation, and more consistent decision-making. Opportunities to contribute will be purposeful and time-bound, ensuring expertise is used effectively while respecting workloads. Above all, this model is intended to strengthen trust and collaboration as we address complex challenges together.

Employees may be invited to participate in focused workgroups or may contribute through feedback, data, or subject matter expertise as part of the process. Clear communication will accompany each phase of work so that employees understand what is being addressed, how input is being gathered, and how decisions are made. This communication process should also result in a historical record of challenges addressed, and decisions rendered for each.

What This Is / What This Is Not

What This Is

This decision-making model is:

- A structured framework for addressing complex district level challenges
- A way to ensure inclusive, participatory input while maintaining accountability
- A model that provides clearer roles, expectations, and communication
- A process designed to be faster and more responsive than traditional approaches
- A way to intentionally involve subject matter experts and stakeholders closest to the work
- A system that can adapt to both technical problems and adaptive challenges
- A commitment to transparency, explanation, and trust building, even when decisions are difficult
- A consistent approach for working through both well-defined issues and more complex challenges that require deeper analysis and coordination

What This Is Not

This decision-making model is not:

- A change to the district's governance or collective bargaining structures
- A replacement for shared and participatory governance
- Decision making by majority vote or automatic consensus
- A way to bypass or diminish stakeholder input
- A guarantee that all participants will agree with every outcome
- An automatic determination of outcomes before the work begins
- A static or unchangeable system

Transparency, Record-Keeping, and History

All major decisions, supporting materials, and rationales will be documented and accessible through established district channels. This ensures continuity over time, supports institutional learning, and allows employees to understand how and why decisions were made.

Timeline

May 2026

- Introduction and collection of feedback regarding the model.

June 2026

- Populate membership of working elements of the model
- Train members of the Design Team and Steering Committee on fulfilling the purpose of that role.
- Align Strategic Plan work with budget and organizational health work to identify the priority challenges to address.
- Identify 2-3 challenges that can be addressed during the summer months (must be non-faculty centric items).

PRESIDENT'S REPORT
SPOKANE COMMUNITY COLLEGE

Presented by: Dr. Jenni Martin
 President, SCC
 May 19, 2026

Instructional Updates

Adult Basic Education

On April 22, 2026, Spokane Community College's ESL Department welcomed a group of over 40 Spokane Public Schools Multi-language learners (MLLs) who are ready to graduate this June. Students came from Rogers, Shadle Park, North Central, Ferris, and Lewis and Clark High Schools. Even though these students are graduating seniors, most require additional work on their English language proficiency before starting a degree or certificate program.

MLLs were able to visit classes and meet the faculty who teach in the ESL and College Prep programs. Once the tours were completed, a panel of SCC students spoke to the group about their own academic journeys. Panelists shared how they had started in the ESL Program, worked their way to completion, and transitioned to a degree program. The MLL students will return in May to the Adult Education Center at Monroe to take part in ESL placement testing and orientation.

The ESL Department will offer programming in the summer and fall to align with MLL student needs. At that time students will also be connected with an ESL Transitions Pathway Specialist so that they can work on their academic plan. They may also consult our ESL Career Services Specialist to assist them with career exploration.

We would like to acknowledge the hard work of ESL Department Chair Logan Amstadter, ESL faculty Zach Christman, and ESL Program Manager Stoja Saric for planning and operationalizing this successful partnership.

Business, Hospitality & Information Technologies

Health Information Management

Instructors Barb Flock and Jill Condon hosted the Washington State Health Information Management Association (WSHIMA) conference at SCC on April 16th and 17th. Over 185 health care professionals participated, and this event was a great networking opportunity and exposure for SCC.

Hospitality

On April 16, Inland Northwest Culinary Academy (INCA) catered for the Hagan Foundation grant recipient showcase held in the atrium outside Orlando's Restaurant. 91 attendees were treated to hors d'oeuvres and desserts crafted and served by culinary arts students. The Hagan Foundation hosts the showcase to thank grant recipients who receive grant awards for innovation, creativity, and bold ideas in teaching and learning.

Culinary

On April 17, INCA prepared and served food for the Spokane Colleges Foundation Sasquatch Soiree for 150 guests, who were greeted by a yakitori live action station outside the SFCC Fine Arts Building as they registered. The event featured sushi maki rolls and beef tenderloin action stations, in addition to an array of passed hors d'oeuvres and desserts. Hosting this event off campus is a great opportunity for our seasoned faculty to teach the students what goes into a true "cater out" event, where planning and organization takes place at an off-premises location.

The American Culinary Federation held a certification exam on April 25 at Spokane Community College for local chefs including INCA faculty member Chef Laurent Zirotti. The cooking exam is for top-level culinary professionals requiring advanced skills, proctored and judged by industry chefs. Chef Laurent passed the exam and is now an ACF Certified Executive Chef.

Communication, Humanities, and Social Sciences

Enrollment Trends

Division enrollment grew from 3,013 in 2025 to 3,435 in 2026, an increase of 14%. This continued growth reflects strong student demand across CHSS programs and supports the division's ongoing investment in faculty and course offerings.

Strategic Enrollment Management

The Transfer SEM Committee will continue to operate as a unified committee to better support transfer students. Co-chairs Piper McCarthy, Paul Peeders, and Randi Ashworth are operationalizing the committee structure and aligning its work with transfer student success.

Writing Center

The Writing Center had a strong winter quarter, with data showing positive impact on student success in a critical gateway course. Students who used the Writing Center had an 84.5% success rate in ENGL 101, compared to 64.8% for similar students who did not, making them nearly 2.5 times more likely to successfully complete the course. Appointments nearly doubled year over year, with 145 appointments and 90 unique users in Winter 2026, up from 70 and 47 in Winter 2025. 100% of surveyed students said they would recommend the Writing Center to others.

Speak Out! Communications Club: Fuel Up & Finish Strong

The Speak Out! Communications Club, advised by Communication faculty Amy Anderson, hosted a finals week support event for students on March 18th. The event offered pizza and encouragement to help students push through the end of the quarter. Student-led initiatives like this reflect the kind of community building and peer support that strengthen student persistence during high-stress academic moments.

SCC Peace Institute: Fireside Chat with Chancellor Brockbank

The SCC Peace Institute, advised by Communication faculty Angela Wizner, hosted a *Students in Conversation* fireside chat with Chancellor Kevin Brockbank on March 4 in the SCC Lair Student Center. The event gave students direct access to the Chancellor in an informal setting, opening space for dialogue between students and senior leadership. The Peace Institute's programming continues to create meaningful opportunities for student voice and civic engagement on campus.

Econ Salon XXIV: Capitalism and Markets

CHSS faculty Geoffrey Bagwell (Philosophy) and Michael Buckley (Political Science) co-hosted the 24th installment of the Econ Salon series with Economics faculty Robin Henager and the Interim Business School Dean at Whitworth University. The event explored capitalism's strengths, weaknesses, and real-world impact on workers and communities, including the role of government in shaping markets, market power and externalities, and income and wealth inequality. The salon series brings faculty and community members together for substantive public dialogue on contemporary issues.

Poetry Month

The English Department, the Library Department, and Student Involvement and Diversity collaborated on a series of campus events celebrating National Poetry Month, including two community poetry readings (April 7 and 14) and an open mic event on April 21. These events build on the success of last year's series and continue to bring local literary voices into the SCC community.

World War II: Taking Historical Reality to the Tabletop

History faculty Stacy Kowtko presented "World War II: Taking Historical Reality to the Tabletop" at the SCC Library on April 21, in connection with the Table Top Role Playing Game Guild. The presentation explored how historical research informs tabletop role-playing game design, bringing academic content to a wider campus audience through a creative and accessible format.

Extended Learning & Workforce Initiatives**Rural Education**

The Rural Education department recently hired Alissa Underhill as a Tenure Track Biology Instructor based out of Colville. She brings a wealth of experience and knowledge of the area. She is passionate about educating our students and increasing access in rural northeast Washington.

Apprenticeships

April 27th to May 1st was National Apprenticeship Week. Kenna May and Carrie Bodnar traveled around the Spokane community to visit local partners and deliver SCC Apprenticeship swag in appreciation of their ongoing partnership with SCC.

Last academic year, Apprenticeship served 2,242 unduplicated apprentices. In Winter Quarter 2025, we launched our first non-construction apprenticeship program—meat cutting. If registered apprenticeship were a single college campus in Washington State, it would be the third largest. Additionally, for every \$1 invested in apprenticeship, there is a \$7.80 return for taxpayers.

ACT 2

The ACT 2 program is excited about our partnership this spring with Dry Fly Distilling. The course Whisk(e)y and World History, taught by Dr. Dan Bisbee, has proven to be a unique historical take based on Dr. Bisbee's research. This partnership has been a great opportunity for students to learn in community and be engaged in a full educational experience. Another new course, My Aging Fascia, taught by Patricia Benjamin, was well attended and gave students an inside look at fascia in the body, how it impacts health, and ways to maintain it. A pleasant surprise came from a course that has not been taught post-Covid, Intro to Android Smartphones, which was full this spring.

The ACT 2 winter programmatic meeting on February 27th included program updates, training on dementia, and accessibility efforts. Final winter FTE was 14.1 with 517 students taking classes. The ACT 2 Spokesman.com spring ad campaign maintained a strong performance with another 13% click through rate, performing higher than the 8-11% average. Spring registration kicked off February 24th with 225 students and 362 enrollments. Current fill rate (open seats/filled seats) is 76%.

Health & Environmental Sciences

On March 14 and 15, the Spokane Community College Surgical Technology program attended the 2026 Spring Surgical Technology state seminar at Yakima Valley Community College. The highlight was the “Scrub Bowl” which is the Surgical Technology version of a knowledge bowl. This was the 17th annual event for the state and the 15th year in which SCC participated. The SCC Surgical Technology second year students took 1st, 2nd, and 3rd places for the event. This marks the fourth year in a row that SCC has won the state championship and the first time in the history of the event that a single college has swept the top three spots.

Medical Assistants remain a high need in Spokane and surrounding areas. In fact, at a recent Spokane Valley Chamber event, it was noted by hospital CEO's as one of their top needs. SCC continues to work to meet the needs through recruitment of students into the program and by continuing to work on clinical partnerships. New partnerships have begun at Shriners's Children's Hospital and Plastic Surgery Northwest.

The Expanded Function Dental Assistant (EFDA) program has increased its cohort of students from 12 to 18 to accommodate the influx of those on the waitlist. Computers were updated in the last year to better help students and new dental chairs are being added spring or summer this year. Program Director Kammi Whitmire also completed curriculum changes that have brought the program up to an even higher standard. They removed one clinical and combined it with another which dentists had been asking them to do. They also added an ethics, diversity, and law course to the program in the first quarter. Finally, they updated course numbering and syllabi. The next accreditation visit will be in 2028, but the program director feels they have made wonderful progress in updating the program and accommodating students.

The Health Service Research Roundtable of Eastern Washington (HSRR) will be having another event on the afternoon/evening of April 22. The focus of this event is *The State of Public Health in Eastern Washington: Past, Present, and Possibility* and is being held at Gonzaga University. The Health and Environmental Sciences Division has been involved in the HSRR since its inception many years ago and continues to have representation on the steering panel as well as participation at community events. Participation is an ongoing process with meetings occurring throughout the year to plan several different community events. Evaluation surveys from those participating from the various colleges, medical schools, hospitals, and other community partners have indicated high satisfaction and an interest in continuing events in the autumn and spring.

In March, the Washington State Health Occupations Students of America (WAHOSA) State Leadership Conference was held in downtown Spokane. The conference brought in numerous high school students from around the state. Respiratory Therapy Program Director Toni D'Amato was a presenter for several of the 60-minute open sessions for students. Her presentation was “Breathing Life into Your Future: Exploring Respiratory Therapy as a Dynamic Career Path!” Faculty from Respiratory Care were also on hand for an interactive exhibitor booth during the day. Department Chair Clarissa Shearer also lent her expertise at the event, serving as a judge for one of the competitions, Medical Innovation.

Instructional Support Services

The Library piloted a daily low sensory hour during April by reducing overhead lighting to create a calmer study environment. Prior to dimming the lights, staff make an announcement to ease students into the

transition, and the change is also communicated through the Library's Instagram account. This initiative was developed in response to past feedback about harsh lighting contributing to headaches and discomfort. Staff observed a quieter, more relaxed atmosphere, and early student feedback has been overwhelmingly positive.

Throughout April 2026, SCC's Center for Inclusion and Diversity (CID), English Department, and Library collaborated on hosting three poetry-related events in honor of National Poetry Month. This was the second year in a row programming was created for Poetry Month. The first two events showcased the work of local poets Grace Applegate, AP the Warrior, Margaret Albaugh, and Spokane Poet Laureate Mery Smith, who read their own poems and then answered questions about writing poetry. These occurred in the library's Hagan Center space and [audio recordings are available](#). The third event was a student poetry open mic and featured catered lunch from De Leon's. All three events showcased a wide range of voices and ideas, and brought poetry to dozens of SCC students and employees in the audience. Poetry Month programming was collaboratively organized by Greg Bem, Tim Greenup, Debbie Joyner, and Elysee Kazadi.

The Tabletop Roleplaying Game Guild is a student group that meets in the SCC Library every week to engage in various campaigns, discuss roleplaying, paint minifigures, and more. At the request of student members within the guild, the library hosted SCC Historian and History Professor Stacy Kowtko, who designed and led the lecture, "World War II: Taking Historical Reality to the Tabletop." In this lecture, Professor Kowtko explored and explained the many contexts of learning about and considering gaming in the historical setting of World War II. Ethical considerations were addressed, practical recommendations were provided, and many student questions were answered. The [video recording is available](#) to view online. Many thanks to the attendees, including SCC President Jenni Martin and SCC Vice President of Instruction Jaclyn Jacot.

Science, Mathematics, and Physical Education

Kamilia Nemri, SCC Math instructor, her club co-advisor, Rabab Nemri-Weber, and the SCC Arab Culture club recently hosted the vibrantly successful Arabian Nights Event, celebrating Arab American Heritage Month. The program engaged approximately 200 students in an immersive cultural experience with authentic Arabic cuisine, music, traditional fashion, and dynamic performances including belly dance and the group dance known as Dabke. The audience brought remarkable energy, actively participating in dance activities, and a student-led fashion show highlighted the richness and diversity of Arab culture. The two-hour event fostered community, cultural appreciation, and meaningful student engagement.

SCC Biology instructor Suzanne Bassett (advisor) and the SCC Music Club recently performed at Spokane Health and Rehabilitation, bringing joy, smiles, and the opportunity to participate to residents with their program of singing and music. The club, created in 2024, is open to all students who enjoy playing music and/or singing at various local performances and group visits, with content varying depending on the availability of students and instruments. Bassett and her husband also represented the Spokane Figure Skating Club at the 2026 U.S. Figure Skating Adult Pacific Coast Sectional Figure Skating Championship in March, qualifying for the U.S. Adult Figure Skating National Championships in Duluth,

GA, in April, and joining 490 skaters (ages 21-85) from across the U.S. competing in 122 events with titles in 11 Championship events. Bassett and her husband won the bronze medal in the Championship Masters Pairs event, with a mention in the U.S. Figure Skating [article](#).

Biology instructor Trevor Kirby's review paper highlighting current methods the field uses to count bacteria and some of the current limitations as well as a proposal for a new DNA-based method with increased precision and accuracy was recently published in the Journal of Probiotics and Antimicrobial Proteins. An abstract regarding this topic was submitted to Probiota Americas, a major global conference that focuses on probiotics and the microbiome. Dr. Kirby's abstract was chosen as the highest rated industry-led abstract, and he received a Scientific Frontiers 2026 Industry Award for his contributions to the field. He also recently presented his research "Precise Quantification of Viable Probiotic Cells is Critical for Dose-response Relationships in Gastrointestinal Physiology, Where Microbial Viability Directly Influences Colonization Potential and Subsequent Health Outcomes" at the American Physiology Society Summit, an annual event that convenes thoughts of life science researchers, educators and students from around the world.

Technical Education

On March 4th, our annual hiring event was held from 8:00 a.m. to 12:00 p.m. in Building 28, bringing together 24 regional employers and all of Tech Ed's second-year students. The event provided employers with an opportunity to conduct on-the-spot interviews, encourage students to apply for open positions, and invite potential hires to tour their facilities. This dynamic exchange continues to strengthen regional interest in our graduates while fostering valuable partnerships between local industry and our programs.

The Trade Program Discovery Day was held on Wednesday, April 29 from 8:30 a.m. to 12:00 p.m. in the main gym on Spokane Community College's campus. This event represents a vital collaboration between Student Services and the Technical Education division, designed to engage prospective students in an immersive exploration of SCC's diverse trade programs. Participants had the opportunity to learn about all available programs and select their top two areas of interest for in-depth lab tours, where they experienced the physical learning environments, connected with faculty and current students, and participated in hands-on activities that help them assess their fit for the type of work. This initiative continues to be a key driver of full program enrollment and robust waitlists, reflecting strong community interest and demand for technical education at SCC.

Assessment Team

The Student Learning and Assessment Committee has completed the intervention phase of our Information Literacy Assessment Cycle. Our librarians, led by Melinda Martin, ran a workshop through the TLC for all faculty who are teaching courses that are mapped to Information Literacy. This workshop asked faculty to work on practical strategies for developing Information Literacy instruction in their classes. SLAC is currently in the process of communicating with faculty who are teaching courses mapped to Information Literacy during this current quarter about the assessment that they need to complete by the end of Spring Quarter. Finally, SLAC is beginning to prepare for the assessment of our Quantitative Literacy which will occur during the 2026/2027 academic year.

Teaching & Learning Center

The Teaching and Learning Center (TLC) collaborated with SFCC's Center for Engaged Teaching and Learning (CETL) to offer a full-day faculty event *Transformations and Eruptions: Navigating Difficult Conversations & Hot Moments in Our Courses*. On Friday, April 17, almost 120 faculty from both campuses learned from Dr. Tasha Souza about instructors' roles in addressing and preventing disruptive behavior. The afternoon's session included a presentation from SCC's student conduct team titled *Student Behavior & Students of Concern: From Classroom Response to Coordinated Support*. This event was supported by SCC's Student Services, SFCC's CETL, both campuses Equity, Diversity and Inclusion offices.

Student Services Updates

Admissions and Registration

The Registration office has created an [Annual Enrollment Form](#) that will make the registration process easier and more seamless for programs that require yearly enrollment. This updated form streamlines all the required information into a single, user-friendly format which helps reduce paperwork, minimize errors, and save time during enrollment periods. By simplifying this process, our registration team can focus on supporting students and making sure everything is ready for a great year ahead.

We have launched new student communications to better inform students of their academic progress. Students now receive proactive messages at key milestones, including a "You're Over Halfway There" notification at approximately 60% completion with an estimated graduation term, and a graduation status update at 80% completion indicating remaining requirements or eligibility to graduate based on current enrollment. These communications also outline next steps, such as the option to opt out of graduation and the ability to request a Washington State High School Diploma when applicable. This initiative required extensive cross-team collaboration, including complex query development, data validation, and testing. Special thanks to Associate Registrar Marissa Lock, Enrollment Communications Consultant Mindy Jones, and Business Systems Analyst Joshua Temple.

With Winter 2026 graduation, Transcripts expanded automatic conferral from one term certificates (complete Fall 2025) to all certificates while simultaneously awarding over 500 degrees and certificates to students who applied for graduation. As a result, students no longer need to apply to graduate from certificate programs, and embedded certificates are now automatically awarded as students progress through their degree programs, ensuring accomplishments are recognized as they are earned. Testing for automatic degree conferral is planned to begin in Spring 2026. This shift removes administrative barriers, supports more equitable outcomes, provides earlier visibility into graduation status, encourages continued progress, and helps ensure no credential goes unrecognized, with the goal of honoring both student achievements and the work of faculty and staff across campus.

Counseling

Faculty Alert – Winter Quarter 2026 Summary

During Winter Quarter 2026, faculty submitted 246 student alerts through the Faculty Alert system. Each alert was reviewed and addressed by the Faculty Alert Team, a cross-functional group of employees dedicated to early intervention and student support.

For every submission, team members acknowledged receipt with the reporting faculty member and conducted timely outreach to the identified student. Outreach efforts focused on assessing student needs and connecting them with appropriate campus resources and support services.

Key Outcomes:

- Timely intervention: All submitted alerts received follow-up, ensuring that student concerns were addressed promptly.
- Improved student support: Students were connected to relevant academic and support resources, helping address barriers to success.
- Strengthened communication: Faculty received confirmation and closure on submitted alerts, reinforcing confidence in the process.
- Student retention focus: Proactive outreach reduced the likelihood of students disengaging or “falling through the cracks.”

The Faculty Alert system continues to serve as an important mechanism for identifying and supporting students in need, reinforcing the institution’s commitment to student success and retention.

EdSights

The “Skitch” textbot, powered by EdSights, continues to serve as a key student engagement and support tool.

During Winter Quarter 2026, the chatbot fielded 844 student questions, contributing to a 95% student opt-in rate and a 60% engagement rate. Over the past 12 months since implementation, the platform has facilitated 37,805 student text interactions, demonstrating sustained and scalable student usage.

Student inquiries reflect a wide range of academic, financial, and wellness needs, providing valuable insight into areas where students most frequently seek support.

Top Student Inquiry Themes:

- Financial assistance and financial aid timing
- Academic support and tutoring resources
- Mental health and stress management
- Registration timelines and processes
- Academic calendar and key term dates
- Student involvement and campus engagement opportunities
- Admissions advising and appointment scheduling
- Wellness resources and services

Key Outcomes:

- High adoption and engagement: Strong opt-in and engagement rates indicate widespread student acceptance of text-based support.
- Real-time student insight: Inquiry trends provide actionable data to inform service delivery and communication strategies.
- Improved access to support: Students receive timely, accessible guidance on critical topics, reducing barriers to information.

- Enhanced student experience: Proactive and responsive communication supports student success, persistence, and connection to campus resources.

The continued growth in usage highlights the effectiveness of this tool in meeting students where they are and responding to their evolving needs.

New Student Orientation – High School Orientation Day Summary

On April 29, Spokane Community College hosted the Sasquatch Experience, its largest new student orientation event in recent history.

Approximately 170 high school students representing more than 10 regional schools participated in the 3.5-hour on-campus program. The event was designed to introduce prospective students to the college environment, academic offerings, and student support services while reinforcing the institution's welcoming and student-centered culture.

The event was successfully executed through the coordinated efforts of more than 50 faculty and staff members. Employees supported a range of functions including event setup, student registration, campus tours, program facilitation, and hospitality services.

This event builds on the successful reintroduction of in-person orientations in the previous year and reflects continued growth in outreach and onboarding efforts. With peak orientation season approaching in spring and summer, the college is well-positioned to further strengthen engagement and support for incoming students ahead of the fall quarter.

Customer Relationship Management (CRM)

CRM Staff Update

Congratulations to Mindy Jones on her position reallocation to Communications Consultant 3 - Enrollment Communications Consultant.

CRM Presentation to All Classified Staff

On April 3, CRM updates were presented to SCC Classified Staff in a session facilitated by district leadership. The update highlighted how CRM work is expanding beyond inquiry and recruitment to include a stronger focus on student retention. View the [slide deck](#) on SharePoint.

Supporting Students at Key Moments

CRM has been **improving communication tied to the Student Update Form**, often used when students request a program change. In collaboration with Admissions & Registration, enhanced CRM integration now includes expanded use of ctcLink Service Indicators, enabling more precise, conditional messaging. This allows students to be connected with Pathway Specialists, helping them pivot efficiently while minimizing lost time, funding, or academic momentum.

Proactive Degree Completion Messaging

Another major area of development has been the implementation of **auto-conferral** communications, led by Marissa Lock and Mindy Jones. This work shifts communication from a reactive to a proactive model, engaging students at key milestones throughout their journey toward program completion.

Rather than waiting until students reach the end of their program, messaging now supports students who are mid-program, nearing completion, or experiencing delays in progress toward completion. These

communications provide timely guidance while also supporting the automation of degree and certificate awarding within the CRM, improving both student experience and operational efficiency. Related work is also underway to develop targeted communications for reverse transfer audiences as part of the broader degree completion strategy.

Improving Access: Online Competitive Applications Update

Selective and competitive program applications have been fully transitioned from paper to online workflows within the CRM. All eight programs are now live online, improving consistency and student experience. Features include:

- Standardized referral forms provide a consistent method for evaluating applicant core competencies, strengths, and areas for growth
- CRM-based interview scheduling enables applicant self-scheduling with automated confirmations, reducing manual coordination
- In this first phase of implementation, the focus has been on building a full student-facing application experience (applications, referrals, interview scheduling, decision delivery, orientation registration, and communications) while also meeting WCAG 2.1 accessibility requirements. As a result, internal application review management enhancements (ARM/ART) are not yet available and are currently on hold pending leadership review of potential CRM functionality migration to ConexED as part of broader system integration planning.

Building Momentum from Day One

The Sasquatch Experience is fully supported within the CRM, integrating event registration with targeted onboarding communication workflows. This allows for a coordinated new student experience from the moment of application through early engagement touchpoints. The goal is to ensure students feel informed, connected, and supported from the start of their academic journey, strengthening early persistence and engagement.

Expanding Support to Rural Centers

CRM support has expanded to SCC Rural Centers staff through onsite training and ongoing collaboration focused on building targeted campaigns, using conditional content to make all-student emails more relevant for rural students, and strengthening enrollment outreach efforts.

Text Messaging (SMS) Compliance Update

Ongoing adjustments to **A2P 10DLC federal regulations** are impacting the approval of new texting inboxes due to stricter privacy requirements. Existing inboxes remain operational. A new SMS Terms & Conditions webpage has been created, and compliance documentation has been submitted to our vendor as part of moving the approval process forward.

Ever-Changing Technology: ConexED Campus Preview Day

SCC is planning a *ConexED Campus Preview Day* on June 23 in partnership with SBCTC, Jobs for the Future (JFF), and ConexED. This campus engagement opportunity will highlight early platform functionality, including advising scheduling and student communications, while providing opportunities for faculty and staff to offer feedback on priorities and next steps. The event is designed to build awareness, support adoption, and help guide future phases of implementation in alignment with student and Strategic Enrollment Management (SEM) priorities.

To learn more about work being done in SCC's CRM, [view our SharePoint page](#).

Disability Access Services

DAS is continuing to enhance student engagement through a series of student coaching workshops on topics such as notetaking skills development, strategies to manage test anxiety, self-advocacy and communicating with instructors, self-care and study skills, accessibility hacks, transition to career, and navigating accommodations. Most recently, DAS offered a “built in accessibility tools” skills workshop in partnership with the Center for Inclusion and Diversity.

The faculty/DAS work group that began meeting in January continues to meet with a focus on bolstering accommodation implementation partnerships by identifying barriers to accommodation implementation and developing targeted resources to assist students and faculty with accommodation implementation.

Spring Quarter Data:

| Measure | Spring 2026 |
|---|--------------------|
| Total accommodation letters sent | 1299 |
| Number of SCC classes with at least 1 student with accommodations | 700 |
| Number of instructors with at least 1 student with accommodations | 230 |
| Number of students with active accommodations | 382 |

Financial Aid and Workforce Transitions

During Spring Quarter 2026, the Financial Aid Office served a total of 4,143 students, providing critical financial support to promote access, persistence, and completion. Through a combination of federal, state, institutional, and private funding sources, students were able to offset the cost of attendance and continue progress toward their educational goals.

Federal and state grant programs remained the primary source of support for many students. A total of 2,542 students received Pell Grant funding, totaling \$5,050,689, while 2,781 students benefited from the Washington College Grant, with awards totaling \$3,760,817. These programs continue to be foundational in reducing financial barriers for low- and middle-income students.

In addition to grant aid, student loans continue to play a role in financing education for some students. During the quarter, 1,405 students utilized Subsidized Direct Loans totaling \$1,358,609, and 1,398 students accessed Unsubsidized Direct Loans totaling \$1,952,041. A smaller number of students, 52 in total, utilized Alternative Loans/Parent Plus, receiving \$216,349.

Workforce and targeted support programs also contributed to student success. Through the Basic Food Employment and Training (BFET) program, 214 students received \$205,821 in support. Additionally, 55 veteran students received \$90,510 in educational benefits.

Scholarships remain an important supplemental funding source. A total of 471 students received \$224,223 in outside scholarships, while 161 students were awarded \$112,784 through the Spokane Colleges Foundation.

Overall, these figures reflect the comprehensive and layered approach to financial aid where many students rely on multiple funding sources to meet their educational expenses. The Financial Aid Office

remains committed to improving access, streamlining processes, and ensuring timely delivery of aid in support of student success.

Global Education

Global Education at Spokane Colleges continues to see strong growth and momentum in both international student enrollment and study abroad opportunities.

International Student Enrollment: This Spring Quarter, Spokane Colleges welcomed 27 new international students representing Brazil, Canada, China, India, Japan, Kenya, Malawi, Vietnam, and Zimbabwe. Our total non-duplicated international student headcount for Spring Quarter is 201 students, reflecting continued success in recruitment and retention efforts.

New International Transfer Pathway: Spokane Colleges has finalized an official transfer agreement with York St. John University in York, England, establishing a new international 2+2 transfer pathway for students.

This partnership provides a streamlined route for students who complete an associate degree in ***Fine Arts at SFCC, or Business at SFCC or SCC***, to continue their education abroad. Students can transfer their credits directly to York St. John University and complete a bachelor's degree in their respective field.

To introduce this exciting opportunity, a Zoom information session for students and faculty will be held on May 20 at 9:30 a.m.

Study Abroad Programs: We currently have one student participating in the Washington Community College Consortium for Study Abroad (WCCCSA) study abroad program in Berlin, Germany with 21 students participating from Washington's community and technical colleges. Our Study Abroad Manager, Carolin Gipple, is also on-site serving as the WCCCSA program lead, and all participants thriving both academically and culturally!



Multicultural Student Services

Multicultural Student Services (MSS) continues to advance Inclusive Excellence by strengthening campus climate through targeted learning and development opportunities for students and employees.

Student Impact: Increasing Diverse Representation & Empowering Student Leaders

MSS staff, Debbie Joyner, Multicultural Programs Supervisor, and Elysée Kazadi, Retention Specialist, presented at the First Annual ShadeMakers Conference hosted at Gonzaga University, engaging close to 200 high school and college students from across the region.

Their session on Courageous Leadership, drawing from Brené Brown's *Dare to Lead* framework, guided participants through identity, values exploration, self-reflection, and leadership development. This engagement:

- Increased SCC's community presence
- Expanded access to leadership development opportunities for prospective and current SCC students
- Reinforced MSS's commitment to cultivating students as leaders and contributors beyond the classroom.

Employee Impact: Campus Climate and Professional Development

Findings from SCC's 2025 Listening & Feedback report, facilitated by Rooted in Love, identified key institutional priorities for students and employees including:

- Strengthening cultural empathy
- Improving humanizing connection
- Advancing sense of belonging

In response, Multicultural Student Services is addressing the findings with targeted, skill-based professional development opportunities with the goal of empowering employees with the knowledge and skills to effectively and compassionately work alongside each other in support of our students.

- **Keep Washington Working Act: From Policy to Practice**

In partnership with Human Resources and District Security, this training addressed employee feedback requesting clearer guidance on policy implementation and provided a safe space for participants to ask questions pertaining to student and employee safety. This training was offered to bridge the gap between policy knowledge and day-to-day practice, reinforcing both compliance and culturally responsive practices.

- **Managing Civil Discourse Learning Series**

This five-session workshop series equipped employees with practical tools to navigate complex conversations using frameworks such as Nonviolent Communication and Crucial Conversations Model. The series directly addressed feedback about communication challenges and workplace climate and empowered employees to engage in conflict in ways that center relationships, empathy, and clear communication.

These efforts reflect an intentional shift from institutional awareness to action and implementation that align with state requirements (RCW 28B.10.145 and RCW 28B.10.147) while remaining grounded in the lived experiences and expressed needs of Spokane Colleges students and employees.

Northern Counties

On March 11, Rhonda Quandt, SCC Newport Center Manager, and Carmen Harpham, Rural Education Office Manager, attended the Women in Leadership community event. The discussion centered on strategies to increase the number of women in corporate leadership roles, address ongoing gender-related challenges, and foster healthier, more inclusive business environments.

On March 27, Kerrin Langford, Rural Pathway Specialist, and Rhonda Quandt, SCC Newport Center Manager, participated in the People Connections Recovery Café PREE Program event. This program supports individuals in building essential skills, pursuing education, and preparing for meaningful opportunities that promote personal stability. Kerrin and Rhonda shared insights on how to complete a

GED or High School Diploma through SCC and highlighted additional programs and services available at the Colville Center.

SCC Colville and SCC Newport were excited to host the Vet Mobile at both our locations. The Mobile Vet Centers (MVC) are fully equipped units that offer private, confidential counseling spaces and allow staff to access secure records through an encrypted connection. MVC staff provide outreach and support to eligible Veterans, active-duty service members—including National Guard and Reserve—and their families. During their visit, the team offered a wide range of services, including:

- Information on Veterans' benefits
- Assistance with VA disability compensation, medical benefits, and burial benefits
- Counseling and readjustment support
- Referrals to additional resources
- Answers to questions regarding earned benefits

The visits were well-received, and we look forward to continuing this valuable partnership to better serve Veterans in our rural communities.

On March 19, the SCC Colville Center hosted its third annual High School Welding Competition, welcoming 42 students from nine high schools. This event continues to strengthen our partnerships with local industry and highlight the high-quality training offered through our Industrial Training Center. Industry partners—including representatives from local manufacturers and lumber companies—served as judges and generously contributed prizes for participating students. Their involvement underscores the strong community and industry support behind this growing event. The competition not only showcases our facilities and instructional programs but also serves as an effective recruitment opportunity and a way to deepen relationships with area high schools. Due to the success of prior events, we were excited to welcome students from as far as Moses Lake this year.

This spring, all four of our rural Centers—Colville, Inchelium, Newport, and Republic—successfully hosted Running Start Nights and College Information Nights, generating strong interest from prospective students and families throughout the region. Each Center reported enthusiastic participation, with attendees eager to learn about Running Start, workforce programs, financial aid, student support services, and the variety of pathways available through SCC. These events created valuable opportunities to answer questions, guide families through next steps, and showcase the personalized support our rural Centers provide. The excitement and turnout at all locations reflect growing community engagement and highlight the continued demand for accessible higher education options in our rural service areas. These outreach efforts are already contributing to increased inquiries and new student enrollments for the upcoming academic year.

Outreach and Dual Enrollment

Since April 1, Sasquatch One Stop (SOS) received 2,134 calls through our switchboard and responded to about 3,598 questions across phone, email, in-person visits, and Chatbot messages. The majority occurred during the first week of the quarter, when 1,423 inquiries were managed and 677 phone calls were received over that five-day span.

Student Success Story: Meg's Path to the Automotive Collision & Refinishing Technician Program

When Meg first walked into WorkSource Spokane, she was simply looking for support with her job search. What she didn't expect was to discover a pathway that aligned perfectly with her creativity, her hands-on talent, and her lifelong love of cars.

While browsing the Spokane Colleges marketing materials in the lobby, Meg mentioned that she was artistic, good with her hands, and came from a family passionate about repairing cars. As we talked more, her excitement was unmistakable — especially when the conversation turned to anything automotive. It was clear that her interests weren't just hobbies; they were part of who she is.

Together, we explored the Automotive programs at Spokane Community College. The moment she learned about the **Associate in Applied Science – Automotive Collision and Refinishing Technician** program, something clicked. This was the program that blended her creativity with her technical skillset, and she knew it.

From there, Meg jumped in with both feet. We completed her Spokane Community College application, then moved on to the FAFSA.

Meg met with Brian Brandli, Workforce Recruitment Manager, and they walked over to the Automotive Collision and Refinishing building to meet Steve, the program instructor. The connection between them was instant. Steve's enthusiasm for the field matched Meg's passion and seeing them talk shop confirmed that she had found the right place.

Meg received her list of Spring quarter classes — and the rest is history. She is officially enrolled and began her coursework this Spring.

Meg's journey is a powerful reminder of what can happen when someone's passion is matched with the right opportunity. Brian is grateful to have played a part in helping her take this next step, and he looks forward to staying connected as she moves through the program and into a career that truly fits her.

Student Life and Student Government

Student Life has made strong progress this quarter in strengthening student engagement, improving internal collaboration, and supporting student-led initiatives across campus.

One notable operational accomplishment we are looking forward to is moving forward on the purchase of a golf cart using remaining funds from a previously approved vehicle line item. The Associated Student Government (ASG) voted to approve this purchase last week, allowing us to enhance event logistics and campus support in a cost-effective way.

We have also prioritized improving collaboration across Student Life functional areas, including ASG, Events, the Game Room, and Media. These teams are now working more intentionally together to streamline communication and reduce duplication of effort. For example, a Media student now regularly attends the weekly events meeting to support the development of promotional materials, including flyers and posters. Additionally, students created a shared Teams workspace to exchange ideas and coordinate efforts more efficiently. Early results show faster turnaround times, improved visibility of events, and stronger cross-team engagement.

Operational improvements continue within our spaces as well. The Game Room now includes a lockable cabinet to better secure equipment and accessories. We are also working closely with the CRM team to streamline our biweekly student newsletter, with a focus on consistency, clarity, and increased student engagement.

Student programming remains vibrant and impactful:

- Student Life hosted a **Club Info Fair** in mid-April, featuring more than 20 clubs. The event provided an excellent opportunity for student organizations to connect with peers, promote their missions, and recruit new members.
- The **Arab Club's annual Arabian Nights** event welcomed over 100 attendees and showcased cultural celebration through national dishes, performances, henna art, and a student-led fashion show.
- The **Engineering Club**, inspired by last year's National Robotics Competition, partnered with the Tech Ed Department to host SCC's first robotics competition. The event included participation from regional colleges as well as local middle and high schools. While five robots competed this year, there are plans to expand significantly in the future.
- Members of **Phi Theta Kappa (PTK)** traveled to Lacey, Washington, where two SCC students were recognized at the All-Washington Academic Team Ceremony for their academic excellence.
- The **NASO Club** attended the Gathering of Nations in Albuquerque, New Mexico, where students engaged in both cultural experiences and a conference, deepening their learning and connection to community.

Staffing has also been a highlight this quarter. Greg McGuire has been serving in a temporary capacity and has made an immediate and meaningful impact. Drawing on his prior experience, he has helped streamline processes, enhance event visibility, and build strong rapport with students.

On the administrative side, the Services and Activities (S&A) budget was finalized and submitted smoothly. We also completed our fall work-study hiring process, with an exceptionally strong applicant pool. We completed the largest Student Life student staff hiring process to-date for Fall 2026. Applications increased from 24 last year to 64 this year, reflecting stronger cross-department collaboration and growing student engagement. We anticipate onboarding 36 student employees this fall and are planning a robust summer training program to ensure they are well-prepared and engaged in their roles.

The Student Conduct Department notified faculty of enrolled Level 2 and 3 Registered Sex Offenders (RSOs), including guidance on WAC requirements to support compliance and campus safety. The department also delivered a 90-minute training at SFCC's All Staff & Faculty meeting on conduct processes, expectations, and reporting procedures. As of April 29, the office has received 35 reports, including 22 involving alleged conduct violations.

Finally, commencement planning is well underway. We look forward to celebrating our graduates and appreciate the Board's participation in this important milestone. Over the past month, Student Life has made significant progress in both commencement planning and student staffing initiatives.

Commencement coordination has supported hundreds of graduating students across the General, ABE, and Rural ceremonies. Efforts to improve transparency (including updated webpage information and targeted CRM email campaigns to eligible graduates) have helped reduce confusion around ceremony details and cap-and-gown pickup.

Workforce Development Updates

April demonstrated strong momentum in program delivery, employer engagement, and system development. Workforce Training & Continuing Education continues to expand access, strengthen partnerships, and align programming with regional workforce needs while building the infrastructure necessary for long-term growth and sustainability. Recent grant awards, national applications, and innovation efforts further position Spokane Colleges as a state and national leader in workforce development.

Top 3 Wins

- **Statewide Leadership & Grant Success**

Awarded a \$100,000 Perkins Special Project Grant to lead a five-college consortium developing recommendations for Workforce Pell implementation in Washington State.

- **Strong Employer Alignment & Job Placement Outcomes**

Bio-Manufacturing program continues to deliver results with the fourth cohort graduating in April and strongest employer feedback to date; regional employers identified clear skill priorities to guide programming.

- **Rising National Visibility & Strategic Positioning**

Applications were submitted for inclusion in two national cohorts. The first was to New America, focused on career services capacity building at both colleges. The second was to the Complete College America organization to have a team participate in an AI work session to assist us with governance and to recommend policy creation for faculty, staff and student use at our colleges. We had faculty and staff participants from each college at the Microsoft Elevate AI project convening in Redmond, WA in late April. Spokane is one of 10 colleges chosen to work with Microsoft on AI professional development. All of these projects position Spokane Colleges for future funding and leadership in workforce innovation.

Grants, Innovation & Strategic Initiatives

- **Perkins Special Project Grant (\$100,000)**

- Awarded by the State of Washington through the SBCTC to lead a statewide consortium including Peninsula College, Renton Technical College, South Puget Sound College, and Olympic College
- Focused on gathering data and developing recommendations for Workforce Pell implementation in Washington State

- **Strengthening Community Colleges Round 6 Statewide Grant** work is continuing. This work is being led by Bellevue College for the U.S. Department of Labor. The grant is due in late May and requires 17 colleges to participate in order to be considered for funding. SFCC's focus is on information technology, while SCC's focus is pm manufacturing and technical skills.

- **Artificial Intelligence & Innovation (Microsoft Elevate Grant)**

- SFCC and SCC team members participated in a **Microsoft-hosted session in Redmond (April 29)** that focused on practical implementation of AI in workforce education and training
- **National Cohort Applications & Visibility**
 - Submitted application to the **New America Work-Based Learning Cohort** (only six colleges selected nationally)
 - Developed collaboratively with Greater Spokane Inc. and Spokane Workforce Council
 - Applied to participate in the **Complete College America AI Summit** (Chicago, June)
 - Participation in national cohorts strengthens Spokane Colleges' profile and increases access to **external funding and strategic partnerships**

Program Development & System Growth

This quarter reflects strong progress in building a responsive, scalable workforce training system:

- Expansion of short-term, open-enrollment programs aligned with regional demand
- Increased alignment between noncredit and credit pathways to support student progression
- Ongoing participation in the Credit for Prior Learning (CPL) framework to better connect workforce experience to academic credentials. Members of the Workforce Training team are serving on the district wide group (faculty, staff, administrators) receiving technical assistance from SHEEO.

Emerging & Strategic Initiatives

- **CDL Program (Spokane & Colville)**
 - We have worked out an agreement with Ryder Trucks to rent semi's from them until we can find a source to purchase new trucks for Spokane.
 - Re-Launch in Spokane planned for Summer 2026
 - Fall 2026 launch planned for Colville is dependent on state approval for the driving range area near the Colville campus.
 - Focus on rural access and addressing critical workforce shortages
- **Healthcare Programming Expansion**
 - NAC Bridge recertification underway
 - Growth in phlebotomy and medical pathways
 - Focus on increasing lab and clinical capacity
- **Rutgers Student Voice Initiative**
 - Enhancing program design through student feedback
 - Strengthening equity and accessibility for workforce learners

Employer & Industry Engagement

Significant continued progress was made in strengthening employer partnerships and aligning training with workforce needs:

- Co-hosted an Advanced Manufacturing Sector Forum which was led by WorkSource. This is the start of a strategy to have the workforce system host different employer sectors in a coordinated way in our region. The vision for this work is beyond a "advisory" committee model with the goal of moving into a more integrated employer/college model that ensures Spokane College graduates are the best skilled individuals for local employers.
 - Regional employers including Wagstaff, ASCMT, Colmac, Tate, Multifab, and others
 - Key workforce needs identified: professionalism and durable skills

- Follow-up employer questionnaire in development
- Industrial Electrical Employer Group
 - Six electrical employers attended in collaboration with Alliance Manufacturing.
 - Validated that short-term entry-level training will meet immediate employer needs.
- Targeted Employer Outreach & Partnerships in April
 - Darigold: Exploring partnerships; identified emerging demand for certified boilermakers due to potential legislation
 - Solstice: Expanding workforce; open to tours, classroom engagement, and hiring pipelines
 - Tate Technology: Future partnership opportunities through tours and engagement
 - McKinstry: Collaboration discussions following hiring event participation
 - ALK (Post Falls): Facility tour and partnership exploration
 - Wagstaff: Hosted student-inclusive tour with WorkSource and Goodwill

Program Activity & Student Impact

- Presentations delivered to East Valley High School students highlighting grant programs and career pathways
- Classroom visits to Future Ready Spokane and Construction & Welding programs throughout the region.

Strengthening Community College Grant (Round 5)-WA Advanced Manufacturing Coalition

- Year 2 of this grant has begun.
- 94 participants actively engaged and enrolled. Our goal for the year ending 1/31/2027 is 225.
- SCC5 Grant meetings with World Relief, and Goodwill to discuss the grant and support services for grant participants.

Community Engagement & Outreach

- Participation in Spokane County Career Expo (WorkSource partnership)
 - Showcased Workforce Training & Continuing Education programs and both colleges workforce related programs
- Had an information table at the Greater Spokane Valley Chamber After 5 Event in Building 28 at SCC's campus.
- 509 Leadership Event at Greater Spokane Inc.

Regional Leadership & Visibility

- Hosting the State's Workforce Education Council (WEC) May 7 & 8 at SFCC.
- Supporting the Baccalaureate Leadership Council (BLC) meetings on May 6-7 at SFCC.
- SkillsUSA State Engagement
 - Participated in the Washington State SkillsUSA Tournament (April 16–18)
 - Event engaged over 3,000 high school students in CTE competitions
 - Exploring opportunity to host the tournament in Spokane in 2028

Enrollment Snapshot for the Service Employees International Union (SEIU) grant for March and April.

- Spokane: 397 trainees, Kent: 293, Yakima: 270, Seattle: 180, Lakewood: 178, Everett: 146, Pasco: 125, Des Moines: 115, Lacey: 75, Walla Walla: 74, Colville: 64, Raymond: 59, Wenatchee: 59.
 - An increase of 30%

Key Challenges

- Limited lab and instructional space impacting program expansion
- Staffing capacity and operational alignment across a growing portfolio

PRESIDENT'S REPORT
SPOKANE FALLS COMMUNITY COLLEGE

Presented by: Patrick McEachern
Interim President, SFCC
May 19, 2026



Spokane Falls Community College Board of Trustees Meeting—May 2026

President's Report

As we approach the close of the academic year and look ahead to commencement, SFCC continues to make steady progress on the priorities I outlined at our fall convening. Those priorities included achieving our enrollment targets, strengthening budget strategy and transparency, and sustaining momentum in areas where strong work is already underway, including Guided Pathways, college culture, and our participatory governance structure.

Spring Enrollment

Spring enrollment continued the pattern we have seen throughout the year, with International and Running Start enrollment exceeding both target and prior year levels, while State Support came in slightly below target. We finished the quarter with 1,090 FTE and a headcount of 4,289.

International enrollment finished the quarter at 26.4 FTE compared to a target of 3.9, or 676 percent of target. Running Start enrollment totaled 254.9 FTE against a target of 245.3, reaching 104 percent of target. State Supported enrollment finished at 821.9 FTE compared to a target of 829, or 99 percent of target.

Budget Strategy and Transparency

Over the past several months, we have taken deliberate steps to increase budget transparency and improve shared understanding across the college. I released a series of college wide emails outlining changes to the allocation model, including an overall summary and a clear explanation of each component. In addition, I held an all-college budget meeting focused on building shared understanding of our revenue sources, major expense categories, the new allocation model, and the financial challenges facing SFCC.

We shared this information with our budget governance committee and asked for their input on potential approaches to addressing the budget deficit. Budget Governance has since developed three budget focused questions to survey the campus community. They are seeking broad participation as part of our participatory governance process. Once feedback is collected, Budget Governance will compile and



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summarize the responses and share the results with Governance and Cabinet for review and consideration.

We also committed to providing meaningful budget updates at each all-college meeting, using real numbers that align with where we are in the budget planning process.

Given the significant financial challenges facing the college, including a structural spending deficit, changes to the allocation model, the unfunded portion of COLAs, and a legislative cut, we took substantial action in the budget development process for FY27. The proposed FY27 budget reflects reductions of more than \$1.5 million.

Nearly every unit across the college reduced goods and services, resulting in total reductions of \$736,609. We also reviewed every known and planned vacancy across administration, exempt, faculty, and classified staff, and made the decision not to fill positions where possible, generating \$577,958 in savings. In addition, we identified operational efficiencies and captured temporary salary savings totaling \$215,942.

As we look ahead to the next academic and fiscal years, we will continue to closely evaluate spending and prioritize investments in programs and services that generate FTE while maintaining our commitments to transparency and shared governance.

Instructional Leadership Restructuring

A significant component of the FY27 salary savings comes from changes to the instructional leadership structure. These changes were driven by a combination retirements within the dean team and the need to reduce ongoing administrative costs while preserving instructional stability and support.

Beginning in March, we shared a proposed instructional leadership model with the campus and intentionally built in multiple opportunities for input before making any final decisions. Engagement included an all college listening session with more than 100 participants, division specific listening sessions with approximately 40 participants, and a feedback survey that generated 36 submissions. We carefully reviewed all feedback and shared a summary of common themes with the campus prior to finalizing the decision.

Feedback reflected broad understanding of the financial pressures facing the college and general support for prioritizing administrative reductions as part of the solution.



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Many respondents voiced confidence in the continuity provided by experienced, known leaders and expressed optimism that the revised structure could strengthen collaboration across programs. The most consistent concerns focused on dean workload, potential burnout, division size, and implementation details, particularly related to supervisory structure and staff support.

After reviewing the feedback and weighing the benefits and challenges, we moved forward with the proposed model. The structure combines Humanities and Social Sciences with Visual, Performing, and Applied Arts under the leadership of Dean Ashley DeMoville, supported by a new assistant dean. The interim structure in Business and Workforce Development and Community Health and Education was made permanent under the leadership of Dean Chris Pelchat. The STEM and Connected Learning divisions remain unchanged.

Deans DeMoville and Pelchat were actively involved in shaping the proposal and in discussing workload expectations and support strategies. Implementation considerations raised during the listening sessions are being addressed directly by the affected deans as the structure is put in place.

This restructure allows the college to reduce long term salary costs while maintaining experienced instructional leadership and minimizing disruption to students, faculty, and staff. It represents a key element of the broader budget strategy focused on long term financial sustainability.

Sustaining Momentum: Guided Pathways

The college continues to make steady progress in Guided Pathways and has submitted a high-level implementation plan to the State Board for Community and Technical Colleges outlining priorities for the next phase of this work. The plan focuses on three core areas: strengthening career exploration and intentional supports for career and transfer, increasing the success of first term students, particularly those earning GPAs between 1.71 and 1.99, and improving student learning through strengthened course learning outcomes assessment.

These priorities are a deliberate effort to stay focused on areas with the greatest potential impact. The plan builds on existing structures and tools already in place, including First Year Experience coursework, Career Services, our Center for Engaged



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Teaching and Learning (CETL), faculty led course learning outcomes work, and current data platforms.

Our proposed goals and strategies were shared for feedback at a statewide Guided Pathways retreat. We received detailed feedback that validated the overall direction of the plan while also identifying opportunities to strengthen execution. In particular, reviewers noted that the plan centers on the right student success priorities and that the targeted approach to first term students in the 1.71 to 1.99 GPA range provides a clear and actionable entry point for intervention.

The feedback also highlighted areas where the plan can be strengthened as we move into implementation. These include sharpening the definition of the core problem or problems we are trying to solve, tightening the connection between strategies and outcomes, and strengthening measurable targets, timelines, and review points.

We are currently reviewing the feedback and working with the leadership team to refine the plan, clarify measures, and identify next steps for implementation. This work will position SFCC to move from high level planning to execution while maintaining focus on student success, equity, and continuous improvement.

Student Affairs

Submitted by: Dr. Jim Mohr

What's New in Student Affairs

This report includes a small change in how we will be sharing updates from Student Affairs. In addition to our Department Spotlight, which provides a deeper review of one area of Student Affairs, we are now including brief updates from all the departments.

This new approach helps provide a more complete picture of the work happening across our division while allowing us to highlight one program in greater detail. The report reflects the many ways our departments are supporting students throughout their educational journey.

Department Spotlight: Student Leadership Programs and Student Government



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By Andrew Perera

Growth, Competency, and Building Systems

The 2025/2026 academic year began with our Associated Student Government seeing many changes in department leadership and in its membership. The team faced a period of uncertainty as leadership changes and shifting membership disrupted routines, roles, and trust built over time. New leaders had to find their footing, while incoming and remaining members worked to understand one another's strengths and expectations. The team responded by recommitting to open communication, shared goals, and mutual support. By acknowledging challenges rather than avoiding them, the group rebuilt cohesion, strengthened resilience, and developed a renewed sense of purpose. As a result, the team emerged from this uncertainty not only more unified, but also more adaptable and ready to learn, grow, and succeed together.

The department hired Dr. Andrew Perera as the new Manager of Student Programs and advisor for the Student Government in February of 2026. Andrew has worked hard to ensure that he hit the ground running and provided much needed direction and stability to ASG. Our intention is to continue to develop the ASG in terms of professionalism, capacity, competence, and experience in order to produce the highest caliber of student leaders for our community.

Andrew brought energy to the team at a pivotal moment, pairing enthusiasm with a clear commitment to growth and development. He introduced much-needed training that strengthened both confidence and capability, while creating space for team members to explore and practice leadership in meaningful ways. Through coaching, feedback, and intentional conversations, Andrew has begun to help individuals recognize their strengths and clarify where they could have the greatest impact. By guiding the team in identifying core competencies to focus on, he established a shared direction that aligned personal development with collective goals, leaving the team better equipped, more motivated, and ready to lead with purpose. We are incredibly proud of how much our student leaders have learned.

We are also excited to announce that our previous Office Manager for the Dean of Students, Shelli Cockle, will be stepping into a new role as the Student Leadership Supervisor. The Student Leadership Supervisor works under the Manager of Student Programs to support and advise student leaders in planning, funding, and executing leadership programs and student-funded events across campus. The role supports daily operations of the Office of Student Leadership Programs and Student Government, including oversight of Associated Student Government, student clubs and organizations, and related programs and facilities. Key responsibilities include advising on event planning, budgeting, travel, risk management, and policy compliance; supervising and training student work-study leaders; managing budgets and financial transactions; coordinating leadership training and conferences; and maintaining communication tools such as calendars, newsletters, websites, and handbooks. With a combination of relevant experience and preexisting working relationships with ASG and student clubs, Shelli is the ideal person to fulfill this role! We are incredibly lucky to have Shelli as a part of our team and are excited for her to apply her expertise and perspective to this new mission!

The Student Leadership office is actively creating infrastructure through building out new software with Ready Education to manage club activities, maintain student involvement data,

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control event and activities approval processes, manage club and ASG communication, and to begin building a co-curricular transcript portal and system in which students can display the core competencies, experiences, responsibilities, and accomplishments that they accrued during their time here at SFCC. Students will be able to use these transcripts to support their resumes, apply to universities, contextualize their academic transcripts, and generally shine light on the often-overlooked benefits of co-curricular engagement.

The future of student leadership programs at SFCC is one filled with opportunity. Our belief is that SFCC is not only a place to learn in the classroom, but to grow outside of the classroom as well, we are excited for the future and to see our vision for student leadership come to fruition.

Department Updates

Global Education Update

Global Education at Spokane Colleges continues to see strong growth and momentum in both international student enrollment and study abroad opportunities.

International Student Enrollment: This Spring Quarter, Spokane Colleges welcomed 27 new international students representing Brazil, Canada, China, India, Japan, Kenya, Malawi, Vietnam, and Zimbabwe. Our total non-duplicated international student headcount for Spring Quarter is 201 students, reflecting continued success in recruitment and retention efforts.

New International Transfer Pathway: Spokane Colleges has finalized an official transfer agreement with York St John University in York, England, establishing a new international 2+2 transfer pathway for students.

This partnership provides a streamlined route for students who complete an associate degree in Fine Arts at SFCC, or Business at SFCC or SCC, to continue their education abroad. Students can transfer their credits directly to York St John University and complete a bachelor's degree in their respective field.

To introduce this exciting opportunity, a Zoom information session for students and faculty will be held on May 20 at 9:30 a.m.

Study Abroad Programs: We currently have one student participating in the WCCCSA study abroad program in Berlin, Germany (21 students total). Our Study Abroad Manager, Carolin Gipple, is also on-site serving as the WCCCSA program lead, and all participants thriving both





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academically and culturally!

CRM Update

The CRM continues to evolve as a strategic, college-wide tool supporting recruitment, retention, and overall student success. Recent enhancements have expanded both functionality and impact across departments.

A key development is the gradual implementation and adoption of an integrated SMS Inbox, which allows staff to manage one-to-one text conversations with prospective students, selective entry applicants, and other key student populations, all within a student's contact record. This transition streamlines communication and eliminates the need for staff to use multiple platforms.

In addition, financial aid data from ctclink is now refreshed daily and surfaced within the CRM. Staff can easily view application status, packaging progress, and Satisfactory Academic Progress (SAP), providing greater visibility and enabling more timely, informed support for students.

Communication campaigns continue to demonstrate strong engagement. Recent efforts include:

- Spring registration outreach with open rates reaching 58.8%
- An SAP Appeal campaign achieving a 75% open rate and 26.3% click rate (well above industry standards)
- Targeted messaging promoting bookstore resources, student clubs, and student leadership opportunities through ASG

The CRM is also playing a growing role in strategic outreach initiatives. This includes stop-out student re-engagement efforts and new program-specific recruitment campaigns. The Graphic Design campaign is the first of these, connecting prospective students with career pathways, faculty, and program opportunities in a more personalized and meaningful way.

Looking ahead, upcoming CRM projects will focus on expanding program-specific recruitment campaigns, enhancing automated communication for applicants and admitted students, and deepening integrations with campus systems to provide more proactive, data-informed outreach that supports students throughout their lifecycle.

Admissions and Registration Update

Admissions & Registration is gearing up for a busy season of onboarding new SFCC students throughout the summer! On May 14 and 21 we will welcome and register approximately 200 local high school seniors. These events are a great way to strengthen relationships with our local high school counselors and a fantastic bridge to post-secondary education for local students.



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Disability Access Services Update

SFCC DAS is sharing a look back at some highlights of Winter Quarter with you today.

- Total number of active students was 531. An additional 19 students were served with pregnancy related accommodations (collaboration with the Title IX office. 18 students with temporary disabilities were served during the quarter as well. DAS students attended a total of 1,152 classes and worked with 157 instructors.
- The office proctored 341 exams in collaboration with faculty. The testing accommodation space at DAS is used in some manner almost every day from the beginning of week 2 of the quarter.
- 140 students were assigned technology driven notetaking support. The office currently uses Otter AI for this purpose.
- 193 students were assigned technology to support the need for text to speech to provide access to reading materials. Many students commented that they are grateful for the read aloud functions embedded in Canvas and electronic textbooks.

A look forward to Spring 2026:

DAS has already heard from 2 students who will be completing degrees in June. These two students shared the excitement of growth at SFCC, completion nerves, and being accepted into their respective first choice transfer institutions. YAY for them and looking forward to hearing from additional students as the Spring Quarter progresses. Graduation excitement is just around the corner.

Community Outreach and Dual Enrollment Update

With spring's arrival on campus comes renewed energy, students reaching milestones, , and meaningful connections with both current and future students. It's a season that highlights growth, momentum, and the many ways we continue supporting students throughout their educational journeys.

Running Start: Spring enrollment at SFCC has grown to 925 students, a 12% increase from last year's spring enrollment. As application season is in full swing, our staff is out in local high schools this month, assisting students with the Running Start application process.

Gateway to College: Current enrollment is at 56 students. A robust marketing campaign is underway this summer, with staff actively engaging prospective students to support increased enrollment for fall.

Outreach: Campus visits continue to grow; in April we had 29 tours and 8 campus visits with our community partners with over 151 guests in attendance. From April 1 to the end of May, we will have had 74 student engagement events and 20 outside group events/nonstudent focused events, like the Foundation's Annual Soiree.

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Career & Technical Education: The deadline for new Articulation Agreements was on April 15th. We currently have 176 Articulation Agreements, the most popular is our ASL courses.

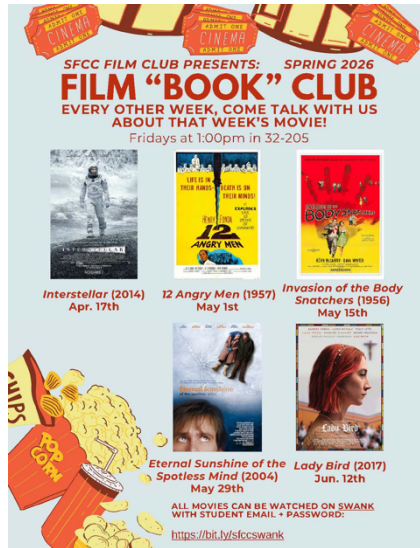
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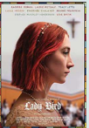
Please Join Us For
Henna
- PARTY -
WEDNESDAY
APRIL 22ND
SCC Lair Lobby
10:30-12:30

For questions contact: Rabab.Nemri-Weber@scc.spokane.edu

SPOKANE
COMMUNITY COLLEGE



SFCC FILM CLUB PRESENTS: SPRING 2026
FILM "BOOK" CLUB
EVERY OTHER WEEK, COME TALK WITH US ABOUT THAT WEEK'S MOVIE!
Fridays at 1:00pm in 32-205

| | | |
|--|--|--|
|  Interstellar (2014) Apr. 17th |  12 Angry Men (1957) May 1st |  Invasion of the Body Snatchers (1956) May 15th |
|  Eternal Sunshine of the Spotless Mind (2004) May 29th |  Lady Bird (2017) Jun. 12th | |

ALL MOVIES CAN BE WATCHED ON SWANK WITH STUDENT EMAIL + PASSWORD:
<https://bit.ly/sfccswank>



Arabian Nights
Cultural Event

- Belly Dancing by *Northwest Bellydance Academy*
- Live Debka Performances and lessons
- Live Oud Music by *Ahmad Alfatlawy*
- Traditional Arabic Food from *Pantry Fuel*
- Fashion Show by Arab Culture Club
- Arabic Calligraphy

11:30 am-1:30 pm
Thursday, April 23, 2026
SCC LAIR-BLDG 6
SASQUATCH ROOMS

Free for students
\$10 cash donation for community members

For questions or more information contact
Rabab.Nemri-Weber@scc.spokane.edu

SPOKANE
COMMUNITY COLLEGE



Because of you,
life doesn't stop.

SFCC VIRTUAL BLOOD DRIVE

Not able to donate on May 6th? Donate anytime in May at one of our convenient locations!

Spokane - 210 W Cataldo Ave
Spokane Valley - 12117 E Mission Ave
Spokane North - 11921 N. Division St

SIGN UP HERE!



vitalant

DONATE BLOOD 877-258-4825 | vitalant.org



JOIN US FOR
WORLD
Tea
DAY

APRIL 27, 2026
12:30 to 2:00 pm
📍 **SUB LOUNGE C**

HOSTED BY
INTERNATIONAL CLUB

Spokane Falls Community College Board of Trustees Meeting—May 2026



LATINOS UNIDOS CLUB

CAFECITOS DE SPOKANE NIGHT
THURSDAY, MAY 7TH • 6:35PM

JOIN US AS WE CELEBRATE SPOKANE'S VIBRANT LATIN AMERICAN AND HISPANIC COMMUNITY! FOR THE FIRST TIME THIS SEASON, INDIANS PLAYERS WILL BE WEARING SPECIALTY CAFECITOS DE SPOKANE JERSEYS THAT WILL BE AUCTIONED OFF AT THE END OF THE SEASON TO BENEFIT THE CULTURAL BEHAVIORAL HEALTH SERVICES AT NUESTRAS RAICES!

GATES OPEN 1HR PRIOR TO 1ST PITCH
AVISTA STADIUM

CALL 509-533-3405 OR EMAIL TISH.MORALES@SFCC.SPOKANE.EDU WITH ANY QUESTIONS!



SPOKANE COLLEGES GLOBAL EDUCATION

Feast with Purpose!



Friday, May 22
11am-8pm (lunch/dinner)

Join us for food from around the world, prepared by Spokane Colleges int'l students, with all proceeds supporting the Jacqueline Hanke Memorial Scholarship for International Students through the Foundation!

KNOW YOUR RIGHTS!
Speaker Series - Part 2

April 23
12:30 PM - 2 PM
Rec Room

Join ASG in learning:

- Your rights when dealing with law enforcement
- What's legal and what's not
- How you can help in a more active approach!

Make sure to go to Part 1 on April 15th at 11:30 AM in the SUB for more legal advice!
The events are completely free!

Did someone say pepper eating contest !?!

Latinos Unidos and the Spanish Club Presents
Cinco de Mayo on Cuatro de Mayo!

DIY Maracas - Pepper eating contest - Loteria - Piñata - Music
Virtual Frida Kahlo Museum - Nacho Bar - Photo Booth - Prizes

May 4, 2026 11:30 AM-1:00 PM - Sub Lounge
Contact: tish.morales@sfcc.spokane.edu



Global Fest

Music, Dance, Traditional Clothes, Food & more!

People from different countries will display their traditional attire in a vibrant and stylish fashion show. Join us to learn, try food from around the world, and celebrate the cultural richness of many countries!

May 21, 2026
12:30 PM - 2:00 PM
Bldg.17, Room 102-104
(SUB Lounges)



NOTE: If you are interested in participating by modeling (and/or dancing) a traditional clothing from your country/culture, please sign up before May 8th using the QR Code.

Sponsored by: Black Student Union Club, International Club, & Latinos Unidos Club
Questions at: G.Benegas-Zavala@sfcc.spokane.edu or Gaby.Arroyo@sfcc.spokane.edu



Academic Affairs

As we move into May, the academic year begins to wind down, bringing with it the energy and reflection that accompany graduation season. Across the region, celebrations are underway to recognize the accomplishments of students—from Spokane Colleges to our K–12 and university partners—and it’s always a joy to see board members participating in those moments of recognition and pride.

Despite feeling the effects of a long and demanding year, our faculty continue to take action toward creating a more welcoming campus community. The members of this year’s New Faculty Academy recently invited department chairs to meet with them so they could share examples of experiences that enhanced or impeded their sense of belonging in their first year as full-time faculty at SFCC. Together they participated in a guided conversation on how we can collaborate to make new members of our faculty feel welcomed and included in our community.

More examples of SFCC fostering that spirit of engagement...

This year, in addition to our New to You Boutique (offering gently used clothing free to students), we are holding a Flea Market, to be held the first week in June on our campus. For the event, we’re looking for all manner of gently used household wares. These items that we may have too many of, our students may not have any of and could surely use.

And when you’re doing good things, you just want to do more – Our Learning staff brought us more, with a great opportunity to volunteer at River’s Wish Animal Sanctuary. Our crew worked alongside the many animals at the sanctuary to clean up and clean out for Spring. Seeing the end result of a day’s work is tremendously satisfying!

As Mia Birdsong reminds us, “We can get more of what we all need in community.”



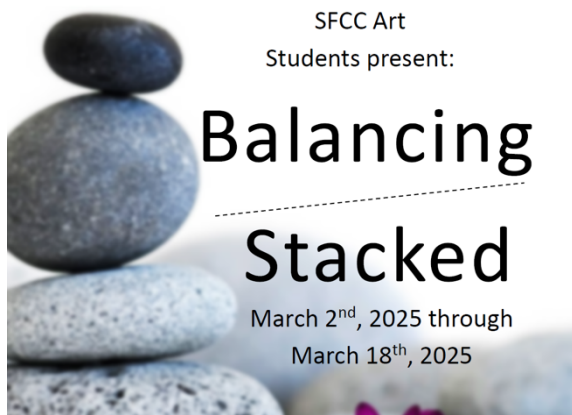
Anthropology

The collaboration between faculty and student clubs is at the heart of what makes our campus such a vibrant learning community, and last month's "Explore Paleolithic France" event was a wonderful example of that spirit in action. Bringing together the Anthropology Club and French Club, along with the guidance and expertise of their instructors, the event highlighted where history, culture, language, and hands-on discovery all come together. Participants took a hands-on journey into prehistoric France, participants explored Paleolithic art and technology through engaging activities designed to spark curiosity and connection. Participants observed a flintknapping demonstration and had the chance to create their own clay Venus figurines. Events like this build knowledge and community.



Fine Arts

Wrapping up the Winter quarter in our Library, our ART 130 Sculpture students showcased their latest project assigned by Instructor Rob McKirdie, resulting in an informal show called "Balancing Stacked". Students were invited to explore the possibilities of found objects within contemporary sculpture. Working with materials they collected themselves, and a 36-inch threaded rod onto which all selected materials must be stacked, creating a vertical composition that is both physically constrained (to 36") and conceptually open.



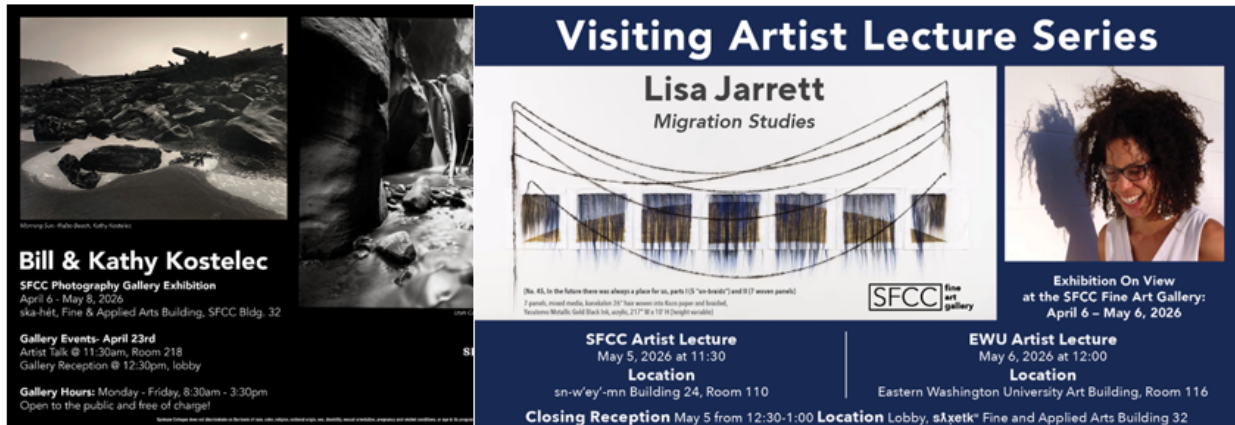
Spokane Falls Community College Board of Trustees Meeting—May 2026

With the objects and the students’ creativity, the artistic results show how a sculpture can transform into a visual statement.

Meanwhile, in the Gallery this month, we had two exhibits, featuring the work of three incredibly accomplished and creative minds. In the Photography Gallery we experienced the striking work of Bill and Kathy Kostelec, fine art photographers whose practice centers on black-and-white film and traditional darkroom printing. Their images reflect a deep commitment to craft and a nuanced understanding of light, texture, and composition. Widely recognized for their contributions to the field, their work has been featured in some of the region’s most respected juried exhibitions and galleries. Towards the end of the exhibit, the Kostelac’s gave an artist talk, and we celebrated their time with us.

In the Fine Art Gallery, we were excited to highlight the work of Lisa Jarrett, an artist whose interdisciplinary practice engages deeply with the intersections of social and visual forms. Her work explores the politics of difference across a wide range of contexts—from schools and communities to landscapes, museums, and imagined spaces—often centering inquiry as her primary medium. A co-founder and director of innovative projects such as KSMoCA (Dr. MLK Jr. School Museum of Contemporary Art) and the Harriet Tubman Middle School Center for Expanded Curatorial Practice in Portland, Oregon, she continues to shape conversations around art, community, and equity.

A great month for the arts at SFCC!



Bill & Kathy Kostelec
SFCC Photography Gallery Exhibition
April 6 - May 5, 2026
ska-hét, Fine & Applied Arts Building, SFCC Bldg. 32

Gallery Events- April 23rd
Artist Talk @ 11:30am, Room 218
Gallery Reception @ 12:30pm, lobby
Gallery Hours: Monday - Friday, 8:30am - 3:30pm
Open to the public and free of charge!

Visiting Artist Lecture Series
Lisa Jarrett
Migration Studies

SFCC Artist Lecture
May 5, 2026 at 11:30
Location
sn-vey'-mn Building 24, Room 110

EWU Artist Lecture
May 6, 2026 at 12:00
Location
Eastern Washington University Art Building, Room 116

Exhibition On View
at the SFCC Fine Art Gallery:
April 6 - May 6, 2026

Closing Reception May 5 from 12:30-1:00 **Location** Lobby, ska-hét® Fine and Applied Arts Building 32

AHE/FACULTY REPORTS

Presented by: Jason Eggerman, AHE
Logan Amstadter, SCC
Katie Satake, SCC
Michelle Pearson, SFCC
May 19, 2026

Board of Trustees Report-SCC Credit Faculty
Katie (Catherine) Satake

May 19, 2026

Diana Osborne, SCC Business faculty, reported:

1. The 2026 Washington State Health Information Management Association (WSHIMA) Health Data and Information Conference took place April 17 and 18 at Spokane Community College. WSHIMA is the statewide professional organization for Health Information Management (HIM) practitioners, the professionals responsible for managing patient health records, ensuring data accuracy and privacy, and maintaining compliance with healthcare regulations. The annual conference brings together HIM professionals from across Washington for education, networking, and professional development. The conference positioned SCC, BHIT, and our HIM programs as a pillar of the statewide HIM professional community. Twelve SCC students attended in person, with many more joining online, making it a genuine professional development and networking opportunity for them.

A heartfelt shoutout to Barbara Flock, who served on the WSHIMA organizing committee, and along with faculty Jill Condon and Emma Case, brought their best and created an exceptionally welcoming experience for all attendees. Tim Trottier also drew an enthusiastic audience response with his high energy, interactive presentation.

2. Amy Anderson, SCC Communications faculty, reported: "Speak Out!" collaborated with Career Services and the Job Communication Skills class to host a conference last week entitled Future Focus: Communication Skills for Career Readiness. Students were taught about networking, building resumes, and preparing for interviews to help them feel confident in their next steps.
3. Joanne Connolly, SCC Counseling faculty, reported: SCC's College Success Courses Community of Practice, hosted by the Teaching and Learning Center, brings together faculty from GUID 102 Strategies for Success, BT 102 College and Career Strategies, ESL 72 Transitions Course, and other faculty interested in student success course instruction. Since Spring 2025, this cross-divisional group has partnered with Institutional Research to examine student outcome data. The analysis revealed significantly higher retention, success, and completion rates among students who completed a college success course compared to credit students who did not.

With leadership from Student Learning Assessment Committee (SLAC), the above-mentioned group also conducted a comprehensive review of the GUID 102 Course Learning Outcomes (CLOs). This work resulted in revised outcomes that more closely align with national best practices and current instructional practices.

In addition, the group completed its first assessment cycle focused on CLO #1: accessing resources and connecting to the college community. Assessment results showed students met this outcome at the Advanced level an average of 72% of the time.

This work demonstrates that student success courses are making a measurable difference in student persistence, achievement, and connection to the college community. The Community of Practice is helping SCC use data-informed, evidence-based strategies to improve student outcomes while strengthening consistency and quality across programs. Continued investment in this work supports the college's broader goals of retention, completion, and equitable student success.

Encouraging Our Community to Get 'OutThere' and Bike

Bradley Bleck teaches writing in the English department and has two articles in the most recent *OutThere Outdoors*. One is a story on the [River City Youth bike bus project](#), in which they provide kids with bikes. Local bike clubs participate by teaching skills and getting bikes "rider ready," so they can ride together to Holmes Elementary. The second article was in the most recent issue was a [list of cycling, running, swimming, and related events for the summer](#).

Graphic Design Students Get Competitive

John Mujica reports that the several students from SFCC's Graphic Design program will be competing in the upcoming [AAF National Awards Convention](#), to be held May 29th in Austin, Texas. The AAF Awards are a three-tiered awards competition: Local, District, and National. Winners of the Gold award moved on to the district competition, and their respective projects were judged there. The local competition in Spokane is open to all colleges with design students, and many SFCC students won awards at both the local- and district-level competitions. "The Graphic Design Program" was the graduating class of 2025s collective effort to brand and design the event of the 2025 Grad Show.

SFCC Engineering Students Visit Pullman and Gonzaga Deans Visit SFCC

The Engineering and Computer Science Club, advised by Ryan Kelley toured Pullman during spring break. Six SFCC students, a couple of their family members, and Ryan Kelley traveled to Pullman on March 31st to tour the nuclear reactor and the Engineering Department. Two weeks later the club hosted a couple of Deans from Gonzaga School of Engineering and Applied Science on to talk about transfer options for Gonzaga's Engineering programs.

The SFCC Chamber Singers sang at Carnegie Hall

The SFCC Chamber Singers sang at Carnegie Hall on April 13th. Sharing the venerable, iconic stage with 229 singers from across the country, our students represented SFCC, Spokane, and Washington with distinction, conducted by superstar choral composer Eric Whitacre and rising star Jennifer Lucy Cook.

Report to Board of Trustees
Spokane Falls Community College
Prepared by Michelle Pearson

SFCC Faculty and Students Making Films

During the Idaho Panhandle Film Festival, Rebecca Cook spoke about her work on the Academy Award nominated film Train Dreams. In late April production began on The Journey, a short film collaboration between Drama and Digital Filmmaking students, and Rebecca has the honor of directing the project. This collaboration occurs every 2 years.

SFCC's PTA Program Collaborations with Whitworth

The SFCC PTA Program faculty and first year students hosted the Whitworth Doctor of Physical Therapy Students on the 24th of April in a collaborative learning session in which each cohort discusses roles and how they work together when treating patients. This is the second session this academic year collaborating with Whitworth. SFCC PTA faculty partnered with Whitworth faculty earlier this academic year to present a breakout session on the success of past collaborations at the Educational Leadership Conference for the American Physical Therapy Association. This was shared by Renée Compton.

Former Life Sciences Students Present Research at EWU Symposium

SFCC Life Sciences faculty were invited by recent former students to attend the Research Symposium at the students' new academic home at EWU. We faculty are proud to support our Sasquatch-cum-Eagles as they stretch their research wings! Amy Gray attended the symposium. A summary of the research these students participated in is below.

One of our former students works in the Burgis (biochemistry) lab, which currently focuses on stability characterization (of the building blocks of DNA) and assay optimization to determine the ideal testing conditions (for specific pathway mutations) in preparation for an upcoming collaboration with UCLA. During their partnership, they will perform drug screening via high throughput assays to identify potential protein-stabilizing agents. This work connects to pathological concerns such as Martsolf-like syndrome or thiopurine drug intolerance (cancer treatments). One particular mutation, R178C, is heavily linked to lethal child encephalopathy.

Another student is working in the Ashley lab (molecular and cellular biology) on strategies to grow bone marrow progenitor cells. These cells cultures are critical tools in cancer research, regenerative medicine, and drug discovery, but they are very difficult to grow in a sustainable, functional culture. Using a retrovirus to insert DNA into a plasmid, prepared cells were kept alive and dividing in a "progenitor" status in culture conditions. They "immortalized" these progenitor cells, reducing dependence upon animal donors.

SFCC's Environmental Club Takes Local Action

The Environmental Club, co-advised by Laura Woods and Michelle Pearson, maintains SFCC's Community Garden and distributes produce from the garden to Skitch's Food Pantry and at tables during student events that occur when produce is available to harvest. Last Fall more than 250 pounds of tomatoes were harvested weighed and distributed. Hundreds of pounds of kale, squash, and herbs were also grown and shared. The club's mending event from Winter patched, mended, and repaired 31 pounds of clothing. Finally, the club's Spring trail cleanup in collaboration with the City of Spokane and the County Waste Department collected 100 pounds of litter from the Centennial Trail where it borders the campus.

Faculty Gather to Learn How to Support Students in Difficult Moments

SFCC hosted an event with collaboration between SFCC and SCC, "**Responding with Confidence: From Difficult Dialogues to Coordinated Care Retreat**" on April 17th.

Session 1: Eruptions & Transformations: Navigating Difficult Conversations & Hot Moments in Our Courses

- 117 attendees from Spokane Colleges
- [Survey Results](#) with a few select quotes below:
 - "I plan on taking some of the suggestions for creating a supportive communication climate and implementing them in future classes, utilizing the different approaches to addressing eruptions while they happen, and following up in some way to help transform those eruptions into learning opportunities."
 - "After the sessions on Friday, I feel more confident in recognizing opportunities to improve my conversations with students. The strategies, particularly ACTION seem to be easy to use and provide a framework for these difficult conversations to happen in a non-threatening way. Helpful tools and the role playing helped to start actually using the strategies."
 - "While there was a faculty focus in the meeting, I think knowing tools like OFTD will be useful in my role working with students one-on-one."
 - "Being better prepared to handle difficult situations in the classroom and really in life generally! One of my colleagues pointed out that I use the ACTION technique often, it is nice to put a name to it! I felt like it was a wonderful opportunity to share with other faculty and have a wonderful speaker who was incredible in understanding and addressing some of the challenges faculty experience with current federal policies and the fatigue it can cause. Thank you all!!"

Report to Board of Trustees
Spokane Falls Community College
Prepared by Michelle Pearson

Session 2a: Student Behavior & Students of Concern: SFCC Referral Resources, Reporting Options, and Processes

- 59 SFCC attendees
- [Survey Results](#) with a few select quotes (only one to add for now):
 - "I'll refer students more regularly and with more clarity."

Session 2b: Student Behavior & Students of Concern: From Classroom Response to Coordinated Support

- 49 SCC attendees
- [Survey Results](#) with a few select quotes:
 - "I hope I don't have to use what I learned BUT I will certainly make use of the reporting process should I come across a student who needs help or I have a concern with."
 - "Being a part of the Student Conduct Committee at SCC, it was very helpful to learn the differences between the BIT/CARES teams, general student wellness concerns and academic integrity issues."

WFSE/CLASSIFIED STAFF REPORTS

Presented by: Ward Kaplan, WFSE Tessa Greene, SCC
Gaby Arroyo, SFCC
May 19, 2025

Big shout out to all the classified employees who helped out with the Ignite Your Future: Trades Discovery Day and Sasquatch Experience on April 29th. From the Enrollment Services Coordinators and Pathway Specialists to the Financial Aid Specialists and Events Coordinators. We cannot forget about the Dual Enrollment Team, Outreach Team, and the amazing administrative and office assistants from each department. We all put 100% into serving our new and prospective students and look forward to seeing every one of them on campus in the Summer/Fall.

Shoutouts from staff:

- On Trade Program Discovery Day, Pathway Specialist Isaac Dickman truly came prepared for the chaos that was guaranteed to come with hundreds of admitted students vying for his dozen programs of study. With course information pre-filled Annual Enrollment forms in hand for all his programs, he plopped down ready to take on the challenge of serving these wanting students with gusto. Luckily, Isaac was assigned two volunteers to support his plan. Four students were sat before him and four more students stood behind them waiting for a seat to open up. Isaac smiled from ear to ear directing his volunteers, while filling those pre-filled forms with student information and signatures. Normally, holds would be checked during this process... but not for Isaac. He knows that whatever barrier is before one of his students, he can remedy it quickly thereafter with a call, text, or email. With all this work, he carefully counted forms... only bringing the exact number he needed for his dozen programs to fill... fit the day perfectly. No Waitlist and very few open slots for the upcoming year. It is a privilege to work with this young man and watch how easily he serves our students, potential students, and community in general.

SFCC Classified Staff – Board of Trustees Reports –May 2026

Report: New To You Boutique

By: Zack Reiber (SFCC Basic Needs Navigator)

SFCC is proud to announce the New To You Boutique. This was a collaboration with Basic Needs, EDI, Connected Learning and Student Employment. The goal of this was to come together as a campus and bring the clothing racks that were around different buildings to one place. In doing so, the boutique provides a safe and inviting environment where students have the dignity of shopping just as they would in a store. This allows students to get their needs met while also feeling that they are part of a community. This boutique is supported by community partners, campus staff and faculty, and individuals who are looking to give back to their peers or community. The boutique opened in February of 2026 and since then has given out over 700 items of clothes and household goods. This is also low barrier as the only thing required is a student's first name and what items for inventory. We are excited to continue in this work so everyone is supported in their needs, and we truly are a college for the Community!

BOARD REPORT