



**SEATTLE
COLLEGES**

Central • North • South • SVI

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1500 Harvard Avenue, Seattle WA 98122-3803 | www.seattlecolleges.edu

**SEATTLE COLLEGE DISTRICT BOARD OF TRUSTEES
September 11, 2014**

STUDY SESSION
Seattle Central College
1701 Broadway
Seattle, WA 98122

2:00 p.m.

Broadway Performance Hall
Boardroom – BA306

REGULAR SESSION
Seattle Central College
1701 Broadway
Seattle, WA 98122

3:00 p.m.

Broadway Performance Hall
Boardroom – BA306

STUDY SESSION AGENDA

2:00 p.m. MEETING WITH DEPARTMENTS OF ENTERPRISE SERVICE & COMMERCE
Chris Liu – Director, Department of Enterprise Services
Dan McConnon – Deputy Director, Department of Commerce

2:30 p.m. ANNUAL FINANCIAL SUMMARY

Board Priorities

1. Build Relationship with the Seattle Public Schools
2. Support the Next Wave of Education Leading the District into a Bold Future in Workforce Education and Technology
3. Explore Alternative Funding

REGULAR SESSION AGENDA

- 3:00 p.m. CALL TO ORDER**
- 3:00 p.m. ROLL CALL**
- 3:00 p.m. INTRODUCTION OF VISITORS – REMIND VISITORS TO SIGN IN**
- 3:05 p.m. APPROVAL OF AGENDA | ACTION** **Tab 1**
- 3:05 p.m. PUBLIC COMMENTS**
Fifteen minutes are regularly set aside for others to express their views on any matter except those restricted to Executive Session.
- 3:20 p.m. PRESENTATION**
District-wide Workforce Planning Report
Presenter: *Charles Sims, Chief Human Resources Officer*
- 3:40 p.m. RECOMMENDED BOARD ACTIONS | ACTION**
- A. Approval of July 10, 2014 Meeting Minutes **Tab 2**
 - B. Tender of Gifts **Tab 3**
 - C. Nominations of 2014-2015 Board of Trustees Officers **Tab 4**
 - D. 2014-2015 Board Meeting Schedule **Tab 5**
 - E. Approval of Educational Master Plan 2015-2020 **Tab 6**
 - F. Additional Budget Request – Seattle Central College **Tab 7**
 - F. South Seattle College Student Government Constitution **Tab 8**
- 3:45 p.m. INFORMATIONAL ITEMS**
- A. Chancellor’s Report
 - 1. Chancellor’s Goals for 2014-15
 - 2. Naming of Buildings Policy Update
 - B. Board Self-evaluation Process
 - C. College Enrollment Reports Summer & Fall
 - D. Annual Financial Summary **Tab 9**

- E. District-wide Workforce Planning Report Tab 10
- F. First Reading – Policies 280, 404 Tab 11, 12
- G. Puget Sound Coalition Compact Tab 13

5:05 p.m.

ORAL REPORTS

- A. AFT Seattle Community Colleges
Ms. Kimberly McRae, Co-President
Ms. Tracy Lai, Co-President
- B. Washington Federation of State Employees
Mr. Ty Pethe, President
- C. College Presidents and Vice Chancellors
 - 1. Cabinet
- D. Board of Trustees
 - 1. Ms. Carmen Gayton, Interim Chair
 - 2. Mr. Jorge Carrasco
 - 3. Ms. Courtney Gregoire
 - 4. Mr. Steve Hill

5:30 p.m.

ADJOURNMENT

EXECUTIVE SESSION

An executive session will be held after the Regular Session to: 1) *discuss with legal counsel litigation or potential litigation to which the college is, or is like to become, a party, when public knowledge of the discussion would likely result in adverse consequence to the district;* 2) *plan or adopt the strategy or position to be taken during collective bargaining.*

The next meeting of the Board of Trustees will be held on Thursday, October 9, 2014 at Seattle Colleges District Office, 1500 Harvard Avenue, Seattle, WA 98122. There will be a Study Session at 2:00 p.m., and the Regular Meeting will follow at 3:00 p.m.



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MINUTES OF THE SEATTLE COLLEGE DISTRICT

BOARD OF TRUSTEES MEETING held Thursday, July 10, 2014 at
Seattle Colleges District Office, 1500 Harvard Avenue, Seattle, WA 98122

PRESENT FOR REGULAR MEETING HELD AT 4:10 P.M.

Trustees	Mr. Albert Shen Ms. Carmen Gayton Ms. Courtney Gregoire Mr. Jorge Carrasco
Chancellor	Dr. Jill Wakefield
Presidents/Vice Chancellors	Dr. Warren Brown, NSC Dr. Paul Killpatrick, SCC Mr. Gary Oertli, SSC
Vice Chancellors	Dr. Carin Weiss Dr. Kurt Buttleman Mr. Charles Sims
Advisory Representatives	Mr. Derek Edwards, AAG Mr. Ty Pethe, WFSE
Secretary	Ms. Harrietta Hanson
<u>ABSENT</u>	Mr. Steve Hill, Trustee Mr. Al Griswold, SVI Ms. Tracy Lai, AFT Seattle Ms. Kimberly McRae, AFT Seattle

CALL TO ORDER

Board Chair, Mr. Albert Shen, called the meeting to order at 4:10 p.m.

ROLL CALL

The secretary, Harrietta Hanson, called the roll.

INTRODUCTION OF VISITORS

Mr. Shen welcomed the visitors. Visitors introduced themselves. They included: John Bowers, Matt Houghton, Susan Kostick, Bruce Genung, Javier Rodriguez, Cheryl Stuart, Donna Miller-Parker, Victor Kuo, Malcolm Grothe, Carey Schroyer, Anna Baldwin, LaVerne Lamoureux, David Sandler, Davene Eyres.

APPROVAL OF JULY 10, 2014 AGENDA

Mr. Shen asked for a motion to approve the July 10, 2014 Agenda. **Ms. Gregoire moved, and Mr. Carrasco seconded the motion. Motion passed unanimously (4-0).**

PUBLIC COMMENTS

There were no public comments.

PRESENTATION

“Educational Master Plan”

Dr. Weiss presented the draft Educational Master Plan for the Board’s review and comments. The plan was one of the outcomes of the Board of Trustees Retreat held early 2013. Since then, Dr. Weiss together with various college constituents have been working on a plan to strategically address demographic and enrollment shifts, develop programs to meet student and industry needs, and offer flexibility to compete with peer colleges. The plan proposed ten strategic directions to address key opportunities and challenges for the next five years. Dr. Weiss presented details of the ten strategic directions, and provided further information in response to the Board’s questions.

The Board commended the Chancellor, Dr. Weiss and college personnel for their excellent work putting the plan together. It will be a great tool to help the colleges organize strategically and focus on the right opportunities.

APPROVAL OF MEETING MINUTES

Mr. Shen asked for a motion to approve the June 12 meeting minutes with an amendment to add Adrienne Miller, a student, as one of the presenters on agenda item “Request to Name a Building at North Seattle College.” **Mr. Carrasco moved, and Ms. Gayton seconded the motion. Motion was passed unanimously (4-0).**

TENDER OF GIFTS

Ms. Gregoire moved, and Mr. Carrasco seconded the motion, to accept the gifts tendered to Seattle Colleges. Motion was passed unanimously (4-0).

CHANCELLOR'S EMPLOYMENT CONTRACT

Mr. Shen asked for a motion to approve the new three-year rolling contract extension for the Chancellor, to be effective from July 1, 2014 to June 30, 2017. **Mr. Carrasco so moved and Ms. Gregoire seconded the motion. Motion was passed unanimously (4-0).**

TRUSTEES' LIFELONG LEARNING AWARDS

It was recommended that the Board approve the following employees as 2014-2015 Trustees Lifelong Learning Award recipients: Betsy Campbell – Full-time Faculty, North Seattle; Eileen Murphy – Part-time Faculty, North Seattle; Wendy Price – Administrator, South Seattle, and Susan Tokheim – Classified, Seattle Central. **Mr. Carrasco so moved and Ms. Gayton seconded the motion. Motion was passed unanimously (4-0).**

REVISIONS TO THE ASSOCIATE OF ARTS DEGREE

Dr. Weiss provided background information on the formation of the AA Degree Review process, and the goals of the review. A joint AA Degree Review Committee was formed spring quarter 2013 to identify revisions for an improved degree and enhanced experience for students. Many faculty members, academic advisors, union representatives, credentials evaluators and administrators were involved in the process. Four recommendations are presented to the Board for approval. They are: 1) One integrated learning experience will be required, there will no longer be an eight credit minimum requirement; 2) The Integrated Studies Requirement will be waived for students transferring in with 65 credits or more; 3) Remove credit limitations for Human Development, Library Research and Cooperative Work Experience within the 15-credit category for restricted electives; 4) Revise learning outcomes to reflect learning outcomes at all colleges.

Ms. Gregoire moved, and Mr. Carrasco seconded the motion, to approve the proposed recommendations to the Associate of Arts degree. Motion was passed unanimously (4-0).

BACHELOR OF APPLIED SCIENCE DEGREES APPROVAL

Dr. Grothe presented two Bachelor of Applied Science degrees for approval. They are: Property Management – North, and IT Network – Central. These are in addition to the eight programs that the Board has previously approved. **Ms. Gregoire moved, and Mr. Carrasco seconded the motion. Motion was passed unanimously (4-0).**

LOCAL GOVERNMENT INVESTMENT POOL – 2014 RESOLUTION

Mr. Shen asked for a motion to approve the proposed, revised, Local Government Investment Pool Resolution for 2014. **Mr. Carrasco so moved and Ms. Gregoire seconded the motion. Motion was passed unanimously (4-0).**

INFORMATIONAL ITEMS

A. Chancellor's Report

1. Pacific Tower Project Update

A written update on the Pacific Tower Project was shared with the Board and attendees. Dr. Wakefield reported that the estimate cost of direct construction has been received. They are now working with the City regarding the building-wide improvements for energy conservation and seismic resistance. In addition, in the next few months, Dr. Killpatrick and Mr. Ferris will be working with Ms. Lamoureux to obtain the funding committed to the project by the legislature. With so many initiatives involved, Dr. Wakefield indicated that a monthly meeting will be held until Fall 2015 to ensure that everything is aligned and working according to plan.

2. Naming of Buildings

Dr. Wakefield indicated that a small group has been formed to look at the policy and procedure of naming Seattle Colleges' buildings/facilities. The group will also survey other colleges' best practices in order to review and revise the policy and procedure.

B. Preliminary Report of the Educational Master Plan
Reported under Presentation.

ORAL REPORTS

A. American Federation of Teachers (AFT) Seattle Community Colleges, Local 1789
No report.

B. Washington Federation of State Employees (WFSE)

Mr. Ty Pethe read a letter he co-authored with Tracy Lai and Kimberly McRae of AFT Seattle. He urged the Board to contact legislators and educate the community about the impacts of defunding higher education. He also reported on the classified staff's annual award ceremony and BBQ, and an active shooter training. Furthermore, he commended the hard work of faculty and staff.

D. Chancellor, College Presidents and Vice Chancellors

Based on Ms. Gregoire's inquiry, Dr. Killpatrick reported that he is working to find a good solution for Seattle Central's Parent/Child Center. Currently, a remodeling project is underway at SVI, the proposed new center could be ready for inspection towards the end of the month.

E. Board of Trustees

On behalf of the Board, Mr. Shen presented Mr. Carrasco with a certificate of appreciation and thanked him for his leadership, especially during his tenure as Board Chair in 2012 and 2013.

EXECUTIVE SESSION

An Executive Session was called at 2:15 pm to discuss the performance of the Chancellor. The Board reconvened to open session at 4:10 pm.

ADJOURNMENT

The meeting was adjourned at 5:20 p.m.

The next meeting of the Board of Trustees will be held on Thursday, September 11, 2014 at Seattle Central College, 1701 Broadway, Seattle, WA 98122. There will be a Study Session at 2 p.m. and the Regular Meeting will follow at 3:00 p.m.

APPROVED BY:

Carmen Gayton, Interim Chair

Date



MEMORANDUM

TO: Board of Trustees

FROM: Dr. Jill Wakefield
Chancellor

DATE: September 11, 2014

SUBJECT: TENDER OF GIFTS TO SEATTLE COLLEGES

Background

Periodically gifts are contributed to Seattle Colleges to assist the District in achieving its educational goals and objectives. There are two major categories: (1) Cash Gifts and (2) In-Kind Gifts, such as equipment, supplies and materials.

On the attached pages are summaries of the gifts received during the period of January 1, 2012 - September 1, 2014.

Recommendation

In accordance with established Board Policy No. 152, it is recommended that the Board of Trustees accept the gifts tendered to the Seattle Colleges as shown on the attached schedules.

Submitted by:

Dr. Kurt Buttleman
Vice Chancellor of Finance & Technology

Transmitted to the Board with a favorable recommendation.

Dr. Jill Wakefield
Chancellor

TENDER OF GIFTS TO SEATTLE COLLEGE DISTRICT
AS OF SEPTEMBER 1, 2014

CASH

DONOR	GIFT AND PURPOSE	CENTRAL	NORTH	SOUTH	SIEGAL CENTER	DISTRICT-WIDE	SVI
South Seattle Foundation	Arboretum Support			\$12,265.09			
	Program Support			\$386,104.20			
	Scholarships & Tutoring			\$301,323.67			
	Staff & Faculty Development			\$25,201.46			
	College & Community Relations Support			\$24,768.71			
	Development Staff Salaries & Benefits			\$67,706.22			
	Emergency Grants & Childcare			\$37,601.85			
	Arboretum Support			\$53,321.12			
	Program Support			\$146,519.59			
	Scholarships & Tutoring			\$440,665.15			
	Staff & Faculty Development			\$19,154.83			
	College & Community Relations Support			\$22,977.31			
	Development Staff Salaries & Benefits			\$65,050.00			
	Emergency Grants & Childcare			\$32,171.49			
NSCC Education Fund	Support of Books for Parent Ed		\$244.60				
	Payment for Theo Chocolate Factory Tour		\$175.00				
SCCC Foundation	Intl Students Go Abroad program support	\$23,308.00					
	Intl Students Campus Work program support	\$23,308.00					
	General Intl Student program support	\$23,309.00					
CAMPUS TOTALS		\$69,925.00	\$419.60	\$1,634,830.69	\$0.00	\$0.00	\$0.00
TOTAL CASH GIFTS TO	SEATTLE COLLEGES					\$1,705,175.29	

TENDER OF GIFTS TO SEATTLE COLLEGE DISTRICT
AS OF SEPTEMBER 1, 2014
IN-KIND

DONOR	GIFT AND PURPOSE	CENTRAL	NORTH	SOUTH	SIEGAL CENTER	DISTRICT-WIDE	SVI
South Seattle Foundation	1997 Ford Expedition - Transportation program support			\$4,400.00			
	2007 Zenn Electric Car - Transportation program support			\$4,500.00			
	Fluke 88 Digital Multi Meters 12 - Transportation program support			\$5,000.00			
	9800 pounds of flat rebar steel - Transportation program support			\$4,250.00			
	Tools - Transportation program support			\$1,063.00			
	3 Hydraulic pumps - Transportation program support			\$1,900.00			
	2 bundles of angle iron - Transportation program support			\$4,250.00			
	Assorted Tools - Transportation program support			\$500.00			
	2001 Hyundai Accent - Transportation program support			\$200.00			
	Container of agua de horchata and agua de jamaica			\$770.00			
	6 outside micrometers, 15 fender covers - Automotive prog support			\$2,000.00			
	Aluminum - Welding Program Support			\$2,500.00			
	Assorted stainless steel - Welding program support			\$1,647.94			
	Wine Lables - Wine Program support			\$900.00			
	450 gallons of Saignee juice - Wine Program support			\$2,000.00			
	200 Cases of glass bottles - Wine Program support			\$3,000.00			
	0.379 tons Vignier & 2.119 tons of Merlot - Wine Program support			\$2,125.00			
	2.5 tons of Chardonnay grapes - Wine Program support			\$1,500.00			
	800 lbs Cabernet Franc & 300lbs Cabernet Sauvignon - Wine Program support			\$2,300.00			
	.999 tons of Sangiovese Grapes - Wine Program support			\$1,884.57			
	Wine Labels - Wine Program support			\$50.00			
	2 gift cards to Safeway - Diversity Women's center support			\$150.00			
	Graphing calculator - Careerlink			\$2,252.96			
	47 assorted trees - Facilities			\$50.00			
	Stethoscope - Nursing program support			\$4,500.00			
	1986 VW Cabriolet - Automotive Program support			\$3,044.23			
	4 Starter Cores for trucks and Automotive Transmission AT545			\$500.00			
	Assorted Prizes for contestants - Automotive Program support			\$2,497.00			
	Assorted hand tools - Automotive Program support			\$700.00			
	1997 Saturn SW - Automotive Program support			\$2,550.00			
	2002 VW Jetta 4 door - Automotive Program support			\$3,000.00			
	Chevy 210 Incline 6 cyl - Automotive Program support			\$7,000.00			
	5000 lbs 5" X 1" flat bar - Welding program support			\$100.00			
	Food Gift Card PGI - Wine Program Support			\$1,003.18			
	Wine Lables - Wine Program support			\$557.50			
	refractometers (2) - Wine Program Support			\$1,333.00			
	34 bottles of wine - Wine Program Support			\$195.00			
	Two books - Wine Program Support			\$3,500.00			
	1.5 tons of red grapes - Wine program Support			\$3,500.00			
	1.5 tons Merlot grapes - Wine program Support			\$4,000.00			
	0.6 tons sangiovese grapes, 0.4 tons syrah grapes - Wine program Support			\$4,800.00			
	2.6 tons lemberger grapes - Wine program Support			\$4,200.00			
	1.6 tons cabernet sauvignon grapes - Wine program Support			\$4,500.00			
	2.0 tons chardonnay grapes - Wine program Support			\$500.00			
	0.5 tons muscat grapes, 1.2 tons zinfandel grapes - Wine program Support			\$4,000.00			
	0.1 tons red grapes, 0.1 tons white grapes - Wine program Support			\$2,388.23			
	0.8 tons roussanne graes, 0.9 tons grenache grapes - Wine program Support			\$25,000.00			
	Wine Lables - Wine Program support			\$1,571.00			
	PACCAR MX-13 ENGINE - Diesel Program Support			\$1,000,000.00			
	Assorted hand tools - Diesel Program Support			\$20,000.00			
	Aircraft engine Cowings & Misc hardware - Aviation Program Support			\$6,000.00			
	Plants from Seattle Auto Show - Grounds			\$6,000.00			
	Ten Paintings on Paper - Art department Support			\$1,150,412.61			
NSSC Education Fund		\$0.00	\$6,000.00	\$1,150,412.61	\$0.00	\$0.00	\$0.00
CAMPUS TOTALS							\$1,166,412.61



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MEMORANDUM

TO: Board of Trustees

FROM: Jill Wakefield, Ed.D.
Chancellor

DATE: September 11, 2014

SUBJECT: **Nominations of 2014-2015 Board of Trustees Officers**

Background

The Seattle College District Policies and Procedures, Policy 125, "Powers and Duties of Officers of the Board," item number one, "Elections," specifies that the Board will nominate officers to serve for the ensuing fiscal year.

Recommended Action

Due to the appointment of Board Chair Albert Shen as National Deputy Director of the Department of Commerce's Minority Business Development Agency, it is the recommendation of the administration that the Seattle Colleges Board of Trustees, at their September Board meeting, elect a Chair and a Vice Chair to serve for the 2014-2015 year, from September 2014 to August 2015.

Submitted by and transmitted to the Board
with a favorable recommendation,


Jill Wakefield, Ed.D.
Chancellor



M E M O R A N D U M

TO: Board of Trustees

FROM: Dr. Jill Wakefield
Chancellor

DATE: September 11, 2014

SUBJECT: **Proposed Board of Trustees 2014-2015 Meeting Schedule**

Background

The attached document shows the proposed Board of Trustees meeting schedule for the academic year of 2014-2015.

Recommended Action

It is the recommendation of the administration that the Seattle Colleges Board of Trustees approve the meeting schedule for the academic year of 2014-2015.

Submitted by and transmitted to the Board
with a favorable recommendation,

Dr. Jill Wakefield
Chancellor



PROPOSED BOARD OF TRUSTEES 2014-2015 MEETING SCHEDULE

Board of Trustees meetings begin with a study session or reception at **2:00 pm**. Regular meeting agenda sessions will begin at **3:00 p.m.** Dates and locations of the meetings are noted below.

All meetings are on the second Thursday of the month, except February (with no meeting in August).

DATE	LOCATION
SEPTEMBER 11	SEATTLE CENTRAL COLLEGE (SCC) 1701 Broadway Seattle, WA 98122
OCTOBER 9	SEATTLE COLLEGES (SIEGAL CENTER) 1500 Harvard Avenue Seattle, WA 98122
NOVEMBER 13	NORTH SEATTLE COLLEGE (NSC) 9600 College Way North Seattle, WA 98103
DECEMBER 11	SOUTH SEATTLE COLLEGE (SSC) Georgetown Campus 6737 Corson Avenue South Seattle, WA 98108
JANUARY 8	SEATTLE COLLEGE DISTRICT (SIEGAL CENTER) 1500 Harvard Avenue Seattle, WA 98122
FEBRUARY 19	SEATTLE VOCATIONAL INSTITUTE (SVI) 2120 South Jackson Street Seattle, WA 98144
MARCH 12	NORTH SEATTLE COLLEGE (NSC) 9600 College Way North Seattle, WA 98103
APRIL 9	SOUTH SEATTLE COLLEGE (SSC) 6000 16 th Avenue SW Seattle, WA 98106
MAY 14	SEATTLE COLLEGE DISTRICT (SIEGAL CENTER) 1500 Harvard Avenue Seattle, WA 98122
JUNE 11	SEATTLE CENTRAL COLLEGE (SCC) 1701 Broadway Seattle, WA 98122
JULY 9	NORTH SEATTLE COLLEGE (NSC) 9600 College Way North Seattle, WA 98103

MEMORANDUM

Seattle
CENTRAL
College

TO: Board of Trustees

NORTH
Seattle
College

FROM: Dr. Jill Wakefield, Chancellor

DATE: September 11, 2014

SOUTH
Seattle
College

SUBJECT: Educational Master Plan 2015 - 2020: *A Bold New Future*

SVI Seattle
Vocational
Institute

Background

The Educational Master Plan is attached for approval by the Board of Trustees. The plan was developed in consultation with Seattle Colleges' faculty and staff, as well as external business, community and education partners. The plan outlines ten strategic themes to address the demographic, economic and educational needs of students and the community.

Georgetown
Campus

NewHolly
Learning
Center

Recommendation

It is recommended that the Board of Trustees review the attached Seattle Colleges Educational Master Plan for approval.

Seattle
Maritime
Academy

Submitted by:

Wood
Technology
Center



Dr. Carin Weiss
Vice Chancellor

Transmitted to the Board with a favorable recommendation.



Dr. Jill Wakefield
Chancellor

Educational Master Plan: A Bold New Future



MISSION

The Seattle Colleges will provide excellent, accessible educational opportunities to prepare our students for a challenging future.

CONTENTS

Executive Summary

Purpose of Educational Master Plan

Context: Strengths, Opportunities, and Challenges

Strategic Directions

- Develop New Programs to Meet Student and Industry Needs
- Expand Flexible Instructional Options, Including Online
- Increase A.A./A.S. Degree Completion
- Enroll More Seattle Public Schools Recent High School Graduates
- Transition Adult Basic Education Students to Workforce
- Scale Student Success Initiatives
- Promote Global Education Experience
- Expand Customized and Contract Training
- Serve as Premier Health Care Training Provider
- Expand Career Pathways

Summary

Implementation Highlights

Appendices

EXECUTIVE SUMMARY

The Seattle Colleges raise the hopes and aspirations of our city's students, employers, and community members. It is our mission *“to provide everyone an excellent education in preparation for a challenging future.”* As the largest community college district in the state, we impact the lives of nearly 50,000 students each year who come from diverse backgrounds seeking a better, fuller life.

We are building on our strengths to meet the challenges ahead. In the coming years, demographic and enrollment shifts will require us to be strategic in recruiting and retaining students and in designing our programs and services. Industry and employer demands highlight growth opportunities in healthcare, business and information technology, and manufacturing. Peers and competitors offering quality programs challenge us to remain innovative while keeping costs low and ensuring an affordable excellent education for all.

This Educational Master Plan asserts 10 strategic directions to address key opportunities and challenges in the next five years. Each direction deliberately attracts and retains students seeking a range of educational or career goals. Implementation and resource development needs are also highlighted with preliminary identification of timelines, lead implementers, and priority levels.

The plan includes the ideas and strategic advice from district-wide working groups, administration leaders, attendees of forums held at each college, faculty labor leaders, and external business and community stakeholders. Data and research have also informed not only educational programs but also past trends and future projections.

This plan provides guidance and direction for the new future ahead of us. The Seattle Colleges: North Seattle College, Seattle Central College, South Seattle College and Seattle Vocational Institute are eager to work together, with business and community partners, to realize a diverse and vibrant city. Today, as over the past 40 years, the Seattle Colleges stand as pioneers in developing bold approaches to meet the educational and career needs of all those seeking to enrich their lives and contribute to a prosperous community.

EDUCATIONAL MASTER PLAN 10 STRATEGIC DIRECTIONS

1. Develop New Programs to Meet Student and Industry Needs
2. Expand Flexible Instructional Options Including Online
3. Increase A.A./A.S. Degree Completion
4. Enroll More Seattle Public Schools Recent High School Graduates
5. Transition Adult Basic Education Students to Workforce
6. Scale Student Success Initiatives
7. Promote Global Education Experience
8. Expand Customized and Contract Training
9. Serve as Premier Health Care Training Provider
10. Expand Career Pathways

PURPOSE OF EDUCATIONAL MASTER PLAN

The purpose of the Educational Master Plan is to provide broad, forward looking guidance for Seattle Colleges' educational programs and services to meet the emerging educational needs of the community. Specifically, the plan addresses the forecasted enrollment challenges confronting the colleges, the changing economic and demographic profile of the community, and the emergence of new delivery models in the education sector. The plan presents a framework for future action and ideally supports the ongoing innovative work of each of the three colleges, while providing attention to new areas of opportunity and growth.

The Educational Master Plan is aligned with the current 2010 to 2015 Seattle Colleges District-wide Strategic Plan.¹ Central to both plans are the themes of student success, partnerships, and innovation. Select goals and objectives outlined in the Strategic Plan are highlighted throughout the Master Plan and targeted for increases or attainment. A priority objective of both plans is to boost state-funded enrollments measured as annualized FTES for the district. Other common goals include programs to meet industry workforce needs and innovative instructional options for students. While the Strategic Plan addresses these and other aspects of the district, such as college operations and efficiency, the Master Plan emphasizes educational enrollment, instruction, programs, and completion. Both the Educational Master Plan and the District-wide Strategic Plan are intended to work in tandem and to support, ultimately, the success of all students served by Seattle Colleges.

Finally, the Educational Master Plan helps inform and prioritize Seattle Colleges' fundraising efforts. As of spring of 2014, Seattle College District is nearing completion of a planning phase for future advancement efforts. Part of the planning phase includes conducting and reviewing research on funding priorities that support the district's educational goals. The Educational Master Plan will inform the direction of institutional advancement efforts and help prioritize programs, services, or other efforts requiring additional resources.

PURPOSE OF EDUCATIONAL MASTER PLAN

To build on our culture of innovation by expanding instructional programs and student success initiatives to meet enrollment targets and serve the larger community

CONTEXT: OUR STRENGTHS

Student composition and diversity. The mission of the Seattle Colleges is “to provide excellent, accessible educational opportunities to prepare students for a challenging future.” Fulfilling this mission requires comprehensive and diverse approaches to meet the needs and aspirations of Seattle Colleges’ students. The Seattle Colleges comprise the largest, most diverse community college district in Washington State. Notably, the Seattle Colleges enroll a significant number of adults in workforce education as well as students seeking flexible education arrangements through eLearning and distance learning platforms.

New models for student success. Each year, the Seattle Colleges touch the lives of nearly 50,000 students. The colleges send more students, including students of color, to the University of Washington than any other community college district in Washington State. In 2012-13, 4,396 degrees were awarded across more than 135 academic and workforce education programs. The Seattle Colleges offer a range of degrees including: Associate of Arts, Associates of Science, Associate of Applied Science, Certificates, and the Bachelor of Applied Science (B.A.S.). The B.A.S. enables students to pursue expanded career opportunities. The range of degrees reflects the colleges’ emphasis on academics, workforce preparation and training, and skill building.

Industry and community partnerships. In 2010, the annual economic impact of the Seattle Colleges was \$1.1 billion dollars.² The estimated economic impact includes wages and benefits paid to employees, goods and services purchased in the community, and increased earnings of its graduates. Every year students leave the Seattle Colleges and join the regional workforce. Their added skills translate to higher incomes and a more robust King County economy.

Global experience. The Seattle Colleges serve metropolitan Seattle and surrounding communities. Since their founding 40 years ago, the Seattle Colleges have educated more than a million and a half students. The Seattle Colleges reflect the city’s vibrant culture of entrepreneurship and start-ups, ranging from software to aviation, food and beverage, retail giants and more. The colleges are hubs of their communities and centers for change in the region. More than 4,000 international students attend the Seattle Colleges each year and join domestic students, faculty, and staff to create a global educational experience.

SEATTLE COLLEGES AT-A-GLANCE

Attendance 2012-13 45,857

Fall 2013 Profile

Median age	29
Ethnic diversity	51%
With BA or higher	18%
Employed	53%
With dependents	27%
Full-time/part-time	41%/59%

Programs

College Transfer	37%
Workforce Education	37%
Basic Skills	18%
Pre-College	8%

Special Enrollments 2012-13

eLearning	12,802
International	4,218
Worker Retraining	1,989
Running Start	913

CONTEXT: OPPORTUNITIES

Economic. Based on a recent environmental scan and analysis of external economic and labor market trends by Washington State University,³ industries projected for growth in King County in the next ten years include: health care; business, information technology, and management; and construction.⁴ Additional data from the State Board of Community and Technical Colleges confirm these trends and identify King County's top five occupations in 2014 as: software developers, computer-related occupations, registered nurses, marketing managers, and web developers.⁵ High-demand occupations in King County commonly requiring an *A.A. degree* are: registered nurse, computer user support, preschool teacher, paralegal, and computer network support.⁶ The top occupations requiring a *certificate* were: certified registered nurse, commercial driver, basic life support (for Emergency Medical Technicians, EMT), certification in cardiopulmonary resuscitation, and certified public accountant.^{7, 8}

Demographic. Changes in local demographics present new and vital opportunities for Seattle Colleges. Projections show steady, slight growth among 35 to 39 year olds in King County.⁹ Increases are also expected among 15 to 19 year olds, many of whom are enrolled in Seattle area high schools.¹⁰ With the strong rise of these age group cohorts, targeting recruitment to match growth and structuring programs to fulfill interests will help improve enrollment as well as certificate and degree completion.¹¹ While specific strategies will serve these groups well, new and enhanced programs and services will also improve the experiences of students from all backgrounds.^{12, 13, 14}

- *Working Adults.* In 2012-13, the district enrolled 45,857 students. More than half were working adults. Of those students, 59 percent were employed part-time, and 41 percent were employed full-time. About 10 percent (4,372) were in the 35 to 39 year age range. With the projected population growth in 35 to 39 year old age range, the Seattle Colleges have an opportunity to enroll and serve a greater proportion of the working adult population.
- *Seattle Public Schools.* In 2012-13, 16 percent (7,164) of Seattle Colleges' students were under 20 years old. Among the 2,409 graduates from Seattle Public Schools in 2009, about 522 enrolled in one of the Seattle Colleges.^{15, 16} Another 379 came from other Seattle area school districts. Nearly half of mid-range GPA students from Seattle Public Schools enroll in a Washington state 2-year college. While high school graduates choose to enroll at a wide-range of post-secondary institutions, including 4-year, private, and out-of-state schools, the Seattle Colleges have an opportunity to attract a greater number of Seattle area high school students.

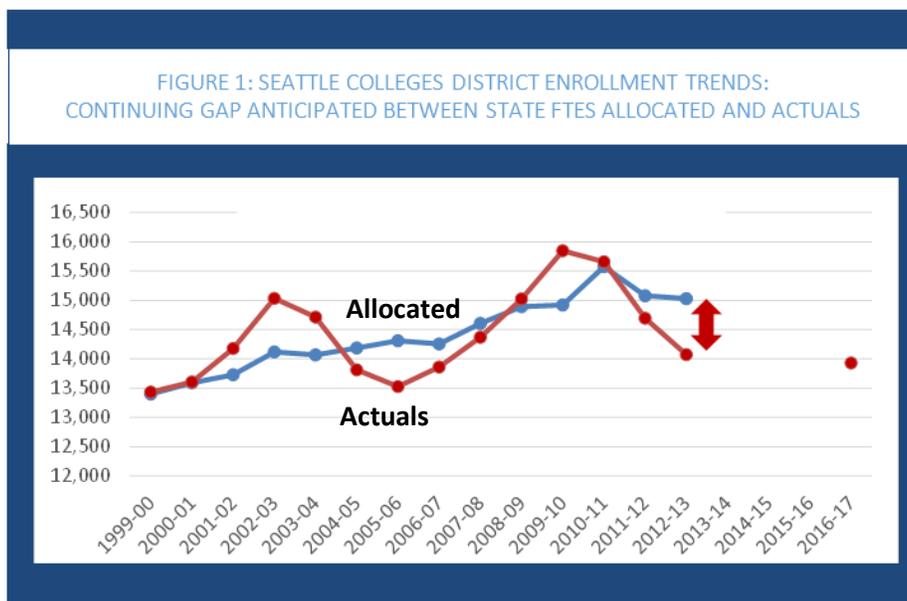
Educational trends. Perhaps the dominant trend in education is the demand-supply gap for postsecondary education. In Washington State, by 2018, 677,000 of the expected 1 million job vacancies will require postsecondary credentials, according to the Center on Education and the Workforce at Georgetown University.¹⁷ The supply of credentialed workers is insufficient. In 2011, of nearly 926,000 adult Washingtonians, 25 percent had gone to college but lacked either a two- or four-year degree.¹⁸ These "some college-no degree" adults, many of whom are working adults, should be encouraged to complete. A second important educational trend is the development of online education tools and the

demand for distance and “eLearning” opportunities. Leading funders and developers of postsecondary innovation, such as the Bill & Melinda Gates Foundation and the League for Innovation in the Community College, have emphasized the importance of customizing learning to meet students’ needs and ensuring access to online learning opportunities.^{19, 20}

CONTEXT: CHALLENGES

Enrollment. The Seattle Colleges as well as community colleges throughout Washington are facing decreasing enrollment. The Seattle Colleges face a significant shortage of FTES (full time equivalent students) in the next five years and potentially beyond (Figure 1). The Office of Financial Management predicts that in 2017, expected enrollments will not increase relative to 2013 numbers. In 2012-13, the district fell short by 959 FTES of state allocations. The Seattle Colleges, through this Educational Master Plan, intend to add 1,000 new FTES by 2017-18.

Financial. State funding has declined by more than 20 percent over the recent past and is projected to continue to decrease. Simultaneously, tuition has increased steadily in the last decade and has reached double-digit increases in the last two years²¹ (Figure 2). On a positive note, tuition at the Seattle Colleges is expected to hold steady in 2014-15. Increasing financial pressures require greater organizational alignment, targeted uses of resources, and demonstration of return-on-investment to enrolled students.



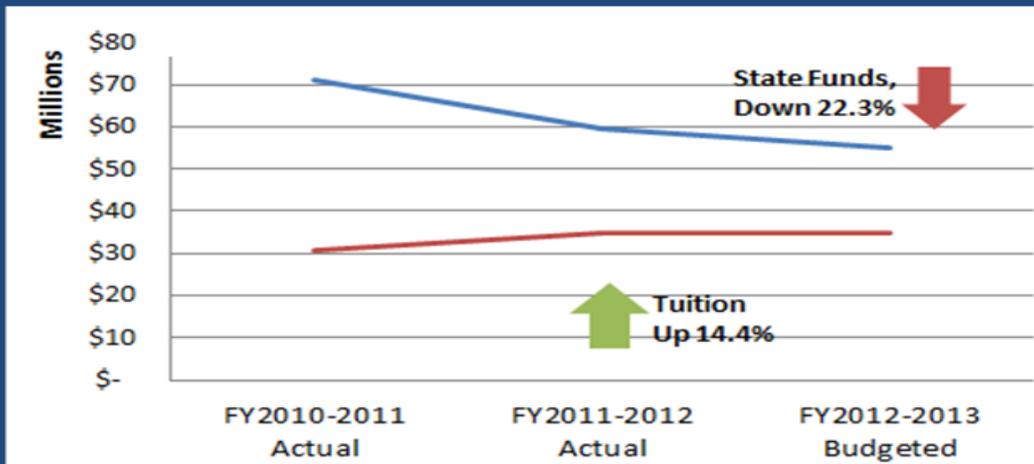
Degree completion. Completion rates for Seattle Colleges’ students are lower than the state system; however, completion rates across the state as a whole are low.²² Based on a fall 2008 cohort analysis, completion among Seattle Colleges students is slightly lower than the state, 20 percent compared to 24 percent. Looking at a fall 2009 cohort, completion rates increased but still remained lower than the state, 27 percent compared to 30 percent.²³ Educational strategies need to address key factors inhibiting degree completion.

Peer Institutions. Other postsecondary education institutions in geographic proximity have comparable numbers of students and educational programs. Examples of similar programs are healthcare and business/IT; for example, peer institutions offer B.A.S. degrees in healthcare (nursing), IT, and data analytics. Overlap also exists between the Seattle Colleges and peer institutions in terms of online learning options, with online offerings in healthcare, business/IT, and accounting. Given the growing population of incumbent workers seeking career upgrades, peers are targeting working adults with evening or weekend options. Other peers have state-funded centers of excellence in IT and public safety and a training center with more than a thousand customized training modules to meet business partners' needs.

SUMMARY

Considering the strengths of Seattle Colleges, opportunities that are emerging in the changing environment, and the challenges presented by the economy and peers within the sector, an educational master plan that best positions the colleges is needed now more than ever. The Seattle Colleges need to leverage their collective size, diversity of program offerings, online instructional capacities, partnerships with businesses, and access to global resources and perspectives to remain competitive.

FIGURE 2: STATE FINANCING TRENDS:
FUNDING DECREASING AND TUITION INCREASING



STRATEGIC DIRECTIONS

The Educational Master Plan presents 10 recommended strategic directions for Seattle Colleges. Based on a review of strengths, opportunities, and challenges, the proposed strategic directions will ensure the colleges are best positioned in the future to provide excellent, accessible educational opportunities for all students.

The following sections highlight each of the 10 strategic directions and their contexts, programs and services, and recommended actions. Exemplary and illustrative efforts at each of the colleges – Seattle Central College, South Seattle College, North Seattle College, and Seattle Vocational Institute – are presented within the relevant strategic directions. Particular attention is given to student markets, their needs, and the program attributes that are likely to not only attract them but also help them achieve success at the colleges.

Finally, given the urgency to meet state allocated FTES, estimates are provided of new additional annualized FTES generated by select strategic directions. Because strategic directions are sometimes overlapping, FTES estimates are not mutually exclusive and should not be summed. They are included to provide an approximation of the potential for a strategic direction to contribute to meeting state allocations.

Recommendations were developed in consultation with key administration and faculty leaders already working in these areas. Action steps were also informed by College Outreach Forums held at each of the three colleges during the spring of 2014. More than 150 college stakeholders attended these forums and provided input in-person and online. External advisors to the Chancellor as well as internal management and executive staff at the district office also contributed to the development of the plan.

Implementation and budgeting highlights are provided at the conclusion. A separate document entitled “*Educational Master Plan: Implementation Roadmap*” is under development to provide additional details with respect to timeline, responsibilities, and resource requirements.

10 STRATEGIC DIRECTIONS

1. Develop New Programs to Meet Student and Industry Needs
2. Expand Flexible Instructional Options Including Online
3. Increase A.A./A.S. Degree Completion
4. Enroll More Seattle Public Schools Recent High School Graduates
5. Transition Adult Basic Education Students to Workforce
6. Scale Student Success Initiatives
7. Promote Global Education Experience
8. Expand Customized and Contract Training
9. Serve as Premier Health Care Training Provider
10. Expand Career Pathways

1. Develop New Programs to Meet Student and Industry Needs

Context. Growth in key industries, changing demographics, and decreasing enrollment trends in the Seattle metropolitan area require the Seattle Colleges to enhance existing programs and develop new ones to meet industry needs and student interests. Industries predicted for growth include health, business and information technology, and manufacturing. Growth in the working adult student population also requires programs designed for career advancement. Furthermore, the Seattle College District estimates the need for 1,100 *new* FTES to meet state allocations. New degree and certificate programs to be enhanced or developed by the 2018-19 academic year are estimated to add over 1,000 new annualized FTES (Appendix, Table 1).

Current efforts. The Bachelor of Applied Science (B.A.S.) is an innovative 4-year degree that prepares students for career advancements. Furthermore, the B.A.S. degree meets the needs of working adults who are place-bound with responsibilities such as families, homes, and jobs. Early research shows strong employment and earning gains among first graduates across the state.²⁴ The degree is designed to help workers advance in their careers and position them to earn promotions.

Seattle Colleges' first B.A.S. pilot program in Hospitality Management was launched at South Seattle College in 2006; another early program was Seattle Central College's Applied Behavioral Science B.A.S. These and other B.A.S. programs were recognized by the League for Innovation in the Community College for including scheduling, curricular, and social support adaptations to enable student completion.

Emerging and possible future projects to consider for future planning are: 1) a Center for Professional Advancement for Working Adults that would help adults navigate offerings to meet their certification, degree or professional needs, and 2) University Centers at the Seattle Colleges that would partner with other B.A. granting institutions and provide instruction on campus so that students do not need to relocate and can earn degrees in disciplines while increasing FTES and transfers.

Recommendations for action

1. Develop B.A.S. degrees in 13 program areas in health, business/IT/management, manufacturing, maritime, and education industries.
2. Develop A.A.S. degrees in 7 program areas of medical billing and coding, paralegal, and maritime technology.
3. Develop new Long- and Short-term Certificates in allied health, manufacturing, and maritime industries.
4. Secure funding and faculty resources to implement new or enhanced programs
5. Explore establishing a Center for Professional Advancement for Working Adults that would help adults navigate offerings to meet their certification, degree or professional needs.

STUDENT MARKETS

- Working adults
- Adults with some college, no degree
- High school graduates

2. Expand Flexible Instructional Options, Including Online

Context. Throughout the nation and among regional peer institutions, fully online or hybrid courses are increasingly being offered. eLearning courses across the Washington State Community and Technical College system have grown substantially over the past five years, with FTES increasing by 72 percent.²⁵ Enrollments at the Seattle Colleges in eLearning averaged about 1,725 state-funded FTES in the recent past and have increased by 14 percent over the last five years.²⁶ Based on plan estimates, new FTES for eight planned fully online degree programs will be about 130 by 2018-19 (Appendix, Table 2).

Current efforts. The Seattle Colleges currently offer six online and 12 mostly online certificates and Associate Degrees, primarily in business, accounting, and information technology. Opportunities exist to streamline and coordinate across the district to offer a greater diversity of options, including B.A.S. degrees. Several existing programs are candidates for conversion to a fully online format. These programs have qualified faculty, high growth, and high job placements. Examples are: Certificate of Accountancy A.A.S. (North), Health Care Management B.A.S. (Central), and Hospitality Management B.A.S. (South).²⁷ Launched this past year at North Seattle College, the “Hybrid Evening AA/AB Degree Program” blends evening class meetings with online activities and assignments.

At North Seattle College, the **"North Blend"** gives students with work and personal obligations the opportunity to complete an A.A. degree in two years by attending evening sessions three nights a week with the rest of the time spent in online activities and traditional homework sessions. Seattle Central College has created the Center for Extended Learning to offer more hybrid classes to give students and instructors more flexibility. A competency-based A.A. degree in business, entirely online and transferrable to Washington public four-year colleges, is now being piloted. The program is designed for adults who already have been working for a few years.²⁸ eLearning courses are well-suited for working adults and professionals seeking to upgrade their skills or complete a certificate or degree and desiring cost- and time-effective ways to completion.

Recommendations for action

1. Strategically market and brand online and hybrid programs to working adults and professionals seeking to upgrade skills or complete certificates and degrees; “flexibility for all.”
2. Standardize college websites to include identifiable graphics, badges, and other visual markers for online programs; retain and honor unique college identities; develop common messages.
3. Develop pooled-enrollment to make it easy for students to take online courses at all colleges.
4. Provide students with a comprehensive eLearning class schedule that features all eLearning classes offered within the Seattle Colleges.
5. Provide professional development to faculty teaching online.

STUDENT MARKETS

- Working adults seeking career advancement
- Some college, no degree
- Academic transfer students

3. Increase Associate of Arts (A.A.) and Associates of Science (A.S.) Degree Completion

Context. Students come to the Seattle Colleges with a range of intentions, including transferring to a 4-year institution, pursuing a degree, gaining skills to advance in work or a career, or pursuing lifelong learning. For those seeking a degree, the Seattle Colleges aspire to ensure students are well prepared and are advised of the steps needed to progress in their education. Of those enrolling at the Seattle Colleges in the fall of 2013, more than one-third (37 percent) intended to transfer.²⁹ However, state-wide transfer rates within two years among students intending to transfer are less than 20 percent.³⁰ Furthermore, less than a quarter (20 percent) of Seattle Colleges’ students complete a certificate or degree within four years.³¹ State trends are similarly low.

Current efforts. Current efforts to boost degree completion include a combination of advising, enhanced scheduling options, financial assistance, and student support programs. Continuing our enhanced advising efforts will help students understand the benefits of degree completion. A recent study found that students with A.A. or A.S. transfer degrees are more likely to obtain a bachelor’s degree within four to six years than students without an A.A. or A.S. degrees.³² Similar findings have been reported for students in Washington State.³³ Furthermore, obtaining an A.A. or A.S. degree provides economic benefits, especially if students do not eventually obtain a B.A. degree.³⁴ Advising efforts will continue to emphasize the benefits of degree completion. Furthermore, scheduling arrangements are currently being reviewed to ensure the possibility of timely completion as well as flexible options for completing on-time.

An emerging direction is “specializations” where students are encouraged to make early decisions toward specialty areas of emphasis to speed certificate or degree attainment (e.g., global health, global studies, and sustainable agriculture). The Ready-Set-Transfer (RST) program is an example of this model, designed to support success in STEM fields. RST students exhibit higher retention rates because of access to learning communities, peer mentoring, academic support, faculty mentors, seminars, and guest speakers. All three colleges have RST Academies.

Recommendations for action

1. Advise students about the benefits of the A.A. and A.S. degrees for transfer.
2. Develop annual course schedules so that students can plan for on-time completion.
3. Expand scheduling to include weekend and evening course options.
4. Expand Ready-Set-Transfer (RST) components: faculty mentors, field trips, research experiences, and specialized classes.
5. Market the availability of the online A.A. degree to serve students requiring a more flexible course format.
6. Explore reverse degrees and 45 credit degree.

STUDENT MARKETS
<ul style="list-style-type: none">• Current students• Working adults• Some college, no degree• High school graduates

4. Enroll More Seattle Public Schools Recent High School Graduates

Context. Demographic projections from the environmental scan indicate steady, slight growth among 15 to 19 year olds in King County.³⁵ The increase of young adults in the immediate area provides an opportunity for outreach to and inclusion in Seattle Colleges' programs. In particular, Seattle Public Schools (SPS) students who are middle-achieving tend to enroll in Washington 2-year colleges, in contrast to those who are higher achieving who go to state and other 4-year institutions (Appendix, Table 3). An opportunity exists to recruit more SPS students who do not go to or enroll at any college.

The opportunity is substantial, since Seattle Colleges' enrollment of SPS students is less than five percent of all Seattle College state-funded FTES in 2012-13. The enrollment of SPS students has annually averaged 628 state-funded FTES. The Seattle Colleges are exploring expanding financial support for high school students to increase the number of students coming directly from SPS. Assuming a 25 percent increase, new FTES would be about 157 by 2018-19.

Current efforts. The Seattle Colleges are partnering with the Seattle Public Schools to prepare for the statewide adoption of the Common Core high school standards and new high school assessments of college readiness. Joint workgroups of high school math teachers and college math faculty have completed initiatives to support students in the transition from high school to college. South Seattle offers the 13th Year Promise Scholarship to graduating seniors from Cleveland, Chief Sealth and Rainier Beach high schools, providing the opportunity to attend one year of college tuition-free. As a result of the scholarship, enrollment of high school students at South has increased.

Recommendations for action

1. Reach out to students, parents, and school counselors to the promote A.A. and A.S. degree and raise awareness of the more than 50 direct transfer agreements.
2. For Seattle Public School students, raise awareness of Professional-Technical programs with career progression opportunities through certificates, A.A.S., and B.A.S. degrees.
3. Explore expanding financial support for one year of college for high school graduates.
4. Identify readiness interventions for 10th and 11th grade students to encourage them to prepare for college.

STUDENT MARKETS

- Recent high school graduates
- Students in 10th and 11th grade preparing for higher education

5. Transition Adult Basic Education (ABE) Students to Workforce

Context. The City of Seattle is one of the fastest growing in the country with an increasingly large share of population growth being foreign-born.^{36, 37} Between 1980 and 2010, the share of population growth in the Seattle metropolitan area attributed to immigrants increased from 11 percent to 41 percent.³⁸ Among these immigrants, most with Latino and Asian/Pacific Islander heritage, about half have an A.A. degree or higher.³⁹ While many of these immigrants are educated, there are those still requiring basic education, language skills, and work entry assistance. Adult Basic Education (ABE) students are typically workers seeking entry-level occupations.

Adult Basic Education students generally want to move quickly into work and need skills to gain entry into low-skill jobs. ABE students account for about 18 percent of state-funded FTES enrolled at the Seattle Colleges in 2012-13. ABE enrollment has declined over the past five years and is expected to continue to decline at the Seattle Colleges and across the state. New enrollments and retention could be grown if viable pathways and ladders are clear and students are properly advised. Targeted addition of *new* FTES is 20 percent, or about 500 by 2018-19.

Current efforts. At South Seattle College, Pivot Point is an open-entry program where students decide upon and prepare for a program of study. Students typically spend one quarter on industry specific language (health, business/IT). Students are motivated to get “skilled-to-job” as quickly as possible. I-BEST (Integrated Basic Education and Skills Training) is offered for ABE and English as a Second Language (ESL) students who are interested in job training classes. In I-BEST programs, one instructor focuses on providing job training, while the other instructor helps students improve basic skills. Research indicates I-BEST students perform better than comparisons.⁴⁰ Finally, Start Next Quarter (SNQ) is a web-based financial eligibility tool and includes a workshop for workforce students to learn about programs of study, college navigators, and other resources to help them enter college-level training.

Recommendations for action

1. Transition more ABE students to Workforce Education programs; contextualize ABE classes,⁴¹ offer grammar in industry contexts; integrate assignments to include industry content.
2. Scale Pivot Point and I-BEST district-wide; enable transfer among colleges; develop themes in accounting, nursing, and phlebotomy; scale Start Next Quarter for ESL.
3. Prepare students to transition into workforce programs.
4. Expand on-site community partnerships and delivery.
5. Boost completion rates by developing viable pathways or ladders from ABE to short-term certificates.

STUDENT MARKETS
<ul style="list-style-type: none">• Recent immigrants and refugees• New to the education system• English Language Learners

6. Scale Student Success Initiatives

Context. A key focus area for the Seattle Colleges is to increase completion rates. Based on a 2008 cohort analysis, only 20 percent of students entering the Seattle Colleges in 2008 ultimately completed a certificate or degree within four years. For the state as a whole, the rate was similarly low, at 24 percent.⁴² Students entering community college often require supports upon entry and during the first term. National studies find that students benefit from more structure, clear academic plans and increased engagement in learning and with their college.⁴³ State and college data show that students who begin their studies in pre-college education are least likely to complete a degree or certificate. More than two-thirds of new Seattle Colleges students are referred to one or more pre-college courses, and of those who start at the pre-college level, over half never make it to college level coursework in math. As a result, the Seattle Colleges have focused particular attention on students needing pre-college math, and have created structured pathways that are clear and that accelerate progress to completion.

Current efforts. The Seattle Colleges have created a comprehensive design for reform that incorporates best practice from within the colleges and national research. These collective efforts are designed to: 1) provide a strong first year experience for at-risk students, 2) accelerate their progress through pre-college math and into college level math, and 3) provide support to increase success and completion through advising and academic planning.

Seattle Colleges' mandatory new student orientation, START, ensures students learn about resources and services available to improve their transition to college. Students work with an advisor to gain clarity about their program of study, register for their first quarter classes and begin to develop their educational plan to meet the requirements of their certificate or degree. Advising is proactively infused into pre-college math classrooms. Advisors focus on making a connection with students and teach them how to create an educational plan to complete their program of study.

New accelerated pre-college math models are increasing the percent of students who complete their pre-college math sequence within one year. These models allow students to finish their math requirements faster, saving them time and money. They are designed to match a student's academic goals, math background and study habits. After one year of implementing these new models, the proportion of students completing their pre-college math sequence in one year has increased by 21 percent.

Productive Persistence is being embedded in pre-college math courses as an alternative to traditional student success courses. Research based interventions and activities are embedded in classes that promote students having the tenacity and effective strategies they need to be academically successful. Social and attitudinal changes include feeling socially tied to peers and faculty and having a growth mindset. These psychological constructs correlate with improved academic performance and higher retention.

Recommendations for action

1. Continue to strengthen the first-year student experience; increase student enrollment in math in the first year; ensure all students have an educational plan and advising contact.
2. Continue to scale up accelerated pre-college math options to serve all students referred to pre-college math.
3. Expand Productive Persistence to all pre-college math students and targeted gateway courses for first year students.
4. Continue to design and implement an advisor dashboard and educational planning tool for student and advisor use.

STUDENT MARKETS

- Students referred to pre-college math
- Students new to college
- Growing ethnic communities

7. Promote Global Education Experience

Context. Seattle is a world-city with global businesses and non-governmental organizations, and international communities. The Seattle Colleges continue as leaders in the state and nationally in attracting diverse students and staff and providing a global educational experience through curriculum and opportunities to develop the cross-cultural competencies necessary to succeed in our interconnected world.

Current efforts. The Seattle Colleges offer interdisciplinary Global Studies courses, world languages and regional area studies. In addition, the colleges offer international extra-curricular programming to help students increase their cross-cultural competency.

Recommendations for action

1. Continue messaging the Seattle Colleges as the destination for a “global” experience.
2. Market colleges’ “Go Abroad” opportunities for students, faculty, and staff, including exchanges and study abroad, Teach in China and Global Impact.
3. Highlight global studies, world languages, regional studies and the Global Studies and Global Health emphases.

STUDENT MARKETS

- Domestic students
- High school parents, students, and counselors
- International students

8. Expand Customized and Contract Training

Context: With expected economic growth in the near future, adults will go back to work. The Seattle Colleges are positioned to reach out to working adults, especially where they are – at their workplaces. Businesses and industry seek a quality workforce that is skilled and productive at a high level. To meet these needs, customized and contract trainings are an area of opportunity that can also serve as a pipeline for FTES growth. As customized training programs evolve and solidify, they can be institutionalized into Seattle College offerings. The Seattle Colleges’ peer institutions have also identified this trend and have developed, for example, the Business Training Institute, with 2000 customizable training “modules”, offered onsite, on campus, or online. Another peer institution has established an “Economic and Workforce Development Department” with onsite, on campus and online options. Contract and Customized Training initiatives at the Seattle Colleges are estimated to add about 200 *new* FTES by 2018-19.

Current efforts. Customized and contract trainings through the Seattle Colleges have served more than 1,600 students in recent years, and contracts have been valued at about three million dollars.⁴⁴ Customized and contract training initiatives include partnerships with employers such as Northwest Hospital, Workforce Development Council of Seattle, Hexcel composites, Vaupell aircraft interiors, Boeing, and Vigor welding.

Recommendations for action

1. Establish a district coordinator (single point-of-contact) to develop key relationships with employers, recruit business and industry clients, build partnerships and coordinate training initiatives.
2. Develop a database and Customer Relationship Management (CRM) system to coordinate projects.
3. Develop an accounting, overhead fee, and allocation system to promote collaboration while ensuring sustainability.

STUDENT MARKETS

- Working adults seeking career advancement
- Businesses and public agencies seeking customized, on-site or off-site training

9. Serve as a Premier Health Care Training Provider

Context. Seattle is both a regional hub for high quality medical care and a world-renowned bio-medical research hub. Within the city boundaries there are over 74,600 medical workers. Yet even with one of the nation's highest concentrations of physicians and nurses per capita, a significant percentage of the population has no primary care physician; their needs will likely be met by professionals in allied health and nursing.⁴⁵ Analysis of industry and occupational growth areas in King County show that health care is a growth industry requiring highly skilled workers but also providing high wages. The health care industry is expected to grow by 26 percent in the next decade, and health practitioner and technician jobs rank high among those slated for growth with good wages.⁴⁶ Peer institutions have also observed these trends and offer nursing and healthcare administration and information technology.⁴⁷ Allied Health and Nursing Programs at the Seattle Colleges accounted for 243 FTES in 2013. Additional *new* FTES of about 200 to 400 are estimated by 2015-16.⁴⁸

Current efforts. Currently, all three colleges offer the associate degree in nursing, and the B.S.N. (RN-B) degree was recently approved by the State Board with first enrollments scheduled for the fall of 2015. In addition, certificate, license, and/or associate degree programs in allied health exist in surgical technology, opticianry, nursing assistant certified, medical assistant, dental assistant, nursing—LPN, phlebotomy, emergency medical technician, pharmacy technician, and medical office.

The State Board also approved four tracks in the new B.A.S. in Allied Health degree: dental hygiene, respiratory care, healthcare services management and community health and education. First cohorts for the dental hygiene and respiratory care tracks have started and will complete their A.A.S.-T in Allied Health degrees at the end of fall quarter 2015. These students will matriculate into the B.A.S. programs in the winter of 2015.⁴⁹ The healthcare services management and the community health and education tracks are in development with students expected to matriculate in the fall of 2015.

The Seattle Central Health Education Center is scheduled to open in the fall of 2015. Seattle Colleges' health care programs will be the premier health career training provider for the Puget Sound Region, with the Health Education Center adding 85,000 square feet of instructional space and enabling co-location with healthcare clinics and healthcare industry associations. The new A.A.S.-T. and B.A.S. degrees in nursing and allied health as well as possible future programs in medical billing/coding and health informatics among others, will offer both full-time students and working professionals an opportunity to earn new certifications and degrees. An emerging area of work is to develop and embed "patient navigator skills" such as communication skills and proficiency in using online electronic medical records portals, into existing programs and curricula.

Recommendations for action

1. Expand partnerships to create training, instructional resources and job placement opportunities.
2. Develop new health care degree options for the B.A.S. in Allied Health.
3. Provide convenient and flexible training for working professionals.
4. Create and launch Seattle Central Health Education Center.
5. Market the Seattle Colleges as institutions of choice for regional healthcare training.

STUDENT MARKETS

- Health care workers seeking career advancement
- High school graduates seeking health care jobs

10. Expand Career Pathways

Context. Best practice underscores the value of establishing pathways to degree completion, especially for non-traditional college students and students in the workforce.⁵⁰ Proposed efforts will move potential non-traditional college students to self-sufficiency, through onramps, entry-level jobs, and training programs, with ongoing assessments (Figure 3). A recent survey by Seattle-based *Business Government Community Connections* estimated that 7,400 participants in one public agency program alone are work-likely and college-interested but unemployed and unenrolled. These participants and others seeking careers are potential Seattle College enrollees in need of education and job opportunities.

Current efforts. The Pathways to Career Initiative provides clear on-ramps and short-term certificates for unemployed, low-income adults. Student cohorts are focused on manufacturing, logistics, business information technology, maritime, and health. Thus far, high percentages of students have completed the program and have continued on to other programs or have found work. An emerging area of work is to consider how to establish feeder programs into bachelor degree programs and to package them as a “next step” from possible A.A.S. programs.

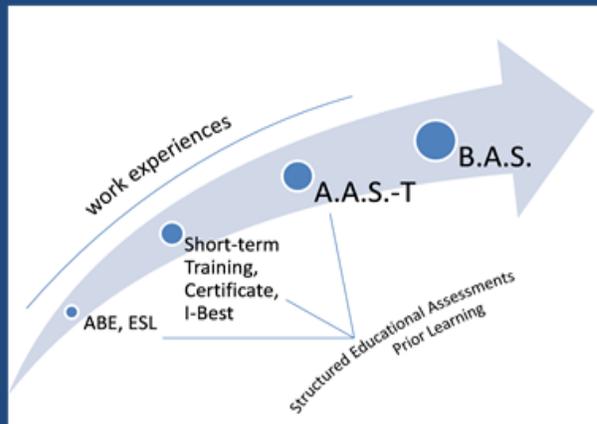
Recommendations for action

1. Develop online dynamic displays of career pathways that allow prospective students to see overviews and details of programs, courses, and certificate and degree options.
2. Target incumbent workers for recruitment and enrollment in select pathways.
3. Develop a tiered approach to move from ABE to degrees.
4. Work with industries and associations to customize pathways for existing workers; meet employers’ needs.
5. Coordinate and integrate career pathways with other strategies such as Adult Basic Education, customized and contract training, high school student recruitment and enrollment, Running Start, and new and enhanced B.A.S. degree programs.

STUDENT MARKETS

- Working adults
- English Language Learners
- High School Graduates
- Some college, no degree

CAREER PATHWAYS: CAREERS THROUGH WORK EXPERIENCES AND CERTIFICATE AND DEGREE ATTAINMENT



SUMMARY

The Seattle Colleges represent the promise and opportunity for everyone to better their lives and to contribute to a vibrant community. The Seattle Colleges and our alumni have a positive impact on the social, cultural, and economic well-being of the region. In dollars alone, we contribute about \$1.1 billion to the King County economy each year. Now more than ever, we seek to achieve greater accomplishments in the face of new challenges.

The Seattle Colleges face a future with new industry and labor needs, shifts in population trends, fewer resources, and growing competition locally and abroad.

In response, the Educational Master Plan presents 10 strategic directions that build on our current strengths and adapt our programs to ensure we meet our enrollment targets and serve the needs of students, businesses and the larger community. The plan components highlight the priorities of increasing student success, partnering with business and community, and innovation. Each strategic direction was developed based on a review of external factors as well as on consultation with and feedback from Seattle Colleges' staff, faculty, and administration. External business and community partners also contributed refinements to the plan.

Implementation and resource development for the Educational Master Plan are targeted for further specification in the second half of 2014. Recommended actions are currently being developed with accompanying timelines and entities responsible for implementation. Furthermore, fundraising and advancement goals are also being developed and refined to align with plan priorities.

EDUCATIONAL MASTER PLAN 10 STRATEGIC DIRECTIONS

1. Develop New Programs to Meet Student and Industry Needs
2. Expand Flexible Instructional Options Including Online
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7. Promote Global Education Experience
8. Expand Customized and Contract Training
9. Serve as Premier Health Care Training Provider
10. Expand Career Pathways

APPENDICES

Table 1: Estimated NEW Annualized FTES for New Programs

Industry	Degree	New or Enhanced Programs	Campus	Level (1-High, 5-Low)	2014-15	2015-16	2016-17	2017-18	2018-19
Business/IT/Management	AAS	Paralegal	Central	3 (conceptual)	0	10	25	30	30
Business/IT/Management	AAS	Paralegal	Central/North	3 (conceptual)	0	10	20	30	40
Business/IT/Management	BAS	Business Accounting	Central	4 (conceptual)	0	0	10	10	10
Business/IT/Management	BAS	Networking Admin	Central	2 (conceptual)	0	0	20	30	40
Business/IT/Management	BAS	Property Management	North	3 (conceptual)	0	10	20	30	40
Business/IT/Management	BAS	Multimedia Communications	North	2 (in work)	0	10	20	30	30
Business/IT/Management	BAS	Application Development	North	1 (approved)	10	20	30	40	40
Business/IT/Management	Certificate	Network Technology	SVI	1 (Under Revision)	20	30	30	35	40
Education	BAS	Teach Tech	South	1 (In place)	20	25	30	30	30
Education	BAS	Early Childhood Education	Central/North	4 (conceptual)	0	0	20	40	40
General	*	All Programs/Workplace Literacy Core	SVI	1(In development)	20	30	30	40	40
Health	AAS	Dental Therapist	Central	4 (conceptual)	0	0	10	20	25
Health	AAS	AAS Allied Health	Central	1 (approved)	10	15	30	40	50
Health	AAS	Medical Billing and Coding	South	2 (conceptual)	5	10	15	20	20
Health	BAS	RNB	Central	1 (nearly approved)	0	25	50	60	80
Health	BAS	Allied Health	Central	1 (approved)	10	40	60	80	100
Health	Certificate	Allied Health Technician/Healthcare Tech	SVI	1 (In development)	25	40	40	50	55
Health	Certificate	Geriatrics	SVI	2 (Conceptual)	0	18	20	25	25
Health	Certificate	PT Assistant	SVI	2 (Conceptual)	0	0	18	20	20
Human Services	Certificate	Soc & Human Services	SVI	2 (Conceptual)	0	18	20	25	25
Manufacturing	AAS	Machining & Manufacturing	South	2 (conceptual)	5	10	20	20	20
Manufacturing	BAS	Machining & Manufacturing	South	4 (conceptual)	0	0	10	20	30
Manufacturing	BAS	Building Sustainability Mgmt.	South	1 (approved)	10	10	20	30	40
Manufacturing	BAS	Trades Leadership	South	3 (conceptual)	0	10	10	20	30
Manufacturing	Certificate	Production/Processing Specialities	SVI	1 (In development)	20	20	25	30	30
Maritime	AAS	Maritime Technology	Central	2 (In Development)	0	10	15	15	15
Maritime	BAS	Maritime Management	Central	3 (conceptual)	0	10	15	25	30
Maritime	Certificate	Maritime Logistics Technology	SVI	1 (In development)	20	20	25	30	30
Other	Cert	Industrial Vehicle Operation	South	2 (conceptual)	5	10	10	10	10
Other	Cert	Building Operators Apprentice	South	2 (conceptual)	5	5	10	10	10
ANNUAL TOTALS:					185	416	678	895	1025

Table 2: Estimated NEW Annualized FTES for Fully Online eLearning Programs

Industry	Degree	Fully Online eLearning Programs (Existing or Planned)	Campus	Level (1-High, 5-Low)	2014-15	2015-16	2016-17	2017-18	2018-19
Business/IT/Management	BAS	Hospitality Management	South	1 (approved)	*	15	15	15	15
Business/IT/Management	AAS	Certificate of Accountancy	North	1 (approved)	0	15	15	20	20
Business/IT/Management	AAS	Real Estate	North	1 (approved)	*	15	15	20	25
Business/IT/Management	BAS	International Business	North	1 (approved)	0	5	10	10	15
Business/IT/Management	AAS	Accounting	Central	1 (approved)	*	15	15	20	25
Education	BAS	Teach Tech	Central/North	1 (approved)	*	5	5	10	10
Health	BAS	Health Care Management	Central	1 (approved)	*	5	5	10	10
Other	BAS	Applied Behavioral Science	Central	1 (approved)	*	5	5	10	10
ANNUAL TOTALS:					0	80	85	115	130
					* estimated headcounts range 20 - 60				

Endnotes:

- ¹ Seattle Community Colleges 2010-2015 District-wide Strategic Plan.
- ² EMSI (2011). The Economic Contribution of Seattle Community Colleges, State of Washington: Economic Growth Analysis and Investment Analysis. Moscow, ID: EMSI.
- ³ Kester, K. (2013). Scanning the Environment: Economic, Labor Market and Demographic Planning Information for the Seattle College District. Olympia, WA: Social & Economic Sciences Research Center (SESRC) Washington State University.
- ⁴ Kester, 2013.
- ⁵ Brown, M. (2014). WA State Board for Community and Technical Colleges, e-mail correspondence. May 1, 2014.
- ⁶ Kester, 2013.
- ⁷ Brown, 2014.
- ⁸ Kester, 2013 notes that occupational clusters typically requiring a B.A. degree include: computer and mathematics, business and finance, management, education, and healthcare.
- ⁹ Kester, 2013.
- ¹⁰ Kester, 2013.
- ¹¹ Kester, 2013.
- ¹² Turnbull, L. and Mayor, J. (2011, February 23). Shifting population changes face of South King County. Seattle Times. Hispanics are identified in census data as the fastest growing ethnic group in the King County, having nearly doubled in the past 10 years.
- ¹³ Turnbull, L. and Mayor, J. (2011, February 23).
- ¹⁴ Lumina Foundation for Education (2013). Lumina Foundation Policy Brief, A Stronger Washington through Higher Education US Census Bureau, 2009-11, American Community Survey PUMS File, June 2013.
- ¹⁵ Seattle Public Schools (2009). Roosevelt High School 2009 Annual Report, Cumulative Graduation and Dropout Rates, p.4. Includes totals and rates for all high schools, district-wide.
http://www.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Departmental%20Content/seo/anrep/anrep_2009/017.pdf
- ¹⁶ Seattle Community Colleges, Office of the Vice Chancellor (2013, August). 2009 High School Graduates Enrolled at the Seattle Community Colleges in 2009-10.
- ¹⁷ Lumina Foundation for Education, 2013.
- ¹⁸ Lumina Foundation for Education, 2013.
- ¹⁹ Bill & Melinda Gates Foundation Postsecondary Success, Areas of Focus, Personalized Learning. Retrieved May 28, 2014 from: <http://www.gatesfoundation.org/What-We-Do/US-Program/Postsecondary-Success>
- ²⁰ League for Innovation in the Community College, Projects Archive. Retrieved May 28, 2014 from: http://www.league.org/league/projects/projects_archive.cfm
- ²¹ Washington State Community and Technical Colleges Board (2014). Tuition rates increase history 1997-98 to 2013-14.
- ²² Seattle Community Colleges 2010-15 District-wide Strategic Plan. Fall 2008 cohort completing degrees and certificates in 2012, academic transfer with degree and professional-technical programs.
- ²³ Seattle Community Colleges Update on the District-wide 2010-2015 Strategic Plan, May 8, 2014.
- ²⁴ Washington State Board for Community and Technical Colleges (2013). Bachelor of Applied Sciences: Outcomes Evaluation, Research Report No. 13-6.
- ²⁵ SBCTC data on e-Learning. http://www.sbctc.edu/college/d_elearningdata.aspx
- ²⁶ SBCTC data on e-Learning. http://www.sbctc.ctc.edu/college/d_elearningdata.aspx
- ²⁷ eLearning Working Group Meeting Notes, March 31, 2014.
- ²⁸ Xu, D. and Jaggars, S. (2013). Adaptability to Online Learning: Differences Across Types of Students and Academic Subject Areas. New York, NY: Community College Research Center, Teachers College, Columbia University.
- ²⁹ Seattle Colleges' rates of "intend to transfer" equal the state proportion, also 37%. SBCTC (2013). 2013 Transfer Report: A Review of Improvements in Transfer. Olympia, WA: SBCTC, p2.

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- ³⁰ SBCTC (2013). 2013 Transfer Report: A Review of Improvements in Transfer. Olympia, WA: SBCTC. Page 4 notes about 34 percent (in 09-10) to 113,697 (37 percent in 11-12) of students intend to transfer in recent years. Page 6 notes that in 2011-12, about 18,946 (09-10) to 19,031 (11-12) successfully transferred, vertically, to a public or private 4-year BA granting institution or were applied into a CTC BAS program.
- ³¹ Seattle Community Colleges Update on the District-wide 2010-2015 Strategic Plan, May 8, 2014.
- ³² Crosta, P. M and E. Kopko (2014). Should Community College Students Earn an Associate Degree Before Transferring to a Four-year Institution? New York, NY: Teachers College, Columbia University Community College Research Center.
- ³³ Washington State Board for Community and Technical Colleges (2013). The Role of Transfer in the Attainment of Baccalaureate Degrees at Washington Public Bachelor's Degree Institutions Class of 2011. Olympia, WA: SBCTC.
- ³⁴ Belfield, Clive. (2013). The Economic Benefits of Attaining an Associate Degree before Transfer: Evidence from North Carolina. New York, NY: Community College Research Center, Teachers College, Columbia University.
- ³⁵ Kester, 2013.
- ³⁶ Balk, G. (2014, May 22). Census: Seattle is the fastest-growing big city in the U.S. Seattle Times. <http://blogs.seattletimes.com/fyi-guy/2014/05/22/census-seattle-is-the-fastest-growing-big-city-in-the-u-s/>
- ³⁷ Pastor, 2013.
- ³⁸ Pastor, 2013.
- ³⁹ Pastor, 2013.
- ⁴⁰ Washington State Board for Community and Technical Colleges (2012, June). 2012 I-BEST Review: Lessons Being Learned from Traditional Programs and New Innovations Next Steps and Issues for Scaling Up. Research Report 12-1.
- ⁴¹ Perin, D. (2011). Facilitating Student learning Through Contextualization: Community College Research Center Brief Number 53. New York, NY: Community College Research Center, Teachers College, Columbia University.
- ⁴² Seattle Community Colleges 2010-2015 District-wide Strategic Plan.
- ⁴³ Center for Community College Student Engagement (2013). A Matter of Degrees: Engaging Practices, Engaging Students (High-Impact Practices for Community College Student Engagement). Austin, TX: the University of Texas at Austin, Community College Leadership Program.
- ⁴⁴ Seattle Community Colleges, Chancellor's Executive Cabinet Meeting notes, April 7, 2014.
- ⁴⁵ Seattle Central Community College. 2014. The Vision-A Community Health Care, Education and Innovation Center, memo.
- ⁴⁶ Kester, 2013. Slides 9 and 11.
- ⁴⁷ Ferris, L. (2014, May 5). Allied Health – New Program Offerings memo.
- ⁴⁸ Seattle Central Community College. 2014. The Vision-A Community Health Care, Education and Innovation Center, memo.
- ⁴⁹ Ferris, L. (2014, May 5). Allied Health – New Program Offerings memo.
- ⁵⁰ Advisory Committee on Student Financial Assistance (2012). Pathways to Success, Integrating Learning with Life and Work to Increase National College Completion. Washington DC: author. Pages 74-79. Retrieved from: <http://knowledgecenter.completionbydesign.org/sites/default/files/320%20ACCSFA%202012.pdf>

MEMORANDUM

TO: Board of Trustees
FROM: Paul Killpatrick, President
DATE: September 11, 2014
SUBJECT: BOLD



Office of the President
1701 Broadway
BE 4180
Seattle, WA 98122
206.934.5417
Fax 206.344.4390
seattlecentral.edu

BACKGROUND

Regarding Purchase Order **321463**, Seattle Central College is requesting approval of an additional \$46,468.81 to be paid to Seaward Services Inc. for services provided in delivering the vessel BOLD in November of 2013.

This additional request exceeded the original request of \$500,000 approved by the board.

**Seaward Services Inc. is located on:
22 Pearl St. 3rd Floor
New Albany, IN 47150**

RECOMMENDATION

It is recommended that the Board of Trustees approve additional requested amount of \$46,468.81 to pay for services provided in delivering the vessel BOLD.

Submitted by,

A handwritten signature in blue ink that reads "Paul Killpatrick".

Dr. Paul Killpatrick, President

Transmitted to the Board with favorable recommendations by,

A handwritten signature in blue ink that reads "Jill Wakefield".

Dr. Jill Wakefield, Chancellor

MEMORANDUM

TO: Board of Trustees

FROM: Jill Wakefield, Chancellor

DATE: September 11, 2014

SUBJECT: Revised United Student Association Constitution – South Seattle College

Background

In May 2013, the United Student Association (USA) completed the task of updating the Constitution. This was needed in order to accurately represent current USA operations and procedures. From January 24 through February 6, 2014, a campus-wide student vote was conducted on the changes and they were approved by 94% voting in favor.

Five most significant updates:

1. The addition of the preamble.
2. Elimination of the requirement to pay S&A Fees in order to run for office, allowing ALL registered students of SSC the opportunity.
3. The budgeting and allocation of S&A fees used to be the responsibility of the USA. The S&A Fee Board, has since been created to handle these responsibilities in all respects.
4. The addition of parliamentary authority or "Robert's Rules," provides an agreed process for conducting USA meetings, as reflected in the bylaws.
5. The addition of an amendment article, outlying the process and requirements to make changes to the constitution.

Recommendation

It is recommended that the Board of Trustees approve the revisions to South Seattle College's United Student Association (USA) Constitution for approval.

Submitted by:



Gary Oertli
President

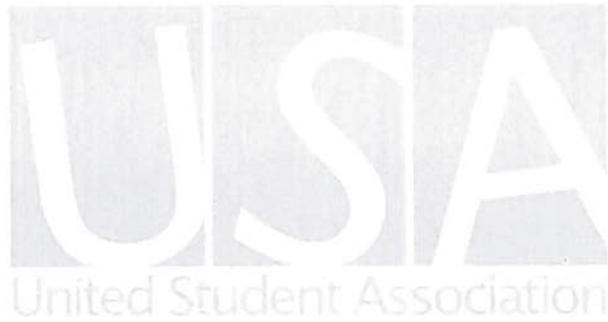
Transmitted to the Board with a favorable recommendation.



Dr. Jill Wakefield
Chancellor

The United Student Association of South Seattle College

Constitution



South Seattle College does not discriminate against individuals on the basis of race, color, creed, national origin, sex, disability, age, religion, honorably discharged veteran or military status, or sexual orientation.

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Page 1. Articles 1, 2, 3, 4 – Preamble, Name, Objective, Elections

Page 2. Articles 5, 6, 7 – Officer Compensation, Elected Officers, Mid-term Vacancies

Page 3. Articles 8, 9 – Removal From Office and Other Sanctions, USA

Page 4. Articles 10, 11, 12, 13 – Parliamentary Authority, USA Meetings, USA Committees, Budget

Page 5. Article 14 – Amendments



The United Student Association of South Seattle College

ARTICLE I: PREAMBLE

The officers of the United Student Association (USA) are committed to nurturing our community by fostering a comfortable and supportive environment. We advocate for the needs and interests of the diverse student body at South Seattle College. We strive to accomplish this commitment by promoting and encouraging self-development, community involvement, and cultural sensitivity.

ARTICLE II: NAME

The name of this organization shall be the South Seattle College United Student Association, hereafter referred to as the "USA".

ARTICLE III: OBJECTIVE

The objective of the USA shall be to provide opportunities for students' academic success, leadership activities, and to further the growth of student relations administration, faculty, staff, student population, and the community.

ARTICLE IV: ELECTIONS

1. All students applying must be enrolled at minimum five credits while maintaining a 2.5 or above cumulative GPA at the time of application and during the entire term of employment.
2. All USA members shall be elected in an at-large campus election during the spring quarter. The incoming President & Vice President, Treasurer and Officers alike will take office prior to Fall Quarter.
3. An Election Committee shall be assembled as described in the Bylaws. The Election Committee shall be responsible for administering the election process with the support of the Student Life Staff. The Dean of Student Life & USA Advisor shall be ultimately responsible for the elections and monitoring the ballot count.
4. The USA may appoint a new committee chairperson position at the request of said Committee, through the process laid out in Article VII.
5. An Election Handbook with procedures and application shall be produced by Election Committee and Student Government Advisor. Incomplete and/or late applications will not receive consideration.

The United Student Association of South Seattle College

ARTICLE V: OFFICER COMPENSATION

Officers of the USA shall receive payment based on their duties and responsibilities, as defined in the Bylaws, while serving.

ARTICLE VI: ELECTED OFFICERS

1. The Student Body will elect all Officers annually in the spring as provided in Article VII, excepting provisions within subsection 2 of Article VI. The President and Vice President USA officers shall serve a terms of one year, not to exceed two consecutive terms.
2. The USA reserves the right to make any appointments governing mid-term Committee Chair vacancies, as stipulated in Articles IV and VII. Any such appointment shall be in full compliance with this Constitution and USA Bylaws.

ARTICLE VII: MID-TERM VACANCY

1. The USA shall determine if mid-term vacancies in officer positions will be filled. If so, the entire campus will be notified that a vacancy exists and that interested candidates may apply for the position.
2. In the case of vacancies, the USA reserves the right to appoint an officer in full compliance with this Constitution and USA Bylaws.
3. All applicants shall present themselves for an interview by the USA, or with a representative delegation of USA Officers following the application deadline. Applicants are expected to attend a mandatory informational meeting at which interview times and dates shall be provided. Interviews, with specific questions prepared in advance shall be conducted in an identical manner for each applicant
4. All new Officers will participate in an appropriate orientation by the President & Vice President, and Student Life staff as appropriate.
5. Any Officer resigning shall provide written notice of resignation to the President and the Dean of Student Life. Any vacancies must be announced to the USA no later than the next regularly scheduled USA meeting. Upon such notification, the USA both may immediately declare that position vacant and proceed to fill it by campus wide elections or through the process detailed in subsection 2 of this Article.

The United Student Association of South Seattle College

ARTICLE VIII: REMOVAL FROM OFFICE AND OTHER SANCTIONS

1. Failure to maintain the qualifications of office, as stated in the USA Bylaws, or within this Constitution, shall constitute sufficient cause for an Officer to be removed from office. Any action on the part of the USA to impose sanctions or remove any Officer from their post will require a 2/3 majority in the USA.
2. However, if it is determined that an Officer no longer meets the minimum qualifications (including student status, grade point average, and/or good conduct standing), the decision to remove from office will be the sole responsibility and discretion of the Dean of Student Life with input from the USA Advisor.
3. The USA may place any member on probation, for any cause deemed to be in violation of officer good conduct standards as stipulated by this Constitution and the USA Bylaws, or after ten (10) days absence from duty. A written report of any probation will promptly be presented to the USA for further review.
4. Any officer placed on probation may undergo reduction and/or cessation of any payment. An overview of Officer violations (within federal privacy restrictions) must accompany any request for steps taken to bring said Officer into compliance. The USA, in reference to this Constitution and the USA Bylaws, shall conduct determination of any Officers duties. Any action by the USA to suspend, alter, or terminate any award or stipend must meet a 2/3 majority approval.
5. Before removal, a letter shall be mailed to the Officer at their current address. This letter shall state the alleged cause for removal, the date (not less than seven (7) calendar days after mailing) on which the matter will be brought to the Executive Committee for recommendation to the USA, as well as the date on which the USA will consider that recommendation. The officer shall be given a reasonable opportunity to respond before both the Executive Committee and the USA.
6. Officers of the USA removed from office are ineligible for appointment or candidacy to any S&A Fee funded position until the first day of the following academic year.

ARTICLE IX: USA

1. The USA, constituting the governing body of the SSC student body, shall be empowered to act for the student body in matters of the government, activities, and finances of the USA. As the governing body, the USA shall comply with the state open public meetings act to the extent required by RCW 42.30.200.
2. The USA shall consist of duly elected or appointed Officers, in full compliance with the USA Constitution and Bylaws. Every Officer shall have one vote. The Presiding Officer shall only vote to break a tie.

The United Student Association of South Seattle College

ARTICLE X: PARLIAMENTARY AUTHORITY

The rules contained in the current edition of *Robert's Rules of Order* shall govern all meetings to which they are applicable and consistent with this Constitution, the Bylaws, and any special rules of order that the USA may adopt.

ARTICLE XI: USA MEETINGS

1. The USA shall meet as stated in the Bylaws. A quorum of 51% of Officers must be present in order to conduct any meeting. USA actions may be taken only by a majority of the Officers present at a duly called meeting, excepting occasions requiring a 2/3 majority. There shall be no proxy votes.
2. Every Officer shall have one vote. The Presiding Officer shall only vote to break a tie.

ARTICLE XII: USA COMMITTEES

1. Standing Committees shall be as provided in the USA Bylaws.
2. The President may appoint any member of the USA to serve on an Ad-Hoc Committee. Ad-Hoc Committees shall be established at need. Ad-Hoc Committee Chairs shall serve at the recommendation of the President.
3. Officer Committee Membership responsibilities are provided in the USA Bylaws.

ARTICLE XIII: BUDGET

1. The USA shall operate within the guidelines of the approved fiscal Budget.
2. The Budget Committee shall be chaired by the Treasurer and shall be responsible for budget preparation and monitoring expenditures ensuring student funds are used in the manner most appropriate. The Treasurer may provide monthly expenditure and budget status reports.

The United Student Association of South Seattle College

ARTICLE XIV: AMENDMENTS

1. All amendments and revisions to this Constitution must be approved by the SSC Student Body in a campus referendum, Dean of Student Life, Vice President of Student Services, President, and by the Board of Trustees in accordance with District Policies and Procedures.

2. Past Amendments

- a 4/84
- b 1/88
- c 10/91
- d 3/94
- e 6/04
- f 5/05
- g 2/12 (proposed)
- h 4/13 (proposed)



MEMORANDUM

TO: Board of Trustees

FROM: Kurt R. Buttleman

DATE: September 11, 2014

SUBJECT: Annual Financial Summary - Information only

Background

Seattle College District budgets and accounts for its funds in accordance with policies and procedures of the State of Washington Office of Financial Management (OFM) and the State Board for Community and Technical Colleges (SBCTC).

The attached Annual Financial Summary provides summary data for all of the campuses and the District Office.

Recommendation

It is recommended that this item be received as information only.

Submitted by:



Dr. Kurt Buttleman
Vice Chancellor of Finance & Technology

Transmitted to the Board with a favorable recommendation.



Dr. Jill Wakefield
Chancellor

Seattle Colleges

Annual Financial Report

Period Ending June 30, 2014

District Summary



Overview

The Year End Financial Report for the Seattle Colleges demonstrates a healthy financial position and has no unexpected results based on prior quarter financial reviews. Some key components include:

- Operating expenses managed below the budgeted amount
- Tuition Revenue
 - Tuition revenue exceeded the target due to International Student transfers
- Within budget in major expense categories
- Local Funds are stable with consistent cash balances

Financial Sustainability

Seattle Colleges is well positioned in several categories that demonstrate financial sustainability in the following areas:

- We are under budget for operating expenses by 7.6% (\$9.5M) which indicates accurate budget forecasting and effective expense management
 - The majority of this is due to the one – time funds held in contingency
- Total reserves of \$11.4 million are within our 5-10% policy requirement
- Local Funding sources remain a diversified source of revenue
- Cash balances in Running Start, International Students and Grants & Contracts (Fund 145) remain stable and healthy
- Self-support programs continue to run positive cash balances
- Retail and other fund balances remain in healthy cash positions

Operating Budget (State Funding, Tuition, and Indirect Cost Recoveries)

- The total of all operating expenditures of \$114M through the end of FY 1314 is at 92% of the operating budget.
 - Total year end expenditures are approximately \$7.8M above the total for last year of \$106M, demonstrating a slight increase in spending mostly contributed to classified salary reinstatement and deferred equipment purchases.

- Labor costs remained fairly consistent with last year and were at 97% of budget
 - Expenses of \$ 95M in 1314 compared to \$89.4M in 1213 is an increase of about 6%
- Expenditures in Goods & Services (aka Non-Labor expenses) have increased this year due to delayed equipment purchases. \$19M in 1314 compared to \$17M in 1213.

Grants & Contracts

- International Programs revenue continues to be strong and contributed \$16.2M to the colleges which is up from \$15.9M last year
- Intensive English exceeds both budgeted revenue and last year's performance with revenues about \$3M above revenue target and is \$1.5M over last year's revenue of \$8.6M
- Grants continue to be a strong funding source for the SCD with an active balance of close to \$40M at year-end.
- Included in Fund 145, Running Start revenue increased slightly to \$2.5M

Dedicated & Self Support

- Dedicated Student Fees and Retail Revenue (Fund 148) increased this year. Revenue of \$10.2M is above last year by \$.5M (last year \$9.7M)
- Continuing Education revenue was \$1.6 M and remained consistent with last year's revenue

Other Funds

- Associated Student Fees increased revenue from \$3.9M to \$4.4M.
- The Bookstore remains strong with a cash balance of \$2.7M.
- Food Service across the District is building their cash balance, currently at \$51K
- Auxiliary Enterprise revenue decreased by 18% compared to the previous year. This decrease is mainly due to the selling of the large boat last year. The revenue of \$11.7M is greater than this year's expenses of \$9.9M and contributes to the bottom line.
- The Agency category includes funds that are held on behalf of other funds/agencies and funds that held before clearing or transfer to other funds/agencies. Year-end accruals of \$5.2M are primarily tuition for the previous fiscal year cleared in the current year.

Reserves

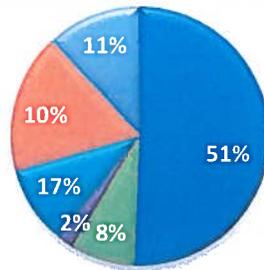
- Per SCD Policy 608, the Colleges and the District Office continue to maintain accounts as required. Total reserve for the District is at approximately 5.7% of the aggregate total of annual expenditure budget which is within College policy.

Operating Budget Analysis

By Program Area

Program	FY Budget	% of Budget	YTD Expense	Balance	% of Budget Spent
Instruction	\$58,111,312	45.40%	\$58,218,353	(\$107,041)	100.2%
Reserve	\$7,350,215	6.80%	\$0	\$7,350,215	0.0%
Academic Support Services	\$9,457,920	8.60%	\$9,125,087	\$332,833	96.5%
Library	\$2,494,591	2.30%	\$2,476,490	\$18,101	99.3%
Student Services	\$11,389,298	9.40%	\$11,207,143	\$182,155	98.4%
Institutional Support	\$21,985,322	17.80%	\$20,103,632	\$1,881,690	91.4%
Plant Operations	\$13,437,881	9.60%	\$13,615,817	(\$177,936)	101.3%
Total	\$124,226,539	100.00%	\$114,746,522	\$9,480,017	92.4%

Operating Expenses



- Instruction
- Academic Support Services
- Library
- Student Services
- Institutional Support
- Plant Operations

By Expense Category

Category	FY Budget	YTD Expense	Balance	% of Spend
Full-Time Faculty	\$18,400,286	\$17,449,130	\$951,156	94.8%
Faculty Stipends	\$1,105,028	\$1,037,829	\$67,199	93.9%
Part-Time / Pro Rata Faculty	\$21,580,875	\$21,906,337	(\$325,462)	101.5%
Classified	\$15,404,096	\$14,603,928	\$800,168	94.8%
Exempt	\$15,004,904	\$14,206,837	\$798,067	94.7%
Overtime	\$25,021	\$120,216	(\$95,195)	480.5%
Hourly, Students & Others	\$2,118,498	\$2,606,753	(\$488,255)	123.0%
Benefits	\$24,383,066	\$23,102,035	\$1,281,031	94.7%
Sub Total Labor Costs	\$98,021,774	\$95,033,065	\$2,988,709	97.0%
Goods & Services	\$19,406,312	\$12,532,323	\$6,873,989	64.6%
Travel	\$339,342	\$320,894	\$18,448	94.6%
Equipment	\$1,420,308	\$1,604,325	(\$184,017)	113.0%
Personal Services	\$652,434	\$473,706	\$178,728	72.6%
Client Services	\$4,386,369	\$4,782,211	(\$395,842)	109.0%
Sub Total Non-Labor Expenses	\$26,204,765	\$19,713,459	\$6,491,306	75.2%
Total Expenses	\$124,226,539	\$114,746,524	\$9,480,015	92.4%

Prior Year Expense Analysis

Category	FY 1314	FY 1213	Difference	% Change
Labor	\$95,033,065	\$89,457,579	\$5,576,751	6.2%
Non-Labor	\$19,713,459	\$16,902,221	\$2,417,108	16.6%
Total Expenses	\$114,746,524	\$106,359,800	\$7,799,839	7.9%

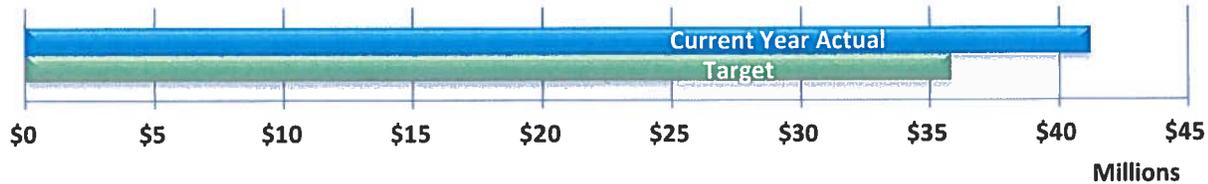
Seattle Colleges Annual Financial Summary

District Summary Seattle Colleges - June 30, 2014

Revenue

Tuition Revenue Collection

	Target	Current Year Actual	% of Annual Target	Prior Year Actual
District	\$35,765,000	\$41,175,982	115.30%	\$35,826,615



Indirect & Program Cost Recovery Analysis (not including transfers)

Revenue Source	FY Target	Collected	% of Target	Prior Year
Program Cost Recovery	\$8,458,606	\$9,456,035	111.8%	\$9,209,199
Indirect (District-wide, All Programs)	\$3,983,018	\$3,215,304	80.7%	\$2,446,685
Total	\$12,441,624	\$12,671,339	101.8%	\$11,655,884

Other Revenue Analysis

Revenue Source	FY Target	Collected	% of Target	Prior Year
Intensive English	\$7,208,633	\$10,007,567	138.8%	\$8,599,748
International	\$16,703,864	\$16,258,433	97.3%	\$15,919,442
Total	\$23,912,497	\$26,266,000	97.3%	\$24,519,190

Reserve Status

Unrestricted Reserves

Title	Fund	Cash Balance	% of Total Budget
Grants and Contracts	145	\$3,904,619	
Local Reserve	148	\$484,000	
Operating Reserve	149	\$5,750,000	
Associated Students Reserve	522	\$40,000	
Parking Reserve	528	\$460,000	
Fund 570 Reserve	570	\$813,937	
Total		\$11,452,556	5.7%
Total District Budget		\$201,113,629	

Bookstore Inventory Reserves

Title	Fund	Cash Balance
Total - All Campuses		\$1,670,048

Seattle Colleges Annual Financial Summary

District Summary Seattle Colleges - June 30, 2014

Financial Statements by Fund

Local Funds - Fund 148 (Student Fees, Retail Revenue, Other Operations such as Phone, etc)

Balance Sheet	YE 1314	Prior YE 1213
Assets		
Cash	\$ 13,148,075	\$ 11,860,543
Accounts Receivable	\$ 253,303	\$ 114,170
Inventory	\$ 38,982	\$ 94,980
Total Assets	\$ 13,440,360	\$ 12,069,693
Liabilities & Equity		
Accounts Payable	\$ 1,492,420	\$ 1,411,040
Total Liabilities	\$ 1,492,420	\$ 1,411,040
Equity		
Accumulated Earnings	\$ 10,679,411	\$ 10,582,132
Gain/Loss	\$ 1,268,529	\$ 76,521
Total Equity	\$ 11,947,940	\$ 10,658,653
Total Liabilities & Equity	\$ 13,440,360	\$ 12,069,693

Income Statement	YE 1314	Prior YE 1213
Revenue	\$ 10,238,275	\$ 9,726,683
Expenses		
Labor & Benefits	\$ 4,771,416	\$ 5,194,210
Goods & Services	\$ 2,568,706	\$ 2,824,193
Other Expenses	\$ 1,629,623	\$ 1,631,759
Total Expenses	\$ 8,969,746	\$ 9,650,162
Gain/Loss	\$ 1,268,529	\$ 76,521

Printing 448 /Motor Pool 460

Balance Sheet	YE 1314	Prior YE 1213
Assets		
Cash	\$ 238,141	\$ 172,945
Fixed Assets	\$ 204,334	\$ 210,950
Accum. Depreciation	(\$ 204,513)	(\$ 211,129)
Total Assets	\$ 237,962	\$ 172,767
Liabilities & Equity		
Accounts Payable	\$ 15,861	\$ 10,458
Long-Term Liabilities	\$ 17,579	\$ 15,288
Total Liabilities	\$ 33,440	\$ 25,746
Equity		
Accumulated Earnings	\$ 147,021	\$ 80,491
Gain/Loss	\$ 57,502	\$ 66,530
Total Equity	\$ 204,523	\$ 147,021
Total Liabilities & Equity	\$ 237,963	\$ 172,767

Income Statement	YE 1314	Prior YE 1213
Revenue	\$ 319,999	\$ 331,393
Expenses		
Labor & Benefits	\$ 151,989	\$ 143,679
Goods & Services	\$ 110,508	\$ 117,118
Other Expenses	\$ 0	\$ 4,066
Total Expenses	\$ 262,497	\$ 264,863
Gain/Loss	\$ 57,502	\$ 66,530

Seattle Colleges Annual Financial Summary
District Summary Seattle Colleges - June 30, 2014

Associated Students - Fund 522

Balance Sheet	YE 1314	Prior YE 1213
Assets		
Cash	\$ 5,894,531	\$ 4,901,914
Accounts Receivable	\$ 1,439	\$ 1,175
Fixed Assets	\$ 263,584	\$ 302,443
Accum. Depreciation	(\$ 116,909)	(\$ 115,009)
Total Assets	\$ 6,042,645	\$ 5,090,523
Liabilities & Equity		

Income Statement	YE 1314	Prior YE 1213
Revenue	\$ 4,357,201	\$ 3,890,261
Expenses		
Labor & Benefits	\$ 2,424,680	\$ 2,415,248
Goods & Services	\$ 328,145	\$ 332,169
Other Expenses	\$ 643,094	\$ 598,398
Total Expenses	\$ 3,395,919	\$ 3,345,815
Gain/Loss	\$ 961,282	\$ 544,446

Accounts Payable	\$ 269,680	\$ 282,948
Long-Term Liabilities	\$ 114,393	\$ 111,940
Total Liabilities	\$ 384,073	\$ 394,888
Equity		
Accumulated Earnings	\$ 4,697,289	\$ 4,151,190
Gain/Loss	\$ 961,282	\$ 544,446
Total Equity	\$ 5,658,571	\$ 4,695,636
Total Liabilities & Equity	\$ 6,042,644	\$ 5,090,524

Bookstore - Fund 524

Balance Sheet	YE 1314	Prior YE 1213
Assets		
Cash	\$ 2,670,832	\$ 3,498,480
Accounts Receivable	\$ 1,168,084	\$ 84,367
Total Assets	\$ 3,838,916	\$ 3,582,846
Liabilities & Equity		
Accounts Payable	\$ 134,260	\$ 118,517
Total Liabilities	\$ 134,260	\$ 118,517
Equity		
Accumulated Earnings	\$ 3,464,329	\$ 3,153,098
Gain/Loss	\$ 240,327	\$ 311,231
Total Equity	\$ 3,704,656	\$ 3,464,329
Total Liabilities & Equity	\$ 3,838,916	\$ 3,582,846

Income Statement	YE 1314	Prior YE 1213
Revenue	\$ 1,238,740	\$ 1,236,684
Expenses		
Labor & Benefits	\$ 0	\$ 5,104
Goods & Services	\$ 906,272	\$ 801,315
Other Expenses	\$ 92,142	\$ 119,034
Total Expenses	\$ 998,413	\$ 925,453
Gain/Loss	\$ 240,327	\$ 311,231

Seattle Colleges Annual Financial Summary
District Summary Seattle Colleges - June 30, 2014

Parking - Fund 528

Balance Sheet	YE 1314	Prior YE 1213
Assets		
Cash	\$ 2,256,138	\$ 2,141,293
Accounts Receivable	\$ 47,700	\$ 27,096
Prepaid Expenses	\$ 188	\$ 565
Fixed Assets	\$ 4,085,321	\$ 4,034,469
Accum. Depreciation	(\$ 3,921,275)	(\$ 3,908,615)
Total Assets	\$ 2,468,072	\$ 2,294,808
Liabilities & Equity		
Accounts Payable	\$ 120,429	\$ 159,749
Long-Term Liabilities	\$ 38,428	\$ 36,736
Total Liabilities	\$ 158,857	\$ 196,485
Equity		
Accumulated Earnings	\$ 2,098,274	\$ 1,981,423
Gain/Loss	\$ 210,940	\$ 116,901
Total Equity	\$ 2,309,214	\$ 2,098,324
Total Liabilities & Equity	\$ 2,468,071	\$ 2,294,809

Income Statement	YE 1314	Prior YE 1213
Revenue	\$ 2,693,161	\$ 2,506,004
Expenses		
Labor & Benefits	\$ 588,067	\$ 560,093
Goods & Services	\$ 1,878,095	\$ 1,808,272
Other Expenses	\$ 16,058	\$ 20,739
Total Expenses	\$ 2,482,221	\$ 2,389,103
Gain/Loss	\$ 210,940	\$ 116,901

Food Service - Fund 569

Balance Sheet	YE 1314	Prior YE 1213
Assets		
Cash	\$ 51,855	\$ 14,517
Accounts Receivable	\$ 35,055	\$ 15,322
Inventory	\$ 15,294	\$ 12,238
Fixed Assets	\$ 237,603	\$ 0
Accum. Depreciation	(\$ 107,165)	\$ 0
Total Assets	\$ 232,642	\$ 42,077
Liabilities & Equity		
Accounts Payable	\$ 390,840	\$ 357,429
Long-Term Liabilities	\$ 68,034	\$ 5,327
Total Liabilities	\$ 458,874	\$ 362,756
Equity		
Accumulated Earnings	(\$ 320,679)	(\$ 258,816)
Gain/Loss	\$ 94,447	(\$ 61,862)
Total Equity	(\$ 226,232)	(\$ 320,678)
Total Liabilities & Equity	\$ 232,642	\$ 42,078

Income Statement	YE 1314	Prior YE 1213
Revenue	\$ 2,514,795	\$ 1,022,115
Expenses		
Labor & Benefits	\$ 1,259,966	\$ 480,177
Goods & Services	\$ 1,141,347	\$ 602,531
Other Expenses	\$ 19,035	\$ 1,270
Total Expenses	\$ 2,420,348	\$ 1,083,977
Gain/Loss	\$ 94,447	(\$ 61,862)

Seattle Colleges Annual Financial Summary
District Summary Seattle Colleges - June 30, 2014

Auxiliary Enterprises - Fund 570

Balance Sheet	YE 1314	Prior YE 1213
Assets		
Cash	\$ 14,978,731	\$ 13,805,398
Accounts Receivable	\$ 1,789,793	\$ 1,286,967
Inventory	\$ 0	\$ 14,842
Fixed Assets	\$ 815,437	\$ 1,145,934
Accum. Depreciation	(\$ 464,974)	(\$ 571,356)
Total Assets	\$ 17,118,987	\$ 15,681,784
Liabilities & Equity		
Accounts Payable	\$ 2,104,930	\$ 2,063,135
Long-Term Liabilities	\$ 494,585	\$ 889,775
Total Liabilities	\$ 2,599,515	\$ 2,952,910
Equity		
Accumulated Earnings	\$ 12,738,026	\$ 7,732,201
Gain/Loss	\$ 1,781,445	\$ 4,996,673
Total Equity	\$ 14,519,471	\$ 12,728,874
Total Liabilities & Equity	\$ 17,118,986	\$ 15,681,784

Income Statement	YE 1314	Prior YE 1213
Revenue	\$ 11,700,093	\$ 14,353,369
Expenses		
Labor & Benefits	\$ 7,182,686	\$ 6,822,102
Goods & Services	\$ 1,582,071	\$ 1,368,006
Other Expenses	\$ 1,153,891	\$ 1,166,589
Total Expenses	\$ 9,918,648	\$ 9,356,696
Gain/Loss	\$ 1,781,445	\$ 4,996,673

Student Housing - Fund 573

Balance Sheet	YE 1314	Prior YE 1213
Assets		
Cash	\$ 395,285	\$ 426,359
Total Assets	\$ 395,285	\$ 426,359
Liabilities & Equity		
Accounts Payable	\$ 89,459	\$ 150,524
Total Liabilities	\$ 89,459	\$ 150,524
Equity		
Accumulated Earnings	\$ 275,836	\$ 370,498
Gain/Loss	\$ 29,991	(\$ 94,662)
Total Equity	\$ 305,827	\$ 275,836
Total Liabilities & Equity	\$ 395,286	\$ 426,360

Income Statement	YE 1314	Prior YE 1213
Revenue	\$ 693,523	\$ 593,121
Revenue	\$ 693,523	\$ 593,121
Expenses		
Labor & Benefits	\$ 0	\$ 0
Goods & Services	\$ 662,367	\$ 687,582
Other Expenses	\$ 1,166	\$ 201
Total Expenses	\$ 663,532	\$ 687,783
Gain/Loss	\$ 29,991	(\$ 94,662)

Seattle Colleges Annual Financial Summary
District Summary Seattle Colleges - June 30, 2014

Agency - Fund 840

Balance Sheet	YE 1314	Prior YE 1213
Assets		
Cash	\$ 5,200,581	\$ 7,198,945
Accounts Receivable	\$ 4,143,609	\$ 1,938,456
Total Assets	\$ 9,344,190	\$ 9,137,401
Liabilities & Equity		
Accounts Payable	\$ 7,111,256	\$ 7,009,550
Total Liabilities	\$ 7,111,256	\$ 7,009,550
Equity		
Accumulated Earnings	\$ 2,087,050	\$ 2,014,162
Gain/Loss	\$ 145,883	\$ 113,689
Total Equity	\$ 2,232,933	\$ 2,127,851
Total Liabilities & Equity	\$ 9,344,189	\$ 9,137,401

Income Statement	YE 1314	Prior YE 1213
Revenue	\$ 714,885	\$ 393,461
Expenses		
Labor & Benefits	\$ 0	\$ 0
Goods & Services	\$ 219,841	\$ 187,943
Other Expenses	\$ 349,161	\$ 91,829
Total Expenses	\$ 569,002	\$ 279,772
Gain/Loss	\$ 145,883	\$ 113,689

Seattle Colleges Active Grants Report

District Wide View of the multi-year total of all active grants.
As of June 30, 2014



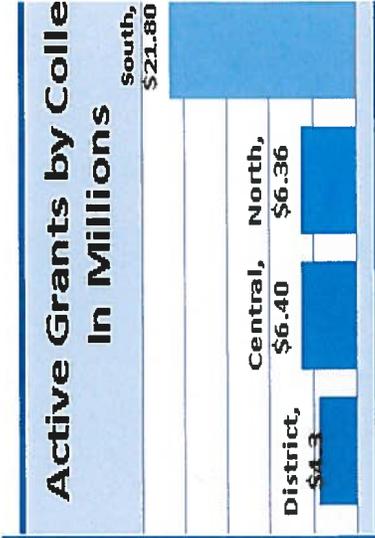
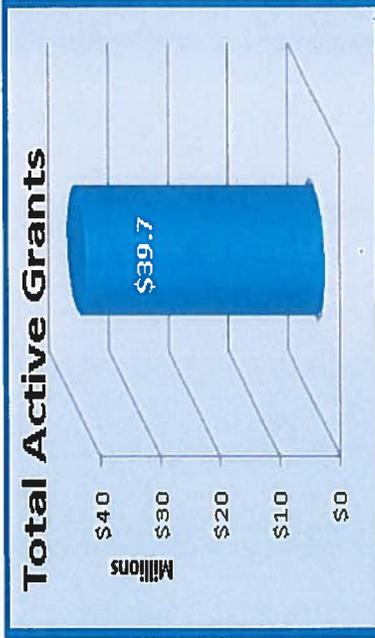
Grand Total of Active Grants \$ **39,734,318**

SUMMARY

The Seattle Colleges have supplemented the decreased funding from the State by applying for and receiving grants from several types of funders.

These grants total over \$39M in active grants and come with restrictions on useage.

Currently the NSF, DOE and Gates Student Success Grants are among the largest funders.



Grantor	ORG	Grant Title	Start Date	End Date	Award Budget	% of Indirect	Fed Cat Num	Grant Description
NSF AWARD #OCE-1358835	IREU	NSF MARINE RES/STEM	4/1/2014	7/31/2017	\$288,717	30	47,050	TO HOST AN REU (RESEARCH EXPERIENCES FOR UNDERGRADUATES) SITE FOR MARINE SCIENCE RESEARCH IN PUGET SOUND FOR COMMUNITY COLLEGE STEM STUDENTS IN PARTNERSHIP WITH THE OCEAN INQUIRY PROJECT.
PORT OF SEATTLE	IMA2	MARITIME POS	5/20/2013	12/31/2013	\$20,000	0	0	GRANT TO HIRE FED WRITER IN ORDER TO OBTAIN FED FUNDS FOR MARITIME.
SEA-CITY OF ECO DEV	IMAR	P2C-MARITIME	9/1/2011	6/30/2014	\$20,000	0	0	COMPLETE ASSESSMENT OF MARITIME PROGRAMS AND ANALYSIS OF TRAINING GAPS AND DEVELOP A PLAN FOR ARTICULATION OF MARITIME TRAINING PROGRAMS WITH EXISTING PROGRAMS.
SEATTLE OFFICE ECONOMIC DEVL	IP2C	SEA PATH2CAREERS	12/1/2011	6/30/2014	\$221,300	0	0	A COLLECTIVE PARTNERSHIP TO ALIGN INTERESTS AND RESOURCES TOWARD IMPROVING SEATTLE'S ECONOMY THROUGH EDUCATIONAL ATTAINMENT FUNDED BY SEATTLE'S OFFICE OF ECONOMIC DEVELOPMENT.
OFFICE OF ECONOMIC DEVELOPMENT	IOED	150ED PATHWAY/CAREER	6/1/2014	6/1/2015	\$50,000	0	0	CONTINUING DEVELOPMENT & IMPLEMENTATION OF PATHWAYS TO CAREERS STRATEGIES. NO INDIRECT COSTS.
WALMART/LEAGUE FOR INNOVATION	IWAL	WALMART BF 2.0	9/1/2013	6/30/2015	\$233,333	0	0	THE COLLEGES RECEIVED A FIRST ROUND OF FUNDING FOR WALMART 1.0 IN 2009, WHICH PROVIDED SCHOLARSHIPS FOR LOW-INCOME STUDENTS, AND ENABLED THE LAUNCH OF START NEXT QUARTER. THE WALMART BRIGHTER FUTURES 2.0 PROJECT WILL BUILD UPON THESE SUCCESSSES. BY FOCUSING ON TWO HIGH-DEMAND INDUSTRIES WITH CLEAR PATHWAYS FOR CAREER ADVANCEMENT: MANUFACTURING AND ALLIED HEALTH. SELECTED PROGRAMS IN THESE AREAS WILL BE ENHANCED THROUGH FBEST, AN EXPANDED ROLE FOR PROGRAM NAVIGATORS, BOLSTERED EMPLOYER ENGAGEMENT AND EXPANSION OF START NEXT QUARTER THROUGH THE DEVELOPMENT OF FOUR LANGUAGE MODULES. THESE INITIATIVES WILL HELP STUDENTS PERSIST, COMPLETE AND FIND EMPLOYMENT IN HIGH-DEMAND JOBS.

Grantor	ORG	Grant Title	Start Date	End Date	Award Budget	% of Indirect	Fed Cat Num	Grant Description
BILL & MELINDA GATES FNDTN	1BMG	PAT+2COMPLETE+SCCD	1/1/2012	12/31/2014	\$3,000,000	0	0	A THREE PHASE DISTRICT-WIDE COLLECTIVE. STUDENT FOCUSED AND SYSTEM FOCUSED TO INCREASE STUDENT RETENTION AND COMPLETION.
WDC SNHOMISH COUNTY	1WDC	WDC SNHOMISH COUNTY	10/31/2013	3/31/2014	\$30,000	0	0	SCCD WILL COLLABORATE WITH HEALTHCARE TRAINING AND SYSTEM PARTNERS AND MAKE PLANNING RECOMMENDATIONS TO CREATE DISTRICT-WIDE HEALTHCARE PATHWAYS.
SEATTLE PUBLIC SCHOOLS	1SEA	SEA PUB SCH SUM PRGM	6/10/2013	7/31/2013	\$3,374	0	0	DESIGN MINI-ACTIVITIES FOR 11TH AND 12TH GRADE PARTICIPANTS: 15 MIN 'STARTERS' IN CONTENT CLASSES, THAT ARE BUILT UPON THROUGHOUT THE SIX-WEEK SUMMER LEARNING PROGRAM. DEVELOP CUSTOMIZED WORKSHOP MATERIALS SPECIFIC FOR 11TH AND 12TH GRADE PARTICIPANTS. DESIGN WORKSHOP FORMAT. DELIVER 3-3 HOUR WORKSHOPS AT EACH SCHOOL SITE. MEET WITH PROGRAM STAFF.
CITY OF SEATTLE	1BIT	SCCD P2C BIZ INFO TC	1/1/2012	6/30/2014	\$134,300	5	5	FUNDING FOR ALIGNMENT AND DEVELOPMENT OF BUSINESS IT. STACKABLE CERTIFICATE PROGRAM CURRICULUM FOR IMPLEMENTATION AT ALL THREE COLLEGES.
SEA-CITY ECO DEV	1HEA	P2C-HEALTHCARE	9/1/2011	6/30/2014	\$49,500	0	0	
SEA-CITY ECO DEV	1ISM	P2C-IND SKIL&MANUFAC	9/1/2011	6/30/2014	\$175,600	0	0	
SEA-CITY ECO DEV	1LOG	P2C-INTL TRADEBLOGIS	1/1/2012	6/30/2014	\$99,300	0	0	
TOTAL - DISTRICT					\$4,325,424			
CENTRAL FOUNDATION	2M30	MAINSTAY FOUNDATION	5/1/2012	12/30/2015	\$0	0	0	THE GOAL OF MAINSTAY IS TO MATCH INDIVIDUALS WITH VARYING CAPABILITIES AND BACKGROUNDS TO EMPLOYERS' NEEDS AND TO ASSIST AND SUPPORT PEOPLE WITH DISABILITIES IN REACHING FINANCIAL AND PERSONAL INDEPENDENCE BY GAINING EMPLOYMENT IN THE COMPETITIVE WORKPLACE.
STATE BOARD	2M34	145B PERKINS LDRSHIP	12/23/2013	6/30/2014	\$16,000	0	0	VOCATIONAL CLASSES FOR SEATTLE PUBLIC SCHOOL STUDENTS WITH DISABILITIES
SCCC FOUNDATION	2C50	DISABILITY SUPPT SVC	4/1/2011	12/31/2015	\$2,375	0	0	SCCC FOUNDATION FUNDS FOR DISABILITY SUPPORT SERVICES.
SBCTC #131-PRK-14	2T35	145B PRK-NON-TRADL	7/1/2013	6/30/2014	\$4,600	5	5	
VARIOUS	2M02	CONTRACT CLASSES/CE	7/1/2002	6/30/2015	\$0	0	0	SELF-SUPPORT BUDGET WITHIN CONTINUING EDUCATION DIRECTLY CONNECTED TO BUSINESS AND PROFESSIONAL COURSES AS WELL AS CONTRACT TRAINING.
SBCTC #131-PRK-14	2T33	145B PRK-ADVISING	7/1/2013	6/30/2014	\$116,371	5	5	
SBCTC 313-WFDA-14	2W55	145B WORKFIRST-PERF	7/1/2013	6/30/2014	\$202,333	5	5	
SBCTC	2M14	125B ACHIEV DRM LDRS	9/1/2011	6/30/2014	\$19,900	0	0	TO SUPPORT LEADERSHIP ACTIVITIES FOR ACHIEVING THE DREAM.
EDMONDS COMMUNITY COLLEGE	2M80	SAGE CONTRACT 2013	8/15/2012	7/31/2013	\$13,705	4	4	CONTRACT WITH UNIVERSITY OF WA AND EDMONDS COMMUNITY COLLEGE. PROJECT PERIOD IS 08/15/12 THROUGH 07/31/15. HOWEVER, FUNDING IS GUARANTEED THROUGH 17/31/13 ONLY. THEREFORE, THE PERIOD OF PERFORMANCE UNDER THIS CONTRACT IS 08/15/12 TO 07/31/13. -SR5
DOE# PR42A.100749	2C42	10-14 TRIO SSS	9/1/2010	8/31/2015	\$466,632	8	8	INCREASE THE NUMBER OF DISADVANTAGED LOW-INCOME COLLEGE STUDENTS. FIRST GENERATION COLLEGE STUDENTS AND COLLEGE STUDENTS WITH DISABILITIES IN THE US.

Grantor	ORG	Grant Title	Start Date	End Date	Award Budget	% of Indirect	Fed Cat Num	Grant Description
SCCC FNDTN & STUDENT LDRSHIP	2C03	COLLEGEWIDE TUTORING	7/1/2008	6/30/2014	\$115,000	0	0	COLLEGE-WIDE TUTORING FUNDED BY CENTRAL FOUNDATION(\$45K) AND STUDENT LEADERSHIP(\$70K).
SBCTC #131-PRK-14	2T32	145B PRK/ADMIN	7/1/2013	6/30/2014	\$8,514	5	5	
FOUNDATION & OTHERS	2CMP	DW COMPASS PREP INIT	8/1/2011	12/31/2015	\$33,000	0	0	DW INITIATIVE TO PREPARE STUDENTS FOR THE COMPASS EXAM TEST.
SCCC FOUNDATION	2M03	OPTICIANRY PROGRAM	7/1/2011	12/30/2015	\$0	10	10	CONTRACT CLASSES FOR OPTICIANRY FUNDED BY CENTRAL FOUNDATION.
SBCTC 131-IDEA-13	2M69	13 SBCTC 131-IDEA-13	1/1/2013	3/31/2016	\$149,635	0	0	INTEGRATED DIGITAL ENGLISH ACCELERATION (I-DEA) GRANT.
GA # 2009-101G	2C47	ENERGY CONSERVATION	10/27/2010	6/30/2014	\$2,058,200	0	11.300	ENERGY CONSERVATION PROJECT MGMT SERVICES TO BE PROVIDED BY AMERESCO QUANTUM INC.
NSF#0966307	2OSP	NSF ONSIGHT SCHOLARS	8/1/2010	7/31/2015	\$487,000	0	47.076	\$1.2 MIL OVER 5-YRS FOR STUDENT SUPPORT STRUCTURE, PROJECT MGMT, AND SCHOLARSHIPS TO APPROX 170 TALENTED LOW-INCOME STUDENTS PURSUING OR TRANSFER ASSOCIATE DEGREES IN SCIENCES.
SBCTC	2K04	14 ABE LDRSHIP BLOCK	7/1/2013	6/30/2014	\$5,948	0	0	
CENTRAL FOUNDATION	2C59	WRITING CENTER	6/11/2011	12/31/2015	\$1,000	0	0	CENTRAL FOUNDATION AWARDED A GRANT TO SUPPORT THE ESTABLISHMENT OF THE WRITING CENTER.
KING COUNTY DEVLIP DISABILITY	2N04	MAINSTAY	1/1/2013	12/31/2013	\$552,928	5	5	TO PROVIDE PERSONS WITH DEVELOPMENTAL DISABILITIES THE OPPORTUNITY FOR COMMUNITY-BASED EMPLOYMENT.
CLIENT PRIVATE PAY/EMPL. SVCS.	2C44	MAINSTAY PRIVATE PAY	12/10/2011	12/30/2015	\$14,000	0	0	MAINSTAY CLIENT PRIVATE PAY EMPLOYMENT SERVICES; DEVELOPMENT, JOB COACHING, AND JOB RETENTION.
SEATTLE OFFC OF ECONOMIC DEV	2BIT	PC-BUS INFO TECHNOL	9/1/2011	12/31/2013	\$0	0	0	FUNDING OF BUSINESS IT COHORT AT CENTRAL AND TO ALIGN/DEVELOP CURRICULUM FOR IMPLEMENTATION ACROSS THREE CAMPUSES.
SCCC FOUNDATION	2C45	BAS PGM CONTR-FNDTN	11/10/2010	11/10/2015	\$2,000	0	0	SCCC FOUNDATION CONTRIBUTION FOR BAS PROGRAM MINI GRANT.
SBCTC 131-WFDA-14	2W57	145B WORKFIRST-ADMIN	7/1/2013	6/30/2014	\$20,645	5	5	
NSF#0969603	2RST	NSF READY-SET-TRANSF	8/1/2010	7/31/2015	\$689,494	20	47.076	\$2.0 MIL OVER 5-YEARS TO INCREASE STEM STUDENTS INTO SUCCESSFULLY TRANSFERRING TO BACCALAUREATE INSTITUTIONS BY RECRUITMENT; SUPPORT READY STUDENTS, HELP STUDENTS PERSIST AND ACHIEVE ACADEMIC EXCELLENCE IN THEIR STEM MAJOR CLASSES, AND HELP STUDENTS TRANSFER TO 4-YEAR INSTITUTIONS.
SBCTC	2M35	2013 8FET	10/1/2012	9/30/2013	\$504,083	15	10.561	BASIC FOOD EMPLOYMENT AND TRAINING INDIRECT RATE 15%
SBCTC #131-IBAW-13	2N82	13 FBEST 131-IBAW	4/19/2013	6/30/2014	\$23,666	0	0	
SBCTC #131-PRK-14	2T34	145B PRK-SPEC POP	7/1/2013	6/30/2014	\$64,629	5	5	
UNIVERSITY OF WASHINGTON	2L91	14KC FOSTER YOUTH	1/1/2014	12/31/2014	\$18,433	0	0	TO COVER FOR SALARIES, BENEFITS AND TRAVEL RELATING TO KING-COUNTY MULTICAMPUS NETWORK. GOAL OF GRANT IS TO EXPAND COLLEGE AND CAREER PATHWAYS FOR FOSTER YOUTH AND TO CREATE COMMUNITY NETWORK TO SUPPORT THEM. SEATTLE CENTRAL WILL BE REBURSED FOR ACTUAL EXPENSES INCURRED. INVOICES TO BE SUBMITTED QUARTERLY.
SBCTC #131-PRK-14	2T31	145B PRK-PROF & TECH	7/1/2013	6/30/2014	\$34,015	5	5	

Grantor	ORG	Grant Title	Start Date	End Date	Award Budget	% of Indirect	Fed Cat Num	Grant Description
WORKFORCE DEV COUNCIL/SEATTLE	2K05	14 WDC CERT NURSING	4/1/2014	9/29/2014	\$94,307	40	93.093	WILL PROVIDE COHORT-BASED TRAINING AND COLLEGE-BASED NAVIGATION SUPPORT FOR WIA YOUTH.
WORKFORCE DEVELOPMENT COUNCIL	2K02	13 WFDC YOUTH NURS A	5/1/2013	9/29/2013	\$74,087	40	93.093	YOUTH CERTIFIED NURSING ASSISTANT COHORT TRAINING CONTRACT.
COLLEGE SPARK	2M39	14 COLLEGE SPARK/FND	7/1/2013	12/31/2017	\$26,723	0		TO PROVIDE CERTAIN FUNDING FOR A PROJECT OR PROGRAM DESIGNED TO ENHANCE ACCESS TO POSTSECONDARY EDUCATION AND/OR ENCOURAGE POSTSECONDARY DEGREE COMPLETION.
SBCTC #131-PRK-14	2T36	145B PRK-ONE-STOP	7/1/2013	6/30/2014	\$3,800	5		
KING CO DEPT OF ADULT/JUV DET	2K01	14 KING CO DEPT/DET	7/1/2013	12/31/2014	\$97,479	0		SBCTC TO PROVIDE INSTRUCTORS A MINIMUM 20 HOURS A WEEK OF ADULT EDUCATION INSTRUCTION DURING FY2014 TO DAJD INMATES.
STATE BOARD FOR COMM & TECH CO	2M31	145B BFET	10/1/2013	9/30/2014	\$481,789	15	10.561	BASIC FOOD EMPLOYMENT AND TRAINING INDIRECT RATE 15% - MAX \$6,625.62 THE BASIC FOOD, EMPLOYMENT AND TRAINING PROGRAM (BFET) PROVIDES ACCESS AND SERVICES TO FOOD STAMP RECIPIENTS IN WASHINGTON STATE. SERVICES INCLUDE JOB SEARCH TRAINING, EDUCATION AND SKILL TRAINING AND SUPPORT SERVICES TO BASIC FOOD RECIPIENTS NOT PARTICIPATING IN THE STATES TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF) PROGRAM. SBCTC AWARD 131-8FET-15.
SEA OFFC OF ECONOMIC DEV	2P2C	CSCC-PATH2CAREERS	9/1/2011	12/31/2013	\$0	0		
SBCTC 131-WFDA-14	2M58	145B WORKFIRST-LIFE	7/1/2013	6/30/2014	\$1,584	0		
TOTAL - CENTRAL					\$6,403,875			
SBCTC	3FL1	145B FLC-WILLIAMS	10/1/2013	6/30/2014	\$5,000	0		THE FACULTY LEARNING COMMUNITY GRANT IS TO SUPPORT ONGOING INSTRUCTIONAL IMPROVEMENT WITH A STRONG EMPHISIS ON CULTURAL COMPETENCY, INSTRUCTIONAL TECHNOLOGY, AND THE SCHOLARSHIP OF TEACHING AND LEARNING.
SBCTC	3T32	145B PRK-STUDENT	7/1/2013	6/30/2014	\$40,380	0		TO CONSOLIDATE BFET GRANT ACCOUNTS.
SBCTC	3BFC	BFET CONSOLIDATION	9/18/2013	9/18/2013	\$0	0		
SBCTC	3M16	2013 BFET	10/1/2012	9/30/2013	\$659,688	5	10.561	BASIC FOOD, EMPLOYMENT AND TRAINING (BFET) PROVIDES ACCESS AND SERVICES TO FOOD STAMP RECIPIENTS IN WASHINGTON STATE. SERVICES INCLUDE JOB SEARCH TRAINING, EDUCATION AND SKILLS TRAINING, AND SUPPORT SERVICES TO BASIC FOOD RECIPIENTS NOT PARTICIPATING IN THE STATES TEMPORARY ASSISTANCE FOR NEEDY FAMILIES(TANF) PROGRAM.
NATIONAL SCIENCE FOUNDATION	3C24	NSF1204279 NANO2 NIC	9/1/2012	6/30/2014	\$85,452	40	47.076	SHINE ACTS AS A REGIONAL HUB TO PROMOTE AWARENESS OF THE PRINCIPLES OF NANOSCIENCE, WHILE EXPANDING DIVERSITY AND TRAIN NANOTECHNICIANS ENTERING THE LOCAL WORKFORCE AND TO PURSUE THE TRANSFER AT 4-YEARS INSTITUTIONS. 40% CHARGES TO THIS BUDGET LIMITED TO EQUIPMENT AND PARTICIPANT SUPPORT COSTS ONLY. NO ICR ALLOWED TO THESE COSTS PER NSF GUIDELINE. ALSO, ANOTHER BUDGET #111-3C23 IS PART OF THIS PROJECT.
SBCTC	3I51	145B JOB SKILLS PROG	8/15/2013	6/30/2014	\$76,613	0		JOB SKILLS PROGRAM (JSP) IS PROVIDE TRAINING AND EMPLOYMENT FOR THOSE AT RISK OF LOSING THEIR JOBS DUE TO TECHNOLOGICAL OR ECONOMIC CHANGES.

Grantor	ORG	Grant Title	Start Date	End Date	Award Budget	% of Indirect	Fed Cat Num	Grant Description
SBCTC	3P12	145B PERKINS JP2	11/7/2013	6/30/2014	\$15,000	0	0	THE PERKINS INNOVATION PROJECTS GRANT FUNDS PROJECTS TO DRIVE SYSTEMIC CHANGE.
GILDER LEHRMAN INSTITUTE	3NEH	16NEH CREATUDEQUAL	9/1/2013	8/31/2016	\$1,200	0	0	THIS GRANT IS FOR PARTICIPATION IN THE CREATED EQUAL: AMERICA'S CIVIL RIGHTS STRUGGLE PROJECT. RANT CONTACT SUSAN SAIDENBERG, PROJECT DIRECTOR, (646)366-9666 EXT. 38 OR SAIDENBERG@GILDERHRMAN.ORG. TLY TO THE PROJECT, NO STIPENDS.
NATIONAL SCIENCE FOUNDATION	3OSP	NSF ONSIGHT SCHOLARS	8/1/2010	7/31/2015	\$360,000	0	47.076	\$1.2MIL OVER 5-YEARS FOR STUDENT SUPPORT INFRASTRUCTURE, PROJECT MGMT AND SCHOLARSHIPS TO APPROX 170 TALENTED LOW-INCOME STUDENTS PURSUING OR TRANSFER ASSOCIATE DEGREES IN SCIENCES.
SBCTC	31S3	145B JOBSKILLS FSN	1/15/2014	6/30/2015	\$195,000	0	0	THIS GRANT IS TO PROVIDE FILSON, A MANUFACTURER OF OUTERWEAR AND ACCESSORIES WITH LEAN PRINCIPLES AND IMPLEMENTATION. THE TRAINING WILL BE PROVIDED BY A SUB-CONTRACTOR, TC2, OUT OF CARY, NORTH CAROLINA. ON 06/23/2014, THE GRANT END DATE IS EXTENDED TO 06/30/2015.
NORTH FOUNDATION	3CM3	EDFUND MINIGRNT 1113	7/1/2011	12/30/2015	\$20,000	0	0	2011-2013 ED FOUNDATION MINI GRANT.
DEPT. OF SOCIAL & HEALTH SERV	3L33	14DSHS LEP PATHWAY	7/1/2013	6/30/2014	\$38,386	0	0	LIMITED ENGLISH PROFICIENCY PATHWAY PROVIDES SPECIALIZED SERVICES TO REFUGEES AND OTHER WORKFIRST PARENTS WITH LIMITED ENGLISH PROFICIENCY. THE GOAL IS TO INCREASE PARENT EMPLOYABILITY AND SELF-SUFFICIENCY.
SBCTC 132-PLB-14	3M83	145B PERKINS LBG	8/26/2013	6/30/2014	\$16,000	0	0	TO HELP SMALL BUSINESSES DEVELOP EXPORTS.
SBCTC	3WDA	145B WFDA GRANT	7/1/2013	6/30/2014	\$209,040	5	5	WORKFIRST IS WASHINGTON STATES WELFARE REFORM PROGRAM THAT HELPS PEOPLE IN LOW-INCOME FAMILIES FIND JOBS, KEEP THEIR JOBS, FIND BETTER JOBS, AND BECOME SELF-SUFFICIENT. NOT INCLUDE BENEFITS. SBCTC GRANT AWARD NO. 132-WFDA-14
SBCTC	3EAO	145B EARLY ACH OPPOR	7/1/2013	6/30/2014	\$22,500	0	0	THE EARLY ACHIEVERS OPPORTUNITY GRANT PROVIDE EARLY LEARNING PROFESSIONALS WHO WORK AT A CHILD CARE FACILITY THAT PARTICIPATES IN EARLY ACHIEVERS, WASHINGTON'S QUALITY RATING AND IMPROVEMENT SYSTEM, AND WHO QUALIFY AS A LOW-INCOME STUDENT. THE GRANT HELPS TO PAY FOR TUITION, BOOKS AND OTHER RESOURCES, INCLUDING TUTORING.
SBCTC	3DEA	165B I-DEA GRANT	1/1/2013	12/31/2016	\$154,635	0	0	INTEGRATED DIGITAL ENGLISH ACCELERATION GRANT TO INCREASE DIGITAL, CAREER, AND COLLEGE-READINESS SKILLS OF ADULT ENGLISH LEARNERS.
SBCTC	3LEP	LEP CONSOLIDATION	9/18/2013	9/18/2013	\$0	0	0	TO CONSOLIDATE LEP PATHWAY CONTRACT BALANCES.
SBCTC	3HE6	HEET VI 2013-2014	7/1/2013	6/30/2014	\$0	5	5	THE HEET (HOSPITAL EMPLOYEE EDUCATION AND TRAINING) GRANT WILL LEAD TO INCREASED CAPACITY IN THE COLLEGE SYSTEM FOR INNOVATIVE PROGRAMS IN NURSING AND OTHER HIGH DEMAND HEALTH CARE FIELDS. FUNDS MAY BE SPENT ON: CURRICULUM DEVELOPMENT/MODIFICATION; EQUIPMENT NEEDED TO TRAIN INCUMBENT WORKERS; CREATION OF A SYSTEM TO GRANT CREDIT FOR PRIOR LEARNING; SUSTAINING THE LABOR, MANAGEMENT, COLLEGE PARTNERSHIP; SUPPORT FOR STUDENTS; PROGRAM RECRUITMENT AND RETENTION; SYMPOSIUM TO SHARE/LEARN BEST PRACTICES IN TEACHING METHODOLOGIES AND CURRICULA; AND EVALUATION.

Grantor	ORG	Grant Title	Start Date	End Date	Award Budget	% of Indirect	Fed Cat Num	Grant Description
NATIONAL SCIENCE FOUNDATION	3C23	NSF1204279 NANO2 ICR	9/1/2012	8/31/2016	\$812,292	40	47.076	SHINE ACTS AS A REGIONAL HUB TO PROMOTE AWARENESS OF THE PRINCIPLES OF NANOSCIENCE, WHILE EXPANDING DIVERSITY. TRAIN NANO TECHNICIANS TO ENTER THE LOCAL WORKFORCE TO PURSUE THE TRANSFER TO 4-YR INSTITUTIONS.
UNIVERSITY OF PENNSYLVANIA	3M05	UPEHN MOD OF SUCCESS	3/1/2013	10/31/2013	\$50,000	0	0	MODEL OF SUCCESS GRANT PROVIDES FUNDING TO STUDY "MODELS OF SUCCESS" THAT HELP STUDENTS FINISH THEIR DEGREES AT MINORITY-SERVING INSTITUTIONS, INCLUDING HISTORICALLY BLACK COLLEGES AND UNIVERSITIES, HISPANIC-SERVING INSTITUTIONS AND NATIVE AMERICAN TRIBAL COLLEGES.
WORKFORCE DEVELOPMENT COUNCIL	3M09	14WDC 13/171-RRA	7/1/2013	6/30/2014	\$185,155	10	10	THIS CONTRACT ENABLES NSCC TO CREATE, MAINTAIN AND COMPLETE A COHORT-BASED MARITIME HVAC PROGRAM FOR ELIGIBLE DISLOCATED WORKERS. AWARD REVISED OCT'13; IC IS 10% OF SALARIES AND BENEFITS ONLY \$9,224 (DY 6-18-14)
SBCTC	3R1P	145B PERKINS IP1	11/7/2013	6/30/2014	\$15,000	0	0	PERKINS INNOVATION PROJECT GRANT FUNDS PROJECTS TO DRIVE SYSTEMIC CHANGE
SBCTC 132-PLB-14	3T31	145B PRK-INSTRUCTION	7/1/2013	6/30/2014	\$121,747	5	5	THE BASIC FOOD, EMPLOYMENT AND TRAINING PROGRAM (BET) PROVIDES ACCESS AND SERVICES TO FOOD STAMP RECIPIENTS IN WASHINGTON STATE. SERVICES INCLUDE JOB SEARCH TRAINING, EDUCATION AND SKILL TRAINING, AND SUPPORT SERVICES TO BASIC FOOD RECIPIENTS NOT PARTICIPATING IN THE STATES TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF) PROGRAM. RD NO. 132-BFET-14 THE AWARDED AMOUNT IS INCREASED BY \$225,000 ON 07/10/2014.
SBCTC	3M17	145B BFET	10/1/2013	9/30/2014	\$389,669	5	10.561	THE BASIC FOOD, EMPLOYMENT AND TRAINING PROGRAM (BET) PROVIDES ACCESS AND SERVICES TO FOOD STAMP RECIPIENTS IN WASHINGTON STATE. SERVICES INCLUDE JOB SEARCH TRAINING, EDUCATION AND SKILL TRAINING, AND SUPPORT SERVICES TO BASIC FOOD RECIPIENTS NOT PARTICIPATING IN THE STATES TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF) PROGRAM. RD NO. 132-BFET-14 THE AWARDED AMOUNT IS INCREASED BY \$225,000 ON 07/10/2014.
NSCC EDUCATION FUND	3CM5	EDFUND MINIGRTS 1315	7/1/2013	6/30/2015	\$20,000	0	0	NSCC EDUCATION FUND SUPPORTED MINI GRANTS FOR BIENNIIUM 2013-15.
NATIONAL SCIENCE FOUNDATION	3R5T	NSF READY-SET-TRANSF	8/1/2010	7/31/2015	\$783,478	20	47.076	\$2.0MIL OVER 5-YEARS TO INCREASE STEM STUDENTS INTO SUCCESSFULLY TRANSFERRING TO 4-YEARS BY RECRUIT AND SUPPORT READY STUDENTS, HELP SET STUDENTS PERSIST AND ACHIEVE ACADEMIC EXCELLENCE IN THEIR STEM MAJOR, CLASSES AND HELP STUDENTS TRANSFER TO 4-YEARS.
SBCTC	3ALB	145B ABE LDRSHIP BLK	7/1/2013	6/30/2014	\$5,948	0	0	THE ADULT BASIC EDUCATION LEADERSHIP BLOCK GRANT IS TO INCREASE SYSTEM CAPACITY FOR CONTINUOUS PROGRAM IMPROVEMENT AND REQUIRED TRAINING AS IDENTIFIED BY SBCTC IN APPLICATION.
WORKFORCE DEVELOPMENT COUNCIL	3M12	14WDC 13/685-HHS	9/30/2013	9/29/2014	\$405,509	10	10	THIS CONTRACT ENABLES NSCC TO PROVIDE COHORT-BASED TRAINING FOR HEALTH CAREERS FOR ALL PROGRAM, FUNDED UNDER THE U.S. HEALTH AND HUMAN SERVICES HEALTH PROFESSIONS OPPORTUNITY GRANT INITIATIVE, ENROLLED PARTICIPANTS. THIS
DEPARTMENT OF LABOR	3AIR	14DOL AIR WA 1121422	10/1/2011	12/31/2014	\$1,168,679	9	17.282	AIR WA IS A CONSORTIUM OF WA AEROSPACE AND ADVANCED MANUFACTURING EDUCATION AND TRAINING ORGANIZATIONS THAT WILL SERVE STUDENTS AND COMPANIES IN AREAS MANAGED BY THE WDC WHOSE LEAD GRANTEE IS SPOKANE CC.
WORKFORCE DEVELOPMENT COUNCIL	3M07	13WDC 12/669HHS	9/30/2012	9/30/2013	\$393,833	10	93.093	IN SUPPORT OF THE HEALTH CAREER FOR ALL (HCA) FUNDED BY US-HHS-HEALTH PROFESSIONS OPPORTUNITY GRANT (HPOG). NORTH TO PROVIDE COHORT-BASED TRAINING FOR HCA ENROLLED PARTICIPANTS BEGINNING SPRING 2012 AND CONTINUING THRU SPRING 2015. TRAINING PACKAGE INCLUDES ALL REQD PRE-REQUISITES AND FULL ASSOCIATES DEGREE IN NURSING (ADN) FOR COHORT OF ENTRY-LEVEL INCUMBENT WORKERS.

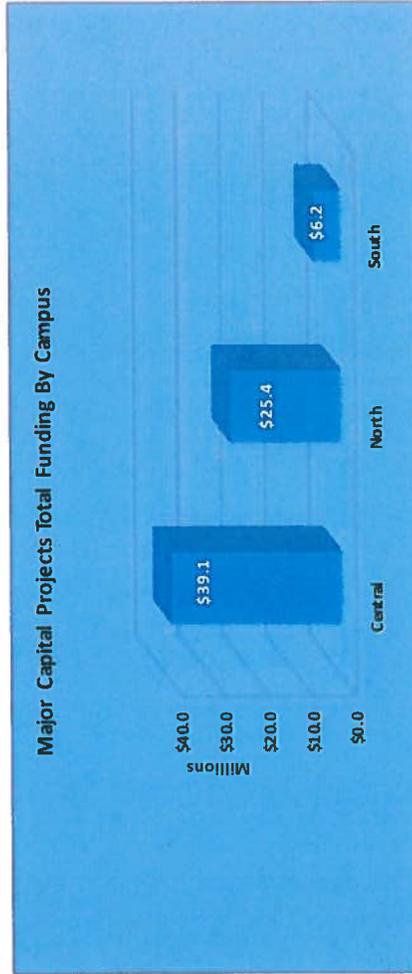
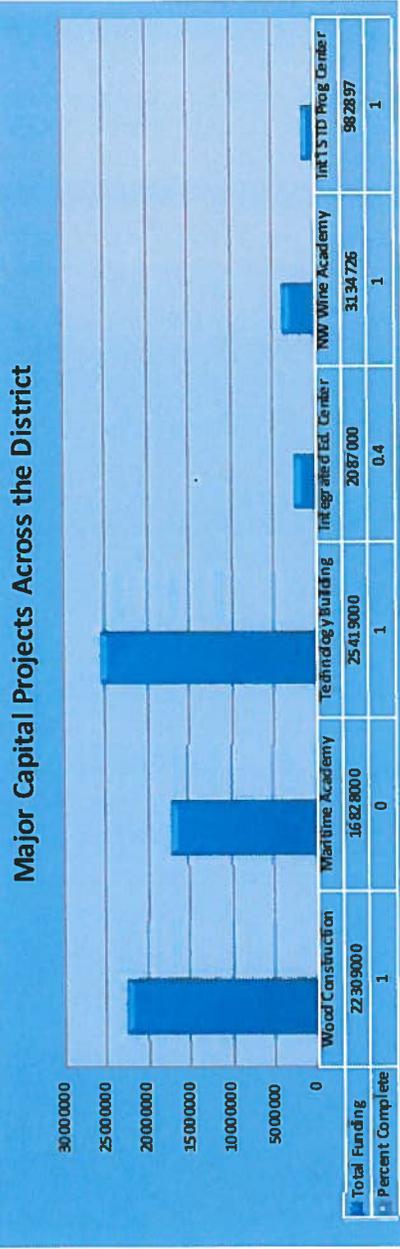
Grantor	ORG	Grant Title	Start Date	End Date	Award Budget	% of Indirect	Fed Cat Num	Grant Description
SBCTC	3ALL	145B ABE LDRSHIP BLK	7/1/2013	6/30/2014	\$5,948	0	0	THE ADULT BASIC EDUCATION LEADERSHIP BLOCK GRANT IS FOR FACILITIES TO RESEARCH CHANGES AND REVIEW NEW INSTRUCTIONAL MATERIALS TO PLAN CURRICULUM THAT BETTER ADDRESSES THE CHANGING NEEDS OF STUDENTS. NO INDIRECT A THREE PHASE DISTRICT-WIDE COLLECTIVE STUDENT FOCUSED AND SYSTEM FOCUSED TO INCREASE STUDENT RETENTION AND COMPLETION.
BILL & MEL GATES FNDTN	3BMG	PATH2COMPLETN-NSCC	12/1/2011	12/30/2014	\$0	0	0	
SBCTC	3ISZ	145B JOBSKILLSPROG6P	8/29/2013	6/30/2015	\$75,814	0	0	JOB SKILLS PROGRAM (JSP)S TO PROVIDE TRAINING AND EMPLOYMENT TO THOSE AT RISK OF LOSING THEIR JOBS DUE TO TECHNOLOGICAL OR ECONOMIC CHANGES . ON 06/12/2014, THE AWARDED AMOUNT IS INCREASED BY \$9,600, AND THE GRAN T END DATE IS EXTENDED TO 06/30/2015.
SBCTC	3ASP	145B ABE SPRC PROJ	5/15/2014	8/31/2014	\$10,000	0	0	PART-TIME NSC INSTRUCTOR WILL WORK WITH SBCTC STAFF MEMBER TO REVISE 10 STRANDS OF PROJECT IDEA CURRICULUM; ZERO INDIRECT COST RATE (DY 6-2 4-14) 132-ASP-141D - 2013-14 ABE Special Projects Grant
NSC EDUCATION FUND	3CLS	EDFND LRG GRNTS 1315	3/1/2014	6/30/2014	\$20,000	0	0	
FOUNDATION & OTHERS	3CMP	DW COMPASS PREP INIT	8/1/2011	6/30/2014	\$0	0	0	
NSCC FOUNDATION	3FCN	NSCC EDUCATION FUND	11/1/2011	6/30/2014	\$0	0	0	
SBCTC	3LSV	145B ACCEL OP SV	3/1/2014	4/30/2014	\$1,500	0	0	
SEA OFFC OF ECONOMIC DE	3P2C	NSCC-PATH2CAREERS	9/1/2011	12/31/2013	\$0	0	0	
TOTAL - NORTH					\$6,363,456			
DOE#P047A120693	4M94	1217 UPWR BIND2-1/5	9/1/2012	8/31/2017	\$1,236,925	8	84.047A	DUE TO SEQUESTRATION AWARD WAS REDUCED BY 5.23%
KING COUNTY EMPLOY & EDUC	4C90	HOMELESS EP	7/1/2012	6/30/2014	\$29,520	20		\$14,760 A YEAR FOR INFRASTRUCTURE OF 1.0 HOMELESS PGM KING COUNTY FUNDED STAFF BASED AT THE WORKSOURCE AFFILIATE OFFICE IN SCC.
BILL & MELINDA GATES FNDTN	4BMG	PATH2COMPLETN-SSCC	1/1/2012	12/31/2014	\$0	0	0	A THREE PHASE DISTRICT-WIDE COLLECTIVE STUDENT FOCUSED AND SYSTEM FOCUSED TO INCREASE STUDENT RETENTION AND COMPLETION.
THE JOHN FETZER INSTITUTE, INC.	4K17	THE EMERGENCE OF WRK	4/1/2013	5/31/2014	\$141,378	9.6		"THE EMERGENCE OF WORKERS VOICES AND LEADERSHIP" PROJECT WILL ENGAGE THE SERVICES OF CONSULTANT TO ASSIST THE INSTITUTE IN PLANNING, DEVELOPING, AND IMPLEMENTING THE INSTITUTE'S PROGRAMS.
DOE# P042A100880	4L44	TRIO SSS 5 OF 5	9/1/2010	8/31/2015	\$1,470,907	8	84.042	
DOE#P382B110009	4Z50	FAANAPISI	1/1/2011	9/30/2015	\$2,071,174	0	84.382B	GRANT AND RELATED ASSISTANCE TO ASIAN AMERICANS AND NATIVE AMERICAN PACIFIC ISLANDER TO ENABLE THE INSTITUTION TO IMPROVE AND EXPAND THEIR CAPACITY TO SERVE AANAPI AND LOW-INCOME INDIVIDUALS.
WDC OF SEATTLE KING COUNTY	4K20	WDC-HHS-HEALTH	9/30/2013	9/29/2014	\$256,640	5	93.093	SSCC WILL PROVIDE COHORT-BASED TRNG FOR HEALTH CARE ENROLLED STUDENTS.
SPOKANE CC-DIST #17	4T04	AIR WA	10/1/2011	9/30/2014	\$1,928,675	9	17.282	AIR WA GRANT AGREEMENT WITH US DEPT OF LABOR EMPLOYMENT AND TRAINING ALONG WITH CONSORTIUM MEMBERS.

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METRO DEVLPMNT COUNCIL	4C85	1/5 CACG-TRIO TALENT	10/14/2010	8/31/2015	\$92,000	0	0	SOUTH AND METROPOLITAN DEVELOPMENT COUNCIL (FISCAL AGENT AND RESPONSIBLE FOR REPORTING TO THE HECH (FUNDING) WILL COLLABORATIVELY IMPLEMENT THE COLLEGE ACCESS CHALLENGE GRANT. FOR THE PURPOSE TO INCREASE ACADEMIC PERFORMANCE AND PREPARATION (TARGETED HS STUDENTS) AND INCREASE THEIR GRADUATION/POST SECONDARY ENROLLMENT RATES.
LABOR CENTER FOUNDATION	4N21	LABOR CTR FNDTN REIM	1/1/2012	12/31/2014	\$211,000	3	3	HAZARDOUS MATERIALS TRAINING WORKSHOP.
PUGET SND REGIONAL COUNCIL	4C10	WA CLEAN ENERGY PART	5/30/2012	9/30/2013	\$79,699	15	11.307	CURRICULUM DEV, INTERNSHIP, MENTORING, AND REPORTING.
NSF#0966315	4CSP	NSF ONSIGHT SCHOLARS	8/1/2010	7/31/2015	\$353,000	0	47.076	\$1.2MIL OVER 5-YEARS FOR STUDENT SUPPORT, INFRASTRUCTURE, PROJECT MGMT AND SCHOLARSHIPS TO APPROX 170 TALENTED LOW-INCOME STUDENTS PURSUING (OR TRANSFER) ASSOCIATE DEGREES IN SCIENCES.
GREEN RIVER COMMUNITY COLLEGE	4C18	GT-HEXCEL	1/1/2014	12/31/2014	\$110,400	15	15	TO DEVELOP TRAINING CURRICULUM, CONDUCT TRAINING SESSIONS.
BOSTON EDUCATIONAL SVCS	4C07	ITER-TESTING	5/1/2011	12/30/2015	\$0	20	20	SOUTH TO ADMINISTER THE BOSTON EDUCATION SVCS (BES) ITER 4 INTL TEST OF ENGLISH PROFICIENCY.
TOKYO EXPRESS JAPAN,KOGAKUJIM U	4N89	KU ELC PROGRAM	2/18/2014	3/16/2014	\$5,000	20	20	KU ENGLISH LANGUAGE AND CULTURE PROGRAM. INTERNATIONAL STUDENTS-TOKYO,JAPAN.
WDC-MARITIME	4N81	WDC-MARITIME	1/1/2014	6/20/2014	\$100,336	5	17.278	MARITIME MANUFACTURING COHORT THRU WIA DISLOCATED WORKER(CFDA#17.278) AND DOL.
WDC	4L68	1214 ONE-STOP	7/1/2013	6/30/2014	\$52,800	20	20	SIMPLE CO-LOCATION WITH COORDINATED DELIVERY OF SVCS BY PARTNERS (CAREER DEV SVCS, TRAC ASSOC, NEIGHBORHOOD HOUSE, PACIFIC ASSOC, DISLOCATED WORKER, ASIAN COUNSELING REFERRAL SVC). BY SHARING SPACE AT THE PARTNERSHIP FACILITY, THIS IS A WORKSOURCE CONTRACT AMONG PARTNERS.
PUGET SND INDUSTRIAL EXCELLENC	4L62	CDL-KENWORTH TRUCK	1/1/2012	12/31/2015	\$89,400	20	20	TWO 160-HOURS OF COMMERCIAL DRIVER LICENSE TRAINING COURSES FOR 9 STUDENTS TO BE HELD AT KEIOWORTH TRUCK COMPANY STARTING JAN, 1 2012.
WA STATE DEPT OF CORRECTIONS	4N34	DOC-LSW	1/13/2013	6/30/2014	\$214,052	5	5	TO PROVIDE CLASSES IN LIFE SKILLS TO WORK AND GED FOR \$65,000 CONTRACT WAS EXTENDED FROM JULY 1 TO JUNE 30, 2014 FOR \$149,052.
SEATTLE HOUSING AUTHPRITY	4M19	13 SEA HOUSING AUTH	6/26/2013	8/15/2013	\$1,000	20	20	SUMMER YOUTH EMPLOYMENT PROGRAM IN NEW HOLLY PARK FOR ONE YOUTH DURING SUMMER (JUNE 26 THRU AUGUST 15).
SEATTLE FOUNDATION SKILLUP	4N46	SEATTLE FDN SKILLUP	1/1/2013	12/31/2014	\$34,000	0	0	A BLOCK GRANT TO CREATE A MINORITY BUSINESS DEVELOPMENT CENTER. RENEWED TILL 12/31/14 FOR ADDITIONAL \$34K
DSHS	4L23	INTENSIVE ESL-DSHS	4/1/2013	9/30/2013	\$16,050	20	20	TO OFFER 20 HRS A WEEK OF LOWER-LEVEL ESL INSTRUCTION FOR SPRING QTR.
SBCTC	4M31	145B BFET	10/1/2013	9/30/2014	\$1,699,322	7	10.561	Indirect from Salaries @ 7%

Grantor	ORG	Grant Title	Start Date	End Date	Award Budget	% of Indirect	Fed Cat Num	Grant Description
SEA PUB SCH DISTR SVC LEARNING	4N17	SFSD SERVICE LEARNING	10/1/2010	9/30/2013	\$25,000	0	0	SSCC TO HIRE A 0.5 FTE SERVICE LEARNING COORD TO PARTNER WITH SYEZ PROJECT WHO WILL FOCUS ON SERVICE LEARNING PROJECTS AT THE COLLEGE LEVEL TO ADDRESS THE NEEDS OF THE SYEZ GRANT IN PARTNERSHIP WITH SPS.
WDC-SNOHOMISH COUNTY	4N156	WDC-SNH-SKLUPIJFF	4/1/2012	6/30/2014	\$70,685		0 17.279	WIA TITLE I-B-GREEN JOBS INNOVATION FUND FOR PROFESSIONAL CERTIFICATION PATHWAYS FOR ARCHITECTS, CONSULTANTS, AND CONSTRUCTION CONTRACTOR WHO WANTS AND NEEDS TO KNOW HOW TO BUILD A SUSTAINABLE BUILDING.
WEST SEATTLE HS	4N161	WEST SEATTLE HS	9/1/2012	9/30/2013	\$46,380	20		SOUTH TO DELIVER THE REDINESS ACADEMY PGM TO COLLEGE BOUND STUDENTS AT WEST SEATTLE HS.
DOE#P047A120679	4N190	1217 UPWR BND1-1/5	9/1/2012	8/31/2017	\$1,465,810		8 84.047A	DUE TO SEQUESTRATION AWARD WAS REDUCED BY 5.23%
CITY OF SEATTLE/FLEETS DRPTM	4N166	SEA FLEETS APPRENT	10/1/2013	6/30/2019	\$44,000	20		
WA ASSN OF SHERIFFS & POLICE	4N170	WA ASSN OF SHERIFFS	10/1/2013	9/30/2015	\$90,000	20	16.609	FUNDING PROVIDED FROM THE LEADERSHIP SET-ASIDE OF THE WORKFORCE INVESTMENT ACT - FUNDING TO DEFRAY COSTS OF ANNUAL STAFF DEVELOPMENT STANDARD SBCTC INDIRECT COST RATE OF 5% APPLIED TO TOTAL SALARIES
WDC-12/674-HHS	4N187	WDC-HCA	2/18/2013	9/29/2013	\$214,551	40	93.093	TO COVER TUITION, FEES AND TEXTBOOKS.
NSF#0969609	4R1ST	NSF READY-SET-TRANSF	8/1/2010	7/31/2015	\$37,028	20	47.076	\$2.0MIL OVER 5-YEARS TO INCREASE STEM STUDENTS INTO SUCCESSFULLY TRANSFERING TO 4-YEARS BY RECRUITMENT AND SUPPORT READY STUDENTS. HELP SET STUDENTS PERSIST AND ACHIEVE ACADEMIC EXCELLENCE FOR IN THEIR STEM MAJOR CLASSES. HELP STUDENTS TO TRANSFER TO 4-YEAR INSTITUTIONS.
EVERGREEN COLLEGE & CAREER CEN	4N190	EVERGREEN CC	1/1/2012	12/30/2014	\$1,000	0		MOU BETWEEN SSCC AND EVERGREEN COLLEGE AND CAREER CENTER TO PAY FOR COMPASS TEST FEES.
DOEDUC# P031A.100048	4T160	2IP TITLES 50F5	10/1/2010	9/30/2015	\$1,998,802		0 84.031	STRENGTHENING INSTITUTIONS PROG HELPS HIGHER EDUCATION TO BECOME SELF-SUFFICIENT AND EXPAND THEIR CAPACITY TO SERVE LOW-INCOME STUDENTS BY PROVIDING FUNDS TO IMPROVE/STRENGTHEN THEIR ACADEMIC QUALITY, INSTS MGMT, AND FISCAL STABILITY.
US DEPT OF EDUC	4C88	1 OF 5 TALENT SEARCH	9/1/2011	8/31/2016	\$1,275,364		8 84.044A	TALENT SEARCH IDENTIFIES AND ASSISTS INDIVIDUALS FROM DISADVANTAGED BACKGROUNDS TO SUCCEED IN HIGHER EDUCATION.DUE TO SEQUESTRATION AWARD AMT OF \$1,288,845 WAS REDUCED BY 5.23% [**\$^***ICR=8% ALL EXPENSES.
SBCTC	4M28	145B JSP	3/31/2014	6/30/2015	\$48,983	0		JSP PROJECT DEVELOPMENT
KVICHAK MARINE INDUSTRIES, INC	4N31	KVICHAK	10/1/2013	2/28/2014	\$55,000	20		FIVE CUSTOMIZED INDUSTRIAL MARINE MANUFACTURING TRAINING COURSES, THIRTY THREE SESSIONS, FOR UP TO TWENTY STUDENTS PER COURSE.
HIGHLINE SCHOL DIT # 401	4K64	11-15 CAREER LINK	9/1/2011	8/31/2015	\$652,516		5	CAREER LINK PGM TO PROVIDE EDUC OPPTY TO INDIVIDUALS WHO ARE AT LEAST AGE 16 AND UNDER 21 BY SEPT 1 WHO HAVE NOT MET HIGH SCHOOL GRADUATION REQUIREMENTS AND HAVE BEEN WITHDRAWN FROM SCHOOL FOR 30 CALENDAR DAYS.
KING COUNTY CNTRACT #D374660	4N06	THE LEARNING CENTER	1/1/2009	12/31/2014	\$1,119,294		70	CONTRACT RENEWED ON 1/1/2013 FOR \$192,528 FOR JAN 1-DEC 31, 2014. ICR IS 7%OF OBJECTS A Bamp; B.

Grantor	ORG	Grant Title	Start Date	End Date	Award Budget	% of Indirect	Fed Cat Num	Grant Description
SEATTLE PUBLIC SCHOOL	4K46	14 WESTSEA HS	9/1/2013	6/30/2014	\$19,200	20		TO DELIVER THE READINESS ACADEMY PROGRAM TO COLLEGE BOUND STUDENTS AT WEST SEATTLE HIGH SCHOOL.
NATIONAL OCEANIC & ATMOSPHERIC	4N59	NOAA WELDING	1/27/2014	2/17/2014	\$6,016	20		TO PROVIDE A 3-WEEK WELDING INTENSIVE FOR MARITIME AND MANUFACTURING ENVIRONMENTS - 90HRS.
SEATTLE PUBLIC SCHOOL	4M08	1314 AUTO COLLISION	9/1/2013	6/30/2014	\$53,006	5		TO PROVIDE A CAREER AND TECHNICAL EDUCATION CLASS FOR SPS STUDENTS ENROLLED IN AUTOMOTIVE COLLISION REPAIR PROGRAM.
DSHS-RIA	4L08	14D5HS-RIA	7/1/2013	6/30/2014	\$338,063	20		CLASSES FOR BOEING AIRCRAFT CORP.
SBCTC FED VOC	4T69	145B-PERKINS	7/1/2013	6/30/2014	\$198,418	5	84.048	TE @5% FROM SALARIES
CONTRACT WITH VIETNAM	4N79	MGMT & LEADERSHIP TRNG	12/4/2010	6/30/2015	\$55,000	20		TO IMPROVE MGMT & LEADERSHIP SKILL FOR VIETNAM MINISTRY OF PUBLIC SECURITY (MPS).
FOUNDATION & OTHERS	4CMP	DW COMPASS PREP INIT	8/1/2011	12/31/2015	\$0	0		DW INITIATIVE TO PREPARE STUDENTS PREPARE FOR THE COMPASS EXAM TEST.
DOE#P042A1000880	4L02	2010-15DOE TRIO-SSS	9/1/2010	8/31/2015	\$0	0	84.042A	FIN-AID COMPONENT OF BUDGET #161-4L44. This budget is for scholarship to fund 271-4511 while 161-4L44 is the OPNS.
UNION POWER CONTRACTS	4T11	LABOR CTR/CONTRACTS	11/8/2010	12/30/2015	\$66,876	20		THE LABOR CENTER ESTABLISHES A CONTRACT ACCT FOR CONTRACTED REVENUES AND EXPENSES FROM ANY CONTRACT ACCEPTED BY THE LABOR CENTER.
WDC-KING COUNTY	4N80	WDC-WELDING/VIGOR	7/1/2013	6/30/2014	\$173,490	10	95.48	WELDING COHORT/VIGOR.
SEA OFFC OF ECONOMIC DEV	4P2C	SSCC-PATH2CAREERS	9/1/2011	12/31/2013	\$0	0		
SBCTC	4W55	145B WORKFIRST	7/1/2013	6/30/2014	\$280,185	5	93.558	
SBCTC	4L11	145B ABE LEAD	7/1/2013	6/30/2014	\$5,211	0	84.002A	
DEPT OF LABOR	4T31	STEM TEACHER BOOTCAP	10/1/2011	9/30/2013	\$1,040,800	7.9	17.282	
SBCTC	4M16	2013 BFET	10/1/2012	9/30/2013	\$1,727,114	10	10.561	
TOTAL - SOUTH					\$21,811,070			
SBCTC	5T31	PERKINS FY 13-14	7/1/2013	6/30/2014	\$65,351	5	84.048	
SBCTC	5M31	BFET FY 13-14	10/1/2013	9/30/2014	\$222,158	5		
SBCTC WF-PERFORMANCE	5T63	5B WF-PERFORMANCE	7/1/2011	6/30/2014	\$0	0		
SBCTC	5W55	WORKFIRST FY 13-14	7/1/2013	6/30/2014	\$165,178	5	93.558	
SOUND TRANSIT	5L11	RAPID PACT	1/1/2014	12/31/2016	\$125,000	5		
SBCTC	5M16	2013 BFET	10/1/2012	9/30/2013	\$252,796	5	10.561	
TOTAL - SVI					\$830,483			
TOTAL - All Active Grants					\$39,734,318			

Project	Prior Allocation	2013-15 APPR/ReAPPR Changes	Total Project Funding	Status
CENTRAL CAMPUS				
WOOD CONSTRUCTION REPLACEMENT	\$ 22,309,000	\$ -	\$ 22,309,000	The project is complete and the final invoice from the contractor (very minor construction) has been processed. The Facilities department has identified a capacity shortfall in the dust collection system. The State Board has agreed that the remaining project funds should be used to address the problem. Dust Collection improvements are currently being installed, and expected to be operational for start of fall
MARITIME ACADEMY REPLACEMENT	\$ 1,337,000	\$ 15,491,000	\$ 16,828,000	The new maritime Academy building project is replacing completely deteriorated portables with a structure designed around the challenging geographical position of Salmon Bay. The plans have been submitted to the City of Seattle and all plan reviewers have approved the designs and permit issuance is underway. The project will be completed in two phases: Site Work and Building. Site Work Package is
	\$ 23,646,000	\$ 15,491,000	\$ 39,137,000	
NORTH CAMPUS				
TECHNOLOGY BUILDING RENEWAL	\$ 25,419,000	\$ -	\$ 25,419,000	The Health Sciences and Student Resources, Room, building is complete and final equipment outfitting is occurring. There will be an opening ceremony on May 15th for the building. The facility will be brought on line for the summer quarter. The super espresso has had a very successful soft start and was 100% operational all summer. The Food Services staff is gradually increasing their familiarization with the new business model and service format. The cafeteria and old espresso were closed after graduation. The new building has become an attractive center for the college and it is actively used. The project achieved a LEEDS goal rating. The 1969 main kitchen in the College Center building was to be completely renovated and modernized as part of the overall project. The main kitchen renovation is currently under renovation and is currently 66% complete. A new architect and general contractor are working the kitchen renovation project. This part of the project had to be done in phase after the HSSR was completed. Our challenge is to have the main kitchen renovation completed 100% operational by the fall quarter. A portable, fully operational kitchen was rented and supports the campus cooking needs during the main kitchen
	\$ 25,419,000	\$ -	\$ 25,419,000	
SOUTH CAMPUS				
INTEGRATED EDUCATION CENTER	\$ -	\$ 2,087,000	\$ 2,087,000	Replace the old Cascade Court building with a new integrated Education Center building. The detailed design phase was just completed in this summer. The preparation of bid construction drawings, specifications, and documents phase has begun. The overall project is on schedule and on budget. Funding is for design phase only with construction funding expected to be allocated from the state in the
MACHINE SHOP RENOVATION FOR INSTRUCTIONAL WINE PROGRAM	\$ 2,734,726	\$ 400,000	\$ 3,134,726	The Machine Shop Renovation for Instructional Wine Program (NWWA) is 100% complete.
INT'S STUDENT PROGRAMS CTR RENOVATION	\$ -	\$ 982,897	\$ 982,897	Renovate space vacated by the Northwest wine academy to accommodate the new Center for International Student Programs. The project is 100% complete (design and construction), and is on schedule and on budget.
	\$ 2,734,726	\$ 3,469,897	\$ 6,204,623	
DISTRICT BALANCES	\$ 51,799,726	\$ 18,960,897	\$ 70,760,623	



Annual Workforce Report

Presented to the Board of Trustees

September 2014



***STUDENT SUCCESS
PARTNERSHIPS
INNOVATION***

*Prepared by Seattle Colleges District Employee Services Division
Charles Sims, Chief Human Resource Officer*

INTRODUCTION

“Seattle College District Receives 2014 Pacific Region Equity Award”

The Association of Community College Trustees (ACCT) has announced that the Seattle College District is the recipient of the 2014 Pacific Region Equity Award. The award will be presented in October at the organization’s annual leadership congress in Chicago.

The Equity Award calls for demonstrable evidence of leadership in setting policies, championing an environment of inclusivity, and ensuring results for the success, enhancement and expansion of opportunities for women, underrepresented, and underserved communities.

In its recent winning application for the ACCT Regional Equity Award, the District responded to the question for how it defines “equity within the District’s service area” as follows:

***Inclusion Opportunities** – for those who have been historically underserved and underrepresented in both education and employment;*

***Absence of Barriers** – in order for inclusion to occur, the second dimension of equity is the absence of barriers to access, success, and completion of educational and/or employment goals;*

***Proactive Outreach** – beyond the absence of barriers, the third dimension of equity is proactive outreach strategies that build bridges between the colleges and underserved, underrepresented communities as a destination educator and employer.*

The SCD’s strategic context for workforce planning in general, and for workforce diversity specifically, has been consistently guided by the above three principles, and they will continue to be the core overarching indicators for measuring the effectiveness of the District’s workforce diversity goals. The Equity Award is both gratifying and confirming of the clear expectations of the Board, the Chancellor, and the committed leadership provided by the college Presidents, their leadership teams, and the talent, time, and effort consistently on display by all the dedicated employees of the District.

INCLUSION OPPORTUNITIES:

FROM COMPLIANCE TO COMMITMENT In years past, all state agencies, and most other employers were required to develop Affirmative Action Plans in compliance with state and federal laws and regulations to prevent employment discrimination against protected class citizens.

These Affirmative Action Plans included complex analysis and reporting of racial and ethnic demographics and potential utilization statistics to determine goals/quotas for recruitment and hiring of minorities to demonstrate compliance by way of annual reporting to the respective regulatory agencies.

The passage of I-200 in 1998 in the state of Washington, and similar voter initiatives across the country, spoke loudly and clearly about a cultural shift away from the climate of mandated compliance with the regulatory approach to Equal Employment Opportunity, to more of a culture of “institutionalized valuing for diversity, inclusion, and equity as a more compelling pride point” for highly performing organizations.

The SCD, like other organizations, must now internalize the audit process for “how we are measuring up” against our mission, policies and practices, and the relevant benchmarks to inform us how well we are including and serving the communities within which we operate, and how well we are meeting the needs of our students and workforce.

The transition from an operational culture of mandated compliance to one of imbedded commitment must be concrete and tangible as evidenced by the replacement of the District’s “Affirmative Action Plan” Policy/Procedure adopted in 1987, with the “Workforce Diversity” Policy/Procedure presented to the Board for first reading today.

Within the context of the diversity demographics represented in the communities served by the SCD, the ***INCLUSION*** dimension of equity has failed if there is no clear correlation reflected in the diversity of its students and its workforce. As indicated in the graphs below, the District continues to maintain a solid draw as a destination educator and employer for underrepresented groups.

Community Demographics

	Women	Total Minority	African American	Asian / Pacific Islander	Hispanic	Native American	Two or More Races
King County	50.1%	37.3%	6.5%	16.3%	9.2%	1.0%	4.7%
City of Seattle	50.0%	34.6%	7.9%	14.2%	6.6%	0.8%	5.1%
Washington State	50.2%	28.8%	3.6%	7.8%	11.2%	1.5%	4.7%

Employees (SCD Full-time Faculty, Classified, Exempt)

	Total Minority	African American	Asian / Pacific Islander	Caucasian	Hispanic	Native American	Unreported
2014 (1161 FTE's)	36.6%	12.1%	17.8%	60.7%	5.9%	0.9%	2.7%
2013 (1114 FTE's)	35.1%	11.8%	17.3%	63.0%	5.1%	0.9%	1.9%
2012 (1084 FTE's)	36.6%	12.7%	17.5%	63.0%	5.4%	1.0%	0.6%

*As of March 2013.

Students (Seattle Colleges)

	Total Minority	African American	Asian / Pacific Islander	Caucasian	Hispanic	Native American	Other / Multiple
Fall 2013	51.4%	15.8%	17.1%	48.6%	4.4%	<1.0%	13.1%

The SCD serves the largest, most ethnically, culturally, economically, and politically diverse county in the state of Washington. The combined total minority demographics for King County, the city of Seattle, and Washington State equals 34 percent. By comparison, the total minority student population for the SCD is 52 percent, and 36 percent of its workforce is diverse.

The District transfers more students of color to the UW than any other community college in the state, and they do as well or better in GPA and graduation rates than those who start as freshmen at the UW.

Workforce diversity in the Seattle Colleges is reflected from top to bottom. The Chancellor is a white female; two of the three college presidents are African American, as is the Vice Chancellor for Human Resources. Of the nine college Vice Presidents (Instruction, Student Services, Administrative Services) five are ethnically diverse, as is the Executive Director of the Seattle Vocational Institute.

ABSENCE OF BARRIERS:

We continue to have specific areas of concern with under-representation in some segments of our workforce, most notably, full-time tenured faculty, part-time faculty, and academic deans. However, in collaboration with the proactive leadership of the college presidents, Employee Services has initiated a number of focused strategies to address those recruitment challenges, and to ensure that our internal screening and hiring practices are part of the solution and not the problem. To better address diversity within our faculty and academic deans, we have upgraded and redirected our recruitment resources as follows:

- Shifted our strategies to deploy a more proactive, outreach model; this has proved to be effective as we are seeing more total applicants each year even with the economy bouncing back and Seattle having one of the lowest unemployment rates in the country;
- Formalized dialogue and strategy discussions with the AFT to remove internal and contractual barriers to the screening and hiring of diverse faculty;
- Developed pipeline sources and collaborative partnerships with community based organizations and four-year institutions including the University of Washington Graduate Opportunities and Minority Achievement Program; Yesler Terrace Partnership, and the Pathways to Career Initiative.
- Leveraging campus-hosted events including part-time faculty career fair to directly market the District's interest in diverse candidates for faculty and other staff positions.

Employee Services will continue to gather and assess workforce diversity demographics and strategy outcomes as an important element of the overall workforce planning dashboard in order to:

- Benchmark where the District stands in regard to the alignment of its workforce demographics with those of the student populations we serve.
- Compare the District with other higher education institutions, locally and state-wide, and with general population demographics within the state, city, and county.
- Inform the District of its progress in attracting and retaining diverse employees and identify opportunities for improvement.

Another important dimension of ***EQUITY*** is ensuring a “level playing field for all” to ensure an environment that features not only equity in employment, but also in programs and resources that support the development, succession and promotion for all its faculty and staff.

Borrowing from the concepts of the Leadership Development Initiative (LDI) developed at North Seattle College, the Seattle Colleges launched the district-wide Leadership Link program to provide greater opportunity and bench strength to our leadership development capacity. Like the LDI program the Leadership Link uses a cohort model, and brings together 30 participants including classified, faculty and exempt employees from across the District. This is a year-long program designed to develop and enhance management, interpersonal, and communication skills. Leadership Link also includes a mentoring program and an action learning project in

which groups of participants work on a current issue within Seattle Colleges for which they will present solution recommendations at the end of the program.

Employee Services will also continue its investment in increased professional development options and venues for exempt and classified employees through a training partnership with UW Professional & Organizational Development department; Lean process improvement training, change management, project management training. Employee Services has developed a website to provide information and marketing to employees regarding professional development opportunities.

This year we are developing online employee training programs, focused on compliance training, which will be hosted and tracked in the Canvas Learning Management System.

PROACTIVE OUTREACH:

Seattle Colleges will continue its partnership with the University of Washington **Graduate Opportunities and Minority Achievement Program (GO-MAP)** to help graduate students of color explore the nuances of teaching at a community college. Seattle Colleges hosts quarterly visits where soon-to-be and recent graduates visit the college and hear from a distinguished panel of faculty and administrators about what it is like to teach at a community college. The site visits include a panel presentation and Q&A, as well as observation visits to the classroom. Seattle Colleges have hired many part-time faculty through this program.

The Seattle College District has become involved with a Seattle Housing Authority coalition with other community based partners. **Yesler Terrace** is a 22-acre public housing development in Seattle. The coalition was formed to support the educational efforts of children and youth living in Yesler Terrace based on the belief that their success in education is the best pathway out of poverty. Additionally, Seattle Colleges participates and provides resources in support of career building events to help current Yesler residents find jobs and internship opportunities within the colleges.

The **Pathways to Careers** initiative is a partnership with the City of Seattle, businesses and community-based organizations to provide access to education and job training opportunities to the city's low-wage workers and unemployed adults. The program uses a cohort based model, prior learning credit, accelerated and contextualized instruction, case management, stackable courses, and curriculum alignment with industry certifications to ensure students move into high demand industries. Industries of focus include manufacturing, business information technology, logistics and health care.

Application Profiles

	Total Minority	African American	Asian / Pacific Islander	Caucasian	Hispanic	Native American	Other / Multiple
July 2013 to June 2014 (14,280)	38.0%	10.6%	13.3%	55.5%	5.7%	1.0%	7.3%
July 2012 to June 2013 (11,242)	37.0%	9.3%	14.5 %	55.1%	5.5%	1.0%	6.7%
July 2011 to June 2012* (7,193)	38.8%	11.8%	12.4%	54.6%	5.2%	1.3%	8.1%

*Note: this year represents a significantly smaller sample size based on the recent introduction of the online applicant system.

Faculty

Year to be Tenured	Total Minority	African American	Asian / Pacific Islander	Caucasian	Hispanic	Native American	Other / Multiple
2016 (27)	48.1%	11.1%	22.2%	51.9%	14.8%	0.0%	0.0%
2015 (15)	26.7%	20.0%	6.7%	73.3%	0.0%	0.0%	0.0%
2014 (9)	22.2%	0.0%	22.2%	77.8%	0.0%	0.0%	0.0%

ISSUES/CHALLENGES

Three separate issues have developed in employee recruitment and retention:

- The state continues to experience unpredictable/unreliable sources of funding for faculty and exempt employees' salaries. The Legislature provided Seattle Colleges with authority in 2013-14 to fund salary increases for exempt and faculty employees. In negotiations with the American Federation of Teachers, salary increases for faculty were applied as a 2% across-the-board increase for full-time and part-time faculty salaries, which ranks them as the 12th highest in the state, while part-time faculty rank number one. Non-represented Exempt employees received a 3% across-the-board increase. These salary increases represent the first "COLA" authorized since 2008. Classified employees are currently in full-contract negotiations with the state.

King County is the most expensive cost of living county in the state, and unfortunately that reality is not taken into consideration in the state allocation formula for employee salaries. This clearly will continue to present challenges for recruitment and retention for the District.

- Significant changes have occurred in how we manage our exempt salaries. We are now implementing a new exempt salary structure and program for our non-represented employees that will provide more equitable and consistent salary management. This past year has also seen the certification of the AFT Washington to represent the Professional Staff exempt employee union. Negotiations with the new union may provide challenges to our recruitment and retention structure as well.
- We are seeing increased turnover among senior executive positions in community colleges across the Puget Sound market.

APPENDIX

Additional Workforce Demographics:

Full-time Faculty	2012 (316 District-wide)		2013 (317 District-wide)		2014 (324 District-wide)	
Women	158	50.0%	158	50.0%	165	50.9%
Total Minority	90	28.5%	90	28.5%	97	30%
African-American	25	7.9%	25	7.9%	27	8.3%
Asian American/Pacific Islander	42	13.3%	42	13.3%	45	13.9%
Caucasian	224	70.9%	224	70.9%	224	69.1%
Hispanic	20	6.3%	20	6.3%	22	6.8%
Native American/Alaskan Native	3	1.0%	3	1.0%	3	0.9%
Unreported	2	0.6%	2	0.6%	3	0.9%

Part-time Faculty	2012 (1343 District-Wide)*	2013 (1045 District-Wide)	2014 (1067 District-Wide)
Women	57.6%	58.2%	58.3%
Total Minority	20.3%	20.5%	20.4%
African American	6.2%	6.2%	5.8%
Asian / Pacific Islander	9.6%	10.0%	9.7%
Caucasian	78.5%	76.7%	76.6%
Hispanic	4.2%	3.5%	4.4%
Native American	0.4%	0.8%	0.6%

*2012 Data was from a count of all part-time faculty “active” in the payroll system, typically meaning they had worked for us in the past year, and had not been separated from employment.

New Hires

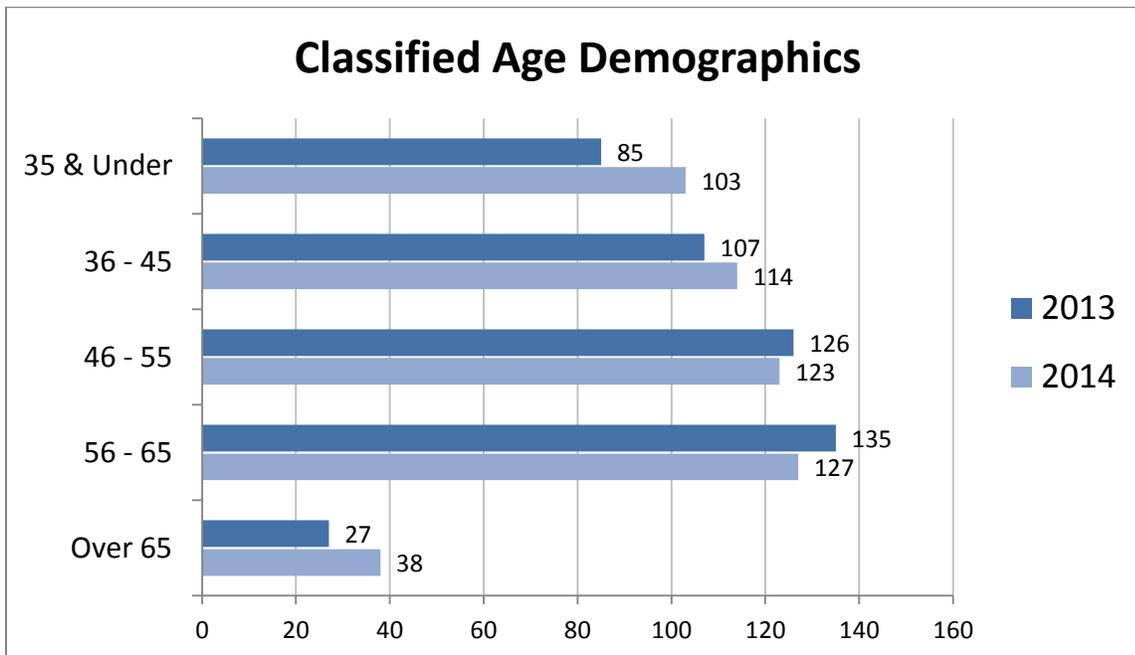
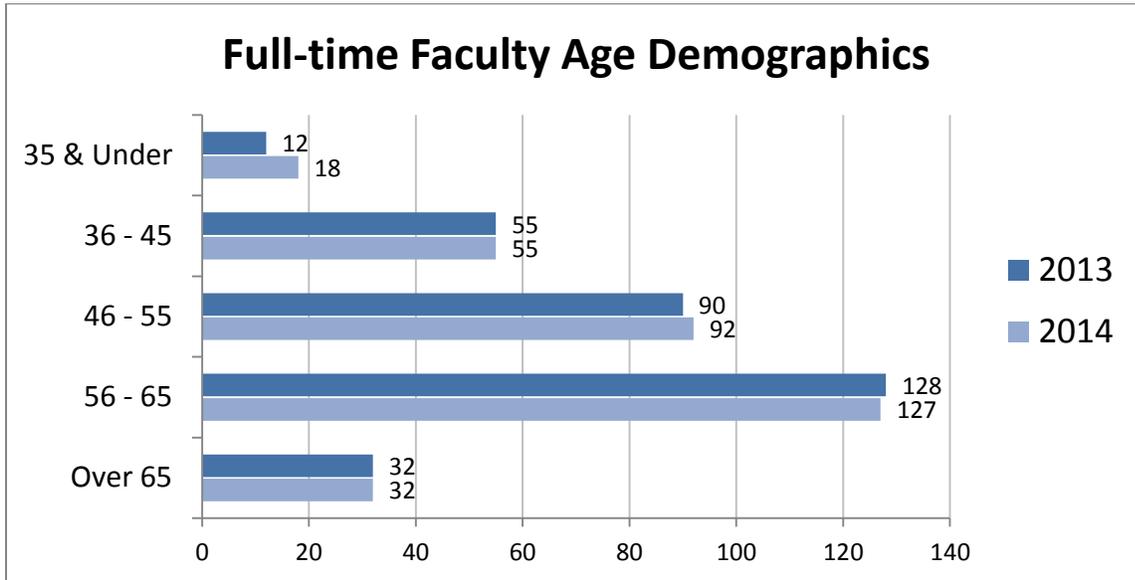
Permanent New Hires		
July 2013 – June 2014	173 Total Full Time Hires	
African-American	21	12.1%
Asian American/Pacific Islander	24	13.9%
Caucasian	98	56.6%
Hispanic	16	9.2%
Native American/Alaskan Native	1	0.6%
Two or More Races	13	7.5%
Unreported	0	0.0%

Permanent New Hires		
July 2012 – June 2013	152 Full Time Hires	
African-American	17	11.2%
Asian American/Pacific Islander	22	14.5%
Caucasian	97	63.8%
Hispanic	5	3.3%
Native American/Alaskan Native	1	0.7
Two or More Races	10	6.6%
Unreported	0	0.0%

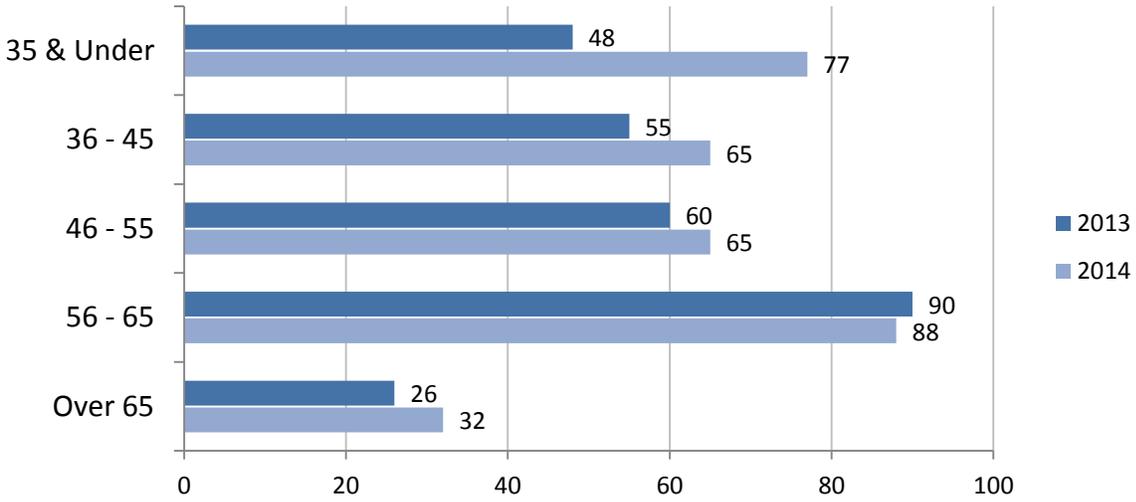
Turnover Statistics

Employee Type	2011	2012	2013
Classified	7.3%	5.1%	7.7%
Exempt	9.8%	8.2%	13.4%
Faculty	4.1%	2.8%	5.7%

Age Demographics



Exempt Age Demographics



MEMORANDUM

TO: Board of Trustees
FROM: Kurt R. Buttleman
DATE: September 11, 2014
SUBJECT: Policy 280- First Reading

Background

The attached Fair Use of Copyrighted Works for Education and Research policy revision is suggested to better comply with the current Seattle Colleges practices.

Recommendation

It is the recommended that this item be received as information only.

Submitted by:



Dr. Kurt Buttleman
Vice Chancellor of Finance & Technology

Transmitted to the Board with a favorable recommendation.



Dr. Jill Wakefield
Chancellor

Seattle College District Policy

NUMBER: 395280

TITLE: Fair Use of Copyrighted Works for Education and Research

Adopted Date: 1/9/1984 Last Revised: 7/8/2010

The Seattle College District is committed to complying with all applicable laws regarding intellectual property. That commitment includes the full exercise of the rights accorded to users of copyrighted works under the "Fair-Use" provision of federal copyright law. (U.S.C. Section 107)

It therefore is the policy of the Seattle College District to facilitate the exercise in good faith of full Fair-Use rights by faculty, librarians, and staff, in furtherance of their teaching, research, and service activities. To that end, the Colleges shall:

1. Inform and educate their faculty, librarians, and staff about their Fair-Use rights and the application of the four factors for ~~determining~~ those rights set forth in Title 17 of the United States Code: Section 107;
2. Develop and make available through the Copyright Officer(s), the Libraries, and other appropriate units, resources concerning Fair-Use and intellectual property laws generally, and the application of Fair Use in specific situations;
3. Avoid, whenever possible, adopting or supporting policies or agreements that would restrict Fair-Use rights.

Board of Trustees - Revision & Adoption History

Adopted: 1/9/1984

Revised: 7/8/2010



MEMORANDUM

To: Board of Trustees

From: Dr. Jill Wakefield
Chancellor

Date: September 11, 2014

SUBJECT: First Reading – Policy & Procedure 404 Workforce Diversity

Background:

- This policy and procedure states the SCD commitment to Workforce Diversity, equity, and inclusion, and replaces the former Policy/Procedure 404: Affirmative Action Plan.
- With the passage of I-200, Washington State no longer requires a mandated, regulatory approach to EEO strategies and outcomes for employers reflected in Annual Affirmative Action Plans.
- The new Workforce Diversity Policy/Procedure is subject to WAC processing, and the WAC requirements imbedded in the former Affirmative Action Plan Policy/Procedures must be formally repealed through the WAC procedures.
- The final changes to Policy/Procedure 404 were reviewed and approved by the Chancellor's Cabinet on July 14, 2014

Recommended Action:

It is the recommendation that this item be received as first reading for information only.

Submitted By:

Charles Sims

Chief Human Resources Officer

Submitted and transmitted to the Board
With a favorable recommendation

Dr. Jill Wakefield
Chancellor

(Current Policy/Procedure 404 to be Repealed)

Seattle College District Policy

NUMBER: 404

TITLE: AFFIRMATIVE ACTION PLAN

ADOPTED DATE: 3/17/1987 LAST REVISED: 2/9/2012

The Policy of Seattle College District (SCD) is to provide equal opportunity to all its employees and applicants for employment, and to assure that there is no discrimination against any persons on the grounds of race or creed, ethnicity, color, religion, national origin, age, gender, gender identity, sex, sexual orientation, marital status, disability, status as a veteran or disabled veteran, political affiliation or belief, or citizenship/status as a lawfully admitted immigrant authorized to work in the United States. However, reasonable accommodations will be made for known physical or mental limitations for all otherwise qualified persons of disability. The Seattle College District is committed to affirmative action for Asians, Blacks, Hispanics, Native Americans, women, persons between the ages of 40 and 70, persons of disability, and disabled veterans. This Policy extends to all areas of employment and to all relations with employees including recruitment, selection and placement, compensation, promotion and transfer, disciplinary measures, demotions, layoffs, and terminations, testing and training, daily working conditions, awards and benefits, and other terms and conditions of employment.

The importance of fulfilling this Policy is given top priority consideration in the day-to-day operations of the SCD. All employees have been, and will continue to be, made aware that any violations of this Policy by an employee shall result in appropriate disciplinary action, including termination, if warranted.

Affirmative action is a priority in the district because it insures equal employment opportunities for all applicants, while also assisting in ways to hire under-represented groups in the district's labor force.

The successful implementation of this Policy will depend upon a cooperative spirit and commitment to achieve the goals set forth. The district's Affirmative Action plan is available for review in the Employee Services Division located at the Siegal Center, Offices of the Presidents, Offices of the Vice Presidents of Instruction, and campus libraries.

Board of Trustees – Revision & Adoption History

Adopted: 3/17/1987

Revised: 11/8/2007

Revised: 2/9/2012

Seattle College District Procedure

NUMBER: 404

TITLE: AFFIRMATIVE ACTION PLAN

ADOPTED DATE: 3/17/1987 LAST REVISED: 7/11/2005

404.10 Action Plan (WAC 132F-148-020)

The SCD affirmative action plan calls for the following actions which are designed to insure equal employment opportunity.

- 404.10.1 Internal dissemination of the affirmative action policy and plan.
 - a. The SCD affirmative action plan will be updated as requested by the Governor Affirmative Action Program Committee (GAAPCom). Campus presidents will insure that all personnel are aware of the policy and plan.
 - b. The equal employment/affirmative action policy will be an integral part of the new employee orientation.
 - c. Copies will be made available to the SCCFT and the campus-wide bargaining unit
 - d. It will be available in the library of each campus and in the president's office on each campus, as well as in the chancellor's office and the District human resources department.
 - e. A copy of the SCD affirmative action plan will be available to each administrator upon request.
- 404.10.2 External dissemination of the affirmative action policy and plan
 - a. Each interested agency, public and private, in the Seattle Community.
 - b. Each designated bargaining agent.
 - c. Suppliers, contracts, and vendors with whom the district does business.
 - d. Potential vendors will all requests to bids.
 - e. The State Board for Community and Technical Education.
 - f. The Washington State Personnel Resources Board.
 - g. All recruiting sources, together with a letter encouraging them to actively recruit and refer minorities, women, handicapped persons, Vietnam era and disabled veterans.

404.20 Responsibility for Program Implementation (WAC 132F-148-030)

Responsibility for the implementation of the affirmative action program rests with the chancellor for the district as a whole and with the president of each campus.

- 404.20.1 The chancellor's responsibilities are to:
 - a. Review the SCD affirmative action plan with each president as part of the performance evaluation process.
 - b. Carry out the responsibilities for implementation of the affirmative action plan for the district office as described below for each president.
- 404.20.2 The president's responsibilities are to:
 - a. Insure that all campus administrators and supervisors are aware of the affirmative action policy and plan and take it into consideration in day-to-day operations.
 - b. Insure that hiring and promotion patterns are monitored so that group members are given full consideration.
 - c. Insure that facilities are comparable for both sexes and are accessible to disabled persons.
 - d. Insure that protected group members are afforded full opportunity and are encouraged to participate in college-sponsored education and training programs.
 - e. Designate a specific individual to be responsible for the supervision and monitoring of affirmative action efforts in that organization unit. These designates are the human resource representatives located on each campus.
 - f. Insure adequate representation of protected group members on selection committees.
- 404.20.3 The chief human resources officer responsibilities are to:
 - a. Design and implement audit and reporting systems that will:
 - Measure the effectiveness of the program,
 - Indicate need for corrective action, and
 - Determine degree to which goals and objectives have been attained.
 - b. Develop policies and procedures related to equal employment opportunity and affirmative action for review, approval, and action by the chancellor's cabinet and board of trustees.
 - c. Serve as liaison between the district and compliance agencies, organizations for minority, women, Vietnam veterans, disabled veterans, and handicapped disabled persons, and with other such community and municipal action programs.
 - d. Keep management informed of current developments in areas related to affirmative action and equal employment opportunity.
 - e. Develop and maintain internal and external communication systems.
 - f. Assist in the identification of problem areas.
 - g. Ensure proper dissemination of information contained in the affirmative action plan to all employees, supervisors/managers and other interested parties.

404.30

- 404.30.1 Recruitment for minority, female and disabled applicants for SCD employment is the primary responsibility of each campus and the district personnel department as indicated below:
- 404.30.2 The district Human Resources department can assist campuses in the recruitment process by:
 - a. providing possible recruitment sources; and providing copies of the district mailing list;
 - b. contact employment sources with which SCD affirmative action plan has a referral arrangement;
 - c. participating in campus recruitment efforts; and
 - d. advertising in publications targeted to diverse applicants;
 - e. identify underutilization and target recruitment by personal contacts with individuals and agencies;
 - f. analyze recruitment effort and applicant flow to determine weak areas in the recruitment program.

404.40 Goals and Procedures for Implementation (WAC 132F-148-050)

- 404.40.1 The goals/availability percentages are converted into realistic projections of the number of under represented groups' members the campus seek to hire given the vacancies, availability and affirmative action efforts they are willing to undertake. Under this system of numerical goal setting, a campus is never required to hire persons who do not have the qualifications needed to perform in preference to another applicant who is qualified.
- 404.40.2 When a vacancy occurs, the district human resources office and/or campus affirmative action officers will review the utilization analysis tables. Specifically, the underutilization FTE's portion of the table will indicate the number of FTE's required to achieve yearly goals. Recruitment and outreach efforts should also be employed to correct underutilization in faculty and administrators. The district has an affirmative action plan that has realistic goals that are attainable. It is the intent of this plan that the district human resources department on each campus will carefully monitor hiring practices to ensure that every effort is made towards responsibly reaching the goals.

404.50 Personnel Policies relative to Affirmative Action (WAC 132F-148-060)

- 404.50.1 Age Discrimination
Seattle College District will provide equal opportunity for all persons without regard to age. The district does not discriminate on the basis of age in any employment practice including hiring, promotion, demotion, transfer, recruitment, layoff and return from layoff, termination, fringe benefits, selection for training and other terms of employment.

Further, the district does not specify a minimum or maximum age requirement on its advertisements for employees except on the basis of a bona fide occupational qualification, retirement plan, or statutory requirement.

- 404.50.2 Employment of Vietnam Era Veterans and Disabled Veterans
Seattle College District does not discriminate against Vietnam era veterans or disabled veterans in any employment practice including but not limited to hiring, promotion, demotion, transfer, compensation, layoff, fringe benefits, selection for training, and other terms of conditions of employment. Advertisements for positions are sent to all relevant offices and agencies.
- 404.50.3 Employment of Disabled Persons
Seattle College District does not discriminate against any employee or applicant for employment because of a disability with regard to any position for which the employee or applicant is qualified. Further, the district does not discriminate against disabled persons with regard to promotion, demotion, transfer, layoff or return from layoff, termination, compensation, fringe benefits, training opportunities, and other terms and conditions of employment.

The district will make reasonable accommodations within budgetary limits for those who are disabled to allow them to perform the duties of the jobs for which they are qualified. Several on-going efforts are aimed at insuring non-discrimination for disabled persons:

- a. Evaluate accessibility of physical accommodations for disabled persons.
- b. Review of faculty, classified and administrative job requirements and testing devices to assure that they are job related and do not screen out qualified disabled applicants and other protected groups.
- c. Periodical articles in district publications related to legal and other aspects of the employment of disabled persons.

404.60 Formal Complaint Procedure (WAC 132F-148-070)

- 404.60.1 Any individual who feels s(he) has been discriminated against on the basis of race, color, religion, national origin, age, sex, marital status or the presence of any physical, sensory, or mental disability either by the district or by an individual employee of the district may file a formal complaint. Such a complaint may be filed through existing grievance procedures (where applicable), directly with the individual responsible for affirmative action in each organizational unit and with the chief human resources officer. A formal complaint may be filed either following, or instead of, any informal attempt at resolution. Individuals with complaints are encouraged to follow the procedures outlined herein prior to contacting any outside enforcement agency. The complainant should be advised of his/her right to file a complaint, as provided under appropriate collective bargaining agreements; or with the Washington State Human Rights Commission, Seattle Human Rights Department, Equal Employment Opportunities Commission, Office of Federal Contact Compliance, the Office of Civil Rights, Complainants are encouraged to use the internal grievance procedures to resolve complaints.
- 404.60.2 Complaints filed with persons responsible for affirmative action shall be processed as follows:
 1. Complaints shall be in writing, shall contain specific information and shall be promptly investigated by the appropriate administrator.
 2. Response shall be made to the complainant in writing, within 15 working days of the receipt of the complaint.
 3. Copies of both the complaint and the response shall be forwarded to the relevant appointing authority.
 4. The appointing authority will respond in writing to the complainant within 15 working days.
 5. Written appeal may be made to the appointing authority, within 15 working days after the complaint receives the response.
 6. The appeal will be investigated and final response made by the appointing authority within 15 working days.
 7. Written appeal may be made to the chancellor (if the appointing authority is not the chancellor) who shall then investigate and respond to the complainant within 15 working days of receipt of the written request.

Chancellor's Cabinet – Revision & Adoption History

Adopted: 3/17/1987

Revised: 5/20/1999

Revised: 7/11/2005

(Proposed Replacement of Policy/Procedure 404)

SEATTLE COLLEGE DISTRICT POLICY

NUMBER: 404

TITLE: WORKFORCE DIVERSITY

The Seattle College District (SCD) is committed to equal opportunity, inclusion, and equity for all its employees and applicants for employment, and to ensure that there is no discrimination against any persons on the grounds of race or creed, ethnicity, color, religion, national origin, age, gender, gender identity, sex, sexual orientation, marital status, disability, status as a veteran or disabled veteran, political affiliation or belief, or citizenship/status as a lawfully admitted immigrant authorized to work in the United States. Additionally, reasonable accommodations will be made for known physical or mental limitations for all persons otherwise qualified to perform the essential functions of the job.

The Seattle College District is committed to ensure workforce diversity, as described above, across all operations of the District. This Policy extends to all areas of employment and to all relations with employees and applicants, including recruitment, selection and placement, compensation, promotion and transfer, disciplinary measures, demotions, layoffs, and terminations, testing and training, working conditions, awards and benefits, and other terms and conditions of employment.

The importance of fulfilling the goals of this Policy is reflected in the day-to-day workforce transactions of the SCD. All employees will continue to be made aware that any violations of this Policy by an employee shall result in appropriate disciplinary action, up to and including termination, if warranted.

Workforce diversity is aligned with the district's mission to enhance student success, particularly those students from under-represented groups, through a committed and diverse workforce serving our students and the communities within which we recruit both students and district employees.

The successful implementation of this Policy will depend upon a cooperative spirit and commitment from all segments of the District to achieve the goals set forth. *Adopted: March 17, 1987*

Amended: November 08, 2007; February 9, 2012

Amended: April, 2014

SEATTLE COLLEGE DISTRICT PROCEDURE

NUMBER: 404

TITLE: WORKFORCE DIVERSITY

The SCD workforce diversity goals and values will be supported by the following practices and accountabilities to insure workforce diversity, inclusion, and equity throughout all aspects of equal employment opportunity.

404.10.1 Responsibility for the implementation of the workforce diversity policy rests with the chancellor for the district as a whole, and with the president of each college respectively.

- The District's workforce diversity goals and objectives will be championed by the college presidents and their respective leadership teams, working in collaboration with and support from the Employee Services division.
 - a. The workforce diversity policy will be an integral component of new employee orientation.
 - b. The District Office will facilitate collaboration with its faculty, classified, and exempt employee unions to provide input and support for District workforce diversity strategies and practices to ensure that respective collective bargaining agreements do not create barriers to achieving workforce diversity goals.
 - c. The District's Employee Services division will continuously update its systems and business practices with respect to the operational aspects of recruitment, hiring, and onboarding of new employees to ensure there are not systemic barriers to achieving workforce diversity goals.
 - d. The District Office Employee Services division will lead and/or coordinate proactive outreach recruitment efforts and partnerships with four-year institutions and relevant community-based organizations to create and maintain accessible pipelines to help inform diverse applicants of employment opportunities across the district and actively recruit them as potential candidates.

- 404.20.2 The president's responsibilities are to:
 - a. Insure that all college administrators and supervisors are aware of the workforce diversity, inclusion, and equity goals and strategies, and are held accountable for implementation of recruitment and hiring practices that support those goals. Insure that hiring and promotion patterns are monitored so that diverse employees are fully included and given full and fair consideration.
 - b. Insure that facilities are comparable for all and are accessible to disabled persons.
 - c. Insure that protected group members are afforded full opportunity and are encouraged to participate in college-sponsored professional development, education and training programs.
 - d. Insure adequate representation of protected group members on selection committees.

- 404.20.3 The Chief Human Resources Officer's responsibilities are to:
 - a. Design and implement performance indicators and audit and reporting systems that will:
 - Measure the effectiveness of workforce diversity strategies and practices;
 - define and implement additional strategies or course corrections where indicated; and
 - determine the degree to which goals and objectives have been attained.
 - b. Develop policies and procedures related to equal employment opportunity and workforce diversity goals for review, approval, and action by the chancellor's cabinet and board of trustees.
 - c. Serve as liaison between the district and compliance agencies, organizations for all legally protected groups, and with other such community and municipal action programs.

- d. Develop and maintain internal and external communication systems that support the district's diversity, inclusion, and equity goals.
- e. Assist in the identification and resolution of problem areas.
- f. Ensure proper dissemination of information about the District's workforce diversity goals to all employees, supervisors/managers and other interested parties.
- g. Prepare and present an annual Workforce Diversity report to the Board of Trustees for its review and input.

404.50 Personnel Policies relative to Workforce Diversity:

- 404.50.1 Age Discrimination
Seattle College District will provide equal opportunity for all persons without regard to age. The district does not discriminate on the basis of age in any employment practice including hiring, promotion, demotion, transfer, recruitment, layoff and return from layoff, termination, fringe benefits, selection for training and other terms of employment.

Further, the district does not specify a minimum or maximum age requirement on its advertisements for employees except on the basis of a bona fide occupational qualification, retirement plan, or statutory requirement.

- 404.50.2 Employment of Veterans
Seattle College District does not discriminate against veterans in any employment practice including, but not limited to, hiring, promotion, demotion, transfer, compensation, layoff, fringe benefits, selection for training, and other terms of conditions of employment. Advertisements for positions are sent to all relevant offices and agencies.
- 404.50.3 Employment of Disabled Persons
Seattle College District does not discriminate against any employee or applicant for employment because of a disability with regard to any position for which the employee or applicant is qualified to perform the essential job functions, with or without accommodation. Further, the district does not discriminate against disabled persons with regard to promotion, demotion, transfer, layoff or return from layoff, termination, compensation, fringe benefits, training opportunities, and other terms and conditions of employment.

The district will make reasonable accommodations for those who are disabled to allow them to perform the duties of the jobs for which they are qualified. On-going efforts that are aimed at insuring non-discrimination for disabled persons include:

- a. Evaluation of effectiveness of physical accommodations for disabled persons.
- b. Review of faculty, classified and administrative job requirements and testing devices to assure that they are job related and do not screen out qualified disabled applicants and other protected groups.
- c. Periodical articles in district publications related to legal and other aspects of the employment of disabled persons.

Adopted: March 17, 1987

Format Change: 1995

Amended: May 20, 1999

Amended: July 11, 2005

Amended April, 2014

MEMORANDUM

TO: Board of Trustees

FROM: Jill Wakefield, Ed.D.
Chancellor

DATE: September 11, 2014

SUBJECT: **Puget Sound Coalition Compact**

Background

Coalition Purpose

The purpose of the Puget Sound Coalition for College and Career Readiness is to build a seamless transition from high school to college to career across the Puget Sound area. The shared vision is to increase both the number and percentage of students that graduate from high school, enroll and persist in college and graduate from higher education able to secure a family wage job and/or career path. The Coalition comprised of eight school districts and eight colleges, and partners with the Community Center for Education Results and the Office of Superintendent of Public Instruction.

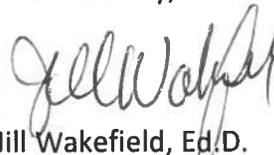
The Compact

The Seattle Colleges is committed to create an environment that supports students' attainment of a postsecondary credential.

Recommendation

It is recommended that this item be received as informational only.

Submitted by,



Jill Wakefield, Ed.D.
Chancellor

**PUGET SOUND
COALITION for**



**COLLEGE &
CAREER READINESS**

FOR K-12 SUPERINTENDENTS AND COMMUNITY AND TECHNICAL COLLEGE PRESIDENTS

K-12: Auburn Federal Way | Highline | Kent | Puget Sound ESD | Renton Seattle | Shoreline | Tukwila

Community and Technical Colleges: Bellevue | Green River | North Seattle | Renton Technical | Seattle Central | Shoreline | South Seattle

Contributing Partners: University of Washington | Community Center for Education Results | Office of Superintendent of Public Instruction

Compact

Coalition Purpose

The purpose of the Puget Sound Coalition for College and Career Readiness is to build a seamless transition from high school to college to career across the Puget Sound area. Our shared vision is to increase both the number and percentage of students that graduate from high school, enroll and persist in college and graduate from higher education able to secure a family wage job and/or career path.

We believe that postsecondary education is the best pathway out of poverty and that all students should have equitable access to pursue this opportunity. We are committed over the long term to lead for systemic change to ensure students' college and career readiness.

The Compact

We pledge to increase the numbers of students completing a high school diploma well-prepared for their lives after the twelfth grade. We promise to create an environment that supports their attainment of a postsecondary credential for those that go to our local community and technical colleges.

Coalition Strategies

- We are committed to collective action across the K-12 and postsecondary sectors to address educational opportunity gaps in measures of progress associated with student race, ethnicity, language and income, including:
 - Increase high school graduation rates;
 - Increase college going and persistence rates;
 - Decrease the number of students having to take developmental college courses; and
 - Increase college completion and job placement rates, with attention to family wage jobs.

- We nurture strong relationships across K-12 and postsecondary systems to facilitate partnerships to improve postsecondary transitions for students across the full range of students' strengths and needs, including language proficiency and special learning needs.
- We regularly incorporate and take action on a racial equity analysis into policy and program decisions, addressing institutional racism within our own organization as well as in the broader systems with which we interact.
- We communicate strategically to promote regional opportunities and activities supporting students' postsecondary transitions and completions.
- We learn strategically about strengths, challenges and opportunities in secondary and postsecondary education systems.
- We measure the impact of our work and adjust practice as needed using such tools as the High School Reports and Community College Reports that will be developed through the Lumina Foundation Community Partnership for Attainment.
- We share what we learn about proven effective practices with other districts, colleges and partners in the Coalition.

Member Commitments

Districts

- We will allocate time in the school day and resources to deliver lessons to ensure that our students utilize the High School and Beyond Plan beginning in eighth grade and concluding at high school graduation.
- We improve systems (student scheduling and academic support) to broaden access to rigorous course taking opportunities, specifically in honors and dual credit courses for students regardless of their race, ethnicity, income, language, and special needs (e.g., Advanced Placement, International Baccalaureate, Cambridge, College in the High School, Career and Technical Courses).
- We will implement practices to make students' senior year of high school count and strengthen the rigor of overall high school course taking, including promotion of transitional courses (designed for students not achieving standard on the Smarter Balanced Assessment).
- We will implement Early Warning Indicator Systems to provide interventions when students are at risk of not completing high school.
- We will provide meaningful work-based experiences so students may make connections between postsecondary training and their professional aspirations.
- We will ensure all our teachers use cultural competent instructional methods and specific strategies to support English Language Learners in core content classes

Colleges

- We will implement policies and practices allowing for multiple measures for course placement in college math and English, including Smarter Balanced Assessment, transcript use, SAT, and ACT.
- We will implement developmental education enhancements that increase the proportions of students completing the developmental education sequence, and going on to complete college, including English language development, especially to support programs for newcomers that arrive at age 16+.
- We will implement or adopt the Financial Aid Shopping Sheet to ensure clear communication about student awards.
- We will adopt and expand access to effective strategies promoting the persistence of recent high school graduates, and reengaged youth ages 16-24 including mandatory orientation and advising for first-time college students.

Both Districts and Colleges

- We will develop and implement systems of support for students enrolled in the College Bound Scholarship, and other students who identify as college-bound but may not have signed up including:
 - Create systems to ensure that students complete the Washington Student Achievement Council minimum requirements for four-year college enrollment.
 - Strongly encourage students to take a math class during their senior year of high school that will help them be successful in their postsecondary plans.
 - Designate staff on college campuses to ensure that students are on track to successfully transition to and complete a postsecondary degree or certificate.
 - Provide these supports to refugees, immigrants and undocumented students who may not have signed up for the College Bound Scholarship.
- We will align our strategic plans with Road Map college and career readiness targets.
- We will promote the Seal of Biliteracy as a prestigious accomplishment at the high school level, and value it in the post-secondary setting as an asset
- We will employ ongoing cultural competency professional development to ensure our institutions our welcoming to all.
- We will support the development and implementation of reengagement programming for opportunity youth (16-24 year olds who are not connected to school or work) that links and integrates high school completion with postsecondary education.
- We will support efforts to ensure funding for all students eligible for the College Bound Scholarship and the State Need Grant.

Coalition Members' Roles and Responsibilities

- We actively participate in Coalition meetings.
- We share key resources and discussions with colleagues in district, college or organization.
- We identify members of our leadership team to participate in Coalition meetings if we are unable to attend.
- We serve on Coalition task forces focused on completing special projects.
- We work in partnership with College Access Networks and college access providers to sponsor local efforts and events to address institutional barriers to smooth transitions to postsecondary work, including communications campaigns, College Application Support, College Goal Sunday, Discover U and What's Next events.
- We will implement an annual operational plan to meet our Coalition Commitments.
- We hold each other accountable to this Compact and invite community groups and representatives to our meetings to strengthen accountability.

COLLEGES

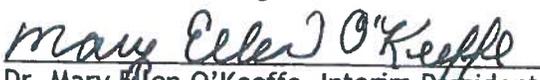
Bellevue College


Dr. David L. Rule, President

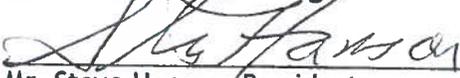
Green River Community College


Dr. Eileen Ely, President

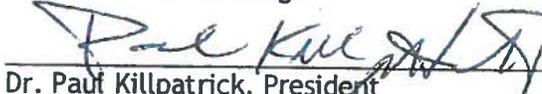
North Seattle College


Dr. Mary Ellen O'Keefe, Interim President

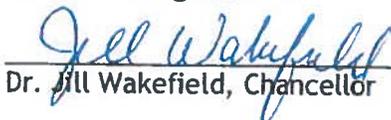
Renton Technical College


Mr. Steve Hanson, President

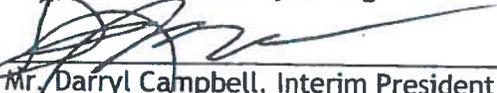
Seattle Central College


Dr. Paul Killpatrick, President

Seattle College District


Dr. Jill Wakefield, Chancellor

Shoreline Community College


Mr. Darryl Campbell, Interim President

South Seattle College

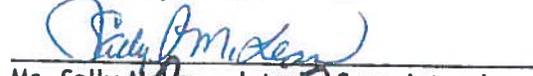

Mr. Gary Oerli, President

SCHOOL DISTRICTS

Auburn School District


Dr. Dennis Kip Herron, Superintendent

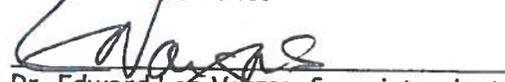
Federal Way School District


Ms. Sally McLean, Interim Superintendent

Highline School District


Dr. Susan Enfield, Superintendent

Kent School District


Dr. Edward Lee Vargas, Superintendent

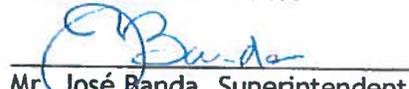
Puget Sound Educational Service District


Mr. John Welch, Superintendent

Renton School District


Dr. Merri Rieger, Superintendent

Seattle School District

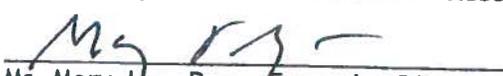

Mr. José Banda, Superintendent

Tukwila School District

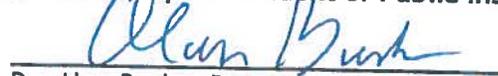

Dr. Nancy Coogan, Superintendent

PARTNERS

Community Center for Education Results


Ms. Mary Jean Ryan, Executive Director

Office of Superintendent of Public Instruction


Dr. Alan Burke, Deputy Superintendent



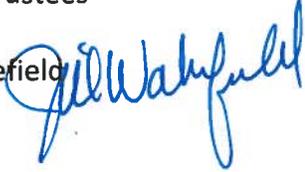
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OFFICE OF THE CHANCELLOR

District VI | 206.934.3872 | Fax 206.934.3894 | Voice Relay 800.833.6388
1500 Harvard Avenue, Seattle WA 98122-3803 | www.seattlecolleges.edu

MEMORANDUM

TO: Board of Trustees

FROM: Jill A. Wakefield
Chancellor 

DATE: September 11, 2014

SUBJECT: Chancellor's Report - Information Only

Albert Shen goes to Washington, D.C.

In August, we bid fond farewell to Board Chair Albert Shen as he embarked on his new assignment as the National Deputy Director of the U.S. Department of Commerce's Minority Business Development Agency. Many colleagues and community leaders joined us, a fitting tribute to his many years of services and contributions to the community. His move is a great loss to the colleges and the Puget Sound region, and a gain for diversity, our economy nationwide and the Department of Commerce. Thank you to LaVerne Lamoureux and Maria Lamarca Anderson for coordination of the farewell celebration.

Convocation

The start of another academic year is just around the corner. Convocation is the one time each year when all faculty and staff from the colleges gather in one place. It is next Wednesday, September 17, and promises to be especially stimulating with a keynote address by Michael Eisenberg, dean emeritus and professor at the University of Washington's Information School, and opportunities to discuss best practices across the district. Our bookstore partner Barnes & Nobel is providing box lunches. Most of all, it's an opportunity to be together and inspire and strengthen our work collectively.

Strategic Enrollment Management (SEM)

On Wednesday, October 8, the district is holding a strategic enrollment management (SEM) workshop for our managers, presented by Noel-Levitz, nationally recognized for its leadership of SEM. We will focus on how our colleges can respond successfully to the challenges of meeting enrollment and revenue goals. Continued economic uncertainty, demographic shifts, increased accountability, changing learning modalities, and revised communication technologies are among the multiple challenges we face as we attract and retain students. The workshop will provide an overview of how we can respond to these challenges with a focus on

new opportunities. Presenter Ruth Sims, Senior Vice President, Noel-Levitz, will incorporate key observations from an institutional “Fact Finder” completed in advance by our colleges.

Diaspora Tour · October 14 · 2-4 pm

On the recommendation of Mark Mitsui, former president at North Seattle, Seattle Colleges will host this stop in a national tour that highlights the work of diaspora communities, raises awareness and encourages creative partnerships in our community. The tour is sponsored by the State Department’s United States Agency for International Development (USAID) and we are in the planning stages of our event, which will include remarks by Andrew O’Brien, special representative for Global Partnerships. Please mark your calendar and join us for the forum and reception.

Puget Sound Business Journal

An interview with Puget Sound Business Journal Editor Rob Smith led to an article in the July 25 issue and again mentioned in two other issues. The Puget Sound Business Journal is a great medium to share information about the district with business readers.

Pacific Tower

I participated at the July 30 Pacific Tower Charrette. This was the first meeting of all the stakeholders of the Pacific Tower Health and Innovation Center, and was organized by the Pacific Hospital Preservation and Development Authority. Plans are progressing for the whole building, as well as for the Health Education Center we will open there in a year.

Advancement and Campaign

We have organized top individual prospects and started to prioritize the cultivation list, in meetings with key volunteers, presidents, and college foundation directors. To create a transparent and collaborative process, we are being guided through “relationship mapping” by our campaign counsel, and meeting with community leaders we hope to engage in the campaign in various capacities. The case for support is being translated into key messages, succinct talking points for volunteers and campaign leadership to use in sharing the Seattle Colleges story. In addition, we are putting plans in place for next phase activities, involving presidents in conversations beyond their respective college interests, and setting strategies for individual, corporate, foundation, and public funding support. Specifically in this phase, we would like to provide an individual briefing to each member of the Board of Trustees.

Welcome to New Full-time Employees at the Siegal Center: Earnest Phillips, Executive Director of Communications and Marketing; Ian Siadak, District-wide Sustainability Coordinator; Maria Lamarca Anderson, Communications Consultant; Joanne Delaney, Associate Director, Advancement – Operations.

We say goodbye to Purchasing Manager, Minoo Damanpour, who has joined the Peace Corps.

MEMORANDUM

TO: Board of Trustees

FROM: Carin Weiss, Vice Chancellor *Carin Weiss*

DATE: September 11, 2014

SUBJECT: Vice Chancellor's Report - Information Only

Seattle
CENTRAL
College

NORTH
Seattle
College

SOUTH
Seattle
College

SVI Seattle
Vocational
Institute

Georgetown
Campus

NewHolly
Learning
Center

Seattle
Maritime
Academy

Wood
Technology
Center

Pathway to Completion Data Update

The Pathway to Completion initiative continues to produce promising results through efforts that include accelerated math, proactive advising and mandatory orientation. For example, completion of the pre-college math sequence has increased among all racial and ethnic groups, including African American students (44% increase), Asian students (15% increase), and Latino students (7% increase). More students are also completing their first 15 credits within one year (a 13% increase over baseline) and 90% of students now attend orientation, up from 18%.

Pathway to Completion External Communication

A new publication was created to highlight the Pathway to Completion initiative's first year accomplishments and the Start to Finish model that gives students a strong start and encourages them to persist. Additionally, a district-wide student folder was created for students attending mandatory orientation. The folder provides comprehensive information about student services and resources as well as information about creating an educational plan and finding the right math sequence.

Initiatives with Seattle Public Schools

Seattle Public Schools students can now use their high school transcript to be placed into math courses at the Seattle Colleges instead of taking the COMPASS placement test. Plans are also under way to implement English transcript placement starting this winter. Additionally, all students can now use their ACT or SAT scores for placement in college level English and math. Finally, students at Franklin and West Seattle will have the opportunity this fall to enroll in a senior year math transition course that was developed by Seattle Public Schools and Seattle Colleges math instructors. The course is aimed at students who pass Algebra 2 with a C or D, and are not ready for college level math.

A.A. Degree Fall Quarter Revisions

Following a year-long review process and approval by the Board of Trustees, a series of revisions to the district-wide A.A. Degree will be ready for students beginning fall quarter. Advisors at each college will ensure students are aware of the changes, degree audits have been amended to track degree progress, and new planning sheets are available for students to stay on course. A working group has also convened to implement and design an assessment process for the new A.A. degree student learning outcomes.

Washington District VI
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MEMORANDUM

TO: Board of Trustees
FROM: Kurt R. Buttleman 
DATE: September 11, 2014

SUBJECT: Vice Chancellor for Finance & Technology Report - Info. Only

STAFF CHANGES

The Accounting Services Department welcomes new Accounting Director, John Bray. John comes to us with 19 years of financial management experience. He spent the last six years as the deputy director for a tribal gaming agency to ensure compliance in several departments and overall operations. John has jumped into the deep end leading our fiscal year end close process and guiding the production of our first audited financial statement.

Goodbye to our Purchasing Director, Minoo Damanpour.

Minoo is starting a new life chapter in Africa by joining the Peace Corps as a volunteer in Botswana. She'll be in training for 2 ½ months in the African country, and if all goes well, she'll start her assignment mid-October 2014. It has been a pleasure to have her for the past 6 years managing and improving our Purchasing policies, procedures, and being an asset to the business community through her support for local businesses.

Welcome our new Executive Dean for Corporate Training, Steve Miller.

In 2012 the President of North Seattle College, Mark Mitsui, asked Steve to add "Corporate and Customized Training" to his responsibilities to help create an alternative revenue stream for the college. Over the next two years, Steve led the efforts to provide educational training to over 50 partners in business, industry, labor, agencies, and government. In the Spring, Chancellor Wakefield and the college presidents asked Steve to serve in a leadership / facilitation role for district-wide customized training. Steve has joined the Finance & Technology team and has hit the ground running in this new, exciting endeavor!

DISTRICT OFFICE OF CORPORATE AND CUSTOMIZED TRAINING

The following are customized trainings that are currently either being conducted or planned:

- Global Corporate College and Joint Base Lewis and McCord (*Accounting*)

- City of Seattle (*Financial Empowerment*)
- United Indians of All Tribes (*Basic Computer and Social Networking*)
- Snohomish County Facilities and Maintenance Department (*Skills Assessment and Training*)
- Seattle Housing Authority (*Sewing Program and Property Assistant*)
- Western Washington Theatrical Workers (*Leadership and Supervision*)
- Quiring Monuments (*Connecting LEAN processes with computerized systems*)
- Body Point (*LEAN principles and implementation*)
- DSHS (*Adult Family Home Provider and Core Training for Social Workers*)
- Pacific Medical Building (*Customized Training for Healthcare Providers*)
- A Strategic Plan for the District Office of Corporate and Customized Training will be submitted to the Chancellor and Presidents the week of 9/1/14.
- A Master List of Corporate contacts is being developed and will be entered into Razor's Edge and shared with the Office of Advancement and the Public Information Office.

MEMORANDUM

TO: Board of Trustees

FROM: Paul T. Killpatrick, Ph.D.
President

DATE: Sept. 11, 2014

SUBJECT: President's Report

Seattle Central

Update on vice presidential searches

Dr. Wai-Fong Lee, who was named **Interim Vice President of Instruction** in May, will continue to serve in the role for the 2014-15 academic year. A search for a permanent successor for Warren Brown, now the president at North Seattle College, will commence in Winter Quarter, with the goal to have the position filled by next summer.

The search for the **Vice President of Student Services** is ongoing. The advertisement was posted over the summer, and the first review of the applications began earlier this month. Michael Pham, vice president of Administrative Services and chair of the search committee, reports that the committee should be on track to fill the position by Jan 1, 2015. Diane Coleman, dean of Enrollment Services/Registrar, will continue to serve as Interim Vice President of Student Services until a candidate is selected.

Distinguished alumna nominated for national award

Seattle Central has nominated Katie Hinde, Ph.D., our own 2014 Distinguished Alumna, for the national 2015 Outstanding Alumni Award presented by the American Association of Community Colleges (AACC).

Dr. Hinde discovered her love of anthropology at Seattle Central under the tutelage of instructors Nada Oakley, Peter Knutson and Gilda Shepherd. She then transferred to the University of Washington, graduating magna cum laude with a bachelor's degree in anthropology. She continued her studies at UCLA, earning masters and doctoral degrees in the same field, and completed her post-doctoral training in neuroscience at the California National Primate Research Center at the University of California, Davis.

Hinde is now an assistant professor of Human Evolutionary Biology at Harvard University and is an expert on mammal lactation. As the director of the Harvard Comparative Lactation Lab, she investigates how variations in mother's milk and behavioral care influence infants into adulthood. Her findings have been reported in National Geographic and the New York Times, as well as in prestigious academic journals.

Library receives state library grant for digital literacy project

The Seattle Central College Library received one of 12 grants awarded by the Washington State Library to public, academic and tribal libraries to support digital literacy efforts in the state. Our library staff will train and lead a team of faculty to develop a digital literacy curriculum for Seattle Central students. Partnering with the college's Center for Extended Learning, librarians will create a digital and

information literacy plan to help faculty develop instructional content for online, face-to-face, and hybrid courses.

Restroom remodel update

A project to renovate the six restrooms on the first floor of the Broadway Edison building is progressing well. The first two have been completed, and the next set, at the south end of the building, are currently being renovated. The final set should be completed by October. Included in this renovation was a gutting of the entire restrooms and a replacement of all plumbing, fixtures and surfaces. The restrooms were renovated to ensure they will be durable and easily maintainable, but also aesthetically appealing.

Other facilities updates:

- **New computer lab** construction near the International Education Program office should be completed by the start of Fall quarter.
- Replacement of all paint and furniture in the **Broadway Performance Hall Auditorium** is underway.
- Also in the works is a new digital **readerboard** to replace the aging one that sits at the corner of Broadway and Pine. This project could be completed as soon as November.
- The new **Maritime building** is currently awaiting a geotechnical review from the city of Seattle, which is expected to happen soon. Once that occurs, the college will solicit bids for the project.

Seattle Culinary Academy alums win investment on reality show

Seattle Culinary Academy (SCA) alums Garrett Doherty, Irbille Donia and Shane Robinson put their skills to the test last month in the premier episode of "Restaurant Startup." This new reality show on CNBC pits two teams of aspiring restaurateurs against each other as they pitch their concepts to potential investors.

The trio met seven years ago as students at SCA. Their restaurant, called "Kraken Congee," currently operates using a "pop-in" style model that takes over different Seattle restaurants for one evening per month, delivering their unique take on congee, a rice porridge dish that is a staple in many Asian countries. The restaurant has gained a cult following in Seattle as fans regularly flock to their locations and often buy out their entire stock before then end of the night.

At the end of their episode, host Tim Love decided to invest \$150,000 of his own money in the team and their restaurant. This will allow them to start a brick-and-mortar restaurant.

TRiO Updates

The TRiO Student Academic Assistance Center recently hired a **new Director**, Ariana Cantu. She is a graduate of North Seattle College who then transferred to the University of Washington to earn a bachelor's degree in Social Work Administration and a master's degree in Social Welfare. She has over a decade of experience working for non-profit organizations focused on anti-poverty programs for low-income communities. Prior to her current role, she worked as a counselor at the Women's Center at North Seattle, then worked in the Disability Services office.

TRiO is also planning to **test a CANVAS site** this fall that will allow their students greater access to information and communication with TRiO counselors and advisors to reach their goals of transferring to a four-year university.

Dean of Science and Mathematics presenting at Seattle Chamber event

In early September, Science and Mathematics (SAM) Dean Wendy Rockhill presented on a panel with a group from the University of Alaska Fairbanks (UAF) at a Seattle Chamber event called the "Alaska Business Forum." She spoke about SAM connections to UAF for transfer students. She also reported on ongoing work for a program called Research Experience for Undergraduates in the Puget Sound, which is funded by the National Science Foundation.

Experimental College completes new Mainstay collaboration course

The new Experimental College, part of the Center for Extended Learning, completed its first course over the summer. Called "College: 101," the course was conducted in cooperation with Mainstay and was sponsored by Supported Academic and Individual Life Services (SAILS), both Seattle Central programs. The goal of the course was to equip a small cohort of individuals with high functioning autism or other significant learning disabilities with the confidence and resources to complete a college education.

The small, six-student cohort allowed the two faculty members to provide individualized support. Five of the six students will attend college in the fall, including four enrolled at Seattle Central. The remaining student plans to pursue job opportunities through the Mainstay program. All students received three transferrable elective credits for completing the course, which will be offered again beginning in Winter Quarter. All six of the students in the original cohort have agreed to serve as mentors to students in the winter cohort.

SVI

SVI introduces new program, Medical Administrative Assistant

Seattle Vocational Institute has added a new short-term training program that was recently approved by the State Board of Community and Technical Colleges. The program, Medical Administrative Assistant, was created after recommendations from the Allied Health Technical Advisory Committees and an in-depth study of the employment future for students completing training in this field.

By the end of the Medical Administrative Assistant Program students will be able to perform the tasks needed to secure and maintain employment in MAA positions. They will demonstrate knowledge of the medical terminology necessary for verbal and written communication with physicians, peers, other healthcare workers, patients and other non-healthcare workers and competency in medical front office administrative skills. These skills include medical record keeping, medical office reception, scheduling, communication, risk management, ethical issues and inventory management. Work habits and behavior expected in a medical office including confidentiality, HIPAA requirements, medical ethics, and a commitment to team work and diversity will be part of the Customer Service course curriculum. Classes will start Fall 2014. Students must complete three quarters to earn a certificate.

Schedule changes

Seattle Vocational Institute has moved to a five-day week and a fifth quarter has been added to the Medical Assistant, Dental Assistant and Cosmetology programs. These changes are being implemented as part of an effort to provide higher level Math and English proficiencies and will make it easier for graduates to transfer to Seattle Central or other Seattle Colleges.

North Seattle College

Excelling in Teaching and Learning ▪ Advancing Student Success ▪ Building Community

Office of the President

TO: Board of Trustees
FROM: Warren Brown, President
DATE: September 10, 2014
SUBJECT: President's Report – Information Only

ADVANCING STUDENT SUCCESS

Extensive Summer Renovation Projects Bring Upgrades to Campus

During the summer, North has instituted numerous construction/renovation projects to upgrade facilities for the campus community. These projects include renovation to the main kitchen; upgrade of Library IT and electrical spaces and bathroom upgrades; parking lot and east gateway stairway lighting improvements; and classroom renovations for EMT, ESL, the Digital Arts Lab and several science labs. Bids are also out for upgrading and modernizing of all Siemens control panels throughout campus and repaving the College Center Building parking garage.

OCE&E Hosts Successful Mature Workers 50+ Event

The Opportunity Center for Employment and Education (OCE&E) hosted a highly successful Mature Workers 50+ event on August 10. In the spring the OCE&E Business Service Team identified this target group of older workers as being the slowest to return to work and gain benefit from the low unemployment rates nationally. This need was substantiated by strong job seeker attendance (167 plus seven veterans) and positive employer response (13 in attendance) at the event, which provided support and resource information to attendees. Henry Gillon, OCE&E Integration Manager, acknowledged the strong team effort of staff volunteers and interns, with Marvin Stern (TRAC) as project lead.

EXCELLING IN TEACHING AND LEARNING

New NSF Grant Received by North

North recently received a three-year grant from the National Science Foundation (NSF) through the Improving Undergraduate STEM Education (IUSE) Program. IUSE is a new NSF program that aims to increase student retention in STEM programs, improve students' STEM learning outcomes, and generate knowledge on how students learn. Funding was nationally competitive among community colleges and four-year institutions.

North's project, titled "Research-Based Interdisciplinary STEM Education (RISE)," will form a regional collaboration to create a model for institutionalizing interdisciplinary and research-based curriculum for introductory chemistry and biology courses.

Led by North in partnership with Central Washington University, the RISE project will address the need to embed research experiences early in the post-secondary curriculum, increase engagement of underrepresented students in STEM career pathways, and deeply engage students in developing 21st century skills and thinking dispositions.

North and CWU faculty will collaborate to develop and implement high impact STEM learning experiences for community college students as a means to better prepare them to be successful in the increasingly challenging STEM pipeline and rapidly evolving global job market.

Principal investigators and participating faculty are Ann Murkowski (biology), Kalyn Owens (chemistry) and Heather Price (chemistry).

SHINE Hosts Second Annual National Visiting Committee

As the recipient of a large National Science Foundation (NSF) grant, the Seattle Hub for Industry-driven Nanotechnology Education (SHINE) is required to host a day and a half committee meeting each year to assess, advise and advocate for SHINE. On August 21, I welcomed the committee, on campus for the second year. Eight committee members, working in nanotech industry or education, came from Washington as well as from Arizona, New Mexico, Minnesota, Georgia and New York. The committee heard presentations on SHINE's progress during the past year and then constructed a report with plaudits, recommendations and comments. The report will go to the NSF and back to SHINE, helping us make changes, as needed, in our practices.

North Seattle College Presents Its e-Learning Approach on a National Stage

Kathleen Chambers, North Seattle College's e-Learning Instructional Designer, presented at this fall's sixth annual "Quality Matters" Conference in Baltimore. Her presentation about North's process was selected as one of the highlights of the conference — "Introducing QM to Tough Customers." She recommends: "Personalize the QM process with basic organizing skills and dissolve resistance. The approach we adopted is for faculty who perceive QM as an 'outside' prescriptive method. If you're looking to motivate faculty resistant to QM adoption, you need a faculty-driven campus culture for course reviews. We'll discuss increasing the numbers of QM-skilled faculty to grow a culture of quality."

Students Present at Annual Washington Center for Excellence in Undergraduate Education Summer Institute

Faculty members Jane Harradine and Karen Stuhldreher took four North students to Evergreen State College on July 15 to present at the Opening Plenary of the annual Washington Center for Excellence in Undergraduate Education's Summer Institute on Learning Communities. There were approximately 200 educators in the Long House at Evergreen, representing more than 20 different colleges and universities from throughout the United States. Gillies Malnarich, who directs the Washington Center, invited Jane, Karen and their students from "Bodies Revealed" (a coordinated studies course taught at North in winter 2014). The students presented a well-organized and effectively edited version of their PowerPoint presentations from the capstone projects they did for the course. The presentations focused on socially responsible media representations of different marginalized groups of people—people living with HIV/AIDS, people with mental illness, and what search engines present on intimate gendered relations. The students were articulate and received a great reception from the educators.

Lena Hristova Becomes Interim Associate Dean of Nursing

On August 28, Dr. Lena Hristova assumed the Associate Dean of Nursing position in an interim role. Dr. Hristova is a tenured, full-time faculty member, having earned her D.N.P. from the UW-Bothell in fall 2013. She has been a critical team member on the nursing faculty. She replaces Dr. Kim Robitaille, who has accepted the Dean of Nursing position at Seattle Central College. Congratulations to both Drs. Hristova and Robitaille on their new appointments.

North Welcomes New Faculty Librarian Zola Mumford

Zola Mumford, tenured, full time faculty librarian, will serve as a liaison to the Arts, Humanities section of the Arts, Humanities and Social Science Division and the Basic and Transitional Studies Division. Ms. Mumford manages the Women and Film section of the WSSLinks: Women and Gender Studies Web Sites, a resource of the Women and Gender Studies Section of the Association of College and Research Librarians (ACRL). She curated and co-produced the annual City of Seattle's Langston Hughes African American Film Festival at the Langston Hughes Performing Arts Institute. She also acquired a National Endowment for the Humanities and the Gilder-Lehrman Foundation grant for programming for the NSC Library.

BUILDING COMMUNITY

AASHE Acknowledges North's Sustainability Innovations and Best Practices

The Association for the Advancement of Sustainability in Higher Education (AASHE) has selected North Seattle College to be highlighted in AASHE's upcoming STARS Annual Review on campus sustainability innovations and best practices. In this publication, AASHE is highlighting institutions that have submitted a STARS report over the last 12-month period. The review will include notable sustainability innovations or best practices for each institution. North was chosen because it is one of only a handful of two-year institutions pursuing STARS research credits. The College's Sustainability Office works directly with faculty and students to guide research topics that intersect with the College sustainability plan. One example of this is the student-led research on our stormwater management, resulting in annual recurring savings of \$27,300.

North Finds New Partner for Recycling IT Equipment

North Seattle College is now partnering with Interconnection, a public benefit, non-profit corporation that provides responsible recycling and repurposing of technology. IT and Media Services constantly works to provide the campus with up-to-date technology resources. This means that every year IT and Media Services replaces hundreds of old computers and classroom equipment. Across the district, IT departments have looked for a sustainable solution to our "e-waste" (electronic waste). By providing our technology to Interconnection, we are ensuring that we are responsibly handling our e-waste and providing a resource to our community. Technology is recycled into new materials and Interconnection reconditions computers and offers those for purchase to other non-profits and members of our community.

Summer Golden STAR Employee Announced

Terre O'Malley of the E-Learning Support Center was honored as the Summer Golden STAR Employee at North. Terre is described as "an employee who is modest about her accomplishments but is a cornerstone for the smooth operation and quality service standards of North's e-learning Support Center." She not only handles most of the center's front-desk operations, but also takes care of behind-the-scenes logistics and technical tasks for the center.

North Sponsors SalmonFest

The 2014 Lake City Way SalmonFest – sponsored in part by North Seattle College – was a great success. The event helped develop a sense of community for Lake City Way. Also, it was a proud moment for the College to be seen as a partner in those efforts. A long list of North staff members contributed their time to prepare and staff our table, in order to engage the citizens of Seattle about the vital importance of our College.

MEMORANDUM

TO: Board of Trustees

FROM: Gary Oertli, President

DATE: September 11, 2014

SUBJECT: PRESIDENT'S REPORT – INFORMATION ONLY

Fall Advertising Campaign Reaches Far and Wide

South Seattle College's fall quarter advertising campaign has included several methods of outreach aimed at increasing enrollment. Billboards are up throughout our service area (including the heavily-traveled West Seattle Bridge), Facebook and Pandora ads have targeted the internet-savvy, and new digital ads are posted to the West Seattle Blog and West Seattle Herald websites. In addition, the fall quarter edition of "@South" (our quarterly, enrollment-focused publication) has been mailed to our surrounding communities, made available at brochure racks on campus and beyond, and been heavily-distributed by our Student Outreach, Admissions and Recruitment team.

Korean Broadcasting System Interviews South's Aviation Programs

The Korean Broadcasting System, a major media company in South Korea, sent a team of journalists to the Puget Sound area for a story on the aerospace industry. During their weeklong visit to primarily interview manufacturers, they contacted South to cover the educational element of their story. Over three hours on August 18, the team interviewed Wendy Price, Dean of Workforce Education and New Initiatives, Dean of Aviation Kim Alexander, and a select group of students from our Aviation Maintenance Technology and Aerospace Composite Technology programs. KBS was very appreciative of our hospitality and willingness to share how South prepares students for a successful aerospace career.

Taxi Industry Turns to South for Help

Yellow Cab taxi drivers in Seattle knew they needed to improve their customer service to compete with an increasingly crowded ride service industry in the Puget Sound area. Out of all the training possibilities available in the region, they turned to South Seattle College's hospitality experts for help. Hospitality Management BAS instructors Hana K. Gala and David Krull created a training program specifically tailored for the ride service industry at the request of the Teamsters Local 117 Union, and presented the course to hundreds of Yellow Cab drivers over the course of two days in July. The turnout and response was so strong, additional training sessions are planned to

accommodate those who couldn't make the first two. Local ABC affiliate KOMO News picked up the story and it quickly went national as the discussion on how traditional taxi drivers will compete with smartphone-based ride services like Uber and Lyft has swept across the nation.

Math Instructor, Blue Angels Encourage Engineering Students

Just as the annual Seafair festivities in Seattle kicked off on August 1, South Mathematics Instructor Heidi Lyman joined Blue Angel pilot Lt. Mark Tedrow in talking with students from the University of Washington's Minority Scholars Engineering Program. Heidi, who has been named a Key Influencer for the Navy, holds both a B.S. and M.S. in aerospace engineering from UW and gave an encouraging talk on becoming a successful student in STEM fields. "I talked about wiping away your fears and staying focused," Heidi said. Lt. Tedrow and his F-18 mechanic talked about their path to joining the Blue Angels.

Sarah Laslett Receives Bruce Brennan Memorial Award

Sarah Laslett, director of the Washington State Labor Education and Research Center at South's Georgetown campus, was honored with the Bruce Brennan Memorial Award at the Washington State Labor Council convention this July. The award was "in recognition of [her] leadership, commitment, and dedication to the principles of apprenticeship, education, and training for the people of Washington State." Brennan was a champion in establishing relationships between apprenticeship programs and colleges in Washington in the '80s and '90s.

Women of STEM Club Members Headed to Prestigious Conference

Four female students from South have been selected to attend the prestigious Grace Hopper Conference in Phoenix, AZ this October. Selected were Molly Watson, Audrey Ackerman, Tori Overman and Rachel Brown, who are all studying for computer science careers, and to that end have created a "Women of STEM" club on campus. The conference is named after pioneering computer scientist Grace Hopper, and is touted as the "world's largest gathering of women technologists." Computer science instructor Ravi Gandham has been this group's greatest champion as they pursue their dreams, and was thrilled they were selected to attend, thanks to South scholarships which will cover their conference expenses.

Official Award of NSF Grant to Aid Sustainable Building Science Technology BAS

The National Science Foundation has officially awarded \$875,000 in grant support for a collaborative project between South Seattle College, Washington State University and Edmonds Community College. Funding will aid the continued development of a Baccalaureate of Applied Science in Sustainable Building Science Technology at South and expand recruiting pipelines for future students in this field across Washington – including minorities, women, veterans and high school students. Washington State building policies and energy codes are becoming increasingly complex, and employers are on the lookout for workers – from entry level to building managers –

who understand the complexities of efficient systems and equipment.

The Center for International Education Makes a Move

Formerly known as International Programs, The Center for International Education has a new location on campus to go along with their updated name. The move was made on July 8 after an extensive makeover of their new space was complete. The expanded location provides a professional atmosphere and ample space for faculty, advisors and students to work together. Additionally, the Center's new name better showcases the range of services offered – from aiding international students at South to our Study Abroad programs and international staff/faculty exchange opportunities.

Advising Center Gets a New Home

On the heels of The Center for International Education moving into their new location, South's Advising Center took over CIE's prior space in the Robert Smith Building. Previously, the Advising Center was combined with other student services, so the move signifies a first for a dedicated advising area at South. Providing students with a single advising location should simplify and increase use of this valuable resource.

Annual Faculty and Staff BBQ Brings Campus Together

In an event I look forward to every year, our Annual Staff and Faculty BBQ/Potluck was held on August 20. There is no better way to meet or reconnect with colleagues than with a shared meal, and to see our team take a break from their hard work to connect and laugh for a moment reminded me how important this simple event is. Facilities employee Murray Fye amazed the crowd with his platter of smoked salmon caught from the Columbia River only a few days before the BBQ.