

**COLUMBIA BASIN COLLEGE**

**BOARD OF TRUSTEES'**

December 10, 2018

Beers Board Room — 4:00 p.m.

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**Agenda**

Call to Order

**\*Agenda Changes**

**\*Approval of Minutes**

Exhibit A

**Celebrating Excellence**

Maria Mayorquin, CBC's ACT Transforming Lives Nominee

Men's Soccer Team

**Linkage with Community**

Sandra Haynes, Chancellor WSU TC

Joe Jacobs, SBDC

**Remarks**

By Administration

President

CEO, Foundation

By ASCBC (Newsletter)

By Faculty Senate Chair

By AHE

By Classified Staff

By Board Members

Exhibit B

**Reports**

Unaudited Financial Statement

Cash Balance Report

Grants Report

Exhibit C

Exhibit D

Exhibit E

**Trustee Work Session**

**Discussion**

**Consent**

**Public Comments**

**\*Executive Session**

RCW 42.30.110(1)(g): To review the performance of a public employee

**Adjournment**

**\*(Requires motion/approval)**

*If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 542-4802 as soon as possible to allow sufficient time to make arrangements.*

# Exhibit A

Columbia Basin College  
Board of Trustees' Meeting Minutes  
November 5, 2018  
Beers Board Room – 4 pm.

Board Members in attendance: Kedrich Jackson, Sherry Armijo, Duke Mitchell, Bill Gordon

Rebekah Woods, Secretary to the Board, Darlene Scrivner, Recording Secretary

Others in Attendance: Tyrone Brooks, Camilla Glatt, Cheryl Holden, Melissa McBurney, Bryan Ovens, Jason Engle, Daphne Larios, Kelsey Myers, Lane Schumacher, Monica Hansen, Scott Towsley, Rod Taylor, Bill McKay, Janese Thatcher, Alex Thornton, Jan Hylden, Kay Lynn Stevens, Adam Diaz, Mr. and Mrs. Dallas Barnes

The Agenda	The Discussion	Action
Call to Order		Meeting called to order by Chair Mitchell at 4:00 p.m.
Agenda Changes	None	Trustee Armijo moved and Trustee Jackson seconded the motion to approve the agenda as written. Approved Unanimously.
Approval of Minutes	October 8, 2018 Meeting Minutes Discussion - None	<ul style="list-style-type: none"> <li>Trustee Jackson moved and Trustee Armijo seconded the motion to approve all minutes as written. Approved unanimously.</li> </ul>
Celebrating Excellence Exceptional Faculty Awards: Kay Lynn Stevens, Wilikinia Vasquez, Adam Austin, Terry Rueckert, Mike Reynolds, Doug Hughes, Padmaja Gunda, Dave Arnold, Kerrin Bleazard, Zana Carver, Collin Wilson	Each faculty member reported on their research	The Trustees presented the Faculty Awards recipients a coin of excellence.
Linkage to Community Chris Doran, Director and Board member for Camerata Music	The Camerata has been in existence for 50 years, prior to performing on the CBC campus the group played for 40 years at Battelle. The group is composed of volunteers that play classical chamber music. There is no charge for admission to attend.	The Trustees presented Chris Doran a coin of excellence.
Remarks  Administration – President	<u>Rebekah Woods</u> <ul style="list-style-type: none"> <li>Hawk O Ween had a fantastic turnout, 20 departments on campus participated by decorating and staff dressed up in costumes.</li> <li>Congratulations to the nursing program for receiving accreditation.</li> <li>Culinary Program: 20 people that originally participated in the culinary feasibility study got together on Saturday, October 13, for a visioning session on campus.</li> <li>CBC will partner with Walla Walla Community College on December 12 for a Legislative Breakfast. Arlen Harris, SCTC Legislative Director will be in</li> </ul>	





Board Members Trustee Work Session	<p>Trustee Gordon: Attended the Murdock meeting</p> <p>Trustee Jackson: Attended and participated in the CBC basketball jamboree, Eastern Washington Policy dinner in Spokane, and had a private tour of the CAD lab.</p> <p>Vice Chair Armijo: Attended the EW Policy dinner in Spokane.</p> <p>Chair Mitchell: Attended the CBC Dental Hygiene Open House, CBC Culinary School Visioning Session, and the National Association of Community College Trustees Leadership Conference in New York, Visited the Tri-Cities Chamber Annual luncheon, and attended the Tri-Cities WA Chapter of LINKS scholarship fundraiser.</p>	
Discussion	<p><b>Resolution18-06 Faculty Emeritus Status for Karen Grant, Chemistry Professor</b></p> <p>Comments from President Woods: In September Jan Hylden, Assistant Professor of Chemistry and Rod Taylor, Dean for Math and Science requested that Karen Grant be considered to receive the status of Faculty Emeritus for her outstanding contributions in education at CBC. In October the request was brought to cabinet for discussion, unfortunately Karen passed away unexpectedly before this recommendation could be made before the Board. At the moment, plans are being made for a memorial service to be held on campus.</p> <p><b>Legislative Action Committee</b></p> <p>Trustees Jackson and Gordon met to lay the groundwork. The first step will be to call Arlen Harris, SCTC Legislative Director. A conference call is planned for this week. The next steps will look at the framework and how to jumpstart this effort.</p>	Chair Mitchell read the resolution out loud to all in attendance, Trustee Armijo moved and Trustee Gordon seconded the resolution to be approved as written. Approved Unanimously.
Public Comments	Dallas Barnes made public comments in regards to the dismissal of Sidibe Aissata. He asked the Board to give her an opportunity to vindicate herself and the charges made against her by one student taking an on-line class.	
Executive Session	RCW 42.30.110(1)(g): To review the performance of a public employee	Trustee Armijo moved and Trustee Gordon seconded the motion. Board went into Executive session at 5:37 p.m. Board reconvened at 6:56 p.m.
Adjournment: 6:56 p.m.	<p>Next Board of Trustees' Meeting</p> <p>Beers Board Room</p> <p>December 10, 2018 – 4:00 p.m.</p>	

# Exhibit B

# ASCBC

Board of Trustees | Newsletter | Student Government



## Tis the Season of...

The weather's chilled. The trees are bare, and the sky never seems to be clear. By gathering with friends, family, and loved ones to bundle up and share gifts, we try to capture the fading light of an old year. Though as a college we tend to think of this month as the final test to finish the quarter strong, many of our students in need will continue struggle on. This is why ASCBC has focused on relieving such stresses this month. Here's a few ways how:



### WINTER COAT CLOSET

Donated clothes were distributed in the student closet Nov. 26 - 29.



### LITTLE FOOD PANTRIES

Students in need of a meal can find one at three locations across campus.



### LEGISLATIVE ACTION

On Nov. 16, student leaders traveled to Olympia to grow as student advocates.



### Dia de los Muertos

Students colored paper skulls for a display to honor passed loved ones, Oct. 29 - Nov. 2.



### Thankful Tree

Students showed thanks writing messages on leaves to hang on the thankful tree.



### Hawk Rocks

Students brushed away their stress painting rocks Nov. 8 & 29. Some gave their rocks to the #HawkRocks campaign.

# Exhibit C

# FY1819 Operating Funds Variance Report

% of Fiscal YR: 42.47%

12/3/2018

By FUND				% of Bdggt Exp    % of Rev Exp    % of Bdggt Rev		
				EXP/BDGTT	EXP/REV	REV/BDGTT
<b>*State Allocation</b> 101,123,3E0,BK1,BG1,BD1,PS0,CE1	<b>000</b>	BDGTT	\$25,689,671.00			
		EXP	\$8,480,120.90			
		REV (Alloc)	\$23,396,451.00			
<b>Local Fees</b>	<b>148</b>	BDGTT	\$2,723,588.00			
		EXP	\$1,011,759.05			
		REV	\$1,849,859.40			
<b>Local Tuition</b>	<b>149</b>	BDGTT	\$17,020,359.00			
		EXP	\$5,239,613.94			
		REV	\$4,962,272.54			
<b>Running Start</b>	<b>145</b>	BDGTT	\$751,006.00			
		EXP	\$243,358.84			
		REV	\$2,008,280.25			
<b>TOTALS</b>		BDGTT	<b>\$46,184,624.00</b>			
		EXP	<b>\$14,974,852.73</b>			
		REV	<b>\$32,216,863.19</b>			

By OBJ, ALL FUNDS COMBINED			BDGTT	EXP	EXP/BDGTT	NOTES:
<b>SALARIES</b>	<b>A</b>		\$27,246,744.00	\$8,660,402.77	<b>31.79%</b>	* per Allocation #3 ** Principal and interest debt service expenditures occur in December and June
<b>BENEFITS</b>	<b>B</b>		\$9,201,357.00	\$3,340,078.64	<b>36.30%</b>	
<b>PROFESSIONAL SERVICES CONTRACTS</b>	<b>C</b>		\$415,001.00	\$181,654.75	<b>43.77%</b>	
<b>GOODS &amp; SERVICES</b>	<b>E</b>		\$6,263,144.00	\$2,087,436.65	<b>33.33%</b>	
<b>COST OF GOODS SOLD</b>	<b>F</b>		\$0.00	\$0.00	<b>0.00%</b>	
<b>TRAVEL</b>	<b>G</b>		\$529,902.00	\$220,362.41	<b>41.59%</b>	
<b>CAPITAL OUTLAYS</b>	<b>J</b>		\$872,919.00	\$189,139.24	<b>21.67%</b>	
<b>SOFTWARE</b>	<b>K</b>		\$0.00	\$0.00	<b>0.00%</b>	
<b>GRANTS BENEFITS &amp; CLIENT SVCS</b>	<b>N</b>		\$787,662.00	\$160,945.13	<b>20.43%</b>	
<b>**DEBT SERVICE</b>	<b>P</b>		\$1,534,732.00	\$195,883.53	<b>12.76%</b>	
<b>INTERAGENCY REIMBURSEMENTS</b>	<b>S</b>	Revenue Bdggt	(\$220,996.00)	(\$63,768.18)	<b>28.85%</b>	
<b>INTRAAGENCY REIMBURSEMENTS</b>	<b>T</b>	Revenue Bdggt	(\$445,841.00)	\$2,717.79	<b>-0.61%</b>	
<b>DEPRECIATION, AMORTIZATION, BAD DEBT</b>	<b>W</b>		\$0.00	\$0.00	<b>0.00%</b>	
			<b>\$46,184,624.00</b>	<b>\$14,974,852.73</b>	<b>32.42%</b>	

# Exhibit D

## FY 2019 - Estimated Cash Balances - COLUMBIA BASIN COLLEGE

<b>ASSETS</b> <i>As of December 3, 2018</i>			
<b>CASH</b>			
1110	In Bank	\$	9,145,288
1120	Undeposited	\$	-
1130	Petty	\$	5,504
<b>Total</b>		<b>\$</b>	<b>9,150,792</b>
<b>INVESTMENTS</b>			
1210	Investments(ST/LT)	\$	17,835,488
<b>Total</b>		<b>\$</b>	<b>17,835,488</b>
<b>ACCTs RECEIVABLE</b>			
1312	Current	\$	317,468
1318	Unbilled	\$	-
1319	Other	\$	28,309
	Allowance for Accts Rec	\$	(35,504)
<b>Total</b>		<b>\$</b>	<b>310,274</b>
<b>INTER/INTRA GOV RECEIVABLES</b>			
1351	Due from Fed	\$	25,871
1352	Due from other Gov	\$	1,562,677
1354	Due from other Agency	\$	38,048
<b>Total</b>		<b>\$</b>	<b>1,626,596</b>
<b>TOTAL ASSETS</b>		<b>\$</b>	<b>28,923,150</b>
<b>LIABILITIES</b>			
<b>CURRENT</b>			
5111	Accts Payable	\$	14,377
5124	Accrued Salaries Pay	\$	-
5150	Due to State Treasurer	\$	795,430
5154	Due other Agency	\$	65,658
5158	Sales/Use Tax	\$	-
5199	Accrued Liabilities	\$	-
<b>Total</b>		<b>\$</b>	<b>875,465</b>
<b>TOTAL LIABILITIES</b>		<b>\$</b>	<b>875,465</b>

Cash Balance			
(ASSETS less LIABILITIES)		<b>\$</b>	<b>28,047,684</b>
<b>Res for Operational Float (min balances required)</b>		<b>\$</b>	<b>7,600,000</b>
<b>Dedicated Balances</b>			
1110	<a href="#">Student Supported Capital</a>	\$	1,889,517
1110	<a href="#">3.5% - Needy Student Aid</a>	\$	819,143
1110	<a href="#">Students S&amp;A</a>	\$	383,546
1110	<a href="#">Bookstore Operating Reserves</a>	\$	500,000
1110	<a href="#">Student Rec Center</a>	\$	3,000,000
1110	<a href="#">Technology Fee</a>	\$	884,179
1110	<a href="#">Parking Fees</a>	\$	354,174
1110	<a href="#">Basic Food Employment and Training</a>	\$	213,478
<b>Total</b>		<b>\$</b>	<b>8,044,036</b>
<b>Reserves Policy - (BOT Policies on Reserves)</b>			
		Values	
	<a href="#">Unplanned Capital Repair and Replacement</a>	\$	2,000,000
	<a href="#">Real Estate Debt Fund</a>	\$	2,000,000
	<a href="#">Planned Future Operations</a>	\$	2,336,000
	<a href="#">Capital Facilities Projects</a>	\$	4,470,000
<b>Total</b>		<b>\$</b>	<b>10,806,000</b>
<b>Operating Reserves Balance</b>			
<i>Existing Reserve balance less Dedicated Reserves , Emergency Reserves and Op'l Float</i>		<b>\$</b>	<b>1,597,648</b>

# Exhibit E



CBC GRANT STATUS REPORTS SUMMARY  
CURRENT GRANTS (Updated through October 31, 2018)

Project Name	Funding Agency	Director	Start Date	End Date	Term Year	Total Awarded	Total Expended	Indirect Costs				Grant Objectives Performance Summary
								Recovery Rate	Allowed	Recovered	Difference Due To	
FEDERAL GRANTS												
CAMP	ED	Miriam F.	7/1/2017	6/30/2022	2 of 5	\$2,125,000	\$436,759	8% of direct	\$141,818	\$27,001	Position vacancies, 3 years of grant remaining	On track
HEP	ED	Daphne L. (interim)	7/1/2015	6/30/2020	4 of 5	\$2,271,390	\$1,511,017	8% of direct	\$163,990	\$104,134	Positions vacancies, 1 year of grant remaining	On track
Nuclear Scholarship Program	NRC	Janese T.	7/16/2018	7/15/2020	1 of 2	\$150,000	\$16,603	N/A	-	-	N/A	On track
SSS	ED	Amy S.	9/1/2015	8/31/2020	4 of 5	\$1,468,785	\$1,256,784	8% of direct	\$110,010	\$68,963	1 year of grant remaining	On track
Title V - STAA	ED	Keri L.	10/1/2015	9/30/2020	4 of 5	\$2,624,983	\$2,012,312	N/A	-	-	N/A	Initial delays, but now on track
Upward Bound	ED	Susan V.	9/1/2017	8/31/2022	2 of 5	\$1,841,550	\$429,273	8% of direct	\$129,490	\$30,148	3 years of grant remaining	On track
CONTRACT/STATE ALLOCATED FUNDS												
MESA	State	Debbie P.	7/1/2018	6/30/2019	1 of 1	\$125,000	\$ 36,214	N/A	-	-	N/A	Enrollments below target, but growing
Opportunity Grant	State	Kristine C.	7/1/2018	6/30/2019	1 of 1	\$279,412	\$ 36,354	N/A	-	-	N/A	On track
Worker Retraining	State	Michelle M.	7/1/2018	6/30/2019	1 of 1	\$1,694,573	\$ 465,901	N/A	-	-	N/A	On track
SUBRECIPIENTS												
LSAMP	NSF via UW	Debbie P.	9/1/2014	8/31/2019	4 of 4	\$40,000	\$26,891	N/A	-	-	N/A	N/A
Title V Cooperative	ED via BBCC	Deborah B.	10/1/2014	9/30/2019	5 of 5	\$1,197,254	\$708,703	N/A	-	-	N/A	Initial delays, but now on track
STATE GRANTS												
BEa - Master Grant	SBCTC	Erin H.	7/1/2018	6/30/2019	1 of 1	\$176,751	\$38,657	5% of salaries	\$5,447	\$1,662	3/4 year of grant remaining	On track
BEa - IEL Civics	SBCTC	Erin H.	7/1/2018	6/30/2019	1 of 1	\$44,245	\$19,257	5% of salaries	\$1,866	\$714	3/4 year of grant remaining	On track
BEa - Leadership Block Grant	SBCTC	Erin H.	7/1/2018	6/30/2019	1 of 1	\$4,074	\$4,074	N/A	-	-	N/A	N/A
BEa - Early Achievers Grant	SBCTC	Kristine C.	7/1/2018	6/30/2019	1 of 1	\$91,390	\$42,246	N/A	-	-	N/A	On track
BFET	SBCTC	Debra W.	10/1/2018	9/30/2019	1 of 1	Target: \$314,360	Recovered: \$16,858	45.9% of salaries + FB	\$43,628	\$2,248	1 year of grant remaining	On track
Computer Science	OBIS	Tym O.	7/1/2018	6/30/2019	1 of 1	\$14,805	\$0	7% of direct	\$969	\$0	No expenditures to date	Misunderstanding re expenditure process, progress is on track
Perkins Plan	SBCTC	Melissa M.	7/1/2018	6/30/2019	1 of 1	\$370,901	\$80,243	N/A	-	-	N/A	Exceeded all objectives except non-trad indicators.
Perkins Leadership Block Grant	SBCTC	Melissa M.	7/1/2018	6/30/2019	1 of 1	\$20,400	\$539	N/A	-	-	N/A	N/A
Perkins Non-Trad - WOW	SBCTC	Keeley G.	7/1/2018	6/30/2019	1 of 1	\$5,000	\$0	N/A	-	-	N/A	On track
Perkins Special Project	SBCTC	Melissa M.	8/8/2018	6/30/2019	1 of 1	\$17,902	\$0	N/A	-	-	N/A	N/A
WorkFirst	SBCTC	Debra W.	7/1/2018	6/30/2019	1 of 1	\$183,158	\$35,259	5% of salaries	\$4,561	\$1,569	3/4 year of grant remaining	Low enrollments.
PRIVATE GRANTS												
Frontier Set - Guided Pathways	Aspen	Kristen B.	1/1/2017	6/30/2020	2 of 4	\$630,000	\$246,655	10% of direct	\$57,273	\$20,073	2 years of grant remaining	On track
On Farm Field Day	Mid-Columbia Ag	Sandya K.	7/1/2018	6/30/2018	1 of 1	\$4,000	\$0	N/A	-	-	N/A	On track
Tobacco Free College Program	Truth Initiative	Anne S. and Alex T.	8/15/2018	6/30/2020	1 of 2	\$19,980	\$0	N/A	-	-	N/A	On track
TOTAL						\$15,714,913	\$7,420,600	-	\$659,052	\$256,513	-	-

FUTURE GRANTS

Project Name	unding Agency	Director	Start Date	End Date	Renew	Total Awarded	Total Expended	Indirect Costs			Project Summary
								Recovery Rate	Allowed	Requested	
New Dental Hygiene Clinic	cora Foundati	Tammy S.	7/1/2019	6/30/2020	None	\$100,000	\$0	N/A	\$0	\$0	Dental equipment for the new Dental Hygiene Clinic in Richland

Color Key: Met performance objectives Met some, but not all, performance objectives Did not meet objectives, or performance status is unknown No performance objectives listed (i.e., travel only)



# College Assistance Migrant Program (CAMP)

## Grantor: U.S. Department of Education

**Director:** Miriam Fierro

**Reports To:** Cheryl Holden

**2017-2022 Total Award:** \$2,125,000

**Term Year:** 2 of 5

**Mission:** Provide students from migrant/seasonal farmworker (MSFW) backgrounds with academic, career, financial, and support services during their first year of college.

**Population Served:** Approximately 40 MSFW students annually.

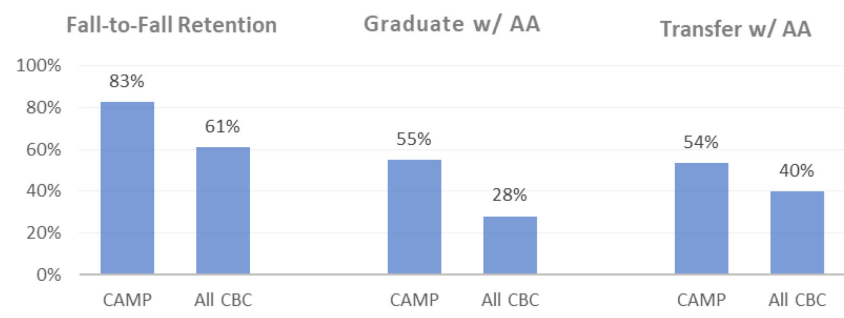
### Project's Impact on CBC's Mission and Student Success

CAMP participants receive admissions assistance, financial support for tuition, books, intrusive academic advising, the benefits of a Summer Bridge Program, math-centered tutoring, and career guidance.

CAMP directly impacts Goal 1 of CBC's Strategic Plan: **Be a national leader in student retention and completion.** CAMP students have **fall-to-fall retention rates 22% higher than the general CBC population and are 26% more likely to complete their degree.**

Since CAMP serves only first-year students, participants are encouraged to utilize other CBC support programs in their second year.

In the previous grant cycle (2012-2017), **61% of CAMP students transitioned into Student Support Services/TRiO.**



Source: CBC – Institutional Research, 2012-2018

### Financial Benefits

CAMP financially benefits CBC by successfully retaining students. Additionally, since 99% of current CAMP students are Hispanic, CAMP also contributes to CBC's ability to obtain Hispanic Serving Institution funding.

### 2017-2018 Grant Objectives Performance Summary

1. Outreach to <b>500</b> potential participants and enroll <b>40</b> eligible MSFWs	Outreached to <b>&gt;1,000</b> students; enrolled <b>40</b> MSFWs
2. Provide <b>100%</b> accepted students with admissions, financial aid assistance and scholarship information to successfully complete their first year of college and continue in post-secondary education.	<b>100%</b>
3. <b>86%</b> of students will complete their first academic year (GPRA 1).	<b>86%</b>
4. Provide <b>100%</b> students with academic, career, and counseling/ advising services to enable them to succeed in their first year of college.	<b>100%</b>
5. <b>85%</b> of first academic year completers will continue in postsecondary education (GPRA 2).	<b>86%</b>
6. <b>100%</b> of first year completers will be referred to other state and federal projects on campus and be offered follow-up services.	TBD

### Next Steps

- CAMP met the GPRA 1 and 2 goals.
- Outreach Specialist was hired in October of 2018.
- Determine final objective statistics for Fall 2019.



# High School Equivalency Program (HEP)

## Grantor: U.S. Department of Education

**Director:** Dalina Hoffman

**Reports To:** Daphne Larios

**2015-2020 Total Award:** \$2,271,390

**Term Year:** 4 of 5

**Mission:** Assist migrant and seasonal farmworkers (MSFW) and their children in earning their High School Equivalency Diploma (HSED), and, subsequently in gaining post-secondary education/training or employment.

**Population Served:** 352 MSFW students since beginning of grant term; 2,696 MSFW students total since the program began in 2000.

### Project's Impact on CBC's Mission and Student Success

HEP links to the overarching strategy of CBC's Strategic Plan: **connectivity** (i.e., to be the local community's solution to higher education needs). CBC's service district has a high migrant population (average of 15%<sup>1</sup>), and a state study indicated a dropout rate as high as 50% for migrant students<sup>2</sup>. As one of the only HSED providers in our service area, HEP is critical for providing this local disadvantaged population with higher education and the opportunity to acquire a more livable wage.

Participants receive academic advising, tutoring, support for textbooks and supplies, career planning/advising services, college tours, referrals to postsecondary educational institutions and employment agencies, and follow-up services.

- In 2015-2017, an average of 47% of HEP students obtained their HSED.
- Within one to six months of graduating, **66% of HEP graduates continue their postsecondary education**, and 21% of HEP graduates enter the workforce.
- Of the HEP graduates that choose to continue their postsecondary education, **98% enroll at CBC**.

Note: The number of HEP graduates who earn their degree/certificate from CBC is currently unavailable, as students are often assigned new ID numbers upon enrollment.

### Financial Benefits

HEP financially benefits CBC by bringing in new student tuitions and contributing to testing income. Since 99% of HEP graduates enrolled at CBC this period are Hispanic, the program also contributes to CBC's ability to obtain Hispanic Serving Institution funding.

### 2015-2018 Grant Objectives Performance Summary

No.	Annual Objective	Actual Performance		
		15-16	16-17	17-18
1.	Recruit <b>over 250</b> MSFW students for consideration into CBC HEP	<b>356</b>	<b>385</b>	<b>328</b>
2.	Conduct <b>150</b> intakes to determine initial eligibility and enroll into CBC HEP	98	140	<b>150</b>
3.	Administer HEP Educational Assessments and Occupational Evaluations to <b>150</b> students	98	140	<b>150</b>
4.	Provide <b>150</b> HEP students with HSED preparation assistance and remedial instruction	98	140	<b>150</b>
	<b>75%</b> of participants will obtain HSED (GPRA 1)	50%	65%	43%*
5.	<b>100%</b> of graduates receive placement referrals	<b>100%</b>	<b>100%</b>	<b>100%</b>
	Place <b>85%</b> of HEP HSED graduates into post-secondary education/careers (GPRA 2)	<b>88%</b>	<b>85%</b>	58%*
6.	Provide <b>150</b> participants with academic and career advising	98	140	<b>150</b>

\* As of July 1, 2017 to present, numbers will be finalized when the APR is approved next quarter.

<sup>1</sup> Washington State Office of Superintendent of Public Instruction, School District Data, 2015-2016.

<sup>2</sup> Washington State Office of Superintendent of Public Instruction, Farmworker Dropout Study, 2008.

## Challenges

- Due to lack of a full-time recruiter in Year 1, the program was unable to enroll as many students as anticipated. At the time the 2015 Interim Performance Report was submitted, the national GPRA objectives were not being met, and HEP was required to submit monthly progress reports to the Department of Education (ED). A full-time recruiter was hired in October 2016, and significant progress was made on both GPRA objectives by the end of Year 1. **HEP is on track for meeting both GPRA objectives by the end of Year 3 and is no longer required to submit monthly progress reports to ED.**
- In 2014, the 21st GED initiative changed drastically. The new assessment measures high school equivalency and career and college readiness through a new endorsement delivered only in a computer-based format. The CBC HEP program incorporated these new initiatives into the service delivery model to meet the new standards required for all students taking the new assessment.
- Lack of a Retention Specialist for almost half of Year 2 effected student graduation rates. A Retention Specialist was hired in March 2017, but is currently on temporary leave for several months. HEP is on track for meeting graduation requirements in Year 3.
- In October through December, CBC's testing facility could not accommodate GED testing, and students had to go elsewhere to take their tests. This impeded students and reduced the number of students completing their tests.
- The program accepted lower scoring students, in order to increase HEP program accessibility. Due to this change, it has been challenging to graduate the lower scoring students in a timely matter.

## Next Steps

- Since Year 1, HEP has made significant improvements in meeting all grant objectives and anticipates meeting all objectives.
- Grant renewal occurs every five years. This grant renewal application will be available in 2019.

**Director:** Janese Thatcher (Interim)  
**2016-2018 Total Award:** \$150,000

**Reports To:** Melissa McBurney  
**Term Year:** 2 of 2

**Mission:** Increase the number of students pursuing careers in the nuclear industry through scholarships and support services that promote full-time enrollment and completion of an AAS in Nuclear Technology (NT), assist students in identifying post-graduation occupations in the industry prior to completion of their degree, and increase the participation of low-income, academically talented students in the nuclear industry careers.

**Population Served:** 29 students, preference given to low-income and underrepresented minority students.

### Project's Impact on CBC's Mission and Student Success

The Nuclear Scholarship Program is directly related to CBC's mission for Occupational Programs/Workforce Development: *to enable students to complete requirements that would allow them to earn degrees/certificates to assist them to gain employment and pursue life-long learning opportunities*. Participants are provided with funding to complete the NT AAS degree, academic support, and employment support services.

- 100% of second-year students in Cohort 9 are now employed
- 100% of scholarship recipients who graduated during the 2017-2018 grant period are employed in the nuclear technology field.

### 2018-2020 Grant Objectives Performance Report

Project Objective	Actual Performance
	2018-2019
1. Provide <b>29</b> \$5,000 scholarships to NT students	<b>10</b> scholarships awarded to date
2. Increase the number of academically talented <b>underrepresented minority students</b> pursuing careers in the nuclear industry.	Scholarship recipients demographics: 100% male 40% students of color
3. Provide academic support to participating scholars that will result to maintain or exceed a <b>3.0 GPA</b> and <b>persist throughout their first academic year</b> .	100% of students had a GPA $\geq 3.0$ and 100% continued to 2nd year
4. Provide job placement assistance to <b>100%</b> of the students prior to completion of the funding period.	Students are encouraged to complete industry standard tests (i.e., CORE, NUF, and POSS) to be more marketable, and workshops are held to prepare students for the tests. Mock interviews are also offered. Services are available to 100% of students; however, not all participate.
5. Disseminate program activities, scholarship opportunities, and provide community outreach to inform the area of the NT program.	Students participate in plant field trips and tour the B Reactor. Regular meetings are held with students to share information about scholarships, job opportunities, community events, etc. Community outreach includes a Nuke Tech day with Delta High School and a table at College Night as well as other high school/college expos.

### Challenges

A director for this position was hired, but then left the college for family medical reasons. Janese Thatcher is serving as interim director until a new director is appointed.

### Next Steps

Grant renewal occurs every two years. This grant renewal application will be available in 2019.

**Director:** Amy Stroud

**Reports To:** Cheryl Holden

**2015-2020 Total Award:** \$1,468,785

**Current Term:** 4 of 5

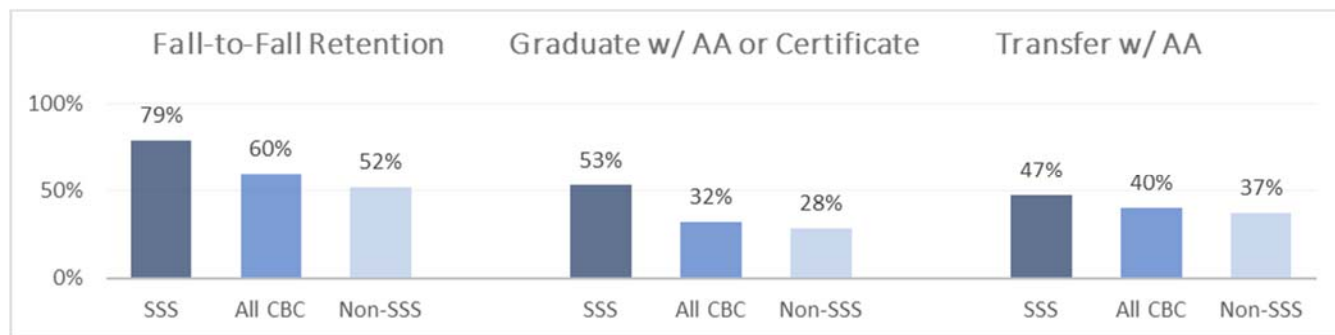
**Mission:** Provide at-risk students with the academic skills to succeed in a postsecondary institution and ultimately enter the workforce. Prepare and motivate students to continue their education at a four-year institution and complete their baccalaureate degree.

**Population Served:** 200+ annually – low-income, first generation, and/or students with disabilities

## Project's Impact on CBC's Mission and Student Success

Participants receive academic advising, financial aid information, tutoring, educational counseling, and transfer/career planning services.

SSS directly impacts Goal 1 of CBC's Strategic Plan: **Be a national leader in student retention and completion**. SSS students have **fall-to-fall retention rates 27% higher** than non-SSS students from similar demographic backgrounds (i.e., low income, first generation, and/or students with disabilities) and are **25% more likely to complete their degree/certificate**. Additionally, SSS students are 10% more likely to transfer to a four-year institution with their AA degree or certificate than non-SSS students from similar demographic backgrounds.



Source: CBC Institutional Research, 2015-2018

## Financial Benefits

SSS financially benefits CBC by successfully retaining students. For every student not retained, CBC loses \$7,146 per year in tuition, fees, and state funding (Internal Report, 2015). Additionally, since 82% of current SSS students are Hispanic, SSS also contributes to CBC's ability to obtain Hispanic Serving Institution funding.

## 2015-2018 Grant Objectives Performance Report

The SSS program has consistently met and exceeded all program objectives.

Annual Objective	Actual Performance		
	2015-2016	2016-2017	2017-18*
<b>Objective A: Persistence Rate</b>			
72% of participants will persist from one academic year to the beginning of the next academic year or graduate, and/or transfer from a 2- to a 4-year institution	88%	91%	TBD
<b>Objective B: Good Academic Standing Rate</b>			
90% of participants will meet the performance level required to stay in good academic standing at the grantee institution	97%	96%	TBD
<b>Objective C: Graduation/Transfer Rate</b>			
40% of new participants will graduate with an associate's degree or certificate within four years	64%	78%	TBD
33% of new participants will transfer with an AA degree or certificate within 4 years	48%	63%	TBD

\*2017-18 numbers will be finalized in January 2019

## Next Steps

Grant renewal occurs every five years. This grant renewal application will be available in 2019.





## Title V Student Transitions and Achievement (STAA) Grantor: U.S. Department of Education

**Director:** Keri Lobdell

**Reports to:** Michael Lee

**2015-2020 Total Award:** \$2,624,983

**Current Term:** 4 of 5

**Mission:** Improve student success and retention by redesigning developmental Math courses, renovating the Math Center, implementing a Summer Bridge program, and creating a new Hawk Alert system.

**Population Served:** Campus-wide benefits, emphasis on low-income, first generation, and/or Hispanic students testing into developmental Math courses.

### **Project's Impact on CBC's Mission and Student Success**

Title V STAA impacts the following Strategic Plan objectives:

#### **1b – Create excellence in student support activities**

The Hawk Early Alert System since it started fall 2017 has culminated in 1,742 alerts sent. 497 of those alerts were sent for fall 2018 quarter with the expansion of the program targeting STEM students. 23 faculty have submitted alerts from areas outside of math, such as Chemistry, Biology, English and Social Science. With an updated tracking system we show out of the 497 alerts sent that 213 of them have been resolved successfully by the Math Center Developer and/or Counseling staff. The Student Success Dashboard that was created and tested with a few advisors this summer has been shared at Faculty Senate and an All Faculty meeting held Nov. 30<sup>th</sup> with a roll out date for all Counseling/Advising Roles of January 2019. The dashboard and Hawk Early Alert System combined will help identify at-risk students and aid in the use of intrusive/proactive advising strategies.

#### **4 – Be a national leader in transitioning students from Pre-College to College-levels in Math and English.**

In collaboration with the Math Department a multiple measures placement rubric was developed to assist in placing students using multiple resources, over placement using only their ALEKS score. Based on the success of the summer bridge program (LAMP) in accelerating underprepared students into college-level courses, a year-round program named TAP (Tutoring for Advanced Placement) has been developed. The program is being offered the end of fall quarter using trained tutors and the Academic Success Center to assist those students who would like to increase their course placement in both Math and/or English.

### **Challenges**

- The Hawk Alert System alerts have increased substantially, thereby creating a system management concern that will need to be addressed in Year 4 with the assistance of the Academic Success Center leadership.
- The Student Success Dashboard roll out, both in terms of professional development for those in advising roles on how to use the tool as well as education for the faculty about how their use of CANVAS can impact enhance the tool for the benefit of student success and retention efforts.

### **Next Steps**

- Hawk Early Alert was extended to STEM specific courses starting fall 2018. With more alerts created, support is needed at the Math Center/Academic Success Center to attend to the referrals.
- Full rollout of the new Student Success Dashboard for those in advising roles to help with intrusive advising techniques, targeting students who may need proactive interventions.
- Solidifying Year 5 redesign faculty commitments to better offer support and services prior to teaching the redesign courses.
- Focus group hiring and training of students that will facilitate focus groups for qualitative data around math efficacy in students from redesigned math courses in fall 2018.

### ATTACHMENT A

#### 2015-2017 Grant Objectives Performance Report (Full Detail)

Objective	Actual Performance	Comments
<b>Year 1 – 2015-2016</b>		
1. By Sept. 30, 2016, increase by <b>five</b> the number of developmental math course options by revising face-to-face and online courses and by linking developmental math and English into the learning community with HDEV.	<b>Two</b> courses were redesigned	<b>Two</b> more courses were redesigned later in 2016. <b>One</b> learning community linking HDEV and Developmental Math was piloted in Winter 2018 and another will be held in Spring 2018.
a. By May 30, 2016, at least <b>10</b> faculty show increased knowledge of modular, mastery-based instruction, Learning Communities, and/or online teaching.	<b>0</b> faculty	<b>10</b> faculty trained by Spring 2017.
b. By Aug. 15, 2016, <b>five</b> redesigned developmental math options developed, ready to pilot: face-to-face Math 83, 84, and 96; online Math 96; and one Learning Community linking Engl 98/99 with Math 96 and the HDEV course.	<b>Two</b> courses were redesigned (Math 83 and 84 face-to-face)	<b>Two</b> more course redesigns (Math 96 face-to-face and online) were completed in 2016. <b>One</b> learning community linking HDEV and Developmental Math was piloted in Winter 2018 and another will be held in Spring 2018.
c. By Aug. 31, 2016, <b>100%</b> of Math Center renovation is complete, ready to be equipped for math students.	<b>90%</b> complete	Math Center renovation was <b>completed in October 2016</b> .
2. By Sept. 30, 2016, at least <b>60%</b> of students completing the 80s-level math Summer Bridge are prepared for next level course.	<b>85%</b>	19 students enrolled 13 completed 11 prepared for the next level
a. By May 31, 2016, <b>80s-level math Summer Bridge curriculum fully designed</b> and ready for pilot.	Summer Bridge curriculum <b>100%</b> designed	
b. By August 30, 2016, a total of <b>60</b> newly enrolling students pilot at least <b>two</b> sections of 80s-level math Summer Bridge.	<b>19</b> students piloted <b>two</b> 80's level sections	Enrollment low despite heavy recruitment; <b>2017 Summer Bridge enrollment = 123 students</b>
c. By Sept. 15, 2016, at least <b>60%</b> of students completing the 80s-level math Summer Bridge pilot place into Math 96 or 97.	<b>69%</b>	9 of the 13 completers placed into Math 96 or higher
<b>Year 2 – 2016-2017</b>		
3. By Sept. 30, 2017, students in pilots of new developmental math courses succeed at rates at least <b>10%</b> higher than those in the non-treated comparison group.	On average student success <b>increased 8.75%</b>	The objective was met and exceeded the goal for one course by 15% points in the fall and 10% in the spring. The rest of the courses fell between 6-8% point increases with one course showing a lower pass rate. While the objective was not fully met, the success rates nearly always exceeded those of the control group.
a. By December 31, 2016, <b>Phase I</b> of Math Center equipment and technology <b>installed and ready</b> for student and tutor use.	<b>Phase I installed and ready</b>	This objective was met one month after the deadline, on January 31, 2017.
b. By May 31, 2017, at least <b>200</b> students using new tutoring services.	<b>1,117</b> students	For a total of 14,228 tutor hours increasing student GPAs
c. <del>By August 31, 2017, <b>100</b> enrollees placed using new placement rubric.</del>	<del><b>0</b> enrollees</del>	Received approval to complete placement rubric development in Year 3





## Title V Student Transitions and Achievement (STAA)

### Grantor: U.S. Department of Education

Objective	Actual Performance	Comments
d. By Sept. 30, 2017, data analytics drive design of Hawk Alerts and advising dashboard; at least <b>200</b> alerts sent.	<b>437</b> alerts sent.	Alerts sent by math faculty doing redesign courses.
<b>Year 2 – 2016-2017 (Continued)</b>		
4. By Sept. 30, 2017, at least <b>60%</b> of students completing the 90s-level math Summer Bridge are prepared to enroll in next level course.	<b>67%</b> of students tested into the next level	Of the LAMP students that retook the ALEKS exam, 67% increased their placement in math by at least one course level.
a. By April 30, 2017, <b>90s-level math Summer Bridge curriculum fully designed</b> and ready for pilot.	<b>90's level math Summer Bridge fully designed</b>	
b. By Aug. 15, 2017, a total of <b>60</b> newly enrolling students pilot at least <b>two</b> sections of 90s-level math Summer Bridge.	<b>70</b> students piloted <b>two</b> sections	
5. By Sept. 30, 2017, increase by <b>five</b> the number of developmental math course options by revising face-to-face and online courses.	<b>Six</b> courses were redesigned	Objective was met by end, Year 2
a. By May 31, 2017, at least <b>8</b> developmental math instructors trained in strategies and tools for modular, mastery-based instruction and/or effective online teaching strategies	<b>10</b> instructors trained	Ryan Orr, Rebecca Luttrell, Virginia Hughes, Jose Vidot, Nick Gardner, Limin Zhang, Tracie Russel, Alexandria Anderson, Anthony Zanatta, Cristina Rodrigues
b. By Aug. 1, 2017, at least <b>210</b> students enrolled in pilots of <b>five</b> revised developmental math options.	<b>170</b> students enrolled in <b>four</b> revised courses	Math 97 face-to-face was cancelled due to low enrollment.
<b>Year 3 – 2017-2018</b>		
6. By Sept. 30, 2018 students in new developmental math courses succeed at rates <b>10%</b> higher than those in the non-treated comparison groups.	<b>TBD</b>	Data will be available in 2018-2019.
a. By Feb. 1, 2018, <b>Phase II of Math Center equipment and technology installed and ready for use</b>	<b>Completed - delayed</b>	Phase II Equipment and Technology was installed in August 2018.
b. By July 31, 2018, at least <b>300</b> students using new math tutoring services; <b>85%</b> rate the Math Center resources and tutoring at least 4.0 on a 5-point Likert scale	<b>1,856 unduplicated students. 84.33 % rated 4.0 or higher.</b>	1,856 unduplicated students used the new tutoring services which far exceeded the target of 300. Also, a survey conducted in winter 2018 indicated that 84,33% rated the resources a 4.0 or higher – barely missing the 85% target.
c. By Aug. 31, 2018, <b>Early Alert dashboard revised to support sending undeclared majors</b> and at least <b>350</b> alerts sent.	<b>389 alerts sent to undeclared majors</b>	1248 total Alerts were sent for math courses.
d. By Sept. 30, 2018, new placement rubric, reflecting statewide standards and multiple measures assessment 100% developed.	<b>Completed and approved Oct. 5, 2018</b>	Rubric will be used for placement for fall 2019 registration.
7. Increase by <b>six</b> the number of math course options by revising face-to-face and online courses.	<b>Six</b> courses were redesigned	Revised courses were face to face Math 98, 107 and 146. Online courses Math 98,107 and 146.

Objective	Actual Performance	Comments
a. By May 31, 2018, at least 8 gateway math faculty trained in mastery-based classes and/or effective online teaching strategies	<b>17</b> faculty trained.	Three instructors participated in Quality Matters training.  12 instructors attended the WA Mathematics Association conference and two attended the Joint AMA and MAA mathematics conference to meet with Uri Treisman and attend breakout sessions teaching the latest innovations as found in the MAA Best Instructional Practices Guide.
b. By Aug. 15, 2018, at least <b>300</b> students enrolled in pilots of <b>six</b> redesigned math options ( <b>1</b> developmental, <b>5</b> gateway) – Math 98, 107, and 146 face-to-face and online	<b>442</b> students enrolled	This exceeds the target of 300 students enrolled in redesign courses.
<b>Year 4– 2018-2019</b>		
8. By Sept. 30, 2019, students in pilots of redesigned math courses succeed at rates at least 10 percentage points higher than those in the comparison group.	<b>Will be determined 2020</b>	
a. By Dec. 31, 2018 Phase III of Math Center equipment and technology installed and ready for student and tutor use.	<b>Equipment is ordered and on schedule for Dec. 2018</b>	Approval was requested and granted by Dept. of Ed. to change the Phase III equipment order to include more whiteboard tables.
b. By Aug. 31, 2019 Early Alert and dashboard customized to support STEM majors and at least 450 alerts sent.	<b>Trained faculty outside of Math.</b>	464 distinct student alerts sent by Nov. 26, 2018.
c. By Sept. 30, 2019 at least 450 students using new math tutoring services	<b>By Nov. 27, 2018 439 students have used the math tutoring services</b>	4,562 total visits to the Math Center for Fall of 2018.
9. By Sept. 30, 2019, increase by <b>five</b> the number of developmental math course options by revising face-to-face and online courses.	<b>TBD</b>	
a. By May 31, 2019, at least <b>8</b> developmental math instructors trained in strategies and tools for modular, mastery-based instruction and/or effective online teaching strategies	<b>TBD</b>	
b. By Aug. 1, 2019, at least <b>210</b> students enrolled in pilots of <b>five</b> revised developmental math options. Math 141, 142, and 151 and online versions of Math 141 & 147.	<b>TBD</b>	



## Upward Bound (UB) Grantor: U.S. Department of Education/TRiO

**Director:** Susan Vega

**Reports To:** Cheryl Holden

**2017-2022 Total Award:** \$1,841,550

**Term Year:** 2 of 5

**Mission:** Academically prepare low-income high school students to become first-generation college graduates.

**Population Served:** 83 students annually (low-income, at risk of academic failure, and first generation students)

### Project's Impact on CBC's Mission and Student Success

UB links to the overarching strategy of CBC's Strategic Plan: **connectivity** (i.e., to be the local community's solution to higher education needs). UB prepares disadvantaged students from three target high schools (Pasco, Chiawana, and Connell) to matriculate to college. **CBC becomes a first choice for more than half of UB participants.**

Participants receive tutoring and academic advising, visit colleges, and attend cultural events. CBC staff from Financial Aid, Recruitment, and Running Start present to students and parents. Currently, 27% of all 11<sup>th</sup> and 12<sup>th</sup> grade UB students participate in Running Start, as compared to 19% in the 2016-17 year.

Compared to other low-income, at-risk students from the three target high schools, **UB participants are 30% more likely to enroll in postsecondary education and 34% more likely to obtain a postsecondary degree or certificate** (comparative data found in Objective Report).

- 50% of UB graduates who enter college the fall immediately after graduation enroll at CBC
- 87% of UB graduates enrolled at CBC utilize CBC support services (SSS, CAMP, etc.)
- 67% of UB graduates who enroll at CBC complete their degree/certificate

### Financial Benefits

UB financially benefits CBC by bringing in new student tuitions (including Running Start and Summer Bridge). Since 100% of UB graduates enrolled at CBC this period are Hispanic, UB also contributes to CBC's ability to obtain Hispanic Serving Institution funding.

### 2017-2018 Grant Objectives Performance Report

Annual Objective	2017-2018 Actual Performance
1. <b>74%</b> of participants will have a GPA $\geq 2.5$ on a 4-point scale	74%
2. <b>26%</b> of UB seniors will have achieved at the proficient level on state assessments in Reading/Language Arts and Math	100%
3. <b>73%</b> of participants continue in school at the next grade level or graduate with a regular secondary school diploma	100%
4. <b>38%</b> of all current and prior year participants who graduate high school in the school year will complete a rigorous secondary school program of study	72%
5. <b>60%</b> of all current and prior year participants who graduate high school in the school year will enroll in a program of postsecondary education by the fall term immediately following high school or defer enrollment until the next academic semester	100%
6. <b>38%</b> of participants who enrolled in postsecondary education attain an AA or BA degree within six years of graduation	55%

### Next Steps

Grant renewal occurs every five years. This grant renewal application will be available in 2021.

**Director:** Debbie Padilla

**Reports To:** Roderick Taylor

**2018-2019 Total Award:** \$125,000

**Current Term:** 1 of 1

**Mission:** Provide enriching educational opportunities and practical help to prepare underrepresented students for university-level studies in science, technology, engineering, and mathematics (STEM).

**Population Served:** Approximately 100 students annually who are underrepresented in STEM fields (i.e., African American, Native American, Latino, women, etc.).

#### **Project's Impact on CBC's Mission and Student Success**

MCCP began in 2009 and links to the [Academic](#) and [Cultural Effectiveness](#) aspects of CBC's mission. Participants are provided with a dedicated study center, Academic Excellence Workshops (AEWs), academic advising, and career/professional development. University visits and research opportunities are available to MESA students via funding from WSU's LSAMP Program.

**MESA students complete Associate's degrees at a rate 43% higher than average CBC students and 31% higher than CBC STEM students** (CBC Institutional Research, 2017). Of MESA students who completed an AA degree in 2017, 100% of the graduates transferred to a four-year institution.

#### **2017-2018 Contract Objectives Performance Report**

Required Components	Provided at CBC?	Comments
Provide full-time MESA Director	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Debbie Padilla serves as the full-time MCCP Director.
Serve 100 students	In Progress	Currently 70 students are enrolled
Provide a dedicated study center	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	CBC's MESA center meets all requirements.
Provide AEWs	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	One workshop per week is provided.
Provide an orientation course	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	An online module will be provided through Canvas for students.
Designate an academic advisor	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	MESA Director will serve as advisor. Students will also be encouraged to seek guidance from CBC counseling and advising center.
Dedicate at least 10% of funding for student activities	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$17,000 (13.6% of total funding) is dedicated for student activities.
Provide career and professional development services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	3 workshops were offered, 3 university visits, 2 LSAMP trips, 1 professional development conference, and 1 Leadership Day.
Develop an Industry Advisory Board	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	An advisory board was developed in Fall 2017.
Promote the MESA program	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	A website, brochure, and PowerPoint were created in Fall 2017.

Key Performance Indicators	Actual Performance
1. Center Infrastructure - Provide <b>1 FTE</b> , key facilities, technology infrastructure, funding, and advocacy	<b>1 FTE</b> , all infrastructures is in place.
2. Outreach and Recruitment - <b>100</b> students enrolled ( <b>90%</b> minority, <b>80%</b> low-income, and <b>80%</b> first-gen)	<b>70</b> students enrolled to date ( <b>97%</b> minority, <b>87%</b> low-income, <b>90%</b> first-gen)
3. Academic Programming and Enrichments - Provide orientation class, tutorial services, and STEM and LSAMP conferences	Provided tutoring, university visits, and STEM conference
4. Student Career Development - Provide academic advising/transfer prep, and leadership development	Provided advising and transfer planning, MESA Leadership Day, and Student of Color Conference
5. Outcomes - No targets set for 2017-2018, data will be collected for future years on: GPA, retention, and transfer success	<b>72%</b> of MESA students have a GPA $\geq$ 2.5 <b>100%</b> of 2018 graduates transferred to a 4-year

#### **Challenges**

Enrollment was below the target in 2017-18. MCCP has been restructured to emphasize recruitment efforts.

#### **Next Steps**

Continue to increase enrollment by working with CBC's outreach program/admissions and presenting program information to faculty and students.



## Opportunity Grant (OG) Funding Source: State Allocation

**Director:** Kristine Cody

**2018-2019 Total Award:** \$279,412

**Reports To:** Daphne Larios

**Term Year:** 1 of 1

**Mission:** Help remove barriers in the pursuit of higher education by providing financial, advising, enrollment, and ongoing support services directly related to workforce education training programs in an environment of support, respect, and equality.

**Population Served:** 87 students served in 2017-2018. OG serves low-income adults training for high-wage, high-demand careers. These careers provide a beginning wage of \$13 per hour. Students enrolled in the following CBC Programs are eligible for funding: Automotive Technology, Computer Science, Early Childhood Education, Health Science, and Integrated Basic Education Skills Training (I-BEST) programs.

### Project's Impact on CBC's Mission and Student Success

OG supports Goal 1 of CBC's Strategic Plan: [CBC will be a national leader in student retention and completion](#). CBC's OG students have proven to be leaders in retention in the State of Washington. OG's 2017-2018 retention rate (95%) was listed by the SBCTC as ranking fourth among Washington State Community and Technical Colleges.

OG meets objective B in Goal 1 [create excellence in student support activities](#) by encouraging retention and completion through student progress tracking and providing advising support services. Students are also provided with tutoring, career advising, emergency transportation and childcare assistance upon request.

OG supports Goal 3 of CBC's Strategic Plan: [CBC Professional/Technical Education students will be highly employable and highly effective once hired](#). The OG program operates with the specific goal of helping low-income adults reach the educational tipping point- and beyond- in high-wage, high demand careers. The approved high-wage, high-demand career pathways provide a minimum beginning wage of \$13.00 per hour in Washington State.

### Grant Objectives Performance Report

Performance Measurement	2016-2017		2017-2018	
	Target	Actual	Target	Actual
Enrollment (FTE)	41	48 (117%)	41	47 (115%)
Retention	70%	93%	70%	95%

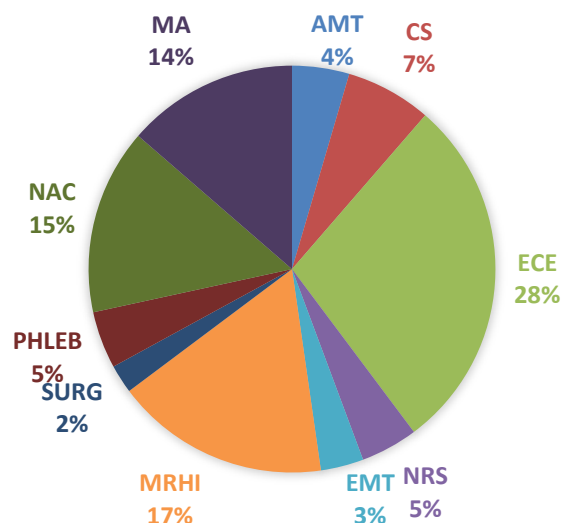
### Challenges

Enrollment can be dependent on Health Science program offerings based on community need.  
I-BEST program participant numbers can impact OG.

### Next Steps

Create a common database system for all WEC grants to share information to better serve and refer students between grant programs. The Worker Retraining program has purchased database software for joint WEC usage that is currently being reviewed by the college to ensure security.

Program Funding Breakdown 2017-2018



**Director:** Michelle Mann

**Reports To:** Melissa McBurney

**2018-2019 Total Award:** \$1,694,573

**Term Year:** 1 of 1

**Mission:** Help remove barriers in the pursuit of higher education by providing financial, advising, enrollment, and ongoing support services directly related to workforce education training programs in an environment of support, respect, and equality.

**Population Served:** 323 FTE (708 headcount) students in 2017-2018; current year goal is 326 FTE with 174.15 FTE (589 headcount) currently enrolled. WRT serves students who are laid off and collecting or have exhausted unemployment insurance, working in a low-wage survival job, displaced homemakers, formerly self-employed, recently separated veterans or soon to be released from the military, or at risk of losing a job unless occupational skills are updated.

### Project's Impact on CBC's Mission and Student Success

WRT supports Goal 3 of CBC's strategic plan: **CBC Professional/Technical Education students will be highly employable and highly effective once hired.** The WRT program operates with the specific goal of moving students into high-wage, high employer demand jobs. WRT's Advisory Committee consisting of representatives from businesses and community groups directs program planning to ensure WRT's efforts are consistent with the needs of the local and regional economy. WRT funds are used to develop these programs and provide financial aid, academic/career advising, and job referral/development services to assist underserved populations in securing wage-gain employment. **Of WRT students who completed their degree/program and gained employment, 100% of those who were previously employed in low to middle wage positions are now earning higher wages than earned prior to job loss.**

### Grant Objectives Performance Report

Performance Measurement	Target	Actual Performance		
		16-17	17-18	18-19
Enrollment (FTE)	293, 323, and 326	<b>381 (130%)</b>	<b>343 (106%)</b>	<b>174 (53%)</b>
Completion	60%	<b>60%<sup>(1)</sup></b>	<b>52%<sup>(1)</sup></b>	TBD
Job Placement - 2 quarters after completion <sup>(2)</sup>	75%	73%	TBD	TBD
Job Retention - 4 quarters after completion <sup>(2)</sup>	75%	77%	<b>TBD</b>	TBD
Wage Recovery <sup>(2)</sup>	100% - middle/low wage 85% - high wage	<b>99%</b> <b>91%</b>	TBD	TBD

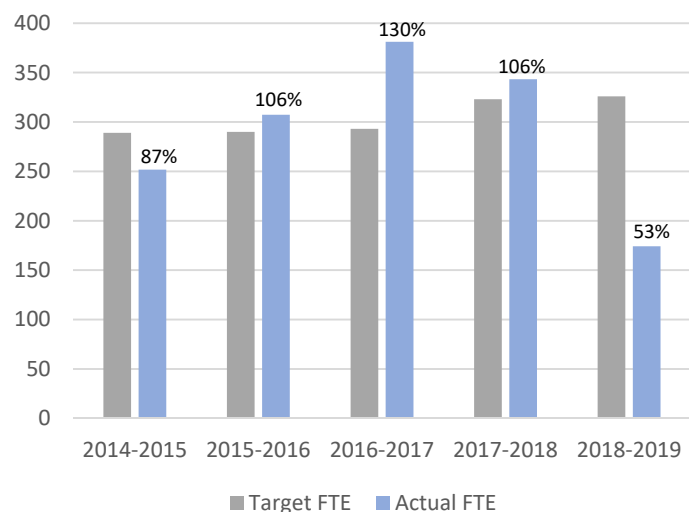
<sup>(1)</sup> Some students enrolled in 2017-2018 are still working toward completion and are consequently not all included.

<sup>(2)</sup> The most current State reported data for these performance measurements is from 2015-2016.

### Next Steps

- Plan approved for program year 2018-2019.
- Received an additional \$102,500 from the State to support 20 more FTEs than originally proposed.
- Increase connection to job placement services after program completion.

**Worker Retraining Enrollments**







# Title V Cooperative

## A Partnership for Advancing Health Professions

Grantor: U.S. Department of Education via BBCC

**CBC Director:** Kim Tucker

**Reports To:** Melissa McBurney

**BBCC Director** = Bryce Humphreys

**2014-2019 Total Award:** \$1,197,254

**Current Term:** 5 of 5

**Mission:** Collaborate with BBCC to expand postsecondary access to healthcare opportunities by establishing new certificates and AAS/BAS degrees in Simulation Technology (Sim Tech), Medical Records and Healthcare Information (MRHI), and Healthcare Administration (HCAD). Promote completion through new healthcare advising system.

**Population Served:** MRHI = 55 current (9 graduated) CBC students with a focus on Hispanic and/or low-income students. For academic year (2018-2019) there are 137 BAS Applied Management students and 39 student enrolled in the Applied Management, Healthcare Administration concentration.

### Project's Impact on CBC's Mission and Student Success

The Title V Cooperative grant has directly contributed to meeting the following Strategic Plan objectives:

#### 2a – Support state-of-the-art teaching practices and processes that optimize student learning

Title V Cooperative decreased the gaps in faculty expertise in best pedagogical practices for online courses. Thirty-six CBC faculty were trained in Quality Matters™ standards, and all new online courses meet these standards.

#### 3 – Professional/Technical Education students will be highly employable and highly effective once hired

Title V Cooperative developed community-responsive programs (MRHI AAS and HCAD BAS) to provide students with access to our region's most promising healthcare-related career opportunities. The planned Professional Speaker series for 2018-2019 will provide students with information and skills related employability, interviewing, and resume writing.

The MRHI cohorts enrolled during the 2017-2018 academic year showed an **increase in the number of students enrolling for the AAS degree**. Upon completing the new degrees, students will have the opportunity to earn average annual salaries beginning at \$44,230 (DOL, 2016). Given that **77%** of all students currently enrolled are low-income, these programs provide graduates with the opportunity to **significantly uplift their socioeconomic status**.

### 2014-2018 Grant Objectives Performance Report *(see Attachment A)*

#### Challenges

Large turnover of grant staff. Deb Brown retired at the end of Year 4 as well as Chris Wagar. Kim Tucker stepped in to fill Deb's position for the final year of the grant with approval from the Department of Education. Trina Sasser increased from 50-75% and picked up additional duties in advising and outreach. A search committee has been formed to fill Chris's vacant position.

#### Next Steps

Despite initial delays, the program is now moving forward as scheduled, and all goals (with the possible exception of the Healthcare Advising system) should be achieved by the end of the grant timeline. Year 5 will include:

- Continue work on BAS in Applied Management courses to ensure that all online/blended classes meet Quality Matters Standards.
- Continue outreach efforts for the BAS in Applied Management program to meet the grant goals, specifically, increasing student enrollment from the Central Washington region (BBCC students).
- Work with the Outreach Retention Specialist to better track students that are specifically seeking a degree in Healthcare Administration (currently, the coding for a BAS in Applied Management is the same as for a BAS in Applied Management – Healthcare Administration Track).

# Title V Cooperative

## A Partnership for Advancing Health Professions

Grantor: U.S. Department of Education via BBCC

### ATTACHMENT A

#### 2014-2018 Grant Objectives Performance Report (Full Detail)

Objective	Actual Performance	Current Statistics and Comments*
<b>Year 1 (2014-2015)</b>		
1. By Sept. 2015, enroll at least <b>65</b> students (BBCC- <b>30</b> , CBC- <b>35</b> , at least <b>50%</b> Hispanic and/or low income) in new MRHI Certificate/AAS core courses.	Total students: <b>0</b> BBCC: <b>0</b> CBC: <b>0</b> % Hispanic/LI: <b>N/A</b>	As of Summer 2018, <b>55</b> CBC students ( <b>77%</b> Hispanic/LI) enrolled. Eight students have graduated from the MRHI program.
a. By May 2015, overall curricula plan for new Certificate/AAS option <b>100% developed and approved</b> by BBCC Instructional/CBC Curriculum Committees	% Developed: <b>100%</b> Approved: <b>No</b>	Curricula was <b>approved in July 2016</b> .
b. By Aug. 2015, at least <b>10</b> faculty from BBCC and CBC develop 55 hours of MRHI core curricula, addressing industry competencies and infusing Quality Matters™ standards for distance instruction	No. of faculty who developed 55 hours: <b>10</b>	This objective has been met.
c. By Sept. 2015, at least <b>20 students at each institution</b> participate in Professional Speakers' presentation.	Total students: <b>90</b> BBCC: <b>20</b> CBC: <b>76</b>	This objective has been met
<b>Year 2 (2015-2016)</b>		
2. By Sept. 2016 enroll at least <b>50</b> students (BBCC- <b>30</b> , CBC- <b>20</b> , at least <b>50%</b> Hispanic and/or low income) in Sim Tech certificate courses.	Total students: <b>0</b> BBCC: <b>0</b> CBC: <b>0</b> % Hispanic/LI: <b>N/A</b>	The number of BBCC Sim-Tech students currently enrolled is unknown. BBCC has experienced difficulty enrolling Sim Tech students.
a. By Jan. 2016, renovation to complete BBCC Sim Tech Lab <b>100%</b> complete.	Renovation Complete: <b>100%</b>	
b. By May 2016, overall curricula plan for new Sim Tech certificate <b>100% developed and approved</b> by BBCC Instructional/CBC Curriculum Committees	% Developed: <b>100%</b> Approved: <b>No</b>	Curricula was <b>approved in July 2016</b> .
c. By Aug. 2016, at least <b>8</b> faculty from BBCC and CBC develop 23 hours of Sim Tech certificate requirements, addressing industry competencies and infusing Quality Matters™ standards for distance instruction.	No. of faculty who developed 23 hours: <b>8</b>	
3. By Sept. 2016 at least <b>80%</b> of students enrolled in new MRHI courses complete certificate; at least <b>60%</b> of completers re-enroll to complete the AAS.	<b>0%</b> completed (no students enrolled) <b>0%</b> re-enrolled in AAS	As of Fall 2017, <b>49%</b> of Cohort 1 had completed, and <b>100%</b> of completers are re-enrolled. As of Spring 2018, <b>27%</b> of all students (Cohorts 1 and 2) have completed and <b>100%</b> have re-enrolled.
a. By Aug. 2016, at least <b>70%</b> of students enrolled in MRHI courses pilot new Healthcare Advising.	<b>0%</b> (no students enrolled)	Both institutions have developed a Canvas shell and enrolled all students in the new programs. This shell provides advising and student support information.
b. By Aug. 2016, at least <b>85%</b> of MRHI enrollees report satisfaction	<b>0%</b> (no students enrolled)	A student satisfaction survey was conducted in August 2017, and <b>92%</b> of participants reported satisfaction.

*\*Note: Objectives not met by the designated deadline were often accomplished at a later date.*

Color Key: BBCC and CBC Objective, BBCC Objective, CBC Objective



# Title V Cooperative

## A Partnership for Advancing Health Professions

Grantor: U.S. Department of Education via BBCC

### 2014-2018 Grant Objectives Performance Report (Continued)

Objective	Actual Performance	Current Statistics and Comments*
<b>Year 3 (2016-2017)</b>		
4. By Sept. 2017, at least <b>80%</b> of students in new Sim Tech courses complete certificate. At least <b>60%</b> of completers enroll in AAS.	<b>100%</b> completed certificate	The percent of completers who enrolled in the AAS degree is unknown.
a. By June 2017, at least <b>70%</b> of students enrolled in Sim Tech courses pilot new Healthcare Advising.	<b>0%</b>	The proposed Healthcare Advising System has not been developed (see 3a).
b. By Aug. 2017, at least <b>80%</b> of students in Sim Tech pilots have grades of "C" or above.	<b>85%</b>	
c. By Aug. 2017, at least <b>12</b> faculty from BBCC and CBC develop at least 22 hours of Sim Tech AAS curricula, addressing industry competencies and infusing Quality Matters™ standards for distance instruction.	No. of faculty who developed 22 hours: <b>8 BBCC faculty</b>	BBCC's Sim Tech curricula is not yet Quality Matters infused.
5. By Sept. 2017, enroll at least <b>65</b> students ( <b>25</b> -BBCC, <b>40</b> -CBC, at least <b>50%</b> Hispanic and/or low income) in BAS core courses in online/blended format.	Total students: <b>164</b> BBCC: <b>7</b> CBC: <b>157</b> % Hispanic/LI: <b>42%</b>	BBCC student enrollment is low, more outreach is needed.
a. By May 2017, overall curricula plan for new BAS in HCAD track <b>100%</b> developed and approved by BBCC/CBC Committees.	Developed: <b>100%</b> Approved: <b>Yes</b>	CBC was well ahead of this deadline.
b. By Aug. 2017, at least <b>4</b> faculty from BBCC and CBC convert 25 hours of BAS in HCAD requirements to online/blended formats adhering to Quality Matters™ standards for distance instruction.	No. of faculty who converted 25 hours: <b>4 CBC faculty</b>	BBCC has not been involved in the creation of online/blended BAS in HCAD courses (mostly done prior to grant award). Work continues to ensure all HCAD classes meet Quality Matters standards.
c. By Aug. 2017, at least <b>85%</b> of students accessing new advising system rank the service at least 4 on a 5-point Likert scale.	<b>93%</b>	CBC is using one-on-one advising, along with enrollment of all MRHI students into Canvas for advising and program information
<b>Year 4 (2017-2018)</b>		
6. By Sept. 2018, at least <b>80%</b> of students enrolled in AAS in Sim Tech (1 <sup>st</sup> cohort) complete the degree.	<b>Unknown</b>	No data from BBCC.
a. By Aug. 2018, at least <b>80%</b> of BBCC students in Sim Tech AAS pilots succeed (grades "C" or above).	<b>Unknown</b>	No data from BBCC.
b. By Sept. 2018, at least <b>35</b> students ( <b>20 BBCC, 15 CBC</b> ) enroll in new Sim Tech courses leading to concentrations in Simulation Programming/Education.	<b>0%</b>	No CBC students are enrolled in the Sim Tech courses.
7. By Sept. 2018, at least <b>80%</b> of students enrolled in BAS core online courses succeed (grade "C" or above).	<b>See details</b>	For the last four years, 91% of BAS: Applied Management students have succeeded (decimal grade of 2.0 or better). 98% for BAS Applied Management Healthcare Administration.
a. By Aug. 2018, at least <b>10</b> faculty from BBCC and CBC develop <b>35</b> hours of new BAS HCAD curricula.	<b>10</b> CBC faculty developed <b>35</b> hours of curricula	CBC is well ahead of this deadline – all BAS in HCAD curricula is developed and approved.
b. By Sept. 2018, at least <b>70%</b> of students in online/blended BAS core courses pilot Healthcare Advising.	<b>0%</b>	The proposed Healthcare Advising System has not been developed (see 3a).

# Title V Cooperative

## A Partnership for Advancing Health Professions

Grantor: U.S. Department of Education via BBCC

Year 5 (2018-2019)		
8. By Sept. 2019, at least 80% of students in Simulation Programming and Simulation Ed. Courses complete the specialized tracks of new AAS.	TBD	
a. By July 2019, students enrolled in new Sim Tracks rate instructional use of program instrumentation at least "4" on a 5-point Likert scale.	TBD	
b. By Aug 2019, at least 80% of students enrolled in Sim. Tech. AAS track courses succeed (grades "C" or better).	TBD	
9. By Sept. 2019, at least 80% of students enrolled in BAS in Management Healthcare Administration track complete the bachelor's degree.	TBD	
a. By Aug. 2019, credential plus transfer percentage for BBCC students in Professional/Technical programs increases to at least 13%, compared to baseline average 5% over 2008/09 -2010/11.	TBD	
b. By Sept. 2019, a cumulative total of at least 100 BBCC and CBC students have participated in pilots of Professional Speaker's Series	TBD	
10. By Sept., increase enrollment in BBCC's Professional/Technical program healthcare options from Fall 2013 baseline 272 to at least 400 through new program development.	TBD	
a. By Sept. 2019, of BBCC students enrolled in new AAS and BAS healthcare program options, at least 40% are Hispanic (Fall 2013 baseline 19% Hispanic enrollment in AAS / transfer options).	TBD	
b. By Sept. 2019, increase the number of CBC Career/Technical Education online/blended courses from 43 to 66 as a result of new online/blended course options in Healthcare Administration.	TBD	

*\*Note: Objectives not met by the designated deadline were often accomplished at a later date.*

Color Key: BBCC and CBC Objective, BBCC Objective, CBC Objective

**Director:** Erin Holloway

**Reports To:** Daphne Larios

**2018-2019 Total Award:** \$176,751

**Current Term:** 1 of 1

**Mission:** Provide adult students with the integrated education and training necessary to earn a high school diploma/equivalency, transition to and complete postsecondary education programs, and advance in a career that leads to economic self-sufficiency. Instruction contextualizes and integrates reading, writing, speaking and listening, mathematics, English language acquisition (ELA), information literacy, and employability skills aligned with CBC and career readiness standards.

**Population Served:** Adults with academic skills below high school completion or who are seeking to improve their English language skills. Serves an average of 1,590 students a year.

### Project's Impact on CBC's Mission and Student Success

The BEaA Master Grant is the primary grant supporting the Transitional Studies division programming. This work fulfills the Basic Skills section of CBC's mission: [to prepare students for success in college-level skills courses](#). Transitional Studies encompasses ELA, Adult Basic Education (ABE), High School 21+ (HS21+), and Integrated Basic Education Skills and Training (I-BEST) programs. The grant primarily funds faculty salaries, including one full-time ELA faculty, and ABE and ELA part-time adjunct faculty. The grant also funds instructional materials/supplies for the programs.

One of the program's primary goals is to transition students into post-secondary education. In the 2016-2017 school year, 27% of the Transitional Studies cohort transitioned into CBC's developmental and college-level courses.

### 2017-2018 Grant Objectives Performance Report

Performance Measurement	Target*	Actual Performance
Educational functioning level increases (measurable skill gains)	41.72%	47%
Attained high school diploma or equivalent	-	66
Entered Employment	-	-
Retained Employment	-	-
Entered Post-Secondary Training	-	-

*\* In 2017-2018, only one performance target was established. The Workforce Innovation and Opportunity Act (WIOA) defined new common performance measurements that will be reporting objectives for future grant years, but targets have not yet been set at the state and federal level.*

### Next Steps

Though targets for the WIOA common performance measurements still have not been set, CBC is currently preparing to meet the new objectives. Targets on progression and transition will be achieved through:

- Continued expansion of I-BEST programming options – The development of Academic I-BEST programming will provide a new layer of support for degree-seeking students entering the college with basic skills.
- Continued expansion of the HS21+ program offerings – Continued growth of the HS21+ program will provide a competency-based alternative for students lacking a high school diploma or equivalency.
- Additional navigational support from Retention Specialists in the Transitional Studies division – Extra support will continue to increase successful transitions of students into college-level coursework and program completion.



## BEdA IEL/Civics Grant

Grantor: SBCTC

**Director:** Erin Holloway  
**2018-2019 Total Award:** \$44,245

**Reports To:** Daphne Larios  
**Current Term:** 1 of 1

**Mission:** Provide adult education concurrently and contextually with workforce training for specific occupations and occupational clusters.

**Population Served:** Adults with academic skills below high school completion or who are seeking to improve their English language skills. Served 99 students during the 2017-2018 academic year, and 40 students are currently being served during fall quarter.

### Project's Impact on CBC's Mission and Student Success

The IEL/Civics Grant is the primary grant supporting the Transitional Studies Integrated Basic Education Skills Training (I-BEST) programs. IBEST programs allow students to enroll in and complete college level credits with added support in the classroom. This work fulfills the Basic Skills section of CBC's mission: to prepare and support students for success in college-level skills courses.

CBC currently offers I-BEST programs for a variety of professional/technical education certificates including: Nursing assistant, phlebotomy, commercial driver's license, early childhood education, and certified logistics technician. CBC also offers an academic I-BEST program for students requiring support in the medical terminology course. The IEL/Civics grant provides funding for faculty salaries, instructional materials in I-BEST classrooms and partial funding for the I-BEST Retention Specialist position.

### 2017-2018 Grant Objectives Performance Report

The IEL/Civics Grant funding is provided as a supplement to the BEdA Master Grant. Data provided is based on the entire Transitional Studies 2017-2018 cohort.

Performance Measurement	Target	Actual Performance
Educational functioning level increases (measurable skill gains)	41.72%	47%
Attained high school diploma or equivalent	-	-
Entered Employment	-	-
Retained Employment	-	-
Entered Post-Secondary Training	-	-

*\* In 2017-2018, only one performance target was established. The Workforce Innovation and Opportunity Act defined new common performance measurements that will be reporting objectives for future grant years, but targets have not yet been set at the state and federal level.*

### Next Steps

Currently, four students are progressing through the initial pilot of the I-BEST Medical Terminology course with our I-BEST lead instructor, Jason Clizer. Students will also be served in early childhood education and phlebotomy during winter 2019.

**Director:** Kristine Cody  
**2018-2019 Total Award:** \$91,390

**Reports To:** Daphne Larios  
**Current Term:** 1 of 1

**Mission:** Provide students with the integrated education and training necessary to lead early childhood classrooms and ensure the success of Washington's youngest learners.

**Population Served:** Washington State residents currently employed at a childcare facility, family home care, or Head Start/Early Childhood Education (ECE) and Assistance Program who are enrolled or seeking enrollment in CBC's ECE program. Thirty FTE were served in 2017-2018; current year goal is 14 FTE.

### Project's Impact on CBC's Mission and Student Success

The Early Achievers Grant supports the Occupational Programs/Workforce Development aspect of CBC's mission: **to enable students to complete requirements that would allow them to earn degrees/certificates to assist them to gain employment and pursue life-long learning opportunities.** The grant provides students in the ECE program with funding for tuition, books, and wrap-around services. The grant also funds a part-time staff member to serve as point-of-contact for current and potential students and to provide outreach and additional academic support services.

The program aids students in completing the educational requirements set by the Washington State Department of Early Learning and in obtaining the State Initial ECE Certificate (offered in both Spanish and English). This certification allows students to meet the State's current licensing requirements.

### Grant Objectives Performance Report

Performance Measurement	2016-2017		2017-2018	
	Target	Actual	Target	Actual
Enrollment	17 FTE	25 FTE	14 FTE	30 FTE
GPA	100% of students maintain 2.0 GPA and meet CBC's ECE satisfactory academic progress policies	84%	100% of students maintain 2.0 GPA and meet CBC's ECE satisfactory academic progress policies	98.5%
Retention (Quarter to Quarter)	State rate was 73%	84%	State rate was 72%	82%
Completion	1-19 credits	37 students	-	39 students <sup>(1)</sup>
	20-44 credits	13 students	-	14 students <sup>(1)</sup>
	45-89 credits	1 student	-	0 students <sup>(1)</sup>
	Associates Degree	2 students	-	2 students <sup>(1)</sup>

<sup>(1)</sup> **To date** – some students enrolled in 2017-2018 are still working toward completion.

### Next Steps

Navigational support from Retention Specialists in the Transitional Studies division and the point-of-contact will continue to increase successful program completion for eligible ECE students. Planned expansions of I-BEST programming to support the State Short ECE Certificates of Specialization, the State ECE Certificate, and the AAS degree will provide opportunities for expansion of the grant impact and FTEs in the 2018-2019 academic year.

**Director:** Debra Wagar

**Reports To:** Melissa McBurney

**2018-2019 Target to Recover:** \$314,360 **Current Term:** 1 of 1

**Mission:** Help remove barriers in the pursuit of higher education by providing financial, advising, enrollment, and ongoing support services directly related to workforce education training programs in an environment of support, respect, and equality.

**Population Served:** Current enrollment = 142 ; BFET serves low-income students receiving food benefits and not receiving a Temporary Assistance for Needy Families grant who are enrolled in a professional/technical pathway.

### Project's Impact on CBC's Mission and Student Success

BFET directly impacts Goal 1 of CBC's Strategic Plan: *Be a national leader in student retention and completion*. BFET students receive financial support for costs such as tuition, books, program tools, travel, clothing, and emergency expenses that often impede attendance for low-income students. Participants also receive one-on-one advising and academic/career planning support to increase the likelihood of persisting to completion.

- BFET students have *retention rates approximately 17% higher* than other low-income/first generation students.
- BFET students are *24% more likely to complete their degree/certificate* than other low-income/first generation students.

BFET also impacts Goal 3 of the Strategic Plan: *Professional/Technical Education students will be highly employable and highly effective once hired*. BFET serves prof/tech students with the specific goal of moving them out of poverty and into living wage positions. Of students who completed their degree/certificate in 2016, 70% are currently employed.

### Financial Benefits

BFET is a largely self-sustaining program. The grant requires 100% upfront expenditures, 50% of which are then reimbursed. All upfront expenditures are paid for using other state funding sources or funds reclaimed in a previous billing cycle. Each year, the State awards a "target" amount of funds to be reimbursed or "reutilized". When available, the State also provides 100% funding for administration services. *Since 2012, BFET has recovered over \$1 million back to CBC that was used again to assist more students in need.*

### 2015-2018 Grant Objectives Performance Report

Performance Measurement	2017-2018		2018-2019*	
	Target	Actual	Target	Actual
Enrollment	150	203	165	142*
Retention	-	72%	-	63%*
Completion	-	66	-	9*
Transitions from Basic Skills to College Level	-	99	-	31*
Employment (3 quarters post completion)	60%	TBD	60%	TBD

\*In Progress

### Challenges

- Funding is via the Department of Agriculture and tucked into the "Farm Bill". Long-term funding remains uncertain. BFET enrollment is impacted by federal eligibility rules for SNAP/Supplemental Nutrition Assistance Program. A new Farm Bill agreement is currently in conference between Senate and House Agriculture committee leaders.

### Next Steps

- BFET exceeded the 2017-2018 enrollment goal and expended full budget. The SBCTC approved BFET's request to shift unspent dollars in salary and benefits into the student supports category and earned back an additional \$3,233 above target for the year. Total returned to the college for 17-18: \$311,487.
- The BFET grant for 2018-2019 year was approved. Funding levels provided for 2018-2019 were initially at the same level as the previous year, but recently increased to \$314,360.

**Director:** Churairat O'Brien  
**2018-2019 Total Award:** \$14,805

**Reports To:** Shannon Thissen, Michael Lee, and Melissa McBurney  
**Current Term:** 1 of 1

**Mission:** Provide ongoing K-12 teaching and learning support regarding the new CS standards through an establishment of a computer science teacher association chapter of the Tri-Cities, WA.

**Population Served:** Twenty secondary school teachers and 440 secondary students will be served through the proposed project.

### Project's Impact on CBC's Mission and Student Success

The project aligns with the 2015-2020 Strategic Goal 1 – Create empirically-based student pathways. With the creation of a CSTA chapter, K-12 teachers will be more prepared to teach the new CS standards in their classrooms. As a result, grade school students will be equipped in using emerging technologies to help them learn the CS standards taught by trained teachers. Thus, the proposed project will help create a CS educational pathway from K-12 schools to CBC.

### Grant Objectives Performance Report

Objectives	Deadline	Baseline Values	Mid Values	End Values	Targets	Difference
1. CSTA Chapter has at least 25 members (20 K-12 teachers and 5 employees)	6/30/19	0	TBD	TBD	25	25
2. CSTA Chapter members demonstrate increased learning and teaching ability regarding the new CS standards	6/30/19	N/A	TBD	TBD	Increased knowledge and skills of CS standards	N/A
3. Increase the number of teachers receiving CS professional development in our area by 80 teachers	6/30/19	65	TBD	TBD	145	80
4. At least 20 of the teachers who participate in the workshops incorporate knowledge/skills into their classrooms	6/30/19	0	TBD	TBD	20	20
5. Increase the number of students served with CS education by 440 students	6/30/19	4,980	TBD	TBD	5,420	440
6. Students demonstrate increased understanding of CS concepts and interest in pursuing CS careers	6/30/19	N/A	TBD	TBD	Increased knowledge/interest in CS	N/A

### Next Steps

PNNL and CBC CS instructors collaborate on-going K-12 teacher meetings in January to recruit Chapter (Mid-Columbia CSTA) members. Also, CS faculty members continue to discuss website development software options that would be feasible to use for the Chapter website development. Moreover, a volunteer teacher is to develop a Facebook page that will be used as a recruitment tool.



**Director:** Melissa McBurney  
**2018-2019 Total Award:** \$370,901

**Reports To:** Rebekah Woods  
**Term Year:** 1 of 1

**Mission:** Support career and technical education (CTE) that prepares students both for further education and the careers of their choice. Perkins funds help ensure career and technical programs are challenging and integrate academic and technical education to meet the needs of business and industry.

**Population Served:** CTE students with an emphasis on nontraditional students.

#### **Project's Impact on CBC's Mission and Student Success**

Perkins Plan funds directly support Goal 3 of CBC's Strategic Plan: **CBC Professional/Technical Education students will be highly employable and highly effective once hired.** The grant funding provides the following services to help with student retention, completion, and ultimately the ability to acquire employment.

- A Completion Coach for CTE students
- Equipment to ensure students have access to the same equipment that is used in industry
- Professional development or industry certifications for faculty

#### **2016-2017 Grant Objectives Performance Report**

State Target	Annual Goal	Actual Performance
<b>Performance Indicator 1P1 – Technical Skill Attainment</b>		
<b>1,184</b> CTE students will attain a degree/certificate or complete at least 45 vocational credits with a 2.0 or higher GPA	<b>90%</b> of target = <b>1,066</b>	<b>108.4%</b> of target = <b>1,284</b>
<b>Performance Indicator 2P1 – Credential, Certificate, or Degree</b>		
<b>922</b> CTE students will attain a degree/certificate	<b>90%</b> of target = <b>830</b>	<b>127.5%</b> of target = <b>1,176</b>
<b>Performance Indicator 3P1 – Retention and Transfer</b>		
<b>63%</b> of CTE students will be retained or transfer	<b>90%</b> of target = <b>56.7%</b>	<b>99.7%</b> of target = <b>62.8%</b>
<b>Performance Indicator 4P1 – Placement</b>		
<b>58%</b> of students will be employed during the 3rd quarter after they exit	<b>90%</b> of target = <b>52.2%</b>	<b>98.8%</b> of target = <b>57.3%</b>
<b>Performance Indicator 5P1 – Non-Traditional Participation</b>		
<b>18.5%</b> of CTE students from underrepresented gender groups will enroll in non-traditional programs	<b>90%</b> of target = <b>16.7%</b>	<b>69.5%</b> of target = <b>12.87%</b>
<b>Performance Indicator 5P2 – Non-Traditional Completion</b>		
<b>17.5%</b> of CTE completers from underrepresented gender groups will earn certificates/degrees from non-traditional programs	<b>90%</b> of target = <b>15.8%</b>	<b>81.4%</b> of target = <b>14.25%</b>

#### **Challenges**

- Perkins has not met the targets for the non-traditional indicators for multiple years. Better communication with staff regarding the grant's goals and performance indicators is needed, as well as examining data to show the impact of funding.

#### **Progress and Next Steps**

- The Retention and Outreach Specialist and Completion Coach were hired so grant staffing is now at 100%.
- Two information sessions were held to educate staff on the Perkins grant and their role. Staff will be asked to send quarterly reports to the grant director in order to keep better track of progress.
- The team continues to work on the project to increase enrollments in three specific areas: men in nursing, women in manufacturing technology, and Hispanic women in computer science. This year the teams will implement the changes to see if they have any impact.





# Perkins Non-Traditional Employment & Training Grantor: SBCTC

**Director:** Keeley Gant

**2018-2019 Total Award:** \$5,000

**Reports To:** Michael Lee

**Term Year:** 1 of 1

**Mission:** As part of National Alliance for Partnerships in Equity (NAPE)'s Program Improvement Process for Equity (PIPE) project, CBC identified women in machining and manufacturing technology as one of three key areas for improving nontraditional enrollment, by gender. To meet the PIPE project expectations, CBC will implement a strategic outreach campaign to target women for CBC's Manufacturing Technology program. This "Female Faces of Manufacturing" campaign will largely consist a two-minute video, as well as additional digital and Facebook ads and promotional cards.

**Population Served:** All promotional video material, digital and Facebook ads, and print material will be geared towards females located within 50 miles of CBC's campus and of ages 18-50. Video and social advertisements will be shown to the greater community, and print material for outreach will be handed out in high school classes and outreach events.

## **Project's Impact on CBC's Mission and Student Success:**

The "Female Faces of Manufacturing" outreach campaign is linked to Objective 3A of CBC's Strategic Plan: Ensure that Professional Technical programs provide cutting-edge technical training and skill development. The funding provides CBC the opportunity to create a social media campaign highlighting women in Manufacturing such as those currently enrolled in CBC's program as well as graduates, and/or successful women currently employed in the field. The number of views for the promotional video will be tracked, as well as the digital and Facebook ads.

The "Female Faces of Manufacturing" campaign also supports CBC's mission of cultural effectiveness and promotes recruitment by allowing prospective students to explore non-traditional careers.

## **2016-2017 Grant Objectives Performance Report**

Perkins Non-Traditional Employment & Training funding is provided as a supplement to the Carl D. Perkins Grant with the purpose of assisting recipients in addressing Performance Indicators 5P1 and 5P2. According to the last performance report provided by the SBCTC, CBC has fallen short in its non-traditional performance.

State Target	Annual Goal	
18.5% of CTE students from underrepresented gender groups will enroll in non-traditional programs	90% of target = 16.65%	69.54% of target = 12.87%
17.5% of CTE completers from underrepresented gender groups will earn certificates/degrees from non-traditional programs	90% of target = 15.75%	81.42% of target = 14.25%

## **Challenges**

- Performance results for nontraditional participation and completion rates as reported by the State is out of date and not real-time data, making CBC's goal setting more difficult.
- Finding enough quality "Female Faces of Manufacturing" is hard for the promotional video, as the female students are few in numbers. Finding interested, available, and professional mentors is also difficult as there are few of them and few with availability to assist.

## **Next Steps**

- Review other similar promotional videos to determine likes and not likes
- Interview previously selected, current student and female employee
- Track the video viewings, digital ad, and Facebook ads to gauge the extent to which the material is reaching the intended audience of the female community.

**Director:** Debra Wagar

**Department Head:** Melissa McBurney

**2018-2019 Total Award:** \$183,158

**Term Year:** 1 of 1

**Mission:** Help remove barriers in the pursuit of higher education by providing financial, advising, enrollment, and ongoing support services directly related to workforce education training programs in an environment of support, respect, and equality.

**Population Served:** 2018-2019 enrollment YTD = 51 Students. WorkFirst serves low-income student-parents who are receiving a Temporary Assistance for Needy Families (TANF) grant and seeking to earn GEDs, specific job skills, certificates, or AAS degrees.

### Project's Impact on CBC's Mission and Student Success

WorkFirst supports the [Workforce Development](#) aspect of CBC's mission. WorkFirst is specifically geared toward moving students-parents who receive public assistance out of poverty and into self-supporting careers. Participants receive Work Study opportunities and career planning/job search assistance.

- **70% of WorkFirst students who complete their GED/certificate/degree enter the workforce within six months.**
- 63% of WorkFirst students who obtain employment earn a median hourly wage over \$11.00.

WorkFirst is also geared toward supporting Goal 1 of CBC's Strategic Plan: [Increase student retention and completion](#). WorkFirst students receive funding for tuition and books, as well as educational advising, assistance maintaining TANF compliance, and support with personal/family challenges that impact attendance. While the following numbers are low compared with CBC's general population, remembering that WorkFirst serves a highly disadvantaged population with multiple barriers to success helps put the statistics in perspective.

- 36% of WorkFirst students enrolled in a GED program receive their degree.
- 49% of WorkFirst students who earn a GED continue their post-secondary education at CBC.
- 40% of WorkFirst students enrolled in certificate/AAS programs complete their degree/certificate.

### Grant Objectives Performance Report

WorkFirst funding is awarded based on a State funding formula that considers enrollment, student achievement, and employment data. There are no "target" objectives, instead, an increase in performance from the previous year results in an increase in funding and vice versa.

Performance Measurement	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1. Enrollment	108	92	80	72	51*
2. Retention	44%	46%	38%	39%	32%*
3. Degree/certificate completions	28	26	18	10	2*
4. Transitions from Basic Skills to College Level	26	24	37	29	33*

\*In progress

### Challenges

Since 2012, WorkFirst enrollments have consistently decreased, resulting in less annual grant funding. However, so far this year headcount is increasing, and for the first time in a few years the number of college-level students has outnumbered the students seeking GED or HS completion, 2:1. The renewed Administrative Office Technician Certificate starting in January has attracted 4 new WF students in the past few weeks. Interest and enrollment in Short Term Certs CDL, CLT and CPT continue as well. We have already spent 2/3 of the tuition budget and will request additional funds for the remainder of the year.

### Next Steps

WorkFirst at CBC has requested an additional \$20,000 to cover cost of tuition at our current rate.

**Director:** Kristen Billetdeaux  
**2017-2020 Total Award:** \$630,000

**Reports to:** Melissa McBurney  
**Current Term:** 2 of 4

**Mission:** Develop clear educational pathways and program maps that progress students through their courses and programs more efficiently to reach their educational goals.

**Population Served:** Campus-wide

### Project's Impact on CBC's Mission and Student Success

Guided Pathways directly aligns with Goal 1 of CBC's Strategic Plan: [Be a national leader in student retention and completion](#) by addressing the first objective under this goal: [Create empirically-based student pathways](#). The Director and two faculty coordinators facilitated the work toward creation of course pathways into Academic Maps and quarter-by-quarter plans for each program and degree. The maps and sequences are currently in collaborative review by advisors and completion coaches with deans and program leads.

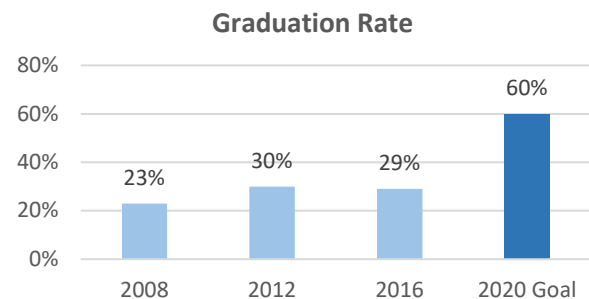
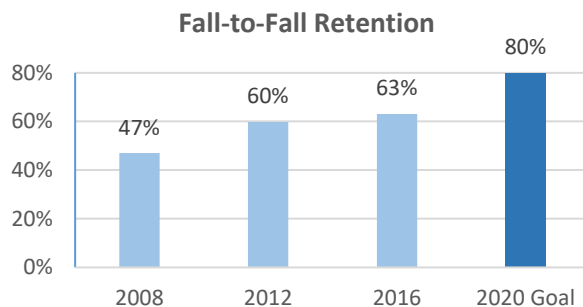
Guided Pathways also impacts Goal 4 of the Strategic Plan: [Be a national leader in transitioning students from Pre-College to College-levels in Math and English](#). Math faculty have developed a revised sequence of development math courses where students reach college-level within their first year. The revised sequence and associated curriculum changes were approved by Curriculum Committee with implementation scheduled for Fall 2019. English faculty have created a co-requisite model for developmental English to be piloted in Winter.

### 2017-2020 Grant Objectives Performance Report

Guided Pathways has two primary objectives to meet by the end of the grant period in December 2020.

1. Increase the fall-to-fall retention rate to 80%
2. Increase the annual graduation rate to 60%

[Through multiple pathways efforts beginning in 2012, CBC's fall-to-fall retention rate has already increased from 47% in 2008 to 63% in 2016.](#)



Source: CBC – Institutional Research, 2008-2016

### Next Steps

- The work of the Guided Pathways taskforces will continue through AY 18-19. Work groups have been created around the defining objectives that support the campus' thematic goal of Guided Pathways implementation. These groups are chaired or co-chaired by the Director around Sequential Program Maps, Math Pathways, Developmental Education English, Case Management & Advising, Communications Plan/Marketing, Information Sessions for Schools, Documenting School Membership.
- As of October 31<sup>st</sup>, 95% of the mapping was complete, and 84% of quarter by quarter sequencing. The maps and sequences are currently in collaborative review by advisors and completion coaches with deans and program leads. Work will continue with a goal to complete by end of January 2019.
- A subset of the Case Management and Advising work group is developing a long-term advising plan as well as a suggested pilot for Spring advising to be reviewed by the larger work group in early January 2019.
- Information Sessions were offered Fall quarter for most of the Schools; the Deans for each School will schedule Winter sessions by end of December to ensure appropriate advertising in Winter HDEV courses.



## **On-Farm Field Day**

### **Grantor: Mid-Columbia Ag Hall of Fame**

### **Cultivating Our Future Grant**

**Director:** Sandya R Kesoju  
**2017-2022 Total Award:** \$4,000

**Reports To:** Melissa McBurney  
**Term Year:** 1 of 1

**Mission:** Provide students the opportunity to learn about agriculture production, technology, research, and careers available in the Columbia Basin.

**Population Served:** Approximately 59 area high school students.

#### **Project's Impact on CBC's Mission and Student Success**

Participants received information on variety of resources and opportunities available in CBC's Agricultural Program to pursue advanced agriculture degrees at CBC.

Project directly impacts Goal 3.A.1 of CBC's Strategic Plan: BAS Programs. Expand and develop BAS program offerings, substantially increasing BAS enrollments while ensuring rigor through specialized accreditation or certifications where possible. Goal 5.C.1 Facilitates for partnerships. Work with local and regional groups to make CBC the convening nexus for the entire community.

#### **Financial Benefits**

Project financially benefits CBC by successfully increasing the number of students enrolling in Agricultural Program.

#### **2018-2019 Grant Objectives Performance Summary**

The "On-Farm Field Day" objective was to expose local youth to the real world of agriculture and provide them with the opportunity to learn about agriculture production, technology, research, and careers available in the Columbia Basin. The event was successful in broadening student knowledge of the agricultural industry, and CBC received positive feedback from both students and teachers. Carol Travis the agricultural instructor from New Horizons High School noted, "It was awesome to see the science behind the field work. They loved being able to pick the peppers and try a cantaloupe directly from the field. It is so important to see a field for more than just field work. They were inspired and amazed by Obadiah Sheriff's (a CBC student from West Africa) story". Carol said she would "strongly encourage all high school Ag programs to attend this event".

A brief survey was conducted following the event, and the majority (67%) of students said the field day was helpful for increasing their knowledge of the agricultural industry. Students noted their favorite part of the field day was picking peppers, squash, cantaloupe, and pumpkins. The students (60%) mentioned before the event they have no knowledge about agriculture, but after the event they gained good information about agriculture production and jobs available.

Following the field day, articles were published in both the Pasco High School District Newsletter and CBC's Hawk Talk Newsletter.

#### **Challenges**

Fifty-six students from Pasco High School were initially registered for the event, but unfortunately, the school cancelled their registration just two days before the event.

#### **Next Steps**

This grant is now complete. CBC recently submitted a grant to the AAUW's Community Action Grant program that would provide a week-long agricultural summer camp for area high school and CBC students.



## Tobacco-Free College Program

Grantor: Truth Initiative

**Project Leads:** Ann Sullivan / Alex Thornton  
**2018-2020 Total Award:** \$19,980

**Reports To:** Jessica Miller / Cheryl Holden  
**Term Year:** 1 of 2

**Mission:** Implement an institution-wide project aimed at students, faculty, and staff to advocate for, adopt, and implement a 100% tobacco-free policy at the college.

**Population Served:** The grant will raise awareness for CBC campus community – approximately 11,000 students and 700 faculty and staff members.

### Project's Impact on CBC's Mission and Student Success

Accomplishing the Tobacco-Free College Program goal of supporting the advocacy, adoption, and implementation of 100% tobacco-free policy recommendation by June 2020 will contribute to CBC's mission of creating a healthy environment of academic excellence. The project objectives are geared toward promoting awareness, providing resources, and recruiting support for the adoption and implementation of a comprehensive 100% tobacco-free campus policy.

### 2018-2019 Grant Objectives Performance Summary

Annual Objective	Actual Performance
1. By September 28, 2018, identify up to 10 students, faculty, and staff to join the CBC Breathe-Free Taskforce.	100% complete.
2. By October 26, 2018, identify two student leaders who must be approved by Truth Initiative.	100% complete 2018, identify two student leaders who must be approved by Truth Initi
3. By April 2020, 1500 students, faculty, and staff will participate in tobacco prevention, education, and advocacy activities.	TBD
4. By December 2019, engage at least 1,000 in student-led tobacco prevention, education, and advocacy activities.	TBD
5. College Leaders will engage 500 students in each of truthbacco prevention, education, and advocacy activities.-f	TBD
6. Throughout the 2019-2020 academic year, continue the momentum with campus community engagement activities, and create a comprehensive tobacco-free policy recommendation.	TBD

### Challenges

- At first, Truth Initiative requested our college leader applicants to be between ages 18-24, this was a bit of a challenge as we did have interest from students who were outside the required age range.
- Truth Initiative asked that we recruit students to apply for the college leader role by September 2018, this presented a challenge because the majority of students weren't on campus until Fall quarter started in mid-September.
- We had phone conferences with Truth Initiative to review these challenges and discuss recruitment strategies. Truth Initiative did decide to amend the grant contract, removing the age requirement for college leaders, and allowing us more time to recruit the college leaders.

### Next Steps

- The Breathe-Free Taskforce will hold monthly meetings to begin activities such as surveying constituent groups and providing input on policy revisions for adoption and implementation of a tobacco-free campus policy.
- The College Leaders host their first advocacy action event, a Finals Kick Back, in November 2018. The goal is to engage with students, raise awareness about the truth brand, and enlist students via the text-in code Truth Initiative provided for CBC.
- Ongoing meetings and activities will be planned to review tobacco-free initiative goals. Programming and education through activities and opportunities such as wellness and service to others will support the work toward recommendation of adoption and implementation of a 100% tobacco-free campus policy.