

COLUMBIA BASIN COLLEGE

BOARD OF TRUSTEES'

March 11, 2019

Beers Board Room — 7:30 a.m.

Agenda

Call to Order

***Agenda Changes**

***Approval of Minutes**

Exhibit A

Celebrating Excellence

Upward Bound

Susan Vega, Upward Bound Project Director

NISOD Winners

Dr. Kim Tucker, Director for Nursing Programs/Assistant Director for Title V Cooperative Grant

Dr. Su-Hyun Kim, Associate Professor, Dept. of Physics

Linkage with Community

Jose Iniguez, Award Winning Tenor, *Encanto* Creator

***Discussion/Action**

Resolution 19-02, Increase Authority for Medical Science Center 4th Floor Project for Dental
Hygiene Clinic

Exhibit B

Reports

Variance Report

Exhibit C

Cash Balance Report

Exhibit D

Grants Report

Exhibit E

Remarks

By Administration

President

CTC Update

CEO, Foundation

Exhibit F

By ASCBC

By Faculty Senate Chair

By AHE

By Classified Staff

By Board Members

Discussion

ACT Board of Director Nominations Process

Consent

Public Comments

Executive Session

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

***Discussion/Action**

Candidates for continued probationary status and granting of tenure

Adjournment

***(Requires motion/approval)**

EXHIBIT A

Columbia Basin College
Board of Trustees' Meeting Minutes
February 4, 2019
Beers Board Room – 7:30 a.m.

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

Rebekah Woods, Secretary to the Board, Darlene Scrivner

Others in Attendance: Melissa McBurney, Michael Lee, Kevin Rusch, Bryan Ovens, Cheryl Holden, Tyrone Brooks, Jason Engle, Daphne Larios, Kelsey Myers, Lane Schumacher, Monica Hansen, Scott Towsley, Keri Lobdell, Deborah Meadows, Kay Lynn Stevens, Roman Lora, Brian Dexter, Rod Taylor, Kevin Hartze

The Agenda	The Discussion	Action
Call to Order		Meeting called to order by Chair Mitchell at 7:30 a.m.
Agenda Changes	There is no Exhibit E for the Guided Pathways report as identified on the agenda	Trustee Gordon moved and Trustee Jackson seconded the motion to make the change to the agenda as written. Approved unanimously.
Approval of Minutes	January Meeting Minutes Discussion - None	Trustee Jackson moved and Trustee Gordon seconded the motion to approve all minutes as written. Approved unanimously.
Celebrating Excellence Virginia Hughes: Math Department	Virginia Hughes introduced the math faculty in attendance. Dr. Woods thanked the faculty and acknowledged the changes that have been made to the math program are significant and designed for increased student success. She encouraged the faculty to keep moving forward.	The Trustees presented math faculty with a coin of excellence.
Linkage to Community Kazuhiro Sonoda, Heritage Provost	Dr. Woods introduced provost Sonoda. This year is the 15 th year anniversary between Heritage and CBC. In his remarks, Provost Sonoda mentioned the possibility for CBC and Heritage to have a joint graduation at some point. Dr. Woods will be looking at dates in the springtime in order to plan a visit to Heritage.	The Trustees presented Provost Sonoda a coin of excellence.
Remarks Administration – President	<u>Rebekah Woods</u> <ul style="list-style-type: none"> MLK Bell Ringing Monday, January 21 was the Annual MLK Bell Ringing Ceremony. Edgar Hargrow brought Dr. Woods several pictures and documents from the 1980's that captured the history of the monument. This year marks the 30th anniversary of the monument. Dr. Woods was able to share some of the history during her welcoming comments to those that attended. Ed Frost, was the keynote speaker and Kimberly Harper was the 2019 Spirit Award winner. Chairman Mitchell delivered the closing remarks. ACT The ACT Transforming Lives dinner was on Monday, January 21. On Tuesday 	

Board Members	<p>Trustee Gordon attended the Transforming Lives Dinner and has seen such an improvement in the program, event and caliber for nominees</p> <p>Trustee Armijo attended the Transforming Lives Dinner and attended meetings with Legislators in Olympia. Trustee Armijo commented that Maria Mayorquin, CBC Transforming Lives nominee also attended the meetings and represented the college well.</p> <p>Trustee Page attended the Athletic Hall of Fame Banquet.</p> <p>Trustee Jackson attended the meetings in Olympia and made public comments at the Senate</p> <p>Trustee Mitchell attended a Richland school district Board Meeting on January, 15; participated in the annual CBC Dr. Martin Luther King Jr. Bell Ringing Ceremony and Spirit Award Winner Program; attended the CBC women's and men's basketball games on January 23; attended CBC Follow your Dreams/Hall of Fame Dinner and induction ceremony; attended the CBC women's and men's basketball games vs. WWCC on January 26; attended the Tri-Cities Community Athena Awards Luncheon on January 30.</p>	
Reports Variance Report	Tyrone Brooks, VP for Administration had to leave the meeting early to instruct his class and was unavailable to give comments. Dr. Woods directed the Trustees to the reports that were included in their packets. Trustee Jackson commented that he is pleased with what he sees and the report is easily understood.	
Cash Balance Report	Brian Dexter was on hand to answer questions and commented that the report is where expected and mid-year we will see designations on the report catching up to reflect where they should be.	
Guided Pathways	Kristen Billetdeaux gave an update Power Point presentation for guided pathways.	
Public Comments	none	
Executive Session Convened: 8:21 a.m. Reconvened: 8:33 a.m.	RCW 42.30.110(1)(g): To review the performance of a public employee	
Adjournment: 8:33 a.m.	<p>Next Board of Trustees' Meeting</p> <p>Beers Board Room</p> <p>March 11, 2019 – 7:30 a.m.</p>	

EXHIBIT B



Columbia Basin College
Resolution No. 19-02

Increase Authority for Medical Science Center 4th Floor Project for Dental Hygiene Clinic

WHEREAS, the Board of Trustees of Community College District No. 19, Columbia Basin College, recognizes the critical role Columbia Basin College plays in providing first-rate educational programs and training in Benton and Franklin counties, AND

WHEREAS, Columbia Basin College desires to provide expanded dental hygiene instruction and community access to low cost dental care, AND

WHEREAS, Columbia Basin College previously requested authority to expend up to \$3,750,000 for design, construction, fixtures, furnishings, and equipment under CBC Resolution No. 18-02, now intends to increase this authority to \$4,292,000 to fully meet the intent of the project, AND

WHEREAS, Columbia Basin College will continue use local, grant, and donor funds, AND

WHEREAS, the Board of Trustees of Columbia Basin College and the College President desire to show their continued strong support for this project with the increased amount, AND

WHEREAS, Columbia Basin College has legal authority, and that Tyrone Brooks, Vice President for Administrative Services, is hereby authorized, for and on behalf of Columbia Basin College, to do and perform any and all acts which may be necessary to carry out the foregoing resolution including the preparing, making and filing of plans, applications, reports and other documents; the execution, acceptance, delivery and recordation of agreements, and other instruments pertaining to the Columbia Basin College's Medical Science Center 4th Floor Project for the Dental Hygiene Clinic.

NOW, THEREFORE, BE IT RESOLVED by The Board of Trustees of Columbia Basin College hereby approves that the foregoing resolution is a true and correct copy of the resolution adopted by the vote of a majority of the members of the Columbia Basin College Board of Trustees present at a meeting of said Board on the __ day of ____, 2019, at which a quorum was present.

BOARD OF TRUSTEES
Columbia Basin College

By: _____
David L. Mitchell,
Chair of the Board of Trustees

MSC 4th Floor Project for Dental Hygiene Clinic			MSC 4th Floor Project for Dental Hygiene Clinic			
Project Budget Estimate			Project Budget - Bid Price			
	Cost Estimate			Cost Estimate		Variance
Design & Construction	\$	2,878,000	Design & Construction	\$	3,970,916	\$ 1,092,916
Equipment	\$	572,000	*Equipment	\$	772,000	\$ 200,000
Contingency & Escalation @ 8.5%	\$	300,000	Contingency & Escalation@ 8.1%	\$	321,136	\$ 21,136
Total Cost Est	\$	3,750,000	Total Cost Est	\$	5,064,052	\$ 1,314,052
Funding Sources			Funding Sources			
Designated Project			Designated Project			
Reserve	\$	2,978,000	Reserve	\$	3,220,000	
Grants and Donations	\$	772,000	*Grants and Donations	\$	772,000	
Undesignated Reserve	\$	-	Undesignated Reserve	\$	1,072,052	\$ 1,072,052
Total Fund Sources	\$	3,750,000	Total Fund Sources	\$	5,064,052	

Dedicate two (2) @ \$475k payments from Kadlec MSC Pledge & remainder from undesignated reserve

* Equipment is being purchased through the foundation via donations & grants

EXHIBIT C

FY1819 Operating Funds Variance Report

% of Fiscal YR: 67.40%

3/4/2019

					% of Bdgt Exp	% of Rev Exp	% of Bdgt Rev
By FUND					EXP/BDGT	EXP/REV	REV/BDGT
*State Allocation 101,123,3E0,BK1,BG1,BD1,PS0,CE1	000	BDGT	\$25,560,485.00	<div><div></div></div>	56.58%	61.69%	91.73%
		EXP	\$14,462,473.65	<div><div></div></div>			
		REV (Alloc)	\$23,445,596.00	<div><div></div></div>			
Local Fees	148	BDGT	\$2,704,042.00	<div><div></div></div>	50.87%	47.65%	106.76%
		EXP	\$1,375,576.38	<div><div></div></div>			
		REV	\$2,886,837.85	<div><div></div></div>			
Local Tuition	149	BDGT	\$17,125,005.00	<div><div></div></div>	52.72%	86.72%	60.79%
		EXP	\$9,028,246.27	<div><div></div></div>			
		REV	\$10,410,598.81	<div><div></div></div>			
Running Start	145	BDGT	\$751,006.00	<div><div></div></div>	53.75%	8.27%	649.90%
		EXP	\$403,691.02	<div><div></div></div>			
		REV	\$4,880,761.84	<div><div></div></div>			
TOTALS		BDGT	\$46,140,538.00	<div><div></div></div>	54.77%	60.71%	90.21%
		EXP	\$25,269,987.32	<div><div></div></div>			
		REV	\$41,623,794.50	<div><div></div></div>			

By OBJ, ALL FUNDS COMBINED		BDGT	EXP	EXP/BDGT	NOTES:
SALARIES	A	\$27,333,824.00	\$15,350,594.40	56.16%	* per Allocation #5 ** Principal and interest debt service expenditures occur in December and June
BENEFITS	B	\$9,236,420.00	\$5,598,322.58	60.61%	
PROFESSIONAL SERVICES CONTRACTS	C	\$442,467.00	\$281,087.15	63.53%	
GOODS & SERVICES	E	\$6,101,725.00	\$3,167,745.65	51.92%	
COST OF GOODS SOLD	F	\$0.00	\$0.00	0.00%	
TRAVEL	G	\$547,578.00	\$301,802.68	55.12%	
CAPITAL OUTLAYS	J	\$740,597.00	\$217,927.54	29.43%	
SOFTWARE	K	\$0.00	\$0.00	0.00%	
GRANTS BENEFITS & CLIENT SVCS	N	\$870,032.00	\$678,905.67	78.03%	
**DEBT SERVICE	P	\$1,534,732.00	\$195,883.53	12.76%	
INTERAGENCY REIMBURSEMENTS	S	Revenue Bdgt (\$220,996.00)	(\$128,072.26)	57.95%	
INTRAAGENCY REIMBURSEMENTS	T	Revenue Bdgt (\$445,841.00)	(\$394,209.62)	88.42%	
DEPRECIATION, AMORTIZATION, BAD DEBT	W	\$0.00	\$0.00	0.00%	
		\$46,140,538.00	\$25,269,987.32	54.77%	

EXHIBIT D

FY 2019 - Estimated Cash Balances - COLUMBIA BASIN COLLEGE

ASSETS As of February 28, 2019			
CASH			
1110	In Bank	\$	12,731,695
1120	Undeposited	\$	-
1130	Petty	\$	5,504
Total		\$	12,737,199
INVESTMENTS			
1210	Investments(ST/LT)	\$	17,893,007
Total		\$	17,893,007
ACCTs RECEIVABLE			
1312	Current	\$	256,495
1318	Unbilled	\$	-
1319	Other	\$	28,526
	Allowance for Accts Rec	\$	(35,504)
Total		\$	249,517
INTER/INTRA GOV RECEIVABLES			
1351	Due From Fed	\$	479,885
1352	Due From Other Gov	\$	2,327,153
1354	Due From Other Agency	\$	16,114
Total		\$	2,823,153
TOTAL ASSETS		\$	33,702,876
LIABILITIES			
CURRENT			
5111	Accts Payable	\$	857,235
5124	Accrued Salaries Pay	\$	-
5150	Due To State Treasurer	\$	884,152
5154	Due To Other Agency	\$	66,081
5158	Sales/Use Tax	\$	29,865
5199	Accrued Liabilities	\$	-
5173	COP Current Year P&I Due	\$	1,488,326
Total		\$	3,325,659
TOTAL LIABILITIES		\$	3,325,659

Cash Balance			
(ASSETS less LIABILITIES)		\$	30,377,217
Dedicated Balances			
1110	Student Supported Capital	\$	2,191,262
1110	3.5% - Needy Student Aid	\$	849,366
1110	Students S&A	\$	728,461
1110	Bookstore Operating Reserves	\$	500,000
1110	Student Rec Center	\$	3,000,000
1110	Technology Fee	\$	939,319
1110	Parking Fees	\$	391,881
1110	Basic Food Employment and Training	\$	190,317
Total		\$	8,790,608
Reserves Policy - (BOT Policies on Reserves)			
		Values	
	Operating Reserve	\$	7,600,000
	Unplanned Capital Repair and Replacement	\$	2,000,000
	Real Estate Debt Fund	\$	2,000,000
	Planned Future Operations	\$	2,336,000
	Capital Facilities Projects	\$	4,470,000
Total		\$	18,406,000
Operating Reserves Balance			
Existing Reserve balance less Dedicated Reserves and Emergency Reserves		\$	3,180,609

EXHIBIT E

CBC GRANT STATUS REPORTS SUMMARY
CURRENT GRANTS (Updated through January 31, 2019)

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	\$520,360	8% of direct	\$141,540	\$34,266	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	\$1,524,487	8% of direct	\$163,990	\$110,179	Positions vacancies, 1 year of grant remaining	Unknown - report not submitted to grants department	
Nuclear Scholarship Program	NRC	Janese T.	7/16/2018	7/15/2020	1 of 2	\$150,000	\$36,607	N/A	-	-	N/A	On track	
SSS	ED	Amy S.	9/1/2015	8/31/2020	4 of 5	\$1,514,445	\$1,028,471	8% of direct	\$112,383	\$76,183	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	\$1,623,195	N/A	-	-	N/A	Initial delays, but now on track	
Upward Bound	ED	Susan V.	9/1/2017	8/31/2022	2 of 5	\$1,876,011	\$504,472	8% of direct	\$129,490	\$35,543	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	\$ 75,436	N/A	-	-	N/A	Low enrollments - but growing since last year	
Opportunity Grant	State	Kristine C.	7/1/2018	6/30/2019	1 of 1	\$279,412	\$ 165,666	N/A	-	-	N/A	On track	
Worker Retraining	State	Scott K.	7/1/2018	6/30/2019	1 of 1	\$1,725,773	\$ 896,558	N/A	-	-	N/A	On track	
SUBRECIPIENTS													
LSAMP	NSF via UW	Debbie P.	9/1/2014	8/31/2019	4 of 4	\$40,000	\$18,538	N/A	-	-	N/A	N/A	
Title V Cooperative	ED via BBCC	Kim T.	10/1/2014	9/30/2019	5 of 5	\$1,197,254	\$ 725,045	N/A	-	-	N/A	Underspent, but met objectives	
STATE GRANTS													
BEdA - Master Grant	SBCTC	Erin H.	7/1/2018	6/30/2019	1 of 1	\$176,751	\$96,659	5% of salaries	\$6,349	\$3,620	1/2 of grant remaining	On track	
BEdA - IEL Civics	SBCTC	Erin H.	7/1/2018	6/30/2019	1 of 1	\$44,245	\$31,413	5% of salaries	\$1,750	\$1,170	1/2 of grant remaining	On track	
BEdA - Leadership Block Grant	SBCTC	Erin H.	7/1/2018	6/30/2019	1 of 1	\$4,074	\$703	N/A	-	-	N/A	N/A	
BEdA - Early Achievers Grant	SBCTC	Kristine C.	7/1/2018	6/30/2019	1 of 1	\$91,390	\$71,985	N/A	-	-	N/A	On track	
BFET	SBCTC	Debra W.	10/1/2018	9/30/2019	1 of 1	\$315,160	\$60,563	45.9% of salaries + FB	\$41,820	\$6,744	3/4 of grant remaining	On track	
Bridge to College	SBCTC	Virginia H.	12/15/2018	6/30/2019	1 of 1	\$1,000	\$0	N/A	-	-	N/A	N/A	
Computer Science	OBIS	Tym O.	7/1/2018	6/30/2019	1 of 1	\$14,805	\$3,993	7% of direct	\$985	\$311	1/2 of grant remaining	Delays due to lack of volunteer interest	
Perkins Plan	SBCTC	Melissa M.	7/1/2018	6/30/2019	1 of 1	\$370,901	230,395	N/A	-	-	N/A	Exceeded all objectives except one non-trad indicator	
Perkins Leadership Block Grant	SBCTC	Melissa M.	7/1/2018	6/30/2019	1 of 1	\$20,400	\$2,980	N/A	-	-	N/A	N/A	
Perkins Non-Trad	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	\$2,501	N/A	-	-	N/A	N/A	
WorkFirst	SBCTC	Debra W.	7/1/2018	6/30/2019	1 of 1	\$203,158	149,640	5% of salaries	\$5,009	\$2,297	1/2 of grant remaining	On track - increase in enrollments from last year	
PRIVATE GRANTS													
Frontier Set - Guided Pathways	Aspen	Kristen B.	1/1/2017	6/30/2020	3 of 4	\$630,000	\$272,140	10% of direct	\$57,272	\$24,740	1/2 of grant remaining	On track	
Tobacco Free College Program	Truth Initiative	Anne S. and Alex T.	8/15/2018	6/30/2020	1 of 2	\$19,980	\$1,051	N/A	-	-	N/A	On track	
TOTAL						\$15,844,034	\$8,042,858	-	\$660,588	\$295,058	-	-	

FUTURE GRANTS

Project Name	Funding Agency	Director	Start Date	End Date	Renew	Total Awarded	Total Expended	Indirect Costs			Project Summary
								Recovery Rate	Allowed	Requested	
New Dental Hygiene Clinic	Arcora	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.

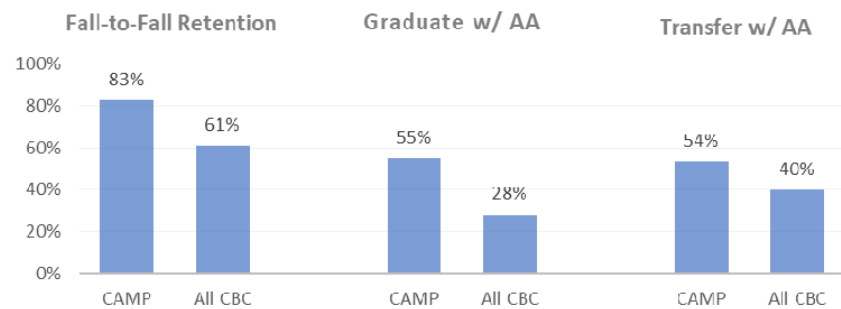
Project's Impact on CBC's Mission and Student Success

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

Annual Objective	2017-2018 Actual Performance
1. Outreach to 500 potential participants and enroll 40 eligible MSFWs	Outreached to >1,000 students; enrolled 40 MSFWs
2. Provide 100% accepted students with admissions, financial aid assistance and scholarship information to successfully complete their first year of college and continue in post-secondary education.	100%
3. 86% of students will complete their first academic year (GPRA 1).	86%
4. Provide 100% students with academic, career, and counseling/ advising services to enable them to succeed in their first year of college.	100%
5. 85% of first academic year completers will continue in postsecondary education (GPRA 2).	86%
6. 100% 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.

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 29 \$5,000 scholarships to NT students	10 scholarships awarded to date
2. Increase the number of academically talented underrepresented minority students 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 3.0 GPA and persist throughout their first academic year .	100% of students had a GPA ≥ 3.0 and 100% continued to 2nd year
4. Provide job placement assistance to 100% 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

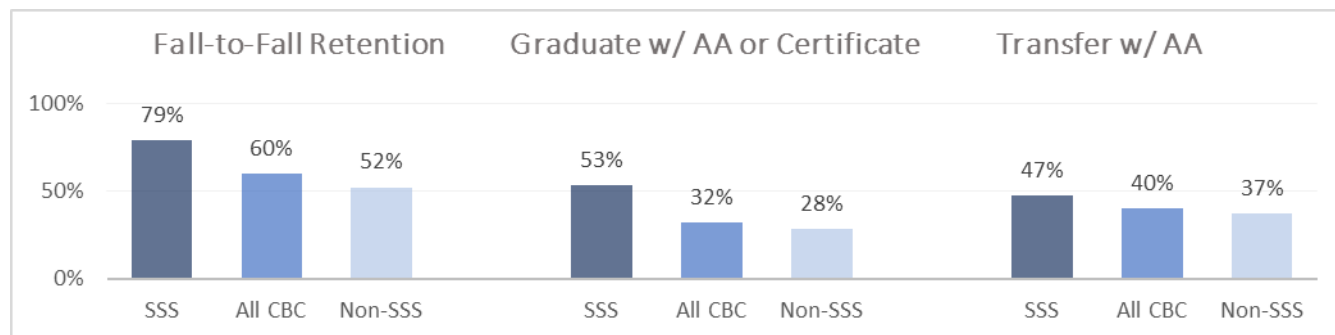
Mission: Provide at-risk students with the academic skills to succeed in a postsecondary institution and ultimately enter the workforce. Prepare and motivate students to continue their education at a four-year institution and complete their baccalaureate degree.

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
Objective A: Persistence Rate			
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%	92%
Objective B: Good Academic Standing Rate			
90% of participants will meet the performance level required to stay in good academic standing at the grantee institution	97%	96%	97%
Objective C: Graduation/Transfer Rate			
40% of new participants will graduate with an associate's degree or certificate within four years	64%	78%	70%
33% of new participants will transfer with an AA degree or certificate within 4 years	48%	63%	51%

Next Steps

Grant renewal occurs every five years. This grant renewal application will be available in Fall 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 1945 alerts sent as of mid-February. Where the alerts are routed has expanded to include MESA, TRIO SSS, CAMP, Resource Center and student athletes in addition to the Academic Success Center (ASC) and Advisors/Counselors. The ASC has hired a PT employee focused on student alert follow up. Those in Advisor/Counselor/Retention specialist roles were trained in January on the Student Success Dashboard. 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 and Science Department a professional development opportunity; Reading Apprenticeship was brought to campus highlighting metacognitive approaches to STEM. Twenty Eight full-time and adjunct faculty attended from Math, Science and ABE depts.

Challenges

- Year 5 redesign courses; have not gotten commitments from faculty for all of the gateway redesign courses.
- 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. Education/communication will continue to be a priority to impact student retention/success and campus engagement.

Next Steps

- Assessment of EAS at the end of the quarter.
- Focus Group assessment finalized and results shared with the Math Dept.
- Solidifying Year 5 redesign faculty commitments to better offer support and services prior to teaching the redesign courses.

ATTACHMENT A

2015-2019 Grant Objectives Performance Report (Full Detail)

Objective	Actual Performance	Comments
Year 1 – 2015-2016		
1. By Sept. 30, 2016, increase by five 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.	Two courses were redesigned	Two more courses were redesigned later in 2016. One 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 10 faculty show increased knowledge of modular, mastery-based instruction, Learning Communities, and/or online teaching.	0 faculty	10 faculty trained by Spring 2017.
b. By Aug. 15, 2016, five 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.	Two courses were redesigned (Math 83 and 84 face-to-face)	Two more course redesigns (Math 96 face-to-face and online) were completed in 2016. One 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, 100% of Math Center renovation is complete, ready to be equipped for math students.	90% complete	Math Center renovation was completed in October 2016 .
2. By Sept. 30, 2016, at least 60% of students completing the 80s-level math Summer Bridge are prepared for next level course.	85%	19 students enrolled 13 completed 11 prepared for the next level
a. By May 31, 2016, 80s-level math Summer Bridge curriculum fully designed and ready for pilot.	Summer Bridge curriculum 100% designed	
b. By August 30, 2016, a total of 60 newly enrolling students pilot at least two sections of 80s-level math Summer Bridge.	19 students piloted two 80's level sections	Enrollment low despite heavy recruitment; 2017 Summer Bridge enrollment = 123 students
c. By Sept. 15, 2016, at least 60% of students completing the 80s-level math Summer Bridge pilot place into Math 96 or 97.	69%	9 of the 13 completers placed into Math 96 or higher
Year 2 – 2016-2017		
3. By Sept. 30, 2017, students in pilots of new developmental math courses succeed at rates at least 10% higher than those in the non-treated comparison group.	On average student success increased 8.75%	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, Phase I of Math Center equipment and technology installed and ready for student and tutor use.	Phase I installed and ready	This objective was met one month after the deadline, on January 31, 2017.
b. By May 31, 2017, at least 200 students using new tutoring services.	1,117 students	For a total of 14,228 tutor hours increasing student GPAs
c. By August 31, 2017, 100 enrollees placed using new placement rubric.	0 enrollees	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
Year 2 – 2016-2017 (Continued)		
d. By Sept. 30, 2017, data analytics drive design of Hawk Alerts and advising dashboard; at least 200 alerts sent.	437 alerts sent.	Alerts sent by math faculty doing redesign courses.
4. By Sept. 30, 2017, at least 60% of students completing the 90s-level math Summer Bridge are prepared to enroll in next level course.	67% 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, 90s-level math Summer Bridge curriculum fully designed and ready for pilot.	90's level math Summer Bridge fully designed	
b. By Aug. 15, 2017, a total of 60 newly enrolling students pilot at least two sections of 90s-level math Summer Bridge.	70 students piloted two sections	
5. By Sept. 30, 2017, increase by five the number of developmental math course options by revising face-to-face and online courses.	Six courses were redesigned	Objective was met by end, Year 2
a. By May 31, 2017, at least 8 developmental math instructors trained in strategies and tools for modular, mastery-based instruction and/or effective online teaching strategies	10 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 210 students enrolled in pilots of five revised developmental math options.	170 students enrolled in four revised courses	Math 97 face-to-face was cancelled due to low enrollment.
Year 3 – 2017-2018		
6. By Sept. 30, 2018 students in new developmental math courses succeed at rates 10% higher than those in the non-treated comparison groups.	-2% due to a course outlier	The objective was met and exceeded for three courses by 11%, 13% and 28%. Another of the redesign courses exceed at 2% points with two courses showing a lower pass rate, one of which was a significant outlier. While the objective was not fully met, the success rates nearly always exceeded those of the control group courses and points to an overall, positive impact of project initiatives.
a. By Feb. 1, 2018, Phase II of Math Center equipment and technology installed and ready for use	Completed - delayed	Phase II Equipment and Technology was installed in August 2018.
b. By July 31, 2018, at least 300 students using new math tutoring services; 85% rate the Math Center resources and tutoring at least 4.0 on a 5-point Likert scale	1,856 unduplicated students, 84.33 % rated 4.0 or higher	1,856 unduplicated students used the new tutoring services far exceeding the 300 target. 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, Early Alert dashboard revised to support sending undeclared majors and at least 350 alerts sent.	389 alerts sent to undeclared majors	1,248 total alerts were sent for math courses.
d. By Sept. 30, 2018, new placement rubric, reflecting statewide standards and multiple measures assessment 100% developed.	Completed and approved Oct. 5, 2018	Rubric will be used for placement for fall 2019 registration.

Objective	Actual Performance	Comments
Year 3 – 2017-2018 (Continued)		
7. Increase by six the number of math course options by revising face-to-face and online courses.	Six courses were redesigned	Revised courses were face-to-face Math 98, 107, and 146. Online courses Math 98, 107, and 146.
a. By May 31, 2018, at least 8 gateway math faculty trained in mastery-based classes and/or effective online teaching strategies	17 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 300 students enrolled in pilots of six redesigned math options (1 developmental, 5 gateway) – Math 98, 107, and 146 face-to-face and online	442 students enrolled	This exceeds the target of 300 students enrolled in redesign courses.
Year 4– 2018-2019		
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.	TBD in 2020	
a. By Dec. 31, 2018 Phase III of Math Center equipment and technology installed and ready for student and tutor use.	Equipment delayed. Will be delivered in spring quarter	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.	Progressing well	638 distinct student alerts sent by Feb. 19, 2019
c. By Sept. 30, 2019 at least 450 students using new math tutoring services	Completed in Fall 2018	805 distinct students using the math tutoring services; 7,709 total visits to the Math Center through Feb. 19, 2019.
9. By Sept. 30, 2019, increase by five the number of developmental math course options by revising face-to-face and online courses.	In progress	Math 141, 142, and 151 face-to-face and Math 141 and 147 online. Faculty are currently doing redesign work.
a. By May 31, 2019, at least 8 developmental math instructors trained in strategies and tools for modular, mastery-based instruction and/or effective online teaching strategies	Completed	11 full time Math faculty attended professional development opportunity in January.
b. By Aug. 1, 2019, at least 210 students enrolled in pilots of five revised developmental math options. Math 141, 142, and 151 and online versions of Math 141 & 147.	TBD	



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

Director: Susan Vega

Reports To: Cheryl Holden

2017-2022 Total Award: \$1,876,011

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 11th and 12th 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. 74% of participants will have a GPA ≥ 2.5 on a 4-point scale	74%
2. 26% of UB seniors will have achieved at the proficient level on state assessments in Reading/Language Arts and Math	100%
3. 73% of participants continue in school at the next grade level or graduate with a regular secondary school diploma	100%
4. 38% 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. 60% 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. 38% 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 80 students are enrolled (up from last year's total of 64)
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 math 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 1 FTE , key facilities, technology infrastructure, funding, and advocacy	1 FTE , all infrastructures is in place.
2. Outreach and Recruitment - 100 students enrolled (90% minority, 80% low-income, and 80% first-gen)	80 students enrolled to date (96% minority, 87% low-income, 90% first-gen)
3. Academic Programming and Enrichments - Provide orientation class, tutorial services, and STEM and LSAMP conferences	Provided tutoring, university visits, and STEM conferences
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	72% of MESA students have a GPA \geq 2.5 100% of 2018 graduates transferred to a 4-year

Progress/Next Steps

Enrollment has been below target for several years, but has consistently increased since the program was restructured in 2017. In 2016, only 47 students were enrollment, but in 2017, 64 students were enrolled. Enrollments have now reached 80 students. MESA is working to continue increasing enrollment by collaborating with CBC's outreach program/admissions and presenting program information to faculty and students.

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

Enrollment (FTE)	41	48 (117%)	41	47 (115%)
Retention	70%	93%	70%	95%

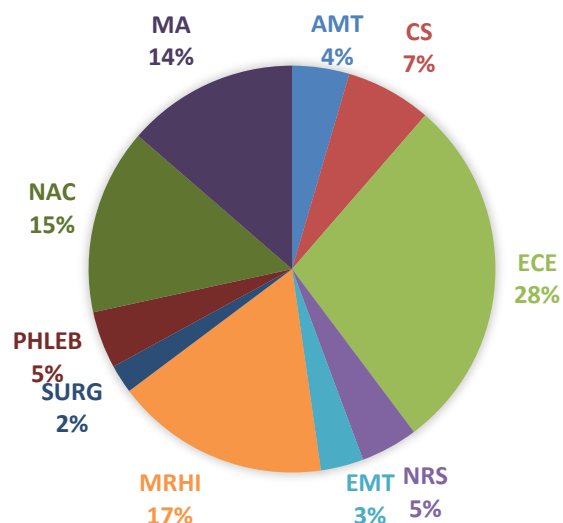
Challenges

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: Scott Koopman

Reports To: Melissa McBurney

2018-2019 Total Award: \$1,725,773

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: 343 FTE (708 headcount) students in 2017-2018; current year goal is 326 FTE with 310 FTE (643 headcount) enrolled students in 2018-2019. 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	381 (130%)	343 (106%)	310 (95%)
Completion	60%	60%⁽¹⁾	52%⁽¹⁾	TBD
Job Placement - 2 quarters after completion ⁽²⁾	75%	73%	TBD	TBD
Job Retention - 4 quarters after completion ⁽²⁾	75%	77%	TBD	TBD
Wage Recovery ⁽²⁾	100% - middle/low wage 85% - high wage	99% 91%	TBD	TBD

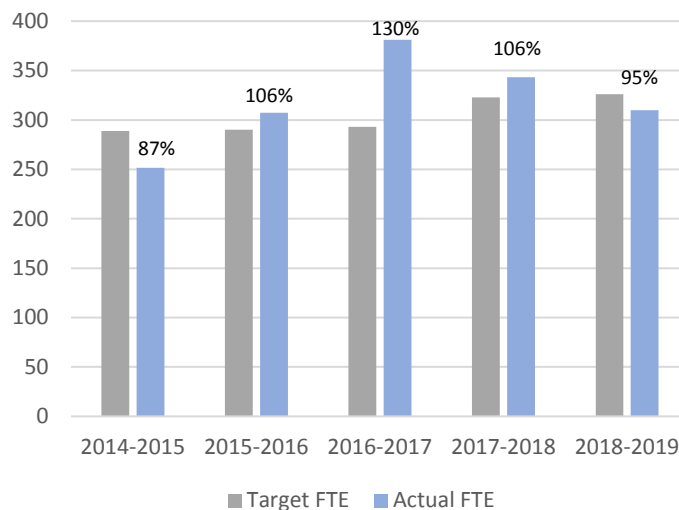
⁽¹⁾ Some students enrolled in 2017-2018 are still working toward completion and are consequently not all included.

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

Next Steps

- Increase connection to job placement services after program completion.
- Received an additional \$31,200 from the State to support students in Early Childhood Education certificate and degree programs to meet new training standards from the Department of Children, Youth, and Families.
- Requesting an additional \$100,000 from the State to increase support for Worker Retraining eligible students for tuition and books spring and summer quarters.

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 = Tammy Napiontek

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**.

2014-2019 Grant Objectives Performance Report *(see Attachment)*

Challenges

- Awaiting decision from the program officer to grant permission for Chris Wagar to work on a part-time contract for the duration of the grant to complete work on reviewing Healthcare Administration BAS courses using the Quality Matters rubric. The cabinet approved a proposal by Kim Tucker to discontinue the search for the vacant Healthcare Administration Specialist and wait until the grant ends to re-post the institutionalized position with a new job posting that aligns with the strategic priorities of the campus.

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*
Year 1 (2014-2015)		
1. By Sept. 2015, enroll at least 65 students (BBCC- 30 , CBC- 35 , at least 50% Hispanic and/or low income) in new MRHI Certificate/AAS core courses.	Total students: 0 BBCC: 0 CBC: 0 % Hispanic/LI: N/A	As of Summer 2018, 55 CBC students (77% Hispanic/LI) enrolled. Eight students have graduated from the MRHI program.
a. By May 2015, overall curricula plan for new Certificate/AAS option 100% developed and approved by BBCC Instructional/CBC Curriculum Committees	% Developed: 100% Approved: No	Curricula was approved in July 2016 .
b. By Aug. 2015, at least 10 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: 10	This objective has been met.
c. By Sept. 2015, at least 20 students at each institution participate in Professional Speakers' presentation.	Total students: 90 BBCC: 20 CBC: 76	This objective has been met
Year 2 (2015-2016)		
2. By Sept. 2016 enroll at least 50 students (BBCC- 30 , CBC- 20 , at least 50% Hispanic and/or low income) in Sim Tech certificate courses.	Total students: 0 BBCC: 0 CBC: 0 % Hispanic/LI: N/A	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 100% complete.	Renovation Complete: 100%	
b. By May 2016, overall curricula plan for new Sim Tech certificate 100% developed and approved by BBCC Instructional/CBC Curriculum Committees	% Developed: 100% Approved: No	Curricula was approved in July 2016 .
c. By Aug. 2016, at least 8 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: 8	
3. By Sept. 2016 at least 80% of students enrolled in new MRHI courses complete certificate; at least 60% of completers re-enroll to complete the AAS.	0% completed (no students enrolled) 0% re-enrolled in AAS	As of Fall 2017, 49% of Cohort 1 had completed, and 100% of completers are re-enrolled. As of Spring 2018, 27% of all students (Cohorts 1 and 2) have completed and 100% have re-enrolled.
a. By Aug. 2016, at least 70% of students enrolled in MRHI courses pilot new Healthcare Advising.	0% (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 85% of MRHI enrollees report satisfaction	0% (no students enrolled)	A student satisfaction survey was conducted in August 2017, and 92% 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*
Year 3 (2016-2017)		
4. By Sept. 2017, at least 80% of students in new Sim Tech courses complete certificate. At least 60% of completers enroll in AAS.	100% completed certificate	The percent of completers who enrolled in the AAS degree is unknown.
a. By June 2017, at least 70% of students enrolled in Sim Tech courses pilot new Healthcare Advising.	0%	The proposed Healthcare Advising System has not been developed (see 3a).
b. By Aug. 2017, at least 80% of students in Sim Tech pilots have grades of "C" or above.	85%	
c. By Aug. 2017, at least 12 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: 8 BBCC faculty	BBCC's Sim Tech curricula is not yet Quality Matters infused.
5. By Sept. 2017, enroll at least 65 students (25 -BBCC, 40 -CBC, at least 50% Hispanic and/or low income) in BAS core courses in online/blended format.	Total students: 164 BBCC: 7 CBC: 157 % Hispanic/LI: 42%	BBCC student enrollment is low, more outreach is needed.
a. By May 2017, overall curricula plan for new BAS in HCAD track 100% developed and approved by BBCC/CBC Committees.	Developed: 100% Approved: Yes	CBC was well ahead of this deadline.
b. By Aug. 2017, at least 4 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: 4 CBC faculty	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 85% of students accessing new advising system rank the service at least 4 on a 5-point Likert scale.	93%	CBC is using one-on-one advising, along with enrollment of all MRHI students into Canvas for advising and program information
Year 4 (2017-2018)		
6. By Sept. 2018, at least 80% of students enrolled in AAS in Sim Tech (1 st cohort) complete the degree.	Unknown	No data from BBCC.
a. By Aug. 2018, at least 80% of BBCC students in Sim Tech AAS pilots succeed (grades "C" or above).	Unknown	No data from BBCC.
b. By Sept. 2018, at least 35 students (20 BBCC, 15 CBC) enroll in new Sim Tech courses leading to concentrations in Simulation Programming/Education.	0%	No CBC students are enrolled in the Sim Tech courses.
7. By Sept. 2018, at least 80% of students enrolled in BAS core online courses succeed (grade "C" or above).	94.5%	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 10 faculty from BBCC and CBC develop 35 hours of new BAS HCAD curricula.	10 CBC faculty developed 35 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 70% of students in online/blended BAS core courses pilot Healthcare Advising.	0%	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. 2019, 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



Basic Education for Adults (BEaA) Master Grant

Grantor: SBCTC

Director: Erin Holloway

2018-2019 Total Award: \$176,751

Reports To: Daphne Larios

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:

- Engagement with Academic Departments in I-BEST Expansion – The development of Academic I-BEST programming will provide a new layer of support for degree-seeking students entering the college with basic skills.
- Partnership with local school districts in Open Doors – Our Open Doors partnerships will provide additional student referrals and continue the growth of the HS21+ program will provide a competency-based alternative for students lacking a high school diploma or equivalency.
- Navigational support from Retention Specialists in the Transitional Studies division – Support services will continue to increase successful transitions of students into college-level coursework and program completion.

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 62 students are currently being served during the 2018-19 academic year.

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, we are serving students in the phlebotomy and early childhood education programs. During spring quarter, we expect to again serve students in the early childhood education and nursing assistant programs. Though targets for the WIOA common performance measurements still have not been set, CBC is currently preparing to meet the new objectives. Expected targets on employer engagement will be achieved through the piloting of I-BEST at Work programming this spring.

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 ⁽¹⁾
	20-44 credits	13 students	-	14 students ⁽¹⁾
	45-89 credits	1 student	-	0 students ⁽¹⁾
	Associates Degree	2 students	-	2 students ⁽¹⁾

⁽¹⁾ **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.



Reports To: Melissa McBurney

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.

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

- 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.

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.**

Performance Measurement	2017-2018		2018-2019*	
	Target	Actual	Target	Actual
Enrollment	150	203	165	202
Retention	-	72%	-	69%*
Completion	-	66	-	9*
Transitions from Basic Skills to College Level	-	99	-	34*
Employment (3 quarters post completion)	60%	TBD	60%	TBD

Challenges

CBC is currently about 5% under recovering our target amount of \$315,160 for this year. Changes in staff focus within the Op Grant program has resulted in reduced percentage of effort in BFET specific activities. This accounts for most of the 5% reduction.

- Funding levels provided for 2018-2019 were initially at the same level as the previous year, but recently increased to \$315,160.
- BFET CBC will closely watch billing levels and adjust budget projections accordingly.

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

Reports To: Deborah Meadows
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 20 members (20 K-12 teachers and 5 employees)	6/30/19	0	6	TBD	25	19
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

Challenges

Garnering interest in CSTA Chapter membership has been more difficult than anticipated. Grant funds will be used to purchase gift cards to incentivize teachers and increase participation.

Next Steps

As soon as the chapter has at least eight founding members, four of whom are committed to serving in a leadership role, the Project Lead will complete the application to become an official CSTA Chapter, and the team will develop the chapter website. The team is also planning to conduct four teacher training workshops covering topics including Python coding, VR coding, and Unplugged lessons.

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

2017-2018 Grant Objectives Performance Report

State Target	Annual Goal	Actual Performance
Performance Indicator 1P1 – Technical Skill Attainment		
1,184 CTE students will attain a degree/certificate or complete at least 45 vocational credits with a 2.0 or higher GPA	90% of target = 1,066	120% of target = 1,417
Performance Indicator 2P1 – Credential, Certificate, or Degree		
922 CTE students will attain a degree/certificate	90% of target = 830	140% of target = 1,291
Performance Indicator 3P1 – Retention and Transfer		
63% of CTE students will be retained or transfer	90% of target = 56.7%	104% of target = 65.6%
Performance Indicator 4P1 – Placement		
58% of students will be employed during the 3rd quarter after they exit	90% of target = 52.2%	96% of target = 55.8%
Performance Indicator 5P1 – Non-Traditional Participation		
18.5% of CTE students from underrepresented gender groups will enroll in non-traditional programs	90% of target = 16.7%	83% of target = 15.4%
Performance Indicator 5P2 – Non-Traditional Completion		
17.5% of CTE completers from underrepresented gender groups will earn certificates/degrees from non-traditional programs	90% of target = 15.8%	101% of target = 17.7%

Challenges

- Perkins has not met the targets for the non-traditional participation indicator 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

- Perkins met the 5P2 – Non-Traditional Completion goal for the first time in four years and made significant progress toward meeting the 5P1 – Non-Traditional Participation goal, with enrollment of CTE students from underrepresented gender groups in non-traditional programs up 2.5% from last year.
- Spending is going well with 100% staffing and staff utilizing funds for equipment and professional development.
- The application for 2019-20 has been released and is due April 4th.

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.

2017-2018 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.

State Target	Annual Goal	Actual Performance
Performance Indicator 5P1 – Non-Traditional Participation		
18.5% of CTE students from underrepresented gender groups will enroll in non-traditional programs	90% of target = 16.65%	83.08% of target = 15.37%
Performance Indicator 5P2 – Non-Traditional Completion		
17.5% of CTE completers from underrepresented gender groups will earn certificates/degrees from non-traditional programs	90% of target = 15.75%	100.91% of target = 17.66%

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.
- While the initial video has been created, finding dynamic background footage has been challenging for the creation of the shorter digital display ad.

Next Steps

- Work on finding flashy, dynamic background settings needed for the shorter digital display ad.
- Work with PS Media and CBC Public Relations to determine best ad placement and marketing strategies.
- 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: \$203,158

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 [REDACTED] 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	62
2. Retention	44%	46%	38%	39%	38%*
3. Degree/certificate completions	28	26	18	10	4
4. Transitions from Basic Skills to College Level	26	24	37	29	34*

*In progress

Challenges

The tuition budget has been our challenge this year since a greater number of students have enrolled in trainings and college coursework as compared with recent years. This is a good challenge!

We requested and received an additional \$20,000 to use towards tuition for winter and spring. In the most recent funding survey for spring quarter, CBC requested another \$15,000 for tuition to finish out the year.

Next Steps:

We will keep a close eye on budget and request additional funds accordingly.

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

Reports to: Melissa McBurney
Current Term: 3 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. Maps and sequences will be transitioned into student-friendly format in early April 2019 in preparation for fall quarter roll out and to be incorporated into the new website redesign.

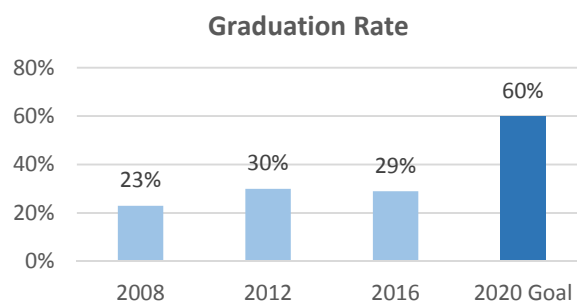
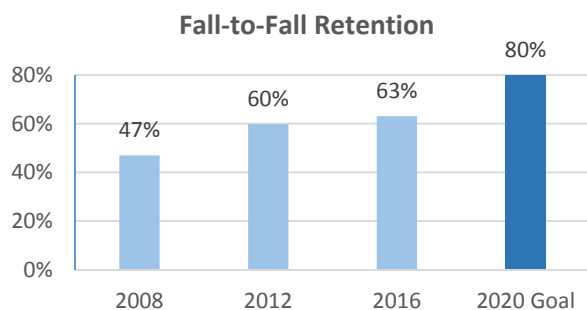
Guided Pathways also impacts Goal 4 of the Strategic Plan: [Be a national leader in transitioning students from Pre-College to College-levels in Math and English](#). Math faculty have developed a revised sequence of development math courses where students reach college-level within their first year. 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 currently in mid-pilot winter quarter 2019 offering three sections, with plans to offer five sections in spring 2019. English faculty are working with advising and counseling to recruit and market this opportunity for our students.

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.
- The maps and sequences are currently in collaborative review by advisors and completion coaches with deans and program leads. A student-friendly version will be developed by our graphics department and transitioning of reviewed/revised maps and sequences will occur in early spring quarter.

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

Reports To: Jessica Miller / Ralph Reagan
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, Students have been hired on; receive \$500 scholarship/quarter
3. By April 2020, 1500 students, faculty, and staff will participate in tobacco prevention, education, and advocacy activities.	In progress
4. By December 2019, engage at least 1,000 in student-led tobacco prevention, education, and advocacy activities.	In progress
5. College Leaders will engage 500 students in each of truth tobacco prevention, education, and advocacy activities.	In progress; have engaged approx. 150 students to date
6. Throughout the 2019-2020 academic year, continue the momentum with campus community engagement activities, and create a comprehensive tobacco-free policy recommendation.	TBD

Accomplishments/Challenges

- Held first advocacy campaign in late November, "Finals Kickback". We handed out pizza and Truth merch, and Student leaders were able to get about 125 students to enroll in the Truth text-in campaign, putting them on pace to reach their goal of 10% of the student population by the end of the grant period.
- Held second event on Richland campus in early February. Had a little lower participation than we hoped for, partly due to the poor weather conditions. Planning another event on the Richland campus in the Spring.
- Had update call with Truth staff in January. They are pleased with the progress we've made, and excited to hear that our Student Leaders started up a Club to help in the grant efforts.
- We have had a little challenge with scheduling meetings with the differing schedules of the project leads and student leaders, but have been keeping strong communication between our group. Truth is a little behind on getting materials out for specific events, which has delayed our plans, but we are still fulfilling requirements.

Next Steps

- Continue to hold Breathe-Free Task Force meetings. First meeting was held in mid-January and next one is scheduled for mid-March. Task Force will be helping to create and review campus survey/environmental scan.
- The College Leaders will be putting on at least two Truth events during spring. We're still waiting to receive info/materials from the organization on the specifics, but have events are planned for March and April.
- Finalize and send out a campus wide survey; completed an environmental scan of our campus; informational/educational session during T&L Day; hold spring events including Earth Day butt clean up event.

Exhibit F

CTCLink Update

March 1, 2019





Project Status

COLUMBIABASIN.EDU

Overall Project Status Summary		
Category	Status	Comments
Overall	Y	<ul style="list-style-type: none"> Program is on track, per timeline, scope and budget DG2 Training content development and UAT framework are behind and at risk
Schedule	Y	<ul style="list-style-type: none"> Analyzing overlap between DG2 and DG3 tasks Monitoring scope and timing of Budgeting Tool, Continuing Education, Online Admissions Application, Physical Assets and OBIA implementations
Scope	Y	<ul style="list-style-type: none"> RTM needs to be updated to validate original RFP requirements have been implemented, tested, and end users trained on the processes and functionality
Budget	G	<ul style="list-style-type: none"> Currently tracking under budget due to delayed hiring, timing of re-implementation of solutions (Continuing Education, Online Admissions Application, Budget)
Overall Status Summary per Deployment Group		
DG#	Status	Comments
DG2	Y	<ul style="list-style-type: none"> DG2 Training content development and UAT framework are behind and at risk
DG3	G	<ul style="list-style-type: none"> DG3 Colleges all participated in the DG3 Kick Off meeting College resources have begun the GDA Courses in preparation of the BPFG Workshops.
DG4	G	<ul style="list-style-type: none"> DG4 status reporting begins for the ctcLink Initiation Phase Dashboards

Executive Summary

The project is tracking per schedule and under budget. Review and definition of scope for each deployment is still underway due to the rework of key solutions.

Deployment Group 2 is in the Construct Phase, focused on Functional Unit Testing of Configuration and delta changes, Data Conversion, and prep for UAT and UAT Training.

Deployment Group 3 colleges completed the Initiation Phase/Gate 1 and have entered the Structure Phase/Gate 2 – Implementation Cycle, focused on self-paced Global Adoption (GDA) coursework in preparation for upcoming Business Process Fit/Gap sessions (BPFG).

Contract negotiations are in progress for the new Continuing Education solution. The Online Admissions Application (OAA) work group is actively pursuing an OAA replacement, while also implementing some interim fixes to the current OAA tool.



Pilot College Status

COLUMBIABASIN.EDU

Community Colleges of Spokane

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Remediation Items progress this period

- ✓ **Closing Fiscal Years** - SBCTC closed FY 16,17, 18 on 11/30/18. SBCTC opened 3 periods for us in 2019.
- ✓ **Security role redesign** - Security roles matrix final drafts for CS and HCM handed off to working group for review. Waiting on Finance matrix with business processes added.
- ✓ **Absence management** (adjunct & part-time faculty). Testing complete. UAT scheduled for week of 2/11.
- ✓ **DRS & PEBB** - Back in development. Calculations rejected by SBCTC. SBCTC working on revising calculations.
- ✓ **Faculty Workload Improvements**. In test. UAT targeting 3rd week of March. Need by March 1 for Spring contracts.
- ✓ **Student third-party billing** - Student Billing - SBCTC issues migrating into PST environment. 3rd Party billing - dev complete by 2/8. Then into project and SIT testing.

**If status is yellow or red, describe why.*

- ❑ Remediation Conditions making recent progress, but waiting for UATs to be scheduled/held.
- ❑ SBCTC making progress, starting to schedule UATs, but waiting for invites.
- ❑ Impact of delayed UATs/Training overlapping with CoA, Security redesign work, audits, and EOY tasks.

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Accomplished this period

- ❑ Participated in OAA "Quick Wins" review

Planned for next period

- ❑ Retrieve status documentation and details from SBCTC on remediation for review.

Deployment Schedule

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- DG 4 Changes
 - Bellevue to DG5
 - CBC to DG6
- Better DG Distribution
- Aligns CBC's Deployment with WWCC and YVC

Activity	DG6
Begin Initiation Phase Work (Identify project manager, create project schedule, begin readiness efforts)	March 2019
Start Public Reporting (status reports, risks & issues)	Nov 2019
Gate 1: Implementation Readiness	July 2020
Implementation Phase	Sept 2020 (Depends on DG4 Go-Live)
Go-Live	Oct 2021

- Current State Process Maps
- Common Process Workshops (CPWs)
- Legacy Data Cleanup

Questions?