



Hello Trustees,

I'm excited to celebrate the first day of spring with you when we meet next week! We only have a few days left of Winter quarter. It has flown by! I think you'll be pleasantly shocked to see our Winter enrollment numbers. I was! This should be a fun meeting with lots of good news to share.

You will start the meeting at 2pm in the new Automotive Service Technician Lab. You'll get to meet our new faculty member Josh Taylor and talk to students about their first quarter in the program. Two representatives from Wilder Automotive will join the tour. The lab is located in the Q building; the last building on the west side of campus you can see from the front parking lot.

After the auto lab tour, we'll return to Cornaby Hall.

Here are some highlights of what to expect at the meeting.

Presentations:

- A few new employees will be introduced.
- You will hear a presentation from our Workforce Team that supports adults with comprehensive funding and wrap around support services.

Standing Reports:

- Hannah Wagner, Associated Student Council President – Will present a report.
- Lara Starcevich, Faculty Senate First Speaker – Will present a report.
- Tim Williams, Peninsula College Faculty Association – Will present a report.
- Terye Senderhauf, Director of Grants and Institutional Effectiveness – Will present student success data that informs *Strategic Goal 2: Advancing Student Success*.
- Cheryl Crane, Foundation Executive Director – Will present a report.
- President's Report. I will report on:
 - Upcoming ACT conference
 - Legislative summary

Trustee Update

- This is time for you to share any updates/meetings you've attended.

Item for Board Study

- In the Board Packet there is a copy of the letter you received from the auditor via Trisha. You can ask questions if you have any at this time.



Items for Board Action

- Resolution 2024-01 for Wilder Automotive – Wilder employees Tami Rose and David Krafsky will be in attendance to receive the resolution. It is a surprise to them.
- These policies were in the Study Session last month:
 - Policy 335 Regular and Substantive Interaction Policy
 - Revision to WAC 132A – 104 Board of Trustees
- Tenure: Year 2 DeCou, Reavey and Vess; Year 1 Little and Nesberg
 - You will see in the packet a letter of recommendation to move a few faculty to the next step of the tenure process. We do not have any candidates up for a final tenure vote this year. During your summer retreat session, we can talk about ways the Board may want to be more involved in granting tenure next year.
- Adoption of a Prison Education Program Resolution 2024-02 – We *may* pursue a Pell-eligible program at our Corrections sites. We are currently in discussion with the Department of Corrections. There are multiple approval steps, starting with the Board of Trustees. Your approval gives us the ability to continue researching the possibility.

Executive Session

- There will not be an executive session this month.



Trustees:

Mike Maxwell, Chair

Joe Floyd, Vice Chair

Claire Roney

Celeste Schoenthaler

Glenn Ellis, Jr.

Start meeting at 2:00pm in Auto Shop – Electric Vehicle Lab Q7A

Short break to move to A-12

ROLL CALL and DETERMINATION OF QUORUM

PUBLIC COMMENT/CORRESPONDENCE

MODIFICATION TO THE AGENDA

APPROVAL OF MINUTES

February 20, 2024

ITEM FOR BOARD ACTION

Resolution 2024-01

INTRODUCTIONS

New Employees

PRESENTATIONS

Workforce Department, Wrap Around Services

STANDING REPORTS:

- ASC – ASC President Hannah Wagner
- Senate – Lara Starceovich, Faculty Senate First Speaker
- PCFA – Tim Williams
- Institutional/Enrollment Report – Strategic Goal 2: Advancing Student Success: Transfer out, enter workforce, IPEDS (comparisons), Terye Senderhauf
- Foundation – Cheryl Crane

PRESIDENT’S REPORT

Updates

TRUSTEE UPDATE

ITEMS FOR BOARD STUDY

Financial Audit Letter

ITEMS FOR BOARD ACTION

Policy 335 Regular and Substantive Interaction Policy

Revision to WAC 132A-104 Board of Trustees

Tenure – Year 2: DeCou, Reavey and Vess, Year 1: Little and Nesberg

Resolution 2024-02 – Adoption of a Prison Education Program

EXECUTIVE SESSION

None

NEXT MEETING

Tuesday April 16, 2024, 2:00pm Forks Campus



Trustees:

Mike Maxwell, Chair
Joe Floyd, Vice Chair
Claire Roney
Celeste Schoenthaler
Glenn Ellis, Jr.

Meeting called to Order by Mike Maxwell at 2:00pm

ROLL CALL and DETERMINATION OF QUORUM

Mike Maxwell, Chair – present
Joe Floyd, Vice Chair – excused
Claire Roney – present
Celeste Schoenthaler – present
Glenn Ellis, Jr. – present

PUBLIC COMMENT/CORRESPONDENCE

Brick Johnson Totem Letter – In board packet
No other public comment

MODIFICATION TO THE AGENDA

None

APPROVAL OF MINUTES

December 19, 2023
Motion made by Celeste Schoenthaler, seconded by Claire Roney. All approved.

INTRODUCTIONS

Basketball Players

Men's and Women's Basketball teams and coaches were introduced.

All Washington Students introduced by Krista Francis

Spencer Smith
Jason Peters
Christina Ballew – not in attendance
Mark Sims – not in attendance

New Employees

Instruction – Introduced by Bruce Hattendorf, new Vice President of Instruction (the interim title was recently removed)

Steven Danver – Dean of Arts & Sciences

Josh Taylor – Automotive Instructor

HR/DEI – Introduced by Hanan Zawideh

Kayla Winck – Human Resources Consultant

PRESENTATIONS

Math/Tutoring Center – Grace Tulsi Marshall shared info about the learning center, eTutoring, writing center, and math center. Taylor Hubert was introduced, she is one of the math center tutors.

STANDING REPORTS:

- **ASC – ASC President Hannah Wagner**
ASC has had a busy year so far! Pete's Week in January, ice cream social, and movie theater take over at Deer Park Cinema. They are working on a quarterly blood drive, they have been very successful. They had black light bingo that was also successful. They are working on expanding events and supporting students at the Forks and Port Townsend campuses. The ASC will be planning community services events for spring.
- **Senate – Lara Starceвич, Faculty Senate First Speaker.**
Lara is on a field trip with Drama students to the Kennedy Center for the American College Theater Festival held in Spokane. Tim Williams read her report. Faculty Senate met Jan 22nd and went over committee reports. The College Council representative gave updates. Professional Development workshops have been offered.
- **PCFA – Tim Williams, as the President of PCFA** Tim has done a lot of listening to the needs of the faculty and the college. They are currently bargaining, it is a lot of work but very important.
- **Institutional/Enrollment Report – Core Theme: Advancing Student Success; Strategic Goal 2, Measurable Skills Gains, Completions within 3 years, and Math/English in the 1st year – Ethan VanZant – Report in board packet.**
- **Foundation – Getta Rogers, Report in packet.** The Foundation met their million dollar endowment goal! The Foundation had record giving to students and programs. Brooke Taylor is now a Foundation Board member emeritus. This is Getta's last board report, next month the new Foundation Director Cheryl Crane will be in this role. Thank you Getta!

PRESIDENT'S REPORT

2nd Quarter Financials – in Board Packet

Updates

- We sent out a packet to all local High School seniors about attending Peninsula College. The packet included our new "look book". An example was given to each board member.
- Brick Johnson Totem Pole, the pole was taken down and there was a miscommunication when the pole was taken down. The Jamestown Tribe is in communication with the family now and are working on a plan. Unfortunately, the pole is not salvageable.
- There were some broken pipes in Keegan Hall during the cold snap in mid-January. The PC team worked throughout the long weekend to repair and clean up. There is ongoing work to ensure that this will not happen again.
- PNNL will be bringing back their Renew Pathway Summer Program. They have a goal of 12 students this year, last year there were 6 students.
- Dr. Claire Roney has been confirmed by the Senate as a Trustee.
- The Pirate Casino night earlier this month was very successful and raised over \$40,000.
- We are applying for the Regional Challenge Grant, we are working with local community partners for this grant.
- We have applied as a sub-awardee on a NOAA grant for a natural resources.
- Peninsula Daily News is coming out with a special publication of Women in Business and Suzy is being highlighted.
- Suzy Ames is now the chair of the Economic Development Council.

TRUSTEE UPDATE

Claire Roney shared her Legislative Action Committee (LAC) Report, attached.

Day on the Hill – Dr. Floyd, Dr. Roney attended with Dr. Ames. They shared a video of our students with Rep. Tharinger, Rep. Chapman and Sen. Van de Wedge, the short video was played at the board meeting.

ACCT National Legislative Summit – Dr. Roney. It was powerful to have students participate in the meetings in DC.

ITEMS FOR BOARD STUDY

Policy 335 Regular and Substantive Interaction Policy

Revision to WAC 132A – 104 Board of Trustees

Legislative Priorities Survey – When the President’s Cabinet and union leaders met, they determined to mark all the items high priority. The board did not have any additional priorities to add.

Accreditation Report – Suzy shared a draft of the Accreditation 6 year Report that is due March 1st. Next year there will be a robust report. Following the year 7 written report a team will come to campus.

ITEMS FOR BOARD ACTION

None

EXECUTIVE SESSION

None

NEXT MEETING

Tue. March 19, 2024

Meeting Adjourned by Mike Maxwell at 4:04pm

Michael Maxwell, Board Chair

Date:

Suzy Ames, President

Date:

STATE OF WASHINGTON
BOARD OF TRUSTEES, COMMUNITY COLLEGE
DISTRICT NO. 1 PENINSULA COLLEGE

Resolution 2024-01

A resolution recognizing Wilder Automotive's committed service
to Peninsula College, the Community, and the State of Washington

WHEREAS, Wilder Automotive has been longtime supporter of Peninsula College, the Automotive Service Technician program and its students; and

WHEREAS, Wilder Automotive generously donated funds in support of the modernization of Peninsula College's auto repair program to include electric vehicle technology; and

WHEREAS, Wilder Automotive is supporting current employees to enroll in Peninsula College's Automotive Service Technician program to further their careers; and

WHEREAS, Wilder Automotive representatives serve on the Peninsula College Employer Advisory Committee for the Automotive Service Technician program, helping to assure curriculum is current and relevant and teaching tools are modern; and

FURTHER, Wilder Automotive recognizes the essential relationship between local businesses and the local community college to support a vibrant workforce development system;

THEREFORE, BE IT RESOLVED that the Peninsula College Board of Trustees and Peninsula College express their sincere gratitude to Wilder Automotive for its dedication to Peninsula College, its programs, and students.

ADOPTED by the Board of Trustees of Peninsula College, District No. 1, on this nineteenth day of March in the year 2024.

Signed and Attested This Date: _____

Michael Maxwell, Board Chair

Suzy Ames, President

Institutional Effectiveness

Board of Trustees Meeting

March 19, 2024

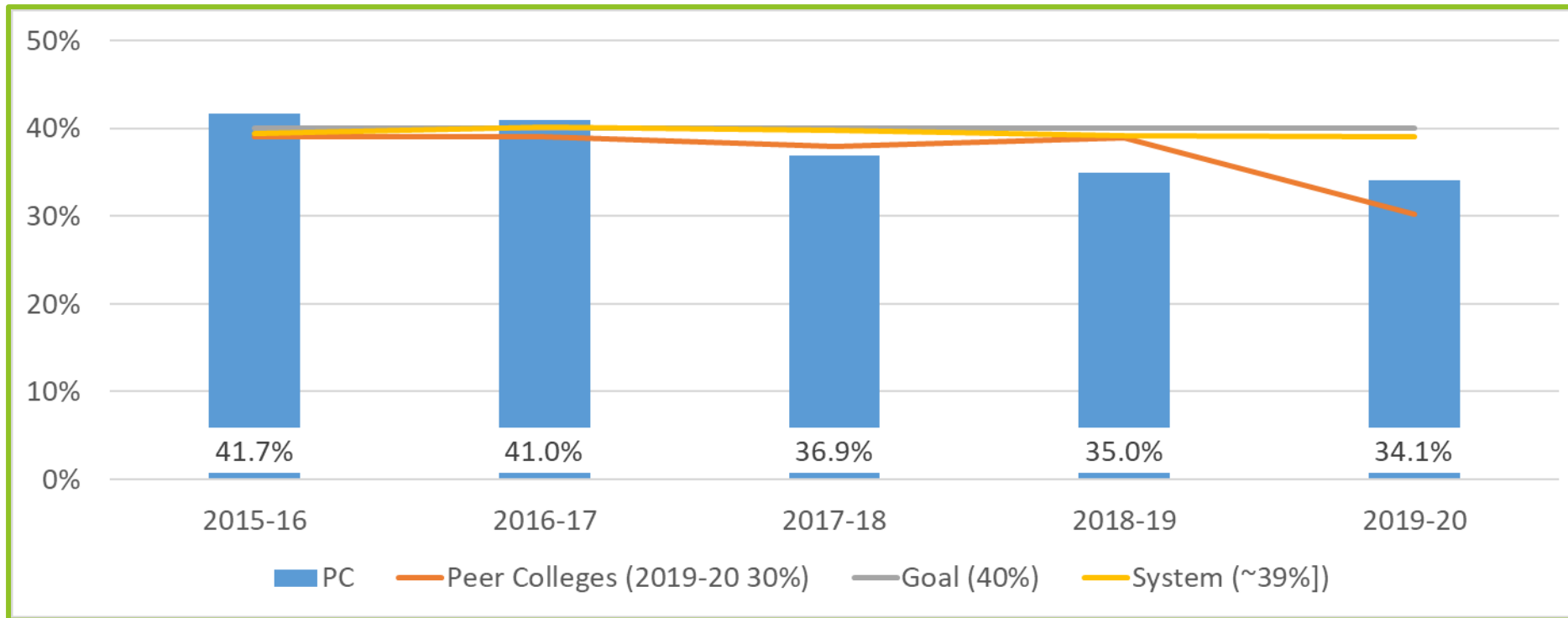
Core Theme: Achieving Student Success

Strategic Goal 2 - Institutionalize the Guided Pathways model at scale to improve student success.

Transfer out

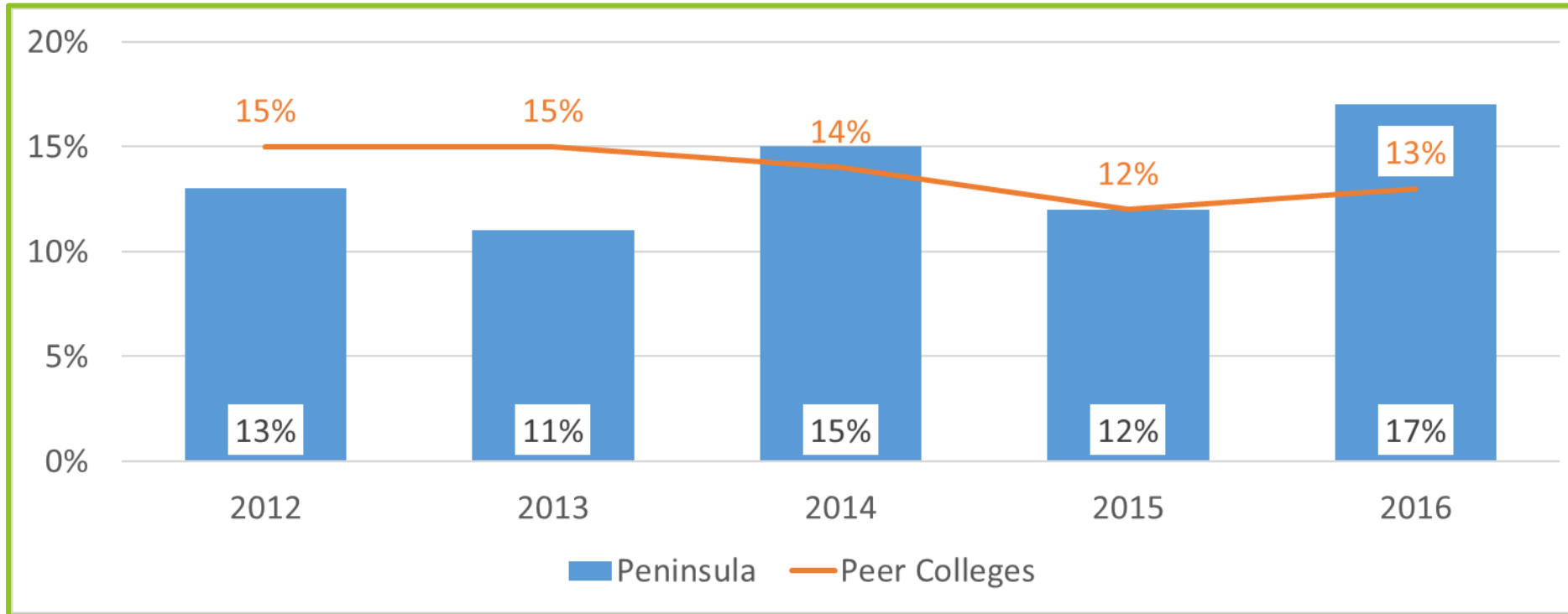
Transfer out rate is a metric for assessing student achievement among students with transfer intent. This measure is meaningful in determining the college's performance in helping transfer students to achieve their educational goals.

Transfer to 4-year College by Year 4



From the First-Time Entering Student Outcomes Dashboard. Includes Transfer students from all cohorts. Peninsula College has experienced a decline over the past five years, from a high of 41.5% in the 2015-16 cohort to 34.1% in the 2019-20 cohort. This is under our goal of 40% and under the system-wide average of 39%. Peer colleges have been averaging about 39% as well until the 2019-20 cohort when their average fell to 30%.

IPEDS - Transfer within 6 years

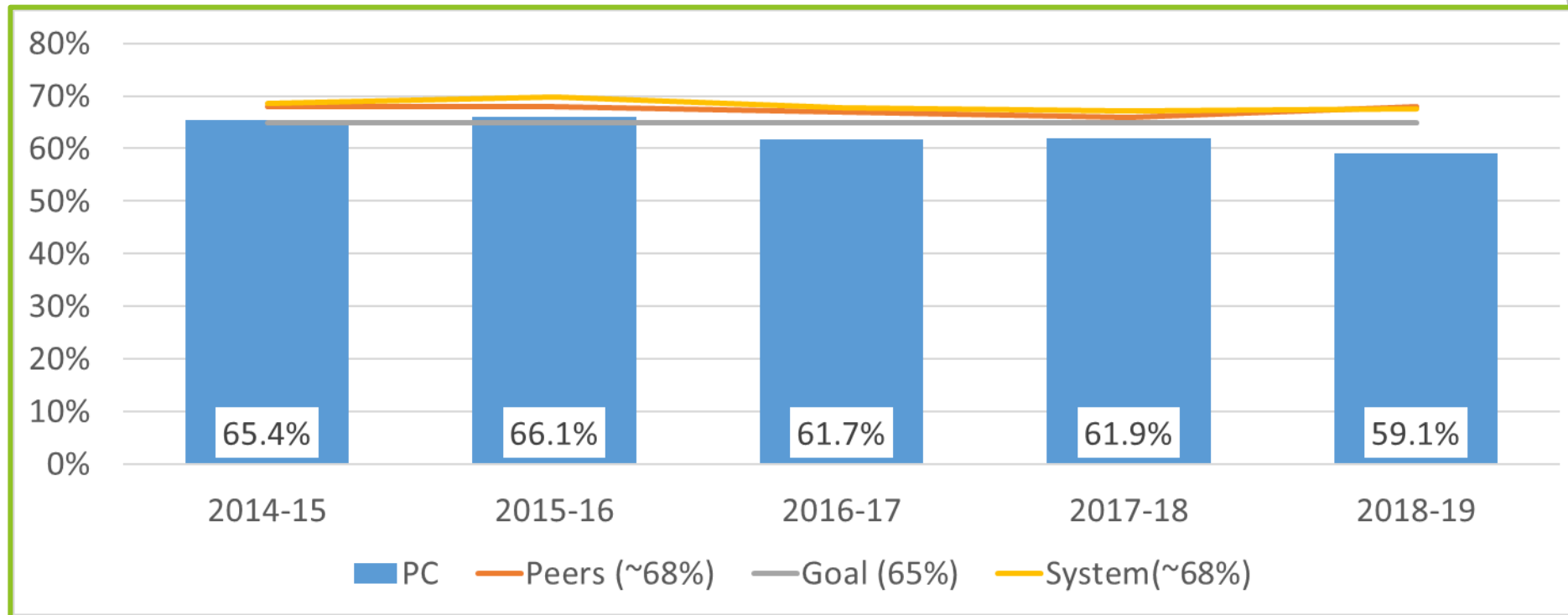


IPEDS reports transfer-out rates of full-time, first-time degree/certificate-seeking students within 150% of normal time to program completion. Peninsula College is considered a 4-year college due to the BAS programs, so transfer rates are reported for six years after the cohort started. IPEDS does not differentiate between Academic Transfer students and Prof/Tech students, who may not intend to transfer but to enter the workforce.

Enter Workforce

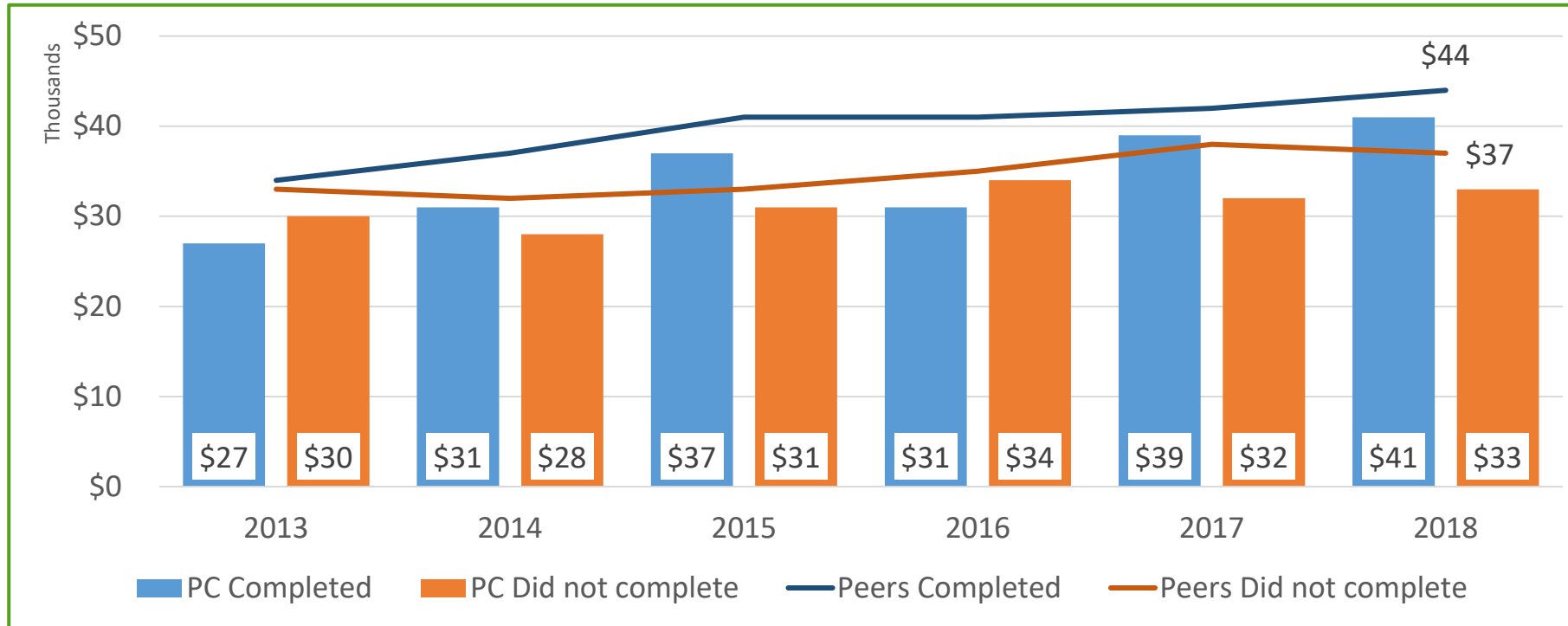
Entering the workforce is a metric for assessing student achievement among students in professional/technical programs. These measures are meaningful in determining the college's performance in helping workforce students to achieve their educational and career goals.

Employed by Year Four



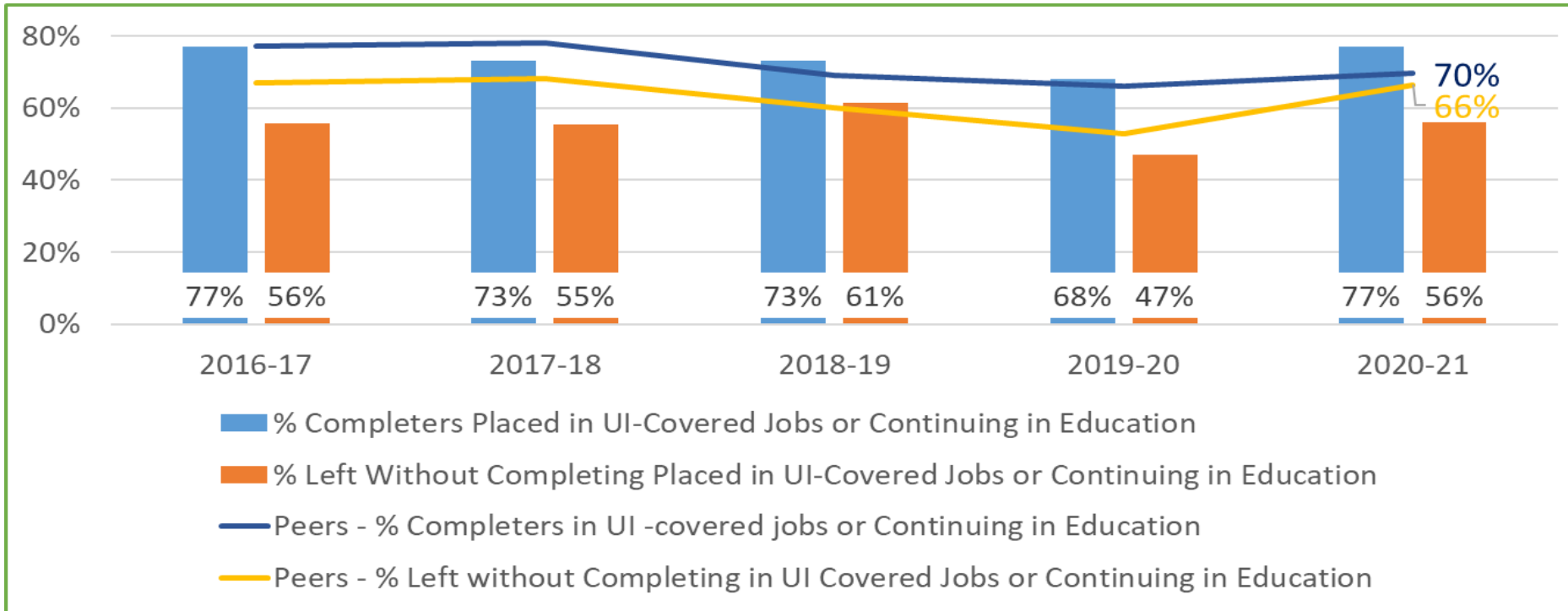
From the First-Time Entering Student Outcomes Dashboard, includes Prof/Tech students from all cohorts. Data derived from Washington State Unemployment Insurance records through a data sharing agreement with SBCTC. Doesn't include students who are self-employed, employed outside of WA state, or are otherwise not covered by UI. This also does not speak to whether the student is employed in their field or whether they are employed full-time.

FTEC - Median Earnings - Year 4



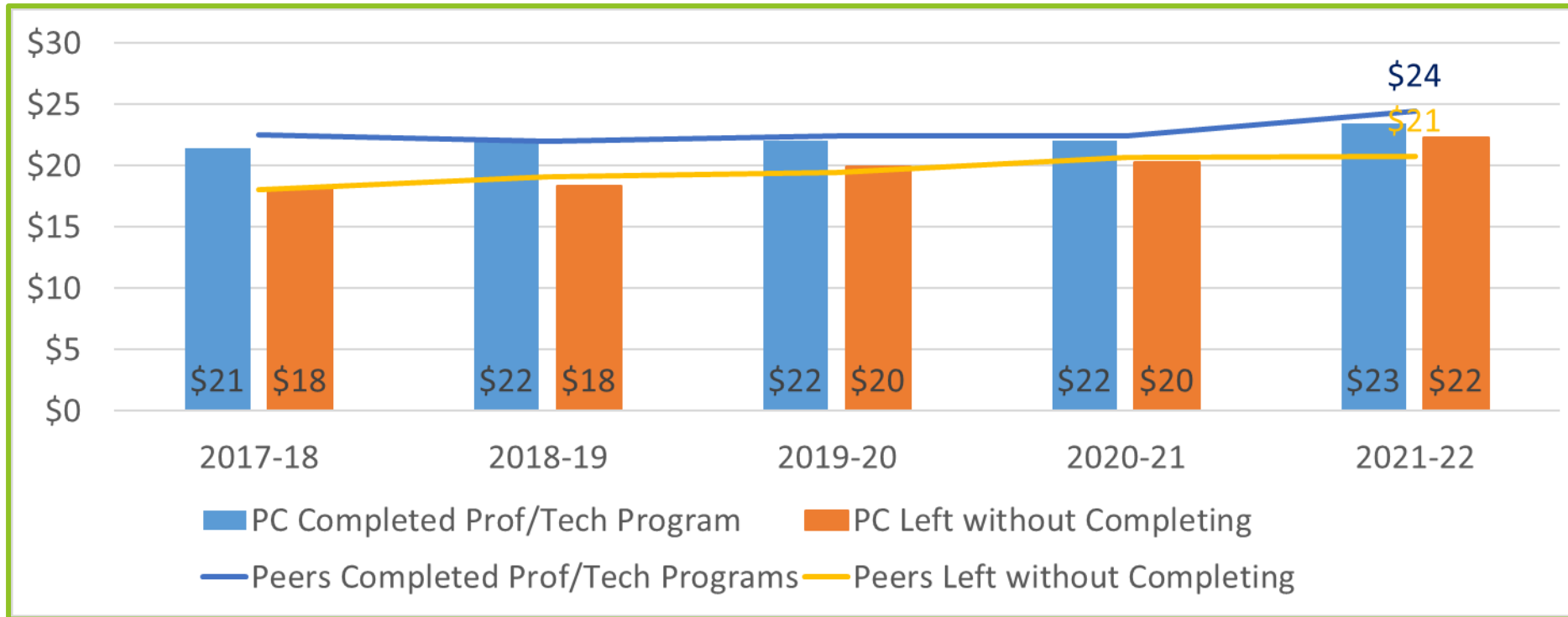
Median wages have increased over the past six years for those who have completed a certificate, degree, or substantial credits to \$50k per year, while median earnings for those who do not complete remain in the low \$40k range. Peninsula College student earnings in both categories are slightly lower than peer college students' earnings.

After College Placement



The SBCTC After College Outcomes dashboard summarizes job placement data for Prof/Tech students three quarters after leaving college. The year displayed indicates the year the student exited the program. Placement rates are about 20% higher for students completing at least 45 credits, a certificate, or a degree program compared to those who leave without completing.

After College Placement - Median Wages



Inflation-adjusted median wages are captured in the 3rd quarter after a student exits college through UI data. Inflation rates are provided by the US Bureau of Economic Analysis. Students who leave after completing a certificate or degree earn two to four dollars more per hour than those who leave without completing. Wages for PC students are comparable to those at peer colleges in similar geographic areas.

Questions?



Enrollment Highlights

as of March 11, 2024

Winter 2024 Enrollment Highlights*

State FTEs at 1247.5 are up 206.5 FTES or 19.9% from Winter 2023.

- IBEST enrollments at 152.7 FTE are up 20 FTE from Winter 2023
- New BAS, Cybersecurity, and Natural Resources programs contribute to higher enrollment.

Contract FTEs at 347.4 are up 10.7 FTES or 3.2% from Winter 2023.

Annualized FTE Enrollment Highlights*

Summer, Fall 2022 and Winter 2023 compared to Summer, Fall 2023 and Winter 2024

- State FTEs are up 9.6% from YTD Winter 2023.
- Contract FTEs are up 8.9% from YTD Winter 2023.
- Self Support FTEs are up 17.1% from YTD Winter 2023.

Kind of Student or Student Intent *

- Transfer FTEs - 612.39 FTES - increased 7.6%
- Prof/Tech -783.835 FTES - increased by 34.3%.
- Transitional Studies -248.3 FTES - increased by 2.2%

Summer 2023

State FTEs in summer 2023 (296) were almost 100 FTES less than summer 2022, a 30% decrease, due primarily to a decrease in CMAA enrollments.

Spring 2024*

- Estimated State FTES at 699.8 are about 74% of spring 2023 FTES (946).
- The "Hop into Spring" registration event is March 13, 2024.

* Estimated data, subject to change

Definitions:

FTE - Equivalent to one student taking 15 credits per quarter or 45 credits per year.

Annualized FTE - Total FTE divided by 3.

State FTES- the sum of FTES for students in state-supported classes. State FTES drive the appropriation formula used to determine state income to the college.

Contract FTES - the sum of FTES for students in contract-funded classes.

The main sources of contract FTES are Running Start and Department of Corrections.

Self-Support FTES - the sum of FTES for students in self-support classes. Self-support classes are those for which there is no outside funding, such as most Continuing Education.

Kind of Student or Student Intent -

Transfer - Students enrolled in academic transfer programs.

Prof/Tech - Students enrolled in professional/technical programs.

Transitional Studies - Students enrolled in exclusively pre-college courses.

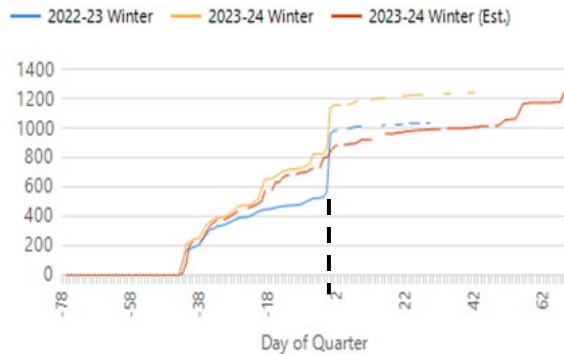
Other - All other students.



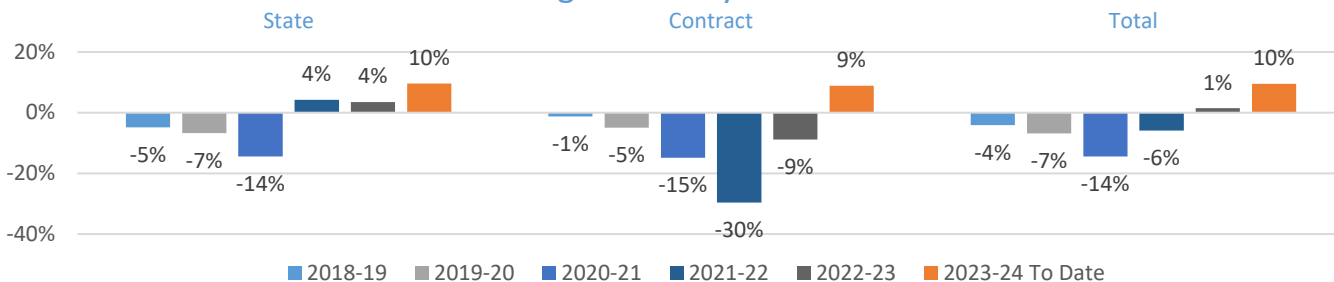
WINTER 2024 Enrollment Highlights

as of March 11, 2024

FTEs	State	Contract	Self	Total
Winter 2023 to date	1040			
Winter 2024 to date	1248	347	25	1620
Difference	207			
	19.9%			
Winter 2023 Total	1041.0	337	22	1400
Difference	207	11	3	220
	19.9%	3.2%	11.2%	15.7%



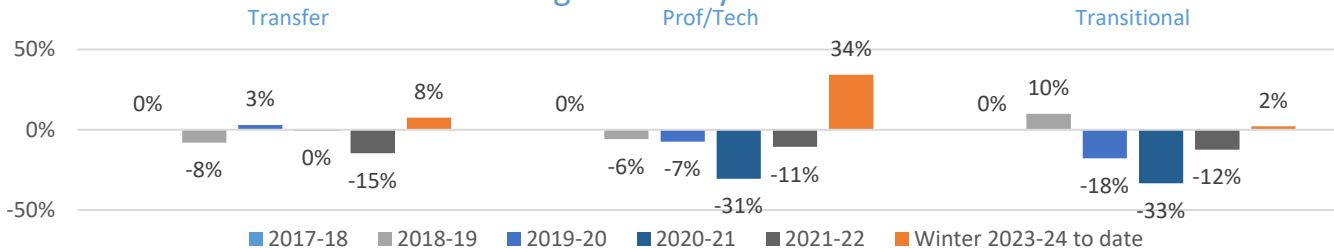
Annual Change in FTE by Fund Source



2023-24 Annual FTEs to date

Fund Source	State	Contract	Other	Total
2023-24 Annual FTEs to date	1359.4	390.9	38.4	1788.7

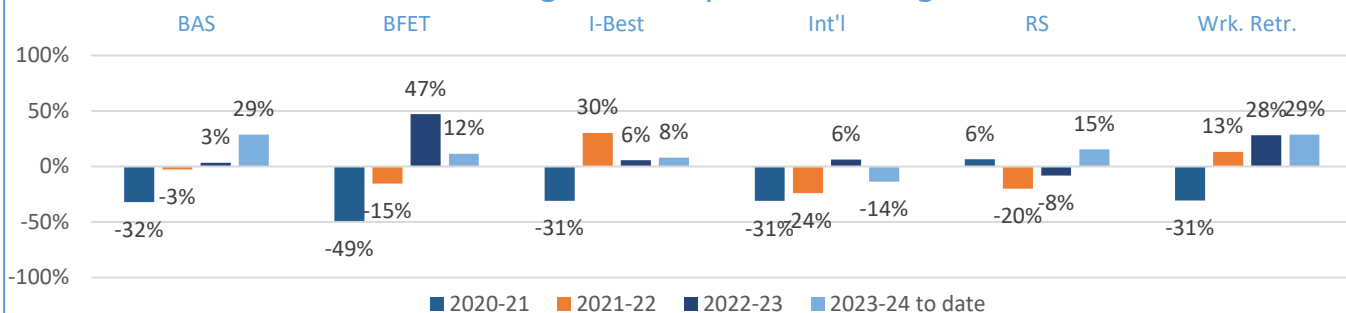
Annual Change in FTE by Student Intent



2023-24 Annual FTEs to date

Student Intent	Transfer	Prof/Tech	TS	Other	Total
2023-24 Annual FTEs to date	612.4	783.8	248.3	144.1	1788.6

Annual Change in FTE by Selected Program



2023-24 Annual FTEs to date

Program	BAS	BFET	I-Best	Int'l	RS	Wrk Retr.	(enrollments are not mutually exclusive)
2023-24 Annual FTEs to date	59.4	118.5	150.4	45.4	290.4	224.6	

March 4, 2024

Board of Trustees
Peninsula College
Port Angeles, Washington

This letter is provided in connection with our engagement to audit the financial statements of Peninsula College (the College) as of and for the year ending June 30, 2023. Professional standards require that we communicate with you certain items including our responsibilities with regard to the financial statement audit and the planned scope and timing of our audit, including significant risks we have identified. Additionally, as a part of our audit, we inquire with those whose duties include oversight of the financial reporting process (review and acceptance of audit reports, etc.) to ascertain whether or not anyone on the Board of Trustees (the Board) has knowledge of matters that might have a bearing on the auditor's risk assessment for the College's annual audit.

Example of these matters are:

- Known or suspected instances of employee fraud
- Areas in which the internal controls of the College are thought by the Board to be weak
- Known or suspected misstatements in the accounting records of the College
- Known or suspected use of improper accounting practices by the College
- Any awareness of pressure upon the College or College management with respect to achieving certain financial results
- Matters that warrant particular attention during the audit
- Information about unusual transactions or other matters relevant to the audit

Generally, the scope of the audit is limited to matters involving amounts that would be significant to the financial statements of the College taken as a whole. If additional time is required to respond to the concerns of the Board, we will estimate for the Board the costs involved.

Please respond within 45 days from the date of this letter if the Board has any matters to report that meet the above criteria.

Our Responsibilities

As stated in our engagement letter dated August 17, 2022, we are responsible for conducting our audit in accordance with auditing standards generally accepted in the United States of America and in accordance with Government Auditing Standards for the purpose of forming

and expressing an opinion about whether the financial statements that have been prepared by management, with your oversight, are prepared, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit does not relieve you or management of your respective responsibilities.

Our responsibility relating to other information, whether financial or nonfinancial information (other than financial statements and the auditor's report thereon), included in the College's Financial Statements includes only the information identified in our report. We have no responsibility for determining whether the Introductory Section is properly stated. We require that we receive the final version of the Financial Statements in a timely manner prior to the date of the auditor's report, or if that is not possible, as soon as practicable and, in any case, prior to the entity's issuance of such information.

Planned Scope of the Audit

Our audit will include examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. Our audit is designed to provide reasonable, but not absolute, assurance about whether the financial statements as a whole are free of material misstatement, whether due to error, fraudulent financial reporting, misappropriation of assets, or violations of laws or governmental regulations. Because of this concept of reasonable assurance and because we will not examine all transactions, there is a risk that material misstatements may exist and not be detected by us.

Our audit will include obtaining an understanding of the entity and its environment, including its internal control, sufficient to assess the risks of material misstatement of the financial statements and as a basis for designing the nature, timing, and extent of further audit procedures, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. However, we will communicate to you at the conclusion of our audit any material weaknesses or significant deficiencies identified. We will also communicate to you:

- Any violation of laws or regulations that come to our attention;
- Our views relating to qualitative aspects of the entity's significant accounting practices, including accounting policies, accounting estimates, and financial statement disclosures;
- Significant difficulties, if any, encountered during the audit;
- Disagreements with management, if any, encountered during the audit;
- Significant unusual transactions, if any;
- The potential effects of uncorrected misstatements on future-period financial statements; and
- Other significant matters that are relevant to your responsibilities in overseeing the financial reporting process.

We began the audit examination of Peninsula College in January 2024. We plan to have the audit complete and finalize the Financial Statements in March 2024.

Planned Scope of Audit

In addition to our standard audit approach, we have identified significant audit risk areas for Peninsula College and plan to modify our audit approach as follows:

- Risk of errors in implementing GASB 96, the Subscription Based IT Arrangements Standard: We will obtain a listing of the College's subscription-based arrangements and review the College's determination of the applicability of the standard. We will review the College's calculations and journal entries to record the subscription assets and liabilities, as applicable. We will ensure the College has properly reflected the arrangements in the financial statements and footnote disclosures.
- Risk of errors recording new debt transactions: We will evaluate new debt transactions including the bond documents and journal entries to ensure they are recorded properly and the footnotes contain complete and accurate disclosures.
- Each year we are required to incorporate an element of unpredictability into our audit approach. This year, we plan to review student financial aid to ensure that funds are disbursed appropriately, eligibility criteria are met, and the College complies with regulatory requirements.

This information is intended solely for the information and use of management and the Board of Peninsula College and is not intended to be and should not be used by anyone other than these specified parties.

Sincerely,

Jeff Ball

Jeff Ball, CPA
Partner

**PENINSULA COLLEGE
BOARD INFORMATION**

Subject: **Regular and Substantive Interaction Policy**

Board Policy: 335

Date Adopted: new policy

Lead Administrator: Vice President of Instruction

BACKGROUND:

This policy is added to comply with federal financial aid requirements regarding regular and substantive interaction guidelines.

PROPOSAL:

The President recommends that the Board review and approve Board Policy 335, Regular and Substantive Interaction Policy.

RECOMMENDATION: The President recommends that the Board approve Policy 335 at the March 19, 2024 meeting of the Board of Trustees.



PENINSULA COLLEGE

Board Policy

Subject: **Regular and Substantive Interaction Policy**

Board Policy Number: 335

Date Adopted: October 24, 2023

Date Revised: Not Set

Reviewed: Not Set

Lead Administrator: Vice President of Instruction

Statutory Authority:

[Public Law 110-315 122 Stat. 3078](#)

Category: Instruction

Consistent with the federal regulations pertaining to federal financial aid requirements and regular and substantive interaction (RSI), Peninsula College distance education classes will comply with regular and substantive interaction guidelines established by the Office of Instruction and maintained by the Center for Equity, Teaching, and Learning. The guidelines are posted on the Peninsula College website and include the provision that courses will include “a clear explanation describing the instructor's plan for engaging in regular and substantive interactions with students,” as per section 1.3 of the WA Course Design Checklist ([WA Course Design Checklist \(V4\)](#)).

Statutory Authority:

Higher Education Opportunity Act, Pub.L. 110-315, 122 Stat. 3078, codified as amended at 34 C.F.R. §600.2



PROPOSED RULE MAKING

CR-102 (July 2022)
(Implements RCW 34.05.320)
Do **NOT** use for expedited rule making

CODE REVISER USE ONLY

OFFICE OF THE CODE REVISER
STATE OF WASHINGTON
FILED

DATE: January 09, 2024

TIME: 8:54 AM

WSR 24-03-042

Agency: Peninsula College, 1502 East Lauridsen Boulevard, Port Angeles, WA 98382

☒ **Original Notice**

☐ **Supplemental Notice to WSR** _____

☐ **Continuance of WSR** _____

☒ **Preproposal Statement of Inquiry was filed as WSR 23-23-018 ; or**

☐ **Expedited Rule Making--Proposed notice was filed as WSR** _____; or

☐ **Proposal is exempt under RCW 34.05.310(4) or 34.05.330(1); or**

☐ **Proposal is exempt under RCW** _____.

Title of rule and other identifying information: (describe subject) WAC 132A-104 Board of Trustees

Hearing location(s):

Date: **Time:** **Location:** (be specific) **Comment:**

March 11, 2024	10:30am	Peninsula College, Cornaby Center A-12 1502 E Lauridsen Blvd. Port Angeles WA 98362	
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Date of intended adoption: 3/26/2024 (Note: This is **NOT** the **effective** date)

Submit written comments to:

Name: Trisha Haggerty

Address: 1502 East Lauridsen Blvd, Port Angeles WA 98362

Email: thaggerty@pencol.edu

Fax:

Other:

By (date) March 7, 2024

Assistance for persons with disabilities:

Contact Julie Huebner

Phone: 360-417-6373

Fax:

TTY:

Email: ssd@pencol.edu

Other:

By (date) March 7, 2024

Purpose of the proposal and its anticipated effects, including any changes in existing rules:

This WAC needs to be updated to reflect the changes in Board meeting dates and communication methods

Reasons supporting proposal: Update the codification of rules regarding the Board of Trustees

Statutory authority for adoption: RCW 28B.50.130, RCW 28B.50.140 and RCW 34.05.010

Statute being implemented:

Is rule necessary because of a:

Federal Law?

☐ Yes ☒ No

Federal Court Decision?

☐ Yes ☒ No

State Court Decision?

☐ Yes ☒ No

If yes, CITATION:

Agency comments or recommendations, if any, as to statutory language, implementation, enforcement, and fiscal matters:

Type of proponent: ☐ Private ☐ Public ☐ Governmental

Name of proponent: (person or organization)

Name of agency personnel responsible for:

	Name	Office Location	Phone
Drafting:	Trisha Haggerty	1502 East Lauridsen Blvd, Port Angeles WA 98362	360-417-6201

Implementation:	Suzy Ames	1502 East Lauridsen Blvd, Port Angeles WA 98362	360-417-6201
Enforcement:	Suzy Ames	1502 East Lauridsen Blvd, Port Angeles WA 98362	360-417-6201

Is a school district fiscal impact statement required under [RCW 28A.305.135](#)? ☐ Yes ☒ No

If yes, insert statement here:

The public may obtain a copy of the school district fiscal impact statement by contacting:

Name:
Address:
Phone:
Fax:
TTY:
Email:
Other:

Is a cost-benefit analysis required under [RCW 34.05.328](#)?

☐ Yes: A preliminary cost-benefit analysis may be obtained by contacting:

Name:
Address:
Phone:
Fax:
TTY:
Email:
Other:

☒ No: Please explain: NA

Regulatory Fairness Act and Small Business Economic Impact Statement
 Note: The [Governor's Office for Regulatory Innovation and Assistance \(ORIA\)](#) provides support in completing this part.

(1) Identification of exemptions:
 This rule proposal, or portions of the proposal, **may be exempt** from requirements of the Regulatory Fairness Act (see [chapter 19.85 RCW](#)). For additional information on exemptions, consult the [exemption guide published by ORIA](#). Please check the box for any applicable exemption(s):

☐ This rule proposal, or portions of the proposal, is exempt under [RCW 19.85.061](#) because this rule making is being adopted solely to conform and/or comply with federal statute or regulations. Please cite the specific federal statute or regulation this rule is being adopted to conform or comply with, and describe the consequences to the state if the rule is not adopted.
 Citation and description:

☐ This rule proposal, or portions of the proposal, is exempt because the agency has completed the pilot rule process defined by [RCW 34.05.313](#) before filing the notice of this proposed rule.

☐ This rule proposal, or portions of the proposal, is exempt under the provisions of [RCW 15.65.570](#)(2) because it was adopted by a referendum.

☐ This rule proposal, or portions of the proposal, is exempt under [RCW 19.85.025](#)(3). Check all that apply:

<input type="checkbox"/> RCW 34.05.310 (4)(b) (Internal government operations)	<input type="checkbox"/> RCW 34.05.310 (4)(e) (Dictated by statute)
<input type="checkbox"/> RCW 34.05.310 (4)(c) (Incorporation by reference)	<input type="checkbox"/> RCW 34.05.310 (4)(f) (Set or adjust fees)
<input type="checkbox"/> RCW 34.05.310 (4)(d) (Correct or clarify language)	<input type="checkbox"/> RCW 34.05.310 (4)(g) ((i) Relating to agency hearings; or (ii) process requirements for applying to an agency for a license or permit)

☒ This rule proposal, or portions of the proposal, is exempt under [RCW 19.85.025](#)(4) (does not affect small businesses).

☐ This rule proposal, or portions of the proposal, is exempt under RCW ____.

Explanation of how the above exemption(s) applies to the proposed rule:

(2) Scope of exemptions: Check one.

☒ The rule proposal is fully exempt (*skip section 3*). Exemptions identified above apply to all portions of the rule proposal.

- ☐ The rule proposal is partially exempt (*complete section 3*). The exemptions identified above apply to portions of the rule proposal, but less than the entire rule proposal. Provide details here (consider using [this template from ORIA](#)):
- ☐ The rule proposal is not exempt (*complete section 3*). No exemptions were identified above.

(3) Small business economic impact statement: *Complete this section if any portion is not exempt.*

If any portion of the proposed rule is **not exempt**, does it impose more-than-minor costs (as defined by RCW 19.85.020(2)) on businesses?

- ☐ No Briefly summarize the agency's minor cost analysis and how the agency determined the proposed rule did not impose more-than-minor costs. _____
- ☐ Yes Calculations show the rule proposal likely imposes more-than-minor cost to businesses and a small business economic impact statement is required. Insert the required small business economic impact statement here:

The public may obtain a copy of the small business economic impact statement or the detailed cost calculations by contacting:

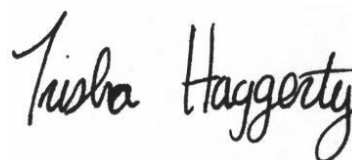
Name:
Address:
Phone:
Fax:
TTY:
Email:
Other:

Date: 1/9/2024

Name: Trisha Haggerty

Title: Peninsula College Rules Coordinator

Signature:



AMENDATORY SECTION (Amending WSR 99-15-072, filed 7/20/99, effective 8/20/99)

WAC 132A-104-011 The board of trustees. The government of Community College District No. 1 (Peninsula College) is vested in a five-person board of trustees. The trustees are appointed by the governor and serve five-year terms and/or until their successors are appointed. ~~((At its annual October meeting, the board elects a chairperson and vice chairperson who serve for a term of one year and until their successors are elected from the membership of the board.))~~ The board annually elects from its membership a chair and vice chair to serve for the ensuing year.

AMENDATORY SECTION (Amending WSR 99-15-072, filed 7/20/99, effective 8/20/99)

WAC 132A-104-016 Meetings of the board of trustees. The board ~~((customarily holds meetings on the second Tuesday of each month at such place as it may designate))~~ of trustees customarily holds a regular meeting at such time and place as it may designate approximately every four weeks from February through June and from October through December. Notice of the time and place of all regular and special meetings shall be governed by the requirements of the Open Public Meetings Act, chapter 42.30 RCW.

(1) All regular and special meetings of the board of trustees shall be announced and held in accordance with chapter 42.30 RCW (the Open Public Meetings Act).

(2) No official business shall be conducted by the board of trustees except during a regular or special meeting.

(3) The board of trustees may convene in executive session whenever it is deemed necessary pursuant to RCW 42.30.110.

March 8, 2024

RE: Recommendations for Continuation of the Tenure Process

Dear Board of Trustees,

We are pleased to report that the probationary committees have recommended that the following candidates continue to the next year of their tenure processes. We concur with the committees' and deans' assessments.

Probationary candidates who have successfully completed year two of the tenure process:

Dr. Kate Reavey is a long-time member of the PC community who has shown an outstanding commitment to equitable student success and community engagement. She has taught courses in English, the Humanities, and College Success, and is known for her student-centered teaching approaches and empathy. She engages students and the community through her work leading and teaching Studium Generale and has been an important collaborative partner and leader in the ongoing work to develop an Integrated Indigenous Studies curriculum. Dr. Reavey leads by example through her passion for social justice, student learning, and service to the college and community.

Dr. Lora Vess is the college's primary sociology instructor. Her committee finds that she is a dedicated and talented instructor who focuses on curated course materials to guide interactive and discussion-based learning in her classes. Like Dr. Reavey, Dr. Vess is dedicated to incorporating Indigenous content and pedagogy into her courses. Dr. Vess has worked to find open-access course materials to reduce student costs and takes a creative approach to her courses and the development of new curriculum. Dr. Vess's service to the college includes involvement in Faculty Senate, the Honors Program, the First Nations Club, and Curriculum Committee.

Professor Rob Decou teaches business courses at the college and is an expert in entrepreneurship and pedagogy. His committee finds him an effective and approachable instructor who makes time to support his students. Professor DeCou led the Small Business Innovation Fund Grant in collaboration with three economic development councils and Grays Harbor College and has developed new classes in Bookkeeping for Small Business and in Entrepreneurship and Innovation. Professor DeCou is an active and enthusiastic participant in the college and the community, including being the faculty representative to the Peninsula College Foundation.

Probationary candidates who have successfully completed year one of the tenure process:

Professor Laura Little teaches in the Medical Assisting program and has expertise in Phlebotomy. Her committee finds her to be approachable, well-organized, knowledgeable, and enthusiastic

about teaching. Students commented that her classes are very interactive and engaging. Laura serves the college through her collaborations with employers on the Medical Assisting Advisory Committee. Her committee finds her to be a team player with valuable real-world experience that she brings to her teaching.

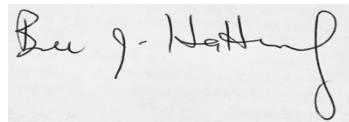
Dr. Nicole Nesberg was hired to help lead Peninsula College's efforts in building an Integrated Indigenous Studies curriculum. Her committee finds her to be a thoughtful and dynamic instructor, who is passionate about her new role at the college and is a strong advocate for promoting supports and presence for Indigenous students, staff, faculty, and community members. She works with the team developing the Integrated Indigenous Studies curriculum and has developed collaborative relationships with other faculty members, including discussions with Dr. Vess about Food Sovereignty and with Professor Anna King regarding Native American education and boarding schools and their overlap with Professor King's Early Childhood Education work on social justice.

It is our pleasure to recommend that each of these candidates progress to the next year of their tenure processes.

Sincerely,

A handwritten signature in cursive script that reads "Suzanne Ames".

Suzanne Ames, Ed.D
President

A handwritten signature in cursive script that reads "Bruce Hattendorf".

Bruce Hattendorf, PhD
Vice President, Instruction

Issue Paper: Prison Education Programs
Session 1: October 4-8, 2021

Issue: Establishing in regulation a framework that an institution must follow to initiate and maintain a prison education program

Statutory cites: §484(t) of the Higher Education Act of 1965, as amended (HEA)

Regulatory cites: N/A

Summary of issues: In December 2020, Congress passed the Consolidated Appropriations Act, 2021, that made permanent a change to allow incarcerated individuals to access Federal Pell Grant funds for qualifying prison education programs. This change codifies much of the Second Chance Pell experiment created by the Obama Administration and expanded by the Biden Administration. Research show that high-quality prison education programs increase learning and skills among incarcerated students, increase the likelihood of stable employment, and reduce the likelihood of recidivism. The Department seeks input from the subcommittee on implementation of the new statute, which will take effect on July 1, 2023. In particular, we hope to gain input from the subcommittee regarding:

Student Eligibility - Congress amended section 484(t) of the HEA to allow a confined or incarcerated individual to access Federal Pell Grant funds (Pell Grants) to enroll in a prison education program (PEP).

Institutional Eligibility - The statute states that public, private nonprofit, or vocational postsecondary institutions may offer a PEP. The postsecondary institution cannot have been subject in the last five years to various adverse actions by the Department of Education (ED), the institution's accrediting agency, or the State.

Program Eligibility - In addition to fulfilling all other applicable program eligibility requirements, the Federal Bureau of Prisons (BOP), the applicable State Department of Corrections (DOC), or other entity that is responsible for overseeing correctional facilities (other entity) must determine that the PEP is operating in the best interest of students. Credits earned in the program must be transferable to at least one postsecondary institution. A confined or incarcerated individual receiving a Pell Grant cannot be enrolled in a PEP that is designed to lead to licensure or employment for an occupation if that occupation typically prohibits licensure or employment of formerly incarcerated individuals.

Reports - The statute generally requires annual reporting from participating postsecondary institutions, as well as evaluation by ED.

The Department has identified the following potential regulatory changes to implement parts of the statute:

Codify additional location status. The current regulatory definition of an additional location is "geographically apart from the main campus and at which the institution offers at least 50 percent of a program and may qualify as a branch campus." The Department proposes to codify that a correctional facility at which a PEP is offered is an additional location. This also applies if the primary mode of

instruction is distance education or correspondence courses. This will ensure proper reporting under §600.21 and will provide clarity that the locations are subject to applicable substantive change rules for accrediting agencies under §602.22.

Provide conditions of institutional eligibility. Currently, a postsecondary institution is not eligible to participate in Title IV programs if more than 25 percent of its regularly enrolled students are incarcerated. Institutions may apply for a waiver from ED, as outlined in regulation, to exceed the 25 percent limit. The Department proposes to provide additional clarity as to how postsecondary institutions may access that waiver. We also propose to explain the circumstances under which the Department can withdraw the waiver when an institution violates the conditions of the waiver.

Clarify the date, extent, and duration of eligibility and eligibility removal procedures. Currently, certain types of programs must be approved by the Department (e.g., the first direct assessment program) in order to be considered eligible for Federal Title IV aid. We propose that postsecondary institutions similarly apply for eligibility for the institution's first PEP at the first two additional locations. This will ensure that postsecondary institutions offering PEPs have fulfilled each component of the statute and regulations before offering a PEP. We propose creating a clear application process and delineating the conditions under which ED can withdraw an institution's eligibility to offer a PEP using Title IV financial aid if the postsecondary institution fails to comply with the requirements of the regulations.

Ensure institutions report additional PEPs at additional locations. Currently, eligible postsecondary institutions are required to report the addition of certain types of program offerings to ED within 10 days of adding such programs. We propose to add to the list that the addition of a PEP at each additional location must be reported so that ED can ensure that postsecondary institutions are meeting reporting obligations.

Codify the definition of quality indicators for eligible programs. Define the quality indicators that a BOP, DOC, or another correctional authority with oversight will use to determine if a PEP will serve in the “best interest of students,” as required by the statute. ED proposes to clarify in regulation what the “best interest of students” means; the BOP, DOC, or other entity will determine whether schools meet that definition.

We propose to consider the BOP, DOC, or other entity to have determined that PEPs serve in the best interests of students if:

- They determine that, for indicators that are “inputs” from schools, such as those in (B)(iii)(V)-(VII), the PEPs match at least the same standards of programs offered by those institutions outside of prison facilities. This will ensure that incarcerated students have the same educational opportunities and support services as non-incarcerated students.
- They determine that “outcome” indicators listed in the statute, such as job placement rates and earnings indicators (B)(iii)(II)-(III), meet the standards described below.

The Department is considering two ways to allow a BOP, DOC, and any other entity that is responsible for overseeing correctional facilities to assess “outcome” indicators:

- Compare wages and job placement rates to those of students with only a high school diploma/high school equivalency to create a baseline standard for institutions.

- Compare to a reasonable expected increase in wages or job placement as compared with someone who was incarcerated but did not enroll in an institution of higher education, assuming adequate data is available to make this determination. For the wage metric, a similar approach for which data would be more easily obtainable would require oversight entities to establish a reasonable wage premium expectation, based on existing research on the overall effects of college in prison programs.

We seek input on the indicators listed in (B)(iii-iv)(I) describing rates of students seeking education post-release and rates of recidivism. We also propose to add an additional completion rate indicator and seek input on that indicator.

The proposed definition of “outcome” quality indicators would need to exclude students who will be incarcerated longer than the relevant period during which, for example, earnings would be evaluated. This will allow PEPs to enroll these students without worrying that they will count against their outcome indicator measurements.

We also propose that the BOP, DOC, or other entity regularly assess whether the PEP is continuing to operate in the best interest of students; we propose that such reviews shall occur prior to the initial certification and at each of the postsecondary institution's applications for recertification.

Under the law, correctional authorities must consider a variety of data points in determining whether to approve a program. However, postsecondary institutions that are offering their first PEP or that have not previously been asked to collect the necessary data may not have access to such data. To ensure that postsecondary institutions are able to offer programs while collecting the necessary data, particularly for institutions that are not already a Second Chance Pell site or an educational program operating in a correctional facility that does not participate in the Title IV programs, the Department proposes to provide the BOP, DOC or other entity with flexibility in the initial two-year period of approval during which data collection may occur. The Department seeks comment as to whether programs without relevant data in the first two years and receiving this preliminary approval should face other restrictions, such as enrollment growth or expansion to additional locations.

Define prohibitions in licensure. The statute requires that an eligible PEP “not offer education that is designed to lead to licensure or employment for a specific job or occupation in the State if such job or occupation typically involves prohibitions on the licensure or employment of formerly incarcerated individuals in the State in which the correctional facility is located, or, in the case of a Federal correctional facility, in the State in which most of the individuals confined or incarcerated in such facility will reside upon release.” ED seeks to ensure that postsecondary institutions do not offer programs to students if State or Federal laws would ban, exempt, or prohibit formerly incarcerated students from licensure or employment. A student who attends a program full-time for the full academic year, six years in a row will reach their lifetime limit on Pell Grants and no longer be eligible to receive additional Pell Grant funds, and we seek to limit the chance that a student exhausts their Pell Grant funds on a PEP that would not benefit them. In addition, the Department invites the subcommittee to discuss whether to expand the scope of exclusions to include de facto barriers to employment that exist in many fields, but do not rise to the level of a State or Federal legal requirement, such as employment restrictions for those with a criminal record, or requirements for professional licensure standards.

Clarify how existing accreditation procedures apply to PEPs. The Department proposes requiring that a postsecondary institution's accrediting agency review and approve at least the first PEP at each of the first two additional locations, including a site visit, and review the data that the institution provides to the BOP, DOC, or other entity to confirm that the institution meets accrediting agency standards. In addition, the Department invites the subcommittee to discuss whether more than two additional locations should be subject to this requirement.

Our proposal would also prevent postsecondary institutions subject to accreditor adverse actions that are not yet final from initiating any new PEPs, and require a teach-out plan for existing PEPs facing adverse actions in the event that the institution loses accreditation.

Create a smooth transition from Second Chance Pell. Determine the need to clarify the transition and/or wind-down process for postsecondary institutions currently operating eligible programs at Second Chance Pell sites in Federal or State correctional facilities and that may choose to convert their programs to the proposed PEP definition.

Provide disclosures to help students understand their options. Ensure that programs enrolling students in PEPs provide those students with information about:

- Educational requirements, to inform students that the PEP satisfies applicable educational requirements for professional licensure or certification;
- Prohibitions on licensure and employment, if there are prohibitions in the occupation for which the program will prepare students;
- Portions of a program begun in prison that cannot be completed while incarcerated, if applicable, including their options to continue the program; and
- Opportunities for students to continue their education post-release, including information about transferring their credits.

Describe the process for reporting. Ensure the accurate reporting of data items in the required report to ED through annual instructions established by the Secretary.

Provide technical changes to conform with the statute. The Department will include technical changes to conform with the statute relating to the calculation of a Federal Pell Grant, student eligibility, and the definition of an incarcerated student.

Prior to the first day of the subcommittee on October 18, 2021, we will provide proposed amendatory language to both committee and subcommittee members.

STATE OF WASHINGTON
BOARD OF TRUSTEES, COMMUNITY
COLLEGE DISTRICT NO. 1 PENINSULA
COLLEGE

Resolution 2024-02

A resolution recognizing the importance of prison education programs for
Peninsula College, the Community, and the State of Washington

WHEREAS, In December 2020, Congress passed the Consolidated Appropriations Act, 2021, that made permanent a change to allow incarcerated individuals access to Federal Pell Grant Funds for qualifying prison education programs; and

WHEREAS, high quality prison education programs increase learning and skills among incarcerated students, reduce the likelihood of recidivism, and increase the likelihood of stable employment; and

FURTHER, Peninsula College's Corrections Education Program is authorized to apply to become a Prison Education Program recognized by the Department of Education.

THEREFORE, BE IT RESOLVED, the Board of Trustees approves the designation as a Prison Education Program if approved by the Department of Education.

ADOPTED by the Board of Trustees of Peninsula College, District No. 1, on this nineteenth day of March in the year 2024.

Signed and Attested This Date: _____

Michael Maxwell, Board Chair

Suzy Ames, President