

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 06-11-33

WHEREAS the State Board for Community and Technical Colleges has submitted its 2007-09 Capital Budget Request; and

WHEREAS subsequent to Board action an additional alternatively financed project has been identified; and

WHEREAS the Green River Community College Board of Trustees has approved expanding the college satellite operation at Kent Station; and

WHEREAS this project requires legislative approval under RCW 39.94 to secure approximately \$20 million in Certificates of Participation through the Washington State Treasurer;

NOW THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves submittal of this project as part of the 2007-09 Capital Budget Request to the Office of Financial Management.

APPROVED AND ADOPTED November 30, 2006.



Jim Garrison, Chair

ATTEST:



Charles N. Earl, Secretary

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 06-11-34

WHEREAS the State Board for Community and Technical Colleges is required to approve acquisition of property that exceeds \$400,000; and

WHEREAS Everett Community College has identified a significant opportunity to meet current and future needs through the swap and acquisition of land with Providence Everett Medical Center; and

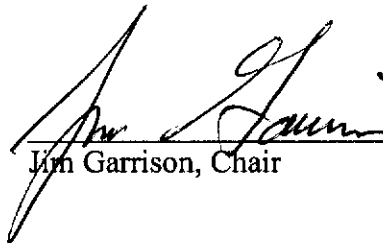
WHEREAS the Everett Board of Trustees has approved moving forward with the agreement subject to approval by the State Board; and

WHEREAS the current capital budget appropriation includes sufficient funds to acquire parking as an initial action under this agreement; and

WHEREAS the agreement provides funding to assist the college in replacement of the gym and fields;

NOW THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the land swap and acquisition of property with Providence Everett Medical Center.

APPROVED AND ADOPTED November 30, 2006.



Jim Garrison, Chair

ATTEST:



Charles N. Earl, Secretary

PROPOSED AGREEMENT BETWEEN EVERETT COMMUNITY COLLEGE AND PROVIDENCE EVERETT MEDICAL CENTER

Property Description

College Property: Athletic Facility & Fields

- Across the street from hospital
- 2-3 blocks from the main College campus
- 9.4 acres (1 parcel)
- Original College property (1950's)
- \$4.4 million assessed value (2007)
- Gym space, locker rooms, fitness & weight room, racquetball & handball courts
- Classrooms & offices
- Swimming pool (currently closed due to roof condition)
- Soccer & softball fields (overlapping)
- Tennis Courts
- Storage building
- Track

Hospital Property: Shopping Center

- Across the street from College expansion area
- 16.7 acres (7 parcels)
- Purchased by hospital in 2001 for \$6.1 million
- \$11.4 million assessed value (2007)
- 20-25 stores



STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 06-11-35

A resolution to approve an increase in the number of investment options available to Participants of the State Board Retirement Plan.

WHEREAS, the State Board for Community and Technical Colleges desires to provide an array of investments that allow Eligible Employees to diversify their Retirement Plan portfolios to meet individual retirement goals;

THEREFORE BE IT RESOLVED, that, effective January 8, 2007, the State Board authorizes the following set of TIAA-CREF mutual fund investment options be provided in addition to the annuity and mutual fund options currently available:

Small-Cap Equity
Large-Cap Value
International Equity
Social Choice Equity
Real Estate Securities

APPROVED AND ADOPTED November 30, 2006


Jim Garrison, Chair

ATTEST:


Charles N. Earl, Secretary

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 06-11-36

A resolution relating to the 2006-07 Legislative Policy Principles.

WHEREAS the State Board for Community and Technical Colleges has adopted the System Direction in September 2006 and has submitted operating and capital budget requests for the 2007-09 biennium that reflect the system's highest priorities; and

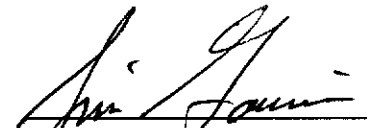
WHEREAS the 2007-09 operating and capital budget requests remain the system's highest priorities; and

WHEREAS the Board has also identified a series of policy issues that may generate legislative interest that would effect the community and technical colleges; and

WHEREAS the Board would like to express a set of policy principles related to the identified issues;

THEREFORE BE IT RESOLVED that the State Board adopt Resolution 06-11-36, approving the 2006-07 Legislative Policy Principles contained in the attachment that were considered by the system's Joint Legislative Committee.

APPROVED AND ADOPTED on November 30, 2006.



Jim Garrison, Chair

ATTEST:



Charles N. Earl, Secretary

State Board for Community and Technical Colleges 2006-07 Policy Principles

The SBCTC adopted the System Direction in September 2006, and subsequently adopted Operating and Capital Budget requests for the 2007-09 biennium wherein the elements reflect the highest priorities for the Community and Technical College System for the 2007 legislative session. Consistent with those budget requests are a series of policy principles aimed at providing the Board, staff, and college officials with a clear understanding of the interests of the CTC system in policy deliberations that may occur.

High School Completion

- **CTCs as Providers** – The community and technical colleges should continue to play a significant role in high school completion and/or GED preparation for those that leave K-12 without diplomas.
- **Flexibility** – Colleges should retain local flexibility in their program offerings for high school completion and/or GED pathways.
- **Preventive Role** – The CTCs can play a significant role through partnerships to create success for students before they become high school dropouts.
- **Adequate Funding** – Colleges will need adequate resources to provide high school completion pathways.
- **Alignment of Pathways** – High school completion or GED pathways should position the learner to seamlessly enter college.

Dual Enrollment Programs

- **Variety of Pathways** – Students learn at different paces and in different ways and a variety of dual enrollment options should be available such as Running Start, College in the High School, Tech Prep, etc.
- **Efficient** – Dual enrollment programs reduce time to completion for students and should be utilized in the context of increasing certificates and degrees.
- **Adequate Funding** – Dual enrollment programs are a tremendous benefit to students, parents, and tax payers and should be encouraged with adequate resources.

Tuition

- **Public Good** – Tuition policies should be developed under the context that higher education is a public good and a student benefit. “We” all have a vested interest in keeping higher education affordable.
- **Predictability** – Students, parents, and college administrators need a tuition model that is predictable, stable and is placed in the larger context of the full cost of attendance.
- **Sector Differences** – Different tuition policies may be needed to reflect the diverse student populations that are served by each higher education sector.

- **Affordability** – Even when tuition is matched with financial aid, the “sticker” price, whether real or perceived, discourages many populations from beginning their pursuit of higher education.
- **Linked to Aid** – Tuition increases should be matched with appropriate financial aid, including innovative ways to respond to part-time students and other non-traditional students.

Financial Aid

- **Need Based** – Financial aid programs should be focused on assisting financially needy students.
- **Adequacy** – Financial aid policies should be responsive to the particular needs presented by diverse populations of learners in order for them to achieve their educational goals.
- **Underserved** – Changes in financial aid policies should target low income students; first generation learners; and strive for substantial simplification for all students.
- **Working Adults** – Financial aid systems should be structurally modified to address the real financial barriers experienced by low-income working adults.
- **Fairness** – Financial aid policies linked to tuition should provide proportional amounts of aid based on credit loads taken and be available for all programs of study.
- **Leveraging** – Changes in state financial aid programs should retain an emphasis on leveraging federal, local, and private resources.
- **Comprehensive Support** – Financial aid is a subset of comprehensive support and should be paired with adequate funding for counseling, advising, and other engagement resources.

Compensation and Staffing

- **Quality** – Compensation systems should contribute to the recruitment and retention of high quality employees.
- **Collective Bargaining** – Compensation changes aimed at faculty should respect local collective bargaining processes.
- **Adequacy** – Faculty and staff should be compensated adequately and within the context of a competitive environment.
- **Data Driven** – Long-term changes to compensation practices and staffing should be based on comparative information and other measurable data.
- **Flexibility** – Compensation practices should ensure appropriate flexibility so that colleges can make staffing adjustments necessary to meet the changing demands of their local communities.
- **Comprehensive Duties** – Compensation systems should recognize the full spectrum of duties/responsibilities performed by employees.

Student Access

- **Economic Demands** – Funding for new enrollments should include consideration of the economic needs of the state, as well as population increases:
 - Growth in baccalaureate production should recognize the large contribution made by the CTCs.

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- The fastest growing segment of our adult population over the next ten years will be those 25-35 years old and need to be a focus of access and student success.
- The fiscal health of our private and public sectors will require us to achieve greater success with traditionally low skilled populations such as ABE and ESL learners; former Foster Care youth; and WorkFirst clients.
- Many of the high-demand fields are high-cost and will require resources in excess of the average funding rate for existing college enrollments.
- **Baccalaureate Production** – The CTCs play a critical role in the preparation of baccalaureate degree students:
 - Any expansion of applied baccalaureate programs for the CTCs should be placed under the authority of the SBCTC.
 - Increasing baccalaureate degree participation in the state should first consider solutions that utilize existing higher education infrastructure such as university centers on CTC campuses.

Accountability

- **Responsibility** – The SBCTC is responsible for ensuring meaningful accountability in response to policy initiatives.
- **Data** – The SBCTC will measure results using high-quality systemic data.

Innovation

- **Instructional Method** – Innovative, proven ways of teaching such as IBEST should be recognized and encouraged with the appropriate resources.
- **Modes of Delivery** – Delivering the benefits of higher education to broad segments of our population should recognize the immense power of technology.
- **Systems Infrastructure** – Increasing accountability and effectiveness stems in large part from robust and relevant data systems that need be supported at the statewide and local level.
- **Shared Resources** – Where possible, the legislature should develop policy solutions that create equal opportunities for all students through cost-effective shared resources such as digital libraries and on-line advising tools.

WA Learns

- **Comprehensive** – The SBCTC supports the comprehensive vision of Washington Learns, and will work to increase education attainment considered by a P-20 council.
- **Seamlessness** – Investments stemming from the Washington Learns effort should be student-centric and should focus on providing a smooth continuum for students as they progress through the P-20 system.
- **Investments** – Investments stemming from Washington Learns should be focused strategically on student success and outcomes. Long-term funding goals should reflect the resources necessary to support those strategic investments.
- **Early Learning** – Increased investments in early learning should recognize the substantial role that CTCs play in training and developing early learning educators, parent education, and curriculum development as well as the utilization of our child development centers.

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- **Math/Science** – An emphasis on math and science should include a comprehensive approach that:
 - Infuses more math and science at every level of the educational pathway (from P-20).
 - Recognizes the substantial role that the CTCs play in providing the first two years of college coursework for over half of the math teachers in our state.
 - Provides appropriate support to faculty to upgrade their knowledge and skills in math and science so that it is infused across the curriculum.