

State of Washington
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

South Puget Sound Community College
Building 22, Room 200-A
2011 Mottman Road SW
Olympia, Washington

Study Session: Wednesday, March 10, 2004
1:00 p.m. – 5:00 p.m.
Regular Meeting: Thursday, March 11, 2004
8:15 a.m. – 11:40 a.m.

State Board Study Session Agenda

<u>Time Estimate</u>	<u>Description</u>	<u>Attachment</u>
1:00 p.m.	1. Call to Order	----
	2. K-12 Education Reform	TAB 1
2:30 p.m.	3. Tuition Impact Study	TAB 2
3:00 p.m.	--- Break ---	
3:30 p.m.	4. Tuition Waivers	TAB 3
4:15 p.m.	5. Community & Technical College Role in Access to the Baccalaureate Degree	TAB 4
5:00 p.m.	6. Adjourn Study Session	----

Subject (Information/Discussion)

Washington K-12 Education Reform and Two-Year Colleges: An Update

Background

Following a joint meeting of two-year college presidents and district superintendents in February 2002, Terry Bergeson, State Superintendent for Public Instruction, presented before this Board with a panel of college presidents and K12 superintendents. They conveyed to the Board the ways in which the two systems were planning to work together. Since then, a study that compares WASL content and scores to the content and scores of the colleges' placement tests has been completed; a joint proposal on remedial math has been submitted to the Gates Foundation and to the state legislature; there have been a series of meetings between Earl Hale, Terry Bergeson, representative presidents and superintendents; and State Board and Office of the Superintendent of Public Instruction staff have worked together on legislative testimony related to Running Start and remedial education. Currently legislation is being considered that asks our systems to collaborate in expanding dual enrollment options for high school students; another bill, in its present form¹ requires, starting in September, 2009, students to pay for any remedial courses taken within three years of high school graduation.

Last month, the college presidents sponsored a second meeting involving a joint presentation and very productive discussion with a statewide group of school district superintendents and this time, including university provosts. Broad themes that emerged in these discussions focused on issues related to curricula and articulation, assessments and expectations, and communication across sectors.

Key Policy Issues and Questions

How can community and technical colleges support education reform by:

- 1) **Articulating and aligning student learning expectations in math.**
 - a. What is the current relationship between exit standards for high school and entrance standards for college-level coursework? What should that relationship be?
 - b. How can colleges communicate their standards for college-level work without eroding the system's "open-door" philosophy?
 - c. What is the best way to build articulation agreements between high school and college workforce education programs?
 - d. In what ways might colleges consider WASL scores or the Certificate of Mastery for entering students?
 - e. What barriers need to be addressed in order for our two systems to collaborate effectively?

¹ An amended version of the bill is being considered as this item is being written.

- 2) **Providing diverse and appropriate dual enrollment opportunities** for high school students to help them meet their goals.
 - a. How can our systems work to serve more effectively the students we share (e.g., dual-enrollment programs)?
 - b. How can career and technical education programs be viewed as more viable and positive alternatives for students?
 - c. How might the colleges support high schools' efforts to help students meet the new standards?
 - d. How can we minimize the extent to which students use the two-year college system to avoid having to meet the new standards?

Presentation

State Board staff will provide a brief context for the discussion, introduce the math and dual enrollment policy issues, and present an overview of data that highlight key aspects of the policy issues.

Terry Bergeson, the Superintendent of Public Instruction, will provide her perspective on the current issues around the linkages between K-12 education reform and postsecondary education, especially the two-year college system. She will focus in particular on the critical area of guidance as it relates to helping middle school and high school students understand fully and prepare for college expectations. Dr. Bergeson will be followed by a panel of local education leaders showcasing one example of a productive school district/two-year college partnership helping to encourage students to take more challenging coursework and achieve the higher standards embodied in education reform. They will offer their views on the opportunities and challenges for high schools and colleges to work together to replicate this work more broadly. Panel members include:

- Steve Rasmussen, Superintendent, Franklin Pierce School District
- Jo Ann Baria, Dean of Workforce Education, Pierce College
- Agnes Steward, Assistant Director for Student Development, Pierce College

Outcome

Discussion with and input from Board members will help to shape the strategies for continuing to address these key policy issues related to K-12 education reform.

Subject (Information/Discussion)

Tuition Impact Study

Background

The historic tuition structure for Washington's two-year colleges was based on a per credit hour charge for part-time students from 1 to 10 credit hours, and then a flat fee for full-time students from 11 to 18 credit hours. One of the effects of this structure was that part-time students, paying for each credit hour, paid more for their degrees than full-time students.

The State Board adopted a revised tuition structure effective Fall 2003. A per credit charge of \$6.10 for each quarterly credit from 11 to 18 was initiated, and it was anticipated that this per credit charge would be examined each year and possibly increased over time to better balance tuition and fees charged to full and part-time students.

Fall 2003 Tuition Study

Last spring, following an extensive analysis of tuition impacts from Fall 2002, the State Board adopted tuition rates for the current fiscal year that included an average increase of seven percent for resident students. As part of that increase, the per-credit structure change was advanced for a second year, increasing the charge from \$6.10 per credit to \$10.50 per credit for credits 11-18. As part of this action, the State Board asked that staff once again analyze changes in student mix, course and credit-taking behavior, college revenues, and financial aid. As a result of that request, staff has prepared an updated analysis of tuition impacts using Fall 2003 data.

Outcome

Following a staff presentation on this year's findings, State Board members will discuss the findings and the staff recommendations for tuition changes for FY 2005.

STATE BOARD STUDY SESSION AGENDA ITEM

TAB 3

Subject (Information/Discussion)

Tuition Waivers

Background

Please refer to TAB 7 of the State Board Regular Session Agenda of March 11, 2004 for background information.

Outcome

The State Board will review tuition waivers and will have an opportunity for discussion preparatory to taking action at its March 11, 2004 regular meeting.

Prepared by Mary Alice Grobins
February 26, 2004

Subject (Information)

Community and Technical College Role in Community Access to Baccalaureate Degrees

Background

The issue of baccalaureate access is receiving more attention in this legislative session, in the press and among policy-makers than anytime since 1989 when the state established branch campuses. Given the rapid growth in the number of traditional college-age students in the state population, the attention is well deserved. If young people of today are to have the same opportunity for post-secondary education as in the past, state policy makers must make decisions about:

- Which baccalaureate majors are most needed?
- Which of the many approaches to providing those degrees is the best fit?
- Where in the state's system of colleges and universities is the growth most needed?
- How to fund these needs?

Community and technical colleges play a considerable role in this access to the baccalaureate issue. The traditional role of community and technical colleges is encompassed in the transfer mission. In Washington the colleges provide the pathway to the bachelor's degree for more than 40 percent of the baccalaureate graduates. In addition colleges work closely with baccalaureate partners to jointly develop curriculum and co-admit students.

A newer role for community and technical colleges in Washington is to serve as host to universities that offer baccalaureate programs on their campuses – University Centers. In several other states, community or technical colleges have gained the authority to play one additional role – offering their own baccalaureate degrees. This discussion will focus on these two newer roles for community and technical colleges related to providing access to baccalaureate degree in their communities.

Hosting of Baccalaureate Degrees at University Centers

This year universities offer degrees on community or technical college campuses at 22 locations as shown in the table on the next two pages:

**Bachelor's Degrees Offered at Community or Technical Colleges by College
2003-04 and Planned Degrees**

College	Baccalaureate	Bachelor's Degrees Offered
Bates	Southern Illinois University (SIU)	BS in Fire Science (planned)
Bellevue	EWU	BA in Interdisciplinary Studies: Social & Behavioral Sciences BS in Technology: Applied Technology Option
Big Bend	Heritage College (WA)	Teacher Education
Centralia	WSU City U	Elementary Education (every other year, future commitment uncertain) Elementary Education
Clark	EWU	Dental Hygiene BA in Applied Technology
Edmonds	CWU	Law & Justice General Studies: Social Science Accounting Business Administration BAS: Information Tech (planned) BAS: Safety & Health Management (planned) BAS: Industrial Tech (planned) Elementary Education (planned) Exercise Science (planned) Family & Consumer Science Education (planned) Public Relations (planned) BAS: Food Service Management (planned)
Everett	WWU	Elementary Education Human Services
Grays Harbor	WSU	Elementary Education (every other year, future commitment uncertain)
Highline (programs are currently at the Sea-Tac Center and will move to the Highline campus in 2005)	CWU	Law & Justice General Studies: Social Science Accounting Business Administration Early Childhood Education & Elementary Education BAS: Information Tech (planned) BAS: Industrial Tech (planned) Family & Consumer Science Education (planned) Public Relations (planned) BAS: Food Service Management (planned)

College	Baccalaureate	Bachelor's Degrees Offered
Lower Columbia College	WSU-V	Elementary Education
Olympic	Old Dominion University (Virginia, public institution) WWU	Occupational Technical Studies (an applied baccalaureate degree) BS, Electronics Technology Business Administration Teacher Education, Communication Elementary Education Human Services Environmental Policy (planned) Environmental Policy (planned)
Peninsula	WWU City University	Environmental Policy (planned fall 04) Environmental Policy (planned fall 04) Teacher Education
Pierce	CWU EWU	Law & Justice Electronic Engineering Tech. Family & Consumer Science Education (planned) Public Relations (planned) Dental Hygiene
Shoreline	EWU	Dental Hygiene
Skagit (Oak Harbor)	WWU	Elementary Education
Seattle, Central	WWU (not at SCCC, but in Seattle)	Elementary Education
Seattle, North	EWU	Electrical Engineering (planned)
Seattle, South	EWU UW Evening Degree	BA in Applied Technology BA
South Puget Sound	Chapman University (CA)	Organizational Leadership
Tacoma	University of Phoenix (WA)	Management Science
Wenatchee	CWU	Elementary Education Recreation (planned) Exercise Science (planned)
Yakima	CWU WSU – Learning Center	Law & Justice Elementary Education Accounting (planned) Business Admin (planned) Recreation (planned) Exercise Science (planned) Social Science Humanities Psychology (planned) Computer Science (planned)

Facilities designed specifically as University Centers exist at Edmonds, Yakima, Pierce, and Olympic College. A similar facility is under construction at Highline.

A study of the baccalaureate graduates of 2000-01 identified those completing their degree at 10 sites on community and technical college campuses. Those 500 graduates represented 3 percent of all public bachelor’s degrees awarded that year and 6 percent of the transfers from community and technical colleges. The university center degree programs in 2000-01 were fairly limited in scope and thus the graduates were concentrated in 3 areas: Business, Law and Justice, and Education.

University Center Graduates – 2000-01

<u>Major Field</u>	<u>Graduates</u>
Business	202
Law and Justice	102
Education	118
Liberal Studies	17
Nursing	8
Science & Math	8
Computer & Software Systems, Engineering Tech	7

Business, education, nursing, and science and math are among the top fields statewide for public bachelor’s degrees in general and also top fields for CTC transfers.

The majority of these graduates (54 percent) were older students - 30 years of age or older at the time of completing their bachelor’s degree. These University Center graduates represent a significantly older student population – just 19 percent of all bachelor’s graduates were of a similar older age at time of graduation.

Some 17 percent of these students had completed a technical degree prior to transfer – far higher than the typical rate of technical degree transfer. The most common technical fields were administration of justice, mid management and engineering technology.

Primarily due to the decision-making at CWU, EWU and WWU, the University Center approach to baccalaureate access is growing, providing access especially to older, placebound adults seeking practical bachelor’s degrees.

Elsewhere in the nation, community and technical college have developed multi-institutional University Centers with significantly more baccalaureate options than currently available at any site in Washington. These centers serve as a means of bringing baccalaureate education to otherwise underserved parts of the state.

Offering Baccalaureate Degree

The presidents and the vice presidents of instruction recently devoted time at their statewide meetings to consider the pros and cons related to allowing community and technical colleges in Washington to award their own bachelor's degrees. Their discussion has been informed by experiences in other states and the Canadian provinces. SBCTC staff recently attended the 4th Annual Conference of the Community College Baccalaureate Association to gather additional information on policies and practices in other states.

In other states and provinces, community or technical college baccalaureate degrees follow one of three patterns:

- **Limited add-on baccalaureate programs.** The core community or technical college mission remains unchanged, but colleges offer one to several upper division programs consistent with existing associate degree program strengths. Florida follows this “add-on” model paying close attention to maintaining the community and technical college mission.
- **Expanded mission** to include meeting community needs by providing a comprehensive range of education up to the bachelor's degrees. The new title - university-college - used in British Columbia captures this “expanded mission” approach. The university-colleges value accessible, learner-centered, community-focused education from adult basic education through the baccalaureate. While university-colleges continue as part of the province's community college system, they view themselves as representatives of a new type of higher education institution.
- **Migrate to comprehensive baccalaureate institution.** Dixie State University in Utah, for example, served its community for many years as a junior college before becoming a university with the addition of bachelor's degrees in 2000.

In addition to establishing a preference for one or more of the paths described above, other states undertook the following analysis as part of their consideration to offer baccalaureate degrees at community and technical colleges:

- **Needs Analysis:** If community or technical college baccalaureate degrees are justified based on unmet need for baccalaureate access, a gap analysis is needed by region and major. In Washington, the Higher Education Coordinating Board is currently conducting such an analysis as part of its Master Planning activity.
- **Cost- Benefit Analysis:** A comparison of the costs and benefits of each of the alternative approaches to meeting a region's baccalaureate needs is required to determine the best fit(s) for meeting the needs. If HB 2382 passes during this legislative session, the HECB will be required to “examine the full range of options, including costs, to close the gap between demand and supply of upper division capacity. Options include expansion of the main campuses, branch campuses, off-campus education centers, distance learning, and other strategies.”

A progress report is required by January 10, 2005 with a final report due December 10, 2006.

- **Assignment of state-level decision making responsibilities:** The state has an interest in the decisions related to new degrees and the trade off of new funding baccalaureate degrees versus other college missions. The authority for that state decision-making would need to be assigned along with creation of criteria or principles for making the determinations regarding:
 - Degree approval
 - Types of degrees- applied, professional or liberal arts
 - Faculty hiring, tenure and promotion requirements
 - Faculty workload and role of scholarship in that workload
 - Initial funding level and plan for growth of funding
 - Admissions requirement, if any (for example, limitations on admission for state students, or GPA requirements)
 - Relative role of the baccalaureate add-on or mission expansion compared to the existing missions of the colleges.

Over the next several months, staff will further examine these issues and bring updates to the Board at the May 5 and June 23 meetings, with substantial discussion within the system between meetings. Malcolm Grothe, Dean of Technical Education, South Seattle Community College and graduate student at Oregon State University will assist staff while completing an internship with the Board.

Outcome

The State Board will be briefed on the various roles that colleges in Washington currently play related to bringing baccalaureate education to their communities and the baccalaureate-offering role played in other states. The Board will have the opportunity to provide input and direction to the staff regarding the overall role colleges can and should play in meeting the need for additional baccalaureate access and the further assessment of the potential of adopting baccalaureate degree authority for the community and technical colleges in Washington.

State of Washington
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

South Puget Sound Community College
 Building 22, Room 200-A
 2011 Mottman Road SW
 Olympia, Washington

*Study Session: Wednesday, March 10, 2004
 1:00 p.m. – 5:00 p.m.
 Regular Meeting: Thursday, March 11, 2004
 8:15 a.m. – 11:40 a.m.

State Board Regular Meeting Agenda

<u>Time Estimate</u>	<u>Description</u>	<u>Attachment</u>
8:15 a.m.	1. Call to Order	----
	2. Adoption of Agenda – March 11, 2004 (Action)	----
	3. Approval of Regular Meeting Minutes – January 22, 2004 (Action)	TAB 5
8:20 a.m.	4. Host College Presentation: South Puget Sound Community College (Information)	----
9:05 a.m.	5. Director’s Report (Information) <ul style="list-style-type: none"> • National Collaborative Report • Legislative Status Report • Cascadia Community College Recognition 	TAB 6
9:45 a.m.	6. Tuition Waivers (Resolution 04-03-03) (Action)	TAB 7
10:00 a.m.	7. Public Hearing/Permanent Rule Adoption: WAC 131-16 Professional-Technical Faculty Certification Personnel Standards (Resolution 04-03-04) (Action)	TAB 8
10:30 a.m.	--- Break ---	
10:40 a.m.	8. Approval of Strategic Position Document (Resolution 04-03-05) (Action)	TAB 9
11:20 a.m.	9. Consent Items (Action) <ul style="list-style-type: none"> A) Whatcom Community College Soccer Field Development – Authority to Use Local Funds (Resolution 04-03-06) (Action) B) Seattle Central Community College Property Acquisition – Authority to Use Local Funds (Resolution 04-03-07) Action) 	TAB 10

March 11, 2004, SBCTC Regular Meeting Agenda
South Puget Sound Community College
Page 2

Time Estimate	Description	Attachment
11:25 a.m.	10. Chair's Report (Information) <ul style="list-style-type: none">• Trustees' Association Report• State Board Activities Matrix	TAB 11
11:40 p.m.	11. Adjournment/Next Meeting	----

***Study Session:** The State Board will hold a Study Session on Wednesday, March 10, 2004, to discuss the following items: 1) K-12 Education Reform, 2) Tuition Impact Study, 3) Tuition Waivers, and 4) Community & Technical Colleges' Role in Access to the Baccalaureate Degree.

Executive Session: Under RCW 42.30.110, an Executive Session may be held. Action from the Executive Session may be taken, if necessary, as a result of items discussed in the Executive Session.

Please Note: Reasonable accommodations will be made for persons with disabilities if requests are made at least seven days in advance. Efforts will be made to accommodate late requests. Please contact the Executive Director's Office at (360) 753-7412; TDD 800-833-6388; or TDD-Voice 800-833-6384.

**REGULAR MEETING OF THE STATE BOARD
FOR
COMMUNITY AND TECHNICAL COLLEGES**

MINUTES OF MEETING

January 22, 2004

State Board Members

**Tom Koenninger (Chair), Vancouver
Sharon Fairchild, Spokane
Jim Garrison, Mt. Vernon
Paul Hutton, Issaquah
Al Link, Silverdale
Erin Munding, Omak
Jane Nishita, Seattle
Carolyn Purnell, Seattle
José Ruiz, Anacortes**

Statutory Authority: Laws of 1967, Chapter 28B.50 Revised Code of Washington

State of Washington
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
Olympia

ACTION INDEX
January 22, 2003

<u>Resolution Number</u>	<u>Description</u>	<u>Page in Minutes</u>
----	Adoption of Agenda – January 22, 2004	1
----	Approval of Minutes – December 3, 2003	1
04-01-02 (Revised)	Approval of Report on Student Progress Toward Degrees and Certificates (E2SSB 5135)	3

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
Olympia**

**Regular Meeting Minutes
January 22, 2004**

[Note: The State Board held a study session on January 21, 2004, from 1:00 p.m. to 6:00 p.m. at the State Board Office in Olympia to discuss the following items: 1) Strategic Position on Key Policy Issues, 2) Governor's 2004 Supplemental Budget Proposal, 3) Tuition and Fee Rates for 2004-05, 4) Technical Faculty Certification WAC Revision Proposal, and 5) Tuition Waivers Policy Review. No action was taken at the study session.]

State Board Members Present: Tom Koenninger (Chair), Sharon Fairchild, Jim Garrison, Paul Hutton, Al Link, Erin Munding, Jane Nishita, Carolyn Purnell, José Ruiz

CALL TO ORDER

Chairman Tom Koenninger called the meeting to order at 8:30 a.m. and welcomed those present.

ADOPTION OF AGENDA

MOTION: Moved by Carolyn Purnell and seconded by José Ruiz that the State Board adopt its regular meeting agenda of January 22, 2004, with a change noted in the order of the agenda items.

MOTION CARRIED.

APPROVAL OF MINUTES

MOTION: Moved by Jane Nishita and seconded by Sharon Fairchild that the State Board approve its special meeting minutes of December 3, 2003, as presented.

MOTION CARRIED.

DIRECTOR'S REPORT

Executive Director Earl Hale and staff reported on the following items:

- **Legislative Reports.** Sandy Wall presented three reports submitted to the Office of Financial Management and the Legislature related to expanded enrollments in high-demand fields, Olympic College upper-division course offerings, and annualized part-time faculty salary funding data by college district. Copies of these reports were included in the Board's supplemental agenda packets.

- **Exceptional Faculty Award Report for 2002-03.** Earl presented three reports on activities of the Exceptional Faculty Awards on college campuses for the last fiscal year. The colleges awarded a total of \$196,763 to exceptional faculty during the fiscal year 2002-03. Earl noted that the 2003 Legislature enacted two changes to the statutes controlling how funds are awarded, which will require amendment of the Washington Administrative Code to make it consistent with the revised statutes.

Report on Student Progress Toward Degrees and Certificates Related to E2SSB 5135 (Revised Resolution 04-01-02)

Nani Jackins Park of the State Board staff summarized work done by the system in response to legislation passed during the 2003 legislative session (E2SSB 5135), which requires each state baccalaureate institution and the SBCTC to develop policies to ensure enrolled undergraduate students complete degree and certificate programs in a timely manner. She presented for the Board's consideration a staff report that will be forwarded to the Higher Education Coordinating Board (HECB) on the policies and procedures developed to provide resource-efficient, capacity-conscious degree completion policies and to provide baseline data about affected students. The HECB will then report recommendations to the legislative higher education committees regarding the need for additional legislative action.

In response to the legislative requirement created by the passage of E2SSB 5135, the State Board adopted Resolution 03-06-18 to notify the community and technical colleges of the requirements of the legislation and to establish deadlines for college and State Board staff action to meet reporting deadlines. The State Board adopted a policy to ensure that students complete degree and/or certificate programs in a timely manner with the establishment of Washington Administrative Code (WAC) 131-12-080.

The colleges have submitted to the State Board office copies of the policies and procedures created by their campus teams to meet the requirements of E2SSB 5135. The practices forwarded are congruent with the *College Student Progress Policy Guidelines* developed by a system work group and are summarized in the staff report.

During discussion, Board members expressed concern that further study is needed before informed conclusions can be made about the impact these practices will have on system capacity and, ultimately, student success. They felt that additional information related to data collection and analysis, as well as a comparison of the cost of implementation versus relative outcomes, is needed before policy recommendations can be forwarded. Their preference was to submit the report without recommendations and to include an introductory paragraph explaining that additional data collection and further study are required before recommendations can be made. Board members suggested a one-year period of study prior to submitting policy recommendations. During that time, the State Board staff will work with the colleges to determine progress and assess the number and

types of students impacted and the effects of these practices on system capacity and student academic outcomes. Staff will provide the Board with period progress reports.

MOTION: Moved by Erin Mundinger and seconded by Sharon Fairchild that the Board adopt revised Resolution 04-01-02 9 (ATTACHMENT #1) regarding reporting on policies and procedures developed to ensure student progress toward degrees and certificates related to E2SSB 5135 and that the staff report be revised to omit the policy recommendations and to include an introductory paragraph explaining the need for further study prior to submission to the Higher Education Coordinating Board.

MOTION CARRIED.

STRATEGIC POSITION ON KEY POLICY ISSUES (Resolution 04-01-01)

As a result of the Board's study session discussion the previous day, the decision was made to postpone adoption of the Strategic Position document pending further revision. Staff will revise the document, send copies of the revised draft to Board members for their review and feedback, and then return in March to request formal Board approval of the final draft. The Board requested that the document include a brief executive summary that can be used for meetings and presentations.

FALL 2003 QUARTER REPORT

Doug Whittaker of the State Board staff presented highlights from the Fall 2003 Quarter Enrollment and Staffing Report. He noted that enrollment in fall 2003 was stable compared to the previous fall. Total FTEs increased by 0.6 percent to 157,606. Total headcount declined by 868 to 259,620 due to an increase in the number of full-time students coupled with a decrease in the number of part-time students. The state-supported enrollment grew by 482 FTEs to 127,902 FTEs. Based on fall 2003 enrollment trends, staff predicts that the system will exceed the state FTE enrollment target this year by 13,400 FTEs or 10 percent over target.

The preliminary report shows nursing enrollments grew by 11 percent over the previous fall, and other health occupations programs grew by 14 percent. The number enrolled in worker retraining also continued to grow, from 10,138 students in fall 2002 to 10,559 in fall 2003.

Discussion followed regarding the implications of the policy and demographic changes related to current and future enrollment trends.

CHAIR'S REPORT

Chairman Tom Koenninger and others reported on the following items:

- **Trustees' Association Report.** TACTC President Helen Malone reported that 14 new trustees were appointed to local community and technical boards in recent weeks. A mentoring program for new trustees has resulted in increased attendance at the fall TACTC New Trustee Orientation. State Board members were invited to attend the TACTC Winter Conference in February. Helen expressed her appreciation for the opportunity to participate in State Board and system meetings and legislative hearings.
- **State Board Activities Matrix.** The Board reviewed and updated the matrix of State Board activities and staff assignments.
- **Miscellaneous.** Tom distributed copies of his recent column published in *The Columbian* related to the Higher Education Coordinating Board's interim draft strategic master plan and a letter from former Governor Dan Evans on the issue of transfer. Tom also reported on a recent CEO Roundtable meeting on higher education that he and Earl attended in Seattle. The September issue of *CEO Magazine* will feature stories on community and technical college programs.

ADJOURNMENT/NEXT MEETING

There being no further business, the State Board adjourned its regular meeting of January 22, 2004, at 11:30 a.m. The next regular meeting of the State Board will be held March 10-11, 2004, at South Puget Sound Community College.

Tom Koenninger, Chair

ATTEST:

Earl Hale, Secretary

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 04-01-02
(REVISED)

A resolution relating to reporting on policies and procedures developed to ensure student progress toward degrees and certificates related to E2SSB 5135.

WHEREAS, E2SSB 5135, passed during the 2003 legislative session, requires the State Board for Community and Technical Colleges to develop policies to ensure enrolled undergraduates complete degree and certificate programs in a timely manner, and to report to the Higher Education Coordinating Board, by January 30, 2004, on the policies and procedures developed, and

WHEREAS, the State Board has adopted a policy to ensure that students complete degree and certificate programs in a timely manner with the establishment of Washington Administrative Code 131-12-080, and

WHEREAS, the staff of the State Board for Community and Technical Colleges has convened a system workgroup that developed college student progress policy guidelines and strategies to assist colleges in the development and implementation of policies and procedures; and

WHEREAS, each college has submitted, to the State Board office, a copy of the policies and procedures that have been created by their campus teams to meet the requirements of E2SSB 5135, and

WHEREAS, the staff of the State Board has reviewed the data submitted by the colleges and has written a summary report to be submitted to the Higher Education Coordinating Board as required by E2SSB 5135,

THEREFORE BE IT RESOLVED that the State Board approves the report as amended for submission to the Higher Education Coordinating Board by January 30, 2004.

APPROVED AND ADOPTED on January 22, 2004.

Tom Koenninger, Chair

ATTEST:

Earl Hale, Secretary

[Note: A copy of the report referenced above is available from the State Board Office upon request.]

Subject (Information)

Director's Report for March 11, 2004

Background

Materials for the Director's Report will be distributed during the State Board's regular meeting of March 11, 2004.

Subject (Action)

Tuition Waivers (Resolution 04-03-03)

Background

At its January 2004 meeting, the State Board engaged in a policy discussion about system waivers as part of a system-wide waiver review that has been underway since Fall 2003. The Board received a briefing by staff on findings and waiver options developed by system task forces last fall, and heard recommendations from college presidents who have served on a waiver policy committee. Public discussion and comments about those recommendations were also received.

Subsequent to the State Board meeting, the presidents also conducted an extensive policy discussion about the waiver recommendations.

A number of questions were raised by the State Board and the presidents, and staff was requested to provide further information in the following areas:

Basic Skills Waiver:

- Will it cost more than \$25 to collect the \$25 charge?
- How difficult and costly will it be for colleges to assess financial need in order to waive the charge for needy students?
- Will the \$25 charge be treated as tuition or a fee?
- What are the federal government limitations on basic skills charges, if any?
- Can further information about contracting with K12 to serve young students be collected?

Apprenticeship Waiver:

- Is it possible to obtain Workforce Investment Act (WIA) funding to augment support for apprenticeship programs?

Parent Education Waiver:

- Will the proposed re-coding of student payments invoke any liability or personnel issues?

In addition to the State Board and presidents' waiver discussions, the trustees association engaged in a panel discussion of waivers at its winter conference, and the Instruction, Student Services and Business Affairs Commissions participated in discussions at their quarterly meetings.

The presidents on the Waiver Policy Committee re-convened to consider feedback from these discussions as well as results of State Board staff follow-up to the information requests above. The Waiver Policy Committee then made some modifications to their earlier recommendations.

Waiver Issues Follow-up

Basic Skills Waiver:

- Staff research with regard to collection and financial need assessment costs focused on experience in the state of Oregon, which implemented basic skills course fees three years ago. Oregon collects a fee similar to the \$25 level being considered by the State Board and they waive the charge for needy students. They have developed collections and financial needs assessments methods that minimize college workload impacts and that have worked well over the past three years. Staff will present detailed information about the Oregon model at the State Board study session on March 10.
- It was determined that the \$25 charge can be implemented as a flat tuition charge, so that this charge would result in a reduction in the dollars being waived for basic skills.
- Through further conversations with the federal government, it has been clarified that any charges for basic skills courses must be used in basic skills programs. If not, the federal government would assess a dollar for dollar reduction in federal funds.
- An inventory of current CTC contracts with K12 has been completed, and a meeting with the Office of the Superintendent of Public Instruction is being planned to further explore this idea.

Apprenticeship Waiver:

- Preliminary indications from Workforce Training and Coordinating Board staff are negative with regard to obtaining WIA funds to support apprenticeship programs. Further policy level discussions are planned.

Parent Education:

- The proposed re-coding of parent education student fees to tuition did not invoke personnel or liability issues, but in the course of this research another significant implementation problem surfaced, leading to the conclusion that this recommendation would bring much increased college staff workloads while not generating any additional revenue.

Tuition Waiver Recommendations

Based upon the full extent of the waiver review over the past six months, issues and comments that have been raised, and research that has been conducted, the staff forwards the following recommendations for consideration by the State Board:

The current 100 percent waiver for **basic skills** courses should be changed to the following:

Effective Fall Quarter, 2004, charge \$25 per student, per quarter, for basic skills course enrollments. Allow local college district flexibility to waive charge for students who cannot pay.

The current two-thirds waiver for **apprenticeship** courses should be changed to the following:

Effective Fall Quarter, 2004, colleges may waive up to 50 percent of tuition and service and activities fees for apprenticeship course enrollments. Lower income apprenticeship students may apply for financial aid.

Parent education waivers:

Retain the current parent education waiver and develop external communications about the current levels of parent education student payments.

College optional waivers:

Optional waivers will remain at the discretion of college boards of trustees. The State Board will encourage colleges to conduct reviews of their optional waiver activities and to give consideration to needy students.

At their February 27, 2004 meeting, the presidents endorsed these recommendations, with the addition of a statement of their reluctance to charge for basic skills courses.

Recommendation

Staff recommends that the State Board adopt Resolution 04-03-03, changing basic skills and apprenticeship waivers, and encouraging colleges to review their local optional waiver activities and in so doing to give consideration to needy students.

The recommended waiver changes require modifications to the Washington Administrative Code **(WAC) 131-28-026 – Tuition charges for certain ungraded charges**. A copy of the necessary WAC revision is attached in draft form (Attachment One).

Furthermore, because the State Board has established guidelines – based upon this WAC – in its Policy and Procedures, some modifications will also be necessary to the State Board’s Policy and Procedures Manual.

Resolution 04-03-03 directs State Board staff to prepare the necessary WAC and policy manual revisions in order to implement the waiver changes. The WAC revision(s) would be brought to the State Board for public hearing and adoption at its May 5-6 meeting.

Prepared by Mary Alice Grobins
February 27, 2004

WAC 131-28-026 Tuition charges for certain ungraded courses. (1) The state board shall designate ungraded courses. These courses may be offered at tuition rates that differ from the standard rates set by WAC 131-28-025. (Ungraded shall mean courses not categorized by level of instruction and may be assigned degree credit or letter grades.)

(2) Ungraded courses shall meet the following qualifications:

~~((a) The primary intent of offering the course is other than providing academic credit applicable to an associate or higher degree.))~~

~~((b))~~ (a) The course has a specialized purpose in that it is intended to meet the unique educational needs of a specific category or group of students.

~~((c))~~ (b) The course is offered for the purpose of providing the individual student with a discrete skill or basic body of knowledge ~~((other than))~~ that (is) intended to ~~((lead to initial employment.))~~ (enhance potential for initial or continued employment, parenting skills or retirement.)

~~((d))~~ (c) The course cannot be administered as a contract course pursuant to WAC 131-28-027, 131-32-010, or 131-32-020.

~~((e) The course is not offered primarily as an integral part of any lower division curriculum or program.))~~

~~((f))~~ (d) The course is not one specifically or primarily intended to satisfy requirements for receiving a high school diploma.

(3) Colleges may establish the amount of waiver for the following ungraded courses:

(a) Farm management and small business management;

(b) Emergency medical technician and paramedic continuing education;

(c) Retirement;

(d) Industrial first aid offered to satisfy WISHA and approved by the department of labor and industries;

(e) Journeyman training in cooperation with joint apprenticeship and training committees.

(4) The waiver amounts for the following ungraded courses shall conform with the following schedule:

(a) Adult basic education, English as a second language, GED preparation: ~~((No charge.))~~ (An amount to be established by the State Board.)

(b) Parent education involving a cooperative preschool program: Eighty-five percent reduction from the standard per credit tuition and services activities fee charge.

~~—(c) Courses offered for the purpose of satisfying related or supplemental educational requirements for apprentices indentured with the Washington state apprenticeship council or federal Bureau of Apprenticeship and Training: Two-thirds reduction from the standard per credit tuition and services and activities fee charge. The college may convert the credit hour charge to a rounded amount per clock hour. Colleges may not deduct the tuition owed from training contract with apprentice organizations.)~~

(c) Courses offered for the purpose of satisfying related or supplemental educational requirements for apprentices indentured with the Washington state apprenticeship council or federal bureau of apprenticeship and training: A college may waive up to one-half of the standard per credit tuition and services and activities fee. The college may convert the credit hour charge to a rounded amount per clock hour. Colleges may not deduct the tuition owed from training contracted with apprentice organizations.)

(5) Students taking both regular and ungraded courses will be charged separately for the courses.

(6) Application of this section shall be subject to administrative procedures established by the state director with respect to maximum credit values of such ungraded courses, curriculum, or any unique circumstances related to enrollment in such courses.

(7) Ungraded course fees received pursuant to this section shall be accounted for and deposited in local community college operating fee accounts established in RCW 28B.15.031.

(8) Ungraded course fees may be paid by the sponsoring entity rather than an individual student.

[Statutory Authority: Chapter 28B.50 RCW. 03-19-050, § 131-28-026, filed 9/10/03, effective 10/11/03; 98-22-062, § 131-28-026, filed 11/2/98, effective 12/3/98. Statutory Authority: Chapters 28B.15 and 28B.50 RCW. 96-03-049, § 131-28-026, filed 1/12/96, effective 1/12/96; 95-13-070, § 131-28-026, filed 6/20/95, effective 7/21/95. Statutory Authority: RCW 28B.15.502 and 1992 c 231, 232 and 238. 92-14-033 (Order 139, Resolution No. 92-06-39), § 131-28-026, filed 6/23/92, effective 7/24/92. Statutory Authority: RCW 28B.15.502. 91-21-011 (Order 133, Resolution No. 91-49), § 131-28-026, filed 10/4/91, effective 11/4/91. Statutory Authority: RCW 28B.50.090 (7)(d) and (10), 28B.50.851, 28B.15.502 (4), 28B.15.522, 28B.50.140(3) and 1990 c 29. 90-20-009 (Order 122, Resolution Nos. 90-42 and 90-43), § 131-28-026, filed 9/20/90, effective 10/21/90. Statutory Authority: RCW 28B.15.502. 89-14-037 (Order 116, Resolution No. 89-16), § 131-28-026, filed 6/29/89. Statutory Authority: RCW 28B.15.502 and 28B.15.740. 82-22-023 (Order 94, Resolution No. 82-37), § 131-28-026, filed 10/26/82. Statutory Authority: RCW 28B.15.502. 82-11-035 (Order 93, Resolution No. 82-16), § 131-28-026, filed 5/11/82. Statutory Authority: RCW 28B.15.500 as amended by chapter 257, Laws of 1981. 81-19-060 (Order 89, Resolution No. 81-65), § 131-28-026, filed 9/14/81. Statutory Authority: Chapter 34.04 RCW and WAC 1-12-065. 78-07-064 (Order 71, Resolution No. 78-29), § 131-28-026, filed 6/30/78; Order 63 and Emergency Order 64, § 131-28-026, filed 9/13/77, effective 9/13/77; Order 25, § 131-28-026, filed 4/22/74, effective 7/1/74.]

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 04-03-03

A resolution regarding tuition waivers.

WHEREAS the Washington State Legislature has directed that the community and technical colleges reduce tuition waivers; and

WHEREAS the two-year college system has conducted a broad and systematic review of current waiver policies; and

WHEREAS colleges have experienced budget reductions and are increasingly unable to offer courses central to the two-year college mission without tuition support; and

WHEREAS the State Board has received tuition waiver change recommendations that are supported by the community and technical colleges;

THEREFORE BE IT RESOLVED that the State Board change the current basic skills and apprenticeship course waivers, effective Fall Quarter, 2004, to require a \$25 charge per student per quarter for basic skills courses, to allow colleges flexibility to waive the \$25 charge for students who cannot pay, and to allow colleges to charge up to 50 percent of tuition and services and activities fees for apprenticeship courses. Further, the State Board encourages college districts to review their local optional waivers, and, in so doing to give consideration to needy students. The State Board directs staff to prepare WAC and policy and procedure changes necessary to implement this action.

APPROVED AND ADOPTED on March 11, 2004.

Tom Koenninger, Chair

ATTEST:

Earl Hale, Secretary

Subject (Action)

Permanent Rule Adoption: Professional-Technical Faculty Certification WAC Revision, Chapter 131-16 Personnel Standards (Resolution 04-03-04)

Background

At its January 2004 meeting, the State Board was provided information on the proposed Professional-Faculty Certification WAC Revision in preparation for a public hearing at the March 11, 2004, State Board meeting. This agenda item is the follow-up to the January 2004 State Board meeting and the Board will be asked to approve WAC changes after the public hearing.

The State Board is required by state law RCW 28B.50.090 to establish qualifications and credentials for faculty.

“College Board – Powers and duties. The College Board shall have general supervision and control over the state system of community and technical colleges. In addition to the other powers and duties imposed upon the college board by this chapter, the college board shall be charged with the following powers, duties and responsibilities:

(7) Establish minimum standards to govern the operation of the community and technical colleges with respect to:

(a) Qualifications and credentials of instructional and key administrative personnel, except as otherwise provided in the state plan for vocational education.”

Because colleges prioritize hiring faculty with work experience in the occupation they are to teach, some professional-technical faculty don't have normal college credentials in the form of college degrees. This WAC enables them to teach in our colleges because of their professional expertise, work experience, or alternative credentials. The WAC also ensures that they remain current in their professional venues, and establishes a process for regular professional development.

The community and technical college system developed and validated professional-technical skill standards that were published in June of 2000. In 2001, a system task force of faculty and instructional administrators began work to revise State Board rules on certification to align the certification requirements with the new faculty skill standards. This proposed rule change provides greater flexibility for colleges on qualifications for new professional-technical faculty, clarifies requirements, and provides for continuous professional development of faculty. The Workforce Education Council, the Instruction Commission, and the Presidents endorse its approval.

Major Revision Points

- 1) The types of certification have been changed from temporary, three-year and five-year to “initial certification”, which lasts three years, and “standard certification” which last five years, to align with current accreditation and tenure standards.
- 2) A presidential waiver of the initial certification requirements is created for use in extraordinary cases.
- 3) Certification requirements for part-time professional-technical faculty are clarified.
- 4) “Professional improvement units” (PIU’s) have been replaced by “professional development activities” (PDA’s) which are activities linked to assessments against the professional-technical faculty skill standards. Please carefully read paragraph –094 regarding the assessment process and the professional development plan.
- 5) Chief professional-technical administrators are required to maintain certification.
- 6) The sections regarding “vocational counselors, and apprenticeships” are unnecessary and have been removed.
- 7) All references to “vocational” have been changed to “professional-technical.”

Recommendation

That the Board adopt Resolution 04-03-04, adopting the proposed Professional-Technical Faculty Certification WAC Revision, Chapter 131-16 Personnel Standards.

Prepared by Jim Crabbe
February 24, 2004

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 04-03-04

A resolution adopting the proposed Professional-Technical Faculty Certification WAC Revision, Chapter 131-16 Personnel Standards.

WHEREAS the State Board is responsible for administering the rules related to policies concerning qualifications and credentials for certification; and

WHEREAS professional-technical faculty certification allows faculty with occupational qualifications who lack normal college credentials in the form of college degrees to teach in our colleges; and

WHEREAS the certification standards should be aligned with professional-technical faculty skills standards;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the proposed Professional-Technical Certification WAC Revision, Chapter 131-16 Personnel Standards.

FURTHER BE IT RESOLVED that the State Board for Community and Technical Colleges hereby adopts permanent rules of the Professional-Technical Certification WAC Revision, Chapter 131-16 Personnel Standards as contained in Attachment One.

APPROVED AND ADOPTED on March 11, 2004.

Tom Koeninger, Chair

ATTEST:

Earl Hale, Secretary

**TAB 8, ATTACHMENT ONE
RESOLUTION 04-03-04**

AMENDATORY SECTION (Amending Order 134, Resolution No. 91-27, filed 10/4/91, effective 11/4/91)

WAC 131-16-070 Adoption and publication of district personnel selection practices and standards ((required)). Each college district board of trustees shall adopt and publish a statement of personnel selection practices and standards governing all nonclassified service personnel which are designed to ensure high standards of excellence in all phases of district operations, satisfy the standards of regional and national accrediting organization, and provide for a professional staff representing a wide range of educational and professional experience. Such personnel practices and standards shall be consistent with WAC 131-16-080.

AMENDATORY SECTION (Amending WSR 93-14-008, filed 6/24/93, effective 7/25/93)

WAC 131-16-091 Additional qualifications in areas of specialization. In addition to the general standards required by WAC 131-16-080 (~~and chapter 490-28A WAC in the case of vocational education personnel~~), the district board of trustees shall establish that candidates for appointment meet or exceed the following standards in their areas of specialization:

(1) Teaching personnel.

(a) Professional teaching personnel performing services for which advanced degrees are (~~normally~~) commonly available shall hold the equivalent of a master's degree in the field of their educational service from an accredited college or university or a bachelor's degree and (~~extensive~~) professional (~~experience~~) expertise in the field of their educational service (~~(-~~

~~2))~~; or

(b) Professional teaching personnel (~~in vocational fields or other specialized areas for which advanced degrees are not normally available shall have sufficiently broad and comprehensive training and work experience that particularly qualifies them to provide instruction in their area of specialization.~~

(3) All newly hired vocational education teaching personnel must have recent work experience beyond the learning period as a fully qualified worker in the occupation that will be taught. The minimum work experience shall be equal to the recognized learning period required to gain competence in the occupation, but shall be in no case less than two calendar years of full-time work or its equivalent beyond the learning experience. The

~~number of hours worked shall be equivalent to the hours worked by full-time workers in the occupation to be taught.~~

~~(a) Minimum work experience for apprenticeable occupations will be equal to the learning period then currently registered with the state department of labor and industries.~~

~~(b) Minimum work experience in occupations requiring state or local licensing, certification, or registry will be two calendar years subsequent to receipt of license, unless the occupation is also an apprenticeable trade. Current licenses, registrations, and/or certifications shall be maintained as a requirement for teaching courses in the respective occupation.~~

~~(c) Minimum work experience for all other trades and occupations will be two calendar years of full-time employment or the equivalent, subsequent to the required learning period, which shall be the number of hours worked by full-time workers during a two-year period in the occupation.~~

~~(d) Recent work experience shall be defined as employment full-time for six months or the equivalent, within the two years immediately preceding initial vocational certification, which shall be one-fourth of the hours required by (c) of this subsection.~~

~~(e) One year full-time employment shall mean that which is the standard for the occupation.~~

~~(4) All other vocational education teaching personnel including instructors of vocationally related courses, teachers' aides, lab assistants, and tutors, who do not meet the work experience and educational requirements specified above may be employed either on a full-time or part-time basis: Provided, That such individuals shall possess appropriate technical skills and knowledge in the specific program area assigned: And provided further, That such individuals shall work under the direct supervision of, or in direct coordination with, an appropriately certified professional. Each college district shall maintain job descriptions for each position in this category.~~

~~(5) Vocational counselors shall meet the minimum work experience requirement by verifying work experience in one or more occupations other than professional education, which is cumulative to at least two years of full-time employment. Vocational counselors shall be certified only if they have had preparation in vocational counseling, testing, and occupational information.~~

~~(6) General administrative personnel shall have advanced training or experience relevant to their assigned duties. The chief administrator shall hold an earned doctorate from an accredited university or have equivalent administrative expertise as demonstrated by successful performance of broad administrative responsibilities.~~

~~(7) The vocational administrator and all other subordinate vocational education administrative personnel must have been employed as a full-time vocational education instructor, occupational information specialist, or vocational counselor for at least three academic years or have equivalent experience in industry or other public agencies and they must have had at least two calendar years of accumulated experience in the capacity of a supervisor in education, business, industry, a public agency, or an equivalent volunteer community service. In addition, such individuals must have demonstrated to the employing agency a commitment to and understanding of vocational education. Industry and public agency experience will be evaluated at no more than a one-to-one basis. The vocational administrator's personnel file must have verification that these standards have been met.~~

~~(8) A current first-aid certificate, including CPR, is required for those vocational instructors and counselors prior to the second quarter of employment in vocational programs where the instructional environment brings students into physical proximity with machinery, electrical circuits, biologicals, radioactive substances, chemicals, flammables, intense heat, gases under pressure, excavations, scaffolding, ladders, and other hazards.~~

~~(9) Responsibility for ensuring that appropriate staff have first-aid training will rest with the assigned vocational administrator as defined in subsection (7) of this section.~~

~~(10) The specific type of first-aid program, including CPR, required of vocational instructors and counselors shall be achieved by passing a course of first-aid instruction and participation in practical application of the following subject matter;~~

~~Bleeding control and bandaging.~~

~~Practical method of artificial respiration, including mouth to mouth and mouth to nose resuscitation.~~

~~Closed chest heart massage.~~

~~Poisons.~~

~~Shock, unconsciousness, stroke.~~

~~Burns, scalds.~~

~~Sunstroke, heat exhaustion.~~

~~Frostbite, freezing, hypothermia.~~

~~Strains, sprains, hernias.~~

~~Fractures, dislocations.~~

~~Proper transportation of the injured.~~

~~Bites, stings.~~

~~Subjects covering specific health hazards likely to be encountered by coworkers of first-aid students enrolled in the course.~~

~~(11) Specifically excluded from conformance to the first-aid requirement are:~~

~~(a) Those instructors who teach related subjects to vocational students, i.e., Mathematics, English, or communications skills, etc., when these subjects are taught in classrooms rather than shops or laboratories.~~

~~(b) Physicians, registered nurses, licensed practical nurses, and others when their occupational competencies and training include first-aid knowledge and skills equal to or superior to that represented by the first-aid certification being required under these regulations)) in professional-technical fields for which bachelor's or master's degrees are not commonly available shall be particularly qualified to provide instruction in their area of specialization as demonstrated by possession of the following:~~

~~(i) Sufficient broad and comprehensive training;~~

~~(ii) Industry recognized certification when available; and~~

~~(iii) Two years relevant work experience and/or relevant, current teaching experience that particularly qualifies them to provide instruction in their area of specialization.~~

~~(c) In extraordinary cases, the requirements in (a) and (b) of this subsection may be waived by the college president. For personnel under waiver, a professional development plan must be developed to meet criteria under (a) or (b) of this subsection. This plan must be completed during the initial certification process.~~

~~(d) Part-time professional-technical teaching personnel must meet minimum qualifications as defined by (a), (b), or (c) of this subsection and have verification on file. This record must be on file for each part-time instructor during each quarter of teaching employment.~~

~~(2) Other instructional personnel.~~

~~All other professional-technical instructional personnel, including teachers' aides, lab assistants, and tutors, who do not meet the work experience and educational requirements specified above, may be employed either on a full-time or part-time basis. Such individuals shall possess appropriate technical skills and knowledge in the specific program area assigned; and such individuals shall work under the direct supervision of, or in direct coordination with, an appropriately qualified professional. Each college district shall maintain job descriptions for each position in this category.~~

~~(3) Chief professional-technical administrator.~~

~~The chief professional-technical administrator shall have:~~

~~(a) Earned an advanced degree, masters or doctorate, in a professional-technical area or have equivalent administrative expertise as demonstrated by successful performance of broad administrative responsibilities; and~~

~~(b) Been employed as a full-time professional-technical instructor or have the equivalent experience in business or industry or other public agencies; and~~

(c) Supervisory/administrative experience.

The chief professional-technical administrator must understand and have the ability to assess professional-technical faculty's ability to provide student instruction, supervise learning environments and implement curriculum, outcomes, and assessments. The chief professional-technical administrator must keep a copy of his/her current certificate in his/her personnel file.

(4) Other professional-technical administrators.

Other administrators who oversee professional-technical programs, must demonstrate to the employing agency a commitment to and understanding of professional-technical education, and their ability to use the professional-technical faculty skills standards to guide and support the professional development of the professional-technical instructors they supervise.

AMENDATORY SECTION (Amending WSR 93-14-008, filed 6/24/93, effective 7/25/93)

WAC 131-16-092 Maintaining and improving ~~((occupational and teaching))~~ certification competencies for ~~((vocational))~~ professional-technical administrators~~((,))~~ and instructors ~~((and counselors))~~. It shall be the responsibility of the president of each institution or district to assure compliance with the following standards, which must be met or exceeded by all districts:

(1) The institution or district will certify, through the ~~((assigned — vocational))~~ chief professional-technical administrator or designee, each full-time professional-technical instructor and ~~((vocational — counselor))~~ administrator and maintain documentation of such certification. The certificate and the documentation on file shall specify the function and/or the specific occupational area for which the individual is certified.

(2) Each full-time contracted ~~((vocationally certified))~~ professional-technical instructor ~~((or counselor))~~ shall have ~~((an individual improvement plan which covers the time interval of the current certification developed in consultation with and approved by the vocational administrator or designee. The vocational administrator shall maintain a file of all such plans, which shall be reviewed annually.~~

~~(3) Part-time vocational teaching and counseling personnel must be certifiable and have a verification of work experience related to instructional assignment record on file in the individual's personnel folder. This record must be on file for~~

~~each part-time instructor/counselor during each quarter of teaching employment. Part-time instructors must have teaching competencies reviewed every five years. "Teaching competencies" refers to (a) currency in the occupation and (b) teaching skills. Part-time vocational counselors must have records in their file indicating compliance with WAC 131-16-091(5).~~

~~(4) Full-time professional personnel may not be employed on the basis of a temporary certificate for a period of more than one year.~~

~~(5) Certification under the above standards is a condition of continued employment for all vocational education personnel.~~

~~(6) Safety and occupational health practice standards are met by satisfying OSHA and WISHA requirements.) a professional development plan, approved by the supervising professional-technical administrator or designee. The professional development plan shall be developed in collaboration with the instructor in accordance with local bargaining agreements. The chief professional-technical administrator or designee shall maintain a file of all such plans. Such plans shall be reviewed periodically, as determined by the institution.~~

~~(3) Full-time professional-technical instructors must complete the requirements of the initial certification within three years to attain standard certification. Standard certificates must be renewed every five years.~~

~~(4) Part-time professional-technical instructors teaching a two-thirds full-time load for more than the equivalent of three quarters must complete the requirements of the initial certification within three years, to attain standard certification. Standard certificates must be renewed every five years.~~

~~(5) All other part-time professional-technical instructors must be assessed as to their ability to provide student instruction, supervise learning environments and implement curriculum, outcomes, and assessments.~~

~~(6) The chief professional-technical administrator shall be certified by the president, who will maintain the chief professional administrator's professional development plan.~~

~~(7) Certification under the standards specified in WAC 131-16-070 through 131-16-094 is a condition of continued employment for all professional-technical education personnel.~~

~~(8) Safety and occupational health practices standards are met by meeting the requirements as set down by OSHA and WISHA. (As referenced in WAC 296-800-100 to 296-800-370.)~~

AMENDATORY SECTION (Amending WSR 93-14-008, filed 6/24/93, effective 7/25/93)

WAC 131-16-093 Types of ~~((vocational))~~ professional-technical education certificates. In issuing certificates for ~~((vocational education personnel))~~ full-time and part-time professional-technical instructors, as identified in WAC 131-16-092(3) and (4), the college district shall utilize the following nomenclature and shall meet the standards set forth below as a minimum:

~~(1) ((Temporary certificate.~~

~~(a) Full-time vocational instructors shall be issued a temporary certificate provided that such individuals shall be required to complete an orientation to begin no later than the first day of employment. An orientation outline must be on file at each campus. A temporary certificate is not renewable for full-time instructors and counselors.~~

~~(b) Full-time vocational counselors shall be issued a temporary certificate provided that such individuals have met the requirements set forth in WAC 131-16-091(5).~~

~~(2) One-year certificate.~~

~~(a) Instructional personnel who have completed the minimum requirements for a temporary certificate and who, in addition, provide documentation of teaching competency as demonstrated by having satisfactorily completed a minimum of three credits in courses concentrated upon the elements of teaching, or the equivalent, shall be issued a one-year certificate. A one-year certificate may be renewed once.~~

~~(b) (Vocational) Counselors may be issued a one-year certificate upon completion of the minimum requirements for a temporary certificate and who, in addition, have completed a minimum of three credits or thirty clock hours in course(s) in accordance with the individual's professional improvement plan. A one-year certificate may be renewed no more than once.~~

~~(3) Three-year certificate. May be used as a temporary with part-time instructors. (Optional with the local district for full-time instructors.)~~

~~(4) Five-year certificate (initial).~~

~~(a) Instructional personnel, occupational information specialists, and vocational counselors who have met the requirements of WAC 131-16-070 through 131-16-092 and who have earned a master's degree or doctorate in their professional career field or in the field of education from a recognized college or university accredited by a group recognized by the~~

~~council on postsecondary accreditation (COPA), and who have completed the minimum requirements for a temporary certificate, may be issued a five-year certificate.~~

~~(b) Instructional personnel and vocational counselors who have not earned a master's degree or doctorate in their professional career field or in the field of education from an accredited college or university shall be issued a five-year certificate upon completion of at least two years of teaching service, who have, in addition to the one-year certificate requirements, documentation of competency as demonstrated by having satisfactorily completed a minimum of three credits or thirty clock hours in courses dealing with the techniques of occupational analysis, or equivalent, a minimum of three credits in courses concentrated upon the principles of vocational course organization or equivalent, and who have completed a minimum of three additional professional improvement units in accordance with the individual's professional improvement plan.~~

~~(c) Vocational counseling personnel who do not have a master's degree shall be issued a five-year certificate upon: (i) Completion of at least two years of counseling service, (ii) in addition to the one-year certificate requirements, documentation of competency as demonstrated by having satisfactorily completed a minimum of three credits or thirty clock hours in courses dealing with advanced or graduate level counseling theories and/or techniques, or equivalent, and (iii) completion of a minimum of six additional professional improvement units in accordance with the individual's professional improvement plan.~~

~~(5) Five-year certificate (renewal). A five-year renewable certificate shall be issued to professional personnel who have completed a minimum of fifteen professional improvement units during the previous five-year period in accordance with the individual's improvement plan, documenting currency in teaching skills. Professional improvement plans shall, if deemed appropriate, include work experience as defined in WAC 131-16-094(1), and no more than ten professional units in any one category as defined in WAC 131-16-094 shall apply.~~

~~(6) The assigned vocational administrator shall be responsible for the designation of approved course equivalents.)~~ Teaching personnel.

Initial certification.

(a) Upon hire, teaching personnel will be issued initial certification by the chief professional-technical administrator. Initial certification lasts three years. The initial certification process includes documentation of a professional development plan which identifies priorities for professional growth as specified in WAC 131-16-094. An initial certificate is not renewable for professional-technical instructors.

Standard certification.

(b) Standard certification will be issued by the chief professional-technical administrator upon completion of the requirements for initial certification. Standard certification must be renewed on a five-year cycle. To maintain standard certification, professional-technical instructors must develop and complete a professional development plan as specified in WAC 131-16-094.

(c) The hiring institution shall hold an orientation for all new full-time professional-technical instructors. The orientation outline must be on file at each campus.

First aid and CPR.

(d) A current first-aid certificate, including CPR and bloodborne pathogens, must be earned by professional-technical instructors prior to the second quarter of employment in professional-technical programs where the instructional environment brings students into physical proximity with machinery, electrical circuits, biologicals, radioactive substances, chemicals, flammables, intense heat, gases under pressure, excavations, scaffolding, ladders, and/or other hazards. Responsibility for ensuring that appropriate staff has first-aid training will rest with the assigned chief professional-technical administrator. The specific type of first-aid program, including CPR, required of professional-technical instructors shall be achieved by passing a course of first-aid/CPR/bloodborne pathogen instruction and participation in practical application of subject matter determined and required by the department of labor and industries. Specifically excluded from conformance to the first-aid requirement are:

(i) Those instructors who teach related subjects to professional-technical students, i.e., mathematics, English, or communications skills, etc., when such subjects are taught in classrooms rather than shops or laboratories.

(ii) Physicians, registered nurses, licensed practical nurses, and others when their occupational competencies and training include first-aid knowledge and skills equal to or superior to that represented by the first-aid certification being required under these regulations.

(2) Chief professional-technical administrators.

Upon hire, the chief professional-technical administrators will be issued initial certification. To maintain certification, the chief professional-technical administrator must develop and complete a professional development plan that includes as a minimum his/her ability to use the professional-technical faculty skill standards to guide and support the professional development of the professional-technical instructors they supervise.

AMENDATORY SECTION (Amending Order 134, Resolution No. 91-27, filed 10/4/91, effective 11/4/91)

WAC 131-16-094 (~~Definition of professional improvement units.~~) Certification process for professional-technical instructors. (~~The following standards shall be used in the determination of professional improvement unit values for vocational certification by the college districts.~~

~~(1) Each forty hours of planned, preapproved, work experience outside of regular college teaching or counseling assignments shall be equal to one professional improvement unit.~~

~~(2) Ten clock hours or one credit on the quarter system or two-thirds credit on the semester system earned in accredited programs at colleges or universities shall be equal to one professional improvement unit provided it is in compliance with the professional improvement plan.~~

~~(3) Each accumulated twenty hours of preplanned participation in activities, such as conferences, seminars, workshops, or symposiums shall be equal to 1.0 professional improvement unit.~~

~~(4) Each forty hours of independent preplanned or preapproved research and other individual development activities in excess of normal contracted obligations shall be equal to one professional improvement unit.~~

~~(5) The assigned vocational administrator shall be responsible for the approval of professional improvement plans, equivalencies, and units as stated in WAC 131-16-092, 131-16-093, and 131-16-094.)~~ The certification process for professional-technical instructors includes assessing the attainment of the standards contained in the professional-technical skill standards and the completion of a professional development plan. The professional development plan identifies priorities for professional growth. The priorities should address, at a minimum, the professional-technical faculty's ability to provide student instruction, supervise learning environments and implement curriculum, outcomes, and assessments. The professional development plan shall be developed in collaboration with the instructor and will include, based on local bargaining agreements, at least five professional development activities, linked to the professional-technical faculty skill standards.

The professional development plan includes:

(1) Faculty (self) and administrator identification of professional development activities for professional growth.

(2) Measurable outcomes and objective standards for measurement of skill standard achievement.

(3) A timeline for successful achievement of outcomes.

Examples of professional development activities include, but are not limited to, workshops, courses of instruction, conferences, industry experiences and projects. The assigned professional-technical administrator supervisor shall be responsible for the approval of the professional development plan. The chief professional-technical administrator shall be responsible for the approval of professional development activities.

AMENDATORY SECTION (Amending Order 134, Resolution No. 91-27, filed 10/4/91, effective 11/4/91)

WAC 131-16-095 Defining reciprocity ((defined)). The following standards describe the recognition of professional-technical or vocational teaching certification issued by a community or technical college or the superintendent of public instruction.

(1) Instructors ((or counselors)) issued a ((vocational)) professional-technical education certificate that meets the standards specified in WAC ((131-16-091 through 131-16-095 by any community or technical college shall be recognized by all community or technical colleges)) 131-16-080 through 131-16-094 by any community or technical college under the jurisdiction of the state board ((for community and technical colleges)) shall be recognized as certified by all colleges in the community and technical (CTC) system.

(2) It is also recognized that a vocational teaching ((or counselor)) certificate issued by the office of the superintendent of public instruction will be recognized by the community and technical colleges as fulfilling the minimum requirements for the specific subjects contained in the certification.

~~((3) All instructors or counselors hired by a community or technical college will be required to have on file a professional improvement plan as specified in WAC 131-16-092 through 131-16-094.~~

~~(4) All current technical college instructors or counselors may have their certification renewed under the requirements in effect for vocational-technical institutes prior to September 1, 1991. After September 1, 1996, all technical college personnel must meet the standards set forth in chapter 131-16 WAC.)~~

Subject (Action)

Strategic Position on Key Policy Issues (Resolution 04-03-05)

Background

State Board staff, in collaboration with the presidents, trustees, State Board, and faculty unions, have compiled a document (Attachment 1) that represents the system's collective thinking on a variety of critical policy issues. The document is presented to the State Board for action. The document is to be used in a variety of ways to describe:

- the state's needs related to higher education,
- how the two-year colleges are responding to these needs,
- a picture of what is working well and what areas need some work, and
- what resources are needed to address these state needs.

The intent is that this document will be a resource to use with a wide audience to describe the current system, to paint a picture of the future and the pressures that the system is facing with increasing demand and diminishing resources, and to provide policy makers with an understanding of the breadth of services provided by two-year colleges in their local communities.

Recommendation

The State Board staff recommends approving Resolution 04-01-01 adopting the strategic position of the community and technical college system on key policy issues and moving aggressively to an implementation and communication stage.

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 04-03-05

A resolution relating to the strategic position of the community and technical college system on key policy issues.

WHEREAS, higher education is faced with incredible pressure to continue a high level of quality service with diminishing levels of state funding; and

WHEREAS, community and technical colleges are called upon to provide quality occupational and technical training, academic courses that transfer to a baccalaureate institution, and literacy skills training to nearly half a million citizens of the state each year; and

WHEREAS, more citizens and businesses recognize the need for a higher education and more are interested in participating in programs that lead to jobs and a better way of life for themselves and their families; and

WHEREAS, the graduating class of 2008 will be the highest ever in Washington State's history and the state needs to provide access and opportunity for these students in the higher education system; and

WHEREAS, two-year colleges provide training for the majority of jobs required in today's economy; and

WHEREAS, it's critical that policy makers make investments in the state's human capital to promote a healthy economic environment and a bright future for the state;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges adopts "**Opportunity, Education and Washington's Economic Future**" and urges college personnel to aggressively communicate to all opinion leaders the role and mission of two-year colleges and the tremendous return on investment that is made in terms changing people's lives and opening doors for those who otherwise would not have opportunity.

APPROVED AND ADOPTED on March 11, 2004.

Tom Koenninger, Chair

ATTEST:

Earl Hale, Secretary

Opportunity, Education and Washington's Economic Future

Introduction

Higher education in Washington state is faced with several strategic policy issues – most of which stem from increasing demand for services from both the two-year and four-year institutions occurring in an environment where public resources are very limited. The following paper is based on detailed analyses conducted by the community and technical college system, available on the State Board's web site at <http://www.sbctc.ctc.edu/>. It revisits the basic role and mission of the two-year colleges in the context of the current and changing economy and the changing population, demographic, and social environment within which the colleges are being asked to serve their communities' higher education needs. That assessment of the "niche" of the two-year colleges leads then to an analysis of the value of serving the demand in each of the mission areas, assessing the magnitude of the service needed, and the associated costs – both to the state and to the students in the form of higher tuition.

High stakes for both higher education and the state

In today's knowledge-driven economy, the economic future of our citizens and our state depends more than ever on keeping higher education accessible. But Washington's entire higher education system is bursting at the seams, and demand for enrollments at two-year colleges alone are projected to increase by 33,000 in the next decade.

Already, Washington's competitiveness is constrained by a lack of skilled workers in health care, high tech industries, agriculture, and many other economic sectors. Many employers report skills gaps that keep them from expanding or force them to hire workers from other states and countries. Washington faces the prospect of losing high-wage, high-skill jobs unless these skills gaps are closed quickly.

When reviewing the projected population growth and the overall needs of the economy, demand is also projected for an increased number of bachelor's degrees produced by higher education institutions. As the state develops strategies to provide that additional baccalaureate capacity, the implications for the two-year colleges become significant. Because over 40 percent of bachelor's degree earners in this state begin as community college transfer students, a baccalaureate strategy must include building increased lower-division capacity at the two-year colleges and improving transfer and articulation relationships between and among the institutions to ensure that the overall system serves the needs of students effectively and efficiently.

As this paper looks at the impact of higher education services on the larger society, the issue of illiterate and underprepared adults impacts many areas -- from providing a competitive workforce, to ensuring that welfare reform efforts are successful, to ensuring that all adults are effective members of our economy and society. Given the magnitude of illiterate adults and immigrants who do not speak English adequately the potential demand for these services is high and contributes to the overall demands experienced by two-year colleges.

The crisis is here

Our entire postsecondary education system – including community and technical colleges, four-year colleges, and research universities – is bursting at the seams. Schools are stretched beyond capacity and students often can't get into the classes they need. Tuition costs are rising, and the state is challenged to sustain – much less expand – the funding needed to meet growing demand and maintain quality. This is leading to a crisis that will affect communities throughout Washington.

This publication is designed to help citizens and policy-makers understand the nature of the challenges we face, and the role of community and technical colleges in meeting them.

The Community and Technical College System

The goals of the community and technical colleges are to promote *opportunity*, *prosperity*, and *lifelong learning*. Two-year colleges work to achieve these goals by focusing on four missions:

- Providing students with a wide array of job training programs and employers with well-prepared employees;
- Providing students with rigorous academic programs that comprise the first two years of college so they can transfer to four-year institutions for the final two years of study that will lead to a baccalaureate degree;
 - Providing adults with basic literacy skills, high school completion and GED courses, and English-as-a-Second-Language (ESL) instruction, so they can succeed as breadwinners, citizens, and parents; and
 - Providing student-financed classes that foster cultural and personal enrichment.

Today's community and technical colleges have evolved from early vocational and junior colleges run by local school districts into a comprehensive, statewide system of 34 institutions that serve nearly 500,000 people each year.

In the Community College Act of 1967 – and in revisions to the Act in 1991, when technical colleges joined the system – the Washington State Legislature has clearly articulated that the purpose of the community and technical college system is to “offer an open door to every citizen, regardless of his or her academic background or experience, at a cost normally within his or her economic means,” and to combine “high standards of excellence in academic transfer courses; realistic and practical courses in occupational education...community services of an educational, cultural and recreational nature; and adult education, including basic skills and general, family, and work force literacy programs and services.”

For a growing proportion of Washington's adults and young people, community and technical colleges can make the difference between poverty and prosperity. And for Washington's employers and economy, community and technical colleges can make the difference between economic stagnation and expanding productivity and profits.

THE CHALLENGES WE FACE

RISING DEMAND

The 1967 Community College Act was adopted to provide educational opportunity to the post-war baby boom. Today, the baby boom echo – the children of the baby boom – are entering college. Washington is preparing for the largest high school graduating classes in history. At the same time, baby boomers themselves, who have been in the workforce for many years, are returning to the classroom to update their skills or to retrain for new careers. A growing number of adults with college degrees are enrolling in two-year colleges to learn job-specific skills. Others are entering to learn the basic reading, writing, math, and computer skills they need to survive in today's job market. In addition, a growing population of immigrants is swelling the demand for ESL instruction and job training.

In order to estimate possible future two-year college enrollment demand, a wide variety of factors were considered and analyzed.

- 1. Population Growth** – Based upon projected state population growth over the next decade and assuming that college-going patterns remain unchanged, it is estimated that by 2012 over 12,000 additional full-time equivalent students (FTES) will seek access to state-funded programs.
- 2. Demographic Trends** - Three significant demographic changes likely to affect future two-year college demand have been identified:
 - An increasing share of high school graduates choose to attend two-year colleges, and this trend is expected to continue;
 - Baby boomers, who due to extended life expectancy and changing Social Security eligibility are likely to work far longer than their predecessors, will require updated workforce skills, and because this is such an enormous population, even a small change in behavior will produce a large reaction; and
 - Increasing diversity in the workforce of the future will drive increasing needs for adult basic education and English language training.

These demographic shifts could drive additional enrollment demand totaling almost 12,000 FTES by 2012.

3. Prepare more students for work – One of the key mission goals of the CTCs is to increase the number of students who are ready for work. As an example of how policy goals can affect enrollment demand, this plan reflects the potential impact of an initiative to increase success rates of growing segments of the population who enter two-year colleges without high school level skills. If colleges could increase student retention and success, this policy initiative could require capacity to serve over 7,000 additional full-time students.

The table below summarizes potential future enrollment demand based upon population growth and demographic and policy shifts.

**Community & technical college state enrollment projections
based on population growth, demographics & policy changes
2003-2012**

Projection	Increase from 2003 to 2012		
	2003 Enrollment	FTEs* Increase	2012 Projection
Population Growth		12,200	
Academic transfer: HS graduates		5,300	
Workforce prep: Over age 50		2,400	
Basic Skills: Non-English speakers		3,900	
Policy: Increased Job Preparation		7,300	
	139,240*	31,100	170,340*

* State-supported enrollments

A complete description of factors and methodology for this forecast can be found at www.sbctc.ctc.edu.

POLICY IMPLICATIONS

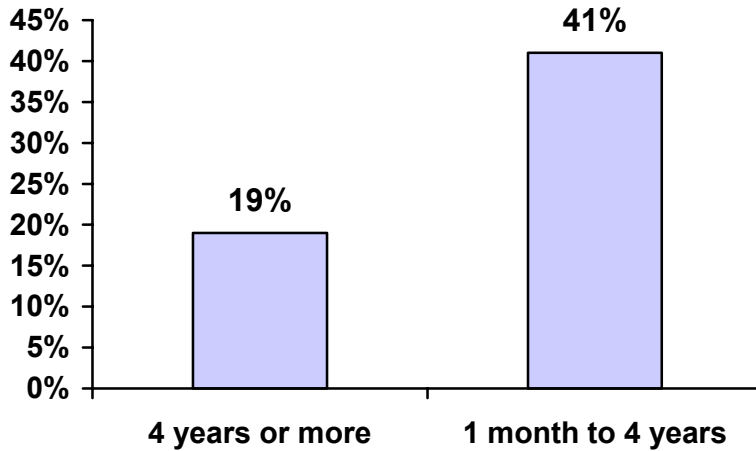
Policy-makers will need to provide additional access to accommodate the increasing number of Washington’s citizens who want to increase their educational skills to improve their economic condition.

WORKFORCE DEVELOPMENT—A CHANGING ECONOMY

The **knowledge-based economy** has raised the bar for everyone who seeks a family wage job. There are virtually no good jobs – or opportunities to climb a career ladder – for people without some level of postsecondary education or job training. Nor is there any hope of sustaining the state’s economy or employment base without a highly educated workforce.

Washington faces the threat of companies leaving the state – or outsourcing work to other locations – because they cannot find locally-trained staff. And the biggest need is for people with more than a high school education but less than a bachelor’s degree.

More of Washington job openings will require from 1 month to 4 years of postsecondary education than will require bachelor’s degrees
TOTAL JOB OPENINGS



Source: Workforce Education and Training Coordinating Board, January 2002
Training levels required for 2000-08 Washington job openings

Washington Employers Still Report a Skills Shortage

Percent of Firms Reporting Difficulty Finding Qualified Applicants

Agriculture & Food	66%
Manufacturing	61%
Construction	46%
Trade	57%
Services (including health care)	63%
High-tech ¹	46%
Other ²	60%

¹ High-tech includes biotechnology; computers and computer equipment; computer programming, software, and maintenance; electronics; precision equipment and instruments; telephone communications; research and testing.

² Other, not elsewhere classified, includes transportation and public utilities, communication, gas, electric and sanitary services, finance, insurance, real estate, and public administration.

Source: Workforce Education and Training Coordinating Board, January 2002

In the past, prosperity was the product of natural capital in the form of resources, such as fish, farmland and forests, and industrial capital that sustained a robust manufacturing sector. Today, the

single most important resource for creating and sustaining prosperity is brain power – the ability to innovate, to use new technologies to increase productivity, and to make fast and flexible adjustments to changing global markets.

Every enterprise – from farming to biotechnology – is challenged to develop and use new technologies to increase productivity. Jobs requiring the ability to tolerate long hours of simple, repetitive tasks are disappearing and being replaced by jobs that require high levels of literacy and math, technical skill, discerning judgment, and teamwork.

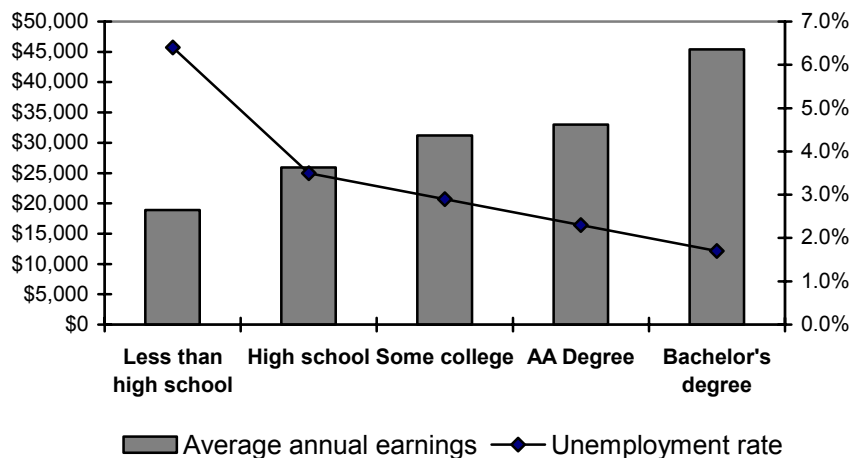
This means that postsecondary education is no longer optional; it is required for success in this new century.

At the beginning of the 20th century, an eighth grade education was the norm. At that time, farsighted state policy-makers recognized that the shift from an agrarian to an industrial economy required more: it required the expansion of public education to include high school.

The beginning of the 21st century requires an equally far-reaching change: the expansion of public education to include the postsecondary education and training that is required for the transition from the industrial economy to the knowledge-driven economy.

Moreover, the knowledge-based economy is changing the way we think about the relationship between learning and working. In the past, students “front loaded” education in their lives – that is, they got an education first, and then launched their careers. Today, students need *both* a solid educational foundation to begin their careers *and* continuing access to education and training throughout their working lives.

U.S. Unemployment & Wages by Education Level



Sources: Average annual earnings, U.S. Census Bureau, earnings in 1999 dollars
Unemployment rate, U.S. Department of Labor, Bureau of Labor Statistics, 2000
[unemployment rate for bachelor's degrees also includes those with advanced degrees]

Economic development policy-makers in Washington are struggling to reduce the economic disparity between urban and rural areas of the state, and to craft programs that respond to the unique

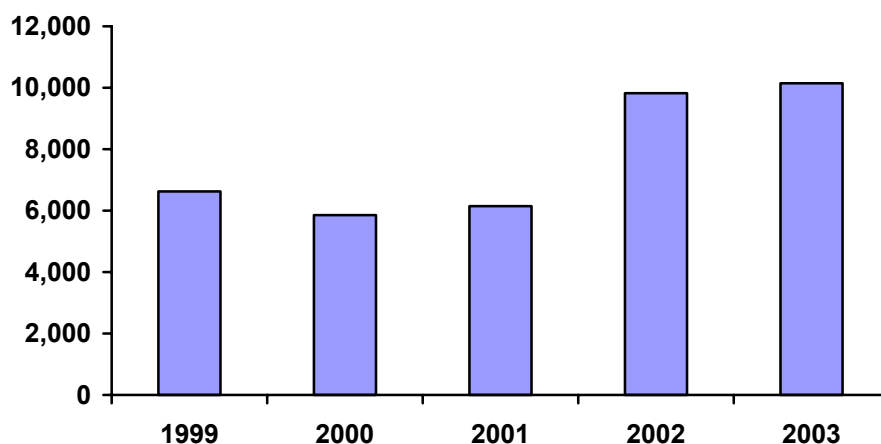
competitive advantages of various regions. Community and technical colleges are key players in this evolving policy picture.

In each region, local industries have specific workforce training needs – needs ranging from trained winemakers to computer-literate technicians who can operate and maintain climate-controlled warehouses for Washington fruit. Community and technical colleges are able to respond quickly to these local and regional needs because each two-year college has a network of advisory groups that involve business, labor and community leaders in identifying and responding to workforce needs and opportunities. Preserving – and expanding – this responsiveness to the needs of a changing local economy is vital if the colleges are to continue to play a key role in monitoring the economic health of their local communities.

Community and technical colleges also serve employers directly with specialized training programs provided on college campuses and in workplaces. These contract training programs provide the specific skills training employers need, when and where they need them.

The current struggle to stimulate economic recovery is, of course, an immediate and urgent problem. The persistent economic downturn of the last few years has simultaneously shrunk state revenue and expanded demand for education. Today, some of our state’s regions still have both high unemployment and shortages of trained workers that impede the expansion of local enterprises. In many instances – health care is one of several examples – the programs needed to train these workers involve laboratory work and other high-cost features that exceed the financing community and technical colleges receive from the state. The following table documents the growth the colleges have experienced in the worker retraining program over the last five years—growth that continues to be driven by the restructuring of Washington’s economy.

**CTC Worker Retraining FTE
State Supported, Fall Quarters**



Welfare reform, implemented in 1998, identifies work as the primary strategy and first step to help families raise their incomes, reduce the dependence on welfare and leave poverty. Community and

technical colleges respond with customized training programs that each year increase the number of welfare recipients and other low-income adults trained and the number of business partners involved. Participants who complete these short-term training programs consistently have higher employment rates and earn higher starting wages than other welfare program participants going to work. An independent University of Washington study reported that adults receiving welfare who completed training in 2000-01 earned \$628 per quarter (\$2,512 per year) more and were 14 percent more likely to be employed than other welfare recipients going to work. This short-term training was redesigned in 2002-03 to accelerate and combine basic literacy, English-as-a-second-language and job training. In addition to customized training, colleges provide tuition assistance that has increased access to training for welfare recipients and low-income working parents, and provide literacy and parenting programs for young welfare mothers.

An expanded discussion of the changing Washington economy and the two-year colleges' role in developing and maintaining a competitive workforce can be found at www.sbctc.ctc.edu.

POLICY IMPLICATIONS

- 1. The changing Washington economy requires a competent workforce – with major growth in jobs this will require more than a high school diploma but less than a baccalaureate degree.**
- 2. The two-year college role is vital and can be documented in terms of job placement, earnings, growth in programs in high-demand occupations, and closing the skilled labor force gap.**
- 3. This portion of the two-year college mission must continue to be a priority, both for the colleges and for the state-level policy and financial decision-makers.**

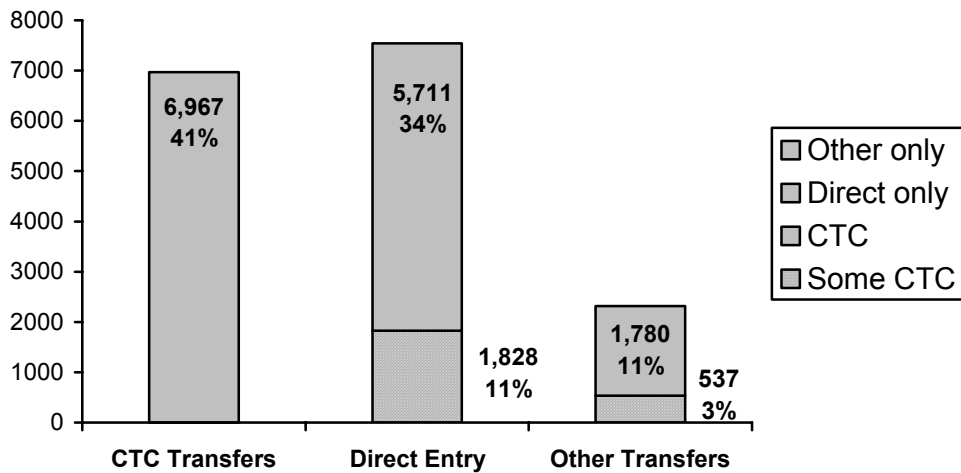
THE INCREASING NEED FOR BACCALAUREATE DEGREES—AND THE COMMUNITY COLLEGE ROLE

The demand for bachelor's degrees is overwhelming the capacity of four-year institutions, not to mention family budgets. A growing share of students take their first two years of classes toward a baccalaureate degree in community colleges. Research shows that when these students transfer to four-year institutions, they do as well academically as students who entered those schools as freshmen. And their first two years of college cost less both to their families (in lower tuition) and the state (in lower per-student appropriations) than they would at a university.

Community and technical colleges offer a unique way to provide lower division education to citizens of the state and have made it possible for thousands of students to earn bachelor's degrees who would not otherwise have been able to do so. Sixty-one percent of transfer students are first-generation college students, and 20 percent are people of color. Many were not prepared to enter universities directly from high school, but successfully remediated their deficiencies in math and writing and demonstrated their ability to succeed in college-level coursework while at two-year colleges.

CTCs make it possible for a growing number of students to earn bachelor's degrees

Baccalaureate Graduating Class of 2000-01

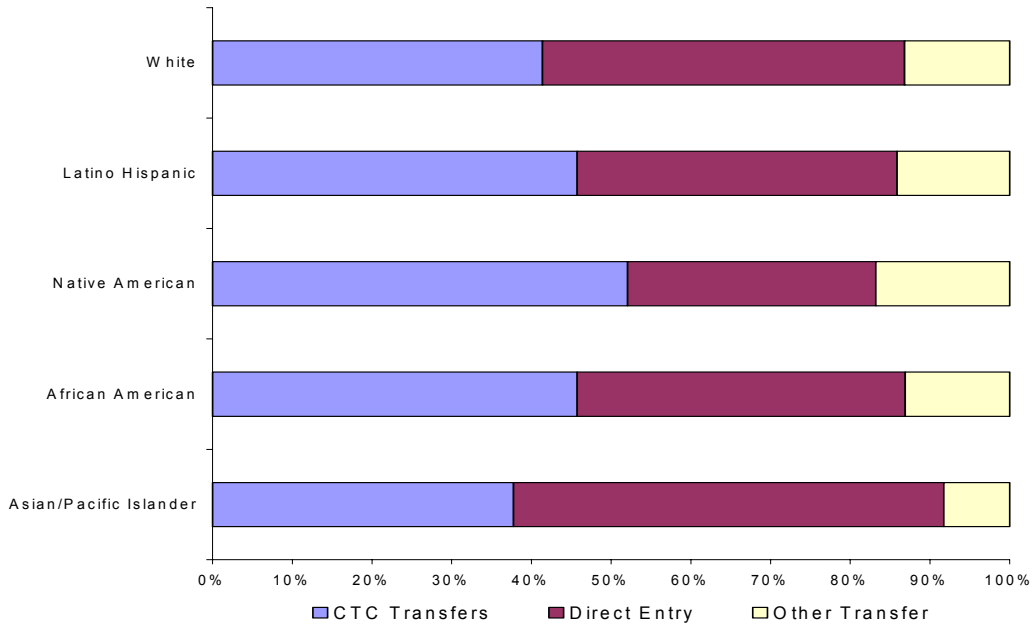


Total Number of Graduates = 16,823

Transfers are students who completed at least 40 college-level quarter credits at institutions other than the degree-granting institution.

Source: Role of Transfer in the Bachelor's Degree at Washington Public Baccalaureate Institutions, June 2003

**Race & Ethnic Diversity Public Baccalaureate
Graduates by Transfer Status
Baccalaureate Graduating Class of 2000-01**



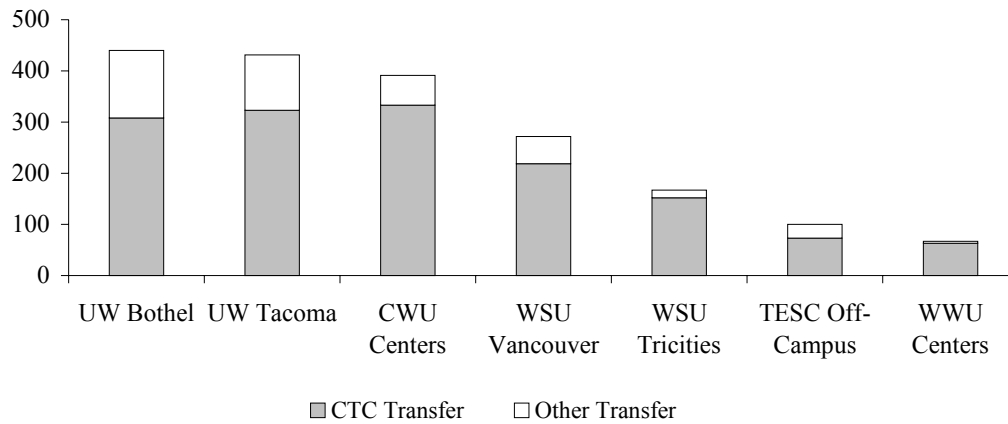
Source: Role of Transfer in the Bachelor's Degree at Washington Public Baccalaureate Institutions, June 2003

Community and technical colleges play key roles in communities with low access to bachelor's degrees. Working together, university branch campuses, university centers located on community college campuses, and community and technical colleges have successfully improved access to baccalaureate degrees in their regions, especially for place-bound adults.

Community and technical colleges host university centers with Central Washington University, Western Washington University, Eastern Washington University, Washington State University, and City University. These centers offer bachelors' degrees in teacher education, business, accounting, nursing, engineering technology, management, and criminal justice. These and other partnerships between two- and four-year colleges are the least expensive way for students to earn baccalaureate degrees.

Transfer students complete competitive university majors. Business, engineering, computer science, math and science are among the top five majors completed by community and technical college transfer students. One-half of new teachers are transfer students.

Branch Campus and University Center Graduates by Transfer Status Class of 2000-01



In the past, students who successfully completed their first two years of study in community colleges were guaranteed entry into the state’s public universities. This policy, however, is jeopardized by the state’s inability to respond to the growth in demand—which has not allowed growth in upper-division capacity in the public universities.

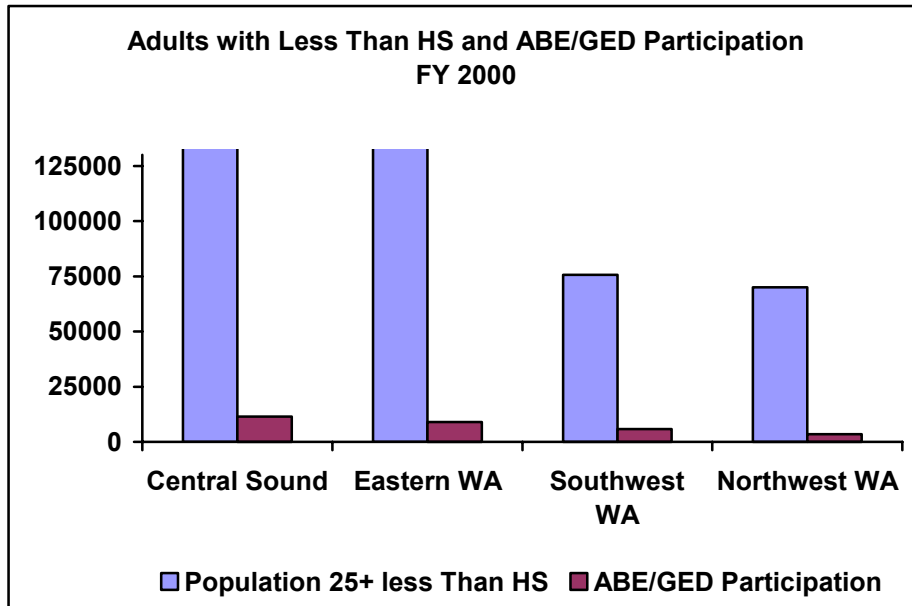
An expanded discussion of the role community colleges play in baccalaureate instruction can be found at www.sbctc.ctc.edu.

POLICY IMPLICATIONS

- 1. Demand for baccalaureate degrees will continue, and a broader study of the content and magnitude of demand needs to be conducted by the Higher Education Coordinating Board.**
- 2. The community and technical colleges’ role in baccalaureate instruction is significant (41 percent of the baccalaureate degrees awarded to students who started at a community college) and should be considered when the state studies options to expand baccalaureate degree capacity.**
- 3. Two-year colleges delivery of lower-division classes brings unique features when compared to traditional university delivery. These include higher proportions of first-generation college students, greater racial diversity, greater socio-economic diversity, and higher proportions of returning working adults.**

BASIC SKILLS AND LITERACY NEEDS

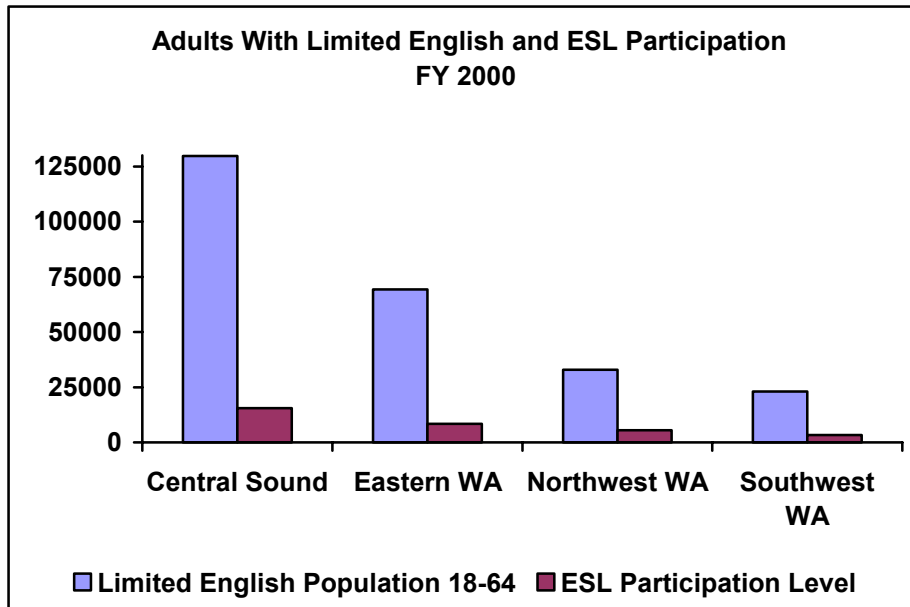
Higher workplace literacy requirements have created new demand for basic reading, writing, math and computer courses. There are 485,000 adults in Washington who lack high school diplomas, and the number of jobs available to them is shrinking rapidly. Unless they have access to education, this under-educated population and their children will become further impoverished and dependent on government health and social services.



Even low-wage jobs in industries ranging from health care to agriculture now require proficiency in English, math and basic computer skills, and many of these jobs also require specific training. Yet the people who need these jobs and the education to get them are underserved, because pre-college level courses do not qualify for financial aid. Although colleges do not charge tuition for basic skills programs, most very low income students need help with living expenses, transportation, and child care in order to stay in school. Typically, these students have a difficult time balancing the competing demands of school, work and family. They often work multiple part-time jobs, have irregular work hours that sometimes conflict with school, and lack the social support systems necessary to cope with minor emergencies such as an ill child.

Washington employers need these workers. The workforce is growing very slowly, and the demand for literate, skilled workers is outstripping the supply. In some industries, such as health care, this is creating a crisis that will grow out of control as the baby boom generation retires. Washington's economy simply doesn't have any workers to spare, and it cannot afford to leave this under-educated population behind.

The increasing level of immigration to our state has created an increase in the demand for English-as-a-Second-Language instruction. More than 255,000 Washington adults speak limited English and could benefit from English-as-a-Second-Language instruction.



In today's economy, bilingual workers are in greater demand than ever before and the native languages of immigrants are important assets – assets that can only be fully utilized when immigrants master the English skills they need to navigate the culture and economy of today.

The growing population of new Americans requires substantial changes in the way community and technical colleges teach. Historically, ESL students have been unlikely to stay in school long enough to progress to technical or professional training or college degrees. Now, two-year colleges are creating special programs that combine ESL with vocational training to accelerate student progress and prepare these students for the Washington job market.

An expanded discussion of the basic skills and literacy needs of Washington's population can be found at www.sbctc.ctc.edu.

POLICY IMPLICATIONS

- 1. Washington's society and economy will not tolerate under-prepared adults as it has in the past.**
- 2. The changing demographics of the state are increasing demand for literacy and English-as-a-Second-Language.**
- 3. The colleges and the state must develop ways to effectively and successfully deliver courses to these non-traditional college students, and develop financial aid mechanisms to enable the students to attend and complete programs in order to be productive participants in the economy and society.**

TWO-YEAR COLLEGE RELATIONSHIPS WITH THE K-12 SYSTEM

In the past decade, K-12 reform has changed the paradigm of public education from measuring and rewarding attendance to measuring and rewarding academic achievement. The public schools have clear academic standards and assessments that tell us whether students are meeting them. This focus on competency rather than class time is producing steady gains in student learning. It is also creating new pressures on the entire higher education system to be more purposeful and explicit about what it expects students to know and be able to do as a result of each course they take.

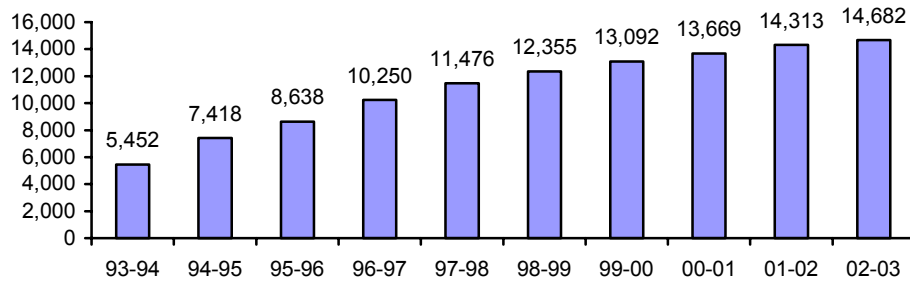
The community and technical college system has some programs that have embodied this way of thinking about learning. Apprenticeship programs and technical skills programs are the pioneers of competency-based education. Today, the focus on competency and clear standards continues to expand, but this expansion requires new ways of doing business, new skills for faculty, and new relationships among public schools, community and technical colleges, and four-year institutions. The transition to competency-based higher education requires investments of time, expertise and policy development.

K-12 reform promises another change as well. Although 80 percent of students enrolled in remedial courses are older adults, 20 percent are recent high school graduates. Roughly half of students entering community and technical colleges within three years of high school take at least one remedial course, most often in math. But beginning with the graduating class of 2008, all high school students will be required to demonstrate that they have mastered the skills and knowledge spelled out in Washington's statewide academic standards. This change will save money for students and the state by ensuring that high school graduates are prepared to do college-level work.

Still, there is more work to do to smooth transition from high school to postsecondary education. Even students who meet the new high school academic standards will need to take additional high school math classes to be ready to do college-level math. Many high school students are not getting the message that community and technical colleges have the same math requirements as four-year colleges – and that these requirements are often the same for both academic and technical programs. An aggressive informational campaign is being undertaken to make sure all high school students understand these requirements.

Dual-enrollment programs are also helping many students move through high school faster, and during their junior and senior years to get a “Running Start” on postsecondary education by earning college credits while they are still in high school. The Running Start program allows students to do this without paying tuition. This accelerated learning saves parents and taxpayers more than \$57 million each year. Similar programs provide “college in the high school” classes that offer both high school and college credit. These programs promise to accelerate learning and save money for a growing number of students. However, one of the clear implications of K-12 education reform and the administration of the Washington Assessment of Student Learning (WASL) test in grade 10 is the demand that a variety of dual enrollment options be made more available to students in grades 11 and 12. The following table displays the growth in Running Start enrollments over the past decade.

Running Start Enrollment Statewide Annual Headcount



POLICY IMPLICATIONS

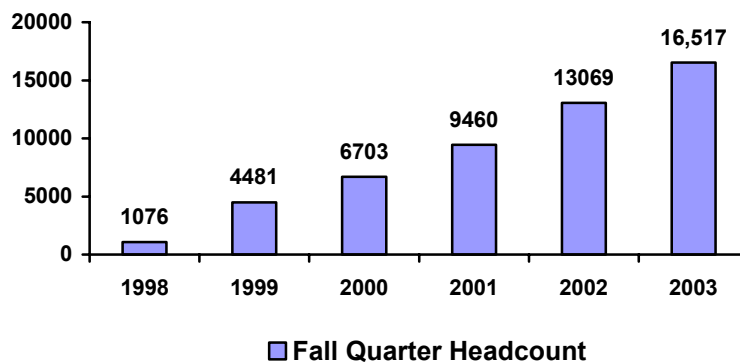
- 1. Two-year college courses and programs must continue the expansion of competency-based instruction with clear academic standards.**
- 2. The two-year colleges, K-12 schools, and four-year universities must continue efforts to revise and articulate curriculum to reduce the amount of math remediation that recent high school graduates will require.**
- 3. Expanded availability of a variety of dual-enrolled options must be made available to students in grades 11 and 12.**

NEW METHODS OF DELIVERING INSTRUCTION

Students in higher education today are often “non-traditional,” enrolling either part-time or full-time while balancing job or personal responsibilities around their class schedules. In many areas of the state, students need to enroll at off-campus locations or take classes on a “distance” basis to accommodate the geographic isolation of their residences. There also is a growing demand for a wide diversity of classes—classes that may not be offered at local college locations—which means the ability to enroll in courses offered by other community and technical colleges around the state allows students to meet their diverse curriculum needs. All of these factors have led to a dramatic increase in the number of distance education courses offered by the two-year colleges in the state of Washington.

Online learning and other distance-learning technologies are challenging higher education systems all over the world to respond in new ways to the demands of the knowledge-driven economy. These technologies open doors of opportunity for thousands of students who are place-bound and who balance work and family obligations with learning. Internet-based classes in the community and technical college system are filled to capacity. These courses are often taught solely in the “online” mode, serving the needs of both distance students and students in urban or suburban areas who are simply managing their class schedules around their personal schedules. A second growing form of Internet classes is the “hybrid” model, which is a mixture of classroom and online instruction designed to capitalize on the strengths of both modes to serve the needs of students. But while these programs solve some problems, they create new ones. Expanding these programs requires more faculty training in how to teach online and careful coordination of course offerings across all levels of the higher education system.

Enrollment in online courses is growing rapidly



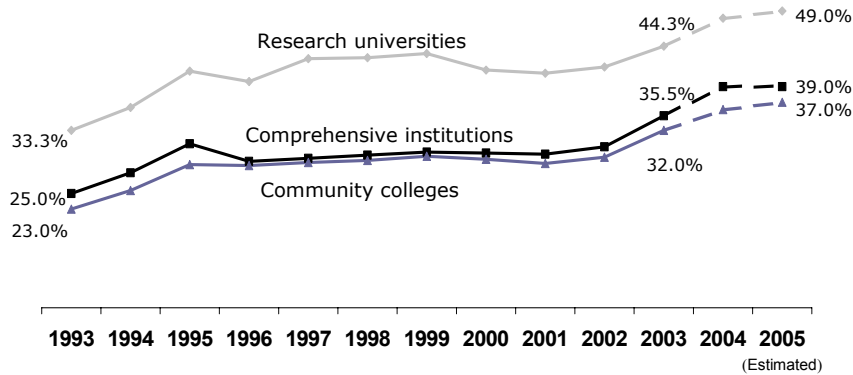
POLICY IMPLICATIONS

The changing needs of both traditional and non-traditional college students makes it imperative that the community and technical colleges continue to expand distance course offerings and develop support systems to ensure that online instruction is user-friendly to students throughout the state.

RISING COLLEGE COSTS AND STUDENT TUITION POLICY

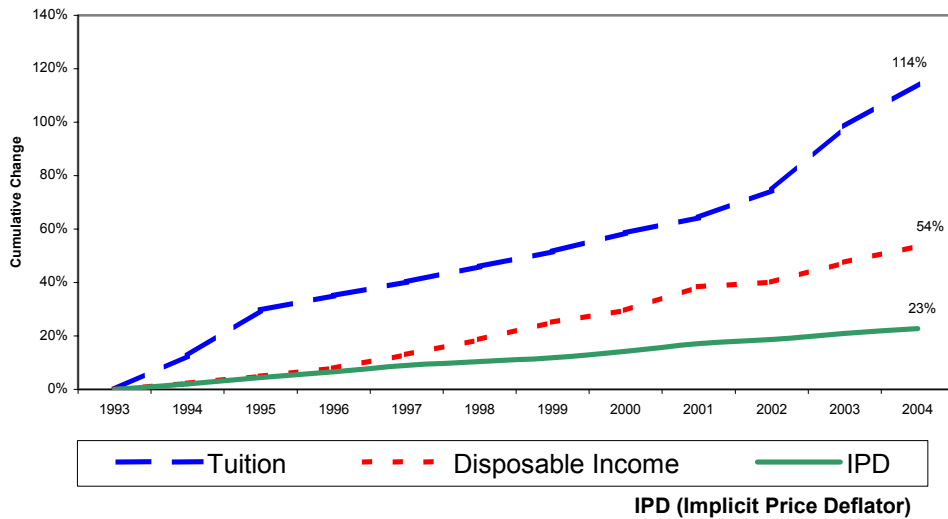
When a sluggish economy reduces state revenue, college budgets are cut and tuition goes up. This shifts some of the burden of college costs from the state to students.

**Students' share of the cost has increased over time:
32 % today vs. 23% a decade ago**



*Full tuition paying student receiving no waivers

**Growth in Washington CC Tuition
Outpaced Inflation in the Past Decade**



A high-tuition, high-financial aid policy may be appropriate for the universities, but it poses serious problems for two-year colleges. Shifting costs to students only makes sense if there is adequate financial aid so that the open door remains open to all. But many of those who come to community and technical colleges do not qualify for financial aid. Moreover, the average income of two-year

students is significantly lower than their counterparts in four-year schools, requiring that financial aid be available to a larger proportion of the student population.

Rising tuition contradicts the basic premise of the Community and Technical College Act – that education should be available to every Washington resident “at a cost normally within his or her economic means.” For many students, financial aid is unavailable. Today’s financial aid system was designed for “traditional” students; that is, recent high school graduates who enroll full-time with the intention of earning a degree or skill certificate. Adult low-wage, working students often don’t qualify for financial aid because they take less than six credit hours per quarter, or because they are enrolled in short-term training programs that make them ineligible, or because they are taking literacy or pre-college courses that are not eligible for traditional forms of financial aid.

And rising tuition is only one part of the problem. Non-traditional students have needs different from young people just out of high school. Many need child care in order to attend class. Most need counseling to choose educational and vocational goals. But these are the services most likely to be cut when budgets must be stretched to accommodate growing numbers of students. The unfortunate result is that those who could benefit most from education – low-wage, working parents – have the least access to it.

Reduced appropriations for two-year colleges are also counter-cyclical, because demand for job retraining and education is highest level when the economy is at its lowest ebb—with more potential students unemployed or under-employed, thus leaving them less able to afford high tuition.

POLICY IMPLICATIONS

Continuation of the state’s “low tuition” policy is appropriate for the two-year colleges and the economic and demographic characteristics of the students they serve.

ACCOUNTABILITY FOR CONTINUOUS QUALITY IMPROVEMENT

For the past several years, the community and technical college system has exceeded its performance goals for increasing the number of students who leave the system prepared for work or transfer to four-year colleges, or who have achieved significant skill gains in ESL or basic literacy skills. These goals were set in collaboration with the state legislature to challenge colleges to achieve better outcomes for students and accelerate progress toward closing the skills gaps that impede economic growth.

Colleges are committed to being held accountable to the public for making the best possible use of its investment in this system. But continuing to meet these goals will become more difficult as rising demand collides with restricted growth in funding

The community and technical college system's periodic accountability report is available online at www.sbctc.ctc.edu/data/data.asp#Acct.

FUNDING NEEDS OF THE TWO-YEAR COLLEGE SYSTEM

Operating Budget

To ensure access for nearly 32,000 additional state-supported enrollments that will come to the community and technical colleges by the year 2012, the legislature will need to make critical investments along the way to fully fund the additional state-supported enrollments and retain and develop quality faculty and staff in the two-year college system. An average of \$66 million per year will need to be added to the two-year system's budget through FY2012 to fully fund this plan. The following is a breakdown of the total costs needed:

- **\$707 million is needed to provide adequate compensation for faculty and staff of the two-year colleges system.** This will require an average annual increase of \$27 million in additional resources for the two-year college system. This includes:
 - **\$440 million for cost-of-living adjustments.** At the heart of the two-year college system is the faculty and staff that provide quality programs and services. To retain and recruit high-quality individuals, the two-year college system must be provided with sufficient funding to ensure its employees are appropriately compensated.
 - **\$55 million is needed to fully fund all earned increments.** Faculty work hard to enhance their knowledge, skills and abilities in this rapidly-evolving, knowledge-based economy. College instructors enhance their knowledge and abilities by learning on the job and by taking additional classes. Knowledge is evolving, and higher education institutions need to provide appropriate incentives to ensure that their faculty are keeping up.
 - **\$213 million is needed over the next ten years to close the pay gap by 3 percentage points per year between part-time and full-time faculty.** This phased approach will close the gap between full-time and part-time pay rates and will achieve a long-standing college system goal.

- **\$952 million is needed to adequately fund new enrollments through 2012.** This will require an average annual increase of \$35 million in additional resources to the two-year college system. With this funding colleges will:
 - Meet student demands in existing academic, workforce, and basic skills programs;
 - Invest in emerging programs;
 - Provide intensive team teaching for basic skills students that need language and vocational skills integrated into one classroom experience;
 - Provide much-needed counseling, library, and disability services that have been put on hold in recent years so that colleges could divert their diminishing resources to direct instructional programs.

Total Costs from Enrollments and Compensation Additions through FY2012						
(dollars in millions)						
	Additional Enrollment Costs per Year	Annual Change to the CTC Budget	Additional Compensation Costs per Year	Annual Change to the CTC Budget	Total additional costs per Year	Total Annual Change to the CTC Budget
FY 2006	\$32	\$32	\$22	\$22	\$54	\$54
FY 2007	\$65	\$33	\$46	\$24	\$111	\$57
FY 2008	\$99	\$34	\$71	\$25	\$170	\$59
FY 2009	\$134	\$35	\$98	\$27	\$232	\$62
FY 2010	\$170	\$36	\$126	\$28	\$296	\$64
FY 2011	\$207	\$37	\$156	\$30	\$363	\$67
FY 2012	\$245	\$38	\$188	\$32	\$433	\$70
Total	\$952		\$707		\$1,659	

The new enrollment portion of the plan will cost \$952 million. These additional students will generate tuition revenue to help offset the cost to the state. By pegging tuition increases to the annual change in per capita disposable income, it is assumed that tuition will be increased an average of 4.1% per year. This will generate approximately \$185 million in tuition from new students.

The compensation portion of the plan will cost the state \$707 million through FY2012. Therefore, the total cost of the plan is \$1.66 billion, with \$185 million offset by tuition from new students. This leaves a need for state support totaling \$1.48 billion over the decade.

If the plan is not fully funded, colleges will be required to make trade-offs between employee compensation and enrollment growth. In the current budget environment, the two-year system faces annual cuts to the base budget, mandates to serve targeted programs, and an overall expectation that they will continue to serve all students. As a result, colleges are serving more students with fewer resources while COLAs are frozen. Without substantial investments in the two-year college system, enrollment demand can only be met by further relying on part-time faculty, increasing student-faculty ratios, and foregoing pay increases for faculty and staff. This is not a sustainable formula for meeting the needs of 32,000 additional students who will want access to the two-year college system.

POLICY IMPLICATIONS

To achieve an economic well-being for the state and the kind of future we want for our children and grandchildren, policy-makers will need to establish higher education as a funding priority and continue to provide opportunity for those who need access to higher education and adequate compensation for those who provide the education and training.

CAPITAL BUDGET

Background -- The capital budget provides the 34 community and technical colleges with funding to maintain and preserve state-owned facilities, upgrade educational spaces to address changing programs and meet the needs of students, local communities and businesses, and construct new facilities to accommodate future enrollment. The capital requests of the two-year colleges are balanced among 1) preservation, 2) growth, 3) capital repairs and minor improvements, and 4) reduction of the capital backlog. This capital analysis focuses on state-funded investments and provides a framework to understand the nature of the projected capital needs and its cost impact on the capital budget for two-year colleges.

Upgrading Existing Space through Renovation and Replacement

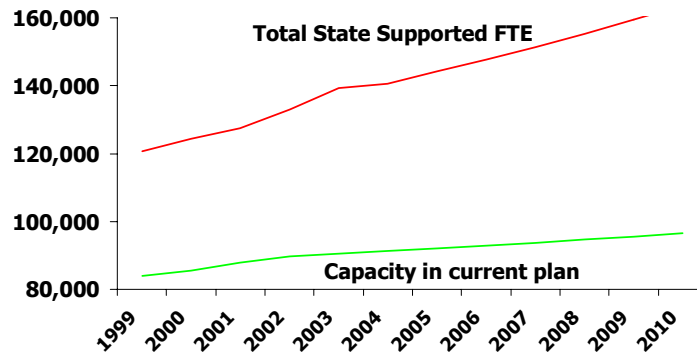
The previous discussion of the changing needs of students and the new and revised instructional programs has major implications for the current facilities on two-year college campuses. These changes are driving aggressive strategies to revamp the existing physical plants of the individual colleges.

Based on an analysis of the 2003 Facility Condition Survey there are approximately 3.6 million square feet of space in need of renovation and 1.8 million square feet of space in need of replacement. The capital process focuses on renovating or replacing the worst buildings first, but at this level of need it will take 15 years and \$1.35 billion to complete this work.

Keeping up with Enrollment Growth

Coupled with renovation/replacement strategy is the need to add instructional capacity to accommodate the growth forecast in this plan. The current Capital Analysis Model (CAM) evaluates future growth through 2012. It directs investment based on population trends and current participation rates. Some of this growth has been addressed in growth projects already under construction or in design phases planned for construction completion by 2009. The following graph highlights the significant difference between demand and capacity for state-supported FTEs.

State Supported FTES – Demand vs. Capacity



Excludes: Running Start, International Students, Contract Programs

The system anticipates that 2,170,000 square feet of space (a total of \$759 million and a __ percent increase over the current level) will be required to address growth needs through 2012. This will require full funding of all projects currently appropriated, plus another \$275 million in new projects to be identified for completion by 2012.

What Impacts Will This Have on Future Capital?


The budget required to reduce the capital backlog and to accommodate projected growth and program changes is significant. The following table provides a breakdown of the total square footage and capital investment needed in current dollars to address these fundamental needs.

Building Capacity & Educational Adequacy of State Owned Space

	Square Feet (Million)	Estimated Cost* (Current dollars)
Reducing Capital Backlog		
Upgrade Facilities	3.6	\$720 Million
Replace Failed Buildings	1.8	\$630 Million
Building Capacity for Growth		
Population/Participation	2.2	\$759 Million
Changing Demographics	0.8	\$256 Million

* 10 year plan estimated cost

Expressed in terms of a biennial appropriation, the average biennial request would need to be approximately \$120 million more than appropriated in 2003-05. This level of investment would be sustained over the next 10-15 years and is expected to inflate at approximately three percent per year. The following table highlights the cost by category of expenditure.



Capital Budget Need

	2003-05 Budget	Estimated Average Biennial Request	Additional Need
Minor Works – Preservation	\$49 M	\$51 M	\$2 M
Minor Works – Program	\$37 M	\$25 M	\$(12M)
Upgrade Facilities	\$77 M	\$120 M	\$43 M
Replace Failed Buildings	\$70 M	\$100 M	\$30 M
Support Growth	\$147 M	\$204 M	\$57 M
Total Capital Need	\$380 M	\$500 M	\$120 M

Again, this is the estimated biennial cost. The current high utilization of classrooms and labs is assumed to be sustained. Newer facilities will provide a better and more flexible educational environment to support changing programs and enrollment growth.

POLICY IMPLICATIONS

1. Policy-makers will need to address the changing facilities required to meet the needs of the future numbers of students and the kinds of instruction required in the workplace.
2. The community and technical college system should continue to prioritize the needs of the system to support the capital investment decision processes of the governor and legislature.

EDUCATION = OPPORTUNITY

The hallmark of the community and technical college system is that it focuses solely on teaching and learning. Two-year colleges do not screen out students who lack a track record of past academic success; they offer opportunity “to all who might benefit,” regardless of their current skill level.

The essential value of the two-year colleges is the belief in every person’s ability to learn, grow and move up in the world, regardless of where they are from, what obstacles they have faced in life, and where they need to start.

Community and technical college students are as diverse as Washington communities. Two-year colleges serve a small but growing number of people who have graduated from college but lack the specific skills they need to get a job. They serve bright, young high school students getting a Running Start on college; working adults who need new skills to progress in their careers; adults who need basic literacy, math and computer skills; immigrants eager to speak English, and parents seeking a way off welfare.

All of these people come to learn. They come because it is the universal nature of humans to learn throughout their lives. And they come because Washington has a long history of valuing education as the single, most essential strategy for achieving equal opportunity and prosperity.

That’s why it’s so important to keep the door of Washington’s community and technical college system open. This will sustain America’s promise of hope, opportunity, and upward mobility for everyone who is willing to work hard and learn new skills. It is the surest way to accelerate economic recovery and sustain growth in every region of the state. And it is the most effective way to ensure success in the 21st century for the children of today and tomorrow – children who will take for granted a level of technology and global economic competition that people can scarcely imagine at this time.

EVERY WORKER COUNTS

To ensure prosperity in this new century, Washington state cannot afford to leave anyone behind. A high-skill, high-wage economy requires a highly-skilled, well-educated workforce. This is a path to a prosperous future.

A higher percentage of high school graduates will need postsecondary education and job training. More people will need to earn bachelor's and graduate degrees. The state will need to provide more educational opportunities for the 400,000 Washington adults who lack a high school diploma. And as the population of immigrants grows, the state will need to expand enrollments in ESL.

If Washington fails to meet this challenge, there can be no doubt that the long-term consequences will include falling family incomes, economic stagnation, and the flight of good jobs to other states and countries.

Investment in Washington's citizens and their education will ensure a strong state economy and a bright future for all. Providing equal opportunity for all is a fundamental American value and the state must continue to offer educational opportunity and hope for all of its citizens. Placing a priority on higher education is at the heart of the future economic vitality of the state. Citizens, educators and policy-makers must work together to find a way to invest in our collective future.

Subject (Action)

Whatcom Community College Soccer Field Development – Approval of Local Funds Use
(Resolution 04-03-06)

Background

Whatcom Community College plans to construct a soccer field this summer using local funds. The project will include expanding parking and providing a water retention system for that area of the campus.

Analysis

The project will cost approximately \$3.1 million. The current estimate breaks down as follows:

Storm water retention vault	\$400,000
Parking expansion	305,000
Soccer field site preparation	365,000
Soccer field	1,247,713
General conditions	282,287
Design contingency	300,000
Sales tax	200,000
<hr/> Total Construction Costs	<hr/> \$3,100,000

Local revenue will come from three sources:

Student special projects fund	\$2,584,875
Land sale to City of Bellingham	95,125
Bookstore and reserves	420,000
<hr/> Total Local Funds	<hr/> \$3,100,000

Recommendation

The State Board staff recommends adoption of Resolution 04-03-06 approving Whatcom Community College’s request to use up to \$3.1 million in local funds to construct a soccer field, expanded parking, and storm water retention improvements.

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 04-03-06

A resolution regarding development of a soccer field at Whatcom Community College.

WHEREAS the students of Whatcom Community College have identified a need for an improved soccer field at the college; and

WHEREAS the college has identified sufficient local funds to construct the improvement,

THEREFORE BE IT RESOLVED that Whatcom Community College be authorized to spend up to \$3.1 million in local funds to construct a soccer field, expanded parking and storm water improvements.

APPROVED AND ADOPTED on March 11, 2004.

Tom Koenninger, Chair

ATTEST:

Earl Hale, Secretary

Recommendation

The State Board staff recommends adoption of Resolution 04-03-07, approving acquisition of the property at 1632 Broadway for up to \$1.3 million (subject to appraisal). The staff further recommends that the State Board recognize both options to acquire the property: 1) cash purchase, and 2) an alternative financing option subject to legislative approval.

Prepared by Tom Henderson
February 23, 2004

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 04-03-07

A resolution regarding acquisition of property for Seattle Central Community College.

WHEREAS Seattle's Major Institution Ordinance requires parking deficits be addressed by Seattle Central Community College; and

WHEREAS available property is very limited for the college; and

WHEREAS the First Christian Church located at 1632 Broadway, adjacent to the college's Student Union Building is for sale; and

WHEREAS the college board of trustees has approved the purchase of the property including demolition of all structures on the property; and

WHEREAS the college has cash or can alternatively support Certificate of Participation payments should the acquisition be done through alternative financing,

THEREFORE BE IT RESOLVED that the State Board approve Seattle Central Community College to purchase property at 1632 Broadway for up to \$1.3 million in local funds or allow for purchase using Certificates of Participation should legislative authorization be included in the 2004 supplemental capital budget.

APPROVED AND ADOPTED on March 11, 2004.

Tom Koenninger, Chair

ATTEST:

Earl Hale, Secretary