

**State of Washington**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

Big Bend Community College  
 Grant County ATEC Building  
 Conference Center Room D  
 Moses Lake, Washington

Study Session: Wednesday, June 22, 2005  
 1:30 p.m. - 5:15 p.m.  
 Regular Meeting: Thursday, June 23, 2005  
 8:15 a.m - 12:00 noon

**State Board Study Session Agenda**  
**Description**

<b><u>Time Estimate</u></b>	<b><u>Description</u></b>	<b><u>Attachment</u></b>
1:30 p.m.	1. Call to Order	----
1:35 p.m.	2. Bridges to Opportunity Project Research Findings	TAB 1
2:10 p.m.	3. 2005-10 Washington State Plan for Adult Basic Education	TAB 2
2:30 p.m.	4. 2005-06 Adult Basic Education Awards and Allocations	TAB 3
2:50 p.m.	5. 2005-06 Workforce Education Awards and Allocations	TAB 4
3:10 p.m.	~ <b>BREAK</b> ~	
3:20 p.m.	6. 2005-07 Capital Budget Allocations	TAB 5
3:35 p.m.	7. 2007-09 Capital Budget Request Process Preview	TAB 6
3:50 p.m.	8. Executive Director Search Process: Discussion of Consultant Proposals	TAB 7
5:15 p.m.	9. Adjourn Study Session	----

**Subject** (Information/Discussion)

Bridges to Opportunity Project Research Findings

**Background**

The Ford Foundation has recognized that the community and technical college system is one of the most adaptable and responsive American public institutions. The colleges are well-positioned to address the educational and economic needs of disadvantaged communities. However, there are challenges to improve outcomes for these students. The Ford Foundation has initiated the Bridges to Opportunity Initiative with these objectives:

- Promote policy innovation that furthers the multiple community college missions. Engage policymakers; members of business, labor and community groups; educational leaders and others;
- Research ways in which state and local policies can assist community colleges in expanding educational and economic opportunities for disadvantaged students; and,
- Develop models of effective classroom and administrative practice for use by policymakers, college administrators and advocacy coalitions.

The Ford Foundation has provided multi-year grants to support new policy approaches in six states: Colorado, Kentucky, Louisiana, New Mexico, Ohio, and Washington. These grants support policy innovations and strategies that emphasize: (1) building support from external constituencies; (2) securing buy-in from institutions and state officials; (3) enabling policy implementation through technical assistance and capacity-building activities; and (4) evaluating policy effectiveness in improving economic and academic outcomes for disadvantaged students.

Through its grant, the Washington State Board for Community and Technical Colleges is focusing on several types of strategies:

- Research the specific barriers facing low-income students by tracking data on targeted student groups and conducting student interviews. The SBCTC is working with leading national researchers to identify instructional design, student support and financial aid strategies that can better assist low-income students.
- Pilot projects through selected institutions designed to implement best practices identified through the research project.

- Engage in policy discussions such as college incentives provided by state funding, and ways to offer financial aid for part-time, working students. Implement communication and advocacy strategies that describe how to strengthen outcomes for low-income and minority students.

A summary of the project work plan with specific activities is provided in Appendix A.

### **Key Policy Issues And Questions**

#### **Implementation**

Research was conducted about the barriers facing low-income students, which resulted in Building Pathways to Success for Low-Skill Adult Students, a longitudinal study conducted under the Bridges to Opportunity Grant. The study tracked 35,000 Washington state low income students, 25 years or older, with a high school education or less for five years in the two-year college system. It measured their highest educational outcomes and then their earnings in the sixth year. The study found that students who reached at least one year of college-level work and earned a certificate or degree had the highest earnings. It described success factors and ways to re-design services.

#### **Presentation**

Cyrus Driver, deputy director in the Education, Sexuality, Religion unit of the Ford Foundation, and David Prince and Tina Bloomer, SBCTC staff, will present to the Board on June 22nd regarding the purpose of the Bridges to Opportunity Initiative and the findings and implications of the research project. A summary of the research findings is provided in Appendix B.

#### **Outcome**

Discussion with and input from Board members will help to shape the key policy issues and strategies resulting from this research.

Prepared by Tina Bloomer  
June 7, 2005

**Ford Foundation “*Bridges to Opportunity*”  
Washington SBCTC Implementation Grant  
Work Plan 2003-05**

*The Washington State Bridges to Opportunity project has broad leadership representation within the Washington State Board for Community and Technical Colleges. The Executive Director, Director, Education Services Division, and Director, Administrative Services Division have been instrumental in leading the Bridges Project. Support for the initiatives under the umbrella of Bridges is widespread throughout the agency and includes from the Education Services Division the Adult Literacy and Basic Skills Director, the Workforce Education Director, the Student Achievement Project Director, Senior Research Manager, Education Services Assistant Director, Policy Associates, and Program Administrators and from the Administrative Services Division the Student Services Director, and the Trustee Association Administrator and Legislative Liaison, as well as the agency’s Director, Communication. We are working to directly expand the system support first through participation at the college president level by inclusion of three system presidents at the semi-annual Ford Foundation Bridges to Opportunity meeting.*

**Research Project**

*Outcome: Create a better understanding of working age adults*

Action Items:

- ✓ Design system-level low-income student research, consulting with the Ford evaluation team; form research study group—*Winter 03*
- ✓ Identify the education and training pathways through the two-year college system taken by working age adults with high school education or less who rely predominantly upon the two-year college system for their post-secondary education—*Spring 04*
- ✓ Describe pathways that are student initiated or system established, opportunities that students develop for themselves and barriers that lie in students’ paths—*Spring 04*
- ✓ Interview two groups, one each for college administrators/staff and students to further describe the pathways, roadblocks, and transition points to success and their related state policies—*Summer/Fall 04*

**Technical Degree Transfer Pathways**

*Outcome: Development of Transfer Pathways for Students with Technical Degrees*

Action Items:

- ✓ Develop case for support, conduct gap assessment (career areas/volume) —*Spring/Summer 04*
- ✓ Identify regional access gaps—*Spring–Fall 04*
- ✓ Work on the development of state-level applied baccalaureate transfer agreements in technical management and career pathways for teacher education—*Spring-Winter 04*
- ✓ Develop short/long term planning strategies —*Ongoing*

**Workforce and Adult Basic Education Integration Project**

*Outcome: Development of instructional best practices*

Action Items:

- ✓ Development of request for proposal to expand integrated workforce education/adult basic education pilot projects—*Spring 04*
- ✓ Monitor progress of integrated projects and identify best practices—*Ongoing*

**Wraparound/Integrated Social Services for Low-Income Students Study**

*Outcome: Integration of services for low-income students with basic skills, workforce, and academic programs*

Action Items:

- ✓ Participate in a study of the feasibility and benefits of establishing one-stop office co-locating the Employment Security department and Department of Social and Health Services on North Seattle Community College campus—*December 04*

- ✓ Determine the feasibility for broader application throughout the Washington State community and technical college system—*December 04*

### **Communication Project**

*Outcome: Demonstrate increased proficiency in communicating about low-income students with key external and internal constituencies*

Action items:

- ✓ Assistance with system level communication—Doug Gould, President of Douglas Gould & Co., Inc., assisted with system level communication. He attended a meeting of the Smart Investment Committee and a meeting of college public information officers—*February 04*
- ✓ Generate test messages—Additionally, Mr. Gould conducted a “Brainstorming Session” with the overall discussion goal of helping people understand what it takes to make a good message. The process was to surface as many themes and messages as possible and then put them in a contextual framework, as well as asking people to think about the correct audiences for the messages. He presented the results of the “Brainstorming Session” at the February WACTC Legislative & Public Information session—*February 04*
- ✓ Test the message out and test it with focus groups through an opinion research firm using the messages developed on his February visit—*May 04*

### **Financial Aid Policy Recommendations**

*Outcome: Identify financial aid policy recommendations*

Action items:

- ✓ Participate on state-level financial aid groups--SBCTC staff are members of the Higher Education Coordinating Board State Need Grant Group and a work group examining a potential new student aid program —*Ongoing*

### **Communication regarding Bridges to Opportunity Initiatives**

*Outcome: Develop/enhance awareness and engagement with external constituencies to develop policies and strategies based on findings from the research and communication projects*

Action items:

- ✓ Disseminate research project findings to external groups having statewide and regional impact (i.e., Department of Social and Health Services, Employment Security Department, the Office of Superintendent of Public Instruction (K-12), Community Trade and Economic Development, The Association of Washington Business, the Washington State Labor Councils, the Fremont Public Association)
- ✓ Engage external constituencies in the development of systemic policies and development of implementation strategies based on the research findings
- ✓ Communicate with other state-level projects and identify where the projects can add value to each other (i.e., the Seattle Jobs Initiative)
- ✓ Collaborate with external constituencies on their strategies for low-income (i.e., Workforce Training and Education Coordinating Board’s *High Skills, High Wages 2004*)
- ✓ Presentations and updates on Bridges to Opportunity initiatives at state level meetings

*Outcome: Maintain system-level awareness of policy changes to help achieve overall goals, particularly changes that help integrate the basic skills, workforce and transfer missions of colleges*

Action items:

- ✓ Presentations and updates on Bridges to Opportunity initiatives to Commissions & Councils (Instruction, Student Services, Institutional Research, Business Administration, Financial Aid, Basic Skills, Workforce, Articulation/ Transfer, Continuing Education, Advising/Counseling, Multicultural, Women’s Programs, Career/Employment) —*Ongoing*
- ✓ Presentation at the Washington State Community and Technical Colleges WorkFirst Conference—*April 04*

**Building Pathways to Success for Low-Skills Adult Students: Lessons for Community College Policy and Practice from a Longitudinal Student Tracking Study**

**Key Findings:**

- More than 1/3 of the working age population in Washington is comprised of adults (25-49 yrs) with high school education or less, and younger adults (18-24) with no high school diploma. They will have lower lifetime earnings and higher unemployment than more educated workers.
- Working age adults with high school education or less also comprise 1/3 of all new entering students in our system. The majority enter in ESL and adult education. Others are workforce and transfer students.
- If these new students can complete at least 1 year of college level credit and earn a certificate or degree they will earn up to \$7,000 per year more 6 years later than students who stop out early. This is termed the tipping point in the study.
- The vast majority however will stop out early- well before the tipping point.
- While services like developmental education and financial aid increase the likelihood of success in college level programs 2 to 3 times for students beginning in ESL and ABE only 1/3 receives these services when they make the transition.
- Short customized training programs that may help with immediate job placements do not have the same longer term pay off as training up to and beyond 1 year of college.
- To be more successful, the study suggests pathways- put together in a subway system- with easy to use maps and real stations. The system should be planned to carry riders at least as far as one year of college. Riders would be able to see others like themselves using the system and as well as all of the stops.

**Subject** (Information/Discussion)

2005-2010 Washington State Plan for Adult Basic Education

**Background**

A State Plan is required by the U.S. Department of Education as a foundation for distributing the state's share of federal Adult Basic Education dollars. As the state's recipient of these funds, the State Board is required to adopt a state plan that outlines the state's goals related to adult basic education.

During the March meeting, State Board staff previewed a draft of the 2005 State Plan for Adult Basic Education (ABE).

The current plan, implemented in July of 1999, was intended to provide guidance to state activity through June 30, 2004. In the six years since that plan took effect, there have been significant changes both outside and within the ABE system. Even without a reauthorization of the Workforce Investment Act, the federal law for Adult Basic Education, or a federal mandate from the U.S. Department of Education, our state decided to begin a planning process. The Adult Education Advisory Council and college groups like that the Council for Basic Skills agreed that we need a new and viable plan to guide us into the future.

**Outcome**

Please see the detailed information and the resolution under TAB 12 of the State Board Regular Meeting Agenda for June 23, 2005.

Prepared by Israel David Mendoza  
June 8, 2005

**Subject** (Information/Discussion)

2005-06 Adult Basic Education Awards and Allocations

**Background**

The proposed allocations of adult and family literacy funds reflect one-year extension of the current, multi-year award cycle. The extension is in response to a second continuing resolution passed last year by Congress in the place of a reauthorization of the Workforce Investment Act, the federal funding bill for adult education.

**Outcome**

Please see the detailed information and the funding resolution under TAB 13 of the State Board Regular Meeting Agenda for June 23, 2005.

Prepared by Israel David Mendoza  
June 08, 2004

**STATE BOARD STUDY SESSION AGENDA ITEM**

**TAB 4**

**Subject** (Information/Discussion)

2005-06 Workforce Education Awards and Allocations

**Background**

Please refer to TAB 14 of the State Board Regular Meeting Agenda of June 23, 2005, for background information.

**Outcome**

The State Board will review the proposed 2005-06 Workforce Education Awards and Allocations and will have an opportunity for discussion preparatory to taking action at its June 23, 2005, regular meeting.

Prepared by Jim Crabbe  
June 7, 2005

**STATE BOARD STUDY SESSION AGENDA ITEM**

**TAB 5**

**Subject** (Information/Discussion)

2005-07 Capital Budget Allocations

**Background**

Please refer to TAB 11 of the State Board's Regular Meeting Agenda of June 23, 2005.

**Outcome**

The State Board will have an opportunity to discuss the proposed 2005-07 capital budget allocations preparatory to taking action at its June 23, 2005 meeting.

Prepared by Tom Henderson  
June 7, 2005

**Subject** (Information/Discussion)

2007-09 Capital Budget Request Process Preview

**Background**

The community and technical colleges prepare a capital budget request every two years. Two-year colleges capital budgets have grown substantially over the last three biennia and, if sustained at the present funding level, are sufficient to keep up with the demands of aging facilities, changing program needs, and expansion of facilities for increased access. Unfortunately, capital repair and maintenance backlogs continue to grow due to under funded maintenance in the operating budget.

While the ink is still drying on the 2005-07 capital budget, the next capital request process is already well underway. Colleges are updating strategic and facility master plans and initiating planning and predesign activities for major matching fund, renovation, replacement and growth projects. The State Board has contracted with an independent facility condition survey team to assess state-owned buildings and help prioritize repair needs across the system.

Setting priorities and approving the budget request for submittal to the Office of Financial Management (OFM) and the Legislature are key roles of the State Board. This is a fluid and iterative process. We continually build on information over time as we receive college requests, assess funding assumptions, and evaluate the statewide capital environment.

**Capital Budget Process**

The State Board for Community and Technical Colleges has over time developed an approach to capital planning and prioritization that is held up as a best practice model in Washington. The single prioritized two-year capital budget request reflects the system's policy and facility priorities and is comprised of projects that are linked to colleges' strategic plans, well-planned, and reliably cost-estimated. The request balances colleges' needs for additional space to accommodate growing enrollments against projects that renovate or replace outdated facilities.

The system is able to merge capital requests from 30 districts into a single list that is supported by all the colleges through a process where project criteria are developed to guide colleges' budget request preparation. These criteria are subsequently used to "score" projects – an activity performed by a group of college presidents, business officers and facility directors. The result is a prioritized list for each category of major projects (these categories are described later in this agenda item).

Following the initial category ranking, projects requests are further defined by colleges, and the Capital Task Force (comprised of State Board members, trustees, college presidents and State Board staff) develop the capital budget request recommendation to the State Board. The task

force recommends the size of the capital request, the priority sequence of major project categories, and the size of the request for each category.

### **Capital Budget Structure**

The capital budget request includes projects to preserve existing facilities, projects to provide program improvements to serve changing needs of students and their community, and new facilities to support enrollment growth. The budget is developed in two major sections – direct state appropriation requests and alternative financing requests. The following describes the basic categories of the capital budget.

#### **Direct Appropriations:**

**Minor Works – Preservation** - Provides funding for colleges to take care of capital repairs that cannot be foreseen. It is generally referred to as an emergency account.

**Repairs** – Provides funding for known repair projects for roofing, facilities, and site improvements. Each college is surveyed by a professional team of architects and engineers. Repair projects are identified by the team and prioritized statewide using a severity index. Targets are set for each college based on the estimated cost above a given severity to achieve approximately \$35 million in total repairs. Colleges then identify the specific projects that will be done within the target amount.

**Matching Fund Projects** – Colleges identify projects that can be funded with matching funds from non-state resources. The state match can be up to \$1,000,000 per project. Matching funds must be secured and projects under construction before the end of the biennium.

**Minor Works – Program (Minor Improvements)** - This category provides up to \$20 million for colleges to identify critical program needs. Minor works funds provide colleges with a small, periodic and predictable source to upgrade existing space or modify space to implement new educational programs. College funding is based on a formula that takes into account state supported FTEs, owned square footage, and the square footage constructed before 1983.

**Replacements** – Provides funding to replace failing and poorly performing permanent buildings. Higher priority replacement projects include portable replacements and poorly constructed older facilities that do not support program needs.

**Renovations** – Provides funding to renovate older buildings that have both serious repair problems and program related problems.

**Growth Projects** – New buildings that are primarily driven by high enrollment demand. When projects are chosen for predesign, they go through a six-year process of predesign, design, and construction. Growth projects are mostly new classrooms and science labs.

**Infrastructure Projects** – Provides funding for infrastructure replacement projects that are greater than \$1 million. These projects are often related to major power distribution, domestic water, sewer, gas and other large utility related projects on campus.

**Alternative Financing Requests:**

**Non-appropriated alternative financing projects** – These requests seek authority (not funds) from the Legislature to enter into financial contracts for local projects, built on behalf of the state but that are the financial responsibility of an individual college. While most are developed using State Treasurer Certificates of Participation (COPs) bonds sold on behalf of the college, there are other types of financing that can be used to obtain these projects (long term leases, lease purchase agreements, option to purchase contracts, cash, gifts, mortgages, real estate contracts) A major concern of the Legislature is that colleges not use college operating funds to pay debt service or dilute instructional programs by taking on too much debt.

**State Board Guidance**

The State Board has a significant impact on the policies, priorities and size of the system's capital budget in addition to its overall approval of the request. The increased priority of renovation and replacement over the development of new growth projects was an action taken by the State Board. The Board has a significant role in advancing critical new initiatives like infrastructure replacement. Another example was how increasing the importance of childcare influenced the types of projects initiated by colleges and had a direct impact on selection criteria, and ultimately on statewide funding goals.

**The State Board has been called on to make some of the tough choices; here are some examples from past biennia:**

1. Determining the relative priorities of renovations, replacements and growth projects.
2. Pursuing co-location (2+2) projects in conjunction with colleges and universities.

**Some of the issues the State Board will likely face in this process:**

1. The size of the overall capital request will be a significant issue and is an important policy decision. The approach taken in recent requests has been to build a budget that is fundable in the current biennium and retains capacity in the future for new requests.
2. What projects are most important to increasing the likelihood of success for two-year colleges? How should the request be sized and balanced among renovation, replacement and growth projects?
3. What should be done about the increasing problems of parking as enrollment continues to grow? Should the colleges self-finance expansion using parking fees to pay debt service on bonds?

**Capital Budget Preparation Schedule**

We are early in the process of the 2007-09 budget request development. Listed below are major milestones in the capital budget request preparation.

<b>January 2005</b>	Colleges evaluate needs, strategic planning, 10-year master plan and formulate request strategy for the 2007-09 capital submittal
<b>June</b>	Capital Budget Request Instructions sent to colleges
<b>December</b>	Colleges submit Growth, Matching, Renovation and Replacement requests
<b>January – May 2006</b>	Project priorities and request size set per discussion with State Board, college staff, trustees
<b>June</b>	SBCTC approves capital budget
<b>September</b>	Submit budget request to the Governor

**Outcome**

This briefly will introduce the State Board to the schedule and financial and/or policy issues that will likely be considered during the budget development process over the next year. Staff will bring specific issues back to the Board for consideration. Also, by the September retreat the Board should decide upon its representatives on the Capital Budget Task Force.

Prepared by Tom Henderson  
June 7, 2005

**Subject** (Information/Discussion)

Background information on hiring a consultant, evaluating RFP submittals and executive search processes.

**Background**

Activities to Date: During the Board's May meeting, Earl Hale, Executive Director for the State Board for Community and Technical Colleges, informed Board members of his intent to retire on December 31, 2005. Following this announcement, several members of the Board volunteered to collect information for Board consideration on executive search processes and securing the assistance of an executive search firm. This subcommittee included Tom Konninger, Jim Garrison, Erin Munding and Al Link. Staff assistance was provided by John Boesenberg, Director of Human Resources.

Staff provided materials to the Board subcommittee related to efforts to obtain executive search consulting services, including Washington State's Request for Proposal (RFP) process and form. General information on executive search considerations was also provided. Through two conference calls, the subcommittee reviewed and commented on the materials provided. The RFP form was edited to reflect the nature of the consulting services the Board would be seeking (executive search services).

Given time pressures and the complexity of the State required form and process, the subcommittee suggested that a Special Board meeting be scheduled for the purpose of delegating the authority to issue the RFP to the Board Chair or Vice Chair. A Special Board meeting was scheduled for the afternoon of June 1, 2005 and copies of materials related to the RFP process were sent to Board members. The Board unanimously adopted the proposal to delegate the authority to issue the RFP to the Board Chair and, in his absence, to the Vice-Chair. The RFP packages were mailed to 32 prospective consulting firms and posted on the State Board's web site on June 2, 2005. As required, legal notices were also posted on the web site and in The Daily Journal of Commerce, a daily newspaper. The deadline for proposal submittals is June 20, 2005.

Request for Proposals: As implied above, the RFP form and process is highly regulated and complex. The RFP form is lengthy, primarily made up of required language that is generic to contracting. However, there are sections that address the specific service being requested and the evaluation criteria applied to completed submittals. Specific to the State Board's RFP, consultants and/or consulting firms are invited to submit proposals to advise and assist the State Board members in conducting a national search for a new Executive Director. This project includes the development and management of an inclusive recruitment process and "head hunter" services. It is anticipated that the process will take up to six months to complete.

The RFP requires the proposals to be separated into the following four sections:

1. Letter of Submittal – primarily consisting of introductory remarks and business information (CEO name, location, tax I.D number, etc.).

2. Proposed Methodology – primarily consisting of project approach, work plan and schedule.
3. Management Proposal – primarily identifying project team members, their qualifications and experience.
4. Cost Proposal – includes identification of costs and expenses.

The Board's subcommittee discussed the weighting of each of the sections listed above. The assigned weighting for the sections and subsections are included in the RFP.

Evaluation of Proposals: Staff will review each proposal as it arrives for completeness. Only those proposals deemed to be responsive to the RFP criteria will be considered by the Board. The tentative schedule, included in and attached to the RFP, specifies that the responsive proposals will be evaluated by June 23, 2005.<sup>1</sup> Through this evaluation, the finalists will be identified for further consideration – including reference checks and interviews. Using an evaluation sheet, each Board member may evaluate each responsive proposal or delegate that responsibility to a subcommittee of the Board. Whether evaluated by the full Board or a subcommittee, it is intended that Board members independently review and evaluate each responsive proposal and, in public meeting, discuss their relative merits in an effort to identify finalists. Consultant interviews have been tentatively scheduled for June 30, 2005.

**At the time of this writing, staff intends to review the Evaluation Sheet with Board members during the study session and provide time for Board review of the responsive proposals.**

Executive Search Process: As noted earlier, the successful consultant will offer a variety of options and facilitate the Board's decision-making related to those options and the search process. Issues related to the recruitment schedule, constituent identification and role, candidate qualifications, offering a competitive compensation package, development of recruitment materials and communication plan, and other related topics are likely to be addressed through consultant facilitated Board discussion. Staff assistance and support for the Board and consultant is also typically provided.

### **Outcome**

1. The Board will have updated information on activities undertaken to develop and issue the RFP to secure executive search services.
2. The Board will be better positioned review and evaluate responsive proposals. The individual evaluation of each proposal will be initiated and, time permitted, completed.
3. Foundation information will be provided that will facilitate the Board's work with the successful contractor.

Prepared by John Boesenberg  
June 9, 2005

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<sup>1</sup> The RFP provides for the Board to revise the tentative schedule.

**State of Washington**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

Big Bend Community College  
 Grant County ATEC Building  
 Conference Center Room D  
 Moses Lake, Washington

\*Study Session: Wednesday, June 22, 2005  
 1:30 p.m. - 5:15 p.m.  
 Regular Meeting: Thursday, June 23, 2005  
 8:15 a.m. - 12:00 noon

**State Board Regular Meeting Agenda**

<b><u>Time Estimate</u></b>	<b><u>Description</u></b>	<b><u>Attachment</u></b>
8:15 a.m.	1. Call to Order	----
	2. Adoption of Agenda – June 23, 2005 ( <b>Action</b> )	----
	3. Approval of Meeting Minutes – May 5, 2005 and June 1, 2005 ( <b>Action</b> )	TAB 8
8:20 a.m.	4. Host College Presentation: Big Bend Community College ( <b>Information</b> )	----
9:05 a.m.	5. Chair’s Report ( <b>Information/Action</b> ) <ul style="list-style-type: none"> <li>• Trustees’ Association Report</li> <li>• Election of State Board Chair for 2005-06</li> </ul>	TAB 9
9:20 a.m.	6. Director’s Report ( <b>Information</b> ) <ul style="list-style-type: none"> <li>• State Board Audit and Statewide Audit Report</li> <li>• CTC Bachelor’s Degree Task Force Report</li> <li>• Professional and Technical Faculty Certification Report</li> </ul>	TAB 10
10:00 a.m.	7. Approval of 2005-07 Capital Budget Allocations ( <b>Resolution 05-06-11</b> ) ( <b>Action</b> )	TAB 11
10:10 a.m.	8. Approval of 2005-10 Washington State Plan for Adult Basic Education ( <b>Resolution 05-06-12</b> ) ( <b>Action</b> )	TAB 12
10:20 a.m.	9. Approval of 2005-06 Adult Basic Education Awards and Allocations ( <b>Resolution 05-06-13</b> ) ( <b>Action</b> )	TAB 13
10:30 a.m.	~ <b>BREAK</b> ~	
10:40 a.m.	10. Approval of 2005-06 Workforce Education Awards and Allocations ( <b>Resolution 05-06-14</b> ) ( <b>Action</b> )	TAB 14

<u>Time Estimate</u>	<u>Description</u>	<u>Attachment</u>
10:50 a.m.	11. Approval of 2004-05 WorkFirst Awards ( <b>Resolution 05-06-15</b> ) ( <b>Action</b> )	TAB 15
11:00 a.m.	12. Public Hearing/Permanent Rule Adoption: WAC 131-28-026 Tuition Charges for Certain Ungraded Courses ( <b>Resolution 05-06-16</b> ) ( <b>Action</b> )	TAB 16
11:10 a.m.	13. Approval of 2005-06 Corrections Education Contract ( <b>Resolution 05-06-17</b> ) ( <b>Action</b> )	TAB 17
11:25 a.m.	14. Consent Items ( <b>Action</b> ): a) Washington State Labor Council and King County Labor Council Contracts ( <b>Resolution 05-06-18</b> ) b) Center for Information Services Contract ( <b>Resolution 05-06-19</b> ) c) Blackboard Contract for WashingtonOnline ( <b>Resolution 05-06-20</b> )	TAB 18
11:30 a.m.	15. Executive Director Search Process: Selection of Consultant Finalists ( <b>Action</b> )	TAB 19
12:00 noon	16. Adjournment/Next Meeting	----

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**\*Study Session:** The State Board will hold a Study Session on Wednesday, June 23, 2005, to discuss the following items: 1) Bridges to Opportunity Project Research Findings, 2) 2005-10 Washington State Plan for Adult Basic Education, 3) 2005-06 Adult Basic Education Awards and Allocations, 4) 2005-06 Workforce Education Awards and Allocations, 5) 2005-07 Capital Budget Allocations, 6) 2007-09 Capital Budget Request Process Preview, and 7) Executive Director Search Process.

**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**

**May 5, 2005**

**State Board Members**

**Tom Koenninger (Chair), Vancouver  
Jim Bricker, Coupeville  
Sharon Fairchild, Spokane  
Jim Garrison, Mt. Vernon  
Reuven Carlyle, Seattle  
Al Link, Silverdale  
Erin Munding, Omak  
Jane Nishita, Seattle  
Lyle Quasim, Puyallup**

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

**State of Washington**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**Olympia**

**A C T I O N   I N D E X**  
**May 5, 2005**

<u>Resolution Number</u>	<u>Description</u>	<u>Page in Minutes</u>
----	Adoption of Agenda – May 5, 2005	1
----	Approval of Minutes – March 10, 2005	1
05-05-05	Resolution of Appreciation – Beth Willis	2
05-05-06	Resolution of Appreciation – Steve Wall	2
05-05-07	Resolution of Appreciation – Sandy Wall	3
05-05-08	Approval of FY 2006 Operating Budget Allocations	5
05-05-09	Approval of 2005-06 Tuition and Fee Rates	5
05-05-10	Department of Information Services/K-20 Contract	7

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

**Regular Meeting Minutes  
May 5, 2005**

State Board Members Present: Tom Koenninger (Chair), Jim Bricker, Reuven Carlyle, Jim Garrison, Al Link, Erin Munding, Jane Nishita, Lyle Quasim

State Board Member Absent: Sharon Fairchild

**CALL TO ORDER**

Chairman Tom Koenninger called the meeting to order at 8:35 a.m. and welcomed those present. He thanked President Steve Wall and the Pierce College - Puyallup Board of Trustees for hosting a joint dinner meeting on campus the previous evening. Tom also welcomed Reuven Carlyle and Lyle Quasim, newly appointed members to the State Board.

**ADOPTION OF AGENDA**

***MOTION:** Moved by Al Link and seconded by Erin Munding that the State Board adopt its regular meeting agenda of May 5, 2005, as presented.*

***MOTION CARRIED.***

**APPROVAL OF MINUTES**

***MOTION:** Moved by Al Link and seconded by Jim Bricker that the State Board approve its regular meeting minutes of March 10, 2005, as presented.*

***MOTION CARRIED.***

**HOST COLLEGE PRESENTATION**

President Wall welcomed the State Board and staff to Pierce College – Puyallup. He shared that the *Association of College and Research Libraries* (ACRL) had recently honored the Pierce College Library with its *2005 Excellence in Academic Libraries Award* which recognizes the staff of a community college, college, and university library for programs that deliver exemplary services and resources to further the educational mission of the institution. Steve introduced library staff members who presented more information about the library. Debra Gilchrist, Pierce’s dean of library and media services, shared that Pierce College Library is one of the few libraries to have taken service quality and the academic mission to a new level by creating a learner-centered library. This means that learning outcomes drive everything. All services and programs are planned to enhance student success, and library faculty do more than deal with books—they teach. Warren Brown, a speech instructor at Pierce, shared how this integrated philosophy has benefited student learning in his courses.

Beth Willis, chair of Pierce College Board of Trustees, also welcomed the State Board and acknowledged Steve Wall's accomplishments as president of Pierce College.

**CHAIR'S REPORT (Resolutions 05-05-05, 05-05-06, 05-05-07)**

Chairman Tom Koenninger and others reported on the following items:

- **Trustees' Association Report.** TACTC President Beth Willis shared highlights from the joint meeting of its Board of Directors and the Legislative Steering Committee held Friday, April 29th. She reported that there was good support for the proposed Creating Opportunity's plan presented by Suzy Ames and Jim Robinson. She expressed concern that the Senate confirmed 37 trustees but left 50 unconfirmed, which leaves six colleges without a quorum confirmed. Beth also encouraged the Board to attend the TACTC Spring Convention to be held May 19-21 at Semiahmoo Resort and announced that Governor Gregoire would be the keynote speaker on May 19th. Beth closed by thanking Tom Koenninger and the Board for all their support during her term as president.
- **Request for formal approval of Resolution 05-05-05 honoring outgoing TACTC President Beth Willis.**

Tom Koenninger commented that he appreciated Beth Willis' energy and commitment to the system and read the resolution honoring her.

***MOTION: Moved by Jane Nishita and seconded by Jim Garrison that the State Board adopt Resolution 05-05-05 (ATTACHMENT #1) honoring Beth Willis outgoing TACTC President, for her dedicated service on behalf of the system.***

***MOTION CARRIED.***

- **Request for formal approval of Resolution 05-05-06 honoring Pierce College-Puyallup President Steve Wall upon his retirement.**

Tom Koenninger acknowledged the magnificent job Steve has done for Pierce College – Puyallup commenting that Steve is creative and moves things forward and wished him happiness in his retirement. Tom read the resolution honoring him.

***MOTION: Moved by Al Link and seconded by Jane Nishita that the State Board adopt Resolution 05-05-06 (ATTACHMENT #2) commending Steve Wall for his many years of dedicated service to the Pierce College District and the students of the state of Washington.***

***MOTION CARRIED.***

- **Request for formal approval of Resolution 05-05-07 honoring retiring State Board Administrative Services Director Sandy Wall.**

Tom Koenninger acknowledged Sandy for her commitment to the community college system and the State Board and wished her happiness in her retirement. Tom read the resolution honoring Sandy.

***MOTION: Moved by Al Link and seconded by Erin Mundinger that the State Board adopt Resolution 05-05-07 (ATTACHMENT #3) commending Dr. Sandra Wall, Administrative Services Director for the State Board, for her years of dedicated service to two-year colleges and the state of Washington.***

***MOTION CARRIED.***

### **DIRECTOR'S REPORT**

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

- **Legislative Summary.** Earl distributed a summary of bills of interest to the community and technical college system that were approved by the Legislature and sent to the Governor for signature.  
**ESB 5087 – Best Practices for Part-time Faculty.** John Boesenberg will coordinate the review and update of the best practices report at the staff level. John has requested one or two volunteers from the board to serve on the task force. Al Link and Jim Bricker volunteered. The report, due December 1, 2005, will include recommendations on a review of the status of best practices.  
**E2SSB 5441 – Education Finance Study.** Initially, the study will focus on K-12. During the second year of the biennium the study will move to higher education. There will be two higher education committees – a steering committee (public citizens) and an advisory committee (100 nominees). Nani Jackins Park has nominated six students to serve on the advisory committee. The final report is to be submitted by November 15, 2006.
- **2005-07 Legislative Capital Budget.** Tom Henderson gave highlights of the final budget. It was an excellent budget for the community and technical college system. A lot of interest and respect was expressed by legislators for the way the system managed its request.
- **WorkFirst.** State Board staff will be taking a new look at WorkFirst, along with other agencies, and will know more by the Board Retreat in September.
- **Ford Foundation “Bridges to Opportunity” Initiative.** Jan Yoshiwara briefly explained that Washington is one of six states who are recipients of this grant which looks at how low income people use community and technical colleges to get out of poverty. Cyrus Driver, deputy director of the Ford Foundation, will present more information about the research project during the Board’s June study session in Moses Lake.

Reuven Carlyle commented on the importance of ESHB 1079 - establishing a foster care coordinating committee, and stressed the need for the community and technical college system to work on this issue. Lyle Quasim agreed and stated that it is a moral imperative to follow this issue. Board members agreed that they would like State Board staff member Nani Jackins Park to provide more information about how the system is helping former foster youth at the June board meeting. Michele Johnson, president of Pierce College – Fort Steilacoom, offered the assistance of a member of their foster parent education distance learning program faculty.

### **APPROVAL OF FY 2006 OPERATING BUDGET ALLOCATIONS (Resolution 05-05-08)**

During the study session the previous day, Chris Reykdal of the State Board staff presented the 2005-06 operating budget for the Board's consideration. The 2005-07 biennial budget appropriates \$1,122,719,000 in state general funds, \$46,669,000 from the Higher Education Legacy Account, and \$2,950,000 from the Employment Security Department (ESD) Administrative Contingency Account to the SBCTC.

State Board approval is sought for allocation of the Fiscal Year 2006 (FY2006) SBCTC appropriation to community and technical college districts, the Center for Information Services (CIS) and the State Board office. The FY2006 SBCTC appropriation is comprised of \$556,499,000 in state general funds, \$17,570,000 from the Higher Education Legacy Account, and \$1,475,000 from the ESD Administrative Contingency Account.

Chris summarized highlights of the 2005-07 operating budget and reviewed the operating budget allocations for FY 2006 included under Tab 9 of the regular meeting agenda, which was distributed at the meeting.

The SBCTC budget is increased:

- \$11.07 million to fund 2,050 enrollments.
- \$2.0 million for adult basic education.
- \$12.617 million for cost of living salary increases.
- \$14.428 million for compensation benefit increases.
- \$2.25 million for faculty increments.
- \$2.25 million for part-time faculty salaries.
- \$539,000 for the Displaced Homemakers Program.
- \$929,000 for maintenance and operations funding.
- \$980,000 for the NSIS Consortium.
- \$463,000 for assessment and lease rate adjustments.

The SBCTC budget is reduced:

- \$5.249 million GFS budget reduction.
- \$2.524 million maintenance transfer to capital.

In addition to changes in appropriations, the Legislature has authorized a maximum five percent tuition increase for resident undergraduate students for the two-year college system.

The Board had the opportunity to ask questions and discuss the allocations during the study session the previous day.

***MOTION: Moved by Al Link and seconded by Jim Bricker that the State Board adopt Resolution 05-05-08 (ATTACHMENT #4) approving the 2005-06 operating budget and allocation of funds as outlined in the attachments to the resolution.***

***MOTION CARRIED.***

**APPROVAL OF 2005-06 TUITION FEE RATES**  
**(Resolution 05-05-09)**

At the previous day's study session, Mary Alice Grobins presented a recommendation for 2005-06 tuition and fee rates for the Board's consideration. She reported that in light of budget cuts already levied on the two-year colleges (totaling \$5.3 million for FY 2006), and other college financial constraints such as inadequate funding to open and operate new capital facilities and unfunded inflation, staff recommends that the Board use its full tuition increase authority from the Legislature and that tuition be increased by an average of five percent in 2006. Staff also recommends that the per credit cost for the eleventh through eighteenth credit hours continue to be increased in the same manner as was done in the past three years. This would result in a community college resident student who was taking 15 credits paying approximately \$815 per quarter in the fall, compared to the current level of \$771. Part-time students taking from one to ten credits would pay \$71.80 per credit, up from \$69.35. Staff recommends that that nonresident student tuition be increased by the same dollar amount as resident students.

The Board had the opportunity to ask questions and discuss the tuition rates during the study session the previous day.

***MOTION: Moved by Jim Garrison and seconded by Erin Munding that the State Board adopt Resolution 05-05-09 (ATTACHMENT #5) setting 2006 community college tuition and fees for resident and nonresident students, establishing tuition for specific ungraded courses, authorizing the technical colleges to increase tuition and fees by no more than five percent and authorizing community colleges to increase service and activity fees up to the maximum levels displayed in the attachment to the resolution.***

***MOTION CARRIED.***

**DISPLACED HOMEMAKER PROGRAM PRESENTATION**

Brenda Landers of the State Board staff presented information about the Displaced Homemaker Program which was administered by the Higher Education Coordinating Board until 2005, when the program was transferred to the State Board for Community and Technical Colleges. This program was started in 1979 to serve a unique group of individuals. Displaced homemakers typically are facing a major, unwanted change in their lives. They are in transition and need to

increase their self esteem and optimism to face the future. These students come from a wide economic background and generally have never had to ask for help before and, therefore, don't know how to go about accessing the help that is available. They range in age from 30-59 years old. Almost half have no children at home and half have no post high school education.

The Displaced Homemaker Programs offer instructional services designed to increase their employability, while allowing them to learn from one another. Services are provided by the state at no cost to the program recipients. The Legislature provides approximately \$540,000 each year for program administration and direct services. About 80 percent of the program appropriation is spent on direct services to clients. Currently nine community and technical colleges and two private non-profit organizations are funded to offer information and referral, support services and instructional services. As of 2003 there were 272 graduates of the program. Of those graduates, 69 percent went on to enroll in a community college within one year. Thirty-three percent were employed by the third quarter after completing the program.

Brenda introduced Janet Tillery, a program participant. Janet shared the story of how she had personally benefited from the Displaced Homemaker Program. She has now graduated from Pierce College-Fort Steilacoom with an AA degree and plans to continue her education at UW-Tacoma.

#### **REPORT ON STUDENT PROGRESS TOWARD DEGREES AND CERTIFICATES (E2SSB 5135)**

Nani Jackins Park of the State Board staff presented an update on the impact of E2SSB 5135, passed in 2003, which requires state baccalaureate institutions and the State Board for Community and Technical Colleges to develop policies to ensure that undergraduates complete degree and certificate programs in a timely manner. Nani reported that the data that has been collected, including the fall 2004 student performance outcomes, continues to suggest that the set of strategies outlined in the legislation may not be the best way to reach the goal of increased efficiency. Implementation of student progress policies requires substantial investment of staff resources to achieve an outcome that does not provide substantially increased capacity. This serves to divert resources that are needed to provide critical services to students, such as academic advising and career planning, to support their success and progress toward educational attainment. She reported that these findings affirm earlier staff recommendations that it may be worthwhile to focus efforts to increase efficiency on the variety of initiatives addressed by the State Board staff related to increasing seamless articulation across K-12 and higher education sectors.

#### **CONSENT ITEMS (Resolution 05-05-10)**

***MOTION: Moved by Al Link and seconded by Jim Garrison that the State Board approve the consent agenda as follows:***

- a) ***Resolution 05-05-10 (ATTACHMENT #6) delegating authority to the Executive Director to execute the contract with the Washington State Department of Information Services to establish a K-20 data linking environment .***

***MOTION CARRIED.***

**ADJOURNMENT/NEXT MEETING**

There being no further business, the State Board adjourned its regular meeting of May 5, 2005, at 11:20 p.m. The next regular meeting of the State Board will be held June 22-23, 2005 at Big Bend Community College.

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Tom Koenninger, Chair

ATTEST:

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Earl Hale, Executive Director

**STATE OF WASHINGTON**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**RESOLUTION 05-05-05**

**WHEREAS**, Beth Willis was appointed to the board of the Pierce College District in 1999 and while serving her local community became involved in the Trustees Association of Community and Technical Colleges by serving as Secretary in 2002-03; and

**WHEREAS**, Beth was designated as the president-elect of TACTC in 2003-04 and elected president for 2004-05, and has provided excellent leadership to TACTC over the past year; and

**WHEREAS**, Beth has represented TACTC at system meetings and has done so by participating thoroughly in the process, always strategically looking ahead for what is best for the two-year college system; and

**WHEREAS**, Beth represented TACTC as its liaison to the Joint Governing Board made up of two- and four-year college trustees and regents to help them develop their statewide professional development association and to work collaboratively on statewide issues affecting higher education; and

**WHEREAS**, Beth led a large delegation at the Association of Community College Trustees Leadership Congress in New Orleans, inviting delegates to attend the 2005 Leadership Congress being held in Seattle; and

**WHEREAS**, Beth has provided active leadership, and worked steadily and collaboratively with both the State Board for Community and Technical Colleges and the Washington Association of Community and Technical College presidents;

**NOW, THEREFORE, BE IT RESOLVED** that the State Board for Community and Technical Colleges hereby applauds Beth Willis for her dedicated service on behalf of the system. She continues a tradition of action, involvement and commitment by TACTC presidents.

**APPROVED AND ADOPTED** the 5<sup>th</sup> day of May, 2005.

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Tom Koeninger, Chair

ATTEST:

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Earl Hale, Secretary

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 05-05-06

**WHEREAS**, Steve Wall has served the Pierce College District with vision and distinction for 26 years, the last six as its top executive and president of Pierce College Puyallup; and

**WHEREAS**, Steve has led the development and expansion of Pierce College Puyallup; shaping the college to meet the needs of growing communities in east Pierce County; and

**WHEREAS**, Pierce College Puyallup has benefited tremendously by having Steve at the helm, leading to record growth, successful fund-raising, and a strong connection to people and organizations in its service district; and

**WHEREAS**, Steve has built relationships at both the state and local levels to ensure that Pierce College will continue to be an involved partner in the community well into the future; positioning the district as a statewide leader in the community and technical college system; and

**WHEREAS**, Steve provided professional leadership to the state as president of the Washington Association of Community and Technical College Administrators from 2000-2002; and

**WHEREAS**, Steve served as representative to the American Association of Community Colleges Homeland Security Task Force, and helped to bring needed education and training programs to the community through the Pierce College Center for Excellence in Homeland Security; and

**WHEREAS**, Steve increased the visibility of Washington's two-year college system as a national participant in economic and workforce development through his involvement on the American Association of Community Colleges Commission on Economic and Workforce Development;

**NOW, THEREFORE, BE IT RESOLVED** that the State Board for Community and Technical Colleges hereby commends Steve Wall for his many years of dedicated service to the Pierce College District and the students of the state of Washington, and wishes him much success and happiness in his retirement.

**APPROVED AND ADOPTED** the 5<sup>th</sup> day of May, 2005.

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Tom Koeninger, Chair

**ATTEST:**

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Earl Hale, Secretary

**STATE OF WASHINGTON**

**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

**RESOLUTION 05-05-07**

**WHEREAS**, Dr. Sandra Wall is retiring from the State Board for Community and Technical Colleges as Director of Administrative Services after over 30 years of public service; and

**WHEREAS**, Sandy served as “navigator of the fleet” keeping the community and technical colleges rowing in the same direction and assisting in the development of the system strategic plan as liaison to the Washington Association of Community and Technical Colleges since 1993; and

**WHEREAS**, Sandy has been an effective communicator for the two-year college system with the governor’s office, legislators, state agencies, faculty unions, statewide business organizations, and the four-year college system; and

**WHEREAS**, Sandy has developed future leaders both inside and outside the State Board office by sharing her immense knowledge and expertise, and by always keeping her door open to offer valuable guidance and encouragement; and

**WHEREAS**, Sandy has held a deep commitment to students at community and technical colleges throughout her career; working tirelessly to create opportunities for students to gain access to higher education; and

**WHEREAS**, Sandy has demonstrated continuous commitment to issues regarding equity, dedicating herself to political action and awareness in her personal and professional life; Sandy “walks the walk” and “talks the talk” with political savoir-faire; and

**WHEREAS**, Sandy’s ability to handle any situation with quick wit, wisdom and candor was invaluable to the system and to all those she worked with; and

**WHEREAS**, Sandy leaves a legacy of service to the public and a commitment to the students of Washington state;

**NOW, THEREFORE, BE IT RESOLVED** that the State Board for Community and Technical Colleges hereby commends Dr. Sandra Wall for her years of dedicated service to two-year colleges and the state of Washington, and wishes her much success and happiness.

**APPROVED AND ADOPTED** the 5<sup>th</sup> day of May, 2005.

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Tom Koenninger, Chair

**ATTEST:**

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Earl Hale, Secretary

**STATE OF WASHINGTON**

**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

**RESOLUTION 05-05-08**

A resolution allocating state funds to community and technical colleges.

**WHEREAS**, the State Board has the authority to award and allocate state general funds, Administrative Contingency Account funds, and Education Legacy Trust Account funds, and

**NOW THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges allocate operating funds as listed below:

1. Approves the FY 2005-06 community and technical college district, Center for Information Services (CIS) and State Board program and office state general fund operating allocation of \$556,499,000, Administrative Contingency Account allocation of \$1,475,000, and Education Legacy Trust Account allocation of \$17,570,000 as displayed on Attachment Three; and
2. The total initial allocation includes state funds totaling \$550,196,857 found on Attachment Three – Section 3.
3. Authorizes the director to allocate an additional \$25,347,143 of state funds throughout the year for Revolving Funds, Holdback General Enrollments, New Facilities Maintenance and Operations, Classification Revision, UWT Technology Institute Pipeline, Childcare Matching Program, Quarterly Disability Accommodation Reserves, Apprenticeship, High Demand Enrollments, Rural/Community Development, Workforce Development Projects, Worker Retraining, Job Skills, and Reserves found on Attachment Three – Section 4.
4. Approves the operating funds allocation methodology as displayed in Attachment Two.
5. Approves the enrollment FTES distribution as displayed in Attachment Five.
6. Authorizes the director to adjust districts' enrollment allocations based on the enrollment rules in Attachment Six.
7. Authorizes the salary allocation for exempt, full-time faculty, part-time faculty, community college classified, and technical college classified employees as displayed in Attachment Seven.
8. Approves the rules for faculty increments included as Attachment Eight.
9. Requires allocations for Outcomes Assessment, Workforce Development base funding, Workbased Learning Tuition, Childcare Programs, Students of Color, and Disability Accommodations to be spent only for those efforts.

**BE IT FURTHER RESOLVED**, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments, as necessary, for actions taken by the governor, computational errors, data corrections, externally imposed restrictions or guidelines, legislative appropriation provisos, restrictions, guidelines, uniform accounting and reporting requirements, and unanticipated changes due to state or federal funding.

**APPROVED AND ADOPTED** on May 5, 2005.

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Tom Koenninger, Chair

**ATTEST:**

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Earl Hale, Secretary

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 05-05-09

A resolution relating to 2005-06 Tuition and Fees.

**WHEREAS**, the Legislature has adopted a biennial operating budget in which it delegates tuition setting authority for resident students and flexibility to the State Board for Community and Technical Colleges; and

**WHEREAS**, the Legislature has enacted Engrossed Substitute Senate Bill 5448 delegating authority to set tuition and fees for nonresident students to the State Board for Community and Technical Colleges; and

**WHEREAS**, the Legislature's biennial budget provides that resident student tuition and fees may be increased by a maximum of five percent by the State Board for Community and Technical Colleges; and

**WHEREAS**, the Legislature has limited increases in technical college tuition and S&A fees to the same increases as community college operating fees,

**NOW THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges:

Adopts the community college tuition and fee schedule and rates for 2005-06 as set forth in **Attachment One**.

Establishes apprenticeship tuition at a minimum of \$36 per credit, and parent education tuition at \$11 per credit; and

Limits the maximum increase in technical college tuition and S&A fees for 2005-06 to five percent.

**APPROVED AND ADOPTED** on May 5, 2005.

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Thomas Koenninger, Chair

**ATTEST:**

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Earl Hale, Secretary

*(Note: Attachments are on file at the State Board Office and are available upon request.)*

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 05-05-10

This is a resolution to execute a contract with the Washington State Department of Information Services to establish a K20 data linking environment between the State Board for Community and Technical Colleges Data Warehouse with the Office of Public Instruction Core Student Record System.

**WHEREAS** the Washington State Board for Community and Technical College is positioned to provide policy data on college students; and

**WHEREAS** the Office of Superintendent of Public Instruction is positioned to provide policy data on K-12 students; and

**WHEREAS** the Washington State Department of Information Services wants to contract with the Washington State Board for Community and Technical Colleges and the Office of Superintendent of Public Instruction to establish a K20 data linking environment,

**THEREFORE BE IT RESOLVED** that the Washington State Board for Community and Technical Colleges approve the contract to establish the K20 data linking environment; and

**BE IT FURTHER RESOLVED** that the State Board delegate authority for execution of the contract with the Washington Department of Information Services to Earl Hale, Executive Director.

**APPROVED AND ADOPTED** on May 5, 2005.

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Tom Koeninger, Chair

**ATTEST:**

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Earl Hale, Secretary

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

**MINUTES OF MEETING**

**June 1, 2005**

**State Board Members**

**Tom Koeninger (Chair), Vancouver  
Jim Bricker, Coupeville  
Sharon Fairchild, Spokane  
Jim Garrison, Mt. Vernon  
Reuven Carlyle, Seattle  
Al Link, Silverdale  
Erin Munding, Omak  
Jane Nishita, Seattle  
Lyle Quasim, Puyallup**

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

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

**Special Meeting Minutes  
June 1, 2005**

State Board Members Present: Tom Koenninger (Chair), Jim Bricker, Reuven Carlyle, Jim Garrison, Al Link, Erin Munding, Jane Nishita, Lyle Quasim, Sharon Fairchild.

**CALL TO ORDER**

Chairman Tom Koenninger called the teleconference special meeting to order at 2:00 p.m.

**ADOPTION OF AGENDA**

***MOTION: Moved by Jim Garrison and seconded by Sharon Fairchild that the State Board adopt its special meeting agenda of June 1, 2005, as presented.***

***MOTION CARRIED.***

**APPROVAL OF DELEGATION OF AUTHORITY FOR EXECUTIVE DIRECTOR SEARCH PROCESS**

John Boesenberg of the State Board staff presented information about the Request for Proposal (RFP) process and a tentative timetable he developed that presupposes the Board will schedule additional special meetings. Board subcommittee members Tom Koenninger, Jim Garrison, Erin Munding and Al Link have reviewed, discussed, and edited the draft documents that were mailed to the board members prior to the meeting. Unless specific authority is delegated to a subcommittee of the Board, state law requires key decisions in this process to occur during public meetings (i.e., determination of vendor finalists, interviews of vendors, vendor selections). He explained that the purpose of the meeting is to delegate the authority to issue the RFP to the Board Chair or Vice Chair. Once that action is taken, the next step is to issue the RFP. According to the search process timeline, the Board is scheduled to discuss the proposals and select consultant finalists at its June meeting.

***MOTION: Moved by Jim Bricker and seconded by Jane Nishita that the State Board approve a delegation of authority to issue a Request for Proposal (RFP) for the Executive Director Search consulting services to the Board Chair and, in his absence, to the Board Vice Chair.***

***MOTION CARRIED.***

The Board designated Tom Koenninger to serve as its spokesperson and point of contact for the search process up until the June 22-23 State Board meeting in Moses Lake. Tom asked Board members to think of questions related to the search process to bring up at that meeting.

**ADJOURNMENT/NEXT MEETING**

There being no further business, the State Board adjourned its special meeting of June 1, 2005, at 2:20 p.m. The next regular meeting of the State Board will be held June 22-23, 2005 at Big Bend Community College.

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Tom Koeninger, Chair

ATTEST:

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Earl Hale, Executive Director

**STATE BOARD REGULAR MEETING AGENDA ITEM**

**TAB 9**

**Subject** (Information/Action)

Chair's Report for June 23, 2005

**Background**

Materials for the Chair's Report will be distributed during the State Board's regular meeting of June 23, 2005.

**STATE BOARD REGULAR MEETING AGENDA ITEM**

**TAB 10**

**Subject** (Information)

Director's Report for June 23, 2005

**Background**

Materials for the Director's Report will be distributed during the State Board's regular meeting of June 23, 2005.

**Subject** (Action)

2005-07 Capital Budget Allocations (Resolution 05-06-11)

**Background**

*The Legislature passed the \$3.2 billion capital budget on April 24, 2005 (ESSB 6094, Laws of 2005). The Governor signed the bill into law on May 16, 2005.*

New appropriations for the two-year college system total \$460.9 million, compared to \$425.9 million in the 2003-05 biennium. The capital budget provides emergency, preservation and program related funding for 34 community and technical colleges. In addition, the capital budget provides authorization for Certificates of Participation (COP) for 14 colleges. These alternatively financed projects secure bonding through the State Treasurer with debt service paid from the colleges' operating revenues. In addition, the 2005-07 transportation budget included \$18 million plus made a pledge for an additional \$8 million in 2007-09 for the UWB/Cascadia SR 522 South Access.

In the capital budget the Legislature has committed, through 2005-07, \$498 million of Governors' Evans and Gardner dedicated bond revenue to higher education funding, leaving \$252 million available for 2007-09 for all of higher education. This funding has been essential for two-year colleges to build capacity and to renovate and replace aging and poorly performing facilities.

**Capital Funds Allocation**

Attachment One provides a summary of the final SBCTC capital budget passed by the Legislature in priority order. The table compares the amended SBCTC budget request to the final legislative outcome. Attachment Two contains the same information, but listed by college district. The total of the allocation of the additional growth, renovation, replacement and matching projects is \$369,154,139.

Following is a summary of the capital funds:

**Minor Works – Preservation (RMI) - \$14,000,000**

The 2005-07 capital budget includes \$14 million in new funds to provide emergency capital repairs at colleges. \$10,430,000 is distributed to colleges calculated using the following criteria:

	<u>Share of \$</u>
Total State Supported FTES	35 percent
Total Gross Square Feet of Owned Space	35 percent
Total Gross Square Feet of Space Built or Renovated before 1983	30 percent

The balance of the appropriation is allocated for the following purposes:

- \$2,000,000 emergency reserve fund
- \$700,000 pool for asbestos and hazardous material abatement
- \$370,000 in funding for the statewide Facility Condition Survey
- \$300,000 to support the capital program
- \$200,000 in contingency for material pricing

Attachment Three displays the allocation of this distribution.

**Minor Works – Program - \$20,002,598**

Minor works projects are program or preservation related projects of less than \$1 million that are defined by colleges at the time of the request. The capital budget provides full funding of the SBCTC request. Attachment Three displays the allocation of this appropriation.

**Repairs - \$35,000,000**

The Legislature fully funded the roof, facility and site repairs “A” request. These dollars are distributed to colleges based on their initial request (Attachment Four).

**Maintenance and Operations Transfer - \$22,802,000**

Attachment Five includes special legislative actions that were not part of SBCTC’s original request. The Legislature has included \$22.8 million as a transfer of maintenance and operation (M & O) expenditures from the operating budget to capital. This will be allocated to the colleges on the same basis as it is cut from the operating budget.

**Art Funds - \$1,048,522**

The State Board retains one-half percent funding for the arts as defined in the colleges’ original request documents. These funds, totaling \$1,048,522 are listed on Attachments Two and Three. The State Board office manages payments of these funds with the Arts Commission on behalf of the colleges. Any additional financial commitments or agreements with the Arts Commission beyond the amounts listed in these attachments are the responsibility of the colleges.

**Alternative Financing - \$96,215,000**

Fourteen colleges received authority to complete a total of \$96.2 million in COP financed projects (Attachment Two).

**Recommendation**

The State Board staff recommends that the Board adopt Resolution 05-06-11 which provides that:

1. The State Board distribute \$10,430,000 for emergency repair projects to colleges based on space and FTE factors and retain the \$3,570,000 balance of the appropriation at SBCTC to be distributed to colleges for hazardous material abatement for larger emergency projects and to administer the capital program.
2. The Director be authorized by the State Board to approve emergency fund and hazardous material transfers to colleges as and when circumstances arise during the biennia.
3. Repair funding be distributed at the requested level by college.
4. Renovation, Replacement, Matching Fund and Growth projects be allocated to the colleges at the appropriated value minus art funds identified in the colleges' initial request.
5. Authorize colleges' use of non-state local funds for matching projects consistent with their capital request.
6. Provide approval for colleges to expend local funds for legislatively authorized alternative financing projects.
7. Allocate M & O transfers to colleges backfilling cuts made in the operating budget.

STATE OF WASHINGTON  
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 05-06-11

A resolution relating to the 2005-07 capital budget.

**WHEREAS** the 2005-07 Capital Budget has been passed by the Legislature setting forth the capital program for Community and Technical Colleges for the next two years, and

**WHEREAS** the 2005-07 capital budget includes funding for minor works, repairs, renovations, replacements, matching fund projects and growth projects;

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges distributes \$14,000,000 in Repairs and Minor Improvements (RMI) and \$20,002,598 in minor improvement funds as presented in Attachment Three; and

**BE IT RESOLVED** that the State Board for Community and Technical Colleges hereby allocates \$35,000,000 to the 34 community and technical colleges for capital repairs described in Attachment Four; and

**BE IT RESOLVED** that the State Board for Community and Technical Colleges allocate \$22,802,000 for maintenance and operation funding to replace M&O dollars transferred to capital per Attachment Five; and

**BE IT RESOLVED** that the balance of \$369,154,139 in appropriations for matching, renovation, replacement and growth be allocated to colleges as delineated in Attachment Two; and

**BE IT RESOLVED** that the State Board for Community and Technical Colleges approve expenditure of local funds and the COP financing authorized by the Legislature at \$96,215,000 alternative financing projects as described in Attachment Two; and

**BE IT FURTHER RESOLVED** that the Director be authorized to make adjustments as may be necessary in response to actions taken by the Governor, for computational errors, data corrections, externally-imposed restrictions or guidelines, legislative appropriation provisos, restrictions, guidelines, and uniform accounting and reporting requirements.

**APPROVED AND ADOPTED** on June 23, 2005.

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Tom Koenninger, Chair

**ATTEST:**

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Earl Hale, Secretary

**State Board for Community and Technical Colleges  
2005-07 Capital Budget Request Compared to the Final Budget (Signed by the Governor 5-16-05)**

TAB 11

Attachment One

Priority	Category	College	Description	2005-07 Request	Final Budget
1	Minor Works - Preservation	Statewide	Emergency Repairs and Improvements	\$14,000,000	\$14,000,000
2	Matching Fund Projects	Grays Harbor	Ilwaco Education Center	350,000	350,000
3	Matching Fund Projects	Walla Walla	Clarkston Center	1,000,000	1,000,000
4	Matching Fund Projects	Clark	O'Connell Sport Center	650,000	650,000
5	Matching Fund Projects	South Seattle	Landscape/Horticulture Building	557,000	557,000
6	Matching Fund Projects	Green River	Skills Support Center	800,000	800,000
7	Matching Fund Projects	Highline	Marine Science Pier Building Repair	500,000	500,000
8	Matching Fund Projects	Yakima	Center for Workforce Education - Grandview	1,000,000	1,000,000
9	Matching Fund Projects	Everett	Paine Field Technical Center	1,000,000	1,000,000
10	Matching Fund Projects	Columbia Basin	Diversity Initiative - Technology Complex	1,000,000	1,000,000
11	Matching Fund Projects	Seattle Central	Greenhouse/Educational Gardens	250,000	250,000
12	Matching Fund Projects	Olympic College	Bremer Student Center	600,000	600,000
13	Matching Fund Projects	Peninsula	Cultural Arts Center	250,000	250,000
14	Roof Repairs "A"	Statewide	Roof Repairs	8,840,000	8,840,000
15	Facility Repairs "A"	Statewide	Facility Repairs	22,327,000	22,327,000
16	Site Repairs "A"	Statewide	Site Repairs	3,837,000	3,837,000
17	Replacements	Yakima	Classroom Building Replacement (C)	28,645,152	28,645,152
18	Replacements	Peninsula	Science and Technology (C)	22,423,200	22,423,200
19	Replacements	Skagit Valley	Science Replacement (D)	2,693,000	2,693,000
20	Replacements	Lower Columbia	Performing Arts Replacement (C)	20,333,976	20,333,976
21	Replacements	Renton	Replace Portables (Design)	2,976,235	2,976,235
22	Replacements	Centralia	Science Replacement (D)	3,247,000	3,247,000
23	Replacements	Spokane Falls	Business and Social Science (C)	18,512,385	18,512,385
24	Replacements	South Seattle	Duwamish Training Center (C)	9,272,283	9,272,283
25	Replacements	Wenatchee	Allied Health and Classrooms (C)	23,042,145	23,042,145
26	Replacements	Olympic College	Replace Humanities Building (D)	3,499,000	3,499,000
27	Replacements	Green River	Humanities and Classroom Building (P)	137,000	137,000
28	Renovation	Columbia Basin	Business Classrooms	4,037,000	0
29	Renovation	Clark	Gaiser Hall Renovation	8,374,000	8,374,000
30	Renovation	Grays Harbor	Vocational Labs	5,371,199	5,371,199
31	Renovation	Seattle Central	Technology Labs/Classrooms	8,096,000	8,096,000
32	Renovation	Peninsula	Library	14,000,000	14,000,000
33	Renovation	South Seattle	Vocational Labs	1,972,300	1,972,300
34	Minor Works - Program	Statewide	Minor Improvements - Program Related	20,002,598	20,002,598
35	Major Construction	Bates South	LRC/Vocational	15,169,058	15,169,058
36	Major Construction	Edmonds	Instructional Labs	14,490,832	14,490,832
37	Major Construction	Green River	Replace Science Building	27,407,344	27,407,344
38	Major Construction	Tacoma	Replace Science Building	29,517,238	29,517,238
39	Major Construction	Walla Walla	Laboratory Addition	6,569,000	6,569,000
40	Major Construction	Everett	Replace Glacier/Pilchuck (D)	17,633,300	17,633,300
41	Major Design	Clark	East County Satellite	2,392,000	2,392,000
42	Major Design	Bellevue	Science Technology Building	7,647,600	7,647,600
43	Major Design	Pierce Puyallup	Communication & Allied Health	1,946,716	1,946,716
44	Major Design	Everett	Undergraduate Education Ctr	7,363,700	7,363,700
45	Major Design	Cascadia	Center for the Arts, Tech, Comm	3,031,000	3,031,000
46	Major Design	SPSCC	Science Complex Expansion	3,160,500	3,160,500
47	Major Design	Pierce Ft. Steilacoom	Science & Technology Building	1,986,447	1,986,447
48	Major Predesign	Spokane Falls	General Classrooms/Early Learning	82,000	82,000
49	Major Predesign	Lake Washington	Allied Health	87,000	197,000
50	Major Predesign	SPSCC	Learning Resource Center	197,000	197,000
51	Major Predesign	Clover Park	Allied Health	160,000	160,000
52	Renovation	Edmonds	Briar Hall Renovation	5,133,020	5,133,020
53	Renovation	Lake Washington	Gross Anatomy/Health Science Labs	1,758,237	1,758,237
54	Renovation	Big Bend	Performing Arts/Fine Arts Addition	3,698,000	3,698,000
55	Renovation	Clover Park	Building 8 Personal Care Services	6,499,000	6,499,000
56	Renovation	Wenatchee	Brown Library Renovation	2,404,300	2,404,300

Priority	Category	College	Description	2005-07 Request	Final Budget
57	Renovation	Shoreline	Annex Remodel (2900) Cosmetology	2,739,000	2,739,000
58	Renovation	Yakima	Library Renovation	4,168,350	4,168,350
59	Renovation	Green River	Physical Education Renovation	477,000	477,000
60	Renovation	Pierce Ft Steilacoom	Cascade Core	1,350,622	3,350,622
61	Infrastructure	Highline	West Primary Power Feed Branch	1,717,000	0
62	Infrastructure	Skagit Valley	Campus Fire Loop	1,634,000	0
63	Infrastructure	Green River	Relace campus water system	1,951,000	0
64	Infrastructure	Seattle Central	Bulkhead, Pier and Harbor Dredging	1,856,000	0
65	Roof Repairs "B"	Statewide	Essential Roof Repairs	4,613,000	0
66	Facilities Repairs "B"	Statewide	Essential Facility Repairs	24,264,000	0
67	Site Repairs "B"	Statewide	Essential Site Repairs	2,060,000	0
68	Cascadia SR 522 (1)	Cascadia	South Access Road	11,800,506	0
<b>Subtotal 2005-07 Base Request</b>				<b>\$470,559,243</b>	<b>\$418,736,737</b>

#### Legislative Additions

Replacement	Big Bend	Aviation Fleet Replacement	500,000
Major Construction	Columbia Basin	Richland Health Sciences Center	6,000,000
Matching Fund Projects	Edmonds	Center for Fine Arts and Performing Arts	1,000,000
Matching Fund Projects	Shoreline	Automotive Building	1,000,000
Land Acquisition	SPSCC	Satellite Campus Acquisition	4,700,000
Predesign/design	North Seattle	Employment Resource Center	520,000
Major Construction	Walla Walla	Center for Water and Environmental Studies	2,000,000

#### 2005 Supplemental Budget

Facility Repair	North Seattle	Wellness Center Structural and Exterior Repair	3,000,000	3,000,000	
Facility Repair	Bellevue	Building B - Flood Damage	700,000	700,000	
M&O	Statewide	Maintenance and Operation Funding		22,802,000	
				<b>\$474,259,243</b>	<b>\$460,958,737</b>

#### 2005-07 Alternative Financing Projects

Section	Category	College	Description	2005-07 Request	Final Budget
	COP	Olympic	Student Center Bookstore	\$3,600,000	\$3,600,000
	COP	Skagit Valley	Student Center	3,200,000	3,200,000
	COP	Edmonds	Black Box Theater	4,000,000	4,000,000
	COP	Clark	Structured Parking	9,100,000	9,100,000
	COP	Shoreline	Pagoda Student Union Building	15,000,000	15,000,000
	COP	Clover Park	Student Center	14,000,000	14,000,000
	COP	Walla Walla	Clarkston Health Science Building	640,000	640,000
	COP	SPSCC	Hawks Prairie Land Acquisition	7,000,000	0
	COP	Columbia Basin	Student Center Renovation	1,500,000	1,500,000
<b>Reauthorization</b>					
	COP	Bellevue	North Campus Building Purchase	20,000,000	20,000,000
	COP	Green River	Kent Campus Development	7,000,000	7,000,000
	COP	Pierce Ft Steilacoom	Health and Wellness Center	5,000,000	5,000,000
	COP	Pierce Puyallup	Gym and Fitness Center	8,000,000	8,000,000
	COP	Seattle Central	Math and Science Building	3,000,000	3,000,000
	COP	Walla Walla	Walla Walla Property Acquisition	2,175,000	2,175,000
				<b>\$103,215,000</b>	<b>\$96,215,000</b>

(1) Funding for Cascadia SR 522 South Access provided in ESSB 6091, Sec. 305(12).

**State Board for Community and Technical Colleges  
2005-07 Capital Budget Request - Allocations in College Order**

OFM Approp No.	SBCTC Project No.	College	Description	College Allocation	Art Allotment	Total Capital Appropriation
H01	BH5G	Bates South	LRC/Vocational	\$ 15,125,058	\$ 44,000	\$ 15,169,058
H71	AL5G	Bellevue	Science Technology Building	\$ 7,647,600	\$ -	\$ 7,647,600
H33	AL5H	Bellevue	Building B - Flood Damage	\$ 700,000	\$ -	\$ 700,000
H59	AX5G	Bid Bend	Aviation Fleet Replacement	\$ 500,000	\$ -	\$ 500,000
H25	AX5H	Big Bend	Performing Arts/Fine Arts Addition	\$ 3,698,000	\$ -	\$ 3,698,000
H74	BL5G	Cascadia	Center for the Arts, Tech, Comm	\$ 3,031,000	\$ -	\$ 3,031,000
H80	AQ5G	Centralia	Science Replacement (D)	\$ 3,247,000	\$ -	\$ 3,247,000
H40	AS5G	Clark	O'Connell Sport Center	\$ 643,966	\$ 6,034	\$ 650,000
H18	AS5H	Clark	Gaiser Hall Renovation	\$ 8,345,000	\$ 29,000	\$ 8,374,000
H70	AS5J	Clark	East County Satellite	\$ 2,392,000	\$ -	\$ 2,392,000
H53	BJ5G	Clover Park	Allied Health	\$ 160,000	\$ -	\$ 160,000
H26	BJ5H	Clover Park	Building 8 Personal Care Services	\$ 6,479,000	\$ 20,000	\$ 6,499,000
H46	AY5G	Columbia Basin	Diversity Initiative - Technology Complex	\$ 990,925	\$ 9,075	\$ 1,000,000
H61	AY5H	Columbia Basin	Richland: Health Sciences Center	\$ 5,950,000	\$ 50,000	\$ 6,000,000
H02	BC5G	Edmonds	Instructional Labs	\$ 14,444,000	\$ 46,832	\$ 14,490,832
H23	BC5H	Edmonds	Briar Hall Renovation	\$ 5,117,000	\$ 16,020	\$ 5,133,020
H56	BC5J	Edmonds	Center for Fine Arts and Performing Arts	\$ 1,000,000	\$ -	\$ 1,000,000
H45	AE5G	Everett	Paine Field Technical Center	\$ 994,545	\$ 5,455	\$ 1,000,000
H04	AE5H	Everett	Replace Glacier/Pilchuck (D)	\$ 17,580,300	\$ 53,000	\$ 17,633,300
H73	AE5J	Everett	Undergraduate Education Ctr	\$ 7,363,700	\$ -	\$ 7,363,700
H38	AB5G	Grays Harbor	Ilwaco Education Center	\$ 346,631	\$ 3,369	\$ 350,000
H19	AB5H	Grays Harbor	Vocational Labs	\$ 5,359,199	\$ 12,000	\$ 5,371,199
H42	AN5G	Green River	Skills Support Center	\$ 795,560	\$ 4,440	\$ 800,000
H68	AN5H	Green River	Replace Science Building	\$ 27,308,891	\$ 98,453	\$ 27,407,344
H29	AN5J	Green River	Physical Education Renovation	\$ 477,000	\$ -	\$ 477,000
H17	AN5K	Green River	Humanities and Classroom Building (P)	\$ 137,000	\$ -	\$ 137,000
H43	AM5G	Highline	Marine Science Pier Building Repair	\$ 496,000	\$ 4,000	\$ 500,000
H51	BF5G	Lake Washington	Allied Health	\$ 197,000	\$ -	\$ 197,000
H24	BF5H	Lake Washington	Gross Anatomy/Health Science Labs	\$ 1,753,000	\$ 5,237	\$ 1,758,237
H07	AR5G	Lower Columbia	Performing Arts Replacement (C)	\$ 20,265,601	\$ 68,375	\$ 20,333,976
H32	AG5G	North Seattle	Wellness Center Structural and Exterior Repair	\$ 3,000,000	\$ -	\$ 3,000,000
H54	AG5H	North Seattle	Employment Resource Center	\$ 520,000	\$ -	\$ 520,000
H48	AC5G	Olympic College	Bremer Student Center	\$ 589,000	\$ 11,000	\$ 600,000
H16	AC5H	Olympic College	Replace Humanities Building (D)	\$ 3,499,000	\$ -	\$ 3,499,000
H49	AA5G	Peninsula	Cultural Arts Center	\$ 250,000	\$ -	\$ 250,000
H05	AA5H	Peninsula	Science and Technology (C)	\$ 22,345,200	\$ 78,000	\$ 22,423,200
H21	AA5J	Peninsula	Library	\$ 13,960,000	\$ 40,000	\$ 14,000,000
H31	AP5G	Pierce Ft Steilacoc	Cascade Core	\$ 3,350,622	\$ -	\$ 3,350,622
H75	AP5H	Pierce Ft. Steilacoc	Science & Technology Building	\$ 1,986,447	\$ -	\$ 1,986,447
H72	BM5G	Pierce Puyallup	Communication & Allied Health	\$ 1,946,716	\$ -	\$ 1,946,716
H08	BG5G	Renton	Replace Portables (Design)	\$ 2,967,056	\$ 9,179	\$ 2,976,235
H47	AF5G	Seattle Central	Greenhouse/Educational Gardens	\$ 248,567	\$ 1,433	\$ 250,000
H20	AF5H	Seattle Central	Technology Labs/Classrooms	\$ 8,096,000	\$ -	\$ 8,096,000
H28	AK5G	Shoreline	Annex Remodel (2900) Cosmetology	\$ 2,731,000	\$ 8,000	\$ 2,739,000
H57	AK5H	Shoreline	Automotive Building	\$ 979,000	\$ 21,000	\$ 1,000,000
H06	AD5G	Skagit Valley	Science Replacement (D)	\$ 2,693,000	\$ -	\$ 2,693,000

OFM Approp No.	SBCTC Project No.	College	Description	College Allocation	Art Allotment	Total Capital Appropriation
H41	AH5G	South Seattle	Landscape/Horticulture Building	\$ 557,000	\$ -	\$ 557,000
H11	AH5H	South Seattle	Duwamish Training Center (C)	\$ 9,243,119	\$ 29,164	\$ 9,272,283
H22	AH5J	South Seattle	Vocational Labs	\$ 1,972,300	\$ -	\$ 1,972,300
H10	AW5G	Spokane Falls	Business and Social Science (C)	\$ 18,452,001	\$ 60,384	\$ 18,512,385
H50	AW5H	Spokane Falls	General Classrooms/Early Learning	\$ 82,000	\$ -	\$ 82,000
H60	BD5G	SPSCC	Science Complex Expansion	\$ 3,160,500	\$ -	\$ 3,160,500
H52	BD5H	SPSCC	Learning Resource Center	\$ 197,000	\$ -	\$ 197,000
H58	BD5J	SPSCC	Satellite Campus Acquisition	\$ 4,700,000	\$ -	\$ 4,700,000
H12	(see detail)	Statewide	Emergency Repairs and Improvements	\$ 14,000,000	\$ -	\$ 14,000,000
H13	(see detail)	Statewide	Roof Repairs	\$ 8,840,000	\$ -	\$ 8,840,000
H14	(see detail)	Statewide	Facility Repairs	\$ 22,327,000	\$ -	\$ 22,327,000
H15	(see detail)	Statewide	Site Repairs	\$ 3,837,000	\$ -	\$ 3,837,000
H37	(see detail)	Statewide	Minor Improvements - Program Related	\$ 19,985,477	\$ 17,121	\$ 20,002,598
H34	(see detail)	Statewide	Maintenance and Operation Funding	\$ 22,802,000	\$ -	\$ 22,802,000
H00	BB5G	Tacoma	Replace Science Building	\$ 29,423,910	\$ 93,328	\$ 29,517,238
H03	AZ5G	Walla Walla	Laboratory Addition	\$ 6,557,000	\$ 12,000	\$ 6,569,000
H55	AZ5H	Walla Walla	Center for Water and Environmental Studies	\$ 2,000,000	\$ -	\$ 2,000,000
H39	AZ5J	Walla Walla	Clarkston Center	\$ 1,000,000	\$ -	\$ 1,000,000
H09	AT5G	Wenatchee	Allied Health and Classrooms (C)	\$ 22,976,145	\$ 66,000	\$ 23,042,145
H27	AT5H	Wenatchee	Brown Library Renovation	\$ 2,397,300	\$ 7,000	\$ 2,404,300
H44	AU5G	Yakima	Center for Workforce Education - Grandview	\$ 994,000	\$ 6,000	\$ 1,000,000
H69	AU5H	Yakima	Classroom Building Replacement (C)	\$ 28,556,000	\$ 89,152	\$ 28,645,152
H30	AU5J	Yakima	Library Renovation	\$ 4,161,000	\$ 7,350	\$ 4,168,350
				<b>\$ 459,927,336</b>	<b>\$ 1,031,401</b>	<b>\$ 460,958,737</b>

SBCTC Project No.	College	Description	College Allocation	Art Allocation	Total COP Authorization	
R10	AL3X	Bellevue	North Campus Building Purchase	\$ 20,000,000	\$ -	\$ 20,000,000
R10	BL5H	Cascadia	South Access SR-522 (Veto by Governor)	\$ -	\$ -	\$ -
R10	AS5K	Clark	Structured Parking	\$ 9,100,000	\$ -	\$ 9,100,000
R10	BJ5J	Clover Park	Student Center	\$ 14,000,000	\$ -	\$ 14,000,000
R10	AY5J	Columbia Basin	Student Center Renovation	\$ 1,500,000	\$ -	\$ 1,500,000
R10	BC5K	Edmonds	Black Box Theater	\$ 4,000,000	\$ -	\$ 4,000,000
R10	AN3N	Green River	Kent Campus Development	\$ 7,000,000	\$ -	\$ 7,000,000
R10	AC5J	Olympic	Student Center Bookstore	\$ 3,600,000	\$ -	\$ 3,600,000
R10	AP3J	Pierce Ft Steilacoc	Health and Wellness Center	\$ 5,000,000	\$ -	\$ 5,000,000
R10	BM3F	Pierce Puyallup	Gym and Fitness Center	\$ 8,000,000	\$ -	\$ 8,000,000
R10	AF3G	Seattle	Seattle Central Math and Science	\$ 3,000,000	\$ -	\$ 3,000,000
R10	AK5J	Shoreline	Pagoda Student Union Building	\$ 15,000,000	\$ -	\$ 15,000,000
R10	AD5H	Skagit Valley	Student Center	\$ 3,200,000	\$ -	\$ 3,200,000
R10	AZ5K	Walla Walla	Clarkston Health Science Building	\$ 640,000	\$ -	\$ 640,000
R10	AZ3J	Walla Walla	Walla Walla Property Acquisition	\$ 2,175,000	\$ -	\$ 2,175,000
			<b>\$ 96,215,000</b>	<b>\$ -</b>	<b>\$ 96,215,000</b>	

State Board for Community and Technical Colleges  
2005-07 Detailed Minor Works Allocations

	Minor Works Preservation (RMI)		Minor Works - Program (Minor Improvements)				Scope of Minor Improvement
	College Allocation	SBCTC Project No.	College Allocation	SBCTC Project No.	Identified Artwork	Appropriation Minor Works	
Bates	\$ 364,000	BH5A	\$ 663,900	BH5B	\$ -	\$ 663,900	General renovation of vacated program spaces in the main building Upgrade electrical, HVAC, and technology in multiple buildings Expand dental lab space and add 4 clinic stations Reconfigure vacated space when folks move into GCATEC.
Bellevue	\$ 489,300	AL5A	\$ 770,229	AL5B	\$ 3,871	\$ 774,100	
Bellingham	\$ 147,400	BE5A	\$ 453,000	BE5B	\$ -	\$ 453,000	
Big Bend	\$ 252,800	AX5A	\$ 542,986	AX5B	\$ -	\$ 542,986	
Cascadia	\$ 98,500	BL5A					
Centralia	\$ 181,800	AQ5A	\$ 478,500	AQ5B	\$ -	\$ 478,500	
Clark	\$ 437,600	AS5A	\$ 717,900	AS5B	\$ -	\$ 717,900	
Clover Park	\$ 324,200	BJ5A	\$ 632,600	BJ5B	\$ -	\$ 632,600	
Columbia Basin	\$ 324,000	AY5A	\$ 607,250	AY5B	\$ 2,250	\$ 609,500	
Edmonds	\$ 325,400	BC5A	\$ 625,600	BC5B	\$ -	\$ 625,600	
Everett	\$ 311,100	AE5A	\$ 601,400	AE5B	\$ -	\$ 601,400	Upgrade classroom space in Baker, Olympus, and Rainier
Grays Harbor	\$ 165,400	AB5A	\$ 464,800	AB5B	\$ -	\$ 464,800	
Green River	\$ 365,700	AN5A	\$ 656,200	AN5B	\$ -	\$ 656,200	Upgrade ventilation and electrical distribution Panels in the 800 Bldg Signage and Vehicle Access Control
Highline	\$ 411,100	AM5A	\$ 687,200	AM5B	\$ 6,000	\$ 693,200	
Lake Washington	\$ 164,100	BF5A	\$ 453,300	BF5B	\$ -	\$ 453,300	Building 9 Renovation Upgrade the Fitness Center in the East Building
Lower Columbia	\$ 250,500	AR5A	\$ 542,200	AR5B	\$ -	\$ 542,200	
North Seattle	\$ 486,500	AG5A	\$ 766,594	AG5B	\$ -	\$ 766,594	Upgrade teaching stations, HVAC, and Technology Improve HVAC, Circulation, and minor remodel in College Center Bldg
Olympic	\$ 318,500	AC5A	\$ 618,300	AC5B	\$ -	\$ 618,300	
Peninsula	\$ 139,300	AA5A	\$ 427,700	AA5B	\$ -	\$ 427,700	Upgrade Bathrooms (ADA); Upgrade building components and finishes Renovate flooring and lighting in the Little Theater - backlog reduction
Pierce - Puyallup	\$ 75,900	BM5A	\$ 369,300	BM5B	\$ -	\$ 369,300	
Pierce - Steilacoom	\$ 284,500	AP5A	\$ 583,400	AP5B	\$ -	\$ 583,400	Rearrange student services space Upgrade Classrooms and Early Childhood Education Space
Renton	\$ 237,700	BG5A	\$ 532,300	BG5B	\$ -	\$ 532,300	
Seattle Central	\$ 678,800	AF5A	\$ 932,600	AF5B	\$ -	\$ 932,600	Replace boiler and boiler controls, balance HVAC equipment Upgrade fire alarm system and improve college security system
Shoreline	\$ 373,400	AK5A	\$ 673,300	AK5B	\$ -	\$ 673,300	
Skagit Valley	\$ 296,300	AD5A	\$ 600,500	AD5B	\$ 5,000	\$ 605,500	Repair failing roofs, fascias, replace rotting shingles and soffits, etc. Renovate culinary arts instructional kitchen
South Puget Sound	\$ 191,800	BD5A	\$ 484,100	BD5B	\$ -	\$ 484,100	
South Seattle	\$ 353,400	AH5A	\$ 646,600	AH5B	\$ -	\$ 646,600	Upgrade access; site lighting; welding gas piping system; and small remodel. Repair failing plumbing, build entry canopy, upgrade classrooms, etc.
Spokane	\$ 648,800	AV5A	\$ 956,200	AV5B	\$ -	\$ 956,200	
Spokane Falls	\$ 490,600	AW5A	\$ 764,700	AW5B	\$ -	\$ 764,700	Reconfigure existing space to improve program delivery Realign space, increase technology in CRs, reduce capital backlog
SVI	\$ -		\$ -		\$ -	\$ -	
Tacoma	\$ 295,400	BB5A	\$ 596,218	BB5B	\$ -	\$ 596,218	N/A Lobby area bldg 18, add multi-media to Bldg 8&9; Expand parking
Walla Walla	\$ 300,400	AZ5A	\$ 600,400	AZ5B	\$ -	\$ 600,400	
Wenatchee Valley	\$ 203,900	AT5A	\$ 497,000	AT5B	\$ -	\$ 497,000	Improve the quality of office and lecture space in building AAA Upgrades to Refrigeration Building & electronics program improvements
Whatcom	\$ 129,300	BA5A	\$ 423,700	BA5B	\$ -	\$ 423,700	
Yakima Valley	\$ 312,600	AU5A	\$ 615,500	AU5B	\$ -	\$ 615,500	Upgrade physics, biology, foreign language, & physical sciences labs Capital Backlog reduction site lighting, site walkways, & Operable doors
SBCTC Emergency	\$ 2,000,000	ZZ5G					
Hazardous Material	\$ 700,000	ZZ5H					
Facility Condition	\$ 370,000	ZZ5J					
Capital Program	\$ 300,000	ZZ5K					
Material Pricing	\$ 200,000	ZZ5L					
<b>Grand Total</b>	<b>\$ 14,000,000</b>		<b>\$ 19,985,477</b>		<b>\$ 17,121</b>	<b>\$ 20,002,598</b>	

**State Board for Community and Technical Colleges  
2005-07 Capital Budget - Repairs "A" Allocation**

	Roof Repair "A"		Facility Repair "A"		Site Repair "A"	
	Amount	SBCTC #	Amount	SBCTC #	Amount	SBCTC #
Bates	\$ 1,352,043	BH5C	\$ 624,157	BH5D		
Bellevue	\$ 1,182,600	AL5C	\$ -		\$ -	
Bellingham			\$ 395,434	BE5D		
Big Bend	\$ 40,876	AX5C	\$ 544,914	AX5D	\$ -	
Centralia	\$ 348,647	AQ5C	\$ 1,186,053	AQ5D	\$ -	
CIS						
Clark	\$ -		\$ 1,047,879	AS5D	\$ 1,009,601	AS5E
Clover Park	\$ 874,260	BJ5C	\$ 208,840	BJ5D	\$ -	
Columbia Basin	\$ -		\$ 757,099	AY5D	\$ -	
Edmonds	\$ -		\$ 1,620,905	BC5D	\$ -	
Everett	\$ -		\$ 1,218,300	AE5D	\$ -	
Grays Harbor	\$ 209,223	AB5C	\$ 97,097	AB5D	\$ -	
Green River	\$ 1,094,837	AN5C	\$ 518,117	AN5D		
Highline	\$ 579,492	AM5C	\$ 551,024	AM5D	\$ 1,059,683	AM5E
Lake Washington	\$ -		\$ 203,400	BF5D	\$ -	
Lower Columbia	\$ -		\$ 112,118	AR5D	\$ 585,683	AR5E
North Seattle	\$ -		\$ 2,142,401	AG5D	\$ 30,811	AG5E
Olympic	\$ -		\$ 523,762	AC5D	\$ 83,514	AC5E
Peninsula	\$ -		\$ 189,206	AA5D	\$ -	
Pierce Puyallup	\$ 403,427	BM5C	\$ 126,419	BM5D	\$ -	
Pierce Steilacoom	\$ 740,876	AP5C	\$ 901,808	AP5D	\$ -	
Renton	\$ -		\$ 1,220,300	BG5D	\$ -	
SBCTC	\$ 402	ZZ5C	\$ 423	ZZ5D	\$ 958	ZZ5E
Seattle Central			\$ 1,545,300	AF5D		
Shoreline	\$ -		\$ 650,400	AK5D	\$ -	
Skagit Valley	\$ 130,980	AD5C	\$ 289,563	AD5D	\$ -	
South Puget Sound	\$ -		\$ 87,296	BD5D	\$ 108,451	BD5E
South Seattle	\$ 660,270	AH5C	\$ 817,513	AH5D	\$ 65,890	AH5E
Spokane	\$ 123,033	AV5C	\$ 1,402,464	AV5D	\$ 613,103	AV5E
Spokane Falls	\$ 531,823	AW5C	\$ 642,897	AW5D	\$ 182,980	AW5E
SVI			\$ 265,300	AJ5D		
Tacoma	\$ -		\$ 495,036	BB5D	\$ -	
Walla Walla	\$ -		\$ 683,600	AZ5D	\$ -	
Wenatchee Valley	\$ 30,767	AT5C	\$ 183,644	AT5D		
Whatcom			\$ 456,474	BA5D	\$ 96,326	BA5E
Yakima Valley	\$ 536,444	AU5C	\$ 617,857	AU5D	\$ -	
<b>Grand Total Repairs</b>	<b>\$ 8,840,000</b>		<b>\$ 22,327,000</b>		<b>\$ 3,837,000</b>	

**State Board for Community and Technical Colleges  
M&O Shift to Capital - College Allocations**

<b>College</b>	<b>Biennial Amount</b>	<b>SBCTC Project No.</b>
Bates	\$ 888,400	BH5F
Bellevue	1,180,600	AL5F
Bellingham	331,000	BE5F
Big Bend	437,200	AX5F
Cascadia	313,800	BL5F
Centralia	348,400	AQ5F
Clark	929,000	AS5F
Clover Park	766,600	BJ5F
Columbia Basin	798,000	AY5F
Edmonds	1,042,800	BC5F
Everett	692,600	AE5F
Grays Harbor	348,200	AB5F
Green River	807,000	AN5F
Highline	942,000	AM5F
Lake Washington	423,400	BF5F
Lower Columbia	502,200	AR5F
Olympic	617,800	AC5F
Peninsula	328,400	AA5F
Pierce Ft Steilacoom	465,800	AP5F
Pierce Puyallup	232,800	BM5F
Renton	647,800	BG5F
Seattle Central	1,190,300	AF5F
Seattle North	661,300	AG5F
Seattle South	793,600	AH5F
Shoreline	736,400	AK5F
Skagit Valley	690,800	AD5F
South Puget Sound	638,200	BD5F
Spokane	1,259,100	AV5F
Spokane Falls	989,300	AW5F
Tacoma	699,200	BB5F
Walla Walla	617,200	AZ5F
Wenatchee Valley	450,200	AT5F
Whatcom	394,600	BA5F
Yakima Valley	638,000	AU5F
<b>System Total</b>	<b>\$ 22,802,000</b>	

**Subject** (Action)

2005-2010 Washington State Plan for Adult Basic Education (Resolution 05-06-12)

**Background**

The State Plan guides the Adult Basic Education system in Washington. It is the basis for policy, funding, and partnership decisions and a framework for future funding applications, communications materials, and compliance with federal mandates. The plan also supports the State Board for Community and Technical College's strategic vision for ABE, "to enable students to attend and complete programs in order to be productive participants in the economy and society."

The proposed 2005 plan is the third document to guide Adult Basic Education under the leadership of the State Board for Community and Technical Colleges. The first two plans resulted in a stronger instructional system that increased outcomes for learners and the state. They also laid a foundation for the new document.

The first plan, approved in 1992, provided framework for an ABE system that had just moved from the purview of the Office of the Superintendent of Public Instruction to the expanded State Board for Community and Technical Colleges. While it responded to required changes in the National Literacy Act of 1991, the plan leveraged the new relationship with colleges to:

- expand services to those without high school diplomas and the growing number of adults who spoke English as a second language,
- called for instruction that addressed the special needs and goals of adults, identifying work as an important focus for ABE, and
- created the Adult Education Advisory Council to provide broad stakeholder guidance and support for adult literacy.

The second and current plan was adopted in 1999 to develop a more effective system of college and community-based providers. It addressed both issues of system infrastructure and a growing population that needed better skills than had been required in the past. As a result of this plan, the ABE system:

- focused on skills adults use as workers, family leaders and citizens – increasingly identifying the importance of work to ABE students and the importance of ABE students to the workforce,
- developed a more professional corps of instructors,
- increased collaboration and partnerships to better serve local communities,
- created systems for accountability,
- increased student outcomes, and
- for the first three years of the plan, increased the number of students served.

### **The 2005-2010 Plan for Adult Basic Education**

The proposed plan builds on the past efforts and addresses the future needs of ABE learners and Washington State as it:

- Articulates ways in which adult basic education benefits both the state/community and learners.
- Prioritizes the link between ABE and workforce and economic development.
- Describes funding structures that provide resources to providers across the state, balancing the importance of following patterns of population growth with maintaining the stability of existing services. The use of six funding regions supports the collaborations developed under the current plan and helps the state to meet federal requirements for open and competitive funding.
- Identifies three critical goal areas and effectiveness indicators that will be used to measure progress. The goals are increasing access, outcomes, and public understanding of ABE's role in helping Washington State achieve a vital economy.
- Includes as an overarching principle the mismatch between demand for ABE and the resources available.

### **Federal Funding Outlook and State Plan Implementation**

Proposed cuts to federal funding for ABE have the potential to affect the way in which our state is able to implement the new plan. The President proposed a budget to take effect on July 1, 2006 that includes cuts to ABE funding of 66.4% or \$369,672,000 dollars. For Washington state that would mean a loss of 73.6% of our allocation, going from \$7,687,057 per year to \$2,014,602. Such a large reduction would affect the ability of programs to maintain or expand services.

Both Houses of Congress approved budget ceilings for education programs based on this cut to ABE funds, as well as reductions to other programs. In the next several weeks or even months, appropriation committees, the House, and the Senate will consider how to allocate the funds and cuts to education programs.

### **Recommendation**

The State Board is asked to adopt Resolution 05-06-12, approving the 2005-2010 Washington State Plan for Adult Basic Education.

# When One Person Learns, Everyone Benefits

## Washington State Plan for Adult Basic Education

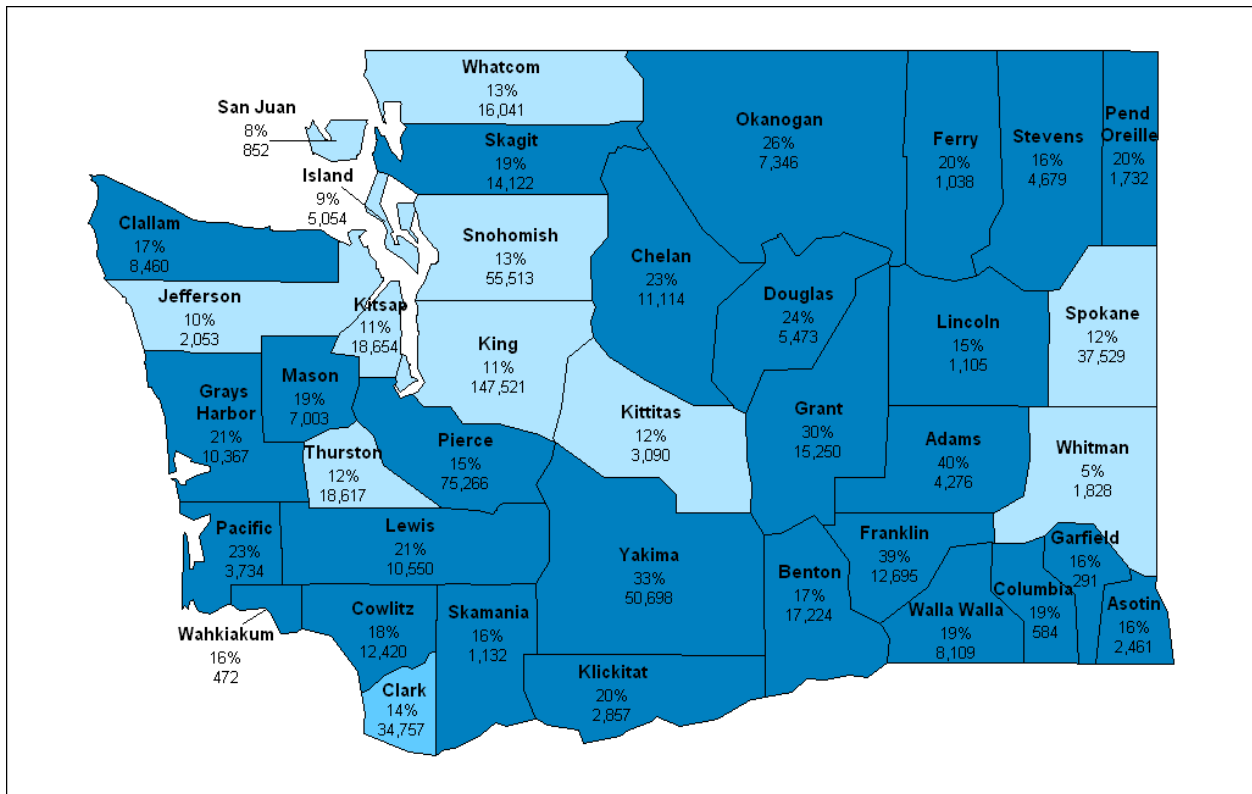
Adult basic education can be a powerful, life-changing opportunity for the one in six Washington adults who lack the literacy skills they need to succeed as workers, parents and citizens. Literacy programs are the cornerstone to a viable workforce, a vital economy and strong families.

The need for these programs is big and getting bigger, and the stakes are high. The success of the state's economy depends on a skilled workforce that is highly productive and can quickly adapt to change. We can't afford to leave anyone behind. Our future workforce depends on adults who are currently under-prepared. Currently, 87 percent of adult immigrants who lack English language skills are not receiving the necessary training, and 94 percent of the adults who lack high school diplomas are not receiving GED preparation.

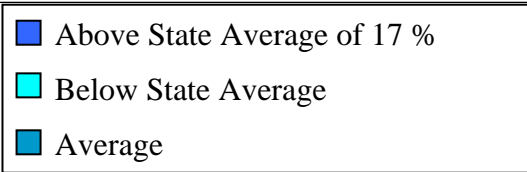
Fortunately, Washington's adult literacy education system is committed to providing more adults with the literacy and job-training skills they need to be successful in the workplace and in life. This state plan sets a path for our state's economy and all of its citizens to be more successful.

### Adult basic education is key to Washington state's future

17 % of Washington adults 18 and over lacked high school credentials in 2000.

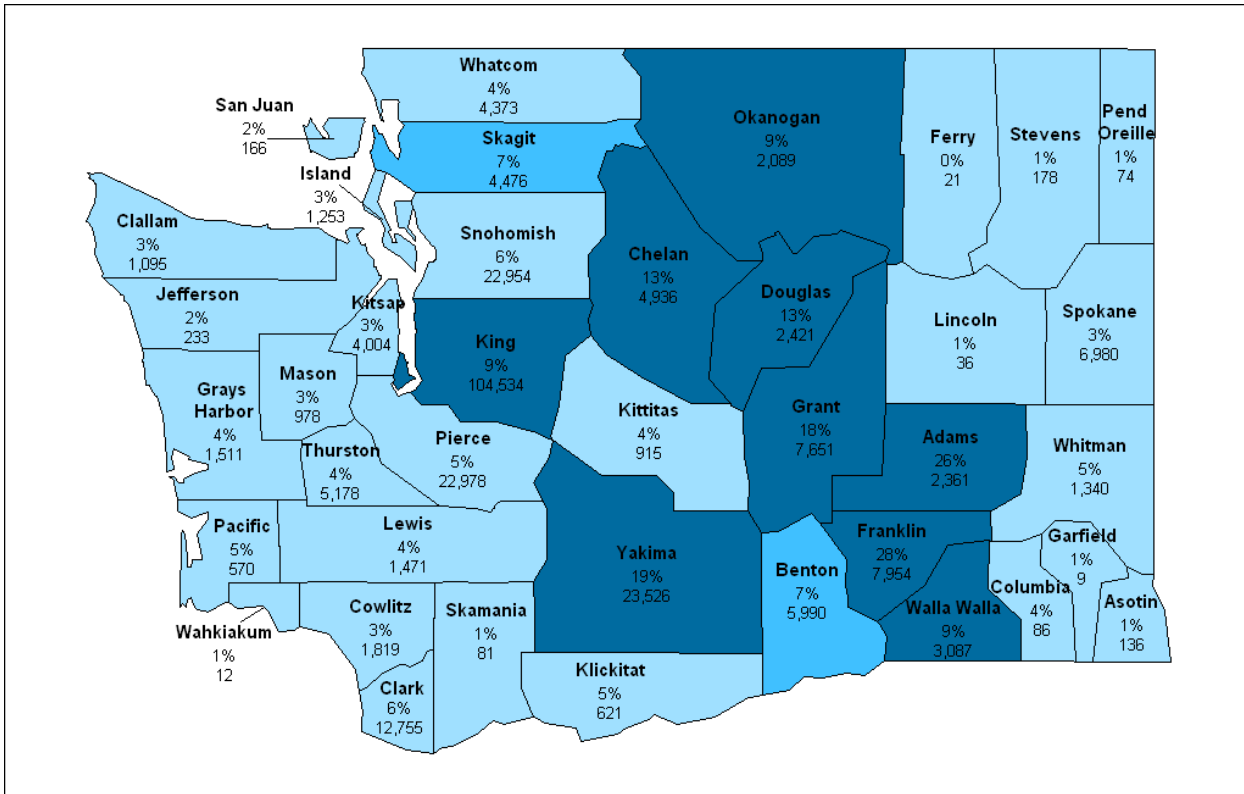


Source: US Census Bureau 2000

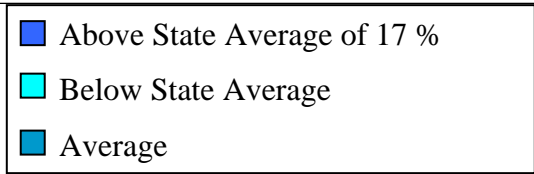


Immigrants and refugees are the fastest growing part of the state’s population. Almost a quarter million adults do not speak or understand English very well. In addition, many are not literate in their native language.

7 % of Washington’s adult population in 2000 were non-English speakers\*



Source: US Census Bureau 2000



***Rapid growth in the number of adults without high school credentials and English language skills has a powerful impact on Washington’s current and future workforce.***

Employers, employees, public education, public health and entire communities will benefit from more people with increased basic skills. Today, they are all faced with decreasing resources, increasing financial burdens and an unstable future.

**Our state’s employers face a shortage of skilled workers today.**

- Even at the height of the recession in 2003, 45 percent of Washington state employers had a hard time finding qualified applicants for openings. The results are decreases in output and quality, sales are lost and the bottom line suffers. Some employers even moved out of the state.

- When more than 100 employers participated in a national literacy program at their workplaces (including a group of 10 in Washington state), 80 percent of them identified improved quality of work as a benefit. Of these employers surveyed, 71 percent were able to promote from within after employees participated.

**Under-prepared workers, like their employers, will benefit from increased skills..**

- Over 40 percent of American workers have low literacy skills.
- Low-literate adults have the hardest time getting jobs and are often the first to be laid off.
- Experts predict that as few as 10 percent of all new jobs will be available to those who lack a high school diploma.
- Even low-wage jobs, in industries from hospitality to agriculture, demand literacy as well as specific job knowledge. Employees need to continue to learn so that they may continue to advance in the workforce.

**There are more adults who speak English as their first language who lack high school diplomas and basic skills.**

- Out of the students who are expected to graduate from high school, one out of three do not.
- Adults without a diploma have a six percent higher unemployment rate than those with a diploma.
- In Washington, high school graduates earn \$9,000 more each year than those without a diploma. Earning some college adds at least another \$6,000 to that amount.
- A family living in poverty is seven times more likely to be headed by a high school dropout than a family not living in poverty.

**Tomorrow's workforce will be more dependent on immigrants, refugees and others who don't yet have the skills they need.**

- As the predominantly white baby boomers who make up a core of the state's workforce retire beginning in 2008, the workforce will be even more dependent on our diverse populations to fill skilled positions.
- Latino/Hispanics made up only 3.8 percent of the civilian workforce in 1990. By 2010, our state's Latino/Hispanic population will make up 15.3 percent of the workforce.
- Currently more than 60 languages are spoken in Washington homes.

**Washington's growing diversity presents challenges and opportunities for public education.**

- Immigration is the driving engine for our national population growth, where one in five children has a parent who is an immigrant. In this state, in little more than 10 years, there has been a near doubling of the population for whom English is a new language.
- More than one million of our citizens and their children are at risk of becoming more impoverished and even more dependent without the opportunity to improve their skills.
- Across the country and in our state, children whose parents have less than a high school education score lowest on reading and other standardized tests. When parents' literacy improves so does their children's health, likelihood of staying in school, and ability to become employed.
- The U.S. Department of Education put it simply: "The single most significant predictor of children's literacy is their mother's literacy."

**Low literacy decreases the effectiveness and raises the cost of the health care system.**

- The reading level of written materials, such as prescriptions, immunization schedules and instructions for care after surgery is well above the ability level of many adults, one in five of whom read at or below the fifth grade level.
- Health care experts estimate that the costs of adult illiteracy to the health care system are in the range of \$8 to 12 billion a year.

**Communities benefit from more literate citizens.**

- Less than half as many low-literate Washingtonians participate in community organizations each month.
- Low literate adults are almost twice as likely not to vote as are literate citizens.

***Despite the fact that many low-literate people are ready, willing and able to work, there are many barriers:***

While much has been done to increase literacy skills, there are still significant hurdles to overcome with the help of additional money and policy changes.

**Monetary resources continue to shrink**

- State and federal funds for adult basic education are declining.
- Community and technical colleges, which provide about 95 percent of the adult basic education in this state, have reduced services due to budget cuts.
- Most people with low literacy skills work irregular hours, have one or more part-time jobs or are working at times when classes are available.

**Policies need to accommodate ABE classes.**

- Students in adult basic education classes don't qualify for financial aid. Without the assistance that is essential and available to other needy students, they struggle with the demands of living, transportation and childcare expenses.

***Washington's adult basic education system is currently addressing these high stakes issues. In the next five years, progress will be accelerated.***

Adult basic education programs serve the most challenging students in the higher education system. While these students bring real-life competencies that allow them to function as workers, parents and citizens, they also bring real-time needs. They take classes to improve their basic skills so that they can be more successful. Almost all of them are focused on the skills that lead to better paying jobs. At the same time, adult basic education students have substantial learning and skills gaps. Their skill deficits often require more time and effort to address than the demands of their jobs and families allow.

Adult basic education providers are especially knowledgeable about their students and are highly skilled at providing training that changes lives in very tangible ways. In addition to these instructors' innate skills, they also follow a strict set of reporting standards, assessment measures and evaluations to assure they are accountable.

Adult basic education providers:

- Compete for funding based on 13 criteria defined in federal law;
- Gather and report individual student data quarterly, documenting 24 separate pieces of information that include demographics, hours of attendance and learning gains;
- Use common standardized assessments to measure and document gains;
- Address 17 state and federal performance targets in the areas of learning, getting or keeping jobs, and transition to higher education or training;
- Receive funds based on performance.

**In order to better serve adult learners and Washington state, the adult basic education system will:**

- 1) **Increase access by serving more students**, providing instruction in flexible locations and times, and using multiple methods for teaching and learning.

Effectiveness indicator:

- The number of adults enrolled in adult basic education, including basic skills, GED and English as a second language programs.

- 2) **Increase students outcomes**, prioritizing those that help students and the state meet its economic and workforce goals.

Effectiveness indicators:

- The number of adults enrolled in adult basic education who increase their literacy skills;
- The number of ABE students who find or keep a job after receiving ABE instruction;
- The number of ABE students who transition to post-secondary education or training programs;
- The number of ABE students who complete post-secondary education or training programs;
- The number of students who receive GEDs and other high school credentials.

- 3) **Increase public awareness and understanding about adult basic education** and the way it assists Washington state to meet its economic and workforce goals.

Effectiveness indicators:

- Public perception of the value of adult basic education;
- Public perception of the effectiveness of adult basic education.

### **Future Goals**

There is a critical need to invest resources in these neglected populations. More money will be needed to move beyond these goals to serve more people. There are a significant number of people who could be served if more resources were available.

***State, federal and local funds support statewide services.***

Thirty-four colleges and nearly 20 community-based organizations currently provide adult basic education across Washington state. Funded through the State Board for Community and

Technical Colleges, this network accounts for about 95 percent of all adult literacy. Each one tailors services to respond to their own community.

Local flexibility is balanced with shared accountability. All providers:

- Use the same standardized assessments to measure student learning;
- Report data quarterly;
- Are responsible for same program outcomes including employment and a variety of learning outcomes;
- Receive funds based on state and federal performance targets.

Providers are supported in carrying out their complex tasks. A regional system of professional development emphasizes instruction that addresses learners' goals and continues program improvement. Providers also network to share best practices.

Adult basic education programs are supported with a combination of federal, state and local dollars. Because community and technical colleges provide about 95 percent of the services in Washington state, they also receive and provide the largest part of the funds.

In fiscal year 2005, the federal and state funds specifically allocated to ABE amounted to approximately \$10 million. For every one of these dollars they received, colleges invested at least another \$7 in state funds, and community-based organizations invested at least \$4 in community contributions to serve basic skills learners.

Partner agencies and organizations also invest federal, state and local dollars to help under-prepared adults move into the economic and social mainstream. For example, the Office of the Superintendent of Public Instruction distributes federal EvenStart dollars to 17 family literacy programs in Washington state, helping to break the intergenerational cycle of illiteracy and poverty.

Other partners that invest in adult basic education include the Department of Health and Human Services, the Employment Security Department, all 12 Workforce Development Councils, and state and local libraries.

Because the future of our economy, communities and families depends on the ability of our state to close the skills gap for all of its citizens, these entities will continue to work together to ensure the highest return on public investments.

### ***Funding Regions***

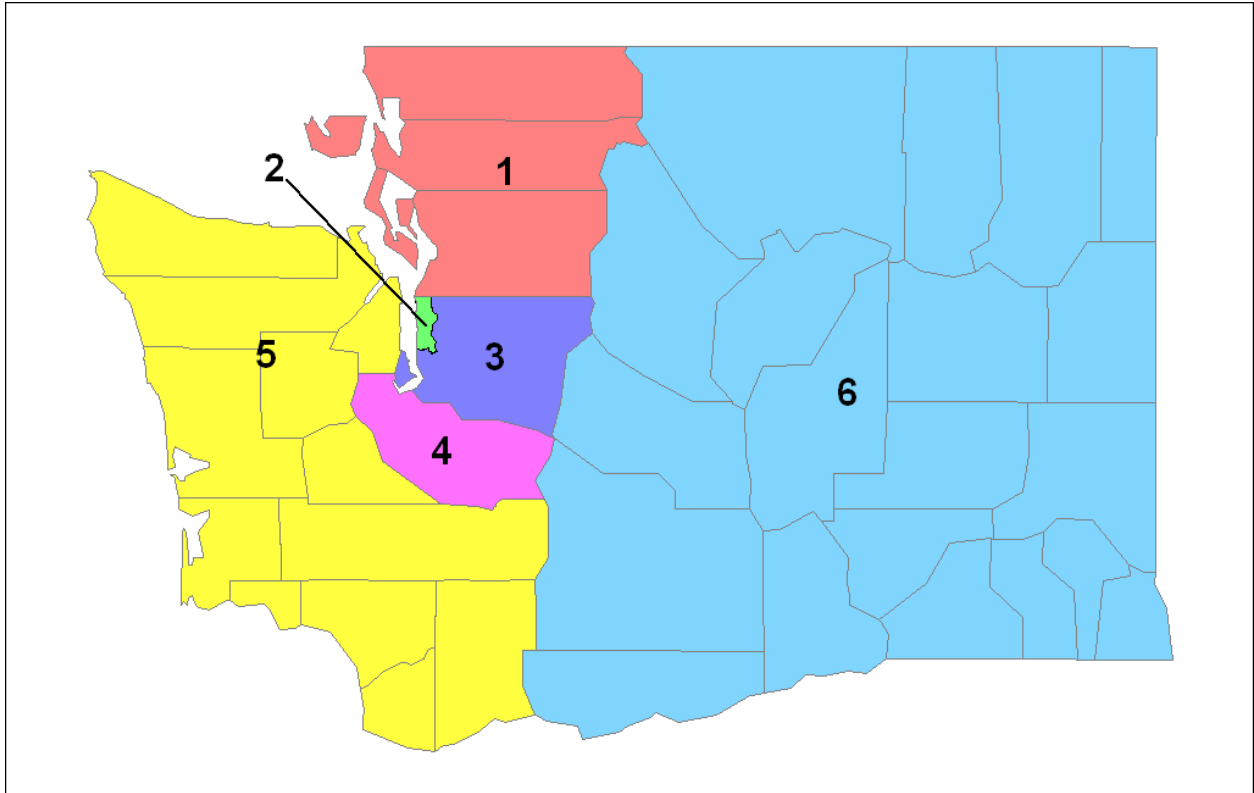
The State Board for Community and Technical Colleges distributes money through funding regions so that adult basic education is available across the state. The regions follow the boundaries of community and technical colleges. Wherever possible, they also reflect the 12 workforce development areas and the regions set up by partner agencies.

Funding regions have three purposes:

- They ensure support for ABE services is available across the entire state;
- They give providers in an area opportunities to work together to plan and deliver services;

- They offer a framework within which providers can request money in a competitive process – a requirement of the federal funds;

Funding Regions 2005 - 2010



Region	Description	Comprised of:
1	NW Washington	Whatcom, Skagit, San Juan, Island and Snohomish Counties
2	Seattle	Seattle and King County directly north of Seattle
3	South and East King	South and East King County (excluding Seattle)
4	Pierce	Pierce County
5	South and West Washington	Clallam, Jefferson, Grays Harbor, Mason, Kitsap, Thurston, Pacific, Wahkiakum, Lewis, Cowlitz, Clark, and Skamania Counties.
6	Eastern Washington	Okanogan, Chelan, Douglas, Grant, Adams, Lincoln, Ferry, Stevens, Pend Oreille, Spokane, Whitman, Kittitas, Yakima, Klickitat, Benton, Franklin, Walla Walla, Columbia, Garfield, and Asotin Counties

### *The Funding Formula*

The amount of money available in each funding region is determined by a formula based on data for each region. The formula identifies the need for services and the amount of service currently available, and includes a hold-harmless clause to assure that existing services are not seriously disrupted.

The factors in the formula include:

- The number of residents in the funding area who are 18 and older and do not have a high school diploma;
- The number of residents in the funding area who are 18 and older and who indicated on Census 2000 that they do not speak English very well;
- The current level of ABE services in the area;
- A hold-harmless clause for the region that keeps the service level as stable as possible.

*The final plan will include links to the State Board for Community and Technical Colleges Web page and provide contact information.*

## **Bibliography**

Supporting data comes from national sources including: the U.S. Census Bureau, the Manhattan Institute for Policy Research, Anthony Carnevale and Donna Desrochers' book The Missing Middle, Michael Bloom's study Turning Skills into Profits, and the U.S. Department of Education's America Reads, and studies conducted by the Institute for Health Care Advancement.

Sources for Washington State data include: Workforce Training and Education Coordinating Board's publication Employer Survey 2004, the 2004 Long Term Forecast from the Office of Financial Management, and the Washington State Adult Literacy Survey.

Upon approval of content, staff will produce comprehensive bibliography.

**STATE of WASHINGTON**

**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

**RESOLUTION 05-06-12**

A resolution relating to the Washington State Plan for Adult Basic Education.

**WHEREAS** Adult Basic Education represents a critical and growing component of the adult learning system of Washington state; and

**WHEREAS** the needs of Washington's economy, workforce and citizens relating to adult basic education have changed substantially since the last-term plan was instituted in July of 1999; and

**WHEREAS** the Washington State Adult Education Advisory Council and the Community and Technical Colleges system's Council for Basic Skills, Instruction Commission and the Washington Association of Community and Technical Colleges unanimously recommend the Plan for consideration of the State Board for Community and Technical Colleges;

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges approves the Washington State Plan for Adult Basic Education for use in guiding the entire adult basic education system and its stakeholders to meet system goals, insure continuous system improvement, and better address the adult education needs of Washington state and its citizens.

**APPROVED AND ADOPTED** June 23, 2005.

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Tom Koeninger, Chair

**ATTEST:**

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Earl Hale, Secretary

**Subject** (Action)

2005-06 Adult Basic Education Awards and Allocations (Resolution 05-06-13)

**Background**

The State Board for Community and Technical Colleges distributes federal and state funds to thirty-four colleges and sixteen community-based organizations to support adult basic education (ABE) services.

Most of the funding for ABE programs in colleges comes from state FTE dollars, which are awarded by the State Board by formula through the operating budget. Each college determines how to best allocate operating dollars among programs based upon local community needs. In a similar way, most community-based organizations raise the majority of their funds from grants, contracts or local donors and determine individually how to best distribute dollars among programs that serve their local communities.

In addition, each year the State Board awards federal and state funds for specific adult literacy initiatives. Priorities for the current use of these funds were identified in a State Plan approved in 1999, which highlights:

- a common framework for instruction that is based on the skills adults need to succeed in the workplace, family and community,
- use of best practices to increase student outcomes, and
- building system infrastructure in the areas of assessment, data collection and analysis, and program performance and improvement.

In June of 2001, the State Board for Community and Technical Colleges approved a three-year funding package for approved providers. These providers met the stringent requirements of a RFP process based on the State Plan and the Workforce Investment Act (WIA), the federal law that funds adult basic education. Last year, the national Senate and House again passed versions of a new Workforce Investment Act, but were unable to negotiate differences between the two versions. Instead, the U.S. Department of Education granted states the ability to extend current plans and funding agreements with providers for an additional year. This year's funding resolution reflects the second, one-year extension.

The proposed funding package for 2005-06 totals **\$10,936,590** as per Attachment A. The recommended distribution continues funding to existing providers. The recommended distribution continues level funding to existing providers. It also includes Leadership dollars to support system activities that include:

- Incentive funding for providers that meet or exceed their performance targets for the current year. The money will be awarded using a plan created by the Council for Basic Skills that addresses a requirement in the Workforce Investment Act.
- Ten demonstration projects that integrate adult basic education and workforce training, a project supported with a combination of ABE and workforce development funds.
- Ten demonstration projects that are offering GED and English as a Second Language instruction using computer-based instruction.

### **Changes and Recommended Funding by Program**

The funding levels recommended for providers in fiscal year 2005-2006 are the same as those for this fiscal year.

**Federal Basic Grant** dollars support core literacy services – Adult Basic Education, English as a Second Language, and high school level completions. The recommended total is **\$7,434,848**.

**Voluntary Literacy Programs** help local programs use trained community volunteers to tutor literacy students at colleges and other community sites. By continuing to blend state dollars with a portion of federal funds, the proposed award level remains the same at **\$436,223**.

**English Language/Civics** focuses instruction on the role of learners as community members and citizens. The proposed 2005-06 awards blend federal and state funds designed to serve English as a Second Language learners. The total for the recommended award is **\$2,116,070**.

**Family Literacy** supports twenty-one projects that focus on family learning and management. The recommended award level is **\$707,080**.

**Youth Offender** is allocated by a federal formula and is earmarked for four colleges. These colleges offer educational services to youth up to 25 years of age while they are incarcerated and upon release as they enter a community college. Washington State anticipates receiving **\$242,369**.

### **Recommendation**

The State Board is asked to approve the 2005-06 Adult and Family Literacy Awards and delegate authority to the director to allocate these funds as described in Resolution 05-06-13.

## STATE of WASHINGTON

## STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

## RESOLUTION 05-06-13

A resolution awarding \$10,936,590 of federal and state adult and family literacy funds. (Please be advised that the Board has approved \$1,484,460 of these funds - Volunteer Literacy, English Language Civics and Family Literacy - at the May meeting. These funds are used to support adult and family literacy programs and are shown as part of the funding in Tab 13, Attachment One.)

**WHEREAS**, the State Board has the authority to award state and federal adult and family literacy funds; and

**WHEREAS**, individual applicants have fulfilled the requirements set forth in the unified Requests for Proposals; and

**WHEREAS**, each application has gone through a state level review process and has been recommended to the State Board for funding; and

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges awards a total of \$10,963,590 of federal and state funds, as indicated in Attachment A, consisting of:

- A. \$7,434,848 for Federal Basic Grants
- B. \$436,223 for Volunteer Literacy Grants
- C. \$2,116,070 for English Language Civics Grants
- D. \$707,080 for Family Literacy Grants
- E. \$242,369 for Youth Offender Grants

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges grants the Executive Director the authority to award adult and family literacy funds consistent with board policy and state law, and

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges grants the Executive Director authority to make adjustments to the proposed awards outlined in Attachment One if the anticipated program funding changes due to state or federal action, and

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments, as necessary, for computational errors, data corrections, externally imposed restrictions or guidelines, legislative appropriation provisos, restrictions, guidelines, and uniform accounting and reporting requirements, and

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges grants the Executive Director the authority to spend carryover funds and grant final spending authority to designated providers in a manner consistent with the State Plan for Adult and Family Literacy, the terms of the Requests for Proposal, and this resolution.

**APPROVED AND ADOPTED** June 23, 2005.

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Tom Koeninger, Chair

**ATTEST:**

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Earl Hale, Secretary

**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**Office of Adult Basic Education -- FY 06 Grant Awards**

<b>Region and Provider</b>	<b>Basic Grant</b>	<b>Volunteer Literacy</b>	<b>EL Civics</b>	<b>Family Literacy</b>	<b>Youth Offender</b>	<b>Total</b>
<b>Clallam, Jefferson</b>						
Peninsula College	\$100,833	\$14,277	\$15,696	\$28,981	\$0	\$159,787
<b>Grays Harbor, Pacific</b>						
Grays Harbor College	\$124,175	\$14,277	\$10,141	\$28,981	\$0	\$177,574
<b>Kitsap, Mason</b>						
Literacy Council of Kitsap	\$61,782	\$17,310	\$0	\$0	\$0	\$79,092
Mason County Literacy	\$55,064	\$17,310	\$8,442	\$28,981	\$0	\$109,797
Olympic College	\$93,572	\$0	\$15,141	\$0	\$0	\$108,713
<b>Region Total</b>	<b>\$210,418</b>	<b>\$34,620</b>	<b>\$23,583</b>	<b>\$28,981</b>	<b>\$0</b>	<b>\$297,602</b>
<b>Skagit, San Juan, Island</b>						
Skagit Valley College	\$139,752	\$0	\$37,112	\$28,981	\$0	\$205,845
Skagit Valley Comm. Action Agency	\$0	\$14,277	\$0	\$0	\$0	\$14,277
<b>Region Total</b>	<b>\$139,752</b>	<b>\$14,277</b>	<b>\$37,112</b>	<b>\$28,981</b>	<b>\$0</b>	<b>\$220,122</b>
<b>Snohomish</b>						
Cascadia Community College	\$17,622	\$0	\$28,990	\$0	\$0	\$46,612
Edmonds Community College	\$276,381	\$0	\$71,984	\$28,981	\$0	\$377,346
Everett Community College	\$205,970	\$0	\$63,747	\$0	\$0	\$269,717
Snohomish County Literacy	\$0	\$16,474	\$0	\$0	\$0	\$16,474
<b>Region Total</b>	<b>\$499,973</b>	<b>\$16,474</b>	<b>\$164,721</b>	<b>\$28,981</b>	<b>\$0</b>	<b>\$710,149</b>
<b>King</b>						
<i>King Proper</i>						
Literacy Source	\$125,121	\$42,832	\$76,137	\$0	\$0	\$244,090
North Seattle Community C.	\$127,183	\$0	\$80,895	\$28,981	\$0	\$237,059
Refugee Women's Alliance	\$0	\$0	\$0	\$28,981	\$0	\$28,981
Seattle Central Community C.	\$330,517	\$21,189	\$75,185	\$0	\$0	\$426,891
Seattle Vocational Institute	\$106,658	\$0	\$0	\$0	\$0	\$106,658
Shoreline Community College	\$232,081	\$0	\$47,761	\$0	\$0	\$279,842
South Seattle Community C.	\$209,584	\$0	\$69,380	\$28,981	\$0	\$307,945
St. James ESL Program	\$23,008	\$21,416	\$71,378	\$0	\$0	\$115,802
<b>Region Total</b>	<b>\$1,154,152</b>	<b>\$85,437</b>	<b>\$420,736</b>	<b>\$86,943</b>	<b>\$0</b>	<b>\$1,747,268</b>
<i>King East</i>						
Bellevue Community College	\$66,673	\$14,277	\$23,363	\$0	\$0	\$104,313
Cascadia Community College	\$17,264	\$0	\$23,364	\$0	\$0	\$40,628
HopeLink	\$38,853	\$14,277	\$23,363	\$0	\$0	\$76,493
Lake Washington Technical College	\$100,594	\$0	\$23,363	\$28,981	\$0	\$152,938
<b>Region Total</b>	<b>\$223,384</b>	<b>\$28,554</b>	<b>\$93,453</b>	<b>\$28,981</b>	<b>\$0</b>	<b>\$374,372</b>
<i>King South</i>						
Green River Community College	\$150,098	\$0	\$74,622	\$0	\$0	\$224,720
Highline Community College	\$157,955	\$16,922	\$0	\$28,981	\$0	\$203,858
Renton Technical College	\$208,247	\$0	\$151,505	\$28,981	\$0	\$388,733
<b>Region Total</b>	<b>\$516,300</b>	<b>\$16,922</b>	<b>\$226,127</b>	<b>\$57,962</b>	<b>\$0</b>	<b>\$817,311</b>
<b>Pierce</b>						
<i>Consortium</i>						
Bates Technical College	\$103,123	\$0	\$12,851	\$28,981	\$0	\$144,955
Clover Park Technical College	\$100,520	\$0	\$25,697	\$28,981	\$0	\$155,198
Pierce - Puyallup	\$25,286	\$0	\$12,851	\$0	\$0	\$38,137
Pierce - Ft. Steilacoom	\$171,379	\$0	\$25,698	\$0	\$0	\$197,077

Tacoma Community College	\$191,070	\$14,277	\$25,698	\$28,981	\$0	\$260,026
Tacoma Community House	\$93,325	\$17,907	\$25,698	\$28,981	\$0	\$165,911
Tacoma Rescue Mission	\$25,286	\$0	\$0	\$0	\$0	\$25,286
<b>Region Total</b>	<b>\$709,989</b>	<b>\$32,184</b>	<b>\$128,493</b>	<b>\$115,924</b>	<b>\$0</b>	<b>\$986,590</b>
<b>Lewis and part of Thurston</b>						
Centralia College	\$150,585	\$14,277	\$27,215	\$28,981	\$0	\$221,058
<b>Cowlitz, Wahkiakum</b>						
Lower Columbia College	\$104,555	\$14,277	\$15,023	\$28,981	\$0	\$162,836
<b>Clark, Skamania, Klickitat</b>						
Clark College	\$281,425	\$14,277	\$85,836	\$0	\$0	\$381,538
<b>Chelan, Douglas, Okanogan</b>						
Wenatchee Valley College	\$190,984	\$0	\$40,957	\$0	\$0	\$231,941
Wenatchee Valley Literacy	\$0	\$14,277	\$0	\$0	\$0	\$14,277
<b>Region Total</b>	<b>\$190,984</b>	<b>\$14,277</b>	<b>\$40,957</b>	<b>\$0</b>	<b>\$0</b>	<b>\$246,218</b>
<b>Kittitas, Yakima</b>						
Yakima Valley Community C.	\$360,395	\$29,199	\$131,756	\$0	\$0	\$521,350
<b>Ferry, Pend Orielle, Spokane, Stevens, Whitman and part of Lincoln</b>						
C.C. of Spokane	\$473,421	\$0	\$93,720	\$28,981	\$0	\$596,122
NE WA Rural Resources	\$37,632	\$14,277	\$13,470	\$0	\$0	\$65,379
<b>Region Total</b>	<b>\$511,053</b>	<b>\$14,277</b>	<b>\$107,190</b>	<b>\$28,981</b>	<b>\$0</b>	<b>\$661,501</b>
<b>Adams, Grant, and part of Lincoln</b>						
Big Bend Community College	\$156,541	\$14,277	\$32,007	\$28,981	\$0	\$231,806
<b>Benton, Franklin</b>						
Columbia Basin College	\$242,831	\$14,277	\$115,765	\$0	\$0	\$372,873
<b>Asotin, Columbia, Garfield, Walla Walla</b>						
Blue Mountain Action Council	\$0	\$16,617	\$0	\$0	\$0	\$16,617
Lewis-Clark Valley Literacy	\$0	\$14,277	\$0	\$0	\$0	\$14,277
Walla Walla Community C.	\$171,990	\$0	\$50,507	\$28,981	\$0	\$251,478
<b>Region Total</b>	<b>\$171,990</b>	<b>\$30,894</b>	<b>\$50,507</b>	<b>\$28,981</b>	<b>\$0</b>	<b>\$282,372</b>
<b>Whatcom</b>						
Bellingham Technical College	\$57,128	\$0	\$7,831	\$0	\$0	\$64,959
Northwest Indian College	\$47,721	\$0	\$0	\$0	\$0	\$47,721
Whatcom Community College	\$91,320	\$0	\$24,063	\$28,981	\$0	\$144,364
<b>Region Total</b>	<b>\$196,169</b>	<b>\$0</b>	<b>\$31,894</b>	<b>\$28,981</b>	<b>\$0</b>	<b>\$257,044</b>
<b>Thurston</b>						
C.I.E.L.O	\$0	\$0	\$32,471	\$0	\$0	\$32,471
Mason County Literacy	\$0	\$15,519	\$0	\$0	\$0	\$15,519
South Puget Sound C.C.	\$176,932	\$0	\$0	\$0	\$0	\$176,932
<b>Region Total</b>	<b>\$176,932</b>	<b>\$15,519</b>	<b>\$32,471</b>	<b>\$0</b>	<b>\$0</b>	<b>\$224,922</b>
<b>SBCTC <sup>1</sup></b>	<b>\$1,212,412</b>	<b>\$3,650</b>	<b>\$325,387</b>	<b>\$98,479</b>	<b>\$242,369</b>	<b>\$1,882,297</b>
<b>GRAND TOTAL</b>	<b>\$7,434,848</b>	<b>\$436,223</b>	<b>\$2,116,070</b>	<b>\$707,080</b>	<b>\$242,369</b>	<b>\$10,936,590</b>

<sup>1</sup> These funds will be held at SBCTC and will be used for programs, leadership and administration. Funds will be awarded based upon RFP and applications, special projects, contracts and standards for performance funding.

**Subject** (Action)

2005-2006 Workforce Education Awards and Allocations (Resolution 05-06-14)

**Background**

Colleges fund workforce education programs in multiple ways including the use of general enrollment funding and state/federal targeted funding. What follows is a description of the state and federal targeted funding totaling approximately \$59 million. It is important to note that the aggregate of all workforce education programming approaches \$260 million annually.

The State Board for Community and Technical Colleges (SBCTC) awards state and federal workforce training funds to the community and technical colleges. Next year we will be allocating approximately \$59 million dollars, including \$45,401,930 in state funds and \$14,058,304 in federal funds to support programs operated for entry level training, skills upgrade or retraining for the state's workforce.

**Recommended Funding By Program**

**1. Worker Retraining Program (\$35,259,100)**

*Strategic Direction: Re-employ Washington State's dislocated workers in wage recovery jobs.*

Washington's economy has seen gradual improvements in the past year, bringing with them the cyclical declines in Worker Retraining enrollments to be expected after record highs in 2002 through 2004. Colleges have consistently enrolled more FTEs in Worker Retraining than the program has been funded to serve. Even though the economic cycle has reduced the enrollment somewhat, the system still is in an "overenrolled" situation. For this reason, a continued priority has been to maintain funding of the Worker Retraining Program to the greatest extent possible. Last year, the funding level was the same, \$35,259,100 for 7,436 FTEs.

The Worker Retraining Program provides state funding for training programs and related support services for dislocated and unemployed workers. In addition to supporting instructional program costs, Worker Retraining funds support services including financial aid, career advising, educational planning, referral to training resources, job referral, and job development.

The allocation is divided into base allocation for program stability and a variable allocation to respond to shifting demand around the state. Colleges meeting their enrollment targets are allocated the same number of base FTE they received last year. The supplemental "fluid" FTES were allocated to colleges based upon their percentage share the last two years of total state enrollments and the proportion of statewide unemployed persons residing in their service delivery area. Six hundred FTES are reserved for eligible students who attend private career schools.

**2. The Carl D. Perkins Vocational and Applied Technology Act (\$11,819,930)**

*Strategic Direction: Foster growth in academically/vocationally integrated job preparation programs for underserved populations.*

The Carl D. Perkins Vocational and Applied Technology Act was enacted to enhance the academic and occupational skills of U.S. workers. Colleges use Perkins federal funds to improve curriculum, purchase up-to-date equipment, conduct professional development activities, and provide support services to students in workforce education programs.

Basic program funds are awarded to the colleges based upon a formula comprised of 90 percent economically disadvantaged (Pell grant and Bureau of Indian Affairs grant recipients in workforce education programs) and a ten percent “rural setaside” as allowed by the law. To receive funds, colleges submit a local plan to the SBCTC office for review and approval. A committee of workforce education directors review these local plans for compliance with Perkins Act requirements and state criteria.

**3. Tech Prep (\$2,038,374)**

*Strategic Direction: Increase K12-K14 articulation into academically/vocationally integrated programs.*

Tech Prep is a federal strategy for linking high school and college vocational programs so that students can efficiently prepare for jobs or further education in technical fields. Consortia of high schools, colleges, business, labor, government, and community partners plan and implement programs that lead to associate degrees, certificates, or apprenticeship programs in a number of high-demand technical occupations at two-year colleges.

Annually, each of the 22 Tech Prep consortia submits a plan for implementing Tech Prep for the fiscal year. The plans outline how the consortia intend to make progress on the five state Tech Prep goals: 1) accountability, 2) sustainability, 3) public awareness, 4) articulation, and 5) standards in the curriculum.

Funding is comprised of base funding (\$70,000 per consortium) and a variable amount based on the number of Tech Prep students who earned college credit through Tech Prep (up to \$80,000). All funds are intended to support direct service to students, basic consortium operations and work that meets federal Perkins requirements, state goals, and local priorities.

**4. Workforce Development**

*Strategic Direction: Foster new and innovative workforce education programs, increasing system collaboration and cooperation.*

Workforce Development projects are intended to support the extraordinary costs associated with the start-up or improvement of high demand programs. These state funds are to be used for curriculum development and delivery, facility preparation, equipment, or the implementation of industry-defined skill standards. Eligible programs include professional-technical programs, work-related

basic skills, or integration of technical and basic skills. Our goal is to increase the number of students graduating in high skill, high wage jobs.

Workforce Development projects are divided into the following categories:

**A. Workforce Development Base Allocations (\$1,360,000 Non-Competitive)**

*Strategic Direction: Insure all colleges expand capacity.*

Each college will receive a base allocation of \$40,000 for high demand program improvement/expansion. This funding supports high demand programs that support local economic and labor force needs.

**B. Workforce Development/Rural and Economically Impacted Community Development Projects (\$1,631,127 Competitive)**

*Strategic Direction: Increase colleges' ability to start/expand high demand programs driving economic development.*

Workforce Development/Rural and Economically Impacted Community Development funds are provided for the start-up or expansion of high demand programs linked to economic development. Colleges may apply for grants up to \$100,000.

**C. High Demand (\$1,845,000 Competitive)**

*Strategic Direction: Close statewide skills gap.*

High demand funds have in the past been targeted by the Legislature to respond to specific state industry skill gap needs. This year, SBCTC is able to designate the high demand areas driving our state's economy. Those strategic areas include agriculture, construction, education, health, information technology, manufacturing, natural resources, and others identified/justified by colleges. High demand grants provide ongoing funding for high demand, high cost programs that otherwise may not have been started or expanded.

**D. Integrated Basic Skills and Workforce Development Projects (\$689,000 Non-Competitive)**

*Strategic Direction: Increase number of basic skills/ESL students completing workforce education programs.*

Ten demonstration projects serve to inform the college system on the most effective ways to integrate basic skills and workforce development skills into curriculum. Integrated basic skills and workforce education projects bring together campus leaders, instructors, program goals, content, and methodologies in order to better serve adult learners. This year funds will be carried forward to support the 10 Integrated projects without establishing new projects for 2005-06.

### **E. Centers of Excellence (\$1,220,273 Non-Competitive)**

*Strategic Direction: Increase system collaboration/cooperation and expertise in statewide targeted industries by fostering institutional specialization in selected industries.*

Eleven Centers of Excellence are designated in the community and technical college (CTC) system as flagship institutions that lead statewide efforts to create dynamic workforce training programs that are cost effective, innovative, and responsive to the needs of industries that drive the state's economy. Through collaborative leadership, Centers serve as a resource "hub" for educational best practices, innovative curriculum, industry trends, and educational expertise used to create seamless educational transitions – from the classroom to the workforce – to provide skilled workers so that Washington's industries thrive in today's economy. This year funds will be carried forward to support Centers of Excellence without the establishment of new centers for 2005-06.

### **5. Job Skills Program (\$1,475,000 Application)**

*Strategic Direction: Grow Washington State businesses, fostering job creation through new and incumbent worker training.*

The Job Skills Program provides dollar-for-dollar matching grants for partnerships between colleges or other educational institutions and employers to deliver short-term, customized training to incumbent workers and new hires.

These funds are awarded to colleges or other educational institutions as grants throughout the biennium, subject to review by the Workforce Training Customer Advisory Committee and subject to approval by the State Board Executive Director.

A total of \$2.95 million in funding for the 2005-07 biennium was appropriated by the Legislature. One million dollars has been earmarked for training projects for the Boeing Company's 787 Dreamliner by Governor Gary Locke and the 7e7 Master Site Agreement between the Boeing Company and the state of Washington. This portion of Job Skills Program funds may be carried forward into future biennia if not fully expended in 2005-07 and has been assigned to the Center of Excellence on Materials Technology in Manufacturing.

### **6. Apprenticeship (\$2,122,430 Application)**

*Strategic Direction: Sustain production of journey level technicians to meet Washington State's workforce needs.*

The State Board for Community and Technical Colleges historically maintains a pool of FTES that are allocated to colleges by formula, based upon the college's share of apprenticeship enrollments over the last two years. Colleges are asked to submit a one-page plan and budget to the State Board. This year an additional 63 FTES have been added to the pool, bringing the total to 562 FTES. All 562 FTES are allocated at the beginning of the year to facilitate college planning and execution.

**Recommendation**

The State Board is asked to approve the 2004-05 Workforce Education allocations and awards, and to delegate authority to the Executive Director to allocate and award the funds as described in Resolution 05-06-14.

Prepared by Jim Crabbe  
June 1, 2005

## STATE OF WASHINGTON

## STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

## RESOLUTION 05-06-14

A resolution allocating and awarding \$59,460,234 of federal and state workforce training funds to the community and technical colleges. *Please be advised that the Board has approved \$45,401,930 of these funds (Worker Retraining, Workforce Development, Apprenticeship and Job Skills) at the May meeting (revised Resolution 05-05-08). All funds are included to provide a comprehensive view of targeted funds for Workforce Education programs and are shown as part of the funding in Tab 14, Attachment A.*

**WHEREAS** the State Board has the authority to allocate and award state and federal job training funds; and

**WHEREAS** the individual community and technical colleges have fulfilled the application requirements set forth for the Carl D. Perkins and Tech Prep programs; and

**WHEREAS** each Carl D. Perkins and Tech Prep application has gone through state level review process and been recommended by their respective advisory committee to the State Board for Community and Technical Colleges for funding;

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges awards a total of \$59,460,234 for FY06, as detailed in Attachment A, consisting of:

1. \$35,259,100 for Worker Retraining
2. \$11,819,930 for Carl D. Perkins
3. \$2,038,374 for Tech Prep
4. \$6,745,400 for Workforce Development
5. \$1,475,000 for Job Skills
6. \$2,122,430 for Apprenticeship

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges grants the Executive Director the authority to allocate and award worker retraining emergency setaside funds, workforce development grant funds, high demand FTE, and Job Skills program grant funds, consistent with board policy and state law; and

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments, as necessary, for computational errors, data corrections, externally imposed restrictions or guidelines, legislative appropriation provisos, restrictions, guidelines, uniform accounting and reporting requirements, and unanticipated changes due to state or federal funding; and

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges grants the Executive Director the authority to spend carryover funds, and grants final spending authority to the colleges consistent with the state plan for Carl Perkins, the state plan for Worker Retraining Program, and the terms of this resolution.

**APPROVED AND ADOPTED** June 23, 2005.

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Tom Koeninger, Chair

**ATTEST:**

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Earl Hale, Secretary

**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**Workforce Education -- FY 06 Grants & Allocations**

College	WORKER RETRAINING			PERKINS ACT OF 1998		WORKFORCE DEVELOPMENT					Job Skills Program	APPRENTICESHIP		TOTAL
	Base FTE	Fluid FTE	Total Funding	Carl Perkins	Tech Prep	Base	Workforce Dev /Rural Projects	High Demand	Integrated Basic Education & Skills Training	Centers of Excellence		FTE	Enrollment	
Bates	269	62	\$1,550,064	\$407,073	\$0	\$40,000	\$0	\$0	\$0	\$0	\$0	37	\$139,712	\$2,136,849
Bellevue	254	69	\$1,511,106	\$236,109	\$116,017	\$40,000	\$0	\$0	\$75,000	\$100,000	\$0	0	\$0	\$2,078,232
Bellingham	53	24	\$378,870	\$354,160	\$82,539	\$40,000	\$100,000	\$0	\$0	\$100,000	\$0	9	\$33,984	\$1,089,553
Big Bend	54	9	\$314,316	\$187,810	\$83,466	\$40,000	\$0	\$0	\$75,000	\$0	\$0	0	\$0	\$700,592
Cascadia	40	13	\$266,136	\$0	\$0	\$40,000	\$0	\$0	\$0	\$0	\$0	0	\$0	\$306,136
Centralia	118	14	\$632,475	\$214,151	\$75,358	\$40,000	\$0	\$0	\$0	\$100,000	\$0	2	\$7,552	\$1,069,536
Clark	104	50	\$733,917	\$478,124	\$86,565	\$40,000	\$0	\$0	\$0	\$0	\$0	10	\$37,760	\$1,376,366
Clover Park	181	95	\$1,296,459	\$506,131	\$0	\$40,000	\$0	\$0	\$0	\$0	\$0	4	\$15,104	\$1,857,694
Columbia Basin	246	31	\$1,301,070	\$383,388	\$87,028	\$40,000	\$0	\$0	\$0	\$0	\$0	34	\$128,384	\$1,939,870
Edmonds	196	56	\$1,185,795	\$328,302	\$76,255	\$40,000	\$0	\$0	\$0	\$100,000	\$95,337	0	\$0	\$1,825,689
Everett	133	46	\$849,192	\$360,481	\$89,461	\$40,000	\$0	\$0	\$0	\$0	\$0	27	\$101,952	\$1,441,086
Grays Harbor	202	18	\$1,038,243	\$272,733	\$82,829	\$40,000	\$0	\$0	\$0	\$0	\$0	2	\$7,552	\$1,441,357
Green River	295	96	\$1,824,654	\$256,640	\$104,896	\$40,000	\$0	\$0	\$0	\$99,210	\$0	0	\$0	\$2,325,400
Highline	224	76	\$1,405,053	\$311,324	\$0	\$40,000	\$100,000	\$0	\$0	\$0	\$0	5	\$18,880	\$1,875,257
Lake Washington	126	85	\$994,674	\$255,169	\$0	\$40,000	\$0	\$0	\$54,500	\$0	\$0	13	\$49,088	\$1,393,431
Lower Columbia	34	19	\$268,206	\$297,632	\$81,149	\$40,000	\$0	\$0	\$0	\$0	\$0	11	\$41,536	\$728,523
Olympic	186	27	\$1,005,966	\$279,806	\$78,485	\$40,000	\$100,000	\$0	\$53,018	\$0	\$0	97	\$366,272	\$1,923,547
Peninsula	225	17	\$1,139,685	\$307,570	\$80,541	\$40,000	\$100,000	\$0	\$0	\$0	\$0	0	\$0	\$1,667,796
Pierce	183	38	\$1,066,677	\$322,972	\$122,850	\$80,000	\$0	\$0	\$0	\$100,000	\$0	23	\$86,848	\$1,779,347
Renton	224	76	\$1,405,053	\$369,055	\$0	\$40,000	\$0	\$0	\$75,000	\$99,974	\$0	55	\$207,680	\$2,196,762
Seattle District	647	189	\$3,920,055	\$783,394	\$177,011	\$120,000	\$100,000	\$0	\$75,000	\$0	\$0	165	\$623,358	\$5,798,818
Shoreline	161	58	\$1,031,562	\$266,511	\$0	\$40,000	\$0	\$0	\$70,948	\$99,989	\$0	0	\$0	\$1,509,010
Skagit Valley	139	33	\$816,915	\$380,466	\$96,266	\$40,000	\$100,000	\$0	\$74,934	\$100,000	\$0	8	\$30,208	\$1,638,789
South Puget Sound	117	15	\$632,475	\$213,801	\$104,114	\$40,000	\$0	\$0	\$0	\$0	\$0	1	\$3,776	\$994,166
Spokane District	247	49	\$1,412,502	\$1,167,932	\$75,184	\$80,000	\$100,000	\$0	\$0	\$0	\$0	58	\$219,008	\$3,054,626
Tacoma	232	40	\$1,278,015	\$426,615	\$0	\$40,000	\$0	\$0	\$49,783	\$0	\$0	0	\$0	\$1,794,413
Walla Walla	255	22	\$1,301,070	\$421,492	\$75,618	\$40,000	\$0	\$0	\$75,000	\$99,970	\$0	0	\$0	\$2,013,150
Wenatchee Valley	124	14	\$660,141	\$305,057	\$80,802	\$40,000	\$96,694	\$0	\$0	\$0	\$0	1	\$3,776	\$1,186,470
Whatcom	41	7	\$245,151	\$139,843	\$0	\$40,000	\$0	\$0	\$0	\$0	\$0	0	\$0	\$424,994
Yakima Valley	84	27	\$535,644	\$542,959	\$80,020	\$40,000	\$0	\$0	\$0	\$100,000	\$0	0	\$0	\$1,298,623
SBCTC	667	0	\$3,257,959	\$1,043,230	\$101,920	\$0	\$834,433	\$1,845,000	\$10,817	\$121,130	\$1,379,663	0	\$0	\$8,594,152
<b>Total</b>	<b>6,061</b>	<b>1,375</b>	<b>\$35,259,100</b>	<b>\$11,819,930</b>	<b>\$2,038,374</b>	<b>\$1,360,000</b>	<b>\$1,631,127</b>	<b>\$1,845,000</b>	<b>\$689,000</b>	<b>\$1,220,273</b>	<b>\$1,475,000</b>	<b>562</b>	<b>\$2,122,430</b>	<b>\$59,460,234</b>

**Notes:**

A Worker Retraining FTE is worth \$4,611. This amount is comprised of \$3,311 for enrollment support and \$1,300 for financial aid/training completion aid. In addition, adjustments have been made for local co-location and rapid response activities.

Final funding will be held pending SBCTC approval of the program plans for Worker Retraining, Workforce Development/Rural, Apprenticeship and Job Skills.

Integrated Basic Education and Skills Training funding includes \$100,000 from Carl Perkins and \$100,000 from the SBCTC Adult Basic Education Department.

The amount available on the SBCTC line will be used for programs, special projects, and administration. Funds will be awarded based upon RFPs, applications, etc.

**Subject** (Action)

2005-06 WorkFirst Awards (Resolution 05-06-15)

**Background**

*Strategic Direction: Increase number of TANF recipients and low-income parents employed in living wage jobs.*

WorkFirst is Washington State's welfare reform program. The State Board for Community and Technical Colleges (SBCTC) receives WorkFirst funding through the Department of Social and Health Services, which it distributes to community and technical colleges, community based organizations (CBOs) and private colleges to provide education and training for Temporary Assistance to Needy Families (TANF) and low-income parents to get jobs in their local communities. The current goals of these services are to: increase the number of TANF parents entering employment with higher than average entry-level wages, increase job placements for TANF parents and others with low basic skills or limited English proficiency and increase job placements and wage progression for other low-income parents.

Unlike all other states, the Governor has authority over Washington's WorkFirst program. The Governor recently commissioned a task force, under the auspices of her WorkFirst SubCabinet, to re-examine the program and make policy and budget recommendations for the 2005-07 biennium. The SubCabinet had its first meeting on this topic on June 1, 2005, and plans to complete the redesign by September.

**Funding and Performance**

The Governor's office is waiting for the re-design recommendations to develop the budget. Therefore, the SBCTC office knows neither the amount of funding it will receive for 2005-06, nor if there will be any new parameters imposed on the usage of funds at this time.

To maintain WorkFirst services at the colleges, staff recommend distributing one-quarter of the \$23,741,600 received last year for the period of July 1 – September 30, 2005. Those funds will be awarded using the previously approved 80 percent base and 20 percent performance funding formula.

The balance of the funding and full block grant application will be distributed to the colleges in late summer, pending decisions by the Governor. There is an expectation of a reduction of funding.

**Recommendation**

The State Board will be asked to approve Resolution 05-06-15 delegating the authority to the Executive Director to award the WorkFirst training funds outlined in Attachment One in the manner referenced above.

Prepared by Jennifer Thornton  
June 2, 2005

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 05-06-15

A resolution awarding \$5,935,400 of federal WorkFirst training funds to providers, including, community and technical colleges, private vocational colleges and community based organizations.

**WHEREAS** the State Board has the authority to award federal WorkFirst training funds; and

**WHEREAS** the individual providers will fulfill the application requirements set forth in the State Board WorkFirst Block Grant Plan; and

**WHEREAS** each WorkFirst Block Grant Plan will go through state level review process and been recommended by their respective advisory committee to the State Board for funding;

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges award a total of \$5,935,400, for WorkFirst programs to providers for the first quarter of fiscal year 2005-06, as outlined in Attachment One; and

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges grants the Executive Director the authority to award WorkFirst funds consistent with board policy and state law when the annual allocation is decided; and

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments, as necessary, for computational errors, data corrections, externally imposed restrictions or guidelines, legislative appropriation provisos, restrictions, guidelines, and uniform accounting and reporting requirements; and

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges grants the Executive Director authority to make adjustments to the proposed awards outlined in Attachment One if the anticipated funding changes due to state or federal legislative action; and

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges grants the Executive Director the authority to grant final spending authority to the providers consistent with the state plan for WorkFirst training funds, and the terms of this resolution.

**APPROVED AND ADOPTED** June 23, 2005.

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Tom Koeninger, Chair

**ATTEST:**

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Earl Hale, Secretary

**FY 06 WORKFIRST AWARDS**

<b>Provider</b>	<b>Funding Level</b>
Bates	\$427,945
Bellevue	\$138,430
Bellingham	\$65,927
Big Bend	\$185,531
Cascadia	\$33,782
Centralia	\$147,148
Clark	\$166,072
Clover Park	\$250,202
Columbia Basin	\$117,697
Edmonds	\$212,606
Everett	\$305,228
Grays Harbor	\$103,035
Green River	\$121,741
Highline	\$187,744
Lake Washington	\$111,348
Lower Columbia	\$174,389
Olympic	\$128,288
Peninsula	\$152,290
Pierce District	\$126,517
Renton	\$238,057
Seattle District	\$443,911
Shoreline	\$144,396
Skagit Valley	\$80,537
South Puget Sound	\$126,910
Spokane District	\$510,487
Tacoma	\$227,791
Walla Walla	\$143,908
Wenatchee Valley	\$96,246
Whatcom	\$91,257
Yakima Valley	\$165,434
SBCTC	\$510,546
<b>Total Award</b>	<b>\$5,935,400</b>

SBCTC includes funding for private career schools, community based organizations, and SBCTC administration.

The funding level reflects what is available for the period of July 1, 2005 to September 30, 2005.

**Subject** (Action)

Permanent Rule Adoption: WAC 131-28-026 – Tuition Charges for Certain Ungraded Courses (Resolution 05-06-16)

**Background**

The State Board is responsible for administering tuition waiver rates and structure and for implementing changes to the Washington Administrative Code (WAC) as needed.

Due to recent legislation a revision to WAC 131-28-026 is necessary. SHB 1560 (Attachment One) states that colleges may at the request of an apprenticeship organization, deduct the tuition owed from training contracts with that apprentice organization.

The current WAC requires two financial transactions in order for colleges to pay apprentice organizations for the related instruction and for those apprentice organizations to then pay tuition on behalf of the student. SHB 1560 allows colleges to execute a single transaction. Under the revised WAC (Attachment to Resolution 05-06-16), colleges will be allowed to deduct tuition owed to them from the amount they owe apprentice organizations to provide instruction.

**Recommendation**

State Board staff recommends that the Board adopt Resolution 05-06-16, amending WAC 131-28-026 regarding tuition charges for certain ungraded courses.

**CERTIFICATION OF ENROLLMENT**

**SUBSTITUTE HOUSE BILL 1560**

Chapter 159, Laws of 2005

59th Legislature  
2005 Regular Session

**APPRENTICESHIP--TUITION WAIVERS**

EFFECTIVE DATE: 7/24/05

Passed by the House March 8, 2005  
Yeas 96 Nays 2

FRANK CHOPP  
\_\_\_\_\_  
**Speaker of the House of Representatives**

Passed by the Senate April 14, 2005  
Yeas 45 Nays 0

BRAD OWEN  
\_\_\_\_\_  
**President of the Senate**  
Approved April 22, 2005.

CHRISTINE GREGOIRE  
\_\_\_\_\_  
**Governor of the State of Washington**

**CERTIFICATE**

I, Richard Nafziger, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SUBSTITUTE HOUSE BILL 1560** as passed by the House of Representatives and the Senate on the dates hereon set forth.

RICHARD NAFZIGER  
\_\_\_\_\_  
**Chief Clerk**

**FILED**  
April 22, 2005 - 4:09 p.m.

**Secretary of State**  
**State of Washington**

\_\_\_\_\_

**SUBSTITUTE HOUSE BILL 1560**

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Passed Legislature - 2005 Regular Session

**State of Washington**

**59th Legislature**

**2005 Regular Session**

**By House Committee on Higher Education (originally sponsored by Representatives Sells, Campbell, Fromhold, McCoy and Chase)**

READ FIRST TIME 02/28/05.

AN ACT Relating to tuition waivers for community college apprenticeship programs; and adding a new section to chapter 28B.50 RCW.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

**NEW SECTION. Sec. 1** A new section is added to chapter 28B.50 RCW to read as follows:

With regard to waivers for courses offered for the purpose of satisfying related or supplemental educational requirements for apprentices registered with the Washington state apprenticeship council or the federal bureau of apprenticeship and training, colleges may at the request of an apprenticeship organization, deduct the tuition owed from training contracts with that apprentice organization.

Passed by the House March 8, 2005.

Passed by the Senate April 14, 2005.

Approved by the Governor April 22, 2005.

Filed in Office of Secretary of State April 22, 2005.

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 05-06-16

A resolution relating to tuition charges for certain ungraded courses/permanent rule adoption.

**WHEREAS** the State Board is responsible for administering the tuition waiver rates and structure for the community colleges; and

**WHEREAS** to exercise its responsibilities the State Board seeks revisions to the Washington Administrative Code (WAC) in order to implement changes to apprenticeship waivers as a result of passage in the 2005 Legislative Session of SHB 1560,

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges hereby adopts permanent rules to amend WAC 131-28-026 regarding tuition charges for certain ungraded courses as attached.

**APPROVED AND ADOPTED** on June 23, 2005.

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Tom Koeninger, Chair

**ATTEST:**

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Earl Hale, Secretary

AMENDATORY SECTION (Amending WSR 04-11-027, filed 5/11/04, effective 6/11/04)

**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 course has a specialized purpose in that it is intended to meet the unique educational needs of a specific category or group of students.

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

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

(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) Journey person 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: 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 registered with the Washington state apprenticeship council or federal Bureau of Apprenticeship and Training: A college shall waive 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 contracts 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.

**Subject** (Action)

Approval of the 2005-06 Corrections Education Contract (Resolution 05-06-17)

**Background**

Nine community colleges have contracts with the State Board to provide basic skills, workforce training, and offender change intervention instruction at the state's fifteen adult correctional facilities. As an overall umbrella to those local educational arrangements, the State Board and Department of Corrections develop a contract that identifies the key features of educational services to be provided, the enrollment levels and other appropriate statewide policy or procedural guidelines. The college system received \$13,615,368 to produce 4,000 FTES in the three educational mission areas during the 2004-05-contract period. Approximately 15,275 students were served with these funds.

Staff from the college system and the Department of Corrections are currently working to update the 2004-05 contract for the 2005-06 time period. Copies of the updated agreement will be distributed at the Board's regular meeting on June 23 as part of a presentation leading to a staff recommendation for Board approval of next year's contract.

**Recommendation**

The staff recommends adoption of Resolution 05-06-17, to be distributed at the June 23 State Board meeting, approving the updated agreement with the Department of Corrections for the delivery of adult corrections education services for 2005-06.

Prepared by Kathy Goebel  
June 8, 2005

**Subject** (Action)

Labor Liaison Contracts (Resolution 05-06-18)

**Background**

The State Board for Community and Technical Colleges (SBCTC) provides funding for two labor liaisons to foster and facilitate collaboration between organized labor, the state's community and technical colleges and the SBCTC. Through relationships with the King County Labor Council and the Washington State Labor Council that began in 1998, these two labor liaisons have focused on strengthening college workforce education and training programs through effective advisory committees and partnerships with organized labor.

An August 2004 survey of the college Workforce Deans/Vice Presidents indicated that colleges continue to be pleased with the effectiveness of the labor liaisons. Consistent with past surveys, they also reported that recruitment of new advisory members, roles and responsibilities training for advisory committee members, and facilitating partnerships with labor as the three most important activities the liaisons perform.

The two labor liaison contracts are issued in an RFQQ (Request for Qualifications and Quotations) competitive process in compliance with state contracting guidelines. The 2005-06 the RFQQ competitive bid process began in March 2005 and concluded in May 2005. The incumbent labor liaisons each submitted qualifications and quotations for their respective service areas; no other packages were received. Contract amounts for 2005-06 are set at \$85,000 for the King County Liaison and \$103,500 for the Statewide Liaison. These contracts may be extended into FY07 depending upon funding and successful completion of outcomes. The King County position serves the 10 colleges in King County, and the statewide position serves the remaining 24 colleges. The required work plan for the labor liaison contracts encompasses four specific goals:

**Goal 1:** Increase active participation of labor representation on college program and general advisory committees and boards.

**Goal 2:** Improve the level/quality of participation by labor representatives on advisory committees.

**Goal 3:** Educate college administrators and leaders about labor issues, facilitating partnerships including labor initiated training and resolving issues between labor and the college system.

**Goal 4:** Maintain effective two-way communication with the State Board Staff on labor policy and perspectives on workforce education.

**Recommendation**

The staff recommends that the State Board adopt Resolution 05-06-18 delegating authority to Earl Hale, Executive Director, to execute contracts with the King County Labor Council and the Washington State Labor Council.

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 05-06-18

A resolution to execute contracts with the King County Labor Council and the Washington State Labor Council to foster and facilitate partnerships between organized labor, the state's community and technical colleges and the SBCTC.

**WHEREAS** the two-year college system is working to more strategically strengthen workforce education and training programs throughout the state; and

**WHEREAS** active labor participation on program advisory committees and the ability of educators to understand labor issues are key to workforce education and training programs; and

**WHEREAS** the King County Labor Council and the Washington State Labor Council have agreed to directly support colleges and the college system in facilitating partnerships with labor;

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges approves the proposed work to be performed by the King County Labor Council and the Washington State Labor Council.

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges delegates authority for the execution of the contract with King County Labor Council and the Washington State Labor Council to Earl Hale, Executive Director.

**APPROVED AND ADOPTED** on June 23, 2005.

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Tom Koenninger, Chair

**ATTEST:**

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Earl Hale, Secretary

**Subject** (Action)

2005-2006 Contract with the Center for Information Services (Resolution 05-06-19)

**Background**

In 1999, the State Board was awarded a four-year federal Learning Anytime Anywhere Partnerships grant to build an online services infrastructure to expand online education in the college system and to support sharing online courses across institutions. Over the four-year duration of the grant, infrastructure development and technical support for WashingtonOnline was staffed by the State Board. For the past two years, the State Board has approved the contracts that allow WashingtonOnline technology support staff and services to be part of the Center for Information Services to encourage integration of WashingtonOnline technologies with the colleges' administrative computing systems.

The fund source for the contract is revenue from a per credit fee collected from participating colleges for WashingtonOnline supported enrollments. The rapid growth in college enrollments through WashingtonOnline (20-25 percent per year) generates enough revenue to sustain the cost of technology support services at the Center for Information Services

The recommended contract with the Center for Information Services for \$304,975 will fund a WashingtonOnline technical project manager, senior applications developer, junior applications developer, contract technology support (if needed), software, hardware, maintenance, licenses, travel, and professional development.

**Recommendation**

Staff recommends approval of Resolution 05-06-19, approving the contract with the Center for Information Services for fiscal year 2005-2006 to support collaborative online education technologies.

Prepared by Suanne Carlson  
June 7, 2005

**STATE OF WASHINGTON**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**RESOLUTION 05-06-19**

A resolution awarding \$304,975 of local funds to the Center for Information Services (CIS).

**WHEREAS**, the State Board is entering into a contract with the CIS to support collaborative online education technologies.

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges delegates authority to the Executive Director to sign a contract with the Center for Information Services that totals \$304,975.

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges grants the Executive Director the authority to award state funds consistent with board policy and state law; and

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges grants the Executive Director authority to make adjustments to the proposed award outlined in Attachment A if the anticipated program funding changes due changes in college participation in WashingtonOnline Virtual Campus; and

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments, as necessary, for computational errors, data corrections, externally imposed restrictions or guidelines, legislative appropriation provisos, restrictions, guidelines, and uniform accounting and reporting requirements; and

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges grants the Executive Director the authority to spend carryover funds and grant final spending authority to the CIS in a manner consistent with this resolution.

**APPROVED AND ADOPTED** June 23, 2005.

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Tom Koeninger, Chair

**ATTEST:**

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Earl Hale, Secretary

**Subject** (Action)

Blackboard Contract for WashingtonOnline Consortium (Resolution 05-06-20)

**Background**

WashingtonOnline, a consortium of the community and technical colleges managed by the State Board, supports online course delivery. WashingtonOnline contracts with Blackboard for their course management systems software.

Blackboard provides learning system software and community system portal services. The learning system software provides electronic classrooms, and the community college system portal services provide participants with easy access to the classrooms and other information. In addition, Blackboard is WashingtonOnline's application service provider for servers, network bandwidth and technical support to host the electronic classrooms and access for all users. These costs have increased as WashingtonOnline expects to support about 4,500 of the colleges' FTE or more than 10,000 student and faculty users each quarter in 2005-2006.

Through Blackboard Global Services, WashingtonOnline will integrate the Blackboard systems software with the WashingtonOnline database in order to make enrollment and course delivery processes more efficient.

The costs for this contract with Blackboard for one year are as follows:

Blackboard Learning System License Renewal	\$ 38,958
Blackboard Community System License Renewal	21,083
Blackboard Application Service Provider Hosting Fee	66,000
<u>Blackboard Global Services</u>	<u>43,480</u>

Total for one year	\$169,521
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Funding for the Blackboard contract comes from fees collected from the colleges that enroll students in courses supported by WashingtonOnline.

**Recommendation**

Staff recommends approval of Resolution 05-06-20, approving the contract with Blackboard for fiscal year 2005-2006 to support online courses through the WashingtonOnline consortium.

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 05-06-20

A resolution awarding \$169,521 of local funds to Blackboard.

**WHEREAS**, the State Board is entering into a contract with Blackboard to support online courses through the WashingtonOnline consortium,

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges delegates authority to the Executive Director to sign a contract with Blackboard that totals \$169,521; and

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges grants the Executive Director the authority to award funds consistent with board policy and state law; and

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges grants the Executive Director authority to make adjustments to the proposed award; and

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments, as necessary, for computational errors, data corrections, externally imposed restrictions or guidelines, legislative appropriation provisos, restrictions, guidelines, and uniform accounting and reporting requirements; and

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges grants the Executive Director the authority to spend funds in a manner consistent with this resolution.

**APPROVED AND ADOPTED** on June 23, 2005.

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Tom Koenninger, Chair

**ATTEST:**

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Earl Hale, Secretary

**Subject** (Discussion/Action)

Selection of finalists in the executive search RFP process.

**Background**

On June 2, 2005, the State Board published a Request for Proposals (RFP) seeking advice and assistance in the development and management of an executive search process and assistance in recruiting candidates. In addition to publishing the need for consulting services on the State Board's web site and in the Daily Journal of Commerce, RFP packages were sent to 32 prospective contractors.

The submittal deadline for the executive search proposals is June 20, 2005. Materials for this agenda item will be prepared on June 21, 2005 and distributed to State Board members on June 22, 2005.

At the time of this writing, it is intended that the State Board will have the opportunity to review each responsive proposal during its Study Session on July 22 in preparation for discussion during the Regular Meeting on July 23.

**Action**

1. The Board will select finalists based upon their rating against the published criteria.
2. The Board will give direction to staff to schedule a Special Board meeting with the intent to interview finalists and select the successful firm.

Prepared by John Boesenberg  
June 9, 2005