



STATE BOARD RETREAT AGENDA
September 8-9, 2008

State Board Office ~ Olympia, Washington
Cascade Conference Room

Monday, September 8

5:00 – 8:30 p.m. **Board Development Discussion/Dinner** Charlie Earl
 (for Board members and executive director)
Mercato Ristorante
111 Market Street NE, Olympia

Tuesday, September 9

8:30 a.m. **Continental Breakfast Buffet**

9:00 a.m. **Welcome and Introductions**

Review of System Direction and Data Jan Yoshiwara Tab 1

11:00 a.m. **Faculty Diversity** Jan Yoshiwara Tab 2

11:30 a.m. **Lunch**

Budget Themes and Advocacy Chris Reykdal Tab 3

2:30 p.m. **Community & Technical College Mission Study** Jan Yoshiwara Tab 4
 Jean Floten

4:30 p.m. **SBCTC Office Budget** Chris Reykdal Tab 5

5:00 p.m. **Other Items:** Charlie Earl
 • **Action Item: Executive Director’s Salary** John Boesenberg
Adjustment

5:30 p.m. **Adjournment**

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: Times above are estimates only. The Board reserves the right to alter the order of the agenda. 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) 704-4309.



STATE BOARD RETREAT AGENDA ITEM

TAB 1

September 9, 2008

Topic

Review of System Direction and Data

Description

The Board adopted the System Direction in 2006 with three major goals over a ten year period related to economic demand, student success and innovation. The System Direction (Attachment A) has served as the framework for the Board's work through commissioning new system task forces (Technology, Student Achievement, Student Listening, Compensation), crafting biennial and supplemental budget requests and legislative agendas, advocacy for policy work by the Higher Education Coordinating Board, Workforce Training and Education Coordinating Board, and P20 Council, organizing Board meeting agendas and retreat topics, and approving major projects undertaken by the staff. The purpose of this agenda item is to review strategies undertaken to implement the System Direction and to examine data designed to track progress towards the goals contained in the System Direction.

Key Questions

- Are strategies designed to make progress towards the System Direction goals being implemented?
- Are the proposed measures a useful way to track progress for the goals?
- Do the data indicate progress toward the System Direction goals?

Analysis

At the Board's retreat in September 2007, Board members and college system representatives examined the System Direction, defined a preferred future for each system goal, and identified critical questions to be addressed if the system is to achieve the preferred future. The Board also discussed accomplishments in 2006 and 2007, and major steps to be undertaken during 2007-08 to implement the System Direction. A summary of that work is provided in Attachment B.

Over the past year, conclusions and recommendations were reached by all four system task forces commissioned by the Board. These recommendations were major contributors to the Board's work on the 2009-11 budget request. Substantial progress has been achieved for each strategy. A summary of accomplishments in 2007-08 related to implementing the System Direction and Major Steps proposed for 2008-09 are provided in Attachments C and D. In Attachments E and F you will find Critical Questions to be Addressed and the Preferred Future.

The Board has discussed metrics for the System Direction several times over the past two years. Staff is proposing the use of a Logic Model framework for identifying outcomes and measures for each of the three System Direction Goals. This framework is used by the

Governor and state agency directors to track results across state government. It is also consistent with the construct of our Student Achievement measures. The Logic Model framework calls for breaking down large goals into inputs, activities, intermediate outcomes, ultimate outcomes, and impacts, with activities and intermediate outcomes as the sphere of influence for agencies. Provided in Attachment G is are three logic models with measures and sets of data consistent those measures, one for each System Direction goal. Overall, the data show progress being made on all three goals with the greatest progress in activity measures and shorter term intermediate outcome measures.

Background Information

- Attachment A: SBCTC System Direction
- Attachment B: System Direction Timeline
- Attachment C: Accomplishment in the First Two Years
- Attachment D: Major Steps Over the Next Year
- Attachment E: Critical Questions to be Addressed
- Attachment F: Preferred Future
- Attachment G: Logic Model

Outcomes

The Board will have an opportunity to review accomplishments over the first two years of the System Direction, a frame work for tracking progress on the System Direction goals and data on measurements.

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SBCTC System Direction

Creating Opportunities for Washington's Future

Vision

Build strong communities, individuals and families, and achieve greater global competitiveness and prosperity for the state and its economy by raising the knowledge and skills of the state's residents.

Preface

Higher education is vital to society and individuals. Economic prosperity, the livelihood of families and individuals, and the strength of communities are just a few tangible results. People who attend colleges and universities live healthier lives, and give back to society locally and globally. For these reasons, the state must find ways to create more higher education opportunities for all residents across the state.

An effective economic development strategy has essential elements, such as investment capital, sound regulatory and taxation policies, and an efficient transportation system. Many agencies and organizations are working to further these areas in our state, in order to make Washington more competitive on a global scale. Underlying all of these elements is the need for a talented labor force.

Community and technical colleges make their greatest contribution by growing a talented, skilled citizenry and creating opportunities for Washingtonians. The State Board for Community and Technical Colleges is setting this System Direction to align college system efforts with the current and future needs for strong communities and a vibrant economy.

Our state's need for an educated population is accelerating. Advancing technology, flatter organizations, and the churning in the state's economy, as resource-based industries decline and knowledge-based industries take their place, mean people must be more flexible, innovative, and creative. The economy demands higher levels of knowledge and skills. Higher education must adapt to provide lifelong learning and making educational opportunities available to everyone.

The state's population will continue to grow and become more diverse. Over the next two decades, fewer young adults will be entering the workforce and more older, well educated adults will be leaving. This means that the community and technical colleges have to improve educational attainment rates for both young people and for current employees.

Young people alone cannot meet the economy's demand for skilled employees with college certificates and degrees. Currently, 1.4 million working age adults in Washington (one-third of today's workforce) have no formal education beyond high school. This is equal to the sum of the next 10 years of high school graduating classes across the state. The race to be globally competitive will be lost if the state relies solely on recent high school graduates. Over the next 10 years, the largest and fastest growing age group in the state's population is adults 25 to 35 years old. These adults will be in the workforce for the next 30 years, and too many are stuck in low wage jobs, not fully contributing to a strong, vibrant economy. It is essential to improve educational attainment among these under educated adults to meet the knowledge and skills demanded by the state's economy.

Growth in the state's population will also be concentrated among people of color. Over the next 15 years, the increase in the number of people of color will equal the increase in the white population. This growing diversity represents strength in a global economy, bringing a diversity of talents, creativity, values and languages to the state's workforce. These strengths are vital to the state's global competitiveness. Community and technical colleges are key to higher education access for people of color for English proficiency, job skills certificates, associate and bachelor's degrees. Efforts to infuse diversity education throughout the curriculum must increase. This starts with the State Board's firm commitment to hire a more diverse faculty and staff at our colleges.

Meeting the challenges outlined above (higher knowledge and skills demanded by the economy and older, more diverse future population) will require innovation on the part of community and technical colleges. The college system must create an agile, technologically integrated educational environment that is innovative and up-to-date. The college system must strengthen the colleges as centers of education in their communities. Innovative curriculum, flexible delivery methods, new technologies, online access to college instruction and services, dynamic partnerships, stringent measurements, and increased recruitment and retention of underserved people are essential. The future of Washington depends on a college system with these attributes. Individuals, families and communities can only thrive with greater educational achievement.

The State Board has developed three broad goals to guide the system over the next ten years. Attention to these goals will provide us with a framework for system innovations and development, pursuit and use of resources, and measuring progress.

Ten Year Goals

Economic Demand

Strengthen state and local economies by meeting the demands for a well educated and skilled workforce.

- Continually reassess the knowledge and skills needed for a thriving economy at local and state levels.
- Meet the needs of changing local economies by increasing the number of skilled employees in the areas of greatest unmet need.
- Support strategic industries by appropriately focusing program growth and development.
- Meet the unique needs of innovative, entrepreneurial people who are operating small businesses, working as creative, independent contractors in the knowledge-based society.
- Be responsive to the changing needs of the business community by offering high quality, relevant, flexible programs.

Student Success

Achieve increased educational attainment for all residents across the state.

- Enroll more underserved populations.
- Improve academic achievement for all students
- Ensure community and technical college is affordable and accessible, especially for basic skills and part-time students, by developing bold, creative and innovative methods, including low tuition, need based tuition waivers and restructured financial aid.
- Provide smooth transitions from K12 to colleges to universities.
- Expand the pipeline to associate and bachelor's degrees, particularly in math, science, engineering and health sciences.

Innovation

Use technology, collaboration and innovation to meet the demands of the economy and improve student success.

- Recognize and adapt to the changing nature of how people learn, how they access information and communication by making technological advancement part of the system's strategic direction.
- Ensure state-of-the-art, lifelong education that is relevant, convenient and efficient.
- Produce better education that meets the needs of local communities by taking full advantage of cost effective partnerships and leveraging outside resources.
- Accomplishment of these goals rests upon the shoulders of our faculty and staff. They are essential to innovation in our colleges.

Principles

The Board will adhere to several principles as we undertake these goals. First, the State Board sets policy direction for the community and technical college system in collaboration with colleges and other system partners. It advocates for and allocates state resources to the colleges. The colleges are responsible for meeting the education needs of their communities. The State Board will build upon existing strengths and successes of the college system.

Second, policy direction and investments are centered upon student needs, student diversity, the impact of new technologies, and enhancing students' knowledge, skills and educational attainment. Specific measurements will be used to gauge success. Colleges will be rewarded for improved results for all three system direction goals.

Third, talented faculty and staff representing the state's diversity are essential to student success. Investments in recruitment, professional development and compensation are required to attract and retain talented faculty and staff.

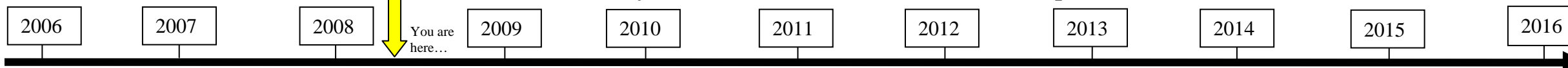
Finally, public funding for the state's community and technical colleges is an essential priority investment in advancing the state's prosperity. To meet the changing needs of our communities the college system will continue to leverage new and existing public investments through partnerships with local organizations and reprioritization of programs and services.

Next Steps

The Board will organize its work to pursue this plan. Biennial system budget requests have been proposed to advance the goals. The system will also work collaboratively with its partners to develop the policies and measurements critical to long term success.

9/14/06

State Board System Direction Timeline: Retreat, Group Discussion 9/9/08



Accomplishments in the First Two Years	Major Steps Over the Next Year	Board Principles and the Critical Questions to be Addressed if we are to Achieve our Preferred Future	Preferred Future
<p><u>Economic Demand</u></p> <ul style="list-style-type: none"> - Enrollment Growth <ul style="list-style-type: none"> ◆ General ◆ Apprenticeship ◆ Early Childhood Ed. ◆ High Demand - Capital Budget Growth - Implemented Customized Training Program and Expanded Job Skills Program <p><u>Student Success</u></p> <ul style="list-style-type: none"> - Student Achievement Measurement System - Student Listening Survey - ABE and I-BEST expansion - Opportunity Grants - Tuition Study/Slow Down - WorkFirst Redesign - Transitions <ul style="list-style-type: none"> ◆ Trans. Math Project ◆ Applied Bacc. expansion ◆ Univ. Contracts ◆ Common Course Numbering ◆ Early Learning Study <p><u>Innovation</u></p> <ul style="list-style-type: none"> - Technology Plan - CheckOutACollege.com (developed & launched) - eLearning Growth - Compensation Study (Salary Gaps Known) - Equipment 	<p><u>Economic Demand</u></p> <ul style="list-style-type: none"> - 2009-11 Capital Budget - 2009-11 Operating Budget <ul style="list-style-type: none"> - Enrollments <ul style="list-style-type: none"> - High Demand - General - ABE + more \$/FTES - Worker Retraining Aid - Incumbent Worker Funds <p><u>Student Success</u></p> <ul style="list-style-type: none"> - Implement Student Achievement Measurements - Transitions <ul style="list-style-type: none"> ◆ Running Start Counting ◆ Tech. College Mission ◆ Applied Bacc. Expansion - 2009-11 Operating Budget <ul style="list-style-type: none"> - Backfill Running Start, ABE/ESL, Tuition - Opportunity Grants, Childcare, and Students with Disabilities, Transition Math Project - Staff Development (Diversity and Technology) <p><u>Innovation</u></p> <ul style="list-style-type: none"> - Implement System Technology Plan - CheckOutACollege marketing - 2009-11 Operating Budget <ul style="list-style-type: none"> - 21st Century Learning - Compensation Plan per the Taskforce Budget Recommendations <p>Mission Study</p>	<p>Principle: <i>The State Board sets policy direction in collaboration with the colleges, and the colleges are responsible for meeting the needs of their communities.</i></p> <p>Question: Are roles and responsibilities clearly defined and are the system's decision-making processes timely and effective in a rapidly changing environment?</p> <hr/> <p>Principle: <i>Policy direction and investments are centered upon students' needs, student diversity, new technologies, and enhancing students' knowledge, skills and abilities.</i></p> <p>Question: How do we utilize funding allocations to meet our preferred future?</p> <hr/> <p>Principle: <i>Talented faculty and staff representing the state's diversity are essential to student success.</i></p> <p>Question: How will this system have to evolve to remain compelling and relevant to future students, faculty, and staff given our changing demographics?</p> <hr/> <p>Principle: <i>Public funding of CTCs is an essential priority in advancing the state's prosperity and we will continue to leverage new and existing investments through partnerships, local organizations, and reprioritizing programs and services.</i></p> <p>Question: What will it take for this system to continue to make the case that we are an essential public investment?</p>	<p>Economic Demand We closed the skills gap and met the demands for a well educated and skilled workforce</p> <p>Student Success We increased average educational attainment levels across the state</p> <p>Innovation We were innovative because we implemented our technology plan and worked in collaboration with partners such as the P-20 council to meet the challenges that faced education in Washington</p> <p>Accountable We aligned our accountability system with the interests of the P-20 council, the HECB, and the legislature and improved our public perception and legislative support</p>

Most Recent Years (2006-08)

Accomplishments in the First Two Years

Economic Demand

- **Enrollments:**

- ◆ **General:** The 2007-09 operating budget provided 5,825 new, well-funded enrollment slots: 1950 FTES at \$5,600 each allowed colleges to expand offerings to meet the demands of the growing state population.
- ◆ **Apprenticeship:** Negotiated new cost sharing agreement with apprenticeship council and colleges, and distributed 628 existing FTES and 200 new apprenticeship FTES to colleges consistent with the new agreement, funded at \$6,300. Distributed \$3 million provided in the 2008 supplemental budget to support apprenticeships in the aerospace sector: \$850,000 to support 130 enrollment slots at 3 colleges and \$2,150,000 for program and curriculum development, equipment purchases, training and related expenses.
- ◆ **Early Childhood Education:** Distributed 250 new budgeted FTEs focused on math and science in early childhood education.
- ◆ **High Demand:** General high demand workforce programs expanded by 720 funded enrollments to meet the growing and changing demands for an educated, skilled workforce. Distributed 600 FTES in 2007-09 to colleges for increasing the number of math, science and engineering transfer students to universities. Distributed \$1.5 million included in the 2008 supplemental budget for partnerships to train incumbent health care workers to become registered nurses.

- **Capital Budget:** The 2007-09 capital budget provided \$518.4 million for the community and technical colleges, compared to \$470 million last biennium.

- **Customized Training:** Implemented SB 6326, a new customized training program, and expanded the Job Skills Program with an additional \$2.5 million appropriation to \$5.45 million for 2007-09.

Student Success

- **Student Achievement Measurement System:** \$4 million was appropriated in the biennial budget to support student retention, providing seed money for colleges to implement new student success strategies. Colleges completed the “learning year” in 2007-08, which allowed them to receive and analyze baseline data, and collect promising practices for implementing the initiative and increasing student achievement.

- **Student Listening Initiative:** A web-based student survey was conducted fall 2007. Results of the survey are being used to inform policy conversations around student success strategies, technology, and affordability.

- **ABE:** The SBCTC received additional capacity for adult basic education offerings. Funding per FTES (\$6,100) recognizes, in part, that colleges do not receive tuition revenue to support these important courses. Increased ABE enrollments by 1,675 FTES, serving 4,529 additional students.

- **I-BEST Expansion:** Provided training to college faculty and staff, expanded the number of approved I-BEST programs from 20 programs at 17 colleges in 2005-06 to 111 programs at 34 colleges in 2007-08, and distributed 500 new FTEs in the 2007-09 appropriation.

- **Opportunity Grants:** Funding for the Opportunity Grant program totaled \$23 million in 2007-09. Every college now has a program of at least \$250,000 per year serving at least 50 students per college, and approximately 2,000 FTES each year statewide.

- **Tuition Study/Tuition Slowdown:** CTC students received the lowest tuition increase (two percent) in many years. The Governor and Legislature also provided colleges with flexible funds equal to a one percent tuition increase.

- **WorkFirst Redesign:** Negotiated state policy changes to allow longer term training, continued support services for part-time students beyond 12 months of education, and implemented

comprehensive skills assessment for welfare clients. Efforts resulted in a \$3.3 million increase in the system's WorkFirst contract to \$27.6 million in 2007-08.

- **Transitions:**

- ◆ **Transition Math Project:** Development of a college math readiness test (described in HB 1906) for statewide implementation in 2009 and supported fifteen ongoing K12/higher education math partnerships around the state, working to improve student math performance and preparation for college-level math.
- ◆ **Applied Baccalaureate Degrees:** Four colleges are poised to award bachelor's degrees in Spring 2009. Three additional colleges selected by SBCTC have received HECB approval to offer bachelor's degrees and are in the process of gaining candidacy at the bachelor's level from the Northwest Commission on Colleges and Universities (regional accreditation association).
- ◆ **Common Course Numbering:** By summer 2008 all but four colleges implemented common course designations and names for nearly 300 common courses. The remaining colleges will complete the change to common course numbers by summer 2009.
- ◆ **Early Learning:** An analysis of early learning capacity in the college system was completed in response to HB 2319. Strategies for State Board, Governor and Legislature consideration were developed to support increased financial support for campus child care, additional pathways and support for early learning students and professionals, and more parent education offerings. These recommendations informed the 2009-11 request for additional funding for campus child care centers.

Innovation

- **System Technology Plan:** Completed system-level Technology Plan which included priorities for technology functions, governance, elearning and faculty and staff development. The plan is the basis for the 2009-11 budget request for teaching and learning technology, online student services, business administrative systems and faculty development, and implementation of statewide contracts for online course management software and an online webinar tool.
- **eLearning growth:** Online learning enrollments continue to increase 15 percent annually. Summer enrollments are up 30 – 216 percent. WashingtonOnline is migrating from Blackboard to Angel (course management systems). Fourteen colleges partnered with WSU creating the NW eTutoring Consortium. I-BEST math modules, I-BEST instructor tools and an online nursing program were developed with the 2007-09 appropriation for eLearning.
- **Compensation Study:** Completed comprehensive study of faculty and administrative salaries. Study results informed the development of the 2009-11 biennial budget request.
- **Compensation:** The biennial budget included \$73.9 million for compensation increases for faculty, classified and exempt staff. In addition to fully-funded cost of living adjustments, an additional 0.5 percent COLA for I-732 employees was provided. The SBCTC's request for faculty increments was fully funded at \$7.5 million, and its request for part-time faculty salary improvement was substantially funded (\$11.25 million in budget vs. \$11.9 million requested). This included funding for 20 part- to full-time faculty conversions, emphasizing increasing the number of full-time faculty in math, science, adult basic education, early childhood education, and English.
- **Equipment:** A one-time appropriation of \$2 million was provided for instructional equipment.
- **CheckOutACollege.com:** Development and successful launch of comprehensive, interactive college search website for prospective students, parents, counselors and business leaders. In the first 15 weeks, the site had 4,500 visits; 32,000 page views; an average of seven pages per visit; and nearly seven minutes per visitor. Aggressive marketing of the Web site will begin in September 2008.
- **Center for Information Services:** Assumption of responsibility for the Center for Information Services personnel, assets, and liabilities.

2008-2009

Major Steps Over the Next Year

Economic Demand

2009-11 Capital Budget: \$549.6 million 2009-11 capital budget request for the community and technical colleges. This is compared to \$518.4 million last biennium.

2009-11 Operating Budget:

- **Enrollments**

- ◆ **High Demand:** \$27.9 million request to increase high demand enrollments by 1,700 FTES next biennium, at an average rate of \$10,200 per FTES. Included are growth enrollments for I-BEST (360 FTES), Apprenticeships (400 FTES), Workforce Development High Demand (450 FTES), STEM - Science, Technology, Engineering, and Mathematics (450 FTES), and Applied Baccalaureate degrees (40 FTES). Start up funding is also included (\$2.3 million) to expand the Applied Baccalaureate programs into additional regions of the state.
- ◆ **ABE Growth:** \$22.7 million request will provide an additional 1,800 FTES to help meet the need to serve the growing population of under-educated adults in Washington state. The request includes a funding rate of \$8,400 per FTES to cover the cost of tuition for the new enrollments.
- ◆ **General Growth:** \$14.4 million request will provide 1,600 general growth enrollments at a rate of \$6,000 per FTES.

- **Increased Adult Basic Education Funding Per Student:** Colleges are currently serving these low-income students at a cost of about \$50 million in lost tuition revenues each year. The system's \$20 million request will allow colleges to staff ABE/ESL classes with more full time faculty, decrease ABE class sizes, and provide additional support services.
- **Increase Worker Retraining Financial Aid:** \$16 million request would provide about two Quarters of financial aid for dislocated and unemployed workers enrolled in the Worker Retraining program. The amount of financial aid would double to \$2,600 per FTES, resulting in more students successfully completing retraining programs.
- **Incumbent Worker Training:** \$4 million request includes funds for two matching grant programs: A \$2.5 million increase for the Job Skills Program will support additional college and employer partnerships to provide short-term and job-specific training. An additional \$1.5 million would allow colleges to offer ABE and ESL in Workplace Basics programs. The total would increase the amount of dedicated funding for incumbent worker training from \$5.5 million per biennium to over \$9 million.

Student Success

- **Transitions:**

- ◆ **Running Start:** Currently, colleges cannot count Running Start students towards their state enrollment targets. Legislation will be proposed in the 2009 session to allow counting 100 percent of FTES served in Running Start.
- ◆ **Technical College Mission:** The Board approved recommendations granting authority for technical colleges to offer transfer degrees. The proposed legislation change did not pass in the 2008 session and will be reintroduced in the 2009 session.
- ◆ **Applied Baccalaureate Expansion:** Legislation will be proposed in the 2009 session to change the current limit of seven pilot CTC applied baccalaureate degrees selected by the State Board, to authority for the Board to select new and grow current offerings consistent with growth in legislative funding for such degrees.

- ◆ **Opportunity Grants:** Students attending stand alone ABE or ESL classes are not eligible for Opportunity Grants or for financial aid, yet they are still incurring costs related to attending classes (lost wages, child care expenses, cost of books and supplies, etc.). A policy amendment would be needed to include eligibility of ABE and ESL students in the Opportunity Grant Program.

Implementation:

- ◆ **Student Achievement Measurements:** Starting October 2009, colleges will receive incentive rewards. Over the next five years, measures will be used to track student achievement, help colleges plan improvement strategies and provide supportive evidence for best practices they can share with each other. These measures are also the framework for accountability responses to the HECB, governor and P20 Council.

2009-11 Operating Budget:

- **Opportunity Grants:** \$15 million request will provide additional grants to currently-eligible students and also expand eligibility for Opportunity Grants to ABE and ESL students. About 1,900 additional students will be served with the new funding.
- **Backfill Tuition:** \$7 million request would provide state funding for the equivalent of a 1 percent tuition increase each year of next biennium.
- **Expand Funding for Child Care Centers:** Access to quality, affordable child care is one of the top three barriers to recruiting and retaining students in higher education. \$3 million request will increase colleges' base funding for child care centers resulting in increased capacity and quality of care for students' children.
- **Disabilities Accommodations Funding:** \$2 million request would allow colleges to meet the needs of disabled students without depleting other program funds.
- **Running Start Increased Funding:** \$15 million request to help fill the funding gap of \$3,000 per FTES (or \$35 million per year) that colleges sustain by serving the growing number of Running Start students. Current state funding provided for the program covers only 60% of the cost, resulting in decreased services to students and heavier reliance on part-time faculty.
- **Staff Development – Diversity and Technology:** \$3 million request will establish an integrated and collaborative state-wide system of faculty and staff development focused on cultural competency and technology literacy skill enhancement.
- **Transitions Math Project:** \$1 million - The Transitions Math Project is a collaborative effort involving representatives of the Gates Foundation, K-12 system, community and technical colleges, and public four-year institutions. The \$1 million request will support broader dissemination and use of curriculum and teaching tools related to student preparation for college level math, thereby reducing the amount of math remediation required by recent high school students entering community and technical colleges.

Innovation

- **Implementation:**

- ◆ **System Technology Plan:** The System Technology Plan was approved by the Board in August 2008. The Task Force's work dealt with three major areas of technology deployment: student learning, student services, and administration. In all three areas, the Task Force found a need for greater uniformity across the 34 colleges in the system and with partners in the broader P-20 education system. Steps are currently underway to begin implementing the plan, and the plan was used as the framework for seeking additional investments in the 2009-11 budget development process.

- ◆ **CheckOutACollege marketing:** Marketing materials have been produced and broadly disseminated to high school age students. Ten presentations about the Web site will be conducted in fall 2008 to high school counselors across the state.
- ◆ **Financial Aid System:** Colleges will use a new financial aid system to award student aid starting in calendar year 2009. This web-based software uses modern technology and will integrate with the computer systems used to manage and operate the colleges.
- ◆ **Administrative Software Roadmap:** A roadmap of modernization for the core administrative software system will be developed in early 2009. This roadmap not only will lead to the modernization of the current administrative systems but will support all three major technology areas in the System Technology Plan.

2009-11 Operating Budget:

- **Fund the Student Achievement Initiative:** \$7 million request will fund incentive rewards for colleges that make improvements in students' preparation for college-level courses; building to a year of college credit; completing college-level math; and completing certificates, degrees and apprenticeships.
- **21st Century Learning Environments:** \$29.8 million request will help prepare students for the workforce with modern, relevant instructional equipment (\$11.3 million); and provide funding for items recommended by the Technology Transformation Task Force (\$18.5 million), including:
 - ◆ 21st Century Libraries - digital on-line resources, shared books with universities, information literacy instruction units, and virtual reference service (\$10 million);
 - ◆ Technology for teaching and learning and for administrative efficiencies - software and staffing to provide "anytime, anywhere" online, hybrid, and web-enhanced courses, online searchable course catalogs and schedules, a common portal, software that tracks and analyzes students' academic progress, system-wide software for purchasing as well as time and attendance tracking, and electronic funds dispersal (\$8.5 million).
- **Compensation Plan per the Taskforce Budget Recommendations**
 - ◆ **Salary Recommendations:** \$107.8 million request includes the following:
 - \$30 million to adjust faculty salaries to Global Challenge States' average over 3 biennia.
 - \$11 million for faculty increments.
 - \$22.5 million for part-time faculty equity.
 - \$22.6 million to provide I-732 salary increases to exempt staff.
 - \$13.7 million to adjust exempt staff salaries to Global Challenge States' average over 3 biennia.
 - ◆ **Part-Time Faculty Conversions Recommendation:** \$5.1 million request will provide students greater access to faculty by converting part-time faculty positions to full-time faculty positions. The funding would provide 3 conversions per college in the first year of the biennium, increasing the percentage of courses taught by full-time faculty from 56% to 57%.

CTC Mission Study: Undertake study of how well the community and technical college system is serving the people of Washington state in all three mission areas (academic transfer, workforce education and basic skills) and make recommendations about meeting identified needs.

2009 through 2015**Critical Questions to be Addressed if we are to Achieve our Preferred Future**

The Board will adhere to several principles as we undertake these goals. First, the State Board sets policy direction for the community and technical college system in collaboration with colleges and other system partners. It advocates for and allocates state resources to the colleges. The colleges are responsible for meeting the educational needs of their communities. The State Board will build upon existing strengths and successes of the college system.

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Third, talented faculty and staff representing the state's diversity are essential to student success. Investments in recruitment, professional development and compensation are required to attract and retain talented faculty and staff.

Finally, public funding for the state's community and technical colleges is an essential priority investment in advancing the state's prosperity. To meet the changing needs of our communities the college system will continue to leverage new and existing public investments through partnerships with local organization and reprioritization of programs and services.

2016

Preferred Future

Economic Demand

Strengthen state and local economies by meeting the demands for a well educated and skilled workforce.

- ◆ Continually reassess the knowledge and skills needed for a thriving economy at local and state levels.
- ◆ Meet the needs of changing local economies by increasing the number of skilled employees in the areas of greatest unmet need.
- ◆ Support strategic industries by appropriately focusing program growth and development.
- ◆ Meet the unique needs of innovative, entrepreneurial people who are operating small businesses, working as creative, independent contractors in the knowledge-based society.
- ◆ Be responsive to the changing needs of the business community by offering high quality, relevant, flexible programs.

Student Success

Achieve increased educational attainment for all residents across the state.

- ◆ Enroll more underserved populations.
- ◆ Improve academic achievement for all students.
- ◆ Ensure community and technical college is affordable and accessible, especially for basic skills and part-time students, by developing bold, creative and innovative methods, including low tuition, need based tuition waivers and restructured financial aid.
- ◆ Provide smooth transitions from K12 to colleges and universities.
- ◆ Expand the pipeline to associate and bachelor's degrees, particularly in math, science, engineering and health sciences.

Innovation

Use technology, collaboration and innovation to meet the demands of the economy and improve student success.

- ◆ Recognize and adapt to the changing nature of how people learns, how they access information and communication by making technological advancement part of the system's strategic direction.
- ◆ Ensure state-of-the-art, lifelong education that is relevant, convenient and efficient.
- ◆ Produce better education that meets the needs of local communities by taking full advantage of cost effective partnerships and leveraging outside resources.
- ◆ Accomplishment of these goals rest upon the shoulders of our faculty and staff. They are essential to innovation in our colleges.

Accountable

We will align our accountability system with the interests of the P-20 council, the HECB, and the legislature to increase our public perception and legislative support.

Logic Model for Community & Technical Colleges

Student Success - Measures

Inputs

Colleges spend state, federal and private funds to support enrollments, programs and activities

Total operating expenditures in current and constant dollars.

	2004-05	2005-06	2006-07	2007-08
Currant \$	\$958,597,948	\$1,025,630,290	\$1,069,940,187	Available Oct
% chg	na	na	4.3%	
Constant \$	\$1,005,874,027	\$1,047,630,531	\$1,069,940,187	
% chg	0.4%	4.2%	2.1%	

Source: Academic Year Report, page 85 - Financial Managements System

Activity

Washingtonians have access to preparation for college and college education

Rate of participation at the CTCs - FTEs per 100 people age 15 to 44

	2005-06	2007-08	2009-10 proposed
Service Level - State	4.82	4.92	5.00
% chg	na	2.1%	1.6%
Service Level - State & Contract	5.84	5.86	5.90
% chg	na	0.3%	0.7%

Source: FTEs, Academic Year Report, page 1 - State Population - OFM 2007 Forecast

Number of Adult Literacy enrollments in community and technical colleges

	2005-06	2006-07	2007-08
Basic Skills Students	43,053	44,722	49,082
% chg	na	3.9%	9.7%

Source: Headcounts, SBCTC WABERS, Reportable Students

Logic Model for Community & Technical Colleges

Student Success - Measures

Intermediate Outcomes

Students at all levels make progress to and are earning a degree or certificate or completing apprentice training

	2005-06	2006-07	2007-08
Basic Skill Gain	68,257	70,950	78,106
% chg		3.9%	10.1%
Pass Remedial Math and English	62,572	61,581	65,718
% chg		-1.6%	6.7%
Complete 15 college credits	59,322	60,422	61,087
% chg		1.9%	1.1%
Complete 30 college credits	45,702	45,385	46,165
% chg	na	-0.7%	1.7%
Complete 5 credits math	33,772	33,989	34,277
% chg	na	0.6%	0.8%
Degree, certificate or apprenticeship	23,142	22,594	23,447
% chg	na	-2.4%	3.8%

Source : *StuAchieve Moment Points Final Table*

Ultimate Outcome

Students achieve increased levels of educational attainment to get jobs or transfer to 4-year institutions

Number of students who leave workforce programs for employment

	2005-06	2006-07	2007-08 expected	2008-09 expected
Workforce completers	22,085	21,114	TBA	TBA
% chg	na	-4.4%		

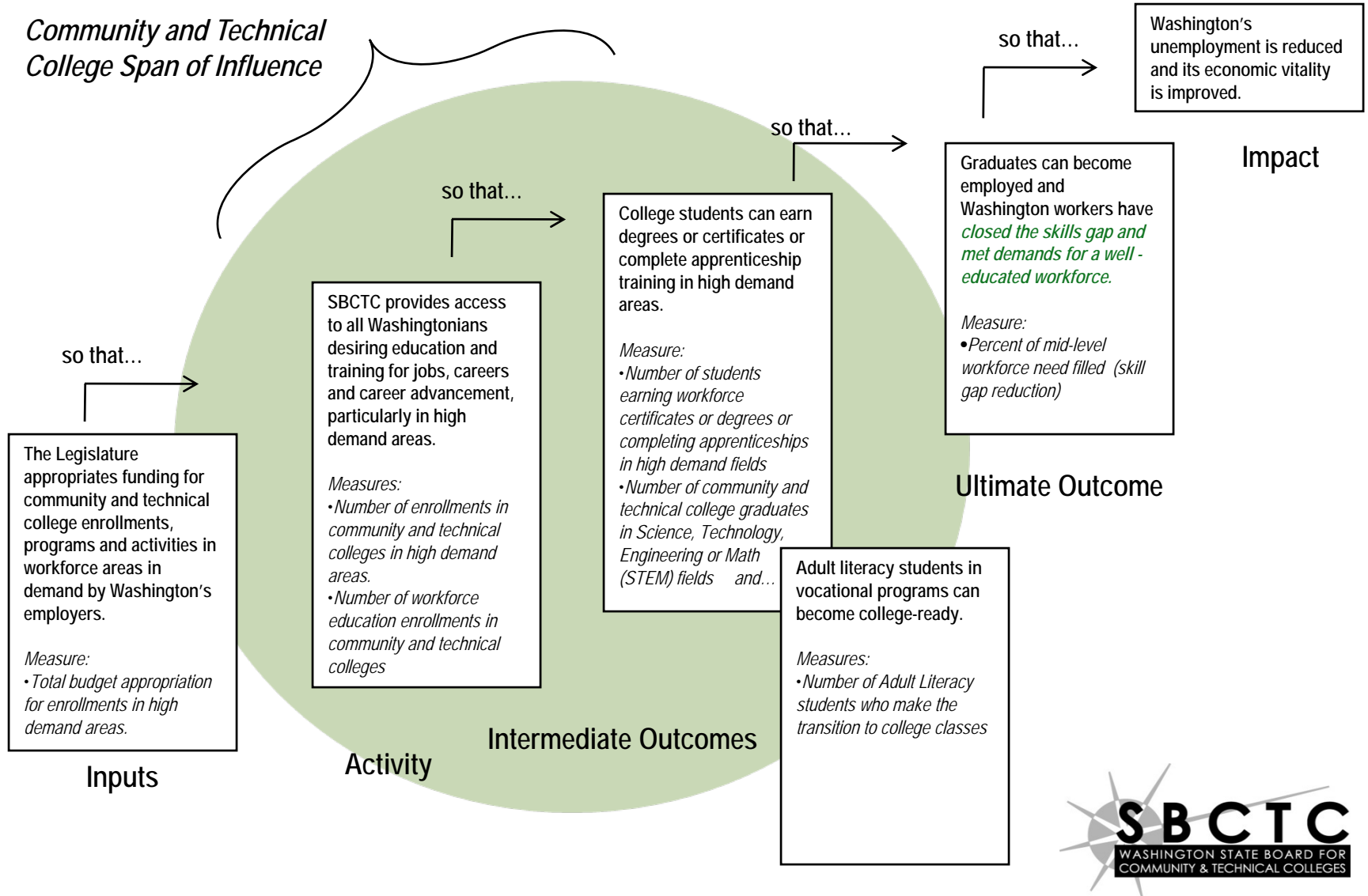
Source : *Academic Year Report, page 37*

Number of students who transfer to 4-year institutions

	2005-06	2006-07	2007-08	2008-09 expected
Transfers including from Running Start	14,816	15,046	15,100 (est)	TBA
% chg	na	1.6%	0.4%	

Source : *Academic Year Report, page 39*

Logic Model for Community & Technical Colleges Economic Demand for an Educated & Skilled Workforce



Logic Model for Community & Technical Colleges Economic Demand for an Educated & Skilled Workforce Measures

Inputs

Appropriation for high demand workforce and transfer programs

	2005-06	2006-07	2007-08	2008-09	2009-10 Proposed
Funding	na	\$1,800,000	\$9,675,000	\$14,455,000	\$ 23,435,000
% chg	na	na	437.5%	49.4%	62.1%
<i>Source:</i>					

Activity

Washingtonians have access to high demand workforce and transfer programs

	2006-07	2007-08	2008-09 Expected	2009-10 Requested
High Demand FTE	7,079	7,959	9,481	10,311
% chg		12.4%	19.1%	8.8%
Total State FTE	132,033	136,199	138,907	141,120
% chg	1.1%	3.2%	2.0%	1.6%
<i>Source: SBCTC Targetted Enrollment Report & Academic Year Report page 1</i>				

	2005-06	2005-06	2006-07	2007-08
Workforce Education FTE	59,648	60,041	59,935	61,927
% chg	na	0.7%	-0.2%	3.3%
<i>Source: Academic Year Report, State Supported FTE, page 10</i>				



Logic Model for Community & Technical Colleges

Economic Demand for an Educated & Skilled Workforce Measures

Intermediate Outcomes

Number of adult literacy students who make the transition to college classes

	2005-06	2006-07	2007-08
Students	3,285	3,509	4,420
% chg	na	6.8%	26%

Source: SBCTC Student Achievement Tables, Student Achievement Database

Number of students earning certificates or degrees or completing apprenticeships in high demand fields

		2005-06	2006-07	2007-08	2008-09 Proposed
Workforce High Demand		6,683	6,696	Sept	TBA
% chg			0.2%		
Transfer (STEM) high demand		1,059	1,013	956	TBA
% chg			-4.3%	-5.6%	

Source: SBCTC Data Warehouse

Ultimate Outcome

Graduates can become employed and Washington's workers have closed the skills gap and met demands for a well-educated workforce.

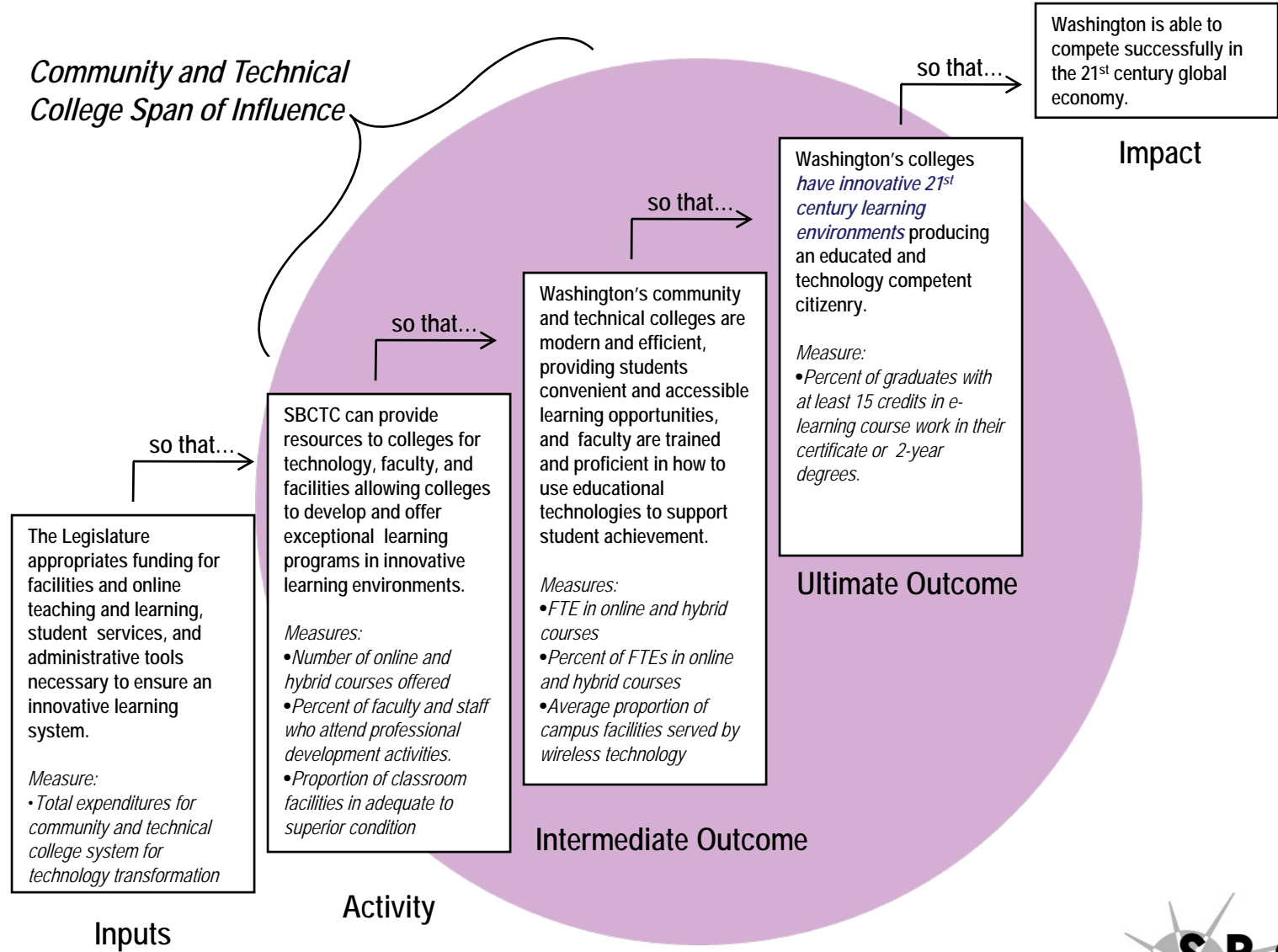
Percent of mid-level workforce need filled (skill gap reduction)

	2006-07	2007-08
% of Employer Needs Met	77%	TBA
% chg		

Source: Workforce Training and Education Coordinating Board



Logic Model for Community & Technical Colleges Creating Innovative Learning Environments



Logic Model for Community & Technical Colleges

Creating Innovative Learning Environment Measures

Inputs

The Legislature appropriates funding for facilities and online teaching and learning, student services, and administrative tools necessary to ensure an innovative learning system.

Expenditures for technology transformation

	2007-08	2008-09 (expected)	2009-10 proposed	2010-11 proposed
CTC's CIS	\$9,699,095	\$9,811,794	TBA	TBA
E-learning FTE	\$123,889,380	\$150,967,185	TBA	TBA
E-learning Strategies	\$802,000	\$422,000	\$422,000	\$422,000
Technology Task Force	\$1,000,000	\$1,000,000	\$10,460,000	\$8,060,000
Total	\$135,390,475	\$162,200,979		
<i>Source:</i>				

Activity

Number of online and hybrid courses offered

	2005-06	2006-07	2007-08
Courses offered online and hybrid	10,725	11,916	13,462
% chg	na	11.1%	13%
<i>Source: SBCTC Data Warehouse, SMIS Database, Class Table</i>			

Percent of faculty and staff who attend professional development activities

	2005-06	2006-07	2007-08
% of staff			
% chg			
<i>Source:</i>			

Currently Being Developed

Proportion of classroom facilities in adequate to superior condition

	2005	2007
Facilities in adequate to superior condition	45%	51%
% chg		13.2%
<i>Source: Academic Year Report, page 73</i>		



Logic Model for Community & Technical Colleges

Creating Innovative Learning Environment Measures

Intermediate Outcomes

Washington's colleges are modern and efficient, provide state-of-the-art learning through wide-ranging access and convenience for students, and faculty are trained and proficient in their fields

	2005-06	2006-07	2007-08
Online and Hybrid FTE	14,700	17,578	21,030
% chg		19.6%	19.6%
% FTEs in online/hybrid courses	9.1%	10.7%	12.4%

	2007-08
Average % of campus facilities with wireless access	25%
<i>Source : SBCTC Data Warehouse, SBCTC IT Survey to Colleges--median campus-wide value</i>	

Ultimate Outcome

Washington's colleges have innovative 21 century learning environments producing an educated and technology competent citizenry

	2006-07	2007-08
Graduates with 15 credits or more in e-learning	6,411	7,067
% of all graduates	39.9%	44.9%
<i>Source: SBCTC Data Warehouse, Completions and Stuclass Table</i>		





STATE BOARD RETREAT AGENDA ITEM

Tab 2

September 2008

Discussion Action

Topic

Faculty Diversity

Description

The State Board through the System Direction recognizes that talented faculty representing the state's diversity is essential to student success. This briefing describes the race and ethnic composition for faculty, how they compare to state and student populations and activities for increasing diversity.

Key Questions

- Are colleges hiring and retaining a race and ethnically diverse faculty?
- What strategies do colleges use to increase faculty of color?

Analysis

Colleges continue to increase the diversity of their full and part-time faculty. Today 13.9 percent of full-time faculty is of color compared to 10.5 percent 15 years ago. Similarly the part-time faculty ranks are now 9.8 percent faculty of color compared to 7.1 percent 15 years ago. Growth is occurring for all race and ethnic groups. New tenure track faculty of color are retained at the college at about the same rate as new tenure track white faculty (73 percent five year retention for faculty of color, 75 percent five year retention for white faculty.) Despite these positive trends, colleges' faculty are significantly less diverse than the students (34 percent in 2007) and the state population (24 percent 2007).

State Board staff and the colleges use a variety of strategies to assure recruitment of diverse faculty:

College recruitment strategies:

- Review graduate lists from universities with large populations of diverse students, getting contact information and forwarding position announcements.
- Offer an internship program which targets minority students in the final year of a degree program which would minimally qualify them for a faculty position.
- Develop relationships with community based organizations that can communicate about and advocate for college employment opportunities.
- Use web resources to get contact information for potential candidates of color like "The Diversity Network" and "Higherjobs."
- Advertise in local and national publications/newsletters that target diverse communities like *Latinos in Higher Education*, *Black Issues in Education*, *Colors NW*.
- Participate in job fairs that target diverse candidates (i.e., local and the California Community College Job Fairs)

Statewide recruitment strategies:

- Use of the State Board's Jobs website. Colleges' faculty and administrator openings are posted to this site, allowing potential applicants to search for positions matching their interest, expertise and geographic availability. This resource also allows applicants to post their areas of interest and contact information, allowing colleges to search and reach out to them with job opportunities. This site is annually promoted in publications targeting diverse candidates.
- Faculty and staff of color in higher education conference. The State Board supports this annual conference focusing issues for faculty and staff of color in Washington State higher education, <http://apps.sbctc.edu/FSOCC/default.aspx>. About 300 faculty and staff participate.
- 2008 Pilot Diversity Job Fair in November at Everett Community College. Colleges from around the state will joined by community organizations (e.g., Urban League, NAACP, tribes, etc.) and private sector companies supportive of diversity goals (e.g. Microsoft, Starbucks, Costco, etc) to connect potential employees with cultural identity networks and get them connected with local communities of color. Panels and workshops will market community college opportunities, mission and culture. A database will be built from attendees and other prospective candidates.

Statewide diversity initiative:

The college system is a partner with the BOLD Initiative (Business Opportunities for Leadership Diversity). Seventeen CEOs of Washington State based companies have formed a coalition to work together to increase the pipeline of talented people of color into their workforces. BOLD is focusing on building relationships with colleges and universities, organizations that support students of color and college students of color directly, to attract younger people of color into their companies and provide them with career growth opportunities.

Conclusions

Faculty diversity is a greater challenge for colleges than diversity among administrators or staff. Overall, the college system has made important gains increasing the diversity of both full- and part-time faculty. Retention for faculty of color is on par with faculty retention overall, so once faculty of color are hired, they are likely to stay. Local college and statewide efforts are contributing to successful diversity recruitment and retention efforts. However, Latino representation among college faculty has not changed over time, and student diversity is increasing at a faster rate than faculty diversity.

Two strategies being employed by BOLD companies and by colleges can be explored. First, focus on finding younger people of color who are early in their careers. Outreach to prospective college graduates of color, internships, and use of websites are all tools being used by colleges. Second, work on expanding the pipeline of people of color eligible for faculty appointments.

Background Information

Attachment A: Analysis of Trends Related to Faculty of Color

Recommendation/Outcomes

Board members will have an opportunity to discuss faculty diversity and progress being made.

Prepared by: David Prince, 360-704-4347, dprince@sbctc.edu
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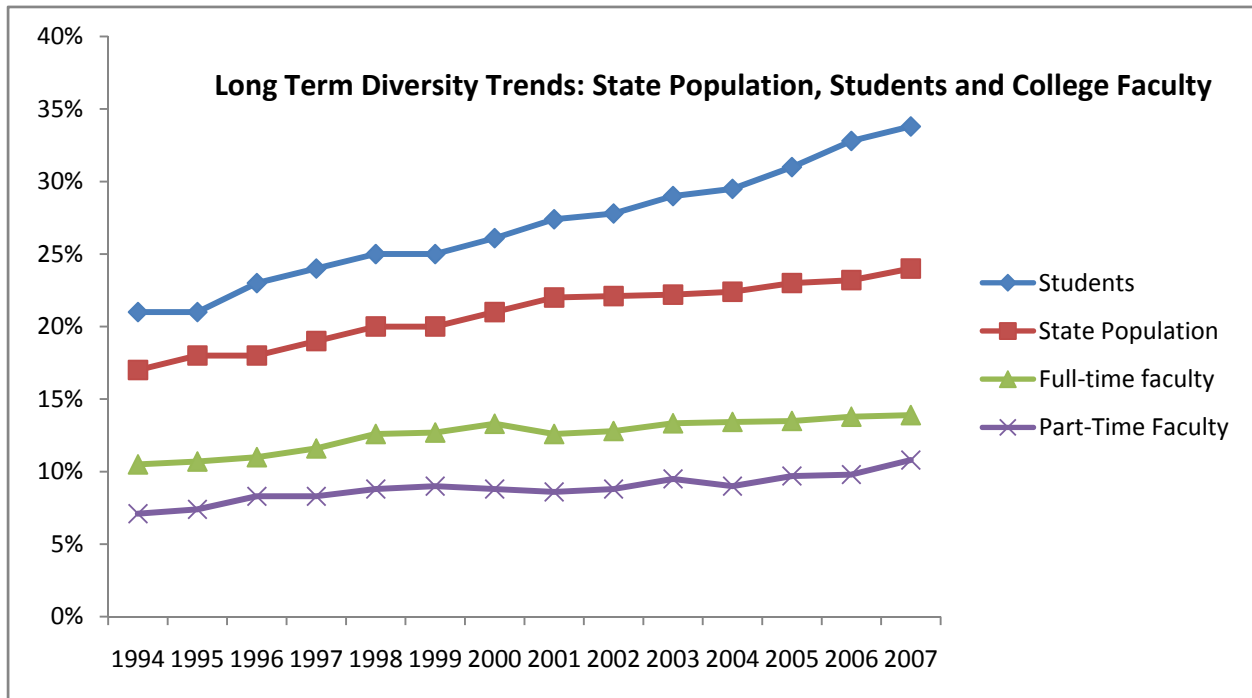
Analysis

Colleges continue to increase the diversity of their faculty. Both full and part-time faculty have become increasingly more diverse over time. In 1994, 10.5 percent of full-time and 7.1 percent of part-time faculty were of color. This increased to 13.9 percent and 9.8 percent respectively in 2007.

Growth is occurring for all groups. More recently, from 2001 to 2007, full-time faculty of color grew in absolute numbers by 18 percent. Growth was led by Asians (33 percent) followed by Native Americans (16 percent) and African Americans (13 percent). Hispanics also increased in number, but at a modest 1 percent.

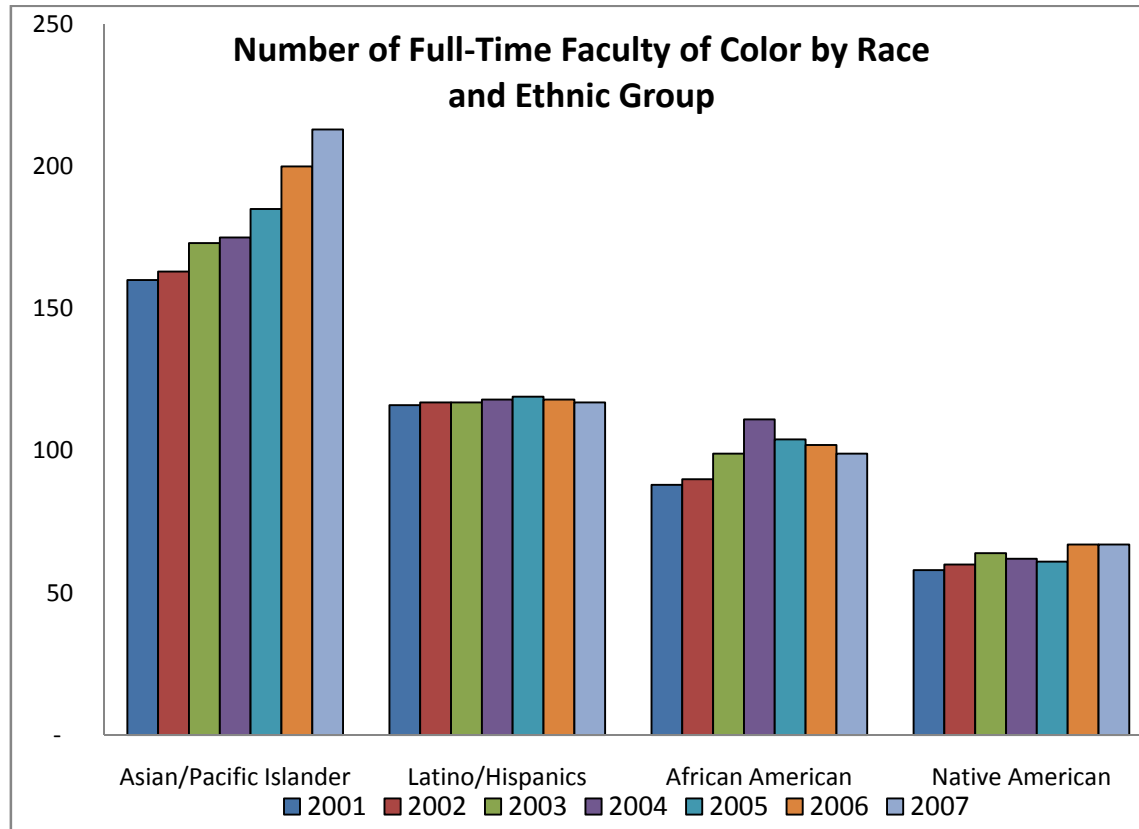
Faculty of color teach in all areas of the campus and growth in the number of faculty of color has been significant in all fields of study. The highest numbers of faculty of color teach humanities. However the greatest growth from 2001 to 2007 has been in high demand health sciences (210 percent), science (189 percent) and math (147 percent).

Despite these positive trends, colleges' faculty do not mirror the diversity of the students and the state population (34 and 24 percents respectively in 2007).



Long Term Trends in State Population, Students and Faculty of Color

	Students	State Population	Full-time Faculty	Part-Time Faculty
1994	21%	17%	10.5%	7.1%
1995	21%	18%	10.7%	7.4%
1996	23%	18%	11.0%	8.3%
1997	24%	19%	11.6%	8.3%
1998	25%	20%	12.6%	8.8%
1999	25%	20%	12.7%	9.0%
2000	26%	21%	13.3%	8.8%
2001	27%	22%	12.6%	8.6%
2002	28%	22%	12.8%	8.8%
2003	29%	22%	13.3%	9.5%
2004	30%	22%	13.4%	9.0%
2005	31%	23%	13.5%	9.7%
2006	33%	23%	13.8%	9.8%
2007	34%	24%	13.9%	10.8%



Full-time Faculty of Color

2001-2007

	2001	2002	2003	2004	2005	2006	2007
Asian/Pacific Islander	160	163	173	175	185	200	213
Latino/Hispanics	116	117	117	118	119	118	117
African American	88	90	99	111	104	102	99
Native American	58	60	64	62	61	67	67

Full-time Faculty of Color by Subject Area

2001-2007

Subject Area	2001	2002	2003	2004	2005	2006	2007	* Of Color as %	2001-2007 Change
ABE	43	41	43	42	44	47	52	20%	121%
Bus. & Commerce	48	54	54	60	64	61	48	12%	100%
Bus. Admin.	8	8	11	11	10	11	11	12%	138%
Data Processing	32	33	35	34	33	32	32	12%	100%
Developmental	56	59	55	57	63	64	65	16%	116%
Health & P.E.	3	3	4	3	5	4	5	7%	167%
Health Sciences	21	26	29	32	41	40	44	10%	210%
Humanities	96	98	91	93	84	94	90	14%	94%
Mathematics	30	34	36	39	35	41	44	18%	147%
Mech. & Engin.	27	27	26	19	19	20	23	7%	85%
Natural Science	7	6	5	3	3	4	6	9%	86%
Occup. Support	23	25	24	32	23	20	27	13%	117%
Public Support	12	11	12	10	10	9	11	12%	92%
Science	18	22	28	25	29	32	34	11%	189%
Social Science	48	55	56	58	61	66	66	19%	138%
Total Full-Time Faculty	472	502	509	518	524	545	558	14%	118%

* Of Color as % of Total Subject Faculty



STATE BOARD RETREAT AGENDA ITEM **(September 9, 2008)**

TAB 3

Discussion **Action**

Topic

2009-11 Biennial Budget Request, Fiscal Challenges, and Board Advocacy

Description

Nearly a year ago, the college system began to develop its 2009-11 operating budget request. Following the budget development process and intense work by three task forces (technology, student achievement, and compensation), the State Board articulated nearly \$300 million in needed policy additions to achieve substantial progress against the system direction. Much has changed since the start of the budget development process, including reductions in the State's official revenue forecast, rising inflation (a key driver of salary costs), and a much expected increase in entitlement spending (human services, corrections, and K-12 education). Next biennium's budget shortfall is currently forecasted to be \$2.5 billion. Over the last two major budget deficits (early 1990's, and early 2000's) higher education experienced budget cuts and large tuition increases to partially offset those cuts. Should history repeat itself, the college system will be in a difficult position of balancing student access and affordability with local college fiscal viability.

Key Questions

- Does the 2009-11 Operating Budget request continue to represent the system's essential needs within the context of the system direction?
- What is the Board guidance with respect to defending the system's needs in light of a very challenging fiscal environment?
- What is the Board's guidance as the State faces budget challenges at the very moment that enrollments are growing and demand for the colleges' services are rising?
- With potentially significant budget reductions coming next biennium, to what extent should tuition increases be used to backfill reductions in state funding?
- What is the right balance between the goal of affordable access to higher education versus the need to maintain funding in order to provide quality educational programs and services to students?

Analysis

In January of 2008, the Board held its first meeting with system stakeholders to begin the process of budget development the 2009-11 biennium. Over a series of four meetings the Board settled in on a \$300 million increase above the maintenance level budget. Following the Board's June action, staff developed a final budget submittal (see Attachment A for a brief budget summary). Staff has also worked with system stakeholders to develop key messages in support of various elements of the budget request (Attachment B).

While the system was developing its biennial budget request, state budget forecasters were seeing looming signs of deficits. Following Board adoption of the system budget the following has transpired:

- A declining June revenue Forecast;
- Two consecutive months of significantly lower tax revenue collections (below forecast);
- A spending reduction memo issued by the Governor; and
- A COLA freeze for agency directors

In the last two budget deficits, the college system experienced significant budget cuts as part of the legislature's challenge to balance the state budget. Budget cuts in higher education are consistently matched with large tuition increases to partially offset those cuts (Attachment C).

Pressure on Tuition

Growth in tuition over the last 20 years has doubled the growth in state spending. Especially in times of budget cuts, large tuition increases have the effect of quickly altering the mix of state support versus student support (tuition), thus placing a heavy premium on tuition paying students. During these times, the legislature has consistently added funds to the State Need Grant as partial insulation for the state's lowest income higher education participants.

The legislature does not provide state general funds for inflation on non-employee related costs; it is assumed that tuition increases provide the funding necessary to cover the cost of inflation. The combination of tuition increases to cover inflation and tuition increases to make up for potential budget cuts at a time when students need the colleges the most poses a major threat to the Board's desire to increase college participation, especially from the state's most vulnerable citizens.

Next biennium, inflation alone is forecasted to be 1.9 percent in fiscal year 2010 and 2.1 percent in fiscal year 2011 for non-employee related costs. Revenue from tuition collections would have to increase by about \$4 million in fiscal year 2010 and by another \$5 million in fiscal year 2011.

- Tuition increases next biennium of 1.5 percent in year one and another 1.8 percent in the second year would be needed to cover inflation on non-compensation costs.
- Tuition increases to cover inflationary costs could be offset by the Board's request for state funding for a 1 percent tuition backfill, reducing the tuition increases to 0.5 percent in FY 2010 and 0.8 percent in FY 2011.

It is not known how much of a reduction might be made to the system budget next biennium due to the budget deficit. The currently forecasted statewide budget shortfall of \$2.5 billion is about 7% of the total estimated state 2009-11 budget. After setting aside K-12 (most of which is constitutionally protected) and other protected portions of the state budget, the shortfall could be as much as 14% of the remaining state budget.

- A 3 percent tuition increase in FY 2010 would be needed for every 1 percent reduction to the system's state appropriation to keep the colleges' operating budget whole.

Background Information

- Attachment A: Operating Budget Summary
- Attachment B: One-pagers
 - Workforce/Enrollments
 - Student Achievement
 - Student Services
 - Transition Math Project (TMP)
 - Running Start
 - Technology
 - Equipment
 - Compensation
 - Capital Funding
- Attachment C: Tuition Increases to Offset Budget Reductions
- January 2008 Agenda Item
http://www.sbctc.ctc.edu/docs/board/agendas/2008/january08/000_agenda_complete.pdf
- March 2008 Agenda Item
<http://www.sbctc.ctc.edu/docs/board/agendas/2008/march08/completeagenda.pdf>
- May 2008 Agenda Item
http://www.sbctc.ctc.edu/docs/board/agendas/2008/apr-may08/2008_april-may_meeting_agenda_complete.pdf
- June 2008 Agenda Item
<http://www.sbctc.edu/general/a-agendaresolutionarchive.aspx>

Outcome

A substantial conversation of the Board with stakeholders to discuss the system's operating budget, tuition increases, and key messages.

Prepared by: Denise Graham, 360-704-4350, dgraham@sbctc.edu and Chris Reykdal, 360-704-4390, creykdal@sbctc.edu.

2009-11 SBCTC Operating Budget Request Items

	FY 2010	FY 2011	2009-11
Workforce and Economic Demand	<u>\$38,130</u>	<u>\$66,902</u>	<u>\$105,032</u>
1 High Demand and Applied Bacs. Enrollments	8,980	18,952	27,932
2 ABE Growth Enrollments	7,600	15,100	22,700
3 General Growth Enrollments	4,800	9,600	14,400
4 Increased Adult Basic Education Funding Per Student	7,000	13,000	20,000
5 Increase Worker Retraining Financial Aid	8,000	8,000	16,000
6 Employee Training Solutions	1,750	2,250	4,000
Student Achievement	<u>\$32,193</u>	<u>\$48,651</u>	<u>\$80,844</u>
7 Opportunity Grants - Allow ABE and Increase Funding	5,000	10,000	15,000
8 Fund the Student Achievement Initiative	2,300	4,700	7,000
9 Backfill Tuition	2,633	5,391	8,024
10 Expand Funding for Child Care Centers	1,500	1,500	3,000
11 Disabilities Accommodation Funding	1,000	1,000	2,000
12 Transitions Math Project Continuation	500	500	1,000
13 Running Start Increased Funding	5,000	10,000	15,000
14 21st Century Learning Environments	<u>14,260</u>	<u>15,560</u>	<u>29,820</u>
a. Instructional Equipment	3,800	7,500	11,300
b. Technology for Student Achievement	10,460	8,060	18,520
Recruit and Retain Great People	<u>\$37,950</u>	<u>\$69,850</u>	<u>\$107,800</u>
15 Compensation Study Salary Recommendations	33,900	65,800	99,700
16 Comp Study Part Time Faculty Conversions Recommendation	2,550	2,550	5,100
17 Staff Development - Cultural Competency & Technology	1,500	1,500	3,000
Campus Climate and Infrastructure	<u>\$1,500</u>	<u>\$1,500</u>	<u>\$3,000</u>
18 Campus Security	1,500	1,500	3,000
Total Policy Level Request	<u>\$109,773</u>	<u>\$186,903</u>	<u>\$296,676</u>

Detail of SBCTC 2009-11 Operating Budget Request for Growth Enrollments

	FTEs		Rates	Funding (\$000s)		
	FY 2010	FY 2011	2009-11	FY10	FY11	2009-11
<u>High Demand</u>						
Expand I-BEST	180	360	\$10,550	\$1,900	\$3,800	\$5,700
Apprenticeships	200	400	\$6,800	\$1,400	\$2,700	\$4,100
Workforce Development	225	450	\$11,500	\$2,600	\$5,200	\$7,800
Math and Science STEM	<u>225</u>	<u>450</u>	<u>\$11,500</u>	<u>\$2,600</u>	<u>\$5,200</u>	<u>\$7,800</u>
Subtotal High Demand	830	1,660	\$10,200	\$8,500	\$16,900	\$25,400
Applied Bacs - FTES	0	40	\$6,800	\$0	\$272	\$272
Applied Bacs -start up				<u>\$480</u>	<u>\$1,780</u>	<u>\$2,260</u>
Subtotal Bacs- Subtotal	0	40		480	\$2052	\$2,532
Adult Basic Education	900	1,800	\$8,400	\$7,600	\$15,100	\$22,700
General Growth	<u>800</u>	<u>1,600</u>	<u>\$6,000</u>	<u>\$4,800</u>	<u>\$9,600</u>	<u>\$14,400</u>
Total	2,530	5,100		\$21,380	\$43,652	\$65,032

BRIEF DESCRIPTIONS OF POTENTIAL BUDGET REQUEST ITEMS

WORKFORCE AND ECONOMIC DEMAND

1. **High Demand and Applied Baccalaureate Expansion, \$27.9 million** – This funding would increase high demand enrollments by 1,700 FTE next biennium, at an average rate of \$10,200 per FTE. Included are growth enrollments for I-BEST (360 FTE), Apprenticeships (400 FTE), Workforce Development High Demand (450 FTE), Math and Science STEM (450 FTE), and Applied Baccalaureates (40 FTE). In addition, funding is also included (\$2.3 million) to expand the Applied Baccalaureate program into additional regions of the state.
 - I-BEST funding will expand the number of students served, expand the current I-BEST model to better serve lower levels of ABE/ESL, and add models for serving developmental education and out-of-school youth.
 - Apprenticeship enrollment funding will create additional capacity for industry sectors that are experiencing record growth and increasing shortages of skilled workers required by the state's economy.
 - Workforce Development High Demand enrollments create educational capacity in high wage, high skill, high demand, high cost programs that support critical industries in Washington State.
 - Math and Science STEM enrollments will help fill the need for additional baccalaureate graduates in STEM fields to keep pace with the state's economy, as identified in the 2005 Prosperity Partnership study.
 - Applied Baccalaureate funding would provide increased capacity in the existing applied baccalaureate programs and in addition expand to all regions of the state. The current pilots serve three regions of the state, with the other seven regions variously served by a small number of university programs.

Expected Outcome: 2,800 Student Achievement Points by students building to college-level work, reaching the tipping point and beyond, completing college level math, completing apprenticeships, and earning certificates and degrees.

2. **ABE Growth Enrollments, \$22.7 million** Today's persistently high drop-out rates, coupled with immigration, mean that the population of under-educated adults is growing much faster than the state's capacity to provide the education they need. The SBCTC Adult Basic Education program provides education to adults below ninth grade level needing English as a Second Language, GED and high school completion. Currently, about 8 percent of the eligible population is served. In the Workforce Board's 2007 survey, the number of employers identifying difficulty because of problems with math, writing, computer and reading skills doubled in two years, while the number identifying English as a second language deficits among applicants more than tripled. This funding will provide an additional 1,800 FTE to help address these deficits. Because ABE students pay only a minimal tuition rate, the request includes a funding rate of \$8,400 per FTE to cover the cost of tuition for the new enrollments.

Expected Outcome: 5,500 Student Achievement Points for students building to college-level work.

3. **General Growth Enrollments, \$14.4 million** – 1,600 general growth enrollments would be supported at a rate of \$6,000 per FTE with this funding. Together with the High Demand and ABE growth enrollment request, this funding would contribute to the HECB Master Plan goals by producing more than 2,000 additional degrees, certificates and apprenticeships.

Expected Outcome: 4,000 Student Achievement Points by students building to college-level work, reaching the tipping point and beyond, completing college level math, and earning certificates and degrees.

4. **Increased Adult Basic Education Funding Per Student, \$20 million** – Colleges are currently serving these low-income students at a cost of about \$50 million in lost tuition revenues each year. This increased funding will allow colleges to staff ABE/ESL classes with more full-time faculty, decrease ABE class sizes, and provide additional support services. The result will be an increase in the number of students successfully transitioning into the workforce and into academic programs.

Expected Outcome: 2,600 Student Achievement Points by students building toward college level work.

5. **Increase Worker Retraining Financial Aid, \$16 million** – This would provide about two quarters of financial aid for dislocated and unemployed workers enrolled in the Worker Retraining program. The amount of financial aid would double to \$2,600 per student FTE, resulting in more students successfully completing retraining programs.

Expected Outcome: 800 Student Achievement Points by students reaching the tipping point and beyond, completing college level math, and earning certificates and degrees.

6. **Employee Training Solutions, \$4 million** – This item includes funds for two matching grant programs: A \$2.5 million increase for the Job Skills Program will support additional college and employer partnerships to provide short-term and job-specific training. An additional \$1.5 million would allow colleges to offer ABE and ESL in Workplace Basics programs. The total would increase the amount of dedicated funding for incumbent worker training from \$5.5 million per biennium to over \$9 million.

Expected Outcome: For the employer – firm retention or expansion as a result of improved employee skills.

STUDENT ACHIEVEMENT

- 7. Opportunity Grants, \$15 million** – The Opportunity Grant Program (currently funded at \$23 million per biennium) provides financial aid for tuition, fees, books and supplies plus support services such as advising, counseling, mentoring, tutoring, and college success skills. An informal survey of the colleges indicates that an additional 2,300 students could be served if funding were available. In addition, students attending ABE or ESL classes are not eligible for Opportunity Grants or for financial aid, yet they are still incurring costs related to attending classes (lost wages cost of books and supplies, etc.). This item would provide additional grants to currently-eligible students and also expand eligibility for Opportunity Grants to ABE students. About 1,900 additional students will be served with the new funding.

Expected Outcome: 1,900 Student Achievement Points by students building to college-level work, reaching the tipping point and beyond, completing college level math, and earning certificates and degrees.

- 8. Fund the Student Achievement Initiative, \$7 million** -In June 2007, the State Board adopted a new performance measurement system that will reward colleges for moving students further and faster towards the tipping point, certificates, degrees and apprenticeships. Starting October 2009, colleges will receive incentive rewards for improving students' preparation for college-level courses, building to a year of college credit, completing college-level math, and completing certificates, degrees and apprenticeships. Over the next five years, the measures will be used to track student achievement, help colleges plan improvement strategies, and provide supportive evidence for best practices they can share with each other. The incentive awards colleges receive can be used to test, adopt and implement strategies that have demonstrated success.

Expected Outcome: 18,400 Student Achievement Points (a 5 percent increase) by students building to college-level work, reaching the tipping point and beyond, completing college level math, and earning certificates and degrees.

- 9. Backfill Tuition, \$8.0 million** – Education affordability is key to access, especially for under-prepared and lower-income populations served predominantly by community and technical colleges. In the current biennium the legislature authorized tuition increases of 2 percent each year and provided funding for the equivalent of an additional 1 percent tuition increase each year. The funding requested here would provide state funding for the equivalent of a 1 percent tuition increase each year of next biennium.

Expected Outcome: Increase access to college by making college more affordable for students.

- 10. Expand Funding for Child Care Centers, \$3 million** – Access to quality, affordable child care is one of the top three barriers to recruiting and retaining students in higher education. Campus child care centers are primarily self-supported, operating on S&A and user fees. Currently state funds provide 12 percent of the funding for child care centers. This funding would increase colleges' base funding for child care centers resulting in increased capacity and quality of care for students' children.

Expected Outcome: 1,740 Student Achievement Points by providing greater access to child care for low income and part-time students.

11. **Disabilities Accommodations Funding, \$2 million** – Colleges are required by law to provide students with disabilities the appropriate core services to ensure they receive equal access to higher education. The cost for providing these services, such as for hearing interpreters for the deaf, has increased substantially every year and far exceeds growth in state and tuition funds. Each year colleges' requests for disabilities accommodations funding exceed available funding by \$1 million, causing colleges to use other program funds to make up the shortfall. Expanding the funding from the current \$1.9 million per year would allow colleges to meet the needs of disabled students without depleting other program funds.

Expected Outcome: 1,000 Student Achievement Points by students building to college-level work, reaching the tipping point and beyond, completing college level math, completing apprenticeships, and earning certificates and degrees.

12. **Transitions Math Project Continuation, \$1 million** – One-time funding of \$750,000 was provided to the SBCTC in the current biennium for the Transitions Math Project, a collaborative effort involving representatives of the K-12 system, community and technical colleges, and public four-year institutions. State funding provides a match to Gates Foundation support. The project develops curricula, teacher resources, and public outreach materials related to student preparation for college readiness math, resulting in a reduction in the number of students who must take remedial math. The continuation of this funding will match funds from the Gates Foundation and support broader dissemination and use of curriculum and teaching tools related to student preparation for college level math, thereby reducing the amount of math remediation required by recent high school students entering community and technical colleges.

Expected Outcome: 400 Student Achievement Points by reducing the number of students requiring remedial math.

13. **Running Start Increased Funding, \$15 million** - Currently, Running Start students make up about 11,000 enrollment FTEs. State funding provided for these students covers only 60 percent of the cost, leaving a funding gap of near \$3,000 per FTE student (or \$35 million per year), resulting in decreased services to students and heavier reliance on part-time faculty. In addition, colleges cannot count Running Start enrollments toward their enrollment targets. This item would provide some additional funding for Running Start, and would allow colleges to count these enrollments.

Expected Outcomes: Increased student support services, smaller class sizes, part-time faculty conversions.

14. **21st Century Learning Environments, \$29.8 million** –This item includes the following:
- a. Funding to help prepare students for the workforce with modern, relevant instructional equipment (\$11.3 million)
 - b. Funding for items recommended by the Technology Transformation Task Force (\$18.5 million)
 - 21st Century Libraries - digital on-line resources, shared books with universities, information literacy instruction units, and virtual reference service (\$10 million)

- Technology for teaching and learning and for administrative efficiencies – software and staffing to provide “anytime, anywhere” online, hybrid, and web-enhanced courses, online searchable course catalogs and schedules, a common portal, software that tracks and analyzes students’ academic progress, system-wide software for purchasing as well as time and attendance tracking, and electronic funds dispersal (\$8.5 million)

Expected Outcomes:

- Increased portion of student earning degrees and certificates with substantial e-learning course work
- Increased percentage of FTE in online and hybrid course

RECRUIT AND RETAIN GREAT PEOPLE

15. **Compensation Study Salary Recommendations, \$99.7 million** – Salary level is often cited as the reason for job offer rejections and for resignations. Current rates prevent the community and technical colleges from offering competitive salaries and impede their recruiting and retention efforts. The State Board requests funding to address this problem. Funding will be used to: adjust faculty and administrative staff salaries to the Global Challenge States’ average over 3 biennia; provide faculty salary increments; target salary increases for part-time faculty; and address salary compression and inversion by aligning administrative cost-of-living increases with the I-732 rate.

- \$29.9 million to adjust faculty salaries to Global Challenge States’ average over 3 biennia
- \$11 million for faculty increments
- \$22.5 million for part-time faculty equity
- \$22.6 million to provide I-732 salary increases to exempt staff
- \$13.7 million to adjust exempt staff salaries to Global Challenge States’ average over 3 biennia

16. **Compensation Study Part-Time Faculty Conversions Recommendation, \$5.1 million** – This will provide students greater access to faculty by converting part-time faculty positions to full-time faculty positions. The funding would provide three conversions per college in the in the first year of the biennium, increasing the percentage of courses taught by full-time faculty from 56 percent to 57 percent.

Expected Outcomes: 110 Student Achievement Points. Greater access to instructors will increase student retention and achievement, particularly for underserved and underrepresented students.

17. **Staff Development – Cultural Competency and Technology, \$3 million** – This funding will establish an integrated and collaborative state-wide system of faculty and staff development focused on cultural competency and technology literacy skill enhancement and informed by current best practices. The system would be led by college faculty and staff and coordinated by the SBCTC, and would be based upon research principles that seek to expand expertise sharing, reflection upon practice and pedagogy, and focused investigation and skill development in new areas of teaching, learning, and service delivery.

Expected Outcomes: 60 Student Achievement Points

18. **Campus Security, \$3.0 million** – This funding would be used to increase campus security across the system.

Expected Outcomes: Greater level of preparedness for emergencies across the system.

How can Washington's community and technical colleges help transform Washington's workforce?

From basic skills and short-term certificates to applied baccalaureate degrees in high demand fields, the community and technical colleges are key to moving people further and faster toward economic success.

Create educational capacity to develop Washington's workforce (\$105 million)

- **Meet the demand for qualified workers in high-skill, high-wage fields.**
 - Provide specific enrollments in high-demand fields such as nursing, aerospace and green jobs.
 - Fund apprenticeships to create more capacity in industry sectors of highest need, such as aerospace, engineering and industrial and construction trades.
 - Increase math and science enrollments, putting more students on the path to bachelor's degrees in science, technology, engineering and math.
 - Provide more financial aid to unemployed or underemployed students returning to college to train in a high-demand field.
 - Increase funding for more short-term and job-specific training partnerships with local employers.
 - Increase overall capacity to serve more students, helping answer the Higher Education Coordinating Board's Master Plan call to produce more degrees, certificates and apprenticeships.
 - Increase capacity in existing applied baccalaureate programs and create more applied bachelor's degree opportunities across the state.

- **Make it possible for more under-skilled, under-served students to gain marketable workplace skills.**
 - Address the increasing basic skills deficits among job applicants recently identified by local employers by funding additional enrollments in Adult Basic Education.
 - Educate the state's least skilled workers and prepare them for the workforce by expanding the program that combines basic skills and job training.
 - Fund Adult Basic Education and English as a Second Language at appropriate levels, providing more full-time instructors, smaller class sizes and additional support services.

Why is it critical for community and technical colleges to promote increased educational attainment through research-based, student-focused efforts? (\$7 million)

More people need higher levels of education to build a globally competitive economy

- Historically, only about two in every 10 students starting in basic skills or English as a Second Language achieve at least one year of college credit within five years.
- In 2005, the State Board conducted research of working-age, low-skill adult students and found those who completed at least one year of college credits and earned a certificate had a significant economic advantage.
- Key educational milestones were identified, along with the barriers many students experience along the way. This provided the groundwork for identifying and addressing the issues that kept students from going further in higher educational attainment and economic self-sufficiency.

Meeting goals, being accountable and tracking success

- In 2006-07, the State Board adopted the **Student Achievement Initiative**, a performance measurement system to reward colleges for moving more students further and faster toward their educational goals.
- The colleges already focus on access and success, but starting October 2009, colleges will receive incentive rewards based on benchmarks such as improving student preparation for college-level courses; building to a year of college credit; completing college-level math; and completing certificates, degrees, and apprenticeship training.

An innovative approach

- Funding is needed to expand strategies that have been proven successful in moving adults toward certificates and degrees.
- The Student Achievement Initiative is the first of its kind to measure progress at each of the key milestones along a student's educational path.
- The initiative sets a new bar for accountability by measuring student success at every level and in every program, recognizing the system's obligation to all types of students (basic skills, workforce, academic).
- The Legislature will get better accountability data and the colleges will be allocated resources to expand upon proven student success strategies.

How will community and technical colleges enhance student services to increase student achievement?

Expand Opportunity Grants to include low-income adults in Adult Basic Education and English as a Second Language (\$15 million)

The Opportunity Grant Program helps low-income adults in high-wage, high-demand career pathways with financial aid for tuition, fees, books and supplies, plus focused support services like advising, counseling, mentoring and tutoring.

- Opportunity Grants infuse the local economy with skilled workers in high demand fields.
- Increased funding would help bolster the state's economy by moving more students further and faster through their education and into good paying jobs.
- The program currently provides education and training to 4,000 low-income students; 2,300 more students could be served if funding were available.
- Expanding eligibility to students in Adult Basic Education and English as a Second Language classes would ensure people who most need job training get it and it would help the employers who need trained workers.

Expand funding for child care centers (\$3 million)

- Access to high quality, affordable child care is one of the top three barriers to recruiting and retaining parents seeking higher education.
- Campus child care centers are primarily self-supported, operating on student activity fees and user fees, fees that many students cannot afford. Student and user fees make up 87 percent of child care center funding.
- Additional state funding will increase colleges' base funding for child care centers, providing increased capacity and quality of care for students' children.
- Campus child care centers offer a high-quality learning environment for both young children and early childhood education professionals.

Increase disabilities accommodation resources (\$2 million)

- Colleges are required by law to provide equal access to students with disabilities. Modern technologies have allowed colleges to better serve these students with limited funding, but for many, technology is not enough.
- Costs to provide disability accommodations, such as hearing interpreters for the deaf, increase each year, amounting to an unfunded mandate.
- Costs have more than doubled in the past five years, far exceeding growth in state and tuition funds. Based on expenditures reported by colleges in 2007-08, the need will outpace the funding by at least \$1 million per year.

How is the Transition Math Project (TMP) improving student success?

Math proficiency is an essential skill for success in health care, science, and technology programs, and vital to expanding jobs in high demand fields.

What is the Transition Math Project?

The TMP is a collaborative statewide initiative, funded by the Bill and Melinda Gates Foundation and the state, designed to help students successfully progress from high school math to college-level math in order to succeed in college and the workforce.

What has the TMP Accomplished?

- TMP defined clear and consistent expectations in math so high school teachers can effectively prepare students to succeed after high school and avoid remediation in college.
- TMP developed practical communications materials so students and parents understand what it takes to be prepared for college-level math and quantitative reasoning.
- TMP established local/regional partnerships with high school and college instructors to develop and share new curricula, teaching methods and best practices.
- TMP is developing a statewide college math readiness test for high school juniors and seniors to give them direct feedback on preparation for college level math, to be available by fall 2009.

Ensure funding into the future for TMP (\$1 million)

- Washington's businesses need an educated and skilled workforce in order to be globally competitive.
- Students need to have the foundation of knowledge and skills that adequately prepare them to enter college or workforce training programs ready to learn and be successful.
- The Bill and Melinda Gates Foundation supports continued funding to accelerate and broaden the progress of preparation for college level math.

Why do community and technical colleges need more resources to support Running Start students? (\$15 million)

Student participation in Running Start has significantly increased over the years

- Enrollment in the 2007-08 Running Start program totaled 11,184 FTES (17,327 headcount).
- Running Start students make up eight percent of all community and technical college students, and more than 18 percent of academic enrollments.
- The program's popularity has resulted in significant demand. New course sections must be regularly added to accommodate Running Start students, requiring additional faculty, capital facilities and support resources.

Community colleges must subsidize the gap in funding for Running Start students from other student programs

- As the program has successfully grown, the funding gap between what the colleges receive under contract with high schools—and the full cost of providing instruction and student services—has tripled from \$900 to \$3,000 per student.
- Statewide, the gap in funding has created an annual funding deficit of nearly \$35 million. This \$15 million request helps bring that gap to a close.
- Additional state funding will allow colleges to keep serving Running Start students, without diverting additional funding from other key programs.

Community colleges are unable to “count” the increasing numbers of Running Start students they serve

- Colleges are spending \$35 million in state appropriations on Running Start students, but aren't able to count them towards state enrollment targets.
- The Legislature would have a more accurate representation of state enrollments if colleges were able to count Running Start students toward their enrollment targets.
- Since Running Start students complete a large number of college credits at no cost while they are still in high school, they need fewer credits to finish their college degree. While parents, students and the State benefit from this model, colleges have lost this population's tuition revenue and FTE count, leading to an unsustainable business model.

Why do community and technical college students need 21st Century learning tools and digital resources?

We need to match the technological sophistication of today's workplaces, while meeting the growing demand for flexible learning options (\$18.5 million)

- As gas prices have soared, students are flocking to online classes.
- Online classes allow colleges to serve more place-bound students, particularly in rural communities.
- Students are asking for free, open textbooks.
- Today's workplaces demand technology-proficient workers who can communicate, network, and continue to learn online.

Online students need access to the same resources available to on-campus students. Examples include:

- Access to digital library reference and research materials — including science, technology, engineering, allied health, social sciences, and business journals — the same as are available to university students.
- Library system which allows students to share books from any college or university library in Washington.
- Common online course catalog and quarterly class schedule.
- Software to help guide students through their educational career — from initial inquiry to graduation and beyond.
- 24/7 student services, such as help desk, online advising and educational planning.

Provide for faculty and administrative effectiveness

- Electronic deposit of financial aid checks to students' bank accounts, and online tracking and management of financial aid and scholarships.
- Administrative software tools to streamline financial, payroll and budgeting processes, to allow colleges to better meet increased state and federal accountability requirements.
- Extend the reach of faculty and staff development through new training tools, such as web seminars, faculty learning communities and social networking.
- Provide comprehensive professional development for faculty and staff in the use of evolving technologies.

Why is funding for modern classroom equipment vital to students and employers?

Students need their learning environment to mirror their future work environment (\$11.3 million)

- Modern equipment in professional-technical programs is essential to prepare adults for the workforce.
- To be well-prepared for transfer to universities, students in science, engineering and technology fields need up-to-date computer and science laboratory equipment.

Employers need workers who are prepared to add immediate value to their business

- Updated equipment at community and technical colleges will assure employers that graduates entering the workforce have received relevant training on current equipment.

Examples of essential equipment needed at community and technical colleges across the state

- Healthcare program equipment such as defibrillators, radiation imaging machines, Nuclear Magnetic Resonance (NMR) spectroscopy, patient simulators, virtual clinical instruction tools, and ventilators that range from \$20,000 to over \$300,000 per item.
- High demand aviation, welding, industrial and electrical equipment ranging from \$10,000 to over \$300,000.
- Electronic microscopes used in chemistry, biotechnology, and environmental science classes range from \$600 to \$8,000.

Colleges need dedicated funds to replace outdated equipment on a routine cycle

- Colleges go to extensive lengths to secure equipment from private industry, but the needs far outpace the supply. Training today's workforce requires today's equipment.

How can we attract and retain quality instructors and staff needed to help students succeed?

Align salaries with peer states (\$43.6 million)

- Faculty and exempt salaries are significantly behind salaries paid to peers—nationally, regionally, and in the Global Challenge States (GCS).
- To remain relevant and competitive, Washington must ensure it prepares workers for success in a global economy. Increasing salaries to align with the GCS will help Washington compete for teaching and administrative talent needed to achieve this goal.

Align COLAs for faculty and administrative staff (\$22.6 million)

- Faculty receive COLA increases driven by the Seattle CPI; administrators receive smaller increases based on Legislative decision-making.
- COLAs for administrators must align with faculty COLAs to induce faculty to pursue administrative roles and avoid salary compression and inversion.

Provide salary increments for full- and part-time faculty (\$11 million)

- To retain high quality instructors, they must be assured the investments made to improve teaching skills will be recognized with salary step advancements.
- Providing for increments in statute provides greater assurance that the investment made to improve teaching skills will result in an advance on the salary schedule.

Shrink the gap between full- and part-time faculty (\$22.5 million)

- Part-time faculty are critical to maintaining the responsiveness and flexibility vital to the state's changing economy and workforce needs.
- Over the last 10 years, average part-time faculty salaries grew from 50 to 59% of full-time faculty salaries. This request continues that effort, bringing part-time faculty rates to 67% of the current average full-time faculty salary.

Part-time to full-time faculty position conversions (\$5.1 million)

- Low funding per student has forced the colleges to rely on part-time faculty to meet enrollment demands. To make improvements, conversion funding must be provided while overall per-student funding is not reduced.
- More full-time faculty would increase student support outside of the classroom, resulting in higher student achievement.

Capital funding creates economic opportunities for students, businesses and communities

This budget request will help community and technical colleges respond to critical workforce demands in their communities, while also providing an immediate economic stimulus, creating more than 2,700 direct family wage jobs. (\$550 million)

Economic Demand – meeting the needs of industries & students

- One quarter of the major projects will expand and upgrade health and science buildings to educate future healthcare workers
- New classroom space is needed to serve demand in rapidly growing areas of our state.
- Renovation funds will support remodel projects to ensure employers that their future employees were trained in modern, well equipped-classrooms and labs.
- Replacement funds will be used to replace ill-suited, older structures and aging temporary portables with new facilities. These investments will improve the quality of space and enhance utilization of facilities.
- Repair and improvement funds will help colleges improve existing state-owned facilities.

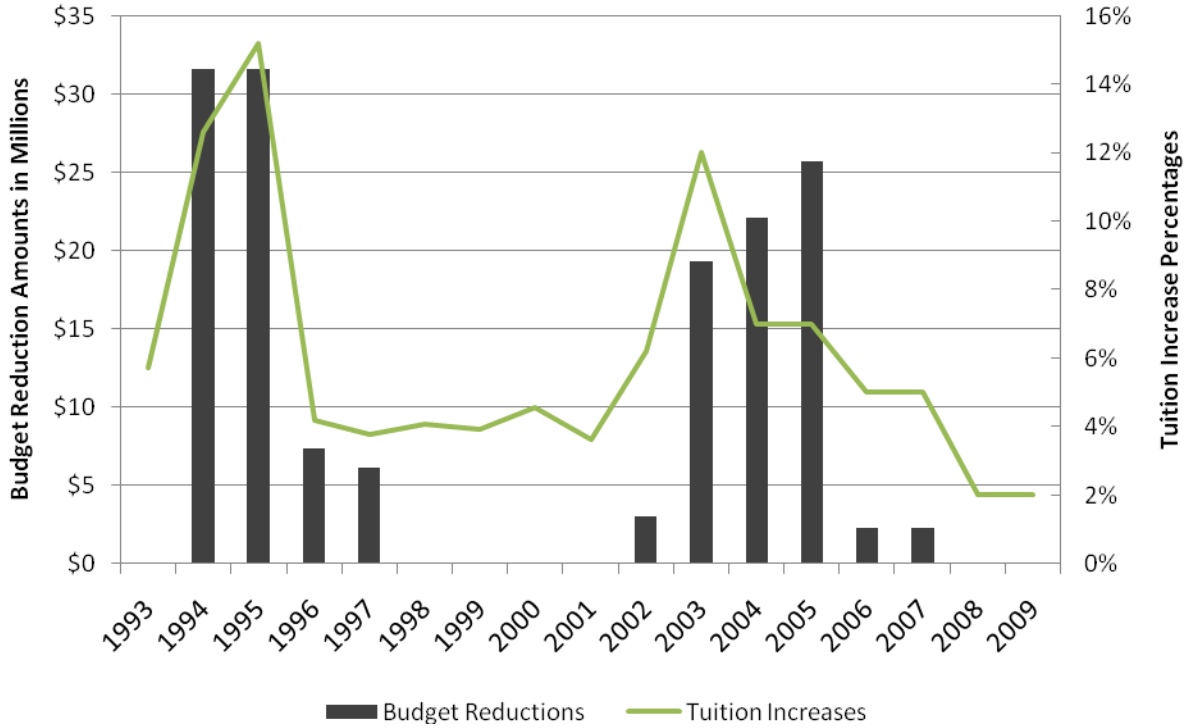
Student Success – supporting success in the classroom

- Two-year colleges maximize their space, operating from early mornings to late evenings; often overcrowded, there is demand for more space.
- The capital budget request focuses on building modern facilities, technology and equipment, providing a learning environment that mirrors the students' future earning environment.
- About one-third of the budget request provides critical stewardship, improving building systems such as roofs, electrical distribution, HVAC and plumbing, to provide adequate, comfortable learning spaces for students.

Innovation – partnering for success with an eye on the future

- Matching fund projects encourage colleges to forge innovative partnerships with private donors to improve their facilities and equipment without depending entirely on state funds
- Colleges are designing buildings with flexibility for future adaptation. Today's lecture halls can be readily converted to tomorrow's laboratories.

Tuition Increases Have Been Used to Offset Budget Reductions



Budget reductions have historically been taken either as a percentage of the system's total appropriation or as a percentage of non-instructional costs. Instructional costs make up about half of total system expenditures.

Recent History of Legislative Budget Reductions to the SBCTC Operating Budget

Fiscal Year	Budget Reduction (\$s in Millions)	Legislative Description of Budget Reduction
1994	(\$31.5)	Increased tuition and took a "tuition revenue offset"; also reduced for "efficiency initiatives" and travel reductions.
1995	(\$31.5)	Increased tuition and took a "tuition revenue offset"; also reduced for "efficiency initiatives" and travel reductions.
1996	(\$7.4)	2.4% across-the-board reduction
1997	(\$6.1)	2.0% across-the-board reduction
2002	(\$3.0)	2% reduction in non-instructional programs
2003	(\$19.3)	2% reduction in non-instructional programs was made in the original biennial budget followed by 3% across-the-board reduction in the supplemental.
2004	(\$22.1)	5% across-the-board reduction
2005	(\$25.7)	5% across-the-board reduction plus another \$3.5 million reduction with direction to "waive less tuition"
2006	(\$2.3)	1% reduction in non-instructional costs
2007	(\$2.3)	1% reduction in non-instructional costs



STATE BOARD RETREAT AGENDA ITEM

TAB 4

September 9, 2008

Topic

Community and Technical College Mission Study

Description

The Board has expressed interest in examining participation gaps and higher education needs for all residents of the state, the effect of college locations on access, mission changes for technical colleges and for community colleges, and growth of applied bachelors degrees in the college system. These issues can be organized as an examination of how well the community and technical college system is serving the people of Washington State. The purpose of this agenda item is to frame a discussion about the context, approach, process and work plan for a community and technical college mission study.

Key Questions

- What questions does the Board wish to examine through the study?
- Does the Board want to collaborate with the Higher Education Coordinating Board and Council of Presidents on a study of baccalaureate degree needs and access in the state?

Analysis

Context for Mission Study

There are a number of efforts to examine and expand higher education participation and degree production in the state. There is much common ground among these efforts, and all provide context for the Mission Study and can contribute analysis to the study.

SBCTC System Direction. The System Direction establishes a vision for ...raising the knowledge and skills of the state's residents, with ten year goals for meeting the demands for a well educated and skilled workforce, increasing educational attainment for all residents across the state, and using technology, collaboration and innovation to meet the demands of the economy and improve student success. The Mission Study will provide a means to examine needs for workforce education, basic skills and academic transfer education.

Higher Education Coordinating Board Strategic Master Plan. During the 2008 session, the State Legislature endorsed the ten year strategic plan for higher education proposed by the HECB. The goal of the plan is to raise the overall level of educational attainment among Washington's younger citizens and under-educated adult workers. The college system provided substantial input into the Master Plan. The results of the Mission Study can provide recommendations about the role of community and technical colleges in raising educational attainment particularly for adult workers.

Workforce Training and Education Coordinating Board plan. The Workforce Board is currently updating their ten year strategic plan for workforce development, High Skills, High Wages.

Their analysis about the needs of the state's economy and Washington's employers will provide valuable input for the Mission Study's examination of workforce education.

Community and technical college bachelor's degrees. The State Legislature, SBCTC and HECB have authorized seven community and technical colleges to offer bachelor's of applied science degrees, establishing a new role for the college system in baccalaureate degree access. The college system's budget request proposes funding in 2009-11 to expand existing applied bachelor's degrees and to begin program planning for seven additional degrees. The Mission Study can serve as a venue to examine a longer term strategy for applied bachelor's degrees offered by community and technical colleges.

Regional initiatives. Several regions are actively engaged in discussions about local higher education needs and strategies to meet those needs. The HECB, University of Washington, Everett Community College and local community leaders are discussing means to bring more higher education access to north Snohomish, Island, and Skagit Counties. The Higher Education Coordinating Board, Olympic College, Peninsula College Western Washington University, Washington State University, and local community leaders are currently engaged in a study of higher education needs and strategies in Kitsap County.

Proposed Approach to Mission Study

Attachment A provides an approach to the Mission Study. The goals can be to understand how well the community and technical college system is serving the people of Washington State in all three mission areas: academic transfer, workforce education and basic skills; to identify unmet needs for demographic groups, geographic regions and mission areas; and to draw conclusions about strategies to meet those needs.

It is proposed that the Board commission a system task force with representatives from the State Board, college trustees, college presidents, and State Board staff. A staff team of policy researchers and data analysts has been organized to support this study and an initial inventory of approaches used in other states and an analysis of Washington State's demographics and educational attainment levels is underway.

Potential for Joint Bachelors Degree Study

Community and technical colleges play a key role in baccalaureate degree attainment for the people of Washington State, first through the colleges' role in lower division preparation for bachelor's degrees and subsequent transfer to baccalaureate institutions, second by hosting upper division bachelor's degree programs on campus that are offered by partner universities, and third, by offering applied bachelor's degrees for technical associate degree graduates.

Discussion has emerged about a fourth model used in other states, a community college migration to a comprehensive baccalaureate college that offers both associate degrees and bachelor's degrees. Bellevue Community College, due to local community strategic planning, regional needs assessment and experience with their applied bachelor's degree, has been active in discussions about this model. A summary of Bellevue Community College's vision for this model and its application to the central Puget Sound region is provided in Attachment B.

As community and technical colleges have moved into new and stronger roles with baccalaureate education, the traditional lines between two-year institutions and four-year institutions are becoming more less rigid, and interests and partnerships are becoming more common. A way to build on the Community and Technical College Mission Study is to work with

the Higher Education Coordinating Board and universities to examine baccalaureate access across the state, including access for transfer students and other place bound adults.

Background Information

SBCTC System Direction, http://www.sbctc.ctc.edu/docs/sbctc_system_direction_final.pdf

2008 Strategic Master Plan for Higher Education, Higher Education Coordinating Board, <http://www.hecb.wa.gov/research/masterplans/documents/2008MasterPlan-fromPRT.pdf>

High Skills High Wages 2008-2018, the State Strategic Plan for Workforce Development, Workforce Training and Education Coordinating Board, <http://www.wtb.wa.gov/Documents/HSHWExecSummary7-15-08.pdf>

Outcomes

The Board will have an opportunity to frame the goals and process for the Community and Technical College Mission Study, and to discuss the potential of collaborative work with the Higher Education Coordinating Board and universities on baccalaureate access. Jean Floten, president, Bellevue Community College will make a presentation to the Board about the comprehensive baccalaureate college model and needs assessment work underway for the central Puget Sound region, and Ann Daley, executive director, HECB will be available to discuss joint efforts on baccalaureate degree access.

Prepared by: Jan Yoshiwara, 360 704-4353, jyoshiwara@sbctc.edu

Community and Technical College System Mission Study

Draft Work Plan
September 9, 2008

Goal

The purpose of this study is to:

- Understand how well the community and technical college system is serving the people of Washington State in all three mission areas: academic transfer, workforce education and basic skills
- Draw conclusions about unmet needs in regions of the state or mission areas
- Draw conclusions about the role of community and technical colleges in bachelor's degree access, including expansion of community and technical college applied bachelor's degrees
- Make recommendations about meeting identified needs

Elements of analysis

Current and projected need:

- College attainment by region and county, age, race, income and mission area for Washington state adults
- Community and technical college participation by region and county, age, race, income and mission area
- Projected demand based on population forecasts to 2028.

Mission area needs:

- Implications of current and projected needs for growth in academic transfer, workforce education and basic skills
- Need for upper division capacity and applied bachelor's degrees by region

Access issues:

- Transportation and location analysis
- Projected access zones for current college locations
- Role of eLearning

Process

Create system task force that includes State Board members (3), trustees (3), presidents (3) and State Board staff (2)

Coordinate efforts with the Higher Education Coordinating Board, Council of Presidents and Workforce Training and Education Coordinating Board

Timeline

<i>September 2008</i>	<i>Review study proposal with State Board, college system representatives</i>
October 2	TACTC conference
October	Convene system task force: review study design, discuss college participation
<i>October 22-23</i>	<i>State Board meeting</i>
October 30-31	WACTC meeting
November	Task force meeting: discuss projected demand
November 14	TACTC Board of Directors meeting
<i>December 3-4</i>	<i>State Board meeting</i>
December 11-12	WACTC meeting
January	Task force meeting: discuss mission needs analysis
January 27-28 2009	WACTC meeting TACTC conference
<i>February 4-5</i>	<i>State Board meeting</i>
February 25-27	WACTC meeting
March	Task force meeting: discuss transportation and location analysis
March 25-27	WACTC meeting
<i>April 1-2</i>	<i>State Board meeting</i>
April	Task force meeting: discuss findings, conclusions and options
April 30-May 1	WACTC meeting
<i>May 6-7</i>	<i>State Board meeting</i>
May	Task force meeting: discuss recommendations
May	TACTC conference
May 28-29	WACTC meeting
<i>June 10-11</i>	<i>State Board meeting</i>



Increasing Baccalaureate Access for Washington State Citizens

Vision for a New Model for Higher Education

**B. Jean Floten, President
Bellevue Community College
September 2, 2008**

Increasing Baccalaureate Access for Washington State Citizens

Vision for a New Model for Higher Education

Executive Summary

Although Washington State has invested in increasing access to higher education over the past decade, it still lags behind most other states in the number of students who earn baccalaureate degrees. Washington is producing insufficient four-year graduates to fill employers' demands for highly qualified workers and does not have enough space to meet the demands of incoming students. Low degree production and workforce skill-gap problems will only worsen in the coming decades.

Both the Higher Education Coordinating Board (HECB) and the Office of Financial Management (OFM) have documented these issues as critical for higher education and the state's economic competitiveness. The HECB Master Plan indicates that for Washington to serve its social and economic development needs and remain competitive, it must look beyond current educational models and deliver education that tackles 21st century realities.

Bellevue Community College proposes a new model of higher education, offering high quality at a reasonable cost to increase the number of students who obtain bachelor degrees, especially in fields integral to the state's economy and in a location that can serve the most populous region of the state.

Through its 2008 Strategic Master Plan, the HECB lays out a vision to address the baccalaureate gap and acknowledges that the state must look at providing a new educational model to do so. Their vision is to "do more, and do it differently...rethink and redesign educational programs to suit the needs of diverse learners and a changing economy. Education will be available where and when people need it." To do this the HECB goals include creating more access for an increasingly diverse student population, designing additional pathways that allow community and technical college students to prepare for entry into selective majors, developing the capacity to respond to the "just-in-time" learning needs of non-traditional students, adult workers and Washington businesses, and making college affordable and easy to access.

The college of the 21st century must

- serve place-bound and economically challenged students in Central Puget Sound with comprehensive four-year degree options;
- offer career pathways with associate and bachelor's degrees integrated in one setting;
- produce flexible educational programs needed by employers to address workforce demand with degrees leading to family wage jobs;
- emphasize student success and degree completion in formats that best serve student needs;
- give access to education technologies that meet the millennial student learning styles and accommodate commuter students' scheduling needs;
- offer a cost effective and efficient baccalaureate alternative; and
- focus on high quality teaching and learning in a flexible and diverse environment.

Bellevue Community College (BCC) is ready to implement this vision. Central Puget Sound, the state's most populous region with the most diversified jobs and largest workforce, does not have a comprehensive state university outside of the University of Washington, a top-tier research institution with very competitive admission policies. Many community college students

from the region are transfer-ready with associate degrees but may not have attained sufficiently competitive grade point averages to be admitted to the University of Washington. Many, too, are older students, with families, mortgages, and jobs who are unable to move to another region in the state to complete their educations. Others simply do not have the financial means to accommodate such a move. Moreover, as OFM and the HEC Board studies have reported, the state's production of four-year graduates already lags the nation and this will only worsen without creating more slots. Ideally, these slots should be placed where they best address students' needs and where the greatest employment opportunities exist.

BCC is ideally located to address the Central Puget Sound's expanding and place-bound populations. BCC is a large and comprehensive commuter college currently serving over 22,000 students, situated on 99 acres in the City of Bellevue with 660,000 square feet of teaching space, theaters, art studios, a planetarium, observatory, athletic fields, science laboratories, allied health facilities -- and with land to grow.

As a candidate for four-year accreditation with the Northwest Commission of Colleges and Universities and offering its first baccalaureate degrees, BCC already has the educational programs, staffing, facilities, and infrastructure in place to offer more baccalaureate degrees. BCC currently offers about 60 academic disciplines and 75 professional and technical programs, most of which could support four-year degree programs to serve its students and other community and technical college students in the region

BCC is adept at meeting the students' needs for adaptable learning offerings. BCC offers one of the oldest, largest, and most successful distance education programs in the state, providing flexible access for the 21st century learner – including millennial, place-bound and economically challenged students as well as older students who must balance family and jobs with their education.

Known for its strategic positioning to best meet the employment needs of its communities, BCC has a proven track record in producing the workforce needed for today -- and tomorrow. Centrally located where the greatest need exists for employers and students alike, BCC has a profile of high achievement in serving non-traditional populations to reach their academic goals and helping employers secure job-ready graduates.

Designated as the National Science Foundation's Center of Excellence in Emerging Technologies (in Information Technology), the Department of Labor's National Center of Excellence in Bioinformatics, Microsoft's National Showcase College, and one of the state's first two-year colleges to offer a Bachelor of Applied Sciences (in the high demand fields of Radiation and Imaging Sciences, Dosimetry, and Radiologist Assistant), BCC has developed a sound reputation for responsive service to the community, innovative programs and creative partnerships that meet the region's employment needs and prepare students for life and livelihood.

Through its existing network of over 1,500 employers providing student internships and field study, and with the new opportunity to address employers' needs for four-year graduates, BCC will become an even more valued resource and intertwined in the region's economic vitality.

In this time of limited state financial resources, BCC proposes expanding its portfolio of baccalaureate degrees to ultimately become a new model of a comprehensive university as a cost effective option for increasing baccalaureates and has provided an implementation plan for the next

three biennia that will result in 13 new four-year baccalaureate degrees, serving 1530 upper division FTES -- and which could grow at a similar pace over the next two decades.

BCC's plan for the "college of the 21st century" is an effective and cost-efficient way to address in a non-traditional way the state's need to produce the increased FTE targets included in OFM projected enrollment demand and the HECB Master Plan, and as well affords a clear pathway to a stronger future for this state and its citizens.



STATE BOARD RETREAT AGENDA ITEM

TAB 5

September 9, 2008

Discussion Action

Topic

2008-09 SBCTC Office Budget

Description

Each year an annual budget is created to match staff resources with the major duties and projects of the State Board staff. In August of this year, the SBCTC staff reorganized (Attachment A). Additionally the Governor has asked higher education to participate in a spending reduction plan. The 2008-09 proposed staff budget is reorganized to reflect our new structure and is lower by approximately \$300,000 than was originally anticipated at the beginning of the fiscal year.

Key Questions

- *Does the 2008-09 office budget align with the staff reorganization?*
- *Is the Board confident that the level of investment in the office budget is adequate for making progress on the system direction goals?*
- *Are the planned reductions appropriate given the Governor's request for reduced spending?*

Analysis

The office budget for 2008-09 is \$11.9 million dollars (excludes the former Center for Information Services operations). This is a decrease over last year's actual expenditures due to staff reductions in grant programs and state funded positions (Attachment B). There are 94.2 full-time equivalent staff budgeted for 2008-09. This is a reduction of 4.7 FTE staff as we honor the Governor's hiring freeze and reduce a grant funded program (Homeland Security) (Attachment C).

Though the campuses are targeting a 0.9% reduction in expected spending, they have an overall increase due to cost of living adjustments, health care costs, new enrollments, and additional program enhancements that were provided by the legislature. Because of the net growth on campuses, the State Board office budget is expected to shrink from 1.02% to 0.94% of the overall system budget.

Reorganization and Staff Changes – The organization chart (Attachment A) displays the State Board Office's major units and functions following the reorganization. The Finance and Administration divisions have been combined; student services was moved from administration to the education division; and our information technology team is now under one division in two locations (Olympia and Bellevue – formally the Center for Information Services).

Center for Information Services Fiscal Management – The State Board retained Bellevue Community College as the fiscal agent for the former CIS unit through June 30, 2009. Under this agreement Bellevue Community Colleges carries out several functions for the former CIS unit – payroll, HR, facilities, investments, and more. Staff will discuss with the Board the current status of the CIS transition.

Background Information

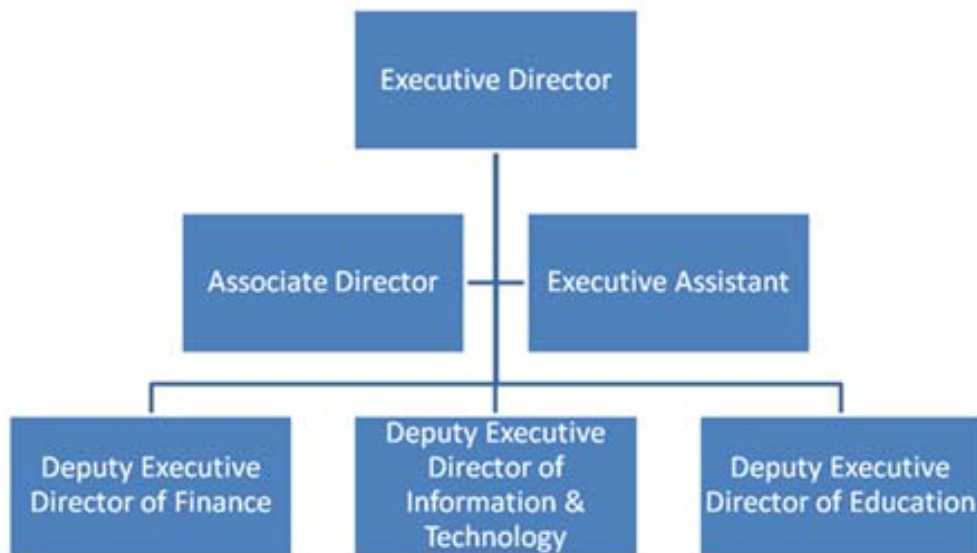
- Attachment A: State Board Organization Chart (Basic)
- Attachment B: State Board Office Six Year Budget History
- Attachment C: State Board Office Budget by Division

Recommendation/Outcomes

The Board will discuss the overall size of the office budget, the relative priorities of staff with respect to the system direction, and the nature of office budget reductions. Action is expected at the Board's October meeting.

Prepared by: Chris Reykdal, creykdal@sbctc.edu, 360-704-4390

SBCTC Organizational Chart



- Accounting
- Operating Budget
- Capital Budget
- Communications
- Human Resources
- Leg./TACTC/WACTC

- IT - Olympia
- IT – Bellevue (formally CIS)

- Student Services
- Workforce Education
- Adult Literacy
- e-Learning
- Research
- Assessment

**SBCTC Proposed 2008-09 Budget
With Six Year History
9/4/2008**

	Fiscal Years					0607 Actual (w/o Office Move)	0708 Actual	0809 Proposed Budget
	0203	0304	0405	0506				
Expenditures								
Approved FTE Positions	88.06	88.40	88.29	88.2	93		98.8	94.2
SALARIES	\$ 4,818,730	\$ 4,598,399	\$ 4,777,749	\$ 5,179,659	\$ 5,438,976		\$ 5,942,689	\$ 6,280,096
BENEFITS	1,164,609	1,140,254	1,247,165	1,445,154	1,519,785		1,734,849	1,788,474
GOODS & SERV	2,213,904	2,612,445	2,526,134	2,552,231	4,055,674		3,895,274	3,294,185
TRAVEL	338,487	443,555	513,245	498,190	639,134		685,634	522,360
Total	<u>\$ 8,535,730</u>	<u>\$ 8,794,653</u>	<u>\$ 9,064,294</u>	<u>\$ 9,675,234</u>	<u>\$ 11,653,569</u>		<u>\$ 12,258,446</u>	<u>\$ 11,885,115</u>
Resources								
STATE APPROP.	\$ 4,374,995	\$ 4,600,422	\$ 5,110,346	\$ 6,269,457	\$ 5,910,903		\$ 8,512,362	\$ 7,240,030
INDIRECT CHG	405,260	371,218	285,712	15,893	1,539,245		-	454,744
INTERAGENCY	1,334,472	1,062,099	1,284,667	1,141,531	1,273,127		1,196,733	1,388,876
GRANTS & CONTR.	1,468,320	1,351,681	1,004,652	1,188,823	1,729,927		1,976,216	1,909,445
LOCAL	952,683	1,409,233	1,378,917	1,059,529	1,200,367		573,135	892,020
Total	<u>\$ 8,535,730</u>	<u>\$ 8,794,653</u>	<u>\$ 9,064,294</u>	<u>\$ 9,675,234</u>	<u>\$ 11,653,569</u>		<u>\$ 12,258,446</u>	<u>\$ 11,885,115</u>

System Expenditures by Fund Source

General Fund	\$ 517,129,660	\$ 499,794,790	\$ 516,849,270	\$ 547,840,510	\$ 599,238,529	\$ 694,917,347	\$ 741,984,000
Tuition Funds	158,956,971	183,924,771	198,630,691	167,940,121	218,777,814	235,348,254	245,950,000
Subtotal	676,086,631	683,719,561	715,479,960	715,780,631	818,016,343	930,265,600	987,934,000
Grants, Contracts, and Local Fees	223,341,823	235,099,322	234,240,112	246,727,896	242,903,058	266,037,882	276,679,398
Total	<u>\$ 899,428,454</u>	<u>\$ 918,818,883</u>	<u>\$ 949,720,073</u>	<u>\$ 962,508,527</u>	<u>\$ 1,060,919,401</u>	<u>\$ 1,196,303,483</u>	<u>\$ 1,264,613,398</u>

SBCTC Share of System Expenditures	0.95%	0.96%	0.95%	1.01%	0.98%	1.02%	0.94%
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SBCTC 2008-09 Budget

By Division

9/4/2008

	Actual Expenses 2006-07	Actual Expenses 2007-08	Proposed Budget 2008-09	Change
Board & CEO				
Staff (Budgeted)	3.0	3.0	3.2	0.2
Salaries & Wages	\$ 281,358	\$ 270,124	\$ 295,250	\$ 25,126
Benefits	85,107	111,455	125,990	14,535
Goods & Services	89,292	78,318	67,600	(10,718)
Travel and Training	<u>59,731</u>	<u>52,360</u>	<u>53,600</u>	<u>1,240</u>
	515,489	512,257	542,440	30,183
Finance/Administration Division				
Staff (Budgeted)	23.5	26.5	25.4	-1.1
Salaries & Wages	1,323,149	1,575,479	1,742,806	167,327
Benefits	391,465	448,737	485,174	36,437
Goods & Services	2,508,872	1,753,508	1,458,774	(294,734)
Travel and Training	<u>64,984</u>	<u>51,772</u>	<u>120,300</u>	<u>68,528</u>
	4,288,469	3,829,496	3,807,054	(22,442)
Education Division				
Staff (Budgeted)	54.7	57.5	52.8	-4.7
Salaries & Wages	3,157,965	3,394,107	3,382,381	(11,726)
Benefits	883,040	972,189	947,067	(25,122)
Goods & Services	1,473,726	1,816,514	1,569,811	(246,703)
Travel and Training	<u>479,430</u>	<u>575,540</u>	<u>336,460</u>	<u>(239,080)</u>
	5,994,161	6,758,350	6,235,719	(522,631)
IT- Olympia				
Staff (Budgeted)	12.2	11.9	12.8	0.9
Salaries & Wages	586,674	702,979	859,659	156,680
Benefits	161,227	202,468	230,243	27,775
Goods & Services	113,188	246,934	198,000	(48,934)
Travel and Training	<u>10,596</u>	<u>5,962</u>	<u>12,000</u>	<u>6,038</u>
	871,685	1,158,343	1,299,902	141,559
Grand Total				
Staff (Budgeted)	93.4	98.9	94.2	-4.7
Expenditures/Budget	<u>\$ 11,669,804</u>	<u>\$ 12,258,446</u>	<u>\$ 11,885,115</u>	<u>\$ (373,330)</u>
Source of Funds				
State Appropriations	5,841,320	8,434,510	7,163,749	(1,270,761)
Capital Appropriations	69,584	77,852	76,281	(1,571)
Distance Ed. Charges for Services	838,423	544,835	863,720	318,885
Private/Local Grants/Contracts	2,551,646	857,675	891,352	33,676
Federal Grants	1,051,170	1,118,541	1,472,837	354,296
Interagency Contracts	1,273,127	1,196,733	1,388,876	192,143
Payroll System Charge	<u>28,300</u>	<u>28,300</u>	<u>28,300</u>	<u>-</u>