



**State Board Office**  
**Fourth Floor • Cascade Rooms A-B**  
**1300 Quince Street SE • Olympia, WA**  
 Regular Meeting: Wednesday, December 2, 2009  
 9:00 a.m. – 12:45 p.m.

**December 2 Study Session Agenda**

<b>8:30 a.m.</b>	<b>Breakfast</b>		
<b>9:00 a.m.</b>	<b>Call to Order and Adoption of Agenda</b> Jim Bricker, Chair	<b>Action</b>	
<b>9:05 a.m.</b>	<b>Executive Director's Report</b> Charlie Earl	<b>Discuss</b>	
<b>9:35 a.m.</b>	<b>Approval of Consent Agenda</b> a. SBCTC Meeting Minutes, October 30, 2009	<b>Action</b>	<b>Tab 1</b>
<b>9:40 a.m.</b>	<b>Approval of Mission Study Task Force Recommendations Resolution 09-12-30</b> Jim Garrison, Mission Study Task Force Chair	<b>Action</b>	<b>Tab 2</b>
<b>10:40 a.m.</b>	<b>Break</b>		
<b>10:50 a.m.</b>	<b>Legislative Update and Approval of 2010 Legislative Policy Principles Resolution 09-12-31</b> Chris Reykdal	<b>Action</b>	<b>Tab 3</b>
<b>11:50 a.m.</b>	<b>Approval of Aerospace Training Fund Allocations and Awards Resolution 09-12-32</b> Jim Crabbe	<b>Action</b>	<b>Tab 4</b>
<b>12:05 p.m.</b>	<b>Gates Grant Application Criteria and Process</b> Jan Yoshiwara	<b>Discuss</b>	<b>Tab 5</b>
<b>12:20 p.m.</b>	<b>Chair's Report</b> Jim Bricker <ul style="list-style-type: none"> <li>• <b>Trustees' Association Report</b> Debra Lisser, TACTC President</li> <li>• <b>Presidents' Association Report</b> Pamela Transue, WACTC President</li> <li>• <b>State Board "Parking Lot" Update/New Items</b> Charlie Earl, SBCTC Executive Director</li> </ul>	<b>Discuss</b>	
<b>12:35 p.m.</b>	<b>Board Member Notes</b>	<b>Discuss</b>	
<b>12:45 p.m.</b>	<b>Adjournment</b> Next Meeting: February 3-4, 2009, SBCTC Olympia Office		

11-17-09

**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.

Chair – Jim Bricker • Vice-Chair – Sharon Fairchild  
 Erin Munding • Jim Garrison • Jeff Johnson  
 Tom Koenninger • Lyle Quasim • Beth Willis • Shaunta Hyde  
 Charles N. Earl, Executive Director • DelRae Oderman, Executive Assistant  
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 1300 Quince Street SE • PO Box 42495 • Olympia, WA 98504-2495



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

**MEETING MINUTES**

**October 30, 2009**

**State Board Members**

**Jim Bricker (Chair), Coupeville  
Sharon Fairchild (Vice Chair), Spokane  
Jim Garrison, Mt. Vernon  
Shaunta Hyde, Lake Forest Park  
Jeff Johnson, Olympia  
Tom Koenninger, Vancouver  
Lyle Quasim, Puyallup  
Beth Willis, Lakewood  
Erin Munding, Omak**

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

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

**A C T I O N   I N D E X**  
**October 30, 2009**

<u>Resolution Number</u>	<u>Description</u>	<u>Page in Minutes</u>
	Adoption of Consent Agenda:	2
----	- Approval of State Board Regular Meeting Minutes for September 25, 2009	
09-10-25	- Approval of South Seattle CC Puget Sound Industrial Excellence Center Addition	2
09-10-26	- Approval of Bellevue College Real Estate Acquisition	2
09-10-27	Approval of 2010 Supplemental Operating Budget	3
09-10-28	Approval of 2010 Supplemental Capital Budget	3
09-10-29	Approval of Student Achievement Awards	4

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

**Regular Meeting Minutes  
October 30, 2009  
Skagit Valley College**

The State Board held a study session on October 29, 2009, from 1:30 p.m. to 5:00 p.m. at Skagit Valley College that included a joint meeting with members of the Higher Education Coordinating Board to examine common interests of both the HECB Higher Education System Design Study and the State Board Mission Study. The Board also reviewed and discussed the Mission Study Task Force draft recommendations and the 2010 supplemental capital and operating budgets. The Board took no official action at its study session.

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State Board Members Present: Jim Bricker (Chair), Sharon Fairchild (Vice Chair), Shaunta Hyde, Jeff Johnson, Erin Mundinger, Lyle Quasim, Jim Garrison (via telephone conference call)

State Board Members Absent: Tom Koenninger, Beth Willis

**CALL TO ORDER AND WELCOME**

Chair Jim Bricker called the meeting to order at 8:30 a.m., welcomed those present, and asked for self-introductions. He thanked Skagit Valley College President Gary Tollefson and the SVC Board of Trustees for hosting the meeting on their campus and for dinner the previous evening prepared and served by SVC students.

**ADOPTION OF REGULAR MEETING AGENDA**

***MOTION: Moved by Erin Mundinger and seconded by Lyle Quasim that the State Board adopt its October 30, 2009 regular meeting agenda as presented.***

***MOTION CARRIED.***

**HOST COLLEGE PRESENTATION**

President Gary Tollefson welcomed the State Board and staff to Skagit Valley College. His presentation focused on part-time faculty salary disparity and the effect of the State Board's policy change that allocated greater part-time faculty salary dollars to colleges with the lowest part-time salaries and largest gaps; the three-step process used to implement budget cuts and the impact of those cuts on the college and its students, staff, programs, and enrollments. Dr. Tollefson was joined by Neta Cahill, SVC Federation of Teachers President; Mary Alice Grobins, Vice President of Administrative Services, and Maureen Pettitt, Director of Institutional Research. In closing, Dr. Tollefson read aloud a letter from a former SVC student who is now an attorney, crediting her instructor for the positive impact he had on her life and career goals.

**EXECUTIVE DIRECTOR'S REPORT**

Executive Director Charlie Earl reported on the following items:

- Council on Aerospace report and funding
- Workforce education system review recommendations
- Presentation by Faculty Association of Community and Technical College Chair Phil Venditti

- Cascadia Community College/UW-Bothell/Lake Washington Technical College potential merger/move conversations
- State Auditor's Entrance Conference for SBCTC office audit
- Gates Foundation grant implementation timeline for course redesign, pre-college math reform, and I-BEST expansion projects

#### **ADOPTION OF CONSENT AGENDA (Resolutions 09-10-25, 09-10-26)**

***MOTION: Moved by Sharon Fairchild and seconded by Jeff Johnson that the State Board adopt the consent agenda for its October 30, 2009 regular meeting as follows:***

- a) Approval of September 25, 2009 State Board regular meeting minutes***
- b) Resolution 09-10-25 (ATTACHMENT #1): Approval of South Seattle CC Puget Sound Industrial Excellence Center Addition***
- c) Resolution 09-10-26 (ATTACHMENT #2): Approval of Bellevue College Real Estate Acquisition***

#### **SYSTEM TECHNOLOGY UPDATE: LIFT AND SHIFT PROJECT**

Mike Scroggins of the State Board staff gave an update of the Lift and Shift project that will replace the current outdated HP3000 computers with new hardware and shift the student, financial, and payroll/personnel systems to the new hardware. The new hardware is state of the art and will be centrally located in the Department of Information Services data center in Olympia and shared by all the community and technical colleges. Beyond a common approach, the project will provide management efficiencies, greater availability for staff and students, a scalable foundation, and will stabilize business processes. The project was officially implemented the week of September 21, 2009, and is expected to be completed in 19 to 24 months from that date. The project steering organizational structure is in place, and no unanticipated issues have occurred to date. The Board's discussion focused on controls currently in place to monitor performance and ensure a successful project and how the increased demands placed on the SBCTC Information Technology staff by college enrollments and budget cuts will affect the project.

#### **2010 LEGISLATIVE SESSION OUTLOOK**

Chris Reykdal of the State Board staff reported that the 2010 Legislative session will begin on January 11, 2010. The Legislature will be faced with a budget deficit currently assumed at \$1.8 billion for the remainder of the 2009-11 biennium. He provided an analysis of the state's current fiscal condition and reviewed a set of draft policy principles that will help the community and technical college system and staff to establish positions on bills during the upcoming legislative session. The trustees' and presidents' associations have been asked to review the draft, and staff will gather their feedback and edits. The policy principles will be finalized and presented to the Board for adoption at the December 2009 meeting. The principles are not intended to be positions on specific legislation, but represent a set of values that could be applied to any legislation related to a particular topic. Staff has reorganized them this year by State Board goals. Discussion followed on the climate surrounding the upcoming legislative session, the draft policy principles, and emerging issues that may require the attention of the Board before and during the 2010 legislative session.

### **APPROVAL OF 2010 SUPPLEMENTAL OPERATING BUDGET (Resolution 09-10-27)**

Chris Reykdal presented the proposed 2010 supplemental operating budget that was reviewed and discussed by the Board at its study session the previous day. In the even-numbered years, the Legislature adopts a supplemental operating budget to address significant emergent issues not covered by the biennial operating budget. High unemployment rates have resulted in a surge in Worker Retraining enrollments at the community and technical colleges. The program will serve at least 12,200 full-time equivalent students (FTES) this year, 6,000 more than currently funded by the Legislature. The recommended supplemental budget request would provide additional Worker Retraining Program financial aid and enrollment slots. In addition, the recommended facilities-related request would provide operating funds for specific capital projects already approved by the Legislature. Discussion followed regarding how the anticipated funds will be used by the colleges, how much longer over-enrollment and budget cuts can be sustained, and the need to present a clear picture of the community and technical college system's needs to the Legislature.

***MOTION: Moved by Erin Mundinger and seconded by Jeff Johnson that the State Board adopt Resolution 09-10-27 (ATTACHMENT #3) approving the 2010 Supplemental Operating Budget as described in the resolution and attachment.***

***MOTION CARRIED.***

### **APPROVAL OF 2010 SUPPLEMENTAL CAPITAL BUDGET (Resolution 09-10-28)**

Chris Reykdal presented the proposed 2010 supplemental capital budget that was reviewed and discussed by the Board at its study session the previous day. While supplemental budgets are generally reserved for emergent issues and technical corrections to the biennial budget, there are opportunities in the 2010 session to restore the priorities of the system's initial request and seek additional support for projects skipped over or split between two biennia. Much of this is made possible by the failure of the Legislature to fully appropriate State Board available capital funds, as well as opportunities that are attributed to the current bid climate. The request also serves to clarify the scope of one Certificate of Participation (COP) project and to clarify the need to establish an appropriation for debt service paid out of Building Fee-supported COPs at Bellingham Technical College and Green River Community College. The proposed supplemental request serves to reinforce the State Board's Strategic Direction for economic demand, student success, and innovation.

***MOTION: Moved by Sharon Fairchild and seconded by Erin Mundinger that the State Board adopt Resolution 09-10-28 (ATTACHMENT #4) approving the 2010 Supplemental Capital Budget as outlined in the resolution and attachment.***

***MOTION CARRIED.***

### **APPROVAL OF STUDENT ACHIEVEMENT AWARDS (Resolution 09-10-29)**

Jan Yoshiwara and David Prince of the State Board staff reported that in 2006 the State Board adopted a System Direction with an overall goal to "raise the knowledge and skills of the state's residents by increasing educational attainment across the state." The Student Achievement Initiative is a new performance funding system for community and technical colleges. Its purposes are both to improve public accountability by more accurately describing what students achieve from enrolling in

community and technical colleges each year and to provide incentives through financial rewards to colleges for increasing the levels of achievement attained by their students. It represents a shift from funding entirely for enrollment inputs to also funding meaningful outcomes.

Based on the plan for the Student Achievement Initiative adopted by the Board in September 2007, colleges used 2007-08 as their learning year to understand the measures, analyze their data, and identify types of students and areas of curricula for focused attention. The first performance year was 2008-09 and is the basis for measuring gains in student achievement against each college's 2006-07 baseline and providing the first Student Achievement awards to each college. Primary areas measured were improving preparation for college-level courses, building to a year of college credit, completing college-level math, as well as completing certificates, apprenticeship training and associate's degrees.

The Student Achievement Initiative has garnered national attention and is being watched closely by policymakers in this and other states. It is supported by Governor Gregoire and the state Legislature. In addition to state funding, grants from the Gates Foundation and Ford Foundation recently provided new funds for the initiative.

Student Initiative Task Force Chair Sharon Fairchild read into the record a letter addressed to Chair Bricker from Governor Gregoire (**ATTACHMENT #5**) congratulating the Board on awarding its first year of Student Achievement Initiative funds to the community and technical colleges based on their significant work to improve student achievement.

State Board member Jim Garrison joined the discussion and participated in the vote via telephone conference call.

***MOTION: Moved by Sharon Fairchild and seconded by Erin Munding that the State Board adopt Resolution 09-10-29 (ATTACHMENT #6) approving the allocation of 2009-10 Student Achievement Awards.***

***MOTION CARRIED.***

### **CHAIR'S REPORT**

Chair Bricker presented his report:

- **Trustees' Association Report.** TACTC President-elect Mauri Moore commended the Board for the Student Achievement Initiative. Her report focused on highlights of the TACTC fall conference, leadership dinner, and new trustee orientation in Renton, the ACCT Leadership Congress in San Francisco, and the Student Legislative Academy in Olympia. She expressed her appreciation to Beth Willis for attending the ACCT meeting and for her perspective and advice and acknowledged the excellent work of new TACTC Administrator Erin Brown.
- **Student Leadership Report.** Student leaders Marcus Sweetser, Director of Student Legislative Affairs at Bellevue College and Vice Chair of the Washington Student Association, and Mike Bogatay, Executive Director of the Washington Student Association reported on state issues affecting college students such as the need for more baccalaureate degrees and reducing textbook costs. They attended the annual Student Legislative Academy held at the State Board office and reported that it was a well attended and productive meeting where students had the opportunity to hear and learn from trustees, State Board staff, and state government leaders.

- **Presidents' Association Report.** WACTC President Pamela Transue urged the Board to continue to actively advocate for the community and technical colleges and to fight for the system's legislative agenda during the upcoming session. Dr. Transue reported on the work of several WACTC task force groups whose ideas and recommendations will be shared in the spring. The presidents will hold a joint meeting with the Superintendent of Public Instruction and state school superintendents in December to discuss ways to improve collaboration.
- **Parking Lot Items.** An updated list of the State Board's Parking Lot items was presented for review and updates.

### **BOARD MEMBER NOTES**

Shaunta Hyde reported on the Seattle Chamber's annual regional conference where green technology was discussed. She suggested that a greater presence of community and technical colleges at these conferences could benefit students.

Jeff Johnson reported that he staffs the Washington State Labor Council's Diversity Committee. The Committee recently held a leadership training conference for union leaders and members at South Seattle Community College's Georgetown Campus. He remarked that they are in the beginning stages of a rewarding partnership with the Georgetown Campus.

### **ADJOURNMENT/NEXT MEETING**

There being no further business, the State Board adjourned its regular meeting of October 30, 2009 at 11:30 a.m. The Board will meet next on December 2, 2009 at the State Board office in Olympia. Chair Bricker noted that this will be an all-day meeting and that the Board will not meet on December 3 as originally scheduled.

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J.A. Bricker, Chair

ATTEST:

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Charles N. Earl, Secretary

**STATE OF WASHINGTON**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**RESOLUTION 09-10-25**

A resolution relating to South Seattle Community College Puget Sound Industrial Excellence Center Addition.


**WHEREAS**, South Seattle Community College has established the need for expansion of the existing Puget Sound Industrial Excellence Center; and

**WHEREAS**, South Seattle Community College has secured \$5.2 million in federal, state, and local funds to construct the addition; and

**WHEREAS**, the facility will provide much needed space for partnerships with manufacturing and industry to address economic development and increase skills through expanded apprenticeship.

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges authorizes South Seattle Community College to use up to \$5.2 million in local funds to construct a 9,800 square-foot addition to the Puget Sound Industrial Excellence Center.

**APPROVED AND ADOPTED** on October 30, 2009.

  
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J.A. Bricker, Chair

**ATTEST:**

  
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Charles N. Earl, Secretary

STATE OF WASHINGTON  
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES  
RESOLUTION 09-10-26

A resolution relating to Bellevue College's real estate acquisition.

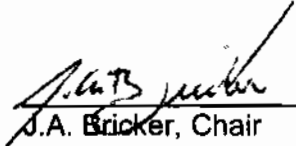
**WHEREAS**, Bellevue College has identified two properties within the master plan boundary that are available for sale; and

**WHEREAS**, the Bellevue College Board of Trustees on October 14, 2009, recommended the purchase; and

**WHEREAS**, the college has a reserve balance of sufficient local funds for this acquisition.

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges authorizes Bellevue College to use up to \$1,150,000 in local funds to purchase two properties located at 14540 and 14538 SE 26<sup>th</sup>, in Bellevue.

**APPROVED AND ADOPTED** on October 30, 2009.

  
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J.A. Bricker, Chair

**ATTEST:**

  
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Charles N. Earl, Secretary

STATE OF WASHINGTON  
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES  
RESOLUTION 09-10-27

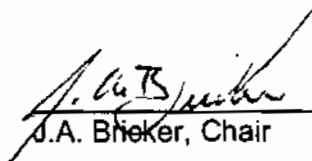
A resolution relating to the 2010 supplemental operating budget request.

**WHEREAS**, state funding to the community and technical colleges has been reduced at the same time they are experiencing record enrollment demand fueled by high unemployment rates; and

**WHEREAS**, enrollment demand in the Worker Retraining Program is particularly acute at the same time that funding for the program has remained flat;

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges authorizes the Director to submit to the Governor a 2010 community and technical college supplemental operating budget request for an additional \$50.4 million in the current biennium for the items identified in Attachment A (SBCTC 2010 Supplemental Operating Budget Request).

**APPROVED AND ADOPTED** on October 30, 2009.

  
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J.A. Bheker, Chair

**ATTEST:**

  
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Charles N. Earl, Secretary

## SBCTC 2010 Supplemental Budget Request Items

\$s in 000s

	<u>FY 2010</u>	<u>FY 2011</u>	<u>Total 2009-11 Biennium</u>	<u>On- Going Annual Costs</u>
<b>Worker Retraining</b>				
1. Fund 6,000 additional enrollments at current funding rate of \$4,639	\$0	\$27,834	\$27,834	\$27,834
2. Provide additional financial aid	<u>5,915</u>	<u>15,860</u>	<u>21,775</u>	<u>15,860</u>
<b>Total Worker Retraining</b>	<b>\$5,915</b>	<b>\$43,694</b>	<b>\$49,609</b>	<b>\$43,694</b>
<b>Facilities-Related Expenditures</b>				
3. Fund M&O on N Seattle CC Employment Resource Center	\$0	\$198	\$198	\$323
4. Fund M&O on Green River CC Kent Station Phase II	296	304	600	304
5. Fund Bond Insurance Costs for Green River's Humanities Replacement Building	<u>0</u>	<u>11</u>	<u>11</u>	<u>27</u>
<b>Total Facilities-Related Expenditures</b>	<b>\$296</b>	<b>\$513</b>	<b>\$809</b>	<b>\$654</b>
<b>Total Request</b>	<b>\$6,211</b>	<b>\$44,207</b>	<b>\$50,418</b>	<b>\$44,348</b>

STATE OF WASHINGTON  
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES  
RESOLUTION 09-10-28

A resolution relating to the 2010 Supplemental Capital Budget.

**WHEREAS**, the Office of Financial Management requests that all state institutions submit their requests for the 2010 supplemental; and

**WHEREAS**, the State Board Office and the Presidents have reviewed the proposal and support the direction taken; and

**WHEREAS**, the request supports the priorities set in the 2009 Biennial Budget request and addresses two additional critical minor works emergency projects; and

**WHEREAS**, the supplemental capital budget is reasonable and balanced against available funds

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges approve the Supplemental Capital Request as outlined in Attachment B: 2010 Supplemental Capital Budget Request

**APPROVED AND ADOPTED** on October 30, 2009.

  
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J.A. Bricker, Chair

**ATTEST:**

  
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Charles N. Earl, Secretary

## **State Board for Community and Technical Colleges 2010 Supplemental Capital Budget Request**

### **Restore Critical Funding for Minor Works Projects - \$4,385,000**

- Minor Works Preservation account is restored to the level of the original request and \$884,000 is added back into the emergency pool using uncommitted building fees.
- The Roof Repairs A request is restored to the original request level with \$988,000 from building fees.
- Minor Works Program is amended to add two emergency projects to address critical siding failures at Seattle Central's Charles Mitchell Building - \$1,000,000 and Clover Park Community College's Building 14 Spandrel Panel failures - \$1,513,000

### **Restore a major project skipped over in the 2009 Biennium - \$11,000,000**

- This request captures \$10 million in bid savings and uses an additional \$11 million in uncommitted building fees to fund the \$21 million Spokane Falls Community College Classroom/Early Learning Center. This appropriation was skipped over in the 2009 session because the project was not "shovel" ready (Priority 51). This action restores the priorities of the budget process and will allow the project to move forward.
- Bid savings are captured from the following projects – Spokane Community College Technical Education Building; Spokane Falls Music Building Renovation; Spokane Falls Chemistry and Life Sciences Building

### **Restoration of the total project cost split in the session over two biennia - \$8,500,000**

- The Pierce Ft. Steilacoom Cascade Core building has significant exterior mold problems and major upgrades to failing plumbing and HVAC problems that need immediate attention. The splitting of the project into two phases makes it difficult to address these issues in a logical and economical fashion. This request uses uncommitted General Obligation Funds to restore the original request and address emergent issues (Priority 37).

### **Funding an additional Major Project - \$35,382,000**

- Reach down one more major project to pick up the Priority 53 South Puget Sound Community College Learning Resource Center using uncommitted General Obligation Funds. This action is critical to providing a better starting position in the 2011-13 Biennium and provides continuity of the General Contractor/Construction Manager (GCCM) project currently in place.

### **Funding for Debt Service and Insurance Coverage for Building Fee Financed Certification of Participation (COP) Projects - \$6,500,000**

- This is an operating budget request that affects two capital projects at Bellingham Technical College Instructional LRC Buildings and the Green River Humanities Replacement Building. Debt service is an ongoing expenditure that is best addressed in the operating budget. We can approximate cost for this biennium and show the carry forward impact for consideration in the maintenance budget actions in 2011-13. The building fee is an appropriated account and needs to be established formally before the State Treasurer can access these funds. The \$6.5 million represents a conservative figure for the current biennium and will grow to approximately \$8 million a biennium when the Bellingham COPs are sold. Insurance is also a required for COP projects.

### **Clarify Scope for the Edmonds Alternative Financing Contract**

- The initial request had the college collocating an allied health program and carpentry program in the Alternative High School adjacent to the Edmonds Community College Campus. This project has been delayed by the School District as it reconsiders its future options. The college has already relocated its allied health program into another facility in anticipation of the School Districts actions. The college proposes using the same COP funds to purchase adjacent property owned by the city which includes two smaller buildings and a warehouse. A portion of the warehouse can be modified to support the carpentry program and the rest of the site can be upgraded to support parking needs. Revisions for Section 6009(2)(d) are provided for OFM to amend the capital budget bill.



CHRISTINE O. GREGOIRE  
Governor

STATE OF WASHINGTON

OFFICE OF THE GOVERNOR

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October 28, 2009

Mr. Jim Bricker, Chair  
State Board for Community and Technical Colleges  
P.O. Box 42495  
Olympia, WA 98504-2495

Dear Mr. *Jim*

Congratulations on awarding your first year of Student Achievement Initiative funds to Washington's community and technical colleges based on their great work to improve student achievement.

I was first briefed on this concept more than a year ago, and I recognized the consistency of your Student Achievement Initiative with the goals of my Washington Learns report. I was pleased to include funding for student achievement points in my operating budget proposal last year.

Though we are facing additional budget challenges, we must continue to make progress in the delivery of high quality services to our citizens. You and the members of the State Board have kept your focus on student success, and I am proud to partner with you in this effort.

I was thrilled to hear that you obtained commitments from the Gates and Ford foundations to further support the colleges' successes. Public-private partnerships like these are critical to maintaining Washington's competitive advantage.

The national attention you are receiving from the Student Achievement Initiative reiterates what I have been saying for more than five years: Washington State is a national and global leader in education, and you have proven it once more. Thanks for bringing positive attention to Washington with this innovation.

Keep up the great work and your focus on student success. Our future depends on your efforts and your students!

Sincerely,

Handwritten signature of Christine O. Gregoire in cursive.

Christine O. Gregoire  
Governor



**STATE OF WASHINGTON  
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES  
RESOLUTION 09-10-29**

A resolution relating to the Student Achievement Initiative Awards

**WHEREAS**, the Board established the Student Achievement Initiative to reward colleges for improvements in increasing student success and to shift a portion of funding from enrollments to performance; and

**WHEREAS**, the Student Achievement Initiative measures colleges for the intermediate outcomes that students achieve, leading to and completing college certificates and degrees; and

**WHEREAS**, state funds for Student Achievement were provided in the 2009-11 budget and Foundation grant funds were awarded to the State Board for Community and Technical Colleges for 2009-11; and

**WHEREAS**, all colleges accomplished net increases in Student Achievement between the baseline year 2006-07 and the first performance year 2008-09; and

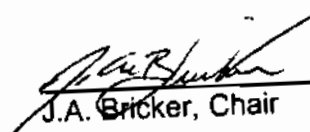
**WHEREAS**, these funds are awarded to the colleges based on their own achievement gains;

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges approves the 2008-09 distribution of \$1,800,000 to support the Student Achievement Initiative; and

**BE IT FURTHER RESOLVED** that the rate for 2010-11 be set at \$40 per Achievement point; and

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

**APPROVED AND ADOPTED** on October 30, 2009.

  
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J.A. Bricker, Chair

**ATTEST:**

  
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Charles N. Earl, Secretary



## **REGULAR MEETING AGENDA ITEM**

**TAB 2**

December 2, 2009

Discussion    Action (Resolution 09-12-30)

### **Topic**

Approval of Mission Study Task Force Recommendations

### **Description**

In September 2008, the Board commissioned a Mission Study Task Force to study the future needs of the state's population and economy, to consider the cultural and fiscal trends impacting community and technical colleges, and to recommend strategic directions for positioning the college system to meet those future needs and respond to the trends. After considering analysis of future needs and trends, extensive feedback from college system groups and the Board, the Mission Study Task Force has developed final recommendations for Board consideration.

### **Key Questions**

- Do the recommendations respond to the future needs of the state and its residents?
- Do the recommendations respond to the trends impacting the college system?
- Do the recommendations advance the goals of the Board's System Direction?

### **Analysis**

**Mission Study Findings:** The Mission Study Task Force studied current and future trends based on the work plan submitted to the Board in Fall 2008.

- Population projections and participation rates across demographic groups, regions and college locations;
- Labor force skill gaps including technically trained workers and basic skills;
- Growing community and technical college contributions to bachelor's degrees;
- Impact of technology trends on teaching and learning, student services and information technology infrastructure;
- Outlook for state resources; and
- College system governance and administration.

The Board received regular reports on these analyses during Board Study Sessions in winter and spring 2009. Study findings were completed in June 2009, and are summarized in Attachment A.

**Mission Study Recommendations:** At the Board retreat in September, Board members had an opportunity to work with leaders from the presidents association, trustees association and faculty unions to review and discuss the findings and draft recommendations from the Mission Study Task Force. Several revisions were made to the Task Force's draft based on direction from the Board. The revised draft was discussed widely in the college system among trustees, presidents, faculty organizations, and administrators for instruction, student services,

administrative services, information technology, and public information. A summary of the timeline for developing recommendations is provided in Attachment B.

The collective feedback was considered by the Mission Study Task Force at their November 17 meeting, and substantive changes were made to the recommendations. Revisions include:

- A greater emphasis on teaching and learning throughout the recommendations;
- Inclusion of the need for modern, energy efficient facilities as well as technology infrastructure to support teaching, learning, student services and efficient college operations;
- Greater visibility and clarity on governance and district boundary recommendations;
- A statement on system level efficiencies and local responsiveness;
- Broader language related to funding; and
- A section on next steps.

The final recommendations are provided in Attachment D for Board consideration.

**Next Steps:** The Mission Study recommendations outline a set of strategies to pursue. Some are underway and are affirmed by the Task Force as making important contributions to the future needs identified in the Findings. Some strategies are new and require deeper analysis primarily to understand and plan for implementation costs and impacts. Next Step activities are proposed in the recommendations.

At the September retreat, the Board recommended engaging a writer to edit the final Mission Study report. These Findings and Recommendations will be edited and formatted for communication clarity after the Board approves the content of the report. A completed document will be provided to the Board in January.

**Presentation:** Several members of the Mission Study Task Force will attend the Board meeting to present the findings and recommendations, and participate in the Board's discussion about the recommendations. The full membership of the Task Force is included in Attachment C.

### **Background Information**

Attachment A: Summary of Findings

Attachment B: Timeline for Developing Recommendations

Attachment C: Task Force Membership

Attachment D: Task Force Recommendations

October 2009 Board agenda item on the Mission Study

[http://www.sbctc.ctc.edu/general/admin/Tab\\_2\\_Mission\\_Study\\_Tab\\_October\\_2009.pdf](http://www.sbctc.ctc.edu/general/admin/Tab_2_Mission_Study_Tab_October_2009.pdf)

September 2009 Board agenda item on the Mission Study

[http://www.sbctc.ctc.edu/general/admin/Tab\\_D\\_attach1-2-4\\_Mission\\_Study\\_draft\\_recs\\_Sept09\\_000.pdf](http://www.sbctc.ctc.edu/general/admin/Tab_D_attach1-2-4_Mission_Study_draft_recs_Sept09_000.pdf)

June 2009 Board agenda item on the Mission Study

[http://www.sbctc.ctc.edu/docs/board/agendas/2009/10-11june2009/2009\\_june\\_meeting\\_agenda-complete.pdf](http://www.sbctc.ctc.edu/docs/board/agendas/2009/10-11june2009/2009_june_meeting_agenda-complete.pdf)

May 2009 Board agenda item on the Mission Study

[http://www.sbctc.edu/docs/board/agendas/2009/6-7may2009/tab\\_9\\_Mission\\_Study\\_May\\_09.pdf](http://www.sbctc.edu/docs/board/agendas/2009/6-7may2009/tab_9_Mission_Study_May_09.pdf)

April 2009 Board agenda item on the Mission Study

[http://www.sbctc.edu/docs/board/agendas/2009/1-2apr2009/tab\\_5\\_mission\\_study\\_update-complete.pdf](http://www.sbctc.edu/docs/board/agendas/2009/1-2apr2009/tab_5_mission_study_update-complete.pdf)

February 2009 Board agenda item on the Mission Study

[http://www.sbctc.ctc.edu/docs/board/agendas/2009/4-5feb2009/tab\\_4\\_mission\\_study\\_update\\_feb\\_2009.pdf](http://www.sbctc.ctc.edu/docs/board/agendas/2009/4-5feb2009/tab_4_mission_study_update_feb_2009.pdf)

December 2008 Board agenda item on the Mission Study

[http://www.sbctc.edu/docs/board/agendas/2008/dec08/tab\\_3\\_mission\\_study.pdf](http://www.sbctc.edu/docs/board/agendas/2008/dec08/tab_3_mission_study.pdf)

October 2008 Board agenda item on the Mission Study:

[http://www.sbctc.edu/docs/board/agendas/2008/oct08/tab\\_1\\_mission\\_study.pdf](http://www.sbctc.edu/docs/board/agendas/2008/oct08/tab_1_mission_study.pdf)

September 2008 Board agenda item on the Mission Study:

[http://www.sbctc.edu/docs/board/agendas/2008/sept08/tab\\_4\\_ctc\\_mission\\_study\\_complete.pdf](http://www.sbctc.edu/docs/board/agendas/2008/sept08/tab_4_ctc_mission_study_complete.pdf)

### **Recommendation/Outcomes**

Staff recommend adoption of Resolution 09-12-30, approving the Mission Study Findings and Recommendations and asking staff to pursue the Next Steps identified in the report.

**Prepared by:** Jan Yoshiwara, 360 704-4353, [jyoshiwara@sbctc.edu](mailto:jyoshiwara@sbctc.edu)

## Community and Technical Colleges Mission Study

### Summary of Findings

September 30, 2009

**Keeping pace with population growth.** Most enrollment demand now to 2030 will be driven by statewide population growth and changes in the state's economy, with more than 28,000 additional students requiring space at the colleges just to maintain current levels of access. Given the demographic shifts, future enrollments will grow fastest for students of color, older students, those who will want workforce training and basic skills, and those who attend part time at times and locations that fit into their busy work and family lives.

**Addressing underserved populations.** To raise educational attainment in Washington state, enrollment rates must increase for low income young adults, the rapidly growing Hispanic population, underserved regions (especially in central and southwest Washington) and among people with adult basic education and English as a Second Language needs. Each of these groups currently enrolls in college at a lower rate than other adults. Challenges in participation for these populations include commute access to college programs and technology access to eLearning and online student services. Challenges in capacity for programs needed by these populations include funding levels that limit growth in basic skills and workforce education programs.

**Closing the skills gap.** Washington will continue shifting to a knowledge-based economy, requiring more skilled workers with post-secondary education and training. The Workforce Training and Education Coordinating Board has identified a skills gap between the number of technically trained workers needed by employers and the number of technically trained students produced by post secondary education. The college system's critical role in regional and state economic development and filling the existing skills gap will require 6,000 or 29% more technical associate degrees, one-year certificates and apprenticeship graduates from community and technical colleges in 2030 than today.

**Multiple community and technical college roles increase baccalaureate attainment.** To implement the state's Strategic Master Plan for Higher Education adopted by the state Legislature, the Higher Education Coordinating Board is identifying strategies to increase the number of college degrees produced in the state, from associate to bachelors and graduate degrees. As university capacity for baccalaureate graduates grows, community and technical college enrollments must increase to maintain the current contribution of four in ten baccalaureate graduates completing substantial coursework at our colleges before transferring.

Community and technical colleges graduated 7,300 technical degree students last year. Few technical degree graduates transfer to universities to earn bachelor's degrees (13% compared to 71% of transfer associate degree graduates) and represent an under tapped pipeline for greater baccalaureate degree attainment.

Baccalaureate degree programs are available on 24 out of 34 community and technical college campuses. College and university partnerships have successfully implemented co-located university centers and applied baccalaureate degrees as newer, efficient strategies to expand baccalaureate access to place-bound, working adults with technical associate degrees and transfer associate degrees.

**Accessible locations increase participation.** College facilities attract college attendance. The vast majority of students live within a 20 minute drive from the campus where they enroll, including the students taking only online courses. Low income students live even closer, within the equivalent of a 10 minute drive for most students.

**Increasing student achievement.** Colleges are closing the skills gap and contributing to baccalaureate attainment by improving student progress. Since implementation of the Student Achievement initiative, the college system has seen year to year growth in the number and proportion of students making achievement gains and completing certificates and degrees.

**Teaching and learning innovations.** Washington's community and technical colleges are using new approaches to teaching and learning to improve student achievement. System level initiatives include integrated basic skills and workforce training (I-BEST), learning communities, classroom assessment, and substantial expansion of online courses, programs and teaching and learning tools. This culture of innovation can be utilized to identify, test and adopt effective new strategies developed by private and public colleges inside and outside the college system.

**eLearning is the fastest growing mode of instruction in the college system.** eLearning enrollments grew 27% last year to 26,607 FTES serving 131,000 students. Colleges currently offer more than 17,500 online and hybrid courses, with more than one-third of our faculty teaching online.

**Web and mobile technologies.** To meet student expectations the means of delivering education will rely on web and mobile technology, including students who do their learning on campuses. Even if current eLearning growth rates slow down, by 2020 all students will be taking courses that are supported by digital technologies, and all students will be interacting with college student services online.

**Faculty development.** 21st Century education is increasingly focused on information assessment, critical thinking and problem-solving as well as knowledge acquisition. The skills needed by faculty will include greater knowledge integration across disciplines and data sources. Faculty are assuming a larger role as learning organizers and guides, providing perspective and context, finding the best content, and sweeping away misconceptions and faulty conclusions.

Digital, online content is expanding exponentially, enabling faculty to borrow, remix and share curricula, and students to access free textbooks and learning resources from around the world. Significant increases in professional development will be required to take advantage of the technology changes and to meet changing student expectations.

**Limited resources.** Resources are declining as demand for community and technical college education is growing, and even optimistic state revenue projections show continuing challenges over the next several budget cycles as demands for services increase. For the college system, recovery from recent budget cuts will take many biennia to rebuild. As a result, the college system will focus scarce resources on teaching and learning and student success, finding administrative efficiencies and making productivity gains to devote a greater share of college resources to students' education.

**College system efficiencies.** Washington's community and technical colleges **spend less on administration** than either local public universities or community colleges in other states. Multi-

college and multi-campus districts spend even less for administrative functions per student among college districts because larger districts spread costs over a larger base of students.

**Administrative efficiencies through technology.** Centralized administrative technology creates efficiencies in service delivery and reduces college cost. Functions such as email, servers, help desk, identity management, network hardware applications and data base administration can be commonly managed and deployed across colleges more effectively at less cost.

**Governance.** Multi-campus district residents in local communities benefit from a single voice representing the colleges to local business and civic leaders. Students in those communities benefit from seamless curricula across multiple campuses and common college policies and practices. New sites are currently proposed and managed by existing college districts but must compete within the college district for resources to establish new locations and extend programs to new communities.

## Mission Study Task Force

### Timeline for Developing Recommendations

#### **Fall 2009**

July 16	<b>Task force meeting:</b> discuss recommendations
July 22-26	WACTC meeting: discuss draft recommendations
August 20	<b>Task force meeting:</b> final draft recommendations
<b>September 23-25</b>	<b>State Board retreat: discuss draft recommendations</b>
October-November	College system review of draft recommendations
September 30-October 1	TACTC conference
October 1-2	WACTC meeting
October 8-9	Business Affairs Commission meeting eLearning Council meeting Multicultural Student Services Directors' Council meeting
October 15-16	Council on Basic Skills
October 21	Public Information Commission meeting
October 22-23	Student Services Commission meeting Articulation and Transfer Council meeting Workforce Education Council meeting Library Media Directors Council meeting
October 23	Faculty Association (FACTC) meeting WEA Association for Higher Education meeting
October 29	Admissions and Registration Council meeting
<b>October 29-30</b>	<b>State Board meeting: discuss preliminary feedback</b>
November 2-3	Human Resource Management Commission meeting
November 4	Instruction Commission discussion
November 5-6	WACTC meeting Information Technology Commission meeting
November 7	American Federation of Teachers Washington meeting
November 17	<b>Task force meeting:</b> discuss feedback, develop final recommendations
<b>December 2</b>	<b>State Board meeting: adopt final recommendations</b>

**Community and Technical College System**  
**Mission Study Task Force Members**

**State Board members**

Jim Garrison, chair  
Sharon Fairchild  
Jeff Johnson  
Beth Willis

**Trustees**

Sue Cole, Whatcom Community College  
Tom Gaffney, Everett Community College  
Bob Myers, Wenatchee Valley College

**Presidents**

Tom Eckert, Bellingham Technical College  
Jean Floten, Bellevue Community College  
Scott Morgan, Institute for Extended Learning, Spokane Community College District  
Pamela Transue, Tacoma Community College

**Faculty**

Tim Allwine, Lower Columbia College  
Mike Dodge, Olympic College (Poulsbo)  
Allan French, South Seattle Community College  
Karen Toreson, Shoreline Community College

**State Board staff**

Charlie Earl  
Jan Yoshiwara

**Staff to Task Force**

Denise Graham  
Cable Green  
Tom Henderson  
Susan Howson  
David Prince  
Mike Scroggins  
Loretta Seppanen  
Deborah Stephens  
Carmen Stewart

**STATE OF WASHINGTON**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**RESOLUTION 09-12-30**

A resolution relating to the Community and Technical College Mission Study.

**WHEREAS**, in September 2008, the State Board for Community and Technical Colleges commissioned a task force of Board members, college trustees, college presidents and faculty union representatives to study future trends impacting the college system and to make recommendations on strategic directions to address future needs and trends; and

**WHEREAS**, the Mission Study Task Force examined population projections and participation rates across demographic groups, regions and college locations; labor force skill gaps; community and technical college contributions to bachelor's degrees; the impact of technology trends on teaching and learning, student services and information technology infrastructure; the outlook for state resources; and college system governance and administration; and

**WHEREAS**, the Mission Study Task Force developed recommendations for strategic directions by the college system based on the conclusions of their analysis and broad input from college trustees, faculty and staff;

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges approves the Mission Study Task Force findings and recommendations (Attachment D), and directs staff to pursue the follow up steps proposed by the Task Force.

**APPROVED AND ADOPTED** on December 2, 2009

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J.A. Bricker, Chair

**ATTEST:**

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Charles N. Earl, Secretary

Community and Technical Colleges Mission Study

**Recommendations to Achieve the Goals  
of the Community and Technical Colleges System Direction**

November 20, 2009

**System Direction Goals**

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

*Student Success: Achieve increased educational attainment for all residents across the state.*

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

**Recommendations**

To meet the future needs of the state's economy and its residents over the next 20 years, the community and technical college system will:

**Serve more people, including populations with low college attainment rates.** To increase educational attainment across the state's population, community and technical colleges must raise overall participation rates above current levels. The college system will grow capacity to maintain access as the population grows, and prioritize expanded access for underserved populations. An innovation fund should be created to provide additional resources for colleges to test new locations and try new access strategies for low income young adults, students of color, especially Hispanics, and underserved areas of the state.

**Close the statewide skills gap for technically trained workers.** As the major provider of new technically trained workers for the state's labor force, the college system will have to expand capacity in workforce training programs, especially in high demand fields, to close the skills gap between the need for technically trained workers and the supply of new skilled workers. Incentives to expand high demand and integrated basic skills and workforce education programs such as I-BEST through targeted funds should be continued. Employer partnerships, investment in high quality, flexible training modules, and credit for work based learning should be pursued by the college system to advance the skills of current workers.

**Increase funding for adult basic education programs.** To increase the labor force contribution of adults with basics skills and English language proficiency needs, and the transition of basic skills and second language learners to college certificate and degree programs, the college system will address funding limitations for Adult Basic Education programs.

**Strengthen our role in baccalaureate degrees.** The college system will work with universities and the Higher Education Coordinating Board to expand access for transfer eligible students into baccalaureate degree programs, including main campuses and branch campuses of universities, expand university center partnerships on community and technical college campuses, and grow capacity for applied baccalaureate degree programs for technical associate degree graduates.

**Design more seamless transitions from high schools to colleges to universities and basic skills to college level programs.** The college system will build on the Direct Transfer Agreement, common course numbering, I-BEST, applied bachelors degrees and Tech Prep articulation agreements to promote faculty work towards easily transferable curricula and transparent pathways, among community and technical colleges, between K12 and colleges, and between colleges and universities. Colleges will build efficiencies for students and the state by expanding dual credit programs for high school students to earn college credit while completing their high school diplomas, and partnering with K12 to increase college readiness among high school students, to increase the pool of students eligible for dual credit programs and to transition more graduates to college after high school.

**Use performance measures and funding to increase student achievement.** In 2007, the college system adopted the Student Achievement Initiative, a nationally recognized performance funding system that rewards colleges for raising students' educational attainment. The State Board should build rewards to colleges for increasing student performance through the Student Achievement Initiative. Achievement Points will be used to identify and promote effective practices for increasing achievement gains, especially moving more pre-college students into college level programs and improving student retention. The Student Achievement Initiative will be evaluated over the next three years and results used to refine the performance funding system. For efficiency and focus, the Board should work with the Governor, state legislature and the Higher Education Coordinating Board to consolidate multiple state level accountability measures on the intermediate student outcomes and program completions measured in the Student Achievement Initiative.

This focus on performance and accountability requires improved college capacity for data driven performance evaluation and decision making. The college system should prioritize a new statewide information system shared by all colleges.

**21<sup>st</sup> century teaching and learning requires 21<sup>st</sup> century learning infrastructure.** College infrastructure needs are substantially different than the needs of 1967 when the Washington community and technical college system was created. Colleges need technology investments as outlined in the Strategic Technology Plan, campus-wide wireless technology, and sustainable, energy efficient facilities with smart classrooms and eLearning spaces for students. The college system should identify models for facilities of the future that support emerging trends in instruction and student services.

College campuses are still hubs of student learning, and a campus presence creates access for place bound adults. As new population centers emerge around the state, new college locations will be established based on: evidence of underserved, growing populations within commute distance, planned integration of eLearning with classroom based courses, evidence of existing student demand in leased facilities, collaboration with neighboring colleges to avoid unnecessary duplication of programs and services, and assurance of funding to maintain program diversity. These new locations will be operated by existing college districts, rather than by creating new college districts.

**Promote adoption of web and mobile technology tools for eLearning and online student services.** Students' growing demands to use technology as a tool for accessing college courses, learning resources and services outstrip our abilities to provide them. System wide eLearning tools and support services will be purchased so that all colleges have the capacity to offer eLearning, 24/7 library and learning resources, and online student services to their students, through system level

purchases of software licenses, and centralized, outsourced hosting and help desk services. As college instruction and services are increasingly made available using technology, the college system must develop strategies to ensure that all students, especially low income students, have access to technology supported courses and services. The exponential growth in digital content is requiring colleges to incorporate information literacy skills into student learning expectations.

The college system is on the threshold of creating an online Open Course Library with 80 of the most commonly enrolled courses in the colleges. It is essential that this web based repository of course content, learning resources, and open textbooks advances quality teaching and learning, reduces textbook costs for students, is faculty driven, can be shared by all colleges and all faculty, and that opportunities are provided for all colleges to participate in its creation.

**Invest in college faculty and staff.** Offer accessible, affordable professional development opportunities focused on effective strategies to increase student achievement, especially for underserved populations, and on using emerging web and mobile technologies to strengthen teaching and learning. Continue to pursue the system's Compensation Study Task Force recommendations on cost of living adjustments, peer average salaries, faculty increments, part-time faculty salaries, and part-time faculty conversions. Identify strategies to employ a college workforce that is consistent with student diversity in the colleges, and to plan succession for the large numbers of faculty and staff who will retire through the next decade.

**Deploy an increasing share of system resources towards teaching and learning.** The college system will leverage internal and external technology strengths by investing in shared technology to reduce costs and improve the efficiency of administrative functions, centralizing commodity based technical services and functions, outsourcing functions that can be provided at less cost with better service, and standardizing technology infrastructure across colleges to encourage local innovation and enable transfer of innovation among colleges.

**Promote efficiencies with more flexible college district governance.** The State Board will provide leadership and work with local colleges for consideration of the benefits and limitations of existing college district boundaries and the extent to which consolidations or shared services should take place to best serve students' and community needs in each region of the state. The Board will support local discussions about merging neighboring colleges into multi-campus districts.

**Continue to pursue greater investments in community and technical college programs and services.** As demand for college access, certificates and degrees grows, the community and technical college system will work to redeploy existing resources towards teaching, learning and student success, through administrative efficiencies, system level technology solutions, and increased student productivity. These measures alone, however, will not meet our state's and citizens' needs for greater enrollment capacity to serve more students with relevant, quality programs and for higher levels of degree attainment in the state's work force. The community and technical college system will actively pursue additional public and private resources to produce more skilled workers for the state's economy and more transfer students to build baccalaureate degree attainment.

**Next Steps**

To accomplish these goals with limited resources will be very challenging. These recommendations call for greater collaboration among colleges, college constituencies and with public and private partners. The State Board is committed to engaging all stakeholders in collaborative processes as these initiatives are developed and implemented.

Some recommendations provide direction to current initiatives and some require deeper analysis. Implementation plans for the new strategies will be evaluated in terms of cost savings, service enhancement, and student success potential. The college system will have to prioritize these recommendations and identify internal as well as external funding sources to implement them.



## **REGULAR MEETING AGENDA ITEM**

TAB 3

December 2, 2009

Discussion  Action (Resolution 09-12-31)

### **Topic**

Legislative Update and Approval of 2010 Legislative Policy Principles

### **Description**

The 2010 legislative session is set to begin on January 11, 2010. Once again the Legislature will be faced with a budget deficit, currently assumed at \$2.6 billion for the remainder of the 2009-11 biennium.

The source of the \$2.6 billion shortfall comes from a drop of \$1.84 billion in revenue and an increase of \$742 million in costs since the legislature adjourned last Spring.

While the budget will dominate the session, policy committees will continue to churn out bills seeking policy changes on a host of issues.

Starting three years ago, the Board adopted a set of policy statements that helped the system connect policy issues that emerge during the legislative session to basic statements of principle. These principles provide common messages that are linked to the Board's System Direction Goals (Attachment A).

### **Key Questions**

- Do the draft policy principles represent the values of the Board and the system as a whole?
- Are the major policy areas of interest to the community and technical college system addressed in the principles?

### **Analysis**

#### ***State Fiscal Condition and the Impact to the College System***

The Washington State two-year operating budget remains a challenge. The current budget deficit for the remainder of the 2009-11 biennium is currently being discussed at \$2.6 billion. This is a combination of lower than expected tax collections and increases in spending in some areas mandated by constitution or state law.

The Governor will submit her 2010 supplemental budget recommendations to the Legislature in the second or third week of December. The Governor is required to submit a balanced budget and at least one budget that does not assume additional taxes in order to balance the budget.

By accepting federal stimulus funds last year, the State of Washington is subject to the rules around those funds. For education, it means that the State of Washington cannot drop their spending levels on K-12 and higher education below FY2006 levels. Because of large cuts taken in the current year, staff at OFM, the Senate, and House believe that higher education

institutions, as a whole, cannot be cut more than \$80 million next fiscal year under the current interpretation of rules issued by the U.S. Department of Education. State financial aid programs are outside of this rule and may be subject to large cuts above the \$80 million. Additionally, federal rules are under constant review and there is no guarantee that the \$80 million level will be maintained in the final enacted budget.

State Board staff and college personnel continue to work with OFM staff, legislators, and legislative staff on the impact that additional cuts would have on students and the colleges. Further, with the adoption of the supplemental budget request at the Board's last meeting, staff continues to make presentations on the need for additional Worker Retraining Funds.

### ***Policy Principles***

Attachment A is a set of policy principles that will help the system and staff to establish positions on bills during the 2010 legislative session. The Board has seen the draft and after gathering feedback from the system, an additional section on governance has been added.

The principles are not intended to be positions on specific legislation but rather a set of values that could be applied to any legislation related to a particular topic. Staff has reorganized them this year by Board goal.

### **Background Information**

Attachment A: 2010 Legislative Policy Principles

September Retreat Agenda Item:

<http://www.sbctc.ctc.edu/general/admin/TABE-2010LegislativeStrategywithattachment.pdf>

October Agenda Item:

[http://www.sbctc.ctc.edu/general/admin/Tab\\_5\\_2010\\_Legislative\\_Session\\_Outlook.pdf](http://www.sbctc.ctc.edu/general/admin/Tab_5_2010_Legislative_Session_Outlook.pdf)

### **Outcomes**

- Board members will have an opportunity to discuss the climate surrounding the upcoming 2010 Legislative Session.
- Staff also recommends that the Board adopt Resolution 09-12-31 – 2010 Policy Principles for the Washington State Community and Technical College System.

**Prepared by:** Chris Reykdal, 360-704-4390, [creykdal@sbctc.edu](mailto:creykdal@sbctc.edu)

**STATE OF WASHINGTON**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**RESOLUTION 09-12-31**

A resolution relating to the 2010 Legislative Policy Principles.

**WHEREAS**, the State Board for Community and Technical Colleges has adopted the System Direction in September 2006 and has submitted supplemental operating and capital budget requests for 2010 that reflect the system's highest priorities; and

**WHEREAS**, the 2010 supplemental operating and capital budget requests remain the system's highest priorities; and

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

**WHEREAS**, the Board would like to express a set of policy principles related to the identified issues:

**THEREFORE BE IT RESOLVED** that the State Board adopt Resolution 09-12-31, approving the 2010 Legislative Policy Principles contained in Attachment A.

**APPROVED AND ADOPTED** on December 2, 2009.

\_\_\_\_\_  
J.A. Bricker, Chair

**ATTEST:**

\_\_\_\_\_  
Charles N. Earl, Secretary

## State Board for Community and Technical Colleges 2010 Legislative Policy Principles

Throughout the legislative session, ideas and issues often arise that are not initiated by the community and technical college system but, if enacted, would have an effect on the system. While we cannot predict all the issues, we should be prepared to react to issues using a set of core principles and values.

What follows are a series of significant topics and corresponding guiding principles to provide the Board, staff, and college officials with a clear understanding of the community and technical college system's key interest. These principles will serve as a framework for evaluating legislative requests, budget recommendations, and ideas of interest to the community and technical college system.

The principles expressed here are grounded in the ten-year goals established by the State Board in the 2006 System Direction:

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

**Student Success** – Achieve increased educational attainment for all residents across the state.

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

The budget-related principles take into account the reality of our current fiscal situation: large budget cuts and record enrollments. While our system is committed to serving students, the student experience is under great stress as they face class wait-lists, fewer support services, shrinking financial aid packages and overall reductions in student support resources. To sustain the current level of effort, colleges must be protected from additional budget reductions in the short term and will require additional investments when state resources allow.

**Economic Demand** – Strengthen state and local economies by meeting the demands for a well educated and skilled workforce

### **Budget Reductions**

- **Critical Investment** – The community and technical college system is a critical investment for the long- and short-term economic health of the state and should be protected from additional budget cuts.
- **High Tuition is Not the Answer** – Too often during economic downturns, the legislature cuts colleges' budgets and partially backfills the cuts with large tuition increases. This leaves the colleges with inadequate funding and places a substantial burden on students and parents at a most difficult time.

- **System Efficiencies** – Efficiencies should be determined by the system, under the leadership of the State Board. Any efficiency savings achieved should be returned back to the system to enhance student access and success.

### **Student Enrollments**

- **Targeted Populations** – Funding for new enrollments should include consideration of the economic needs of the state, as well as population increases:
  - The fiscal health of our private and public sectors will require us to achieve greater success with traditionally low-skilled populations such as Adult Basic Education (ABE) and English as a Second Language (ESL) learners.
  - 25-35 year olds will be the fastest growing segment of our adult population over the next ten years and there needs to be a special focus on their success.
  - Many high-demand fields as reported by our state’s employers are high-cost and will require resources above the average funding rate for existing college enrollments.
  - Tuition waivers used to promote student access for targeted populations of students come at a serious cost. Colleges need to be compensated for the lost revenue.
- **High School Completion Programs** – Community and technical colleges should continue to play a role in high school completion and GED preparation for those who leave the K-12 system without a high school diploma.
  - **Flexibility** – Colleges should retain local flexibility in their program offerings for high school completion and/or GED pathways.
  - **Preventive Role** – Through partnerships, the CTCs can play a significant role in creating success for students before they become high school dropouts.
  - **Adequate Funding** – Colleges will need adequate resources to provide high school completion pathways.
  - **Alignment of Pathways** – High school completion or GED pathways should position the learner to seamlessly enter college.
- **Dual Enrollment Programs** – Washington taxpayers and families save millions of dollars by taking advantage of programs that offer high school credit and college credit simultaneously. These programs should be expanded to increase the efficiency of our education system.
  - **Variety of Pathways** – Students learn at different paces and in different ways. A variety of dual enrollment options should be available such as Running Start, College in the High School, Tech Prep, and more.
  - **Efficient** – Dual enrollment programs reduce time to completion for students and should be promoted as part of a larger strategy to achieve more degrees and certificates.
  - **Adequate Funding** – Dual enrollment programs are a tremendous benefit to students, parents and tax payers and should be encouraged, but only with adequate resources for the colleges and their K-12 partners.

- **Enrollment Counting** – When colleges are serving students in dual enrollment programs, they should be allowed to count those students in meeting their enrollment targets.
- **Baccalaureate Production** – The CTCs play a critical role in the preparation of baccalaureate degree students:
  - Growth in baccalaureate production should recognize the large contribution made by the CTCs both as contributors to upper-division university enrollments and as institutions that offer baccalaureate degrees directly to their students.
  - Increasing baccalaureate degree participation should first consider solutions that utilize existing higher education infrastructure such as university centers on CTC campuses.

**Student Success** – Achieve increased educational attainment for all residents across the state.

### **Tuition**

- **Public Good** – Tuition policies should be developed under the context that higher education is a public good and a private benefit. Our society has a vested interest in keeping higher education affordable.
- **Predictability** – Students, parents, and college administrators need a tuition model that is predictable, stable and is placed in the larger context of the full cost of attendance.
- **Sector Differences** – Different tuition policies (and subsequent state support) need to reflect the diverse student populations that are served by each higher education sector.
- **Affordability** – Even when tuition is matched with financial aid, the “sticker” price, whether real or perceived, discourages many populations from beginning their pursuit of higher education.
- **Linked to Aid** – Tuition increases should be matched with appropriate financial aid, including innovative ways to respond to part-time students and other non-traditional students.

### **Financial Aid**

- **Need Based** – Financial aid programs should be focused first on assisting financially needy students.
- **Adequacy** – Financial aid packages should be adequate and responsive to the particular needs presented by diverse populations of learners.
- **Underserved** – Changes in financial aid policies should target low income students, first generation learners, and also strive for substantial simplification for all students.
- **Working Adults** – Financial aid systems should be structurally modified to address the real financial barriers experienced by low-income working adults.
- **Fairness** – Financial aid policies linked to tuition should provide proportional amounts of aid based on credit loads and be available for all programs of study.
- **Leveraging** – Changes in state financial aid programs should retain an emphasis on leveraging federal, local, and private resources.

- **Comprehensive Support** – Financial aid is a subset of comprehensive support and should be paired with adequate funding for counseling, advising, and other student engagement resources.

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

### **Technology and eLearning**

- **Modes of Delivery** – The immense power of technology should be considered in delivering the benefits of higher education to broad segments of our population.
- **Up-Front Investments** – Using technology to provide learning opportunities for faculty, students and staff will require support in the form of equipment, bandwidth, technical support, training and professional development. Long-term benefits require up-front costs.
- **Systems Infrastructure** – Increasing accountability and effectiveness stems in large part from robust and relevant data systems that need to be supported at the statewide and local level.
- **Shared Resources** – Where possible, the legislature should develop policy solutions that create equal opportunities for all students through cost-effective technology and shared digital content resources.

### **Faculty Role in Innovation**

- **Professional Development** – Just as they provide opportunities for their students, faculty need those same opportunities to learn, explore, and take risks with new technologies, delivery styles, and content.
- **Collaboration Time** – Innovation takes root when faculty have the opportunity to disseminate their knowledge, skills, and abilities with their colleagues.
- **Incentive Systems** – Compensatory rewards, such as faculty salary increments need to be adequately funded to hasten the pace of innovation and teaching reform.

### **Compensation and Staffing**

- **Adequacy** – Faculty and staff should be compensated adequately and within the context of a competitive environment. The burden for adequate compensation should fall to the State Legislature which sets the college system's enrollment targets and overall funding per student.
- **Quality** – Compensation systems should contribute to the recruitment and retention of high quality employees.
- **Collective Bargaining** – Collective bargaining changes aimed at faculty should respect the whole of collective bargaining – labor and management's key issues. These include salaries, workload, and job security.
- **Data Driven** – Long-term changes to compensation practices and staffing should be based on comparative information and other measurable data.

- **Flexibility** – Compensation practices should ensure appropriate flexibility so colleges can make staffing adjustments necessary to meet the changing demands of their local communities.
- **Comprehensive Duties** – Compensation systems should recognize the full spectrum of duties and responsibilities performed by employees.

#### **Accountability**

- **Responsibility** – The SBCTC is responsible for ensuring statewide accountability for the community and technical college system in response to policy initiatives of the Governor and legislature.
- **Student Achievement Data** – The SBCTC will measure results using data that focuses on student access, retention, and success.
- **Reporting Requirements** – There are too many redundant reporting requirements for higher education. The Legislature should focus on measures of student progress and achievement.
- **Sector Differences** – Higher education sectors serve substantially different student populations. Accountability measures should recognize the diversity of missions and student populations.

#### **College Boundaries and Districts**

- **Student Access** – Governance changes should enhance student access at the lowest cost possible for students in the communities where they live and work.
- **Community Focus** – Restructuring college service areas or the concentration of colleges in a region should ensure that citizens and businesses in the community will be better served.
- **Financial Benefits vs. Risks** – Short- and long-term administrative savings should be weighed against potential costs related to labor contracts, capital budget needs, or loss of local community financial support.

November 20, 2009



## **REGULAR MEETING AGENDA ITEM**

**TAB 4**

**December 2, 2009**

Discussion    **Action (Resolution 09-12-32)**

### **Topic**

Allocation of Aerospace Training Funds

### **Description**

On October 19, 2009, Governor Gregoire directed \$1.5 million of federal Workforce Investment Act discretionary funds to the State Board for Community and Technical Colleges (SBCTC) to be “invested in a manner that results in aerospace training and education...and pursuant to all applicable WIA rules and/or guidelines.” The Governor provided specific direction to the SBCTC to target funds to:

1. Industry-driven training centers;
2. New equipment;
3. K-12 programs;
4. Curriculum alignment; and
5. Facilitation of the transfer of research findings into training curricula.

The Governor granted the SBCTC, in consultation with her staff, the ability to modify specific expenditures if the modification results in “a more effective means of using these or other funds and still ensures that the investments outline[d] in the memo are implemented.”

The Governor has also directed the development of a detailed work plan to be submitted by January 15, 2010, an interim progress report due by March 31, 2010 and a final report on all outcomes by October 1, 2010.

It should be noted that this distribution of funds is “one-time only” and will not be added to colleges’ base budgets.

### **Key Questions**

- *How will these funds be distributed throughout Washington?*
- *What are the future actions?*

### **Analysis**

#### **Industry-Driven Training Centers -- \$600,000**

The Governor has specified that funding be granted as follows:

1. \$450,000 to the new Aerospace Training Facility located at Paine Field in Everett; and

2. \$150,000 to the new Aerospace Training Facility to be located at Spokane International Airport.

These funds shall be used to assist both facilities in the provision of customized training, development of curriculum for their training programs and other one-time start up costs. The centers have been directed to share resources and curriculum developed with these funds in order to maximize this investment.

The Governor has specified the following outcomes for this funding:

- Establishment of a collaborative agreement between the Spokane and Paine Field Centers;
- Determination, through industry collaboration, missing training resources and skill sets;
- Identification, through collaboration with education partners, of available resources to develop new curriculum;
- Development of training curriculum and course evaluation process for a minimum of 20 courses;
- Development of a distance learning platform;
- Development of performance accountability matrices; and
- Development of a working agreement including a referral and liaison process with community colleges.

Action authorizes that the funds be distributed by the SBCTC's Executive Director through a direct grant to each college district in accordance with the Governor's directive.

#### **New Equipment -- \$500,000**

The Governor has specified that these funds shall be used "for replacing old equipment to ensure students are using state-of-the-art machinery and tools" in our colleges aerospace training programs.

The SBCTC has been directed to select equipment purchases through a competitive process and to provide a preliminary report of equipment approved through the process no later than January 31, 2010.

The following outcomes have been specified:

- Replacing aging equipment that is no longer functioning or no longer in use in the industry;
- Match an industry need or meet a requirement for FAA-approved programs, with a focus on equipment that will fill gaps in the training sequence; and
- Building additional capacity by increasing slots for students.

Action authorizes the SBCTC's Executive Director to distribute the funds through a competitive grant process in accordance with the Governor's directive.

#### **K-12 Programs -- \$200,000**

The Governor has directed the SBCTC to work with the Washington Aerospace Scholars program, through the Museum of Flight, to direct funds to "programs that build enthusiasm and interest in aerospace among students and inform them of the academic requirements needed to enter this field."

The Governor identified the following outcomes:

- Expansion of interest in and preparation for aerospace among K-12 students, with a goal of 250 students participating in distance learning through Washington Aerospace Scholars and over 150 participating in summer residency programs at the Museum of Flight;
- Increased collaboration between Washington Aerospace Scholars and the SBCTC.

Action authorizes the SBCTC's Executive Director to identify and execute a method of distributing these funds in accordance with the Governor's directive.

### **Curriculum Alignment -- \$100,000**

The Governor has directed this allocation to the Center of Excellence for Aerospace and Advanced Materials Manufacturing. The Center is "directed to work with colleges offering similar programs to align criteria in our aerospace offerings."

The following outcomes have been specified:

- 34 community and technical colleges shall use cutting-edge, standardized curriculum that is updated and deployed regularly as industry needs change;
- Reduction in future curriculum development costs;
- Responsive and effective state-wide training;
- One-stop coordination of training for employers needing specialized instruction anywhere in the state; and
- The reporting of all aerospace curriculum development updates and modifications occurring in all colleges and the new aerospace training centers.

Action authorizes the SBCTC's Executive Director to allocate the funds directly to the Center of Excellence for Aerospace and Advanced Materials Manufacturing in accordance with the Governor's directive.

### **Facilitation of the Transfer of Research Findings into Training Curricula -- \$100,000**

The SBCTC is directed to work with the Washington Technology Center to "develop protocols around research transfer."

The following outcomes were specified by the Governor:

- Map the process of curriculum development in our colleges and identify appropriate initial research projects;
- Identify the research to migrate;
- Agree where it fits in existing curriculum;
- Identify how to migrate it most effectively, efficiently and speedily into curriculum;
- Implement the migration;
- Learn the lessons from the migration;
- Evaluate the impact; and
- Finalize and recommend protocols.

Action authorizes the SBCTC's Executive Director to identify and execute a method of distribution of the funds in accordance with the Governor's directive.

**Recommendation**

The State Board is asked to delegate authority to the Executive Director to allocate and award the aerospace training funds as described in Resolution 09-12-32.

**Prepared by:** Jim Crabbe, (360) 704-4333, jcrabbe@sbctc.edu

**STATE OF WASHINGTON**

**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

**RESOLUTION 09-12-32**

A resolution directing the State Board for Community and Technical College's Executive Director to distribute \$1,500,000 of federal Workforce Investment Act discretionary funds as directed by the Governor of Washington.

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

**WHEREAS**, the Governor has directed \$1,500,000 of her Workforce Investment Act discretionary funds to the State Board; and

**WHEREAS**, the Governor has specified the allocations and outcomes for the use of these funds,

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges allocates a total of \$1,500,000, as follows:

1. \$600,000 to industry-driven training centers;
2. \$500,000 to new equipment;
3. \$200,000 for K-12 programs;
4. \$100,000 for curriculum alignment; and
5. \$100,000 for facilitation of the transfer of research findings into training curricula.

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges grants the Executive Director the authority to allocate and award these funds as specified by the Governor's directive dated 19 October 2009; and

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

**APPROVED AND ADOPTED** on December 2, 2009.

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J.A. Bricker, Chair

**ATTEST:**

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Charles N. Earl, Secretary



## **STUDY SESSION AGENDA ITEM**

**TAB 5**

December 2, 2009

**Discussion**    **Action**

### **Topic**

Gates Grant Application Criteria and Process

### **Description**

At the September Board meeting, the Board approved receipt of a three year, \$5.3 million grant from the Bill & Melinda Gates Foundation for the Washington Student Completion Initiative. The grant funds four projects: awards for Student Achievement gains, creating an open course library, redesigning pre-college math courses, and expanding the I-BEST model. The purpose of this item is to update the Board on grant application criteria and the process for college awards that will be recommended to the Board for approval at the March 2010 Board meeting.

### **Key Questions**

- Do the grant criteria advance the goals and strategies of the Board's System Direction?

### **Analysis**

At the October meeting, the Board approved college allocations of the first awards for Student Achievement including distribution of Gates funds related to Student Achievement. Staff also provided a timeline for implementation of the other three Gates funded projects. Staff has been working with college system and faculty groups to develop the application criteria. Attachment A provides the current draft criteria and selection process that are currently under review for colleges to participate in the Open Course Library, Pre-College Math Project, and I-BEST for Developmental Education.

### **Background Information**

[http://www.sbctc.ctc.edu/general/admin/Regular\\_Meeting\\_Complete\\_Packet\\_September\\_25\\_2009.pdf](http://www.sbctc.ctc.edu/general/admin/Regular_Meeting_Complete_Packet_September_25_2009.pdf), Page 39.

Attachment A: Washington State Student Completion Initiative 2009-2012

### **Outcomes**

Board members will have an opportunity to preview the criteria and process for selecting college participants in the Gates grant projects.

**Prepared by:** Jan Yoshiwara, 360 704-4353, [jyoshiwara@sbctc.edu](mailto:jyoshiwara@sbctc.edu)

**Washington State Student Completion Initiative  
2009-2012**

The Student Completion initiative, funded by the Bill and Melinda Gates Foundation and the Washington State Legislature will support new and promising efforts to improve access and completions for low-income young adults in Washington state over the next three years. The \$5.491 million grant will help break down key barriers to student completion in the community and technical college system by funding three projects:

- **Open Course Library**            **\$1,771,000**    (*Cable Green*)
  - Expanding access and success in 81 high-enrollment courses by lowering textbook costs for students, providing new resources for faculty, and improving course completion rates.
  - College faculty and staff will be funded over two years to design 81 courses for face-to-face, hybrid and/or online delivery.
- **Re-Thinking Pre-College Math**            **\$1,970,000**    (*Bill Moore*)
  - Improving student completions in pre-college mathematics courses and their success in college-level math classes
  - 6 to 8 College math departments will be funded over a three year period to make substantive changes in their pre-college math programs and instructional practices.
- **I-BEST for Developmental Education**            **\$1,750,000**    (*Tina Bloomer*)
  - Models are to extend the pathways developed in currently approved I-BEST programs that are at least two quarters in length (with the possible addition of a “green economy” pathway).
  - \$80,000 total per college per grant year for ten colleges (\$160,000 maximum over two years).

**Timeline:**

November 18-19, 2009	Instruction Commission meeting: review grant criteria and process
December 2-3	SBCTC meeting: review grant criteria and process
December 10	WACTC meeting: review grant criteria and process
January 4, 2010	Release grant to colleges
January 11-22	Bidder’s Conferences: 2 ITVs: morning and afternoon; 2 Elluminate Sessions with archive feature
February 15	Grant proposals due to SBCTC
February 22-24	Evaluation committees meet, make funding recommendations
March 17-18	SBCTC meeting, grants awarded
Spring Quarter 2010	Selected colleges and faculty begin projects

**Important Information:**

Grant proposals will be made through the Online Grants Management System (OGMS) only.

Budget categories will be selected from a common set of categories drawn from the Online Budget Information System (OBIS) to fit each grant’s specific work plan. **Match funds will not be required.**

Washington State Student Completion Initiative  
Open Course Library

<http://opencourselibrary.wikispaces.com>

Highlights

**Project Overview:**

The Open Course Library project is the implementation of recommendations from the [Strategic Technology Plan](#).

- Guiding Principle #7: We will cultivate the culture and practice of using and contributing to open educational resources.
- ... using open educational resources – and contributing to them – requires significant change in the culture of higher education. It requires thinking about content as a common resource that raises all boats when shared. It requires replacing our “not invented here” attitude with a “proudly borrowed from there” orientation. (p.11)

[The Open Course Library project is about](#) designing 81 high enrollment, gatekeeper and pre-college courses for face-to-face, hybrid and/or online delivery, to improve course completion rates, lower textbook costs for students, provide new resources for faculty to use in their courses, and for our college system to fully engage the global open educational resources discussion.

[The Open Course Library project is not about](#) mandated curriculum, about common course numbering, or about expanding online learning.

**Expectations of Participating Colleges:**

College faculty and staff will be funded over 15 months to design 81 courses for face-to-face, hybrid and/or online delivery. Each faculty member or team of faculty will design one course, supported by online collaboration resources, scheduled meetings, and a group of support experts including: Librarians, Instructional Designers, Institutional Researchers, ADA / Disability Directors and eLearning Directors. Details of what each of the faculty and support staff “[will do](#)” is on the project wiki.

Grant funds will be moved from SBCTC to the colleges. How the colleges choose to work with faculty and the support experts is up to the hiring college. For example, some colleges may choose to buy release time for faculty / staff, while some colleges may choose to provide honorariums.

Distribution of project funds from SBCTC to colleges will be linked to successful completion of course design work that meets project deadlines. If a grant participant is unable or unwilling to meet the [timeline](#) in the Open Course Library project, SBCTC reserves the right to work with the Instruction Commission oversight committee to replace that participant with another qualified (alternate) candidate.

**Grant Duration:** 15 months (Spring 2010 through Summer 2011).

**Amount:** \$15,000 per course for 81 courses + \$15,000 per support expert(s) + \$1,000 per course to support eLearning Director support of faculty designers ([budget on wiki](#)).

### **Recommended Selection Criteria for Proposals**

[Selection Criteria details](#) are on the wiki.

#### **All candidates** (faculty and support experts)

- are leaders in their respective fields
- have success working collaboratively with faculty on course design projects
- have experience using digital content and digital technologies to enhance learning in face-to-face, hybrid and/or online course(s)
- have experience using others' open resources and/or sharing their own digital content
- have incorporated innovative pedagogical approaches into their course(s) or have assisted others in doing so
- have the support of their Vice President of Instruction to fully participate in this project

### **Recommended Review Process for Proposals**

[Selection Team details](#) are on the wiki.

- **Instructional Designers** selected by the Instruction Commission.
- **Librarians** selected by the Library Media Directors Council.
- **Institutional Researchers** selected by the WA Association of Research and Planning.
- **ADA / Disability Directors** selected by the Student Services Commission.
- **Faculty** will be selected by VPIs, system faculty and eLearning Directors. The Faculty Selection teams will be created as follows:
  - FACTC may nominate up to 15 faculty, WEA may nominate up to 15 faculty, and AFT may nominate up to 20 faculty to be on each of the following four discipline selection committees:
    - ASL and World Languages (7 courses) & English and Speech (9 courses) & Humanities (5 courses)
    - College-level Math (8 courses) & Pre-College Math ( 2 courses) & Accounting and Business (5 courses)
    - Science (including Nutrition) (23 courses)
    - Social Science (including History) (20 courses)
  - IC will select, from the FACTC, WEA, AFT faculty nominees, 6 faculty to serve on each of the four discipline selection committees (for a total of 24 faculty reviewers). IC will appoint 2 VPIs to serve on each of the four discipline selection committees (for a total of 8 VPIs).
    - IC will select faculty and VPs with disciplinary expertise in the discipline areas (see list above) and will select faculty and VPIs from across the State.
  - eLearning Council will select 1 eLearning Director to serve on each of the 4 discipline selection committees (for a total of 4 reviewers).

**Washington State Student Completion Initiative:  
Pre-College Math Project  
Highlights**

**Project Overview:**

This project builds on and extends the successes of and lessons learned from the [Transition Math Project \(TMP\)](#), including the College Readiness Mathematics Standards as a central foundation, shifting the focus of the intervention from high schools to the pre-college math programs in Washington community and technical colleges. Long-term the project is designed to increase student completion in pre-college math courses and student success in college-level math courses; over the three-year term of the grant those long-term goals are addressed through and assessed primarily by supporting college math departments in a focused effort to improve core educational practices in pre-college mathematics programs in Washington community and technical colleges.

**Expectations of Participating Colleges:**

The overall project goal is to develop and support a coalition of colleges willing to commit as institutions to improving student math achievement by making improvements in core educational practices within their pre-college math programs. Within that broad framework participating colleges will decide which strategies/approaches to pursue; possible examples include:

- *Curriculum:* Design new curricular materials and approaches for pre-college math, including, but not limited to, alternative course pathways to college-level math, accelerated and transition programs for students (summer bridge offerings, standards-based modules, integrating focus on College Readiness Math Standards attributes, student attitudes toward math, integrating learning and study skills with math courses, etc.).
- *Instructional Approaches/Teacher Support:* Incorporate standards- and evidence-based instructional approaches across the program; create or participate in faculty inquiry groups or professional learning communities designed to engage math faculty around key issues of mathematics instruction (including an explicit emphasis on involving adjunct/part-time faculty in the work).
- *Assessment:* Develop and improve use of diagnostic, formative and summative math assessments across the program; build faculty understanding of and skills in the use of rich tasks and classroom-based assessment approaches; incorporate qualitative approaches to understanding student perspectives on and sense-making in mathematics (interviews, focus groups, ...).

Participating colleges will also be expected to demonstrate clear and visible department-wide and institutional commitment to the project and to support cross-campus connections and sharing of practice within the coalition and across the system. Specifically, college leadership teams will be expected to attend summer institutes 2010-2012, participate in topic-based faculty inquiry groups and occasional webinars, and collaborate with ongoing external assessment/research efforts.

**Grant Duration:** 29 months (April 2010 through August 2012).

**Amount:** up to \$120,000 total per college (estimated).

### **Recommended Selection Criteria for Proposals**

#### **Clarity of Goals**

Proposal defines strategies and goals that are clear and consistent with broad goals and conceptual framework for project, focusing on core practices related to curriculum changes, instructional practices, and/or classroom and diagnostic assessments.

#### **Commitment**

Proposal provides evidence of clear and strong support for project from institutional administrative leadership and the math department and grounds proposed plans in institutional priorities.

#### **Capacity**

Proposal includes comprehensive evidence-based review of student math achievement, program/faculty capacity and constraints, and institutional strengths and priorities and demonstrates institutional and faculty capacity to accomplish project plans.

#### **Sustainability**

Proposal indicates potential for sustaining, and if possible scaling up, the work beyond the grant period and addresses what, if any, specific ongoing technical assistance would be needed.

#### **Feasibility**

Proposal provides a work plan and budget that is realistic given the time frame of the grant and the existing institutional capacity as defined in the proposal.

### **Recommended Review Process for Proposals**

External review group will read all proposals and then meet to recommend to State Board staff the colleges to be selected. The review group will consist of 6 people from outside the current Washington CTC system—4 math faculty and 2 curriculum/instructional specialists—and will reflect a broad range of expertise and background in developmental math, curricular reform, and institutional change projects.

**Washington State Student Completion Initiative:  
I-BEST for Developmental Education  
Highlights**

**Project Overview:**

Funds for these grants are provided by the Bill and Melinda Gates Foundation. The goal of the project is to double the number of low-income adults who earn a college degree or credential with genuine marketplace value by age 26. These grants are intended to establish a demonstration project that will extend I-BEST into developmental education by identifying new model(s) of instruction that focus on the redesign of developmental education curriculum/instructional practice and professional-technical curriculum/instructional practice.

The goal is to pilot strategies that move students further and faster toward the highest credential in the pathway. I-BEST for Developmental Education models are to extend the pathways developed in currently approved I-BEST programs that are at least two quarters in length (with the possible addition of a “green economy” pathway). The programs are to be a continuation from the approved program to the next higher level of a career pathway with a clear articulation. Both basic education and developmental education students are eligible to participate in these pilot programs. The demonstration project will allow colleges to test differing models for integrating curriculum that combine student services, revise curriculum design, and develop engaging instructional models.

**Expectations of Participating Colleges:**

The overall project goal is to develop a model(s) that extends I-BEST into developmental education. The college program that is the focus of this proposal must be on the college’s inventory (or for a green economy program, the college has received an endorsed notice of intent for the program prior to submission of this proposal) **AND** has an existing approved I-BEST program in the program area that is at least two quarters in length. Participating colleges will decide which strategies/approaches to pursue; elements include:

- *Curriculum:* Design new curricular materials and approaches that integrate developmental education and professional-technical curriculum. Equal attention is to be paid to both disciplines resulting in a redesigned curriculum that includes active learning pedagogies.
- *Instructional Approaches/Teacher Support:* Use data and a culture of evidence to modify, refine, and improve practices that advance student success. Provide shared/coordinated faculty [curriculum development and ongoing] planning time.
- *Student Support:* Provide learning opportunities that are contextual and integrated including integrated program outcomes, use cohort and learning community-type models, include multiple modes, methods, and pedagogical strategies that appeal to diverse student populations and provide clear career and educational pathways for students. Develop an integrated curriculum that focuses on what students need to know and be able to do in order to work in their profession.
- *Institutional Support:* Provide professional development tools and other resources necessary to help all students succeed with consideration on how to make necessary changes in structures, attitudes, paradigms, and strategies for student success by building on strengths of students, faculty, staff, and the institution—adopting a strength-based

rather than a deficit approach to students, faculty, etc. Also, create strong collaborative internal and external partnerships to support the program.

Participating colleges will also be expected to emphasize the sustainability of the work through clear and visible departmental and institutional commitment to the project and to support cross-campus connections and sharing of practice within the coalition and across the system.

**Grant Duration:** 12 months. There will be two rounds of funding. The first round of funding will run from July 1, 2010 through June 30, 2011. There will be a second round of funding from July 1, 2011 through June 30, 2012. The first round colleges will be eligible to apply for the second year using a condensed version of the competitive format. Any funds not granted to round one colleges for a second year will be opened up for a competitive process using the full grant application.

**Amount:** \$80,000 total per college per grant year for ten colleges (\$160,000 maximum over two years)).

### **Recommended Selection Criteria for Proposals**

**Selection will be based on the following criteria:**

- Skill gap shortage in a targeted industry.
- Recruitment, retention, and selection strategies.
- Appropriate components of “college readiness” aimed at advancing student achievement and success throughout the duration of the program.
- College efforts to provide institutional support needed to ensure program success and to ensure sustainability beyond the life of the grant.
- College efforts to provide the student support needed to ensure program success.
- A model design that uses data and evidence, planning time, coordinated studies, and flexibility.
- Efforts and actions that will allow students to be employed at the completion of the program.
- Evidence of industry participation in the program to help meet skill gap shortage.
- Partnership with organized union labor.

### **Recommended Review Process for Proposals**

An external review group will read all proposals and then meet recommend to State Board staff the colleges to be selected. The review group will consist of at least 6 people from outside the current Washington CTC system and will reflect a broad range of expertise and background.