



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

MEETING MINUTES

December 2, 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

ACTION INDEX
December 2, 2009

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

**Regular Meeting Minutes
December 2, 2009
State Board Office**

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State Board Members Present: Jim Bricker (Chair), Sharon Fairchild (Vice Chair), Jeff Johnson, Lyle Quasim, Jim Garrison, Beth Willis

State Board Members Absent: Erin Mundinger, Shaunta Hyde, Tom Koenninger

CALL TO ORDER AND WELCOME

Chair Jim Bricker called the meeting to order at 9:00 a.m., welcomed those present, and asked for self-introductions.

ADOPTION OF REGULAR MEETING AGENDA

MOTION: Moved by Jeff Johnson and seconded by Sharon Fairchild that the State Board adopt its December 2, 2009 regular meeting agenda as presented.

MOTION CARRIED.

ADOPTION OF CONSENT AGENDA

MOTION: Moved by Sharon Fairchild and seconded by Jim Bricker that the State Board adopt the consent agenda for its December 2, 2009 regular meeting as follows:

- a) Approval of October 30, 2009 State Board regular meeting minutes***

MOTION CARRIED.

EXECUTIVE DIRECTOR'S REPORT

Executive Director Charlie Earl reported on the following items:

- SBCTC Performance audit process
- SBCTC staff vacancies
- Achieving the Dream review meeting
- Transfer Policy Group
- State budget and SBCTC office budget
- American Graduation Initiative
- Carnegie Foundation discussions

APPROVAL OF MISSION STUDY TASK FORCE RECOMMENDATIONS (Resolution 09-12-30)

Mission Study Task Force Chair Jim Garrison and Jan Yoshiwara of the State Board staff presented the group's final recommendations for the Board's consideration and approval. The recommendations were developed after considering analysis of future needs and trends and extensive feedback from college system groups and State Board members.

In September 2008, the State 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. The Mission Study Task Force examined current and future trends based on a work plan submitted to the Board in fall 2008. The Board received regular reports on these analyses throughout winter and spring 2009. Study findings were completed in June 2009 and a summary provided in the Board's agenda materials.

At the September 2009 State Board retreat, members met with system leaders to review and discuss the findings and draft recommendations. 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.

Mission Study Task Force members Tom Malone, Pamela Transue, and Mike Dodge presented the findings and recommendations and participated in the Board's discussion of the recommendations. Next steps to pursue the recommendations were also described and discussed.

MOTION: Moved by Jim Garrison and seconded by Beth Willis that the State Board adopt Resolution 09-12-30 (ATTACHMENT #1) approving the Mission Study Task Force Recommendations as presented.

MOTION CARRIED.

APPROVAL OF 2010 LEGISLATIVE POLICY PRINCIPLES (Resolution 09-12-31)

Chris Reykdal of the State Board staff presented the 2010 Legislative Policy Principles for the Board's consideration and approval. The Principles are intended to help 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. The Board previewed the draft at its October 2009 meeting; and after gathering feedback from the system, an additional section on governance was added.

The Board also received an update of the state's fiscal condition and the impact to the community and technical college system. The 2010 legislative session begins on January 11, 2010. The Legislature will be faced again with a budget deficit currently assumed at \$2.6 billion for the remainder of the 2009-11 biennium.

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 its spending levels on K-12 and higher education below FY2006 levels. Because of large cuts taken in the current year, Office of Financial Management, Senate, and House staff believes 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 October 2009 meeting, staff continues to make presentations on the need for additional Worker Retraining Funds.

MOTION: Moved by Sharon Fairchild and seconded by Lyle Quasim that the State Board adopt Resolution 09-12-31 (ATTACHMENT #2) approving the 2010 Legislative Policy Principles.

MOTION CARRIED.

**APPROVAL OF AEROSPACE TRAINING FUNDS ALLOCATIONS AND AWARDS
(Resolution 09-12-32)**

Jim Crabbe of the State Board staff reported that 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 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 was noted that this distribution of funds is "one-time only" and will not be added to colleges' base budgets.

MOTION: Moved by Sharon Fairchild and seconded by Lyle Quasim that the State Board adopt Resolution 09-12-32 (ATTACHMENT #3) approving the Aerospace Training Fund Allocations and Awards.

MOTION CARRIED.

GATES GRANT APPLICATION CRITERIA AND PROCESS

At the September 2009 State Board meeting, the Board approved receipt of a three-year \$5.3 million grant from the Bill and 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.

Jan Yoshiwara of the State Board staff reported that at the October 2009 State Board 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. The Board previewed 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.

College awards will be presented to the Board for approval at its March 2010 meeting. Staff will provide updates as the project moves forward.

CHAIR'S REPORT

Chair Bricker presented his report:

- **Trustees' Association Report.** TACTC President Debra Lisser thanked the State Board for holding its October meeting at Skagit Valley College and welcomed them to return for future meetings. She reported on the first meeting of the TACTC Legislative Action Committee and noted that it was well attended. TACTC is gearing up for its January 24-26 Legislative Contact Conference in Olympia. Plans are also underway for the ACCT National Legislative Summit on February 8-10 in Washington, D. C.
- **Presidents' Association Report.** WACTC President Pamela Transue reported on a project being undertaken by the presidents' group to improve decision making and communications within the WACTC organization and with the SBCTC. WACTC is preparing for the 2010 legislative session and for its December 10-11 meeting at Edmonds Community College. On December 11, the presidents are scheduled to meet with school superintendents across the state to focus on college readiness. Dr. Transue also reported on the master plan for nursing education in Washington State, the state budget situation, and a proposal to place students on local boards of trustees.
- **Students' Presentation.** Vice President of the Washington Student Association Marcus Sweetser and several community and technical college student body presidents presented proposed draft legislation that would allow students to serve on local boards of trustees and would add a student member to the State Board for Community and Technical Colleges. They discussed the benefits of a student trustee and stated that this proposal is a major priority of student government. The student government representatives look forward to working with the Trustees' Association and the State Board to ensure that flexible bill language is created that can accommodate everyone's needs.
- **Chair's Notes.** Chair Bricker announced that Erin Munding will be on point as the Board's representative for workforce training. Serving in this role, she will attend the Community College Futures Assembly in February where Washington community and technical colleges' I-BEST Program will be recognized as one of the 10 Bellwether finalist winners in the Instructional Programs and Services category.

ADJOURNMENT/NEXT MEETING

There being no further business, the State Board adjourned its regular meeting of December 2, 2009 at 12:45 p.m. The Board will meet next on February 3-4, 2010 at the State Board office in Olympia.

J.A. Bricker, Chair

ATTEST:

Charles N. Earl, Secretary

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.

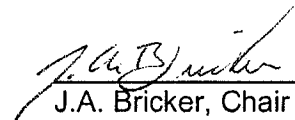
WHEREAS, in September 2008, the State Board for Community and Technical Colleges commissioned a task force of Board members, college trustees, college presidents and faculty union representatives to study future trends impacting the college system and to make recommendations on strategic directions to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



J.A. Bricker, Chair

ATTEST:



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.

21st century teaching and learning requires 21st 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.

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

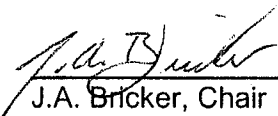
WHEREAS, the 2010 supplemental operating and capital budget requests remain the system's highest priorities; and

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:

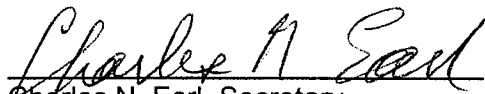
THEREFORE BE IT RESOLVED that the State Board adopt Resolution 09-12-31, approving the 2010 Legislative Policy Principles contained in Attachment A.

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

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,

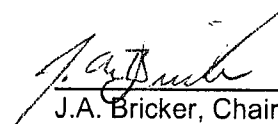
THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges allocates a total of \$1,500,000, as follows:

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

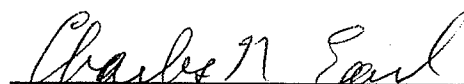
BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments, as necessary, for actions taken by the Governor, computational errors, data corrections, externally imposed restrictions or guidelines, legislative appropriation provisos,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

APPROVED AND ADOPTED on December 2, 2009.



J.A. Bricker, Chair

ATTEST:



Charles N. Earl, Secretary