



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

MEETING MINUTES

September 12, 2007

State Board Members

**Erin Mundinger (Chair), Omak
Jim Bricker, Coupeville
Reuven Carlyle, Seattle
Sharon Fairchild, Spokane
Jim Garrison, Mt. Vernon
Jeff Johnson, Olympia
Tom Koeninger, Vancouver
Lyle Quasim, Puyallup
Beth Willis, Tacoma**

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

State of Washington
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
Olympia

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September 12, 2007

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

**Regular Meeting Minutes
September 12, 2007
Campbell's Resort, Chelan**

The State Board's regular business meeting was preceded by a retreat held at Campbell's Resort in Chelan, Washington on September 10-11, 2007. Topics and issues discussed at the retreat include: 1) State Board evaluation and Board development, and 2) discussion with community and technical college system representatives to review and update the System Direction. No action was taken at the retreat.

State Board Members Present: Erin Munding (chair) Jim Bricker, Reuven Carlyle, Sharon Fairchild, Jeff Johnson, Tom Koeninger, Beth Willis

State Board Members Absent: Jim Garrison, Lyle Quasim

CALL TO ORDER & ADOPTION OF REGULAR MEETING AGENDA

Chair Erin Munding called the meeting to order at 9:30 a.m. and welcomed those present. She thanked all who participated in the State Board retreat for their important input.

MOTION: Moved by Sharon Fairchild and seconded by Jim Bricker that the State Board adopt the agenda for its September 12, 2007 regular meeting as presented.

MOTION CARRIED.

ADOPTION OF CONSENT AGENDA (Resolutions 07-09-25 & 07-09-26)

MOTION: Moved by Beth Willis and seconded by Jim Bricker that the State Board adopt the consent agenda for its September 12, 2007 regular meeting as follows:

- a) State Board Regular Meeting Minutes – June 21, 2007***
- b) State Board Special Meeting Minutes – August 24, 1007***
- c) Resolution 07-09-25 (ATTACHMENT #1) – Transition Math Project Contract with Yakima Valley ESD 105***
- d) Resolution 07-09-26 (ATTACHMENT #2) – Transition Math Project Contract with Olympic ESD 114***

MOTION CARRIED.

SYSTEM COMMUNICATIONS PLAN

Following an earlier State Board retreat discussion that identified the need for improved communications between the State Board and its system partners. Board member Jim Bricker offered a motion to address this issue.

MOTION: Moved by Jim Bricker and seconded by Beth Willis that the State Board develop a process for timely communications with system partners regarding Board decisions that impact the community and technical college system.

MOTION CARRIED.

The Board expressed its desire for a communications plan that addresses sequence, timing, and other important considerations to involve stakeholders in the Board's decision-making processes. Staff will report back at the October State Board meeting.

WORKFORCE BOARD CONTRACT FOR OPPORTUNITY PARTNERSHIP PROGRAM PILOT (Resolution 07-09-28)

Chris Reykdal, SBCTC Administrative Services Director, outlined a proposal to contract with the Workforce Training and Education Coordinating Board (WTECB) for \$200,000 to allow the WTECB to implement the Opportunity Partnership Program pilot, in accordance with 2007 legislative direction (2SHB 1096). The proposal calls for the WTECB to make grants available to Workforce Development Councils that will connect students with industry mentors and relevant job experience, with the goals of enhancing student retention, completion, and transition to work.

The business or industry mentor that connects with a community or technical college student will help the student explore careers and employment options through any combination of tours, informational interviews, job shadowing, and internships. Only students eligible to receive Opportunity Grants will be eligible for the Opportunity Partnership program. This ensures that students from underserved populations will be participants in the program. The program will strengthen state and local economies by meeting the demands of a well educated workforce. Participants in the program will be pursuing certificates and degrees in high demand career pathways. The mentorship program will build strong relationships to local employers who are likely to hire students upon completion of their training.

Charlie Earl disclosed that, as a member of the Workforce Board by virtue of his position as SBCTC Executive Director, he would recuse himself from voting on this contract when it is presented for action at a future Workforce Board meeting.

MOTION: Moved by Tom Koenninger and seconded by Jeff Johnson that the State Board adopt Resolution 07-09-28 (ATTACHMENT #3) approving the contract for the Workforce Training and Education Board to create the Opportunity Partnership Program Pilot.

MOTION CARRIED.

APPROVAL OF STUDENT ACHIEVEMENT INCENTIVES TASK FORCE PROPOSAL (Resolution 07-09-29)

Sharon Fairchild, chair of the Student Achievement Incentives Task Force, made introductory remarks and talked about the process used to develop the recommendations, which involved representatives from system stakeholder groups. She emphasized that the initiative is about taking a proactive approach to improve student achievement and to propel students forward. She acknowledged the work of the Task Force and State Board staff team and thanked them for their efforts.

Jan Yoshiwara of the State Board staff summarized the Task Force recommendations and provided background information on the proposal. In response to the Board's directive, the

Student Achievement Task Force was formed with involvement from the State Board, presidents, trustees, and faculty representation. The Task Force, with input from a system advisory group and State Board staff, heard from national experts, studied the literature, and conducted its own data analysis to build a data set that can be used to measure student achievement and award funding to colleges for improvement. The measures emphasize earning college credits and building college readiness to help students gain momentum for college success.

The Task Force proposal identifies 2007-08 as a "learning year" for State Board staff and the colleges to work together as colleges learn how to use the new measures to develop their achievement strategies. The first "performance year" would be 2008-09.

The Board heard brief presentations by Task Force members in attendance: David Mitchell, Gary Livingston, Jim Cunningham, Sandra Schroeder, and Ruth Windhover. Ruth and Sandra reiterated concerns expressed previously during their participation on the Task Force about the performance funding component of the proposal and urged the Board to reconsider adding increments to maintenance funding. They expressed their support for the momentum points but felt the Board should seek new funding for specific programs that have been proven to increase students achievement, not performance funding.

Board member Jeff Johnson offered an amendment to the resolution intended to address concerns about reward-based funding and to separate the connection between the dollar amount requested and the actual cost of providing services. Discussion of the proposed amendment followed, and the Board agreed to a wording revision.

MOTION: Moved by Jeff Johnson and seconded by Reuven Carlyle that the State Board amend Resolution 07-09-29 by replacing the sentence, "Additional funding beyond 2009-10 will be identified to carry forward awards for 2009-10" with the sentence, "Additional funding beyond 2009-10 will consider an analysis of the impact that the performance based funding model had on improving student achievement."

MOTION CARRIED.

The Board then voted on the resolution as amended:

MOTION: Moved by Jim Bricker and seconded by Reuven Carlyle that the State Board adopt Resolution 07-09-29 as amended (ATTACHMENT #4) approving the Student Achievement Incentives Task Force proposal.

MOTION CARRIED.

The Board commended Task Force members and State Board staff for their excellent work in developing this proposal.

2007-2011 PERFORMANCE TARGETS FOR THE HECB ANALYSIS

Jan Yoshiwara presented for the Board's consideration an interagency agreement to advance statutorily required performance measures to the Higher Education Coordinating Board (HECB) to be used in its accountability monitoring and reporting system.

The HECB was directed to establish performance measures for higher education in 2006 (RCW 28B.76.270). At that time, the State Board provided performance measures and performance targets for Washington's two-year institutions. The 2007-09 operating budget requires those

performance measures and targets to be updated to take into account per-student funding in the current budget. SBCTC's new targets also take into account increases in basic skills enrollment, growth FTEs, and increased workforce degrees in the past two years.

MOTION: Moved by Jim Bricker and seconded by Jeff Johnson that the State Board adopt Resolution 07-09-27 (ATTACHMENT #5) approving the 2007-2011 Performance Targets for Higher Education Coordinating Board analysis.

MOTION CARRIED.

SUPPLEMENTAL BUDGET

Mary Alice Grobins of the State Board staff lead a discussion on the 2008 supplemental budget request that was initiated at the June 2007 State Board meeting and provided information about potential supplemental budget request items for Board consideration. She reported that the supplemental budget has focused historically on addressing emergent issues and making technical corrections to the biennial budget. Action on the supplemental budget request is scheduled for the October 2007 State Board meeting.

Based on guidance provided by the Board at its June meeting, staff identified potential supplemental budget request items in consultation with college leadership. The items include technical corrections to the biennial operating budget request, operating and capital priorities that have arisen since the biennial budgets were enacted, and four additional operating budget requests, three of which were previously requested by the SBCTC. They include instructional equipment, dual credit programs, digital library resources—all previously requested—and “right sizing” of the Worker Retraining program, which is a new request.

The Board reviewed and discussed the preliminary list of supplemental request items included in the agenda materials and received comments and suggestions from presidents and trustees in attendance. Board members and system representatives suggested that consideration be given to adding basic skills, financial aid improvements, and addressing the funding gap for all Running Start students. Noted for the record were comments from Reuven Carlyle made earlier in the meeting regarding campus security costs and coordinating these efforts with the K-12 system and adding math and science as a category. Based on the discussion and feedback, the Board provided guidance and direction to staff to develop the final 2008 supplemental budget request for action at the October 2007 State Board meeting.

Chris Reykdal noted several policy issues that may surface during the 2008 legislative session: retire/rehire restrictions in HB 2391, quality awards to allow use of accreditation efforts to meet requirements, child care, and basic skills tuition shortfall.

DIRECTOR'S REPORT

Executive Director Charlie Earl reported on the following topics:

- **Partnering for Performance: Washington's Workforce Compact**
- **Higher Education Coordinating Board 2008 Strategic Master Plan Development**
- **Governor's P-20 Council**

CHAIR'S REPORT

Chair Erin Mundinger reported on the dedication ceremony she attended for the new Allied Health Building at Wenatchee Valley College and encouraged other Board members to visit the facility.

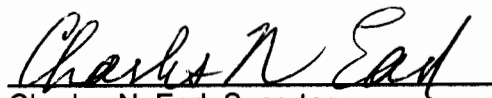
- **Trustees' Association Report.** TACTC President Gene Chase announced that the next meeting of the trustees will be a Board of Directors meeting on November 16. He encouraged continued communication and collaboration among system groups and suggested the appointment of a small ad hoc committee composed State Board members, presidents, and trustees to work the system's legislative issues.
- **Presidents' Association Report.** WACTC President Jim McLaughlin thanked the Board for listening to the system representatives who attended the Board's retreat and for the opportunity to provide input. He invited Board members to attend the October 25-26 WACTC meeting at Skagit Valley College and thanked Tom Koeninger for participating in WACTC's summer retreat. He said that Lower Columbia College is looking forward to hosting the October 17-18 State Board meeting.

ADJOURNMENT/NEXT MEETING

There being no further business, the State Board adjourned its regular meeting of September 12, 2007 at 11:50 a.m. The next regular meeting of the State Board is scheduled for October 17-18, 2007, at Lower Columbia College.


Erin Mundinger, Chair

ATTEST:


Charles N. Earl, Secretary

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 07-09-25

A resolution awarding \$190,000 of state funds to ESD 105 for the Transition Mathematics Project.

WHEREAS, the Gates Foundation and the legislature have provided funding for Phase II of the Transition Mathematics Project focusing on capstone course development and implementation of the College Readiness Standards in mathematics through local/regional projects supported by these funds; and

WHEREAS, ESD 105 is sponsoring and managing one of these projects, the Yakima Valley Transition Math Project Partnership, in its second year of operation, and

WHEREAS, the State Board is the fiscal agent and lead agency for the Transition Mathematics Project;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the contract with ESD 105 for continuing their project in 2007-08.

APPROVED AND ADOPTED on September 12, 2007.


Erin Munding, Chair

ATTEST:


Charles N. Earl, Secretary

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 07-09-26

A resolution awarding \$200,409 of state funds to ESD 114 for the Transition Math Project.

WHEREAS, the Gates Foundation and the legislature have provided funding for Phase II of the Transition Mathematics Project focusing on implementation of the College Readiness Standards in mathematics through local/regional projects supported by these funds, and

WHEREAS, ESD 114 is sponsoring and managing one of these projects, the Olympic Peninsula Transition Math Project (OP-TMP), in its second year of operation, and

WHEREAS, the State Board is the fiscal agent and lead agency for the Transition Mathematics Project;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the contract with ESD 114 for continuing their project in 2007-08.

APPROVED AND ADOPTED on September 12, 2007.


Erin Munding, Chair

ATTEST:


Charles N. Earl, Secretary

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 07-09-28

A resolution awarding \$200,000 of Opportunity Grant funds to the Workforce Education and Training Board.

WHEREAS, The Washington State Legislature authorized HB-1096 to include the Opportunity Partnership Program; and

WHEREAS, the Workforce Training and Education Coordinating Board was named in the bill to implement the Opportunity Partnership Program;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves an interagency agreement for \$200,000 per fiscal year for the 2007-09 biennium with the Workforce Training and Education Coordinating Board to carry out the Opportunity Partnership Pilot Program.

APPROVED AND ADOPTED on September 12, 2007.



Erin Munding, Chair

ATTEST:


Charles N. Earl, Secretary

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

**RESOLUTION 07-09-29
(REVISED)**

A resolution relating to the award of funding to colleges for increasing student achievement.

WHEREAS, one of the Board's paramount goals in the System Direction is increasing educational attainment for the economic development of Washington State, the vitality of the State's communities and the well-being of its residents; and

WHEREAS, the State Board established a system task force to study and recommend an incentive system for increasing student achievement; and

WHEREAS, that task force has empirically designed a methodology to measure gains and a structure to award funds to colleges for improvements;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges adopt the task force proposal for measuring and awarding funds to colleges for improving student achievement. Funding is to include \$500,000 distributed equally among the colleges on a one time basis in September 2008; \$500,000 to be awarded permanently to the colleges' base allocation in September 2009 based upon their performance in 2008-09. Additional funding beyond 2009-10 will consider an analysis of the impact that the performance-based funding model had on improving student achievement.

APPROVED AND ADOPTED on September 12, 2007.


Erin Munding, Chair

ATTEST:


Charles N. Earl, Secretary

**Student Achievement Task Force Proposal to
State Board for Community and Technical Colleges
September 2007**

Background

Washington's community and technical colleges are at the forefront of providing postsecondary access to all residents of the state. Over the next two decades, fewer young adults will be entering the workforce, and more older, well-educated adults will be leaving. These demographic changes along with increased skill demands in Washington's workforce require that community and technical colleges achieve even greater success with their future students.

The State Board has three broad goals to guide the community and technical college system over the next ten years: 1) strengthen state and local economies by meeting the demands for a well educated and trained workforce; 2) increase educational attainment for all residents across the state; and 3) use technology, collaboration and innovation to meet the demands of the economy and improve student success.

To support its goals, the State Board has proposed the Student Achievement Initiative to financially reward colleges for advancing more students to higher levels of attainment.

A task force comprised of State Board members, college presidents, college trustees, and faculty union representation developed principles for the initiative and worked with State Board staff to develop proposed measures and a funding model over a series of meetings. They were assisted by a system advisory group and the Columbia University Community College Research Center as well as other with national experts on performance funding who further informed the group meetings and measure development.

Overview of the Student Achievement Initiative

The proposed initiative launches a new measurement system coupled with rewards to colleges for continuous improvements in student success. The initiative responds to the demographic shift underway and the resulting need to train and educate incumbent workers, older working-age adults and others to higher levels, so that they are able to maximize the opportunities afforded to them.

In this proposal, the task force is recommending seed funding to start the system, implement the measures, and share and test promising strategies. The task force is recommending a "learning year" for colleges to analyze their data and develop strategies.

This document summarizes the initiative's principles, measurements and funding model recommended by the Student Achievement Task Force.

Student Achievement Initiative Principles

Overall Principles:

- The initiative leads to improved educational attainment for students, specifically the goal of reaching the “tipping point” and beyond.
- The initiative allows colleges sufficient flexibility to improve student achievement according to their local needs.
- The initiative results in the identification and implementation of successful practices to improve student achievement system-wide.

Principles for Measurement:

- Performance measures recognize students in all mission areas and reflect the needs of the diverse communities served by colleges.
- Performance measures must measure incremental gains in students’ educational progress irrespective of mission area.
- Measures are simple, understandable, and reliable and valid points in students’ educational progress.
- Measures focus on student achievement improvements that can be influenced by colleges.

Principles for Incentive Funding:

- Colleges are rewarded for improvements in student achievement.
- Funding is structured so that colleges compete against themselves for continuous improvement rather than competing with each other.
- Funding is stable and predictable, and cumulative over time.
- Incentive funding rewards student success and becomes a resource for adopting and expanding practices leading to further success.
- New funds provide the greatest incentive.

Student Achievement Initiative Momentum Points

Description:

- Momentum points represent incremental gains students make toward college success and achievement of certificates, degrees and apprenticeships.
- Momentum points directly measure results. To achieve points, students must make progress toward their educational goals. That is, students must remain enrolled and accumulate college-level credits long enough to achieve a certificate or degree. Students starting at points less than college ready can garner points as they make progress towards preparing themselves for and earning college credit.

Momentum points achieved by all students at the colleges for a given year are counted in four categories:

1. Momentum points that build to college-level skills (a student may earn multiple points each year).
 - One point each time a student makes a significant basic skills test score gain in math, listening, or reading, or earns a GED.
 - One point each time a student passes a pre-college writing or math course, qualifying for the next level of instruction.
2. Momentum points at the college level that build to the tipping point and beyond (the first time a student reaches this point).

- One point when a student earns the first 15 college level credits in the CTC system
- One point when a student earns the first 30 college level credits in the CTC system
- 3. Momentum points for completing college level math meeting the requirement for computation (applied degree) or quantitative reasoning (transfer degree).
 - One point when a student earns the first five college level credits
- 4. Momentum points for completion of degrees and certificates.
 - One point when a student earns a degree, completes apprenticeship training or completes a certificate (at least 45 credits)

Funding Distribution:

- Colleges are rewarded for each momentum point earned by students above the previous highest annual level of performance. There is no upper limit to the number of points that can be earned by a college.
- Funding is set at a flat dollar amount per momentum point.
- The dollar value per point will be set conservatively such that funds available should cover all projected rewards. If funds available do not cover all earned rewards, the unfunded points will be "banked" for incentive rewards the following year.
- Incentive rewards earned are permanent and become part of the colleges' base budgets.
- If a college's FTE enrollments decline, the baseline momentum points are prorated accordingly. Momentum points earned above the prorated level are rewarded.

Budget

2007-09 and 2009-10 Allocations:

- \$500,000 of the \$4 million Student Persistence appropriation is reserved for the Student Achievement Initiative.
- In September 2008, the start of the first performance year (2008-09), the \$500,000 in reserve will be distributed equally to colleges as a one-time allocation to support local student achievement strategies.
- In September 2009, \$500,000 will be used to reward colleges for Student Achievement performance in 2008-09, the first performance year.

Future Funding:

- The \$500,000 awarded in 2009 will be added to the colleges' base allocation, and additional funding will be needed beyond 2009-10 to carry-forward those awards.
- Beyond 2009-10, additional funds will be needed to reward colleges for additional Student Achievement success and further fund the implementation of successful strategies.
- To provide perspective, SBCTC's 2007-09 budget request for student advising was \$12.24 million, and was partially funded with a \$4 million appropriation.
- The Board will work with the college system to determine the level of funding to request for Student Achievement for the 2009-11 biennium.

2007-08 Learning Year

Learning Year Goals:

- Ensure colleges' access to and ability to use their own data about students and momentum points.
- Complete a year's experience monitoring points - in real time and at the end of each quarter.
- Provide means for colleges to share practices that increase the number of students achieving momentum points.
- Lead to an actionable plan for the first "performance year."

Learning Year Activities:

- Release data twice per quarter—once at the beginning of the quarter for an "early look" at the data and again following the end of each quarter.
- Conduct quarterly teleconference meetings with college teams.
- Identify best practices in using and sharing the data with college teams.
- Share among colleges how the initiative is approached on each campus.
- Work with college researchers to resolve data access issues, and to train on baseline data and how to conduct data analyses during the year.
- Work with basic skills system group to improve transitions from basic skills to college-level work.
- Work with the Instruction Commission and Student Services Commission on ways to incorporate best practices into the design of a retention framework to assist colleges in assessing student retention and success.
- Develop standard reports that can be run on campus and at the State Board to monitor student achievement for points garnered and percent of goal reached.
- Use end of year data to finalize baselines and measurement approach after system has had a year to work with data.
- Plan an Initiative Evaluation by working with Columbia University Community College Research Center that addresses these questions:
 - How does the initiative improve student success, for example, on the number of degrees and certificates, and on transfer and employment?
 - How are students benefiting most?
 - Where are there gaps that are not resolved?
 - What can colleges learn from each other?
 - Does funding affect the initiative's success, or would reporting be enough?

**Appendix A: Points that Build Momentum to Tipping Point and Beyond
(2005-06 Momentum Points Garnered by All Colleges)**

Note: More updates are being done to the points. They will be final in mid September.



Increase Basic Skills	Become College Ready	Earn 1st 15 College Credits	Earn 1st 30 College Credits	Earn 5 college credits in college level computation (technical programs) or quantitative reasoning (math/logic) class	Advancement to tipping point and beyond (certificates degrees)	Total Points
73,223 Multiple- every time a student makes a significant test gain in math, listening or reading on CASAS or earns a GED/HS diploma	57,216 Multiple- every time a student completes a level in pre-college English and/or math with the college's minimum grade necessary to advance	60,257	46,534	32,246	30,971	300,447
<p>The first time each point is achieved</p> <p>Single count for earning degree, certificate or completing apprenticeship during the year. Certificates counted if 45 or more credits also earned.</p>						

Appendix B: Learning Year System Activities and Support:

SBCTC will schedule ITV's for colleges throughout the year to develop collective knowledge of the new measures and how to use them as a tool to garner improvements at each college. The first meeting will be to review the initiative and data for 2005-06 and 2006-07. Colleges will receive their own data before the meetings. Subsequent meetings will be to share and develop ways that colleges are applying the data with a goal that colleges can begin to plan for 2007-08.

The schedule below provides the ITV dates and times.

ITV Schedule

ITV conferences (each college should plan to participate in one of the two dates for either a morning or afternoon session for each conference).

Morning meetings will be 8:30 - 10 am. Afternoon meetings will be 3 – 4 pm.)

Oct 3 or Oct 5, 2007

Oct 24 or Oct 26, 2007

Feb 6 or Feb 8, 2008

May 14 or May 16, 2008

Oct 15 or 17, 2008

Appendix C: Student Achievement Initiative: Proposed Funding Model

	2007-09 Biennium		2009-11 Biennium		2011-13 Biennium	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
What needs to be funded, and when:						
<ul style="list-style-type: none"> Legislative requirement to improve student retention One-time investment for retention Payment for 2009 achievement Payment for 2010 achievement Payment for 2011 achievement Payment for 2012 achievement 	\$1,750,000	\$1,750,000 \$500,000	\$1,750,000 \$500,000	\$1,750,000 \$500,000 2010: \$TBD	\$1,750,000 \$500,000 2010: \$TBD 2011: \$TBD	\$1,750,000 \$500,000 2010: \$TBD 2011: \$TBD 2012: \$TBD
2007-09 Appropriation	\$1,750,000	\$2,250,000	\$2,250,000	\$1,750,000	\$2,250,000	\$1,750,000
Shortfall: Program vs. 2007-09 Appropriation	None	None	None	\$500,000 plus 2010 \$TBD	2010: \$TBD 2011: \$TBD	\$500,000 plus 2010: \$TBD 2011: \$TBD 2012: \$TBD

Student Achievement Incentives Task Force Members

Name	Role
Sharon Fairchild	State Board Member
Jim Bricker	State Board Member
Lyle Quasim	State Board Member
Gary Livingston	Chancellor, CC Spokane
David C. Mitchell	President, Olympic College
Richard A. Rutkowski	President, Green River CC
Jim Cunningham	Trustee, Bellingham Tech College
Katherine Kenison	Trustee, Big Bend CC
Wayne Martin	Trustee, Columbia Basin
Sandra Schroeder	President, AFT Washington
Ruth Windhover	President, Association for Higher Education-Washington Education Association
Mary Harding	Advisory Committee co-chair Lower Columbia CC
Charlie Earl	Executive Director, SBCTC
Jan Yoshiwara	Director, Education Division, SBCTC

SBCTC Staff: Tina Bloomer, David Prince, Loretta Seppanen, Deb Stephens, Mary Alice Grobins, Nani Jackins-Park

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 07-09-27

A resolution relating to performance measures and targets used by the Higher Education Coordinating Board in its accountability monitoring and reporting system.

WHEREAS, State law directs the State Board for Community and Technical Colleges to work with the Higher Education Coordinating Board to "establish an accountability monitoring and reporting system" for the purpose of making "progress towards the achievement of long-term performance goals in higher education"; and

WHEREAS, Washington's public baccalaureate institutions, the State Board for Community and Technical Colleges, and the Office of Financial Management worked collaboratively with the Higher Education Coordinating Board to develop an accountability framework and performance targets in 2006; and

WHEREAS, the Board approved a revised set of performance measures and performance targets for the community and technical college system in 2006; and

WHEREAS, the 2007-09 enacted operating budget directs the performance targets to be updated,

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges adopts the updated performance measure and targets used by the Higher Education Coordinating Board in its accountability monitoring and reporting system.

APPROVED AND ADOPTED on September 12, 2007.


Erin Mundinger, Chair

ATTEST:


Charles N. Earl, Secretary

Resolution 07-09-27,
Attachment A

Performance Measure	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11
	ACTUAL	PROJECTED/ ACTUAL	Target	PROJECTED	Target	Projected	Target
TRANSFER ready	17,436	17,266	17,800	18,950	19,850		
BASIC SKILLS	20,950	18,150	18,800	19,450	24,212		
PREPARED FOR WORK	23,394	22,800	23,500	24,200	25,910		
Proposal for HECB targets Actual FY 06 data							
Forecasts							
Performance Measure	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11
ACTUAL	ACTUAL	Target	PROJECTED	Target	Projected	Target	Target
TRANSFER ready	17,436	17,218	17,500	18,000	18,700	19,000	19,400
BASIC SKILLS (CTC & CBO)	20,950	21,602					
PREPARED FOR WORK - 1 year delayed	23,394	23,111	22,360	22,730	23,490	24,250	25,460
Workforce Degrees	7,726	7,376	7,500	7,750	8,000	8,400	8,500
Ratio to Prepared for work	0.33	0.33					
Academic Degrees	13,906	14,074	14,175	14,580	15,147	15,390	15,714
Ratio to Transfer ready	0.80	0.82					
Transferring Within 3 Years	9,087	9,130	9,300	9,500	10,000	10,300	10,850
Ratio to Transfer ready	0.52	0.53	0.53	0.53	0.53	0.54	0.56
Transferring as % of cohort	50%	51%	52%	56%	56%	56%	56%
Not Transferring, but Still Enrolled	1,677	2,000	2,000	2,500	3,000	3,500	4,000
Still enrolled as % of cohort	9%	11%	11%	15%	17%	19%	21%