

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 07-09-27

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

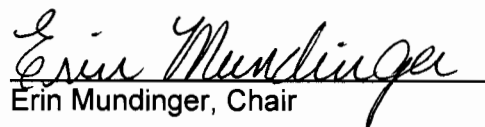
WHEREAS, Washington's public baccalaureate institutions, the State Board for Community and Technical Colleges, and the Office of Financial Management worked collaboratively with the Higher Education Coordinating Board to develop an accountability framework and performance targets in 2006; and

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 Munding, Chair

ATTEST:


Charles N. Earl, Secretary

Tab 4
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
TRANSFERRER 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 ACTUAL	FY 06 ACTUAL	FY 07 Target	FY 08 PROJECTED	FY 09 Target	FY 10 Projected	FY 11 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%

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

**Proposal to Create the Pilot Opportunity Partnership Program
Workforce Board Proposal for Consideration by the SBCTC**

Overview

The Workforce Board proposes to create the **Pilot Opportunity Partnership Program** in accordance with 2007 legislative direction (2SHB 1096). The Pilot Opportunity Partnership Program will provide industry mentors to students participating in the Opportunity Grant Program. The goal of the program is to enhance retention, completion and transition to work for students participating in the Opportunity Grant Program.

The Workforce Board will implement the Pilot Opportunity Partnership program by making grants available to Workforce Development Councils who will work with area colleges and local businesses to connect students with industry mentors.

Background

2007 legislation (2SHB 1096) created the Opportunity *Grant* Program providing financial aid and other services to low-income students enrolled in high employer demand programs of study. The legislation also created the related Opportunity *Partnership* Program to provide industry mentors to students to help them to complete their programs and transition to the workforce successfully.

The legislation stipulated that the Opportunity Partnership Program would be created “subject to funds appropriated for this specific purpose.” While the funds were not appropriated for this purpose the bill sponsor, Representative Kenney, and other advocates have indicated they expect the Opportunity Partnership Program to move ahead.

Following discussions between the Workforce Board, SBCTC, Washington Workforce Association (representing the directors of the 12 Workforce Development Councils) and legislators, a strategy for development of the program is to create a pilot program first. A pilot

enables the colleges and workforce development councils to test the effectiveness of such a program.

Legislation directs the Workforce Board to create the Opportunity Partnership Program (OPP) and directs the community and technical colleges to partner with workforce development councils to develop OPP. (See Sec 202.)

Request to SBCTC

We propose that the Workforce Board administers the Pilot Opportunity Partnership Program by providing grants to two Workforce Development Councils to work with their area colleges to start and develop pilot Opportunity Partnership Programs. We request \$200,000 in order to support two FTE at the WDC's and associated costs including \$10,000 for administrative and evaluation costs at the Workforce Board.

Elements of the Opportunity Partnership Program (OPP)

The Workforce Board will create the basic criteria and accountability mechanisms, issue an RFP, develop contracts, and distribute the funds. Workforce Development Councils (WDCs) would be the eligible recipients. In the applications the WDCs would be required to demonstrate that one or more colleges in their area would participate in the program. Applications would describe the program design and delivery and set clear goals.

The legislation (Sec 202, Subsection 2) outlines that OPP:

- Shall provide mentoring to students participating in the Opportunity Grant Program
- May be newly developed or part of an existing program.

OPP program administrators (workforce development councils and colleges) must:

- Develop criteria and identify opportunity grant students who would benefit by having a mentor.
- Match participating students with a business or labor mentor employed in the field in which the student is interested.

- Ensure the OPP mentor helps the student explore careers and employment options through any combination of tours, informational interviews, job shadowing, and internships.

Responsibilities of the Workforce Board

The Workforce Board will issue the RFP to select the pilot sites, develop the contracts with clear deliverables, monitor progress, and conduct an evaluation. The Workforce Board would expect applicants to demonstrate:

- Partnership with colleges in their area,
- Relationships and procedures for partnership with business and labor organizations providing mentors
- Knowledge of criteria for successful mentorship programs¹. e.g.
 - Methods for recruiting and screening mentors
 - Mentor and protégé orientations
 - Mentor training

(See “A Hand Up: Guide to Mentoring by Eleni Papadakis and Ann Petter.)

- A commitment to track student data, and provide the data to the Workforce Board to conduct and evaluation, and;
- Other deliverables to be developed in accordance with the enabling legislation.

Conclusion

The ultimate goal of the Pilot OPP is to advance low-income individuals through education programs and into well-paid work. OPP, if it is to be effective, should enhance the success of the Opportunity Grant Program.

¹ See more in “A Hand Up: Guide to Mentoring by Eleni Papadakis and Ann Petter.

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

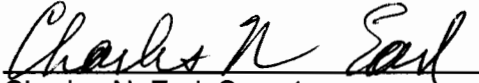
WHEREAS, that task force has empirically designed a methodology to measure gains and a structure to award funds to colleges for improvements;

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	57,216	60,257	46,534	32,246	30,971	300,447
Multiple- every time a student makes a significant test gain in math, listening or reading on CASAS or earns a GED/HS diploma	Multiple- every time a student completes a level in pre-college English and/or math with the college's minimum grade necessary to advance	The first time each point is achieved		Single count for earning degree, certificate or completing apprenticeship during the year. Certificates counted if 45 or more credits also earned.		

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
<p>What needs to be funded, and when:</p> <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