

REVISED DRAFT

WACTC Major Themes of Emphasis for the HECB Master Plan September 25, 2007

- 1) Recognize the SBCTC System Direction. The System Direction was a collaborative process that represents the CTC's major expression of emphasis for the next ten years and is consistent with the goals of Washington Learns.
 - a. Well educated older workers are being replaced by undereducated younger workers
 - b. Skill requirements for a strong economy are increasing
 - c. We must be more effective at reaching out to undereducated adults, preparing them for college and graduating them from college.
 - d. No one willing and able to benefit our society and themselves should be denied access to basic education opportunities necessary to survive in the 21st Century. We must make educational opportunity affordable

CTC Contribution to economic vitality: The bar has been raised on the minimum level of education needed for a skilled workforce and a strong economy, from high school diploma to at least 2 years of college

- a. 77% of need for technical workers is being met. Low wage workers want more skills and better jobs.
- b. Expand high demand programs
- c. Strengthen ESL/ABE, and transitions to college (IBEST)
- d. Job upgrade for current workers.

We support the proposed Master Plan goals of (1) access and success, and (2) economic prosperity. Some policy changes and priorities need to be undertaken to realize those goals.

- 2) Raise attainment for under educated adults: Several elements can be included in this:
 - a. Financial aid needed for part-time students and non-traditional programs
 - b. CTCs are centers for higher education in their communities. Use partnerships with local colleges to bring higher education to place-bound students through distance education, university centers, CTC upper division offerings
 - c. Outreach to families about the value of education and higher education. Raising aspirations for parents will raise aspirations for their children
 - d. ABE/ESL and high school completion a necessary first step for many to college readiness
 - e. Develop funding and incentive strategies.
- 3) Transitions: Enhance and incent smoother transitions between K-12, CTCs, and universities
 - a. Master Plan should address the impediments to student access and success from the student perspective? College and university schedules, smooth course transfer?
 - b. Enhance financial incentives for Running start, college in the high school, H.S. Completion, GED, etc.
 - c. Emphasize the importance of transfer agreements and university access by CTC students
 - d. Improve math achievement for HS graduates and transfer students
 - e. Technical degree transferability (no degree/certificate should be terminal)

- 4) Teacher preparation/teacher development: CTCs are substantial contributors to improving teacher quality and teacher diversity in P-12:
 - a. CTC role in developing early childhood educators (utilize our existing assets)
 - b. Enhance our role in preparing future teachers, especially math/science (53% of teacher education graduates were CTC transfer students)
 - c. Get the CTCs back in the business of offering continuing education credits for K-12 endorsements (Math, science, second language, etc.)

- 5) Technology: Place a greater emphasis on the comprehensive need to enhance technology literacy and innovation. E learning for all not distance learning for some:
 - a. Equip colleges with better (more up-to-date and relevant) technology
 - b. Infuse technology into the curriculum (K-12 and higher ed)
 - c. Make the case that technology literacy is a foundational skill (The three R's and a T)
 - d. Place a greater emphasis on technology competency in teacher preparation programs

- 6) Accountability: The CTC system embraces the need for a new accountability framework:
 - a. It needs to be simplified. There are too many accountability systems – they are inefficient and they lack focus on real outcomes.
 - b. Acknowledge the CTC approach to student achievement and pay credit to its emphasis on student achievement – the ultimate accountability

