

# LEGISLATIVE OVERSIGHT COMMISSION ON EDUCATION ACCOUNTABILITY

Senate Finance Committee Room  
June 14, 2011

## Chancellor Noland's Report

- Student Loan Default Rates at For-Profit Institutions 1
- U.S. Department of Education Final Rules on Gainful Employment 7
- Degree Now 13
- Rural Health Education Partnership 29

## Chancellor Skidmore's Report

- Emergency Rule, Series 27, Workforce Development Initiative Program (Learn and Earn) 53
- Community and Technical College FY2011-12 Tuition Rates 61
- Community and Technical College System Compact 65



West Virginia  
Higher Education  
Policy Commission





# West Virginia Higher Education Policy Commission

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**Report to the Legislative Oversight Commission  
on Education Accountability**

**June 2011**

**Student Loan Default Rates at For-Profit Institutions**





West Virginia Higher Education Policy Commission  
1018 Kanawha Boulevard East, Suite 700  
Charleston, WV 25301  
(304) 558-2101  
www.hepc.wvnet.edu

## MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Brian Noland

DATE: June 9, 2011

RE: Student Loan Default at For-Profit Colleges and Universities

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### Overview

Students at for-profit higher education institutions make up 10 percent of college enrollment nationwide, but account for 47 percent of student loan defaults.<sup>1</sup> In addition to higher levels of loan default, students who attend for-profit institutions are, overall, more likely to borrow money to pay for school, less likely to graduate from college, and have higher overall levels of debt when they graduate.<sup>2</sup> This document provides an overview of some of the issues around student loan default at for-profit institutions.

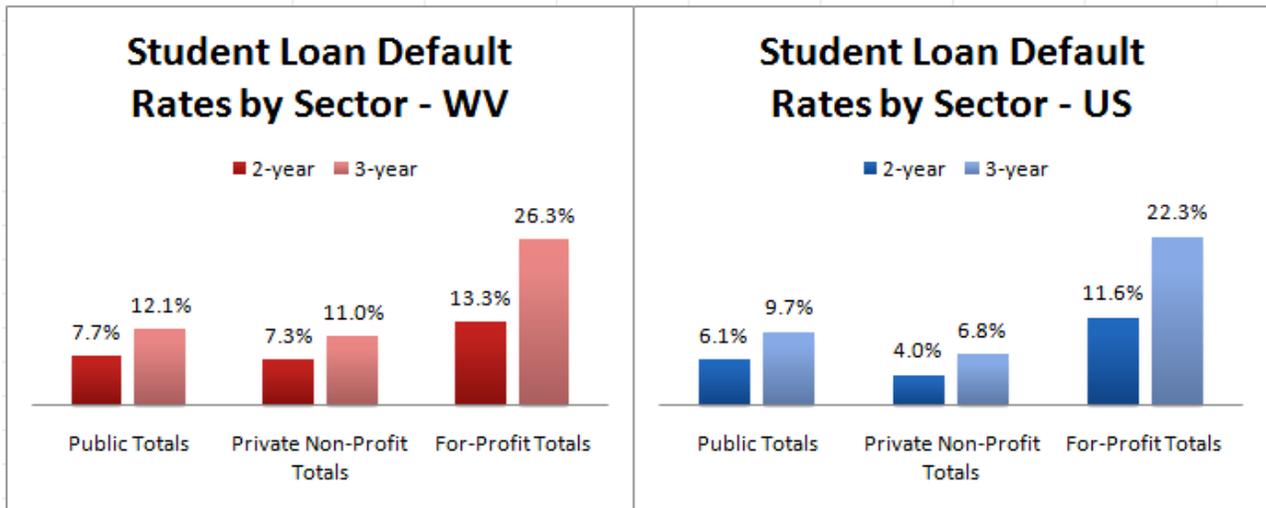
### Loan Default Rates Increase for FY2009

New data released on May 20, 2011 by the U.S. Department of Education show that student loan defaults are on the rise.<sup>3</sup> For students who entered repayment on their student loans in FY2009, 8.9 percent have defaulted on their loan repayment. For the FY2008 and FY2007 cohorts, the default rates were 7.0 percent and 6.7 percent respectively. While default rates increased across all educational sectors, the increases in the for-profit educational sector were the largest, growing from 11.6 percent for the FY2008 cohort to 15.2 percent for the FY2009 cohort. At the same time, default rates among students who attended public institutions rose from 6.0 percent to 7.3 percent.

### Three Year Cohort Rates Show Dramatic Increases

Official loan default rates are calculated by taking the number of borrowers that entered repayment in a given year and defaulted during that or the subsequent year, divided by the total

number of borrowers that entered repayment. Due to concerns that colleges and universities, especially in the for-profit sector, were encouraging students to make questionable financial decisions in order to keep them from defaulting within the two-year window, the U.S. Department of Education released draft three-year cohort default rates this year.<sup>4</sup> The charts below shows that default rates for borrowers that entered repayment in FY2008 nearly doubled for students who attended for-profit institutions when calculated over a three-year period.



Source: U.S. Department of Education

Under current regulations, colleges are ineligible to participate in federal student-aid programs if their two-year default rates are above 25 percent for three consecutive years. In 2014, the U.S. Department of Education will evaluate eligibility to participate in federal student loan programs on three-year default rates, with institutions that have default rates over 30 percent for three years or 40 percent in one year unable to participate. Two higher education institutions in West Virginia currently have over 40 percent of their students in default: The Everest Institute in Cross Lanes and the Charleston School of Beauty Culture. The Everest Institute alone has 538 borrowers that have entered default. That figure represents 15 percent of all borrowers in default in West Virginia, regardless of sector, and is greater than the number of borrowers in default from all private not-for-profit institutions combined.

### Conclusions

The high rate of student loan default among students who attend for-profit higher education institutions raises serious concerns about the value these institutions provide their students. While defenders of for-profit education argue they have little control over student borrowing, evidence suggests that many of the tactics for-profits use to recruit and retain students prioritize shareholder earnings over educational opportunity.<sup>5</sup> While some for-profit institutions certainly do an excellent job serving their students, the default rates suggest that many of these institutions may not be providing students with the tools they need to be successful in the labor market.

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<sup>1</sup> Blumenstyk, G. (May 20<sup>th</sup>, 2011). Default Rate on Federal Student Loans Jumps to 8.9%, a Nearly 2-point Rise. *The Chronicle of Higher Education*. Retrieved from: <http://chronicle.com/article/Default-Rate-on-Federal/127602/>.

<sup>2</sup> Lynch, M., Engle, J., & Cruz, J. (2010). *Subprime Opportunity: The Unfulfilled Promise of For-Profit Colleges and Universities*. Washington, D.C.: The Education Trust.

<sup>3</sup> Taggart, W. (May 20<sup>th</sup>, 2011). FY 2009 Draft Student Loan Cohort Default Rates. Retrieved from: <http://www.ifap.ed.gov/eannouncements/052011CDR2009announcement.html>.

<sup>4</sup> Kirkham, C. (June 6<sup>th</sup>, 2011). For-Profit Colleges Actively Manage Statistics to Keep Federal Dollars Flowing, Internal Documents Show. *The Huffington Post*. Retrieved from: [http://www.huffingtonpost.com/2011/06/07/for-profit-colleges-statistics-federal-dollars\\_n\\_872834.html](http://www.huffingtonpost.com/2011/06/07/for-profit-colleges-statistics-federal-dollars_n_872834.html).

<sup>5</sup> Government Accountability Office (2010). *For-Profit Colleges: Undercover Testing Funds Colleges Encouraged Fraud and Engaged in Deceptive Marketing Practices* (GA)-10-948T). Washington, D.C.: United States

## FY2008 Cohort Default Rates

Updated April 2011

| SCHOOL   | ACTUAL TWO-YEAR COHORT<br>DEFAULT RATE |  |                           | TRIAL THREE-YEAR COHORT<br>DEFAULT RATE |  |                              |
|--|--|--|---------------------------|---|--|------------------------------|
|  | Number<br>Entered Into<br>Default      | Number<br>Entered<br>Into<br>Repayment | 2-Year<br>Default<br>Rate | Number<br>Entered Into<br>Default       | Number<br>Entered<br>Into<br>Repayment | Trial 3-Year<br>Default Rate |
| BECKLEY BEAUTY ACADEMY                               | 0                                      | 0                                      | 0.00                      | 0                                       | 0                                      | 0                            |
| CHARLESTON SCHOOL OF<br>BEAUTY CULTURE               | 14                                     | 40                                     | 35.00                     | 18                                      | 40                                     | 45.00                        |
| ACADEMY & SCHOOL OF<br>MASSAGE THERAPY               | 8                                      | 78                                     | 10.26                     | 18                                      | 78                                     | 23.08                        |
| EVEREST INSTITUTE                                    | 266                                    | 1,313                                  | 20.26                     | 538                                     | 1,308                                  | 41.13                        |
| HUNTINGTON JUNIOR<br>COLLEGE OF BUSINESS             | 68                                     | 460                                    | 14.78                     | 120                                     | 461                                    | 26.03                        |
| HUNTINGTON SCHOOL OF<br>BEAUTY CULTURE               | 4                                      | 21                                     | 19.05                     | 5                                       | 21                                     | 23.81                        |
| INTERNATIONAL BEAUTY<br>SCHOOL                       | 8                                      | 48                                     | 16.67                     | 18                                      | 48                                     | 37.50                        |
| MEREDITH MANOR<br>INTERNATIONAL EQUESTRIAN<br>CENTRE | 3                                      | 40                                     | 7.50                      | 2                                       | 40                                     | 5.00                         |
| MORGANTOWN BEAUTY<br>COLLEGE                         | 6                                      | 61                                     | 9.84                      | 12                                      | 61                                     | 19.67                        |
| MOUNTAIN STATE COLLEGE                               | 4                                      | 53                                     | 7.55                      | 16                                      | 54                                     | 29.63                        |
| SCOTT COLLEGE OF<br>COSMETOLOGY                      | 4                                      | 25                                     | 16.00                     | 10                                      | 25                                     | 40.00                        |
| VALLEY COLLEGE (Princeton)                           | 3                                      | 32                                     | 9.38                      | 6                                       | 32                                     | 18.75                        |
| VALLEY COLLEGE (Beckley)                             | 8                                      | 51                                     | 15.69                     | 9                                       | 51                                     | 17.65                        |
| VALLEY COLLEGE (Martinsburg)                         | 14                                     | 61                                     | 22.95                     | 21                                      | 61                                     | 34.43                        |
| WEST VIRGINIA BUSINESS<br>COLLEGE                    | 16                                     | 116                                    | 13.79                     | 24                                      | 116                                    | 20.69                        |
| WEST VIRGINIA JUNIOR<br>COLLEGE (Morgantown)         | 17                                     | 249                                    | 6.83                      | 53                                      | 250                                    | 21.20                        |
| WEST VIRGINIA JUNIOR<br>COLLEGE (Charleston)         | 26                                     | 349                                    | 7.45                      | 71                                      | 351                                    | 20.23                        |
| AMERICAN PUBLIC<br>UNIVERSITY SYSTEM                 | 43                                     | 821                                    | 5.24                      | 91                                      | 820                                    | 11.10                        |
| SALEM INTERNATIONAL<br>UNIVERSITY                    | 30                                     | 276                                    | 10.87                     | 43                                      | 275                                    | 15.64                        |
| MOUNTAIN STATE SCHOOL OF<br>MASSAGE                  | 3                                      | 18                                     | 16.67                     | 4                                       | 18                                     | 22.22                        |
| <b>For-Profit Totals</b>                             | <b>545</b>                             | <b>4,112</b>                           | <b>13.25%</b>             | <b>1,079</b>                            | <b>4,110</b>                           | <b>26.25%</b>                |



# West Virginia Higher Education Policy Commission

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**Report to the Legislative Oversight Commission  
on Education Accountability**

**June 14, 2011**

**U.S. DEPARTMENT OF EDUCATION  
FINAL RULES ON GAINFUL EMPLOYMENT**





West Virginia Higher Education Policy Commission  
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## MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Brian Noland

DATE: June 13, 2011

RE: U.S. Department of Education Final Rules on Gainful Employment

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### Introduction

The Gainful Employment Rule was created to ensure that for-profit higher education institutions and certificate and vocational programs at nonprofit institutions better prepare students for “gainful employment” or risk losing access to Federal student aid programs.<sup>1</sup> The proposed rule was released in July 2010. The motivations behind the rule included the boom in enrollment in these programs, the high borrowing rates of students at for-profit institutions compared to students at public institutions, the high average loan debt of graduates from for-profit institutions, the high loan default rates of students from these programs, deceptive and fraudulent recruitment and marketing practices by for-profits, and for-profit institutions’ receipt of \$16 billion in federal student aid in 2007-08. On June 2, 2011 the final regulations were released and will go into effect on July 1, 2012.<sup>2</sup> Several substantial changes were made to the original proposed measures.

### Gainful Employment Rule—Then and Now

One major change worth highlighting is the lowering of the benchmarks that programs must meet to be fully eligible for participation in Federal financial aid programs. Under the original proposed rule there were minimum benchmarks for eligibility, preferred or gold standards, and a “yellow zone” in between the two. Any institution below the minimum would become ineligible after one year, and institutions in the “yellow zone” would be required to alert students of their debt levels and would have to cap enrollment. The Department of Education predicted 5 percent of all programs would lose eligibility and 55 percent would fall into the “yellow zone.” Under the final rule the gold standards and the “yellow zone” have been eliminated. Programs are only

required to meet at least one of the three minimum criteria to remain eligible. Additionally, they have to fail to meet the criteria three out of four years to become ineligible. These criteria include the following:

- 35 percent repayment rate,
- A debt-to-income ratio of less than 12 percent, or
- A debt-to-discretionary-income ratio below 30 percent.

With the elimination of the “yellow zone,” the 55 percent predicted to fall into that category will now pass, and only 2 percent of all programs are predicted to lose eligibility and 5 percent of for-profit institutions.

A summary of changes between the proposed rule and the final rule and the outcomes are found in Table 1.

Conclusion

Some supporters of the initial proposed rule criticize the final rule as not being stringent enough and call it a win for for-profit institutions pointing to the three strikes rule and the extended timeline institutions have before losing eligibility.<sup>3</sup> Intense lobbying by the for-profit colleges is credited for watering down the rule. On the other hand, for-profit institutions continue to question the Education Department’s authority to issue the rule and assert it imposes cost controls on colleges, and some opponents claim it hurts low-income students and punishes institutions for serving at-risk populations.<sup>4</sup> However, some for-profit institutions have already begun slowing enrollment, shifting to shorter term programs, lowering costs, and increasing entry requirements.<sup>5</sup> Some anticipate the rule to be scrutinized by Congress or the rule to be challenged in the courts.

**Table 1<sup>6</sup>**

| <b>Outcome</b>                             | <b>Under the Proposed Rule</b>  | <b>Under the Final Rule</b>                            |
|--|---|--|
| <b>Institutions have longer to prepare</b> | The Department of Education would have started collecting data immediately, and students in ineligible programs could have been disqualified from receiving federal financial aid in 2012 | 2015 is the earliest a college could lose eligibility. |

|  |   |   |
|--|---|---|
| <p><b>Thresholds are lowered.</b></p>  | <p>The department set minimum and gold standards for debt-to-income ratios and repayment rates. Programs that were in the middle would be considered in the "yellow zone," required to tell students about debt levels and capping enrollment. The gold standard for full eligibility included: (1) 45% repayment rate, (2) a debt-to-income ratio below 8%, or (3) a debt-to-discretionary-income ratio below 20%.</p> | <p>Programs that meet the previous minimum standards are now fully eligible: (1) 35% repayment rate, (2) a debt-to-income ratio below 12%, <b>or</b> (3) a debt-to-discretionary-income ratio below 30%.</p>  |
| <p><b>Programs get more chances to improve.</b></p>  | <p>Programs could be ineligible after only one year of failing to meet requirements.</p>  | <p>Programs must fail to meet the benchmarks in three out of four years.*</p>   |
| <p><b>Programs on the brink face less punitive action.</b></p>                                       | <p>Programs that were in the "yellow zone" would have to notify graduates that they might not be able to repay loans, and enrollment would be capped at the previous three year average.</p>  | <p>Programs that miss the benchmarks for one or two years have to notify students of this failure, and if the program fails a second year, they must inform students about opportunities to transfer and warn them about possible inability to repay debt. Enrollment will not be capped.</p> |
| <p><b>Bureau of Labor Statistics can be used to measure income (only for first three years).</b></p> | <p>Bureau of Labor Statistics could not be used. Only Social Security Administration data were to be used, which for-profits believed understate graduates' income.</p>   | <p>Bureau of Labor Statistics can be used until 2015 and that time only Social Security Administration data, which deal with individual students rather than generic career fields, will be used.</p>   |
| <p><b>Debt-burden calculations are adjusted.</b></p>   | <p>All student borrowing was included in debt load.</p>   | <p>Only debt up to the level of tuition and fees and other educational expenses is included.</p>  |

|  |  |   |
|--|--|---|
| <b>Annual loan payments for debt-to-income ratios will be calculated differently, assuming students will take longer to repay loans.</b> | Ten-year loan period for all programs.   | The loan period for associate degrees and certificates will be 10 years, for master's and bachelor's degrees 15 years, and for other degrees 20 years.      |
| <b>Repayment rate calculations change.</b>   | A borrower was counted in repayment only if he or she paid down the principal balance of federal loans.                    | Repayment rates will be based on loan principal and interest, so students who make interest-only payments will be considered current.                       |
| <b>Students' debt and income levels will be checked a few years after students finish programs.</b>                                      | Debt-to-income levels would have been measured throughout the students' first four years after graduation.                 | Both repayment rate and debt-to-income ratios will be based on students in their third and fourth years after graduation.                                   |
| <b>Fewer programs will be found ineligible.</b>  | The Department of Education predicted 5% of all programs would lose eligibility and 55% would fall into the "yellow zone." | With the elimination of the "yellow zone," that 55% will now pass. Predictions of ineligibility are now 2% for all programs and 5% for for-profit programs. |

\*If a program loses eligibility, they cannot reapply for eligibility for at least three years.

<sup>1</sup> "Obama Administration Announces New Steps to Protect Students from Ineffective Career College Programs" (June 2, 2011). U.S. Department of Education press release.

<sup>2</sup> "Program Integrity: Gainful Employment—Debt Measures." Will be published in *Federal Register* on June 13, 2011. Final regulations can be found at <http://www2.ed.gov/policy/highered/reg/hearulemaking/2009/ge-unofficial-06032011.pdf>.

<sup>3</sup> Burd, S. (2011). The Gainful Employment Rule's Potentially Fatal Flaw. *Higher Ed Watch*, (June 3). Retrieved from New America Foundation website: <http://higheredwatch.newamerica.net/node/52382>.; Carey, K. (June 6, 2011). What to Think About 'Gainful Employment' Rules. *The Chronicle of Higher Education*; Field, K. (June 2, 2011). For-Profit Colleges Win Major Concessions in Final 'Gainful Employment' Rule. *The Chronicle of Higher Education*;

'Gainful Employment' Regulation is a Disappointment (2011). The Education Trust. Retrieved from The Education Trust website: <http://www.edtrust.org/dc/press-room/news/%E2%80%98gainful-employment%E2%80%99-regulation-is-a-disappointment>;

Lewin, T. (June 2, 2011). Education Department Increases Its Regulation of For-Profit Colleges. *The New York Times*.

<sup>4</sup> Field (2011); Vedder, R. (June 2, 2011). The Gainful Employment Travesty. *The Chronicle of Higher Education*.

<sup>5</sup> Field (2011); De Vise, D. (June 3, 2011). 'Gainful-employment' rule to test for-profit colleges. *The Washington Post*.

<sup>6</sup> This table is an abbreviated version of the one found in Nelson, L.A. (June 3, 2011). Your Guide to 'Gainful Employment.' *Inside Higher Ed*.



# West Virginia Higher Education Policy Commission

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## Report to the Legislative Oversight Commission on Education Accountability

June 14, 2011

**DEGREE NOW**



# *DegreeNow*



**LOCEA**  
**June 2011**

*West Virginia Higher Education Policy Commission*  
*Community and Technical College System of WV*



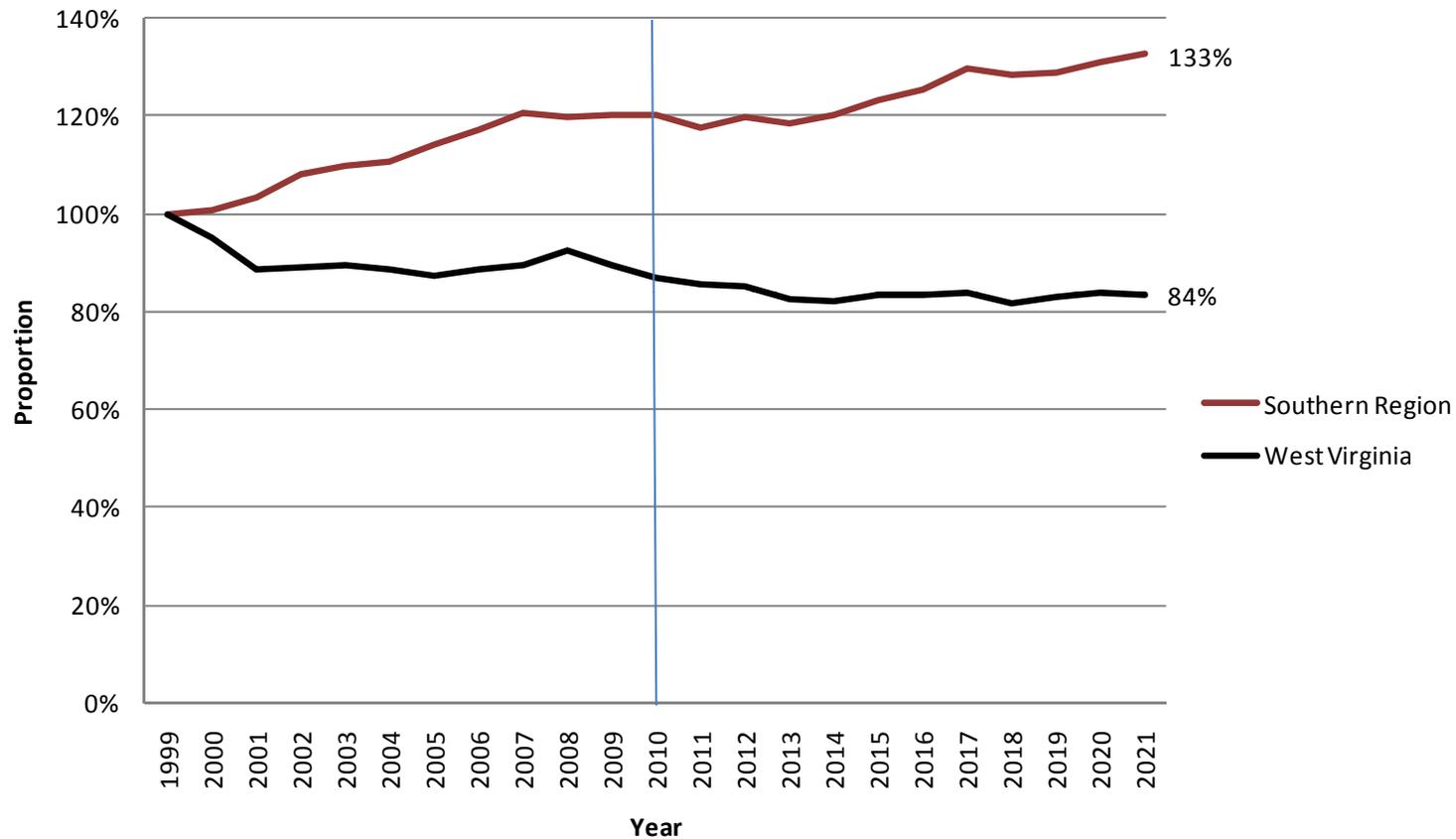
# The Importance of Adult Students

# Increasing Demand for Educated Workers

- Between 2008-2018, there will be 234,000 job vacancies (from new jobs and retirements)
  - 49% (115,000) of these jobs will require postsecondary credentials
  - 40% (95,000) will require a high school degree
  - 19% (23,000) will require less than a high school degree
- By 2018, we will need an additional 20,000 people with postsecondary credentials

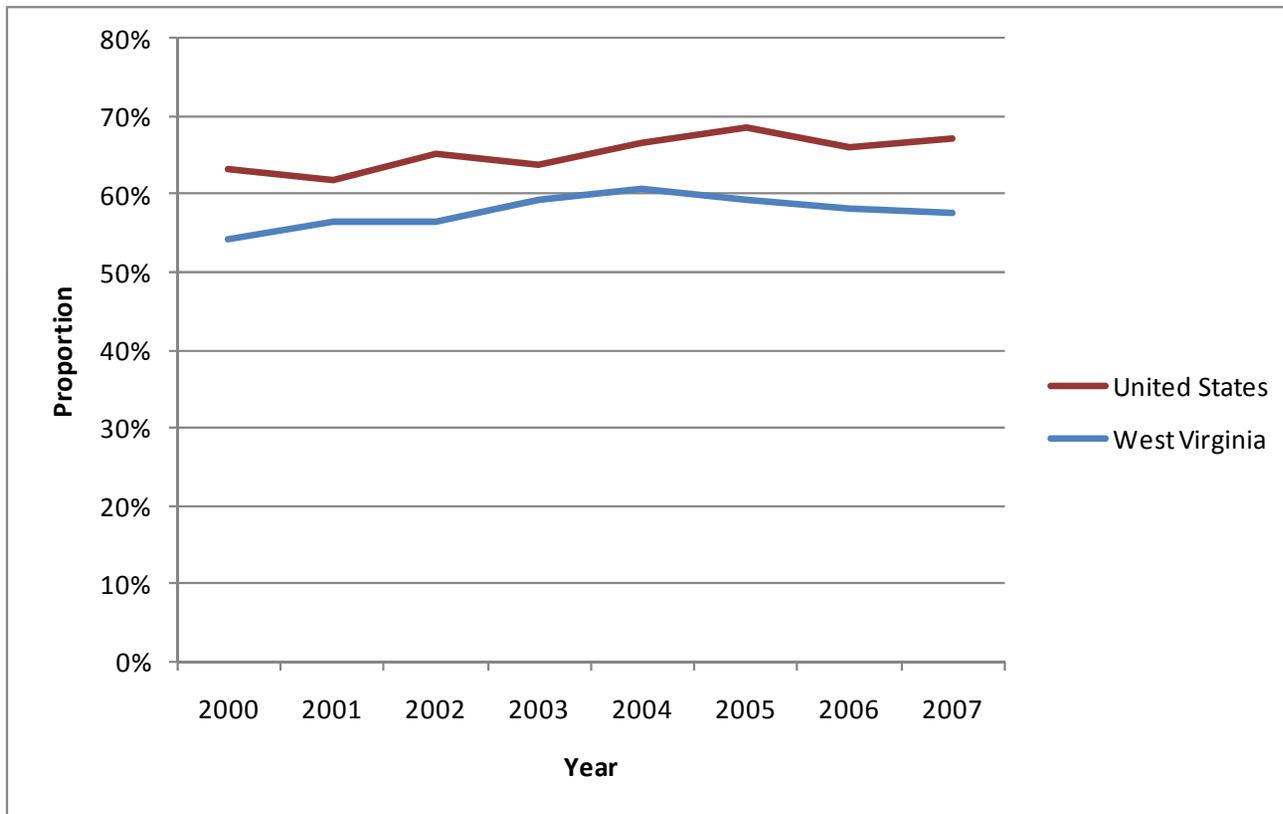
Carnevale, A.P., Smith, N., Strohl, J. (2010). Help wanted: Projections of jobs and education requirements through 2018. Georgetown Center on Education and the Workforce. Washington, D.C.

# Public & Nonpublic High School Graduates as a Proportion of 1999 Graduates



Source: Knocking at the College Door, 2008, Western Interstate Commission for Higher Education

# College-going Rate Among Recent High School Graduates



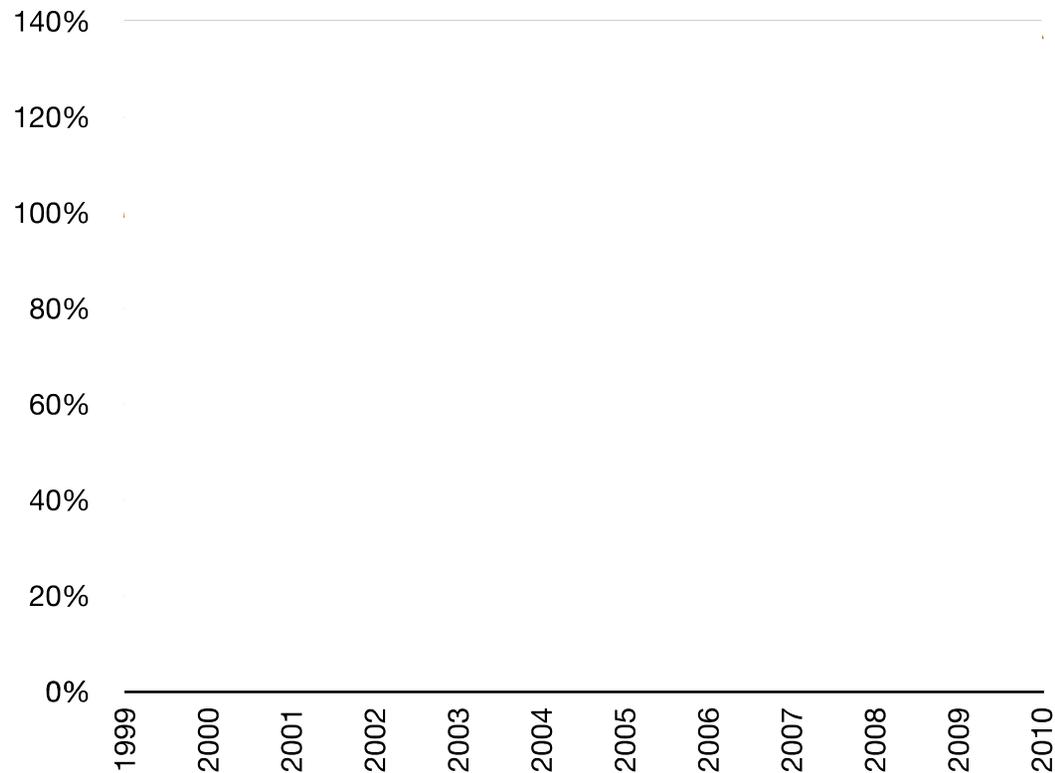
Source: Table 200, National Digest of Education Statistics, 2008; West Virginia Higher Education Policy Commission

*West Virginia Higher Education Policy Commission*

*Community and Technical College System of WV*



# Adult (25 and Older) Undergraduate Enrollment as a Proportion of 1999 Enrollees



Source: West Virginia Higher Education Policy Commission

# Overview of DegreeNow

## The Program

Joint effort between the WVHEPC & CTCS, in partnership with NASPA-Student Affairs in Higher Education (formerly the National Association of Student Personnel Administrators) and funded by Lumina.

Integrated statewide adult degree completion program:



## Target Population

- West Virginia adults (over 25) who have:
  - Completed some college since 1995;
  - Not yet earned a degree; and
  - Not been enrolled for at least three years.

## Adult Starters

Since 1995, 126,997 West Virginians over the age of 25 have started but not finished a postsecondary credential

- Women constitute 54% of this group
- 45% earned less than 30 credits, 25% earned 30-59, 22% earned 60-89, 12% earned 90-119

Sources: West Virginia Higher Education Policy Commission

*West Virginia Higher Education Policy Commission*

*Community and Technical College System of WV*



## DegreeNow Goals

By 2013:

- 3,000 adults complete an associate's degree
- 4,600 adults complete a bachelor's degree.

Each year, thereafter, our goal is to help an additional 2,500 adults complete a credential.

Sources: West Virginia Higher Education Policy Commission

*West Virginia Higher Education Policy Commission*

*Community and Technical College System of WV*



## Activities to Date

- Adult Learner Statewide Presentations
- Advisory Board
- Curriculum Development
- Evaluation Efforts
- Train-the-Trainers Workshop

Sources: West Virginia Higher Education Policy Commission

*West Virginia Higher Education Policy Commission*

*Community and Technical College System of WV*



# Contact

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*West Virginia Higher Education Policy Commission  
Community and Technical College System of WV*







# West Virginia Higher Education Policy Commission

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**Report to the Legislative Oversight Commission  
on Education Accountability**

**June 14, 2011**

**RURAL HEALTH EDUCATION PARTNERSHIP**





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## MEMORANDUM

DATE: June 7, 2011

TO: The Honorable Robert H. Plymale  
The Honorable Mary M. Poling

FROM: Robert B. Walker, MD  
Vice Chancellor for Health Sciences

RE: Update on Rural Health Initiative Activities

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I would like to update you on activities associated with the transition of the Rural Health Education Partnership (RHEP) Program. Overall, I feel the process is progressing smoothly.

### **Status of Plans for FY 2012**

Beginning July 1, the Higher Education Policy Commission (Commission) will enter into grant agreements with each of the state's three academic health centers (AHCs), rather than the previous model of granting funds to nine lead agencies. Each AHC will receive approximately \$664,000 from a Rural Health Initiative (RHI) state budget line item to administer a rural health education program during Fiscal Year (FY) 2012. I am confident that utilizing these institutions as grantees will improve fiscal and programmatic accountability because as state institutions, they are governed by the same rules and regulations as the Commission with respect to personnel, auditing requirements, public review, and purchasing.

At this point, the Division of Health Sciences (the Division) has received from each AHC a summary of its proposed RHI project. These plans are attached for your review. I believe each of the AHCs has outlined multiple quality initiatives that will be executed throughout the upcoming year to work towards improved rural health education, community involvement, and the placement and retention of health professionals in our state's most rural and underserved communities.

Additionally, by June 16, 2011, each AHC must submit a detailed budget, as well as answer specific narrative questions related to its proposed program. I have attached copies of the budget and narrative question forms. With the assistance of Division staff, I will evaluate each finalized proposal, and assuming each proposal is appropriate, approve it for funding. The Commission

June 9, 2011

Page 2

then will execute a standard grant agreement with each AHC to govern the administration of the RHI funds during FY 2012.

Based on the information I have received to date, I estimate that the number of health professions students participating in rural rotations during the upcoming year will be quite similar to the number who did so in past years. In addition to the rotations administered through the AHCs, Division staff also is working with private institutions to ensure physician assistants and nurse practitioners continue to have opportunities for rural experiences.

The Commission will execute an ancillary memorandum of understanding with West Virginia University (WVU) and provide it with separate funding to administer housing for health professions students participating in rural experiences during FY 2012. WVU will coordinate all aspects of housing for all three AHCs, including the management of leases and scheduling of student rotations. WVU already is working with landlords to secure leases for over 20 housing units across the state beginning July 1.

#### **Winding Up of FY 2011 RHEP Program**

Division staff is working with lead agencies to transfer ownership of personal property and equipment purchased for the RHEP program. Lead agencies will retain any personal property and equipment purchased by June 30, 2009. All real property, as well as personal property and equipment purchased after June 30, 2009, will be dealt with on an individual basis.

Finally, I will continue to work with the Rural Health Advisory Panel. As we move forward in implementing these new programs, its expertise and continued involvement will be critical. I expect to hold the next RHAP meeting in mid summer. Presently, many of the appointments to this panel have expired, and I have made initial contact with the Governor's Office about the possibility of securing new appointments in the near future.

Please advise regarding questions or comments concerning any of the above or attached.

***Joan C. Edwards School of Medicine***  
***Robert C. Byrd Center for Rural Health***  
***Rural Health Transition Plan***

***May 11, 2011***

The Higher Education Policy Commission has engaged expert consultants to review the West Virginia Rural Health Educational Partnership over the last several years. These extensive audits and reviews found that the program had become ineffective, inefficient and wasteful. The Deans of the medical schools met with the Higher Education Policy Commission on several occasions and it was decided collectively that a transition team with representatives from the three medical schools meet with the goal of identifying innovative and effective models and strategies to strengthen medical education and residency training in the state.

The Joan C. Edwards School of Medicine at Marshall University believes that it is time to focus on alternative, more effective and educationally appropriate methods of recruiting and retaining medical providers in rural West Virginia as opposed to mandatory rural rotations for all health care students. Given the relatively flat rates of recruitment and retention of health care providers in rural areas for the past several years, the concerns expressed by health care students about the value of mandatory rural rotations, concerns about faculty oversight expressed by accrediting bodies, and the recent enormous challenge of too few clinical sites given the rapid expansion of class size, it would seem that we need to consider a change to new and innovative methods of rural health care education and concentrate on funding these new initiatives.

Rather than continue the scattershot, expensive, and administratively burdensome method of forcing all health care students into rotations regardless of career interest, we would propose a more intensive focused rural educational model that would identify students with the commitment and interest to rural health care, and provide them with a valuable, interdisciplinary, high quality experience modeled loosely on teaching health centers, with modifications to make it effective for rural areas.

The Joan C. Edwards School of Medicine in collaboration with several partners is currently developing a teaching health center specific to the needs of southern West Virginia, which could serve as a model throughout the state for rural medical and health care training and education. In effect we will be creating a “living laboratory” where teaching strategies will be tested and refined to meet the needs of the community, while also

providing primary care to an area which is medically underserved and has some of the poorest health outcomes in the state.

This is a unique project because of the partners that will be involved. In addition to The Joan C. Edwards School of Medicine, the partners include The Robert C. Byrd Center for Rural Health, Southern West Virginia Community and Technical College, and Coalfield Health Center, located in Chapmanville, West Virginia. These parties already have a long foundation of collaboration on which to build, and are situated in a way as to implement new programs quickly and efficiently.

The project will allow for interdisciplinary learning within the context of a primary care practice and facility designed to enhance the educational experience of medical students and residents. Selected medical students will experience a focused training in rural medicine overseen directly by The Joan C. Edwards School of Medicine physician faculty members. Their educational program will be designed by physicians to allow for interdisciplinary work with patients, a focus on the economic, transportation and educational challenges facing our rural areas, and will weave preventive care and community wide concerns into the clinical educational experience. For example, the partnerships involved with the teaching center include community college nursing and dental hygiene programs, which will allow medical students to have meaningful interaction with types of health care students with whom they may never have had a chance to collaborate.

As we have noted, this teaching health center model will enable us to pull a variety of technological and human resources from all partners to work on very serious existing health care problems in the southern region, while implementing educational objectives that we expect will improve both recruitment and retention of health care providers in the area. This approach will develop the work force in such a way as to meet emerging needs due to changes in the practice of health care with those students most interested in rural health care and most likely to establish their career in a rural area

By focusing on providing those students and residents with an interest in rural medicine a truly unique and enhanced learning opportunity, and including other learners in an interdisciplinary teaching model for students ranging from high school through community college and beyond as described above, we will have created a true teaching health center in southern West Virginia that is uniquely suited to meeting the special and critical needs of this underserved area. The flexibility, creativity, resources, technology, expertise, and dedication to the region as represented by the partners in this project should allow for positive outcomes in rural education, and an effective model for teaching centers throughout the state.

| <b>Initiatives</b>  | <b>High School Students</b> | <b>College Students</b> | <b>Medical Students</b> | <b>Resident Trainees</b> | <b>Residency Graduates</b> |
|---|-----------------------------|-------------------------|-------------------------|--------------------------|----------------------------|
| <b>Shadowing rural physicians:</b> after admission to medical school but prior to entering, pre-matriculating students will be given the opportunity to shadow a rural physician  | X                           | X                       | X                       |                          |                            |
| <b>Rural community based field experiences:</b> Students with a particular interest in rural medicine will have the opportunity for quality educational experience “in the field” in rural areas under the supervision of our faculty. These experiences will take place with physicians with whom Marshall has long standing relationships in rural areas, and will include the “living laboratory” in Chapmanville.   | X                           | X                       | X                       |                          |                            |
| <b>Pipeline Program:</b> The Center for Rural Health and the JCESOM will continue to support and expand our existing award-winning pipeline program with high schools and colleges in our region. Special attention will be given to identifying and removing actual or perceived barriers to the pursuit of higher education for these students.   | X                           | X                       | X                       | X                        |                            |
| <b>Teaching Health Center (Chapmanville):</b> We will develop the teaching health center in Chapmanville as a focal point for outreach for high school and college students as well as health care students and residents.  | X                           | X                       | X                       | X                        |                            |
| <b>“Medical School Weekend”:</b> A “Medical School Weekend” will be offered to provide Middle and High School students with support and encouragement to explore health professional careers with rural careers highlighted.  | X                           | X                       | X                       | X                        |                            |
| <b>Rural Practice “Living Laboratory”:</b> The Robert C. Byrd Center for Rural Health at the JCESOM is developing a teaching health center specific to the needs of southern West Virginia, creating a “living laboratory” where teaching and recruitment strategies will be tested and refined. <ul style="list-style-type: none"> <li>• The focus will be moved from medical students to residency students for targeting recruitment efforts in rural areas</li> <li>• Recruitment efforts at all levels will move from a “shotgun” approach of addressing all students to targeting a cadre of students and residents who are very interested in rural health care and concentrating resources on those individuals</li> <li>• Insuring that all available resources to incentivize rural providers are available and made known to students and residents</li> <li>• Teach medical students and residents to flourish in a multi-disciplinary environment</li> </ul> | X                           | X                       | X                       | X                        |                            |

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| <ul style="list-style-type: none"> <li>• Provide ways of reducing isolation of new rural providers through unique fellowship programs.</li> <li>• Use of the Robert C. Byrd Mobile Medical Unit for community screenings in rural, underserved areas of West Virginia</li> </ul>                        |   |   |   |   |  |
| <b>Rural Medicine Interest Group website:</b> a web site will be developed with information pertinent to rural health and career opportunities.   | X | X | X | X |  |
| <b>A Rural Medicine Interest Group:</b> a rural medicine interest group will be developed to promote interest in rural medicine.  |   | X | X | X |  |
| <b>Multidisciplinary collaboration:</b> The JCESOM will work in collaboration with the Marshall University College of Health Professions to identify mid-level students interested in rural practice. Health professions students will be included when possible in appropriate learning opportunities. |   | X | X | X |  |
| <b>Medical student community service club:</b> A student community service club will be overseen by JCESOM faculty to insure that the community service is tied to medical learning and encourage interest in rural service.  |   |   | X |   |  |
| <b>Rural physician mentorships:</b> Year 1 & 2 medical students will be given the opportunity to be mentored by rural physicians during their preclinical years.  |   |   | X |   |  |
| <b>Summer rural preceptorships:</b> Medical students will be able to spend part of the summer months between the first and second months with a rural physician.  |   |   | X |   |  |
| <b>Rural clinical student rotations:</b> Rural clinical experiences will be offered to 3rd and 4th year medical students. All students will have the opportunity to learn from and work with highly seasoned faculty who have practiced and still practice in rural areas of West Virginia.             |   |   | X |   |  |
| <b>Medical school admissions:</b> Priority is given qualified applicants from West Virginia, and those with an interest in rural medicine.  |   |   | X |   |  |
| <b>“Speed Dating”:</b> Medical students and residents will be exposed to rural communities through “speed dating” format.   |   |   | X | X |  |
| <b>Research opportunities:</b> research opportunities focusing on issues pertinent to medical care in rural and small town communities will be provided through the Department of Family and Community Health.  |   |   | X | X |  |
| <b>Appalachian culture:</b> The Department of Family and Community Health offers special educational opportunities in Appalachian culture and geography, rural health and epidemiology.   |   |   | X | X |  |
| <b>Rural women’s health screening:</b> The Department of obstetrics and gynecology will participate in Breast and   |   |   | X | X |  |

|  |  |  |   |   |  |
|--|--|--|---|---|--|
| <i>Cervical Cancer Screening Program screenings in the Robert C. Byrd Mobile Medical Unit in rural areas of West Virginia, with county health departments, and Family Planning Clinics, providing opportunities for medical students and residents with interest in rural care.</i>  |  |  |   |   |  |
| <b>Rural women’s health:</b> <i>The OB department will provide rural experiences for students and residents in Williamson, WV.</i>   |  |  | X | X |  |
| <b>Rural health promotion and disease prevention:</b> <i>Family medicine residents and interested residents from other departments will participate in a community health program that includes the identification of a rural community health problem and development of a patient educational project solution. Interested medical students may participate in similar activities under faculty supervision.</i> |  |  | X | X |  |
| <b>Underserved community clinical rotations:</b> <i>multiple 1-2 month rotations in medically underserved areas and communities will be made available to interested medical students and resident physicians throughout the state of West Virginia. Physician practitioners will be carefully selected and provided with an educational stipend and enhancement tools like UP- TO- DATE.</i>                      |  |  | X | X |  |
| <b>Health policy fellows program:</b> <i>this first of its kind program for family medicine residents helps to develop leadership and interest in health policy with an emphasis on rural health issues.</i>   |  |  | X | X |  |
| <b>Family medicine residency admissions:</b> <i>Priority is given qualified applicants from West Virginia, and those with an interest in rural medicine.</i>   |  |  | X | X |  |
| <b>Rural pediatric outreach:</b> <i>Students and residents will have access to participation in outreach activities of the Pediatric Mobile Clinic through JCESOM and the Center for Rural Health.</i>   |  |  | X | X |  |
| <b>Rural community medicine rotations:</b> <i>There will be specific rural experience opportunities for family medicine residents interested in rural health through the Chapmanville facility, partnering with physicians in Logan and McDowell Counties.</i>   |  |  |   | X |  |
| <b>Rural clinical resident rotations:</b> <i>multiple 1-2 month rotations in rural medicine will be made available to interested resident physicians throughout the state of West Virginia. These will include community health centers as well as private practices with established records for teaching excellence. New sites will be developed as well.</i>  |  |  |   | X |  |
| <b>Rural community leadership development:</b> <i>Residents will participate in rural outreach activities through the previously described pipeline program, working with high school and college students interested in health care careers.</i>  |  |  |   | X |  |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <b>The Marshall University Rural Residency Program:</b> Marshall University's Rural Family Practice Residency program in Lincoln County, will provide interested residents with special educational experiences in rural primary care. Lincoln Primary Care provides a base for longitudinal care, with faculty supervising family practice residents. The program has the ability to manage two residents at each of the three-year levels, for a total of six residents. Residents see patients at Lincoln Primary Care Center, a nearby hospital, and local long-term care facilities. |   |   |   | X |   |
| <b>Multidisciplinary medical education:</b> Residents will have the opportunity at Chapmanville and other sites to rotate through a multi-disciplinary teaching health center model participating as team leaders in a rural outreach team concept.   |   |   |   | X |   |
| <b>Community development and patient education projects:</b> Working in collaboration with the Larry J. Harless Community Center (Mingo County) residents will have the opportunity to rotate and work on community development and patient education projects.   |   |   |   | X |   |
| <b>Rural Health Information Clearinghouse:</b> The JCESOM and Robert C. Byrd Center for Rural Health will collaborate to develop an "Office of Rural Health Information" focusing on physician recruitment to rural West Virginia. This office will provide updated and complete information regarding practice opportunities, financial assistance, grants and loan repayments, etc., to support students and residents interested in potential rural practice.  | X | X | X | X | X |
| <b>Visiting lectureships:</b> Rural physicians will be invited to give lectures on key rural topics to medical students and residents.  |   |   | X | X | X |
| <b>Rural leadership fellowships:</b> Newly graduated residents will be selected to participate in rural leadership programs while beginning their practice, to strengthen their ties to the medical school after graduation and reduce isolation of rural practice, while allowing them to explore additional clinical areas they might not have had time to pursue while in residency.   |   |   |   |   | X |
| <b>Rural provider CME:</b> The JCESOM will expand teleconferencing CME opportunities (Grand Rounds, other lectures for rural practitioners in West Virginia), to combat any sense of isolation through regular connections with the medical school.   |   |   |   |   | X |
| <b>Teleconferencing support:</b> Teleconferencing may be utilized to support rural providers through "face-to-face" discussion/consultation with faculty at the JCESOM.   |   |   |   |   | X |



## **Enhancements to WVSOM Rural Recruitment & Retention**

### **WVSOM's Commitment to Rural Medicine**

WVSOM has always had a strong commitment to Rural Medicine in West Virginia. Our Mission Statement reads in part: *"WVSOM is dedicated to serve, first and foremost, the state of West Virginia and the special health care needs of its residents emphasizing primary care in rural areas."* We are dedicated to continuing that tradition into the future. The additional funding will allow us to expand our already broad commitment to rural medicine even further and we intend to enhance our rural programs as described below.

### **Medical School**

#### **Outcome: Enhance medical students desire to practice in rural West Virginia**

- All medical students at WVSOM will continue to do a minimum of 3 rural rotations during their clinical years with the majority completing more than 3 months in a rural location.
- Students will continue to be actively involved in community service projects in collaboration with their statewide campus site hospitals and clinics.
- Students will have the opportunity to compete for a limited number of slots in WVSOM's Rural Emphasis Program. This program provides selected students with specially designed rural experiences, mentoring sessions, selected structured activities, programs and financial incentives. Each rural track student will be assigned a physician and community mentor. Students will meet regularly with the assigned assistant dean and participate with other rural emphasis students via media site presentations and online chats in addition to structured activities and programs. These students will also have the opportunity to interact with students in the High School and College programs.
- 2<sup>nd</sup> and 3<sup>rd</sup> year students will have the opportunity to participate in Rural Primary Care Health Day each spring. The program will include; expert panel discussions, rural hospital and clinic fair, presentations from successful rural physicians, WVSOM Rural Alumni success stories and will cover basics dealing with financial and lifestyle topics in rural West Virginia.

### **Residency/Rural Practice**

#### **Outcome: Attract medical students to in-state primary care residencies and assist them in locating affordable rural practice opportunities**

#### **Partnership & Collaboration**

- Increase exposure between MSOPTI Residents & WVSOM SWC students, with resident mentors for rural track students
- Develop Physician and Resident Mentoring Opportunities for Scholarly Activity, Community Research, and Community Education
- Increase participation of rural track residents in AHEC Teams

#### **Primary Care Recruitment**

- Provide a sign on bonus for up to 12 students a year who chose to complete a primary care residency in West Virginia.
- Improve database of job opportunities in West Virginia and method of making these opportunities available to residents in and out of West Virginia
- Improve Recruitment/Retention Tracking and Data Bases (In-state and Out of State) collaborating with the Alumni Office



## WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE

- Establish relationship with and direct residents to the office established by HEPC to monitor and implement all loan forgiveness, repayment, and other grant or guarantee programs for practice in rural West Virginia
- Develop Website/electronic Portal for linking graduates to federal, state, and local financial incentive programs (loan forgiveness & repayment) for primary care placement as well as potential primary care practice opportunities – one stop shop

### High School

**Outcome: Increase targeted West Virginia High School students' interested in pursuing a career in medicine**

- A standardized interactive program regarding health career opportunities will be developed and presented to designated high school classes as advised by counselors and principals. This program will be presented by assistant deans and medical students located at each of the SWC sites. Each SWC will deliver the program at 3 high schools per year within their region of the state. A total of 18 targeted high schools will receive the program per year.
- A 3 hour interactive program will be delivered at 6 SWC hospitals located throughout the state. The participants will come from the 18 high schools previously identified that received programs. The program will provide opportunities to explore possible health careers in depth in the health care environment of a hospital or community clinic. By doing the program at our partner hospitals and clinics we cut down on travel cost to bring students to campus and we can showcase the health care career opportunities that are available in their home town.
- The SWC assistant deans will recommend students from this group to participate in a summer externship program that will be at designated SWC sites and/or held on main campus in Lewisburg. Medical students will mentor high school students under the direction of WVSOM faculty during a health careers summer program.
- Each statewide campus region will have available structured shadowing opportunities for high school students through our High School to Rural Practice Shadowing Program. The program targets students from high school, college, medical school and residency to provide mentorship throughout their education.
- We will strengthen our linkage with the Health Science & Technology Academy, Health Occupations Students of America (HOSA) and the Upward Bound Program. We will do this by collaborating on programs, activities and workshops utilizing WVSOM's human and facility resources.

### Undergraduate: Health/Science

**Outcome: Enhance students opportunity for acceptance into a West Virginia medical school**

- We will expand upon our presentations at Universities in collaboration with Pre- Med advisors.
- Each statewide campus region will have available structured shadowing opportunities for college students through our High School to Rural Practice Shadowing Program. The program targets students from high school, college, medical school and residency to provide mentorship throughout their education. Students can enter this program at any of the 4 levels.
- From our statewide High School outreach program we will identify a targeted group of WV high school students attending WV Colleges and Universities. We will bring students between their sophomore and junior year of college to the WSOM Campus for an immersion program focusing on health careers, science and research.
- Students will have the opportunity to compete for paid part-time positions in the "Green Coat" Program. College students majoring in health science (those interested in medical school) will be immersed in the hospital/clinic setting with supplemental opportunities available through the SWC office and hospital/clinic partnership. We will begin with 3 programs and plan on expanding to 6 programs. The statewide campus assistant deans have already started contacting administration at our partner institutions for the development and implementation of the Green Coat Program.

## West Virginia University Rural Health Plan

The West Virginia University Health Sciences Center has a long standing and strong commitment to rural health care throughout the entire state of West Virginia. The WVU HSC is unique in that there are students from a number of health professional schools who participate in the rural health experience. These students come from the disciplines of dentistry, dental hygiene, medicine, medical technology, nursing, pharmacy and physical therapy.

West Virginia University plans to address the following goals and priorities as outlined in SB161 §18B-16-4 of the Rural Health Initiative (RHI) Act as part of its strategy to serve the rural and primary care health needs of the state as outlined in state code.

### Plan of Action for Addressing Specific RHI Act Goals

#### **RHI Goal (c): The provision of training to all medical students under the direction of primary care physicians practicing in rural areas.**

- Provide rural training opportunities and housing in order to meet the rural or community education requirement of each West Virginia University health science school.
- Contract with WV AHEC to schedule *rotations* in rural areas for those students from multiple schools who utilize the same rural preceptors (medical, nurse practitioner, and physician assistant students) in order to provide rural preceptors with a central point of contact and to avoid over-burdening rural preceptors with phone calls from multiple schools.
- **Identify** rural housing needs and **contract** with owners of approximately twenty-two housing units in order to provide housing for students throughout most of the state.
- Contract with WV AHEC to **schedule housing** for medical, dental, dental hygiene, medical technology, nursing, pharmacy, and physical therapy students from WVU **and** medical students from WVSOM and Marshall University School of Medicine as needed.
- Contract with local businesses to **clean and maintain** houses for utilization by students while on rotation.
- Expand the number of preceptors as needed in rural areas.
- Evaluate the students' and preceptors' community-based experiences.

**RHI Goal (d): The provision of admission preferences for qualified students entering primary care in needed specialties in underserved areas.**

- Continue to give preference in medical school admissions to WV residents and encourage careers in rural primary care and underserved areas.
- Request a representative from the WVU Office of Rural Health, or a rural health provider to the Medical and Dental School admission committees.

**RHI Goal (e): The creation of medical residency rotations in hospitals and clinics in rural areas and the provision of incentives to medical residents to accept the residencies at these hospitals and clinics.**

- Broaden the residency rotations in rural hospitals and clinics to include not only family medicine but also pediatrics, internal medicine, obstetrics and gynecology, and surgery.
- Create partnerships for education between WVU primary care residency programs and Community Health Centers.
- Provide 9-12 stipends to WVU primary care residents that participate in clinical rotations at rural sites.

**RHI Goal (f): The placement of mid-level providers in rural communities and the provision of support to the mid-level providers**

- Contract with WV AHEC to schedule rotations for those students from multiple schools who share rural preceptors (medical, **nurse practitioner**, and **physician assistant** students) in order to provide rural preceptors with a central point of contact.
- Where space is available, schedule housing as needed for physician assistant students from Alderson Broaddus College and Mountain State University in addition to nurse practitioner students from WVU and other schools.

**RHI Goal (h): The development of innovative programs which enhance student interest in rural health care opportunities**

- Stimulate interest in rural health early in the education of medical students through the enhancement of WVU's existing "externship" program for 1<sup>st</sup> and 2<sup>nd</sup> year medical students. Approximately 6-10 medical students with an interest in rural health will be identified and offered a stipend for completion of a rotation and/or community project in a rural health setting under the guidance of a rural preceptor.
- Organize community-based interdisciplinary student teams mentored by HSC faculty to address community health problems and provide students experience and opportunities in leadership skills.
- Promote opportunities for rural leadership development among students through the development of a student rural interest group and encouragement of student participation in student activities of the National Rural Health Association and the State Rural Health Association.
- Continue the Health Sciences Technology Academy (HSTA) high school math and science enrichment program for minorities and under-represented students and communities through summer institutes and locally-run clubs with a goal of increasing the total number of participants by 10% in the next year.

**RHI Goal (i): The increased placement of primary care physicians in underserved areas**

- Fund two scholarships for medical students during their third and fourth year who commit to practice in an underserved area in West Virginia.
- Create incentives for dental students to commit to future practice in an underserved and/or rural area through the funding of a two-year scholarship to one dental student for their third and fourth year.
- Educate and identify qualified students and residents interested in other WV rural health scholarship and loan forgiveness opportunities through faculty presentations.
- Work with the WV Bureau for Public Health, Higher Education Policy Commission and other community agencies to enhance public information about community-based job opportunities and develop a clearinghouse for employment opportunities for health professionals in the state.
- Develop interest in health careers in rural middle and high school students through health career presentations in the classroom and high school health career clubs.

**RHI Goal (k): The increased use of underserved areas of the state in the educational process**

- Educate students and residents about the WV AHEC SEARCH stipend opportunity for rotations in Health Professions Shortage Areas and increase the number of students and residents choosing this option.
- Continue to maintain affiliation agreements with rural sites in underserved areas.
- Provide housing for multidisciplinary health professions students in Berkeley, Braxton, Calhoun, Fayette, Grant, Greenbrier, Jackson, Lewis, Logan, Marshall, Mason, Mineral, Morgan, Nicholas, Randolph, Roane, Summers, Tyler, and Upshur Counties so that students can complete rural rotations in these counties and in contiguous counties. This will allow students the opportunity to complete rotations in many of the counties currently designated as a *whole county* Health Professions Shortage Area including Barbour, Braxton, Calhoun, Gilmer, Mineral, Mingo, Pleasants, Ritchie, Summers, Tyler, Wirt and Wyoming counties.
- Provide funding for additional housing as needed on a month-by-month basis for student rotations in Health Professions Shortage Areas that are too far from one of the proposed 22 rental housing units for a daily commute.

**RHI Goal (l): An increase in the number of support services provided to rural practitioners**

- Provide rural, adjunct faculty with information about university services for which they qualify, such as library privileges, and solicit information on any needs they may have that may be met by the university.
- Increase communication with rural, adjunct faculty regarding CME opportunities.
- Organize community-based continuing education activities through the AHEC Centers.
- Solicit a greater number of WVU Health Sciences faculty members to reach out to communities through the provision of grand rounds for physicians within the rural setting.

**RHI Goal (m): An increase in the retention rate of graduates from West Virginia medical schools, nursing schools and allied health care education programs**

- Recognize the contributions made by community-based preceptors.
- Offer rural medical preceptors reimbursement for their services as a preceptor to medical students.
- Survey rural preceptors to identify services, such as locum tenens or academic health center rotations that would help to meet their needs as a rural practitioner.

# Budget and Narrative Form



## WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

### WEST VIRGINIA RURAL HEALTH INITIATIVE

"The Rural Health Initiative Act of 1991"  
(WV Code 18B-16-1 et seq.)

### Funding Opportunity Announcement

**Fiscal Year 2012**

**Application Due Date: June 16, 2011**

## I. Funding Opportunity Description

*Attention: this guidance is for the use of previously identified Health Science Schools selected to receive this funding. The announcement is not open to the public.*

### Purpose

Governor Gaston Caperton proposed and the West Virginia Legislature enacted “The Rural Health Initiative Act of 1991” (“the Act) (WV Code 18B-16-1 et seq.) and made such Act effective from passage. The Act’s purpose is to first and foremost provide funding towards the placement and retention of primary care physicians in underserved areas of West Virginia. The Act provides that to achieve this purpose, the Higher Education Policy Commission (HEPC) will grant funds to the Health Science Schools, which will focus these resources on recruiting students most likely to practice primary care medicine in underserved, rural communities, and to provide these students with a rural-focused training and educational experience.

This announcement provides general information about the Program including funding amounts and limitations, administrative limitations, and other important information. **Please read the material before you begin writing your application.**

### Eligible Program Services to be Provided

The statutory guiding goals of the Act are listed below. Applicants are strongly encouraged to submit proposals containing objectives aimed at achieving as many of these goals as possible:

- The development of at least six primary health care education sites;
- The establishment of satellite programs from the primary health care education sites to provide additional opportunities for students and medical residents to serve under role models in rural areas;
- The provision of training to all medical students under the direction of primary care physicians practicing in rural areas;
- The provision of admission preferences for qualified students entering primary care in needed specialties in underserved areas;
- The creation of medical residency rotations in hospitals and clinics in rural areas and the provision of incentives to medical residents to accept the residencies at these hospitals and clinics;
- The placement of mid-level providers in rural communities and the provision of support to the mid-level providers;
- The extension of rural hospital physician respite loan programs to rural primary health care clinics;
- The development of innovative programs which enhance student interest in rural health care opportunities;
- The increased placement of primary care physicians in underserved areas;
- The increased retention of obstetrical providers and the availability of prenatal care;
- The increased use of underserved areas of the state in the educational process;
- An increase in the number of support services provided to rural practitioners;
- An increase in the retention rate of graduates from West Virginia medical schools, nursing schools and allied health care education programs;
- The development of effective health promotion and disease prevention programs to enhance wellness; and
- The establishment of primary health care education sites which complement existing community health care resources and which do not relocate the fundamental responsibility for health care from the community to the health science schools.

## II. Award Information

### Type of Award

Funding will be provided in the form of a grant

### Summary of Funding

Each applicant will be eligible for up to \$664,490 in total funds during FY 2012 (7/1/2011 – 6/30/2012).

## III. Application and Submission Information

### Content and Form of Application

Applications for funding must consist of the following documents in the following order:

- A. Cover Page With Basic Applicant Information
  - Applicant name
  - Address
  - Contact information (names, titles, phone, fax, email)
- B. Responses to Narrative Questions
- C. Budget Detail (budget matrix by expense and functional categories, expressed by dollars and percentages).
- D. Budget Justification – provide a written description of each line item entered in the budget detail. The budget justification must clearly describe each cost element and explain how each cost contributes to meeting the grants goals and objectives. The following are general budget instructions:
  - Personnel paid under this grant must be employees of the institution, not the research corporation, and will be subject to the personnel policies of the state of West Virginia.
  - Travel expenses must be reimbursed according to the guidelines of the state travel office.
  - Equipment and supplies will be purchased and maintained according to state guidelines.
  - Salaries and benefits should be established within the personnel system of the grantee institution.
  - Changes in any line item cell greater than 20 percent require advance approval.
  - No more than 10 percent may be spent on direct program administrative activities.
  - **No indirect costs are allowed.**

*(Narrative Questions and other necessary forms are supplied as attachments to this document.)*

### Application Submission

Applications must be received no later than June 16, 2011 and may be submitted as either paper documents or as e-mail attachments. Paper applications should be sent to:

WV Higher Education Policy Commission  
Attention: Marilyn Bowe  
1018 Kanawha Boulevard, East, Suite 700  
Charleston, WV 25301

Electronic Submissions should be sent to Marilyn Bowe at bowe@hepc.wvnet.edu.

## **IV. Application Internal Review Information**

### **Review Process**

Applications will be reviewed by grants management staff (business and financial review) and program staff (technical review and analysis of proposal) based on the following criteria:

- The appropriateness of the project objectives and time frames for initiation through completion of the project;
- The reasonableness and justification for the itemized costs noted in the budget; and
- The adequacy and completeness of the description of scope of services and activities to be provided with the grant funding.

### **Proposal Revisions**

HEPC reserves the right to request revisions to the submitted proposal if, upon review, it is determined the activities proposed do not meet the objectives of the grant opportunities.

## ATTACHMENT A

### West Virginia Rural Health Initiative

#### Narrative Questions

*Please provide a response to each of the following questions.*

- A. Describe in detail your proposed program for educating health professional students in rural areas. Questions to answer in your program detail include:
- Which of the goals included on page 2 of this announcement is this project designed to address?
  - Which health professions will be involved?
  - Who will serve as faculty?
  - How many students will participate?
  - How will students be selected?
  - How will you measure the impact of your program on students?
- B. How will you obtain community input and advice concerning your program?
- C. How will your plan address the needs of underserved areas and populations? How will you measure the impact of your program on the communities you serve in both the short term and long term?
- D. Describe the anticipated impact on health services in the involved rural communities.
- E. How will students be better prepared for rural practice because they participated in your program?
- F. Do you anticipate your students being actively involved in service learning projects? If so, describe. Who will mentor them? How will the students and communities each benefit from the projects?

## ATTACHMENT B

### West Virginia Rural Health Initiative

#### Budget Line Item Instructions

**Salaries and Benefits:** Provide a list of the positions which are paid in whole or in part under this grant together with the percentage of time spent. Attach job descriptions for these positions, and a list of benefits paid for from this funding source.

**Rent:** Provide a list of the facilities for which rent is paid from this funding source, and the purposes of each facility rented. Include any utilities, insurance or maintenance expenses for which you are responsible under the terms of the lease.

**Equipment:** Provide a list of equipment purchased or leased under this grant and the purpose for which each item is used. All computing/telecommunications equipment costing more than \$100 and all other equipment costing more than \$500 should be included in this category.

**Travel:** Travel costs should be paid according to reimbursement guidelines used by the state of West Virginia.

**Advertising, Promotion, and Hospitality:** Include printing costs for promotional materials, meeting expenses, etc.

**Contractual/Professional:** List all contractors to which payments are made from this funding source, describe the purpose of the contract, and list the anticipated amount paid to each.

**Sub-awards:** If the grantee proposes to sub-grant a portion of this award, the grantee must require the same application materials from the sub-grantee that are required of the grantee. The grantee must show the sub-award as a line item amount in its budget and attach the application materials provided by the sub-grantee.

**Miscellaneous:** Briefly describe in budget justification.

**Teaching:** Include costs of developing teaching materials, recruiting faculty, faculty stipends, faculty development and continuing education, classroom rental, tele-conferencing.

**Student Support:** Include costs of student housing and transportation, telecommunication and computer equipment, books and supplies, student stipends.

**Recruitment and Retention:** Include costs associated with recruiting new providers to serve rural populations, reducing the isolation of rural providers, providing continuing education to rural providers.

**Direct Administration:** Direct administration includes the costs associated with scheduling students into rural clinical rotations, maintaining and assigning housing for rural rotations, recordkeeping and data collection required for grant administration.

**Indirect Costs:** Indirect costs are not allowable charges to this grant.

**Attachment C**  
**WEST VIRGINIA RURAL HEALTH INITIATIVE**

**Budget Form**

ENTER AMOUNTS INTO UNSHADED CELLS

| Submit in Dollars                    | FUNCTIONAL CATEGORIES |                 |                         |                |        |
|--------------------------------------|-----------------------|-----------------|-------------------------|----------------|--------|
| EXPENSE CATEGORIES                   | Teaching              | Student Support | Recruitment & Retention | Administration | Totals |
| Salaries & Benefits                  |                       |                 |                         |                | \$0.00 |
| Rent                                 |                       |                 |                         |                | \$0.00 |
| Equipment                            |                       |                 |                         |                | \$0.00 |
| Travel                               |                       |                 |                         |                | \$0.00 |
| Advertising, Promotion & Hospitality |                       |                 |                         |                | \$0.00 |
| Contractual/Professional             |                       |                 |                         |                | \$0.00 |
| Sub-Awards                           |                       |                 |                         |                | \$0.00 |
| Miscellaneous                        |                       |                 |                         |                | \$0.00 |
| <b>Totals</b>                        | \$0.00                | \$0.00          | \$0.00                  | \$0.00         | \$0.00 |

| Calculates corresponding percentages | FUNCTIONAL CATEGORIES |                 |                         |                |        |
|--------------------------------------|-----------------------|-----------------|-------------------------|----------------|--------|
| EXPENSE CATEGORIES                   | Teaching              | Student Support | Recruitment & Retention | Administration | Totals |
| Salaries & Benefits                  | 0.0%                  | 0.0%            | 0.0%                    | 0.0%           | 0.0%   |
| Rent                                 | 0.0%                  | 0.0%            | 0.0%                    | 0.0%           | 0.0%   |
| Equipment                            | 0.0%                  | 0.0%            | 0.0%                    | 0.0%           | 0.0%   |
| Travel                               | 0.0%                  | 0.0%            | 0.0%                    | 0.0%           | 0.0%   |
| Advertising, Promotion & Hospitality | 0.0%                  | 0.0%            | 0.0%                    | 0.0%           | 0.0%   |
| Contractual/Professional             | 0.0%                  | 0.0%            | 0.0%                    | 0.0%           | 0.0%   |
| Sub-Awards                           | 0.0%                  | 0.0%            | 0.0%                    | 0.0%           | 0.0%   |
| Miscellaneous                        | 0.0%                  | 0.0%            | 0.0%                    | 0.0%           | 0.0%   |
| <b>Totals</b>                        | 0.0%                  | 0.0%            | 0.0%                    | 0.0%           | 0.0%   |





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**Report to the Legislative Oversight Commission  
on Education Accountability**

**June 14, 2011**

**EMERGENCY RULE  
SERIES 27  
WORKFORCE DEVELOPMENT INITIATIVE PROGRAM  
(LEARN AND EARN)**



**TITLE 135  
EMERGENCY  
LEGISLATIVE RULE**

**WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE  
EDUCATION**

**SERIES 27  
WORKFORCE DEVELOPMENT INITIATIVE PROGRAM**

**§135-27-1. General.**

- 1.1. Scope: The West Virginia Council for Community and Technical College Education (Council) consistent with provisions of West Virginia Code §18B-3D-2 and §18B-3D-6, adopts the procedures and guidelines for the administration of the Workforce Development Initiative Program.
- 1.2. Authority: West Virginia Code §18B-3D-2
- 1.3. Filing Date: April 22, 2011
- 1.4. Effective Date: April 22, 2011
- 1.5. Repeal of Former Rule: Repeals and replaces Title 135, Series 27 which had an effective date of April 11, 2007.

**§135-27-2. Purpose.**

- 2.1. The purpose of this rule is to set forth provisions for the administration of grant funding, criteria for applications, determination and distribution of funds, and performance evaluation for the Workforce Development Initiative Program, including the Learn and Earn Program, that was created by the West Virginia Legislature with a mission to develop a strategy to strengthen the quality of the state's workforce by linking the existing postsecondary education capacity to the needs of business, industry and other employers by utilizing available funding to provide explicit incentives for partnerships between employers and community and technical colleges to develop comprehensive workforce development services.

**§135-27-3. Grant Eligibility.**

- 3.1. Under the provisions of this rule higher education institutions so designated by West Virginia Code §18B-1-2, as a community and technical college, are eligible to apply for grant funding.

- 3.2. To be eligible for a grant under this program, a community and technical college must:
- 3.2.a. Develop programs that meet documented employer needs;
  - 3.2.b. Involve and collaborate with employers in the development of programs;
  - 3.2.c. Develop customized training programs that provide for the changing needs of employers and are offered at flexible times and locations to accommodate employer scheduling;
  - 3.2.d. Develop partnerships with other public and private providers;
  - 3.2.e. Establish cooperative arrangements with public school systems for the seamless progression of students from the secondary level through the community and technical college level, particularly in the area of career-technical education;
  - 3.2.f. Assist with the ongoing assessment of workforce development needs of the community and technical college consortia district;
  - 3.2.g. Actively participate in a community and technical college consortia planning district and facilitate the involvement of consortia members in the development of applications for funding through this program;
  - 3.2.h. Include in its institutional compact a plan to achieve measurable improvements in the quality of the workforce in the community and technical college consortia planning district;
  - 3.2.i. Establish a special revolving fund under the jurisdiction of the community and technical college dedicated solely to workforce development initiatives;
  - 3.2.j. Agree to put curricula developed with funding through this program into an electronic format for inclusion on a state-level database for sharing with other community and technical colleges;
  - 3.2.k. Develop a specific plan outlining how the community and technical college will collaborate with local postsecondary institutions to maximize the use of existing facilities, personnel and equipment; and
  - 3.2.l. Agree to adhere to all terms, conditions and deliverables as specified in the application for proposals and this rule.

**§135-27-4. Learn and Earn Program.**

- 4.1. Under the following provisions, eligible community and technical colleges may partner with employers to provide cooperative education opportunities for students that meet at a minimum the following:
  - 4.1.a. Funding is limited to cooperative education programs for those career-technical programs in which documentation can be provided to validate the program is a high-demand occupation.
  - 4.1.b. The cooperative education program must be a paid work experience that pays the student no less than \$10.00 per hour.
  - 4.1.c. The experience must provide the student with a supervised work experience in the student's expected career field or program of study and reinforce learning that has occurred in the academic program.
  - 4.1.d. The experience must have clearly stated measurable learning goals and objectives reflecting on what the student's expected learner outcomes will be throughout the experience.
  - 4.1.e. The experience must be part of the academic program and carry college credit as determined by program faculty.
  - 4.1.f. The experience must have an assessment component that documents the student has adequately mastered the expected learner outcomes.
  - 4.1.g. The experience must be for a defined period of time and may be on a part- or full-time work basis.
  - 4.1.h. Participation in at least one training session provided by the Council on developing and implementing cooperative education programs.

**§135-27-5. Grant Review.**

- 5.1. The Chancellor of the West Virginia Council for Community and Technical College Education (Chancellor) shall provide grant applications to all eligible institutions with stated deadline dates for submission.
- 5.2. The Chancellor shall appoint an Advisory Committee consistent with the provisions of West Virginia Code to review applications and make recommendations to the Council for funding.

- 5.3. At the call of the Chancellor, the Advisory Committee may meet as often as necessary to review grant proposals.
- 5.4. In evaluating grant proposals, the Advisory Committee shall give priority to proposals involving businesses with fewer than fifty employees, and grants will not be awarded that provide unfair advantage to employers new to the state that will be in direct competition with established local businesses.

**§135-27-6. Application Content.**

- 6.1. Each proposal for a Workforce Development Initiative Program grant shall:
  - 6.1.a. Identify the goals and objectives of the program, the specific business sector training needs, and the job market demand to be addressed;
  - 6.1.b. Identify the number of participants to be served during the grant period, anticipated placement rate, and wage benefit of completers;
  - 6.1.c. Identify private and public sector partners including those with public school career-technical education which minimizes duplication of programming and maximizes the use of existing facilities;
  - 6.1.d. Provide a letter of support for the proposal from the local Workforce Investment Board;
  - 6.1.e. Provide a detailed work plan, a budget and an evaluation plan to gauge the progress of the program;
  - 6.1.f. Provide letters of commitment from private or public sector partners confirming actual funding amount provided for the match requirement; and
  - 6.1.g. Provide a plan for sustaining the program after grant funding is exhausted.
- 6.2. In addition to the provisions of 6.1., those community and technical colleges applying for grant funding to support a Learn and Earn project shall:
  - 6.2.a. Complete the Learn and Earn section of the application describing in detail the cooperative education work experience reflecting the provisions contained in Section 4.1 of this Rule.

- 6.2.b. Provide a written agreement between the college and the participating employer describing a formalized work plan for the work experience component.

**§135-27-.7. Financial Match Requirements.**

- 7.1. Each proposal must provide a commitment letter from private or public sector partners for a match of one dollar, cash and in-kind, for each dollar of state grant funding awarded.
- 7.2. An in-kind match shall not constitute more than fifty percent (50%) of the required match.
- 7.3. For the Learn and Earn Program, the paid work experience must have, at a minimum, a cash dollar-for-dollar match from the participating employer. No in-kind match can be used to meet the dollar match requirement for the Learn and Earn Program.
- 7.4. With the exception of the Learn and Earn Program, if previously used equipment is committed, the current market value of the equipment must be used in determining an in-kind match amount.
- 7.5. In cases where it can be documented that it is a hardship for a private sector partner to provide a dollar to dollar match, the required match may be reduced to one dollar for each three dollars of state funding awarded. Such cases meriting a reduction in the match requirement may include but are not limited to:
  - 7.5.a. Private sector employers whose operations are located in rural areas of West Virginia;
  - 7.5.b. Employers with fewer than fifty employees;
  - 7.5.c. New start-up businesses operating five years or less in the state; and
  - 7.5.d. Employers developing new or expanding operations in the state resulting in a minimum investment of two million dollars;
- 7.6. With the exception of the Learn and Earn Program, new equipment may be committed to meet cash match requirements based on the actual documented purchase price of the equipment.
- 7.7. If the grant award is solely for the purpose of modernizing equipment, the match requirement is one dollar for each two dollars in state funding awarded.

- 7.8. Match requirements may be provided by public sector partners utilizing state or federal dollars if funding for the Workforce Development Initiative Program for the current fiscal year exceeds six hundred and fifty-thousand dollars, and in which case one-half of the funded amount exceeding six hundred and fifty-thousand dollars may be granted utilizing a public sector match.

**§135-27-8. Accountability and Reporting Requirements.**

- 8.1. A community and technical college receiving a grant under the provisions of this program shall submit to the Chancellor all requested programmatic accountability data and budgetary reports including but not limited to:
  - 8.1.a Annual and final reports detailing program expenditures;
  - 8.1.b Annual reports on activities conducted and dates completed; and
  - 8.1.c A final report on goals achieved, number of participants served, number of completers, number of completers placed in employment or obtaining a wage increase, cost of training per participant, and other information deemed necessary by the Council.
- 8.2. Equipment purchased or upgraded with grant funds under this program may not be sold, disposed of, or used for purposes other than those specified in the grant proposal without approval of the Council.

**§135-27-9. Grant Extension and Renewal.**

- 9.1. Generally, grants will be awarded on a one-year basis, but funding for the Learn and Earn program may be for multiple years reflecting the duration of the career-technical program.
- 9.2. The Chancellor may authorize the expenditure of carry-forward funds upon written request by the institution.
- 9.3. Subject to meeting stated goals, timeframes, cash match requirements, and with the recommendation of the Advisory Committee, the Council may renew a grant up to five years following the initial grant award.



**Report to the Legislative Oversight Commission  
on Education Accountability**

**June 14, 2011**

**COMMUNITY AND TECHNICAL COLLEGE  
FY 2011-12 TUITION RATES**



**WV Council for Community and Technical College Education**  
**FY 2011-12 Community and Technical College Tuition Rates**

| Institution                                    | AY 2010-11<br>TOTAL TUITION<br>& FEES | \$ AMOUNT OF<br>TOTAL TUITION<br>INCREASE | 2011-12<br>TUITION &<br>FEES | % INCREASE | REVENUE<br>GENERATED |
|--|---------------------------------------|---|------------------------------|------------|----------------------|
| Blue Ridge Community and Technical College     | \$3,072                               | \$48.00                                   | \$3,120                      | 1.56%      | \$0                  |
| Bridgemont Community and Technical College     | \$3,486                               | \$0.00                                    | \$3,486                      | 0.00%      | \$0                  |
| Eastern WV Community and Technical College     | \$2,064                               | \$120.00                                  | \$2,184                      | 5.81%      | \$39,572             |
| Kanawha Valley Community and Technical College | \$2,956                               | \$126.00                                  | \$3,082                      | 4.26%      | \$226,973            |
| Mountwest Community and Technical College      | \$2,856                               | \$96.00                                   | \$2,952                      | 3.36%      | \$156,101            |
| New River Community and Technical College      | \$2,878                               | \$202.00                                  | \$3,080                      | 7.02%      | \$902,936            |
| Pierpont Community and Technical College       | \$3,432                               | \$68.00                                   | \$3,500                      | 1.98%      | \$130,655            |
| Southern WV Community and Technical College    | \$2,102                               | \$202.00                                  | \$2,304                      | 9.61%      | \$317,942            |
| WV Northern Community College                  | \$2,358                               | \$120.00                                  | \$2,478                      | 5.09%      | \$224,893            |
| WVU - Parkersburg (Associates Degree)          | \$2,076                               | \$200.00                                  | \$2,276                      | 9.63%      | \$644,360            |
| System Average / Total Revenue                 | \$2,728                               | \$118.20                                  | \$2,846                      | 4.83%      | \$2,643,433          |





**Report to the Legislative Oversight Commission  
on Education Accountability**

**June 14, 2011**

**COMMUNITY AND TECHNICAL COLLEGE  
SYSTEM COMPACT**





**Meeting the Challenge:  
MASTER PLAN**  
for the Community and Technical College System  
of West Virginia

***System Compact***

**Planning Period 2009-10 thru 2014-15**

**West Virginia Council for Community and Technical College Education  
1018 Kanawha Boulevard, East – Suite 700  
Charleston, West Virginia 25301**

# MEETING THE CHALLENGE:

## CONTACT INFORMATION

Name: James L. Skidmore, Chancellor

Address: 1018 Kanawha Boulevard, East – Suite 700

City: Charleston State: WV Zip: 25301

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## SYSTEM MISSION STATEMENT

The mission of the Community and Technical College System of West Virginia is to promote and provide high-quality, accessible, and responsive education and training opportunities that maximize student learning, improve the standard of living for West Virginians, and contribute to the economic vitality and competitiveness of our state. The CTCS of West Virginia will:

- Be a *comprehensive* community and technical college system that offers developmental education, career and technical education, workforce and continuing education and transfer education.
- Be the economic stimulus for business and industry to remain in or relocate to the state because of the education and training with which it equips its citizens to compete in the global economy.
- Produce a world-class workforce by being the *primary* provider of adult workforce and technical training.
- Strategically partner with economic, workforce and community development, K-12 and the universities to meet the workforce development needs of citizens and businesses.

# MEETING THE CHALLENGE:

## Goals for the Delivery of Community and Technical College Education

1. Produce graduates with the general education and technical skills needed to be successful in the workplace or subsequent education.
2. Provide workforce development programs that meet the demands of West Virginia's employers and enhance West Virginia's economic development efforts.
3. Provide access to affordable, comprehensive community and technical college education in all regions of West Virginia.
4. Provide resources to meet the needs of community and technical college students and employees.

## Strategic Priorities

1. Producing more graduates.
2. Promoting strong employer partnerships.
3. Serving more adults.
4. Building and maintaining facilities.

# MEETING THE CHALLENGE:

## Section A – Strategic Priorities

Please provide strategies for advancing each of the Master Plan’s Strategic Priorities.

### 1. Produce More Graduates.

| Strategies   | Target Date | Outcome   |
|--|-------------|---|
| Implement the principles of Achieving the Dream system-wide  | 6/12        | Provide data for the college completion agenda                                  |
| Provide professional development opportunities that promote the college completion agenda  | 6/12        | Enhance college completion  |
| Facilitate the development of task forces that target college completion activities <ul style="list-style-type: none"> <li>▪ Developmental Education Task Force</li> <li>▪ Student Financial Aid Task Force</li> </ul> | 6/12        | Provide recommendations to colleges to increase the number of college graduates |

**Narrative:**

The System will facilitate initiatives that assist colleges in improving graduation rates, continue to analyze system data and evaluate efforts to increase the number of graduates.

### 2. Promote Strong Employer Partnerships.

| Strategies   | Target Date | Outcome  |
|--|-------------|--|
| Implement the sector-based approach to workforce development system-wide           | 6/12        | To identify employer workforce needs and target program development funding to high demand occupations |
| Continue to engage employers in the development of the Advanced Technology Centers | Ongoing     | Ensure the centers are employer driven   |

**Narrative:**

The System will continue to assess state-wide employment demand and target funding to those programs providing the best opportunity for student job placement.

# MEETING THE CHALLENGE:

## 3. Serve More Adults.

| Strategies  | Target Date | Outcome   |
|---|-------------|---|
| Facilitate systemic change in the delivery of programs that impact adult student completion | Ongoing     | Increase adult student enrollment and completion                                    |
| Continue to seek grant opportunities to increase the number of adults that graduate         | Ongoing     | Promote innovative programming and increase adult student enrollment and completion |

**Narrative:**

The System office will facilitate efforts among community and technical colleges to address enrollment and completion of adult students and continue to collect and analyze data regarding adult student completers.

## 4. Build and Maintain Facilities.

| Strategies   | Target Date | Outcome                                  |
|--|-------------|--|
| Assess the critical facility needs of each college   | Ongoing     | Identify and prioritize facility needs   |
| Work with the Council, college presidents, Governor's Office and legislative leadership to secure funding for CTC 75-80 million dollar bond projects | 3/12        | Secure funding to address facility needs |

**Narrative:**

Finance and facilities staff will collect information from each community and technical college as to critical facility needs; including both new construction and renovations.

# MEETING THE CHALLENGE:

## Section B – System Goals

Please provide strategies for achieving targets under each general goal.

### Goal 1. Produce graduates with the general education and technical skills needed to be successful in the workplace or subsequent education.

| Measures  | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15  |
|---|-------|-------|-------|-------|-------|--------|
| a. Associate degrees awarded  | 2,250 |       |       |       |       | 12,674 |
| b. Certificate degrees awarded  | 539   |       |       |       |       | 3,362  |
| c. Total degrees awarded  | 2,789 |       |       |       |       | 16,036 |
| d. Student success rate   | 30%   |       |       |       |       | 36%    |
| e. Retention rate   | 56%   |       |       |       |       | 66%    |
| f. Licensure passage rate   | 88%   |       |       |       |       | 90%    |
| g. Placement rate: employment   | 72%   |       |       |       |       | 83%    |
| h. Percentage of students enrolled in developmental mathematics successfully completed the next college-level course within two years of first enrolling in developmental mathematics | 18%   |       |       |       |       | 28%    |
| i. Percentage of students enrolled in developmental English that successfully complete the next college-level course within two years of first enrolling in developmental English     | 37%   |       |       |       |       | 47%    |

| Strategies   | Target Date                           | Outcome  |
|--|---------------------------------------|--|
| Continue implementation of Achieving the Dream principles and practices <ul style="list-style-type: none"> <li>Continuation of Developmental Ed Task Force</li> <li>Implement Data Collection Methods (Centralized database)</li> <li>Provide Institutional Data Profiles</li> <li>Conduct Institutional "Data Days"</li> <li>Conduct appropriate professional development activities</li> </ul> | 8/12<br>8/12<br>8/11<br>12/11<br>7/12 | <ul style="list-style-type: none"> <li>Provide data to institutions for data driven decision in the general area of college completion.</li> <li>Examine and revise the delivery of developmental education</li> </ul> |
| Presentation of Best Practices regarding student retention and completion  | Through 6/12                          | <ul style="list-style-type: none"> <li>Improve student retention and graduation rates</li> </ul>   |

# MEETING THE CHALLENGE:

| Strategies  | Target Date | Outcome   |
|---|-------------|---|
| Evaluate through research the effectiveness of student retention and graduation initiatives and provide feedback to individual institutions   | Ongoing     | <ul style="list-style-type: none"> <li>• Share successful approaches among CTCs</li> <li>• Increase student retention and graduation rates</li> </ul> |
| Continuation of FIPSE grant and encourage the expansion of IPASS to other community colleges  | Ongoing     | Implement innovative approaches to the delivery of Developmental Education  |
| Implement and encourage the development of accelerated courses and programs to decrease time to degree. <ul style="list-style-type: none"> <li>• Evaluate the fiscal impact of offering accelerated programs and address policy issues accordingly</li> <li>• Assist with the implementation of CTC Department of Labor Grant (C3T- if funded) that addresses acceleration</li> </ul> | 6/12        | Change the mode of program delivery to decrease the time to earn a degree and increase the number of graduates  |
| Provide professional development on acceleration / modularization of programs   | 6/12        | Provide faculty with the skills to provide innovative program delivery  |
| Collect and analyze data on CTC student transfer success  | 10/11       | Provide feedback to CTCs on student transfer numbers and successes  |
| Explore the possibility of a “Promise” type scholarship / financial aid for CTC students that complete an associate degree to transfer to a baccalaureate institution   | 3/12        | Increase student transfer numbers   |
| Support a statewide online transfer portal (course to course crosswalk)   | 12/12       | To assist students in transferring and program planning   |
| Explore the development of a common course numbering system for CTC general education courses   | 6/12        | To increase the ease of transferring from a CTC to a baccalaureate institution  |
| Work to secure funding to support the Council’s finance rule that rewards CTCs for student successes. – March 2012  | 3/12        | Provide CTCs with incentive funding for performance   |
| Explore the possibility of implementing a reverse transfer initiative   | 6/12        | To increase the number of West Virginians with a college credential   |
| Assist with implementing the Degree Now Initiative and target those adults that have completed some college credit courses, but less than 60 credits to complete an associate degree  | 6/12        | Increase the number of college completers   |

**Narrative:**

All the above initiatives are intended to increase student retention and graduation numbers. New initiatives may be added as opportunities arise.

# MEETING THE CHALLENGE:

**Goal 2. Provide workforce development programs that meet the demands of West Virginia's employers and enhance West Virginia's economic development efforts.**

| Measures   | 09-10   | 10-11 | 11-12 | 12-13 | 13-14 | 14-15  |
|--|---------|-------|-------|-------|-------|--------|
| a. Training contact hours delivered                                      | 821,066 |       |       |       |       | 4.3M   |
| b. Number of employers directly provided workforce education or training | 3,799   |       |       |       |       | 4,179  |
| c. Career-technical associate degrees awarded                            | 9,368   |       |       |       |       | 11,121 |
| d. Career-technical certificate degrees awarded                          | 2,209   |       |       |       |       | 3,127  |
| e. Career-technical skill set certificates awarded                       | 32,406  |       |       |       |       | 37,607 |
| f. Total career-technical degrees awarded                                | 11,577  |       |       |       |       | 14,248 |
| g. New technical programs implemented                                    | --      |       |       |       |       | 24     |
| h. Regional industry sector partnerships                                 | --      |       |       |       |       | 29     |

| Strategies  | Target Date | Outcome  |
|---|-------------|--|
| Continue the implementation of the sector-based workforce development initiative  | Ongoing     | To improve the program planning process and target funding to high need employment areas                         |
| Implement the inclusion of skill set enrollment and completion into the System's centralized database   | 6/12        | To better track and evaluate non-credit training activities  |
| Continue the development and construction of the two advanced technology centers. <ul style="list-style-type: none"> <li>• Coordinate the development of technical and workforce programs to be delivered through the two advanced technology centers</li> <li>• Develop a plan for the operational sustainability of the two advanced technology centers</li> <li>• Continuation of engagement of employers in the development of the centers</li> </ul> | 6/12        | To develop a funding plan to operate the facilities<br><br>Determine additional programs for emerging industries |
| Continue the collaborative effort with the WV Development Office to enhance economic development efforts.   | Ongoing     | To address workforce needs to attract and retain employers and enhance economic development efforts              |
| Continue to monitor and apply for workforce related grants through the US Department of Labor and other agencies that request proposals for workforce initiatives.  | Ongoing     | To increase the amount of grant funding for the System and develop new programs reflecting employment needs      |

# MEETING THE CHALLENGE:

| Strategies  | Target Date | Outcome  |
|---|-------------|--|
| Continue to work with GOHELP to address the allied health workforce needs of the state.   | Ongoing     | To implement new allied health programs to meet employment demands                                       |
| Continue to monitor through employer engagement and needs assessments the occupational demands and skill set requirements of the state's employers.   |             | To determine new program implementation needs and target workforce funding                               |
| Strategically target workforce development funding to those programs identified as high-need through the sector-based workforce development process and other occupational employment data. |             | Make the most efficient use of workforce funding and develop programs that meet employer workforce needs |

***Narrative:***

The workforce development initiatives for the next year will focus on improving employer engagement to determine workforce needs and targeting funding to programs and training for high demand occupations.

# MEETING THE CHALLENGE:

**Goal 3. Provide access to affordable, comprehensive community and technical college education in all regions of West Virginia.**

| Measures  | 09-10   | 10-11 | 11-12 | 12-13 | 13-14 | 14-15  |
|---|---------|-------|-------|-------|-------|--------|
| a. Annual headcount enrollment                  | 36,039  |       |       |       |       | 37,041 |
| b. Age 25 and older annual headcount enrollment | 17,453  |       |       |       |       | 17,938 |
| c. Headcount enrollment in underserved counties | 1,537   |       |       |       |       | 2,312  |
| d. Average tuition rate                         | \$2,730 |       |       |       |       |        |
| e. Student financial aid participation rate     | 44%     |       |       |       |       | 54%    |

| Strategies   | Target Date | Outcome   |
|--|-------------|---|
| Evaluate the current virtual community college initiative and continue to increase the number of online courses and programs through the initiative. <ul style="list-style-type: none"> <li>Evaluate the utilization of existing online capacity per institution</li> <li>Explore the possibility of developing additional on-line and hybrid courses</li> </ul> | 6/12        | Increase the capacity of the System to deliver on-line and technology driven courses  |
| Facilitate the community college covenant signing with Military Armed Forces to encourage veterans and active military personnel to enroll in community and technical colleges.  | 6/12        | Increase enrollment of veterans   |
| Emphasize the importance of increasing the Higher Education Adult Part-Time Student (HEAPS) grant program funding levels.  | 3/12        | To increase adult student enrollment  |
| Research the successful practices employed by System community and technical colleges that have high adult student enrollments and completion rates; particularly the BOG AAS degree program.  | 6/12        | To increase adult student enrollment at all System CTCs   |
| Develop a tuition and fee policy that does not hinder student access.  | 11/11       | Put in place a tuition policy that provides access to affordable CTC education and also provides adequate funding for the operation of community and technical colleges |
| Strategically market community and technical college education to high school students, adult students, the Legislature and the general public.  | 6/12        | Increase the awareness of community and technical college education, increase enrollment and funding levels   |

# MEETING THE CHALLENGE:

| Strategies   | Target Date | Outcome   |
|--|-------------|---|
| Work with the Student Financial Aid Task Force to implement strategies to increase the number of community and technical college students receiving financial aid. | 6/12        | Increase the number of CTC students receiving student financial aid to increase enrollment and completion |
| Continue to work with the State Department of Education to promote the matriculation of high school students to community and technical colleges.                  | 6/12        | Increase the enrollment of high school students at community and technical colleges                       |

***Narrative:***

The System Office will develop a comprehensive approach to assisting community and technical colleges in providing access to community and technical college programming and services. Efforts will target adult students, high school students and veterans.

Initiatives to implement new technical programs and increase on-line and technology driven courses will continue.

# MEETING THE CHALLENGE:

**Goal 4. Provide resources to meet the needs of community and technical college students and employees.**

| Measures   | 09-10          | 10-11 | 11-12 | 12-13 | 13-14 | 14-15  |
|--|----------------|-------|-------|-------|-------|--------|
| a. External funding generated  | --             |       |       |       |       | 10 M   |
| b. Cost savings by implementing efficiency measures                                    | --             |       |       |       |       | 2.5M   |
| c. <u>Reduction</u> in overall funding gap between WVCTC and peer institutions         | (\$33,315,920) |       |       |       |       |        |
| d. <u>Reduction</u> in faculty salaries gap compared to national averages              | (\$13,925)     |       |       |       |       |        |
| e. Percentage of classified employees fully funded on classified staff salary schedule | 96.82%         |       |       |       |       | 100%   |
| f. Credit hours earned through distance education and hybrid courses                   | 44,311         |       |       |       |       | 48,742 |

| Strategies   | Target Date | Outcome  |
|--|-------------|--|
| Request and justify additional state funding for community and technical colleges.   | 3/12        | Increase funding for community and technical colleges  |
| Facilitate the development of a System approach to cost saving strategies.   | 6/12        | Become more cost effective in the operation of colleges and the delivery of services                                       |
| Facilitate the development and submission of federal grants to advance community and technical college education in the state. | 6/12        | Increase grant funding, facilitate change in program delivery, implement new programs and increase the number of graduates |
| Pursue grants to increase technology driven programming.   | 6/12        | Increase the technology capacity for course delivery and promote shared programming among community and technical colleges |
| Facilitate a System approach to increase CTC funding by working closely with college presidents and their boards.              | 3/12        | Increase funding levels for community and technical colleges   |

**Narrative:**

The System Office will work closely with the Governor's Office and the Legislature to identify the funding needs of community and technical colleges to pursue needed funding to move the System forward.