

Title	Strategic Action Plan – Council Approval of Recommendations
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Synopsis:	<p>The Ten-Year Roadmap plan is complemented with a short-term Strategic Action Plan, submitted in December of even-numbered years, establishing budget and legislative priorities necessary to implement the strategies identified in the Ten-Year Roadmap.</p> <p>The Strategic Action Plan will address the needs of high-priority Roadmap action items as well as needs related to other action items expected to emerge during the next biennium.</p> <p>During the August retreat, members will consider program, policy, and budget recommendations for the 2014 Strategic Action Plan. The proposed recommendations stem from the work of three Council committees and stakeholder input.</p> <p>On August 21, members are expected to approve selected recommendations for inclusion into the plan. The Council will adopt the final 2014 Strategic Action Plan at the November Council meeting. The Strategic Action Plan is due to the Governor and Legislature by December 2014.</p>
Guiding questions:	What recommendations should be included in the Strategic Action Plan? Should any of these recommendations be included in the agency’s legislative and budget request process?
Possible council action:	<input checked="" type="checkbox"/> Information Only <input checked="" type="checkbox"/> Approve/Adopt <input type="checkbox"/> Other: _____
Documents and attachments:	<input checked="" type="checkbox"/> Brief/Report <input checked="" type="checkbox"/> PowerPoint <input type="checkbox"/> Third-party materials <input type="checkbox"/> Other

2014 Strategic Action Plan Policy Considerations

Objective: Identify key budget and policy recommendations for the 2015-17 biennium to support the Ten-Year Roadmap for increasing educational attainment in Washington.

August Retreat and Meeting - Steps:

1. Council member discussion of options on August 20.
2. On the afternoon of August 20, you will have time to identify your top recommendations.
3. On August 21st, members will work together to identify and approve priorities for the 2014 Strategic Action Plan.

Context:

The Council is statutorily required to develop a long-term, Ten-Year Roadmap to identify priorities and strategies for meeting the State's educational attainment needs. The first Roadmap was submitted in December 2013.

The Roadmap plan is complemented with a short-term Strategic Action Plan, submitted in December of even-numbered years, establishing budget and legislative priorities necessary to implement the action items identified in the Roadmap. The next Strategic Action Plan is due to the Governor and Legislature by December 2014.

The Strategic Action Plan will address the needs of the high-priority Roadmap action items as well as needs related to other action items expected to emerge during the next biennium. Key recommendations to be included in the Strategic Action Plan must be identified by at the August 2014 Council meeting to inform the state's budget development process for next biennium.

The following recommendations are presented in sequence of the Roadmap action items. These recommendations evolved from the work of the 2013 Roadmap, the Council's three Roadmap Committees, and staff input.

2014 Strategic Action Plan Summary of Recommendation Options

Ensure cost is not a barrier for low-income students—Commit to full funding of all eligible State Need Grant students.

- a.) Fully fund SNG (\$137M)
- b.) b.) Partially fund SNG (\$16M)

Make college affordable—Identify & recommend state funding policy options for postsecondary education to guide legislative appropriations to institutions, financial aid programs and tuition.

- a.) Shared Responsibility
- b.) Baseline + incentive funding
- c.) Tuition limits

Provide greater access to work-based learning opportunities—Increase investments in the State Work Study program.

- a) Small restoration of funding (\$2M)
- b) Moderate restoration (\$5M)

Streamline and expand dual-credit and dual enrollment programs to create a statewide dual-credit system available to all high school students.

Statutory:

- a) Expand high school-based college courses to 9th and 10th grade students.
- b) Develop quality standards for high school-based college courses informed by National Alliance of Concurrent Enrollment Partnerships (NACEP) criteria.

Funding:

- c) Funding through Basic Education Allocation:
 - i. Fund high school-based college courses using an appropriate split of K-12 basic education appropriation between the high school and the college.
 - ii. Recommend an enhancement to K-12 basic education appropriation to ensure K-12 and postsecondary costs are recognized and eliminate or reduce tuition and fees for high school based college courses. Enhancement may also be used to help Running Start students defer expenses for fees, books, and transportation.
- d) Fund high school-based college courses through higher education appropriation and eliminate or reduce tuition and fees. Clarify Running Start is a college based model.

Respond to student, employer, and community needs—Align system-wide programmatic, physical and technological capacity with student, employer, and community needs.

- a) Assess the current status of existing physical capacity in the state's institutions of higher education.
- b) Project student demand for postsecondary education through 2023, and identify primary factors involved in student demand that will affect efforts to reach the state's education attainment goals
- c) Identify additional resources needed to meet the increased educational attainment goals.

Provide increased support and resources to ensure the success of current and prospective students at all levels.

- a) Provide systematic support to CBS students (WSAC, CSF and ESDs).
- b) Expand mentor programs.
- c) Enhance post-secondary retention support.
- d) Develop regional collaborative networks.
- e) Statewide outreach to adult students near completion.
- f) Convene regional equity and diversity task forces.
- g) Offer professional development to K-12 staff.

Roadmap priority	Recommendation Options	Cost	Specific Considerations/Benefits	General Considerations/Benefits
Ensure cost is not a barrier for low-income students—Commit to full funding of all eligible State Need Grant students.	a.) Fully fund SNG	\$137 million	2014 SNG Review could impact program design. Tuition decisions impact aid funding.	The SNG is the state’s largest aid program and thus a critical component of any effort to create a more affordable system.
	b.) Partially fund SNG	\$ 16 million	2014 SNG Review could impact program design. Tuition decisions impact aid funding.	
Make college affordable—Identify & recommend state funding policy options for postsecondary education to guide legislative appropriations to institutions, financial aid programs and tuition.	a.) Shared Responsibility - In the “Shared Responsibility” model, the state would determine the amount necessary to ensure that all students up to 70 percent Median Family Income would pay no tuition and students from 70-120 percent would have clear, identifiable contributions with the balance paid through a combination of state subsidy and other aid (including institutional).	N/A	There is no current funding model for higher education. Appropriations are provided to the baccalaureate institutions and the SBCTC in the budget, and there are few provisos on those funds. Institutions must enroll at least as many students as provided in Sec. 602 of the appropriations act. To make re-investment in public higher education a priority in the legislature, we may need to reframe what that investment is buying. The budget process does not necessarily focus on affordability to students, on student progress, or the impact on institutions and students. A new model may help our advocacy for higher education funding and can help outline what families need to contribute towards the cost of their education.	
	b.) Baseline + incentive funding - The base-plus model would identify detailed costs of operating the institutions at a given level of enrollment & then add funding for completion assistance and program mix (STEM, etc.).	N/A	Higher education funding would still be vulnerable during a recession. Other states (and Washington) have abandoned similar commitments when revenue declined. Current funding model does not make a good case for higher education.	
	c.) Tuition limits - Tuition limits would re-impose caps on annual increases in resident undergraduate tuition, ideally with a commitment of state funding to maintain quality/service level.	N/A		

Roadmap priority	Recommendation Options	Cost	Specific Considerations/Benefits	General Considerations/Benefits
Provide greater access to work-based learning opportunities—Increase investments in the State Work Study program	Restoration of the 2009-11 reduction to the program is scalable.	\$2 million	Program combines financial aid with work-based learning opportunities.	
	a.) Small restoration of funding			
	b.) Moderate restoration	\$5 million		
Streamline and expand dual-credit and dual enrollment programs to create a statewide dual-credit system available to all high school students.	a.) <i>Statutory</i> : Expand high school based college courses to 9th and 10th grade students.			Options would: <ul style="list-style-type: none"> • Develop an integrated dual credit system. • Remove barriers, to participation including tuition and other student costs, and institutional disincentives to offer dual credit programs. Increase availability of dual credit programs in high school. • Decrease the opportunity gap by increasing the number of low income and under-represented minority students with access to these programs. • Improve high school graduation and college continuation rates. • Reduce the time students take to complete a postsecondary degree or certificate.
	b.) <i>Statutory</i> : Develop quality standards for high school-based college courses informed by National Alliance of Concurrent Enrollment Partnerships (NACEP) criteria.			
	c.i) <i>Funding</i> : Fund high school-based college courses using an appropriate split of K-12 basic education appropriation between the high school and the college.			
	c.ii) <i>Funding</i> : Recommend an enhancement to K-12 basic education appropriation to ensure K-12 and postsecondary costs are recognized and eliminate or reduce tuition and fees for high school-based college courses. Enhancement may also be used to help Running Start students defer expenses for fees, books, and transportation.	\$30 - \$50 million	Adding an enhancement to basic education requires a change to the prototypical school model.	

Roadmap priority	Recommendation Options	Cost	Specific Considerations/Benefits	General Considerations/Benefits
	d.) <i>Funding:</i> Fund high school-based college courses through higher education appropriation and eliminate or reduce tuition and fees. Clarify Running Start is a college based model.	\$9-\$15 million		
Respond to student, employer, and community needs—Align system-wide programmatic, physical and technological capacity with student, employer, and community needs	a.) Assess the current status of existing physical capacity in the state’s institutions of higher education.	\$100-200K	Sectors have expressed some concern that this analysis may not add value if it is simply focused on capacity needs. Better understanding of student demand is a critical element.	Options would: <ul style="list-style-type: none"> • Provide a foundation to improve the programmatic, physical, technological, and financial capacity of postsecondary institutions • Respond to changes in student and employer needs. • Maximize the state’s return on investment in postsecondary institutions.
	b.) Project student demand for postsecondary education through 2023, and identify primary factors involved in student demand that will affect efforts to reach the state’s education attainment goals			
	c.) Identify additional resources needed to meet the increased educational attainment goals.			
<p>**Provide increased support and resources to ensure the success of current and prospective students at all levels.</p> <p><i>NOTE:</i> Options listed for this Roadmap strategy have been prioritized by programs that meet the following criteria:</p> <ul style="list-style-type: none"> • Statewide impact 	<p>Postsecondary support:</p> <p>a.) Provide proven retention support to students most at-risk for completion by expanding or enhancing campus support services on campuses. Examples include:</p> <ul style="list-style-type: none"> • TriO Student Support Services (on 22 campuses serving 4,900 students at \$400/student year) • CAMP programs • MESA Community College Programs (MCCP) (6 colleges serving 250 students) 	\$500K - \$1 million	<p>Increased investment in strategies proven to support student outcomes especially targeting services to underrepresented students. Expanding the reach of programs will take advantage of an existing successful program.</p> <p>Federal CAMP and TriO program outcomes have shown significant gains in in persistence, full-time enrollment, and completion compared to other low-income students. MCCP provides academic and transfer support services to underrepresented students enrolled in STEM programs.</p>	

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<ul style="list-style-type: none"> Evidence-based Greatest impact 	<p>Postsecondary support: b.) Use statewide data sets to target adult students near completion and re-engage with the institution. Examples include:</p> <ul style="list-style-type: none"> WWU Destination Graduation and other institutional outreach to stop-outs. Project Win-Win - institutions in 9 states retroactively award students who qualified with AA degrees. 	\$500 K	With hundreds of thousands of adults in Washington with college credits (yet without a credential), this strategy provides an efficient method to identify and support students who already have partial transcripts.	
	<p>Collective Impact: c.) Provide state seed funding to develop regional approaches to forge and nourish local partnerships to leverage existing collaborative efforts and nurture the growth of new “collective impact zones” to include education, non-profits/business and civic/municipality partnerships. Examples include:</p> <ul style="list-style-type: none"> Community Center for Education Results (CCER) Tacoma College Support Network (TCSN) Northwest Futures Alliance in Bellingham Rural Alliance in eastern Washington Washington College Access Network (WCAN) 	\$150K	Collective impact is a proven effective method (Stanford Review) to engage institutions, community organizations, and municipalities to provide services and support to students in the local community. Providing seed funding to develop or expand collective impact zones will support student achievement. Collaborations would include Jobs for Washington’s Graduates, YEAR UP and CTC Centers of Excellence.	
	<p>Collective Impact: d.) Convene statewide equity and diversity collaborative and assist with</p>	\$150K	An increasing share of our student age population is coming from groups who have been historically underrepresented in postsecondary education—and over-represented in the number of students who drop out of high school. We cannot be	

Roadmap priority	Recommendation Options	Cost	Specific Considerations/Benefits	General Considerations/Benefits
Support all students (continued)	the development of regional collaborative. Task force would consist of K-12, higher education, state agency, and non-profit organizations working at the state or local level on equity and diversity issues.		successful increasing educational attainment in the state without focused attention on policies that will help us address the changing demographics of our state.	
	<p><u>K-12 Support:</u> e.) Provide systematic College Bound support from 8th grade through degree completion. Examples include:</p> <ul style="list-style-type: none"> • WSAC College Bound system enhancement • Regional and ESD support programming • CSF outreach and support services 	\$2-5 million	The College Bound Scholarship program is has been identified as a dropout prevention and postsecondary access and completion program. The students need support services throughout their educational career in order to succeed through academic preparation and postsecondary awareness.	
	<p><u>K-12 Support:</u> f.) Create opportunities for college students to serve as mentors in middle and high schools not served by support programs targeting services to students most at-risk of academic success. Examples include:</p> <ul style="list-style-type: none"> • Compass to Campus (WWU – 29 schools) • UW Dream Project (in 16 high schools) • Summer Bridge programs (CSF Make it Happen, Upward Bound, GEAR UP and campus initiatives) 	\$500K	Mentoring and tutoring services provide encouragement to younger students to increase preparedness and engage with role models. The transition from high school to college is often challenging, especially for first-generation college and low-income students.	
Support all students (continued)	<p><u>K-12 Support:</u> g.) Offer professional development opportunities statewide to engage and equip all school staff (counselors,</p>	\$150K	Enhancing professional development develops the capacity of schools and districts to support teaching and learning through developed skills, knowledge, and curriculum received through training. Trainings would address: <ul style="list-style-type: none"> • Understanding poverty and working with underrepresented youth 	

Roadmap priority	Recommendation Options	Cost	Specific Considerations/Benefits	General Considerations/Benefits
	<p>school administrators, teachers, graduation specialists, graduation coaches, and access providers) with evidence-based practices regarding student support services, postsecondary options, and requirements. Examples include:</p> <ul style="list-style-type: none"> • GEAR UP and Title I professional development • CSF clock hour trainings (FAFSA completion and CBS support) • Career Guidance Washington AVID trainings 		<ul style="list-style-type: none"> • Increasing knowledge of admission and financial aid processes and eligibility Career Guidance Washington and AVID training 	