

October 12, 2016
State Board for Community & Technical Colleges
Olympia, Washington

MINUTES

Members attending:

Maud Daudon, Ray Lawton, Karen Lee, Gil Mendoza, Paul Francis, Jeff Charbonneau, Susana Reyes, and Jessica Murillo-Rosales.

Staff attending:

Aaron Wyatt, Becky Thompson, Don Bennett, Crystal Hall, Karen Moton-Tate, Kristin Ritter, Lexi Shankster, Maddy Thompson, Marc Webster, Rachelle Sharpe, Randy Spaulding, Stephanie Gardner, and Weiya Liang.

The meeting was called to order at 10:05 a.m. by Chair Maud Daudon.

Consent Agenda, August Minutes, & September Minutes

The motions to approve the agenda and August and September minutes were called for and carried.

New Staff Introduction

Randy Spaulding introduced Stephanie Gardner as a new member at the Student Achievement Council, working in policy. She will primarily work with high school and college transition, admission standards, dual credit, as well as several other programs.

Update on Executive Director Search

Dennis Karras, Karras Consulting

Karras announced the names of the three executive director candidates and gave an overview of the recruitment process. Of the 36 initial candidates, eight were interviewed by the search committee. The search committee then brought three candidates before the staff and additional Council members yesterday for their input. The search committee consisted of Maud Daudon, Karen Lee, and Ray Lawton.

Karen Lee made the motion to advance the following three names to the Governor for consideration as the next executive director for the Washington Student Achievement Council: Rachelle Sharpe, Ph.D., David E. Beaumont, Ph.D., and Michael P. Meotti, Juris Doctor.

Ray Lawton seconded the motion. The motion passed unanimously.

Executive Update

Rachelle Sharpe, Ph.D., Acting Executive Director

Dr. Sharpe gave a summary of WSAC's outreach work, including engagement with the Fall Counselors Workshop, the recent GEAR UP National Conference, and the upcoming Pave the Way Conference. Speakers for Pave the Way include Governor Insee, Justice Mary Yu, and Gary Orfield. She encouraged Members to attend.

She talked about the agency progress. The agency has currently 105 employees (including 3 work study) – 25 percent of which were hired over the last two years. One of the agency's internal plan goals is "Contribute to a culture of one agency," which includes the objective "honor diversity." Recently, WSAC staff had the opportunity to focus its September all-staff meeting on diversity, with a guided discussion and presentation from Dr. Caprice Hollins. Dr. Hollins highlighted a framework for how individuals (and larger organizations) can begin to work towards cultural competency.

Sharpe also discussed programmatic work, such as the closing of ITT Technical Institute nationwide. ITT reported 685 students enrolled at the three Washington campuses. WSAC convened partners from SBCTC, COP, the Workforce Board, the Governor's policy office, Western Governors University, and ICW to develop a plan to support former ITT students who want to finish their degree in Washington.

She explained the Accrediting Council for Independent Colleges and Schools (ACICS) is appealing the September 22 decision by the Education Department to terminate recognition of their accreditation authority. Six colleges in Washington are affected by this change. These institutions must now submit a plan for accreditation with a recognized accrediting body to remain authorized to operate in Washington.

Sharpe also announced the Guaranteed Educational Tuition (GET) Committee unanimously voted to extend the deadline for non-penalty refunds until September 1, 2017, or until 60 days after a 529 savings plan opens (whichever is later). The deadline extension allows customers time to evaluate Washington's anticipated 529 college savings plan, as well as any changes that may come to the GET program, before taking action on their GET accounts.

Additionally, she said the committee has issued a Request for Proposals (RFP) in support of the new 529 college savings plan that will be offered alongside GET.

Lastly, Sharpe mentioned the multi-sector meeting that was held in September with facilitation from SHEEO to support the development of an initiative to recruit and retain adult students.

Daudon and Lawton thanked WSAC staff for the smooth way in which they handled the closing of ITT.

Dual Credit Report

Randy Spaulding, Director of Policy, Planning & Research, WSAC

Dr. Spaulding provided some background to ESSHB 1546, established in the 2015 Legislative Session, which provides a mechanism for College in the High School. ESSHB 1546 also required that quality and eligibility standards were in place. He reminded Members that the special meeting in September was called to discuss high-level recommendations to dual credit. They discussed in more detail key progress, the data, and some challenges to dual credit.

Daudon asked if there are any changes since this policy was adopted. Spaulding said any changes will be noted after this year's data is available.

Spaulding went on to say that there are six major programs included in dual credit, which have been broken down into three categories. Under the course-completion category the programs include College in the High School (CHS) and Running Start (RS.) Under the standardized-exam category is Advance Placement (AP), International Baccalaureate (IB), and Cambridge International (CI). In the articulation-agreement program, you will find the Tech Prep (TP) program.

Running Start is an option in the community colleges and available to all students. Students in their junior or senior year of high school are able to go almost full time and receive their associate degree. This year 2000 students were able to complete their high school requirements and receive their associate degree at the same time. This can be a very powerful tool in terms of acceleration for these students.

Spaulding reported strong growth in many of these programs. AP programs have seen a 34 percent increase over five years. Dual credit total participation has been up seven percent. The only program that has seen a decrease is Tech Prep (TP) which had a federal funding source close about four or five years ago. The TP program has been in steady decline since the loss of the funding source.

Daudon asked about the growth of high school enrollment compared to these numbers. Mendoza explained that high school enrollment has declined over the last few years.

Spaulding explained the funding changes for College in the High School. He said that 2016-16 is a transition year and noted that 65 percent of the applications were in the highest priority level and were approved for funding. However, the district overestimated enrollments and was left with 47 percent of the allocation unused. In 2016-17 the priority levels were changed to first tier rural schools, and 100 percent of the applications were approved. Second tier was small schools, and 100 percent of the applications were approved. Third tier students are low-income. All applications from schools with 50 percent or higher low-income students were approved. Funding was awarded to cover 61,000 credits.

Spaulding covered examples of recent progress, including creating standards through WACs and the development of a review process. He mentioned the policies in

development to ensure consistency in awarding credit. A process in career and technical education was developed to show which AP courses meet high school and career and technical education (CTE) requirements.

Options for recommended action include the following: increase equitable access to dual-credit programs by funding student fees for AP, IB, and CI programs; support book and transportation expenses for RS students; and expand access to CHS opportunities for all students. Spaulding stated the report recommendations for state, system, and school, as well.

Lawton said that both Tom Fitzsimmons and Vi Boyer have had opportunities to weigh in and Spaulding confirmed that their recommendations are easy to incorporate into the report. Francis thanked the policy team for their work on this complex issue of managing policy and budget. He appreciates that WSAC reached out to COP and SBCTC to be included. He would also like to be sure the students receive support services in the process.

Mendoza stated that OSPI is working on a state plan under the new federal law. Under “No Child Left Behind” one of the indicators was Dual Credit and may continue to be. On-going communication is critical to capture the success, especially for students whose success would not otherwise be captured.

Maud asked what percentage of students take advantage of these programs. Spaulding explained that almost half of all high school students take part, and the number is growing.

Charbonneau recognizes that this is such an important piece of what this Council is all about and he would like to see alliance efforts included in each sector’s request to the legislature.

Review and Approval of WSAC Strategic Action Plan

Maddy Thompson, Director of Policy & Government Relations, WSAC

Thompson presented a draft of the Strategic Action Plan (action plan) for 2017-19 to make progress toward meeting the Roadmap education attainment goals. The action plan incorporates input from the Council and WSAC partners via Council committees and during facilitated breakout sessions at the June 2 meeting. Final approval will be requested of the Council at the November 9 meeting.

Thompson said the action plan is a “call to action.” The proposal includes strategies to support the entire education continuum and urges investment in an array of programs targeting every level of the education system. The strategies address three key challenges that were highlighted by the recent measurement of progress in the 2015 Roadmap Update (opportunity gap, re-engaging adults, and affordability).

Thompson went on to say the action plan supports system wide and cross sector strategies and focuses on improving college and career readiness, improving

affordability, increasing college completion and meeting workforce demands. Thompson presented the biennial funding priorities.

Recommendation: Fully fund the State Need Grant	\$201M
Recommendation: Increase equity in access to dual-credit programs	\$ 3.5M
Exam fees for low-income	
Low-income Running Start	
Transportation and Books	\$26.6M
Implement current College in the HS	\$ 4.3M
Recommendation: Expand State Work Study	\$10.0M
Recommendation: Support services for underrepresented students	\$ 3.0M
Recommendation: Develop strategies to reengage adult students	N/A

Thompson said investing in these strategies would be a critical step forward in reaching Washington's education attainment goals, resulting in an increase of degree awards by 16,000 in the 2017-19 biennium. Further, those improvements in completion rates would compound, adding an estimated 80,000 degrees in total by 2023. (Thompson corrected her statement to note that the addition in degrees includes postsecondary certificates).

Daudon asked what the current gap to the state's goal in comparison to the 80,000 added credentials. Thompson explained that 360,000 credentials are needed to meet the goals.

Sharpe explained the 80,000 number reflects the items in the action plan across the spectrum that were chosen as being systemically critical.

Francis asked Thompson to break the number down by items in SAP and by sector. He also offered a suggestion to add State Work Study in the "Expand state financial aid programs" slide. He also suggested WSAC provide one-pagers for each of the programs.

Sharpe mentioned that the advocacy materials will be developed from this report which will include a two-pager that talks about system-wide strategies and the need for a comprehensive approach, as well as a summary of the Council's five priorities. Each of the priority items will have a one pager, which will be more visually appealing.

Charbonneau suggested to conduct research on the return on the investment that results from implementing these strategies. He would like to see the additional tax revenue as a result of the investment and degrees. Daudon suggests to highlight the cost of not meeting the goals.

Daudon expresses concern that we are building a plan that won't meet our goals. Daudon asked the Members if they are satisfied with the current attainment goals or if they should be modified to convey a serious message.

Thompson notes that these goals are meant to be revisited every two years based on the opposite year of the progress toward these goals.

Francis' recommendation is to monitor progress through the legislative session based on the advocacy for the goals and after session, gather and reassess the needs and form a realistic timeline. Daudon agrees with this idea.

Lee believes that currently the strategies are focused on getting back what the state has lost in its basic commitment to education. She would like to revisit them in the spring to consider the relevance of each goal for the future. She suggested they consider adding a social equity goal. She further stated there are less people applying for the GED because the test is more difficult for students to receive the credential, since it has changed.

Daudon said the goals were determined based on the needs of our state's economy. She believes if the plan is to get the state positioned to attain the goals, it is the right path. However, if there is no way to achieve the goals based on the strategies it may be necessary to revisit the goals.

Lawton suggested that the needs are even greater than they were when the talk of goals started. He mentioned 2023 may not be the right date to achieve the goals. As session moves along, there might need to be a study group to look at what else is needed to meet the goals.

Daudon asked "What is the cost of not meeting these goals?" She suggested a further examination on how to meet the goals in the timeframe and the anticipated costs. Legislators need to be involved in the study and take ownership of the importance of the goals. She also believes the Council needs to recast the urgency of the goals.

Francis said he believes we need to steer away from the personal good and show the greater good for state, but is concerned about committing to another workgroup during session.

Sharpe believes Lumina Foundation has great interest in the states that have set very high goals. Lumina has set national goals and are now interested in working with states that are exploring adult re-engagement. She also shared that there are national studies that address and put into dollar figures the public good of higher post-secondary attainment.

Charbonneau wanted the Council to remember that not only does the Council need to own the goals, but the state needs to own their goals. The increase of 16,000 degrees comes from the SAP but whatever investments in K-12 that may be coming from McCleary decision will significantly increase that number, as well. He believes that simply helping with teacher shortages goes a long way with potential degree increases.

Lee believes the struggle as a system is mostly with reengaging the adult. She said the high school attainment goal is doable but the re-engagement piece needs holistic conversations in order to attain that goal.

Daudon sees a better effort on the part of employers to connect to populations seeking opportunities and educational pathways. She said we've seen some successes in the region.

Lawton would like to see more private support for these efforts targeted to these strategies. Daudon states that there is so much that employers are doing, and that we need to build relationships. They care, they have opportunities, and they see individual benefits, but also care about benefits to the civil society.

Lawton stated that employers are naturally invested in this. Lawton would like to find some time on the November agenda to discuss how WSAC should be strategically poised for the legislative session.

Lawton mentioned this session is likely to be a challenging session and WSAC needs to discuss strategic positioning and support for one other. Daudon agreed that this would be a good topic for the November meeting. She wants to discuss the outreach materials and a unified script from every sector as much as possible.

Daudon would like to adjust the general statement regarding classroom size. She believes that it is impactful with some grade levels and with others, it is not. Mendoza stated research shows that lower grade levels with smaller class sizes keep on track, there is less remediation, and higher retention rates. He offered to provide the data, if needed.

Juliette Schindler Kelly (CSF) referenced a report put out by the Washington Roundtable. She questioned the difference between their numbers and WSAC's. Daudon clarified that the difference in the metric. We are measuring 25-44 year olds and they are measuring only those students who leave high school in Washington. They don't include students who have migrated in with a high school degree. Sharpe agreed that both show what projected jobs, training, and credentials are needed.

Paul Bell asked what outreach is being done to communicate these priorities and public good benefits to the audiences, such as legislators, sectors, faculty and staff. Daudon suggested this be a topic on the November discussion. Lee said when she discusses this with legislators, she is told this is great but then asked where the revenue is coming from. She says we need to be ready to respond to this question. Typically these requests include funding suggestions. It is important that all are speaking the same language.

Tom Fitzsimmons of Independent Colleges of Washington said that the \$250M investment according to this strategy will buy 80,000 degrees. That 80,000 presumes a lot more investment in the next two biennia. Daudon reiterated that there are many other factors, including McCleary that could move us toward the 360,000 number.

Francis has brought this topic up with campus leaders in his sector and says it is difficult because of other factors that influence degree production that are hard to isolate. Francis is happy to put numbers out to his sector leaders next week when he talks with them, as long as they are not inconsistent and he is able to stand behind those numbers.

Mendoza said there are inconsistencies in grad rates, but there may have been an increase in grad rates this last year. Last year OSPI applied a new business rule called re-engagement centers. They are recapturing young adults who are not in school and inviting them to come back and get involved in the re-engagement centers. The downside of this is that a lot of struggling students are leaving the high schools and going to re-engagement centers. The cohort changes with this students. This year's increased graduates reflects the work of the re-engagement centers. This process has helped to remove the 5th year high school stigma.

Mendoza's concern is whether the system is ready to accept the influx of students. He wants to be sure the delivery of promises is there for the students. Sharpe said that with on-line classes and enrollments being down in community and technical colleges, the system can surely handle the influx. Either way it would be a great problem to have. Francis says that his sector has been growing. With funding, there will be no problem.

Daudon reiterated the need to be united. Mendoza believes that even without McCleary funding, we need to recognize what is defined as basic education and tie those to the action plan. That way it can be said "Here is a part of basic education that is underfunded and is tied to the strategic goal. If it were funded, this is the benefit we could get." Mendoza offered to provide the information to make connections now. Some analysis has been made.

Lawton talked to the idea of having capacity in the institutions for an influx of students, whether in square footage, hours of day, or on-line study. He also stated that capacity is not the biggest of the issues.

Public Comment

Mr. Larry Wewel, Academic Link Outreach, shared his concerns regarding student readiness. He believes students are generally not ready to enter high school, let alone post-secondary education without remedial help. He requests the Council to postpone until the November meeting to allow for the legislature to make a ruling on funding before the Supreme Court intervenes.

Becca Kenna-Schenk, Western Washington University (WWU) commended the Council for their work on the Strategic Action Plan this year. It is very aligned with WWU priorities for the upcoming biennium. This session WWU will be requesting more funding for student support services for all the same reasons articulated in the SAP. There is also complete alignment in terms of STEM and high-demand workforce needs. Currently bottlenecks are being experienced, in large part, due to student demand. This tells Kenna-Schenk that the policies implemented are starting to work. WWU had to cap

all new entries in all but one major in the entire College of Science and Engineering. To combat this, WWU has a request in to reduce bottlenecks across the board due to the increase in demand in those courses. With that small of investment, WWU thinks they can reduce the time to degree by two-thirds of an academic year. WWU also has a request to address the teacher shortage, to add 250 new teachers per year that would be spread across all Western's campuses. Although WWU does not have a budget request around Dual Credit, but Kenna-Schenk believes the Council has done great work, starting two years ago in identifying problems of providing dual credit. WSAC is a leader in the legislature around Dual Credit and getting emphasis around this issue. Western does not offer College in the High School courses, but that is changing in part because the state is starting to recognize the importance of funding these programs. Starting next year, Western is going to be piloting three College in the High School programs in the Highline School District with courses from Western's College of the Environment.

Elissa Goss, Washington Student Association (WSA), wants to note that investment in State Need Grant is in alignment with the WSA's priorities. Regarding stable funding, students are feeling nervous over imminent tuition increases based on average median hourly wage. WSA would also like to see fully funding support programs, specifically around students of color, sexual assault, and mental health.

Karen Lee made the motion to pass the Strategic Action Plan.
Gil Mendoza seconded. It unanimously passed.

Washington Competes

Paul Francis, Executive Director, Council of Presidents

Francis started his presentation by thanking WSAC for providing time on the agenda. He believes with the conditions are ripe for collaboration, given the new leadership in his sector and in higher education in general. Francis said he is excited to speak to the work being done benefitting not only the public baccalaureates but higher education in general.

Francis provided a draft one-pager called "Washington Competes: A Sector-Wide Agenda for Public Baccalaureate Growth and Completion" for feedback.

Francis gave an overview of Washington's strengths (strong collaboration and partnerships, focus on access and affordability, high performing and well-regarded colleges and universities, and strong bi-partisan policy support) and the challenges (financial support for higher education, high school grad rates, 4-year participation rates, and persistent gaps between degree production and employer demand in key fields.) Currently, Washington is 47th in participation in 4-year public higher education at the undergraduate level. In order to get to attainment goals, these things must be fixed.

The Council of Presidents has had the opportunity to start thinking strategically about where they want to go in the state of Washington. What should be the public policy platform on economic development, workforce development, and student success?

Washington Competes is an effort to set a path forward in the following areas:

- Degrees to meet demand: addressing the state needs through targeted investments.
- Student success: ensure that students have the resources to graduate.
- High impact credentials: ensure that all students excel in today's competitive labor market.

Lawton commended Francis and the COP for this work. Lawton hopes to share this with his constituencies. Francis says that it is important to COP that this is a partnership. We are successful when we work together. Francis says we need to involve everyone, including employers.

Charbonneau mentioned the similarities to the Strategic Action Plan and would like to see the WSAC goals included. Francis said he would like to see all partners endorsing this work.

Murillo-Rosales clarified a statement on the one-pager to include a "multi-ethnic" category.

Daudon would like to see the COP and WSAC using the same metrics to show a more cohesive front. She would like to have a summit with college and university presidents. It would be good to get them all on the same page. Lawton would like to see this happen.

Arlen Harris of the State Board for Community Colleges commented that COPs work is not outside of their priorities, which include degree and certificate completions as well as compensating the faculty fairly.

Mendoza would like to collaborate with COP, he and would like to analyze this work compared to college entrance percentages by subgroups. He would like to align the data to see where the students who graduate are going. Francis would like to see this extended from high school graduation, college entrance, to college success.

Sharpe, along with Charbonneau, encouraged Francis to close the one pager with the 50 public institutions providing more graduates to meet the state's growing economic needs and include a linkage to the 10-year Roadmap, which is similarly aligned.

Daudon asked for the next iteration of this document to be provided by Paul at the November meeting.

Lee would like to have more discussion about adult re-engagement and the unmet workforce demands. She would like to see if there is consistency between what the Workforce Training and Education Coordinating Board (WTECB) says and what we're saying about the unmet needs in the work force. Currently, there is more unmet demand in the higher-skilled jobs than in lower-skilled jobs. We can strengthen our call to action

for higher education because we have two different boards working toward this solution. If we want to draw people through education or training through higher income we should be talking more systemically throughout all state organizations at the November meeting.

Daudon wants this alignment. She said we should know what each sector was contributing toward hitting the attainment goals. We would be able to make the case clearer on how we are moving the needle. That should be our inspirational “north star.” She said the WSAC function is to combine these efforts and encourage the sectors to bring this effort together.

Francis mentioned that COP and WTECB has recently been working together in an exciting collaboration.

Charbonneau thanked the council staff for their efforts to significantly adjust the Strategic Action Plan after last meeting. He also thanked the Members for coming together in alignment.

Daudon thanked the Search Committee Team for their help and dedication to the process of searching for the three names submitted to the Governor.

Daudon then announced that Council member Ray Lawton’s last meeting will be the November meeting, when he will share some thoughts. Vi Boyer, CEO of the Independent Colleges of Washington will be sitting on the Council representing the Independent Colleges of Washington.

Chair Maud Daudon adjourned the meeting at 1:05 p.m.