WASHINGTON STUDENT ACHIEVEMENT COUNCIL
EDUCATION · OPPORTUNITY · RESULTS

Committee for Academic Affairs & Policy (CAAP)

The Committee for Academic Affairs and Policy addresses issues related to academic policy. This includes the seven Roadmap action items below. It also discusses issues related to the Council's responsibilities regarding consumer protection, the Disability Task Force, and diversity issues.

Action Items:	Scheduled Meeting Times
• Ensure high school graduates are career and college ready. • Streamline and expand dual-credit and dual-enrollment programs. • Align postsecondary programs with employment opportunities. • Provide greater access to work-based learning opportunities. • Leverage technology to improve student outcomes. • Ensure cost is not a barrier for low-income students. • Help students and families save for postsecondary education.	Thursday, July 16, 2015 Wednesday, September 23, 2015 **8:30-10:15 AM** Thursday, December 10, 2015

Members

Julie Garver (COP)
Violet Boyer (ICW)
Jessica Vavrus (OSPI)
Jan Yoshiwara (SBCTC)
Linda Drake (SBE)
Aviance Tate (UW Student)
Nova Gattman (WTECB)

WSAC Members

Council: Jeff Charbonneau, Gil Mendoza, Eric Pattison
Staff: Randy Spaulding
Support Staff: Tivoli Farler

AGENDA

1. **Joint Report (8:30 a.m. - 9:00 a.m.)**
2. **Admissions Standards (9:00 a.m. - 9:30 a.m.) (Noreen)**
3. **WIOA Update (9:30 a.m. – 9:45 a.m.) (Marina Parr, WTECB)**
4. **Plan for process for Feedback for Roadmap (9:45 a.m. - 10:00 a.m.) (Maddy)**
5. **Other items (10:00 – 10:15 a.m)**

A Skilled and Educated Workforce – 2015 Update
Work Plan

Focus Area	A Skilled and Educated Workforce – 2015 Update
Overall Purpose / Statutory Responsibilities	RCW 28B.77.080 Every two years the council shall produce, jointly with the state board for community and technical colleges and the workforce training and education coordinating board, an assessment of the number and type of higher education and training credentials required to match employer demand for a skilled and educated workforce. The assessment shall include the number of forecasted net job openings at each level of higher education and training and the number of credentials needed to match the forecast of net job openings.
WSAC Team	Daryl Monear Randy Spaulding Alan Hardcastle Mark Lundgren
SBCTC TEAM	Tina Bloomer David Prince
WTECB Team	David Pavelchek David Wallace Randy Smith
Additional Partners	Cynthia Forland, ESD Scott Wheeler, ESD
Other Stakeholders	Four-year public higher education institutions, Independent Colleges of Washington, Governor's STEM Education Innovation Alliance, Association of Washington Business, Washington Roundtable, Washington Technology Industry Association

Scope

This report is intended to:

- Update the biennial report on the status of workforce education and training in the state, which is prepared jointly by the Washington Student Achievement Council, the State Board for Community and Technical Colleges, and the Workforce Training and Education Coordinating Board, as required under RCW 28B.77.080.
- Provide an analysis of the current status of workforce preparation in Washington.
- Identify high employer demand occupations.
- Describe fields in which there are gaps between academic degree production and employer demand.
- Highlight occupation fields in which students may find expanding employment opportunities.

Methods

Quantitative

Data Sources:

Demand –

- ESD, long-term employment projections.
- ACS, for determining education levels needed for various occupation fields with Upjohn recommendations:
    1. Age restrictions - fixed age cutoffs of 25 to 34 for all occupations except management occupations (SOC 11) with a 35 to 54 age cutoff).
    2. SIPP used as basis for identifying and ratio adjusting occupations that have a high concentration of certificates within the "some college, no degree" category

Supply –

- IPEDS, supplemented with completions data from private and vocational institutions.
- Crosswalks developed from fields of study to occupation groups.
- Adjustments made to account for projected workforce participation among completers

Qualitative

Literature review of recent reports on national trends in postsecondary education and the workforce

Agency	Assignments / Outstanding Questions
SBCTC **WTECB**	Decide on source(s) for mid-level completions: 1) Use IPEDS 2) Other sources/Administrative Data
All Agencies: **WSAC** **SBCTC** **WTECB**	Decide on how to proceed in adjusting education levels to remove low end bias.
WSAC	Incorporate STEM category in report
WSAC	Split "some-college" to differentiate less than one year from greater than one year but less than a bachelor's

2014-15 Draft Timeline

Task	Target Date
Mid-level Supply Data (SBCTC and WTECB may decide to just use IPEDS data for some of this)	8/1
Literature Review (recent national reports on trends in postsecondary education and the workforce)	8/17
WSAC Team Meeting	8/17 – 8/20
Interagency Joint Report Team Meeting	8/24 – 8/28
Report Outline	8/24
Draft Report	9/21
Interagency Joint Report Team Meeting	9/21 - 25
Revised Report	10/1
Final Report	11/1
Final Report Due to Legislature	12/1

Admissions Exams

Recommendation:

Official SAT or ACT test scores must be sent directly to the college or university to which a student is applying, unless the institution has implemented a test-optional policy. Test-optional policies must be implemented consistently and fairly and may include the use of other measures of college readiness including successful completion of dual credit coursework or exams or scores on high school exams such as the Smarter Balanced Assessment. Institutions must provide a copy of their admission exam policies to the Washington Student Achievement Council prior to implementation.

Other options considered:

- Option 1: Official SAT or ACT test scores must be sent directly to the college or university to which a student is applying. (Retain current language.)
- Option 2: Official SAT, ACT, or Smarter Balanced test scores must be sent to the college or university to which a student is applying.

College Academic Distribution Requirements

Science

Recommendation:

Add a third credit in science. Does not need to be lab-based. (Effective 2021)[1]

Senior Year Math-Based Quantitative Course

- Add Advanced Placement (AP) Computer Science as a course which may fulfill the senior year quantitative requirement. (Effective immediately.)[2]
- Clarify use of Bridge to College Mathematics to fulfill senior year math-based quantitative course. (Effective 2016) [3]

Mathematics

Recommendation:

No change.

Other options considered:

- Accept Bridge to College Mathematics as a course which may fulfill third credit of math. (Effective 2016)

English

Recommendation:

Clarify use of Bridge to College English Language Arts to fulfill a CADR English requirement. (Effective 2016)

- Fulfills one credit of literature, composition or elective English.

Arts

- No change, ***or*** add one credit of arts, with substitution allowed.

Recommendation:

- Option 1: Add a second credit of Arts, with substitution of one credit allowed to meet the student's Personal Pathway Requirements as identified in the High School and Beyond Plan. (Effective 2019)[4]
- Option 2: Remain at one credit of Arts, or substitute.

Other options considered:

- Option 3: Add a second credit of Arts, with substitution of up to two credits in other core areas allowed.

[1] HECB committed to adding the 3rd credit of science when 3rd credit of science required for HS graduation (Begins in 2019, fully implemented in 2021).
[2] Statutory change occurred in 2013. RCW 28A.230.097
[3] Bridge to College Math and Bridge to College English courses are offered in more than 100 schools this year, and will be offered statewide beginning with 2016-17 school year.
[4] Aligns with change to high school graduation requirement, effective 2019.

	High School Graduation (24 credits) CLASS OF 2019	Minimum College Admission (15-16 credits) CURRENT 2016	Minimum College Admission Considerations	NCAA Division I Core Courses (16 credits) CURRENT 2016
English Language Arts	4	4 Must include three credits of literature or composition.	Should senior year Bridge to College English Language Arts course fulfill 1 credit of this requirement?	4 (**Division II**, 3 credits)
Mathematics	3 Algebra 1 or Integrated Math 1, Geometry or Integrated Math 2, Algebra 2 or Integrated Math 3, or a 3rd credit of math	3 Algebra 1 or Integrated Math 1, Geometry or Integrated Math 2, Algebra 2 or Integrated Math 3, or higher level math	Should senior year Bridge to College Mathematics course fulfill 1 credit of this requirement?	3 (**Division II**, 2 credits) Algebra I or higher
		* Must include a senior year math-based quantitative course (e.g. additional math, algebra-based science, or AP computer science.) Completion of higher level-math (e.g. pre-calculus, math analysis or calculus) prior to the senior year exempts students from this requirement.	Should senior year Bridge to College Mathematics course fulfill the senior year quantitative course?	
Science	3 At least two lab	2 Both lab science: 1 algebra-based; and 1 biology, chemistry or physics	Should this change to 3 Science credits? Note – this was a change approved by HECB but not implemented because of delay in adding third science to High School graduation requirements	2 (**Division II,** 2 credits) Natural/physical science; 1 year of lab, if offered.
Social Studies (Social Science)	3 U.S. History and Government Contemporary World History, Geography and Problems. .5 credits of Civics;.5 credits of Social Studies	3 History or in any of the social sciences, e.g. anthropology, contemporary world problems, economics, geography, government, political science, psychology, or sociology.		2 (**Division II,** 2 credits)
Arts	2 Performing or visual arts	1 Fine, visual or performing arts Additional coursework in above areas may substitute.	Should this change to 2 Arts credits? Substitutions allowed?	
World Language	2 Both credits may be a Personalized Pathway Requirement	2 Two credits of the same world language.		
Health and Fitness	2 .5 credits of Health 1.5 credits of Fitness			
Career and Technical	1 Career and technical course			
Additional courses	4 Electives			5 (**Division II,** 7 credits) **1** (**Division II**, 3 credits) additional English, math or natural/physical science **4** (**Division II**, 4 credits) any area above, foreign language, or comparative religion/philosophy
Full Details	http://sbe.wa.gov/GradRequirements/ClassOf2016.php#.VR2-N_mjO-0	http://www.wsac.wa.gov/college-admissions		https://web3.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp