

COUNCIL MEETING AGENDA

TUESDAY, JUNE 16, 2015

- 6:30 p.m. Council Dinner, Juno Café in the Arctic Club Hotel, 700 3rd Ave, Seattle**
No action will be taken.

WEDNESDAY, JUNE 17, 2015

- 9:00 a.m. Call to Order and Introductions**
- Welcome by Father Stephen V. Sundborg, S.J., President, Seattle University
 - Approval of Agenda
 - Approval of April 8 Meeting Minutes
 - Introductions of Council and Audience Members
Maud Daudon, Chair
- 9:30 a.m. Executive Update**
Gene Sharratt, Ph.D. Executive Director
- 9:45 a.m. Legislative Update** – Maddy Thompson, Director of Policy & Government Relations
Budget Review – Marc Webster, Senior Fiscal Policy Advisor
- 10:45 a.m. Break**
- 11:00 a.m. Achieving State Education Attainment Goals:**
- Background on Goal Development
 - Randy Spaulding, Director of Academic Affairs & Policy
 - Plans for Meeting Goals: Education Sector Representatives
 - Paul Francis, Executive Director, Council of Presidents
 - Jan Yoshiwara, Deputy Executive Director of Education, State Board for Community & Technical Colleges
 - Violet Boyer, President and CEO, Independent Colleges of Washington
- 12:30 p.m. Lunch with Father Stephen V. Sundborg, S. J., President, Seattle University**
- 1:15 p.m. Roadmap Measures Development** – Discussion of progress measures.
- Maddy Thompson, Director of Policy & Government Relations
 - Alan Hardcastle, Director of Research
 - David Prince, Policy Research Director, State Board for Community & Technical Colleges (SBCTC)

- Chadd Bennett, Director of Research and Outreach, Independent Colleges of Washington (ICW)
- Paul Francis, Executive Director, Council of Presidents (COP)
- Deb Came, Ph.D., Director of Student Information, Office of Superintendent of Public Instruction (OSPI)

2:00 p.m. Alignment with Employer Needs

- Update on 2015 Skilled and Educated Workforce report
 - Randy Spaulding, Director of Academic Affairs & Policy
- Earnings Premium Estimates by Gender and Race Category for STEM Bachelor's Degrees in Washington State
 - Greg Weeks, Research Economist, Office of Financial Management

2:45 p.m. Public Comment

3:00 p.m. Adjourn

The next council meeting will be at Walla Walla University on Wednesday, August 13, 2015.

April 8, 2015
Capital Event Center at ESD 113
Tumwater, Washington

MINUTES

Members attending:

Marty Brown, Jeff Charbonneau, Maud Daudon, Paul Francis, Ray Lawton, Karen Lee, Gil Mendoza, and Rai Nauman Mumtaz.

Staff attending:

Gene Sharratt, Aaron Wyatt, Alan Hardcastle, Betty Lochner, Crystal Vaughan, Don Bennett, Emily Persky, Kristin Ritter, Maddy Thompson, Marc Webster, Noreen Light, Rachelle Sharpe, Randy Spaulding, and Weiya Liang.

The meeting was called to order at **9:03 a.m.** by Chair Maud Daudon.

Welcome

Dana Anderson, Superintendent of Educational Service District 113

Dr. Anderson provided an overview of the nine educational service districts (ESDs) in Washington State, the number of students they serve, and the services they provide, specifically ESD 113. He explained the mission of the ESDs is “to ensure equitable educational attainment for all students.” He further explained the funding resources and listed some of the partnerships they enjoy, such as with the Office of Superintendent of Public Instruction (OSPI), Department of Early Learning (DEL), Early Childhood Education and Assistance Program (ECEAP), and to provide teacher preparation and leader development, the ESDs enjoy partnerships with several universities around the state.

Consent Agenda

Motion was made by Rai Nauman Mumtaz to approve the Consent Agenda.

Motion seconded by Gil Mendoza.

Motion carried.

February 11, 2015 Meeting Minutes

Motion was made by Rai Nauman Mumtaz to approve the minutes as presented.

Motion seconded by Marty Brown.

Motion carried.

Executive Update

Gene Sharratt, Ph.D. Executive Director

A three-minute video presentation on Smarter Balanced was shown. The video introduced three types of assessments designed to support students in their learning. **Formative assessment** practices allow teachers to adjust their teaching strategies to individual student needs using an on-demand digital library of instructional and professional development resources and tools. **Interim assessment** provides teachers with actionable information on student learning to determine if a student is on track and identify areas that need improvement. **Summative assessments** are year-end tests that measure student's achievement and progress for being college and career ready. Schools will be able to see how their school is performing compared to other schools across the nation. Letters went out this week explaining the Smarter Balance assessments to school district superintendents and high school principals, as well as high school juniors.

Other recent work mentioned by Gene included:

- College Bound Scholarship: In March, State Superintendent Randy Dorn and Director Gene Sharratt wrote to 476 individual 2015 College Bound champions to recognize their commitment to students and their dedication to promoting CBS.
- GEAR UP: The Washington State GEAR UP program provided two professional development events for their school-based staff and administrators from 27 school districts.
- FAFSA Completion Initiative: The FAFSA Completion Initiative provides participating districts and high schools with data informing them which students in their schools have and have not completed a FAFSA.
- NGA Alliance: The March 6 meeting included a review of the proposed work plan and legislative priorities. The next meeting is May 6.
- Pave the Way: The 2015 conference, set for October 5-6 in Tacoma, will engage participants with a common interest in diversity and equity topics and will address issues related to race, ethnicity, gender, income, and ability.
- Washington Scholars: School district staff nominated 653 students for the award from the graduating class of 2015. All will be recognized as Washington Scholars. This compares with 575 nominations last year, of which 147 students were recognized.
- WASFA Launch: Over 1,800 students have applied for 2015-16 to date. Over 2,400 applied in 2014-15.

Legislative Report: Strategic Action Plan related policy & budget proposals
Maddy Thompson, Director of Policy & Government Relations
Marc Webster, Senior Fiscal Policy Advisor

Maddy provided a legislative report on the 2015 Legislative Session. The presentation included a crosswalk between the Council's policy and budget proposals compared to proposals of the Governor and Legislature. Many of the budget-related bills are moving ahead. The second fiscal committee cut off was April 7.

Maddy reviewed a status report on various bills of interest that WSAC supported or have been monitoring for potential impacts. Bills to expand dual credit opportunities (HB 1546, SB 5086, HB 1031, HB 1081, SSB 5080) and to modify the definition of resident students for veterans (HB 1644, SB 5561) are of particular interest and likely to pass before the session ends.

Upcoming cutoff dates are April 15: Opposite Chamber Floor Cutoff and April 26: Sine Die. Maddy reminded the Council that any bill can be resurrected by considering it necessary to implement the budget (NTIB).

Maddy gave a quick overview of the respective released budgets approved by the House and Senate. She noted that the College Bound Scholarship was maintained in both budgets, which was a key priority for the Council. The State Need Grant received different approaches. The Senate called for reduced tuition and added no additional funds to State Need Grant. The House budget provided an additional \$53 million, which exceeds the \$48 million requested by WSAC.

Marc Webster presented a document to Council comparing how WSAC legislative recommendations are addressed in budget proposals from the Governor, House, and Senate.

The House funds the bargaining agreements that the Governor's office negotiated, including state employee pay raises. The Senate rejects the bargaining agreements and instead offers a flat dollar amount compensation increase for state employees. The House freezes tuition and provides \$53 million in State Need Grant program in fiscal year 2017, because the capital gains tax is operational in the second fiscal year.

The House budget assumes a capital gains tax with the first portion of revenue going to K-12 for McCleary and amounts over that dedicated to the higher education legacy trust account. The Senate budget redirects marijuana revenue away from public health to the higher education legacy trust account.

Betty Lochner, Director of Guaranteed Education Tuition (GET), was on hand to discuss the profound implications for the program, if the legislature were to lower tuition. The issues are twofold. One issue is the House budget keeping tuition flat and the Senate reducing tuition and the implications that come with whichever direction the legislature chooses. The other issue is tuition has remained flat for three years after four years of double digit increases. The program has gone from being underfunded (about 18 months ago) to almost 115% funded in June.

Three years ago the program added a \$20 per unit amortization component to the price. The GET Committee is considering removing the amortization from the unit price. Compounding all this with a reduced tuition rate, the program is facing the possibility of lowering its price this year for the first time in the history of the program.

Currently, GET staff is working with the state actuary and meeting monthly with GET Committee members individually, keeping them up to speed and to discuss different scenarios.

The most concerning impact is the amount of time the program will have to implement the legislative tuition decision. If session ends on time, there is a lot to get done, such as informing customers of the changes and administrative time to set the payout value made by August 1. Session ending after April 26 will make it nearly impossible to have a different payout calculation by August 1.

Maddy suggested the Council could communicate with budget writers and leadership by letter to thank them for the Strategic Action Plan priorities reflected in each of the budgets, but also to outline a few concerns. Council members agreed that a letter should go out very soon to express the Council's appreciation for enhancements to the SNG program and STEM investments, and also mention the administrative impacts of tuition policy changes on the GET program, the unintended consequences of reduced SNG awards for students at the independent colleges, and the need for institutional support to offset tuition levels and maintain high-quality education.

After the mid-morning break, Council Chair Maud Daudon announced that the agenda would be revised to include a short executive session (to discuss personnel matters) which will take place just prior to the presentation for Les Purce and Jane Sherman.

2015 Roadmap Progress: Technical work group and metric development
Maddy Thompson, Director of Policy & Government Relations
Alan Hardcastle, Director of Research

Statute directs WSAC to provide an update to the state's ten year Roadmap in odd-numbered years. At the meeting in February, the Council provided staff with guidance on how to proceed with the development of the Roadmap update due in 2015 and to focus primarily on assessing progress. At this meeting staff described work to date of the Technical Work Group.

Implementing the Roadmap strategies has only just begun. Because of this, the Council requested that staff measure leading indicators that would likely lead to progress on the state's overarching attainment goals. The Council asked staff to use ERDC measures, Results WA, Student Achievement Initiative, and other data that is already collected. One of the first steps is to gather a Technical Work Group, starting with the sectors represented on our Council.

Alan Hardcastle gave an overview of the technical workgroup. The first meeting of the workgroup was March 30. The group was oriented with the process, the input provided, and the direction on how to accomplish the work. Some data challenges were also discussed.

The next steps are to meet one on one with representatives from each sector to get input on interests and priorities from their perspective. The group wants to draw out the most compelling metrics from each of the core measures in the Roadmap document.

The group will reconvene at the end of April to reach agreement and integrate the metrics from each sector from a global perspective. They will include input from other agencies and data experts as the work moves forward.

The input will be compiled in June to provide an analysis for the Roadmap update. The workgroup will continue to seek advice and suggestions from the Council every step of the way.

Council Committee Work Plans

Committee for Student Support (CSS): Student support advocacy and sharing best practices

Rachelle Sharpe, Sr. Director of Student Financial Aid & Support Service

Council Secretary, Ray Lawton, gave a brief overview of the March CSS meeting. Before the meeting attendees were asked to come prepared to discuss the question “How could Washington State provide student support if money were no object?” This resulted in a robust discussion. One of the outcomes of the meeting was recruiting Dan Newell, OSPI Director for Student Support, to spend time at the next meeting to explain what the K-12 system will be doing over the next couple of years in student support, so both K-12 and higher education can combine efforts where possible. Ray encouraged other Council members to join the meeting for his presentation on May 21.

Rachelle Sharpe reminded the Council that three of the Roadmap strategies are related to student success.

- Increase support for all current and prospective students.
- Increase awareness of postsecondary opportunities.
- Encourage adults to earn a postsecondary credential.

The committee is focused on targeting funds to need areas, minimizing duplication, supplementing and leveraging resources, sharing best practices, evaluating outcomes, and monitoring trends.

The 2015-17 student support request includes the three components listed below:

- \$3.5 million to provide funding for College Bound Scholar Support (K-12) by expanding GEAR UP student support services for College Bound students.
 - Fund high-poverty districts to support College Bound and other low-income students.
 - Enhance student and family information.

- Provide training and professional development to districts and non-profit organizations.
- Launch tools that enhance student access and success.
- Support for Underrepresented Students (Postsecondary) to improve retention.
 - Provide funding to selected institutions.
 - Provide statewide conferences.
 - Expand statewide communication and outreach.
- Collective Impact Coalitions (community-based) by providing incentives for communities to work collectively.
 - Provide funding to selected communities.
 - Promote statewide sharing of collective impact strategies.

The March CSS meeting involved reviewing the many successful programs the committee identified initiatives related to student support and arranged them in K-12, postsecondary, student transition points, and community involvement. Strategies and institutional efforts were discussed, such as whether there can be state-wide support in terms of data sharing. The conversation resulted in overarching principles to look at metrics and identify areas of need and gaps in student achievement and ensure that proposals are supported by data.

Rachelle stated that the committee will continue to look for opportunities to communicate and coordinate services throughout the Roadmap but especially in the area of student support. The committee is very intentional and purposeful in reviewing achievement of students who have characteristics associated with lower-levels of achievement or that address the opportunity gap.

The next steps are to work on Roadmap metrics related to student support, including the following:

- *Ready, Set, Grad*, keeping it relevant and current, but also ensure all students feel like it is for them, including returning adults.
- Leverage and link to the *High School and Beyond* plan and how to take advantage of this requirement.
- The *Reach Higher* campaign that originated from the White House is directly connected to goals of CSS in college and career readiness. The Council is partnering with OSPI and CSF in this effort and will continue to link to this group's work.
- Training and professional development was noted as a challenge in K-12. The Council will continue to offer federal grant funded training and professional development opportunities.
- Develop action steps to address the opportunity gap. Continue to attend the legislative Educational Opportunity Gap Oversight and Accountability committee that is developing recommendations as well.

Committee for Funding and Affordability (CFA): Marc Webster, Senior Fiscal Policy Advisor

Marc stated that the key feature of the Senate budget is the College Affordability plan. The House heard a bill to reduce tuition with a revenue source to provide the backfill funding. Both chambers have heard tuition freeze bills and several bills proposing or studying lower tuition. More than ever these discussions acknowledge that funding sources are interrelated as they attempt to coordinate tuition and state funding to the extent possible. The Legislature is focused on affordability and that gives a window to help push the discussion into even more granular and/or effective ways to make college affordable. Getting beyond tuition “rates” and examining what an affordable system looks like for a wide variety of students is important.

The Council’s strategic vision is that every Washington resident, who desires and is able to attend postsecondary education, should have the ability to cover educational costs. Price should not be the centerpiece, affordability should be the centerpiece. That means that the system must be student centered and seen through the eyes of many different students – not just the “average” and not just the neediest.

The following are draft principles of the CFA Committee:

- Affordability is viewed from the perspective of students and families.
- The State ensures affordable access to high-quality instruction through coordinated funding to public institutions, tuition policy, and financial aid policy.
- All students and their families are responsible for sharing in the cost for their education.
- The financing methods used differ by income level of students and families.
- The full cost of attendance is considered in addressing affordability.
- Policies support stable and predictable public tuition growth.
- Sufficient funding to institutions improves student success.
- Institutions play a critical role in addressing affordability.
- Each public educational pathway is affordable for students.
- A reasonable amount of student work supports student success.
- Families receive early information about the importance of savings and financing options.

Now the thresholds need to be determined. How much work is too much for students? How much debt is too much? These will not be easy to agree on the cut-off points, but it is time to get the debate going.

There is also a goal to measure affordability using methods suggested by the Legislature. These “yardsticks” help policy makers and families make sense of a complicated system.

Committee for Academic Affairs and Policy (CAAP): Development of admissions standards

Randy Spaulding, Director of Academic Affairs & Policy

One focus for discussion was providing a set of policy briefs to support the update for the Roadmap. The basic question the committee is trying to answer is “what are the primary ways in which state policy can make a difference for high school completion from secondary transition of post-secondary completion.” The group determined there are different needs for different students. There are the “traditional” students leaving high school and entering post-secondary education and the other is the more “nontraditional” group, including adults coming from a variety of situations and returning into the education system.

Secondly, the Council has a responsibility to establish the minimum college admission standards for students entering our public baccalaureate institutions. The last change to the standards was adopted by the Higher Education Coordinating Board (HECB) in November 2010. The emphasis was to improve alignment with high school graduation requirements and the changes adopted made the two sets of requirements quite close. One of the most innovative changes was to establish a policy for the use of competency as an alternative to seat time to meet the admission requirements. At that time, the focus was on World Language and a sample policy was provided to districts that would be acceptable both for meeting graduation requirements as well as college admission requirements. In addition, the State Board of Education made a change to allow Career and Technical Education (CTE) courses to meet both a CTE and Academic course requirement and the HECB policy as adjusted to recognize these courses.

Other issues addressed included a change in language around assessments to recognize the changing landscape – at that time moving away from Washington Assessment of Student Learning (WASL) toward end-of-course exams in Math and High School Proficiency in reading but also recognizing that further changes were likely.

Finally, the HECB agreed to adopt a third science credit concurrent with a change in the high school graduation requirements. That change did not occur before the elimination of the HECB. Since those changes the state has moved to the new Smarter Balanced assessments in Math and English and begun offering senior year bridge courses. Both of these changes could have implications for the standards.

There are three policies related to admissions. The freshmen admission policy is the focus for today’s discussion. It is actually been longer since we have addressed either of the latter policies but the HECB did reaffirm the policies in 2010. A meeting was held in February with Inter-institutional Committee of Registrars and Admissions Officers (ICORA).

Based on the feedback, the considerations have been refined and are the purpose of today’s discussion. The intention is to come back to the Council with recommended policy changes at a later meeting.

The admissions standards include three components:

- Coursework (College Academic Distribution Requirements (CADR))
- Grades – 2.0
- Entrance Exam – SAT or ACT

Students are required to complete four years of English in High School. The key issue for English is the addition of the new bridge course. The new course will meet the fourth year English requirement but an agreement among the institutions in the treatment of this course is necessary. In general districts have the responsibility of determining whether a course meets the CADR requirement but institutions can question courses they feel may not meet the intent of the policy or expectations for their institution. It is important there is a common understanding of how these courses are treated.

For math there is a similar issue, however, in this case the bridge course for math was not designed with the intent of meeting the third year Math requirement (typically Algebra 2) but it would meet a senior year quantitative course requirement. Based on the discussion at ICORA, there is a possibility that it might meet the third year math requirement, as well.

With Science, the HECB had a planned change that could now be implemented. Currently two lab sciences are required. High Schools require two science courses – including 1 lab. That changes with the class of 2019 where high school students will be required to complete three years of science including two lab courses. However, districts may delay implementation so full compliance is not required until the class of 2021. As a result, the target date for a revised policy would be the class of 2021 which enters high school in 2017.

One credit is required in Art and can be substituted by another CADR course – the question raised with the institutions was whether to continue to allow the substitution.

The group did not come up with any suggested changes for the social science or World Language requirements.

Finally, several institutions at the ICORA meeting expressed an interest in greater flexibility in the testing requirement. Currently the institutions can waive the test requirement for up to 5% of their class. However, some institutions may want to move to a model with greater flexibility. There were a number of ways discussed to accomplish this including a higher waiver limit, allowing institutions to submit a plan for a test optional policy, or modifying the test requirement to allow for more options. An example would be to allow Smarter Balanced and/or PARCC tests to be used as an option to substitute for SAT and ACT. There was not a consensus so the committee will be going back to the institutions with some options for them to consider before a recommendation is made.

The work will continue with the institutions and as WSAC moves toward a proposal, bringing in additional stakeholders. The plan is to come back with recommended policy changes at either the June or August meeting depending on the feedback received and the questions that come up moving forward.

Council Member Jeff Charbonneau reported on the closing address he delivered to the International Summit on the Teaching Profession, in Banff Alberta, Canada. The summit brought together lead education advisors from sixteen countries.

Jeff announced that Washington State will be hosting a US summit on teacher leadership that he has been asked to head up.

Chair Maud Daudon declared a recess in the regular meeting for the purpose of an executive session to discuss personnel matters at 12:02 PM.

The Council meeting reconvened at 12:40 PM.

Presentation to Les Purce and Jane Sherman for their service to higher education.

Council member Paul Francis, Executive Director for the Council of Presidents, introduced Les Purce, President of The Evergreen State College, and Jane Sherman, Vice Provost of Washington State University and thanked them for their many years of service and advocacy for higher education. He called them kind, generous, ethical people, and consummate professionals. Paul wished both of them well in their upcoming retirement.

Council chair, Maud Daudon, read and presented both Les Purce and Jane Sherman a resolution from the Student Achievement Council.

Both Les and Jane thanked the Council and staff. They will forever have fond memories of their colleagues and professional experiences they have had in Washington State.

12:50 adjournment.