August 13, 2015

Walla Walla University

Walla Walla, Washington

**MINUTES**

**Members attending:**

Marty Brown, Jeff Charbonneau, Maud Daudon, Ray Lawton, Karen Lee, Gil Mendoza, Susana Reyes.

**Staff attending:**

Gene Sharratt, Aaron Wyatt, Becky Thompson, Crystal Vaughan, Emily Persky, Kristin Ritter, Marc Webster, Mark Bergeson, Noreen Light, Rachelle Sharpe, Randy Spaulding, and Weiya Liang.

The meeting was called to order at 9:12 a.m. by Chair Maud Daudon.

A welcome was given by both President John McVay of Walla Walla University and President Steven L. VanAusdle of Walla Walla Community College.

**Consent Agenda**

Motion was made to approve the Consent Agenda as presented.

Motion seconded by Council Member Gil Mendoza.

Motion carried by Council Member Marty Brown.

**June 17, 2015, Meeting Minutes**

Motion was made to approve the minutes as presented.

Motion seconded by Council Member Gil Mendoza.

Motion carried by Council Member Marty Brown.

**Executive Update**

**Gene Sharratt, Ph.D. Executive Director**

Gene Sharratt provided members with a review of current agency work related to program administration and policy.

In outreach and advocacy, he discussed the FAFSA Completion Initiative, College Bound Scholarship, the 12th Year Campaign, GEAR UP Summer Camps, and the GEAR UP Conference.

Under policy and research, Gene touched on the Veterans’ Residency Bill, WaACRAO Presentations, Prior Learning Assessment Webinar, Prior Learning Assessment Workgroup, Improving Student Learning at Scale, and the Washington Assistive Technology Transferability Workgroup.

In the area of programs, he mentioned financial aid trainings, and the Guaranteed Education Tuition program.

Gene also announced the 2016 WSAC proposed meeting dates:

* Wednesday, February 10 in Tumwater
* Wednesday, April 13 in Renton
* Wednesday, June 15 in Walla Walla
* Wednesday, August 17 in Cheney
* Wednesday, October 12 in Seattle
* Wednesday, November 9 in Olympia

**Roadmap Update 2015**

**Randy Spaulding, Director of Academic Affairs and Policy**

**Draft Issue Briefs**

* **High School Completion, Barbara Ritter, Educational Consultant**

Randy Spaulding provided an overview of the issue briefs on high school graduation and postsecondary success. These briefs are intended to give context for the indicators and core measures selected for the 2015 Roadmap update; and explain the factors, according to research, that affect high school graduation and postsecondary success.

Council members reviewed drafts of the issue briefs, learned about the issues in greater depth, and provided guidance for the final drafts. By outlining the factors and barriers that affect high school graduation and postsecondary success we also hope to begin to inform the priorities for our next set of investments in our next strategic action plan.

Barbara Ritter provided context with some background information before discussing the factors individually. She explained that graduation rates have improved in the state of Washington and the United States over the last ten years. In 2012, the nation reached the 80% threshold for the first time. Reasons for dropping out have not changed much over the last ten years regarding the reasons for dropping out. Our ability to address has changed and is continuing to change.

The following are the primary reasons students drop out (not necessarily in priority order):

* + High absenteeism
	+ Low GPA
	+ Retained in school one or more years
	+ Failed one or more classes in freshman year
	+ Family characteristics
	+ Issues related to poverty
	+ School experiences
	+ Being off-track to graduate on time (lacking of credits or vital course)

She further provided five categories of factors which she determined were the most influential an on-time graduation. The following is a description of these five factors.

1. **Economic Factor**

A Student’s socio-economic status has the strongest relationship to who drops out of school.

* Poor children in K-3 are more than twice as likely to have an Individual Education Plan (IEP).
* In 2009, poor (bottom 20 % of all family incomes) students were five times more likely to drop out of high school than high-income (top 20% of all family incomes) students.
* In 2011, more than 20% of all school-age children were living in poor families (bottom 20% of all family incomes).
* Poverty rates for Black and Hispanic families are three times the rates for White families.
1. **The Importance of 9th Grade**

One-third of the nation’s recent high school dropouts never were promoted beyond ninth grade.

There are four theories and the research by Neild as to why 9th grade poses difficulties:

* Ninth grade coincides with life-course changes, such as reduced parental supervision and increased peer pressure.
* Moving to a new school, students must break the bonds they have formed with their middle-school teachers and peers.
* Some students are inadequately prepared for high school.
* The organization of some high schools is a major source of difficulty (course length, number of courses per day, movement to classes, start-and end-time of school day).

High expectations and rigor in 9th grade and high school also influence graduation rates. Rigor and graduation go together. The higher expectations influence students positively.

Council member Gil Mendoza stated that looking at these issues are more symptomatic of underlying cause. It is related more to an attitudinal structure of staff and schools in validating students. Schools need to create more opportunities for students who have aspirations different than the norm. They often feel disenfranchised and leave school.

Council Member Karen Lee asked if McCleary provides more resources toward areas where students are not graduating at the same rates, in lower poverty, or lower socio-economic status. Council Member Gil explained that the funding level is to provide funding and resources across all grade levels, including funding for full-day Kindergarten by 2017. The impact is more at the elementary level.

Council member Ray Lawton discussed the Council’s desire to change the college-going culture in the state of Washington. Barbara Ritter recognized the need to change the culture and admitted that culture is a hard thing to research. The word “culture” means different things to different people. To identify the specific factors which create that culture is the first step to changing it. Once these factors are determined, a community can move forward to address these factors.

Council member Gil Mendoza spoke to the underlying factor of high expectations and rigor. He suggested that Zillah is a prime example. If Jeff Charbonneau left, would Zillah continue to have high expectations of their students and would they succeed? Gil believes the culture would continue to live on.

1. **Attendance and Student Engagement**
* The number of absences per student can be monitored early in the first year of high school.
* Attendance in the first few weeks or month of freshman year is related to whether students will graduate.
* Attendance is the fundamental indicator of student engagement with school.
* 9th grade is connected to both attendance and engagement.
* Missing more than 10% of instructional time is cause for concern.

Council member Karen Lee asked if there are groups, such as foster kids, that you can predict, as a whole, which will miss a lot of school. Gil Mendoza stated that students with social issues needing support are typically more absent than others because the system doesn’t fit them and what they know. Migrant students for example who are mobile and are absent a lot. However, they have higher sustainability rates because there are many support services that exist because of the huge funding stream for migrant workers.

1. **Course Failure**
* Students who earn a 2.0 or less in grade 9 have significantly lower graduation rates than those who earn a 2.5 or higher (4.0 scale).
* Therefore, students with 2.0 or less at the end of freshman year should be considered at risk of dropping out.
* Students who fail one or more core courses OR accumulate fewer credits than the number required for promotion to tenth grade are off-track for graduation.
* At the end of 9th grade, students must have no more than one semester F and no fewer than the number of credits required to be promoted to 10th grade to predict likelihood of graduating.

If 9th grade is in the Junior High or some students/families it can be difficult to convince them that every class they take is part of their high school year.

**Demographics in Washington State**

The graduation rates by race and ethnicity and special populations were discussed. Three specific schools in Washington State which were examined in this research and are addressing these factors.

* Lindbergh High School, Renton School District, population 1,294 students (suburban district)

In the last ten years, Lindbergh High School has had a decrease in enrollment of less than 4%, 20.5% increase in students receiving free and reduced lunch, 4.1% increase in English Language Learners, 1% increase in Special Education students, 15% increase in students of color, and a drop of almost 5% in the number of classroom teachers.

To address these issues, Lindbergh High School stablished a 5-year School Improvement Plan to address increased student achievement and graduation rates.

This included a focus on eradicating the achievement gap; the expectation that all administrators be instructional leaders; use of data as a tool; an increase in expectations; ensuring all students are prepared for post-secondary education and training, and implementing a Pre K-12 Early Warning Indicators System so school districts can use data to keep students on the right track.

* Tacoma Public Schools (urban district) presented highlights of their efforts in Academic Excellent-Graduation Tacoma Public Schools, Strategic Plan Benchmarks 2013.

Challenges:

* The graduation gap for students of poverty (those receiving Free and Reduced Lunch) is 21% higher than the rest of the student population.
* 23% more Special Education students drop out of school than the general population.
* 29% of students transferred after grade 9 drop out of high school.
* 1362 senior students were eligible to submit a Collection of Evidence (COE) as a state alternative to passing a High School Proficiency Exam (HSPE) or End-of-Course (EOC) exam in reading, writing, math 1 and/or math 2; Students may choose to retake the tests.

The steps Tacoma Public Schools moved toward accomplishing raising their graduation rate included ensuring students have multiple opportunities to demonstrate mastery of standards. They also collaborated with other departments to ensure timelier follow-up with students and developed new initiatives. One intervention is an initiative, “Fresh Focus” which targets 9th grade students and helps them gain the study and academic skills they need to succeed in high school courses. Eligible students are identified as at-risk in 8th grade.

* Spokane Schools (urban district)
* In a document presented to the Gates Foundation, Dropout Reduction in Spokane, a community-based public health focus to address high school dropout rates was described.
* The district and community leadership collaborated to design a plan for increased graduation and student on-going success.
* A 2012 longitudinal study conducted by Mary Beth Celio on 7,000 Spokane students was described in the presentation.
* The study found that 46% of the students who dropped out of high school could be predicted before a student entered high school and 40% could be predicted while in high school. Only 14% of student dropouts could not be predicted.

Three objectives guided the work of the Spokane Schools and community at large:

1. Identify risk factors that lead to students dropping out of school.
2. Describe evidence-based school and community strategies for improving each risk factor.
3. Understand policy and system changes needed to improve student attendance.

Each objective led to strategies that involved the community and the school system.

Important to acknowledge and act on known factors of whether or not a student will graduate from high school. These factors are based in:

* + - Child’s family characteristics
		- Race/ethnicity, economic status
		- Success in school from early grades going forward
		- Being on track in grade nine
		- Being connected to school
		- Success in academics

As the nation becomes more diverse, so do our school populations. Understanding cultural differences and economic disparities must remain a priority in order to educate all students.

In conclusion Ms. Ritter said that economics is a two-fold factor. First, students living in poverty are at high risk of dropping out of school. Second, students who drop out of high school continue the cycle of poverty as their future economic and career outlook is much dimmer than those who graduate.

The ninth grade year is critical for students and a predictor of high school graduation. Falling behind during this crucial year means a student not only begins to lag in credit accumulation and academics, but causes personal discouragement that leads to absenteeism, personal feelings of stress, and disconnection from school.

Finally, absenteeism and grades remain crucial to a student staying on track for graduation.  A student’s connection to school is tied to both of these factors. An integrated approach that looks at multiple indicators will address the complex composite of why students do not succeed in school. Overall, additional studies need to be done in the field of predicting and supporting high school graduation.

Council member Karen Lee asked if there is a close enough linkage for kids at risk between the Department of Social and Health Services (DSHS) and the K12 system.  Council member Gil Mendoza explained that the challenge is that data isn’t shared. We are currently lacking the collaboration and data sharing. The Attorney General’s office will be involved to insure we are compliant with privacy laws.

Council member Ray Lawton explained that Spokane crossed all the boundaries and worked together to increase efficiencies. This huge school district brought together seven high schools to work together.

Council member Jeff Charbonneau noted the size of schools in study are much larger than his district.  Charbonneau would like to see more diversity in the sizes of schools. Barbara Ritter agreed but struggled to find the information likely due to lower resources.

Council member Karen Lee said students who are likely to drop out in another state system already. They have possibly been identified in the health care system or law enforcement. It is really the most vulnerable population through the lens of education. How can our education system look at these vulnerable students differently?

Council member Maud Daudon suggested that joint discussion with other the support sectors of the cabinet to share information and to form bridges and solicit help. Those services that are most critical for students. This is a worthwhile consideration for the future.

**Roadmap Update 2015**

**Randy Spaulding, Director of Academic Affairs and Policy**

**Draft Issue Briefs**

* **Postsecondary Success, Noreen Light, Associate Director, and Mark Bergeson, Associate Director**

Randy Spaulding introduced Noreen Light and Mark Bergeson who discussed postsecondary success. Transition and completion is critical to meeting our goal of 70%.

Mark reviewed three big ideas from the glossary terms of the *Postsecondary Success* issue brief:

1. Transition means “transitions”. He asked that the Council keep in mind the transitions that working adults make well. Transitions from adults look much different than the traditional K-12 high school to post-secondary transition.
2. In the Roadmap, the term “postsecondary” is a much broader term than before. We are dealing with a much broader universe of credentials, including certificates and apprenticeships, and a broader use of institutions. A valuable resource was in attendance at the meeting. Jeff Engh is the state director for Northwest Career College Federation and may be able to answer any questions that come up about private career schools.
3. Challenges various students face. The students didn’t create the challenges. Society just didn’t provide these students with opportunities. “Opportunity Gap” puts onus on system that doesn’t provide the opportunities rather than any shortcoming that the student might have.

The introduction addresses demographic shifts in our nation such as the economy, more demand for better educated workforce, growing gaps between rich and poor, and most notable an increase in a diverse population.

Noreen Light quoted Vince Tinto, Professor Emeritus of Syracuse University and the former Chair of the Higher Education Program. He said “Access without support is not opportunity.” Washington State has done very well providing support but we still have several areas where we can focus on. With the availability of data, we have discovered targeted areas where support that is lacking.

Noreen focused on broad areas of support needs and areas of challenges. When students are surveyed they identify several areas which are challenges. Cost is first on their list. They include needs such as, transportation, academic challenges, location, flexibility, and child care, etc. Twenty five percent of all students have at least one child. These things they identify as reasons that they may not go to college.

In **College Readiness**, they identify with needing clear and consistent information on financial aid in brush-up courses and ways in which they can prepare for placement exams. We also need to consider ways that we can help students in the K12 system, such as implementation of the Common Core Standards in to Washington State learning standards. All of these things are going to help us have more students who are ready for college. The messaging is very important so that students see themselves as college material. Some examples of this are in Dual Credit work.

Standardized exams plans are not the best way to measure **Placement**. Some are good at these exams and others are not. Some colleges are offering holistic review of student work, including high school transcripts.

If a student is placed in pre-college work as rather than in college-level course in their first year, fewer than one out of ten students graduate from community colleges within three years. Fewer than four in ten receive a Bachelor’s degree in six years. Offering students the option of taking a co-requisite course rather than additional support. Can be more successful in the first year experience.

This leads us into **First Year Experiences**. Providing proper support, particularly for students who are minimally academically-prepared, is a must. Student engagement is a significant component in continuing from one term to the next. Cohort programs build community amongst student-peers, while also providing student support as they acclimate to the college culture.

Students who participate in structured first-year experience programs demonstrate more positive relationships with faculty, greater knowledge and use of campus resources, more involvement in campus activities, and better time-management skills than their non-participating peers.

**Academic Momentum** refers to a student continuing along their education path, gaining momentum with each milestone they pass. Specifically as students earn college credits in high school; enter college right after high school; earn credits in college-level math in the first two years of college; complete the equivalent of full-time enrollment each year; and, continuously enroll each term (excluding summer) they become more likely to continue to completion. One particularly important milestone is completion of the student’s first college-level math course.

Some students are earning a certificate, or an associate’s degree, with plans to “stack” these credentials at some future date – returning to the institution to complete an additional degree, or transferring to another institution. Understanding how and where the credentials will transfer is key to the next step in their pathway.

**Pathways to Completion** must be clear - with guidance available - in order for students to align coursework, campus experiences, and work-based learning with their educational aspirations. If students stray too far from the path, they spend time and money on credits unnecessary to attain their goals.

The bottom line is that all students need support. Some receive more support in terms of finances, college-going encouragement, and academic preparation from their teachers, peers, families and communities; others will receive the bulk of their support from the college staff and faculty.

Mark Bergeson discussed nine student populations who face specific challenges and tend to need more support from college staff and faculty. The list is neither exhaustive nor mutually exclusive. In fact, some of the groups, such as the first three, have a high degree of overlap. The order is not meant to signal size of group or relative importance.

It is important to remember that students in these groups not only face challenges but also bring valuable skills and abilities, such as persistence and the ability to support each other in overcoming difficulties.

Three student populations were discussed, returning adults, socio-economic status, and ethnicity and race.

Returning adults have to meet multiple responsibilities including family and work. Often adults need basic skills training as well as academic education, and our community and technical college system’s nationally recognized Integrated Basic Education and Skills Training (I-BEST) program addresses this need in a way that has been demonstrated to be effective. Similarly, private career schools offer parallel concurrent basic education and vocational courses.

Whether a student is adult or not, poverty is a significant barrier to college; and the state’s College Bound Scholarship program has made a promising start in supporting younger students. For older students, there is nothing similar to College Bound, but the expansion of State Need Grant is helpful, as are degree completion programs offered by public and private institutions.

Race and ethnicity also cut across age lines. Students of color are overrepresented among students of poverty. However, many students of color are underrepresented among college enrollees and completers.

Ideally, the participation and attainment rates would reflect the population rates, and within each racial/ethnic group the bars for each of the three colors would be about the same length. That’s not the case. White and Asian young adults enroll and complete at higher rates than other groups. In other words, they are overrepresented among enrollees and completers, while the other groups are underrepresented.

The gaps between percentage of population and percentage participation and attainment are largest for Latino students. This is particularly disturbing because Latino students are both the fastest growing and second-largest ethnic group in Washington. Programs in Washington geared towards helping Latino students overcome challenges include College Assistance Migrant Programs at various public and private institutions.

What must be remembered is there is substantial variation within each racial/ethnic group. For example, the group “Asian” contains subgroups, such as Filipino and Southeast Asian American that face opportunity gaps. We need to be careful to disaggregate data as much as we can.

One challenge that most students of color face in college is that their faculty are from different racial/ethnic backgrounds than they are.

Faculty versus student diversity in Washington Title IV institutions was discussed. White males are still significantly overrepresented in faculty. This is important for several reasons, including the value of role models and mentoring. Washington does a better job than many states at recruiting diverse faculty. Recruiting diverse faculty is one of many strategies available to states and institutions in supporting students.

A brief introduction of Heritage University was given. The university started in1984 and is located on the Yakama reservation, but not a tribal college. It is made up of 51% Hispanic and 10% Native. It has a strong Latino/Latina program. Retired scientists from Batelle Labs are often hired as their science professors. They have an extraordinary science program.

**Ensure Access**

Cross-sector work to smooth transitions includes creating 12th grade transitions courses - Bridge to College Mathematics and ELA - gives a boost to students who are not quite on track for college at 11th grade. Additionally, most Washington institutions of higher education have agreed to accept scores of 3 or higher on the Smarter Balanced high school exam as evidence of college readiness, exempting students from pre-college or remedial coursework.

**Enhance learning**

Use of technology for online – anytime, anywhere – learning, and competency-based courses to allow students to move at their own pace, provide flexibility that adult students particularly appreciate.

The Direct Transfer Agreement (DTA) between community and technical colleges and public and private colleges and universities in Washington has been in existence since the early 1970’s. More than 600,000 students have completed this degree and transferred to a baccalaureate institution. In 2013-14 more than 17,000 students completed a transfer pathway.

**Prepare for Future Challenges**

**Ready Set Grad** provides a one-stop site for information about preparing for college, accessing financial aid, and learning how dual credit coursework and exams will be accepted for college credit. Further examples can be found in the Asset Map in the appendix.

At the **institutional level**, effective practices to enhance student success and persistence are those that promote high expectations, student support, frequent assessment and feedback, and student engagement and involvement.

Many strategies to improve pre-college interventions, postsecondary placement, student support (academic, financial, social), and ease of transfer are currently in place to support the implementation of the Roadmap.

Here are a few examples:

**Pre-college interventions**

One early intervention is the use of the **8th grade Smarter Balanced** Assessment to inform a student’s **High School and Beyond Plan** (required for HS graduation) to include college-preparatory coursework, including **dual credit courses**. Dual credit programs give students confidence that they are capable of college-level work.

And **college application and FAFSA/WASFA completion** nights can provide information and guidance.

Some of the ways colleges are supporting students – academically - at this stage are **summer bridge programs**, which reduce the length of time in or eliminate the need for precollege/remedial coursework; **Accelerated Learning Programs** which allow students to work at their own pace, earning credit for the highest level of achievement each term; and **co-requisite models** allowing students who may place at just below college-level to begin college coursework with additional support.

**Postsecondary Placement**

Colleges are applying the Universal Design for Learning principle of “multiple means of assessment”, through a holistic review of applications, including review of high school coursework, in addition to standardized exam scores.

Short “brush up” courses or workshops are offered at some colleges to help students do their best on placement assessments.

**Student Support**

Supporting students to reach all postsecondary options includes pre-apprenticeship programs supporting students gaining the skills they need to successfully compete for apprenticeship programs, which may include pre-college level course work.

The Integrated Basic Education and Skills Training Program (I-BEST) allows students to learn basic skills in reading, math, writing, or English and professional/technical academic content simultaneously, thus streamlining the time it takes to earn a credential and enter the workforce.

Colleges are using early warning system data to identify students at risk and providing advising and guidance to keep students on track. Mental health counselors are available at some colleges to assist students. Re-entry programs encourage those who stop out to return and continue their education.

**Transfer Improvements**

The Direct Transfer Agreement and Associate of Science Transfer degrees provide assurance that students will see their credits accepted as they move from one institution to another. Similarly, Major Related Pathways help students take the right courses to get them to degree completion in their chosen major in a timely manner.

Jeff Charbonneau commended the work and requested additional information be included that states exactly how the report ties in to the Roadmap.

**Affordability Framework Development – Purpose, Progress, and Next Steps**

* **Marc Webster, Senior Fiscal Policy Advisor**

Marc Webster recapped the Council of the purpose of the affordability framework. He reminded the Council that they made making the education system more affordable a key principal in the 2013 Roadmap. Affordability is critical to meeting Washington State’s attainment goals. This idea of affordability must be taken from philosophical to measurable. Once that is done, a productive discussion about improving affordability can occur. If student don’t see an affordable pathway from education to attainment, they may not attend.

When Washington *coordinates* funding, *connects* data from disparate sources, and *communicates* about options and best practices, we help students attend and attain at lower cost.

The Framework will illustrate how variations in postsecondary pricing and state and federal supports directly impact affordability. Though the Framework will not provide a prioritized list of expenditures nor recommendations the coordination of budget requests, it will help to identify policy recommendations that reduce volatility in tuition increases, curb student debt, and increase investments in postsecondary education.

The Framework will help policy makers:

* Coordinate institutional appropriations, tuition, and financial aid.
* Understand the impact of funding and policy decisions on students.
* Evaluate whether new proposals help the state reach affordability goals.
* Account for the role of the federal government, institutions, state, and private funders.
* Connect affordability related data from across sources.

Affordability has three parts:

The total **COST** of higher education goes beyond room and board. It includes books, transportation, and other costs.

Student **AID** can reduce those costs, but it’s left to the family to pull together a number of ways to pay for the remaining balance.

Students can choose several different **OPTIONS,** like using savings, taking a job, borrowing, choosing different institutions, or attending school part time, which all can negatively influences success.

WSAC’s responsibility is to keep the legislature’s interest in affordability. Different methodology is fine, we just need to keep this working in this area. They must realize they took a great first step, let’s keep the momentum going toward step two.

One of the key takeaways is to identify how and why actual debt and cost differs from what we’d predict given state policy and assumptions about savings and work. Which students aren’t being fully served? What levers can lawmakers pull to help the system become more affordable?

Council Member Maud Daudon wants clarity around the policy by stating what does affordable mean for all. Who is all? The more data we present the better.

Council Member Marty Brown is concerned about is funding for the institutions. Policy discussion this year was not about State Need Grant it was about backfilling the institutions so they can stay level. This is a huge factor in affordability for students. Affordability must be thought about in a broad way.

The next step is to hold a convening with policy makers and council members to come to agreement on measuring affordability and set goals related to thresholds.

**Supplemental Budget Recommendations**

**Rachelle Sharpe, Deputy Director**

Rachelle Sharpe presented preliminary information on potential agency supplemental budget requests and Strategic Action Plan and Roadmap-related requests.

The Strategic Action Plan submitted in 2015 proposed the strategic investment to support progress toward the Roadmap goals. The supplemental budget request leverages investments made in 2015 and proposes necessary enhancements.

Agency budget requests are due to OFM and agency request legislation is due in October. Development of the larger “legislative agenda,” including endorsements of proposals that support the Roadmap goals, will be developed for the Council’s consideration at their October meeting.

The metrics that were developed during this year’s update to the Roadmap will inform the biennial requests of 17-19 but in the meantime, consideration for enhancements to the investments must be made. The budget request is connected to the overall legislative agenda and is the first item that is due to OFM.

As a supplemental session, there won’t be any major policy proposals by the agency however, there are areas that need immediate attention. Throughout the next few months there needs to be continued development toward the 2016 legislative agenda by identifying alignment between the requests of other agencies and institutions to support the system with coordinated advocacy.

It will be important to recognize the significant investments that were made in 2015 that will support progress in reaching WSAC’s attainment goals. The Roadmap and the 2015 Strategic Action Plan were used in developing possible proposals. Several agency requests were made to ensure meeting and exceeding expectations particularly where there have been increases without funding or alternative funding had been lost.

While the number of unserved students reduced slightly, there are still a large number of students who are trying to make ends meet with loans, part-time or part-year attendance, and working too many hours. Reduced tuition provides an opportunity to ensure more low-income students have access to financial assistance. While a twenty percent tuition reduction is a tremendous win for students – it reverts tuition to 2012 levels and the Pell Grant still only covers half of tuition at UW.

With reduced tuition, financial aid award amounts are lower. College Bound students receive priority and funds are shifted to SNG to offset costs. The State Need Grant is just as critical for low-income students to help cover their expenses. There were still over 100,500 eligible students in 2014-15 with 71,059 students able to receive the grant.

Currently there are 214,317 College Bound Students whom have completed their application and taken the pledge. Of the 33,063 enrolled, 20,823 seventh graders and half of next year’s eighth graders submitted a complete applications as seventh graders.

State Work Study provides work-based learning opportunities to students. Work study experiences improve academic and employment outcomes. Partnering with nearly 1,000 employers, 4,400 students earned $12.2M in 2013-14, including $4.8M in employer contributions. $5M in state funding would leverage an additional $2M in employer contributions.

As noted, over 214,000 students and families have signed up for College Bound. The Council is statutorily responsible for the program and the expectations are growing. It has served to link K-12 to postsecondary in a unique way. The needs to expand our communications improve our trainings, enhance our IT tools, enhance data sharing and are growing exponentially and this requires staffing.

The estimated 460,000 adults who are not currently enrolled, have some college experience, and who are not earning a living wage – have the most to gain from understanding how their courses translate, how pathways can be accessible, and how continuing their education can be accommodated while they support their families.

Students need accurate, timely, and relevant information related to planning, preparing, and paying for postsecondary education. To increase awareness, Ready, Set, Grad was developed with federal funding as Washington’s one-stop college planning website. To help provide for promotion and staffing resources, $300,000 ~~was provided~~ is needed to increase awareness through promotion, targeting messages, and translating information.

Rachelle provided a visual of where areas of work which has expanded without the necessary resources and items that have reduced or eliminated fund sources where backfill is needed to complete the same level of work including.  Additional agency requests would include requesting expenditure authority in the Aerospace Student Loan.  The program has been expanded and requires partnership with the Washington Aerospace Training Resource Center and Edmonds, Renton and Everett Colleges.  Pending workload includes developing a data match to confirm employment, creation of an online application, and augmenting work in the billing and collections area.  The consumer protection area including degree authorization, financial aid compliance and authorizing veteran’s benefits have expanded resource needs and/or a loss of funding.

Finally, the NGA STEM Grant is coming to an end and had provided support to staff the Governor’s STEM Education Innovation Alliance.

Council member Ray Lawton asked what the role of the College Success Foundation has been in CBS. Rachelle explained they have played a key partner since day one in 2007. They received funding for College Bound outreach from the legislature in 2008 or 2009. Their role is to work with districts and have staffing throughout the state (regional officers) to sign up students and share best practices. WSAC’s role is to support them with accurate information and training to develop the materials and WSAC then manages the application system. Once they are signed up, WSAC provides information they need throughout the middle school and high school years and administers the scholarship.

Several audience members commented but did not choose to leave a written statement.

Paul Bell, Office of Student Legislative Affairs, Bellevue College

Julie Garver, Council of Presidents

Vi Boyer, Independent Colleges of Washington

Nova Gattman, Workforce Training and Education Coordinating Board

Robert Corbett, University of Washington, Seattle

Karen moved that the Council submit the supplemental budget request.

Jeff seconded the motion. None opposed.

The following requests were discussed:

College Bound, Maintenance Level ($19 M, $37 M, or $56 M)

College Bound, Administration)

State Work Study ($5 K)

Information and Awareness ($400 K)

Adult Re-Engagement ($500 K)

Ready Set Grad ($300 K)

Consumer Protection ($100 K)

Aerospace Student Loan ($126 K)

State Approval of VA Benefits ($50 K)

WA STEM Alliance Support ($150 K)

Marty proposed simplifying the request. He would like to consider delaying the State Work Study request at this time. The Council needs to provide more education on the difference between federal and state work study and program outcomeswith a request in the biennial budget.

Of the proposals for the supplemental budget, the following were approved in consensus:

State Need Grant ($19M)

College Bound Scholarship, Maintenance Level (TBD)

College Bound Scholarship Administration ($400K)

Information and Awareness, Ready Set Grad ($300 K)

Adult Re-Engagement ($500 K)

WA STEM Alliance Support ($150 K)

**Rule Making: Financial Aid; Degree Authorization; Residency**

**Rachelle Sharpe, Deputy Director and Randy Spaulding, Director of Academic Affairs and Policy**

Administrative rules clarify statutory requirements. Changes are needed to the rules related to State Need Grant, College Bound Scholarship, and residency to bring them into alignment with recently passed legislation. In addition, a number of administrative and technical amendments are needed for those programs and for the State Work Study and Degree Authorization rules.

Staff are now at the beginning of the rulemaking process and have issued a notice of proposed rulemaking. The next step will be the development of draft rules in each of the areas. The rulemaking process, and WSAC practice, requires input from key stakeholders. That engagement occurs at several points in the process including, but not limited to, a required public hearing after the draft rules are published.

Examples of areas of state aid rules that will be addressed include clarification of the review process for new institutions and process for imposing limitations to participating institutions in state aid.

Staff anticipate that public hearings would be held in late October or early November and final rules could be adopted in December and would take effect the following month.

**Communications Division – Strategy Update**

**Aaron Wyatt, Communications Director**

**Emily Persky, Communications Program Manager**

Emily Persky and Aaron Wyatt highlighted current communications work related to planning, external communications, program management, and organizational development for the Roadmap and the Washington Student Achievement Council achievement goals.

**Public Comment**

The meeting was called to adjourn at 2:40 p.m. by Chair Maud Daudon.

**Campus Tour at 3 p.m.**