# WASHINGTON STUDENT ACHIEVEMENT COUNCIL
## EDUCATION · OPPORTUNITY · RESULTS

## COUNCIL MEETING AGENDA

### WEDNESDAY, AUGUST 12, 2015

**6:45 p.m.**   Council Dinner, T Maccarone's, 4 N. Colville St, Walla Walla, WA 99362
No action will be taken.

### THURSDAY, AUGUST 13, 2015

**9:00 a.m.**   **Call to Order and Introductions**
- Welcome
  - President John McVay, Walla Walla University
  - President Steven L. VanAusdle, Walla Walla Community College
- Approval of Agenda
- Approval of June 17 Meeting Minutes
- Introductions of Council and Audience Members
  Maud Daudon, Chair

**9:45 a.m.**   **Executive Update**
– Gene Sharratt, Ph.D. Executive Director

**10:15 a.m.**   **Roadmap Update 2015**
– Randy Spaulding, Director of Academic Affairs and Policy
*Draft Issue Briefs*
  - High School Completion, Barbara Ritter, Educational Consultant
  - Postsecondary Success, Noreen Light, Associate Director, and Mark Bergeson, Associate Director

**11:30 a.m.**   **Affordability Framework Development –** Purpose, Progress, and Next Steps
– Marc Webster, Senior Fiscal Policy Advisor

**12:00 p.m.**   **Lunch for Council and Staff**

**12:45 p.m.**   **Campus Tour**

**1:30 p.m.**   **Supplemental Budget Recommendations**
– Rachelle Sharpe, Deputy Director

**2:30 p.m.**   **Rule Making: Financial Aid; Degree Authorization; Residency**
– Rachelle Sharpe and Randy Spaulding

**3:30 p.m.**   **Communications Division – Strategy Update**
– Aaron Wyatt, Communications Director

4:00 p.m.        **Public Comment**

4:15 p.m.        **Adjourn**

**The next council meeting will be at University of Puget Sound on Wednesday, October 15, 2015.**

June 17, 2015
Seattle University
Seattle, Washington

# MINUTES

## Members attending:
Maud Daudon, Paul Francis, Ray Lawton, Karen Lee, Rai Nauman Mumtaz, and Susana Reyes.

## Staff attending:
Gene Sharratt, Aaron Wyatt, Alan Hardcastle, Crystal Vaughan, Emily Persky, Kristin Ritter, Maddy Thompson, Marc Webster, Mark Bergeson, Rachelle Sharpe, Randy Spaulding, and Weiya Liang.

The meeting was called to order at 9:17 a.m. by Chair Maud Daudon.

## Welcome
Father Stephen V. Sundborg, S.J., President, Seattle University
The Council and attendees were welcomed by Father Sundborg to Seattle University. The Jesuit Catholic university was founded in 1891. The university and law school are located on 50 acres in Seattle's Capitol Hill neighborhood. More than 7,200 students are enrolled in undergraduate and graduate programs within eight schools and colleges.

## Consent Agenda

Motion was made by council member Rai Nauman Mumtaz to approve the Consent Agenda.
Motion seconded by council member Ray Lawton.
Motion carried.

## April 8, 2015 Meeting Minutes

Motion was made by council member Rai Nauman Mumtaz to approve the minutes as presented.
Motion seconded by council member Ray Lawton.
Motion carried.

## Executive Update
### Gene Sharratt, Ph.D. Executive Director

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

- College Bound Scholarship (CBS) staff attended three events in April and May, including a University of Washington - Tacoma event that drew over 800 students.

- In the spring, the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) created two new awards. The first recognizes high-achieving students from GEAR UP schools. The second celebrates exemplary GEAR UP coordinators who work in support of all GEAR UP students.

- As of May 29, 140 school districts signed on to participate in the Free Application for Federal Student Aid (FAFSA) Completion Initiative, which provides student-level FAFSA completion data to district personnel.

- The Washington Student Achievement Council (WSAC) received the Education Service District 105 Golden Gavel Award, in honor of the agency's commitment to strengthening secondary to postsecondary transitions. Council member Jeff Charbonneau and Gene Sharratt were on hand to receive the award.

- WSAC staff continued its support of veterans' transitions through multiple events with Governor Inslee's Veterans Employee Resource Group.

- The Improving Student Learning at Scale (ISLS) work will continue past its original deadline of June 30, due in large part to an opportunity from the National Governor's Association (NGA) to extend the duration of the grant and receive additional funding.

- Council staff presented at the May 7 National Alliance of Concurrent Enrollment Partnerships Seminar (NACEP), providing insights to our state's efforts to strengthen college transitions and expand dual credit opportunities for Washington students.

- Financial aid staff presented state aid workshops at six locations across the state with nearly 200 aid administrators in attendance from the 68 participating institutions.

Council member Ray Lawton shared a proposal under development. He has examined two Stanford Social Innovation Review studies. One called *Collective Impact* and the other, *Channeling Change: Making Collective Impact Work*.

He reminded the Council that it is charged, by law, to advocate for higher education through various means, with the goal of educating the general public on the economic, social, and civic benefits of a postsecondary education; linking the work of educational programs, schools, and institutions from secondary through postsecondary education; and training and through careers. WSAC has the responsibility to advocate, recommend resources, and monitor progress for the governor and legislature to attain the goals of the state concerning educational attainment.

Lawton made a presentation to the four sectors represented on the council just under two years ago. He called on them to serve as leaders and to make collective impact work across this state in conjunction with the Council. He further called on them to create an atmosphere where a sustainable program of reaching out to all of those who are in, and/or could be in the educational system.

He stated that every successful program across the country striving for more educational attainment has a core group of leaders that have decided to lead by setting aside a portion of their own agenda in favor of a collective approach to student achievement. Leaders, according to the Stanford studies, particularly in Cincinnati, understood that fixing one problem, such as better after-school programs, would not make much difference unless all parts were improving concurrently. In our state, it isn't just classroom size in elementary grades, or fully funding State Need Grant, or improving student access through a more aggressive stance on college in the classroom, it also needs a sustainable outreach and support system. Outreach and support is not a pre-K, K-12, community college, private or public four-year institution issue, it is a system issue that needs the leadership of all four sectors.

He explained, if this type of sustainable program is going to be part of the Council's overall work, dollars are needed. In his proposal to the sectors, seed money is needed to get it started. He suggested a formula for how each sector would participate. He suggested that this could be revolutionary for students in the state of Washington.

On November 5, 2014, the Chair, Vice Chair and Executive Director received a letter from the four sector representatives agreeing to the need for the sectors to take the lead. We sought the executive committee's approval to move forward. We received that approval. Each of the sectors will hopefully be ready to make the seed money approval once the legislature's final business is done. Mr. Lawton hopes to bring the funding proposal to the next meeting.

Council Chair Maud Daudon talked about enlisting the help of the community members including religious institutions. Mr. Lawton reiterated that each community will have different partners depending who they engage in their efforts.

Marcie Maxwell, Senior Policy Advisor on Education, shared her appreciation for this effort. She gave some fine examples right here in Washington State where communities have come together such as the "Whole Child – Tacoma" initiative, which includes museums, schools, universities, and the Chamber of Commerce to take ownership in the youth of their community. It isn't only about what the state can do. Each community must work together and do it with their own flavor.

## Legislative Report – Maddy Thompson, Director of Policy & Government Relations
Council members reviewed the education highlights for the 2015 regular and special legislative sessions. Maddy Thompson provided a summary of major bills that are relevant to Washington's educational attainment goals and WSAC's administrative duties and provided Council members with an assessment of the success of WSAC's 2015 legislative priorities.

WSAC proposed, and the 2014 Legislature approved, educational attainment goals for Washington:
- By 2023, all adults, ages 25–44, will hold a high school diploma or equivalent; and

- By 2023, 70 percent of adults, ages 25–44, will complete a postsecondary certificate or degree.

WSAC's 2014 Strategic Action Plan outlined the critical next steps to meet Washington's educational attainment goals. This provided the priorities for WSAC's legislative agenda:

**Maintain the commitment to College Bound Scholarship students** by requesting $10 million in 2016 and $15 million in 2017 for a total of $25 million for the biennium.

**Invest in public higher education** by protecting maintenance funding for community and technical colleges and public baccalaureate institutions and provide new state funding investments in order to reach the state's postsecondary attainment goals, contain tuition growth, and create a well-educated workforce necessary for a vibrant economy.

**Enhance the State Need Grant program and fully fund it by 2023** by requesting $16 million in 2016 and $32 million in 2017, for a total of $48 million for the biennium. Each annual increase would serve an additional 4,000 students.

**Expand the reach of dual-credit opportunities** for all Washington high school students by reducing costs and other barriers to improve student participation and increase educational attainment. The request was $12 million in 2016 and $17 million in 2017, for a total of $29 million for the biennium.

**Support underrepresented students** by leveraging the state's investment through student support services for College Bound, K-12 students and expand support services on campuses and create collective impact coalitions. The request was $5 million in 2016 and $5 million in 2017, for a total of $10 million for the biennium.

**Reinvest in State Work Study** to provide greater access to work-based learning opportunities by requesting $5 million in 2016 and $5 million in 2017, for a total of $10 million for the biennium and restoring funding and service levels to reach the 2009 investment level by 2023. These investments would serve an additional 3,000 low- and middle-income students.

**Pursue policy-driven investments to improve the affordability of higher education.**

Another WSAC priority for the 2015 Legislative session was to ensure our state statutes related to residency status for the purposes of tuition were altered to align with federal requirements established following the passage of the federal Choice Act. The Act requires that veteran students be recognized as state residents at public institutions of higher education for the purpose of using veterans' education benefits for tuition.

Ms. Thompson also provided the Council with a current summary of the major policy bills and budget items that relate to higher education and Washington's educational attainment goals.

**Budget Review – Marc Webster, Senior Fiscal Policy Advisor**

Marc Webster provided a comparison table of the Council's legislative recommendations compared to the Governor, House, and Senate budgets.

Marc stated that while normally he would have had an enacted budget to describe and compare recommendations, but the session continues. He discussed a draft document which compared the legislative recommendations to the Governor, House, and Senate proposed budgets.

Council Member Rai Nauman Mumtaz asked about medical residency funding. Marc and Senator Frockt discussed the differing funding sources and funding levels for medical residency in the House and Senate proposals.

## Achieving State Education Attainment Goals

- **Background on Goal Development**
    - Randy Spaulding, Director of Academic Affairs & Policy

Randy Spaulding explained that the state's educational attainment goals were proposed in WSAC's 2013 Roadmap and approved by the 2014 Legislature. The goals were developed in recognition of two imperatives: the changing demographics of our state and Washington's needs to support a vital and innovative economy. These imperatives formed the foundation for aggressive attainment goals and a set of strategic actions to help the state meet these goals.

By 2023:

> All adults ages 25-44 in Washington will have a high school diploma or equivalent. At least 70 percent of adults ages 25 – 44 in Washington will have a postsecondary credential.

The challenge is significant and there are key questions as we consider the resources and changes that will be necessary to meet these goals. To that end the purpose of this briefing was to:

- Review the background for the attainment goals.
- Identify our current position on postsecondary attainment and a trajectory for growth.
- Discuss sector approaches and plans for meeting the postsecondary attainment goal.

The state's educational attainment goals were based on the levels of attainment needed for Washington to meet the challenges posed by changing demographics and competing in the global economy. Higher levels of attainment require the state to create more educational opportunities for Washingtonians—including those who have historically not been well-served by our education system—to meet their personal and career goals.

The purpose of these aggressive goals is to ensure our higher education leaders (policymakers, institutional, and agency leaders) take action to improve our secondary and postsecondary capabilities. In 2013, when the state's goals were created, our higher education system was not prepared to meet them. The goals were set high to ensure education leaders strive for growth and provide even greater quality and breadth of educational opportunities. The Legislature recognized the need for action and adopted the goals as state policy by passing HB 2626 in 2013.

The overall objective of the Council and the Roadmap is to raise educational attainment in Washington. All educational progress contributes to that end. However, the goals provide two specific benchmarks: high school graduation, and attainment of a postsecondary credential. Our discussion and analysis here will focus on the second goal.

In looking to establish the goals, the Council referenced a range of reports and indicators. These included reports from Lumina Foundation, Georgetown Center on Education and the Workforce, and the Washington Roundtable, as well as attainment goals released by the Obama administration and other states such as the 40-40-20 plan in Oregon.

The education system's response to the goals has been positive. The following questions were addressed on how the system will meet the goals and the resources needed to do so. A panel of sector representatives was present to address the questions:

- **Plans for Meeting Goals: Education Sector Representatives**
  - Jan Yoshiwara, Deputy Executive Director for Education Services, State Board for Community & Technical Colleges (SBCTC)
  - Paul Francis, Executive Director, Council of Presidents (COP)
  - Violet Boyer, President and CEO, Independent Colleges of Washington (ICW)

1. **What key considerations resulting from changing demographics will colleges face during the next ten years?**

   Jan Yoshiwara, SBCTC, response:
   Currently there isn't enough growth in the young adult population coming out of high school to meet the goals, even with Washington's strong participation rates from young adults. In order to meet the goals, Washington must focus not only on access, but completion. Completion is the key. There is a large number of students of color, low income students, students who are not college ready, immigrants, lower-wage working adults without college credentials, single parents, and people who are place-bound with jobs and families to target for completion. Working adults want to participate differently. They do not have a lot of patience for three levels of developmental courses or for courses not transferring. They have less time and want acceleration. There are also potential adult students in the "some college" category. These students could make a big contribution to reaching the goal. Support services for these students are imperative. Support services must be imbedded into college processes, like mandatory orientations, college success classes for all pre-college

students, and Meta majors. Supports need to be in place and ready to utilize, not only for high risk students, but for all students. Cost and financial aid will be a bigger consideration for a larger share of students. Raising attainment means more completions, especially in the community and technical college sector.

Paul Francis, COP response:
Paul agreed and added the need for institutions to diversify faculty and staff in key roles, more women and more people of color in key staff positions. Students need faculty and staff who look like them.

Vi Boyer, ICW response:
Vi also expressed agreement and brought up an additional hurdle, which students in the high risk category will not show up on their own. We need to create a college-going culture so these students even consider college. They need mentoring and student services starting lower than at the college level. Cost and culture are both issues in this system. Once the culture is changed, the services are still needed.

2. **How are institutions addressing the need to serve more students?**

Paul Francis, COP response:
All sectors are currently addressing the need to serve more students, but the delivery methods need to be considered. On-line education has increased rapidly. At Central Washington University there are one in every three students taking courses on line. We do a lot right regarding geography and how it plays into students and their access to higher education. It takes all sectors to meet this goal. There needs to be more outreach to high schools throughout the state. Immigrants and low income students don't have an understanding of what is needed to attend post-secondary education. College Bound Scholarship has helped tremendously. Targeting the elementary age to create a college-going culture along with the College Bound commitment. But we need to be more intentional about college-going culture outside of College Bound. There is a massive pool (about 950,000) of students with some college but, no degree fore degree completion programs to draw from. For adult students, Western Governors University has been a great leader in competency-based education to serve students. Western Washington University had a program called "Destination Graduation" where they contact students to find out why they left school and how they could help. Veteran students often are intimidated by the education system. We work with more veterans than most states and need to be better at serving them. Expanding dual credit, Running Start, College in the High School, AP, and other credit and enrollment opportunities. Finally, improving our transfer and articulation system. Work needs to be done at the state and federal level.

Vi Boyer, ICW response:
A research study with Independent Colleges of Washington (ICW) colleges determined a that in most majors, especially the STEM majors, ICW institutions could increase enrollment by 20 percent. Degree completion programs are being used in many of the colleges to take students from where they are to completion. To achieve

that capacity we need a consistent investment in financial aid. Predictable and stable funding is the key to the success.

Jan Yoshiwara, SBCTC response:
Transitions, completions, and working adults are the three areas that SBCTC focusing on. Bringing people in the door is not the solution. Students need to be set up for success and completion. Smarter Balanced tests provide a good venue for collective work between K12 and higher education on college readiness. The SBCTC is working with K12 around senior year bridge courses for students who aren't quite ready for higher education. This is a great way to work together toward a common goal.

3. **What key higher education system changes must be made to achieve the attainment goals?**

Vi Boyer, ICW response:
The goals WSAC has set forth are unattainable without advance planning. There is serious need for a stable and predictable funding and policy environment in the higher education system. New staff need to be hired to respond to federal regulations. Policy environment at the state and federal level is key. We need to be leaders in the broader education culture of the state. Vi would like to see a "transfer grant" to encourage and recognize people to move on to the next level with a small incentive.
Council member Maud Daudon would like to see a partnership with employers who can help with funding that. She asked how many of the 950,000 with some college are employed.

Council member Paul Francis asked how many of the 950,000 with some college had incomes below the poverty level.

Jan Yoshiwara, SBCTC response:
The education system has talked a lot about working toward smooth transitions, sequential movements based on age. But today we don't have a sequential system. Students are going back and forth, high school to college, 2 year to 4 year and back (reverse transfer), work to college and back to work. The state has some good programs to get veterans, unemployed, etc. back into higher education. Programs like the community and technical college worker retraining program bring education to where people work and live. Currently the community and technical colleges are working hard to increase completions. There are multiple measures for placement, screen in, not out. There is accelerated pre-college math and writing, collapsing levels and combining pre-college and college levels. There has been a huge increase in certificate production. Stackable certificates are useful, mainly to help you get an initial job. We serve a lot of low income students that want to start earning a living to support themselves and their families. More education leads to higher wage jobs.

Paul Francis, COP response:
We need our business community, our non-profit leaders, our leaders of color, and other leaders across the state to step up to the plate to work together to send the message across the state of encouragement for apprenticeships and stackable credential programs.  It is not just about 4-year degrees. The public needs to hear that we are working toward attainment across the spectrum.

4. **How will the postsecondary education experience in 2023 be different than it is now?**

Jan Yoshiwara, SBCTC response:
If we are successful with these goals, we will see greater diversity among our students with age, race, language, cultures, and income. The mix of students will change as we make progress toward goals. There will more diversity in our curricula. Students are noticing the world is becoming more diverse and they will expect that higher education will get them ready to live and work in a society that is more diverse than the one they grew up in. A greater share of students will be living in their home communities while they go to college. They will be going to school at the same time they work and raising their families. This has implications for how we deliver courses and programs as well as support services and financial aid policy. The trend will continue with students attending multiple institutions. More than half of students attend two or more institutions on their way to a Bachelor's degree. Conversations around smooth transitions and good transfer policies will become more important piece in our infrastructure. Curriculum will be more integrated across disciplines, giving a broader perspective. There will be more focus on what you have learned and less on how you learned it or how long it took you to learn it.  Finally, there will be more hands on learning, learning outside traditional classrooms, online/hybrid classes, internships/work-based learning, and undergraduate research.

Paul Francis, COP response:
Paul agreed with the things that Jan shared and reminded the Council that Evergreen is at the forefront of blending disciplines. Students are wanting to look at their education as an interdisciplinary point of view. You are seeing a very public conversation about the cost of higher education. Presidential candidates are weighing in around free college. Governors are proposing free college. Higher education is a private gain but it is a public good.

Vi Boyer, ICW response:
Two pressures from two sides. More focus on credentials that build on each other and programs that provide degree completion opportunities. And the even greater need to help students learn how to have flexibility to change from job to job without going back for more retraining.

Council member, Maud Daudon touched on a point that Jan Yoshiwara talked about with integration and cross-disciplines. It emphasizes the need to stay the course with common core. On work and school integration, the University of Washington has

done great things to break down the barriers between the university and the technology community, e.g. work with Bikram and tech transfer ideas. The UW is helping to break down barriers within the tech community. Plugging students in with high tech businesses. Finally, people are going to have to get better at creating opportunities for themselves, if they don't like the way things are – they just fix them. They are getting work done faster and taking test drives into the system quicker. It's a revolutionary time in higher education and it's really exciting to talk about.

Council member Rai Nauman Mumtaz mentioned completion programs with on-line higher education and social skill development needs to take place in Early Learning and K12.

Susana: How we are coming together in a way we haven't in the past is revolutionary. We are poised to provide opportunities to change the culture. Our families vary from region to region. Families of color are becoming much more aware of the opportunities that are available to them. We need to be prepared to help them once they are in the system. The families in the middle income level don't have access, such as College Bound Scholarship, but also don't have monetary resources of our own.

5. What are some external factors that may impact our ability to reach the goals?

   **Vi Boyer, ICW response:**
   External factors that may impact our goals were presented in three categories:

   *College going culture*
   Many in Washington are operating as though the state is still primarily an agriculture based economy. That belief drives the way people think about the need for education preparation.  We need to acknowledge that our economy is different than in the past.  Responding to the changing economic factors is necessary to make the transition to a college going culture.

   *Stable and predictable environment*
   Constantly changing landscape at state and federal funding policy level that adds responsibilities to institutions and does not provide consistent and stable funding. A strong economy allows for greater funding, but the system needs stability even more when the economy is down.

   *Partnerships*
   If we are able to join in cross-collaboration across the sectors in a more robust effort to lead the state in preparing students for the opportunity available to them. This will make huge difference to attain our goals. The effort Ray is leading is an example

   **Paul Francis, COP response:**
   Paul added "regulations" meaning implementing constantly changing rules or guidelines. A recent federal report came out to say that the Department of Education

issues a new rule or guideline every other day. Staff needs to be hired to implement or even keep up with the changing rules. Several institutions are working well together to advance regulatory relief legislation, a credit to the legislature.

Migration patterns: Importing talent from other states into our states leaves our native students untrained and unemployed.

**Jan Yoshiwara, SBCTC response:**
Instability in funding affects students. If students don't know if they will have financial aid, they won't pursue a further education. They need confidence to stay in school and complete. There needs to be alignment to make progress toward the goals.

6. What roles or activities should the Council consider to help colleges play their role in achieving greater attainment?

**Paul Francis, COP response:**
Joint advocacy with policy makers is making a difference in terms of where we stood a year ago and where we stand now. The tone must be set by set by presidents and provosts, not just WSAC. The six baccalaureate presidents have expressed interest in partnerships. Maintaining these partnership given the change in legislative leadership is vital. Continue to cultivate legislative allies in higher education is important. We have been very fortunate that both chambers have made higher education a priority and we should take advantage of that.

We need to come together as sectors and determine and validate a legislative agenda for 2016.  Creating a common message is where WSAC has a critical role in state.

WSAC plays a critical role in terms of administering state financial aid. Although Washington has a very robust system and is a national leader in financial aid, it's a very complex system. We need to consider the demographics and how they are changing. The student population is more diverse with more working adults. We need to consider ways to make financial aid work for all students. There is a lot of policy inherent in financial aid policy. For example, what does it mean for State Need Grant if we are serving more adults?  The financial aid policy needs to be proactive in keeping up with the changing demands. The 18-24 year old population is well-served by the State Need Grant. What program out there serves the working adult?

We have a lot to be proud of with our education system in Washington, but we would do well to highlight best practices in other states and countries. We don't do this enough. There are things happening in financial aid in other states and countries that we can do and should learn from. Like how they are serving specific populations. Council members and staff could be thought leaders. For example, "something is happening in Indiana, can we use that?"

Finally, we need to make sure we are attending to the student voice and engaging with the public. Ensure we are up-to-date in understanding how students and the public look at higher education. Not everyone sees the value of higher education. They wonder "is college worth it"? We need to make sure we know what the public is thinking about higher education by reaching out and communicating with populations in the communities. For example, we could engage with communities to find out what are we doing well? What are the gaps? There is a national conversation about the value of higher education, and we should keep our ear to the ground—listen to what the public is thinking.

### Jan Yoshiwara, SBCTC response:
WSAC can play a key role in bringing all sectors of higher education together to foster collaboration and creativity to meet the goals. If there is agreement, we will be have a much better shot at meeting the goals.

Jan encouraged WSAC to focus on putting policy issues and directions in place without getting engaged in the implementation.

### Vi Boyer, ICW response:
WSAC is the convener of different voices. Grow and change and be responsive, any of the sectors could convene, but it doesn't have the same message. Listen, hear, respond, and active sectors to advocate.

Chair Maud Daudon appreciates these thoughts from each of the sectors. She is interested in the employer connection to these topics. She wonders if a road trip is required from the WSAC team to connect with employers via high-level listening about what they're seeing for the future. This will provide more connection and build relationships with them to cultivate and engage in robust dialog in solutions.

Council Member, Paul Francis thinks that people are thirsty for leadership and partnerships. It's all about relationships and then we can ask of them because they are a part of it.

Vice Chair, Karen Lee stated that many of the trustees are appointed to their schools without prior knowledge of the state's needs and the state's intent for the institution. The trustees are familiar with the student's needs and the school's demographics, but the part that is missing is what the state needs are for the institution. We should all know the greater interest of the state and how it relates to the institutions. Trustees are less than familiar with the Roadmap and Karen believes that WSAC (mindful of the roles of others, such as Council of Presidents, State Board for Community and Technical Colleges, and Independent Colleges of Washington) has a role as a convening body for sharing that kind of information. It would be efficient to compare institutional strategic plans with the state's strategic plan and find common ground to work together.

Chair, Maud Daudon suggests taking the data we have today, breaking it down by different geographical regions, kinds of jobs forecasted, and the educational opportunities there will be, and then presenting it to the different regions of the state, could be very instrumental in

education. If you said "here's what it's going to look like in your part of the state" that would get their attention. Getting them engaged early, getting employers, trustees, legislators, volunteers, etc. together and enlist their help.

Secretary Ray Lawton reiterated the need for all sectors to work together.

## Roadmap Measures Development:  Discussion of progress measures.
**Maddy Thompson, Director of Policy & Government Relations**
Maddy Thompson provided an introduction to the progress of the Roadmap Update for 2015 and what it will entail. She reminded them that at the February meeting the staff was provided direction by the Council on what will be included in the update. In 2013 the Roadmap goals were developed. The goals are a part of the ongoing work which is alternated each year between updates to the Roadmap and Strategic plans. One cycle has been completed: developing the first Roadmap with 10-year goals. The Council has put forward a Strategic Action Plan that needs to be implemented to make progress towards meeting those goals. This is the year to update the Roadmap.

The direction to staff in February was:
   •   Adding leading indicators
   •   Establishing a technical work group to help with the measures
   •   Involving Members in the updates
   •   And direction from Members as to the contents of the Roadmap document

## Roadmap Measures Development:
## 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)

Statute directs WSAC to provide an update to the 2013 Roadmap report every other year. The Council requested a work group convene and determined the purpose of this group was to determine and recommend indicators and progress metrics for each of the Roadmap core measurement categories to track changes over time.

Good progress has been made in reviewing potential indicators and how best to measure the progress which is due to thoughtful collaboration among the technical work group members.  There have been three group meetings and other communications among the work group. The group has also consulted with the Workforce Training & Education Coordinating Board and Labor and Industries on Apprenticeship data and they plan to consult with other agencies and staff, as well.

The group determined a limited number measures, focusing on those that appear to be most important to include in the Roadmap. They used a general criteria that included using existing measures, comparable across time and sectors, have a meaningful basis in research, and could be linked to Council and partner work.

The indicators are to identify, relate to, and help predict student success on the core measures. Many of the indicators are loosely tied to thematic categories such as readiness, access, financial, and success and persistence. Additionally the work group would like to be able to conduct sub-analyses by demographic, socioeconomic and other factors, to know about the relationships between some of those factors and the progress of different groups of students.

Since the Roadmap will be a fairly high-level summary document, it may include a limited number breakout analyses and findings that seem especially relevant and important.  As supplements, staff are also working on a series of issue briefs related to each of the core measurement categories, which will look more deeply at the research on factors that promote student success at each level, and can be refer to in the Roadmap document to ensure readers have access to more detail on those topics.

The work group also discussed the impact of state demographic shifts on educational participation and attainment. In addition to young students, meeting the attainment goals will require an even greater emphasis on attracting more adult students, including those who have earned some credits but not finished a credential.  Some of the analyses will address those adult populations.

As the work group measures the long-range progress on the participation and attainment for the entire population, they will examine breakouts by different age groups, as well as level, race/ethnicity, gender and other factors.

The Council and its partners don't have influence over demographic trends, but it do influence education systems and who is served. The work group focused its time on these core measurement categories.

In addition to tracking annual progress on the core measures, the group included some leading indicators for each of the categories.  Alan described the leading indicators first, as a group, followed by the annual progress metrics, where the group has designed spreadsheets and begun to assemble the data.

They began with a thorough review of the research on indicators to identify options that seemed the most relevant and robust, then pared down the list by following the criteria:
- Use what is available and reliable
- Comparable across time and sectors
- Link to Council and partner work

The initial list included 25 different indicators, but during reviews they reduced that to the 11, some of which are in development.

1. The work group is examining 9th grade point average (GPA) because research shows there's a big relationship between success in 9th grade and high school completion. However, it is a potentially problematic indicator because this data varies by school and program.

2. 9th grade "failure" rate.

**Deb Came, Ph.D., Director of Student Information, Office of Superintendent of Public Instruction (OSPI)** was on hand to speak to 9th grade failure rate. She explained that OSPI is looking at a suite of indicators and 9th grade failure rate is one of them. They are just getting the data. It is a good indicator of success later in a student's education. They also look at the relationship between the GPA and failure rate. Working on ways to present the data to help districts begin to ask questions and make connections.

3. Student assessments have also been shown to be important predictors of student success, and Smarter Balanced assessments are now being implemented state-wide.  The group agreed it may be useful to include both the 8th and 11th grade Math and English assessment results as indicators for high school completion. Smarter Balanced attempts to assess for both academic and career preparation, and including both 8th and 11th grade test scores may also provide a potential 'early warning' measure to track.

4. Readiness and Financial-Intent also surfaced as indicators for enrollment. Student assessments are shown to relate to high school completion, but also to readiness for the college environment. Other indicators were considered such as ACT/SAT, but not all students take those assessments. The group also noted that students planning to enroll in two-year colleges are much less likely to take them than students planning to go to 4-year colleges.

The Financial/Intent category provides two measures that are mainly about student intent to enroll in college, but is also one way we track student need for and participation in financial aid, one of the strategic priorities.

5. Free Application for Federal Student Aid (FAFSA) Completion

6. College Bound Scholars

7. Affordability Framework
   The development of the Affordability Framework, which is now underway, could also provide some useful indicators that could be included as an affordability indicator. The plan is to consider ways to incorporate some of the affordability factors as indicators for enrollment. (Cost, financial assistance, or student options).

8. Number and percentage of CTC students who earn a transfer degree or become transfer-ready.
   a. Number and percent of award-seeking students progressing toward a credential (2-year)
   b. Fall to fall retention number and rate

For postsecondary completion two main categories were identified, transition/transfer, and persistence.

9. Transfer, one important predictor is to consider CTC students who earn transfer degrees but also students who are deemed to be 'transfer ready' through a combination of credits, courses and performance.

**David Prince, Policy Research Director, State Board for Community & Technical Colleges (SBCTC)** was available to address this indicator. David shared that the transfer-ready milestone for a student is important because it catches those students who may transfer without a degree. To be considered a transfer-ready student you must have 45 credits.

10. For persistence the indicators are a little different. The two-year colleges define their persistence measure through student progress toward a credential, while four-year institutions commonly report fall-to-fall retention.

11. Retention rates, by level.

**Chadd Bennett, Director of Research and Outreach, Independent Colleges of Washington (ICW)** discussed persistence and tell the whole story behind each sector. They want to tell the unique progression of each sector's student body. As they try to find commonly defined metrics that use readily available data. Regulation updates are released every other day in thousands of pages. The Federal Government puts out Integrated Postsecondary Education Data System (IPEDS). Many of these measures are already included. They also wanted to acknowledge they will miss those who are in short-term programs when measuring fall to fall. At the same time, they realize that measuring term-to-term persistence may not capture those who are studying away or doing service trips. Separating two- and four-year data might be appropriate.

Alan noted that no single data set will cover it all. In some cases, it's a matter of how do we integrate the data in a way that will tell the most important story and allow them to measure accurately change over time and allow the Council to make informed decisions about strategies and the way forward.

Progress metrics for high school graduation and completion rates are just coming together. A sample of preliminary numbers was shared.
Here we show graduates and graduation rates, and number of alternative diplomas, or high school equivalent degrees.  Very basic measures showing annual changes, all in the same table.  The very basic numbers are showing annual changes in the same table.

For postsecondary enrollments, Alan provided a sample table that brings together enrollments in apprenticeships and at two-year colleges and four-year institutions. Apprenticeship enrollments have been growing as the economy has improved. New employment demand opens up more apprenticeship training slots, while four-year college enrollments have grown slightly. The economic recovery for community and technical colleges (CTC) is associated with declining enrollments as potential students find employment and some current students work more or return to full employment.

**Paul Francis, Council member and executive director for the Council of Presidents** reminded Members that the number of enrollments at the CTC students has a huge impact on the four-year schools because forty percent of the graduates come from the CTCs.

There is no data available at this time for postsecondary completion, but the following progress metrics will likely be included:

Transfer:  Those who are prepared vs. those who actually do transfer; and transfer rates across public and private institutions.
Completions:  Awards at all levels we're including.
Basic completion rates.

As noted earlier, the group will have the ability to disaggregate by a number of demographic factors and other variables, so they can examine those trends as well.

Maddy went over the Roadmap timeline and noted there is a lot of work yet to be completed by November. Staff believe the work is going well and that good progress is being made, thanks to the good collaboration that has already occurred.

## Earnings Premium Estimates by Gender and Race Category for STEM Bachelor's Degrees in Washington State
   − Greg Weeks, Research Economist, Office of Financial Management
   − Toby Patterson, Research Economist, Office of Financial Management

A presentation was given on new research conducted by staff from the Education Research and Data Center, which looks at wage premiums for graduates with a bachelor's degrees in STEM fields and considers differences by gender and race.

**Meeting adjourned 3:17pm**