

HIGHER EDUCATION STEERING COMMITTEE

Final Report



December 2011

MEMBERS

Governor Chris Gregoire, Chair

Senator Randi Becker

Charlie Earl

Jim Gaudino

Representative Larry Haler

Bette Hyde

Senator Derek Kilmer

Gary Kipp

David Mitchell

Jane Noland

Bill Robinson

Representative Larry Seaquist

Michael Young

December 12, 2011

Members, Senate Early Learning & K-12 Education Committee
Members, Senate Higher Education & Workforce Development Committee
Members, House Early Learning & Human Services Committee
Members, House Education Appropriations & Oversight Committee
Members, House Education Committee
Members, House Higher Education Committee

Dear Honorable Members,

We are pleased to present the Final Report of the Higher Education Steering Committee.

During the 2011 interim, the Steering Committee reviewed the state coordination, planning and communication for higher education, and looked at the functions and purpose of a new organization to replace the Higher Education Coordinating Board when it is abolished effective July 1, 2012. The Committee reviewed its statutory charge in Engrossed Second Substitute Senate Bill 5182, which included the review of the relationship of higher education with the other sectors of our education system.

The Committee reviewed the history of the Higher Education Coordinating Board in Washington and the precursor agencies, and looked at governance or coordinating structures in other states. The Committee determined that it was important to focus first on the problem that an entity at the state level should address and then determine the structure and duties of that entity to create the solution. We found that the problem facing Washington now and in the future is that our levels of educational attainment are too low. Simply put, we need more citizens with high school diplomas, postsecondary certificates, associate degrees, bachelor's degrees and graduate degrees. We must increase our levels of educational attainment. We found that no one entity was charged with achieving this goal.

The Committee is recommending two options. Under both options, an Office of Student Achievement would be created as well as an Advisory Board. One option presents a structure that would establish the statewide goal of increasing educational attainment and provide for coordination among all statewide education entities around reaching this goal. The other option also established the goal of increasing educational attainment but focuses on coordination between secondary and postsecondary education. Under both options, the Committee also recommends the creation of a Joint Legislative Committee on Student Achievement to connect the work of the Office with the legislative branch.

We believe that these recommendations are crucial in order for all Washingtonians to attain the skills and knowledge to secure a prosperous standard of living in an increasingly competitive world. Through the creation of the Office of Student Achievement, we are highlighting our commitment as a state to the goal of increasing educational attainment.

Sincerely,

Members of the Higher Education Steering Committee

PART 1 – BACKGROUND

LEGISLATION: In 2011, Engrossed Second Substitute Senate Bill 5182, sponsored by Senator Scott White, was enacted. Senator White introduced similar legislation in 2010 when he was a member of the House of Representatives. The legislation does the following:

- Creates the Office of Student Financial Assistance effective July 1, 2012, to administer financial aid programs, including the Guaranteed Education Tuition program.
- Abolishes the Higher Education Coordinating Board effective July 1, 2012.
- Creates the Council for Higher Education. The structure, duties and functions of the Council are to be developed by the Higher Education Steering Committee, which submits recommendations and proposed legislation to the Legislature and the Governor.
- Creates the Higher Education Steering Committee.

The specific duties of the Higher Education Steering Committee are to:

- Review coordination, planning and communication for higher education in Washington.
- Establish the purpose and functions of the Council for Higher Education.
- Specifically consider options for the following:
 - Creating an effective and efficient higher education system and coordinating key sectors, including the P-20 system.
 - Improving the coordination of institutions of higher education and education sectors with specific attention to strategic planning, system design, and transfer and articulation.
 - Improving structures and functions related to administration and regulation of the state's higher education institutions and programs, including but not limited to financial aid, the Guaranteed Education Tuition program, federal grant administration, new degree program approval, authorization to offer degrees in the state, reporting performance data and minimum admissions standards.

The text of Section 302 of the legislation establishing the Committee is in Appendix B.

COMMITTEE MEMBERS: The committee was composed of the following members:

- Governor Chris Gregoire, Chair
- Senator Randi Becker, 2nd Legislative District
- Charlie Earl, Executive Director, State Board for Community and Technical Colleges
- Jim Gaudino, President, Central Washington University
- Representative Larry Haler, 8th Legislative District
- Bette Hyde, Director, Department of Early Learning
- Senator Derek Kilmer, 26th Legislative District
- Gary Kipp, Executive Director, Association of Washington School Principals
- David Mitchell, President, Olympic College
- Jane Noland, citizen
- Bill Robinson, citizen
- Representative Larry Seaquist, 26th Legislative District
- Michael Young, President, University of Washington

COMMITTEE MEETINGS: The Committee met four times in 2011: September 29, October 10, October 27 and November 15.

MEETING MATERIALS: Meeting materials are available at:
<http://www.governor.wa.gov/priorities/education/committee.asp>.

CONSULTANTS: Dennis Jones and Aims McGuiness, national experts on higher education governance from the National Center for Higher Education Management Systems, assisted the Committee in its deliberations. The Committee wishes to thank and acknowledge the Lumina Foundation for providing the funding to support the consultants.

PART 2 – DEVELOPMENT OF RECOMMENDATIONS

In developing its recommendations, the Committee reviewed policies in other states, discussed the problems it was trying to fix, focused on the purpose and duties, and then developed a structure. In building its recommendations, the Committee looked at structures around the country and even in other nations. National consultants synthesized lessons learned from their experiences, which can be summarized as follows:

- Be clear about what works in Washington and why. The solution needs to be designed based upon what works and does not work in Washington; otherwise, it is not sustainable. The solution needs to work with the total policy structure and process, including the roles of the Governor and the Legislature.
- Be explicit about the problems that are being fixed and avoid change just to make a change.
- States need entities that are concerned about how the connections among access, tuition and state support, financial aid and productivity relate to achieving the state’s goals specifically around degree attainment.
- There should be a focus on intersection issues, which means coordinating both among institutions and among economic development, the workplace and K-12 education.
- Critical functions include building consensus around the state’s future and goals, accountability and metrics, and planning connected to budgeting decisions and processes.
- To be effective, an entity must have one or more of the following: regulatory authority, financial power or moral authority.
- To implement long-term change, the entity must have the ability to bridge gaps between higher education and other education sectors and among the different sectors of higher education. This comes through knowledge, experience and trust.
- The entity must have the ability to implement the public agenda both through building pathways through educational systems and encouraging regional collaboration among K-12, community and technical colleges, and four-year institutions.
- Pitfalls include being a regulatory agency; centralizing governance of institutions; micromanagement by the Legislature; and avoiding adding so many “barnacles” that the entity is unable to concentrate on its core mission.

In discussing these principles and sorting out how they apply to Washington, the Committee made the threshold determination that it was crucial to have a state entity. The Committee’s next focus was to decide what the new entity should do. The Committee started to look at the possible functions of the new entity and realized that it needed to look first at some of the issues that prompted the passage of the legislation that abolished the Higher Education Coordinated Board. Next, the Committee decided to focus on the major goal or purpose of the new entity. Recommendations for the specific duties would flow from the purpose.

The Committee reviewed a 2002 survey of the Higher Education Coordinating Board conducted by the Washington State Institute for Public Policy and included in the Institute’s report, “Higher Education Coordination in Washington State.” Committee members also discussed current perceptions. Concerns included the following: 1) a vague role and mission; 2) a confusing mix of administrative and policy roles; and 3) an accumulation of assorted responsibilities and duties that made it hard to focus on key tasks. Another problem was lack of sufficient connection with the

Legislature, the Governor and all the educational institutions. The Committee emphasized that the staff of the Higher Education Coordinating Board does its work well, but the mission and functions need to be changed.

To determine what the goal of the new entity should be, the Committee reviewed the current educational goals. The Committee looked at goals from Washington Learns, the Department of Early Learning's early learning plan, the goals of basic education, the ten-year goals for the community and technical colleges, and the Higher Education Coordinating Board's Master Plan. The goals reflect the work of the individual sectors and, at times, overlap but are not connected. The Committee found that the overarching goal that connected all the individual sectors was the goal of increasing educational attainment for Washingtonians. This goal is implicit in the individual goals but is not explicit.

The Committee decided that increasing educational attainment was the right goal and it was crucial that a state entity be responsible for setting, measuring progress and developing a strategic plan to meet that goal. Improving student transitions is a vital part of meeting that goal.

A crucial component of increasing educational attainment is decreasing the number of students who get lost in transitions such as those between preschool and kindergarten, between middle school and high school, between high school and postsecondary education, and between a community and technical college and a four-year institution. The Committee found that improving transitions for students is necessary to reach the overall goal of increasing all levels of educational attainment. The Committee next looked at recommendations for what the new entity should do. There was general agreement about a core list of functions, some of which focused on higher education but many of which, such as strategic planning and budget recommendations, had broader applicability. The Committee then asked itself the question whether it needs to go broader to make this organizational change work and improve education in Washington.

The Committee discussed the issue of going broader, and decided that it was crucial to go broader than a structure limited to higher education to achieve the goal of increasing educational attainment. The Committee looked at two options: an entity that looked at strategic planning and coordination from preschool through postsecondary education (or even kindergarten through postsecondary education) and an entity that was focused on strategic planning and coordination from high school through postsecondary education. The Committee looked at creating an entity that would support the work of the individual agencies but not create new, burdensome reporting requirements.

For the preschool through postsecondary structure (Option A in the report), the Committee looked at the current state-level organizational structure and the option of melding and reconstituting the State Board of Education and the Higher Education Coordinating Board to help streamline state-level education coordination and planning. These two boards would be reconstituted as the new Office of Student Achievement, with the talent and combined resources to focus on increasing educational attainment throughout the state's education system.

To provide the connection with the agencies and institutions, the Committee, under this option, would recommend creating an advisory board to the new office consisting of: 1) a majority of citizen members, appointed by the Governor with the confirmation of the Senate and chaired by a citizen; and 2) representatives of the Department of Early Learning, the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the four-year institutions and

the Workforce Training and Education Coordinating Board. Representatives of independent educational entities would sit on the board as nonvoting members. The Committee is recommending this structure to create the connections for state-level policy, improve transitions for students and create a single, student-focused organization with the goal of increasing educational attainment at all levels.

For the secondary through postsecondary structure (Option B in this report), the Committee would retain the State Board of Education and create a new Office of Student Achievement with an Advisory Board. The Advisory Board would be charged with focusing on increasing educational attainment with an emphasis on issues affecting the preparation for, and success in, postsecondary education as well as the transitions between high school and postsecondary education and between two-year and four-year institutions. Membership on the Advisory Board would be composed of seven citizen members and representatives of the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the four-year institutions and the Workforce Training and Education Coordinating Board. Representatives of independent educational entities would sit on the board as nonvoting members. The Office of Student Achievement and the Advisory Board would coordinate closely with the State Board of Education.

The Committee looked at the need for this new entity to provide the research, data and analysis functions both to the Office and for the state. After hearing a presentation from the Educational Research and Data Center, the Committee would recommend the Center be moved to the new Office of Student Achievement if the option were chosen to create a preschool-through-postsecondary planning and coordination entity. However, if this option is not selected, the Committee would recommend leaving the Educational Research and Data Center within the Office of Financial Management as it serves as a resource for all levels of education in Washington. Under both options, financial aid would be placed in the new Office. Financial aid is a crucial ingredient that helps students in planning their future as well as provides students with access to postsecondary education or training. The Committee discussed the importance of the close connection between financial aid and planning and coordination, and would recommend placing both in the same agency.

These recommendations are based upon the identified need for research and the development of best practices. Student achievement from preschool through career can best be tracked if it is done in one place. The Committee found that there was a need for more comprehensive recommendations about budgets. These recommendations are based upon creating an organization that is more closely connected with the Governor and the Legislature to increase the accountability to the public as well as increase the utility of the policy and budget analysis and recommendations.

The following recommendations are based upon the Committee's desire to create a new organization that focuses on increasing educational attainment. This enhances the education of students throughout their educational careers and throughout the state.

Following the review of the draft options, Committee members asked to be able to submit written comment to reflect their concerns and thoughts as legislation is developed. See Appendix C for this information.

PART 3 – RECOMMENDATIONS

The Steering Committee recommends either Option A or Option B below:

OPTION A

Create the Office of Student Achievement (focusing on the education system from preschool through postsecondary education): An Office of Student Achievement should be created. The director should be appointed by the Governor and confirmed by the Senate.

The purpose of the Office of Student Achievement should be to set and monitor progress toward the goal of increasing educational attainment of Washingtonians. This goal links the work of all our state's educational programs, schools and institutions from preschool through career. This new office should help connect the work of the Department of Early Learning, the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the Workforce Training and Education Coordinating Board, and the public four-year institutions of higher education as well as the private, independent schools and colleges.

The Office of Student Achievement should have the following duties to increase educational attainment:

Planning, Goals, Performance and Data

- Setting educational attainment goals both short and long term. Educational attainment goals should include not only reaching higher levels of educational attainment but earning certificates or degrees that meet workforce needs. These goals should be reviewed and revised every four years.
 - Work with the Department of Early Learning, Superintendent of Public Instruction, State Board for Community and Technical Colleges, the presidents of the four-year institutions, organizations of private education providers, and the Workforce Training and Education Coordinating Board for each to develop a set of integrated, measurable goals for each sector's contribution to the overarching goal of increasing educational attainment. Each agency will continue to have its individual goals and strategic plans within its sectors;
- Strategic planning for meeting the goal of increasing educational attainment;
- Developing performance plans and incentives;
- System design and coordination emphasizing review when an educational institution changes the types of degrees that it provides;
- Facilitating using innovative practices within, between and among the sectors to increase educational attainment, including accountability measures to determine the effectiveness of the innovations; and
- Performing educational data, research and analysis.

Strategic budget and financing recommendations

- Developing budget recommendations based upon current funds and developing budget recommendations for the future based upon the strategic plan. These recommendations should

be for the whole education system. The individual sectors should continue to make budget recommendations within their sectors;

- Making financing recommendations based upon the strategic plan; and
- Reviewing and making recommendations on changes in roles or missions of educational institutions, if consistent with the strategic plan, to increase educational attainment.

State-level support for students

- Improving student transitions, which includes but is not limited to:
 - Setting high school graduation standards;
 - Setting minimum college admission requirements;
 - Providing programs to encourage students to prepare for, understand how to access and pursue postsecondary college and career programs;
 - Implementing policies that require coordination between or among sectors, such as dual high school-college programs, awarding college credit for advanced high school work, and transfer between two- and four-year institutions or between different four-year institutions; and
 - Addressing transitions issues and solutions for students, including from preschool to kindergarten; from elementary school to middle school or junior high school; from 8th or 9th grade to high school; from high school to postsecondary education, including community and technical colleges, four-year institutions, apprenticeships, training or career; between two-year and four-year institutions; and from postsecondary education to career. These transitions may occur multiple times as students continue their education; and
- Administering student financial aid programs, including but not limited to the State Need Grant, College Bound and other scholarships, Guaranteed Education Tuition program and Work Study programs.

Consumer protection – approval of educational programs

- Approving private schools consistent with existing statutory criteria;
- Approving private, degree-granting postsecondary institutions consistent with existing statutory criteria; and
- Approving programs that are eligible programs for students to use federal benefits such as veterans' benefits.

Other

- Being designated as the state agency for the receipt of federal funds for higher education and
- Serving as primary point of contact for public inquiries on higher education.

Proposed statutory language creating the Office of Student Achievement

Suggested draft language to be included in the legislation follows. This proposed language creates the Office, provides for the appointment of the executive director and establishes its purpose. (The proposed legislation will also include sections that set out other specific duties described in these recommendations.)

"NEW SECTION. Sec. XXX. The office of student achievement is created. The executive director of the office of student

achievement shall be appointed by the governor, with the consent of the senate, and hold office at the pleasure of the governor.

NEW SECTION. Sec. XXX. (1) The office of student achievement shall focus on the goal of increasing the educational attainment of Washingtonians throughout the educational system. The office shall provide the strategic planning, data and research analysis, and budget and financing recommendations to increase educational attainment. Based upon research and analysis supported by data, the office shall make recommendations about best practices and innovative practices to increase educational attainment throughout the educational system from preschool through postsecondary training and education and support the work of the agencies and organizations responsible for each individual sector.

(2) Recognizing that educational attainment cannot be increased if students do not move from one educational sector to the other or if their progress is slowed by obstacles, the office shall specifically identify barriers, work with the applicable agencies or organizations to develop solutions, and develop the data to monitor and report on the progress.

(3) In conducting its work, the office shall work closely with the advisory board, the legislature and the governor."

Formation of the Office of Student Achievement

The Office of Student Achievement should be formed through combining and integrating the State Board of Education, the Higher Education Coordinating Board (or Council on Higher Education), the Office of Student Financial Assistance (created in 2011 but effective July 1, 2012), and the Educational Research and Data Center (currently within the Office of Financial Management). To keep a clear focus on improving educational attainment, one of the initial responsibilities of the Office should be to recommend changes in statute to continue to eliminate or transfer duties formerly held by the boards or offices that are no longer applicable or detract from its role. For example, the requirement that a state agency approve higher education institutions degrees should be eliminated.

Create an Advisory Board to the Office of Student Achievement

An Advisory Board to the Office of Student Achievement should be created. The purpose of the Board is to provide advice to the Office on strategic planning, including budget and financing recommendations, to facilitate coordination among the agencies, institutions and public, and to improve transitions for students. The Board should be composed of eleven voting members and two nonvoting members. The Governor should appoint six citizen members, who should be voting members. These appointments should be confirmed by the Senate. One of the citizen members should serve as the chair. The Board should select the chair.

Each of the following entities or groups should appoint one voting member: the Department of Early Learning, Office of Superintendent of Public Instruction, State Board for Community and Technical Colleges, the presidents of the public four-year institutions of higher education, and the Workforce Training and Education Coordinating Board. The appointees should either be the leader

of the entity or group, or the leader's designee. An association of independent schools and an association of independent colleges should each appoint one nonvoting member.

Sunset Evaluation of Office and Advisory Board

The Joint Legislative Audit and Review Committee should conduct a review of the Office of Student Achievement and its functions. The review should address whether the office is meeting legislative intent and achieving expected performance goals. The Office must work with the Committee to develop performance measures and goals by which it will be evaluated. The Joint Committee should present its findings to the Legislature by December 1, 2019.

Create a Joint Select Committee

A legislative Joint Committee on Student Achievement should be created. The Committee should review the work of the Office of Student Achievement and the Advisory Board, and make both policy and budget recommendations on improving educational attainment for Washingtonians. The Committee should be composed of eight members from each chamber. No more than four members from each chamber should be from the same political party. Members should be selected from those members serving on committees having jurisdiction over early learning, K-12 education, higher education, workforce development and the operating budget.

OPTION B:

Create the Office of Student Achievement (focusing on secondary through postsecondary education): An Office of Student Achievement should be created. The director should be appointed by the Governor and confirmed by the Senate.

The purpose of the Office of Student Achievement should be to set and monitor progress toward the goal of increasing educational attainment of Washingtonians. This goal links the work of all our state's educational programs, schools and institutions from postsecondary through career. This new office should help connect the work of the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the Workforce Training and Education Coordinating Board, and the public four-year institutions of higher education, as well as the independent schools and colleges.

The Office should have the following duties to increase educational attainment:

Planning, Goals, Performance and Data

- Setting educational attainment goals both short and long term. Educational attainment goals should include not only reaching higher levels of educational attainment but earning certificates or degrees that meet workforce needs. These goals should be reviewed and revised every four years.
 - Work with the Superintendent of Public Instruction, State Board of Education, State Board for Community and Technical Colleges, the presidents of the four-year institutions, organizations of independent colleges and degree-granting institutions, and the Workforce Training and Education Coordinating Board for each to develop a set of integrated measurable goals for each sector's contribution to the overarching goal of increasing

educational attainment. Each agency will continue to have its individual goals and strategic plans within its sectors;

- Strategic planning for meeting the goal of increasing educational attainment;
- Developing performance plans and incentives;
- System design and coordination emphasizing review when an educational institution changes the types of degrees that it provides;
- Facilitating using innovative practices within, between and among the sectors to increase educational attainment, including accountability measures to determine the effectiveness of the innovations; and
- Educational data, research and analysis in conjunction with the Educational Research and Data Center.

Strategic budget and financing recommendations

- Developing budget recommendations based upon current funds and developing budget recommendations for the future based upon the strategic plan. The individual sectors should continue to make budget recommendations within their sectors;
- Making financing recommendations based upon the strategic plan; and
- Reviewing and making recommendations on changes in roles or missions of educational institutions, if consistent with the strategic plan, to increase educational attainment.

State-level support for students

- Improving student transitions which includes but is not limited to:
 - Setting minimum college admission requirements;
 - Providing programs to encourage students to prepare for, understand how to access and pursue postsecondary college and career programs;
 - Implementing policies that require coordination between or among sectors such as dual high school-college programs, awarding college credit for advanced high school work, and transfer between two- and four-year institutions or between different four-year institutions; and
 - Addressing transitions issues and solutions for students, including from high school to postsecondary education, including community and technical colleges, four-year institutions, apprenticeships, training or career; between two-year and four-year institutions; and from postsecondary education to career. These transitions may occur multiple times as students continue their education; and
- Administering student financial aid programs, including but not limited to the State Need Grant, College Bound and other scholarships, the Guaranteed Education Tuition program and Work Study programs.

Consumer protection — approval of educational programs

- Approving private, degree-granting postsecondary institutions consistent with existing statutory criteria; and
- Approving programs that are eligible programs for students to use federal benefits such as veterans' benefits.

Other

- Being designated as the state agency for the receipt of federal funds for higher education and
- Serving as primary point of contact for public inquiries on higher education.

Proposed statutory language creating the office:

Suggested draft language that to be included in the legislation follows. This proposed language creates the Office, provides for the appointment of the executive director and establishes its purpose. (The proposed legislation will also include additional sections that set out the other specific duties described in these recommendations.)

"NEW SECTION. Sec. XXX. The office of student achievement is created. The executive director of the office of student achievement shall be appointed by the governor, with the consent of the senate, and hold office at the pleasure of the governor.

NEW SECTION. Sec. XXX. (1) The office of student achievement shall focus on the goal of increasing the educational attainment of Washingtonians. The office shall provide the strategic planning, data and research analysis, and budget and financing recommendations to increase educational attainment. Based upon research and analysis supported by data, the office shall make recommendations about best practices and innovative practices to increase educational attainment from secondary to postsecondary training and education and support the work of the agencies and organizations responsible for the individual sectors.

(2) Recognizing that educational attainment cannot be increased if students do not move from secondary to postsecondary education or between postsecondary education or training institutions if their progress is slowed by obstacles, the office shall specifically identify barriers, work with the applicable agencies or organizations to develop solutions, and develop the data to monitor and report on the progress in conjunction with the Education Research and Data Center.

(3) In conducting its work, the office shall work closely with the advisory board, the legislature and the governor."

Formation of the Office of Student Achievement

The Office of Student Achievement should be formed through combining the Higher Education Coordination Board (or Council on Higher Education) and the Office of Student Financial Assistance (created in 2011 but effective July 1, 2012). To keep a clear focus on improving educational attainment, one of the initial responsibilities of the Office should be to recommend changes in statute to continue to eliminate or transfer duties formerly held by the Higher Education Coordinating Board that are no longer applicable or detract from its role. For example, the requirement that a state agency approve higher education institutions' degrees should be eliminated.

Create an Advisory Board to the Office of Student Achievement

An Advisory Board to the Office of Student Achievement should be created. The purpose of the Board is to provide advice to the Office on strategic planning, including budget and financing recommendations, to facilitate coordination among the agencies, institutions and public, and to

improve transitions for students. The Board should be composed of eleven voting members and two nonvoting members. The Governor should appoint seven citizen members, who should be voting members. These appointments should be confirmed by the Senate. One of the citizen members should serve as the chair. The Board should select the chair.

Each of the following entities or groups should appoint one voting member: the Office of Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the presidents of the public four-year institutions of higher education, and the Workforce Training and Education Coordinating Board. The appointees should either be the leader of the entity or group, or the leader's designee. An association of independent schools and an association of independent colleges should each appoint one nonvoting member.

Sunset Evaluation of Office and Advisory Board

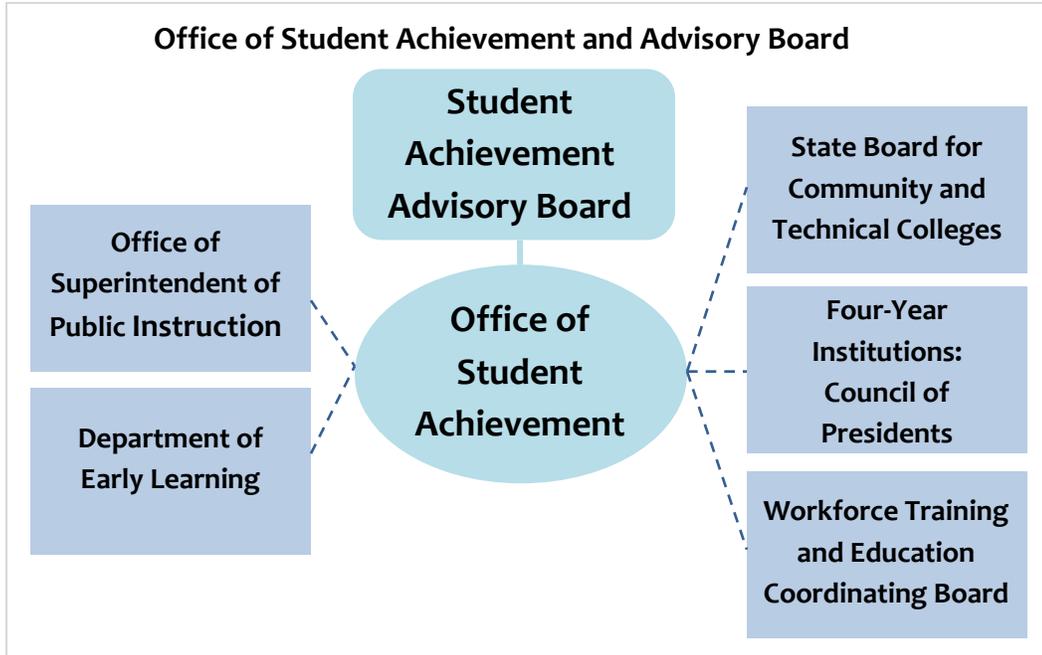
The Joint Legislative Audit and Review Committee should conduct a review of the Office of Student Achievement and its functions. The review should address whether the Office is meeting legislative intent and achieving expected performance goals. The Office must work with the Committee to develop performance measures and goals by which it will be evaluated. The Joint Committee should present its findings to the Legislature by December 1, 2019.

Create a Joint Select Committee

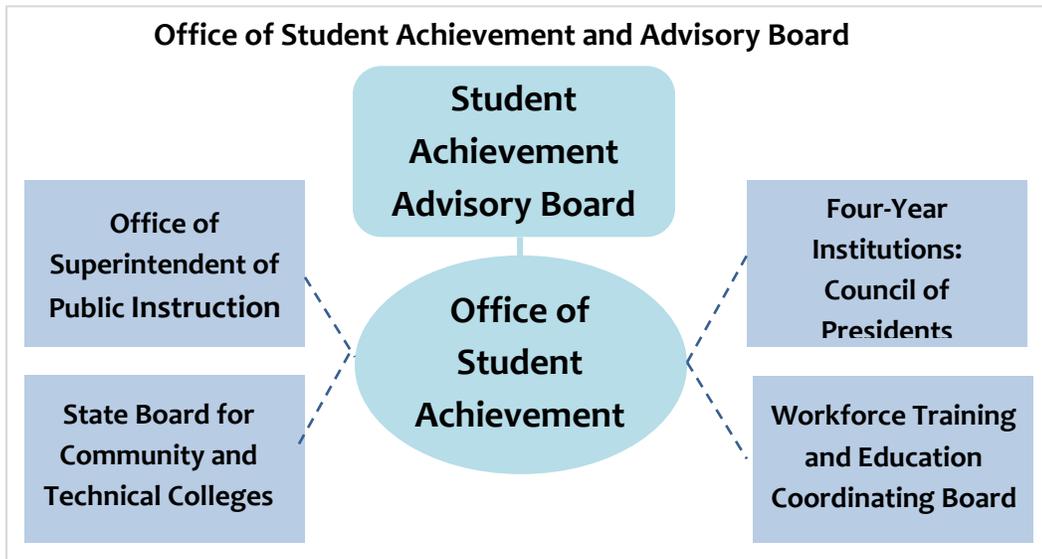
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APPENDIX A

Option A: Preschool through Postsecondary



Option B: Secondary through Postsecondary



APPENDIX B

Legislation Creating Committee

E2SSB 5182 Sec. 302.

(1) The higher education steering committee is created.

(2) Members of the steering committee include: The governor or the governor's designee, who shall chair the committee; two members from the house of representatives, with one from each of the two major caucuses, appointed by the speaker of the house of representatives; two members from the senate, with one appointed from each of the two major caucuses, appointed by the president of the senate; an equal representation from the key sectors of the higher education system in the state; and at least two members representing the public as appointed by the governor.

(3) The steering committee shall review coordination, planning, and communication for higher education in the state and establish the purpose and functions of the council for higher education. Specifically, the steering committee shall consider options for the following:

(a) Creating an effective and efficient higher education system and coordinating key sectors including through the P-20 system;

(b) Improving the coordination of institutions of higher education and sectors with specific attention to strategic planning, system design, and transfer and articulation;

(c) Improving structures and functions related to administration and regulation of the state's higher education institutions and programs, including but not limited to financial aid, the advanced college tuition payment program, federal grant administration, new degree program approval, authorization to offer degrees in the state, reporting performance data, and minimum admission standards; and

(d) The composition and mission of the council for higher education.

(4) The steering committee shall consider input from higher education stakeholders, including but not limited to the higher education coordinating board, the state board for community and technical colleges, the community and technical colleges system, private, nonprofit baccalaureate degree-granting institutions, the office of the superintendent of public instruction, the workforce training and education coordinating board, the four-year institutions of higher education, students, faculty, business and labor organizations, and members of the public.

(5) Staff support for the steering committee must be provided by the office of financial management.

(6) The steering committee shall report its findings and recommendations, including proposed legislation, to the governor and appropriate committees of the legislature by December 1, 2011.

(7) This section expires July 1, 2012.

APPENDIX C

The Honorable Governor Gregoire,

Thank you for the opportunity to offer comments about the December 4th draft of the Higher Education Steering Committee recommendations to the legislature. We appreciate your personal commitment to this process and, by and large, support Option A.

We fully support the overarching goal of increasing educational attainment by fixing the leaky pipeline from early learning through higher education. We believe that this would be best achieved through the creation of an independent P-20 lay board with the authority to hire their own executive director.

We also agree that financial aid administration follows financial aid policy and that both should be housed in the same organization.

We assume that the bullet points in Option A (State-level support for students) respond to the interests we expressed during the steering committee meetings regarding proportionality agreements between the 2- and 4-year public higher education sectors so that community and technical college transfer students are assured space in our four-year schools.

Again, we appreciate your leadership and that of the steering committee members in proposing a new policy structure for a system of public education in Washington.

David Mitchell, President
Olympic College

Charlie Earl, Executive Director
State Board for Community and Technical Colleges

Higher Education Steering Committee Draft Report Council of Presidents Comments December 9, 2011

The Council of Presidents prefer Option B in the report with the following comments or requests for clarification:

Creation of the Office

- We recommend that the office be titled “Office of Educational Attainment.”
- Some concern that the Governor appoints both the Director and the Advisory Board members.

Advisory Board

- We would seek additional clarifying language around citizen membership (i.e., business/industry, labor, faculty, alumni, etc).

Planning, Goals, Performance and Data

- We recommend removal of the language “Developing performance plans and incentives.” The development of performance plans and plans to respond to incentives are institutional specific and are driven at the campus level. E2SHB 1795 directs us to develop performance plans with OFM, and that process is underway. The Office of Educational Attainment should have a multi-sector perspective and should focus on the issues that surround the intersections between sectors and not institutional specific initiatives.
- We recommend that the ERDC be more explicitly charged with the collection of educational data from the various sectors, and with conducting research and analysis. This would provide clarity that the new Office of Educational Attainment would not be responsible for these activities; rather they would use the data and analysis from the ERDC to develop recommendations.

Strategic budget and financing recommendations

- We would like to be sure it is clear that the budget recommendations developed by the Office of Educational Attainment are for state-level goals and objectives, and not individual institutions budgets.

Other

- Amend the language to say “education” and not “higher education.” If this is a multi-sector entity then it should not be focused only on higher education for public inquiries but for all sectors that are included in the scope of the entity.

Comments on the DRAFT for the final report from the Higher Education Steering Committee

The points below represent succinctly my responses to the DRAFT:

- The focus on transition points is critical. The P-20 committee meetings identified wide cracks through which far too many students fall in their journeys through the educational system. I think, however, Option 2 offers an opportunity to go deeper in addressing the high school to college and two-year to four-year legs of the educational trip.
- The joint select committee could give needed legislative attention to the transitions so important to higher education. This may turn out to be a good structure, particularly with Option 2.
- Statewide financial aid administration helps keep the focus on funding the students rather than the institutions. This approach recognizes the Governor’s concern that students be kept paramount in any system we choose.
- The advisory committee should distinguish between non-profit and for-profit independents and should make the former a voting member. The proposed classification places Washington’s independent colleges and universities in the wrong group. For example, in Eastern Washington, there are far more similarities between Gonzaga University and Eastern Washington University than there are between Gonzaga (along with Whitworth and Whitman) and any for-profit post-secondary school in that region. Cooperation between and among the publics and independents is essential if the State hopes to see its resources used efficiently and effectively. Further, the 10 Independent Colleges of Washington alone produce 20% of the degrees, 35% of the nurses,

20% of the engineers, 23% of the science majors and 36% of the math majors in the State of Washington. The proposed structure places this group of top tier contributors on the sidelines when they should be on the field.

I think this DRAFT represents a good step in the right direction, and I hope you will take my observations into consideration. I believe I speak for a very large group of higher education professionals. Thank you.

Bill Robinson