



## **WASHINGTON LEARNS RECOMMENDATIONS IMPACTING HIGHER EDUCATION IN WASHINGTON**

### **Early Learning**

- **Early Learning Teacher Training**

The Department of Early Learning will work with higher education and the Office of the Superintendent of Public Instruction to develop strategies for substantially increasing the availability of early learning teacher training. Among the issues that will be addressed are: credit for community-based training and experience, transfer of credits across institutions, availability of classes in rural communities and during evening and weekend hours, a stronger link between early learning courses in high school and early learning careers, and math and science education for early learning teachers.

- **Math/Science Curriculum**

By July 2008, the Department of Early Learning will work with the Office of the Superintendent of Public Instruction and the State Board for Community and Technical Colleges to develop math and science curriculum materials. These materials will be used by community organizations and higher education institutions to train and educate child care and early education teachers.

- **Math/Science Tutorials**

School districts and colleges and universities will increase access to more math and science courses and tutorials.

### **Financial Assistance**

- **Future Teachers Scholarship/Loan Expansion**

Subject to appropriations, by June 2008, the Higher Education Coordinating Board will expand the Future Teachers Conditional Scholarship and Loan Repayment Program for teachers who commit to a period of teaching math or science in Washington.

- Subject to appropriations, the Office of the Superintendent of Public Instruction will lead a public-private partnership that will pilot math and science pathways that begin in middle school and progress through high school to college and career. These demonstration projects will address the technology and curriculum needs of students and professional development needs of staff.

- **GET Shares Math/Science**

Beginning in June 2007, we recommend that the state appropriate funds to match private donations raised by the Washington Education Foundation to purchase Guaranteed Education Tuition shares for high school students graduating in the class of 2010. The scholarship program will be administered by the Washington Education Foundation.

## K-12 Success Initiatives

- **College Readiness Test**  
Encourage high school students to assess whether they are ready for college level courses, using a college readiness test during 11th grade so that their strengths and weaknesses are identified in time for them to make decisions about classes to take in summer school and during their senior year.
- **Align High School Graduation Requirements, College Admissions Standards**  
Align high school graduation requirements and college admissions standards so that students are prepared for work or college level courses. High school graduation requirements will include three years of math, which may include applied math. Minimum college admission standards will include three years of high school math, including math in the senior year, or demonstrated competence in Algebra II.
- **Statewide Web-based Advising**  
Develop a statewide web-based advising system that will tell students what classes they need to complete a college certificate or degree program, including information about how classes will be counted for students who transfer from community and technical colleges to four-year schools to complete baccalaureate degrees.
- **Washington Learns Scholarship**  
The Office of Financial Management will work with the Higher Education Coordinating Board and the Office of the Superintendent of Public Instruction to develop and implement the **Washington Learns Scholarship** program.
- **SNG – Less-than-Halftime**  
Last year the Higher Education Coordinating Board launched a one-year demonstration project to determine the effectiveness of providing State Need Grants to students who take four or five credits per term. Results, due in December 2006, will be analyzed to determine if this program should be expanded.

## College, University Success Initiatives

Subject to appropriations, beginning in the 2007-2008 school year, state colleges and universities will establish or expand programs which have proven to be successful in improving the rates of low-income and first generation college students who stay in college and complete a degree. Results of those efforts will be reported annually to the Governor and Legislature beginning September 2008. Continued funding will depend on continuing improvement in retention and graduation rates of low-income and first generation students.

- Subject to appropriations, the State Board for Community and Technical Colleges will **expand the Integrated Basic Skills and Training (I-BEST) program**.
- The State Board for Community and Technical Colleges (SBCTC) recently launched a three-year demonstration project of the Opportunity Grant program in ten

colleges. Those grants are available to low-income adults who participate in workforce training programs that lead to jobs in demand by local and regional employers. The SBCTC and the Higher Education Coordinating Board will evaluate these projects and submit a report to the Governor and Legislature by November 15, 2008. The results of that report will be used to determine if the projects should be expanded.

## **Funding High Demand and Workforce Development**

- **High Demand Program Funding**

Subject to appropriations, we recommend that the 2007-2009 budget direct investments in colleges and universities to high-demand apprenticeship, certificate and degree programs.

- **Contracting With Independent Colleges**

Beginning in the 2007-2008 school year, the state may contract with independent colleges and universities for a specific number of slots in high-demand programs, such as nursing, when student demand is greater than the space available in public colleges and universities.

Whenever the state invests in high-demand programs in public or independent colleges and universities, the Office of Financial Management will set targets and monitor annual enrollment and completion rates in those programs. Funding will only continue for programs that meet enrollment and completion goals.

- **Math/Science Certificate, Degree Programs**

In the 2007-2009 budget, we recommend that the state target enrollment funds and require colleges and universities to expand access in high-demand math and science certificate and degree programs.

- **E-Learning**

Colleges and universities will use technology to serve more students who are unable to get to a college campus, and to accommodate students who learn better using technology.

- **Workforce Training**

Running Start for the trades  
Career Academies

## **Funding Benchmarks - Global Challenge States**

The P-20 Council will work with the Government Management, Accountability and Performance (GMAP) program to develop benchmarks and indicators for progress toward our ten-year goals, benchmarked against the Global Challenge States.

Beginning with the 2007-2009 state budget, the Office of Financial Management will establish the Global Challenge States as a benchmark for competitive compensation for early learning and K-12 teachers and staff and higher education faculty and staff, per-pupil funding in K-12, and per-student funding in higher education.

We recommend that the 2007 legislature establish a minimum system-wide goal to have all colleges and universities reach at least the 60th percentile of total per-student funding at comparable institutions in the Global Challenge States within ten years. Some schools may reach this minimum goal within a few years, others may take longer, but we expect every school in the system to reach at least the 60th percentile of peer funding within ten years. This is a "stretch" goal for the system as a whole, because most of our comprehensive and research institutions are well below the 60th percentile now.

By June 2007, the Office of Financial Management will establish outcome-based performance measures for each school, benchmarked against the Global Challenge States, to ensure that funding brings about the desired results. For example, community and technical colleges in Washington already lead the Global Challenge States in the number of Associate Degrees awarded per capita. Their funding levels should continue to allow them to maintain this outstanding performance.

We recommend that the 2007 Legislature set a cap on annual tuition increases of no more than seven percent. This is the historical average in Washington and is the annual increase assumed by the Guaranteed Education Tuition (GET) program. The state will invest the remainder of the revenue needed to reach the 60th percentile of comparable institutions in the Global Challenge States within ten years. While tuition will not increase by more than seven percent per year at any college or university, tuition may not go up that much, or at all, in any given year if the state makes an investment that requires a smaller increase in tuition revenue to achieve the total per-student funding goal for that year.

## **Accountability**

Beginning in January 2007, the Governor's budget will describe specific, measurable results expected of colleges and universities in exchange for the institutional funding proposed. The state budget will include expectations for improvements in outcomes, such as the percentage of students from low- and middle-income families admitted to and retained in programs; the number of degrees produced in specific high-demand programs; the percentage of students who finish their program or degree on-time; and the average number of hours per week that buildings will be in use.

Each year, the Office of Financial Management will modify the expectations based on final appropriations by the Legislature. Institutions will be required to report to the Governor and Legislature in time for adjustments to be made in the next biennial budget based on whether the expected outcomes were achieved.

## **Enrollment Planning**

By September 2008, the Office of Financial Management, with the Higher Education Coordinating Board, the State Board for Community and Technical Colleges, the Workforce Training and Education Coordinating Board and the Independent Colleges of Washington, will develop ten-year projections for the types and distribution of enrollments necessary to meet demographic and workforce needs. The plan will consider enrollments needed at the sub-baccalaureate, baccalaureate, and graduate and professional degree levels, and at which institutions in which areas of the state those enrollments should be distributed. The group will reconvene every other year to update the plan in time for biennial budget consideration.