Issue Analysis and Research Committee Meeting

Monday, May 11, 2015
10:45 am – noon
Bering
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Bering

Issue Analysis and Research Committee Meeting

Christopher Cabaldon (CA), chair
Dave Buhler (UT), vice chair

Susan Anderson (AK)
Chris Bustamante (AZ)
Committee chair (CA)
Joe Garcia (CO)
Sharon Hart (CNMI)
TBD (HI)
Tony Fernandez (ID)
Franke Wilmer (MT)
Vic Redding (NV)
Barbara Damron (NM)
Larry Skogen (ND)
Ryan Deckert (OR)
Robert Burns (SD)
Committee vice chair (UT)
Jeanne Kohl-Welles (WA)
Karla Leach (WY)

Agenda

Presiding: Christopher Cabaldon, committee chair

Staff: Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research
Carl Krueger, project coordinator

Action Item
Approval of the November 10, 2014, Issue Analysis and Research Committee meeting minutes 5-3

Action Item
Approval of a proposed project: The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges (Expansion) 5-6

Action Item
Approval of a proposed project: Council for Adult and Experiential Learning (CAEL) and WICHE Research Initiative (Fueling the Race 2.0) 5-9

Action Item
Discussion and approval of the FY 2016 workplan sections pertaining to the Policy Analysis and Research unit’s activities 5-11
Information Items:

Staff Updates

Policy Insights: Tuition and Fees in the West 2014-2015

Higher Education Finance and Residency

Other business

Adjournment
ACTION ITEM
Issue Analysis and Research Committee Minutes
Monday, November 10, 2014

Committee Members Present
Jeanne Kohl-Welles (WA), chair
Christopher Cabaldon (CA), vice chair
Sharon Hart (CNMI)
Steven Wheelwright (HI)
Franke Wilmer (MT)
Vic Redding (NV)
José Garcia (NM)
Larry Skogen (ND)
Robert Burns (SD)
Dave Buhler (UT)
Karla Leach (WY) for Sam Krone (WY)

Committee Members Absent
Susan Anderson (AK)
Chris Bustamante (AZ)
Joe Garcia (CO)
Tony Fernandez (ID)
Vic Redding (NV)
Ryan Deckert (OR)
Sam Krone (WY)

Staff Present
Peace Bransberger, senior research analyst
Laura Ewing, administrative manager
Carl Kreuger, project coordinator
David Longanecker, president, WICHE
Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research

Chair Kohl-Welles (WA) convened the Issue Analysis and Research Committee meeting on November 10, 2014. Demarée Michelau called roll, and a quorum was established. Michelau, Peace Bransberger, Laura Ewing, Carl Krueger, and Brian Prescott introduced themselves as the unit staff present.

ACTION ITEM
Approval of the Issue Analysis and Research Committee meeting minutes of May 12, 2014

Chair Kohl-Welles asked committee members to review the minutes from May 12, 2014, meeting. COMMISSIONER WHEELWRIGHT (HI) MOVED TO APPROVE THE MINUTES. Commissioner Wilmer (MT) seconded the motion and the minutes were approved unanimously.

WICHE Staff Reports to the Committee

• WICHE’s Multistate Longitudinal Data Exchange (MLDE)
  Brian Prescott updated the committee with the next phase of the MLDE and the $5 million grant supported by the Bill & Melinda Gates Foundation over the next five years. The principal focus is to recruit additional states, of which 10 are needed by the time the new data-sharing process goes live in summer 2016. Gates requires state participation in the MLDE outside of the WICHE region and to explore opportunities in other regions. Criteria for selecting states include considerations around: the level of interest and capacity for sharing data across education and the workforce, the climate and legal framework for data-sharing, and the amount of mobility across state lines in the population (especially to/from the original four states); and the total size of the population. WICHE is trying to select clusters of states with a great deal of mobility between them, as well as some select states in the West. WICHE is also working on how to collaborate effectively with the other regional compacts on this project, so the long-term governance is helped along right from the beginning.

• Release of Four Products
  The Policy unit released four products at this Commission meeting. The first two are the annual Tuition and Fees and Benchmarks reports. With respect to the data reflected in the Benchmarks report, Commissioner Wheelwright asked about adding ten-year data to include returning adult students. Commissioner Hart requested that the Benchmarks document include more information on CNMI. Prescott agreed and reported the MLDE team is working to determine the best way to secure data and include information on CNMI data in future Benchmarks documents. Not all sources

Girdwood, Alaska

5-3
used for WICHE’s data products report data for CNMI. The third report is a Policy Insights publication on how the WICHE states could collectively achieve educational attainment goals rather than each state individually having to do so. This report includes modifications requested by the commission in a discussion that occurred at a previous commission meeting. The final publication is another Policy Insights recapping activity during the 2014 legislative sessions in the West, which seeks to identify themes emerging from legislative activity in the region. Michelau reported each year WICHE’s Policy Analysis and Research unit releases a legislative update and summary of legislation in the West. This is the third annual published recap. Michelau explained the process of gathering the summaries from each state. The update will be released following the November commission meeting and will also be available on the WICHE website. The key topic for the 2014 legislative session this year was affordability. The committee conveyed appreciation for this comprehensive summary report. Commissioners Buhler and Wheelwright identified ways for possible improvement with state reporting and suggested allowing each state access to the report to review information and give feedback prior to distribution.

• Postsecondary Transition Issues Across State Lines
Michelau reported that in July, WICHE was granted a $75,000 grant from the Gates Foundation to bring together key leaders from nearly every state in the WICHE region and three Midwestern states representing K-12 and higher education to identify and find solutions to challenges related to the implementation of the Common Core State Standards and assessments and students moving across state lines to enter postsecondary education. The meeting was held in October and yielded many important insights that are intended to form the basis for a future project to be funded externally. A publication highlighting the themes and insights will be written and disseminated in January.

Michelau led a discussion with several committee members regarding the task of “thought leadership” and probing policy when WICHE produces policy reports. Vice Chair Cabaldon suggested there should be a point where committee members could have the opportunity to contribute perspective to the topic and gain familiarity with issues prior to the presentation of a WICHE document in a Senate confirmation hearing, for example. Vice Chair Cabaldon continued to note prior review of documents is not necessarily needed with a document like the Tuition and Fees report, but certainly with a summary report that presents trends in policy. Committee member input could add value to developmental policy documents/publications, and it would be good for the IAR Committee to add some perspective to WICHE policy reports. Commissioner Wheelwright further suggested that the workflow for document publication could include committee/commission input and expertise with WICHE policy reports. A one-page summary (not a document draft) of the publication development and milestones could be disseminated to the committee for feedback prior to a final report and distribution. Chair Kohl-Welles suggested that this topic is worthy of further discussion and development at a future meeting.

• WICHE/ Council for Adult and Experiential Learning (CAEL) Study on Prior Learning Assessment
Michelau presented Lumina’s request to collaborate with WICHE, NCHEMS and the Council on Adult and Experiential Learning (CAEL) to update research documentation related to prior learning assessment. WICHE and NCHEMS staff are working with CAEL to design the updated research. This research and collaboration will result in a new and updated document to be completed by the end of November 2014.

• Possible IBM Partnership on Economic and Workforce Development Strategies
David Longanecker reported that WICHE has been approached by IBM to partner in mutually beneficial work in regards to economic and workforce development strategies. The scope of this possible collaboration is still being defined. IBM has been successfully working with the states of Arizona and Nevada. WICHE is exploring possible partnerships, such as IBM, that would benefit the region. The first step may be a workshop that would take place in early 2015.

Commissioner Wheelwright mentioned that WICHE should proceed carefully with an IBM collaboration. The higher education culture may not be completely understood by IBM and similar corporations due to a difference in methodology; the project should also remain non-profit focused. Chair Kohl-Welles asked if the commission would need to take any action with approving this venture. Longanecker indicated this potential collaboration with IBM would be brought to the Executive Committee for discussion.
• **Staffing Changes**
  Prescott announced Policy Analysis and Research Unit staffing updates. New hire, Sarah Ohle Leibrandt, will be joining the Policy staff on November 17, to work as a project coordinator with Patrick Lane, Peace Bransberger and Prescott on the MLDE project. Lane has been promoted to project manager of MLDE. A search is in place to find a project coordinator replacement for Lane, to work with director Demi Michelau on the Adult College Completion Network.

• **Results of the Survey of the Issue Analysis and Research Committee Regarding the WICHE Workplan**
  At the May 2014 committee meeting, the IAR Committee had a rich discussion about how staff could better engage the commissioners to gather their counsel and insight into how WICHE could best aid their states as they confront challenges in postsecondary education policy and practice. Staff put together a brief survey as a mechanism for commissioners to provide more feedback and to try to get a broad sense of which projects or activities are the highest priorities in particular states, as well as, for determining how to involve and engage the committee more effectively with activity in the WICHE Policy unit. The intent was to keep the survey short and allow for open-ended responses.

  Prescott and Michelau reported that the response rate was relatively low. Committee members discussed how the survey questions and format of the survey may have contributed to the low response rate. Vice Chair Cabaldon indicated that the survey was almost too short and he struggled with how little or how much information he should provide in his answers. Chair Kohl-Welles said a link to the current workplan from within the survey would be very helpful in regards to question three. During her process of completing the survey, she had to abandon the survey to get access to the current workplan in order to give proper feedback to the question; this was a frustrating step in completing the survey.

  Longanecker wants to use a revised survey as a tool for the new FY 2016 Workplan and solicit response from all committees. Commissioners Wilmer, Wheelwright, and Leach agreed this would be great tool for all commissioners to become involved with and soliciting their feedback would be good. After hearty discussion, it was determined that the survey presents opportunities for all committees to provide input. Longanecker committed to meeting with each committee lead and determine a layout of questions that will give effective feedback to WICHE and the commission as a whole. Chair Kohl-Welles suggested an additional option of sending out a hard copy of the survey to be completed. For some commissioners, this may be an easier way to complete the survey and thus a better response rate. Beyond the survey, commissioners also discussed how the committee and commission meetings were organized so that they could be more engaged and more useful to the WICHE staff as experts on the priorities matters in their states and the region.

The IAR Committee meeting adjourned at 12:15 pm.
ACTION ITEM
Proposed Project:
The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges (Expansion)

Summary
The Common Core State Standards (CCSS) in English/language arts and mathematics seek to better prepare students across the nation for college and careers. The adoption of the CCSS by most states was unprecedented, but challenges remain. Increasingly students attend colleges and universities in states other than where they graduated from high school, and questions loom about how the standards and assessment results will be viewed, accepted, and used as students move among states. In 2014, the Bill & Melinda Gates Foundation awarded WICHE a $75,000 grant to convene key K-12 and higher education leaders in order to facilitate discussion and resolution of challenges associated with student movement across state lines. Expected outcomes for this meeting were that state leaders will have:

1. gained an increased awareness of issues that may emerge as students cross state lines throughout their educational pathways;
2. forged relationships with people in other states to assist with the ongoing implementation of the CCSS and assessments in the region;
3. identified action strategies for preempting some of the obstacles related to student movement across state lines for states, postsecondary institutions, districts, schools, and most importantly, students, as the CCSS and assessments are implemented; and
4. determined whether an ongoing conversation (perhaps through a network) would be valuable.

This proposed project will be an expansion of the initial effort in order to more fully develop solutions to the challenges identified at the meeting by developing a formal regional network composed of K-12 and higher education leaders (and additional bordering states) to:

1. address the complex challenges that will arise as students cross state lines to enroll in postsecondary institutions after high school;
2. identify principles of good practice;
3. foster reciprocal arrangements to recognize students’ assessment results;
4. help states decipher different state agreements related to the 12th grade conditional exemption as outlined by the Smarter Balanced Assessment Consortium;
5. facilitate the sharing of specific resources; and
6. foster a national conversation around K-12 assessment with the intent of helping higher education understand different forms of assessment and their use in the two sectors.

Relationship to WICHE Mission
Facilitating dialogue and identifying regional solutions to common problems among WICHE members are primary functions of WICHE’s Policy Analysis and Research unit. As such, this project will assist members in further identifying cross-state challenges that could negatively impact students as the CCSS and assessments are implemented in the region and then working to implement solutions to those challenges. Ultimately, the purpose of this work is to find solutions that will lead to greater efficiency and better student outcomes.

Background
Created through an initiative led by the National Governors Association and the Council of Chief State School Officers – with input from researchers, policymakers, teachers, and the general public – the CCSS in English/language arts and mathematics align college and work expectations through rigorous content and the application of knowledge via the demonstration of higher order skills. In September 2010, the U.S. Department of Education awarded large grants to two consortia of states – the Partnership for the Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (SBAC) – to develop K-12 assessments to measure student progress toward the CCSS. While the adoption of the CCSS by all but a few states was an unprecedented achievement in U.S. education, implementation of the standards remains in process and many challenges remain for the new standards to accomplish...
their intended objective of providing a clear and consistent framework to prepare young people for college and the workforce. One such challenge relates to student movement across state lines. Increasingly students attend colleges and universities in states other than where they graduated from high school, and questions loom about how the new standards and assessment results will be viewed, accepted, and used as students move between states.

In October 2014, with funding from the Bill & Melinda Gates Foundation, WICHE convened a meeting of K-12 and higher education leaders in the Western region and additional bordering states titled, “College and Career Readiness, Common Academic Standards, and Assessments: Finding Solutions to Cross-State Challenges.” The goals of the meeting, which was held in October 2014, in Broomfield, CO, were to:

1. gain an increased awareness of issues related to readiness for college and careers, common academic standards, and assessments that may emerge as students cross state lines to enroll in postsecondary institutions after high school;
2. forge relationships with colleagues in other states to assist with the ongoing implementation of common academic standards and assessments in the region, particularly where cross-state collaboration is necessary;
3. identify principles of good practice as a basis for a national framework for preempting some of the obstacles related to student movement across state lines as common academic standards and assessments are implemented; and
4. determine whether an ongoing conversation (perhaps through a formal network of K-12 and higher education leaders) would be valuable and lead to more successful student transitions.

Thirty-three key K-12 and higher education leaders from 17 states and the Commonwealth of the Northern Mariana Islands participated as well as staff from both assessment consortia. The participants recommended the formation of a formal network of network of K-12 and higher education leaders in the Western region and additional bordering states to:

1. address the complex challenges that will arise as students cross state lines to enroll in postsecondary institutions after high school.
2. identify principles of good practice.
3. foster reciprocal arrangements to recognize students assessment results.
4. help states decipher different state agreements related to 12th grade conditions, the requirements set by states related to the conditional exemption as outlined by Smarter Balanced.
5. facilitate the sharing of specific resources (e.g., policies, documents, publications, etc.).
6. foster a national conversation around K-12 assessment with the intent of helping higher education understand different forms of assessment and their use in the two sectors.

Project Description

The goal of "The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges (Expansion)" will be to facilitate discussion and resolution of challenges associated with student movement across state lines by bringing together key state leaders.

To accomplish the project goal, WICHE will engage in a series of activities including:

- **Network Meetings.** WICHE will hold network meetings at least three times per year who will meet and communicate regularly to identify and address issues.
- **Stakeholder Meetings.** WICHE will convene specific groups of stakeholders as necessary to identify and address specific issues when appropriate. Examples might be lead data staff from the states, registrars, or staff from advising centers.
- **Publications and Resources.** WICHE will produce and gather specific resources for network members. These may be publications, examples of policies adopted in states, or other pertinent documents.
- **Listserv.** WICHE will manage a listserv through which network members can maintain an open, consistent line of communication about the issues they are facing during implementation in an effort to identify solutions to common problems.

Timing is critical to the development of such a network. The assessments will officially be launched in Spring 2015; students with assessment scores will show up on higher education’s doorstep in Fall 2016. These issues will take time to address, and there is not much time left.
Partners in this project will likely include the Smarter Balanced, PARCC, and the Midwestern Higher Education Compact (MHEC).

**Action Requested**
Approval to seek funds to support WICHE’s leadership of this project.

**Staff and Fiscal Impact**
This timeline for this project will be from July 1, 2015, through June 30, 2018, and the proposed budget is $1,750,000 with an anticipated staff impact of 1.35 FTE. The total budget will cover staff time to manage all aspects of the project, including providing leadership to the states; planning and convening the meetings; covering travel expenses; producing publications; and managing communications.
ACTION ITEM
Proposed Project:
Council for Adult and Experiential Learning (CAEL) and WICHE Research Initiative (Fueling the Race 2.0)

Summary
Five years ago, the Council for Adult and Experiential Learning (CAEL) conducted the first national, multi-institutional study examining the academic outcomes of adult students who take advantage of prior learning assessment (PLA). In Fueling the Race to Postsecondary Success: A 48 Institution Study of Prior Learning Assessment and Adult Student Outcomes, CAEL found that adult students with PLA credit were two-and-a-half times more likely to complete their degrees compared to adult students without PLA credit. Much has changed in higher education since then, making another comprehensive study examining the impacts of PLA timely. As such, CAEL seeks to engage WICHE as a partner on a proposal for a multi-part PLA research project. The proposed research will address four main areas: impact on student outcomes, return on investment, academic integrity of PLA, and access to PLA nationally. Spanning three years, this effort will consist of three main parts: the main institutional study of PLA and academic student outcomes; the return on investment for institutions, states, and systems; and the predictive validity of PLA.

Relationship to WICHE Mission
One of the primary functions of WICHE’s Policy Analysis and Research unit is to conduct research that will serve as a resource to our constituents. By partnering with CAEL in this research effort, WICHE can leverage its expertise in effectively serving adult students, to help ensure that comprehensive and unbiased research about PLA is available to states and institutions in the West, as well as the rest of the nation.

Background
Five years ago, CAEL received a grant from Lumina Foundation to conduct the first national, multi-institutional study examining the academic outcomes of adult students who take advantage of PLA. In Fueling the Race to Postsecondary Success: A 48 Institution Study of Prior Learning Assessment and Adult Student Outcomes, CAEL reported findings based on analysis of more than 62,000 student records from 48 institutions. The main finding was that adult students with PLA credit were two-and-a-half times more likely to complete their degrees compared to adult students without PLA credit. Given all that has changed in higher education over the past five years, it is time for another comprehensive study about the impacts of PLA. Not only are adult degree completion advocates and others interested in revisiting the research questions of Fueling the Race, additional research questions are now important to support efforts to expand student access to PLA. To address these questions, CAEL has engaged WICHE as a partner on a proposal for a multi-part PLA research project.

Project Description
The project will span three years and will address the following:

1. **Impact on Student Outcomes**: Institutions are looking for solutions that help to accelerate degree completion for adults. Many have adopted PLA as a strategy because of the powerful findings from the original Fueling the Race report. Therefore, it would be valuable to revisit the original study’s research question: Does earning credit from PLA have an impact on persistence, degree completion, and time to degree for adult students?

2. **Return on Investment**: What does a cost-benefit analysis reveal about the financial implications of offering and promoting PLA for an institution? For a system? For a state?

3. **Academic Integrity of PLA (the Predictive Validity Question)**: Faculty often question whether students who earn PLA credits for lower-level courses will be sufficiently prepared for higher-level courses in those subjects. Therefore, important research questions are: Is there evidence that credit through PLA is as academically rigorous as earning credit by taking a course? Do students who earn PLA credit for lower-level coursework perform well in subsequent upper-level courses? Can success in receiving PLA credit predict success in subsequent courses in the same topic?

4. **Access to PLA Nationally**: To what extent do adult students have access to PLA across all institutions, especially community colleges? How does this access vary? Has access to PLA grown over time? What percentage of degree-granting institutions offer PLA, and to what extent? How are PLA offerings and related policies changing over time (e.g., expanding, becoming more comprehensive, shifting towards particular methods)? Is access (measured by
usage) affected by particular marketing and outreach strategies? Does access vary by accrediting region due to the different guidelines of the accreditors? Is access limited in any way for Black and Latino adult students? Do national initiatives that encourage PLA offerings have an impact on their expansion?

To address these important questions, the project will consist of three main parts:

1. **Main Institutional Study of PLA and Academic Student Outcomes.** CAEL and WICHE are proposing to carry out *Fueling the Race 2.0*, a study to examine the relationship between PLA usage and individual student academic outcomes.

2. **The Return on Investment of PLA for Institutions, States, and Systems.** Using data from the Main Institutional Study, the initiative will also examine what institutions, states, and systems gain from their investments in PLA as a programmatic offering for adult learners.

3. **Predictive validity of PLA.** CAEL and WICHE propose to conduct an in-depth study on the predictive validity of PLA for a subset of 10 institutions that participate in Fueling the Race 2.0. This study will examine how students with portfolio assessment credit, credit from the American Council on Education (ACE) or National College Credit Recommendation Service (NCCRS) recommendations, challenge exams, and CLEP or UExcel credit perform in subsequent courses on the same subjects for which they earned PLA credit.

**Action Requested**
Approval to work with CAEL to seek funds to support WICHE’s partnership in this project.

**Staff and Fiscal Impact**
The timeline for this project is three years, and the proposed budget for WICHE’s portion is $76,000 with an anticipated staff impact of .10 FTE. CAEL will serve as the lead partner. WICHE’s primary role will be to ensure that all of the work is rigorous and unbiased by reviewing the methods and approaches used at each step of the project.
**ACTION ITEM**
**Policy Analysis and Research FY 2016 Workplan**

The Policy Analysis and Research unit offers a variety of policy and information resources to support better-informed decision making, principally at the state level. The unit is involved in a number of research projects and collaborative initiatives that focus on college completion: adult learners; multistate data sharing to support educational planning and workforce development; and other critical areas. WICHE staff serve as a useful resource on a number of higher education issues, including state and federal financial aid, finance, articulation and transfer, the Common Core State Standards, and various college completion initiatives. Its publication series, including *Policy Insights* and *Western Policy Exchanges*, explore a wide range of significant policy issues. The unit also undertakes major, long-term grant-funded projects, collaborates with other regional and national organizations, and provides short-term technical assistance to members.

### EXISTING ACTIVITIES

**ONGOING**

Continuing work supported by the general fund or by fees. All work in this category is considered high priority.

<table>
<thead>
<tr>
<th>Project</th>
<th>Focus</th>
<th>Geo-Scope</th>
<th>Staffing</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees in Public Higher Education in the West</td>
<td>Finance, access &amp; success, workforce &amp; society, technology &amp; innovation, accountability</td>
<td>Western</td>
<td>.025 FTE</td>
<td>All WICHE members</td>
</tr>
<tr>
<td>Legislative Advisory Committee</td>
<td>Finance</td>
<td>Western</td>
<td>.10 FTE</td>
<td>All WICHE members</td>
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<tr>
<td>State Higher Education Policy Database</td>
<td>Finance, access &amp; success, workforce &amp; society, technology &amp; innovation, accountability</td>
<td>National</td>
<td>.20 FTE</td>
<td>National Conference of State Legislatures, Lumina Foundation</td>
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<tr>
<td>Policy Publications Clearinghouse</td>
<td>Finance, access &amp; success, workforce &amp; society, technology &amp; innovation, accountability</td>
<td>National</td>
<td>.025 FTE</td>
<td>N/A</td>
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<tr>
<td>Benchmarks</td>
<td>Accountability</td>
<td>Western</td>
<td>.025 FTE</td>
<td>N/A</td>
</tr>
<tr>
<td>Regional Fact Book for Higher Education in the West</td>
<td>Accountability</td>
<td>Western</td>
<td>.025 FTE</td>
<td>N/A</td>
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<tr>
<td>Policy Insights</td>
<td>Finance, access &amp; success, workforce &amp; society, technology &amp; innovation, accountability</td>
<td>National</td>
<td>.05 FTE</td>
<td>N/A</td>
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<tr>
<td>Western Policy Exchanges</td>
<td>Finance, access &amp; success, workforce &amp; society, technology &amp; innovation, accountability</td>
<td>Western</td>
<td>.05 FTE</td>
<td>N/A</td>
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## EXISTING ACTIVITIES
### PROJECTS & INITIATIVES

Continuing (or new) work supported by grants or contracts. All work in this category is considered high priority.

<table>
<thead>
<tr>
<th>Project</th>
<th>Focus</th>
<th>Geo-Scope</th>
<th>Funding</th>
<th>Staffing</th>
<th>Timeline</th>
<th>Partners</th>
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<tbody>
<tr>
<td><strong>Adult College Completion Network</strong></td>
<td>Access &amp; success; workforce &amp; society</td>
<td>National</td>
<td>Lumina Foundation: $1,133,800</td>
<td>1.65 FTE</td>
<td>10/2010 - 9/2015</td>
<td>Lumina Foundation</td>
</tr>
<tr>
<td><strong>College Access Challenge Grant (CACG) Consortium</strong></td>
<td>Access &amp; success</td>
<td>Western states</td>
<td>State memoranda of agreement/ U.S. Dept. of Education: Year 6 revenue, $120,000</td>
<td>.70 FTE</td>
<td>Year 6: 8/2014 - 8/2015</td>
<td>2 Consortium states (AK, ID)</td>
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<tr>
<td><strong>Knocking at the College Door: Projections of High School Graduates</strong></td>
<td>Access &amp; success</td>
<td>National</td>
<td>ACT, College Board: $441,000</td>
<td>.5 FTE</td>
<td>10/2010 - 12/2015</td>
<td>ACT, College Board</td>
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<tr>
<td><strong>Multistate Longitudinal Data Exchange</strong></td>
<td>Workforce &amp; society; access &amp; success; accountability</td>
<td>Western, expanding nationally</td>
<td>Gates Foundation, $5,000,000</td>
<td>2.15 in Year 1</td>
<td>8/2014 - 7/2018</td>
<td>Original states (HI, ID, OR, WA) expansion states, NSC, SHEEO, NCHEMS</td>
</tr>
</tbody>
</table>

**Adult College Completion Network** ([www.adultcollegecompletion.org](http://www.adultcollegecompletion.org)): WICHE manages the ACC Network, a learning network that unites organizations and agencies working to increase college degree and credential completion by adults with prior college credits.

**College Access Challenge Grant Consortium**: States can participate in the CACG Consortium, which involves WICHE working closely with the state to administer its federally-funded formula grant program, designed to increase the number of low-income students who are prepared to enroll and succeed in postsecondary education.

**Knocking at the College Door: Projections of High School Graduates**: The Policy Analysis and Research unit (and its predecessors) has been producing forecasts for high school graduates by state for over 30 years, during which time it has become the nation’s most widely consulted resource of its kind by a wide and diverse audience of policymakers, enrollment managers, college counselors, schools and school districts, researchers, and the media. The most current edition is the 8th edition, with projections out to 2027-28. Staff plans to begin working on the 9th edition during FY 2016.

The **Multistate Longitudinal Data Exchange (MLDE)** project is a follow-up to WICHE’s successful pilot project, both of which are aimed at stitching together state longitudinal data systems in order to better track the development of human capital through K-12 and postsecondary education and its deployment in the workforce, while accounting for individual mobility.
Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:

- ★ = Urgency (mission critical)
- ● = Opportunity (funding)
- ■ = Competence (staff/consultants)

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Focus</th>
<th>Priority</th>
<th>Geo-scope</th>
<th>Funding</th>
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<th>Timeline</th>
<th>Partners</th>
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<tbody>
<tr>
<td>The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges (Expansion)</td>
<td>Access &amp; success</td>
<td>★★★</td>
<td>Western and additional bordering states</td>
<td>$1.75 million</td>
<td>1.35 FTE</td>
<td>3 years</td>
<td>SBAC, PARCC, MHEC</td>
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<tr>
<td>Hitting the Ground Running: Leveraging Work-Based Learning to Improve Educational Outcomes and Meet Workforce Demands</td>
<td>Access &amp; success, workforce &amp; society</td>
<td>★★</td>
<td>Western</td>
<td>$1 million</td>
<td>1.75 FTE</td>
<td>3 years</td>
<td>TBD</td>
</tr>
<tr>
<td>Council for Adult and Experiential Learning (CAEL) and WICHE Research Initiative (Fueling the Race 2.0)</td>
<td>Access &amp; success, accountability</td>
<td>★★★★</td>
<td>National</td>
<td>$76,000</td>
<td>.10 FTE</td>
<td>3 years</td>
<td>Council for Adult and Experiential Learning (CAEL)</td>
</tr>
<tr>
<td>A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism through Inmate Education and Reentry Programs</td>
<td>Access &amp; success, workforce &amp; society</td>
<td>★★</td>
<td>Western</td>
<td>$2.5 million</td>
<td>2 FTE</td>
<td>3 years</td>
<td>WICHE Mental Health Program</td>
</tr>
<tr>
<td>Streamlining Implementation of Outcomes-Based Funding Models</td>
<td>Accountability</td>
<td>★★★★</td>
<td>Western</td>
<td>$2.25 million</td>
<td>2 FTE</td>
<td>3 years</td>
<td>American Council on Education, NCHEMS, SHEEO, National Association of System Heads</td>
</tr>
<tr>
<td>Serving Student Soldiers of the West</td>
<td>Access &amp; success, workforce &amp; society</td>
<td>★★</td>
<td>Western</td>
<td>$1 million</td>
<td>1.35 FTE</td>
<td>3 years</td>
<td>Mental Health Program, U.S. Dept. of Defense, Service-members Opportunity Colleges, American Council on Education</td>
</tr>
</tbody>
</table>

* Smarter Balanced Assessment Consortium (SBAC); Partnership for Assessment of Readiness for College and Careers (PARCC); Midwestern Higher Education Compact.
The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges (Expansion): The overall goal of this expanded project is to bring together key state leaders involved in the implementation of the Common Core State Standards and assessments to discuss challenges associated with student movement across state lines and identify practical solutions.

Hitting the Ground Running: Leveraging Work-Based Learning to Improve Educational Outcomes and Meet Workforce Demands: The goal of this work is to help states (and perhaps metropolitan areas) facilitate the development of partnerships among institutions and businesses to ensure effective linkages between the workplace and the classroom through co-op/internship programs.

A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism through Inmate Education and Reentry Programs: The overall goal of this project is to reduce the fiscal and social impact of recidivism on states by helping former inmates, upon release from the correctional system, be successful individually and to be productive, contributing members of society through effective, comprehensive prison education and reentry programs.

Streamlining Implementation of Outcomes-Based Funding Models: A project to assist states and postsecondary institutions in adopting outcomes-based funding policies in ways that best ensure those policies’ goals are achieved.

Serving Student Soldiers of the West: Policy and Practice Solutions: The goal of this project is to increase access to and success in higher education for military students and their families in the Western region.

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing (and bringing to the commission for review or approval). In addition, at the end of this section, we list projects that staff previously considered pursuing but that staff now proposes to remove from the workplan.


The Impact of Dual and Concurrent Enrollment on Student Success in Postsecondary Education: A project that would assess the impact of enrolling students in and successfully completing dual and concurrent enrollment courses while still in high school on their success in postsecondary education.

Changing Direction 2.0: A project building off WICHE’s previous national project of the same name but addressing the new post-recession fiscal climate, which would promote the adoption of contemporary higher education finance policies that link appropriations, tuition setting, and financial aid policies.

Informing Career and Technical Education and Economic Development Programs to Meet State Workforce Needs: A project to explore how career and technical education and economic development programs can be best organized and informed with contemporary workforce data, in order to meet state workforce needs.

Assessing the Landscape on State Policy on Student-Learning Outcomes: A project that would assist states in understanding the various efforts underway to better capture student-learning outcomes, especially with respect to the Degree Qualifications Profile and its applicability to statewide and institutional curriculum design and assessment.

Exploring Strategies for Improving the Delivery of Remedial and Developmental Education Policies and Practices: A project that would build on current emerging practices in the field to help states more effectively and efficiently target remedial education to students, particularly adult learners.

Addressing Workforce Needs with the Emerging Majority-Minority: A project that would build on previous work that strengthened the connections between higher education institutions and workforce-training programs in an effort to promote a more explicit focus on how state workforce needs can be met through better service to racial/ethnic minorities and other underrepresented populations.
Previously considered projects that we propose to remove from the workplan.

**Policy and Assessment Framework for Washington’s Opportunity Scholarship program.** This project was to be led by NCHEMS and they have informed us that it no longer remains a priority in their work.

### COMPLETED PROJECTS

Work that staff finished in FY 2015.

**The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges.**

**Equity in Excellence.**

**New Models of Student Financial Support.**

**University of Hawai‘i (UH) System Board of Regents Contract** in which WICHE was hired to provide research support for the University of Hawai‘i System Board of Regents regarding the structure of the UH System relative to the UH Manoa and the question of whether the Board of Regents should reconsider the 2001 separation of the roles of the chancellor of the UH Manoa and the president of the UH System.