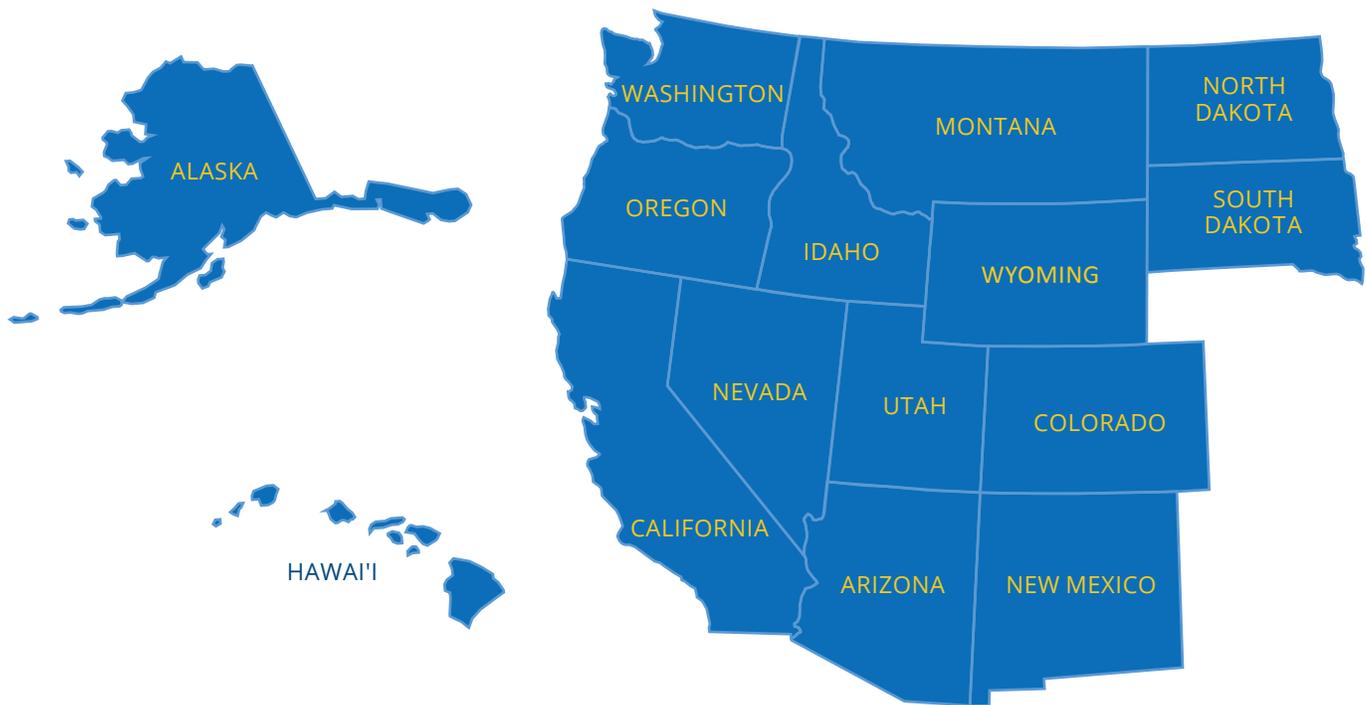


# WICHE ANNUAL REPORT

FY 2021

# MISSION

WICHE and its 16 member states, territories, and freely associated states work collaboratively to expand educational access and excellence for all citizens of the West. By promoting innovation, cooperation, resource sharing, and sound public policy, WICHE strengthens higher education's contributions to the region's social, economic, and civic life.



## U.S. PACIFIC TERRITORIES & FREELY ASSOCIATED STATES

COMMONWEALTH  
OF THE NORTHERN  
MARIANA ISLANDS

GUAM

REPUBLIC OF  
THE MARSHALL  
ISLANDS

FEDERATED  
STATES OF  
MICRONESIA

## WICHE Structure

WICHE's four units (Programs and Services, Policy and Research, WCET – WICHE Cooperative for Educational Technologies – and Behavioral Health) conceptualize and manage an array of programs, projects, and initiatives for WICHE member states, territories, and freely associated states. When appropriate, some initiatives extend beyond the WICHE region, and all are supported by some core administrative staff. [Learn about Our Team on page 24.](#)

# WELCOME

Despite the many challenges that we have faced during the COVID-19 pandemic, we also have many reasons to celebrate. In this issue of the WICHE Annual Report, we invite you to learn about our accomplishments of the last fiscal year (July 1, 2020 – June 30, 2021) as we remain steadfast in our commitment to improving postsecondary educational access and success for students in the West.

Our Student Access Programs – the Western Undergraduate Exchange (WUE), the Western Regional Graduate Program (WRGP), and the Professional Student Exchange Program (PSEP) – have saved 45,000 students more than \$460 million this academic year, expanded access, and increased workplace opportunities in the West.

Our Policy Analysis and Research team released its 10th edition of *Knocking at the College Door* report, the premiere data analysis of high school graduates, as well as subsequent reports on how current events affect the K-12 pipeline and beyond.

WCET – WICHE Cooperative for Educational Technologies – continued to lead the charge for digital learning instruction and student support services – which is so critical now more than ever – through its new strategic plan, online content and community-building, and the State Authorization Network, which celebrated its 10th anniversary in 2021. WCET also is proud to serve as the intermediary organization supporting Every Learner Everywhere, a network of 12 organizations that advocate for equitable outcomes in U.S. higher education through innovative advances in digital learning.

WICHE’s Behavioral Health Program answered the call for expanded behavioral healthcare services, ranging from suicide prevention to student mental health and wellness to the acute shortage of behavioral health specialists in rural areas.

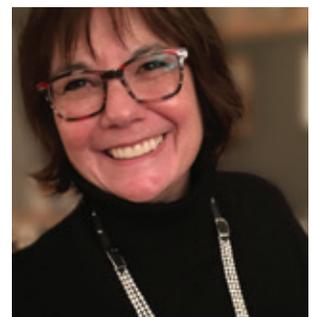
And, lastly, because of substantial collaboration across the Pacific Islands region, WICHE was awarded a Technical Assistance Program Grant from the U.S. Department of Interior, Office of Insular Affairs, to cover the fiscal year 2022 membership dues for the Commonwealth of the Northern Mariana Islands, Guam, the Republic of the Marshall Islands, and the Federated States of Micronesia. This set the stage for the Republic of the Marshall Islands and the Federated States of Micronesia to become official WICHE members as of July 1, 2021. This historic moment is sure to impact generations of students for years to come.

Enjoy this report’s offerings, and thank you for your continued partnership.

*Gunalchéesh hó hó.*

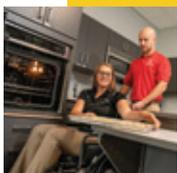


DEMARÉE MICHELA  
PRESIDENT, WICHE



SUSAN A. ANDERSON  
CHAIR, WICHE COMMISSION

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# ACCESS | AFFORDABILITY | OPPORTUNITY

From its signature tuition-savings programs and its groundbreaking Interstate Passport® initiative to strategies for closing postsecondary attainment gaps, WICHE works to increase access and success for students in higher education through sharing resources and ideas.

## WESTERN UNDERGRADUATE EXCHANGE (WUE)

**WUE** is the nation's largest tuition-savings program and continues to broaden access to postsecondary education.

While WUE institutions may tailor participation parameters, including admission requirements, eligible majors, and how many discounted seats they will offer, most offer the reduced tuition rate to incoming transfer students, as well as to new college students from the West. Students have access to majors that may not be offered by institutions in their home state or territory.

WICHE member states and territories also benefit by helping public colleges and universities meet their recruitment and enrollment goals. Some graduates end up staying in the state where they studied, a bonus for states seeking to bolster and diversify their college-educated workforce. And for states with more demand for public higher education than supply, WUE is an ideal relief valve, allowing their residents access to a postsecondary education without having to add capacity at home.

WUE enrollment has consistently grown since its inception in 1987. In the five years prior to the COVID-19 pandemic, WUE enrollment increased an average of 4.4% per year.

**Visit [wiche.edu/tuition-savings](https://wiche.edu/tuition-savings).**

## ZACK

**"I'm thankful to pay reduced tuition with WUE. I can focus on my electrical engineering studies and have fewer worries about financial security. Thank you so much for taking that weight off of my shoulders."**

CALIFORNIA RESIDENT, ELECTRICAL ENGINEERING,  
NEW MEXICO INSTITUTE OF MINING AND TECHNOLOGY,  
CLASS OF 2025



## RYAN

**"I didn't realize how helpful WRGP would be until I looked at my financial aid package with and without the discounted WRGP tuition rate. When I saw the numbers, it became very apparent that I wouldn't have been able to afford graduate school without it."**

CALIFORNIA RESIDENT, BUSINESS ADMINISTRATION,  
UNIVERSITY OF COLORADO DENVER, CLASS OF 2021

## WESTERN REGIONAL GRADUATE PROGRAM (WRGP)

**WRGP** allows students to enroll out of state and pay no more than 150% of resident tuition in over 1,350 master's, graduate certificate, and doctoral programs at 63 participating public universities in the WICHE region.

In the 2020–21 academic year, a record 2,441 students saved nearly \$35 million in tuition through WRGP (an increase of 28% over the previous year). The number of graduate programs available through WRGP has dramatically expanded now that participating public universities may make any graduate program eligible at the WRGP tuition rate.

WICHE member states and territories and their participating public universities also benefit from WRGP, which attracts and incentivizes a broader and more diverse pool of students to pursue varied disciplines at their public institutions. WICHE members' residents take advantage of distinctive programs regionwide without having to pay nonresident tuition.

WRGP remains an important alternative for students pursuing healthcare credentials (such as audiology, speech language pathology, graduate nursing, public health, and psychology) not offered through WICHE's Professional Student Exchange Program. Some WRGP programs are offered online, enabling place-bound and working students the opportunity to grow their educational credentials.

**Visit [wiche.edu/tuition-savings](https://wiche.edu/tuition-savings).**



## MADOLON

**“As a first-generation minority college student, I feel an immense sense of pressure to become a knowledgeable and skilled**

**occupational therapist. PSEP significantly reduced the cost of my education; it’s allowed me to focus more on school and worry less about money.”**

WYOMING RESIDENT, OCCUPATIONAL THERAPY (OTD), PACIFIC UNIVERSITY, CLASS OF 2023

### PROFESSIONAL STUDENT EXCHANGE PROGRAM (PSEP)

**PSEP** provides affordable access to 140 healthcare professional programs at some 60 institutions and in 10 fields, ranging from optometry to dentistry to veterinary medicine, for students in the Western region.

In the 2020–21 academic year, 567 students received \$13.9 million (reflecting investment by their home legislatures) in tuition benefit through PSEP. Since its 1953 inception, PSEP has supported some 15,450 students, many of whom return home to fill key healthcare positions.

Thanks to PSEP, a student can save between \$33,300 and \$130,600 on tuition over the lifespan of a professional health degree program depending on the field of study. This reduces financial pressures and possibly enables students to afford to work in rural areas that typically have lower salaries compared to urban areas, or to pursue professional options that are less lucrative but sorely needed.

**Visit [wiche.edu/tuition-savings](http://wiche.edu/tuition-savings).**

## INTERSTATE PASSPORT®

This national network of institutions enables block transfer of students’ lower-division general education attainment based on learning outcomes.

Currently in its fifth year of operation, Interstate Passport benefits students by simplifying transfer and reducing repetition of learning already achieved, thus saving time and money and fostering successful degree completion.

The network currently comprises 64 institutions spanning 19 states — including all the public two- and four-year institutions in four of those states. To date, 49,000 students have earned a Passport.

In 2020–21, WICHE received substantial funding to expand the Interstate Passport program:

■ **ECMC Foundation**, as part of its Catalyzing Transfer Initiative, provided a two-year, \$500,000 grant to enable WICHE staff to recruit and enroll 20 additional member institutions in the Passport network — including at least 10 Minority-Serving Institutions (MSIs) — by offering a two-year waiver of membership fees. To date, 15 institutions have signed letters of intent to join the network.

■ **The National Science Foundation** awarded WICHE and New Mexico State University, in collaboration with its branch community colleges, a one-year, \$300,000 grant aimed at bringing more undergraduate transfer students majoring in science, technology, engineering, and math to graduation and, ultimately, the job market. The project includes testing the feasibility of using sets of lower-division student learning outcomes as the basis of block transfer into undergraduate engineering programs.

WICHE continues to collaborate with the American Council on Education (ACE) to increase the number of students with prior learning to attain high-quality postsecondary credentials. ACE now uses the Passport Learning Outcomes (PLOs) as a framework in evaluating and recommending training, certifications, and exams offered by hundreds of providers and major employers for transfer into college and university degree programs.

**Visit [interstatepassport.wiche.edu](http://interstatepassport.wiche.edu).**

# PATRICIA SULLIVAN

**"The COVID-19 pandemic has caused higher education to rethink strategies for engaging and retaining students in STEM disciplines to meet a growing workforce need. This project based on WICHE's Interstate Passport program offers students the flexibility and the confidence that courses will transfer in a meaningful manner."**

DIRECTOR OF NEW MEXICO STATE UNIVERSITY'S OFFICE OF STRATEGIC INITIATIVES, AND NEW MEXICO WICHE COMMISSIONER



## NATIVE-SERVING INSTITUTIONS INITIATIVE

Supported by a \$1,090,000 multi-year grant from Lumina Foundation, WICHE continued its work with a consortium of Native American-Serving Nontribal Institutions (NASNTIs) to help them develop networks, tailor strategies to help their students succeed, and speak with a strong and common voice on policy matters at the state and federal levels.

To promote networking among NASNTIs, WICHE has hosted two national summits that provided a unique opportunity for campus teams, scholars, national education organization leaders, tribal education representatives, and policymakers to come together to share practices and lessons learned, hear from nationally recognized Native scholars and speakers, and discuss legislative policy matters that impact NASNTIs. In addition, 11 campuses have received planning grants to improve institution-wide responsiveness to Native student participation, including adapting high-impact practices to the cultural values and identities of Native students.

As part of the initiative, WICHE has developed a variety of resources to track key data on Native student enrollments, retention, remediation, and graduation rates; shed light on barriers to success; and identify best practices in serving Native students.

## TASK FORCE ON CLOSING POSTSECONDARY ATTAINMENT GAPS

In the fall of 2020 WICHE's Task Force on Closing Postsecondary Attainment Gaps, supported by Lumina Foundation, drew to a close after two years of work.

State teams from Arizona and Wyoming completed action plans for closing their state's attainment gaps, while also focusing the final months of their work on COVID-19 response.

# SARA BARNETT



PHOTO BY RYAN REDCOHN

**"Perhaps the most beneficial aspect of participating in the NASNTI project was the opportunity to network with other professionals working with American Indian students in higher education. Through the annual gatherings, we shared best practices, solved problems, and encouraged one another as we implemented our projects."**

DIRECTOR, CENTER FOR TRIBAL STUDIES, NORTHEASTERN STATE UNIVERSITY, OKLAHOMA

## WESTERN ACADEMIC LEADERSHIP FORUM (FORUM)

**FORUM** brings together WICHE-region chief academic leaders from four-year institutions and associated systems and state coordinating and governing boards to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives.

Currently, the forum consists of 58 members (49 institutions and nine systems). The Forum's newest member is the University of Guam, which joined in spring 2021. While the Forum's annual meeting was again canceled due to the pandemic, the executive committee continued to host virtual meetings throughout the year with session topics that focused on the impact of the pandemic on college campuses. Topics included "Keeping an Eye on the Prize: Equity and Inclusion During COVID," "Weathering the COVID-19 Economic Superstorm," and "Smoothing the Bumps in the Road: How to Better Articulate Articulation."

## DAVID SHINTANI



**"The Forum offers a place where university leaders can have honest and candid discussions on even the most sensitive topics. The perspective of my peers on these issues is invaluable."**

VICE PROVOST FOR  
UNDERGRADUATE EDUCATION,  
UNIVERSITY OF NEVADA, RENO

## ACADEMIC LEADERS TOOLKIT

The Toolkit, a joint project of the Forum and the Alliance, is a peer-reviewed repository of programs and practices that have been successfully deployed in postsecondary institutions around the West. Outstanding submissions to the Toolkit are recognized annually by the executive committees of both groups.

In a year when the pandemic compelled institutions' faculty and staff to innovate and change their traditional model of delivery, the Forum and the Alliance were pleased to honor:

## WESTERN ACADEMIC LEADERSHIP ACADEMY (ACADEMY)

# ACADEMY

Participants are nominated each year by members of the Forum. It is designed to expand the pipeline of qualified chief academic leaders for four-year institutions in the West.

Academy activities focus on understanding the context of academic leadership, setting academic goals and priorities, and developing specific skill sets required of chief academic officers. The Academy's faculty consists of WICHE-region provosts and chief academic officers who are active in the Forum. While the Academy was canceled in 2020 due to the pandemic, the sixth cohort of participants was selected in February 2021 and included several candidates who were not able to participate the previous year.

■ **Red Rocks Community College** in Lakewood, Colorado, for its innovation and resilience during COVID-19. Theater department students and alumni produced three original online plays, held *The Maltese Falcon* as a radio show, and performed *Fuente Ovejuna* as a drive-thru experience in the school parking lot.



Due to COVID-19, **Red Rocks Community College** theater students performed *The Maltese Falcon* as an old-fashioned radio show.

■ **University of Nevada, Reno**, for the development of *NevadaFIT* (Freshman Intensive Transition), a required, one-credit academic program for first-year students designed to help them transition successfully from high school to college.



After completing *NevadaFIT*, **University of Nevada, Reno** students are better prepared for their first semester of college.

**WESTERN ALLIANCE OF COMMUNITY COLLEGE  
ACADEMIC LEADERS (ALLIANCE)**

# ALLIANCE

The Alliance brings together academic leaders at community colleges, technical schools and related systems, and state agencies to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives supporting the two-year higher education sector.

In 2020–21, the Alliance consisted of 81 members (72 institutions and nine systems). When the annual meeting for the Alliance was canceled in 2021, its executive committee partnered with the Forum’s executive committee to host a virtual meeting series, with sessions including “Supporting Rural Colleges through Collaborations,” “Campus Wellness in the COVID Era: Practical Tips and Tools,” and “Campus and Community Collaborating on COVID-19.”

## KAYLYN BONDY

**“Strong partnerships and resource sharing are foundational aspects of the Alliance that encourage leadership and innovation in rapidly changing environments. The Alliance work, which fosters meaningful, innovative solutions, has not only served my professional growth, but specifically my institution and our students’ success.”**

VICE PRESIDENT FOR  
STUDENT AFFAIRS,  
BISMARCK STATE  
COLLEGE, NORTH DAKOTA



# RESEARCH AND POLICY

From data analysis to policy guidance to leadership training, WICHE assists higher-education decision-makers in planning wisely, benchmarking their progress, advancing their agendas, and investing their resources strategically.



## **KNOCKING AT THE COLLEGE DOOR**

In December 2020, WICHE released the 10th edition of its *Knocking at the College Door* report detailing through analysis, charted profiles, and data what the nation and states can expect over the next 15 years in terms of the diversification and tightening numbers of high school graduates.

In a July 2021 follow-up report, WICHE detailed how the public high school graduating Classes of 2020 and 2021 weathered the pandemic-induced transitions to mostly remote learning and the stakes for future graduating classes as states and schools attempt to catch students up.

Both reports explore recent stagnation in California high school graduate numbers and predicted future contraction, which draws down the net increase in high school graduate production that is otherwise predicted for the West region by the relatively smaller-population states of the Mountain West and WICHE member states North Dakota and South Dakota. Given the uncertainty around student progress and retention, WICHE is continuing to closely monitor K-12 enrollment and graduation data and release additional analysis as it becomes available.

**Visit [knocking.wiche.edu](https://knocking.wiche.edu).**

## **RECOGNITION OF LEARNING**

WICHE completed a comprehensive research effort examining the process of awarding postsecondary credit to students for college-level knowledge and learning gained outside of the classroom — known as Prior Learning Assessment (PLA) or Credit for Prior Learning (CPL).

This work included a partnership with the Council for Adult and Experiential Learning (CAEL) to release a major report on the impact of receiving credit for prior learning on student outcomes.

*The PLA Boost*, a 72-institution study — the largest and most comprehensive of its kind, found that granting students credit through this process increases the likelihood of credential completion by 17%. WICHE also partnered with a host of other organizations to produce a series of policy and practice briefs examining barriers to equitably scaling this practice, along with recommendations for educational leaders and policymakers. The response to the report has been strong, with its findings featuring in policy discussions, legislative debates, and new system policies in several states across the West.

**Visit [wiche.edu/recognition-of-learning](https://wiche.edu/recognition-of-learning).**

### **BENEFITS OF PLA**

**\$1,500 TO \$10,200**

*Estimated adult students savings through PLA, depending on sector*

**9 TO 14 MONTHS**

*Estimated adult student time savings in earning degrees, with 12 or more PLA credits*

## REGIONAL SUPPORT AND RESOURCES

WICHE's Policy Analysis and Research unit has provided regional support in response to the ongoing COVID-19 pandemic and its impacts on WICHE members. This included biweekly convenings of the region's chief academic officers to discuss federal updates, state reopening efforts, and other key higher education topics. Additionally, staff provided background research to WICHE members in the areas of COVID-19 impacts on student fees, state spending of COVID-19 federal relief dollars, and potential new policy directions to support recovery. Concurrently, WICHE has continued to update its core data products that support data-informed decision-making for policymakers, educators, and researchers:

- **Tuition and Fees in the West** curates data from the 350-plus public colleges and universities to be the West's most definitive resource on college tuition and fees.
- **Benchmarks: WICHE Region** presents information on the West's progress in improving access to, success in, and financing of higher education.
- **Regional Fact Book for Higher Education in the West** provides over 35 key data indicators on state and regional trends.

These resources include downloadable datasets and data visualizations. Additionally, a *WICHE Insights* brief released in May 2021 highlighted the recent trends in tuition and fees, state appropriations and state grant aid, as well as a summary of recent federal funding packages.

**Visit [wiche.edu/policy-research](https://wiche.edu/policy-research).**

## LEGISLATIVE ADVISORY COMMITTEE (LAC)

**LAC** (created by the WICHE Commission in 1995) works to strengthen state-level policymaking in higher education by engaging state legislators in the discussion of higher education issues and by seeking their input on strategies for interstate collaboration.

For the first time in the group's history, its annual meeting was held virtually. Over three days in September 2020, 27 legislators from 16 states and territories participated, representing Alaska, Arizona, California, Commonwealth of the Northern Mariana Islands, Guam, Hawai'i, Idaho, Montana, New Mexico, Nevada, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. The three-day meeting focused on the pandemic's effect on higher education, assessing financial impacts on the first day, highlighting innovative higher education approaches on the second day, and exploring resources for a data-driven response on the third day. **See page 22 for a list of LAC members.**

## WICHE STATE AUTHORIZATION RECIPROCITY AGREEMENT (W-SARA)

**W-SARA** Regional Steering Committee – composed of representatives from each member state – strengthened interstate connections through monthly virtual meetings and numerous peer-to-peer engagements.

The pandemic-driven shift to remote learning and increased enrollment in online programs underscored the importance of effective and efficient regulation of interstate distance education. WICHE worked closely with its 13 SARA member states throughout the year to support their implementation of the reciprocity agreement. Despite the challenges posed by the cancellation of in-person meetings and interstate travel, Steering Committee members served as valuable thought partners to one another, as well as to colleagues across the country, with their deep commitment to improving SARA practices across varied state contexts.

## COST-SAVING OPPORTUNITIES

Postsecondary institutions, K-12 districts, state and local governments, and education-related nonprofits in the WICHE region continue to benefit from WICHE's collaboration with the Midwestern Higher Education Compact (MHEC) to offer four cost-saving programs:

- **MHECare** offers institutions and systems an underwritten student health insurance plan.
- **Master Property Program** enables public and nonprofit private institutions to purchase affordable property insurance coverage and risk-management services.
- **MHEC Cyber Insurance Program** assesses threats, vulnerabilities, and financial risks, and benchmarks cyber coverage of peer institutions.
- **MHECtech** provides competitively bid purchasing contracts for an array of hardware, software, and technology services. In FY 2021, more than 1,300 school districts, government agencies, nonprofits, and higher education entities took advantage of MHECtech contracts offered by Dell, HP Enterprise, HP Inc., Info-Tech, Oracle, SAS Institute, VMWare, and Xerox.

## DIGITAL LEARNING POLICY ANALYSIS AND RESEARCH

WCET – WICHE Cooperative for Educational Technologies – is widely recognized as the leader in the practice, policy, and advocacy of technology-enhanced learning in higher education. Its growing membership includes institutions, higher education agencies and systems, nonprofit organizations, government agencies, and corporations in all U.S. states and several countries. During the last year, WCET was especially active in providing institutions and other stakeholders with information on emerging policy issues, including the release of several new sets of federal rules and regulations governing distance education. WCET's thorough analysis of these regulations – in the form of a series of posts on its *Frontiers* blog, webinars, and member communications – included examining implications of the regulatory actions of the previous administration, particularly those involving changes in accreditation program review requirements; rules affecting active-duty and veteran students; the federal definition of distance education; the likely regulatory focus of the new administration; and updates on fiscal and regulatory relief provided to address the move to emergency remote learning in response to COVID-19.



## VERONICA DUJON

**"Membership in the W-SARA Regional Steering Committee provides tremendous access to insight, discussion and resources that enable our typically small offices to perform our regulatory responsibilities way beyond what we could accomplish alone. We serve students and institutions alike with consumer protection, quality programs and lower costs for delivery across states."**

DIRECTOR, OFFICE OF ACADEMIC POLICY AND AUTHORIZATION, HIGHER EDUCATION COORDINATING COMMISSION, OREGON



# LEADERSHIP IN DIGITAL LEARNING

WICHE helps higher education leaders better deploy technology to enhance learning, increase student access and success, and get the most out of their investments.

# SHANNON RIGGS

**"WCET is always my pick whether I'm looking for detailed, in-depth policy analysis or simply wanting to connect with a community of leaders in digital education to think through the pressing issues of the day. So often I find myself sharing something I have learned through my WCET network – a clear sign of the extraordinary value I find in this organization."**

EXECUTIVE DIRECTOR OF ACADEMIC PROGRAMS AND LEARNING INNOVATION, ECAMPUS, OREGON STATE UNIVERSITY



## A COOPERATIVE EXCHANGE OF RESOURCES, SOLUTIONS, AND SERVICES

WCET – WICHE Cooperative for Educational Technologies – focuses on expanding access to and improving the quality of digital learning instruction and student support services. In the last year, WCET has provided reviews of research on how educational technologies affect academic outcomes for certain racial and ethnic groups, the impact of online educational resources (OER) initiatives on faculty selection of classroom materials, the use of digital learning to improve critical courses, and methods to guard against dishonesty on online tests and assignments. Its new strategic plan, completed in 2021, includes goals related to equity, organizational development, research and analysis, community development, and advocacy for digital learning. WCET has also emphasized the creation of members-only content and resources – on topics like HyFlex learning, alternative assessments, regular and substantive interaction, and blockchain technology in higher education – through:

- Ongoing **seminars and webcasts** for experts and peers alike
- WCET's online community platform **wcetMIX** to promote community and discussion
- A monthly featured expert in the new **Ask the Expert** online community

**Visit [wcet.wiche.edu](https://wcet.wiche.edu).**

## EVERY LEARNER EVERYWHERE

Every Learner Everywhere is a solution network funded by the Bill & Melinda Gates Foundation and hosted within WCET. Every Learner Everywhere consists of 12 partner organizations committed to helping higher education institutions use digital learning and evidence-based teaching practices to enhance teaching and learning and improve academic outcomes, particularly for poverty-affected, first-generation, and racially minoritized students. The network provides two- and four-year institutions with consulting, training, and resources to support the adoption and implementation of digital learning and evidence-based teaching practices.

In the past year, Every Learner Everywhere partners provided professional development and technical assistance to 470 institutions. Every Learner also used its capacity throughout the pandemic to support colleges and universities in the rapid shift to remote and online delivery of courses. Nine COVID-19 services were delivered to participating institutions. Every Learner also offered two services open to all institutions – Every Learner Everywhere Expert Network and Strategies for Success in Online Teaching and Learning.

Every Learner Everywhere helps institutions improve student success by creating a series of publications – including a teaching and learning toolkit and handbooks on equity, caring for students, and professional development practices for online faculty.

**Visit [everylearnereverywhere.org/resources](https://everylearnereverywhere.org/resources).**

# TERRENCE R. SCARBOROUGH

**"SAN has proven to be an enormous benefit in administering state authorization in my state. The collaborative culture is inspiring. Members are always willing to share their knowledge and the best practices they employ within their respective organizations. I am truly grateful that SAN is the 'one-stop shop' for higher education regulatory compliance."**

DIRECTOR OF SARA NORTH CAROLINA



## STATE AUTHORIZATION NETWORK (SAN)

**SAN** (developed by WCET 10 years ago) is a national membership organization that helps more than 800 member institutions and agencies navigate state and federal consumer protection expectations and regulatory compliance for distance education.

SAN provides policy analysis, training, tools, and networking to implement compliance strategies for institutions to lawfully and effectively operate across state lines to deliver instruction to students. SAN recently expanded its staff to provide additional analysis and compliance training.

With the massive transition from traditional to remote emergency learning in response to the COVID-19 pandemic, many administrators and faculty were not fully aware of the differences in regulations that come into play when instruction moves from face-to-face to a digital format.

In response, WCET, SAN, and Every Learner Everywhere teamed up in September 2020 to publish a policy playbook designed to provide institutions with a better understanding of federal and state regulations associated with digital learning, including information on pandemic-related waivers of select regulations.

In addition, SAN researched and communicated about federal and state rules for notifying students whether an institution's program meets the requirements to be licensed for various professions in each state. It also coordinated a letter from the regional compact presidents to 35 national associations of state licensing boards and more than 50 programmatic accreditors to request support for working with institutions on educational requirements to be licensed for various professions in each state.

## OPEN EDUCATIONAL RESOURCES (OER)

**OER** comprises teaching, learning, and research materials in any medium — digital or otherwise — that reside in the public domain or have been released under an open license.

In addition to cost savings for students, the use of OER unlocks the potential to design courses and programs that have proven effective in increasing student course completion, particularly for traditionally underserved students.

Working with the other regional higher education compacts, WICHE formed the National Consortium for Open Education Resources (NCOER) to advance OER adoption across their member states and the nation. WCET – WICHE Cooperative for Educational Technologies – coordinates NCOER and organizes collaborative relationships, priorities, and activities among the compact regions and corresponding states, while WICHE's Policy Analysis and Research Unit works directly with Western states and institutions to boost the usage of OER.

To advance this work, WICHE created the OERwest Network, which enjoys representation from OER leaders across the WICHE region. The network meets monthly to identify mutual challenges to the adoption, development, and scaling of OER and to strategize solutions to meet the needs of states and territories in the West. Currently under development is a framework that links the work of practitioners to policymakers to help ensure that policy supports and advances OER. Additional WICHE activities include collating case studies of states, systems, and institutions with high OER usage; identifying OER sustainability models; and developing original research on student outcomes, with a specific focus on equity.

# RECOGNIZING EXCELLENCE AND INNOVATION

Each year, WCET bestows several awards honoring significant contributions to the higher education technology community. This year's honorees include:

■ **WCET Outstanding Work (WOW) Awards:** WOW Awards recognize institutions that develop exceptionally creative, technology-based solutions to contemporary challenges in higher education.

2020 WOW awards went to six universities whose faculty and administrators “heroically stepped up” to meet the challenges brought on by the pandemic. Honorees were **COLORADO TECHNICAL UNIVERSITY, MIAMI UNIVERSITY’S REGIONAL E-CAMPUSES, UNIVERSITY OF ALABAMA, UNIVERSITY OF LOUISVILLE, UNIVERSITY OF NORTH DAKOTA, and UNIVERSITY OF TEXAS AT SAN ANTONIO.**

■ **Dick Jonsen & Mollie McGill Award:** Since 1998, WCET’s highest honor has been the Richard “Dick” Jonsen Award, given each year to an individual who has made a significant contribution to the higher education digital learning community and to WCET. Jonsen, as WICHE’s executive director, nurtured the idea of a technology cooperative and founded WCET in 1989.

The 2020 recipient was **MOLLIE MCGILL**, who retired last year after 32 years of service to WICHE and WCET, beginning with traveling state-to-state with Jonsen in the late 1980s to make the vision for WCET a reality. To honor her contributions, WCET renamed this award the Dick Jonsen & Mollie McGill Award.



*Mollie McGill, 2020 recipient and namesake for the Dick Jonsen & Mollie McGill Award.*

## JENNY PARKS

**“The use of OER is a win-win proposition for students, faculty, institutions and states. Collaborations afforded by the NCOER partnership have dramatically accelerated our OER work in the Midwest.”**



VICE PRESIDENT, MIDWESTERN HIGHER EDUCATION COMPACT

## WICHE ONLINE COURSE EXCHANGE (OCE)

**OCE** continues to offer consortia the ability to seamlessly enroll students, through their home institutions, in online courses offered by other two- and four-year institutions.

The Nursing Education Xchange (NEXus) and New Mexico SunPath consortia contracted with WICHE for use of its robust OCE platform, designed to support the exchange of online course enrollments to provide more options for students and optimize use of institutional resources.

# OPTIMAL BEHAVIORAL HEALTHCARE

WICHE helps states and territories prepare a qualified behavioral health workforce and optimize their delivery of behavioral healthcare services, ranging from suicide prevention to student mental health and wellness to the acute shortage of behavioral health specialists in rural areas.



## MOUNTAIN PLAINS MENTAL HEALTH TECHNOLOGY TRANSFER CENTER (MHTTC)

**MHTTC** focuses on augmenting the skills and capacity of the behavioral health workforce in rural areas of Region 8 – which includes Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming — through free training, presentations, and technical assistance.

The WICHE Behavioral Health Program (BHP), in partnership with the University of North Dakota, administers the federally funded MHTTC program.

Among this year's activities, all of which moved online because of the COVID-19 pandemic, were:

- **A two-part webinar series** that explored the effects of COVID-19 on the mental health of college-aged youth. More than 2,400 individuals participated in the two sessions.
- **The second MHTTC Leadership Academy**, held virtually from October 2020 through February 2021, provided an opportunity for 24 emerging leaders from all six states in Region 8 to share their challenges and successes.
- **A College Mental Health Professionals Community of Practice (CoP)** featuring clinicians from the New York-Presbyterian Hospital Youth Anxiety Center that focused on helping college mental health providers develop resilience and strategies for self-care and wellness during COVID-19.

In addition, the School Mental Health arm of the MHTTC trained more than 100 new trainers in trauma-informed practices in schools; sponsored a professional learning series for school social workers, counselors, and psychologists; and worked with the National Center for School Mental Health to create a free six-module online course on mental health literacy targeted to school staff and youth-serving professionals. Finally, numerous MHTTC trainings on suicide prevention reached more than 400 clinicians, administrators, advocates, and school staff in Region 8 states.

## CAMPUS MENTAL HEALTH

WICHE engaged higher education leaders in supporting the mental wellness of students, faculty, and staff in a variety of ways, including:

- **MHTTC hosting Alison Malmon**, CEO of Active Minds, a nationally recognized leader in mental health advocacy for college students, in three webinars for more than 3,600 college mental health providers, faculty, and administrators
- **Presentations** to the Western Alliance of Community College Academic Leaders and the Western Academic Leadership Forum on community partnerships and other strategies for supporting student mental health
- **Contributions to the WCET webcast** *Coping with Stress and Anxiety During an Emergency*

## ZOE BARNARD



**"Working in a rural state, it is important to have access to organizations that are up on the latest changes and expectations in care. Without WICHE, we would have had no way of assuring quality care to high needs vulnerable adults with mental illness in our community."**

ADMINISTRATOR FOR ADDICTIVE AND MENTAL DISORDERS DIVISION AND STATE OF MONTANA MENTAL HEALTH COMMISSIONER

## RURAL PSYCHOLOGY INTERNSHIP CONSORTIA

The WICHE BHP helped establish and continues to support rural psychology internship consortia in Alaska, Hawai'i, Idaho, Nevada, New Mexico, Oregon, and Utah, with a new consortium under development in Guam. The consortia attract well-qualified advanced behavioral health trainees to underserved areas with the goal of providing much-needed services to residents and retaining the trainees in-state once their internships are completed. The consortia collectively produce an annual total of up to 33 interns, with on average 56 percent staying and working in the states where they completed their internships.

## SUICIDE PREVENTION



Through the Together With Veterans (TWV) Rural Veteran Suicide Prevention Program, funded by the U.S. Department of Veterans Affairs, WICHE BHP helps veterans lead public health planning efforts in their own communities using suicide-prevention best practices.

TWV sites conduct community needs assessments and develop and implement local suicide prevention action plans that include:

- Providing or coordinating access to suicide prevention training
- Conducting public information campaigns to build awareness of services available to veterans
- Strengthening relationships across veteran-serving programs
- Distributing educational materials to primary care and behavioral health providers about veteran health and suicide risks, protocols for suicide risk screening, and risk assessment and safety planning tools

Since the program's inception in 2015, 25 sites have been launched, and in FY 2021, TWV operated and expanded in virtual environments, served 1,703 veterans, and trained 415 individuals in suicide prevention. In addition, using a newly developed addendum to its Suicide Prevention Toolkit for Primary Care Practices, WICHE BHP helped 51 providers at four tribal clinics to establish prevention protocols and clinical interventions.

## RURAL OPIOID RESPONSE PROGRAM

The WICHE BHP continues to be responsible for coordinating and executing technical assistance and support for the Health Resources and Services Administration (HRSA) Rural Communities Opioid Response Program-Technical Assistance Project, with funding of \$533,964 for FY 2021. As a sub-awardee to JBS International, WICHE BHP staff delivers innovative technical assistance to improve prevention, treatment, and recovery services and systems for persons with opioid use and substance use disorders in 40 rural communities across the nation, including in the WICHE states of California, Colorado, Idaho, Montana, Nevada, Oregon, South Dakota, Utah, and Washington.

## RESEARCH AND EVALUATION

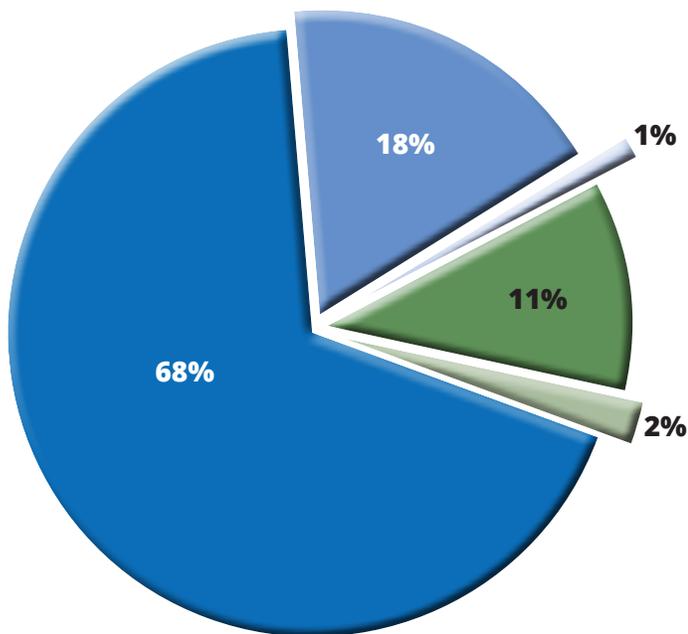
The WICHE BHP submitted a proposal to the National Institutes of Health (NIH) to obtain funding for a research project to evaluate the efficacy of the Alaska Native Tribal Health Consortium's innovative approach to training behavioral health aides. The program provides culturally relevant training and education to village-based counselors, which increases the workforce in remote areas. Since the program's inception in 2008, no research has been conducted to evaluate its efficacy. The project proposed to NIH would be the first step toward helping the program progress from a promising practice toward an emerging best practice and ultimately an evidence-based practice.

In support of quality evidence-based treatment, WICHE conducts fidelity reviews of Assertive Community Treatment (ACT) in Arizona, South Dakota, and Montana, assessing the degree to which they meet national standards. In all three states, training and technical assistance are provided to address areas for improvement identified in the reviews. In Arizona, the BHP offered a training series open to the public on four evidence-based practices. The trainings reached more than 100 people and have given staff and consumers across the continuum of care a deeper understanding of each evidence-based practice.

# FINANCIAL SNAPSHOT

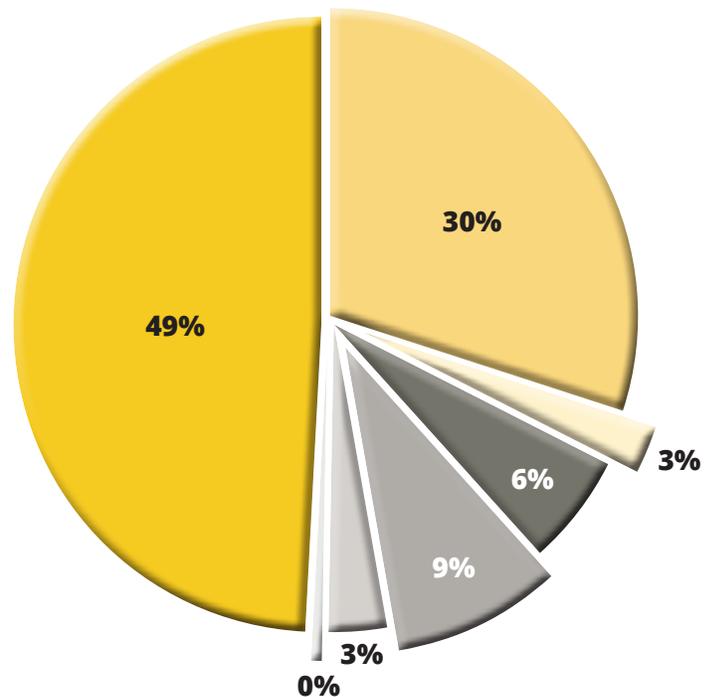
**WICHE has an annual operating budget of a little more than \$17.1 million.** Beyond that, WICHE receives over \$14.2 million in Professional Student Exchange Program (PSEP) fees that is passed from our states and territories on to participating institutions, which support students pursuing careers in 10 high-demand health fields, especially in underserved rural areas of the West.

FY 2021  
OPERATING  
REVENUE



GRANTS & CONTRACTS	\$11,698,182
WICHE DUES & OPERATIONS	\$3,008,307
BEHAVIORAL HEALTH MEMBERSHIP	\$195,000
INSTITUTIONAL DUES & FEES	\$1,930,593
REGISTRATION FEES & OTHER INCOME	\$340,278
<b>TOTAL</b>	<b>\$17,172,360</b>

FY 2021  
OPERATING  
EXPENSE



EDUCATIONAL TECHNOLOGIES	\$6,908,004
BEHAVIORAL MENTAL HEALTH	\$4,193,680
COMMUNICATIONS & PUBLIC AFFAIRS	\$345,427
PROGRAMS & SERVICES	\$798,315
POLICY ANALYSIS & RESEARCH	\$1,265,695
STUDENT EXCHANGE	\$417,029
SELF-SUPPORTING SERVICES	\$64,867
<b>TOTAL</b>	<b>\$13,993,017</b>

# ABOUT WICHE

## WICHE COMMISSION

WICHE is governed by three gubernatorially appointed commissioners from each state and territory. The WICHE Commission has fiduciary responsibility, stewards the organization's mission, and sets its priorities.

### ALASKA

**Susan Anderson** (*WICHE Chair*) – President and CEO, The CIRI Foundation

**James Johnsen** – Senior Fellow, National Association of System Heads

**Donn Liston** – Commissioner, Alaska Commission on Postsecondary Education

### ARIZONA

**John Arnold** – Executive Director, Arizona Board of Regents

**Rita Cheng** – President, Northern Arizona University

**Kathleen Goepfinger** – President and CEO, Midwestern University

### CALIFORNIA

**Christopher Cabaldon** – Professor, Sacramento State University, and Partner, Capitol Impact, LLC

**Ellen Junn** – President, California State University, Stanislaus

**Robert Shireman** – Director of Higher Education Excellence & Senior Fellow, The Century Foundation

### COLORADO

**Jim Chavez** – Executive Director, Latin American Educational Foundation (LAEF)

**Antwan Jefferson** – Clinical Associate Professor, University of Colorado Denver School of Education & Human Development

**Angie Paccione** – Executive Director, Colorado Department of Higher Education

### HAWAII

**David Lassner** (*WICHE Vice Chair*) – President, University of Hawai'i

**John Morton** – Vice President Emeritus, University of Hawai'i Community Colleges

**Colleen Sathre** – Vice President Emeritus, Policy and Planning, University of Hawai'i

### IDAHO

**Rick Aman** – President, College of Eastern Idaho

**Matt Freeman** – Executive Director, Office of the Idaho State Board of Education

**Dave Lent** – Senator, Idaho State Legislature

## WORKPLAN

Each May, WICHE's 48-member commission develops and approves the organization's annual workplan. This workplan outlines the diverse set of activities, projects, and initiatives that the WICHE Commission prioritized for the fiscal year beginning July 1, 2020, all five of which are intended to advance WICHE's mission:

**FINANCE AND AFFORDABILITY:** examining appropriations, tuition, and financial aid policy and practice at the institutional, state, and federal levels

**ACCESS AND SUCCESS:** improving students' access to and success in higher education, especially those who are traditionally underserved

**WORKFORCE AND SOCIETY:** working to ensure the region's postsecondary institutions meet workforce and societal needs

**TECHNOLOGY AND INNOVATION:** developing and supporting innovations in technology and beyond that improve the quality of higher education and reduce costs

**ACCOUNTABILITY:** striving to ensure that students receive an education that is valuable to them and that government is receiving a strong return on its investment

## MONTANA

**Laurie Bishop** – Representative, Montana State Legislature

**Clayton Christian** – Commissioner of Higher Education, Montana University System

**Sheila Stearns** – Past President, University of Montana

## NEVADA

**Catherine “Cathy” Dinauer** – Executive Director, Nevada State Board of Nursing

**Fred Lokken** – Professor, Truckee Meadows Community College

**Melody Rose** – Chancellor, Nevada System of Higher Education

## NEW MEXICO

**Barbara Damron** – Chief Government Relations Officer, University of New Mexico, and Professor, UNM HSC College of Nursing UNM HSC School of Medicine Department of Family & Community Medicine

**Mark Moores** – Senator, New Mexico State Senate

**Patricia Sullivan** – Director, Office of Strategic Initiatives, New Mexico State University

## NORTH DAKOTA

**Mark Hagerott** – Chancellor, North Dakota University System

**Ray Holmberg** – Senator, North Dakota State Senate

**Jill Louters** – Superintendent, New Rockford-Sheyenne School District, and Member, ND State Board of Higher Education

## OREGON

**Ben Cannon** – Executive Director, Oregon Higher Education Coordinating Commission

**Camille Preus** (*WICHE Immediate Past Chair*) – Executive Director, Oregon Community College Association

**Hilda Rosselli** – Educational Policy Consultant

## SOUTH DAKOTA

**Brian Maher** – Executive Director and CEO, South Dakota Board of Regents

**Larry Tidemann** – Representative, South Dakota State Legislature

**Diana VanderWoude** – Vice President, Learning, Education & Development, Sanford Health

## U.S. PACIFIC TERRITORIES AND FREELY ASSOCIATED STATES

**Frankie M. Eliptico** – Interim President, Northern Marianas College

**Jude Hofschneider** – Senator, Northern Marianas Commonwealth Legislature

**Rodney J. Jacob** – Attorney, Calvo Fisher & Jacob, LLC

## UTAH

**Patricia Jones** – CEO, Women’s Leadership Institute, and Member, Utah Board of Regents

**Ann Millner** – Senator, Utah State Senate

**David R. Woolstenhulme** – Commissioner of Utah System of Higher Education

## WASHINGTON

**Don Bennett** – Deputy Director, Washington Student Achievement Council

**Gerry Pollet** – Representative, Washington House of Representatives

**Thomas L. (Les) Purce** – President Emeritus, The Evergreen State College

## WYOMING

**Fred Baldwin** – Senator, Wyoming State Senate

**Kimberly Dale** – President, Western Wyoming Community College

**David L. Jones** – Dean and Professor, College of Health Sciences, University of Wyoming

*As of June 30, 2021*

# ABOUT WICHE

## WICHE LEGISLATIVE ADVISORY COMMITTEE

The Legislative Advisory Committee (LAC) strengthens state policymaking in higher education by engaging legislators appointed by the WICHE Commission in the discussion of relevant issues and strategic interstate collaboration in the West. Each WICHE state and territory is allotted up to four LAC members.

### ALASKA

Senator Tom Begich  
Representative Mike Cronk  
Senator Roger Holland  
Representative Andi Story

### ARIZONA

Representative Aaron Lieberman (*appointed 2021*)

### CALIFORNIA

Senator Connie Leyva  
Senator Richard Roth  
Assemblymember Kevin McCarty  
Assemblymember Jose Medina

### COLORADO

*Vacancy - 2*

### COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

\*Senator Jude Hofschneider  
\*Representative Ralph N. Yumul

### GUAM

Senator Tina Rose Muña Barnes  
Senator Amanda Shelton

### HAWAI'I

Representative Aaron Ling Johanson  
Senator Michelle Kidani  
Senator Donna Mercado Kim  
Representative Gregg Takayama

### IDAHO

Representative Paul Amador  
Senator Kevin Cook  
\*Senator David Lent  
Senator Melissa Wintrow

### MONTANA

Representative David Bedey  
\*Representative Laurie Bishop  
Senator JP Pomnichowski  
Senator Daniel Salomon

### NEVADA

Assemblywoman Teresa Benitez-Thompson  
Assemblywoman Robin Titus

### NEW MEXICO

\*Senator Mark Moores

### NORTH DAKOTA

\*Senator Ray Holmberg  
Senator Karen Krebsbach  
Representative Bob Martinson  
Representative Mark Sanford

### OREGON

Representative Teresa Alonso León  
Senator Michael Dembrow  
Senator Rob Wagner

### SOUTH DAKOTA

Senator Casey Crabtree  
Senator Reynold Nesiba  
Representative Tim Reed  
\*Representative Larry Tidemann

### UTAH

Representative Melissa Ballard  
Senator Michael McKell  
Representative Kelly Miles  
\*Senator Ann Millner

### WASHINGTON

\*Representative Gerry Pollet

### WYOMING

\*Senator Fred Baldwin  
Representative Mark Kinner  
Representative Sue Wilson

*\*Denotes WICHE Commissioner*

# THANK YOU

## PARTNERS

- Academic Search
- American Association of Collegiate Registrars and Admissions Officers
- American Council on Education
- American Indian Higher Education Consortium
- BibliU
- Biometric Signature ID
- Blackboard
- Cengage
- Center for Law and Social Policy
- Civitas Learning
- College Board
- Council for Adult and Experiential Learning
- Coursera
- Coursetune
- Credly
- D2L
- Education and Employment Research Center – Rutgers University
- eliterate
- Empire State College
- Guild Education
- HonorLock
- iDesign
- Innovative Educators
- InStride
- LearningMate
- MindEdge
- MindWires
- NASPA – Student Affairs Administrators in Higher Education
- New Mexico Military Institute
- O'Donnell Learn
- Pearson Learning Solutions
- Pistis.io
- Pragya Systems Corp
- Quottly
- Soomo Learning
- Straighterline
- Thurgood Marshall College Fund
- TIAA
- University Professional and Continuing Education Association (UPCEA)

- VitalSource-019

- Western Governor's University
- Wiley Ed Services
- YellowDig

## FUNDERS

- Alaska Division of Behavioral Health
- Alaska Mental Health Trust Authority
- Alaska Native Tribal Health Consortium
- Alaska Psychiatric Institute
- Arizona Health Care Cost Containment System
- Bill & Melinda Gates Foundation
- ECMC Foundation
- Guam Behavioral Health and Wellness Center
- Hawai'i Department of Education
- Hawai'i Department of Health
- Hawai'i Department of Public Safety
- Hewlett Foundation
- Idaho State Board of Education
- JBS International
- Lumina Foundation
- Mercy Care Arizona
- Montana Department of Public Health and Human Services, Addictive and Mental Disorders Division
- National Association of State Mental Health Program Directors
- National Institutes of Health - National Institute of Mental Health
- National Science Foundation
- Nevada Division of Public and Behavioral Health
- New Mexico Department of Human Services
- Oregon Health Authority
- South Dakota Department of Social Services
- Southern Utah University
- Strada Education Network
- U.S. Department of Health and Human Services, Health Resources Administration
- U.S. Department of Veterans Affairs
- University of North Dakota
- William and Flora Hewlett Foundation
- Wyoming Community College Commission

# ABOUT WICHE

## OUR TEAM

### PRESIDENT'S OFFICE

**Demarée Michelau**, President

**Laura Ewing**, Executive Assistant to the President and to the Commission

**Jeanette Porter** – Senior Administrative Coordinator

### PROGRAMS AND SERVICES

**Jere Mock** – Vice President, Programs and Services

**Sarah Leibrandt** – Director of Academic Leadership Initiatives

**Diane Dorgan** – Project Manager, Interstate Passport

**Julie Esterline** – Project Coordinator, Interstate Passport

**Jennifer Raby** – Administrative Assistant III

**Margo Colalancia** – Director of Student Access Programs

**Kate Springsteen** – Assistant Director of Student Access Programs

**Cherie Curtin** – Senior Administrative Coordinator

**Kay Hulstrom** – Associate Director of Operations & Leadership Initiatives

### POLICY ANALYSIS AND RESEARCH

**Patrick Lane** – Vice President, Policy Analysis and Research

**Peace Bransberger** – Senior Research Analyst

**Liliana Diaz Solodukhin** – Policy Analyst

**Colleen Falkenstern** – Senior Research Analyst

**Shelley Plutto** – Project Coordinator, W-SARA

**Melissa Sanders** – Administrative Assistant III

**Christina Sedney** – Director of Policy Initiatives and State Authorization

### BEHAVIORAL HEALTH PROGRAM

**Dennis Mohatt** – Vice President, Behavioral Health & Co-Director, Mental Health Technology Transfer Center

**Todd Helvig** – Director of Education and Training

**Erin Briley** – Research and Technical Assistance Associate

**Vanessa Gonzalez** – Technical Assistance Associate

**John Gomez** – Director of Operations

**Gina Brimmer** – Director of Veterans Initiatives

**Gretchen Stage** – Together with Veterans Program Manager

**Madison Chamberlain** – Data Specialist

**Andie Hancock** – Budget Coordinator

**Darlene Williams** – Administrative Assistant III

**Janell Daly** – Administrative Assistant III

**Rebecca Helfand** – Director of Research and Evaluation

**Annette Robertson** – Fidelity Reviewer (AZ)

**Karen Voyer-Caravona** – Fidelity Reviewer (AZ)

**Genevieve Berry** – Project Manager, MHTTC

**Stefanie Winfield** – MHTTC Research and Technical Assistance Coordinator

**Ivory Tubbs** – Technical Expert Lead, RCORP

**Jasmine Davis** – Technical Assistance Associate

**\*Emma Tilson** – Technical Assistance Coordinator

Behavioral Health Staff – State of Hawai'i

**Alexandria King** – Intern, East Hawai'i Family Guidance Center, Hilo & Oahu Community Correctional Center, Dept. of Public Safety

**Jade Heffern** – Intern, Kauai School District (DOE)

**Tat Yeung** – Intern, Kauai School District (DOE)

**Veronica Acosta** – Intern, Hawai'i Youth Correctional Facility (HYCF), Oahu

**Abigail Monroe** – Intern, Windward School District, Oahu (DOE)

**Natalie Ries** – Intern, Hawai'i School District, KPP (DOE)

**Natalie Ries** – Intern, Hawai'i School District, KPP (DOE)

**Lisa Lee** – Intern, West Hawaii School District, Big Island (DOE)

**Tristan Hansell** – Intern, Kauai School District (DOE)

**Canaan Higa** – Post-Doctoral Psychology Fellow, Hawaii Youth Correctional Facility, Oahu

Behavioral Health Staff – State of Nevada

**Truman Harris** – Intern, SNAMHS Community MH, Las Vegas

**Jena Casas** – Intern, Carson City Rural Clinics, (CCRC)

## **WCET - WICHE COOPERATIVE FOR EDUCATIONAL TECHNOLOGIES**

**Russ Poulin** – Executive Director, WCET & Vice President for Technology-Enhanced Education

**Rosa Calabrese** – Manager, Digital Design

**Emilie Cook** – Manager, Communications, Every Learner Everywhere

**Laura DaVinci** – Associate Director, Every Learner Everywhere

**Van Davis** – Chief Strategy Officer

**Cheryl Dowd** – Senior Director, Policy Innovations

**Lindsey Downs** – Assistant Director, Communications and Community

**Leigha Fletcher** – Administrative Assistant III

**Sherri Artz Gilbert** – Senior Director of Operations and Membership Administration

**Norma Hollebeke** – Manager of Network Programs and Services, Every Learner Everywhere

**Joyce Holliday** – Administrative Assistant III

**Kathryn Kerensky** – Director, Digital Learning, Policy and Compliance

**Kim Nawrocki** – Events and Programs Coordinator

**Robert Perez** – Senior Manager of Business Operations and Strategic Initiatives, Every Learner Everywhere

**Megan Raymond** – Senior Director of Membership and Programs

**Tanya Spilovoy** – Director, Open Policy

**Rachael Stachowiak** – Director, Interstate Policy and Compliance

**Jessica Rowland Williams** – Director, Every Learner Everywhere

## **ACCOUNTING SERVICES**

**Craig Milburn** – Chief Financial Officer

**Drew Elkshouder** – Accounting Specialist

**Diane Haslett** – Accountant I

## **COMMUNICATIONS**

**Melanie Sidwell** – Director of Communications

**Candy Allen** – Senior Graphic Designer

**\*Emma Tilson** – Administrative Coordinator

*\* works in two units for a total of 1.0 FTE*

## **HUMAN RESOURCES**

**Deirdre Coulter** – Director of Human Resources

**Georgia Frazer** – Human Resources Assistant

## **IT SERVICES**

**Dave Clark** – Chief of Digital Services

**Gary Toon** – Desktop and Windows Administrator

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**TOTAL NUMBER OF EMPLOYEES**

65 Standard Employees

11 Interns and Post-Doctoral Fellows



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for Higher Education**  
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Boulder, CO 80301  
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