

The racial and ethnic composition of the state's population continues to change significantly, members of the Washington Higher Education Coordinating Board (HECB) and its Advisory Council were told at a joint meeting April 26, 2007.

By 2030, more than 36 percent of the children in the K-12 system will be either from multiple racial or ethnic origins or from the following racial/ethnic groups: Hispanic; African American; Asian and Pacific Islander; American Indian and Alaska Native. In 2000, about 26 percent of K-12 students were from these groups.

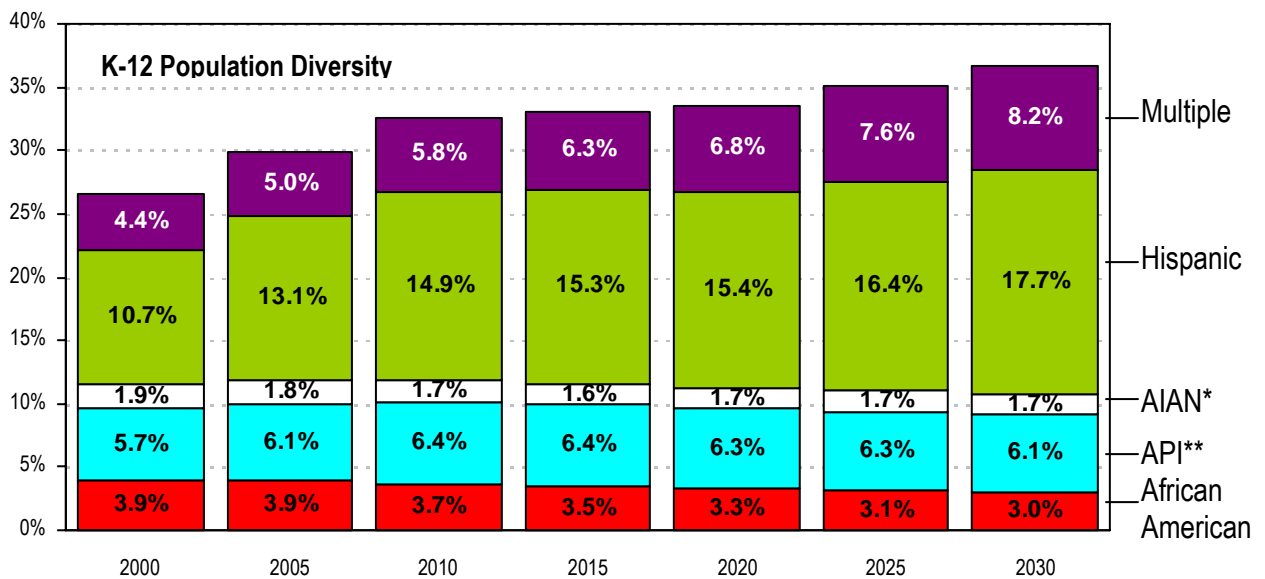
The rate at which these students participate in postsecondary education has remained relatively flat in recent years. Participation and success rates must climb significantly in the next

decade or we will experience a widening economic gap between those with education and those who have been left behind.

This will harm our future economic, social, and cultural development. Moreover, we will have failed to exercise our moral and ethical responsibility to strengthen the fabric of our democratic society at a time when many forces threaten to weaken it.

These messages were delivered by two panels of experts, one on state demographics, and one on issues of diversity, who made presentations to the board and its advisory council at the meeting, which was held at Tacoma Community College.

The panel members emphasized the state must address issues of diversity



Between now and 2030, the K-12 population (age 5 to 17) will become increasingly diverse. By 2030, minority groups will account for over 36 percent of the state's K-12 age population. Source: OFM, State of Washington.

*American Indian, Alaska Native / **Asian, Pacific Islander

more strategically and aggressively at all levels.

Developing our full potential

Increased minority participation and success make simple economic sense at a time when the state continues to change from an industrial to a knowledge-driven economy, panel members said.

Not to make this investment will increase the state's dependence on importing highly educated workers to fill the best-paying jobs when it could and should be developing its own population's full potential.

Public policy experts and representatives from the state's business community have warned the state will face a much more competitive marketplace for highly skilled knowledge workers in the coming decades – a marketplace it may not be able to rely on.

Solving the 'pipeline' problem

One way of ensuring greater participation and greater diversity in higher education might be for the state Legislature to provide funding to nurture, support, and sustain successful community-based programs designed to motivate increasing numbers of students from diverse backgrounds to begin preparing for postsecondary education much earlier, panel members suggested.

Regional and local programs that involve students and parents more directly with local colleges and universities are needed. Programs showcasing the success of students from diverse backgrounds, assistance from the business community, input from social service agencies and other key interest groups are needed.

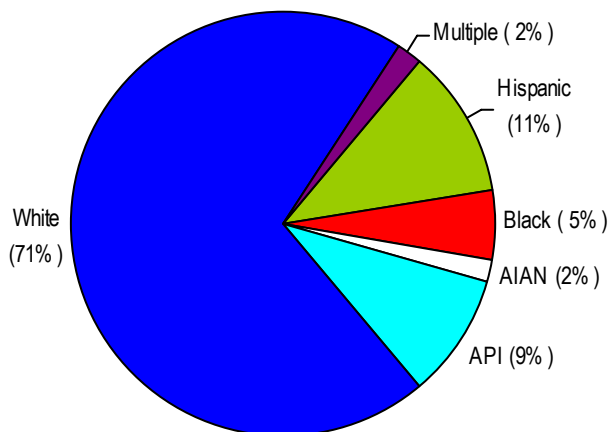
Focus on student success

The charts below, provided by OFM, show the enrollment of students by

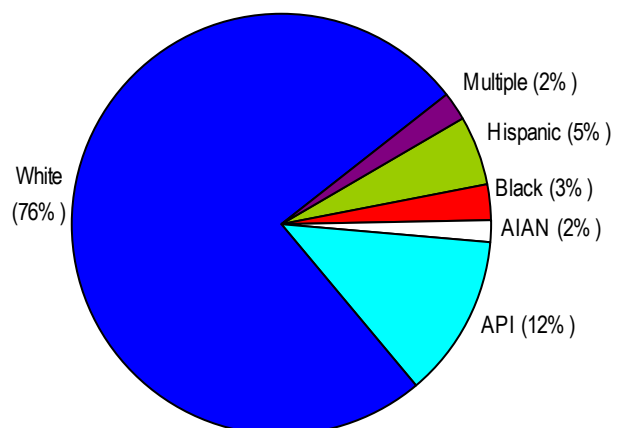
Age 17-29 Population, 2006:

Hispanic – 12%; Black – 4%; AIAN – 2%; API – 9%; White – 70%; Multiple – 3%

Community & Technical Colleges



Public 4-Year Institutions



race in the state's two- and four-year institutions. Community and technical college enrollment roughly mirrors the racial makeup of the state's total population 17-29. Fewer Hispanics proportionally are enrolled at four-year institutions. These charts do not tell the full story, however.

Additional data is needed to chart the participation and success of minority students by institution, data that delves deeper into the issues of readiness, recruiting, campus climate, transfer issues, completion rates, early exits, and other contributors to low performance.

A comprehensive statewide policy on articulation to enable students to move from two- to four-year institutions without penalties is needed, as well as treating K-12 as a real partner, panel members said.

Public, private partnerships

Panelists recommended that business groups and philanthropists be asked for help in crafting an approach to diversity in higher education and to increase funding – starting at pre-kindergarten.

They also recommended the state solicit private funds to supplement GEAR UP, MESA, TRIO, Upward Bound and others such as the Technology Alliance, Prosperity Partnership, Partnership for Learning, and the Gates Foundation.

Panels participating in the discussion:

Panel I: Increasing Minority Postsecondary Participation and Success

Rosalund Jenkins, executive director, Commission on African American Affairs; Ellen Abellera, executive director, Commission on Asian Pacific American Affairs; Felix Negrón of the Hispanic Affairs Commission; and

Craig Bill, executive director, Governor's Office of Indian Affairs, presented.

For more information, see:

- > [Meeting Summary/comments](#)
- > [PowerPoint presentation](#)

Panel II: Demographic Issues in Public Higher Education in Washington

Irv Lefberg, assistant director, Forecasting, and Carol Jenner, Education Demographics, at OFM presented at the meeting. For more information, see:

- > [Meeting Summary/comments](#)
- > [PowerPoint presentation](#)

Strategic Plan: Next Steps

The 2008 Strategic Master Plan for Higher Education must be completed by the board by December 15, 2007. It will be submitted to the 2008 Legislature for review and approval.

Notes from the board meeting, including a summary of a discussion about the vision statement for the [Strategic Master Plan](#), are available at this link to the HECB Web site.

The next step in the strategic planning process will be for the HECB to name work groups to carry out specific assignments related to three major challenges:

1. Engage, motivate, support, and prepare students to succeed.
2. Ensure access; identify, respond to economic opportunities.
3. Develop comprehensive funding strategies.

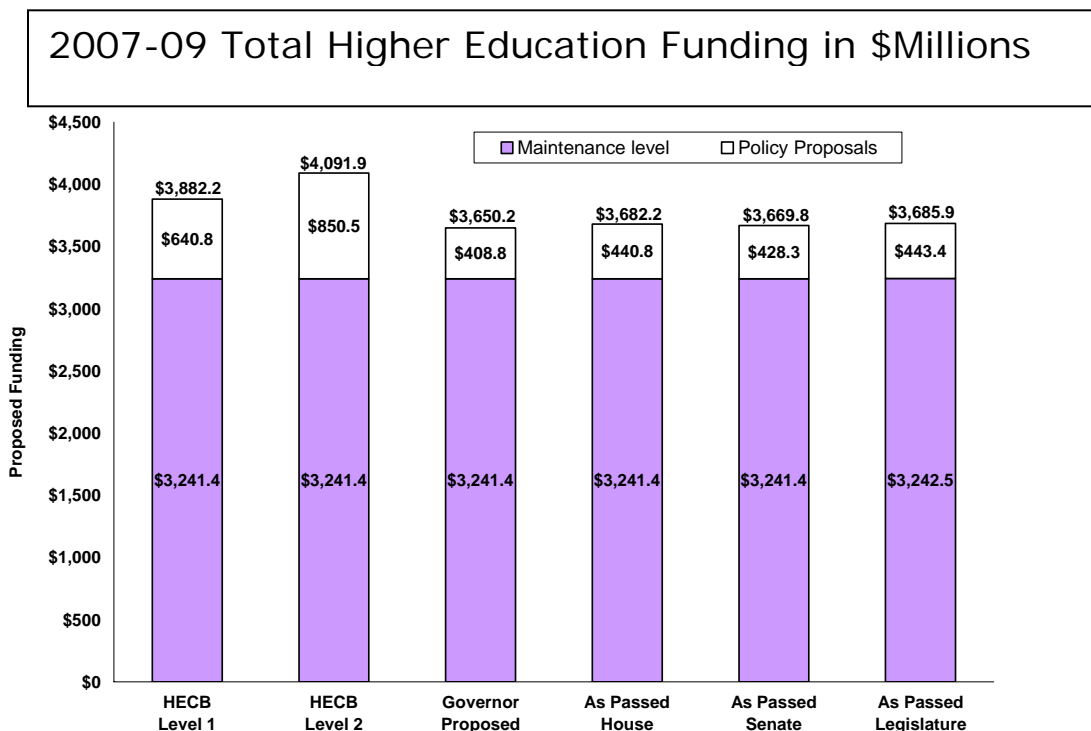
Postsecondary education receives record funding

The 2007 Legislature, responding to a challenge from Gov. Chris Gregoire, provided more than \$443 million for more enrollment, financial aid, and policy improvements, the largest increase in state funding for public higher education in history.

More than \$82 million was provided for new state financial assistance, nearly all of it earmarked for students with the greatest financial need.

- \$58 million was provided for new general enrollments – 5,750 at the state’s community and technical colleges and 3,984 at the baccalaureate institutions.
- \$90 million will enable higher education to respond to state and regional economic needs, including \$47 million for high-demand enrollments.
- The 2007-09 budget limits tuition increases to 7 percent a year at the research universities; 5 percent a year at the comprehensive universities and The Evergreen State College; and 2 percent at the community and technical colleges.
- More than \$1.08 billion for capital construction, including new facilities and essential renovation of existing facilities. This is the largest capital construction appropriation in history.

Click here to see the full report: [2007-09 Higher Education Operating and Capital Budget](#), including tables and graphs.



Summary of bills passed by 2007 Legislature

New UW branch campus

Capital budget language adopted this session (ESHB 1092) directs the University of Washington to govern and operate an additional branch campus to serve Snohomish, Island and Skagit counties.

Top priorities are upper-division and graduate-capacity high-demand fields, particularly science, technology and engineering. Lower division offerings linked to specific majors are authorized in fields not addressed at local community colleges.

Freshmen and sophomores may be directly admitted in accordance with a campus plan to be submitted to HECB.

UW and OFM will assess options and make recommendations on site locations and will develop operational and management plans. The Legislature provided \$4 million for this activity.

Five years after students are first admitted, the HECB will work with the institution and a local advisory board to review progress in meeting needs, and assess the need for further action.

State Need Grant Eligibility

The Legislature approved extending eligibility for the State Need Grant to families with 70 percent or less of the State Median Income. Students whose income falls between 66 and 70 percent of

Legislative Summary

A summary of legislation affecting postsecondary education can be found on the HECB Web site at: [2007 Legislative Session Summary](#)

the median will receive 50 percent of the annual award. The Legislature passed numerous other financial aid bills, which are summarized in the final legislative report.

New Educational Data Center for P-20 established in OFM

An Educational Data Center in OFM will compile data and, with the Legislative Evaluation and Accountability Program (LEAP), conduct collaborative analyses of educational data, programs and issues across the P-20 educational system.

The HECB and other agencies will work with the center to develop data-sharing and research agreements. The center will make data from collaborative analyses available to agencies that contribute data.

The center will assist other agencies' collaborative efforts to develop a long-range enrollment plan for higher education. School districts are required to provide OSPI with data linking the specific teacher with individual students taking each class offered in every school. (E2SSB 5843)

Minimum freshman admission standards report

The HECB is set to reconsider minimum college admission standards this year with continuing assistance from K-12 and higher education stakeholders. The revised standards will provide important guidance for teachers and learners throughout K-12 and higher education. See the full report on [minimum admission standards](#).

Board Meetings 2007

	Full Board	Advisory Board	Education Committee	Fiscal Committee	Financial Aid Committee
MAY 24	Bellevue Community College		May 14 1 – 3 p.m. Seattle	TBD	May 10 2 - 4 p.m. Teleconference HECB
JUNE 28	UW Bothell	√	June 4 2 – 4 p.m. Seattle		June 14 2 - 4 p.m. Teleconference HECB
JULY 26	Eastern Washington		July 9 1 – 3 p.m. Seattle		July 12 2 - 4 p.m. Teleconference HECB
AUGUST	TBD				
SEPT. 27	WSU Tri-Cities	√	Sept 10 1 – 3 p.m. Seattle		Sept 13 2 - 4 p.m. Teleconference HECB
OCT. 25	WSU Vancouver		Oct 8 1 – 3 p.m. Seattle		Oct 11 2 - 4 p.m. Teleconference HECB
NOV. 15	Seattle University	√	Nov 7 1 – 3 p.m. Seattle		Nov 1 2 - 4 p.m. Teleconference HECB
DEC. 13	State Investment Board		Nov 26 1 – 3 p.m. Seattle		Nov 29 2 - 4 p.m. Teleconference HECB

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