

BOARD AND ADVISORY COUNCIL MEETING AGENDA

UW Bothell, North Creek Events Center

18115 Campus Way NE, Bothell

June 28, 2007

8:00 Continental Breakfast – HECB Members (*Rose Room, Bldg. 1*)
No official business will be conducted.

8:45 Welcome and Introductions – Board and Advisory Council
Bill Grinstein, HECB chair
Steven Olswang, UW Bothell Interim Chancellor

9:00 2008 Strategic Master Plan

Progress Report - Demographics Work Group

Staff will present some aspects of the state's population, K-12 and college enrollments, and other measures to provide context for the development of the Strategic Master Plan.

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9:30

K-12 Panel

Washington's public schools are increasingly focused on preparing students to participate in postsecondary education. Two perspectives on these efforts will be offered: the State Board of Education's Meaningful High School Diploma Project, and efforts by the school districts, with emphasis on low-income students.

Kathe Taylor, Policy Director, Washington State Board of Education

Paul Rosier, Executive Director, Washington Association of School Administrators

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10:15

Technology Panel

No longer simply a distance learning convention, technology is changing the way higher education carries out all aspects of its mission. New approaches to classroom instruction, new ways of sharing information, improved research capability, innovative virtual classrooms, cutting-edge libraries and many other developments are helping shape a new future for higher education. Technology experts will discuss the implications of this change for the future of higher education.

John Bourne, Director, Sloan Center on Online Education, Olin and Babson Colleges

Andreas Brockhaus, Manager of Learning Technologies, UW Bothell

Jean Floten, President, Bellevue Community College

Muriel Oaks, Dean, Center for Distance and Professional Education, WSU

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11:15 Board and Council Discussion

12:00 Lunch - North Creek Events Center

No official business will be conducted.

1:00 UWB Student Panel

UW Bothell and Cascadia Community College students will talk about the advantages and disadvantages of using technology and how it enhances their learning.

2:00 Consent agenda

- **Approval of the May 24, 2007 Meeting Minutes** **3**

- **State Need Grant Rules Change - eligibility criteria for proprietary schools participating in the program** **4**

Resolution 07-11

The Board's Financial Aid Committee is proposing changes in the rules governing the SNG program, revising the participation standards for schools in the proprietary sector and allowing dual awards within the two-year system to accommodate the Applied Baccalaureate Pilot Project. Changes to the participation standards include comments received at a public hearing conducted in May.

2:15 Executive Director's Report

Public Comment

Adjournment

2:30 Campus Tour

Public Comment: A sign-in sheet is provided for public comment on any of the items presented above.

Meeting Accommodation: Persons who require special accommodation for attendance must call the HECB at 360.753.7800 as soon as possible before the meeting.



2007 MEETING CALENDAR

Board Meeting	Location
January 25 8:00 – 12:00	The Evergreen State College , Longhouse 2700 Evergreen Parkway N.W., Olympia
February 22 8:00 – 12:00	State Investment Board , Board Room 2100 Evergreen Park Drive S.W., Olympia
March 22 8:00 – 4:00	State Investment Board , Board Room 2100 Evergreen Park Drive S.W., Olympia
April 26 8:00 – 4:00 Advisory Council	Tacoma Community College Senate Room, Opgaard Bldg. (#11) 6501 S. 19 th , Tacoma 98466
May 24 8:00 – 4:00	Bellevue Community College Library, D126 3000 Landerholm Circle SE, Bellevue 98007
June 28 8:00 – 4:00 Advisory Council	UW Bothell North Creek Events Center 18115 Campus Way NE, Bothell 98011
July 26 8:00 – 4:00	Eastern Washington University Tawanka 215 B & C Cheney
August 14-15 Board Retreat	Talaris Conference Center Seattle
September 27 8:00 – 4:00 Advisory Council	WSU Tri-Cities CIC 210/212 2710 University Drive, Richland 99354
October 25 8:00 – 4:00	WSU Vancouver ADM 110 14204 NE Salmon Creek Avenue, Vancouver
November 15 8:00 – 4:00 Advisory Council	Seattle University Student Center 130 901 12th Avenue, Seattle
December 13 8:00 – 4:00	State Investment Board , Board Room 2100 Evergreen Park Drive S.W., Olympia

W A S H I N G T O N
H I G H E R
E D U C A T I O N
C O O R D I N A T I N G B O A R D

June 2007

Progress Report – Demographics Work Group

As background for the 2008 Strategic Master Plan, Higher Education Coordinating Board (HECB) staff will provide a PowerPoint presentation regarding aspects of the state's demographics. To date, HECB staff have had an initial meeting with an advisory group composed of representatives from higher education institutions and other state agencies. Based on their valuable input and further research by HECB staff, the overview of demographic issues will include the following:

- Population growth by age and race/ethnicity:
Overall, the population is growing and some segments of the population are growing faster – particularly certain race/ethnic groups and age groups.
- Changes in population have implications for higher education; changes will be looked at from two perspectives:
 - the educational “pipeline”
 - educational attainment of the population – particularly those who are older than traditional college age.

Next steps in the process will involve continued refinement of the demographic analysis, including follow-up meetings with the advisory group. The work on demographics will help shape the eventual proposals and recommendations of the 2008 Strategic Master Plan for Higher Education.

June 2007

K-12/Technology Discussion Panels

Programs to Improve School Performance

In past Strategic Master Plans, the Board has outlined proposals and processes to help K-12 students master the subjects needed to participate successfully in higher education. Past plans have called for strong, new links between postsecondary and secondary institutions. In 2006, the Governor's Washington Learns report also outlined a set of initiatives to encourage greater collaboration among higher education institutions and the public schools.

The 2008 Strategic Master Plan update will build on this foundation as it more clearly identifies the demographic challenges faced by our state and makes additional recommendations for improvement.

Many more students from under-represented groups are moving through our public schools and will need to participate and succeed in higher education in the next decade and beyond. These students already are benefiting from programs such as the State Board of Education's Meaningful High School Diploma Project. However, much more will need to be done to engage students about the need to prepare for college earlier, to motivate, prepare and support them throughout middle and high school to succeed.

Paul Rosier, Executive Director, Washington Association of School Administrators, will address what school districts are doing to prepare significantly more students to be ready for college with specific emphasis on the work being done to better prepare low-income students.

Kathe Taylor, Policy Director, Washington State Board of Education, will provide an overview of the Meaningful High School Diploma initiative and the guiding policy questions the Board is considering.

Technology Changing Higher Education

No longer simply a distance learning convention, technology is changing the way higher education carries out all aspects of its mission. New approaches to classroom instruction, new ways of sharing information, improved research capability, innovative virtual classrooms, cutting-edge libraries and many other developments are helping shape a new future for higher education. Technology experts will discuss the implications of this change for the future of higher education.

The technology discussion will include information on new teaching and learning platforms, such as the virtual teaching island established on the Internet site Second Life. This teaching island offers colleges and universities the opportunity to create virtual teaching sites that can access a wide range of media and information tools, including research materials and virtual environments such as a complete virtual rendition of ancient Rome. John Bourne, one of the nation's foremost experts in online learning and artificial intelligence will join the meeting by phone and 'virtually' through the Second Life site.

The University of Washington Bothell has made extensive use of new learning technologies in developing its campus. Andreas Brockhaus, manager of learning technologies, will provide an overview of the types of technology being used to advance teaching and learning. He also will 'join' John Bourne on the Second Life Web site for a tour of virtual learning environments.

Jean Floten, President, Bellevue Community College, recently served as chair of the executive committee of the Center for Information Services (CIS). The CIS is a public entity responsible for providing information technology support services to Washington's community and technical colleges and to the State Board for Community and Technical Colleges.

Muriel Oaks, Dean, Center for Distance and Professional Education, WSU will present on the broader role of online learning in preparing our graduates with skills for the 21st century.



May 2007

Draft minutes of May 2007 meeting

HECB Members Present:

Mr. Bill Grinstein, chair
Mr. Charley Bingham
Ms. Ethelda Burke
Mr. Gene Colin
Mr. Jesus Hernandez
Ms. Roberta Greene
Dr. Sam Smith
Mr. Jonathan Sprouffske

Welcome and Introductions

HECB Chair Bill Grinstein began by welcoming everyone to the meeting and asked audience members to introduce themselves. He then invited Dr. B. Jean Floten, President of Bellevue Community College (BCC), to say a few words.

Dr. Floten described some of BCC's current programs and future plans, including the pilot applied baccalaureate program, which is being offered in partnership with Columbia Basin College. BCC is planning on expanding toward the east, where most of the population growth is currently taking place. There is a satellite college north of Bellevue, as well as countless classes offered in high schools, churches, and community centers. The college also has a partnership program on campus with Eastern Washington University.

The college is very proud of its early learning center, which was the brainchild of Costco's CEO. It is a daycare center for children whose parents work in the area, as well as a teaching practicum for students in nursing, education, or other fields. Gene Colin, whose company participated in this endeavor, commented that state laws make it extremely difficult for private entities to donate funds to the public sector.

Grinstein introduced Rep. Glenn Anderson, ranking minority member of the House Higher Education Committee, who remarked that the system does need to be more integrated regarding public-private partnerships. This requires financial transparency, so as to engender trust and to provide legislators with the information they need to make the higher education system more

adaptive. Furthermore, Washington needs to look beyond its borders for potential partnerships. There are opportunities in the other Pacific Northwest states as well as in British Columbia. The two- and four-year systems would benefit from such partnerships, especially as regards workforce development.

When asked what would make the strategic master plan a relevant document in the eyes of legislators, Anderson said that simplicity is key. Additionally, phasing in implementation helps in determining how well the state is progressing toward its goals, and allows busy legislators to benchmark quickly. He also remarked that legislators will not use the plan if it is deemed to be politically driven.

Report of the Executive Director

Ann Daley, Executive Director of the HECB, updated board members on her recent activities, including her attendance at the State Higher Education Executive Officers (SHEEO) conference and the Western Interchange Commission on Higher Education (WICHE) conference. At both events, discussions tended to center around diversity in higher education.

Action: Minutes of April, 2007 meeting passed

Bingham moved to approve the minutes of the April 26, 2007 meeting; **Greene** seconded the motion, which was unanimously approved.

Action: Consent agenda items approved

- **Master of Science in Biomedical Regulatory Affairs at University of Washington**
- **Master of Professional Accounting at Western Washington University**
- **Revised Freshman Minimum Admission Standards**

Smith moved to approve the resolutions listed on the consent agenda (Resolutions 07-07, 07-08, and 07-09); **Colin** seconded the motion, which passed unanimously.

Doctorate in Nursing, WSU Spokane

Randy Spaulding, HECB Director of Academic Affairs, introduced Washington State University's proposal to offer a Ph.D. in Nursing at WSU Spokane and via distance education. The program would have about five students in its first year and grow to 33. Ann Hirsch, Senior Associate Dean for Academic Affairs, WSU Spokane, said that there is a strong need in the state for nurse educators. Jane Sherman, Associate Vice Provost for Academic Affairs, said that there is funding for the proposed program because it is a high-demand field. Spaulding elaborated that there are different types of high demand: employer, student, economic, regional, and student. The proposed program would answer to the needs of all these groups. Hirsch added that nursing faculty members are easier to retain when they are given the opportunity to work with Ph.D. candidates.

Action: Ph.D. in Nursing, WSU Spokane approved

Smith moved to approve the Ph.D. in Nursing program at WSU Spokane (Res. 07-10); **Sprouffske** seconded the motion, which passed unanimously.

Update: Title II, Part A – Improving Teacher Quality

Mark Bergeson, HECB Policy Associate for Academic Affairs, described the program. Each year, the federal government gives the HECB about \$1.2 million aimed at increasing student achievement in core academic subjects by providing professional development to K-12 teachers and principals. Specifically, the agency awards grants to:

- increase participants' subject-matter knowledge
- improve teachers' instructional practices, and
- increase principals' leadership skills

Awards are granted through a competitive process; reviewers score proposals based on agreed-upon criteria and contracts are negotiated before professional development activities can begin. HECB staff monitors the entire duration of the projects. Since 2003, \$4.5 million has been awarded to 25 different projects, providing professional development to more than 1,500 educators.

Allowable activities to improve teacher quality may change with the reauthorization of The No Child Left Behind Act. Staff plan to strengthen reporting and project evaluations, and to coordinate with other HECB programs, such as College Readiness.

Degree-granting Institutions Act

Spaulding presented an overview of the program. The HECB is responsible for approving new degree programs and for authorizing private for-profit institutions to have a presence in Washington. The authorization process is designed to protect Washingtonians from potential fraudulent practices. Public institutions, long-standing institutions, and schools whose content is exclusively religious in nature are exempted from the authorization process. All other

institutions that wish to operate in Washington must undergo the process every two years. There are currently 52 authorized schools in Washington.

2008 Strategic Master Plan for Higher Education

Institutional Panel: K-12 Preparation

Bill Moore, Policy Associate of Assessment, Teaching & Learning at the State Board for Community and Technical Colleges (SBCTC);

Dr. Greg Brenner, Associate Professor, University of Washington Tacoma

Loyce Adams, Professor of Applied Mathematics, University of Washington

Moore gave an update on Phase II of the Transition Math Project (TMP). Phase II involves 13 regional projects funded for one to three years. The TMP works to improve student achievement in math, the curriculum, instruction, and teacher support; to provide classroom assessment, messaging and communication to students and parents, and to encourage people to make data-driven decisions around math course-taking and performance. The program requires extensive fiscal and human capital; a wide variety of efforts need to be integrated; and high school / college partnerships, once built, must be sustained.

Brenner presented on Project BERS. The project exists to enhance the capacity of middle-school teachers and staff to screen, diagnose, monitor progress, and measure outcomes in reading; and to apply and sustain the use of scientifically based reading instruction to meet student literacy needs. The project aims to screen all middle-school students, divide them into tiers according to their reading ability – from inability to above average – and to train teachers to monitor and improve their progress.

Adams presented on a program funded by the National Science Foundation, in which graduate students in the STEM (Science, Technology, Engineering, and Math) fields are partnered with classroom teachers during their science hour. The program funds the graduate students' education and provides a stipend to the teacher.

Student Panel: Priorities for Higher Education

Keiko Weir, Senior, Todd Beamer High School, Federal Way

Rob Muilenburg, Junior, University of Washington

John Lederer, HECB Associate Director for Academic Affairs, described the Student Listening Initiative, which seeks input from high school, college, and graduate students on their experiences around higher education. On May 11, twelve students met with HECB staff to discuss college attendance, selection, and financing. Overall, students felt they had little support and guidance when choosing a college. Only one student reported getting support from a high school counselor; others got help from parents and friends.

Weir reported that in her high school, there is only one counselor for over 1,500 students. There are three types of students: the college-bound students, the undecided students, and the non-college bound students. Many students don't see college as a necessary step toward their career goals, even when those goals are predicated upon college attendance. For about two thirds of the student body, college is not seen as an option – let alone a possibility. Weir remarked that these students are largely ignored by the teachers and administrators at the school.

Muilenburg agreed with Weir, and added that while most people recognize that graduate students are important for the economy of the state, their needs are seldom addressed either. Graduate students tend to be older and have healthcare and childcare concerns. He believes that the single most important factor in high school students' decision to go to college is whether their parents attended college. For that reason, there needs to be more focus on first-generation students. Additionally, certain cultures have an abhorrence of student loans. This can be a major barrier toward college attendance.

The meeting adjourned at 12 p.m.

June 2007

Draft - State Need Grant Rules Change

Eligibility criteria for proprietary schools participating in the program

Higher Education Coordinating Board staff recommend adoption of proposed changes to the State Need Grant (SNG) rules. These changes reflect the strengthening of standards that proprietary institutions must meet to participate in the SNG program.

The rules also allow community and technical colleges to commit SNG awards to students in the Applied Baccalaureate Pilot Projects equal to the award committed to students at the public comprehensive universities.

Overview

At the Board's March meeting, staff proposed amendments to the SNG rules revising the participation standards for schools in the proprietary sector and allowing dual awards within the community and technical college sector to accommodate the Applied Baccalaureate Pilot Project.

Comment at a public hearing May 25, 2007, resulted in two changes to the participation standards. A transcript of the comments is attached (Appendix A); along with a copy of the full, annotated version of the revised rules (Appendix B).

The changes to the participation standards for the proprietary sector are, in part, a response to recent abrupt closures of two proprietary sector schools, which closed owing money to the HECB for misspent student aid. Last year, HECB staff worked with representatives from the proprietary sector to revise the rules to allow for closer scrutiny of participation standards for the State Need Grant program.

Highlights of the proposed State Need Grant rules changes

1. Additional criteria proprietary schools must meet to participate in the State Need Grant program include:
 - a) An assessment of administrative capability such as, staffing levels, technological systems, and compliance with state program regulations and guidelines.
 - b) Performance standards such as student completion and placement rates.

- c) Financial stability considerations such as the U.S. Department of Education's composite financial scores, program review findings, accreditor findings, and enrollment trends.
2. Actions the Board may take in response to concerns:
 - a) Place an institution on probation.
 - b) Require a letter of credit or bond.
 - c) Limit, suspend, or terminate a school's participation in the SNG program.
3. An appeals process also is outlined in the rules.
4. For those community and technical colleges participating in the Applied Baccalaureate Degree Pilot Project a dual system of SNG awards is permitted. Students enrolled in the applied baccalaureate program may receive an award equal to that received by students at the public comprehensive universities.

Changes from the March 2007 proposed rules:

1. Staff may evaluate on a case-by-case basis whether a school that is "provisionally certified" by the U.S. Department of Education for participation in federal student aid programs should be permitted to participate in the SNG program.

"Provisional certification" status is assigned to schools that have marginal administrative deficiencies or other issues that might prevent them from competently administering state student aid.
2. Language clarifying the HECB will not retain copies of confidential financial records of private for-profit institutions if those records cannot be exempted from the public disclosure.

RESOLUTION NO. 07-11

WHEREAS, The Higher Education Coordinating Board is authorized to adopt rules to administer the State Need Grant program; and

WHEREAS, Proprietary, for-profit career colleges participate in the State Need Grant program; and

WHEREAS, While most schools in this sector have demonstrated long-term administrative capability, financial stability, and satisfactory performance, a small number have abruptly closed leaving students with incomplete curriculums, devalued degrees, and in some cases owing a financial debt to the state for improperly disbursed aid; and

WHEREAS, Board staff worked with proprietary sector representatives to develop rules strengthening participation standards of the for-profit colleges in the State Need Grant program to better protect students, and

WHEREAS, The Board reviewed the proposed rules at its March 2007 meeting; and

WHEREAS, As a result of the public comments, staff have incorporated two changes into the proposed rules to 1) respect the confidentiality of financial information disclosed by private businesses, and 2) secure the Board's authority to review individual circumstances for schools provisionally certified for participation in federal student aid programs; and

WHEREAS, The community and technical colleges will begin an Applied Baccalaureate pilot program necessitating a dual State Need Grant award structure for that sector;

NOW THEREFORE BE IT RESOLVED, That the Higher Education Coordinating Board adopt permanent rules amending WAC 250.20 addressing participation standards for proprietary schools and permitting a dual State Need Grant award structure for Community and Technical Colleges participating in the Applied Baccalaureate Pilot Program.

Adopted:

June 28, 2007

Attest:

Bill Grinstein, Chair

Jesus Hernandez, Vice Chair

Appendix A

Transcription of Public Hearing on Proposed Rules for the State Need Grant Program

May 25, 2007 - 9:00 AM

Attendees

- Julie Japhet, Operations Manager for Student Financial Assistance, HECB
- Jeffrey Powell, Program Associate, HECB
- Steve Buckley, Regulatory Affairs Director, PIMA Medical Institute in Renton
- Bob Panerio, Campus Director, PIMA Medical Institute in Renton
- Gena Wikstrom, Executive Director, Northwest Career Colleges Federation
- Terri Odell, Financial Aid Director, ITT

JJ: This public hearing on proposed rules for the State Need Grant Program is now called to order. The time is 9:00 am, Friday May 25, 2007. I am Julie Japhet, Operations Manager for Student Financial Aid with the Higher Education Coordinating Board. I am the hearing officer for this proceeding.

JJ: For the record, the hearing is being held on the third floor conference room of the Higher Education Coordinating Board offices located at 917 Lakeridge Way in Olympia.

JJ: This hearing is held pursuant to the authority granted the board under RCW 28B.80.370 which permits the board to adopt rules as necessary to administer programs under its authority and RCW 28B.92 authorized for the State Need Grant Program, and this hearing is called to order to accept citizen testimony on proposed rules for this program. The proposed rules changes for the State Need Grant program concern accommodating the need for dual awards within a sector for applied baccalaureate degrees, and participation standards for proprietary institutions. Specifically we are considering State Need Grant WAC 250-20-013 Institutional Eligibility and WAC 250-20-041 Award Procedure. Notice of this hearing was filed with the code reviser of subsequently published in the Washington State register. Further notice of these hearings was provided to the Higher Education community, and specifically to student aid administrators of schools participating in proprietary school state student aid programs. Any comments received today in the public hearings, or received in writing through May 31, 2007, will be delivered to the board along with staff comments and recommendations for the board's consideration at their next meeting. The board will be asked to adopt final rules at that meeting. The time is now 9:03. Let the record show that Steve Buckley, Bob Panerio, and Gena Wikstrom are hear to testify. First is Steve, so if you could please state your name, address, and the program on which you wish to provide testimony.

SB: My name is Steve Buckley. I am the Regulatory Affairs Director for Pima Medical Institute located at 555 S Renton Village Place Suite 110 Renton, WA 98057. The purpose of myself being here is to represent the Pima Medical Institute. Although I am not currently an Institution which is eligible to participate in the State Need Grant, we hope to see the changes in that area which would allow us to participate in this program. Consequently, we are here to address the issue of the changes and the additional scrutiny that will take place through this rule change to post-secondary private institutions, and the participation in the program, and their eligibility. We have been a part of the community of educating the Washington State residents for many, many years, over fifteen years. We have certificate programs, degree programs, that we train approximately 400 to 500 students a year. We now currently have two locations in Washington where we're now training close to 700 students a year. Of these 700 students that we have, the current guidelines for participation with the State Need Grant, over 70 percent of our students would qualify for 100 percent of the eligibility requirements. We do not have the exact rates as

far as 75 percent but I do know that close to 70 percent would qualify 100 percent. So we feel that there is a huge population of Washington residents that are being denied access to these tax payer funds and they should be eligible just as any other students who's eligible when attending any university in quote, "made eligible made through their standing in the community." Our corporate office is located in Tuscan, Arizona. We've been a private institution, post secondary institution for 35 years. We've been located here in Washington for over 15, and we find to continue to be part of the Washington education community. We have to graduate our guidelines and our accreditation requires that we graduate 70 percent of our student. It also requires that we place 70 percent of our graduates in the work place, not just in a job, but specifically in a job which they're trained for. So, we feel that not only are we part of the education community, we are actually, we feel, benefiting the community as a whole by supplying students, graduates, in the work place, in the employment field. We feel that currently the eligibility that is being denied us is being withheld arbitrarily. The only individuals that are being harmed—and this is being withheld from us because we are not a corporate residing within the State of Washington although we are recognized by the Secretary of Washington's Treasury to operate in here, in the state we are being withheld the rights provided to all other corporations who began initially to their school here in the state. But the individuals that are actually being harmed are the students that we represent that attend our school, who after research make a decision that PIMA Medical Institution and the education which we provide is best for them. They are the ones that are being denied the right that they have to these monies, just as any other student who attends any other university has a right to have access to. Their inability to gain this money is punitive for no fault of their own. So we wish that first, I know that this particular rule amendment does not address the issue of our eligibility, but we wish that the Higher Education Board would do whatever it takes to make sure that all institutions who have had long standing in the community of Washington, such as ourselves, have access, and become an eligible institution even if there requires changes at the state level.

In addition, the changes which are being asked, being contemplated at this time, we do not mind being held underneath a magnifying scope, a magnifying glass, that doesn't bother us. We were in business, we have to be very careful of how we conduct business, we have to be very meticulous in our manners of keeping records, not only for the accreditation that we are part of, but also just to stay in business. You cannot stay in business for thirty-five years like we have and have shotty business records or business practices. The area of concern that I have is that this applies to everybody, all institutions, not just private post secondary education but State education, universities as well. If we are going to be held to these standards, everyone should be held to these standards. We do not have a problem with that, we can stand in the light, same as everybody else, but everybody needs to step out of the shadows if this spotlight is going to be turned on.

The one issue that I think that will be addressed later, financial records which are given over, we are not a public corporation and we do not have our income statements published to the FCC or to any other corporations. We do have to turn in our financial records to our accrediting body but these records are kept confidential, they are only to be reviewed to make sure we are complying with the accreditation guidelines of being financially stable to assist our students. We do want on the record that PIMA Medical Institute has never closed the program or denied education, because of a failed program, failed location, institution or a branch. We maintain all our branches once they have been opened, to a very high degree of success.

If these rule changes are going to take place, and the board is going to pass them, then we request that all institutions be held to the same standards. Everybody should be treated the same, period. That's all that we have to say, Thank you.

JJ: Thank you Steve, and we will move the testimony on to Bob

BP: This is Bob Panerio, I am the Campus Director for our Renton, Washington location of PIMA Medical Institute located at 555 South Renton Village Place Suite 400 Renton, Washington 98057.

As I just stated, I am a campus director and I work for PIMA Medical Institute, but I hope that my presence here today is far and above beyond representing PIMA Medical Institute and a private vocational school. I hope I am here as a life-long Washington State resident representing a Washington State resident or student that qualifies for the State Need Grant and wants to utilize that grant and go to an institution, a quality institution, such as PIMA, DeVry, or University of Washington or wherever I please as a resident to have that right to be able to utilize those funds to further my education. I am a father of two proud boys, and I would hope that they would have the right to make a choice in a quality institution that is accountable for the quality of education, if they were to qualify for those State Need Grant funds to and be able to utilize those. It is really not about a PIMA or a UW or a DeVry or any institution, I think it is more about what we are all here for and that is our Washington State students, future students, future leaders, and contributing members of our communities to be able to become better educated, and better qualified, and help our state be more productive or whatever state they go to. I think that is the bottom line and I think that should be the focus of an opportunity and a privilege such as State Need Grant, to be equal and to be fair and to be available to that student to go wherever they please, Thanks.

JJ: Thank you Bob. And now we'll turn to Gena.

GW: Thank you for this opportunity. For the record my name is Gena Wickster, I am the Executive Director of the Northwest Career Colleges Federation and I am here today to provide comment on the proposed amendments to institutional eligibility in WAC 250-20-013, specifically relating to amending the regulations as it pertains to eligibility in the State Need Grant program for private career colleges. My first comment is to just ensure that proprietary is a definition meaning "for profit." If there is a non-public technical institution that is organized as not-for-profit, as a non-profit entity, that these regulations, they are exempt, exempts those institutions. And if that assumption is erroneous then I think we need to make some clarifications as to defining proprietary to mean something other than "for-profit," meaning in the eyes of the world of corporate organizations, that non-profit is different than proprietary.

Going on down to section, it would be, B, nope, let's jump on down to section C- Acceptable Performance Levels, Student Completion Rate, Placement Rate and Cohort Default Rates. My comment on that is first of all, let me say that I appreciate the last two years of working with the Financial Aid staff in the manner of the task force to identify issues that would provide the agency and the Board with assurances that public dollars administered through the State Need Grant Program, are being delivered to students attending private career colleges that are going to be around, that have administrative capability to ensure that the funds are administered appropriately. Through that dialogue over the last couple of years, certainly the issue of student accountability is something that is paramount. Private career colleges have agreed that these indicators of completion and placement rate are such that it would help the Board understand whether an institution is at risk of closing, which is the whole premise behind this regulatory change. We support that, however we would like to ensure that caution is used when arbitrary analysis by the agency is forced to be initiated that dialogue, sufficient dialogue, and an understanding of the accountability issues related to private career education are understood. We find sometimes in our workings with other agencies, that our numbers are often so high they do not believe it! We actually are welcoming this because we think that it will provide additional insight and a new trust that private career colleges when they report a 70, 70, that your agencies and other will begin to understand how we calculate that, and why indeed we are very accountable. With that, we urge the HEC Board to take a look at expanding accountability to all sectors of higher education, and we have said this over and over to you guys in the task force, this is not a new comment to staff. We believe accountability to the student when the tax-payer dollars is used is absolutely essential to promoting what this state continually requires, which is more degrees. We believe the career path from career colleges on to other entities of higher education within our own sector, and the public sector, is essential to achieving that goal of more degreed individuals within Washington State.

The other issue that I would like to comment on is Section D, which talks about Financial Stability. Again this was an issue that was talked about extensively in the task for force in the regulatory

development process, which is that we hope that when agency staff is reviewing financial stability standards within our institutions that those individuals that are reviewing and making that determination understand what they are looking at. For example it is common place within business that start-up business or branches of approved institutions within this state, it is programmed that they will operate at a loss, but there is substantial financial support to ensure the solvency of that new start-up. We ask that caution be initiated when rendering a decision on if an institution is financially stable. Along those same lines, we cannot support submission of financial statements to the agency in light of the fact that this is a public agency and therefore all information that is given to this agency is public information. What we are asking is that financial statements be made available on site at the institution to agency staff at any time a review is necessary. We had thought that there would be an opportunity to protect the privacy of individual businesses, financial statements-- I understand that that is not possible in the public agency-- so we want to ask that that be amended to ensure that proprietary information remained proprietary.

Finally, on this information we do ask that if the agency begins taking a look at Cohort default rates, that they look at the full scope, not just one individual year as an indicator of failure to administer student loan programs as an indicator of administrative capabilities. With that, I would like to close comment on the regulations that are proposed for board considerations as amended in WAC 250-20-13 Proprietary Institutions, and comment on a couple of issues that have come to our attention in other areas within the State Need Grant requirements. One is in WAC 250-20-21 Approved Accrediting Agencies. We would like to note that the Council on Education (COE) and the Council on Massage Therapy Accreditation (COMTA) are not listed within those approved accrediting agencies. I'd like to point out that if you go the CHEA (Council on Higher Education Accreditation) website, under recognized agencies, both those are listed as recognized agencies, and they are approved by the United States Department of Education for participation for the Federal Title IV programs. We would ask the HEC Board to examine and take a look at expanding their list of accrediting agencies for that purpose.

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GW: And that is recognized by the Department of Education.

And then lastly, it is my understanding that there is dialogue about expanding the individual student eligibility for the State Need Grant so that someone who is less needy than the current definition may be eligible for the State Need Grant. I would ask the agency, and the board to take a look at serving Washington's existing neediest of needy students that are attending private career colleges currently, rather than expand to those people who are less needy more money. Let's take a look at serving the students in Washington that are Washington citizens that are attending private career colleges who may not be eligible for participation in the State Need Grant Program because that institution, while it may be long standing, and serves hundreds of students in Washington State, is not eligible because they are a branch of an out of state institution. We would hope that the Board would engage in dialogue with our sector at identifying some amended regulations that would provide the assurances to the board that this restricted definition is, I believe, intended to create, but yet allow those students that are so needy, that are attending our institution that have a long standing operation history in Washington State and the students are ineligible because they choose to attend that institution. I believe that is something that needs to be looked at and we would like to offer that our association and institutions and perhaps even an extension of the current task force, explore how we can actually expand that definition, provide the assurances to the Board that may be needed, but yet be able to assist those students that are Washington citizens, and should be assisted simply because they are Washington's neediest of needy students.

I believe that summarizes my comments. Sorry.

JJ: Wonderful

GW: Thank you

JJ: Thank you Gena.

And Terri Odell has joined us. We are going to be hearing her testimony

TO: Following Gena, I probably do not have as much to say as I thought I would. One thing I wanted to reiterate that Gena touched on was the maintenance and security of the financial statements that should be provided by proprietary schools. I know some of them, ITT included, are publicly traded companies, and some of our information needs to be secure. Understandably departments who want to audit information and agencies that need to look at information have access to information that the general public doesn't, we just wanted to bring that up. Also, I wanted to just touch on providing for the citizens of the State of Washington that are students at the private career schools or the proprietary schools, I also would like us to maybe reflect back and consider the level at which they are paid their State Need Grant Funds. The State Need Grant Funds are paid to that group equal to the community in technical colleges, which is the least expensive education, so therefore the lowest paid State Need Grant awards. But yet, we are really, I believe more equal to, in some cases to some of our schools, the four-year private colleges. Maybe there may be a different level we come up with, but I would like us, before we start awarding, which I know we will anyway, the 70 percent levels, the part-time students that keep expanding who we are going to award to that we begin to realize that some of these students are taking out a considerable amount of alternative loan debt, because they are not getting the funding that they need to pay for their tuition expenses, which in some cases is really about equal to what an out-of-state student would pay if they went to a public school because of subsidies that exist. I know that this is not even on the table, but I just wanted to throw this out there because it is nice to say it every now and then, is the transferability of credits. I really think we need to begin to look at that too, because a lot of our students are paying more than should for a degree or an education because every time they change schools for which they are going to attend for whatever reason, they are finding that a lot of their credits are not transferring, even within public to public. I just wanted to throw that out there. And I think that is it.

JJ: Great. Well, thank you every one, and Gena, we'd anticipated the security of the financial documents coming up today, and we will continue to work with you on a happy resolution to that because we don't want your private information to be public either. And the one other category that we anticipated might be an issue is the provisional certification issue of a new school trying to come on board. I just wanted make sure, did you all have any comments on that at all?

GW: It was my understanding that that issue was discussed extensively during the task force process in that the insertion of the comment that staff or the executive director can make decision based upon change of ownership, blah, blah, whatever the circumstance. Yeah, I don't know how we can tighten that up any more other than saying what the specific issues would be. The minute we would try to identify what the specific issues are, we would miss three.

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JJ: Great, are there any other general comments you want to make on the official record, anybody?

GW: No, the only other issue that I wanted to talk about, the issue of probation is one that our association wholeheartedly supports, and I want to go on record again as saying that, because we believe that what it does is allows the institution, that may have some identified or perceived deficiencies, the opportunity to correct those without harming the students that are affected, and to work with the agency to become more in compliance. I think the probation status is absolutely essential to building the trust and continuing to serve the students, so, kudos on that. That's a great opportunity.

JJ: Great, OK. Anything else?

The time is now 9:30 on May 25, 2007. No more individuals are present wishing to testify in the State Need Grant Rules change. The Board will continue to accept written testimony through the close of business Thursday May 31, 2007.

This public hearing is now closed.

The time is 9:30 AM.

Appendix B



Transcription of Public Hearing on Proposed Rules for the State Need Grant Program

May 25, 2007 - 9:00 AM

Attendees

- Julie Japhet, Operations Manager for Student Financial Assistance, HECB
- Jeffrey Powell, Program Associate, HECB
- Steve Buckley, Regulatory Affairs Director, PIMA Medical Institute in Renton
- Bob Panerio, Campus Director, PIMA Medical Institute in Renton
- Gena Wikstrom, Executive Director, Northwest Career Colleges Federation
- Terri Odell, Financial Aid Director, ITT

JJ: This public hearing on proposed rules for the State Need Grant Program is now called to order. The time is 9:00 am, Friday May 25, 2007. I am Julie Japhet, Operations Manager for Student Financial Aid with the Higher Education Coordinating Board. I am the hearing officer for this proceeding.

JJ: For the record, the hearing is being held on the third floor conference room of the Higher Education Coordinating Board offices located at 917 Lakeridge Way in Olympia.

JJ: This hearing is held pursuant to the authority granted the board under RCW 28B.80.370 which permits the board to adopt rules as necessary to administer programs under its authority and RCW 28B.92 authorized for the State Need Grant Program, and this hearing is called to order to accept citizen testimony on proposed rules for this program. The proposed rules changes for the State Need Grant program concern accommodating the need for dual awards within a sector for applied baccalaureate degrees, and participation standards for proprietary institutions. Specifically we are considering State Need Grant WAC 250-20-013 Institutional Eligibility and WAC 250-20-041 Award Procedure. Notice of this hearing was filed with the code reviser of subsequently published in the Washington State register. Further notice of these hearings was provided to the Higher Education community, and specifically to student aid administrators of schools participating in proprietary school state student aid programs. Any comments received today in the public hearings, or received in writing through May 31, 2007, will be delivered to the board along with staff comments and recommendations for the board's consideration at their next meeting. The board will be asked to adopt final rules at that meeting. The time is now 9:03. Let the record show that Steve Buckley, Bob Panerio, and Gena Wikstrom are hear to testify. First is Steve, so if you could please state your name, address, and the program on which you wish to provide testimony.

SB: My name is Steve Buckley. I am the Regulatory Affairs Director for Pima Medical Institute located at 555 S Renton Village Place Suite 110 Renton, WA 98057. The purpose of myself being here is to represent the Pima Medical Institute. Although I am not currently an Institution which is eligible to participate in the State Need Grant, we hope to see the changes in that area which would allow us to participate in this program. Consequently, we are here to address the issue of the changes and the additional scrutiny that will take place through this rule change to post-secondary private institutions, and the participation in the program, and their eligibility. We have been a part of the community of educating the Washington State residents for many, many years, over fifteen years. We have certificate programs, degree programs, that we train approximately 400 to 500 students a year. We now currently have two locations in Washington where we're now training close to 700 students a year. Of these 700 students that we have, the current guidelines for participation with the State Need Grant, over 70 percent of our students would qualify for 100 percent of the eligibility requirements. We do not have the exact rates as far as 75 percent but I do know that close to 70 percent would qualify 100 percent. So we feel that there is a huge population of Washington residents that are being denied access to these tax payer funds and they should be eligible just as any other students who's eligible when attending any university in quote, "made eligible made through their standing in the community." Our corporate office is located in Tuscan, Arizona. We've been a private institution, post secondary institution for 35 years. We've been located here in Washington for over 15, and we find to continue to be part of the Washington education community. We have to graduate our guidelines and our accreditation requires that we graduate 70 percent of our student. It also requires that we place 70 percent of our graduates in the work place, not just in a job, but specifically in a job which they're trained for. So, we feel that not only are we part of the education community, we are actually, we feel, benefiting the community as a whole by supplying students, graduates, in the work place, in the employment field. We feel that currently the eligibility that is being denied us is being withheld arbitrarily. The only individuals that are being harmed—and this is being withheld from us because we are not a corporate residing within the State of Washington although we are recognized by the Secretary of Washington's Treasury to operate in here, in the state we are being withheld the rights provided to all other corporations who began initially to their school here in the state. But the individuals that are actually being harmed are the students that we represent that attend our school, who after research make a decision that PIMA Medical Institution and the education which we provide is best for them. They are the ones that are being denied the right that they have to these monies, just as any other student who attends any other university has a right to have access to. Their inability to gain this money is punitive for no fault of their own. So we wish that first, I know that this particular rule amendment does not address the issue of our eligibility, but we wish that the Higher Education Board would do whatever it takes to make sure that all institutions who have had long standing in the community of Washington, such as ourselves, have access, and become an eligible institution even if there requires changes at the state level.

In addition, the changes which are being asked, being contemplated at this time, we do not mind being held underneath a magnifying scope, a magnifying glass, that doesn't bother us. We were in business, we have to be very careful of how we conduct business, we have to be very meticulous in our manners of keeping records, not only for the accreditation that we are part of, but also just to stay in business. You cannot stay in business for thirty-five years like we have and have shotty business records or business practices. The area of concern that I have is that this applies to everybody, all institutions, not just private post secondary education but State

education, universities as well. If we are going to be held to these standards, everyone should be held to these standards. We do not have a problem with that, we can stand in the light, same as everybody else, but everybody needs to step out of the shadows if this spotlight is going to be turned on.

The one issue that I think that will be addressed later, financial records which are given over, we are not a public corporation and we do not have our income statements published to the FCC or to any other corporations. We do have to turn in our financial records to our accrediting body but these records are kept confidential, they are only to be reviewed to make sure we are complying with the accreditation guidelines of being financially stable to assist our students. We do want on the record that PIMA Medical Institute has never closed the program or denied education, because of a failed program, failed location, institution or a branch. We maintain all our branches once they have been opened, to a very high degree of success.

If these rule changes are going to take place, and the board is going to pass them, then we request that all institutions be held to the same standards. Everybody should be treated the same, period. That's all that we have to say, Thank you.

JJ: Thank you Steve, and we will move the testimony on to Bob

BP: This is Bob Panerio, I am the Campus Director for our Renton, Washington location of PIMA Medical Institute located at 555 South Renton Village Place Suite 400 Renton, Washington 98057.

As I just stated, I am a campus director and I work for PIMA Medical Institute, but I hope that my presence here today is far and above beyond representing PIMA Medical Institute and a private vocational school. I hope I am here as a life-long Washington State resident representing a Washington State resident or student that qualifies for the State Need Grant and wants to utilize that grant and go to an institution, a quality institution, such as PIMA, DeVry, or University of Washington or wherever I please as a resident to have that right to be able to utilize those funds to further my education. I am a father of two proud boys, and I would hope that they would have the right to make a choice in a quality institution that is accountable for the quality of education, if they were to qualify for those State Need Grant funds to and be able to utilize those. It is really not about a PIMA or a UW or a DeVry or any institution, I think it is more about what we are all here for and that is our Washington State students, future students, future leaders, and contributing members of our communities to be able to become better educated, and better qualified, and help our state be more productive or whatever state they go to. I think that is the bottom line and I think that should be the focus of an opportunity and a privilege such as State Need Grant, to be equal and to be fair and to be available to that student to go wherever they please, Thanks.

JJ: Thank you Bob. And now we'll turn to Gena.

GW: Thank you for this opportunity. For the record my name is Gena Wickster, I am the Executive Director of the Northwest Career Colleges Federation and I am here today to provide comment on the proposed amendments to institutional eligibility in WAC 250-20-013, specifically relating to amending the regulations as it pertains to eligibility in the State Need Grant program for private career colleges. My first comment is to just ensure that proprietary is

a definition meaning “for profit.” If there is a non-public technical institution that is organized as not-for-profit, as a non-profit entity, that these regulations, they are exempt, exempts those institutions. And if that assumption is erroneous then I think we need to make some clarifications as to defining proprietary to mean something other than “for-profit,” meaning in the eyes of the world of corporate organizations, that non-profit is different than proprietary.

Going on down to section, it would be, B, nope, let’s jump on down to section C- Acceptable Performance Levels, Student Completion Rate, Placement Rate and Cohort Default Rates. My comment on that is first of all, let me say that I appreciate the last two years of working with the Financial Aid staff in the manner of the task force to identify issues that would provide the agency and the Board with assurances that public dollars administered through the State Need Grant Program, are being delivered to students attending private career colleges that are going to be around, that have administrative capability to ensure that the funds are administered appropriately. Through that dialogue over the last couple of years, certainly the issue of student accountability is something that is paramount. Private career colleges have agreed that these indicators of completion and placement rate are such that it would help the Board understand whether an institution is at risk of closing, which is the whole premise behind this regulatory change. We support that, however we would like to ensure that caution is used when arbitrary analysis by the agency is forced to be initiated that dialogue, sufficient dialogue, and an understanding of the accountability issues related to private career education are understood. We find sometimes in our workings with other agencies, that our numbers are often so high they do not believe it! We actually are welcoming this because we think that it will provide additional insight and a new trust that private career colleges when they report a 70, 70, that your agencies and other will begin to understand how we calculate that, and why indeed we are very accountable. With that, we urge the HEC Board to take a look at expanding accountability to all sectors of higher education, and we have said this over and over to you guys in the task force, this is not a new comment to staff. We believe accountability to the student when the tax-payer dollars is used is absolutely essential to promoting what this state continually requires, which is more degrees. We believe the career path from career colleges on to other entities of higher education within our own sector, and the public sector, is essential to achieving that goal of more degreed individuals within Washington State.

The other issue that I would like to comment on is Section D, which talks about Financial Stability. Again this was an issue that was talked about extensively in the task for force in the regulatory development process, which is that we hope that when agency staff is reviewing financial stability standards within our institutions that those individuals that are reviewing and making that determination understand what they are looking at. For example it is common place within business that start-up business or branches of approved institutions within this state, it is programmed that they will operate at a loss, but there is substantial financial support to ensure the solvency of that new start-up. We ask that caution be initiated when rendering a decision on if an institution is financially stable. Along those same lines, we cannot support submission of financial statements to the agency in light of the fact that this is a public agency and therefore all information that is given to this agency is public information. What we are asking is that financial statements be made available on site at the institution to agency staff at any time a review is necessary. We had thought that there would be an opportunity to protect the privacy of individual businesses, financial statements-- I understand that that is not possible in the public agency-- so we want to ask that that be amended to ensure that proprietary information remained proprietary.

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**Annotated State Need Grant Rules Changes
June 28, 2007 HECB Meeting**

Proposed Rule	HECB Staff Comment
<p>WAC 250-20-013 Institutional eligibility. (1) For an otherwise eligible student to receive a state need grant, he or she must be enrolled in an eligible program at a postsecondary institution approved by the higher education coordinating board for participation in the state need grant program ((except as specified in WAC 250-20-021 less than half time pilot project)). To be eligible to participate, a postsecondary institution must:</p> <p>(a) ((Be a public university, college, community college, or vocational technical institute operated by the state of Washington, or any political subdivision thereof, or any other university, college, school or institute in the state of Washington offering instruction beyond the high school level with full institutional accreditation by an accrediting association recognized by rule of the board.)) <u>Be a postsecondary institution as defined in WAC 250-20-021(3).</u></p> <p>(b) Participate in the federal Title IV student financial aid programs, including, at a minimum, the Federal Pell Grant program.</p>	<p>To receive a Need Grant award, an otherwise eligible student must attend eligible schools and enroll in eligible programs.</p> <p>Eligible schools must meet the following criteria:</p> <p>Be a public college or be a non-state school offering post-secondary education which, according to WAC 250-20-021(3), means also having full institutional accreditation through an agency recognized by the board.</p> <p>Branch campuses of out-of-state institutions must be separately accredited or have been offering classroom education in Washington for at least 20 years and have enrollment of 700 FTE's or greater.</p> <p>All schools must at least participate in the federal Pell program.</p>
<p>(2) In addition, a ((for profit institution must:</p> <p>(a) Be certified for participation in the federal Title IV student financial aid programs. A for-profit institution that is provisionally certified for participation in the federal Title IV</p>	

**Annotated State Need Grant Rules Changes
June 28, 2007 HECB Meeting**

Proposed Rule	HECB Staff Comment
<p>student financial aid programs due to its failure to meet the factors of administrative capability or financial responsibility as stated in federal regulations, or whose participation has been limited or suspended, is not eligible to participate in the state need grant program until its full eligibility has been reinstated.</p> <p>(b) Demonstrate to the satisfaction of the board that it is capable of properly administering the state need grant program. In making a determination of administrative capability, the board will consider such factors as the adequacy of staffing levels, staff training and experience in administering student financial aid programs, standards of administrative capability specified for purposes of federal Title IV program eligibility, its student withdrawal rate, its federal student loan cohort default rate, and such other factors as are reasonable. In determining the administrative capability of participating institutions, the board will also consider the institution's compliance with state need grant program regulations and guidelines.</p> <p>(c) Demonstrate to the satisfaction of the board that it has the financial resources to provide the services described in its official publications and statements, provide the administrative resources necessary to comply with program requirements, and that it meets the financial responsibility standards for participation in the federal Title IV programs.</p> <p>—(d) Renew its eligibility each year under these standards.</p>	

**Annotated State Need Grant Rules Changes
June 28, 2007 HECB Meeting**

Proposed Rule	HECB Staff Comment
<p>(3) Nothing in this section shall prevent the board, in the exercise of its sound discretion, from denying eligibility or terminating the participation of an institution which the board determines is unable to properly administer the program or to provide advertised services to its students)) <u>proprietary institution must demonstrate to the satisfaction of the board:</u></p> <p><u>(a) That it is certified for participation in the federal Title IV student financial aid programs. Institutions which have been limited or suspended from Title IV programs are not eligible to participate in the state need grant program. A proprietary institution that is provisionally certified due to its failure to meet standards of administrative capability or financial responsibility may have its eligibility limited or denied. Institutions will be evaluated on a case by case basis and may be allowed to participate in a probationary status with conditions including a letter of credit, or other limitations. (b) That it is capable of properly administering the state need grant program. In making this determination, the board will consider such factors as the institution's:</u></p> <p><u>(i) Adequacy of staffing levels.</u></p> <p><u>(ii) Staff training and experience in administering student financial aid programs and turnover in key personnel.</u></p> <p><u>(iii) Compliance with the standards of administrative capability specified for purposes of federal Title IV program eligibility.</u></p>	<p>For-Profit Schools must meet the following additional criteria:</p> <p>It is fully certified.</p> <p>Institutions which are limited or suspended from Title IV programs are not eligible for State Need Grant.</p> <p>Schools with “provisional certification” due to administrative capability or whose certifications has been limited or suspended may be denied eligibility to participate in the SNG program or may have additional conditions imposed by the Board in order to participate in the SNG program (This is a modification from the original rules proposal).</p> <p>The Board reserves the right to evaluate, on a case-by-case basis, schools that are “provisionally certified”. (This is a modification from the original rules proposal).</p> <p>The school is administratively capable.</p> <p>Board will consider:</p> <ol style="list-style-type: none"> Staffing levels

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June 28, 2007 HECB Meeting**

Proposed Rule	HECB Staff Comment
<p><u>(iv) Pending legal regulatory issues.</u></p> <p><u>(v) Written student complaints.</u></p> <p><u>(vi) Compliance with state aid program regulations and guidelines.</u></p> <p><u>(vii) Ability to maintain electronic systems to support state aid program tracking, payment requests and reporting obligations.</u></p> <p><u>(c) That it is maintaining acceptable performance levels. In making this determination the board will consider such factors as the institution's:</u></p> <p><u>(i) Student completion rate.</u></p> <p><u>(ii) Student placement rate.</u></p> <p><u>(iii) Student loan cohort default rate.</u></p> <p><u>In evaluating completion and placement standards, the board will rely on the standards of the institution's accrediting agency or the standard established between the board and the institution at the time the participation agreement is signed. Multiple year averages will be considered in evaluating these standards. Each participating institution will submit its annual accreditation report to the board.</u></p> <p><u>(d) That it is financially stable and has adequate financial resources to provide the services described in its official publications and statements. Institutions must meet the administrative and financial standards for participation in the federal Title IV programs. In making this determination, the</u></p>	<ol style="list-style-type: none"> 2. Staff training and experience in SFA programs 3. Evaluation of administrative capability using federal standards. 4. Compliance with state program regulations and guidelines 5. Have technological systems in place to fully comply with system requirements. <p>The school maintains acceptable performance standards including:</p> <ol style="list-style-type: none"> 1. Completion and placement rates 2. Federal cohort default rates <p>The board will use accreditor's standards to evaluate completion and placement.</p> <p>If no comparable accreditor standard exists, the board will establish benchmarks based on applicable industry standards for the school's type and curriculum offerings.</p> <p>The school is financially stable and has the financial strength to provide</p>

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<p>board will consider such factors as:</p> <p><u>(i) The school's annual financial statements. The board will not retain copies of confidential financial statements that can not be exempted from the Public Disclosure Act, 42.56 RCW.</u></p> <p><u>(ii) The Department of Education's composite financial score.</u></p> <p><u>(iii) Federal program review findings.</u></p> <p><u>(iv) State reauthorization or relicensing reports.</u></p> <p><u>(v) Accrediting agency show cause or other findings.</u></p> <p><u>(vi) Enrollments by program and intent to terminate an existing program.</u></p> <p><u>(vii) Enrollment trends.</u></p> <p><u>(e) If evaluation of an institution's administrative capability, performance level, or financial strength results in concerns about the institution's participation in the state aid programs, the board may:</u></p> <p><u>(i) Request additional information as well as give the school the opportunity to provide additional clarifying information.</u></p> <p><u>(ii) Place an institution in a probationary status and specify the corrective actions which need to occur.</u></p> <p><u>(iii) Require a letter of credit or bond.</u></p> <p><u>(iv) Limit, suspend, or terminate an institution's participation in accordance with WAC 250-20-081.</u></p>	<p>the services described in its catalog.</p> <p>Factors used to evaluate stability include:</p> <ol style="list-style-type: none"> 1. financial statements 2. USED composite score 3. program review findings 4. accreditor findings 5. legal or regulatory issues 6. formal student complaints 7. enrollment trends <p>The board will not keep copies of confidential financial documents that can not be exempted from the Public Disclosure Act. <u>(This is a modification from the original rules proposal).</u></p> <p>Actions available to the board if it has concerns about the school's ability to meet the participation standards:</p> <ol style="list-style-type: none"> 1. request additional information 2. place on probation and

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	<p>specifying the corrective actions that need to occur and the time frame for when they need to be completed.</p> <ol style="list-style-type: none"> 3. require a letter of credit or bond 4. limit, suspend, or terminate
<p><u>(3) "Probation" indicates the board has determined that the school has one or more significant deficiencies for which corrective action is required within a specified time period.</u></p>	<p>Probation means (Applies to all schools)</p>
<p><u>(4) The school must renew its eligibility each year under these standards or as requested by the board. A school that has lost eligibility to participate must complete a new application for reconsideration.</u></p>	<p>Eligibility must be renewed each year or as requested by the board.</p>
<p><u>(5) Nothing in this section shall prevent the board, in the exercise of its sound discretion, from denying eligibility or terminating the participation of an institution which the board determines is unable to properly administer the program or provide advertised services to its students.</u></p>	<p>The board may base action on other factors if necessary.</p>

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<p><u>(6) If an institution disagrees with actions taken by the board, the institution can appeal the action per the procedure outlined in WAC 250-20-081.</u></p>	<p>Institutions can appeal.</p>
<p>WAC 250-20-041 Award procedure. (1) The institution will offer grants to eligible students from funds reserved by the board. It is the institution's responsibility to ensure that the reserve is not over expended within each academic year.</p>	<p>This section of the WAC pertains to the maximum award that can be received by sector</p>
<p>(2) The state need grant award for an individual student shall be the base grant, appropriate for the sector attended and a dependent care allowance, if applicable, adjusted for the student's family income and rate of enrollment. Each eligible student receiving a grant must receive the maximum grant award for which he or she is eligible, unless such award should exceed the student's overall need or the institution's approved gift equity packaging policy.</p>	

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<p>(3) The grant amount for students shall be established as follows:</p> <p>(a) The award shall be based on the representative average tuition, service, and activity fees charged within each public sector of higher education. The average is to be determined annually by the higher education coordinating board. <u>The award for students enrolled in the applied baccalaureate pilot program authorized in RCW 28B.50.810 shall be based on the representative tuition and fees used for the comprehensive universities.</u></p> <p>(b) Except for the 2003-04 and 2004-05 academic years, the base grant award shall not exceed the actual tuition and fees charged to the eligible student. During the 2003-04 and 2004-05 years the grant award may exceed the tuition charged to the eligible student by fifty dollars.</p> <p>(c) The base grant award for students attending independent four-year institutions shall be equal to that authorized for students attending the public four-year research institutions. The base grant for students attending private vocational institutions shall be equal to that authorized for students attending the public community and technical colleges.</p>	<p>Students in the pilot applied baccalaureate programs can receive the higher comprehensive sector award amount. Allows for two award amounts in the CTC sector.</p>
<p>(4) The total state need grant award shall be reduced for students with family incomes greater than fifty percent of the state's median and for less than full-time enrollment.</p> <p>(a) Students whose incomes are equal to fifty-one</p>	

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<p>percent to seventy-five percent of the state's median family income shall receive seventy-five percent of the maximum award. Students whose incomes are equal to seventy-six percent to one hundred percent of the state's median family income shall receive fifty percent of the maximum award. Students whose incomes are equal to one hundred one percent to one hundred twenty-five percent of the state's median family income shall receive twenty-five percent of the maximum award.</p> <p>(b) Eligible students shall receive a prorated portion of their state need grant for any academic period in which they are enrolled at least half-time, as long as funds are available. Students enrolled at a three-quarter time rate, at the time of disbursement, will receive seventy-five percent of their grant. Students enrolled half-time at the time of disbursement will receive fifty percent of their grant.</p>	
<p>(5) Depending on the availability of funds, students may receive the need grant for summer session attendance.</p>	
<p>(6) The institution will be expected, insofar as possible, to match the state need grant with other funds sufficient to meet the student's need. Matching moneys may consist of student financial aid funds and/or student self-help.</p>	

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<p>(7) All financial resources available to a state need grant recipient, when combined, may not exceed the amount computed as necessary for the student to attend a postsecondary institution. The student will not be considered overawarded if he or she receives additional funds after the institution awards aid, and the total resources exceed his or her financial need by \$200 or less by the end of the academic year.</p>	
<p>(8) The institution shall ensure that the recipient's need grant award, in combination with grant aid from all sources, not exceed seventy-five percent of the student's cost-of-attendance. In counting self-help sources of aid, the aid administrator shall include all loans, employment, work-study, scholarships, grants not based on need, family contribution, and unmet need.</p>	
<p>(9) The institution will notify the student of receipt of the state need grant.</p>	

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(10) Any student who has received at least one disbursement and chooses to transfer to another participating institution within the same academic year may apply to the board for funds to continue receipt of the grant at the receiving institution.	