Spring Board Meeting
Held Remotely Due to COVID-19 Pandemic
April 6, 2020
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Meeting Agenda</td>
<td>4</td>
</tr>
<tr>
<td>ICW Board of Directors Meeting Minutes, Fall 2019</td>
<td>5</td>
</tr>
<tr>
<td>2019-2020 Strategic Goals, Update</td>
<td>10</td>
</tr>
<tr>
<td>Finance and Audit Committee</td>
<td>12</td>
</tr>
<tr>
<td>Memorandum</td>
<td>13</td>
</tr>
<tr>
<td>Financial Dashboard</td>
<td>19</td>
</tr>
<tr>
<td>Employee Handbook</td>
<td>21</td>
</tr>
<tr>
<td>Dues Distribution Report</td>
<td>51</td>
</tr>
<tr>
<td>Projected Budget, FY2019-20</td>
<td>52</td>
</tr>
<tr>
<td>Proposed Budget, FY2020-21</td>
<td>53</td>
</tr>
<tr>
<td>Board Development Committee</td>
<td>54</td>
</tr>
<tr>
<td>Memorandum</td>
<td>55</td>
</tr>
<tr>
<td>Committee Assignments and Terms</td>
<td>59</td>
</tr>
<tr>
<td>Board Nominations List</td>
<td>60</td>
</tr>
<tr>
<td>Public Policy Committee</td>
<td>62</td>
</tr>
<tr>
<td>Memorandum</td>
<td>63</td>
</tr>
<tr>
<td>Federal Higher Education Issues</td>
<td>70</td>
</tr>
<tr>
<td>State Budget Priorities</td>
<td>72</td>
</tr>
<tr>
<td>Washington College Grant Equity Fix</td>
<td>74</td>
</tr>
<tr>
<td>End of Session Bill Report</td>
<td>76</td>
</tr>
<tr>
<td>Compiling Proof Points: Research Options</td>
<td>80</td>
</tr>
<tr>
<td>Fund Development Committee</td>
<td>82</td>
</tr>
<tr>
<td>Memorandum</td>
<td>83</td>
</tr>
<tr>
<td>Fund Development Dashboard, 2019-20YTD</td>
<td>86</td>
</tr>
<tr>
<td>WA-SEN Dashboard, 2019-20YTD</td>
<td>88</td>
</tr>
<tr>
<td>Matched Student Savings Program: Student Testimonials</td>
<td>93</td>
</tr>
<tr>
<td>Visibility Committee</td>
<td>94</td>
</tr>
<tr>
<td>Memorandum</td>
<td>95</td>
</tr>
<tr>
<td>COVID-19 Communications and Statements</td>
<td>97</td>
</tr>
</tbody>
</table>
Letter to U.S. Senate, Higher Education Support Letter, March 20, 2020 ............................................. 104
Letter to National Council for State Authorization Reciprocity Agreements (NCSARA),
Joint Statement on Fall 2020 COVID-19 Admissions, March 30, 2020 ............................................. 118
Joint Statement on Dual Credit, March 30, 2020 ................................................................................. 119
Letter to Governor Jay Inslee, Recommendations on Nursing Programs, March 30, 2020 ......... 120
Joint Letter, Nursing Program Recommendations in Response to the COVID-19 Pandemic, , March 30, 2020 ................................................................................. 123
Spring 2020 Board Meeting | Monday, April 6th
Held Remotely due to COVID-19 (Coronavirus) Pandemic

John McVay, Chair, Presiding

AGENDA

10:30 am  Welcome and introductions, including new Board Member Adriana Villafan and recognition of Retiring Board Members Jennifer Divine, Rhona Kwiram and Lyle Quasim

10:40 am  Report of the Chair

10:50 am  Business Meeting, Committee Action Items
- Approval of Minutes from fall meeting
- Finance and Audit: Approve Employee Handbook
- Finance and Audit: Approve the FY2020-21 proposed budget
- Board Development Committee: Approve slate of new Board Members and Officers
- Q&A on Written Committee Reports (Fund Development Committee, Public Policy Committee, Visibility Committee, President’s Committee)

11:10 am  Roundtable Discussion on COVID-19 Response and Effects

11:50 am  Executive Session

12 pm  Adjourn

Save the Date: Upcoming Independent Colleges of Washington Board Meetings

- October 26-27, 2020  Gonzaga University, Whitworth University
- April 12, 2021  Saint Martin’s University
- October 25-26, 2021  Pacific Lutheran University, University of Puget Sound
- April 4, 2022  Seattle University
- Oct 31-Nov 1, 2022  Heritage University
- April 3-4, 2023  Saint Martin’s University
- October 30-31, 2023  Walla Walla University, Whitman College
- April 8, 2024  Seattle Pacific University
- October 28-29, 2024  Gonzaga University, Whitworth University
- April 7-8, 2025  Saint Martin’s University
ICW Board of Directors Meeting Minutes
October 28 – 29, 2019

 Directors in Attendance                      Directors Absent

Dick Bangert    Shelly O’Quinn
Allan Belton    Parker Phend
Kevin Bouchey   Ben Phillips
Pat Callans     Andrew Prather
Isiaah Crawford Laura Rehmann
Jennifer Divine Mike Ridgeway
Liz Gorman      Steve Smith
Shaunta Hyde    Terri Standish-Kuon
Kristofer Johnson Fr. Steve Sundborg
Terry Jones     Beck Taylor
Dan Martin      Tom Thoen
Thayne McCulloh Diane Timberlake
John McVay      Randy Tinseth
Kathy Murray    Jim Yearby

Guests
Randy Spaulding, Executive Director, Washington State, Board of Education

Susana Reyes, Member of the Board, Washington State Board of Education

Staff

Allan Atienzo
Devon Crouch
Riley Dolan
Patty Daniels
Kris Gonzales
Etienne Rios

Monday, October 28, 2019
Walla Walla University, College Place, WA

Board members gathered for light refreshment in the Atrium of Bowers Hall before touring the University campus and reconvening at Heubach Chapel. Board Chairman John McVay opened the meeting, welcoming fellow Board members to his campus and thanking his fellow members of the Executive Committee for helping to shape the agenda for the meeting. He noted that it was a pleasure to host his first meeting as Board Chair on the campus of Walla Walla University.

Board Chairman John McVay offered prayers for three Board members who were not in attendance due to the loss of loved ones, noting that the passing of Lorrie Scott’s father, Rhona Kwiram’s father, and a death in Roy Heynderickx’s family were keeping them necessarily elsewhere.

Mr. McVay asked Pat Callans to facilitate the introduction of new Board members. Isiaah Crawford introduced Michael Ridgeway, Shelly O’Quinn introduced Andrew Prather, and Thayne McCulloh introduced Diane Marie Timberlake. Mr. Ridgeway, Mr. Prather and Ms. Timberlake each made brief
Mr. McVay welcomed Mr. Prather, Mr. Ridgeway and Ms. Timberlake and also noted that new Board member Betsy Cadwallader had sent her regrets that she was not able to attend the meeting.

Mr. McVay then invited Board member to introduce themselves. He next expressed appreciation to those Board members who are serving as mentors for the Board’s newest members: Shelly O’Quinn, Kris Johnson, José Gaitán, and Lyle Quasim.

Mr. McVay then acknowledged Kevin Bouchey, who needed to step off the Board for other commitments, thanking him for his active engagement with policymakers and his service to the Board.

Mr. McVay next called on Fund Development Committee Chair Laura Rehrmann, who shared that the association had been alerted to a significant and unexpected gift from the estate of Jan Lowen.

Mr. McVay turned to Ms. Standish-Kuon for a report, and Ms. Standish-Kuon invited Kris Gonzales shared the positive news that the Gates Foundation had renewed its support for the Washington Student Engagement Networks with a second multi-year grant. Ms. Standish-Kuon also gave an update on the status of our federal priorities.

With the arrival of special guests, Mr. McVay moved the conversation to discussion titled “The K-12 Pipeline in the State of Washington: Recent Developments, Challenges and Opportunities for Partnership,” Mr. McVay asked Terri Standish-Kuon to introduce two special guests from the Washington State Board of Education, Executive Director Randy Spaulding and Board Member Susanna Reyes, who is Assistant Superintendent of Operations and Human Resource for the Pasco School District. Mr. Spaulding and Ms. Reyes shared considerable data and took questions from Board members. The discussion centered on data trends and how priorities in the State Board of Education’s 2019-2023 Strategic Plan will affect how students across the state will be prepared for higher education.

Once Mr. Spaulding and Ms. Reyes had departed, the Board had a robust discussion about the challenges and opportunities represented by the pipeline of K-12 students in the state of Washington.

Moving to the Business Meeting following a short break, Mr. McVay asked for review of the minutes of the last meeting.

**Action:** Approve the April 1 – 2: 2019 ICW Board meeting Minutes. Jennifer Divine made a motion to approve the April 2019 ICW Board meeting minutes. Isiaah Crawford seconded the motion. *The minutes were unanimously approved.*

Mr. McVay invited member campus presidents to share the latest developments at their respective universities.

Board members gathered for a brief reception at the Gesa Power House Theatre and then moved to the upper floor of the theatre complex for dinner. Mr. McVay offered brief remarks at the start of the meal, introducing special guests Kim Herman, the retiring head of the Washington Higher Education Facilities Authority and recipient of the Stanley O. McNaughton Leadership Award, and Mark and Patty Anderson, Walla Walla-based entrepreneurs who spearheaded the transformation of the Power House into a community theatre and event space. Ms. Murray introduced the Andersons and Mr. Anderson shared slides and remarks about how his liberal-arts based education provided the foundation for his life’s work.
The Board reconvened with special guests for a Student Aid and Scholarship Appreciation Breakfast in Young Ballroom in the Reid Campus Center at Whitman College.

Mr. McVay thanked Ms. Murray for hosting the Board and Ms. Murray welcomed the group, shares a bit about Whitman College. She also invited each of the Whitman and Walla Walla University students to stand to introduce themselves.

Mr. McVay noted that these appreciation events are among his favorite as they are about students and gratitude, “and both are at the heart of why we do what we do.” He welcomed special guests, including Representative Skyler Rude (WA-15), former Board member DeLona Lang-Bell, Business Affiliate and donor Mike Rask of AON, donor Jackie Thomas-Rask, Business Affiliate Christine Masoni of TIAA, and Business Affiliate Dan Norton of Absco Solutions. He also welcomed colleagues from Walla Walla University and Whitman College.

Following breakfast, Mr. McVay and Ms. Murray presented the 2020 Stanley O. McNaughton to Kim Herman, Executive Director, Washington Higher Education Facilities Authority (WHEFA). Mr. McVay noted that Mr. Herman was the Independent Colleges of Washington Board of Directors’ selection to receive the 2020 Stanley O. McNaughton Leadership Award for this commitment to Washington’s 10 independent colleges and universities. Since 1983, WHEFA has provided its member colleges and universities – which includes all ten members of Independent Colleges of Washington – access to private and public capital markets at substantially lower costs than are available in the conventional financial marketplace. Mr. McVay shared that WHEFA has saved Independent Colleges of Washington member campuses a total of $24.2 million through financings and re-financings.

Next, students Leonel Barreto of Whitman College and Jocelyn Sotelo of Walla Walla University, both recipients of the ICW Board of Directors Scholarship for the 2019-20 academic year, shared the stories of their higher education journeys, and their appreciation for the support of Independent Colleges of Washington scholarship programs.

After a brief tour of the Whitman College campus, the Board reconvened for in-person Committee work sessions.

Mr. McVay reconvened Board members and asked Ms. Standish-Kuon to continue her report from the prior day. She and Mike Burgess described the outlook for the coming legislative session. Ms. Standish-Kuon described the association’s grassroots advocacy plan of action and invited members of the Board to join with member campuses in engaging with elected official around the association’s priorities.

Mr. McVay then called for the review and approval of the association’s goals for 2019-20.

**Action:** Adopting proposed goals. Ms. Murray made a motion to approve the goals as presented. Ms. Rehrmann seconded the motion. The motion was approved.

Reporting for the Board Development Committee, Mr. Callans referred to the results of the Board survey, which sought feedback from Board members, in the pre-meeting materials. He noted that the Board Development Committee had reviewed the results of the survey, noting that the main area of concern centers on making an appropriate mentor-mentee match. The Committee revisited the rationale behind the program, with staff describing the approach for the current year. There is clear
support for the mentoring program by the Board Members, though improvements in terms of its execution are needed. Committee members agreed to refine the program in the years ahead.

Mr. Callans then sought feedback from Committee chairs about their specific needs. This will be helpful as the Board Development Committee identifies potential new Board members.

Mr. Callans reported that with Kevin Bouchey’s departure from the Board, there is a need to fill his unexpired term thru June 2021. He explained that Andrew Sund has nominated Adriana Villafan, an alumna from Heritage University, who works for Catholic Charities Housing Services in Yakima. Mr. Callans presented Ms. Villafan’s name for consideration.

**Action:** Approve the election of Adriana Villafan to serve on the Board. Steve Sundborg made a motion to approve the April 2019 ICW Board meeting minutes. Shelly O’Quinn seconded the motion. *The motion was unanimously approved.*

Mr. Callans concluded by reminding Board members to please anticipate an email survey to regarding the meeting program and logistics, and to collect any ideas for future nominees for the Board.

For the report of the Finance and Audit Committee, Chair Jim Yearby presented the 2019 Audit to the Board, reporting that the Committee is pleased with financial management of the association and that the issue the auditors raised had been resolved. He shared that the Finance and Audit Committee had voted and accepted the audit during its fall meeting. He further mentioned that the association’s auditors Petersen Sullivan had merged with BDO.

Mr. Yearby then called attention to the results of the cybersecurity audit and commended the staff for taking action on the issues raised.

**Action:** Approve IRS Form 990, FY 2018. Beck Taylor made a motion to approve the 2018 990 report. Jennifer Divine seconded the motion. *The motion was unanimously approved.*

Fund Development Committee Laura Rehrmann thanked Board member for their support and urged everyone to pledge.

Public Policy Committee Chair Isiaah Crawford thanked those board members who reached out to legislators during the Interim, then asked Mike Burgess to provide an update on the outlook heading into the 2020 session. Discussion ensued around likely topics of discussion and the potential for various proposals.

Mr. Crawford presented the draft legislative priorities and opened up the floor for discussion. Discussion ensued, particularly surrounding Washington College Grant funding and leveraging the capacity at Independent Colleges of Washington member campuses.

**Action:** Approve policy agenda. Jim Yearby made a motion to adopt the 2019 legislative priorities. Steve Smith seconded the motion. *The motion was unanimously approved.*

Visibility Committee Chair Liz Gorman reported that Committee members had looked at the messaging of the association and developed a general messaging framework around six pillars
(Serving Washington, Delivering Value, Cultivating Talent, Championing Diversity, Completing Degrees, and Powering Economies. A possible additional theme would focus on financial aid that helps students attend our member campuses. The Committee had urged staff to also focus on messaging specific to the Washington College Grant and financial aid, and the resulting “Q&A” is helping member campuses communicate consistently around the grant. The Committee held a joint conference call with public relations and communications directors across the member campuses so Committee members could understand how campuses are positioning themselves in the marketplace and what tactics they find most successful to communicating with middle and high school students.

For the Presidents Committee, Fr. Sundborg reported that each member campus president had been invited by the M.J. Murdock Charitable Trust to a gathering for teams from their campuses. These convenings focused on data and helped campuses to better or more completely see where they stand on a spectrum of metrics. He reported that each university is trying to figure out how to reposition themselves more clearly and how to distinguish themselves in the competitive marketplace. He closed by urging members of the Board to thank the Murdock Trust for its steadfast and considerable support for the association’s member campuses.

Mr. McVay reminded the Board that the next meeting is on April 6, 2020.

There being no new business, Mr. McVay adjourned to Executive session.

The Board convened in Executive Session.

The meeting was adjourned.

Respectfully submitted,

Jim Yearby
Secretary/Treasurer
Independent Colleges of Washington 2019-20 Goals, Updated [4/2/20]

Board Development Committee (Staff liaisons: Etienne Rios, Terri Standish-Kuon)
• Assess gaps in the composition of the Board of Directors; seek feedback from ICW’s working committees regarding possible gaps in skills/industry/experience/expertise that would be helpful to ICW. (Partners: Finance and Audit, Public Policy, Fund Development and Visibility Committees)
  ✓ Ongoing
• Recruit new Board members with attention to diversity across a range of dimensions industry sector, expertise, age/career stage, race/ethnicity, and gender.
  ✓ Ongoing
• Survey Board members to assess their participation; perceived value of the Fall and Spring meetings; and the perceived value of orientation and mentors.
  ✓ In Progress, to be sent following Board Meeting
• Regularly evaluate and assess the language in the bylaws to allow for clarity and relevance
  ✓ On hold until a time if/when the Washington Nonprofit Corporations Act comes into effect

Finance and Audit Committee (Staff liaisons: Patty Daniels, Terri Standish-Kuon)
• Achieve a clean audit; file IRS Form 990, 990T, and Form 5500.
  ✓ No longer required to file 990T
• Steward and organically expand ICW’s Business Affiliate Program. (Partner: Fund Development Committee)
  ✓ Ongoing
• Promote offerings of the Coalition College Cost Savings and E&I Cooperative Services.
  ✓ In progress, to be shared at the fall meeting
• Assess next steps on ICW Cybersecurity Risk Assessment Executive Report.
  ✓ Completed
• Convene for professional development and information sharing campus colleagues in the areas of finance, human resources and purchasing.
  ✓ CFO’s/ICW shared resources at the June 2019 meeting
• Implement changes as required by revisions to the Washington Nonprofit Corporations Act. (Partner: Board Development Committee)
  ✓ Ongoing

Public Policy Committee (Staff liaison: Terri Standish-Kuon)
• Inventory available data/research. Identify key points and areas for exploration
  ✓ Ongoing
• Award 2020 Stanley O. McNaughton Leadership Award to deserving person in the public policy space
  ✓ Completed: Awarded to Kim Herman at Fall 2019 Board Meeting
• Implement advocacy plan to achieve legislative priorities set by the Board of Directors
  ✓ Ongoing
• Monitor proposed state and federal legislation, advancing or working to mitigate negative effects as appropriate
  ✓ Ongoing
• Follow NAICU lead on federal issues, keeping Washington delegation informed of state impact and connecting interested Board members to federal higher education issues
  ✓ Ongoing
• Convene for professional development and information sharing campus colleagues in the areas of academic affairs, financial aid, institutional research, and registration (through Private Registrars of Washington known as PROW).
  ✓ Ongoing: Convening virtually in the era of COVID-19

Fund Development Committee (Staff liaisons: Kris Gonzales, Terri Standish-Kuon)
• Encourage all Board members to contribute to the Board of Directors scholarship program and attract at least two new donors to achieve total gifts of at least $1.3 million
✓ Board gifts and pledges are tracking to meet goal. Projected gifts (prior to COVID-19) for FY2019-20 @ $1.02 million depending on timing of $300,000 bequest
• Connect scholarship recipients with donors by sharing correspondence, creating appreciation events tied to Board meetings, and leveraging organic opportunities.
✓ Ongoing; Fall Board meeting breakfast in Walla Walla brought 12 student scholars across two campuses together with key audiences
• Manage Bill and Melinda Gates Foundation-funded Washington Student Engagement Networks (WA-SEN) in partnership with the College Promise Coalition. *(Partner: Public Policy Committee)*
✓ Successfully secured a new 2-year grant to continue this work through June 2021
• Expand campus and student participation in the Matched Student Savings (MS2) program. Enroll 65 Student Savers across seven campuses.
  ✓ Third cohort offers 65 seats across six campuses. We did not market to a seventh campus due to transition in staffing.
• Identify and leverage opportunities to involve Board members in strategic donor introductions/visits.
✓ Ongoing
• Convene for professional development and information sharing campus colleagues in the areas of advancement/development, alumni and parent relations and diversity, equity and inclusion/multicultural relations.
✓ Ongoing; Convening virtually in the era of COVID-19

**Visibility Committee** *(Staff liaison: Terri Standish-Kuon)*
• Implement and amplify the messaging in the ICW Messaging Framework and Washington College Grant Q and A guide. *(Partners: Fund Development and Public Policy Committees)*
✓ Ongoing
• Identify and leverage earned and owned media opportunities to advance ICW’s priorities.
✓ Ongoing
• Enhance policy and donor visibility, as well as member visibility to support shared priorities.
✓ Ongoing
• Convene for campus colleagues for professional development and information sharing, specifically in the areas of communications, public relations, and marketing, as well as colleagues in the admissions and enrollment offices.
✓ Ongoing; Convening virtually in the era of COVID-19
Finance and Audit Committee
MEMORANDUM

March 23, 2020

To: ICW Board of Directors

From: ICW Finance and Audit Committee
Jim Yearby, Chair; Vice President, Human Resources, United Way of King County
Richard Bangert, ICW Board Emeritus
Allan Belton, President, Pacific Lutheran University
Roy Heynderickx, President, Saint Martin’s University
Rhona Kwiram, Shareholder, Clark Nuber
Sherry Mondou, Executive Vice President & CFO, University of Puget Sound
Andrew Prather, Shareholder, Clark Nuber

ICW Staff Liaisons:
Terri Standish-Kuon, President and CEO
Patty Daniels, Director of Finance

This memorandum summarizes the discussions of the Finance and Audit Committee’s meetings on February 26, 2020 and March 23, 2020. Committee members noted in bold were present at both meetings. Those in italics attended one of the sessions.

Updating the Independent Colleges of Washington Employee Handbook

Committee Chair Jim Yearby welcomed the attendees and then asked Terri Standish-Kuon to introduce Katie Loberstein, Attorney at Miller Nash Graham & Dunn and Amy Robinson, Senior Counsel at Miller Nash Graham & Dunn. Ms. Standish-Kuon briefly discussed the progress made on updating the ICW personnel policies by creating an employee handbook. She introduced Ms. Loberstein and Ms. Robinson, who provided an overview of the recommended updates to the personnel policy and employee handbook. Briefly, Ms. Loberstein and Ms. Robinson highlighted a number of sections to address:

- Employee classifications (exempt and non-exempt), along with the new overtime rules that start in July 2020;
- A harassment/discrimination policy;
- Revisions to the outside activities section to include a new non-compete law which prohibits employers from restricting outside employment in some circumstances; and
- Updated sick and safe leave to be in compliance with the new Washington State Paid Family Leave Law and Seattle’s Paid Sick and Safe Time (PSST) Ordinance.
Rhona Kwiram asked whether the association had a set calendar for reviewing policies, and Patty Daniels confirmed that there was not a regular cycle. The Committee recommended setting a calendar so the association can review and update policies at regular intervals.

**Review of the Financial Dashboard**

Committee members reviewed the financial dashboard. The association’s reserve funds including cash and CDs exceed the Board’s policy of holding aside 20% of annual operating expenses. The current fiscal year expenditures are within budget at seven months into the year.

**2019-20 Projected Year-End Budget and Initial Proposed 2020-21 Budget**

Committee members reviewed the adopted 2019-20 budget and year-end projections. With two open positions, and a larger than originally anticipated offset in indirect allocations from the renewed grant for the Washington Student Engagement Networks grant, staff anticipates ending the year with a surplus.

The Committee began discussing the proposed 2020-21 budget, including options to increase dues support to fund new association staff with greater levels of experience. In addition to an Executive and Program Assistant ($45K plus benefits, 1-2 years of experience) to provide administrative support to the president and staff team, coordinate the association’s scholarship programming and support legislative bill tracking, Ms. Standish-Kuon outlined the scope of work for two positions aimed at augmenting the association’s policy and programming work.

- **Director, Policy and Academic Affairs** ($90K plus benefits, 7-10 years of experience)
  - Monitor/manage/contribute to workgroups, task forces related to legislation and other issues (e.g., Career Connect Washington, Census).
  - Research and write briefs related to a range of issues.
  - With the president, assess/analyze/monitor/track state legislation, discern and articulate the association’s position.
  - Monitor/track opportunities to engage w/ WA Congressional delegation, including organizing Hill visits for member college presidents, represent the association at legislative hearings and other meetings, with legislators and higher education stakeholders and represent association with groups with shared public policy interests (e.g., the College Promise Coalition, Association of Washington Business, Council of Presidents, State Board for Community & Technical Colleges, Washington Student Achievement Council, Private Registrars of Washington, Washington Association of Collegiate Registrars, Washington Financial Aid Association, Washington Association of Colleges for Teacher Education, and the Northwest Commission on Colleges and Universities).
  - With president and associate director of research and technology, identify/explore/analyze key data and trends.
  - Coordinate annual “Olympia Days” for member college presidents/board members and legislators during the legislative session.
  - Contribute to developing and communicating policy positions.
  - Staff/manage campus communities of practice: financial aid, registrars, Government Affairs Council, student affairs, and education deans.
  - Staff liaison to the Board’s Public Policy Committee
• **Associate Director, Communications and Outreach**, 4-6 years of experience, $60K plus benefits
  - Leverage the state’s investment in the Washington College Grant to boost the percentage of Washington high school graduates and adults who pursue postsecondary education at Independent Colleges of Washington member campuses.
  - Represent the association with high school and transfer counselors via the Washington Council for High School-College Relations and Intercollegiate Relations Commission. Make presentations at counselor workshops and visit State Board for Community and Technical College campuses.
  - Plan special events, including two Board meetings. Coordinate (design, production, distribution) quarterly postcard series, annual collateral, including letterhead, infographics and occasional reports.
  - Coordinate media relations (monitoring media coverage of higher education and policy issues, establishing and cultivating relationships with key journalists, preparing news releases, as well as drafting op-eds and letters to the editor, as needed).
  - Coordinate the association’s social media presence (e.g., Twitter, LinkedIn). Build awareness for key association programs, including scholarships, Business Affiliates Program (including value-added webinars or other educational programs) and collaborative purchasing programs (e.g., E&I, Coalition for College Cost Savings programs/offerings).
  - Staff/manage campus communities of practice: admissions, communications/public relations/marketing.
  - Staff liaison to the Board’s Visibility Committee.

Roy Heynderickx requested additional information, including trend data regarding the distributions that member campuses received from association fundraising in comparison to dues. Committee members agreed to meet again in March to review the requested information and staffing options.

**Office Location; Lease Expires in 2021**

Ms. Standish-Kuon reminded the Committee that the association currently rents 2,200 square feet of office space at 600 Stewart Street in downtown Seattle; its lease runs through June 30, 2021. She noted that staff will working this spring to identify and engage a tenant broker and start the process of looking in today’s marketplace for affordable office space that accommodates the needs of the association.

The meeting was adjourned and a follow-up conference call was planned for March.

*****

This supplemental report of the Finance & Audit Committee describes projected year-end expenditures and outlines the parameters of the proposed budget for FY 2020-21. There are two motions proposed for consideration by the Board of Directors.

**Finalizing the Employee Handbook**

Mr. Yearby led a discussion of the new updates to the employee handbook that were suggested at the February meeting. Ms. Standish-Kuon noted that while the association does not currently have a Remote Work Policy, due to the COVID-19 outbreak, she has asked the staff to follow the policy in the proposed handbook. After a period for additional review, the staff did not receive any additional suggested changes.
to the handbook. Attached to this report is the draft Employee Handbook for the full Board’s review and action.

**Motion for Consideration**

The Committee recommend that the Board adopt the Independent Colleges of Washington Employee Handbook.

**Review of Historical Trends, Dues Support and Distribution of Funds Raised**

Committee members reviewed the illustration of aggregate dues/distributions over the last ten years. Allan Belton noted that while he has not typically thought of the association’s dues and distributions in terms of net costs, the chart highlighted the value of the association and was a powerful visual.

For four years, between 2015-16 and 2018-19, total dues support was level at $998,000. For the current year, dues support increased by one percent to $1,008,875. If dues had increased between one and two percent annually between 2014-15 and 2019-20, total support would range between $1.05 million and $1.11 million.

In 2018-19, the most recent year for which data for both dues and distributions are available, the association distributed more than $750,000 in scholarship assistance and approximately $200,000 in other support, including Alaska Airlines vouchers, equipment from the Fluke Corporation, and discounted hotel stays at the Sheraton Grand Seattle. Additional grant projects (funded by the Gates Foundation and the Council for Independent Colleges) advanced strategic priorities without dues support.

Member campuses contributed between $72,879 and $146,997 (average, $99,889) in dues support in 2018-19, and received between $61,172 and $98,401 (average, $76,773) in cash and in-kind distributions. The range for net support (dues, offset by distributions) ranged from -$9,920 to $68,697 (average, $23,116). Not all member campuses participate in the Matched Savings Program, which accounts for some of the campus-to-campus variability. The policy and visibility work of the association returns significant value to member campuses for current levels of net support.

**Revised Forecast, FY 2019-20 Year-End**

Committee members reviewed the updated projected year-end for FY 2019-20 for Independent Colleges of Washington’s operations and grant funds awarded to the association through the Bill and Melinda Gates Foundation and the Teagle Foundation. These projections take into account changes in plans for the Board’s spring meeting and curtailed travel in light of the emergence of COVID-19 across the state of Washington and the nation.

After reviewing the staff’s projections for the fiscal year that ends June 30, revised from the February meeting, the Committee found that the operating all-funds budget remains in balance. The opening fund balance of $343,969 is expected to close with a balance of $428,475, higher than the $315,219 closing fund balance anticipated when the FY 2019-20 budget was adopted in June 2019. The staff now anticipates ending FY 2019-20 with a surplus of approximately $104,000 for our operating account (plus $61,500 in earmarked grant funds for a total of $164,500. The surplus results from two open positions (approximately $51,800 in salaries and benefits) as well as gains in grant funding and associated indirect allocations ($23,814, compared to the $15,000 originally budgeted) and operational savings.
In light of the COVID-19 outbreak, the projections for the year-end now assume a complete hiring freeze. Staff paused the ongoing interviews for the Executive and Program Assistant position, notifying two promising candidates that the search would be on hold until regular operations resumed. Projected surplus for the current fiscal year provides funding that could support restarting the hiring process for this position. Two month’s salary and benefits would total approximately $10,000.

Proposed Budget for FY 2020-21; Two Scenarios

Mr. Yearby asked Ms. Standish-Kuon to review two budget scenarios for the Committee’s consideration. For next year, Ms. Standish-Kuon noted that ICW will derive its revenue from dues assessments, grants and sponsors, and investment and Affiliate income. She commented that recognizing the essential work of the association in a policy environment that increasingly seeks to impose unfunded mandates on our campuses, and the make-or-break stresses of the COVID-19 pandemic on member campuses. She also related that ICW is deeply sensitive to what our colleges are facing and suggested looking at all options to the committee.

Ms. Standish-Kuon first outlined Scenario #1, with no increase in dues, a complete hiring freeze, no salary increases. She explained that in light of developments, it is important that the Committee had the chance to review this austerity approach. The risks of this approach are that without filling the two open positions in some way, the association cannot fully execute the work it had been taking on, nor would it be able to meet new demands.

Under this first scenario, the budget proposes a combination of revenue sources:

- $1.01 million in dues support, no increase from FY 2019-20.
- $24,414 in indirect support related to external grant funding where indirect expenses can support the association’s operations;
- $7,500 from reserves for a planned migration from a local server to a cloud; and
- $5,500 from the Business Affiliate Program, which we are growing organically as attracting and servicing participating firms requires staffing resources.

Ms. Standish-Kuon then described Scenario #2, under which dues support would remain level and the revenue from Scenario #1 with $75,000 from reserves (from this year’s surplus) to fund two positions, the Executive and Program Assistant and the Director, Policy and Academic Affairs. She noted that Scenario #2 also includes a modest salary enhancement pool of $7,500 ahead of conversations with the Executive Committee that will take place later in April.

Mr. Bangert asked Ms. Standish-Kuon to recommend an approach, and Ms. Standish-Kuon commended that in a climate that requires sector-wide advocacy and coordination, she recommended Scenario #2 as the two new roles are essential to restoring and expanding the association’s bandwidth in key skill areas.

Ms. Standish-Kuon also reported that the communications and outreach role outlined during the February meeting could be viewed as even more important amid great uncertainty as the association has the opportunity to leverage the state’s investment in the Washington College Grant and the association’s work with the Teagle Foundation to create more pathways for transfer students. She noted that by making it possible to have a concentrated focus on our internal and external audiences via media relations, social media, collateral, and boosting our presence with high school counselors, community-based organizations, the association can enhance the visibility of member campuses. She further
expressed willingness to seek funding for this position via a number of avenues, including seeking outside funding support. Other avenues for support include additional spending from reserves, increased dues support, and/or expanding the association’s membership roster.

**Motion for Consideration**

It is the Committee’s recommendation that the Board adopt the FY 2020-21 Budget for Independent Colleges of Washington as proposed in Scenario #2, with any revisions that may result from a subsequent meeting of the Executive Committee before the beginning of the fiscal year on July 1.

*****

Supplementing the Committee’s deliberations, the staff is pleased to note these two additions to the Committee’s report.

**Update from the Retirement Investment Committee**

Members of the Retirement Investment Committee provide oversight for the management of the association’s assets and receive updates. As noted in earlier reports from this Committee, in 2016, the Board delegated its fiduciary responsibility of the association’s Defined Contribution Plan to this Committee. The Committee meets annually with the Plan administrator (Spectrum Pension) and Investment Advisors (Garde Capital). The next meeting is planned for later this spring.

**Coronavirus Aid, Relief, and Economic Security (CARES) Act; Paycheck Protection Program**

The CARES Act expanded Small Business Administration loans to entities with 500 or fewer employees, removing many of the credit criteria and streamlining the application process. The program includes loan forgiveness provisions if entities do not lay off employees or reduce salaries for those making less than $100,000 during the eight week period after the loan is received. Funds can be used for payroll, employment taxes, mortgage, rent, healthcare benefits, retirement benefits or utilities. The staff is looking into this funding stream to see if it is appropriate for the association.

Attachments:
- Employee Handbook, March 2020 draft
- Historical trends, dues and distributions
- 2019-20 projected year-end
- 2020-21 proposed budget, revised
Financial Dashboard

ICW Audit and Finance Committee
February 2020

2019-20 Adopted Operating Budget
($1,065,675)

Expenditures through 1/31/2020
Actuals = $616,617 (59%)

CD Holdings

<table>
<thead>
<tr>
<th>Rate</th>
<th>Amount</th>
<th>Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0%</td>
<td>$25,000</td>
<td>10/26/2020</td>
</tr>
<tr>
<td>2.6%</td>
<td>$50,000</td>
<td>2/8/2021</td>
</tr>
<tr>
<td>2.9%</td>
<td>$25,000</td>
<td>2/7/2022</td>
</tr>
<tr>
<td>2.5%</td>
<td>$50,000</td>
<td>6/20/2023</td>
</tr>
</tbody>
</table>

Audited Reserves, End of Fiscal Year

$343,969 Total (CDs $151,523, Cash $192,446)

Operating Budget, Dues, End of Year Spending

Budget
Dues
Spending

*Projected Spending
Financial Dashboard

ICW Audit and Finance Committee
February 2020

Organizational Expenses per Audit

- 2014-15: 6% fundraising, 18% admin, 76% program
- 2015-16: 6% fundraising, 21% admin, 73% program
- 2016-17: 6% fundraising, 18% admin, 76% program
- 2017-18: 3% fundraising, 18% admin, 79% program
- 2018-19: 3% fundraising, 14% admin, 83% program

Operating Balance 1/31/20
(held at US Bank)
$541,550

- Cash: $301,844 (56%)
- CDs/Money Market: $239,706 (44%)

Endowment & Funds Raised
(as of 1/31/2020)
$1,800,622

- Endowment*: $820,871 (46%)
- Vanguard/US Bank Trust/Beneficial State Bank: $979,751 (54%)

*Vanguard Balanced Index Admiral

Endowment 2015 thru 6/30/2019

- 2015: $637,764
- 2016: $649,439
- 2017: $700,182
- 2018: $735,734
- 2019: $775,965

- Temporarily Restricted
- Restricted Funds

<table>
<thead>
<tr>
<th>Year</th>
<th>Earnings</th>
<th>Contributions</th>
<th>Withdrawals for Scholarships &amp; Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>$29,638</td>
<td>$6,250</td>
<td>($21,500)</td>
</tr>
<tr>
<td>2016</td>
<td>$26,225</td>
<td>$8,950</td>
<td>($22,500)</td>
</tr>
<tr>
<td>2017</td>
<td>$66,968</td>
<td>$7,150</td>
<td>($23,375)</td>
</tr>
<tr>
<td>2018</td>
<td>$60,102</td>
<td>$2,200</td>
<td>($26,750)</td>
</tr>
<tr>
<td>2019</td>
<td>$62,471</td>
<td>$7,200</td>
<td>($29,450)</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

**WELCOME** .................................................................................................................. 1

**MISSION STATEMENT** ................................................................................................. 2

**HISTORY** .................................................................................................................. 2

**IMPORTANT NOTICE ABOUT THIS HANDBOOK** ....................................................... 3

**SECTION 1: EMPLOYMENT POLICIES** ....................................................................... 4

1.1 At-Will Employment ................................................................................................. 4
1.2 Equal Opportunity and Affirmative Efforts ................................................................ 4
1.3 Hiring Practice ......................................................................................................... 4
1.4 Standards of Conduct .............................................................................................. 4
1.5 Conflict of Interest ................................................................................................... 4
1.6 Outside Activities ..................................................................................................... 4
1.7 Anti-Discrimination and Anti-Harassment Policy ................................................... 5
1.8 Workplace Accommodation Policy ......................................................................... 7
1.9 Lactation/Breastfeeding Breaks ............................................................................. 7
1.10 Violence-Free Workplace ........................................................................................ 8
1.11 Emergency Protocols ............................................................................................ 8
1.12 Whistleblower Policy ............................................................................................ 8

**SECTION 2: WAGE AND HOUR POLICIES** ................................................................. 9

2.1 Employee Classifications ........................................................................................ 9
2.2 Position Descriptions .............................................................................................. 9
2.3 Meal and Rest Break Periods .................................................................................. 9
2.4 Overtime .................................................................................................................. 10
2.5 Payroll ..................................................................................................................... 10
2.6 Attendance .............................................................................................................. 10
2.7 Flexible Work Schedule Policy .............................................................................. 11
2.8 Remote Work Policy ............................................................................................... 11
2.9 Errors in Pay .......................................................................................................... 12

**SECTION 3: LEAVE AND BENEFITS** ........................................................................ 13

3.1 Sick and Safe Leave ................................................................................................. 13
3.2 Domestic Violence Leave ...................................................................................... 14
3.3 Paid Family Medical Leave .................................................................................... 15
3.4 Military Service Leave ........................................................................................... 16
3.5 Military Family Leave ............................................................................................. 16
3.6 Jury Duty Leave ..................................................................................................... 16
# TABLE OF CONTENTS
(continued)

| 3.7 Vacation Leave | ....................................................................................... 16 |
| 3.8 Personal Leave | ....................................................................................... 17 |
| 3.9 Holidays | ....................................................................................... 17 |
| 3.10 Leave of Absence | ....................................................................................... 17 |
| 3.11 Bereavement Leave | ....................................................................................... 18 |
| 3.12 Medical Benefits | ....................................................................................... 18 |
| 3.13 Life Insurance | ....................................................................................... 18 |
| 3.14 Disability | ....................................................................................... 18 |
| 3.15 Retirement | ....................................................................................... 18 |
| 3.16 Safety and Workers' Compensation | ....................................................................................... 18 |

## SECTION 4: THE WORKPLACE ENVIRONMENT ................................................................. 18

| 4.1 Office Hours | ....................................................................................... 18 |
| 4.2 Appearance | ....................................................................................... 19 |
| 4.3 Smoking Policy | ....................................................................................... 19 |
| 4.4 ICW Property | ....................................................................................... 19 |
| 4.5 Social Media Policy | ....................................................................................... 20 |
| 4.6 Electronic Mail and Internet Usage Policy | ....................................................................................... 21 |
| 4.7 Portable Device Policy | ....................................................................................... 22 |
| 4.8 Travel and Entertainment | ....................................................................................... 23 |
| 4.9 Performance Reviews | ....................................................................................... 23 |
| 4.10 Employee Discipline | ....................................................................................... 23 |
| 4.11 Employee Separation | ....................................................................................... 23 |

## APPENDIX A ............................................................................................................. 24

## EMPLOYEE ACKNOWLEDGEMENT .................................................................................. 27
WELCOME

Thank you for being a part of the Independent Colleges of Washington team.

Our member campuses play a critical role in the state's higher education ecosystem, cultivating talent, championing diversity, and making it possible for more Washington residents to find their best fit here at home. With a commitment to educating the whole person, they are delivering value for their alumni and communities. Together, they are serving Washington, and with state and private support, we have the capacity to assist thousands of additional Washington residents in completing degrees.

Additionally, as employers, our member campuses are powering economies in many corners of the state, creating jobs and connecting students to jobs in their regions. Our member campuses employ more than 8,000, making the collective one of the state's top 20 private sector employers.

For more than 60 years, Independent Colleges of Washington has promoted educational opportunity through policy engagement, student aid programs, and strategic partnerships. We are dedicated to helping students pursue their college aspirations, and Washington achieve its post-secondary attainment goals. Our work to promote equity ensures that all students—including new-majority, first generation, returning adults, low-income, and underrepresented youth—can choose their ideal educational environment and graduate prepared to contribute their talents to the state, the nation, and the world.

We are happy to have you with us, and have assembled this handbook to guide our work together. We aim for an encouraging and fair environment and I welcome your questions.

With warm regards,

Terri Standish-Kuon
President and CEO
MISSION STATEMENT
Independent Colleges of Washington promotes the unique educational opportunities of independent colleges in Washington, the benefits of students being able to attend their "best fit" college, and the value of higher education to the state.

HISTORY
Independent Colleges of Washington is a nonpartisan, 501(c)(3) not-for-profit organization serving 10 not-for-profit, private, liberal arts-based colleges and universities in Washington state. The association was founded in 1953 by college presidents and business leaders who believed that independent colleges add valuable capacity and diversity to the state's higher education ecosystem and that their contributions to the state could be strengthened by working together.
IMPORTANT NOTICE ABOUT THIS HANDBOOK

The purpose of this employee handbook is to communicate ICW's basic employment policies and guidelines. These policies and guidelines apply to all ICW employees, regardless of title. This handbook is intended as a guide for the efficient and professional performance of an employee's job, and supersedes and replaces any previous written or oral policy statements.

None of the provisions of this handbook alter, modify, or amend the "at-will" nature of employment, and any such purported oral modification is null and void. Only ICW can alter this "at will" employment policy for any employee, and no such modification is valid unless in writing and signed by the President.

This handbook is not intended to be an express or implied employment contract. It is a broad statement of ICW policy. It does not promise specific treatment in a specific situation. Its provisions generally provide uniform guidelines, but are not intended to substitute for the good judgment and discretion of ICW's President. ICW reserves the right to interpret, modify, rescind, amend, or supplement any or all personnel policies as it deems necessary at any time.

Please contact the President if you have any questions about the policies and guidelines described in this handbook.
SECTION 1: EMPLOYMENT POLICIES

1.1 At-Will Employment
All personnel of ICW are employed "at-will." Both ICW and its employees have the right to terminate the employment relationship at any time for any lawful reason with or without cause or notice. The employment-at-will status can only be altered by a written employment agreement between ICW and the employee, which must be signed by the ICW President.

1.2 Equal Opportunity and Affirmative Efforts
ICW is an equal opportunity employer and seeks to develop a staff that is reflective of the diversity of our society and colleges. Diversity is fundamentally important to the mission of ICW. Employee selection decisions are based on qualifications and work experience. It is the policy of ICW to recruit, hire, train, pay, retain, and promote employees without discrimination on the basis of sex, race, color, ancestry, religion, creed, disability, age, marital status, parental status, national origin, sexual orientation, gender identity or expression, veteran status, protected genetic information, or any other status protected by federal, state, or local law.

1.3 Hiring Practice
ICW is committed to employing the best qualified candidates while engaging in recruitment and selection practices that comply with all applicable employment laws. It is the policy of ICW to provide equal employment opportunity to all applicants and employees.

1.4 Standards of Conduct
ICW expects the ethical conduct of each employee. Professional relationships are expected with all persons, businesses, clientele, and others with whom ICW does business. All work should be free of the appearance of any conflict of interest or other unethical conduct.

1.5 Conflict of Interest
Employees of ICW should refrain from engaging in any behavior that either directly or indirectly appears to be a conflict of interest with the mission of ICW. An ICW employee may not accept a tangible gift (except gifts of nominal value) or other benefits that could be perceived as influencing the employee's business judgment. Conflicts of interest can also arise when business decisions relate to persons or entities with whom an employee has a close personal relationship or a financial interest. Employees are expected at all times to exercise high ethical standards, behavior, and good judgment. If in doubt, the President should be consulted.

1.6 Outside Activities
ICW employees may not accept honoraria for services rendered to member institutions. Employees may engage in outside employment if the outside
position does not present a conflict of interest with ICW and it does not interfere with ICW's normal scheduling expectations.

1.7  **Anti-Discrimination and Anti-Harassment Policy**

ICW is committed to providing a supportive and positive work environment that is free of discrimination and harassment against any person on the basis of age, race, color, sex, sexual orientation, gender identity or expression, national origin, religion, marital status, disability and/or veteran status or any other category protected by federal, state, or local law. Harassment or intimidation of any kind by or toward another employee or any other person, or harassment of any person not associated with ICW, will not be tolerated. Conduct that ICW determines constitutes a violation of this policy may result in the strictest disciplinary action.

1.7.1  **Sexual Harassment.** Sexual harassment is one form of harassment. It is a violation of state and federal law and will not be tolerated. Sexual harassment, as defined by the Equal Employment Opportunity Commission and stated below, is expressly prohibited:

"Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of the individual's employment; (2) submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment."


The definition of sexual harassment includes many forms of offensive behavior and can include gender-based harassment of a person of the same sex as the harasser. Conduct which may be considered in violation of this policy includes, but is not limited to:

- Unwanted sexual advances;
- Making or threatening reprisals after a negative response to sexual advances;
- Visual conduct, including leering, making sexual gestures, displaying of sexually suggestive objects or pictures, cartoons, or posters;
- Verbal conduct, such as making or using derogatory comments, epithets, slurs, or jokes;
• Verbal sexual advances or propositions;

• Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual;

• Suggestive or obscene letters, notes, or invitations; and/or

• Inappropriate physical conduct, including touching, assaulting, impeding, or blocking movements.

1.7.2 Other Forms of Harassment. This policy applies not only to complaints and investigations of sexual harassment and intimidation, but to all other forms of harassment and intimidation based on age, race, sex, sexual orientation, national origin, religion, marital status, disability, veteran status, or any other category protected by federal, state, or local law.

1.7.3 Reporting Harassment. ICW employees are responsible for their own behavior and for reporting any inappropriate behavior they observe. Employees who believe they are subject to harassing behavior or are aware of any such behavior must immediately notify their supervisor. If an employee feels that they cannot talk directly to their supervisor, or if the supervisor is responsible for the behavior, notify the ICW President, or the Board Chair.

Employees are also encouraged to identify the offensive behavior to the person engaging in the behavior and request that it stop. Even if an employee has addressed the issue with the person engaging in the behavior, they are required to let their supervisor or the President know about the situation so that ICW can follow up with any measures it considers appropriate.

1.7.4 Investigation and Response. Complaints of harassment will be investigated appropriately, as determined by ICW, consistent with the nature of the complaint. Information about the complaint will be kept as confidential as possible under the circumstances required to complete the investigation and implement any corrective action. Depending on the results of the investigation, prompt and appropriate action will be taken.

Any employee who is found to have engaged in behavior violating this policy will be subject to discipline that is appropriate in ICW's discretion, up to, and including, immediate termination of employment.

1.7.5 No Retaliation. No employee will be retaliated against for making a harassment complaint in good faith, or for assisting in an investigation of such a complaint. If an employee believes they have been retaliated against in violation of this policy, they should report it to the President, or to the Board Chair if the President is at issue.
1.8 **Workplace Accommodation Policy**

ICW's commitment to nondiscrimination in employment includes providing reasonable accommodations for qualified individuals with disabilities and for employee's religious practices or observances, except where it would create an undue hardship. It also includes reasonable accommodations to pregnant employees.

If an employee has a physical, mental, or sensory disability that affects their ability to perform any of the functions of their job, or have a pregnancy-related condition, and believes they need or would benefit from an accommodation, they should make a request to their supervisor. Likewise, if an employee feels any work-related requirement may interfere with a religious observance or their religious belief and they would like to request an exception, they should submit a request for accommodation to their supervisor.

As permitted by law, ICW may request medical opinions to verify the need for such accommodations, identify potential options, and to determine whether his or her continued work would pose a safety or health risk, as applicable. If the information provided in response to this request is insufficient, ICW may require that they see a health care professional of its choosing, at ICW's expense.

ICW will treat information and documentation obtained in this process as confidential, except to the extent that others need to know to evaluate their request or to implement any approved accommodations. Any medical information submitted will be kept in a confidential medical file separate from their primary personnel file to ensure that it is protected to the fullest extent possible.

ICW makes determinations about reasonable accommodations on a case-by-case basis considering various factors and based on an individualized assessment in each situation. While it encourages an employee to suggest specific reasonable accommodations that they believe would allow them to perform their job, be aware that ICW is not required to make the specific accommodation requested by an employee and may provide an alternative effective accommodation, to the extent any reasonable accommodation can be made without imposing an undue hardship on ICW.

Employees will not be retaliated against for requesting an accommodation in good faith. ICW expressly prohibits any form of discipline, reprisal, intimidation, or retaliation against any individual for requesting an accommodation in good faith. If an employee feels that they or another employee may have been subjected to retaliation or other conduct that violates this policy, they should report it immediately to a supervisor or to the President.

1.9 **Lactation/Breastfeeding Breaks**

A lactating employee will be provided with a reasonable break time to express breast milk for her nursing child for up to twenty-four (24) months after the child's birth each time such employee has need to express the milk, in a pre-designated
location or another appropriate private location arranged between the employee and her supervisor.

When possible, lactating employees should use their meal and rest breaks to express milk. If the amount of time needed for such breaks in a day exceeds the available meal and rest break time, available paid leave may be used if approved by ICW. If an employee does not have any available approved paid leave to be used to cover these breaks, any additional time used will be unpaid.

For questions about lactation breaks, contact the President.

1.10 Violence-Free Workplace
ICW does not tolerate any type of workplace violence committed by or against employees. Employees are prohibited from making threats or engaging in violent activities. Examples of prohibited conduct include, but are not limited to:

- Causing physical injury to another person
- Making threatening remarks
- Displaying aggressive or hostile behavior that subjects another individual to emotional distress

Any potentially dangerous situations must be immediately reported to a supervisor or the President. All reported incidents will be investigated.

1.11 Emergency Protocols
ICW wants to ensure that its workplace is safe and healthy for all employees. In the event of a workplace emergency (e.g. medical emergency, natural disaster, etc.), employees should prioritize getting themselves to safety and calling emergency responders as needed. When it is safe to do so, employees should check in with the President via telephone or text.

1.12 Whistleblower Policy
ICW has enacted a whistleblower policy that applies to all employees and board members. A copy of the whistleblower policy is included as Appendix A.
SECTION 2: WAGE AND HOUR POLICIES

2.1 Employee Classifications

Exempt and non-exempt employees: As provided under the Fair Labor Standards Act and the Washington Minimum Wage Act, employees may be either "non-exempt" and eligible for overtime pay, or "exempt" from overtime consideration generally depending upon the duties of their position. Exempt employees, which are typically those holding executive, professional, and administrative positions, are paid a salary for all hours worked and are not eligible for overtime pay. Non-exempt employees are paid on an hourly basis, and are eligible for overtime pay for hours worked in excess of 40 hours per week. Non-exempt employees must maintain an accurate record of hours worked. ICW will compensate Non-exempt employees in accordance with applicable federal and state law regulations.

Full-time and part-time employees: For most purposes, ICW considers employees regularly scheduled to work 32 or more hours per week to be full-time, and employees regularly scheduled for less than 32 hours per week to be part-time. However, employees working 20 hours or more may be eligible for benefits if offered by ICW and allowed by the applicable benefits plan, subject to applicable employee contributions.

"Temporary" employees: Temporary workers are hired for a period of time that is generally defined (e.g., two weeks, one month, for the program, etc.) or for a specific project. They are paid on an hourly basis for work actually performed. A temporary, hourly paid employee may be employed on a full-time or part-time basis, but do not receive employee benefits other than what is guaranteed under applicable law.

2.2 Position Descriptions

Each ICW position will have a description that states the major responsibilities of that position, and whether that employee has exempt or non-exempt status under the Fair Labor Standards Act and Washington Minimum Wage Act. The position description is a basic statement of typical tasks but is not intended to serve as an exhaustive listing of all that is required of the person holding the position.

2.3 Meal and Rest Break Periods

In accordance with state and federal law, non-exempt employees are required to take the following breaks in a normal work day under state labor laws.

- Two 10-minute rest breaks. Employees are entitled to one paid 10-minute rest period for each 4-hour work period, scheduled as near as possible to the midpoint of each work period (i.e. one in the morning, and one in the afternoon).
- One 30-minute meal break. Employees are entitled to take one unpaid lunch break lasting 30 minutes if the work period is more than 5 consecutive hours. The break must be taken not less than 2 hours nor more than 5 hours from the beginning of the shift. This lunch break will be counted as work time and paid as such if employees perform any work during this time.

Employees are expected to ensure that they take their breaks. If they are unable to do so for any reason, they must notify their supervisor by the end of the work day.

2.4 Overtime
All non-exempt employees will be paid overtime for any hours worked over 40 hours per week, at one-and-one-half times their regular rate of pay. Only time actually worked will be counted toward overtime calculations, however. For example, if a week includes a paid 8-hour sick day and the employee works 36 hours on the other four days for a total of 44 hours, the employee would not receive overtime pay due to the fact they only physically worked 36 hours. The employee would be paid for 8 sick hours and 36 regular hours. If in the same week, the employee works 44 hours in the other four days for a total of 52 hours, then the employee would be paid for 40 regular hours, 8 sick hours, and 4 overtime hours.

All overtime must be approved by the employee’s supervisor. When workloads make it necessary to work overtime, the employee is expected to cooperate as a condition of their employment.

2.5 Payroll
Checks are deposited on the 15th and last day of each month. If either of these dates falls on a holiday or weekend, employees will receive checks on the closest business day. All deductions required by law are withheld, such as federal income tax, social security, and applicable local taxes. In addition, an employee may authorize voluntary deductions for additional insurance coverage, retirement, etc.

2.6 Attendance
Employees are expected to arrive at work on time and as scheduled. If an employee is unable to work as normally scheduled, they are required to notify their supervisor as soon as possible.

Attendance is an essential function of each position at ICW. Should any factors prevent an employee from arriving at work on time, the employee is responsible for resolving them and notifying their supervisor or the President as soon as possible in advance. While ICW realizes that certain circumstances are beyond control, excessive absenteeism and tardiness are serious impediments to the success of the organization and may result in disciplinary action up to and including termination.
If an employee knows in advance that they need to be absent from work, they must first obtain approval from the President. Because of organizational needs, it may not be possible to grant all requests. Therefore, approval of absences is in the sole discretion of ICW.

2.7 Flexible Work Schedule Policy

Comp time is not permitted under the Fair Labor Standards Act; however, ICW will consider temporary flexible work scheduling on a case-by-case basis in situations where such schedules have been shown to provide needed coverage and to serve ICW.

Examples of flexible work schedules may include:

- Flextime, in which an employee works eight hours in a workday, but the employee’s set schedule starting and ending times may change.
- 10-hour work day, four-day workweek, in which an employee works 10 hours per workday, reducing the workweek to four days a week.
- Nine-hour day, half-day on Friday, in which an employee works nine-hour workdays Monday through Thursday and four hours on Friday.

Flexible work arrangements are not appropriate for all employees or positions and are not a guaranteed benefit. The nature of the employee’s work and responsibilities must be conducive to a flexible work arrangement without causing significant disruption to performance. Flexible work arrangements must be pre-approved by the President.

2.8 Remote Work Policy

ICW places great value on team members having the ability to speak face-to-face and to confer spontaneously on projects. However, ICW recognizes that sometimes working remotely makes sense or is most convenient in a given situation. ICW does not intend for working remotely to be a permanent working arrangement, but will allow it case-by-case on a limited time basis, focusing first on the business needs of the organization. To make this arrangement a success, ICW has established the following criteria with regard to working remotely:

- Employees must receive prior approval from the President if they wish to work remotely.
- Employees must be available during standard working hours unless otherwise approved.
- Employees should be actively engaged with ICW staff and member campuses as if they were physically present in the office.
• Employees must have the technology they need and a contingency plan in place in the event connectivity or systems fail.

• Work should be performed on a secured network. Employees are expected to ensure the protection of confidential information accessible from their home office. Employees should use locked file cabinets and desks, perform regular password maintenance, and refrain from discussing confidential information in the presence of non-ICW employees.

• The employee's remote work space must be free of safety hazards. If the employee is injured while performing remote work, they must notify their supervisor immediately.

Work flexibility is a privilege and does not alter the employment-at-will relationship between the employee and ICW.

2.9 Errors in Pay
Every effort is made to avoid errors in employee paychecks. If an employee believes an error has been made, the employee must tell his or her supervisor or the President immediately. ICW will take the appropriate steps to research the problem and to ensure that any necessary correction is made properly and promptly.
SECTION 3: LEAVE AND BENEFITS

3.1 Sick and Safe Leave
In accordance with the Washington State Paid Sick Leave Law, RCW 49.46, and Seattle's Paid Sick and Safe Time (PSST) Ordinance, SMC 14.16 (under which ICW is a Tier 1 employer), ICW provides employees with paid time off from work due to illness or safety issues. PSST may be used for an employee's absence due to:

- The employee's own personal illness, injury or health condition, or need for medical diagnosis, care, treatment, or preventative medical care. (Sick Time)

- To care for a family member with an illness, injury, or health condition, or if the family member needs medical diagnosis, care, treatment, or preventative medical care. For purposes of this leave, "family" includes child, parent, parent-in-law, spouse, registered domestic partner, grandparent, grandchild, or sibling. (Sick Time)

- Closure of the employee's place of business or child's school/place of care by order of a public official for health related reasons, including to limit exposure to infectious agents, biological toxins, or hazardous materials. (Safe Time)

- For reasons related to domestic violence, sexual assault, or stalking of the employee, the employee's family member, or the employee's household member. For purposes of this leave, "family" includes child, spouse, registered domestic partner, parent, parent-in-law, grandparent, grandchild, or person in dating relationship with employee. "Household member" includes former spouses or domestic partners, co-parent of child (regardless of marital or cohabitation status), persons 16 years of age or older related by blood or marriage or living together now or in the past, or have or had a dating relationship, and persons with a biological or legal parent-child relationship, including stepparents/stepchildren (Safe Time).

Rate of accrual, use and carry-over, benefit year

From the first day of employment, all employees accrue PSST at the rate of 1 hour per 20 hours worked. PSST accrual begins on an employee's employment start date. PSST benefits are accrued and used based on a calendar year.

PSST may be carried over from year to year, not to exceed 60 days. There is no cap on PSST accrual or usage in a benefit year, there is only a cap on benefit year carryover.

For non-exempt employees, PSST may be used in increments of 15 minutes. For exempt employees, PSST may be used in increments of one hour or more.
Employees will not be paid for unused PSST upon separation from employment.

Method of notification

ICW includes with each paycheck notification of the employee's amount of PSST accrued, any PSST reductions during the relevant pay period, and total amount of unused PSST available for use.

Reasonable notice requirements for requesting PSST

If the employee's need for PSST is foreseeable, the employee must request the leave to his or her supervisor at least 10 days in advance, or as early as possible.

If the employee's need for PSST is not foreseeable, the employee should notify his or her supervisor as soon as possible.

Documentation requests

ICW may require verification that an absence is for a PSST authorized purpose when an employee uses PSST for those purposes for more than three consecutive work days, provided that the verification does not result in an unreasonable burden or expense on the employee. The verification need not disclose the nature of the illness or other specific reason for the absence, and ICW will keep the information confidential.

Retaliation prohibited

ICW prohibits retaliation against any employee who requests or uses PSST or otherwise exercises any rights under the Seattle PSST Ordinance or the Washington Paid Sick Leave law. Any employee who believes he or she has been improperly denied PSST benefits or has been retaliated against for requesting or using PSST should bring their complaint to the attention of the President.

3.2 Domestic Violence Leave

In addition to the leave provided under the Seattle Paid Sick and Safe Time Ordinance, employees who are victims of domestic violence, sexual assault, or stalking may be entitled to additional, unpaid leave to provide for their own or their child's health, safety or welfare. The leave may be used intermittently and as reasonably necessary to obtain medical treatment, seek law enforcement assistance and remedies, attend counseling, obtain domestic violence or assault victim services and assistance, participate in legal proceedings, or address safety planning, including permanent or temporary relocation or security of an existing home.

Employees who are family members of a victim may also be entitled to take reasonable unpaid leave to help the victim seek treatment or obtain help from law
enforcement and other agencies. For purposes of this policy, family members include children, spouses, parents, parents-in-law, grandparents, and persons with whom the employee has a dating relationship.

3.3 **Paid Family Medical Leave**
Washington Paid Family and Medical Leave ("PFML") is a mandatory statewide insurance program that provides qualifying Washington employees with state benefits for time off to give or receive care.

**Qualified Employees:**
To qualify for PFML benefits, an employee must have worked for one or more Washington employers for 820 hours in the qualifying period, usually the immediately past year. Whether the employee qualifies for PFML and the amount of their weekly benefit will be determined by the Washington Employment Security Department.

**Qualifying Events and Amount of Leave:**
Qualified employees may take up to 12 weeks in a 52 week period, as needed, for the following reasons:

- The employee’s own serious health condition, including but not limited to incapacity due to pregnancy, prenatal medical care or child birth;

- The need to care for a family member with a serious medical condition. For purposes of PFML, a family member means the employee's child, grandchild, grandparent, parent, sibling, or spouse/registered domestic partner, or individual who in effect stands in such position to the employee (e.g. adoptive, foster, step-);

- To welcome a child into the employee’s family (through birth, adoption or foster placement);

- To prepare for a family member's pre- and post-deployment activities, as well as time for childcare issues related to a family member's military deployment.

If the employee faces multiple events in a 52-week period, he or she may be eligible to receive up to 16 weeks, and up to 18 weeks if he or she experiences a serious health condition during pregnancy that results in incapacity.

**Supplementing PFML benefits with ICW-Provided Paid Leave:**
Generally, PFML benefits will be less than the employee normally earns for their work at ICW, and there is usually a one week waiting period. ICW will allow an employee to use their available and unused paid time off benefits to make up the difference between their weekly PFML benefit and their usual weekly earnings, or to cover the week waiting period. ICW paid time off must be accrued and available; it will not be advanced before accrual for these purposes.

-15-
Payment of premiums:
PFML is funded by premiums paid by both employees and employers. The employee's premium contribution will be reflected on their paystub.

Job Restoration Upon Completion of PFML Leave:
Employees who worked for ICW for at least 12 months and worked at least 1,250 hours in the 12 months before taking PFML leave will be restored to the same or equivalent position.

Retaliation Prohibited:
ICW prohibits retaliation against any employee applying for or taking PFML leave.

3.4 Military Service Leave
An employee who serves in the armed forces is eligible for military leave of absence. All military leave will be in accordance with the most current applicable state and federal laws.

3.5 Military Family Leave
In accordance with Washington's Military Family Leave Act, an employee who regularly works more than twenty (20) hours per week may take up to fifteen (15) days of unpaid Military Family Leave in order to spend time with a spouse, child, or parent who is deployed or called up on active duty during a period of military conflict. The leave must be used prior to the deployment or when the service member is on leave during the deployment. The employee is expected to provide at least five (5) days' notice of the need for Military Family Leave.

3.6 Jury Duty Leave
Employees assigned to jury duty will be excused with full pay only for those working hours required to be in court. If remuneration other than transportation and meal expenses is received by the employee, it must be given to the association or annual leave will be charged.

Absent a written employment agreement that provides different or additional benefits or as otherwise provided by law or a specific policy, ICW offers the following fringe benefits to its regular, full time employees only. For questions about any of these benefits, including eligibility, please contact the President.

Just as with any other policy reflected in this Handbook, these fringe benefits are subject to periodic review by the Executive Committee of the ICW Board of Directors, and may be changed at any time, provided that affected employees will receive notice before any substantive change becomes effective.

3.7 Vacation Leave
On the first day of work, full-time, regular employees begin accruing vacation credit at a rate of two weeks (10 days) per year. Vacation leave may be taken after six months of work up to the amount earned. After the third year of service, employees begin accruing vacation at the rate of three weeks (15 days) per year.
After the fifth year of service, employees begin accruing vacation at the maximum rate of four weeks (20 days) per year.

An employee may carry over into a new fiscal year no more than one-year's accrued vacation leave; provided, however, the maximum vacation taken in any one year may not exceed five weeks without approval by the President. Any leave in excess of the allowed carry-over amount will be forfeited unless a formal extension request has been approved in writing by the President. The President's request must be approved by the Chair of the Board. In addition, employees will not be eligible for paid annual leave for attendance occurrences following notice of separation of employment or at the time of termination of employment.

A Request for Vacation Leave form must be submitted for the supervisor's approval. For leave requests of more than three days, leave requests should be made at least two weeks in advance of the requested leave date(s).

ICW expects and encourages all employees to take all vacation leave to which they are entitled. Vacation leave must be pre-approved by the employee's supervisor, and shall be recorded with the office manager. Vacation leave, which has been earned but not taken, will be paid at the time of an employee's termination, up to 20 days if the employee is in good standing as determined by ICW. Taking vacation leave pay in lieu of time off is not available.

3.8 **Personal Leave**
Two paid personal leave days are available each fiscal year and may be taken only with the supervisor's advance permission. These days may not be carried over or used following notice of separation of employment or at the time of termination of employment. Upon termination, employees will not receive compensation for unused personal leave days.

3.9 **Holidays**
Depending on ICW's business needs at the time, employees may receive the following paid holidays: New Year's Day, Martin Luther King, Jr. Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and the Friday following, and Christmas Eve and Christmas Day. Additionally, the ICW offices may be closed during the period between Christmas Day and New Year's Day.

Religious holidays may be substituted for the above holidays if authorized by the employee's supervisor.

3.10 **Leave of Absence**
A leave of absence is an extended period of time absent from work (with the supervisor's approval) without loss of employment. For the purposes of this policy, a leave of absence is a type of leave that is not otherwise protected under the law and does not qualify as leave under another policy. ICW has the discretion to grant or deny a leave of absence, which is without pay. During the
first 30 days of a leave of absence, the company continues to pay company-paid benefits; the employee must pay premiums for dependent coverage in advance to ICW. An extension beyond 30 days may be considered in the event of serious or extenuating circumstances. Benefits may continue during the extension if permitted by the applicable benefit plan and the employee pays all premiums.

3.11 Bereavement Leave
In the event of death of an immediate family member, an employee may have up to three working days paid bereavement leave, to handle family affairs and attend the funeral. "Immediate family" is defined as: father, mother, sister, brother, spouse, child, mother-in-law, father-in-law, grandparents, and grandchildren. The President may grant additional time, with or without pay, on a case-by-case basis.

3.12 Medical Benefits
ICW offers a group health plan which may include medical, dental and vision coverage, paid for employees and available for dependents at employee expense. This medical coverage is reviewed annually and will be adjusted according to changes in state and federal regulations, and as the budget will allow.

3.13 Life Insurance
Life insurance plans are offered to full-time employees at a rate equal to their annual salary. The Summary Plan Description of ICW Life Insurance plan defines the benefit offered.

3.14 Disability
Disability plans are offered to all full-time employees. The Summary Plan Description of ICW Disability plan defines the benefit offered.

3.15 Retirement
Retirement plans are offered to all full-time employees. The Summary Plan Description of ICW Retirement plan defines the benefit offered.

3.16 Safety and Workers' Compensation
All ICW employees are covered by workers' compensation insurance for injuries and illnesses arising during the course of employment. Employees must report all work-related accidents or illness immediately to their supervisor. Workers' compensation benefits provide coverage for accident-related medical bills and partial payment for loss of earnings. Time loss compensation is paid only when authorized in accordance with applicable law.

SECTION 4: THE WORKPLACE ENVIRONMENT

4.1 Office Hours
ICW's official office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. With the approval of the supervisor, employees may adjust work schedules to accommodate other needs.
Employees who are absent or delayed are expected to notify their supervisor as early as possible, stating the reason for the absenteeism or delay.

4.2 Appearance
ICW employees should dress and groom in a manner appropriate to their position, and they should always present a business-like appearance.

4.3 Smoking Policy
Smoking is not permitted in the ICW suite. This includes "vaping."

4.4 ICW Property
ICW equipment, technology, and supplies are to be used exclusively for ICW business. The following guidelines provide additional guidance for appropriate use of ICW property.

4.4.1 Protection of ICW Confidential Information. Any information that an employee learns about ICW, or its member campuses, as a result of working for ICW that is not otherwise publicly available constitutes confidential information. Employees may not disclose confidential information to anyone who is not employed by ICW or to other persons employed by ICW who do not need to know such information to assist in rendering services. Employees may not disclose confidential information even after they separate from employment.

Discussions involving sensitive or otherwise confidential information should always be held in confidential settings to safeguard the confidentiality of the information. Employees should be mindful of discussing confidential information in open areas (even in the office), public spaces or other places where conversations might be overheard.

The protection of privileged and confidential information is vital to the interests and the success of ICW and its member campuses. The disclosure, distribution, electronic transmission or copying of ICW's confidential information is prohibited. Such information includes, but is not limited to, the following examples:

- Information related to member campuses that is not publicly available.

- Information about ICW's services or operations that is not publicly available (e.g. personnel information, financial information).

4.4.2 Return of ICW Property Upon Termination of Employment. In the event an employee's employment with ICW is terminated for any reason, the employee must deliver to ICW, promptly and without request, any and all documents and information in their possession which relate to their employment and/or or otherwise constitute confidential or proprietary information belonging to ICW.
4.5 **Social Media Policy**
ICW understands the power and importance of social media. It also understands that it can quickly and irrevocably damage the organization and its member campuses when used improperly.

This policy guidance is for employee personal use of social media, which should be broadly understood for purposes of this policy to include blogs, wikis, microblogs, message boards, chat rooms, electronic newsletters, online forums, social networking sites, and other sites and services that permit users to share information with others in a contemporaneous manner. Employees are also expected to adhere to ICW’s policy on professional use of social media, which is a separate, standalone policy that is incorporated herein by reference.

The following principles apply to the personal use of social media:

- Employees must know and adhere to the other policies contained in the Handbook.
- Any conduct that adversely affects an employee's job performance, the performance of other employees or otherwise adversely affects ICW or its member campuses may result in disciplinary action up to and including termination.
- Unless expressly instructed otherwise, employees may not act as spokespersons for ICW. When posting on social media on a topic that may be relevant to ICW or one of its member campuses, employees must clearly state that they are not speaking on behalf of ICW or its member campuses, and that their opinions do not necessarily reflect that of ICW or its member campuses.
- Employees should be aware of the effect their actions may have on their images, as well as the image of ICW. The information that employees post or publish may be public information for a long time.
- Employees should be aware that ICW may observe content and information made available by employees through social media. Employees should use their best judgment in posting material that is either inappropriate or harmful to ICW or its member campuses.
- Although not an exclusive list, some specific examples of prohibited social media conduct include posting commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment.
- Employees are not to publish, post, or release any information that is considered confidential or not public. If there are questions about what is
considered confidential, employees should check with their supervisor or the President.

- Employees should get appropriate permission before they refer to ICW or post images of current or former employees, or employees of member campuses.

- Subject to applicable law, after-hours online activity that violates ICW policy may subject an employ to disciplinary action or termination.

If employees have any questions regarding the policy guidelines listed above, they should contact the President.

4.6 Electronic Mail and Internet Usage Policy

This policy describes ICW's guidelines with regard to Internet access and disclosure of electronic mail messages sent or received with use of ICW's technology. ICW respects the individual privacy of its employees; however, employee privacy does not extend to the employee's work-related conduct or to the use of ICW-provided equipment, technology or supplies. Employees should be aware that the following guidelines affect their privacy in the workplace.

4.6.1 Restrictions of Internet Use. Employees may not use any of ICW's e-mail systems or internet access in any way that may be seen as insulting, disruptive, or offensive by other persons, or harmful to morale. Examples of forbidden transmissions include, but are not limited to: sexually explicit messages, cartoons or jokes; unwelcome propositions or love letters; ethnic or racial slurs; or any other statements, images, or language that can be construed to be harassment or disparagement of others based on their sex, race, sexual orientation, age, national origin, disability, or religious or political beliefs.

In addition, the following is prohibited:

- Intentional damage or interference with others (for example, hacking and distributing viruses) or distribution of destructive programs (i.e., viruses and/or self-replicating code).

- Dissemination or printing of copyrighted materials (including articles and software) in violation of copyright laws.

- Sending, receiving, printing or otherwise disseminating proprietary data, trade secrets or other confidential information of ICW in violation of ICW policy or proprietary agreements.

- Sending chain letters, gambling or engaging in any other activity in violation of the law.
• Failing to comply with all software licenses, copyrights, and all other laws governing intellectual property and online activity.

4.6.2 **Personal Use of E-Mail.** Because ICW provides the electronic mail system to assist employees in the performance of their jobs, employees should use it only for official ICW business. ICW reserves the right to access and disclose as necessary all messages sent over and received from its e-mail system, without regard to content.

4.7 **Portable Device Policy**

ICW employees may have the opportunity to use portable electronic devices for work purposes. Portable electronic devices include cellphones, smartphones, tablets, laptops and computers.

To ensure the security of ICW information, employees are required to have anti-virus and mobile device management (MDM) software installed on their portable devices.

Due to security issues, portable devices may not be synchronized with other devices in employees' homes. Making any modifications to the device hardware or software beyond authorized and routine installation updates is prohibited unless approved by IT. Employees may not use unsecure Internet sites.

No employee using a portable device for ICW-related work should expect any privacy except that which is governed by law. ICW has the right, at any time, to monitor and preserve any communications that use ICW's networks in any way, including data, voice mail, telephone logs, Internet use and network traffic, to determine proper use.

Management reserves the right to review or retain personal and ICW-related data on portable devices or to release the data to government agencies or third parties during an investigation or litigation. Management may review the activity and analyze use patterns and may choose to publicize these data to ensure that ICW's resources in these areas are being use according to this policy. Furthermore, no employee may knowingly disable any network software or system identified as a monitoring tool.

In an effort to secure sensitive company data, employees are required to have "remote-wipe" software installed on their portable devices by the IT department prior to using the devices for work purposes. This software allows the company-related data to be erased remotely in the event the device is lost or stolen. Wiping company data may affect other applications and data.

Upon resignation or termination of employment, or at any time on request, the employee may be asked to produce the portable device for inspection. All company data on personal devices will be removed by IT upon termination of employment.
4.8 **Travel and Entertainment**
All travel and conference attendance must be pre-approved by an employee's supervisor.

Every attempt should be made to minimize expenses, including air fare, car rental, hotel expenses, etc. Reasonable travel expenses incurred by an employee while representing ICW will be reimbursed in full, but staff is strongly urged to travel with economy.

4.9 **Performance Reviews**
ICW may conduct performance reviews with employees to assist them with professional and personal development, and inform them of the need for improvement. Salary and responsibility increases are within the sole discretion of ICW and are primarily merit based and subject to the final approval of ICW Board of Directors in the annual budgeting process.

4.10 **Employee Discipline**
ICW reserves the right to take any disciplinary action it deems appropriate to deal with employee problems and shortcomings. Employees are not entitled to progressive disciplinary steps. Any employee may be terminated for any lawful reason (with or without cause), without prior notice and without severance pay.

4.11 **Employee Separation**
ICW requests that employees provide at least a two-week notice of intent to leave ICW.
APPENDIX A
Whistleblower Policy

Reporting Fraudulent or Dishonest Conduct
Independent Colleges of Washington (ICW) expects that the staff and Board will conduct all association-related business with regard to the highest standards of integrity and honesty. All members of the ICW community are encouraged to report possible fraudulent or dishonest conduct.

An employee should report his or her concerns directly to the President or the Finance Director. In the event that the employee's concern involves these individuals, the employee may report his or her concern directly to the Chair of the Board of Directors or the Chair of the Finance and Audit Committee. These individual's names and contact information can be found in a number of locations at ICW, including the committee list on ICW's web site. ICW will investigate any possible fraudulent or dishonest use or misuse of ICW resources or property by management, staff, volunteers, or members. Anyone found to have engaged in fraudulent or dishonest conduct is subject to disciplinary action by ICW and civil or criminal prosecution when warranted.

Fraudulent or Dishonest Conduct
Fraudulent or dishonest conduct is a deliberate act or failure to act with the intention of obtaining a material unauthorized benefit. Examples of such include, but are not limited to:

- Forgery or alteration of documents
- Unauthorized alteration or manipulation of computer files
- Fraudulent financial reporting
- Submitting fraudulent or improper expense account for business transportation, meals, and lodging
- Pursuit of a benefit or advantage in violation of ICW's conflict of interest policy
- Misappropriation or misuse of ICW's resources
- Authorizing or receiving compensation for goods not received or services not performed
- Authorizing or receiving compensation not earned

Reporter Protection
ICW will protect employees reporting fraudulent or dishonest behaviors as defined below:
- ICW will use best efforts to protect employees reporting fraudulent or dishonest conduct against retaliation. ICW cannot guarantee complete confidentiality, however, and there is no such thing as an "unofficial" or "off the record" report. ICW will keep the reporter's identity confidential, unless: 1) the reporter agrees to be identified; 2) in the reasonable judgment of ICW, identification is necessary to allow ICW or law enforcement officials to properly investigate or respond effectively to the report; 3) identification is required by law; or 4) the person accused is entitled to the information as a matter of legal right in disciplinary or other proceedings.

- ICW's employees may not retaliate against a reporter with intent or effect of adversely affecting the terms or conditions of the reporter's employment, including by not limited to, threats of physical harm, loss of a job, punitive work assignments, impact on salary or wages, or other impacts that might well dissuade a reasonable worker from reporting misconduct.

- Reporters who believe that they have been retaliated against may file a written complaint with the President or Finance Director. If the employee's concern involves these individuals, the employee may report his or her concern directly to the Chair of the ICW Board or the Chair of the Finance and Audit Committee.

- A proven complaint of retaliation will result in the initiation of disciplinary action.

- Nothing herein shall prohibit the President or the Finance Director from taking corrective action, including disciplinary action, in the usual scope of their duties and based on valid performance-related factors.

Rights and Responsibilities
Staff members are required to report suspected fraudulent or dishonest conduct to the President or the Finance Director. In the event that the concern involves one of these individuals, the manager may report his or her concern directly to the Chair of the ICW Board, or the Chair of the Finance and Audit Committee. The President is responsible for maintaining a system of management controls which help detect and deter fraudulent or dishonest conduct. Failure to establish management controls or to report misconduct within the scope of this policy may result in adverse personnel action.

Responsible care should be taken by all employees in dealing with suspected misconduct to avoid:

- Baseless allegations
• Reporting as fraudulent or dishonest differences of opinion regarding such day-to-day human resource issues as evaluation, promotion, raises, and disciplinary actions

• Premature notice to persons suspected of misconduct and/or disclosure of suspected misconduct to others not responsible for the investigation

• Violations of a person's rights under the law

Accordingly, a manager faced with a suspected misconduct:

• Should not contact the person suspected to further investigate the matter or demand restitution

• Should not discuss the case with anyone other than the President, the Finance Director or a duly authorized law enforcement officer. In the event that the concern involves the President or the Finance Director, the manager may report his or concern directly to the Chair of the ICW Board or the Chair of the Finance and Audit Committee.

• Should direct all inquiries from any attorney to ICW's appointed attorney

• Should direct all inquiries from the media to the President or Finance Director
EMPLOYEE ACKNOWLEDGEMENT

This is to acknowledge I have received and read my copy of the ICW Employee Handbook dated March 2020. I understand that it is my responsibility to ask questions for clarification if necessary, and to abide by the policies, guidelines and practices it summarizes.

I also understand and acknowledge that:

- This handbook supersedes and replaces all previous handbooks, guidelines and policies.

- The policies in this handbook are to be considered guidelines, and are not to be interpreted as a contract between ICW and me or as a guarantee of employment or benefits.

- ICW has the right to modify, add to or delete any of the policies, guidelines and programs included in the handbook at any time without prior notice by distributing an update to this handbook and/or posting the changes in Agency common areas. I accept responsibility for staying informed of these changes.

- My employment is "at-will", and both ICW and I have the right to terminate my employment at any time for any lawful reason, with or without cause or notice.

- I acknowledge that my employment-at-will status can only be altered by a written employment agreement between ICW and me, which must be signed by the President of ICW.

- I have read the policies contained in this handbook. I understand that ICW will not condone or permit conduct in violation of these policies, and that it is my obligation to report any concerns that I have or violations of these policies that I observe to my supervisor or the President.

- I understand that this Handbook and the policies contained herein are not intended to limit or prevent me from exercising any rights I may have under the National Labor Relations Act (NLRA) and/or equivalent state laws.

EMPLOYEE SIGNATURE ___________________ DATE ____________
### Independent Colleges of Washington Distributions vs Dues 2008-2019

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Cash Distributed</th>
<th>In-kind Distributed</th>
<th>Dues</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>$816,456</td>
<td></td>
<td>$867.1K</td>
</tr>
<tr>
<td>2009-10</td>
<td>$784,194</td>
<td></td>
<td>$806.6K</td>
</tr>
<tr>
<td>2010-11</td>
<td>$665,309</td>
<td></td>
<td>$665K</td>
</tr>
<tr>
<td>2011-12</td>
<td>$576,744</td>
<td></td>
<td>$577K</td>
</tr>
<tr>
<td>2012-13</td>
<td>$588,721</td>
<td></td>
<td>$589K</td>
</tr>
<tr>
<td>2013-14</td>
<td>$518,159</td>
<td></td>
<td>$518K</td>
</tr>
<tr>
<td>2014-15</td>
<td>$575,844</td>
<td></td>
<td>$576K</td>
</tr>
<tr>
<td>2015-16</td>
<td>$500,059</td>
<td></td>
<td>$500K</td>
</tr>
<tr>
<td>2016-17</td>
<td>$488,501</td>
<td></td>
<td>$489K</td>
</tr>
<tr>
<td>2017-18</td>
<td>$600,589</td>
<td></td>
<td>$601K</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>$6,632,735</strong></td>
<td><strong>$2,878,866</strong></td>
<td><strong>$10,265,493</strong></td>
</tr>
</tbody>
</table>

In FY 2017-18 and in FY 2019-20, Independent Colleges of Washington received a total of $436,149 from the Bill and Melinda Gates Foundation to support the Washington Student Engagement Networks project. Additionally, in FY 2018-19 and FY 2019-2020, the association received a total of $18,250 from The Council of Independent Colleges to support rebranding and digital content projects.
Per Board policy, ICW maintains reserves equal to 20% of operating expenses. For FY 2019-20, that reserve totals $213,135.

<table>
<thead>
<tr>
<th>Total</th>
<th>6/30/20 All Funds (Projected)</th>
<th>6/30/20 ICW Operating (Projected)</th>
<th>2019-20 Teagle Foundation</th>
<th>2019-20 WA-SEN (BMGF)</th>
<th>6/6/2019 Final EC Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING FUND BALANCE (Audited)</td>
<td>$343,969</td>
<td>$24,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfer to Operating</td>
<td>($28,750)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUND BALANCE</td>
<td>$315,219</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>301 Dues</td>
<td>$1,008,875</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4211 Interest income</td>
<td>$400</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4215 Business affiliates</td>
<td>$4,400</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Council on Independent Colleges Capacity-Building Grant</td>
<td>$8,250</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WA-SEN (BMGF), see note below</td>
<td>$201,724</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teagle Foundation</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer from reserves/carryover (relocation)</td>
<td>$9,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer from reserves/carryover (cybersecurity audit)</td>
<td>$7,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL REVENUE</td>
<td>$1,050,675</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5100 Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary Subtotal</td>
<td>$617,950</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5132 President’s discretionary</td>
<td>$5,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5180 Payroll taxes</td>
<td>$47,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5191 Retirement plan matching</td>
<td>$54,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5192 Medical, disability, life</td>
<td>$51,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 5100 Personnel</td>
<td>$775,450</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5200 Operating Expense</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5231 Depreciation</td>
<td>$1,300</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5523 Boyer scholarship</td>
<td>$10,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5210 Rent</td>
<td>$78,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5220 Repairs &amp; maintenance</td>
<td>$4,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5230 Office expense &amp; printing</td>
<td>$6,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5240 Telephone/wireless</td>
<td>$4,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5241 Research projects</td>
<td>$8,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5250 Subscriptions</td>
<td>$500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5260 Insurance</td>
<td>$4,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5270 Computer maintenance</td>
<td>$7,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5274 Computer hardware</td>
<td>$2,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5275 Computer software</td>
<td>$9,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5280 Postage</td>
<td>$3,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5290 Audit/IT assessment</td>
<td>$24,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5295 Legal &amp; accounting</td>
<td>$14,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5310 Membership dues</td>
<td>$11,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5522 Property taxes &amp; fees</td>
<td>$200</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5330 Board/task force/communities of practice</td>
<td>$19,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5193 Professional education/staff development</td>
<td>$2,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5521 Miscellaneous</td>
<td>$625</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4212 WA-SEN, BMGF (indirect)</td>
<td>(15,000)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5300 Travel</td>
<td>$43,880</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5340 Automobile</td>
<td>$10,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5360 Airfare</td>
<td>$2,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5365 Hotels, meals, meetings</td>
<td>$20,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5350 Parking/transportation</td>
<td>$8,600</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total 5300 Travel</td>
<td>$41,100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL OPERATING EXPENSE</td>
<td>$236,225</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5400 Visibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5442 Visibility (design, printing, website)</td>
<td>$29,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL VISIBILITY</td>
<td>$29,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7110 Interns</td>
<td>$1,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7120 Legislative Misc</td>
<td>$3,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7130 Legislative entertainment</td>
<td>$500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL LEGISLATIVE</td>
<td>$5,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5600 Contingency</td>
<td>$5,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td>$1,050,675</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Projected surplus/loss in current year $- $19,152

CLOSEING FUND BALANCE

Per Board policy, ICW maintains reserves equal to 20% of operating expenses. For FY 2019-20, that reserve totals $213,135.
## Independent Colleges of Washington

**2020-2021 Proposed Budget - 0% increase in dues, hire exec/program asst, policy director, modest salary adjustments for staff other than president**

<table>
<thead>
<tr>
<th>Category</th>
<th>2020-21 ICW Operating Proposed</th>
<th>2020-21 WA-SEN (BMGF)</th>
<th>2020-21 Teagle Foundation</th>
<th>2020-21 All Funds (Proposed)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPENING FUND BALANCE</strong></td>
<td>$418,052</td>
<td>$43,152</td>
<td>$41,665</td>
<td>$502,869</td>
</tr>
<tr>
<td><strong>Transfer to Operating</strong></td>
<td>$(82,500)</td>
<td>$(41,152)</td>
<td>$(41,665)</td>
<td>$(167,317)</td>
</tr>
<tr>
<td><strong>FUND BALANCE</strong></td>
<td>$335,552</td>
<td>$-</td>
<td>$-</td>
<td>$335,552</td>
</tr>
</tbody>
</table>

### 301 Dues

- 301 Dues: $1,008,875
- 4211 Interest income: $3,500
- 4215 Business affiliates: $5,500
- Council on Independent Colleges Capacity-Building Grant: $10,000
- WA-SEN (BMGF): $141,553
- Teagle Foundation: $141,553
- Transfer from grant balances: $43,152
- Transfer to support staffing: $75,000
- Transfer from reserves/carryover (Cloud conversion): $7,500

**TOTAL REVENUE**

- $1,110,375
- $184,705
- $41,665
- $1,336,745

### 5100 Personnel

- Salary adjustment pool w/o President: $7,500
- 5112 President’s discretionary: $5,000
- 5180 Payroll taxes: $58,697
- 5191 Retirement plan matching: $58,145
- 5192 Medical, disability, life: $59,000

**Total 5100 Personnel**

- $832,792
- $78,628
- $30,000
- $911,420

### 5200 Operating Expense

- 5231 Depreciation: $1,300
- 5523 Boyer scholarship: $7,500
- 5210 Rent: $88,900
- 5220 Repairs & maintenance: $4,000
- 5230 Office expense & printing: $6,000
- 5240 Telephone/wireless: $5,000
- 5241 Research projects: $10,000
- 5250 Subscriptions: $500
- 5260 Insurance: $4,500
- 5270 Computer maintenance: $7,000
- 5274 Computer hardware: $7,500
- 5275 Computer software: $8,400
- 5280 Postage: $3,000
- 5290 Audit/IT assessment: $17,600
- 5295 Legal & accounting: $15,000
- 5310 Membership dues: $11,000
- 5522 Property taxes & fees: $200
- 5330 Board/task force/communities of practice: $20,000
- 5193 Professional education/staff development: $3,000
- 5521 Miscellaneous: $2,000
- 4212 WA-SEN, BMGF (indirect): $(42,414)

**Total 5300 Travel**

- $42,500
- $43,880
- $86,380

**Total Operating Expense**

- $232,986
- $106,077
- $41,665
- $380,728

### 5400 Visibility

- 5442 Visibility (design, printing, website): $30,000

**Total Visibility**

- $30,000

### 7100 Legislative

- 7110 Interns: $1,500
- 7120 Legislative Misc: $5,000
- 7130 Legislative entertainment: $500

**Total Legislative**

- $7,000

### 5600 Contingency

- $7,597

**TOTAL EXPENSES**

- $1,110,375
- $184,705
- $41,665
- $1,336,745

**Projected surplus/(loss) in current year**

- $-

**CLOSING FUND BALANCE**

- $335,552

Indirect support from the WA-SEN, BMGF grant reflected below as an offset to expenses.

Per Board policy, ICW maintains reserves equal to 20% of operating expenses. For FY 2020-21, under the scenario of staff supported by reserves, that reserve totals $222,075.
Board Development Committee
MEMORANDUM

March 30, 2020

To: ICW Board of Directors

From: ICW Board Development Committee

Pat Callans, Chair; Executive Vice President, Administration, Costco Wholesale
José E. Gaitán, Managing Member, The Gaitán Group, PLLC
Kristofer Johnson, President & CEO, Association of Washington Business
Terry Jones, Retired Market President – South Sound, U.S. Bank
Kathleen Murray, President, Whitman College
Shelly O’Quinn, CEO, Innovia Foundation
Lyle Quasim, Trustee, University of Puget Sound

ICW Staff Liaisons:
Terri Standish-Kuon, President and CEO
Etienne Rios, Associate Director, Research and Technology

This memorandum summarizes the discussions of the Board Development Committee’s meeting on February 19, 2020. Committee members noted in bold were present; those in italics contributed separately.

Introductions and remarks by Chair Pat Callans; Review of Committee Charge and Responsibilities

Committee Chair Pat Callans welcomed the attendees, and reviewed the charge of the Board Development Committee. In brief, the Board Development Committee:

- Nominates Elected Directors; Institutional Directors, the officers and all committee members of the association
- Creates and conducts an orientation session for new Board members
- Recommends training sessions for the entire Board
- Establishes and implements a mentorship program for new Board members
- Evaluates Board participation and Board satisfaction

Nominations for New Board Members for the Class of 2024

Mr. Callans noted the need to replace four Board members for the class of 2024 (beginning summer 2020), to replace Jennifer Divine, Rhona Kwiram, Lyle Quasim, plus an additional available slot. These
will be three elected members, and one institutional. This will bring back the number of institutional members to five, in accordance with the Bylaws.

Mr. Callans highlighted interest among current Board members for identifying possible Board members who have expertise in Washington’s K-12 environment. Other suggestions from the most recent survey of Board members include: Tribal members, strategic planners, experts in agriculture, and someone with workforce development expertise. Committee members discussed names of individuals who may be good additions to the Board and those have been added to the Committee’s list of possible Board nominees.

The following is partial slate of nominees to the Class of 2024. These nominees will succeed Jennifer Divine, Rhona Kwiram, and Lyle Quasim, each of whom is serving their last year of their second term in the Board (the maximum allowed under ICW Bylaws). The following is the slate of nominees for the Board’s Class of 2024 (beginning service in 2020-21):

**Slate of new Board Members for the Class of 2024**

- Ed Grogan: President at Summit Wealth Management, PLU Trustee (nominated by Allan Belton);
- Carolyn Kelly: Retired President and CEO, *The Seattle Times* (coming back to the Board after a one-year hiatus); and
- Two open slots to be filled at or before the fall 2020 Board meeting

**Slate for the Executive Committee for 2020-21:**

- Chair: John McVay
- Vice-Chair: Terry Jones
- Past Chair: Beck Taylor
- Secretary/Treasurer: Jim Yearby
- Board Development: Pat Callans
- Finance and Audit: Jim Yearby
- Fund Development: Laura Rehrmann
- Presidents: Fr. Steve Sundborg
- Public Policy: Isiaah Crawford
- Visibility: Parker Phend
- Also, as a new member of the Retirement Investment Committee: Andrew Prather

**Discussion, Prospective Future Board members**

Mr. Gaitan asked Ms. Standish-Kuon to share the specific needs the association had, noting that he would value her perspective in guiding his thinking about appropriate candidates for Board service. Ms. Standish-Kuon highlighted the association’s successful approach to ensuring diverse viewpoints by attending to a series of metrics. She noted that geographic diversity is a current concern, with eastern Washington lacking sufficient representation. She also pointed to the need for representation from the state’s K-12 educational system, noting that with a majority of students enrolled in our sector come from the state, and additional capacity at our member campuses, we want to continue focusing on the educational pipeline. Ms. Standish-Kuon also highlighted the importance of building “interlocking
“directorate” ties with other statewide groups such as the Washington Roundtable and the Association of Washington Business.

Mr. Callans asked about identifying other overlapping directorships represented in our Board that could be helpful. Etienne Rios suggested adding to the board survey to get an updated and more detailed view of our Board members.

Committee members reviewed the roster of potential Board members, adding names and discussing possible availability and strategic fit. Terry Jones reminded the group this could be framed in the context of the strategic plan. At the suggestion of Mr. Callans, Committee members also reviewed the full list of potential Board members and suggested a number be removed as they are known to be overcommitted at this time. (Following the meeting, Kris Johnson contributed his recommendations as he was unable to join the call.)

Mr. Callans suggested that the Committee think of nominees in terms of a time horizon: Class of 2024, names to be considered in the next 1-2 years (short term), and names to be considered for addition in future years (mid-term). Mr. Rios subsequently made those changes.

The full list of potential nominees is included with this report (see attached). Members of the Board Development Committee urges fellow Board members to review this roster and share insights with a member of the Board Development Committee.

**Updated Plan for Review of the Bylaws**

Ms. Standish-Kuon reminded the Committee of her original intention to address changes to our bylaws during fiscal year 2019-20, and to initiate a process to review them, possibly involving counsel. However, with proposed changes in the Washington Nonprofit Corporations Act expected in the near future, possibly during the coming Legislative Session for the 67th Biennium, she recommended the review be paused for the time being.

Mr. Callans revisited the idea of making it possible for each member president to nominate a trustee for the Board, noting that Ms. Standish-Kuon had raised the idea of creating a Trustee Council comprising those Board members who are trustees of member campuses. In this way, each member president could have the option of a Board partner who was at the table for policy discussions and would therefore be able to assist with key policy conversations as needed. Mr. Callans confirmed with Ms. Standish-Kuon that the idea had been broached with each member president, but more discussion would be needed to move in this direction. This could be addressed when the Bylaws are updated.

**Review Questions for Annual Board Survey**

Mr. Callans asked Committee members to consider the Annual Board Survey, which is sent in the week or so following the Spring Board Meeting, gathering from all members their impressions and suggestions for the past fiscal year. Following discussion, the Committee agreed that the core questions should remain the same to allow for year-over-year comparisons. The Committee further agreed to seek additional information on the affiliations Board members have with other organizations and entities for each Board member so that Independent Colleges of Washington staff has a better sense of the strengths and areas of influence and interests across the Board.
Action Items and Next Steps

It is the Committee’s intention to nominate an additional two new Board members to bring Board membership back to the maximum 40 member permitted by the Bylaws. The outbreak of the COVID-19 (Coronavirus) pandemic has made it understandably hard to coordinate given all the other priorities across various parties, interrupting our recruiting. Thus, we are recommending two new Board members at this time.

At the meeting we will discuss the updated list of Board nominees for input from the full Board.

Motion for Consideration

It is the Committee’s recommendation that the Board vote to advance for election Ed Grogan and Carolyn Kelly, as well as the Executive Committee slate as presented. (Voting will take place online, via a survey that will be live by the time of the Board Meeting.)
<table>
<thead>
<tr>
<th>#</th>
<th>First Name</th>
<th>Last Name</th>
<th>Membership Type</th>
<th>Past/Current Terms Served</th>
<th>Industry/Sector</th>
<th>Years Until End of Current Term</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lyle</td>
<td>Quasim</td>
<td>Institutional</td>
<td>2013-16, 2016-20</td>
<td>Board Development</td>
<td>GoC/Executive (Retired)</td>
<td>1</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jennifer</td>
<td>Divine</td>
<td>Elected</td>
<td>2013-16, 2016-20</td>
<td>Public Policy</td>
<td>Attorney</td>
<td>1</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Whona</td>
<td>Kwan</td>
<td>Institutional</td>
<td>2013-16, 2014-17, 2017-21</td>
<td>Finance &amp; Audit</td>
<td>CPA</td>
<td>1</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Available</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Dina</td>
<td>Filadra</td>
<td>Elected</td>
<td>2014-17, 2017-21</td>
<td>Fund Development</td>
<td>Technology</td>
<td>2</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Jose E.</td>
<td>Galan</td>
<td>Elected</td>
<td>2014-17, 2017-21</td>
<td>Board Development</td>
<td>Attorney</td>
<td>2</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Liz</td>
<td>Gorman</td>
<td>Elected</td>
<td>2014-17, 2017-21</td>
<td>Visibility, Chair</td>
<td>Communications</td>
<td>2</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Shaunie</td>
<td>Hyde</td>
<td>Elected</td>
<td>2016-20</td>
<td>Fund Development</td>
<td>Business</td>
<td>2</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Kristoffer</td>
<td>Johnson</td>
<td>Elected</td>
<td>2017-21</td>
<td>Board Development</td>
<td>Business Association</td>
<td>2</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Shelly</td>
<td>O’Quinn</td>
<td>Institutional</td>
<td>2014-17, 2017-21</td>
<td>Board Development</td>
<td>Non-profit</td>
<td>2</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Lorrie</td>
<td>Scott</td>
<td>Elected</td>
<td>2017-21</td>
<td>Public Policy</td>
<td>Attorny</td>
<td>2</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Jamaika</td>
<td>Sherls</td>
<td>Elected</td>
<td>2017-21</td>
<td>Visibility</td>
<td>Medical</td>
<td>Y</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Randy</td>
<td>Timmth</td>
<td>Elected</td>
<td>2017-21</td>
<td>Fund Development</td>
<td>Marketing</td>
<td>2</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Tom</td>
<td>Thoen</td>
<td>Elected</td>
<td>2017-21</td>
<td>Fund Development</td>
<td>Banking</td>
<td>2</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Ben</td>
<td>Phillips</td>
<td>Elected</td>
<td>2014-17, 2017-21</td>
<td>Visibility</td>
<td>Technology</td>
<td>Y</td>
<td>2</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Gordon</td>
<td>Clark</td>
<td>Elected</td>
<td>2018-22</td>
<td>Public Policy</td>
<td></td>
<td>3</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Terry Jones</td>
<td>Elected*</td>
<td>2015-18, 2018-22</td>
<td>Board Development / Executive, Vice Chair</td>
<td></td>
<td></td>
<td>1</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Parker</td>
<td>Pfend</td>
<td>Elected</td>
<td>2018-22</td>
<td>Visibility</td>
<td>Technology</td>
<td>Y</td>
<td>3</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Laura</td>
<td>Rehrmann</td>
<td>Elected</td>
<td>2008-14, 2015-17, 2018-22</td>
<td>Fund Development, Chair</td>
<td>Fundraising Executive</td>
<td>3</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Noksha</td>
<td>Rayer-Grange</td>
<td>Elected</td>
<td>2018-22</td>
<td>Fund Development</td>
<td>Technology</td>
<td>3</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Kimberly</td>
<td>Ronschach</td>
<td>Elected</td>
<td>2018-22</td>
<td>Visibility</td>
<td></td>
<td>3</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Steve Smith</td>
<td>Elected</td>
<td>2018-22</td>
<td>Public Policy</td>
<td>Non-profit</td>
<td></td>
<td>3</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Jim</td>
<td>Yearby</td>
<td>Elected*</td>
<td>2015-16, 2018-22</td>
<td>Finance &amp; Audit, Chair / Executive, Secretary</td>
<td>Human Resources</td>
<td>3</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Diane Marie</td>
<td>Timberlake</td>
<td>Institutional</td>
<td>2019-23</td>
<td>Public Policy</td>
<td>Medical</td>
<td>4</td>
<td>I</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Mike</td>
<td>Ridgeway</td>
<td>Elected</td>
<td>2019-23</td>
<td>Visibility</td>
<td>Science</td>
<td>4</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Betsy</td>
<td>Cashwallier</td>
<td>Elected</td>
<td>2019-23</td>
<td>Fund Development</td>
<td>Banking</td>
<td>4</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Andrew</td>
<td>Pfeffer</td>
<td>Elected</td>
<td>2019-23</td>
<td>Finance &amp; Audit</td>
<td>CPA</td>
<td>4</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Adriana</td>
<td>Villafan</td>
<td>Elected</td>
<td>2019-21 (fulfilling unexp term)</td>
<td>Public Policy</td>
<td></td>
<td>5</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Pat</td>
<td>Callens</td>
<td>Institutional*</td>
<td>2016-20</td>
<td>Board Development, Chair</td>
<td>Business</td>
<td>5</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Allan</td>
<td>Belton</td>
<td>Ex Office</td>
<td>2017-present</td>
<td>Finance &amp; Audit</td>
<td>University President</td>
<td>n/a</td>
<td>EoE</td>
<td>EoE</td>
<td>EoE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Isaac</td>
<td>Crawford</td>
<td>Ex Office</td>
<td>2016-present</td>
<td>Public Policy, Chair</td>
<td>University President</td>
<td>n/a</td>
<td>EoE</td>
<td>EoE</td>
<td>EoE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Roy F.</td>
<td>Heynderick</td>
<td>Ex Office</td>
<td>2009-present</td>
<td>Finance &amp; Audit</td>
<td>University President</td>
<td>n/a</td>
<td>EoE</td>
<td>EoE</td>
<td>EoE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Daniel J.</td>
<td>Martin</td>
<td>Ex Office</td>
<td>2012-present</td>
<td>Fund Development</td>
<td>University President</td>
<td>n/a</td>
<td>EoE</td>
<td>EoE</td>
<td>EoE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Thayne M.</td>
<td>McCullish</td>
<td>Ex Office</td>
<td>2009-present</td>
<td>Public Policy</td>
<td>University President</td>
<td>n/a</td>
<td>EoE</td>
<td>EoE</td>
<td>EoE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>John</td>
<td>McVay</td>
<td>Ex Office</td>
<td>2006-present</td>
<td>Executive, Board Chair</td>
<td>University President</td>
<td>n/a</td>
<td>EoE</td>
<td>EoE</td>
<td>EoE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Kathleen M.</td>
<td>Murray</td>
<td>Ex Office</td>
<td>2015-present</td>
<td>Board Development</td>
<td>University President</td>
<td>n/a</td>
<td>EoE</td>
<td>EoE</td>
<td>EoE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Terry</td>
<td>Standish-Kuon</td>
<td>Ex Office</td>
<td>2018-present</td>
<td>Executive</td>
<td></td>
<td>n/a</td>
<td>EoE</td>
<td>EoE</td>
<td>EoE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Andrew C.</td>
<td>Sund</td>
<td>Ex Office</td>
<td>2007-present</td>
<td>Visibility</td>
<td>University President</td>
<td>n/a</td>
<td>EoE</td>
<td>EoE</td>
<td>EoE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Stephen V.</td>
<td>Sundborg</td>
<td>Ex Office</td>
<td>1997-present</td>
<td>Fund Development, Presidents, Chair</td>
<td>University President</td>
<td>n/a</td>
<td>EoE</td>
<td>EoE</td>
<td>EoE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Beck A.</td>
<td>Taylor</td>
<td>Ex Office</td>
<td>2010-present</td>
<td>Public Policy, Executive, Past Chair</td>
<td>University President</td>
<td>n/a</td>
<td>EoE</td>
<td>EoE</td>
<td>EoE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Richard E.</td>
<td>BAMBRO</td>
<td>Emeritus</td>
<td>2014-17, 2017-21</td>
<td>Finance &amp; Audit</td>
<td>Business (Retired)</td>
<td>n/a</td>
<td>Em</td>
<td>Em</td>
<td>Em</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Kenneth J.</td>
<td>Goodchild</td>
<td>Emeritus</td>
<td></td>
<td>Fund Development</td>
<td>Business (Retired)</td>
<td>n/a</td>
<td>Em</td>
<td>Em</td>
<td>Em</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Color Key:**
- Elected Member
- Institutional Member
- ExOfficer Member
- Emeritus Member

* Bylaws Section 6.6 terms..."...an Elected Director or an Institutional Director may serve for one (1) additional consecutive term of the office as a member of the Executive and Board Development Committee or as the Chairperson of any other committee of this corporation at the time of expiration of what would otherwise be his or her last term as a member of the Board of Directors."

ICW Board
- Caucasian/White: 76% 66% 69% 55%
- African American: 5% 4% 4%
- Hispanic/Latino: 6% 13% 13% 23%
- Asian/PI: 2% 10% 9% 8%
- Multiracial/Other: 0% 8% 5% 10%

- Male: 61% 39%
- Female: 39% 61%

- Seattle Metro: 59%
- In Puget Sound: 20%
- Eastern WA: 22%
## Class of 2024

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Employer</th>
<th>LinkedIn, other background links</th>
<th>Institutional / Elected</th>
<th>Nominated by</th>
<th>Diversity dimensions</th>
<th>Institutional Trustee</th>
<th>Alma Mater</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly, Carolyn</td>
<td>----------</td>
<td></td>
<td>Inia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Current Board member, to take a break 2019-20, and come back in 2020 for class of 2024</td>
</tr>
</tbody>
</table>
| Zimmerman, Sandy   | Starbucks | [https://www.linkedin.com/in/sandyzimmermann/](https://www.linkedin.com/in/sandyzimmermann/) | Violet Boyer            | Age         | Seattle Pacific University |                      |           | [

## Short Term

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Employer</th>
<th>LinkedIn, other background links</th>
<th>Institutional / Elected</th>
<th>Nominated by</th>
<th>Diversity dimensions</th>
<th>Institutional Trustee</th>
<th>Alma Mater</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bard, Brian</td>
<td>served on Nat'l Institute of Science, shared Psych dept at PLU, former 30th Representative</td>
<td>Jose Gastan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cludnow, Misaud</td>
<td>Career Connect Washington, former CEO and President at Seattle Metropolitan Chamber of Commerce</td>
<td>Jose Gastan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faith, Faith</td>
<td>Pacific Law Group</td>
<td>Violet Boyer</td>
<td>Ethic</td>
<td></td>
<td>Pacific Lutheran University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shahat, Gene</td>
<td>Past WOAC Exec Director</td>
<td>Terri Standish-Kuon</td>
<td>Ethic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shreeve, Evangelina</td>
<td>Director, STEM Education and Outreach, PNNL</td>
<td>Terri Standish-Kuon</td>
<td>Ethic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Medium Term

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Employer</th>
<th>LinkedIn, other background links</th>
<th>Institutional / Elected</th>
<th>Nominated by</th>
<th>Diversity dimensions</th>
<th>Institutional Trustee</th>
<th>Alma Mater</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams, Miller</td>
<td>Triad Partners</td>
<td><a href="https://www.linkedin.com/in/miller-adams-951e0744/">https://www.linkedin.com/in/miller-adams-951e0744/</a></td>
<td>Carolyn Kelly</td>
<td>Ethic</td>
<td></td>
<td></td>
<td></td>
<td>From Carolyn Kelly: “Miller has been talked to by several folks but is so busy he always says no, worth keeping on list though.”</td>
</tr>
<tr>
<td>Baermeier, Austin</td>
<td></td>
<td><a href="https://www.linkedin.com/in/austin-baermeier-16ba0944/">https://www.linkedin.com/in/austin-baermeier-16ba0944/</a></td>
<td><a href="#">Violet Boyer</a></td>
<td>Age/gender</td>
<td>Pacific Lutheran University</td>
<td></td>
<td></td>
<td><a href="#">F2D team. Great leader. Active in WISEN</a></td>
</tr>
<tr>
<td>Griffin, Bernadine</td>
<td>Managing Director, 5th Ave Theatre</td>
<td><a href="https://www.5thavetheatre.org">https://www.5thavetheatre.org</a></td>
<td><a href="#">Santo Martori</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freier, John</td>
<td>Satterberg Foundation</td>
<td><a href="https://www.satterbergfoundation.org">https://www.satterbergfoundation.org</a></td>
<td><a href="#">Carolyn Kelly</a></td>
<td>Ethic</td>
<td></td>
<td></td>
<td></td>
<td><a href="#">Attended EB</a></td>
</tr>
<tr>
<td>Gardner Guten, Mfn</td>
<td>Seattle Art Museum</td>
<td><a href="https://www.seattleartmuseum.org/visit/hr/management/garden-guten">https://www.seattleartmuseum.org/visit/hr/management/garden-guten</a></td>
<td><a href="#">Kris Gonzales</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="#">On Heritage Board. GIS MBA. Will reach out to Julie Princ to ask about Jack’s status,</a></td>
</tr>
<tr>
<td>Heaston, Suzanne</td>
<td>Retired HR Dept at Bechtel</td>
<td></td>
<td><a href="#">Kris Gonzales</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heath, Jack</td>
<td>Washington Trust</td>
<td><a href="https://www.wash.org/jobs/our-story/leadership">https://www.wash.org/jobs/our-story/leadership</a></td>
<td><a href="#">Laura Lawton</a></td>
<td>Geo</td>
<td></td>
<td></td>
<td></td>
<td><a href="#">Whitworth Alum. Great leader, active in WISEN</a></td>
</tr>
<tr>
<td>Hutton, Todd</td>
<td>Retired College President</td>
<td><a href="https://www.uw.edu/news/stories/who-is-todd-hutton">https://www.uw.edu/news/stories/who-is-todd-hutton</a></td>
<td><a href="#">Terry Jones</a></td>
<td>Geo</td>
<td></td>
<td></td>
<td></td>
<td><a href="#">Former President of Utica College. Alum of EB</a></td>
</tr>
<tr>
<td>Johnston, Drew</td>
<td>Dep. Governor Affairs Manager, Yakim</td>
<td></td>
<td><a href="#">Terry Jones</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="#">Whitman College</a></td>
</tr>
<tr>
<td>Josen, Paul</td>
<td>Pacific NW Nat Lab</td>
<td><a href="https://www.pnnl.gov/abiob/ls/pauljosen.jsp">https://www.pnnl.gov/abiob/ls/pauljosen.jsp</a></td>
<td><a href="#">Kevin Bouchey</a></td>
<td>Geo/Gender</td>
<td></td>
<td></td>
<td></td>
<td><a href="#">End Heritage Board. Andrei says yea. Pat has contacted. Pat Callans introduced. Terri will visit Paula at Pacific Northwest National Laboratory on 6/26</a></td>
</tr>
<tr>
<td>Name (Last, First)</td>
<td>Employer</td>
<td>LinkedIn, other background links</td>
<td>Institutional / Elected</td>
<td>Nominated by</td>
<td>Diversity dimensions</td>
<td>Institutional Trustee</td>
<td>Alma Mater</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>--------------------------------</td>
<td>----------------------</td>
<td>--------------</td>
<td>---------------------</td>
<td>----------------------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>Mackie, Jill</td>
<td>Senior Vice President of Public Affairs, Vigor LLC</td>
<td><a href="https://www.linkedin.com/company/transportation-at-mackie-group">link</a></td>
<td>Carolyn Kelly</td>
<td>From Carolyn Kelly: “Jill is busy but interested.” Pat to follow up.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raher, Nicole</td>
<td>CEO, Group Health Community Foundation</td>
<td><a href="https://www.linkedin.com/in/nicole-rahern">link</a></td>
<td>Laura Rehrmann</td>
<td>Just started on this role, not likely until late 2020. Pat has contacted.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McKenna, Rob</td>
<td>Scholar</td>
<td><a href="https://www.linkedin.com/company/grouphealthtrust/">link</a></td>
<td>Joel Garbin</td>
<td>UW, U of Chicago law</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marie, Denise</td>
<td>Weyerhauser</td>
<td><a href="https://www.linkedin.com/in/denise-marie-mckenna">link</a></td>
<td>Carolyn Kelly</td>
<td>Senior Vice President and Chief Administration Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morgan, Kristen N.</td>
<td>Dean, Corrections Education, Edmonds Community College</td>
<td><a href="https://myedmondsnews.com/2019/12/edmonds-cc-hires-new-deans-for-business-health-and-human-services-and-corrections-education/">link</a></td>
<td>Terri Standish-Kuon</td>
<td>Faculty with ties to corrections programs, and to counseling, educated at SU and SPU</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morris, Scott</td>
<td>Andy</td>
<td><a href="https://www.linkedin.com/in/andy-morris">link</a></td>
<td>Betty Cowles</td>
<td>Ask Kris Johnson about next in line for leadership. Pat to follow-up w/ Betsy. From Betsy (Mar 2019): “Scott is just unwinding a major deal they had. I think if you asked now, he'd say no. If you wait until the fall, there’s a better shot. Ping me again in the late summer or early fall about Scott. In the meantime, when I see him next I’ll plant the seed.”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auye, Peter</td>
<td>Michaelson Brzozik, MCNPLC LLC</td>
<td><a href="https://www.linkedin.com/in/michaelson-brozick">link</a></td>
<td>Laura Scott</td>
<td>Gonzaga University, Spokane Lawyer, well-known in Olympia. Serves on Symphony/Fox and Museum of Arts and Culture boards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nguyen, Linda</td>
<td>Chief Executive Officer for Workforce Central and chief staff for the Pierce County Workforce Development Council (WDC)</td>
<td><a href="https://workforcenetwork.org/about/ceo-leadership/1705/">link</a></td>
<td>Terry Jones</td>
<td>Terry Jones: She is very highly regarded in Tacoma for everything workforce development related, and I think she would be a tremendous addition to our board. Not sure if she is even interested, but thought I would put her on your radar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tiffe, Richard</td>
<td>Workforce Partnership LLP, legal services</td>
<td><a href="https://www.workforcepartnership.org/richard-tiffe/">link</a></td>
<td>Terri Standish-Kuon</td>
<td>asks to Saint Martin’s and SU Law</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zimmer, Sarah</td>
<td>Co-Mobile VP</td>
<td><a href="https://www.linkedin.com/in/sarah-zimmer">link</a></td>
<td>Dave Telford</td>
<td>Work at Starbucks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plante, Anne</td>
<td>Oregon</td>
<td><a href="https://www.oacs.org/about/ann-plante">link</a></td>
<td>Eliza Contreras</td>
<td>Heritage U</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small, Ben</td>
<td>Superintendent, Central Valley School District</td>
<td><a href="https://www.cvsd.org/apps/pages/index.jsp?pid=12255938">link</a></td>
<td>Dave Telford</td>
<td>Work at Mobile</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kowal, Kevin</td>
<td>Dean, Business, Edmonds Community College</td>
<td><a href="https://myedmondsnews.com/2019/12/edmonds-cc-hires-new-deans-for-business-health-and-human-services-and-corrections-education/">link</a></td>
<td>Terri Standish-Kuon</td>
<td>Shelly O’Quinn: Shelly: He’s engaged w/ AWB and been active in making connections between the K-12 world and the business community. Even if he’s too busy to join, Mrs. O’Quinn thinks he may have some recommendations himself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toyota, Hank</td>
<td>Engineer at Blockstack</td>
<td><a href="https://www.linkedin.com/in/hank-toyota">link</a></td>
<td>Terri Standish-Kuon</td>
<td>Father leads AGB in DC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thompson, Rowan</td>
<td><a href="https://www.linkedin.com/in/rowan-thompson">link</a></td>
<td></td>
<td>Whitman College</td>
<td>Jobs for the Washington Newspaper Publishers Association. ROWLAND THOMPSON, PO BOX 29, OLYMPIA, WA 985073029 Telephone: 3609439960, Alt: 3609513838 Email: <a href="mailto:ANEWSPAPER@AOL.COM">ANEWSPAPER@AOL.COM</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fing, Don</td>
<td>Pymat</td>
<td><a href="https://www.linkedin.com/in/pymat">link</a></td>
<td>Betty Cowles</td>
<td>Harvard, Oxford, Stanford. Pat: to follow-up w/ Betsy. Betsy (March 2019): “Don is out of the country a lot and saying no to other boards, so I’d say table this one for a year or two.”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kind, Linda</td>
<td>X1 Bank</td>
<td><a href="https://www.linkedin.com/in/linda-kind">link</a></td>
<td>Terry Jones</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Public Policy Committee
MEMORANDUM

March 30, 2020

To: ICW Board of Directors

From: Public Policy Committee

Isaiah Crawford, Chair, President, University of Puget Sound
Gordon Clark, Director of After Sales, Kenworth Truck Company/PACCAR
Jennifer Divine, Partner, Miller Nash Graham & Dunn LLP
Thayne McCulloh, President, Gonzaga University
Lorrie Scott, Retired VP, General Counsel & Corporate Secretary, Potlatch Corporation
Steve Smith, Executive Director, Black Education Strategy Roundtable
Beck Taylor, President, Whitworth University
Diane Timberlake, Clinical Professor, University of Washington

ICW Staff Liaison:
Terri Standish-Kuon, President and CEO

The Public Policy Committee met in conjunction with the Government Affairs Council on January 6, February 17 and March 5, 2020. Committee members noted in bold were present for one or more of the conference calls.

This memorandum briefly summarizes the association’s public policy work, concentrating on the sector’s advocacy for federal support amid the outreach of COVID-19, our liaison role with state government entities and a recap of the recent legislative session. Since the State Legislature adjourned sine die on March 12 the association has focused almost entirely on supporting member campuses in accessing and interpreting public health guidance and engaging with our policymakers to help us navigate and address emerging challenges.

2019 Novel Coronavirus (COVID-19) Outbreak

On January 21, 2020, the Centers for Disease Control and Prevention (CDC) and Washington State Department of Health announced the first case of 2019 Novel Coronavirus (2019-nCoV) in the United States in Washington State. Shortly thereafter, in early February, Independent Colleges of Washington alerted member campuses to public health and business continuity resources. Since early March we have been in regular, sometimes hourly, communication with the Governor’s policy and fiscal team and
our colleagues at the Council of Presidents and State Board for Community and Technical Colleges. The staff created and has regularly adding information to the page on Independent Colleges of Washington’s website that features the COVID-19 microsites for each member campus and also aggregates state and national resources.

Our campuses are fully engaged in honoring all public health directives with an eye on caring for our students, staff, faculty and administrators. Campuses are creatively providing instruction and other forms of engagement at a distance while also providing shelter, food, etc. to students with no other options.

The association staff are working with state officials to find appropriate flexibility for students in programs that require clinical experience (e.g., teaching, nursing) at a time when necessary closures and restrictions on clinical sites mean a loss of that experience and potential challenges with degree completion or certification. The association staff have been in contact with our regional accreditor and know that they feel they have enough flexibility from the U.S. Department of Education to act, but the licensing situation is different and we are working to find solutions. (As one example, attached is the letter and white paper Independent Colleges of Washington sent to the Governor and Secretary of Health earlier this week.)

The Coronavirus Aid, Relief, and Economic Security Act (the "CARES Act")

On Friday, March 27, President Trump signed into law “Phase 3” of a federal response legislation known as the Coronavirus Aid, Relief, and Economic Security Act or “CARES Act.” While the CARES Act does not go far enough to protect our students and institutions, it is a solid step forward, and the resources contained in the bill are helpful. For reference, here is what we were working to see included; this list will guide our advocacy for the “Phase 4” and future legislation. Independent Colleges of Washington signed March 20 letters to the House and Senate.

| CARES Act -- Higher Education Relief Fund for Washington Colleges and Universities |
|-----------------------------------------------|-----------------|-----------------|-----------------|-----------------|
| Affiliation                        | Funding     | Share of Funding | FTE Students | % of FTE Students |
| Public Four-Year                   | $99,040,000 | 44.9%            | 135,712      | 40.3%            |
| Community/Tech. Colleges           | $82,293,000 | 37.3%            | 147,058      | 43.6%            |
| Private Non-Profit (ICW)           | $21,000,000 | 9.5%             | 31,654       | 9.4%             |
| For Profit                         | $12,227,000 | 5.5%             | 14,355       | 4.3%             |
| Other Private Non-Profit           | $5,526,000  | 2.5%             | 7,874        | 2.3%             |
| Other Public                       | $365,000    | 0.2%             | 454          | 0.1%             |
| Grand Total                        | $220,451,000| 100.0%           | 337,107      | 100.0%           |

Note: Calculations based on estimates provided by NAICU.

Below is a high-level look at what the CARES Act provides for higher education:
As the table above illustrates, the CARES Act provides funding for all sectors of higher education, half for emergency grants for students and half for institutions. Funds will be distributed through the Title IV system to institutions and we are awaiting guidance from the U.S. Department of Education regarding exact amounts and how those funds can be used. (As a point of comparison, the state of Washington provided $347.5 million in need-based student grants, including $324 million in 2018-19 for the Washington College Grant and another $23.7 million for the College Bound program. Students attending Independent Colleges of Washington member campuses received about $32 million in support that year. The amount we anticipate flowing from the CARES Act is approximately two-thirds of that total.)

- Additional funding for Historically Black Colleges and Universities and Minority-Serving Institutions. (Heritage University is an Hispanic Serving Institution and therefore is eligible.)
- A requirement that states not cut any previous support to institutions of higher education or need-based grant programs for students unless the Secretary gives them a waiver for extraordinary economic loss.
- A one-year expansion, for 2020, of tax code section 127 to allow employers to offer up to $5,250 in annual assistance to employees to cover student loan expenses. Section 127 currently allows an employee to exclude from income up to $5,250 per year in assistance provided by their employer for any type of educational course at the certificate, associate, undergraduate, and graduate levels. Now, with the expansion of Section 127 to allow employees to use the benefit for educational loan repayment, employers can help hundreds of thousands of individuals who borrowed for their undergraduate or graduate education. This tool will be helpful to employers as they seek to attract the best employees, and build an educated workforce to continue positioning the U.S. economy to compete globally.”
- Six-month suspension of federal student loan payments. Payments would not have to be made, and interest would not accrue, on federal student loans until September 30, 2020. Any payments borrowers make during this time would go directly toward the reduction of outstanding principal.
- Student aid program waivers for regulatory relief for the student aid programs, including in such areas as campus-based aid, institutional refunds, satisfactory academic progress, lifetime limits on Pell Grants and student loans, and National Service and Teach Grant service requirements.
- Charitable giving expansions, including an allowance of a partial above-the-line deduction for charitable contributions, and an expansion of limitations on charitable contributions for 2020.

In light of the changes forced by the pandemic, Independent Colleges of Washington’s member campuses are spending millions of dollars in the face of:
- Uncertainty over enrollment for both new and continuing students;
- Uncertainty regarding new and continuing international students;
- A decimated market valuation for our endowments, most of which were modest to begin with;
- Uncertainty over fundraising as the wealth of donors is affected; and
- Declining revenues from other sources, including event center rentals, summer athletic and international camps.

Earlier this year the association was well-represented in Washington, DC, where Isiaah Crawford of the University of Puget Sound, Kathy Murray of Whitman College, Thayne McCulloh of Gonzaga University, Andrew Sund of Heritage University, and Beck Taylor of Whitworth University visited with members of our Congressional delegation. We focused our discussions on the Higher Education Act (particularly the parameters for a federal-state partnership in the emerging Senate legislation and key concerns with the College Affordability Act, H.R. 4674) while urging support for bills to expand benefits under Sec. 127.
(H.R. 1043 and H.R. 4849) and seeking co-sponsors for the Pell Plus Act of 2019 (H.R. 4608). For more, see the attached brief on key federal issues. These recent visits made the association’s outreach and advocacy during the current pandemic easier and more effective.

Overview of the Legislative Session

Every session ends up being dominated by a handful of issues that get the most attention from legislators and advocates; 2020 was no different. Early on, the focus was on solving the funding shortfall associated with the Workforce Education Investment Act (HB 2158) passed last session, which fully funded and expanded the Washington College Grant. A “fix” bill (SB 6492) simplifies the way in which new taxes will be collected making the Workforce Education Act whole and was the first bill the Governor signed this year. In the latter weeks of session, the response to the COVID-19 crisis and the $200 million spending package associated with it took over. This coincided with the first of many announcements by the Governor’s office in efforts to slow the spread. (Rumors are already swirling around the possibility of a special session to meet the needs of the state related to the COVID-19 response, and our principal objective during any special session will be to protect the Washington College Grant.)

While our highest priority issue, restoring equity in the maximum award for the Washington College Grant, did not advance, legislation to fix a projected revenue shortfall in the Workforce Education Investment Act is now law. This was necessary so the significant improvements of the program can go forward.

A few issues that were priorities of the majority party but didn’t end up passing this year were legislation to adopt a low carbon fuel standard, restrictions on the size of magazines for firearms, a repeal of the death penalty and consumer privacy legislation (more to come on this later). All of these issues will be in play in 2021.

The Committee thanks every member of the Board who made advocacy in Olympia a priority this session: Andrew Sund and David Wise of Heritage University, Roy Heynderickx of Saint Martin’s University, Allan Belton of Pacific Lutheran University, Dan Martin of Seattle Pacific University, Beck Taylor of Whitworth University, John McVay of Walla Walla University, Thayne McCulloh of Gonzaga University, Father Steve Sundborg of Seattle University, and Isiaah Crawford of the University of Puget Sound, as well as Independent Colleges of Washington Board members Betsy Cadwallader, Jennifer Divine, Andrew Prather and Jamilia Sherls-Jones.

Supplemental Operating Budget

The adoption of the Supplemental Operating Budget is always the largest moving piece of a short legislative session. The Supplemental makes adjustments to the spending plan for the remainder of the biennium. Historically the supplemental budget is reserved for minor changes without large new revenue proposals and spending. This budget meets that criteria with some targeted investments aimed at addressing homelessness and the COVID-19 response. The plan will increase spending by $961 million bringing overall spending to $53.5 billion for the 19-21 biennium.

Importantly, from our perspective, the final budget adds funding to the Workforce Education Investment Act to enable the fund to meet the appropriations outlined in HB 2158 from last year, including funding for the Washington College Grant. With the revenue “fix” highlighted earlier, eligible
students will begin to realize the expansion this coming academic year. This portion of the budget is where we looked to find the spending for our priority issue, the “equity fix.” Regrettably, the sector did not realize any increase in our maximum award, which will remain level at $9,739. (Students participating in the College Bound are expected to see an estimated combined Washington College Grant-College Bound award to $11,904.

Governor Inslee has 20 days from the conclusion of the session to act on bills, a deadline that will come up this weekend. The deadline for action on bills includes the Supplemental Budget and as concern over the costs of the state’s response to COVID-19 has risen, several measures that have a fiscal impact are not advancing. The association staff will monitor the legislation that is still awaiting bill action.

If the budget is approved as adopted by the Legislature, the Washington Student Achievement Council will be tasked with examining barriers to dual credit access, health care access on college campuses, and what would be involved implementing a universal child savings program. The agency also anticipates administering two new financial aid programs: a student loan program for undocumented students who are unable to access federal loans; and National Guard scholarship grants, a program transferred from the Military Department.

Key Legislation and Issues

The attached tracker details bills the association monitored and worked on this session. Here are a few highlights:

**Bills that passed**
- **HB 2513** – While the final version of this legislation permits schools to hold transcripts as a method to collect student debt it specifies exceptions where a school could not withhold the transcript including applying for a job and applying for financial aid. In essence, the exceptions are for virtually every instance a student would ask for a transcript. The bill permits holds on registration as a means to collect certain obligations. We worked with our public colleagues to oppose the bill but were unsuccessful. The bill was a high priority of the Lieutenant Governor and he was able to use his position to work for its passage.
- **HB 2327** – Rep. Pollet sponsored this legislation regarding sexual misconduct at postsecondary institutes of higher education to address misconduct of the kind reported on at one of our state’s public colleges last summer. The legislation will require schools to adjust some of their hiring practices in an effort to prevent hiring individuals that have been involved in misconduct at a former employer.
- **HB 2638** – This legislation authorizing sports wagering subject to the terms of tribal compacts will allow tribes to negotiate changes to their gaming compacts to add sports betting in tribal casinos. It’s important to note that the legislation does not allow wagering on in-state college athletics, whether the competition is being played in Washington or not.
- **SB 6120** – This bill seeks to modernize non-profit gambling statutes. Included in the bill are provisions that will allow non-profits, including private colleges. These provisions will allow the continuation of fundraising raffles like 50/50 draws that are common at sporting events.

**Bills that did not pass**
- **SB 6559/HB 2917** – Increasing the maximum college grant award at independent institutions. These companion measures amended the College Grant statute to make the “equity fix” permanent. The Senate version of the bill passed the Senate Higher Education committee, on a bipartisan basis, was
referred to Ways and Means where it received no further action. The House version was introduced and referred straight to the Appropriations Committee. Staff and Committee members will discuss next steps further, but among the reasons we heard for this legislation not advancing center around cost. The bill would have cost $4 million the remainder of this Biennium and $8 million next cycle for a total of $12 million. We commonly heard from Legislators that they are concerned about budget pressure as the economy takes an inevitable down turn. There is a worry about committing to new spending in uncertain times. We also heard there was some higher education “fatigue” meaning that Legislators felt higher education received a significant funding boost last session and there was little desire to deal with the issue again this year. At a minimum, good work was done to lay the groundwork to deal with this issue in the future. We saw bipartisan support for the effort, legislators are aware of it and educated about what we are asking for.

- **SB 6218** – This “privacy” bill specifies the oversight of personal data; it was likely the most hotly lobbed issue of the session with virtually every business interest involved in addition to non-profits and public interests. The bill would establish numerous regulations for the use of consumer data. The bill has been in play the last two sessions but failed to pass once again. There is disagreement about enforcement and whether or not the legislation should include a private right of action. Specific the Independent Colleges of Washington’s interest, the current form of the bill would apply to all institutions of higher education but delay implementation until 2023. The delay is an effort to push costs for higher education into the future. The anticipated cost of implementation across public higher education in a single year exceeded $20 million. A number of efforts to see colleges and universities exempted from the legislation but were not successful. We expect this legislation to be back in 2021.

- **HB 1084** – This bill would have allow for collegiate athletes to profit from their name, image, and likeness. The legislation failed to pass the Legislature. Depending on what happens with the NCAA on a national level we can expect similar legislation next year.

**Anticipated Changes in the Legislature**

The end of the Legislative session always brings with it a series of announcements of legislators that are retiring. To date, these eight legislators that have announced they will not run for re-election this fall, including a number of our key supporters: Senators Randi Becker (R), Maureen Walsh (R), and Hans Zeiger (D) have announced that they will not seek re-election. Similarly, in the House, several Democrats have announced that they are not running again for their seats: Representatives Sherry Appleton, Beth Doglio, Christine Kilduff, Eric Pettigrew, Pat Sullivan, and Gael Tarleton. Additionally, Representative Richard DeBolt (R) will not run again. Other lawmakers are running for different offices but have not given up their seats, including Senators Hobbs and Liias who have both announced that they will campaign for election to succeed Cyrus Habib as Lieutenant Governor.

**Looking Ahead: Advocacy and Research Ahead of the Next Session**

As we look to the remainder of 2020 in preparation for the 2021 legislative session we will need to increase our advocacy efforts. Part of that will be marshalling proof points – both data and stories -- so that our conversations and interactions build an ever-deepening narrative.

The Public Policy Committee had started a discussion about approaches the association could take to researching the sector’s economic impact and the depth and breadth of our contributions to K-12 education, and the cultural and social fabric of the state. That evaluation process has been put on hold during these days of social distancing, but we look forward to getting back to a discussion of a proactive
agenda around collecting the data and stories we need for our advocacy. The Committee encourages feedback on the attached “Proof Points” document summarizing possible directions for this work.

In particular, the Committee recognizes the need to strengthen our relationships with members of the higher education committees, fiscal committees, and leadership. We have done good work the past few years to raise the profile of Independent Colleges of Washington and our member campuses, but there is more to be done. Relationship building and cultivation are the keys to any grassroots effort. Our outreach will certainly be complicated by the continuing COVID-19 pandemic as we do not anticipate significant legislative activity, including personal meetings, for the time being. Still, as this is a campaign year, legislators are starting to plan for electronic town halls and many are active on social media. Once we are in a better position of certainty, the staff will brief the Committee so together we can engage the full Board on requests for outreach.

Attachments:
- Federal-HE-Issues-Brief-February-2020
- ICW_2020_State_Budget_Priorities
- WA College Grant equity fix, SB 6559 (Conway), HB 2917 (Ramos)_supported_by
- 66th Biennium (2020) End of Session Tracker 040120
- 200401_ICW_Proof_Points
Student Aid Funding
The federal student aid programs work together to help low-income students get into, stay in, and complete college. NAICU supports and appreciates the increases provided for student aid funding bill in FY2020. The increase in the Pell Grant maximum to $6,345, along with significant increases for SEOG, Federal Work Study, TRIO and GEAR UP are critical to ensuring students are ready for college, and supported through completion. We encourage Congress to continue these funding increases for FY2021.

Tax Policy
The Tax Cuts and Jobs Act (TCJA), signed into law in December 2017, contained several new tax hikes on private colleges and universities. While we applaud the recent repeal of both the parking tax on nonprofit mass transit benefits and the kiddie tax rate increase on scholarship and grant awards, we are still opposed to the private college endowment/net investment tax, the private college salary tax, and the elimination of advance bond refinancing. These taxes should also be repealed. They are punitive, unfair, and do nothing to help our institutions or the students we serve.

The Importance of the Pell Grants and Campus-Based Aid Programs
Pell Grants are rightfully regarded as the cornerstone of federal student aid and we appreciate their strong bipartisan support. The Federal Work-Study and SEOG programs require colleges to match federal student aid funds, so they have “skin in the student aid game.” The SEOG program has served low-income students for nearly half a century. The recently-expired Perkins Loan program should be permanently reauthorized. Eliminating these programs in favor of one grant, one loan would be pennywise and pound foolish, as such an action would terminate institutional “skin in the game” requirements.

Veterans and Service Member Education
The federal investment in educational benefits for veteran and military students has opened educational opportunities for many veterans. Particularly important are the Post-9/11 GI Bill and its “Yellow Ribbon” program. We share Congress’ concern about the inability of the VA to get student veterans their benefits under the “Forever GI Bill” expansions. Colleges are being as flexible as possible regarding the delay in payments, and are committed to continuing to offer a supportive campus environment for veterans.

Free Public College
Federal funding to waive public college tuition will not result in college for all. We strongly support keeping the federal higher education investment targeted on low- and middle-income students, wherever they choose to attend college, and not on one sector of institutions. Private, nonprofit colleges enroll the same percentage of Pell Grant students as public colleges and are a key part of ensuring opportunity and choice in American higher education.

Campus Sexual Assault
Students attending college should expect to find a safe and supportive environment. Campus sexual assault is getting more national attention, and generating positive action towards changing campus culture. Legislative and regulatory initiatives to enhance campus safety must assure the safety and fair treatment of all students. They must also be flexible enough to be adapted to state-of-the-art intervention strategies and the particular circumstances of each institution.

Accreditation
The core function of accreditation is ensuring the quality of American higher education, while allowing its diversity. We are concerned that accreditation is losing its independence and becoming an agent of federal compliance. Quality and diversity are accomplished through the peer-review process, and by an institution’s autonomy to establish its own mission and academic standards.

Freedom of Speech
Promoting the free and open exchange of ideas is a central tenet of higher education. In an era of increased protests on college campuses, Congress has considered various proposals to regulate how institutions handle freedom of speech. Any such proposals must consider an institution’s duty to balance free speech protections with other essential values, such as student safety, inclusion, respect, and institutional mission.

Student Privacy
We support increased transparency, but also believe in the importance of protecting the confidentiality of students’ personal information. Congress should give careful consideration to the new technology approach in the Student Right to Know Before You Go Act, which has the potential to get policymakers the information they want without sacrificing student privacy.
Federal Student Loans
Federal student loans are a critical access tool for millions of Americans. While most students have manageable debt and repay their loans, it is still a concern. Attempts to address the debt issue need to be focused on those borrowers who are struggling the most. Budget proposals to charge low-income students interest while they are in school would cost working class and Pell students thousands of dollars. While we support reasonable federal loan limits for borrowers, we do not support a dramatic lowering of loan limits for parents and graduate students, which would force many to turn to the private market for loans for which they may not qualify.

Institutional Risk Sharing
At private, nonprofit colleges, 74% of all aid for students comes from a college’s own resources. However, there is the perception among some that colleges and universities do not have enough “skin in the game” when it comes to educating students. Several different proposals have been floated to require additional institutional risk-sharing. Such measures could add significantly to the financial risk for institutions, affect their financial ratings and ratios, and drive up tuition. Colleges already have significant “skin in the game” with low-income students and will continue to heavily invest in their students.

Title IV Eligibility by Major
Historically, Title IV eligibility has been available institution-wide to colleges that meet appropriate federal, state, and accreditation requirements. The proposal to base federal student aid eligibility on a major-by-major basis as determined by former students’ repayment rates is misguided. This federal intrusion into academic decision making would create massive amounts of red tape, potentially shut off certain majors to students from low- or middle-income families, and stifle the development of new majors. Private, nonprofit colleges are deeply committed to ensuring students have the opportunity to choose the major that best fits their needs regardless of their wealth.

Instructional Spending Ratios
Colleges and universities devote copious resources to serving students in a variety of ways not included in the calculation of instructional spending. Examples include academic tutoring, faculty mentoring, and mental health and student safety initiatives. Institutions should not be penalized when investing in the holistic student experience rather than a single category of activities.

Deferred Action for Childhood Arrivals (DACA)
While the program officially ended on March 5, 2018, court rulings have kept it temporarily in place. The turmoil has led many DACA students to be understandably nervous about their future status. Congress should take bipartisan legislative action to protect DACA enrollees, while the Supreme Court debates the legality of ending the program.

Deregulation
Regulation and oversight in higher education is important to assuring accountability for federal dollars. However, we encourage the elimination of higher education regulations that are stifling innovation or not serving their intended purpose. Congress should decide what is critical to federal oversight, taxpayers, and higher education consumers, and then limit reporting and related regulatory requirements to those areas.

Award and Transfer of Credit
The awarding and defining of academic credit is central to an institution’s academic mission, and to the value and meaning of its diploma. In a rapidly changing environment of increased student mobility and new modes of course delivery, institutions are taking a careful look at their policies. However, federal mandates on the standards to be used are not only inappropriate, but also place at risk one of the most effective quality control mechanisms in higher education.

College Completion
There is an important and heightened conversation taking place regarding college completion. It is a long-time priority of independent colleges, which have the highest graduation rates of any sector. We support initiatives that could positively affect college completion, such as NAICU’s Pell Plus proposal.

Section 117 Reporting of Foreign Gifts
There is increased concern with foreign influence at American colleges and universities. Some proposals from the Administration would require such excessive new reporting by institutions that the reporting would become ineffective. We support provisions in the House College Affordability Act that maintain the current $250,000 reporting threshold, protect anonymous giving, and ensure tuition and related fees are not counted as foreign gifts.
With students from each of Washington’s 39 counties and more than 135 years of service to state residents, the 10 Independent Colleges of Washington (ICW) award one in five (20%) of the baccalaureate and graduate degrees earned in the state of Washington.

2020 State Budget Priorities

Fully fund the Washington College Grant.

Together with partners across the state, we thank the Governor and Legislature for making a significant investment in the Washington College Grant. By fully funding the program for all eligible students, expanding eligibility to more Washington students and making the funding predictable, we will be able to change the conversation from “whether” to go to college to “where” to go. Our member campuses are fully engaged with efforts across the state to encourage more Washingtonians to pursue education beyond high school.

Adopt “equity fix” for Washington residents attending independent colleges.

Looking ahead, we encourage policymakers to reinstate in statute the established public policy of Washington College Grant maximum award equity between state residents who choose to attend a not-for-profit, private college or university and those who choose to attend the state’s public research universities. Tying the maximum award keeps the focus on “best fit” and helps the state of Washington leverage the capacity of its non-profit campuses in service to the state goal of seeing more state residents pursue postsecondary education.

Reinvest in the State Work Study Program to provide students with job opportunities and support local businesses and not-for-profit organizations.

State Work Study is financial aid for low- and middle-income students. Qualifying students get an approved job, on- or off-campus, to support their education. Work study builds students’ skills, increases their earnings, and reduces reliance on student loans. We see great value in this program and its unique purpose of helping students earn and learn, helping them to defray college expenses while gaining valuable work experience related to their fields of study. An infusion of funding to this proven program would mean more students could receive the benefits of the program, and more companies and organizations would have the opportunity to recruit future talent by building connections to future graduates.

Leverage capacity in high-demand programs at private, not-for-profit colleges and universities.

As the state seeks to expand the number of degrees awarded in high-demand areas, we ask for the opportunity to be a part of the solution. Following models from other states, Washington could implement targeted programs of support to ensure that state residents can fill available seats currently available at Independent Colleges of Washington’s 10 member campuses to help meet critical state needs.
Strengthen a Public-Private Partnership that Delivers Results for Washington

Extending the Partnership Makes Sense for Washington

Working together, we can encourage more state residents to attend colleges or universities in Washington, increasing the likelihood that they will remain in the state to live and work. With targeted investments, we can reduce the need for student and family borrowing and leverage the full range of educational opportunities present in the state.

Washington’s Need for Home-Grown Talent

Business leaders and state policymakers agree that a greater number of high school graduates and adults need to pursue higher education to meet the demands of our state’s economy.¹

Companies look for the skills a liberal arts education delivers: the ability to work in a team, problem-solving skills, written and verbal communication skills and a strong work ethic.

Independent Colleges of Washington (ICW) Serving Washington

Our liberal arts-based, private, not-for-profit colleges play a critical role in the state’s higher education ecosystem, cultivating talent and making it possible for more Washington residents to find their best fit – academically, developmentally, and socially – here at home.

With graduation rates among the highest in the nation and a commitment to educating the whole person, we are delivering value for our alumni and their families and for the communities we serve.

What’s more, we are championing diversity in collaboration with public colleges, creating high-quality opportunities for students and smooth transfer pathways between sectors in preparing Washington’s future workforce.

ICW member campuses are powering economies in many corners of the state, creating jobs and connecting students to jobs in their regions. Together they employ more than 8,000 people, making the collective one of the state’s top 20 private sector employers.

With state and private support, we have the capacity to assist thousands of additional Washington residents in completing degrees, including in the fields of computer science, engineering, health care, and education.

¹ Both the Washington Student Achievement Council (WSAC) and the Washington Roundtable have set a 70% postsecondary credential attainment goal. WSAC’s goal is for adults aged 25-44 to earn a credential by 2023; WA Roundtable’s goal is for students graduating high school beginning in 2030. More information at: https://www.wsac.wa.gov/roadmap and https://www.waroundtable.com.
SB 6559 (Conway)/HB 2917 (Ramos)
Washington College Grant “Equity Fix”
For Washington Residents Attending Not-For-Profit, Private Universities

Supported by: Association of Washington Business (AWB), College Success Foundation, Treehouse, Washington Student Achievement Council (WSAC), and The Washington Roundtable*

As adopted, the Workforce Education Investment Act, Chapter 406, 2019 Laws sets up an equity divide for those Washington residents who are eligible for the Washington College Grant but who do not participate in the College Bound program and wish to enroll at an independent, not-for-profit, private college or university in the state.

The maximum award for qualified students attending the state’s public research universities will rise in coming years, while the maximum grant for students enrolled at non-profit campuses starts at a lower base, and may or may not rise (see illustration).

Recommendation: Reinstate Established Public Policy in Washington

As an issue of equity, state residents who may not wish to leave their home communities—whether Lacey, Yakima, Walla Walla, or Spokane—should have access to the same level of funding to enroll at a nearby non-profit college or university. Students choose to enroll at specific campuses for a variety of reasons, including academic program offerings, size, proximity to home, and sense of community. A differential in state assistance should not be a reason.

Restoring equity as described here would require an estimated investment of $4 million, approximately one percent of the total funding for the Washington College Grant.

*The Washington Roundtable was established in 2016 with a mission to bring together diverse groups to address the challenges facing the state of Washington.
The Washington Student Achievement Council in September voted to support the policy of tying Washington College Grant awards for students at private, non-profit institutions to those at the public research universities. This had been the policy prior to the passage of HB 2158, which set public awards at full tuition and required fees, but left private awards at the FY 2018 rate.

As written, Sec. 21 (5) sets the maximum Washington college grant as: “For students attending private four-year not-for-profit institutions of higher education in Washington, in the 2019-20 academic year, is nine thousand seven hundred thirty-nine dollars and may increase each year afterwards by no more than the tuition growth factor” [emphasis added]. At the same time, for the 2019-20 academic year, qualified Washington residents enrolled at the University of Washington will receive $10,768, to fully cover tuition and fees. Similarly, that same student would receive $10,479 to attend Washington State University.

The following language would restore equity for students attending private four-year not-for-profit institutions to the lesser of either the grant for a student attending a four-year public research institution or the private institution's tuition for 15 quarter credits or the equivalent.

Proposed amendatory language: In Sec. 21 (5)(b), Chapter 406, 2019 Laws, after “Washington,” strike all material through "factor" on line 10 and insert "is the lesser of the maximum college grant under (a) of this subsection, or the individual institution's tuition for fifteen quarter credit hours or the equivalent" [Sec. 21 (5)(b), Chapter 406, 2019 Laws].

We are pleased to partner with the state of Washington to leverage the capacity of our non-profit campuses in service to the state goal of seeing more state residents pursue postsecondary education. This private-public partnership delivers results: The state is able to educate greater numbers of students without the related and necessary investments in operating and capital investments.

**********

Please direct questions or comments to Independent Colleges of Washington President & CEO Terri Standish-Kuon (Terri@ICWashington.org, 206.623.4494) or the association's Olympia representative Mike Burgess (MikeJBurg@comcast.net, 360.223.3020).

* Signed in “pro” on Thursday, January 31, 2020, during the Senate Committee on Higher Education & Workforce Development’s public hearing on SB 6559.
<table>
<thead>
<tr>
<th>Bill #</th>
<th>Abbrev. Title</th>
<th>Short Description</th>
<th>Who on Campus Needs to Know</th>
<th>Status</th>
<th>Sponsor</th>
<th>Sector Affected</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSB 6492</td>
<td>B&amp;O tax/workforce education</td>
<td>Addressing workforce education investment funding through business and occupation tax reform.</td>
<td>General</td>
<td>C 2 L 20</td>
<td>Pedersen</td>
<td>All</td>
<td>2/10/2020</td>
</tr>
<tr>
<td>HB 2739</td>
<td>Shared leave program</td>
<td>Adjusting certain requirements of the shared leave program.</td>
<td>Human resources</td>
<td>C 6 L 20</td>
<td>Kloba</td>
<td>All</td>
<td>6/11/2020; Sec. 2 upon Governor's signature</td>
</tr>
<tr>
<td>ESHB 2551</td>
<td>Tribal regalia/graduation</td>
<td>Permitting students to wear traditional tribal regalia and objects of cultural significance at graduation ceremonies and related events.</td>
<td>N/A</td>
<td>C 35 L 20</td>
<td>Lekanoff</td>
<td>Public HE</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>SHB 2589</td>
<td>Suicide prevention/ID cards</td>
<td>Requiring contact information for suicide prevention and crisis intervention organizations on student and staff identification cards.</td>
<td>N/A</td>
<td>C 39 L 20</td>
<td>Callan</td>
<td>Public HE</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>SB 6103</td>
<td>Educational reporting</td>
<td>Concerning educational reporting requirements.</td>
<td>N/A</td>
<td>C 61 L 20</td>
<td>Wellman</td>
<td>K-12</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>SHSB 1061</td>
<td>Higher education retirement</td>
<td>Concerning the higher education retirement plans.</td>
<td>N/A</td>
<td>C 103 L 20</td>
<td>Chandler</td>
<td>Public HE</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>HB 1702</td>
<td>Low-cost course material/CTC</td>
<td>Informing students of low-cost course materials for community and technical college courses.</td>
<td>N/A</td>
<td>C 104 L 20</td>
<td>Van Werven</td>
<td>SBCTC</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>ESHB 2638</td>
<td>Sports wagering/compacts</td>
<td>Authorizing sports wagering subject to the terms of tribal-state gaming compacts.</td>
<td>General</td>
<td>C 127 L 20</td>
<td>Peterson</td>
<td>All</td>
<td>upon Governor's signature</td>
</tr>
<tr>
<td>SB 6034</td>
<td>Pregnancy discrim complaints</td>
<td>Extending the time allowed to file a complaint with the human rights commission for a claim related to pregnancy discrimination.</td>
<td>Human resources</td>
<td>C 145 L 20</td>
<td>Keiser</td>
<td>All</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>HB 1755</td>
<td>Education doctorate degrees</td>
<td>Allowing regional universities to offer doctorate level degrees in education.</td>
<td>Admissions/enrollment; education deans, provosts</td>
<td>C 15 L 20</td>
<td>Leavitt</td>
<td>Public HE</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>SB 6120</td>
<td>Gambling/nonprofit orgs</td>
<td>Amending types of nonprofit organizations qualified to engage in gambling activities.</td>
<td>General</td>
<td>C 150 L 20</td>
<td>Conway</td>
<td>All</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>SB 6312</td>
<td>Nonprofit fund-raising/tax</td>
<td>Making the nonprofit and library fund-raising exemption permanent.</td>
<td>General</td>
<td>C 159 L 20</td>
<td>Zeiger</td>
<td>All</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>ESSB 5473</td>
<td>Unemployment benefits/cause</td>
<td>Studying exceptions to provisions disqualifying individuals from receiving unemployment benefits for leaving work voluntarily without good cause.</td>
<td>Human resources</td>
<td>C 190 L 20</td>
<td>Saldaña</td>
<td>All</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>ESB 6313</td>
<td>Young voters</td>
<td>Increasing opportunities for young voters.</td>
<td>N/A</td>
<td>C 208 L 20</td>
<td>Liias</td>
<td>Public HE</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>SB 6374</td>
<td>Apprenticeship materials</td>
<td>Concerning apprenticeship materials for dual credit scholarship programs.</td>
<td>N/A</td>
<td>C 259 L 20</td>
<td>Holy</td>
<td>Public HE</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>SB 5197</td>
<td>National guard ed. grants</td>
<td>Concerning the Washington national guard postsecondary education grant program.</td>
<td>N/A</td>
<td>Del to Gov</td>
<td>Hobbs</td>
<td>All</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>SHB 2711</td>
<td>Educational outcomes</td>
<td>Increasing equitable educational outcomes for foster care and homeless children and youth from prekindergarten to postsecondary education.</td>
<td>N/A</td>
<td>Del to Gov</td>
<td>Johnson</td>
<td>K-12</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>ESSB 6142</td>
<td>Higher ed common application</td>
<td>Creating the Washington common application.</td>
<td>N/A</td>
<td>Del to Gov</td>
<td>Liias</td>
<td>Public HE</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>2SSB 6561</td>
<td>Undocumented student support</td>
<td>Creating the undocumented student support loan program.</td>
<td>N/A</td>
<td>Del to Gov</td>
<td>Liias</td>
<td>All</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>SHB 2338</td>
<td>Mental health coverage</td>
<td>Prohibiting discrimination in health care coverage.</td>
<td>Human resources</td>
<td>Del to Gov</td>
<td>Macri</td>
<td>All that offer health plans</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>2EHB 1056</td>
<td>Domestic violence/workplace</td>
<td>Creating a task force to identify the role of the workplace in helping curb domestic violence.</td>
<td>Human resources</td>
<td>Del to Gov</td>
<td>Mosbrucker</td>
<td>All</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>Bill Number</td>
<td>Title</td>
<td>Description</td>
<td>Status</td>
<td>Committee</td>
<td>Sponsor(s)</td>
<td>Group</td>
<td>Date</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------</td>
<td>------------</td>
<td>------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>2SHB 2864</td>
<td>Running start summer pilot</td>
<td>Establishing a running start summer school pilot program.</td>
<td>N/A</td>
<td>Del to Gov</td>
<td>Paul</td>
<td>SBCTC</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>SHB 2543</td>
<td>In-state residency/veterans</td>
<td>Ensuring eligible veterans and their dependents qualify for in-state residency.</td>
<td>N/A</td>
<td>Del to Gov</td>
<td>Paul</td>
<td>Public HE</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>ESHB 2327</td>
<td>Sexual misconduct/postsec.</td>
<td>Addressing sexual misconduct at postsecondary educational institutions.</td>
<td>Human resources, Title IX</td>
<td>Del to Gov</td>
<td>Pollet</td>
<td>All</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>ESSB 6141</td>
<td>Higher education access</td>
<td>Expanding access to higher education.</td>
<td>Financial aid</td>
<td>Del to Gov</td>
<td>Randall</td>
<td>All</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>ESSB 6168</td>
<td>Operating budget, supplement</td>
<td>Making 2019-2021 fiscal biennium supplemental operating appropriations.</td>
<td>General</td>
<td>Del to Gov</td>
<td>Rolles</td>
<td>All</td>
<td>upon Gov signature</td>
</tr>
<tr>
<td>2SHB 2513</td>
<td>Higher ed. debt collection</td>
<td>Prohibiting the practice of transcript withholding and limiting the practice of registration holds at institutions of higher education as debt collection practices.</td>
<td>CFOs, registrars</td>
<td>Del to Gov</td>
<td>Slatter</td>
<td>All</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>SHB 2308</td>
<td>Job title reporting</td>
<td>Requiring employers to periodically report standard occupational classifications or job titles of workers.</td>
<td>Human resources</td>
<td>Del to Gov</td>
<td>Slatter</td>
<td>All</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>SHB 2554</td>
<td>Health plan exclusions</td>
<td>Mitigating inequity in the health insurance market caused by health plans that exclude certain mandated benefits.</td>
<td>General</td>
<td>Del to Gov</td>
<td>Stonier</td>
<td>All that offer health plans</td>
<td>6/11/2020</td>
</tr>
<tr>
<td>HB 1079</td>
<td>Board of regents/faculty</td>
<td>Adding a faculty member to the board of regents at the research universities.</td>
<td>H Rules 3C</td>
<td>Pollet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 1278</td>
<td>College bound/room &amp; board</td>
<td>Concerning room and board for college bound scholarship students.</td>
<td>H Rules 3C</td>
<td>Hudgins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2917</td>
<td>College grant award maximum</td>
<td>Increasing the maximum Washington college grant award at independent institutions of higher education.</td>
<td>H Approps</td>
<td>Ramos</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB 6559</td>
<td>College grant award maximum</td>
<td>Increasing the maximum Washington college grant award at independent institutions of higher education.</td>
<td>S Ways &amp; Means</td>
<td>Conway</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2255</td>
<td>College grant recipients</td>
<td>Encouraging Washington college grant recipients to reside or work in Washington after graduation.</td>
<td>H Coll &amp; Wkf Dev</td>
<td>Gildon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2254</td>
<td>College grant/degree demand</td>
<td>Encouraging Washington college grant recipients to pursue high demand degrees.</td>
<td>H Coll &amp; Wkf Dev</td>
<td>Gildon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2233</td>
<td>College in high school exp.</td>
<td>Expanding the college in high school program to students in ninth grade.</td>
<td>H Approps</td>
<td>Van Werven</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB 5427</td>
<td>Dual credit programs</td>
<td>Concerning dual credit programs.</td>
<td>S EL/X-12</td>
<td>Wellman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2SSB 5607</td>
<td>Dual language learning</td>
<td>Concerning dual language learning in early learning and K-12 education.</td>
<td>S Rules 3</td>
<td>Wellman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2284</td>
<td>Early learning provider dev.</td>
<td>Supporting the cost-effective professional development of early learning providers.</td>
<td>H S Svcs &amp; Erly</td>
<td>McCaslin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB 6067</td>
<td>Educator cert. assessments</td>
<td>Concerning educator certification assessments.</td>
<td>S EL/X-12</td>
<td>Hasegawa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSB 5717</td>
<td>Employee scheduling</td>
<td>Concerning employer and employee scheduling.</td>
<td>S Labor &amp; Commer</td>
<td>Saldaña</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2578</td>
<td>Excels scholarship program</td>
<td>Establishing the Washington excels scholarship program, a merit-based scholarship to incentivize Washington’s highest performing academic students to pursue higher education in the state.</td>
<td>H Coll &amp; Wkf Dev</td>
<td>Dye</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2191</td>
<td>Family &amp; med. leave/coverage</td>
<td>Concerning family and medical leave program coverage.</td>
<td>H Labor &amp; Workpl</td>
<td>Dufault</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB 6055</td>
<td>Health care &amp; veterinary/B&amp;O</td>
<td>Exempting health care and veterinary services from the business and occupation surcharge.</td>
<td>S Ways &amp; Means</td>
<td>O’Ban</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bill Number</td>
<td>Sponsor</td>
<td>Bill Title</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB 6116</td>
<td>O'Ban</td>
<td>Higher ed residency/military Assisting spouses and dependents of active duty military by ensuring affordable access to higher education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2574</td>
<td>Stokesbary</td>
<td>Higher ed. admin. staffing Reducing administrative staffing at institutions of higher education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2SHB 1084</td>
<td>Stokesbary</td>
<td>Higher ed. athlete comp. Concerning unfair practices involving compensation of athletes in higher education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB 6542</td>
<td>Lias</td>
<td>Higher ed. automatic admit Adopting a uniform statewide automatic admissions policy at the four-year institutions of higher education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2256</td>
<td>Gildon</td>
<td>Higher ed. contributions/B&amp;O Providing tax relief to businesses that support higher education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESHB 1998</td>
<td>Pellicciotti</td>
<td>Higher ed. sexual violence Creating a task force on sexual violence at institutions of higher education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHB 2089</td>
<td>Kraft</td>
<td>Higher ed. transparency Increasing transparency and financial accountability in higher education to students, parents, and taxpayers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSB 6472</td>
<td>Lovelett</td>
<td>Homelessness definitions Standardizing definitions of homelessness to improve access to services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2291</td>
<td>Walen</td>
<td>Indep. procured insurance Concerning independently procured insurance and applying the state insurance premium tax to such insurance for both in-state and out-of-state risk.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2SHB 1701</td>
<td>Van Werven</td>
<td>Low-cost course material/bac Notifying students of courses with low-cost instructional materials and open educational resources at the four-year institutions of higher education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2707</td>
<td>Kirby</td>
<td>Music therapists Licensing music therapists.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 1201</td>
<td>Kilduff</td>
<td>National guard ed. grants Concerning the Washington national guard postsecondary education grant program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSB 6081</td>
<td>Liias</td>
<td>Noncompetition/med. schools Concerning the calculation of compensation of an employee of a medical school and an affiliated faculty group practice for purposes of a noncompetition agreement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB 6548</td>
<td>Braun</td>
<td>Overtime ex./employee choice Allowing employee choice and flexibility in the executive, administrative, and professional exception to the minimum wage act.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2675</td>
<td>Robinson</td>
<td>Parental leave/disability Allowing the use of parental leave after a pregnancy disability is resolved.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2SSB 6281</td>
<td>Carlyle</td>
<td>Personal data Concerning the management and oversight of personal data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB 6576</td>
<td>Darnelle</td>
<td>Prison to postsecondary ed. Creating prison to postsecondary education pathways.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2236</td>
<td>Ybarra</td>
<td>Private airplanes/sales tax Concerning sales and use tax exemptions for large private airplanes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2257</td>
<td>Gildon</td>
<td>Regulatory reduction pilot Concerning establishment of a regulatory reduction pilot program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2E2SSB 5740</td>
<td>Mullet</td>
<td>Retirement savings program Creating the secure choice retirement savings program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2341</td>
<td>Fitzgibbon</td>
<td>Retirement strategy funds Concerning the retirement strategy funds in the plan 3 and the deferred compensation programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSB 5593</td>
<td>Liias</td>
<td>Running start fee waivers Addressing equity in access to dual credit opportunities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bill Number</td>
<td>Title</td>
<td>Description</td>
<td>Committee</td>
<td>Sponsor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------</td>
<td>---------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB 6614</td>
<td>Rural college promise prog.</td>
<td>Establishing the rural college promise program.</td>
<td>S Higher Ed &amp; Wo</td>
<td>Takko</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB 6480</td>
<td>School counseling programs</td>
<td>Developing comprehensive school counseling programs.</td>
<td>S Rules 3</td>
<td>Mullet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSB 5744</td>
<td>Sexually exploited children</td>
<td>Concerning commercially sexually exploited children.</td>
<td>S Ways &amp; Means</td>
<td>Dhingra</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHB 2002</td>
<td>Social work loan repayment</td>
<td>Creating the social work professional loan repayment program.</td>
<td>S Ways &amp; Means</td>
<td>Dhingra</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS 6105</td>
<td>State education agencies</td>
<td>Concerning the administration of state education agencies.</td>
<td>S Rules 3</td>
<td>Hunt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHB 1120</td>
<td>State learning standards</td>
<td>Updating the term essential academic learning requirements to state learning standards to reflect current terminology.</td>
<td>H Rules R</td>
<td>Dolan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2283</td>
<td>State university admissions</td>
<td>Increasing fairness, transparency, and accountability in the admission processes of state universities.</td>
<td>H Rules C</td>
<td>Stokesbary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2799</td>
<td>Student ach council/graduate</td>
<td>Adding a graduate student to the student achievement council.</td>
<td>H Coll &amp; Wkf Dev</td>
<td>Mead</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS 6127</td>
<td>Student ach council/graduate</td>
<td>Adding a graduate student to the student achievement council.</td>
<td>S Rules 3</td>
<td>Randall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2252</td>
<td>Student health plans</td>
<td>Concerning student health plans.</td>
<td>H Rules 3C</td>
<td>Thai</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB 6129</td>
<td>Student health/pregnancy</td>
<td>Concerning student health plan coverage for pregnancy services.</td>
<td>S Health &amp; Long</td>
<td>Randall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB 6258</td>
<td>Suicide and addiction crisis</td>
<td>Addressing the suicide and addiction crisis among American Indians and Alaska Natives.</td>
<td>S Behavioral Hea</td>
<td>McCoy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHB 2548</td>
<td>Tribally controlled colleges</td>
<td>Concerning tribally controlled colleges and universities.</td>
<td>H Approps</td>
<td>Lekanoff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB 6468</td>
<td>Tuition advisory committee</td>
<td>Repealing the legislative advisory committee to the committee on advanced tuition payment.</td>
<td>S Rules 3</td>
<td>Randall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2289</td>
<td>Tuition transparency</td>
<td>Increasing tuition transparency at postsecondary educational institutions.</td>
<td>H Coll &amp; Wkf Dev</td>
<td>Leavitt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2274</td>
<td>UW investments</td>
<td>Concerning the investment of gifts, grants, conveyances, bequests, and devises of the University of Washington.</td>
<td>H Coll &amp; Wkf Dev</td>
<td>Stokesbary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2SHB 2171</td>
<td>Vested vacation &amp; time off</td>
<td>Concerning vested vacation or paid time off upon an employee’s termination.</td>
<td>H Rules C</td>
<td>Santos</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB 6602</td>
<td>Wage standards/counties</td>
<td>Accounting for differences across counties in setting new wage standards.</td>
<td>S Labor &amp; Commerc</td>
<td>King</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2468</td>
<td>Workforce ed surcharge admin</td>
<td>Improving the effectiveness and adequacy of the workforce education investment surcharge by decreasing compliance and administrative burdens for taxpayers and the department of revenue.</td>
<td>H Finance</td>
<td>Hansen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB 2532</td>
<td>Workforce ed. investment act</td>
<td>Ensuring funding for the workforce education investment act so that students can achieve their dreams of continuing education through modification of the workforce education investment surcharge.</td>
<td>H Finance</td>
<td>Sullivan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2SHB 2471</td>
<td>Working connect. payments</td>
<td>Concerning working connections child care payment authorizations.</td>
<td>H 2nd Reading</td>
<td>Callan</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Compiling Proof Points: Research Options

To supplement existing information and gather robust content for a variety of advocacy and visibility projects, Independent Colleges of Washington has explored options for estimating the state-level economic impact for member institutions. At the same time, we know that the value of Independent Colleges of Washington’s member campuses is greater than simply their economic impact, so we also have considered research options that would enable us to assess societal (social, cultural) impacts.

We are seeking to be able to answer questions such as:

- What is the total economic impact of Independent Colleges of Washington’s member campuses (from operations, student spending and alumni impact)?
- What is the role of our member campuses as employers (including number of employees, taxes paid)?
- What is the total value of university purchases? How much of that is in the state of Washington?
- How much do member campuses spend each year on capital improvements/expenditures? In other words, how much do we drive construction activity and contribute to construction industry jobs?
- What is the return on investment to taxpayers for the federal and state support that goes to member campuses via student aid programs?
- In what ways are students from our member campuses volunteering in their communities? How can we collect those stories?

In the current FY 2019-20 budget, $8,000 is earmarked for a study. Below we briefly describe three possible approaches. Each includes the $8,000 approved in the 2019-20 budget for this purpose. Thus depending on which way we go, it may pay for the whole project (proposal A), or part of it (Proposals B and C):

**Proposal A (estimated cost: $8K)**

**Approach:** Based on data obtained from member campuses, publicly available data from the US Department of Education (via IPEDS), and published studies of the economic impact of universities. Vendor has performed economic impact studies analyses for two of our sister organizations: the Connecticut Conference of Independent Colleges, and Independent Colleges and Universities of Texas. Study will estimate total economic impact of the member campuses of the Independent Colleges of Washington at both the regional and state level. Economic impacts will be estimated for each institution individually and for the group as a whole. We are attaching the two examples mentioned above from the two associations, showcasing the reports made possible by the analysis conducted by Dr. Gius.

**Vendor:** Mark Gius, Professor of Economics at Quinnipiac University (CT).

**Pros:** Low cost, one month after data collection

**Cons:** Less detailed; results are more templated (example below). Not a locally-based expert.

**Proposal B (estimated cost $35K-$115K)**

**Approach:** Data request for colleges (economic, community, employment) leveraging existing materials (e.g. surveys) and data sources (e.g. IPEDS). This approach is the most customizable, it doesn’t have a specific
template. As a way of showing the myriad of outputs possible, here are some examples of economic impact studies from New York, Pennsylvania and Illinois, along with qualitative examples like this database of college connections to communities (also see the attached magazine and tabloid for other examples of outputs).

**Vendor:** Kinetic West, Seattle, WA

**Pros:** Kinetic West is a local company familiar with all the policies and nuances of our state. They have worked with local non-profits and government agencies.

**Cons:** Cost, 6-7 months duration.

---

**Proposal C (estimated cost $85K, $12.5K for individual institution – optional)**

**Approach:** Data request from colleges via surveys. The study contains a two-fold analysis: impact analysis (direct and indirect multiplier effects of the institutions) and investment analysis (indicates the strength of member campuses as an investment from the perspectives of students and society as a whole).

**Vendor:** Emsi (Moscow, Idaho), owned by the Strada Education Network.

**Pros:** Most comprehensive analysis, regional reports (Eastern WA and Western WA) in addition to the whole state. Ready-to-share clean, informative data, easy to integrate into videos, infographics, or other media.

**Cons:** Cost, 12-20 weeks after data collection
Fund Development Committee
MEMORANDUM

March 15, 2020

To: ICW Board of Directors

From: ICW Fund Development Committee
Laura Rehrmann, Chair, Retired President, Group Health Foundation
Betsy Cadwallader, SVP, Market President, U.S. Bank
Dina Fifadra, Head of Product and Analytics, Amazon
Kenneth Goodchild, Emeritus
Shaunta Hyde, Managing Director, Community Relations, Alaska Airlines
Dan Martin, President, Seattle Pacific University
Nikisha Reyes-Grange, Azure Data & AI Marketing, Microsoft
Stephen V. Sundborg, S.J., President, Seattle University
Randy Tinseth, Vice President, Marketing, Boeing Commercial Airlines
Tom Thoen, VP, Bank of America

Campus Representative: Daniel Lee, VP Advancement, Pacific Lutheran University
ICW Staff: Kris Gonzales, Vice President
Hannah Oliver, Statewide Coordinator (WA-SEN)
Terri Standish-Kuon, President and CEO

This memorandum summarizes the discussions of the Fund Development Committee’s meeting on February 26, 2020. Committee members noted in bold were present.

Announcements

Laura Rehrmann acknowledged the announced retirement of Committee Member Randy Tinseth from the Boeing Company (February 2020) and Fr. Steve Sundborg of Seattle University (June 2021).

Year-to-Date 2019-20 Progress and Dashboard

The Committee reviewed the annual Fund Development goals. Progress to date:

- Encourage all Board members to contribute to the Board of Directors scholarship program and attract at least two new donors to achieve total gifts of $1.3 million. Board gifts and pledges are tracking to meet goal. Chair Rehrmann will follow up with individual Board members who have not pledged to date. See attached dashboard for year-to-date progress and FY 2019-20 projections. Projected gifts for FY2019-20 @ $1.02 million due to timing of $300,000 bequest.
• Connect scholars and recipients with donors by sharing correspondence, creating appreciation events tied to Board meetings, and leveraging organic opportunities. The fall Board meeting at Walla Walla University and Whitman College brought more than 10 students together with a number of donors and a state legislator. We anticipate a light student to donor to legislator ratio at SPU due to the COVID-19 epidemic.

• Manage Bill & Melinda Gates Foundation-funded Washington Student Engagement Networks (WA-SEN) in partnership with the College Promise Coalition. ICW successfully secured a new 2-year grant to continue this work through June 2021. See WA-SEN dashboard on progress with the fall in-district meet ups, student summit (training), and Olympia Day 2020.

• Expand campus and student participation in the Matched Student Savings (MS2) program. Enroll 65 Student Savers across seven campuses. There are 6 campuses and 65 student saver seats available for the 2020 third cohort—the equivalent of $195,000 in distribution, and $32,500 in student savings toward their education. Given the transition in staffing (two FTE down since December 2019,) we did not solicit a seventh campus.

• Identify and leverage opportunities to involve Board members in strategic donor introductions/visits. As identified.

• Convene for professional development and information sharing campus colleagues in the areas of advancement/development, alumni and parent relations, and diversity, equity and inclusion/multicultural relations. Due to shifts in campus needs, ICW will now offer the Burlington Forum (circa 1994; funded through an endowment) as a professional development opportunity for rising senior Advancement staff. Parent Relations, Alumni Director, and Diversity, Equity, and Inclusion (DEI) meetings will be held in 2020.

The Committee reviewed year-to-date fundraising totals and programs for FY 2019-20. See the Fund Development dashboard for further details.

Key Program Updates

ICW provided an update on the Bill & Melinda Gates Foundation funded work with the College Promise Coalition. As a reminder, the Coalition brings together dozens of organizations and individuals, including Washington’s public and private four- and two-year colleges and universities, students, families, faculty, alumni, education advocates, and leaders in business and labor. The Coalition works together to expand opportunities for education and training beyond high school so students can succeed regardless of their circumstances.

The ICW led student initiative Washington Student Engagement Networks (WA-SEN) works in collaboration with the Coalition to mobilize the strength of a collective student voice from 2-year and 4-year public and private colleges and to educate policymakers about the importance of supporting higher education for all Washingtonians. See the Fund Development dashboard for progress to date. ICW received the second 2-year program grant in September 2019 for $343,000 that will take this work through June 2021.
In addition to the core fall trainings and pinnacle Student Engagement Day in Olympia every legislative session, new initiatives as part of the grant renewal include opportunity for five regional student internships to support 15-30 in-district meetings with legislators per annum, and student-led workshops at the Community and Technical College Students of Color Conference in Yakima, WA every April. *Note at the time of this writing, COVID-19 is an evolving and fluid concern. Modifications on programming for grant deliverables will follow health agency guidelines and government mandates. See the WA-SEN dashboard for outputs since September 2019.*

Over the past year, ICW has been in conversations with the Teagle Foundation for a statewide grant under its “Transfer Pathways to the Liberal Arts” initiative. ICW was recently awarded a planning grant for $50,000 over 12 months. Our proposal focuses on strengthening transfer access to the liberal arts from public two-year to private four-year colleges. Under the proposal, we will convene statewide workgroups (virtual and otherwise), work with transfer policy colleagues, and engage with faculty around preparing curricula and institutional practices toward strengthening pathways to our campuses. Planning grants to not guarantee implementation funding; however, the project timeline and the Foundation’s granting calendar is working toward this end. Implementation grants typically run up to $350,000-$400,000 over 24-36 mos.

Committee conversations then turned to The Murdock Charitable Trust and the lead consultants’ outreach to ICW as follow up to member campus convenings held last fall (all 10 colleges participated) sponsored by the Trust around transformative change. All 10 colleges benefit from Murdock funding. Both Fr. Sundborg and Dan Martin mentioned receiving an invitation for request for proposal to support campus-specific initiatives.

The Committee reviewed the progress of the ICW Matched Student Savings (MS2) program. The second cohort of 45 savers is wrapping up in the form of scholarship distributions to participating campuses and students achieving their savings goals and financial education requirements. MS2 distribution total to date for FY2019-20 is $105,103 to participating colleges. The third cohort includes six campuses: Heritage, PLU, Saint Martin’s, SPU, Whitworth, and Whitman. ICW is currently raising funds for the fourth cohort.

**Reflection on the K-12 Pipeline**

Ms. Rehrmann then turned to the attached brief summarizing the in-person committee conversations from the fall 2019 board meeting. Terri Standish-Kuon then shared the association’s work and thinking on how best to deliver on this committee’s suggestions to collect the K-12 connection data points, and make the case through a research study to gather proof points, including economic impact, jointly driven with the Public Policy and Visibility Committees. See page 80 for an overview of options.
ICW Fund Development Dashboard
2019-20 YTD

Total Gifts (Cash, In-Kind)
$618,687

Gift Income vs Goal

Contributions by Type: 2018-19

<table>
<thead>
<tr>
<th>Type</th>
<th>2018-19 Final</th>
<th>2018-19 LYTD</th>
<th>2019-20 YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Directors</td>
<td>$41,750</td>
<td>$34,900</td>
<td>$28,925</td>
</tr>
<tr>
<td>Other Individuals</td>
<td>$19,735</td>
<td>$6,800</td>
<td>$13,859</td>
</tr>
<tr>
<td>Foundations</td>
<td>$350,280</td>
<td>$146,432</td>
<td>$10,527</td>
</tr>
<tr>
<td>Corporations</td>
<td>$464,149</td>
<td>$229,660</td>
<td>$363,652</td>
</tr>
<tr>
<td>Coalition</td>
<td>$0</td>
<td>$0</td>
<td>$201,724</td>
</tr>
</tbody>
</table>

Contributions by Type: 2019-20 YTD

<table>
<thead>
<tr>
<th>Type</th>
<th>FY 2019-20 Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>YTD</td>
<td>$618,687</td>
</tr>
<tr>
<td>Renewals</td>
<td>$354,000</td>
</tr>
<tr>
<td>New</td>
<td>$50,000</td>
</tr>
<tr>
<td>Total</td>
<td>$1,022,687</td>
</tr>
</tbody>
</table>

Return to Table of Contents
ICW Fund Development Dashboard (cont.)
2019-20 YTD

3rd Cohort Matched Savings Enrollment

Heritage University, Pacific Lutheran University, Saint Martin’s University, Seattle Pacific University, Whitman College, Whitworth University

Matched Savings Scholarship (MS2)
2nd cohort seats: 46

2nd Cohort Distribution

MS2 Funds

Rollover (IRS 990), Less Cohort Reserves:

$$462,223 - 138,000 - 141,000 = 183,223$$
STUDENT ENGAGEMENT
(see Appendix for Detail)

Students by Sector

- Public 31.03%
- Private NPO 20.69%
- CTC 41.38%
- Other 6.9%

Students by Class Standing

- Freshman 21.65%
- Sophomore 25.26%
- Senior 19.59%
- Other 9.79%
- Grad Student 2.58%

Students by Gender

- Male 39.6%
- Female 55.15%
- Non-binary 2.58%
- Preferred Not Answer 2.67%

Latinx/Hispanic Origin

- Latinx/Hispanic 25.91%
- Non-Latinx/Hispanic 74.09%

Online Activity

- 560 Email Distribution
- 259 Facebook Followers
- 118 Twitter Followers
- 798 YouTube Views
- 498 Monthly Site Visitors to wa-sen.org

Colleges Represented (see Appendix for Detail)

Dashboard Date: February 2020
EMAIL CAMPAIGNS
632 Emails Sent to Legislators
21.1% Open Rate
6,726 Emails Sent to Students
43.6% Open Rate

PRINT CAMPAIGNS
228 Postcards
122 Advocacy Toolkits

LEGISLATOR ENGAGEMENT
Legislative Districts Represented:
In-Person Meeting (see Appendix for Detail)

Legislators Engaged by Party

Engaged Legislators:
55% Democrat, 45% Republican
Overall 66th Legislature 2019-20:
67% Democrat, 33% Republican.
Appendix

<table>
<thead>
<tr>
<th>Colleges Represented:</th>
<th>Legislative Districts Engaged:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue College</td>
<td>District</td>
</tr>
<tr>
<td>Bellingham Technical College</td>
<td>WA-1</td>
</tr>
<tr>
<td>Central Washington University</td>
<td>WA-2</td>
</tr>
<tr>
<td>City University Seattle</td>
<td>WA-3</td>
</tr>
<tr>
<td>Eastern Washington University</td>
<td>WA-4</td>
</tr>
<tr>
<td>Edmonds Community College</td>
<td>WA-5</td>
</tr>
<tr>
<td>Everett Community College</td>
<td>WA-6</td>
</tr>
<tr>
<td>Heritage University</td>
<td>WA-7</td>
</tr>
<tr>
<td>Highline College</td>
<td>WA-8</td>
</tr>
<tr>
<td>North Seattle College</td>
<td>WA-9</td>
</tr>
<tr>
<td>Northwest Indian College</td>
<td>WA-10</td>
</tr>
<tr>
<td>Olympic College</td>
<td>WA-11</td>
</tr>
<tr>
<td>Pacific Lutheran University</td>
<td>WA-12</td>
</tr>
<tr>
<td>Pierce College</td>
<td>WA-13</td>
</tr>
<tr>
<td>Saint Martin's University</td>
<td>WA-14</td>
</tr>
<tr>
<td>Seattle Central College</td>
<td>WA-15</td>
</tr>
<tr>
<td>Seattle University</td>
<td>WA-16</td>
</tr>
<tr>
<td>South Puget Sound Community College</td>
<td>WA-17</td>
</tr>
<tr>
<td>Spokane Community College</td>
<td>WA-18</td>
</tr>
<tr>
<td>Tacoma Community College</td>
<td>WA-19</td>
</tr>
<tr>
<td>University of Puget Sound</td>
<td>WA-20</td>
</tr>
<tr>
<td>University of Washington</td>
<td>WA-21</td>
</tr>
<tr>
<td>University of Washington--Tacoma</td>
<td>WA-22</td>
</tr>
<tr>
<td>Walla Walla Community College</td>
<td>WA-23</td>
</tr>
<tr>
<td>Walla Walla University</td>
<td>WA-24</td>
</tr>
<tr>
<td>Washington State University</td>
<td></td>
</tr>
<tr>
<td>Washington State University--Tri-Cities</td>
<td></td>
</tr>
<tr>
<td>Washington State University--Vancouver</td>
<td></td>
</tr>
<tr>
<td>Western Washington University</td>
<td></td>
</tr>
<tr>
<td>Whatcom Community College</td>
<td></td>
</tr>
<tr>
<td>Whitworth University</td>
<td></td>
</tr>
<tr>
<td>Yakima Valley College</td>
<td></td>
</tr>
</tbody>
</table>

Advancing equity, higher education attainment, and robust financial aid, by elevating the diverse voices of Washington’s students!
### Appendix (cont.)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>62</td>
</tr>
<tr>
<td>Black/African American</td>
<td>29</td>
</tr>
<tr>
<td>Latina/Latina/Latino/Hispanic</td>
<td>26</td>
</tr>
<tr>
<td>Asian</td>
<td>23</td>
</tr>
<tr>
<td>Preferred ethnic identity</td>
<td></td>
</tr>
<tr>
<td>Native American or Alaskan Native</td>
<td>6</td>
</tr>
<tr>
<td>Write in</td>
<td>5</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td></td>
</tr>
<tr>
<td>Native American /Alaskan native</td>
<td>5</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>3</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>Asian</td>
</tr>
<tr>
<td>Black/African American</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Asian</td>
<td>White</td>
</tr>
<tr>
<td>Black/African American</td>
<td>Latino/Latina/Latino/Hispanic</td>
</tr>
<tr>
<td>White</td>
<td>Write in</td>
</tr>
<tr>
<td>Black/African American</td>
<td>White</td>
</tr>
<tr>
<td>Asian</td>
<td>Native Hawaiian/Pacific</td>
</tr>
<tr>
<td>Black/African American</td>
<td>Asian</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific</td>
<td>1</td>
</tr>
<tr>
<td>Black/African American</td>
<td>White</td>
</tr>
<tr>
<td>Asian</td>
<td>White</td>
</tr>
<tr>
<td>White</td>
<td>Latina/Latina/Latino/Hispanic</td>
</tr>
<tr>
<td>Latina/Latina/Latino/Hispanic</td>
<td>Write in</td>
</tr>
<tr>
<td>Asian</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Asian</td>
<td>Native American /Alaskan native</td>
</tr>
<tr>
<td>White</td>
<td>Native American /Alaskan native</td>
</tr>
<tr>
<td>Native American /Alaskan native</td>
<td>Latina/Latina/Latino/Hispanic</td>
</tr>
<tr>
<td>Asian</td>
<td>Black/African American</td>
</tr>
<tr>
<td>Asian</td>
<td>Native Hawaiian/Pacific</td>
</tr>
<tr>
<td>Native American or Alaskan Native</td>
<td>Caucasian</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>194</strong></td>
</tr>
</tbody>
</table>
## In-District Meetings with Legislators - Fall 2019

<table>
<thead>
<tr>
<th>Legislator</th>
<th>Party</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andy Bilig</td>
<td>D</td>
<td>3</td>
</tr>
<tr>
<td>Marcus Riccelli</td>
<td>D</td>
<td>3</td>
</tr>
<tr>
<td>Timm Ormsby</td>
<td>D</td>
<td>3</td>
</tr>
<tr>
<td>Jeff Holy</td>
<td>R</td>
<td>6</td>
</tr>
<tr>
<td>Steve Bergquist</td>
<td>D</td>
<td>11</td>
</tr>
<tr>
<td>Zack Hudgins</td>
<td>D</td>
<td>11</td>
</tr>
<tr>
<td>Gina Mosbrucker</td>
<td>R</td>
<td>14</td>
</tr>
<tr>
<td>Chris Corry</td>
<td>R</td>
<td>14</td>
</tr>
<tr>
<td>Vicky Kraft</td>
<td>R</td>
<td>17</td>
</tr>
<tr>
<td>Laurie Jinkins</td>
<td>D</td>
<td>27</td>
</tr>
<tr>
<td>Steve Conway</td>
<td>D</td>
<td>29</td>
</tr>
<tr>
<td>Melanie Morgan</td>
<td>D</td>
<td>29</td>
</tr>
<tr>
<td>Mike Sells</td>
<td>D</td>
<td>38</td>
</tr>
<tr>
<td>Lisa Wellman</td>
<td>D</td>
<td>41</td>
</tr>
<tr>
<td>Sharon Shewmake</td>
<td>D</td>
<td>42</td>
</tr>
<tr>
<td>Frank Chopp</td>
<td>D</td>
<td>43</td>
</tr>
<tr>
<td>Jamie Pederson</td>
<td>D</td>
<td>43</td>
</tr>
<tr>
<td>Nicole Macri</td>
<td>D</td>
<td>43</td>
</tr>
<tr>
<td>D. Frockt</td>
<td>D</td>
<td>46</td>
</tr>
<tr>
<td>Debra Entenman</td>
<td>D</td>
<td>47</td>
</tr>
</tbody>
</table>
Matched Student Savings (MS2) – Student Savers Say Thank You!

“The MS2 program has opened opportunities to succeed in college by helping me with barriers I was facing to cover a part of my financial problems to finish my last year of nursing school. Thanks to this program I will be able to graduate this May.” – Jasmine Perez, Heritage University

“The MS2 program has helped me be better with managing my money as well as provide me with support to pay for college and college related expenses. I do not receive any outside help from family, so this has been a blessing!” – Christian Epperly, Pacific Lutheran University

“I would definitely like to say thank you from the bottom of my heart for all the generous help that I have received from the MS2 program donors. Your kindness and generosity has enabled me to pursue my dreams of becoming a nurse and gets me one-step closer to being able to pay off my loans and support my family. Once again, thank you so much!” – Sing-on Lui, Seattle Pacific University

“The MS2 program has made it possible for me to attend a private four-year institution. Also providing not only me but also my family the chance to attend the university with me. I would just like to thank you for all the work you have done, and I hope that others will be inspired to do what you all have done for me. I would not have been able to attend this university without you and you have truly changed my life.” – Tracey Porter, Saint Martin’s University

“The MS2 program has helped me to understand that saving money doesn't have to be a big deal. Putting away even a small amount each month can quickly make a big difference. I used to think that all of my money revolved around college and I realized that it is only a part of my financial life. Thank you for giving me this support in such a unique way. While other scholarships are great and all, this one has educated me on several principles of money saving. I have told my friends about this opportunity because it has been so educational and supportive. Thank you so much for making a difference in my life!” – Ryan Dresen, Whitworth University
Visibility Committee
MEMORANDUM

March 30, 2020

To: ICW Board of Directors

From: Visibility Committee

Liz Gorman, Chair, Senior Partner, Gorman Coale
Parker Phend, Project Management Consultant, SunSpear Games
Ben Phillips, CTO, Waypoint Health Innovations
Mike Ridgeway, President/Laboratory Director, Fremont Analytical, Inc.
Kimerly Rorschach, Former Director and CEO, Seattle Art Museum
Jamilia Sherls, Director, Health Equity & Community Benefit,
    MultiCare Health System
Andrew Sund, President, Heritage University

ICW Staff Liaison:
    Terri Standish-Kuon, President and CEO

This memorandum summarizes the discussions of the Visibility Committee’s meeting on March 11, 2020. Committee members also had the opportunity to participate in a workshop organized by The Council of Independent Colleges on February 27, 2020. Committee members noted in bold were present. Committee members noted in bold were present at both meetings. Those in italics attended one of the sessions.

Introductions and Recap of Fall 2019 Committee Discussions

Committee Chair Liz Gorman welcomed Committee members and summarized the discussions from when the Committee last met in the fall at Whitman College. She recounted that Committee members had talked about the association launching an outreach campaign directed at counselors, teachers and others who influence college-going decisions of Washington’s students with messaging focused on the Washington College Grant and on member campuses.

Ms. Gorman also noted that no one on the current association staff “owns” this function, and she highlighted key skills, including the ability to write and speak clearly and compellingly, that would be necessary for a more robust outreach effort.

Parker Phend reported on a February 27 workshop that he and Jamilia Sherls-Jones attended along with Independent Colleges of Washington staff Kris Gonzales, Etienne Rios and Terri Standish-Kuon.

The Council on Independent Colleges (CIC) organized the workshop, titled “Talking about Private Colleges: Busting the Myths,” which was hosted by the University of Puget Sound. Teams from six member campuses – Heritage University, Pacific Lutheran University, Saint Martin’s University, Seattle Pacific University, the University of Puget Sound, and Whitman College – participated along with three Oregon campuses and the Oregon Alliance of Independent Colleges and Universities. Teams included trustees, faculty and administrators.

The interactive structure of the day provided the opportunity to discuss misperceptions about not-for-profit, private higher education and to practice effective approaches to informal conversations that can change the minds of community members. Resources from the workshop—including resource sheets on specific topics and a data packet—are available on the CIC website.

Mr. Phend reported that it would be worthwhile for Independent Colleges of Washington to look at the CIC points for inspiration for possible Washington-specific proof points, particularly around price, debt and political orientation to counter myths that may be prevalent. He also commented that he thought the association’s visual communications stood up well to those shared at the workshop.

Report on Association Visibility Efforts

Committee members discussed the association’s focus on bootstrapping a fresh image, taking note of the refreshed association website and refreshed animation focused on the sector’s students and the value of member campuses to the state of Washington and the communities they call home. Ms. Gorman reported to the Committee that the association was awarded a new CIC “capacity-building” grant of $10,000 to underwrite the development and execution of a digital content strategy, and that work will happen this summer.

Finally, the Committee talked through proposals to collect additional proof points (data and stories) to illustrate the economic, social and cultural impact of member campuses. The staff will gather more feedback about possible approaches.
COVID-19 Communications and Statements
March 18, 2020

The Honorable Nancy Pelosi  
The Honorable Kevin McCarthy  
Speaker of the House  
Minority Leader  
U.S. House of Representatives  
U.S. House of Representatives  
H-232, The Capitol  
H-204, The Capitol  
Washington, DC 20515  
Washington, DC 20515

Dear Speaker Pelosi and Minority Leader McCarthy:

On behalf of the associations listed below, representing the nation’s two- and four-year, public and private colleges and universities and the students they serve, I write in strong support of S. 3503, legislation to ensure that veterans can continue to receive their GI bill benefits in situations where campuses are forced to move courses online due to COVID-19. On Monday, the Senate passed this important, bipartisan legislation by unanimous consent and we ask the House to work quickly to take up and pass the bill.

S. 3503 would grant the Secretary of the Department of Veterans Affairs (VA) the authority to continue to provide education benefits for veterans when approved programs of education at colleges and universities are moved online due to an emergency or health-related situation. This authority would be available immediately and would extend through December 21, 2020.

In light of coronavirus challenges, many campuses are working quickly to stand up online classroom instruction as a way to protect students and campus communities and limit contagion. However, moving programs of education online has the potential to significantly and negatively impact the ability of veterans to receive GI bill benefits. As just one example, under current Post-9/11 GI Bill rules, student veterans taking courses online typically receive only half the housing allowance of their on-campus peers. Because most veteran students and their families have already made housing arrangements, including signing leases for the current semester or term, a drastic cut in their living expenses would be a considerable hardship during these already difficult times.

We strongly support efforts to ensure that veterans’ educational benefits are not impacted by campus efforts to move coursework online in response to the COVID-19 pandemic. We know that the uncertainty as to when and how these issues will be addressed is particularly hard on our military-connected students. Therefore, we call on the House leadership to call up and quickly pass the bipartisan Senate legislation. We thank you for your leadership on issues impacting veterans and stand ready to work with you and the VA to address other issues impacting military-connected students during these unprecedented times.

Sincerely,

Ted Mitchell  
President

On behalf of:

ACPA-College Student Educators International  
ACT, Inc.
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admission Officers
American Association of Community Colleges
American Association of State Colleges and Universities
American Association of University Professors
American College Health Association
American Council on Education
American Dental Education Association
APPAA, Leadership in Educational Facilities
Appalachian College Association
Association for Biblical Higher Education
Association of Accredited Naturopathic Medical Colleges
Association of American Medical Colleges
Association of American Universities
Association of American Veterinary Medical Colleges
Association of Catholic Colleges and Universities
Association of Chiropractic Colleges
Association of Governing Boards of Universities and Colleges
Association of Independent California Colleges and Universities
Association of Independent Colleges & Universities of Rhode Island
Association of Independent Colleges and Universities in Massachusetts
Association of Independent Colleges and Universities of Ohio
Association of Independent Colleges and Universities of Pennsylvania
Association of Independent Colleges of Art & Design
Association of Independent Kentucky Colleges and Universities
Association of Jesuit Colleges and Universities
Association of Presbyterian Colleges and Universities
Association of Public and Land-grant Universities
Association of Schools and Colleges of Optometry
College and University Professional Association for Human Resources
Connecticut Conference of Independent Colleges
Consortium of Universities of the Washington Metropolitan Area
Council for Christian Colleges & Universities
Council for Higher Education Accreditation
Council of Graduate Schools
Council of Independent Colleges
Council of Independent Colleges in Virginia
Council on Social Work Education
EDUCAUSE
ETS
Georgia Independent College Association
Hispanic Association of Colleges and Universities
Independent Colleges and Universities of Missouri
Independent Colleges and Universities of Texas
Independent Colleges of Indiana
Independent Colleges of Washington
Kansas Independent College Association
Louisiana Association of Independent Colleges and Universities
Maryland Independent College and University Association
Michigan Independent Colleges & Universities
Minnesota Private College Council
NASPA - Student Affairs Administrators in Higher Education
National Association of College and University Business Officers
National Association of Colleges and Employers
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators
National Association of System Heads
Network of ELCA Colleges and Universities
North Carolina Independent Colleges and Universities
Oregon Alliance of Independent Colleges & Universities
Physician Assistant Education Association
South Carolina Independent Colleges and Universities
State Higher Education Executive Officers Association
TMCF
UPCEA
West Virginia Independent Colleges & Universities
Wisconsin Association of Independent Colleges and Universities
Yes We Must Coalition
March 23, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary DeVos:

We write to ask the U.S. Department of Education to use the authority granted to it under the Higher Education Relief Opportunities for Students (HEROES) Act (P.L. 110-93) during times of national emergency to temporarily waive the financial responsibility standards (34 CFR 668, Subpart L) for a period of three years.

We are deeply appreciative of the recent efforts undertaken by the Department of Education to reform the financial responsibility standards, including the convening and promulgation of recommendations by the financial responsibility subcommittee. The proposed reforms will likely improve the downstream calculation and publication of the financial composite ratios.

However, we are deeply concerned about the larger effects of the current liquidity crunch facing American higher education, especially the impact that the current economic crisis will have on institutional financial responsibility composite scores at private nonprofit colleges and universities. The justification for temporarily suspending the financial responsibility standards will positively influence both the short-term and long-term impact of the current fiscal situation suddenly facing private nonprofit colleges and universities.

In the short-term, suspending the financial responsibility standards will prevent a potential disruption for students studying via distance education. As you know, any institutional composite score under a 1.0 would automatically disqualify a private nonprofit college or university from participating in the National Council for State Authorization Reciprocity Agreements (NC-SARA) compact, therefore making the institution ineligible to offer distance education to students from out-of-state. At a time when many students are returning to their homes from colleges across the country, we fear that colleges and universities could be ineligible from participating in NC-SARA at a time when distance education is needed more than ever. We appreciate the clarity and flexibility offered to institutions regarding accreditation and state authorization by the Department in its March 5, 2020 guidance (Guidance for interruptions of study related to Coronavirus (COVID-19)). However, we remain concerned that the continued publication of the financial responsibility composite scores will spur NC-SARA or the states to take action beyond the purview of the federal government.

In the long-term, the near total loss of auxiliary revenue at many independent institutions of higher education could force leaders at private nonprofit colleges and universities to consider extraordinary financial decisions immediately regarding employment, student services, or other essential functions in order to make passing scores for the end of the fiscal year (June 30). Many private nonprofit colleges and universities are expending significant resources and do not have
the institutional reserves necessary to weather the current economic storm without a significant impact to their institutional composite score.

We deeply appreciate your attention to this pressing issue, and we hope to continue to work together to find common ground to protect students and institutions.

Sincerely,

Barbara K. Mistick, D.M., President
National Association of Independent Colleges and Universities (NAICU)

Ted Mitchell, President
American Council on Education (ACE)

On behalf of:

Alabama Association of Independent Colleges and Universities (AAICU)
American Association of Presidents of Independent Colleges and Universities
Appalachian College Association
The Association for Biblical Higher Education
Association of Catholic Colleges and Universities
Association of Chiropractic Colleges
Association of Independent California Colleges and Universities
Association of Independent Colleges and Universities in Massachusetts
Association of Independent Colleges and Universities of Ohio
Association of Independent Colleges and Universities of Pennsylvania
Association of Independent Colleges and Universities of Rhode Island
Association of Independent Colleges of Art & Design
Association of Independent Kentucky Colleges and Universities
Association of Jesuit Colleges and Universities
The Association of Private Colleges and Universities of Puerto Rico
Blue Mountain College
Commission on Independent Colleges and Universities in New York
Connecticut College of Independent Colleges
Consortium of Universities of the Washington Metropolitan Area
Council for Christian Colleges & Universities
Conference for Mercy Higher Education
Council of Independent Colleges
Council of Independent Colleges in Virginia
Council of Independent Nebraska Colleges
The Honorable Betsy DeVos
March 23, 2020
Page 3

Georgia Independent College Association
Great Lakes Colleges Association
Independent Colleges and Universities of Missouri
Independent Colleges and Universities of Texas
Independent Colleges of Indiana
Independent Colleges of Washington
Iowa Association of Independent Colleges and Universities
Kansas Independent College Association
Louisiana Association of Independent Colleges and Universities
Maryland Independent College and University Association
Michigan Independent Colleges and Universities
Minnesota Private College Council
National Association of Schools and Colleges of the United Methodist Church (NASCUMC)
Network of ELCA Colleges and Universities
North Carolina Independent Colleges and Universities
Oregon Alliance of Independent Colleges & Universities
South Carolina Independent Colleges and Universities
Tennessee Independent College and University Association
UNCF
West Virginia Independent Colleges and Universities
Wisconsin Association of Independent Colleges and Universities
March 20, 2020

Senator Mitch McConnell  
Majority Leader  
United States Senate  
317 Russell Senate Office Building  
Washington, DC 20510  

Senator Chuck Schumer  
Minority Leader  
United States Senate  
322 Hart Senate Office Building  
Washington, DC 20510  

Dear Leader McConnell and Minority Leader Schumer,

On behalf of the organizations listed below, we write to outline the ways in which we believe the federal government can assist students, educators and institutions in recovering from the impact of COVID-19.

Colleges and universities are uniquely vulnerable to the impact of the COVID-19 pandemic, as our educational and research missions necessitate regular interactions in lecture halls, classrooms, dormitories, theaters, and stadiums. Like every segment of our society, higher education institutions have struggled to balance multiple concerns while prioritizing the health and safety of our students, faculty, and staff.

The impact has been profound. While closing campuses or moving entirely to remote instruction have been necessary steps in slowing the spread of the virus among students and staff, these shifts have caused massive disruption to students, institutional operations, and institutional finances.

This reverberates far beyond our campuses. Colleges and universities are the largest employers in many areas, and serve as economic, civic, and cultural hubs for their communities. Students and staff patronize and support innumerable local businesses, and the scientific research and development performed on campuses across the country drive our national economy and enhance our global competitiveness.

At this moment, the only knowable financial impact of the novel coronavirus on college and universities at this time is that it will be substantial. Already, Moody’s has downgraded the higher education sector from stable to negative, explaining that “universities face unprecedented enrollment uncertainty, risks to multiple revenue streams, and potential material erosion in their balance sheets.” Students and their families rightfully expect to receive the services they’ve paid for. Partial refunding of tuition and fees by schools that have closed, and partial refunding of other charges—on-campus housing and meal plans, for example—for those who have moved their instructional programs wholly online is ongoing. Some schools have kept campus housing operational for students that did not have anywhere to go, which also carries financial implications. But these actions will concurrently constrain the near-term cash flows that undergird institutions’ day-to-day operations. Unlike for-profit
businesses, non-profits and public institutions cannot make up these losses from future revenues.

Beyond these functional demands, institutions are tasked in new ways to help their students and preserve their campuses. Just a few examples of these new efforts include: the deep cleaning of campus buildings; providing shelter for foster, homeless, and international students; providing transportation to send students home; packaging and shipping personal belongings students had to leave behind; moving to remote food delivery; canceling uninsured events with caterers, venues, etc., and many more.

In order to remedy the damage COVID-19 has caused to students and schools, we believe the federal government should move quickly to implement four key efforts to address the challenges students and campuses are facing, and alleviate the harm they've already experienced.

These initiatives are:

**Emergency Aid to Students and Support for Institutions**

While every student has experienced challenges during this period, certain categories of students are most impacted by institutions’ efforts to move to remote instruction or close their physical campuses. These students, who may be low-income, homeless, or foster youth, will struggle to meet their basic needs, which include housing, transportation, food, medical care, and other needs without the direct on-campus support they usually receive. It is critical that the federal government help institutions ensure that these students are not harmed as a result of efforts to protect them from COVID-19.

Additionally, the financial impact of the novel coronavirus on colleges and universities will include lost revenue—refunds of tuition and certain other fees due to closure or moving instruction wholly online as noted above—as well as foregone revenue from reduced enrollments in the near term. But institutions will concurrently face increased expenses as they struggle to provide the social supports necessary to ensure their students are insulated from external ills such as lack of affordable housing and food insecurity.

Although the full size and scope of this situation is currently unknown, a federal program that provides grant support to reimburse institutions with demonstrable operating losses during this time would help colleges and universities continue their public service missions. Institutions that can show operating losses and increased expenses over a specified timeframe would be eligible for direct grants to help alleviate their short-term financial difficulties. For this reason, we propose the federal government disburse direct support to students and institutions through the already existing Pell Grant disbursement system. This has the advantage of allowing for rapid disbursement of funding that is urgently needed.

We propose that grant funding be distributed to each institution based on a calculation of enrollment (which could include FTE, the number of Pell recipients, etc.). Of those funds,
least 25 percent would be given as direct emergency aid to students, with a maximum award of $1,500. The remaining funds may be used by institutions as they deem best, provided that it is used to address revenue losses or additional expenses necessitated by the COVID-19 pandemic. For-profit institutions and institutions with a substantial portion of their enrollment in online programs will only receive the student share and will not receive the institutional share.

**Access to Low-Cost Capital**

While much of Congress' focus has rightfully been on the impact on students, the financial consequences for institutions is likely to be historic and getting colleges back on their feet is of national importance. Access to affordable capital is a necessary lifeline for institutions, and the communities they serve, if they are to weather the storm and return to normal operations.

As the federal support funding alone will be insufficient to sustain many institutions, it is also necessary to allow otherwise financially stable institutions to access new zero-interest loans to replace short-term revenue disruptions and expenses incurred as a result of COVID-19. This infusion of capital will enable institutions to remain solvent until the virus recedes and normal operations can resume. Access to such funds helps to relieve pressure on state budgets that will be severely taxed by declining tax revenue and increased health care and other expenses.

One way the federal government can help in this regard is by providing a zero-interest refinancing option for current, outstanding college and university debt. Institutions would thus be able to redirect resources currently used for debt service to support other aspects of their daily operations.

**Technology Implementation Fund**

While the shift to remote instruction poses significant challenges to campuses, it remains the safest way to serve students. Unfortunately, many institutions, even those with robust online learning tools, lack the capacity to rapidly transition to an exclusively distance education model. This is especially true at traditionally lower-resourced institutions such as community colleges, minority-serving institutions, and institutions with a high percentage of Pell recipients. Beyond the challenges facing schools, large numbers of students, by some estimates as high as 20%, do not have reliable access to online learning, either because they lack a capable computer or lack sufficient internet access. The federal government should provide grant funding in the amount of $7.8 billion to ensure that institutions are supported in the transition to distance learning, while also ensuring that students do not lose access to their educations as a result of the shift. Doing so will assist colleges and universities in maintaining students’ programs of study while minimizing the risk of exposure.

**Temporary Flexibility**
Many statutory and regulatory requirements that would be reasonable under normal circumstances can actively hinder efforts to assist students and offer coursework in a crisis. Existing law did not anticipate the specific problems imposed by this pandemic, and flexibility under federal law should exist to guarantee that students aren’t harmed as a result of regulatory requirements. We would ask that Congress temporarily suspend certain provisions relating to the eligibility, determination, and disbursement of Title IV aid to assist schools in getting aid to students rapidly. As one example, students should not see their eligibility for Pell Grants reduced for a term in which their institution has closed due to COVID-19. Another example would be to lift restrictions on the transfer of funds between campus-based aid programs such as SEOG and FWS, and temporarily suspending limits on the amount of grant aid institutions can award while expanding the allowable uses of that aid.

In addition, we would ask that Congress provide the Secretary of Education with temporary authority to waive or suspend the large number of existing statutory and regulatory deadlines institutions are required to comply with. As one example, subjecting institutions to the current financial responsibility standards under the duress imposed by the pandemic would result in artificially poor scores, necessitating the suspension of aid, with the possibility of closures that would otherwise not occur. The Secretary of Education should also have the authority to waive compliance with significant and/or costly new regulatory requirements that may be introduced in this period, as institutions’ ability to come into compliance will necessitate a substantial outlay of resources that are better allocated to other purposes at this time.

We thank you for your attention to these comments, and are grateful for your efforts on behalf of colleges and universities. We look forward to working with you to ensure these provisions are included in any supplemental bill that is under consideration.

Sincerely,

Ted Mitchell
President

On behalf of:

ACPA-College Student Educators International
ACT, Inc.
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admission Officers
American Association of Community Colleges
American Association of State Colleges and Universities
American Association of University Professors
American College Health Association
American Council on Education
American Dental Education Association
American Indian Higher Education Consortium
Associated Colleges of the Midwest
Association of American Colleges and Universities
Association of American Universities
Association of Catholic Colleges and Universities
Association of Community College Trustees
Association of Governing Boards of Universities and Colleges
Association of Independent California Colleges and Universities
Association of Independent Colleges and Universities in Massachusetts
Association of Independent Colleges and Universities in New Jersey
Association of Independent Colleges and Universities of Rhode Island
Association of Independent Colleges of Art & Design
Association of Independent Kentucky Colleges and Universities
Association of Jesuit Colleges and Universities
Association of Presbyterian Colleges and Universities
Association of Private Colleges and Universities of Puerto Rico
Association of Public and Land-grant Universities
Association of Research Libraries
Coalition of Urban and Metropolitan Universities
Commission on Independent Colleges and Universities
Common App
Conference for Mercy Higher Education
Consortium of Universities of the Washington Metropolitan Area
Council for Christian Colleges & Universities
Council for Higher Education Accreditation
Council for Opportunity in Education
Council of Graduate Schools
Council of Independent Colleges
Council of Independent Colleges in Virginia
Council of Independent Nebraska Colleges
EDUCAUSE
Federation of Independent Illinois Colleges and Universities
Georgia Independent College Association
Great Lakes Colleges Association
Hispanic Association of Colleges and Universities
Independent Colleges and Universities of Missouri
Independent Colleges and Universities of Texas
Independent Colleges of Indiana
Independent Colleges of Washington
Iowa College Foundation
Kansas Independent College Association
Louisiana Association of Independent Colleges and Universities
Maryland Independent College and University Association
Michigan Independent Colleges & Universities
Minnesota Private College Council
Missouri Colleges Fund, Inc.
NAFSA: Association of International Educators
NASPA - Student Affairs Administrators in Higher Education
National Association of Colleges and Employers
National Association of Independent Colleges and Universities
National Association of System Heads
National Collegiate Athletic Association
New American Colleges and Universities
North Carolina Independent Colleges and Universities
Ohio Foundation of Independent Colleges
Oregon Alliance of Independent Colleges & Universities
Phi Beta Kappa Society
South Carolina Independent Colleges and Universities
State Higher Education Executive Officers Association
Tennessee Independent Colleges and Universities Association
UNCF
UPCEA
Virginia Foundation for Independent Colleges
Wisconsin Association of Independent Colleges and Universities
Yes We Must Coalition
March 20, 2020

Representative Nancy Pelosi
Speaker of the House
United States House of Representatives
H-232, The Capitol
Washington, DC 20515

Representative Kevin McCarthy
Minority Leader
United States House of Representatives
H-204, The Capitol
Washington, DC 20515

Dear Speaker Pelosi and Minority Leader McCarthy,

On behalf of the organizations listed below, we write to outline the ways in which we believe the federal government can assist students, educators and institutions in recovering from the impact of COVID-19.

Colleges and universities are uniquely vulnerable to the impact of the COVID-19 pandemic, as our educational and research missions necessitate regular interactions in lecture halls, classrooms, dormitories, theaters, and stadiums. Like every segment of our society, higher education institutions have struggled to balance multiple concerns while prioritizing the health and safety of our students, faculty, and staff.

The impact has been profound. While closing campuses or moving entirely to remote instruction have been necessary steps in slowing the spread of the virus among students and staff, these shifts have caused massive disruption to students, institutional operations, and institutional finances.

This reverberates far beyond our campuses. Colleges and universities are the largest employers in many areas, and serve as economic, civic, and cultural hubs for their communities. Students and staff patronize and support innumerable local businesses, and the scientific research and development performed on campuses across the country drive our national economy and enhance our global competitiveness.

At this moment, the only knowable financial impact of the novel coronavirus on college and universities at this time is that it will be substantial. Already, Moody’s has downgraded the higher education sector from stable to negative, explaining that “universities face unprecedented enrollment uncertainty, risks to multiple revenue streams, and potential material erosion in their balance sheets.” Students and their families rightfully expect to receive the services they’ve paid for. Partial refunding of tuition and fees by schools that have closed, and partial refunding of other charges—on-campus housing and meal plans, for example—for those who have moved their instructional programs wholly online is ongoing. Some schools have kept campus housing operational for students that did not have anywhere to go, which also carries financial implications. But these actions will concurrently constrain
the near-term cash flows that undergird institutions’ day-to-day operations. Unlike for-profit businesses, non-profits and public institutions cannot make up these losses from future revenues.

Beyond these functional demands, institutions are tasked in new ways to help their students and preserve their campuses. Just a few examples of these new efforts include: the deep cleaning of campus buildings; providing shelter for foster, homeless, and international students; providing transportation to send students home; packaging and shipping personal belongings students had to leave behind; moving to remote food delivery; canceling uninsured events with caterers, venues, etc., and many more.

In order to remedy the damage COVID-19 has caused to students and schools, we believe the federal government should move quickly to implement four key efforts to address the challenges students and campuses are facing, and alleviate the harm they’ve already experienced.

These initiatives are:

**Emergency Aid to Students and Support for Institutions**

While every student has experienced challenges during this period, certain categories of students are most impacted by institutions’ efforts to move to remote instruction or close their physical campuses. These students, who may be low-income, homeless, or foster youth, will struggle to meet their basic needs, which include housing, transportation, food, medical care, and other needs without the direct on-campus support they usually receive. It is critical that the federal government help institutions ensure that these students are not harmed as a result of efforts to protect them from COVID-19.

Additionally, the financial impact of the novel coronavirus on colleges and universities will include lost revenue—refunds of tuition and certain other fees due to closure or moving instruction wholly online as noted above—as well as foregone revenue from reduced enrollments in the near term. But institutions will concurrently face increased expenses as they struggle to provide the social supports necessary to ensure their students are insulated from external ills such as lack of affordable housing and food insecurity.

Although the full size and scope of this situation is currently unknown, a federal program that provides grant support to reimburse institutions with demonstrable operating losses during this time would help colleges and universities continue their public service missions. Institutions that can show operating losses and increased expenses over a specified timeframe would be eligible for direct grants to help alleviate their short-term financial difficulties. For this reason, we propose the federal government disburse direct support to students and institutions through the already existing Pell Grant disbursement system. This has the advantage of allowing for rapid disbursement of funding that is urgently needed.
We propose that grant funding be distributed to each institution based on a calculation of enrollment (which could include FTE, the number of Pell recipients, etc.). Of those funds, at least 25 percent would be given as direct emergency aid to students, with a maximum award of $1,500. The remaining funds may be used by institutions as they deem best, provided that it is used to address revenue losses or additional expenses necessitated by the COVID-19 pandemic. For-profit institutions and institutions with a substantial portion of their enrollment in online programs will only receive the student share and will not receive the institutional share.

**Access to Low-Cost Capital**

While much of Congress’ focus has rightfully been on the impact on students, the financial consequences for institutions is likely to be historic and getting colleges back on their feet is of national importance. Access to affordable capital is a necessary lifeline for institutions, and the communities they serve, if they are to weather the storm and return to normal operations.

As the federal support funding alone will be insufficient to sustain many institutions, it is also necessary to allow otherwise financially stable institutions to access new zero-interest loans to replace short-term revenue disruptions and expenses incurred as a result of COVID-19. This infusion of capital will enable institutions to remain solvent until the virus recedes and normal operations can resume. Access to such funds helps to relieve pressure on state budgets that will be severely taxed by declining tax revenue and increased health care and other expenses.

One way the federal government can help in this regard is by providing a zero-interest refinancing option for current, outstanding college and university debt. Institutions would thus be able to redirect resources currently used for debt service to support other aspects of their daily operations.

**Technology Implementation Fund**

While the shift to remote instruction poses significant challenges to campuses, it remains the safest way to serve students. Unfortunately, many institutions, even those with robust online learning tools, lack the capacity to rapidly transition to an exclusively distance education model. This is especially true at traditionally lower-resourced institutions such as community colleges, minority-serving institutions, and institutions with a high percentage of Pell recipients. Beyond the challenges facing schools, large numbers of students, by some estimates as high as 20%, do not have reliable access to online learning, either because they lack a capable computer or lack sufficient internet access. The federal government should provide grant funding in the amount of $7.8 billion to ensure that institutions are supported in the transition to distance learning, while also ensuring that students do not lose access to their educations as a result of the shift. Doing so will assist colleges and universities in maintaining students’ programs of study while minimizing the risk of exposure.
Temporary Flexibility

Many statutory and regulatory requirements that would be reasonable under normal circumstances can actively hinder efforts to assist students and offer coursework in a crisis. Existing law did not anticipate the specific problems imposed by this pandemic, and flexibility under federal law should exist to guarantee that students aren’t harmed as a result of regulatory requirements. We would ask that Congress temporarily suspend certain provisions relating to the eligibility, determination, and disbursement of Title IV aid to assist schools in getting aid to students rapidly. As one example, students should not see their eligibility for Pell Grants reduced for a term in which their institution has closed due to COVID-19. Another example would be to lift restrictions on the transfer of funds between campus-based aid programs such as SEOG and FWS, and temporarily suspending limits on the amount of grant aid institutions can award while expanding the allowable uses of that aid.

In addition, we would ask that Congress provide the Secretary of Education with temporary authority to waive or suspend the large number of existing statutory and regulatory deadlines institutions are required to comply with. As one example, subjecting institutions to the current financial responsibility standards under the duress imposed by the pandemic would result in artificially poor scores, necessitating the suspension of aid, with the possibility of closures that would otherwise not occur. The Secretary of Education should also have the authority to waive compliance with significant and/or costly new regulatory requirements that may be introduced in this period, as institutions’ ability to come into compliance will necessitate a substantial outlay of resources that are better allocated to other purposes at this time.

We thank you for your attention to these comments, and are grateful for your efforts on behalf of colleges and universities. We look forward to working with you to ensure these provisions are included in any supplemental bill that is under consideration.

Sincerely,

Ted Mitchell
President

On behalf of:

ACPA-College Student Educators International
ACT, Inc.
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admission Officers
American Association of Community Colleges
American Association of State Colleges and Universities
American Association of University Professors
American College Health Association
American Council on Education
American Dental Education Association
American Indian Higher Education Consortium
Associated Colleges of the Midwest
Association of American Colleges and Universities
Association of American Universities
Association of Catholic Colleges and Universities
Association of Community College Trustees
Association of Governing Boards of Universities and Colleges
Association of Independent California Colleges and Universities
Association of Independent Colleges and Universities in Massachusetts
Association of Independent Colleges and Universities in New Jersey
Association of Independent Colleges and Universities of Rhode Island
Association of Independent Colleges of Art & Design
Association of Independent Kentucky Colleges and Universities
Association of Jesuit Colleges and Universities
Association of Presbyterian Colleges and Universities
Association of Private Colleges and Universities of Puerto Rico
Association of Public and Land-grant Universities
Association of Research Libraries
Coalition of Urban and Metropolitan Universities
Commission on Independent Colleges and Universities
Common App
Conference for Mercy Higher Education
Connecticut Conference of Independent Colleges
Consortium of Universities of the Washington Metropolitan Area
Council for Christian Colleges & Universities
Council for Higher Education Accreditation
Council for Opportunity in Education
Council of Graduate Schools
Council of Independent Colleges
Council of Independent Colleges in Virginia
Council of Independent Nebraska Colleges
EDUCAUSE
Federation of Independent Illinois Colleges and Universities
Georgia Independent College Association
Great Lakes Colleges Association
Hispanic Association of Colleges and Universities
Independent Colleges and Universities of Missouri
Independent Colleges and Universities of Texas
Independent Colleges of Indiana
Independent Colleges of Washington
Iowa College Foundation
Kansas Independent College Association
Louisiana Association of Independent Colleges and Universities
Maryland Independent College and University Association
Michigan Independent Colleges & Universities
Minnesota Private College Council
Missouri Colleges Fund, Inc.
NAFSA: Association of International Educators
NASPA - Student Affairs Administrators in Higher Education
National Association of Colleges and Employers
National Association of Independent Colleges and Universities
National Association of System Heads
National Collegiate Athletic Association
New American Colleges and Universities
North Carolina Independent Colleges and Universities
Ohio Foundation of Independent Colleges
Oregon Alliance of Independent Colleges & Universities
Phi Beta Kappa Society
South Carolina Independent Colleges and Universities
State Higher Education Executive Officers Association
Tennessee Independent Colleges and Universities Association
UNCF
UPCEA
Virginia Foundation for Independent Colleges
Wisconsin Association of Independent Colleges and Universities
Yes We Must Coalition
March 20, 2020

The Honorable Teresa Lubbers
Chair
National Council for State Authorization Reciprocity Agreements
3005 Center Green Drive
Suite 130
Boulder, CO 80301

Dear Chair Lubbers:

We write to ask the National Council for State Authorization Reciprocity Agreements (NC-SARA) to temporarily suspend its policy (Section 2.5(c)) requiring private nonprofit colleges and universities to maintain a baseline federal financial responsibility composite score of 1.5 or greater for unrestricted participation or a 1.0 score or greater for any participation in SARA. We believe that a three year suspension of the policy will provide adequate long-term certainty for independent colleges and universities as they adapt to adverse financial conditions.

During this time of economic upheaval, private nonprofit colleges and universities are taking unprecedented steps to protect the health and safety of their entire campus communities. As a result, independent institutions of higher education are shifting the bulk or the entirety of their curriculum to distance education. We fear that the NC-SARA policy on federal financial responsibility composite scores could make colleges and universities ineligible for participation in SARA at a time when distance education is needed more than ever.

In the long-term, the near total loss of auxiliary revenue at many institutions of higher education could force leaders at independent colleges and universities to consider extraordinary financial decisions immediately regarding employment, student services, or other essential functions in order to make passing scores for the end of the fiscal year (June 30). Many private nonprofit colleges and universities are expending significant resources and do not have the institutional reserves necessary to weather the current economic storm without a significant impact to their institutional composite score. We hope that if NC-SARA eases the policy on baseline financial responsibility composite scores that campus leaders can turn their attention to more pressing issues than long-term SARA eligibility.

We deeply appreciate your attention to this pressing issue, and we hope to continue to work together to find common ground to protect students and institutions.

Sincerely,

Barbara K. Mistick, D.M.
President
On behalf of:

Alabama Association of Independent Colleges and Universities (AAICU)
American Association of Presidents of Independent Colleges and Universities
Appalachian College Association
The Association for Biblical Higher Education
Association of Catholic Colleges and Universities
Association of Chiropractic Colleges
Association of Independent California Colleges and Universities
Association of Independent Colleges and Universities in Massachusetts
Association of Independent Colleges and Universities of Ohio
Association of Independent Colleges and Universities of Pennsylvania
Association of Independent Colleges and Universities of Rhode Island
Association of Independent Colleges of Art & Design
Association of Independent Kentucky Colleges and Universities
Association of Jesuit Colleges and Universities
The Association of Private Colleges and Universities of Puerto Rico
Blue Mountain College
Commission on Independent Colleges and Universities in New York
Connecticut College of Independent Colleges
Consortium of Universities of the Washington Metropolitan Area
Council for Christian Colleges & Universities
Conference for Mercy Higher Education
Council of Independent Colleges
Council of Independent Colleges in Virginia
Council of Independent Nebraska Colleges
Georgia Independent College Association
Great Lakes Colleges Association
Independent Colleges and Universities of Missouri
Independent Colleges and Universities of Texas
Independent Colleges of Indiana
Independent Colleges of Washington
Iowa Association of Independent Colleges and Universities
Kansas Independent College Association
Louisiana Association of Independent Colleges and Universities
Maine Independent College Association
Maryland Independent College and University Association
Michigan Independent Colleges and Universities
Minnesota Private College Council
National Association of Schools and Colleges of the United Methodist Church (NASCUMC)
Network of ELCA Colleges and Universities
North Carolina Independent Colleges and Universities
Oregon Alliance of Independent Colleges & Universities
South Carolina Independent Colleges and Universities
Tennessee Independent College and University Association
United Negro College Fund (UNCF)
West Virginia Independent Colleges and Universities
Wisconsin Association of Independent Colleges and Universities
Washington's public and not-for-profit, private four-year colleges and universities understand the extraordinary circumstances of COVID-19 and its impact on students and families. As Washington institutions, our first priority is contributing to the efforts to bolster the health and safety of our communities. As we do that, we support Washington's high school students as they maintain hope about their future, and continue to pursue their collegiate goals. Each campus is here to help students and their families navigate undergraduate admissions during these challenging times.

Our four-year institutions continue to collaborate across their sectors and in partnership with community and technical colleges and K-12 schools and districts. Our goal is to communicate the most recent policies and practices to ensure that students are successful in attaining their education and career goals.

We also recognize that the impact of COVID-19 on students, families and institutions is fluid and changing. We are committed to communicating, collaborating and engaging students, families and partners now for the Class of 2020 and in the future as we identify impacts to the Classes of 2021 and 2022.

For fall 2020 admissions, together we are:

- Moving all activities related to admitted student programs, transfer advising, prospective student events and campus visitations to a virtual experience/platform, or we have made the decision to cancel events.
- Integrating flexibility into admissions processes to ease, to the extent possible, the disruption for fall 2020 applicants. Each university or college has institutional microsites dedicated to COVID-19 information, including details about fall 2020 admission decisions and deadlines.
- Recognizing that while students must satisfy high school graduation requirements and meet minimum college admission requirements for freshman, our institutions will not disadvantage 2020 fall applicants due to the pandemic's effects on education delivery.
- Identifying points of contact for each institution's Admissions Office for further information.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Contact</th>
<th>Email</th>
<th>Phone</th>
<th>Websites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Washington University</td>
<td>Myndee Ronning</td>
<td><a href="mailto:Myndee.Ronning@cwu.edu">Myndee.Ronning@cwu.edu</a></td>
<td>425.949.2099</td>
<td>cwu.edu/emergency/covid-19-updates</td>
</tr>
<tr>
<td>Eastern Washington University</td>
<td>Jana Jaraysi</td>
<td><a href="mailto:jjaraysi@ewu.edu">jjaraysi@ewu.edu</a></td>
<td>509.359.2397</td>
<td>ewu.edu/coronavirus.ewu.edu/apply</td>
</tr>
<tr>
<td>Gonzaga University</td>
<td>Erin Hays</td>
<td><a href="mailto:hays@gonzaga.edu">hays@gonzaga.edu</a></td>
<td>509.313.6507</td>
<td>gonzaga.edu/undergraduate-admission</td>
</tr>
<tr>
<td>Heritage University</td>
<td>Gabriel Pinon</td>
<td><a href="mailto:pinon_G@heritage.edu">pinon_G@heritage.edu</a></td>
<td>509.594.1052</td>
<td>heritage.edu/admissions/</td>
</tr>
<tr>
<td>Pacific Lutheran University</td>
<td>Melody Ferguson</td>
<td><a href="mailto:mferguson@plu.edu">mferguson@plu.edu</a></td>
<td>253.535.7707</td>
<td>plu.edu/admission/apply/</td>
</tr>
<tr>
<td>Saint Martin's University</td>
<td>Patty Lemon</td>
<td><a href="mailto:plem@stmartin.edu">plem@stmartin.edu</a></td>
<td>360-688-2104</td>
<td>stmartin.edu/directory/office-admissions</td>
</tr>
<tr>
<td>Seattle Pacific University</td>
<td>Jobe Korb-Nice</td>
<td><a href="mailto:jobe@spu.edu">jobe@spu.edu</a></td>
<td>206.281.2564</td>
<td>spu.edu/undergraduate-admissions/</td>
</tr>
<tr>
<td>Seattle University</td>
<td>James Miller</td>
<td><a href="mailto:jamesmiller@seattleu.edu">jamesmiller@seattleu.edu</a></td>
<td>206.220.8040</td>
<td>seattleu.edu/undergraduate-admissions/</td>
</tr>
<tr>
<td>The Evergreen State College</td>
<td>Eric Pedersen</td>
<td><a href="mailto:pedersen@evergreen.edu">pedersen@evergreen.edu</a></td>
<td>360.867.6176</td>
<td>evergreen.edu/admissions/</td>
</tr>
<tr>
<td>University of Puget Sound</td>
<td>Shannon Carr</td>
<td><a href="mailto:slcarr@pugetsound.edu">slcarr@pugetsound.edu</a></td>
<td>253.879.3211</td>
<td>pugetsound.edu/admission/</td>
</tr>
<tr>
<td>University of Washington Bothell</td>
<td>Dennis Gagaison</td>
<td><a href="mailto:dennisq@uw.edu">dennisq@uw.edu</a></td>
<td>425.352.5218</td>
<td>uwb.edu/admissions/ uwb.edu/coronavirus</td>
</tr>
<tr>
<td>University of Washington Seattle</td>
<td>David Sundine</td>
<td><a href="mailto:dsundine@uw.edu">dsundine@uw.edu</a></td>
<td>206.221.2315</td>
<td>admit.washington.edu/</td>
</tr>
<tr>
<td>University of Washington Tacoma</td>
<td>Myria Stevens</td>
<td><a href="mailto:myrjaw@uw.edu">myrjaw@uw.edu</a></td>
<td>235.692.5726</td>
<td>tacoma.uw.edu/</td>
</tr>
<tr>
<td>Walla Walla University</td>
<td>Dale Milam</td>
<td><a href="mailto:dale.milam@wallawalla.edu">dale.milam@wallawalla.edu</a></td>
<td>509.527.2608</td>
<td>wallawalla.edu/admissions/</td>
</tr>
<tr>
<td>Washington State University</td>
<td>Wendy Peterson</td>
<td><a href="mailto:wendyp@wsu.edu">wendyp@wsu.edu</a></td>
<td>509.335.5586</td>
<td>admission.wsu.edu/</td>
</tr>
<tr>
<td>Western Washington University</td>
<td>Cezar Mesquita</td>
<td><a href="mailto:mesquic@wwu.edu">mesquic@wwu.edu</a></td>
<td>360.650.4350</td>
<td>wwu.edu/coronavirus/</td>
</tr>
<tr>
<td>Whitman College</td>
<td>Adam Miller</td>
<td><a href="mailto:millera@whitman.edu">millera@whitman.edu</a></td>
<td>949.525.2405</td>
<td>whitman.edu/admission-and-aid</td>
</tr>
<tr>
<td>Whitworth University</td>
<td>Lara Ramsay</td>
<td><a href="mailto:lramsay@whitworth.edu">lramsay@whitworth.edu</a></td>
<td>509.777.4347</td>
<td>whitworth.edu/cms/administration/admissions/</td>
</tr>
</tbody>
</table>
Joint Dual Credit Statement

March 2020

Washington's higher education colleges and universities and K-12 schools and districts have a long history supporting dual credit statewide. We understand the extraordinary circumstances of COVID-19 and its impact on students and families. We are here collectively and as individual institutions and schools to help students and their families navigate dual credit programs during these challenging times.

During this time, we continue to partner and collaborate. Our goal is to adjust policies and practices in flexible, student-focused ways that assure quality, student-focused dual credit programs to ensure students are successful in attaining their education and career goals.

We recognize that the impact of COVID-19 on students, families and institutions is fluid and changing. We are committed to communicating, collaborating and engaging students, families and partners now for the Class of 2020 and in the future as we identify impacts to the Classes of 2021 and 2022.
March 30, 2020

The Honorable Governor Jay Inslee  
Office of the Governor  
PO Box 40002  
Olympia, WA 98504-002

John Wiseman, Dr.PH, MPH, Secretary of Health  
Washington State Department of Health  
101 Israel Road SE  
Tumwater, WA 98501

Dear Governor Inslee and Secretary Wiesman:

On behalf of Washington’s public and not-for-profit, private two- and four-year colleges and universities, we write in response to (1) directives regarding COVID-19 found in Executive Order 20-32 addressing Department of Health healthcare worker licensing; and (2) guidance published by the Nursing Commission on March 13, March 18, and March 24, 2020, respectively.¹ We applaud these efforts to identify areas of flexibility as we all strive to provide a continued supply of nursing and allied healthcare workforce while ensuring the safety of students, trainees, and the public. This letter outlines seven recommendations our colleges and universities temporarily need to ensure the supply of nurses in the coming weeks and months.

Our intent is to ensure the continued impact of our collective educational institutions’ substantial contributions to the healthcare workforce during this crisis. Last year alone Washington’s public and independent higher education nursing and nursing assistant programs produced 3,803 Registered Nurses; 213 Practical Nurses; and 1,139 Nursing Assistant program completers.

To that end, this letter outlines immediate action the Nursing Commission should take to increase our institutions’ ability to meet the urgent workforce demand brought about by the COVID-19 crisis. This letter is accompanied by the white paper entitled Innovations in Nursing Education in Response to the COVID-19 Pandemic that sets forth evidence for the actions we are requesting.


Return to Table of Contents
We strongly implore the Commission to temporarily allow discretion to nursing and nursing assistant programs to adopt the following flexibility measures without further review by the Commission, while programs retain all related documentation regarding educational program adjustments:

- **Increase simulation hours in lieu of direct-care clinicals to permit 50% use of simulation (WAC 246-840-534).** Allow the proportion of simulation to be calculated over the entire curriculum rather than by course. This will allow programs to flex when students can return to in-person clinical agencies—likely not before the end of this academic year.

- **Permit virtual simulation on an equivalent basis to lab-based simulations.** Virtual simulation should be permitted in programs that can document standards for pre-briefing, debriefing, and assessment of learning outcomes, per the standards set forth in WAC 246-840-534. The WAC does not distinguish in-person vs. virtual simulation but the practice of the Commission has been to consider in-person only.

- **Raise the ratio of simulation to clinical time to 1:2 (one hour of simulation equating to two hours of clinical time).** Accept one hour of virtual simulated clinical learning using International Nursing Association for Clinical Simulation (INACSL) standards in place of two hours of clinical placement time. INACSL standards are published guidelines for pre- and post-briefing surrounding simulated learning and other simulation best practices.

- **Eliminate requirements for minimum number of clinical hours for prelicensure programs** leaving evaluation of student achievement of program outcomes up to the nursing program during this crisis.

- **Enable synchronous and asynchronous online teaching of classroom theory/didactic content for all nursing assistant and nursing programs.** The temporary expedited process for notifying Nursing Program Approval Panel (NPAP) of this change, while appreciated, does not fully recognize the fact that all programs must start Spring Quarter 2020 or continue the Spring semester via remote or distance instruction, and faculty are working tirelessly over spring break to effectuate this conversion. The alternative is the suspension of instruction.

- **Enable electronic transcripts for cohorts of students already enrolled in nursing assistant and nursing programs.** For students completing shorter, open-enrollment programs that graduate students quarterly, colleges need a temporary solution for notifying the Nursing Commission of new graduates. Using an electronic format beyond the currently approved methods will expedite the process.

- **Enable front-loading classroom theory/didactic content for all programs, and safety/emergency training for nursing assistant programs, in order to expedite student progress to degree, NA-R, and/or other expedited pathways such as nurse technician.** So that instruction can proceed Spring Quarter 2020, programs must be able to front-load this type of content without further, individualized review.
While we applaud the Executive Order’s and Nursing Commission’s efforts to promote flexibility while maintaining programmatic rigor and preserving public safety, we believe these recommendations are essential to meeting Washington’s immediate needs for new health care workers amid this public health crisis. We urge that an amended proclamation address these remaining barriers.

Thank you for your consideration.

Sincerely,

Paul Francis, Executive Director
Council of Presidents

Terri Standish-Kuon, PhD
President & CEO
Independent Colleges of Washington

Jan Yoshiwara, Executive Director
State Board for Community & Technical Colleges

Attachment:
Innovations in Nursing Education in Response to the COVID-19 Pandemic

Cc: Gerianne Babbo EdD, MN, RN, Director for Nursing Education, Nursing Care Quality Assurance Commission, Washington State Department of Health

Sarah Bear, EdD, MSN, RN, Nursing Education Consultant, Nursing Care Quality Assurance, Washington State Department of Health

Kathy Moisio, PhD, RN, Director of Nursing Assistant Programs, Washington State Nursing Care Quality Assurance Commission, Washington State Department of Health

Paula Meyer, MSN, RN, FRE, Executive Director, Nursing Care Quality Assurance Commission

John Aultman, Senior Policy Advisor, Higher Education & Workforce Development, Governor’s Office

Molly Voris, Senior Policy Advisor, Public Health & Healthcare, Governor’s Office
Innovations in Nursing Education: Recommendations in Response to the COVID-19 Pandemic

March 30, 2020

Supported by the Undersigned Faculty Experts, Academic Leaders, and Institutions of Higher Education in the State of Washington

| Suzanne K. Beltz, PhD, RN, CNE  
Associate Dean of Nursing  
Bellevue College | Kristen M. Swanson, PhD, RN, FAAN, Dean  
Shane P. Martin, PhD, Provost  
Seattle University |
|---|---|
| Bryce Humphreys, EdD, Vice President of Instruction  
Big Bend Community College | Lori M. Wild, PhD, RN, NEA-BC, Dean  
Bruce Congdon, PhD, Interim Provost  
Seattle Pacific University |
| Ellen Hinderlie, RN, MSN, Director of Nursing  
Joyce Hammer, PhD, Vice President of Instruction  
Centralia College | Phillip King, PhD, Vice President of Instruction  
Shoreline Community College |
| Mabel Edwards, PhD, Vice President of Instruction  
Clover Park Technical College | Michele Andreas, PhD, Vice President of Instruction  
South Puget Sound Community College |
| Kim Tucker, PhD, RN, Director of Nursing Programs  
Columbia Basin College | Teri Moser Woo PhD, ARNP, CPNP-PC, FAANP  
Director of Nursing  
Kathleen Boyle, PhD, Provost, VP Academic Affairs  
Saint Martin’s University |
| John Bonner, PhD, Vice President of Instruction  
Everett Community College | Marissa Schlesinger, PhD,  
Vice President of Instruction  
Tacoma Community College |
| Vincent Salyers, EdD, RN, ANEF, FAAN  
Dean, School of Nursing and Human Physiology  
Gonzaga University | University of Washington Seattle |
| Karalynn LaValley, PhD, Associate Dean of Nursing  
Rolita Flores, PhD, Vice President of Instruction  
Green River College | University of Washington Bothell |
| Christina Nyirati, PhD, RN, Director of Nursing  
Kazuhiro Sonoda, PhD, Provost, VP Academic Affairs  
Heritage University | University of Washington Tacoma |
| Erin-Joy Bjorge, DNP, RN, CNE, COI, Dean  
Northwest University | Kristen N. Hosey, DNP, RN, PHNA-BC, Director  
Wenatchee Valley College |
| Suzy Ames, PhD, Vice President of Instruction  
Lake Washington Institute of Technology | Washington State University |
| Karen L. Joiner, MS, ARNP, Director of Nursing  
Lower Columbia College | Kari Firestone, PhD, RN, CNS, Associate Dean  
Volker Henning, PhD, Provost  
Walla Walla University |
| Alecia Cosgrove-Nye, PhD, RN, CMSRN, Associate Dean for Nursing  
Olympic College | Mollie Nordgren, PhD, RN, CNE, Dean  
Western Governors University |
| Barbara Habermann, PhD, RN, FAAN, Dean  
Pacific Lutheran University | Western Washington University |
| Sharon Buck, PhD, Vice President of Instruction  
Peninsula College |  |
Impact of COVID-19 Pandemic on Nursing Education

The COVID-19 pandemic has created unprecedented challenges to nursing education in Washington and across the United States. Nursing students, restricted from participation in face-to-face learning opportunities and “hands on” clinical experiences, are in danger of not progressing in their academic studies and to degree completion. The timeline to resume traditional educational practices is unknown. Governor Inslee, in a letter to President Trump from March 18, 2020 stated:

“Our hospitals will be in crisis by the end of this month” and “as the number of available health care professionals decreases, we do not have the ability to handle the surge in new COVID-19 patients.”

To prevent the spread of the novel Corona virus and preserve rapidly decreasing Personal Protective Equipment (PPE) for essential clinical personnel, hospitals, ambulatory clinics, and community centers, the state of Washington has discontinued on-site clinical experiences for nursing students. Simulation labs and centers, where most of clinical nursing skills are taught, are also closed in compliance with COVID-19 required social distancing and Governor Inslee’s March 23 proclamation to “Stay Home, Stay Healthy.”

Considering the current public health crisis, nursing programs across the state of Washington wish to help mitigate impending workforce shortages by facilitating progression of nursing students and timely graduation of seniors. Last year approximately 3,800 new graduates took their RN license exam in Washington. During this crisis, we can ill afford to keep soon-to-be new RNs from joining the workforce. Enabling nursing students to progress in their education and facilitating on-time graduation of nursing students will require widespread and immediate adoption of distance education nursing education pedagogies. To support temporary flexibility for nursing programs during this time, we review current evidence regarding the efficacy of non-traditional teaching-learning approaches and re-visit the utility of mandated requirements (e.g. 600 hours for BSNs and 500 for ADNs) that are not empirically associated with learning or practice outcomes.

Clinical Simulation in Nursing Education

In nursing education, clinical simulation has emerged as a logical and standardized educational methodology for nursing students to learn both common and complex patient conditions in a controlled simulated environment. Simulation-based learning experiences (SBE) is categorized relative to its degree of clinical fidelity as high, intermediate, or low (Laure et al., 2015). There is compelling evidence that simulated practice experiences at any level are an effective way to assist students with learning new concepts to develop clinical skills, and enhance critical reasoning capacity (Davis, et al, 2014; Hayden, et al., 2014; Weller et al., 2012, D’Zousa et al, 2017; Park et al, 2016; Aebersold, 2018; Zarifsanajey et al, 2016). Some authors assert that using simulated clinical environments to teach difficult clinical concepts and skills is a current gold standard in nursing education (Monaghan, 2015; Sawyer et al., 2015). SBE creates a safe learning environment for students to use deliberate practice for skill acquisition and mastery of clinical reasoning.

In addition to hands on simulated clinical experiences, computer-based simulation experiences have materialized in recent years as a replacement for face-to-face clinical learning (Donovan et al., 2018). Virtual simulation is an emerging technology facilitating effective teaching of various skills in nursing education (Foronda, et al, 2016). Growing evidence suggests that online clinical instruction via Virtual Reality Simulations (V-SIM), with interactive SBE can meet requirements for clinical replacement credits and allow for acquisition of clinical psychomotor skills at the novice nurse level (Benner, 2020). V-SIMS offer clinical learning experiences to students in a virtual reality (Johnson-Glenberg, 2018) where the student performance evaluation, and even debriefing, can occur asynchronously (Foronta & Bauman, 2014). Despite the asynchronous approach to virtual simulation, students report high satisfaction with the
opportunity to learn and practice communication and problem-solving skills (Gu, Zou, & Chen, 2017). Virtual patient care simulations are considered high-fidelity because they are extremely realistic and offer a high level of learner engagement (Gu, Zou, & Chen, 2017; Meakim et al., 2013; Rouke, 2020). Aligned closely with experiential learning theory, simulation-based education allows the student to participate in a standardized, concrete experience, then navigate their way through reflective practice to discern what went well and what could be done differently (Kolb, 2000; Rouke, 2020).

Duff, Miller, and Bruce (2016) published an integrative review of research conducted between 2008 and 2015 regarding the efficacy of V-SIMs. They found that learning through the use of virtual patients in simulated online clinical scenarios was comparable to traditional in-person simulations in terms of learning diagnostic reasoning, critical thinking, and assessment skills. Students participating in V-SIMs reported increased satisfaction and engagement in learning activities when compared to traditional ways of honing clinical patient care skills (Duff et al. (2016). The authors concluded that the realism of patient care scenarios and the need for students to constantly “think on their feet” was more challenging, thus potentially more rewarding, for students than working with standardized patients (trained actors) or manikins in traditional lab settings. Others (De Gagne, Oh, Kang, Vorderstrasse, & Johnson, 2013; Lin et al., 2012) reported students were more engaged in virtual patient scenarios than traditional clinical learning opportunities because of the safety offered by virtual environments for practicing new skills. Moreover, V-SIMS provided the opportunity for students to receive immediate feedback regarding skills performed and also challenged student assumptions and interpersonal communication skills without learners feeling shamed (Duff et al, 2016; Kleinheksel & Ritzhaupt, 2017).

Several research teams investigated whether virtual simulations are as effective in teaching clinical competencies as the traditional clinical experiences or in-person simulations. For example, Cobbett and Snelgrove-Clarke (2016) compared the effectiveness of a V-SIM with a face-to-face high-fidelity simulation for two different maternal-newborn clinical situations. Third-year undergraduate nursing students participated in the study. Results showed no significant differences in student learning outcomes between the two teaching modalities. Researchers concluded V-SIMS may therefore be used in place of traditional clinical learning opportunities.

In another study, Cummings and Connelly (2015) compared outcomes of eight hours of clinical observation with eight hours of virtual simulation for junior and senior undergraduate nursing students. The V-SIM scenarios involved pre- and post-simulation debriefing and quizzes, detailed patient information, and a documentation system. The scenarios were delivered in groups of three to four students at a time. After one year, students in V-SIM group reported higher levels of self-confidence and engagement in active learning. Both groups demonstrated equal mastery of clinical skills and improvement in their understanding of content. Likewise, Verkuyl et al. (2017) compared differences in knowledge, self-efficacy, and satisfaction between a pediatric nursing virtual simulation and face-to-face simulation among second-year pre-licensure and RN to BSN students. Investigators compared results for both groups and demonstrated comparable improvement in pediatric knowledge and self-efficacy as well as high satisfaction with learning modality across both groups, suggesting that similar outcomes may be achieved with virtual simulations in comparison to traditional simulation settings.

Other research teams investigated the effectiveness of various ratios of simulations to clinical learning on student outcomes. For example, Breymier, Rutherford-Hemming, Horsley, Smith, and Connor (2015) examined the ratios of simulation to supervised clinical hours per nursing course, as well as the rationale for substituting clinical learning with simulations in over 400 pre-licensure nursing programs in the United States. Over 77% of programs participating in the study indicated using simulation in place of supervised clinical instruction. The most common simulation to clinical replacement ratios among nursing programs was 1:1 (one hour of traditional hands-on clinical is equivalent to one hour of sim) or 2:1 (two hours of traditional clinical equals one hour of sim). Forty-five percent of nursing programs indicated they used the conservative 1:1 ratio; while 55% indicated that their program used a ratio of at least 2:1.
Emerging evidence regarding simulation to clinical ratios are in support of two hours of clinical time as equivalent to one hour of simulated learning experiences. This is substantiated by a recent study by Sullivan, et al., (2019) that simulation was more efficient and afforded more opportunity for physical assessment, skills practice, teaching, and clinical reasoning than traditional clinical. According to Breymier et al., (2015) numerous programs across the country have adopted a 2:1 ratio due to the immersive, intensive, repetitive nature of simulated learning. The Colorado State Board of Nursing has integrated current evidence on nursing student outcomes, and approved the replacement of traditional clinical time with time spent in simulation into its state policies and now allows for a 1:1 or 2:1 (i.e., 2 hours of clinical is equivalent to 1 hour of simulation), (Colorado Department of Regulatory Agencies – Division of Professions and Occupations – Board of Nursing, 2018).

Curl, Smith, Chisholm, McGee, and Das (2016) also examined the effectiveness of using high-fidelity simulations in place of 50% of clinical experiences in four clinical specialty areas: maternity nursing, pediatrics, critical care, and mental health nursing. Students were assigned to either an experimental intervention group combining simulation and clinical experiences or a control group using only traditional clinical learning experiences. Student learning in four hours of high-fidelity simulations included pre-lab and post-lab debriefings and was equivalent to eight hours of traditional clinical. In other words, a 2:1 clinical to simulation ratio. At the end of the research study, students in the high-fidelity simulation group performed as well as students who participated in the traditional group. Both groups had similar outcomes on NCLEX pass rates. Over 95% of the students in the high-fidelity simulation reported that the simulations improved their critical thinking and confidence in performing clinical skills.

Clinical Hours Mandates

Many state boards of nursing do not require a prescribed number of clinical hours for prelicensure programs. We found no evidence demonstrating existence of a ‘right’ number of clinical hours to ascertain attaining prelicensure nursing program competencies or to assure passing the NCLEX on first try. An unpublished MSN thesis exploring differences in NCLEX pass rates amongst nursing programs in Kansas and Missouri based on number of clinical hours (range approximately 210 to 952) found no significant differences in first time pass rates based on number of required clinical hours (Longabach, 2012). Therefore, we propose that any mandates on minimum number of clinical hours required of all pre-RN licensure nursing programs in Washington temporarily be waived.

Proposal to Meet Urgent Needs Amid the COVID-19 Pandemic

Research studies investigating the learning outcomes of prelicensure students who used in-person simulation, V-SIMS, and traditional clinical experiences strongly suggest virtual learning experiences are as effective replacements for traditional clinical learning experiences. If nursing students in Washington State are to progress in their nursing education and senior nursing students are to graduate on time during this crisis, it is essential they receive distance clinical instruction (V-SIMS) that enables students to meet clinical objectives and ensures they are prepared for clinical practice and passing the NCLEX (Benner 2020; Benner, Tanner & Chesla, 2009; Benner, Hooper-Kyriakidis, Stannard, 2010). We believe there is sufficient evidence, as discussed previously, to replace traditional clinical experiences and in-person simulations with virtual clinical learning. We believe emerging evidence suggesting a 2:1 clinical to simulation ratio clearly demonstrates efficient and meaningful learning can take place in a simulated environment. Furthermore, virtual simulation has also been shown to be a logical and respected teaching modularity for nursing students to learn and refine skills while enhancing clinical reasoning capacity in a safe and effective manner. Both constructs of using virtual simulation, in combination with emerging evidence of a 2:1 ratio, and elimination of required minimal hours for all prelicensure programs is presented for your consideration in these unprecedented times.
Therefore, in the interest of enabling nursing education to support progression of nursing students through to their graduation, we propose the following temporary actions during this crisis:

- Transition to 100% virtual clinical simulation during the COVID 19 crisis and until opportunities to return to clinical settings are readily available and considered safe for students.
- Consider all virtual simulation hours as sufficient to meet program outcomes, clinical course outcomes, and objectives as defined and evaluated by the nursing programs.
- Recognize simulation hours as intensive, interactive learning worthy of a 2:1 ratio (two hours of clinical equals one hour of simulation). All simulations will be conducted in accordance to INACSL (International Nursing Association for Clinical Learning and Simulation) Standards of Best Practice.
- Eliminate requirements for minimum number of clinical hours for prelicensure programs leaving evaluation of student capacity to meet required end of program outcomes up to the nursing program.
References


D'Souza MS, Venkatesaperumal R, Chavez FS, Parahoo K, Jacob D (2017) Effectiveness of Simulation among Undergraduate Students in the Critical Care Nursing. Int Arch Nurs Health Care 3:084. doi.org/10.23937/2469-5823/1510084


