



Western Interstate Commission for Higher Education

# FY 2026 WORKPLAN

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## Our Mission

The member states and Pacific Island members of the Commission work collaboratively to expand educational access and excellence for all residents of the West. By promoting innovation, cooperation, resource sharing, and sound public policy among states and institutions, WICHE strengthens higher education's contributions to the region's social, economic, and civic life.

## Our Vision *(proposed revision)*

WICHE envisions a future where regional collaboration among the states and Pacific Islands strengthens the West through higher education and workforce development.

## The Workplan

Each May, WICHE's 48-member Commission develops and approves the compact's annual Workplan. The Workplan highlights WICHE's strategic priorities and outlines the activities, projects, and initiatives of the organization for the fiscal year (FY) 2026 beginning July 1, 2025, all of which are intended to advance WICHE's mission.

## Our Strategic Priorities

- ▶ **AFFORDABILITY & FINANCE (A/F):** Supporting the alignment of appropriations, tuition, and financial aid policy and practice at the institutional, state, and federal levels to make postsecondary education more accessible to those who seek it.
- ▶ **ACCESS & SUCCESS (A/S):** Improving access to and success in postsecondary education for all students, by developing and sharing evidence-based strategies.
- ▶ **WORKFORCE & SOCIETY (W/S):** Collaborating across all sectors, including but not limited to behavioral health, business, and industry, to meet the region's workforce needs so that our communities can thrive.
- ▶ **INNOVATION (I):** Developing and supporting advancements in teaching and learning, student services, and technology to help students access and succeed in postsecondary education and increase the value of their investment after completion.
- ▶ **VALUE & ACCOUNTABILITY (V/A):** Collecting and measuring sound data about postgraduate outcomes to determine the true value of WICHE's partnerships for students and society at large so that we can continually improve how students, institutions, and

WICHE members spend their time, effort, and money on postsecondary education and workforce training.

## How WICHE Advances Our Mission

WICHE implements the Workplan by conceptualizing and managing a vast array of programs, projects, and initiatives and by developing valuable resources that address the needs of members through four operational units:

- ▶ **PROGRAMS AND SERVICES (PAS):** The Programs and Services unit is where students thrive and institutional leaders collaborate. The unit focuses on expanding student access and success while fostering higher education collaborations that support institutional strategic priorities. Through its Student Access Programs, the unit helps institutions and students — at the undergraduate, graduate, and professional levels — maximize academic resources, optimize enrollment capacity, and reduce costs. Additionally, the unit convenes higher education leaders to address shared challenges, advance common goals, and support the development of emerging and aspiring college and university leaders. This engagement often takes the form of grant-funded communities of practice that facilitate in-depth exploration of key issues and solutions. The unit, recognizing the importance of cost efficiency, also partners with the Midwestern Higher Education Compact (MHEC) to provide joint purchasing programs that generate savings for postsecondary institutions, state and local governments, and educational nonprofits.
- ▶ **POLICY ANALYSIS AND RESEARCH (PAR):** The Policy Analysis and Research unit supports better-informed decision-making by providing policy analysis and data resources and leveraging its convening power to foster regional collaboration. The unit leads research projects and collaborative initiatives focusing on open educational resources, the West's workforce challenges, and supporting postsecondary education and completion. WICHE staff provides expertise on higher education issues, including demographic change, governance, adult learners, state and federal financial aid, finance, articulation and transfer, federal policy, and college completion initiatives. WICHE is responsible for implementing the Western region's State Authorization Reciprocity Agreement (W-SARA). The unit's publication series, *WICHE Insights*, explores a wide range of significant policy issues. The unit also undertakes major long-term grant-funded projects, collaborates with other regional and national organizations, and provides short-term technical assistance to WICHE partners.
- ▶ **BEHAVIORAL HEALTH PROGRAM (BHP):** The WICHE Behavioral Health Program, established in 1955, seeks to support the public systems of care and the workforce that serve people with behavioral health issues and their families. The program pursues this mission through partnerships with state behavioral health agencies, federal agencies,

advocacy and consumer groups, and higher education institutions. The WICHE BHP's activities focus on direct technical assistance to state and local agencies, policy analysis and research, support of state behavioral health agency data analysis, and higher education liaison activities to enhance workforce development and campus behavioral health.

- ▶ **WCET – WICHE COOPERATIVE FOR EDUCATIONAL TECHNOLOGIES:** WCET promotes collaboration and information-sharing related to digital learning in higher education. Established in 1989, WCET's mission is to be the leader in the practice, policy, and advocacy of digital learning in higher education. It works in three divisions: WCET membership, State Authorization Network (SAN), and Every Learner Everywhere (ELE). Memberships through WCET and SAN support hundreds of higher education professionals across the U.S. and Canada. ELE's mission is to help institutions use new technology to innovate teaching and learning, with the ultimate goal of improving outcomes for every learner. WCET's strategic plan focuses on practice, policy, and community in fulfilling its vision of a future where high-quality digital learning fosters success for educators and learners.

## Our Work, Activities, and Projects

WICHE, an interstate compact founded on the principle of collaboration, prides itself on working in partnership across these four units to better serve the region. The final section of this Workplan highlights collaborations across WICHE. When appropriate, some initiatives also extend beyond the WICHE region.

Each of the following sections is organized according to these categories:

- ▶ **CURRENT ACTIVITIES:** Current work that is either classified as Ongoing Services and Resources (continuing work supported by the General Fund or fees) or Projects and Initiatives (continuing or new work supported by grants, contracts, or fees)
- ▶ **NEW DIRECTIONS:** Commission-approved projects for which staff is seeking funding
- ▶ **POTENTIAL FUTURE PROJECTS:** Projects that staff is considering pursuing and/or bringing to the Commission for approval; also listed are previously considered projects that staff are proposing to remove from the Workplan
- ▶ **COMPLETED PROJECTS:** Projects that staff finished in FY 2025

Note: Current Activities are not given prioritization rankings since they are initiatives WICHE staff has already committed to undertaking. Projects in the New Directions category are prioritized by relevance to WICHE's mission, opportunity, and staff competence. Potential Future Projects are not given prioritization rankings because they are not approved and remain under consideration by the Commission.



# PROGRAMS AND SERVICES (PAS)

## Current Activities – Ongoing Services and Resources

*Continuing work supported by the General Fund or by fees.  
All work in this category is considered high priority.*

**Focus:** A/F Affordability & Finance A/S Access & Success W/S Workforce & Society I Innovation V/A Value & Accountability

Project	Focus	Geo Scope	Staff FTE	Partners
MHEC Technology Contracts	A/F, V/A	WICHE, MHEC, NEBHE, SREB	1.12	21 vendors offering hardware, software, printers and peripherals, data and networking, security services, and other technology services
Western Academic Leadership Academy (Academy)	W/S, V/A	Western	.17 and consultants	Forum and Alliance members
Western Academic Leadership Forum (Forum) • Professional Development: 2026 Annual Meeting • Collaborative Projects	A/S, W/S	Western	0.50	WICHE states and Pacific Island jurisdictions; 51 institutions, 11 systems
Western Alliance of Community College Academic Leaders (Alliance) • Professional Development: 2026 Annual Meeting • Collaborative Projects	A/S, W/S	Western	0.50	WICHE states and Pacific Island jurisdictions; 70 institutions, 8 systems
Professional Student Exchange Program (PSEP)	A/F, A/S, W/S, V/A	Western	1.2	All WICHE states, CNMI, and Guam fund and/or enroll students through PSEP's 130+ cooperating programs
Western Regional Graduate Program (WRGP)	A/F, W/S, A/S	Western	1.04	WICHE states and Pacific Island jurisdictions; 67 participating institutions
Western Undergraduate Exchange (WUE)	A/F, W/S, A/S	Western	1.05	WICHE states and Pacific Island jurisdictions; 169 participating institutions
Academic Leaders Toolkit	A/S	Western	0.02	Forum and Alliance members
MHECare Student Health Solutions	A/F, A/S	WICHE, MHEC, NEBHE, SREB	1.12	Two vendors offering student, faculty, and staff health insurance
WICHE Group Property Insurance	A/F	WICHE	0.1	Marsh and five private colleges participating in CLIC

**MHEC TECHNOLOGY CONTRACTS** enables institutions to purchase off competitively bid master purchasing agreements for various hardware, software, and technology services. Several contracts are available to K-12 districts, state, county, local governments, and education-related nonprofits. More than 1,600 institutions and other entities in the WICHE region benefit from aggregated volume purchases that lower product costs and save institutions money and time.

The **WESTERN ACADEMIC LEADERSHIP ACADEMY (ACADEMY)** is an annual professional development initiative to enhance the pool of chief academic leaders for both two- and four-year institutions in the Western region. The Academy's sessions focus on the intricacies of academic leadership, establishing academic objectives and priorities, and cultivating the essential skills needed by chief academic officers. The eighth cohort, nominated by Forum and Alliance members, began in July 2024.

The **WESTERN ACADEMIC LEADERSHIP FORUM (FORUM)** brings together WICHE-region chief academic leaders from four-year institutions, associated systems, and state coordinating and governing boards to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives. The Forum is funded primarily by membership dues, with additional funding provided by annual meeting sponsors.

The **WESTERN ALLIANCE OF COMMUNITY COLLEGE ACADEMIC LEADERS (ALLIANCE)** brings together academic leaders at community colleges and technical schools and related systems and state agencies to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives supporting the two-year higher education sector. Like the Forum, the Alliance is funded by membership dues and annual meeting sponsors.

The **PROFESSIONAL STUDENT EXCHANGE PROGRAM (PSEP)** provides affordable access for students to 130+ healthcare professional programs at approximately 60 institutions and in 10 healthcare fields. In academic year (AY) 2024-25, 556 students from 10 WICHE states, the Commonwealth of the Northern Mariana Islands (CNMI), and Guam received \$15 million (reflecting investment by their home state/territory legislatures) in tuition benefits through PSEP. Since 1953, PSEP has supported more than 16,100 students, many of whom return to their home states and territories to fill key healthcare positions.

The **WESTERN REGIONAL GRADUATE PROGRAM (WRGP)** allows WICHE-region residents to pay reduced out-of-state tuition rates for over 2,000 master's degrees, graduate certificates, and doctoral programs at 67 participating public universities. In AY 2024-25, 2,867 students saved an estimated \$40 million in tuition through WRGP. Structured similarly to the Western Undergraduate Exchange (WUE), Western public universities may offer any graduate program at the WRGP tuition rate at their discretion. Participating institutions may charge WRGP students up to 150% of resident tuition, but most charge in-state tuition.

The **WESTERN UNDERGRADUATE EXCHANGE (WUE)** is WICHE’s signature undergraduate tuition savings program and the nation’s largest of its kind, saving 49,177 students an estimated \$615.5 million in tuition in AY 2024-25. Currently, 170 public two- and four-year WICHE-region institutions charge WUE students no more than 150% of out-of-state tuition instead of in-state tuition. Staff continue to expand the marketing of WUE and WRGP to benefit more students and institutions through targeted, state-specific outreach and activities, as well as increased communication with high school counselors and admissions advisers.

The **ACADEMIC LEADERS TOOLKIT**, jointly funded by the Alliance and Forum, is a peer-reviewed, searchable online repository of decision-making tools that college, university, and system-level academic leaders contribute. Tools in various categories — program evaluation, creation, and elimination; faculty recruitment and retention; and learning-outcomes assessment — help academic leaders address various challenges.

**MHECARE STUDENT HEALTH SOLUTIONS** is offered in partnership with our sister compact, the Midwestern Higher Education Compact. The program comprises student health insurance provided by UnitedHealthcare StudentResources and the HealthMarkets Insurance Agency, Inc., which offers various health insurance options and services to students, faculty, staff, and institution alums who cannot obtain insurance from elsewhere.

The **WICHE GROUP PROPERTY INSURANCE** is exclusively available to institutions that formerly participated in the Midwestern Higher Education Compacts Master Property Program. The participating institutions are all independent/private higher education institutions and members of the College Liability Insurance Company (CLIC). WICHE’s sponsorship ensures these institutions can maintain campus property insurance.

**Current Activities – Projects and Initiatives**

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

**Focus:** **A/F** Affordability & Finance **A/S** Access & Success **W/S** Workforce & Society **I** Innovation **V/A** Value & Accountability

Project	Focus	Geo Scope	Funding	Staff FTE / Timeline	Partners
Joint Compact for Faculty Development and Opportunity	A/S, W/S	U.S.	Mellon Foundation \$150,000 grant	.05 12/24 - 11/25	NEBHE, SREB

Project	Focus	Geo Scope	Funding	Staff FTE / Timeline	Partners
Technology and Partnerships for Transfer Success	A/S, I	U.S.		0.1 2/24-10/26	13 institutions in 5 states are participating in the Technology and Partnerships for Transfer Success initiative to pilot technological solutions to improve pathways for students transferring between postsecondary institutions
WICHE Academy for Leaders in the Humanities	A/S, W/S	Western	Mellon Foundation \$1.5 million grant	1.18 1/23-9/26	Western postsecondary institutions

The **JOINT COMPACT FOR FACULTY DEVELOPMENT AND OPPORTUNITY:** Staff are collaborating with the New England Board of Higher Education (NEBHE) and Southern Regional Education Board (SREB), two of the three other higher education regional compacts, on a project that aims to educate and inform parties interested in faculty demographics. Funded by a grant from the Mellon Foundation, the deliverables include a landscape analysis of faculty demographics and will culminate in a national convening. The proposed work will also include the creation of a data dashboard to distribute the findings.

**TECHNOLOGY AND PARTNERSHIPS FOR TRANSFER SUCCESS:** Interstate Passport® was a national initiative that facilitated the block transfer of lower-division general education based on multistate, faculty-developed learning outcomes, and proficiency criteria. Network member recruitment ceased when the original program ended in 2023. The decision to sunset the program occurred after assessing the program's impact, financial viability, and results from a survey of network members. Subsequently, a request to pivot grant funding from an anonymous funder that would have supported the technology infrastructure of the Interstate Passport® program to a new initiative called Technology and Partnerships for Transfer Success was approved by the funder. A call for proposals opened in spring 2024, from which six projects between 13 institutions in five states were chosen for funding and participation in a community of practice to support the implementation of technology solutions that help students move credit between the partner institutions. Grant activities will continue through fall 2026.





The **WICHE ACADEMY FOR LEADERS IN THE HUMANITIES** offers leadership development to tenured humanities faculty members. WICHE is collaborating with the Mellon Foundation and other key stakeholders to develop a two-year, campus-based immersive experience for faculty leaders. These leaders attend a three-day WICHE Institute for Leaders in the Humanities in Boulder, Colorado, focused on three key competencies: career planning and development, project management, and organizational design and agility. They will collaborate with upper-level academic administration to learn more about daily campus operations, how to execute successful change projects, receive internal and external mentoring, and gain a new professional network with the fellows appointed at other institutions. There are currently two cohorts of fellows.

## New Directions

*Commission-approved projects for which staff is actively seeking funding, prioritized as follows:*

**Focus:** A/F Affordability & Finance A/S Access & Success W/S Workforce & Society I Innovation V/A Value & Accountability  
Project prioritization: ■ Relevance (mission critical) ■ Opportunity (funding) ■ Competence (staff/consultants)

Project	Focus	Priority	Geo Scope	Funding	Staff FTE / Timeline	Partners
Reducing the Postsecondary Attainment Gap for American Indians and Alaska Natives: Linking Policy and Practice	A/S		U.S.	Seeking additional external funding to assist NASNTIs further and sustain an institutional network	TBD	NASNTI's Tribal colleges, Tribal education departments, higher education organizations
No Holding Back – Assessing the Use of Administrative Holds	A/S, A/F		U.S.	TBD	TBD	National Association of Collegiate and University Business Officers (NACUBO), members of the Alliance and Forum, and Policy Analysis and Research

### **REDUCING THE POSTSECONDARY ATTAINMENT GAP FOR AMERICAN INDIANS AND ALASKA NATIVES: LINKING POLICY AND PRACTICE**

, an initiative begun in late 2017 with funding from Lumina Foundation, continues to have strong relevance in light of the persistent postsecondary attainment gap of American Indian and Alaska Native (AI/AN) students compared to other student populations. Staff will seek funding to continue efforts to reduce or eliminate these gaps at Native American-Serving Nontribal Institutions (NASNTIs) by supporting culturally relevant high-impact practices and fostering institutional and Tribal collaborations to share and expand sustainable student support systems on campuses. Another primary objective is to continue to strengthen the NASNTI presence and impact in state and federal higher education policy arenas and to create a collaborative network of institutions serving large numbers of AI/AN students.

**NO HOLDING BACK – ASSESSING THE USE OF ADMINISTRATIVE HOLDS:** WICHE’s PAS unit and Policy Analysis and Research (PAR) unit collaborated with the American Association of Collegiate Registrars and Admissions to provide institutions in the West with tools to (re)evaluate their administrative hold policies to improve student success and to use their data in policy formation better. WICHE staff have been collaboratively socializing the toolkit through work with the National Association of College and University Business Officers through presentations at national conferences. We will continue distributing these resources and seek new partners interested in continued application of the tools and policy implications.

### **Potential Future Projects**

*Work that staff are considering pursuing and bringing to the Commission for approval, along with ideas generated by commissioners.*

The **ALLIANCE ACADEMIC LEADERSHIP ACADEMY** would identify, develop, and prepare aspiring academic leaders for career advancement and success in progressively more complex administrative roles at community, junior, and technical colleges across the West.

# POLICY ANALYSIS AND RESEARCH (PAR)

## Current Activities – Ongoing Services and Resources

*Continuing work supported by the General Fund or by fees.*

*All work in this category is considered high priority.*

**Focus:** A/F Affordability & Finance A/S Access & Success W/S Workforce & Society I Innovation V/A Value & Accountability

Project	Focus	Geo Scope	Staff FTE	Partners
<i>Benchmarks: WICHE Region</i>	A/F, A/S, W/S, V/A	Western	0.025	N/A
Legislative Advisory Committee (LAC)	A/F, A/S, W/S, I, V/A	Western	0.25	WICHE states and Pacific Island jurisdictions
Peer-to-peer Virtual Convenings	A/F, A/S, W/S, I, V/A	Western	0.15	WICHE states and Pacific Island jurisdictions
<i>Regional Fact Book for Higher Education in the West</i>	A/F, A/S, W/S, V/A	Western	0.025	N/A
State Policy and Data Profiles	A/F, A/S, W/S, I, V/A	U.S.	0.2	N/A
<i>Tuition and Fees in Public Higher Education in the West</i>	A/F	Western	0.025	WICHE states and Pacific Island jurisdictions
<i>WICHE Insights</i>	A/F, A/S, W/S, I, V/A	Western	0.1	N/A
WICHE Policy Webinar Series	A/F, A/S, W/S, V/A	Western	0.1	Variable
WICHE State Authorization Reciprocity Agreement (W-SARA)	A/S, I, V/A	Western	2.25	NC-SARA; Western SARA member states; MHEC, NEBHE, and SREB

The regularly updated **BENCHMARKS: WICHE REGION** data resource analyzes key higher education metrics and information about the West's progress in improving access to, success in, and financing of higher education. This resource helps stakeholders monitor regional changes over time and informs discussion in policy and education communities. Utilizing WICHE's Policy Analysis Research Database (PAR), the *Benchmarks* data dashboard also includes state information and regional metrics.

The **LEGISLATIVE ADVISORY COMMITTEE (LAC)** informs the Commission and staff about significant legislative issues related to higher education, and staff serves the LAC by informing members about emerging policy issues in the West and relevant policy research. LAC members are appointed by the Commission and meet annually. Each WICHE Executive Committee member can appoint up to four legislators to serve on the LAC. Commissioners who are also legislators are ex officio members of their LAC delegation.

PAR unit staff provide support to the region through bimonthly **PEER- TO-PEER VIRTUAL CONVENINGS** on federal issues, student access and success, improving the value proposition for postsecondary education, and sharing promising approaches and strategies to common challenges in the West. This convening of state and system chief academic officers (and institutional staff where appropriate) fosters collaboration on challenges facing higher education. The unit has also spun off a separate call on health workforce issues.

The **REGIONAL FACT BOOK FOR HIGHER EDUCATION IN THE WEST** presents regional and state-by-state data and analysis on policy indicators across a range of topics. These fiscal, demographic, economic, and social indicators provide up-to-date information for policymakers, educators, and researchers in the West. The *Fact Book's* downloadable data tables are updated periodically throughout the year. WICHE supplements the core data sources as much as possible to keep this resource contemporary and examines the overall utility of the full suite of data resources.

WICHE is continuing to identify what would be most useful for the **STATE POLICY AND DATA PROFILES** that could provide additional state and Pacific Island jurisdictions postsecondary contexts and data. The Policy Analysis and Research Database (PARD) enables the PAR unit to provide more detailed and relevant information specific to each WICHE state and Pacific Island jurisdiction. Staff will work with agency and institutional staff from across the region to determine how this resource could be structured to be most beneficial.

**TUITION AND FEES IN PUBLIC HIGHER EDUCATION IN THE WEST** annually provides comprehensive data about the tuition and fee rates published by public higher education institutions in the WICHE region, including changes in tuition and fee rates over the past one-, five- and 10-year periods. In addition to total tuition and fees, the report displays the average mandatory fees for each institution, state, and Pacific Island jurisdiction, over the past one, five, and 10 years, as well as what proportion of total tuition and fees they represent. WICHE also annually provides a second analysis examining the implications and state finance and financial aid trends.

The **WICHE INSIGHTS** series consists of periodic briefs (usually published several times a year) that illuminate a higher education policy or research topic or that supplement a

regular WICHE activity or release (such as the annual *Tuition and Fees* or the quadrennial *Knocking at the College Door* report).

The **WICHE POLICY WEBINAR SERIES** features staff, partners, and higher education stakeholders periodically hosting digital forums for registrants on selected higher education topics of interest. In FY 2026, WICHE will continue to identify webinar opportunities that will be of interest and use to the region.

The **WICHE STATE AUTHORIZATION RECIPROCITY AGREEMENT (W-SARA)** is a voluntary agreement among states designed to establish comparable standards for U.S. states, territories, and freely associated states regulating postsecondary distance education. SARA expands access to postsecondary educational opportunities while ensuring meaningful consumer protections. WICHE coordinates and oversees the membership of SARA states in the West through the WICHE State Authorization Reciprocity Agreement (W-SARA). WICHE collaborates with the other regional compacts and the National Council for State Authorization Reciprocity Agreements (NC-SARA) to provide national coverage and ensure consistency in the agreement's implementation.

## Current Activities – Projects and Initiatives

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

**Focus:** A/F Affordability & Finance A/S Access & Success W/S Workforce & Society I Innovation V/A Value & Accountability

Project	Focus	Geo Scope	Funding	Staff FTE / Timeline	Partners
Increasing Access, Affordability, and Equity Using OER: A National Consortium	A/F, A/S, I	U.S.	\$553,000	.95 10/24 - 10/26	Hewlett Foundation, MHEC, NEBHE, SREB
Support for the Wyoming Innovation Partnership	A/S, W/S, I, V/A	Western	\$132,833	0.75 07/25 - 07/26	Wyoming Community College Commission, Wyoming Governor's Office
<i>Knocking at the College Door: Projections of High School Graduates</i>	A/S, W/S	U.S.	\$190,000	1.25 01/24 - 06/27	College Board, Lumina Foundation



Project	Focus	Geo Scope	Funding	Staff FTE / Timeline	Partners
Rural Higher Education Center – Evaluating Train-in-Place Rural Nursing Programs	W/S, A/S, I, V/A	Colorado, New Mexico, Wyoming; WICHE region	\$249,970	.22 01/25 - 06/30	Institute for Education Sciences; MDRC
A Landscape Analysis of Completion Strategies in the West	A/F, A/S, W/S, V/A	WICHE region	\$201,443	.6 01/25 - 12/25	ECMC Foundation
Colorado Postsecondary Pathways Initiative Planning Grant	W/S, A/S, I	Colorado	\$75,000	.025 4/25-7/25	Anonymous funder

### **INCREASING ACCESS, AFFORDABILITY, AND EQUITY USING OER: A NATIONAL CONSORTIUM:**

The PAR unit has received an additional round of funding to continue work with the three other regional higher education compacts — the Midwest Higher Education Compact (MHEC), the Southern Regional Education Board (SREB), and the New England Board of Higher Education (NEBHE) — focused on scaling the successful adoption of high-quality open educational resources to improve student outcomes, increase equity, and improve affordability.

**SUPPORT FOR THE WYOMING INNOVATION PARTNERSHIP:** WICHE was contracted by the Wyoming Community College Commission to provide project management for a broad initiative that seeks to modernize and focus Wyoming’s efforts to develop a resilient workforce and economy. The effort aims to better align Wyoming’s economic development agenda by increasing collaborations among state entities and, ultimately, local partners. Additionally, WICHE works closely with the Wyoming governor’s office on this initiative.

**KNOCKING AT THE COLLEGE DOOR: PROJECTIONS OF HIGH SCHOOL GRADUATES:** In December 2024, the PAR unit successfully released the 11th edition of state forecasts of high school graduates. During FY 2026, staff will continue the distribution, presenting to a range of audiences and conferences while continuing to pursue additional enhancements and follow-up analyses on this important topic. The staffing level for this project is primarily concentrated during FY 2025, though staff will be engaged through FY 2027 and beyond.

**RURAL HIGHER EDUCATION CENTER – EVALUATING TRAIN-IN-PLACE RURAL NURSING PROGRAMS:** WICHE has received federal funding as part of a larger consortium focused on rural higher education to evaluate rural train-in-place programs at three sites in the West. Although this work is focused on three states, WICHE expects to broadly share and

distribute the findings from this work (as well as that of our consortium partners). This is one component of WICHE’s broader efforts to support the region in meeting workforce challenges. This project is expected to run for five years.

**A LANDSCAPE ANALYSIS OF COMPLETION STRATEGIES IN THE WEST:** As a first step in broader work on the value in postsecondary education, WICHE has been funded to carry out a landscape analysis of completion initiatives currently underway in the West. This work will help address one major area of concern when it comes to ensuring value in higher education as non-completers are likely a population that receives little or no value for their time, effort, and expense. WICHE staff will complete this work while also identifying potential partners for further work on the value of postsecondary education.








**COLORADO POSTSECONDARY PATHWAYS PLANNING GRANT:** WICHE will serve as the fiscal agent for Colorado Postsecondary Pathways Initiative, which seeks to create a dynamic two-sided marketplace that connects Colorado’s opportunity seekers with high-quality education, training, and career opportunities. This four-month planning grant will establish the foundation for a statewide coalition that will ultimately bridge the gap in messaging and advocacy between K-12 education and employers by leveraging strategic partnerships with postsecondary providers. Staff believe that, if successful, this project will lead to important lessons for the entire region.

New Directions

Commission-approved projects for which staff is actively seeking funding, prioritized as follows:

Focus: A/F Affordability & Finance A/S Access & Success W/S Workforce & Society I Innovation V/A Value & Accountability  
Project prioritization: Relevance (mission critical) Opportunity (funding) Competence (staff/consultants)

Project	Focus	Priority	Geo Scope	Funding	Staff FTE / Timeline	Partners
Building Evidence for Scale – Policy and Practice Solutions for Adult Learners	A/S, W/S	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>	U.S.	\$1.5M - \$2M	1.75 4 years	TBD
Improving Policy and Practice to Support Behavioral Health on Campus	A/S, W/S	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>	Western	TBD	TBD	Western states

Project	Focus	Priority	Geo Scope	Funding	Staff FTE / Timeline	Partners
Policy Paper Series on Affordability	A/F, A/S		Western	\$500,000	1.5 2 years	TBD
Western Postsecondary Data Users Network	A/S, W/S, V/A		Western	\$50,000	0.5 6 months	Western states
Articulating the Value of Postsecondary Education in the West	TBD		Western	TBD	TBD	Western states
Policy and Practice Solutions for Workforce Shortages	A/S, W/S, I		Western	\$400,000	1.0 2 years	TBD
A Hole in State Policy – Alternative Providers in Postsecondary Education	A/F, A/S, W/S, I, V/A		WICHE region	\$300,000	1.5 2 years	TBD
National Task Force for College Closures	A/F, A/S, V/A		U.S.	\$750,000	1.5 18 months	SHEEO, SREB, MHEC, NEBHE
Cybersecurity Training for Senior Nontechnical Leaders	I, W/S		Western	In-kind	.05 07/24 - 06/25	WCET, DHS, FEMA

## **BUILDING EVIDENCE FOR SCALE – POLICY AND PRACTICE SOLUTIONS FOR ADULT LEARNERS:**

Building on its Adult College Completion Network and other work related to adult learners, WICHE proposes pursuing new approaches to achieve four objectives: a) build the evidence base for effectively serving adult learners; b) facilitate collaboration among network members; c) share scalable solutions across the field; and d) link adult college completion work with the broader agenda to ensure the equity of opportunity. The project will also seek to partner with WICHE states and Pacific Island jurisdictions and other key stakeholders to increase the number of adults with a postsecondary credential of value. To accomplish that goal, the project will identify high-impact supports for adult learners that correlate with increased credential completion; develop effective and aligned policy and practice for serving adult learners in concert with WICHE members, postsecondary systems and institutions, employers, and local leaders; and measure the impact of initiatives aimed at increasing adult postsecondary credential completion to drive continuous improvement.

## **IMPROVING POLICY AND PRACTICE TO SUPPORT BEHAVIORAL HEALTH ON CAMPUS:**

The PAR unit will continue exploring ways to improve behavioral health in postsecondary

education, building on a recently completed successful project. This work will likely focus on several potential approaches, including meeting future behavioral health workforce needs, building supportive state- and system-level networks to improve the distribution of promising approaches, and catalyzing the adoption of broad-based approaches to student health and wellness.

**POLICY PAPER SERIES ON AFFORDABILITY:** The PAR unit will commission a series of papers focused on policy and practice actions to improve postsecondary affordability. The papers (including WICHE as a lead author) will aim to provide rigorous, actionable research accessible to policymakers.

**WESTERN POSTSECONDARY DATA USERS NETWORK:** Education and workforce development agencies continue to improve data systems that have the potential to provide critical information to students and their families, policymakers, and institutional leaders. To take full advantage of these systems, states, territories, and freely associated states must have highly competent staff to analyze the available data and convert it to usable information for improving programs and policies. Additionally, researchers must have opportunities to explore new areas of research that can drive policy conversations. Barriers to taking advantage of these data systems include limited opportunities for state postsecondary researchers to engage in professional development, heavy workloads managing existing reporting duties leaving little time for exploratory analyses, and few chances to network with colleagues to address common problems. WICHE hopes to address these issues by exploring the need for and, if appropriate, establishing a Western Postsecondary Data Users Network, which would convene key system and institutional education and workforce researchers, as well as key staff from WICHE states and Pacific Island jurisdictions, to address common questions, provide technical assistance, and assist in professional development. This network would ensure that Western policymakers have access to high-quality evidence to develop, assess, and improve education and training policies and programs.

**ARTICULATING THE VALUE OF POSTSECONDARY EDUCATION IN THE WEST:** The PAR unit will work on multiple approaches to understand and articulate the value of postsecondary education for diverse stakeholders, including a focus on where that value is not meeting broader expectations. This effort will begin with a general articulation of the broad dimensions of value, including the economic return to individuals and communities, civic and cultural value, and other social dimensions of value that are not easily captured in earnings data. This work will have an explicit focus on how value is articulated in diverse Western contexts.

**POLICY AND PRACTICE SOLUTIONS FOR WORKFORCE SHORTAGES:** The PAR unit regularly convenes key staff from the WICHE region to focus on ways to address short- and long-term workforce shortages in health fields using general fund dollars. Staff has

developed a broader proposal to carry out a project that would implement solutions being developed while focusing on building a strong research base into effective and sustainable long-term policy and practice.

#### **A HOLE IN STATE POLICY – ALTERNATIVE PROVIDERS IN POSTSECONDARY EDUCATION:**

Having recently completed a portion of the broad project envisioned here (and approved by the Commission), staff are returning this project to the New Directions section of the Workplan. The PAR unit intends to work with WCET and key partners on work to operationalize evidence-based approaches to support high-quality short-term credential pathways and examine appropriate policies and practices to fulfill consumer protection responsibilities.

**NATIONAL TASK FORCE FOR COLLEGE CLOSURES:** WICHE will pursue resources to support an in-depth expert task force focused on identifying policy and practice gaps related to precipitous college closures and recommending concrete, evidence-based approaches for addressing them. This conversation necessitates the broad engagement of state regulators, federal agency staff, accreditors, and other key education leaders. WICHE believes the regional compacts are well-placed to foster the necessary engagement and participation in this important work.

**CYBERSECURITY TRAINING FOR SENIOR NONTECHNICAL LEADERS:** As an additional component of the cybersecurity initiative, WICHE is continuing to develop partnerships with cyber experts and conducting outreach to WICHE states and Pacific jurisdictions to provide training for institutional nontechnical leaders for cyber protection.

### **Potential Future Projects**

*Work that staff are considering pursuing and bringing to the Commission for approval, along with ideas generated by commissioners.*

**SUPPORTING EVIDENCE FOR STUDENT SUCCESS:** The PAR unit will continue to identify areas where WICHE can help build policy- and practice-relevant research focused on organizational priorities, including student access and success, postsecondary value, and reaching underserved populations, including rural students, military and veteran students, adult learners, incarcerated individuals, and students of color. Additionally, this work could include topic-specific research and analysis.

**LEVERAGING WORK-BASED LEARNING TO IMPROVE EDUCATIONAL OUTCOMES AND MEET WORKFORCE DEMANDS IN RURAL AREAS:** The goal of this work would be to help facilitate the development of partnerships among institutions and businesses to ensure effective linkages between the workplace and the classroom through co-op/internship programs. Staff believe this approach may have particular benefits for rural areas.



**STATE POLICIES TO SUPPORT MEETING STUDENTS' BASIC NEEDS:** Housing and food security are crucial issues for students across the West (and the United States as a whole). While campus-level supports such as food banks and emergency grants and loans can help, this effort would examine state- and territory-level policies that can improve student outcomes, including better alignment of social services and education programs, improved access to benefit programs, and other approaches.

**WESTERN POLICY FORUM:** An annual convening designed to advance WICHE's mission by bringing together key postsecondary leaders in the Western region to learn about successful strategies around access and success, accountability, finance, workforce, and innovation.

## Completed Projects

*Work that staff finished in FY 2025:*

**STATE APPROACHES TO SHORT-TERM POSTSECONDARY CREDENTIALS: CHALLENGES, OPPORTUNITIES, AND POLICY GAPS:** The PAR unit, with support from the Pew Charitable Trusts, completed an initial project producing a white paper on gaps and needs in state policies focused on short-term credentials. Although this work was completed, staff have returned the project to the New Directions section because the completed work only represents one component of the effort initially approved by the Commission.

**INTERMEDIARIES FOR SCALE PARTNERSHIPS:** WICHE has completed multiple partnerships with the organizations that were selected to be one of the intermediaries for scale grantees of the Gates Foundation. The American Indian Higher Education Consortium previously brought in WICHE to facilitate its efforts to develop an effective data infrastructure and staff capacity.

## Current Activities – Ongoing Services and Resources

*Continuing work supported by membership dues or by fees.  
All work in this category is considered high priority.*

**Focus:** A/F Affordability & Finance A/S Access & Success W/S Workforce & Society I Innovation V/A Value & Accountability

Project	Focus	Geo Scope	Staff FTE	Partners
WCET Member Services and Support	A/S, I	U.S. and Canada	WCET staff	448 member institutions, agencies, organizations
Digital Learning Practices	A/F, A/S, I	U.S. and Canada	5.0	WCET members, Every Learner Everywhere, other organizations
Digital Learning Policies	A/S, I, V/A	U.S.	2.25	WCET members, SAN, NASASPS, NC-SARA, other organizations
WCET Annual Meeting	A/S, W/S, I	U.S. and Canada	2.25	WCET members, sponsors
WCET Leadership Summit	A/S, W/S, I	U.S. and Canada	.5	WCET members, sponsors
WCET Webcast Series	A/S, W/S, I	U.S. and Canada	1.5	Various
wcetMIX (Member Information Exchange) and Member-only Resources	A/S, W/S, I	U.S. and Canada	2.0	WCET, SAN, and member leadership
State System and Multi-Institutional Consortia Digital Learning Leaders	A/F, A/S, I	U.S.	.25	Higher education systems and multi-institution consortia
State Authorization Network (SAN)	A/S, I, V/A	U.S.	4.0	181 memberships representing ~ 950 institutions, regional compacts, state agencies, organizations, NC-SARA
WCET Steering Committee Annual Priorities	A/F, A/S, I, V/A	U.S.	.25	WCET-elected Steering Committee and other members

**WCET MEMBERSHIP SERVICES AND SUPPORT** helps colleges, universities, higher education organizations, state agencies, and companies understand both the practice and policy of digital learning by providing timely information and a collaborative community. The popular *WCET Frontiers* blog features promising practices, innovations, emerging policies, compliance advice, and member profiles.

WCET and Every Learner Everywhere (ELE) continue to collaborate to provide in-depth analysis of **DIGITAL LEARNING PRACTICES** that have an impact on faculty and students. These groups are noted for their experience in providing members and the field with information on digital learning practices that enhance student success. Past areas of focus include artificial intelligence, digital student support services, digital accessibility, assessment and academic integrity, microcredentials, and learning analytics.

WCET and the State Authorization Network (SAN) continue to collaborate to provide in-depth analysis of **DIGITAL LEARNING POLICIES** (federal, state, and accreditation) that have an impact on faculty and students. WCET and SAN are noted for their expertise on policy issues, including consumer protections for digital learning students, regular and substantive interaction for distance education, state authorization of out-of-state activities, out-of-state professional licensure regulatory requirements, and digital learning definitions.

WCET events include the **ANNUAL MEETING, MEMBER-ONLY LEADERSHIP VIRTUAL SUMMIT, AND MONTHLY WEBCAST SERIES**. WCET's annual meeting is an in-person event, bringing together up to 400 leaders and practitioners interested in good practices in digital learning in postsecondary education. Members and nonmembers attend. The 2024 Annual Meeting had 265 attendees and had multiple sessions on various topics. The member-only Virtual Summit takes place in the spring and is a half-day, single topic-focused event. The 2024 Virtual Summit had over 600 attendees and focused on artificial intelligence. The monthly webcast series showcases innovative practices and effective policies in digital learning, with an average attendance of 150 members and nonmembers. Semimonthly Closer Conversations are member-only facilitated discussions around key digital learning issues.

**WCETMIX** is a digital platform to support communication, collaboration, and resource-sharing among WCET members with over 5,000 participants (members and nonmembers). Members are invited to communicate through WCET's popular NEWS and DISCUSS digital forums.

WCET is launching two new leadership groups, using MIX for asynchronous discussion. The leadership groups are for WCET members interested in networking and collaborating with other members around leadership topics. The groups are:

- ▶ **LEADup:** Leaders in (Higher) Education and Digital Learning: A group for new and emerging leaders in digital learning in higher education.
- ▶ **VISION:** Visionaries in Online Learning and Innovation: A group of senior leaders interested in fostering an environment for networking, collaboration, and idea exchange.

SAN also uses wcetMIX to support collaboration and communication of timely announcements among its members.

The **STATE SYSTEM AND MULTI-INSTITUTIONAL CONSORTIA DIGITAL LEARNING LEADERS** meet monthly to share their unique challenges and solutions in using cooperation and shared services to better meet the needs of students, faculty, and administrators at their member institutions.

The **STATE AUTHORIZATION NETWORK (SAN)** is a membership organization, created in 2011 as a division of WCET, that empowers its members to successfully resolve state and federal regulatory challenges to improve student consumer protections in digital and experiential learning across state lines. SAN serves postsecondary institutional staff who must translate and implement educational technology regulations as well as the agencies that support that work. Related issues include state institutional approvals, reciprocity, professional licensure, employment law issues, international compliance, and military-related considerations.

SAN is a regularly requested presenter to in-person and virtual events by state agencies and organizations desiring additional insight and directions for institution compliance management. Additionally, SAN continues to grow its library of resources and tools, provide members with an online eight-week training, webinars, and in-person workshops, as well as facilitate communication so that members can cooperate to identify common needs, track emerging policies and regulations, evaluate their efficacy, and share lessons learned. SAN recently released a second edition of its *Professional Licensure Handbook* that assists the public in navigating federal professional licensure regulations.

Each year, the **WCET STEERING COMMITTEE** selects **ANNUAL PRIORITIES** to provide insights and resources to assist members. Working groups are formed to advise and assist in developing webinars, conference sessions, blog posts, reports, and other resources to inform the membership. The selected topics for 2024 were:

- ▶ Artificial Intelligence (AI) – As these tools become ubiquitous, how do we tackle the instructional, academic integrity, and equity issues related to generative artificial intelligence?
- ▶ Digital Learning Economics – As higher education faces affordability challenges, what are the costs of digital learning and how can digital learning assist in making higher education more affordable and accessible?

In 2025, the Steering Committee will be focusing on:

- ▶ Artificial Intelligence (AI) – As institutions begin to move beyond conversations around academic integrity, how can they create institutional level policies for the ethical and responsible use of AI by all segments of the institutional community?
- ▶ Digital Learning Operations – What strategic role should digital learning play as institutions respond to shifting workforce development needs and declining traditional

age student populations? What are the ways in which digital learning leaders can help campus leadership better understand the role and importance of digital learning in the strategic planning process?

### Current Activities – Projects and Initiatives

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

**Focus:** **A/F** Affordability & Finance **A/S** Access & Success **W/S** Workforce & Society **I** Innovation **V/A** Value & Accountability

Project	Focus	Geo Scope	Funding	Staff FTE / Timeline	Partners
Artificial Intelligence: Policy and Practice in Higher Education	A/S, W/S, I, V/A	U.S.	Internal	0.25 07/25 - 06/26	WCET, external consultants, and other digital learning nonprofits as needed
Emerging Federal Policies	A/F, I, V/A	U.S.	Internal	2 07/25 - 06/26	WCET, SAN, WICHE Policy unit
Every Learner Everywhere	A/F, A/S, I	U.S.	Gates Foundation (Oct 2022 – Dec 2025) \$7,688,884	1.5 - 5.8 2017 - 2025	13 partner organizations

The impact of **ARTIFICIAL INTELLIGENCE (AI)** has undergone an extensive buildup and is now upon us. AI will remain one of WCET’s focus areas in 2025 and will include an update of WCET’s 2023 institutional AI policy survey and report, the production of several blogs, webinars, and both public and member-only resources. One area of focus will be on assisting institutions in developing ethical and responsible use guidelines as well as implementing WCET’s AI Policy and Practice Framework that was developed in late 2023. Complementary research may include a survey of state AI policies. This work is being funded through internal investment but may lead to additional funding opportunities.

This year will include important **EMERGING FEDERAL POLICIES** discussions regarding digital learning in higher education as we encounter an administration transition. Priorities of the new administration, including direction on implementation of policy developed by the previous administration, will be followed closely. In 2024, the Department undertook rulemaking on accreditation, distance education Title IV tracking, state authorization for distance education, and digital books and resources. That rulemaking resulted in a withdrawal of rulemaking on digital books and resources, state authorization, and



accreditation. However, rules for distance education enrollment reporting and the definition for a distance education course were released in January 2025. In addition to these rules, the previous administration also released guidance on third-party servicers and online program managers. Legislation is likely in the U.S. Congress on short-term Pell grants that focus on workforce development. WCET and SAN staff will continue to follow these policy proposals and inform members as well as participate in NC-SARA's policy modification process for changes to reciprocity policies.

**EVERY LEARNER EVERYWHERE** is a network of 13 partner organizations working collaboratively to harness digital learning technology, driving innovation in higher education to improve outcomes for every learner. WCET is an intermediary for the network and also one of the participating partners. The most involved partner organizations include Achieving the Dream, American Public and Land-Grant Universities, and the Online Learning Consortium. The network builds capacity in colleges and universities to improve student outcomes with digital learning through direct institutional support, timely resources and toolkits, and ongoing analysis of institutional practices and market trends. Service topics include information on adaptive learning, digital learning pedagogical practices, evidence-based teaching practices for digital learning, and techniques for putting students first in the classroom. The network regularly provides free webinars, blogs and publications on these topics, as well as multiple services, including professional learning and consultative services for interested institutions.

## New Directions

*Projects that may need WICHE President approval for which staff is actively seeking funding, prioritized as follows:*

**Focus:** **A/F** Affordability & Finance **A/S** Access & Success **W/S** Workforce & Society **I** Innovation **V/A** Value & Accountability  
Project prioritization: ■ Relevance (mission critical) ■ Opportunity (funding) ■ Competence (staff/consultants)

Project	Focus	Priority	Geo Scope	Funding	Staff FTE / Timeline	Partners
In-depth Member Exploration Groups	A/S, I, V/A		U.S.	Internal	.25 1 year	External consultant and WCET members

Project	Focus	Priority	Geo Scope	Funding	Staff FTE / Timeline	Partners
<i>State Authorization of Colleges and Universities, 3rd edition</i>	A/S, V/A		U.S.	Internal	.25 1 year	External consultant and SAN staff
Federal Judicial and Policy Tracker	A/S, I, V/A		U.S.	Internal	.25 1 year	External consultants, SAN and WCET staff

In 2025, WCET will launch at least one **IN-DEPTH MEMBER EXPLORATION GROUP**. The purpose of this group will be to provide a small group of institutions or system/consortia members with an opportunity to participate in a process to jointly share, research, and develop options for addressing a significant emerging issues that are difficult to address. Synchronous virtual meetings will be used to explore the issue and discuss potential institutional responses. This project is being developed after a lengthy discussion with WCET's Steering Committee which identified the need to provide members with more opportunities to explore emerging issues and collaboratively develop institutional responses. It is directly aligned with WCET's core value of collaboration.

SAN will direct a third edition update of the book, **STATE AUTHORIZATION OF COLLEGES AND UNIVERSITIES** targeted to be released in summer 2025. The book serves as a guide to the legal basis for college degrees, diploma mill problems, state approvals, state authorization reciprocity, federal regulations for state authorization of distance education, and professional licensure state and federal requirements. The first and second editions have been used as support material for SAN training since 2017.

In 2025, SAN and WCET will create a web-based **FEDERAL JUDICIAL AND POLICY TRACKER** to help the public track the development of federal statutes, regulations, guidance, and court opinions that affect digital technology in higher education. Since the development of judicial opinions and legal requirements often undergo a lengthy process that is challenging to follow, the tracker will provide the public with an easy way to follow these developments and participate in the federal regulatory process.

## Completed Projects

*Work that staff finished in FY 2024:*

**EVERY LEARNER EVERYWHERE** received three grants to support piloting current services, develop two new AI literacy services, create a strategic plan with a focus on sustainability, create new services as well as update current services to better align with institutional needs, and create new learning experiences that can be provided directly to individuals, in addition to institutions. Every Learner has successfully onboarded four new partners, provided multiple services to cohorts of institutions, and free webinars to the field. The network continued to be a recognized leader in transformational digital learning through multiple conference presentations, resources, and blog posts. Additionally, Every Learner onboarded a new director in November 2024, after the previous one resigned in October 2024.

The **WCET ANNUAL MEETING** took place in Long Beach, California, in October 2024. The 36th Annual Meeting had 256 attendees. Sessions covered an array of digital learning and higher education topics including information about recently released regulations, artificial intelligence, the array of digital learning definitions and need for clarity, microcredential strategies, accreditation challenges and changes, and digital learning growth and sustainability.

The **WCET ANNUAL MEETING REFRESH** occurred in spring 2024 to help WCET evaluate the strengths and opportunities for the annual conference. WCET worked with a small leadership group and a consulting agency, Velvet Chainsaw, to identify ways to build on the success of the conference but also increase the number of new and returning attendees by incorporating innovative networking and program design. Several recommendations were incorporated in 2024 and will continue through 2026.

The **MEMBER-ONLY VIRTUAL SUMMIT** topic for 2024 focused on artificial intelligence and higher education, attracting over 600 attendees to the half-day virtual event. The 2025 topic focuses on how higher education can use technology to humanize teaching and learning.

The **WCET WEBCAST SERIES** is popular with the WCET community because it is free and open to all, featuring experts and practitioners who share pragmatic advice and lessons learned on digital learning topics. Topics for 2024 included accessibility in edtech, distance education regulations, AI ethics and governance, microcredentials, and leadership frameworks for digital learning. Webcasts average 150 registrants each.

The **SAN ADVANCED TOPICS WORKSHOP** returned to in-person format in March 2024 in Anaheim, California. The workshop focused on new and emerging federal regulations with a specific focus on professional licensure. Attendees participated in interactive exercises on a number of topics including how to best communicate with senior leadership, collaboration on compliance techniques, and how to develop a compliance and communication action plan.

In 2017, WCET conducted national research on the **PRICE AND COST OF DISTANCE EDUCATION**. A survey of institutions sought to collect information on the price that institutions charge students for a distance education course and the cost to create that course. The work led to the realization that the views of practitioners and policymakers are often at odds. WCET conducted an updated survey during fall 2024 and an updated report in January 2025.

**SETTING DEFINITIONS FOR LEARNING MODALITIES:** WCET built on an existing body of work to create more standard definitions for digital learning modalities by gathering insights on institutional definitions, policies, and their impact on students. An April 2024 survey and subsequent report by WCET revealed significant variability in how institutions define and communicate key terms like distance education and hybrid learning. Only 52% of institutions stated they had an institution-wide definition of distance learning, 41% for online learning, and 20% for hyflex learning. The variability illustrates the many challenges institutions face in implementing policies including unclear and conflicting definitions from oversight agencies and inconsistent adherence within the institution. Clearer, shared definitions benefit federal, regional, and state policy and, most importantly, help students understand what to expect.

### Potential Future Projects

*Work that staff are considering pursuing:*

**Focus:** A/F Affordability & Finance   A/S Access & Success   W/S Workforce & Society   I Innovation   V/A Value & Accountability  
**Project prioritization:** ■ Relevance (mission critical)   ■ Opportunity (funding)   ■ Competence (staff/consultants)

Project	Focus	Priority	Geo Scope	Funding	Staff FTE / Timeline	Partners
State AI Policy Survey	A/S, I	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	WICHE region	Internal	.25 1 year	WCET, Policy unit, and external consultants

**STATE AI POLICY SURVEY:** As institutions struggle to develop meaningful and appropriate institutional level policies around the adoption and use of AI, many are looking to their state for guidance. As of this time, there is no survey or database of state-level policies and statements on AI adoption and use in higher education. The first stage of this project would start with a survey of the WICHE states and territories to determine which entities have created such policy statements and what those statements are. The second stage of the project would focus on the publication of sample policy statements for states that are still early in addressing AI adoption and implementation.

# BEHAVIORAL HEALTH PROGRAM

## Current Activities – Ongoing Services and Resources

*Continuing work supported by membership dues or by fees.  
All work in this category is considered high priority.*

**Focus:** A/F Affordability & Finance A/S Access & Success W/S Workforce & Society I Innovation V/A Value & Accountability

Project	Focus	Geo Scope	Staff FTE	Partners
BHP Member Service and Support	A/S, I	Western	.2	WICHE-region behavioral health authorities
Western States Decision Support Group (WSDSG): Annual Membership Program	A/S, I, V/A	Western	.2	WICHE-region behavioral health data specialists

**BHP MEMBER SERVICE AND SUPPORT:** The WICHE states and Pacific Island jurisdictions are asked to contribute a nominal support fee of \$15,000 to the WICHE BHP to be a member of the Behavioral Health Oversight Council, to provide guidance to and collaboration with fellow members. As part of the regional collaborative, states have a platform to perform regional collaborative projects; have access to regional training to support workforce development and systems improvement; have available to them consultation and technical assistance on a variety of policy issues; and be part of an interstate networking and resource sharing collaborative.

**WESTERN STATES DECISION SUPPORT GROUP (WSDSG) SUPPORT PROGRAM:** Since 1985, the WICHE BHP has been managing the WSDSG, an information-sharing membership-based network for behavioral health data and evaluation staff and managers from WICHE states and Pacific Island jurisdictions. The WICHE BHP manages quarterly conference calls to discuss emerging behavioral health data and system evaluation issues and provides ongoing support to WSDSG members. The WICHE BHP also organizes an annual meeting with training and presentations for WSDSG members to stay apprised of developments and best practices in the field of behavioral health data and evaluation. Funding is based on an annual support fee of \$6,000.



## Current Activities – Projects and Initiatives

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

**Focus:** **A/F** Affordability & Finance **A/S** Access & Success **W/S** Workforce & Society **I** Innovation **V/A** Value & Accountability

Project	Focus	Geo Scope	Funding	Staff FTE / Timeline	Partners
Alaska Psychology Internship Consortium (AK-PIC) – Interns and Technical Assistance*	A/S, W/S	Western	\$150,000	6/24-5/25	State of Alaska; Alaska Mental Health Trust Authority
Alaska Psychiatric Institute – Regulatory Compliance Technical Assistance	A/S, V/A	Western	\$197,100	4 years	State of Alaska
American Academy of Addiction Psychiatry (AAAP) State Opioid/ Tribal Opioid Response (SOR/ TOR) Technical Assistance	A/S, W/S	Western	\$149,801	3 years	American Academy of Addiction Psychiatry
Arizona Evidence-Based Practices (EBPS) Fidelity Monitoring*	W/S, V/A	Western	\$1,124,155	7.3 7/24-6/25	State of Arizona
Arizona – Mercy Care C.A.R.E.S. Training	W/S, V/A	Western	\$70,000	2/24-3/25	Mercy Care
Colorado Behavioral Health Administration Crisis Professional Curriculum Project	W/S, A/S	Western	\$682,853	0.75 11/23-12/25	State of Colorado
Colorado Behavioral Health Administration Rural Behavioral Health Initiative	W/S, A/S	Western	\$1,558,920	1.5 10/24-6/26	State of Colorado
Guam Psychology Internship Consortium (GU-PIC)*	A/S, W/S	Western	\$208,445	0.75 10/24-9/25	U.S. Territory of Guam
Hawai'i Psychology Internship Consortium (HI-PIC)*	A/S, W/S	Western	\$1,788,433	0.5 7/24-6/25	State of Hawai'i
Hawai'i Recruitment of School-Based Clinical Psychologists*	W/S	Western	\$100,000	Ongoing	State of Hawai'i
Hawai'i Recruitment of School-based Behavioral Health and Social Workers*	W/S	Western	\$125,000	Ongoing	State of Hawai'i

Project	Focus	Geo Scope	Funding	Staff FTE / Timeline	Partners
Idaho Psychology Internship Consortium (ID-PIC)*	A/S, W/S	Western	\$125,000	7/24-6/25	State of Idaho
Montana PACT Fidelity Reviews*	W/S, V/A	Western	\$349,575	1.5 7/24-6/25	State of Montana
Mountain Plains Rural Opioid Technical Assistance Center (MP ROTAC)	A/F, A/S, I	Western	\$649,500	3.0 9/22-9/25	U.S. Substance Abuse and Mental Health Services Administration (SAMHSA)
National Institutes of Health Behavioral Health Aide Assessment	W/S	Western	\$143,626	0.75 10/21-7/26	Alaska Native Tribal Health Consortium; Northwest Indian College; University of Alaska – Anchorage
Nevada Psychology Internship Consortium (NV-PIC)*	A/S, W/S	Western	\$358,094	0.25 8/23-8/25	State of Nevada
New Mexico Psychology Internship Consortium (NM-PIC)*	A/S, W/S	Western	\$352,287	0.5 8/24-8/25	State of New Mexico; Indian Health Service
Oregon State Hospital Psychology Internship Program* (OSH-PIP)	A/S, W/S	Western	\$3,000	7/24-6/25	State of Oregon
Rural Communities Opioid Response Program (RCORP)*	W/S	Western	\$895,487	2.25 9/24-8/25	JBS International
Together With Veterans* – Rural Veteran Suicide Prevention	W/S	U.S.	\$2,273,375	4.5 4/24-3/25	U.S. Veterans Administration's Office of Rural Health and Office of Suicide Prevention
Sanford Health Psychology Internship Consortium (SH-PIC)*	A/S, W/S	Western	\$200,000	0.5 3 Years	Sanford Health
South Dakota IMP(ACT) Fidelity Reviews*	W/S, V/A	Western	\$49,900	0.25 6/24-5/25	State of South Dakota
South Dakota Psychology Internship Consortium (SD-PIC)*	A/S, W/S	Western	\$79,688	0.25 8/22-6/25	State of South Dakota

Project	Focus	Geo Scope	Funding	Staff FTE / Timeline	Partners
University of Wisconsin Technical Assistance*	A/S, W/S	U.S.	\$52,659	0.4 9/24-8/25	University of Wisconsin
Utah Psychology Internship Consortium (UT-PIC)*	A/S, W/S	Western	\$33,920	7/24-6/25	State of Utah
Washington Health Care Authority Digital Behavioral Health Project	A/F, A/S, I	Western	\$570,601	7/24-6/25	State of Washington

\*WICHE expects these projects will be renewed or they have already been renewed for FY 2026.

#### **ALASKA PSYCHOLOGY INTERNSHIP CONSORTIUM (AK-PIC) INTERNS AND TECHNICAL ASSISTANCE:**

The WICHE BHP supports the ongoing operations of the AK-PIC for interns and faculty, including its engagement in the Association of Psychology Postdoctoral and Internship Centers (APPIC) and achievement/maintenance of American Psychological Association (APA) accreditation. The AK-PIC consists of a multisite consortium of Alaska agencies that maintain at least one supervising psychologist onsite to provide supervision and didactic training to interns.

#### **ALASKA PSYCHIATRIC INSTITUTE – REGULATORY COMPLIANCE TECHNICAL ASSISTANCE:**

The WICHE BHP was selected through a competitive bidding process to assist the Alaska Psychiatric Institute (API) in maintaining compliance with regulating agencies through a review of policies, health information management, infection control, milieu management, risk management, medical staff credentialing, pharmacy practices, and life safety code and environment of care. The WICHE BHP performs on-site reviews and provides guidance on how to address shortcomings in policies and execution.

#### **AMERICAN ACADEMY OF ADDICTION PSYCHIATRY (AAP) STATE OPIOID/TRIBAL OPIOID RESPONSE (SOR/TOR) TECHNICAL ASSISTANCE:**

The WICHE BHP is partnering with the AAP to assist with implementing provisions of its SOR/TOR grant through the Substance Abuse and Mental Health Services Administration (SAMHSA). The WICHE BHP will be providing training and technical assistance to rural behavioral health workers for the purpose of supporting families impacted by substance misuse in rural and tribal communities. These trainings and workshops will support mental and behavioral health system enhancements through networking among state and tribal programs.

**ARIZONA EVIDENCE-BASED PRACTICES (EBPS) FIDELITY MONITORING:** The WICHE BHP partners with the Arizona Health Care Cost Containment System to support the implementation and fidelity reviews of four EBPs in the Maricopa County and statewide

public behavioral health systems. The WICHE BHP supports a team of fidelity reviewers who review approximately 20 different providers in Maricopa County, and 24 different providers across the state each year.

**ARIZONA MERCY CARE C.A.R.E.S. TRAINING:** The WICHE BHP collaborates with Arizona-based Mercy Care through its C.A.R.E.S (Community Action Resources Education and Service) community-giving initiative to plan and provide training to increase workforce expertise by implementing training strategies for evidence-based practices: Trauma-informed Care for Children, Youth and Adults; Transition to Independence Model; Infant-Toddler Mental Health Coalition of Arizona 0-5 Training; and Cognitive Behavioral Therapy for Substance Use Disorders including Opioids.

**COLORADO BEHAVIORAL HEALTH ADMINISTRATION CRISIS PROFESSIONAL CURRICULUM:** The State of Colorado, Behavioral Health Administration (BHA) contracted with the WICHE BHP to provide technical assistance in the development of a Crisis Professional Training Curriculum consisting of 24 distinct modules. The WICHE BHP is augmenting the BHA staff with Crisis Professional Expertise by supporting the work of a Crisis Professional Advisory Board, reviewing curriculum modules, and developing training for crisis professionals, first responders, and youth and young adults.

**COLORADO BEHAVIORAL HEALTH ADMINISTRATION RURAL BEHAVIORAL HEALTH INITIATIVE:** The State of Colorado, BHA contracted with the WICHE BHP to help the state increase access to behavioral health services and support for older adults living in rural Colorado. The intent of this project is to build rural healthcare capacity for the identification and referral of those with behavioral health needs to appropriate services. The WICHE BHP will build training modules for rural health providers to build awareness and skill in utilizing behavioral health assessments as well as confidence in referring patients to appropriate channels to receive services and care, including telehealth opportunities for supporting the behavioral health needs of the community.

**GUAM PSYCHOLOGY INTERNSHIP CONSORTIUM (GU-PIC):** The WICHE BHP has partnered with the U.S. Territory of Guam to develop an accreditable psychology internship consortium to serve Guam and build the behavioral health workforce there. The WICHE BHP assists by guiding all phases of developing a psychology internship consortium to attract and retain qualified and highly trained behavioral health professionals.

**HAWAI'I PSYCHOLOGY INTERNSHIP CONSORTIUM (HI-PIC):** The WICHE BHP supports the state of Hawai'i in the ongoing operations of an accredited psychology internship consortium. A primary goal of the internship program is the establishment of a pipeline to build Hawai'i's behavioral health workforce. Two Hawai'i state agencies (the Department of Education and the Department of Health) provide funding to support HI-PIC.

**HAWAI'I RECRUITMENT OF SCHOOL-BASED CLINICAL PSYCHOLOGISTS:** The Hawai'i Department of Education contracts with the WICHE BHP to recruit and contract with clinical psychologists to fill public school vacancies across the Hawaiian Islands.

**HAWAI'I RECRUITMENT OF SCHOOL-BASED BEHAVIORAL HEALTH PROFESSIONALS AND SOCIAL WORKERS:** The WICHE BHP is assisting the Hawai'i Department of Education with marketing, recruitment, screening, and referral services for school-based behavioral health (SBBH) and social work professionals to fill public school vacancies across the Hawaiian Islands. This effort is designed to increase the employment of SBBH and social work professionals.

**IDAHO PSYCHOLOGY INTERNSHIP CONSORTIUM (ID-PIC):** The WICHE BHP is assisting the State of Idaho in the ongoing operations of an accredited psychology internship consortium. The primary goal of the internship consortium is to establish a pipeline to build Idaho's behavioral health workforce, especially in rural and underserved areas. The Idaho State Board of Education received funding from the Idaho Legislature to support WICHE's assistance in expanding and strengthening the internship program.

**MONTANA PACT FIDELITY REVIEWS:** The Montana Department of Public Health and Human Services' Behavioral Health and Disabilities Division has contracted with the WICHE BHP to provide consultation and technical assistance to the division on the implementation of its Program for Assertive Community Treatment (PACT). This project includes conducting fidelity reviews for seven PACT programs operating across the state, developing plans and focused training to promote the improvement of services, and consultation on outcomes and dashboard development.

**MOUNTAIN PLAINS RURAL OPIOID TECHNICAL ASSISTANCE CENTER (MP ROTAC):** In October of 2022, the WICHE BHP was awarded a two-year grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) to establish the Mountain Plains Rural Opioid Technical Assistance Center (MP ROTAC), which is dedicated to supporting opioid and stimulant prevention, treatment, and recovery in HHS Region 8, comprising Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming. MP ROTAC develops and distributes resources, training, and technical assistance to rural communities across the continuum of care. In September of 2024, SAMHSA added funding for a third year of MP ROTAC operations.

**NATIONAL INSTITUTES OF HEALTH BEHAVIORAL HEALTH AIDE ASSESSMENT:** The WICHE BHP, in collaboration with the Center for Alaska Native Health Research (CANHR) and the Alaska Native Tribal Health Consortium (ANTHC), was awarded a National Institutes of Health (NIH) research grant. This project evaluates the behavioral health aide program, focusing on efficacy, implementation, and best practices. As behavioral health workforce

issues continue to grow in tribal areas, this research has the potential to significantly influence the development of new programs across the West.

**NEVADA PSYCHOLOGY INTERNSHIP CONSORTIUM (NV-PIC):** The WICHE BHP assists the State of Nevada in the continued operation of an accredited psychology internship consortium. The primary goal of the internship program is to establish a pipeline to build Nevada's behavioral health workforce. The Nevada Division of Public and Behavioral Health and Nevada WICHE provide support and funding for WICHE BHP's ongoing technical assistance and support to the operation of the NV-PIC.

**NEW MEXICO PSYCHOLOGY INTERNSHIP CONSORTIUM (NM-PIC):** The WICHE BHP is working with partner agencies to support a doctoral psychology internship consortium for the State of New Mexico. The primary goal of the internship program is to help develop New Mexico's behavioral health workforce in rural and underserved areas. Through funding from the New Mexico Behavioral Health Services Division, the New Mexico Department of Health, and the federal Indian Health Services, the WICHE BHP is facilitating program development and helping to ensure the program meets American Psychological Association accreditation standards.

**OREGON STATE HOSPITAL PSYCHOLOGY INTERNSHIP PROGRAM (OSH-PIP):** The WICHE BHP continues to assist the Oregon State Hospital Psychology Internship Training Program by supporting and maintaining the internship's website.

**RURAL COMMUNITIES OPIOID RESPONSE PROGRAM (RCORP):** The WICHE BHP has partnered with JBS International to reduce morbidity and mortality associated with opioid overdoses and psychostimulant misuse in high-risk communities by strengthening the organizational and infrastructural capacity of multi- sector consortia. As a partner in this project, the WICHE BHP provides technical assistance to 57 rural planning and implementation opioid grantees and psychostimulant grantees funded for three years by the Health Resources and Services Administration.

**TOGETHER WITH VETERANS – RURAL VETERAN SUICIDE PREVENTION:** The WICHE BHP is collaborating with the Rocky Mountain Mental Illness Research, Education, and Clinical Center (MIRECC) to support the operations of Together With Veterans (TWV), a Veteran suicide prevention program for rural communities. The program became operational in FY 2019, with four initial sites (two in Colorado, one in Montana, and one in North Carolina). Since then, the TWV program has been implemented in 38 rural communities, with 25 of those communities having completed their three-year commitment to the program. The TWV program sites are located in rural communities throughout the country, stretching from as far east as New Hampshire and as far west as the U.S. Territory of Guam.



**SANFORD HEALTH PSYCHOLOGY INTERNSHIP CONSORTIUM (SH-PIC):** The WICHE BHP worked with the leadership of Sanford Health to help develop a psychology internship designed to provide a broad and culturally relevant training program to support the preparation and retention of doctoral-level psychologists in North Dakota and Minnesota. Sanford Health has an extensive national footprint and is a leading agency in advancing integrated health services (physical and behavioral). The internship development began primarily with Sanford's integrated health sites in North Dakota.

**SOUTH DAKOTA IMP(ACT) FIDELITY REVIEWS:** The WICHE BHP is continuing to assist the South Dakota Division of Behavioral Health to evaluate the fidelity of the evidence-based practice Assertive Community Treatment (ACT) at community behavioral health clinics in three locations in South Dakota. The WICHE BHP will also be working with the state to develop a fidelity review scale for forensics teams.

**SOUTH DAKOTA PSYCHOLOGY INTERNSHIP CONSORTIUM (SD-PIC):** The University of South Dakota contracted with the WICHE BHP to develop a psychology internship consortium. The WICHE BHP is working with the state to identify core partners for the internship, including the South Dakota Human Services Center in Yankton and other community-based partners. WICHE's work will extend from planning and development to supporting achieving accreditation of the internship program.

**UNIVERSITY OF WISCONSIN TECHNICAL ASSISTANCE:** The WICHE BHP is working in partnership with the University of Wisconsin through a Health Resources and Services Administration (HRSA) grant to provide education and training to graduate students, practitioners, educators, and trainers. These learning collaboratives will focus on the integration of substance use disorder and mental health prevention, treatment, and recovery in rural communities. The WICHE BHP will provide expert trainers for a series of six training sessions over 12 weeks, twice a year, for the next two years. Many expert trainers will be provided in conjunction with the ongoing work of WICHE's RCORP and MP ROTAC initiatives.

**UTAH PSYCHOLOGY INTERNSHIP CONSORTIUM (UT-PIC):** The WICHE BHP is working with partner agencies to develop the internship consortium's self-study to help ensure the program meets the American Psychological Association accreditation standards. The WICHE BHP will also provide technical assistance to the internship as needed by the training committee.

**WASHINGTON HEALTH CARE AUTHORITY DIGITAL BEHAVIORAL HEALTH PROJECT:** The Washington Health Care Authority (HCA) contracted with the WICHE BHP to assist the HCA Division of Behavioral Health and Rehabilitation's Prenatal Through 25 Program with implementing two legislative budget provisos. The provisos seek to identify digital



technicians), schools, libraries, etc., as well as to individuals who have been identified with serious mental health disorders for the purpose of having immediate access to mental health professionals to help deescalate a potential crisis situation. The BHA is interested in modeling its program after a similar program that was implemented by the State of Oklahoma.

#### **EXPANSION OF BEHAVIORAL HEALTH AIDE (BHA) MODEL IN PACIFIC JURISDICTIONS:**

The WICHE BHP is providing technical assistance to the Community Guidance Center in the CNMI to launch a pilot project implementing the BHA model of a local community behavioral health paraprofessional worker, modeled after the Alaska BHA program. Concurrently, the WICHE BHP is providing technical assistance to the Pacific Behavioral Health Coordinating Council (PBHCC) to establish a certification system for BHAs. Current funding has been provided to WICHE from the National Association of State Mental Health Program Directors (NASMHPD), and there is interest from the other Pacific Jurisdictions to expand this effort. The WICHE BHP is exploring funding sources to support such expansion.

#### **IMPROVING POLICY AND PRACTICE TO SUPPORT BEHAVIORAL HEALTH ON CAMPUS:**

The Policy unit will continue exploring ways to improve behavioral health in postsecondary education, building on a recently completed successful project. This work will likely focus on several potential approaches, including meeting future behavioral health workforce needs, building supportive state- and system-level networks to improve the distribution of promising approaches, and catalyzing the adoption of broad-based approaches to student health and wellness.

### **Potential Future Projects**

*Work that staff is considering pursuing:*

**MENTAL HEALTH NEEDS CLASSIFICATION SYSTEM:** The WICHE BHP is working with the newly formed Hawai'i Department of Corrections and Rehabilitation to explore the possibility of assisting the department in developing a classification system to accurately assess the mental health needs of the department's patient population. This project would be designed to improve the types and quantity of services the department provides to its incarcerated population.

**STUDENT WELLNESS AND MENTAL HEALTH:** The WICHE BHP continues to seek opportunities and funding to partner with the Policy and Analysis unit to support and improve college student wellness and mental health, to improve college completion and degree attainment for all students regardless of race, ethnicity, income, or mental health status.

*Previously considered projects that were proposed to be removed from the Workplan: None at this time.*

## Completed Projects

*Work that staff completed in FY 2024:*

### **AVONDALE ELEMENTARY SCHOOL DISTRICT REACCREDITATION TECHNICAL**

**ASSISTANCE:** The WICHE BHP supported Arizona's Avondale Elementary School District's reaccreditation of its Doctoral School Psychology Internship Program by providing technical assistance in its submission of a reaccreditation application to the American Psychological Association.

### **MOUNTAIN PLAINS MENTAL HEALTH TECHNOLOGY TRANSFER CENTER (MP-MHTTC):**

The MP-MHTTC was a six-year partnership between the WICHE BHP and the University of North Dakota to provide comprehensive training, resources, and technical assistance to mental health providers and other practitioners across six states. Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the center specialized in rural and frontier mental health in Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming.

### **NATIONAL ASSOCIATION OF STATE MENTAL HEALTH PROGRAM DIRECTORS**

**(NASMHPD) TECHNICAL ASSISTANCE:** The WICHE BHP was a subcontractor to NASMHPD on its Substance Abuse and Mental Health Services Administration (SAMHSA) Technical Assistance Coalition and Transformation Transfer Initiative. The BHP focused on implementing and expanding 988 crisis services in rural and frontier regions through a series of training and technical assistance sessions for providers across the country. Additionally, the BHP assisted the CNMI in developing a behavioral health aide certification program.

# COLLABORATIONS ACROSS UNITS

**Focus:** A/F Affordability & Finance   A/S Access & Success   W/S Workforce & Society   I Innovation   V/A Value & Accountability

Project	Focus	Units	Activity Category	Partners
A Hole in State Policy: Alternative Providers in Postsecondary Education	A/S, W/S, I, V/A	Policy Analysis and Research, WCET	Projects and Initiatives	The Policy unit will work with WCET to consider appropriate frameworks to address the rise of alternative credentials in postsecondary education. This work will help ensure that WICHE states and Pacific Island jurisdictions can take advantage of legitimately innovative and disruptive ideas while also protecting students from the predatory practices of substandard providers.
Cybersecurity Training for Senior Nontechnical Leaders	I	Policy Analysis and Research, WCET	Projects and Initiatives (DHS-funded and seeking funding)	The work entails interplay between WICHE's cyber fellow (under WCET) and Policy Analysis and Research staff. The WICHE President is working with the units to develop a sustainability plan.
Evolving Higher Education Policy Issues	A/S, I	WCET, Policy Analysis and Research	Projects and Initiatives (variously funded)	Through WCET's <i>Frontiers</i> blog and other avenues, these units contribute to the field by engaging on emerging issues on which WICHE has policy and research insights and context. This often leads to collaboration or co-publication in areas that have ranged from state authorization of distance learning to changes in IPEDS outcome measures data with implications for attainment metrics.
Improving Policy and Practice to Support Behavioral Health on Campus	A/S, W/S	Policy Analysis and Research, Behavioral Health Program	Projects and Initiatives (variously funded)	This prospective convening of state policymakers, institutions, and other stakeholders would take advantage of the Policy unit and Behavioral Health Program expertise alike to identify policy and practice gaps related to campus behavioral health services and systems.