

VII. STANDING COMMITTEES

A. Academic and Student Affairs

Guiding Principles for Tuition Setting

For information only.

Regent Frances Youn will lead a discussion featuring comments by students on tuition setting.

Guiding Principles for Tuition Setting:
"The Triple T's"



Accountability.

Quality.

Affordability.

Students

Predictability.

Accessibility.

Transparency

Strategic
Investments.

Team Identity

Trust



Transparency



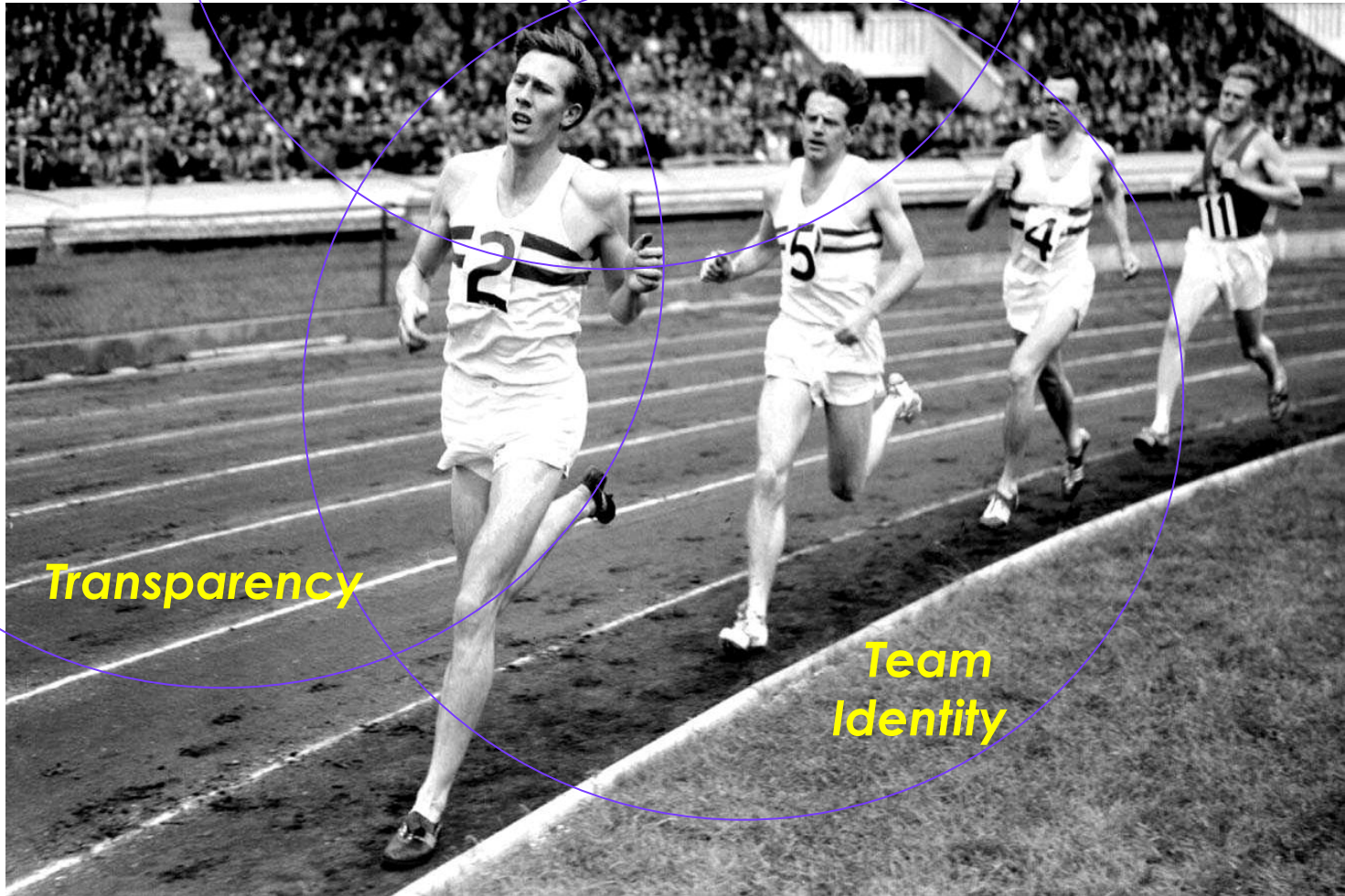


Team Identity

Board of Regents



Trust



Transparency

**Team
Identity**

The University of Washington's “4 minute mile”



Guiding F



Jennifer Wiley

Principal, Franklin High School, Seattle Public Schools

Trust

Team Identity



Jennifer Wiley

Principal, Franklin High School, Seattle Public Schools

Education

- Doctoral degree in educational leadership and policy studies, University of Washington
- Master's degree in educational leadership and policy studies, University of Washington
- Bachelor's degree in music education, the Conservatory of Music, University of the Pacific in Stockton, Calif.

Career path

- Music and math teacher, Hayward CA
- Assistant principal, Shorewood High School, Shoreline WA
- Principal, Summit K-12, Seattle WA
- Principal, Franklin High School, Seattle WA

Research

Her doctoral research examined the unique challenges and opportunities for school leaders and children in township schools in post-apartheid South Africa.

Background

Born in Spokane, Wash., Jennifer attended Catholic schools on a scholarship and was the first in her family to go to college. In high school, she swam and ran track and played softball, basketball and soccer. She began music lessons at age five and studied music and applied/math physics in college. For the last eight years, she has been principal at Franklin High School in Seattle's South End.

About Franklin High School

- 96 percent of Franklin’s students are students of color.
- 69 percent of all students qualify for free and reduced lunches.
- 88 percent of Franklin’s 2009 senior class reported that they were going to four-year or two-year colleges.
- The school — which turns 100 next year — is steeped in history and boasts a roster of famous alumni from Chicago Cub Ron Santo to musician Kenny G to former Gov. Gary Locke to baseball great Fred Hutchinson.

Turning point

Jennifer had been teaching in California for five years when she weighed whether to continue in education or pursue a career in civil rights law as a result of experiencing first-hand the disparate education opportunities that students in urban centers often experience. She was studying for the LSAT when she interviewed for the UW College of Education’s Danforth Educational Leadership Program, an intensive one-year program that trains principals and administrators. After much consideration, she realized she could make the most direct impact on educational inequities by working directly with young people.

On why she chose the UW for graduate study

“The UW school of education has a clear social justice agenda. Other public institutions I looked at did not have the courage to explicitly address the moral endeavor of public education. UW staff created a sense of urgency about the direct link between a healthy and representative democracy and public education like no other.” As the beneficiary of a private school education, she wanted to replicate the rigor and power of that educational model in a public school to ensure that every child in any school can secure the future of his or her dreams irrespective of race or class or other historical barriers.

Her story

At the Franklin High School graduation ceremonies in 2009, the principal wore purple. When she rose to address the 259 graduating seniors, she assured them she was not wearing the purple of Franklin’s rival high school. She was wearing Husky purple because she, too, had graduated that very weekend with her doctorate in education from the University of Washington.

She wanted to show her students that if she could be the first in her family to go to college and ultimately earn her doctorate, so could they. Like her students, Jennifer Wiley has traveled a long, challenging road to where she is.

“A public school can be every bit as powerful and potent as a private school but without the second-class citizenry,” she said. “When students come across the threshold of a schoolhouse, all things are possible. Good education should never be left to chance for our young people. We ought to make it a national priority to secure the very best experiences for every child in the U.S.”

Jennifer readily admits that not all of Franklin’s students will go to college, and that it’s not necessarily the right choice for everyone. But, she wants to make sure that every student who graduates has the choice.