

Committee for Student Support and Committee for Academic Affairs & Policy

- The Committee for Student Support addresses issues related to student support services including programs that improve student outreach and support.
- The Committee for Academic Affairs and Policy addresses issues related to academic policy.

Committee Members

Vi Boyer (ICW) Violet@icwashington.org
 Linda Drake (SBE) linda.drake@k12.wa.us
 Cody Eccles (COP) ceccles@cop.wsu.edu
 Julie Garver (COP) jgarver@cop.wsu.edu
 Nova Gattman (WTB) nova.gattman@wtb.wa.gov
 Elissa Goss (WSA) ed@wastudents.org
 Joe Holliday (SBCTC) jholliday@sbctc.edu
 Dan Newell (OSPI) dan.newell@k12.wa.us
 Jan Yoshiwara (SBCTC) jyoshiwara@sbctc.edu

Scheduled Meeting Times

Wednesday March 30 – 8:30 to 11:30 am

Proposed meetings dates:

Thursday May 19

Wednesday July 6

Wednesday September 14

WSAC Members

Council: Ray Lawton, Susana Reyes, Jeff Charbonneau, Gil Mendoza, Eric Pattison
Staff: Weiya Liang, Rachelle Sharpe, Randy Spaulding

Agenda

Work Plan 2016 – Developing the Strategic Action Plan for 2017-19 (8:30 – 8:45)

- SAP Recommendations December 2016
 - Recommendations should be based on Roadmap progress report data
 - Development should incorporate current work as appropriate
 - Recommendations should propose state-level strategies to support student success

Opportunity Gap (8:45 – 9:45)

- Roadmap Progress Report (handout)
 - High school graduation rates slowly increasing
 - Yet opportunity gaps continue to be wide
 - In 2013, 76% graduation rate with 62% enrollment (which means 47% of 9th graders enroll)
 - For low-income, 65% graduation rate and 49% enrollment (32% of 9th graders in college) and similar gaps for students of color
 - Recent legislation examples
 - EOGOAC addresses issue in K12; HB 1999 streamlines supports for foster youth

- Need successful strategies that support school partnerships; target student transitions; enhance information and awareness; leverage statewide programs
 - Encourage low-income students to attend
 - Support student preparation
 - Focus on completion
- 1. How will McCleary address the Opportunity GAP in K12?
- 2. How will GATE and district level initiatives continue to support increased graduation rates, especially for underserved students?
- 3. What initiatives should WSAC propose or endorse to address the following critical areas for underserved students:
 - Preparedness?
 - Information and awareness?
 - Postsecondary completion?

Adult Re-Engagement (10:00 – 11:00)

- Former students with some college experience
 - Background and broad categories of recommendations
 - Marketing (could address all adults)
 - Student identification
 - Incentives
 - Financial incentives and supports
 - Delivery options
 - Retention support services
- 1. What strategies will maximize the number of students earning credentials?
- 2. What strategies will support students harder to reach?
- 3. What strategies leverage existing strengths in our system?
- 4. Which strategies would benefit the most from state-level policy or fiscal support?
- Adults without high school or equivalent
 - Competency Assessment - Decline in numbers of test takers and successful completions for GED
 - Support for Adult Basic Education students including transitions
- 1. What actions could address the decline in the number of GED test takers and increased difficulty of the assessment?
 - a. Should Alternative Assessments be considered?
 - b. Would funding Basic Education for Adults differently address this population?
- 2. Do high school completion programs need to be expanded – do we have a capacity problem or do we just need to get more students into existing programs?

3. Beyond existing programs what other efforts would help more people complete a high school credential? Should any marketing for adults incorporate this area?
4. What efforts could be expanded to support ABE students and transition to credit programs?

Other Areas (11:00 – 11:15)

- Teacher and counselor shortage
- STEM/Employer Needs
- Alternative pathways (3-Year Degree, CTC Bachelors, reverse transfer)

Next Steps (11:15 – 11:30)

Roadmap Action Items

1. Increase support for all current and prospective students.
2. Increase awareness of postsecondary opportunities.
3. Encourage adults to earn a postsecondary credential.
4. Ensure all high school graduates are career and college ready.
5. Streamline and expand dual-credit and dual-enrollment programs.
6. Leverage technology to improve student outcomes.
7. Make college affordable.
8. Ensure cost is not a barrier for low-income students.
9. Help students and families save for postsecondary education.
10. Respond to student, employer, and community needs.
11. Align postsecondary programs with employment opportunities.
12. Provide greater access to work-based learning opportunities.

Committee Meeting	Council Meeting	2016 Strategic Action Plan Task
March 30		<ul style="list-style-type: none"> • Identify broad strategies
	April 13 (Renton)	<ul style="list-style-type: none"> • Reviews process and timeline for developing 2016 Strategic Action Plan (SAP) • Approves major strategies for SAP development
May 19		<ul style="list-style-type: none"> • Develop menu of specific recommendations
	June 15 (Walla Walla)	<ul style="list-style-type: none"> • Assesses recommendations and provides feedback
July 6		<ul style="list-style-type: none"> • Refine recommendations for prioritization
	August 17 (Cheney)	<ul style="list-style-type: none"> • Prioritizes items for inclusion in the SAP • Agency request legislation and budget proposals reviewed
September 14		<ul style="list-style-type: none"> • Incorporate and endorse other Roadmap related proposals • Review draft SAP and provide feedback
	October 12 (TBA)	<ul style="list-style-type: none"> • Draft SAP plan presented and Council provides guidance for final
	November 9 (TBA)	<ul style="list-style-type: none"> • Council members adopt Strategic Action Plan

Principles for Adult Completion Selection

- Commitment to building partnerships with stakeholders that supports adult re-engagement with a common plan for action to significantly increase degree attainment.
- Identify successful interventions that can be scaled and address system wide needs.
- Partner with institutions to implement outreach and support systems to re-engage adult learners
- Ensure strategies address services to under-represented students.
- Select interventions that support students at critical stages in their educational pathway.
- Develop approaches that engage cross-sector and community entities.

	Target	Description	Model	Examples
ADULT RE-ENGAGEMENT (SOME COLLEGE)	<i>Student Identification</i>	Leverage the use of technology through private partnerships to provide new support systems that inform adult learners on higher education opportunities, identify programs that will help build new skills in the workforce, or complete a long-term goal of completing their degrees.	<ul style="list-style-type: none"> • Statewide identification • Institution Level identification 	<ul style="list-style-type: none"> • Tennessee Reconnectⁱ • Project Win-Winⁱⁱ • The Rapid Completion Programⁱⁱⁱ
	<i>Marketing, Awareness, and Outreach</i>	Building on the network of projects that yield solid outcomes, target the use of electronic communication and digital approaches to conduct direct outreach of adult students.	<ul style="list-style-type: none"> • Statewide • Digital Marketing 	<ul style="list-style-type: none"> • GradTX^{iv} • Tennessee Reconnect • Ivy Tech Community College (Indiana) • Minnesota State Colleges and Universities • Partner and data matching with National Student Clearinghouse (narrows the search and is more cost-effective).

	Target	Description	Model	Examples
	<i>Incentives</i>	Create financial incentives to help students complete faster and/or provide greater access.	<ul style="list-style-type: none"> • Employer Incentive programs • Institutional / State Incentives • Student / Individual Incentives 	<ul style="list-style-type: none"> • Lifetime Learning Accounts • Educational Opportunity Grant • Free to Finish • Fifth year promise • Targeting students who are near completion of high labor market certificates
	<i>Delivery</i>	Develop new pathways that provide adult students ease of college access, removes barriers and increases progress toward degree completion	<ul style="list-style-type: none"> • Prior Learning Assessment • Competency Based • Course Scheduling • Online • Reverse Transfer 	<ul style="list-style-type: none"> • GradTX • University of Wisconsin Flexible Option^v • Parachute Degrees^{vi} • Performance-based funding or outcomes-based funding
	<i>Support Services for Adult Students</i>	Intentional student support strategies designed to meet the needs of adult and returning students.	<ul style="list-style-type: none"> • Child Care • Affinity Centers / Groups • Intensive / Intrusive Advising • Early Warning Systems • Academic Support • Increase in tracking of academic progress 	<ul style="list-style-type: none"> • WGU – intrusive advising model^{vii} • Team advising (“one-stop shop”) • Veterans, underrepresented students • On campus resources and referrals to community resources

	Target	Description	Model	Examples
HIGH SCHOOL DIPLOMA OR EQUIVALENT	Competency Assessment	The High School Equivalency certificate through competency testing Includes subject tests to assess high school level skills and knowledge in key subject areas	<ul style="list-style-type: none"> • Include supporting learning tools and supports. • Increase access to Basic Education for Adults 	<ul style="list-style-type: none"> • General Educational Development Tests (GED Testing Service) • High School Equivalency Test (HiSET; ETS) • Test Assessing Secondary Completion (TASC)
	High School Program Completion	Dropout recovery and re-engagement Programs targeted to younger adults Designed for older and returning students	<ul style="list-style-type: none"> • Dropout recovery programs^{viii} • Technical high school programs^{ix} • High school completion programs^{xi} 	<ul style="list-style-type: none"> • OSPI Open Doors Youth Reengagement programs^x • High School 21+^{xii}

ⁱ **Tennessee Reconnect:** a model that utilizes a software portal that simplifies information on readmission, provides resources and tools that assist students with programs that best their needs and career goals.

ⁱⁱ **Project Win-Win** - identify and find (a) former students with no degree who actually qualified to receive an Associate’s degree, and to have those degrees awarded retroactively, and (b) former students with no degree but whose records indicate they are within striking distance (9-12 credits) of an Associate’s, and persuade them to return to school to finish up. <http://www.adultcollegecompletion.org/content/project-win-win>

ⁱⁱⁱ **The Rapid Completion Program** - The MNSCU is creating the RAPID Completion Program, which will increase reenrollment, degree progress and degree completion among prior system students lacking degrees. <http://www.adultcollegecompletion.org/content/rapid-completion-program>

^{iv} **GradTX** - All Grad TX participating institutions offer bachelor degree completion programs that meet your unique needs and take advantage of the coursework and/or work experience you’ve already earned. Bachelor degree completion programs are specifically designed for students who have done some coursework in the past, but whose credits may not be applicable to a traditional bachelor of arts or bachelor of science degree. Degree completion programs give useable credit for a wider range of courses than traditional degrees, meaning that you won’t have to begin your studies over again or lose credit for work you’ve already done.

^v **University of Wisconsin Flexible Option** - The University of Wisconsin System has designed the first system-wide competency based education program. The academic development is being done by the UW System’s current faculty, and the academic degrees and certificates offered through the Flexible Option are offered by UW institutions.

^{vi} In analyzing data of students who dropped out after completing all credits required for a degree South Dakota officials noted that students appeared to have difficulty completing internships, practicum exams, and other final requirements. To address this issue the South Dakota system has instituted “parachute degrees” where students can apply their earned credits to a more general program and quickly earn a degree

^{vii} **WGU Student Mentors:** Student Mentors: regularly scheduled academic progress conversations weekly and active involvement in other aspects of the student’s academic career. The Student Mentor guides the student through the overall program and offers coaching, direction, and practical advice.

^{viii} **Dropout recovery programs:** These programs are set up locally at high schools and are designed to help students get reengaged and caught up in credits so they can graduate with their class peers. These programs each have their own unique name, for example, etc. Students earn a high school diploma from their high school.

^{ix} **Technical high school programs:** These are high schools located on specific technical college campuses. Students are either referred by their high school or students ask their high school to sign a release form so they can attend a technical high school. Students earn a high school diploma awarded by the technical high school.

^x **OSPI Open Doors Youth Reengagement programs:** Commonly referred to as “Open Doors”, these partnership programs are set up with a school district and a qualifying organization to offer academic instruction and additional services to students ages 16-21 who have dropped out of school or will not graduate by the age of 21. Students earn a high school diploma from their high school.

<http://www.k12.wa.us/GATE/SupportingStudents/StudentRetrieval.aspx>

^{xi} **High school completion programs:** These programs generally serve adult students who want to earn their high school diploma as opposed to a GED credential; students can take both high school and college level courses to complete their requirements. Students earn a high school diploma from the community or technical college.

^{xii} **HS 21+ programs:** HS 21+ is for adult learners (21 and older) who do not have a high school equivalency certificate or high school diploma. In light of new federal financial aid rules, HS 21+ expands the high school completion options currently offered by community and technical colleges with a comprehensive, competency-based approach tailored to adult learning styles.

2016 Strategic Action Plan – Recommendations to Improve Student Success

- Identify successful interventions that attempt system wide student support approaches or community, regional efforts.
- Ensure services address services to under-represented students.
- Select interventions that support students at critical stages in their educational pathway.
- Develop approaches that engage cross-sector and community entities.

	Target	Description	Model	Examples
SUPPORT K-12 ACTIVITIES	<i>Early Awareness and Readiness Intervention</i>	Create opportunities for college students to serve as mentors in middle and high schools not served by support programs targeting services to students most at-risk of academic success.	<ul style="list-style-type: none"> • Competitive grant applications to higher education institutions or non-profit organizations. • Using AmeriCorps/ National College Corps volunteers to support college preparation and application processes. 	<ul style="list-style-type: none"> • Compass to Campus (WWU – 400 students in 29 schools) • UW Dream Project (in 16 high schools) • Summer Bridge programs by Upward Bound, GEAR UP and campus initiatives • GEAR UP in 72 districts (32,000 students) • CSF College Preparatory Advisors
	<i>Enhanced counseling</i>	Expand student counseling to support college aspirations, planning, engagement, career exploration, affordability planning, and applications.	<ul style="list-style-type: none"> • Infuse existing student advising curricula statewide. 	<ul style="list-style-type: none"> • SREB, CSF, GEAR UP
	<i>Preparation</i>	Address inequities in access to dual credit options (AP, IB, RS, CHS, etc.).		
	<i>Summer Bridge</i>	Provide summer bridge programs to disadvantaged youth, and incoming freshmen.	<ul style="list-style-type: none"> • Provide on-campus instructional and residential experience to prepare students to transition to the first year. • Provide early first year experiences 	<ul style="list-style-type: none"> • CSF Make it Happen • Upward Bound • CWU & Chelan District • GEAR UP summer camps

	Target	Description	Model	Examples
ACROSS SECTORS & TRANSITIONS	<i>Collective Impact</i>	Develop regional approaches to forge and nourish local partnerships to leverage existing collaborative efforts and nurture the growth of new zones to include education, non-profits/business and civic/municipality partnerships.	<ul style="list-style-type: none"> Led or co-led by k-12, non-profit, higher education institution and community leaders. Include Open Doors, Jobs for the Future and other initiatives being implemented in each region. 	<ul style="list-style-type: none"> CCER TCSN Northwest Futures Rural Alliance WCAN
	<i>College Bound Support</i>	The College Bound Scholarship program is transformational in changing the landscape for college access in Washington. The students need support services in order to succeed through academic preparation, social support and college knowledge.	<ul style="list-style-type: none"> Provide systematic support to those who signed up for the College Bound Scholarship from 7th grade till college graduation. 	<ul style="list-style-type: none"> WSAC College Bound infrastructure CSF outreach and FAFSA support
POST SECONDARY ACTIVITIES	<i>Completion Support</i>	Provide proven retention support to students most at-risk for completion.	<ul style="list-style-type: none"> Expand TRiO SSS like services on campuses (now 22). 	<ul style="list-style-type: none"> TRiO Student Support Services CAMP programs
	<i>Academic Supports</i>	<p>Provide intensive advising services to support student's progress toward their educational plan.</p> <p>Consider first-year transition programs; incentives for full-time; support in gateway courses; contextualized learning; math alignment.</p>	<ul style="list-style-type: none"> Guided Pathways pilot program in the community and technical colleges. 	

THE ROADMAP

2015 UPDATE ON WASHINGTON STATE'S ATTAINMENT GOALS

WASHINGTON'S GOALS FOR 2023:

BUT IN 2013:



of adults* will have a high school diploma or equivalent.



of adults had a high school diploma or equivalent.



of adults will need a postsecondary credential or degree.



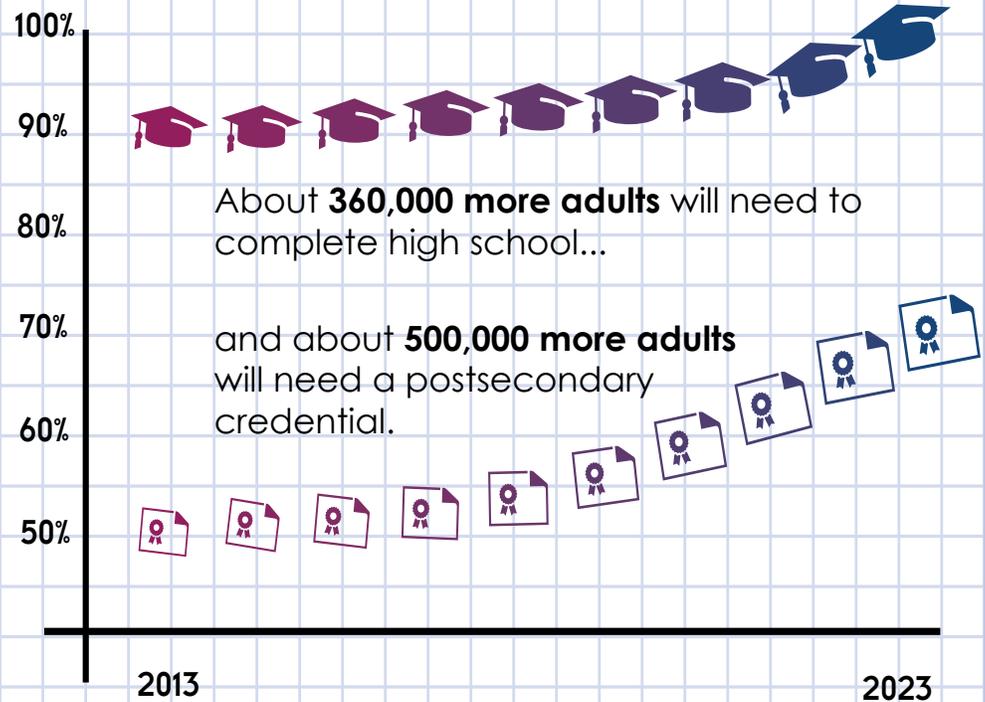
of adults had a postsecondary credential or degree.

Both high school and postsecondary attainment levels increased only one percentage point between 2011 and 2013.

*Throughout this document, the term *adults* refers to those aged 25–44, unless noted otherwise.

Overall attainment gains are inadequate to meet the state's goals by 2023.

To keep pace with population growth and workforce demand:



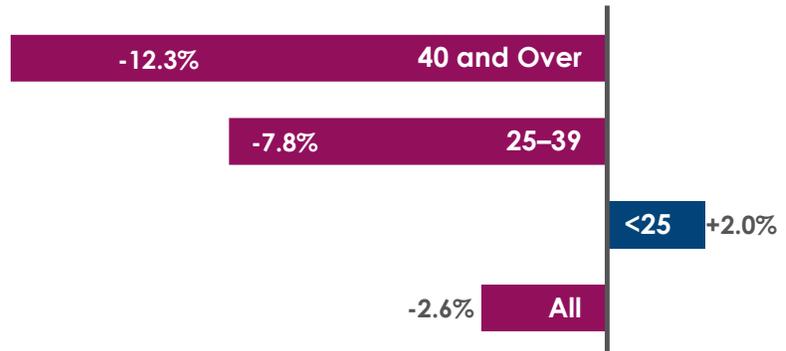
A business-as-usual approach will not meet the needs of Washington's growing and dynamic economy.

Success depends on serving populations we have not adequately reached within our education system.

Roughly 700,000 Washington adults aged 17–54 have earned some college credit, but haven't completed a degree.

- Two out of three of these adults have a year or more of college credit, but don't have a degree.
- Earnings remain stagnant until workers earn their associate degree.
- Enrollments of students aged 25 years and older declined by almost 14,000 during the reporting period.

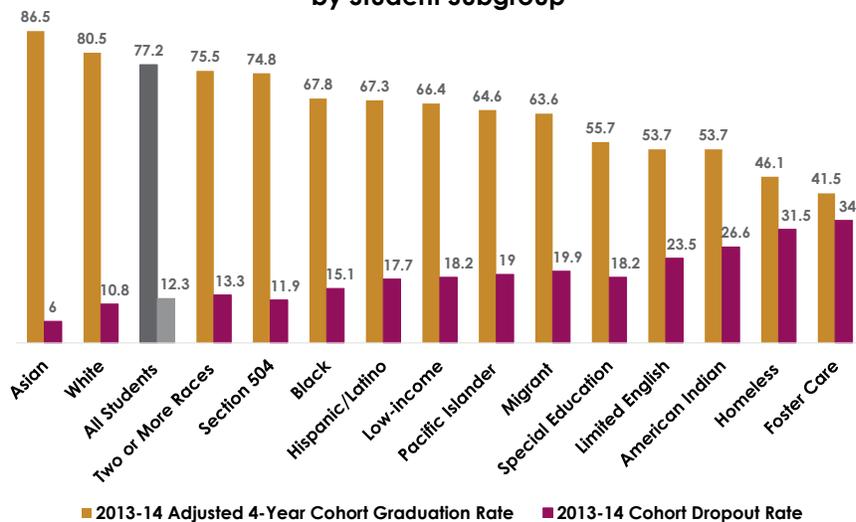
Percent Change in Enrollment by Age Group From 2011 to fall 2013



The fastest growing student populations are historically underserved in K-12 and underrepresented in higher education.

- Although Hispanic/Latinos are about 13% of Washington's adult population, they are almost 50% of the adult population that hasn't completed high school.
- African Americans are 4% of Washington's adult population, but they account for only 2.8% of adults with an associate degree or higher.

2013-14 Four-Year Adjusted Cohort Graduation and Dropout Rates by Student Subgroup



Stay tuned.

The Council will submit the 2016 Strategic Action Plan, proposing resources and strategies needed to increase educational attainment in December 2016. Find the Council's 2016 legislative priorities at wsac.wa.gov/legislative-work. **Read the complete 2015 Roadmap report at wsac.wa.gov/2015-roadmap-update.**

CAAP/CSS Committee Meeting: March 30, 2016

Meeting Notes

Present: Vi Boyer – ICW; Cody Eccles – COP; Julie Garver – COP; Joe Holliday – SBCTC; Ray Lawton – ICW/Council; Gil Mendoza – OSPI/Council; Dan Newell – OSPI; Marina Parr – WTECB; Susana Reyes – Mead SD/Council; Jan Yoshiwara – SBCTC

Rachelle, Marc, Maddy, Randy, Jim

Discussion regarding process and timeline for Strategic Action Plan 2016

Part 1: Opportunity Gap Discussion

- High school graduation rates steadily increasing... gaps continue
 - 76% compared to 65% and 62% enrollment compared to 49% when you apply the enrollment to the adjusted 9th grade cohort it's less than half overall and 1/3 of low-income
- Students who are from low-income families face unique challenges
 - Children in the top fifth of the income distribution have twice as much of a chance of becoming middle class or better than those in the bottom fifth
 - Financial aid is an important strategy – so that students can finance their education – but it is not enough
 - Students need high quality information early
 - They need to prepare academically
 - They need to be encouraged so they can believe that they can pursue any career they would like
 - And they need to persist and maintain momentum once they enroll – enroll full-time, continuously to complete their program
 - Of course preparation and completion are inextricably linked
 - Incentives for preparation are effective – even with the 2.0 GPA CBS could be leveraged here
 - While access has improved, students of color, first-generation and low-income students experience higher debt and time-to-degree levels and lower attainment
- Legislative proposals addressed opportunity gaps
 - EOGOAC bill passed HB1541: Strategies to ensure there is no loss of instructional time, improving data collection and reporting.
 - House Bill 1999: Foster youth: Improving educational outcomes for Foster Youth; streamlining services and data.
- See Table: “Recommendations to Improve Student Success”
 1. **Support in K-12:** Early awareness and readiness intervention, enhanced counseling, preparation, summer bridge.
 2. **Across Sectors and Transitions:** Collective Impact, and College Bound Support.
 3. **Postsecondary Activities:** Completion support and academic supports.

- Preparation (academic, course taking, streamlined pathways, access to dual credit opportunities, after school tutoring, summer, community college and local high school partnerships, collective impact, building on WA College Access network – Tacoma, mirror in other regions of the state)
- Completion: A comprehensive approach to postsecondary completion (need-based financial aid, college-ready students, making sure first generation college students are recruited and well-prepared /correlation in increased demand for well-prepared, high-achieving students who are low-income to receive a net price mailer – related initiative under way, last strategic action plan – enhancing TRIO-like services, targeted support to students who are first generation, low-income, summer melt addressed through summer bridge programs, student satisfaction)
- Incentive for students to attend full-time, can be controversial – incentive to take 15 credit vs lower number, contextualized learning, whole programs of study, just-in-time intrusive advising
- Include Senior year bridge courses (under Preparation for college)
- What will be the reaction of the court to this Legislative session related to McCleary?
 - Full funding was not provided – the courts may respond. There is a continuum of risk. We need to decrease the teacher/student ratio.
- How will GATE and other initiatives support graduation rates for underserved students?
 - Districts with high graduation rates are sharing their safety, test scores, graduation rates, graduation specialists, discipline approaches, etc. with the 9 ESDs
 - ESSA provides a clear plan to balance high standards and accountability.
- Discussion of Recommendations
 - How do we identify best practices and entice local school districts to incorporate those practices?
 - How do we engage cities such as Tacoma in improving attainment and collective impact work.
 - Engage parents, business people, students and families. This happens in almost every area where they are doing it well.
 - Include the High School and Beyond Plan under guidance and counseling.
 - Emphasize the importance of TRiO-like programs. Flexible drop-in times, consistent support not just in one year, multicultural advisors.
- Next Steps
 - WSAC will bring forward recommendations and will also endorse recommendations from others such as OSPI, COP, SBCTC and others.
 - Work with a K12 and a Postsecondary group between meetings.

Part 2: Adult Re-Engagement

Two Key action areas aligned to the goals.

1. Re-engage adult students in high school (or equivalent) completion programs
2. Engage / Re-engage adult students in postsecondary education programs.

- Engage Adult Students in Postsecondary Programs with a focus on Former students with some college experience. Key finding of Roadmap update:
 - engagement of “traditional” 18-24 year old students is not enough to meet the desired benchmarks,
 - Some College / No Degree population stands to provide the most significant gain towards the 70 percent postsecondary goal.
 - Washington State, adults with some college and no degree account for more than 700,000 individuals, roughly 20% of the state’s total population.
 - two-thirds have completed more than one year’s worth of college credit
 - 70% earn less than a living wage
 - 40% have student loan debt
- See chart – Adult Completion
 - Background and broad categories of recommendations
 - Marketing (could address all adults)
 - Student identification
 - Financial incentives and supports
 - Delivery options
 - Retention support services
- Discussion:
 - Need to focus on older returning student – age 25-44 based on ERDC data and Roadmap update.
 - During good economic times adult students go back to work – that’s a positive but those students will need a credentials when times turn tough again.
 - Need to be strategic about investments.
 - Include information on the good work occurring in Washington rather than focusing on work in other states.
 - Lots of good work is occurring in WA and reflected in the asset map developed in support of the Roadmap update
(<http://wsac.wa.gov/sites/default/files/2015.Asset.Map.xlsx>).
 - Discussion of a central clearinghouse model to connect prospective students to opportunities, perhaps leveraging Career Bridge, was discussed.
 - Lots of energy around creation of an inventory of programs and clearinghouse
 - SBCTC Career Pathways initiative. This grant funded initiative uses decision science concepts to direct students to courses most closely related to their educational and career goals. By using these meta-majors students will choose courses that move them most efficiently toward their degree. The program will be rolled out at 5 colleges per year over the next several years.
 - Advising related:
 - Support institutional and system requests. Look at developing tools like tracking systems, early alerts and collecting data to identify places where students get stuck.

- Students need other supports as well, Childcare for example. Can we look at ways to better leverage other agencies / funding streams. Can we provide it as a core service like other services on campus (veteran's, financial aid, etc).
- Adults without high school or equivalent
 - Although Hispanic/Latino adults make up approximately 13.4 percent of the population ages 25–44, they make up nearly half the portion of this age group that has not completed high school or equivalent.
 - The total number of alternate credentials increased between 2012 and 2013, then declined sharply in 2014.
 - Increase in diplomas from community colleges
 - Sharp decline in GED (due both to fewer test takers and lower pass rate).
 - The majority of those who complete alternative high school credentials are adults.
 - Competency Assessment - Decline in numbers of test takers and successful completions for GED
 - Support for Adult Basic Education students including transitions
- It was noted that WA GED pass rate is above national average and that we have additional pathway (High School 21+) that is growing and students really like.

Other Areas (11:00 – 11:15)

- Other Roadmap related items:
 - Teacher/ counselor shortage - More than just beefing up current projects (pipeline, salary, professional development). It can't just sit in one sector – could be a really important role for the Student Achievement Council to play.
 - STEM / Employer Needs – most jobs in WA are non-STEM so we need to be sure we look at all jobs.
 - Alternative pathways (3-year degree – budget proviso, CTC Bachelors, reverse transfer)
 - Potential for endorsing Workforce Board work or requests around the Lighthouse project, and work-based learning.