

# THE ROADMAP

2015 UPDATE ON WASHINGTON STATE'S ATTAINMENT GOALS

## 2015 Roadmap Update

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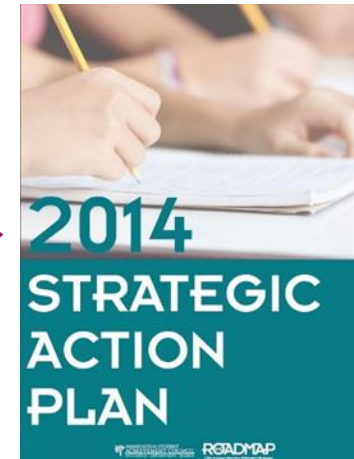
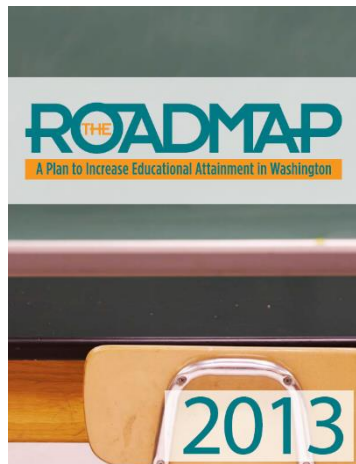
Senate Higher Education Committee

January 14, 2016



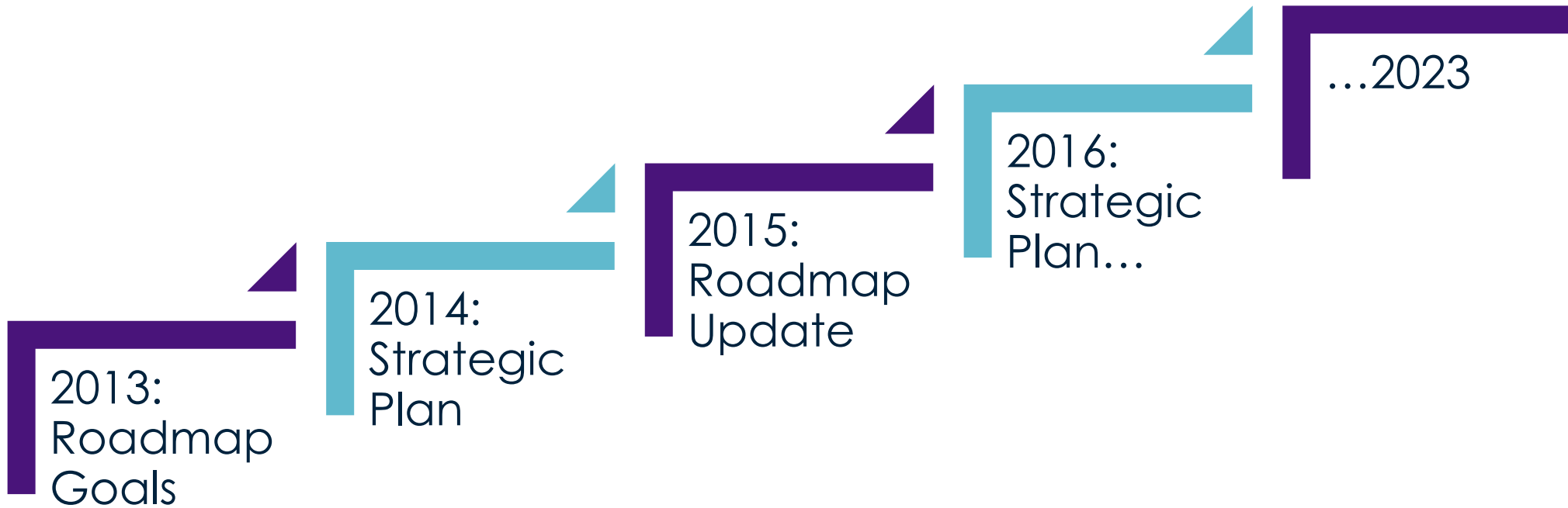
# The Roadmap and the Strategic Action Plan

Aligned with the biennial budget and policy cycles, the Council updates the Roadmap in odd numbered years and creates a short-term strategic action plan in even-numbered years to identify strategies and priorities for meeting the state's attainment goals (RCW 28B.77.020).





# Annual Roadmap Work



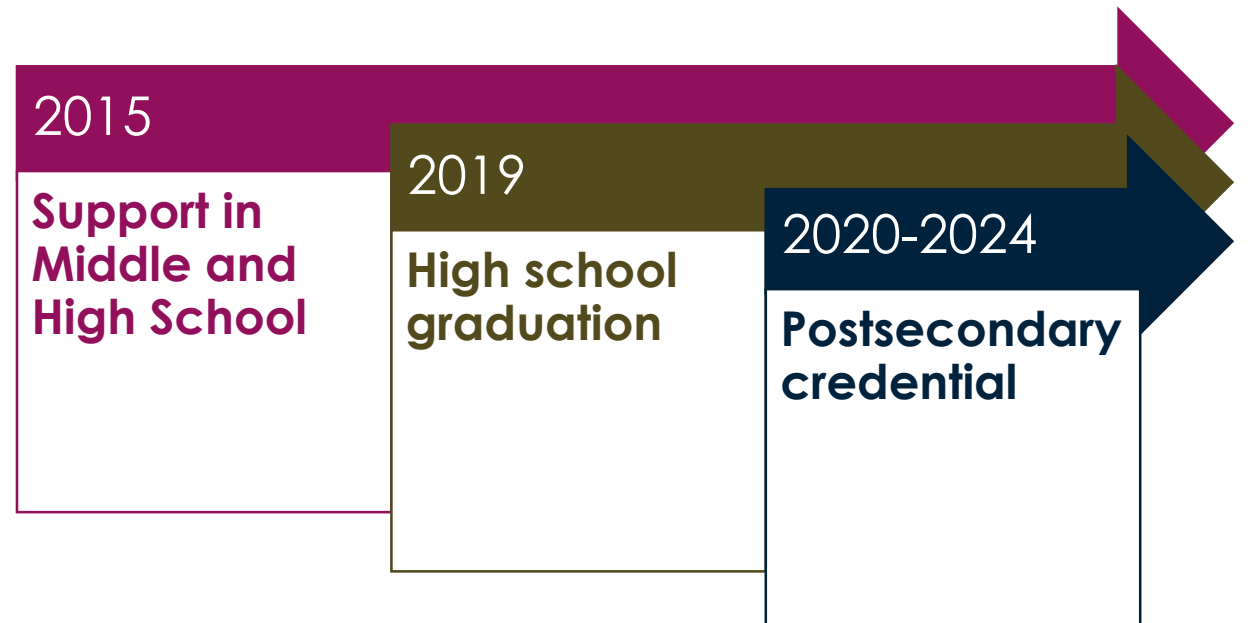


# Increasing attainment is a long-term effort

By 2023:

- All adults ages 25-44 in Washington will have a high school diploma or equivalent.
- At least 70% of adults ages 25-44 in Washington will have a postsecondary credential.

## Attainment Timeline





# Development: Technical Workgroup

WSAC's Technical Work Group to develop the measures and indicators for the purposes of the 2015 Roadmap Update included the following members:

- OSPI – Deb Came
- SBCTC – Jan Yoshiwara, David Prince
- COP – Paul Francis, Jane Sherman, Julie Garver, Cody Eccles
- ICW – Vi Boyer, Chad Bennett
- ERDC – Jim Schmidt, Melissa Beard.



# Background Research and Companion Products

## Roadmap Update Issue Briefs

- Factors Influencing High School Graduation
- Postsecondary Success

## Roadmap Data Tables

## 2015 Asset Map

**A Sampling of Current Statewide or Systemwide Strategies and**

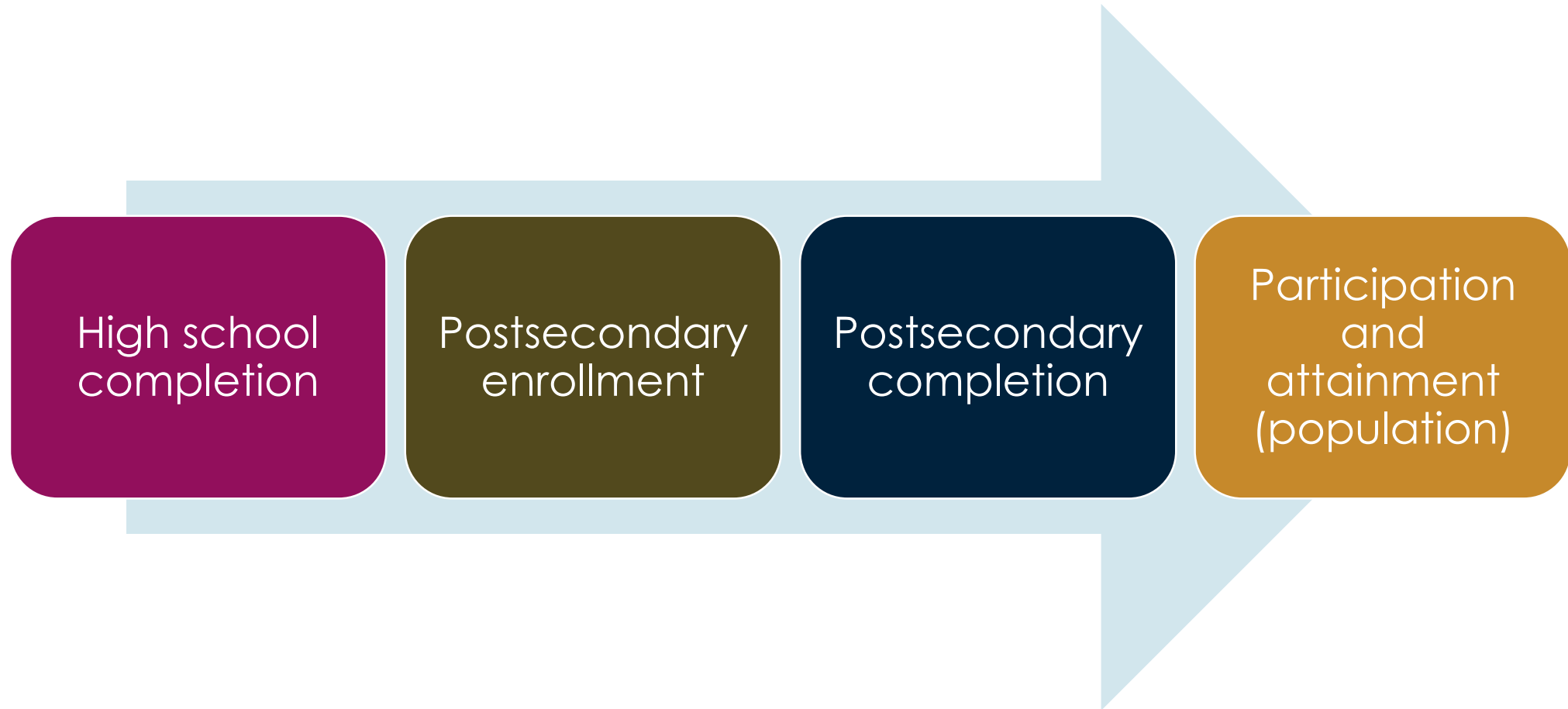
Strategy or policy	Student population	
Major Related Program (MRP)	General	A new Associate in Arts Nursing Direct Transfer Agreement college that prepares students for licensure with a path to a baccalaureate degree.
Major Related Program (MRP)	General	A new Associate in Computer Science Direct Transfer Agreement college that prepares students for licensure with a path to a baccalaureate degree. Two- and four-year colleges will continue to offer science programs.
Major Related Program (MRP)	General	A new Associate in Fine Arts Direct Transfer Agreement college that prepares students for licensure with a path to a baccalaureate degree. Music programs, reducing the number of baccalaureate institutions' music programs, reducing the number of baccalaureate institutions' music programs, reducing the number of baccalaureate institutions' music programs.
Open Education Resources (OER)	General	Online, openly-licensed materials and curricula can be developed by faculty by allowing for more frequent updating of content, licensed, free-for-use-by-anyone curricula and low (less) cost designed for face-to-face, hybrid, and/or online delivery.
Opportunity Grant	Returning adults	The goal of the Opportunity Grant is to help low-income, least prepared individuals to complete 45 credits, receive financial support, and supplies at community or technical colleges, contact, one-on-one tutoring, career advising, and college completion.
Passport to College Promise Scholarship	Foster youth	The Passport to College Promise Scholarship program is designed to support college staff, and priority consideration for the state needs assessment.
Performance-based funding	General	The Washington State Board for Community and Technical Colleges. Financial rewards are provided to colleges based on completions.
Placement reciprocity	General	Placement reciprocity agreements amongst community colleges through course completion or local skills assessment, even if the courses may not be exact equivalents.
Prior Learning Assessment (PLA)	Returning adults	Prior learning is the knowledge and skills gained through on-the-job training, military training, apprenticeship, or other non-college learning experiences. The Washington State Board for Community and Technical Colleges. Financial rewards are provided to colleges based on completions.
		Rapid Response is an outreach to help dislocated workers, mass layoffs, or disasters resulting in mass job dislocation.

Introduction | **State- or System-Level Assets** | Institution-Level Assets

Find these on the Roadmap website: <http://www.wsac.wa.gov/2015-roadmap-update>



# Roadmap Core Measures





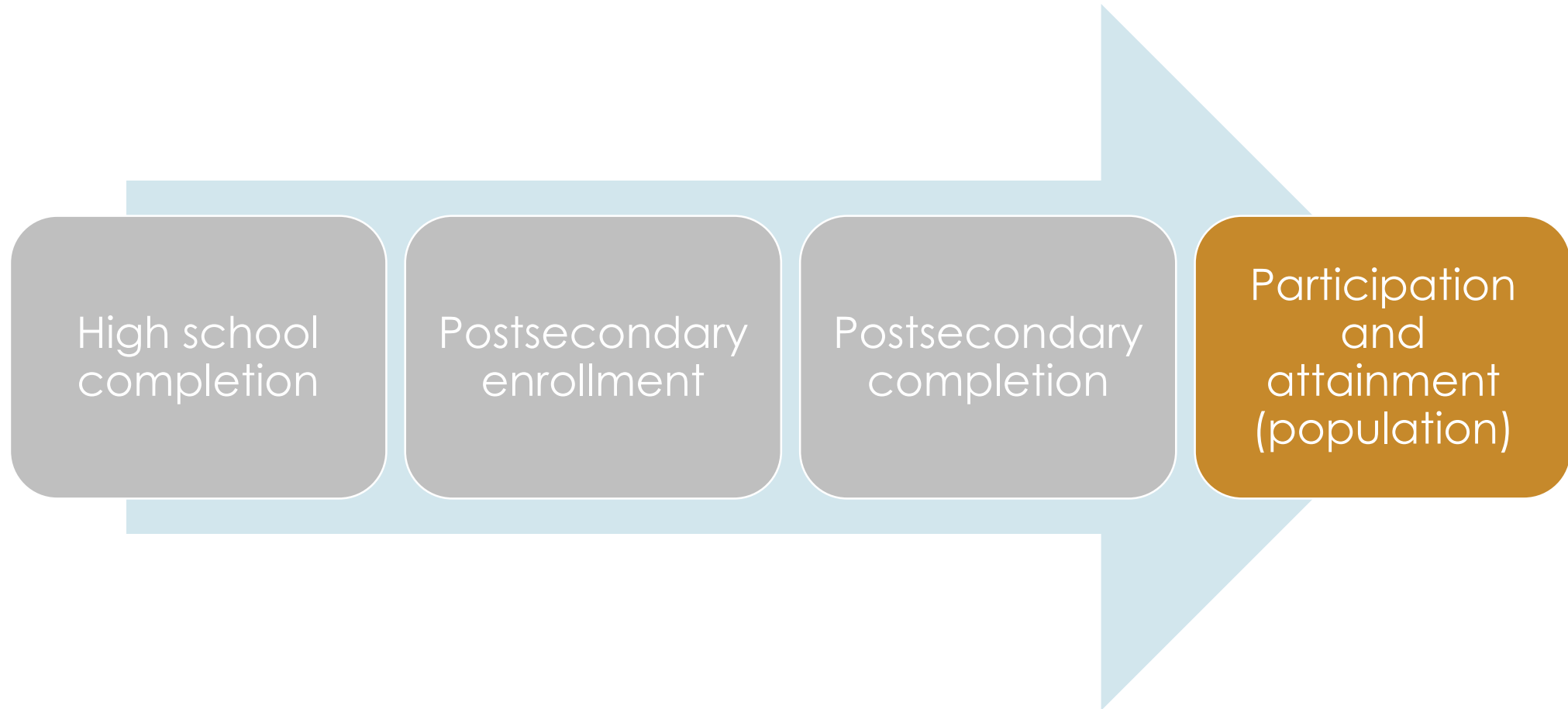
# Core Measures, Indicators and Metrics

Core Measure	Indicators	Progress Metrics
High School Completion	<ol style="list-style-type: none"> <li>1. 9<sup>th</sup> Grade GPA</li> <li>2. 9<sup>th</sup> Grade Failure Rate</li> <li>3. Smarter Balanced Test Scores               <ul style="list-style-type: none"> <li>- Math, English</li> </ul> </li> </ol>	High School Graduation-4-Year & 5-Year: <ol style="list-style-type: none"> <li>a. Graduation Numbers and Rates</li> <li>b. Number of Alternate High School Diplomas</li> </ol>
Postsecondary Enrollment	<ol style="list-style-type: none"> <li>1. Smarter Balanced Test Scores (as above)</li> <li>2. FAFSA completion (Federal financial aid)</li> <li>3. College Bound scholars (signups)</li> </ol>	Enrollments: <ol style="list-style-type: none"> <li>a. Apprenticeship</li> <li>b. 2-year Colleges (Public, Private)</li> <li>c. 4-year Institutions (Public, Private)</li> </ol>
Postsecondary Completion	Transition/Transfer (to 4-yr. College): <ol style="list-style-type: none"> <li>1. Students with and without a transfer degree</li> </ol> Persistence: <ol style="list-style-type: none"> <li>2. Progress toward a credential</li> <li>3. Retention rates, by level</li> </ol>	Postsecondary Completions by Award: <ol style="list-style-type: none"> <li>a. Apprenticeship</li> <li>b. Certificates</li> <li>c. 2-year Degree</li> <li>d. 4-year Degree</li> <li>e. Graduate/Professional Degree</li> </ol>



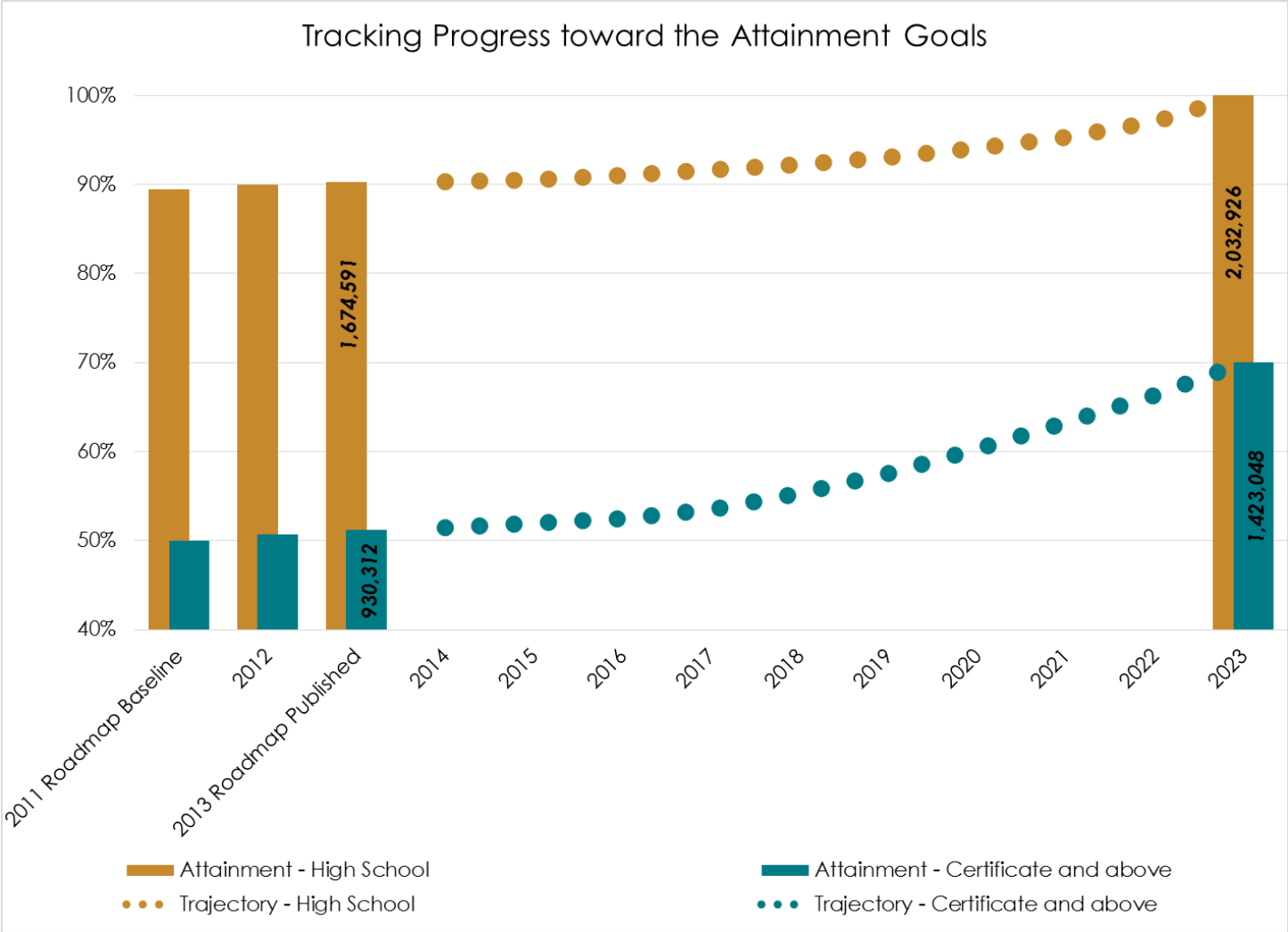


# Core Measure: Participation and Attainment



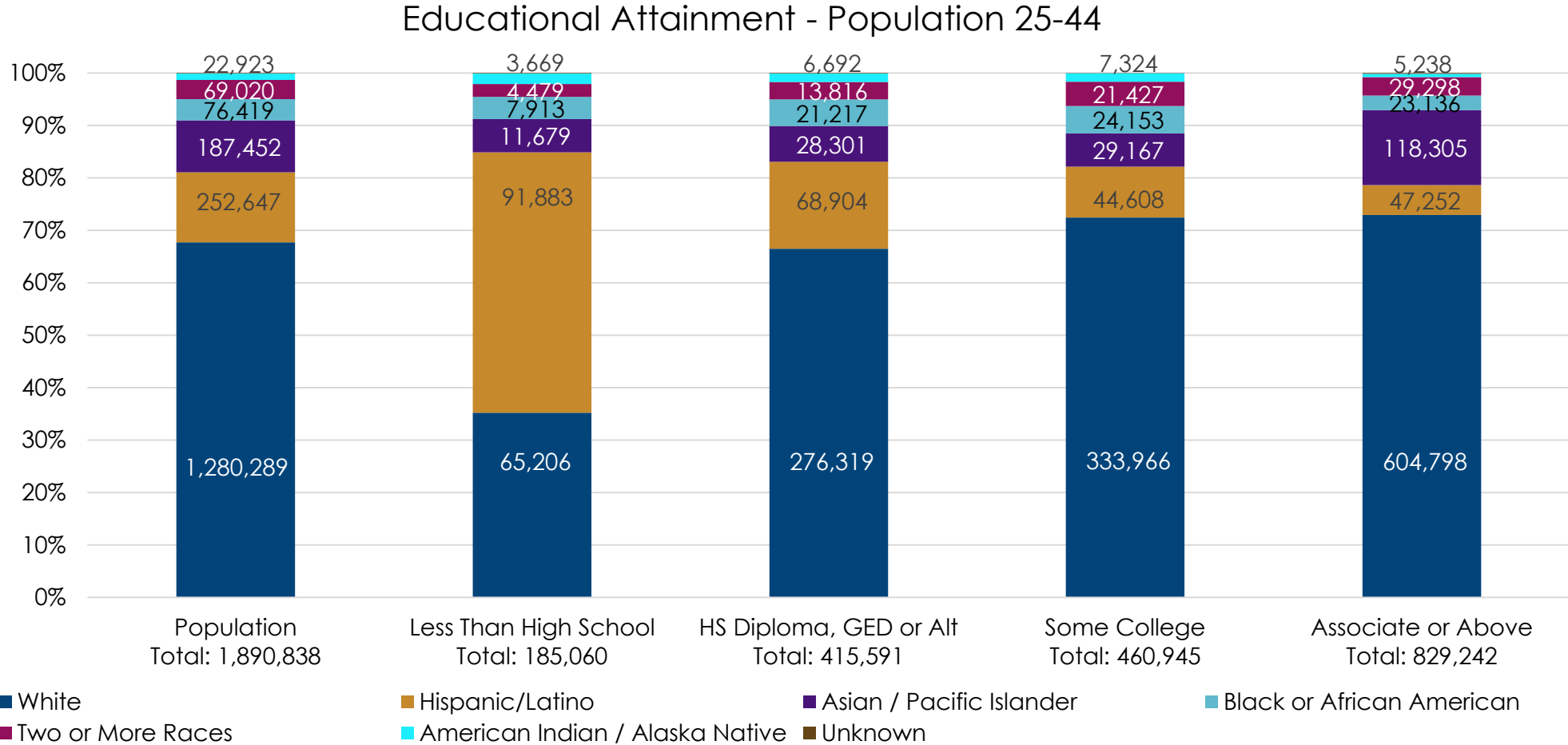


# Current and projected progress toward goals





# Racial/Ethnic disparities in attainment

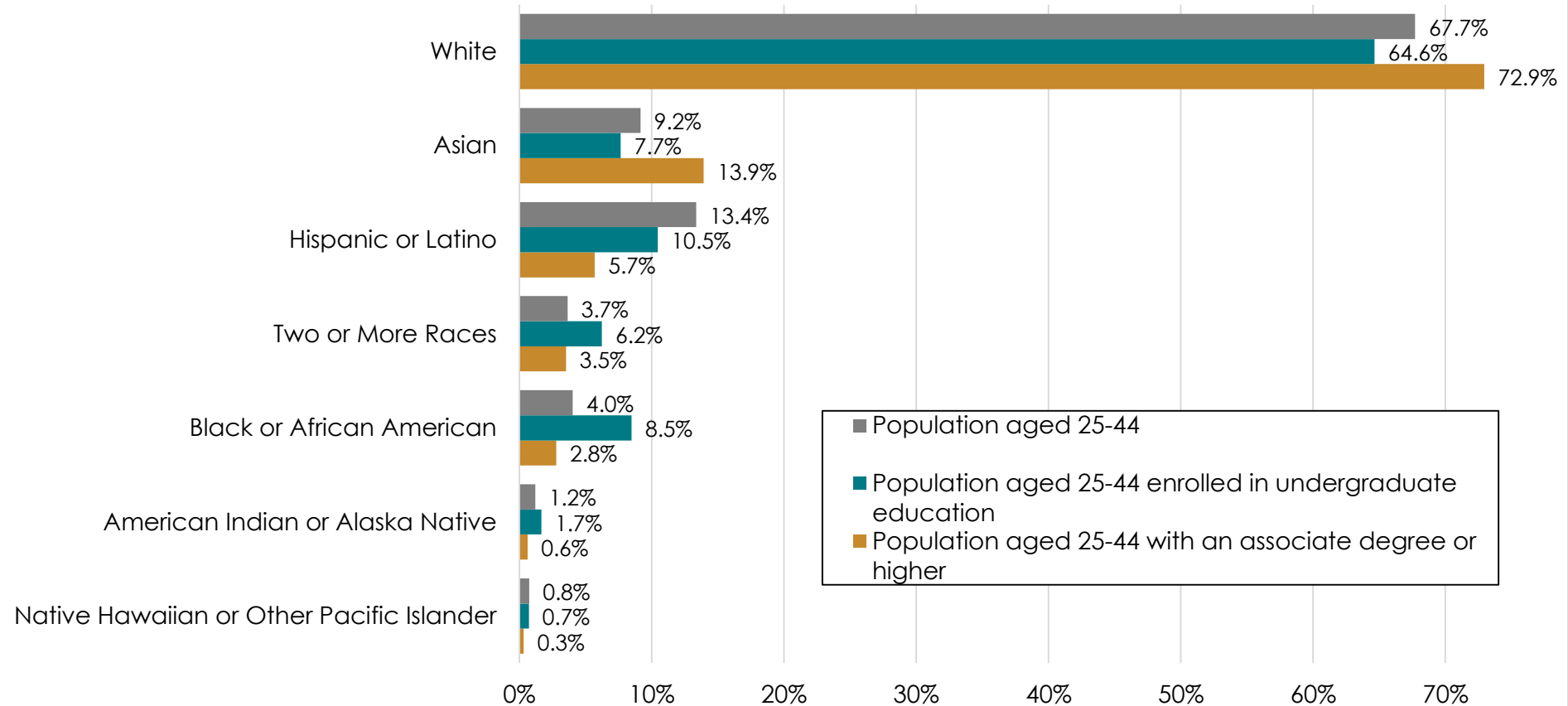


Source: ACS 3-Year 2011-2013



# Relative population share and participation rate

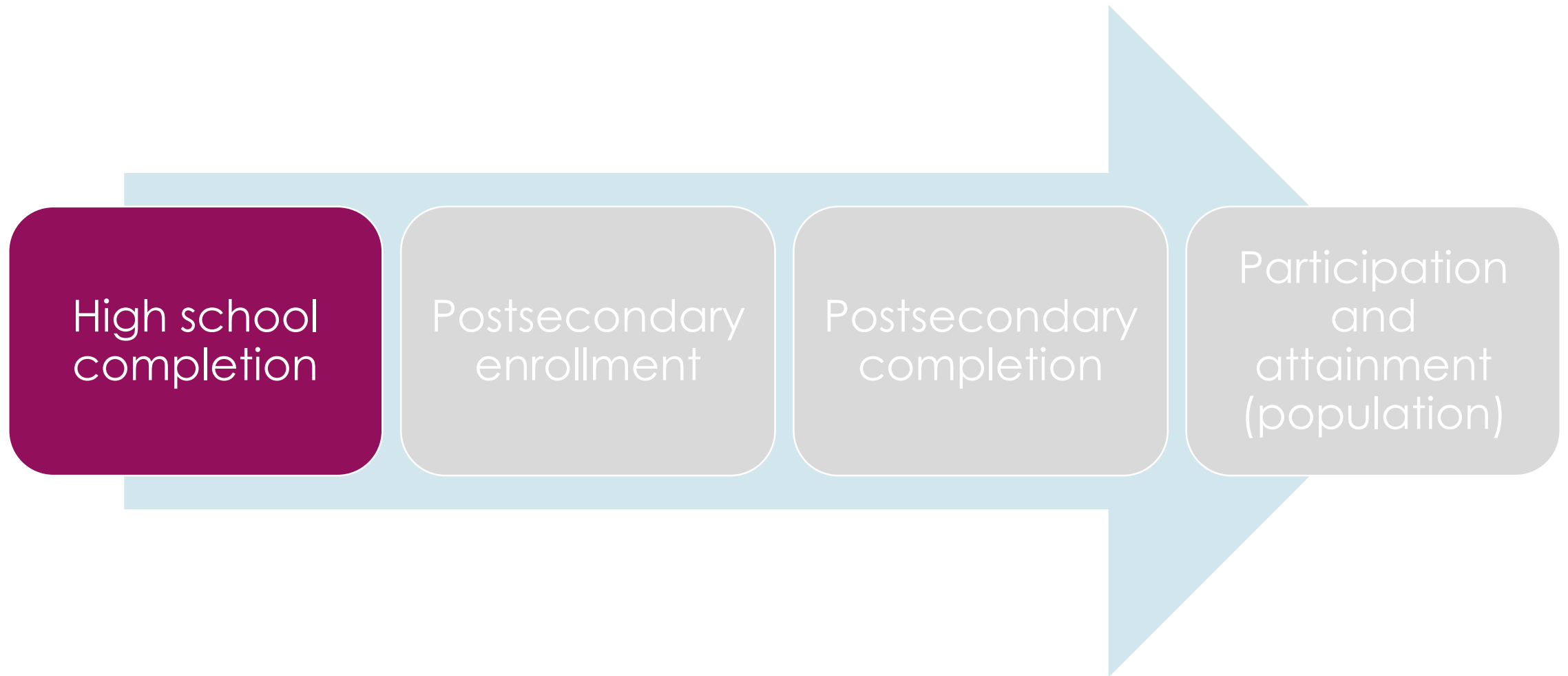
Participation and Attainment by Race/Ethnicity  
Compared to Population Aged 25-44



Source: ACS 3-Year 2011-2013



# Core Measure: High School Completion





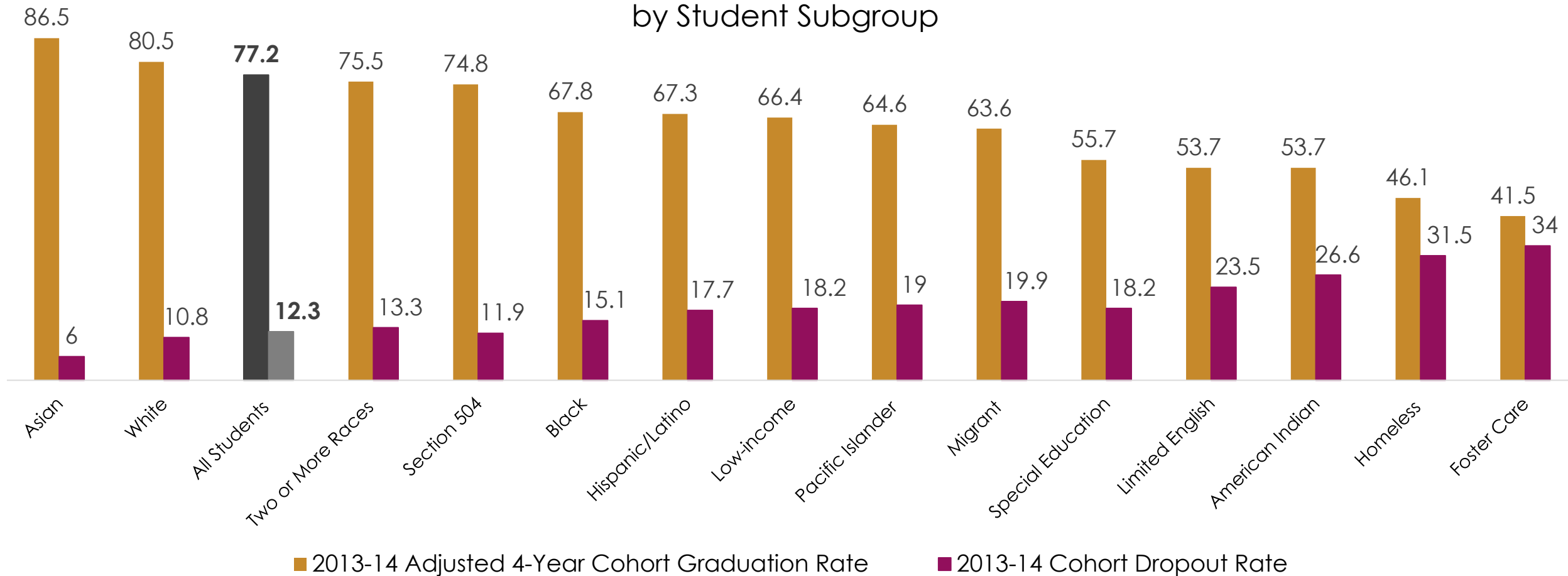
# High School Completion—Findings

- High school graduation rates have increased slightly.
  - Alternative credentials (GED) declined sharply in 2014.
- For many students of color, for special education students, English language learners, and for students who are low income, homeless, or in foster care, graduation rates are low when compared to the rate for all students.



# Challenges to completion for many groups

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





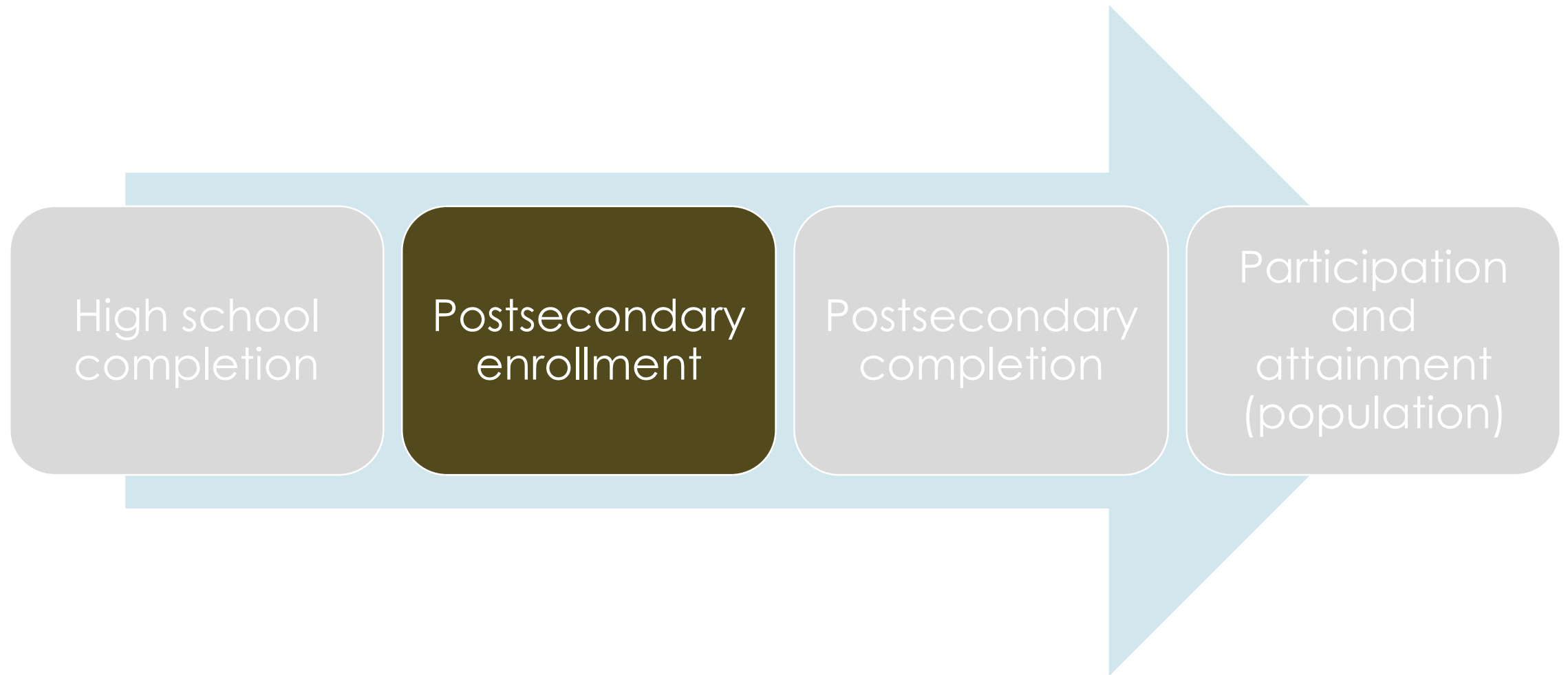
# High School Completion—Implications

- Washington's graduation rate rose over the past decade, in part because of greater attention to the needs of growing student populations that have not been traditionally well-served in our education system.
- Washington's changing demographics reveal opportunity gaps in K-12 education. Without a concerted effort to improve completion rates for all students, Washington runs the risk of seeing its overall graduation rate decline.
- Given adequate resources, schools may rise to the challenge. As we gain knowledge about critical junctures in students' progression towards graduation, we can tailor policies to help eliminate barriers.





# Core Measure: Postsecondary Enrollment





# Postsecondary Enrollment—Findings

- Enrollment declined, especially among students over 25, suggesting that more students are returning to the workforce as the economy improves.
- Increases in apprenticeships, while still small in numbers relative to enrollments, are also related to economic recovery.
- Requests for financial assistance remain high.



# Decline in enrollments among adults 25+

Postsecondary Enrollment All Institutions – Grand Totals		Fall 2013		
		Number	Percent	Percent Change 2011-13
All students	Grand total	369,182	100.0%	-2.6%
	Age under 25	229,638	62.2%	+2.0%
	Age 25 – 39	99,433	26.9%	-7.8%
	Age 40 and over	38,969	10.6%	-12.3%
	Age unknown	1,142	0.3%	-37.9%

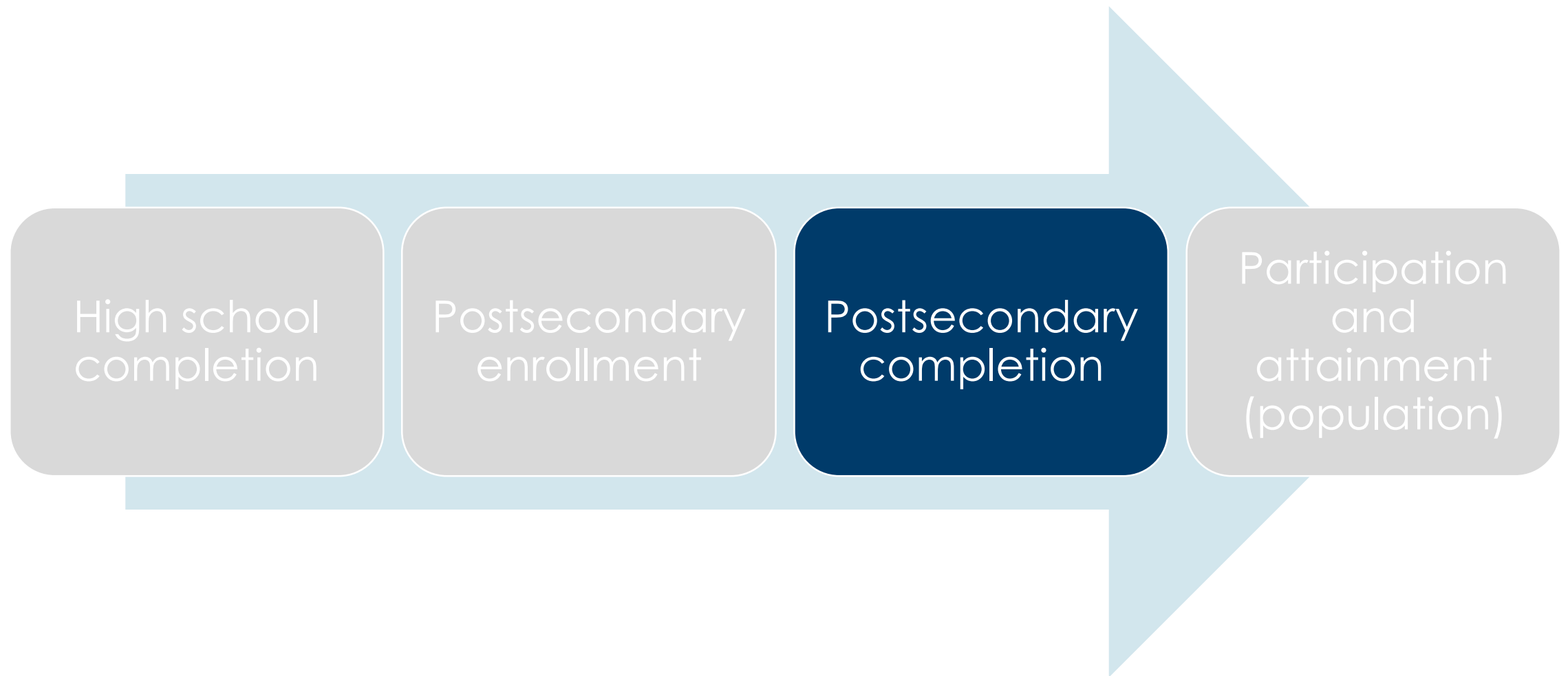


# Postsecondary Enrollment—Implications

- The slight overall decline in enrollment obscures the drop in enrollment of students aged 25 and older.
- Enrollment patterns are very sensitive to our state's shifting economic cycles. The challenge is to make it easier for adults to accumulate credits *while* they're employed.
- Enrollment increases by direct-from-high-school, traditional college-aged students is a positive sign given that recent graduates were increasingly from groups underrepresented in postsecondary education. The growth in Hispanic/Latino enrollment is an encouraging sign.



# Core Measure: Postsecondary Completion





# Postsecondary Completion—Findings

- Postsecondary awards have increased slightly, especially among students ages 18–24.
- Postsecondary awards have increased for some underrepresented groups.



# Postsecondary awards increased from 2011

Postsecondary Completion All Institutions, All Award Types	2012-13		% Change 2011-2013
	Number	Percent	
Total	85,527	100.0%	+2.7%
Certificates	11,437	13.4%	-10.0%
Associate's Degrees	29,281	34.2%	+8.3%
Bachelor's Degrees	32,689	38.2%	+4.5%
Master's Degrees	9,519	11.1%	-3.2%
Doctoral Degrees	2,601	3.0%	+8.1%



# Postsecondary Completion—Implications

- The gradual increase in awards is a good sign, particularly given the lack of growth in high school graduates.
- These gains have extended to traditionally underrepresented groups, indicating the attainment gap is not widening.
- As with enrollments, awards to older students dropped off as the economy improved.
- We cannot meet the state's attainment goals through demographic changes, or by increased high school graduation and postsecondary enrollments of 18- to 24-year-olds alone.
- To meet our state's educational attainment goals, we must attract, engage and graduate more adults.





# Challenges and Opportunities

## Challenges:

- An increasing share of the school-age population and high school graduates are from populations who face educational opportunity gaps.
- Shifting economic cycles causes instability; an improving economy makes it difficult to recruit and retain adults.

## Opportunities:

- Agencies and higher education institutions, along with other education partners, have implemented strategies to increase educational participation and attainment.
- Substantial and strategic investments in K-12 and postsecondary education can help reduce the opportunity gap and expand capacity to serve more students, including adults.



# Conclusions and Implications

Our overall participation and attainment progress is too low to reach our 2023 goals.

Two areas need particular attention:

- 1. High school completion and postsecondary access and completion for historically underserved and underrepresented populations.**
- 2. Postsecondary recruitment, retention, and completion for working-age adults.**

Further action is needed across the spectrum of K-12 transition and postsecondary education policies, investments, and innovations.