WASHINGTON STUDENT
ACHIEVEMENT COUNCIL
EDUCATION · OPPORTUNITY · RESULTS

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Title	Preliminary Roadmap Narrative		
Challenge area:	☒Student Readiness ☒Affordability ☒Institutional Capacity & Student Success ☒Capturing the Potential of Technology ☒Stable and Accountable Funding	**Staff lead:**	Christy England-Siegerdt
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Synopsis:	Following is the initial draft for each action item for the Roadmap report. For each action there is a description of the problem to be addressed, the action to address the problem and the results that will occur from taking the action described. The number of action item drafts that follow is less than the number of action items displayed on the large "Roadmap Actions by Goals and Priorities" document provided at the September meeting. As the narrative for each action was drafted it became apparent that some action items were too inter-related to stand alone and so they have been merged together in the pages that follow. All action items from the large "Roadmap Actions by Goals and Priorities" document are addressed in the following narrative. The action items are presented here in numerical order by challenge area.		
Guiding questions:	1) Is the problem statement clear? 2) Is the action statement clear? Does it address the problem? 3) Are the expected outcomes reasonable given the stated problem and the action to be taken? 4) If a chart/graph is included, does it support the problem statement and proposed action?		
Possible council action:	☒Information Only ☐Approve/Adopt ☐Other: _____		
Documents and attachments:	☒Brief/Report ☐PowerPoint ☐Third-party materials ☐Other		

Number	New Proposed Description
1.1	Keep college affordable for all students and their families

Problem Statement

Washington does not currently have a formal higher education funding policy. Without a specific goal or objective, the state's appropriations to higher education institutions are vulnerable to cuts when state revenue declines. The best example of this volatility came during the recent recession when state funding for the research institutions was reduced by 40%[1], necessitating unprecedented tuition increases. At the same time, student demand for postsecondary education increased. These factors combined to strain the ability of the state's primary financial aid program – State Need Grant (SNG) - to serve all eligible students. In the last two academic years, 30% of SNG-eligible students did not receive the grant due to lack of available funds.[2]

Proposed Action

Identify and recommend a state and student cost sharing policy to guide legislative appropriations and institutional tuition decisions including the development of a cost standard.

The Council will lead the development of a policy that specifies the state's fiscal responsibilities to higher education, as well as the expectations for students and their families. With a clear policy objective, state funding becomes more predictable. While it is not possible to bind a future legislature, it is appropriate to provide policy makers with a shared goal on which they can focus – even when resources are limited.

Such a policy provides institutions with the stability and predictability needed to manage their finances so that tuition does not become the primary vehicle for balancing budgets. Predictable tuition, resulting from stable funding for public institutions, also enables students and their families to save for and pay for college without worrying about drastic increases in cost. Such a policy also focuses budget discussions on how the institutions can support the state's goals and away from a mechanism for balancing the budget.

Through an open process involving legislators, institutions and other stakeholders, the Council will take the lead in crafting a responsible policy that works for students and families while maintaining funding and flexibility for institutions and respecting the state's role.

Expected Results

- A formal cost sharing policy is developed and then adopted by the legislature.
- Stabilize appropriations for public colleges and universities.
- Stabilize tuition at public colleges and universities.

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[1] SOURCE
[2] SOURCE

Recommended Chart/Graph

Chart of state support versus tuition – from Affordability Issue Briefing, Figure 1, page 3

State Appropriations versus Tuition Revenue

Fiscal Year & Source of Funds	FY 2000		FY 2008		FY 2013	
	Tuition	State	Tuition	State	Tuition	State
All Public Institutions	**26%**	**74%**	**33%**	**67%**	**56%**	**44%**
UW	29%	71%	42%	58%	71%	29%
WSU	24%	76%	33%	67%	59%	41%
EWU	32%	68%	39%	61%	65%	35%
CWU	28%	72%	37%	63%	66%	34%
TESC	39%	61%	39%	61%	65%	35%
WWU	34%	66%	41%	59%	68%	32%
CTC'S	23%	77%	25%	75%	37%	63%

SOURCE

Number	New Proposed Description
1.2	Ensure cost will not be a barrier for low income students

Problem Statement

During the recent recession, unprecedented numbers of financially needy students enrolled in Washington's postsecondary institutions. Despite the legislature's long-standing commitment to provide opportunities for low-income students, primarily through the State Need Grant and College Bound Scholarship programs, funding is not sufficient to meet student demand. Since 2009-10 approximately 30 percent of eligible students do not receive the grant due to lack of funds -- in 2012-13, this impacted over 30,000 eligible students.[1] Legislative appropriations for the College Bound Scholarship are also inadequate to fully fund all eligible students expected to enroll.

While enrollments are expected to go down as the economy recovers, Washington's population is expected to continue growing and to become more diverse.[2] Enrollments in K12 already reflect these changes and many of these students are expected to require assistance in paying for college. These trends and projections indicate that the demand for aid is likely to continue at current rates.

While rising tuition costs affect all students' ability to pay for college, students from low-income families are the most vulnerable. They are less likely to enroll and more likely to drop out if they cannot pay for their expenses.[3] The only alternative for many of these students is to work more, which may have an adverse effect on their grades, or to borrow more.

Proposed Action

The state provides funding for all students eligible for the College Bound Scholarship in Fiscal Year 2014-15 and commits to a six-year plan that leads to the provision of State Need Grant funding for all eligible students.

Financial aid must be available to all students who qualify in order to preserve access and opportunity for low-income students. While the legislature increased funding to offset the impact of tuition increases for the lowest income students in recent years and though Washington is a national leader in providing need-based aid for low-income students, too many students are not receiving the aid they need. Ensuring funding for all eligible students enables students to stay on track and complete their education in a timely manner. This issue is also of importance to the Governor as evidenced by metrics in Results Washington.

The Legislature needs to provide an additional $12 million for the College Bound Scholarship in Fiscal Year 2014-15 to ensure all eligible students are served.

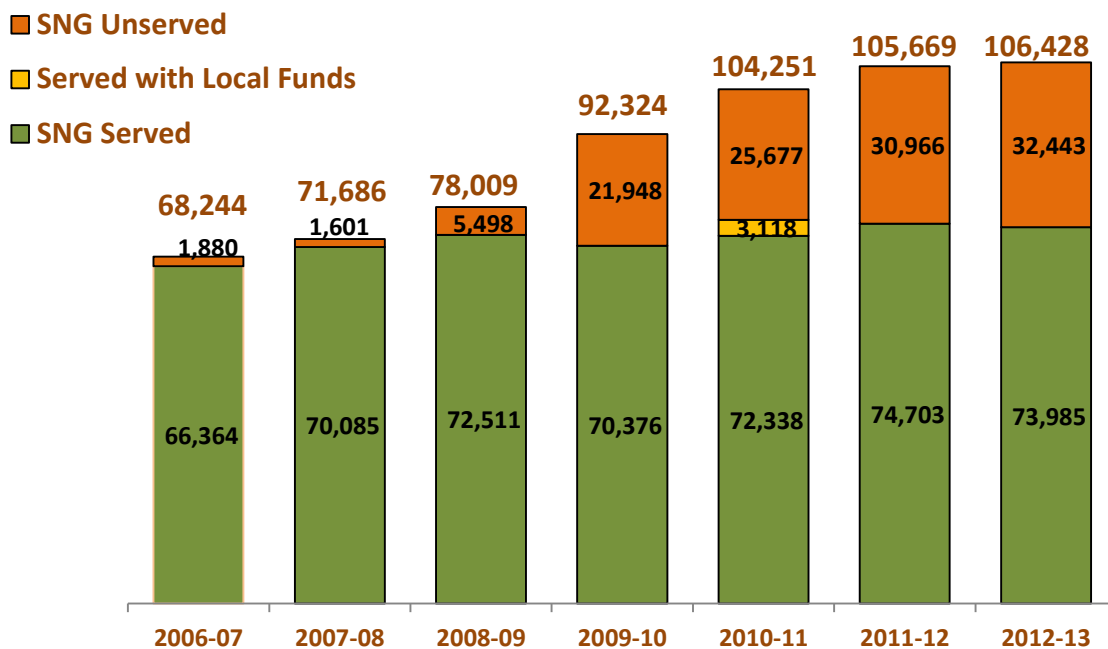[1] Washington Student Achievement Council – NEED TO DOCUMENT SOURCE
[2] SOURCE
[3] SOURCE

The Legislature needs to provide an additional $16 to $23 million annually to fully fund all eligible State Need Grant students over a six-year period. These estimates are based on the assumption that tuition and student demand do not increase and no other changes are made to the program.

Expected Results

- $12 million is appropriated to fully fund the College Bound Scholarship in Fiscal Year 2014-15.
- A six-year plan for fully funding State Need Grant is developed and adopted by the legislature.
- Increase the percentage of eligible students served by State Need Grant to 100% within six years.
- Maintain or increase the retention and graduation rates of low-income students.

Recommended Chart/Graph

State Need Grant Eligible Students Over Time

Need to site data source for the chart and add labels for all the bars

Number	New Proposed Description
1.4	Provide greater access to work-based learning opportunities

Problem Statement

During the recession, the service level of the State Work Study program dropped from a long-standing record of serving 1 in 12 needy students to serving only 1 in 30.[1] The reduction in service level is the result of budget cuts that left the program with one-third the funding that it had four years ago.

The State Work Study program helps undergraduate and graduate students earn money for college while gaining work experience in jobs related to their academic and career goals. Such jobs increase students' career readiness and employability. At the same time, employers benefit from reduced-costs and access to well-educated and motivated employees who help them operate more productively and profitably.

Research correlates part-time work with improved retention and completion. Work, up to about 20 hours per week, can be positively associated with academic performance while too much work can be harmful.[2]

Proposed Action

Increase investments in the State Work Study program and create an online clearinghouse of all experiential learning opportunities.

More students need opportunities to gain valuable work experience while completing the necessary credential for their desired careers. Reinvestments in the State Work Study program will enable more students to gain valuable work experience and provide employers with a larger and better qualified pool of employees.

An online clearinghouse of experiential learning opportunities, including State Work Study jobs, will also help increase the number of students who are better prepared for the workforce. Potential partners for such a project may include Washington STEM and Campus Compact, among others.

An additional $200,000 to $10 million will be required annually to restore State Work Study program levels and to create a web-based clearinghouse of experiential learning opportunities. These estimates are based on the assumption that tuition does not increase and no other changes are made to the State Work Study program during this timeframe.

Expected Outcomes/Results

- Increased numbers of students with relevant work experience upon completion of a credential.

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[1] SOURCE
[2] Furr, S. & Elling, T. (2000). The influence of work on college student development. *National Association of Student Personnel Administrators (NAPSA), 37*(2), 454-470.

- Reductions in the numbers of students borrowing and the amounts borrowed.
- Increased numbers of students employed within 12 months of completing a credential.
- Increased numbers of employers participating in the State Work Study program.
- Increased numbers of employers providing experiential learning opportunities such as internships.

Number	New Proposed Description
1.6	Help families save for college

Problem Statement

Many Washington families lack the ability to save enough money to cover all educational expenses for multiple years, or may not perceive the benefit of saving for postsecondary education. Since the 2000-01 academic year, tuition growth has averaged 8.5 percent annually across all public institutions, while inflation increased 2.2 percent and per capita personal income increased 2.8 percent. As a result, parents now only can afford to pay approximately 27 percent of college expenses, which is down from 37 percent just three years ago.[1] Since most of Washington's financial aid programs serve students from low-income families, middle income families without savings face a considerable financial burden.

Proposed Action

Develop a savings incentive matching program.

The Council will take the lead in evaluating the role of savings as a means for paying for postsecondary educational expenses and in developing an innovative savings model to be made available to all Washington families. The model should include effective incentives that encourage families to save for college, such as possible sources of matching funds.

Regular savings, even in small amounts, can add up over time. Children and teenagers with savings accounts in their own names are more likely to enroll and savings programs in other states find that even low-income families will save if provided an incentive to do so.[2] When savings are taken into consideration, academic preparation is no longer the primary predictor of enrollment in postsecondary education. Therefore, the proposed model should also include a plan for an outreach campaign. The campaign should educate Washington residents about the benefits of saving for postsecondary education and how saving in advance compares to the cost of paying at the time the student enrolls or deferring payments even further into the future by financing postsecondary education expenses through student loan programs.

The Council will present the model, including any requests for state funds, to the Legislature for consideration and adoption as a pilot program.

Expected Results

- Increase the percent of incoming freshmen who have individual or family savings available to cover the cost of postsecondary education.
- Increase postsecondary participation rates of high school graduates.

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[1] American Community Survey PUMS 2007-2011.

[2] Elliott, W. and Beverly, S. (2011). The Role of Savings and Wealth in Reducing "Wilt" between Expectations and College Attendance. *Journal of Children & Poverty*, 17(2), 165-185.

Number	New Proposed Description
1.7	Provide flexible payment options for students and their families

Problem Statement

Most Washington students and their families do not have enough income to cover postsecondary education expenses. The cost of attendance can be daunting, especially if students and their families must pay the full amount out of current income. During the 2012-13 academic year, between 74 and 92 percent[1] of families required some type of assistance in order to meet expenses.[2] Many students work; some receive grant aid, borrow, or utilize flexible payment options if available. Students who receive financial aid often receive the funds at the beginning of each academic term. Students who spend their aid money immediately then struggle to pay for expenses throughout the remainder of the term. Some students may drop some or all classes later in the term and then must return the financial aid, which, if they have already spent the money, places an additional financial burden on the students. However, not all students qualify for financial aid, some are unwilling to borrow, and not all institutions offer flexible payment plans.

Proposed Action

Encourage flexible payment methods at all institutions and develop a new model for disbursing state and institutional financial aid throughout the term.

The Council will encourage all institutions to provide flexible payment options. The Council will also collaborate with institutions to develop a new model for disbursing state and institutional financial aid throughout the term where feasible, similar to the ways employers provide paychecks for employees. Pilot programs in other states have shown that allowing students to "earn their aid while attending" enables them to better manage their aid and expenses.[3] Such programs also help students regulate and manage their work hours in ways that help them allocate sufficient time on their studies.

Expected Results

- Increase the number of institutions providing flexible payment options for students and their families.
- Develop and pilot a new model for disbursing state and institutional aid throughout the term.
- Reduce the number of students who borrow.
- Reduce the amount of loans for students who do borrow.
- Reduce the number of hours students work while enrolled in postsecondary education.

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[1] 74% at community colleges, 78% percent at public regional institutions, 85% at public research institutions, and 92% at private non-profit four-year institutions.
[2] SOURCE
[3] SOURCE

- Reduce the number of students who must return financial aid later in the term if they drop some or all of their classes.

Number	New Proposed Description
2.1	Ensure all high school graduates are career and college ready

Problem Statement

Gaps exist between high school curriculum, graduation requirements, and the skills and knowledge required to succeed in postsecondary education.[1] This gap results in too many high school graduates enrolling in pre-college level courses – nearly three-fifths of students entering college within three years of graduating from high school require at least one pre-college level course.[2] Students who start in pre-college level courses take more courses, which require more money and time.

The problem is further compounded by the inconsistent use of assessments to determine students' knowledge and abilities. The same score, on the same placement exam, may result in students at one institution being placed into pre-college level courses while students at another start at college-level. As the number of required pre-college courses increase, the likelihood that a student will complete a credential decreases.[3]

Proposed Action

Support implementation of the Common Core State Standards and the SMARTER Balanced Assessment and identify effective strategies for reducing the need for pre-college level courses.

The Council will continue to play an active role in the implementation of the Common Core State Standards and the SMARTER Balanced Assessment, which will be fully implemented by 2014-15. The Council will support implementation by facilitating and participating in collaborative efforts that ensure the new standards and assessments are implemented in ways that ensure student success. To ensure successful implementation, teachers and administrators need training on the new standards and the test. The SMARTER Balanced 11th grade assessment should be used to inform 12th grade course design; students coursework during 12th grade, especially for those who are behind and those who are ready for college-level work; and to exempt students from pre-college level coursework at all postsecondary institutions in Washington.

The Council, through a collaborative effort, will also identify strategies that also reduce time in pre-college level courses for those high school graduates or returning adults who do need extra assistance. Such strategies may include improved pre-test advising; the use of alternative measures of readiness; refresher courses prior to testing; assessments that diagnose specific needs; and alternative methods for delivering pre-college content. Data and research must be used to evaluate the effectiveness. The Council will also explore the possibility and feasibility of a grant program to incent further innovations.

Supporting the implementation of these initiatives may cost up to $2 million annually.

[1] SOURCE
[2] SOURCE
[3] Burley, A., Cejda, B., & Butner, B. (2001). Dropout and stopout patterns among developmental education students in Texas community colleges. *Community College Journal of Research and Practice*, *25*(10), 767-782.

Expected Results

- Teachers adapt course content and teaching methods based on the new standards.
- The SMARTER Balanced 11th grade assessment is used to inform 12th grade course design, student selection of courses in the 12th grade, and placement into college-level coursework at all postsecondary institutions.
- Increase in the percentage of high school graduates who enroll in postsecondary education.
- Reduce the percentage of high school graduates enrolling in pre-college coursework.
- Reduce the number of placement tests administered.

Recommended Chart/Graph

Number	New Proposed Description
2.3	Streamline dual credit programs

Problem Statement

Students face a confusing range of choices for dual-credit or dual-enrollment courses that have different application processes, fee structures, assessments, and methods for applying the credit to postsecondary institution requirements. Washington's three major programs are Running Start, College in the High School, and Tech Prep. Some high schools also offer national program options such as Advanced Placement (AP) courses, International Baccalaureate program, and the Cambridge(program name) program, all of which allow students to earn and apply credits towards postsecondary program requirements. The mechanics of these programs are not only confusing for students but also for teachers, schools, and postsecondary institutions. Yet some students do not have access to any of these types of programs.

Proposed Action

Streamline and expand dual credit programs to create a statewide dual credit system available to all students.

The Council should convene a statewide workgroup to review existing programs and develop a model for a more coordinated and streamlined approach to providing dual credit options for high school students across the state. The proposed model should meet the following criteria:

- Minimal costs for students and their families.
- Offers all Washington high school students access to a variety of programs that meet their needs and fit their schedules, which may include existing programs and/or new programs identified by the statewide workgroups.
- Aligned funding incentives for high schools and postsecondary institutions.
- Simplified process for obtaining postsecondary credit.
- Common process for certifying teachers and faculty to deliver instruction and receive reimbursement across programs.

Legislation and funding may be required or recommended to develop and implement the model.

Expected Results

- A new model is developed and proposed to the Legislature.
- Increase the availability of dual credit programs in high schools.
- Increase the number of students utilizing dual credit programs, particularly the number of low-income students.
- Increase the number of college credits earned while in high school.
- Reduce the time students take to complete a postsecondary credential.

Chart/Graph

Dual credit enrollment vs. credit awarded if available (TBD)

Number	New Proposed Description
3.3	Assess system capacity

Problem Statement

Governor Inslee has placed a world class education system as his number one priority and emphasized the need for all Washington residents to have access to postsecondary education. In 2012, President Obama challenged every American to commit to at least one year of higher education or postsecondary training. Meeting the growing demand for postsecondary education will require flexibility and responsiveness.

Implementation of the strategies outlined in this plan will create new demand and enable students to move more efficiently through their chosen educational path. Increasing numbers of high school graduates, improvements in college-going rates, increased student retention, and greater numbers of returning adult students will place pressure on already-constrained postsecondary institutions. Although, at the same time there will be new efficiencies that will help mitigate some of the pressure. These efficiencies derive from streamlining dual credit programs, reducing the need for pre-college level courses, providing students with better advising and support throughout their educational careers, and numerous other initiatives described throughout this plan.

Proposed Actions

Monitor and report on system-wide programmatic, physical, and technological capacity.
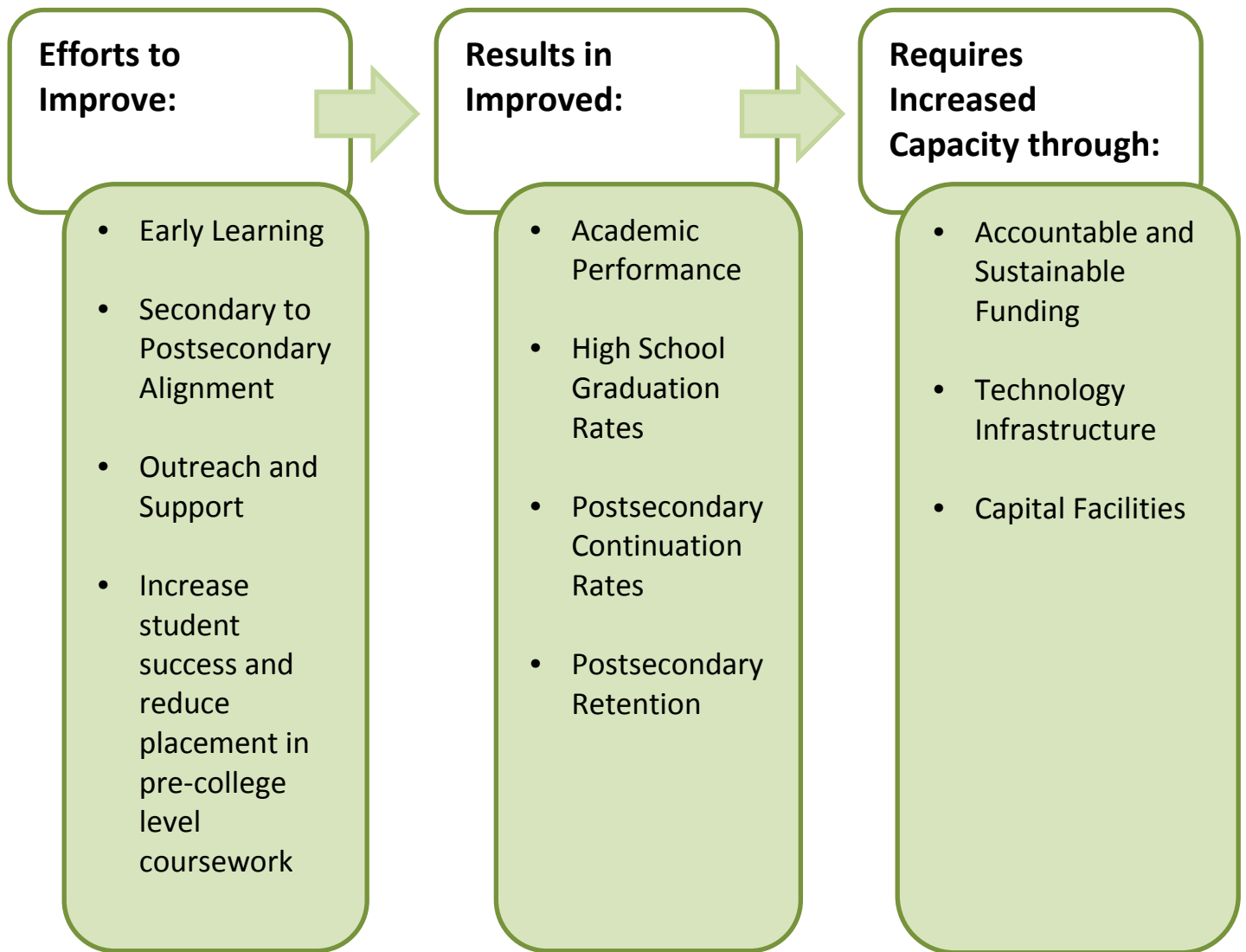
The Council will collaborate with key education agencies and postsecondary institutions to assess the postsecondary needs and capacity. This assessment will include the following key components.

- A process to assess state and regional needs as well as institutional capacity in order to adjust postsecondary capacity in response to emergent needs and improvements in policies and practices outlined in Roadmap actions.
- A student demand forecasting model informed by data necessary to assess the comparative impacts on demand and capacity related to policy alternatives from Roadmap actions.

Expected Results

- Increase programmatic, physical, technological, and financial capacity of postsecondary institutions.
- Increase responsiveness to changes in student and employer needs.

Recommended Chart/Graph

Efforts to Improve:

- Early Learning

- Secondary to Postsecondary Alignment

- Outreach and Support

- Increase student success and reduce placement in pre-college level coursework

Results in Improved:

- Academic Performance

- High School Graduation Rates

- Postsecondary Continuation Rates

- Postsecondary Retention

Requires Increased Capacity through:

- Accountable and Sustainable Funding

- Technology Infrastructure

- Capital Facilities

From Capacity & Success – Increased Demand issue brief, Appendix A

Number	New Proposed Description
6.1	Align postsecondary programs with employment opportunities

Problem Statement

Employers are expressing increasing concern over finding Washington residents with the skills they need to fill job openings.[1] Most of the affected openings are in the fields of science, technology, engineering, math, and healthcare. If this gap persists, companies could relocate all or part of their operations to other states or other countries where they will find qualified employees. This could have a dampening effect on Washington's economy. Employers also report difficulty finding applicants ready for the challenges of the modern workplace.[2] Employers emphasize several critical skill areas that all employees need to be successful: written and oral communication, critical thinking and analytical reasoning, complex problem solving and analysis, and teamwork.

Washington lacks comprehensive mechanisms for collecting employers' input on the quality of postsecondary education students or their workforce and training needs and a way to convey that information back to the postsecondary institutions. A number of uncoordinated resources are currently available but without comprehensive, reliable, and timely information, the state's education agencies and postsecondary institutions will struggle to respond effectively and efficiently to employer needs.

Proposed Action

Develop a comprehensive employer feedback model and encourage innovative responses to employer needs.

The Council will convene a statewide workgroup to review existing employer feedback mechanisms and develop a comprehensive employer feedback system. In order for Washington's postsecondary institutions to respond to employer needs, they need better information about their students' ability to be effective in the workplace along with information about the types of workers and the training programs needed. Specifically, employers need to answer the following questions:

- What skills and knowledge do postsecondary students need to be successful in the workplace, in general and relative to specific types of jobs?
- What programs and credentials are required for current and projected jobs?
- How many and what types of jobs go unfilled due to a lack of qualified applicants among Washington residents?

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[1] Washington Roundtable and the Boston Consulting Group. (2013) *Great Jobs within Our Reach: solving the problem of Washington State's growing job skills gap*.

[2] Hart Research Associates. (2010). "Raising The Bar: Employers' Views On College Learning In The Wake Of The Economic Downturn," A Survey Among Employers Conducted On Behalf Of: The Association Of American Colleges And Universities. Retrieved March 13, 2013 from http://www.aacu.org/leap/documents/2009_EmployerSurvey.pdf.

A more comprehensive, centralized employer feedback system will increase the ability of postsecondary institutions to serve students and meet the needs of employers.

The Council will also consider the feasibility of a grant program designed to encourage the development of innovative responses to employer needs, particularly focusing on initiatives that improve students' abilities in the critical skill areas identified above.

<u>Expected Results</u>

- Increase the number of employers providing feedback.
- Increase employer satisfaction with postsecondary students entering the workforce.
- Increase the number of residents with a postsecondary credential employed in Washington.
- Increase the number of training programs provided by postsecondary institutions for employers.
- Reduce gaps between the numbers of qualified Washington residents and the number of jobs unfilled.

Number	New Proposed Description
7.1	Increase awareness of postsecondary opportunities

Problem Statement

Washington residents do not have access to a single, authoritative and comprehensive source of information about postsecondary education opportunities and how to access those opportunities. First-generation and individuals from low-income families struggle the most in finding timely, relevant, and accurate information.[1] They lack the academic, non-academic, and financial literacy skills needed for access to, and persistence in, postsecondary education due to a lack of exposure and information.

While many programs and websites provide this information, it is not delivered through a systematically supported infrastructure that addresses the unique needs of all students. The appropriate information can be difficult to find, particularly for specific groups of individuals such as veterans, returning adults, or disabled individuals. Some individuals may also lack the ability or experience to determine the accuracy or reliability of the information. On-the-ground access and outreach programs are also not available in all regions of the state or to all individuals who may be able to benefit from having access to them.   Students who do not have adequate information about academic preparation, postsecondary education and training costs, financial aid, and career choices are less likely to attempt, persist, and complete a postsecondary education.[2]

Proposed Action

Ensure all Washingtonians have access to a single, accurate and comprehensive source of information about postsecondary education opportunities.

The Council will market all postsecondary awareness and access opportunities to students and families. In collaboration with partners, the Council will increase system wide coordination and offer accurate and comprehensive postsecondary options and career preparation for students, families, school staff and community partners. The Ready, Set, Grad website will be continually refined and become the state's single source of information about postsecondary education opportunities – including information about how to access and finance them. This effort will also ensure existing social media and online platforms are readily identifiable to intended populations and easily navigated by the public, educators, and partners. The information will be provided in a way that is culturally inclusive and supportive of all students regardless of poverty or cultural background.

The Council will also launch a collaborative statewide campaign to help students complete admissions applications, the Free Application for Federal Student Aid (FAFSA), and scholarships. The Council will create multiple venues to provide early post-secondary information, options, and exposure to younger students, starting no later than fifth grade.

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[1] SOURCE
[2] SOURCE

Expected Results

- The Ready, Set, Grad! Website becomes the single statewide resource for information about postsecondary education opportunities and how to access and finance them.
- Increase in the percentage of Washington residents enrolling in postsecondary education institutions, particularly those from underrepresented and minority populations.

Number	New Proposed Description
7.2	Encourage adults to earn a postsecondary credential

Problem Statement

Over 450,000 Washington adults between the ages of 17 and 54 have some postsecondary education but are not earning a living wage.[1] These individuals are not currently enrolled in a postsecondary institution nor have they completed a degree.

Adults have unique needs from younger more traditional students, yet they are not a uniform group. Adults come from varied life experiences and face a range of barriers that may include unemployment, underemployment, supporting family, health issues, and negative experiences in the educational system. Some of these adults may have only completed a few postsecondary courses while others may be very close to completing a credential. Adults are financially independent and are more likely to attend college part-time and work too many hours – all of these characteristics have been shown to be risk factors for academic success.[2] Yet because they have some postsecondary experience and make less than a living wage, these are the adults who have the most to gain from completing a postsecondary degree.

Proposed Action

Target information and support to adults regarding continuing their education, especially those with some postsecondary credits earned.

Efforts need to focus on identification, enrollment support and retention services to be successful in addressing the unique circumstances of adults. Effective strategies for reaching and serving returning adults include the following:[3]

- Use of targeted messages.
- Collaboration with partner organizations.
- Provide individualized advising and career planning during the enrollment process.
- Establish tailored retention services that support adults and assist with educational planning, transferring of credits from other postsecondary institutions, and awarding credit for prior learning that may have occurred on the job or in the military.
- Develop data tools and best practices for contacting, advising, and counseling students with some college credits but no degree to return to complete their degree.

Implementing these initiatives may cost between $200,000 and $10 million annually.

Expected Results

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[1] Washington Student Achievement Council staff analysis of American Community Survey 2007-2011 PUMS individual survey for Washington state. (or cite Berreth's paper?)
[2] SOURCE
[3] SOURCE

- Reduce the number of low-income adults who have earned some credits but no postsecondary degree.
- Increase the numbers of adults with a postsecondary degree.

Number	New Proposed Description
7.4	Increase support for all students, current and prospective, at all levels

Problem Statement

Governor Inslee expects all Washingtonians will "have access to education that prepares them to transition to elementary, middle, high school, postsecondary, career and lifelong learning opportunities."[1] However, outreach and support services are not equally available to all current students or potential students. There are geographic disparities as well as cultural and economic disparities. Not all services are well-suited for individuals from underrepresented populations or for adult students. Some individuals face unique challenges that require expanded services, such as individuals with disabilities.

Transition points are a critical part of the educational process and the time at which individuals are most likely to stop out.

- Approximately 18 percent of 9th graders do not complete high school within five years.[2] Non-white and low-income students drop out at rates between 23 and 35 percent.
- Only 65 percent of 2008-09 high school graduates continued on to postsecondary education within one year of graduation.[3] Non-white and low-income graduates continue at rates between 47 and 51 percent.
- [graduation rate stats]

Proposed Action

Increase support for all students, current and prospective, at all levels.

The Council will convene a taskforce to identify and promote successful outreach, strategies, and support services to ensure all Washington's residents are aware of options necessary for postsecondary success. The following examples of successful strategies will be reviewed and best practices recommended.[4]

- Effective high school and beyond plans for 8th graders
- Graduation specialists for high school seniors
- Mentoring programs
- More training for advisors, counselors, and mentors at all levels and improved access to quality, coordinated information about career requirements and postsecondary opportunities

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[1] Results Washington http://www.results.wa.gov/whatWeDo/measureResults/education.aspx
[2] OSPI data from App A of outreach report, but which OSPI report?
[3] Education Research & Data Center. (December 2010). *Participation in postsecondary education: Washington state high school graduates, 2008-09.* Research brief 2010-05. www.erdc.wa.gov/briefs/pdf/201005.pdf
[4] Cite the Outreach and support workgroup issue brief and policy option paper

- Designated support staff at postsecondary institutions for underrepresented and at-risk students such as foster youth and first-generation, minority, or disabled students
- An online postsecondary advising system to support students, parents, and advisors at all transition points

The taskforce will identify existing in-state strategies that work along with best practices from other states. In addition, the taskforce will identify effective funding models that are not dependent on state or institutional funding.

Convening a taskforce and implementing strategies recommended by the taskforce may require between $200,000 and $2 million annually.

<u>Expected Results</u>

- Improve access to student support by increasing the numbers of counseling, advising, and mentor resources at all levels, including middle school, high school, and postsecondary institutions.
- Increase training and resources for counselors, advisors, and mentors at all levels.
- Increase the percentage of high school graduates who enroll in postsecondary education or training
- Increase the percentage of Washington residents with a postsecondary credential.

Number	New Proposed Description
8.1	Leverage technology to improve student outcomes

Problem Statement

Only limited state-level coordination, collaboration, or planning exists for the use of technology for teaching and learning at Washington postsecondary institutions. While some sector-specific activities and participation in regional or national efforts have occurred, there is no unifying entity that encompasses all postsecondary institutions in the state.

Students will need more exposure to technology in order to be prepared for a technology-driven world in the post-Industrial Age. The fundamental responsibility of educators is to focus on student learning and students' educational experiences. Without clear strategies for optimizing the use of technology to educate students, technology's value as a tool for increasing educational attainment will be diminished.

Proposed Action

Create a statewide P-20W educational technology consortium.

The Council will take the lead in bringing together educators, instructional technology specialists, librarians, and administrators from early learning, K12, and postsecondary education along with employers and businesses. The consortium should facilitate and synchronize activities including, but not limited to:

- Collaboration: identify employer needs then develop and offer joint programs; share open educational materials; and capitalize on the work of other regional and national efforts.
- Information Sharing: through websites, conferences and other venues where best practices, standards, and emerging models are shared.
- Professional Development: provide access to professional development opportunities and facilitate professional learning communities and mentoring.
- Financial: develop a voluntary compact to enhance purchasing options by leveraging buying power and securing statewide licensing for educational materials and technologies.
- Empowerment: establish grant and award programs to encourage innovation and adoption and to identify effective practices.

Supporting the implementation of these initiatives will cost between $100,000 and $50 million annually.

Expected Results

- Increased use of educational technology in ways that advance teaching and learning.
- Increased numbers of workplace-based e-learning programs.
- Increased numbers of joint degree programs.
- Increased numbers of statewide instructional resources.
- Reduction in instructional costs for institutions.
- Reduction in students' costs.