WASHINGTON STUDENT ACHIEVEMENT COUNCIL
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Title	Roadmap Survey Results: Student Perspective
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Synopsis:	A brief overview of feedback gathered from the Washington Student Association (WSA), in the form of focus groups and a survey, on the WSAC Roadmap.
Guiding questions:	What are students' perspectives from our public baccalaureate sector on the WSAC Roadmap? Is WSAC's roadmap work falling in line with WSA's vision of the future of education in Washington state?
Possible council action:	☒ Information Only ☐ Approve/Adopt ☐ Other: _____
Documents and attachments:	☒ Brief/Report ☒ PowerPoint ☐ Third-party materials ☐ Other

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Student Leader Perceptions of WSAC Proposed 10-Year Education Roadmap Recommendations

Presented By: Rai Nauman Mumtaz, WSAC Student Representative
Advised By: Gene Sharratt, WSAC Executive Director
Christy England-Siegerdt, WSAC Director of Research and Planning

Executive Summary: This research served as a pilot study and snapshot of students' perspectives within the public baccalaureate sector on WSAC's proposed 10-year education roadmap. Future studies will be focused on students within the State Board of Community and Technical Colleges (SBCTC), Independent Colleges of Washington (ICW), and online institutions in Washington State.

Purpose: To answer the following question: How important are the proposed action item recommendations currently being considered for the 10-year education roadmap to students' success?

Methodology: From October 15 to October 28, approximately 554 surveys were sent electronically and through Facebook to undergraduate and graduate students at member institutions of the Washington Student Association (WSA), a student coalition of the public baccalaureate institutions and Bellevue College. The survey requested all students that currently attend a public baccalaureate institution to complete a 24-item perception of the WSAC proposed action item recommendations. 81 surveys were returned, yielding a response rate of 15%. Of the 81 surveys returned, 54 students completed the entire survey.

Limitations: This survey's limitations included:

1. A response rate of 15%
2. This survey was only sent to students in public baccalaureate institutions. Future studies will focus on students in the SBCTC, ICW, and online institutions in Washington State.
3. Completion of the entire survey required a thorough understanding of the WSAC action recommendations
4. This survey was open for only 2 weeks
5. This survey was only accessible electronically; no hard copies were disseminated.
6. Not all students who initially started the survey actually completed it entirely; of the 81 surveys returned, 54 students completed the entire survey.
7. The survey included just the roadmap action item recommendations. A draft of the roadmap with supportive information for each recommendation was not provided.

Results:

Of the students who participated in the survey, 57% identified as male while 43% identified as female. There was student participation from each of the public baccalaureate institutions with Western Washington University having the most participation (35%) and the University of Washington campuses (Bothell, Seattle, and Tacoma) with the second highest at 28%. While most of students were undergraduates (93%), there was some graduate student participation as well (7%). Of these students,

23% were a recipient of the State Need Grant (SNG) and/or College Bound Scholarship (CBS); only 1 student reported receiving the CBS compared to 18 receiving the SNG.

Overall, students perceived 23 of the 24 action item recommendations to be 'very important' or 'somewhat important'. The only item the majority of the students rated 'somewhat unimportant' was: 'monitor and report on system-wide programmatic, physical, and technological capacity.'

In addition to rating each action item recommendation, students were provided an opportunity to provide general comment on each item. The comments on each item are as followed:

1. 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.

   Comments: A cost sharing policy is vital, but tuition must continue to remain affordable. The state and other partners need to assist in funding higher education instead of shifting the burden onto the backs of students. Keeping students engaged in this process is vital. Additionally, assessing the feasibility of the Pay It Forward plan was mentioned as well.

2. Seek legislative support for a six-year plan to provide full State Need Grant funding. Projected financial responsibility: $16 to 23 million annually for six (6) years

   Comments: Students overwhelmingly rated this as 'very important', providing personal stories how it has benefited their educational experience. One respondent thought that this money could be used for other means, like 'quality of education'.

3. Provide funding for the College Bound Scholarship to ensure all eligible students are served according to the terms and conditions outlined in the scholarship application. Projected financial responsibility: $12 million for Fiscal Year 2015

   Comments: This item was listed as 'very important' by the majority of students. One student asked if the College Bound Scholarship is currently underfunded.

4. Increase investments in State Work Study and internship opportunities for both undergraduate and graduate students. Projected financial responsibility: $200,000 to $10 million annually

   Comments: There were recommendations to expand work study to include other jobs and to have a check-and-balance system to determine how much time a student is working versus studying. One respondent mentioned that low tuition is the best form of financial aid.

5. Identify a savings incentive matching program.

Comments: Students stated they would need more information on this item as it sounded similar to the GET program.

6. Encourage flexible payment methods for students/parents at all institutions and evaluate disbursing student financial aid every two weeks throughout the term ("aid like a paycheck").

Comments: The majority of comments revolved around having all of the financial aid dispersed to students before each term as many purchases need to be made before classes begin. More information was sought by some, while other comments agreed with the 'flexible' part of the recommendation.

7. Inform 12th grade course design and selection using the Smarter Balanced 11th grade assessments. Specifically, provide opportunities for more college-ready seniors to earn college credits through dual-credit courses; identify or create transition courses for seniors who are on track for college and careers; and, offer intentionally-designed senior-year coursework, focused on identified problem areas, to ensure college and career readiness. Projected financial responsibility: $0 to $2 million annually

Comments: Some comments reflected that the student needed more information or was unfamiliar with this concept. Other comments mentioned that financial literacy should be included in "college readiness", while another student stated they were not in favor of this concept determining college readiness. Lastly, ensuring that credits could transfer to and between colleges/universities was a recommendation.

8. Use Smarter Balanced 11th grade assessment to exempt students at colleges and universities from below college level coursework. Projected financial responsibility: $0 to $2 million annually

Comments: One student disapproved of the item, stating that less system-wide testing needs to occur. Other comments posed questions on how the assessment would occur, and how it would affect a student's ability to matriculate at a college or university.

9. Streamline dual credit programs to create a dual credit system. The Council, in collaboration with sector partners, would align funding incentives, remove cost barriers for students, create a consistent process to certify faculty to teach college level courses, simplify the process for students to receive credit, provide students with various options for dual credit when they are placed in college level courses, improve transferability of credit, and consider changes in restrictions on class level. Projected financial responsibility: $0 to $2 million annually

Comments: There was a recommendation that the structure of the high school should be considered. Dual credit should not be the only college credit option offered. IB and AP courses should be offered as well. Others mentioned that there may be some pushback from professors as quality of education is imperative. One comment mentioned that the student was weary of supporting this item, questioning whether the intent was to produce more workers or an education.

10. Monitor and report on system-wide programmatic, physical, and technological capacity. Projected financial responsibility: $0 to $200,000 annually

Comments: While one comment reflected support of this, another stated more information was needed, and another mentioned that WSAC should not be responsible for overseeing this.

11. Scale up research and implementation by postsecondary agencies and institutions of instructional models that accelerate student progress and increase retention. For example: offer innovation funds; continue research on effective practices; adopt competency-based models; and implement cohort-based, first-year college seminars and experiences. Projected financial responsibility: $0 to $4 million annually

Comments: Some institutions are already doing first-year college seminars. There was concern if efforts were being duplicated. Other comments reflected that students would not favor competency-based models. Another student could not rate this item as they mentioned the examples were too varied.

12. Increase placement of students directly into college-level courses and provide necessary support. Specifically: require pre-placement advising; offer pre-placement assessment brush-up sessions; use diagnostic and formative assessments; utilize multiple measures and indicators of college readiness, including high school and military transcripts; and, integrate additional academic support with college-level course content, as a co-requisite, not a prerequisite. Projected financial responsibility: $0 to $4 million annually

Comments: There was support of this action item. However, one student stated they were unsure of what this item meant.

13. Provide early, ongoing college and career guidance in middle and high schools. Specifically: begin comprehensive career guidance in the 8th grade, develop model career pathways for secondary students, and enhance the High School and Beyond; provide parent education on postsecondary pathways, opportunities, and expectations; and, employ graduation specialists. Projected financial responsibility: $2 to $5 million annually

Comments: Comments varied on this item. Some supported this item, others questioned whether middle school would be too early for career guidance, one comment questioned whether this could be included in the K-12 budget, and others stated that peer-to-peer mentorships between postsecondary and secondary students would be more appropriate.

14. Adopt statewide teaching and resource technology tools at secondary and postsecondary institutions. For example: use similar technology tools across sectors (learning management systems, digital libraries, and online learning portfolios) to increase student familiarity with technology which will be used in postsecondary institutions and in the workplace. Projected financial responsibility: $100,000 to $50 million annually

Comments: Most comments referred to either a possible high price tag on this action item or that this item wouldn't be necessary as students could adapt to the technology changes.

15. Expand employer feedback mechanisms to better align postsecondary education programs with employment opportunities. This would include expanded and refined employer surveys, incorporated in a comprehensive feedback system that would draw on existing resources such as skills centers, centers of excellence, and college career centers. Projected financial responsibility: $0 to $2 million annually

Comments: Some comments reflected that employment agencies needed to invest dollars back into higher education to promote civic engagement. One other comment reflected that a cost should not be associated with this. Otherwise, it may not be money well spent.

16. Expand student opportunities for work-integrated learning and create a web-based clearinghouse for efficient coordination. Projected financial responsibility: $200,000 to $10 million annually

Comments: One comment stated support for expanding work-integrated learning, but not supporting a web-based clearinghouse. Other comments questioned if this was already implemented while another mentioned this action item should be the responsibility of the private sector.

17. Develop a grant program that would support innovative pilot initiatives to advance student learning associated with foundational intellectual and career skills. Projected financial responsibility: $200,000 to $10 million annually

Comments: Some students asked at what education levels this would be incorporated in. Other students needed more information.

18. Ensure all Washingtonians have quality and coordinated information and support to pursue all types of postsecondary credentials. Projected financial responsibility: $200,000 to $2 million annually

Comments: Majority of comments voiced support for this while one mentioned that access to quality metrics would be important when implementing this item, especially regarding for-profit institutions.

19. Target information and support to adults regarding continuing their education, especially those with some postsecondary credits earned. Projected financial responsibility: $200,000 to $10 million annually

Comments: Mainly support. One comment posed caution with this item, stating that for-profit marketing should not be only type of marketing used to outreach to returning adults.

20. Increase and support academic advising and mentoring for all students, both secondary and postsecondary. Projected financial responsibility: $2 to $5 million annually

Comments: Most comments reflected support while others stated that there needs to be accountability measures when awarding dollars to institutions.

21. Support students as they go through critical academic transition points (elementary to middle school, middle school to high school, high school to postsecondary, two to four year transfer, and returning adults). Projected financial responsibility: $0 to $2 million annually

Comments: Mainly support. One comment stated that running start students should be included here.

22. Create a statewide P20 Educational Technology Consortium that includes educators, instructional technology specialists, librarians, & administrators from early learning, K12, & postsecondary education along with employers & businesses Projected financial responsibility: $100,000 to $50 million annually

Comments: The main comment reflected that there should be an assessment and evaluation of how technology is being used across the various educational sectors. Another comment stated that more information was needed.

23. Establish a grant program to encourage innovation & adoption of educational technology. Projected financial responsibility: $100,000 to $50 million annually

Comments: Some comments reflected that that the projected cost was too much and that money could be spent on quality teacher salaries instead. Other comments mentioned that adapting teaching methods and having teachers also know how to actually use technology were vital components contributing to a quality education.

24. Establish an award program to recognize the development of innovative educational technologies & the effective use of educational technology in Washington. Projected financial responsibility: $100,000 to $50 million annually

Comments: Most comments reflected hesitancy or concern with the varied price tag. Others mentioned that best practices across educational sectors should be a part of this action item.

After the survey concluded, focus groups were conducted with nearly 70 students from WSA. *Note: Between the time of the survey and the focus groups, Council staff gathered feedback from a variety of stakeholders, including students, and consolidated and reworded the 24 action item recommendations into 12 action items.*

Focus Groups

Each focus group consisted of 5-9 students with the following questions being proposed:
1. What did the Roadmap do well?
2. What can be improved in the Roadmap?
3. What are your overall comments on the Roadmap?

What the Roadmap did Well:
As for what the roadmap did well, students commended WSAC's commitment to both transparency and seeking student input through the survey, focus groups, and public comment and working groups during WSAC meetings. Students also thought the roadmap was comprehensive, realistic, factual, and focused on the key issues affecting students in secondary and postsecondary education.

More so, there was significant support from students on the full funding of the College Bound Scholarship and State Need Grant, increasing financial literacy with a centralized website, and the themes of 'ensure access', 'enhance learning', and 'prepare for future challenges'.

Areas for Improvements/General Comments on Roadmap:
As far as areas of the roadmap that could be improved, students determined that albeit the information presented in the roadmap was factual and informative, much of it was multifaceted (i.e. K-12 topics). Hence, providing some context and background would be helpful for students moving forward. Additionally, continuing to educate students on the developing roadmap items was a recommendation.

Within the report, students recommended that the educational attainment goals listed should be reasonable, especially the 100% high school diploma or equivalent attainment goal. Likewise, the

balance between pushback on roadmap action items versus the legislature actually approving each action item into a piece of legislation should be considered and noted when assessing the reality of action items being implemented. While doing the aforementioned, students wish WSAC to continue to promote how all students in the state will be served, including international students, out of state students, active duty students, student veterans, and graduate students. Along the same lines, a recommendation was that WSAC highlight that postsecondary education also includes trade and specialty schools as these forums of education may be overlooked at times.

Expanding work study opportunities was another action item recommendation that was well received by students. However, students recommended to do so with caution as the concept of outreaching and including nontraditional students (many of whom may already have a job and/or have a family) in higher education may be deterred as they may not have the time to participate in work study, but they still need a form of financial aid.

Partnerships between institutions and students to educate students are powerful mechanisms to ensure students are more preparedly prepared and skilled for specific careers. As this is a mutually beneficial relationship though, students recommend there should be an expectation that businesses invest back with some form of funding; a statement or stance from WSAC would assist with this endeavor.

Highlighting best practices from around the state and nation regarding roadmap action items would be beneficial in the long run. As these practice become available, having them in a centralized location can add great value in furthering conversations. Furthermore, sharing these best practices can also lead to developing metrics that can hold institutions accountable.

Students enjoyed seeing financial literacy programs enhanced through a centralized website. With this increased promotion though, students would like to see how more traffic will be directed to this site. Some students were hesitant to have additional standardized exams (i.e. Common Core State Standards and Smarter Balanced Assessment) incorporated. Instead, a recommendation was made to have increased 1-to-1 counseling in K-12 as a better use of time and money. If these standardized tests were implemented however, starting them before 11th grade would be ideal as students stated college readiness begins well before that grade level.

Students' feedback fell in line with the majority of feedback from stakeholders across the state.

Recommendations for Future Studies: As the first WSAC 10-year education roadmap has been submitted to the legislature, it becomes imperative to continue to gather, consider, and incorporate student input on the roadmap. As this study primarily focused on students in the public baccalaureate sector, gathering feedback from students in SBCTC, ICW, and online institutions in Washington State, are feasible and noteworthy next steps.

Students are the stakeholders that will most directly be affected by any proposed changes in Washington State's education system; it is crucial for students to be actively engaged in future roadmap working groups, discussions with legislatures, and be able to provide feedback to administration at their respective institutions on fiduciary decisions that directly affects their peers. Through these avenues, students will be better equipped be proactively engaged in improving education for themselves and their peers in Washington state.

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WSAC Director of Research and Planning

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Executive Summary

- Pilot study and snapshot of students' perspectives within the public baccalaureate sector on WSAC's proposed 10-year education roadmap.

- Future studies focused on students in State Board of Community and Technical Colleges (SBCTC), Independent Colleges of Washington (ICW), and online institutions in Washington state.

Purpose

- To answer following question:

    - How important are the proposed action item recommendations currently being considered for the 10-year education roadmap to students' success?

Methodology

- Approximately 554 surveys sent to students of Washington Student Association (WSA)
  - WSA: student coalition of public baccalaureate institutions and Bellevue College

- Undergraduate and graduate students participation

- 24-item perception of the WSAC proposed action item recommendations
  - Likert scale
  - Comments section on each question

Methodology Continued…

- 81 surveys returned
  - response rate=15%

- Of 81 surveys returned, 54 completed entire survey

Limitations

- Response rate of 15%

- Survey sent to students only in public baccalaureate institutions

- Completion of survey required thorough understanding of action recommendations

- Open for 2 weeks

- Accessible electronically; no hard copies were disseminated

- Not all students who started the survey actually finished

- Survey included just roadmap action item recommendations; no draft of roadmap provided

Results

Do you identify as being Male or Female?

43.2%

56.8%

Male
Female

n= 81
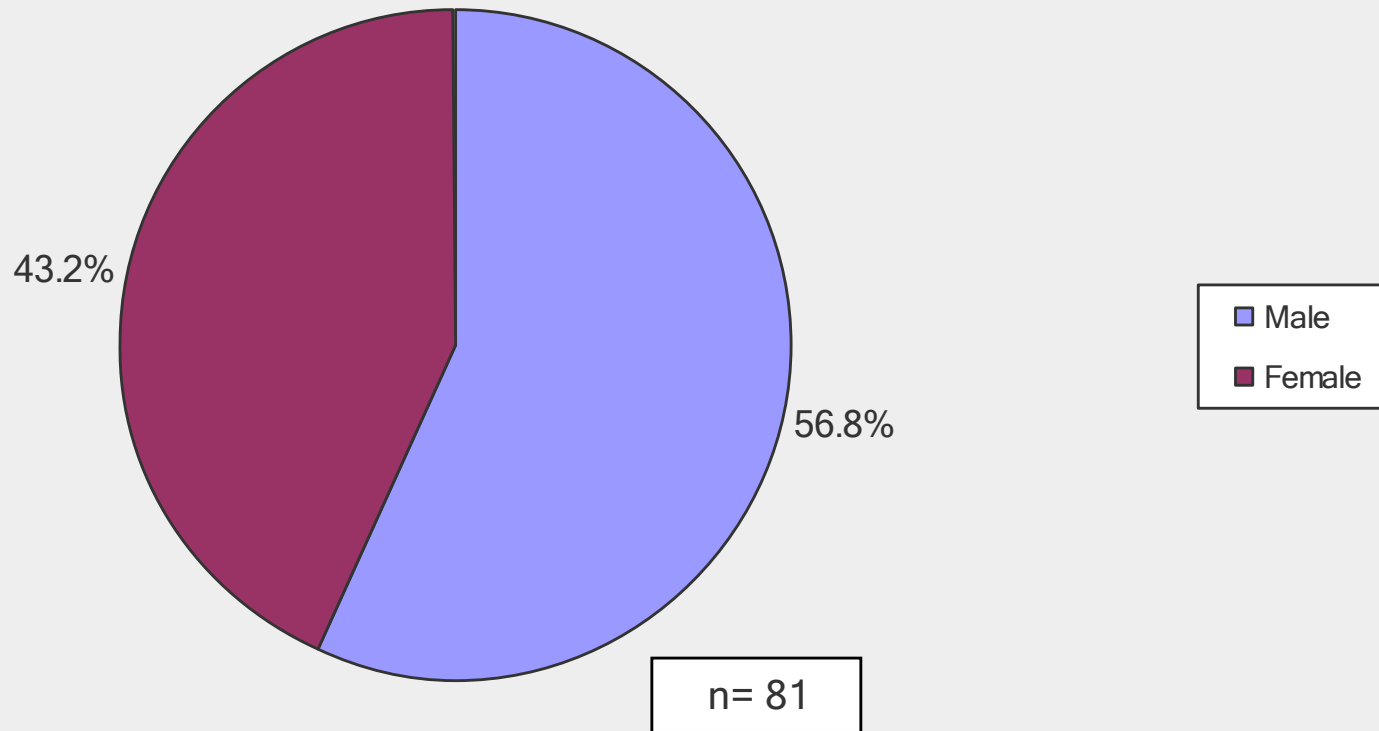
Results Continued…

What college or university are you currently attending?

Pie chart with the following values:
- 28% — University of Washington (Bothell, Seattle, Tacoma)
- 17% — Washington State University (Pullman, Spokane, Tri-Cities, Vancouver)
- 6% — Central Washington University
- 10% — Eastern Washington University
- 35% — Western Washington University
- 4% — The Evergreen State College (Olympia, Tacoma)

n=81
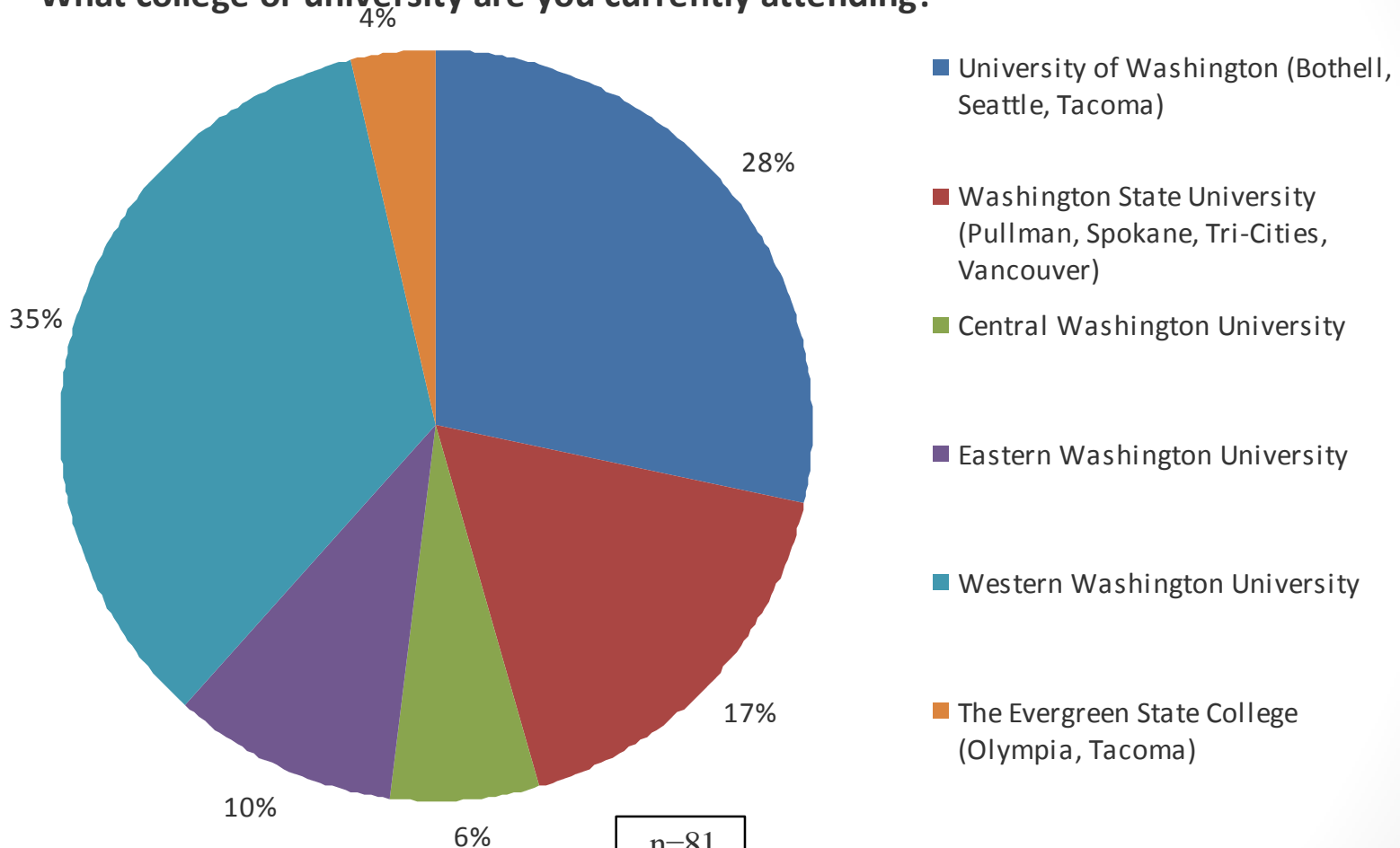
Results Continued...

Are you currently an undergraduate student or graduate student?

9.9%

90.1%

- Undergraduate (includes Post-Baccalaureate)
- Graduate
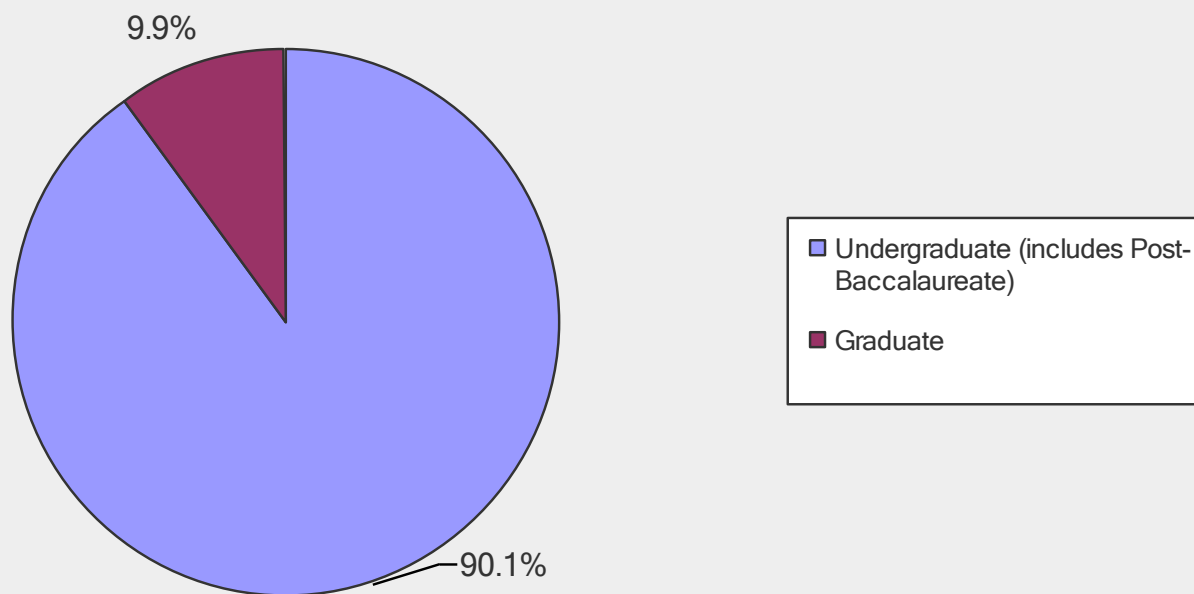
Results Continued...

Are you a recipient of College Bound Scholarship and/or State Need Grant?

23%

77%

☐ Yes   ☐ No

n=81
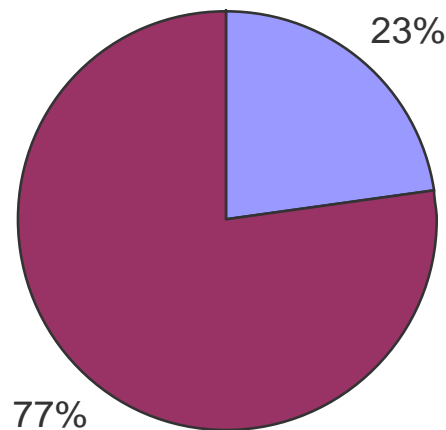
1 student received CBS vs.
18 students received SNG

10

Results Continued…

Roadmap Item: *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*

0% 3%

30%

67%

n=64

- Not important
- Somewhat unimportant
- Somewhat important
- Very important
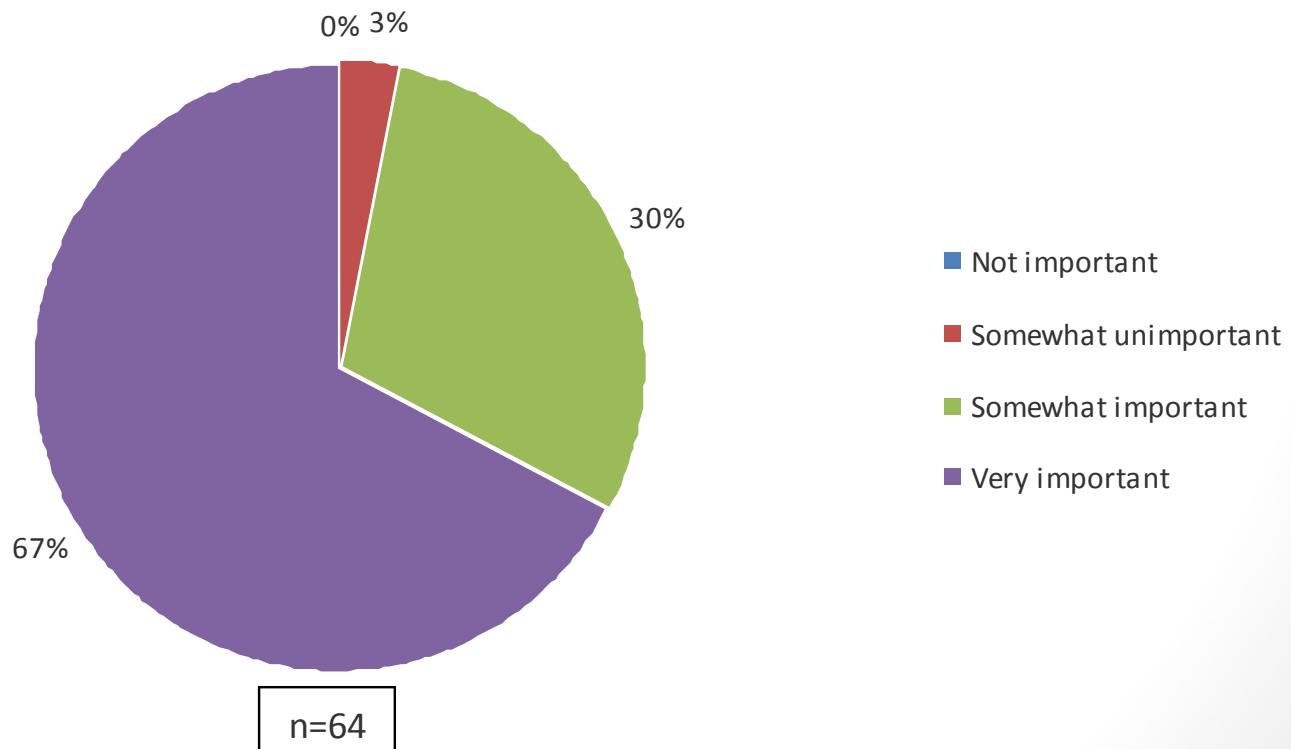
Results Continued...

Roadmap Item: *Seek legislative support for a six-year plan to provide full State Need Grant funding*

2%   5%

20%

- Not important
- Somewhat unimportant
- Somewhat important
- Very important

73%

n=66
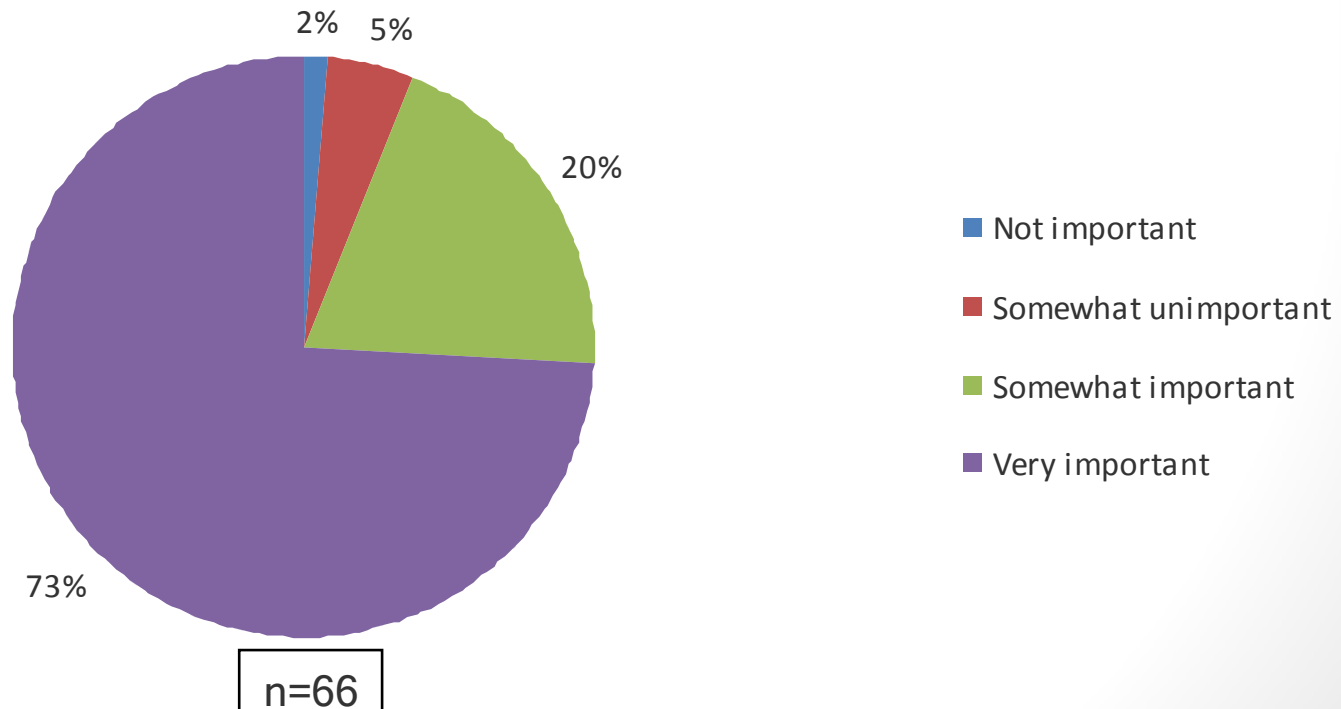
Results Continued…

Roadmap Item: *Provide funding for the College Bound Scholarship to ensure all eligible students are served according to the terms and conditions outlined in the scholarship application*

n=60

Legend:
- Not important
- Somewhat unimportant
- Somewhat important
- Very important

0% 12% 30% 58%
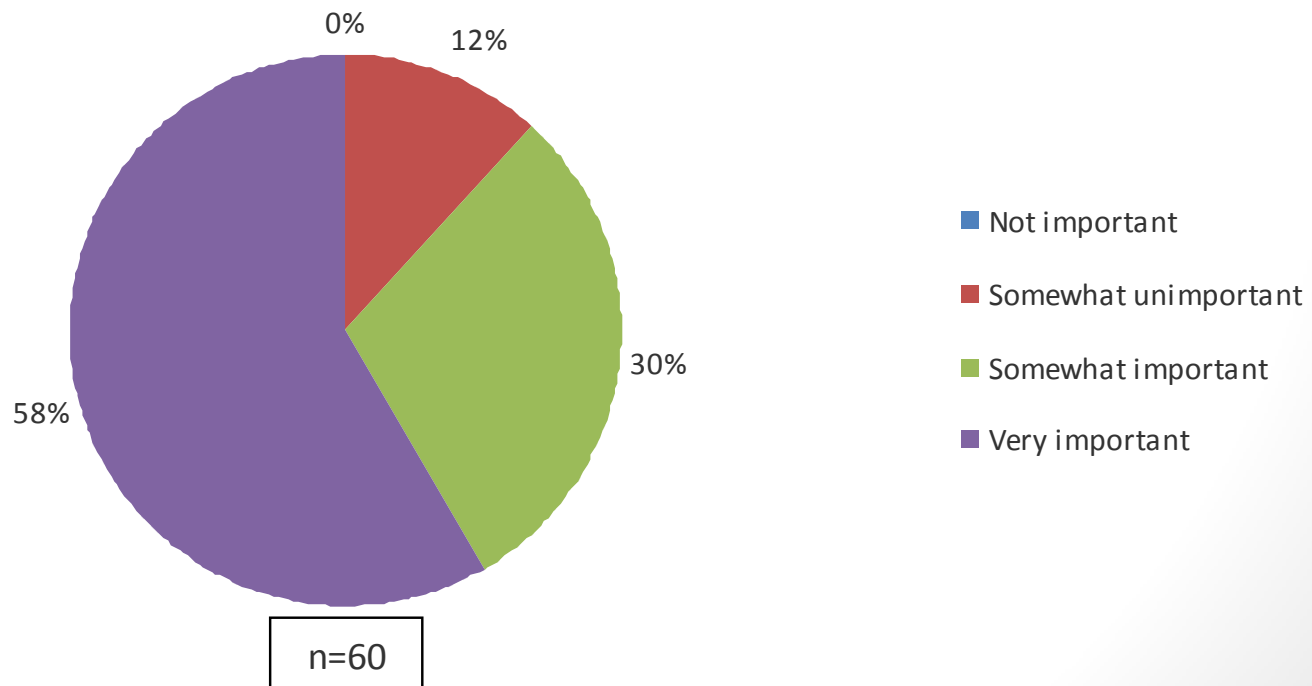
Results Continued...

Roadmap Item: *Increase investments in State Work Study and internship opportunities for both undergraduate and graduate students*

Pie chart legend:
- Not important
- Somewhat unimportant
- Somewhat important
- Very important

2% — Not important
3% — Somewhat unimportant
40% — Somewhat important
55% — Very important

n=63
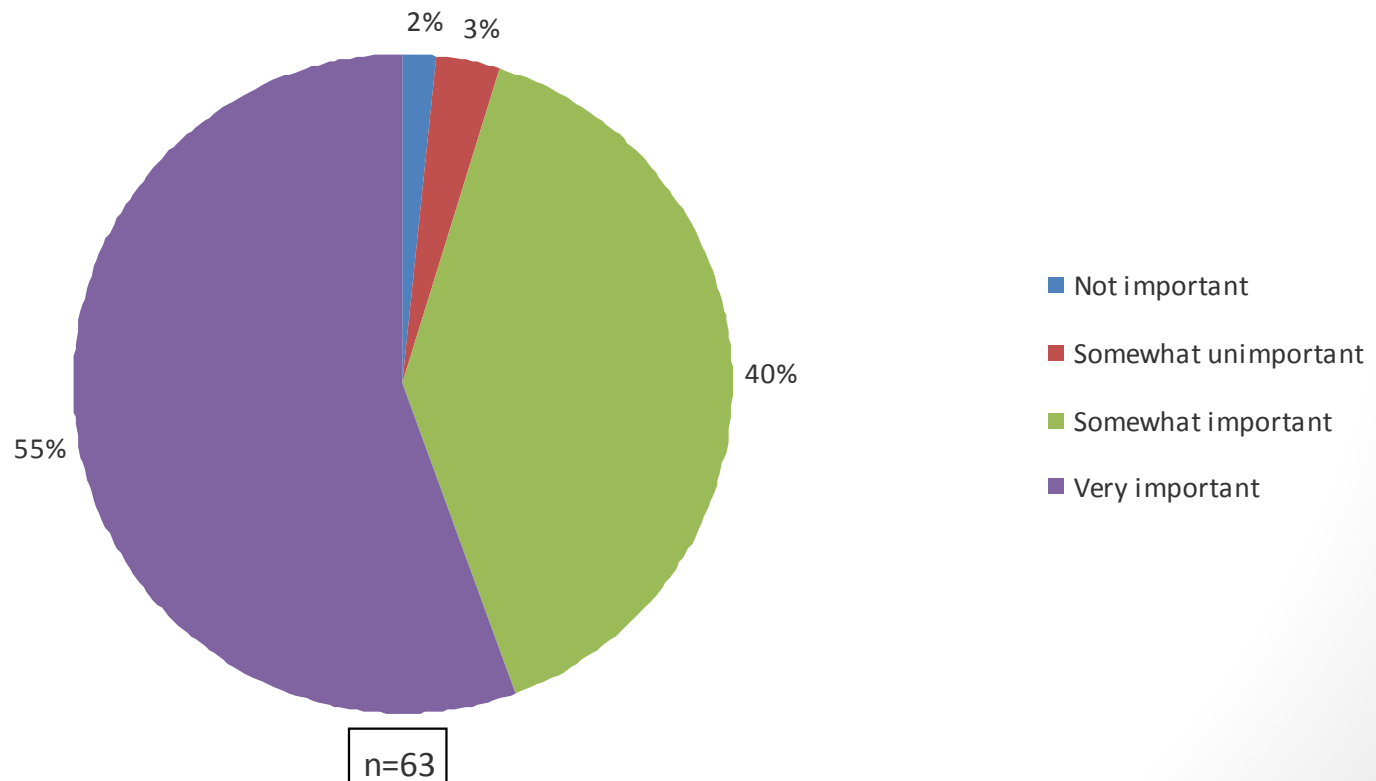
Results Continued…

Roadmap Item: *Identify a savings incentive matching program*

Legend:
- Not important
- Somewhat unimportant
- Somewhat important
- Very important

0%
13%
40%
47%
n=45
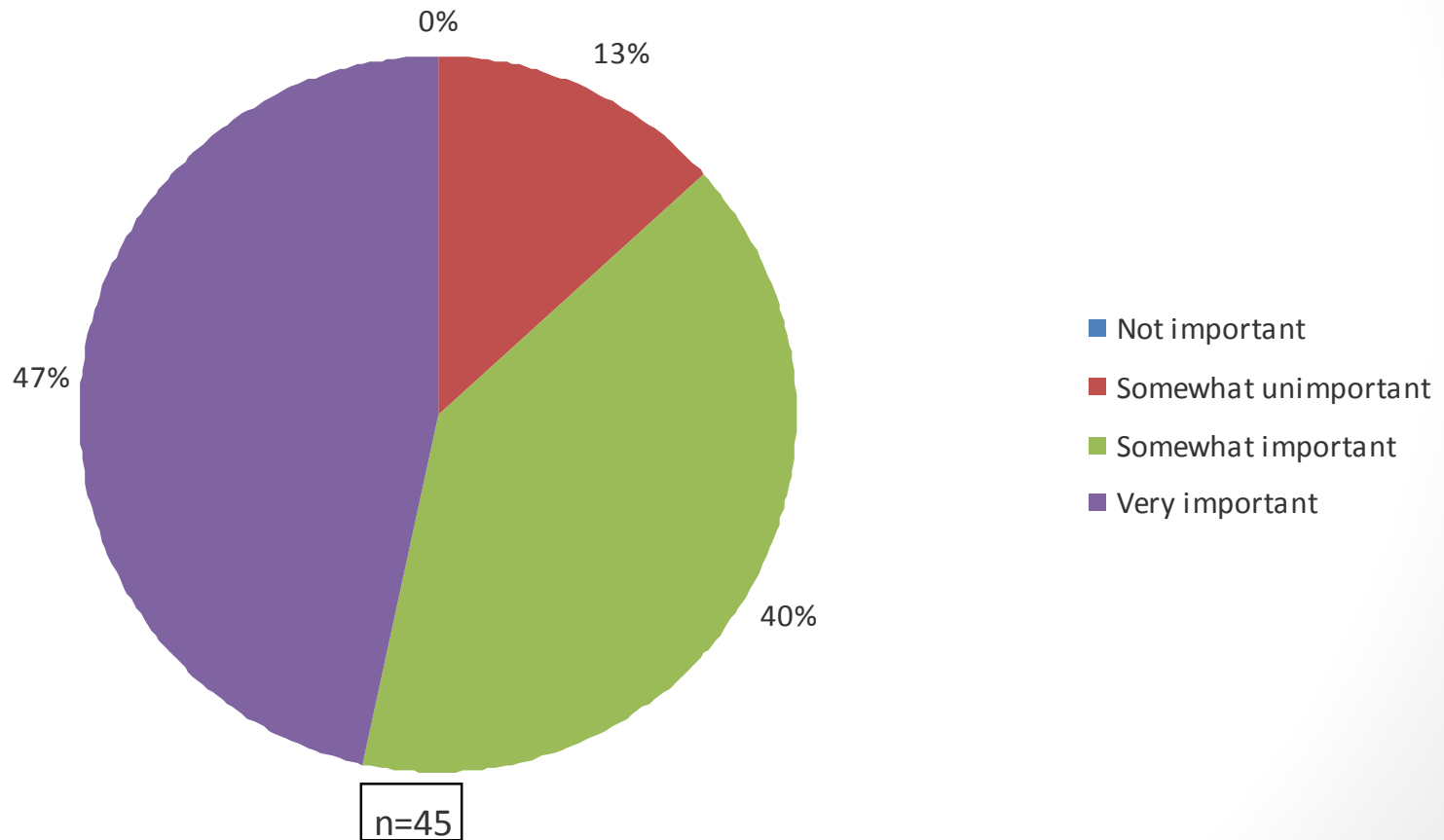
Results Continued...

Roadmap Item: *Encourage flexible payment methods for students/parents at all all institutions and evaluate disbursing student financial aid every two weeks throughout the term ("aid like a paycheck")*

8%

12%

41%
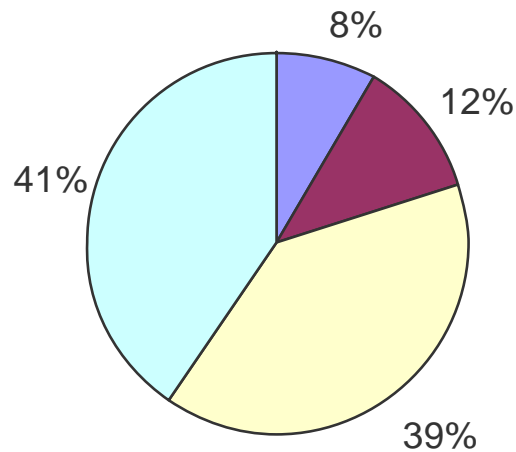
39%

- Not important
- Somewhat unimportant
- Somewhat important
- Very important

n=59

Results Continued...

Roadmap Item: *Inform 12th grade course design and selection using Smarter balanced 11th grade assessments*

3%
12%
25%
60%

- Not important
- Somewhat unimportant
- Somewhat important
- Very important

n=59
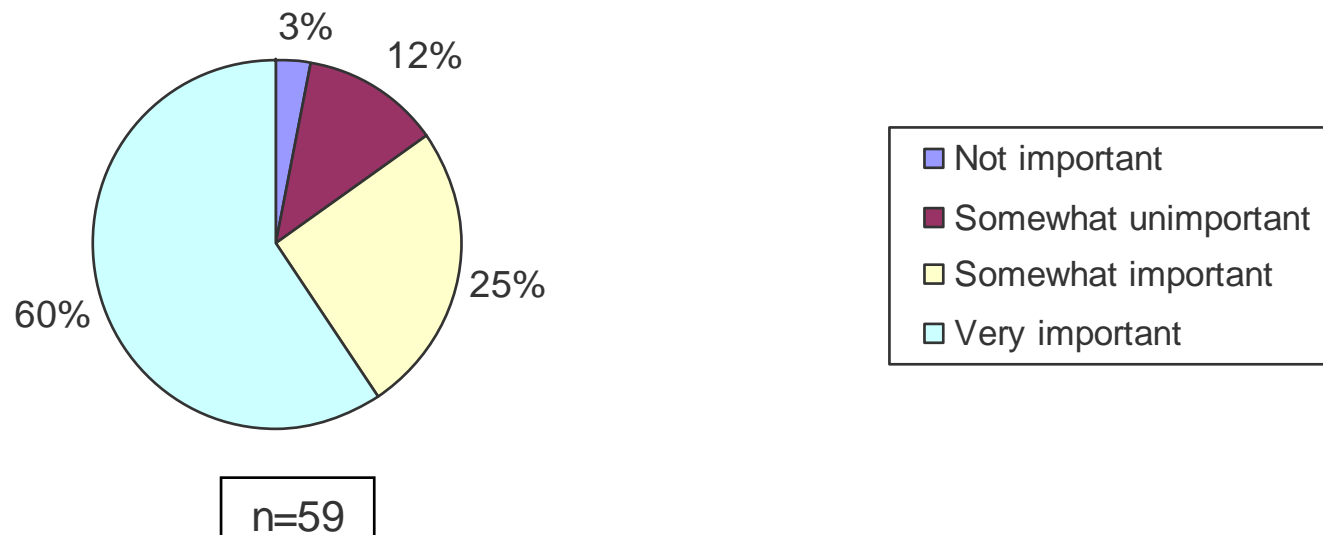
Results Continued…

Roadmap Item: *Use Smarter Balanced 11th grade assessment to exempt students at colleges and universities from below college level coursework*

5%

16%

47%

32%

☐ Not important
☐ Somewhat unimportant
☐ Somewhat important
☐ Very important

n=57
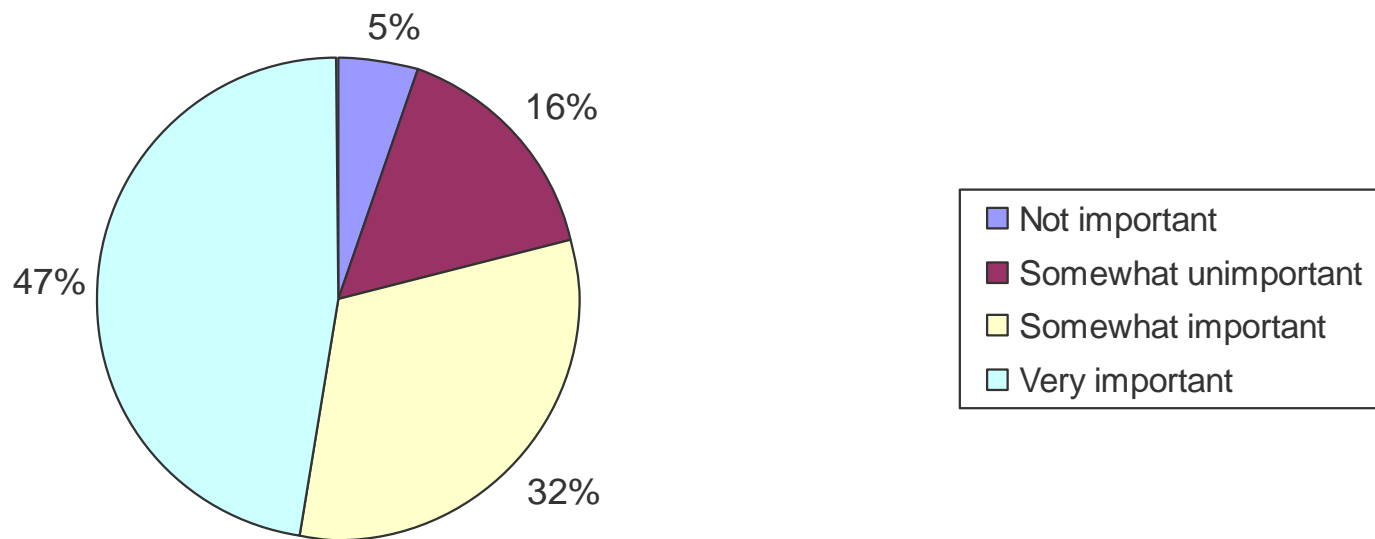
Results Continued...

Roadmap Item: *Streamline dual credit programs to create a dual credit system*
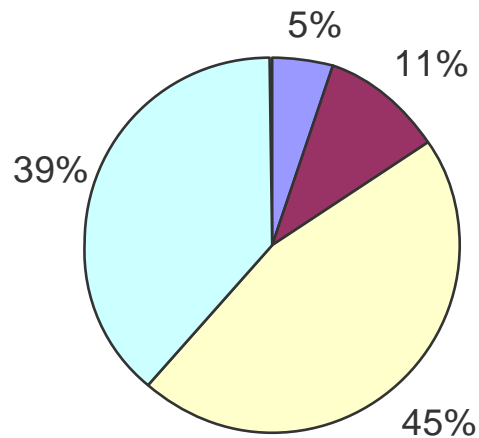
- Not important
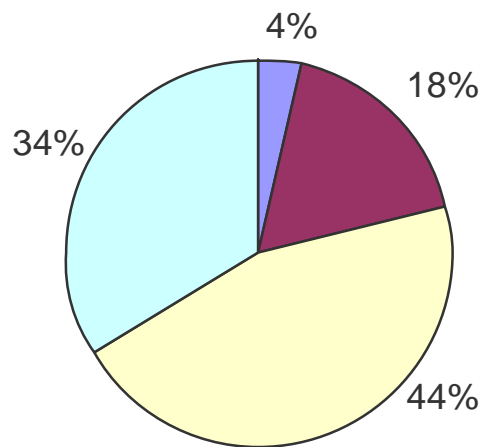- Somewhat unimportant
- Somewhat important
- Very important

5%
11%
39%
45%

n=57

Results Continued...

Roadmap Item: *Monitor and report on system-wide programmatic, physical, and technological capacity*

Pie chart:
- 2% Not important
- 40% Somewhat unimportant
- 29% Somewhat important
- 29% Very important

Legend:
- ☐ Not important
- ☐ Somewhat unimportant
- ☐ Somewhat important
- ☐ Very important

n=48
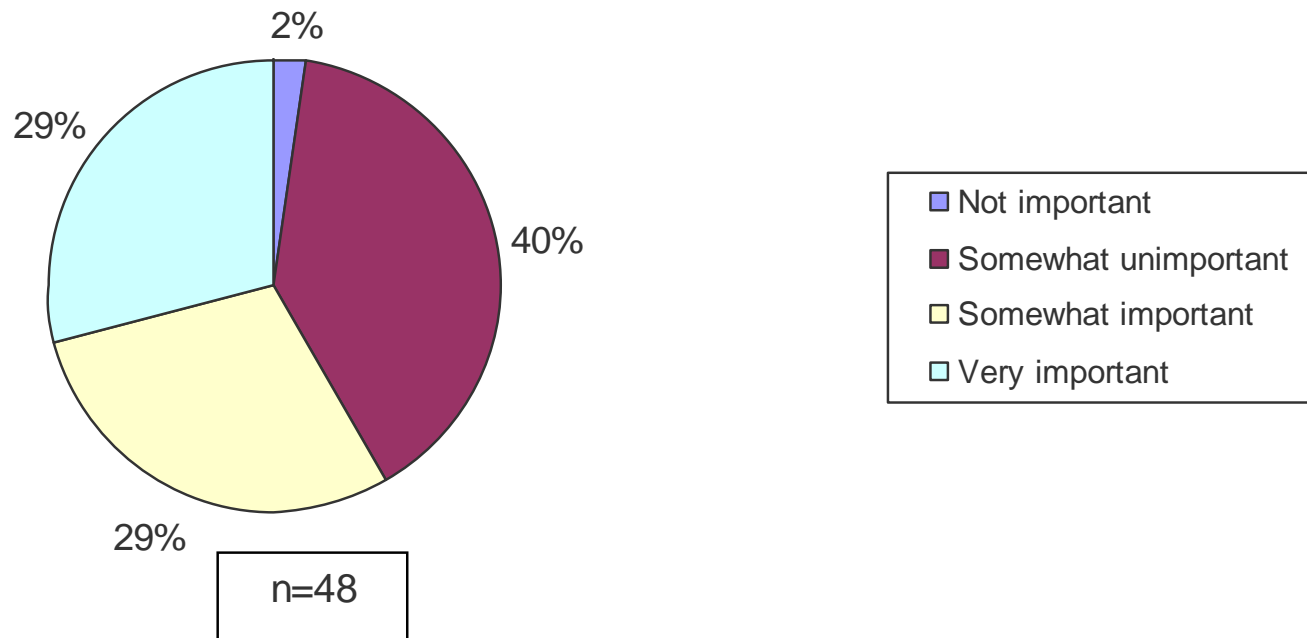
Results Continued…

Roadmap Item: *Scale up research and implementation by postsecondary agencies and institutions of instructional models that accelerate student progress and increase retention*

Legend:
- Not important
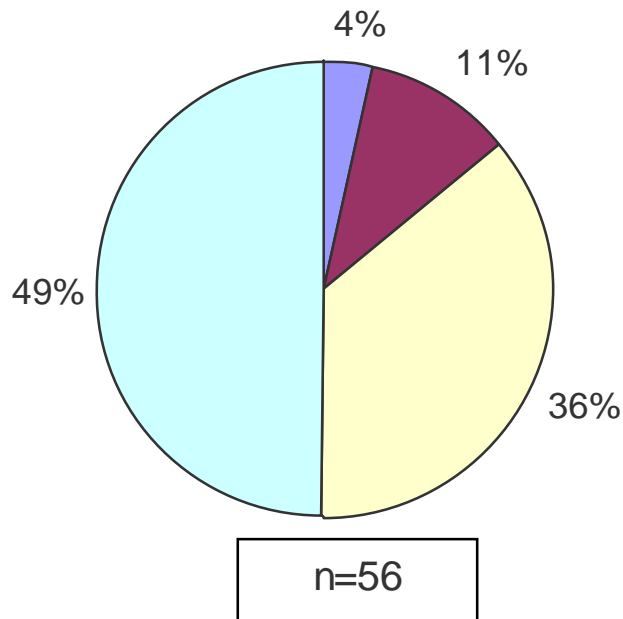- Somewhat unimportant
- Somewhat important
- Very important

4%
18%
34%
44%

n=56

Results Continued...

Roadmap Item: *Increase placement of students directly into college-level courses and provide necessary support*

Legend:
- Not important
- Somewhat unimportant
- Somewhat important
- Very important

3%
10%
41%
46%
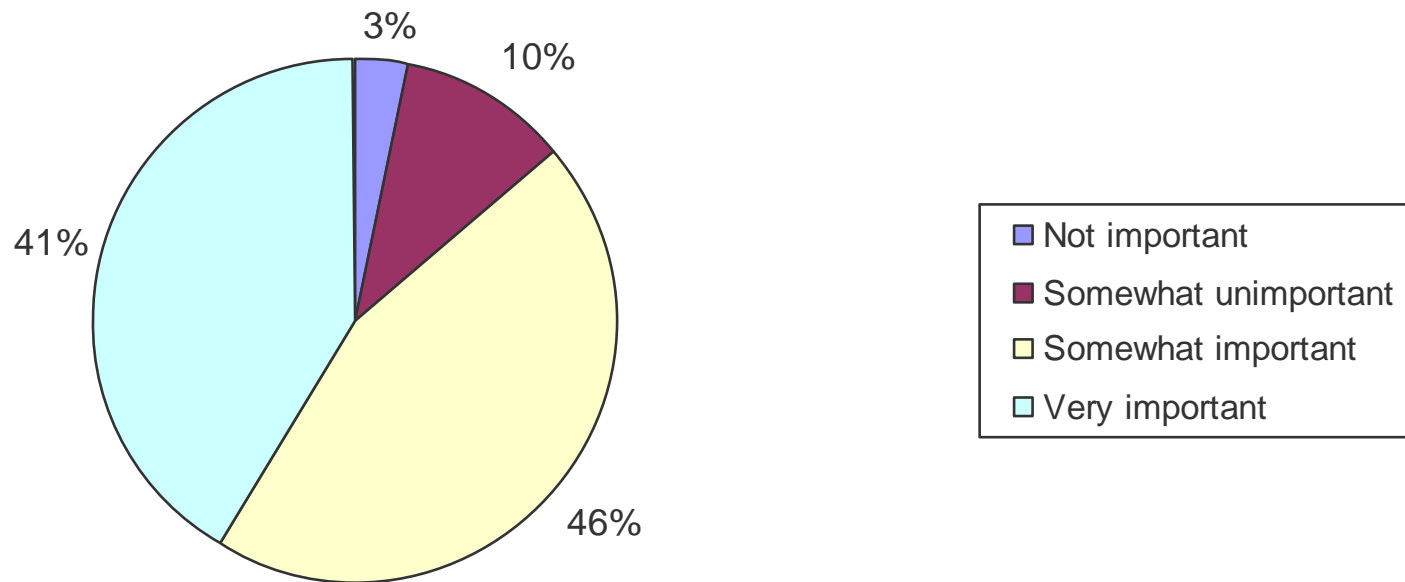
n=58

Results Continued...

Roadmap Item: *Provide early, ongoing college, and career guidance in middle and high schools*

4%

11%

49%

36%

n=56

- Not important
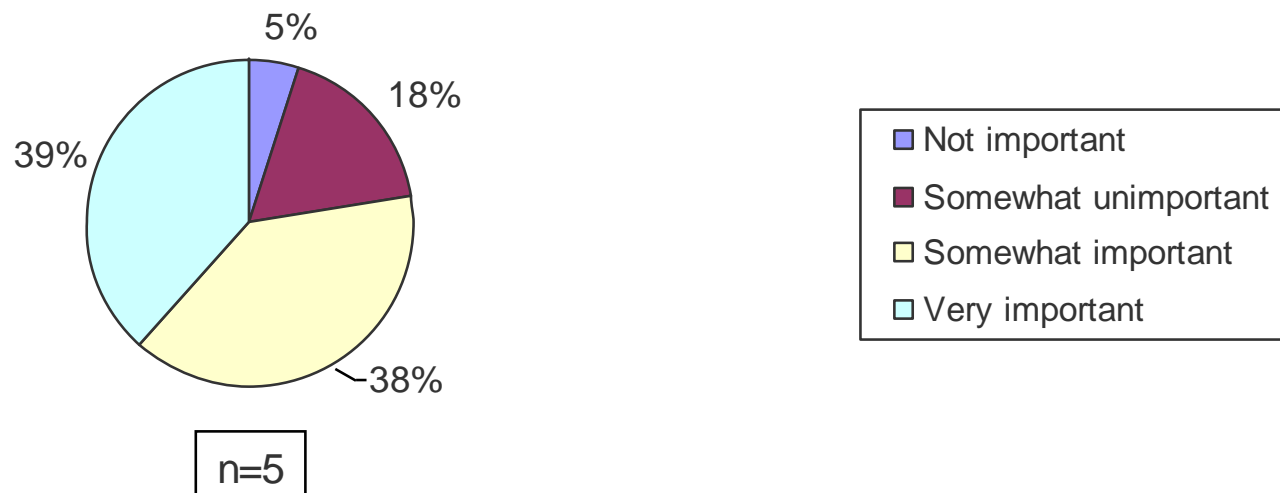- Somewhat unimportant
- Somewhat important
- Very important

23

Results Continued…

Roadmap Item: *Adopt statewide teaching and resource technology tools at secondary and postsecondary institutions*

- Not important — 13%
- Somewhat unimportant — 27%
- Somewhat important — 35%
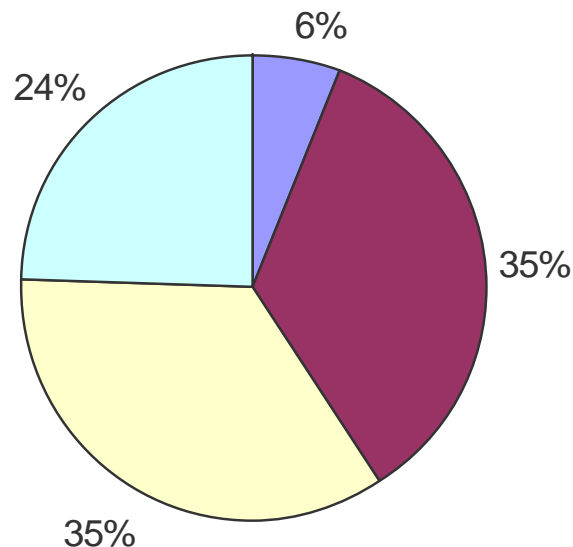- Very important — 25%

n=55
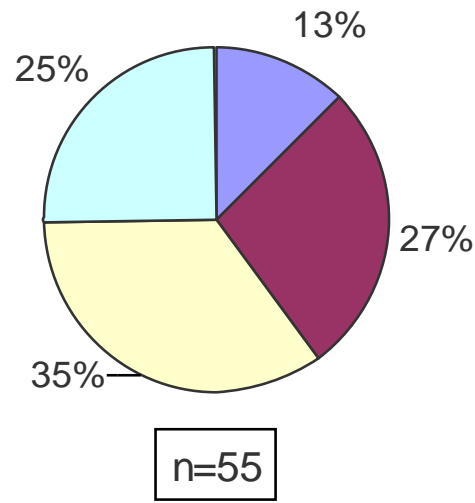
Results Continued…

Roadmap Item: *Expand employer feedback mechanisms to better align postsecondary education programs with employment opportunities*

5%

18%

39%

38%

Legend:
- Not important
- Somewhat unimportant
- Somewhat important
- Very important

n=5

25

Results Continued...

Roadmap Item: *Expand student opportunities for work-integrated learning and create a web-based clearinghouse for efficient coordination*
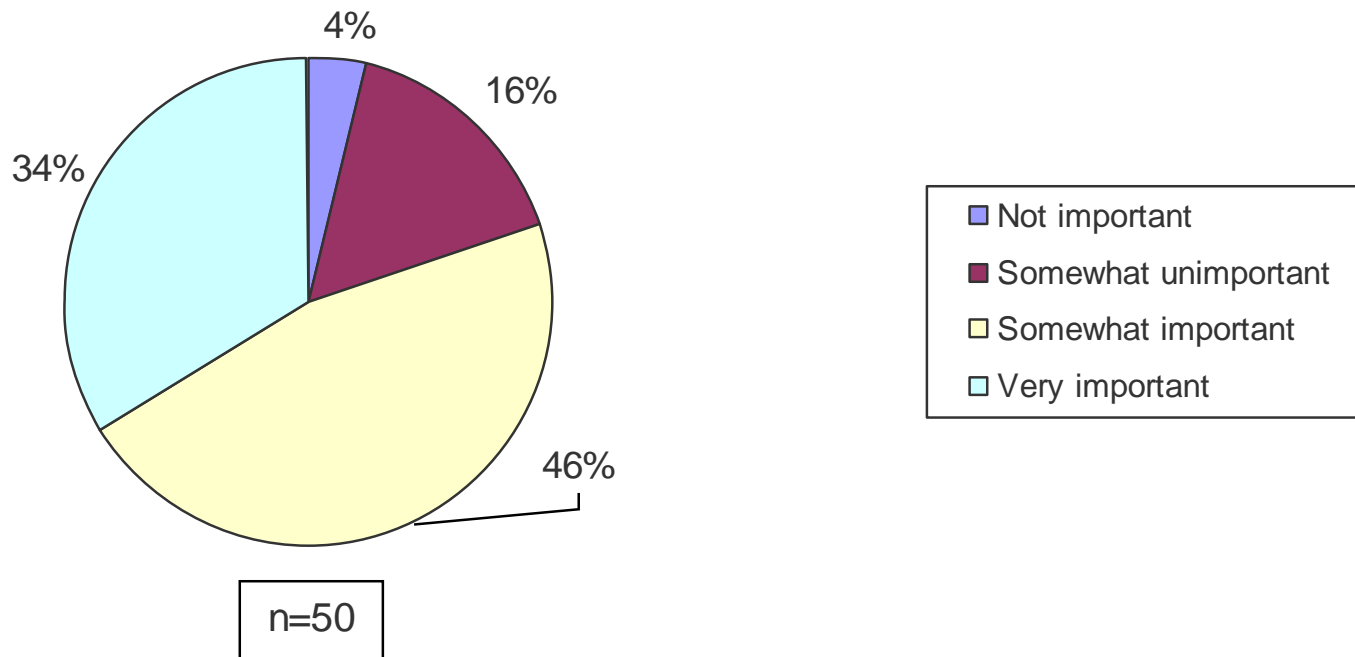
6%

24%

35%

35%

- Not important
- Somewhat unimportant
- Somewhat important
- Very important

n=49

Results Continued…

Roadmap Item: Develop a grant program that would support innovative pilot initiatives to advance student learning associated with foundational intellectual and career skills
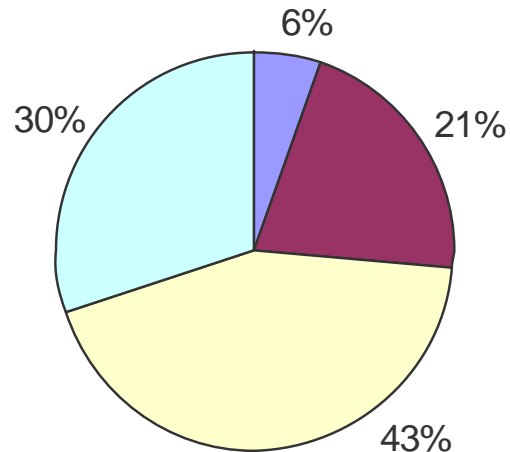

4%
16%
34%
46%

Not important
Somewhat unimportant
Somewhat important
Very important

n=50

27

Results Continued…

Roadmap Item: *Ensure all Washingtonians have quality and coordinated information and support to pursue all types of postsecondary credentials*

0% 11%

33%

56%

- Not important
- Somewhat unimportant
- Somewhat important
- Very important

n=55
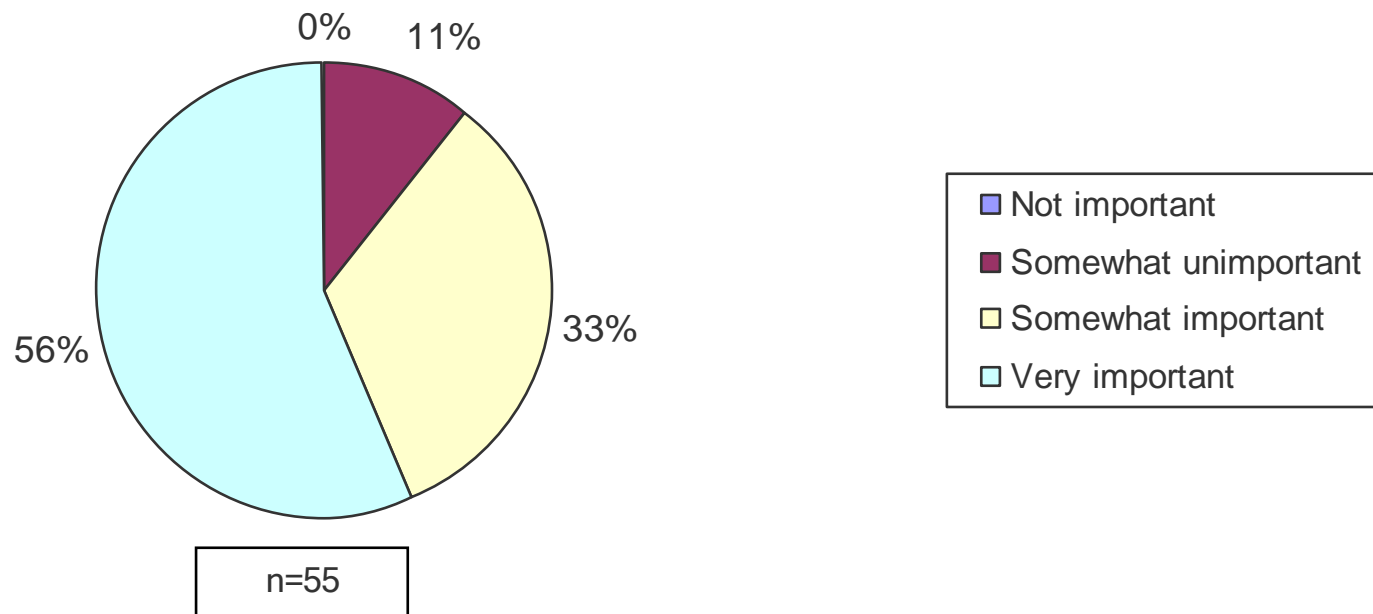
Results Continued…

Roadmap Item: *Target information and support to adults regarding continuing their education, especially those with some postsecondary credits earned*

6%

30%

21%

43%

- ☐ Not important
- ☐ Somewhat unimportant
- ☐ Somewhat important
- ☐ Very important

n=53

Results Continued...

Roadmap Item: *Increase and support academic advising and mentoring for all students, secondary and postsecondary*
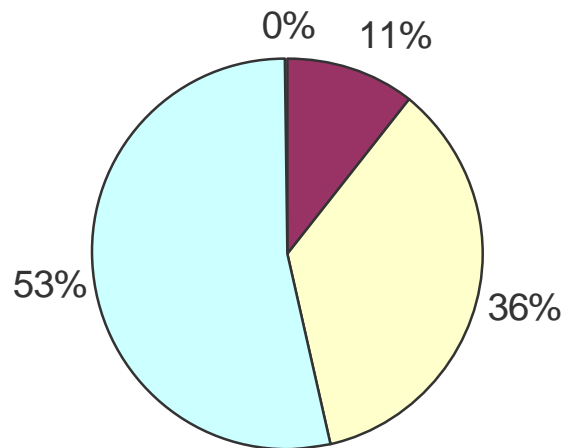
n=56

Legend:
- Not important
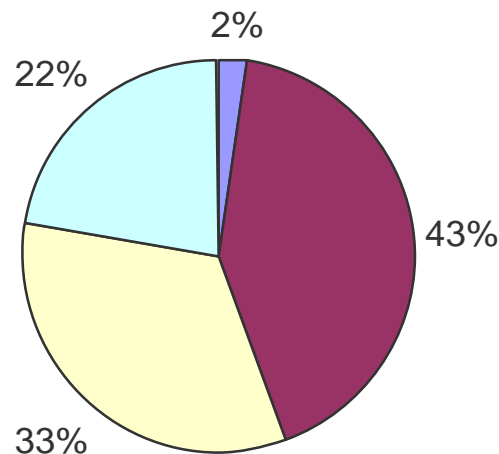- Somewhat unimportant
- Somewhat important
- Very important

Pie chart values: 0%, 11%, 36%, 53%

Results Continued…

Roadmap Item: *Support students as they go through critical academic transition points*

0%   11%

51%

38%

n=53

Legend:
- ☐ Not important
- ☐ Somewhat unimportant
- ☐ Somewhat important
- ☐ Very important
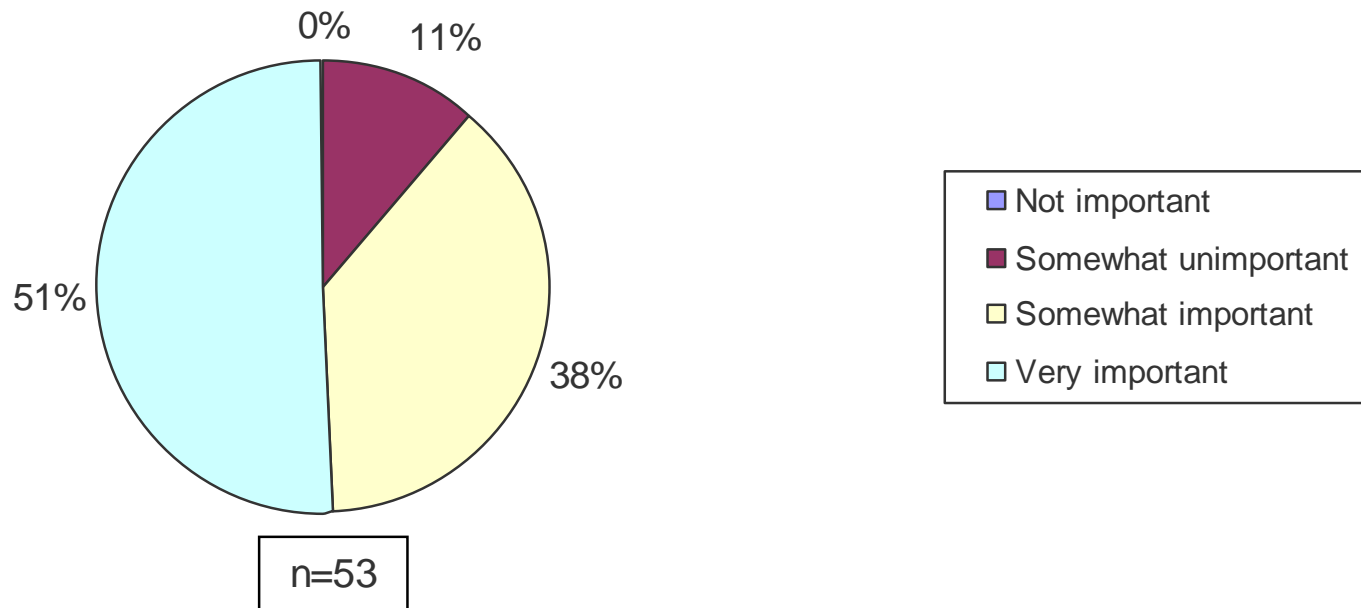
Results Continued…

Roadmap Item: *Create a statewide P20 Educational Technology Consortium*

n=45

Results Continued...

Roadmap Item: *Establish a grant program to encourage innovation & adoption of educational technology*
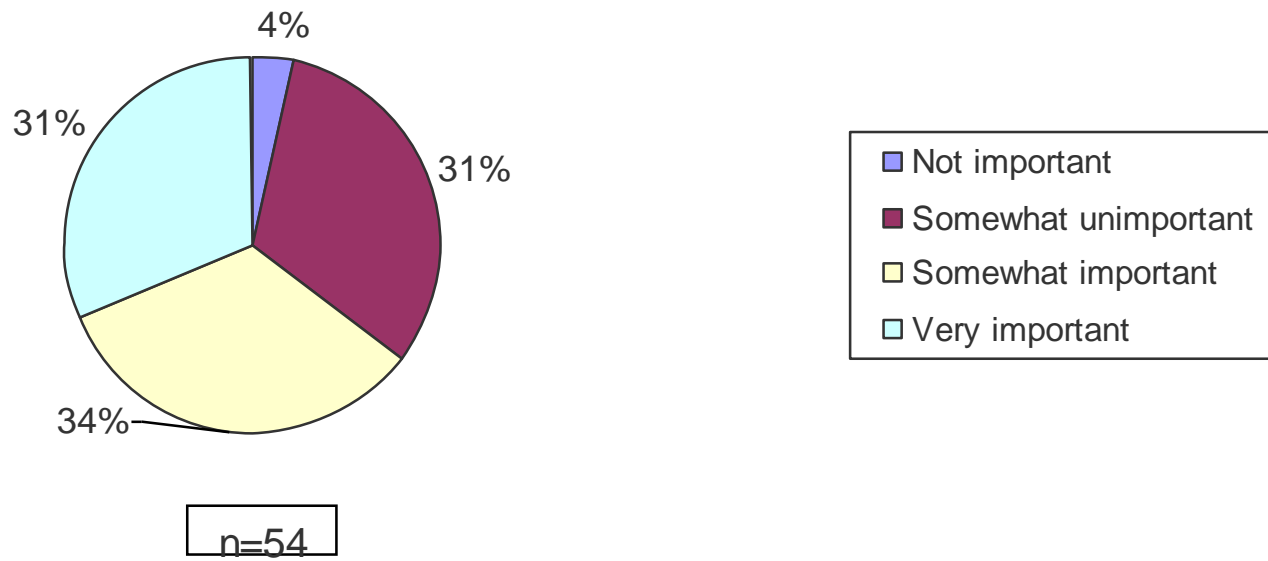
4%

31%

31%

34%

Not important
Somewhat unimportant
Somewhat important
Very important

n=54

33

Results Continued…

Roadmap Item: *Establish an award program to recognize the development of innovative educational technologies & the effective use of educational technology in Washington*

6%

22%

33%

39%

n=54

Legend:
- Not important
- Somewhat unimportant
- Somewhat important
- Very important

34
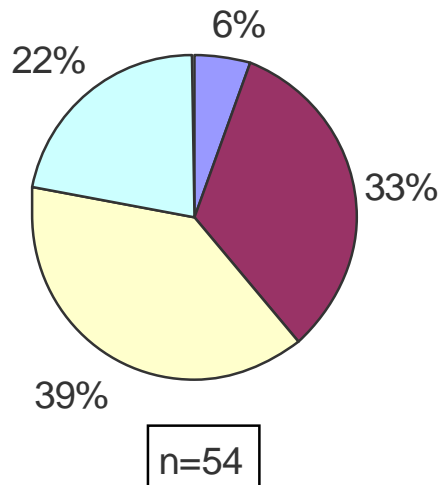
Results Continued…

- After survey concluded, focus groups conducted with nearly 70 students from WSA

- *Note: Between time of survey and focus groups, Council staff gathered feedback from stakeholders, including students, and consolidated 24 action item recommendations into 12 action items.*

Results Continued…

- **<u>Focus Groups</u>**
- 7 groups of 5-9 students each

- Following questions proposed:
  1. What did the Roadmap do well?
  2. What can be improved in the Roadmap?
  3. What are your overall comments on the Roadmap?

Results Continued…

- <u>What the Roadmap did Well:</u>

- Transparent

- Seeking student input through survey, focus groups, and public comment and working groups during WSAC meetings

- Comprehensive, realistic, factual, and focused on key issues affecting students in secondary and postsecondary education

- Support on full funding of CBS and SNG, increasing financial literacy, and themes of 'ensure access', 'enhance learning', and 'prepare for future challenges'

Results Continued…

Areas for Improvement/General Comments on Roadmap:

- Providing context and background on roadmap items

- Continuing to educate students on developing roadmap items

- Reasonable educational attainment goals, especially 100% high school diploma or equivalent

- Balance between pushback on roadmap action items versus legislature adopt action items

- Continue to promote all students in the state will be served:
  - International students
  - Out of state students
  - Active duty students
  - Student veterans
  - Graduate students

Washington Student Achievement Council

Results Continued...

Areas for Improvement/General Comments on Roadmap:

- Highlight postsecondary education to include trade and specialty schools

- Caution on expanding work study opportunities
  - Can negatively impact non-traditional students

- Businesses should invest back in education with form(s) of funding
  - Statement or stance from WSAC would assist

- Highlighting and sharing best practices of roadmap action items

- Information on how traffic will be directed to centralized financial literacy site

- Hesitancy to have additional standardized exams (i.e. Smarter Balanced Assessment) incorporated
  - Increased 1-to-1 counseling in K-12 ->better use of time and money
  - If standardized tests implemented, should start them before 11th grade

Future Studies

- Continue to gather, consider, and incorporate student input on roadmap

  - Gather feedback from students in SBCTC, ICW, and online institutions in Washington state

- Students need be engaged in future roadmap working groups, discussions with legislatures, and able to provide feedback to administration on local fiduciary decisions

Questions?