WASHINGTON STUDENT
ACHIEVEMENT COUNCIL
EDUCATION · OPPORTUNITY · RESULTS

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Committee for Student Support (CSS)

The Committee for Student Support will address issues related to student support services, including programs that improve student outreach and support.

Action Items:	Upcoming Scheduled Meeting Times
Increase support for all current and prospective students. **Increase awareness of postsecondary opportunities.** **Encourage adults to earn a postsecondary credential.**	**Tuesday, March 17 – 1:30 p.m. - 3:30 p.m.** Thursday, May 21 – 10:30 a.m. - 12:30 p.m. Thursday, July 16 – 10:30 a.m. - 12:30 p.m. Wednesday, Sept. 23 – 10:30 a.m. - 12:30 Thursday, Dec. 10 – 10:30 a.m. - 12:30 p.m.

Stakeholder Members

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WSAC MEMBERS

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Staff: Rachelle Sharpe, Weiya Liang

AGENDA

Legislative update re Student Support Services

Did Not Move Out of House of Origin – Could be Budget Items

- HB 1812 – net price/college fit information to high achieving low-income students
  Provides a customized mailer to high achieving low-income students.

- HB 1982 – enhancing student success innovations
  Provides postsecondary funding to enhance innovative mentoring, advising and recapturing programs.

- SB 5349 – requiring live financial literacy seminars
  Provide financial literacy orientations to all new students.

- SB 5856 – providing support to College Bound students
  Provides $5 M to OSPI to contract with a non-profit organization to support College Bound students.

Moved to Opposite House

- SB 5851 – CBS workgroup recommendations
  Includes recommendations from the legislative workgroup related to program evaluation and student support.

- HB 1999 – coordinating services for foster youth to improve outcomes
  Coordinates support services to improve educational outcomes for foster youth.

- SB 5328 – disseminating financial aid information (in Rules)
  Includes financial aid deadlines on admissions materials.

Discussion – 2015 Student Support Council Work plan

To assist the Council in determining a work plan to continue to advance the needs in the area of student support to make progress toward improving educational attainment. The Council would like your input related to the following questions.

- What are effective ways to advocate for support services?

- How can additional resources be leveraged (federal, state, local, non-profit and business community)?

- Where are the areas of greatest needs?

- What are the best approaches to map existing services to maximize coordination and target areas of need?

    1. Increase support for ALL current and prospective students.
    2. Increase awareness of postsecondary opportunities.
    3. Encourage adults to earn a postsecondary credential.
    4. Provide support for College Bound Scholars (K-12).
    5. Enhance support for underrepresented students (postsecondary).
    6. Incentivize regional collective impact networks.

Projects Updates

- **Reach Higher Washington Event**

    On 3/11 OSPI, CSF and WSAC held an event with school counselors and educational leaders discussing the four goals outlined by the White House related to supporting counselors and improving understanding related to college and career opportunities, affordability, and academic planning.

- **12th Year Campaign completed**

    College Goal Washington hosted 83 financial aid application completion events serving thousands of students and families. The College Application Campaign was held in the fall at 65 high schools serving 3,600 students.

- **FAFSA Completion Initiative launched**

    In partnership with OSPI, a tool has been provided to allow districts and schools to access the seniors which have filed a FAFSA. The superintendents send a data usage agreement to WSAC and designate access to the data.

- **GEAR UP Spring Training Underway**

    GEAR UP is administering professional development activities to assist schools with college and career readiness information. The Spring training will engage school administrators, counselors, teachers and school-based GEAR UP in sharing best practices, Student Leadership Development, and engaging families in education opportunities.

- **CHA Radio Renewal for 2015-16**

    The WSAC participated in radio shows providing information on college and financial aid preparation and applications. We received positive feedback and will engage again this next year.

- **Pave the Way Conference Planned for Oct. 5-6**

    Pave the Way: Advancing Equity, Access & Educational Attainment – for P-20 educators, counselors, administrators, outreach and support services personnel, community leaders and others working to improve postsecondary opportunities for low-income, first-generation, and historically underrepresented students.

Discussion Highlights: The CSS Committee discussed the following principles as we continue to develop student support proposals.

Topic	Action Items
CSS Principles	• Support proposals should be data-driven. • Services should be well-coordinated. • Strategies to address opportunity gaps should be intentional.
CSS Work Plan	• Develop communication strategies to share information with schools, non-profit organizations, students, and parents. • Leverage the use of the Ready, Set, Grad website, and ensure information is relevant and current. • Create mechanisms to link to the High School and Beyond plan wherever possible. • Engage the work of Reach Higher by developing college- and career-readiness initiatives in K-12 • Offer training and professional development that address student support across the educational spectrum. • Develop methods to ensure all student support strategies are intentional about addressing the opportunity gaps in academic achievement.

Next Meeting:

May 21, 2015

10:30 a.m. to 12:30 p.m.

SFA Workgroup Agenda 3/27/15

- Introductions

- State Need Grant Distributions

- WAC Review Process

- Satisfactory Academic Progress

- Self help

- New Participating Institutions

- Other

Improving SNG Fund Distribution Process

WSAC Student Financial Aid Workgroup Discussion

March 27, 2015

ISSUES:

- Timing of notification of allocations

- Mitigating fluctuations from year to year

- Data Integrity

Proposal

Provide earlier information and allow funding to follow eligible student enrollments using one-year delay data.

- Use the automated distribution model to provide 2015-16 allocations using 2013-14 data (one-year delay) adjusted for participating institutions.
  - The share of the current appropriation would be applied to the new appropriation.

- When 2014-15 data are finalized, provide institutions with information regarding what initial allocations would be based on current funding for 2016-17.

Note: Earlier notification would help address the fluctuations – yet the data has a one-year lag.

Data Provided

- Data Caveats
  - We don't know 2015-16 state appropriation (used $305 M)
  - Winter interim data was used to project 2014-15
    - Summer Variability
    - Don't have the ability to do apples-to-apples comparison until August 2015

- Considerations
  - Tuition Proposals
  - Undetermined End to Session
  - Data Limitations
  - Enrollment Variations
  - WASFA Enrollments
  - Data Integrity

Today's Discussion

Options	Data	Timing of Notification
No Change	Final 14-15 Recon	Late Aug
Proposal	Final 13-14 Recon	Within 2 weeks of session ending
Other (like mitigating the difference)		

FAFSA Completion Initiative

In order to better assist school district personnel working with college-going students, the Washington Student Achievement Council, in partnership with the Office of Superintendent of Public Instruction, now offers an online FAFSA completion portal. FAFSA completion is a critical indicator of what students plan to do beyond high school. Studies have shown that over 90 percent of the students who complete the FAFSA enroll at postsecondary institutions within 12 months of high school graduation. For many students, completing the FAFSA is the first step taken in pursuit of financial aid and postsecondary education.

The FAFSA Completion Portal provides regularly updated data on FAFSA completion for Washington's 12th grade students, allowing districts to track whether individual students have filed a FAFSA, and whether students' FAFSA submissions have errors. Counselors will be able to follow each senior's progress, provide individual support, and target services to increase FAFSA completion rates. In addition to student-level data, districts will be able to view district and state-level comparison data and weekly completion statistics.

In early February, each school district should have received a letter outlining Washington's FAFSA Completion Initiative and data portal, as well as a required data usage agreement form. In order to begin using the portal, each district must return the signed data usage agreement and designate a district point-person for portal access. If your district didn't receive this letter, or if you have additional questions, please contact Sarah Weiss, Assistant Director of College Access & Support, at 360-753-7630 or sarahwe@wsac.wa.gov.

	Strategy	Policy Options	Rationale
Committee for Student Support	**Postsecondary support**	a) Provide proven **retention support** to students most at-risk for completion by expanding or enhancing TRiO-like services on campuses. Examples include: • TRiO Student Support Services (on 22 campuses serving 4,900 students at $400/student year) • CAMP programs on 7 campuses • MESA Community College Programs (MCCP) (6 colleges serving 250 students)	Increased investment in strategies proven to support student outcomes especially targeting services to underrepresented students. Expanding the reach of programs will take advantage of an existing successful program. Federal CAMP and TRiO program outcomes have shown significant gains in in persistence, full-time enrollment, and completion compared to other low-income students. MCCP provides academic and transfer support services to underrepresented students enrolled in STEM programs.
		b) Use statewide data sets to **target adult students** near completion and re-engage with the institution. Examples include: • WWU Destination Graduation and other institutional outreach to stop-outs. • Project Win-Win - institutions in 9 states retroactively award students who qualified with AA degrees.	With hundreds of thousands of adults in Washington with college credits without a credential, this strategy provides an efficient method to identify and support students who already have partial transcripts.
		Other Options i. **Achieving the Dream** – evidence-based, student-centered programs to increase student achievement.	ATD is a proven model that can be scaled and adapted to other institutions. Funding has been provided by College Spark.
		ii. Support **dual admission** programs with an early commitment of aid. Examples include: • Illinois Monetary Award Program has successful program. • A $12m foundation supported 13th year experience at South Seattle College.	Early commitment programs incent students to prepare for and complete their academic programs by removing the financial barrier.
		iii. Support transfer students with a **statewide degree audit system** with an awareness campaign (use tools such as Academy One).	An automated system to support coursework transferability enables students to have early and accurate information in an efficient manner.
	Infrastructure	c) Provide state seed funding to develop **regional approaches** to forge and nourish local partnerships to leverage existing collaborative efforts and nurture the growth of new "collective impact zones" to include education, non-profits/business and civic/municipality partnerships. Examples include: • Community Center for Education Results (CCER) • Tacoma College Support Network (TCSN) • Futures Northwest (Bellingham) • Rural Alliance in Eastern Washington • Washington College Access Network (WCAN)	Collective impact is a proven effective method (Stanford Review) to engage institutions, community organizations and municipalities to provide services and support to students in the local community. Providing seed funding to develop or expand collective impact zones will support student achievement. Collaborations would include Jobs for Washington's Graduates, YEAR UP and CTC Centers of Excellence.

		d) Convene statewide **equity and diversity** collaborative and assist with the development of regional collaborative. Task force would consist of K-12, higher education, state agency, and non-profit organizations working at the state or local level on equity and diversity issues.	An increasing share of our student age population is coming from groups who have been historically under-represented in postsecondary education—and over-represented in the number of students who drop out of high school. We cannot be successful increasing educational attainment in the state without focused attention on policies that will help us address the changing demographics of our state.
		e) Provide systematic **College Bound support** from 8th grade through degree completion. Examples include: • WSAC College Bound system enhancement • Regional and ESD support programming • CSF outreach and support services	The College Bound Scholarship program is has been identified as a dropout prevention and postsecondary access and completion program. The students need support services throughout their educational career in order to succeed through academic preparation and postsecondary awareness.
	K-12 Support	f) Create opportunities for college students to serve as **outreach mentors** in middle and high schools not served by support programs targeting services to students most at-risk of academic success. Examples include: • Compass to Campus (WWU – 29 schools) • UW Dream Project (in 16 high schools) • Summer Bridge programs (CSF Make it Happen, Upward Bound, GEAR UP and campus initiatives)	Mentoring and tutoring services provide encouragement to younger students to increase preparedness and engage with role models. The transition from high school to college is often challenging, especially for first-generation college and low-income students.
		g) Offer **professional development** opportunities statewide to engage and equip all school staff: counselors, school administrators, teachers, graduation specialists, graduation coaches, and access providers with evidence-based practices regarding student support services, postsecondary options and requirements. Examples include: • GEAR UP and Title I professional development • CSF clock hour trainings (FAFSA completion and CBS support) • Career Guidance Washington • AVID trainings	Enhancing professional development develops the capacity of schools and districts to support teaching and learning through developed skills, knowledge and curriculum received through training. Trainings would address: • Understanding poverty and working with underrepresented youth • Increasing knowledge of admission and financial aid processes and eligibility • Career Guidance Washington and AVID training