

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:

- Increase support for all current and prospective students.
- Increase awareness of postsecondary opportunities.
- **Encourage adults to earn a postsecondary credential.**

Scheduled Meeting

Thurs., Dec. 10 – 9:00 - 10:30 a.m.

Members

Vi Boyer (ICW) Violet@icwashington.org
 Dan Newell (OSPI) dan.newell@k12.wa.us
 Cody Eccles, (COP) ceccles@cop.wsu.edu
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WSAC Members

Council: Ray Lawton, Susana Reyes
Staff: Rachelle Sharpe, Weiya Liang

CSS Principles

1. Support proposals should be data-driven.
2. Services should be well-coordinated.
3. Strategies to address opportunity gaps should be intentional.
4. Leverage Ready, Set, Grad and the High School and Beyond plan wherever possible.
5. Coordinate activities including the work of GATE, Reach Higher, and key statewide partners.

Work Plan 2015-16

1. Develop communication strategies to share information with schools, nonprofit organizations, students, and parents.
2. Offer training and professional development that address student support across the educational spectrum.
3. **Develop strategies to recruit, re-engage and retain adult students.**

12.10.15 AGENDA

Discuss the unique issues facing adult students and shape direction for a taskforce to develop a proposal for 2017.

- 1. Welcome and review of purpose of meeting**
- 2. Roadmap Update – Findings Related to Older Students**
- 3. Project scope for adult student success strategy development**
 - a. Areas for review
 - b. Areas to exclude from scope
 - c. Partnerships
 - d. Timeline/schedule
- 4. Other CSS Related Updates**
- 5. Next Meeting: TBD**

Committee for Student Support Meeting Notes 9.23.15

Attendees

- Council: Ray Lawton, Susana Reyes
- Partners: Vi Boyer, Julie Garver, Joe Holliday, Dan Newell, Marina Parr
- WSAC Staff: Randy Spaulding, Noreen Light, Maddy Thompson, Rachelle Sharpe, Weiya Lang, Alan Hardcastle

The purpose of today's meeting was to discuss how we can re-engage and retain adult students. This is essential to reach our State's attainment goals, and it wasn't addressed in the Strategic Action Plan. Some key questions to consider:

- How do we re-engage adult students who have left the education system?
- How do we provide support to retain these students?
- How do we help support adult students trying to get back in the system?
- What are the barriers for adult students?
- What do the strategies to engage adult students look like?

Quick facts related to adult students

- The population of adult students age 25-44 is growing
- Well over half of WA population doesn't have a postsecondary credential
- Traditional college age students 17-24 have increased
- Nationally students are employed 70% of time while in college, some working full time
- More people are leaving college to pursue employment opportunities
- Over 700,000 adults have some credits without a credential

Discussion of Population

- Some students with disabilities and foster youth are in high school until age 21
- Are there higher success rates within certain age brackets – or is it there are risks characteristics that are apart from age
- Are we limiting adults to a specific age range – does not have to match that used for the purposes of the goals
- Focus on subpopulations and specific groups of students, how do we target them?
 - Students who need to re-engage at the high school level, ESL students, active military and veterans, incarcerated students, students with disabilities

Review of Barriers

- I. Student
 - a. Lack of child care options; cost of child care
 - b. Having to work full time
 - c. Difficulty managing multiple things- family, career, and completing a degree
 - d. Previous educational experience may have not been empowering/fear of failure
 - e. May already have a job or career
 - f. Financial situation
 - g. Unexpected life events

- II. System
 - a. Student loan debt
 - b. Transferability of credits
 - c. Outdated transcript
 - d. How to contact the students who have left the system

Barriers Discussion

- Challenges present opportunities for us to increase levels of education
- It's easier to get students to return shortly after they left as opposed to later in life.
- Higher education has to make a case on why that's valuable
 - We should sit down w/ students who are non-traditional learners and decided to go back, why?
- Look at barriers of specific sectors
- Change "accessible" to clear pathways
- Add barriers within other systems, student debt, financial aid lifetime limits and fear

Discussion of Effective Strategies

- Separate metrics from strategies
- Could we provide info at opportunity moments, i.e. their student's first day of kindergarten, should you go back to school?
- Encourage adults in the work force to take advantage of education benefit packages if their employer offers it
- Look at strategies of other states such as Oklahoma or Oregon that have marketing campaigns
- SNG dependent care allowance; Educational Opportunity Grant for transfer students
- Excelsior College in NY
- Peer navigator programs

- “Just in time” strategies
- SBCTC’s new Veterans Industry Education (VIE-25) connects members with career credentials during last 6 months of military service
- Identify student subpopulations and specific pathways for each one, provide information to help them complete their degree
- Educate parents about college options and provide options for childcare
- Adult peer mentoring model- i.e. help adults navigate the college system
- Employer strategies
- We should target a strategy that has been proven effective, we know there’s data that it’s been proven successful
- Our starting point focus will likely be around student support, not program delivery
- We should present the average age to the legislature to reaffirm a lot of our students are older
- SBCTC is moving from an access to a completion mission – the Presidents are convening an evidence-based practice workgroup

Development of an adult re-engagement task force

- Review campus specific strategies and create summary document
- Summarize what are other states are doing
- Look at initiatives with outcomes
- Avoid jumping to conclusions w/ strategies without knowing landscape. What are the gaps in Washington?
 - Ex: are we not partnering when we should be? Early learning w/higher ed for childcare? Do we have the programs but not the outreach?
- Let’s start conversation from data, it will help us make informed decisions- what are we already doing well? This will guide our efforts.

Next Steps: The next meeting we’ll do landscaping of what’s going on relating to reengagement and retention strategies for adult learners.

Other Updates

The Disability Task Force

The Disability Task force is wrapping up its third and final year. This includes completing its final report to the Legislature and developing long term plans for its 2014 recommendations that require additional funding or resources. The task force will consider the possibility of continuing to meet beyond 2015 to complete its work and to satisfy its legislative goal of sharing best practices between K-12 and higher education sectors.

College Bound Scholarship

Over 91% of the 8th grade cohort from 2014-15 signed-up.

Pave the Way Conference

Our annual Pave the Way Conference is coming up Oct 5-6, at the Tacoma Convention Center. Educators, practitioners, advocates, leaders, and policymakers will discuss equity, access, readiness, and support for underserved students throughout the P-20 education system in Washington State.

Washington Council of High School College Relations (WCHSCR)

The two week WCHSCR tour is coming to close. OSPI, SBCTC, WSAC and institutions provide information and updates to counselors throughout the state.

NEXT MEETING: December 10, 2015

WSAC ADULT RE-ENGAGEMENT

December 10, 2015

1. Project Background and Description

The 2013 Ten Year Roadmap to increase educational attainment identified critical actions necessary to make meaningful progress toward reaching the state's attainment goals. One action item was targeted to supporting adults *Encourage adults to earn a post-secondary credential*. The recommendation included providing tailored information regarding continuing education for adults and provide them support. At the August 2015 meeting, Council members reiterated the importance of pursuing strategies aimed at adults who have some credits but have not completed a postsecondary credential.

The September 2015 meeting of the Committee for Student Support agreed to develop more specific strategies for the recruitment and retention of adults in preparation for the 2017 Strategic Action Plan to be delivered Fall of 2016.

2. Project Scope

The CSS Committee will develop, review and select proposed strategies for inclusion in the 2017 Strategic Action Plan. A report focused on adults will be developed and include promising practices and innovations occurring on campuses in Washington and identify statewide strategies that will complement existing work as well as any institution-specific enhancements that will ensure more adults are well informed and well supported in their pursuit of higher education.

3. Report

Possible report sections could include:

- Problem statement
 - literature review
 - population overview
 - summary of barriers
 - demographics
- Washington landscape (what do we have, what is the scope, is it working, what are the gaps)
 - campus-specific strategies (program delivery and student support)
 - dropout prevention applicable lessons learned from k12 to postsecondary
 - statewide initiatives including performance outcomes
- Information and promotion
 - Differentiate by high school completion, no college and some college
- Student identification and data systems
- Highlights of successful innovations from other states
- Recommendations
- Future considerations

4. Possible Partners

- CSS (Council, COP, SBCTC, ICW, OSPI, WTECB)
- ERDC
- Campus representatives
- WGU
- Other states
- Lumina or national experts re. technical assistance

5. Specific Exclusions from Scope

The group may wish to consider identifying areas that will not be recommended or addressed in this report.

6. Implementation Plan

WSAC will use the CSS committee to review and guide the work. Once the group approves the report outline, small cross-sector groups can be formed to tackle certain sections. This can be determined at the December meeting.

The project would leverage any conversations occurring during the 2016 legislative session (reverse articulation, distance education, prior learning).

7. High-Level Timeline/Schedule

Target Date: Completion by September 2016

CSS Meetings: Dec. 2015, March, May and July