

April 13, 2016
Puget Sound Educational Service District
Renton, Washington

MINUTES

Members attending:

Maud Daudon, Karen Lee, Ray Lawton, Eric Pattison, Gil Mendoza, Jeff Charbonneau, Marty Brown, Paul Francis, and Susana Reyes.

Staff attending:

Gene Sharratt, Aaron Wyatt, Becky Thompson, Betsy Hagen, Betty Lochner, Emily Persky, Katie Sandridge, Kristin Ritter, Lexi Shankster, Luke Minor, Maddy Thompson, Marc Webster, Noreen Light, Rachelle Sharpe, Randy Spaulding, Sarah Weiss, Weiya Liang.

The meeting was called to order at 9:05 a.m. by Council Chair Maud Daudon.

Welcome

John Welch, Superintendent, Puget Sound Education Service District

Mr. John Welch welcomed Members, staff, and attendees to the Puget Sound Education Service District (PSESD). He gave a few words about the PSESD, explaining it has the largest student population of the nine ESDs. It includes roughly 410,000 students and 35 schools from all the districts in King, Pierce, and Bainbridge Island. The PSESD represents 40 percent of the student population in Washington State. PSESD is supportive of the WSAC Roadmap goals and the work that surrounds that. They are focused on ensuring success and eliminating the opportunity gap. It is very much a priority to pay particular attention to historically under-served, under-represented youth.

Consent Agenda

Motion was made to approve the Consent Agenda by Council Member Jeff Charbonneau.

Motion seconded by Member Marty Brown.

Motion carried as presented.

February 10, 2016 Meeting Minutes

Motion was made to approve the minutes as presented by Councilmember Gil Mendoza.

Motion seconded by Member Jeff Charbonneau.
Motion carried as presented.

Executive Update

Gene Sharratt, Ph.D. Executive Director

Marty Brown, Ex. Director, State Board for Community & Technical Colleges

Brian Walsh, Policy Associate, Basic Education for Adults, SBCTC

Kurt Myers, Citizen

Executive Director Gene Sharratt gave an overview of the recent work by the Washington Student Achievement Council.

In the area of outreach and advocacy, he gave updates including but not limited to the following:

- 120 College Goal WA events provided support for students filing out the FAFSA and WASFA.
- GEAR UP, in partnership with CSF, began offering online training modules on financial aid, college applications, and building a college-going culture. The GEAR UP West conference is set for October 16-18 in Spokane.

In the area of program updates, Dr. Sharratt gave the following information:

- WSAC and CSF are developing an information campaign for Washington's students from foster care.
- TheWashBoard.org (Washington's scholarship matching website) has seen a dramatic increase in posted scholarships, with over \$53.5 million in scholarships available.

The following policy and research updates were provided:

- The STEM Education Innovation Alliance continues its work on strategies for expanding and leveraging partnerships. The next STEM Alliance Meeting is April 28 at the Seattle Metropolitan Chamber of Commerce.
- Colleges and universities reported a 37 percent increase in the number of students receiving credit for prior learning that counted toward their degree or certificate.
- A small taskforce of WSAC employees have begun an initial review of potential strategies to address the Roadmap goal of increasing reengagement of adults with some college but no credential. The taskforce's work may inform the Council's development of the 2016 Strategic Action Plan.

Dr. Sharratt provided dates for the 2017 Council meetings. Locations have not yet been determined. Dates are as follows:

February 8
October 12

April 19
November 9

August 9-10
December 5

Dr. Sharratt additionally reminded the council of the Washington State attainment goals to be reached by 2023: 1) All adults, ages 25-44, will have a high school diploma or

equivalent. 2) Of adults, ages 25-44, 70 percent will need a postsecondary credential or degree. Progress is being made but 500,000 degrees and credentials are needed to make that goal. Strategies include targeting services and support to close the opportunity gap and reengage adults. Too few of Washington's high school graduates are directly pursuing postsecondary education. Only 62 percent of graduates went directly to college in 2013. Enrollments of low-income students continue to be high among both two- and four-year institutions. In 2014, 428,000 students requested financial help. Success depends on supporting underrepresented and underserved students in K12 and in postsecondary.

- 27,000 eligible students are without State Need Grant. Strategies include targeting investments, implementing policies, and advancing programs that will increase postsecondary affordability and access.

Washington state employees are surveyed every year and WSAC employees have designated WSAC as the top scoring employer of choice. WSAC employees believe they are respected and treated with dignity, are encouraged to recommend improvements, are doing work tied to agency goals, and have a spirit of cooperation and teamwork.

Rachelle Sharpe provided an overview of the Executive Leadership Team meeting with Governor Inslee. The Governor was engaged and the meeting was collegial overall. The team highlighted the fact that WSAC is a small but mighty agency. WSAC portal was highlighted as well.

Finally, Dr. Sharratt announced his upcoming retirement from state service at the end of June after 44 years in education. Council Chair Maud Daudon thanked Dr. Sharratt for his quality leadership at the Washington Student Achievement Council.

Councilmember Marty Brown provided an introduction to the vocational and post-secondary programs offered for incarcerated citizens. It has proven to reduce recidivism significantly. This year, the legislature put a proviso forward to allow, at least for rest of this biennium, to provide funding for some post-secondary education institutional programs in an effort to prove that these kinds of programs work. It is argued that it is about 10 times cheaper to educate than to incarcerate. Councilmember Marty Brown introduced Brian Walsh, program director from the State Board for Community and Technical Colleges, to discuss this further.

Brian Walsh explained that every year over 7,000 citizen return to our communities from the Washington State Corrections facilities. Less than 30 percent of these citizens will be employed within six months. Within three years, one third of them will return to prison. The State Board for Community & Technical Colleges (SBCTC) believes the way to interrupt this cycle is for comprehensive programs that move incarcerated students along a guided path from prison to post-secondary education. National research shows this works.

A random national study of the last 30 years concluded that any type of education reduces recidivism by 43 percent, and increases employment by one third. Specifically, we learned that in Washington State, offering postsecondary education increases employment by fifty percent. Mr. Walsh shared the many ways the SBCTC and other education agencies are trying to build this pathway.

In the past, Washington State was a national leader in GED production, awarding over 1200 GEDs every year. In 2013 Washington State awarded over 1400 GEDs. In the first year of the new GED tests, less than 200 were awarded. However, there has been improvement, with this year over 500 students earning their GED. The trend is expected to continue. The new GED is tougher test, a more realistic test of what students needed to know to be ready for college. It took some time to learn how to teach these courses and prepare students for the GED. In an effort to continue to increase the number of graduates, SBCTC is expanding the number of faculty in the prison programs in the next fiscal year by almost fifty percent.

In addition, this last quarter we began our first pilot of High School 21 (HS 21+). HS 21+ allows students 21 and older to obtain a competency-based high school diploma. The program awards credit for prior learning, military training, and programs completed while in prison. Because it's competency-based, students can move quickly as outcomes are met. This saves both time and money, getting students in prison programs back into jobs within the facility or completing a high school diploma. The pilot began at the Washington Corrections Center for Women and had its first two high school graduates two weeks ago. They expect to expand the High School 21 program over the next year.

Secondly, they plan to expand access for students to two-year degrees. Eight community colleges and the University of Washington applied to be part of a Second Chance Pell Grant experiment that will allow incarcerated students to access federal financial aid. This will dramatically increase the availability for students to pursue degrees at nine of the twelve state prisons. Sadly, this is not a stable funding source. It can go away at any time past the next election.

The supplemental budget has also given the authority for the rest of the biennium to fund postsecondary degree programs. We are using this opportunity to demonstrate to the legislature that postsecondary degree programs are both possible to deliver in prison and an important part of our state's public safety and education missions. Additional funding will be given to Walla Walla Community College's AA degree program which currently graduates forty to fifty students every year. Their previous, private funding will soon be exhausted. Opportunities for academic degrees at the women's prisons will also be expanding. Specific professional and technical programs in which students will be able to earn degrees next year will also be identified throughout the state.

Since we can't count on the continuing ability to offer degrees beyond the next year, the hope is to have as many students earn degrees as possible and demonstrate the efficacy of these programs while the opportunity is available.

Third, access to technology within our prison classrooms is being expanded. Currently, Canvas learning management system is in almost every one of our prison education programs and we are piloting the use of tablets at four prisons this spring. Recently it was realized that both our students and taxpayers are getting a disservice by limiting inmate access to the internet. Incarcerated students have few distractions and great motivation. Instructors would often remark how the prison students would do every math problem given them, not just the odds or the evens, as other students do.

Obstacles also include limited space and time. Faculty are only able to teach face-to-face and the students are only able to have access at specific locations at specific times. They benefit from human interaction with their teachers and having access to web-based technology. Having these would increase the opportunity for students to learn and for faculty to teach different courses in hybrid and flipped methodologies, allowing for more intensive use of classroom space and ultimately lead to better outcomes for students and savings for taxpayers.

Finally, also piloting this year is use of education navigators at Renton Technical College, Tacoma Community College, and Edmonds Community College. These navigators serve as a points of contact for former prisoners returning to their communities, which in turn makes it possible to build a pathway from prison education programs to colleges in the community.

Washington State should be proud of the work the community colleges have been doing. While there is much work to be done, the foundation is in place to provide quality programs at low cost to thousands of incarcerated individuals.

Noreen Light of the Washington Student Achievement Council introduced her friend, Mr. Kurt Myers.

Kurt Myers, former correctional student shared his story. He quoted "Freedom is man's capacity to take a hand in his own development." Mr. Myers said he read these word while sitting in a prison cell in 2009, nine years into a 16-year prison sentence and three years into his professional and academic pursuits. These words captured the liberation he experienced since the beginning of his matriculation. He said, though his physical body was trapped behind concrete walls and razor wire, his mind was set free by his desire to recreate himself.

Invigorated by this new definition of freedom, he realized that his incarceration, was energized more than many of his free-world counterparts, who hadn't yet found their own potential through education.

Myers' incarceration began one evening at age 17, while inebriated and unknowingly playing with a loaded gun he made the horrifying mistake of pulling the trigger, while aiming the gun at his 16-year old friend. In this friend's memory, Myers spent the bulk of his incarceration working to improve himself, so something of value might be salvaged

from such a tremendous loss. Correctional education has provided him the greatest motivation.

The educational achievement of chief importance to Myers' development was earning a certificate of completion in heating, ventilation, air conditioning, and refrigeration (HVAC). In 2006, in his fifth year of imprisonment, he was given the opportunity to participate in the HVAC program at Washington State Penitentiary through Walla Walla Community College.

Up until that point, Myers' only scholastic achievement was a GED that he received at age 17, while he was awaiting sentencing in the county jail. Receiving his HVAC credentials was much more meaningful to him. It not only bolstered his employability, credibility, and knowledge base, but it gave him a sense of self-worth. Vocational training revealed to him his latent potential and sparked a need for achievement that continues to this day.

The ten years following that achievement, Myers has gone on to earn an additional vocational certificate in bookkeeping and two associates degrees. One in natural science through Ohio University College Program for the Incarcerated (funded privately by his father) and the other in liberal arts (funded by the Sunshine Ladies) through Walla Walla Community College.

By studying natural science, Myers gained important life skills, such as critical thinking, problem solving, and decision making. His study of liberal arts taught him of the human condition and what tools are required to help individuals overcome their suffering. These studies grew in him an impassioned pursuit of self-recreation and social betterment.

On October 28, 2015, after 15.5 years of imprisonment, Myers was sent to a work release facility in Seattle, WA. Within two weeks of an intense job search, he landed a job working in downtown Seattle at Mod Pizza. Mod Pizza is a corporation known for being a second-chance employer.

Myers believes that success stories like his are worth mentioning because they showcase the potential that idles within prisoners. If more opportunities were available, if proper resources were marshaled, and if minds were opened to the legitimacy of criminal rehabilitation, doing time would not have to mean "wasting" time for many incarcerates. Reformed convicted felons could go from an ostracized group, destined to fulfill prophesy that society has projected for them to a respectable group of academics and career professionals, scouted by employers upon release.

Mr. Myers is excited to move forward. This fall, he will attend the University of Washington – Tacoma to pursue a Bachelor's degree in general business. It is his dream to one day become a second-chance employer himself and perhaps start a non-profit venture that will help other reformed convicted felons gain a foothold in society.

Mr. Myers believes he has gained expert knowledge due to his experience of what problems plague the state's incarcerated citizens and what is required to address these problems. He believes correctional education is by far the greatest tool available to initiate such change. Often times in order for one to take a hand in his or her own personal development, someone else must come along to lend a hand and show them how it's done. Mr. Myers had the support of his family who believed in him until he could believe in himself.

Mr. Myers thanked the Council members for their support for post-secondary programs in correctional facilities. Without it he says, he would not have been set free long before his release date. He now knows it is incumbent on him to tout the success of that model in hopes that same liberation is available to the next prisoner who's lost hope.

Legislative Update

Maddy Thompson, Director of Policy & Government Relations

Marc Webster, Senior Fiscal Policy Advisor

Deb Merle, Senior Policy Advisor on Education, Governor Inslee's Office

John Aultman, Senior Policy Advisor on Education, Governor Inslee's Office

Deb Merle discussed the latest information surrounding the McCleary bill and Charter schools.

The McCleary bill passed which created the continuation of what the Governor started bringing eight legislators together to commit to finish the job. The work continues with the same members, minus Senator Erickson and the addition of Senator Braun from Ways and Means. The team will be called the Education Funding Taskforce (EFT). The bill set nine very specific charges for the group to think about mostly compensation and levy reform. It will take three billion dollars just to do the bare minimum of what is required. This group will need to come up with revenue sources to fund this process. The Governor chose to allow the charter school bill to become law without signature. He did this primarily to avoid closing the eight schools for hundreds of students in Washington State. He believes these schools are not properly under authority of the local school board. The Governor suspects this will come up in the courts again. They will not open more schools next year, even if previously approved.

The Commission for Charter Schools has six total members. The Governor appoints three members and they will remain for this year. The legislature will appoint three new members. The Commission has already agreed to not open new schools for next year.

John Aultman, Governor Inslee's Policy Advisor for Higher Ed and Workforce commended Gene Sharratt for his constant enthusiasm at the 8 a.m. Monday morning sub-cabinet meetings.

The supplemental budget had a few higher education focused bills. Namely 6601, the college savings 529 plan and the Guaranteed Educational Tuition program re-opening. This piece is moving forward.

Other bills mentioned were SB 5928 (Bellevue College Computer Science Degree) which is awaiting the Governor's signature, and Higher Education Reverse Articulation, relating to student services with disabilities and transferability of accommodations and paperwork from institution to institution.

Key policy pieces of note this year were the college affordability and tuition back fill. As well as, the State Need Grant and the College Bound Scholarship funding was maintained. A side-by-side comparison of supplemental budget proposals was provided in the packet.

Another large piece that connects with the K-12 component is the teacher shortage. The Council received \$1.144 million for financial aid to address this issue.

A couple of concerns are the fact that the budget is not yet signed by the Governor. Also the Moore vs. Health Care Act (HCA) components and the charges back to the community and technical colleges and four-year institutions.

Mr. Aultman mentioned there have been two new college presidents named and the Governor and is excited about this new leadership in higher education. He finished with saying that this year's budget was all about affordability, moving the needle on the Roadmap, and serving students with the best system that we can.

Maddy Thompson explained that Council staff were invited to give nine presentations during this short legislative session for various reasons, such as educating legislators, progress of the Roadmap, Prior Learning Assessment, Dual Credit, the affordability framework, and various financial aid programs.

Ms. Thompson concluded by mentioning several bills specifically related to the Council's work in the area of K-12 and postsecondary education. There were 15 K-12 and postsecondary education bills which passed.

Marc Webster discussed and provided a comparison of proposed budgets. He said the discussion in January was of the extraordinary wildfire costs in Eastern Washington and then in February the legislature was hit with a surprising downturn in the revenue forecast. He said even with all this, it is a great surprise that the second-year tuition reduction and backfill to pay for it was maintained and eight million dollars was added.

Other highlights were the beginning teacher mentoring program into which the Governor's budget put five million dollars, State Need Grant coordination funding was included, the six million dollars in fund-balance grants was given to the institutions for STEM, and finally the two new tax-preferred savings programs: A Better Life Experience (ABLE) and the College Savings bills. Both big bills considering it was a supplemental year.

Chair Maud Daudon introduced the legislators in the audience, which included Representatives Sharon Tomiko-Santos, Melanie Stambaugh, Patty Kuderer, Noelle Frame and Senator David Frockt.

Rep. Santos said there is good news to share around McCleary and how we should remember that in 2011-13 we had \$2.8 billion less than we have today. That deserves a lot of recognition. We still have a huge task ahead, but the needle is moving in the right direction. An evolving program of basic education necessitates an evolving of funding for education.

Senator Frockt stated that the last couple of years has demonstrated strong bi-partisan work in higher education. Both parties were committed to maintaining college affordability. He believes we need to set the course and stick with it for a while.

He also said they maintained commitment in the College Bound Scholarship program, which he believes is the best graduation program out there. It continues to do remarkable work. He would like to find a way to expand State Need Grant. He was excited to see the Health Loan Repayment Program was refunded. They have seen dramatic changes in many shortage areas for doctors within the state.

Senator Frockt mentioned his concern about the study provision of SNG and student GPA in the budget. He said this have been studied extensively several times now. If we move that GPA requirement, what will it do to people? He doesn't want the ladder pulled out from people who are moving forward.

He believes to expand the investments in higher education, while we are dealing with the McCleary issues, will be very difficult. He says it will be very interesting to see what is done with our higher education investments. He also acknowledges the fines for contempt of court will need to be defended and we may be looking at going back to a special session before the next year's legislative session.

Representative Stambaugh thanked WSAC Council and staff for its work for students. She has learned the word "flexibility" when talking about students. Every student comes from a different place and has a different learning style. We can't have a blanket answer for all students. A new passion for Rep. Kuderer is connecting these students in other areas of continuing education, including trades schools. Education must be first.

Represented Frame, as a member of the finance committee is focused on the structural financial challenge. She was appointed just one day before the legislative session, and had a lot to learn in a very short amount of time. She thanked the Council for their attention as a new member.

Representative Kuderer, a new member who served on the education committee, publically thanked Rep. Tomiko Santos for her amazing leadership during some very difficult hearings this past session. She also appreciated the bi-partisan spirit on the

committee. They put aside their differences to focus on the student at heart. Her recent work is with Rep. Stambaugh to certify sign language other than American Sign Language called Signing Exact English (SEE). One of her passions is to help student's disabilities to realize their full potential and how we can improve their educational experience.

Council members Paul Francis, Gil Mendoza and Maud Daudon each thanked the legislature for their collaborative, bi-partisan work this year.

Guaranteed Education Tuition (GET) Update

Betty Lochner, Director of GET

GET Director, Betty Lochner gave an operations update that included estimated numbers of phone calls, emails, and refund requests since September. She noted that they are 100% caught up on the volume of these requests and they continue to go down. On August 19, 2015, the GET Committee authorized the GET program to refund the amortization fee paid by account owners who have unredeemed units at a purchase price of \$163 or greater. The estimated amortization refunds amounted to about \$51,000,000 for estimated 43,000 accounts.

GET is currently seeking an associate director for fiscal planning. This position is responsible for directing the program's fiscal functions and ensuring the program complies with state and federal laws, as well as industry standard practices for 529 plans.

The next GET Committee meeting is scheduled for Wednesday, April 20. This discussion will be focused on the feasibility report update, fiduciary responsibilities for GET, and 529 savings plan management options.

Strategic Action Plan

Maddy Thompson, Director of Policy & Government Relations

WSAC is directed by RCW 28B.77.020 to set goals and plan strategic actions to increase Washington's educational attainment. Every other year WSAC must provide a short term Strategic Action Plan, outlining strategies the state can implement within the next two years to meet the state's attainment goals.

Maddy Thompson provided the background and overview for the process proposed for Strategic Action Plan (SAP), which is due to the legislature in December this year. The requirements this year are to provide a plan to increase Washington's educational attainment, what will have the most significant impact on increasing attainment, and what actions of other partners will increase attainment that WSAC could endorse as part of the SAP.

Because of limited resources it is necessary for the Council to prioritize strategies. In order to develop a plan it will require key elements that include research, seeking input for strategy development, and to develop a plan with recommendations.

The 2015 Roadmap Update report included data analysis on three core measures: high school completion, postsecondary enrollment, and postsecondary completion. In addition, the report provided results for leading indicators that impact the core measures. The leading indicators represent key metrics, in which WSAC and Council partners have a direct and influential impact. Policy changes and investment can move these leading indicators and impact educational attainment.

The Roadmap Update reported modest increases in attainment, which at this rate will not meet the state's goals by 2023. In addition, due to changes in the economy and population, enrollment levels dropped. These results signaled the need for targeted strategies to accelerate educational attainment in Washington and highlighted two areas needing particular attention: 1) High school completion, as well as, postsecondary access and completion for historically underserved and underrepresented populations and 2) Postsecondary recruitment, retention, and completion for working-age adults.

In addition, the Affordability Framework illustrates how variations in postsecondary pricing and support affect affordability from the perspective of students and families. It is a tool to define and measure affordability in order to coordinate state appropriations with other sources, understand the impact of policy decisions on students, and evaluate new proposals.

The 2015 Roadmap Update and the Affordability Framework provide the essential information needed to understand the progress. They also help identify the key policy areas that need attention in order to reach Roadmap goals.

WSAC created the Asset Map, a compilation of local and statewide strategies that was completed to support the 2015 Roadmap work. The Asset Map provides a rich source of information to develop strategies that will impact attainment.

Input provided at Council committee meetings will guide the development of the SAP. WSAC staff will synthesize research and stakeholder input to complete a first draft that includes strategies and recommendations to policymakers for the next two years. Council members will review and make a final plan to disseminate to the legislature and all stakeholders.

Finally, the 2016 SAP plan will include policy and budget recommendations that will be submitted in November in time for the next biennial budget cycle.

Rachelle Sharpe stated that we know successful strategies are needed to support students who are traditionally underserved across the educational system. In an effort to determine those strategies we need to examine the major categories that need to be addressed. In June, there will be specific recommendations proposed that will support

schools and partners who are serving schools. We want to set the tools in motion that will give enhanced guidance to really encourage students set their sights on their futures and will prepare them for life after high school graduation. There is progress when using a system's approach and collective impact strategies. We want to leverage statewide programs like Dual Credit and the College Bound Scholarship which take advantage of those successful programs and make sure the students are supported with no gaps in participation. Finally and very importantly, we want to focus on completion at the post-secondary level. We need a comprehensive approach to make sure not only at need based aid but the support that is so important for first generated college students.

Randy Spaulding discussed adult re-engagement. The Committee for Student Support (CSS) and the Committee for Academic Affairs and Policy (CAAP) combined efforts to wrestle with these issues, because one can't discuss support services without policy issues. The committees identified two large areas of work, which align with the two goals. One is a focus on completion of a high school diploma or equivalent and another focus is on attainment of degree or certificate.

The committee had a lot of discussion and energy around finding ways to better communicate information to the adult potential student, so they know where to plug in. Institutions can help to provide information such as the right kind of support they need to better serve the students.

The incentive and program delivery piece is focused around broader incentives and has intriguing ideas, but it requires more foundational work before delving in to that area. The critical issue around high school diplomas is the number who took or passed the GED. The speculation is that people will rebound once they adjust to the new test, but it still creates a serious problem.

Finally, Marc Webster discussed the Committee for Funding and Affordability (CFA). The focus of this committee is about using state aid to remove cost barriers for students. The Roadmap had two areas of focus for this group, removing cost barriers and designing a different tuition policy. The work of the latter is done in the college affordability plan. The advocacy of the committee along with its partners is now about ensuring that the state funding is in place to make that policy actually works, not harming the students or institutions. State aid is not just the aid that is administered through the WSAC but also innovative institutional aid that can be highlighted. However, given their sheer size, the bulk of discussion was centered on State Need Grant (SNG) and State Work Study (SWS). The Council asked the CFA to study how we can get more traction in these programs. A number of surveys are going out interviewing SWS students and employers to gather information.

The SNG is a well-studied program (most recently by the Institute for Public Policy in 2014), but we continue to look at how dynamics are changing. The problem of unserved students has been persistent through big changes in the economy, through college-going pattern changes. Even as enrollments drop the cost figure remains because more

and more students are attending higher cost four-year institutions. The same problem of un-served students remain, it is just created from different reasons.

Because this is a \$275,000,000 program it is natural that we look to it to fill the gaps. The best way to ensure it effectiveness, it to help the legislators to really understand the program and its outcomes. And finally, what message we can be sent to the 27,000 students still looking for some help.

Council members Gil Mendoza, Marty Brown, Paul Francis, and Maud Daudon each discussed their views and suggestions on these topics. All agreeing that alignment to get to the attainment goals for this upcoming strategic legislative session.

Public Comment

Juliette Schindler Kelly from the College Success Foundation recently put on a SNG, CBS, and SWS advocacy day with some funding from the Community Center for Educational Results. It was success but it's clearly a lot of work going forward. They offer their resources to help formalize work with WSAC to get ducks in a row in time for session.

Legislator Rep. Noelle Frame agreed with idea of being relevant for this next session that will be so focused on McCleary. She would like Washington to aspire to be a leader in education, not just work on getting by.

South King County Road Map Project: Community & Technical College Report Findings

Kirsten "Avery" Avery, Community Center for Education Results (CCER)

Trevor Thomas, Community Center for Education Results (CCER)

The Road Map Project is a collective impact initiative aimed at getting dramatic improvement in student achievement – cradle through college and career – in South Seattle and South King County. Centered on the idea that schools can't do it alone, it takes a community to build momentum.

The Road Map Project goal is to double the number of students in South King County and South Seattle who are on track to graduate from college or earn a career credential by 2020. We are committed to nothing less than closing the unacceptable opportunity and achievement gaps for low-income students and children of color and increasing achievement for all students from cradle to college and career.

There are 124,806 students in Road Map Project Region Schools of the Southern half of Seattle Public Schools, which includes Highline, Auburn, Renton, Kent, Federal Way, and Tukwila. Student of color make up 70%, 59% are low income, and 20% are English language learners (ELL).

Postsecondary attainment is very important. Sixty-seven percent of jobs in our state will require postsecondary education by 2018. The percentage of 9th graders completing a 2 or 4-year degree within 6 years of high school graduation is 28 percent. Fifty percent of all adults in King County have a Bachelor's degree. Much of these are imported. The students who grow up in this region are not of those fifty percent.

In January of this year the CCER released a CTC Report. It offers a unique look at how local Road Map Region high school grads progress and complete in our local CTCs. It also presents student characteristics paired with indicators of student success, and offers recommendations for continued and new actions.

There were many partners in this report, not only the seven school districts but we had community and technical college partners, such as Bellevue College, Green River, Highline, Renton Tech, and the Seattle College System. About half of the direct enrollee enter one of these community colleges. They also partnered with the State Board for Community & Technical Colleges, WSAC, OSPI, ERDC, and Puget Sound Ed Service District with the Puget Sound Coalition for College and Career Readiness.

The purpose of this data is to set a baseline for understanding student outcomes, for support continuous improvement efforts, and increase state, community, and institution accountability to students.

Because there is a disproportionate number of students of color and low-income students in CTCs vs. 4-year colleges, this became a good area of focus. Of all the undergraduate students in this region, 45 percent are in CTCs. Forty-nine percent of black undergrads and fifty-six percent of Hispanic undergrads are in the CTCs.

The class of 2011 student demographic and characteristic findings showed 6,911 were on-time high school graduates. The total number of direct enrollees was 4,200. Of local CTCs direct enrollees consisted of 2,132 students. Forty-five percent received need-based financial aid, twenty-eight percent participated in Running Start. Fifty-eight percent were not college-ready, thirty-eight percent averaged full-time course loads, and nine percent enrolled in more than one local CTC.

The recommendation is to continue efforts to improve the college readiness of high school graduates and reduce the need for precollege courses. WSAC Programs, Policy and Research, College Credit in High School, Ready, Set, Grad!, GEAR UP, the 12th Year Campaign, College Admission Requirements, and the College Bound Scholarship all aid in this effort.

The recommendation for full-time enrollment is to increase funding for the State Need Grant, maintain the College Bound Scholarship program, and encourage other financial aid policies that support low-income students. The efforts involved in this recommendation are the WSAC Programs, Policy and Research, State Need Grant, the College Bound Scholarship, State Work Study, and theWashboard.org.

Our recommendation for persistence is to pursue targeted, culturally responsive strategies to close opportunity gaps. WSAC Programs, Policy and Research, State Need Grant, the College Bound Scholarship, State Work Study, and the Passport for Foster Youth all aid in this effort.

The college completion recommendation is to support our postsecondary institutions in establishing a culture of completion campus-wide and advocate for increased community and technical college funding. WSAC Programs, Policy and Research, the State Need Grant, Transfer Policy, and the WSAC Roadmap are instrumental in these efforts.

Graduating the Whole Child – A City Wide Approach

Carla Santorno, Superintendent, Tacoma Public Schools

Dr. Joshua Garcia, Deputy Superintendent, Tacoma Public Schools

Eric Wilson, CEO, Graduate Tacoma

Mr. Kent Roberts, Chair of the Foundation for Tacoma Students

Too many organizations work in isolation. Collective impact brings people together, in a structured way, to achieve social and educational change. It begins with a common agenda. It establishes shared measurement. It fosters mutually reinforcing activities, it encourages continuous communication, and it has a strong backbone of teamwork dedicated to orchestrating the work of the group. All of these conditions combine to produce extraordinary results.

The Tacoma, Graduating the Whole Child, Collective impact, A City Wide Approach took the community from common goals to uncommon results.

Question 1: Explain the statement, “from common goals to uncommon results.” What are the results of the Tacoma Whole Child Accountability System and Graduate Tacoma Initiative?

The Tacoma community consists of about 200,000 citizens, about 30,000 students, 65 percent of the students qualify for free and reduced lunch, and they are a minority majority district with over 70 languages spoken.

In 2010 the graduation rate was at 55 percent and in 2015 the graduation rate has increased to 82.6 percent. In 2013 the 2.9 percent of students were taking advanced course work and in 2016 it increased to 62.5 percent.

Students are encouraged to provide a Verified Acceptance to the Next Institution (VANI). This means they want students come into the school year with a firm plan of where they are going next and have a VANI which verifies them to go. This has raised in percentage as well, from 41.2 percent in 2013 to 65.5 percent in 2015.

Students who earned an industrial recognized certification has gone from 1.4 percent to 16.86 percent. They have seen discipline rates decline for three straight years,

increased preschool participation, increased SAT participation rates, and increased partnerships with community organizations who are formally linked to the 34 benchmarks for the Tacoma Public Schools.

Carla Santorno recognizes that they have come far but they are nowhere near where they want to be, and believes they are on the right track to meet and exceed their benchmark goals.

Question 2: To what extent is there a sense of urgency around the initiative, champions who are willing to make a commitment to addressing the initiative through a collective impact approach and funding to support the work?

The urgency came from some of the percentage numbers shared above. This spurred the conversation with the Foundation for Tacoma Students and the Graduate Tacoma movement. With Carla becoming Tacoma Superintendent, they then began to work with community partners. They were able to galvanize around success criteria.

Currently, there are over 200 community partners. They don't all agree on the "hows," but they agree on the "whats." They are committed to honor and learn from each other through the process. Not only are the schools seeing the successes but the community is seeing the results too.

Question 3: To what extent and in what ways does the collective impact initiative tap into the strengths and assets of the community(ies)?

The shift changed when Carla took over leadership. What a child learns is 72 percent outside the classroom. This statement recognizes the community need in this area of a student's life. This school district genuinely believes in the power of the community involvement along with parents and educators. They made sure that all were in agreement at a grassroots level on what the "win" was. This gave them a common goal and was the impetus for the combined effort.

Additionally, the data is not a secret and is available to the general public, not just to school employees. This generates community involvement and celebration as the numbers improve.

The School Board has been courageous and loyal to the movement. We spend time with them religiously and every board meeting we report the data, and they are very interested. If we need a study session on a benchmark, they come and participate. They have stopped doing projects that do not have enough momentum. They focus on what is making a difference.

The Collective Impact model is in 62 communities around the nation. The model has four basic components. Each community must decide what is important for the kids of their community. The Tacoma model has a dozen indicators they have used to reach their 2020 goal. This must be a shared goal with all partners involved, but indicators

may look different for every community. Setting high expectations and sharing the responsibility with your partners is the constant and first piece. There must be agreement with everyone involved. It doesn't work unless every partner is on the same page. Not everything can be tackled at once, there must be laser focus. The measures must be a common pillar in collective impact. Thirdly, you must collaborate. You don't want to cancel each other out. All partners have to be running in the same direction. The final piece is aligning the resources, the finances, the volunteers, etc. Because the community is involved there is a sense of community, pride, and ownership because it is Tacoma owned. When a community makes it their own, they will be successful. These four pieces are foundational building blocks of collective impact.

Question 4: Which conditions are gaining the most momentum, and where is the initiative experiencing significant challenges.

The beauty is that when there is a problem everyone owns it. Everyone has to own it and pull up their sleeves. Change happens in the speed of trust. It doesn't happen overnight but when everyone is at the table and they know each other and break walls, they realize they are stronger together. They believe in humble leadership, no one is looking for sole credit.

In order for everyone to be involved that has to be something for everyone. Any student has the same opportunities that any other kid has. Recently the numbers have shown progress when we looked at the gifted and talented program and the 58 percent of the students involved were of color. Now, the advanced placement students are more student of color than white kids. Access and success are matching the results.

The meeting concluded at 3:02 p.m.