Washington Student
Achievement Council

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Council Agenda Item Cover Sheet

Report Title:	Ten-Year Roadmap Issue Briefing: Outreach and Support

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☐ Stable and Accountable Funding</td>
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Synopsis:	Removing barriers to academic preparation, social skill development, and financial aid through conscious outreach efforts and targeted support is crucial for educational attainment, benefitting both traditional and non-traditional students. These supports are most successful when there is a commonly held belief and expectation that all students can achieve postsecondary education and training goals.
Guiding questions:	What are the persistent gaps in service availability and delivery that prevent us from offering meaningful outreach and support services to all? What services can be expanded and sustained to support student achievement and educational attainment?
Possible council action:	☒ Information Only ☐ Approve/Adopt ☐ Other: _____
Documents and attachments:	☒ Brief/Report ☐ PowerPoint ☐ Other Documents

Ten-Year Roadmap Issue Briefing

Challenge Area
Student Readiness: Outreach and Support

Planning Activity
Determine the policy measures and actions needed to address information outreach and student support to advance student readiness for enrollment and success in postsecondary education.

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Executive Summary

The Washington Student Achievement Council has identified student readiness for postsecondary opportunity and success as one of five critical challenge areas to be addressed in the Ten-Year Roadmap. This brief discusses the issues of outreach and support to be explored by the Council. The information is based on national and statewide research and data, and includes input from a wide range of stakeholders participating in the Roadmap development workgroups.

Outreach and support services are not equitably available to all students. In addition to geographic disparities, services do not adequately meet the needs of underrepresented and non-traditional students, especially those from low income families. Washington's population grows increasingly diverse while it faces demands for a more skilled workforce. Unless substantial progress is made to reach underrepresented students, opportunity gaps will continue to worsen.

Removing barriers to academic preparation, social skill development, and financial aid through conscious outreach efforts and targeted support is crucial for student educational attainment, for both the traditional and non-traditional student. Some students face unique challenges that require expanded services that may include differentiated supports for students with disabilities, culturally aware and competent service providers, and bilingual services, to name a few. These supports are most successful when there is a commonly held belief and expectation that all students can achieve postsecondary education and training goals.

This brief is premised on the belief that all students have the right to pursue the postsecondary education or training path of their choice. In this brief, postsecondary education and training is used as an inclusive term for a range of options, including, but not limited to: apprenticeships, vocational training programs, certificate programs, two- and four-year degree programs, and graduate program. However, when research is being cited, the term "college" may be used. Student aspirations must be supported through equitable access to relevant and timely information and support from highly qualified, well-trained counseling and guidance professionals. Comprehensive counseling and guidance support must meet the diverse needs of our students so they are successful in preparing for, enrolling, and persisting in postsecondary education and training.

This brief was developed with the assistance of a workgroup composed of experts from K-12 and postsecondary education, non-profit organizations, and state workforce and correctional service agencies. The workgroup will develop policy options based on feedback from the Council and stakeholders at the July 17, 2013 meeting. The recommended policy options will be presented at the Council meeting on September 24, 2013.

Contents

Context of the 10-Year Roadmap

Increasing educational attainment is vital to the well-being of Washington residents and to the health of our state's economy. To this end, the Washington Student Achievement Council is working to propose goals and strategies for increasing educational attainment through a Ten-Year Roadmap and a two-year Strategic Action Plan.

Five Challenge Areas

The Council's Strategic Action Plan, adopted in November 2012, identifies five critical challenge areas to be addressed in the Roadmap. The five challenge areas are:

1. **Student Readiness** (with four planning activities: Early Learning; Outreach and Support; Alignment; Remedial Postsecondary Education).

2. **Affordability.**

3. **Institutional Capacity and Student Success** (with two planning activities: Meeting Increased Demand; Assessment of Student Skills and Knowledge).

4. **Capturing the Potential of Technology.**

5. **Stable and Accountable Funding.**

Workgroups comprised of lead Washington Student Achievement Council Members, Council staff, and external workgroup members were formed to research, discuss, and develop issue briefings and policy recommendations for each of these five critical challenge areas. The Challenge Areas are complex and interrelated. While the Roadmap will recommend actions for each of the Challenge Areas, these recommendations will be integrated into a cohesive plan.

Challenge Area: Student Readiness – Outreach and Support

This brief provides information on one specific challenge area within Student Readiness – *Outreach and Support.* The information is intended to assist Council members in developing the 10-Year Roadmap to raise educational attainment in Washington.

The purpose of this brief is to:

1. Set the context for this work as it relates to the Challenge area of Student Readiness in the 10-Year Roadmap.

2. Offer operational definitions of "Outreach" and "Support."

3. Identify policy issues and questions to be explored in the challenge area of Outreach and Support.

4. Provide an overview of current evidence-based programs, promising practices, and relevant research.

Note: The term "postsecondary education and training" is used as an inclusive term for a range of options, including, but not limited to: apprenticeships, vocational training programs, certificate programs, two- and four-year degree programs, and graduate program. However, when research is being cited, the term "college" may be used.

Introduction

Students who do not have adequate information about academic preparation, postsecondary education and training costs, financial aid, and career choices are less likely to attempt, persist, and complete a postsecondary education. A large amount of information on college access, preparation and success is available. However, this information is scattered in many different locations, especially online. If the information is located, the accuracy and trustworthiness can be difficult to assess. Those who are least familiar with postsecondary options, including historically underrepresented, first-generation, and low-income students and their families, struggle the most to access timely, relevant and accurate information.

Because of this, Washington needs effective outreach and support programs that address the academic and non-academic needs of students. Providing students with support to develop the social and emotional skills needed to be successful in a postsecondary culture is just as critical as helping them develop academic skills. Students must have equitable access to, and support in, rigorous academic coursework, technology and learning materials. Students and their families also need information about the financial aspects of postsecondary education, including cost of attendance, financial aid (grants, scholarships, loans) and future employment options. While many programs provide this information, it is not delivered through a systematic support infrastructure that addresses the unique needs of all students, including students entering postsecondary institutions directly from high school, older returning adults, and special populations - military veterans, foster youth, homeless students, correctional facility residents, and undocumented students.

This issue brief provides operational descriptions of the commonly used terms "outreach" and "support." Operationalizing these terms allows for an examination of specific policy options that may be developed to enhance service delivery and content. The brief identifies best practices as possible options to build a stronger system of outreach and support for all students.

Policy Issue

The policy issue identified by the Outreach and Support workgroup states:

Washington's goal to increase educational attainment must address the unique needs of all students including students entering postsecondary institutions directly from high school, returning adults, and special populations such as military veterans, foster youth, homeless students and correctional facility residents. Students who do not have adequate information about academic preparation, postsecondary education costs, financial aid, and career choices are less likely to attempt, persist and complete a postsecondary education. Comprehensive support programs are a critical component for student success.

Questions to Be Explored

The following questions were developed and further refined through discussions and input from Council members and the Outreach and Support workgroup.

1. What are the operational definitions of outreach and support?

2. What are the existing services that fall within these definitions?

3. How are outreach and support services coordinated?

4. What gaps exist in the availability and coordination of outreach and support services, including geographic distribution, depth of information and services, student populations and parental engagement?

5. What outreach and support services result in demonstrable gains?

6. What services can be expanded and sustained?

Operational Definitions/Descriptions of Outreach and Support

A discussion of outreach and support services could range from a very limited operational application to a vast system level approach. This workgroup focused on outreach and support services and opportunities within the context of challenge area of student readiness. The workgroup acknowledges that increasing educational attainment for Washingtonians requires greater efforts from both traditional education systems and community based approaches.

To determine the scope of work in the context of student readiness, the workgroup developed the following descriptions of outreach and support. Reference documents used to assist with developing these descriptions are included in the endnotes.[1]

> **Outreach** is the act of engaging specific student groups to facilitate awareness and knowledge of resources and services. It is provided in educational and community settings and focuses on helping all students successfully access, transition, and persist in postsecondary education and training opportunities. Effective outreach methods include services that are mobile, actively deliver messaging through multiple modes, and are targeted to the individual needs of the student, including historically underrepresented populations and those who do not tend to access mainstream education resources.

> **Support** includes intentional and individualized strategies to help students prepare for and access postsecondary education and training. Effective support services are developmentally appropriate, and provide comprehensive, coordinated and consistent approaches to improve educational attainment. Resources are provided to ensure comprehensive understanding of required components including academic preparedness, social support, financial literacy and development of career goals.

Issues to Be Addressed

Much of the research available on the topic of effective outreach and support programs that serve to increase preparation, access, and persistence is anecdotal or qualitative in nature, rather than rigorous or quantitative evidence.[2] While several successful models exist, students and their families continue to face barriers to being prepared for, and succeeding in, the postsecondary program or institution of their choosing due to persistent gaps in service availability and delivery. In order to eliminate these gaps, students and their families need:

1. **Accurate and timely information about the academic preparation and planning needed for success in postsecondary education across all geographic regions of the state.** This includes access to rigorous coursework and academic preparation, as well as information about the admissions process and financial aid planning resources. Information tends to be scattered or

fragmented, and it is difficult for students and families to find reliable information on their own. There are services available in some regions of the state that address this barrier; however, there is not equitable delivery of services across all geographic regions of the state.

2. **Targeted support to build cultural capital among first-generation, high poverty, and non-traditional students.** These students' families lack the academic, non-academic, and financial literacy skills needed for access to, and persistence in, higher education due to a lack of exposure and information. Families often discount the idea of postsecondary education for their children because they do not believe it is affordable or necessary. For first-generation students especially, families have a lot of fears about their child leaving home to pursue postsecondary education. Because of their lack of experience or exposure to higher education options, they are susceptible to being misinformed.

3. **A school culture that expects all students will enroll in postsecondary education or training.** A typical school mission statement does not overtly state that the school is preparing students for postsecondary education and training opportunities. Communities are just starting to understand that student achievement is tied to economic development. And, unfortunately, we still have educators who do not believe that <u>all</u> students should be prepared for postsecondary education and training.

4. **High quality, well-trained support service providers.** According to the Office of Superintendent of Public Instruction, Washington's school counselor to student ratio was 1 to 517 in 2011-12. School counselors, due to the high numbers of students they serve, lack the time to provide individualized counseling and guidance to students. Their time is often spent managing state standardized testing requirements, scheduling classes and providing crisis intervention to students. While teacher advisory models are an effective strategy, there are few opportunities for training to ensure they have the knowledge and expertise to provide information to students and families. Furthermore, existing training does not always address the unique needs of special populations.

5. **Support through educational transitions.** Students need developmentally appropriate academic and social supports to navigate through the crucial stages of the education pipeline:
   a. Elementary school to middle school.
   b. Middle school to high school.
   c. High school to postsecondary program or institution.
   d. Adult returning to postsecondary institution.
   e. Students with disabilities to postsecondary program or institution.

Effective Outreach and Support Programs in K-12

Appropriate policies and practices to help students successfully navigate transitions at crucial stages along the education pipeline are essential. The need for academic and social supports to be developmentally appropriate is underscored by the reality that adolescence in particular is a period of "storm and stress" characterized by heightened emotionality, mood swings, and increased conflict with parents and other authority figures.[3] Developmentally appropriate academic and social supports— those that take into account different stages of the maturation process and wide variations of youth experience—are especially critical for underserved students whose development is significantly influenced by the effects of poverty.[4]

High schools are tasked with graduating students and preparing them for life after high school, including academic preparation for college. Students and their families need advice from knowledgeable school staff if they are to successfully navigate college application and financial aid processes. As a result, a large part of the obligation for providing students with the academic, social, and cultural skills to gain entrance to college falls upon teachers, counselors, and school administrators. The college-going culture of a school--or lack thereof--becomes important in college-going decisions. When students, teachers, and administrators openly talk about preparing for and going to college, the climate in the school can move toward college access.[5]

The research and program descriptions detailed below identify key characteristics of effective outreach and support services that ensure all students are prepared for and equipped to succeed in postsecondary education and training. These successful programs demonstrate insightful ways to address the need for outreach and support for all students, but especially those who are historically underrepresented, first-generation, or from low-income families.

Comprehensive Approach – GEAR UP

One example of a national comprehensive outreach and support program is The U.S. Department of Education's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), which was established in 1999. GEAR UP serves to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The six-to-seven year competitive grant program provides funding to states and local community-education partnerships to provide outreach and support services to students and families in high-poverty, middle and high schools. The program serves at least one grade level of students, beginning no later than the 7th grade, following them through high school graduation and their first year in postsecondary education or training.

GEAR UP provides critical early awareness and support activities including tutoring, mentoring, academic preparation, financial literacy and financial aid information, and college admissions information to improve access to postsecondary education for low income, minority and first-generation students. The program mandates cooperation among K-12 schools, institutions of higher education, local and state education entities, businesses and community-based organizations. These dynamic partnerships leverage local resources to match the federal investment dollar for dollar, creating a common agenda that more effectively facilitates the educational aspirations and attainment of students from low-income communities.

Washington State has been a GEAR UP grantee since 1999. In addition to the state program, there are nine partnership programs administered by the University of Washington, Central Washington University, Washington State University, The Evergreen State College, and the Wenatchee School District. Combined, these programs currently serve over 32,000 students in 75 high poverty school districts. With two grant cycles complete, and a third in progress, the program has been able to conduct a series of evaluations on the impact of services. Two of these studies are highlighted below: a 2011 qualitative study by Education Northwest, and a 2011 study by Washington State University's Social and Economic Sciences Research Center.

The 2011 evaluation study conducted by Education Northwest[6] identified seven common elements of effective GEAR UP Programs. It is reasonable to generalize these common elements as essential characteristics of effective K-12 outreach and support programs.

1. The program creates a unique approach to the work that is responsive to the culture and the

needs of their particular community of students.

2. The service providers are highly capable, dedicated, creative, organized, and hard-working.

3. There is a high degree of intentionality; there is a clear sense of purpose and direction and all the activities align with the purpose.

4. There is a high degree of administrative support for the program from principals and superintendents.

5. Families are fully engaged as partners in getting the students ready for postsecondary education opportunities.

6. The staff establishes strong, caring relationships with each student.

7. The curriculum is rigorous and relevant.

The second study, also from 2011, was conducted by Washington State University's Social and Economic Research Center.[7] It followed 769 GEAR UP students who participated in the intensive case management model that included a scholarship component, known as the Scholars Project. All participants were low-income, as measured by their eligibility for the free-or-reduced meal program offered by school districts. When compared to other low-income peers, results demonstrated:

- 54 percent of GEAR UP students had a GPA of 3.0 or higher, versus 35 percent of the comparison group.

- 84 percent of GEAR UP students enrolled in a 2 or 4-year college, versus 59 percent of the comparison group.

- 83 percent of GEAR UP students persisted to the second year of college, versus 74 percent of the comparison group.

IES(Institute of Education Science): What High Schools Can Do

The 2009 IES report, "Helping Students Navigate the Path to College: What High Schools Can Do,"[8] provides a foundation of five recommendations for high schools and school districts to develop practices to increase access to higher education. The *What Works Clearinghouse Practice Guide* provides instructional steps targeted to school administrators, teachers, counselors and other education staff. The report cites two challenges to improving the college going rate.

First, students must be ready for academic preparation starting in 9th grade. Students, and their families, must be informed if their performance is not meeting the standard to be on the college path. Second, students must know the steps needed to prepare for and enter college, and they must have the guidance and support needed to complete them. These include taking college entrance exams, college choice research, financial aid applications, college applications, and selecting a college. This is especially important for students from first-generation families as they may not have anyone within their family who can help them with these critical choices. The five recommendations to support students and families through these challenges are:

1. Offer courses and curricula that prepare students for college-level work, and ensure that students understand what constitutes a college-ready curriculum by 9th grade.

2. Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified.

3. Surround students with adults and peers who build and support their college-going aspirations.

4. Engage and assist students in completing critical steps for college entry.

5. Increase families' financial awareness, and help students apply for financial aid.

While these five recommendations address key challenge areas, there is a need to expand on them for Washington's students. Our effort to build and support college-going aspirations must be accomplished by providing support for college persistence and completion. Additionally, it is critical that families have information about financial aid, and complete the application process. At the same time, we must also ensure access to the financial resources needed to persist in postsecondary education through certificate or degree completion.

The National Model of American School Counselor Association

The American School Counselor Association (ASCA)[9] recommends a comprehensive school counseling program as an integral part of the school's academic mission. The ASCA National Model components include:

1. Ensuring equitable access to a rigorous education for all students.

2. Identifying the knowledge and skills all students will acquire.

3. Systematic service delivery to students through data-driven decision making.

4. Services provided by a state-credentialed professional school counselor.

The ASCA recognizes that effective school counseling is a collaborative effort between the counselor, families, and other educators and recommends a counselor to student ratio of 1 to 250. In stark contrast is Washington's counselor to student ration; according to the Office of Superintendent of Public Instruction, it was 1 to 517 during the 2011-12 school year. This is more than double the recommended national standard.   Washington's counselor to student ratio has steadily increased since 2007-08 when it was 1 to 499.

The National Association for College Admission Counseling

The National Association for College Admission Counseling conducted an analysis of the IES 2009 High School Longitudinal Study in the article, *Preparing Students for College: What High Schools are Doing and how their Actions Influence Ninth Graders' College Attitudes, Aspirations and Plans*, examining counselors' time, attitudes and actions and students' interactions with counselors. Fifty percent of the 944 public and private high schools surveyed for the longitudinal study reported a counselor to student ratio of more than 1 to 250; 50 percent meet or exceed the national standard. The analysis concluded that schools with high college-going rates were significantly more likely than other schools to have counseling staff that spent more than 50 percent of their time on college counseling. About half of all high school counselors spent 21 percent or more of their time on assisting students with college readiness, selection and applications. Only 18 percent of ninth-grade students had spoken with a counselor about college—a lower proportion than had spoken with a teacher, friends, mother, or father.[10]

Hear Us Out

In 2010, student researchers for the Hear Us Out project, representing five Seattle high schools,

surveyed 2,370 students and found that 84 percent of students reported that the idea of going to college had been planted early, starting in elementary school and peaking in grades six through nine. However, they wished these early conversations about college had been followed up with concrete advice and help as soon as they entered high school. Students were asked when someone first spoke seriously to them about attending college and 13 percent of the students said in 6th grade, 17 percent in 8th grade, and 21 percent in 9th grade.

In the focus groups, students urged their schools to help them start preparing for college their freshman year. "If all the counselors met with you [during] freshmen year and talked about what classes you need to take, what the application process was like," said one West Seattle High School senior, "students wouldn't feel so stressed and rushed when we got to be juniors and seniors."[11]

College Spark Washington - AVID and Navigation 101

College Spark Washington (www.collegespark.org) is a private non-profit that funds programs across Washington that help low-income students become college-ready and earn their degrees. Over the past nine years, College Spark has invested in college readiness initiatives supporting two promising programs: AVID and Navigation 101. The goal of these initiatives is to support schools in developing strong, sustainable, comprehensive college and career readiness programs.

AVID (Advancement Via Individual Determination) is an academic support program for students in grades 4 through 12. Through intentional strategies, AVID helps students succeed in challenging college preparatory courses and gives students information about how to prepare for college. Navigation 101 is a life skills and planning curriculum for students in grades 6 through 12. Originally developed by the Franklin Pierce School District, it has been adopted by school districts across the state as a support to student advisory programs. It includes components of college and career exploration and readiness, and student led conferences.

College Spark Washington conducted a baseline evaluation of both AVID and Navigation 101 for 2009-10 and 2010-11.[12] Results show notable positive preliminary trends, including:

- Increase in the percentage of graduating seniors eligible for entrance into a four-year college based on course work.

- Increase in the percentage of students who took 8th grade algebra and other key math and science courses.

- Increase in students' sense of belonging and future focus, as indicated by student surveys.

In a comparison of 19 Navigation 101 schools and 19 schools not offering Navigation 101 with comparable student demographics, the Navigation 101 schools had higher graduation rates (20 percent higher than the comparison group). Also, the Navigation 101 schools had an increase in college enrollment for Hispanic (30 percent) and African American (10 percent) students over the previous two year period.

For AVID schools, college-going rates increased by 6 percent over the previous two year period, and teachers trained in AVID strategies demonstrated more research-based effective teaching techniques than teachers not trained in AVID.

Effective Outreach and Support Programs in Postsecondary Education

The last pre-college summer is pivotal for students when they must complete a number of tasks – such as attending orientation, completing placement tests, and paying tuition bills. A gap emerges, however, because students who come from college-educated families usually have families who can help them complete paperwork, and finalize financial aid.[13] Lower-income high school graduates, on the other hand, may be the first in their families to go to college, so their families may be unfamiliar with the process due to a lack of firsthand experience. Strategies like summer counseling, personalized text messages with task reminders, and peer mentoring can have a major impact for these vulnerable students as they approach their freshman year of college.[14]

New Start Summer Program

A longitudinal study of the University of Arizona's New Start Summer Program (NSSP) examined the impact of participation on first year GPA and retention. It was initially created to help racial minority, low-income, and first generation college students adjust to their first year of college. Currently, NSSP is open to all entering first time, full-time freshmen; however, the majority of participants continue to be from traditionally underserved backgrounds. The results indicate that participation in the 6 week comprehensive program positively impacts academic performance and persistence above and beyond demographic characteristics and high school preparation.

The summer program includes opportunities to enroll in academic courses, live in residence halls, engage in social activities, and learn about the available academic and social support services. It is thought that the greatest benefit from participation was for the first generation college students. Those with the greatest demonstrated need could benefit most from participation.[15]

Effective Access, Persistence and Completion Programs

A 2010 study by Indiana University's Center for Evaluation and Education Policy, "Effective College Access, Persistence and Completion Programs, and Strategies for Underrepresented Student Populations: Opportunities for Scaling Up,"[15] acknowledges the challenge to identify effective strategies and solutions for increasing college completion rates, especially for underrepresented students. The report identifies the value of the metacognitive skills needed to succeed in postsecondary education. Academic preparation and performance is only one skill set needed to succeed; emotional, social, and financial skills along with family support are also strong predictors of success.

According to the report, up to 75 percent of all dropout decisions are non-academic in nature. The report identifies five types of intervention strategies that relate to these non-academic factors:

1. Transition programs, including summer bridge programs and extensive orientation activities.
2. Mentoring programs from one-on-one to group mentoring that may or may not be peer-to-peer.
3. Learning communities for students that typically enroll groups of students together for a significant number of classes.
4. Faculty/student interaction programs where students interact with faculty members for

mentoring and advice.

5. Advising programs, especially those tailored to the needs of freshman and underrepresented student groups.

Skill Link

Skill Link, a transition support program funded by The Gates Foundation since 2010, provides young adults ages 18 to 25 with an opportunity to transition to credit-bearing college programs while improving their work readiness and education skills. The target population does not have the basic skills needed to qualify for community college, but they are motivated to succeed. This initiative represents an unprecedented effort to rally state-level employment and education investors and stakeholders around the pressing need to improve opportunities for low-skilled young adults.

Currently there are four Skill Link sites located in King County, Lower Columbia Valley and Walla Walla. Partners include the State Board for Community and Technical Colleges, the State Workforce Training and Education Coordinating Board, and non-profit community based organizations

Programs for Non-Traditional Students and Special Populations

Effective Returning Adult Support Services

The Lumina Foundation contracted with HigherEd Insight to evaluate the effectiveness of its adult college completion and found that support services can benefit returning adult students. The effective methods to improve access and success for returning adult students are similar to that for more traditional students. The report identifies three stages in assisting returning adults working to complete a college credential.[16]

1. Make contact with students.
    a. Tailor marketing messages to individual student circumstances.
    b. Reach out to potential students through partner organizations.

2. Overcome barriers to enrollment.
    a. Provide a single point of contact for returning adult students.
    b. Address the needs of specific adult student groups.

3. Provide ongoing support.
    a. Establish adult-friendly campus policies and practices.
    b. Provide training for faculty and staff on adult student needs.
    c. Develop tailored degree programs.
    d. Improve transfer policies and offer credit for prior learning.

The report also emphasizes the importance of creating a systemic approach to address these issues, the value of policies and practices that do not impede adult students from successfully completing a credential, and the need for a greater investment in partnerships outside of higher education to support adults in their educational attainment.

One of the greatest challenges to any outreach effort focused on returning adult students is that

these students are not a unified group. They come from widely varied life circumstances and face a range of barriers in trying to complete college credentials. For example, adults who are unemployed and wish to return to college to train for a new career experience different challenges than those who are currently employed and are seeking a postsecondary credential in order to be promoted at work. Some adults have families; others do not. Some have only a few college credits while others are very close to completing a degree or credential. This variety in background and circumstances suggests a need for outreach strategies that can be adapted to appeal to prospective students whose motivations for returning to college are not uniform.[17]

Effective outreach and counseling services for adult students must include career exploration and planning. Just giving them information about college is not enough; they need support to develop pathways to their career aspirations and to access to information about preparation. There are several sources that offer good information for career planning for returning adults, including:

- Workforce Training and Education Coordinating Board's Washington Career Bridge (www.careerbridge.wa.gov.)

- CheckOutACollege.com, sponsored by Washington Community and Technical Colleges.

- Washington Student Achievement Council's www.ReadySetGrad.org.

- Council for Adult and Experiential Learning's website at www.cael.org.

The State Board of Community and Technical Colleges offers Opportunity Grants to low-income adults to assist with training for high-wage, high-demand careers. Other wrap around support services such as academic counseling, career and employment services, child care, veteran services and financial aid to non-traditional students are offered throughout the system. See Appendix C for a complete list of support services offered by the state's community and technical college system.

Non-traditional students are the majority population at Washington's community and technical college system, outnumbering traditional students 2 to 1. Their needs must be addressed and obstacles to college success removed. Postsecondary education and training access and preparation, and support programming must be culturally sensitive and address the unique needs of the diverse population of our state. Specialized services must consider the unique barriers that face English Language Learners, immigrants, racial and ethnic populations, students in foster care, homeless students, correctional institution residents, military veterans, returning adults, and others.

According to the Office of Superintendent of Public Instruction's Washington State Report Card for 2011-12:[18]

- 40 percent of K12 students are non-white, with almost 20 percent identified as Hispanic.

- 45.5 percent are eligible for free or reduced priced meals, an indicator of poverty.

- 13.3 percent receive special education services and 2 percent receive Section 504 services.

- 8.3 percent are English Language Learners.

WorkSource and Outreach to Unemployed Workers

WorkSource, administered by the Employment Security Department and local Workforce

Development Councils, is Washington's one-stop system of access to employment and training services. Unemployed individuals and others who want to improve their employment situation use WorkSource's physical centers and virtual site (Go2WorkSource.com) to access services, including information about postsecondary education and training opportunities, that will help them get a job or a better job.

WorkSource resources help individuals assess their strengths and interests, education level, experience, which careers are hiring, how much they pay, and identify the careers that are expected to experience growth, so job seekers can work toward a postsecondary credential with market value. WorkSource centers also have staff to provide more individualized support for job seekers. Specialized staff support veterans as well as job seekers in need of vocational rehabilitation services. Some individuals may be low-income or newly laid off, allowing them to receive a wide range of training support, including tuition and books, child care or transportation assistance. For those who do not meet income or other eligibility guidelines, WorkSource staff can help them apply for financial aid to pay for school.

WorkSource staff are also experienced at leveraging a variety of funding sources to help individuals maximize their training dollars. They do this by co-enrolling them in different programs. For example, they can receive support services such as tuition and books in one program, and receive other resources to pay for food and their mortgage, while in training.

Finally, WorkSource helps individuals view the wide range of available training options, giving them information about different degree programs, certificates and apprenticeship opportunities. By having an experienced education and career navigator at their side, individuals can make better, more informed choices about their education; gain better access to postsecondary education by leveraging a variety of funding sources; and get connected to career-focused programs with a proven track record of leading to living-wage jobs.

Students of Color

In 2008, the Washington State Legislature commissioned five reports addressing the opportunity gap as it relates to five groups: Asian American, Pacific Islander, Native American, African American, and Latino students. The studies, which were the result of collaborative work groups from all cross-sections of the education community, made clear recommendations for improving the educational attainment of each of these sub-groups. The continued work by the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) continues to stress that eliminating the opportunity gap will require equitable access to opportunities and resources and proportional representation in programs like special education and gifted programming. The current recommendations of the Committee include culturally competent and skilled educators; support for engagement and partnership among students, families, and communities; school district comprehensive and culturally responsive intervention systems; and enabling all students to graduate from high school and be college or career ready.[19]

Foster Youth

High school graduation rates for foster youth (32 to 44 percent) lag far behind those of all students (70 to75 percent) in Washington, according to a 2010 Washington State Institute for Public Policy (WSIPP) report.[20] The barriers to education for foster youth are multi-layered. The frequent changing of family placement results in a lack of educational continuity. Students frequently have to, change schools causing delays in enrollment. This in turn adversely impacts academic achievement. Foster

youth also have a lack of information about financial aid and admissions requirements because they typically do not have the advocates or resources needed to access this information. Casey Family Programs recognizes the support needed by these students, as evidenced in the October 2011 paper, "Research Highlights on Education and Foster Care,"[21] which cites that Washington foster care youth are 2.8 times more likely than their peers to graduate from high school when they have participated in a mentoring program.

Programs that provide dedicated staff who are knowledgeable about issues facing foster youth – such as advocacy, financial assistance, and campus support – show promising results in enrollment and persistence in postsecondary education. Two such programs are identified in the WSIPP report referenced above. The *Foster Care to 21 program*, started in 2006, allows youth who have graduated from high school and enrolled in college or training to remain in foster care until age 21 so that they have continued support. *The Foster Care to College Partnership*, which operated from 2006-2009 as a private foundation funded public-private partnership, provided support through a summer program to prepare foster youth for college. Both of these programs have shown promise, but serve small groups of students.

Undocumented Students

According to the College Board, there are an estimated 65,000 undocumented students who graduate from U.S. high schools each year.[22] Three barriers to higher education exist for these students: admission, tuition, and financial aid. It is essential that K-12 counselors and other service providers do early outreach to these students and their families to help build a college going identity. Early outreach can also ensure that these students will be aware of admission policies and financial aid and scholarship availability.

In 2003, Washington granted in-state tuition to undocumented students at public universities in the state (often referred to as policy 1079). The law does not change a student's legal status or provide citizenship, nor does it qualify students for federal or state financial aid. Students qualify for 1079 status if they've lived in Washington for at least three years and graduated from a Washington state high school and completed senior year in Washington, or if they have earned the equivalent of a high school diploma. Additional support is provided to these students by the Latino/a Educational Achievement Project in collaboration with the Washington State Educational Access Coalition, who created a website, www.hb1079.org, to provide information to students and families.

Incarcerated Populations

Washington's correctional institution population must also be considered when examining the educational attainment goal. The majority of these people do not have a high school diploma, and there is a high correlation between the level of education attained and recidivism. There is overwhelming evidence that higher education prison programs reduce recidivism and translate to reductions in crime, savings to taxpayers, and long term contributions to the safety and well- being of our communities.[23] Furthermore, there is evidence that increasing the educational attainment of incarcerated parents has a positive impact on their children. It sets a good example for the children, while also helping to break the intergenerational cycle of inequality.

Financial Resources

Information about and access to financial aid resources, including federal and state aid and

scholarships, must be included in the outreach and support efforts of schools and community based organizations.

College Bound Scholarship Program

The 2007 legislature established the College Bound Scholarship program (CBS)[24] to inspire and encourage all Washington students to dream big by creating a guaranteed four-year tuition scholarship program for students from low-income families. Students apply in the seventh or eighth grade and must be eligible for free or reduced-priced lunch. They sign a pledge to graduate from high school with at least a 2.0 GPA, stay felony-free, and apply for admission and financial aid in a timely manner. The Council has worked collaboratively with the K-12 system, state agencies, and non-profit organizations to enroll eligible students, and we are beginning to see a return on our investment in these students.

- To date, 140,000 students have submitted complete College Bound applications

- The first cohort of 15,861 students graduated in 2012.

- Of these 6,892 were enrolled in a postsecondary institution as of winter 2013.
    - Of these, 4,282 have received College Bound Scholarships.

- More than 78 percent of low-income students enrolled in CBS graduated on time last year – a nearly 19 percent jump in graduation rates between College Bound Scholarship students and low-income students not enrolled in the program.
    - College Bound Scholarship students also graduated at rates above the state average (77 percent) and near the rates of non-low-income students (about 86 percent).

21st Century Scholars Program - Indiana

Indiana established the 21st Century Scholars program in 1990 to ensure that every student can afford postsecondary education and training. Like Washington's College Bound Scholarship program, students sign up in 7th or 8th grade. Students are guaranteed to receive up to four years of undergraduate tuition at any participating public college or university in Indiana. While Scholars have been graduating and enrolling in college, they have been falling short of their potential in the key area of college completion. Following a 2010 study by Indiana University, which identified a need to focus on retention and support for these students, the 2012 Indiana General Assembly significantly changed the program to strengthen persistence and completion by adding a required Scholar Success Program. This program ensures students understand and complete the steps required to access and succeed in college, and it also extends support to the college level.[25] The program provides free tutoring, a mentor and a part-time job.

Other Supports

In addition to school based support, community based organizations provide outreach and support in a variety of settings using multiple methodologies. Examples include the Community Center for Education Results which supports the Road Map Project in South Seattle and South King County; the College Success Foundation provides outreach and support through a variety of programs statewide; and Treehouse in King County provides youth in foster care with academic supports.

Other community based organizations include postsecondary resources and supports within a

broader mission, including programs such as the Boys and Girls Clubs, YMCA, and local Housing Authority offices. All of these programs serve students in primarily urban or suburban areas, underscoring the lack of services to students in remote and rural geographical regions of our state. These and many other community organizations play important roles in providing Washington citizens with localized specific services. They are often able to reach students outside of the traditional educational system-based school services.

Additional resources include College Goal Sunday, American College Application Campaign, and two web resources supported by the Washington Student Achievement Council and The Washington Scholarship Coalition, of which the Council is a member.

College Goal Sunday events, which are offered throughout January and February each year, offer free, on-site support to help students and families complete the Free Application for Federal Student Aid (FAFSA) form, which is required to apply for federal and state financial aid for higher education.

American College Application Campaign is a national campaign to help high school seniors explore postsecondary opportunities and complete the college application. Washington just completed its first pilot year in 12 GEAR UP schools and in the south Seattle (King County) region.

In the near future, the Council will launch a new website, ReadySetGrad.org. It will provide financial literacy and financial aid resources for students and families to assist them in navigating the FAFSA process. The site allows students, families, and educators to sign up for text and email reminders. It also offers contextually and developmentally appropriate planning tools and checklists depending on the user's grade level (6th through 12th as well as "continuing education student").

TheWashboard.org, managed by the Washington Scholarship Coalition, provides a safe, free, scholarship matching clearinghouse for Washington residents and students attending college in Washington.

Conclusion

As these examples show, there are national and local models of effective outreach and support services. However, disparities remain in availability and access to these services. We must ensure equitable access to outreach and support services to prepare all students to succeed in the postsecondary education or training option of their choosing. This brief was developed with the assistance of a workgroup composed of experts from K-12, postsecondary education, non-profit organizations, and state workforce and correctional service agencies. After this brief is presented to the Council at the July 17th, 2013 meeting the workgroup will reconvene to develop the policy options based on feedback from the Council and stakeholders. The recommended policy options will be presented at the September 24th meeting of the Council.

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Acknowledgements

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Appendix A

Effective Models for Outreach and Support

Successful national and local models offer evidence-based and promising practice options to address the outreach and support needs of the diverse student population of Washington. Below is a brief summary of some exemplary programs.

National Models

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)
Source: www.gearup.wa.gov.

GEAR UP is a competitive grant program of the U.S. Department of Education that increases the number of low-income students who are prepared to enter and succeed in postsecondary education by providing States and local community-education partnerships six-to-seven year grants to offer support services to high-poverty, middle and high schools. The program serves at least one grade level of students beginning no later than the 7th grade, following them through high school graduation and their first year in college. GEAR UP provides critical early college awareness and support activities like tutoring, mentoring, academic preparation, financial education and college scholarships to improve access to higher education for low income, minority and disadvantaged first-generation students and their families. GEAR UP funds are also used to provide college scholarships to low-income students. The program mandates cooperation among K-12 schools, institutions of higher education, local and state education entities, businesses and community-based organizations. These dynamic partnerships are required to leverage local resources to match the federal investment dollar for dollar, creating a common agenda that more effectively facilitates the educational aspirations and attainment of students from low-income communities.

TRIO

The Federal TRIO Programs are outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects. Grant recipients include institutions of higher education, public and private agencies and organizations including community-based organizations with experience in serving disadvantaged youth and secondary schools, or a combination of these entities. The programs serve eligible students attending institutions with TRIO funding or who live in communities where an institution has a TRIO program.

ASPIRE (Access to Student Assistance Programs in Reach of Everyone), **Oregon Student Access Commission**
Source: http://www.aspireoregon.org/

ASPIRE serves all middle and high school students in participating school districts. The project's goal is to provide outreach and support to ensure that students are prepared to access education and training beyond high school. Students receive information about college and career options, admission, and financial aid from trained and supportive ASPIRE community volunteers who provide 1:1 mentoring.

College Possible (private, non-profit)
Source: http://www.collegepossible.org

This project provides academic support, college application assistance, financial aid consulting, guidance in the college transition, and support toward college degree completion.to low-income high school and college students in four metro areas: Minnesota's Twin Cities; Milwaukee, Wisconsin; Omaha, Nebraska; and Portland, Oregon. Services are provided through college preparation workshops an intensive coaching curriculum, and support.

College Goal Sunday (USA Funds, Lumina Foundation, non-profits, postsecondary institutions, and thousands of local volunteers)
Source: http://www.collegegoalsundayusa.org/

College Goal Sunday provides support to students and families applying for financial aid for postsecondary education. Financial aid professionals and volunteers provide hands on assistance to complete the FAFSA (Free Application for Federal Student Aid), which is required for any student seeking federal and state financial aid, including grants and loans at all colleges in the country. The goal of the project, which has been replicated across the nation, is to increase the number of students and families who successfully complete and submit the FAFSA and are able to access financial aid resources to support their postsecondary aspirations. Washington's campaign information is available at: http://www.collegegoalsundaywa.org/.

American College Application Campaign, American Council on Education
Source: http://www.acenet.edu/about-ace/special-initiatives/Pages/ACAC.aspx

The American College Application Campaign targets first-generation and low-income students and high school seniors. Through a local campaign approach that engages multiple stakeholders, the project provides resources and training to school based staff so that they are able to support students through the application process. The goal is to increase the number of students pursuing a college degree or other higher education credential by helping high school seniors navigate the complex college admissions process and ensure they apply to at least one postsecondary institution.

Cornell Prison Education Program and Auburn Correctional Facility
Source: http://cpep.cornell.edu/

Select students from Auburn and Cayuga Correctional Facilities residents participate in college level liberal arts curriculum that can be applied toward an associate degree from Cayuga Community College. The goal of the project is to support incarcerated persons' academic ambitions and preparation for successful re-entry to community.

National College Advising Corps
Source**:** http://www.advisingcorps.org/

Established in 2005, the program places recent college graduates in communities where college-going rates were below the state average. The advisors help low-income, first-generation-college, underrepresented students plan for and complete the college and financial aid application process. Through one-on-one advisory sessions, parent events, and activities, they have raised the college-going culture within their schools. Started as a pilot project by the Jack Kent Cooke Foundation, the project has expanded nationally with additional support from the Lumina Foundation.

Washington-Based Models

Washington State GEAR UP

Washington is home for 10 GEAR UP programs (see description above), serving 32,000 students statewide. The annual investment in Washington for GEAR UP totals $51 million, with $25.5 million federal funding and equal amount of matching dollars from schools, business partners, communities and the state.

TRIO in Washington

In Washington, TRIO (see description above) has 58 programs in Talent Search, Upward Bound, Student Support Services, Ronald E. McNair, and Education Opportunity Centers. These programs serve 15,000 students with an annual federal funding of $17 million. (TRIO Factbook 2012)

College Success Foundation
Source: www.collegesuccessfoundation.org

CSF has a proven track record for leveraging resources to provide individualized support and guidance through school and community based mentoring programs. Their documented success of the Gates Foundation funded Achievers program, a ten year effort to narrow the college readiness and completion gap for over 5,000 underserved students in the targeted service area, provided a strong foundation for an expansion of their services to continue working toward their goals. Some of these programs include:

- AmeriCorps Member College and Career Coaches provide support in three targeted school districts to low income students, including College Bound Scholarship eligible students through individualized and small group support utilizing the Aspirations to Action college awareness and readiness curriculum.

- Higher Education Readiness Opportunity (HERO) focuses on increasing college readiness for males of color and other underrepresented youth by providing weekly group activities.
- Center for Career Success serves over 300 scholars and alumni to engage them in CSF programming and connect them with college campuses and employers.
- Achievers Scholars receive support and guidance needed to successfully navigate their 11th and 12th grade years, including college admissions, financial aid process, and transition.

WCAN
Source: 2013 CACG report; www.collegesuccessfoundation.org/wcan

The Washington College Access Network (WCAN), under the leadership of the College Success Foundation, serves to increase community capacity to support college bound youth in Washington State. WCAN staff work on three levels to support College Bound Scholarship eligible students and create capacity in low-income and under-represented communities for college-bound youth: assisting and training youth serving professionals around the state to provide direct college access services to youth from low-income and under-represented communities; building support for and assisting in convening regional college access networks; and building and coordinating the statewide network that is the Washington College Access Network. At least 15 local college access networks have been established in regions across the state for a similar purpose.

The Road Map Project
Source: www.roadmapproject.org

A recent Race to the Top grantee, The Road Map Project is a community-wide effort aimed at improving education to drive dramatic improvement in student achievement from cradle to college and career in South King County and South Seattle. The project builds off of the belief that collective effort is necessary to make large-scale change and has created a common goal and shared vision in order to facilitate coordinated action, both inside and outside school. The Road Map Project Goal is to double the number of students in the targeted service area who are on track to graduate from college or earn a career credential by 2020. The project is committed to nothing less than closing the unacceptable achievement gaps for low-income students and children of color, and increasing achievement for all students from cradle to college and career. They will achieve these goals by working in five key areas: building powerful community voice, better use of data to inform practice, boosting collective impact through funding alignment, increasing commitment to the 2020 goal through partnerships and alliances, and system level improvement.

Rural Alliance for College Success
Source: http://www.ruralallianceforcollegesuccess.org/site/default.aspx?PageID=1

Established to serve 23,000 students in 35 rural districts in Eastern and Central Washington, the Rural Alliance seeks to increase college access and degree completion for underrepresented

students. With support from NEWESD 101, College Spark Washington, and the College Access Challenge Grant, the project targets low-income, minority and underprivileged students and their families through collaborative guidance and outreach services. Key components of the project include regional college access coaches who build partnerships between local districts and higher education partners to support students transitioning to higher education; training for school administrators, counselors, and teachers focused on college readiness, college access and degree completion; and ensuring that each district has a college readiness resource center with rich materials for all aspects of college preparation and readiness. The project is also supported with a Web site that provides additional information, resources, and materials. The project has been successful in changing the culture of the partner school districts from resource-poor to resource-abundant.

The Washington Council for High School-College Relations
Source: www.washingtoncouncil.org

The Washington Council assists all Washington State students to access and engage in postsecondary opportunities at its member institutions. Each fall WCHSCR hosts a counselor workshop, hosted at nine college or university campuses across the state. The workshop provides school counselors with the necessary information about admissions from the four-year public and private institutions and the community and technical colleges. Updates are also provided by the Washington Student Achievement Council, the Office of Superintendent of Public Instruction, and the State Board of Technical and Community Colleges. The workshops are well-received by school counselors who see this as a one-stop shop for information they can use with their students as they prepare for postsecondary education. Other outreach events hosted by WCHSCR include:

- Fall transfer fairs, in partnership with 30 Washington State Community Colleges. This college fair assists students with questions and information about transferring to our state's four-year colleges. Some events include evening fairs for local high school students and their parents.

- College Planning Day provides a one-stop opportunity for high school *sophomores, juniors, and undecided seniors* to learn about Washington State's higher education options.

- 8th Grade College Exploration Days stresses the need to take control and make the best use of their high school experience and develop the mindset they will attend college. Students attend individual tracks designed to show why high school is important, how to get involved and the many opportunities available in higher education.

- Transfer Adviser Workshop provides community college counselors with an opportunity to interact with public and private college/university representatives and obtain updates from state agencies.

- *The Higher Education Book* provides descriptions of two and four year public and private, non-profit institutions of higher education in Washington State. Detailed

profiles describe admission policies and practices are included. Additionally, Directory information for Washington colleges and high schools are published in this on-line book.

Washington Campus Compact – AmeriCorps Retention Project
Source: www.wwu.edu

College students serve as AmeriCorps members recruit college students to provide one-to-one mentoring on college and campuses and with middle and high school students. Mentoring is focused on encouraging middle and high school students to stay in school, graduate, and enroll in college. The program is mutually beneficial; the college student mentors have shown improved academic success with increased college degree attainment. In 2012-13, 45 AmeriCorps members recruited and trained 1,628 college student mentors who mentored 7,437 mentees.

Washington BACC/CTC
Source: https://sites.google.com/site/baccctc/home

BACC/CTC is a collaborative association of professionals composed of transfer advisors and coordinators from the Washington State community and technical colleges (CTC) along the I-5 corridor and the admissions representatives of baccalaureate institutions (BACC). The support community college transfer students through quarterly transfer fairs on community college campuses. The information they provide assists students in moving from one sector to another (e.g., community college to university).

Passport to College Promise Scholarship
Source: http://www.wsac.wa.gov.

Partners include the Washington Student Achievement Council, the College Success Foundation, and participating postsecondary institutions.

Passport supports foster youth through both financial scholarship and individualized support through strategic partnerships. The Washington Student Achievement Council provides financial information and support to students. The College Success Foundation engages eligible students through communication strategies and individualized supports. Participating institutions provide a designated support staff person to assist students on campus. Together, these entities provide the support needed to to assist students entering a participating postsecondary institution.

Prior Learning Assessment (PLA Washington)
Source: http://www.wsac.wa.gov/PreparingForCollege/PriorLearningCredit

The Legislature is interested in helping students move through the higher education system as effectively as possible. To accomplish this they would like an increase in the number of students receiving quality Prior Learning credit that will improve their efficiency in earning a degree. A work group was established to identify efficiencies and improvements in system supports for students seeking prior learning credit. Their recommendations include:

- Identifying a primary contact on every campus in Washington to assist students.
- Development of website and printed information for students.

Office of Superintendent of Public Instruction

Secondary Education and Student Support

Program Sample

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Secondary Education provides leadership and resources to Washington state schools, including district and building leadership, as well as guidance and counseling staff who ready students for academic success and career preparation. We are also engaged in strengthening the links between secondary and postsecondary education. We want students to have a seamless transition between education levels, and future success in work and life in our global society.

Guidance and Counseling Program Development
Secondary education provides technical assistance to school districts and schools in the development of guidance and counseling programs to address barriers to student success, specifically in meeting developmental outcomes in personal/social, educational, and college and career readiness guidance needs of students. For more information contact: Mike Hubert, 360-725-0415, mike.hubert@k12.wa.us; Danise Ackelson, 360-725-4967, danise.ackelson@k12.wa.us.

Launch Year / Dual Credit Programs (technical resource)
Working in collaboration with the state higher education agencies, Secondary Education maintains a Launch Year Web site at http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/default.aspx which contains detailed information on the most common dual credit enrollment options available to students in Washington State, including but not limited to: AP, College in the High School, IB, Running Start, and Tech Prep. Visitors to the site can link to helpful guidance tools to assist in decision making, supporting underrepresented student populations, high school &

beyond planning and programs of study, understanding graduation requirements/CADRs, obtaining postsecondary school and career information, or link to the Washington Student Achievement Council website to get detailed information on college policies related to the awarding of credit for AP. In addition, this division is a primary point of contact for College in the High School programs. For more information contact: Mike Hubert, 360-725-0415, mike.hubert@k12.wa.us.

Navigation 101 (grant program)
Navigation 101 is a college and career readiness guidance program that is implemented as a part of a comprehensive guidance and counseling program, helping students make careful choices for their future using their High School and Beyond Plan. The program, funded by state proviso, directly funds approximately 150 schools per year to develop the program. We also contract to provide comprehensive, online resources, including guidance curriculum, e-portfolios, as well as college and career information/search tools to over 375 secondary schools, free of charge, in WA State. For more information contact: Danise Ackelson, 360-725-4967, danise.ackelson@k12.wa.us.

Running Start (oversight and technical assistance)
The Running Start program provides eligible juniors and seniors with the opportunity to attend certain institutions of higher education in Washington, simultaneously earning high school and college/university credit. Running Start students do not pay tuition, but they do pay college fees and buy their own books, as well as provide their own transportation. Students receive both high school and college credit for these classes and therefore accelerates their progress through the education system. OSPI provides guidance to high schools, school districts, colleges, students and their families in understanding how to access and maximize use of this opportunity. For more information contact: Mike Hubert, 360-725-0415, mike.hubert@k12.wa.us.

The College Spark, College Readiness Initiative (grant program)
College Spark Washington is contracting with OSPI over a multi-year period to enhance and evaluate all aspects of the Navigation 101 program in 19 schools. The 2011–2012 school year marks the third full academic year grantees have been funded to develop and sustain implementation. The program evaluator is the BERC Group. For more information contact: Danise Ackelson, 360-725-4967, danise.ackelson@k12.wa.us.

Secondary Education (technical assistance)
This division serves as an initial and often primary point of contact to schools, districts, students and their families related to questions and concerns related to secondary education programs and graduation requirements. Division staff collaborates with other agency staff to provide stakeholders with publications and other forms of technical assistance related to opportunities available to students at the secondary level. For more information contact: Dan Newell, Assistant Superintendent 360-725-6176**,** dan.newell@k12.wa.us; Mike Hubert, 360-725-0415, mike.hubert@k12.wa.us.

Building Bridges
Dropout Prevention, Intervention and Retrieval - Designed to increase the number of Washington State students who graduate from high school on time and re-engage students who have already dropped out of school. This program supports the creation of local school, workforce, and community partnerships to build comprehensive dropout prevention, intervention and retrieval systems to identify students "at risk" of dropping out of school, provide timely inventions/supports and re-engage students who have already dropped out of school. For more information contact: Denise Fitch, 360-725-6005, denise.fitch@k12.wa.us.

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OSPI's **Student Support** section supports educators, families, students, and community partners in creating and sustaining safe and supportive, high quality learning environments that increase the opportunity for achievement and success of all children and youth. Student Support accomplishes its work through the:
   • Partnership with educational service districts and other agencies.
   • Administration of federal grants and state funded programs.
   • Provision of information, professional development, technical assistance and implementation support to school districts and communities regarding a wide array of nonacademic barriers to learning.
   • Uses a tiered intervention approach that focuses attention on vulnerable and traditionally underserved populations of students, as well as all students.
   • Collaboration with state agencies including the Department of Social and Health Services, the Department of Health, the Department of Commerce, Department of Early Learning, Department of Corrections, Workforce Training and Education Coordinating Board, institutions of higher education, and other agencies and partners to develop and maintain a community infrastructure that assists schools in ensuring a learning environment that supports the success of all students.

The following is a listing of the programs and services offered by Student Support:

21st Century Community Learning Centers
The 21st Century Community Learning Centers Program supports the creation and expansion of community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low performing schools. The program: helps students meet common core and local student standards in core academic subjects, such as reading and science, technology, engineering and math (STEM); offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. For more information contact: Jeff Sőder, Ph.D., 360-725-6044, jeff.soder@k12.wa.us; Debra Williams-Appleton, 360-725-6049, debra.appleton@k12.wa.us; Rudi Bertschi, 360-725-6368, rudi.bertschi@k12.wa.us.

Student Services and Support
Washington State Board for Community & Technical Colleges

Each college in the community and technical college system offers a comprehensive student services program to support the intellectual, cultural, academic, social, and emotional development of students. Services are designed to enhance the recruitment, persistence, and academic success of students served by their institutions. Student services may include:

- Academic Advising
- Admissions, Outreach and Recruitment
- Assessment and Testing
- Career and Employment
- Child Care
- Counseling
- Disability Support
- Student Financial Assistance
- Health and Wellness Programs
- Intercollegiate Athletics
- International Students
- Multicultural Student Services
- New Student Orientation
- Recreation Activities and Intramural Sports
- Registration and Student Records
- Student Activities and Cocurricular Programs
- Student Government
- Student Leadership
- Tutoring
- Veterans
- Women's Programs

Advising and Counseling

The purpose of Advising and Counseling is to address the statewide management issues related to advising, counseling, student development, and transition of community and technical college students. Support for students includes the following:

- Assessment/placement testing
- New student orientation

- Educational Counseling/Academic Advising
- Career Counseling
- Personal Counseling
- Instruction of student success, career development, and life management courses
- Crisis Intervention and Mental Health response
- Student progression toward certificates, degrees, and other educational goals
- Transfer Centers to baccalaureate institutions
- Retention and satisfactory academic progress of students programs
- Student satisfaction surveys with services and academic environment
- LGBT support and student success

Career and Employment Services

Career and Employment Services assists students in the process of exploring, planning, developing, evaluating and implementing their career plans. At many of the colleges they provide referrals for students to jobs on- and off-campus. Core support and outreach functions may include:

- Coordination of state and federal work-study programs
- Career assessment/inventory preparation, including classes, workshops, and survey tools
- Career/job fairs
- Volunteer and community service learning opportunities
- Cooperative/Internship programs
- Job search and interviewing assistance

Disabilities Services

Disability support services ensure equal access to educational programs, services, and activities to people with disabilities, to improve the campus understanding of disability issues, and to implement legal mandates to provide this access. Student support functions include:

- Determination of student eligibility of services
- Determination of student needs
- Referral to appropriate agencies and/or programs that may assist the student in college success
- Design and implement academic adjustments and auxiliary aids to meet the accommodation requirements of the student
- Access to tutoring, mentoring, peer counseling, and academic advising
- Early or priority quarterly registration

Student Financial Services

Financial aid services ensure that no individual with the ability to benefit is denied access to community and technical college education because they lack the financial resources to pay the

costs and to support students by removing financial barriers to assist students to achieve their educational goals. Student financial services include:

- Administering state, federal, institutional, and private student aid in the form of grants, scholarships, loans and work-study to eligible students
- Promote access to student aid through workshops, information sessions, and individual assistance
- Educate students and their families through quality consumer information materials
- Coordinate college tuition payment plan programs

Non-Traditional Student Aid Services

The Worker Retraining, Opportunity Grant, Workfirst, and Basic Food, Employment and Training programs each offer support services that may include, but not limited to:

- single point of contact and advocacy
- Coordination with traditional financial aid programs
- tutoring
- counseling
- retention strategies
- emergency childcare funds
- emergency transportation funds

Outreach, Admissions, and Registration

Admissions, outreach, and registration department(s) promote and provide an open door equal access to students, regardless of academic background or experience, at a cost normally within students' economic means and geographic location. Admission and outreach programs include:

- Disseminate information about the college through print and on-line methods
- Participate in college/career fairs and other outreach activities
- Coordinate with external partners such as high school counselors
- Dual Outreach, Registration, and Transition Programs
    - Running Start
    - College in the High School
    - Tech Prep
    - Advanced Placement and International Baccalaureate
- Web Admission
- Web Registration
- Web Degree-Audit Self-Serve

Multicultural Student Services

Multicultural student services promotes the recruitment, retention and successful completion of educational programs for students of color. Campus leadership offers outreach and support services that may include the following:

- Collaborate with campus departments to recruit, retain, and support students of color
- for inclusive, equitable and culturally competent policies, practices and supportive services for students of color
- Academic, career and personal counseling
- Advise and support ethnic clubs and student programs
- Coordinate statewide Students of Color Conference
- Facilitate the recruitment of students to meet the needs of the college community
- Advocate for a multiculturally competent recruitment, retention and promotion process for faculty, administration, and staff of color
- Develop and implement multicultural and cross-cultural staff development programs.
- Develop programs that will maximize academic success for students of color
- Outreach to communities and key social agencies with the Multicultural Services program on each campus

Veterans, National Guard, and Active Duty Military Personnel

Veterans Services offer the veteran and their families enrollment and support services specifically designed to ease the transition from military to civilian life. Campus support services include:

- Educational advising and priority registration.
- Counseling and assistance.
- Trained Veteran Certifying Officials to coordinate U.S. Department of Veteran Affairs educational benefits
- Financial aid and tuition assistance coordination for National Guard and Active Duty
- Services for students with disabilities.
- Tutoring and job support
- Flexible class schedules
- Credit for Prior Learning
- Vet Centers
- Alignment with Washington Department of Veteran Affairs to assist veterans in transition
- Alignment with Vet Corps programs, including Vet Corps representatives at each college campus
- Full Tuition and Fee Waiver for spouse/dependent(s) of 100% disabled, missing in action, or deceased veteran
- Tuition discount (available at most colleges)