

## COUNCIL MEETING AGENDA

**November 18, 2015**

**8:30 a.m. Call to Order and Introductions**

- Welcome provided by President Roy Heynderickx, Saint Martin's University
- Approval of Agenda
- Approval of October 15 Meeting Minutes
- Introductions of Council and Audience Members
  - Maud Daudon, Chair

**9:00 a.m. Executive Update**

- Gene Sharratt, Ph.D., Executive Director

**9:30 a.m. DRAFT Roadmap Report: Measuring Our Progress**

Council Discusses Conclusions of Final Report

- Council Members and WSAC staff: Maddy Thompson, Alan Hardcastle, Randy Spaulding

**11:00 a.m. Break**

**11:15 a.m. Washington Student Perspectives**

Affordability issues for students related to access, completion, and employment

- David Ruiz, Washington Community & Technical College Student Association
- Elissa Goss, Washington Student Association
- Brian Taubeneck, Graduate and Professional Student Senate

**11:45 a.m. Support and Outreach Communications Campaign Motion (Action Item)**

**12:00 p.m. Public Comment**

**12:15 p.m. Council Member Lunch**

**1:00 p.m. Symposium on Higher Education Affordability**

**4:00 p.m. Adjourn**

**The next Council meeting will be by conference call on December 10 at 10:30 am.  
The February 10 Council meeting will be at ESD 113 in Tumwater.**

October 15, 2015  
University of Puget Sound  
Tacoma, Washington

## **MINUTES**

### **Members attending:**

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

### **Staff attending:**

Gene Sharratt, Aaron Wyatt, Alan Hardcastle, Becky Thompson, Betsy Hagen, Betty Lochner, Cristina Gaeta, Crystal Vaughan, Emily Persky, Gray Sterling, Karen Moton-Tate, Kristin Ritter, Lexi Shankster, Maddy Thompson, Marc Webster, Noreen Light, Rachelle Sharpe, Randy Spaulding, and Ryan Betz.

The meeting was called to order at 8:45 a.m. by Chair Maud Daudon. A welcome was given by Academic Vice President, Kristine Bartanen. Ms. Bartanen shared the many exciting things happening at University of Puget Sound.

### **Consent Agenda**

Motion was made to approve the Consent Agenda as presented.  
Motion seconded by Council Member Gil Mendoza.  
Motion carried by Council Member Paul Francis.

### **August 13, 2015, Meeting Minutes**

Motion was made to approve the minutes as presented.  
Motion seconded by Council Member Paul Francis.  
Motion carried by Council Member Marty Brown.

The new student representative on the, Eric Pattison was introduced, presented with a gift and welcomed to the Washington Student Achievement Council.

### **Executive Update**

#### **Gene Sharratt, Ph.D. Executive Director**

Gene Sharratt provided members with a review of current agency work related to program administration and policy.

### In Outreach and Advocacy:

- **Pave the Way:** WSAC staff hosted our second Pave the Way conference on October 5-6, offering multiple sessions aligned with the theme “Advancing Equity, Access, Readiness, & Support.” Gray Sterling and Cristina Gaeta gave an overview of the Pave the Way Conference. Each member of Council who attended the conference gave their thoughts of the conference as well.
- **The 12th Year Campaign:** The first component of the 12th Year Campaign, the American College Application Campaign, runs October 19 through November 20. We expect 80-100 participating sites, compared to 65 sites in 2014.
- **FAFSA Completion Initiative:** The FAFSA Completion Initiative has 60 percent of statewide school districts accessing the Portal. Staff are working with regional partners (namely Puget Sound ESD/CCER, WCAN, ESD 101, and the Rural Alliance) to expand access to this valuable tool.
- **College Bound Scholarship:** We have surpassed last year’s statewide College Bound Scholarship sign-up average of 89 percent (now at 91%). As mandated by recent legislation (2SSB 5851), College Bound staff and WSAC Communications are drafting a letter to CBS sophomores explaining the income qualifications to receive the scholarship when students enroll in college.

### In Policy and Research:

- **STEM Alliance:** Representatives of the STEM Alliance continue their work on identification of progress indicators for the STEM dashboard. The dashboard, which will be introduced later this year, will complement the STEM Alliance’s annual report card to the Legislature.
- **Residency:** WSAC convened several training to support and facilitate implementation of new residency rules.
- **Prior Learning Assessment Workgroup:** The PLA Workgroup recently met to review progress on the implementation of SSB 5969, designed to award academic credit for military training.

### In Program Updates:

- **GEAR UP Workshop:** GEAR UP’s recent workshop for 85 district staff provided a training related to fostering a growth mindset for students. Attendees also explored tools to help their students identify and pursue postsecondary scholarship opportunities.
- **SFA Partner:** The SFA Partner is a new, quarterly communications product designed to provide accurate information and timely updates to Financial Aid Administration professionals across Washington’s 68 institutions. The first SFA Partner was launched in October and is now available on our website.

## Roadmap Progress Data and Analysis

- Gil Mendoza, Deputy Superintendent, OSPI
- David Prince, Director of Policy Research, SBCTC
- Paul Francis, Executive Director, COP
- Chadd Bennett, Director of Research & Outreach, ICW
- Alan Hardcastle, Director of Research, WSAC
- Randy Spaulding, Director of Academic Affairs & Policy, WSAC

The 2013 Roadmap report specified long-term participation and attainment goals for the state's population through 2023. The report also identified specific policy and programmatic strategies endorsed by the Council to increase educational attainment. The Roadmap is updated every other year to serve as the basis for development and implementation of a Strategic Action Plan between each Roadmap cycle.

The 2015 update to the Roadmap includes core measures for Washington's secondary and postsecondary education systems that can be used to show annual progress toward the long-term goals: high school graduation, postsecondary enrollment, and postsecondary completion. Specific progress metrics were identified for each of these core measures.

For the 2015 Roadmap update, the Council agreed that the document should report on system-wide progress toward the participation and attainment goals. Council members also directed staff to examine the addition of select 'leading indicators' that relate to the core measures and represent areas where state policymakers can make an impact. Demographic breakdowns by age group, race/ethnicity, gender and income were also requested.

A Technical Work Group (TWG), comprising Council staff and representatives from OSPI and the two-year and four-year college systems, met four times between February and September to conduct extensive reviews of the data and design, data tables, and to review the initial results. Council staff also facilitated individual discussions and followed up with agencies and other stakeholders.

### Core Measures Findings:

#### Educational Attainment for Washington's Population

Educational attainment found high school achievement increased one percentage point to 90 percent showing gradual increases in completing a high school diploma or equivalent. Postsecondary attainment increased slightly by 1.2 percentage points to 51.2 percent.

#### High School Completion

High school completion rates have risen slightly over the past three years, to 77.2 percent, but are still too low to meet the state's high school attainment by 2023.

Underrepresented groups – especially American Indian and Hispanic/Latino students, low income, and other special populations – show lower completion rates and higher drop-out rates compared to all students. Ensuring underrepresented groups succeed will boost high school completion rates and postsecondary participation.

Around 26 percent of 9<sup>th</sup> grade students fail at least one core academic course; these students have considerably lower GPAs than the average for all students. These are important early warning indicators.

#### Postsecondary Enrollment

Overall enrollments decreased slightly by 2.6 percent between 2011 and 2013, with two-year institutions seeing the largest overall declines in enrollment. Declines among private and for-profit institutions were largest among all institutions. Apprenticeships, however, have increased 83 percent over the past four years. The declines, especially among students over the age of 25, suggest that more students are returning to the workforce as the economy improves.

Students that range in age from 18-24 saw slight increases at the undergraduate and graduate levels, while private for-profit institutions saw a 12-15 percent decline. Enrollment for students ages 25-39 declines by nearly 8 percent and those ages 40 and older decreased by over 12 percent.

It is encouraging that some underrepresented groups experienced enrollment gains, but not all groups saw increases. Hispanic or Latino, Two or More Races, and International enrollments grew between 2011 and 2013. These trends held across institution type and program level. American Indian, Alaskan Native, and African Americans saw declines. Changes in federal reporting for racial/ethnic categories may affect the results, and additional data is needed to confirm enrollment and completion trends among different race/ethnic groups. Women continue to enroll in greater numbers than men. Apprenticeship growth was led by Whites, who comprised 73 percent of enrollments in 2014. Women also continue to enroll in greater numbers than men. Men accounted for 90 percent of Apprenticeship enrollments in 2014.

Signups for federal and state financial aid for postsecondary education are high and continues to grow.

#### Postsecondary Completion

Postsecondary awards rose 2.7 percent between 2010-11 and 2012-13, especially among students ages 18-25. Associate's degrees led the increase, while certificates saw a 10 percent decline. Apprenticeship completions decreased 42 percent over the past four years. Declines in certificates and apprenticeship completions are associated with the shifting economy.

Hispanic or Latino, Two or More Races, and International recipients grew slightly. This trend held generally across degree type and institutions. Whites comprised 85 percent of all Apprenticeship completions in 2014. Declines in Apprenticeship completions were proportional across most race/ethnic categories.

Fall-to-fall rates for all four-year institutions remained steady at 84 percent between 2011 and 2013 (IPEDS). For all private two-year colleges, rates rose slightly to 73 percent. Public two-year colleges (non-IPEDS) saw a slight increase in students progressing toward a credential. There are still 700,000 adults that have some college, but no degree. Two-thirds of those have one year or more of college credits.

In conclusion, there needs to be higher rates of growth in high school completion, postsecondary enrollment, and postsecondary completion to meet 2023 attainment goals.

This data will be integrated into the report and the TWG partners will review. They will present a draft of the report to the Council at the November 18 meeting. Input from the Council will be integrated and the final report will be approved at the December 10 meeting.

## **GET Update**

- Betty Lochner, Director of the Guaranteed Education Tuition (GET) Program
- Ryan Betz, Associate Director for Marketing & Communications
- Betsy Hagen, Associate Director for GET Operations

Effective July 1, 2015, the Washington State Legislature passed the College Affordability Act, reducing tuition at all public institutions of higher education in Washington. More specifically, the legislation does the following:

- Reduces tuition by 15 percent at UW and WSU (5 percent below 2014-15 levels in 2015-16, and another 10 percent below 2014-15 levels in 2016-17).
- Reduces tuition by 20 percent at CWU, EWU, WWU, and The Evergreen State College (5 percent below 2014-15 levels in 2015-16, and another 15 percent below 2014-15 levels in 2016-17).
- Reduces tuition by 5 percent in 2015-16 at community and technical colleges.
- Returns tuition-setting authority to the Legislature.
- Caps resident undergraduate tuition growth beginning in 2017-18 at the annual percentage growth rate of the median state wage.
- Provides for higher education funding enhancements to adjust for the revenue loss to the institutions from tuition reductions.

The legislation also directs the GET Committee to do the following:

- Set the payout value at \$117.82 per unit for the 2015-16 and 2016-17 academic years.
- Make program adjustments it deems necessary and appropriate to ensure that the total payout value of each account is not decreased or diluted as a result of the initial application of any changes in tuition (beginning in the 2017-18 academic year).

- If the GET committee provides additional units as a result of E2SSB5954, the maximum number of units that can be redeemed in any year must be increased as well.
- Conduct a feasibility study to explore the following:
  - Impact of tuition reductions on the funded status of the program and future unit prices.
  - The feasibility of creating a 529 college savings program.
  - Review alternatives of linking GET's payout value from tuition and fees to cost of attendance.
  - Alternatives/impacts of removing the state penalty for non-qualified withdrawals.

Since the passage of the College Affordability Act, the GET Committee has met three times and has made the following program policy decisions in order to provide GET account owners with additional protection and options as a result of lower tuition:

### **1.) Updated the GET Refund Policy**

All GET customers have the choice to remain in the program, or they may request to refund all or a portion of the funds in their accounts without program refund penalties or fees, through December 15, 2016. Additionally, the two-year waiting period that typically applies to all accounts before they can be refunded will be waived. This gives customers who are concerned about the tuition policy changes the opportunity to move their savings into another investment, such as another 529 plan. Customers who refund their account(s) before December 15, 2016 will receive, at a minimum, the current unit payout value of \$117.82/unit. Customers who paid more than the current payout value will receive the entire amount of their contributions.

### **2.) Provided a Refund of the Amortization**

Since 2011, GET customers have paid an amortization fee as part of the unit purchase price. This fee was charged to ensure the program's funded status recovered after the impacts of the Great Recession and years of double-digit tuition increases at state universities. The program's funded status has already fully recovered (141 percent at last measurement), and this amortization amount is no longer needed, and will be refunded to every customer with unredeemed units purchased at \$163/unit or greater. Customers entitled to an amortization refund do not need to take action in order to claim this refund. GET customers eligible for a refund will automatically be issued a check by December of 2015. Customers will receive this refund regardless of whether they choose to remain in the program or request a full refund of their account(s).

### **3.) Delay the Sale of New Units for a Period up to Two Years**

Effective July 1, 2015, new enrollments and unit sales will be delayed for up to two years. This means that GET will not accept applications for new GET accounts and that current customers will not be able to purchase any new units until the restriction

has been lifted. All accounts opened or contributions made after June 30, 2015, will be refunded to the account owner. One exception is that customers with existing Custom Monthly Plans may continue to make monthly payments in order to keep accruing their contracted units. The unit purchase delay protects GET customers during this transition period. GET is currently conducting a legislatively mandated feasibility study to evaluate future options for the program. It is important the program has answers to the questions in the feasibility study before it considers selling new units.

#### **4.) Freeze the Payout Value Indefinitely**

Effective September 2, 2015 the payout value for the GET program will remain \$117.82 per unit until the time when one year of resident undergraduate tuition and state mandated fees at Washington State's highest priced public university surpasses \$11,782. GET customers will have peace of mind in knowing that they will not receive less than the current payout value for their account.

With these decisions in place, the GET Committee is left with answering the following three questions as part of the legislatively mandated feasibility study:

- 1.) What is the impact of tuition reductions on future unit prices?
- 2.) What is the feasibility of creating a 529 college savings program?
- 3.) What are some alternatives of linking GET's payout value from tuition and fees to cost of attendance?

Moving forward, the GET Committee will conduct research to develop answers to these questions and will present their findings to the Legislative Fiscal and Higher Education Committees no later than December 1, 2016.

#### **Presentation to Marcie Maxwell**

Ms. Marcie Maxwell was presented with a plaque in recognition for her years of service to education and the students of Washington during her time as Governor Inslee's Policy Advisor on Education. The Council and staff wish her well in her next endeavors.

#### **Legislative Priorities Advancing Educational Attainment**

- Paul Francis, Executive Director, Council of Presidents
- Marty Brown, Executive Director, State Board for Community & Technical Colleges
- Gil Mendoza, Deputy Superintendent, Office of Superintendent of Public Instruction
- Vi Boyer, President & CEO, Independent Colleges of Washington
- Maddy Thompson, Dir. of Policy & Govt. Relations, Washington Student Achievement Council

Council members representing education sectors presented their respective legislative agendas for 2016 highlighting the elements that advance the state's Roadmap goals for educational attainment. Council members took this time to discuss opportunities for collaboration during the 2016 Legislative session. Council staff reviewed the Council's 2016 agenda to aid this discussion.

During the 2015 Legislative session, the state's Roadmap goals for educational attainment provided the foundation for WSAC's Strategic Action Plan. In addition, these goals were a key component of the rationale supporting many of the policy and budget requests of education and higher education agencies and stakeholders.

At the August meeting, Council members selected strategies contained in the Strategic Action Plan to be pursued in the supplemental budget of 2016. The Council voted to request an additional \$19 million in State Need Grant funding to serve more eligible students and to support the College Bound program and enhancements for activities that improve the success of participants.

WSAC recommended that the Governor and Legislature:

1. Provide an additional \$19 million for State Need Grant to reduce the funding gap so an additional 4,500 students can be served. Over 27,000 students who were eligible did not receive a grant in 2014-15.
2. Maintain College Bound scholarship awards to meet the caseload forecast and provide \$531,000 to enhance outcomes for College Bound Scholarship students

While the tuition reductions directed in 2015 Legislation (SB5954) will permit an investment in State Need Grant (SNG) to serve additional students due to reduced award amounts, 27,000 enrolled students who are eligible for the grant remain unserved. These students will have increased loan debt and higher rates of part-time and part-year attendance. A commitment to the state's flagship grant program for low-income students of \$19 million in 2016 would serve an additional 4,500 students with critical financial aid.

The SNG also provides the funding foundation for the College Bound Scholarship (CBS). The CBS has shown promising results as a dropout prevention and postsecondary success program. Approximately 15,690 students will be eligible for scholarship payments in 2016-17 (as of June 2015). The program has grown exponentially and the Council serves as the central administrator to ensure quality and frequent communications are provided to students, families, schools, and nonprofit organizations. Legislation enacted in 2015 (SB5851) added requirements. To meet these expectations the Council must expand administrative activities in communications, research, and data exchange to monitor scholarship eligibility.

Per Office of Financial Management direction, the Council is limiting any administrative supplemental requests to only those that constitute a non-discretionary change in legally mandated workloads or high-level priorities that support Results WA goals.

Council administrative requests for 2016 are to support STEM education initiatives, increased oversight in consumer protection activities, and expenditure authority for the Aerospace Loan program.

- The Council is requesting \$155,000 for the continuation of the STEM Alliance to advance STEM education initiatives and develop a web-based progress report. This work aligns with high-level policy priorities for Goal 1 in *Results WA*.
- The Council is charged with regulatory oversight providing students with consumer protection in the areas of degree authorization for out-of-state institutions doing business in Washington, monitoring of institutions participating in state financial aid programs, and oversight in the approval of Veterans Benefits. To provide resources to increase on-site technical assistance and outreach, the Council is requesting \$223,000.
- The Aerospace Training Student Loan Account permits administrative expenditures from the fund but requires an appropriation. To align with the intent for the fund to eventually be self-sustaining and provide resources to administer the growing program, the agency is requesting \$94,000 in expenditure authority.

### **Recommended Changes to Minimum College Admission Standards for Public Baccalaureate Institutions**

- Randy Spaulding, Dir. of Academic Affairs & Policy, Washington Student Achievement Council
- Noreen Light, Associate Director, Washington Student Achievement Council

The Washington Student Achievement Council (WSAC) has the statutory authority and responsibility to “collaborate with the appropriate state agencies and stakeholders, including the state board of education, the office of the superintendent of public instruction, the state board for community and technical colleges, the workforce training and education coordinating board, and the four-year institutions of higher education to improve student transitions and success” (RCW 28B.77.020).

As part of this responsibility, the Council sets minimum college admission standards for public four-year institutions of higher education. The purpose of the minimum college admission standards is to ensure that students are well-prepared to succeed in achieving their postsecondary educational goals. The standards encourage diversity in the student population by recognizing multiple measures of college preparedness, including alternate routes to traditional admission pathways.

College admissions decisions are made by individual colleges, and vary depending on the type of institution and other factors. The Council established the minimum criteria students must meet to be eligible for admission.

Current minimum college admission standards for public four-year institutions include:

- 2.0 GPA
- Completion of College Academic Distribution Requirements (CADRs). CADRs are the minimum number of credits required in seven subject areas that a student

must earn to be eligible for regular admission as a first-year student to a public baccalaureate institution in Washington:

- 4 credits of English
- 3 credits of math through Algebra II or Integrated Math III
- Senior Year Math-Based Quantitative Course
- 3 credits of social science
- 2 credits of lab science
- 2 credits of world language
- 1 credit of art
- Taking the SAT or ACT and having the scores sent directly to the college or university.

Staff recommended changes to the minimum college admission standards in two areas: admissions exams and college academic distribution requirements.

## Admissions Exams

### *Recommendation*

Official SAT or ACT test scores must be sent directly to the college or university to which a student is applying, unless the institution has implemented a test-optional policy. Test-optional policies must be implemented consistently and fairly and may include the use of other measures of college readiness including successful completion of dual credit coursework or exams or scores on high school exams such as the Smarter Balanced Assessment. Institutions must provide a copy of their admission exam policies to the Washington Student Achievement Council prior to implementation. Other options considered:

Option 1: Official SAT or ACT test scores must be sent directly to the college or university to which a student is applying. (Retain current language.)

Option 2: Official SAT, ACT, or Smarter Balanced test scores must be sent to the college or university to which a student is applying.

## College Academic Distribution Requirements

### Science—Recommendation

Add a third credit in science. Does not need to be lab-based. (Effective 2021)

### Senior Year Math-Based Quantitative Course—Recommendation

- Add Advanced Placement (AP) Computer Science as a course which may fulfill the senior year quantitative requirement. (Effective immediately.)
- Clarify use of Bridge to College Mathematics to fulfill senior year math-based quantitative course. (Effective 2016)

### Mathematics—Recommendation

No change.

### Mathematics—Other Options Considered

Accept Bridge to College Mathematics as a course which may fulfill third credit of math. (Effective 2016) Note: Staff will revisit this option in 2 years when performance in college level coursework of students who took the bridge course can be adequately assessed.

### English—Recommendation

Bridge to College English Language Arts fulfills one credit of literature, composition or elective English. (Effective 2016)

### Arts Recommendation

No change. One credit of Arts, or substitute.

### Arts—Other Options Considered

Option 1: Add a second credit of Arts, with substitution of one credit allowed to meet the student's Personal Pathway Requirements as identified in the High School and Beyond Plan. (Effective 2021)

Option 3: Add a second credit of Arts, with substitution of up to two credits in other core areas allowed.

## Public Comment

Nova Gattman from the Workforce Education and Coordinating Board is concerned about what's not being considered for minimum college admission requirements.

She believes there is content in the current policy about the importance of college and career readiness, but there is nothing about encouraging students to explore actual work experience or career readiness reflected in current or the proposed change to admission requirements.

She further explained that there is a problem with the number of people who are exiting education programs at the K-12 and postsecondary level with little or no work experience or even solid thoughts about their next steps. This is a particular issue for young people ages 20-24, who have seen their unemployment rates increase from 6% to 14.3% in the last 15 years.

She said we can't expect all students to know exactly what they want to "be when they grow up" just by virtue of wanting to go on to postsecondary education. Postsecondary institutions are limited in how much they can do in regard to career exploration and counseling. The recession forced a lot of cuts to good programs in support services, and there is still a lot of catching up to do.

Ensuring that young people have good career counseling and an opportunity to explore future options and pathways has to be a team effort with the K-12 and postsecondary system.

She suggested, the Council consider additional gaps in student success. Graduation and credential attainment aren't the only factors which determine success.

The Workforce Board would enjoy partnering with WSAC to strongly encourage students to explore work experiences and internships prior to entering postsecondary education to help insure graduates are finding jobs in their fields, earning living wages, and are prepared to enter the workforce. Career exploration should be encouraged at all levels.

### **Adult Reengagement through Innovative Program Delivery**

- Matthew Sparke, Dir. of Integrated Social Services Program, University of Washington
- Jean Floten, Chancellor, Western Governors University (WGU) Washington
- Jan Yoshiwara, Deputy Executive Dir. of Education, State Board for Community & Technical Colleges

At the August meeting, Council members reiterated the importance of pursuing strategies in the Roadmap aimed at increasing the attainment of adults who do not have and who are not pursuing a postsecondary credential. During this agenda item, Council members heard from representatives of three of the state's postsecondary education sectors about specific programs and initiatives aimed at increasing attainment of this population.

Meeting the state's Roadmap goals will require innovative strategies and programs. Postsecondary institutions and leaders will need to draw from all possible populations and initiate a variety of strategies to improve recruitment, access, and completion. One segment of the population we need to attract to postsecondary education is adults without a postsecondary credential.

About 50 percent of Washington's adult population, age 25-44, has a postsecondary credential. Successful recruitment and retention strategies for this population can dramatically increase individual career prospects and the economic prosperity of our state.

The community and technical college system, the Western Governors Association, regional four-year institutions and research institutions, are all educating adults and developing new and better ways of delivering programs to meet their needs and improve completions. Some of the strategies include e-learning and hybrid offerings, providing credit for prior learning, delivering education through a competency-based model, providing online support services, and mentoring, among others.

Re-engaging adults who have not completed or never accessed postsecondary education is critical for meeting the state's education attainment goals. The Council heard three presentations on strategies to re-engage adults in postsecondary education from Matthew Sparke, Jean Floten, and Jan Yoshiwara.

Council Chair Maud Daudon adjourned the meeting at 3:51 p.m.

Memo

To: Council Members

From: Sector Members: Marty Brown, Paul Francis, Ray Lawton and Gil Mendoza

Date: November 16, 2015

Re: Support and Outreach Communication Campaign

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For some time now, the Student Achievement Council, education leaders, teachers, social workers, employers, and elected leaders have stated that for the state of Washington to achieve the increased educational attainment goals, a new level of collaboration and outreach at all levels will be necessary.

### **Proposal Purpose**

The purpose of the following proposal is to create a **sustainable program** to reach all of those who are in and/or could be in the educational system. In particular, the following groups need to be reached, connected with, and have their needs addressed:

1. High achieving K-12 students from poor families
2. All students in 6-7-8 grades to inform them about choices and opportunities
3. Low performing 6-7-8 graders
4. High school students, making choices for their future
5. Middle income families with students who qualify for secondary education, but don't qualify for aid or scholarship
6. Adults in the workplace with some college credits

The Sectors, through this proposal, will have the opportunity to reach out to each of the groups, in a creative approach, that has not been attempted in many parts of the State before. This approach would leverage the use of methods from other states, and programs already used in Washington (particular districts or areas). It will rely on the Sectors to create this approach, and make use of 2015 and future technology, to reach each of the above audiences and others who might be identified.

The Sectors recognize that many parents/teachers/students in our state do not understand the rich diversity of choices available to all the people in the state: rich, poor, first in family to attend a college of any type, or those who want a degree in a particular specialty, etc.

The end result of this portion of work by the Sectors will be:

1. Inform students in grades 6-7, and their parents, that college is a possibility for them. Graphically show them what needs to be done to prepare.
2. Inform those who have some college credits, but not a credential or a degree, that there are opportunities and possibilities for them.
3. To show those parents and their children who live near or at poverty level, that there are ways for each child to attend college.
4. Inform those students from middle income families, without spectacular grades, that they can attend college, graduate, and do it without overwhelming debt.

5. Ensure that all citizens of Washington will understand that the higher education system of the state, in its entirety, has the ability to satisfy the needs of practically any major.

### **Collaborative Multifaceted Approach**

What is needed is a more focused, intentional, and **collaborative effort** to make sure everyone is informed about the opportunities offered by colleges and universities and how it is possible for anyone to attend.

Through all forms of media - the internet, print, radio, and television - social workers, all levels of counselors, principals, superintendents, college presidents, elected leaders, leaders of industry, and very possibly notable personalities in the state need to deliver this coordinated message. In a way, we need an army of “college coaches” who are dedicated to make sure that every student and family has had the chance to fully consider what attending college may mean for their future, and are truly helped to find a way to attend if they wish.

The Sectors will have a complete and thorough understanding of the successful innovative programs to make sure each school district or community in the state has several options of what to implement in their particular area with the Sectors help. Examples of presentations include:

1. The Western Washington University Model
2. The Stanford Institute for Economic Policy Paper: Expanding College Opportunities for High Achieving, Low Income Students
3. The Rainer Scholars Program
4. Community Center for Educational Results

This type of coordinated messaging will take time and money. When it comes to money, **all sectors need to be part of the solution**. This is the kind of initiative that will help move the attainment level significantly along with the other work being done.

### **Necessary Resources**

The ideal would be to raise approximately \$15,000,000 over the next 6-7.5 years to provide all the services anticipated being needed to accomplish the Sector’s goal successfully and make this kind of outreach a normal part of the system.

The Sectors will be approaching the following entities, and others like them, to fund what will become a model in the United States for reaching out and supporting families and students in the educational system:

- Lumina Foundation - “...goal is to increase the higher education attainment rate...”
- Kreske Foundation - “...focus on expanding student access to higher education...”
- The Gates Foundation - “...strengthening collaborations to close opportunity gaps for low income communities and communities of color.”
- The Walmart Foundation - “...creating opportunities so people can live better.”
- College Spark of Washington - “...projects that focuses on the successful transition to college...”
- Paul G Allen family foundation- “To create meaningful change in the community we care deeply about”
- Starbucks Foundation – “...created as part of our commitment to strengthen communities”.
- Blue Mountain Foundation - “...Make grants in area communities that address the needs of education...”
- The Glaser Progress Foundation – “...aims to build a more just, sustainable and humane world.”
- M.J. Murdock Charitable Trust- “...to enrich the quality of life in the Pacific Northwest by providing grants and enrichment programs to organizations seeking to strengthen the region’s educational, spiritual, and cultural base in creative and sustainable ways...”

## **Improve Retention, Work the Pipeline, Provide Opportunity for All**

### Improve Retention K-20

By 4<sup>th</sup> grade there is sufficient knowledge available on each student to know which students need help catching up with his/her classmates. We assume that because of the McCleary decision by the Supreme Court, K-4 education funding will look much different in the future and results will be much more positive.

And by 6<sup>th</sup> grade, students, parents, counselors need to have a thorough grasp on the decisions that need to be made concerning educational outcomes. *Ready, Set, Grad* web site, and other sources of information are retention tools from the standpoint of helping those parents, students, counselors start to identify what the student aspires to do or dream about doing, and thus what education strengths the student must possess to enter that field.

Every college would like to improve upon retention numbers. Often "life gets in the way" of students that are enrolled in two year institutions. Often they drop out before seeking any counseling. For four year students, often they are in the wrong major, money is an issue, they don't seek alternative answers, and sometimes leave having incurred debt.

Non Traditional populations drop out at higher rate than traditional. Often they fall through the cracks before they ever contact anyone for help.

### Work the Pipeline

"Work the pipeline" speaks to the heightened awareness that current students in the K-12 system and their parents need to get the most out of the educational experience. Many tools are being used across the state very successfully that created heightened awareness, but are certainly not used universally in all communities in the state.

*Ready, Set, Grad* website and others, are recognized as great tools, but lack readership. Many are only presented in English. Currently there is not a strong website tool that addresses the concerns of those that have some college credit but not a certificate or degree.

College Bound and Gear Up were highly praised, but also lack the penetration or depth of supports necessary to positively affect all those that qualify.

### Opportunity for All

The Education Community has to reach out to all. Everyone needs to feel like they can participate.

The Education Community has to communicate its effectiveness in delivering the quality product it does, and not allow outside noise create doubts.

The two year, four year public and private institutions need to share data on students that have moved on without graduating so another part of the state can possibly recapture that person into the system. We need to create a system that is truly student centered.

## Suggested System Solutions

Improving retention, working the pipeline, and providing opportunity for all will always be a work in process. We will continually be learning from communities in the state, understanding better practices from other states, and understanding the whole dynamic of collective impacts on a population. But this is a start on being a more effective educational community as far as outreach and support is concerned.

1. When money is available, the Sectors should provide Innovation grants to 2 yr. public, 4 yr. public and 4 yr. private institutions that show a willingness to accelerate a program to innovatively bring back those adults with some credits or work experience that will be able to count for college credit, but have no certificate or degree.
2. The Sectors will initiate an informational campaign in multiple languages to communicate the tools available for successful education experience in the state of Washington. Promoting the system (2 yr. public, 4 yr. public, 4 yr. private) as one of the best/unique in the world – “You can get it all here”.
3. Work with WSAC to make *Ready, Set, Grad* a universally known tool for parents, counselors, and students. Prepare it in multiple languages. Work with the K-12 system/and/or communities to inject the site into their regular curriculum and/or information system for counseling/guiding students.
4. Prepare public service announcements in multiple languages promoting the virtue of education, what means for lifelong decision to get an adequate education.
5. Provide a grant to any 2 yr. public, 4 yr. public, and 4 yr. private institutions that will begin or expand a private coaching/mentoring/counseling program for incoming students of low income/underrepresented/English as second language or any data driven group that is identified problem for an institution.
6. Target support for College Bound K-12 students, help expand services on campuses where possible.