

PLEASE MUTE ALL CELL PHONES

Accelerated Learning Committee

Committee Members: Senator Mark Hass, Senator Bruce Starr, Representative Lew Frederick,
Representative John Huffman, Nori Juba, Peyton Chapman, Nancy Golden

**Wednesday, December 11, 2013
2:00 – 4:00 PM**

**Board Room Suite 515
Oregon University System Chancellor's Office
1800 SW 6th Avenue
Portland, Oregon 97201**

Phone In Information: **1 888 204-5984**
Participant Code: **992939**

AGENDA

- 1.0 Welcome, roll call and introductions
- 2.0 Review and approval of notes from November 13, 2013 meeting
- 3.0 Committee member updates
- 4.0 Follow up information from last meeting
 - 4.1 Draft of CCWD and ODE Letter-- OARs regarding faculty credentialing for college courses offered by high school instructors —Gerald Hamilton
 - 4.2 Update-Northwest Commission on Colleges and Universities
 - 4.3 Revisions on the "Big Driving Idea"
 - 4.4 Data on program models operating in Oregon
- 5.0 Program considerations
 - 5.1 Issues, Needs, and Initiatives related to Grades 11-14 Transitions
 - 5.2 Program Parameter Point Analysis
- 6.0 Agenda for January meeting with Washington colleagues
- 7.0 Identify next tasks and next meeting date
- 8.0 Public Testimony
- 9.0 Adjourn

All meetings of the Accelerated Learning Committee are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted online. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at Seth.Allen@das.state.or.us. Requests for accommodation should be made at least 48 hours in advance.

ROADMAP

THE

A Plan to Increase Educational Attainment in Washington

2013

About the Council

The Washington Student Achievement Council provides strategic planning, oversight, and advocacy to support increased student success and higher levels of educational attainment in Washington.

Major functions:

- Developing a ten-year Roadmap for higher education, including recommendations for initiatives and resources needed to increase educational attainment.
- Improving student success by setting minimum college admission standards and identifying ways to help students better transition through all phases of education.
- Ensuring the quality of state financial aid programs and services that support educational access and affordability.
- Providing college savings opportunities through the Guaranteed Education Tuition (GET) program.
- Preparing underrepresented middle and high school students for postsecondary education through early outreach and success programs such as College Bound and GEAR UP.
- Protecting education consumers by authorizing out-of-state institutions to operate in Washington and monitoring program quality and finances.
- Representing the broad public interest above the interests of the individual institutions of higher education.

The nine-member Council consists of five citizens (including a current student) and one representative from each of the state's four major educational sectors:

1. Independent, nonprofit higher education institutions, appointed by the Independent Colleges of Washington.
2. Four-year institutions of higher education, appointed by the Council of Presidents.
3. Community and technical colleges, selected by the State Board of Community and Technical Colleges.
4. K-12 institutions, selected by the Superintendent of Public Instructions, in consultation with the State Board of Education and the Department of Early Learning.

Agency staff, led by Executive Director Gene Sharratt, support the work of the Council, performing assigned functions and managing student financial aid programs.

The Washington Student Achievement Council is pleased to share the state's ten-year Roadmap to increase educational attainment for Washingtonians.

The 2013 Roadmap provides a framework to advance the Council's vision to inspire and foster excellence in educational attainment. This purpose is echoed in our founding statute and demonstrated in the Council's work with strategic planning, oversight, and advocacy to improve educational outcomes for all students.

By working with our educational partners, students, and stakeholders, and through our research of best practices in other states, we have made great strides in developing a Roadmap to address the significant challenges facing our students, institutions, employers, and taxpayers.

- Too many Washingtonians—especially persons of color, individuals from low-income families, English Language Learners, and those with disabilities—do not participate in postsecondary education. As a result we rank low nationally in the percentage of Washingtonians enrolled in postsecondary education.
- Washington faces underlying access and capacity challenges as more students enroll in high-cost programs that prepare them for high-demand jobs.
- More than 30,000 eligible students are unable to receive the State Need Grant because the program is underfunded.
- Student loan debt has increased for students at our public and private institutions.

Nonetheless, Washington's current education system provides numerous strengths on which we will build to address these challenges.

- By the 2014-15 school year, there will be more than 10,000 enrollment slots available through the Early Childhood Education Assistance Program.
- The state is required by statute (RCW 28A.150.315) to provide all-day kindergarten for all Washington students enrolled in public schools by the 2017-18 school year.
- Our public K-12 schools serve more than 1 million students annually and employ more than 53,000 teachers.
- The State Need Grant, the College Bound Scholarship, and other state need-based programs have allowed thousands of Washingtonians to attend a postsecondary institution.
- Washington ranks first in the nation in the level of need-based student financial aid per enrolled undergraduate student.
- Our public and private non-profit baccalaureate institutions have student graduation rates that are among the highest in the nation.
- Each year, our community and technical colleges prepare nearly 500,000 Washingtonians with the skills and knowledge necessary for careers or further education at public and private baccalaureate institutions.
- We have more than 300 private career schools that provide training in a diverse array of fields to support employer and community needs for skilled workers.

The Roadmap's actions leverage Washington's significant strengths, amplify access to educational opportunities, and increase support for all students. The Roadmap will guide our work in the effort to meet two overarching goals:

a) All adults in Washington will have a high school diploma or equivalent.
b) At least 70 percent of Washington adults will have a postsecondary credential. Further, the 2013

Roadmap outlines twelve specific strategies to leverage and expand

on the work of the state's education agencies, institutions, and community partners. Implementation of the Roadmap will result in a more highly educated population for Washington's communities and economies.

Overarching goals:

a) All adults in Washington will have a high school diploma or equivalent.

b) At least 70 percent of Washington adults will have a postsecondary credential.

The Council also recognizes the existing efforts of the other state education agencies, including the Department of Early Learning, the Office of the Superintendent of Public Instruction, the State Board of Education, the Professional Educator Standards Board, the State Board for Community and Technical Colleges, the Workforce Training and Education Coordinating Board, the Education Research and Data Center, and numerous other organizations and stakeholders. These groups all share the same goal of increasing the educational attainment of Washingtonians.

Our state's leaders will help make improvements that are essential to our students. We are off to a good start—the 2013-15 operating budget reflects increased funding for postsecondary education and K-12 schools and also provide relief from tuition increases. However, we recognize that the realities of our economy, a growing population, and changing demographic patterns require new levels of collaboration, integration, focus, and investments.

Accomplishing these educational attainment goals is possible through dedicated and coordinated efforts. The Washington Student Achievement Council looks forward to providing collaborative leadership on this journey to providing every Washingtonian with a world-class education.

Sincerely,

Maud Daudon, Chair

Scott Brittain

Paul Francis

Karen Lee, Vice Chair

Marty Brown

Rai Nauman Mumatz

Ray Lawton, Secretary

Jeff Charbonneau

Dr. Susana Reyes

About this Report

Under RCW 28B.77.020, the Washington Student Achievement Council is charged with setting educational attainment goals to meet the needs of Washington's residents and its workforce, along with developing a Ten-year Roadmap to identify key strategies for meeting those goals. The Ten-Year Roadmap is complemented by a short-term Strategic Action Plan submitted in December of even-numbered years that makes budget and policy recommendations for implementing the strategies identified in the Roadmap.

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Executive Summary

The educational attainment of Washingtonians must increase—not only for the benefit of the individual but for the well-being of the state as a whole. Without substantive changes, Washington’s economy will not improve—nor will the quality of life for many Washingtonians. While other states are recovering from the recent recession, Washington continues to lag behind in that recovery. We must take action now to revitalize our state. The Washington Student Achievement Council believes that the most direct route to prosperity is through education. The Roadmap represents our first step on that journey.

Increasing educational attainment is vital to the well-being of Washingtonians and critical to the health of the state’s economy. Attainment increases when more students have access to early learning and pre-kindergarten programs and arrive at kindergarten ready to learn, go on to graduate from high school, and then earn a postsecondary credential. Attainment also increases when adults—many of whom have families and full-time employment—access postsecondary education to complete a credential to improve their career prospects.

We know that a well-educated population generates more tax revenue and requires fewer social services. Education opens doors to gainful employment, higher wages, increased job benefits, improved physical health, and increased civic engagement. Educated workers capable of competing for high-demand jobs in today’s global economy sustain existing employers and attract new businesses—directly contributing to the state’s economic growth and vitality.

Challenges

As we anticipate the future educational needs of our state, we cannot ignore the primary challenges confronting Washington’s citizenry and economy: the need to provide educational opportunities to an increasingly diverse population, while simultaneously responding to growing demand for a well-educated workforce in an ever-changing economy.

- **The demographic imperative.** The state’s changing demographics brings unique opportunities and challenges. Most of Washington’s future population growth is expected to come from groups that historically have been less likely to participate in and complete postsecondary programs. Subject to a lingering opportunity gap in our state, these groups are often collectively referred to as “underrepresented” in postsecondary education. Since 2000, Washington’s—and the nation’s—population growth has been almost entirely due to increases in underrepresented populations. For example, Washington’s Hispanic population has grown more than 70 percent since 2000.¹
- **The economic imperative.** Employers are expressing increasing concern over difficulties finding Washington employees with the necessary skills to fill critical job openings. By 2016, nearly three-fourths of available jobs will require at least a postsecondary credential.² However, only about 50 percent of the current adult population in Washington has completed a postsecondary certificate, apprenticeship, or degree.³ If this gap persists, companies will either have to import talent or export operations.⁴

Educational Attainment Goals

It is with a sense of urgency that the Washington Student Achievement Council, in collaboration with policymakers, educational partners, and stakeholders from across the state, offers this ten-year plan for increasing educational attainment. We begin this Roadmap with two state-level goals for 2023.

- **All adults in Washington will have a high school diploma or equivalent.**
- **At least 70 percent of Washington adults will have a postsecondary credential.**

Currently, only 89 percent of adults in Washington have a high school diploma or equivalent, and just less than 50 percent of these adults have a postsecondary credential.⁵ Increasing these numbers is a long-term endeavor. For instance, the impact of providing additional support and information to this year's incoming 9th graders will not be seen until they graduate from high school in 2018. It will be later still, beginning in 2019, when these same students have had time to earn at least a postsecondary certificate—and longer yet to earn a degree.

The Council will monitor progress toward the goals annually to evaluate their long-term impacts. The following will be used as baselines against which progress will be measured:

- Increase the number and percentage of Washingtonians completing a high school diploma or equivalent.
 - 2012 four-year high school graduation rate⁶: 77.2 percent
 - 2012 alternative high school diplomas, General Education Development, or equivalent: 15,261⁷
- Increase the percentage of the population enrolled in a postsecondary certificate, apprenticeship, or degree program.⁸
 - 2011 undergraduate participation rate^a: 17.7 percent
 - 2011 graduate participation rate^b: 5.5 percent
- Increase the number of postsecondary certificates, apprenticeships, and degrees awarded annually.⁹
 - 2012 certificates and apprenticeships^c: 15,669
 - 2012 associate degrees: 27,309
 - 2012 bachelor's degrees: 32,376
 - 2012 graduate and professional degrees: 12,155

Monitoring these metrics alone will not necessarily help reach the goals or meet the state's economic needs. Growth must correspond to the needs of the state so that students are prepared to participate in, and contribute to, the state's dynamic economy. To ensure alignment between postsecondary programs and the workplace the Council is committed to collaborating with other educational partners to conduct supplemental analyses to assess the needs of students, employers, and communities.

Strategies for Increasing Educational Attainment

While acknowledging the economic and demographic challenges, the Roadmap provides multiple strategies to address them successfully. Achieving the educational attainment goals by 2023 will require focused strategies around three primary objectives: Ensure Access, Enhance Learning, and Prepare for Future Challenges. The Council believes these goals for 2023 can be accomplished through twelve action steps. The actions are listed in order by priority within each of the three objectives.

⁵Number of undergraduate students enrolled at all public and private institutions in Washington divided by the population age 17-44 with less than a Bachelor's degree.

⁶Number of graduate students enrolled at all public and private institutions in Washington divided by the population age 25-44 with a Bachelor's degree or higher.

⁷This number includes long and short certificates. For short certificates, the student must have earned 45 or more college-level credits.

Ensure Access

- Ensure cost is not a barrier for low-income students.
- Make college affordable.
- Ensure all high school graduates are career and college ready.
- Streamline and expand dual credit and dual enrollment programs.
- Increase support for all current and prospective students.

Enhance Learning

- Align postsecondary programs with employment opportunities.
- Provide greater access to work-based learning opportunities.
- Encourage adults to earn a postsecondary credential.
- Leverage technology to improve student outcomes.

Prepare for Future Challenges

- Respond to student, employer, and community needs.
- Increase awareness of postsecondary opportunities.
- Help students and families save for postsecondary education.

With so much at stake, powerful change necessitates a commitment to strong partnerships. Successful implementation of the Roadmap actions will require widespread support, collaboration, and engagement. The Council recognizes that numerous policymakers, educational partners, and stakeholders from across the state are already actively working to increase the educational attainment of Washingtonians. The Roadmap actions are designed to build on existing best practices and expand promising initiatives currently under way.

Next Steps

The Council, our educational partners, and our state's leaders are determined to work toward a future of growth and prosperity. Widespread support, collaboration, and action are required to realize that vision. Increasing educational attainment is the shared goal that will drive our collective actions.

While each of the Roadmap actions is critical to increasing educational attainment, it is neither feasible nor practical to initiate all actions simultaneously.

The top 2013 Roadmap priority is to ensure cost is not a barrier for low-income students. To this end we will advocate for full funding of the College Bound Scholarship and the State Need Grant program. We will also move to develop a funding policy to better guide legislative appropriations to postsecondary institutions.

In addition, work on several priority initiatives is under way. As a result, we anticipate increases in the following:

- The number of career- and college-ready graduates.
- The number of returning adults seeking a postsecondary credential.
- Programs designed to meet student, employer, and community needs.
- Access to work-based learning opportunities.
- Awareness of postsecondary opportunities.

We will prioritize the remaining Roadmap actions during the development of the 2014 Strategic Action Plan, which will outline policy and funding needs for the 2015-17 biennium.

As a further demonstration of the Council's commitment, progress toward the educational attainment goals and the implementation of the actions outlined in this plan will be actively monitored and regularly reported. The Council will provide ongoing, real-time updates via the web and via regular reports to the Governor and the Legislature. In 2015, the Council will revisit the goals, objectives, and actions in this plan—in consultation with educational partners and stakeholders—making any necessary course corrections to ensure the Roadmap actions are increasing educational attainment for Washingtonians.

The state's 2013 Roadmap marks the beginning of a journey. This is not a static document, but rather a signal of the Council's commitment to our partners and the important work ahead.

Ensure Access



Ensure cost is not a barrier for low-income students.

Provide funding for all students eligible for the College Bound Scholarship in Fiscal Year 2014-15 and commit to full funding of all eligible State Need Grant students.



Make college affordable.

Identify and recommend a state funding policy for postsecondary education to guide legislative appropriations to public postsecondary education institutions and state financial aid programs as well as decisions about public postsecondary institution tuition.



Ensure all high school graduates are career and college ready.

Support implementation of the Common Core State Standards (CCSS) and the Smarter Balanced Assessment (SBAC), and identify effective strategies to reduce the need for pre-college level courses.



Streamline and expand dual-credit and dual-enrollment programs.

Streamline and expand dual-credit and dual-enrollment programs to create a statewide dual-credit system available to all high school students.



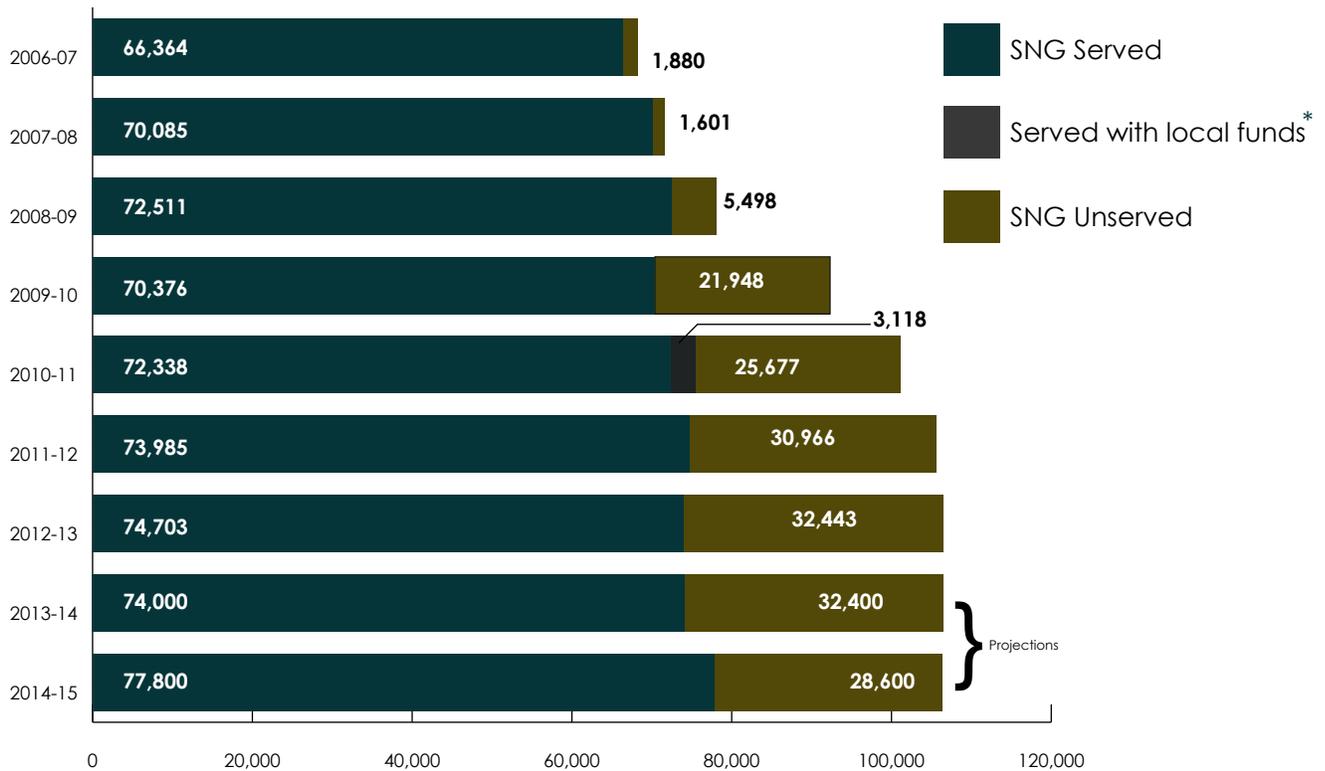
Increase support for all current and prospective students.

Provide increased support and resources to ensure the success of current and prospective students at all levels.

Ensure cost is not a barrier for low-income students

Since the recession began, unprecedented numbers of low-income students have enrolled in Washington's postsecondary institutions. Despite the Legislature's long-standing commitment to provide opportunities for these students—primarily through the State Need Grant (SNG) and College Bound Scholarship—state funding is no longer sufficient to meet demand. Since 2009-10 more than 30,000 eligible students have not received the SNG grant each year due to lack of funds.¹⁰ Similarly, legislative appropriations for the College Bound Scholarship will not fully fund all eligible students expected to enroll in fiscal Year 2014-15.

**State Need Grant Eligible Students
2006-07 through 2014-15**



* Public Institutions Only

Source: Washington Student Achievement Council State Need Grant Final Interim Report

While rising tuition affects all students, those from low-income families are the most vulnerable. They are less likely to enroll and more likely to drop out if they cannot pay for their expenses.¹¹ Some may choose to work more, which can have an adverse effect on their academic success. Some may borrow more, which impacts their long-term economic stability. Students who do receive annual State Need Grant funds persist, enroll full-time each term, and attend the entire academic year at higher rates than eligible students who do not receive the grant.¹²

ACTION: Provide funding for all students eligible for the College Bound Scholarship in Fiscal Year 2014-15 and commit to full funding of all eligible State Need Grant students.

The Council will advocate for sufficient financial aid to preserve access and opportunities for low-income students in Washington. Ensuring all eligible students receive this funding enables them to stay focused and complete their education in a timely manner. This issue is also a priority for the Governor in Results Washington.¹³

In light of the state's current economic situation, it is unlikely that adequate funding will be available for all eligible students in the short term. Therefore, the Council recommends the state's budget for fiscal year 2014-15 include:

- An additional \$12 million for the College Bound Scholarship to serve all eligible students. About 8,000 students are expected to be eligible for the scholarship in fiscal year 2014-2015.
- An additional \$16 million to fund an additional 3,800 State Need Grant students.^d

Expected Results

- The Legislature appropriates \$12 million to fully fund the College Bound Scholarship in fiscal year 2014-15.
- The Legislature appropriates \$16 million in fiscal year 2014-15 to fund an additional 3,800 State Need Grant students.
- Increases in the following:
 - The percentage of eligible students served by State Need Grant to 100 percent.
 - The postsecondary retention and graduation rates of low-income students.

^dThese estimates assume tuition and student demand do not increase and no changes are made to the State Need Grant program.

Make college affordable

Washington does not currently have a statutory postsecondary education funding policy. Without a specific goal or objective, the state's appropriations to public postsecondary institutions and financial aid programs are vulnerable to cuts when state revenue declines. The best example of this volatility came during the recent recession when state funding for the six public baccalaureate institutions was reduced by 40 percent,¹⁴ necessitating unprecedented tuition increases. At the same time, student demand for postsecondary education increased. These factors combined to strain the ability of the state's primary financial aid program—State Need Grant—to serve all eligible students. Since 2009-10 more than 30,000 eligible students have not received the grant each year due to lack of available funds.¹⁵

In 2013 the Legislature and the Governor recognized this problem, and for the first time in more than 25 years, froze resident undergraduate tuition at Washington's public four- and two-year postsecondary institutions. However, without additional state funds, this is not sustainable.

ACTION: Identify and recommend a state funding policy for postsecondary education to guide legislative appropriations to public postsecondary education institutions and state financial aid programs as well as decisions about public postsecondary institution tuition.

The Council will take the lead in developing a responsible, comprehensive policy that is predictable for individuals and families, maintains funding and flexibility for public postsecondary institutions, and clarifies the state's role in increasing the educational attainment of Washingtonians. Through a collaborative process involving legislators, postsecondary institutions, and other stakeholders, the Council will identify a funding policy to guide investments in postsecondary education during both lean and robust economic times.

A responsible policy does not focus only on increasing funds for postsecondary institutions, nor does it dictate business practices. Rather, the policy should encourage postsecondary institutions to continue implementing strategies to increase efficiencies and to develop innovative options for delivering instruction at a lower cost. A responsible policy will provide postsecondary institutions with the stability and predictability needed to manage their finances, eliminating the need for tuition to become the primary vehicle for balancing institutional budgets. The policy should also ensure that the cost of attendance is affordable for students and their families. Stabilizing funding for public postsecondary institutions and state financial aid programs will allow individuals and families to plan and save for postsecondary education without worrying about drastic increases in cost.

Expected Results

- The Council will develop and propose a funding policy to the Legislature and the Governor.
- The Legislature will adopt the policy.
- Appropriations will stabilize for public colleges and universities.
- Tuition will stabilize at public institutions.



Ensure all high school graduates are career and college ready

A gap exists between high school curriculum, graduation requirements, and the skills and knowledge required to succeed in postsecondary education. This gap results in too many recent high school graduates enrolling in pre-college level courses.¹⁶ Nearly three-fifths of students entering a community college after graduating from high school enroll in at least one pre-college level course. Students who start in pre-college level courses must take more courses to complete a degree, which requires more money and time.

This problem is further compounded by the inconsistent use of assessments to determine students' knowledge and abilities. The same score on the same placement exam may result in students at one institution being placed into pre-college level courses, while students at another institution are placed at college level. As the number of pre-college courses that students are required to take increases, the likelihood students will complete a credential decreases.¹⁷

ACTION: Support implementation of the Common Core State Standards and the Smarter Balanced Assessment, and identify effective strategies to reduce the need for pre-college level courses.

The Council will continue to play an active role in the implementation of Common Core State Standards (CCSS) and the Smarter Balanced Assessment Consortium (SBAC). Working with key partners, the Council will identify programs and practices that increase students' skills and knowledge and ensure success. The Improving Student Learning at Scale Collaborative grant and the Core to College project are examples of current work towards the following objectives:

- The 11th grade SBAC assessment is used to inform students' 12th grade coursework.
 - Students with exceptional scores will be encouraged to enroll in dual-credit or other rigorous courses and receive exemptions from pre-college level coursework at all postsecondary institutions in Washington.
 - Students who do not meet the minimum scores will have access to transition courses during the 12th grade to help them achieve college and career readiness.
- Students who have been out of high school for a year or more and are planning to enroll in a postsecondary institution will have access to a variety of supports known to improve academic readiness and success. These may include:
 - Improved pre-test advising.
 - Using alternative measures of readiness.
 - Refresher courses prior to testing.
 - Assessments that diagnose specific needs.
 - Alternative methods for delivering pre-college content.

The Council will also continue to support improvements to preparation programs and to professional development for educators and administrators. Educators and administrators must have the necessary tools and training to close the opportunity gap by engaging families and communities in helping students meet higher standards and by providing high-quality advising.

In addition, the Council will collaborate with key partners to explore the feasibility of a competitive grant program designed to support implementation of CCSS and SBAC and that reduces the need for pre-college assessment.

Expected Results

- The 11th grade SBAC assessment will inform students' selection of courses in the 12th grade and eventual placement into college-level coursework at all postsecondary institutions.
- Reductions in the following:
 - The number of placement tests administered.
 - The need for pre-college coursework.
- Accelerated progress for students who do enroll in pre-college level courses at postsecondary institutions.



Streamline and expand dual-credit and dual-enrollment programs

Washington's high school students have a variety of options for earning postsecondary credit while enrolled in high school, but the differences between the options are confusing, and not all options are available to all high school students statewide. These programs, collectively referred to as dual-enrollment or dual-credit programs, are comparable in rigor to regular college-level courses and allow students the opportunity to earn and apply credits toward postsecondary degree requirements. One of the primary benefits of these programs is that they can significantly reduce the time required to complete a postsecondary degree.

Six major programs are available to Washington's high school students. Three programs—Running Start, College in the High School, and Tech Prep—are taught by postsecondary or K-12 faculty, with curriculum approved by a postsecondary institution. Students generally earn credit based on successful completion of course assignments and assessments. The remaining three programs are national or international models—Advanced Placement, International Baccalaureate, and Cambridge—and are taught by high school teachers. Credit is awarded upon completion of coursework and successful completion of a fee-based standardized assessment.

These programs have different application processes, fee structures, assessments, and approaches to applying credit toward postsecondary degree requirements. Additionally, despite recent increases in the number of programs and participating schools, these programs are not equally available to all students across the state.¹⁸ Lack of access may be due to geographic location, low student demand, cost to the students, or cost to the schools. The result is a confusing array of options and an uneven distribution of opportunities.



ACTION: Streamline and expand dual-credit and dual-enrollment programs to create a statewide dual-credit system available to all high school students.

The Council will convene a statewide workgroup to review existing programs and develop a coordinated and streamlined dual-enrollment/dual-credit system. This new coordinated system should meet the following criteria:

- Provide clear information about each option in ways that empower high school students to choose the option best suited to their goals and schedules.
- Provide low-cost options for high school students and their families.
- Ensure adequate funding for high schools and postsecondary institutions to maintain high-quality options.
- Increase the availability of all options to more high school students.
- Streamline processes for obtaining postsecondary credit.

Legislation may be recommended or required to develop a streamlined dual-enrollment/dual-credit system for all high school students.

Expected Results

- A statewide dual-enrollment/dual-credit system is available to all high school students.
- Increases in the following:
 - The availability of dual-credit programs in high schools.
 - The number of high school students accessing dual-credit programs, particularly the numbers of low-income students and non-white high school students.
 - The number of postsecondary credits earned while in high school.
- Reductions in the time students take to complete a postsecondary credential.



Increase support for all current and prospective students

All Washingtonians need access to education that prepares them to transition to elementary, middle, high school, postsecondary, career, and lifelong learning opportunities. Meeting that goal will require renewed focus, as these transition points are the weakest links in our education system and the times when students are at the highest risk of dropping out. Among the most critical transition points is the transition from high school to postsecondary education.

- Approximately 14 percent of 9th graders do not complete high school within four years. Underrepresented and low-income students drop out at rates of between 25 and 35 percent.¹⁹
- Only 65 percent of 2008-09 high school graduates continued on to postsecondary education within one year of graduation. Underrepresented and low-income graduates continued on at rates of between 47 and 51 percent.²⁰

The issue of access is especially acute within underrepresented populations. When individuals from traditionally underrepresented populations do enroll in postsecondary education, they do not always experience the same levels of success as other students. For instance, underrepresented students graduate from Washington's public and private four-year institutions at rates of between 54 and 60 percent, which is below the overall graduation rates of White and Asian students, who graduate at rates of 69 and 73 percent respectively.²¹

Numerous school and community-based programs provide information and services for students to ensure they have the necessary skills and resources to support them through educational transitions. However, these critical services are not equally available to all potential or current students. There are geographic, cultural, and economic disparities among students, and not all services are well suited to individuals from underrepresented populations or to returning adult students. Some individuals, such as students with disabilities, face unique challenges that require expanded and specialized services.



ACTION: Provide increased support and resources to ensure the success of current and prospective students at all levels.

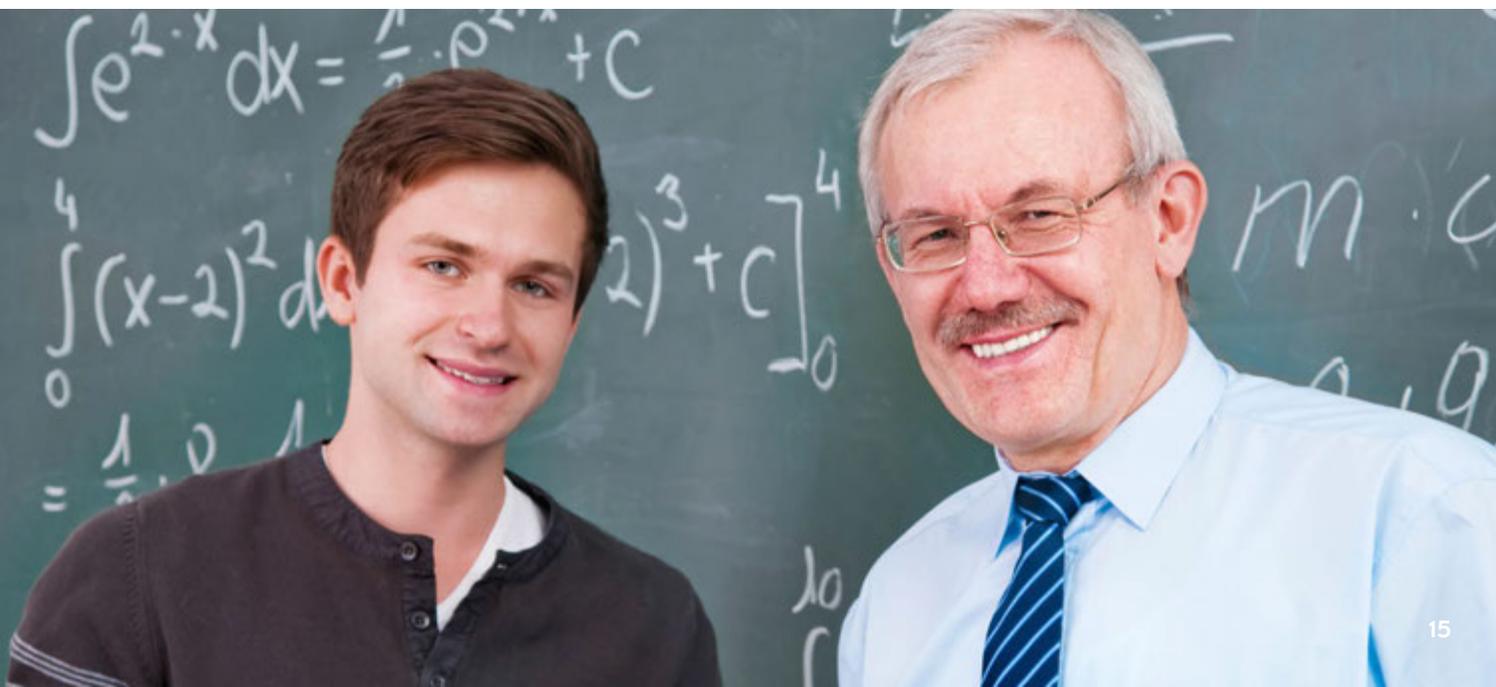
The Council will collaborate with educational and community partners to identify and promote strategies, including those listed below, to ensure all Washington students have access to services that support successful transitions.

- Effective High School and Beyond Plans for 8th graders.
- Graduation specialists for high school seniors.
- Mentoring and sponsorship programs for underrepresented and at-risk students such as foster youth, first-generation, people of color, or disabled students.
- More training for advisors, counselors, and mentors at all levels, and improved access to quality information about career requirements and postsecondary opportunities.
- Designated support staff at postsecondary institutions for underrepresented and at-risk students, such as foster youth, first-generation, people of color, or disabled students.
- An online postsecondary advising system to support students, parents, and advisors at all transition points.

The Council and partners will identify successful in-state strategies, along with best practices from other states. In addition, the Council and others will evaluate effective funding models that are independent of state or institutional funding.

Expected Results

- Improved access to student support by increasing the numbers of counseling, advising, and mentoring resources at all levels, including middle school, high school, and postsecondary institutions.
- Increases in the following:
 - Training and resources for counselors, advisors, and mentors at all levels.
 - The percentage of high school graduates who enroll in postsecondary education or training.
 - The sharing of effective student support strategies among postsecondary institutions.



Enhance Learning



Align postsecondary programs with employment opportunities.

Improve coordination of existing employer feedback mechanisms to postsecondary institutions, and encourage innovative approaches to close existing workforce skill gaps in Washington's dynamic economy.



Provide greater access to work-based learning opportunities.

Increase investments in the State Work Study program and create an online clearinghouse of all work-based learning opportunities.

Align postsecondary programs with employment opportunities

Employers are expressing increasing concern over difficulties finding Washington residents with the skills necessary to fill select types of job openings, particularly in the fields of science, technology, engineering, math, and healthcare.²² Though Washington's postsecondary institutions are awarding increasing numbers of degrees in many of these areas, the increases are not coming quickly enough to meet employers' needs.²³ If the gaps between workforce skills and employer needs persist, Washington's economic development may be hindered by companies relocating all or part of their operations to other states or countries where qualified employees are available. Employers also report difficulty finding applicants with critical skills such as written and oral communication, critical thinking and analytical reasoning, complex problem solving and analysis, and teamwork—skills all employees need to be successful in the workplace regardless of their position or career path.²⁴

Washington currently lacks a coordinated mechanism for collecting employers' input on the alignment of postsecondary education with workforce and skill needs and conveying that information to postsecondary institutions. While a number of resources are currently available to provide information on employer needs, most are not clearly linked to education and training programs, making it difficult to provide actionable information to postsecondary institutions.

ACTION: Improve coordination of existing employer feedback mechanisms to postsecondary institutions, and encourage innovative approaches to close existing workforce skill gaps in Washington's dynamic economy.



The Council will convene a statewide workgroup to review existing employer feedback mechanisms in an effort to better align these resources. This will ensure postsecondary institutions have the information needed to respond proactively to employer and workforce skill needs. The workgroup—composed of a broad coalition of public and private institutions, employers, agencies, and other stakeholders—will do the following:

- Recommend ways to align and enhance existing employer feedback mechanisms to ensure they can be used by all Washington postsecondary institutions—public, private, two-year, and four-year—to respond to employer needs.
- Recommend innovative approaches for responding to employer and workforce skill needs.
- Recommend ways postsecondary institutions should account for how they respond to employer needs.
- Develop a competitive grant program to encourage institutions to develop innovative, low-cost approaches to providing students with the foundational intellectual and career skills that employers seek and students need to be competitive and successful in the workplace.

Expected Results

- Increases in the following:
 - Postsecondary institutions' responsiveness to employer feedback.
 - Employer satisfaction with postsecondary graduates entering the workforce.
- Reductions in the gap between the numbers of qualified Washington residents and the number of jobs unfilled.



Provide greater access to work-based learning opportunities

Work-based learning is a highly effective way for students to apply classroom learning to real work environments and refine the skills they will need to succeed after graduation. Yet, opportunities for students to participate in work-based learning and other contextualized learning experiences are limited and often difficult for students to identify.

Two primary factors are responsible for the current limitations. First, funding for the State Work Study (SWS) program is at an all-time low.²⁵ The program was funded at \$22 million annually at its peak, but is currently only funded at \$8 million annually. This program helps undergraduate and graduate students earn money for postsecondary education while gaining work experience in jobs related to their academic and career goals. However, during the recession, budget cuts resulted in the program dropping from a long-standing record of serving 1 in 12 needy students to serving only 1 in 30.²⁶

A second factor is the lack of a centralized mechanism for efficiently matching students with employers offering work-based learning opportunities (e.g., State Work Study, internships). Experience in the workplace increases students' career readiness and employability. At the same time, employers benefit from reduced costs and access to well-educated and motivated employees who help them operate more productively and profitably. The Council will work with the Legislature and others to secure reinvestments in the SWS program to increase

ACTION: Increase investments in the State Work Study program and create an online clearinghouse of all work-based learning opportunities.

the numbers of students who obtain relevant work experience while completing a postsecondary credential. Additional funding for SWS will enable more students to gain that experience and will provide employers with a larger and better-qualified pool of employees.

The Council will also collaborate with the Workforce Training and Education Coordinating Board, Washington STEM, Campus Compact, educational partners, and others to explore the feasibility of developing an online clearinghouse of work-based learning opportunities, including SWS jobs, internships, and other types of opportunities. This resource will facilitate the efficient matching of students with employers and increase the number of students who are better prepared for the workforce.

Expected Results

- Increases in the following:
 - The number of students with relevant work experience upon completion of a postsecondary credential.
 - The number of students employed within 12 months of completing a credential.
 - The number of employers participating in the State Work Study program.
 - The number of employers providing experiential learning opportunities, such as internships.
- Reductions in the number of students borrowing and the amounts borrowed to pay for tuition, books, other educational expenses, and living expenses.





Encourage adults to earn a postsecondary credential

In Washington, more than 450,000 adults between the ages of 17 and 54 have completed some postsecondary education but have not completed a certificate or degree. Many of these same adults also do not earn a living wage.²⁷ For a variety of reasons, these individuals did not finish the degree or certificate programs they started and are no longer enrolled. Some may only have completed a few postsecondary courses while others may be very close to completing a credential that could lead to a higher-paying job.

Adults returning to postsecondary education have needs that differ from the needs of younger, more traditional students. Yet at the same time, they are not a uniform group. They come from varied life experiences and face a range of barriers that may include unemployment, underemployment, family obligations, health issues, and prior negative experiences in the educational system. Adults are also more likely to attend postsecondary institutions part-time while working full-time, a challenging circumstance that has been shown to be a risk factor for academic success.²⁸ However, because they have some postsecondary experience—yet make less than a living wage—these adults have the most to gain from completing a postsecondary credential. With the proper support and guidance, many of these adults could realize their potential and improve their quality of life, while making greater contributions to Washington's economy.

ACTION: Provide tailored information regarding continuing education and provide support to adults, especially those with some postsecondary credits but no credential.

The Council will collaborate with key public and private partners to identify and support strategies that address the unique circumstances of adults, particularly those with some postsecondary education but no credential. These adults need targeted information and support to help them re-enroll in postsecondary education, followed by specialized support services to ensure they successfully complete a credential. Effective types of strategies for reaching and serving returning adults include the following:²⁹

- Targeted messaging to provide information and encouragement to returning adult students.
- Individualized advising and career-planning guidance during the postsecondary enrollment process, including assistance with completing enrollment and financial aid applications, transferring of credits from other postsecondary institutions, and awarding credit for prior learning that may have occurred on the job or in the military.
- Data tools and best practices for contacting, advising, and counseling adult students.

Expected Results

- Reductions in the number of low-income adults who have earned some credits but have not completed a postsecondary credential.
- Increases in the following:
 - The number of adults in Washington with a postsecondary credential.
 - The number of adults earning a living wage.

Leverage technology to improve student outcomes

Limited state-level coordination, collaboration, or planning for the use of technology in teaching and learning at Washington's preschools, K-12 schools, and postsecondary institutions impairs the state's ability to realize technology's full educational potential. While some schools and postsecondary institutions participate in regional or national efforts, there is no unifying entity that facilitates and coordinates efforts across all educational levels, including public schools, private schools, and postsecondary institutions. Washington is known as a technological innovation hub, yet technology is not used consistently for the benefit of all students.

The fundamental responsibility of educators is to focus on student learning and students' educational experiences—technology can enhance these experiences if implemented effectively. Moreover, students across the educational spectrum need exposure to technology in order to thrive. Schools, postsecondary institutions, and state agencies realize this and are making strong efforts to optimize the educational use of technology. However, lack of statewide coordination increases the likelihood of duplicated efforts and missed opportunities to share best practices or leverage buying power. This diminishes technology's value as a tool for increasing educational attainment.

ACTION: Create a statewide educational technology consortium to enhance student learning.

The Council will convene an educational technology consortium comprised of public- and private-sector educators, librarians, administrators, and instructional technology specialists, with representation from early learning, K-12, postsecondary institutions, employers, and other partners. The Council will charge the consortium with developing a plan for leveraging technology in ways that enhance student learning and improve learning outcomes grounded in the principles outlined by the Technology Roadmap Workgroup.⁹ The consortium's plan should include strategies for addressing or accomplishing the following:

- Increasing the use of technology to deliver workplace-based programs, share open educational resources, and capitalize on the work of other regional and national efforts.
- Identifying opportunities to share information through websites, conferences, and other venues.
- Providing access to training opportunities for educators, facilitating professional learning communities, and mentoring.
- Developing a voluntary compact to enhance purchasing options by leveraging buying power and securing statewide licensing for educational materials and technologies.
- Establishing competitive grant and award programs to encourage innovation, the adoption of educational technology at all levels and in all sectors, and the identification of effective practices.

Expected Results

- The consortium submits a plan for leveraging technology to the Council.

⁹See page 3 of the *Ten-Year Roadmap Policy Options Report: Capturing the Potential of Technology*, available at www.wsac.wa.gov/Roadmap



Summary of

Prepare for Future Challenges



Respond to student, employer, and community needs.

Align system-wide programmatic, physical, and technological capacity with student, employer, and community needs.



Increase awareness of postsecondary opportunities.

Ensure all Washingtonians have access to a coordinated one-stop shop for information about postsecondary education opportunities and career requirements, as well as assistance with completing applications for enrollment and financial aid.



Help students and families save for postsecondary education.

Develop a savings incentive program model.



Respond to student, employer, and community needs

Successful implementation of the Roadmap strategies will lead to increased efficiencies as more students transition from one level to the next. A growing population and improved college-going and retention rates will increase enrollments and require an expansion of capacity through new facilities, technology, and programs. Capacity demands can be partly alleviated through increased use of dual-credit coursework, competency-based assessment, and targeted coursework during 12th grade. Additional options to improve efficiency and effectiveness within existing resources should be considered before new resources are added. Meeting the state's goals and responding to student, employer, and community needs will require increased flexibility and responsiveness from all of Washington's postsecondary institutions as well as adequate state support.

ACTION: Align system-wide programmatic, physical, and technological capacity with student, employer, and community needs.

The Council will collaborate with partner agencies and postsecondary institutions to develop a process for assessing institutional capacity in response to student, employer, and community needs. The process will be consistent with the Council's statutory responsibility relative to system design,³⁰ and the assessment will include the following components:

- A forecasting model to assess the comparative impacts of the 2013 Roadmap strategies on student demand.
- A process to assess the postsecondary education needs of students, employers, and communities.
- An assessment of public and private institutions' programmatic, physical, and technological capacity to provide lifelong educational opportunities for all Washingtonians.
- Identification of best practices for improving effectiveness and efficiency within existing resources.
- A comprehensive assessment of the state's overall return on investment in postsecondary education.

The Council will also support the elimination of duplicative or inefficient state regulatory requirements so that institutions can remain focused on core educational and academic functions.

Expected Results

- Increases in the following:
 - The programmatic, physical, technological, and financial capacity of postsecondary institutions.
 - Responsiveness to changes in student and employer needs.
 - The state's return on investment in postsecondary institutions.



Increase awareness of postsecondary opportunities

Individuals who are first-generation college students or who are from low-income families struggle the most in finding timely, relevant, and accurate information about postsecondary education opportunities and career requirements.^{31, 32} Appropriate resources for other individuals like veterans, adults new to postsecondary education, adults returning to postsecondary education, English Language Learners, or students with disabilities can also be particularly difficult to find. Individuals lacking in financial literacy struggle to develop a plan that would enable them to pay for postsecondary education. For many of these individuals, completing an application for admission or financial aid can be daunting. Current and potential students who do not have adequate information about academic preparation, postsecondary education and training costs, financial aid options, or how to complete the necessary applications are less likely to attempt, persist, and complete a postsecondary education.^{33, 34}

Unlike other states such as Illinois and Texas, Washington does not have a unified access point for authoritative and comprehensive information about postsecondary education opportunities and career requirements. While many programs and websites provide information, content varies in thoroughness and relevance, and some individuals may lack the ability or experience to determine accuracy and reliability. In addition, in-person support services to help prospective students find information and complete applications are not available in all regions of the state or to all individuals who may benefit from them.

ACTION: Ensure all Washingtonians have access to a coordinated one-stop shop for information about postsecondary education opportunities and career requirements, as well as assistance with completing applications for enrollment and financial aid.



The Council will collaborate with a variety of education and community partners to increase coordination of information about postsecondary education and training. The Ready, Set, Grad website—the state's new comprehensive website for information about Washington's public and private postsecondary education opportunities, access, and funding—will be continually updated and refined. The site will be inclusive and supportive of all students, regardless of socioeconomic or cultural background. Related content will also be communicated via social media and online platforms to ensure information is easily accessed by target audiences. Ready, Set, Grad will also be equipped with the functionality to translate the site content into more than 60 languages by mid-2014.

The Council will also launch a collaborative statewide campaign to help current and prospective students complete admissions and financial aid applications. Early awareness programs for students—beginning no later than the 5th grade—will be explored during the development of this campaign.

Expected Results

- The Ready, Set, Grad website becomes a coordinated, comprehensive website for information about postsecondary education opportunities, access, and funding.
- Improved availability and quality of information about postsecondary education opportunities and career requirements.
- More students—particularly those who are first-generation college students, from low-income families, or who are from historically underrepresented groups—are able to successfully navigate postsecondary education using timely and accurate information.



Help students and families save for postsecondary education

Many Washington students and families cannot save enough money to cover postsecondary educational expenses, nor do they see the benefit of a savings plan. Since the 2000-01 academic year, tuition growth has averaged 8.5 percent annually across all public institutions. At the same time, the inflation rate has averaged only 2.4 percent annually and per capita personal income has increased only 4.3 percent annually on average.³⁵ Although 153,000 families or individuals have opened prepaid tuition plans through the Guaranteed Education Tuition (GET) program, many Washington families still face challenges when saving for postsecondary education. In fact, middle-income families can now only afford to pay approximately 27 percent of postsecondary education expenses, down from 37 percent just three years ago.³⁶ Since most of Washington's financial aid programs serve students from low-income families, middle-income families without savings face a considerable financial burden.

Several states have developed savings incentive programs using their 529 plans as a vehicle while others have incentive or matching programs independent of their 529 plans.³⁷ The incentives, match rates, and eligibility criteria vary by state and program.

ACTION: Develop a savings incentive program model.

The Council will collaborate with key stakeholders to evaluate the role of savings and develop a savings model for all Washington students and families. The model should include incentives that encourage students and families to save for postsecondary education. Regular savings, even in small amounts, add up over time. Children and teenagers with their own college savings accounts are more likely to enroll in postsecondary education, and even low-income families will save if provided an incentive.³⁸

Expected Results

- Increases in the following:
 - The percentage of incoming freshmen who have individual or family savings available to cover the cost of postsecondary education.
 - The postsecondary participation rates of high school graduates.



Looking Ahead

During the next two years, the Council will engage in a variety of activities to ensure the 2013 Roadmap is put into action.

Implementing the State's Roadmap

Implementation of the Roadmap is under way. The Council has already requested funding for the State Need Grant and the College Bound Scholarship for FY 2015 to meet the financial needs of low-income students. The Council – along with our many partners—is also currently engaged in efforts that support the implementation of the following action items: ensure all high school graduates are career and college ready; encourage adults to earn a postsecondary credential; respond to student, employer, and community needs; provide greater access to work-based learning opportunities; encourage adults to earn a postsecondary credential; and increase awareness of postsecondary opportunities. In early 2014, the Council will begin leading an effort to develop a state funding policy for postsecondary education to help make postsecondary education affordable. The remaining Roadmap actions will be prioritized during the development of the 2014 Strategic Action Plan, which will also outline policy and funding needs for the 2015-17 biennium.

Monitoring Progress

The Council is committed to monitoring progress towards the educational attainment goals and to tracking the implementation of each action item. The educational attainment goals—all adults in Washington will have a high school diploma or equivalent and at least 70 percent of Washington adults will have a postsecondary credential by the year 2023—will be assessed annually using the following metrics:

- The number and percentage of adults in Washington completing a high school diploma or equivalent.
- The percentage of the adult population enrolled in a postsecondary certificate, apprenticeship, or degree program.
- The number of postsecondary certificates, apprenticeships, and degrees awarded annually.

For the twelve action items, the Council will collaborate with the appropriate partners to develop implementation plans and identify progress measures. To assess the improvement of participation and success for underrepresented groups, the Council will disaggregate data to the greatest extent possible. A website will be established to provide ongoing, real-time updates. The Council will also submit written progress reports to the Legislature.

Updating the State's Roadmap

Beginning in early 2015, the Council will revisit the goals, objectives, and actions in this Roadmap report, making necessary adjustments in response to changing circumstances. As part of that update, the Council will consider the needs of Washingtonians not addressed directly by the twelve actions in the state's 2013 Roadmap—particularly adults without high school diplomas and adults with limited English-speaking abilities. The state's 2015 Roadmap will be submitted to the Governor and the Legislature no later than December 1, 2015.

Conclusion

The state's ten-year Roadmap outlines actions necessary to achieve two goals for increasing educational attainment of Washingtonians by 2023:

- a) All adults in Washington will have a high school diploma or equivalent.**
- b) At least 70 percent of Washington adults will have a postsecondary credential.**

These goals are based on the shared belief that increasing educational attainment is critical to the well-being of all Washingtonians and to maintaining and improving the state's economy. The state's Roadmap is the first step toward achieving these goals. Real success will require determination, innovative thinking, and ongoing support from a wide range of partners and stakeholders. The Washington Student Achievement Council is committed to working with policymakers, all sectors of the educational community, businesses, community organizations, and other stakeholders to increase educational attainment in the state. The Council is confident that this is the right time and the right place to achieve these goals—and that these goals can be accomplished by working together.

Two goals for increasing educational attainment of Washingtonians by 2023:

a) All adults in Washington will have a high school diploma or equivalent.

b) At least 70 percent of Washington adults will have a postsecondary credential.



Appendix

Developing the 2013 Roadmap

The Washington Student Achievement Council is required by statute (RCW 28B.77.020) to develop “a ten-year plan that serves as a roadmap.” In developing the plan, the Council is required to collaborate with education agencies, institutions from all education sectors, stakeholders, and the legislature. The plan is due to the Governor and the Legislature by December 1 of odd-numbered years.

In January 2013, the Council began developing the Roadmap by enlisting the help of a consultant to conduct a listening tour through ten Washington communities: Bellingham, Cheney, Ellensburg, Olympia, Pullman, Richland, Seattle, Spokane, Vancouver, and Walla Walla. A broad cross-section of educational stakeholders was invited to attend. As part of this process, the Council engaged in rich conversations with educators, education administrators, students, education advocates, legislators, and community leaders from around the state.

At the same time, the Council established nine workgroups to address the five challenge areas outlined in “Critical Crossroads: A Call for Action,” the 2012 Strategic Action Plan.:

1. Readiness
2. Affordability
3. Institutional Capacity and Student Success
4. Capturing the Potential of Technology
5. Stable and Accountable Funding

The workgroups were comprised of Washington Student Achievement Council members, Council staff, and a wide range of stakeholders and policymakers. Each group provided the Council with a background paper describing the key issues. After these issue briefings were presented to the Council, the workgroups then developed policy options for the Council to consider as 2013 Roadmap actions. The workgroup recommendations formed the foundation for the strategies in the 2013 Roadmap. To review the issue briefs and policy options, please visit <http://www.wsac.wa.gov/Roadmap>.

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WASHINGTON STUDENT
ACHIEVEMENT COUNCIL
EDUCATION › OPPORTUNITY › RESULTS

Accelerated Learning Committee-November 13, 2013 Meeting Notes

Notes from Discussion

1.0 Welcome and roll call

Members in attendance: Senator Mark Hass, Representative Lew Frederick, Representative John Huffman, Nancy Golden, Nori Juba, Peyton Chapman

2.0 Welcoming Remarks

Shay James, principal of Franklin High School welcomed the committee members to Franklin High School and shared efforts underway at the school to develop a college-going culture and to provide more equal opportunities for students to pursue advanced coursework. She described the attributes and success of the Advanced Scholars program at the school and shared that due to insufficient funding, the school cannot participate in the PSU Senior Inquiry initiative. However, this year more students at Franklin are taking Junior level AP English than regular English. Ms. James is enrolled in a doctoral program and will be completing a dissertation on a topic related to accelerated learning and under-represented students.

2.0 Review and approval of the October 21st notes

Notes from the October 21st were approved.

Committee Member Updates

OEIB Brochure Nancy Golden shared a copy of a new brochure describing OEIB's mission and priorities. (An electronic copy will be posted to the Accelerated Learning Committee website.)

PELL Grant Waiver Senator Hass called upon Richard Donovan to summarize phone calls with Undersecretary of Education Jeff Appel in Washington DC regarding a PELL grant waiver. Currently funding goes directly to the students and the altering of amounts is prohibited. There appears to be no appetite for making changes on this currently as it would require action by Congress.

5th Year Program Meeting Nancy Golden shared a recent meeting with Governor Kitzhaber focused on 5th year programs and the means by which students are forgoing their high school diplomas for another year to acquire college credits through partnerships with local community colleges. Students are able to remain in an environment that is familiar and provides support and advising. Concerns have been raised about double funding although it has been noted by one community college president that it could be viewed as "cost shifting" as the efforts result in students maintaining their academic skills and reducing the need for developmental education services. The Governor sees advantages to the model but wants to be more intentional with clarity about costs if this practice

expands. He encouraged the group to think more broadly about other ways to achieve the same goal that do not require the need for a 5th year.

Representative Huffman inquired as to the number of 5th year programs being offered in the state. OEIB staff will work to provide these data.

Senator Hass noted that this practice can't be sustainable if it spreads to the entire state.

Nancy Golden noted that we must examine the intended and unintended consequences.

Hilda Rosselli shared that Deputy Superintendent Rob Saxton has estimated close to \$6.5 million is currently being used from the General School Fund to pay for the 5th year programs and that it distorts the 4 year graduation data by up to \$2.5%.

Nori Juba would like to learn more about the financial impact, the number of credits earned and the growth patterns in the state from this practice.

Peyton Chapman shared that it would be important to note what course credits the students are earning and if the course credits are transferable into postsecondary institutions. She would like to know the demographics of the students enrolled and if there are better accelerated model options available.

David Edwards noted some high schools report that seniors are not fully scheduled and questioned if we are currently funding inefficiencies in these high schools

5.0 Follow up Information from Last Meeting

5.1 Equity Lens Nancy Golden shared highlights from the Equity Lens adopted by the OEIB and recommended that the Equity Lens serve as a guiding document for the Committee's work this year.

5.2 Faculty Credentialing Issue Hilda Rosselli summarized an update provided to the Committee on the issue of faculty credentialing for college courses offered by high school instructors. A group of superintendents and community college presidents met last year to and reviewed relevant Oregon Administrative Rules and made recommended changes to the State Board of Education using NWCCU standards 2.B.4 to better align two instances in which the OARS reference faculty qualifications. These changes were approved in June 2013.

Nancy Golden noted that as she travels the state, she has noted that many do not know about the change. Senator Hass agreed that community college presidents need to take action at their campuses and communicate this change to others.

Nancy Golden noted that some communities are following the approach taken by

Eastern Promise which engages both high school instructors and college faculty in reviewing the outcomes, developing common assessments, and co-scoring the assessments which serves as professional development for both groups.

Peyton noted that International Baccalaureate (IB) teachers have to take IB training in order to offer their courses but not everyone needs an advanced degree. She is concerned that in rural communities particularly, there could be shortages of High School teachers with advanced degrees in the STEM areas and that perhaps this is what the tight/loose approach needs to consider, e.g. options for a Master's in the content area, documented experience, or administrative approval.

Nancy suggested that perhaps an independent group (e.g. EPIC) could verify faculty qualifications.

Gerald Hamilton noted that COSA is reconvening the group this month to further identify actions needed. Rob Saxton is monitoring this to see additional action is needed. Hilda is contacting Northwest Commission on Colleges and Universities to examine differences in how faculty credentials are interpreted by community colleges and universities.

Nori Juba would like to determine if the options we have currently available are sufficient to address the issue. He suggested that hybrid course models with some online components may be necessary for smaller communities like Culver. Is offering dual credit in high schools the best financial model for lowering costs? Community colleges may not have the bandwidth to serve as mentors and could use financial support to address this need.

Representative Frederick shared that Portland Public Schools had attempted to address this with special programs at some of the high schools.

Nancy summarized that the Committee needs a way to examine all models available for students, costs and funding sources and routes for teachers to become credentialed.

5.3 Data Tracking Elizabeth Cox-Brand provided an update on Dual Credit and Career Technical course taking data provided by the Community College and Workforce Development office in conjunction with Oregon Department of Education. She noted an 8% increase from last year. There still are barriers to accessing data on IB/A credits which aren't reported to ODE. For example FERPA regulations permit data to move from high school to community college but not vice versa. Students need to give their permission to allow that to occur.

Nancy expressed concern that students need to be able to use the credits they earn when they transfer.

Brian Reeder is working with the National Student Clearinghouse in order to get a fuller picture of course taking data.

Data is not available on how many AP exams are taken and passed - ODE is working with the College Board to develop a process to get this data.

5.4 Longitudinal Data System Peter Tromba shared a diagram describing three separate problems that have been described for a system to address:

1. The OEIB and other policy makers have no means to track expenditures and measure progress.
2. Institutional and agency databases are not compatible.
3. Students and families do not have personal and portable method to track achievement

It was noted that as we determine possible solutions for this committee, to work with Peter on identifying data we would want to track. Peter noted that many states de-identify student data but this could be an issue when we disaggregate by race/ethnicity and the cell size is small. Options in #3 would have students verifying data accuracy.

Other suggestions were to look at how other states are doing this and to ensure privacy and security of data

6.0 Big Idea Members discussed language related to a draft “Big Idea” that could guide the work of the Accelerated Committee this year.

Senator Hass noted the benefits of solutions that are able to solve 80% of the issues even if we can’t solve 100%.

Representative Huffman suggested the language “under-informed” rather than “traditionally underserved.”

Representative Frederick agreed. He also noted that we must address the depleted counseling resources and look at technology solutions as well.

Members were encouraged to send any additional thoughts or edits to Hilda Rosselli.

A revised version will be brought back to the next meeting.

7.0 Program Considerations and fiscal parameters

David Edwards provided a one page visual that he and Brian Redder developed that tracks the pathway for the first year following high school graduation from the class of 2011 using a representative cohort of 100 students:

- 61% go to some form of college
- Split evenly between 2 yr and 4 year

- 19 go to an OUS institution
- Out of 28 going to OR CC, 20 transfer
- 39 don't go to college within one year

He is further developing a way to look at the numbers in relation to Oregon's 40/40/20 goal using 2007 data. Representative Huffman would like GED data added and concerns about the new GED processes were raised.

David also shared a list of program design considerations and associated fiscal parameters for the Committee's consideration in developing dual credit program concepts. Senator Hass suggested that the committee use these parameters to test draft policy and determine which models would be best in getting us to the 80% goal.

Members discussed true savings of online courses if fewer students enroll. Suggestions included accessing free online courses (Udacity, etc.) and combining these with a proficiency approach.

8.0 "Take Aways" from Readings shared by Committee Members

Members each reported out key ideas from individual readings. Key ideas are noted in Reading Summary posted on the Accelerated Learning Committee website.

9.0 Next tasks and Next Meeting

Next tasks:

- Provide data on various program models operating in Oregon (type of delivery, prevalence, costs, financing, course-taking patterns, faculty credentialing, and student demographics)
- Work with ODE and CCWD to better communicate recent changes in OARs regarding faculty credentialing for college courses offered by high school instructors.
- Make suggested edits to the Big Idea
- (After the meeting, there was a discussion regarding coordinating a January meeting with our Washington colleagues in Vancouver WA to discuss WA Running Start and the implications of their legislation-HB 1642)

Next Meeting:

- Wednesday, December 11th, 2 pm – 4 pm OUS Large Board Room

10.0 Public Testimony

Public testimony was heard from Laura Paxton Kluthe, a Social Studies teacher from Lake Oswego who encourage the committee to be intentional in their attention to teachers' perspectives on the delivery of dual credit courses as the majority of the work effort (AP audits, paperwork) is carried out by teachers.

11.0 Meeting was adjourned at 4:30.

Accelerated Learning Committee
Dual Credit Program Parameters / v1 12.04.13

Program Parameters	Parameter Options
Grade-level focus	<p>A Focus on 11th and 12th graders; 9th and 10th graders can qualify for dual credit coursework with instructor approval and demonstrated proficiency</p> <p>B Focus on 11th and 12th graders; others can qualify with instructor approval—no need to demonstrate proficiency</p> <p>C Exclusive focus on 11th and 12th graders with demonstrated proficiency (no possibility for younger students to earn dual credit)</p> <p>D Exclusive focus on 11th and 12th graders with instructor approval (no need to demonstrate proficiency; no possibility for younger students to earn dual credit)</p> <p>E Up to two years of community college post-high school (free or reduced cost)</p>
Student eligibility requirements	<p>A Smarter Balanced test score</p> <p>B College-approved placement test score</p> <p>C Instructor approval</p> <p>D No requirements—all students should be accepted</p>
Eligible colleges	<p>A Select public colleges</p> <p>B All public colleges</p> <p>C Public colleges and select private career schools</p> <p>D All public colleges and private career schools</p>
Transferability of credit	<p>A Only college(s) involved in program</p> <p>B Select colleges</p> <p>C Any in-state college</p>
Content alignment/quality assurance	<p>A Must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP)</p> <p>B Must be modeled on NACEP standards but not accredited</p>
High school instructor qualifications	<p>A Must have a master's degree in subject</p> <p>B Must have earned a particular number of graduate-level credits in subject</p> <p>C College-approved Miller Analogies Test (MAT) score with a particular number of undergraduate credits in subject</p> <p>D College-approved MAT score plus a minimum number of years of experience, e.g., five years</p> <p>E Must have a particular number of professional development credits in subject</p> <p>F College-approved Smarter Balanced or National Evaluation Series (teacher certification) test score in subject area with trial period</p>
Minimum number of credits students expected to earn	<p>A Nine (9) credits (aligned with achievement compacts)</p> <p>B Twelve (12) credits (nearly a full college term; aligned with Texas)</p> <p>C Fifteen (15) credits (full college term)</p> <p>D No minimum</p> <p>E Delayed minimum—none to start but minimum expected to be adopted once program fully implemented</p>



ROB S. SAXTON
Deputy Superintendent of Public Instruction



GERALD HAMILTON
Interim Executive Director, CCWD

December 9, 2013

Dear Community College Presidents and District Superintendents:

Beginning in 2012 and continuing through this year, we have been convening a group of community college presidents and school district superintendents to collaborate around efforts to obtain our 40-40-20 objectives. The majority of the conversation and planning of this group has focused on the grade 11-14 transition; specifically with the goal of ensuring high school students are able to earn nine college credits prior to graduation.

To that end, last spring the Presidents and Superintendents group recommended to the State Board of Education a change in OAR in regard to Policy for 2+2 Dual Credit Programs (OAR 589-008-0100) and Community College Personnel Policies (OAR, 589-007-0200). The State Board took official action to put these changes into place on June 24, 2013. We wanted to make sure you were aware of these changes and their implications.

In short, the changes broaden the power of community college boards to create changes in personnel policy regarding who can award college credit through 2+2 Dual Credit Programs. You will find the specific language changes adopted by the State Board of Education attached to this document.

The Presidents and Superintendents Group has had numerous conversations and is in agreement that the content taught by instructors and mastered by students must be at the college level if the students are to be awarded college credit.

Other groups in the state have also recently convened to work on the 11-14 transition and earning of college credit while students are still in high school. This includes the Accelerated Learning Task Force created through legislation passed in the 2013 session.

We have been asked by the Presidents and Superintendents Group to gather three pieces of information from you as we proceed with our work and inform the work of other groups:

1. Were you previously aware of the changes in OAR and the implications of those changes as set forth by State Board action in June?
2. Are you currently taking advantage of the OAR changes in such a way that students are currently able to earn additional college credits through 2+2 Dual Credit Programs?
3. What additional actions would you suggest the Community College Presidents and Superintendents Group recommend to facilitate students earning college level credits while still in high school?

This is an important topic as we all work to create a birth through college and career system which works for the students we all serve. The Presidents and Superintendents Group hopes this communication will encourage the use of the changes in OAR to increase college credit earning for high school students. We believe other groups also working to encourage credit earning may soon create recommendations of their own. Some of these recommendations may end up in bills for the consideration of the 2015 Legislature. By taking measured action through the avenues currently available, we can demonstrate and encourage responses to help us achieve our common goals.

Sincerely,

Rob S. Saxton
Deputy Superintendent of Public Instruction
Oregon Department of Education

Gerald Hamilton
Interim Executive Director
Community Colleges and Workforce Development

Accelerated Learning Committee
Dual Credit Program Parameters Point Allocation Exercise

You probably favor some parameter options more than others. Please indicate your preferences by allocating 10 points among each group of parameter options. Allocate the most points to the option you most prefer, the second-most number of points to the option you prefer second-most and so on. You can allocate any number of points between 10 and 0 to any parameter option. But your allocation for each group can't exceed 10 points.

Grade-level Focus	Eligible Colleges	Content Alignment / Quality Assurance
A ____ B ____ C ____ D ____ E ____ Total: 10 points	A ____ B ____ C ____ D ____ Total: 10 points	A ____ B ____ Total: 10 points
Student Eligibility Requirements	Transferability of Credit	High School Instructor Qualifications
A ____ B ____ C ____ D ____ Total: 10 points	A ____ B ____ C ____ Total: 10 points	A ____ B ____ C ____ D ____ E ____ F ____ Total: 10 points
		Min. Number of Credits
		A ____ B ____ C ____ D ____ E ____ Total: 10 points

Oregon Grades 11-14 Transitions:

A Status Report on Changes Needed around Access, Affordability, and Student Success

GOAL: *In order to meet the Oregon 40-40-20 goal, every student within the public education system is able to earn at least 12 college credits at no tuition cost while still in high school to help them seamlessly transition from K-12 to postsecondary education.*

Assumption: Oregon will need to structure every student’s secondary education to develop full option graduates who are prepared to succeed in college and career while ensuring that no doors are closed to students in their post-secondary options. (Rationale: Students who arrive at postsecondary institutions unprepared are likely to face more courses, longer times to a degree, higher costs, and, far too often, less success in meeting their goals. The colleges serving these students face the challenges of staffing developmental education courses and the associated cost, and attrition issues arise as students fall short of their aspirations.)

Issue	What is needed?	Who is working on this?
<p>ACCESS Every Oregon student, regardless of age, race, ethnicity, family income level, or geographic location should have access to college credit while in High School (HS). Although Oregon offers a variety of models, they are not available to all students and may not consistently deliver outcomes.</p> <p>Too many HS students take reduced course schedules during their junior and senior years, impacting success entering post-secondary education</p>	<ul style="list-style-type: none"> • State data to map key areas where opportunity gaps exist for various groups of students • Achievement Compacts metrics that incent collaboration and accountability for the goal • Funding models and systems of accountability that support the desired outcomes • Best practices refined from RACs and other sites to promote full scale implementation while honoring local innovation • Technology solutions that help close geographic opportunity gaps • Review and revise policies restricting access to age 16 or higher 	<ul style="list-style-type: none"> • OEIB staff are working with CCWD, ODE, and OUS staff to assess current models and gaps • OEIB staff researching current Achievement Compact metrics • OEIB tasked by Gov. to optimize outcomes from 5th year model w/designs that efficiently allocate funding & accurately report data • COSA OASE and 11-14 workgroup • Several RACs are focused on this issue • HB 3232 Student Investment of close to \$3 M focused on dual credit is funding up to 10 school districts with grants ranging from \$20,000-\$300,000 to enroll 4,000 underserved and/or at-risk students in accelerated high school, dual credit, AP and IB courses.
<p>AFFORDABILITY There are motivated and capable students who cannot afford costs associated with earning college credits.</p>	<ul style="list-style-type: none"> • Cost-benefit analyses and financial models that support programs with value to both K-12 and postsecondary • Identification of funding sources and financial models for postsecondary that can incent system change and 	<ul style="list-style-type: none"> • SB 222 Accelerated Learning Committee • Pay It Forward/ Tuition Promise—HECC workgroup • ODE Accelerated College Credit Program Grant awards districts funds to implement

Issue	What is needed?	Who is working on this?
<p>Most programs are not based on viable financial models that fully consider program costs for both HS and postsecondary (including course alignment as well as financial and academic supports for students)</p>	<p>create efficiencies through fewer Dev Ed courses, fewer offerings needed at CC level, etc.</p> <ul style="list-style-type: none"> • Leverage ODE Accelerated College Credit grant, GEAR UP and OOG funds as appropriate • Cost savings related to textbooks 	<p>and enhance program offerings.</p> <ul style="list-style-type: none"> • Oregon Opportunity Grants • HECC Oregon Opportunity Grant redesign workgroup • HECC has indicated continued interest in textbook savings
<p>RELEVANT AND TRANSFERABLE COURSES</p> <p>Transferability of college credits earned in HS to all public postsecondary institutions must be assured based on comparable rigor with courses offered in CCs & four-year institutions.</p> <p>Developing assurances on course rigor, alignment, and assessments take time and need to be sustained</p> <p>Students should be able to acquire postsecondary CTE credits applicable towards career pathways that enhance employability following HS graduation</p>	<ul style="list-style-type: none"> • Alignment of high school and college courses outcomes and common assessments • A common course numbering system can facilitate development of common learning outcomes. • Collaborative professional development strategies involving HS and college faculty to align curricula and instructional strategies • Policy development—e.g. focus on course outcomes and results rather than faculty qualifications (accreditor assurances needed) • CTE credit for applied learning skills/certificates that can be obtained through courses, mentors, apprenticeships, etc. 	<ul style="list-style-type: none"> • Included within ODE’s Dual Credit Approval process • HECC’s Work Group on Common Course Numbering per HB 2979 • Eastern Promise Professional Learning Communities focus HS, CC, and EOU faculty in PLCs on common course outcomes, resources & assessments awarding Credit for Proficiency • Advancing CTE Project Grant involving CCWD, ODE, ASPIRE, Oregon Employment Department, districts and community colleges
<p>COLLEGE GOING CULTURE AND SUPPORTS</p> <p>Students need access to student supports and services throughout K-12</p>	<ul style="list-style-type: none"> • Identify essential practices and funding needed for blended supports using a prevention-intervention framework (e.g. College 101, summer programming, AVID, GEAR UP, ORCAN, Navigators, extended learning time options, early college and career awareness) • Expand college-going cultures needed for smooth transitions 	<ul style="list-style-type: none"> • OEIB’s College & Career Ready Cross Sector Planning Group is connecting existing work across sectors • HB 3232 Student Investments are funding mentoring, ASPIRE and family engagement models

Issue	What is needed?	Who is working on this?
	between high school and post-secondary education	
<p>ALIGNMENT Essential skills and knowledge necessary for college and career success have not been broadly embedded in K-12.</p> <p>Secondary assessments and post-secondary placement exams are not aligned resulting in barriers to students' entry to credit-bearing work.</p>	<p>Development of common assessment tools/standards for achievement for high school and post-secondary institutions including a focus on essential skills and those skills not measured by CCSS. (Conley, 2013)</p> <p>Use SBAC results to:</p> <ul style="list-style-type: none"> • Signal a student's preparedness for credit-bearing college courses • Inform 12th grade course-taking • Serve as a factor in course placement • Reduce variety of placement tests in post-secondary • Reduce need for remedial courses • Improve HS alignment with college entry courses 	<p>Network for Quality Teaching & Learning Investment in development and use of formative assessments and other work samples</p> <p>Core to College SBAC Alignment Workgroup Lumina funded grant supporting alignment of CCSS, SBAC and student readiness indicators</p>

The “BIG” Idea:

In order to meet the Oregon 40-40-20 goal, students within Oregon's public education system are able to earn college credits at no cost while still in high school to help them seamlessly transition from K-12 to postsecondary options without incurring debt.

This effort involves high schools, ~~and~~ postsecondary institutions, **and non-profits working together to ensure equitable access **to all college credit options, including, but not limited to dual credit, AP, and IB** for ~~traditionally~~ **historically** underserved **and under-informed** students and to promote collaboration across sectors to resolve geographic disparities, as well as funding, record-keeping, and credentialing issues.**