The Washington State Board of Education

Governance I Achievement I High School and College Preparation I Math & Science I Effective Workforce

CONNECTIONS: HIGH SCHOOL TO COLLEGE

BACKGROUND

One of the State Board of Education's (SBE) strategic plan goals is to provide policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education. To accomplish this goal, SBE will partner with stakeholders to assess current and potential new state strategies to improve students' participation and success in postsecondary education through coordinated college- and career readiness strategies.

Three intended outcomes include:

- A road map of state strategies for improving Washington students' chance for participation and success in postsecondary education, with annual documentation.
- Annual dashboard summary of student performance on college and career-readiness measures.
- Transcript study of course-taking patterns of students enrolled in college incentive programs.

The main purpose of this session is to provide an overview of current state strategies to improve students' participation and success in postsecondary education. Staff from the Higher Education Coordinating Board (HECB) and the State Board for Community and Technical Colleges (SBCTC) will join SBE staff to provide details about initiatives in their sectors. (See Attachment A for a HECB summary of P-20 Strategies for Washington.)

This memorandum is framed around three key questions SBE members may want to consider in light of the Board's intent to create a road map of strategies and an annual dashboard summary of performance:

- How can higher education and K-12 work collaboratively to learn from existing initiatives, and publicize and promote effective practices to encourage postsecondary attainment?
- How can the sectors collaborate to design interventions to improve college- and career-readiness?
- What indicators, if tracked publicly and over time, are most likely to support the improvement of college- and career-readiness?

POLICY CONSIDERATIONS

How can higher education and K-12 work collaboratively to learn from existing initiatives, and publicize and promote effective practices to encourage postsecondary attainment?

From policies to effective implementation strategies. SBE developed a career- and college-ready framework of graduation requirements that would better prepare students for postsecondary education of some kind. After three years of research and public outreach, SBE approved the new framework in November 2010.[1] The new framework aligns with minimum public four-year admissions standards.[2]

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[1] State Board of Education. November, 2010. *Washington State Career and College Ready Graduation Requirements Resolution.*

[2] The HECB will add a credit of science as an admissions requirement on a timeline concurrent with the SBE adoption of the science graduation requirement, per HECB Resolution 10-29 approved at November 16, 2010 HECB meeting.

In 2008, the Higher Education Coordinating Board (HECB) approved a ten-year Master Plan that set targets for raising educational attainment by increasing the total number of degrees and certificates produced annually to achieve Global Challenge State benchmarks.[3]

The State Board for Community and Technical Colleges (SBCTC) completed a Mission Study in 2010 to create a 20-year action plan for serving the educational needs of Washington residents.[4] The plan sets targets for increasing (including but not limited to): professional technical graduates, transfer degrees, dual credit enrollments, and student achievement.

All three documents made a compelling case for the individual and societal benefits of an educated citizenry, and the demands of a labor market that is requiring more technically skilled and educated workers.

That was the "easy" part.

Turning policies, plans, and targets into college- and career-ready high school graduates that enroll and succeed in postsecondary programs will require strategies and programs like those in the table below to produce the desired results. Many of these strategies were identified by the HECB's Policy and Demographics Work Group, a cross-sector group convened to make recommendations about the changes that would be required to ensure that low-income students and students of color were fully included in postsecondary education.[5] Others are more general strategies to increase college- and career-readiness. SBE, HECB, and SBCTC staff will speak to some of these strategies in greater detail at the meeting.

Increasing Participation and Success in Postsecondary Education: Washington State Strategies and Sample Programs

Strategy	Sample Programs
Set high expectations	• SBE Washington State Career and College Ready graduation requirements. • College readiness definitions (English, science) and standards (math).
Align expectations across sectors	• SBE Washington State Career and College Ready graduation requirements and HECB college entry requirements
Scale up comprehensive educational and career advising and mentoring programs	• Navigation 101[6] • GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), which in 2010 served 27,118 Washington students in 82 school districts.
Provide resources to engage families and communities, and fund college costs	• College Bound Scholarship program, targeted to seventh and eighth graders, and offering to pay tuition and fees in return for high school graduation, good citizenship, and at least a 2.0 grade point average. • College Access Challenge grant, a federal program

[3] Higher Education Coordinating Board. 2008. *Moving the Blue Arrow: Pathways to Educational Opportunity*. 2008 Strategic Master Plan for Higher Education in Washington.
[4] State Board for Community and Technical Colleges. May, 2010. *Mission Study*.
[5] Washington Higher Education Coordinating Board. *Opportunities for Change: Implementing the 2008 Strategic Master Plan for Higher Education*. 2008. Pp. 5-6.
[6] This comprehensive college- and career-readiness curriculum has been supported by the Legislature since 2007. Student-led conferences, one of five key elements of Navigation 101, have proven very successful in engaging parents in students' career planning. To help more low-income students graduate from high school college-ready, College Spark, a nonprofit foundation, is investing $9.5 million in a nine-year initiative supporting two programs, Navigation 101 and Advancement Via Individual Determination (AVID), in 19 Washington schools.

	administered by the HECB that directs money to non-profit organizations, school districts, and colleges to provide support services to increase participation of underrepresented groups in college.[7] • theWashBoard.org, a free online clearinghouse for Washington students seeking college scholarships.
Create multiple pathways from high school to college or workforce training for students to begin "launching" to their next step by their senior year	• Dual credit programs like Running Start, Running Start for the Trades, Tech Prep, College in the High School, Advanced Placement, and International Baccalaureate.
Make information easily accessible	• Check Out a College, a one-stop web portal that consolidates college and scholarship information.
Fund for results	• SBCTC Student Achievement Initiative, a performance funding system that rewards colleges for student achievement.
Establish early college readiness assessments to reduce remediation	• College Readiness Math Test developed (not yet implemented as an early readiness test).
Provide professional development to improve student achievement	• HECB Educators for the 21st Century federally-funded competitive grant program and OSPI-administered Title II federal funds to improve teacher and principal quality.
Invest in dropout prevention efforts	• Building Bridges, 2007-2010 state grant program implemented by OSPI that directed school/community partnerships to develop comprehensive dropout prevention, intervention, and retrieval systems at the local level (no longer funded).
Increase access	• Virtual programs at the high school and college levels (e.g., Washington Online) increase opportunities for students to take college/career preparatory and college-level courses.

How can the sectors collaborate to design interventions to improve college- and career-readiness?

Learning from collaboration. Although K-12 and higher education are already collaborating on many of the initiatives cited above, other opportunities for partnership might include:

- Establishing early college readiness assessments to reduce remediation.
- Expanding "launch year" opportunities for dual credit.
- Scaling up advising and mentoring programs.

Establishing early college readiness assessments to reduce remediation. Washington has

[7] In December 2010, the HECB selected seven Washington organizations to receive funding under the College Access Challenge Grant (CACG) program: College Success Foundation, ESD 101, Northwest Education Loan Association, Western Washington University's Washington College Compact, University of Washington Office of Minority Affairs and Diversity, Washington State University's Imagine-U program, and Tacoma's Metropolitan Development Council.

already developed a College Readiness Math Test (CRMT).[8] The CRMT (also known as General Math Placement Test or MPT-G) is aligned to the college readiness math standards established by Washington's Transition Math Project and has a common cut score that two- and four-year colleges determined. The Academic Placement Testing Program, a cooperative program of Washington State colleges and universities, began administering the MPT-G in 2009-2010.

Unfortunately, the promise of the CRMT/MPT-G as an *early* assessment of college readiness has not yet been fully realized. Both the public two- and four-year sectors formalized an agreement[9] stipulating that students who took the test in their junior or senior year of high school would be able to enter specified college-level math courses if they met the cut score and certain other conditions. However, no funding was appropriated to districts to provide all juniors or seniors the option of taking the test once at no cost.[10] Consequently, no high schools are using the MPT-G at the present time as an early college readiness math assessment tool.

In the meantime, percentages of recent high school graduates requiring remediation in math, reading, or writing remained flat between 2004-05 and 2008-09. Over that time span, almost half of Washington graduates who entered community and technical colleges directly out of high school required remediation in math; 16-19 percent required remediation in writing; and 10 percent required remediation in reading.[11] While SBE has increased the math graduation requirement, and approved an increase to the English graduation requirements, the new requirements alone are unlikely to fix the remediation problem.

Collaborative initiatives in this area might be to:

- Seek private resources to pilot the junior-year CRMT as intended by the Legislature, or to explore other ways to reduce remediation through early assessments that provide useful feedback on students' knowledge and abilities, including, perhaps, assessments associated with the Common Core State Standards.
- Seek ways to share with K-12 lessons learned from the SBCTC's current Gates grant-funded Re-Thinking Precollege math project. The three-year (2009-2012) Re-Thinking Math Project builds on and extends the successes and lessons learned from the Transition Math Project to help community college math department faculty rethink core practices aimed at increasing student engagement in and understanding of the math students need to be college-ready. Perhaps there are ways to convene high school and college faculty to exchange ideas and insights.

Expanding "launch year" opportunities for dual credit. Legislation[12] is currently being considered in response to the governor's call for a "launch year" that would offer more opportunities for students to earn one year's worth of postsecondary credit prior to graduating from high school.

A collaborative initiative might be to explore ways to increase the number of students taking advantage of dual credit opportunities, particularly those from underrepresented groups.

Using data to learn and publicize what is working well. SBE has expressed interest in

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[8] The 2007 Legislature directed the State Board for Community and Technical Colleges (SBCTC), the Council of Presidents (COP), the Higher Education Coordinating Board (HECB), and the Office of Superintendent of Public Instruction (OSPI), under the leadership of the Transition Math Project, to jointly revise the Washington Mathematics Placement Test to serve as a common college readiness test for all two and four-year institutions of higher education.
[9] http://www.washington.edu/oea/services/aptp/crmt/InstructionCommissionAgreement.pdf; http://www.washington.edu/oea/services/aptp/crmt/ProvostsAgreement.pdf
[10] RCW 28A.320.180
[11] http://www.sbctc.ctc.edu/docs/data/research_reports/resh09-5_role_of_pre-college_education.pdf. The 2009-2010 report was not available at the time this memo was prepared.
[12] HB 1808; SB 5616

examining transcript data of students in college incentive programs like the College Bound Scholarship (CBS). Both higher education and K-12 are vested in finding ways to work together to assure that the system is doing everything it can to assure that CBS students are being advised and mentored to meet their goals.

A second area where the sectors could benefit from collaboration is to develop case studies of schools, particularly schools with students traditionally underrepresented in higher education, that have been more successful in sending students to college. The state's average enrollment in two- and four-year colleges is 64 percent for 2008-09 high school graduates.[13] While the vast majority of school districts surpassing the state average have predictably affluent student populations, some are beating the odds. For example, West Seattle High School (Seattle) has a student population where almost half the students are on free and reduced lunch.[14] In 2009, West Seattle had a college-direct rate of 73 percent, capping a multi-year upward trend. Furthermore, its on-time 2008-2009 high school graduation rate was almost 82 percent. What lessons can we learn from a school like this or from others?

What indicators, if tracked publicly and over time, are most likely to measure the success of improving postsecondary attainment?

No matter which indicators SBE ultimately chooses to follow in an annual dashboard of student performance, the more important question is, "What interventions are in place to help improve the outcome?" For example, in the last year the BERC Group's College Tracking Service[15] (funded by OSPI) has made it possible to easily access the college-direct, first-year persistence and college graduation rates of every high school in the state with more than ten students in its graduating class. Furthermore, the data can be disaggregated by gender, ethnicity, and socioeconomic status. This is a tremendous resource, but merely being able to track the data will not improve college- and career-readiness.

Nor is it clear how important it is to make all school level data public. The law[16] requires colleges to provide each high school with remediation data on its graduates. Should this information be made public? If so, to what end? SBE members will want to consider the degree of transparency needed to help move the system toward a goal of greater postsecondary readiness, and the level (school, district, state) at which transparency is needed.

Finally, as SBE moves toward an annual dashboard summary of student performance on college- and career-readiness indicators, the criteria assessed by Achieve's American Diploma Project (ADP) Network may provide a useful starting point. These are not the only criteria and Achieve does not offer the sole framework. However, since Washington is one of 35 ADP states that have committed to "closing the expectations gap" between what students know leaving high school and the knowledge and skills they will need to be successful in college and careers, the framework is worth examination. Each year the ADP Network surveys all 50 states to determine states' progress on four college- and career-ready policies, including four key college- and career-ready indicators. [17]

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[13] *Participation in Postsecondary Education*: *Washington State High School Graduates, 2008-09*. December 2010. Education Research and Data Center Research Brief 2010-05.
[14] 2009-2010 state average for free and reduced lunch was 42.3% for 2009-2010, per the Washington State Report Card, OSPI.
[15] http://www.collegetracking.com/
[16] RCW 28B.10.685
[17] Achieve. Closing the Expectations Gap 2011. Sixth Annual 50-State Progress Report.

Washington's Status on Achieve's College- and Career-Ready Policies

College- and Career-Ready Policy	√+ or √-	Washington's Status
Aligning high school standards in English and math with the expectations of college and careers	√+	*Achieve considered Washington to be among the 47 states and the District of Columbia to have aligned these standards because of its provisional adoption of the Common Core State Standards.*
Establishing graduation requirements that require all students to complete a college- and career-ready course of study	√	*Achieve evaluates this policy based on mathematics and English language arts requirements (math through Algebra 2 or its equivalent; four years of English aligned with college- and career-ready standards). Although Washington's Class of 2013 math graduation requirement fits this definition, its English requirement does not. For this reason, Washington is not among the 20 states Achieve identified as meeting this criterion.*
Developing statewide high school assessment systems anchored to college- and career-ready expectations	√-	*States must have a component of their high school assessment system that measures students' mastery of college- and career-ready content in English and mathematics. Achieve judged 14 states to meet this criterion; Washington was not one of them. Nine of the 14 require all students to take a national college admissions exam; the other five use a high school assessment developed by the state. Although Washington developed the College Readiness Math Test in 2008, it has not been implemented yet as a junior-level assessment.*
Creating comprehensive accountability and reporting systems that promote college- and career-readiness for all students	√	*Washington was among the 22 states that reported that they annually match K-12 and postsecondary longitudinal student-level data. Achieve identifies four college- and career-ready indicators that states, at a minimum, should track in a longitudinal data system:* *1) Earning a college- and career-ready diploma.* *2) Scoring college-ready on a high school assessment.* *3) Earning college credit while in high school.* *4) Requiring remedial courses in college.*

√+ = met Achieve's criteria; √ = met some of Achieve's criteria; √- = did not meet Achieve's criteria.

Texas was the only state that met Achieve's criteria for a comprehensive college and career accountability system that currently used the four indicators to measure and provide incentives for college- and career-readiness. Achieve set as its minimum criteria the following expectations:

> For each college- and career-ready indicator, the state publicly reports and sets a statewide performance goal and either provides incentives for improvement or factors improvement into its accountability formula.
>
> The state includes the college- and career-ready diploma and a college- and career-ready assessment and either uses earning college credit while in high school or college remediation indicators in its reporting and accountability system.[18]

[18] Achieve. Closing the Expectations Gap 2011. Sixth Annual 50-State Progress Report, p. 20

An illustration of what this matrix might look like for Washington is included in the following table. SBE would need to determine which sample measures to track and at what level (school, district, state), and what interventions were in place to affect the outcome.

		Key Uses			
Achieve College- and Career-Ready Indicator	Sample Measures to Track	Annual, school-level, public reporting to provide direct information	Statewide Performance Goal to set clear expectations	School-level incentives in place to recognize improvement	Part of Accountability Formula
Earn a college- and career-ready diploma	Timely credit accumulation				
	Credit recovery				
	Met all minimum public four-year college admission requirements				
	Satisfied a high school requirement in middle school				
	WA State assessments				
Scoring college-ready on a high school assessment	Junior year readiness tests (PSAT, PLAN, CRMT)				
	College admissions tests				
Earning college credit while in high school	Running Start				
	Tech Prep				
	College in the High School				
	AP Exam Score of three+				
Requiring remedial courses in college	College remediation rates				

EXPECTED ACTION

No action. Staff will ask SBE members for guidance on areas of collaboration to pursue cross-sector, what issues they might like more information about, and on what issues they would like staff to consider when drafting a dashboard of indicators.

Attachment A

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

P-20 Strategies for Washington

March 2011

Moving the blue arrow

The state's Strategic Master Plan for Higher Education, approved by the Legislature as state policy in 2008, contained a blueprint for further developing the potential of all K-12 students to participate and succeed in postsecondary education.

The master plan's central goal is to educate more people to higher levels—to rapidly 'move up the blue arrow' of educational attainment among our younger citizens. Far too few of our younger adults have earned degrees or certificates. Other developed countries are making rapid progress educating their younger citizens. We are standing still—in Washington *and* in the United States.

Blue arrow strategies

- *Enroll more people in postsecondary education programs and ensure they complete certificates and degrees.*
  - The master plan emphasizes that enrolling many more citizens in postsecondary education will require substantially increased state appropriations. But since 2008, we've seen the deepest cuts on record in state support for higher education.
- *Promote economic growth and innovation by mobilizing our education and research resources.*
  - Higher education remains one of the state's most powerful economic engines, a force for innovation and positive change. Our institutions are at the cutting edge of discovery, opening a world of new opportunity.
- *Develop incentives and accountability systems to reward institutions for progress.*
  - Continued emphasis on accountability will drive future funding decisions. This session, nearly all the bills dealing with higher education funding emphasize performance and accountability metrics.

Strategies to create higher expectations for all K-12 students

A great deal of work is under way to better prepare K-12 students to succeed in college. Even in the face of the worst budget cuts Washington has seen in decades, there is still

much that we can do to keep the focus on developing “college-ready students” and “classroom-ready teachers.”

The following programs and initiatives support key master plan strategies:

Create higher expectations for all K-12 students

Revised and greatly strengthened college readiness standards in English, math, and science have been approved by the HECB. These standards align very closely with proposed new high school graduation requirements. Moving quickly on the basic changes to align requirements will clearly communicate the commitment to providing postsecondary access to more students. Continuing to work collaboratively on any additional changes will ensure they can be implemented with minimum confusion.

Scale up successful student advising and mentoring programs

The HECB’s GEAR UP program, working collaboratively with the targeted school districts and the state’s higher education institutions, has expanded pre-college skills development services to thousands of additional students in low-income school districts. Programs like GEAR-UP and Navigation 101 provide support for the high school and beyond plan.

Engage families and communities

The College Bound Scholarship program, with support of the College Access Challenge Grant, is collaborating with federal, state, and local government entities and philanthropic organizations to create partnerships to increase the numbers of under-represented students who enter and remain in postsecondary education. The Passport to College Promise scholarship for foster youth and partnerships such as theWashBoard.org, a coalition-driven, online scholarship matching resource, also are helping expand opportunity.

Create multiple pathways from high school to college or workforce training

The HECB continues to advocate for increased support for a variety of dual credit options including Running Start, Running Start for the Trades, Tech Prep, Advanced Placement, International Baccalaureate, and College in the High school. The Governor’s budget contains a provision for enhanced funding for the Running Start program.

Prepare Educators for the 21st century

Support professional development for teachers and administrators to ensure our educators have the tools they need to effectively engage families and communities to close the achievement gap, raise student proficiency, provide high quality academic advising, and increase postsecondary attendance. Educators for the 21st Century has funded Teacher Development Projects, College Readiness projects in English and science, and conferences for educators, researchers, and policymakers. The HECB also conducts the Educator Needs Analysis in cooperation with the Professional Educator Standards Board.

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College Readiness in Washington

Prepared for

State Board of Education
March 10, 2011

Higher Education Coordinating Board

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

2008 Master Plan

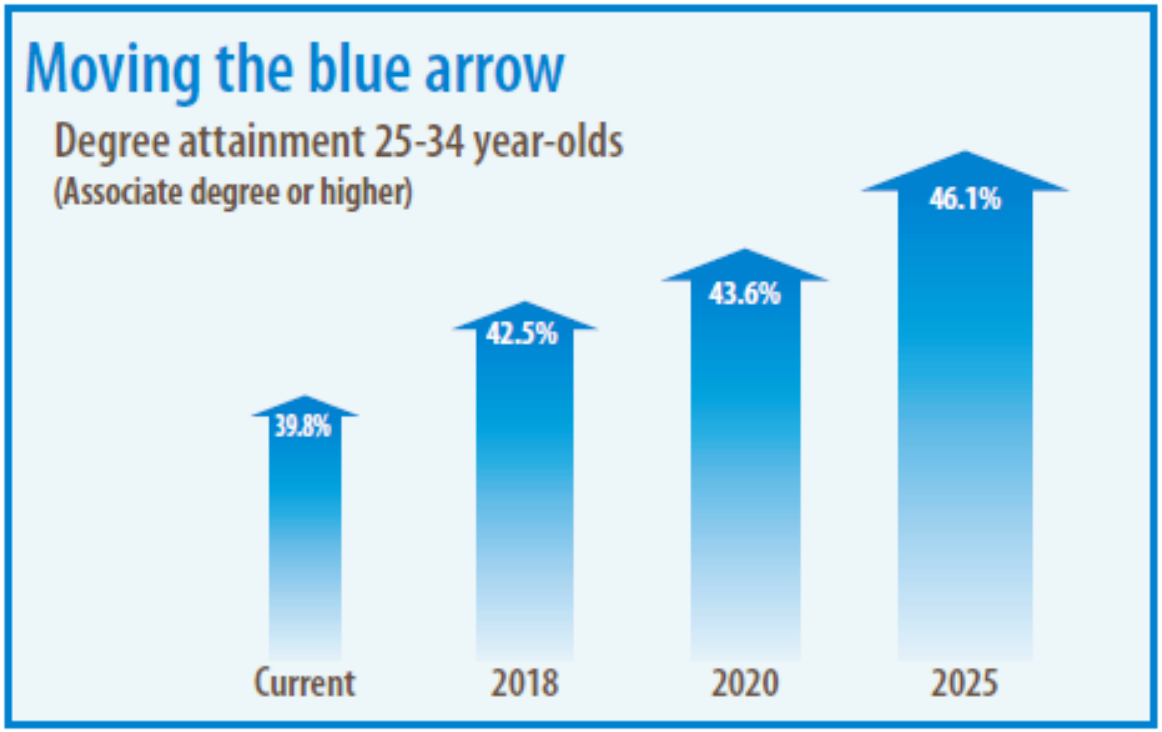
P-20 Strategies

- Create higher expectations for all K-12 students.
- Scale up successful student advising and mentoring programs.
- Engage families and communities.
- Create multiple pathways from high school to college or workforce training.
- Prepare educators for the 21st century.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Move Washington's blue arrow – educate more people to higher levels

- Get more people into postsecondary education and help them succeed.
- Promote economic growth and innovation by mobilizing our education and research resources.



- Develop incentives and accountability systems that reward institutions for progress toward the goals.

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Create higher expectations for all K-12 students

- College Readiness definitions in English and science (2007).
- College Readiness Standards in Math (2006 - Transition Math Project).
- High School Graduation Requirements aligned with College Admission Requirements.

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Create higher expectations for all K-12 students

College Readiness: help students progress from high school to college-level coursework

- Address gaps between high school requirements and college expectations.
- Create dialog between faculty across sectors.
- Identify non-academic factors that influence college readiness, such as:
  - intellectual engagement
  - taking responsibility for learning
  - perseverance
  - attention to detail

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Create higher expectations for all K-12 students

Revised minimum admissions standards

- Balance concerns about access with concerns about college readiness.
- Improve alignment between high school and four-year public college admission requirements.
- Place emphasis on competencies rather than defined “seat time.”

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Scale up successful student advising and mentoring programs

GEAR UP

- We are the only state to explicitly supplement the Federal GEAR-UP grant with state funds – expanded services to 25 additional districts.
  - Provide direct, comprehensive, extensive, and frequent early intervention services to low-income students.
  - Provide college campus experiences for students.
  - Provide focused teacher professional development.

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Scale up successful student advising and mentoring programs

- Provide college and financial aid information early and often.
- Promote rigorous curriculum.
- Increase financial literacy and 21st Century Scholars certificates in which financial aid information is given.
- Increase access to/information about applying for scholarships.
- Promote regional connections: GEAR UP West Conference and GEAR UP West state directors network. College Readiness Consortium with ACT.

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Engage families and communities

College Access Challenge Grant

- Encourage federal, state, and local government entities, and philanthropic organizations to create partnerships that significantly increase the number of underrepresented students who enter and remain in postsecondary education.
- Address statewide or regional college access and success issues for low-income, at-risk students and their families.
- Provide assistance to low-income, first-generation, and minority students and their families when applying for college admission and financial aid.
- Increase support for students transitioning from middle to high school, and from high school to college.

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The College Bound Scholarship

The College Bound Scholarship offers the promise of tuition and books to qualifying 7th and 8th graders in Washington.

- College Bound is essentially an early commitment of an enhanced State Need Grant award.
- This scholarship covers the amount of tuition (at public college rates) not covered by other state financial aid, plus $500 for books per year.
- It can be used at two- or four-year public and private colleges and universities in Washington.

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The College Bound Scholarship

Applications by cohort as of February 2011

Expected Grad Year	2012	2013	2014	2015	2016	Total by AY
Eligible Students	28,093	28,600	29,856	31,158	31,923	
AY 07-08	8	7				
Complete	9,045	6,112				15,157
AY 08-09	9	8	7			
Complete	6,942	9,730	10,861			27,5353
AY 09-10			8	7*		
Complete			9,582	12,790		22,372
AY 10-11				8*	7*	
Applied				2,662	4,573	7,234
Total by Cohort Year	15,987	15,842	20,443	15,451	4,573	72,296

*Preliminary numbers; includes incomplete applications.

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Create multiple pathways from high school to college or workforce training

In Washington a number of dual credit options are available to high school students, including:

- Running Start
- Tech Prep
- College in the High School
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Early College
- Gateway to College
- Technical College Direct Funded Enrollment Programs
- The Cambridge Program *(The Federal Way School district is first to offer this on the West Coast)*

Program	2009-10
Running Start	**18,799**
College in High School	**2,887**
Tech Prep	**35,060**
Advanced Placement (students with 3 or higher on at least 1 exam).	**22,147**
Source: Key Facts 2011	

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Prepare educators for the 21st century

Support professional development for teachers and administrators to ensure educators have the tools they need to close the achievement gap and increase postsecondary attendance.

- **2009–2012 Title II Funded Projects ($4.7M)**
  - 6 projects: 4 math, 1 science, 1 math and science
  - 58 School districts (13 high need and 37 rural)
  - 290 Teachers; 120 Principals and Assistant Principals
  - Impacts over 32,000 Students in 120 schools across the state
- **GEAR-UP Funded Projects ($400,000)**
  - 7 Districts
  - 36 teachers
  - Impacts 1,000 students
- **Identify New Partnerships**

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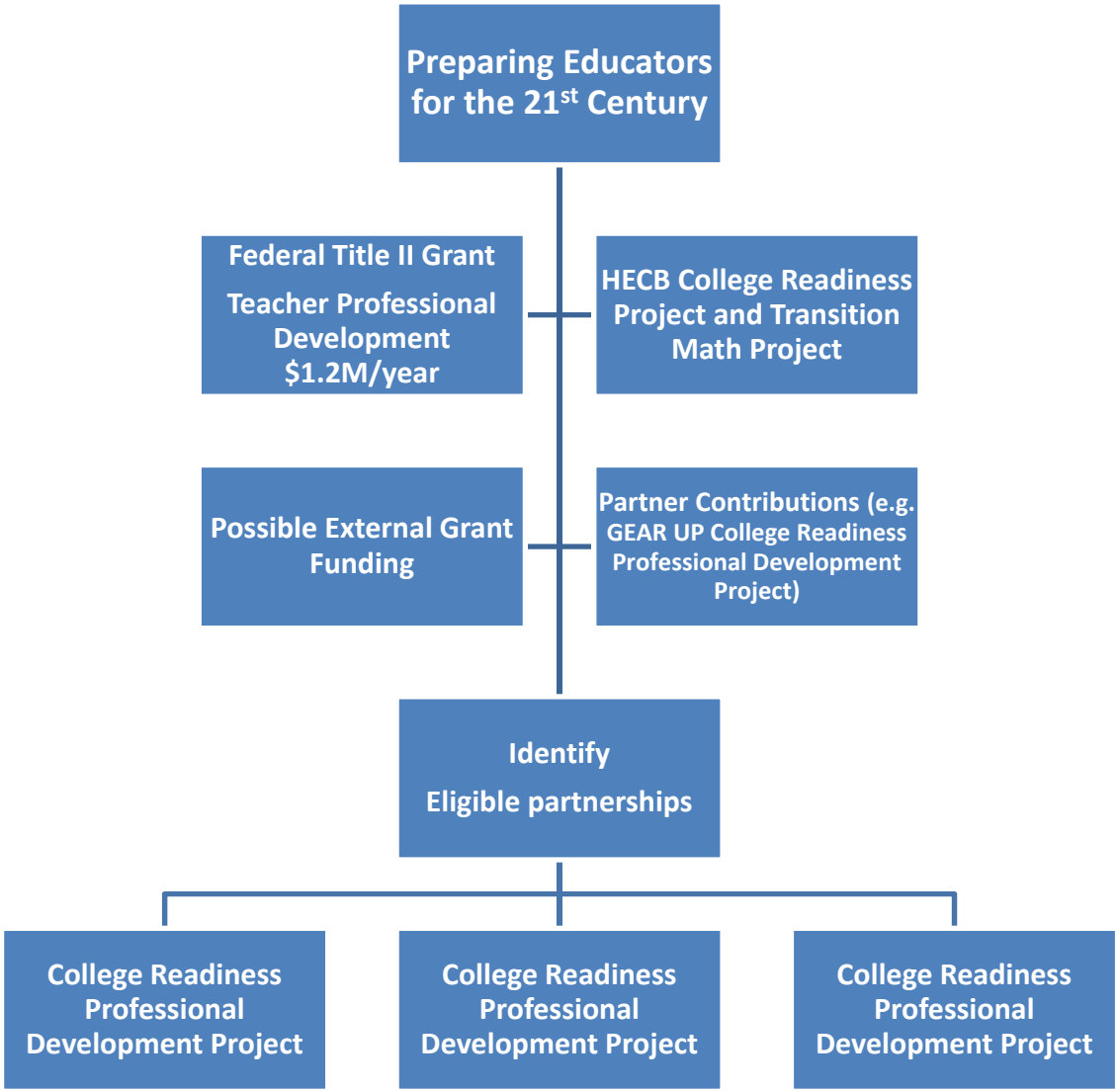
Prepare educators for the 21st century



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Prepare educators for the 21st century

Project Objectives

- **Expand services** to all high-need districts in Washington.
- **Use the good work already completed** to define college readiness for math, English, and science, and to train teachers across the state to teach the content requirements defined in the standards.
- **Provide a clear picture** for teachers, students, and parents of the learning that needs to occur in 11th and 12th grades to prepare students for postsecondary education and training, and to develop the capacity to deliver that curriculum effectively.

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Prepare educators for the 21st century

Expand access to what we know works and…

- build teacher content knowledge;
- align curriculum with college readiness standards;
- enhance teachers‘ knowledge of pedagogy;
- ensure that activities are ongoing and targeted to the classroom level;
- build teacher collaboration and leadership skills;
- help teachers use data (such as examining student work and test scores).

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Measuring success

For students who completed college core courses and for those who did not:

- Transition to college
  - *How many entered college?*
- Extent of postsecondary remediation
  - *How many recent high school graduates were required to take pre-college courses?*
- First-term persistence
  - *How many recent high school graduates enrolled for a second term?*
- First-year retention
  - *How many recent grads completed a full year of college?*

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Questions?

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Connections: High School to College

March 10, 2011

Washington State Board of Education

Just the Facts……..

In 2008–09:

- 63,386 students graduated
- 40,708 (64.2 percent) enrolled in postsecondary education
  - 54 percent of community and technical students who graduated from high school in 2008 took remedial classes in reading, writing, or math
- 16,415 high school students dropped out (over half had “unknown” enrollment status)

What do we know about what happened to the…

- *Roughly 23,000 students who didn't go immediately to postsecondary education?*
- *Students who enrolled in remedial classes?*
- *Students who didn't enroll in remedial classes?*
- *Students who dropped out?*
- *Students who attended postsecondary education?*

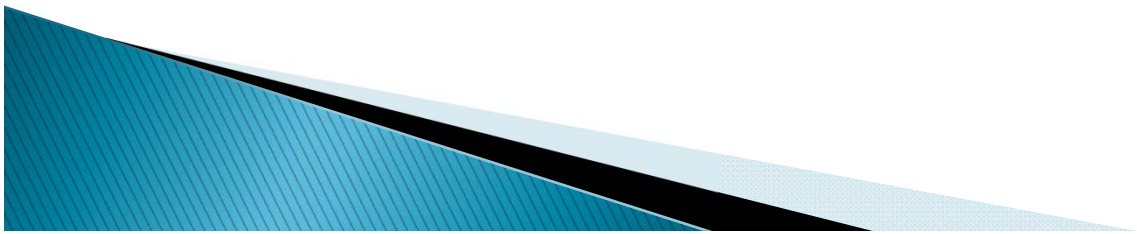
Finding the Answers, Telling the Stories

- *How can higher education and K-12 work collaboratively to:*
  - *learn from existing initiatives, and*
  - *publicize and promote effective practices to encourage postsecondary attainment?*

Seven Principles of College and Career Readiness

1. College-going culture in the school.
2. Core academic program aligned with and leading to college readiness.
3. Teach key self-management skills and academic behaviors and expect students to use them.
4. Make college and careers real by helping students manage the complexity of preparing for and applying for postsecondary education.
5. Create assignments and grading policies that more closely approximate college expectations each successive year of high school.
6. Make the senior year meaningful and appropriately challenging.
7. Build partnerships with and connections to postsecondary programs and institutions.

David Conley, 2010, *College and Career Ready: Helping All Students Succeed Beyond High School*



1. Create and maintain a college-going culture in the school

Sample Washington Program: Navigation 101

All of us would probably agree that students should graduate from high school "college and career ready." But what does that mean?

- *What should a "college and career ready" student know?*
- *What should a "college and career ready" student be able to do?*
- *How does preparing to be "college and career ready" affect what a student will do during elementary, middle, and high school?*
- *How will we know they are ready?*

Navigation 101 is a program designed to answer these questions.

http://www.k12.wa.us/navigation101/videos/Nav101_wmv/Nav101_conference.wmv

Navigation101: College and Career Readiness
OSPI 2010 Summary Report

Improving Graduation Rates

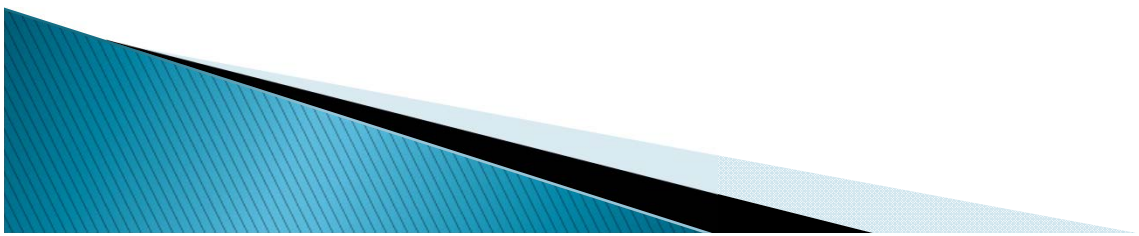
- Schools implementing Navigation101 for 4 years or more showed improvement in graduation rates 3x as high as the state's average gain (3 percent vs. 1 percent).

BERC Group Research Report
OSPI Navigation 101 Program Evaluation, December 2010

Create and maintain a college-going culture in the school

- Default curricula, e.g., Federal Way Academic Acceleration Initiative
- College Bound Scholarship program targeted to 7th and 8th graders

http://www.fwps.org/info/press/1011/110307grades.html
http://www.hecb.wa.gov/paying/waaidprgm/CollegeBoundScholarship.asp



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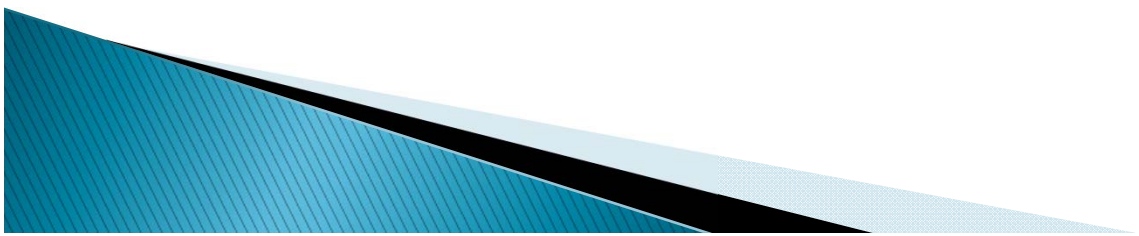
- College Readiness Math Test—example of a test that could be administered during the junior year to determine readiness
- Dual credit opportunities



6. Make the senior year meaningful and appropriately challenging

- Dual credit opportunities include:
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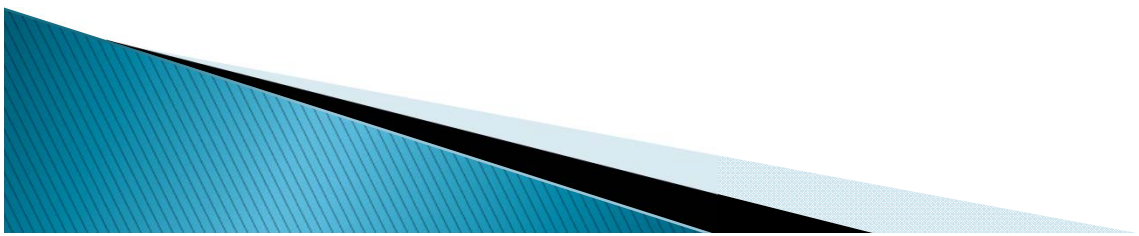
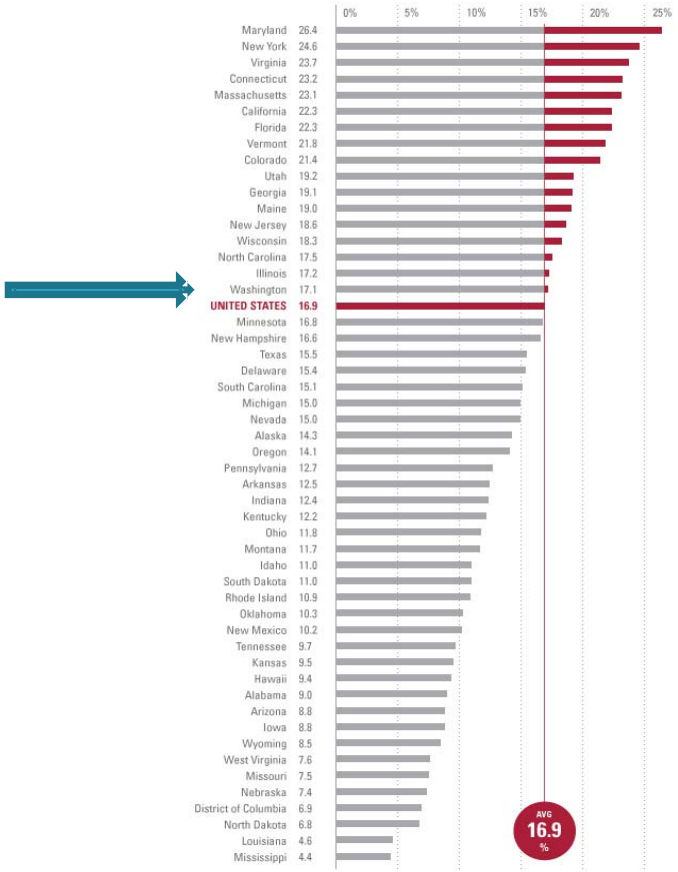


Washington is 17th in the Nation in Percent of Seniors Scoring 3 or Higher on at Least One AP Exam

Figure 2

What percent of the class of 2010 completed high school having had at least one successful AP experience?

Percent of all seniors scoring 3 or higher on an AP Exam at any point in high school



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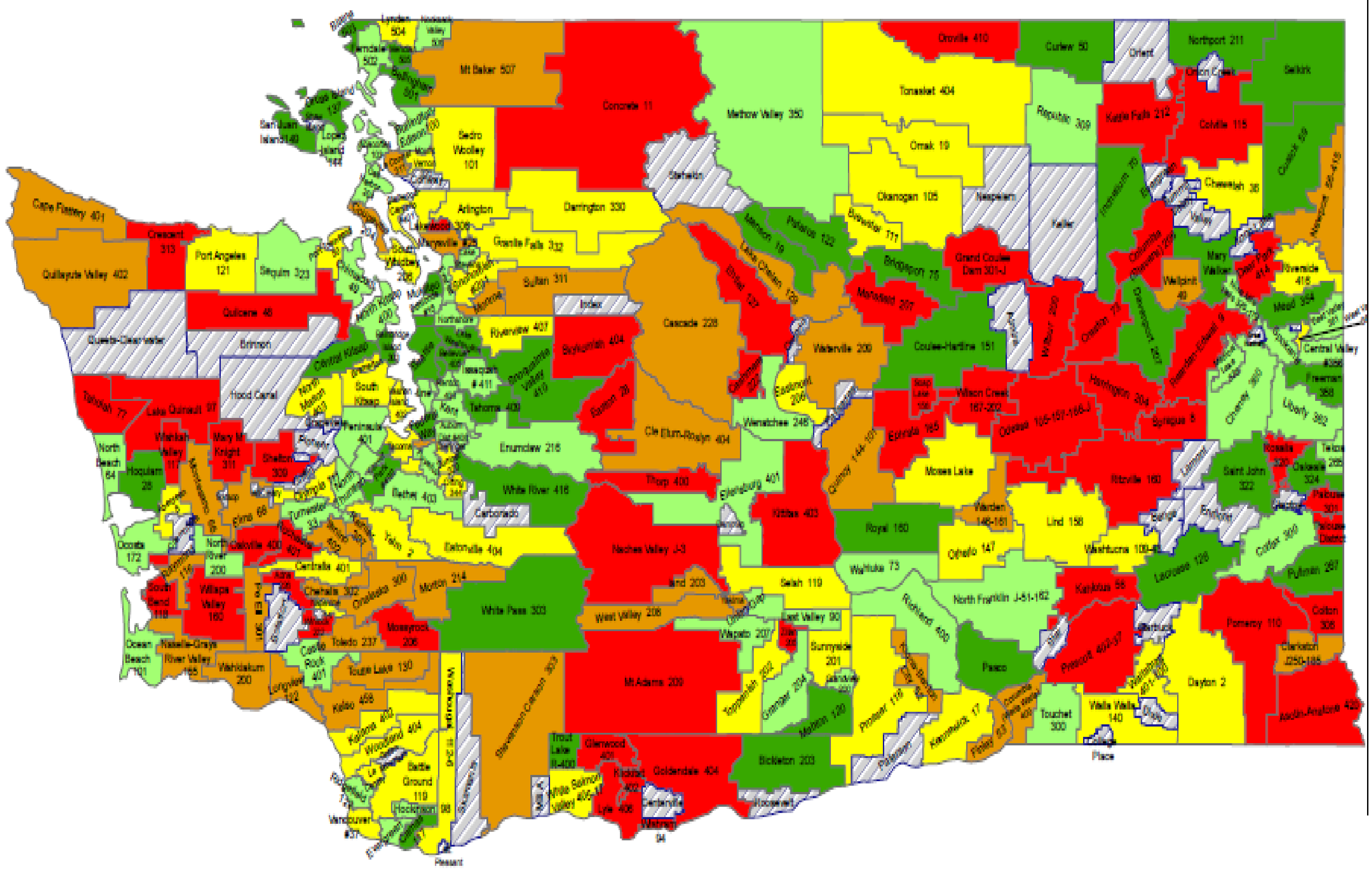

Dark Green: Over 30% participation
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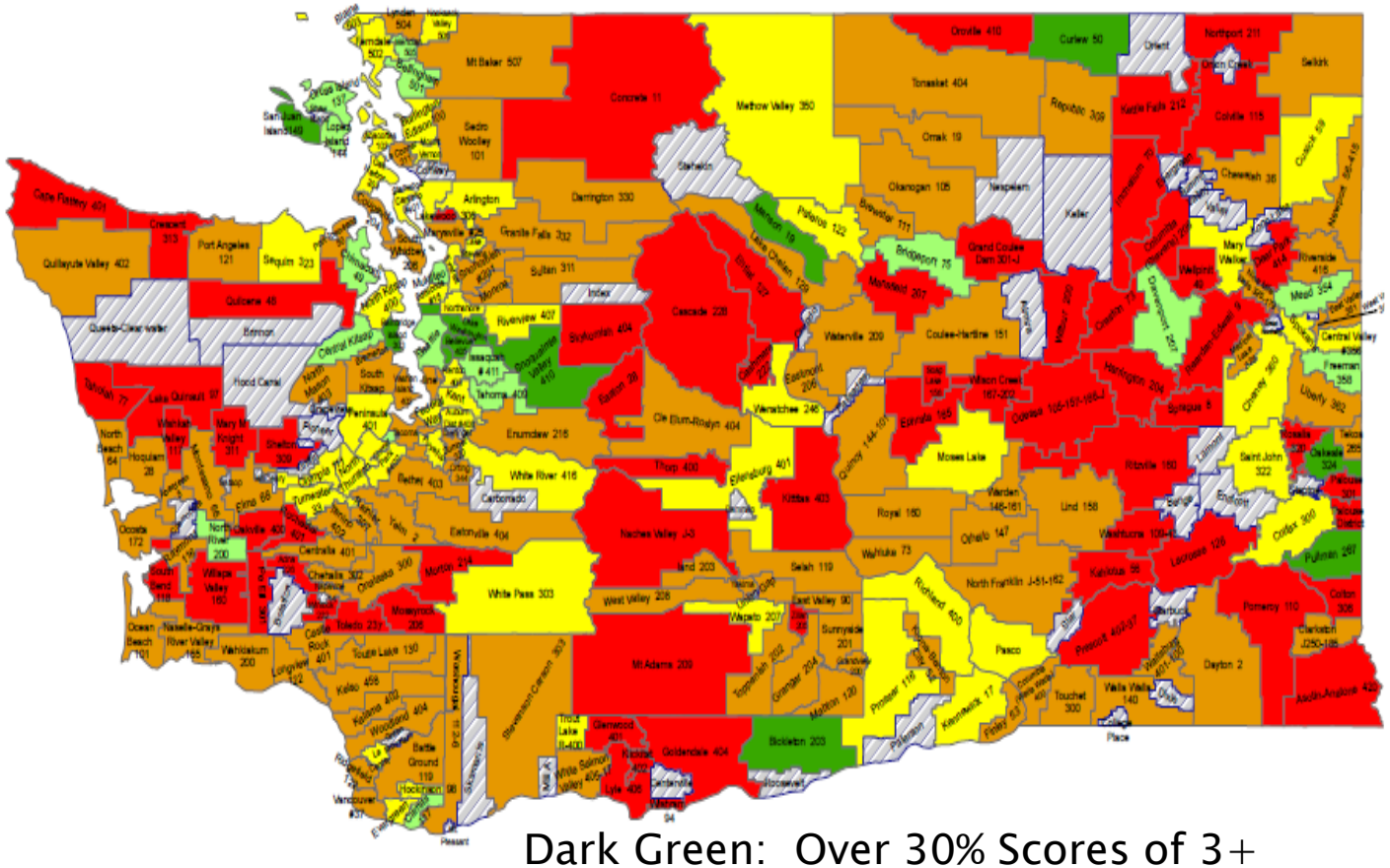
Performance: More than 30% of Students in 12 Districts Earned AP Scores of 3, 4 or 5 in 2010



Dark Green: Over 30% Scores of 3+
Light Green: 20-29% Scores of 3+
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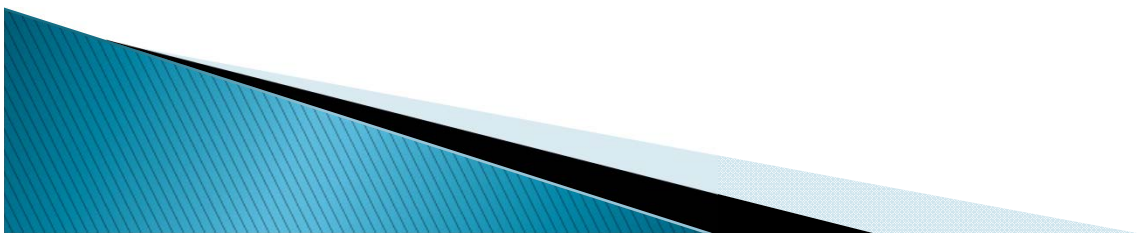
7. Build partnerships with and connections to postsecondary institutions

- School-college connections through dual credit programs, early college readiness programs, etc.
- K-12-higher education connections through projects to:
  - "Mine" data to learn and publicize what's working well
  - Share resources to learn about the course-taking patterns and experiences of student cohorts such as College Bound Scholars or GEAR UP students
  - Align readiness expectations
  - Determine which interventions are working the best to meet the goals of increased participation and success
  - Identify college readiness indicators that should be tracked over time



WASHINGTON HIGHER EDUCATION COORDINATING BOARD

College Readiness in Washington

Prepared for

State Board of Education
March 10, 2011

Higher Education Coordinating Board

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

2008 Master Plan

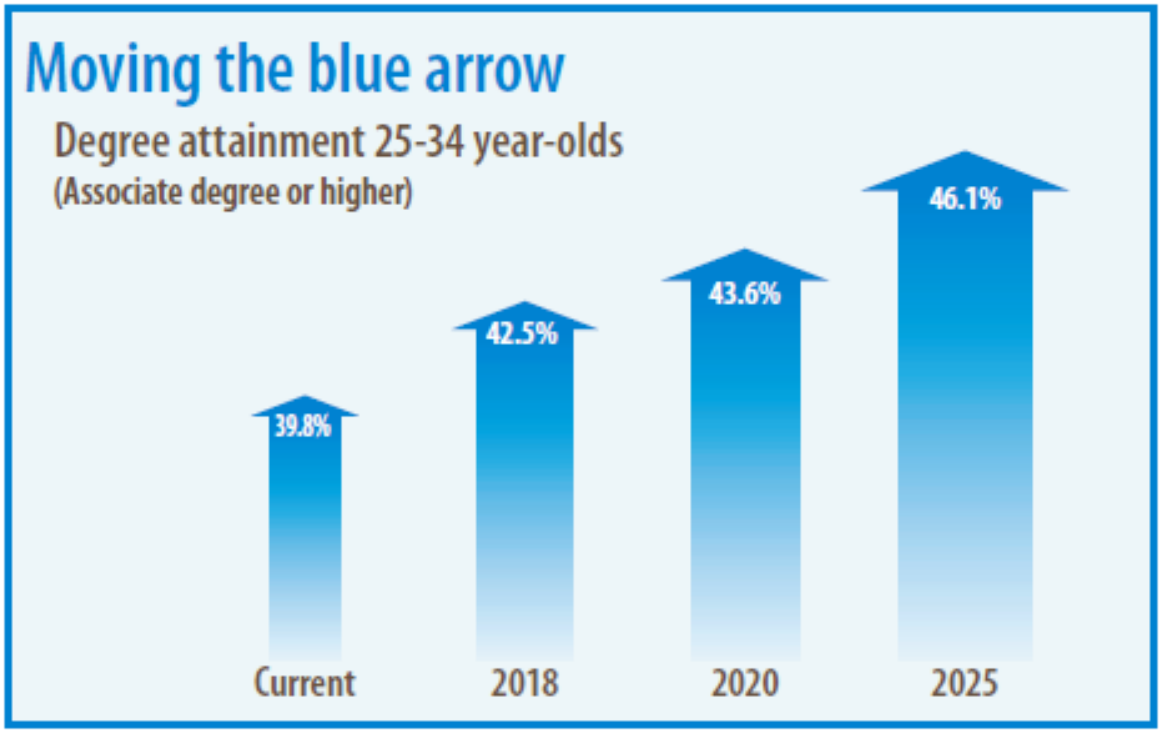
P-20 Strategies

- Create higher expectations for all K-12 students.
- Scale up successful student advising and mentoring programs.
- Engage families and communities.
- Create multiple pathways from high school to college or workforce training.
- Prepare educators for the 21st century.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Move Washington's blue arrow – educate more people to higher levels

- Get more people into postsecondary education and help them succeed.
- Promote economic growth and innovation by mobilizing our education and research resources.



- Develop incentives and accountability systems that reward institutions for progress toward the goals.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Create higher expectations for all K-12 students

- College Readiness definitions in English and science (2007).
- College Readiness Standards in Math (2006 - Transition Math Project).
- High School Graduation Requirements aligned with College Admission Requirements.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Create higher expectations for all K-12 students

College Readiness: help students progress from high school to college-level coursework

- Address gaps between high school requirements and college expectations.
- Create dialog between faculty across sectors.
- Identify non-academic factors that influence college readiness, such as:
  - intellectual engagement
  - taking responsibility for learning
  - perseverance
  - attention to detail

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Create higher expectations for all K-12 students

Revised minimum admissions standards

- Balance concerns about access with concerns about college readiness.
- Improve alignment between high school and four-year public college admission requirements.
- Place emphasis on competencies rather than defined “seat time.”

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Scale up successful student advising and mentoring programs

GEAR UP

- We are the only state to explicitly supplement the Federal GEAR-UP grant with state funds – expanded services to 25 additional districts.
  - Provide direct, comprehensive, extensive, and frequent early intervention services to low-income students.
  - Provide college campus experiences for students.
  - Provide focused teacher professional development.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Scale up successful student advising and mentoring programs

- Provide college and financial aid information early and often.
- Promote rigorous curriculum.
- Increase financial literacy and 21st Century Scholars certificates in which financial aid information is given.
- Increase access to/information about applying for scholarships.
- Promote regional connections: GEAR UP West Conference and GEAR UP West state directors network. College Readiness Consortium with ACT.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Engage families and communities

College Access Challenge Grant

- Encourage federal, state, and local government entities, and philanthropic organizations to create partnerships that significantly increase the number of underrepresented students who enter and remain in postsecondary education.
- Address statewide or regional college access and success issues for low-income, at-risk students and their families.
- Provide assistance to low-income, first-generation, and minority students and their families when applying for college admission and financial aid.
- Increase support for students transitioning from middle to high school, and from high school to college.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

The College Bound Scholarship

The College Bound Scholarship offers the promise of tuition and books to qualifying 7th and 8th graders in Washington.

- College Bound is essentially an early commitment of an enhanced State Need Grant award.
- This scholarship covers the amount of tuition (at public college rates) not covered by other state financial aid, plus $500 for books per year.
- It can be used at two- or four-year public and private colleges and universities in Washington.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

The College Bound Scholarship

Applications by cohort as of February 2011

Expected Grad Year	2012	2013	2014	2015	2016	Total by AY
Eligible Students	28,093	28,600	29,856	31,158	31,923	
AY 07-08	8	7				
Complete	9,045	6,112				15,157
AY 08-09	9	8	7			
Complete	6,942	9,730	10,861			27,5353
AY 09-10			8	7*		
Complete			9,582	12,790		22,372
AY 10-11				8*	7*	
Applied				2,662	4,573	7,234
Total by Cohort Year	15,987	15,842	20,443	15,451	4,573	72,296

*Preliminary numbers; includes incomplete applications.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Create multiple pathways from high school to college or workforce training

In Washington a number of dual credit options are available to high school students, including:

- Running Start
- Tech Prep
- College in the High School
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Early College
- Gateway to College
- Technical College Direct Funded Enrollment Programs
- The Cambridge Program *(The Federal Way School district is first to offer this on the West Coast)*

Program	2009-10
Running Start	**18,799**
College in High School	**2,887**
Tech Prep	**35,060**
Advanced Placement (students with 3 or higher on at least 1 exam).	**22,147**
Source: Key Facts 2011	

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

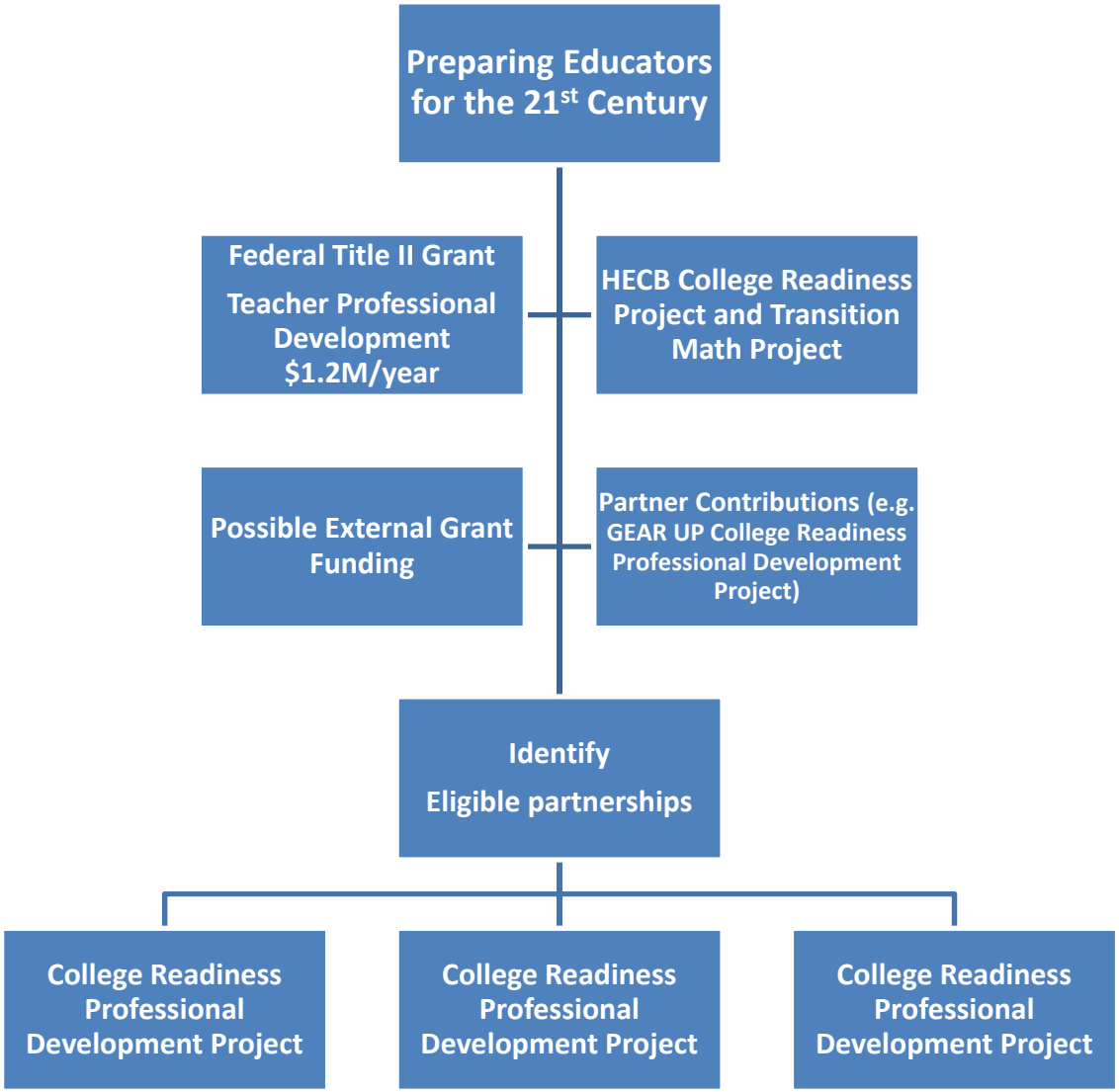
Prepare educators for the 21st century

Support professional development for teachers and administrators to ensure educators have the tools they need to close the achievement gap and increase postsecondary attendance.

- **2009–2012 Title II Funded Projects ($4.7M)**
  - 6 projects: 4 math, 1 science, 1 math and science
  - 58 School districts (13 high need and 37 rural)
  - 290 Teachers; 120 Principals and Assistant Principals
  - Impacts over 32,000 Students in 120 schools across the state
- **GEAR-UP Funded Projects ($400,000)**
  - 7 Districts
  - 36 teachers
  - Impacts 1,000 students
- **Identify New Partnerships**

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Prepare educators for the 21st century



WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Prepare educators for the 21st century

Project Objectives

- **Expand services** to all high-need districts in Washington.
- **Use the good work already completed** to define college readiness for math, English, and science, and to train teachers across the state to teach the content requirements defined in the standards.
- **Provide a clear picture** for teachers, students, and parents of the learning that needs to occur in 11th and 12th grades to prepare students for postsecondary education and training, and to develop the capacity to deliver that curriculum effectively.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Prepare educators for the 21st century

Expand access to what we know works and…

- build teacher content knowledge;
- align curriculum with college readiness standards;
- enhance teachers‘ knowledge of pedagogy;
- ensure that activities are ongoing and targeted to the classroom level;
- build teacher collaboration and leadership skills;
- help teachers use data (such as examining student work and test scores).

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Measuring success

For students who completed college core courses and for those who did not:

- Transition to college
  - *How many entered college?*
- Extent of postsecondary remediation
  - *How many recent high school graduates were required to take pre-college courses?*
- First-term persistence
  - *How many recent high school graduates enrolled for a second term?*
- First-year retention
  - *How many recent grads completed a full year of college?*

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Questions?

Randy Spaulding, Ph.D.
Director of Academic Affairs
Higher Education Coordinating Board
360-753-7823
rspauldi@hecb.wa.gov

Connections: High School to College

March 10, 2011

Washington State Board of Education

Just the Facts……..

In 2008–09:

- 63,386 students graduated
- 40,708 (64.2 percent) enrolled in postsecondary education
  - 54 percent of community and technical students who graduated from high school in 2008 took remedial classes in reading, writing, or math
- 16,415 high school students dropped out (over half had “unknown” enrollment status)

What do we know about what happened to the…

- *Roughly 23,000 students who didn't go immediately to postsecondary education?*
- *Students who enrolled in remedial classes?*
- *Students who didn't enroll in remedial classes?*
- *Students who dropped out?*
- *Students who attended postsecondary education?*

Finding the Answers, Telling the Stories

- *How can higher education and K-12 work collaboratively to:*
  - *learn from existing initiatives, and*
  - *publicize and promote effective practices to encourage postsecondary attainment?*

Seven Principles of College and Career Readiness

1. College-going culture in the school.
2. Core academic program aligned with and leading to college readiness.
3. Teach key self-management skills and academic behaviors and expect students to use them.
4. Make college and careers real by helping students manage the complexity of preparing for and applying for postsecondary education.
5. Create assignments and grading policies that more closely approximate college expectations each successive year of high school.
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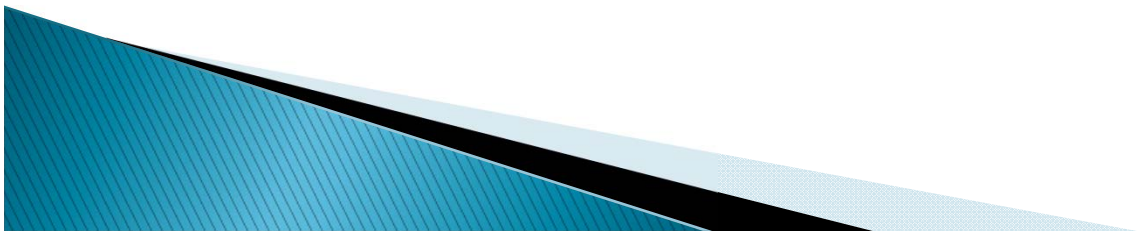

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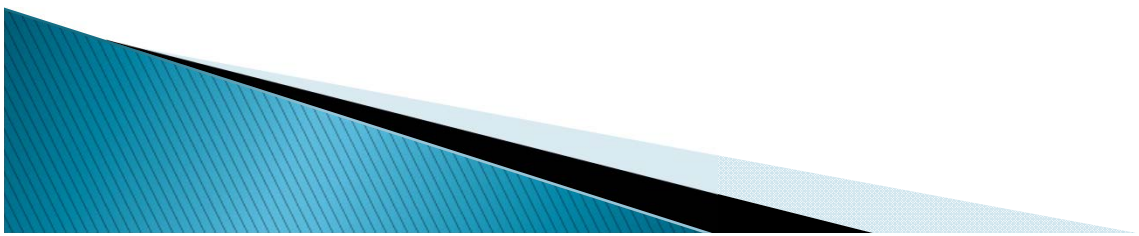

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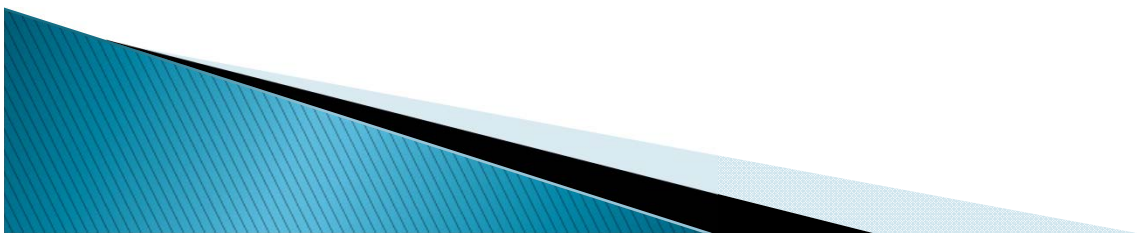

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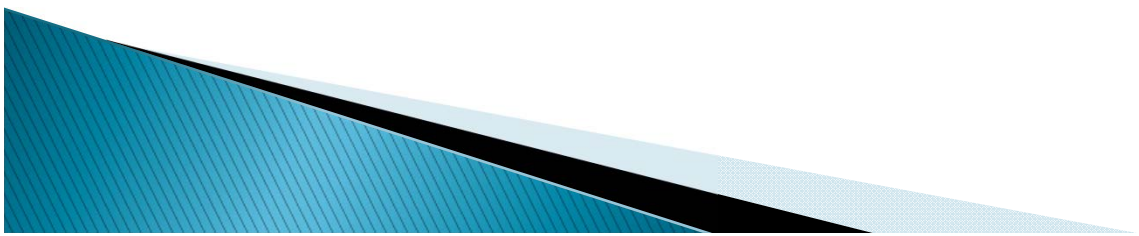

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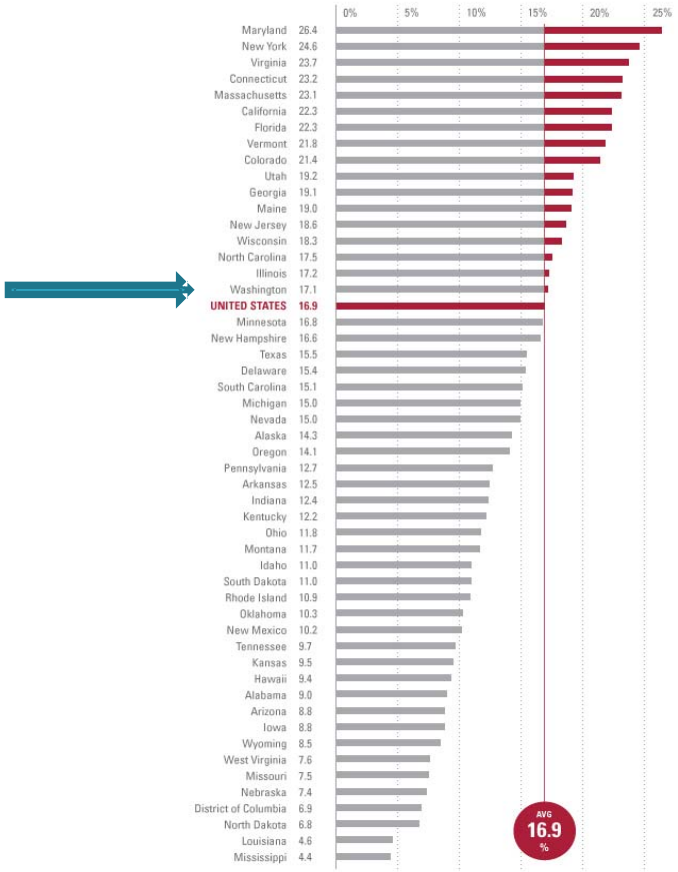

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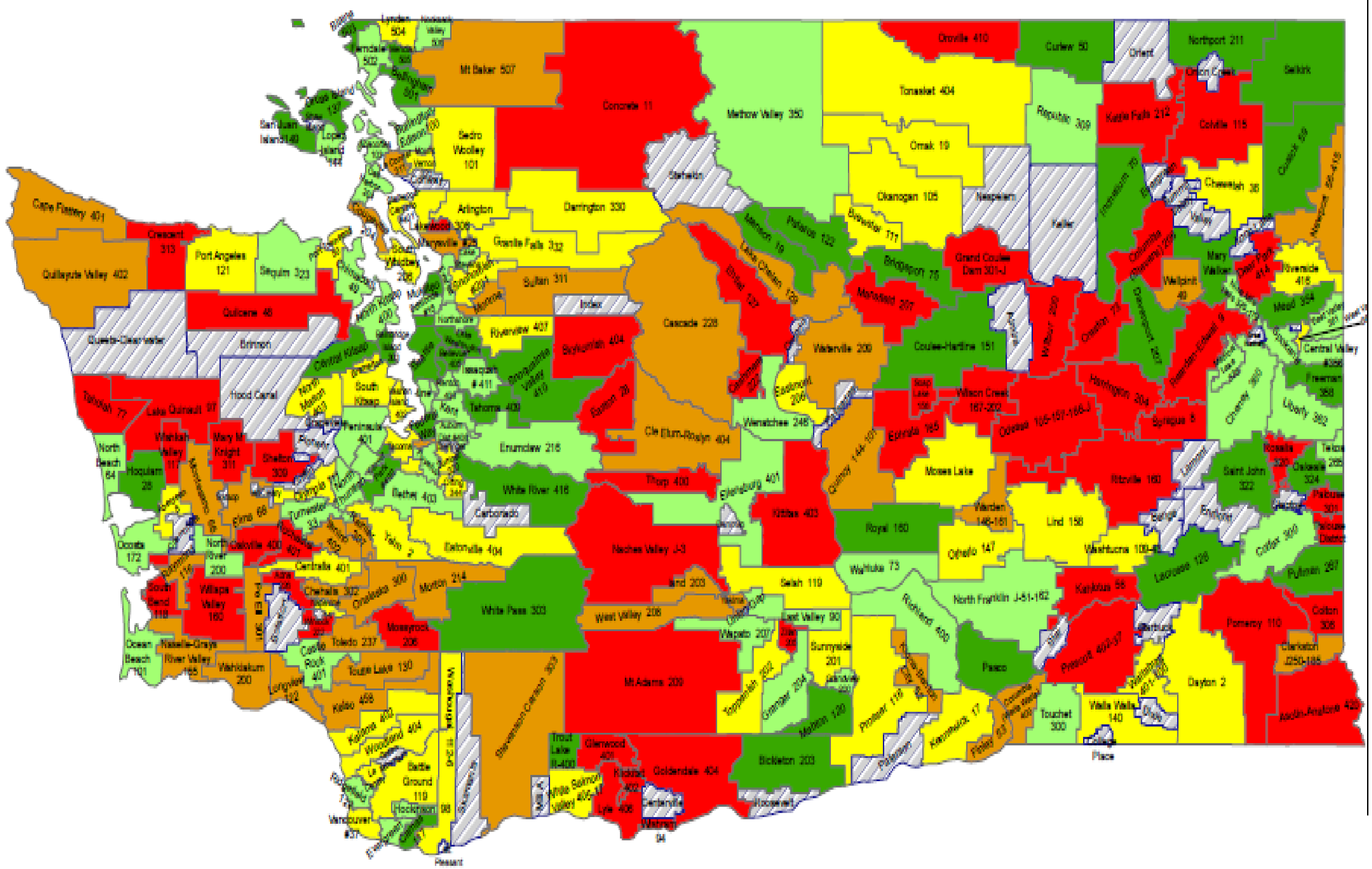

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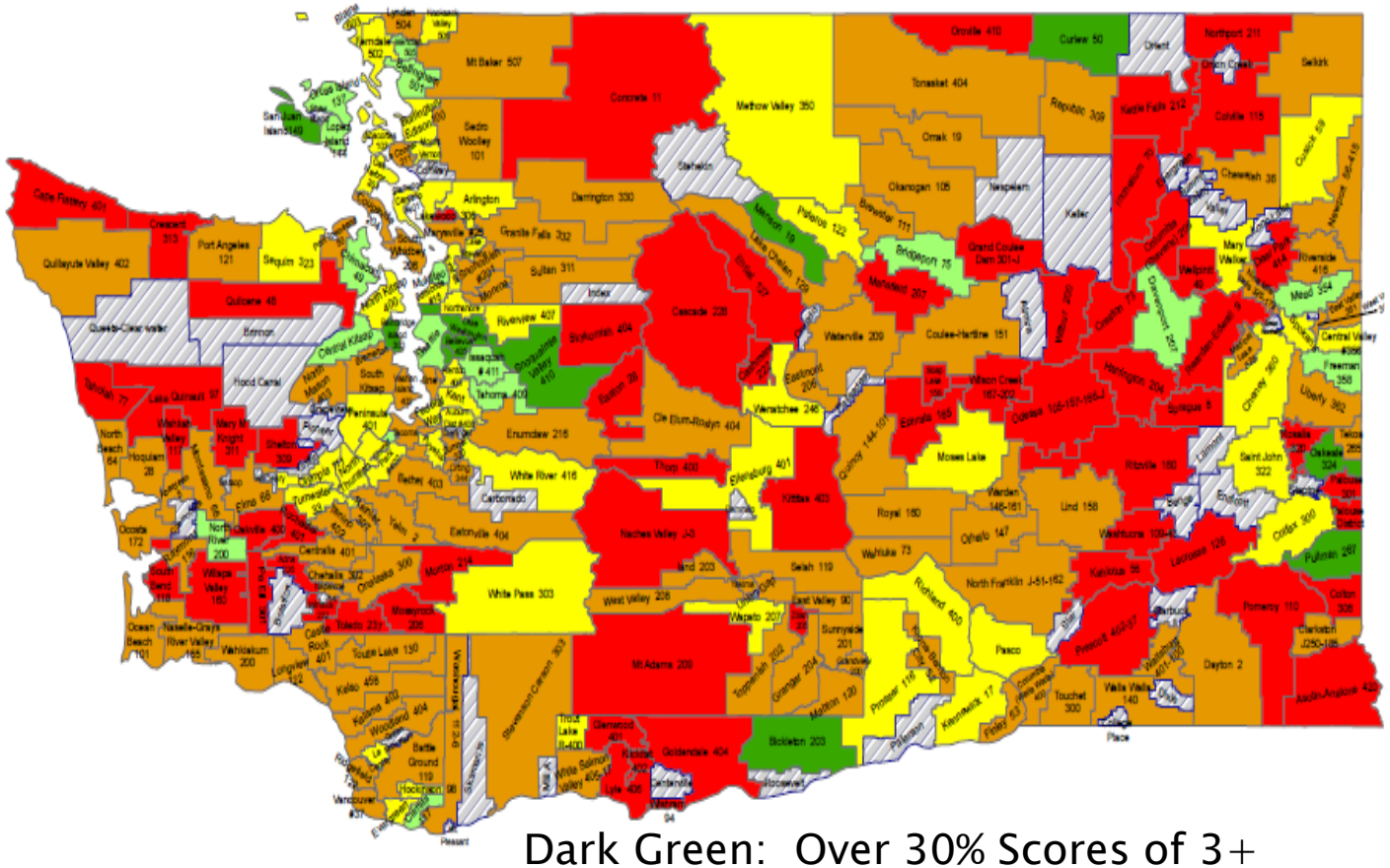

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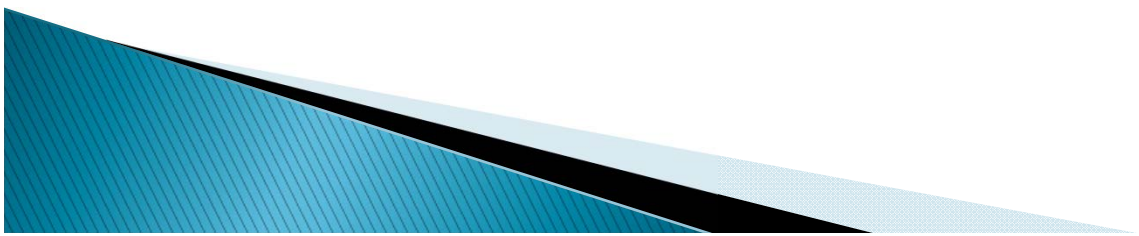

Connections: High School to College

State Board of Education Meeting
March 10, 2011

Key Intervention Strategies – Community and Technical Colleges

Context

In 2005, SBCTC published the System Direction, which established an overall goal of raising educational attainment for all Washingtonians. In order to do this, each sector of education and higher education must serve more state residents, and bring more of the students that we serve towards completion of diplomas, certificates and degrees.

In higher education, more degrees means that we must focus on those not going to college, those not prepared for academic success in college and those who come but don't stay long enough to complete degrees or transition to the next level of education, rather than focusing on those students already doing the hard work of preparing for college and enrolling in college.

More than half of recent high school graduates enroll at a community or technical college within three years of leaving high school. Many are not college ready and don't stay long enough to earn degrees or transfer. Community and technical colleges serve the most low income, first generation college students, immigrants and students of color among higher education sectors.

The college system has focused on three types of statewide strategies for young adult students: improved planning for and transition to college, incentives for accelerated learning through dual credit opportunities, and increasing degree completion through performance funding incentives for colleges.

Transition to College: CheckOutACollege.com

While each college has its own website, CheckOutACollege.com brings together our 34 colleges into a single system. CheckOutACollege.com initially launched May 2008 to target audiences of prospective students, parents, and high school counselors. By 2009, we responded to increased demand for adult student and worker retraining information and resources at the site. Features include:

- Search functions by career programs, size of college, location
- Career interest assessments
- Ideas for paying for college, financial aid calculators, scholarship links

- Basic getting started information in multiple languages

The college system is planning to add statewide admissions and financial aid applications to this site in 2012.

Marketing of the site has been mostly through the high schools (counselor meetings, posters, postcards, outreach events) and WorkSource centers (unemployment workshops, resource links). In October and November 2010, the site enjoyed its highest monthly averages, drawing 5,460 visitors per month.

Dual Credit programs

Running Start continues to be an excellent option to complete high school credits and gain college credits at the same time for qualified juniors and seniors. In 2009-10, 19,000 students enrolled in Running Start for 12,500 FTES. This popular program expands educational choices while reducing the time and expense of completing college degrees. On average, Running Start students transition to college with 33 college credits.

Accessibility is enhanced for Running Start students by taking online college courses. Last year, Running Start online enrollments grew by 16 percent. One in three Running Start students took at least one online course.

Increase Degree Completion

Precollege and college level math. Math, both precollege and college level is the most significant single gatekeeper subject impacting degree completion. Rethinking Precollege Math is part of SBCTC's Student Completion Initiative funded by the Bill & Melinda Gates Foundation. It builds on the successes and lessons learned from the Transition Math Project, including the College Readiness Mathematics Standards as a central foundation. Rethinking Precollege Math shifts the focus of intervention from high schools to the pre-college math programs in Washington community and technical colleges, with a long-term goal of increasing student completion in pre-college math courses and their enrollment and success in college-level math courses. Entire math departments at seven colleges are focused on re-thinking core practices aimed at increasing student engagement in and understanding *of* the mathematics they need to be college-ready and is framed around three fundamental questions:

- *Curriculum*: what mathematics do we teach in our pre-college programs and why do we teach it—i.e., what's the evidence base for the math content/concepts we teach?
- *Instructional Approaches/Teacher Support*: how do we teach the mathematics we offer and how do we support our faculty, especially our adjuncts, in learning effective instructional strategies?
- *Assessment*: how do we diagnose and place students in the pre-college math sequence, and more importantly, how do we use classroom and end-of-course assessments to know how well students have mastered the mathematics we want them to learn?

Reforming precollege education. Washington is part of Achieving the Dream, a national community college project to improve retention and completion. As part of our state policy work, a system wide task force has been created to implement statewide changes in pre-college education in community and technical colleges. The task force is comprised of individuals representing instruction, student services, faculty and institutional researchers. Research, data and evidence inform the future of pre-college education in the college system. Three major goals of this task force include:

- Identifying key challenges and barriers impacting the transition of students from pre-college education to college level courses.
- Identifying national and state best practices related to increasing the rate and number of students that transition from pre-college education to college level courses.
- Implementing best practices to increase the rate and number of students that transition from pre-college education to college level courses.

This task force will integrate and disseminate best practices resulting from pre-college transformation pilot projects in the community and technical college system including but not limited to: faculty learning communities, Rethinking Pre-college Math, Open Course Library Initiative, I-BEST, course and program modularization, Statway and Mathway, Achieving the Dream, college placement exams and practices

Student Achievement Initiative. The Student Achievement Initiative is a new performance funding system for community and technical colleges. Its purposes are to both improve public accountability by more accurately describing what students achieve from enrolling in our colleges each year, and to provide incentives through financial rewards to colleges for increasing the levels of achievement attained by their students. It represents a shift from funding entirely for enrollment inputs to also funding meaningful outcomes.

Intermediate outcome measures were identified through research and rigorous data analysis and represent key points that once achieved, propel students forward towards completion. These measures are real time and meaningful for all students regardless of demographic characteristics, intensity of enrollment, or starting skills levels.

Early results have been promising with a 21% increase in achievement points earned compared to a 5% increase in students served over the past three years. The Board allocated $4.5 million to colleges this year for Student Achievement. A summary is provided in Attachment A.

Student Achievement Initiative

November 2010

Purpose of the Initiative

In 2006, the State Board for Community and Technical Colleges adopted a System Direction with an overall goal to "raise the knowledge and skills of the state's residents" by increasing educational attainment across the state.

This goal is a substantial challenge for all of higher education, especially for community and technical colleges. Washington's community and technical colleges serve a wide spectrum of learning needs from adult literacy for immigrants and K12 drop outs through advanced high school students taking college credit classes. Our colleges serve a predominantly working class and low income student population. The median age of our students is 26, 35% are students of color (compared to the state population at 24% people of color), over half are working full or part time, one third are parents, and over half attend college part-time.

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Achievement Measures

Through a partnership with the Community College Research Center at Columbia University, the college system has been able to identify key academic benchmarks that students must meet to successfully complete degrees and certificates. These Achievement points are meaningful for all students across demographic characteristics (race, age, income, employment status), academic program or entering skill levels (basic skills, remedial, workforce education, academic transfer), intensity of enrollment (part-time or full-time enrollment), and type of institution attended (urban, rural, large, small, community college, technical college). Rigorous data analysis has identified Achievement points that once accomplished, substantially improve students' chances of completing degrees and certificates.

There are four categories of Achievement measures:

1. Building towards college level skills (basic skills gains, passing precollege writing or math)
2. First year retention (earning 15 then 30 college level credits)
3. Completing college level math (passing math courses required for either technical or academic associate degrees)
4. Completions (degrees, certificates, apprenticeship training)

These measures focus students and institutions on shorter term, intermediate outcomes that provide meaningful momentum towards degree and certificate completion for all students no matter where they start. Colleges can track student progress towards these Achievement points each quarter, providing immediate feedback and opportunities for intervention strategies.

Funding

The college system used 2007-08 as a Learning Year, to understand the measures, analyze their data, and identify types of students and areas of curricula for focused attention. Each college received $52,000 added to their base allocation as seed money for new or expanded student success strategies. The current year, 2008-09, is the first performance year and will serve as the basis of the first round of financial rewards to be distributed to colleges in Fall 2009. There are no targets; colleges compete with themselves rather than each other. Colleges will earn a set increment of reward for each Achievement point achieved above their 2006-07 baseline in any the four categories described above. Once earned, the reward will be added to the college's base budget.

The Board decided to scale up the incentive rewards over time, and had set aside $500,000 for the first Student Achievement rewards, an average of $15,000 per college. The Board included a proposal for $7 million in the system's 2009-11 budget request to the Governor and State Legislature, to carry forward and provide larger rewards over the next two years. The Governor recommended and the Legislature adopted a $3.5 million proviso for Student Achievement in the final 2009-11 operating budget. In addition, $1.6 million in grants were received from the Bill & Melinda Gates Foundation and the Ford Foundation to add new funds to the Student Achievement rewards.

We believe that this initiative will create momentum for both students and colleges. As colleges gain a better understanding of where students get stuck and successfully move them through those hurdles, they will receive financial rewards. The investment of those dollars into expansion of proven strategies will yield additional rewards that can be invested in additional strategies.

Because this performance funding system uses a different system of rewards and different measures from those tried in other states, the Community College Research Center and Institute for Higher Education Leadership and Policy are conducting an evaluation of the Student Achievement Initiative over the next three years. We intend to consider their findings and recommendations for future adjustments to this initiative.

Performance Results

The college system showed gains in Student Achievement starting in the first performance year. Between the 2006-07 baseline year and 2008-09, the first performance year, the colleges served 4 percent more students but increased student achievement by 19% with gains in all categories, including the largest increases in gaining college ready skills.

In 2009-10, points again increased in all categories. For the second year, achievement gains grew at a much faster rate than the number of students enrolled. Total achievement increased by 12 percent or 40,716 total points compared to student population growth of 1 percent. The ratio of point gains to students means that nearly all of the growth was due to more achievement per student. These results demonstrate the system level momentum we are hoping to build towards greater student achievement and overall student success.

Student Achievement Measures
Points that Build Momentum

	Total Headcount	Basic Skills	College Readiness	1st 15 Credits	1st 30 Credits	Quantitative/ Computation	Certificate, Degree, Apprentices	Total Points
2006-07 Baseline	467,809	70,950	61,581	60,422	45,385	33,989	22,932	295,259
2008-09	486,927	94,796	73,652	70,127	52,300	36,000	25,544	352,419
% Change from Baseline	4%	34%	20%	16%	15%	6%	11%	19%
2009-10	489,932	108,219	87,713	73,846	57,132	39,486	27,949	394,345
1 Year % Change	1%	14%	19%	5%	9%	10%	9%	12%