



# The Washington State Board of Education

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

## COVER: DRAFT 2020 LEGISLATIVE PLATFORM

Prepared for the November 2019 Board Meeting

### Information and Action item.

#### As related to:

**Goal One:** All students feel safe at school, and have the supports necessary to thrive.

**Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.

**Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

**Goal Four:** Students successfully transition into, through, and out of the P-12 system.

**Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.

**Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.

**Other**

#### Materials included in packet:

- DRAFT 2020 Legislative Platform
- Stakeholder and Partner Legislative and Budget Priorities

#### Synopsis and Policy Considerations:

The Legislative Committee had developed a draft legislative platform for discussion and possible action during the November Board meeting. The platform recognizes and builds upon the successes in 2019 and is focused on creating an equitable system of where all of Washington's students graduate prepared for civic engagement, careers, postsecondary education, and lifelong learning. In addition, members will review and discuss priorities of partner agencies and stakeholders whose materials are publicly available for review. Agendas from additional stakeholders and partners will be reviewed during the January meeting.



# The Washington State Board of Education

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

## 2020 Legislative Platform

The Board appreciates the progress the 2019 Legislature made in increasing flexibility in high school graduation requirements. During the second year of this biennium, the Board is committed to continued collaboration with the legislature and our other K-12 partners to implement and refine current state policies to ensure all of Washington's students graduate prepared for civic engagement, careers, postsecondary education, and lifelong learning. The Board's 2020 legislative platform builds on the priorities established last year. The Board will also advocate to advance additional initiatives consistent with our 2019-2023 strategic plan.

### Educational Equity

The Board supports legislation targeted to dismantling institutional policies, programs, and practices that contribute to disparate and statistically predictable educational outcomes based on race, ethnicity, socioeconomic background, and other factors. Specifically, the Board supports changes to school funding that are equitable and based on the diverse needs of students and changing societal demands. In addition, the Board supports increasing access to dual credit and high-quality expanded learning opportunities for historically underserved students.

### School Safety

Safe schools foster academic achievement and a healthy K-12 system. The Board urges the state to create a state-wide framework for mental health support, social emotional learning, and trauma-informed instructional models in the K-12 system; and to further expand and sustain comprehensive statewide school safety and mental health systems via regional coordination.

### Special Education

Despite critical investments made in 2019, Special Education funding remains inadequate. The Board urges the Legislature to increase funding for students who have Individualized Education Plans and students qualifying for the Safety Net, and to support inclusionary practices.

### Early Learning

The Board appreciates the progress made last year and urges the Legislature to continue to expand access to affordable, high-quality early childhood education for all of Washington's children, particularly children of color and children in poverty, to mitigate opportunity and achievement gaps.

### Modest Budget Requests

The Board has submitted requests to support our website ADA accessibility and local development of credit-bearing High School and Beyond Plan options. In addition, the Board is advocating for additional resources at ERDC to support cross-agency data analysis and reporting.



# OSPI 2020 Supplemental Budget Requests



## OPERATING BUDGET

### Special Education Funding Multiplier Increase

#### \$9.4 million for FY21, and \$25.2 million for the 2021–23 biennium

School districts rely on local levy funds to cover the cost of some special education services needed. Superintendent Reykdal requests additional funding for the continued implementation of a tiered funding multiplier, which will: 1) target funds to individual student needs; and 2) promote inclusionary practices, all while reducing, and in some cases removing, the need for districts to access local levies to provide special education services. The proposed solution continues to use 0.995 for eligible students with disabilities who spend 0–79% of their time in the general education instructional setting (tier II). Eligible students with disabilities who spend 80–100% of their time in the general education instructional setting (tier I) will receive an increased multiplier of 1.0251.

### School Safety: Fully Funding House Bill 1216

#### \$4.6 million for FY21, \$9 million for the 2021–23 biennium

House Bill (HB) 1216, passed in 2019, created a statewide network of comprehensive school safety supports for Washington's school districts. The bill also created a set of new school safety planning and practice requirements for all districts. The biennial budget provided funding for less than 25% of the activities required by HB 1216. This request is for full funding for those activities, including: the statewide school safety and student well-being network, regional school safety centers, statewide support for behavioral health and suicide prevention, and a contract with the University of Washington's Forefront Suicide Prevention.

### Increased Equity in School Nursing Services

#### \$5.5 million for FY21 and \$11.3 for the 2021–23 biennium

The Washington School Nurse Corps (SNC) is a regional delivery model to provide nursing services to small, rural school districts. Since the program's inception, the number of students who come to school each day with chronic, complex, and life-threatening health conditions has increased significantly. At current funding levels, the SNC is not able to meet the demand for nursing services for our small, rural school districts. This request will increase funding for the SNC so every small, rural district receives at least one day per week, on average, of registered nurse (RN) services. This equates to an additional statewide total of 26 full-time equivalents (FTEs). Superintendent Reykdal is also requesting a change in the way that money is distributed to educational service districts (ESDs), and recommends funding be built into the ESD allocation model.

### Staffing Enrichment Workgroup Recommendations

#### Final calculations pending workgroup recommendations

The 2018 Legislature directed OSPI to convene a Technical Workgroup, which must include representatives of diverse school districts and education stakeholders, to review the staffing enrichments to the program of basic education detailed in section 904 of HB 2242 (2017). The Workgroup will provide recommendations to the Legislature on December 1, 2019.

### Student Teacher Residency Technical Advisory Group

#### \$60K for FY21

Residency programs are an innovative student teaching model in which the pre-service teacher spends a full school year learning on the job (in a classroom with students) from an effective teacher while also completing

## OSPI 2020 Supplemental Budget Requests



context-specific coursework toward certification. Despite their widely-known effectiveness, teacher residency programs in Washington are rare. This request will fund a technical advisory committee to consider and make recommendations for an apportionment system that could effectively support teacher residency program model pilots in FY22.

### **Increased Supports for Beginning Educators**

#### **\$6 million for FY21 and \$12 million for the 2021–23 biennium**

Despite the growth of the Beginning Educator Support Team (BEST) program over the past few years, 25% of new teachers, 60% of new principals, and 100% of new educational staff associates (ESAs – counselors, social workers, psychologists, etc.) do not receive mentoring or induction supports. If we close support gaps for novice educators, they are more likely to close opportunity gaps for their students. This request would expand the BEST program to support two years of mentorship for all new teachers, provide enhanced support for special educators and teachers with limited certificates, and add funding for new principals and ESAs.

### **Funding for Paraeducator Professional Development**

#### **\$39.6 million for FY21 and \$58.5 million for the 2021–23 biennium**

Many of our state's paraeducators are the primary instructional support for our most vulnerable student populations. HB 1115 (2017) set common statewide standards for paraeducators, outlined necessary training for obtaining or meeting those standards, and offered career development for paraeducators, including a four-day fundamental course intended for all paraeducators. The 2019–21 biennial budget provided funding for two of the four days of the course. This request would fulfill the intent of HB 1115 (2017) and HB 1658 (2019) by funding the additional two days of professional development in school year 2019–20 (to be paid in fiscal year 2021) and four additional days in fiscal year 2021 and each fiscal year thereafter.

### **Implementation of Statewide Early Screening for Dyslexia**

#### **\$806K for FY21 and \$7.7 million for the 2021–23 biennium**

RCW 28A.320.260 requires that beginning in the 2021–22 school year, school districts must screen students in kindergarten through second grade for indications of dyslexia and use multi-tiered systems of support to provide interventions. Districts will incur additional costs to purchase literacy screening tools as a result of this mandate. In addition, school districts are enduring financial hardships to increase educator knowledge about dyslexia. This request would allow OSPI to enter into no cost rate-setting agreements with vendors selected by the Dyslexia Advisory Council to provide districts with the literacy screening tools that are best for their students and communities. This proposed solution will also provide professional learning opportunities for educators and increase funding for educational service district (ESD) staff to support the implementation of statewide early screening for dyslexia.

## **CAPITAL BUDGET**

### **Seismic Retrofit**

#### **\$25 million per year**

Funding would support a new grant program to help districts with seismically at-risk school buildings perform needed seismic evaluations, and retrofits to protect students and educators during a seismic event. This new grant program responds to the findings of the school seismic safety assessments funded by the legislature during the 2017-19 biennium.

# 2020 Budget Priorities

## Provide Learning Supports for Students

- Continue implementation of a tiered funding multiplier to help schools support their students with disabilities, which will 1) target funds to individual student needs; and 2) promote inclusionary practices, all while reducing, and sometimes removing, the need for districts to access local levies to provide special education services.
- Increase funding to support the implementation of statewide early screening for Dyslexia—a new requirement for the 2021–22 school year. This will help support school districts to accurately identify and provide support to students in grades K–2 who display indications of or areas of weakness associated with dyslexia.

## Ensure Students Learn in Safe and Healthy Environments

- Fully fund the statewide network of comprehensive safety supports for school districts that was put in place by the 2019 Legislature.
- Increase the capacity for schools to hire staff to support the social and emotional needs of students and to engage families in culturally relevant and authentic ways, allowing schools to implement a comprehensive system of support for all students.
- Ensure our state’s small and rural school districts have equitable access to nursing services.
- Provide funding for districts with seismically at-risk school buildings to perform needed seismic evaluations and retrofits to protect students and educators during a seismic event.

## Provide Robust Supports for New and Emerging Educators

- Fully fund two years of mentoring support for all new teachers.
- Enhance mentoring assistance for teachers who teach students with disabilities or who are teaching on a limited teaching certificate.
- Increase supports for new principals and educational staff associates (including counselors, nurses, social workers, and psychologists).
- Expand how we think about teacher preparation by bringing stakeholders together to recommend next steps for developing teacher residency programs in Washington.
- Fund ongoing professional development for all of our state’s paraeducators – who are often the primary instructional support for our most vulnerable student populations.

**Learn more at:**  
**[k12.wa.us/  
LegislativePriorities](http://k12.wa.us/LegislativePriorities)**



<b>Draft Titles:</b>	<b>Summary</b>
<i>AN ACT Relating to appropriations for special education programs; and amending RCW 28A.150.390</i>	This proposal aligns state law with OSPI's 2020 Supplemental Decision Package request, changing the Tier I multiplier from 1.0075 to 1.0251.
<i>AN ACT Relating to efficient administration of state education agencies; and amending RCW 28A.305.011, 28C.18.020, 43.30.205, 43.59.030, 28A.310.030, 28A.305.021, 28A.310.050, 28A.310.060, 28A.310.080, 28A.310.090, and 28A.310.100</i>	Allows the Superintendent to designate members of those remaining boards and commissions and gives the SBE and ESD election administration authority to WSSDA.
AN ACT Relating to educational reporting requirements; and amending RCW 28A.175.010, 28A.300.540, 28A.300.507, and 28A.150.260	Makes various technical changes to reporting requirements.
<i>AN ACT Relating to the office of the superintendent of public instruction's authority to conduct criminal background checks; and amending RCW 28A.400.303</i>	Technical fix that would allow OSPI to perform background checks on certain classes of agency and contractor employees.
<i>AN ACT Relating to stop signal warning devices on school buses; and amending RCW 46.37.190</i>	Federal law requires STOP to be printed in lettering that is 6in tall. WA buses have 6 inch lettering. Current state statute (which has been in place since 1961) requires lettering to be a minimum of 8 inches. This request would change state law to match federal school bus STOP paddle regulations.
<i>AN ACT Relating to statewide implementation of early screening for dyslexia; and amending RCW 28A.320.270, 28A.300.710, and 28A.300.720</i>	Makes date changes to timeline, allowing the Dyslexia Advisory Council to get a full years' worth of data on the implementation of the Early Screening of Dyslexia literacy screening tools; Adds reporting elements; and Aligns reporting dates with other existing data collections.
Staffing Enrichment Workgroup Recommendations (aligned with OSPI's Decision Package)	Placeholder for potential legislation related to school staffing enrichment, pending recommendations of the Staffing Enrichment Workgroup ( <a href="#">EHB 2242</a> ).
Dual Credit	A plan to reduce or eliminate student costs for dual credit programs. Pending recommendations from the Dual Credit study outlined in <a href="#">HB 1109 Sec. 501 (s)</a> .

## **AWSL Student Voice and Advocacy Committee 2020 Platform**

### **Mental Health**

- Support the student mental health resolution from the State Board of Education.
- Support recommendations from the School-Based Behavioral Health Subcommittee regarding the definition of an MTSS framework for schools, suicide prevention training for staff and students, and funding ESD navigator positions and health centers in schools.
- Tie social services to educational services so that the connection between home and school is seamless.
- Provide more extracurricular activities such as intramural sports.

### **School Security**

- Increase safety measures such as cameras in parking lots and locked doors around school campuses.
- Provide more gender neutral bathrooms.
- Update dress code policies.
- Use different discipline tactics so that students get help with self awareness, emotions, stress relievers, and substance abuse. Treat students fairly. Reduce the inequity between how male and female students are treated.

### **Resources**

- Provide resources to make dual credit opportunities such as College in the Classroom, Running Start, AP, and IB attainable for more students.
- Translate more documents into different languages.
- Provide more support to immigrant students so that they know their rights and options after high school.

### **Education**

- Have fewer requirements so that students can personalize their education and find their passion.
- Include ethnic studies in schools.
- Include LGBTQ+ studies in classes such as health or social studies.
- Break the stigma for talking about sexual health education and provide information for students who choose to be sexually active.
- Teach world languages at a younger age.
- Make CTE credits flexible and related to our potential careers.

*Student representatives are 10th, 11th and 12th grade students at these high schools:  
Central Valley, Auburn Riverside, Sumner, Hanford, Harrison Prep, Kamiakin, Ephrata, Timberline,  
Chiawana, Renton, Union, Bellingham, Warden, Toppenish, Klahowya, Othello, and White Pass*

# Representing 1,477 Elected Officials, Serving 1.1 Million Students



**T**hank you to our state leaders and citizen Legislators for your commitment to students. Many issues of priority to WSSDA advanced in 2019 in the areas of school funding, local levy authority, and mental health supports. We remain dedicated partners with the aim of building on last year's progress and addressing the remaining gaps in safety and support, staffing needs and school funding.

## » Student Safety and Support

- Expand support for mental health services and trauma-informed practices.
- Require and fund social and emotional learning.
- Improve availability of quality early childhood and special education programs.
- Adequately fund public health research and education on firearms-related issues.
- Provide access to rigorous instruction that supports the success of each and every student.

## » Staffing Needs

- Reduce local district fiscal impacts related to school employee health care benefits (i.e., SEBB).
- Update the prototypical school model to reflect school and student needs.
- Increase efforts to attract, recruit, train and retain high-quality, diverse staff.
- Support the development of a state salary schedule.

## » Funding Model Equity

- Maintain ample and stable funding that supports planning at the local level.
- Retrofit school buildings for safety and provide for security personnel.
- Restore access to local funding and hold districts harmless.
- Diversify options to fund school construction and facilities.



# 2020 WASA Legislative Platform

WASA believes that the commitment of resources to the education and welfare of the children of Washington State is an investment in the quality of our future.

We believe that effective school leaders initiate and manage change resulting in a system of K–12 education in which all students receive a quality education.

School administrators recognize and appreciate the efforts of legislators to craft an updated education funding system to amply provide a program of basic education for every K–12 student in the state, in compliance with the state’s constitutional “paramount duty.” Over the last several years, the Legislature has made great strides in implementing and funding that new system, including significant investments that have doubled K–12 appropriations since the Supreme Court’s 2012 McCleary decision—but more work is yet to be done. To that end, school administrators urge the 2020 Legislature to act upon the following priorities:

## UPDATE STAFF ALLOCATION FORMULAS

In the 2011 transition to the Prototypical School Funding Model, original staffing allocations were funded at artificially low ratios based on historic staffing ratios that had been in place since the late 1980’s to ensure the conversion was cost neutral. Since then, the need for student supports in local school districts has grown exponentially, yet the funding ratios for most staff positions have remained the same since the Model was first implemented. (Examples of current, impractical underfunding: current ratios for a Prototypical high school require 40,000 student FTEs to generate one FTE social worker and almost 86,000 FTEs to generate one FTE psychologist.) WASA urges the Legislature to begin phasing in updated ratios to achieve more realistic state-funded staffing levels.

## DEFINE TEACHER DUTIES AND EXPECTATIONS

Teachers are highly trained professionals, performing complex full-time work, compressed into a 180-day calendar—and following state funding enhancements and local collective bargaining in the last two years, teacher salaries have increased to competitive, market levels. WASA urges the Legislature to clearly define the minimum professional duties and expectations for teachers and not leave this to collective bargaining. The definition must explicitly state the professional responsibilities, time, and effort required to provide the state’s statutory program of basic education exceeds the required number of instructional hours and includes such things as: preparing, planning, and coordinating instruction; collaboration with other teachers or staff; meeting with parents; and evaluating student learning. Supplemental contracts should still be allowed; however, additional compensation must be tied to defined extra time or responsibilities that are uniquely associated with a specific assignment above and beyond the tasks of all other teachers.

## PROVIDE CONSISTENT, EQUITABLE, AND AMPLE EDUCATION RESOURCES

To address continued concerns of underfunding and inequities, WASA urges the Legislature to revise portions of the new education funding structure, including:

- **Special Education.** Prior to the 2019 Session, OSPI identified a special education underfunded need of at least \$300 million—up to as much as \$400 million. The 2019–21 budget provides needed investments in the special education safety net; however, additional funding for an increase in the special education multiplier is less than \$80 million. The 2020 Legislature must provide additional funding to eliminate the current underfunding.
- **Salary Allocations and State Schedule.** The state Salary Allocation Model and the staff mix factor have been eliminated and replaced with a new one-size-fits-all statewide average salary allocation. To address inequities, a new “Experience Factor” was adopted in 2018, but only assisted 56 districts. To further lessen inequities, the Legislature needs to expand Experience Factor eligibility.
- **School Employees’ Benefits Board.** The 2019 Legislature took action to fund and ratify the SEBB Collective Bargaining Agreement, with the program beginning January 1, 2020. As the new insurance program is implemented, adjustments are needed to fund the unsustainable costs to school districts. (Requested fixes include: clarifying substitutes are not benefit-eligible; and eliminating school districts’ required payments for employees who opt-out of coverage.)
- **Regionalization.** Regionalization factors, as implemented in EHB 2242 (2017), intensify inequities and pit districts against one another. The calculation of regionalization and application of regionalization factors must continue to be evaluated and corrected.

## SUPPORT SCHOOL FACILITIES

WASA urges the Legislature to: give Washington’s citizens the opportunity to decide whether school district bond issues should be approved with a simple majority vote; enhance the state’s investment in K–12 construction by updating the current, outdated funding formulas for the Construction Cost Allowance and Student Space Allocation to ensure funding more closely reflects actual construction costs and educational space needs; and provide school districts that have difficulty passing local bonds with capital funds to support necessary new construction or modernization.

Information for this document is courtesy of [WASA’s website](#).

## WSAC Agency Budget Request—Increasing Postsecondary Enrollments

The following recommendations for the agency 2020 Supplemental budget builds on the progress we made in 2019, and requests modest investments to pilot initiatives to improve access to postsecondary education for high school graduates and returning adults.

### 2020 Proposals—Synopsis

The Workforce Education Investment Act (WEIA) appropriated funding for a wide variety of higher education priorities. Broadly speaking, the Act sought to increase college-going and educational attainment by focusing on affordability (e.g. Washington College Grant), access/enrollment (e.g. FAFSA completion initiative), and student supports (e.g. Guided Pathways). Our policy request this session seeks to build on this momentum by utilizing State Work Study to target K-12 students to boost college-going and FAFSA completion. It's a strategy that bridges the three policy foci of WEIA, and we know it works.

Second, we recommend requesting a small amount of state funding to direct towards pre-enrollment MicroGrants for returning adult students. A small pilot began in Spokane this year, and we know already that these grants eliminate key barriers to successfully re-engaging in postsecondary education and that there are more students that need help than our initial investment can serve.

- State Work Study—Near-Peer Mentoring Pilot Project: \$1,000,000
- MicroGrants—Returning Adult Pre-Enrollment Financial Support Pilot: \$500,000

### State Work Study—Near-Peer Mentoring Pilot Project

#### What is the problem?

Near-peer mentoring is one of the most effective tools to increase college awareness and enrollment.<sup>1</sup> Institutions have models that do this, but scaling them up takes funding. State Work Study students could be ideal mentors, but employer match rates limit the number of students that can participate.

#### What is the context?

Our State Work Study program previously provided incentives to encourage job development in key policy areas like community service and mentoring, but they were eliminated in the Great Recession when program funding was reduced by 2/3. WWU's Compass to Campus started as a State Work Study-funded program, and has grown and had great success in many school districts in Whatcom and Skagit counties. We can do more of this if we re-start these innovation incentive projects.

#### How does this address Council priorities?

This request provides affordability for participating college students, as they earn money to pay for college costs, and it helps their earning potential after graduation by giving them real-world work

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<sup>1</sup> Collier, Peter J. "Why Peer Mentoring Is an Effective Approach for Promoting College Student Access." *Metropolitan Universities* 28, no. 3 (2017). <https://doi.org/10.18060/21539>.

experience. It also helps boost enrollment by having college students support schools and districts with lower college-going and FAFSA-filing rates, in order to keep all students engaged in school and thinking about their future.

### **What is the proposal?**

The request of \$1 million per year will fund about 300 student positions each year.

These students will work with secondary schools and districts near where they attend college and may be employed by institutions or nonprofit organizations. Funding will be allocated to campuses in a competitive process so that each recipient receives enough funding to make meaningful increases in capacity to serve high need K-12 schools and expand partnerships to support college-going work. This approach ensures that all students—the mentors and the mentees—benefit, and the funding follows innovative partnerships that are tailored to the region they operate in.

Through this small, targeted investment, we will learn more about the interventions that drive improvement in college-going rates, and we will support hundreds of current college students. By testing this approach in a variety of projects, we gain insight into the kinds of activities that resonate with K-12 students and schools, and which produce long-lasting impacts. The funding would be ongoing, so the projects could continue, and we would share best practices to help each improve.

## **MicroGrants—Establishing Partnerships to Support Adult Learners with Pre-Enrollment Finances**

### **What is the problem?**

Financial constraints and family obligations often lead college students to withdraw from or postpone their education. Returning adults often face small financial barriers associated with their previous educational experience or enrollment. And Washington adults with less education are more likely to experience periods of unemployment and have lower wages, leaving companies to recruit talent from elsewhere.<sup>2</sup> Finishing a postsecondary credential is a proven means to improve career earnings and employment outcomes.

### **What is the context?**

In summer 2019, WSAC partnered with Greater Spokane Incorporated's Greater Minds initiative and Seattle College District's Working Adult Center and United Way of King County to test the MicroGrant to identify and evaluate financial barriers experienced by returning adults. The project was designed to evaluate whether solving pre-registration financial hurdles would increase the likelihood of student success. The community partners have navigators and have an opportunity to a) develop a trusting relationship with the prospective student; b) coordinate communications with institutions; and c) expedite payment to support the student's enrollment process.

Seattle will begin serving students in Fall of 2019 and is working with the Seattle Housing Authority and United Way of King County, which has agreed to cover those barriers WSAC is unable to fund. The community partners have provided interim reports to inform a statewide extension of the pilot.

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<sup>2</sup> 2018. National Center for Higher Education Management Systems. *Increasing College Attainment: Variations in Returns to States and their Residents*.

While results are preliminary, information received from community partners, student applicants, and participating institutions reveal that indeed small dollar financial amounts owed are a significant barrier for many returning adults and demand for funds far outstripped the contracts provided to the partners. The MicroGrant helped students re-engage to complete their educational goals. Not only did the funding help those students, but led to policy reform at the participating institutions.

**How does this address Council priorities?**

In 2017, the Council included the development of a statewide adult reengagement framework as a priority in order to make meaningful progress toward the state's attainment goals. Through support from the Lumina Foundation and assistance from many partners across the state, the College and Career Compass has been developed and is expected to launch outreach to former students in fall of 2019. The MicroGrant was created through an in-depth examination of affordability concerns of adult learners.

**What is the proposal?**

A request of \$500,000 would permit an expansion of the MicroGrant pilot to 10 regional community partners and participating institutions across the state, serving about 100 adult learners.

Serving additional students would provide an opportunity for an expanded learning agenda to understand what the financial hurdles for returning adults are and whether covering small barriers will permit returning students to be successful.