



EVALUATION REPORT

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Centralia College: Student Services and Academic Program Audit

RESEARCH REPORT

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EXECUTIVE SUMMARY

In 2014, the Chehalis Foundation partnered with the Chehalis School District to implement a K-12 college and career readiness initiative. As part of the initiative, the district set a goal for 60% of its graduates to receive a meaningful post-secondary degree or certificate. For comparison, the baseline showed that 38% of WF West High School graduates (Class of 2009) received a degree within 6 years of high school graduation.¹ During the 2016-17 school year, in addition to several significant K-12 efforts, the Chehalis School District reached out to Centralia College to partner in the work, extending the K-12 model to a K-16 model.

In fall 2016, researchers interviewed district and school leaders in Chehalis, as well as leadership, support, and instructional staff at Centralia College, to gather qualitative data on the current understanding and practices related to college and career readiness. Quantitative data from the district was also collected and analyzed. Additionally, researchers conducted a thorough literature review of key topics, including college readiness, national best practices related to career and college success, and models of student supports implemented across the country. Recommendations were made based on findings from the data collection and empirical findings.

Empirical Evidence. College readiness gained momentum and popularity just over a decade ago. Comprised of college awareness, college eligibility, and college preparation, college readiness has become more aligned with “workplace readiness” (Achieve, 2013). Experts in both the education and business fields have continued to collect data on students over time, tracking not just high school graduation, but entrance into college, persistence to meaningful certification or degree attainment, and subsequent entrance into the job market.

The literature recommends that college awareness activities begin no later than middle school (Wimberly and North, 2005; Tierney, Colyar, and Corwin, 2003; Martinez and Klopott, 2005). One of the primary goals during this time is to instill beliefs and expectations regarding the advantages of attending college and being workforce ready in addition to providing information about college access.

College eligibility refers to completing the necessary courses required for college admissions. Determining the extent to which a school is graduating students college-eligible is fundamental. In 2005, a study conducted for the Bill & Melinda Gates foundation showed that 70% of the students want to and plan to attend college; however, only 35% – 40% graduated eligible to do so.

¹ The Initiative began in 2014. The goal is to have 60% of students receive a 4-year, 2-year, or career certificate within 6 years of graduating by 2024 (Class of 2018).

A college prepared student would likely persist in college and/or would be ready for viable employment in the workplace. Schools must require all students to take the appropriate college preparatory course sequences, and should “improve the rigor of high school coursework with a greater focus on in-depth content coverage and considerably greater secondary-to-postsecondary curriculum alignment” (ACT, 2005a).

In addition to career and college readiness, several local and national studies have focused on the economic impact of higher education. In a 2013 report from the Lumina Foundation, researchers wrote, “Perhaps the clearest evidence about the need to increase higher education attainment comes from the fact that employers cannot find people with the skills they need to fill all of their current job openings, much less those that will be created in the future.” (p.3). They continued, “The essential skills for success in today’s economy are critical thinking skills-abstract reasoning, problem solving, communication, and teamwork. These are precisely the skills that are needed to build strong communities and societies wherever one lives.” (p.4)

Locally, in a collaborative effort between the Washington Roundtable, the Boston Consulting Group, and the Partnership for Learning, community business leaders in Washington State have been collecting data to inform policy making and impact education, in an effort to strengthen the local economy and to fill Washington jobs with Washington students. The Washington Roundtable set the goal of 70% of Washington students having a postsecondary credential by 2030. Currently, 31% of Washington students go on to earn postsecondary degrees. Urging a “cradle to career” approach, they suggested focusing on 4 areas:

- Improve school readiness, with an emphasis on low income and traditionally underserved populations
- Improve our K-12 educational system to ensure career and college readiness
- Increase the participation of Washington students in postsecondary education
- Help students, beginning in elementary school, to develop better awareness of the careers that will be available

The idea of providing comprehensive services, and improving K-12 systems of education for all students throughout their life-span, is well supported through empirical evidence and qualitative data collected from similar initiatives across the country. As the economic need for more college ready students has increased over the last decade, so have programs designed to help students afford college. Many such programs are called “promise” programs, and include efforts to provide social, emotional, and fiscal support for students as they focus on the goal of career and college readiness. Results from over 80 Promise Programs across the country demonstrated positive results to varying degrees, with the most successful programs being the ones that consider a “whole child” approach, including support services, mentor programs, and community participation embedded as critical components. Additional initiatives, including Washington State’s College Bound scholarship program, and CUNY’s Accelerated Study in Associate Programs (ASAP) provide structured models of comprehensive support to guide future work.

Chehalis School District. Central to understanding the Chehalis story is understanding the path they have taken over the last three years and where they hope to go next. In fall, 2013, stakeholders from multiple focus groups shared that one of the district’s primary focus points was on college and career readiness. The district’s strategic plan for 2008 to 2013 included providing opportunities for 9th through 12th grade students to develop a pre-graduation plan, providing opportunities for career information, career counseling, and school-to-work opportunities for students of all grade levels.

Since 2014, district leaders have been working with The BERC group and the Chehalis Foundation to improve student outcomes and to increase college going and persistence rates. To accomplish this, the district adopted 3 goals: Improve, Modernize, and Prepare.

1. **IMPROVE** – Improve student achievement by increasing the quality of instructional practice, classroom organization, professional development and teaching efficacy.
2. **MODERNIZE** – Modernize instructional practice, improve modeling for students of the power and leverage of technology, improve internal and external communications, and enhance overall district efficiency through the use of technology in everyday teaching and learning activities.
3. **PREPARE** – Students exit the Chehalis School District genuinely prepared to succeed in college or a meaningful career by earning a diploma acknowledging their preparedness.

To work towards these goals, school leaders and stakeholders focused on several initiatives, including developing and implementing comprehensive college and career readiness committees, modernizing instructional practices, and hiring dedicated college advisors.

With evidence of clear progress in system outcomes, the Chehalis School District continues to strive forward. Over the last several years, about 50% of all students who go to college go to Centralia College. Kevin Smith, a foundation donor, shared, “Of the 50 percent that go to Centralia College, a large percentage of those kids drop out, slip through the cracks. There’s a lot of reasons for that.” Confirming this point, data gathered from a recent BERC report² showed that for the Class of 2008 (of the students attending Centralia College) only 34% graduated with a certificate, two-year degree, or matriculate to a 4-Year College within 6 years of graduating from high school. Centralia is not alone, however. A recent study from the Brookings Institute stated: “Only 20 percent of full-time community college students who seek a degree manage to graduate within three years. That rate rises to 35 percent after five years, but by then another 45 percent of degree-seekers have given up and dropped out of college.” Recognizing that the path

² For more information on this report, contact Duane Baker, President of The BERC Group, Inc. duane@bercgroup.com

to college and career readiness can only be accomplished through comprehensive support and coordination of services, a partnership between the Chehalis School District and Centralia College was formed.

Centralia College. BERC researchers conducted a site visit to Centralia College in October, 2016. Administration, instructional faculty, and support staff participated in focus groups and interviews, and provided valuable insight into the procedures in place to support students. Dr. Robert Mohrbacher, college president, shared, “This college is making history with its strong mix of associate and baccalaureate education, workforce training, transitional education, and our commitment to sustainable development in Washington.”

Researchers collected qualitative data to related to student support systems and academic programs currently offered at Centralia College. Additionally, school level stakeholders shared their perspectives on the meaning of “college ready” students, and on being a “student ready” college. Several emerging practices were identified, including tutoring programs across disciplines, an early warning system for struggling students, and a course designed to specifically support students in their transition from high school to college. Despite evidence of these programs, many of the national best practices identified in the literature review would add value to Centralia College as they continue to build capacity and develop more comprehensive programs and processes to encourage enrollment and persistence. Based on these qualitative experiences and a thorough document review, researchers made several recommendations on how to continue advancing the work of becoming a K-16 college and career ready *community*.

Recommendations.

- Explore opportunities to create joint goals (and metrics) for college and career readiness between Chehalis School District and Centralia Community College.
- Expand student support services to be more aligned with national best practices and empirical literature.
- Develop a comprehensive mentorship program.
- Explore Guided Pathways for students at the college level.
- Align instructional practices with the needs of an increasingly diverse population of students.
- Commit to annual survey and data collection, for Chehalis School District and Centralia College.
- Develop opportunities to collaborate with the community and to create a comprehensive awareness of what it means to be career and college ready.
- Develop a transition plan for leadership in the Chehalis School District, to ensure the current culture of College and Career Readiness remains a priority for the district.

INTRODUCTION

The Chehalis Foundation has partnered with the Chehalis School District to help students graduate from high school *college and career* ready. In addition to several significant K-12 efforts, the Chehalis School District has reached out to Centralia College to partner in the work.

For the last three years Chehalis School District has been implementing a K-12 career and college readiness initiative. As part of the initiative, the district set a goal for 60% of its graduates to receive a meaningful post-secondary degree or certificate. The current baseline for comparison is 38% of WF West High School graduates (Class of 2009) received a degree within 6 years of high school graduation.³

Because approximately half of all students who go to college from Chehalis School District attend Centralia College, Centralia College plays a significant role in the success of the Chehalis career and college readiness initiative. A study of Centralia College program offerings and student support systems is an important step for understanding how to effectively coordinate not just a K-12 career and college readiness initiative but a comprehensive (community) K-20 initiative.

As a result of the program and support audit at Centralia College, the hope is that there will be better coordination and communication regarding program offerings, majors, and career pathways at Central College so students are aware of their options ahead of time and come ready to select programs of interest and corresponding courses to support their path of interest. In addition, there will be opportunities for greater coordination with student support services that will help students transition from Chehalis School District into (and through) Centralia College.

The study provides an opportunity to assess the economic needs of the country in general and Washington State in particular. It also includes a literature review of national promising practices related to school-community-college partnerships. Additionally, an inventory and analysis of current program options and support services at Centralia College provides qualitative data aligned with empirical evidence. Recommendations are offered on how to further develop and expand the college-school district-community partnership. Overall, the goal of this research project is to match current practices at Centralia College with current national promising practices around community partnerships in college readiness programs. In addition to informing current and future work, this study will document past work and provide a blueprint for other communities to consider in their efforts to strengthen their partnerships.

³ The Initiative began in 2014. The goal is to have 60% of students receive a 4-year, 2-year, or career certificate within 6 years of graduating by 2024 (Class of 2018).

RESEARCH QUESTIONS

Four general research questions guided the study:

1. What efforts have been made within the Chehalis School District to help students become college and career ready?
2. What are the current program offerings and student services at Centralia College?
3. To what extent do existing programs align with national trends and best practices?
4. What opportunities exist for further collaboration between Centralia College, the Community, and the Chehalis School District?

METHODOLOGY

Although several quantitative measures are presented throughout the report, this remains primarily a qualitative study. Activities included interviews, focus groups, document analyses, and literature review. Approximately 90 people participated in the study. Specific activities included:

- Onsite interviews/focus groups with stakeholders from Centralia College (n=60)
- Onsite interviews and focus groups with stakeholders from Chehalis School District (n = 20)
- Phone interviews with experts in several areas related to college-community partnerships. (n = 10)
- A thorough literature review of relevant topics.

LITERATURE REVIEW

The intent of the literature review is to provide a context for describing the work currently underway in the Chehalis School District and at Centralia College. A thorough review of literature, empirical research focused on career and college readiness, economic arguments for college readiness, promise programs, and national initiatives dedicated to addressing readiness are included. The review of promising practices also provides the basis for recommendations moving forward.

COLLEGE READINESS

College readiness gained momentum and popularity just over a decade ago. At that time the ACT (2005b) defined college readiness as “...the level of preparation a student needs to be ready to enroll and succeed – without remediation – in a credit-bearing course at a two-year or four-year institution, trade school, or technical school. Increasingly, however, college readiness also means workplace readiness” (Achieve 2013). College awareness, college eligibility, and college preparation are three elements that comprise college readiness. These three elements are essential requirements for college readiness, and they must be present in concert throughout a student’s educational program. In the simplest terms, the three elements are added together to produce college readiness (Figure 1). Each of the three elements will be presented from both the student and school point of view. In addition, metrics for monitoring a student’s level of college readiness will be discussed.

COLLEGE READINESS = College Awareness + College Eligibility + College Preparation

$$CR = CA + CE + CP$$

Figure 1. College Readiness Equation

College Awareness

College awareness involves providing students with timely and accurate information about all aspects of college attendance and includes topics such as setting educational goals, exploring careers, selecting appropriate middle and high school courses, understanding college admission requirements, learning about college life, and developing financial plans for college attendance. College awareness is an overarching aspect of college readiness, and it should be present over time (elementary, middle and high school years) and should involve several groups of people (students, parents, teachers, counselors, mentors, etc.). Development of college readiness involves developing an underlying belief that all students must be, and are capable of being,

prepared for postsecondary educational opportunities and viable careers in the 21st Century's Knowledge Economy.

Implications for students and families. The literature recommends that college awareness activities begin no later than middle school (Wimberly and North, 2005; Tierney, Colyar, and Corwin, 2003; Martinez and Klopott, 2005). One of the primary goals during this time is to instill beliefs and expectations regarding the advantages of attending college and being workforce ready in addition to providing information about college access. College awareness activities need to be directed towards students and their families, so parents can support their students' aspirations. According to Wimberly and North (2005), middle school students need to create an educational plan that includes the following components: postsecondary and career goals, high school graduation requirements, middle and high school courses needed to prepare for postsecondary training, standardized assessments that students need to take, potential extracurricular and community activities, available pre-college programs, college finance plan, and college admission steps. Additionally, students need to develop support networks (family, peers, mentors, teachers, and staff) that influence perceptions about postsecondary education and aspirations to attend college (Tierney, Colyar, and Corwin, 2003). College awareness activities need to be ongoing throughout a student's secondary experience.

Implications for schools. Schools play an integral role in helping students develop college awareness by offering college awareness activities throughout the system (K-12). However, schools need to start by examining their own beliefs and expectations for all students. Staff members must believe students can and should be prepared to go to college (ACT, 2005b). This translates to having schools "explain to students and their parents the effects of taking a challenging curriculum on their future education, career, and income options" (Wimberly and North, 2005). Changing the underlying belief systems of schools, students, and parents is a precursor to successful college readiness.

Schools should employ a variety of formal and informal strategies to promote college awareness. Tierney, Colyar, and Corwin (2003) suggest starting college awareness activities early (no later than middle school) and revisiting them often. They suggest the following types of activities:

- 1) Engage students in rigorous academic preparation and college guidance no later than middle school. Seek information about appropriate college preparation by grade level.
- 2) Provide students with ongoing information about college and the admission process. This can be approached with individualized academic planners, application workshops, and career guidance. Engage communities in support of these efforts.

- 3) Foster college-going aspirations beginning in elementary grades. Invite alumni and professional speakers to talk about pathways to college, or provide one-on-one mentoring.
- 4) Help students prepare for college entrance exams. Offer workshops and provide fee waivers.
- 5) Supply students and families with information about how to afford college. Organize workshops, provide drop-in programs and publications, and provide concrete suggestions and timelines.

Thus, schools need to first examine their belief systems and raise their own expectations around college awareness. Schools should consistently integrate college awareness activities into the curriculum throughout middle and high school. Additionally, families must be included throughout the process in order to better support students.

There are a number of strategies to promote college awareness. The primary strategy includes implementing a college awareness program in the middle school years (at the latest) to develop early awareness that is culturally relevant and tailored to the needs of the students. The program is not time limited but instead is integrated across subject matter and spans throughout middle and high school. In this way, students hear about college from multiple teachers throughout their school experience. As a part of the college awareness program, students have the opportunities to visit colleges; talk to college recruiters; identify scholarships; and practice completing college applications, financial aid forms, and personal statements. Students keep this information in a portfolio that they maintain and update throughout middle and high school.

Secondly, educators should keep college awareness in front of students at all times. Middle and high school personnel have done this by developing a college information center within the library, placing posters of colleges throughout the school, developing college bulletin boards in the hallway, and displaying teachers' diplomas and college paraphernalia. In this way, students not only hear about college but also see college information daily. Some school districts start college awareness in elementary school.

Finally, school personnel have developed several special projects where students can research colleges and career opportunities. Some of these projects involve students deciding upon a career and conducting research to determine what they need to do in middle school, high school, and college to move into the careers of their choice. Other projects are geared to show students the importance of college. Still other projects include students exploring the economic difference between a minimum wage job and the career of their choice. For example, students develop a budget assuming they had minimum wage paying job. Students then repeat this project using the

average reported income from the career of their choice. This helps students understand the importance of college from a future-income point of view.

Metrics for assessing college awareness. Researchers can assess college awareness activities in a variety of ways including: student surveys, parent surveys, school level reports of college awareness activities and participation rates, and classroom observations. In addition, effects of specific college awareness programs like GEARUP and CollegeEd, can be designed tracking cohorts of students or individual students and matching college awareness program implementation effectiveness ratings with student intermediate and long-term outcomes. Some of the intermediate dependent variables could be 10th grade course-taking patterns, college eligibility, and aptitude tests. More long-term dependent variables could include college entrance, persistence, and completion rates.

College Eligibility

College eligibility refers to completing the necessary courses required for college admissions. Unfortunately, earning a high school diploma does not necessarily ensure that a student has taken the necessary coursework for college eligibility. In 2004, no state required every student to take a college and work-preparatory curriculum to earn a diploma (Achieve, 2004). Based on these findings, in 2005, ACT (2005a) recommended the following minimum core course sequences for college preparation: four years of English; four years of mathematics (algebra 1, geometry, algebra 2, and one more upper level math course such as trigonometry); three years of natural sciences (biology, chemistry, physics); and three years of social studies (American history, world history, American government). In addition, ACT (2005a) found that taking one or more years of a foreign language increased achievement and success in college level English composition. This and similar research over the last decade led to the adoption of Core 24 in the State of Washington.

Implications for students and their families. Students must enter high school with knowledge of the classes that are required for college admittance. Thus, students need to complete the appropriate courses in middle school to be ready for college preparatory courses in high school. Students and their families need to understand that they must go beyond what is minimally required for graduation to be ready for postsecondary education and viable employment opportunities.

Implications for schools. Again, there must be an underlying belief that all students are capable of high achievement as well as an understanding that workforce ready is equivalent to college ready. ACT's Crisis at the Core (2005b) stated, "Too few of our students are prepared to enter the workforce or postsecondary education without additional training or remediation when they graduate from high school." Thus, high school academic standards should align with the

knowledge and skills required for postsecondary and workplace success and align the curriculum from kindergarten to high school to create a logical progression of skills and knowledge (Achieve, 2004). In addition, Achieve (2004) recommended that state-level graduation exams should be utilized to ensure that students meet standards before earning a high school diploma. However, the floor for the graduation exams should not be set too low. Martinez and Klopott (2005) make a number of recommendations so schools can ensure that all students achieve college eligibility, including:

- 1) Implement a common core curriculum that includes advanced mathematics.
- 2) Schools should eliminate tracks that are not academically rigorous.
- 3) Schools should systematically identify academically unprepared freshman, so [faculty members] may help them accelerate their learning.
- 4) The K-12 and postsecondary systems should work together to align high school curricula and college enrollment requirements.

Requirements for graduation must be raised to match college eligibility requirements, and low-level courses and programs must be eliminated. Students may be inclined to follow the “path of least resistance,” so expectations must be raised. Over the last decade, schools have done just that. Schools have made a number of changes within the system to ensure that all students graduating from high school are college eligible. These changes include raising expectations for all students, eliminating lower-level classes, aligning graduation requirements with state college entrance requirements, and eliminating traditional “dual track” systems. Determining the extent to which a school is graduating students college-eligible is fundamental. In 2005 a study conducted for the Bill & Melinda Gates foundation showed that 70% of the students want to and plan to attend college; however, only 35% – 40% graduated eligible to do so. Most often, they were not eligible due to math and foreign language.

Metrics for assessing college eligibility. Researchers can assess college eligibility in a variety of ways, including: course offering studies, 10th grade transcript studies for assessing “on track” for graduation, 12th grade transcript studies for assessing college eligibility upon graduation, Smarter Balanced Assessment (SBA), and ACT’s college readiness benchmarks from the ACT Assessment®.

College Preparation

A student who is prepared adequately for college will be able to enroll in college and succeed without remediation in credit-bearing courses at postsecondary institutions. In addition, a college prepared student would likely persist in college and/or would be ready for viable employment in the workplace. College preparation involves putting college awareness skills into action as well as going above and beyond the minimally required coursework to ensure postsecondary success.

Students who are college prepared also have the personal and social skills required to succeed in the more independent environment of the workplace or postsecondary campus.

Implications for students and families. Students and their families must understand the importance of rigorous coursework and understand the importance of developing advanced skills. Students need to become responsible for developing and carrying out their academic plans and know how to access academic support (tutoring, study skills assistance, academic counseling, etc.). Students must put their college awareness skills to use by selecting colleges, taking standardized tests, applying for admission, and submitting financial aid paperwork. Students should be able to identify and access resources (people or places) that can help them make a smooth transition into the world of postsecondary studies or work. In addition, schools must include families in college preparation, especially in relation to finances. Tierney, Colyar, and Corwin (2003) suggest that schools supply students and families with information and assistance about how to afford college.

Implications for schools. Schools must believe that college preparation involves more than making sure students take the minimal requirements for college admission. Schools must require all students to take the appropriate college preparatory course sequences, but they must also “improve the rigor of high school coursework with a greater focus on in-depth content coverage and considerably greater secondary-to-postsecondary curriculum alignment” (ACT, 2005a). The expectation for higher academic achievement also requires schools to have comprehensive academic support systems to help students reach their academic goals (Southern Regional Education Board, 2002). Martinez and Klopott (2005) also stress the importance of relationships:

High schools should alter their organizational structure to facilitate the development of supportive relationships for students. Such relationships will ensure that students do not get lost in the system and that they have access to information that helps them plan for and be prepared for postsecondary education.

Metrics for assessing college preparation. Researchers can assess college preparation in a variety of ways, including analysis of standardized test scores (SBA, ACT, SAT, ASSET), analysis of student GPAs (adjusted for inflation), transcript study of courses taken, tracking college remediation rates, examination of college persistence rates, school level reports of college preparation activities, and student/family surveys.

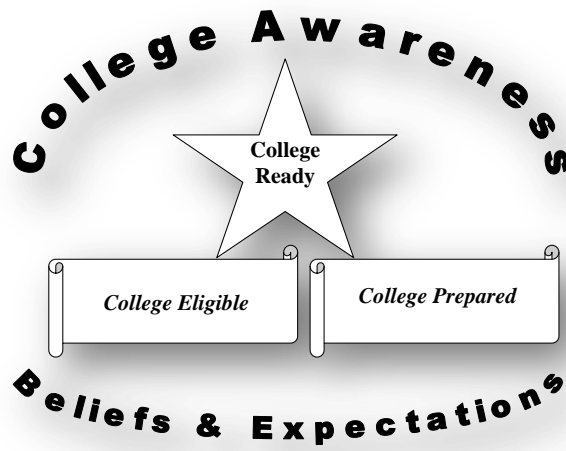


Figure 2. College Ready

Ultimately, it is not enough to say that students should graduate “college ready.” College Ready means that there is a combination of awareness, eligibility, and preparedness throughout the K-12 system and among families, students, and staff, to build a comprehensive K-20 system of education.

With the growing complexity of the world and the increasing demands of the 21st Century workforce, there is little question that all students should graduate from high school fully prepared for college AND careers (Achieve 2016).

From an academic perspective, college and career readiness means that a high school graduate has the English and math knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. community college, university, technical/vocational program, apprenticeship, or significant on-the-job training).

Simply put, "college and career readiness" is the umbrella under which many education and workforce policies, programs and initiatives thrive. From high-quality early education and strong, foundational standards in elementary school to rigorous career and technical education programs and college completion goals, college and career readiness is the unifying agenda across the P-20 education pipeline.

THE ECONOMIC ARGUMENT FOR CAREER AND COLLEGE READINESS

National Discussion

Several studies have focused on the economic impact of higher education. Over the past 10 years, our nation has been recovering from a recession that left many people unemployed, and others wondering what qualifications they might need to adapt to the changing employment landscape. Policy makers, educational leaders, and organizations including the Bill & Melinda Gates Foundation and The Lumina Foundation have been actively engaging in discussions about how to increase college attendance and persistence, and create more equitable opportunities for our diverse nation. Additionally, all stakeholders have recognized that as the needs of the workforce change, so must our system of higher education. In a 2013 report from the Lumina Foundation, researchers wrote, “Perhaps the clearest evidence about the need to increase high education attainment comes from the fact that employers cannot find people with the skills they need to fill all of their current job openings, much less those that will be created in the future.” (p.3). They continued, “The essential skills for success in today’s economy are critical thinking skills- abstract reasoning, problem solving, communication, and teamwork. These are precisely the skills that are needed to build strong communities and societies wherever one lives.” (p.4) The 2013 Lumina Foundation plan outlined strategies to work towards a goal of 60% attainment of postsecondary degrees or certification by 2025. These included,

1. Build a goal 2025 social movement
2. Mobilize employers, metropolitan areas, and regions to increase attainment
3. Mobilize higher education to increase student success
4. Advance state policy for increased attainment
5. Advance federal policy for increased attainment

Additionally, to build a 21st Century Higher Education System, strategies should include,

6. Design new models of student financial support
7. Design new higher education business and finance models
8. Design new systems of quality credentials.

In a more recent report on postsecondary learning from the Lumina Foundation, researchers discussed the importance of the learning itself, not just the credential. One author shared, “What matters for us... isn’t so much the credential itself. What matters is the learning inherent in that credential.” (p.1) *Stronger Nation* (2016), the seventh edition of the report, continues to promote the foundation’s goal of reaching 60% postsecondary degree or certificate attainment by 2025 (Goal 2025). In a national survey conducted by the University of Chicago, researchers at the Lumina Foundation determined that, as of 2014, 40.4% of Americans held postsecondary

degrees, and 4.9% of working-aged Americans attained high-quality⁴ postsecondary certificates. Authors of the report noted that while recognition for postsecondary certificates is overdue, there needs to be more research on these programs to better understand who is seeking certificates, who issues them, the pathways to further education and employment they provide, and what type of learning they offer (Lumina Foundation, 2016)

To measure progress towards Goal 2025, Lumina uses a set of national metrics to track enrollment, persistence, and graduation. These metrics are disaggregated by age and race/ethnicity whenever possible. Recent results demonstrate progress towards the goal, but not enough to reach it at the current pace. Researchers suggest that community partnerships, college and workforce alignment, and significant policy attention and reform could help to create the change needed to reach Goal 2025.

In a similar report, *A Projection of Jobs and Education Requirements Through 2018*, researchers from the Georgetown University Center on Education and the Workforce shared that, as a nation, “our ability to match education alternatives with career options is woefully underdeveloped.” (2010, p.1) They continued to present a compelling argument for the alignment of education with trends in the workforce, noting, “Good pay and benefits, then, are linked to the sequence of postsecondary educational attainment, achievement, workplace training, and the use of technology on the job.” (p.2) Postsecondary education results in higher wages, a larger accumulated wealth over a lifetime, and greater protection during a recession. In this 2010 report, researchers projected opportunities for job openings in specific fields through 2018 for different levels of postsecondary education, finding that 26% of the job openings for engineers and technicians, 25% for healthcare practitioners and technical occupations, 21% for healthcare support occupations, and 21% for installation, maintenance and repair occupations could be filled with holders of Associate’s degrees nationwide. They also predicted that by 2018, the economy will create 46.8 million job openings, with nearly 2/3 requiring at least some college education. (about 30% requiring some sort of two-year Associate’s degree, and 33% requiring a bachelor’s degree or better.) The authors concluded their article by writing,

Obtaining a good job-one capable of providing a family-sustaining wage-has become the ultimate standard for educational adequacy. The mass postsecondary educational system has arrived, leaving academics to debate over “college for all.” Experts might contest whether everyone needs some college education-but the labor market clearly has linked middle-class employability to postsecondary education and training.” (p.110).

⁴ High quality certificates include those whose holders reported they were employed in the field in which the certificate was awarded.

In a recent article on improving opportunity in the current labor force, Holzer (2016) suggested that high-quality career and technical education opportunities in the U.S., such as “sectoral” training and work-based learning, “have not been developed to the extent possible to provide students a wider range of pathways to careers from which to choose.” Efforts to improve these outcomes must “focus on three goals: (1) improving completion rates at our public colleges by strengthening student supports; (2) expanding postsecondary options, at the bachelor’s level or below, that have labor market value; and (3) developing additional pathways to good-paying jobs through work-based learning and high-quality career and technical education, beginning in secondary schools.” (Holzer, 2016) The author also discussed the need to strengthen our commitment to underserved and disadvantaged students, who are obtaining relevant degrees and certifications at even lower rates than non-minority, socio-economically stable students. Holzer (2016) proposed that in addition to focusing our attention on completion rates, and the expansion of post-secondary options for students, we need “to develop additional and alternative pathways to skill-building and work experience through expanding high-quality CTE and work-based learning.”

Finally, in a 2016 report from the Gates Foundation, author Jennifer Engle suggested the importance of setting a “goal to strengthen state and national postsecondary data systems to enable consistent collection and reporting of key performance metrics for all students in all institutions across the country. Doing so will provide the information necessary to improve the capacity and productivity of the higher education system to generate more high-quality, affordable career-relevant credentials, particularly for underserved student populations, without whom we cannot achieve our collective attainment aims.”

The economic projections are clear: the majority of jobs – and the vast majority of “good” jobs that pay a solid wage and offer pathways to advancement – require education and training beyond high school. To remain competitive in the global economy the nation must increase the percentage of Americans who enter and graduate with a postsecondary degree or certificate.

To achieve this ambitious outcome, K-12 and postsecondary leaders must work side by side to align policies, programs, and initiatives to advance both college readiness and college completion. Only strong and enduring collaborations between K-12 and higher education systems can address the shared policy concerns around college preparation and success. Embracing these changes will lead to improved outcomes for more students. (Achieve, 2016)

State-wide Discussion

In a collaborative effort between the Washington Roundtable, the Boston Consulting Group, and the Partnership for Learning, community business leaders in the state have been collecting data to inform policy making and impact education in an effort to strengthen our local economy and fill Washington jobs with Washington students. In a recent report, *From Pathways to Great Jobs in Washington State* (2016), researchers projected 740,000 job openings over the next 5 years, many of which will be filled by those with postsecondary degrees (Figure 3).

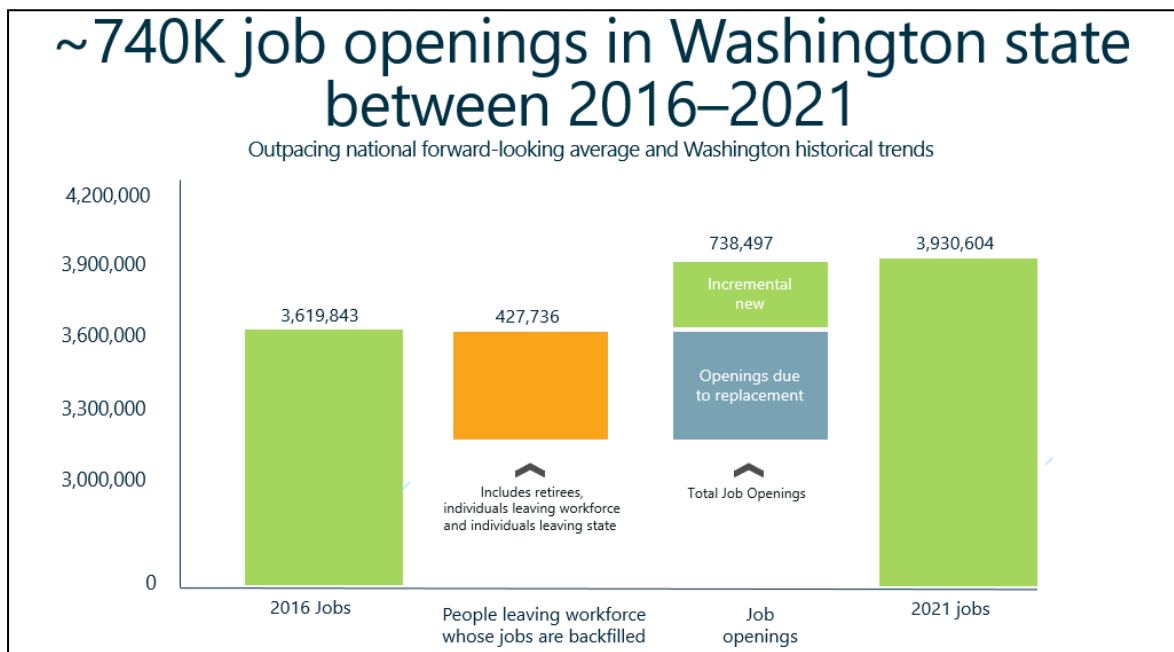


Figure 3. Boston Consulting Group Estimate of job openings in Washington State. Graphic from WKWJ Presentation

The Washington Roundtable set the goal of 70% of Washington students having a postsecondary credential by 2030. Currently, 31% of Washington students go on to earn postsecondary degrees. It is predicted this goal will “yield significant social benefits, including saving our state 3.5B a year in social spending, create members of society that will make an extra 960K in personal earning over a lifetime, and reduce unemployment 36% and poverty by 48%.” (p.11) (Figure 4)

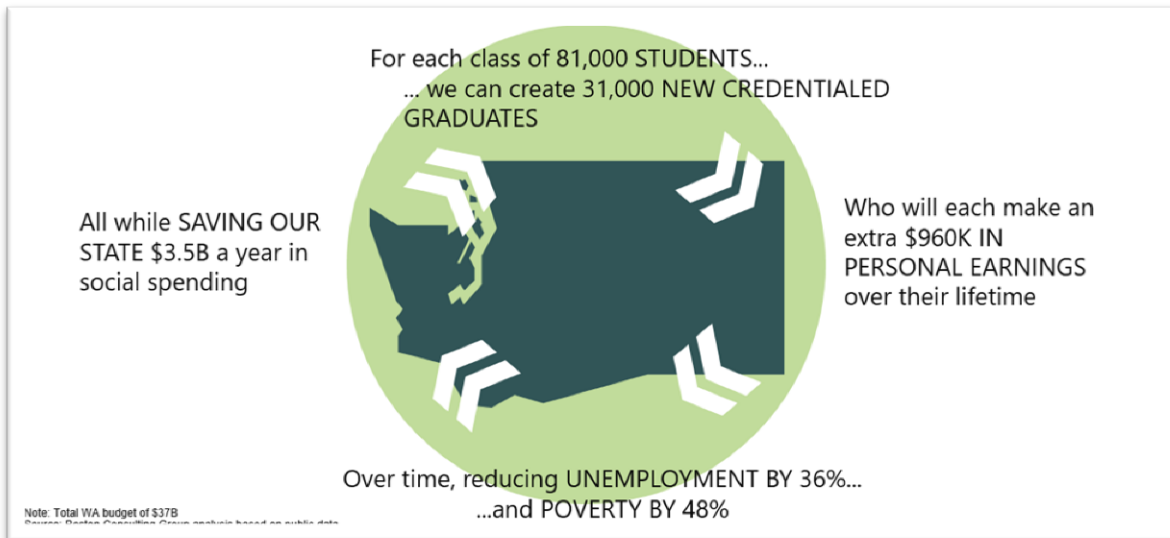


Figure 4. Social benefits of postsecondary education. Graphic from WKWJ Presentation

Similar to the National discussion, business leaders in Washington State referenced the gap between the education students are receiving, and the needs and skills required for many of the jobs that will become available in the State over the next 15 years. “Employers report struggling to find graduates with vocational experience and demonstrated readiness for the workforce, including basic work skills like time management, active listening, teamwork, critical thinking, math, and writing competency.” (p.10)

The Washington Roundtable made the case for increasing postsecondary education in Washington State by breaking down the statistics on potential job opportunities for students over the next 5 years. In their report, they divided jobs into 3 categories; Career jobs, Pathway jobs, and Entry-level jobs (Figure 5). They projected 260,000 Career jobs (about 35% of the state’s total growth) needing to be filled in WA that require some form of postsecondary education, certification, or credentialing. They noted that the largest gaps exist in the career pathway, where some of the best opportunities can be found. These jobs, the authors explained, represent “a winning combination: higher starting salaries and the maximum potential for upward mobility...with a median salary range of \$60,000 to \$100,000.”

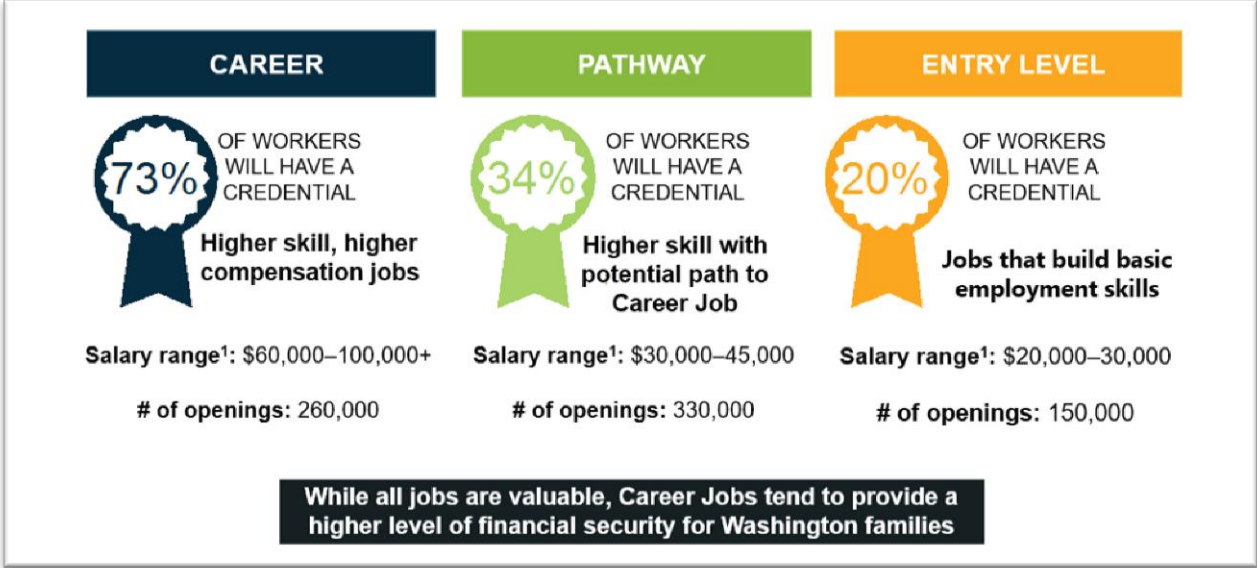


Figure 5. Pathway options. Graphic from WKWJ Presentation, December 1, 2016. The Washington Roundtable

Examples of these career jobs in Washington State include software app developers, nurses, elementary school teachers, computer programmers, and electricians. To address these gaps, the authors recommended a system-wide approach, including the efforts of private, public, and non-profit community members. Urging a “cradle to career” approach, they suggested focusing on 4 areas:

- Improve school readiness, with an emphasis on low income and traditionally underserved populations.
- Improve our K-12 educational system to ensure career and college readiness
- Increase the participation of Washington students in postsecondary education
- Help students, beginning in elementary school, to develop better awareness of the careers that will be available

In a presentation prepared for the Washington Roundtable in June 2016⁵, researchers directly addressed the relationship between the Washington Roundtable and the state education system, offering strategies to address current gaps and improve the economic potential of graduates across the state. Specifically, researchers suggested enhancing accountability by identifying low performance, offering support, monitoring progress, and creating real consequences. They also proposed increasing access to excellent teachers and leaders, strengthening early childhood

⁵ The document, titled *How the WRT can Support Low-Performing Schools and Students*, was prepared by Education First, and Public Impact

education to close gaps early, and making the funding follow the child by creating student-based budgeting for schools.

Lewis County

The economic argument for college readiness is not just a national or state discussion. In the 2013 Comprehensive Economic Development Strategic Plan (CEDS) for Southwest Washington, policy leaders identified the need to “develop a regional approach to workforce training and re-training in order to address the loss of the experienced workforce due to baby boomer retirements and the need for economic diversification.” County leaders recognized the efforts made by Centralia College to increase their degree programs and tailor them to the specific needs of the county. Additionally, community leaders referenced the need to improve graduation and college attendance rates of students throughout the region.

Major employers in the region are still concentrated within the health care and natural resource production sectors. The regional business sector is mainly comprised of small businesses that have historically been centered around three sectors: natural forest products, manufacturing, and health care. In both Cowlitz and Lewis counties, the largest employer is the regional hospital.

Forest products is the base sector and backbone of each of the counties, but has proven cyclically unstable, most recently during the 2008 recession when the construction industry declined. Each of the counties lost significant jobs and businesses in this sector, but the pendulum has begun to swing back. In addition, manufacturing has become more diverse throughout the region, providing another key industry sector (www.cwcog.org).

However, while Workforce Southwest Washington identifies local skills gaps and job opportunities, the data are incomplete and often inaccurate, according to Colleen McAleer of the Washington Business Alliance. Washington Workforce Development Councils are local nonprofits that identify job needs, skill gaps, and provide job training. However, according to the Washington Business Alliance, there are “systemic barriers in the workforce development system,” including competition for funding between development organizations, competition for students, and limited data on local needs.

Ms. McAleer recommends a non-competitive, non-local entity aggregate data and generate lists of top ten job skill needs, based on data from the ESD and from local businesses, and then working with the WDC to “engage businesses, schools, colleges, WorkSource, municipalities, and other community partners” to close some of those gaps. In Lewis County, that would mean partnering with Centralia College, Chehalis and Centralia ports, and the regional hospital.

NATIONAL PROMISE AND COMMUNITY SUPPORT PROGRAMS

Definition and Examples

As the economic need for more college ready students has increased over the last decade so have programs designed to help students afford college. Many such programs are called “promise” programs. Michelle Miller-Adams, a researcher with the Upjohn Institute, defined promise communities as those “that seek to transform themselves by making a long-term investment in education through place-based scholarships. While these programs vary in their structure, they all seek to expand access to and success in higher education, deepen the college-going culture in k-12 systems, and support local economic development.” (Miller-Adams, 2016) Janice Brown, Trustee for The Kalamazoo Promise, was quoted as saying, “This is not an educational decision... This is an economic development, quality of life, community-building decision.”

In a 2012 report on the Oklahoma promise program, Mendoza and Mendez found that Promise programs, in combination with Federal support, were influential in college enrollment and persistence. The authors conducted a quantitative study using a longitudinal dataset provided by the state, and found significant results for the impact of promise programs on higher education enrollment, even when controlling for race, income, GPA, and type of academic institution. Specifically, they noted that Promise programs appear to have a critical impact on retention during the first year of college enrollment, the time when most students are likely to drop out.

In the 2010 report “*Making Public Colleges Tuition Free*”, The Campaign for Free College Tuition (CFCT) highlighted several States as leading the charge in offering promise programs to eligible students. Additionally, information from the Upjohn Institute (www.upjohn.org) provides a more comprehensive picture of the promise programs across the United States. In a September 2016 document designed, “to help state policymakers think through the elements of making college tuition free,” (Morley Winograd, President of CFCT, e-mail communication, 2016), the CFCT lists and describes several programs offering varying levels of support to make college more accessible for all students. A few examples are included below.

Tennessee Promise

<i>Description</i>	Scholarship and mentoring program, providing last-dollar scholarship (covering costs after grants and scholarships received), for any of the state’s eligible community and technical colleges
<i>Funding</i>	A \$300 million endowment established from surplus lottery funds
<i>Eligibility</i>	H. S. seniors, beginning with the class of 2015, who graduate, earn a GED from a Tennessee H.S. – must complete FAFSA, qualify for in-state tuition, and have a valid Social Security Number. Must participate in Mandatory Mentoring program, and perform 8 hours of community service for each term the award is received.

Oregon Promise

<i>Description</i>	State grant that covers some or all of tuition at an Oregon Community College
<i>Funding</i>	A one-time appropriation of \$10 million.
<i>Eligibility</i>	Oregon H.S. or GED recipient, complete application, have a GPA of 2.5 or higher, or GED score of 145 or higher, enroll within 6 months of graduating H.S., at least part time, file FAFSA, be an Oregon resident for 12 months prior to enrolling in community college

Michigan (Kalamazoo) Promise

<i>Description</i>	Established a few years after the Kalamazoo Promise, the legislature established “Promise Zones” which are public-private partnerships committed to ensuring that every child in a community has a tuition-free path to at least an associate’s degree, in economically distressed communities.
<i>Funding</i>	After two years of operation through private funding, a Promise Zone can receive half of the growth in the State Education Tax within their boundaries.
<i>Eligibility</i>	Promise Zones may establish their own appropriate criteria, as long as they provide high school graduates a tuition free path to at least an associate degree.

Minnesota State Colleges and Universities Two-Year Occupational Grant Pilot Program

<i>Description</i>	Last dollar grant, funded until 2018 as a pilot program, and provides financial assistance to students enrolled in qualifying career and technical programs. The Minnesota Office of Higher Education is partnering with a private company to provide one-on-one mentoring to the recipients of the Minnesota Occupational Grant.
<i>Funding</i>	An appropriation of \$9,107,000 the first year, and \$15,253,000 the second for grants and associated mentoring activities.
<i>Eligibility</i>	meet residency requirements for state financial aid, and enroll in a qualifying certificate, diploma, AS or AAS program at a state 2 year college immediately after completing high school ,their GED, or a 12 or 24 month AmeriCorps program.

Missouri A+ Scholarship Program

<i>Description</i>	Provides last-dollar funds to eligible graduates of A+ designated high schools attending participating public community college or technical schools, or certain private two-year technical schools.
<i>Funding</i>	General Revenue and Lottery proceeds; in 2015, approximately \$21 million from Lottery proceeds, and \$11.1 million from General Revenue
<i>Eligibility</i>	Citizenship, written agreement between student and their high school prior to graduation; Attend an A+ designated H.S. for 3 consecutive years prior to

	graduation; have at least 95% attendance overall for grades 9-12; perform at least 50 hours of unpaid tutoring or mentoring; maintain good citizenship; beginning with the senior class of 2015, have achieved a score of proficient or advanced on the Algebra I end of course exam or approved end-of-course math exam; file a FAFSA, and maintain a minimum 2.5 GPA.
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Washington State College Bound Scholarship Program

<i>Description</i>	Provides state funded financial aid to low-income students who may not consider college a possibility because of the cost. The scholarship covers tuition (at comparable public colleges), some fees, and a small book allowance.
<i>Funding</i>	State funded
<i>Eligibility</i>	The state provides an income matrix for families to determine if they meet criteria. Students whose families are income-eligible must submit a complete application during grade 7 or 8, and no later than June 30 of their eighth-grade year. Students must then complete the scholarship pledge requirements and meet income-eligibility guidelines as determined by colleges using data from the student’s FAFSA or WASFA in their senior year of high school.

PROMISING PRACTICES

Much of the data collected on Promise Programs is anecdotal and preliminary. Michelle Miller-Adams (2016) reported that the availability of promise programs in Kalamazoo has led to a reduction in suspensions, an increase in credits attempted, and, for African Americans, a higher GPA. Additionally, she noted examples of success from data collected in Denver, Pittsburgh, and El Dorado. College enrollment increased from 56% to 86% in Denver between 2007 and 2012, and by 10% in Pittsburgh during the 6 years immediately following the introduction of their Promise program. In the El Dorado school district, college attendance rose 25% during the 8 years of their Promise Program, and when measured in 2013, 91% of their college students were persisting through the first year of college.

In a 2015 Research Plenary Session in Kalamazoo, Michigan titled, “The Impact of Promise Programs: What Do We Know?” presenters offered take-aways and lessons learned from several programs across the state, including,

- Promise programs boosted immediate college-going at 4-year colleges by 25+%
- Upgrading effect in where students attended
- Degree completion within 6 years increased from 36% to 48% and was mostly due to greater bachelor’s completion
- Degree completion improved the most for students of color and women, and gains were similar across student incomes

Additionally, the Campaign for Free College Tuition offers a list of benefits to communities that engage in promise programs, including the high economic return, the academic and social gains to students and their families, and the improved performance throughout the k-12 years. Results from over 80 Promise Programs across the nation demonstrated positive results in varying degrees, with the most successful programs being the ones that consider a “whole child” approach, with support services, mentor programs, and community participation embedded as critical components. Researchers found that “A strong mentoring program coupled with a last-dollar scholarship increased a student’s likelihood of attending college by more than 500 percent.” (CFCT, 2016). A more thorough investigation of these lessons learned is included in the following section of this report.

Mentor Programs

Research on mentor programs in the fields of education and business is prolific, and provides clear evidence of the benefits of such programs on academic and workforce outcomes. While there is no one agreed upon definition of mentoring, a simple one is offered below.

Mentoring is concerned with a ‘whole of person’ development that is actively supported by the mentor...mentoring focuses on explicit action by the mentor to assist the young person to reach their goal (MacCullum & Beltman 2002, p.8).

Throughout the country there are several mentorship programs dedicated to students pursuing higher education. Empirical evidence from these programs supports the notion that simply providing funding for college is not enough to guarantee persistence to graduation or meaningful degree attainment. For example, Campus Compact (www.compact.org), is a national coalition of over 1,000 colleges, based on the east coast, and dedicated to providing campus based mentoring for college students. Since 1988, the coalition has worked with mentors, and mentees, to provide comprehensive programs that support student success and civic learning. Program leaders describe lessons learned from their work, including the findings that rigorous screening of mentors results in better matches and higher attendance rates, mentor training and ongoing support are critical to the success of a program, and regular supervision increases the success rate of matches (www.compact.org). Additionally, program leaders suggest several steps to support the successful implementation of a mentorship program, including,

1. **Assess need.** Find out what’s already going on in your community and what additional services are needed.

2. **Convene a planning or advisory board.** Include campus administrators, school personnel, agency staff, business partners, parents, and students.

- 3. Set program goals and objectives.** Design strategies to monitor your progress...be specific and realistic in stating your goals.
- 4. Develop an evaluation plan.** As you design your program, you must also design your evaluation strategy. Evaluation will enable you to identify strengths and weaknesses in your program, measure your overall success, and establish a basis for additional funding.
- 5. Create an infrastructure for your program.** Define the roles and responsibilities for staff and participants.
- 6. Assess your resources.** Look for funding within your college or university, private foundations, local corporations, business and industry councils, state departments of education, and federal agencies.
- 7. Be knowledgeable about liability and confidentiality.** Consult with your college/university risk management office. Be sure to take basic precautions including references for mentors; informed consent for program participation; permission slips for attending special events; and contracts for mentoring, young people, and parents.
- 8. Hold a mentor orientation meeting.** An information/orientation session allows you to present the important components of your program and gives potential mentors an opportunity to evaluate their readiness to volunteer.
- 9. Prepare young people for the program and involve their parents.** Just as mentors want and need orientation, young people and their families must also understand the time commitment and requirements of the program. Family support can help young people stay involved.

Program developers for the Campaign for Free College Tuition (CFCT) created a guide for educational leaders in which they referenced mentoring as the “secret to success”⁶. As an example, they highlighted the Tennessee Promise program’s comprehensive mentoring program, a private-public partnership dedicated to increasing economic growth and supporting student potential. According to Krissy DeAlessandro, the program coordinator for TN Achieves, mentors are chosen from within local communities to support college going students. These volunteers agree to commit 10 hours per year for up to six students, and are asked to act as a resource, an encourager, and, when necessary, a task master. Mentors continue with their mentees from senior year in high school through their first semester of college, with the expectation that they will maintain an active relationship, connecting at least twice a month, and participating in two mandatory in-person meetings a year. Ms. DeAlessandro shared,

⁶ From: *Making Public Colleges Tuition Free; A Briefing Book for State Leaders*

While funding is the carrot that brings the students to us, we wrap the program around them...[our] mentor program is huge. We recruit local people who understand the problems and culture. They provide a resource for kids who struggle... in one study students were 24% more likely to enter the post-secondary pipe-line as a result of TN Achieves, which amounts to about 4,000 new students in the pipeline.

Throughout Tennessee, individual counties have established advisory councils to recruit mentors, creating a sustainable model with community investment and ownership. Mentors are recruited through rigorous partnerships with the business community, through relationships with local civic organizations, and from the K-12 and local higher education communities. Krissy DeAlessandro shared,

To reach out to mentors we try to be specific to each county. We pay attention to the needs and numbers. It is very data driven. We go to businesses, counsel meetings, community colleges, business alliances, state employees, county employees... mayors are a big driver. Also, the Rotary Club and retired teachers... We have something called Lunch and Learns; we go into a business and provide lunch and train the volunteer mentors. We stress the economic and social impacts for the local community as a leverage point.

The mentoring component of the Tennessee program includes training and supports for mentors, with yearly mandatory opportunities for learning, and monthly, topical professional development focused on specific needs within communities. Mentors receive guidance on filling out FAFSA forms, completing applications to colleges, and meeting requirements and deadlines for promise program paperwork. Additionally, mentors can act as a resource for families and care givers, bridging the information gap, and providing even more support for students as they move through the process of higher education.

In Denver, where the promise program is primarily need based, not place based, a portion of the budget from the Denver Foundation supports Future Centers in high schools throughout the state (www.denverscholarship.org). These centers are staffed by full-time college advisors who act as mentors and guides for students as they navigate the college application and financial aid process. Additionally, the Denver Foundation requires that students participate in detailed partnership agreements outlining a commitment to use the support services provided on college campuses. These agreements must be maintained for students to renew their scholarships each year.

Valet (2015), in an article on Barnard College's student mentor program, interviewed the program's cofounder Sandra Will to better understand the assistance offered to students during their sophomore, junior, and seniors years of college. Will shared,

We try to create these intimate moments for people to connect, and not just about career-related things, but life-related things. I always tell the mentees I work with that it's not about the career they want, but how that career fits within the context of the life they want to create. Those are two very different things. As mentors, we have to think about how we can help them to navigate their whole lives and poise them for increased success, not just as professionals, but from a humanitarian perspective.

Another program offered at City University of New York and the New York City Board of Education (CUNY/BOE) is the Student Mentor Program. This collaborative program, sponsored by the CUNY Office of Student Affairs, employs college students to serve as mentors to high school students. The main goal of the program is to form solid relationships between college and high school students to prevent the high school students from dropping out of school (Kwalick, 1988). As described on their website, the program “helps new students adjust to the college environment, make connections on campus and feel empowered to chart their own course to success. The program matches successful continuing students with new students, connecting them as partners for a semester-long experience” (www.bmcc.cuny.edu/peermentor/).

Student Supports

Perhaps most importantly, these initiatives and efforts address the problem of “missing” and “invisible” students. Most of the initiatives aim to include all students and all outcomes in the aggregate as well as disaggregated by age, race/ethnicity, gender, economic status, and academic preparation, and by credential level and program of study. Understanding whether and how underserved student populations succeed in postsecondary education is critical because, without them, our attainment goals simply cannot be achieved. (Engle, 2016)

In a paper titled, *A Case for Comprehensive Youth Services*, author Janice Brown detailed the collective learning of experts connected to the Kalamazoo Promise program. In her case study of one of the first promise programs in the nation, Brown highlighted the challenges of community alignment, or “getting community institutions and organizations to embrace common goals and accountabilities for youth success.” These supports, she noted, are critical to the success of any promise program, or program designed to improve college attendance and persistence within a community. She suggested that a support system should “begin as early as birth” and continue until a student is “job ready.” To do this, Brown proposed that communities collect data on all students, creating an individualized development plan (IDP) that tracks students through development, attending to physical, social, emotional, and cognitive characteristics and needs.

In Kalamazoo, these IDPs are implemented and supported through partnerships with non-profit agencies, foundations, government agencies, and educational systems within local communities. Families receive a case worker, or support person, to visit them at home, develop trusting relationships, and advocate for their child throughout his/her development. During a phone interview with Dr. Brown, she spoke to the critical need for comprehensive supports, sharing that

leaders in Kalamazoo were willing to “do whatever needed to be done” to support their students. She wrote, “The ‘web of support’ that underserved students need is complex, difficult, and often underfunded. But systems that have a framework that support the whole child and their many needs are far more beneficial for them.” Michelle Miller-Adams (2009) wrote that in Kalamazoo, as in many communities across the country, “the barriers faced by many of the district’s students extend well beyond the purview of the schools...[as such], support services ranging from nutrition programs to mental health services to mentoring are crucial.” (p.23).

In addition to IDPs, Brown outlined the need for post-secondary support to increase persistence and degree attainment. Examples of these comprehensive support programs include The City University of New York, The Tacoma College Housing Assistance Program, Lee College in Texas, Kalamazoo Valley Community College, and Bunker Hill Community College in Massachusetts. These programs offer financial, academic, and personal supports, and are “effectively integrated together and include[d] as core components of a comprehensive system of support.” (Brown, p.50) In a 2016 report on The Promise Program in Buffalo, New York, Robert Frahm wrote about the importance of developing a “Postsecondary Planning System to monitor student progress, using data such as attendance, behavior, health, and academic records.” (p.17) Similar to Kalamazoo’s IDPs, these planning systems, managed by city and school officials, track student performance and health and wellness indicators, flagging students that require additional wrap-around support services. Frahm noted that while the system is still being developed, program developers are working to find ways to make it accessible to all stakeholders. One example of this is a “color-coded system to monitor progress towards high school graduation: Green indicates a student is on track, yellow means at risk, and red in danger of failure.” (p.17). This level of all-inclusive support has been critical to many of the Promise Programs implemented across the nation. The executive director of the Say Yes⁷ Buffalo chapter shared, “This is re-imagining public education...this is not the traditional 9-to-3 school day focused on academics with some art and music and physical education mixed into it” (Frahm, 2016, p.13).

Bright Prospects, a non-profit organization, “empowers high potential, low-income students to gain admission, succeed and graduate from four-year colleges and universities by providing a comprehensive counseling and support system throughout their high school and college years.” (www.brightprospect.org). This organization, originally launched in 2002 with the intention of serving high achieving students, expanded its mission to support *any* student interested in pursuing a post-secondary degree. As explained on their website,

⁷ Say Yes to Education is a member of Grantmakers for Education, a national consortium of education philanthropists. In 2011, Say Yes provided 15 million in funding to support Buffalo’s Promise Program

In 2012, we merged our two programs into a single, unified Bright Prospect program, open to any student at the nine high schools we serve. Every Bright Prospect student receives college readiness programming, one-on-one coaching, application assistance, and ongoing mentoring from peers and professionals from tenth grade through college graduation.

This program is based on five guiding principles: 1) gaining commitment to college graduation, 2) developing life skills and positive attitudes, 3) creating a stable and supportive environment, 4) fostering student leadership and peer support, and 5) educating students' parents. The commitment made to working with students is maintained throughout high school and college, until the desired goal of each student is reached.

An additional component of the Bright Prospects program is the formation of “crews” within high schools and colleges. These Crews™, supported by leaders trained by Bright Prospect, are a grouping of students divided into three to six student peer-support teams. Designed to build strong life skills, attitudes and values essential to success in college and beyond, the teams are organized and often led by the students themselves. Additionally, these Crews provide an organizational structure which supports bonding, persistence, and the reinforcement of the common goal of graduating from college (Zargarpour et al., 2012). The 2012 evaluation report cited here found qualitative and quantitative data to be supportive of the Bright Prospects program, with extremely high rates of fidelity implementation, participation, and positive feelings from students and families towards the program structure and components.

A framework of a student support program that serves as a model for colleges across the nation is the City University of New York (CUNY) Accelerated Study in Associate Programs (ASAP). ASAP requires students to enroll full time and provides a host of integrated support services, including “high-touch advisement, career development, and tutoring; offers financial support...; and provides structured course enrollment to support academic momentum...” An evaluation of the program found that graduation rates at colleges implementing ASAP were nearly double that of a control group of colleges. The CUNY model is:

- Requiring full-time enrollment, early enrollment in developmental courses, and encouragement to graduate within three years
- Twice monthly meeting with an advisor during the first semester with caseloads of no more than 150 students per advisor
- Students attend career service meetings or events once a month
- Required tutoring for students in developmental courses or identified as struggling academically
- Financial support through a tuition waiver for tuition not covered by financial aid, transportation assistance (i.e., a bus pass), and vouchers to cover textbook costs
- Blocked courses and consolidated schedules

- An ASAP seminar course during the first year
- Fully-dedicated ASAP staff reporting to the chief academic officer of the college

While this is a large undertaking for any community college, they are most successful when they have the support of senior leadership, champions on the ground, and devoting substantial time to planning and piloting the program. However, they can also have a significant impact on student outcomes (see Table 1 for a comparison between the CUNY ASAP and Ohio Programs).

Table 1. Comparison of CUNY ASAP Program with Ohio Community College Support Programs.

CUNY ASAP	Ohio Programs
REQUIREMENTS AND MESSAGES	
<ul style="list-style-type: none"> • Full-time enrollment: Required in fall and spring. Summer and winter attendance encouraged and financially covered. • Taking developmental courses early: Encouraged consistently and strongly. • Graduating within three years: Encouraged consistently and strongly. 	<ul style="list-style-type: none"> • Full-time enrollment: Required in fall and spring. Summer attendance encouraged and financially covered. • Taking developmental courses early: Encouraged consistently and strongly. • Graduating within three years: Encouraged consistently and strongly.
STUDENT SERVICES	
<ul style="list-style-type: none"> • Advising: Students required to visit adviser twice per month in first semester and as directed based on need after that. Caseloads of no more than 150. • Career services: Students required to participate in an activity with an ASAP career specialist or an approved event through career services once per semester. • Tutoring: Students required to attend tutoring if taking developmental courses, if identified as struggling by faculty/adviser, or if on academic probation. 	<ul style="list-style-type: none"> • Advising: Students required to visit adviser twice per month in first semester and as directed based on need after that. Caseloads of no more than 125. • Career services: Students required to meet with campus career services staff or participate in an approved career services event once per semester. • Tutoring: Students required to attend tutoring if taking developmental courses, if identified as struggling by faculty/adviser, or if on academic probation.
FINANCIAL SUPPORT	
<ul style="list-style-type: none"> • Tuition waiver: Any difference between financial aid and tuition and fees is waived. • Monthly incentive: Monthly unlimited-ride MetroCard, contingent on participation. • Textbook assistance: Voucher to cover textbook costs through the campus bookstore. 	<ul style="list-style-type: none"> • Tuition waiver: Any difference between financial aid and tuition and fees is waived. • Monthly incentive: Monthly \$50 gas/grocery gift card, contingent on participation. • Textbook assistance: Voucher to cover textbook costs through the campus bookstore.
COURSE ENROLLMENT	
<ul style="list-style-type: none"> • Blocked courses and consolidated schedules: Course sections reserved and seats held in specific sections of general or developmental education courses for ASAP students during the first year. Early registration for ASAP students. • ASAP seminar: Students attend an ASAP-only student success seminar during their first year. 	<ul style="list-style-type: none"> • Blocked courses and consolidated schedules: Seats held in specific sections of general or developmental education courses for program students during the first year. Early registration for program students. • First-year seminar: New students required to take a student success course in the first semester, ideally in a section with other program students.
PROGRAM MANAGEMENT	
<ul style="list-style-type: none"> • Program management: CUNY Academic Affairs provides overall administration and evaluation and supports college programs, which deliver direct student services. • Dedicated staffing: Fully ASAP-dedicated staff led by a director who reports to the college's chief academic officer. 	<ul style="list-style-type: none"> • Program management: Managed locally within each college, with periodic convenings and data sharing among the Ohio ASAP Network. • Dedicated staffing: Fully dedicated program staff led by a director who reports to

Source: Sommo, C., & Ratledge, A. (2016). *Bringing CUNY accelerated study in associate programs (ASAP) to Ohio*. Retrieved from MDRC website: http://www.mdrc.org/sites/default/files/ASAP_Ohio_final.pdf

Guided Pathways

In addition to promise programs and mentoring support, there are also emerging program considerations around developing guided pathways. Judith Scott-Clayton warned, “For many

students at community colleges, finding a path to degree completion is the equivalent of navigating a shapeless river on a dark night.”

A guided pathway is a roadmap for students to follow toward their goals. It helps students determine what their goals are (through advising and exploration), and then provides direction toward that goal (see Figure 6). It begins with a meta-major; an area of study around a student interest. For example, students may be interested in health sciences, physical education and sports medicine, or computer programming. During a student’s first year, they take classes in their meta-major that allow them to explore careers and programs of study within that field. After a year, the student chooses a career or academic goal and is presented with a map of courses they take to achieve that goal.



Figure 6. Guided Pathways

Guided Pathways are grounded in organizational, behavioral, and cognitive science research. Organizational science tells us that successful organizations do not just build on discrete “best practices,” but instead look at system-wide changes that build toward organizational goals. In community colleges, this means you cannot simply implement a new program or advising

curriculum. Instead you must change the entire system. If the end goal is to have students complete their program of study within 3-years, colleges must look at all their systems and make changes to departments and programs with that goal in mind.

When faced with many choices, behavioral science shows that individuals struggle to decide. Often, they put off or doubt their choices. To help individuals make their optimal (personal) decision, it is helpful to present them with discrete, hierarchical options with clear information about the costs and benefits. In addition, providing assistance with those choices and feedback about their choice is important. For community colleges, this means providing students with discrete meta-majors in their first year, and then choices within those meta-majors of programs of study. It also includes creating a student early-warning system and providing interventions and proactive academic advising.

Finally, just as organizational science tells us that organizations need clear goals to work toward, cognitive sciences teaches us that individuals benefit from having clear learning goals and a sense of how they are progressing towards those goals. At the community college, program maps make learning outcomes explicit and students understand how a course is going to progress them towards their career or academic goals.

In simple terms, a guided pathway is a college system that helps students identify and move toward their career or academic goals in the shortest way. It provides academic maps as an alternative to the traditional community college system of an a la carte menu of courses and electives and *optional* academic advising. However, Guided Pathways also require structures around them to ensure students are successful. These include structured onboarding, student supports, and early warning systems.

Research on Successful Guided Pathways

According to the Community College Research Center (CCRC), “Students are more likely to complete a degree in a timely fashion if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on plan.” A major barrier to completion is students taking courses and paying for credits that they do not need.

A report from Complete College America states that students on track to earn a bachelor’s degree earn 16 unnecessary credits (for a 120-credit program), those earning an associate degree earn 20 additional credits (for a 60-credit program), and those earning a certificate earn 33 unnecessary credits (63 credits earned for a 30-credit program). These extra credits cost students \$8 billion and taxpayers \$11 billion dollars each year. By limiting choices over time, students spend less time (and money) on courses that are not applicable.

Students at community colleges are faced with a multitude of courses, programs of study, and certificates. While many students enter community college with a goal in mind (e.g., earning their AA, transferring to a 4-year university, acquiring a necessary job certificate), others are unsure where they are going. Even for those students who have a goal in mind, the course to reach it (e.g., what courses they need to take) is unclear.

Another barrier many students at community colleges face is the need to take developmental or remedial English and math classes. These courses do not count toward a degree or certificate and students spend valuable time and money completing them before progressing toward their degree. With guided pathways, remediation rates are reduced because foundational skills can be integrated into the program courses. One study also found that students that are least able to afford college are take the most time to enter a program of study. Researchers from CCRC examined data from community colleges across Washington State. They examined remediation rates, the time it takes an individual to enter a field of study, and the rate at which an individual completes a certificate/AA or transfers to a 4-year institution. They found that students with lower socio-economic status are less likely to enter a concentration and, when they did, focused on career and technical education over liberal arts degrees.

In fact, students that do not enter a program of study by the end of their first year of college are far less likely to earn a credential than their peers that do. There may be many reasons students do not enter a concentration, including because they are unsure what they want to study or are stuck taking remedial math and English classes that do not count toward a program. One study explained, "The analysis shows not only that students must enter a program of study to earn a credential but also that it is critical that they do so as quickly as possible. Students who do not enter a program of study within a year of enrollment are far less likely to ever enter a program and therefore less likely to complete and earn a credential" (Jenkins, 2011). The study found that over 50% of students that entered a program of study within their first year earned a credential or transferred to a 4-year university. That is compared with 37% that entered a concentration in their second year, and around 20% in their third year.

Rigorous research on the results of guided pathways is not yet available. However, initial findings suggest guided pathways reduce remediation rates, increase 3-year completion/transfer rates, retention rates, 5-year graduation rates with a bachelor's degree, and decreases the number of excess credits.

In a study of Washington State's I-BEST program, researchers from CCRC found that students in the program earned more college-level credits and a certificate within 3 years 7.5 percentage points more often than compared with similar students not in the program. The iBEST program

paired content area teachers with basic skills instructors to co-teach a course that integrated basic education and occupational skills. In this way, students were progressing through their chosen field without having to take additional remedial courses. It also helps by contextualizing their learning.

Implementing Guided Pathways

Guided Pathways entails a systemic redesign of the student experience. As a first step to implementing guided pathways, experts recommend focusing on “meta-majors” by merging courses together and guiding students by limiting their choices during their first year of college. Heather Gingerich, Senior Program Officer for College Spark Washington stated, “Students need to be told to take these classes, in this sequence, on these days.” From meta-majors, colleges can map out a sequence of courses, beginning with the end (a credential or transfer to a program of study) and working backwards. However, this sort of systemic redesign is a lengthy and expensive process. As Gingerich notes, “To move to guided pathways is an ambitious change for a community college. It would be difficult to pull off in less than five years.” In addition, the time and resources it takes on top of current duties of staff and faculty requires additional funding.

A benefit to creating guided pathways at the college level is that it can improve academic advising at the high school. When advisors are aware of potential pathways, they can help guide students in course selection during high school. According to Bill Moore of Washington’s State Board of Community and Technical Colleges, “We need to do a better job of connecting guided pathways to the high school. [It] has to start while they are in high school.” High school is a good opportunity to provide intrusive advising that helps students choose a meta-major before they even enroll at the community college. Heather Gingerich agrees, saying, “Student support programs should be proactive, intrusive, and directive.”

College Spark Washington, a granting organization, funds programs and research on college-readiness and success. Their research includes guided pathways and integrating developmental education into core English and math courses. They see the two areas intrinsically linked: when a student chooses a meta-major, it is easier to contextualize math concepts and provide specific support for each program map of meta-major. For example, one meta-major may focus on moving students towards Calculus, while another may have students focus on statistics.

Guided Pathways in Washington State

Several community colleges in Washington State, supported by a College Spark grant, are implementing guided pathways. Three colleges, including Skagit Valley College, are participating in the American Association of Community Colleges Guided Pathway project.

Skagit Valley College is creating an English sequence for each professional-technical and transfer pathway and embedding their Experience College Success course in a first quarter English course of each pathway.

As noted previously, the State Board of Community and Technical Colleges in Washington is also supporting and exploring Guided Pathway projects. According to Lisa-Garcia Hansen, the Student Success Center Director at SBCTC, you should begin with the end in mind; colleges should look at job gaps in the state and try to increase completion rates that fill those gaps, and they should focus on closing the equity gap. The SBCTC role is to help colleges improve at the systemic change it will require to make significant gains in these areas. They created the iBEST program to minimize the amount of time students spend in developmental math and English and improve the rate at which students earn credits toward their chosen field.

Another strategy to minimize the need for developmental education is placing students into courses based on their high school transcripts rather than placement tests. College Spark is funding transcript placement pilot programs at several community colleges. With transcript placement, if students receive a particular grade (typically a B or better) in a specific series of math or English courses, they do not need to take a remedial course in that subject. This, coupled with some developmental work in core program classes, will help onboard students and prepare them for success in community college.

Community College Reform

In a 2011 summary paper from the White House Summit on Community Colleges, Dr. Jill Biden spoke to educators and policy makers about the critical role of community colleges in the effort to prepare graduates to “lead the 21st century workforce.” She discussed community college in a historical context, as an equity issue, and as a major force in the future of our country’s economic and educational productivity. She said, “For more and more people, community colleges are the way to the future. They’re giving real hope to families who thought the American Dream was slipping away. They are equipping Americans with the skills and expertise that are relevant to the emerging jobs of the future.” (p.8). Dr. Biden continued by discussing the variety of schools she has visited, noting the “innovative job partnerships” and “creative student support programs” that are strengthening these communities and making it possible for students to succeed.

During the summit, participants broke out into 6 sessions to discuss pressing issues related to increasing access and success in community college. A brief discussion of each session, and the recommendations made, are included in the Table 2.

Table 2. The White House Summary on Community Colleges Report Overview

Session Title	Issues discussed	Recommendations
Pathway to Baccalaureate	Ways to ease transfer from two-year to four-year institutions for those earning the first two years of their degree at a community college	<ul style="list-style-type: none"> • Increase institutional consistency • Establish clearly articulated pathways on the state level • Collect and use data thoughtfully • Increase collaboration with K-12 and four-year institutions • Institutionalize the faculty-to-faculty discussion
Community College Completion	Focus on the need to increase completion and graduation rates	<ul style="list-style-type: none"> • Establish common metrics that measure progress and outcomes • Consider how developmental education meets the needs of diverse learners • Offer industry-run professional development for faculty • Be more aggressive about counseling • Strengthen student support services • Create stronger partnerships with industry • Award credit for prior learning experiences
Financial Aid to Community College Students	Focus on the need to reduce obstacles to affordability for community college students	<ul style="list-style-type: none"> • Simplify financial aid forms • Create virtual financial aid offices • Offer emergency grants to help students persist despite financial setbacks • Build public-private partnerships in areas of outreach and financial literacy • Make the federal aid application process as convenient as possible
Community Colleges in the 21st Century	Focus on the need for community colleges to be flexible and adapt to the ever-changing needs of an increasingly diverse population of students	<ul style="list-style-type: none"> • Work with K-12 to ensure that districts know what “college ready” means • Use technology to increase capacity • Increase teaching opportunities for business representatives • Communicate the value of a credential to inform people about its purpose, quality, and results
The importance of community colleges to Veterans and Military families	Focus on the role community colleges play in supporting military families and veterans	<ul style="list-style-type: none"> • Collect and analyze more institutional-level data • Increase vet-to-vet support • Offer professional development for faculty who educate veterans
Industry-Community College Partnerships	Focus on the need to strengthen collaboration between community colleges, labor, and employers to ensure that students complete with the skills employers’ need	<ul style="list-style-type: none"> • Be flexible about course delivery; can be work-place based, at odd-hours, and on-line • Create formal partnerships and reciprocity between community colleges and businesses • Build evaluation into the partnership programs • Integrate technical skills into remediation by tying courses to industry needs • Require the participation of community colleges on workforce investment boards • Create a point of contact for businesses at community colleges • Outreach to small business owners to increase their own skills in addition to their employees’ skills • Recognize credit for work experience

In a 2012 paper from the Center for the Study of Higher and Postsecondary Education University of Michigan, researchers wrote, “In reality, the community college is the primary door through which nontraditional, underrepresented, low-income, and first-generation students enter postsecondary education.” (p.10) These authors noted that while access to college for many is a strength of community college, the flexibility and complexity of community colleges may

actually present disadvantages for these nontraditional students. Without clear pathways to degrees, and too many options to choose from, students often do not know how to persist to meaningful degree completion. Additionally, researchers struggle to gather data that accurately reflect what specific barriers exist that keep students from graduating. The authors (2012) noted, “it is remarkable how little we know about the behavioral mechanisms — the pathways, course-taking behaviors, and enrollment patterns — that connect characteristics to outcomes. This sizeable “blind spot” constitutes a significant hindrance to our capacity to influence those outcomes (p.19).

In a recent report from the Brookings Institute, researchers noted that of the 40% of undergraduate students enrolling in community colleges nationally, only 20% graduate with a degree in 3 years, with 35% graduating by year 5. Researchers⁸ worked with CUNY (City University of New York) to study the university system’s Accelerated Study in Associates (ASAP) support program, in an attempt to better understand and ameliorate these discouraging metrics. “The results of the CUNY trial were impressive: ASAP doubled the three-year graduation rate of students seeking an associates’ degree (from 22 percent to 40 percent), while also increasing the share of students who transferred to four-year colleges to seek a BA (from 17 percent to 25 percent).”

The ASAP program was intended to help students get over any barriers that lie between them and graduation. The model was applied to schools in Ohio following these promising results from CUNY, with preliminary evidence suggesting similar positive results. The program was modified, however, to meet the specific and unique needs of the Ohio population. While researchers noted that these efforts are producing some of the largest effects they have seen in postsecondary education, they also acknowledged that adaptations to this model are necessary to meet the specific needs of any community.

Regarding CSD and CC, we can begin to create a database to better understand retention. Chehalis has about 200 graduates per year. About half (n=100) go to college in the fall directly following graduation. About half of those who go to college go to Centralia College (CC) (n=50). Of those who attended CC in fall 2016, at the end of the first quarter that Cohort average GPA was 1.96. Twenty-five students received a GPA less than 2.0 and had their financial aid revoked, according to reports. Of the actual 54 students in the 2016 Cohort, and of the 25 students who received less than a 2.0, none were referred through the early alert system currently in place.

⁸ Research conducted by MDRC, a private research firm; more information available at www.brookings.edu

PROGRAM REVIEW

In the following sections we explore the work in the Chehalis School District and the Programs and Supports at Centralia College. Central to understanding the Chehalis story is understanding the path they have taken over the last three years and where they hope to go next. Their work around developing a comprehensive college and career ready system began in the fall of 2013 when they hired The BERC Group to conduct a School and Classroom Practices Study of the district.

The role of The BERC Group was to gather data and provide recommendations for the future. A central tenet of The BERC Group is utilization-focused and participatory evaluation design. As such, The BERC Group served the district as a resource for helping determine measurable outcomes and worked collaboratively with the school district to develop a responsive evaluation plan. The goal of the district scan was to provide useful data for moving the district forward in school improvement efforts.

As stated by Michael Quinn Patton (2013),

Utilization-Focused Evaluation begins with the premise that evaluations should be judged by their utility and actual use; therefore, evaluators should facilitate the evaluation process and design any evaluation with careful consideration of how everything that is done, from beginning to end, will affect use. Use concerns how real people in the real world apply evaluation findings and experience and learn from the evaluation process.

Throughout the process, the district and BERC Group researchers engaged in a participatory evaluation process. Participatory evaluation is a partnership approach to evaluation whereby stakeholders actively engage in developing the evaluation and all phases of its implementation. Those who have the most at stake in the program — partners, program beneficiaries, funders and key decision makers — play active roles (Zukoski & Luluquisen, 2002). Zukoski & Luluquisen (2002) state:

Participation occurs throughout the evaluation process including:

- identifying relevant questions;
- planning the evaluation design;
- selecting appropriate measures and data collection methods;
- gathering and analyzing data;
- reaching consensus about findings, conclusions and recommendations;
- disseminating results and preparing an action plan to improve program performance.

Participatory evaluation is about sharing knowledge and building the evaluation capacity of program beneficiaries and implementers, funders and others. Zukoski & Luluquisen (2002) advocate:

The process seeks to honor the perspectives, voices, preferences and decisions of the least powerful and most affected stakeholders and program beneficiaries. Ideally, through this process, participants determine the evaluation's focus, design and outcomes within their own socioeconomic, cultural and political environments.

School and Classroom Practices Study (SCPS)

Against the backdrop of the district and research team working collaboratively with the end goal of usable data to spur on improvement efforts, The BERC Group conducted a School and Classroom Practices Study (SCPS) of the district⁹.

The SCPS was comprised of three main parts: (1) measuring school practices against a rubric of effective schools; (2) measuring the extent to which classroom practices were aligned with cognitive research and existing instructional initiatives; and (3) measure system outcomes related to student achievement.

Student and School Success Principles

Researchers organized the rubric results around the Student and School Success Principles. These include principles described in federal guidance for ESEA Flexibility Requests and an additional principle that specifically addresses culturally competent practices. Together, these principles provide a roadmap to improve school performance. They also align with and expand upon OSPI's Nine Characteristics of High-Performing Schools (Shannon & Bylsma, 2007). The Principles are:

1. Provide strong leadership
2. Ensure teachers are effective and able to improve instruction
3. Increase learning time
4. Strengthen the school's instructional program
5. Use data to inform instruction
6. Establish a safe and supportive school environment
7. Engage families and community
8. Build and sustain equitable and culturally competent systems and practices for all students

⁹ Contact Duane Baker, president of The BERC Group, for more information

Principles are numbered to support school teams in their dialogues and in writing their school improvement plans. However, *there is no hierarchy among the principles*, that is, each must be fully and effectively implemented in order to improve schools.

Researchers used data collected through the School and Classroom Practices Study, which is described in the Methodology section to reach consensus on scores for 16 Indicators organized around the Student and School Success Principles. Researchers scored each Indicator using a rubric with a continuum of four levels that describe the degree to which a school is effectively implementing the Indicator. The four levels are:

- 4 – Leads to continuous improvement and institutionalization
- 3 – Leads to effective implementation
- 2 – Initial, beginning, developing
- 1 – Minimal, absent, or ineffective

Indicators with a score of a 3 or above represent strengths in the school, and Indicators with a score of 2 or below warrant attention. District average scores above 2.5 were considered positive in the aggregate. The ultimate goal is to reach a 4, which leads to continuous improvement and institutionalization. Table 2 shows the mean results from the School and Classroom Practices Study, and Figure 7 shows the number of schools receiving each rubric score by indicator. There were six schools included in the study.

Table 3. *Indicator Scores for the Student and School Success Principles*

Indicators	Avg. Rubric Score 2013
<i>Provide Strong Leadership</i>	
Clear and Shared Focus – Student Learning	2.7
Attributes of Effective School Leadership	2.7
Distributed Leadership	2.7
<i>Ensure Teachers are Effective and Able to Improve Instruction</i>	
Capacity Building	2.5
Focused Professional Development	2.2
<i>Increase Learning Time</i>	
Extended Learning Time for Adults and Students	2
<i>Strengthen the School’s Instructional Program</i>	
Standards-Aligned Curriculum	2.5
High Quality Instruction	2
<i>Use Data to Inform Instruction and for Continuous Improvement</i>	
Standards Aligned Assessment System	2.7
Supporting Students in Need	2.7
<i>Establish a Safe and Supportive School Environment</i>	
Safe and Orderly Environment	2.8
Building Relationships	3.0
<i>Engage Family and Community</i>	
Family Communication	2.8
Family & Community Engagement	3.0
<i>Build and Sustain Equitable and Culturally Competent Systems and Policies for All Students</i>	
Culturally Competent System	2.2
High Expectations	2.7

School and Classroom Practices Rubric Summary

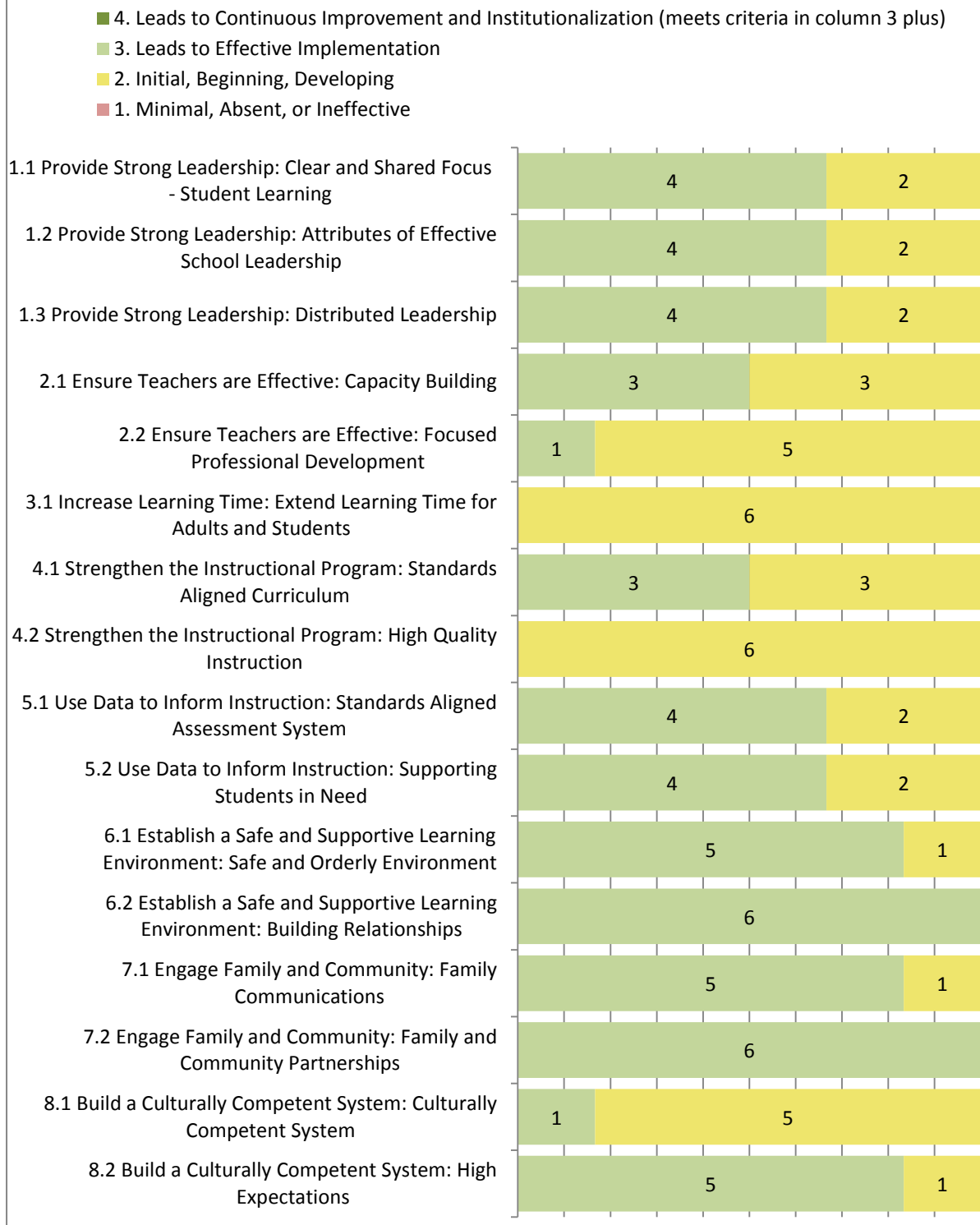


Figure 7. School and Classroom Practices Study-Synthesis Findings

In summary, the evaluation showed that the district had strong leadership, used data to drive decisions, had a safe and supportive school environment, and had strong family and community relationships. High quality classroom instruction was among the lowest scoring indicators. The SCPS painted a picture of teachers and administrators who were ready for change and capable of accomplishing it.

College and Career Ready. In fall, 2013, stakeholders from multiple focus groups shared that one of the district’s primary focus points was on college and career readiness. The district’s strategic plan for 2008 to 2013 included providing opportunities for 9th through 12th grade students to develop a pre-graduation plan, providing opportunities for career information, career counseling, and school-to-work opportunities for students of all grade levels. Stakeholders spoke of wanting to raise standards and expectations

When asked what the district was doing to support college and career readiness, one district official spoke frankly, saying, “I think we are doing a terrible job. It hasn’t been a focus.” A school board member shared, “I believe the district is solid for the college bound, and for many career bound students in specific areas. Offerings are numerous; however, there are gaps.”

- One gap that emerged from focus groups was a shortage of offerings for career-bound students
- Stakeholders also raised concerns that the culture of college awareness in the district could be more robust.
- Increasing the culture of college awareness could also mean increasing awareness of scholarship opportunities, such as the College Bound program. According to the Washington Student Achievement Council, only 28 Chehalis graduates were in Cohort I of the College Bound program, a surprisingly small number, for a district the size of Chehalis.
- Multiple focus group members spoke of a need to revamp academic counseling services.

Classroom Observation Study

In addition to conducting interviews and focus groups, The BERC Group also conducted observations in all the classrooms in the district to determine the extent to which effective instructional practices (Powerful Teaching and Learning) were present.

Powerful Teaching and Learning[®] (PTL) is the name of the construct made up of the 12 STAR Indicators. This construct represents the basic elements of effective, cognitive-based, standards-based classroom practices. Powerful Teaching and Learning is derived from research conducted by The BERC Group involving the analysis of tens of thousands of classroom observations and standards-based student achievement scores. Our research demonstrates that when the Essential

Components of Powerful Teaching and Learning are evident in classroom practices, student achievement is higher, regardless of poverty. The 12 Indicators that make up Powerful Teaching and Learning are organized into the STAR Instructional Framework.

The STAR Instructional Framework (see Appendix A) serves to help organize and operationally define effective classroom practices. STAR is an acronym that stands for *Skills, Thinking, Application, and Relationships*. **S**kills are manifested as the teacher provides opportunities for students to develop rigorous conceptual understanding, not just recall. **T**hinking is evident as the teacher provides opportunities for students to respond to open-ended questions, to explain their thinking processes, and to reflect to create personal meaning. **A**pplication of skills, knowledge, and thinking is evident as the teacher provides opportunities for students to make relevant, meaningful personal connections and to extend their learning within and beyond the classroom. **R**elationships are positive as the teacher creates optimal conditions for learning, maintains high expectations, and provides social support and differentiation of instruction based on student needs. The STAR Instructional Framework is the basis of the STAR Classroom Observation Protocol. Some people also refer to these four Components as the 4 Rs: Rigor, Reflection, Relevance, and Relationships.

The STAR Classroom Observation Protocol[®] (STAR Protocol) is the instrument used to measure the extent to which effective, cognitive-based, standards-based classroom practices are present in the classroom. One third of the Indicators (n=4) are designed to measure the extent to which the teacher initiates effective learning activities for students. Two thirds of the Indicators (n=8) are designed to measure the extent to which students are effectively engaged in their learning. The STAR Classroom Observation Protocol is scored on all 12 Indicators, all 4 Essential Components, and Overall. The 4-point scoring scale represents the extent to which Powerful Teaching and Learning is evident during an observation period. The Indicator and Component scales range from 1-Not Observable to 4-Clearly Observable. The Overall score represents the extent to which the overall teaching and learning practices observed were aligned with Powerful Teaching and Learning. The 4-point scale ranges from 1-Not at All, 2-Very Little, 3-Somewhat, and 4-Very.

The BERC Group, Inc. has conducted over 40,000 classroom observations using the STAR Protocol. Validity and reliability have been a focus and priority during its development. We understand the importance of these data as well as the sensitivity of judging classroom teacher and student interactions. With that said, we want to make sure we “get it right.” To make sure the STAR Protocol measures what it is supposed to measure, it was developed through a process that established the construct validity, concurrent validity, content validity, and face validity that is critical to such an instrument. Likewise, we continue to take measures to ensure reliability of scoring so we know scores are representative of classroom activities. Over a 10-year time period,

the PTL construct has been tested through multiple exploratory factor analyses (alpha level .90 on the 12 STAR Indicators), has maintained a significant correlation with student achievement, and has remained unchanged over time. Two separate researchers score approximately every 10th observation to continually measure inter-rater reliability, which is currently .90.

STAR Indicators are organized around the 4 Essential Components of PTL. The charts are color-coded. Dark green shows the percent of classrooms observed where the Essential Component was Clearly Observed. The light green shows the percent of classrooms observed that were Somewhat aligned. The yellow shows the percent of classrooms observed that were aligned Very Little. The red shows the percent of classrooms observed that were Not at All aligned. Dark and light green are viewed as positive results. The more green you have (preferably dark green), the better. A school should see the percentage of green increase over time. This would represent an increase in the amount of effective teaching and learning that is taking place in the school.

A comparison bar on the right of the chart represents the STAR Average. We provide the STAR Average to compare the extent to which the school's data are somewhat or very aligned with Powerful Teaching and Learning. The STAR Average is calculated from 11,269 classroom observations the first time data were collected in a school. If The BERC Group collected multiple years of data, only the first time collection is included in the average. The average is simply a gauge for where schools typically start out when measuring the extent to which teaching and learning activities are aligned with effective practices.

Given the methodology of the study it is somewhat unrealistic to expect to see evidence of PTL in every classroom during a study (we are only present in a classroom for about 30 minutes). Therefore 100% alignment is rare. Over the years, however, we have seen schools transform their instruction for students with the Component scores reaching 80% or more. We have suggested that a good goal is 80% alignment (Somewhat/Light Green and Very/Dark Green).

The STAR classroom observation data are unique. Most data that teachers use to improve school on a daily, weekly, and monthly basis are curriculum-related data. Common examples are state test scores, reading fluency data, end of unit tests results, end of course exams, common assessments set to curriculum benchmarks and pacing guides. Many schools have some sort of professional learning community (PLC) that meets to review student achievement data on a regular basis. We have found that *only* focusing on curriculum-related data often leads to curriculum-related solutions. For example, if we find out from an end-of-unit test students did not learn a certain concept up to standard, a teacher or group of teachers may decide to “redo” a chapter or two; that is, cover the information again. Another popular strategy is to look at student data and then re-direct the students to another teacher. This is commonly referred to as “Walk to Read” or “Walk to Math.” There is nothing wrong, by the way, with many of these reactions to

curriculum data. However, the fact remains curriculum-related data leads primarily to curriculum-related solutions: Redo the material.

Likewise, we have found that instructional data naturally leads to instructional solutions. The following PTL Classroom Observation Report can serve as an impetus for educators to identify instructional focus areas (*Instructional Habits*) they would like to work on as a whole staff or Professional Learning Community (PLC). If instruction is important, then we need to have instructional data to help us determine our intervention. The data contained in this report provide a school-wide view of the effective strategies being used throughout the school. These data are intended to help guide the school in developing Common Instructional Habits that help all students learn.

The Powerful Teaching and Learning STAR Instructional Framework is designed to contain all of the most important instructional language that a district or school may need to develop common instructional language. An instructional framework should include language from the teacher evaluation framework, common core state standards (8 standards of mathematical practice & ELA pedagogical shifts), and the Smarter Balanced Assessment (3 Claims). The STAR Framework includes elements of all of these and organizes them into a framework that educators can use to plan more effective lessons.

Figure 8 shows the extent to which classroom practices were aligned with Powerful Teaching and Learning during the study, combining *Somewhat* and *Very* aligned. During the initial data collection, 36% of the classrooms observed were aligned with Powerful Teaching and Learning.

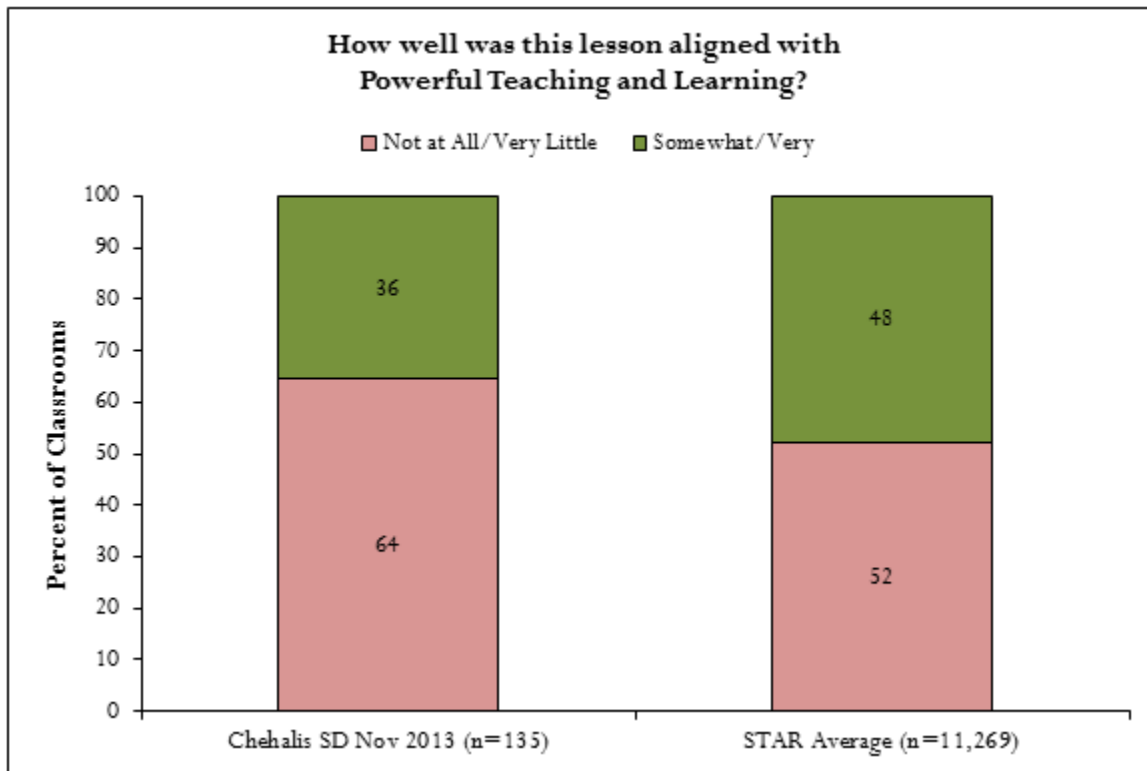


Figure 8. Chehalis SD Baseline Powerful Teaching and Learning Score

In summary, this means although the teachers were working hard every day, the teaching and learning experiences in the classroom were aligned with Powerful Teaching and Learning in only about 1/3 of the classrooms observed.

System Outcomes

In addition to interviews, focus groups, and classroom observations, The BERC Group also gathered and analyzed several sources of outcomes data. These included course requirements for graduation, course-taking patterns, graduation rates, student surveys, college eligibility, college entrance and persistence, etc.

Graduation Requirements. A review of graduation requirements at W.F. West High School showed that students were only required to complete 3.0 credits of English, rather than the 4.0 credits required for college eligibility. Although the 3.0 required credits in mathematics line up with college eligibility requirements, W.F. West students are not required to complete a minimum level of mathematics, while college eligibility requires at least 1.0 credit of intermediate algebra/trigonometry or higher. Additionally, students are not required to complete foreign language credits, although two credits of a foreign language are required for admission to a four-year college. The gap between high school graduation requirements and college eligibility

requirements, combined with the lack of a comprehensive guidance system, meant students were graduating from high school without realizing they lacked vital courses for college eligibility. Overall results indicate that while the graduation requirements meet the state's minimum requirements for a high school diploma, requirements do not align with the colleges' admission requirements.

College Eligibility. Researchers collected and analyzed transcripts from W.F. West High School graduates, Class of 2008 – 2013. A trained team of researchers, college admissions specialists, and school counselors analyzed a sample of transcripts each year to determine if the courses taken met the Washington State four-year college and university admission standards. Although there was some variation among colleges, the general requirements included:

- 4 years of English, which must include three years of literature
- 3 years of mathematics, which must include an introduction to trigonometry
- 3 years of social studies
- 2 years of science, which must include at least one year of laboratory science (two years of laboratory science was required in 2010)
- 2 years of foreign language
- 1 year of fine arts (required by some colleges)

Of the 2013 high school graduates, 38% took the requisite courses for admission to a Washington 4-year college, meaning that the majority of students graduating from W.F. West High School were not eligible for four-year college admittance by Washington Student Achievement Council (WSAC) standards (see Figure 9). The percentage of students meeting college eligibility requirements averaged 36% over the previous 6 years at the time of the study. In the baseline study, students who failed to meet the requisite college preparation courses were most likely to lack the English, math, and/or foreign language requisite credits (see Figure 10).

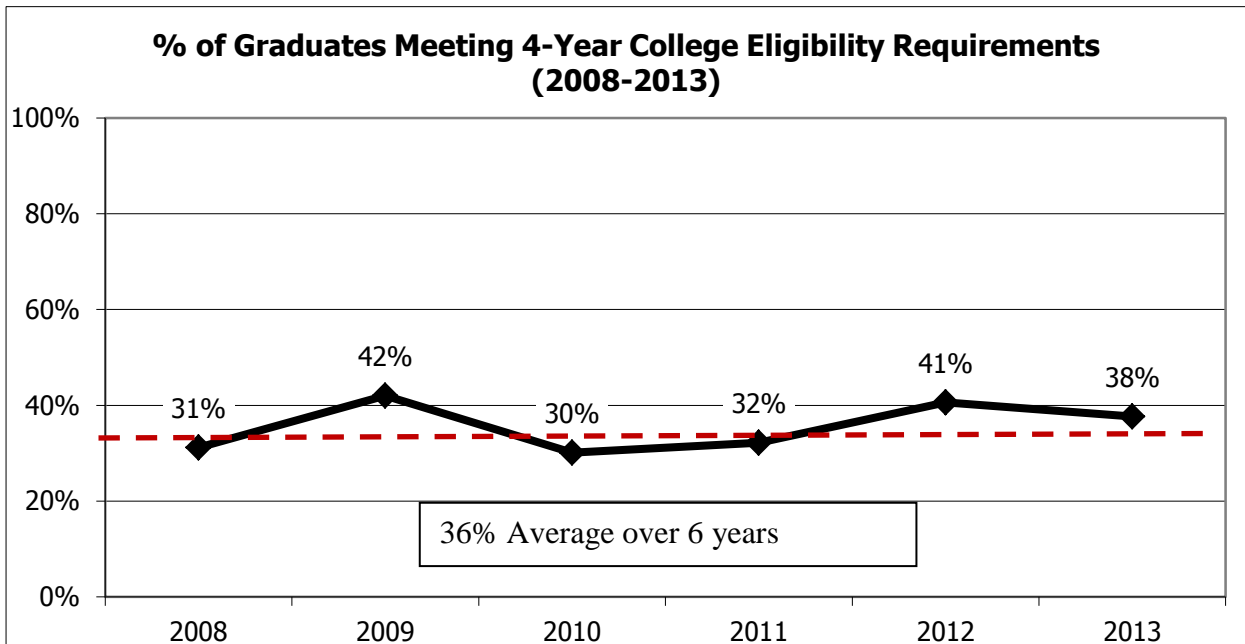


Figure 9. Percent of Graduates Meeting High School Course Requirements for Admissions to a Washington 4-year College

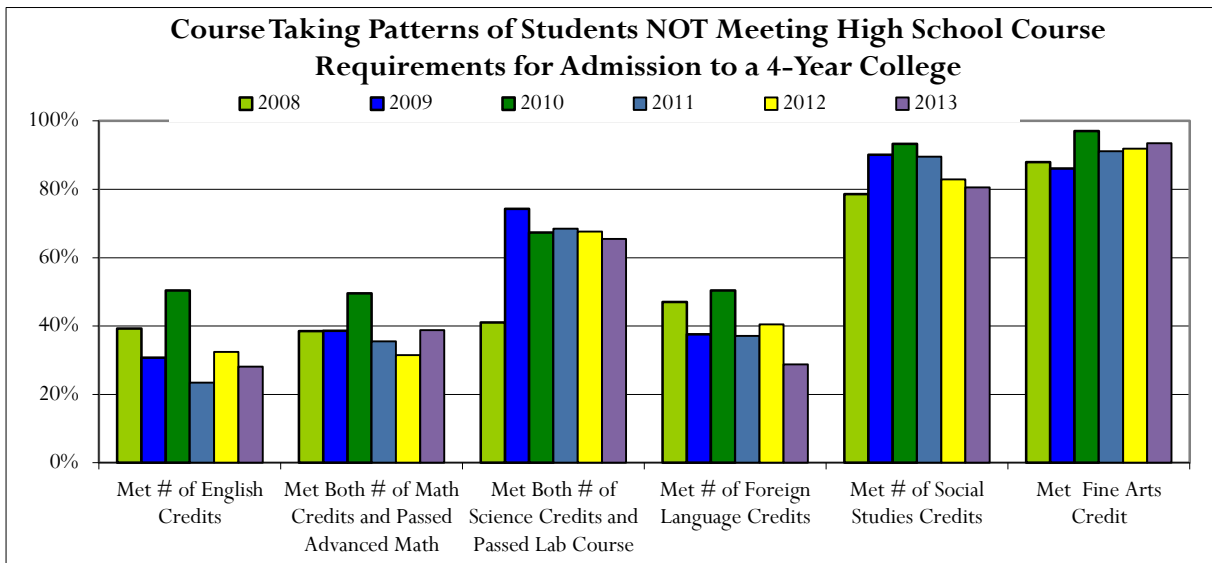


Figure 10. Course Taking Patterns of Students NOT Meeting High School Course Requirements

Graduation Rates. The Office of Superintendent of Public Instruction (OSPI) for Washington State calculates an “estimated cohort graduation rate.” This calculated rate accounts for transfers and other factors. Graduation rates fluctuated over time, with a slight upward trend. The average graduation rate was 82% for the 9 cohorts included in the study. W.F. West rates were consistently higher than the state average.

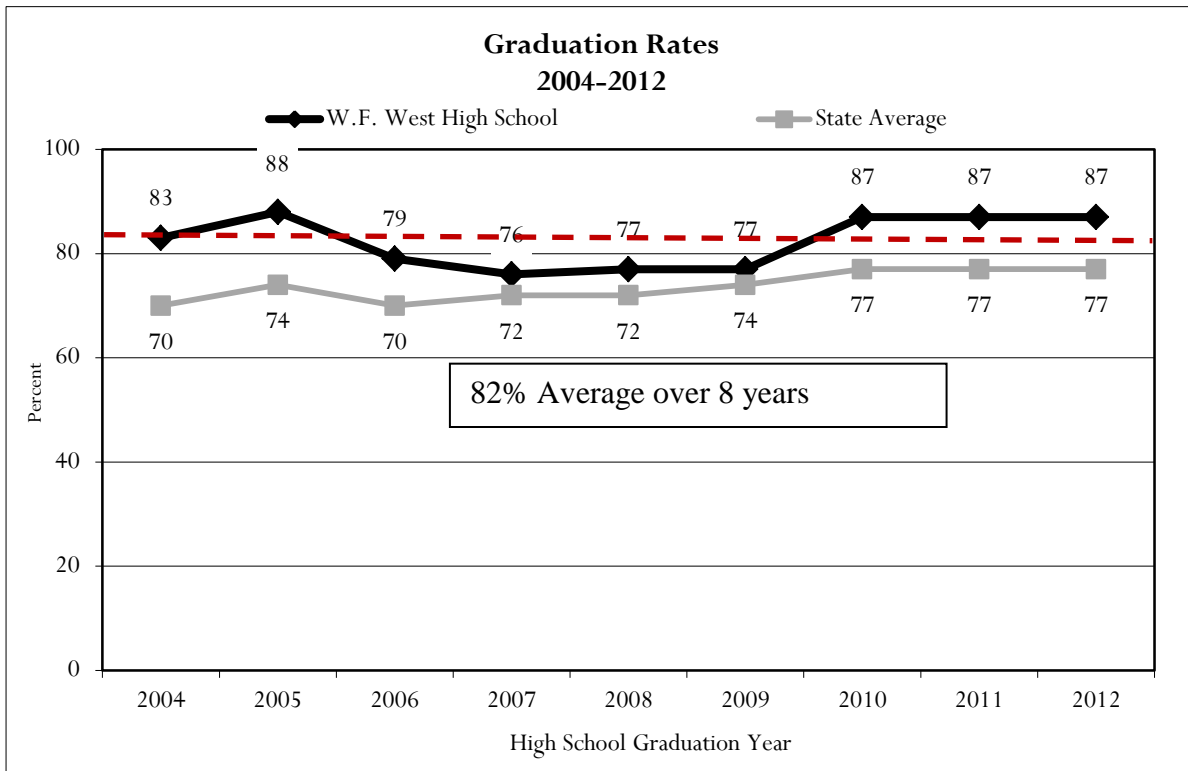


Figure 11. Graduation Rates 2004 – 2012

College Awareness and College Perceptions. The BERC Group conducted a survey in 2012 and in 2013 of students at W.F. West High School. Student survey results showed that the majority of students believed a college degree is important for obtaining a successful job and that their future career depends on going to college. Fewer students believed that high school has prepared them to succeed in college, or that they know the high school courses necessary for college. Students’ expectations for college attendance mirrored what their teachers believed of them. Survey results showed the majority of students plan to attend college after graduating from high school, and most learned about college from parents and/or guardians. For example, in 2013, 12% of students reported learning about college from teachers, 11% from school counselors, 31% from parents or guardians, and 15% from the internet.

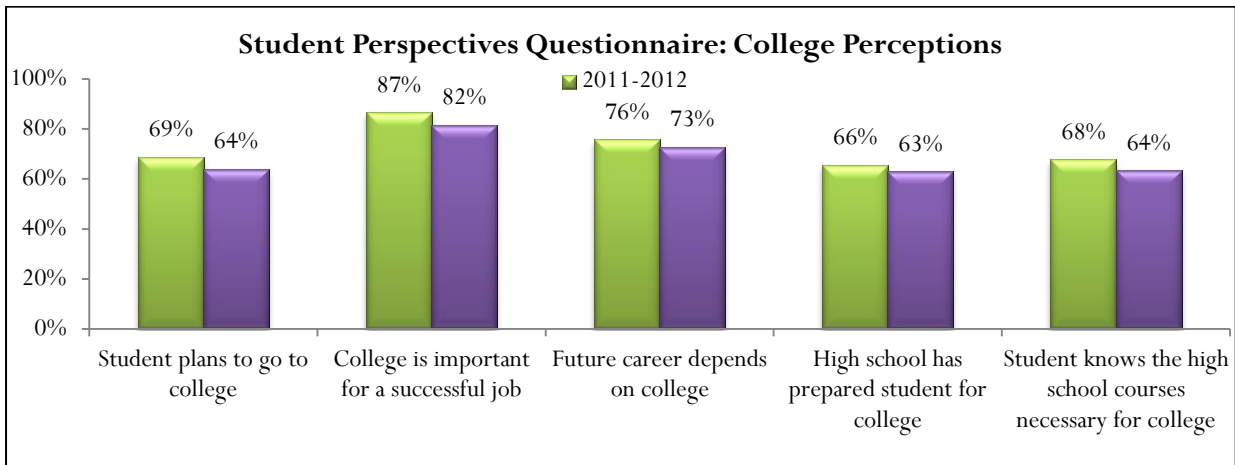


Figure 12. College Perceptions

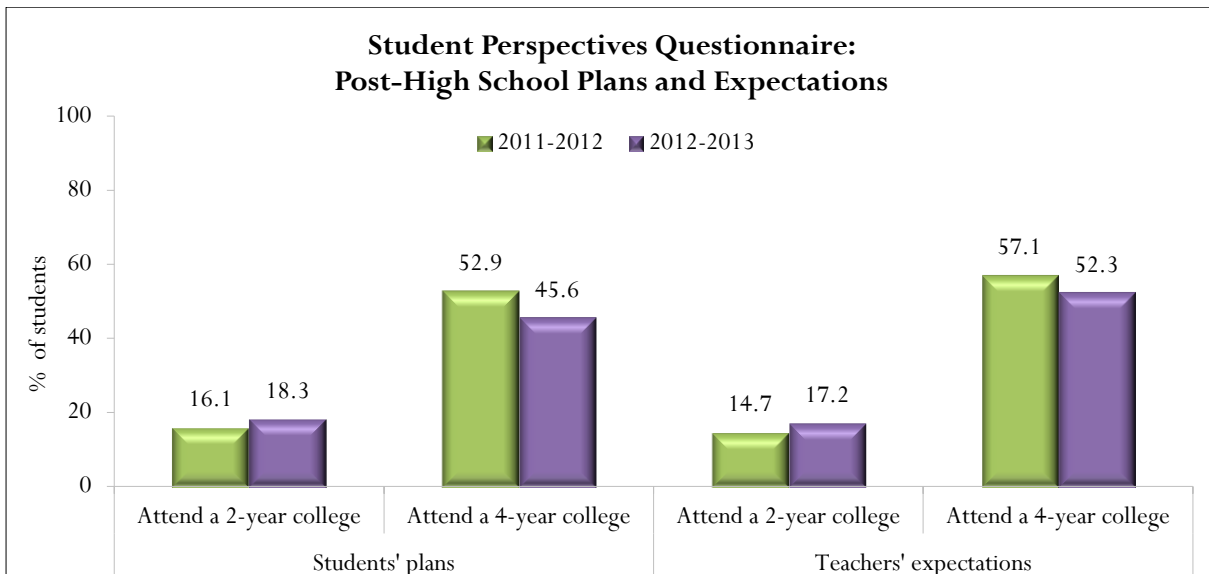


Figure 13. Post-High School Plans and Expectations

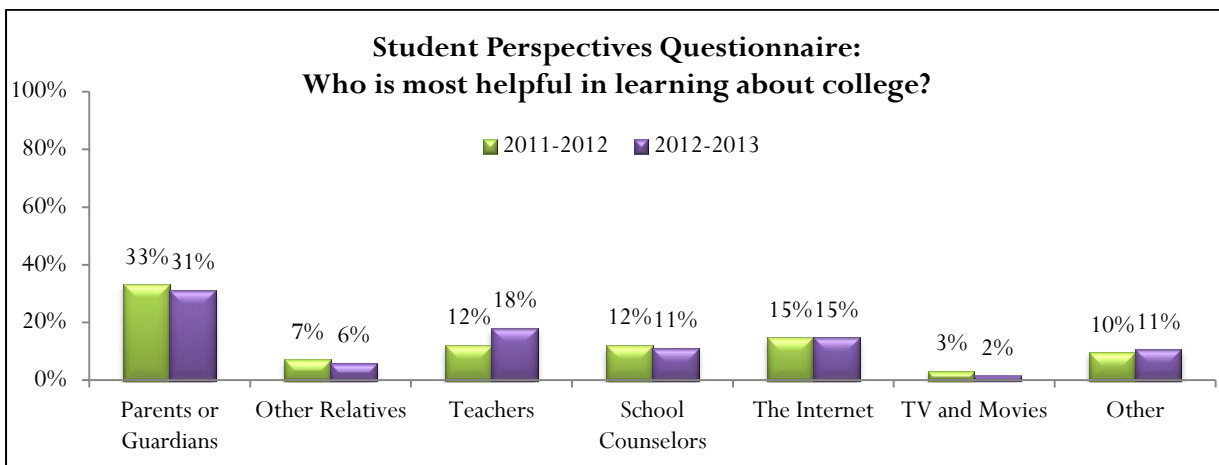


Figure 14. Learning about College

College Enrollment, Persistence, and Graduation Rates. Researchers compiled and analyzed yearly enrollment records to determine college enrollment persistence and college graduation rates for all W.F. West High School graduates from 2005 – 2013, to determine the college direct rates for WF West. “College Direct” students are defined as high school graduates who attended college any time in the academic year immediately following their high school graduation. The college direct rates for the high school graduates from W.F. West High School for 2005 through 2013 are presented in Figure 15. The average rate was 55% for the 9 years prior to the SCPS.

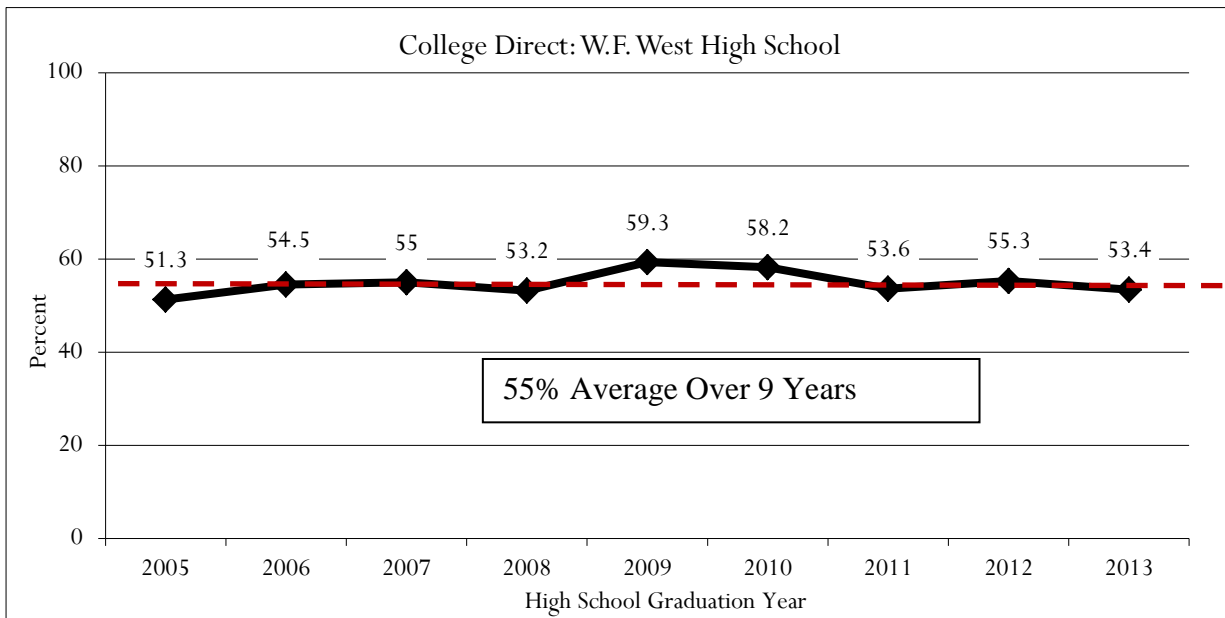


Figure 15. Percent “College Direct” – 2004 - 2013

Figure 16 shows the percentages of graduates attending two- and four-year colleges the first year after graduating high school.¹⁰ These data indicate a greater percentage of graduates from W.F. West High School attend a two-year versus four-year colleges in all years. Of all the students who were attending college, about 35% were attending 4-year college and about 65% were attending 2-year college.

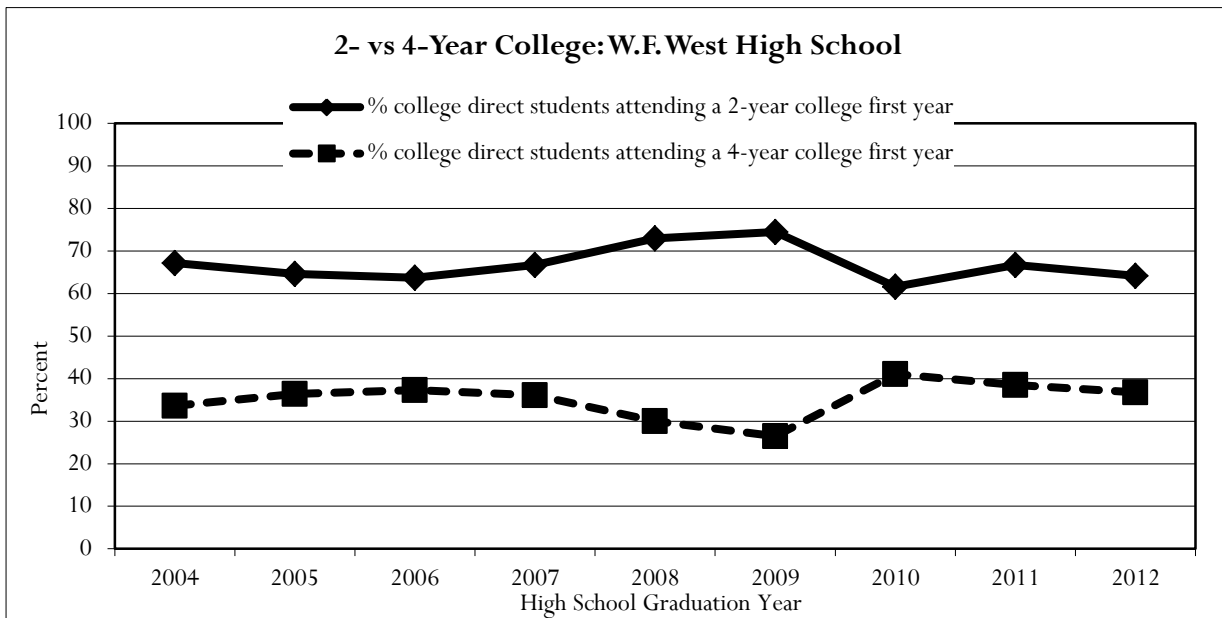


Figure 16. Percentage of “College Direct” Graduates Attending 2- vs. 4-year Colleges after Graduating High School – 2004-2012

College Persistence. The college persistence rate of college direct students from W.F. West High School is presented in Figure 17. We defined “persisting in college” for college direct students as being enrolled anytime in a given year following high school graduation or having received a four-year college degree. Figure 17 illustrates the percent of 2004, 2005, 2006, 2007, 2008, 2009, 2010, and 2011 high school graduates that were college direct and persisting into subsequent years of college.¹¹ For example, for 2004 high school graduates, approximately 64% were enrolled in college during the 2004-2005 academic year, the first year after graduation. In the second year after graduation, approximately 50% of the high school graduates were still enrolled in college. In the fifth year after graduation, about 32% of the high school graduates had attended college the first year after graduating high school and were still enrolled in college or had received their degree. By the ninth year after graduation, about 29% of the 2004 high school graduates had attended college the first year after graduating high school and were still enrolled

¹⁰ The percentages may total more than 100% due to dual enrollments of some students.

¹¹ Our definition of “Persistence” also includes students who had graduated from a four-year college.

in college or had received their degree. In general, the pattern for all graduates is a dip in college enrollment the first year after graduating from high school.

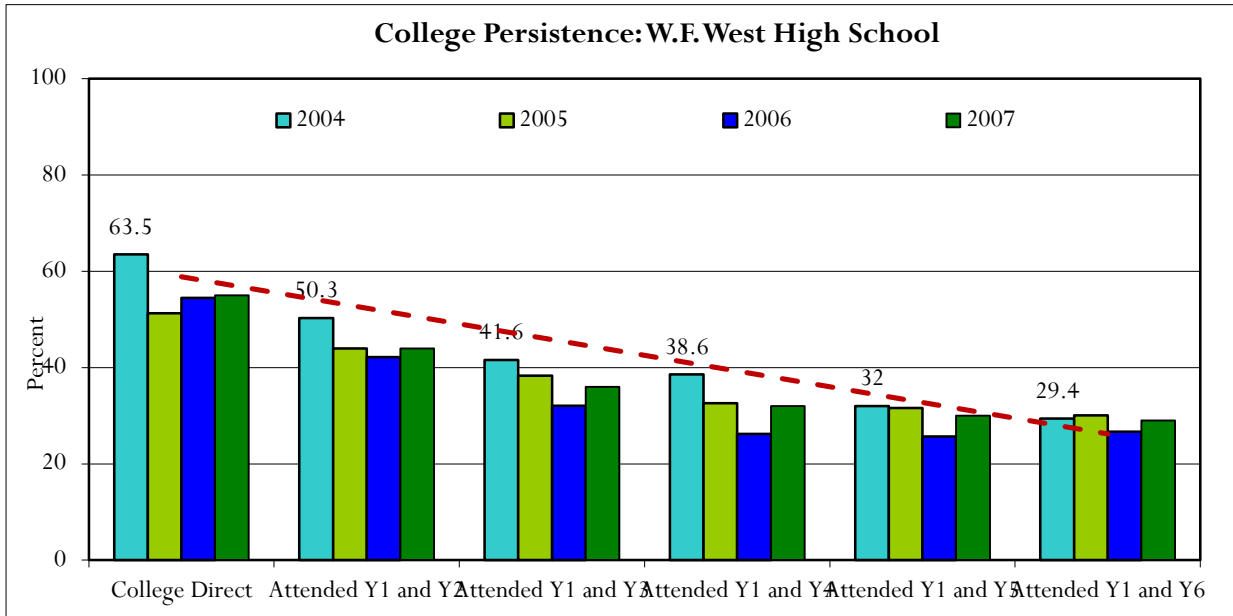


Figure 17. Percentage of “College Direct” Students Persisting in College¹²

Figure 18 shows a theoretical model that depicts the percentage of the students who enter W.F. West High School as freshmen in high school, graduate from high school, and enroll and persist into the second and fourth years of college. For example, out of the entering freshmen for the class of 2004, approximately 83% graduated from high school, 53% attended college the first year after graduating from high school, 42% persisted into a second year of college or received a four-year degree, and 32% persisted into a fourth year of college or received a four-year degree. Using the theoretical model that includes graduation rates, college direct rates, and persistence rates, about 25% of all freshmen persist into their 4th year of college or receive a 4-Year Degree

¹² “College Direct”=% of students enrolled first year after graduating high school.

“Attended Y1 and Y2”=% of students attending college first year and have graduated from a four-year college or are still attending college second year after graduating high school.

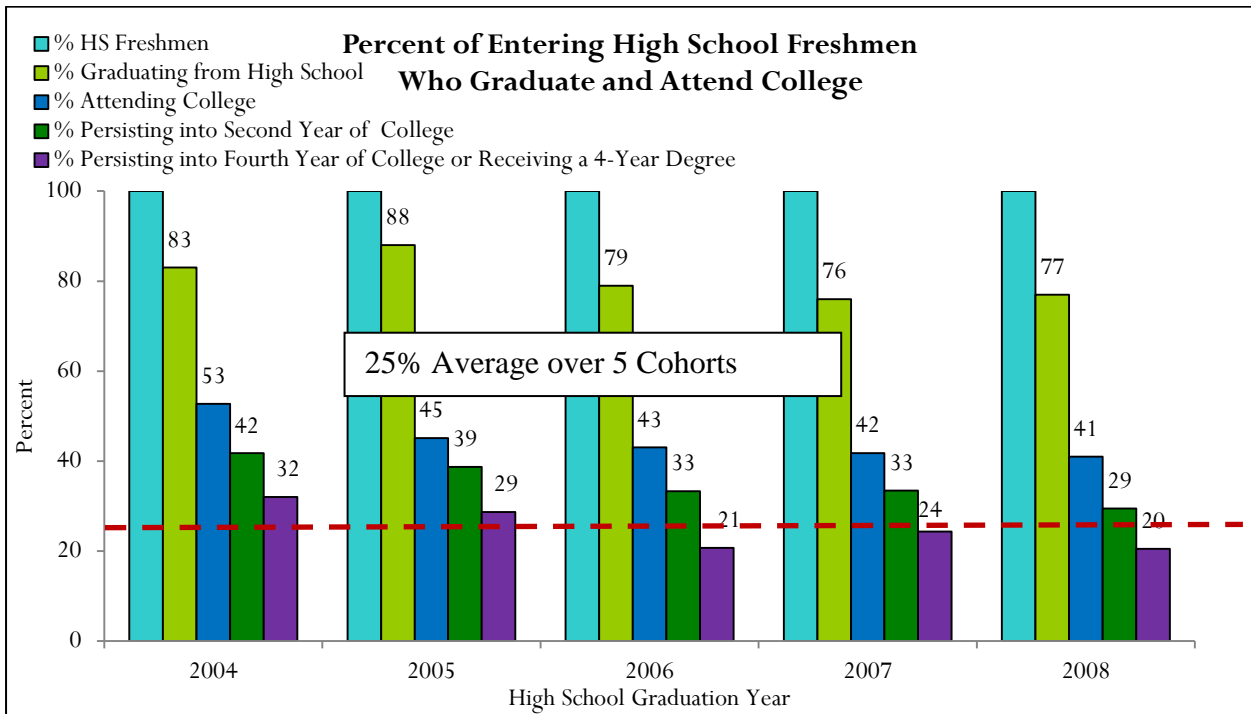


Figure 18. Percent of Students Who Attend College and Persist into Year 4

The percentage of students attending college any time after graduating from high school is depicted in Figure 19. For example, within the 2004 graduating class, approximately 76% attended college sometime after graduating from high school. This is a 16 percentage-point increase from the college direct rates shown in Figure 15.

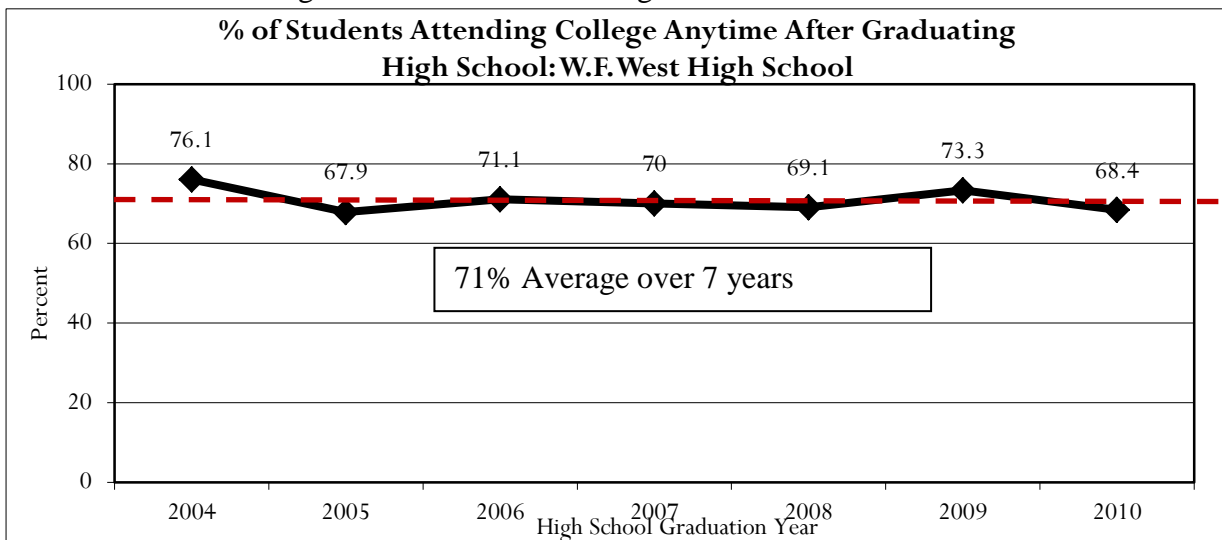


Figure 19. Percent of Students Who Attend College Any time After Graduating from High School

Table 4 shows the two- and four-year college graduation rates. This details the percent of students from the class of 2004 through 2010 who received a college degree.

Table 4. Percent of Students Receiving and Two or Four-Year Degree

Graduating Class	% Receiving a Two – Year Degree	% Receiving a Four – Year Degree
2004	29.4%	24.9%
2005	16.1%	23.3%
2006	26.2%	19.8%
2007	21.0%	19.5%
2008	15.4%	9.6%
2009	20.3%	
2010	12.2%	

Summary of outcomes data from the fall, 2013 School and Classroom Practices Study (SCPS)¹³:

- About 85% of students said college was important to get a successful job
- About 75% of students said their future career depends on college
- About 82% were graduating on time
- About 36% of graduates were eligible to enter a four-year college
- About 55% of graduates went to college within a year of graduating from HS
- About 71% of Chehalis graduates eventually found their way back to college over time
- For every 100 freshmen who enrolled in WF West high school, about 25 students were still enrolled or graduate 4-year college within 5 years of HS graduation

The SCPS resulted in several recommendations:

- Build college awareness throughout the system
- Develop a college and career data dashboard
- Develop effective instructional habits
- Fine-tune the STEM program (internships)
- Increase opportunities for teacher collaboration
- Implement a comprehensive guidance system
- Facilities Improvements
- Cultural Diversity Training (Poverty)

¹³ Conducted by the BERC Group, Inc., the SCPS is comprised of three main parts: (1) measuring school practices against a rubric of effective schools; (2) measuring the extent to which classroom practices were aligned with cognitive research and existing instructional initiatives; and (3) measure system outcomes related to student achievement.

Greatest Leverage Points

- Culture of College & Career Readiness
- STEM Integration and Collaboration
- College & Career Readiness Data Dashboard
- Effective/Quality Instruction

These recommendations and those provided again in summer, 2015 formed the basis of the Chehalis action plan. Key to the 2015 report was to treat the Washington College Bound scholarship program as a quasi-promise program, and to focus community and district efforts around student support rather than scholarships. Within Washington State, The BERC Group defined the three elements that comprise College Readiness as college awareness, college eligibility, and college preparation (Baker, Clay, & Gratama, 2005).

In the June 2015 Chehalis School District Education Initiatives Project Research Report¹⁴, we defined what constitutes appropriate college readiness services, we used the definitions of college readiness above, reviewed the literature, and drew information from three evaluation projects that were conducted by The BERC Group in Washington State. The three projects include the College Success Foundation: Achievers 10-Year Follow-Up Study (2012); the Navigation 101 Year 4 Evaluation (2013); and the College Bound Scholarship Program Research Project (2014).

Schools around the country are instituting a variety of “college-readiness” programs to help prepare students for the rigors of higher education. Researchers have identified these four recommendations as the most critical for helping students matriculate from high school to college. They help students prepare academically and socially for college and have proven effective at lowering attrition rates for college students. Among these are:

- Dedicated college advisors
- College and career awareness program
- Transition curricula
- Summer bridge programs/support through college

Dedicated College Advisors. College advisors are an invaluable tool in preparing students for college and helping with the transition. Advisors differ from school counselors because they serve a much smaller number of students and their entire focus is on the college transition and academic preparation, whereas school counselors have many administrative duties on top of working directly with students. A college advisor can help students succeed in high school,

¹⁴ Contact Duane Baker, president of The BERC Group, for a copy of the report.

prepare for college admission, complete college applications and financial aid forms, and transition to college.

College and Career Awareness Programs. College and Career Awareness programs take a variety of forms, but the majority provide some lessons on social and academic skills and knowledge needed for college, development of organizational skills such as note taking and using planners, goal setting, and post-secondary planning. They can take the form of an elective class or an advisory period curriculum.

Transition Curricula. Transition curricula are “courses, learning modules, or online tutorials developed jointly by secondary and postsecondary faculty and offered no later than 12th grade to students at risk of being placed into remedial math or English in college” (Barnett, Fay, Trimble, & Pheatt, 2013). When combined with college-readiness assessments, such as COMPASS or the ACT, transition curricula can help prepare students for the content and teaching styles of college courses. According to the authors of the report, “strong collaboration between the K-12 and higher education sectors in developing these initiatives is essential for ensuring that the skills and knowledge taught and assessed in high school are well aligned with those needed for success in college.”

Summer Bridge Programs. Summer Bridge programs are intensive four to six week programs designed to help students who are not prepared academically to succeed in college. They provide lessons in reading, math, and writing, as well as an introduction to the social and general academic skills needed to succeed in college. By combining accelerated, targeted lessons with tutors and other support services, colleges believe bridge programs will help close the achievement gap and reduce college attrition rates.

Finally, continuing support through college is critical as well, to help with degree completion. Achievers Scholarship recipients reported that the ongoing mentoring support at the college level also helped them be successful in the transition from high school to college. While the programs looked different at the colleges, students reported that they had at least one point person who could assist with academic and financial advising, could answer questions about the scholarship, and with whom they could discuss personal issues. College Bound Scholarship leaders reported that this is missing within college support system for College Bound.

Furthermore, a College Mentor Coordinator connected freshmen and sophomore students with upper classmen students or school leadership for mentorship, and many of the students reported that they volunteered to mentor students as they became upper classmen. Students reported that another critical aspect of the College Mentor Coordinator role was bringing Achievers Scholars together. While students would appreciate more bonding activities, they have still inadvertently

made friends with other Achievers Scholars. These experiences have helped them build a community of learners, where they continue to have a web of support.

Implementing the recommendations and putting systems in place over the last three years has been a collaborative effort between the school district, the Chehalis Foundation, and the community at large. The district put systems in place, the Chehalis Foundation has partnered with the school district to fund research and improvement initiatives, and the community has contributed through the passage of levies and bonds, but also through direct fundraising for the district.

CHEHALIS SCHOOL DISTRICT

Established Goals

The Chehalis School District is now beginning its fourth year of developing a comprehensive career and college readiness support system (January 2014 – January 2017). They have had the same three goals driving the change for three years in a row. Since 2014, district leaders have been working with The BERC group and the Chehalis Foundation to improve student outcomes and increase college going and persistence rates. To accomplish this, the district adopted 3 goals: Improve, Modernize, and Prepare.

4. **IMPROVE** - Improve student achievement by increasing the quality of instructional practice, classroom organization, professional development and teaching efficacy.
5. **MODERNIZE** - Modernize instructional practice, improve modeling for students of the power and leverage of technology, improve internal and external communications, and enhance overall district efficiency through the use of technology in everyday teaching and learning activities.
6. **PREPARE** - Students exit the Chehalis School District genuinely prepared to succeed in college or a meaningful career by earning a diploma acknowledging their preparedness.

Following are keys to the success of the K-12 and Beyond Student Achievement Initiative from the perspective of those involved in the work. Although key elements are generally organized around the three district goals, because of the integrated nature of the work, some elements overlap categories. Before exploring the keys to success around the three district goals, it is imperative to begin with the first important element of success: Partnerships.

Partnerships

Partnerships is one of the most significant elements of the K-12 and Beyond Student Achievement Initiative. In the Chronicle article (The Chronicle, Centralia/Chehalis, Wash., Thursday, Nov. 12, 2015) *School Leaders Should Look to Chehalis Example*, the author stated:

Before lauding the continued positive momentum of the Chehalis School District, it's important to note the incredible impact of private donations. Three Chehalis Foundation donors — Jim Lintott, and Orin and Kevin Smith — have committed to investing \$1 million to the district's Student Achievement Initiative. Fellow members of the foundation have promised to raise \$500,000 more.

Heeding the advice from the article, the student achievement initiative and improvements the Chehalis School District has experienced over the last three years starts with its community partners, in particular the Chehalis Foundation. Superintendent Ed Rothlin, stated:

The Chehalis Foundation is helping the school district make changes that I haven't seen in my 39 year career history. It is very remarkable. Through their support of the Beyond K-12 Initiative we are able to give our kids the attention, the guidance, the hands-on experiences, and the educational excellence that will create real opportunities for them, and positive change for our community.

Likewise, in the November 10, 2015 edition of The Chronicle, headlines read: *Chehalis Foundation Commits \$1.5 Million to Schools*. The article stated, "In support of the Chehalis School District's Student Achievement Initiative, the Chehalis Foundation has agreed to a commitment of \$1.5 million over the next five years to help ensure students in the district are career and college ready."¹⁵ This contribution was on top of the \$2M contribution that Ray and Mary Ingwersen made to the Chehalis School District to endow the CSD STEM program.

The district received private funding and support for years, including property, a scanning electron microscope, and STEM equipment. Over the last three years, however, individual donations have cascaded into comprehensive partnerships. Chehalis Superintendent Rothlin told The Chronicle, "The partnership with the foundation, and the district, and now Centralia College, it just makes so much sense," and is a very positive relationship.

Improve

Goal number 1 was to improve student achievement by increasing the quality of instructional practice, classroom organization, professional development and teaching efficacy. There were

¹⁵ To learn more about the Chehalis Foundations support of the CSD go to www.chehalisfoundation.org

several activities that supported the improvement of instruction, and fell under the umbrella of Powerful Teaching and Learning.

Many school districts focus on course taking patterns and content and curriculum, which is necessary but not sufficient to support the improvement needed to increase college readiness. In Chehalis, district and school leaders looked at instruction and social-emotional support, as well as course taking patterns and curriculum. Bob Walters, W.F. West Principal shared that at the high school, students are being trained to use Powerful Teaching and Learning strategies with their peers, and school leaders are actively “analyzing transcripts to be sure students are taking the right courses to be college eligible.” Rachel Dorsey, an elementary assistant principal in the district, shared that Chehalis “primarily focused on instructional improvement; they established instructional leadership teams, trained everyone on powerful teaching and learning, collected STAR data twice a year, and did off campus visitations.” Additionally, the district hired Rachel as a college and career readiness lead.

Key elements to improving Powerful Teaching and Learning:

Point person. The district appointed a district liaison to serve as the primary contact with Dr. Baker and The BERC Group. The district point person was chosen from among the teachers. As one person stated, “For us, the person came from the teaching ranks- we first spoke about keeping the process away from the admin. It was the perfect decision for our district. “

Teachers’ union. Because the Student Achievement Initiative was so comprehensive, it was important to collaborate with union leadership from the beginning. Superintendent Rothlin reminisced about the early stages of their work: “A really important thing was that we met with the leadership of the teacher’s union- that was a key part of the first step. “

Administrative sponsorship. Professional development for administrators focused on three main ways they could sponsor PTL: (1) Know Powerful Teaching and Learning when you see it; (2) Model PTL for you teachers; and (3) Support teachers conducting peer observations for personal reflection

Teacher Leadership. Teacher leaders from each school led and facilitated the PTL process. Instructional Leadership Team (ILT) members learned to observe, reflect, commit, and plan. These teachers were not paid to take on the responsibility; they simply wanted to learn and pass along what they learned to their colleagues. Eventually, the ILT evolved into a key leadership role in each school, and is currently a paid (stipend) position.

Separate but aligned. The district kept the STAR Learning Walks with teachers separate from the newly adopted teacher evaluation system. They wanted the teachers to have an emotionally safe process where they did not have to worry about the evaluation process and could simply focus on their own teaching practices. The STAR Learning Walks were separate from the evaluation process, but because the process focused on the four key elements of PTL, the work was aligned.

Brain research. The first thing the district did was connect effective instruction to cognitive research. While the administrative team learned about Brain Rules, teachers learned practical application of four things the brain wants in the classroom. The brain (1) wants to feel safe, (2) wants to know what it is learning, (3) wants to build pathways, and (4) wants to know the big picture. This information helped teachers make connections to CCSS, SBA, TPEP and several other instructional models and strategies such as, GLAD, and Gradual Release of Responsibility.

4 Habits. Rather than defining effective instruction in terms of dozens (if not hundreds) of different strategies, Chehalis defined PTL around four habits teachers have in the classroom. Focusing on the key Instructional Habits helped focus observations, discussions, and planning. By Year 3, a vast majority of the district was on their way from developing common language to implementing common practice.

Keep it Simple. The quote that guided instructional improvement efforts was: “Teachers are more likely to do something if it is doable.” The motto was: “Keep is Simple.” For three years, administrators and teachers focused on identifying and aligning four instructional habits around four areas of emphasis: (1) Concepts & Processes, (2) Questions & Discussion, (3) Purpose & Expectations, and (4) Environment & Differentiation.

Seeing others teach. Administrators get to see teachers teach often. But, Chehalis was determined to give teachers the same opportunity. After all teachers learn to become teachers by watching each other teach. It is not until they get a job that they teach in isolation. Chehalis completely changed the culture of teaching from private to public practice. Over the last three years hundreds of teachers have watched hundreds of their colleagues teach.

Off Grade level. Teachers were encouraged to conduct observations: out of district, in district, out of content area, and off grade level. Put simply, they were encouraged to observe instruction in a context they were less familiar so they would not be distracted by familiarity with people or subject matter. High school teachers visit elementary and middle schools, middle school teachers visited elementary and high schools. Elementary teachers visited middle and high schools. In addition to helping teachers reflect on their own instructional habits, observing colleagues at

every level of the system developed and enormous professional appreciation among the teacher across the district.

Reflective Learning Walks. Teachers and administrators used the Four Habits Rubric to conduct STAR Learning Walks for Reflection. The purpose of the LWs was to use other teachers' classrooms as studios for personal reflection. During the observation participants looked for the 4 Habits, talked about how they were manifested during a 15-minute observation, and brain stormed ways the 4 habits could have shown up even more. Through this process, teachers made commitments related to their own instructional habits. An analysis of data in the summer of 2015 showed that teachers who participated in four or more LWs during the year improved their instruction statistically significantly more than teachers who went on less than four learning walks.

Feedback v. Food. There are many ways to conduct Learning Walks but in every case the purpose was for personal reflection not feedback. Leaders developed a practice of appreciation. Rather than giving the teacher who was observed feedback on the observations, they simply said thank you.

TOSAs. Teachers on Special Assignment have been critical to the leadership around powerful teaching and learning. From serving as a liaison to The BERC Group, to serving on the ILT, to developing materials and content for helping the work progress.

Full-time subs. With the district plan including teachers observing teacher every week of the year, Chehalis leadership recognized the need to have predicable, highly capable, substitute teachers available to cover classes during the learning walks. The district hired 3.4 full time substitutes that are trained in in Powerful Teaching and Learning. A district staff member described the benefit, saying "People can go on the learning walks, and instruction continues."

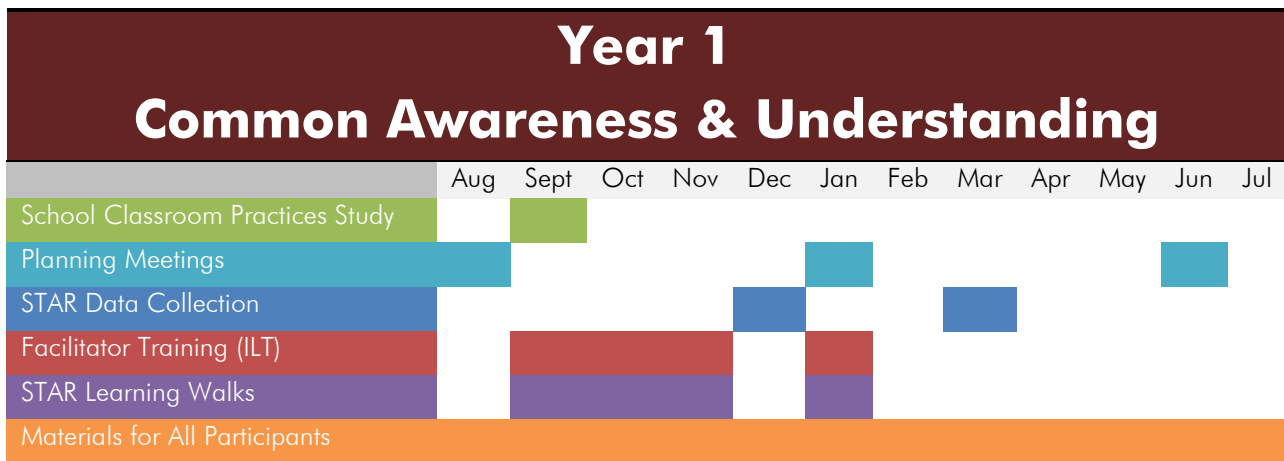
Commitment to consultants. Chehalis welcomed consultants in as "part of the family." From the beginning the consultants, administrators, and staff knew the work was not a one-time flash in pan. There was an upfront commitment for three years. In the words of one staff member, "Duane has become a part of the fiber of the community- having an outside evaluator that doesn't just pop in, but becomes a community member."

STAR Data Collection. In addition to their commitment to professional development around PTL, the district was also committed to gathering data on progress. The district sponsored STAR Classroom Observation Studies twice per year (December and March). These data collections were designed to provide feedback to schools regarding their progress toward PTL Instruction

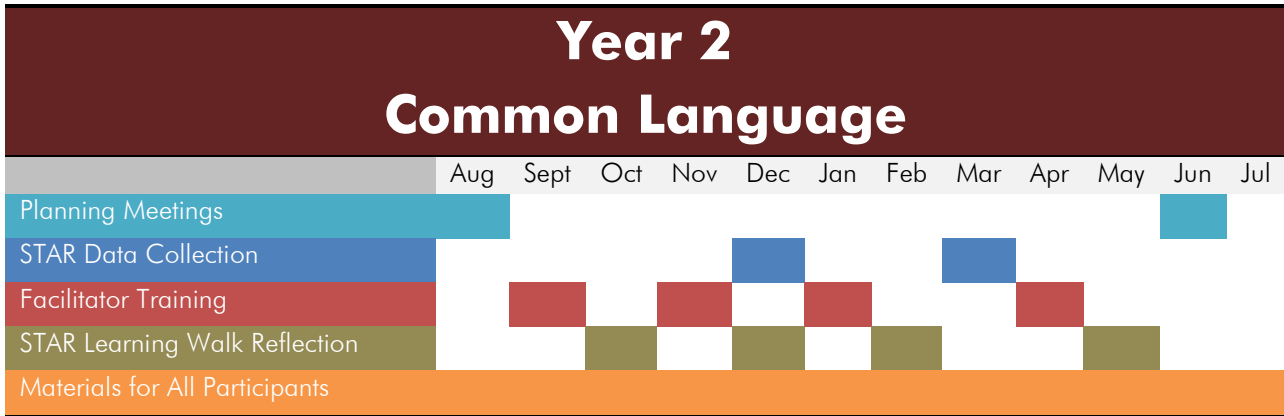
Habits. Although the data were not always what staffs were hoping for, after every data collection, teachers brainstormed ways to improve for the next collection.

The goal of the three-year support plan was to take the Chehalis School District from good to great around their instructional habits. Year 1 focused on developing common awareness that instruction is different than curriculum and testing; it is about human behavior and thus habits. Year 1 was also dedicated to developing Common understanding that the way a teacher teaches impacts student learning.

First, teachers must be aware of a clear focus on improving and aligning teaching and learning. Teachers must also understand why the process of aligning teaching and learning across the school is of primary importance in achieving educational reform goals (high levels of student achievement). Then, teachers must plan collaboratively and dialogue effectively using shared language. Finally, effective practice can become consistent and routine throughout the school.



The goal of Year 2 was to develop common language. All teachers all year using the same language around the same four habits to reflect on their own practice and to commit to change related to the habits.



The goal of Year 3 and beyond was to develop practice within and among the schools.



Modernize

In addition to improving instruction, the second goal for the last three years has been to modernize. Chehalis school district set out to Modernize instructional practice, improve modeling for students of the power and leverage of technology, improve internal and external \communications, and enhance overall district efficiency through the use of technology in everyday teaching and learning activities.

Again, it is important to highlight the role of partnerships. In recognition of good stewardship and cutting edge programs, Chehalis has received a significant amount of support to launch and carry out improvement efforts. Chehalis partnered with the state (STEM Wing), ESDs (Curriculum Coaches), tax payers (Bonds and Levies), Chehalis Foundation (STEM and SAI), consultants (BERC and Crocker Group), and now Centralia College.

J. Vander Stoep, Chehalis Foundation Board member and chair of the fundraising effort to support the initiative, commented, “The initiative in its entirety is going to give kids a better chance at success after they graduate from the Chehalis School District. This is going to give kids in Chehalis the best possible shot, all these actions together, and that’s pretty amazing.”

Increasing capacity to provide innovative, high quality education and support for all students is a part of Goal 2. The principal at W.F. West, Bob Walters, shared, “We have a pretty strong STEM program. We are proud of our early work with the Chehalis Foundation on becoming a leader in STEM; the money helped us to secure an extra science teacher in our building...Right now, our kids get experiences that most other students won’t get until college- if they even get it there.” Additionally, middle and high school students are using the Naviance program, an online college and career exploration and guidance program, to begin thinking and talking about their futures.

STEM Wing. The Chehalis received a \$5.5 million grant from OSPI to build a new STEM wing at W. F. West High School. The wing will include state of the art classrooms to house STEM classrooms and labs. The wing is expected to be completed by January 2018 and include a space for the Scanning Electron Microscope, a space for the cell lab culture, 6 science labs and more. Other opportunities include access to MATLAB, a program that lets students model complicated physics and computer science problems, mobile application development, and molecular genetics.

Technology. The district is increasing and updating technology in all buildings. According to a staff member, “Our focus was to embed the technology into the lessons, not just add computers to the classroom for kids to play.”

New schools. Thanks to the generous support of the community, Chehalis School District passed a \$36 million bond measure. The money will be used to construct a new K-2 Primary School and a 3rd-5th intermediate school. The schools are expected to be completed in the fall of 2018, and the 3-5 school will be named after Orin Smith and the PK-2 school will be named after James Lintott. Smith and Lintott were both graduates of W.F. West, and continue to support their community. Additionally, the campus will be named after Gail and Carolyn Shaw, the couple who generously donated the land for the school, and have made significant contributions to the economic development of the region.

STEM Academy. During the summer, high school students from around the region have an opportunity to participate in a STEM Academy. For one week, students participate in labs, listen to speakers from STEM fields, and go on field trips to colleges and businesses like Boeing.

Naviance. Naviance is an online college and career readiness program. Utilizing technology, high school students can explore career pathways beginning in Middle School. At W.F. West High School, students utilize the program during their advisory class, where student leaders demonstrate to their peers how to use the program. Students also have access to the program outside of school.

Coaches. With help from the Chehalis Foundation the District funded a math coach. The district also added a technology coach and an English language arts coach to help teachers implement PTL in their classrooms and serve as a professional development resource.

Prepare

Over the past three years, the Chehalis School District, in partnership with the Chehalis Foundation, has been working on its Student Achievement Initiative. This action plan aims to make every student career and college ready. The goals under the initiative are Improve, Modernize, and Prepare. In support of the District's Student Achievement Initiative, the Chehalis Foundation has committed to providing \$1.5 million over the next five years to support students in the K-12 system and in community organizations such as the Boys and Girls Club. One major focus of the Student Achievement Initiative under the prepare goal, is to graduate students from W. F. West who are so well-prepared that 60% of them go on to earn a post-secondary degree. W. F. West is committed to prepare all students for post-secondary opportunities after high school.

District and school personnel have made a commitment to prepare all students, k-12, to be career and college ready. Leaders have established several programs and processes, including a career and college readiness committee (CCR), college awareness activities, college advisors, data tracking systems, and aligned district and school level plans. Most importantly, school and district leaders have made a commitment to a consistent vision over several years, maintaining a simple focus on instruction, peer accountability and collaborative leadership.

Recognizing the continuing need to help student prepare for college, assistant superintendent Mary Lou Bissett stated:

We need to do a better job at supporting students in the transition to college. One of the things we know we need to do is increase the number of students that are leaving us, our K-12 system, four-year college ready. Centralia College is telling us that the kids who walk in the door four-year college ready are more likely to be successful there.

Superintendent Rothlin added to the urgency, "Another thing shocking to me was that we were getting our kids to enroll in college, but the graduation rates were really shocking to me." He added, "This is some of the greatest work, and it continues to grow and change- it is worth the money. The

foundation helped us get started, but we are taking on more of the responsibility, and we are doing fine financially.” He went on to add, “Beyond K-12 feels really new to us.”

College and Career Readiness Committee (CCR). The CCR committee was essential for coordinated leadership across the district. Rachel Dorsey shared, “The committee met monthly and developed school and district level plans for K-16 articulation of college readiness, organized around the formula for college readiness, awareness, eligibility, and preparedness.” She continued, “Action and accountability were key components. We asked CCR to share out what they are doing at the school level.” Rothlin said, “We are looking at taking some responsibility for what happens to them after graduation.... We want to make sure they are successful beyond and that’s what this initiative is all about.” For a sample of a school plan, see Appendix D.

College Awareness Activities. School administrators provided examples of college awareness activities at all grade levels across the district. At one elementary school, school personnel hung banners from colleges, and held college sweatshirt day, and college paraphernalia raffles, to excite students. On Wednesdays at Olympic elementary school, one college is chosen and student council members prepare a power point about the college to be shared with all classes. Elementary school leaders also shared that they have been more intentional about connecting their lessons to careers in the community, and have invited parents to share what they do and what they know with students.

Chris Simpson, principal at Chehalis Middle School, shared that students at CMS are inundated with college gear; signs, pennants, college trivia question and weekly fun facts. He also shared that they make posters of high school students and where they go to college to inspire current students. Mr. Simpson discussed the goal of having 100% of students apply for the College Bound Scholarship program, and shared the school’s success with career fairs highlighting local professionals. Finally, the principal shared that the school has been incorporating lessons from the Naviance curriculum into bi-weekly classes, and is planning to build their own program to take students on campus visits in the spring.

College Visits. At every grade level students are visiting college campuses. Third graders went to St. Martins; others have visited Centralia College and others. During PSAT administration, all juniors and seniors will get on a bus and visit a college of their choice (Bates, Evergreen, St. Martins, Centralia).

College Prep Advisors. The Chehalis Foundation provided dedicated career and college counselor at the middle (Autumn Ledgerwood), high school (Kerri Chaput), and college level (Lisa Wilson) to support career and college ready students. Together they develop and coordinate

activities and programs that help students matriculate into and through college. Kerri Chaput, College Prep Advisor at W.F. West High School stated:

My job exists because of the Chehalis Foundation. One of the new components of the Beyond K-12 Initiative has been the addition of College Prep Advisor. At W.F. West I work with students and help them navigate their plans after graduation, whether that is community or technical college, apprenticeships or attending a university. I assist them with filling out FAFSA forms, college applications, scholarship applications, and I arrange college and technical school campus visits. The kids really need the kind of one-on-one encouragement, mentoring, and advice that the Foundation has afforded our district. It is so much fun to see students engaging with these new opportunities.”

Data. Gathering data and setting goals are key to helping all student prepare for college and careers. School and district leaders established and tracked key metrics related to teacher practice and student success, including, percentage of students applying for the college bound scholarship, percentage of students enrolled in algebra by 8th grade, percentage of students graduating college eligible, and percentage of students college direct. Longitudinal data provides the district with a solid foundation to continue their work on college and career readiness. To help all students succeed the district needed data- not just perceptions about practice. Bob Walters, WF West High School principal said, tongue in cheek, “I was really proud of our college attendance rates until I saw the data.” Superintendent Rothlin added, “BERC spoke to all school stakeholders. [The key findings were] we cared about kids, but it wasn’t a college readiness culture. Our perception had a higher score than our reality. At the time, this district was ready- the stars were aligned.”

Community mentor program. At the middle school, program leaders have implemented a Community mentorship program. Chris Simpson, principal at CMS, shared, “We targeted specific students at the 7th grade, students with the highest risk factors, and have them meeting with the counselor. We have about 30 students already.” The next step, he shared, is to “build the plane we are flying in” and develop a program for what the mentors will do to guide and support these students moving forward.

Academic Rigor. In addition to social emotional and instructional improvements, CSD has also continued to focus on the rigor of their academic courses, and offers Running Start, College in the High School, and several A.P. courses. At the middle school level, school leaders are working with the high school to provide Algebra in 8th grade, and are focused on “What is the purpose, and how will it further the college ready initiative?” Finally, the state provided funding for College Bound Scholarship students to take the PSATs this year. The district is paying for all 9th and 10th graders to take the PSAT across the district

College Bound. At the middle school, staff members are working to ensure all students enroll in the College Bound Scholarship program. According to the principal, “We have College Bound, but we needed to help get the kids all signed up for this program in 7th grade. Our data now is better by 8th grade- but not as great at 7th grade.” Beyond signing the students up in middle school, staff members recognize the need to track students and ensure they maintain eligibility.

CCR Block. In November of 2015 an Advisory Council of multiple stakeholders was formed as part of a needs assessment process. The recommendation of this Advisory Council in February 2016 was to incorporate college and career tasks and activities toward a single instructional program that meets the objectives of the Student Achievement Initiative, and is focused on the three goals: improve, modernize and prepare. The program title, CCR Block (Career and College Ready Block), reflects our district and high school vision, mission and

aims. The CCR Block incorporates tasks and activities that are part of W. F. West's comprehensive high school and beyond plan. CCR Block provides a base for this support in relation to the career and college readiness goals of aware, eligible and prepared; key to helping each student prepare for the future of their choice. Among the programs covered are:

- Naviance
- FIT (Focused Instructional Time)
- Peer Mentorship Program
- ASB and Leadership
- School Counseling
- College Preparation and Advising
- CCR Block Calendar

The program also takes into account current brain research, which joins a student's ability for intellectual, social and emotional growth with safety, understanding the why, and connecting the dots within the big picture.

Finally, a multi-grade level CCR Block program will allow junior and senior students to mentor freshmen and sophomore students. The CCR Block program will include Naviance, FIT (Focused Instructional Time), ASB and Leadership, Counseling Support and Career and College Advising.

The weekly schedule for CCR is based on the importance of consistency, time, and routine in relation to student growth academically, socially and emotionally. This schedule will be followed throughout the school year, beginning with the first day of school, as part of a full school day schedule. CCR Block will not meet on early release dates, during finals days each semester, and on some school-wide testing dates.

Mon.	Tues.	Wed.	Thur.	Fri.
FIT	FIT	NAVIANCE	FIT	ASB & Leadership (Assemblies, Clubs, Class Meetings, Classroom Leadership and Spirit Activities)

Figure 20 provides a theory of change that was used initially by the College and Career Readiness Committee to guide and track college ready progress.

Chehalis Career and College Readiness Committee

Mission: The mission of the Career and College Readiness Committee is to develop and support a rigorous, comprehensive K-12 program focused on increasing Career and College awareness, preparation, and eligibility in partnership with the Chehalis School District and community.

Goal 3: Students exit the Chehalis School District genuinely prepared to succeed in college or a meaningful career by earning a diploma acknowledging this preparedness

Inputs	Outputs <i>Strategies and Activities</i>	Outcomes -- Impact		
		Short	Medium	Long
Administrators School Staff Members Students Parents/Guardians Community Members Career and College Personnel Businesses Parent Teacher Association	<p>Develop College Awareness Across the Entire System</p> <ul style="list-style-type: none"> Focus teachings and language around college attendance and/or career readiness Create an environment where students see college information on a daily basis Develop staff resources and support to provide Career and College awareness information Develop articulated Career and College awareness activities/programs Increase parent/guardian and community awareness about Career and College readiness Prepare for college entrance exams Support transitions to the next grade Recognize and celebrate accomplishments to Career and College readiness <p>Ensure all students graduate College Eligible</p> <ul style="list-style-type: none"> Implement Common Core Curriculum that supports Career and College readiness Provide information and support for the College Bound Scholarship Identify academically at-risk students to provide support for college eligibility Align course offerings to college entrance requirements Provide teachers opportunities to articulate curriculum and course offerings Provide parents/guardians and students with information about college eligibility requirements <p>Ensure all students graduate College Prepared</p> <ul style="list-style-type: none"> Implement Comprehensive Guidance and Counseling Services to develop personal, social, and academic skills. Provide enrichment/advancement opportunities for students Provide support for the college application process Provide parents/guardians and students with information about college preparation requirement 	<p>Changes in Student Course Taking Patterns</p> <ul style="list-style-type: none"> Increase pre-algebra enrollment in 7th grade by 50% All students take 4 English classes in high school <p>Increase the percentage of students signing up for College Bound Scholarship</p> <ul style="list-style-type: none"> Increase application rates to 80% 	<p>Changes in Student Course Taking Patterns</p> <ul style="list-style-type: none"> Increase percentage of students taking algebra in the 8th grade and passing EOC exam. All students earn 4 credits in English <p>Graduation Rates</p> <ul style="list-style-type: none"> Graduation rates increase from 87% to 90% <p>College Eligibility</p> <ul style="list-style-type: none"> Four year college eligibility rates increase from 36% to 60% 	<p>Long term increases</p> <ul style="list-style-type: none"> 80% of students meet standard on all standardized tests Graduation rates increase from 87% to 90% Four year college eligibility rates increase from 36% to 80% College graduation rates up from 20% to 60%

Figure 20. Chehalis College and Career Readiness Committee Theory of Change

Short-term and Intermediate Outcomes

Powerful Teaching and Learning. Over the last three years Administrators have calibrated around the 4 Habits of Powerful Teaching and Learning, and they have sponsored the focus on effective instruction. Teachers, however, have led the improvement on instruction. Teacher leadership make up the Instruction Leadership Team (ILT) at each school and help lead the professional development. Approximately twice per year, The BERC Group replicates the Classroom Observation Study. This includes observing approximately 150 teachers across the district. Over the last three years, the amount of Powerful Teaching and Learning in the district has nearly doubled, from 36% to an average of 70% over the last two collections (see Figure 21). The elementary schools have made greater progress over the three years; however, the secondary schools are closing the gap and making steady progress (see Figure 22).

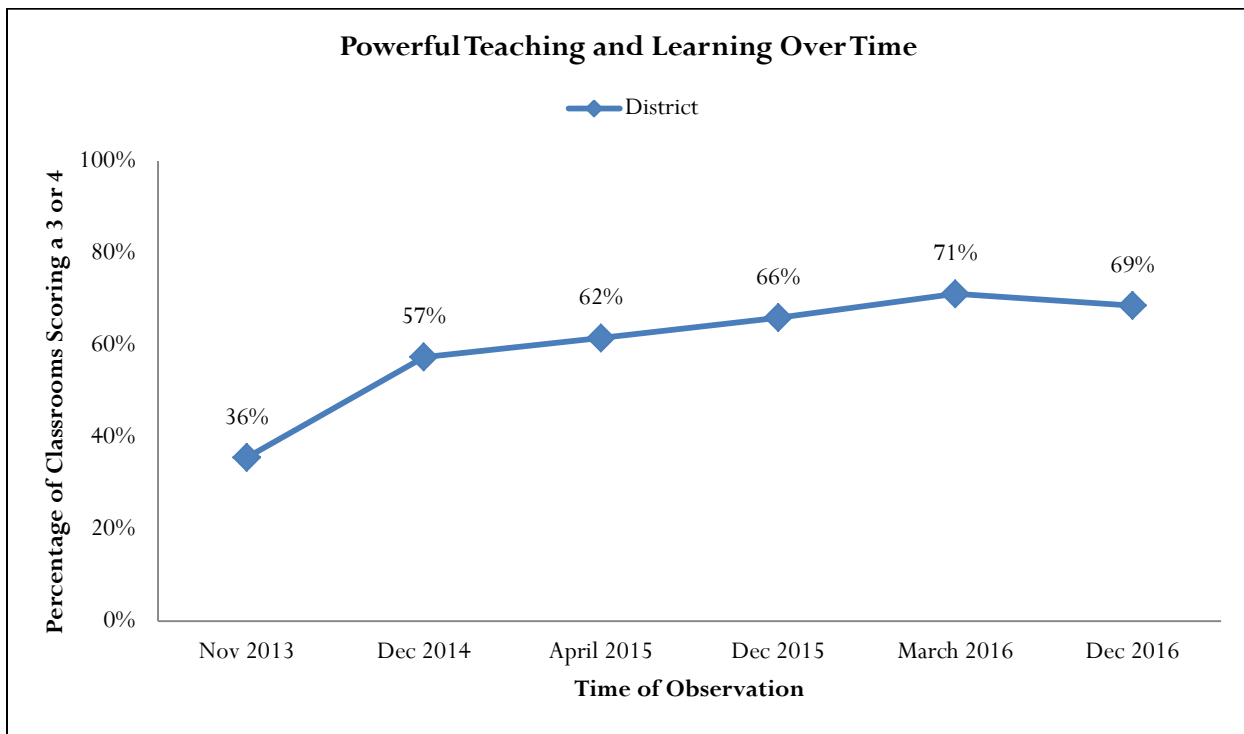


Figure 21. Powerful Teaching and Learning Scores, Chehalis School District Overall, Nov 2013 – Dec 2016

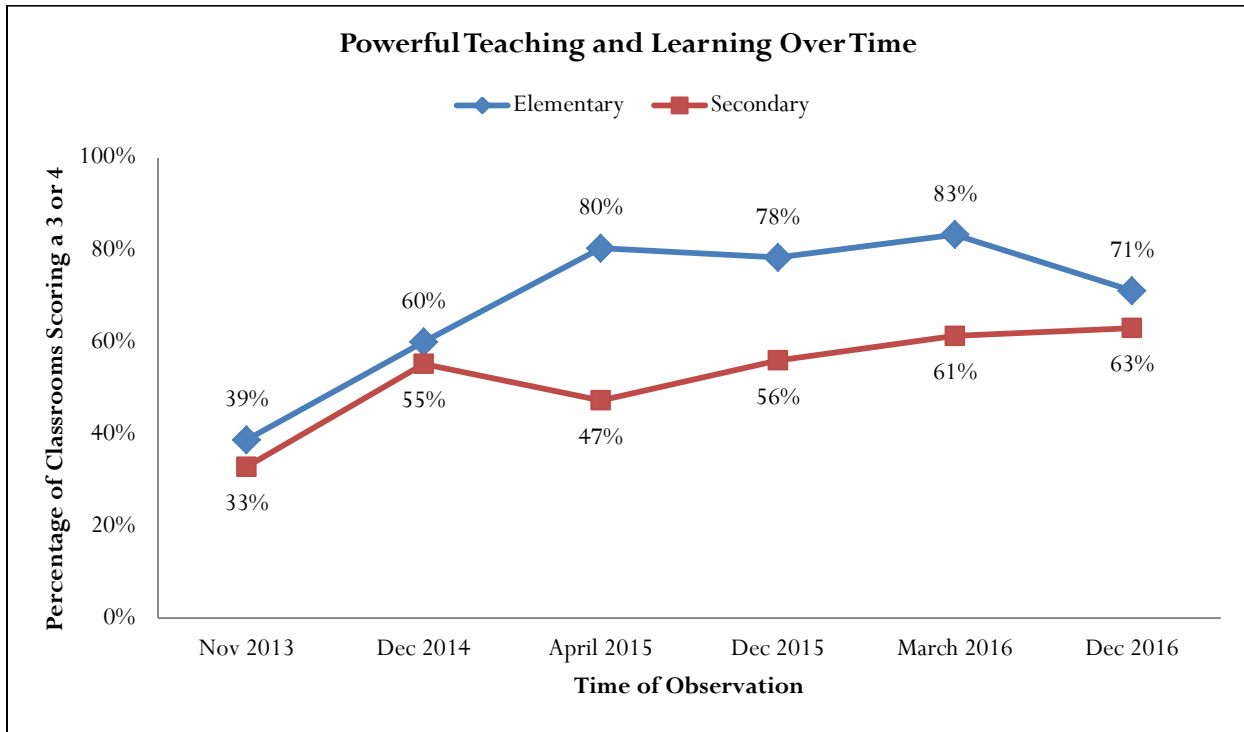


Figure 22. Powerful Teaching and Learning, Elementary and Secondary, Nov 2013 – Dec 2016

Algebra by 8th Grade. Like the change in instruction over time the percentage of students taking algebra by 8th grade has also increased. Enrollment has increased by 18 percentage points (28% - 46%).

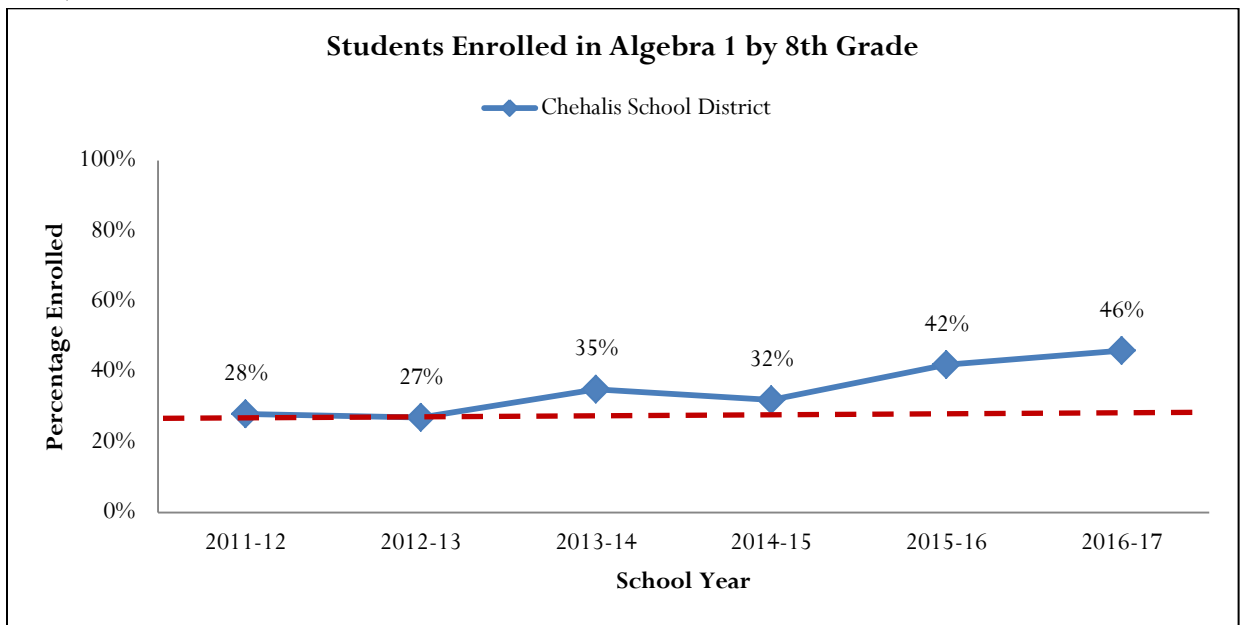


Figure 23. Students Enrolled in Algebra 1 by 8th Grade, Chehalis School District, 2012-2017

College Bound Scholarship. The percent of eligible student who apply has increased from 16.85% for the graduating class of 2012 to 88.62% for the class of 2020.

Table 5. Percent of eligible students

Class of	# Students signed up for College Bound Scholarship by end of 8 th grade	# Eligible	% Eligible in 8 th grade enrolled in College Bound Scholarship
2012	15	89	16.85
2013	21	81	25.93
2014	38	87	43.68
2015	48	88	54.55
2016	55	102	53.92
2017	55	99	55.56
2018	89	92	96.74
2019	104	114	91.23
2020	109	123	88.62

High School Graduation Rates. Graduation rates at WF West have not changed substantially over time. They remain at 82%, the Running Baseline (RB) (average) of the past decade (see Figure 24.)

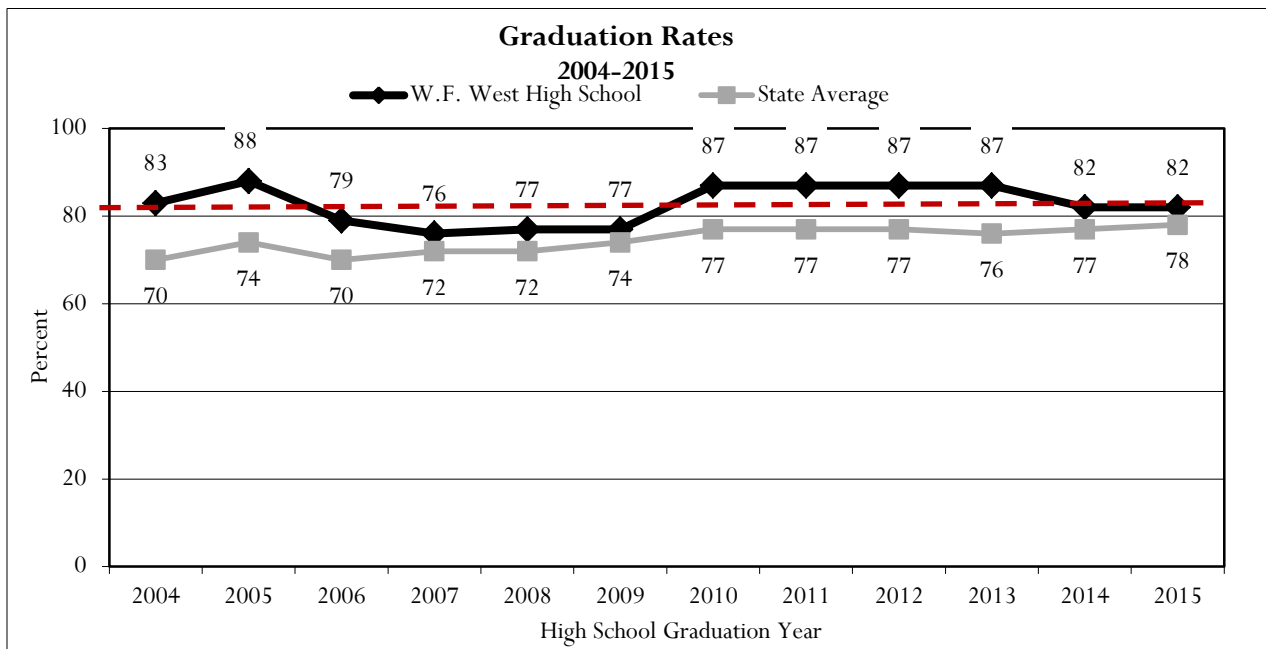


Figure 24. On-time Graduation Rates, Chehalis School District, 2004 - 2015

College eligibility. The running baseline (RB) for six years prior to implementation was 36% of WF West High School Graduates being eligible for 4-year college entrance. After 6 months of treatment, there was a 6% increase. After 1 ½ years, eligibility is up to 51%, where it remained for 2016 graduates.

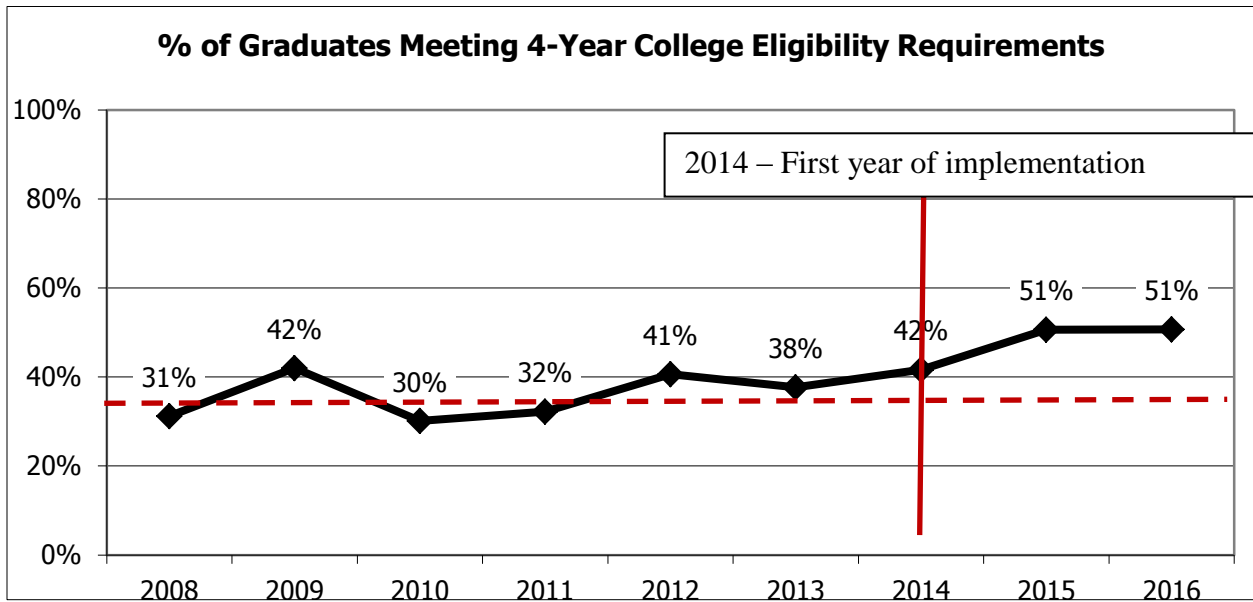


Figure 25. College Eligible Students, Chehalis School District, 2008-2016

District has moved high school credit classes to the middle school for early credit in Math, Science, and World Language. English is no longer an issue.

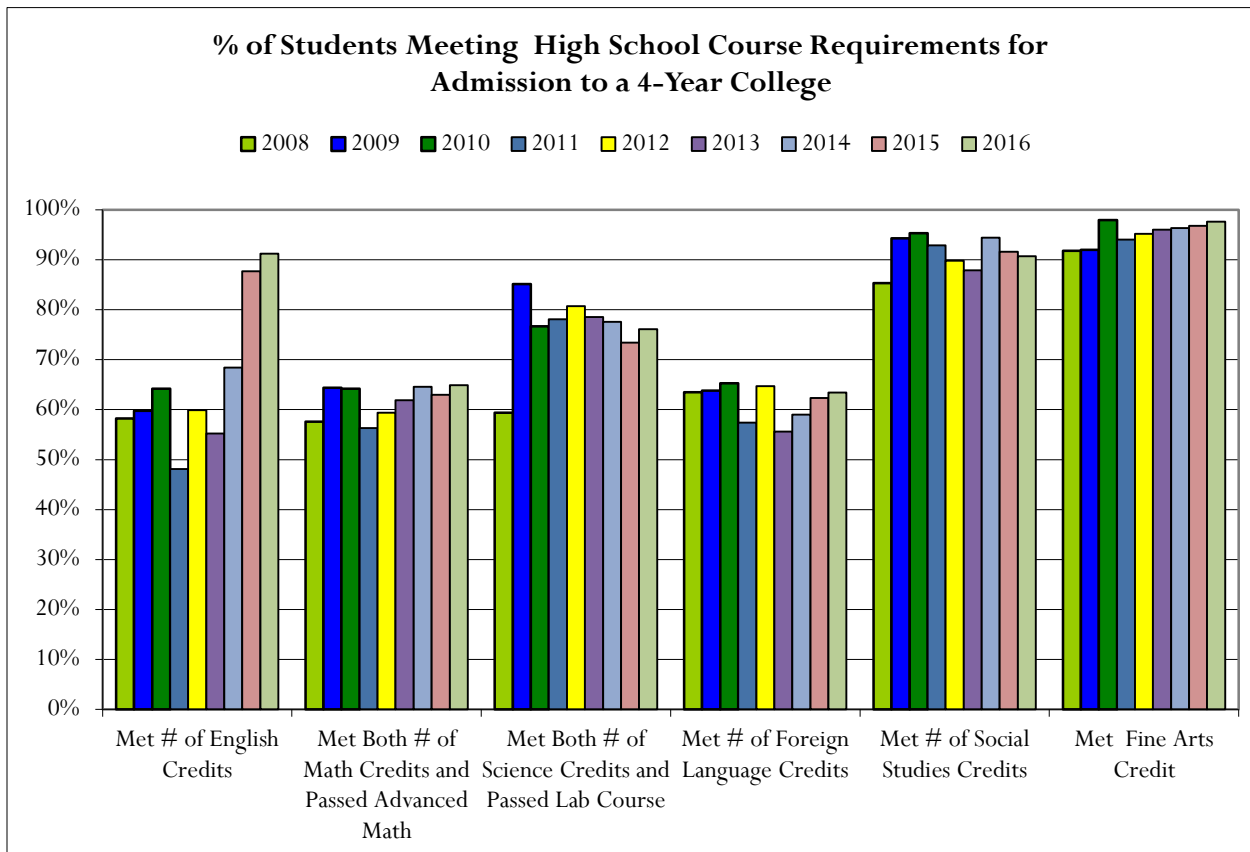


Figure 26. Course Taking Patterns for Students not Meeting College Eligibility Requirements

College Direct. The running baseline (RB) for nine years prior to implementation was 55% of WF West High School Graduates going to college directly after high school. College Direct rates improved 11 percentage points from the baseline and 7% from the 9-year RB.

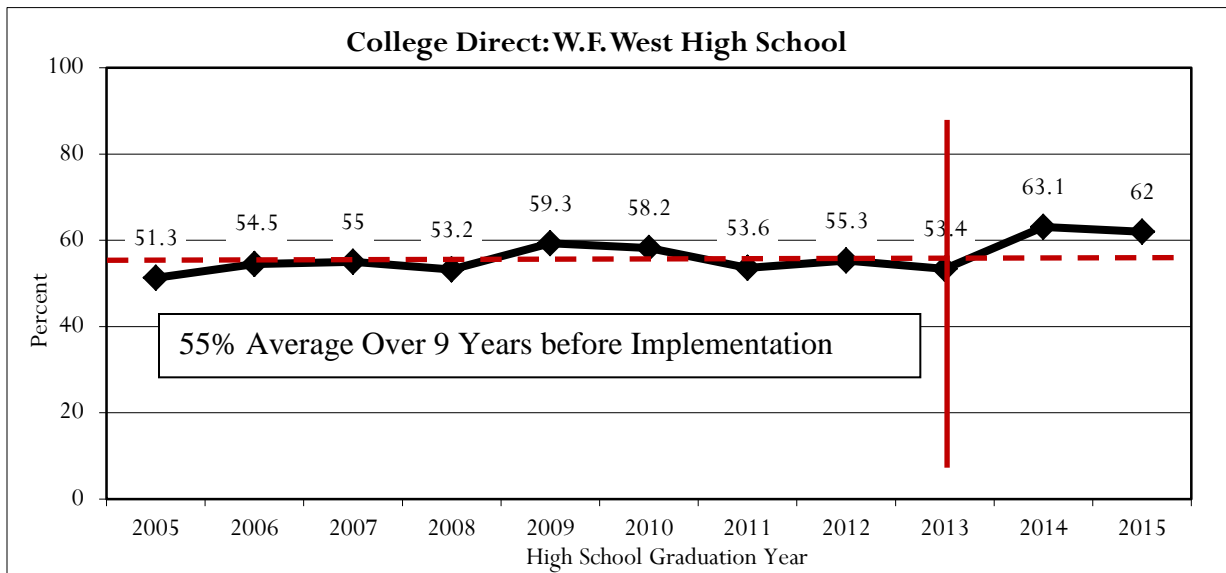


Figure 27. College Direct Rates, W.F. West High School, 2005-2015

Centralia College Enrollment. Centralia College is critical in reaching the goal of 60% of graduates receiving a college diploma or qualified career certificate. Enrollment has increased 11 percentage points over the last seven years. Enrollment has increased from a RB of 20% to 26%.

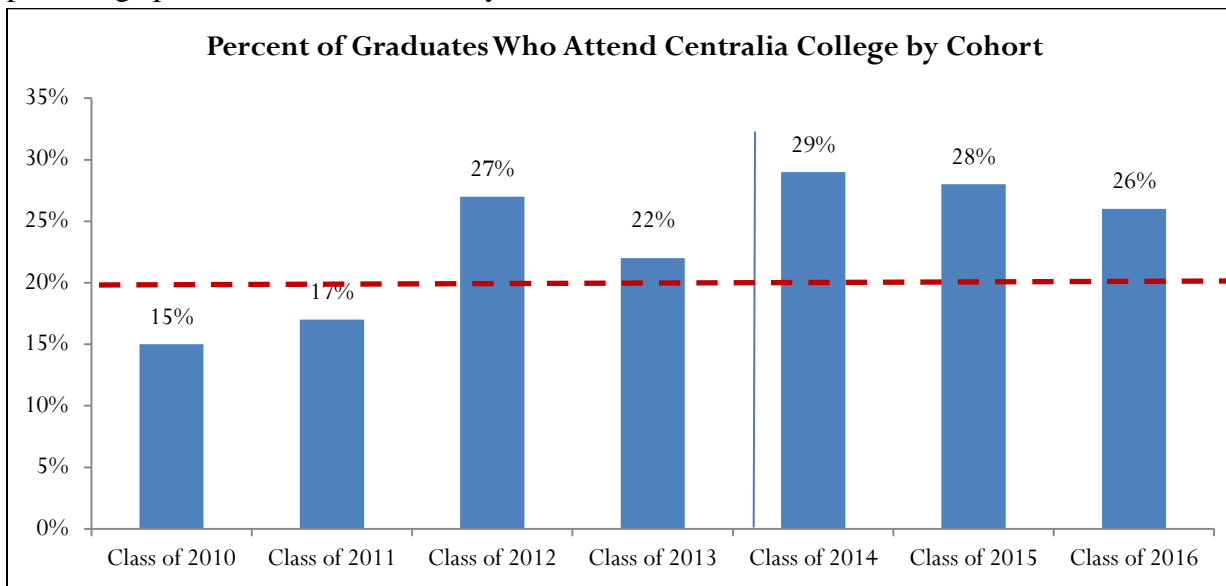


Figure 28. Percentage of W.F. West High School Graduates Attending Centralia College by Cohort, Class of 2010 - 2016

Summary:

Metric	From	To	Change	Goal
Powerful Teaching and Learning	36%	69%	+ 33%	80%
Algebra by 8 th Grade	28%	46%	+ 16%	60%
College Bound Scholarship Registration	25%	100%	+ 75%	100%
High School Graduation Rates	82% RB	82%	0	90%
College Eligible	36% RB	51%	+15%	100%
College Attendance (Direct)	55% RB	62%	+7%	80%
Attendance at Centralia College	20% RB	26%	+6%	50%
Attain a meaningful Degree/Certificate	36%			60%

Researchers asked school leaders what they feel has been critical to their success in building a comprehensive career and college ready school system. One shared, “It was district support, so we could get subs for teachers to go out on learning walks, and Chehalis foundation funding.” Another noted, “having the college be a part of this is nuts! That is critical to our success.” Still another felt that “Transparency in the buildings” has been critical to this process. She noted, “The doors to classrooms are open. People are feeling more comfortable than before. I didn’t even know people in other schools; sometimes in the other side of the building, but now I do, and it is a nice added benefit to this process.” Finally, one principal said, “ILT is imperative. We could not do this without teacher leadership and training. I love the train-the-trainer model. We have 1 meeting at the beginning of the year now, and then the ILTs can do the work, and can collaborate with one another.”

In spite of clear progress in system outcomes the Chehalis School District continues to strive forward. Over the last several years, about 50% of all students who go to college, go to Centralia College. Kevin Smith, a foundation donor, said. “But of the 50 percent that go to Centralia College, a large percentage of those kids drop out, slip through the cracks, and there’s a lot of reasons for that.”

CENTRALIA COLLEGE

Higher education leadership is critical to ensuring that high school graduates are prepared for postsecondary success. Whether students enter two- or four-year institutions as recent graduates or as adults, all need to have foundational knowledge in core subjects such as math and English language arts. Only postsecondary education leaders and faculty can communicate what their expectations are about the knowledge and skills that will prepare students for success in entry-level credit-bearing courses. Transitioning students from high school graduation to postsecondary success requires higher education faculty and leadership be engaged in K-12 efforts such as standards setting and curriculum development as well as supporting rigorous high school course requirements and developing college-ready assessments.

Operating since 1925, Centralia College is the oldest continuously operating community college in Washington State. Dr. Robert Mohrbacher, college president, shared, “This college is making history with its strong mix of associate and baccalaureate education, workforce training, transitional education, and our commitment to sustainable development in Washington.” Centralia College ranks as Washington’s second best community college, according to a recent report by CNNMoney, based on the percent of students that graduated within three years or transferred to four-year colleges¹⁶. In 2015-2016, the Centralia College foundation awarded a total amount of \$746,700 to degree seeking students (www.centralia.edu).

The Centralia College website offers comprehensive information for students at all stages of their postsecondary education journey. The home page offers six tabs to choose from (Figure 29). Students are directed to a four-step process when considering enrollment: Apply for admission, complete the FAFSA, take a college placement test, and visit the advising center. Each page contains helpful links to direct students to the appropriate resources, tests, and forms.



Figure 29. Website Graphic, www.Centralia.edu

Campus Life

Campus administrators describe Centralia as mostly a commuter campus, although they discussed working to create more of a traditional college campus feel. Steve Ward, vice president

¹⁶ Taken from the Centralia Foundation report

of Finance and Administration, took BERC researchers on a tour of the new student center (TransAlta Commons), scheduled to open this February. The building includes natural light, space for collaborative work and play, easily accessible student services offices, and the campus book store. Additionally, there is an open grass area for concerts and celebrations, and a state of the art science building directly facing the student center. Campus leaders hope to strengthen the sense of community at Centralia, support new students as they register, and encourage on-campus opportunities for students to study, collaborate, and build relationships that will help them to persist to graduation. Plans for the complete vision for the campus remodel (the 20-year Campus Master Plan), can be seen on the college's website, and reflect, "the college's mission of improving people's lives through lifelong learning." (www.centralia.edu).

Student Ready College

BERC researchers visited the Centralia College campus in October 2016. Administration, instructional faculty, and support staff participated in focus groups and interviews, and provided valuable insight into the procedures in place to support students. Researchers asked Centralia personnel what they believed it meant to be a "student ready college". One faculty member shared, "A student ready college means having the programs that help students to be successful and then making those programs mandatory. For example, taking attendance in class." Another support staff member said being student ready means, "Doing whatever is necessary to get students of all ages and backgrounds to graduate and have a meaningful career." Faculty and staff were extremely proud of the sense of community and engagement they identified as a strength on their campus, and shared several examples of how they work to make students feel welcome, supported, and prepared to succeed. Centralia stakeholders should begin to develop an operational definition of "student ready", to guide decision making on best practices moving forward.

Student Services and Program Offerings

Program Offerings

The Centralia College website provides a complete list of programs and degrees offered (Table 6). School leaders shared, "We developed our degree programs to be compatible with most baccalaureate institutions in Washington. Generally, after you earn an associate degree, you will be in a position to transfer as an incoming junior to most baccalaureate institutions in the state." (www.centralia.edu). The website also highlights the partnership programs Centralia maintains with 4-year universities in the state, including Western Governors University, City University of Seattle, Brandman University, and Saint Martin's University.

Table 6. List of Program Offered at Centralia College

Programs Offered			
Degrees		Certificates	
Associates	Bachelors	Certificates of Proficiency	Certificates of Completion
Associate in Arts (AA),	Bachelor of Applied Science (BAS) in Applied Management	Accounting Clerk	Computer Aided Drafting (CAD)
Direct Transfer Agreement (DTA)	BAS in Information Technology	Crime Scene Investigation	Early Childhood Education-State Short Certificate of Specialization
Associate in Science (AS)	BAS in Diesel Technology	Early Childhood Education	Electronics Assembler
Associate in Applied Science, Transfer (AAS-T)	BAS in Teacher Education	Medical Administrative Assistant	Phlebotomy for Healthcare Workers
Associate in Technical Arts/Associate in Applied Science (ATA/AAS)		Office Assistant	Welding - Evenings
Associate in Liberal Arts (ALA),		Phlebotomy	Certified Nursing Assistant*
Associate in General Studies Direct Transfer Agreement (DTA)		Welding	

College in the High School

In addition to the degree and certificate programs, Centralia College participates in the College in the High School program. This is a cooperative program between the college and local high schools. High school students can earn Centralia College credits simultaneously with high school credits. Courses are taught by qualified high school teachers, who match the rigor and content of their courses to the level of college work deemed appropriate to earn credit. W.F. West, in Chehalis, offers five College in the High School classes.

Student benefits of this program include exposure to college level courses, lower cost, and early completion of courses often required during freshman year in college. Teachers benefit by gaining experience in teaching college-level courses, setting higher standards for students, and

supporting students in their preparation for higher education. Teachers participating in the College in the High School program are provided with a Centralia faculty liaison/mentor to assist with curriculum development, assessment standards, and teaching methodology.

Enrollment Services

School stakeholders from several departments discussed the process of enrollment for students interested in attending Centralia College. One described it as “a four-step process: get admitted to the college...get your e-mail with student ID, then schedule college exams if needed. Meet to discuss financial aid and scheduling.” This same faculty member also shared that while there are processes in place, there are too many different ones, and students get confused. Another focus group participant shared that staff help students with the financial aid application, and try to make advising available the same day prospective students bring in their forms. “It’s all hands-on deck to get students enrolled and address any barriers, especially funding, to attending college. They don’t let students out the door when they are trying to get into college. They take them from step to step and do everything they can to help them enroll. They work with them to figure out exactly what funding they can access to pay for college.”

“Most students, maybe 95% come through the advising center... During the initial advising, they do an orientation session. It is in-person now, [but] going to online... These orientation sessions include information on how to set up email, how to access disability services, etc.” Another support staff noted, “Right now it’s a cram session. We stuff all this information into a student that has a deer in headlights look.” Additionally, although “Going through advising is strongly encouraged and gives them priority status and early registration for classes,” stakeholders discussed that the process is not mandatory, so not everyone participates and receives the information this way.

Several focus groups participants felt that enrollment services need to help students know what questions they should ask. “They might not know what they don’t know.” They also need to teach self-advocacy. If students are transferring, they need to know how to solve problems and get questions answered at a 4-year university. One staff member shared, “the website has a lot of the information, but it’s difficult to navigate. The welcome desk is great at helping students along. There are a lot of phone calls to enrollment services.” Another suggested that an orientation center might be more welcoming for new prospective students than the current welcome desk. Additionally, one staff member noted, “The website may not be clear and easy for them. Students apply for the wrong application quite frequently, so we have to clean that up on the back end. Students may not understand applying for financial aid and the need to do that.”

Student Supports

A list of support services offered at Centralia College is provided in a brochure given to all students (Table 7). Many school leaders and faculty identified these support efforts as a strength at the college.

Table 7. Student Services

Support Service	Delivery Model
Writing Center	Drop-in learning center with staff support Appointment-based tutoring Supplemental instruction and hands-on workshops
Ask Here Desk	Assistance with library and computer services
Literacy Council	Free tutoring for all subjects, from pre-college to 200 level courses, provided by trained community members meeting with students on campus.
Peer Tutoring Center	Free, appointment based tutoring in any subject
Presentation Relief Squad	Drop-in learning center to support students in planning and preparing for presentations
STEM Center	Drop-in learning center with computers, free tutoring, and a group work area for STEM students
iTec Information Technology Information center	Drop-in computer lab, support for Microsoft Office, e-mail, campus wireless, etc.
eLearning Office	Support with Canvas, eTutoring services, and Microsoft IT Academy

In addition to the programs identified in Table 7, faculty identified several opportunities for students to receive academic and social support, including a career exploration class, 3-4 transfer fairs each year with colleges and universities visiting Centralia's campus to speak directly with students, school sponsored visits to college campuses, and extra advising through the TRIO¹⁷ program. Support personnel shared that one of their main areas of focus is making sure to communicate their services across the campus, so that all students that need support are able to identify where to find it.

¹⁷ Congress established a series of programs to help low-income Americans enter college, graduate and move on to participate more fully in America's economic and social life. These Programs are funded under Title IV of the Higher Education Act of 1965 and are referred to as the TRIO Programs. Centralia offers 3 – Student Support Services, Talent Search (7-12), and Upward Bound (9-12)

Student Progress Monitoring and Data Collection

Researchers asked faculty and school leadership how they monitor students while enrolled at Centralia College. Although many school leaders shared plans and emerging efforts to use data meaningfully, few school level stakeholders had a clear understanding of the processes currently in place. One participant shared, “Our system is pretty limited. If you want to track certain things, you need to create those tracking pieces, and have to code students based on what we want to track.” Another talked about the academic alert system implemented across the school, where faculty members are asked to manually submit the names of unsuccessful students into a database. Those students will then be referred to the mentor program on campus for additional support. This process is subjective however, and not consistent. One faculty member shared that without an automatic way to monitor students, “only a fraction of the students that are at risk are receiving these additional resources, because we’re just not aware of them.” Another noted, “It is not well organized and it would be easy for students to slip through the cracks if their instructors are not reporting them into the system when they see ‘red flags.’” While school leaders are working on putting together a behavior alert system, one faculty member said, “We are lacking the IT staff support. A more robust department would help us make more of these systems.”

One faculty member shared that the college needs to focus on “recruitment, retention, and completion, with more to be done toward the end of certificates.” Students that get close but leave are not tracked, and could provide value insight into how to support similar students in the future.

CENTRALIA CHEHALIS PARTNERSHIP

P-16 INITIATIVE

Interviews and focus groups with stakeholders at Centralia College and throughout Chehalis School District revealed many best practices in place to support college and career readiness. The strong relationship between a P-12 system and a college, creating a clear, comprehensive P-16 educational model, is one of the most promising practices. Empirical evidence from Promise Programs, and research on college readiness, support the idea that readiness is not just about academics, but about whole-child support that is consistent, longitudinal, and reliable.

COLLEGE READY STUDENTS

While Chehalis School District stakeholders focused comments on the adults getting the students college ready, Centralia College instructional and support staff focused comments on the students needing to take their own initiative, making sure they are college ready,. Many college level stakeholders expressed feeling the students were not mature enough, did not know how to take initiative, or problem solve. Some faculty acknowledged this was a part of the first year of college, however many others felt this was a persistent and worsening issue. When asked to define “college ready,” Centralia faculty shared,

I want students who are ready to be not just passive, but are able to take information and synthesize it, be creative problem solvers. I know this is my job, but students also need to be able to communicate clearly and creatively. There is a phrase that I heard- it basically means the ability to fail, but keep going (persistence). A lot of students believe that they can get the answer easily, or they will just quit. College ready students don't quit.

Additional themes included, “able to persist through challenges,” “to struggle, fail, and keep trying,” “to take ownership of their learning,” “to communicate respectfully and effectively,” “to accept limitations and learn to ask for help,” and “to be active learners.”

Chehalis can continue to provide opportunities for students to become active and engaged learners and leaders. Programs like STEM and Naviance reinforce problem solving and creativity. More opportunities to assume leadership roles will continue to support students as they mature and develop autonomy and independence.

DATA TRACKING

Chehalis has been tracking student data since 2005, providing a solid foundation to explore what can be modified to increase college attendance and persistence. Several research organizations, including the Lumina Foundation and the Gates Foundation, support the notion that reliable data tracking is essential to understanding how to improve college attendance and persistence. School leaders at Centralia College are actively seeking a data management system that meets the needs of their student and school community while addressing the privacy issues and rights of adult students.

ELIGIBILITY, AWARENESS, AND PREPARATION

Centralia College and CSD are making efforts to provide rigorous, high quality courses that meet eligibility requirements, either for graduation, college acceptance, or degree and certification completion. Both organizations recognize this is an on-going process, and both expressed a commitment to continuing the work. School administrators and teachers shared many opportunities to expose students to college, and both groups were willing to be observed, and interviewed, as part of this evaluation process.

SUPPORT SERVICES

During all interviews and focus groups in CSD and Centralia College, school personnel were student focused, and spoke highly of their commitment to supporting their students to be college and career ready. At the K-12 level, this commitment included looking at their own instructional practice as an opportunity to improve for and with their students. Additionally, CSD and the Chehalis Foundation provided college advisors, a middle school mentor program, and removal of financial barriers to things like the PSATs and high quality STEM resources. Centralia College stakeholders clearly identified their student support programs as a strength of the school, and the community. Many felt that students knew they were supported once they walked onto the campus.

RECOMMENDATIONS

Annual Survey and Data Collection at the High School and College levels

To make sure students are college ready, it is important to continue focusing on students being aware, eligible, and prepared for college. We recommend Chehalis School District and Centralia College identify specific metrics within these three areas to systematically track over time. While this process has already been initiated at Centralia with their academic alert system, qualitative data suggests this as an area for continued attention. This would be an ideal project for the three college advisors to begin the process, however we recommend the metrics be approved collaboratively among the foundation, district, and college leadership.

Additionally, we recommend the aggressive study and data collection of Chehalis graduates' paths to post-secondary education. Specifically, we suggest a focus on understanding why students do or do not persist. In a 2012 paper from the Center for the Study of Higher and Postsecondary Education University of Michigan (2012), researchers wrote, "In reality, the community college is the primary door through which nontraditional, underrepresented, low-income, and first-generation students enter postsecondary education." (p.10) The authors suggested that while access to college for many is a strength of community college, the flexibility and complexity of community colleges may actually present disadvantages for these nontraditional students. They also noted, "It is remarkable how little we know about the behavioral mechanisms — the pathways, course-taking behaviors, and enrollment patterns — that connect characteristics to outcomes. This sizeable "blind spot" constitutes a significant hindrance to our capacity to influence those outcomes (p.19). A strategic data management system, designed to address this "blind spot," would help all stakeholders better understand the specific needs of students, and identify targeted ways to increase persistence over time.

College Ready Umbrella, from K-16 to P-16

Empirical research supports "college and career readiness" as the umbrella under which many education and workforce policies, programs, and initiatives thrive. For programs to be most effective they should include high-quality early education and strong, foundational standards in elementary school to support rigorous career and technical education. We recommend the work continue under the umbrella of "College and Career Readiness," but that the focus of the work expand from Kindergarten through Baccalaureate (K-16) to Pre-school - Baccalaureate (P-16). This means considering the role of the community and Birth – 3 support programs that help students to be ready to enter school.

Much of the work of the Chehalis School District and the Chehalis Foundation has been on creating a K-16 system that aligns the school district with colleges, but less focused on pre-K.

However, as Janice Brown from the Kalamazoo Promise suggested, comprehensive supports and integration between families, schools, and communities should ideally start even earlier than kindergarten. For example, the Harlem Children’s Zone is a pre-K through college organization and, “Because a child’s first years are critical for later success, HCZ has developed a series of interconnected early childhood programs to teach parents about child development and engage them in getting kids school-ready.” Their program begins with a “baby college” for new and expectant mothers and continues through a full-day pre-k program. The Chehalis Foundation along with other community organizations such as United Way of Lewis County should explore opportunities to provide similar support to children before they enroll in CSD, and proactively take advantage of all available pre-K resources.

Community Collaboration

The largest impact on students comes when organizations across the community work together. Creating a “cradle to college” pathway that incorporates birth, early-learning, pk-12, and college organizations is the most effective strategy. We recommend the Chehalis Foundation continue to collaborate with CSD and Centralia College while drawing in additional community organizations that work with youth. Some examples of organizations in the community include United Way of Lewis County, The Boys and Girls Club of Chehalis, and the Vernetta Smith Timberland Library. For example, in a recent article outlining efforts to break the cycle of intergenerational poverty (Kunkler, 2017), Debbie Campbell, the Executive Director of the United Way of Lewis County, reinforced the need to promote early education, and proposed sending more resources to organizations that promote this agenda. Efforts like this should be identified in the community, and supported moving forward. Additionally, Centralia College should focus on creating stronger partnerships with local industry to encourage students to persist by introducing them to community based, real world opportunities and connections.

Consider Developing Joint Goals

Research on college and career success supports the need to “get community institutions and organizations to embrace common goals and accountabilities for youth success.” Janice Brown noted that these relationships are critical to the success of any promise program, or program designed to improve college attendance and persistence within a community. She suggested that a support system should “begin as early as birth” and continue until a student is “job ready.” To do this, Brown proposed that communities collect data on all students, creating an individualized development plan (IDP) that tracks students through development, attending to physical, social, emotional, and cognitive characteristics and needs. Currently, United way of Lewis County and The Boys and Girls Club of Chehalis are examples of community organizations working to develop and promote joint goals focused on preparing students for their futures. We recommend a continued focus on developing joint goals.

Washington State College Bound Scholarship (CBS) Program

Washington State has the College Bound Scholarship program that provides last dollar funding to low-income college-bound students. However, the criteria and enrollment requirements are stringent, and must be initiated prior to high school. We recommend that the community stay on top of any new developments to expand or improve the program, and advocate for additional resources whenever possible. Additionally, there appears to be a negative trend in the enrollment percentages of eligible students, which should be addressed moving forward. This would help to align the CBS program more closely with other “Promise” programs.

Student Support Services in College

Evidence collected from interviews with Promise Program leaders across the country suggests the need for comprehensive support services prior to, and during, college. Janice Brown (The Kalamazoo Promise) shared that their comprehensive supports are a hallmark of their program. The CUNY ASAP model for providing student support services to college students is a nationally recognized model of best practices. Other community colleges throughout the country are developing pilot programs. While Centralia College already has some elements of the CUNY model, including a tutoring program, a “freshman experience course”, and course advising, they would benefit from developing a crosswalk between their existing services and the CUNY best practices. Specifically, one opportunity could be to change advising recommendations to mandatory advising requirements. Identifying the gaps between existing and needed services would provide a roadmap to college advisors to create more robust support services and increase the 3-year completion rates.

Mentoring

Research shows that a mentoring program can have a significant impact on keeping students enrolled in high school and preparing them for college. For example, having college mentors work with high school students and maintain contact when they enroll in college can help with college persistence. In addition, mentors from the community can provide students an understanding of potential career paths. This is most effective when students are deliberately matched with mentors that share their same interests and career goals.

The White House Summary on Community College Report (2011) suggested providing teaching opportunities for community business representatives, in addition to mentorship programs. We recommend CSD and Centralia College take the lead and work with the Chehalis Foundation and the broader community of business, civic, and government leaders to develop a comprehensive mentorship program, considering opportunities to engage business members in instruction as well. This model of community engagement and mentorship is one that both the Kalamazoo and Tennessee Promise programs have implemented in some form, and consider to be an essential component to career and college readiness.

Embrace Diversity and Change

Evidence from empirical literature suggests that as the demographics and needs of students change, so must our system of education. “Understanding whether and how underserved student populations succeed in postsecondary education is critical because, without them, our attainment goals simply cannot be achieved.” (Engle, 2016) It is critical that all community and school stakeholders continue to make efforts to understand the needs of diverse students in real time, making the necessary adjustments to support and instruction as the population continues to change. With more non-traditional students enrolling, Centralia College needs to be “student ready.” While there is currently no operational definition for what a “student ready” college looks like, Centralia should look at persistence and matriculation data to begin to develop their own definition specific to their community needs. Additionally, teachers and professors should assure their instructional practices are aligned with cognitive research. This would provide the best opportunity for the students to learn and to be successful, in light of the changing student demographics. Finally, they should be willing to use early warning systems to support a diverse community of students.

Apply for a Community Grant from College Spark

A guided pathway is a roadmap for students to follow toward their goals. It creates a hierarchy of choices that helps newly enrolled students by narrowing down their choices of programs and classes over time so they can graduate or transfer on time without excess credits. As a first step to implementing Guided Pathways, experts recommend focusing on “meta-majors” by merging courses together and guiding students by limiting their choices during their first year of college. Heather Gingerich from College Spark Washington stated, “Students need to be told to take these classes, in this sequence, on these days.” From meta-majors, colleges can map out a sequence of courses, beginning with the end (a credential or transfer to a program of study) in mind and working backwards. However, this sort of systemic redesign is a lengthy and expensive process. As Gingerich noted, “To move to Guided Pathways is an ambitious change for a community college. It would be difficult to pull off in less than five years.” In addition, the time and resources it takes on top of current duties of staff and faculty requires additional funding. College Spark Washington offers \$500,000 grants to community colleges exploring guided pathways. We recommend Centralia College apply for a Community Grant from College Spark.

College advisors

A benefit to creating Guided Pathways at the college level is that it can improve academic advising at the high school and middle school. When advisors are aware of potential Pathways, they can help guide students in course selection. According to Bill Moore of the State Board of Community and Technical Colleges, “We need to do a better job of connecting Guided Pathways to the high school. [It] has to start while they are in high school.” High school is a good opportunity to provide intrusive advising that helps students choose a meta-major before they

even enroll at the community college. Heather Gingerich agrees, saying, “Student support programs should be proactive, intrusive, and directive.” Holzer, 2016, shared, “High school programs that provide strong career-based instruction and a seamless entry into college...look particularly promising. Virtually all students at these schools get some career exposure and exploration. Wherever possible, high-quality academic material is incorporated into work- or project-based learning to contextualize the material and make it more relevant to students. Links to employers in targeted industries, and professional development for staff, is emphasized as well.” (Holzer, 2016).

Transcript placement

One strategy to minimize the need for developmental education is placing students into courses based on their high school transcripts rather than placement tests. College Spark is funding transcript placement pilot programs at several community colleges. With transcript placement, if students receive a particular grade (typically a B or better) in a specific series of math or English courses, they do not need to take a remedial course in that subject. This, coupled with some developmental work in core program classes, will help onboard students and prepare them for success in community college.

Enroll in a course of study by the end of year 1 at the latest

Students that do not enter a program of study by the end of their first year of college are far less likely to earn a credential than their peers that do. There may be several reasons students do not enter a concentration, including uncertainty about what they want to study, or the need for remediation in math and English classes. One study explained, “The analysis shows not only that students must enter a program of study to earn a credential but also that it is critical that they do so as quickly as possible. Students who do not enter a program of study within a year of enrollment are far less likely to ever enter a program and therefore less likely to complete and earn a credential” (Jenkins, 2011). The study found that over 50% of students that entered a program of study within their first year earned a credential or transferred to a 4-year university. That is compared with 37% that entered a concentration in their second year, and around 20% in their third year. CC and CSD leadership should consider increasing communication with four-year institutions, as well as establishing clearly articulated pathways to reduce choices and make the process of program selection more user friendly for students.

Create a Leadership Transition Plan

According to Chehalis Foundation Donors Orin Smith and Jim Lintott, integral components of the Beyond K-12 Student Achievement Initiative include great leadership, and the establishment of an effective college-going culture in the Chehalis School District. Over the past three years, great leadership has led to a college-going culture in Chehalis that is engrained in the fabric of the district, giving students purpose and direction, raising expectations, and creating full

awareness of the college and career opportunities available to all students. While significant progress has been made to date, the excellent leadership that has driven this changing culture must continue in order to sustain and grow the progress made. To ensure the continuity of these efforts, researchers recommend the district and the Foundation establish a succession plan in the event of a change in leadership. It will be essential that, when filling vacancies in district and building leadership (including the school board), candidates understand the work that has already occurred and the road map for continued success.

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APPENDIX A

WEB RESOURCES

Promise Programs¹⁸

W.E. Upjohn Institute for Employment Research
Kalamazoo Promise and Place-Based Scholarships

<http://www.upjohn.org/research/education/kalamazoo-promise-place-based-scholarships>

College Promise Campaign
Research

<https://collegepromise.org/category/cp-research/>

University of Pennsylvania Alliance for Higher Education and Democracy
Promise Program Catalog

<http://www.ahead-penn.org/creating-knowledge/college-promise>

National Conference of State Legislatures
Free Community College

<http://www.ncsl.org/research/education/free-community-college.aspx>

American Association of State Colleges and Universities
The Promises and Pitfalls of State Free Community College Plans – May 2016

<http://www.aascu.org/policy/publications/policy-matters/freecommunitycollege.pdf>

Mentor Programs

Campus Compact

www.compact.org

City University of New York (CUNY) Peer Mentor Programs

www.bmcc.cuny.edu/peermentor/

tnAchieves Mentor Program

<https://tnachieves.org/mentors/>

Support Services

Bright Prospects Nonprofit Comprehensive Counseling and Supports

www.brightprospect.org

¹⁸ List copied from *Making Public Colleges Tuition Free*, the Campaign for Free College Tuition, 2016

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