



RESEARCH REPORT

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Chehalis School District Education Initiatives Project Research Report

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Chehalis School District Education Initiatives Project: Research Report

Introduction

Over the past year, The BERC Group has provided ongoing consultation to Chehalis education stakeholders to develop and implement an action plan focused on the Student Achievement Initiative. Through the Student Achievement Initiative stakeholders will enable Chehalis students to succeed in college and ultimately a meaningful career. The overall goal is for 60% of Chehalis graduates to earn a 4-year degree. The goal of this report is to provide relevant research and analysis of place based program outcomes emphasizing effective support structures and emerging promising practices relating to college and career readiness, in addition to interpreting current outcomes of the West/Coffman Scholarship.

Research Focus

This research project focused on the following areas:

1. Provide summary analysis of the College Bound and College Success Foundation Studies while synthesizing relevant findings, best practices, and recommendations.
2. Review the Upjohn Institutes recent work on Place based programs. Focus on support structures and initiatives of these programs which influence student success.
3. Review the Upjohn Institutes research regarding the potential link between a strong educational system and community economic development.
4. Assess the effectiveness of the West/Coffman Scholarship and College Bound enrollment.
5. Provide a summary listing of college funding programs for Chehalis students.

Data Sources

To address the research focus areas, researchers gathered data from multiple sources. The BERC Group, Inc. has completed the following research activities, which are listed below and are described in more detail throughout the report.

Synthesis of College Bound and Achievers Scholarship Evaluation Reports. Researchers conducted a summary analysis and synthesis of relevant findings from two evaluation reports produced by The BERC Group. These reports are *The College Bound Scholarship Program* and *College Success Foundation: 10-Year Follow-up Study*.



Review of Promise Scholarship Research. Researchers reviewed research conducted by the Upjohn Institute regarding promise scholarships, specifically addressing support systems and initiatives that influence outcomes and the role of education systems on community economic development.

Analysis of College Enrollment and Graduation Data. We analyzed college attendance and graduation data from the National Student Clearinghouse (NSC). This included information on students' enrollment in college directly and indirectly after high school; their choice of 2-year vs. 4-year institution; and whether they graduated college with a 2 or 4 year degree. A list of past West/Coffman Scholarship recipients was provided by the Chehalis Foundation.

Search of College Funding Programs. Researchers conducted a comprehensive internet search of college funding programs available to Washington State students. While the list of individual one-time scholarships is vast, researchers limited the summary to programs that provide multiyear funding covering at least a moderate amount of college tuition/attendance costs.

College Bound Scholarship Program and Achievers Scholars Report Synthesis

This section provides a summary review of two studies, *College Success Foundation: 10-Year Follow-up Study* and *College Bound Scholarship Program*, conducted by The BERC Group and synthesis of promising practices and contextual factors from these reports. The recommendation summary includes one additional study, *The Navigation 101 4 Year Study*.

College Bound Scholarship Program Summary¹

The College Bound Scholarship program was designed to make college more affordable and accessible for low-income students, to raise educational attainment, and to create a college going culture in Washington State. The purpose of this report is to understanding the impact of the College Bound Scholarship for the 2012 graduates, the first cohort to use the scholarship.

Since the onset of the program, the middle schools have been successful at signing up students for the scholarship. For the first cohort (2012 graduates), 57% of eligible students signed up for the scholarship, and by the fifth cohort (2016 graduates), 80% of eligible students signed up for the scholarship. Despite this success in signing up students, students and stakeholders report that college preparatory support in the secondary schools varies considerably, and for the most part, it is not available often enough. College level supports are developing as well. The findings show that high schools that have had success in students using the College Bound Scholarship and attending college were more intentional in the support for College Bound Scholars, with a greater focus on college preparation. In addition, these schools had staff members who were knowledgeable about

¹ This section of the report is taken directly from the College Bound Scholarship Research Report.

the College Bound Scholarship, were able to track students' progress towards meeting the requirements, and worked with students at each grade level to prepare students for college.

The results from the first cohort of students show that College Bound Scholars had greater odds of meeting college admission requirements compared to students who received free and reduced lunch and compared to their non-free and reduced lunch peers when controlling for other variables. Similarly, the College Bound Scholarship recipients had higher odds of enrolling in college and persisting into their second year compared to students who received free and reduced lunch and compared to their non-free and reduced lunch peers when controlling for other variables.

Our statistical analyses examined both school and student level predictors of college enrollment, college persistence through the first year, and college persistence into the second year. While there were some variations across the analyses, there were also some consistent patterns. Among the school level variables, we found a relationship between a school's participation in Navigation 101 and students' enrollment in college, persistence through the first year, and persistence into the second year. Among the student level variables, we found that Black and Asian American students had greater odds of enrolling in college and persisting through the first and second year of college than White Students. High school preparedness was also a significant predictor of enrollment and persistence, with math, science, foreign language, and social studies emerging as strong predictors. Furthermore, Running Start and AP/IB course taking also predicted greater outcomes. Finally, students' GPA was generally the strongest predictor of enrollment and persistence.

Overall, results from the first cohort of students show promise. The College Bound Program was designed as an early promise to help motivate students to pursue a college degree and to provide some financial support to attend college. While there was no funding for a comprehensive program of support at the middle school, high school, and college levels, these are beginning to emerge in response to the program needs. That said an analysis of schools that had high rates of students signing up for the scholarship and using the scholarship compared to schools with low rates of sign-ups and usage in the first year were strikingly different. Schools that were successful in sign-ups and usage were more intentional in the support for College Bound Scholars despite the lack of support and had a greater focus on college preparation. In addition, these schools had staff members who were knowledgeable about the College Bound Scholarship, were able to track students' progress towards meeting the requirements, and worked with students at each grade level to prepare students for college.

Achievers Scholars Program Summary²

This report provides a retrospective study of the impact of the College Success Foundation's implementation of Washington State Achievers program on participants and on participating high schools. In 2010, 10 years of grant funding for new scholarships and support programs in the

² This section of the report is taken directly from the Achievers Scholars Research Report.



Achievers high schools concluded, and the College Success Foundation was interested in learning more about the impact of the program. The participants for this study fall into three groups: (1) Achievers Scholarship Recipients versus Non-Recipients, (2) Achievers High School versus Comparison High Schools; and (3) high and low performing Achievers High. Researchers collected quantitative data from all high schools and conducted site visits to gather qualitative data at 10 Achievers High Schools, including the five schools with the most positive outcomes and the five schools with the least positive outcomes.

Sixteen high schools received grants, including 11 large schools and 5 small schools (under 400 students). These grants provided support to convert the large high schools into small learning communities of no more than 400 students and for all schools to redesign or “reinvent” the schools so that all students graduate ready to enter a four-year college. The large schools had the double task of conversion and reinvention, while the small schools were responsible for reinvention only.

As a part of the reinvention, schools were expected to “reflect seven key attributes: common focus, high expectations, personalized learning environments, respect and responsibility, time to collaborate, performance-based systems, and technology as a tool. Schools were to emphasize relationships – between students and their work, between students and their teachers, and the relationships among staff.” Likewise, schools focused on classroom instruction to reflect high levels of active inquiry, in-depth learning, and performance assessment.³

Along with the whole school reinvention, the College Success Foundation provided scholarships and support to over 500 graduating students per year. This program included two parts: (1) the selection of recipients and administration of the scholarships, and (2) the implementation and management of an academic support program for students once they received the scholarships in their junior year through college. This second program component involved the assignment of mentors to students in their junior year of high school, as well as coordinating transitions to college. Throughout the 10 years, College Success Foundation personnel continued to improve upon and expand their support services. In most cases, the support services a student in an early cohort received differ greatly from the support services a student in a later cohort received because of how that particular service evolved. Table 1 displays the support services that students received. Please see the Appendix for detailed descriptions of each support service.

³ Quotations in this section are taken from the Bill & Melinda Gates Foundation website, education division <http://www.gatesfoundation.org/learning/ed/default/htm>.

Table 1.
College Success Foundation Academic Support Program

Program	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10
Scholarship	■	■	■	■	■	■	■	■	■	■
College Mentor Coordinator/ College Mentors	■	■	■	■	■	■	■	■	■	■
College Prep Advisor		■	■	■	■	■	■	■	■	■
Hometown Mentoring Program		■	■	■	■	■	■	■	■	■
ACE			■	■	■	■	■	■	■	■
HERO Program					■	■	■	■	■	■
Alumni Services					■	■	■	■	■	■
Accuplacer								■	■	■
Jump Start								■	■	■

The findings revealed stronger outcomes for Achievers Scholarship Recipients compared to Non-Recipients in meeting high school course requirements for college admission. For the Achievers Scholarship Recipients, the percentage of students meeting HEC Board requirements increased for each ethnic/racial group, particularly for Black students. Scholarship Recipients were more likely to attend college within a year of graduation high schools compared to Non-Recipients. Further, a greater percentage of Recipients attended four-year colleges as compared to two-year colleges. Non-Recipients were more likely to attend two-year colleges than four-year colleges. Recipients were more likely to persist in college compared to their Non-Recipient counterparts. Comparisons between the Achievers Schools and Comparison Schools found greater improvement in the rates at which students attended college within one year for students at the Achievers Schools.

An analysis of the common characteristics of the top five improving high schools show these schools were qualitatively different than those from the bottom five. Several key characteristics were evident in the top five improving schools, including a focus on second order change. In the most improving schools, educators continually reviewed the reasons to create a college ready culture, developed a clear vision for college readiness, and then aligned interventions to support this vision. The top five schools also integrated College Success Foundation program elements and other support strategies it to the school. The program elements were not “add-ons” for “some students” but rather a comprehensive program for all students. Finally, school personnel at the five most improving schools described how they are trying to increase rigor and remove obstacles to gate-keeping courses to help get students college ready.

Emerging Promising Practices



The emerging promising practices from both studies were similar. Overall these practices focused on developing a college and career readiness culture and strong support system to prepare all students.

Systemic plan of college and career readiness within schools and communities. This practice involves developing a clear and specific plan shared across the entire school district and within the community focusing on preparing students for college and careers. A systemic plan allows students exposure to a consistent message at every point in their education while developing targeted skills along the way, and supported by various programs and resources to meet expected outcomes. For the Achievers Scholar Program, selected high schools reformed the learning community, implemented several college and career readiness focused programs, and had dedicated staff to support Achievers Scholars from middle school through college.

A common understanding of high expectations and resources to meet expectations. Throughout both studies, students repeatedly stated they were not prepared for the rigor of college work or conversely, students who were exposed to higher levels of rigor in high school stated they were better able to manage their college work. Specifically, students who took part in Running Start, Advanced Placement classes, or other college level coursework were exposed to rigorous work prior to college. Additionally, students attributed high expectations of various teachers as beneficial in developing good study habits and building their personal confidence in the caliber of work they could accomplish. When students and teachers share a common understanding of high expectations coupled with the availability of rigorous course/programs students can better prepare for college level work.

Availability of College and Career Readiness Programs/Experiences. An intuitive finding from both reports was scholars identified one of the best ways to help make a successful transition to college was to specifically prepare them for college beforehand. Scholars who took part in college and career readiness programs and had exposure to college experiences were better prepared for college. For example, many scholars found simply visiting a college campus as highly impactful. As part of the Achievers Program a variety of programs were implemented targeting student needs including mentoring and ongoing workshops (i.e., Achievers College Experience Program, Hometown Mentoring Program,). Additionally, scholars who participated in advisory or other college preparation classes such as Navigation 101, GEAR UP, and TRIO, which taught organizational and time management skills, were valuable. Through all these programs, scholars also had the opportunity to have an ongoing conversation about college and a career readiness.

Dedicated staff to assist students through college selection and application process and progress monitoring. The implementation of College Preparatory Advisors in Achievers high schools, was cited by scholars and staff as one of the most important components of the program. College Preparatory Advisors were able to gather relevant student data in real-time to provided targeted support to students throughout high school. Similarly, while College Bound Scholars typically did not have assigned staff to help them, at the top performing schools there was typically

a point person in place assigned to assist the scholars. Students reported that working with a school counselor or teacher who helped them navigate the college selection and application process was necessary to their college enrollment.

Ongoing support during college. Finally, as students make the transition into college, having support system/college personnel on campus to help navigate the many changes of the new environment contributed to college persistence. Scholars who connected with college support staff were invited to social engagements with other scholars, received course taking/financial aid counseling, and connected to support services such as, tutoring. Achievers scholars had support through the College Mentoring Program while College Bound Scholars were less likely to have organized college-level support. However, college-level personnel were beginning discussions to determine what support should be provided to the College Bound Scholars.

Contextual Issues

While many of the contextual issues are simply the reverse of what helped schools improve and lead to promising practices there are two contextual issues worth noting as Chehalis School District strives to develop initiatives to improve outcomes around college. These contextual issues are buy-in and the transition from high school to college.

Buy-in at every level. Both reports consistently identified the influence lack of buy-in at any level (i.e., leadership, staff, students, and parents) had on student outcomes. A key component of creating a school-wide college and career readiness culture or making progress towards second order change requires that all stakeholders understand, believe in, and actively support the work. Many schools struggled with buy-in at some level, which ultimately, slowed the progress of their anticipated change or in some cases, halted it altogether.

Transition from high school to college. As described over several sections of promising practices, preparing students for college can be highly influential to their success in college. In particular, this transition became a barrier when scholars reported taking multiple remedial courses before starting college level work, not understanding how to access college resources and services (i.e., financial aid, tutoring, course selection), and difficulty managing a school/work/life balance.

Recommendations

While there is no one agreed upon definition of “college readiness,” there are similarities across definitions. One definition that is gaining popularity in the literature is by Conley (2014) who defines college readiness as:

The level of preparation a student needs in order to enroll and succeed – without remediation – in a credit bearing course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program, or in a high quality certificate



program that enables students to enter a career pathway with potential future advancement.

According to Conley, the four keys to college and career readiness include developing: (1) Key Content Knowledge, (2) Key Cognitive Strategies, (3) Key Learning Skills and Techniques, and (4) Key Transition Knowledge and Skills. Similarly, 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).

To define 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

Chehalis stakeholders are currently integrating these practices into the Chehalis School District as part of the Career and College Readiness plan, Strategy 3.1: Develop a comprehensive K-12 program focused on Career and College awareness and readiness. To review the action plans anticipated activities and timelines please refer to Appendix B.

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

For example, the College Success Foundation’s Achievers Scholars used a dedicated college advisor, called a College Preparatory Advisor. These advisors helped guide students through the college application process, took them on campus visits, assigned mentors, and provided academic

advising. Of all the program elements within the Achievers Scholarship Program, scholarship recipients reported that having a dedicated person onsite at the school was the most critical aspect of the scholarship, with some suggesting this was more important than the scholarship itself. In an analysis of the variability and effectiveness of the program, researchers found that the most meaningful support occurred when the advisors “took most of the initiative, provided practical information and resources, were supportive and caring, shared something of themselves, helped them understand what college was like, and maintained regular contact” (Baker, Gratama, Bachtler, & Peterson, 2012). Furthermore, some believed that because the College Preparatory Advisor was not a school or district employee, they were able to be more effective in this position, because their time was not usurped with other duties.

Similarly, the Navigation 101 program within Washington State is showing some promise, and a critical component within the program is a dedicated advisor. This program is designed to increase college awareness among students, and one school staff member works with a small group of students to provide college awareness information and to guide students through the college eligibility process. While there were variations in advisors’ skills, when advisors have the proper training and knowledge, students reported a strong desire to attend college and reported that the advisor was critical in helping them prepare for college (Baker, Gratama, Brenner, & Law, et al, 2013).

Conversely, the College Bound Scholarship provides funding for students to attend college, but does not provide support, such as a dedicated staff person assigned to students to help them become college ready. While schools had school counselors and some support programs, the depth and frequency of this support varied. Researchers found that when school provided dedicated services to College Bound Scholars more students signed up for and used the College Bound Scholarship (Baker, Gratama, Ford, & Chighizola, et al, 2013). Students also reported that lack of access to a school counselor and lack of adequate information about the scholarship were barriers to using the scholarship.

Within the Chehalis School District, there is not a dedicated College Advisor. Students have access to teachers during the advisory program, but teachers’ skills and knowledge vary greatly. In addition, the school counselors do not have the capacity to focus solely on this issue. Improvement in this area would require a dedicated college advisor or training for the teaching staff to effectively take on this role.

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.



One such program is Navigation 101, a comprehensive curriculum for college and career readiness that is prevalent in Washington State. The BERC Group did a four-year evaluation of the program in Washington State and found that, “Overall, the program has made an impact in many schools and made gains in helping students become more college and career aware” (Baker, et al., 2013). The program consists of advisory classes (with a dedicated advisor), student portfolios, student-led conferences, student-informed scheduling (providing dual credit courses), and data collection. The program is flexible enough to meet the needs and resources of specific schools. For example, some schools held advisory once a month while others had daily advisory classes.

One major benefit of College and Career Awareness Programs is the creation of a college-going culture at the school. Teachers and other staff members regularly remind students about the expectation that they will attend college, and there are visual reminders, such as banners and T-shirts, throughout the school. The college-going culture is most effective when it includes *all* students, especially the students who do not normally attend college or do not believe they can attend college.

Within Chehalis School District, part of the strategic plan includes developing an articulated career and college awareness program in grades K – 12. This includes introducing ideas of college and career readiness in elementary school, and then implementing career and college awareness programs within advisory and Core/Flex programs in the middle school and high school. The implementation of both these systems is in the beginning stages; however, work from the Career and College Awareness committee should support this work.

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.”

An effective transition curriculum in English focuses on non-fiction texts. Introducing high school students to texts from the social sciences, such as psychology or sociology, and helps prepare them for college expectations. In math, the content differs. Some courses are offered in conjunction with other courses, such as Algebra II, while others are independent of core classes. Typically, these math classes will cover fewer topics but go deeper in depth with each one. Transition curricula are especially effective for students who have met high school graduation requirements but are not prepared for Advance Placement or other dual credit classes.

Teachers who implement transition curricula are often selected for the program because of their openness to the student-centered learning required of them. This is an essential component of the classes – students direct much of their own learning, similar to expectations in colleges. Many programs offer professional development for teachers to help align high school teaching with college-level instruction.

Washington State is in process of developing transition courses in math and English that align with the above recommendations. These programs, called Bridge to College Math and Bridge to College English have been piloted in Washington State in the 2014 – 2015 school year, with a number of schools receiving grants to implement the programs in the 2015 – 2016 school year. Because of a unique partnership with K – 12, higher education leaders, and a legislative agreement, students who take these classes in their senior year and receive a B or better, they will be exempt from having to test into a college level placement. This agreement is in place for three years, with plans to study the program and scale the program statewide, depending upon successful outcomes.

The Chehalis School District has signed up to be part of the Bridge to College Math and Bridge to College English program. Teachers will receive training this summer, and implementation will begin September 2015.

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.

The National Center for Postsecondary Research funded an evaluation of eight summer bridge programs in Texas. They used an experimental design to compare the outcomes of students enrolling in summer bridge programs and those not enrolling. They found that students who attended summer bridge programs were more likely to pass college-level courses in math and writing in the subsequent fall, and that students were more likely to attempt higher-level courses in English/Language Arts and mathematics (Wathington, et al., 2011).

Within the Achievers Program, the College Success Foundation offered a JumpStart Program as an enhancement in the last three years of the Achievers Grant. In this program, students were assessed using AccuPlacer™ to determine if they were eligible for college level coursework in math or English. Students would use this information to determine the necessary college preparatory coursework required in their senior year, and students who needed additional support could participate in a JumpStart program between the summer of their senior year and the beginning of college. Since this enhancement was only offered in the last three years of the Achievers Program, there is limited data showing the effectiveness. However, participants believe the data helped



students become more realistic about their college preparation needs and that the program contributed to a better start in their first year of college (Baker et. al, 2012).

Chehalis School District has implemented a STEM summer program, and the Career and College Readiness Committee has put in the language to look at potential summer programs to help support students. However, it would be helpful to district personnel to work with the colleges students attend most frequently (e.g. Centralia Community College, Washington State University, and University of Washington) to determine what Summer Bridge Programs are available to their students and to effectively identify those students eligible for the programs.

Research Review of Place Based Scholarships and Community Effects

The BERC Group conducted a review of the current research performed by the Upjohn Institute related to Place Based Programs. The vast majority of the Upjohn Institute's past and current published research is focused on the Kalamazoo Promise (KP). However, there are a series of research studies, resources, and new partnerships currently in progress, which will provide greater depth to Place Based Program research and be of particular interest to the Chehalis Foundation. Specifically, the Upjohn Institute received a grant from the Lumina Foundation last year to create the Promise Research Consortium. The grant enables the consortium to carry out a two-year comparative research agenda focusing on post-secondary and community-level outcomes of Place based programs. Additionally, the Upjohn Institute is slated to release the publication, *Promise Nation: Transforming Communities through Promise Scholarships* by Michelle Miller-Adams this fall. In addition, BERC Group personnel had an opportunity to talk with Michelle Miller-Adams about this work.

The current research and findings for Place Based Programs was described in a recent presentation by Upjohn Institute researcher Michelle Miller-Adams at the 2014 PromiseNet Conference, stating they currently know very little about Place Based Program outcomes and research is very limited and largely non-comparative. While approximately 50 communities across the country have adopted promise style programs, there are potential drawbacks as the field of Place Based Programs continue to develop. These drawbacks include Place Based Program replication without empirical background studies; Place Based Program replication without a clear understanding of how program design relates to program goals; inability to provide stakeholders Place Based Program data and findings because programs are still in the beginning implementation stage; and finally, there is a danger that place based programs will overpromise and under deliver. However, short term findings across place based programs indicate a trend of positive outcomes including increased student morale and positive school coverage. In many cases, place based programs have influenced school district student enrollment both in K-12 and college, Advance Placement course availability and enrollment, and student persistence through the first year of college.⁴

⁴ <https://www.insidehighered.com/news/2015/04/07/promise-programs-thrive-despite-unanswered-questions-about-long-term-effects-and>

Data from other place-based scholarships suggests that college enrollment and persistence are higher among program participants relative to their peers (e.g., Dynarski, 2005). For example, 90% of eligible students in the first cohort of the Kalamazoo Place Based Program attended college and 67% finished their degrees after six years (Mack, 2012). Similarly, approximately 80% of participants in the Oklahoma Promise scholarship attend college directly after high school as opposed to approximately 60% of all Oklahoma high school graduates (Oklahoma Regents for Higher Education, 2014). The persistence rate for program participants was also approximately 10 percentage points higher than the rate for non-participants. Data from Indiana's 21st Century Scholarship indicates that program participants were more likely to enroll in college than their peers but were slightly less likely to persist in college (St. John et al., 2005). Research on the Washington State Achievers Program (Baker, Gratama, Bachtler, & Peterson, 2012; Myers, Brown, & Pavel, 2010) showed that students enrolled in the program were more likely to enroll and persist in college than their peers. On the other hand, research on the Pittsburgh Promise (Bozick, Gonzalez, & Engberg, under review) showed that the overall college-going rate for scholarship-eligible students did not change before and after the advent of the program. After the Pittsburgh promise began, scholarship-eligible students were more likely to attend in-state colleges, where they received the subsidy, then out-of-state colleges, where they would not receive it. At present, there is little evidence to suggest that place-based scholarships increase college-going among students who would not have otherwise enrolled in college.

Early broad findings from the KP show their program has the potential to positively influence students, schools, and the overall community through increased enrollment suggesting a boost to the local economy, decreasing the racial achievement gap (Bartik, Eberts, & Huang, 2010), significantly impacting high school student behavior and GPA for African-Americans (Bartik & Lachowska, 2012), and increasing student college going and rigorous college choice (Adams & Timmeney, 2012).

The Chehalis Foundation requested research regarding the support structures and initiatives needed to help students be successful in school and beyond. Additionally, the foundation is interested in learning about the relationship between a strong education system and community economic development efforts. One clear finding among the research is while funding does have an impact of educational attainment “money alone is insufficient for the Kalamazoo Promise or programs modeled after it to reach their full potential as engines of community transformation” (Miller-Adams, 2009). Upjohn Institute researchers found a clear conceptual understanding of how such a program can start social and economic change, alignment of change efforts by multiple stakeholders, and realistic shared expectations around short and long term goals are essential to successful implementation and sustainability.

Support Structures. KP research attributes strong collaborative community partnerships to positive change efforts. A key component to Kalamazoos community involvement is the universal nature of their place based program. Because the scholarship is open to everyone the potential for any negative pushback is eliminated and broad community support can be expected (Miller-Adams,



2009). Community organizations and individuals provide a level of support to students that the financial scholarship does not address. One article described the depth of the Kalamazoo community involvement:

To date, the [Kalamazoo] Promise has catalyzed an ever-expanding number of groups, initiatives, and networks (both formal and informal), all of them expressions of community support for these objectives. From church-based mentoring and after-school credit recovery programs, to outreach by the local community colleges, to pro bono services offered by businesses, media companies, and others, the community has mobilized around the Kalamazoo Promise (Miller-Adams, pg. 20).

As more students are eligible to receive the KP there is increased need to help them become college ready, including supports such as college preparatory classes, advanced placement and dual enrollment courses, and tutoring.

Similarly, research about the Pittsburgh Promise cited support systems as a success component. Specifically, using college and career ready practices was associated with increased proportions of graduates eligible for the Pittsburgh Promise (Iriti & Bickel, 2009). Finally, another study analyzing merit versus universal place-based scholarships recommended communities considering a place-based scholarship adopt the characteristics of a universal program. When compared to merit programs researchers found universal scholarships provide a stronger benefit, by increasing college enrollment and completion, increasing school district enrollment and overall city population, and reducing poverty and racial inequalities (Bangs, Davis, Ness, Elliott, & Henry, 2011). Researchers also recommend reforming the entire district education system to provide comprehensive services for students from pre-birth through college. These services would target disadvantaged student and family health, social, economic, and education programs, i.e. nutrition, mental health counseling and mentoring/tutoring.

Additionally researchers retrieved relevant support system information from individual place based program websites. Promising practices from these sources were similar to outcomes found in the College Bound/Achievers Scholars synthesis. For example, a study examining factors that contribute to Pittsburgh Promise student post-secondary success identified six areas embedded in the literature that help high school students including: (1) rigorous teaching and learning, (2) emphasis on cross-curricular 21st century and soft skills, (3) a culture of high expectations for all students, (4) clear system to guide students through college selection and application process, (5) integrated approach of career and college planning, and (6) high level of personalism (Iriti & Bickel, 2009). The El Dorado Promise published a 2015 news brief of their specific focus on providing more rigor through increased AP course enrollment and offerings. Furthermore, El Dorado created a series of pre-AP courses at the middle schools to prepare students for AP course taking in high

school. Current outcomes show student enrollment in AP courses has multiplied while maintaining and even increasing their AP passage rate.⁵

Community Level Effects. At the time of this report, researchers contacted The Upjohn Institute to inquire further about research regarding the role of promise programs and education on economic/community development. Lead researcher, Dr. Michelle Miller-Adams, provided a chapter of the yet to be published, *Promise Nation*, for internal circulation between The BERC Group and Chehalis stakeholders (see attached PDF), in addition to sharing further insights. The potential for community-level effects is a common desired outcome of place-based scholarships. While building empirical evidence to support this outcome is challenging, literature regarding education and community outcomes is more substantiated. In *Promise Nation*, Dr. Michelle Miller-Adams describes the two links between education and economic development. The first link is the correlation among higher education, increased work productivity, and increased rates of economic growth. As individuals increase their capacity through higher education they become more productive. Productive workers allow for increased business productivity and can attract other businesses into the community. The second link describes the capacity of education to specifically target the needs of typically high-poverty urban regions in downward trends of economic depression. The research identifies long-term investment through education as a path to reverse this trend. “The key to growing an urban middle class is simple: education [sic] With residential choice dependent on school quality, cities need to ensure that their schools can attract and retain families with broader option (Miller-Adams, pg. 4).”

The Upjohn Institute conducted several short-term Kalamazoo community impact studies in recent years. The results show a positive shift in school enrollment and community perception indicating a place-based scholarship can have a socio-economic impact. After a decade, the KP impact has been “modest”, with an increase in both local school district and institutions of higher education enrollment resulting in increased financial resources, approximately 18.7 million as of 2009 for Kalamazoo Public Schools (Miller, Adams, pg.6, in press 2015). Additionally, Upjohn Institute researchers hypothesize the increased enrollment and enhanced community perception lead to voter support for bonds dedicated to building a new school and other community renovations.

A study following Kalamazoo Public School’s highest achieving students attending Kalamazoo Math and Science Center showed a significant shift in college choice from private or out-of-state college options to in-state public institutions after the KP. The percentage of Kalamazoo Math and Science Center graduates “attending in-state public institutions rose from 38.6 percent before the Promise to 67.4 percent after the Promise, an increase of 28.7 percentage points” (Miller-Adams & Timmeney, pg. 4, 2013). Researchers noted a small sample size and took into account the slight increase for non-KP students over the same time period. However, the effect was still clearly evident. Study implications are students who attend in-state colleges are more likely to stay in-state post graduation compared to students who went out-of-state for college, thus increasing the

⁵ Information retrieved online from: http://www.eldoradopromise.com/pdf/2015_PromiseReport.pdf



potential of college educated KP students contribution to the local economy post -graduation. Additionally, since 2006 approximately two-thirds of KP recipients chose to attend either of the two local institutions of higher education, resulting in a large percentage of KP scholarship money being directly invested into Kalamazoo (Miller-Adams, pg.8, forthcoming 2015).

Similarly, researchers continued to follow the change in enrollment within Kalamazoo Public Schools since the KP. Overall, there has been a 40% increase in new students with no noticeable change in the socioeconomic characteristics of the school district (Hershbein, 2013). Additionally, “early results suggest that the Promise may have raised annual gross regional product in the area by one percent, or about \$100 million.”⁶

Regarding community perception, Upjohn Institute researchers found a significant increase in the volume of both education content produced and volume of positively focused education content ran by local media in Kalamazoo compared to a similar neighboring district since the KP (Miller-Adams & Fiore, 2013). Researchers attributed the change in media coverage to a change in community perception of Kalamazoo Public Schools as a result of the KP. Specifically, there was little evidence of a causal relationship between the change in media coverage and actual improvements within the school district as school improvements have been slower to materialize than the change in media coverage. Implications of this study show a shift in community perception towards the school district that was previously negative (whether based on factual evidence or not) and kept parents from enrolling their students in the public school or even caused some families to move away (Miller-Adams & Fiore, 2013).

Overall, promise program research indicates various levels of success, regarding student enrollment, stabilization of demographics, housing market influence, community perception, and community revitalization. Researchers caution stakeholders that it is too early to measure the economic development impacts potential influence by the KP or any other place based program at this early stage of implementation.

Promise Program Reflections. Dr. Michelle Miller-Adams described the following reflections of her expansive promise program work.

- **Build your scholarship program around your critical need.** Is your critical need or main goal to prepare students for college or is your critical need community transformation? While many promise programs hope to accomplish both of these goals, it is important to structure your program starting with the most critical need as the focus. For Chehalis the West Coffman Scholarship itself is likely not a powerful transformative tool to prepare students for college and to increase college enrollment; however, the action plan

⁶ Quote retrieved online from Upjohn Institutes research highlights <http://www.upjohn.org/research-highlights/second-look-enrollment-changes-after-kalamazoo-promise>

to create a comprehensive K-12 career and college-going culture for all students targets the communities identified critical need.

- **Universal versus Merit based promise programs.** As described above in the social supports section, universal promise programs generally outperform merit-based programs due to its inclusivity and strong appeal to the larger community. Dr. Miller-Adams stated in a paper presentation, “Merit-based models are poorly equipped to support the economic development goals of promise programs. Universal eligibility creates broad buy-in throughout the community and leverages new sources of support for student success and alignment around an education-based economic development strategy (2013, pg.2)”.
- **Transformation takes time and alignment.** The tools and processes that lead to transformation are long term. School and community culture does not change quickly and it is important to create a clear understanding of the change process. Commitment by the community is necessary and these key community stakeholders need to conduct ongoing intentional conversations about the transformation.
- **Simplicity is key.** Simple promise programs are better. Program eligibility, application, and usage requirements need to be as simple as possible to minimize stakeholder confusion and missed scholarship opportunities. This was particularly evident with College Bound. Because there are several requirements to maintain eligibility and ultimately to receive the scholarship (i.e., file FAFSA by certain date, last dollar in scholarship, additional requirements to receive stipends) many scholars (and families) forgot, were unaware, or did not know how to meet the scholarship requirements.
- **Conduct ongoing research and evaluation.** Throughout the life cycle of a promise program resources need to be set aside for ongoing research and evaluation to track the impact of the program overtime.



West/Coffman Scholarship Analysis

To determine whether the West/Coffman scholarship has influenced college attendance and graduation rates, researchers analyzed Chehalis High School graduate data pertaining to college attendance rates and graduation rates of students utilizing the West/Coffman scholarship to non-scholarship users (see Figures 1 and 2).

Year over year, students who received the West/Coffman Scholarship were approximately 25 percentage-points more likely to attend college compared to students who did not receive the West/Coffman Scholarship. West/Coffman Scholarship students had an enrollment rate of approximately 90%, while Non-Scholarship students had an enrollment rate of approximately 65% (see Figure 1). The discrepancy between scholarship students and non-scholarship students widened when analyzing college graduation rates. For example, Figure 2 shows the class of 2004 had 89.2% of all scholarship students graduate from college anytime. The class of 2004 had 36.9% of students not receiving a scholarship graduate from college anytime. Finally, the third group shows that 50% of the students from the class of 2004 who did not receive a scholarship, but who did attend college graduated from college anytime. Please note that the decrease in college graduation rates is simply because let time has elapsed for students graduating in 2008 compared to students who graduated in 2004. Students who graduated in 2008 may still be continuing with college.

When interpreting the data it is important to note the potential influence of extraneous variables on the college attendance and graduation rates of scholarship versus non-scholarship students. For example, the West/Coffman Scholarship criteria of 2.5 or higher GPA⁷ is aligned with college going and college persistence outcomes, meaning students who are selected to receive the scholarship may be more likely than their non-scholarship peers to be successful in college, regardless of the scholarship. Therefore, it is difficult to determine the effectiveness of these scholarships. However, when outcomes data become available from the College Bound Scholarship Program that will provide more information about the impact of similar types of scholarship programs.

⁷ Information retrieved online from: http://chehalis-school-district.s3.amazonaws.com/wf-west-high-school/uploads/files/january_scholarships_2014.pdf

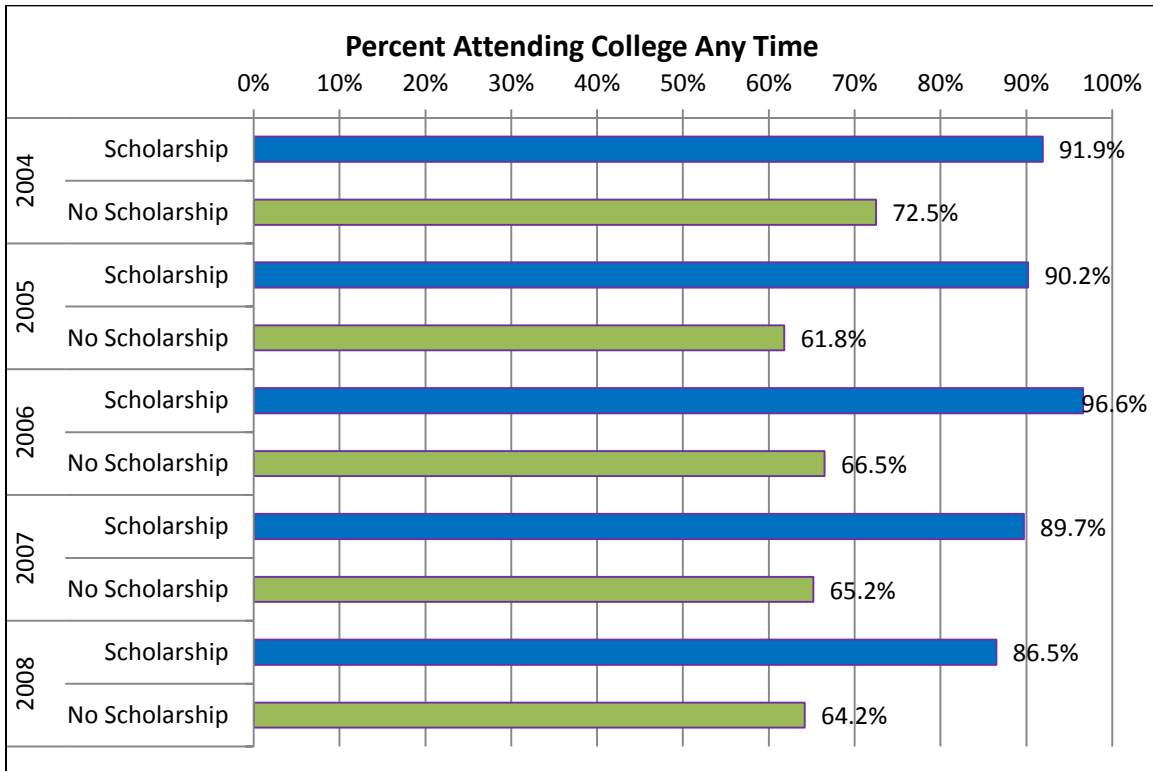


Figure 1. Chehalis High School Graduates from, 2004-2008, College Attendance Rates with West/Coffman Scholarship versus No Scholarship.

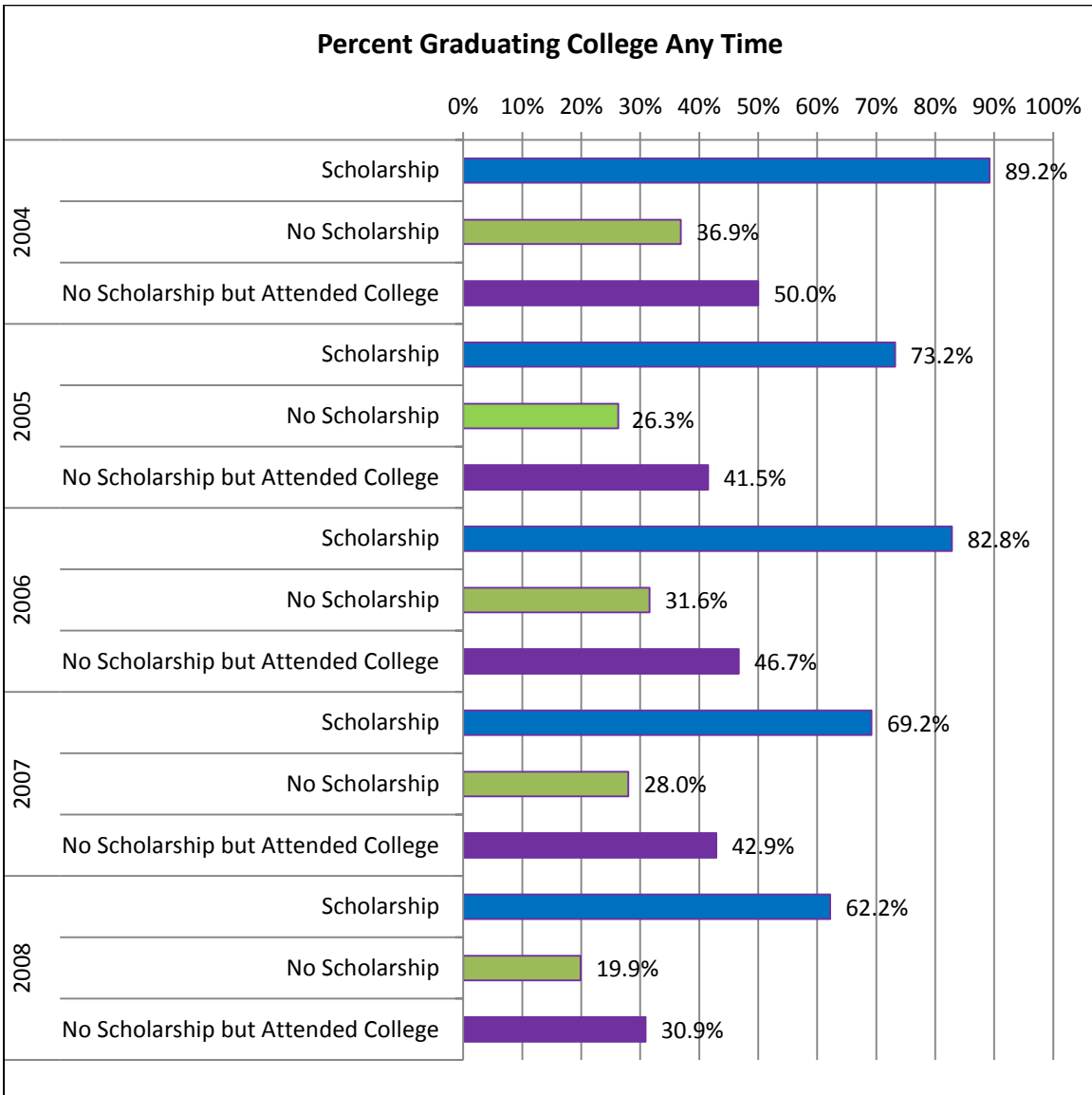


Figure 2. Chehalis High School Graduates from, 2004-2008, College Any Time Graduation Rates with West/Coffman Scholarship versus No Scholarship

Summary Listing of College Funding Programs for Chehalis Students

Below is a brief listing of college funding programs available to Chehalis Students.

College Bound Scholarship. College Bound is an early commitment last dollar in tuition scholarship for students attending any eligible Washington State college institution.

Eligibility:

- Students in foster care or dependents of the state are automatically enrolled
- Sign up by end of 8th grade year
- Graduate from a Washington high school or home school with at least a 2.0 G.P.A.
- Good community standing and no felonies
- Meet low-income cutoffs
- File the FAFSA
- Attend an eligible Washington State institution

What Program Can Cover:

- Full-coverage tuition equivalent to a four-year bachelor's degree
- \$500 allowance for college books
- Academic support services offered by schools and colleges

Pros:

- Full-tuition coverage
- Scholarship can be used over a 10 year period
- Many schools and colleges offer special academic services to College Bound Scholars

Cons:

- Only available for Washington State institutions
- Students must sign up by 8th grade unless they are a foster child

<http://www.wsac.wa.gov/college-bound>

Cougar Commitment. The Washington State University's last dollar in scholarship offering tuition coverage for up to four years for students pursuing their first bachelor's degree at WSU.

Eligibility:



- Washington State resident
- Admitted to WSU as a fulltime student pursuing their first bachelor's degree
- Receive the State Need or Pell Grant
- Submit FAFSA and show financial need based on application
- Maintain satisfactory academic progress
- Not previously received Cougar Commitment for eight total semesters of continuous enrollment

What Grant Can Cover:

- Full-coverage tuition equivalent to a four-year bachelor's degree

Pros:

- Full-tuition coverage

Cons:

- Only available for WSU students

<http://admission.wsu.edu/scholarships/cougar-commitment.html#>

Guaranteed Education Tuition (GET) Program. GET is Washington's version of a 529 college savings plan. GET is a prepaid tuition program. Units are purchased at a premium rate to lock in the guarantee of a student's future college tuition. The current price to purchase a unit is \$172 and the current payout value of a unit is approximately \$118. Up to 500 units can be purchased and each unit is redeemable for 1% of undergraduate tuition at the highest price in-state public university. One-hundred units are equal to one year of full-time college. Payment can be made as a lump sum or monthly. GET is one of only a few states with legislative backing to guarantee tuition payment in the event that the program is unable to supply funds.

Eligibility:

- Washington State Resident

What GET Can Cover:

- Guaranteed tuition coverage
- Approved college expenses
- Units can be used for up to 10 years past student high school graduation
- Units can be used at any participating institution including instate, nationally, and other countries
- Units can be used for graduate school

- Unit plan can be transferred to another family member
- Reimbursement can be requested if unit program is not used when student enters college

Pros:

- Prepaid college tuition at fixed rates
- Can be used for up to 10 years and transferred to other family members
- Money is tax deductible

Cons:

- Potential for units to go unused or be worth less than premium paid
- Make payments before student goes to college
- Some estimates indicated unit programs need to be open for at least six years before student begins college to financially break even on tuition cost

<http://www.get.wa.gov/>

<http://www.get.wa.gov/pricepayoutfees>

Husky Promise. The University of Washington's (UW) last dollar in scholarship offering full-tuition for up to 12 quarters for students pursuing their first bachelor's degree at UW.

Eligibility:

- Washington State Resident
- Admitted to UW and enroll fulltime
- Submit FAFSA
- Meet eligibility for State Need Grant or Pell Grant programs
- Pursue first bachelor's degree
- Maintain satisfactory academic progress at UW (maintain 2.0 G.P.A., complete 6 credits/quarter, etc.)

What Grant Can Cover:

- Full-coverage tuition equivalent to a four-year bachelor's degree

Pros:

- Full-tuition coverage

Cons:

- Only available for UW students



<http://www.washington.edu/huskypromise/>

Other 529 College Savings Plans. While Washington only provides the GET program to Washington residents, many other states have similar programs that are open to non-residents. These college savings plans also offer students the capacity to attend college across the country. Some plans allow for greater flexibility, such as creating a savings plan for community college at a lower rate. For example, both Oregon and California offer multiple 529 plans for non-residents. http://www.savingforcollege.com/529_plan_details/index.php?state_id=48&page=plans_by_state

Opportunity Grant Program. Provides grant money to attend Washington community or technical colleges for low-income family students.

Eligibility:

- Washington State Resident Student
- Student approved for grant-eligible program or 200% below federal poverty level
- Financial need based on FAFSA
- Maintain 2.0 G.P.A. at college

What Grant Can Cover:

- Up to 45 credits used within three years
- Tuition and fees up to \$1,000/year for books and supplies
- Variety of services including tutoring, academic services, emergency childcare and emergency transportation.

Pros:

- Paid college
- Non-tuition supports available

Cons:

- Grant only applied to community or technical college

http://www.sbctc.ctc.edu/college/s_opportunitygrants.aspx

Passport to College Promise Scholarship. Opportunity for foster youth to receive a scholarship for up to five years of college. Additionally, support services from college staff and priority for State Need Grant and State Work Study programs are considered.

Eligibility:

- Washington State Resident

- Spend at least one year in foster care in Washington State
- Enroll at least part time in eligible college by 22nd birthday
- Not pursue a degree in Theology
- Pursuing first college degree

What Grant Can Cover:

- Students can receive up to \$4,500 per year for up to five years of college towards attending college
- Support services from college staff
- Priority consideration of State Grant Need and State Work Study program

Pros:

- Money provided for attending college
- Support services provided and priority consideration of other state assistance

Cons:

- None

<http://collegesuccessfoundation.org/wa/supports-and-scholarships/passport>

Washington State Opportunity Scholarship. Scholarship for low and middle-income students pursuing their first bachelor's degree in a science, engineering, technology, or mathematics (STEM), or health care field at a participating Washington State institution.

Eligibility:

- Washington resident high school senior, college freshman or sophomore
- Cumulative G.P.A. of at least 2.75
- Planning to enroll or enrolled fulltime in first time STEM or health care bachelor's degree
- File FAFSA
- Apply for federal education tax credits if eligible
- Meet family income requirements

What Grant Can Cover:

- Students can receive up to \$7,500 per year based on total number of credit completion through their 5 year of college

Pros:

- Money provided for tuition



Cons:

- Grant only applied to STEM and health care bachelor's degrees

<http://www.waopportunitiescholarship.org/scholarship/overview>

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APPENDIX A: College Success Foundation Academic Support Program

Scholarships. Students participating in the program applied for the Achievers Scholarship in their junior year of high school. These need-based scholarships were designed to reduce financial barriers for low-income students. The scholarships support a four-year college education and are “last dollar-in,” meaning they do not supplant federal grant funding and institutional aid students would otherwise receive. The selection process included both traditional and non-traditional selection criteria to encourage students who may not apply for or think they are going to college. Students complete an application and several essays as part of the application process. However, reviewers do not analyze transcripts. Students who make it the final round participate in a group interview process, where they engage in activities with other applicants. The reviewers analyze students’ leadership and problem solving skills, among other qualities during the group interview.

College Mentor Coordinator/College Mentors. CSF personnel collaborated with Washington State colleges to create a mentoring and academic support program on each college campus, which students typically access in their first two years of college. A College Mentor Coordinator, who is on staff at the college, serves as a point of contact for Achievers Scholars and CSF personnel. The College Mentor Coordinator helps Achievers scholarship recipients navigate the college experience and coordinates mentoring support. The mentors are typically college faculty and staff or upper level scholarship recipients. Across colleges, this program looks very different, and College Mentor Coordinators define their role and program to fit the contextual situation. For the early cohorts, CSF provided funding to bring the Achievers Scholars together, but this funding was reduced somewhat in the later years.

College Preparatory Advisor. CPAs are CSF personnel who provide academic advising, college planning information, grade monitoring, and referrals for students in the program. The CPAs assisted students with scholarship and college application processes. They recruited, trained, and supported mentors for the Hometown Mentor Program, took students on college visitations, provided workshops and assisted students with the financial aid process, and helped to coordinate summer programming. Originally, the CPAs were assigned to schools on a part-time basis, working across two schools. However, by 2005 (Cohort 5), the CPAs duties were redistributed with large schools having a full-time CPA. In 2006, CSF staff members started bringing together best practices and put together a college access curriculum and support resources for the CPAs. This helped to standardize the work for CPAs across schools, giving them a guide for their work. However, their work was still “flexible and fluid” and differed somewhat based on their expertise and interests, as well as student need.

Hometown Mentor Program. CSF staff members agreed that mentoring “is one of the most powerful relationships for influencing human behavior.” As such, the College Preparatory CPA recruited Hometown Mentors from the school and greater community to provided one-on-one mentoring to the Achievers Scholars. The Hometown Mentors received training from the CPAs, and they were another resource to help students complete college applications, to complete the

Free Application for Federal Student Aid (FAFSA), and to stay on track for high school graduation. The frequency of the meetings varied among mentors, and many mentors went beyond their role and maintained the relationship with the student into and through college.

Achievers College Experience. The Achievers College Experience (ACE) Program is a four day, three night college campus experience where students prepare for their senior year of high school and learn about and prepare for their college experience. ACE evolved, and originally, the program focused on college admission and financial aid. Over time, staff members incorporated activities around community building, connecting to the college campus, and understanding mentoring. For Cohort 7, CSF staff members added college admissions test prep (ACT and SAT) opportunities and additional programming for special populations (e.g., foster youth, undocumented “1079” students).

HERO Program. The Higher Education Readiness Opportunity (HERO) Program first became available to students in 2005 in 11 of the 16 Achievers High Schools. This program was originally designed to identify young men of color in the 7th to 10th grades to support them socially and academically through middle school and early high school so they could apply for the Achievers Scholarship Program during their junior year and graduate college ready. Each HERO advisor worked in approximately four schools, including the high school and feeder middle schools. The program provided individual support to students with high needs, advocacy, academic monitoring, dropout prevention strategies, social development, standardized test preparation, and parent/guardian engagement. A CSF staff person described, “The intent was to address the pipeline issue of more males taking advantage of the scholarship, applying for and receiving the scholarship. We wanted to help them believe they should be there too.” In the beginning of the program, 95% of participants were male. However, eventually females, particularly at the middle school level, learned about and wanted to participate in the program. By 2010, CSF staff members estimate that 60% of the participants were male and 40% were female.

Alumni Services. CSF staff members developed the Alumni Program in 2005, as the first cohort of Achievers Scholars was graduating with their Bachelor’s Degree. This program helps to prepare students for the transition into the professional world. Describing the genesis of the program, a CSF staff person shared, “We couldn’t hire all of them so we developed a networking program, helping students to network and to give back to the community.” The program serves upperclassmen and graduates. Students are encouraged to mentor younger students in their community, and there are opportunities for students to participate in career workshops and personal development programming. Over time, the program has morphed, based on student interest, with a focus on career development and readiness and graduation/professional school preparation.

AccuPlacer™. In the 2006-2007 school year, CSF worked with the community college system to look at a support system to increase retention in college. As a part of this work, they implemented the use of the AccuPlacer™ assessment starting with Cohort 8. AccuPlacer™ is an assessment that



gives students information on how prepared they are for college level course work. Based on the results, CSF staff worked in collaboration with high school staff to develop interventions and supports to help students utilize the AccuPlacer™ information in their academic planning. For Cohorts 9 and 10, students took the assessment second semester of their junior year, to inform senior year course taking and support needs. Students below grade level on the math or English components of the assessment retook the AccuPlacer™ at the end of the second semester in their senior year to measure their progress and to provide information about for additional interventions.

JumpStart. Students who were below grade level in the spring of their senior year, based upon their AccuPlacer™ results were required to participate in JumpStart programming. JumpStart was an opportunity for students to take developmental/remedial courses over the summer following high school graduation to support their progression into college level English and math courses.

APPENDIX B: Action Plan for Strategy 3.1: Develop a comprehensive K-12 program focused on Career and College awareness and readiness.

GOALS FOCUSED ON IMPROVING STUDENT OUTCOMES

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.*

Rationale: By 2016, nearly three-fourths of available jobs will require at least a postsecondary credential.⁸ Currently, a gap exists in Chehalis School District between high school curriculum, graduation requirements, and the skills and knowledge required to succeed in postsecondary education. This gap results in too many recent high school graduates enrolling in pre-college level courses. Nearly three-fifths of students entering a community college after graduating from high school enroll in at least one pre-college level course.⁹ Students who start in pre-college level courses must take more courses to complete a degree, which requires more money and time. As the number of pre-college courses that students are required to take increases, the likelihood students will complete a credential decreases.¹⁰

STRATEGY 3.1: Develop a comprehensive K-12 program focused on Career and College awareness and readiness.

STRATEGY 3.2: Develop a data dashboard or similar tracking system to track and measure the metrics proven important for student success as defined by the comprehensive Career and College awareness and readiness program.

STRATEGY 3.3: Develop multiple vocational and/or pre-credentialing pathways in the high school curriculum to allow students to meet the college/career readiness benchmarks (e.g. credits/courses necessary for college entry) while learning valuable and marketable skills. As part of this effort provide greater access to work-based learning opportunities for students in 10th, 11th and 12th grades.

⁸ Washington Student Achievement Council, Washington State Board for Community and Technical Colleges, & Workforce Training and Education Coordinating Board (Forthcoming). A skilled and educated workforce. Olympia, WA: Washington Student Achievement Council.

⁹ State Board for Community and Technical Colleges. (December 2012). Role of pre-college (developmental and remedial) education: 2009-10 public high school graduates who enroll in Washington community and technical colleges in 2010-11. Retrieved from www.sbctc.edu/college/education/12-2RoleofPre-CollegeEduc.pdf

¹⁰ Burley, A., Cejda, B., & Butner, B. (2001). Dropout and stopout patterns among developmental education students in Texas community colleges. *Community College Journal of Research and Practice*, 25(10), 767-782.

ACTIVITIES & TIMELINES

The following provides more details around the Goals and Strategies that support the Career and College Readiness focus. Under each strategy are a list of suggestions that can be implemented at each level to support the goals. These are simply suggestions to help schools develop their own aligned strategies to support the goals.

	Time Period	Responsibility
GOAL 3		
STRATEGY 3.1: Develop a comprehensive K-12 program focused on Career and College awareness and readiness.		
3.1.a. Develop Career and College Awareness across the entire system K-12		
Focus instruction and language around college attendance and career readiness <ul style="list-style-type: none"> • Use Common Language of “When you go to college.” • Integrate Career and College awareness opportunities into traditional teaching and learning. Examples are included below: <ul style="list-style-type: none"> ○ Add a four-year university in “Scooter Town” where students receive a diploma ○ Integrate financial budgeting assignments/FAFSA completion in advisory. ○ Interview someone who went to college or has a career of interest ○ Integrate an assignment where students complete a college application essay within 11th grade English. ○ Provide a notebook with college application information 	- All school year, August 2014 to June 2015	<ul style="list-style-type: none"> • District Staff • K – 12 Staff (All)
Create an environment where students see college information on a daily basis <ul style="list-style-type: none"> • Display college banners and information • Display diplomas • Wear college attire on a weekly basis • Create a Career and College center 	- All school year, August 2014 to June 2015	<ul style="list-style-type: none"> • District Staff • K – 12 Staff (All)



	Time Period	Responsibility
<p>Develop staff resources and support to provide Career and College awareness information</p> <ul style="list-style-type: none"> • Create teams of staff dedicated to Career and College planning in the building to align support to the strategic plan. • Provide all staff members with information about the College Bound Scholarship. • Provide staff with resources about college entrance and scholarship opportunities (e.g. www.lewiscounty2college.com) • Communicate high school course/credit information to all staff members, including the courses students can take in middle school for high school credit • Provide opportunities for K – 12 articulation of college support (e.g. alignment of classes, alignment of Navigation 101) • Create dedicated professional development days for staff to focus on Career and College readiness (e.g. meet with college and trade school admission staff members) • Create a Career and College awareness website, and provide updates on the website. • Assess staff needs on a yearly basis and provide updated information. 	<p>- Focused materials in August and September 2014, and updated as needed</p>	<ul style="list-style-type: none"> • CCR Team • Administrators • Counselors
<p>Recognize and celebrate accomplishments toward Career and College readiness</p> <ul style="list-style-type: none"> • Academic/attendance honors assemblies • Recognition of college acceptance • Hang up college acceptance letters/map of colleges accepted • Recognition of CTE internships and apprenticeships 	<p>- All school year, August 2014 to June 2015</p>	<ul style="list-style-type: none"> • Administrators K – 12 • Teachers K – 12 • School Counselors K – 12

	Time Period	Responsibility
Develop Articulated Career and College Awareness Activities/Program <ul style="list-style-type: none"> • Elementary School <ul style="list-style-type: none"> ○ Implement a Career and Field Day ○ Conduct online college tours/Invite college representatives onsite to discuss college ○ Invite college students to talk about college ○ Create a bank savings program ○ Introduce students to scholarships, including College Bound Scholarship ○ Provide college field trip for students [Articulated through the levels] • Middle School <ul style="list-style-type: none"> ○ Implement and integrate Career and College awareness programs (e.g. Navigation 101, Core/Flex) ○ Implement career inventories ○ Invite high school students to share senior projects in 7th grade advisory ○ Provide regular information about the College Bound scholarship ○ Provide awareness about career and colleges ○ Provide information about financial support (FAFSA, Scholarships) ○ Invite college students to talk about college ○ Provide college field trip for students • High School <ul style="list-style-type: none"> ○ Implement and integrate Career and College awareness programs (e.g. Navigation 101, Core/Flex) ○ Implement career inventories ○ Invite college students to talk about college ○ Provide awareness about career and colleges ○ Provide information about financial support (FAFSA, Scholarships) ○ Provide college field trip for students 	- All school year, August 2014 to June 2015	<ul style="list-style-type: none"> • District Staff • CCR Team • School Committees • K-12 Staff (All)



	Time Period	Responsibility
<p>Increase parent/guardian and community awareness about Career and College readiness</p> <ul style="list-style-type: none"> • Communicate Career and College readiness in a variety of ways: <ul style="list-style-type: none"> ○ Information in newsletters, including college application and testing deadlines, and scholarship information ○ Increase Social Media/Attention around Career and College readiness (e.g. Facebook) • Explain Career and College cultural shift to parents/guardians, community members and students • Implement district wide (K – 12) Career and College fair for parents/guardians and students (e.g. information on College Bound Scholarship, other scholarships, FAFSA, colleges, etc.) • Parent college awareness nights with information provided by college admission officers/representatives 	<p>- All school year, August 2014 to June 2015</p>	<ul style="list-style-type: none"> • District Staff (Newsletters) • Office Staff (Newsletters) • Building Administrators • Counselors K – 12 • Teachers K - 12

	Time Period	Responsibility
<p>Support transitions to the next grade level</p> <ul style="list-style-type: none"> • Conduct Kindergarten entrance interview • Positive talk/support for next transition by teachers to students • Visits from middle school students to elementary school and high school students to middle school • Exit interviews (5th grade students and parents/guardians and 8th grade students and parents/guardians) • Counselors visit 5th and 8th grade classrooms prior to registration • WEB Leaders and Link Crew members visit 5th and 8th grade students prior to the transition • 5th grade pre-registration with middle school counselors and 8th grade pre-registration with high school counselors • Communicate to elementary students that they can receive high school credit in middle school in some areas • Communicate to middle school and high school students and parents, graduation requirements and college entrance requirements. Tour school before the next year • Promote organizational and study skills (Binders, planners, study skill classes) 	<ul style="list-style-type: none"> - Focused efforts May to June yearly - Awareness all year, August 2014 – June 2015 	<ul style="list-style-type: none"> • Teachers K – 12 • School Counselors K – 12
3.1.b. Ensure all students graduate College Eligible		
<p>Implement the Common Core Curriculum that supports Career and College readiness</p> <ul style="list-style-type: none"> • Engage all students in rigorous course work that requires critical thinking • Develop grit and perseverance within students • Develop self-esteem and emotional support for students <p>Implement STEM Days at the elementary schools</p>	<ul style="list-style-type: none"> - All school year, August 2014 to June 2015 	<ul style="list-style-type: none"> • All staff



	Time Period	Responsibility
Provide information and support for the College Bound Scholarship <ul style="list-style-type: none"> • Inform elementary and middle school students about the College Bound Scholarship • Support College Bound Scholarship sign-ups for all eligible students • Identify students who have signed up for the College Bound Scholarship Provide support for the College Bound scholarship through high school	- All school year, August 2014 to June 2015	<ul style="list-style-type: none"> • Counselors K - 12 • Advisory/Senior Project Class
Identify academically at-risk students to provide support for college eligibility <ul style="list-style-type: none"> • Identified at-risk students through an early warning system to provide additional support • Identify and support students who are not on track to graduate college eligible (Jumpstart program, study skills classes, personalized academic plans) • Implement Core/Flex options that support Career and College readiness (e.g. SAT or AP prep support) 	- All school year, August 2014 to June 2015	<ul style="list-style-type: none"> • K – 12 Staff Counselors K - 12

	Time Period	Responsibility
<p>Align course offerings to college entrance requirements</p> <ul style="list-style-type: none"> • Increase students on-track to take algebra by 8th grade • Provide high school credit for algebra in the middle school • Complete Washington State History at the middle school • Provide world language classes for students in the middle school • Offer academic electives that prepare students for high school and college (e.g. Robotics in middle school, electives with a career purpose in high school) • Increase advanced offerings at the middle and high school • Evaluate and expand dual credit/dual enrollment opportunities • Educate students to read their own transcript and monitor progress on Skyward • Change graduation requirements to align with college entrance requirements. 	- All school year, August 2014 to June 2015	<ul style="list-style-type: none"> • District Staff for Policy Changes • All staff, grades 7 to 12
<p>Provide teachers opportunities to articulate curriculum and course offerings</p> <ul style="list-style-type: none"> • Provide opportunities for vertical coordination and alignment between grade levels/schools • Provide dual credit courses at high school • Increase opportunities for high school staff to coordinate and align with Centralia Community College 	- All school year, August 2014 to June 2015 -	<ul style="list-style-type: none"> • District Staff • K – 12 Teaching Staff • K – 12 Counselors
<p>Provide parents/guardians and students with information about college eligibility requirements</p> <ul style="list-style-type: none"> • Instill the value of college eligibility for parents/guardians and students • Require parents/guardians to sign a waiver indicating that they are aware students are not taking courses that will prepare them for college rigor • Provide ongoing information about the College Bound Scholarship 	- All school year, August 2014 to June 2015	<ul style="list-style-type: none"> • District Staff • K – 12 Teaching Staff • K – 12 Counselors



	Time Period	Responsibility
3.1.c. Ensure all students graduate College Prepared		
Implement Comprehensive Guidance and Counseling Services (ASCA Model) to develop personal, social/emotional, and academic skills <ul style="list-style-type: none"> • Develop personal, social/emotional, and leadership skills (WEB, Link Crew) • Advise students for individual planning/academic planning • Implement guidance lessons and small groups • Implement Career and College advisory 	- All school year, August 2014 to June 2015	<ul style="list-style-type: none"> • Middle School and High School Counselors • Consider an Elementary School Connection
Provide enrichment/advancement opportunities for students <ul style="list-style-type: none"> • Assignment of each student to an adult/advisor for progress monitoring • Implement Core/Flex • Access community college tutors during/after school • Provide study skills assistance • Encourage summer school opportunities for students who are at-risk • Offer Compass Assessment (or other assessment) to provide information on college preparedness • Work with the community college to provide bridge support to students from high school to college 	- All school year, August 2014 to June 2015	<ul style="list-style-type: none"> • District office administrators • Teachers • Counselors • Transportation
Provide support for the college application process <ul style="list-style-type: none"> • Provide opportunities for students to complete college essays/applications as a part of regular assignments • Provide information and support for the financial aid process • Provide college mentors 	- All school year, September 2014 to June 2015	<ul style="list-style-type: none"> • Teachers • Counselors
Provide parents/guardians and students with information about Career and College preparation requirements <ul style="list-style-type: none"> • Provide Career and College resources and support to parents/guardians and students • Walk parents/guardians through the college application and financial aid process • Open the computer lab to parents/guardians/students to complete scholarships/applications 	- All school year, September 2014 to June 2015	<ul style="list-style-type: none"> • Counselors lead Efforts • Teachers Support

	Time Period	Responsibility
Prepare for college entrance exams <ul style="list-style-type: none"> • Spelling Bee/Math Olympics at elementary school • PSAT Questions on the big screen at middle school • SAT Word of the Day and Definitions • SAT/ACT Support at high school • PSA/ASVAB Administered at high school to all students • ACT Test site at high school 	- All school year, August 2014 to June 2015	<ul style="list-style-type: none"> • Counselors K – 12 • Teachers K - 12



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