

**WASHINGTON STATEWIDE COLLEGE ACCESS NETWORK
EXECUTIVE SUMMARY
Final Report, April 2009**

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EXECUTIVE SUMMARY

The College Success Foundation, with funding from the College Spark Foundation, is in the process of developing a Washington State College Access Network. The objectives of this project are to:

- 1) Conduct an in-depth geographically based gap analysis of college access/readiness services in Washington State,
- 2) Develop a plan to provide in-school and community-based college readiness supports to target student populations in geographic areas lacking a strong focus on college and career readiness to ensure that information about the CBS and other college related opportunities are readily accessible and taken advantage of by all eligible students eligible to participate, and,
- 3) Launch a well-coordinated statewide college access network in Washington state that reaches all schools, students and families with critical “college and career knowledge” and to create a college-bound culture within schools and communities.

Overall, we know that Washington has lower graduation and college-going rates than the national average. Washington’s college-going rate of 48% for high school graduates immediately starting college is lower than the national rate of 61.6%. For 18-24 year-olds, 29.2% are enrolled in college in Washington compared to 33.9% nationwide. Ninth-graders have a 33% chance of going to college by age 19 in Washington, but a 41.8% chance of going nationwide. In Washington, 17.3% of ninth-graders graduate from high school on time, go directly to college, return for their second year, and graduate within 150% of their program time. The same rate nationally is 19.7%.

The following chart shows past and projected high school graduation rates by race/ethnicity for the state of Washington.¹

Chart 1: High School Graduation Rates by Race/Ethnicity for the State of Washington

Academic Year	Public High School (HS) Graduates					Public HS Non-Minority	Public HS Minority	Non Public School
	<i>American Indian/ Alaska Native</i>	<i>Asian/ Pacific Islander</i>	<i>Black/ African American</i>	<i>Hispanic</i>	<i>Non-Hispanic White</i>			
1991-1992	1.8	8.1	3.7	6.4	74.8	74.8	20.0	5.0
2001-2002	1.8	8.1	3.7	6.4	74.1	74.1	20.0	5.9
2011-2012	1.8	9.3	4.5	12.2	63.0	63.0	27.8	6.2
2021-2022	1.7	11.8	4.5	19.6	54.4	54.4	37.6	6.2

College Success Foundation in partnership with Sharon Camblin, Change Systems for Educators, and the National College Access Network (NCAN) convened a College Access Network Planning Committee comprised of representatives from College Spark Washington, the HECB, State GEAR UP, OSPI, the Governor's Office, and NELA to help to identify potential interviewees and survey participants. The partnership then gathered data on the availability and intensity of college access programs. Information from an online search of Washington State college access programs, online NCAN surveys, and one-on-one structured interviews with twenty of the state's key leadership and stakeholders provided the data for the gap analysis. In addition, we created an inventory of providers offering college access services. Twenty-one (21) respondents participated in the one-on-one structured interviews and forty-six (46) participated in the on-line survey, both conducted by NCAN.

Our findings indicated that there is a huge vacuum in Washington State in terms of the coordination of college access programs, services, and providers. It is critical to address these issues in Washington State in light of the expected population increase of those 18-24 and 25-44. There are regions across the state where few college access services are available to low-income students and foster youth and other areas where the programs that do exist are not well coordinated. Ultimately, the college attainment level is dropping in Washington.

The chart below shows the number of identified college access service programs in each region and the intensity level of each of the programs. A comparison of regions shows that the three ESD's 189, 113, and 114 have fewer programs in relationship to the number of students than other regions. While ESD 189 is the second largest ESD in regards to student population, it is the third from the bottom of ESD's in regards to college access programs presently in place. ESD 113 (Olympia) has only a third of the programs than ESD 171 with similar numbers of students and a balance of urban/rural geographic make-up. ESD 114 (Bremerton) has the fewest identified programs of any ESD.

Chart 2: Comparison of the Number of College Access Programs and Intensity of Programs by Region

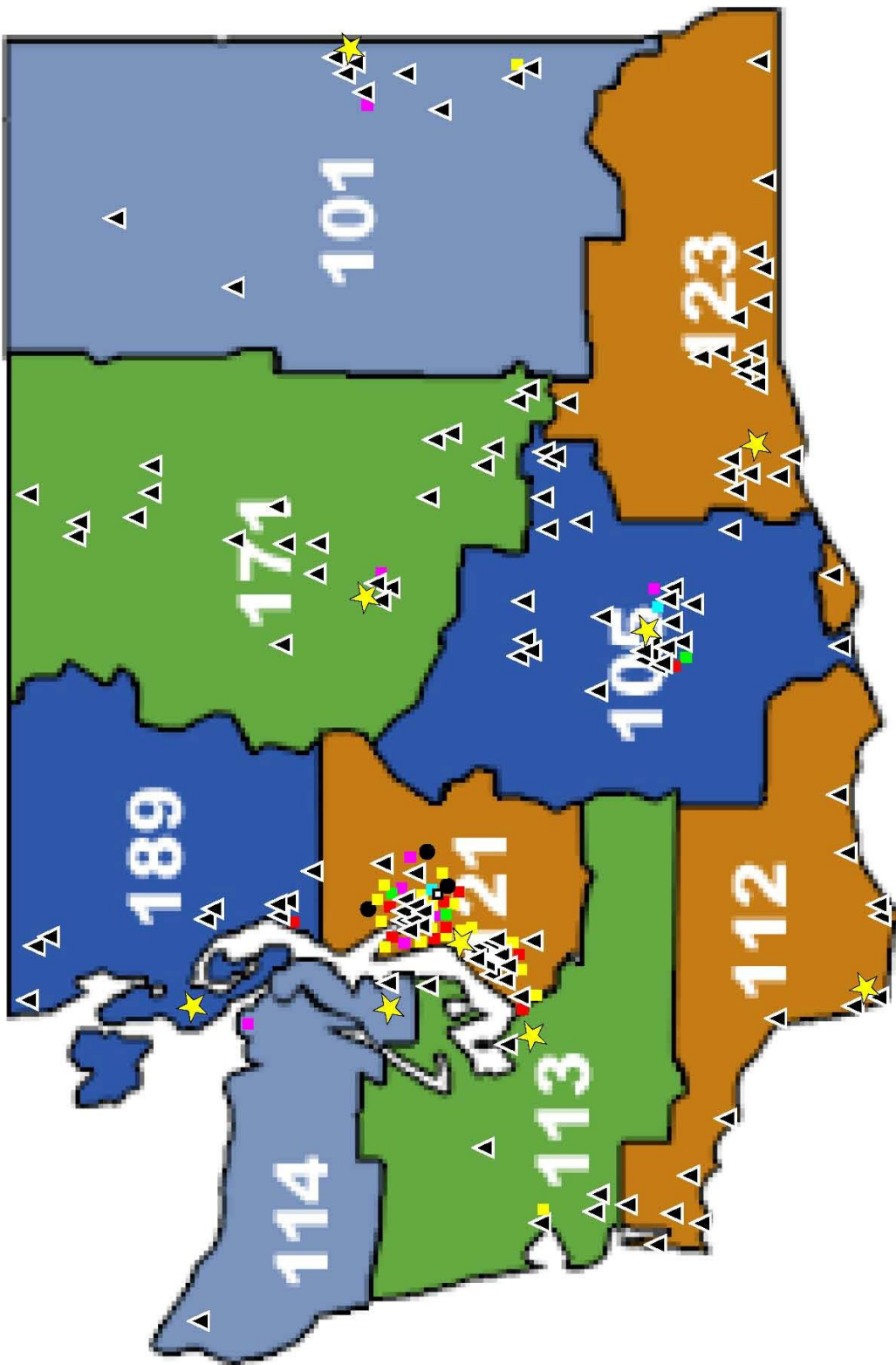
ESD	# Students	# Services	A	B	C	D	E	F	G	H
105	5,122	31	26	1	1	1	1	1	1	
171	3,070	24	22	1		1				
123	4,611	21	20	1						
101	5,121	13	10	2	1	1	5	9	1	3
121	17,769	62	22	16		3				
112	5,049	14	13	1				1		
189	7,245	11	9	1						
113	3,251	8	6	2						
114	2,271	4	2	1			1			

Upon review, the intensity of the programs was less of a factor as the vast majority of programs in all regions contain some aspect of comprehensive college access programs. (See Service Key for level of intensity on page 6.)

Gap Analysis

This profile shows that Washington is doing well in some areas, but has room for improvement in others.

The map of college access programs and service key on pages 5 and 6 show all of the sites and level of intensity for the college access and youth-serving programs.



College Access Services By Region – Map Key

A. Black Triangle

- Complete programs
- Mentoring
- Academic tutoring - Academic preparation and enrichment
- Integrating college access concepts into curriculum while working with schools
- College admission, advising, awareness, experience and materials
- Financial aid advising, awareness, support, assistance, and materials
- Personal Growth and Development
- College enrollment, success and retention efforts

B. Yellow

- Primary focus on personal development and/or high school graduation
- Includes some elements of best practices

C. Blue

- Academic tutoring - Academic preparation and enrichment
- Integrating college access concepts into curriculum while working with schools

D. Pink

- Financial aid advising, awareness, support, assistance, and materials
- Financial aid or assistance, scholarship awarding

E. White

- Internships, technology focus

F. Red

- Basic social support systems, community collaboration

G. Green

- Mentoring

H. Black Circle

- Policy organization

Star – Location of ESD (Education Service District)

The data collection clearly identifies gaps in services to students across Washington State. First, there is a disparity of college access programs available to all areas of the state. Second, there is need to match the growing population of underserved students with available services. Third, there is a lack of attention to early awareness in many areas in the state. Fourth, there is a need for additional information about the total number and disaggregate data on the number of students served by college access programs. Finally, there is a perceived lack of a unified focus and central source for information on college access programs.

As a result of the study, we recommend the following:

- Leverage of this report to inform and mobilize stakeholders,
- Continue to identify and catalog college access providers, especially those that are community-based, privately funded and/or affiliated with faith-based organizations,
- Use current findings to identify underserved or unserved areas of need where new programs can be developed,
- Build program capacity,
- Intervene early to help put students on the path to success,
- Establish a statewide college access network (Washington CAN).

Next Steps

We will

- Distribute the findings through presentations to College Spark Washington and others including the legislature,
- Address the study limitations including faith-based college access providers, the needs of the 18-24 year-old learner, and the role of work force development
- Develop a plan to provide in-school and community-based college readiness supports to target student populations in geographic areas lacking a strong focus on college and career readiness; and,

- Seek funding to launch a well coordinated statewide college access network in Washington state that reaches all schools, students and families with critical “college and career knowledge” and to create a college-bound culture within schools and communities.
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