2017 Annual Meeting
Baltimore, Maryland | April 19 - 21, 2017

Wednesday, April 19
Pre-Meeting Workshops

11:30 a.m.	Luncheon	
12:00 p.m. – 3:15 p.m.	FAFSA Completion Campaign Workshop	Allie Ciaramella, National College Access Network Autumn Perry, West Virginia Higher Education Policy Commission Courtney Rogers, Tennessee Higher Education Commission Juterh Nmah, Louisiana Office of Student Financial Assistance Stephanie Ricker, Colorado Department of Higher Education
3:30 p.m. – 5:30 p.m.	College Access Program Swap Meet	State teams

Opening Session

6:00 p.m.	Reception	
6:30 p.m.	Dinner	
7:00 p.m.	Welcome and Opening Remarks	Joan Lord, SREB James D. Fielder, Maryland Secretary of Higher Education

Thursday, April 20

7:30 a.m.	Breakfast available in meeting room	
8:30 a.m.	Introductions and Meeting Overview	Alice Anne Bailey, SREB
	Keynote: A More Elevating Approach to Education	Joshua Aronson, New York University, Steinhardt
	Break	
	Updates on National College Access Programs • Better Make Room • Reach Higher • National Council on School Counseling and College Access Organizations • ACT Center for Equity in Learning • GEAR UP	Don Yu, Better Make Room Eric Waldo/Stephanie Sprow, Reach Higher David Hawkins, National Association for College Admission Counseling Jill Cook, American School Counselor Association Juan Garcia, ACT Alex Chough, NCCEP

SREB G⟡ Alliance

12:00 p.m.   Luncheon

                 Behavioral Design for Persistence in   Erin Sherman, Ideas42
                 Postsecondary Education

                 Break

                 Designing and Managing a Powerful   Brian Kathman, Signal Vine and
                 Statewide Text Messaging   Karen Keegan, Delaware
                 Program   Department of Education

                 Unlocking the Potential of College   Patrick Lane and Sarah Leibrandt,
                 Access and Success Programs   Western Interstate Cooperative
                 through Better Data   for Higher Education

                 Thursday Meeting Conclusion

6:00 p.m.   Meet in Lobby for Dinner Outing

Friday, April 21

7:30 a.m.   Breakfast Available

8:30 a.m.   Adult Learning Panel

                 Developing a Community-Based   Jessica Gibson, Tennessee Higher
                 Model of Adult Learner Support: Education Commission
                 Tennessee Reconnect Communities

                 College Count$: A Public Assistance-   Collin Callaway, Arkansas
                 Education Partnership that Works   Community College

                 Facilitating Success for Adult   Maureen Marshall, Howard
                 Learners: Removing Barriers and   Community College
                 Providing Necessary Supports

                 Break

                 Integrating Cultural Competency and   Mark Williams, The Community
                 Collaborative Partnerships in   College of Baltimore County
                 Program Design to Address the
                 Needs of African American Males

12:00 p.m.   Meeting Conclusion

Session Descriptions

Keynote: A More Elevating Approach to Education
      Joshua Aronson, New York University

Few social problems loom as large as how to educate students of color and students in low-income households, whose achievement continues to lag significantly behind their wealthier counterparts. This session will provide an overview of research from psychology experiments and case studies of successful American schools that point to a sensible way forward. Dr. Aronson will suggest concrete steps that any school, college access program, or postsecondary institution can take to improve the student academic achievement. Social psychology experiments validate many of the things the best schools do, and the best schools illustrate elegant—and elevating—ways that social psychology can be applied in schools.

Behavioral Design for Persistence in Post-Secondary Education
      Erin Sherman, Ideas42

ideas42, a nonprofit behavioral design firm, will share its perspective on the challenges students face when pursuing a post-secondary education, summarize its work to improve college persistence to date, and discuss its strategy moving forward. During the latter half of the session, ideas42 will lead a workshop activity to help attendees frame and solve post-secondary education challenges with behavioral science and design.

Designing and Managing a Powerful Statewide Text Messaging Program
      Brian Kathman, Signal Vine and Karen Keegan, Delaware Department of Education

The path to postsecondary success is overwhelmingly complex and fragmented. Application forms, financial aid requirements, and registration deadlines challenge even the most high-achieving students. With 500,000 college-intending students failing to matriculate to a postsecondary institution every year and countless others dropping out before attaining a degree, it's clear that we need a better means of reaching students with the information and support they need to succeed in higher education.

Text messages that provide information about where to obtain help with financial aid, remind students about important aid-related deadlines, and offer assistance with the financial aid process have been shown to yield a significant 20% increase in persistence into the second year of community college. The Delaware Department of Education uses two-way, personalized text messaging to connect directly with college-going students and their parents on topics such as financial aid applications, college selection, and college transition. The program has been highly successful in improving key outcomes across the state, including rates of FAFSA completion.

This session will provide an overview of the planning and implementation of Delaware's texting program, highlighting best practices and meaningful interactions with students. Additionally, presenters will share and discuss data from their initial results and findings. Audience members will walk away with an idea of how to implement and manage a texting program, target different types of students, and plan a campaign around desired results and outcomes.

Unlocking the Potential of College Access and Success Programs through Better Data
        Patrick Lane and Sarah Leibrandt, Western Interstate Cooperative for Higher Education

College access and success programs need granular data on all students to fully evaluate programs and policies while improving how they serve students. Currently, in states with highly effective data systems, programs may be able to get sufficient data on those students who stay within state borders throughout their educational careers, but the data resources for those students that cross state lines are limited or non-existent. During this session, staff at the Western Interstate Commission for Higher Education will demonstrate how states are sharing longitudinal, individual-level data with each other through the Multistate Longitudinal Data Exchange (MLDE) to address this gap.

WICHE staff will begin by providing a brief overview of the Multistate Longitudinal Data Exchange and discuss how the MLDE has evolved over the past six years to allow several states to share individual-level education and workforce data directly with each other once per year. They will then describe their efforts to create a peer network among state participants so that analysts and researchers can share strategies for effectively using the new data from the MLDE to produce detailed quantitative evaluations of postsecondary programs and policies. This presentation will a discussion about each state's data needs in order to better understand and support specific audiences such as adult learners, current and former military members, and low-income and underrepresented students.

Developing a Community-Based Model of Adult Learner Support: Tennessee Reconnect Communities
        Jessica Gibson, Tennessee Higher Education Commission

Through the Drive to 55, Tennessee has set an ambitious education attainment goal to equip 55 percent of Tennesseans with a degree or credential by 2025. The goal is impossible to reach without focused attention to and support of adult Tennesseans to and through postsecondary education. The Tennessee Reconnect initiative – the adult learner-focused portion of the Drive to 55 - strives to be holistic, focusing on research and policy development; outreach to and support of adults; building institutional capacity to serve adult learners more effectively; building new partnerships with employers and workforce agencies; and working with communities to own their part of the Drive to 55 and Tennessee Reconnect.

The latter strategy – community engagement – has come to life through the Tennessee Reconnect Community effort. Tennessee Reconnect Communities are locally based collaboratives focused on reaching out to and supporting adult learners with high-touch, institution-neutral postsecondary navigation and support through the entire lifecycle of the adult student journey from interest to completion. Based on the Graduate! Network model, Tennessee will be the first state to scale this model statewide.

This session will provide an overview of Drive to 55 and the many efforts within Tennessee Reconnect, with a deep dive into the Tennessee Reconnect Community effort that currently serves 71 of 95 counties and over 7,000 Reconnectors.

College Count$: A Public Assistance-Education Partnership that Works
      Katherine Boswell, Arkansas Community College

This session will feature lessons learned from College Count$: Evidence of Impact, an evaluation of the Arkansas Career Pathways Initiative and include information on how your colleges or your state may be able to use federal TANF dollars to "end welfare as we know it." Since 2005, Arkansas Community Colleges have been at the forefront of an innovative welfare reform experiment that uses federal TANF (Temporary Assistance to Needy Families welfare dollars) to send low-income Arkansans into the Arkansas Career Pathways Initiative (CPI) leading to higher wage, high demand jobs. The CPI, which has served more than 30,000 students statewide, features career pathways offering stackable credentials and wrap-around case management services that allow at-risk students to become successful in college. Tuition and fees, tutoring, mentoring and vouchers for gas or child-care assistance are provided at an average investment of $1500 per student per year.

Since its inception, more than 30,000 TANF-eligible students have participated, and 51% have since graduated from college with an Associate degree or technical certificate, more than twice the rate of their community college peers across the state who did not participate in CPI. Nationwide, only 39% of all students who enrolled in a two-year college in 2008 completed a degree or certificate by 2014, while 62% of Arkansas CPI students did so. And CPI students are similarly exceeding expectations in earned wages, making significantly more money after college completion than their peers.

In a recent ROI study, it has been shown that for every dollar that the state of Arkansas has invested in the Career Pathways Initiative, they have received more than $1.79 in increased tax revenue based on the improved earnings of participants and reduced need for public assistance for the CPI population.

College access and success programs need granular data on all students to fully evaluate programs and policies while improving how they serve students. Currently, in states with highly effective data systems, programs may be able to get sufficient data on those students who stay within state borders throughout their educational careers, but the data resources for those students that cross state lines are limited or non-existent. During this session, staff at the Western Interstate Commission for Higher Education will demonstrate how states are sharing longitudinal, individual-level data with each other through the Multistate Longitudinal Data Exchange (MLDE) to address this gap.

Facilitating Success for Adult Learners: Removing Barriers and Providing Necessary Supports
         Maureen Marshall and Eileen Diggs, Howard Community College

Adult students and special populations, such as single parents, have challenges that are different from those of traditional students. This session will share the way that the Career Links at Howard Community College assists students who are low-income single parents or displaced homemakers to experience college success. The Career Links staff works one-on-one with students to identify and access the resources necessary for success. The program is intended to assist qualified students to better meet their personal, family, and work obligations, while pursuing academic and career goals. Career Links offers: personal and crisis counseling, support groups and workshops on various personal and academic-related topics, individual case management meetings designed to plan and review progress toward goal attainment, limited financial assistance for tuition, books, transportation, and childcare expenses, mentoring by a Career Links peer leader who is a successful and tenured student, financial literacy education with a financial coach.

The Career Links program has three major goals: to increase "at risk" Career Links (CL) (low-income single parents and displaced homemakers) participant persistence (retention) rate; to increase the number of CL students who are in good academic standing; and to achieve a 15% graduation, transfer & completion of certification rate for enrolled CL students. CL students are grouped as a cohort so that overall academic standing and persistence can be monitored and compared to a control group of non-participants. The program has a strong evaluation component that will assure goals are met and continuous improvements are evident. We will share what has worked consistently and what has needed to be reworked. There will also be a panel of students to share how the program has helped them.

Integrating Cultural Competency and Collaborative Partnerships in Program Design to Address the Needs of African American Males
         Mark Williams, The Community College of Baltimore County

This workshop provides an inside look at The Community College of Baltimore County's groundbreaking program: *The Male Student Success Initiative*, a program promoting college completion and persistence specifically for the black male student population, and culturally responsive teaching, where faculty and staff are trained in cultural competency pedagogy for purposeful engagement of students.

The presentation will provide the audience quantitative and qualitative data as it pertains to the academic success of minority male students. In addition, the presentation will describe several college-wide collaborative initiatives that impact these students, including how the college addresses student retention, fosters broader college partnerships, and cultivates new ideas into student success activities.