

Integrating Civic Engagement into State Initiatives

**Fueling College Access and Student Success Through the Creation
and Implementation of a Public Agenda**



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Presidents Leadership Summit in Washington, D.C.
October 13, 2010**



Fueling College Access and Student Success Through the Creation and Implementation of a Public Agenda: An Overview

- Developing the Plan
 - Intentional, achievable and measurable
- Securing Resources
 - State, federal and private
- Building Capacity
 - Educating, engaging and sustaining



The 2007-12 Master Plan for West Virginia Higher Education: *Background*

- The purpose of the Master Plan is to identify state priorities for incorporation into the public agenda. The public agenda will be built upon civic, corporate and community partnerships and articulates opportunities to establish a workforce that is able to compete in the knowledge economy.
- This effort focuses on addressing the policy challenges facing West Virginia, including significant deficiencies in college access due to issues such as: leaks in the pipeline, inadequate academic preparation, insufficient teacher preparation, lack of knowledge surrounding the college-going process and cultural barriers.
- The current policy undertaking (synchronized master planning, funding formula/peer renewal, and accountability) will provide the basis for the public agenda creation.



The 2007-12 Master Plan: Zone of Emphasis

A Focus on Student Access



Cracks in the Pipeline

State	For every 100 Ninth Graders	Graduate from High School	Enter College	Still Enrolled Sophomore Year	Graduate within 6 years
South Dakota	100	82	56	36	28
Iowa	100	84	52	33	27
Pennsylvania	100	78	46	35	27
Virginia	100	73	42	31	22
Delaware	100	65	36	26	20
Ohio	100	76	40	28	19
Maryland	100	74	43	30	19
North Carolina	100	64	41	28	19
United States	100	70	39	27	18
West Virginia	100	73	39	26	16
Oklahoma	100	74	39	23	15
Arkansas	100	75	42	27	15
South Carolina	100	52	35	23	15
Florida	100	55	29	21	15
Louisiana	100	69	37	26	14
Georgia	100	54	35	23	14
Alabama	100	60	36	23	14
Texas	100	68	35	22	13
Tennessee	100	63	30	21	13
Kentucky	100	65	34	22	11
Mississippi	100	60	36	23	11

Source: National Center for Higher Education Management Systems (2004)



Educational Attainment - SREB States

Percentage of Population 25 or Older with a Bachelor's Degree (Full Census and American Community Survey)						
	1990	1995	2000	2005	2007	% Change
United States	20.3%	23.0%	24.4%	27.2%	27.5%	7.2%
SREB States	18.6%	19.9%	22.4%	23.8%	24.0%	5.4%
Alabama	15.7%	17.3%	19.0%	21.4%	21.4%	5.7%
Arkansas	13.3%	14.2%	16.7%	18.9%	19.3%	6.0%
Delaware	21.4%	22.9%	25.0%	27.6%	26.1%	4.7%
Florida	18.3%	22.1%	22.3%	25.8%	25.1%	6.8%
Georgia	19.6%	22.7%	24.3%	27.1%	27.1%	7.5%
Kentucky	13.6%	19.3%	17.1%	19.3%	20.0%	6.4%
Louisiana	16.1%	20.1%	18.7%	20.6%	20.4%	4.3%
Maryland	26.5%	26.4%	31.4%	34.5%	35.2%	8.7%
Mississippi	14.7%	17.6%	16.9%	18.7%	18.9%	4.2%
North Carolina	17.4%	20.6%	22.5%	25.1%	25.6%	8.2%
Oklahoma	17.8%	19.1%	20.3%	22.4%	22.8%	5.0%
South Carolina	16.6%	18.2%	20.4%	23.0%	23.5%	6.9%
Tennessee	16.0%	17.8%	19.6%	21.8%	21.8%	5.8%
Texas	20.3%	22.0%	23.2%	25.1%	25.2%	4.9%
Virginia	24.5%	26.0%	29.5%	33.2%	33.6%	9.1%
West Virginia	12.3%	12.7%	14.8%	16.9%	17.3%	5.0%

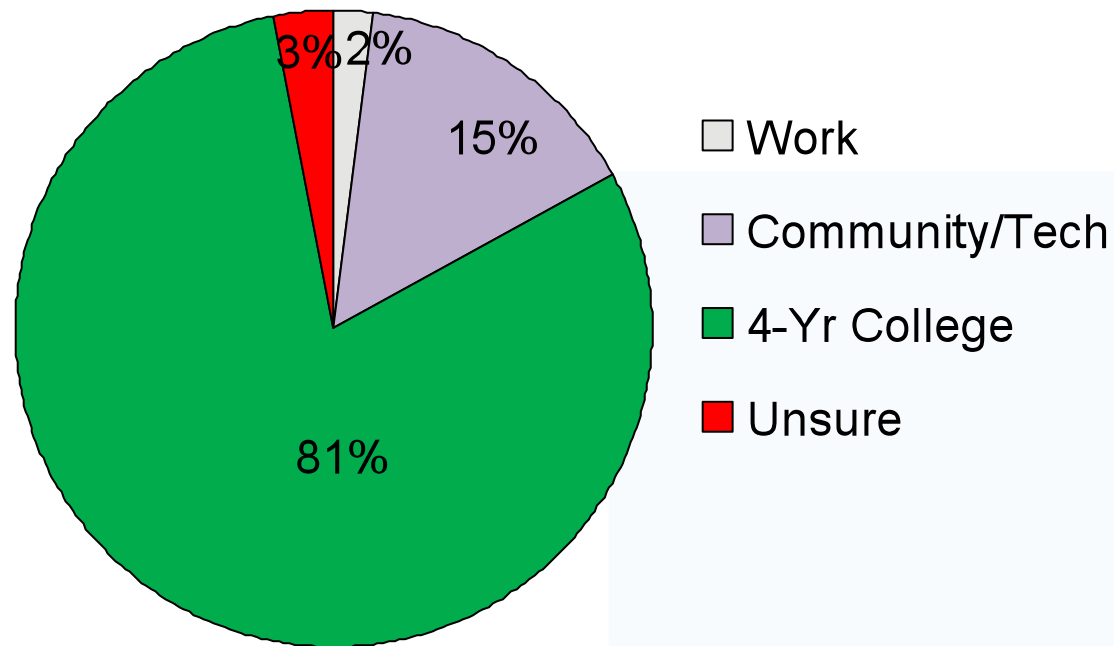
WV ranked **16th** in the SREB in 2005 and **50th** nationally.

In order to reach the SREB average, we need to create/import **117,984** college graduates.



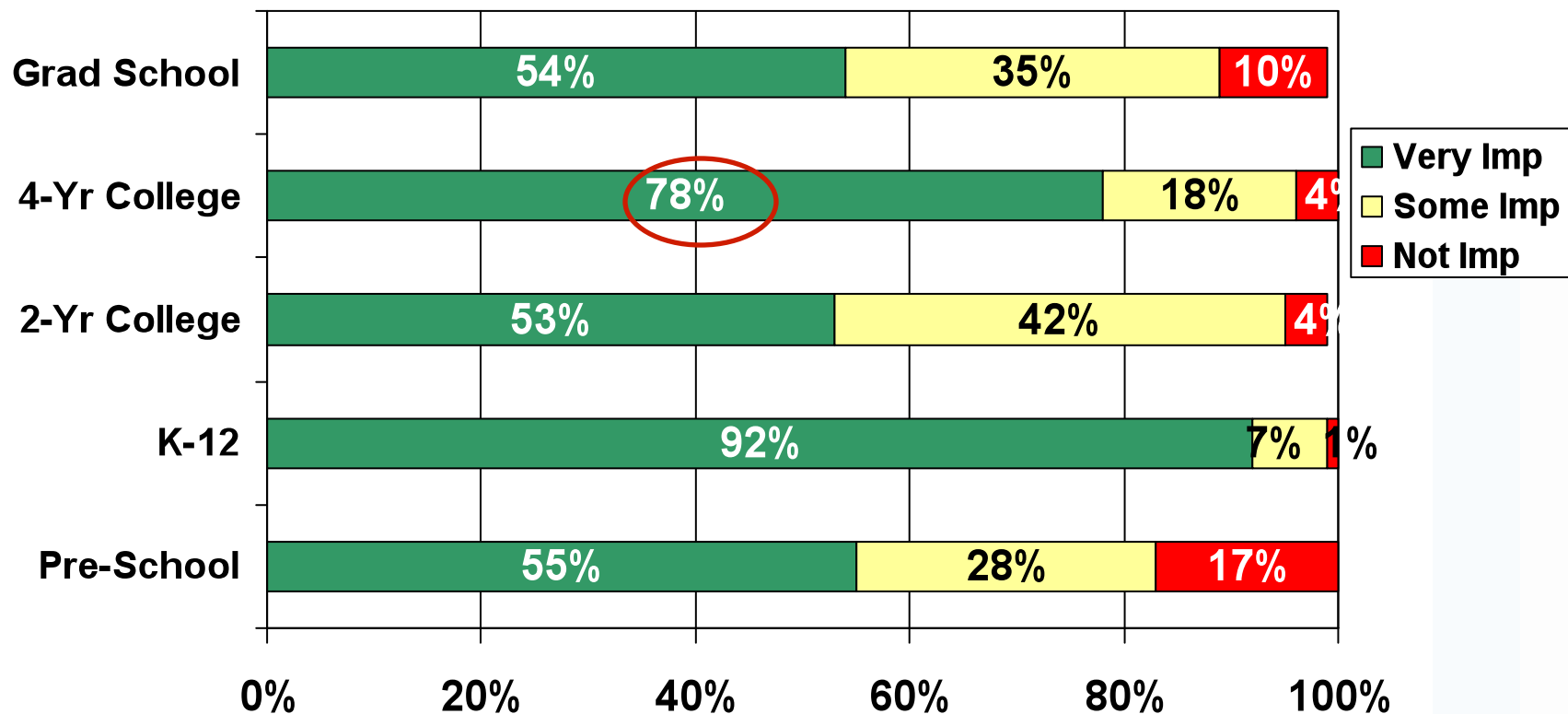
According to a recent public opinion poll conducted by the Commission, a strong majority (81%) prefer their high school graduate attend a four-year college or university.

Question: *Assume you had a child just graduating high school. What would you prefer the next step to be?*



Nearly eight in ten (78%) respondents believe that a four-year college education is “very important” to quality of life.

Question: *How important are the following levels of education in contributing to one’s overall quality of life?*



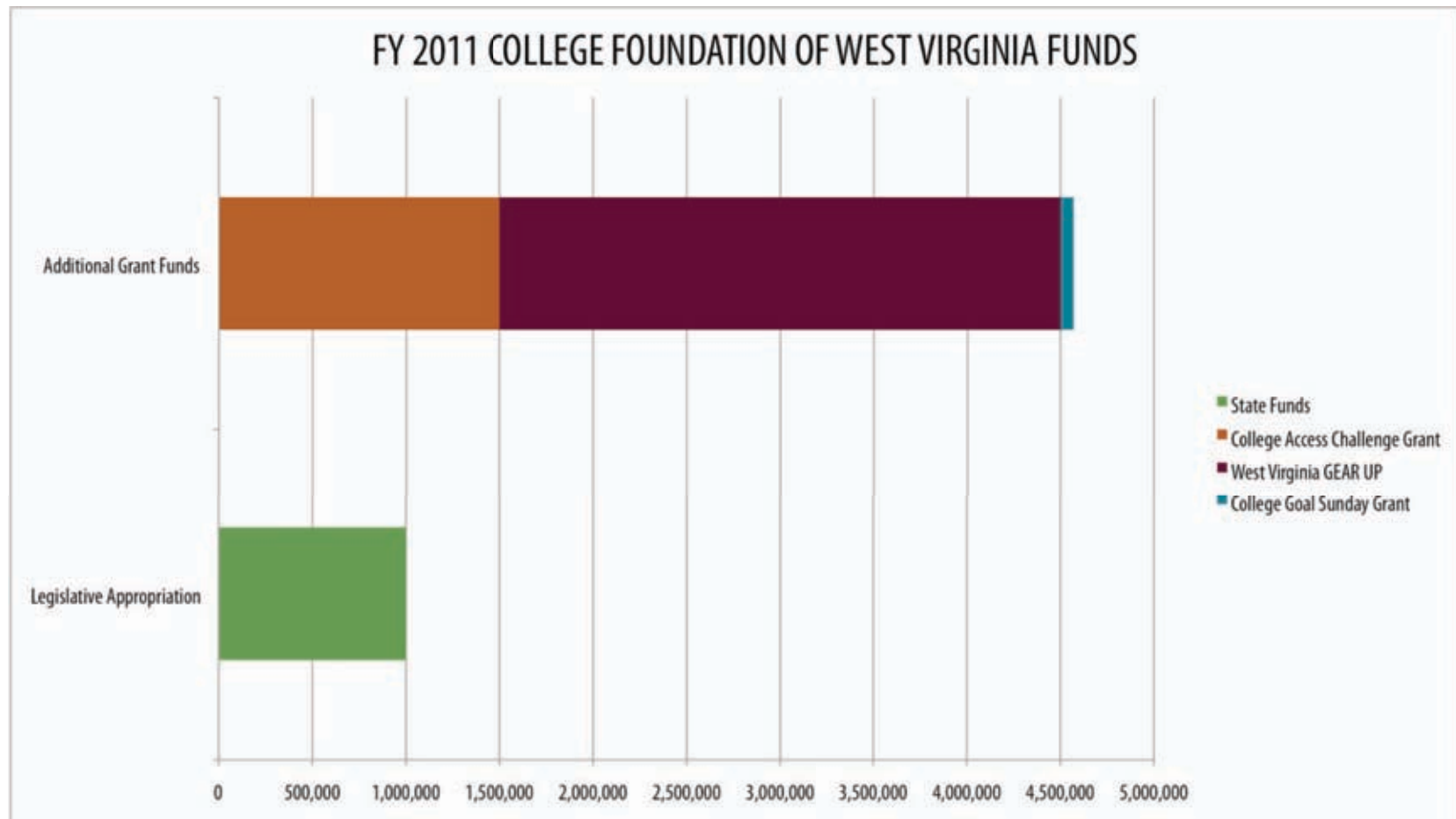
Creating and Implementing the Public Agenda: Securing Resources

In order to bolster college access initiatives, the Commission has worked to secure direct funding from state, federal and private sources and to encourage community and corporate provisions of fiscal and human capital:

- State Investment: \$2 million one-time legislative appropriation
- Grant Funds:
 - Federal: College Access Challenge Grant
 - Federal: GEAR UP Grant
 - Lumina: College Goal Sunday Grant
 - Lumina: Adult Learner/Non-Traditional Student Grant
 - National Governor's Association: Dropout Prevention Planning Grant



Creating and Implementing the Public Agenda: Securing Resources



Creating and Implementing the Public Agenda: Securing Resources

➤ Institutional Partnerships:

- Concord University, Glenville State College, Shepherd University, Southern West Virginia Community and Technical College and West Virginia University house Commission-funded employees who focus on college access and community engagement throughout the state;
- Institutions lead and coordinate various statewide collaborative initiatives, including: P-20 Collaborative Task Force; Adult Learner Task Force; Veteran's Outreach Task Force; Statewide College Fair Tour; State Fair outreach events, etc.

➤ LEA Commitments:

- West Virginia GEAR UP county and school grant agreements
- Regional Education Service Agency (RESA) outreach partnerships

➤ Corporate and Community Sponsorships and Partners:

- Private organizations often fund program and participation incentives.
- Corporations and trade/educational organizations offer career experts.



Creating and Implementing the Public Agenda: Building Capacity

The Commission has identified and pursued three main goals in increasing college access:

- Educating and Increasing Public Awareness
- Engaging Communities and Soliciting Active Civic Participation
- Sustaining Support to Build a College-Going Culture



Creating and Implementing the Public Agenda: Building Capacity

- Educating and Increasing Public Awareness, including:
 - Increasing parent and family engagement;
 - Informing families of the opportunities provided by postsecondary education;
 - Educating families and students about the college-going process;
 - Providing professional development for educators; and
 - Generating a continuous dialogue to promote better understanding among various educational systems.



Creating and Implementing the Public Agenda: Building Capacity

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COLLEGE APPLICATIONS: KNOW THE LINGO AND THE PROCESS

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P-20 Task Force

Our Research

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The ACT comes in four parts: English, math component. The highest possible score for math skills. The highest student can score many scholarship programs, require that your test scores will help determine if you'll ever sometimes even affect what college your freshman year of college. So yes, the

Start with the Small Steps

So you need to get ready for these tests... Unlike high school exams, you get to choose You have to register in advance and most Students who are having trouble coming up with the money to pay for the ACT or SAT can often get a fee waiver. Ask your guidance counselor if you need a waiver form.

For the ACT, you can register online at www.actstudent.com. For the SAT, you'll want to check out



Creating and Implementing the Public Agenda: Building Capacity

- Engaging Communities and Soliciting Active Civic Participation, including:
 - Assembling consortia dedicated to reaching out to specific communities (e.g. Glenville State College's Hidden Promise Initiative and Concord University's McDowell County Initiative);
 - Building statewide access networks by utilizing the state's two GEAR UP grants, partnerships with other access-focused organizations, and collaborations with community organizations (e.g. 4-H, YMCA, faith-based organizations and workforce centers);



Creating and Implementing the Public Agenda: Building Capacity

➤ Engaging Communities and Soliciting Active Civic Participation, including:

- Calling on pools of experts and community volunteers to assist in community information and education efforts (e.g. institutional financial aid staff for financial aid nights; college students for academic camps; career/trade organization members for career-exploration activities); and
- Spurring grassroots initiatives through the utilization of top-level resources (e.g. building pre-packaged, but customize-able outreach and marketing toolkits, providing the basic structure and milestones for student or community-led outreach programs, and providing funding for existing community interest bases that align with centralized goals and initiatives).

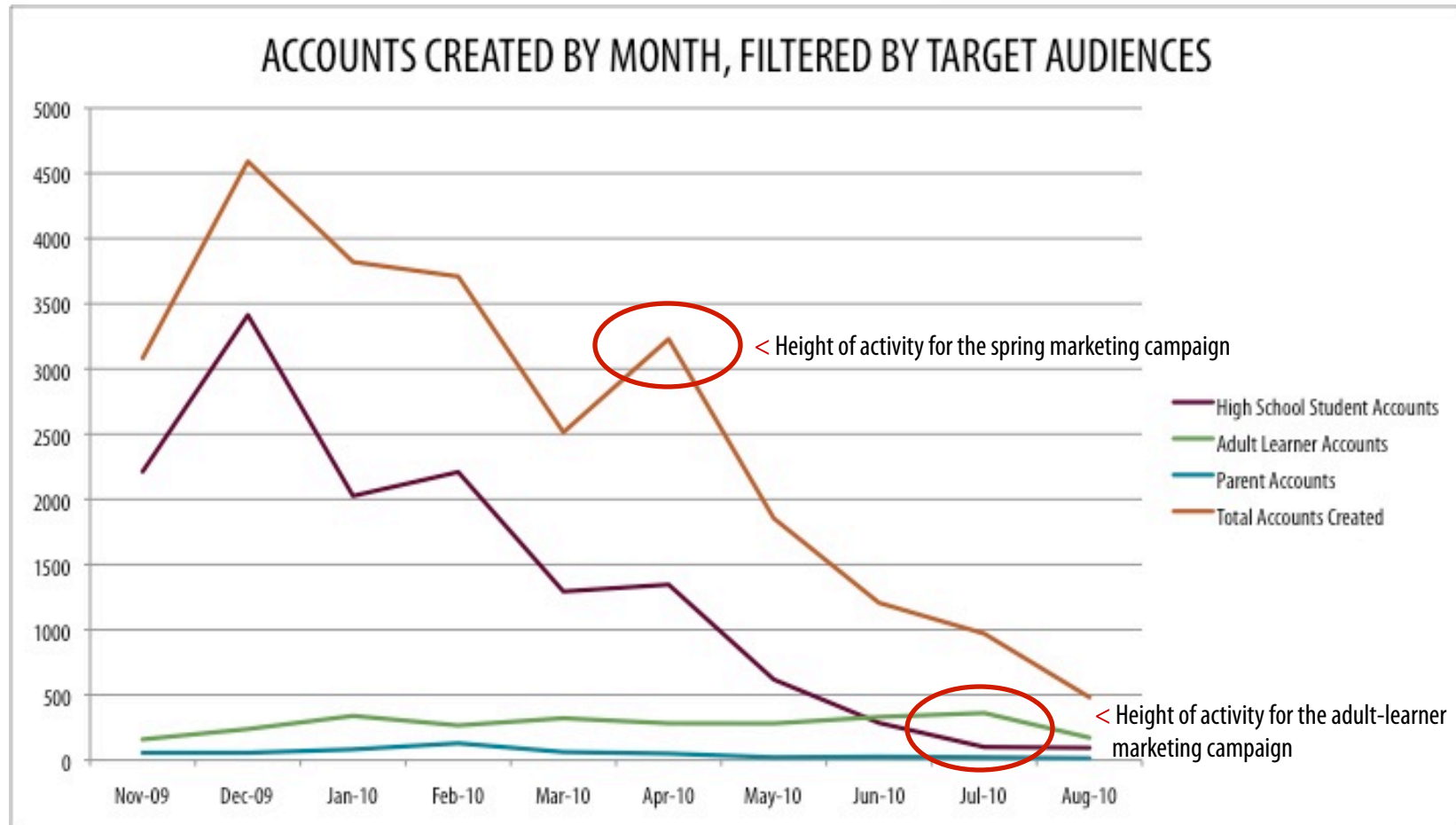


Creating and Implementing the Public Agenda: Building Capacity

- Sustaining Support to Build a College-Going Culture, including:
 - Encouraging participant ownership (e.g. GEAR UP HEROs; individual 'RBA Today' campuses; CFWV train-the-trainer programs); and
 - Maintaining a central infrastructure that can be utilized to disseminate information and, when necessary, revitalize engagement while shifting primary responsibility from the central to the local level.

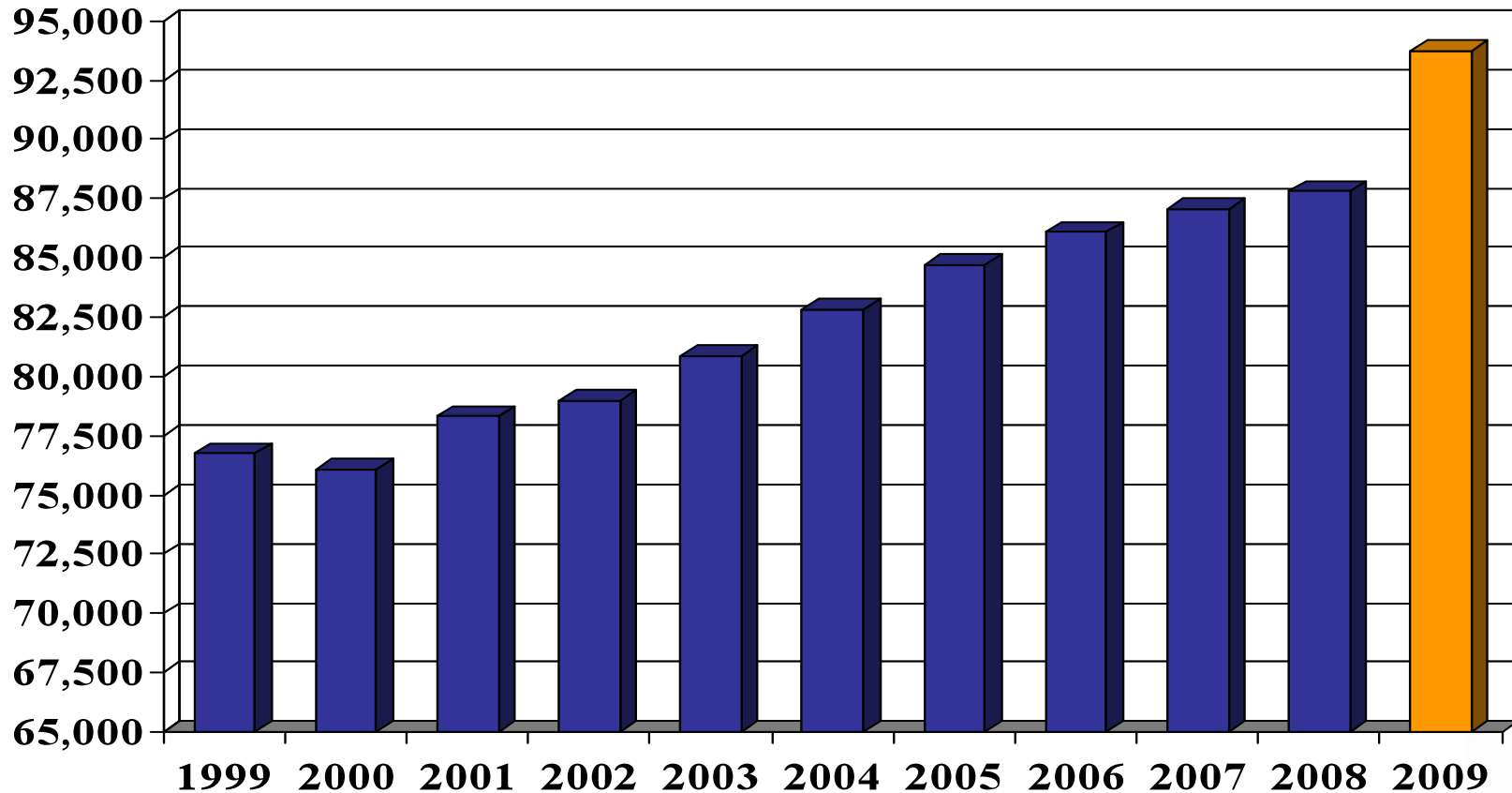


Creating and Implementing the Public Agenda: Early Results



Access: Total Headcount Enrollment

ACCESS: TOTAL HEADCOUNT ENROLLMENT: 93,712

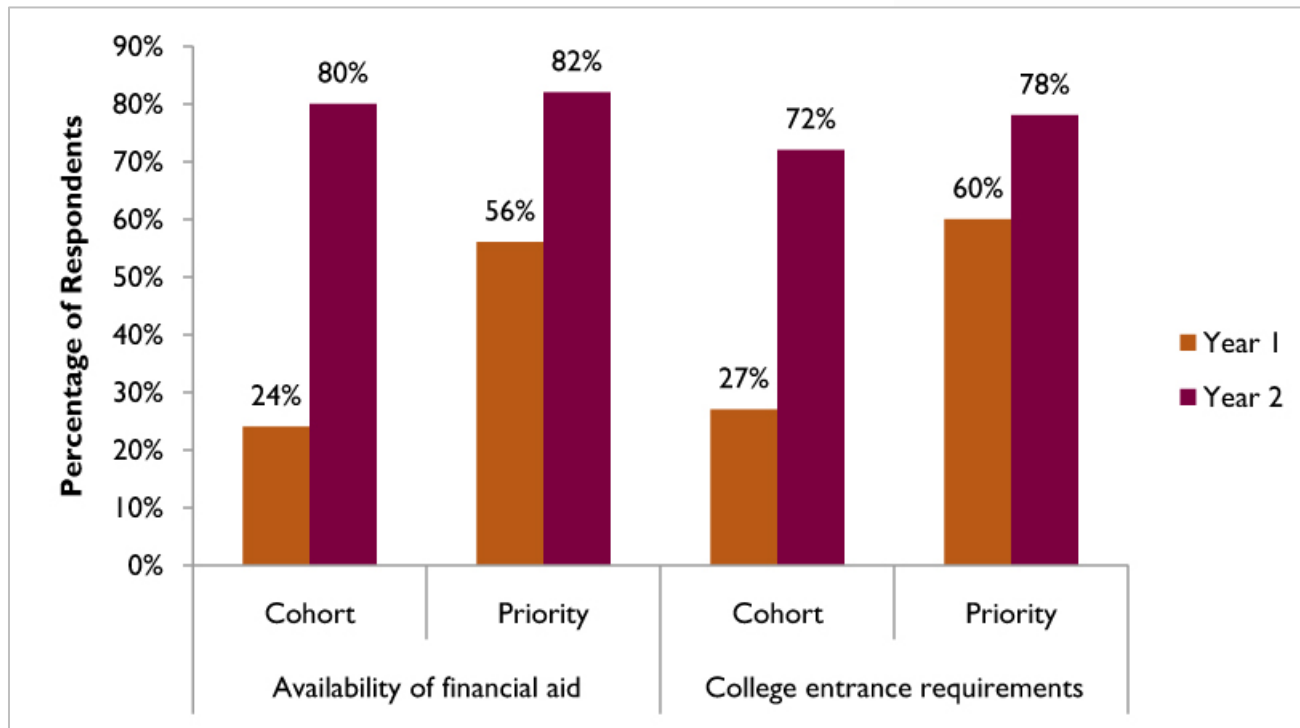


Headcount increased 6.7% over fall 2008, 13.1% over fall 2004, and 22.1% over fall 1999.



Access: Total Headcount Enrollment

ACCESS: PERCENTAGE OF GEAR UP STUDENTS WHO INDICATE RECEIVING INFORMATION ABOUT THE COLLEGE-GOING PROCESS



Source: West Virginia Higher Education Policy Commission, GEAR UP Annual Survey (2009)



Creating and Implementing the Public Agenda: Early Results

➤ Increased participation-levels among target audiences

- In a 12-month period, more than 32,000 individuals have created accounts on cfwv.com.
- Enrollment has steadily increased in the past decade.
- A significantly higher number of students report having spoken with someone about the college-going process.

➤ Stronger College-Access Infrastructure

- Community involvement and outreach partnerships have grown significantly in the past 12 months; the distribution of financial aid brochures provides an interesting example of this. In 2009-10, through its outreach network, the Commission distributed 15,000 brochures in a seven-month period. In the first two months of 2010-11, the Commission has distributed more than 18,000 brochures.
- In a six-month period, more than 6,000 individuals have been added to the Commission's opt-in outreach mailing lists.
- In a 12-month period, more than 500 educators have been trained to use cfwv.com in the classroom.



Questions, concerns, thoughts, or observations?





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