LEGISLATIVE OVERSIGHT COMMISSION ON EDUCATION ACCOUNTABILITY

Senate Finance Committee Room
September 23, 2013

Chancellor Hill’s Report

Review and Analysis of the Class of 2012 High School Senior Opinions Survey 1

Student Success Summit, 2013 33

Chancellor Skidmore’s Report

Community College Enrollment Trend 75

Innovations and Future Directions for Workforce Development in the Post-Recession Era, A Report by the Urban Institute 79
Report to the Legislative Oversight Commission on Education Accountability

September 23, 2013

Review and Analysis of the Class of 2012 High School Senior Opinions Survey
In an effort to improve the state’s matriculation rate of recent high school graduates, the West Virginia Higher Education Policy Commission (Commission) embarked on a survey of high school seniors in the spring of 2012. The High School Senior Opinion Feedback Survey asked students about their high school experiences and plans after graduation. This analysis is intended to provide stakeholders interested in increasing the college-going rate with information about students’ perspectives, experiences, and plans as they transition to life beyond high school.

The sample was designed to be representative of the seniors enrolled in public high schools in 2012. A quasi-random sample of 51 high schools was drawn from the 115 high schools across the state. The survey also was designed as an evaluation tool for the state’s Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant, which provides educational services to help students plan, apply, and pay for college. All 14 GEAR UP schools were purposefully sampled for this analysis along with identified comparison schools. The survey was administered to 8,513 seniors with 4,409 valid surveys received, resulting in a response rate of 51.8 percent.

This report focuses on five key areas: academic preparation in high school, sources of college information, financial aid awareness, collegiate plans, and college decisions. These areas were chosen because college access literature has identified each as being associated with the college matriculation of high school seniors. In order to improve the college-going rate of high school students, college access providers need to understand what students do and do not know about the college-going process and what shapes their decisions regarding whether to apply to college.

The results of the survey reflect many of the positive initiatives underway in West Virginia to increase the college-going rate of high school students. The majority of students reported being enrolled in a high school curriculum pathway designed to prepare them to enter a two- or four-year
higher education institution. High school staff had actively spoken with students about college entrance requirements and financial aid, and students were well informed about the PROMISE Scholarship. Encouragingly, almost 90 percent of students aspired to attend college at some point in the future. However, there is a disconnect between student aspirations and reality. Commission data indicate that only 62 percent of previous year high school graduates enroll in a higher education institution. This research can help shed light on some of the intermediary factors at play between student aspirations and enrollment patterns.
REVIEW and Analysis of the Class of 2012 High School Senior Opinions Survey
Executive Summary

For every 100 9th grade students in West Virginia, only 43 will go on to enroll in college\(^1\). The college matriculation rate of recent West Virginia high school graduates, while improving, still lags behind the national average, 62 versus 67 percent respectively\(^2\). If the state wants to increase the educational attainment of West Virginia students, as indeed it must to meet workforce needs\(^3\), educators and college access providers need a clearer understanding of the types of information students have and lack with regard to college enrollment. In an effort to ascertain this information, a sample of West Virginia high school seniors was asked to respond to the High School Opinion Feedback Survey, in the spring of 2012. This survey was comprised of a series of questions about students’ high school experiences and their plans after graduation. This was the third time the survey was administered twice previously in 2008 and 2010, which allowed for the tracking of trends in student responses. This analysis was intended to provide stakeholders, interested in increasing the college-going rate, with information about students’ perspectives, experiences, and plans as they transitioned to life beyond high school. This report focused on the following five key areas:

**Academic Preparedness**
- Students reported an average GPA of 2.99 and ACT exam score of 21.23
- Nearly 7 out of 10 students earned a high school GPA of 3.0 or higher.
- More than 9 out of 10 students took at least Algebra II, a required course for enrollment at a West Virginia public four-year institution.
- 6 out of every 10 students were enrolled in a professional curriculum pathway in high school, a curriculum track that prepared them for entry to a four-year institution.

**Sources of College Information**
- Nearly 8 out of 10 students had been spoken to about college entrance requirements by a high school official and more than 8 out 10 were spoken to about financial aid requirements.
- Students cited college websites, direct mail, and e-mail as the three most important resources of college information.
- Parents were the greatest help in making the decision to apply to college and submitting the FAFSA.
- About 3 out of 4 of students visited at least one college campus.
- Students who found CFWV to be an important resource knew the requirements of financial aid and attended college at higher rates.

**Financial Aid Awareness**
- Approximately 57 percent of students overestimated the one year cost of tuition at public in-state four-year colleges and universities. An additional 15 percent reported not knowing the cost of tuition.
- In contrast, 54 percent of students in the GEAR UP program accurately estimated the one year cost of tuition at an in-state four-year public institution.
- More than two times as many GEAR UP students accurately estimated the one year cost of tuition at in-state public four-year institutions.
- The financial aid options students were most informed about were the PROMISE Scholarship, federal loans, and Pell grants.

**Collegiate Plans**
- Nearly 9 out of 10 students planned to attend college, with three quarters planning to attend beginning the fall of 2013.
• Of those who planned to attend college, more than 6 out of 10 had already been
accepted to college by the time they completed the survey.
• Of those who were accepted, more than 8 out of 10 students reported being accepted
to a West Virginia public institution.
• More than 70 percent of students hoped to earn at least a bachelor’s degree, with an
additional 10 percent hoping to obtain an associate’s degree.

College Decisions
• Students cited affordability as an impediment to them attending college.
• Students also cited affordability as one of the reasons they were most likely to choose
a specific college.
• Nearly three quarters of students planning to attend college believed they could afford
a public West Virginia college with the help of financial aid.
• Students perceived they would rely on their parents, personal savings, and institutional
scholarships as sources to finance a college education.
• More than 8 out of 10 students planned on working to help finance their college
education, with around 8 percent working full-time.

Overview
West Virginia’s workforce is facing a skills gap. In order to meet workforce projections, the state
will require at least 20,000 additional certificate or degree holders by 2018. The majority of
this workforce gap falls within the “middle skill” occupations; those skilled technical jobs that
require more than a high school diploma but less than a four-year degree. To address this
gap, the state will need to focus on the college attainment of both recent high school gradu-
ates and adult learners. Unfortunately, the state’s college-going rate amongst recent high school
graduate is 62 percent, five percent below the national average of 67. In an effort to improve
this matriculation rate, the Higher Education Policy Commission (HEPC) embarked on a
survey of high school seniors in the spring of 2012. The High School Opinion Feedback
Survey asked students about their high school experiences and plans after graduation. This was
the third time the survey was administered, once each in 2008 and 2010, which allowed for
the tracking of trends in student responses. This analysis is intended to provide
stakeholders, interested in increasing the college-going rate, with information about students’
perspectives, experiences, and plans as they transitioned to life beyond high school.

The sample was designed to be representative of the seniors enrolled in public high schools in
2012. Due to considerable variation in high school size, the sample was drawn to be
representative across small, medium, and large schools. A quasi-random sample of high schools
was drawn from the 115 high schools across the state. The survey was also designed as an
evaluation tool for the Gaining Early Awareness and Readiness for Undergraduate Programs
(GEAR UP). GEAR UP provides educational services to help students plan, apply, and pay
for college. All 14 GEAR UP schools were purposefully sampled for this analysis. Further, in
an effort to ensure that GEAR UP students were compared to a similar sample of students
who did not receive GEAR UP services, GEAR UP comparison schools were identified.
Including all GEAR UP and GEAR UP comparison schools, the final sample consisted of 51
schools. A detailed description of the methods used for this report can be found in the
methodological appendix.
This report focuses on five key areas: academic preparation in high school, sources of college information, financial aid awareness, collegiate plans, and college decisions. These areas were chosen because the college access literature has identified each as being associated with the college matriculation of high school seniors. In order to improve the college-going rate of students, college access providers need to understand what students do and do not know about the college-going process and why they are making decisions to and not to apply to college. The following sections are designed to investigate each of these topics.

Before exploring these areas though, we first provide some basic demographic information about the surveyed population and compare that information to state figures provided by the West Virginia Department of Education (WVDOE). Despite being designed to be representative of the state’s high school senior class, individual high school response rates caused some sample demographic information to vary from what was reported statewide. Understanding these demographics will help contextualize the analyses found in the later sections of this report.

**Age, Gender, and Race/Ethnicity**

**Table 1**: Age, Gender, and Race/Ethnicity

<table>
<thead>
<tr>
<th>Age</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 or younger</td>
<td>4.7%</td>
</tr>
<tr>
<td>18</td>
<td>77.9%</td>
</tr>
<tr>
<td>19 or older</td>
<td>17.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>50.8%</td>
</tr>
<tr>
<td>Male</td>
<td>49.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>5.2%</td>
</tr>
<tr>
<td>American Indian/ Native American</td>
<td>0.9%</td>
</tr>
<tr>
<td>Asian American or Pacific Islander</td>
<td>1.5%</td>
</tr>
<tr>
<td>Caucasian/White</td>
<td>84.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1.8%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>4.4%</td>
</tr>
<tr>
<td>Other</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

As expected, high school seniors in the sample were primarily 18 years old (77.9%) but there were also a considerable number of seniors that were 19 years old or older (17.3%). 50.8 percent of those surveyed were female, which was slightly higher than the state figure of 48.8 percent. Males were slightly underrepresented in the survey. Of survey respondents, 49.2 percent were male, 2 percent lower than the state’s reported 51.2 percent.

The racial/ethnic composition of this report was only slightly different than what was reported statewide. Caucasian/White (84.0%) students were underrepresented in the sample when compared to the state figure of 97.2 percent. African American/Black students were accurately represented at 5.2 percent, the same as the official state figure. All other racial and ethnic groups were slightly overrepresented.
Analysis

Income

Table 2: Student Financial Information

<table>
<thead>
<tr>
<th>Family Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$30K or less</td>
<td>29.7%</td>
</tr>
<tr>
<td>$30,001 to $60K</td>
<td>32.3%</td>
</tr>
<tr>
<td>$60,001 to $100K</td>
<td>25.4%</td>
</tr>
<tr>
<td>$100,001 or more</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Free/Reduced Priced Lunch Eligibility</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Eligible</td>
<td>56.6%</td>
</tr>
<tr>
<td>Eligible</td>
<td>43.4%</td>
</tr>
</tbody>
</table>

Socio-economic status (SES) has long been found to be one of the strongest predictors of college matriculation. In this survey, we approximated SES in two ways: self-reported family income, and free and reduced priced lunch status. 62 percent of students reported a family income of under $60,001\(^1\). Further, 43.4 percent of students were eligible for free or reduced lunch. These statistics were consistent with information from the U.S. Census Bureau and the WVDOE which reported that the median household income of West Virginia residents was $39,550 and about 39 percent of students qualified for free and reduced priced lunch respectively.

Family Educational Attainment

Table 3: Family Education

<table>
<thead>
<tr>
<th>First-Generation Status</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not First-Generation</td>
<td>65.5%</td>
</tr>
<tr>
<td>First-Generation Student</td>
<td>34.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Father’s Level of Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High School or Less</td>
<td>54.8%</td>
</tr>
<tr>
<td>Some College</td>
<td>22.1%</td>
</tr>
<tr>
<td>BA or above</td>
<td>23.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mother’s Level of Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High School or Less</td>
<td>43.5%</td>
</tr>
<tr>
<td>Some College</td>
<td>29.5%</td>
</tr>
<tr>
<td>BA or above</td>
<td>27.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Siblings in College</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>58.5%</td>
</tr>
<tr>
<td>1</td>
<td>29.9%</td>
</tr>
<tr>
<td>2</td>
<td>8.0%</td>
</tr>
<tr>
<td>3</td>
<td>2.3%</td>
</tr>
<tr>
<td>4</td>
<td>0.7%</td>
</tr>
<tr>
<td>5 or more</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

The educational attainment of immediate family members is also a predictor of college matriculation. Often, first-generation students lack the necessary skills and knowledge required to navigate the collegiate landscape. First-generation college-goers are defined as those whose

\(^1\) It should be noted that this was self-reported family income and may not be representative of actual family income.
mother and father did not attend college. Having a parent that attended college gives non-first-generation students both tangible and intangible resources that increase their likelihood of matriculation. Parents who have attended college are more likely to have the financial resources to pay for their child’s college education. Further, they are better positioned to mentor their children about what courses to take in high school, what to look for in a college, and how to apply. Having help with logistical college preparation issues such as understanding college requirements, applying, and simply knowing where to look for additional information provides students with invaluable intangible resources that make navigating the college-going waters that much easier.

About 35 percent of West Virginia high school seniors would be considered a first-generation student if they attended college. Approximately, 55 percent of students’ fathers and 44 percent of students’ mothers never attended college. These parents are less likely to be able to help their children navigate the complexities of the college bureaucracy. Therefore, it is particularly important for college access providers to offer special services for potential first-generation college-goers, so that these students also have access to this crucial intangible information.

Siblings who have gone to college can also provide their younger brothers and sisters with necessary information and support in preparing post-high school plans. About 42 percent of the students surveyed had at least one sibling enrolled in a college or university. Though the educational attainment of siblings does not factor into first-generation status, their experiences could be particularly informative for potential first-generation college-goers. Only 33.9 percent of this population had a sibling enrolled in college. The other 66 percent of possible first-generation students, then, had neither parents nor siblings who could provide many of the intangible resources shown to be correlated with matriculation. College access programs are uniquely positioned to help close this information gap. A supplemental report will explore the relationship between one access program, GEARUP, and the post-secondary plans of first-generation students.

I. Academic Preparedness
Academic preparation is an important indicator of college-going and college success. Students with high grade point averages (GPAs) and ACT scores tend to have higher college enrollment and graduation rates than those with lower scores. Further, a rigorous high school curriculum better prepares students for the academic transition from high school to college curriculum. In order to better understand the academic preparation of West Virginia seniors, students were asked several questions pertaining to their academic experiences including their: GPA, ACT score, course selection, and curriculum pathway. The following section reports on these metrics.

<table>
<thead>
<tr>
<th>Table 4: Average GPA and ACT Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>Average</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 5: GPA Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School GPA</td>
</tr>
<tr>
<td>0.00-0.99</td>
</tr>
<tr>
<td>1.00-1.99</td>
</tr>
<tr>
<td>2.00-2.99</td>
</tr>
<tr>
<td>3.00-3.99</td>
</tr>
<tr>
<td>4.00+</td>
</tr>
</tbody>
</table>
West Virginia high school seniors reported an average GPA of 2.99 and average ACT score of 21.23. The majority of students reported a GPA between 3.00 and 3.99 (56.8%), with an additional 11.6 percent reporting a 4.0 or above. The official average ACT exam score published in the West Virginia ACT Profile was a 20.9, but this score was reflective of all students who took the exam regardless of grade level. The national ACT composite average of 21.1 was similar to what those in this sample reported. According to the 2012 HEPC Standards and Procedures for Undergraduate Admissions at Four-Year Colleges and Universities these average scores (GPA and ACT), in conjunction with one another, would meet West Virginia’s minimum requirements for admittance to an in-state four-year public institution. The code requires that students have either a minimum 3.0 GPA or a 2.0 GPA with a minimum 18 ACT composite score.2

### Table 6: High School Class Selection

<table>
<thead>
<tr>
<th>Selected High School Curriculum</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsure</td>
<td>11.5%</td>
</tr>
<tr>
<td>Entry Pathway</td>
<td>4.5%</td>
</tr>
<tr>
<td>Skilled Pathway</td>
<td>20.6%</td>
</tr>
<tr>
<td>Professional Pathway</td>
<td>63.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highest Level of Math</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than Algebra 1</td>
<td>1.7%</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>1.3%</td>
</tr>
<tr>
<td>Geometry</td>
<td>7.1%</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>39.6%</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>23.8%</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>15.7%</td>
</tr>
<tr>
<td>Calculus or above</td>
<td>10.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of AP Classes Taken</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>59.6%</td>
</tr>
<tr>
<td>1</td>
<td>12.7%</td>
</tr>
<tr>
<td>2</td>
<td>10.3%</td>
</tr>
<tr>
<td>3</td>
<td>6.4%</td>
</tr>
<tr>
<td>4</td>
<td>6.8%</td>
</tr>
<tr>
<td>5 or more</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

While grades are correlated with future success, so too are the courses students choose to take. High schools in West Virginia have developed a variety of curriculum pathways designed to prepare students for their post-secondary plans. Currently, there are three available pathways for high school students: entry, which prepares students for the workforce; skilled, which prepares students for a two-year college; and professional, which prepares students for a four-year college. Only 4.5 percent of West Virginia high school seniors reported taking classes that prepared them to enter the workforce directly after high school. This does not reflect the matriculation pattern of high school seniors, as 38 percent of seniors do not enroll in college immediately after high school graduation. Meaning that even though students are enrolled in curriculum pathways intended to prepare them for college, they are not matriculating. About 21 percent of students took a pathway that prepared them to enter a two-year program, while the vast majority, 63.4 percent, reported enrolling in the pathway which prepared them for entry to a four-year college. About 11 percent of recent high school graduates in 2011 enrolled in an in-state public community or technical college and 34.1 percent enrolled in an in-state public four-year institution.

---

1. Institutions with doctoral programs, such as West Virginia University and Marshall University, have a higher ACT composite score requirement, 19.
Students who take higher level math courses and those who take Advance Placement courses (AP) are more like to be prepared for college than those who do not take such courses. As shown in Table 6, 90 percent of students took at least Algebra II, a course required for admittance to a public four-year institution. Approximately 40 percent took at least one AP class while in high school. AP classes are intended to help prepare students for the pace and rigor of college coursework. Unfortunately, the College Board reports only 42.4 percent of all West Virginia AP test takers, not just the senior class, scored at least a 3, the minimum score required for partial college credit. The national average for those passing similar exams was 57.2 percent. Given the difference in passage rates between test takers nationally and in-state, it seems that West Virginia AP students may need additional supports to get them prepared for college level work.

Table 7: Perceptions of College Preparedness

<table>
<thead>
<tr>
<th>Degree of Preparedness</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Prepared</td>
<td>12.4%</td>
</tr>
<tr>
<td>Prepared</td>
<td>37.6%</td>
</tr>
<tr>
<td>Somewhat Prepared</td>
<td>39.3%</td>
</tr>
<tr>
<td>Not prepared at all</td>
<td>10.6%</td>
</tr>
</tbody>
</table>

Although academic preparedness may suggest students are ready to enter college, their perceptions of preparedness can also inform matriculation decisions. As seen in Table 7, 10.6 percent of high school seniors felt not at all prepared for college, while 50 percent felt that their high school education and experiences prepared them. Though it is important that students felt prepared, only 12.4 percent felt very prepared, meaning there is still work left to be done to improve students’ feelings of college readiness. Increasing college access efforts and aligning high school curriculum with college entrance requirements may help students feel more prepared.

*Academic Preparedness: Summary*

These metrics represent a snapshot of the academic progress of high school seniors. The majority reported that they met or exceeded four-year in-state college entrance requirements. Students averaged a 2.99 GPA and a 21.23 ACT score. Nine out of ten students took at least Algebra II. These results align with the professional curriculum pathway in which over six of every ten students in high school enrolled. In total, nearly 90 percent of students felt their high school education at least somewhat prepared them for college. These findings suggest that the majority of West Virginia students were academically prepared to enter college. Why then does the state’s college matriculation rate lag behind national averages? Attending college is not solely based on academic preparedness. Prospective college freshman need a variety of resources to help them understand the college-going process. The following section begins to explore some of these resources.

**II. Sources of College Information**

Respondents were asked several questions about the resources they used when deciding about college. These questions targeted specific areas such as the influence of others, importance of various resources, college visitation, and parental involvement with college preparation.

*High School Staff*

High school staff is uniquely positioned to provide students with valuable information about college entrance and financial aid requirements. For first-generation students and students with
low socio-economic backgrounds, high school staff may take on particular importance in the college-going process. These students are less likely to have family members who can provide them with knowledge about how to navigate the college admissions process. For some students, teachers, guidance counselors, and administrators are the most valuable resource in their decision to attend college. In fact, 61.2 percent of respondents noted that high school staff was influential in their decision about college. With such a high percentage of students feeling that high school staff was influential in their decisions, it was encouraging to see that 77.4 percent had been spoken to by high school staff about college entrance requirements and 82.4 percent about financial aid availability. Some students may be timid to pursue college because they do not know what is required to be admitted or receive financial aid. Simple interactions with teachers, counselors, or administrators in which general college information is passed to students can have a meaningful impact on whether they attend college, particularly for first-generation students.

Table 8: Spoken to by High School Staff

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Entrance Requirements</td>
<td>77.4%</td>
<td>22.6%</td>
</tr>
<tr>
<td>Financial Aid Availability</td>
<td>82.4%</td>
<td>17.6%</td>
</tr>
</tbody>
</table>

CFWV

There are numerous resources that students can utilize when researching college. One resource, the College Foundation of West Virginia (CFWV), was a primary focus this survey. CFWV is a non-profit foundation dedicated to helping students achieve the dream of earning a postsecondary credential. With early intervention CFWV is able to help students with high school, financial aid, college, and career planning. It also offers several programs dedicated to informing students about various college enrollment issues. Programs such as College Goal Sunday allow students and families the opportunity to receive free, confidential, support in completing the FAFSA. The website (www.CFWV.com) also offers information about all West Virginia state-level financial aid programs as well as information to assist aspiring college-goers prepare for life after high school.

Because of the state’s investment in the program, this research intended to measure the influence CFWV has had on students’ post-secondary plans. Data was compared with results of previous iterations of the High School Opinion Feedback Survey in order to measure the impact CFWV has had over the past two years as well as areas in need of improvement. Approximately, 51 percent of students in 2012 believed that CFWV was an important or very important resource for gathering information about college. In just two years this figure has increased 21.6 percentage points from the 2010 rate of 29.6 percent.

In both 2010 and 2012, students who believed CFWV was an important or very important resource were significantly more likely to be very informed on every source of financial aid. Conversely, students who believed CFWV was an unimportant or very unimportant resource were significantly more likely to be not all informed on all types of financial aid. These results

Table 9: Students who are very informed about WV Financial Aid Options by CFWV Importance (2012)

<table>
<thead>
<tr>
<th></th>
<th>Federal Loans</th>
<th>Pell Grants</th>
<th>Work Study</th>
<th>PROMISE</th>
<th>WV HEP</th>
<th>WV ESTS</th>
<th>Underwood Smith</th>
<th>HEAPS</th>
<th>529 Plan</th>
<th>Tax Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFWV Important</td>
<td>33.0%</td>
<td>33.2%</td>
<td>31.4%</td>
<td>58.4%</td>
<td>27.8%</td>
<td>20.9%</td>
<td>18.5%</td>
<td>18.1%</td>
<td>23.6%</td>
<td>19.7%</td>
</tr>
<tr>
<td>CFWV Not Important</td>
<td>18.2%</td>
<td>16.9%</td>
<td>15.1%</td>
<td>39.6%</td>
<td>13.8%</td>
<td>8.9%</td>
<td>6.8%</td>
<td>6.7%</td>
<td>10.2%</td>
<td>8.0%</td>
</tr>
</tbody>
</table>
demonstrate that CFWV is a helpful and meaningful resource for financial aid information. In effect, students who use the resource are more likely than those who do not to feel well versed in financial aid options. Further, students who felt CFWV was important were also significantly more likely to receive state-sponsored financial aid.

Table 10: First Considered College by CFWV

<table>
<thead>
<tr>
<th>Importance Before High School</th>
<th>During High School</th>
<th>never considered going</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFWV Important (2012)</td>
<td>73.2%</td>
<td>23.4%</td>
</tr>
<tr>
<td>CFWV Important (2010)</td>
<td>67.9%</td>
<td>28.0%</td>
</tr>
</tbody>
</table>

Finally, students who found CFWV to be an important resource considered college at an earlier age. About 73 percent of students who felt CFWV was an important resource began considering college prior to high school. This rate was 11 percentage points higher than the rate of those who did not feel the resource was very important and 5 percentage points higher than the rate in 2010. It should be noted, though, that CFWV had not yet been created at the time these high school seniors were in middle school. Therefore, CFWV did not cause these students to consider college prior to high school, but it is interesting that these students found CFWV to be such an important resource. Further, 92.4 percent of those who thought CFWV was important planned to attend college, a rate 12.2 percent higher than those who did not (80.2%).

These results indicate that the state’s investment in CFWV is paying off. Students who found CFWV to be an important resource considered college earlier, knew the requirements of financial aid, and attended college at higher rates. With continued focus in this area, West Virginia may be able to realize an increase in the state’s college-going rate. This increase is necessary to supply the changing workforce with qualified graduates to sustain and build the state’s economy.

Although CFWV is an important resource, others are also available. Understanding how high school students receive information about college can help college access programs understand where to concentrate their efforts. With a plethora of resources available in the technological age, students are able to get information from resources as diverse as physical mail or a billboard, to targeted e-mails and collegiate websites. Knowing which resources are the most valuable to students allows stakeholders to prioritize which resources to invest in so that they have the best chance of reaching potential college goers.

Sources of Information

Respondents indicated that the top three most influential resources in researching options for college were college/university websites (50.9%), direct mail (31.4%), and e-mail (29.5%). Interestingly, direct mail is the second most important resource students cited, despite the emphasis placed on technology in today’s world. The three least important resources were radio (46.2%), signs and billboards (37.7%), and magazines and newspapers (37.5%). While these are all effective means of marketing, they lack the ability to give substantive information to perspective college-goers.

Table 11: College Resources

<table>
<thead>
<tr>
<th>Very Important Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College Websites</td>
<td>50.9%</td>
</tr>
<tr>
<td>Direct Mail</td>
<td>31.4%</td>
</tr>
<tr>
<td>E-mail</td>
<td>29.5%</td>
</tr>
</tbody>
</table>
Parents also serve as valuable resources to their children in the college-going process. To assess the degree to which parents provided their children with academic advice, students were asked about the extent to which their parents helped them in several different areas. This gives college administrators and college program staff an understanding of parental involvement and what types of information and resources are required to help children transition from high school to college.

Table 12: Extent Parents Advised Students About Academic Options

<table>
<thead>
<tr>
<th>Choose High School Classes</th>
<th>Create List of Colleges to Apply To</th>
<th>Decide Apply for College</th>
<th>Decide how to finance college</th>
<th>Submit the FAFSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Extent</td>
<td>37.1%</td>
<td>36.6%</td>
<td>59.8%</td>
<td>59.2%</td>
</tr>
<tr>
<td>Some Extent</td>
<td>40.4%</td>
<td>29.3%</td>
<td>24.7%</td>
<td>22.6%</td>
</tr>
<tr>
<td>Not At all</td>
<td>22.5%</td>
<td>34.1%</td>
<td>15.5%</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

Students reported that parents were very influential in helping decide whether or not to apply for college (59.8%). How parents influenced decisions related to college though, varied. The majority of students reported their parents helped them decide how to finance a college education (59.2%) and submit the FAFSA (59.2%). With or without help from their parents, 84.1 percent of those surveyed had already filed their FAFSA, a requirement necessary to receive financial aid. Interestingly, students reported their parents were least helpful in creating a list of colleges to which students would apply (34.1%). Results from this question were distributed fairly evenly across the possible responses indicating that while parents helped students make the decision to apply to college, they were less likely to help students decide which college to attend. Parents were also less likely to aid their children in choosing high school courses. This metric is particularly important because the courses students take in high school influences not only which colleges they can attend but also impacts their academic preparation. Given the lack of parental involvement in this area, it may be that high school staff and college access providers should incorporate curriculum advisement as a major focus of their work with students.

Table 13: College Visitation

<table>
<thead>
<tr>
<th># of times visited a college campus</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>26.4%</td>
</tr>
<tr>
<td>1</td>
<td>21.5%</td>
</tr>
<tr>
<td>2</td>
<td>20.8%</td>
</tr>
<tr>
<td>3</td>
<td>14.0%</td>
</tr>
<tr>
<td>4</td>
<td>5.7%</td>
</tr>
<tr>
<td>5 or more</td>
<td>11.5%</td>
</tr>
</tbody>
</table>

Finally, visiting a college campus can also be a valuable source of information. When high school students visit a college campus they experience and learn about college life in ways that pamphlets and e-mails cannot explain. Sometimes city size, college location, student life, and available amenities make a difference in students’ decisions to enroll. It also gives students the...
opportunity to speak with college admissions counselors about any concerns they may have with the admission requirements, application process, or financial aid. In this survey, 73.6 percent of students had visited at least one college campus.

**Sources of College Information: Summary**

Being academically prepared is essential for college enrollment and success but students must also have resources which provide them with information about college enrollment. It is encouraging to note that the vast majority of high school seniors have had staff speak to them about financial aid and college entrance requirements. It appears that students could also benefit from focused advising on the relationship between high school coursework and success in college. This advice could increase the college readiness of students and hopefully increase the college matriculation rate. As a state sponsored program, CFWV is having a profound effect as a collegiate resource for many students. Those who found it to be important considered college at an earlier age and were significantly more likely to be well informed about various financial aid sources.

These survey results can also inform university administrators and college readiness organizations about which resources prospective students utilize when researching and deciding on a college to attend. By targeting the most valued resources, college websites, direct mail, and e-mail, these interested stakeholders will be able to distribute important information about college and be confident that their message is being received.

** Ill. Financial Aid Awareness**

While the previous section was designed to see which resources students used to make decisions about college, this section will examine the degree to which students were informed about how to finance college. Financial awareness was measured by assessing students understanding of the costs of college and how well informed they were about financial aid opportunities.

**Table 14: Estimated Tuition**

<table>
<thead>
<tr>
<th>Estimated cost of tuition</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to $3K</td>
<td>2.4%</td>
</tr>
<tr>
<td>$3,001 to $7K</td>
<td>25.6%</td>
</tr>
<tr>
<td>$7,001 to $10K</td>
<td>18.5%</td>
</tr>
<tr>
<td>$10,001 to $15K</td>
<td>13.0%</td>
</tr>
<tr>
<td>$15,001 to $20K</td>
<td>13.8%</td>
</tr>
<tr>
<td>$20,001 to $25K</td>
<td>7.6%</td>
</tr>
<tr>
<td>More than $25K</td>
<td>3.9%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>15.2%</td>
</tr>
</tbody>
</table>

Financing college is a daunting task for potential college-goers, particularly those who come from low-income backgrounds, as do most students in West Virginia. Indeed, researchers have found that students from low socio-economic backgrounds are less likely to apply for college because of financial concerns and misconceptions. Therefore, ensuring that West Virginian students accurately estimate the cost of tuition is essential to increasing the state’s college-going rate. In 2012, the average undergraduate tuition for in-state students enrolled at West Virginia four-year public institutions was $5,528 and $2,997 at two-year institutions. According to a
report produced by the College Board, tuition at West Virginia public four-year institutions is less than one-third that of the national average, which is $8,655. With lower than average tuition rates it is surprising that over half of the students across the state overestimated the cost of in-state public tuition. In fact, only 25.6 percent of students surveyed, accurately estimated the price of attending a public four-year college in West Virginia. However, 54 percent of students attending a GEAR UP school answered this question correctly.

The GEAR UP program strives to create a strong college-going culture in its schools. One aspect of this endeavor has been to educate students, families, and local communities about the actual cost of tuition at West Virginia public higher education institutions. GEAR UP researchers noticed that misconceptions about college affordability impeded students’ desires to matriculate. As a result, the program has employed a variety of methods to help students understand the true cost of college-going. The results of this analysis indicate that these efforts have been successful and have ramifications for students throughout the state.

Despite the majority of students being incorrect about the price of college (59.2%), students were at least informed about the various options of financial aid available throughout the state. The College Board estimates that nationally, students receive an average of $5,570 in college assistance, requiring them to only pay 30% of their college education out-of-pocket.

Students in West Virginia have a myriad of options when it comes to financial aid. They can receive federal, state, institutional, and program specific scholarships and aid to ease the financial burden of college.

Table 15: Financial Aid Awareness

<table>
<thead>
<tr>
<th></th>
<th>Federal Loans</th>
<th>Pell Grants</th>
<th>Work Study</th>
<th>PROMISE</th>
<th>WV HEGP</th>
<th>WV ESTS</th>
<th>Underwood Smith</th>
<th>HEAPS</th>
<th>529 Plan</th>
<th>Tax Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Informed</td>
<td>26.2%</td>
<td>25.6%</td>
<td>23.9%</td>
<td>49.4%</td>
<td>21.3%</td>
<td>15.4%</td>
<td>13.1%</td>
<td>12.9%</td>
<td>17.5%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Somewhat Informed</td>
<td>38.9%</td>
<td>32.8%</td>
<td>33.0%</td>
<td>27.3%</td>
<td>31.3%</td>
<td>24.4%</td>
<td>21.4%</td>
<td>21.1%</td>
<td>25.0%</td>
<td>21.8%</td>
</tr>
<tr>
<td>Somewhat Uninformed</td>
<td>17.6%</td>
<td>18.3%</td>
<td>20.1%</td>
<td>11.3%</td>
<td>20.8%</td>
<td>22.5%</td>
<td>20.6%</td>
<td>20.4%</td>
<td>19.1%</td>
<td>19.9%</td>
</tr>
<tr>
<td>Not all Informed</td>
<td>17.3%</td>
<td>23.3%</td>
<td>23.1%</td>
<td>12.0%</td>
<td>26.5%</td>
<td>37.7%</td>
<td>13.1%</td>
<td>45.6%</td>
<td>38.4%</td>
<td>44.0%</td>
</tr>
</tbody>
</table>

Students were the most informed about the PROMISE scholarship (49.4%), federal loans (26.2%), and Pell Grants (25.6%). As a state-sponsored scholarship West Virginia prioritizes educating high school students on the requirements necessary to receive the PROMISE. Flyers, pamphlets, and posters are utilized by high school administrators and CFWV to further the effort. As a result, students were nearly twice as likely to be well informed about PROMISE scholarship requirements, than they were about any other type of financial aid. However, more attention needs to be placed on informing students of federal loans particularly regarding repayment requirements and steep penalties for default. According to the United States Department of Education, the three-year default rate for West Virginia graduates is 14.1 percent, which is higher than the national average of 13.4 percent. The three sources of financial aid that students were the least knowledgeable about were the Higher Education Adult Part-Time Scholarship (HEAPS) (45.6%), tax plans (44%), and 529 savings plans (38.4%). These results are expected as 99.7 percent of recent high school graduates, attending in-state colleges, enroll full-time. HEAPS is an award for part-time students and thus the vast majority of recent high school graduates are ineligible for this award. Further, financial planning options are usually initiated by parents long before college enrollment.
Financial Aid Awareness: Summary

Understanding the price of tuition is essential in college preparation. Students must have realistic expectations regarding tuition to accurately assess whether or not they are able to attend college and which college to attend. Nearly 57 percent of those surveyed overestimated the cost of tuition; however, students in a GEAR UP high school were almost twice as likely to estimate the price of tuition correctly. The successful strategies used by GEAR UP should be incorporated into access programs across the state to ensure students have realistic tuition expectations. Despite not knowing the average tuition, students were well informed about several different types of financial aid, primarily the state funded PROMISE scholarship. However, there is a lack of advisement about the repercussions of borrowing money across the state that needs to be addressed by access providers, higher education institutions, and high schools alike.

IV. Collegiate Plans

According to a report produced by the Center on Education and the Workforce, 49 percent of jobs in West Virginia by 2018 will require post-secondary education. For both the benefit of the state and its students, it is imperative high school seniors recognize that a changing economy demands some kind of post-secondary credential. To this end, students were questioned about their plans after high school and if they intended on attending college. Furthermore, if they planned to attend college they were asked about their application strategies, intended major, and institution selection.

Table 16: College Plans

<table>
<thead>
<tr>
<th>Plan To Attend College</th>
<th>86.2%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>13.8%</td>
</tr>
<tr>
<td>Began Considering College</td>
<td></td>
</tr>
<tr>
<td>Prior to High School</td>
<td>66.8%</td>
</tr>
<tr>
<td>During High School</td>
<td>24.8%</td>
</tr>
<tr>
<td>Never Considered</td>
<td>8.4%</td>
</tr>
</tbody>
</table>

College access efforts are usually coupled with early intervention techniques to ensure that students are fully aware of college entry requirements and to give them ample time to begin preparing academically. More than two-thirds of those surveyed indicated that they had begun considering college enrollment before high school, with only 8.4 percent never considering college. Another 24.8 percent of students began considering college while they were still enrolled in high school. When compared to 2010, the number of students considering college prior to high school rose by 2 percent while those never considering decreased by 2 percent. Further, the percent of students planning to attend college increased between 2010 and 2012 by 4.2 percent. In 2012, 86.2 percent of high school seniors were planning to attend college, while 82 percent were planning to do the same in 2010. Unfortunately, there is a disconnect between the proportion of students who plan to attend college and those who matriculate. When 86.2 percent of students intend to go to college but only 62 percent matriculate immediately after high school graduation, one has to wonder what makes the 24 percent who intend to enroll unable to do so.
The intention to go to college was also reflected in the number of colleges to which students applied. About 26 percent of students had not applied to college, while nearly 73.8 percent had applied to at least one institution. One-quarter of students surveyed had applied to one institution, 17.5 percent to two, and 13.5 percent to three. Research has shown that a combination of parental college completion, high income, and strong academic ability typically result in students applying to multiple institutions.

The intention to go to college was also reflected in the number of colleges to which students applied. About 26 percent of students had not applied to college, while nearly 73.8 percent had applied to at least one institution. One-quarter of students surveyed had applied to one institution, 17.5 percent to two, and 13.5 percent to three. Research has shown that a combination of parental college completion, high income, and strong academic ability typically result in students applying to multiple institutions.

Table 18: College Attendance and Selection

<table>
<thead>
<tr>
<th>Plan to Attend College Fall 2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>74.2%</td>
</tr>
<tr>
<td>No</td>
<td>25.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Already Been Accepted</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>63.8%</td>
</tr>
<tr>
<td>No</td>
<td>36.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sector of Attending College</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Year WV Public</td>
<td>16.3%</td>
</tr>
<tr>
<td>4-Year WV Public</td>
<td>66.6%</td>
</tr>
<tr>
<td>WV Independent</td>
<td>5.7%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>10.5%</td>
</tr>
<tr>
<td>For-Profit</td>
<td>0.8%</td>
</tr>
<tr>
<td>Online</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

Students were also asked what college they would attend in the fall. This question was asked only to students who reported they intended to attend college. 82.9 percent of these students planned to attend a public institution in West Virginia with exactly two-thirds of respondents attending a four-year institution and 16.3 percent attending a two-year institution. An additional 5.7 percent of students planned to attend an in-state independent four-year non-profit institution resulting in nearly nine out of ten college-goers remaining in the state for their post-secondary education. This trend was representative of enrollment patterns in West Virginia’s public higher education.
institutions, with 22.5 percent of traditional aged students enrolled in community and technical colleges, while 77.5 percent were enrolled in four-year institutions.

Having such a high proportion of high school seniors attend college in-state has important economic implications for West Virginia. According to the West Virginia Economic Outlook 2012\textsuperscript{11}, 48.1 percent of all graduates from West Virginia higher education institutions were employed within the state, a trend that has been on the rise since 2003. When only looking at West Virginia born students, that number jumps to 58 percent. Given the propensity for students to both continue their education in-state and also work in-state, it seems that increasing the college-going rate of this population would substantially aid the job skills gap the state’s workforce is currently experiencing.

Table 19: Highest Degree Wished to Obtain

<table>
<thead>
<tr>
<th>Degree Goal</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Degree</td>
<td>3.3%</td>
</tr>
<tr>
<td>High School/GED</td>
<td>9.8%</td>
</tr>
<tr>
<td>Vocational</td>
<td>5.5%</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>9.9%</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>27.5%</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>27.9%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>16.0%</td>
</tr>
</tbody>
</table>

In addition to whether or not they intended to enroll, respondents were asked about the highest degree they wished to obtain. Similar to their plans to attend college, 81 percent of West Virginia seniors hoped to receive some kind of college credential. About 10 percent hoped to earn a vocational or associate’s degree, 27.5 percent a bachelor’s degree, 27.9 percent a master’s degree, and 16 percent a doctoral degree. An additional 5.5 percent sought to achieve some vocational post-secondary training.

Table 20: College Attendance

<table>
<thead>
<tr>
<th>Attend Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>88.2%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>11.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intended Major</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health or Nursing</td>
<td>21.6%</td>
</tr>
<tr>
<td>Arts</td>
<td>5.3%</td>
</tr>
<tr>
<td>Business</td>
<td>7.6%</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>4.4%</td>
</tr>
<tr>
<td>Communications</td>
<td>1.7%</td>
</tr>
<tr>
<td>Computer Science/Technology*</td>
<td>3.5%</td>
</tr>
<tr>
<td>Education</td>
<td>9.1%</td>
</tr>
<tr>
<td>Engineering/Math*</td>
<td>8.4%</td>
</tr>
<tr>
<td>Humanities</td>
<td>2.7%</td>
</tr>
<tr>
<td>Natural/Physical Science*</td>
<td>14.1%</td>
</tr>
<tr>
<td>Social Science</td>
<td>8.0%</td>
</tr>
<tr>
<td>Undecided</td>
<td>13.8%</td>
</tr>
</tbody>
</table>

*Indicates a STEM Major
About 88 percent of college-goers planned on attending full-time. In West Virginia, full-time students are those that take at least 12 credit hours a semester and part-time students are those who are enrolled for anything less than 12 hours. When traditional aged students attend college part-time they have lower retention rates and are also less likely to graduate within five years than similar students who attend full-time.

The most popular intended majors of the class of 2012 were allied nursing (21.6%), natural/physical sciences (14.1%) and education (9.1%). Approximately 14 percent of students were still undecided. Another 26 percent of students intended to major in a STEM (science, technology, engineering, and math) field, 5 percent more than when the survey was given to students in 2010. Careers in STEM fields are always in demand but degree production is usually low. With this in mind, higher education institutions, high schools, and college access providers may want to develop support structures for students who are interested in pursuing STEM fields to help them enroll in and eventually graduate with these necessary credentials.

**Collegiate Plans: Summary**

Students in this survey had overwhelmingly chosen to attend college. Nearly nine out of ten students planned to attend college at some point in their life, while two-thirds had already been accepted. Moreover, 83 percent of those accepted to college were accepted to an in-state institution and 88.2 percent of students planned on attending college full-time. While degree goals have remained stable over time, the percent of those who planned to attend and those who had been accepted both increased since 2010. These are encouraging signs as numerous reports suggest that the number of West Virginia jobs requiring a college degree is expected to continue to rise.

**V. College Decisions**

The previous section was concentrated on the number of students attending college. In this section we explore why students made the decision to or not to attend college. Understanding the reasons students choose not to attend college is just as informative as knowing why they did. Respondents were asked several questions about this decision, along with questions pertaining to finances in order to better understand the relationship between tuition, financial aid, and attending college.

Students who did not plan on attending college, at any point in the future, were asked about factors that played into their decision. About 34 percent of those not attending cited needing a break from school, followed by affordability (28.1%), and having a well paying job lined up (28.1%) after high school graduation. These results indicate that financial awareness plays a key role for students who do not attend college. In this survey 57 percent of students who were eligible for free and reduced lunch did not plan on attending college, compared to 43 percent of those who were not eligible. It may be that students from low-income families have to place immediate financial needs over their desire to attend college. As a result, these students are less likely to plan on enrolling in college after graduation.
Table 21: Very Important Factors in Decision to Not/Attend College

<table>
<thead>
<tr>
<th>Reasons to Not Attend</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need a break from school</td>
<td>34.0%</td>
</tr>
<tr>
<td>Costs too much</td>
<td>28.1%</td>
</tr>
<tr>
<td>Well paying job lined up</td>
<td>28.1%</td>
</tr>
<tr>
<td>Need to save money for college</td>
<td>28.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons to Attend</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer Interested Major</td>
<td>69.0%</td>
</tr>
<tr>
<td>Affordability</td>
<td>67.9%</td>
</tr>
<tr>
<td>School offered scholarship</td>
<td>41.0%</td>
</tr>
<tr>
<td>PROMISE Accepted</td>
<td>35.8%</td>
</tr>
<tr>
<td>School Rep made good impression</td>
<td>32.0%</td>
</tr>
</tbody>
</table>

Students who chose to attend college cited the availability of their intended major (69%) as the most important factor that influenced their selection of a specific college, followed by affordability (67.9%), and institutional scholarships (41%). While intended major was important, these results indicate that tuition and financial aid also play a large role in the decision to attend, as three of the top five reasons students chose a particular college were related to student finances. In fact, research has found that affordability and financial aid availability were the primary reasons that qualified high school students failed to matriculate.13

Table 22: Financial Aid

<table>
<thead>
<tr>
<th>Able to Afford College in WV with Aid</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely</td>
<td>35.7%</td>
</tr>
<tr>
<td>Probably</td>
<td>38.2%</td>
</tr>
<tr>
<td>Probably Not</td>
<td>6.3%</td>
</tr>
<tr>
<td>Definitely Not</td>
<td>2.6%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>17.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sources of Financial Aid</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Loan</td>
<td>43.3%</td>
</tr>
<tr>
<td>Institutional Scholarship</td>
<td>57.8%</td>
</tr>
<tr>
<td>Military Program</td>
<td>13.6%</td>
</tr>
<tr>
<td>Other Loan</td>
<td>45.4%</td>
</tr>
<tr>
<td>Parents or other relative</td>
<td>77.6%</td>
</tr>
<tr>
<td>Pell Grant</td>
<td>42.3%</td>
</tr>
<tr>
<td>Personal Savings</td>
<td>62.4%</td>
</tr>
<tr>
<td>Private Source Scholarship</td>
<td>35.6%</td>
</tr>
<tr>
<td>PROMISE Scholarship</td>
<td>39.8%</td>
</tr>
<tr>
<td>State need-based aid</td>
<td>35.6%</td>
</tr>
<tr>
<td>Work-Study</td>
<td>36.2%</td>
</tr>
</tbody>
</table>

Encouragingly, nearly three-quarters of those who wished to attend college believed that they could afford tuition at a public West Virginia higher education institution with the help of various financial aid resources. Since affordability and financial aid are some of the most important reasons cited for attending college, attending a low-cost in-state public institution is often the most likely scenario for many students. Out-of-state and private institutions have
higher tuitions and an increased total cost of attendance compared to in-state publics and thus would be less attractive to budget minded college-goers. This finding, coupled with the increased likelihood that in-state college-goers will subsequently work in-state, makes it critical for in-state public institutions to keep tuition costs low.

Finally, students were asked about what sources they planned to utilize to finance college. Parents (77.6%), personal savings (62.4%), and institutional scholarships (57.8%) were most frequently cited as sources to pay for their college education. According to the College Board more than three-quarters of students pay for college using federal loans, Pell grants, and institutional grants. The students’ responses in this survey indicate there may be a disconnect between how they believe they will finance college and what will actually happen once they enter college. As shown earlier, students are unlikely to know the price of college and thus more work needs to be done to educate potential college-goers on realistic tuition estimates and financial aid resources available to help them afford college.

Table 23: Working in College

<table>
<thead>
<tr>
<th>Work to Finance Education?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>82.4%</td>
</tr>
<tr>
<td>No</td>
<td>17.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planned work hours per week</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 hours per week</td>
<td>5.4%</td>
</tr>
<tr>
<td>6-10 hours per week</td>
<td>13.7%</td>
</tr>
<tr>
<td>11-15 hours per week</td>
<td>17.8%</td>
</tr>
<tr>
<td>16-20 hours per week</td>
<td>22.0%</td>
</tr>
<tr>
<td>21-25 hours per week</td>
<td>16.0%</td>
</tr>
<tr>
<td>26-30 hours per week</td>
<td>11.7%</td>
</tr>
<tr>
<td>31-35 hours per week</td>
<td>5.4%</td>
</tr>
<tr>
<td>36 hours per week or more</td>
<td>8.0%</td>
</tr>
</tbody>
</table>

Even though students have multiple options for financial aid, sometimes it is not enough. Students may not qualify for certain types of financial aid but still wish to work their way through college. For others, financial aid may help with a few expenses, but students need to work in order to cover living costs. Approximately 82 percent of students planned on working while in college in order to help finance their post-secondary education. Over half (58.9%) of those planning on working said they would work part-time, under 20 hours, while the rest (41.1%) would work more hours. At many institutions students who work for the university, such as in work-study or assistantships are only allowed to work a maximum of 20 hours a week in order to maintain a balance between working and studying. Contrary to popular belief, research has shown that time spent working has no direct impact on academic ability. However, that is not to say that external factors do not play an important role.

The students’ responses in this survey indicate there may be a disconnect between how they believe they will finance college and what will actually happen once they enter college.
College Decision: Summary

One of the main concerns students had when choosing whether or not to go to college was affordability. This concern was also echoed in their choices about which college to attend. Over two-thirds of those surveyed indicated financial costs were the most important reason for choosing a specific college. Fortunately, 75 percent believe that with the help of financial aid they would be able to afford a post-secondary education in West Virginia. However, differences between how students traditionally pay for college and how they intended to pay while in high school paint two different pictures. Students are unable to accurately estimate tuition at an in-state institution and also believe their parents and personal savings will be able to cover tuition when in reality they are more likely to rely on federal loans, institutional scholarships, and Pell grants. Special attention should be given to educating high school seniors on the real cost of attendance and the most common financial aid resources used in financing a college education.

Discussion

The results of the survey reflect many of the positive initiatives underway in West Virginia to increase the college-going rate of high school students. The majority of students reported being enrolled in a high school curriculum pathway designed to prepare them to enter a two- or four-year higher education institution. High school staff actively spoke with students about college entrance requirements and financial aid, and students were well informed about the PROMISE scholarship. Encouragingly, almost 90 percent of students aspired to attend college at some point in the future. However, there is a disconnect between student aspirations and reality. Only 62 percent of previous year high school graduates enroll in a higher education institution. This research may help to shed light on some of the intermediary factors at play between student aspirations and enrollment patterns. We discuss some of these points here.

One mismatch discovered through this research was that on average, students reported being academically prepared for college, but a sizable portion of the 2012 graduating class required remediation upon college enrollment. Students reported an average GPA of 2.99 and ACT score of 21.23, which is similar to statewide averages. Based on this information alone, it would seem that students were academically prepared for college-level work. However, of the 2012 graduating class, 23 percent entering a four-year in-state public institution and 66 percent entering a two-year in-state public institution required remediation. ACT’s academic readiness benchmarks may shed light on some of this mismatch. Academic readiness benchmark scores are defined as the minimum scores needed to predict success in corresponding credit-bearing college courses. In the class of 2012, only 18.7 percent of West Virginia students, who took the ACT, scored at or above ACT benchmarks on all four subject tests (English, math, science, and reading). The math benchmark is particularly troubling, as only 33 percent of students met or exceeded the academic readiness score associated with being prepared for college-level mathematics. With such a low percentage of students meeting these benchmarks, special attention should be paid to better aligning high school curriculum with college readiness benchmarks.

One effective strategy to better align expectations is to bring high school educators and college faculty together. Articulation agreements ensure that high school staff and college faculty are all familiar with what is required of students at the college level. If high school staff understands
what is expected from students, they can begin to craft curriculum that gives students the best chance of succeeding in college. Recently, K-12 and higher education faculty have created college transition courses that are designed to provide this type of alignment. Students who are deemed not college-ready based on junior year test scores, take a transition math class in their senior year that is designed to target their specific deficiencies and get them college-ready. In so doing, students are made aware of the academic standards expected in higher education institutions and are given the opportunity to meet these expectations. The transition math courses have been implemented in all public high schools in West Virginia and transition English classes are set for full implementation in the fall of 2013.

A second mismatch discovered in this research was identified as a discrepancy between the actual price of tuition in West Virginia and what students perceived it to be. West Virginia currently ranks 45th in the country for average tuition and fees at four-year public institutions. The price of tuition in West Virginia is more than 50 percent lower than the most expensive state, New Hampshire, and nearly one-third lower than the national average. So, why then, are students overestimating the cost of tuition when tuition rates at West Virginia public higher education institutions are among the lowest in the country? As a state, we need to place more emphasis on the true price of tuition.

Understanding that West Virginia institutions are affordable options, is critical in a state that currently ranks 49th in average salary. Affordability was cited by both those who do and do not plan to attend college as playing into their decisions about enrollment. Students at GEAR UP high schools were significantly more likely to know the tuition of public in-state four-year institutions. GEAR UP schools maintain a college-going culture throughout all participating high schools and a main goal of the program is to educate students about tuition. The program’s intense focus in this area should be replicated throughout the state. If students realize that higher education is affordable, especially in conjunction with financial aid, they may be more likely to attend college.

The final mismatch focuses on financial aid resources. Specifically, why do students overwhelmingly report that they will rely on their parents’ income and savings to pay for college, rather than one of the many financial aid programs that are available to them? Approximately 43 percent of students qualified for free and reduced price lunch, which indicates that their families were not in a position to subsidize their college education. Nonetheless, they planned on using savings and family resources to pay for college tuition. This is particularly surprising given that students also tended to grossly overestimate tuition. The misunderstanding of payment options may have been a result of high school students simply not knowing how many financial aid resources were actually available to them.

According to the College Board’s report, Trends in Student Aid, students across the country were most likely to use federal loans (38%), Pell grants (19%), and institutional grants (18%) to pay for college. Navigating the multitude of financial aid options available to prospective college bound students can be daunting. This is particularly true for first-generation students as they are less likely to have been exposed to information about college in their homes, let alone information about financial aid. It is important that all students are provided free, clear, and up to date information about available funding resources. CFWV offers such a service to students in West Virginia. Not only does CFWV provide students with an overview of state-spons
it also provides a financial aid tutorial to help students build their own plans for the future. College access providers, parents, and high school staff alike should actively engage students with this resource so that students become knowledgeable and ultimately responsible for their financial aid planning. Armed with this information, students may be more likely to matriculate and less likely to contribute to an ever increasing student loan default rate.

If West Virginia wants to remain competitive in the 21st century economy, educating our students must become a top priority. As previously mentioned, West Virginia will be facing a middle skills job deficit by 2018. Estimates call for an additional 20,000 certificate or degree holders beyond what the state is already projected to produce. Understanding high school students’ post-secondary enrollment patterns is essential to meeting these projections. While this research has shown that students throughout the state are succeeding in several areas, it has also identified several troubling mismatches between what students’ report and what we know to be true. These mismatches likely contribute to the disconnect between the state’s low matriculation rate and the high college aspirations of high school seniors. If stakeholders create programs to target these areas it may help to close the gap between aspiration and reality, increase the state’s college-going rate, and ultimately help the state meet its workforce needs.
Methodological Appendix

The target population for the survey was all West Virginia students who were high school seniors in spring 2012. Respondents were selected through quasi-random, stratified sampling. High schools were the primary sample unit, with the sampling frame constructed from a list of all high schools (n=115 in 2012) maintained by the West Virginia Department of Education. High schools were stratified by the size of the senior class as well as the three U.S. Congressional districts in West Virginia in order to make the sample as representative as possible. High schools were assigned to Congressional districts based on the address of their main administrative office. To stratify by senior class size, each high school was assigned to a quartile. The lowest quartile had 93 or fewer students in the senior class, followed by 94 to 145, 146 to 213, and 214 or more. Data on senior class size were obtained from the W.V. Department of School and District Data for 2012.

The survey was also designed as an evaluation tool for the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). GEAR UP is coordinated by HEPC and provides educational services to help students plan, apply, and pay for college. All GEAR UP schools (n=14) were purposefully sampled for this analysis. Further, in an effort to ensure that GEAR UP students were compared to a similar sample of students who did not receive GEAR UP services, GEAR UP comparison schools (n=14) were identified. Comparison schools for GEAR UP were selected prior to survey administration using Euclidean distance similarity measures. These comparison schools were similar to the GEAR UP schools on both demographic and academic metrics. As such, they served as a control group to measure the program’s success.

In total, 56 schools—including all GEAR UP and comparison schools were selected to receive the survey. The survey was administered via high school guidance counselors who were asked to distribute hard copies of the instrument during the homeroom period. To illicit a high response rate, four follow-up contacts were made with guidance counselors and principals. All told, 51 of the 56 (about 91%) high schools responded. The sample represents responses from 4,321 students, or about 24 percent of the target population (n=18,368). Data were weighted to ensure that responses were representative of the entire high school senior class of 2012.
Reference

Report to the Legislative Oversight Commission
on Education Accountability

September 23, 2013

Student Success Summit, 2013
COMMUNICATE. COLLABORATE. CELEBRATE.

early childhood >> elementary >> secondary >> postsecondary >> workforce and community
ABOUT THE SUMMIT

The Student Success Summit is a collaborative event focusing on creating more seamless, supportive, lifelong learning systems for our state’s students. Keynote presentations and conference sessions will focus on supporting students at every level and will help participants develop ways to work with other stakeholders to encourage student success.

The Summit is a P-20 collaborative event, meaning that stakeholders on the continuum from pre-kindergarten through workforce and community development programs are encouraged to join forces to ensure that students are prepared to succeed not only at their current level, but also at the next. P-20 initiatives center on facilitating student transitions and take a holistic approach to improving students’ and families’ educational experiences by focusing on not only the academic, but also the social and cultural, components of educational achievement.

The Student Success Summit is cosponsored by the West Virginia Department of Education and the West Virginia Higher Education Policy Commission, with support from the West Virginia Council for Community and Technical College Education and the West Virginia Department of Education and the Arts.

SAVE THE DATE

The 2014 Student Success Summit will be held July 29-31, 2014 at the Waterfront Hotel in Morgantown, West Virginia. Registration and conference details will be announced in early spring 2014. A call for proposals and exhibitors will also be distributed late this fall.

CONTINUING EDUCATION UNITS (CEUs)

This Summit has been given prior approval by the West Virginia Board of Examiners in Counseling to offer continuing education credit. CEUs are earned upon completing and submitting evaluations of each session attended. Other professionals may submit their certificate of attendance and conference brochures to their licensing boards for approvals. It is highly recommended that participants use the space provided in this brochure to keep a record of all sessions attended. If you have any questions about obtaining continuing education credits, please contact Shelly DeBerry at sdeberry@access.k12.wv.us.

CONFERENCE MATERIALS

Conference materials and presentations will be posted online in the weeks following the event. Materials and information will be housed on the education and outreach tab of www.cfwv.com.
WEST VIRGINIA DEPARTMENT OF EDUCATION

Educate WV: Enhancing Learning. For Now. For the Future.
Revolutionary changes in technology, the global marketplace and significant social, political and environmental issues dramatically affect what students today must know. The challenge to educators and parents is to provide instruction that is not only relevant and engaging but that also includes the world-class rigor necessary to prepare students to get a job in a culturally diverse, technologically complex and economically competitive world.

To ensure every child’s success as citizens and workers in the 21st century, the West Virginia Department of Education and the Board of Education developed West Virginia’s 21st century learning plan. We call it EducateWV: Enhancing learning. For now. For the future. The program is a systemic approach to help West Virginia, not only compete globally but also thrive. From the classroom to the district office to the state Department of Education, the program is a bold acknowledgement that we must change how we operate if we expect to change what and how children learn. At its core is the mission to develop self-directed, motivated learners who demonstrate the skills and knowledge that are fundamental to becoming successful adults in the digital world.

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

The West Virginia Higher Education Policy Commission is responsible for developing, establishing, and overseeing the implementation of a public policy agenda for the state’s four-year colleges and universities. It is charged with oversight of higher education institutions to ensure they are accomplishing their missions and implementing the provisions set by state statute.

Additionally, the Commission works to implement a master plan for higher education in West Virginia that is designed to affect growth, development, and innovation among the state’s institutions and advance the academic attainment and workforce readiness of the state’s citizens. The 2013-2018 Master Plan, “Leading the Way,” focuses on three areas of emphasis, including college access, student success, and economic, cultural, and social impact. The Commission’s work to improve college access and student success is illustrated through collaborative efforts such as the Student Success Summit, the West Virginia GEAR UP program, and the College Foundation of West Virginia initiative.

COLLEGE FOUNDATION OF WEST VIRGINIA

The College Foundation of West Virginia (CFWV) is a college access and completion initiative coordinated by the West Virginia Higher Education Policy Commission in conjunction with the West Virginia Council for Community and Technical College Education, the West Virginia Department of Education, and the West Virginia Department of Education and the Arts. The centerpiece of the effort is CFWV.com, a one-stop college- and career-planning web portal designed to assist students and families in planning, applying and paying for education and training beyond high school. CFWV also focuses on building a college-going culture in the state through the provision of college readiness resources, the development of a public information and awareness campaign, and the coordination of outreach events, such as College Application and Exploration Week and College Goal Sunday.
SCHEDULE OF EVENTS

SUNDAY, AUGUST 4

4:00 to 7:00 PM

Registration – Conference Center Lobby

MONDAY, AUGUST 5

7:00 AM

Registration – Conference Center Lobby

7:30 AM

Networking Breakfast – Ballroom

8:30 AM

Opening Session – Ballroom

• Dr. Paul L. Hill, Chancellor, West Virginia Higher Education Policy Commission
• Dr. Greg Morris, Vice Chancellor, West Virginia Council for Community and Technical College Education
• Dr. James B. Phares, State Superintendent of Schools, West Virginia Department of Education

10:00 AM

Concurrent Sessions – Block A

2. Salon C: “The Tri-Flex Schedule”
4. Salon E: “Creative Avenues to Inspire Entrepreneurship”
5. Salon F: “Youth MOVE WV — Strengthening Youth Voice”
6. Salon G/H: “Planning and Coordinating Academic Support for College Students”
7. Wharf A: “Encouraging Young Children to Set Their Own Learning Goals with Direct Instruction”
8. Wharf B: “Recognizing Social/Emotional Barriers Students Face and Minimizing their Impact on Learning”
11:15 AM

Concurrent Sessions – Block B
1. Salon A/B: “The Heart of West Virginia: Poverty to Progress in Braxton County”
2. Salon C: “Utilizing HEPC and CTCS Data to Tell Your Story”
3. Salon D: “Promoting Standards for College and Careers”
4. Salon E: “Tutoring, Mentoring, and College Access Programs”
5. Salon F: “Problem Based Learning in Action: Design and Implementation”
8. Wharf B: “Technology Integration: Improving Students Engagement with iPads”
9. Waterfront A: “From the Common Core to the West Virginia Next Generation Content Standards and Objectives”

12:15 PM

Lunch and Plenary Address – Ballroom
Dr. James Applegate, Vice President of Strategic Impact, Lumina Foundation for Education

2:30 PM

Concurrent Sessions – Block C
1. Salon A/B: “Common Core/Next Generation”
2. Salon C: “Promoting Rural College Going Through School Community Partnerships”
3. Salon D: “Early Warning System on WOW”
6. Salon G/H: “Social Networking with the Thinkfinity Community”
7. Wharf A: “Groups United to Inspire, Develop, and Educate Students: Monongalia County Schools Elementary Alternative Education Program”
8. Wharf B: “Grant Writing 101”

3:45 PM

Concurrent Sessions – Block D
1. Salon A/B: “Building a Culture of Evidence in Non Classroom Support Services”
2. Salon C: “The Flipped Classroom”
3. Salon D: “West Virginia Universal Free Meals Pilot: Results from an Evaluation Project”
4. Salon E: “Be An Online Learning Success Story”
5. Salon F: “CFWV Fellows Program: Building 2 Year/4 Year College Partnerships for Adult Learning Access”
6. Salon G/H: “Scott HEROs — Small Town, Big Ideas”
7. Wharf A: “Campus Dating: Make Your First Impression the Best Impression”
8. Wharf B: “What Does Leadership Have to Do With Building Partnerships Anyway?”
4:45 to 6:00 PM

**Gallery Walk & Hors d’oeuvres – Ballroom**
Browse best practices, services, and programs in the exhibit hall. Participants will be entered to win prizes.

---

**TUESDAY, AUGUST 6**

7:30 AM

**Networking Breakfast – Ballroom**

8:30 AM

**Plenary Address – Ballroom**
- Major General James A. Hoyer
- Jessica Lynch, former Private First Class in the United States Army and former Prisoner of War

9:45 AM

**Concurrent Sessions – Block E**
1. Salon A/B: “Overcoming Life’s Obstacles: Six Students, Six Stories”
2. Salon C: “Coordinating Successful College Application and FAFSA Completion Campaigns”
3. Salon D: “Preliminary Results from the West Virginia Development Education Initiative”
5. Salon F: “Student and Academic Affairs Partnership: A Lifelong Learning System for Student Achievement”
6. Salon G/H: “Unpacking the College Experience”
7. Wharf A: “What’s Our Role in Education?”
8. Wharf B: “Career Exploration in The Classroom”

11:00 AM

**Concurrent Sessions – Block F**
1. Salon A/B: “Understanding the Roles of Financial Aid in Academic Advising”
2. Salon C: “Mentoring Matters: How Technology is Making Mentoring Possible”
6. Salon G/H: “Creating an Environment for Success”
8. Wharf B: “Transitions from High School to College for Students with Disabilities”
12:15 PM

**Concurrent Sessions** – Block G

1. Salon A/B: “Collaboration with Student Engagement: The Lincoln County High School Model”
2. Salon C: “Financial Aid Update”
3. Salon D: “Fair Game: Housing a Successful College Fair”
4. Salon E: “Transitioning from High School to College: Where Are They Four Years after High School?”
5. Salon F: “Collaboration and Connections: When We all Work Together…”
6. Salon G/H: “One to One Model for High School”
7. Wharf A: “College Readiness for ABE Students: We're On It”
8. Wharf B: “The ABC’s of Dropout Prevention”
9. Waterfront A: “Common Ground Supports Student Success”

1:15 PM

**Box Lunch and Reflection Session** – Ballroom

2:20 PM

**Summit Concludes**
CONCURRENT SESSION DESCRIPTIONS

Building Family-School Partnerships

Research shows that family engagement promotes student success. Students with involved parents are more likely to earn higher grades and pass their classes, attend school regularly, and go on to postsecondary education. When families, schools, and communities work together, student achievement improves, teacher morale rises, communication of all stakeholders increases, and family-school, and community connections multiply. This workshop will show attendees that through building family-school partnerships using the National PTA’s National Standards for Family-School Partnerships truly allows our schools, families and communities to discover their power for engagement improves student success!

Presented by: JUSTIN RABER, President, West Virginia PTA | Block: A | Room: Salon A/B

The Tri-Flex Schedule

The Kanawha County Schools issued a mandate that all high schools would no longer use the block schedule for the 2011-2012 school year. St. Albans High School explored best options for students and ultimately came up with the Tri-Flex Schedule which includes 90, 68 and 45-minute classes. A majority of our classes are 68-minute trimester courses that run for 24 to 36 weeks. To our knowledge, we are the only school in the state that uses trimester courses.

Presented by: JEFFREY KELLEY, Principal, St. Albans High School/Kanawha County Schools | Block: A | Room: Salon C

Breaking The Cycle of Bullying: What Can You Do?

Bullying has become a major issue in our schools. Parents and educators are worried. However, are we failing to distinguish between true bullying, normal behavior, and necessary conflict? Can we do a better job teaching our children how to handle conflict? Can we create a more caring culture in our schools instead of creating anti-bullying policies? These are some of the topics that will be covered in this presentation. We will also explore possible strategies and solutions with what actually works in addressing the bullying epidemic. There is no one way to fix the bullying problem, so many options will be discussed. Long-term thinking is needed in order to create true change in our schools and communities. Schools must realize it is vital to teach kids how to care more deeply about others.

Presented by: LISA BURTON, Associate Professor, Marshall University | Block: A | Room: Salon D
Creative Avenues to Inspire Entrepreneurship

This presentation falls within the theme of “thinking outside the box.” Participants will be exposed to a variety of creative approaches to help inspire entrepreneurship within their school and their community. At the end of this workshop, participants will be able to: establish a system for reaching students; develop an educational series to impact the local communities; recognize ways to intertwine entrepreneurship throughout various disciplines; and utilize creative techniques to teach business concepts to diverse learning styles. The participants in the session will experience hands-on and role-playing activities that have been proven successful in entrepreneurship education. Various visual aids, including sample marketing flyers, will be used when explaining the Create-a-Job Fairs and mentorship opportunities. Other fun tangible items (i.e., a gift basket of candy to teach break-even analysis) will be used when explaining effective ways to teach business concepts to those with a minimal business background.


Youth M.O.V.E. WV — Strengthening Youth Voice

Audience members will learn about Legal Aid’s newest initiative, Youth M.O.V.E. West Virginia, and how we Motivate Others through Voices of Experience as a statewide chapter of this nationally affiliated program. We will discuss our 5 essential steps used to engage and strengthen the youth voice and how we use our unique technology to do so. Audience members will be able to access our technology first-hand and learn how they can take advantage of using our new interactive online tools to benefit their programs in engaging youth and tracking outcomes. Together we can build a centralized point to better access and engage youth of all systems.

Presented by: RYAN RAMEY, Youth Coordinator, Legal Aid of WV | Block: A | Salon: F

Planning and Coordinating Academic Support for College Students

As community colleges shift the spotlight to student success, ideas about how to support students become vital to the college’s success. At West Virginia Northern Community College, we have combined the areas of tutoring, retention/student success, and disabilities services to intentionally and effectively coordinate efforts to promote success for all of our students and particularly at-risk students. In this presentation, I will discuss the planning and programming Northern uses to support students. This will include an overview of on- and off-campus tutoring, technology and assistance for students with disabilities, advising developmental and other at-risk students, training advisors to focus on well-rounded and developmental advising, at-risk alert systems, and engaging activities to promote retention and success. I will also discuss the highlights of coordinating and hosting student success/retention summits for college staff, faculty, administration and students, and for creating a retention plan that will focus on the needs of the college. This presentation will provide participants with ideas and activities for coordinating academic support services to foster a culture of retention and success on college campuses.

Presented by: CHRISTINA SULLIVAN, Director of Academic Student Support Services, West Virginia Northern Community College | Block: A | Room: Salon G/H
**Encouraging Young Children to Set Their Own Learning Goals with Direct Instruction**

Preschoolers at the WVU Nursery School established their own learning goals. This was decided with the help of the teacher. After a personal goal was set, the teacher broke the goal into achievable steps that were recorded visually on a chart. The work on the goals was completed during free play. The child self-recorded his/her own progress and presented the goal to the class once it was completed. Parents were involved in this process and would often attend the presentation, which only lasted a few minutes. Children in the audience could ask questions of the child who was presenting. We learned that presentations were a big deal to children and reinforced the entire process of the goal setting.

Presented by: BOBBIE GIBSON WARASH, Professor, West Virginia University, MELISSA WORKMAN, Early Childhood Teacher, West Virginia University Nursery School, and NANCY DILGARD WOLFE, Program Coordinator Child Development, West Virginia University | Block: A Room: Wharf A

**Recognizing Social/Emotional Barriers Students Face and How to Minimize the Impact on Learning**

Participants will learn to identify social/emotional barriers impacting student preparedness for postsecondary education. Attendees will identify the most common emotional/social barriers found in their classroom and develop programming to promote learning. Strategies for discovering and building student resources for success within the classroom will be discussed. This workshop will demonstrate how to support students by helping them develop resources, use remedial education that is relevant to their lives, and build mentoring relationships necessary to student success. Finally, participants will learn how to incorporate skill building in time management, organization, planning, language, and note taking into their current programming to promote student success.

Presented by: LESLIE HUMPHREYS, Adult Basic Education Instructor, RESA 3 | Block: A | Room: Wharf B

**Army STEM Program**

The US Army funds two STEM competitions yearly, eCYBERMISSION and West Point Bridge Design. Both programs allow students to participate in science while competing for scholarship money. eCYBERMISSION is available to 6-9 graders, and students can win $8,000 in EE Savings Bonds (matured). West Point Bridge Design is open to students 13 years old to 12th grade. Students compete for a $10,000 scholarship.

Presented by: SHANNON WAGNER, Education Services Specialist, United States Army | Block: A | Room: Waterfront A
The Heart of West Virginia: Poverty to Progress in Braxton County

People with big hearts, big ideas, and little money can be a catalyst for change in a positive way. In Braxton County Schools, we have initiated several programs that have allowed vertical teaming on multiple levels. Through our IZ Dropout Prevention Grant, we have gained momentum to build a program with the input of educators, community members, and the judicial system. During this presentation, we will highlight specific initiatives and county goals that evolved through brainstorming, collaborating, raising expectations, and increasing autonomy, ownership, and intrinsic motivation.

Presented by: JEFF BRIGHT, Student Support Specialist, Braxton County Schools, KY; RE-ANNE MINNEY, Principal, Little Birch Elementary/Braxton County Schools, DAWN DOOLEY, Principal, Braxton County High School/Braxton County Schools, and BRENDA WELLS, Director of Curriculum and Student Services, Braxton County Schools | Block: B | Room: Salon A/B

Utilizing HEPC and CTCS Data to Tell Your Story

This presentation focuses on how stakeholders can use education data gathered and made available through the Higher Education Policy Commission (HEPC) and the Community and Technical College System (CTCS). In promoting student success, P-20 education stakeholders have compelling stories they want to tell to local, state, and national leaders; educators; and students themselves. While anecdotal information can be helpful in garnering support and personalizing one’s claims, reliable data is essential for providing context and showing educational trends related to the subject. In the past, individuals would have to create and administer surveys, or comb through a library to obtain statistics related to their efforts. Today, there is an exhaustive amount of data through federal and state agencies. The challenge now is: where to find it and how to use it. This presentation will be split into two segments. The first segment focuses on the data used by HEPC and CTCS staff to develop reports and research for a range of education stakeholders. The presenters will discuss findings from the 2012 Report Card, Financial Aid Comprehensive Report (including its new supplements on federal aid and student loans and institutional aid), High School Readiness Report, and High School Senior Opinion Survey, focusing on findings concerning college access, such as academic readiness, financial aid and enrollment demographics. The presenters will explain where to find these resources and also demonstrate how data can be accessed through the HEPC's Data Portal. The second half of the session will provide examples of how facts from these resources might be woven together to tell a compelling story about aspects of postsecondary success such as how students’ family income relates to preparation for and success in college or why a scholarship for a particular group of students is needed. The session will conclude with inviting participants to ask about availability of data related to their student success concerns and how they might craft their own data narrative. This interaction will help participants connect their education issues to existing data and also help HEPC staff identify topics where data doesn’t exist and where future research efforts are needed.

Promoting Standards for College and Careers

Everyone is talking about preparing students for postsecondary and career success, and rightly so given the demands of today’s workforce and global economy. This session will focus on how the West Virginia Adult Education program plans to align its curriculum with the West Virginia Next Generation Standards to prepare adult learners for the new high school equivalency assessment as well as prepare them to be college and career ready.

Presented by: DR. DEBRAH VARNER, Executive Director, Office of Adult Education and Workforce Development, West Virginia Department of Education and BARRY KELLY, Assistant Director, Office of Adult Education and Workforce Development, West Virginia Department of Education

Block: B | Room: Salon D

Tutoring, Mentoring, and College Access Programs

The military provides numerous free high quality tutoring, mentoring, and college access programs. March 2 Success is an on-line tutorial program designed for addressing skills deficits in the core subject areas as well as ACT/SAT test preparation. They will help prepare students for: assessment examinations, college entrance examinations, trade school entrance tests, military entrance tests, and applying for a job. Attend this session to see a demo and learn how to register your students for this free service. Who better to serve as mentors than trained and respected military personnel? Find out how to access military mentors and what they have to offer for all students. Last, this workshop will review military college access programs and how to make your students aware of these programs.

Presented by: CAPTAIN ROBERT KNAGGS, United States Army | Block: B | Room: Salon E

Problem Based Learning in Action: Design and Implementation

Problem-Based Learning (PBL) has the opportunity to open a world of engagement opportunities to students who might otherwise sit uninspired or passive in classrooms. PBL can enhance student achievement and promote creativity, collaboration, communication skills, and higher-order thinking. The types of scenarios presented, whether asking for a new invention, solving an energy crisis, or creatively addressing design needs, require students to apply, synthesize and critique information, and evaluate different outcomes. In truth, it is what most of us do everyday: solve problems. How do we plan a family budget? What investments are better for our financial situation? How can I organize the office? What parenting strategies work best in different situations? There are usually no definitive right/wrong answers. We may not know the answers, but we know how to research and articulate a defense of our proposed solution. This workshop will explore the constructivist nature of problem-based learning and the enhancement of critical thinking and problem-solving skills for students in middle school through college/university settings. Examples of successful problem-based learning assignments in middle school, high school, and in higher education will be shared and explored via an interactive presentation that includes actual film footage, pictures, student/ teacher voices, and video. Participants will have an opportunity to participate in a hands-on mini-PBL as part of the research, and all participants will receive a packet of information, including the presentation outline.

Presented by: DR. KEELY CAMDEN, Dean of the College of Education, West Liberty University | Block: B | Room: Salon F

14 | 2013 STUDENT SUCCESS SUMMIT
A West Virginia High School Improving and Succeeding in Today’s Common Expectations

This presentation will highlight the experience of a WV high school and how they continually find new strategies to meet the standards of today’s high schools. Student achievement is top priority at John Marshall High School. After reviewing our WESTEST 2 scores and graduation rate, drastic changes were made on how our students and teachers approached academic achievement. Total school ownership /engagement transformed the academic culture of this high school.

Presented by: COREY MURPHY, Principal, John Marshall High School/Marshall County Schools, SARAH GAUGHENBAUGH, SAT Chair and Teacher, John Marshall High School/Marshall County Schools, and JASON MARLING, Assistant Principal, John Marshall High School/Marshall County Schools | Block: B | Room: G/H

Collaborative Partnerships: Increasing CFWV’s Web Portal Usage and Awareness for Student Success

CFWV’s web portal, www.CFWV.com, is a one-stop shop for West Virginians to be able to plan, apply, and pay for education and training beyond high school. In this session, learn about CFWV, it’s portal, how it can be effectively used in our public school settings, in our community, and with families to have a greater impact for both the traditional and nontraditional student. Learn how partnerships and collaboration support students as learners, spearhead curriculum efforts, increase success in transition, and completion of postsecondary opportunities.

Presented by: ANNA CASALE, College Access Training Director, RESA 7, JAN WOODARD, School Counselor, Phillip Barbour High School, JAMIE GREEN, School Counselor, Phillip Barbour High School, and CAROL SUDER-HOWES, Director, Davis and Elkins College Upward Bound | Block: B | Room: Wharf A

Technology Integration: Improving Students’ Engagement with iPads

This workshop will share insights gleaned from the introduction of iPads into a seventh grade course on leadership (the Edwards & Associates iLead21 curriculum). The course is a team-oriented, problem-based learning design that already includes a technology component (an iLead Ning website that students access). A limited number of iPads were introduced to the room. Student teams collected photos with their iPads, designed presentations using the Keynote app, completed their word processing in the Pages app, edited video with the iMovie app, and stored/published their material in a shared Dropbox account. The use of this technology improved student engagement and increased the extent to which students felt responsible for their own learning.

Presented by: GREG CRUEY, Title I Math Interventionist for Middle School Grades, Southside K-8 in McDowell County | Block: B | Room: Wharf B
From the Common Core to the West Virginia Next Generation Content Standards and Objectives

This session provides a brief history of the development of the Common Core and the process of creating the West Virginia Next Generation Standards.

Presented by: JOEY WISEMAN, Social Studies Coordinator, West Virginia Department of Education | Block: B | Room: Waterfront A

Common Core/Next Generation

West Virginia is a member of the Smarter Balanced Assessment Consortium along with 25 other states. Smarter Balanced received a $160 million grant from the United States Department of Education to develop an assessment system aligned to the Common Core State Standards (CCSS) to accurately measure student progress toward college and career-readiness.

This session will provide an overview of the Smarter Balanced Assessment and the Common Core Standards and the higher educations system's work with K-12 on this initiative. The Smarter Balanced Assessment, which will replace the WESTEST in 2014-15, will provide accurate and consistent information about student progress toward college and career-readiness. A primary goal of the Smarter Balanced system is the commitment by higher education institutions to recognize agreed-upon uniform performance level on the 11th grade summative assessment as evidence that students are ready for entry-level, credit-bearing courses in English and mathematics and should be exempted from remedial or developmental coursework. In this session, we will discuss how these new K-12 standards will impact higher education and K-12 education and how curriculum developers will need to be receptive to the changes and level of knowledge that students should have after the standards have been fully implemented. We will talk about what is asked of higher education in terms of the SBA and what is not asked of higher education. Participants will also have the opportunity to explore sample items from the assessments. Continued collaboration between K-12 and higher education is critical to the success of Smarter Balanced and, more important, to the success of our students.

Presented by: DR. SARAH BEASLEY, Director of Statewide Academic Initiatives, West Virginia Higher Education Policy Commission, DR. KATHY BUTLER, Vice Chancellor for Academic Affairs, West Virginia Higher Education Policy Commission, DR. BETH CIPOLETTI, Assistant Director, Office of Assessment and Accountability, West Virginia Department of Education, and TIMOTHY BUTCHER, WESTEST 2 Science Coordinator, Office of Assessment and Accountability, West Virginia Department of Education | Block: C | Room: Salon A/B
Promoting Rural College Going Through School Community Partnerships

Rural towns and counties have been hit hard by the Great Recession. Business closings and declining populations have lead to drastic reductions in the local tax base. Local school budgets have been hit particularly hard, forcing schools to decrease staff and curricular offerings. Art programs and technical education classes are often the first to go. Additionally, the remaining staff must take on extra duties that restrict the time they can allocate to their primary tasks. Both of these changes in rural schools have a direct impact on maintaining and improving college access support for students. Fewer class choices result in fewer opportunities to develop career and educational aspirations. Overburdened school personnel have less time to guide and mentor students through the college-going process. Although schools receive additional support from federal, state, and local college access provider organizations, these efforts often do not have the ability to provide a high level of support for an entire student population. As resources decline, rural schools are forming new relationships within their local communities to provide for students’ basic educational and life needs, including financial and guidance support for college-going. This presentation will discuss findings from a recent study focusing on school and community partnerships in six rural school districts. The study utilized qualitative and quantitative methods to identify communities and interview participants. The presentation will highlight how rural communities, with varying resources, developed partnerships with local government offices and organizations to deliver additional resources to local schools. In many cases, these partnerships focused specifically on promoting academic success and support for college-going. In addition to describing the types of communities involved in the study, the presentation will discuss best practices concerning creating formal and informal partnerships that add value to the students’ lives and the community as well.

Presented by: DR. NEAL HOLLY, Research and Policy Analyst, West Virginia Higher Education Policy Commission and DR. NATHAN ALLEMAN, Assistant Professor of Higher Education Administration, Baylor University | Block: C | Room: Salon C

Early Warning System on WOW

West Virginia has developed an Early Warning System on WOW. This workshop will cover the research, navigation, reports, and tutorials for the application. Early Warning Systems are designed to identify students as early as possible that are in danger of not graduating from high school. This system has now expanded K-12. The workshop will also concentrate on interventions to prevent students from dropping out of school.

Presented by SHELLY DEBERRY, Student Success Advocate Coordinator, Office of Optional Education Pathways, West Virginia Department of Education and SARA HARPER, Data Collection and Reporting Coordinator, Office of Information Systems, West Virginia Department of Education | Block: C | Room: Salon D

Skills Seminar: Life Skills Project

Skills Seminar is an innovative approach designed for teachers to work collaboratively to afford students exposure to basic soft skills and life skills while in high school. You will discover how your school can teach academics as well as functional life skills. These six sets of skills, coupled with academics, empower the graduate to function independently in society. Students rotate through six areas including household, career, financial, healthy living, social, and basic maintenance.

Presented by: ANNA HOLST, Teacher, Cabell County Career and Technology Center | Block C | Room: Salon E
The Mountaineer Success Academy: Fostering Successful Transitions to College and Beyond

In the fall 2012, West Virginia University (WVU) piloted the Mountaineer Success Academy (MSA), a new program designed to help incoming first-time, full-time freshmen have a smoother transition from high school to college and an enhanced first-year experience at WVU. A revised and scaled-up MSA will be implemented in Fall 2013. The MSA provides opportunities for scholars to develop a sense of belonging to the WVU community; excel academically; explore major and career opportunities; and build the foundation for a successful academic and professional life. Preliminary results suggest that program participants outperformed non-participants and other General Studies students. This presentation describes the program components: 1) admissions and recruitment; 2) New Student Orientation; 3) MSA “Week One,” the Summer Bridge learning experience; 4) the MSA Living Learning Community in Brooke Tower; 5) the structured fall curriculum – including a new version of the required first-year seminar; 6) specialized academic advising; 7) student success coaching; 8) the metrics utilized to assess program impact; 9) logistical challenges and program scalability; and 10) the lessons learned and program changes to be implemented for the 2013-14 academic year. Participants will be encouraged to share their experiences in supporting students’ transition from high school to college and creating opportunities for previously under-performing students to excel.

Presented by: JACOB SANWIDI, Program Coordinator/Academic Intervention Specialist, Academic Affairs, West Virginia University, ASHLEY WATTS, Program Coordinator/Academic Intervention Specialist, Academic Affairs, West Virginia University, DR. ELIZABETH DOOLEY, Associate Provost for Undergraduate Academic Affairs, Academic Affairs, West Virginia University, and DR. BERNADETTE JUNGBLUT, Director of Assessment and Retention, Academic Affairs, West Virginia University | Block: C | Room: Salon F

Social Networking with the Thinkfinity Community

Social networking can be highly effective and efficient but it must be done safely. There is a right and a wrong way for students and teachers to “friend” each other. Social networking can also be utilized to foster dialog from those “quiet” classrooms where the students stare at their shoes.

Presented by: MARK MOORE, Coordinator, West Virginia Department of Education | Block: C | Room: Salon G/H

Groups United to Inspire, Develop, and Educate Students: Monongalia County Schools Elementary Alternative Education Program

This presentation will guide participants through some of the problem behaviors and mental health concerns that have been affecting elementary age students in Monongalia County. Presenters will share preventative strategies and resources that are used in Monongalia County elementary schools, as well as the referral process and structure of the G.U.I.D.E.S. Elementary Alternative Education Program. Specific techniques and strategies used in the program will be demonstrated. Data, parent comments, and school staff comments will be shared to exhibit the program’s success.

Presented by: TIFFANY BARNETT, Director of Public Services and Exceptional Student Education, Monongalia County Schools, KARA SAMAJ, General Education/Special Education Teacher, Monongalia County Schools, and JENNIE COX, General Education/Special Education Teacher, Monongalia County Schools | Block: C | Room: Wharf A
Grant Writing 101

Grant Writing 101 will highlight tips and strategies for successful grant writing including the basic components of an exceptional proposal and common pitfalls that may lead to proposal rejection. Participants will discover how to readily accept the setback of a rejected proposal, learn from the experience, and resubmit a modified proposal with confidence. Additionally, attendees will take away a unique list of valuable resources that will serve them well as they pursue grant writing opportunities.

Presented by: DR. SARITA A. RHONEMUS, Interim Director of Research and Sponsored Programs, Bluefield State College | Block: C | Room: Wharf B

Building a Successful Advisor/Advisee Program

Do high school students know their own graduation requirements? Do teachers understand the Programs of Study? Can we prevent bullying? Can career/technical teachers really collaborate? Should teachers be expected to be counselors? Learn how Elkins High School and Randolph Technical Center have joined together to address these issues by implementing a structured Advisor/Advisee program. The program includes LINKS, CFWV, TechSteps, and other resources to engage teachers and students in preparation for college and careers.

Presented by: DEBORAH SUPER, Work-Based Learning Coordinator/Vocational Integration Specialist, Randolph County Schools | Block: C | Room: Waterfront A

Building a Culture of Evidence in Non Classroom Support Services

The focus of this presentation will be how building a culture of evidence in non-classroom support services demonstrates clearly that moving from a “culture of good intentions” (as described by Culp, 2012) to a culture of evidence strengthens student affairs by documenting significant contributions the profession makes to student access, persistence, and completion. The presentation will address strategies, tools and modules from Dr. Maggie Culp and Dr. Gwen Dungy’s 2012 NASPA publication: “Building a Culture of Evidence in Student Affairs: A Guide for Leaders and Practitioners.” Participants will receive a free copy of this guide that was created specifically for West Virginia higher education professionals. Assessment allows us to make data-driven AND student focused decisions about recruitment and retention strategies as well as program development in the areas of both academic and student affairs. Participants will have the opportunity to share examples from their own institutions and will be provided with materials to bring back to their own campuses to assist with assessment, research, and program development.

Presented by: DR. SARAH BEASLEY, Director of Statewide Academic Initiatives, West Virginia Higher Education Policy Commission and DR. SUSAN GARDNER, Student Affairs and Higher Education Professional | Block: D | Room: Salon A/B

The Flipped Classroom

Flipping the classroom can mean several things. Basically it means flipping what is traditionally classroom work and what is homework. Flipping your classroom solves many problems that have existed for decades. We’ll also discuss ways to use the Flipped Classroom technique in a low tech or no tech environment.

Presented by: MARK MOORE, Coordinator, West Virginia Department of Education | Block: D | Room: Salon C
West Virginia Universal Free Meals Pilot: Results from an Evaluation Project

The West Virginia Universal Free Meals Pilot Project provided a nutritious breakfast and lunch to all students, regardless of financial need, in 72 schools in seven counties during the 2011–2012 school year. This report examines the implementation and impacts of the pilot, including both the benefits realized and the challenges encountered and overcome. The presentation draws on information from surveys, individual and focus group interviews, extant data sources, and WESTEST 2 results. At the conclusion of the pilot project’s first year, analysis of WESTEST 2 data revealed no major differences in student achievement—an unsurprising finding given the brief duration of the project. However, schools reported having healthier students, more nutritious food, and more food options. Stakeholders also reported that the overall environment of the schools improved, and behavior problems decreased, while students’ excused and unexcused absence records indicate that attendance rates in high schools leveled off rather than continuing to decline. Teacher-student relationships reportedly improved in elementary schools that implemented breakfast-in-the-classroom. According to most teachers, students also exhibited better concentration, higher levels of energy, and a more active engagement in the classroom. Research suggests that achievement gains may be expected in the future.

Presented by: DR. ANDUAMLAK MEHARIE, Evaluation Specialist, Dallas Independent School District and DR. ANDY WHISMAN, Coordinator of Research and Evaluation, West Virginia Department of Education | Block: D | Room: Salon D

Be an Online Learning Success Story

Online learning is quickly becoming a part of today’s educational experience. In this session, participants will learn more about how to achieve as an online learner while also hearing success stories from the West Virginia Virtual School (WVVS). Participants will learn more about the offerings of the WVVS with a focus on the onTargetWV credit recovery program.

Presented by: GLORIA BURDETTE, eLearning Program Assistant, West Virginia Department of Education | Block: D | Room: Salon E

CFWV Fellows Program: Building 2 Year/4 Year College Partnerships for Adult Learning Access

The CFWV Fellows Program is a WV Campus Compact program funded by CFWV. Started in the spring semester of 2012, its goals are to create 2 year/4 year college partnerships, provide outreach to adult learners, and utilize engagement strategies to involve students. Grant funding provides grad assistants (known as “Fellows”) to participating partnerships. For our program pilot, West Virginia Wesleyan College partnered with Pierpont Community and Technical College, and Concord University partnered with New River Community and Technical College. Our presentation will provide background on WV Campus Compact, the CFWV Fellows Program, best practices, partnerships, and outcomes of the program.

Presented by: ISAAC CASTO, CFWV Fellow, Wesleyan/Pierpont, West Virginia Campus Compact, ANGELA MILLER, CFWV Fellow, Wesleyan/Pierpont, West Virginia Campus Compact, and KARLA HICKEY, CFWV Fellow, New River/Concord, West Virginia Campus Compact | Block: D | Room: Salon F
Scott HEROs — Small Town, Big Ideas

At some point in everyone’s life they dream of being a HERO; a person who is looked up to by others. When we became a part of GEAR UP that dream became a reality. For GEAR UP, hero means something different; we are “HIGER EDUCATION READINESS OFFICERS.” HEROs are students who do not look at college as an option, but as a priority. GEAR UP was brought to us in the 7th grade, though we did not understand the full potential of the program until we reached high school. We have all been involved with GEAR UP, from challenges, community outreach events, and participating in GEAR UP U! We are a group of small town kids with big ideas working to bring a college-going culture to our schools with the help of our teachers, parents, peers, counselors, and community. Join us and share in our GEAR UP GREATNESS! Allow us to introduce you to our story. We are Scott High School HEROs and after today, we’ll be your HEROS as well!

Presented by: AMY CABELL, School Counselor/GEAR UP Site Coordinator, Scott High School/Boone County Schools, MYLA DAVIS, Teacher/GEAR UP Mentor, Scott High School/Boone County Schools, and SCOTT HIGH SCHOOL STUDENTS | Block: D | Room: Salon G/H

Campus Dating: Make Your First Impression the Best Impression

Why visit colleges? A key part of deciding which college to go to is finding a good fit. And a great way to get more information is to visit the colleges in person. It can help your students determine whether a college is the right place for them or even to get them to consider going to college for the first time. The session will explore the campus visit with new exciting twists. Budgets are tight – did you know that you can request funding for your campus visits including transportation and food? We will discover all the hidden “secrets” and questions to ask when you are considering a campus visit. Attendees will leave this session excited about dragging their students on yet another campus visit.

Presented by: SCOTT KINARD, Assistant Director of Admissions, University of Charleston and MALLORY MILES, Assistant Director of Admissions, University of Charleston | Block: D | Room: Wharf A

What Does Leadership Have to Do With Building Partnerships Anyway?

Effective partnerships are critical to the success of any P-20 initiative. Participants will learn firsthand how the power within any given group is critical to making good informed decisions and take away the Four Cs of partnership building. Colleagues will learn how mutual trust, listening skills, and individual responsibility combined with shared leadership provide the perfect combination for bountiful partnerships, partnerships which have the capacity to solve problems. This session is a participatory hands-on activity and will change your perception of partnerships. Join us for some fun and reflective thinking.

Presented by: DR. SARITA A. RHONEMUS, Director of Outreach Programs, Bluefield State College | Block: D | Room: Wharf B
Keystone: An Elementary Alternative Education Approach

The Keystone Elementary Alternative Education Program being piloted in Mercer County, WV has been successful in the two years of implementation. The program is available in a K-2 facility, a 3-5 facility and a K-8 facility. The program is unique as it is a short term four day placement. During this placement the student is introduced to behavioral techniques and strategies that will be utilized in the classroom upon the student’s return. The nature of the short term program is developmentally appropriate along with collaboration between the classroom teacher and the alternative education teacher to share techniques that are successful. On the fifth day of the program, the parent is invited for a conference with classroom teacher, alternative education teacher, and administrator. At that time, all successful strategies are shared with both parents and classroom teacher. The alternative education teacher continues to follow-up and monitors these students throughout the school year.

Presented by: LORI G. COMER, NBCT, Principal, Princeton Primary School, Mercer County Schools | Block: D | Room: Waterfront A

Overcoming Life’s Obstacles: Six Students, Six Stories

Overcoming Life’s Obstacles is a unique look into six West Virginia students’ lives. Through their voices, you will learn about the struggles, dreams, and triumphs many teenagers face. This workshop is designed to help teachers and future teachers, mentors, parents, and other community members better appreciate the complex lives of youth. Participants will leave the workshop better equipped to help at-risk students cope with their complex lives and to improve their academic achievement. Participants will leave the workshop with a mentoring tool kit including a video, discussion guide and curriculum designed for working with at-risk students.

Presented by: DR. PATRICIA S. KUSIMO, President/CEO, The Education Alliance | Block: E | Room: Salon A/B

Coordinating Successful College Application and FAFSA Completion Campaigns

Sadly, a broad field of research has documented that low-income and first-generation students are less likely to pursue education and training beyond high school than their higher income peers — even when they are equally qualified academically. But there’s good news. Studies have shown that providing information-based interventions to help students complete critical college-readiness and enrollment milestones can help even the playing field for low-income students. In particular, helping students complete college applications and the Free Application for Federal Student Aid (FAFSA) can yield dramatic increases in schools’ college-going rate and students’ individual educational achievement.

To assist students in these processes, West Virginia has launched statewide awareness and information campaigns to encourage and assist students in submitting college applications and completing the FAFSA. These efforts include the statewide College Application and Exploration Week, College Goal Sunday, and FAFSA completion campaigns. This session will provide brief overviews of these efforts, then dive into best practices in hosting successful school and community-based campaigns. The session will feature a panel of counselors, teachers, and practitioners who will share their insight and experiences in improving application rates.

Preliminary Results from the West Virginia Development Education Initiative

In August 2011, West Virginia received a grant from Complete College America to transform developmental education courses across the state. The purpose of that funding was to provide the resources necessary to support higher education faculty and administrators in the implementation of new course formats that have been proven to increase student success in developmental education and gateway courses in math and English. This undertaking, dubbed the West Virginia Developmental Education Initiative, has led to changes at over a dozen higher education institutions in the state. This session provides a first look at the results of the Developmental Education Initiative and presents the results of a mixed-methods study of its impact. This research study sought to answer two questions. First, has the introduction of new accelerated, modular, and co-curricular course formats increased student success? Second, how have faculty, students, and administrators experienced the new course formats? To answer these questions, staff from the Higher Education Policy Commission and the Community and Technical College System of West Virginia reviewed data on student success in traditional developmental education courses, reformatted developmental education courses, and gateway courses in math and English. Staff also interviewed over 90 students and a dozen faculty and administrators to understand how they viewed the reformatted courses. Preliminary results suggest that the redesigned courses have a positive impact on student success rates, but that students often do not understand how or why they were placed in the course they were assigned. Interviews also suggest that factors outside of the classroom have a large impact on student success, faculty buy-in, and implementation.

Presented by: DR. PATRICK CRANE, Director of Policy and Strategic Initiatives, West Virginia Higher Education Policy Commission and DR. SARAH TUCKER, Director of Planning and Research, West Virginia Higher Education Policy Commission | Block: E | Room: Salon D

Get a Jumpstart with the New School Counselor Evaluation System

West Virginia revamped its outdated evaluation system of evaluating some educators to evaluating all educators in a growth model approach. The new teacher, counselor, and principal evaluation systems were piloted during the 2011-2012 school year with very positive outcomes, was adjusted in response to practitioners’ feedback, implemented in 125 demonstration sites in 2012-2013, and will go statewide during 2013-2014 school year. School counselors will be evaluated through an inaugural school-counselor-specific system, allowing counselors to self assess their program and practices and set goals aimed at program and professional growth. This session will help counselors learn about the evaluation components and prepare them for a jump start to make early preparation for the 2013-2014 school year.

Presented by: DR. BARBRA BRADY, Coordinator, Office of Instruction, West Virginia Department of Education | Block: D | Room: Salon E
Student and Academic Affairs Partnership: A Lifelong Learning System for Student Achievement

Effective communication is required to achieve celebratory Student Affairs and Academic Affairs partnerships. Strong, productive collaboration is necessary for the growth and development of academic and social support structures. Additional benefits include resource pooling, increased creativity, and a broader knowledge base. By integrating new programs of academic advancement with expanded and/or enhanced supportive measures, the leaders of Academic Affairs and Student Affairs at West Virginia University have successfully developed and formalized an intrinsic lifelong learning system. Student success initiatives are in place to increase retention and graduation rates while also providing supportive pathways for personal and academic achievement. The leading projects currently underway are directed at building a purposeful foundation for student success by placing emphasis on the first college year. Beyond the newly structured First-Year Seminar are residence halls where themed living/learning communities reside and are equipped with easily accessible academic support and mentoring programs. Academic and student support services extend beyond that first year to provide all students with the benefits of early alert/academic alert programs and other specialized courses (i.e. course planning for at-risk students). Each initiative is well managed and supported in response to the strong Academic and Student Affairs partnership. Many objectives are broken down into micro level components and handled closely by one of the two departments. Some responsibilities are shared by both Academic and Student Affairs (i.e. Student Success Coaching). Other macro level tasks are done collectively, such as data compilation/analysis, event planning/logistics, research design/methodology, and communication/marketing. This seminar will emphasize the need for strong collaborative partnerships and the productivity that results from cooperative learning environments.

Presented by: JENNIFER CLARK, Graduate Research Assistant, Academic Affairs, West Virginia University, COURTNEY BOLAND, Coordinator Campus Learning Center, Student Affairs, West Virginia University, REGAN BRUNI, Director of Student Affairs, Assessment and Student Success Programs, Student Affairs, West Virginia University, and DR. BERNADETTE M.E. JUNGBLUT, Director of Assessment and Retention, Academic Affairs, West Virginia University | Block: E | Room: Salon F

Unpacking the College Experience

The program of “Unpacking the College Experience” is a collaborative program focusing on creating a more seamless and supportive learning system to prepare students of Berkeley County Schools for college success. Berkeley County Schools and Shepherd University have joined in a shared vision to perpetuate the successful transition from high school to post-secondary academia. “Unpacking the College Experience” is a collaborative effort designed to provide educational guidance, resources and support, first to the 21st Century student, secondly to the parents and/or guardians of such students, and thirdly to the faculty and staff at all levels. The program is intended to systemically integrate a detailed, academic college plan beginning with the sixth grade student and ending with the matriculation into the freshman year of college. Utilizing the “Roads to Success” and LINKS” materials from the College Foundation of West Virginia, the student will unpack a different aspect of college preparation including high school course planning, financial aid, the completion of required college applications and entrance exams, and the overall college experience. Thus, when the senior has reached the point of transition, he or she will be academically and socially prepared to successfully integrate into any college campus.

Presented by: KIMBERLY C SCRANAGE, Vice President for Enrollment Management, Shepherd University, VERONIQUE N WALKER, Director of Diversity and Student Support Services, Berkeley County Schools, and KATIE WHITMIRE, Lead Admissions Counselor, Shepherd University | Block: E | Room: Salon G/H
What’s Our Role in Education?

The Common Ground Partnership, established in 2011, consists of the West Virginia Board of Education, the state Department of Education, and every military branch. The purpose of the partnership is to share resources relevant to helping all students successfully graduate from high school ready for the next steps of their career path. Military partners are a key stakeholder in promoting education, and this workshop will help educators to see the military as a valuable partner to assisting all students. This partnership is not a recruiting tool, rather, it is a community service tool for our military partners to serve in the communities they are currently stationed. Join us and learn about our resources and about the website that has been created as a hub for information for teachers, administrators, counselors, family members, and students. It includes links to student leadership opportunities, career counseling, resources for families, a speaker series, tutoring services and much more. The role of the military recruiter has changed. As career counselors, they now are able to provide valuable resources for your students.

Presented by: COL JAMES RUNYAN, Chief of Joint Staff, West Virginia National Guard | Block: E | Room: Wharf A

Career Exploration in the Classroom

Career exploration resources are valuable tools for high school, secondary, and adult education students who wish to identify options for career planning and postsecondary education. This session will introduce participants to multiple career exploration websites, how to navigate the sites, and incorporate them into the classroom. The West Virginia Strategic Compass will be the primary focus and other sites such as WIN Courseware, Learning Express Library, and The Beehive will be shared to familiarize participants on how to explore hot careers, identify employment vacancies, practice budgeting, and much more.

Presented by: AMBER FITZPATRICK, SPOKES Instructor, RESA 3 | Block: E | Room: Wharf B

College Completion: Roadblocks and Strategies

With increased scrutiny on undergraduate retention and graduation, it is important to identify key roadblocks to college completion. Enrollment and success in developmental courses, key points for dropping out, and student trajectories in terms of course completion are critical for understanding how to effectively intervene for successful degree completion. This workshop will share information from a rural four year public college and examine the trajectories of students who graduate versus those who prematurely exit higher education. Key factors are examined, including a comparison between those who are “college ready” when they enter the higher education system versus those requiring developmental coursework. Effective intervention strategies are discussed.

Presented by: DR. MARJIE FLANIGAN, Vice President of Student Affairs, Concord University and ZORNISTA GEORGIEVA, Graduate Research Assistant, West Virginia University | Block: E | Room: Waterfront A
Understanding the Roles of Financial Aid in Academic Advising

College students seek answers from their points of contact — those individuals with whom they frequently converse. Although academic advisors are busier than ever and may feel they are not qualified to discuss financial aid matters, knowing some of the basics could be crucial to students succeeding, completing their degree in a timely manner, and reducing the short and long-term costs for their education. Financial aid should be an academic advisor's concern because it is almost every student's concern. This session will provide information on how academic decisions and academic performance affect students' financial aid eligibility.

Presented by: KATHY BIALK, Director of Student Financial Assistance, Marshall University and DR. CORLEY DENNISON, Associate Vice President for Academic Affairs and Dean of Undergraduate Studies, Marshall University | Block: F | Room: Salon A/B

Mentoring Matters: How Technology is Making Mentoring Possible

With the expansion of social media, virtual relationships, and online communities in recent years, it appears e-mentoring is poised to become an increasingly popular option for serving youth. The Education Alliance’s program, WV eMentoring, is one program that is using technology to make a difference for WV students. Find out more about how this mentoring model is working for WV students and schools.

Presented by: JESSICA WINTZ, WV eMentoring Program Director, The Education Alliance | Block: F | Room: Salon C

High School Opinion Feedback Survey 2012

For every 100 9th grade students in West Virginia, only 43 will go on to enroll in college. The college matriculation rate of recent West Virginia high school graduates, while improving, still lags behind the national average, 62 versus 67 percent respectively. If the state wants to increase the educational attainment of West Virginia students, as indeed it must to meet workforce needs, educators and college access providers need a clearer understanding of the types of information students have and lack with regard to college enrollment. In an effort to ascertain this information, a sample of West Virginia high school seniors was asked to respond to the High School Opinion Feedback Survey in the spring of 2012. This survey was comprised of a series of questions about students’ high school experiences and their plans after graduation. This was the third time the survey was administered, once each in 2008 and 2010, which allowed for the tracking of trends in student responses. This analysis is intended to provide stakeholders, those interested in increasing the college-going rate, with information about students’ perspectives, experiences, and plans as they transitioned to life beyond high school. This presentation will focus on five key topical areas that are closely related to college-going amongst high school seniors. These areas include academic preparedness, sources of college information, financial aid awareness, collegiate plans, and college decisions.

Presented by: DR. SARAH TUCKER, Director of Planning and Research, West Virginia Higher Education Policy Commission and CHRISTOPHER DAVIES, Research Fellow, West Virginia Higher Education Policy Commission | Block: F | Room: Salon D
The Architecture of Student Ownership

Meaningful student involvement is the process of engaging students as partners in every facet of school change for the purpose of strengthening their commitment to education, community, and democracy. Instead of allowing adults to tokenize a contrived “student voice” by inviting one student to a meeting, meaningful student involvement continuously acknowledges the diversity of students by validating and authorizing them to represent their own ideas, opinions, knowledge, and experiences throughout education in order to improve our schools. Activities that fully embody meaningful student involvement are what I like to call the “architecture for ownership.”

Presented by: TIM MCCLUNG | Block: F | Room: Salon E

The Juvenile Drug Courts

This presentation will provide an overview of the Juvenile Drug Court program in West Virginia, including a summary of the development, implementation and expansion of the program. The presentation will also discuss the components of the program, including intensive supervision, substance abuse treatment, team approach to services, the role of the team members, and how the programs may be able to assist the education system with truancy and substance abuse.

Presented by: LORA MAYNARD, Deputy Director for Drug Courts, WV Supreme Court of Appeals and MIKE LACY, Director of the Division of Probation Services, WV Supreme Court of Appeals | Block: F | Room: Salon F

Creating an Environment for Success

An alternative education setting to meet the unique needs of middle school age students can improve their behavior and academic success. Alternative Education for middle age children must be designed to build academic skills, social skills, communication, problem solving and self-esteem. The program is designed to involve parents and family members in the educational process as well as provide individual and family counseling. This aspect of the program provides an opportunity for school employees to build lasting relationships with adults and children that may have never felt a sense of “belonging” inside a school. The program provides support for students to learn from their mistakes. A successful alternative education program for middle school students cannot be viewed by peers as a negative or inferior setting. A plan must be devised for each student to transition back into the regular educational setting with needed support.

Presented by: KAREN KIRBY, Principal, Calhoun Middle High School/Calhoun County Schools | Block: F | Room: Salon G/H

The ASVAB Career Exploration Program

The ASVAB Career Exploration Program emphasizes the importance of planning and decision making skills that benefit students throughout their lives. Career development during adolescence and early adulthood is an ongoing process. Students’ career plans are in the formative stages, and these plans will continue to develop and change over time. Some career programs focus on narrowing down occupational choices for high school students. The ASVAB Program takes the opposite approach; it helps broaden a student's career search.

Presented by: TOMMY D. BAKER, Education Services Specialist, Military Entrance Processing Command | Block: F | Room: Wharf A
Transitions from High School to College for Students with Disabilities

The high school to college transition presents unique challenges for students who have disabilities. Educators and parents who are knowledgeable of the challenges and transition process will be better able to guide students toward success. The staff at the Office of Counseling and Disability Services at Fairmont State University and Pierpont Community & Technical College will discuss the steps educators and parents can take to assist students with disabilities as they prepare for the transition to college. The small team of professionals will discuss the services and supports that are available through their office that help make a student’s transition from high school to college as seamless as possible. The presenters are committed to continuously working toward removing barriers and providing equal access to all educational opportunities. Participants will gain knowledge of the assistive technology utilized by the staff to help ensure that students have equal access to course content. The presenters will share the procedures they employ to provide students with accessible materials, resources, and training, as well as academic accommodations, counseling, and academic coaching.

Presented by: AMANDA BARBER, Assistive Technology Specialist, Office of Counseling and Disability Services, Fairmont State University and Pierpont Community and Technical College, ANDREA PAMMER, Director of Counseling and Disability Services, Office of Counseling and Disability Services, Fairmont State University and Pierpont Community and Technical College, and AMY SNIVELY, Academic Coach, Office of Counseling and Disability Services, Fairmont State University and Pierpont Community and Technical College | Block: F | Room: Wharf B

Building Community Collaboration

Collaborative partnerships have the potential to deliver positive benefits for all involved. Two heads really are better than one when it comes to strengthening communities. Collaboration is defined as a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve results they are more likely to achieve together than alone. Collaboration reduced to its simplest definition means “to work together.” The outcomes can be remarkable when real collaboration occurs. However, we often struggle to create this exciting inter-agency team approach to providing programs and services. Capacity building through collaboration helps us to focus on the obstacles that inhibit us from realizing how to collectively achieve measurable and sustainable results. For the past 19 years Energy Express has relied on a collaboration program model to implement a statewide literacy program. Energy Express is a summer program that promotes the success of children living in rural and low-income communities. The model requires effective collaboration locally for successful program implementation. Through the process of collaboration, agencies and community groups are mobilized to address identified goals. The facilitator plays a key role in the development and maintenance of effective inter-agency collaboration. Knowledge of the stages of collaboration, communication mechanisms, effective goal setting, and continuous program improvement are helpful to the facilitator and members of the collaborative team as they work together to achieve positive outcomes. Although initial barriers to inter-agency collaboration may be identified, positive results gained through successful collaboration will serve to validate the process. Strategies to establish a highly functional collaboration, key concepts and stages of collaboration, effective communication, group goal setting, and the role of a facilitator will be shared. Participants will learn about overcoming turf issues and barriers to collaboration.

Presented by: ALICIA CASSELS, Extension Specialist, Literacy and Academic Success, West Virginia University Extension Services and ZONA HUTSON, Extension Agent, West Virginia University Extension Services | Block: F | Room: Waterfront A
**Collaboration with Student Engagement: The Lincoln County High Model**

Lincoln County High School GEAR UP mentors Matt Miller, Bill McCloud, and Mark Ice will present attendees with information regarding a hands-on, collaborative student/community activity completed during the 2012-2013 school year at Lincoln County High School. Through mentor collaboration, students were advised and encouraged to create a community relations event. Student mentees will be shown participating during a Christmas event and an Easter themed event. The presenters will show videos that contain student feedback and suggestions, mentor discussions surrounding the activities in which their groups engaged, and a thoughtful insight into the importance and benefits of the GEAR UP program to West Virginia students. Community members and business staff will speak regarding the impact left upon their members by GEAR UP students. Data supporting student growth, participation, and self-confidence will be derived from student grades, discipline referrals, and student surveys.

Presented by: MATTHEW MILLER, Special Education Teacher, Lincoln County High School/Lincoln County Schools, BILL McCLOUD, Math Teacher, Lincoln County High School/Lincoln County Schools, and MARK ICE, Teacher, Lincoln County High School/Lincoln County Schools

Block: G | Room: Salon A/B

---

**Financial Aid Update**

The West Virginia Higher Education Policy Commission administers state-level financial aid across 24 campuses in West Virginia’s higher education system and helps to support the recruitment and retention of approximately 96,000 students annually through financial aid programs.

Participants will walk through various state financial aid programs, student eligibility requirements, and tools available to help school counselors identify what their students have done in completing the application requirements for the PROMISE Scholarship and other financial aid programs. This session will also highlight many FAFSA completion best practices that are being used around the state.

Presented by: BRIAN WEINGART, Senior Director of Financial Aid, West Virginia Higher Education Policy Commission | Block: G | Room: Salon C

---

**Fair Game: Housing a Successful College Fair**

Is the traditional college fair a thing of the past? With more schools reevaluating how they organize and promote their college fairs, let’s talk about some of the trends and changes seen in the structure of the college fair over the years. Whether you’re looking for new ideas or partnerships from the secondary or postsecondary levels, join this interactive session where both sides offer up advice, best practices, and strategies. You’ll leave with examples, ideas, and energy to maximize your college fair.

Presented by: KIM KLAUS, Director of Undergraduate Enrollment, Wheeling Jesuit University, BRENDA KING, Associate Dean of Enrollment, West Liberty University, and MARILYN WEHRHEIM, School Counselor, John Marshall High School | Block: G | Room: Salon D
Transitioning from High School to College: Where Are They Four Years After High School?

A college education promises social class mobility to economically disadvantaged students, many of whom live in rural communities. Urban poverty is frequently perceived as a problem of race and gender, while rural poverty is hidden in the hollows and frequently ignored by society and researchers (Hooks, 2000). Our societal notion of upward mobility is based on the assumption that students advance academically based on their capabilities and their hard work, without taking into account the cultural and environmental factors that shape learners. Ironically, hard work is a term of praise for working class students, while middle class students are expected to achieve academically based on their ability (Walkerdine, Lucey, & Melody, 2001). Differing educational expectations and resources reinforce the divide between social class status and higher education aspirations. While rural girls may have high aspirations for college attendance, their material and social circumstances make it difficult for them to negotiate a transition to a college out of their rural locale. A gap of 30% has been found between college attendance of middle and upper class students and those from low-income families (Bloom, 2005; Corrigan & Hartle, 2007; Plimpton & Quint, 2007). Collaborative ethnography allows researchers to gain a clearer understanding and interpretation of those students whose voices and lived experiences are too often invisible. Studies of rural America tend to reflect the outsider's position looking into a different culture from their privileged position as researcher. However, collaborative research includes an insider's view by allowing participants' perspectives and voices to emerge (Thorp, 2006, p. 121). Collaborative ethnography can engage research participants from the conception of the project to the final written analysis (Lassiter, 2005). This study builds on a collaborative ethnography, Transition from High School to College: The Experiences of Girls in Rural West Virginia (2011), where four themes emerged that were enabling and constraining based on participants' experiences—mothers, money, math, and me. June 2013 marks four years since my participants graduated from high school. Did they graduate from college? What enabling or constraining factors emerged after an additional two years?

Presented by: DR. LEANNE OLSON, Instructional Specialist/Coordinator of Peer Tutoring, Mountwest Community and Technical College Block: G | Room: Salon E

Collaboration and Connections: When We all Work Together…

“Collaborations and Connections” will help participants develop a strategic approach to creating partnerships while planning events that increase student outcomes. We will take a look at the “big picture”, but also go deep into understanding how a well implemented program can make a difference in a family’s life, and bring students one step closer to postsecondary education. This session will serve as a blueprint for serving students through the development and expansion of collaborations among programs and educational institutions; particularly those of higher education and K-12. Session participants will focus on strategies for building educational partnerships involving key stakeholders to promote educational and outreach initiatives. Presenters will discuss ways to develop opportunities for collaboration across the educational continuum that promote and support student achievement. Attendees will identify their own opportunities for success, and begin building a focused game plan aimed at achieving their program goals.

Presented by: ELIZABETH MANUEL, West Virginia GEAR UP Regional Coordinator, Southwestern Region, West Virginia Higher Education Policy Commission and MELISSA GATTUSO, West Virginia GEAR UP Regional Coordinator, Southern Region, West Virginia Higher Education Policy Commission | Block: G | Room: Salon F
One to One Model for High School

Wirt County High School, with the help of GEAR UP, has developed a model for one to one technology at the high school level. This project has taken four years to develop and has improved instruction and college rates for our students.

Presented by: DANIEL METZ, Superintendent, Wirt County Schools | Block: G | Room: Salon E/F

College Readiness for Adult Basic Education Students: We’re On It!

This session will review the changes being made to the WV Adult Basic Education Program to get adult students college and career ready. Emphasis will be placed on new requirements for ABE College Transitions classes on community college campuses.

Presented by: ROBIN ASBURY, Deputy Director, WV Workplace Education Program | Block: G | Room: Wharf A

THE ABC’s of Dropout Prevention

This presentation will focus on the A, B, Cs of Dropout prevention to include:

• Key indicators in West Virginia
• Policy and Procedural Impacts on Attendance and Graduation
• Truancy and Dropout Prevention
• Best Practices
• Community Partnerships
• Solutions

Presented by: JACK WISEMAN, WV PASS Coordinator, Department of Education and the Arts and REBECCA DERENGE, State Attendance Coordinator, West Virginia Department of Education | Block: G | Room: Wharf B

Common Ground Supports Student Success

This workshop will provide resources available to communities, schools and classrooms to assist in supporting all students graduating from high school ready for college and/or careers. The Speaker Series, available through the Common Ground partnerships, provides classroom presentations on such topics as: Bully Prevention, Suicide Prevention, Substance Abuse, and Dropout Prevention to name a few. Military partners are trained in these areas and are going into the classrooms of middle and high school students to share their expertise and training. These presentations are available to classrooms on college campuses and postsecondary programs as well. They are providing motivation and encouragement to all students to graduate high school with career goals and plans to pursue a postsecondary education. Participants will receive information about direct resources available to middle, high, and postsecondary students.

Dr. Paul L. Hill serves as Chancellor of the West Virginia Higher Education Policy Commission. Prior to becoming Chancellor in 2012, Dr. Hill served as the Commission’s Vice Chancellor for Science and Research, a position he began in 2007. As such, Dr. Hill oversaw the receipt and administration of more than $50 million in federal research funding and $76 million in state research investment. He served as Executive Director of the West Virginia Experimental Program to Stimulate Competitive Research (WVEPSCoR), a state infrastructure program of the National Science Foundation (NSF), and helped create and manage a number of competitive research programs with academic institutions throughout the state, including: the West Virginia Research Trust Fund, commonly known as “Bucks for Brains,” the West Virginia Research Challenge Fund, and the West Virginia Eminent Scholars initiative. He formerly held a position at West Virginia University in Research and Economic Development and served as adjunct faculty in biology at the University of Charleston. Before joining WVEPSCoR in 2001, he was Chairman and CEO of the U.S. Chemical Safety Board, a position to which he was appointed by President Bill Clinton and confirmed by the U.S. Senate.

Dr. Hill has more than 25 years of experience in academic research, grant administration, public policy and management, and has held CEO positions in state, federal, and private organizations. In addition, Dr. Hill is active in numerous state and federal committees, boards, and commissions, including the West Virginia Science and Research Council; West Virginia Commission on International Education; EPSCoR Program Directors Council (past chairman); national EPSCoR/IDeA Foundation Board (chairman); EPSCoR 2030 Workshop (project chair); Mid-Atlantic Technology, Research, and Innovation Center (MATRIC) Board of Directors; Hawaii EPSCoR State Committee; Iowa EPSCoR State Committee; Hawaii EPSCoR Monitoring and Assessment Panel (past chairman); A Vision Shared-West Virginia Technology-Based Economic Development (TBED) Council; Marshall University Research Corporation; West Virginia Commission on Science, Technology, Engineering, and Mathematics Graduate Education; and West Virginia University College of Engineering Visiting Committee (2004-2007).

He has been a U.S. delegate to the Organization for Economic and Community Development in Europe and served on both the New York City Environmental Protection Council and the U.S. EPA’s Council on the Clean Air Act. Dr. Hill was an invited participant in the development of the NSF EPSCoR 2020 Report and has provided congressional testimony on science and technology policy on numerous occasions. He is a member of the American Association for the Advancement of Science (AAAS), the Association of University Technology Managers (AUTM), and the Coalition on the Public Understanding of Science (COPUS).

A native West Virginian, Dr. Hill holds degrees from Marshall University (B.S. and M.S.) and the University of Louisville (Ph.D.) in biology and chemistry. He studied at the University of Louisville’s Systems Science Institute, where his research emphasis was environmental chemistry and ecological systems.
Dr. Greg Morris, West Virginia Community and Technical College System

Dr. Greg Morris comes to the West Virginia Council for Community and Technical College Education with more than 15 years of diverse experience in higher education. Although his career has spanned a variety of institutional and system settings, his roles within higher education have continually focused on the college access needs of both traditional and non-traditional students.

Prior to joining the Council, Morris served as Assistant Provost for New Student Enrollment with The University of Texas at Dallas, where he oversaw all undergraduate recruiting and admissions. In his role, Morris spent significant efforts promoting the University’s innovative transfer initiative, the Comet Connection, to the state’s 54 community and technical colleges.

Morris’ diverse career has also afforded him opportunities to work extensively in the areas of online and distance learning, workforce education, and in educational delivery to the nation’s military service personnel. While serving as the Associate Dean of Administration and Enrollment with Regent University, Morris and his team saw a three-fold increase in enrollment by expanding distance learning opportunities to a nationwide adult-learner audience. Prior to this role, Morris spent time in Hawaii working for Honolulu Community College where he had oversight of the institution’s off-campus satellite centers which served the needs of military personnel and their families.

Morris is a graduate of West Virginia University and earned his Doctorate of Education from The George Washington University in Washington, D.C.
James B. Phares is West Virginia’s 28th state superintendent of schools, assuming the role Jan. 2, 2013.

As superintendent, Phares oversees West Virginia’s public school system, which includes 55 individual school districts, serving about 282,000 students in preschool through 12th grade with an operating budget in excess of $2.5 billion.

Phares, who has a doctorate in education administration from Virginia Polytechnic Institute and State University, has nearly 40 years of experience as a classroom teacher, university instructor, principal, assistant principal and county superintendent.

A native of Elkins, he earned his bachelor’s degree in elementary education at West Virginia University and a master’s in school administration from Lynchburg College in Virginia. Phares has experience in West Virginia schools in Marion, Pocahontas and Randolph counties as well as university experience as an adjunct professor at WVU and Lynchburg College.

During his career, Phares has received multiple awards. In 2006, he was named the West Virginia Music Educator Superintendent of the Year. A year later, he was named the West Virginia Association of School Administrators, Superintendent of the Year, the Marion County Chamber of Commerce Educator of the Year and a West Virginia Distinguished Mountaineer. He has been a national finalist for the American Association of School Administrators, Superintendent of the Year award and was inducted in 2009 to the WVU Department of Education and Human Resources Hall of Fame. Also, he was named the 2011 Educator of the Year by the Randolph County Chamber of Commerce.

Known for his in-depth knowledge of school personnel and operations garnered during 14 years as a county superintendent, Phares has earned a reputation for turning around troubled schools. He was hired by the Randolph Board of Education in 2009 after a report by the Office of Education Performance Audits outlined several deficiencies that could have led to a state board intervention. Phares helped lead the school system through the turmoil, and full accreditation was given to the system. He also helped spearhead an excess levy that passed in 2010, a first in Randolph County since 1989.

Since 2006, Phares has been a member of the Southern Regional Education Board Leadership Transformation Task Force for improving educational leadership in middle and high school programs. He also is a member of the West Virginia Leadership Standards Task Force for teachers, principals and superintendents as well as the West Virginia Rural Superintendents Initiative for the improvement of Superintendent Preparation Programs.

His experience includes a vast knowledge of school finance, including grants, Step 7, Title I, II, IV, special education and vocational funding. In addition, he has kept schools under his guidance on the cutting edge of technology. He continuously strives to make tools available for measuring student progress and deficiencies.

On the national level, Phares has participated in multiple national conferences on using technology for turning around schools and school systems, including the Southern Regional Education Board, National Association of Supervision and Curriculum Development, National Reading Association, Ohio State Superintendents Conference, and the American Association of School Administrators Conference.
ABOUT THE KEYNOTE PRESENTERS

**Dr. James L. Applegate, Lumina Foundation for Education**

James L. Applegate serves as Vice President for Strategic Impact at Lumina Foundation. In this role, he leads in increasing the impact of the Foundation’s funding programs supporting achievement of “Goal 2025” to dramatically increase educational attainment in the U.S, especially for low income, first generation, minority, and adult students. That work includes strategic implementation of effective practices and policies supporting increases in the number of prepared students entering higher education, the number of students succeeding in college, and in the productivity and capacity of the system to provide many more people high quality credentials.

Prior to joining Lumina in 2008, he served as Senior Fellow and Vice President for Academic Affairs at the Kentucky Council on Postsecondary Education from 1999 through 2008. As chief academic officer in Kentucky, he coordinated statewide initiatives supporting institutional engagement in a public agenda for higher education that over the decade produced improvements in state college attainment that were among the best in the nation.

Jim was a Professor of Communication at the University of Kentucky. From 1984 until 1999 he was Chair of that Department. During that period he also served as University Senate Chair and an American Council on Education Fellow. He was elected President of the National Communication Association, the world’s largest association of communication scholars. His published research was recognized by various organizations for their contributions to his discipline. As a consultant, he has conducted over 250 seminars and workshops for corporate, academic and government organizations to improve communication policies and practices.

Jim earned his B.A. from Georgetown College (KY) as well as an M.A. and Ph.D. from University of Illinois. His dissertation received the award given to the most outstanding dissertations completed in his field.

**Jessica Lynch, former Private First Class of the US Army**

Jessica Lynch was injured and captured by Iraqi forces after her unit was ambushed in Iraq on March 23, 2003. She was rescued after nine days in captivity on April 1, 2003 by U.S. special operations forces. Jessica’s rescue was the first successful rescue of an American POW since World War II. Jessica’s story and experiences have been written by Rick Bragg in his book, *I’m a soldier, too: The Jessica Lynch story*.

Today, Jessica speaks to various groups all over the nation about how she overcame her obstacles and how perseverance helped her survive. Jessica explains that despite the most difficult circumstances — whatever they might be — a positive outlook and determination can truly help individuals live fulfilling lives and accomplish their goals.

Jessica has a Bachelors of Arts degree for Elementary Education K-6 along with Communication of Arts and Communication of Skills certificates.
College Goal Sunday is a one-day event designed to provide students and families with free assistance completing the Free Application for Federal Student Aid (FAFSA). Last year, nearly 2,000 individuals received services at the event — and we want to grow that number this year. 

But we need your help:

- ✓ Tell your students, coworkers, and friends about this great opportunity!
- ✓ Add College Goal Sunday 2014 to your organization’s event calendars!
- ✓ Post links to the College Goal Sunday event information on your own websites!
- ✓ Volunteer that day! (Volunteers can register on the College Goal Sunday page of CFWV.com)

To learn more about College Goal Sunday, visit the state’s free college- and career-planning website, www.cfwv.com.

The College Foundation of West Virginia is proud to partner with the American College Application Campaign to host our fourth annual statewide College Application and Exploration Week event from October 14 through 18. College Application and Exploration Week is an opportunity for students to explore their options for college and learn more about West Virginia’s colleges and universities.

Elementary schools, middle schools, high schools, and adult basic education and SPOKES classes may register to be an official College Application and Exploration Week site for 2013. Participating schools and classes must register by September 13 at www.cfwv.com.
The 2014 Student Success Summit will be held July 29-31, 2014 at the Waterfront Hotel in Morgantown, West Virginia.

Registration details and a call for proposals will be distributed later this fall. Details will be posted on the education and outreach page of the state’s free college- and career-planning website, www.cfwv.com.

For additional information, contact:
West Virginia Higher Education Policy Commission
Division of Student Success and P-20 Initiatives
(304) 558-0655

A special thank you to all of our military partners for dedicating time and resources in support of this event.
# REFLECTION

<table>
<thead>
<tr>
<th>Sessions I Attended:</th>
<th>Notes: What will you take back to your workplace? How will you use this info?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block A:</td>
<td></td>
</tr>
<tr>
<td>Block B:</td>
<td></td>
</tr>
<tr>
<td>Block C:</td>
<td></td>
</tr>
<tr>
<td>Block D:</td>
<td></td>
</tr>
<tr>
<td>Block E:</td>
<td></td>
</tr>
<tr>
<td>Block F:</td>
<td></td>
</tr>
<tr>
<td>Block G:</td>
<td></td>
</tr>
<tr>
<td>Other Notes:</td>
<td></td>
</tr>
</tbody>
</table>
Dreams can take students a long way...
But we all know success also takes a lot of planning and hard work.

CFWV.com is a one-stop college and career planning web portal to help West Virginia’s students turn their dreams into reality.

CFWV.com offers free resources to help students (of any age) go to college and find a career they’ll love.

Check out our free online ACT/SAT/GRE test prep courses, college application portal, financial aid info & career interest tools.

Pictured: Amara, Grantsville, WV

Dream + plan

cfwv.com
Report to the Legislative Oversight Commission
on Education Accountability

September 23, 2013

COMMUNITY COLLEGE ENROLLMENT TREND
Degrees Awarded  |  2008-2012
## Community College Enrollment Trend

### Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Ridge CTC</td>
<td>193</td>
<td>307</td>
<td>376</td>
<td>587</td>
<td>802</td>
<td>36.6%</td>
<td>315.5%</td>
</tr>
<tr>
<td>Bridgemont CTC</td>
<td>159</td>
<td>135</td>
<td>156</td>
<td>116</td>
<td>197</td>
<td>69.8%</td>
<td>23.9%</td>
</tr>
<tr>
<td>Eastern WV CTC</td>
<td>27</td>
<td>51</td>
<td>62</td>
<td>91</td>
<td>108</td>
<td>18.7%</td>
<td>300.0%</td>
</tr>
<tr>
<td>Kanawha Valley CTC</td>
<td>253</td>
<td>297</td>
<td>277</td>
<td>326</td>
<td>401</td>
<td>23.0%</td>
<td>58.5%</td>
</tr>
<tr>
<td>Mountwest CTC</td>
<td>391</td>
<td>274</td>
<td>376</td>
<td>407</td>
<td>370</td>
<td>-9.1%</td>
<td>-5.4%</td>
</tr>
<tr>
<td>New River CTC</td>
<td>183</td>
<td>156</td>
<td>140</td>
<td>189</td>
<td>287</td>
<td>51.9%</td>
<td>56.8%</td>
</tr>
<tr>
<td>Pierpont CTC</td>
<td>391</td>
<td>403</td>
<td>315</td>
<td>380</td>
<td>424</td>
<td>11.6%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Southern WV CTC</td>
<td>323</td>
<td>252</td>
<td>235</td>
<td>243</td>
<td>237</td>
<td>-2.5%</td>
<td>-26.6%</td>
</tr>
<tr>
<td>WV Northern Community College</td>
<td>369</td>
<td>407</td>
<td>419</td>
<td>423</td>
<td>415</td>
<td>-1.9%</td>
<td>12.5%</td>
</tr>
<tr>
<td>WVU at Parkersburg</td>
<td>581</td>
<td>707</td>
<td>834</td>
<td>742</td>
<td>770</td>
<td>3.8%</td>
<td>32.5%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>2,870</strong></td>
<td><strong>2,989</strong></td>
<td><strong>3,190</strong></td>
<td><strong>3,504</strong></td>
<td><strong>4,011</strong></td>
<td><strong>14.5%</strong></td>
<td><strong>39.8%</strong></td>
</tr>
</tbody>
</table>
Report to the Legislative Oversight Commission on Education Accountability

September 23, 2013

_Innovations and Future Directions for Workforce Development in the Post-Recession Era_

A Report by the Urban Institute
Innovations and Future Directions for Workforce Development in the Post-Recession Era

Lauren Eyster, Theresa Anderson, and Christin Durham

Working Paper 7
Unemployment and Recovery Project

This report was supported by a grant from the Ford Foundation to study unemployment and the Great Recession, Grant Number 1110-0674. Any opinions expressed herein are solely the author’s and should not be attributed to the Ford Foundation, the Rockefeller Foundation, the Urban Institute, the Urban Institute’s trustees, or other Urban Institute funders.

This working paper is part of the Unemployment and Recovery project, an Urban Institute initiative to assess unemployment’s effect on individuals, families, and communities; gauge government policies’ effectiveness; and recommend policy changes to boost job creation, improve workers’ job prospects, and support out-of-work Americans. Major funding for the project comes from the Rockefeller and Ford Foundations.

Copyright © July 2013

Permission is granted for reproduction of this document, with attribution to the Urban Institute.
## Contents

Encouraging Collaborative Efforts to Better Connect Employers with Workforce Programs and Services ................................................................. 2

Approaches to Help Build the Education and Work Experience of Under-Skilled and Unemployed Workers to Get Them on a Viable Career Path ....................................................... 5

Advances in Business Practices and Technology to Better Serve Workforce System Customers .......................................................................................................................... 9

Conclusion .................................................................................................................. 12

Notes .............................................................................................................................. 13

References .................................................................................................................... 14

About the Authors ........................................................................................................ 16
Innovations and Future Directions for Workforce Development in the Post-Recession Era
Lauren Eyster, Theresa Anderson, and Christin Durham

In response to the Great Recession, the federal government channeled billions of dollars to workforce development programs through the American Recovery and Reinvestment Act of 2009 (ARRA). The funds strengthened Employment Service and Workforce Investment Act (WIA) programs and revived mostly dormant programs such as Reemployment Services and the Summer Youth Employment Program. All states and local workforce areas invested directly in job training for unemployed workers, but many also focused on building operational capacity through hiring new staff and procuring new technology and other tools to support individuals’ quick return to the workforce (Wandner 2012). Using ARRA resources, One-Stop Career Centers, now called American Job Centers, where most workforce development services are provided, were able to offer more intensive counseling and assessment as well as more funding for training in high-demand occupations to the large waves of unemployed customers. However, this reinvigoration of the public workforce system is now hampered by the end of ARRA funding and the threat of federal budget cuts to WIA and other workforce development programs.

Employers and workers are still weathering the effects of the recession, and job growth is slow and concentrated in lower-wage jobs (Christman and Riordan 2011). However, employers in industries such as health care and advanced manufacturing anticipate future shortages, with not enough skilled workers to fill new positions and positions vacated by retirees. Potential employees in these sectors, on the other hand, may not have the time and resources to increase their skills and education through training because they must continue working where they can in order to meet family obligations. Many youth and adults are seeing fewer opportunities for postsecondary education and training, with oversubscribed college courses, a lack of financial support, and ever-increasing tuition.
With these post-recession workforce challenges in mind, the Urban Institute held a half-day roundtable in February 2013 designed to inform a broad workforce policy agenda that reflects the changing economic and government landscape and explores the development of new approaches to meeting employer demand for skilled workers and addressing unemployment. Attendees represented a range of perspectives from the US workforce system, including business and industry, government, workforce intermediaries, labor unions, and education and training. Participants identified and discussed promising, innovative practices and policies that could be replicated and scaled to support a more skilled workforce.

The roundtable focused on three key areas for building a workforce policy agenda: (1) collaborative efforts that better connect employers with workforce programs and services, (2) approaches that help build the education and work experience of under-skilled and unemployed workers to get them on a viable career path, and (3) advances in business practices and technology to better serve workforce system customers. With these areas of focus as a jumping-off point, facilitated discussions engaged the roundtable attendees in developing ideas for policy and program improvements and innovation.

This paper provides highlights from facilitated discussions in each key area to inform the development of a broader research agenda for workforce development policies. Each section begins with a discussion of the emerging trends in a topic area and then summarizes the promising ideas, practices, and innovations that the roundtable attendees discussed. The paper concludes with a discussion of how these ideas, practices, and innovations could be scaled or replicated and how policy could better support their broader implementation.

**Encouraging Collaborative Efforts to Better Connect Employers with Workforce Programs and Services**

Efforts to engage employers in workforce development activities have been under way for decades but became a central part of workforce policy when WIA included employers as customers of the public workforce system. Roundtable attendees emphasized the importance of engaging employers and industry in designing workforce development strategies, and discussed two promising key approaches: sector strategies and industry-recognized credentials. Sector initiatives, which typically engage employers in order to tailor employment and training services to high-growth
industries, began in the late 1990s and have now become widespread. Community and technical colleges and other training providers also collaborate with employers to ensure that educational and professional credentials meet industry needs. Challenges to engaging employers include economic downturns, decreased willingness to pay for employee training, and distrust of government involvement. This section discusses the two approaches to workforce development that emphasize employer involvement.

**Sector Strategies**

Sector strategies (or industry-focused workforce development approaches) are based on collaboratively designing employment and training programs and services to directly address an industry’s workforce needs. According to the National Governors Association, sector strategies bring together many players, such as the public workforce system, employers, training providers, unions, and community organizations, to develop approaches for meeting an industry’s workforce needs and helping workers find and succeed in a career. These approaches may include developing the curriculum and credentials valued by an industry, creating a pipeline of future workers by exposing youth to jobs in an industry, or steering job seekers to available jobs in an industry through job readiness and placement services.

Sector strategy initiatives may be led by state or local workforce officials or by industry leaders. According to a recent report, more than half of states are engaging in these efforts (Woolsey and Groves 2013). At the core of these efforts is a regional industry partnership, which brings employers and industry representatives together with education and workforce development officials to address workforce skills gaps across the region and to align education and workforce systems in different jurisdictions to better train workers. Industry partnerships also develop at the local or regional level, with a community college or a workforce investment board convening the partnership.

These partnerships are only as effective as the support and level of buy-in from the key players. Employers need to see that their involvement will yield them what they want: skilled workers. Workforce development professionals report that bringing labor market information and training resources to the table with employers is key to engaging them (Eyster et al. 2011). Employers who see value in the partnership may also provide resources to address skills gaps, even if this benefits employers who are not part of the partnership. Employer sponsors may offer their own employees to help develop training curricula or serve as instructors, provide equipment or facilities for training, or guarantee interviews to training completers.
The sustainability of sector strategies is tested when workforce resources dry up or the economy takes a downturn. Governors, who were using their WIA state reserve funds to sponsor industry partnerships, have had those federal funds cut from 15 percent to 5 percent of their annual WIA funds. Since the late 1990s, the federal government has administered grant programs to support these sector initiatives, but these grants might end if there is no sustainable funding stream to support the partnerships they helped to put in place.

In addition, the evidence of the effectiveness of sector strategies is still preliminary. One evaluation to date has shown that sectoral training approaches provide greater earnings gains and other employment benefits to participants than to the control group (MacGuire et al. 2010). There is also little evidence to date on whether the benefits of sector strategies outweigh the costs. This evidence may be needed to convince employers, community colleges, and others to develop more robust industry partnerships. However, many evaluations of these approaches are under way that will soon yield new evidence about whether sector strategies are effective.

**Industry-Recognized Credentials**

Industry has long developed its own credentials, especially professional certifications, to provide employers with a standardized method for identifying qualified job candidates. Industries such as health care may have additional state licensing requirements for workers. Training providers such as community and technical colleges offer educational credentials like certificates or degrees for a range of occupations. However, less-regulated or newer occupations may not lend themselves to a common credential for employers to know whether someone has the skills they need.

There is a recent movement toward developing industry-recognized credentials in many industries, often through partnerships formed under sector approaches, as discussed above. Employers benefit from credential-focused training programs because they can be more confident that graduates of these programs have a specified set of skills. Some credentials can be obtained quickly (less than 12 weeks), meaning that job candidates can be prepared for an occupation in rapid succession for high-demand employers. Other credentials are designed to provide students with “stackable” credentials that demonstrate successively higher skill levels and may lead to a college degree.

Ideally, employers see these newly developed credentials as a signal that workers are well prepared for the occupation, no matter where they live and work in the United States. However, even such credentials may not be useful to employers with
very specific skill needs. It may also be challenging to communicate to and convince employers of the value of a credential on a larger scale. Workforce development professionals trying to identify credentials for their customers to pursue have no national database of industry-recognized credentials to demonstrate whether one will help workers qualify for a job. Thus, it is important for the workforce system, training providers, and employers to work together to ensure that the credentials developed meet employer skill demands and will be used across employers in hiring decisions.

**Approaches to Help Build the Education and Work Experience of Under-Skilled and Unemployed Workers to Get Them on a Viable Career Path**

New ways to improve the education and work experience of American workers have been steadily developed over the past 50 years. Recent innovations have emerged from across the country and from many sources, including community and technical colleges, government agencies, community-based organizations, employers, and foundations. Roundtable attendees focused on training approaches that offer a strong, well-articulated pathway to a career; blend classroom and work-based learning; and enhance the soft skills, such as communicating effectively and problem-solving, that employers value. This section examines promising strategies and innovations that have been employed to provide education and work opportunities to American workers, and the challenges associated with these approaches.

**Career Pathways**

Educators and workforce development professionals are increasingly using the career pathways concept to develop education and training programs that provide workers with the skills and credentials they need to find family-sustaining employment in a high-demand industry. At the heart of career pathways is the development of an occupational training program that provides “manageable, well-articulated steps” for earning industry-recognized credentials, combined with strong student supports (Fein 2012). Many recent initiatives with strong government and philanthropic support—Innovative Strategies for Increasing Self-Sufficiency (ISIS), Integrated Basic Education and Skills Training (I-BEST), and Trade Adjustment Assistance Community College Career Training (TAACCCT), to name a few—have made career pathways a cornerstone of their program models. The career pathways model has also become a highly popular strategy for curriculum design in community and technical colleges across the country.
The career pathways approach can be used to train unemployed and underemployed workers who may face barriers to entering or advancing in the workforce. Pathway programs accelerate the time in the classroom and create manageable steps in the program that yield a series of “stackable” industry-recognized credentials. The programs have strong academic, employment, and personal supports to ensure that a student can complete the “steps” along the pathway successfully and find gainful employment. Individuals entering a new occupation may be able to earn entry-level certificates quickly and begin work with the option of returning to the program in the future to gain more advanced skills. Workers with more advanced occupational skills may be able to enroll in a higher level of the career pathway program based on prior learning assessments. These multiple entrance and exit points make the programs more accessible for busy adult workers with families.

Despite growing evidence of the effectiveness of career pathways,1 there are some challenges to scaling and replicating these strategies and innovations beyond current investments. First, the significant federal and foundation funding for career pathways is time-limited, potentially affecting the sustainability of these approaches. In addition, the evidence base for these approaches is in its early stages, and it may be challenging to convince government and other stakeholders to continue to invest in career pathways or work experience opportunities before there is more evidence. Finally, some argue that the career pathways approach leaves behind those that cannot move beyond entry-level jobs because of various barriers to employment, and that strategies should also seek to improve the quality of these entry-level jobs.

**Work-Based Learning Approaches**

Although the preference toward traditional classroom education in colleges remains strong, work-based learning approaches once again are gaining traction in workforce development. Training that uses work-based learning typically occurs at an employer’s work site (or through work simulation in a classroom or laboratory). Thus, work-based learning invariably involves employers, who often use their own resources—staff, equipment, and wages to the trainee—to support the training. The range of work-based learning approaches includes internships, apprenticeships, clinical rotations (in the health care field), and on-the-job training (OJT), and these approaches are often combined with more traditional classroom or related instruction tailored to the employer’s needs.

OJT recently gained popularity as a strategy to move laid-off workers into paying jobs, even if temporary, and help them learn new skills and gain work experience that they can list on their résumés.
experience that they can list on their résumés. In OJT, the employer provides the training and pays trainees’ wages, often subsidized by the OJT program. The employer bears the costs and responsibility for creating a training plan, supervising trainees, meeting human resource needs, and purchasing liability or other insurance as necessary. Employers are expected to hire the successful trainees at the end of the OJT.

With ARRA funding and National Emergency Grants, states supported local and regional workforce efforts to develop OJT programs. OJT programs, operated by American Job Centers or other workforce intermediaries, recruited employers to host work sites and subsidized wages for the trainees for up to six months. Some local workforce investment boards reported that many of the customers they served were eventually hired by the employers that trained them or were able to parlay that experience into a new job elsewhere (Barnow et al. 2012). Some boards also indicated that these trainees experienced an increase in confidence and soft skills that can help them find and keep employment after being out of work for six months or more. Also, OJT may be a mechanism through which workforce development agencies can entice employers to take on trainees from disadvantaged populations in the labor force, such as youth, older workers, and persons with criminal records.

Apprenticeship is another work-based learning approach in which employers sponsor worker training, with on-the-job training as its foundation. Labor unions may work with an employer or group of employers to support an apprenticeship program. Although there are many informal apprenticeship programs in the United States, registered apprenticeships are federally approved and must have time- or competency-based standards and wage progressions. Unlike with other OJT programs, employers with apprenticeship programs typically pay for all costs related to the training and do not receive a government subsidy for worker wages (Lerman, Eyster, and Chambers 2009).

Registered apprenticeships are primarily used in the trades, such as construction and manufacturing, but are starting to appear in other industries such as health care with the support of the US Department of Labor. The Health Profession Opportunity Grants, a job training program for low-income individuals in the health care industry administered by the US Department of Health and Human Services, requires that grant recipients coordinate with the state apprenticeship agency to support training efforts. German manufacturing firms with plants in the United States are also expanding the use of registered apprenticeship through Germany’s Skills Initiative. And states like South Carolina have created incentives and supports for employers to provide registered apprenticeships. South Carolina provides a one-time, $1,000 tax credit for each apprentice an employer sponsors. The state has also worked with its community.
colleges to offer related instruction for apprentices that can be tailored to an employer’s needs.

The costs and benefits of work-based learning approaches, especially to employers, are important to consider, as they require an up-front and ongoing investment of resources. They require that employers take some risk in bringing untrained personnel into the firm. Employers may also be concerned that other firms will “poach” their newly skilled workers before they can fully recover their investment. But a major advantage of work-based learning strategies is that employers have trained workers with the specific skills they need, which should help the employer increase productivity and improve the quality of the work product. Registered apprenticeships have shown some evidence of productivity gains for employers who use this work-based learning approach. A recent cost-benefit study of registered apprenticeship in 10 states showed that apprentices, employers, and society gained from the added productivity of training and employing apprentices (Reed et al. 2012).

**Soft Skills Training**

Another important component for improving the job qualifications of American workers is ensuring that they have the “soft” skills needed to succeed in the workplace. Soft skills are generally recognized as the interpersonal skills or characteristics that help a worker function effectively in the workplace. For example, soft skills may include showing up to work on time and dressing appropriately, being able to communicate verbally and in writing, or solving problems. Previous research has shown that social and motivational traits employers value are as important to labor market success as the occupational skills needed for a job (Duncan and Dunifon 1998).

In the aftermath of the recession, state and local workforce development officials sought ways to improve the employability of laid-off workers who were having difficulty finding a job, even with the necessary occupational training. They recognized that employers were frustrated trying to find “good” employees who could operate effectively in the workplace. As a result, many American Job Centers offer job or career readiness workshops. Commercial products such as the National Career Readiness Certificate (NCRC) are used in these centers to provide customers with a credential they can include on their resume, which is earned through a series of self-paced tests. Training providers may also add to their curriculum soft skills training on professional behavior.

There are several challenges with providing soft skills training and certification. Soft skills, such as interpersonal or communications skills, may be difficult to teach and measure. This adds to the challenge of developing a certification of an individual’s
career readiness that employers will use in their hiring decisions. Ensuring that workers have the soft skills needed to succeed in the workplace will be an ongoing issue for workforce development professionals, and new ways to provide soft skills training should continue to be developed.

**Advances in Business Practices and Technology to Better Serve Workforce System Customers**

Through the American Recovery and Reinvestment Act and other government investments, the workforce system responded quickly to the recession, providing benefits and services to millions of laid-off workers. Roundtable attendees highlighted the importance of the advances made in new ways of providing workforce services and training to increase access for the large numbers of unemployed workers seeking job search assistance and training. They also discussed improvements states are making to link data systems to better track and serve these individuals. This section examines how technology and improved business practices at job centers can increase access to workforce programs and provide quality services in a time of shrinking budgets.

**Increased Access to Employment Services**

American Job Centers used ARRA funds to serve more people and make investments in their center operations and technology, something they had been unable to do previously due to stagnant federal funding (Barnow et al. 2012). Many centers focused on hiring and training staff to provide job development and assessment and counseling services. And many have invested in technology to serve customers virtually rather than requiring them to come to the center for services. Online services included job search tools, virtual center orientations, and career assessments. Many centers also integrated social media into job search services.

To help workforce customers access job search assistance, many centers used state online job banks and technology to match worker skills and available jobs. Large-scale job search assistance networks such as the National Labor Exchange (us.jobs) were created to help job seekers access jobs nationwide. All states, the District of Columbia, and several territories participate in the National Labor Exchange, which combines the state job banks in one place and has 1 million job openings on any given day. States can then develop their own “microsites” to connect to their sector strategies.
In addition to laid-off workers flooding their workforce centers, states also faced overwhelming numbers of individuals applying for unemployment insurance (UI) (Barnow et al. 2012). Many states upgraded profiling models to identify and serve claimants who were likely to exhaust their benefits. They also worked to develop better communications and data transfers between state UI agencies and local job centers. Many centers also brought on UI staff to provide real-time triage of customers for services and job listings.

Some of these enhanced employment services have been sustained beyond the recession, but to a lesser degree and with fewer resources. Fewer staff are needed as the high volume of workforce customers has subsided and ARRA funding has ended. This loss of staff leaves job centers with less capacity to serve the unemployed who have been out of work for longer and who may have barriers to finding work. However, many of the technological upgrades have remained in place to help workforce customers in their job search activities because the lower ongoing costs can be incorporated into current budgets. Some states are continuing to move more of their workforce services online through initiatives like the Workforce Investment Fund in order to increase access and cut costs.

**Technology-Enabled Learning**

Many community and technical colleges and other training providers have integrated online learning and technology into their programs to help students access training. Distance, online, and hybrid instruction provide access to learning for individuals who cannot always be physically present in a traditional classroom setting or who may not be available at the specific times classes are being offered. These learning modalities allow for increasing the number of learners, for example by reaching individuals in rural areas that may not have access to a community college or training provider. Another advent in learning technology is the Massive Open Online Courses (MOOCs), which allow for large-scale student participation with open access via the web using open educational resources.

Many community and technical colleges and other training providers offer new or expanded programs and have infused technology into their curricula to improve access for students. The TAACCCT grants funded by the US Department of Labor are encouraging colleges to build capacity to use technology in the classroom and incorporate online learning components. Some of the technology these colleges use include online classes, tutoring and practice testing, and tablet computers in the classroom.
The key advantages of the technology used in the classroom and for online learning is that it increases access to training for students at a potentially lower cost and exposes students to working on computers and the Internet, which is necessary for many jobs. The use of technology, however, could create barriers to some students who have little to no experience with computers and the Internet or who do not have access to a computer. There is also debate about how effective online learning is compared with traditional classroom training. Institutions offering MOOCs report that while high numbers enroll in courses, few complete the courses or any of the assignments. Colleagues are also reluctant to offer credit for these courses because they are not convinced that the quality of online courses is equal to traditional in-person classes.

**Integrated Data Systems**

Many states and local areas are working to create integrated data systems that track individuals from early education to college, as well as their participation in workforce and public assistance programs. In the past, the workforce, education, and public assistance systems have been unable to assess whether and how individuals have been served across these systems. Data systems for one program were often not connected or accessible to other government systems because of outdated technology and lack of political will or interest in linking data. But interest is growing, and resources are being devoted to integrating data systems.

Several states—such as Florida, Utah, and Texas—have led the way in modernizing and linking their education, workforce, and public assistance systems to better track and serve their residents. The federal government has also launched several initiatives to support states’ efforts to integrate education and workforce data systems. The Statewide Longitudinal Data Systems (SLDS) grant program, administered by the US Department of Education since 2005, supports the implementation and expansion of P-20 data warehouses (early education through college), which link all education and student records in one system. In the 2012 grant cycle, 24 states were awarded SLDS grants. The US Department of Labor, in partnership with the SLDS grant program, has created the Workforce Data Quality Initiative to better integrate workforce data from multiple programs and link them to education data, and 25 states have received grants to date. In addition, the Chicago Cook Workforce Partnership is leading its CWICstats initiative to link education and workforce data for the Chicago metropolitan region to use in its workforce services decisionmaking and in measuring performance (Stagner et al. 2012).

Integrating data systems for workforce, education, and public assistance has been an important development over the past decade for better using data to operate
government programs. However, for many states, linking systems is an expensive endeavor. Much work needs to be done to make these systems functional and accessible for multiple users—including policymakers, program managers, frontline staff, and research analysts—while protecting private information.

Conclusion

Many of the practices and innovations discussed during the roundtable shed a spotlight on workforce development over the next decade. Several roundtable attendees noted that some innovative workforce strategies—such as career pathways and technology-enabled learning—are relatively new and are being tested to understand if they are effective in training individuals for the workforce. Other workforce strategies are larger government efforts that have shown some early indications of success in building organizational capacity to provide better workforce services, such as sector strategies and integrated data systems. The long-term success of these strategies and documentation of their implementation and effectiveness remains to be seen. This information will be crucial in making decisions to expand or replicate them.

Overall, an important question to the roundtable attendees was, “How can the innovations that prove successful be scaled and replicated when funding for workforce development is being cut?” Several of these practices and innovations—such as work-based learning approaches and industry-recognized credentials—involves public-private partnerships and require an investment of time and resources by employers and industry. If employers see the advantage of participating in these efforts in their bottom line, they may be inclined to continue or increase support over the long run. There is also much discussion about finding ways to “braid” various funding sources and align services across government programs to be more cost-effective. However, in a time of declining federal and state funding, it is challenging to find ways to do this without harming the people that are currently being served.

Roundtable attendees believed that, in addition to providing funding, government may also be able to support workforce development practices and innovations through policy. The federal government could spearhead efforts to develop national resources that would be valuable to the field, such as a clearinghouse of industry-recognized credentials or of best practices. Government may also want to create and support policies that better spur regional economic development for an industry, such as linking transportation and training dollars to development efforts.
Furthermore, government may want to develop policies and expand programs that encourage employers to look at populations that they would otherwise be more hesitant to hire, such as the long-term unemployed and less-educated workers. Finally, government may want to consider policies that help to reconcile divergent eligibility and performance standards for multiple workforce, education, and public assistance programs; streamline services; and make more informed program decisions.

Notes

1 See MacGuire et al. (2010) and Zeidenberg, Cho, and Jenkins (2010).
References


About the Authors

Lauren Eyster is a senior research associate in the Urban Institute's Income and Benefits Policy Center. Her research focuses on innovative workforce development and community college programs and how to best evaluate them.

Theresa Anderson is a research associate in the Income and Benefits Policy Center. She primarily evaluates workforce development programs and researches other issues related to the areas of education and welfare.

Christin Durham is a research associate in the Income and Benefits Policy Center. She researches a variety of workforce and education-related topics and is currently a key team member of the national evaluation of the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program.