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1.0 The Need to Align K-12 and Community Colleges

Whether they came from positions within K-12, community college systems, or industry leaders, participants in the convening shared a common belief that in order for students to graduate from high school college ready, and then to succeed in college, the two education systems must work together better than before.

As AASA (The Superintendents Association) Executive Director Dan Domenech said in his opening introduction of the meeting, “We at the K-12 level have to do a better job of preparing our students to be college and career ready. But we need the help of higher education. We need your help and your collaboration in terms of helping us create a pipeline that will allow us to send you students that are ready to do college work and succeed.”

The Dallas meeting was the second in a series of convenings AASA and American Association of Community Colleges (AACC) are co-hosting, with support from the education solutions company Hobsons, in order to share success stories and strategies that can help accelerate the creation of effective K-12-to-college pathways—whether that college experience includes technical school or trade certifications or a two- or four-year college or university.

The specific goals of the Dallas meeting were to:

- Bring leadership from K-12 systems together with leaders from community colleges to learn together and share ideas about how to bridge K-12 and higher education into a single seamless learning continuum that serves all kids.
- Share success stories and best practices to advance effective practice in bridging K-12 and higher education.

“I see a need for the partnerships between school districts and community colleges as more important than ever before because we have to educate more students than we ever have before. The pathway to doing that is going to be through the community college.”

K-12 Superintendent
Through the Gulf Coast PASS Initiative in Texas, community college and K-12 district teams collaborate on projects aimed at improving college readiness and success. Although each college and district’s projects are unique, all are founded on proven best practices and are informed by student data.

The three main strategies of the initiative are to:

- Increase college readiness among high school graduates
- Ease the transition between high school and community college
- Increase student success in community college developmental courses

**Increase College Readiness Among High School Graduates**

Every year, more than 200,000 students arrive at Texas colleges and universities unprepared for the academic coursework that awaits them. The Gulf Coast PASS Initiative (GC PASS) works with high schools to ensure that curriculum—not just in AP and honors classes, but for all courses—prepares students to pursue postsecondary study. GC PASS also helps high schools provide academic support and other resources to students who might not otherwise think postsecondary education is an option for them.

**Ease Student Transitions Between High School and Community College**

The high school-to-college transition can be tricky—especially for those who are the first in their families to attend college. From selecting a school and course of study that is a good fit, to finding financial resources, to navigating the red tape of graduation requirements, applications and admissions forms, to mastering the routines and habits necessary to succeed in college—and, often, to balance work and family demands—this tricky time has been the downfall of too many who aspire to postsecondary degrees and the careers that require them.

**Increase Student Success in Community College Developmental Courses**

Community colleges hold tremendous promise as accessible, cost-effective and flexible institutions of higher education. Yet under-prepared students are more likely to attend community colleges, where about 45 percent of students have not met college-ready standards in math; 31 percent are under-prepared in reading; and 19 percent are under-prepared in math. Such students often are placed in developmental courses to help them catch up. Even so, these students seldom achieve academic success, and only 20 percent of students placed in developmental courses will ever earn a postsecondary certificate or degree.
GC PASS is a partnership of The Institute for Evidence-Based Change and Houston A+ Challenge and is funded by the Houston Endowment. The initiative is directed, coordinated and evaluated by The University of Texas at Austin’s Student Success Initiatives. When the three-year GC PASS grant ended in December 2014, it involved eight community colleges across the state, including Lee College, which partnered with Goose Creek Independent School District.

The partnership targets low-income youth, first-generation college-goers, English language learners, students at risk of not graduating, and other young people underrepresented in higher education.

Three partners of the GC PASS initiative participated in the June convening, including:

- **Cynthia Ferrell**, Director, Student Success Initiatives for the Community College Leadership Program, The University of Texas at Austin
- **Dennis Brown**, President, Lee College
- **Randal O’Brien**, Superintendent, Goose Creek Consolidated Independent School District

**Key Initiative Elements Behind GC PASS’s Results**

Ferrell, Brown and O’Brien each shared insights from their experiences on what made the GC PASS initiative successful:

**Insistence on Systemic Thinking**

At a statewide level, the partners say they are trying to avoid being locked into any one initiative. Instead, they are working to help all initiatives come together and start to look beyond just having individual, disconnected solutions. By thinking more systemically across sectors, even across their own individual institutions, statewide partners are starting to move away from just having bridge programs to seeing how these bridge programs connect to high school curriculum and even how that affects transfers. The intent is to sustain the success that is being built over time.

In addition, within a region of the state, the emphasis is on sustainability—well beyond the initial funding period. Goose Creek, a district of 23,000 students, is working with 13 other school districts, most of which are smaller. Because of the success with Goose Creek, the model has been adopted in every one of these school districts, from the smallest to the largest.

**Continual Use of Data**

As part of the partnership with The Institute for Evidence-Based Change, the initiative focused heavily on data. This included looking at large amounts of data at both the beginning and middle of the school year in order to get multiple views of performance and to incorporate data into decision-making at all levels.
**Broad Array of Partnerships**

GC PASS included eight community colleges and 11 independent school districts (ISDs), plus the Student Success Initiatives center at The University of Texas at Austin. Beyond these formal partners, a number of additional partners are involved across the state, including the Texas Higher Education Coordinating Board. This broad array of partnerships was seen by the three lead presenters as important, especially during times of flux, and during the continual state policy churn throughout the initiative.

According to Ferrell: “When we felt like we just got our feet on the ground in this, then the state policy would change. We had to pull together. There were very strong partners helping us, as well as the Texas Education Agency. In addition, there was also our local education service center. In Texas, we have service centers that are the hub of professional development for the ISDs in that region. Every chance along the way, whenever we ran into people whose work was already related to ours, we would try to pull them into our conversations and begin to have collective conversations.”

**Measuring Effectiveness**

The initiative defined effectiveness in two ways: 1) Having more students than ever before graduating from high school ready for college, and 2) increasing the rates of high school graduates enrolling in college. If students left high school unprepared for college, the initiative worked to ensure developmental courses were provided to help students succeed in college-level courses as quickly as possible. In addition, considerable innovation went into developmental education, including modularization and acceleration of courses.

**New Models of Assessment**

State policy required that GC PASS do things very differently with assessment. This included taking college-level assessments and pushing them down into the high schools. By doing college-level assessments in high schools, students and educators see important patterns very early on.

**Meaningful Parent Engagement**

GC PASS leaders deliberately took parent engagement strategies that had worked in elementary and middle schools and applied them to high school parents. What they found is that, despite many beliefs to the contrary, the same engagement strategies that are effective with parents of younger children can indeed be effective when engaging parents of high school students.

**Professional Alignment**

By focusing on aligning curriculum—and the professionals teaching it—the GC PASS initiative accelerated student success. According to Dennis Brown of Lee College, “If you think that the courses in your high schools and colleges are already aligned, think again. The best way to find out if they are aligned is if to see whether you have a high school teacher who might be teaching a very similar course—like math or English—at one of the community colleges and ask him if what he is doing in high school is preparing students successfully for what they are going to be expected to do once they arrive at the college.”
Policy Change

The GC PASS initiative is leveraging some recent changes in Texas law. The Texas legislature recently passed a bill that allows any student in high school who is college ready—from freshman through senior year—to take a college course. Before then, only high school juniors and seniors were allowed to take college courses. The state has also lifted the limit on a student’s ability to take only two college classes per semester. The panelists expressed confidence that these new policy measures would encourage more students to take more college classes while still in high school and, as a result, would ease the transition from high school to college.

“A lot of the students perceive that 12th grade is an ending point of some sort, and the first year of college is a beginning point. We need to bring those together into a continuum, so that students don’t perceive a gulf between 12th grade and their first year in college.”

Community College Administrator

Emerging Results From GC PASS

Early testing, early diagnostics and interventions were put in place in every high school participating in the GC PASS initiative. Once students reached community college, the results of those interventions were powerful, as evidenced below.

More students attended college and did better, once there

Taken in the aggregate, for students who participated in GC PASS, as compared with those who did not, high school graduates across gender and ethnicity characteristics earned better grades once they went to college.

When disaggregated, of the students who participated in GC PASS as compared with students who did not participate, more females went to college and made better grades than females who had not participated.

The same was true for males: More males who participated in GC PASS went to college and, when they did, made better grades than males who had not participated.

The same pattern held for African-American students, Hispanic students and white students.

Such results are particularly powerful because college success data traditionally has been lower for males, as well as for Hispanic and African-American students.
Students moved successfully through transition courses

Another indicator of college success that GC PASS examined was the number of students who came to college unprepared for college courses and how successful these students were in their first year of college. According to the initiative, “success” is defined as students who passed their college-level courses even though they began college needing remediation in both math and English.

The result again here was that, in the aggregate, once such students in the GC PASS initiative got to college, these students—even though under-prepared—did indeed complete college math courses.

Specifically:

- More females completed college math courses in one year.
- Under-prepared females in college who participated in GC PASS passed all of their remediation and first courses in one year, more than those who were not involved in the initiative.
- More males completed college math.
- The same percentage of black students—those in the initiative and those not—completed college math.
- More under-prepared Hispanic students completed their college math course.
- More under-prepared white students completed their college math course.

A similar story played out regarding the pattern of students passing English. Even if students came to college unprepared for college-level English, students who had participated in GC PASS completed their first English course in one year. And, more females, more males, more African-Americans, more Hispanics, and more white students who participated in GC PASS completed their cross-over English course, as compared with students who did not participate in the initiative.

How the Gulf Coast PASS Initiative Achieved These Results

According to Goose Creek Superintendent Randal O’Brien, “Five years ago, we pretty much left it up to individual students to decide what their future would be. We waited to see what they might do. We would post an SAT testing date once a semester and hope that they would show up that Saturday morning and pay for it themselves.”

“You can imagine how our participation rate was very relatively low. So we began to look a little bit closer, and then a little bit closer still, working with the college and finding out what we could do to get more students involved.”

Goose Creek looked at ways they could get more students ready to go to college and then to help get more students to actually go to college. They engaged parents and students any way they could around these goals. For instance, they held ice cream socials to get parents involved and conducted a variety of activities to increase student motivation.
Nearly 90 percent of the students attending each student motivation event ended up filing out the application for the first year of the GC PASS. Last year, that percentage jumped to 95 percent. According to O’Brien, “We are going to get 100 percent; that’s our goal. We want to have every child apply for college. There may still be resistance and kids who will say, ‘I’m not going to college. I don’t want to go to college.’ But we’ll continue to work with them. We are surrounded by industry. So the technical certifications available will allow a child to go through the technical certification program rather than a four-year degree.”

Another barrier to college enrollment that Goose Creek addressed was the financial aid application. District leaders found that students could not fill out the federal financial aid assistance form because they didn’t know how much money their parents made. To address this, the district worked to engage parents in events so that the parents themselves could fill out financial aid forms.

As a result, the percentage of students receiving financial aid jumped from 33 percent to 38 percent in one year.

“We’re moving in the right direction,” Superintendent O’Brien says. “We want to get the financial impact at least to the 50 percent mark. That’s our goal. And when we hit that, we will raise it to 70 percent.”

“The bottom line is: Yes, more students are being set up to be college ready, and more students are going to college. We’ve just begun. This [initiative] is only a couple of years old. It’s not going to happen overnight. But we are seeing some extremely good results.”

Dennis Brown, President of Lee College
3.0 Key Data Related to Student Success

During the convening, Susan Hallenbeck, Director of Product Marketing at Hobsons, outlined for participants an overview of challenges facing K-12 and higher education institutions.

Hallenbeck reinforced the idea that community colleges are an important cornerstone of our economy. They prepare the next generation of workers for employers, while helping today’s workforce increase their skills for increased career success. According to the Center on Education and the Workforce at Georgetown University, 62 percent of jobs will require at least a certificate or associate degree by 2020. Despite their best efforts, community colleges have had a difficult time retaining and graduating students. The National Student Clearinghouse reports that of first-time college students who enrolled in a community college in the fall of 2008, only 39 percent earned a credential from a two- or four-year institution within six years.

In search of answers, K-12 schools and community colleges are exploring innovative ways to build success bridges. Inside Higher Ed’s 2013 article “Redefining College-Ready” profiled two partnerships between local school districts and community colleges that successfully created clear pathways for students. One partnership addressed placement for entering freshmen in the community college by relying on high school grades instead of entrance exams to place students in credit-bearing English courses. Because of the trust developed between the institutions, the placement rate into credit-bearing courses increased from 5.5 percent to 53 percent in one year, with no decline in the pass rate of 62 percent. A second partnership experimented with dual enrollment courses, where students take community college courses while in high school and receive credit at both. The program helped drive down remedial placement rates by 45 percent. These programs help reduce the cost of college for students and families and also increase the number of students who are taking credit-bearing courses immediately after entering college.

More partnerships of this type can help more students consider community colleges while also addressing college retention and graduation rates. Working together, high schools and community colleges can improve college access, readiness, persistence, and graduation.
28% of students fail to meet the ACT College Readiness Benchmarks
ACT, Inc.

22% of students don’t receive a diploma after four years of high school
National Center for Education Statistics

20% of all first-year college students say they took remedial classes
National Center for Education Statistics

Only 20% of students placed in developmental courses will ever earn a postsecondary certificate or degree
Gulf Coast PASS, Houston A+ Challenge

31% First-time, full-time students that complete a two-year degree
National Center for Education Statistics

59% First-time, full-time students that complete a five-year degree
National Center for Education Statistics

63% of job openings will require at least some college education by 2018
Georgetown University Center on Education and the Workforce
4.0 Other Innovative Efforts That Promote College Access and Success

New Jersey Council of County Colleges—Focusing Like a Laser Beam on Student Success

The New Jersey Council of County Colleges is the coordinating organization for the state’s 19 community colleges, which are focused on preparing students for transfer to four-year colleges and universities, or for immediate entry into the workforce.

Along with Texas, New Jersey is one of a handful of states receiving student success center support from the Kresge Foundation. Through that effort, all 19 of the state’s community colleges are partnering with high schools.

To address a growing trend in which students are using up their federal financial aid while taking developmental courses in community college, the New Jersey Council is focused on dual goals of improving college readiness in high schools and reforming developmental education. Getting high school students into what the council calls academic “boot camps” is helping students score better in developmental education courses and move beyond these courses faster. Athletes, students in college on grants and other students who are academically at risk are targeted for these academic boot camps. Through a four-to-six-week program, these students are pre-tested and pushed hard in academic learning in a non-credit environment, all in an effort to get them prepared for college-level courses before the federal financial aid time clock starts ticking.

The restructured approach to developmental education is starting to receive more support from the New Jersey legislature as well as from school boards across the state.

Spokane, Washington, T-2-4 Initiative—Developing Skills to Get Students into Technical, Two-year or Four-year Schools

The goal of Spokane Public School District is to ensure that all students are prepared upon graduation to successfully complete some form of higher education—whether that means technical school or a two- or four-year college.

The school district has dramatically improved its graduation rate, after deliberately redefining the “finish line” from high school graduation to post-secondary success. Leaders in the K-12 and community college systems say the community has backed the T-2-4 idea. K-12 and community college leaders agree that the public has generally bought into the idea that in order for a student to earn a living wage in the future, they need some post-secondary education. This was particularly effective when coupled with efforts to build understanding among the public that the postsecondary goal included more than just attendance at a four-year college.
New York, P-TECH—The Goal is an Associate Degree in Six Years

Now serving four classes of students in New York, Partners in Technology Early College High School (P-TECH) continues to chart new territory in the reform of secondary and postsecondary education in the United States. As the first school in the nation to connect high school, college and the world of work through college and industry partnerships, P-TECH is pioneering a new vision for college and career readiness and success. The goal for its diverse, unscreened student population is 100 percent completion of an associate degree within six years. By 2017, the first wave of students of P-TECH is expected to emerge with associate degrees in applied science in computer information systems or electromechanical engineering technology, following a course of studies developed in consultation with I.B.M.

Arizona, “Communiversity”—Combining Community Colleges and Four-Year Institutions

The Communiversity is a higher education center organized through partnerships with several community colleges and universities. The combined efforts of all participating institutions allow students to pursue educational pathways in one convenient location. Students benefit from a variety of course formats, including in-person, online and hybrid. Students are able to complete certificates, associate degrees, bachelor’s degrees and master’s degrees through the partner institutions.

Partners in Arizona’s Communiversity include: Glendale Community College, Northern Arizona University, Ottawa University, Rio Salado College and the College of St. Scholastica. More than 40 different certificate and degree programs are offered in multiple program pathways, including business/management, education, healthcare, information systems, liberal arts and public safety.

Students can earn a bachelor’s degree through the Communiversity by taking lower division credits through one of the community colleges and then transferring those credits to a partnering university. Students can also earn an associate degree through a partnering community college before transferring those same credits to a partner university. Degrees are granted by the partner institution.

This differs from dual enrollment in that students are enrolled full-time in the community colleges. And, because they have made that investment, administrators are seeing that students are much more likely to continue their education.
El Paso, Texas—Early College High School Initiative

The Early College High School Initiative is designed to allow students to simultaneously earn a high school diploma and an associate degree in four years. Students receive a two-year associate degree from a community college at the end of their junior year of high school. Then, they come back for their senior year of high school to receive their high school diploma. At the same time, as they are finishing their high school diploma, they are actually getting junior-level courses at the university.

The key to the success of this initiative is a strong partnership between the school districts and higher education institutions. In the State of Texas, El Paso Community College has partnered with Socorro ISD, Ysleta ISD, Canutillo ISD, El Paso ISD, Fabens ISD, Tornillo ISD, Ft. Hancock ISD, and Clint ISD.

Texas—LEAP, Students Graduate From High School and Community College at the End of Their Junior Year of High School

The mission of LEAP Texas is to provide a structure through which Texas public and private institutions of higher education can communicate, organize and develop plans and policy recommendations that address their common interests of student success and the improvement of higher education in Texas. Started in 2014 as an institutional membership organization, LEAP Texas has brought together 62 institutions and systems, including public, private, two-year, and four-year institutions, the majority of institutions and systems in Texas. LEAP Texas has designated three areas of focus for activities:

1) Leveraging the newly redesigned State Core Curriculum for the overall improvement of undergraduate education;
2) Creating a capacity for large-scale, inter-institutional collaboration in robust and authentic assessment; and
3) Embedding high-impact practices in the undergraduate curriculum.

Missouri Innovation Campus—Finish High School and College in a Six-Year Pathway

The Missouri Innovation Campus (MIC) is an exciting, progressive collaboration between the Lee’s Summit R-7 School District, Metropolitan Community College (MCC) and the University of Central Missouri (UCM). By engaging business partners and community organizations, the MIC is reshaping the way students experience education.

MIC students graduate with:

- A four-year degree, two years after high school
- Little to no student debt
- Applied experience through paid internships
- Highly sought-after skills for high-paying careers
Academic programs at MIC focus on the science, technology, engineering and mathematics fields. Beginning their junior year in high school, students take classes from Metropolitan Community College and the University of Central Missouri to earn college credit. Soon after high school graduation students will have their associate degrees.

After high school graduation, students who finish their entire MCC curriculum are eligible to complete a bachelor's degree from UCM in only two years.

Because one of the most significant obstacles facing students who pursue a college education is cost, the MIC delivers the value of a four-year degree with no student debt through:

- Student employment
- Tuition forgiveness
- Institutional and departmental scholarships
- Shared tuition
- Low-interest loan programs
- Paid internships

The Missouri Innovation Campus is a bold, visionary approach, connecting students with a valuable, affordable education, and connecting businesses with the skilled, career-ready workforce they need. For those students who do not go directly to work, some matriculate at the University of Central Missouri; others go to larger universities.

While currently limited to a select number of students, administrators say the program could be a model reapplied for students with developmental issues.

Florida Advanced Technology Center—Aligning Science Technology Through K-12 and Higher Education

The Florida Advanced Technological Education Center (FLATE), a National Science Foundation Center of Excellence in high-technology manufacturing, is the go-to organization for manufacturing and advanced technical education, best practices and resources supporting the high performance skilled workforce for Florida’s manufacturing sectors. FLATE provides exemplary industry partnerships, workforce opportunity, and educational synergy throughout the state of Florida by connecting industry and workforce needs to targeted educational endeavors at many community and state colleges across Florida.
5.0 Resources

Survey of Community College Presidents

*Inside Higher Ed's* 2015 Survey of Community College Presidents was conducted in conjunction with researchers from Gallup. The survey, conducted by Gallup Education, sought the impressions of 213 two-year college leaders on such issues as online instruction and stackable credentials, as well as the serious “skills gap” problems in their respective states and regions. A copy of the report can be downloaded at [http://www.hobsons.com/education-trends/white-papers/community-college-presidents-industry-report](http://www.hobsons.com/education-trends/white-papers/community-college-presidents-industry-report).

21st-Century Commission on the Future of Community Colleges

The American Association of Community Colleges (AACC) launched its 21st-Century Initiative to drive the transformation community colleges need to dramatically improve college completion. The 21st-Century Commission on the Future of Community Colleges—using findings from a listening tour and safeguarding fundamental values of open access, equity, and excellence—began to envision a new future for community colleges. The Commission’s report, *Reclaiming the American Dream: Community Colleges and the Nation’s Future*, set the goal of increasing rates for completion of community college credentials (associate degrees and certificates) by 50% by 2020. The Commission also concluded that the only way to attain this goal is to transform community colleges—to redesign students’ educational experiences, reinvent institutional roles, and reset the system so it better promotes student success. The report set seven recommendations to drive this transformation. A copy of the report can be downloaded at [http://www.aacc.nche.edu/AboutCC/21st_century/Pages/default.aspx](http://www.aacc.nche.edu/AboutCC/21st_century/Pages/default.aspx).

Defining Successful Relationships Between K-12 and Community Colleges

*Empowering Community Colleges: To Build the Nation’s Future, An Implementation Guide* outlines specific actions colleges can take—must take—to address the challenges and improve completion rates. The guide is written primarily for community college administrators, faculty, staff, and governing board members, with student success top of mind. However, individuals and organizations in the education, policy, and business communities also will play important collaborative roles in designing, implementing, and supporting many of the recommended actions. To help all of these parties do this critical work, AACC has established an online 21st-Century Center. This online center highlights emerging research, new examples of college and system work, and initiatives undertaken by AACC and other national community college organizations. For more information, visit [www.aacc21stcenturycenter.org](http://www.aacc21stcenturycenter.org).
Student Success Centers Accelerating Statewide Community College Improvement Efforts

Student success centers serve states without centralized community college governance. In response to a decade of work to boost student completion rates, student success centers organize a state’s community colleges around common action to accelerate efforts to improve student completion. So far they’ve been created in Arkansas, Michigan, New Jersey, Ohio and Texas.

Completion by Design - A Bill and Melinda Gates Foundation Project

Community colleges serve nearly 11 million students. But not enough low-income adults who enroll at a community college complete a credential that prepares them to find a decent-paying job or to transfer to a four-year institution. Completion by Design is a five-year Bill & Melinda Gates Foundation signature initiative that works with community colleges to significantly increase completion and graduation rates for low-income students under age 26. Three groups of community colleges in Florida, North Carolina and Ohio were awarded competitive grants to help transform their students’ experience. The goal of Completion by Design is to substantially increase completion rates for these students while holding down costs and maintaining access and quality. For more information, visit http://www.completionbydesign.org/about-us/.
### 6.0 Appendices

#### Appendix I.  Participant List

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<tr>
<td>Pamela Anglin</td>
<td>President</td>
<td>Paris Junior College</td>
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<td>Matt Akin</td>
<td>Superintendent</td>
<td>Piedmont City Schools</td>
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<td>Clay Bond</td>
<td>Vice President, New Market Focus</td>
<td>Hobsons</td>
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<td>Yvonne Brandon</td>
<td>Superintendent</td>
<td>Associate Professor</td>
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<td>Dennis Brown</td>
<td>President</td>
<td>Lee College</td>
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<td>Walter Bumphus</td>
<td>President &amp; CEO</td>
<td>AACC</td>
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<td>Chuck Dedrick</td>
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<td>Capital Region BOCES</td>
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<td>Debra Derr</td>
<td>President</td>
<td>Mt. Hood Community College</td>
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<td>Dan Domenech</td>
<td>Executive Director</td>
<td>AASA</td>
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<td>Cynthia Ferrell</td>
<td>Project Director</td>
<td>University of Texas at Austin</td>
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<td>Chris Gaines</td>
<td>Superintendent</td>
<td>Wright City R2 School District</td>
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<td>Julie Hance</td>
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<td>Cuyahoga Community College</td>
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<td>President</td>
<td>Union County College</td>
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<td>Larry Nespoli</td>
<td>President and CEO</td>
<td>New Jersey Council of County Colleges</td>
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<td>Randal O’Brien</td>
<td>Superintendent</td>
<td>Goose Creek Consolidated Independent School District</td>
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<td>Gail Pletnick</td>
<td>Superintendent</td>
<td>Dysart Unified School District 89</td>
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<td>John Plunkett</td>
<td>Vice President, Policy &amp; Advocacy</td>
<td>Hobsons</td>
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<td>Shelley Redinger</td>
<td>Superintendent</td>
<td>Spokane Public Schools</td>
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<td>Mary Rittling</td>
<td>President</td>
<td>Davidson County Community College</td>
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<td>Angel Royal</td>
<td>Chief of Staff</td>
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<td>Dave Schuler</td>
<td>Superintendent</td>
<td>Township High School District 214</td>
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<td>Amy Sichel</td>
<td>Superintendent</td>
<td>Abington School District</td>
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<td>Nancee Sorenson</td>
<td>President</td>
<td>Hillsborough Community College - Brandon Campus</td>
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Appendix II. Agenda

AACC/AASA
Expanded Pathways for Access and Success: K-12 and Community College Students
Sponsored by Hobsons

June 4 – 5, 2015 • 8:00am – 2:30pm
Hyatt Regency DFW, 2334 International Pkwy, Dallas, TX 75261

JUNE 4 - Meeting Room: Innovation A
7:00 Dinner

JUNE 5 – Meeting Room: Made in Texas 10 & 11
7:30 Breakfast

8:00 – 8:10 Welcome
Walter G. Bumphus - President and CEO, AACC
Dan Domenech - Executive Director, AASA
Stephen Smith - President, Advising & Admissions Solutions, Hobsons

8:10 – 8:30 Introductions

8:30 – 8:45 Review of the components of successful K-12/community college collaborative relationships and the Goals for the Day

8:45 – 9:30 Lessons learned in Texas regarding college readiness: A partnership between K-12, community college, and a student success center
Cynthia Ferrell, Director, Student Success Initiatives for the Community College Leadership Program, University of Texas at Austin
Dennis Brown, President, Lee College
Randal O’Brien, Superintendent, Goose Creek Consolidated School District

9:30 – 9:45 Break

9:45 – 10:30 Balancing the Access and Completion Agendas to Drive Student Success
Presented by Hobsons representatives

10:30 – 10:45 Break

10:45 – 11:45 Identification of current and potential pathways available to K-12 students interested in pursuing higher education at a community college
Meeting participants share well-defined pathways work which allow students to progress through K-12 and community colleges with ease

11:45 – 12:30 Working Lunch
Higher Education for Higher Standards
What can we learn from the successes that have been presented and discussed? Are they scalable and replicable?

12:30 – 2:30 How do members of the two organizations ensure that their work is widely disseminated so that it may help other districts and colleges?
Review the previously suggested (September 16) short-term and long-term strategies suggested where AACC/AASA can work together to support the efforts of its members to improve college readiness. (Select one activity to advance)
Appendix III.  AACC’s 21st-Century Initiative

The American Association of Community Colleges (AACC) launched its 21st-Century Initiative to drive the transformation community colleges need to dramatically improve college completion. The 21st-Century Initiative began with a listening tour that gathered ideas from students, college faculty and staff, administrators, trustees, state policymakers, and college presidents and chancellors across the country.

Then the 21st-Century Commission on the Future of Community Colleges—using findings from the listening tour and safeguarding fundamental values of open access, equity, and excellence—began to envision a new future for community colleges.

The Commission’s report, Reclaiming the American Dream: Community Colleges and the Nation’s Future, set the goal of increasing rates for completion of community college credentials (associate degrees and certificates) by 50% by 2020. The Commission also concluded that the only way to attain this goal is to transform community colleges—to redesign students’ educational experiences, reinvent institutional roles, and reset the system so it better promotes student success.

The report set seven recommendations to drive this transformation:

- **Recommendation 1**: Increase completion rates by 50 percent by 2020
- **Recommendation 2**: Dramatically improve college readiness
- **Recommendation 3**: Close the American skills gap
- **Recommendation 4**: Refocus the community college mission and redefine institutional roles
- **Recommendation 5**: Invest in collaborative support structures
- **Recommendation 6**: Target public and private investments strategically
- **Recommendation 7**: Implement policies and practices that promote rigor and accountability
Appendix IV. Hobsons

Hobsons helps students identify their strengths, explore careers, create academic plans, match to best-fit educational opportunities, and reach their education and life goals. Through their solutions, they enable thousands of educational institutions to improve college and career planning, admissions and enrollment management, student success and advising for millions of students around the globe.

Hobsons, in partnership with the American Association of School Administrators (AASA), commits to exploring the opportunities and challenges that exist in creating effective success bridges between K-12 and community college.

Through this collaboration, Hobsons and AASA seek to identify critical barriers to student success as they transition from high school to community college, and equip both K-12 and community college administrators with tools and resources to meet their respective needs. The commitment included hosting an annual convening to bring together high school superintendents and other administrators with community college presidents and administrators to address the issues of student access to, and readiness for, college level work, as well as student persistence and graduation or completion of a community college program or degree.