



TACOMA COMPLETES ENVIRONMENTAL SCAN



APRIL 2019

BERK
STRATEGY ■ ANALYSIS ■ COMMUNICATIONS

This report was commissioned by Degrees of Change with the support of the Foundation for Tacoma Students and the Strive Together Network.

Many thanks to the interviewed students, faculty, staff, and partners who were generous with their time and expertise.



“Helping Communities and Organizations Create Their Best Futures”

Founded in 1988, we are an interdisciplinary strategy and analysis firm providing integrated, creative and analytically rigorous approaches to complex policy and planning decisions. Our team of strategic planners, policy and financial analysts, economists, cartographers, information designers and facilitators work together to bring new ideas, clarity, and robust frameworks to the development of analytically-based and action-oriented plans.

Vivien Savath, Project Manager
Bryce Anderson, Analyst

2200 Sixth Avenue, Suite 100
Seattle, WA 98121
P (206) 324-8760
www.berkconsulting.com

Table of Contents

Executive Summary..... i

I. Introduction and Purpose 1

II. Current State 1

 Profile of Tacoma Public School Student Outcomes 2

 Basic Needs at Tacoma Community College and University of Washington-Tacoma..... 5

III. Literature Review..... 6

 Influential Models of Student Success..... 6

 Contemporary Student Experiences and Non-Academic Pressures.....7

 Evidence Building on Non-Academic Supports 8

IV. Current Programs and Practices at Tacoma Community College and the University of Washington Tacoma..... 13

 Tacoma Community College 13

 Housing 13

 Transportation..... 14

 Workforce 15

 University of Washington Tacoma..... 15

 Housing 16

 Transportation..... 17

 Workforce 18

V. Themes for Cross-Sector Partnerships..... 19

VI. References 22

Appendix..... 24

 Interviewees24

 Key Tacoma Adjacent Service Providers26

 Housing26

 Workforce27

 Other Service Providing Organizations and Potential Partners Raised by Interviewees28

Executive Summary

Environmental Scan Objective

Tacoma Completes is an initiative to develop and strengthen local partnerships to support under-represented Tacoma Public School (TPS) college-goers to access and persist through college to graduation. In 2019, the initiative began with a literature review and a scan of current programs and practices at two of the largest public higher education institutions in Tacoma: University of Washington Tacoma (UWT) and Tacoma Community College (TCC). This report contains a brief literature review on what matters for today's student success, and an assessment of the current programs and partnerships with an initial focus on housing, transportation and workforce development. The findings are intended to inform Tacoma Completes' path toward a comprehensive, coordinated, community-wide system of supports for Tacoma students.

Data and Literature

Among high school graduates in the TPS class of 2017, less than half (49%) enrolled in college within the first year after graduation. Among those who graduated in the class of 2016, 54% enrolled within year 1, but 170 of those students did not persist to the second year – a loss of over 20% of first year enrollees. The TPS class of 2012 is the first class for whom we have six-year post-secondary graduation rates. This data shows that while 20% of enrollees are lost in the 1st to 2nd year, attrition continues, such that only 53% of first-year enrollees completed a post-secondary degree within six years.

What underlies these numbers is a mix of student success factors and the basis for a large volume of research. Studies are clear that individual student background, behaviors, beliefs, and attitudes matter for persistence and completion. The environment and the institutional systems are also critical. The interactions among these players (i.e., networks of students, student interactions with faculty and staff) are another major determinant of success. However, much of this research dating back to the 1970's has focused on "traditional" four-year residential settings. Much less has been written about non-traditional, commuter, and two-year students, yet what literature has been written points to important factors *external* to the institution. In other words, for these students, finances, employment, outside encouragement, family responsibilities, and transfer opportunities all matter more than the usual social integration factors we already knew about. Today, nearly half of college enrollees are considered non-traditional in this way and for them, the satisfaction of basic needs, such as housing, transportation, and food, is pre-requisite to an engaging college experience, being "ready to learn," and a major driver of completion. There are only a handful of rigorously evaluated programs meeting these needs and they are expensive models that integrate across students' varied needs, both academic and non.

Interview Findings

TCC and UWT are very different institutions yet have overlapping needs, concerns, and interest in cross-sector partnership. Our interviews at TCC and UWT revealed keen awareness of the basic needs barriers contemporary students face. Students, staff, and faculty all discussed the barriers to and success factors for persistence and completion. Barriers were academic and non-academic and ranged from systemic complex challenges to simple bureaucratic or technical hurdles. The needs highlighted by interviewees also ranged far beyond Tacoma Completes' initial focus on housing, workforce, and transportation to include mental health; health insurance; affordable, healthy, accessible food (both campus dining and groceries); feeling and being safe; clothes for interviews; a sense of belonging, a sense of community, and to feel that they are "visible and valued."

The scan also found there is significant work happening within TCC and UWT to strengthen the delivery of

services in the experience, including the restructuring of a new Division of Student Affairs at UWT and strategic planning work at TCC. There exists on both campuses an array of existing programs and initiatives designed to meet basic needs as summarized in Exhibit 1. Still, institution representatives felt there was room for growth integrating these services, ensuring students in need are aware and have access, generating better data to inform design and understanding outcomes, and partnering with others in the community.

Exhibit 1. Summary of Key Programs and Interviewees Mentioned by Interviewees

	TCC	UWT
Housing	<ul style="list-style-type: none"> ▪ TCC College Housing Assistance Program (online application form) ▪ Affordable Housing for Students Agreement (apartment site) 	<ul style="list-style-type: none"> ▪ UWT Housing & Residence Life ▪ On campus housing (Court 17) ▪ Off campus housing info (off campus advertisements) ▪ UWT/THA/Koz Partnership ▪ Husky2Husky Homesharing
Transportation	<ul style="list-style-type: none"> ▪ TCC ORCA Pass (\$5/quarter) ▪ Emergency Assistance Fund 	<ul style="list-style-type: none"> ▪ UWT Transportation Services ▪ UWT U-PASS (\$45/quarter)
Workforce	<ul style="list-style-type: none"> ▪ TCC Workforce Education ▪ TCC Career Center ▪ TCC Work-Study ▪ WorkForce Central ▪ Guided Pathways 	<ul style="list-style-type: none"> ▪ UWT Career Development and Education ▪ Recruiting ▪ Milgard Success Center ▪ FourBlock Veterans Success Center
Emergency Assistance	<ul style="list-style-type: none"> ▪ Emergency Aid (Tacoma Community College Foundation) 	<ul style="list-style-type: none"> ▪ Emergency Aid
Mental Health	<ul style="list-style-type: none"> ▪ Counseling 	<ul style="list-style-type: none"> ▪ Student Counseling Center
Food Pantry	<ul style="list-style-type: none"> ▪ Titan Food Pantry 	<ul style="list-style-type: none"> ▪ The Pantry
Childcare	<ul style="list-style-type: none"> ▪ Annette B. Weyerhaeuser Early Learning Center (86 slots) 	<ul style="list-style-type: none"> ▪ Childcare Assistance Program ▪ Pilot with the University Y Child Watch

Interviewees at both institutions and among partners felt a high degree of mission alignment and momentum with the vision for Tacoma Completes. There is a clear window of opportunity with community and leadership interest, resources, and better information and insights aligning to make change. As Tacoma Completes turns to action planning, interviewees urge the inclusion of student voice, focus on specific and limited actions and objectives, and a clear understanding of respective roles.

I. Introduction and Purpose

Tacoma Completes is an initiative led by Degrees of Change, in partnership with Graduate Tacoma, to launch a collaboration between local colleges and universities, community-based organizations focused on college access and completion, and adjacent service organizations to help more underrepresented Tacoma Public School graduates persist in and graduate from college. The initiative currently focuses on two institutions, Tacoma Community College (TCC) and University of Washington-Tacoma (UWT), both of which serve large volumes of Tacoma Public Schools (TPS) graduates. The initiative also has an initial focus on housing, transportation, and workforce partnerships that can support students' ability to persist and complete postsecondary credentials.

Degrees of Change engaged with an independent contractor, BERK Consulting, to conduct an environmental scan to inform the launch of Tacoma Completes. Through interviews with twenty-four potential institution and community partners and fourteen students, data analysis, and a literature review, the scan sought to:



- Understand past and existing partnerships for college student success and linkages among relevant organizations.
- Understand current barriers to TPS student persistence and completion in college.
- Surface ideas for priority actions and shaping the initiative's workplan.

This document summarizes the environmental scan findings. More detail on interviewees can be found in the Appendix.

II. Current State

The system that Tacoma Completes is trying to influence is bounded by the experience of recent TPS graduates at TCC and UWT. TCC and UWT are significantly different institutions in terms of mission, resources, student body, and affiliations (see Exhibit 2). However, these two institutions have a lot in common, in geography, connections to adjacent sectors, and the barriers they face in serving TPS students. They also have an important history of working together on the transfer pathway for TCC students continuing to UWT and dual enrollment.

Exhibit 2. Institution Snapshot for Tacoma Community College and UW Tacoma.

 <ul style="list-style-type: none">• Open access community college• Enrollment: ~13,286; 6,856 FTE<ul style="list-style-type: none">• 56% full-time, 58% on financial aid, 45% students of color• 2016 Operating Expense: \$69,721,000<ul style="list-style-type: none">• \$10,170 per student FTE• Credentials: AA, BA, Professional/Technical Certificates• System affiliation: Directed by Washington State Board for Community and Technical Colleges (SBCTC) as part of 34 college system• Service district: Tacoma and the Pierce County portion of the Olympic Peninsula	 <ul style="list-style-type: none">• Urban-serving master's granting university• Enrollment: 5,546; 4,464 FTE (includes graduate students)<ul style="list-style-type: none">• 70% full-time, 68% on financial aid, 54% students of color• 2016 Operating Expense: \$76,829,000<ul style="list-style-type: none">• \$17,200 per student FTE• Credentials: BA, MA/MS, Ed.D.• System affiliation: Three campus state public university system
---	--

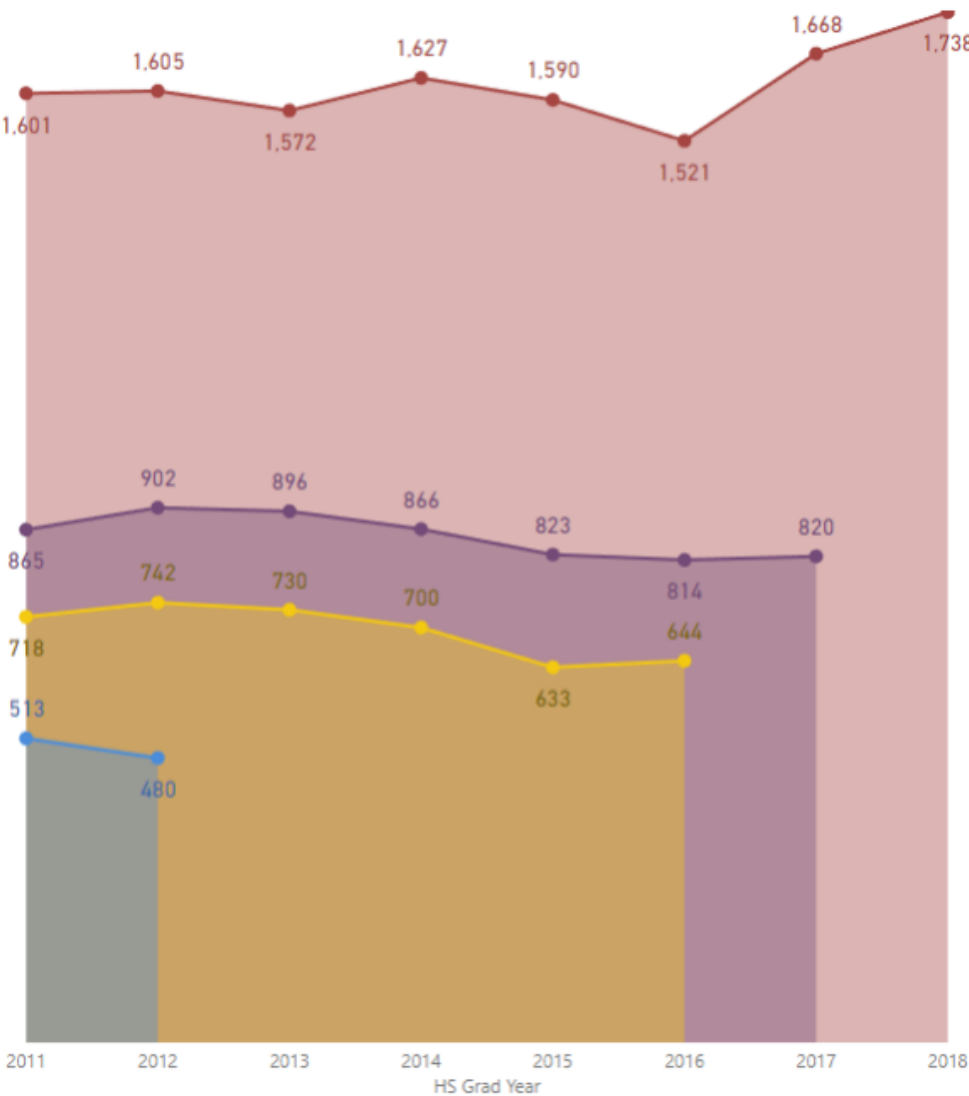
Sources: [SBCTC College Specific Fact Sheets](#); [TCC Annual Report](#); [UW 2017-18 Budget Presentation](#); [IPEDS](#); BERK, 2019.

PROFILE OF TACOMA PUBLIC SCHOOL STUDENT OUTCOMES

Tacoma Public Schools high school graduation rates have risen for eight straight years, reaching over 89 percent in 2018 thanks to focused efforts by the district and community partners of Tacoma Graduates. High school graduation, however is just one pre-requisite for the next steps of college access, persistence and completion. Analysis of National Student Clearinghouse data shows college access, persistence, and completion outcomes for Tacoma Public School students at any institution in Exhibit 3. Among high school graduates in the TPS class of 2017, less than half (49% [820 out of 1,668]) enrolled in college within the first year after graduation. Among those who graduated in the class of 2016, 54% (814 out of 1,521) enrolled within year 1, but 170 of those students did not persist to the second year – a loss of over 20% of first year enrollees.

The TPS class of 2012 is the first class for whom we have six-year post-secondary graduation rates. This data shows that while 20% of enrollees are lost in the 1st to 2nd year, attrition continues, such that only 53% of first-year enrollees completed a post-secondary degree within six years.

Exhibit 3. TPS Enrollment, Persistence, and Graduation at Any College

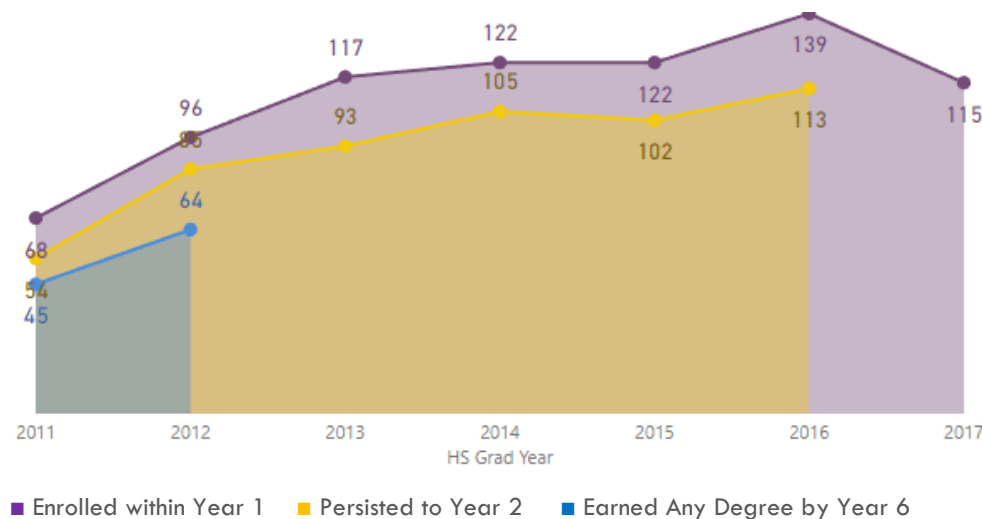
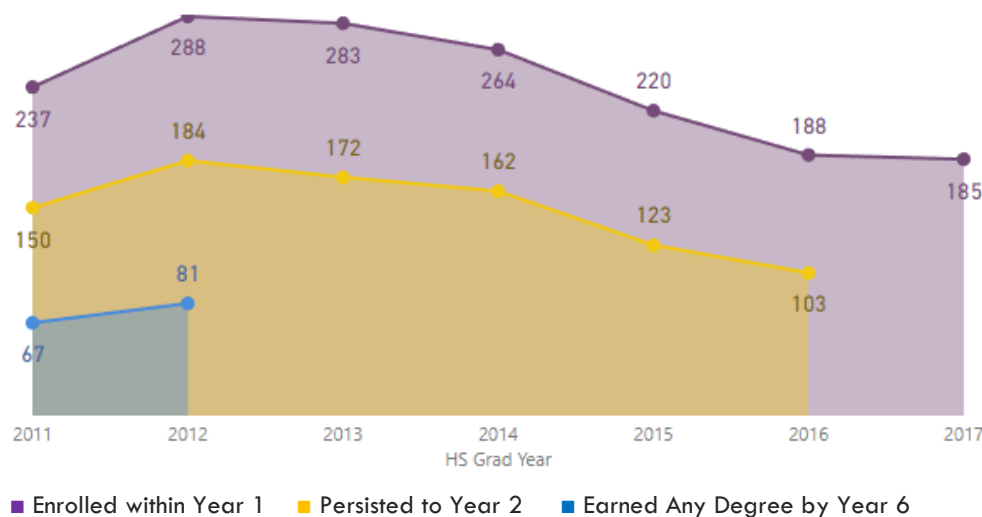


Sources: National Student Clearinghouse, 2019; Degrees of Change, 2019.

Exhibit 4 examines those same outcomes specifically for TCC and the University of Washington (UW) tri-campus system. UWT data is not available separately from the National Student Clearinghouse. UW

generally has higher persistence and completion rates among enrollees than TCC. There is fundamental mission (open access community college as compared to a master's granting university system) and student population differences likely driving much of these patterns.

Exhibit 4. TPS Enrollment, Persistence, and Graduation at TCC and UW

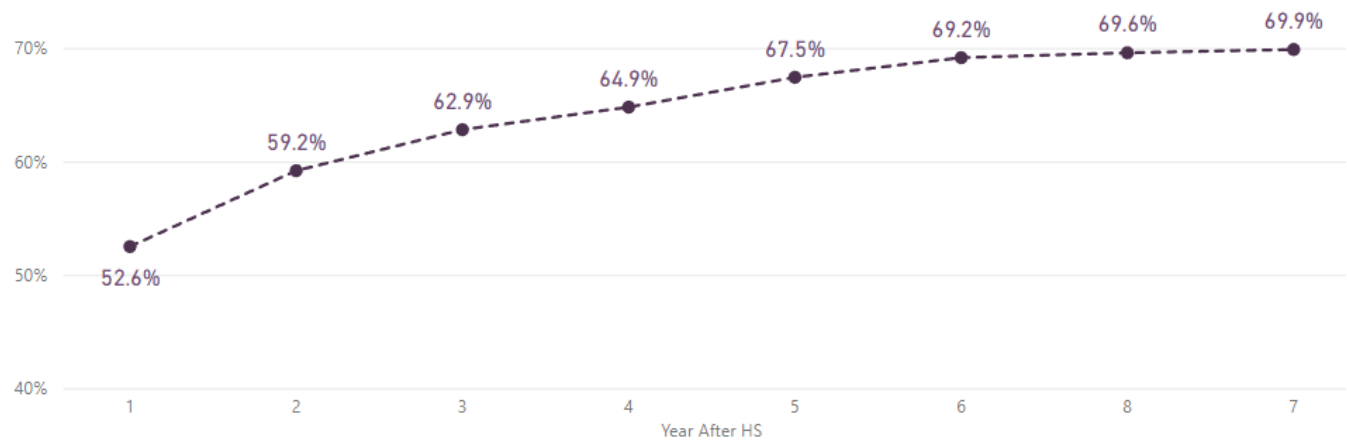


(*) Data presented for UW reflects the entire tri-campus system. National Student Clearinghouse does not provide data separately for UWT.

Sources: National Student Clearinghouse, 2019; Degrees of Change, 2019.

College enrollment for all graduating years by time after high school graduation is shown in Exhibit 5. Typically, a little over half of TPS graduates enroll in college within one year, with eventual enrollment plateauing by about six years after graduation at 69%.

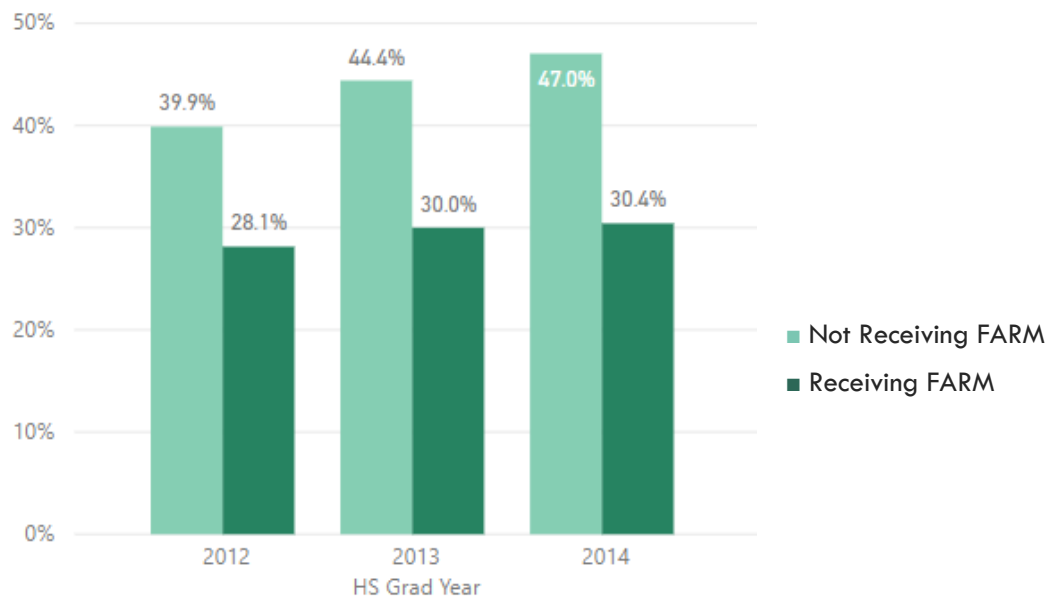
Exhibit 5. Cumulative College Enrollment by Year After High School Graduation



Sources: National Student Clearinghouse, 2019; Degrees of Change, 2019.

College completion rates among students who receive free and reduced meals (FARM) are shown in Exhibit 6 by high school graduation year. FARM eligibility is determined by the Department of Agriculture and is set by family-size and household income (ranging from poverty levels of 130% to 180%). This data shows that graduation rates are higher and have been increasing more quickly for non-FARM TPS graduates.

Exhibit 6. Earned Any Degree Within 4 Years by TPS Graduation Year and Free and Reduced Lunch Status



Sources: National Student Clearinghouse, 2019; Degrees of Change, 2019.

BASIC NEEDS AT TACOMA COMMUNITY COLLEGE AND UNIVERSITY OF WASHINGTON-TACOMA

Literature indicates that basic needs are a major factor influencing students' decisions about college, including whether to persist and credit loads. This is especially true among community college and commuter students. Tacoma Community College participated in a University of Wisconsin HOPE Lab survey on basic needs that was administered at 70 community colleges across 24 states in 2016. Exhibit 7 summarizes TCC's key results and Exhibit 8 disaggregates those results by student groups. Full results comparing TCC to regional and national results are available in a separate document.

Exhibit 7. Tacoma Community College Prevalence of Basic Needs Survey, 2016

Survey Item	Percent of Students Reporting
Low or very low food security in last 30 days	74%
Housing insecurity in last 12 months (<i>any of: didn't pay full rent or mortgage, didn't pay full utilities, moved 2 or more times per year, doubled up, moved in with others due to financial problems</i>)	69%
Experienced homelessness in last 12 months (<i>any of: thrown out of home, evicted, stayed in shelter, stayed in place not meant for housing, did not know where you were going to sleep, didn't have a home</i>)	27%

Source: University of Wisconsin HOPE Lab Report from Fall 2016 Survey of Student Basic Needs.

Exhibit 8. Tacoma Community College Basic Needs by Demographic, 2016

Demographic	Food insecurity	Housing insecurity	Homelessness
Female	77%	70%	24%
Male	67%	64%	35%
White, non-Hispanic or Latino	67%	64%	26%
African American	86%	90%	43%
More than one race	77%	61%	17%
18-20	63%	58%	29%
21-25	65%	74%	22%
26-30	78%	61%	27%
Over 30	80%	75%	29%
Highest parent's education: high school or less	78%	74%	21%
Some college	85%	75%	29%
Associate degree	65%	61%	22%
Bachelor's degree	76%	67%	43%

Demographic	Food insecurity	Housing insecurity	Homelessness
Graduate degree	38%	44%	13%
Non-Pell Grant recipient	62%	60%	25%
Pell Grant recipient	85%	77%	30%
Never served in armed forces	76%	70%	27%
Served in armed forces	60%	60%	27%
Single	80%	75%	32%
Divorced or widowed	94%	81%	31%
In a relationship	71%	64%	31%
Married	54%	52%	7%
Not a dependent of parents	76%	73%	30%
Dependent of parents	60%	35%	10%
Does not have children	67%	64%	24%
Has children	81%	73%	30%
Never placed in foster care	72%	69%	27%
Has been in foster care	93%	67%	33%

Source: University of Wisconsin HOPE Lab Report from Fall 2016 Survey of Student Basic Needs.

At the University of Washington-Tacoma, Dr. Christine Stevens spearheaded a basic needs survey of students in 2013 that revealed that nearly one-third of the student body was food insecure and that 10% met federal definitions of homelessness (Eckart, 2018). These findings led to the establishment of the on-campus food pantry. In 2018, Dr. Stevens and her team collected data from all three UW campuses related to basic needs in partnership with Sara Goldrick-Rab of the Temple University Hope Center for College, Community and Justice (Hope Center) and the results are expected to be published soon.

III. Literature Review

INFLUENTIAL MODELS OF STUDENT SUCCESS

Models for student retention and completion help organize theory and evidence about what students need to succeed. One of the earliest models was proposed by William G. Spady in 1970, which focused on the role of the institution in creating social and academic systems for success. Building on this work, Vince Tinto's 1975 student integration theory focused on the transition to college as a departure from one's existing social associations and cultural norms and integrating to those of the college. Retention and completion are predicated on making a successful transition. Following these theorists, in 1980, John P. Bean developed the Student Attrition Model highlighting variables defining the student experience such as GPA, student development, career relevance, and the role of student beliefs and attitudes as shaped by their college experience. Following Bean, Alexander Astin's 1984 Student Involvement Theory links the "quantity and quality of the physical and psychological energy that students invest in the college experience" to their learning and personal development (Aljohani, 2016).

A more contemporary framework by Kuh et. al. (2006) features the pre-college (K-12) experience, and two factors within the college experience: student behaviors and post-secondary institutional conditions. Intersecting student behaviors and institutional conditions is student engagement, including practices backed by research as effective, such as active and collaborative learning, purposeful student-faculty contact, and inclusive and affirming environments (Herron, 2012; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006; Aljohani, 2016).

These models have been built upon, updated, and empirically investigated numerous times. A few major conceptual takeaways from this body of work are (1) recognition of the institution's role, in addition to individual student characteristics and behaviors in student success, (2) recognition of and focus on student-institution interactions (sometimes termed "student engagement") for intervention, (3) high importance of social networks and relationships (notably relationships among peers, with mentors, and with faculty). However, many also caution against generalizing these models across different students, due to their limited ability to describe the experiences of students historically underrepresented in higher education, namely women, racial minorities, and low-income students (Broton, Frank, & Goldrick-Rab, 2014).

CONTEMPORARY STUDENT EXPERIENCES AND NON-ACADEMIC PRESSURES

Much has changed since the 1970s and 1980s when the most influential of these models were first developed. Depending on the definition, "non-traditional" students (i.e., those commuting, concurrently working and/or parenting, returning to college) nearly equal traditional students (i.e., those in a four-year on-campus experience ages 18-23) in number. The economics of college-going has also drastically shifted. Financial aid in its original conception was intended to make college affordable, given a modest student and family contribution, but it has not kept pace with rising tuition costs and shrinking state funding for public universities. Today's financial aid and tax credits help, but typically leave about half the costs of attending college uncovered (Daugherty, Johnston, & Tsai, 2016). At the same time, a post-secondary credential is becoming a baseline requirement for living wage employment. As a result of these trends, we see higher rates of students working while in school, higher student loan balances, and higher rates of "Some college, no degree" individuals who entered college but did not complete (Goldrick-Rab, *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream*, 2016). John Bean and Barbara Metzner picked up this trend and revisited the model of student attrition for non-traditional students. They found that for older, part-time, and commuter students, social integration is less important than factors in the external environment (finances, hours of employment, outside encouragement, family responsibilities, and opportunity to transfer) (Aljohani, 2016).

Contemporary students are grappling with many non-academic barriers, including family obligations and finances. Heightened cortisol levels in the brain due to long-term economic stress have negative effects leading to mental health disorders, cognitive deficiency, and brain atrophy (Broton, Frank, & Goldrick-Rab, 2014). Thus, the satisfaction of basic needs, such as housing, transportation, and food, is pre-requisite to an engaging college experience, being "ready to learn," and a major driver of completion. Literature focused on basic needs and on the experiences of underrepresented students tends to be institution- and population-specific. However, in April 2018, the University of Wisconsin HOPE Lab (now Hope Center) released the results of a national survey assessing basic needs security for university students. The survey of over 20,000 students at 35 institutions (including four-year colleges and universities and community colleges) found that 36% experienced food insecurity within 30 days of the survey, 36% were housing insecure, and 9% were homeless. These rates consistently trend higher for community college students, those marginalized, and those working long work hours (Goldrick-Rab, Richardson, Schneider, Hernandez, & Cady, 2018).

"Some college, no degree" is now the most prevalent outcome for college-goers. In other words, for the nearly 3 million students who enroll in higher education a year, they are more likely to drop out than to graduate. One fifth (20%) will graduate within three years for a two-year degree and 40% within six years for a four-year degree (Johnson, Rochkind, Ott, & DuPont, 2016). The nonprofit organization Public Agenda conducted a nationally representative survey of more than 600 young adults, ages 22 to 30,

with some higher education coursework in 2009. The sample included those who did and did not complete a degree. The researchers surfaced key insights and differences among these two groups of students:

- For those who leave, the “need to work and make money” while attending classes is the major reason. This group is nearly twice as likely to cite problems juggling work and school as the main factor for leaving as the cost of tuition (54% to 31%).
- Nearly 6 in 10 of the leaving students said they were paying for college themselves. In contrast, more than 6 in 10 of completers claimed financial help from parents or other relatives.
- The school selection process was different. Two-thirds of leavers chose their school based on convenient location, and schedule while 57% selected based on affordable tuition and fees. One-third based their choice on the academic reputation of the school and only 25% on recommendations from friends and family. In contrast the selection process for those who complete tended to prioritize program and major offerings, the school’s academic reputation, and the belief that the school would lead to a good job.
- Most young people believe that having a college degree will pay off and have the support of teachers, family and friends in pursuing this goal. However, the prevalence and resilience of these mindsets differs between leavers and completers. For example, leavers are slightly less likely to say their parents always instilled in them the importance of college, less likely to strongly agree that people who have a college degree make more money, and less likely to say they would still go to college if they knew they could get a good job without a degree. Students who do not to graduate are 16 percentage points less likely to say that they “always knew” they would continue to college and 15 percentage points less likely to say that their teachers and counselors probably thought they would go to college immediately after high school than those who completed college (Johnson, Rochkind, Ott, & DuPont, 2016).

EVIDENCE BUILDING ON NON-ACADEMIC SUPPORTS

Rigorous studies and evaluations on what works, specifically for low-income first-generation college students facing material barriers to completion, are sparse. Existing research is heavily biased to the on-campus academic and social experience. While these domains are important, the voices of students repeatedly tell us that financial hardships are what cause them to leave. Among studies of interventions related to these hardships, evidence is building around specific interventions and programs in specific campuses and college systems. Some promising examples are summarized below.

Support Systems/Integration

- Many colleges offer supports, but they are often distributed in different departments with different processes and requirements. Even when resources exist, navigating them is a major barrier for students who come to campus only to attend classes and do not remain to “discover” resources. Wraparound/one-

What about the individual, social, and academic factors?

(Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006)’s extensive literature review examines the evidence for what matters to student success. They address student background, characteristics, behaviors, attitudes and experiences, teaching and learning practices, and institutional policies and practices. Much of their work is outside the scope of this review focused on student supports and external partnerships for basic needs but could be important to consider.

stop/integrated service delivery facilitates access to on-campus and outside financial support and resources. Some models of comprehensive/integrated supports are well-evaluated:

- The Center for Working Families (CWF) was initially developed to help low-income families achieve financial stability. Recently the model was adapted at community colleges to support completion with promising results. A study of outcomes at multiple sites found at:
 - Central New Mexico (CNM) Community College: CWF students' first fall to spring retention was 84.7% compared to 70.5% for all first-time students;
 - Des Moines Community College: 84% of CWF students enrolled in a subsequent term compared to a college wide rate of 70%;
 - Skyline College: 80% of CWF students in 2010 enrolled in a subsequent term, compared to 66% college wide of 66%. (Liston & Donnan, 2012)
- The Single Stop USA model is a single intake case management model leveraging technology to provide a range of benefits and services including financial literacy, tax prep, and access to public benefits. They provide campuses with technical assistance on their model and advice on community partnership building. An evaluation conducted by RAND showed this model can lead to improved post-secondary outcomes such as more credits attempted and completed, semester-to-semester completion, and higher graduation and transfer rates. Positive impacts are greater for students with multiple barriers (Daugherty, Johnston, & Tsai, 2016).
- The Accelerated Study in Associate Programs (ASAP), developed by the City University of New York (CUNY) provides tuition waiver, free textbook use, an unlimited MetroCard, access to advisors with a lower caseload, individual career and employment services, and tutoring for up to three years. In exchange, students commit to full-time enrollment, developmental education completion, regular advisor meetings, and tutoring if deemed necessary. A six-year evaluation by MDRC found ASAP both continued to increase graduation rates by nearly double within three years and enabled some students to earn their degrees faster than they would have otherwise (Gupta, 2017).
- At Amarillo College, financial support for students is combined with other assistance at an on-campus social services office called the Advocacy and Resource Center (ARC). There is an emergency fund (the No Excuses Fund) and a network of organizations, businesses, and individuals committed to supporting students.

“Critically, the efforts of Amarillo College go well beyond the increasingly commonplace steps taken at community colleges around the country, such as the creation of a food pantry or stand-alone emergency grant, by supplementing those actions with case management, academic support, curriculum development, and college-wide hiring and evaluation practices. In other words, the No Excuses Poverty Initiative represents a comprehensive “culture of caring” that is woven into the fabric of the entire campus.”
(Goldrick-Rab & Cady, *Supporting Community College Completion with a Culture of Caring: A Case Study of Amarillo College*)

While there is no formal evaluation, the descriptive data on retention rates, averaged over a three-year period, are as follows: Fall to spring retention: 67.5% for all Amarillo students versus 73.0% for students receiving services from either the ARC or the No Excuses Fund; Fall to fall

retention: 46.8% for all Amarillo students versus 48.0% for students receiving services from either the ARC or the No Excuses Fund. (Goldrick-Rab & Cady, Supporting Community College Completion with a Culture of Caring: A Case Study of Amarillo College)

- Technology platforms for integrating services are also being evaluated. For example, in addition to a physical on-campus location, the Single Stop model uses on a mobile app connector to all the student support services available on and off campus. Others use SMS/text messaging to nudge students about administrative/financial aid deadlines and target services to at-risk students (Deloitte Center for Higher Education Excellence).

Financial Support

- There is evidence for the effectiveness of financial support programs and programs that help students access existing resources and reduce or remove administrative barriers for students. Roughly 25% of eligible families do not access the public benefits they qualify for, and college students are no exception. Access to financial support is sometimes paired with financial counseling, budgeting, and academic skills workshops (Deloitte Center for Higher Education Excellence).
- Emergency aid is a crucial component of financial support. In contrast to financial aid and loans which are bureaucratic and administratively burdensome albeit for larger amounts of money, emergency aid is a low-barrier, one-time, just-in-time grant of less than \$1,500 to address the flat tires or last-minute child care expense that can make or break a student experience. A handful of campus-specific evaluations demonstrate higher persistence rates though this has not been systematically evaluated. For example, 73% of Pell-eligible emergency grant recipients across the 16 colleges in the Wisconsin Technical College System (WTCS) either graduated or remained enrolled. By comparison, the National Center for Education Statistics reports a 59% retention rate for all students at public two-year institutions (Great Lakes, 2016).

Food Supports

- The Hope Center at Temple University is currently evaluating two programs on food security. Bunker Hill Community College (BHCC) provides first-year students with food vouchers of \$25 a week. The vouchers are loaded on a debit card that allows students to buy food that is offered in the BHCC food service venues. The Houston Food Bank and Houston Community College offer food scholarships to low and moderate-income students of twice per month grocery visits to designated food pantry locations near the college.

Housing Supports

- The HOPE Center is evaluating a cross-sectoral partnership between the Tacoma Housing Authority and Tacoma Community College that provides community college students access to subsidized housing in a unit located across the street from the college. This program has been recognized by the US Department of Housing and Urban Development as a promising practice.

Transportation Supports

- Transit passes (U-Pass) are by far the most common mobility solution used by campuses and they have a long track record of use. U-Pass programs offer campus users a deeply discounted fare while providing the local transit system with a revenue stream. The fees are prepaid by the university and are typically passed on to users through student fees, parking fees, or other sources. These programs are associated with student transit ridership increases ranging from 35% to 200%, and a corresponding decrease in auto usage that ranged from 20% to 70% in the first year of the program depending on the campus (Yu & Beimbom, 2018). Theoretically these passes help students afford college by eliminating the need for a car and parking, but there is limited evidence backing this impact nor evidence available on the distribution of benefits and burdens among subgroups of students. Schools have implemented creative solutions to make passes more affordable, such as allowing students to purchase passes with financial aid or adding the pass to their student account and allowing them to make payments throughout the semester (Yu & Beimbom, 2018).
- North Shore Community College, a three-campus system north of Boston, is not served by metro public transportation lines. There is a four-mile gap between the end of the line and campus. The college studied the demographics of the area and worked with a transportation consultant to examine where students lived in an effort to try to extend a bus route. However, to get a bus line extension implemented, the college had to submit data on potential ridership. They partnered with Uber to cover the gap in transportation and collect data on ridership. The college subsidized the Uber rides at \$40,000 (Smith, 2016).
- Class scheduling that works for students with off-campus obligations related to employment or family is a way to address the root causes of transportation pressures. Approximately 80% of the non-completers in the Public Agenda survey suggested offering more evening and weekend classes to accommodate working while taking classes (Johnson, Rochkind, Ott, & DuPont, 2016). Blended and distance learning options reduce the need to physically attend campus (Deloitte Center for Higher Education Excellence). In one example, (Fike, 2008) found participation in internet-based courses to be predictive of fall to fall retention among community-college students, but cautions that careful investigation of the quality of the experience and the ultimate effects on completion is needed.

Workforce

- The Working Students Success Network (WSSN) was launched in 2014 to improve student academic, employment, and financial stability in the short term, while laying a foundation for long-term economic success. The program consists of three pillars (1) employment and career advancement, (2) income and work supports, and (3) financial services and asset building. Nineteen participating community colleges offered both group and one-on-one services in these three pillars. Mathematica and DVP-PRAXIS evaluated the initiative, examining outcomes associated with engaging in these services, and found:
 - Receipt of at least one intensive, one-on-one service was associated with improved persistence (4 percentage point increase) and credential completion (8 percentage point increase).
 - Receipt of services across two or more pillars was associated with increased persistence but decreased completion. The authors propose decreased completion may reflect a mismatch

between student needs and services received when these services are prepackaged across pillars, rather than tailored to student needs. If students with multiple needs take longer to complete, it is possible that due to the timeframe of the study they were identified as non-completers and may have completed after the study concluded. Finally, it could be that students receiving this combination were disadvantaged in ways not measured in the data. (Fox, Sullivan, & Person, 2018)

- The research shows that completers are more likely to have an early determined program of study (major) and a long-term goal that is often career-related (Booth, et al., 2013; Johnson, Rockkind, Ott, & DuPont, 2016). Employer engagement in developing career-related maps, sometimes integrated in guided pathways, and exposure to employers and recent recruits throughout the college experience can help students to develop and maintain goals.
 - Results from Florida and Georgia where schools created “degree maps” in state universities to guide students and help them avoid taking extraneous course show increased graduation rates (12 percentage points) and especially large gains for Black, Latino, and lower-income students (Balfanz, DePaoli, Ingram, Bridgeland, & Fox, 2016).
 - California’s Information Technology Career Pathways programs are set up such that colleges provide training, community-based organizations offer support services, and local employers agree to place graduates. Several other models use public agency and Workforce Board funds to provide case management and other support services for student--clients who participate in a career pathway (Matus-Grossman, Gooden, Wavelet, Diaz, & Seupersad, 2002).

IV. Current Programs and Practices at Tacoma Community College and the University of Washington Tacoma

This section details the existing supports for students on campus related to housing, workforce, and transportation. These three areas are the initial focus of Tacoma Completes. Institution interviewees raised many other needs and current programs, notably academic support, mental health, food, and financial support. For example, both locations host a food pantry for students, an emergency assistance fund, and have various financial aid program and scholarships.

Community partner organizations provide services that intersect with the resources available on campus. Degrees of Change through the Ready to Rise program cohorts students from TPS attending TCC and UWT and two other institutions, providing mentorship, training, social support, and leadership activities. Other college success programs are designed to engage students prior to college, and support them to and through a college experience, regardless of where they go. These partners, including College Success Foundation (CSF), Palmer Scholars, Boys & Girls Club of South Puget Sound, and Peace Community Center help navigate student resources at TCC, UWT, and other institutions where their students attend; in addition to other components of their respective college success models (such as scholarships, mentorships, coaching). For College Success Foundation - Tacoma, this includes CSF graduates of Foss, Lincoln and Mt. Tahoma, Stadium and Wilson high schools.

TACOMA COMMUNITY COLLEGE

Student supports at TCC are available through multiple access points. Certain programs housed at TCC or by community partners (described above) provide supports specific to groups of students and help navigating the TCC landscape. For example, the Center for Academic Support and Achievement and Center for Multi-Ethnic and Cultural Affairs (CASA/MECA) focuses on first generation, economically disadvantaged students, and students with disabilities at TCC. TCC also houses the Men of Distinction program focused on supporting young men of color from pre-college through a degree.

This scan focused on three specific student supports, though as noted by interviewees and in Exhibit 1, student needs and campus offerings extend well beyond housing, workforce, and transportation. Further, Tacoma Community College is currently undergoing a campus-wide strategic planning process to guide the years 2019-2024. The process kicked off in late 2018 with a Future Summit in 2019 and listening and scanning activities through Spring of 2019. The plan and strategies will likely affect the delivery of student services and the college's partnerships to support the whole student.

Housing

TCC recently partnered with the Tacoma Housing Authority (THA) to establish a voucher-based Campus Housing Assistance Program (CHAP) for students. The CHAP is one of THA's Education Project initiatives, which seeks to spend housing dollars on opportunities that also support students (pre-K to postsecondary). The CHAP application is managed on campus by the Advising and Counseling Center, and an application must also be submitted to THA. The program started as a pilot offering 25 vouchers and had increased to 150 vouchers as of June 2017. The application has an acceptance period for two-weeks at the beginning of academic quarters. A student must participate in a financial literacy workshop before the end of their second quarter once enrolled in CHAP.

Current Services

- TCC College Housing Assistance Program (online application form)
 - Affordable Housing for Students Agreement (apartment site)
-

THA has found that after two years of the program, CHAP students' college completion rate is higher than students in the general TCC student population. Between January 2014 and September 2016, 175 students have been supported by the CHAP and about 50% of students who applied were issued vouchers. There is currently a waitlist for vouchers. There are currently unused vouchers due to difficulty securing housing (lack of appropriate housing accepting vouchers and not a lack of student demand for vouchers). Students who continue to meet program requirements are eligible for up to three years of CHAP while at TCC, however the program is not transferrable to other institutions (including UWT). The program is currently the subject of a rigorous evaluation led by the Hope Center.

THA has also been working to expand options to students making less than 30% of the area median income (AMI). THA has also partnered with private property developers to purchase properties near campus and transform 62-units of existing market-rate housing into affordable housing. Students are given priority applications to vacant units at these properties, and vacancies not taken by students are reserved for low-income households in Tacoma whose incomes are under 30% of AMI.

Transportation

Tacoma Community College recently launched a program in coordination with Pierce Transit (PT) to offer ORCA Card transit passes to students for \$5 a quarter, a significant reduction from the regular monthly adult fare of \$62 per month. The pass can be used on all Pierce Transit routes. The program is in its second year and is up for re-negotiation. The college expected about 500 students would participate, but over 900 students ended up purchasing a transit pass through TCC.

Pierce Transit leases land owned by TCC near the main campus for the TCC Transit Center. A discounted lease was used to help underwrite the cost of the \$5 ORCA program. The proximity of the transit center means the campus is served by roughly one-third of all of Pierce Transit's bus routes.

The ORCA program is administered by the TCC Campus Safety Office. To get a pass, students pay at the Cashiers Office in person, then take their receipt and a signed agreement to the Campus Safety Office to receive their pass. Students need to get a new card for every quarter they enroll in the program, and the pass will not work during quarter breaks.

TCC also maintains an emergency support fund intended to "cover things that can get you to the next payday." It is funded by the Tacoma Community College Foundation. The fund covers smaller transportation costs such as emergency bus passes, dead car batteries, vehicle repairs, and gas cards. Interviewees expressed that they think the fund is underutilized because students are unaware of it, which was anecdotally confirmed during a student focus group where gas cards were discussed by current TCC students who did not know the college could help with gas funds.

TCC has a satellite campus in Gig Harbor, which is located several miles away across the Tacoma Narrows Bridge. The satellite campus serves a lower-income population in the peninsula region. The bridge tolls are managed by the Washington State Department of Transportation, and current rates for cars range from \$5 to \$7 (collected in only one direction). Interviews with TCC staff and students expressed concerns about tolls, including a student discussion about the decision to miss study groups due to a lack of funds for gas and the bridge toll. The toll creates an additional barrier for students who enroll in classes on both campuses. Parking permits at the Tacoma campus are \$15 per quarter and permits are not required for the Gig Harbor satellite campus.

Current Services

- TCC ORCA Pass
 - Emergency Assistance Fund
-

Workforce

Tacoma Community College has a Career Center and a campus workforce team that includes advisers and support staff. Funded by multiple federal and state funding streams, programs serving students include worker retraining, opportunity grants for eligible students pursuing an approved career training program, WorkFirst (support for recipients of Temporary Assistance for Needy Families [TANF]), basic food, employment, and training, and Early Achievers grants (Department of Children, Youth, and Families [DCYF]) funding for students working as childcare providers to pay for Early Childhood Education studies).

TCC is currently developing ladder certifications with course and program selection supports for students that is similar to Guided Pathways but applied to career guidance. The approach is to graduate a student with a professional certificate, help them find work in their career field, and return for further course work or degrees if desired.

If a student is not currently a recipient of TANF or Supplemental Nutrition Assistance Program (SNAP) benefits, they are directed to Washington Connection to verify eligibility and apply for financial support. If they are unemployed, they are referred to the state Employment Security Division to check eligibility and apply for financial support.

WorkFirst provides funding for students in need of financial aid for tuition, basic needs, technical trainings, school materials, child care, and other approved needs. Generally, these funds cover whatever may lead a student to employment if income requirements are met and the student is pursuing educational goals to find a job after graduation. WorkFirst funding is more flexible than the financial aid that schools provide, and students who have missed Free Application for Federal Student Aid (FAFSA) deadlines can receive funds for school before the next annual financial aid cycle. Currently, a process for students to be referred to WorkFirst if they submit their FAFSA late or inquire after deadlines has not been identified.

WorkForce Central the implementing agency of the Pierce County Workforce Development Council has an adult basic education site at TCC targeting young adults aged 16 to 24 without a high school degree or equivalent. Their system funds students for professional certificates or associate degrees, but not for four-year degrees. WorkForce Central also leads the Pierce County Workforce Network a formalized partnership of 17 partners to integrate and coordinate workforce development efforts.

UNIVERSITY OF WASHINGTON TACOMA

The University of Washington Tacoma (UWT) is in the midst of restructuring its student affairs offices (effective July 2019), now named the Division of Student Affairs. The current organizational structure is shown in Exhibit 9 and is intended to bridge connections to student services offered and connect more seamlessly with academic advising. These changes reflect the student success strategy to create positive student interventions for UWT students and graduates.

- Enrollment Services connects prospective students and their families through Outreach and Recruitment, Admissions, Financial Aid and Scholarships, Veterans and Military Services, and the Registrar.
- The newly revised Associate Vice Chancellor for the Student Experience position will advise the Vice Chancellor on matters pertaining to student engagement and success as well as develop, implement, and assesses programs, services and initiatives that enhance the overall student experience.

Current Services and Initiatives

- [TCC Workforce Education](#)
- [TCC Career Center](#)
- [TCC Work-Study](#)
- [WorkForce Central](#)
- [Guided Pathways](#)

- The new Office of New Student Transitions and Success will take on responsibility for student success programs like First Generation Initiatives.

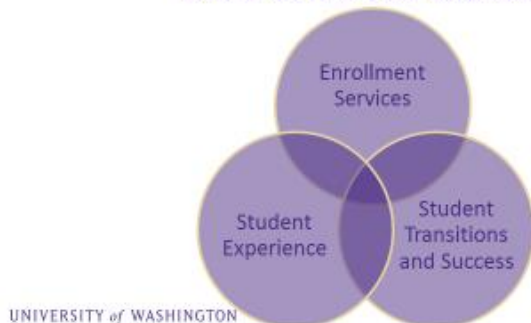
Exhibit 9. UWT Division of Student Affairs Organizational Structure

ORGANIZATIONAL STRUCTURE

DIVISION OF STUDENT AFFAIRS effective July 2019

Cohesive, student-centric programming to enrich the student experience and create an environment for student success from *cradle to career*.

Office of the Vice Chancellor



Source: University of Washington Tacoma, 2019.

Help navigating resources at UWT can come from many places. UWT has also moved to cohort first year students in Freshman “Packs” led by upperclass students to help transition to the college experience. Community partners College Success Foundation and the Metropolitan Development Council have staff embedded at UWT to support students engaged with their programs and navigate on- and off-campus resources. Other community partners (such as described on page 13) support students engaged with their programs while enrolled at UWT.

This scan focused on three specific student supports, though as noted by interviewees and in Exhibit 1, student needs and campus offerings extend well beyond housing, workforce, and transportation.

Housing

UWT offers student apartments on campus at Court 17. The per quarter rate for undergraduates is \$2,364 for a 2 bed/2 bath furnished unit for up to four people. On campus housing includes food service that can be purchased with a student ID card. Residential/student food service amenities include a UWT convenience store, campus vending machines, food trucks, and a free food pantry offered by the Center for Equity and Inclusion.

Off-campus housing support and information is managed in-part by UWT Housing and Residence Life. For a fee, landlords can post available rental housing for students to browse. UWT does not endorse or recommend any landlords, tenants, or facilities.

UWT and the Tacoma Housing Authority (THA) have recently been partnering with private developers to offer affordable housing to students, including 52 new units across the street from campus. THA prioritizes these units for UWT students who are housing insecure, and then makes them

Current Services

- UWT Housing & Residence Life
- On campus housing (Court 17)
- Off campus housing info (off campus advertisements)
- UWT/THA Partnership
- Husky2Husky Homesharing

available to other low-income households. The 52 units were filled in less than a month, and over half of residents were verified to be facing housing insecurity or homelessness prior to occupation. UWT and THA do not have a voucher-based partnership. Currently, students at TCC receiving Section 8 vouchers cannot transfer their vouchers if they transfer to UWT.

The UWT Office of Student Advocacy & Support has partnered with Shared Housing Services (SHS) to help students find appropriate affordable housing options. SHS adult home-sharing programs have been offered for over 27 years in Pierce County and include multiple background checks and in-person vetting processes. The UWT service, Husky2Husky Homesharing (H2H), allows people with housing to offer rooms to students in exchange for payment or household tasks completed by the student. H2H aims to make housemate compatible matches for housing providers and seekers by using profiles and streamlining the service by acting as a referral service, processing applications, and conducting background checks. An eventual match must be agreed to by home providers and seekers. In the event of a problem, there is a conflict resolution process. The Urban Studies program partners with H2H to help market the program. THA has reported that shared housing solutions for young adults seem effective for rapid rehousing and work well for students.

UWT also informally works with the REACH Center by providing referrals for students aged 16 to 24 to receiving housing support and other services.

Transportation

The overarching goal of UWT Transportation Services (TS) is to reduce use of single-occupancy vehicles to travel to and from campus, while balancing the recognition that some students and staff will need to drive and park their vehicle. They offer a variety of transportation supports to students, staff, and faculty. Services offered include the U-PASS transit pass, ride share matching, carpool/vanpool, and other commuting resources and information.

Associated Students of University of Washington Tacoma (ASUWT), the student government, also has an annually elected Transportation Senator that represents students’ transportation needs. Transportation Services works with a Transportation Advisory Board, and partners with the Downtown On the Go transportation advocacy group. Currently there is an open position for a transportation services ambassador. The ambassador’s role will be to help students learn about options for commuting, through personal and direct interactions with students.

A key program is the U-PASS, an unlimited regional ORCA transit pass that all students receive while enrolled at UWT. As of April 2019, by approval of the student body, each student pays a \$45 fee per quarter to receive their U-PASS, with no opt-out. While the estimated cost of a comparable transit pass would be \$210 per quarter, one interviewee indicated that mandatory \$45 may be a significant burden to some students. The pass covers fares for Metro Transit, Community Transit, Pierce Transit, Kitsap Transit, Everett Transit, Sound Transit buses, the Sound Transit commuter train, Link Light Rail, paratransit services, and provides subsidized fares for vanpooling.

Transportation Services surveys students every year on commuting modes and services. Next year will be the first data on the universal U-PASS. They are also exploring the idea of reaching out to students based on zip codes to communicate transportation options. About 50% of students live within five miles of campus. UWT staff indicated that the key challenge is communication with students to connect them to existing services. Other transportation challenges identified were related to the city or regional transportation providers, such as parking or public transportation that does not meet the needs of UWT students.

Current Services
▪ UWT Transportation Services
▪ UWT Transportation Advisory Board
▪ UWT U-PASS
▪ Emergency Assistance Fund

A parking issue for the UWT is their campus is located within the downtown urban fabric and that classes are two hours long but most of the city-owned parking has a 90-minute limit to encourage turnover in retail. Many professors include a break in their class-time to give students enough time to pay for additional time or move their vehicles. UWT negotiated with the City for student parking by the Tacoma Dome for a lower parking permit rate than on-campus, and an additional subsidy for low-income students. The Tacoma Dome lot is connected to campus via light rail, but some students feel there are safety concerns with this option. UWT is also considering building a parking garage in the future.

Workforce

UWT has a Career Development and Education Office (CDE) that serves current students, graduated alumni, and employers. Student programs include career prep consultation, employment assessment, career counseling sessions, mock interviews, job and internship search help, workshops, and additional resources. Some faculty connect with the CDE to have in-class sessions for students. Programs for employers focus on providing ways to engage with students and recruit, post positions, hold career fairs, and more.

UWT has adopted Handshake, an employment platform, to link students and employers. Handshake serves as the centralized location of employment opportunities for students. It allows students to explore and track jobs, connect with employers, and submit job applications. It helps students develop their resumes and cover letters. When a student's application is rejected, it is sent back to them and the school is able to do outreach and education to better tailor their supports.

UWT purchased a dataset on graduates' employment outcomes from EMSI, an economic consulting firm. EMSI collects publicly available information on former UWT students' employment path. Of over 30,000 students who have ever taken a course at UWT, about 10,000 were identified with a confidence level of about 95% per match. Information was better matched for students who graduated within the last 5 to 10 years and students with non-professional degrees (in part because nurses and teachers are seldom on professional networking sites). Recent efforts have been made to learn how local employers view UWT students and graduates, which may include developing relationships with employers, so they understand a student's cultural context and how they may show up and interact in professional settings at a different stage in the professional process. An identified opportunity for additional support is a "professional clothes closet" to help students dress for interviews.

Typically, most academic units maintain their own community partners, track opportunities for internships, and have some type of professional or practicum requirements for degree completion. UWT hopes to create more partnerships that help students market their degrees and that employers will understand and want to hire UWT graduates. The School of Business is supported by the Milgard Foundation's Success Center, which offers career support to their students and alumni. There is also staff from the Metropolitan Development Council on-campus to help connect to services.

WorkForce does not provide funding to students seeking a four-year degree but is interested in supporting students at TCC to transitioning to UWT. WorkForce's current partnership has community and technical college members but no university members. WorkForce officially partners with REACH Center to support young adults, and UWT works with the Center informally.

Current Services

- UWT Career Development and Education
- Recruiting
- Milgard Success Center
- FourBlock Veterans Success Center

V. Themes for Cross-Sector Partnerships

Common themes from interviews conducted with students, staff, and faculty for this scan are summarized here to help inform the evolution of Tacoma Completes:

Students, staff, and faculty all discussed the barriers to and success factors for persistence and completion. Students tended to focus more on individual characteristics such as family background, support, and financial circumstances. Staff and faculty discussed basic needs as well, but also themes around student engagement and academics.

- There is significant work happening within TCC and UWT to strengthen the academic experience. Two example initiatives are using institutional data to identify “toxic clusters” of classes (i.e., class combinations that are predictive of a student leaving college), using institutional data to inform faculty about biases in student outcomes in their classes, and developing Guided Pathways as part of SBCTC’s overall initiative.
- All agree that the students of interest to this partnership lead “complicated lives.” While navigating college, basic needs can knock them off course or out of college. Students are making tradeoffs between buying gas and participating in a study group. Small challenges such as public transit reliability and the price of parking add up.
- Intersections among programs and providers create difficult choices for students. For example, students self-funding their education need to work and may be unable to take a full course load. However, if they fall below a credit threshold they are not eligible for financial aid and other services. Students (and even advisors) may be unable to fully compare the net financial benefits of these decisions.
- Community services, such as the Pierce County coordinated entry system for homeless services, are unable to respond quickly to student needs that often change term to term. There is an administrative burden on students to prove their need before accessing the service or to get prioritized.
- The needs highlighted by interviewees included mental health; health insurance; affordable, healthy, accessible food (both campus dining and groceries; feeling and being safe; clothes for interviews; a sense of belonging, a sense of community, and to feel that they are “visible and valued.”

Institution interviewees reported relatively fragmented student supports. Student supports feel siloed, in terms of having different supports available in different offices, and from the rest of the college.

- Unstable and time-limited funding creates a constantly evolving menu of supports from the student perspective and makes it difficult for the advisors to help with navigation and referral. It is a major task to stay up-to-date with program availability on and off-campus.
- Institutions struggle with staff turnover, losing history and momentum if initiatives are not integrated at the institution-level.
- Some institutional priorities may conflict with the priorities for student supports. For example, well-intentioned campus initiatives to discourage single-occupancy driving may disproportionately impact students who come from communities farther away, those not well-served by transit, and those who have multiple obligations outside of school. A class schedule that works for students with jobs necessitates faculty working evening and weekend hours, which may challenge faculty retention.

Students may need to engage with many services, providers, and advisors to succeed. Dealing with multiple intakes, conflicting or limited information, and funding and eligibility technicalities detract from other important priorities like schoolwork. Campus interviewees raised several times a desire to make services more seamless, and several potential initiatives:

- Supporting staff to provide integrated basic needs/financial supports and academic advising on campus, such that students can get enrolled in financial services while meeting with an advisor and vice-versa. Campus staff indicated a desire to fully implement an “Every Door is the Right Door” approach.
- Building continuity across institutions. For example, TPS high school counselors being up to date on key TCC/UWT timelines for financial services and awards and continuity of housing vouchers for TCC CHAP participants transferring to UWT. While there is some bridge funding, it is unknown to some advisors and students.
- Engaging faculty in student non-academic needs and community partnerships. For students with many competing life demands, their only time on-campus is in the classroom. Services concentrated and advertised in student life centers and financial aid offices will be missed. Small tweaks such as adding contact information for needs into syllabi and making it seem normal and valued to ask for help via the classroom experience could help better promote service availability and consistency.
- An intentional approach to “Onboarding” students to services. Access to services relies heavily on student initiative and by-chance “discovery” of supports through posters when walking around campus. Orientation is a key opportunity, but the experience can feel like bombardment, and many students need time to adjust before being ready to understand their needs and absorb the right information. Some interviewees raised concierge/navigators and case manager approaches that could use professionals or near-peers.

Institutions and partners alike stressed the importance of and the potential for improvements in technology and data use.

- Using the data effectively requires shared understanding, competency, and capacity among partners. Developing a data-sharing agreement is a critical and time-consuming project for any partnership that must consider privacy (e.g., Family Educational Rights and Privacy Act of 1974 [FERPA] and Health Insurance Portability and Accountability Act of 1996 [HIPAA]) and data sharing technical issues (e.g., file formats, secure transfer protocols). Partnering organizations will have different guidelines and obligations to negotiate and different internal capacity.
- Technical issues can be a major deterrent for time-poor students. For example, some students who filled in the online application for CHAP housing assistance submitted their application with incomplete information. The site provided no notification of an error and their application was never submitted and considered.
- Some basic data is lacking at both institutions, and where data is available, capacity to analyze it in the manner necessary to support this partnership’s focus is limited.
 - For example, TCC does not have comprehensive data on students’ K-12 district prior to college enrollment.

- UWT has relatively robust data systems but has not had the capacity to analyze it fully and data challenges related to being part of a tri-campus system.
- Surveys of basic needs are available (as described earlier for TCC in 2015 and UWT, forthcoming).

Institution staff and faculty called for more student voice to be involved in developing these strategies.

- Inclusion of student voice can help focus the partnership, create a sense of momentum and urgency, and lead to the co-development of strategies that are more likely to succeed.
- This would provide opportunity to reflect the diversity of the students and community population and better understand the context of their lives to provide them with the right supports.
- Establishing visible student leadership of this work on-campus is a way to ensure a broader range of students feel heard and valued. Some students lack models in their personal lives who understand what they are going through and can support them.

Institutions and partners feel a sense of momentum for student success and a need for clear roles, specific objectives, and a more comprehensive strategy.

- The numerous initiatives and programs make it difficult to sort out what they do and for whom, where they overlap, and what is separate and distinct. It feels like patchwork programs are in place as a result of being responsive to needs, unstable funding, and grant constraints. One respondent noted, “I’m still figuring out the Venn diagram.”
- At the same time, the numerous programs and initiatives are a positive sign of momentum. Interviewees mentioned a “can’t afford to take foot off the gas” attitude about the current efforts.
- Multiple interviewees mentioned having solid MOUs as critical to cross-sector partnership success. Not only do MOUs clearly set expectations among partners, they raise the level of engagement to the institution-level, ensuring the partnership can be resilient to staff turnover (which is a common challenge).
- Partner organizations stressed the need to have clear roles that speak to each organizations’ strengths and core mission. For example, THA is interested in addressing education outcomes by leveraging housing dollars but would not consider providing direct education work.
- A comprehensive strategy and flexible resources would provide the room to try new approaches, which are clearly needed (i.e., business as usual will not achieve the results desired). However, the partnership needs to pay close attention to outcomes related to new approaches and be looking for unintended consequences.
- Interviewees also caution that system integration and coordination could come at the expense of being nimble/flexible, with the autonomy to do “just-in-time” work in response to student needs.
- Finally, interviewees advise the partnership to be realistic, set limits, and be focused, noting that public institutions need a lot of lead up time due to budget and policy cycles.

VI. References

- Aljohani, O. (2016). A Comprehensive Review of the Major Studies and Theoretical Models of Student Retention in Higher Education. *Higher Education Studies*, 6(2).
- Balfanz, R., DePaoli, J. L., Ingram, E. S., Bridgeland, J. M., & Fox, J. H. (2016). *Closing the College Gap: A Roadmap to Postsecondary Readiness and Attainment*. Baltimore: Civic Enterprises.
- Booth, K., Cooper, D., Karandjeff, K., Large, M., Pellegrin, N., Purnell, R., . . . Willett, T. (2013). *Using student voices to redefine support: what community college students say institutions, instructors and others can do to help them succeed*. RP Group with support from the Kresge Foundation.
- Broton, K., Frank, V., & Goldrick-Rab, S. (2014). *Safety, Security, and College Attainment: An Investigation of Undergraduates' Basic Needs and Institutional Response*. Madison: Wisconsin Hope Lab.
- Daugherty, L., Johnston, W. R., & Tsai, T. (2016). *Connecting College Students to Alternative Sources of Support*. Santa Monica: RAND Corporation.
- Deloitte Center for Higher Education Excellence. (n.d.). *Success by design: Improving outcomes in American higher education*. Deloitte University Press.
- Eckart, K. (2018, March 1). Christine Stevens co-leads tri-campus survey on student housing, food insecurity. *UW News*. Retrieved 03 20, 2019, from <http://www.tacoma.uw.edu/news/article/christine-stevens-co-leads-tri-campus-survey-student-housing-food-insecurity>
- Fike, D. S. (2008). Predictors of First-Year Student Retention in the Community College. *Community College Review*, 68-88.
- Fox, L., Sullivan, M., & Person, A. E. (2018). *Working Students Success Network (WSSN): Final Outcomes Evaluation Report*. Oakland: Mathematica Policy Research.
- Goldrick-Rab, S. (2016). *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream*. Chicago: The University of Chicago Press.
- Goldrick-Rab, S., & Cady, C. (n.d.). *Supporting Community College Completion with a Culture of Caring: A Case Study of Amarillo College*. Wisconsin HOPE Lab.
- Goldrick-Rab, S., Richardson, J., Schneider, J., Hernandez, A., & Cady, C. (2018). *Still Hungry and Homeless in College*. Madison: Wisconsin HOPE Lab.
- Great Lakes. (2016). *2012-2015 Emergency Grant Closing Report and Best Practices*. Great Lakes.
- Gupta, H. (2017). *The Power of Fully Supporting Community College Students*. New York: MDRC.
- Herron, T. J. (2012). *Promoting College Completion Through Leadership Among Underrepresented Urban College Students: A Theory of Change and Evaluation of College Retention Outcomes for the Act Six Leadership and Scholarship Initiative*.
- Johnson, J., Rochkind, J., Ott, A. N., & DuPont, S. (2016). *With Their Whole Lives Ahead of Them: Myths and Realities About Why So Many Students Fail to Finish College*. New York: Public Agenda.
- Kuh, G. D., Kinzie, J., Buckley, J. A., Bridges, B. K., & Hayek, J. C. (2006). *What Matters to Student Success: A Review of the Literature*. National Postsecondary Education Cooperative.
- Liston, C. D., & Donnan, R. (2012). *Center for Working Families at Community Colleges: Clearing the Financial Barriers to Student Success*. MDC.
- Matus-Grossman, L., Gooden, S., Wavelet, M., Diaz, M., & Seupersad, R. (2002). *Opening Doors: Students' Perspectives on Juggling Work, Family, and College*. MDRC.
- Smith, A. A. (2016, September 15). Finding a Ride. *Inside Higher Ed*.

Yu, J., & Beimborn, E. (2018). *College Student Transit Pass Programs: A Synthesis of Transit Practice*. Washington, DC: National Academies of Sciences Engineering and Medicine Transportation Research Board.

Appendix

INTERVIEWEES

Interview	Title	Organization
Students		Tacoma Community College
Dolores Haugen	Director of Community Standards	Tacoma Community College
Kelly Sadler	Program Director of Institutional Research	Tacoma Community College
Mary Chikwinya	Vice President for Student Success	Tacoma Community College
Matt Smith	Director of CASA/MECA	Tacoma Community College
Sabine Endicott	Professor and lead with TCC Learning Communities	Tacoma Community College
Steve Fontana	Director of Advising	Tacoma Community College
Students		University of Washington Tacoma
Mentha Hynes-Wilson	Vice Chancellor for Student and Enrollment Services	University of Washington Tacoma
Bonnie Becker	Associate Vice Chancellor for Student Success	University of Washington Tacoma
Cassie Nichols	Director of the Student Counseling Center	University of Washington Tacoma
Christine Stevens, Ph.D.	Associate Professor	University of Washington Tacoma
Jeff Cohen, Ph.D.	Executive Director of the Office of Global Affairs	University of Washington Tacoma
James Sinding	Auxiliary Services Manager	University of Washington Tacoma
Kathleen Farrell	Associate Vice Chancellor, Student Services & Administration	University of Washington Tacoma
Lorraine Dinnel	Associate Director/Affiliate Instructor	University of Washington Tacoma
Roseann Martinez	Assistant Director of Student Advocacy	University of Washington Tacoma
Shanna LaMar	Executive Director	College Success Foundation, Tacoma College Support Network
Liesl Santkuyl	Program Manager	College Success Foundation, Tacoma College Support Network
Lori Parrish	Ready to Rise Tacoma Site Director	Degrees of Change, Tacoma College Support Network
Kory Eggenberger	Director of Program Services	Boys and Girls Club, Tacoma College Support Network

Interview	Title	Organization
Tiffany Williams	Mentor Program Director	Palmer Scholars, Tacoma College Support Network
Rosie Ayala	Senior Director of Education Programs	Peace Community Center, Tacoma College Support Network
April Black	Deputy Executive Director	Tacoma Housing Authority
Michael Mirra	Executive Director	Tacoma Housing Authority
Linda Nguyen	Chief Executive Officer for WorkForce Central	WorkForce Central

KEY TACOMA ADJACENT SERVICE PROVIDERS

This section profiles two key existing adjacent services providers. These two organizations are detailed in-depth because of the existing partnerships and scopes of work serving TCC and UWT. Additional providers mentioned by interviewees are listed following.

Housing

Tacoma Housing Authority

tacomahousing.net

The Tacoma Housing Authority (THA) operates under state law allowing cities and counties to form public housing authorities. THA raises revenues primarily through program income and the federal government – it lacks taxing authority and does not receive regular budget allocations from local governments.

Mission.	<ul style="list-style-type: none">THA provides high quality, stable, and sustainable housing and supportive services to people in need (defined by income eligibility). It supports communities to become safe, vibrant, prosperous, attractive and just. The 2017 Community Report is available here.
Size.	<ul style="list-style-type: none">5 board membersAbout 130 employeesServes over 11,000 individuals
Source	
Select Programs.	<div><div><i>Real Estate Development and Building Management</i></div><ul style="list-style-type: none">THA finds and builds properties that meet the needs of the community, with developments that are financially sustainable, environmentally innovative, and attractive.THA owns and manages affordable homes offered for rent.</div> <div><div><i>Vouchers and Rent Subsidies</i></div><ul style="list-style-type: none">THA helps low-income community members pay rent on leases from private landlords. The Housing Choice Program (Section 8) and Housing Opportunity Program (HOP) are the main programs.THA also funds programs to support people with specific needs, including: people experiencing homelessness, families with children, homeless students, homeless veterans, and more.</div> <div><div><i>Supportive Services</i></div><ul style="list-style-type: none">THA provides or arranges supportive services to help with stabilization. Services include employment search, English language learning, financial education, and more.</div> <div><div><i>College Housing Assistance Program (CHAP)</i></div><ul style="list-style-type: none">THA budgets to house nearly 300 enrolled homeless students at Tacoma Community College. The program has four main elements: housing for homeless or near homeless students at TCC and UWT; campus support to help students fund security and utility deposits, rent, furniture, and other expenses; academic expeditions that help the student make academic progress towards a degree with grade requirements; and evaluation to track progress on assisting students.</div>
Select Partnerships.	<div><div><i>Tacoma Public Schools</i></div><p>With Tacoma Public Schools, THA partners to offer Children’s Savings Accounts that help families and children save for college.</p></div>

Workforce

WorkForce Central

workforce-central.org

WorkForce Central carries out the vision of Pierce County’s Workforce Development Council (WDC) and is guided by an executive board. They use their funds to establish seamless systems between workers and businesses. A memorandum of understanding between seventeen agencies was agreed upon in order to establish a local framework for the implementation of services under the Workforce Innovation and Opportunity Act. Signatories to this MOU includes Tacoma Housing Authority, Tacoma Community College, Pierce College, Clover Park Technical College, and Bates Technical College.

WorkForce Central recently announced Power Up Pierce, an initiative out of their regional workforce strategic plan for 2019-2022, with two bold goals:

1. By 2025, the workforce system will reduce the number of disconnected young adults, 16 to 24, by half - from 15,300 to 7,650.
2. By 2025, the workforce system will reduce the number of residents between the ages of 25 to 64 without a High School Diploma or a GED, by half - from 38,475 to 19,237

Source: Workforce Development Council Strategic Action Plan, 2018.

Mission.	■ Our mission is to increase access to services for job seekers, workers and businesses. We strive to enhance the quality of services offered across the system to ensure consistent, effective experiences for its stakeholders, cultivating economic prosperity for our clients.	
Size.	■ 5 executive board members ■ About 18 employees ■ Over \$9 million annual budget	
Select Programs.	<i>Business Solutions</i>	■ Business Solutions help businesses attract the right workers for job openings. Services to businesses includes coordinating job opening promotion, connecting employers to hiring fairs, assisting with resume reviews, application pre-screening, providing compensation study information, skill testing, supporting human resources, and more.
	<i>CareerLink</i>	■ CareerLink serves students with career development tools and employment information and connects employers and students who are not yet in the work force. Students can access career coaching and professional growth opportunities.
Select Partnerships.	<i>Pierce County WorkSource Network</i>	The network is a formal partnership led by WorkForce Central to implement the Workforce Innovation and Opportunity Act.
	<i>Industry Sectors: Health Careers Council; Construction Partnerships; Transportation, Warehousing, and Logistics</i>	WorkForce Central focuses on specific industries in addressing workforce challenges. It helps develop a pipeline of skilled workers to meet local work force demands for community businesses. Healthcare is the largest industry within the county and construction is currently projected to have large increases in demand for workers. The Transportation, Warehousing, and Logistics industry is a sought-after industry partner.

OTHER SERVICE PROVIDING ORGANIZATIONS AND POTENTIAL PARTNERS RAISED BY INTERVIEWEES

- Boys & Girls Club
- CHI Franciscan
- College Success Foundation
- Community House
- Comprehensive Life
- Greater Lakes Mental Health
- Jobs 253
- Korean Women's Association
- Low Income Housing Institute
- Metropolitan Development Council
- NextMove internships
- PC Sexual Assault Center
- Pierce County Coordinated Transportation Coalition
- Pierce County Housing Authority
- Pierce Transit
- REACH Center
- Shared Housing Services
- Tacoma Tenants Organizing Committee
- Tacomatopia
- TeamChild
- The YMCA - University Y Student Center
- WorkSource
- YWCA Crystal Judson (for Domestic Violence survivors)