



UTAH SYSTEM OF HIGHER EDUCATION

MEMORANDUM

TAB D

October 21, 2022

Regional College Access Partners (RCAP)

Background

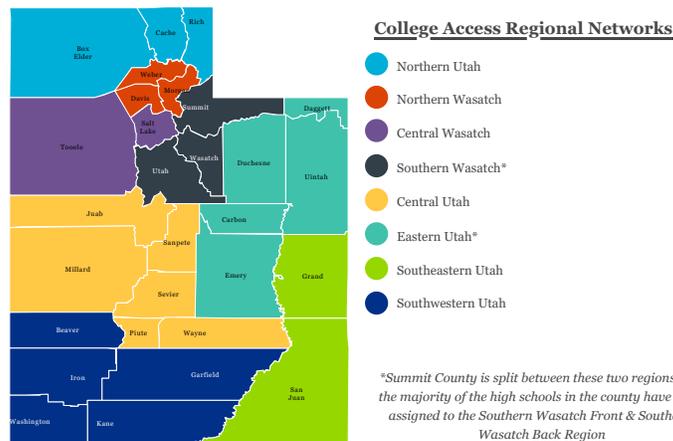
Utah is fortunate to have a robust variety of college access organizations that help students leverage their strengths to navigate to and through college successfully. In its Strategic Plan¹, the Board of Higher Education identified a need to facilitate greater collaboration among Utah’s various college access partners, which will be accomplished through a project called Regional College Access Partners (RCAP).

Structure and goals of RCAP

The purpose of RCAP is to create a dedicated time and space for college access professionals to meet in regional networks. These meetings will provide partners the opportunity to:

- Develop relationships
- Understand each other’s roles in college access and leverage each other’s expertise
- Participate in training customized to their needs and interests
- Collaborate toward achieving equitable college access outcomes for students in their respective regions

RCAP consists of eight networks aligned with the service regions of USHE institutions:



¹ [Utah Board of Higher Education Strategic Plan](#)

Each RCAP network is chaired by a Regional Coordinator from the Utah College Advising Corps (UCAC). As opposed to the structure of existing K-16 and P-20 alliances, which consist of senior leaders such as institutional presidents and district superintendents, members of RCAP regional networks include manager and director-level college access professionals, who are situated to be able to understand the perspectives of senior leaders and recognize the needs of college access professionals working on the ground. Examples include:

- **Standalone college access organizations:** Latinos in Action (LIA) Managers, TRIO Directors, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Directors, etc.
- **K-12:** Counseling Directors, Career and Technical Education Directors, Educational Equity Directors, etc.
- **Higher education:** Admissions Directors, Financial Aid Directors, Multicultural Center Directors, Basic Needs Coordinators, etc.
- **Community-based organizations** (as needed to help facilitate regional goals): Directors of community-based organizations such as Comunidades Unidas, directors of local food banks, etc.

While RCAP is distinct from existing K-16 and P-20 alliances, OCHE staff are working with the Council of Presidents to identify how K-16 and P-20 alliances would like to receive updates from and maintain collaboration with RCAP Chairs.

RCAP networks will meet four times each school year:

1st Regional Meetings September <i>DONE</i>	2nd Regional Meetings November/December	3rd Regional Meetings February/March	In-Person Convening of all Regions April/May
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During these meetings, members will have the opportunity to engage in networking and professional development. RCAP also intervenes in existing educational disparities and aims to close attainment gaps by asking each network to work toward three annual regional goals. In the first year, each region will focus on one financial aid-related goal, one goal related to early college course taking, and one “wildcard” goal customized to the unique college access needs in the region. While each region is given the autonomy to define its own goals, they are strongly encouraged and are given the tools to make those goals equity-minded and data-driven.

Progress

- **October 2021:** OCHE staff created an inventory of college access programs operating in the state

- **December 2021 – February 2022:** OCHE staff purposefully and meaningfully engaged stakeholders who may be affected by this course of action by surveying over 700 college access professionals, developing a report outlining the existing landscape of collaboration, and identifying the specific ways partners want to enhance collaboration.
- **June – August 2022:** UCAC Regional Coordinators received training on the RCAP project and facilitated warm introduction meetings with prospective partners
- **August – September 2022:** UCAC Regional Coordinators facilitated the first meetings for all eight RCAP regions. OCHE staff also trained college access partners on Utah College Application Week (UCAW) and the Free Application for Federal Student Aid (FAFSA).

Commissioner's Recommendation

This is an information item only; no action is required.

Attachments

Regional College Access Partners (RCAP)

Student Affairs Committee Meeting
October 21, 2022



Board Strategic Plan

Access



Increase the college-going rate of high school grads by 3% in 5 years.



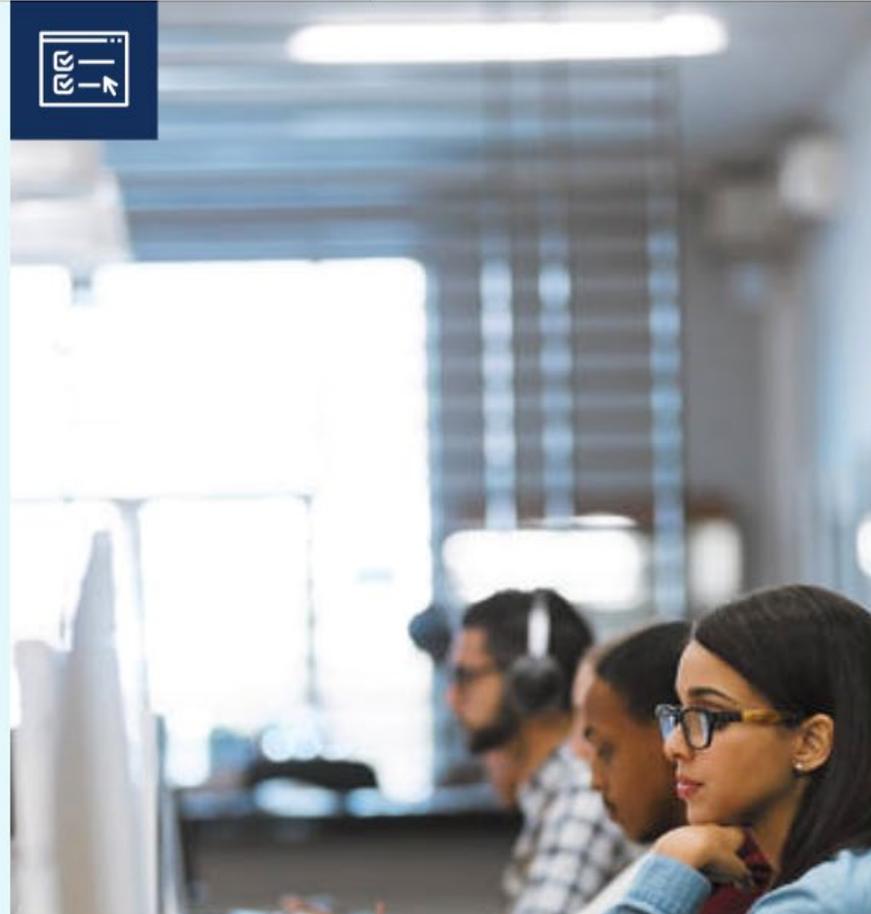
Increase the college-going rate of underrepresented groups by 4% in 5 years.

Strategies & Tactics

Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher education pathways.

Degree-Granting Tactics

- Fund statewide expansion of the Utah College Advising Corps (UCAC). Evaluate program data to determine efficacy and best practices.
- Facilitate collaboration among college access partners such as TRIO, GEAR UP, AVID, Latinos in Action, USHE Concurrent Enrollment Directors, Career and Technical Education directors, institutions, and advisors.
- Standardize structural and systemic processes and policies to ensure access to Concurrent Enrollment and technical education in high school.



Regional College Access Partners (RCAP)

A collection of 8 regional networks creating a consistent space where college access staff at the K-12, postsecondary, and community level can:

- Network and build relationships
- Understand each other's goals and roles in college access
- Leverage each other's expertise and learn from each other's successes
- Participate in training customized to regional needs and interests
- Collaborate toward achieving equitable college outcomes for students

Laying the Groundwork for Success

October 2021 – August 2022

USHE Equity Lens Framework



ENGAGE & PLAN

Engage & Plan

- What is your commitment to, and understanding of, equity, specific to the policy, initiative, resource allocation, or strategy?
- What resources are you allocating for training that includes stakeholder instruction?
- How have campus and community stakeholders, who may be affected by this potential course of action, been purposefully involved?
- How will you modify or enhance your strategies to ensure the needs of the community and each learner's individual higher education and career goals are met?

Step 1: Identify Partners

- **College access organizations**
 - Leaders of Utah College Advising Corps, TRIO, GEAR UP, Latinos in Action, etc.
- **School districts**
 - Leaders of student services/counseling, CTE, educational equity, etc.
- **Higher education institutions**
 - Leaders in admissions, financial aid, concurrent enrollment, multicultural centers, Dream Centers, basic needs centers, etc.
- **Community organizations**
 - Leaders of service providing-nonprofits or community-based organizations

Step 2: Inventory College Access Groups (Matrix)

	Utah College Advising Corps (UCAC)	Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	TRIO	Advancement Via Individual Determination (AVID)	Latinos in Action (LIA)	Other Access Programs Offered Only By Institutions in this Region (examples: PACE, POP, or FAFSA Advocates)	Concurrent Enrollment (Degree-Granting Institution)	Dual Enrollment (Technical Colleges)	Events Involving Admissions Offices (Utah College Application Week or Utah Higher Ed Day)	Events Involving Financial Aid Offices (FAFSA Nights)	Wraparound supports: Standalone District Education Foundation
ALPINE											
American Fork HS	BYU, Mountainland Tech, UVU	Y, UVU	N	N	Y	N	Y (USU, UVU)	Y (MOUNTAINLAND)	Y, UCAW	Y	Y
Cedar Valley HS	BYU, Mountainland Tech, UVU	Y, UVU	N	N	Y	N	Y (USU, UVU)	Y (MOUNTAINLAND)	Y, UCAW, UHED	Y	Y
Lehi HS	BYU, Mountainland Tech, UVU	Y, UVU	N	N	N	N	Y (UVU)	Y (MOUNTAINLAND)	Y, UHED	Y	Y
Lone Peak HS	BYU, Mountainland Tech, UVU	Y, UVU	N	N	N	N	Y (USU, UVU, WSU)	Y (MOUNTAINLAND)	Y, UCAW, UHED	Y	Y
Mountain View HS	BYU, Mountainland Tech, UVU	Y, UVU	N	Y	Y	Y, WSU S2S & UVU POP	Y (UVU)	Y (MOUNTAINLAND)	Y, UCAW	Y	Y
Orem HS	BYU, Mountainland Tech, UVU	Y, UVU	Y, UVU UB	N	Y	N	Y (USU, UVU)	Y (MOUNTAINLAND)	Y, UCAW, UHED	Y	Y
Pleasant Grove HS	BYU, Mountainland Tech, UVU	Y, UVU	N	N	Y	N	Y (SLCC, UVU)	Y (MOUNTAINLAND)	Y, UHED	Y	Y
Polaris HSALT	BYU, Mountainland Tech, UVU	N	N	N	N	N	N	Y (MOUNTAINLAND)	N	Y	Y
Skyridge HS	BYU, Mountainland Tech, UVU	Y, UVU	N	N	N	N	Y (SLCC, Snow, USU, UVU)	Y (MOUNTAINLAND)	Y, UHED	Y	Y
Summit HSALT	BYU, Mountainland Tech, UVU	Y, UVU	N	N	N	N	N	N	N	N	Y
Timpanogos HS	BYU, Mountainland Tech, UVU	Y, UVU	N	N	Y	N	Y (USU, UVU)	Y (MOUNTAINLAND)	Y, UCAW, UHED	Y	Y
Westlake HS	BYU, Mountainland Tech, UVU	Y, UVU	N	N	Y	N	Y (USU, UVU)	Y (MOUNTAINLAND)	Y, UCAW, UHED	Y	Y
NEBO											
Landmark HSALT	BYU, Mountainland Tech, UVU	N	N	N	N	N	N	Y (MOUNTAINLAND)	N	N	Y
Maple Mountain HS	BYU, Mountainland Tech, UVU	Y, UVU	N	N	N	N	Y (SLCC, UVU, WSU)	Y (MOUNTAINLAND)	Y, UCAW, UHED	Y	Y
Payson HS	BYU, Mountainland Tech, UVU	Y, UVU	N	N	Y	N	Y (UVU, WSU)	Y (MOUNTAINLAND)	Y, UCAW, UHED	Y	Y
Salem Hills HS	BYU, Mountainland Tech, UVU	Y, UVU	N	N	Y	N	Y (Snow, UVU, WSU)	Y (MOUNTAINLAND)	Y, UCAW, UHED	Y	Y
Spanish Fork HS	BYU, Mountainland Tech, UVU	Y, UVU	N	N	Y	N	Y (USU, UVU, WSU)	Y (MOUNTAINLAND)	Y, UCAW, UHED	Y	Y
Springville HS	BYU, Mountainland Tech, UVU	Y, UVU	N	N	Y	N	Y (UVU, WSU)	Y (MOUNTAINLAND)	Y, UCAW, UHED	Y	Y
PARK CITY											
Park City HS	Ensign, SLCC, UU, Westminster	N	N	N	N	Y	Y (SLCC, UVU, WSU)	Y (MOUNTAINLAND)	Y, UCAW, UHED	Y	Y
PROVO											
Independence HSALT	BYU, Mountainland Tech, UVU	Y, UVU	N	N	N	N	N	Y (MOUNTAINLAND)	N	N	Y
Provo HS	BYU, Mountainland Tech, UVU	Y, UVU	Y, UVU UB	N	Y	Y, UVU POP	Y (UVU)	Y (MOUNTAINLAND)	Y, UCAW, UHED	Y	Y
Slate Canyon HSALT	BYU, Mountainland Tech, UVU	N	N	N	N	N	N	N	N	N	Y
Timpview HS	BYU, Mountainland Tech, UVU	Y, UVU	N	N	Y	Y, WSU FAFSA ADVOCATES & UVU POP	Y (UVU, WSU)	Y (MOUNTAINLAND)	Y, UCAW, UHED	Y	Y
SOUTH SUMMIT											
South Summit HS	BYU, Mountainland Tech, UVU	Y, UVU	N	N	N	N	Y (UVU)	Y (MOUNTAINLAND)	Y, UCAW, UHED	Y	N
WASATCH											
Wasatch HS	BYU, Mountainland Tech, UVU	Y, UVU	Y, UVU UB	N	Y	N	Y (Snow, UVU)	Y (MOUNTAINLAND, OW)	Y, UCAW, UHED	Y	N

Inventory College Access Groups (Companion Guide)

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Institutional and K12-based programs (listed alphabetically)

Admissions Offices and Utah Association of Collegiate Registrars and Admissions Officers (UACRAO) .	3
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Partnership for Accessing College Education (PACE) Scholarship Program [managed by Salt Lake Community College]

Description

PACE is a scholarship program created to increase college participation and graduation rates for high school students. The project was created by a partnership between local high schools, businesses, and SLCC. Eligible high school freshmen at participating schools are invited to enroll in this four-year program. Students must be first-generation college students who are eligible for free or reduced lunch.

PACE operates in the following high schools:

- Granite SD (Cottonwood HS, Kearns HS)
- Salt Lake City SD (East HS, Highland HS, West HS)

Participants receive:

- Ongoing advisor support and advocacy for students to ensure their academic success
- Summer opportunities to explore careers through campus visits and job shadowing
- Help building a strong academic foundation by requiring students to take a college-level class
- Up to a two-year scholarship to SLCC upon successful completion of PACE

Step 3: Survey College Access Professionals

(names masked)	Knowledge of College Access Groups <i>(only includes average ratings from respondents who indicated the access group operates in their region)</i>		
	I need to know more about this group	I have sufficient knowledge about this group	I have excellent knowledge about this group
	Group A		X
Group B		X	
Group C		X	
Group D	X		
Group E		X	
Group F	X		
Group G		X	
Group H		X	



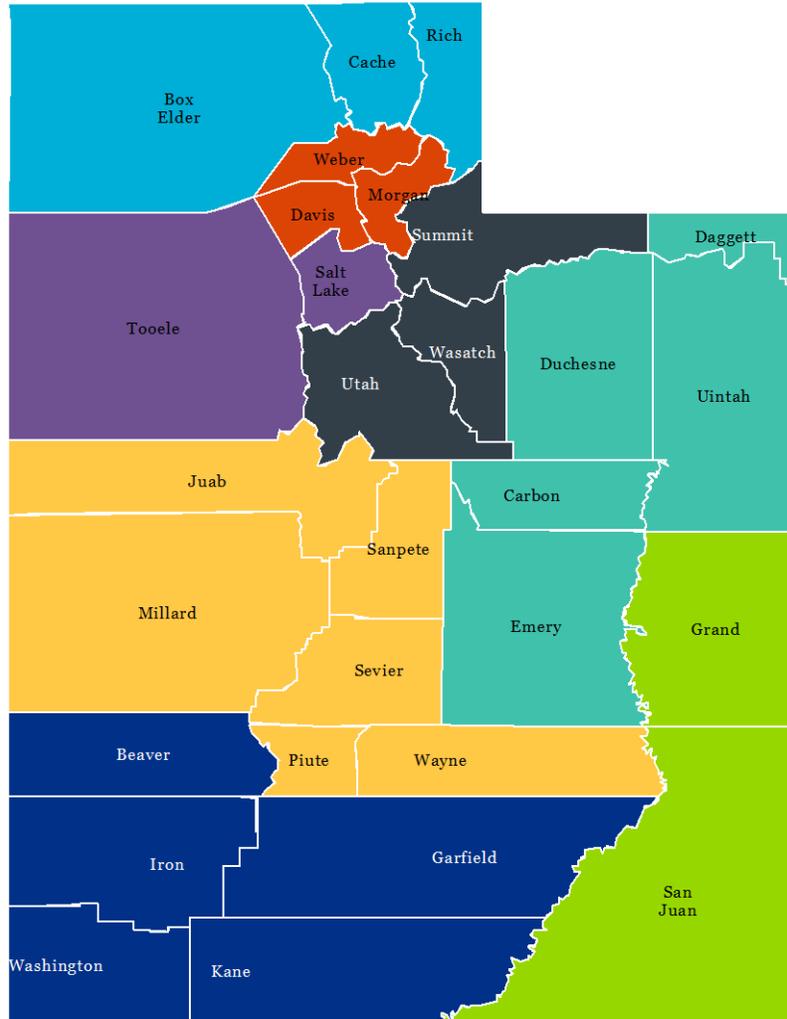
Survey College Access Professionals

Content Analysis - Resources Needed

As a college access professional operating in a space with multiple other college access entities, what resources do you need to make your job easier?



Step 4: Identify Regions



College Access Regional Networks

-  Northern Utah
-  Northern Wasatch
-  Central Wasatch
-  Southern Wasatch*
-  Central Utah
-  Eastern Utah*
-  Southeastern Utah
-  Southwestern Utah

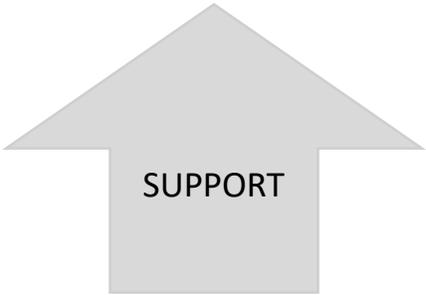
**Summit County is split between these two regions, but the majority of the high schools in the county have been assigned to the Southern Wasatch Front & Southern Wasatch Back Region*

Step 5: Brainstorm Representation

Chairs: Utah College Advising Corps Regional Coordinators
Members: Manager and director-level college access professionals



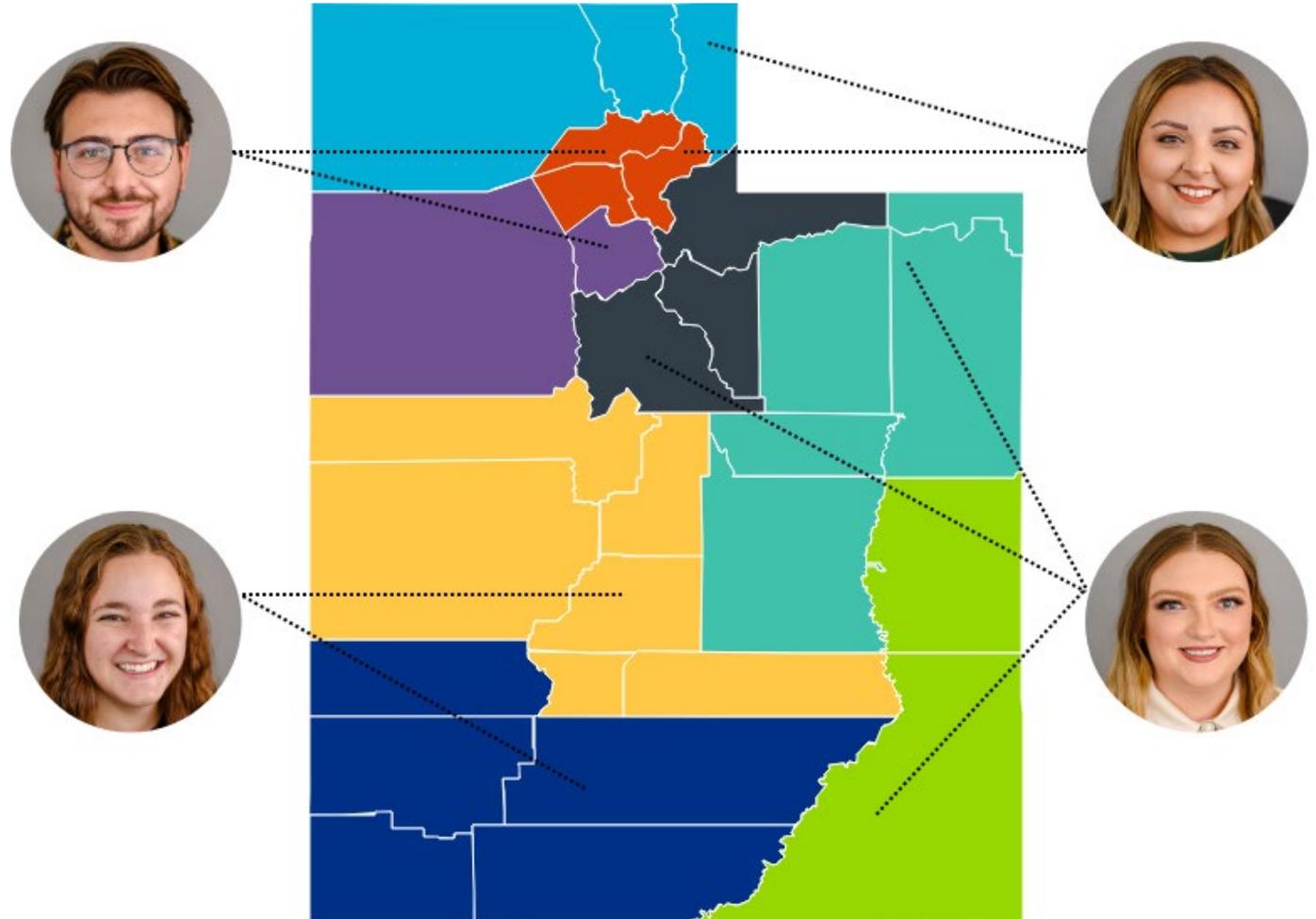
Administration and Frontline Staff



OCHE Staff

UCAC Regional Coordinator Chairs

- **Stephanie Arciga**
 - Northern Utah
 - Northern Wasatch
- **Tanner Telford**
 - Northern Wasatch
 - Central Wasatch
- **Bree Nguyen**
 - Southern Wasatch
 - Eastern Utah
 - Southeastern Utah
- **Vanessa Lo'amanu**
 - Central Utah
 - Southwest Utah



Step 6: Determine Meeting Structure

- 4 meetings per school year:

Regional Meeting 1	Regional Meeting 2	Regional Meeting 3	Statewide Annual Convening
Aug/Sept	Nov/Dec	Feb/Mar	Apr/May

- To engage in:
 - Networking
 - Learning:
 - **Informal:** "C&C Corner" (Celebrations and Challenges)
 - **Formal:** Training/professional development
 - Working toward three regional projects/goals (financial aid, early college course-taking, wildcard)

Step 7: Generate Excitement With Partners

- Full-day training with UCAC Regional Coordinators in June
- UCAC Regional Coordinators invited each prospective partner to a short, one-on-one warm introduction meeting this summer to introduce the RCAP project
 - Over 130 individuals committed to joining

Step 8: Strive for Continuous Improvement

- Created a survey to collect feedback after each regional meeting:
 1. What was helpful in the meeting?
 2. What can we improve upon for the next meeting?
 3. Suggestions for a topic/guest speaker for next meeting

Kickoff meetings

September 2022

USHE Equity Lens Framework



IMPLEMENT

Implement

- What is your decision after looking at this course of action through the Equity Lens?
- Has your approach or decision changed after looking at this topic through the Equity Lens?
- What action will be taken, if any?



EXAMINE DATA

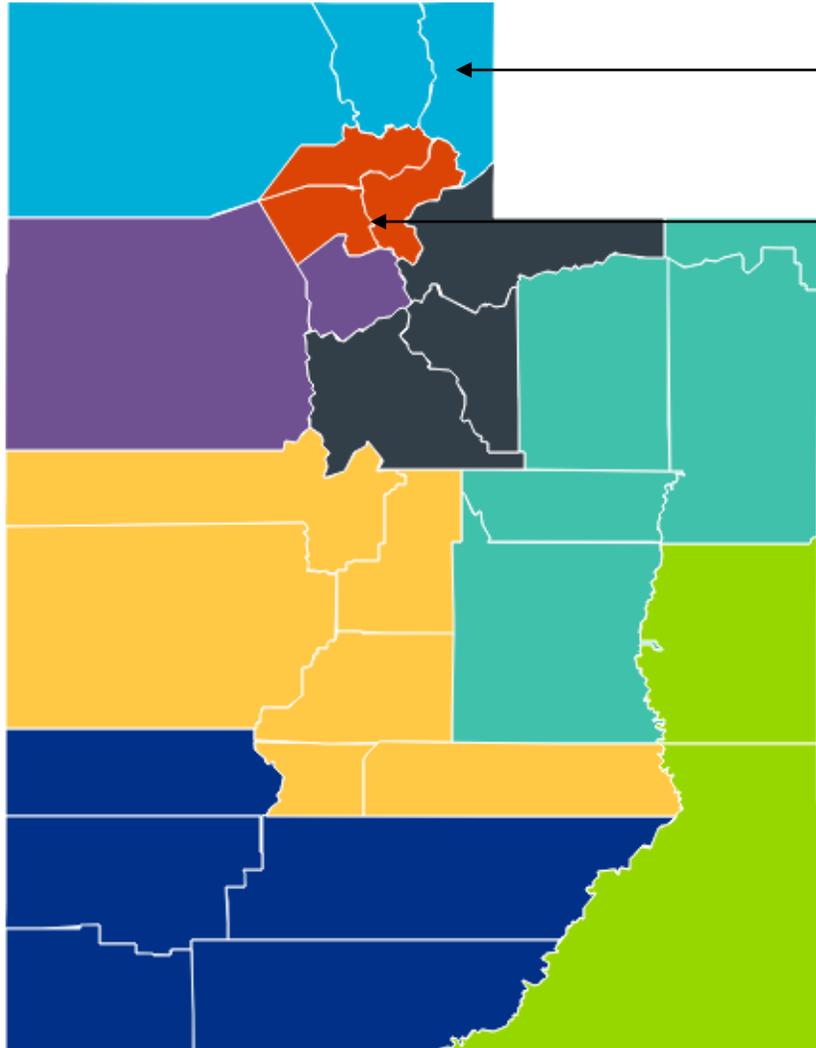
Examine Data

- What does the current data tell us about representation among students, staff, and faculty groups? Check the source of the data for quality and impartiality.
- Where do current data collection methodologies fail to measure the extent of underrepresentation?
- Does your data infrastructure support forward-thinking measures of representation?
- What data sources will you use to understand the impacts of race, ethnicity, gender, and native language?
- Is qualitative data needed to support and better understand impacted communities more holistically?

Building Momentum

- All 8 regions hosted their kickoff meetings in September
- Each region identified three regional college access projects/goals they will work together to achieve this school year

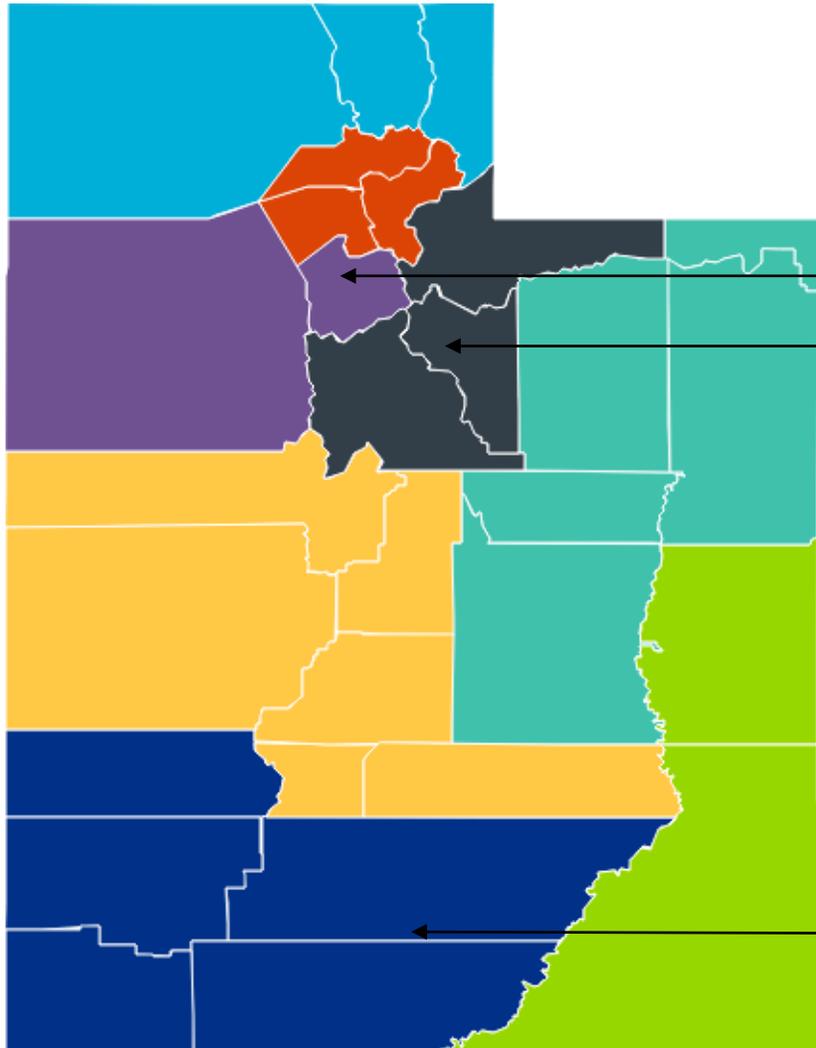
Examples: Financial Aid Projects/Goals



“Increase turnout at FAFSA Nights and FAFSA completion events in the region by 3 percentage points”

“Increase the regional average 12th grade FAFSA completion rate by 5 percentage points”

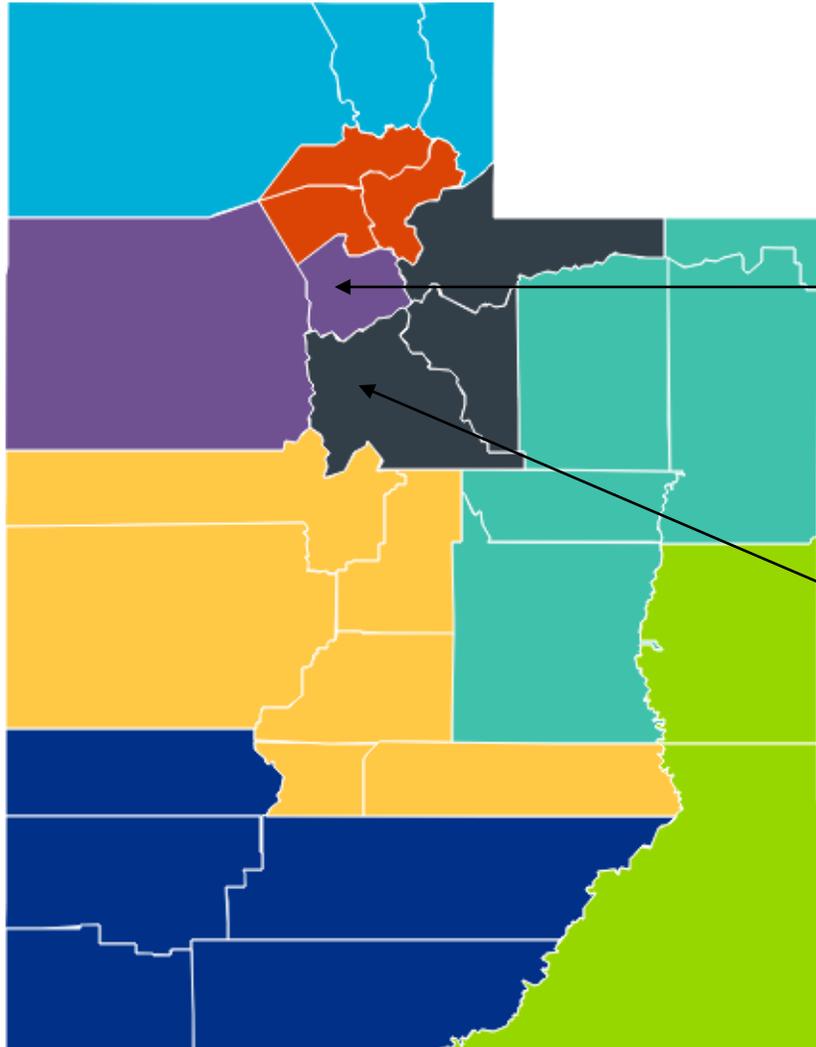
Examples: Early College Course Projects/Goals



“Remove barriers and leverage strengths to increase the rate of early college course-taking among Hispanic and LatinX students.”

“Connect high school students with current college students who took CE to help them connect to firsthand, near-peer narratives about the importance of CE.”

Examples: Wildcard Projects/Goals



“Increase summer support for graduated seniors who have been admitted to college but still need help with next steps.”

“Utilize the Utah College Advising Corps to educate seniors about basic needs resources at campuses in this region and across the state.”

Guests: Central Wasatch Region

- **Tanner Telford**
Regional Coordinator, Utah College Advising Corps (Network Chair)
- **Kaye Poulton-Timm**
Coordinator of School Counselors and Comprehensive School Counseling Program, Granite School District
- **Anni Garcia Tedder**
*Associate Director of Diversity Outreach & Community Engagement
Office of Admissions, University of Utah*

Next steps

October 2023 – June 2023

USHE Equity Lens Framework



ASSESS

Assess

- Does the decision being made maintain, sustain, or intervene in existing educational disparities, or does it produce other unintended consequences?
- What is the impact of this decision on eliminating attainment gaps?
- How does the policy, initiative, resource allocation, or strategy, etc. advance opportunities for historically underserved students and communities?
- What are the barriers to more equitable outcomes?
- What resources exist that could be leveraged to challenge these barriers (e.g., political, emotional, financial, programmatic, or managerial resources)?



MEASURE SUCCESS

Measure Success

- How do you identify and measure the success of a potential policy, initiative, resource allocation, strategy, etc.?
- Does that success measure properly evaluate the success relative to underrepresented populations?

Measuring RCAP's Impact on Students

To track progress toward regional projects/goals, networks could use:

Quantitative Data	Qualitative Data
<ul style="list-style-type: none">• USHE data (enrollment, FAFSA, etc.)• USBE data (early college, demographics, etc.)• LEA and school data (attendance at events, etc.)• Etc.	<ul style="list-style-type: none">• Narratives from students, parents, and educators• Photos and materials from events• Etc.

Partners will have an opportunity to facilitate presentations about their projects at the RCAP annual convening

Measuring RCAP's Impact on Partners

Goal for end-of-year survey:

Average rating for knowledge of all college access groups operating in their service region will be “sufficient” at minimum, with 50% of groups receiving an “excellent” rating

Current rating:

<i>(names masked)</i>	Knowledge of College Access Groups <i>(only includes average ratings from respondents who indicated the access group operates in their region)</i>		
	I need to know more about this group	I have sufficient knowledge about this group	I have excellent knowledge about this group
Group A		X	
Group B		X	
Group C		X	
Group D	X		
Group E		X	
Group F	X		
Group G		X	
Group H		X	

Measuring RCAP's Impact on Partners

Goal for end-of-year survey:

Average rating for all categories of collaboration will improve to at least 3.5/5.0

Current rating:



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