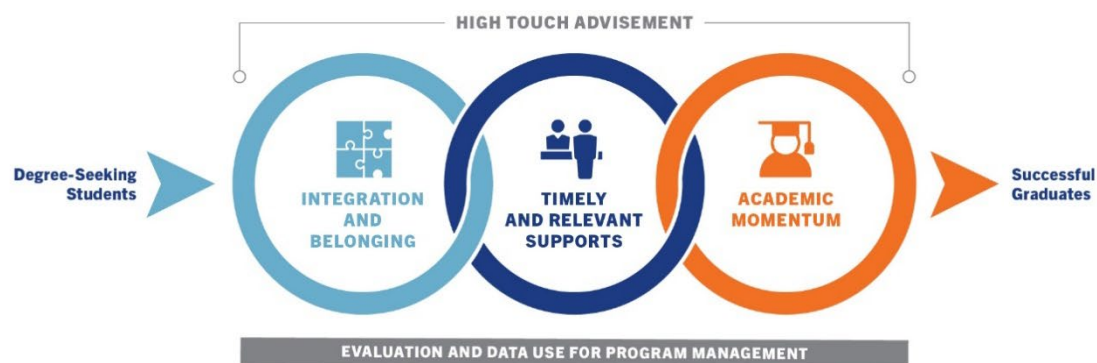


# Learning Brief: Washington’s ASAP Exploration

In 2023, Washington State, via the State Board for Community and Technical Colleges (SBCTC) and the Washington Student Achievement Council (WSAC), was one of five states selected from a competitive RFP process to participate in the ASAP Learning Community, exploring the readiness and feasibility of bringing the ASAP model to two-year colleges in Washington.

The ASAP model is a program for enrolled, full-time postsecondary students, accelerating their time to completion. It focuses on high-touch advisement and wraparound services to propel students to graduate within three years. Where the model has been implemented across the country, students have been shown to graduate at approximately double the rate of their non-ASAP peers.<sup>1</sup>

## Comprehensive Program Components



Source: <https://www1.cuny.edu/sites/asap/replication/about-the-collaborative/>

The model combines the following required key components:

- Integration and belonging: a cohort-based model and opportunity for shared experiences.
- Timely and relevant supports include personalized advisement, tutoring, career development, and early engagement opportunities to build a connected community.
- Structured pathways to support academic momentum include full-time enrollment, block-scheduled first-year courses, immediate and continuous enrollment in developmental education, and opportunities for summer course-taking.
- Financial resources, such as incentives for transportation or other basic needs.

## Project Approach

Washington took an institution-first approach to this learning opportunity. SBCTC selected two colleges and one community college district as the core momentum-builders, prioritizing the need for within-systems staff and institution engagement. These institutions were selected based on factors including college/district interest and identification of equity gaps for BIPOC and low-income students as well as institutional type and location (e.g. rural vs. urban).

<sup>1</sup> The model has undergone rigorous external evaluation at original and replication colleges. CUNY data shows the most recent average 3-year completion rate across 10 ASAP cohorts is double the rate of a statistical comparison group. Subgroup analysis shows that ASAP may narrow existing graduation gaps for Black and Hispanic men, and that all subgroups of students benefit from the program. <https://www.cuny.edu/about/administration/offices/student-success-initiatives/asap/evaluation/> <https://www.cuny.edu/about/administration/offices/student-success-initiatives/asap/replication/for-policymakers-and-advocates/> see 'Research Corner'

SBCTC staff in the Student Success Center, Student Services, and Policy Research guided the learning alongside college leadership. WSAC partnered on the project to provide broader statewide alignment per the agency's Strategic Action Plan.

## Feasibility in Washington

SBCTC does not have the system-level capacity to support an ASAP pilot project or system-scaled implementation, however, resources are available to colleges for additional exploration.

- The two colleges and college district participants underwent sustainable budgeting and productive funding model exercises, each with different outcomes specific to their existing local resources and infrastructure. Cost modeling beyond those involved in the grant could help determine a fuller picture of the financial realities of implementation.

Additional input within and across SBCTC is needed to understand the feasibility of the ASAP model.

- Evaluating alignment with programmatic components including:
  - Evaluating advising caseloads and the complexities with collective bargaining agreements for faculty advisors: the ASAP model uses a 150:1 staff advisor role.
  - Evaluating the value proposition of supporting both part- and full-time students.
  - Additional systems-level staff time for SBCTC to coordinate internal stakeholders and create a comprehensive year-over-year strategy for student success and completion.
- Alignment and socialization across system- and state-level engagement:
  - Developing internal strategy across SBCTC while creating opportunities for external stakeholders to engage with the model that supports determining targeted cohorts of students, the potential for workforce alignment, philanthropic funding, and more.
  - Socializing the complementary nature of Guided Pathways (GP) and ASAP. GP is a system and institution-wide approach to reforming and creating more structured support for all CTC students from matriculation to degree or credential completion. GP typically includes strategies, programs and/or interventions like advising, developmental education reform, and mapping out course and career pathways. ASAP is a program that could be viewed as a component of GP. ASAP is designed to provide intensive, high touch supports to a cohort of full-time students to accelerate completion.

## Promising Signals

- ASAP's model aligns with statewide goals for retention and completion.
  - Student success work within SBCTC, including Guided Pathways, has helped build the infrastructure that may pave the way for ASAP implementation.
  - Statewide investments in robust state aid, bridge grants, and support for basic needs provide a strong foundation of support in alignment with the ASAP model.
- SBCTC plans for a system-wide advising scan in response to the feasibility findings.

**For Additional Information:**

- [Guided Pathways and ASAP Matrix](#) & [Washington Guided Pathways](#)
- [Inside ASAP](#)
- [Implementing Holistic Advising and Wraparound Services to Equitably Improve Postsecondary Student Success: A Playbook](#)
- [Lessons From Two Major Evaluations of Guided Pathways](#)