

A COMMISSION OF THE WASHINGTON COUNCIL

for High School-College Relations, Inc.

INTERCOLLEGE RELATIONS COMMISSION ***Fall 2025 Executive Board Report***

Updating ICRC membership

- Spring 2025: Met with JTC executive board to discuss ICRC attendance and institutional membership
- JTC Summer 2025 meeting: support from JTC and COP/ICW/SBCTC to send membership email to appropriate institutional leadership requesting membership renewal of current membership or updating roster
- July/August 2025: ICRC exec board drafted letter and sector leader sent emails to institutional leadership
- September 2025: renewal and requests to update membership have been sent to Kelsey Myers; received responses from about 70% of our membership.
- Will follow-up with sector leaders to nudge the remaining institutions

Membership Dues Updates

- Spring 2025- executive board proposed and membership approved changing our membership due structure and separating registration from membership dues
- ICRC Membership Annual dues:
 - o \$150 per institution (covers two members attending both the fall and spring in-person meetings)
 - o \$50 per agency rep (SBCTC, COP, ICW, WSAC)
- Annual dues will be collected each fall
- Guest are welcome to attend our in-person meetings for \$35/meeting

ICRC Listserv coordination

- It was unclear who had access to approve new ICRC listserv requests
- Several new members reached out that they had not been added nor were receiving the ICRC listserv emails
- Executive board working with SBCTC to coordinate access to approve listserv members

Meeting locations/leadership opportunity

- Winter 2026: meeting virtually on Thursday, February 5, 2026
- Spring 2026: meeting in-person April 9 and 10 in Olympia at South Puget Sound Community College (executive board will discuss online/hybrid options- based on travel restrictions)
- Spring 2026 meeting – seeking a new executive board member (member-at-large) from a community and technology college
- Interested in hosting Fall 2026 or Spring 2027- send an email to Kelsey and Tasaday (try to accommodate an east/west side and also a CTC/4-year)



JOINT TRANSFER COUNCIL

Spring Meeting Executive Summary

Statewide Transfer Degree Work

JTC received the finalizing of the Computer Science DTA/MRP which is effective in fall 2025. In addition, the Council learned about the status of work to review and update the Biology DTA/MRP and AS-T Track 1 degrees and the Pre-Nursing DTA/MRP. Finally, SBCTC provided an update on proposed revisions to the Direct Transfer Agreement (DTA).

Discussion

JTC discussed two areas focused on increased engagement around transfer. The JTC Co-Chairs shared a proposal to pilot in the 2025-26 academic year faculty engagement and statewide transfer. The proposal would focus on priority disciplines and faculty within these disciplines to improve student transfer. JTC identified biology, chemistry and math as potential disciplines to consider for the 2025-26 academic year. JTC will reach out and bring to the Council summer meeting to inform work in the upcoming academic year.

This spring, [2.0 Transfer Playbook](#) was released. JTC reviewed and discussed the new playbook. There are three strategies to improve transfer outcomes highlighted in this work: (1) Prioritize transfer at the executive level to achieve sustainable success at scale, (2) Align program pathways and high quality instruction to promote timely bachelor's degrees and (3) Tailor transfer advising and nonacademic supports to foster trust and engagement.



JOINT TRANSFER COUNCIL

Summer Meeting Executive Summary

The Joint Transfer Council (JTC) convened at Western Washington University to review transfer policy and degree frameworks across Washington's higher education sectors. Key topics included updates on the Pre-Nursing DTA/MRP, finalizing signatures to the Computer Science DTA/MRP and an update on Washington's participation in the College in the High School Alliance (CHSA) initiative to expand dual credit access.

JTC also advanced efforts to foster cross-sector faculty collaboration through Communities of Practice, focusing on Math and Biology in 2025-26. A proposal for a unified statewide Biology transfer degree combining elements of the AS-T Track 1 and Biology DTA/MRP was approved for sector feedback.

Revisions to the Direct Transfer Agreement (DTA) were reviewed, including reducing distribution requirements, adding a Diversity, Equity, and Inclusion (DEI) requirement, and limiting local degree variations. Sector feedback will inform final changes.

Finally, JTC emphasized the need for a regular review cycle of statewide transfer degrees and clarified institutional eligibility for signing statewide transfer agreements.

The background of the image is a dense, chaotic arrangement of three-dimensional, blocky letters in various shades of blue and grey. The letters are scattered across the entire frame, creating a textured, almost abstract pattern. The lighting gives the letters a sense of depth and volume.

ATC

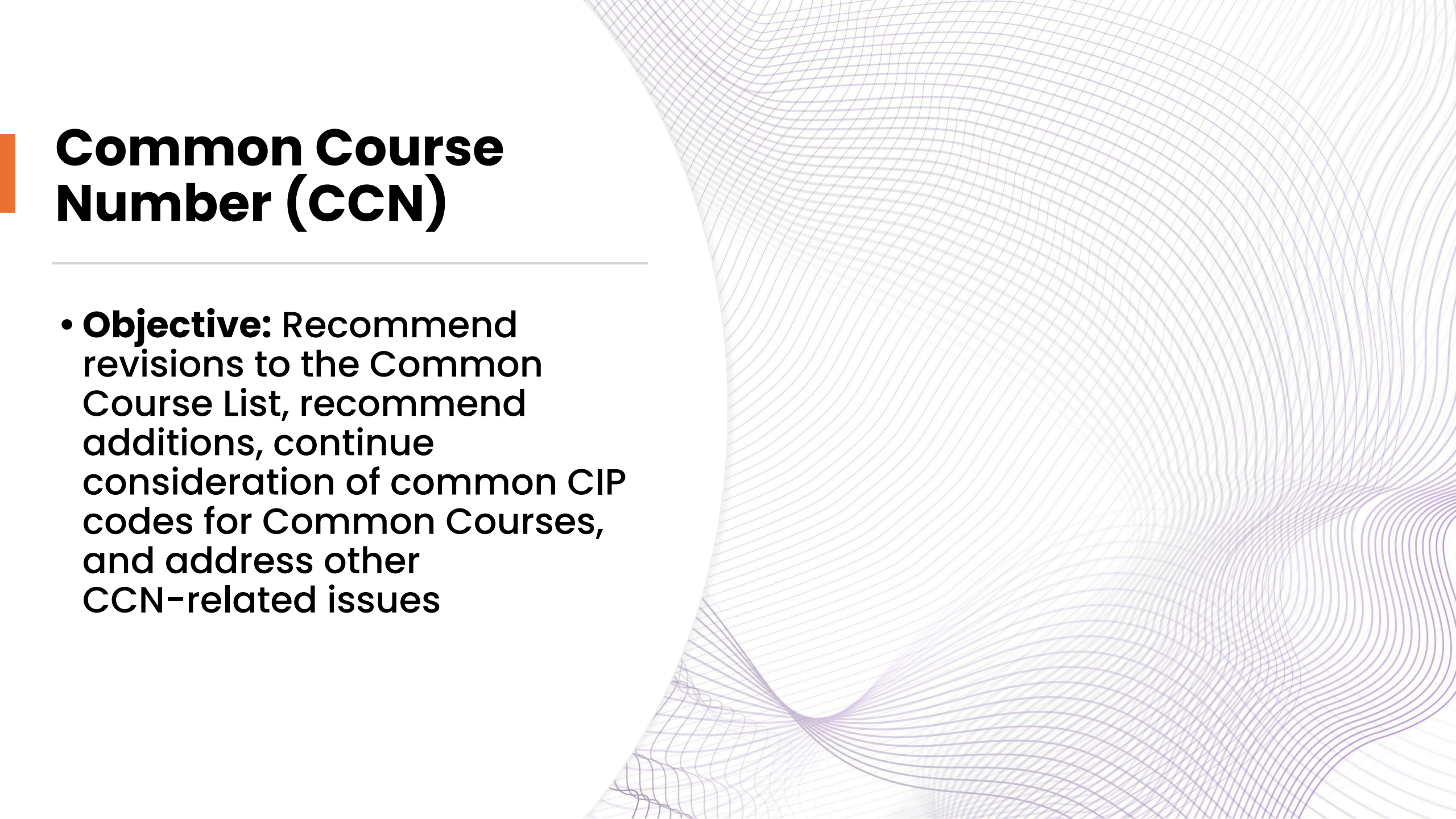
For ICRC Fall 2025 Meeting
Kristina Young, ATC Chair

Focus

DTA revision
details

Leading from
the Middle

Governance,
Communication
& Onboarding



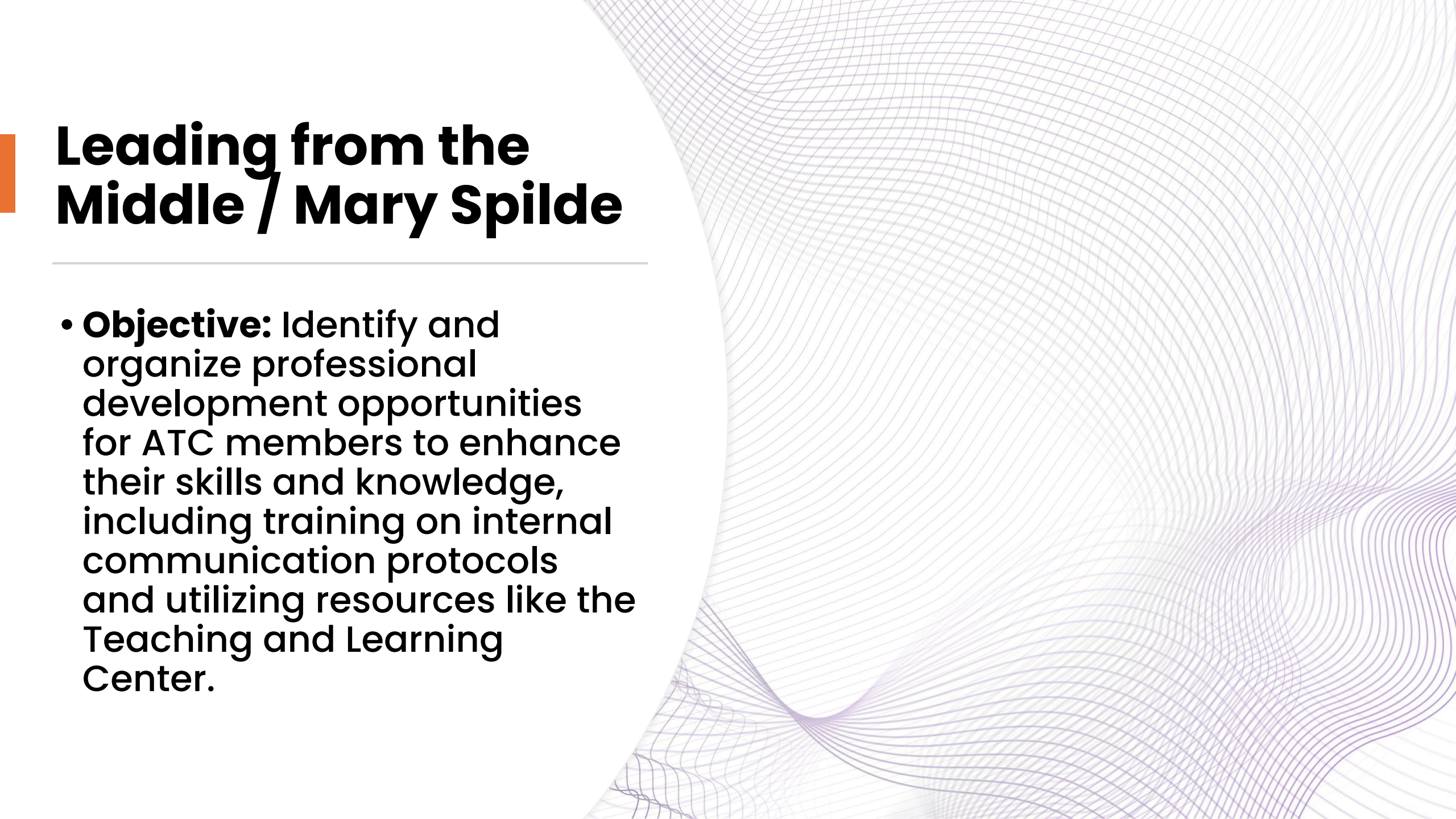
Common Course Number (CCN)

- **Objective:** Recommend revisions to the Common Course List, recommend additions, continue consideration of common CIP codes for Common Courses, and address other CCN-related issues



Governance, Communication & Onboarding

- **Objective:** Update and clarify the rules, expectations, and bylaws of the ATC, and develop materials for new member orientation.



Leading from the Middle / Mary Spilde

- **Objective:** Identify and organize professional development opportunities for ATC members to enhance their skills and knowledge, including training on internal communication protocols and utilizing resources like the Teaching and Learning Center.



DTA Implementation Guidelines & Campus Variations

- **Objective:** Review DTA and MRP requirements at each college with an equity lens. The goal is to address how campuses will implement variations of degree requirements.



Major Readiness – 200 Level Course Survey

- **Objective:** Inventory the top five transfer pathways in order to facilitate conversations for new CCN and transferability at the 200 level. Exclude the AS degrees and specialized MRPs.

ATC request for assistance

- ICRC initiated request for DTA change
- We all want our students in the DTA major-ready
- ICRC members better placed to help our workgroup identify 200 level courses that are often repeated by our DTA transfer students*
- Create contact list compilation for each 4-year to help identify these courses

*Not MRP or AST degrees



SBCTC UPDATE

Fall 2025 ICRC | 9 October 2025

Will Durden, Director

Transfer Education and Transitional Studies

SBCTC UPDATES

- State Legislative update
- Federal Grants update
- Workforce Pell
- Dual Credit
- Transcripts
- Pre-Nursing DTA/MRP

2025 Fall ICRC Report

Admissions is Open - 2026

Applications for 2026 admissions are now open for most Washington public universities. **Please encourage students to apply now!**

We are excited to welcome Washington students to any one of our public four-year universities or college! If a student wants to go to college, is thinking of college, or has not yet considered college, there is a place for them in Washington to achieve their dreams, receive an education, earn a degree, and follow their passion. Together, we are committed to serving all students by identifying and reducing gaps among student populations.

Postsecondary Policy and Engagement

Update: Biology DTA/MRP Revisions

At the summer meeting, the Joint Transfer Council reviewed proposed revisions to the statewide biology transfer degrees and moved the review of the proposed new Biology degree to the sector leads for feedback. Washington's public universities will review the proposed revised DTA/MRP this fall and provide feedback to the Council at the winter JTC meeting.

Transfer Advisor Workshop

In August, COP participated with other education and higher education organizations, agencies, and institutions in the annual Transfer Advisors Workshop. The annual Transfer advisors workshop hosted by the Washington Council for High School-College Relations ([WCHSCR](#)) is designed to provide community and technical college advisors with current transfer admission and program information from Washington's public and private universities and state agencies/organizations. COP focused on transfer student success and transfer pathways, the transfer of professional technical credits, reverse transfer and academic and basic needs supports, and services provided by Washington's public baccalaureate institutions.

Apprenticeship and Higher Education Coordinating Committee

In August, AHECC met. The committee focused heavily on the significant budget cuts impacting apprenticeship and higher education programs across Washington. Committee members reported devastating funding reductions, including the elimination of the \$500 Washington Bridge Grant per apprentice, 80-85% cuts to Career Connect Washington, \$7 million in L&I wraparound support not renewed, and NWLETT losing \$1.1 million in student support funding that had previously helped with retention rates. These cuts are forcing programs to deny larger support requests for rent, utilities, and car repairs, limiting assistance to smaller items like orientation fees and work clothes, while potentially impacting apprentice retention and program expansion efforts.

The committee also addressed ongoing challenges with the Related Supplemental Instruction (RSI) funding model and relationships between apprenticeship programs and community and technical colleges. Key discussions included proposals for apprenticeship navigator surveys to improve consistency and

effectiveness, the complexity of creating sustainable funding models given the wide variation among the 200+ apprenticeship programs statewide, and the need to better understand cost categories and successful partnerships, like those at Spokane Community College and Clover Park Community College. The group acknowledged that while current relationships between colleges and apprenticeship programs are generally working, the existing funding structure with 50% tuition waivers and varying contract arrangements may not be sustainable for program expansion, prompting plans to gather more detailed data on costs and successful models for future recommendations.

New National Transfer Data

In early September, the National Student Clearinghouse Research Center [released new transfer data](#). The current update examines students entering community college in the fall 2017 term and their transfer-out and bachelor's completion rates within six years. An additional cohort is also presented: students who enter a four-year institution in the 2017-18 academic year after transferring from a community college. Persistence rates and bachelor's completion rates are presented for these students.

Highlights from the 2017 entering cohort:

- Fewer than a third of first time-ever-in-college students who began at a community college in fall 2017 transferred to a four-year institution within six years (31.6%). Of those who did transfer, slightly less than half completed a bachelor's degree (49.7%). These rates are consistent with the previous entering cohort, after several years of small increases.
- Students who entered community college in fall 2017 with prior dual enrollment had higher transfer-out (46.9%) and bachelor's completion rates (60.1%) than first time-ever-in-college students.
- Most community college transfer students attended a public four-year institution (75.2%). Bachelor's completion rates were also highest at public four-year institutions—70.3% of students who transferred from a community college to a public four-year institution in the 2017-2018 academic year earned a bachelor's degree within six years.
- After transferring from a community college, 82 percent of students re-enrolled at their four-year transfer institution in the following academic year. Retention rates were higher for students who had earned an award before transferring (86.8%, 9.3pp higher than those who transferred without an award).

The data shows Washington and its public universities are leaders in transfer at the national level. Nationally, 490,068 students transferred from a community college to a four-year institution; 7,834 students transferred in Washington for this data report.

- Washington (55.2%) was above (42.4%) the national percentage of students that transferred with a prior degree. Washington's public universities (87.8%), nationally (75.2%)
- Washington (86.5%) was above (81.5%) the national percentage for students retained into a second year at their transfer institution. Washington's public universities (86.9%), nationally (83.6%)
- Washington (78.9%) was above the national bachelor's rate (65.8%) within six-years in the nation. Washington's public universities (79.2%), nationally (70.3%)

Revisions to the DTA

For the last year, the State Board for Community and Technical Colleges (SBCTC) has worked on and engaged with the Joint Transfer Council and Intercollege Relations Commission (ICRC) to develop proposed modifications to Washington State's Direct Transfer Agreement (DTA). The proposed modifications include reducing distribution area requirements from 15 to 10 credits each in humanities, social sciences, and natural sciences, with the remaining 15 credits available as generally transferable courses; adding a Diversity, Equity, and Inclusion (DEI) course requirement within the existing 90-credit framework; and

limiting local degree variations to a maximum of 10 credits.

The approved revisions maintain the total 90-credit requirement and existing basic requirements for communication skills and quantitative reasoning, while providing colleges more flexibility in course selection within distribution areas. Key implementation details remain to be determined, including the specific credit load for the DEI requirement and whether course outcomes will be set at the state- or local-level for community and technical colleges.

COP and the Independent Colleges of Washington (ICW) are working with the universities in their respective sectors to gather feedback on the proposed modifications. COP convened two meetings of transfer and academic related leaders to review the proposed modifications. COP will provide written feedback to JTC for the fall Council meeting.

[COP Released College in the High School Report](#)

COP released the [2025 College in the High School legislative report](#). The law requires universities and community and technical colleges to report information about the students taking these courses. This includes demographic data about the students enrolled, geographic data about the courses offered, data about participation rates and the amount of high school and college credit awarded, and whether students enroll in college after high school.

The COP report examines the CiHS courses offered by four universities in Washington: Central Washington University (CWU), Eastern Washington University (EWU), the University of Washington (UW), and Western Washington University (WWU) at public high schools. Washington's public universities offer many courses at private high schools, but these enrollments are not included because SB 5048 removed fees for students attending public schools only. Community and technical colleges also offer CiHS courses and the State Board for Community and Technical Colleges [produces a separate report for those institutions](#).

[ERDC Dual Credit Report](#)

Dual credit courses give high school students the potential to earn both high school and postsecondary credit. This report and accompanying [dashboard](#) address the requirements in [RCW 28A.600.280](#) through collaboration with statewide agency partners. While the dashboard focuses on the required metrics of dual credit enrollment and K–12 credit earned for student cohorts through 2024, this report examines new analyses for the required metrics of K–12 academic performance and postsecondary credit earning. It also addresses previous report recommendations and introduces additional analysis of students enrolling in College in the High School for postsecondary credit since the implementation of [SB 5048](#) in 2023-24.

Key findings:

- Students are earning high grades despite the rigor of dual credit courses. The distribution of K–12 course grades was relatively similar across all course types, with a larger proportion of dual credit courses resulting in letter grades of A than non-dual credit courses. Exam-based dual credit and College in the High School (CiHS) had the highest rate of at least a C/Pass for the K–12 course (each over 90%). Career and Technical Education-Dual Credit (CTE-DC) and Running Start had rates slightly higher than non-dual credit courses.
- The 2024 cohort had a 15-percentage point increase over the 2023 cohort in students enrolled in K–12 CiHS that opted to concurrently enroll for postsecondary credit. The students in the 2024 cohort had one year under 2SSB 5048, which removed the tuition fees for concurrent postsecondary CiHS enrollment starting in the 2023–24 academic year. The increase in the concurrent postsecondary CiHS

enrollment rate was seen across all student groups, though to different degrees. Consequently, gaps between some historically advantaged and marginalized students increased, such as for low-income students (from 8.8 to 9.7 percentage points), while others decreased, such as for students from different federal race/ethnic categories (from 28.2 to 25.5 percentage points). Additional years of data are required to determine if this pattern will continue or reverse.

- Of the 21% of course records for the 2024 cohort that had a dual credit designation, 6% had multiple dual credit designations. There were course records with up to four dual credit designations found. Advanced Placement (AP) and CiHS had the highest rates of cross-designation at 19% and 31%, respectively. CiHS was the most commonly cross-designated type for exam-based dual credit courses and AP was the most commonly cross-designated type for CiHS and CTE-DC courses. In cases where a course has multiple designations, the high school would list each dual credit type on the high school transcript, and the student would have the opportunity to choose the method of earning postsecondary credit. However, the student can only receive postsecondary credit through one method.

Washington CHSA Grant Update

In September, the State Board for Community and Technical Colleges, Council of Presidents, OSPI, and ERDC, as the CHSA core team, convened the dual credit advisory committee as part of the College in the High School Alliance grant. Dual credit education challenges and opportunities in Washington reveal gaps in communication and coordination between K-12 and higher education. Through engagement with the advisory community, concerns emerged around the lack of representation from private schools and higher education institutions, persistent communication barriers between educational sectors, and the need for clearer messaging to students and families about dual credit pathways. Participants highlighted major equity issues, including cost barriers, uneven access between urban and rural areas, hidden expenses beyond tuition, and the need for stronger wraparound student support services.

The discussion revealed widespread confusion among students, parents, and counselors about the various dual credit pathways and their unique requirements, leading to decision fatigue and uncertainty about which options best align with individual goals. Participants emphasized the need for a more holistic framework that treats dual credit as one system with multiple "program flavors," rather than competing separate programs, while ensuring students receive both broad educational experiences and meaningful guidance. The group identified several areas for deeper exploration: wraparound student support, workforce development connections, transcript alignment between high school and college systems, and the integration of other educational models like trade high schools and apprenticeship programs. Next steps include refining a draft vision statement and identifying missing stakeholders for future meetings. The core team, which includes COP, will continue to meet monthly and the advisory committee will meet again in December.

College in the High School (CiHS) State Review

In July, the CiHS state review committee opened the 2024 review cycle for College in the High School programs offered in Washington. CiHS programs are required to respond to requests for additional information by October 15, 2025. The final approval of CiHS programs will be completed in mid-November.

Digital Sharing of High School Transcript Data

The Washington School Information Processing Cooperative (WISPC), is partnering with COP on the digital transcript and direct admissions project. In June, stakeholders from across Washington's educational ecosystem gathered to advance the digital transcript project, an initiative to modernize and streamline the

way student academic records are managed and shared between institutions. This collaborative effort, supported by the Gates Foundation and facilitated by WSIPC, brought together representatives from K-12 districts, higher education institutions, state agencies, and educational technology providers to map current systems, identify challenges, and envision a more equitable future for transcript management.

The meeting was structured to identify actionable implementation planning to move this work forward in the next 30, 60, and 90 days. To achieve this outcome, the day centered around discussions of what success looks like through the development of a shared vision statement.

Vision Statement

We envision a seamless, secure, and student-centered digital transcript exchange system that empowers every learner in Washington to transition from K-12 to higher education with clarity, efficiency, and equity. By modernizing transcript formats and streamlining the exchange process, we aim to eliminate systemic burdens, improve admissions workflows, and ensure timely, actionable access to student data that supports informed decision-making and equitable opportunity.

Participants concentrated on the details of the process for sharing actual data files, as well as governance and readiness across sectors. This was achieved through a landscape analysis of the current and future state of high school transcripts and data sharing in Washington.

Participants committed to plans over the next 30, 60, and 90 days. Within the first 30 days, higher education committed to provide feedback on the data file and work together to discuss the potential of CRMs and OCRs as they may relate to this initiative. Within 90 days, Washington's public universities also committed to defining CADRs by mapping to state high school course codes and providing guidance for K-12 partners to inform data collection.

K-12 partners committed to validating high school transcript data and alignment with state data files in the first 30 days, followed by building validation and communication of the project transcript in next 30 days. Within 90 days, K-12 committed to sharing out, messaging, and cleaning up the validation process; developing a best practices educational document; and working with WSCA to develop a CADR course design. Stakeholders will come together again at the end of October.

New Degrees

New public four-year university degrees implemented since the spring 2025 ICRC meeting:

- UW Seattle Master of Engineering in Multidisciplinary Engineering
- UW Seattle BA in Public Service and Policy through the Evans School of Public Policy
- UW Seattle BA in Environmental Design and Sustainability through the College of Built Environments
- WSU Pullman MS Interdisciplinary Studies
- WSU Tri-Cities BA Social Work

COP Contact and Resource Information

Discover the latest information about Washington's public baccalaureate sector and COP on our [website](#) and on [LinkedIn](#).



ICRC Fall Meeting

Update from Independent Colleges of Washington

October, 2025

Sheila@icwashington.org



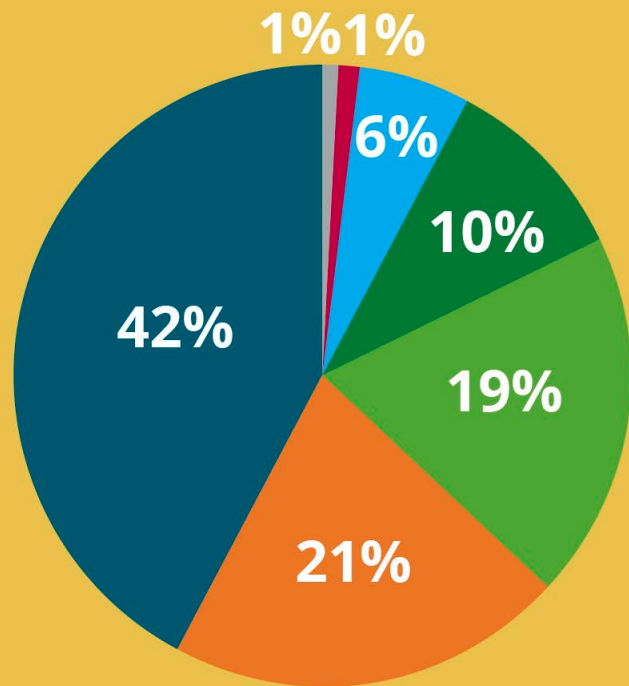
INDEPENDENT
COLLEGES OF
WASHINGTON



ICW campuses
are close
to students
across the
state

58% ARE STUDENTS OF COLOR

(and 60% of first-year students)



UNDERGRADUATE ENROLLMENT BY RACE/ETHNICITY

- Native American/Alaska Native: 1%
- Native Hawaiian/Pacific Islander: 1%
- Black/African American: 6%
- Two or More Races/Ethnicities 10%
- Asian: 19%
- Latinx/Hispanic: 21%
- White: 42%



INDEPENDENT
COLLEGES OF
WASHINGTON

ONE IN THREE are
first-generation college students.

ASUP



INDEPENDENT
COLLEGES OF
WASHINGTON



One in three
juniors and seniors
have transferred
credits

Participation in Statewide Agreements

Member Campus	AA/AS DTA	AS-T Track 1	AS-T Track 2	Biology	Busi- ness	Comp. Science	Engineer- ing	LPN-BSN	RN-BSN	Pre- Nursing	Reverse Transfer
Gonzaga University	Y		Y		Y	Y	Y				
Heritage University	Y	Y	Y	Y	Y	Y		Y			
Pacific Lutheran University	Y	Y		Y	Y	Y				Y	Y
Saint Martin's University	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Seattle Pacific University	Y	Y	Y	Y	Y	Y	Y			Y	Y
Seattle University	Y	Y	Y	Y	Y	Y	Y			Y	Y
University of Puget Sound	Y										
Whitman College	Y										
Whitworth University	Y	Y		Y	Y						



Transfer Pathways Scholarships

Criteria:

- Demonstrated financial need (Pell or Washington College Grant-eligible)
- Students who transfer from any of the 34 CTCs
- Enrolled part-time or full-time

Institutional matching funds encouraged (from any source)

Renewable, subject to availability, for up to three years



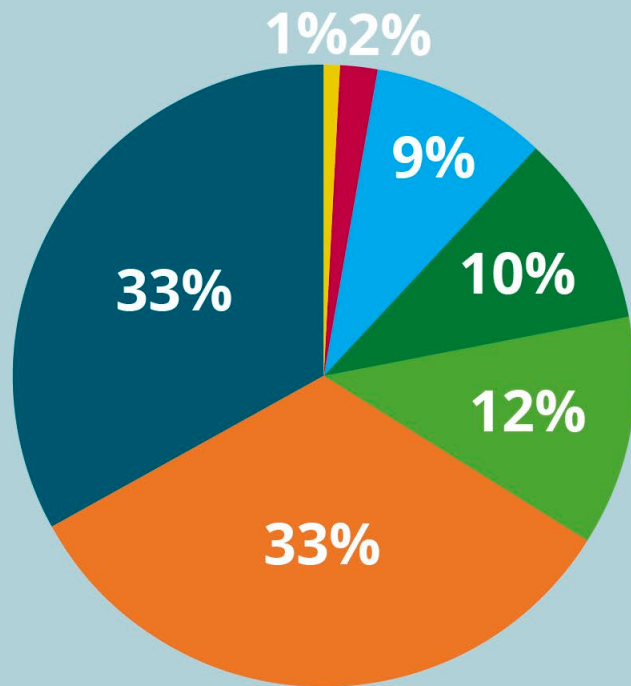
Highest State Budget Priority

Seeking full, indexed restorations for Washington College Grant and College Bound Scholarship programs – for students attending private, not-for-profit campuses



Gonzaga University ▪ Heritage University ▪ Pacific Lutheran University ▪ Saint Martin's University ▪ Seattle Pacific University
Seattle University ▪ University of Puget Sound ▪ Whitman College ▪ Whitworth University

Two-thirds of ICW's WA Grant recipients are students of color



UNDERGRADUATE ENROLLMENT BY RACE/ETHNICITY

- Native Hawaiian/Pacific Islander: 1%
- Native American/Alaska Native: 2%
- Two or More Races/Ethnicities 9%
- Black/African American: 10%
- Asian: 12%
- Latinx/Hispanic: 33%
- White: 33%



Dedicated Funds for WA Students

All ICW member campuses work with Washington students to provide institutionally funded financial aid that is stackable with the Washington College Grant, College Bound Scholarship, and federal Pell Grant

Examples:

- Especially for College Bound scholarship recipients
 - [253 Bound \(Pacific Lutheran University\)](#)
 - [Falcon Bound \(Seattle Pacific University\)](#)
 - [Saints Bound \(Saint Martin's University\)](#)
 - [Seattle University Bound Program](#)
 - [Whitworth Bound Promise](#)
- Gonzaga Access Pledge
- Whitman's Weingart Opportunity Scholarship; new commitment to meet full need



ICW Annual Report



Questions?

If you have any questions, please contact:

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206-623-4494



Washington Student Achievement Council Updates

Fall 2025





Washington Completes FAFSA Campaign

- Governor Bob Ferguson signed Executive Order 25-08 on September 19, 2025.
 - Establishes a coordinated FAFSA completion campaign and creates an advisory board to lead the campaign, set completion goals, and track the campaign's progress.
 - The board will be staffed by WSAC and will comprise students, school district officials, university representatives, and more.

“Washington is one of the most, if not the most, generous in terms of financial assistance. I want every eligible student to take advantage of this money for college, apprenticeships and other education or training. To access that money, all you have to do is fill out the form. You will never know how much financial aid you qualify for unless you do.” – Governor Ferguson



Financial Aid Applications are Now Available!

2026-2026 aid applications are officially open!

- **FAFSA:** Most people should complete a FAFSA (Free Application for Federal Student Aid) to get the most aid available. The FAFSA is used by U.S. citizens and eligible non-citizens to apply for both state and federal financial aid.
- **WASFA:** The WASFA (Washington Application for State Financial Aid) is an application only for state financial aid. The WASFA is for people who choose not to file a federal FAFSA application. It can also be used by people who are not eligible to complete the FAFSA due to immigration status, defaulted federal loans, or other issues with federal aid.
- Applying for financial aid is a crucial first step toward college or job training. Financial aid can be used for community college, trade school, a four-year degree, or an approved apprenticeship. You have options!
- State Financial Aid Programs - overview



Financial Aid Resources

- Schools and education advocates can access financial aid resources and promotional materials in the Financial Aid Toolkit.
- The 12th Year Campaign boosts college and financial aid application rates in Washington by helping those working with high school seniors and their families complete applications for college admissions and financial aid.
- WSAC's College Access Initiatives Training Center provides training to anyone supporting students as they take the next steps toward education after high school. Trainings are provided online and in person.

Regarding data privacy: Students and families are asked to provide personal information when applying for financial aid. It's a necessary part of the process, but it's natural to have concerns about privacy. Anyone uncomfortable with submitting a federal FAFSA form can use the WASFA to apply only for state aid; however, they will miss out on any federal aid they could be eligible for. Whether applying with FAFSA or WASFA, students and families should read any available privacy statements to understand where their data is going and how it is used.



Resources & Reports: Credit Mobility

TRANSFER

- Transfer Student Success webinar resources are now available: [recording](#), [presentation slides](#), [transcript](#), and [Q&A](#).
- [Beyond Transfer Degrees: Opportunities for Future Learning](#)
- [2025 Washington Transfer Efficiency Update](#)

ACADEMIC CREDIT FOR PRIOR LEARNING

- [2024 Academic Credit for Prior Learning Report Update: Advancing Success for Washington Adult Learners](#)



Resources & Reports

PARENTING STUDENTS

- Designing Postsecondary Education for Parenting Students

TRANSITION TO COLLEGE

- Changing the Narrative: New Strategies to Enhance Access to Post-Secondary Education in the Age of Digital Media and Technology