



HATHAWAY SUCCESS CURRICULUM

Joint Education Interim Committee Report June 20, 2017

Presented by:

Lisa Weigel, Chief Policy Officer

Authority

Senate Enrolled Act 56

History

Pursuant to Wyo. Stat. § 21-16-1307, Wyoming high school students must complete the Hathaway Success Curriculum in order to qualify for a Hathaway Scholarship. There are four (4) levels of scholarship awards available, with each level tied to different Success Curriculum requirements: Provisional Opportunity (\$840 per semester), Opportunity (\$840 per semester), Performance (\$1,260 per semester), and Honors (\$1,680 per semester). Higher award amounts are associated with more rigorous curriculum requirements. In addition, each scholarship level has specific GPA and ACT requirements, again with higher award amounts linked to higher GPA and ACT requirements.

The Hathaway Success Curriculum requirements include the following content areas:

- Science
- Math
- English
- Social Studies
- Foreign Language
- Options for the inclusion of Fine and Performing Arts courses
- Options for Career/Vocational Education courses

Actions

During the 2017 legislative session, the WDE was directed to “study options to further incentivize completion of the Hathaway scholarship success curriculum” (2017 SEA 56, Section 2(a)). This directive follows similar directives made during the 2015 and 2016 legislative sessions. The WDE previously presented recommendations to the JEIC in the 2015 and 2016 interim. Additional recommendations for incentives are included at the end of this report.

The passage of SEA 56 also granted authority to the WDE to establish a grade-weighting policy to “account for the academic rigor of [high school] courses” beginning in the 2018-2019 school year (2017 SEA 56, Section 1(a)(xii)). The WDE will be working with stakeholders during the 2017-2018 school year to pilot a grade-weighting policy in order to determine the parameters for the following school year.

Financial

No funds were appropriated by the state legislature for this interim study.

Results/Findings

Results from the grade-weighting pilot will not be available until next summer.

The recommendations listed below are in response to the request that the WDE report these recommendations to the JEIC not later than August 1, 2017 (2017 SEA 56, Section 2(b)). In the second study, students who took higher-level math courses, including AP courses, had a higher college GPA at the end of their first year. Similarly, students who took AP courses in English had a higher college GPA than students who took no AP courses in high school.

Recommendations

The following recommendations were generated from the annual post-secondary Hathaway Coordinators' meeting that took place April 26, 2017. The recommendations provided below include suggestions for the overall Hathaway Scholarship Program and are taken directly from those who process, award, and monitor students receiving a level of the Hathaway Scholarship.

- Eliminate the six-year time limit to use all scholarship credits, effectively eliminating the continuous enrollment requirement. This would allow students to use all available Hathaway credits. Currently, only students participating in military or religious service are allowed the time-clock to be stopped for the time not attending a Wyoming post-secondary institution.
- Increase the amount of the need-based portion of the scholarship that is covered. The Honors level does cover up to 100% of unmet need (providing the student has financial need that exceeds \$2,000.00). The remaining three levels, however, only cover up to 25% of financial need (again, providing the need exceeds \$2,000.00).
- Decrease the \$2,000 monetary requirement students must meet in order to qualify for the need-based portion of the scholarship. Currently students must have \$2,000 of unmet need to be considered for that part of the scholarship.
- Eliminate the foreign language requirement and allow students to take four years of either CTE, fine arts, or foreign language courses. This would allow students to pursue numerous different paths to ensure they are college-or career-ready.
- Require the FAFSA to be filled out by all Hathaway applicants. This will provide students who may not have filled out the FAFSA, and subsequently missed funding provided by the need-based scholarship, a chance to qualify for more scholarship funding.
- Incrementally increase the Hathaway financial award as students' progress through their certification or degree. For example, once students reach 30, 60, and 90 credits by the end of their freshman, sophomore, and junior years, students would receive an increased award amount provided all other Hathaway requirements are met. This would help incentivize students to meet the continuous enrollment requirement and complete their certificate or degree on-time.
- Extend the two-year initiation requirement for high school students. This may increase the persistence rates of Hathaway students at the post-secondary institution.
- Increase the Hathaway Scholarship from 96 credit hours to 120 credit hours and allow students two options. The first option would allow students to complete the entire 120 credit hours at the University of Wyoming. The second option would allow students to complete up to 60 credit hours at the community colleges and the remaining credit hours at the University of Wyoming.