

<b>Title</b>	How do we achieve our attainment goals?
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<b>Synopsis</b>	The Council will continue exploring the use of a Theory of Action that includes six policy lenses to guide the development and execution of policies, programs, and services in support of the state’s goals. This model would help inform how we advance educational levels in our state. With facilitation by Marc Casale, the Council will discuss six policy lenses and determine what elements need to be refined.
<b>Guiding Questions</b>	<ol style="list-style-type: none"> <li>1. How would using the six policy lenses affect progress toward our goals?</li> <li>2. How do we anticipate using these lenses to affect our work?</li> <li>3. How should our <i>organizational behavior</i> respond to this Theory of Action to have greater influence in reaching our goals?</li> <li>4. Does this frame change how we approach our Adult Reengagement Framework?</li> </ol>
<b>Possible Council Action</b>	<input checked="" type="checkbox"/> Information/Discussion <input type="checkbox"/> Approve/Adopt <input type="checkbox"/> Other
<b>Documents and Attachments</b>	<input checked="" type="checkbox"/> Brief/Report <input type="checkbox"/> PowerPoint <input type="checkbox"/> Third-party materials <input type="checkbox"/> Other

## The Six Lenses that Frame the Work to Achieve our Goals

### Equity

Our goals cannot be achieved without closing the gaps in student success that span socioeconomic and racial/ethnic groups and geographic differences. Even if we could achieve our goals without doing so, it would be wrong to think success exists in a world marked by opportunity gaps. We must make equity a lens for all of our work.

- 1) How should we define equity and measure our progress in closing opportunity gaps?
- 2) How is our understanding of equity shaped by differences across the regions of the state?
- 3) How do we apply the equity lens to all elements of our work and state policy?

### Regional

The vast majority of Washington residents pursue postsecondary education near where they live, work, or graduate from high school. Our ambitious state goals are met by aggregating results achieved across the regions of the state. Given the differences in regional characteristics, we need to better understand and support the work on the ground that drives educational success.

- 1) How do we learn from regional partners and stakeholders to better inform state policy?
- 2) How do we use existing resources to support regional leaders and initiatives advancing shared goals?
- 3) Can we apply the other five lenses regionally to better understand what is working on the ground and how to improve state policy?

### Networks

The ambitious reach of our goals means we must work with network partners who can bring scale. The classic example of a network partner for higher education is the K-12 system including school districts, secondary schools, and related educational organizations. There may be other partners, such as youth development groups and employers, which can help with the traditional age college going population. There is no similar established network partner(s) for the returning adult population. Employers of all types and community-based organizations serving target populations may offer opportunities to build network partnerships.

- 1) Can we build more intentional collaborations with network partners involving both comprehensive initiatives (e.g., collaboration for regional attainment goals) and targeted interventions (e.g., College Bound enrollment for secondary students or college/career awareness for adults)?
- 2) How do we define our shared goals in sufficient detail to better understand the need to reach scale?
- 3) Can we better understand what motivates network partners and consider how state policy can leverage all parties' activities and investments in this work?

### Alignment

Both the public and private sector make many investments that support educational and career opportunities for young people and adults. These investments will produce more results if they are aligned. To paraphrase an author evaluating one of the earliest community-wide college success efforts

in the US: alignment means getting community institutions and organizations to embrace common goals and responsibilities for success. There must be a parallel effort at aligning state resources across all agencies with community efforts.

- 1) Can we better understand how students and prospective students would benefit from aligned resources to meet their educational, life and career goals?
- 2) How do student needs differ across types of students, what supports of all types (childcare, transportation, etc.) are needed, and how can the involved systems and programs be better aligned to achieve our goals?
- 3) Can communities measure how well their investments are aligned?

### **Student experience**

The educational attainment challenge is a behavioral one – shaped by the interplay of individual and organizational behaviors. As policymakers, we may better understand behavioral opportunities and challenges when we integrate the experiences of prospective students, current students, and program completers into coherent models. The student experience begins long before enrollment in a specific education program and doesn't end on graduation or completion day.

Washington residents will better understand their options and what it takes to succeed educationally if these long term sequences are seen as coherent pathways. Educational programs may be an essential component but they are not the entire student experience. Thinking in terms of “before, during and after” an educational program might be the best way to capture this broader notion of student experience.

- 1) How can we advance our understanding of the behavioral challenges that stand in the way of our goals and how state policy can address those challenges?
- 2) Does a focus on student experience over a longer period of time increase policymakers' and the public's ability to understand educational opportunities, especially those available locally?
- 3) Are there ways to accelerate progress along these sequences?

### **Innovation**

Washington higher education has earned a national reputation as a center of innovation. Our goals cannot be met without state policies that foster a culture of innovation. We must also support community-based innovation that helps regions deliver on their share of the state's goals. This work will involve both “close in” community work such as the college and career counseling support offered by Greater Spokane, Inc. and other endeavors that may address students' needs in non-educational arenas such as transportation, childcare and family supports.

- 1) How can state policy encourage innovation by K-12 school districts, higher education institutions, employers, local officials, nonprofits and communities to support our goals?
- 2) Can we build statewide networks that promote knowledge-sharing and learning across institutions and communities?

## WSAC role within the 6 lenses model

**State policy:** Our focus is on state policy, not agency policy. We work within a model of collective action and responsibility to facilitate the emergence of broadly supported state policies to increase educational attainment.

**Regional work:** WSAC supports regional leaders who seek to build the ecosystem that their residents need to succeed in education and training programs. We define regional leadership broadly to include government, colleges and universities, school districts, businesses, non-profits, advocacy groups and philanthropy.

WSAC will share its knowledge base in higher education and data analysis to support our regional partners in their work. We do not seek to become a direct service provider.

**Long term goals:** Help the state support “collective regional action” as an element of overall state policy to advance educational attainment. Build an ongoing feedback loop between regional activities and state policy.



**WSAC – COUNCIL MEETING**  
**JANUARY 31<sup>ST</sup>**

# Agenda

## Review Six Lenses

- Review retreat feedback
- Present revisions to each of the lenses
- Review key questions to drive next phase of work
- How we will use the lenses going forward

## WSAC Role

- State policy and regional work
- Long-term goals

## Discuss next steps

# Equity

## What We Heard

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- Unique approaches are needed for each policy area
- Need to define what ‘equity’ means for WSAC
- Hard work will be defining procedures for turning intentions into actions
- Borrowing from other national and regional organizations can support effectiveness

## Current Approach

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- Goals cannot be achieved without closing gaps in student success that span socioeconomic and racial/ethnic groups and geographic differences
- Equity is a universal lens that guides all of our work

## Outstanding Questions

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- How should we define equity and measure our progress in closing opportunity gaps?
- How is our understanding of equity shaped by differences across the regions of the state?
- How do we apply the equity lens to all elements of our work and state policy?

# Regions

## What We Heard

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- Defining WSAC's role in regions in which it works is critical before proceeding
- Defining WSAC's regional goals and value-add for existing regional partners is a key challenge
- We need to understand regional deficits better in order to identify resources that can be leveraged to address them

## Current Approach

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- Students pursue postsecondary education near where they live, work, or graduate high school, which is why regional focus is important
- Our ambitious state goal is an aggregate of regional results
- Different regions of the state have different characteristics that we need to understand better in order to drive educational success

## Outstanding Questions

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- How do we learn from regional partners and stakeholders to better inform state policy?
- How do we use existing resources to support regional leaders and initiatives advancing shared goals?
- Can we apply the other five lenses regionally to better understand what is working on the ground and how to improve state policy?



# Networks

## What We Heard

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- Network partners are essential, but we need to clearly define which partners to engage with and what value we bring
- Employers are critical partners – work with them to identify useful educational pathways for students
- Think more broadly about what a ‘partner’ is: local governments, non-profits, unions, students/parents could be good partners

## Current Approach

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- The ambitious reach of our goals means we must work with network partners who can bring scale
- We must work with traditional partners (e.g. including school districts, secondary schools) and other groups like (e.g. as youth development groups and employers) that work with our students
- Employers of all types and community-based organizations serving target populations partnership opportunities

## Outstanding Questions

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- Can we build more intentional collaborations with partners on both comprehensive initiatives (e.g., collaboration for the region) and targeted interventions (e.g., College Bound supports)?
- How do we define our shared goals in sufficient detail to better understand the need to reach scale?
- Can we better understand partner motivations and consider how state policy can leverage all parties’ activities and investments in this work?

# Alignment

## What We Heard

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- There are multiple different alignment systems to consider: systems, program, and general relevancy
- As a region, we are program-rich but lack systems for coordination and implementation
- Should WSAC offer a “super conference” to align programs?
- Need to sharpen and clarify definition of alignment lens to determine WSAC’s role

## Current Approach

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- Alignment and coordination of private and public sector investments in education will lead to better results and greater efficiency
- Alignment is “getting community institutions and organizations to embrace common goals and responsibilities for success”
- Efforts must run parallel to state resources and initiatives

## Outstanding Questions

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- Can we better understand how students and prospective students would benefit from aligned resources to meet their goals?
- How do student needs differ by student type, what supports do all types need, and how can the involved systems and programs be better aligned to achieve our goals?
- Can communities measure how well their investments are aligned?

# Student Experience (Pathways)

## What We Heard

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- WSAC can lead the way in making the case for why the student experience matters
- Student-driven experiences are key to achieving ROI from existing experiences (e.g. College Bound)
- Supports for student experience are inherently people-centric and face-to-face in form – which makes them more expensive

## Current Approach

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- The attainment challenge is a behavioral one – shaped by the interplay of individual and organizational behaviors
- The student experience does not end when class ends; thinking in terms of ‘before, during, and after’ a program may be the best way to approach the entire spectrum of students experience
- WA residents will better understand options and determinant of success if these sequences are seen as coherent pathways

## Outstanding Questions

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- How can we improve understanding of behavioral challenges that stand in the way of student success and the role of state policy in addressing them?
- Does a focus on student experience over a longer period of time increase policymakers’ and the public’s ability to understand ed opportunities, especially those available locally?
- Are there ways to accelerate progress along these sequences?

# Innovation

## What We Heard

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- Innovation is needed to help the State move away from complacency in education
- Innovation will drive culture change that will lead to success
- Need to determine what merits true innovation vs. tinkering or making slight adjustments

## Current Approach

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- Washington is seen as an innovative environment; we need policies that match
- Important to support community-based innovation that helps regions create methods that enable success
- Need to address both educational and non-educational arenas like transportation, child care, and family support in order to be successful

## Outstanding Questions

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- How can state policy encourage innovation by K-12 school districts, higher education institutions, employers, local officials, nonprofits and communities to support our goals?
- Can we build statewide networks that promote knowledge-sharing and learning across institutions and communities?

# How will we use the lenses going forward

**Lenses will help guide policy and programmatic decision making**

**Lenses will be for WSAC use in developing recommendations**

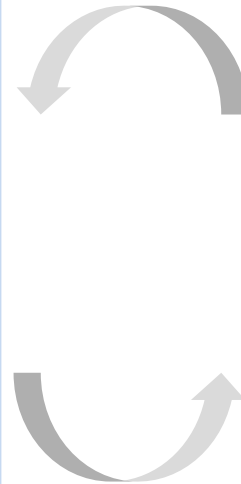
**Lenses are cross-cutting and affect all our work**

**Lenses are dynamic and will evolve over time as we learn more**

# WSAC's Role

## State Policy

- Our focus is state, not WSAC, policy
- Facilitate the emergence of broadly supported state policies
- Work within a model of collective action and responsibility



## Regional Work

- WSAC supports regional leaders building the ecosystem that they need to succeed in education and training programs
- Share knowledge base to support our regional partners
- Do not seek to become a direct service provider

### Long-term goals

- Help the state support “collective regional action” as an element of overall state policy to advance educational attainment
- Build an ongoing feedback loop between regional activities and state policy

# Early Stage Regional Conversations

Michael Meotti

January 31, 2018

# Gates funded convenings

- Something to work on together to start and strengthen relationships
- First convening to share regional education and labor market insights drawn from Jenee Twitchell-Meyers work, WICHE regional analysis, WSAC data (e.g., College Bound) and data/information asks from the region
- Second convening to expand partners at the table, especially community-based organizations
- Third convening to identify “next steps” that WSAC can help with
- Prefer that regional organizations host the convenings
- Design the convenings to meet regional preference on scale, scope, etc.



# Early stage of relationship

- WSAC has extensive knowledge, data and analytical capabilities and can tap into similar state resources in other agencies
- Expand who benefits from WSAC's capabilities to include regional leadership groups
- Could include data analysis, innovative practices around the state and country, background on state programs and supports and more
- Closer relationships will enable WSAC to draw on regional learning to inform state policy
- Early stage conversations framed this way are well received, everyone is eager to continue the discussions and learn how we can work together

# Key dynamics

- Regional leadership groups or collaborations focused on educational attainment are growing almost everywhere, similar to national trend
- Players include employers, business groups, K-12 districts, institutions, philanthropy, local elected officials and regional groups
- There is a wide spectrum of development from highly organized to just emerging
- All seem very interested in the type of assistance that WSAC can provide
- Talent pipeline issues drive the energy around this work
- Our focus is on bringing more partners to help bend the enrollment curve

# Vancouver/SW Washington

- Started with Council meeting on June 15
- One on one meetings with Workforce Development Board, Economic Development Council and SEH (major employer)
- Continuing conversations with SEH
- Debrief on regional activity from WA STEM regional network staff
- “Next steps” meeting on February 6<sup>th</sup>
  - Scheduling meetings with Clark College and WSU-Tri Cities

# Spokane

- Ongoing discussions with Greater Spokane, Inc
  - Introduced them to some national organizations of interest
  - GSI hosts the WA STEM regional network function
- GSI active participant in reengaging adult initiative and the coordinating group
- Visit to Spokane to meet with GSI CEO and staff, visit to North Central HS and lunch with key partners including chancellor of Community Colleges of Spokane, large employers and WSU
- Meeting with Rep Ormsby in Spokane

# Wenatchee Valley

- Meetings with presidents (and staff) at Wenatchee Valley College, Big Bend Community College and Central Washington University
- Meeting with Mayor Frank Kuntz and staff along with WA STEM regional coordinator, local legislators and others
- Expressed an interest in our help working with Stemilt Fruit on education and workforce issues

# Chehalis

- WA Roundtable introduced us to Kevin Smith who, along with his brother Orin (former CEO of Starbucks), have made substantial contributions to support community initiative to increase college going of Chehalis district students
- Chehalis Initiative is expanding to include up to 26 years of age, thus part of the returning adult population, in collaboration with Centralia College
- Attended meeting with Chehalis school district leaders, president of Centralia College, Centralia Community Foundation leaders and others
- Met with Kevin Smith along with Caroline King and Jenee Twitchell-Meyers of WA STEM to discuss convening and inviting other school districts in their region
- First planning call for convening to occur February 2<sup>nd</sup>

# Seattle

- Trying to determine right partners, geographic focus, etc.
- Seattle Regional Partnership wants to be part of the five Gates-funded convenings but asked not to go first
- Met with United Way of King County which is launching a major fundraising initiative to help Seattle community college students connect to full range of social and human services

# Other regional discussions

- Met with new president of Columbia Basin College and senior leaders at WSU-Tri Cities – interest in exploring once new Chancellor arrives
- Met with legislators and timber industry group about their bill on SNG and rural areas – interest in continuing conversation with possible employer connections to Chehalis area and Olympic Peninsula
- Scheduling meeting with Mayor of Tacoma