Council Meeting Minutes
February 7, 2023
9:00am
Zoom

Members Attending (alphabetical by last name):
Jeff Charbonneau, Ruben Flores, Sativah Jones, Mustapha Samateh, Terri Standish-Kuon, and Jeff Vincent.

Staff Attending (alphabetical by last name):
Joel Bentley, Abby Chien, Lindsay Cunningham, KC Deane, Crystal Hall, Heather Hudson, Isaac Kwakye, Kara Larson, Hannah Lodwick, Sam Loftin, Ami Magisos, Michael Meotti, Inez Olive, Abbey Roth, Rathi Sudhakara, Katie Tallman, Becky Thompson, Kim Washington Watson, and Sarah Weiss.

Meeting called to order at 9:04am

Consent Agenda
Motion made to approve the Consent Agenda as presented.
Motion seconded.
Motion carried.

Approval of the Minutes
Motion made to approve the December Council Meeting Minutes.
Motion seconded.
Motion carried.

Executive Director Update
Presenter: Michael Meotti

Approval of Regional Challenge Grant Recommendations
Facilitator: Heather Hudson
Material: Regional Challenge Grant: Recommendations

Discussion: In the last meeting, the WSAC Council approved additional regional challenge grant awardees which are being presented today.

- o 2 Partnership Formation recommendations: Methow Valley School District in Okanogan County and United Way of the Blue Mountains in Walla Walla.
    - o Methow Valley School District is partnering with the Methow Valley Education Foundation, This Works, Room One, Family Health Center and Western Washington University Sustainability Pathways to finalize and create addition opportunities for job pathways in Methow Valley.
    - o United Way of the Blue Mountains is partnered with Walla Walla Community College to focus on the next steps for understanding their community's needs and challenges of students accessing postsecondary education.

- o Both partnerships represent examples of way to build partnerships with different approaches. The United Way of Blue Mountains is building on the cradle to career and there is a lot for us to learn as an agency with this group. Both partnerships needed more follow up to learn more about their partnerships.
- o Motion to approve both partnerships
  Motion seconded.
  Motion carried.
- o Many of these partnerships have started locally. This is a learning process. There have been two rounds of grants and WSAC is working on a rhythm to get to a world in which there will be an annual round of the larger grants whereas partnership formation grants could be an opportunity to have them submitted at any point in time.
- o There have been 80 proposals with an approval rate of 10% thus far as we continue to move forward with this initiative. There have been rural versus metro and geographic dispersion.
- o Since the original six were approved, there are in the final stages of the agreements with funds dispersed planned for in the next 2-3 weeks.
- o We want to learn what works and make sure we are engaging with and helping these grant recipients while measuring the outcomes. This type of grant is done well if it is tracked and measured throughout the grant. Every partnership is different, and we are learning about the way that will be the most supportive.

Conclusion: It is important for everyone and partners to understand that we will see this as being a regional partnership strategy. This isn't a single thing we do but key allies to get the outcomes we are looking for as an agency or state. WSAC is trying to build a partnership with these grant recipients to work together.

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Discussion: Enrollment Cluster
Facilitator: Isaac Kwakye & Kara Larson
Materials: Approval of Key Indicators and Dual Credit

Key Indicators Overview: We have talked about building out a dashboard for our key indicators. This isn't about a dashboard that sits on a website, we are building a tool that can be relevant to the media and other agencies. We will use the dashboard throughout the years based on the topics. It will be on an annual review, and it will become an active, vibrant part of our work.

Comments, observations, and questions included:

- o We thought it was best to do this cluster by cluster over the year. We went through an facilitate approach last meeting to determine what the indicators of enrollment should be. In debriefing from the last meeting, we came out with the following key performance indicators:
  - o Undergraduate enrollment
  - o Direct enrollment from high school (rate)
  - o Enrollment of adults ages 25-44 without an initial credential (rate)
  - o High school graduation (rate)
  - o Adults aged 25-44 without an initial credential (proportion)

- o The two indicators below it, show a sense of two representations that measure the level activity of the sub populations.

- o We are using the age of 25-44 to match the age of the attainment goal for the state.
- o What we are seeing is the challenges of measuring what the policy world is engaging in.
- o The dashboard will be interactive where you can hover over things to see the data source and definition.
- o In the undergraduate enrollment section, it's not just Washington residents, it's anyone enrolled in a Washington state institution using IPEDS data. For example, WGU is not included as it is listed as a Utah school. The idea is that we will be able to add this data on in the future.
- o This dashboard is interactive and has layers that starts with a simplified version and can be drilled down into specifics and disaggregation of this information. It is built in 3 layers.
- o As a Council we wanted to have a way to have conversations around the cluster areas to help meet state goals, so this was created in house.
- o Having a dashboard that reflects two-year-old information, do you think that will stifle conversation around the clusters like enrollment? The goal is to use real time data, but in the absence of that we can use the data we have to still see trends and do the best we can with the data we have. We are trying to paint the picture by gathering all the data and drawing on different sources of information to start the conversation.
- o Currently we have base line data to help track and determine what the problems are.
- o We must be cognizant of melding of different definitions such as degrees and credentials.
- o Uniformity is recommended for the dashboard as it will need to be maintained and it will provide easier understanding of the data if it is listed all in a standardized way.

Dual Credit Overview: The Council and many in Washington state have talked about dual enrollment as a key to increase postsecondary enrollment and postsecondary attainment. In 2021 WSAC was tasked with convening stakeholders to come up with strategies to address the financial and non-financial barriers and now during the legislative session there is a renewed interest. The goal of the discussion is how are people on the ground utilizing dual credit to access credit and enroll in postsecondary education.
- o Of the on-time public high school graduates over 56% enrolled in a WA university within 1 year of graduating compared to 33% who didn't take any dual credit course.
- o What is being done in Yelm to help student get their AA when they are graduating from high school?
  - o Dr. Lisa Cadero-Smith, Assistant Superintendent of K-12 Education of Yelm Community Schools, is here to talk about their place-based Associate of Arts direct transfer degree program developed in collaboration with SPSCC.
  - o The key advantages of a program like this are they can stay in high school and earn a degree. It also allows students to have the ability to capitalize on the relationships and resources they have had through K-12. For first generation students, it brings college to their doorsteps in the safety and security of their hometown.
  - o This program has all the components and lays the ground for future learning. Students that earn an AA have priority admissions as 4-year colleges and universities.
  - o Prior to this year the cost of this degree was about $3,600.00. SPSCC came out this past year and made their courses free as well as there are grant pieces, like one from WSAC and OSPI, that have been a great benefit as well.
  - o This degree program is a 4-year program that starts in grade 9 and is designed for a typical high school who is motivated to earn their college degree. It is a blend of multiple programs. Students also could engage in career connected learning opportunities and engage in work-based experiences.

- o When we think about an AA DTA, we think about it being a mechanism to a 4-year institution. What we have tried to communicate to students is the advantages for completing this program.
- o How many students are either in program or have graduated with their AA? They are 2 years in with cohorts of 60 so there are about 120 students in this program with 2 years until the first cohort will graduate.
- o Some challenges in the program are cost, the biggest barrier, and other barriers are student and family awareness, adult mindsets about who is capable and eligible in dual credit, complexity of the process, and communication between K-12 and higher education.
    - Recent 2022 graduate, Puneet Birke, wants to emphasize the barrier of running start between high school and college. They have run into barriers where the college has referred them to their high school and their high school has referred them to their college. Also, they note that even though the courses were free, there was still cost associated with running start.
    - Puneet feels that if there was a navigator then the challenges and barriers would have disappeared.
    - Another student talked about the barriers as they had to take a bus to the college and emphasized the positives of having a navigator.
    - Grant Storey, CTE and Dual Coordinator for the Methow Valley School District, echoed cost being a barrier. They have been able to subsidize the cost of the programs but with that also comes the adult perception and human capital.
    - Janet Blanford from Highline Public Schools has seen the largest growth over the past 3 years. The consolidated equity grant allowed them to improve access and subsidize cost for their students. The question is will they be able to continue subsize costs in the future. As they transition to more college in the high school, there is a communication barrier with parents.
- o Students should not have to pay for dual credit. There are still fees for dual credit, and we can do better. Even though much of it is subsidized, there are fees. We need to make college accessible to those who are thinking college is not for them or think they can't afford it.
- o We need to look at what students are not participating or why we aren't retaining them in the program.
- o We need to be cognizant of the larger discussion of public funding for public education The more you try to fund program, the more it is going to create problems funding institutions that we have.
- o Equity is an issue in our state and if we going to establish principles, BIPOC should be included. It should be for all students and there needs to be supports for students that are often left behind.
- o There is a difference between offering dual credit courses and providing high school students with college credit in high school. It is the earning of the college credit itself that is the predictor of if the student will enroll in a postsecondary education after high school. We want to ensure the students are getting college credit.
- o Two key takeaways: Centering dual credit around equity and understanding how the Council can be more supportive during legislation.
- o A vote by email will be sent.

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Discussion: Budget & Legislative Update
Facilitator: Heather Hudson
Material: Budget Highlights and Legislative Update

Update on the Budget and Council-approved proposals for the 2023-25 legislative cycle:

- o $33.4 million WSAC estimate for Regional Challenge Grants, $20 million for Governor's proposal
- o $7.2 million for Telehealth Behavior Health Pilot for WSAC estimate, not funded for Governor's proposal
    - It wasn't included in the Governors budget, are you continuing with the goal to establish it? WSAC is not actively advocating for this but actively supporting it.
- o Career Connect Washington $3.5 million WSAC estimate, Governor's proposal is $2.5 million
- o Emerging issues of the 2023 Legislative Session
    - Fund the costs of college in the high school and other dual credit programs
    - Support students as they navigate the transition from high school to college and career pathways
    - Target certain career pathways to respond to industry growth
    - Address postsecondary students' basic needs like housing and mental health
- o The key moment we will see what is actionable is when around mid to late March we will receive a budget

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Discussion: Guaranteed Admissions Program
Facilitator: Heather Hudson
Material: GAP

Overview: The Council previously had a discussion to continue streamlining enrollment from K-12 to postsecondary education. This is an opportunity to reflect of GAP and how it is expanding and how is it doing.

- o We are in the 2nd year of the program with initially 27 districts and school partners join in 2021-22 and have increased it to 66 school and districts in 2022-23. That comes out to about 260 high schools that are participating.
- o New this year is the inclusion of 11th graders which allows the ability to reach out earlier to students.
- o We have worked with schools holding GAP programs to participate in in person conversations.
- o There is an interest from 26 schools to join GAP next year.
- o How is the information being conveyed to students and families?
    - On the institution side, we are communication directly to the students that talks about the program through the emails. These emails encourage them to do well in school and gives a call to action as they would be admitted if they applied to any or all 5 of the institutions.
    - This gives students who haven't though or didn't think college was for them the opportunity to rethink that and encourage them to apply.

- From the high school side, a thank you to all institutions who have been a part of this. We are also seeing students, administrators and teachers learning about this, but we need to continue myth busting. At a high school level, they don't believe this yet so it will take continued messaging.
  - Our state is in a precarious situation of our college-going students. We rank 48th in the nation for public four-year institutions. Knowing that students have a place to go is important. This is just one of the ways we are going to address this.
  - To be able to tell high school students they have guaranteed admission to a baccalaureate institution is life changing. The 3.0 GPA is part of the guarantee but there is nothing that says it is what you need. Having a 2.5 or 2.0, there is still a place at a four-year institution for you. Being mindful of this is going to be crucial for the success of this program.
  - There is still the need to close the gaps for students. For example, are we seeing an increase in applications for our indigenous students?
  - There is opportunity for growth of this program.
  - In K-12 we track graduation rates but not necessarily college going rates. Is there a company or someone who can help us track the data? A central statewide data system world help solve this issue.
  - The goal is to identify how to we continue breaking down barriers and simply the process for students knowing they are applying to multiple schools, and some are applying to one.

Public Comment

See Appendix

Meeting Adjourned: 2:01pm

Appendix A
TVW meeting recording