Council Meeting Minutes
June 13, 2023
9:00am

Hybrid Meeting: In-person at Greater Spokane, Inc. (Spokane, WA); virtual via Zoom

Members Attending (alphabetical by last name):
Jeff Charbonneau, Ruben Flores, Paul Francis, Evangelina Galvan Shreeve, Sativah Jones, Chris Reykdal (virtual), Mustapha Samateh, Dr. Terri Standish-Kuon, Davon Thomas, and Jeff Vincent.

Staff Attending (alphabetical by last name):
Joel Bentley, Abby Chien, KC Deane, Crystal Hall, Heather Hudson, Isaac Kwakye, Emma Lacalli, Kara Larson, Hannah Lodwick, Ami Magisos, Michael Meotti, Grace Nelson, Daniel Oliver, Abbey Roth, Rathi Sudhakara, Katie Tallman, Becky Thompson, and Sarah Weiss.

Meeting called to order at 9:05am

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

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

Approval of Executive Committee
Motion made to approve Executive Committee changes.
Motion seconded.
Motion carried.

Approval of 2023 Meeting Dates
Motion made to approve 2023 WSAC Council Meeting dates.
Motion seconded.
Motion carried.

Executive Director Update
Presenter: Michael Meotti

- o Budget session was different from past several years for WA and US, lean budgets. What changed was no risk of loss but normal growth or modest growth.
- o We continued to see the legislature support a broad array of investments. Two significant increases for enrollment.
    - o Regional Challenge Grant = +$16M, college & high school fees eliminated. Continue to see investment in affordability. Removed 2.0 GPA requirement for College Bound

Scholarship for CTC students. Change in median family income, Student Loan program passed with funding for graduate students & high demand programs. Workforce related programs, behavioral, & more connections, and credentials. Continued legislative focus on student basic needs such as: food pilots, housing, and leveraging of Workforce Education Investment Accountability and Oversight Board (WEIA) fund.

o Bill passed that allows us to staff the WEIA oversite board. As of January 1, 2024, there will be four meetings a year.

Regional Partnerships – Regional Challenge Grant
Presenter: Abbey Roth and Hannah Lodwick
Material: WSAC Report Update June 2023

Introduction: Overview focusing on first year of partnerships, themes and strategies in first funding cycle, brief update on upcoming milestones, and next letter of interest request to be presented.

Discussion: With the support of WSAC, Council has awarded $4.85 million to eight partnerships in distinct regions of the state.

o Regional Challenge Grant timeline shows Letters of Interest (LOI) requests closed in October 2022. We received 80 applications: 40 for partnership formation and 40 for implementation. Six recommendations were made in December and two in February. Four of the eight recommendations were for partnership formation and four were for implementation. Contracting period was January to May.

o Strategies: Presenters highlighted LaunchNW and the City of Seattle's Department of Education and Early Learning (DEEL) as examples of Implementation grantee work, highlighting strategies including mentorship and culturally relevant and responsible career and college readiness.

o Presenters highlighted Yakima Valley Partners for Education (YVPE) as an example of partnership formation work, demonstrating deep relationships and place-based strategies local to the community they serve.

o What is the distinction between case management and mentorship?
   • They are navigational strategies. Case management strategy related to a student's need 1:1. Looks like responding to a specific student's needs. Mentorship would continue over a period, providing ongoing support and exploration, in this case, around the postsecondary planning process.

o Partnership strengths and structures are approached in unique ways, which is what we anticipate will contribute to their success. Additional strategies such as family engagement and communication to families are components.

o Currently working through first progress report for the first legislative report due September 1, 2023. The report will address required legislative key metrics for high school graduation, direct enrollment, and completion. It will be some time before metrics reflect the grant funding, so developing short term outcomes will allow us to learn how implementation is progressing and will allow for a second, more robust report that can be presented at the beginning at 2024 school year.

o Not just reports but continued conversations in-person, and formally with cohort in October for first time with a community of practice.
   o Received $16M in the budget, allowing continuation of the work and implementation.
   o There will be an open Letter of Interest (LOI) request, anticipated for January 2024

- Two areas highlighting: partnerships that will support adult learners and strategies toward completion.

Comments & Questions:

- **Is there Intent to approve grantees in May/June and have funds available for next school year?**

  - Yes, if approved, would be able to start the granting process. Advertising/public messaging slated to begin in Fall 2024.

- **How can we confirm this project is successful in the next 1-2 years?**

  - Short term outcomes are being developed by partnerships. For example, LaunchNW is using the strength of student survey results about connection and belonging as one potential indicator of success, alongside postsecondary matriculation information. High level metrics take time because of waiting for students to complete and then waiting for data to be published. With a short grant cycle (18 months), we will show one academic year of progress indicators connected to each partnership's co-developed short-term outcome.

- **Will grantees from this year be eligible for a grant next year?**

  - Yes, and details about this process are still forthcoming, but this will not require a new grantee request.

- **How many new initiatives do you think we can undertake?**

  - There isn't a blueprint to do this work, and we are focusing on regional partnership strategy not just a grantmaking strategy. How do we do more to support partnerships in other ways (in additional to funding)?

  - There is no intention to take on another eight grantees but more realistically one to three more. Our focus is shifting to supporting and strategically expanding our current cohort in a sustainable way.

- **What is the future of Regional Challenge Grants for WSAC? Is it the plan for the Council to continue discussing RCG in a permanent way? Is it the legislative priority of the Council moving forward? Request for a discussion about this along with the other funding asks we have.**

  - Never lose sight of how to increase the educational attainment level of Washington. This is a high-level strategic commitment to increase opportunities for current K-12 and adults in their communities. How does the state provide the infrastructure to make this happen? It's not just a one-off thing but a holistic plan to drive change in our state from the community level for the long term.

Strategic Action Plan 2024
Presenter: Michael Meotti
Material: 2023-06-13-0341-SAP

Introduction:
Last action plan was in 2022 (calendar year) through 2023. Now we are going to approve in spring meetings to govern the next fiscal year. The long-term benefit seems somewhat the same but looks different. The current action plan is designed to be the annually revised documents so new staff,

observers, or whomever can see change over time without the format changing radically. Plan is to intertwine the 70% goal. Washington has succeeded but still under goal. 2013 was 55.4%, 2021 was 60.3%.

The Report:
"Introduction" slide shows four strategic clusters: affordability, enrollment, student supports, and completion. Also shown, six values to guide our work: equity, student-centered, regional and community leadership, partnerships to building collaboration at all levels, aligned with public investments to support students, and innovation.

Most of the rest of the document shows a snapshot of where the state stands today as a policy matter. More than statutes passed but each of the sections have been updated to reflect what's transpired over the last 1 ½ years and anything else worthy of note. Still shows what the content of the last couple years. More about a statement of fact of what we think policy is. Each slide describes the key points. For the first time we have a regional partnerships slide/document that describes the strategy and work completed so far.

2023-2024 WSAC Priorities: No radical changes. Some high-level items that may be new are:

- o **Completion:** Support work of participating institutions in the Complete College America funded by Gates Foundation in the "Intermediaries for Scale" initiative, a cross sector initiative. CCA operates with a learning model (not prescriptive) and is implementing similar cohorts in other states.
    - 5 institutions to cohort in January are:
        - Eastern Washington University
        - Central Washington University
        - Heritage University
        - Walla Walla College
        - Wenatchee Valley College

Comments and Questions:

- **Washington seems a little late in getting on board with the Complete College America (CCA), why is that?**
    - o Washington has not been completely unengaged, and any people are working from different perspectives, as educational staff, and data availability. In the last few years, we've moved from predominantly the policy level to working with individual universities and cohorts. CCA has 18 strategies and a history of working with institutions. We've also seen gains outside of CCA at institutions.
- **What is the share back to other institutions in the state who can benefit?**
    - o The learning will be individual to each institution. The share-back can come through this council and peer-to-peer. Much as the Regional Challenge Grant, the goal is to share this model and information regarding models, knowledge, and strategy implementation.
    - CCA is a 5-year projects. We do 18 months or 6 months. Transformation change may not even happen in 5 years. Once these projects are in place, they are steppingstones to other projects and connections.

- o **Enrollment**: Convene and support a broad conversation about what all partners need to do to increase participation in learning pathways after high school, which has been a topic of concern for some time. There are two major categories: the traditional student from high school and adult students. It was stressed that there is potential for dual enrollment. We don't need siloed conversations but need to increase pathways after high school. Direct from high school has been flat and is dropping. They are intertwined issues.
  - **Design thinking: "**How do we connect high school students to resources to continue education after graduation?" Ideas (compiled from three high schools)
    - Include parents
    - Better understand resources in the school
    - Navigate the system of going to college
    - Emotional and material support
    - How to map the how and when
    - How to search for information on the web
    - What's working
    - How can students make decisions without letting other people's opinions cloud their decisions?

Comments and Questions:

- **As a financial aid professional, they receive thousands of FAFSA applications but only a few enroll.** There are millions of dollars from WSAC that filter down to universities & colleges and then to students. Could we use this as a platform for all the wonderful things WSAC does? With FAFSA simplification and there is interest but still old info about when to apply. Encourage us to have this conversation publicly and as much as possible.
- o **It's all good work about what students need but affordability is about traditional institution.** Constant message is nothing about education is safe (finances). Students are wanting earlier and at higher levels. Focus on completion is a higher ed and business concept and the more we focus on completion the better. Financial Aid is evident but doesn't show the growth hoped for. The most affordable systems are those that the family never pays nor must compensate to pay. The greatest time to get students to get credentials when the student knows that they must do it while they can. We need to get them the credentials much faster.

Knowledge Development Agenda:
- WSAC is a national leader among state agencies.
- Understand why admitted students don't enroll (CWU).
- Learn from our regional and community partners (RCG).
- Improve Otterbot messaging (Capital One Foundation).
- Evaluate the Passport program serving foster and homeless youth.
- Evaluate the effectiveness of WCG in improving post-secondary outcomes.

Comments and Questions:

- o **Appreciation of team and staff and information about food and housing deserts and lack of mental and health and telehealth. Telehealth and health are very important and makes graduation more attainable. What about summer financial aid? What are the policies?**

Summer session can be a help to students to graduate within 4 years instead of 5. Why is summer financial aid is not noted here?
- WA College Grant is not just available, but an entitlement. Funding used to be volatile. But it now needs to be awarded and can be received with as few as 3 credits. It's stackable so works with other aid. Do students know this and is it enough?

- **What type of student support is needed in summer?**
  - WA College Grant has covered summer students where Pell has not. Inclusion was not included as a policy but now see that further discussion needed about this.
  - Another consideration are year-round schools.
  - Another discussion needs to include the federal student aid, specifically that enrolled college students would find a bridge of aid.
  - Does WSAC coordinate with federal agencies?
  - This is ongoing work.
  - Coordination is especially needed if we want a 3-year degree; 3-years is more attainable Another question: Does the state subsidize students for 3 quarters or 4 quarters? A discussion if financial aid encompasses all four quarters.
- **Suggested work plan: We need people to provide feedback or comments on workplan in the respective workgroups. Come in with an edited version with highlights. At the next meeting a focus on the highest priorities in the next year ~~WAC year~~, the ones we want most to be addressed.**
  - Each cluster area should have a sector & Governor's appointed member and other stakeholders that would participate and require work throughout the year.
  - Can we ask the staff that created under the group send out a word document that can be tracked changes and when due?
- **Discussed how to submit and track changes regarding SAP snapshot and priorities section for the August meeting.**

Informal motion made on how to prepare for the next Council Meeting.
Motion seconded.
Motion carried.

Community Engagement: Adult Learner Panel
Presenter: Abby Chien
Panel: Jessica Doner, student, Eastern Washington University; Yuliia Soltys, student, Spokane Community College; Julia Williams, HR business partner, Providence Health; Nafisa Zafari, student, Spokane Community College; Anngie Zepeda, student, Nursing Assistant Certified Program at Providence Health.
Materials: Adult Learner Study Summary, LER Project

Introduction:
Abby Chien: Introducing Spokane Region residents who identify as adult learners and enrolled in different types of programs. We are using "adult learners" broadly to encompass students who may not have pursued postsecondary directly after high school.

- Before introducing the panel, the, **"Adult Learner Study" 2022** was shared. It presents the challenges of an adult *potential* learner as they had not yet decided on their education track. The study presents a wide variety of potential challenges for the potential student, but also some key information emerged. Adult learners:
- **LER – Learner and Employment Record,** a current WSAC project, is a comprehensive student record, capturing skills and competencies. It brings schools and workforce together to address employment talent pipelines and better identify job seekers and their skills to build lasting partnerships.
- **Panelist Introductions**: These individuals will share their stories and experiences of being an adult learner.
    - Jessica Doner, Eastern Washington University studying computer science, and cyber security, from Spokane. Went to UW out of high school but biochemistry was not the thing. Took time off and worked in Seattle, returned to Spokane.
    - Anngie Zepeda, Providence Health, working on prerequisites for a Nursing program. Previously worked at a non-profit as a program manager.
    - Julia Williams, HR Business Partner at Providence Health, will share about Earn to Learn programs.
    - Yuliia Soltys, Spokane Community College, immigrated from Ukraine and studying English as second language. In Ukraine, Yuliia worked as teacher for students with special education needs. She hopes to get a job in Spokane.
    - Nafisa Zafari, Spokane community College. Nafisa is originally from Afghanistan and studied Russian literature. She has more than a year to go to complete degree in computer science.

Panel Takeaways

- Earn and learn programs created opportunities to work while earning a credential. Having a supportive supervisor and being in an environment of other learners when engaging in a hands-on experience were positive features of the program.
- Balancing work and school can be difficult, especially balancing childcare, studying, multiple jobs and more. Having a support system is incredibly important to student success.
    - For students in the English language program and as refugees/immigrants, having on-campus resources such as the library, supportive teachers and classmates from many countries has been helpful.
- For adult learners who returned to college after years away, it was helpful to have peer group of other students in the same age-range (ages 24-45) to share resources. Additionally, finding faculty and staff mentors helps, along with being courageous enough to ask for help particularly when struggling in classes.
- Time management is a skill needed by everyone, and was emphasized particularly in terms of being parents, single moms, and balancing life priorities.

Comments and Questions:

- Stories represent courage, and it takes courage to go to college and still run a household. It's reflected across the US as students decide even if they should go to college. Thank you for your courage.
- These stories are very important. This group [adult learners] is different than the high-school student to college. Adult students are more challenging to integrate than high school or dual transfer. These are people we want to see in our society and country and contributing.
- What was your experience getting financial aid, especially as an immigrant?

- o Desire to be able to study more but cannot because of the need to work to pay for housing.
- o FAFSA would be more helpful in multiple languages; panelist described not being able to go to school without financial aid, but not being able to get financial aid without English skill, needing to rely on someone to translate and help coach.
- o For students 18-24, having to note their parents' income can be a barrier. Not everyone can or wants to do that. Knowing how to navigate financial aid is a long and difficult process, and financial aid staff aren't always available.
- It's difficult to get connected especially if you are an immigrant or first gen student. You don't know what you don't know!
- To the Panelists, your skills to communicate in multiple languages is a benefit to all.

Final takeaway for the meeting:
- Please take the time to reflect on the Strategic Plan, its priorities, and provide comments.
- Recognize Davon Thomas– has his degree! Going back to California and will continue with education policy work. Thank you for your time.

Public Comment – No public comments presented.

See Appendix

Meeting Adjourned: 12:28 p.m.

Appendix A
TVW meeting recording 6-13-2023

Appendix B
09:06:54 From Executive Office to Everyone:
        Good Morning Everyone! Please use the chat feature to introduce yourself.
09:07:16 From Executive Office to Everyone:
        My name is Crystal Hall (she/her), WSAC staff
09:07:20 From Brian Jeffries to Everyone:
        Brian Jeffries, Policy Director, Washington Roundtable
09:07:37 From Sara Levin to Everyone:
        Good morning! Sara Levin (she/her) Ardea Strategies. Looking forward to the conversation.
09:07:45 From Tatiana Fox to Everyone:
        Tatiana Fox, Academic Advisor CWU
09:07:46 From Rathi Sudhakara to Everyone:
        Good morning! Rathi Sudhakara (she/her) here, from WSAC
09:08:02 From Steve DuPont to Everyone:
        Hello all. Steve DuPont, with CWU
09:08:03 From Catalina Amórtegui to Everyone:
        Cat Amórtegui, WSU State relations - good morning!
09:08:05 From Katie Tallman to Everyone:
        Good morning, Katie Tallman (she/her), WSAC Communications
09:08:19 From Emma Lacalli to Everyone:
        Emma Lacalli, WSAC Research
09:08:19 From Ami Magisos (She/her) WSAC to Everyone:
        Good morning! Ami Magisos, WSAC Policy
09:08:28 From Daniel Oliver to Everyone:
        Daniel Oliver, WSAC Research
09:08:34 From KC Deane to Everyone:
        Hello! KC Deane (she/her), WSAC Research
09:08:43 From Maddy Thompson to Everyone:
        Maddy Thompson, Senior Policy Advisor, Education and College Access, Office of Governor
Inslee (she/her)
09:09:00 From Joel Bentley to Everyone:
        Good morning! Joel Bentley, WSAC Communications
09:09:01 From Ruben Flores to Everyone:
        Replying to "Cat Amórtegui, WS..."

        Hi Cat! Glad you are here!
09:09:07 From Andrew Brewick to Everyone:
        Andrew Brewick, Assistant Vice Provost at WSU (he/him)
09:09:32 From Isaac Kwakye to Everyone:
        Isaac Kwakye, WSAC Research
09:09:34 From David Ogden to Everyone:
        David Ogden, Renton School District
09:10:15 From Susan Kippels to Everyone:
        Good morning! Susan Kippels, Education Policy Researcher, UW Continuum College

09:21:46 From Grant Storey to Everyone:

 Good Morning Everyone, Grant Storey (he/him), CTE/Dual Credit Coordinator Methow Valley School District and part of the district RCG team.

09:31:37 From Executive Office to Everyone:

 Good morning, for those just joining - please be sure to introduce yourself in the chat feature. We're glad you are here!

09:32:31 From Deana Rader to Everyone:

 Deana Rader, Program Administrator, Student Emergency Assistance Grants, SBCTC

09:32:42 From Suzy Diaz to Everyone:

 Replying to "Good morning, for th..."

 Suzy Diaz, YVPE, joining from the Lower Yakima Valley

09:33:34 From Emily Terry to Everyone:

 Emily Terry, Enrollment Information Specialist, RTC

09:33:46 From LM CARPER to Everyone:

 LM (Lisa Marie) Carper - Renton Tech - Enrollment Services

09:44:03 From Bonnie Nelson to Everyone:

 Can you reiterate the reporting timelines for the current grantees?

09:49:00 From Megan Demeroutis to Everyone:

 Megan Demeroutis, College Unbound WA

09:50:08 From Katie Slaughter to Everyone:

 Good morning! Katie Slaughter - Regulatory Affairs at WGU

09:55:08 From Executive Office to Everyone:

 Replying to "Can you reiterate th..."

 Hi Bonnie, I will ask your question shortly. Thank you

09:58:00 From Bonnie Nelson to Everyone:

 Replying to "Can you reiterate th..."

 It's ok, it has been addressed!

09:58:10 From Executive Office to Everyone:

 Replying to "Can you reiterate th..."

 perfect!

10:00:26 From Suzy Diaz to Everyone:

 Hopping off to get to my next meeting. Thanks!

10:02:04 From Executive Office to Everyone:

 Reacted to "Hopping off to get t..." with 👍

10:15:53 From Maddy Thompson to Everyone:

 Regarding challenges: It would be interesting to learn about the difference between assumed barriers for high school or adults students to access postsecondary education and those actual barriers that the funded partnerships encounter in the students they are serving. Every students is an individual with individual barriers - there are both systemic and individual barriers and how can they each be addressed?

10:16:12 From Becky Wood to Everyone:

 Reacted to "Regarding challenges..." with 👍

10:16:13 From Maddy Thompson to Everyone:

Sorry for my typos!

10:17:11 From Maddy Thompson to Everyone:

Can't hear Jeff...

10:17:23 From Josh Hibbard to Everyone:

Reacted to "Can't hear Jeff..." with ➕

10:17:39 From Maddy Thompson to Everyone:

Can hear him now. Thanks.

10:18:00 From Sara Levin to Everyone:

Thanks! Also appreciate full screen for a minute to see who's in the room.

10:54:45 From Chris Reykdal to Everyone:

"Completion" is a student-centric concept about achievement, degrees, and attainment. "Enrollment" is an institution-centric concept. If a student starts and completes an industry credential in high school, but never becomes a "traditional" post-high school student enrollment at a college, we should not frame that in a deficit "lack of enrollment" narrative. We are making real progress in this state in K12 and higher education, but our institutional lens still needs a completion/attainment embrace, no matter how a student gets there.. credentials in H.S., military, apprenticeship, straight to work with targeted training, traditional college, etc. We have to keep leaning into the needs of students and the economy, not necessarily the presumption of our current institutions and our current processes both in K12 and higher ed.

11:19:46 From Executive Office to Everyone:

The room has been muted during the break.