WASHINGTON STUDENT
ACHIEVEMENT COUNCIL
EDUCATION · OPPORTUNITY · RESULTS

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Council Meeting Minutes
August 31, 2023
9:00am
Zoom

Members Attending (alphabetical by last name):
Mike Burgess *for Terri Standish-Kuon*, Jeff Charbonneau, Paul Francis, Chris Reykdal, Mustapha Samateh, and Jeff Vincent.

Staff Attending (alphabetical by last name):
Joel Anderson, Joel Bentley, Abby Chien, Dawn Cypriano-McAferty, KC Deane, Crystal Hall, Heather Hudson, Carla Idohl-Corwin, Isaac Kwakye, Emma Lacalli, Kara Larson, Hannah Lodwick, Ami Magisos, Terri McReynolds, Michael Meotti, Sean Moran, Jessica Murillo-Davis, Jamison Murphy, Brian Richardson, Pablo Rodriguez, Abbey Roth, Rathi Sudhakara, Becky Thompson, Sarah Weiss, and Rashel Wise.

Meeting called to order at 9:04 a.m.

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

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

Executive Director Update
Presenter: Michael Meotti

WSAC has been approved to participate in an initiative managed by SHEEO in partnership with the City University of New York (CUNY) and the American Council on Education (ACE), focusing on ASAP (Applied Scholastics Achievement Program) model. This is a partnership between WSAC and SBCTC (State Board for Community & Technical Colleges). This project will include the following states: Colorado, North Carolina, New Jersey, Michigan, and now, Washington.

Chair Report
Presenter: Jeff Vincent
Materials: Suggested Priorities

Suggested Priorities for improving future Council Meetings:
- Circulate draft Council Meeting Itinerary and Agenda 30 days prior to meeting.

- Embed high-priority action items within each Council Meeting and continuously track our progress.
- Continue to find ways to improve Council and audience engagement.
- Increase level of local engagement at regional Council visits, especially local pre-meeting activities.
- Leave each meeting with clear action items and assignments.
- When possible, at least once a year, hold a concurrent meeting with another related state board.
- Improve the onboarding of new Council members.

Suggestions from Members:

- Paul Francis: [Regarding improved onboarding] Suggests creating a mentorship program for new members and providing opportunity for exit interviews. [Regarding concurrent meetings] Suggests moving to scheduling meetings two-years out.

- Mustapha Samateh: Suggests retreat for new members and especially student members to help form relationships and build partnerships, opportunities to learn from others.

Reminder: If you have any additional questions or comments, please reach out to Jeff Vincent directly.

Michael Meotti, point of clarification: **Itineraries** are for when the Council Meeting will be on location with additional events or meetings taking place around the meeting. **Draft Agenda's** goal is to inform of what is tentatively on the agenda. Providing this draft 30 days in advance allows the Council to review, comment, and plan their attendance.

Discussion and Approval of Strategic Action Plan 2024
Presenter: Heather Hudson and Michael Meotti
Material: [Strategic Action Plan Summary of Changes](#)

Summary of State Policy Changes since 2022-23:

- **Affordability** – WA made it possible for some student to access state financial aid by alternative means such as public benefits eligibility.
- **Enrollment** – WA increased an investment to include more generous coverage of College in the High School and Summer Running Start to encourage high school students to enroll.
- **Student Supports**
  o WA created a free/reduced-price food pilot program for some colleges.
  o WA made permanent a program to support students experiencing homelessness or aged out of foster care.
  o WA issued a basic needs survey that showed 4 in 10 students experienced food insecurity and 3 in 10 experienced housing insecurity.
- **Completion** – WA required public higher education institutions to provide professional development for faculty and staff with the purpose of eliminating structural racism against all races and promoting Diversity, Equity, and Inclusion (DEI).

Substantive Language Changes from June 2023 SAP Draft:

Feedback received following the June meeting on the SAP was incorporated into the document. The draft, with tracked changes, was provided so members can see the requested changes.

- Recognizes that no single institution and no single state agency owns the work, and that change will only be reached through a shared commitment and collectively owned efforts.
- Clarified what is meant by "credentials" --> include traditional college degrees, certificates, apprenticeships, and other career-based programs provided by public and private four-year colleges and universities, community and technical colleges, tribal colleges, and training programs.
- The Council acknowledges that specific efforts must also be made to support populations of learners furthest from education attainment, such as adult learners, English language learners, and first-generation learners.

Changes Regarding the Clusters:

- **Affordability** – is not just about state financial aid but also about tuition, fees, debt, etc. Also recognize that WA makes higher education affordable by covering the costs for students earning college credit while in high school.
- **Enrollment** – Recognition of state programs that support incumbent and dislocated worker training to support working-age adults' ability to pay for and access college and career programs.
- **Student Supports** – No feedback, no changes.
- **Completion** – There is recognition that students are supported in their academic and career pathways. This also means including non-degree credentials when describing student success. Acknowledged that supporting specific populations of learners furthest from education attainment is necessary to support WA's diverse postsecondary learners in support of students' completion of credentials or degrees.

Comments & Questions:

- The 70% goal is important; however, there is still a discrepancy between the student who acquires an associate degree vs. a student going to a university and completes the same number of credits but who stops because the institution doesn't show this as a complete degree. Could we think of a way that shows that data and what has been completed?
- There is agreement that we need to define credentials and the varied ways a student can receive education: two-year, four-year, tech, licensing space. 70% is tied to traditional credentials, so updating this info is more accurate of education and will also help with 70% goal. Capturing the 95-100+ credits students is that low-hanging fruit. Then we could increase our percentage goal.
- Capturing credits and degree data is out there, but we don't have access to it. Capturing degrees is very different than the transformation in education that is happening right now. There are misconceptions about associate degrees; not all are created equal. A university may only require 65 credits for general education vs. an associate degree with 90-credit requirement.
- This is an area for issue development. The Strategic Action Plan implies that this area needs to be addressed. Where is there a collective willingness to address specifics?

2023-24 WSAC Priorities:

Michael Meotti walked through the Strategic Action Plan, work priorities, and how best to read it. He then opened the floor for questions or where further clarification may be needed. Outside "Completion" as a topic, there are two things that merit further discussion.

- Explore FAFSA requirement for high school graduation with Tacoma partners. Wants to hear Mr. Charbonneau's and Mr. Reykdal's perspective.

- Explore ability to find a standard for affordability based upon total cost of attendance across total household income levels. This has been discussed in the past and spent a lot of time that did not come to fruition.

- The Tacoma project regarding FAFSA came from a proviso direction from legislation. Legislation funded a study where we are the grant conduit to optimize the resulting product. The goal is to be help people have broader understanding of the positives and challenges of this requirement.

- Regarding "Affordability," Policy Development: *"Explore the ability to define a standard(s) for affordability based on total cost of attendance across household income levels that recognizes the effects of state subsidy, tuition policy, and financial aid."* Dr. James Fridley built a dynamic model of how state appropriations, state and federal financial aid, and other aid can help different income cohorts pay for college. We are working with Dr. Fridley and colleagues at the University of Washington to have a workable tool that drives the ability to see how people in Washington by income group, pay for tuition. If we find information that is viable, we will bring that information forward for further discussion.

- Chris Reykdal is open to a graduation requirement of FAFSA or WAFSA, but we must have a clear "opt-out" option. Many families are resistant to providing financial information and more.

- Jeff Charbonneau echoes Chris's sentiment. However, Zillah High School requires students fill out the FAFSA/WASFA, but they do not require it to be submitted. They want to ensure the student/family know how to find the information should they wish to submit the application.

- If you broaden your definition of what it means to start college, three quarters of their student population starting college transcript or course. Language needs to shift about high expectations of taking courses while in high school. How do we transition them? We constantly say we are a low-participation state, but really, we are a low completion state.

- From Paul Francis, recommendations for language edits under "Completion."
  - Under Policy Development:
    - "Explore how state data systems could capture and recognize non-credit credentials." Also add, "within state data systems how to adequately fund them and integrate them into degree pathways.
    - Conduct a thorough analysis of disparities in access and success within higher education. Identify existing programs and issues that address discriminatory practices and promote equitable outcomes.
    - Identify strategies for successfully completing adults with no and some prior, postsecondary potential (i.e., adults in need of a high school credential, English Language Learners, and adults entering from the justice system).
    - In partnership with industry sectors, identify strategies to maximize the application of prior learning assessment toward a degree, certificate, or industry-recognized credential for incumbent workers.

- o   Related Practice Work with Partners and Stakeholders
    - ▪   Complete College America's Intermediaries for Scale cohort, this collaboration will provide opportunities to learn from successful models implemented by other institutions, driving innovative practices and enhancing student outcomes.
- Jeff Vincent requested we move to approve the 2023-24 Strategic Action Plan with the amendments to the Completion section as outlined by Paul Francis.

Motion made to approve 2023-24 Strategic Action Plan with the amendments.
Motion Seconded.
Motion Carried.

Suggested Near-Term Strategic Priorities
Presenter: Jeff Vincent

Four elevated Asks that we should be putting more emphasis on in the year:

1. Regional Challenge Grant – Continue to develop and nurture Regional Challenge Grant participants to create innovative postsecondary programs in various regions of the state which could potentially yield new strategies in helping Washington State achieve its 70% postsecondary attainment goal.

2. Develop comprehensive policy proposals to increase enrollment and completion in valuable student pathways/programs for both high school graduates and adult learners and to support students in obtaining these credentials.

3. Define and then track all postsecondary credential attainment across all public and private job sectors.

4. Create a comprehensive communication strategy regarding the future value in obtaining a postsecondary credential in a rapidly changing job market and demystify the process in obtaining those credentials.

Questions & Comments:

- For the second ask, can we change wording to "Develop and endorse comprehensive proposals" because there is a lot of great legislative work that comes out, so we want to be able to weigh into the proposals.

- For the fourth ask, be more blunt about combating increasing skepticism and cynicism in higher education.

- Consider adding a fifth about FAFSA to the list. With all the changes to FAFSA it is a critical time to help people navigate these changes and increase our outreach in a collaborative way across all sectors for clarity.

- Looking at the third ask, comment: If we do a good job of figuring out the other credentials that are not currently captured, we will also need to figure out a way to support and advocate those programs. We have not previously discussed how we will support these other sectors. It is something that we need to think about and look at more closely.

- Getting data on this will create those insights that will inform us how we will support and interact with the sectors.

- There is currently a lot of miscommunication around credential attainment. ERDC does capture apprenticeships, and licenses (as allowed) with some form of education. There is a lot that they are unable to capture around industry-awarded credentials, but they are working to find a way to do so.

- Jeff Vincent will strengthen the wording and add FAFSA to the priorities with distribution to members in a few weeks.

Approval of Budget and Legislative Recommendations to Governor
Presenter: Michael Meotti & Heather Hudson
Material: Budget & Legislative Recommendations

2024 Legislative Proposals:

1. Increase access to mental and behavioral health care through telehealth, requested amount: $2.2M

    - Peaked during the pandemic but has not ended. Addresses the need for students and does it in a cost-effective way. Work closely with higher ed institutions providing telehealth to those interested and allow us to do an impact evaluation.

2. Align Washington College Grant with the federal Pell Grant eligibility time frame, proposed cost: TBD

    - Bill that made its way through Legislature but did not pass. We would be adding in the College Bound and Passport programs. This would enable a student up to 6 years to earn their credential.

3. Provide college and career mentorship to students in high school, requested amount: $1.5M

    - Students need help navigating the pathway in higher ed. This would leverage the existing State Work Study program. College students would be near-peer mentors, and the requirement of employer match would be waived for qualified employers.

4. Message students about financial aid and postsecondary pathways before 11th grade, requested amount: $1.25M

    - Continue to hear students need to hear messaging as early as middle school. This would be utilizing OtterBot, the texting chatbot, and expanding its reach.

5. Align Washington College Grant with SNAP and other public benefits programs that meet income eligibility, proposed cost: None

    - Asked in previous legislation but have yet to align with SNAP.

6. Streamline contact information for College Bound students, proposed cost: None

    - Legislative proposal to allow OSPI and WSAC to share data from legislation passed last session, SB 5593 to streamline processes.

Questions and Comments:

- ICW would request dealing with Washington College Grant and award level given to a student going to an ICW school. When the WEIA account was established and legislation enacted, part of the statute called for an indexing for the grant level to increase. ICW is asking for the index bump. ICW would like support from the Council on this.

- How far out are we in determining the TBD amounts?

  - Last year it was roughly $8M, adding in the Passport and College Bound it would be a marginal increase. When WCG became an entitlement program, the money does not need to be asked as a dollar amount. It is calculated as part of the Forecast Council's work with WSAC support, which in turn becomes part of the state budget. It is not treated as a decision package. For entitlements you determine policy change—then, if needed, projected impact.

Motion made to approve Budget & Legislative Recommendations.
Motion Seconded.
Motion Carried.

Update of First-Year WA Grant Marketing Campaign
Presenter: Julie Burke from GA Creative
Material: [Update of First-Year WA Grant Marketing Campaign](#)

Work with the WSAC Communications team to build a brand and awareness around the Washington College Grant. Highlighting the flexibility the program offers and open to everyone who meets the requirements. Joined by Karen Axtell from GA Creative and Karen and Court Rich from Rich Marketing.

Legislation provided funds to drive awareness on WA Grant messaging focusing on financial eligibility requirements and flexibility of the program, with a secondary goal of driving completion rates. The campaign target audience was primarily families with incomes less than $75,000 and students in the home. The secondary audience zoned in more on adult learners and job seekers with similar income.

An English-Spanish bilingual campaign was launched, as Hispanic individuals make up 13% of the state's population. The spend on the campaign looked to reflect the Hispanic population while also being mindful of associated costs. Campaigns in languages other than English cost more as the audience narrows its focus. Media channels used included outdoor (billboards and transit), social media like Facebook and YouTube, and broadcast TV and streaming video. Also included were native ads, so if there was an editorial on college or graduation, an advertisement clearly marked as sponsored by WA College Grant would appear. Google searches were done in English only, but recommend adding Spanish in the future. The media channels used are awareness drivers, there is a way to drive consideration.

[Video played]

Before the campaign launched, took a snapshot of the traffic to the WSAC website with Google Analytics. Step one was the launch of social media and native ads in February, traffic increased. In March, the campaign added other high-awareness media channels in a staggered rollout. Traffic to the website picked up even more. Into April, the Spanish language campaign launched, and traffic continued

to grow. In May, along with more channels added, a graduation-specific message debuted. The graduation message continued through June 15. They were also able to reallocate the variance budget to those channels driving the most traffic.

The results: The campaign led to increased direct (+50%) and organic traffic (+58%). People were aware enough to know to either go to the website directly or search using keywords to find the website. Paid traffic drove more website visitors overall than direct or organic. Social media ads in both Spanish and English drove the most traffic. 90% of Spanish-language users were using mobile devices, while overall 65% of all users used mobile devices.

The bottom line is there was a dramatic increase in traffic to the website from the campaign with an extremely high engagement rate. Campaign awareness was achieved, as there was a significant upward trend in total users and new users compared to last year. This can be attributed to the website redesign in content hierarchy and layout with clear calls to action.

Julie summarizes the opportunities moving forward. From a planning perspective, there was not a previous campaign to compare anything to. We can now use the benchmarks created by this campaign on future projects. This would mean looking at ways to optimize media and tuning audiences further using the new performance metrics. Refine existing creative based on best-performing messages and a possible opportunity to create event-driven ads. This would also be a good time to consider student testimonials and explainer videos. From a website and tracking perspective, there is more work that needs to be done on Google Analytics and linked pages.

Comments & Questions:
- Why were these platforms chosen and not others, like TikTok for example?
  - Where are the most people for the timespan of the media campaign? YouTube, Facebook, and Instagram are the big ones. A lot of the ways media is measured is by adding media helpers, like tags. Some organizations are hesitant to add a TikTok tag to their website. As the platform grows it might more sense to add in the future. The type of advertising context that TikTok requires is a heavier investment.

- This is an opportunity to address some of the messaging concerns surrounding obtaining a postsecondary degree or credential. This can help us overcome some of the biases and have a bigger impact on the narrative.

- This is a huge learning opportunity. For an outreach effort, this was a huge increase in terms of funding, but still just a drop in the bucket compared to the overall Washington media market. This campaign still drove change, in part because our professional partners. A big help was the updated website. It looks like this will be a recurring part of the budget that we will continue to learn from and maximize value. This a promotion of an annual state investment of almost $500 million in need-based aid. $1M in promotion of these need-based opportunities that we know work for people should only be the beginning.

Public Comment: None.

See Appendix

Meeting Adjourned: 11:05 am

Appendix A
[TVW meeting recording 8-31-2023](#)

Appendix B

00:23:18 Crystal Hall (she/her): Welcome! Please utilize the chat to introduce yourself.
00:23:35 Crystal Hall (she/her): Crystal Hall (she/her), WSAC staff
00:24:16 Brian Jeffries: Brian Jeffries, Policy Director, Washington Roundtable
00:24:22 Dan Cooling: Dan Cooling
Chief Program Officer, PacMtn Workforce Development, Email – dan@pacmtn.org, 360.227.1010
00:24:28 Heather Hudson: Good morning! Heather Hudson (she/her), Director of Policy at WSAC
00:24:29 KC Deane: Good morning, everyone! KC Deane (she/her), WSAC Research
00:24:51 Emma Lacalli: Emma Lacalli, WSAC research
00:25:11 Susan Kippels: Susan Kippels, education policy researcher at University of Washington Continuum College
00:25:12 Joel Bentley | WSAC: Good morning! Joel Bentley (he/him), WSAC communications
00:25:13 Sarah Weiss: Good morning, everyone! Sarah Weiss (she/her), Director of College Access Initiatives at WSAC
00:25:17 Kara Larson: Hello, all. Kara Larson (she/her), WSAC Research
00:25:19 Hannah Lodwick: Hannah Lodwick, (she/her) WSAC Policy Team, Regional Challenge Grant
00:25:30 Joel Anderson (he/him) | WSAC: Joel Anderson, Assistant Director of Policy & Planning (Legislative Liaison), WSAC!
00:25:40 Rathi Sudhakara: Good morning, Rathi Sudhakara (she/her), WSAC (Policy and Planning team)
00:25:49 Ami Magisos: Good morning! Ami Magisos, WSAC Policy
00:26:01 Josh Hibbard: Josh Hibbard, VP for Enrollment Management @Whitworth University
00:26:02 Becky Thompson: Good Morning! Becky Thompson (she/her), WSAC staff
00:26:24 Terri McReynolds: Good Morning, Teri McReynolds, Admin Assistant for Policy & Planning & Consumer Protection, she. her. hers. I'm the newbie on the block. :)
00:30:01 Dawn Cypriano-McAferty: Good morning, everyone! Dawn Cypriano-McAferty (she/her), Assistant Director, Passport to Careers program, WSAC.
00:31:54 Abby Chien she/her | WSAC: https://sheeo.org/project/asapcommunity/ A little about the upcoming project called "ASAP"
00:32:43 Crystal Hall (she/her): Welcome everyone! For anyone just joining, please be sure to introduce yourself in the chat.
00:34:21 Dan Cooling: Reacted to "https://sheeo.org/pr..." with 👍
00:34:56 Kara Larson: Reacted to "https://sheeo.org/..." with 👍
00:35:10 Josh Hibbard: Reacted to "https://sheeo.org/pr..." with 👍
00:53:34 Susan Kippels: Reacted to "https://sheeo.org/pr..." with 👍
01:07:04 Josh Hibbard: Isn't this happening with reverse transfer degree programs? https://www.sbctc.edu/colleges-staff/programs-services/transfer/reverse-articulation/
01:07:13 Julie Garver: Julie Garver, Director of Policy and Academic Affairs, Council of Presidents
01:08:00 Julie Garver: Reverse transfer applies to CTC students who then transfer to a baccalaureate institution. As I understand what is being shared would be students who directly enrolled in a baccalaureate institution from HS and never attended a CTC.

01:10:41   Cat Amortegui: Reacted to "Reverse transfer app…" with 👍

01:10:49   Josh Hibbard: Certainly a portion of the pool that Chris is referencing would fall into this group (CTC students who transfer, but haven't earned a credential at either institution)

01:11:21   Julie Garver: Yes and reverse transfer would be an option

01:29:50   Michael Meotti:I am not aware of any FAFSA filing requirement at the state or district level around the country that does not include an "opt out"

01:30:29   Paul Francis: Thank you Chris and Jeff for the feedback.

01:33:59   Vandana Slatter: I believe Louisiana has the FAFSA requirement to require high school seniors to file FAFSA before graduation but not familiar with nuance in policy.

01:34:22   Becky Thompson (she/her), WSAC Staff:Reacted to "I believe Louisiana ..." with 👍

01:35:30   Julie Garver: @Rep. Slatter   https://www.nytimes.com/2022/10/14/your-money/states-fafsa.html

01:37:38   Vandana Slatter: Reacted to "@Rep. Slatter   https..." with 👍

01:44:53   Joel Anderson (he/him) | WSAC: Reacted to "I believe Louisiana ..." with 👍

01:45:00   Joel Anderson (he/him) | WSAC: Replying to "I believe Louisiana ..."
Four additional states passed some form of universal FAFSA policy this past spring, making 12 states total! https://www.ncan.org/news/648074/Four-More-States-Adopt-Universal-FAFSA-Total-Climbs-to-12.htm

01:46:57   Chris Reykdal: Need to jump off.   Thank you.

01:50:12   Julie Garver: To the second bullet if adding completion would want to also include currently enrolled students to the current groups of HS students and adult learners.

01:53:28   Michael Meotti:the state agency didn't write these 😁

01:55:25   Julie Garver: Also how we assist currently reenrolled students with FAFSA/WAFSA completion that is required each year

01:58:48   Julie Garver: Microcredentials should be inclusive of both community and technical colleges and baccalaureate institutions

02:15:43   Crystal Hall (she/her):   If you have recently joined, please be sure to introduce yourself in the chat.

02:16:08   Julie Burke: Julie Burke - Principal, GA Creative

02:16:21   Karen Axtell: Karen Axtell - Principal, GA Creative

02:16:51   Vandana Slatter: Rep. Vandana Slatter - Chair, PEW Committee

02:17:39   Marina Parr: Marina Parr, WA Workforce Board, Director of Workforce System Advancement

02:18:10   Alyson Rotter: Alyson Rotter -Olympic College

02:46:11   Marina Parr: https://wtb.wa.gov/wave/
View the one-pager on 2024 WAVE legislative requests

02:46:34   Brian Jeffries: I would like to comment.

02:46:44   Crystal Hall (she/her):   Reacted to "I would like to comm..." with 👍

02:52:52   Paul Francis: Thank you Marina. I served as a WAVE scholarship reviewer this past year. The students are amazing.

02:53:20   Marina Parr: Reacted to "Thank you Marina. I ..." with ❤️

02:54:49   Vandana Slatter: Have to jump off. Thank you so much for the opportunity to listen and learn today! I look forward to further conversations!

02:54:56   Heather Hudson: Reacted to "Have to jump off. Th..." with 👍

02:55:00   Michael Meotti:Reacted to "Have to jump off. Th..." with 👍

02:58:25   Crystal Hall (she/her):   Reacted to "Have to jump off. Th..." with 👍

10:26:26 From Chris Reykdal to Everyone:

>Need to jump off. Thank you.

10:29:41 From Julie Garver to Everyone:

>To the second bullet if adding completion would want to also include currently enrolled students to the current groups of HS students and adult learners.

10:32:57 From Michael Meotti to Everyone:

>the state agency didn't write these 😁

10:34:54 From Julie Garver to Everyone:

>Also how we assist currently reenrolled students with FAFSA/WAFSA completion that is required each year

10:38:17 From Julie Garver to Everyone:

>Microcredentials should be inclusive of both community and technical colleges and baccalaureate institutions

10:55:12 From Crystal Hall (she/her) to Everyone:

>If you have recently joined, please be sure to introduce yourself in the chat.

10:55:37 From Julie Burke to Everyone:

>Julie Burke - Principal, GA Creative

10:55:50 From Karen Axtell to Everyone:

>Karen Axtell - Principal, GA Creative

10:56:20 From Vandana Slatter to Everyone:

>Rep. Vandana Slatter - Chair, PEW Committee

10:57:08 From Marina Parr to Everyone:

>Marina Parr, WA Workforce Board, Director of Workforce System Advancement

10:57:39 From Alyson Rotter to Everyone:

>Alyson Rotter -Olympic College

11:25:40 From Marina Parr to Everyone:

>https://wtb.wa.gov/wave/
>
>View the one-pager on 2024 WAVE legislative requests

11:26:04 From Brian Jeffries to Everyone:

>I would like to comment.

11:26:13 From Crystal Hall (she/her) to Everyone:

>Reacted to "I would like to comm..." with 👍

11:32:21 From Paul Francis to Everyone:

>Thank you Marina. I served as a WAVE scholarship reviewer this past year. The students are amazing.

11:32:49 From Marina Parr to Everyone:

>Reacted to "Thank you Marina. I ..." with ❤️

11:34:18 From Vandana Slatter to Everyone:

>Have to jump off. Thank you so much for the opportunity to listen and learn today! I look forward to further conversations!

11:34:25 From Heather Hudson to Everyone:

>Reacted to "Have to jump off. Th..." with 👍

11:34:29 From Michael Meotti to Everyone:

>Reacted to "Have to jump off. Th..." with 👍

11:37:54 From Crystal Hall (she/her) to Everyone:

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