

Virtual Zoom Meeting: [Click Here to Register](#) (Required)

COUNCIL MEETING AGENDA

December 15, 2020

- 9:00 a.m. Call to Order and Introductions**
Introductions of Council Members
Approval of Agenda
Approval of November 18, 2020, meeting minutes
- 9:10 a.m. Equity Definition & Statement Discussion**
- 9:30 a.m. Strategic Action Plan**
- 9:55 a.m. Public Comment**
- 10:00 a.m. Adjourn**

Council Meeting Minutes

November 18, 2020

8:30am

Zoom

Members Attending:

Jeff Vincent, Paul Francis, Jeff Charbonneau, Chris Reykdal, Sativah Jones, Alejandro Alcantar, Jan Yoshiwara and Terri Standish-Kuon.

Staff Attending:

Michael Meotti, Rachele Sharpe, Heather Hudson, Amelia Moore, Savanna Navarro Kresse, Crystal Hall, Becky Thompson, Aaron Wyatt, Ami Magisos, Gail Wootan, Stephanie Sampedro, Weiya Liang, Yokiko Hayashi-Saguil, and Isaac Kwakye

Meeting called to order at 8:32am

Consent Agenda

Motion made to approve the Consent Agenda as presented.

Motion seconded.

Motion carried.

August 19, August 21, and August 28 Meeting Minutes

Terri Standish-Kuon and Paul Francis propose grammatical changes. Paul Francis proposes to change language as follows:

Paul Francis: There is a continuous challenge in getting disaggregated data and the council should be working on this together. I'm glad to see the **lack of diversity among Council staff history of the whiteness of the council** challenged. We should name the value of a post second credential, in terms of social mobility and financial security.

Paul Francis: The pandemic should be a part of this. Public 4 years have two **sources supports** for instructional **support**, tuition and state support and we can't go backwards on state support. This is very heavy in HS students and growth might not be there and we should also think of adult learners and returning to the workforce.

Paul Francis: What does this mean for learning in K-12 **education learning** (particularly learning loss) and will these students need pre-college learning and we should be considering how this can be a barrier? Is this closing the door to **post**secondary education?

Jan Yoshiwara moves to approve the minutes with all proposed edits and Jeff Charbonneau seconds. Motion unanimously approved.

Executive Director Update

Michael Meotti, Executive Director, provided an update to the ongoing escalation of the public health crisis due to COVID-19, focusing on the long term educational impacts that may last upwards of 10 years.

Election Executive Committee positions (Vice Chair and Secretary)

Jeff Vincent moved to approve the executive committee with Jan Yoshiwara serving as Vice Chair and Jeff Charbonneau serving as Secretary. Terri Standish-Kuon moved to approve the Executive Committee as outlined by Jeff Vincent.

Motion seconded.

Motion carried.

2021 Meeting Dates

Jeff Charbonneau moved to approve the proposed 2021 meeting dates as outlined in the materials.

Motion seconded.

Motion carried.

Strategic Action Plan: Layer 1 & Layer 2

Presenter: Michael Meotti and Jeff Vincent

Materials: [Strategic Action Plan](#)

Michael Meotti: The Council in the last couple of years has been trying to develop an approach to strategic planning. First and foremost, it's grounded in the notion that the value here is not to create a document but that the document reflects the built consensus across partners, stakeholders, and the leaders of Washington as to what we want for state policy. So, what you are seeing in the evolution of that. We have the 70% goal and we added the strategic framework of affordability, enrollment, completion, and student supports, with equity at the center. And now, for the first time we've developed the Strategic Action Plan, which we will continue to do on a biennial cycle regardless of statutory requirements in order for the Council to play its role in bringing all these people together to build and evolve state higher education policy. This is one of the reasons why the meeting materials are not a draft of the finish project, but rather we will draft one after the Council has acted and we will share that with the Council before public release.

Layer 1 represents a higher level aspirational tone which communicates what the policy goals of the state are based on the aggregation of statutes, budgets, behaviors, etc.

Layer 2 represents the work plan for the Council supported by WSAC staff and involving partners over the next two years. This will be done by identifying issues we have the bandwidth to take on as the Council, WSAC staff, stakeholders, and partners. This is all organized by the framework, with equity throughout. It includes policy and data development. It is organized in two cuts considering WSAC staff's ability to take on the amount of work, but that doesn't mean that there is nothing happening with things below the cut over the next two years.

Layer 1**Affordability**

Question posed to the Council: *Do you think Layer 1 captures the current landscape of affordability or are there missing elements that need to be noted?*

The Council will move college saving up as a plank of affordability, being that the state does support families in their ability to save for college. This speaks to the triangle of affordability which includes the

role of government, institutions and families. Additionally, the Council opted to adopt these changes to the Strategic Action Plan Layer 1:

- Including financial literacy and financial planning as an essential piece of affordability.
- Working to pull data for Pacific Islander students, as this data is currently mixed in with Asian student data causing challenges to be hidden. The Council recommends separating out this data to help bring renewed focus to this need.

Student Supports

- Jeff Vincent: Is there anything on the student supports side of layer one? Hearing none, I'm sure we will have more discussion as we move into layer two.

Completion

- Jeff Vincent: Is there any discussion on layer one of completion? Is there anything missing or needs to be emphasized when we talk about completion? Hear none, I'll move on.

Enrollment

Washington's enrollment efforts should include all forms of postsecondary education programs. However, the overall feasibility and available resources for CTE programs are not as comprehensive as those within the college. The Council will discuss bringing visibility and resources for school districts to share these programs. WSAC staff will add context in Layer 1 that will speak to the effects of the current pandemic to educational outcomes in the last six months.

Conclusion: WSAC staff will take in what the Council has discussed and will follow up to ensure the Council's direction is reflected in Layer 1 of the Strategic Action Plan.

Layer 2

Affordability

First and foremost, the Council would like to focus on preserving the Washington College Grant (WCG). Additionally, the key tenant of the affordability policy agenda is about building trust. This comes down to two things for the Council: advocating to ensure progress in postsecondary education affordability is not lost and also continuing to reach out to students and families so that they take advantage of what's available to them.

Additional focus includes:

- College Bound Scholarship auto-enrollment: From a school district perspective this would be incredibly valuable. The number of students that haven't signed up this year are much higher than previously seen. For some districts all levels of staff are making phone calls to students and families in multiple languages to get students to sign up. The auto-enrollment is not only valuable to the students, but also valuable to the district because it frees up staff that can now focus on other needs in the district.
- The students that don't qualify for the WCG who attend the not-for-profit private colleges receive less aid than students who are College Bound plus WCG. The Council has talked about this for the last couple of years, but Council wants to ensure that it doesn't get lost. For students that are place bound these colleges can be a really good option.

Enrollment

This section focuses on dual credit as a means to increase enrollment, including a focus on CTE. The Council will also prioritize bringing awareness to dual credit opportunities, building key partnerships, and building out relationships with feeder colleges to get ahead of what is to come due to Covid. Having a larger emphasis on that across the state would be extremely beneficial.

Additional focus includes:

- Students that are passionate about the professional and technical or CTE pathway in dual credit do not have an accessible pathway to get the high school credit they need to graduate. With all the high school graduation requirements it's difficult for students to put the time and energy into a CTE program. The Council will seek to break down those barriers by adding this to Layer 2 of Enrollment, being that this is a time sensitive and urgent matter.
- The Council will also include the question of cost for dual enrollment by working together to understand what steps need to be taken to get cost covered. This includes the possibility of including dual credit in basic ed for high school students, alleviating the associated out of pocket cost for students and families.
- Evaluating the age requirements for CTE programs to include dual enrollment students.
- The Council will add a bullet about reaching out to unemployed adults. Unemployed adults have a real need right now and unfortunately; there is a high likelihood of more people becoming unemployed and needing higher education credentials to get into a new career pathway. So, over this next period this is a key piece and a key opportunity to raise educational outcomes for adults and build a stronger workforce.
- Adding state agencies, such as DSHS, Employment Security, Commerce, or local governments to essential partnerships.
- Many school districts are seeing the highest numbers of failing students that they've ever seen. With this consideration, the Council would like to see this section include the need to prepare for these students as they begin to enroll as soon as spring 2021 and the level of urgency that is needed to address this.

Student Supports

The Council recommends moving the bullet points about the work requirements associated with the SNAP program up. With a new administration that views SNAP differently than the current administration and the possibility of seeing state legislation on this next legislative session, this is an opportunity to do some advocacy at the state and/or federal level. The Council will develop a messaging strategy around this with the policy agenda.

The Council also recommends an assessment of what institutions are currently doing to address basic needs to see what kinds of lessons can be learned to the second bullet point. Additionally, some of the work that's needed in this space may not have any cost. For example, as we continue to serve students at a distance, we have students who are coming to Washington institutions of higher education from elsewhere, which is a tremendous economic impact and benefit to the state. Our colleges and universities have not been able to serve those students in a continuing behavioral health way across state lines because it's a reciprocity issue.

Additional focus includes:

- Add sharing best practices to this section of the Strategic Action Plan.
- Changing the topic to include food, housing, childcare, and healthcare to students supports.

Completion

The Council will connect with the WA Roundtable and sector partners to discuss the possibility of an assessment of where people are in terms of their goals and completion rates, recognizing the work we're doing as a Council with various stakeholders in that area. Further, there needs to be an understanding of the impact of remedial course work, specifically addressing the math question which has been in the background for over two decades. The Council will work to include the business voice to understand what their needs are, instead of thinking of the traditional academic course. To be clear, not eliminating rigor but ensuring that students have the quantitative reasoning skills that are needed. Students don't need different curriculum; they need different skills. Content isn't the goal, the method that is used to teach critical thinking skills is. The Council will move two things up: One being to continue to build out completion goals and what needs to be done to get to the 70% goal. The second being to think about the resources or changes within the system to get there, especially when working with the adult population. The goal for Layer 2 is that these items move forward over the next year and shape the Council agenda.

Conclusion: WSAC staff will need to debrief internally and then come back to the Council with some revision of this document confirm that it reflects the direction of the Council. The Council will meet in mid-December to confirm changes to Layer 1 and Layer 2.

Equity Definition and Statement

Presenter: Melia LaCour

Materials: [Equity Definition and Statement](#)

Discussion: The equity work group met in June and had 6 meetings thereafter. The statement includes Council feedback from the August Council Meeting where, the Council moved to have a stronger stance on accountability in the statement. Through this collaborative process the workgroup drafted the statement in the attached document.

The Council opted to add "our state, communities, and institutions," to the equity statement to personalize the statement and take ownership of the work to be done.

Conclusion: Melia LaCour will include the recommended changes to the equity statement and the Council will review it during the December Council Meeting. The Council will also review operationalizing the equity statement in the Strategic Action Plan and discuss accountability measures at the December Council Meeting.

Dual Credit Task Force

Presenter: Heather Hudson and Amelia Moore

Material: [Dual Credit Task Force](#)

Discussion: The Council would like a comprehensive examination of all programs. Using targeted universalism to identify barriers to create a clear action plan that will get more students participating in a program that is best for them. The approach needs to be more granular than aspiration and also focus on closing the equity gap in dual credit participation. The Council will also review where funding is

intentionally being prioritized and advocated for that funding in the Strategic Plan as described in bullet #2 to help hold the Council accountable to the actionable items of the equity statement.

Conclusion: The Dual Credit Task Force will move forward with the Councils recommendations.

Public Comment

Brian Jeffries: Early next month is currently the plan in which we will be releasing our next Washington round table report in which we will be reporting those institutional and the agency in enrollment and completion goals and highlighting the strategies, investments and activities that the colleges and universities have been engaged in to achieve those goals.

Meeting Adjourned: 11:40am