

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

## COUNCIL MEETING AGENDA

**May 27, 2020**

- 8:00 a.m. Call to order and introductions**  
Introductions of Council Members  
Approval of January 29, 2020, Meeting Minutes  
Executive Director Update
- 8:15 a.m. An equity lens applied to postsecondary attainment: Enrollment and student success patterns and new risks emerging in the COVID-19 crisis**
- 10:00 a.m. Break**
- 10:15 a.m. Student panel: Student experience during COVID-19**
- 11:20 a.m. K-12 to college pathways update**
- 11:55 a.m. Public comment**

### **Council Meeting Notes**

January 29, 2020

South Puget Sound Community College  
Lacey, Washington

**Members attending:** Jeff Vincent, Karen Lee, Paul Francis, Jeff Charbonneau, Chris Reykdal, Jan Yoshiwara, Payton Swinford and Terri Standish-Kuon.

**Staff attending:** Michael Meotti, Rachelle Sharpe, Aaron Wyatt, Heather Hudson, Amelia Moore, Becky Thompson, Crystal Hall, Isaac Kwakye, Marc Webster, Sarah Weiss, Hannah Deck, Luke Minor, Marice Sample,

The meeting was called to order at 8:31 a.m. by Chair Jeff Vincent

### **WSAC priority projects and council liaisons**

#### **Context**

- Accountability Framework: Equity at the center of the 4 strategic areas.
- Each strategic area has a WSAC staff member and Council member liaison working together to push the work forward.
  - Affordability (Council member: Jeff Charbonneau; WSAC staff: Becky Thompson)
  - Enrollment (Council member: Paul Francis [postsecondary] & New Council Member [K12]; WSAC staff: Rachelle Sharp [postsecondary] & Weiya Liang [K12])
  - Student Supports (Council member: Karen Lee; WSAC staff: Ami Magisos)
  - Completion (Council member: Jeff Vincent; WSAC staff: Heather Hudson)
- Future Council meetings: Discuss priority issues that cut across sectors in order to reach some type of dialogue and consensus.
- Frame the issues – come with a set of questions to try and engage council, staff, audience to flesh out action items and next steps.
- Active way to get people engaged to change how we solve issues.

#### **Consensus**

What is the role of WSAC?

1. Be a convener and facilitator, bringing people together around key P-20 issues.
2. Provide thought leadership through meaningful data driven analysis to create dynamic action plans to drive us towards our 70% attainment goals.
3. Be a catalyst for change both regionally and statewide, while always adapting to regional needs.

#### **Continuing Discussion**

- Folks at the table are currently all institutional people. Key questions:
  - If the Council is an exploration of WA state's needs and goals, how do you get the right voices to the table?
  - How do we ensure the right people are represented when decision-making happens?
  - What about the voice of the parent and student?

- At this stage, it's still an ongoing conversation. There is legislation pending to add another student to the board. How else can we engage with a diverse group of students?

### **Action Items**

- Council Liaisons:
  - **Paul Francis**: Signed on as Council member for postsecondary Enrollment, particularly as it relates to adults.
  - **For Council members not yet assigned to a Strategic area**: sign on to one or focus on a specific project you can help with.
- **WSAC staff & Council liaison** in charge of each area meet at least every 6 weeks by phone or in person to:
  - Decide on clear & measurable goal(s) & how these goals relate to the 70% attainment goal
  - Agree on action steps and work plan to meet these goals
  - Provide brief, routine status updates on a monthly basis about key issues surfacing in the work happening in the 4 areas. Leads will identify what is important to highlight. First update end of February.
  - Provide Progress reviews at the beginning of each Council meeting

### **Math Pathways & the Launch Years Initiative**

OSPI (Michaela Miller; Kathe Taylor)

Education Strategy Group (Ryan Reyna; Saeyun Lee)

Dana Center (Doug Sovde)

Achieve (Ted Coe)

### **Context**

*What is the Launch Years initiative?*

- Building on the work in the higher education sector, the Launch Years initiative seeks to give high school students access to a broader range of rigorous and relevant math courses aligned to their needs, aspirations, and postsecondary paths.
- Led by the Dana Center, in collaboration with Education Strategy Group, Achieve, Community College Research Center, and the Association of Public and Land-Grant Universities, the Initiative has three components, each involving cross-sector leaders from K-12, higher education, and workforce at the regional, state, and national levels.
- Washington, Georgia, and Texas were selected to participate in the Initiative, and representatives from each state are involved in all three components:
  1. Building Consensus
  2. Designing and Implementing Courses
  3. Supporting State Implementation and Scale

*Why is Launch Years needed?*

- Math plays a critical role in students earning credentials that are labor market ready.
- We need better alignment between higher education and high school math pathways.
- Students need the right math at the right time to match their postsecondary planning and goals.

- Math needs to be paired with industry needs and student interest.

*What does the data tell us?*

- Two sets of data:
  1. From OSPI – disaggregated by race/ethnicity, the percentage of student populations from the class of 2018 that participated in certain math courses
  2. From ERDC - disaggregated by race/ethnicity, the percentage of student populations from the class of 2016 that directly enrolled in postsecondary at a public 4-year or CTC, and were required to take developmental/remedial coursework in math
- The data shows that significant gaps exist across racial/ethnic and socioeconomic student groups in:
  - the math they take in high school. Low-income students (FRPL is used to determine income status) and students of color enroll in Algebra II & Calculus at lower rates, and subsequently,
  - there is increased need for developmental coursework after enrolling in postsecondary for low-income students and students of color.
- Nationally, students that must take remedial education struggle to obtain a degree. National data shows a high number – 89% - wind up leaving before they get to a credit bearing course. If students have advanced coursework in math, this remediation is often not needed.
- Data considerations: Some students might take these courses in middle-school, and that would not be reflected within this data.

*Launch Years work:*

Identified three main barriers:

1. Disconnect between K12 notions of college readiness and PS notions of college readiness.
2. Equity issue: there are not equitable opportunities for students to take high quality advanced math courses, both during high school and prior to in early education.
3. Algebra II as an admissions requirement for 4-year.

Launch Year Response - 4 levels:

1. National – convened consensus panel, surrogates and advocates to the work, CBOs, business, industry, educators, 4 years, 2 years, equity folks.
2. Need to engage with states – state level steering committees focused on implementation – same audience.
3. Evidence groups – Spokane – regional task force.
4. Building course frameworks to show what alternatives look like that are equally rigorous but who's focus is on modeling and stats. How will we implement these frameworks?

Launch Year WA Steering Committee – Key Themes:

1. Think differently about educator capacity and professional development, pedagogy, math narratives, course sequence, rigor and relevance.
2. Adult mindsets and perceptions matter in relation to student course placement and math perceptions.
3. Set positive student mindsets and create stronger math identities as early as possible.

4. Equity: Must be at center of work, but equity defined in different ways. Low income, racial/ethnic – diversity of those populations – rural, suburban.
5. Build student supports, both academic and out-of-school, to create a community of support.
6. Think differently about career pathways: start earlier, bring industry into the classroom, counseling, relevance, accountability.

Launch Years recommendations for potential approaches for WSAC to support the Initiative:

- Identify key barriers that stand in the way of math success for K-12 and higher education partners to address.
- Provide guidance to Launch Years initiative partners and state participants on how to overcome identified structural barriers.
- Communicate and gather feedback about the effort among Council members' constituencies.
- Recommend ways for lead agencies to engage diverse stakeholders about the work.

### ***Consensus***

- Data shows Bridge to College courses are having the intended effect, and it's considered a gold standard program– demonstrates a real intention to closing the gap between K12 & PS. Reason Launch Years is here.
- There is a lot of higher ed innovation happening in WA – effectiveness of corequisite designs and career pathways approach – asking students, what is it you want to do, and what skills do you need to be successful in that profession?
- Endorse the work to bring sectors together.
- Need to offer more options that are relevant to industry.
- This conversation needs to happen with parents - what is said at home matters most.
- Need more counselors trained around a standardized process and messaging.

### ***Continuing Discussion***

- Is the expectation of math in higher education aligned with labor market demand?
- Should personal finance be a supplemental math course requirement for HS graduation?

### ***Diverging Viewpoints***

- Lower math requirements give kids a variety of options and leads to different kinds of course taking – but the math requirements are so much lower these courses don't lead to anything after HS and then limits options.
- Developmental coursework can be harmful to degree attainment – but everyone deserves a broad-based education. Moving beyond entry-level positions requires quantitative math skills and students will often have to master that to move up the career ladder. People of color are tracked into entry level positions and not given the skills needed to advance.
- Algebra II as an admissions requirement as the foundational credit bearing math course - can institutions broaden that lens? Response: These things are determined by faculty. UW and the PBIs already use holistic admissions, so students are not admitted or denied based solely on math course placement.

### **Action Items**

- Data:
  - **Terri Standish-Kuon**: Checking to see if there is similar data from the private institutions regarding student need for remedial course taking.
- Institutional buy-in & accountability:
  - **Paul Francis**: COP can help with accountability and roll out - open doors and navigate who to talk to at each PBI.
- Student & Family Engagement:
  - **Chris Reykdal**: OSPI can organize a student and parent gathering at a skills center to engage with a more diverse student and family group.
- Initiative Support:
  - **WA Steering Committee**: Charge is to produce set of recommendations by Fall 2020 to serve as road map in WA.
  - **Jeff Vincent & Heather Hudson**: Will engage on this topic and report back in May. Framing questions: What is the role WSAC can play? How can WSAC collaborate on this to get to success? How is WSAC going to get engaged and what is the work WSAC will do?

**Break for lunch** – Terri Standish-Kuon and Karen Lee left the meeting.

### **Dual Credit Group Work and Discussion**

#### **Context**

- WA is serious about opening access to dual credit programs because of participation gaps for low-income students and students of color.
- K12 now includes dual credit as a measurement in evaluating school performance in the School Improvement Framework.
- There are not enough K12 teachers qualified to teach CiHS courses and not enough higher ed faculty to oversee CiHS courses, particularly in rural areas.
- This issue needs to be addressed from a financial equity standpoint and the need is more than just FRPL students. Middle-income families also struggle with cost.
- High school principals have identified a need for:
  - Clear communication – what is dual credit in WA?
  - Consistency – zero across the state. IHE to school district – all over the board
  - Collaboration – struggle between K12-IHE, especially with RS
- WSAC should serve as a convener around this issue and focus on a small number of high priority action items.

#### **Consensus**

- Dual credit participation improves college-going behavior and leads to better postsecondary outcomes for diverse student groups.
- Dual credit is valuable to students, and there is a pressing need to expand access reduce equity participation gaps.

- WA needs more data and research to understand cost, value, and student perceptions associated with dual credit.

### ***Continuing Discussion***

- What dual credit program students have access to is completely dependent on the principal and teachers in the building. How can we improve issues of access and student placement?
- Can we expand current financial assistance programs such as fee-waivers and book vouchers to more students by using an income marker different from FRPL, like MFI?
- Does dual credit participation save students time and money in degree completion?
- What is the public policy problem and how do we come together to solve it?

### ***Diverging Viewpoints***

#### ***Funding Perspectives:***

- A. Dual credit students are basic education students first and should therefore be covered with basic education dollars, even if there is no additional state funding provided and regardless of student income. Programs that keep students on a high school campus should be covered by the school district (AP/IB/CI; CTE; CiHS) and programs that move a student to a college-campus should be covered by the IHE (RS). Because these are basic education students and dual credit is part of their basic education, there should be no prioritization of low-income students. Making dual credit cost-free to students and families is a “force-function” that will finally address the equity disparities in participation, and move the state beyond simply having discussions about these equity issues.
- B. Attempting to solve the inequities in dual credit participation with no new state money sets up a debate about how these costs are going to be paid for. Colleges are already working hard to improve equity with book loan programs and fee waivers, with some success. In the CTC sector, 40% of RS students are people of color and the number of Latinx students has doubled. It’s still not enough not enough, particularly for Pacific Islander and Native American students, as well as low-income students. That’s why we need to continue to identify some creative solutions to provide financial support to the students that need it most. Colleges cannot afford to absorb the book and fee cost for every RS student – it is not sustainable. Matriculated student, with state approbation and tuition/fees: \$9263  
RS students: FTE \$7908 - \$1,456 difference

#### ***What is the value of dual credit & how should we message it to students?***

- A. When students hit the 10th grade, dual credit should be used to get them to a degree faster, saving students, families, and the state time and money.
- B. Dual credit can’t just be all about getting to and through college faster. It’s also about being better prepared for college – it can’t be all about the credit.
- C. Dual credit should be framed as a postsecondary enrollment strategy, not a cost strategy. We know earning college credit in HS raises chances of enrollment. That’s where we need to focus our energies.

### **Action Items**

- Future convenings:
  - **Washington Business Round Table**: Happy to host a convening and kick start the work
  - **Scott Seaman**: AWSP would host focus groups
- Goal Setting & Guidance:
  - **WSAC**: Set goals on the front end. Establish a place where there is common goals and agreements around value, enrollment, and cost-savings.
  - **WSAC**: Put together a myth busting, guidance, dual credit handbook by spring
  - **Jeff Charbonneau**: Will work with Mike (until the new Council member is added) to define the problem and come up with what we can tackle. Form a sub-committee to meet first week in March.

### **Updates**

#### **Financial Aid Outreach Effort**

Jan Yoshiwara, Becky Thompson

#### *Train-the-Trainer*

- A workgroup formed around Train-the Trainer planning and will continue meeting.
- Asking all colleges to report back on the training events they conduct about:
  - How many people participated?
  - How many others did they train?
  - What if we start earlier next year and how might we refine this effort?
- Participants are college staff beyond financial aid professionals. First target is people who have agreed they will go out and train volunteers. TRIP programs, worker retraining programs, community-based efforts.
- Encourage these 350 people to organize their communities, churches, clubs, CBOs – go after getting information to families.
- Intent is to be teaching the teachers – want them to have a full understanding of the FAFSA and the WASFA.
- Homework for Trainers within an action plan – what are you committing to do? Who are your resources? Walk out with a plan and then need to act on it.
- From the field yesterday – tons of excitement and ongoing question – how do we think about financial aid for adults?

### **Equity Plan**

Heather Hudson

- Lumina Grant – look at postsecondary attainment goal in relationship to closing equity gaps.
- The work is to–
  - First understand the gaps in educational attainment and define the equity lens,
  - And then design specific strategies
- Equity board/ advisory to join the Council in May to look at the data and discuss what we mean by equity.
- Facilitator who worked with SBCTC will come do work with the Council and the equity champions in the advisory group – which is in the works.



- Would like to have conversations with each Council member between now and April to figure out who to bring to the table.
- Looked at MA and OR and be intentional about student voice. Who are the non-higher ed people we need to reach? DSHS and others?

### **Legislative Update**

Marc Webster

- Our advocacy and agenda for 10 years has been full funding of the SNG. Now we have a package of investments in enrollment and affordability.
- Revenue raised concerns about implementing tax revenue to pay for it -several bills aimed at closing the revenue gap. These will be WSAC's focus. SSB 6492 has most movement. Other two are broader targeting industries.
- Other bills: HB 2523 – the FN aid calculator.
- SB 6505 – dual credit funding
- SSB 6127 – working to expand student terms to two years
- HB 2711 and HB 2776

No public comment

Adjourned – 1:23pm