

Council Meeting Notes

May 27, 2020

Zoom

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

Staff attending: Michael Meotti, Rachelle Sharpe, Aaron Wyatt, Heather Hudson, Isaac Kwakye, Amelia Moore, Becky Thompson, Crystal Hall, Isaac Kwakye, Marc Webster, Sarah Weiss, Savanna Kresse, Gray Sterling, Gail Wootan, Yokiko Hayashi-Saguil, Kelly Olson, Luke Minor, Kelly Keeney, Weiya Liang, Ami Magisos, Amelia Moore

The meeting was called to order at 8:03 a.m. by Chair Jeff Vincent

Summary of Action Items/ Next Steps:

SAP: Council members have been assigned as Council leads under each of the areas with WSAC staff point person.

- Stakeholder engagement: July and August, including more student voices
- Draft presented to Council: August
- Finalize: November/December

Equity Workgroup: See [WSAC Equity Plan](#)

Three phases to the equity work:

- Phase one: Define equity
- Phase two: Data – what does it tell us about equity?
- Phase three: Action plan to address the equity gaps

Equity Data:

- Further disaggregate race data by ethnicity and language.
- Bring different data sources from across sectors to collaborate.

K-12 to college pathways

- Identify the community organizations the Council and WSAC can leverage and partner with to increase FAFSA/WASFA filing.
- Convene a workgroup or task force focused on dual credit

Call to order and introduction of Council Members

Approval of January 29, 2020, Meeting Minutes

So moved by Jeff Charbonneau

Seconded by Payton Swinford

Minutes approved

Executive Director Update - Mike Meotti:

Context:

- Thank you Karen Lee! Her timer on the Council technically comes to an end, term ending July 2020

- Recognize all Karen has done for people of WA, for the Council, and for Mike as a new leader
- Strategic Action Plan:
 - How we get to our goals: Not likely to be a biennium budget ask. We see it as a continuous rollout- going back to the goal.
 - More recently developed a strategic framework with the four strategic areas to reach that goal (Affordability, Enrollment, Student Supports, Completion). Identified key indicators that will drive success. Indicators and priority work in each of those 4 areas – how we think this all holds together to drive the goal.
 - Wrapped around all this are the 6 lens – most importantly equity lens.
 - What can the Council do? Looking back at the work from last year – are these still the right indicators?

Action Items/Next Steps

- Heather Hudson is leading that work with stakeholder engagement in July and August. Including more student voices – as you will see with the student panel today.
- Council members have been assigned as Council leads under each of the areas with WSAC staff point person.
 - Terri: Need summary of which strategic area each Council member is assigned to
- Bring draft to the Council in August
- Finalize by end of calendar year

An equity lens applied to postsecondary attainment: Enrollment and student success patterns and new risks emerging in the COVID-19 crisis

Context:

Jeff Vincent:

- Today's agenda a start towards addressing the equity issue across the state.
- The Council is more critical than ever as a place to come together to talk about the equity issues that already existed and that now are made worse by COVID.
- Privileged to have students with us today to share their views about how COVID has affected them and their fellow students.
 - Consider the implications on the system
- Encourage public comment throughout.
- Bring people together to have open and transparent communication.
- Any amendments or changes to agenda?
 - Motion to approve
 - So moved by Payton Swinford
 - Seconded by Terri Standish-Kuon
 - Agenda approved

Introduce Melia LaCour – founder of Becoming Justice

- Does equity work across the state and nationally. Jan Yoshiwara recommended her based off work she did for SBCTC

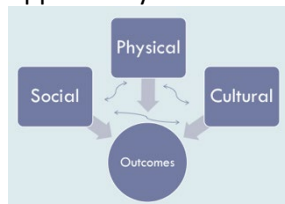
- Worked for PSED – life and career – equity and social justice her area of expertise

Melia LaCour:

- Using break-out rooms today to have deeper conversations and build relationships
- Objectives today
 1. Lead with racial equity
 2. Data presentation & discussion – patterns of inequity we are seeing
 3. Hear student perspective and insights – what are we able to learn from students at this time given the pandemic?
- Framing out collaboration
- Agreements:
 - Why lead with race in this conversation?
 - COVID has highlighted the racial inequities that already existed in our society. This can motivate us for change.
- Levels of racism:
 - Individual
 - Institutional
 - Structural
 - Education, healthcare system both creating the inequities in COVID.
- Always account for race
 - Leading with race is a both and
 - In every aspect of who we are, race plays a factor. For example:
 - Income: people of color are disproportionately in a lower socioeconomic income level.
 - Age and access to healthcare in COVID. Even if people of color have access, often racial bias leads to lower quality of care for the elderly.
 - Look at impacts of everyone – but then look specifically at impacts to people of color, in all systems.

Targeted Universalism: an approach for achieving equity that sets universal goals and identifies targeted means/processes for specific populations depending on how they are situated relative to opportunity.

- We are all situated, but not evenly, within opportunity structures.
- Factors that can cause groups or communities to be further from or limit access to the opportunity



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- Example: Universal Goal: 100% On-Time Graduation
 - While the goal is for 100% on time graduation, only 80% of the general population is proficient.

- 70% of Latinx population is graduating on-time, 65% African-Americans, and White students in rural WA, 75%
- What are some social, cultural, physical factors that might may situate Latinx students, African American students and White students living in rural WA farther from opportunity?
- Targeted Strategies: Strategies that meet the needs of specific groups who are situated differently to opportunity.
 - In Targeted Universalism, we are not solely focused on closing the gap, but moving everyone towards the universal goal.
 - We pay particular attention to those farthest from opportunity by developing Targeted Strategies or strategies that meet the various needs of specific groups.
 - What might be some targeted strategies to move Latinx students closer to the Universal Goal? African American Students? White students in rural Wa?
 - If we are not sure, how might we learn?
- Targeted Universalism is a both

An equity definition: WSAC Equity Diversity Inclusion Committee - Equity is the intentional process of undoing racism and other systemic oppressions designed to marginalize communities and perpetuate injustice within our society.

Yokiko Hayashi-Saguil:

- Our EDIC has worked hard to create a framework for how the agency can develop a shared understanding of equity and what it means to the work, to our programs, to students.
- Define what equity is first to form a common understanding.

Small group discussion (9:02am)

- Using a racial equity lens in a conversation.
- Breakout rooms of 7-10 people.
- Questions:
 - What are you noticing about how the post-secondary education system is experienced by specific groups of students, based on race, language, income etc. during the pandemic?
 - What important patterns are emerging, especially for students of color, that we should be paying attention to?
 - What are some of the barriers that different groups of students of color might be facing?
 - How might we probe for more understanding of their experiences?
- Give us 10 minutes for the conversation.
- See [small group notes here](#).

Large Group Discussion (9:15am):

What answers did your group come up with regarding the questions above?

Key points:

- What's different now is we are paying attention more. But we as an educational system already were not serving students of color well.
- Family dynamic is important. Many students are taking on head of household and caretaker role and have responsibilities to their families and play a leadership role in their home.
- Technology and digital divide also impacts students of color more.
- Some regional surveys (Highline) have shown that even stellar students who have worked so hard and had a postsecondary plan are now planning to postpone as they weigh moving forward with their plans, altering their plans, or having to abandon those plans.

Continuing Discussion

- Equity definition. Heard process and outcome – what about practice? What does equity look like every day in our practice? How to take this definition and internalize and operationalize it?
- What does COVID mean for our intuitions? Will they become whiter? Will students return? Can we recruit students, mainly black and brown students? What does enrollment, recruitment, retention look like?

Action Items/Next Steps

- See [WSAC Equity Plan](#)
- Three phases to the equity work:
 - Phase one: Define equity, what it means to us, what it means to the state
 - Phase two: Dig into the data – what does it tell us about equity?
 - Phase three: Put together an action plan to address the equity gaps, not only during COVID, but also after – no going back- new normal to be defined.
- Equity workgroup consists of 4 council members, 2 WSAC staff, 3 community members, including one student.
- Scope of work for the year:
 - Equity Workgroup – work together to create an equity statement. What is our why in regard to Equity? Now that we have a definition, come up with a statement that points to the commitment of what we will do to advance equity as we define it.
 - Co-design a model with equity champions – include people who aren't typically at the Council table.
 - Engage in collective action and learning around equity. How can we ensure we are using an equity lens in the strategic framework?
 - Example - Affordability: How is everyone impacted?
 - How are people of color more impacted and what can we do to address that?

Equity Data

Context

Heather Hudson:

- Just a snapshot of the data for Affordability, Enrollment, Completion, Student Supports
- What should we be focused on moving forward in regards to these gaps? (see [two-pager](#))

Isaac Kwakye:

- What do we know about COVID and the impact on communities of color?
- Worsening existing inequities. As Angela said, this is not new.
- What we know from current research, body of evidence: COVID is having an impact disproportionately on students of color. See [Research Findings](#).

Small group discussion (9:45):

- What stands out to you in the data?
- What questions does this data raise?
- What are some of the systemic barriers that students of color face in reaching universal goals of Enrollment? Completion? Affordability?
- How can the council learn more about root causes of inequity?
- See the [Google doc](#) with notes from small group work

Large group discussion (10:04)

What answers did your group come up with regarding the data questions above?

Key points:

- Need an asset-based frame. No message that students of color can't complete. Find examples of bright spots and figure out how to replicate and scale.
- Everyone is not informed of DACA and there is a big population of students who were cut off by the deadline, meaning they are going into higher ed without DACA and scholarships often require citizenship or DACA status. The next population of students will be those who were unable to apply even though they were eligible, so they can't work to supply their own books and expenses.

Continuing Discussion

- The WASFA - how can we reach more students to have them file the WASFA?
- Paul Francis: We have struggled on the Student Support piece and data.
 - Encourage us to think about capturing the data about students of color using the benefits, but how can we push the state to have more policies that are inclusive – childcare, mental health services, food stamps – to make sure our students are getting the services they need beyond educational?
- Karen Lee:
 - Thinking about the re-entry population.
 - No disaggregation by gender. Assuming males were lower in attainment – what is not working in how we educate young males?
- Jan Yoshiwara, Paul Francis:
 - How do we figure out how do we piece this data together to create a more complete picture around the equity issue? Both prior to and post COVID.
- Sativah Jones:
 - Targeted universalism: How do we continue to disaggregate to get to the needs of all students?

Action Items/Next Steps

- Sativah Jones:

- The data needs to be further disaggregated by ethnicity and language.
- Somali immigrant student are different than African-American.
- Latinx community: Dig into sub-groups to really find the disparities and difference of experiences
- Jan Yoshiwara, Paul Francis:
 - Bring the different data sources to collaborate

Break at 10:15am

Reconvene at 10:26am

Student Panel: Student experience during COVID-19

Context

Special thanks to Yazmin Aguila from Centro Latino and Guillermo Rogel, Jr from the Washington Student Association for their help in bringing these student voices to today's conversation:

- **Adah Barenburg, Western Washington University**
- **Elizabeth Perez, Columbia Basin College**
- **Jocelyn Grenada, Washington State University**
- **Bryan Donis, Columbia Basin College**
- **Maria Mondragon, Columbia Basin College**
- **Maria Yepez, Washington State University**
- **Nancy Canales Montiel, Central Washington University**

Prompt for panel: Each student please share what college you are at and what have you been experiencing during the pandemic.

Key themes and points:

- **Challenges of remote learning**
 - Students have different learning styles that may not work in a remote environment. Example – visual learners struggle to adapt to online instruction.
 - Students who lives in rural areas had unreliable access to the internet.
 - STEM students taking off a quarter because with no in-person lab experience it isn't worth the cost. Is the hybrid model worth it for them?
 - Family dynamics: It's hard to find the space for class with everything going on at home.
 - younger siblings on Zoom calls, or needing to use a laptop when devices were not provided by the K12 school.
- **Finances**
 - Students face overwhelming anxiety and fear about next quarter/semester/year and finances.
 - Students can't afford to lose any quarters, especially those that are seniors.
 - Undocumented and DACA students face additional financial worries. There are not many scholarship or job opportunities for undocumented of students, and there is a lot of uncertainty around DACA.

- With so many cuts to education, students worry about the status of the undocumented student loan program. Students need an update. The program is there– is it still going to take place?
- **Advising**
 - Students are uncertain about how to receive advising about course selection, further enrollment and transfer.
 - Would usually rely on faculty, staff, family, friends who have gone to college to get help through the process, but now can't make those connections.
 - 50% of the population in Pasco didn't know about WASFA.
- **Family**
 - Many students are front-line essential workers themselves or have family members who are. For undocumented people, this leads to exploitation. Agriculture workers are considered essential, but conditions have not improved. Those that are undocumented work and risk their health and lives while being fearful of seeking medical help and tests because they could be detained and deported.
 - It's hard for students to consider going to college in the fall when their family needs them so much right now.
- **Non-academic student supports**
 - **Mental health**
 - Students worry services like mental health services will be the first to be cut and they are already understaffed.
 - Increased worry and anxiety, and dealing with the mental health issues stemming from that.
 - Students are balancing homework, taking care of themselves and their families, and taking care of those suffering in their community.
 - **Food insecurity**
 - With no more on campus food, students must buy more groceries, including for their families who may have lost work.
- **Council work**
 - One student pointed out that Hispanic refers to people who speak Spanish and Latinx is those from Latin America – so that clustering together is a problem.
 - There are not enough people of color here having their voices heard – not enough people of color on this call and on the Council itself.
 - Only people within the community help other people in the community. Rarely do they have real allies.
 - Student experience at CTCs and universities and colleges is that it is club students helping each other, it is not the institution.

Q&A

Jan Yoshiwara: Can you talk about what made the difference for you in terms of being able to go to college and stay in college?

Key themes and points:

- We need more teachers of color who look like the students in their communities and who can understand the challenges their students face.

- Family is a source of inspiration and support.
- The resources universities have are not well presented or shown to students
- For DACA or undocumented students, programs like Camp or Trio can be the difference between making it to college or dropping out.

Paul Francis: Can you talk about critical resources and support services - advising, tutoring, mentoring – how have you tried to access, have they been available, and what can colleges do better to offer these services remotely?

Key themes and points:

- Find a way to move the system so voicemails are connected to home accounts or email.
- Central called every individual student on the phone and asked what students need help with, and then connected students with a counselor to help. It showed they cared. Get advisors to reach out personally and see what students' uncertainties are.
- Very important colleges and organizations think of remote paid internships because it is stressful for students, particularly undocumented students with limited opportunities to access paid work.
- Prioritize services and student jobs.
- Various resources are only found through talking to advisors or seeing an advertisement on the wall. Bring these resources to students – especially essentials like food.

Action Items/Next Steps

- Malia LaCour:
 - What are the next steps the Council should be considering for their work? Go to the [Google doc](#).

K-12 to college pathways update

Context

- The work WSAC is doing to Support College Pathways for High School Students during the Covid-19 Crisis. See [Pathways Update](#)
 - Create flexibility across HS graduation and college admission requirements
 - Communicate directly with students and families to support college going
 - Expanded use of digital tools to serve students remotely
 - Continued to engage in targeted outreach & offer regional events across the state, including webinars, virtual one-on-one appointments with students, strategy sessions with counselors, and classroom presentations for juniors and seniors during remote learning.
 - Revised policies to allow for maximum flexibility during school closures

Continuing Conversation

FAFSA completion rates:

- What has been most effective and how we can collectively come together in the coming year to help students think about going to college in the fall? What activities have made the most difference that we can learn from right now for all our institutions to engage in?

- How can we make sure the bridge between K12 and postsecondary is 2-ways to create these pathways for students that they understand?
- How can we better incorporate student voice so we are not creating resources that aren't responsive to student needs?
- Can we bring peer voices to students so they can see themselves in people from their own communities who can speak to their experiences of the how and the why with postsecondary education?

Dual Credit:

Brian Jeffries, WA Business Roundtable:

- In tracking real time enrollment across the 2-year and 4-years we've seen enrollment declines across the board except for an increase in dual enrollment programs.
- The Council members and the agencies and organizations here had a lot of momentum going into the last session around addressing the needed expansion and access for low-income students to dual credit programs.
- Governor vetoed the designated task force, but Roundtable is very interested in being a part of any convening of a task force or workgroup to continue the momentum. Official pitch to the Council and the WSAC staff in doing that work regardless of the veto.
- Jeff Vincent:
 - Based on the strength of discussion at the January meeting we do want to complete that work in collaboration with RT, OSPI, SBCTC.
- Mike Meotti:
 - Dual credit is one area that raises these equity challenges. The increase RS spring data needs to be disaggregated to see if it has exacerbated equity participation gaps.
- Jeff Charbonneau:
 - Going to see equity disparities increase in the fall. A lot of seniors will choose distance learning through RS and those with greatest access to that are already privileged.

Action Items/Next Steps

- Direct to student and family communication: Think about how to engage with students directly and in dynamic ways. Schools are not always the trusted sources of the place students will go. Think critically about how to connect with students more directly and in medium that are more friendly.
- Need to better identify the community organizations the Council and WSAC can leverage and partner with.
- Dual credit is an equity issue. Convene a workgroup or task force, despite the Governor's veto, to continue to discuss how to these programs a fundamental part of every student's education in the state.

Public Comment (11:54)

- No public comment

Meeting adjourned 12:03



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