

Council Meeting Notes

July 23, 2020

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

Staff Attending: Michael Meotti, Rachele Sharpe, Heather Hudson, Amelia Moore, Savanna Navarro Kresse, Crystal Hall, and Isaac Kwakye

70 Participants total

The meeting was called to order at 9:00am by Chair Jeff Vincent

Executive Director Update: A public thank you to WSAC staff and other public servants for diligently working in the face of decreased work hours do to state furloughs.

Equity Workgroup Update

Materials Shared: [Equity Workgroup Update](#)

Presentation by Chair Jeff Vincent:

- Goals of the Equity Workgroup include developing a definition of equity with Council approval that will serve as a foundational piece of Council work, ensuring that we have community perspective, and working on long-term plans to engage with equity advocates (note: equity champion will now be referred to as equity advocates).
- See materials for overview of the Equity Workgroup timeline and paths to the Council approving an equity statement and definitions.
- It's critical that we do this work in a timely manner because other groups are working on the same thing and it's important that we bring our efforts together in collaboration.

Council Discussion:

- Jan Yoshiwara: The Equity Workgroup is a strong group with a lot of experience, knowledge, and passion about equity, doing good work and taking seriously the task of creating an equity statement and definition. Question: how do we make sure that each Council member is engaged in this work and buys in to the statement? Part of the process in embracing how equity applies to the work of the Student Achievement Council is to participate in the dialog in the debate of what equity means in our context. We don't want that to get lost since the Equity workgroups is doing the bulk of the work. When the equity work group comes up with a draft it's my hope that the Council will engage with what these words mean and how they apply to our collective work.
- Terri Standish-Kuon: Are the conversations extending to gender and identity?
- Jeff Vincent: In this moment and time we believe it's important to focus on racial equity.
- Terri Standish-Kuon: We should be very clear about this so that people are not left wondering
- Jeff Vincent: That will be very clear when you see that draft of the equity statement.
- Payton Swinford: My initial thought was similar to Terri's about what all is being left out, maybe we're not looking at equity among the LGBTQ community as an economic approach in terms of affordability, but I am really glad that we are looking at race at this moment in time.

- Jeff Vincent: It's not that other groups are not important but at this moment in time we want to be sure that we are moving quickly and addressing racial equity.
- Payton Swinford: Thank you, I think we are focusing on what we need to be focusing on
- Jeff Vincent: We're going to have to focus, like what we've said before, with targeted universalism to understand what will make a difference with each group.
- Paul Francis: How we operationalize this needs to be a part of the conversation. One of the problems is a lack of diversity with senior leadership. We need to actively be solution oriented and looking inward.
- Jeff Vincent: One of the pieces of the statement will include acknowledging that the Student Achievement Council has historically been a white led organization.

Public Comment:

- Juliette Schindler Kelly, Director of Public Affairs and Strategic Partnerships, College Success Foundation: My first reaction is the Council is already so focused on equity. Taking this step further and calling these issues out very specifically and publicly, I just want to applaud that work.

Areas of Consensus:

- The Equity Workgroup will be taking on the bulk of the work for the equity statement and definition, but it's important the Council actively engages with the draft and embraces how these statements directly impact the work of the Student Achievement Council.

Understanding the Value of Dual Enrollment for Students

Materials Shared: [Dual Credit Data](#) & [Understanding the Value of Dual Credit for Students](#)

Presentation by Amelia Moore, WSAC Staff, Assistant Director of Policy and Planning

Council Discussion:

- The data shows that RS increases postsecondary enrollment, so we need to fund these programs and remove cost barriers, like transportation and books.
- Jeff Charbonneau: I hear a similar theme for the need for additional guidance counseling to ensure proper communication to all students. This is something the WSAC has advocated for - and I believe will need to continue to advocate for.
- Jan Yoshiwara: Thinking about RS enrollment number in comparison to overall enrollment: RS was the only one to grow

Public Comment:

- Tim Stetter: The disproportionality of actually earning college credit in CiHS courses is even worse than simply who's in the course.
- Brian Jeffries : This disconnect is exacerbated by the SBE's rules on the dual credit graduation pathway, i.e., the SBE rules state a student can meet the dual credit grad pathway by simply completing a course that offers college credit - those students don't actually have to earn the credit - adding to the confusion for students and families
- Logan Foy: Being in high school, I would say that in many cases the financials are a big barrier for students pursuing the credit. At my school this affects students of color disproportionately. I also think there is a lot of confusion not only on how to receive those credits, but how those are transferred to colleges and what higher education models will accept them.

- Julie Garver : The low-income data speaks to those qualifying for FRPL so this may also be an understated number for two reasons: (1) students/families that are eligible for FRPL but do not identify and (2) middle income families who do not qualify for financial assistance but may not be able to afford costs associated with dual credit.
- Julie Garver: Higher education partners (SBCTC, WSAC, COP, ICW) and OSPI are working with ERDC on dual credit data collection. This began in the fall 2019 and data is now being analyzed. We plan to continue to work across sectors as partners to analyze data and find gaps. Some key data points will likely take further work. So, collecting those aspects here is important.
- Adriana Iturbe: While I was in school students were disregarded from taking RS classes if they did not fit the "ideal student" that advisor were looking for.

Areas of Consensus:

- There is more work needed to fully understand the range of barriers for students accessing dual credit

Student Dual Credit Panel Discussion

Panelist:

- **Adriana C Iturbe Fuentes:** Class of 2017, WSU Tri-Cities, Mechanical Engineering, AP/CiHS. Predominantly RS.
- **Anna Gonzales:** Rising senior at Othello High School, AP/CiHS. Current RS student at Columbia Basin Community College.
- **Azariah Carter:** Rising junior at Yelm High School, AP. Plans to be a criminal justice major.
- **Diana Vergara:** Auburn High School, AP. Current RS student at Green River. Plans to major in political science.
- **Logan Foy:** Rising senior at Bellingham High School. AP/CiHS. Plans to major in political science.

Context:

- Student selection process for panel: To find best student-fit for engagement opportunities, students go through an application process where they can talk about advocacy projects they care about and their educational journey.
- "Nothing about us without us." Particularly important to consider for students of color.

Q&A

1. How did you find out about dual credit program? Who helped you select the program? Was there someone or something that was particularly helpful?

Running Start:

- Students are finding out about RS often by chance, through word-of-mouth from other students, or in other college-access programs they participate in.
- Even when schools and colleges hold RS information events, they are not widely known about or publicized. For students in an area 30 minutes or more away from a college campus, they are relying solely on word-of-mouth.

College in the High School:

- Students are confused by the CiHS program and uncertain of how it works or how they can earn college credit through the program.

Advanced Placement:

- Students placed in AP based off middle-school course taking or standardized test scores.

2. Why did you choose the dual credit program you participated in?

Running Start:

- RS offers the most potential for long-term cost savings in earning a college degree.
- In some cases, it was actually the cheapest option for students because of AP exam fees and CiHS tuition fees.
- Students felt the education was of a better quality than at their high school.

College in the High School:

- Students on the panel had participated in CiHS, but none chose to stay in the program, citing the confusion referenced above.

Advanced Placement:

- This program is best for students who want to be involved in ASB and other activities on their high school campus.
- At schools with exam-subsidy programs, this option was the cheapest for students.
- Exam-based dual credit seemed like the best option for students interested in attending college out-of-state because of more seamless transferability policies.

3. Do you know how your dual credit course taking fits into your PS plan? Or, for the current college student, how were you able to use your credits and did it save time to degree?

Current college student:

- RS helped expose her to different courses and majors and helped her decide what she wanted to do. She wished she had taken more math classes because that would have shortened her time to degree more.

Current high school students:

- There is so much confusion and misinformation about the transferability of college credit earned through dual credit programs.
- Students did not come to a consensus about which program offered the easiest credit transferability.
- Some thought RS and CiHS credits wouldn't transfer outside the college they took the course at, and all were uncertain of how the credit transfer process worked.

Council Discussion:

- Jeff Charbonneau: Every student mentioned cost. I still do not understand why high school students who push themselves to excel, enroll in dual credit - basically do everything we ask them to - are rewarded with a bill at the end. This causes inequities. WSAC has advocated for additional dual credit funding - but the work is not done.
- Jeff Vincent: I'd like to talk about next steps. Previously, there were talks of a dual credit task force and some councilmembers advocated for. Do we want to go ahead with this? The data shows how important this is for enrollment.
- Chris Reykdal: Transferability is an issue, what we are doing is not good enough. As institutions we should be looking into policy answers to create a guarantee, maybe a student bill of rights. Every credit should count. Cost is also a barrier.
- Jan Yoshiwara: How can we use dual credit to encourage direct enrollment into secondary education.

Areas of Consensus:

- Creating a dual credit task force.
- Guidance and advising barriers need to be fully identified and addressed.
- Closing data gaps to address racial disparities in dual enrollment opportunities.

Action Items:

- Approval of the agenda motioned by Payton Swinford, seconded by Terri Standish-Kuon. Unanimously approved.
- Approval of the minutes for the May 27th meeting motioned by Jan Yoshiwara, seconded by Jeff Charbonneau. Unanimously approved.

Adjourned – 10:33am