

1

00:00:32,320 --> 00:00:36,239

i hope you're all doing good on this

2

00:00:34,320 --> 00:00:38,000

Monday morning

3

00:00:36,239 --> 00:00:41,000

we're officially in summer so that's

4

00:00:38,000 --> 00:00:41,000

great

5

00:00:55,760 --> 00:01:00,559

all right I think we can get started i

6

00:00:58,960 --> 00:01:03,840

looks like we've hit some critical mass

7

00:01:00,559 --> 00:01:06,799

so that's fantastic um I'm so grateful

8

00:01:03,840 --> 00:01:09,119

and excited to have so many of you uh be

9

00:01:06,799 --> 00:01:11,040

part of this convening um truly thank

10

00:01:09,119 --> 00:01:12,720

you for taking time uh you know this

11

00:01:11,040 --> 00:01:15,680

morning or afternoon if you're joining

12

00:01:12,720 --> 00:01:19,119

from a different time zone um I am Rati

13

00:01:15,680 --> 00:01:21,200

Sudakra and my pronouns are she her uh I

14

00:01:19,119 --> 00:01:23,119

am an associate director on the strategy

15

00:01:21,200 --> 00:01:25,520

and partnerships team here at the

16

00:01:23,119 --> 00:01:28,479

Washington Student Achievement Council

17

00:01:25,520 --> 00:01:31,439

or WASAC for short um I do want to take

18

00:01:28,479 --> 00:01:34,079

a quick moment to acknowledge the land I

19

00:01:31,439 --> 00:01:37,200

am on and uh acknowledge the Coast

20

00:01:34,079 --> 00:01:39,680

Salish peoples as a first generation

21

00:01:37,200 --> 00:01:42,799

immigrant I feel so grateful to call

22

00:01:39,680 --> 00:01:45,439

this this corner of Earth also home

23

00:01:42,799 --> 00:01:47,680

knowing that this land has been walked

24

00:01:45,439 --> 00:01:50,960

on woripped and nurtured by the Co

25

00:01:47,680 --> 00:01:53,759

Salish peoples since time immemorial

26

00:01:50,960 --> 00:01:55,920

they continue to steward these lands and

27

00:01:53,759 --> 00:01:58,799

waters while creating shaping and

28

00:01:55,920 --> 00:02:00,880

contributing to our thriving communities

29

00:01:58,799 --> 00:02:02,719

i invite you to make an acknowledgement

30

00:02:00,880 --> 00:02:05,759

in your introductions if you feel like

31

00:02:02,719 --> 00:02:10,759

it uh with that let's start with some

32

00:02:05,759 --> 00:02:10,759

quick housekeeping next slide please

33

00:02:11,840 --> 00:02:18,319

so yes this meeting is being recorded

34

00:02:14,560 --> 00:02:21,040

and will be shared um we have built in

35

00:02:18,319 --> 00:02:23,920

some time for Q&A but not a whole lot we

36

00:02:21,040 --> 00:02:26,400

have a packed agenda uh so please use

37

00:02:23,920 --> 00:02:28,480

the Q&A uh you know function that you

38

00:02:26,400 --> 00:02:31,280

have on the bottom of your screen uh to

39

00:02:28,480 --> 00:02:33,040

ask questions um if we can't get to it

40

00:02:31,280 --> 00:02:35,920

during the webinar we'll be sure to

41

00:02:33,040 --> 00:02:38,000

respond later also please use the chat

42

00:02:35,920 --> 00:02:40,160

function to introduce yourself you can

43

00:02:38,000 --> 00:02:42,640

share your name the organization you're

44

00:02:40,160 --> 00:02:44,959

with if you want location pronouns and

45

00:02:42,640 --> 00:02:47,440

land acknowledgement if you feel like it

46

00:02:44,959 --> 00:02:50,319

uh also do use the chat to engage with

47

00:02:47,440 --> 00:02:52,560

other attendees i will request you to

48

00:02:50,319 --> 00:02:54,879

stay on mute uh but of course feel free

49

00:02:52,560 --> 00:02:58,360

to turn your video on can we go to the

50

00:02:54,879 --> 00:02:58,360

next slide please

51

00:02:59,280 --> 00:03:05,200

um with that um let's do a quick poll i

52

00:03:02,640 --> 00:03:07,440

would love to see who are all here with

53

00:03:05,200 --> 00:03:09,200

me today thank you for launching the

54

00:03:07,440 --> 00:03:11,920

poll Abby you should be seeing that on

55

00:03:09,200 --> 00:03:13,760

your screen now um basically yeah how

56

00:03:11,920 --> 00:03:15,280

would you describe your affiliation to

57

00:03:13,760 --> 00:03:18,000

the work of enrollment and higher

58

00:03:15,280 --> 00:03:19,680

education

59

00:03:18,000 --> 00:03:22,239

note that you can choose actually more

60

00:03:19,680 --> 00:03:24,319

than one option uh we all wear many

61

00:03:22,239 --> 00:03:28,440

different hats so please feel free to

62

00:03:24,319 --> 00:03:28,440

choose uh multiple roles

63

00:03:30,879 --> 00:03:38,640

i see folks are beginning to choose yeah

64

00:03:35,680 --> 00:03:43,159

maybe multiple rows that's fantastic

65

00:03:38,640 --> 00:03:43,159

we'll give it a few more seconds

66

00:03:50,400 --> 00:03:55,319

maybe couple more seconds yeah

67

00:04:01,280 --> 00:04:07,280

almost there we have about

68

00:04:04,319 --> 00:04:10,280

85% of our participants um who have

69

00:04:07,280 --> 00:04:10,280

responded

70

00:04:13,360 --> 00:04:19,639

maybe yeah we can go ahead and share

71

00:04:16,639 --> 00:04:19,639

results

72

00:04:21,840 --> 00:04:27,040

all right as you can see um it's truly

73

00:04:24,880 --> 00:04:29,280

wonderful we have a very diverse set of

74

00:04:27,040 --> 00:04:31,440

participants here today um and I know

75

00:04:29,280 --> 00:04:33,360

folks may be still joining um I see

76

00:04:31,440 --> 00:04:36,800

folks from the K12 sector from the

77

00:04:33,360 --> 00:04:40,080

higher education sector nonprofits um as

78

00:04:36,800 --> 00:04:41,840

well as you know researchers um and I'm

79

00:04:40,080 --> 00:04:43,680

very curious who the others are but I do

80

00:04:41,840 --> 00:04:45,840

want to also shout out we have a few

81

00:04:43,680 --> 00:04:47,759

looks like policy makers as well so

82

00:04:45,840 --> 00:04:50,400

thank you all so much again for making

83

00:04:47,759 --> 00:04:54,120

time uh uh today and so yeah we can go

84

00:04:50,400 --> 00:04:54,120

to the next slide

85

00:04:58,000 --> 00:05:04,960

um so here um here's the agenda for

86

00:05:01,680 --> 00:05:07,360

today um we're going to start with some

87

00:05:04,960 --> 00:05:10,080

quick intros from two amazing speakers

88

00:05:07,360 --> 00:05:12,080

i'm so glad that they could make it then

89

00:05:10,080 --> 00:05:15,199

we will dive into the past look at some

90

00:05:12,080 --> 00:05:17,680

historical trends next we get to peer

91

00:05:15,199 --> 00:05:20,000

into the crystal ball no just kidding

92

00:05:17,680 --> 00:05:22,320

but we will see what the future holds

93

00:05:20,000 --> 00:05:24,479

get some insights driven by data i would

94

00:05:22,320 --> 00:05:26,639

say that's better than a crystal ball um

95

00:05:24,479 --> 00:05:28,800

we will then come back to reality um

96

00:05:26,639 --> 00:05:31,520

acknowledge the astounding times we are

97

00:05:28,800 --> 00:05:33,440

living in and I know that's a whole lot

98

00:05:31,520 --> 00:05:36,160

so we will take a quick stock of what

99

00:05:33,440 --> 00:05:38,080

we've heard so far um then I think

100

00:05:36,160 --> 00:05:40,080

answer this or try to answer this

101

00:05:38,080 --> 00:05:41,680

question right knowing all of this

102

00:05:40,080 --> 00:05:44,560

understanding the landscape that we are

103

00:05:41,680 --> 00:05:46,639

in right now what do we do now uh we

104

00:05:44,560 --> 00:05:48,800

will be using a behavioral science lens

105

00:05:46,639 --> 00:05:51,840

specifically what's called the intention

106

00:05:48,800 --> 00:05:53,600

action gap among other things um and so

107

00:05:51,840 --> 00:05:55,680

yeah I'm sure you know you'll get very

108

00:05:53,600 --> 00:05:58,240

familiar with it by the end of this uh

109

00:05:55,680 --> 00:06:00,320

conversation and then of course wrap up

110

00:05:58,240 --> 00:06:03,639

uh so that's our agenda and we can go to

111

00:06:00,320 --> 00:06:03,639

the next slide

112

00:06:04,080 --> 00:06:10,160

so yeah I see a lot of familiar names

113

00:06:07,199 --> 00:06:12,319

and faces uh which is fantastic i also

114

00:06:10,160 --> 00:06:15,120

see new people which is really like

115

00:06:12,319 --> 00:06:17,919

great um if there's anyone here who's

116

00:06:15,120 --> 00:06:20,000

not familiar with WASAC uh we are a

117

00:06:17,919 --> 00:06:22,000

cabinet level state agency and our

118

00:06:20,000 --> 00:06:24,560

mission is to advance educational

119

00:06:22,000 --> 00:06:27,840

attainment in Washington how do we do

120

00:06:24,560 --> 00:06:30,479

this we engage in this work by leading

121

00:06:27,840 --> 00:06:33,280

the statewide strategic planning i want

122

00:06:30,479 --> 00:06:36,000

to emphasize that we are truly stewards

123

00:06:33,280 --> 00:06:38,800

of the plan that you all and many other

124

00:06:36,000 --> 00:06:41,520

stakeholders in the state help create

125

00:06:38,800 --> 00:06:43,680

this plan also includes strategy around

126

00:06:41,520 --> 00:06:46,560

educational transitions like from high

127

00:06:43,680 --> 00:06:48,319

school to college or apprenticeship we

128

00:06:46,560 --> 00:06:50,000

also administer state financial aid

129

00:06:48,319 --> 00:06:52,880

programs like the Washington College

130

00:06:50,000 --> 00:06:55,520

grant um and college savings plans like

131

00:06:52,880 --> 00:06:58,080

guaranteed education tuition or the get

132

00:06:55,520 --> 00:07:00,479

program and more broadly we advocate for

133

00:06:58,080 --> 00:07:02,800

the benefits of post-secondary education so

134

00:07:00,479 --> 00:07:05,520

that's who was and we can jump to the

135

00:07:02,800 --> 00:07:07,840

next slide

136

00:07:05,520 --> 00:07:09,919

yeah so before we dive in I want to

137

00:07:07,840 --> 00:07:12,479

express my gratitude to Colleen from

138

00:07:09,919 --> 00:07:15,440

Witchie and Dan from Ideas42 for being

139

00:07:12,479 --> 00:07:17,599

here and sharing their expertise with us

140

00:07:15,440 --> 00:07:20,599

uh please jump in and introduce

141

00:07:17,599 --> 00:07:20,599

yourselves

142

00:07:21,360 --> 00:07:26,160

hello my name is Colleen Balinster i am

143

00:07:24,080 --> 00:07:28,479

from the Western Interstate Commission

144

00:07:26,160 --> 00:07:30,560

for Higher Education Witchie we are a

145

00:07:28,479 --> 00:07:33,039

regional interstate compact that was

146

00:07:30,560 --> 00:07:34,560

formed over 70 years ago um and we

147

00:07:33,039 --> 00:07:36,720

promote access and excellence in higher

148

00:07:34,560 --> 00:07:38,080

education for all residents of the west

149

00:07:36,720 --> 00:07:40,639

um we work in partnership with

150

00:07:38,080 --> 00:07:42,880

Washington as they are um within the

151

00:07:40,639 --> 00:07:45,199

Witchie region and happy to be sharing

152

00:07:42,880 --> 00:07:47,280

more about one of our data products

153

00:07:45,199 --> 00:07:49,039

knocking at the college door today later

154

00:07:47,280 --> 00:07:52,840

on and talk about the future of high

155

00:07:49,039 --> 00:07:52,840

school graduates in Washington

156

00:07:53,440 --> 00:07:59,199

hi everyone i'm Dan Rosa senior

157

00:07:56,160 --> 00:08:02,240

behavioral designer at Ideas 42

158

00:07:59,199 --> 00:08:03,680

i'll uh I'll explain what Ideas 42 is

159

00:08:02,240 --> 00:08:05,360

when it's my turn to speak but I'm

160

00:08:03,680 --> 00:08:07,360

excited to be here to share what we've

161

00:08:05,360 --> 00:08:09,680

learned and designed in partnership with

162

00:08:07,360 --> 00:08:11,759

WASA

163

00:08:09,680 --> 00:08:14,319

thank you Colleen and Dan i also want to

164

00:08:11,759 --> 00:08:16,000

truly thank my two amazing colleagues

165

00:08:14,319 --> 00:08:17,919

and I know many of you know them Abby

166

00:08:16,000 --> 00:08:20,160

Chen and Amy Maggas for supporting me

167

00:08:17,919 --> 00:08:22,000

here behind the scenes uh so thank you

168

00:08:20,160 --> 00:08:25,360

so much uh and if we can go to the next

169

00:08:22,000 --> 00:08:28,400

slide we have one quick interactive poll

170

00:08:25,360 --> 00:08:31,280

before we jump in um so the question

171

00:08:28,400 --> 00:08:34,640

you're going to be answering is how many

172

00:08:31,280 --> 00:08:37,039

unread emails do you have in your work

173

00:08:34,640 --> 00:08:40,240

inbox today

174

00:08:37,039 --> 00:08:42,240

uh so if we can uh yeah so there it is

175

00:08:40,240 --> 00:08:44,000

you have the poll i know this may seem

176

00:08:42,240 --> 00:08:46,320

like a bit of a strange question but

177

00:08:44,000 --> 00:08:47,839

indulge me uh and i will tell you why i

178

00:08:46,320 --> 00:08:49,839

think this is a good icebreaker for

179

00:08:47,839 --> 00:08:52,160

today

180

00:08:49,839 --> 00:08:54,399

i will go ahead and share that i am not

181

00:08:52,160 --> 00:08:56,320

one of those people with zero emails in

182

00:08:54,399 --> 00:09:01,040

my inbox and obviously there is no right

183

00:08:56,320 --> 00:09:03,920

answer um thank you for participating

184

00:09:01,040 --> 00:09:06,880

just give it a beat

185

00:09:03,920 --> 00:09:09,920

all right so

186

00:09:06,880 --> 00:09:12,399

maybe we can share results yeah I'm I'm

187

00:09:09,920 --> 00:09:14,480

amazed that we have 19% who are actually

188

00:09:12,399 --> 00:09:16,800

have zero emails in their inbox that's

189

00:09:14,480 --> 00:09:19,200

fantastic but I guess it's no surprise

190

00:09:16,800 --> 00:09:21,839

that most of us do have you know unread

191

00:09:19,200 --> 00:09:23,920

emails i there's also a lot of research

192

00:09:21,839 --> 00:09:25,519

that shows that having unread emails

193

00:09:23,920 --> 00:09:28,240

unfortunately can lead to lower

194

00:09:25,519 --> 00:09:30,160

productivity i myself experience some

195

00:09:28,240 --> 00:09:32,399

level of stress because of this and I'm

196

00:09:30,160 --> 00:09:34,800

you know guessing that most of you do as

197

00:09:32,399 --> 00:09:37,680

well but here's the thing each of us

198

00:09:34,800 --> 00:09:39,519

have the intention to have clean inboxes

199

00:09:37,680 --> 00:09:41,440

but for good reasons and honestly very

200

00:09:39,519 --> 00:09:43,839

good reasons we're not able to act on

201

00:09:41,440 --> 00:09:46,560

that enough to achieve that goal that's

202

00:09:43,839 --> 00:09:49,519

the intention action gap and that's

203

00:09:46,560 --> 00:09:50,640

absolutely normal it's it's human of

204

00:09:49,519 --> 00:09:52,560

course what we're going to be talking

205

00:09:50,640 --> 00:09:54,399

about today is post-secondary enrollment

206

00:09:52,560 --> 00:09:56,560

which is much more complex than just

207

00:09:54,399 --> 00:09:58,720

clearing your inbox but these are the

208

00:09:56,560 --> 00:10:01,519

types of problems behavioral design is

209

00:09:58,720 --> 00:10:03,120

well positioned to address so as we go

210

00:10:01,519 --> 00:10:05,279

through today's session keep this

211

00:10:03,120 --> 00:10:07,519

question in mind who already has the

212

00:10:05,279 --> 00:10:10,560

intention and how can we redesign the

213

00:10:07,519 --> 00:10:13,920

context to help them follow through next

214

00:10:10,560 --> 00:10:17,200

slide please

215

00:10:13,920 --> 00:10:19,200

all right so let's get this conversation

216

00:10:17,200 --> 00:10:22,640

started with a look at some historical

217

00:10:19,200 --> 00:10:24,880

trends next slide

218

00:10:22,640 --> 00:10:27,200

so what you're looking at here are the

219

00:10:24,880 --> 00:10:29,519

NAPE scores nape is the National

220

00:10:27,200 --> 00:10:32,560

Assessment of Educational Progress often

221

00:10:29,519 --> 00:10:34,000

called the nation's report card it's the

222

00:10:32,560 --> 00:10:36,720

largest nationally representative

223

00:10:34,000 --> 00:10:39,200

assessment in math English and u other

224

00:10:36,720 --> 00:10:42,000

subjects this is administered every two

225

00:10:39,200 --> 00:10:44,399

years for English and math so what

226

00:10:42,000 --> 00:10:46,160

you're looking on the left here uh is

227

00:10:44,399 --> 00:10:48,000

are the trends in math achievement

228

00:10:46,160 --> 00:10:50,640

levels for eighth grade public school

229

00:10:48,000 --> 00:10:52,880

public school students in Washington

230

00:10:50,640 --> 00:10:55,040

overall you can see that you know the

231

00:10:52,880 --> 00:10:57,200

horizontal bars have slightly moved

232

00:10:55,040 --> 00:11:00,240

towards the left what that indicates is

233

00:10:57,200 --> 00:11:04,000

that more students are at NAPE basic

234

00:11:00,240 --> 00:11:06,000

level or below unfortunately we see a

235

00:11:04,000 --> 00:11:08,160

more significant shift if you pay close

236

00:11:06,000 --> 00:11:11,440

attention right after the pandemic in

237

00:11:08,160 --> 00:11:13,600

2019 about 60% of students were at NAPE

238

00:11:11,440 --> 00:11:18,079

basic or below but if you see the

239

00:11:13,600 --> 00:11:21,360

topmost bar on the left side in 2024 71%

240

00:11:18,079 --> 00:11:23,279

were at NAP basic or below now if you

241

00:11:21,360 --> 00:11:25,440

look to your right what this is showing

242

00:11:23,279 --> 00:11:28,160

are trends in reading achievement levels

243

00:11:25,440 --> 00:11:29,680

for 8th grade public school students in

244

00:11:28,160 --> 00:11:32,000

Washington

245

00:11:29,680 --> 00:11:33,839

similarly if you look at the you know

246

00:11:32,000 --> 00:11:36,399

broad like movement of the horizontal

247

00:11:33,839 --> 00:11:38,000

bars from top from bottom to top you see

248

00:11:36,399 --> 00:11:40,320

that it's slightly shifted towards the

249

00:11:38,000 --> 00:11:43,040

left indicating that more students are

250

00:11:40,320 --> 00:11:46,800

at NA basic or below in recent years

251

00:11:43,040 --> 00:11:49,920

again in 2019 62% of students were at NA

252

00:11:46,800 --> 00:11:52,560

basic or below in 2024 the topmost bar

253

00:11:49,920 --> 00:11:55,839

shifted a little more to the left 69% of

254

00:11:52,560 --> 00:11:58,160

students are at NAPE basic or below so

255

00:11:55,839 --> 00:12:00,320

if you can go to the next slide we'll

256

00:11:58,160 --> 00:12:01,920

take a look at some state assessments

257

00:12:00,320 --> 00:12:04,640

what's called the smarter balanced

258

00:12:01,920 --> 00:12:06,720

assessments these are administered every

259

00:12:04,640 --> 00:12:09,360

year and what you're looking at here are

260

00:12:06,720 --> 00:12:12,000

ELA that's English language art and math

261

00:12:09,360 --> 00:12:14,000

proficiencies for grades 3 to 8 so all

262

00:12:12,000 --> 00:12:16,480

the way from third grade to 8th grade

263

00:12:14,000 --> 00:12:18,720

the blue bars indicate the language art

264

00:12:16,480 --> 00:12:23,040

results which dropped significantly

265

00:12:18,720 --> 00:12:26,560

after the pandemic in 2021 and in 2023

266

00:12:23,040 --> 00:12:29,279

less than 50% of students are proficient

267

00:12:26,560 --> 00:12:31,920

well below the prepandemic levels the

268

00:12:29,279 --> 00:12:33,920

green bars indicate math results and the

269

00:12:31,920 --> 00:12:37,279

drop in proficiency levels is even more

270

00:12:33,920 --> 00:12:40,000

stark here after the pandemic in 2021

271

00:12:37,279 --> 00:12:43,279

and at we are making some progress but

272

00:12:40,000 --> 00:12:46,560

as recent as 2023 just over 40% of

273

00:12:43,279 --> 00:12:49,279

students uh were proficient if we can go

274

00:12:46,560 --> 00:12:52,000

to the next slide when we break this

275

00:12:49,279 --> 00:12:53,440

data down by race and ethnicity I know

276

00:12:52,000 --> 00:12:56,160

there's a little bit lot going on in

277

00:12:53,440 --> 00:12:58,000

that slide there um but you can see

278

00:12:56,160 --> 00:13:00,079

overall that the variation in

279

00:12:58,000 --> 00:13:02,399

proficiencies is large among the

280

00:13:00,079 --> 00:13:04,880

different race and ethnicities if you

281

00:13:02,399 --> 00:13:07,440

pay attention to the red green

282

00:13:04,880 --> 00:13:09,440

overlapping line in the top graph what

283

00:13:07,440 --> 00:13:12,720

that shows is that for the most recent

284

00:13:09,440 --> 00:13:14,720

year less than 35% of black and Hispanic

285

00:13:12,720 --> 00:13:17,760

students were considered proficient in

286

00:13:14,720 --> 00:13:19,760

ELA and if you look at this that's those

287

00:13:17,760 --> 00:13:21,920

similar red and green overlapping lines

288

00:13:19,760 --> 00:13:23,440

on the bottom graph what that is showing

289

00:13:21,920 --> 00:13:27,360

is that in the most recent year that's

290

00:13:23,440 --> 00:13:28,959

in 2023 just about 23% of black and

291

00:13:27,360 --> 00:13:32,399

Hispanic students were considered

292

00:13:28,959 --> 00:13:34,079

proficient in math so of course from

293

00:13:32,399 --> 00:13:36,160

both these slides we see that there's

294

00:13:34,079 --> 00:13:40,800

huge variation and these trends are

295

00:13:36,160 --> 00:13:43,680

concerning if you go to the next slide

296

00:13:40,800 --> 00:13:45,519

um a good slightly shifting a a

297

00:13:43,680 --> 00:13:47,920

different indicator but a good indicator

298

00:13:45,519 --> 00:13:50,480

of post-secondary interest is dual credit

299

00:13:47,920 --> 00:13:52,240

participation students who enroll in

300

00:13:50,480 --> 00:13:54,000

dual credit courses in high school have

301

00:13:52,240 --> 00:13:56,320

a greater likelihood of pursuing

302

00:13:54,000 --> 00:13:59,680

post-secondary education what you're

303

00:13:56,320 --> 00:14:02,399

looking at here uh is the 2023 statewide

304

00:13:59,680 --> 00:14:05,680

cohort enrollment in dual credit courses

305

00:14:02,399 --> 00:14:07,519

the very top bar shows that 90% of

306

00:14:05,680 --> 00:14:09,440

students enrolled in at least one type

307

00:14:07,519 --> 00:14:11,839

of dual credit course during their high

308

00:14:09,440 --> 00:14:14,639

school journey and the highest

309

00:14:11,839 --> 00:14:16,800

enrollment was in CTE that's career and

310

00:14:14,639 --> 00:14:20,399

technical education uh dual credit

311

00:14:16,800 --> 00:14:22,399

course that's the second bar at 76% with

312

00:14:20,399 --> 00:14:24,320

advanced placement that's an exam based

313

00:14:22,399 --> 00:14:27,680

dual credit and college in the high

314

00:14:24,320 --> 00:14:29,839

school uh which is uh on the second from

315

00:14:27,680 --> 00:14:32,320

the bottom having the second highest

316

00:14:29,839 --> 00:14:34,000

enrollment so around 39 and 35%

317

00:14:32,320 --> 00:14:37,120

respectively

318

00:14:34,000 --> 00:14:39,680

we can go to the next slide so all right

319

00:14:37,120 --> 00:14:41,360

are you ready for a friendly quiz uh and

320

00:14:39,680 --> 00:14:43,839

if you can launch the quiz awesome so

321

00:14:41,360 --> 00:14:46,800

here's the question uh in the past

322

00:14:43,839 --> 00:14:48,800

decade which type of dual credit do you

323

00:14:46,800 --> 00:14:51,279

think saw an increase in participation

324

00:14:48,800 --> 00:14:54,320

rates yearoveryear i'm just going to

325

00:14:51,279 --> 00:14:56,720

repeat that in the whole past decade

326

00:14:54,320 --> 00:14:59,279

which type of dual credit do you think

327

00:14:56,720 --> 00:15:02,800

saw an increase in participation rates

328

00:14:59,279 --> 00:15:05,040

uh year over year take a guess

329

00:15:02,800 --> 00:15:07,920

i see folks responding which is

330

00:15:05,040 --> 00:15:09,760

fantastic

331

00:15:07,920 --> 00:15:12,560

and it seems like we have some mixed

332

00:15:09,760 --> 00:15:16,279

opinions as as we should we are a very

333

00:15:12,560 --> 00:15:16,279

diverse group of people

334

00:15:17,600 --> 00:15:23,839

all right i think we can share results

335

00:15:21,839 --> 00:15:25,279

okay uh let me just make sure I'm

336

00:15:23,839 --> 00:15:27,600

looking at all of this okay so it looks

337

00:15:25,279 --> 00:15:29,519

like the the folks with who thought like

338

00:15:27,600 --> 00:15:32,320

the highest you know popular opinion is

339

00:15:29,519 --> 00:15:34,560

running start followed by college in the

340

00:15:32,320 --> 00:15:36,240

high school the answer is college in the

341

00:15:34,560 --> 00:15:38,959

high school and so if we can go to the

342

00:15:36,240 --> 00:15:41,600

next slide

343

00:15:38,959 --> 00:15:43,920

um

344

00:15:41,600 --> 00:15:46,079

pay attention to that yellow line that's

345

00:15:43,920 --> 00:15:48,079

college in the high school college in

346

00:15:46,079 --> 00:15:50,320

the high school has consistently

347

00:15:48,079 --> 00:15:55,759

increased year after year starting with

348

00:15:50,320 --> 00:15:57,519

just about 14% in 2015 to 35% in 2023

349

00:15:55,759 --> 00:16:00,639

there's something interesting happening

350

00:15:57,519 --> 00:16:02,720

here one this increasing trend began

351

00:16:00,639 --> 00:16:05,519

well before the passage of Senate Bill

352

00:16:02,720 --> 00:16:08,880

5048 which went into effect in September

353

00:16:05,519 --> 00:16:10,880

2023 what that bill did uh uh or does

354

00:16:08,880 --> 00:16:12,720

now is that it's actually made college

355

00:16:10,880 --> 00:16:14,880

in the high school even more accessible

356

00:16:12,720 --> 00:16:16,480

free for students who are attending

357

00:16:14,880 --> 00:16:17,759

public schools taking college in the

358

00:16:16,480 --> 00:16:19,279

high school courses with public

359

00:16:17,759 --> 00:16:21,120

institutions

360

00:16:19,279 --> 00:16:22,639

now another interesting thing is take a

361

00:16:21,120 --> 00:16:24,240

look at those gray lines i grade them

362

00:16:22,639 --> 00:16:26,160

out for better visibility of the college

363

00:16:24,240 --> 00:16:28,160

in the high school trend but if you pay

364

00:16:26,160 --> 00:16:30,639

attention to the gray lines all of them

365

00:16:28,160 --> 00:16:33,519

are pretty much straight right

366

00:16:30,639 --> 00:16:35,600

uh that's indicating that enrollment in

367

00:16:33,519 --> 00:16:38,480

all other types has pretty much held

368

00:16:35,600 --> 00:16:39,600

steady for a whole decade i have to say

369

00:16:38,480 --> 00:16:42,480

this since we're talking about

370

00:16:39,600 --> 00:16:45,839

behavioral science today one possible

371

00:16:42,480 --> 00:16:48,160

explanation is that all types of d among

372

00:16:45,839 --> 00:16:50,160

all types of dual credit college in the

373

00:16:48,160 --> 00:16:52,000

high school has the least friction

374

00:16:50,160 --> 00:16:53,440

especially for students from low-income

375

00:16:52,000 --> 00:16:55,759

backgrounds and you know most

376

00:16:53,440 --> 00:16:57,360

marginalized students get to take these

377

00:16:55,759 --> 00:16:59,600

classes within their high school taught

378

00:16:57,360 --> 00:17:01,680

by their own teachers no exams no

379

00:16:59,600 --> 00:17:03,920

worries about transportation etc that's

380

00:17:01,680 --> 00:17:06,160

just one possible explanation that is

381

00:17:03,920 --> 00:17:08,559

could be explaining this so with that

382

00:17:06,160 --> 00:17:10,720

let's go to the next slide

383

00:17:08,559 --> 00:17:13,039

uh what you're seeing here is another

384

00:17:10,720 --> 00:17:15,120

indicator which is the high school

385

00:17:13,039 --> 00:17:18,240

graduation rates disaggregated by race

386

00:17:15,120 --> 00:17:20,640

and ethnicity the good news is that on

387

00:17:18,240 --> 00:17:23,360

average they've held steady above 80%

388

00:17:20,640 --> 00:17:25,520

for the past decade what's interesting

389

00:17:23,360 --> 00:17:27,760

and a positive trend if you look closely

390

00:17:25,520 --> 00:17:29,840

is that variation in high school

391

00:17:27,760 --> 00:17:31,600

graduation rates have actually decreased

392

00:17:29,840 --> 00:17:33,360

in the past 10 years you see that the

393

00:17:31,600 --> 00:17:36,000

lines going from left to right are

394

00:17:33,360 --> 00:17:38,640

converging so that is a good sign for us

395

00:17:36,000 --> 00:17:42,400

and so if you can go to the next slide

396

00:17:38,640 --> 00:17:44,080

uh this graph shows direct enrollment

397

00:17:42,400 --> 00:17:45,919

rate that is what's the percentage of

398

00:17:44,080 --> 00:17:48,240

students who pursue some sort of

399

00:17:45,919 --> 00:17:50,400

post-secondary education within a year of

400

00:17:48,240 --> 00:17:51,840

graduating high school it's not very

401

00:17:50,400 --> 00:17:53,919

clear in this graph because I've already

402

00:17:51,840 --> 00:17:56,240

disaggregated it by race and ethnicity

403

00:17:53,919 --> 00:17:58,559

but Washington saw unfortunately a

404

00:17:56,240 --> 00:18:01,120

10%age drop in this rate during the

405

00:17:58,559 --> 00:18:04,400

pandemic it went from 60% in 2019 to

406

00:18:01,120 --> 00:18:07,039

about 50% post pandemic since has made

407

00:18:04,400 --> 00:18:09,679

some recovery and in 2023 it reached

408

00:18:07,039 --> 00:18:11,440

about 55% still below pandemic levels

409

00:18:09,679 --> 00:18:13,919

but what I where I really want to draw

410

00:18:11,440 --> 00:18:16,320

your attention is to the variation you

411

00:18:13,919 --> 00:18:19,039

see in the graph the lines are

412

00:18:16,320 --> 00:18:21,360

unfortunately diverging on the one hand

413

00:18:19,039 --> 00:18:23,760

we have Native Hawaiian or other Pacific

414

00:18:21,360 --> 00:18:26,880

Islander students' direct enrollment

415

00:18:23,760 --> 00:18:29,200

rate is as low as 28% that's the purple

416

00:18:26,880 --> 00:18:31,120

line on the very bottom american Indian

417

00:18:29,200 --> 00:18:34,000

and Alaskan native students rate is at

418

00:18:31,120 --> 00:18:35,760

about 34% the orange line and Hispanic

419

00:18:34,000 --> 00:18:39,840

students direct enrollment rate is at

420

00:18:35,760 --> 00:18:41,919

46% still below 50% and of course on the

421

00:18:39,840 --> 00:18:43,600

very other end of the spectrum are Asian

422

00:18:41,919 --> 00:18:45,760

students direct enrollment rate which is

423

00:18:43,600 --> 00:18:47,919

at 80%

424

00:18:45,760 --> 00:18:50,400

one other point I want to make is that

425

00:18:47,919 --> 00:18:53,440

all the students not represented in this

426

00:18:50,400 --> 00:18:55,360

graph also have intentions had

427

00:18:53,440 --> 00:18:58,160

intentions to pursue post-secondary

428

00:18:55,360 --> 00:19:00,400

education but real barriers are stopping

429

00:18:58,160 --> 00:19:02,880

them from acting on those intentions we

430

00:19:00,400 --> 00:19:06,160

will explore this in more detail later

431

00:19:02,880 --> 00:19:08,320

so if you can go to the next slide

432

00:19:06,160 --> 00:19:12,240

one last interesting data point from the

433

00:19:08,320 --> 00:19:14,559

K12 side um where do students go after

434

00:19:12,240 --> 00:19:16,799

graduating high school instate or out of

435

00:19:14,559 --> 00:19:20,000

state what you're looking at here are

436

00:19:16,799 --> 00:19:22,240

trends in instate enrollment the first

437

00:19:20,000 --> 00:19:25,280

column shows enrollment into public

438

00:19:22,240 --> 00:19:27,280

institutions four years in blue on top

439

00:19:25,280 --> 00:19:29,520

and two years in gold or yellow on the

440

00:19:27,280 --> 00:19:32,559

bottom you can see that both these

441

00:19:29,520 --> 00:19:34,799

graphs are beginning to trend uh upwards

442

00:19:32,559 --> 00:19:37,120

right and the second column shows

443

00:19:34,799 --> 00:19:38,720

instate enrollment into private colleges

444

00:19:37,120 --> 00:19:40,960

that's mostly health study we're still

445

00:19:38,720 --> 00:19:43,840

looking at the second column uh you know

446

00:19:40,960 --> 00:19:46,559

yeah and so now we we're also seeing on

447

00:19:43,840 --> 00:19:49,200

the right uh outofstate enrollments um

448

00:19:46,559 --> 00:19:51,919

the first column shows enrollment into

449

00:19:49,200 --> 00:19:53,919

outofstate public institutions fouryear

450

00:19:51,919 --> 00:19:56,000

in blue on top and two year in gold and

451

00:19:53,919 --> 00:19:57,840

yellow you can see that the four-year

452

00:19:56,000 --> 00:20:00,320

out of state you know trends are just

453

00:19:57,840 --> 00:20:02,160

beginning to trend downwards similarly

454

00:20:00,320 --> 00:20:04,720

the second column shows the outofstate

455

00:20:02,160 --> 00:20:07,520

enrollment into private colleges and

456

00:20:04,720 --> 00:20:09,679

here too for the four years just in the

457

00:20:07,520 --> 00:20:11,760

last few years we starting to see a

458

00:20:09,679 --> 00:20:15,120

declining trend

459

00:20:11,760 --> 00:20:17,039

so with that we will look at two data

460

00:20:15,120 --> 00:20:20,000

points from the higher education side

461

00:20:17,039 --> 00:20:21,600

shifting gears a little bit what you're

462

00:20:20,000 --> 00:20:22,960

looking at here are fall enrollment

463

00:20:21,600 --> 00:20:25,919

trends for Washington public

464

00:20:22,960 --> 00:20:28,000

institutions uh very quickly the orange

465

00:20:25,919 --> 00:20:30,080

line shows that community and technical

466

00:20:28,000 --> 00:20:33,200

colleges experienced a 12% rise in

467

00:20:30,080 --> 00:20:35,200

enrollment from 22 to 24 and during the

468

00:20:33,200 --> 00:20:37,520

same period the blue line shows that our

469

00:20:35,200 --> 00:20:41,039

public four years experienced a slight

470

00:20:37,520 --> 00:20:44,320

decline about 3% um and if we go to the

471

00:20:41,039 --> 00:20:47,760

next slide um here what you're seeing

472

00:20:44,320 --> 00:20:50,080

are trends in students at community and

473

00:20:47,760 --> 00:20:52,240

technical colleges receiving need-based

474

00:20:50,080 --> 00:20:54,559

aid versus those who don't get any

475

00:20:52,240 --> 00:20:56,799

financial aid so if you pay attention to

476

00:20:54,559 --> 00:21:00,559

the peach colored line the the line on

477

00:20:56,799 --> 00:21:02,880

the bottom from 22 to 24 30% more

478

00:21:00,559 --> 00:21:05,200

students received need-based aid at our

479

00:21:02,880 --> 00:21:07,919

community and technical colleges and

480

00:21:05,200 --> 00:21:10,960

what you'll see on the last slide on

481

00:21:07,919 --> 00:21:14,080

historical trends next slide is that at

482

00:21:10,960 --> 00:21:17,039

our four-year Publix uh the bottom line

483

00:21:14,080 --> 00:21:20,480

four more uh% of students received

484

00:21:17,039 --> 00:21:23,120

need-based aid from 22 to 24 that's the

485

00:21:20,480 --> 00:21:25,120

dark blue line on the bottom i know I've

486

00:21:23,120 --> 00:21:27,200

shared a lot of information with you all

487

00:21:25,120 --> 00:21:30,000

and of course I don't expect you to you

488

00:21:27,200 --> 00:21:33,280

know remember all of this so let's do a

489

00:21:30,000 --> 00:21:35,360

quick summary on the next slide um we

490

00:21:33,280 --> 00:21:37,280

are seeing some positive trends and

491

00:21:35,360 --> 00:21:39,520

we're also seeing some concerning trends

492

00:21:37,280 --> 00:21:41,360

as well um let's look at the positive

493

00:21:39,520 --> 00:21:43,120

trends we're seeing an increased

494

00:21:41,360 --> 00:21:44,960

participation in dual credit

495

00:21:43,120 --> 00:21:47,200

specifically college in the high school

496

00:21:44,960 --> 00:21:49,679

and this trend began well before that

497

00:21:47,200 --> 00:21:51,520

policy change I mentioned earlier we're

498

00:21:49,679 --> 00:21:53,360

also beginning to see more enrollment

499

00:21:51,520 --> 00:21:56,000

within state and a slight and slight

500

00:21:53,360 --> 00:21:58,080

declines in outofstate enrollment thanks

501

00:21:56,000 --> 00:22:00,240

to the generosity of our legislature

502

00:21:58,080 --> 00:22:02,400

expanded financial aid for sure looks

503

00:22:00,240 --> 00:22:04,159

like it helped it likely prevented what

504

00:22:02,400 --> 00:22:06,880

would have otherwise been a greater

505

00:22:04,159 --> 00:22:08,720

pandemic induced decrease in enrollment

506

00:22:06,880 --> 00:22:11,120

looking at concerning trends math and

507

00:22:08,720 --> 00:22:13,280

ELA scores have declined math is a

508

00:22:11,120 --> 00:22:15,440

little bit more concerning and we are

509

00:22:13,280 --> 00:22:17,520

seeing an increased variation in direct

510

00:22:15,440 --> 00:22:19,200

enrollment when disaggregated by race and

511

00:22:17,520 --> 00:22:20,640

ethnicity that's probably the most

512

00:22:19,200 --> 00:22:23,600

concerning trend we need to pay

513

00:22:20,640 --> 00:22:25,919

attention to so how do we tackle this is

514

00:22:23,600 --> 00:22:29,440

this especially knowing students have

515

00:22:25,919 --> 00:22:33,240

the intention to pursue uh with that I

516

00:22:29,440 --> 00:22:33,240

will pass it to Colleen

517

00:22:34,559 --> 00:22:39,760

hi um so I'm gonna go ahead on the next

518

00:22:37,360 --> 00:22:42,400

slide um talk a little bit of background

519

00:22:39,760 --> 00:22:44,000

on the data that I'll share today so um

520

00:22:42,400 --> 00:22:45,440

as I mentioned I'm coming from the

521

00:22:44,000 --> 00:22:48,640

Western State Commission for Higher

522

00:22:45,440 --> 00:22:51,039

Education or Witchie um and since 1979

523

00:22:48,640 --> 00:22:52,640

Witchie has been releasing a series of

524

00:22:51,039 --> 00:22:54,960

projections of high school graduates

525

00:22:52,640 --> 00:22:57,760

called knocking at the college door um

526

00:22:54,960 --> 00:22:59,760

these data are the projections of the

527

00:22:57,760 --> 00:23:02,320

number of high school graduates so while

528

00:22:59,760 --> 00:23:04,320

Roth has shown um trends in high school

529

00:23:02,320 --> 00:23:06,559

graduation rates these are projections

530

00:23:04,320 --> 00:23:08,640

of the numbers of high school graduates

531

00:23:06,559 --> 00:23:10,960

um and I will share in a moment our

532

00:23:08,640 --> 00:23:13,520

website which has a lot more details on

533

00:23:10,960 --> 00:23:16,000

our methodology um the data that we

534

00:23:13,520 --> 00:23:18,720

where we get the data that we collect um

535

00:23:16,000 --> 00:23:20,320

but by and large um the data for high

536

00:23:18,720 --> 00:23:24,240

school graduates are collected from

537

00:23:20,320 --> 00:23:27,120

state agencies um or within each state

538

00:23:24,240 --> 00:23:29,440

and we produce these series of of

539

00:23:27,120 --> 00:23:31,280

projections about every four years the

540

00:23:29,440 --> 00:23:33,039

most recent edition came out in December

541

00:23:31,280 --> 00:23:36,159

of 2024

542

00:23:33,039 --> 00:23:37,919

um and it's interesting because if you

543

00:23:36,159 --> 00:23:40,400

go back to our very first edition in

544

00:23:37,919 --> 00:23:42,480

1979 there's this quote from Witchie's

545

00:23:40,400 --> 00:23:44,159

executive director that says "These

546

00:23:42,480 --> 00:23:46,080

enrollment factors and the pressures of

547

00:23:44,159 --> 00:23:48,480

inflation and constraints on government

548

00:23:46,080 --> 00:23:50,400

funds combined to pre present the most

549

00:23:48,480 --> 00:23:52,240

perplexing set of issues to face higher

550

00:23:50,400 --> 00:23:54,240

education planners and administrators in

551

00:23:52,240 --> 00:23:56,240

a generation um which is very

552

00:23:54,240 --> 00:23:59,440

interesting um since that was from a

553

00:23:56,240 --> 00:24:02,240

quote from 1979 and could be true in

554

00:23:59,440 --> 00:24:03,840

2025 as well um and so these data are

555

00:24:02,240 --> 00:24:06,240

sort of one data point because I do

556

00:24:03,840 --> 00:24:09,039

think what is different in 2025 than it

557

00:24:06,240 --> 00:24:10,559

was in 1979 is we have more data at our

558

00:24:09,039 --> 00:24:12,799

fingertips to make better informed

559

00:24:10,559 --> 00:24:15,120

decision-making so while there might be a

560

00:24:12,799 --> 00:24:17,279

future of fewer high school graduates we

561

00:24:15,120 --> 00:24:19,360

have the agency and we have the data to

562

00:24:17,279 --> 00:24:21,840

make better informed decision making

563

00:24:19,360 --> 00:24:24,240

to to invest in the strategies the

564

00:24:21,840 --> 00:24:28,159

policies that are working to increase

565

00:24:24,240 --> 00:24:31,039

access and increase success so on the

566

00:24:28,159 --> 00:24:32,640

next slide I'm going to start by um just

567

00:24:31,039 --> 00:24:35,679

taking a look at the national trends

568

00:24:32,640 --> 00:24:38,000

before diving further into Washington

569

00:24:35,679 --> 00:24:39,679

so this chart here shows the um number

570

00:24:38,000 --> 00:24:42,720

of high school graduates those in the

571

00:24:39,679 --> 00:24:44,320

darker shades represent the uh reported

572

00:24:42,720 --> 00:24:47,919

actual number of high school graduates

573

00:24:44,320 --> 00:24:50,960

from 2009 through 2023 um and then the

574

00:24:47,919 --> 00:24:53,039

lighter shades show the uh projection of

575

00:24:50,960 --> 00:24:55,039

high school graduates and so as you can

576

00:24:53,039 --> 00:24:57,360

see nationally we were at about 3.3

577

00:24:55,039 --> 00:25:00,880

million high school graduates in 2009

578

00:24:57,360 --> 00:25:04,080

and expected to peak in 2025 at around

579

00:25:00,880 --> 00:25:05,760

3.9 million high school graduates um so

580

00:25:04,080 --> 00:25:07,679

that's current graduating class from

581

00:25:05,760 --> 00:25:10,240

this year and then you see that there's

582

00:25:07,679 --> 00:25:12,159

expected reversal of trends to about 3.4

583

00:25:10,240 --> 00:25:14,720

million high school graduates um

584

00:25:12,159 --> 00:25:16,400

sometimes this these data are used and

585

00:25:14,720 --> 00:25:18,880

discussed around an idea of a

586

00:25:16,400 --> 00:25:20,960

demographic cliff however we don't use

587

00:25:18,880 --> 00:25:23,760

that terminology to describe these data

588

00:25:20,960 --> 00:25:26,000

rather yes there is a reversal of trends

589

00:25:23,760 --> 00:25:27,200

um but it is not a quick and swift drop

590

00:25:26,000 --> 00:25:29,919

off in the number of high school

591

00:25:27,200 --> 00:25:32,480

graduates but a future of a sustained

592

00:25:29,919 --> 00:25:34,159

fewer number of high school graduates um

593

00:25:32,480 --> 00:25:38,640

so on the next slide I'll talk a little

594

00:25:34,159 --> 00:25:42,159

bit about what's driving these trends um

595

00:25:38,640 --> 00:25:43,840

so here you see uh similarly number of

596

00:25:42,159 --> 00:25:46,240

high school graduates in green from

597

00:25:43,840 --> 00:25:48,080

around 3.3 million to 3.4 performing

598

00:25:46,240 --> 00:25:50,080

high school graduates but included on

599

00:25:48,080 --> 00:25:51,679

this chart is a blue line which

600

00:25:50,080 --> 00:25:54,559

represents the number of babies born

601

00:25:51,679 --> 00:25:57,760

nationally so in the early 1990s we had

602

00:25:54,559 --> 00:26:01,360

about 4.1 million babies born annually

603

00:25:57,760 --> 00:26:03,840

um in 2023 we see 3.6 million babies

604

00:26:01,360 --> 00:26:06,320

born um the number of babies born peaked

605

00:26:03,840 --> 00:26:08,000

in 2007 right before the great recession

606

00:26:06,320 --> 00:26:10,880

which corresponds with a peak in high

607

00:26:08,000 --> 00:26:13,919

school graduates in 2025 about 18 years

608

00:26:10,880 --> 00:26:16,320

later um I do want to highlight that um

609

00:26:13,919 --> 00:26:19,039

if you look at the beginning of these

610

00:26:16,320 --> 00:26:20,960

trends in the early 1990s we see that

611

00:26:19,039 --> 00:26:23,279

there was a reduction in the number of

612

00:26:20,960 --> 00:26:25,039

babies born but 18 years later there was

613

00:26:23,279 --> 00:26:27,039

not a reduction in high school graduates

614

00:26:25,039 --> 00:26:28,240

in a similar rate and actually an

615

00:26:27,039 --> 00:26:30,320

increasing number of high school

616

00:26:28,240 --> 00:26:31,760

graduates and one of those reasons is

617

00:26:30,320 --> 00:26:33,200

something that Roathy touched on in

618

00:26:31,760 --> 00:26:35,679

terms of increasing high school

619

00:26:33,200 --> 00:26:37,600

graduation rates um and I highlight that

620

00:26:35,679 --> 00:26:39,440

because while there might be fewer high

621

00:26:37,600 --> 00:26:43,039

school graduates coming down and that

622

00:26:39,440 --> 00:26:45,440

impacts K12 post-secondary workforce um

623

00:26:43,039 --> 00:26:47,200

there are policies and and interventions

624

00:26:45,440 --> 00:26:50,000

that can mitigate some of these declines

625

00:26:47,200 --> 00:26:52,480

and so um what we saw from around 2010

626

00:26:50,000 --> 00:26:54,640

through 2019 was an increase in number

627

00:26:52,480 --> 00:26:56,000

of high school graduates um in large

628

00:26:54,640 --> 00:26:58,240

part due to increased high school

629

00:26:56,000 --> 00:27:00,000

graduation rates so more students were

630

00:26:58,240 --> 00:27:02,240

staying in school till high school

631

00:27:00,000 --> 00:27:05,039

graduation and able to mitigate some of

632

00:27:02,240 --> 00:27:07,840

those expected declines um from uh fewer

633

00:27:05,039 --> 00:27:09,440

babies born 18 years prior so um and

634

00:27:07,840 --> 00:27:11,200

it's just a thread throughout that I'll

635

00:27:09,440 --> 00:27:13,120

try to highlight is that there are

636

00:27:11,200 --> 00:27:14,880

opportunities for investment into these

637

00:27:13,120 --> 00:27:17,360

type of strategies to mitigate and there

638

00:27:14,880 --> 00:27:19,360

is not kind of a um total negative

639

00:27:17,360 --> 00:27:21,919

outlook when you see fewer high school

640

00:27:19,360 --> 00:27:24,159

graduates coming um on the next slide

641

00:27:21,919 --> 00:27:26,640

I'll look at these are the national

642

00:27:24,159 --> 00:27:28,799

trends for high school graduates by race

643

00:27:26,640 --> 00:27:30,640

ethnicity um when we talk about race

644

00:27:28,799 --> 00:27:32,480

ethnicity in our data that is only for

645

00:27:30,640 --> 00:27:33,760

public high school graduates um we don't

646

00:27:32,480 --> 00:27:35,919

have the data for private high school

647

00:27:33,760 --> 00:27:38,400

graduates by race ethnicity so

648

00:27:35,919 --> 00:27:40,320

nationally the largest population is

649

00:27:38,400 --> 00:27:42,640

public white public high school

650

00:27:40,320 --> 00:27:45,200

graduates um which were about 1.6

651

00:27:42,640 --> 00:27:48,080

million in the class of 2023 and

652

00:27:45,200 --> 00:27:51,360

expected to decline to about 1.2 million

653

00:27:48,080 --> 00:27:53,120

by the class of 2041 um Hispanic high

654

00:27:51,360 --> 00:27:55,039

school graduates is the second largest

655

00:27:53,120 --> 00:27:58,000

population nationally and projected to

656

00:27:55,039 --> 00:28:00,000

increase from around 944,000

657

00:27:58,000 --> 00:28:02,240

to over 1 million high school graduates

658

00:28:00,000 --> 00:28:04,399

in the class of 2041 so actually

659

00:28:02,240 --> 00:28:05,840

relatively close in number to the number

660

00:28:04,399 --> 00:28:08,320

of white high school graduates by the

661

00:28:05,840 --> 00:28:10,559

end of the projections black high school

662

00:28:08,320 --> 00:28:12,480

graduates are projected to decrease from

663

00:28:10,559 --> 00:28:15,039

around 480,000

664

00:28:12,480 --> 00:28:17,039

um down to 372,000

665

00:28:15,039 --> 00:28:18,799

and nationally the Asian and native wine

666

00:28:17,039 --> 00:28:21,520

other Pacific Islander population is

667

00:28:18,799 --> 00:28:22,960

projected to decline um which is not

668

00:28:21,520 --> 00:28:25,120

necessarily the case in Washington which

669

00:28:22,960 --> 00:28:26,559

I will highlight um and then the

670

00:28:25,120 --> 00:28:28,880

multi-racial or two or more race

671

00:28:26,559 --> 00:28:30,720

population projected to increase um

672

00:28:28,880 --> 00:28:32,640

which is also a difference in trend than

673

00:28:30,720 --> 00:28:34,640

what you'll see in Washington's data

674

00:28:32,640 --> 00:28:36,000

nationally the smallest population is

675

00:28:34,640 --> 00:28:37,520

American and Alaskan Native high school

676

00:28:36,000 --> 00:28:39,760

graduates which are projected to

677

00:28:37,520 --> 00:28:41,760

decrease from about 30,000 to fewer than

678

00:28:39,760 --> 00:28:44,880

18,000 nationally over the course of the

679

00:28:41,760 --> 00:28:46,960

projections um on the next slide because

680

00:28:44,880 --> 00:28:49,200

um as you can see there is quite a

681

00:28:46,960 --> 00:28:52,799

variation in these trends across the

682

00:28:49,200 --> 00:28:56,000

nation um and so this is just shows a a

683

00:28:52,799 --> 00:28:58,480

heat map of the percent change of high

684

00:28:56,000 --> 00:29:00,720

school graduates from the class of 2023

685

00:28:58,480 --> 00:29:03,440

through the class of 2041 anything in

686

00:29:00,720 --> 00:29:05,919

blue represents an increase um and

687

00:29:03,440 --> 00:29:09,520

anything in the orange color represents

688

00:29:05,919 --> 00:29:11,360

a decrease and so um as you can see much

689

00:29:09,520 --> 00:29:12,960

of the increase is isolated to the

690

00:29:11,360 --> 00:29:15,200

southeast part of the country where you

691

00:29:12,960 --> 00:29:17,120

see states like Florida South Carolina

692

00:29:15,200 --> 00:29:19,200

Tennessee projected to have double-digit

693

00:29:17,120 --> 00:29:20,960

increases um over the course of the

694

00:29:19,200 --> 00:29:23,760

projections and then some increases in

695

00:29:20,960 --> 00:29:25,919

Idaho Montana and North and South Dakota

696

00:29:23,760 --> 00:29:28,880

um Washington is projected to decrease

697

00:29:25,919 --> 00:29:30,880

by about 8% which compared to the nation

698

00:29:28,880 --> 00:29:33,360

which is projected to increase by 10%

699

00:29:30,880 --> 00:29:35,919

it's a lower rate of change um and as

700

00:29:33,360 --> 00:29:38,640

well as other um states in the west such

701

00:29:35,919 --> 00:29:41,520

as California Oregon Hawaii Alaska all

702

00:29:38,640 --> 00:29:43,840

projected to see larger decreases um

703

00:29:41,520 --> 00:29:45,840

than the state of Washington

704

00:29:43,840 --> 00:29:48,159

so now diving in a little bit more on

705

00:29:45,840 --> 00:29:50,399

the next slide into these trends for

706

00:29:48,159 --> 00:29:52,240

Washington this is uh similar to that

707

00:29:50,399 --> 00:29:53,679

very first chart I showed for the US but

708

00:29:52,240 --> 00:29:56,640

just looks at Washington's high school

709

00:29:53,679 --> 00:29:58,880

graduates um the smaller line represents

710

00:29:56,640 --> 00:30:01,440

those reported actuals and then you move

711

00:29:58,880 --> 00:30:04,000

into the projected um starting with the

712

00:30:01,440 --> 00:30:05,760

class of 2023

713

00:30:04,000 --> 00:30:07,840

um for public high school graduates and

714

00:30:05,760 --> 00:30:10,240

the class of 2022 for private and total

715

00:30:07,840 --> 00:30:12,799

high school graduates so as you can see

716

00:30:10,240 --> 00:30:15,120

um Washington follows very similarly to

717

00:30:12,799 --> 00:30:17,440

the nation increasing number of high

718

00:30:15,120 --> 00:30:19,200

school graduates um kind of a stalling

719

00:30:17,440 --> 00:30:21,440

over the past several years during COVID

720

00:30:19,200 --> 00:30:22,960

but projected to reach a high point of

721

00:30:21,440 --> 00:30:26,159

high school graduates in the class of

722

00:30:22,960 --> 00:30:28,960

2026 um and then see a declining number

723

00:30:26,159 --> 00:30:32,000

of high school graduates to about 73,000

724

00:30:28,960 --> 00:30:34,559

uh about 74,000 so pretty similar number

725

00:30:32,000 --> 00:30:37,279

in the class of 2041 as there was in the

726

00:30:34,559 --> 00:30:39,760

class of 2016 um private high school

727

00:30:37,279 --> 00:30:42,159

graduates projected to increase um over

728

00:30:39,760 --> 00:30:44,480

the course of these projections

729

00:30:42,159 --> 00:30:47,200

um so similar to the nation was driving

730

00:30:44,480 --> 00:30:49,840

these trends you see um the longer term

731

00:30:47,200 --> 00:30:51,120

view of that projected number of uh

732

00:30:49,840 --> 00:30:54,000

reported and projected number of high

733

00:30:51,120 --> 00:30:55,360

school graduates as well as births so um

734

00:30:54,000 --> 00:30:57,120

Washington had a little bit of a

735

00:30:55,360 --> 00:30:59,679

resurgent in the number of babies born

736

00:30:57,120 --> 00:31:02,559

in 2015 but you really see at that tail

737

00:30:59,679 --> 00:31:05,360

end of of the number of babies born from

738

00:31:02,559 --> 00:31:07,039

2015 through 2023 that declining number

739

00:31:05,360 --> 00:31:09,120

of babies born and how that corresponds

740

00:31:07,039 --> 00:31:10,880

with the longer term view of high school

741

00:31:09,120 --> 00:31:14,720

graduates in the later years of our

742

00:31:10,880 --> 00:31:16,000

projection series um when looking at

743

00:31:14,720 --> 00:31:18,480

Washington's public high school

744

00:31:16,000 --> 00:31:21,360

graduates by race ethnicity um really

745

00:31:18,480 --> 00:31:23,600

the driver of the declines in Washington

746

00:31:21,360 --> 00:31:26,320

is the projected decline in the number

747

00:31:23,600 --> 00:31:28,240

of white public high school graduates so

748

00:31:26,320 --> 00:31:29,919

um in 2023

749

00:31:28,240 --> 00:31:31,520

um which there's a lot of numbers on

750

00:31:29,919 --> 00:31:36,559

here and a lot of but the first year in

751

00:31:31,520 --> 00:31:38,240

this chart is 2023 um about 39,000 white

752

00:31:36,559 --> 00:31:40,159

public high school graduates and that

753

00:31:38,240 --> 00:31:41,679

number is projected to decrease to about

754

00:31:40,159 --> 00:31:44,640

26,000

755

00:31:41,679 --> 00:31:46,640

um 400 high white public high school

756

00:31:44,640 --> 00:31:49,120

graduates um and then where you see

757

00:31:46,640 --> 00:31:50,960

there are growing populations our uh

758

00:31:49,120 --> 00:31:53,919

Hispanic high school graduates projected

759

00:31:50,960 --> 00:31:56,240

to increase um from around 18,000 to

760

00:31:53,919 --> 00:31:57,760

21,000 and then the Asian and Native

761

00:31:56,240 --> 00:32:00,320

Hawaiian other Pacific Islander

762

00:31:57,760 --> 00:32:02,080

population projected to increase um by

763

00:32:00,320 --> 00:32:04,559

about 3,000 over the course of the

764

00:32:02,080 --> 00:32:06,399

projections um where you do see declines

765

00:32:04,559 --> 00:32:08,880

are among the multi-racial or the two or

766

00:32:06,399 --> 00:32:11,360

more race populations um as well as

767

00:32:08,880 --> 00:32:13,039

American Indian Alaskan Native um and a

768

00:32:11,360 --> 00:32:15,600

slight increase among the black high

769

00:32:13,039 --> 00:32:17,840

school graduate population

770

00:32:15,600 --> 00:32:20,799

um when looking at the percent change

771

00:32:17,840 --> 00:32:23,279

you see for the race ethnicities and I

772

00:32:20,799 --> 00:32:25,279

do want to highlight that um due to data

773

00:32:23,279 --> 00:32:27,440

limitations we can only separate out the

774

00:32:25,279 --> 00:32:29,519

Asian and uh Native Hawaiian other

775

00:32:27,440 --> 00:32:32,559

Pacific Islander populations through

776

00:32:29,519 --> 00:32:34,240

class of 2034 um but in terms of

777

00:32:32,559 --> 00:32:35,840

percentage change a native Hawaiian

778

00:32:34,240 --> 00:32:37,840

other Pacific Islander population is

779

00:32:35,840 --> 00:32:40,559

among the fastest growing of high school

780

00:32:37,840 --> 00:32:42,960

graduate populations um for the state

781

00:32:40,559 --> 00:32:45,360

although the in the combined total um

782

00:32:42,960 --> 00:32:47,519

majority of the population is among the

783

00:32:45,360 --> 00:32:49,760

Asian population which is projected to

784

00:32:47,519 --> 00:32:52,240

increase by about 22%

785

00:32:49,760 --> 00:32:54,399

um through the class of 2034 but for

786

00:32:52,240 --> 00:32:56,480

that combined total projected increase

787

00:32:54,399 --> 00:32:58,960

of about 45% over the course of the

788

00:32:56,480 --> 00:33:00,399

projections which is um quite different

789

00:32:58,960 --> 00:33:02,480

than the national trends which is

790

00:33:00,399 --> 00:33:04,640

actually projected to decrease as well

791

00:33:02,480 --> 00:33:06,559

as other states like California and

792

00:33:04,640 --> 00:33:08,799

Hawaii that have large Asian native wine

793

00:33:06,559 --> 00:33:11,120

other Hawaiian Pacific Islander

794

00:33:08,799 --> 00:33:12,799

populations are projected to decreases

795

00:33:11,120 --> 00:33:15,120

another key difference from the nation

796

00:33:12,799 --> 00:33:16,880

is the 18% increase in Hispanic high

797

00:33:15,120 --> 00:33:19,120

school graduates is higher than the rate

798

00:33:16,880 --> 00:33:20,799

of change for the nation um but where

799

00:33:19,120 --> 00:33:23,840

you see that significant decline is in

800

00:33:20,799 --> 00:33:26,559

the 33% projected decline of white high

801

00:33:23,840 --> 00:33:29,600

school graduates on that blue line um

802

00:33:26,559 --> 00:33:31,919

the next chart shows basically the same

803

00:33:29,600 --> 00:33:33,679

trend but puts the numbers behind that

804

00:33:31,919 --> 00:33:37,039

so looking at the change from the class

805

00:33:33,679 --> 00:33:39,039

of 2023 through the class of 2041 um it

806

00:33:37,039 --> 00:33:40,880

just really shows the scale at the rate

807

00:33:39,039 --> 00:33:42,960

of change among the white public high

808

00:33:40,880 --> 00:33:45,039

school graduates um is just not enough

809

00:33:42,960 --> 00:33:47,600

to offset the growth um and pretty

810

00:33:45,039 --> 00:33:49,600

strong growth among the Asian Pacific

811

00:33:47,600 --> 00:33:51,840

Islander and the Hispanic population

812

00:33:49,600 --> 00:33:54,240

over the course of the projections um

813

00:33:51,840 --> 00:33:56,880

and so just kind of adds adds the scale

814

00:33:54,240 --> 00:33:59,360

behind those percentage changes

815

00:33:56,880 --> 00:34:02,159

and the last thing I'll note on here um

816

00:33:59,360 --> 00:34:05,279

when looking at Washington

817

00:34:02,159 --> 00:34:07,840

um is this shows the projected share of

818

00:34:05,279 --> 00:34:11,119

the total from the class of 2023 to the

819

00:34:07,840 --> 00:34:12,560

class of 2041 so as the population of

820

00:34:11,119 --> 00:34:14,639

high school graduates from the state is

821

00:34:12,560 --> 00:34:16,639

expected to um contract and decrease

822

00:34:14,639 --> 00:34:19,599

over the course of the projections you

823

00:34:16,639 --> 00:34:22,480

see that um current graduating class is

824

00:34:19,599 --> 00:34:24,320

about 50% of graduating graduates for

825

00:34:22,480 --> 00:34:25,839

white um public high school graduates

826

00:34:24,320 --> 00:34:29,280

and that number is projected to decrease

827

00:34:25,839 --> 00:34:31,119

to about 36% of the total um and you see

828

00:34:29,280 --> 00:34:34,800

that increase of Hispanic high school

829

00:34:31,119 --> 00:34:36,560

graduates in the green from 23 to 29% um

830

00:34:34,800 --> 00:34:38,800

and strong increase in the share of the

831

00:34:36,560 --> 00:34:41,839

total from Asian um native Hawaiian

832

00:34:38,800 --> 00:34:44,639

other Pacific Islander from 9 to 14% so

833

00:34:41,839 --> 00:34:45,919

um about over 40% of of high school

834

00:34:44,639 --> 00:34:49,200

graduates projected to be in the class

835

00:34:45,919 --> 00:34:52,240

of 2041 either Hispanic or Asian Pacific

836

00:34:49,200 --> 00:34:54,399

um islander um and so a diversifying

837

00:34:52,240 --> 00:34:57,119

population while also decreasing in

838

00:34:54,399 --> 00:34:59,920

number um and so just to wrap up these

839

00:34:57,119 --> 00:35:03,839

slides um the projected rate of decline

840

00:34:59,920 --> 00:35:06,160

in Washington is um expected to be uh 8%

841

00:35:03,839 --> 00:35:07,920

which is less than the nation overall um

842

00:35:06,160 --> 00:35:09,680

and then the projected but where you see

843

00:35:07,920 --> 00:35:11,040

the difference from the nation is the

844

00:35:09,680 --> 00:35:13,680

projected decrease among white high

845

00:35:11,040 --> 00:35:15,599

school graduates at 33% is greater than

846

00:35:13,680 --> 00:35:18,160

the nation's projected rate of decrease

847

00:35:15,599 --> 00:35:20,160

among the population at 26%

848

00:35:18,160 --> 00:35:21,839

um the larger increases among Asian

849

00:35:20,160 --> 00:35:24,400

Native Hawaiian other Pacific Islander

850

00:35:21,839 --> 00:35:25,680

and Hispanic high school graduates um

851

00:35:24,400 --> 00:35:27,599

much larger than what we're seeing

852

00:35:25,680 --> 00:35:29,760

nationally um and the last point that

853

00:35:27,599 --> 00:35:32,880

I'll add is that demography to be not

854

00:35:29,760 --> 00:35:34,560

destiny and um I think that this is I

855

00:35:32,880 --> 00:35:36,720

think that these data are good for this

856

00:35:34,560 --> 00:35:38,240

presentation as they highlight some of

857

00:35:36,720 --> 00:35:40,240

the other work that's being done in

858

00:35:38,240 --> 00:35:42,000

Washington uh where these are just one

859

00:35:40,240 --> 00:35:44,400

data point and while there might be a

860

00:35:42,000 --> 00:35:45,760

future of f a future with fewer high

861

00:35:44,400 --> 00:35:48,000

school graduates I think there's

862

00:35:45,760 --> 00:35:50,400

opportunity to identify what is working

863

00:35:48,000 --> 00:35:52,079

in the state of Washington um and I and

864

00:35:50,400 --> 00:35:54,800

invest in those strategies and policies

865

00:35:52,079 --> 00:35:57,359

that are going to increase access and

866

00:35:54,800 --> 00:36:01,040

success in the future

867

00:35:57,359 --> 00:36:03,920

um and so I'm going to

868

00:36:01,040 --> 00:36:05,920

thank you Colleen

869

00:36:03,920 --> 00:36:08,640

thank you so much for those great

870

00:36:05,920 --> 00:36:10,160

insights um u I feel like we're giving

871

00:36:08,640 --> 00:36:11,760

giving you all a lot of information and

872

00:36:10,160 --> 00:36:13,520

I just saw a question uh whether these

873

00:36:11,760 --> 00:36:16,079

slides will be shared yes they will be

874

00:36:13,520 --> 00:36:18,480

shared as well um let's look at some

875

00:36:16,079 --> 00:36:20,320

current impacts now I will briefly

876

00:36:18,480 --> 00:36:23,200

highlight what we are seeing or have

877

00:36:20,320 --> 00:36:25,680

seen at the federal state and uh local

878

00:36:23,200 --> 00:36:27,680

levels so we'll start uh with the

879

00:36:25,680 --> 00:36:31,839

federal level uh if you can just click

880

00:36:27,680 --> 00:36:35,599

once um the headline as I'm sure we are

881

00:36:31,839 --> 00:36:38,079

all experiencing is instability um to

882

00:36:35,599 --> 00:36:42,160

touch upon a few of those things we saw

883

00:36:38,079 --> 00:36:43,839

a 20 \$21.6 million cut to the Washington

884

00:36:42,160 --> 00:36:46,240

Americanore program by the Trump

885

00:36:43,839 --> 00:36:49,119

administration thanks to Nick Brown our

886

00:36:46,240 --> 00:36:50,720

attorney general who joined 23 other AGs

887

00:36:49,119 --> 00:36:52,240

from across the country and sought an

888

00:36:50,720 --> 00:36:55,040

injunction to immediately stop the

889

00:36:52,240 --> 00:36:58,000

closure of these programs and one we are

890

00:36:55,040 --> 00:36:59,520

back to receiving Americanore funding uh

891

00:36:58,000 --> 00:37:01,599

Americaore is relevant to this

892

00:36:59,520 --> 00:37:03,520

conversation because it includes

893

00:37:01,599 --> 00:37:06,160

essential supports for students to

894

00:37:03,520 --> 00:37:09,680

prepare and transition into postsecary

895

00:37:06,160 --> 00:37:11,920

uh pathways opportunities um what I'll

896

00:37:09,680 --> 00:37:14,480

also share a little bit is the proposed

897

00:37:11,920 --> 00:37:16,079

budget by the white house which I

898

00:37:14,480 --> 00:37:18,079

believe has passed the house and is

899

00:37:16,079 --> 00:37:20,240

under negotiation on the sen in the

900

00:37:18,079 --> 00:37:22,880

senate with a need for final

901

00:37:20,240 --> 00:37:24,720

reconciliation among the chambers there

902

00:37:22,880 --> 00:37:27,440

are differences in the Senate and House

903

00:37:24,720 --> 00:37:30,000

versions not going you know uh deep into

904

00:37:27,440 --> 00:37:32,480

that but at a very high level there's a

905

00:37:30,000 --> 00:37:34,400

lot of back and forth going on on PEL

906

00:37:32,480 --> 00:37:36,720

eligibility there are talks about

907

00:37:34,400 --> 00:37:38,800

changing eligibility for degree seeking

908

00:37:36,720 --> 00:37:41,200

students based on how many credits they

909

00:37:38,800 --> 00:37:43,839

enroll every year uh which can be pretty

910

00:37:41,200 --> 00:37:46,240

devastating if it goes through um on a

911

00:37:43,839 --> 00:37:48,400

very maybe the smallest of silver like

912

00:37:46,240 --> 00:37:51,359

lines is potentially opening PEL for

913

00:37:48,400 --> 00:37:53,839

short-term credentials um there's also

914

00:37:51,359 --> 00:37:55,760

additionally a real possible threat to

915

00:37:53,839 --> 00:37:58,400

other programs like the federal work

916

00:37:55,760 --> 00:38:00,640

study trio and gear up all of these

917

00:37:58,400 --> 00:38:02,560

again critical in supporting students

918

00:38:00,640 --> 00:38:05,440

especially from low-income backgrounds

919

00:38:02,560 --> 00:38:07,760

uh to access post-secondary education if

920

00:38:05,440 --> 00:38:11,040

you can click one more time let's go uh

921

00:38:07,760 --> 00:38:13,760

to the state level the recently released

922

00:38:11,040 --> 00:38:15,839

state budget cut funding that supports

923

00:38:13,760 --> 00:38:17,839

students in not only graduating from

924

00:38:15,839 --> 00:38:21,280

high school but also transitioning into

925

00:38:17,839 --> 00:38:23,599

post-secondary education um we we saw

926

00:38:21,280 --> 00:38:26,560

millions of dollars were cut for

927

00:38:23,599 --> 00:38:29,359

nonprofits um and other entities who

928

00:38:26,560 --> 00:38:31,920

provided critical supports to especially

929

00:38:29,359 --> 00:38:33,920

marginalized populations including

930

00:38:31,920 --> 00:38:36,560

foster youth youth experiencing

931

00:38:33,920 --> 00:38:38,960

homelessness opportunity youth bipok and

932

00:38:36,560 --> 00:38:40,800

as well as firstgen students uh

933

00:38:38,960 --> 00:38:42,480

additionally we also saw some cuts to

934

00:38:40,800 --> 00:38:45,359

dual credit and career connected

935

00:38:42,480 --> 00:38:48,480

learning supports as well i'll also

936

00:38:45,359 --> 00:38:50,320

mention that we the award amounts for

937

00:38:48,480 --> 00:38:52,960

the Washington College grant or the W

938

00:38:50,320 --> 00:38:55,280

grant um is going to be is there's some

939

00:38:52,960 --> 00:38:57,200

modifications happening u for some

940

00:38:55,280 --> 00:38:59,440

students starting as early as this

941

00:38:57,200 --> 00:39:01,680

coming academic year with additional

942

00:38:59,440 --> 00:39:03,280

modifications rolling down in the next 3

943

00:39:01,680 --> 00:39:04,880

years especially if there are students

944

00:39:03,280 --> 00:39:07,760

who are attending our private for-profit

945

00:39:04,880 --> 00:39:10,160

and not for-profit institutions finally

946

00:39:07,760 --> 00:39:13,440

one more um if we can click we can look

947

00:39:10,160 --> 00:39:15,680

at the local level uh we are definitely

948

00:39:13,440 --> 00:39:17,680

seeing reduction in force across the

949

00:39:15,680 --> 00:39:20,560

state in school at schools and school

950

00:39:17,680 --> 00:39:22,720

districts um as well as unfortunately

951

00:39:20,560 --> 00:39:25,520

some closure of programs at you know

952

00:39:22,720 --> 00:39:27,359

some of our higher ed institutions so if

953

00:39:25,520 --> 00:39:29,680

you can go to the next slide a very

954

00:39:27,359 --> 00:39:34,000

quick like summary of what we are seeing

955

00:39:29,680 --> 00:39:36,240

is of course the situation is grim um

956

00:39:34,000 --> 00:39:38,800

there's a lot of uncertainty and

957

00:39:36,240 --> 00:39:41,680

instability across the federal state and

958

00:39:38,800 --> 00:39:43,760

local levels i think the key thing is we

959

00:39:41,680 --> 00:39:46,000

are facing severe constraints not just

960

00:39:43,760 --> 00:39:48,000

on fiscal resources but also obviously

961

00:39:46,000 --> 00:39:51,680

that translates into human resources

962

00:39:48,000 --> 00:39:53,680

across the state and a very complex

963

00:39:51,680 --> 00:39:55,839

financial aid landscape I think thanks

964

00:39:53,680 --> 00:39:58,160

to which most of us have our jobs is

965

00:39:55,839 --> 00:40:00,000

unfortunately becoming even more complex

966

00:39:58,160 --> 00:40:03,119

which is not the you know direction we

967

00:40:00,000 --> 00:40:04,400

want to be moving in with that um I'm

968

00:40:03,119 --> 00:40:07,359

just looking at the time and it looks

969

00:40:04,400 --> 00:40:10,480

like we might have a few minutes for if

970

00:40:07,359 --> 00:40:12,720

there are any unanswered questions um

971

00:40:10,480 --> 00:40:15,720

and I can also take a look at the chat

972

00:40:12,720 --> 00:40:15,720

uh

973

00:40:19,599 --> 00:40:25,200

um looks like we answered most of it uh

974

00:40:22,800 --> 00:40:28,000

I I don't know maybe there's a question

975

00:40:25,200 --> 00:40:29,680

for Colleen in case you know the answer

976

00:40:28,000 --> 00:40:31,920

i think there's a question if this the

977

00:40:29,680 --> 00:40:35,040

data you presented is it separated by

978

00:40:31,920 --> 00:40:36,240

gender as well are we do we have any

979

00:40:35,040 --> 00:40:38,160

data on that i think specifically

980

00:40:36,240 --> 00:40:41,200

they're asking are uh Laura is asking

981

00:40:38,160 --> 00:40:45,119

are we losing white boys and uh girls at

982

00:40:41,200 --> 00:40:47,760

the same rate um so we haven't been able

983

00:40:45,119 --> 00:40:50,560

um to put do that analysis in this cycle

984

00:40:47,760 --> 00:40:52,800

we um several years ago did the

985

00:40:50,560 --> 00:40:54,160

projections by male and female um but I

986

00:40:52,800 --> 00:40:57,440

think a lot has changed since then and

987

00:40:54,160 --> 00:41:00,640

we're planning on in the next um year or

988

00:40:57,440 --> 00:41:03,920

so putting out a an updated series of

989

00:41:00,640 --> 00:41:06,480

projections by gender so similarly we're

990

00:41:03,920 --> 00:41:08,800

thinking of those questions as well

991

00:41:06,480 --> 00:41:10,960

thanks Colleen um and thank you Patricia

992

00:41:08,800 --> 00:41:15,280

for adding some additional uh you know

993

00:41:10,960 --> 00:41:18,560

context to what we're seeing uh

994

00:41:15,280 --> 00:41:20,880

uh there is a question from Alexander

995

00:41:18,560 --> 00:41:25,480

Hall in the Q&A

996

00:41:20,880 --> 00:41:25,480

okay I'm just reading that uh

997

00:41:25,599 --> 00:41:30,720

with the amount of credits

998

00:41:29,119 --> 00:41:32,560

oh yeah that's a great So the question

999

00:41:30,720 --> 00:41:34,960

is I can actually read that out loud uh

1000

00:41:32,560 --> 00:41:36,640

thanks Alexander uh I think he uh

1001

00:41:34,960 --> 00:41:38,160

they're saying that we shared some

1002

00:41:36,640 --> 00:41:40,240

information about the proportion of high

1003

00:41:38,160 --> 00:41:43,119

school students who enroll in some kind

1004

00:41:40,240 --> 00:41:45,520

of dual credit do we have information

1005

00:41:43,119 --> 00:41:48,160

about the amount of credit students in

1006

00:41:45,520 --> 00:41:50,400

those programs pursue and or complete

1007

00:41:48,160 --> 00:41:52,560

for instance students taking AP courses

1008

00:41:50,400 --> 00:41:55,839

how many does each student take on

1009

00:41:52,560 --> 00:41:59,040

average what I can share is that the uh

1010

00:41:55,839 --> 00:42:02,560

ERDC uh dashboard um and some of the

1011

00:41:59,040 --> 00:42:05,440

reports coming out from uh them um does

1012

00:42:02,560 --> 00:42:08,079

include uh at least the credits that the

1013

00:42:05,440 --> 00:42:09,599

students are getting on the K12 sites

1014

00:42:08,079 --> 00:42:11,680

obviously dual credit includes getting

1015

00:42:09,599 --> 00:42:14,640

K12 credits as well as you know college

1016

00:42:11,680 --> 00:42:16,960

credits or higher ed institution credits

1017

00:42:14,640 --> 00:42:19,920

uh there is uh uh and I know there's you

1018

00:42:16,960 --> 00:42:21,920

know data on K12 credits um we're not

1019

00:42:19,920 --> 00:42:24,720

yet uh there where we are able to I

1020

00:42:21,920 --> 00:42:26,880

think share um on data on uh higher ed

1021

00:42:24,720 --> 00:42:31,280

side but uh I know it's work in progress

1022

00:42:26,880 --> 00:42:33,920

so thanks for that question um

1023

00:42:31,280 --> 00:42:36,960

all right so maybe with that we can move

1024

00:42:33,920 --> 00:42:38,880

to the next slide um but yeah please

1025

00:42:36,960 --> 00:42:41,680

keep your questions coming and we'll try

1026

00:42:38,880 --> 00:42:43,920

to answer them you know um via texting

1027

00:42:41,680 --> 00:42:46,400

or uh later

1028

00:42:43,920 --> 00:42:49,040

Uh so yeah this was a lot of information

1029

00:42:46,400 --> 00:42:52,000

and um be you know I I would love to

1030

00:42:49,040 --> 00:42:54,160

take a moment to tie it all together the

1031

00:42:52,000 --> 00:42:57,280

first thing I want to highlight is that

1032

00:42:54,160 --> 00:42:59,200

the very populations in Washington who

1033

00:42:57,280 --> 00:43:01,839

have historically enrolled at lower

1034

00:42:59,200 --> 00:43:04,240

rates after graduating high school are

1035

00:43:01,839 --> 00:43:07,040

the ones whose population will grow in

1036

00:43:04,240 --> 00:43:09,680

the next uh 15 years

1037

00:43:07,040 --> 00:43:12,480

uh so especially our Hispanic Hawaiian

1038

00:43:09,680 --> 00:43:14,400

or other Pacific Islander uh and black

1039

00:43:12,480 --> 00:43:18,000

students need all the supports we can

1040

00:43:14,400 --> 00:43:20,400

provide additionally in this moment

1041

00:43:18,000 --> 00:43:22,240

students um it's it's the landscape is

1042

00:43:20,400 --> 00:43:24,160

pretty much devastated to some to a

1043

00:43:22,240 --> 00:43:25,920

large extent so students have lost the

1044

00:43:24,160 --> 00:43:28,000

support systems that help them with

1045

00:43:25,920 --> 00:43:30,560

these transitions they have fewer

1046

00:43:28,000 --> 00:43:32,240

advisers fewer college access advocates

1047

00:43:30,560 --> 00:43:34,640

and there's a greater stress on

1048

00:43:32,240 --> 00:43:36,560

counselors unfortunately this can

1049

00:43:34,640 --> 00:43:38,160

actually get worse in the near future

1050

00:43:36,560 --> 00:43:42,079

depending on what happens at the federal

1051

00:43:38,160 --> 00:43:43,839

level on the bright side what we also

1052

00:43:42,079 --> 00:43:45,599

know that students through the

1053

00:43:43,839 --> 00:43:47,839

conversations we had with the work we

1054

00:43:45,599 --> 00:43:49,599

did with IDS42 and Dan will talk a

1055

00:43:47,839 --> 00:43:51,599

little bit about that and in other

1056

00:43:49,599 --> 00:43:53,680

surveys that have been done in the state

1057

00:43:51,599 --> 00:43:55,520

they have consistently shared that they

1058

00:43:53,680 --> 00:43:58,160

do intend to pursue post-secary

1059

00:43:55,520 --> 00:44:00,480

education but there's a gap between

1060

00:43:58,160 --> 00:44:03,760

intention and action and that's where

1061

00:44:00,480 --> 00:44:06,400

behavioral science has a role to play i

1062

00:44:03,760 --> 00:44:08,480

want to highlight that we have had some

1063

00:44:06,400 --> 00:44:10,560

great policy solutions in the state but

1064

00:44:08,480 --> 00:44:12,880

to reap the benefits of those policy

1065

00:44:10,560 --> 00:44:15,920

solutions like expanded state financial

1066

00:44:12,880 --> 00:44:18,640

aid access to dual credits etc we also

1067

00:44:15,920 --> 00:44:21,040

need solutions in the realm of practice

1068

00:44:18,640 --> 00:44:24,079

what you'll hear from Ideas 42 is within

1069

00:44:21,040 --> 00:44:26,319

that realm of practice now let me warn

1070

00:44:24,079 --> 00:44:29,680

you they will come across as maybe

1071

00:44:26,319 --> 00:44:32,400

common sense solutions because they are

1072

00:44:29,680 --> 00:44:34,960

but understanding the context will truly

1073

00:44:32,400 --> 00:44:36,800

help us appreciate the nuances and to

1074

00:44:34,960 --> 00:44:38,400

successfully implement these we will

1075

00:44:36,800 --> 00:44:41,280

require commitment and deep

1076

00:44:38,400 --> 00:44:43,599

collaboration among all of us so again

1077

00:44:41,280 --> 00:44:45,520

truly thank you for being here so

1078

00:44:43,599 --> 00:44:47,440

finally my last point is that these

1079

00:44:45,520 --> 00:44:49,440

behavioral science informed strategies

1080

00:44:47,440 --> 00:44:52,160

will directly empower students and

1081

00:44:49,440 --> 00:44:53,920

families by further removing uncertainty

1082

00:44:52,160 --> 00:44:56,319

and increasing transparency in the

1083

00:44:53,920 --> 00:44:59,640

transition process with that I will pass

1084

00:44:56,319 --> 00:44:59,640

it to Dan

1085

00:44:59,680 --> 00:45:07,680

thanks Roi um all right so what is ideas

1086

00:45:04,480 --> 00:45:10,400

42 you can go to the next slide please

1087

00:45:07,680 --> 00:45:12,560

thank you well we're a nonprofit

1088

00:45:10,400 --> 00:45:14,800

behavioral design lab that partners with

1089

00:45:12,560 --> 00:45:17,440

colleges school systems and public

1090

00:45:14,800 --> 00:45:19,359

agencies across the country to improve

1091

00:45:17,440 --> 00:45:22,319

student outcomes especially around

1092

00:45:19,359 --> 00:45:23,920

college access and success we work at

1093

00:45:22,319 --> 00:45:26,000

the intersection of two fields

1094

00:45:23,920 --> 00:45:28,560

behavioral science and human- centered

1095

00:45:26,000 --> 00:45:30,800

design behavioral science is about how

1096

00:45:28,560 --> 00:45:33,599

the context around us shapes our

1097

00:45:30,800 --> 00:45:35,440

decisions from ones as important as

1098

00:45:33,599 --> 00:45:38,160

whether or not someone decides to enroll

1099

00:45:35,440 --> 00:45:39,920

in college to ones as small as whether

1100

00:45:38,160 --> 00:45:42,560

or not you choose to keep your camera on

1101

00:45:39,920 --> 00:45:44,560

during a Zoom call human- centered

1102

00:45:42,560 --> 00:45:46,560

design is about building solutions with

1103

00:45:44,560 --> 00:45:49,520

people's lived experiences in mind not

1104

00:45:46,560 --> 00:45:51,359

just relying on expert intuition so

1105

00:45:49,520 --> 00:45:54,240

instead of asking how we can fix

1106

00:45:51,359 --> 00:45:56,720

students behavioral design asks how can

1107

00:45:54,240 --> 00:45:58,160

we fix the environment around them it

1108

00:45:56,720 --> 00:46:00,480

means looking at the barriers in their

1109

00:45:58,160 --> 00:46:03,760

path not their mindset and finding ways

1110

00:46:00,480 --> 00:46:06,800

to remove or rework them now this is a

1111

00:46:03,760 --> 00:46:08,960

simple but powerful idea we can't rewire

1112

00:46:06,800 --> 00:46:10,880

someone's brain but we can rewire the

1113

00:46:08,960 --> 00:46:13,119

context they're in and when I say

1114

00:46:10,880 --> 00:46:15,440

context I mean all the small features of

1115

00:46:13,119 --> 00:46:17,839

an experience that shape behavior what's

1116

00:46:15,440 --> 00:46:19,760

visible what's confusing what's required

1117

00:46:17,839 --> 00:46:22,079

what feels urgent that's where

1118

00:46:19,760 --> 00:46:23,839

behavioral design starts by identifying

1119

00:46:22,079 --> 00:46:25,920

what in the environment is nudging

1120

00:46:23,839 --> 00:46:28,560

students off course and how we can

1121

00:46:25,920 --> 00:46:29,839

adjust it to keep them on track now I

1122

00:46:28,560 --> 00:46:32,640

want to show everyone how we applied

1123

00:46:29,839 --> 00:46:34,720

this approach with WASAC

1124

00:46:32,640 --> 00:46:37,119

our shared goal with WASAC was clear

1125

00:46:34,720 --> 00:46:39,599

help more students access and use the

1126

00:46:37,119 --> 00:46:42,400

Washington grant to boost post-secary

1127

00:46:39,599 --> 00:46:44,480

enrollment but we didn't just want more

1128

00:46:42,400 --> 00:46:47,520

students enrolling we wanted them

1129

00:46:44,480 --> 00:46:51,240

enrolling right after high school

1130

00:46:47,520 --> 00:46:51,240

next slide please

1131

00:46:51,520 --> 00:46:54,880

why did we want them enrolling right

1132

00:46:52,960 --> 00:46:57,040

after high school well because students

1133

00:46:54,880 --> 00:46:59,440

who enroll immediately are much more

1134

00:46:57,040 --> 00:47:01,760

likely to persist and earn a credential

1135

00:46:59,440 --> 00:47:03,760

right now just 55% of Washington

1136

00:47:01,760 --> 00:47:06,480

students do that and as Rathy mentioned

1137

00:47:03,760 --> 00:47:09,359

earlier that number varies significantly

1138

00:47:06,480 --> 00:47:12,079

by race and ethnicity so improving that

1139

00:47:09,359 --> 00:47:14,000

rate especially for those most impacted

1140

00:47:12,079 --> 00:47:16,000

is is a real opportunity that we wanted

1141

00:47:14,000 --> 00:47:17,440

to focus on

1142

00:47:16,000 --> 00:47:18,880

and there were a few reasons we wanted

1143

00:47:17,440 --> 00:47:21,359

to focus on the Washington grant

1144

00:47:18,880 --> 00:47:23,200

specifically it's a powerful tool it can

1145

00:47:21,359 --> 00:47:26,720

cover full tuition for many students in

1146

00:47:23,200 --> 00:47:28,400

Washington yet it remains underutilized

1147

00:47:26,720 --> 00:47:30,640

many students and families still haven't

1148

00:47:28,400 --> 00:47:32,400

heard of it and even when they have they

1149

00:47:30,640 --> 00:47:34,640

often don't engage because the

1150

00:47:32,400 --> 00:47:37,599

information feels vague overwhelming or

1151

00:47:34,640 --> 00:47:39,680

just too good to be true so just raising

1152

00:47:37,599 --> 00:47:42,560

awareness isn't enough we need to close

1153

00:47:39,680 --> 00:47:43,920

the gap between knowing and acting and

1154

00:47:42,560 --> 00:47:46,400

that was the starting point for this

1155

00:47:43,920 --> 00:47:48,160

work although our goal was always to

1156

00:47:46,400 --> 00:47:50,079

generate insights that could apply well

1157

00:47:48,160 --> 00:47:52,480

beyond the Washington grant and beyond

1158

00:47:50,079 --> 00:47:54,000

high school students

1159

00:47:52,480 --> 00:47:56,880

so to tackle this we followed a

1160

00:47:54,000 --> 00:47:59,599

two-phase process first diagnosis then

1161

00:47:56,880 --> 00:48:02,480

design we started by asking why aren't

1162

00:47:59,599 --> 00:48:04,800

more eligible students enrolling then in

1163

00:48:02,480 --> 00:48:06,880

the design phased we use those insights

1164

00:48:04,800 --> 00:48:08,640

to build practical low barrier ideas

1165

00:48:06,880 --> 00:48:11,599

that could help students take action

1166

00:48:08,640 --> 00:48:13,200

especially around the Washington grant

1167

00:48:11,599 --> 00:48:15,359

everything you'll see today is grounded

1168

00:48:13,200 --> 00:48:16,960

in what we heard from the field and

1169

00:48:15,359 --> 00:48:19,839

tested with students parents and

1170

00:48:16,960 --> 00:48:21,839

practitioners across the state

1171

00:48:19,839 --> 00:48:23,440

we intentionally focused our fieldwork

1172

00:48:21,839 --> 00:48:25,200

in districts where the majority of

1173

00:48:23,440 --> 00:48:27,599

students qualify for free or reduced

1174

00:48:25,200 --> 00:48:29,680

price lunch we conducted in-depth

1175

00:48:27,599 --> 00:48:31,680

listening tours and diagnostic surveys

1176

00:48:29,680 --> 00:48:33,520

to move beyond assumptions and hear

1177

00:48:31,680 --> 00:48:36,400

directly from students families and

1178

00:48:33,520 --> 00:48:38,160

staff we didn't just ask what people

1179

00:48:36,400 --> 00:48:40,160

want we studied where they got stuck

1180

00:48:38,160 --> 00:48:41,280

what confuses them and what they respond

1181

00:48:40,160 --> 00:48:42,960

to

1182

00:48:41,280 --> 00:48:44,880

this approach helped us identify not

1183

00:48:42,960 --> 00:48:47,040

just the barriers but the specific

1184

00:48:44,880 --> 00:48:48,880

moments where better design could unlock

1185

00:48:47,040 --> 00:48:50,319

action

1186

00:48:48,880 --> 00:48:52,000

but before we show you what we heard

1187

00:48:50,319 --> 00:48:53,599

we'd love to hear from all of you you've

1188

00:48:52,000 --> 00:48:55,920

probably worked with students navigating

1189

00:48:53,599 --> 00:48:58,960

this exact decision so I just want to

1190

00:48:55,920 --> 00:49:00,800

take a quick poll which of the following

1191

00:48:58,960 --> 00:49:02,800

do you think are barriers preventing

1192

00:49:00,800 --> 00:49:06,640

Washington students from enrolling in

1193

00:49:02,800 --> 00:49:08,960

post-secary programs feel free to select

1194

00:49:06,640 --> 00:49:13,319

more than one because as you know many

1195

00:49:08,960 --> 00:49:13,319

students experience multiple barriers

1196

00:49:23,440 --> 00:49:28,359

all right we'll give everyone a few more

1197

00:49:25,359 --> 00:49:28,359

seconds

1198

00:49:32,000 --> 00:49:35,319

good participation

1199

00:49:39,839 --> 00:49:45,599

all right

1200

00:49:42,240 --> 00:49:48,960

perfect um so yeah it seems like a

1201

00:49:45,599 --> 00:49:50,960

pretty even split split uh with students

1202

00:49:48,960 --> 00:49:53,520

and families think it's unaffordable

1203

00:49:50,960 --> 00:49:57,200

being the the big winner or I guess

1204

00:49:53,520 --> 00:49:59,359

loser in this case um

1205

00:49:57,200 --> 00:50:02,400

but ultimately you're all correct all of

1206

00:49:59,359 --> 00:50:04,640

these surface in our research they often

1207

00:50:02,400 --> 00:50:07,760

overlap and they're rarely experienced

1208

00:50:04,640 --> 00:50:10,319

in isolation now to be clear these are

1209

00:50:07,760 --> 00:50:12,880

not the only barriers impacting students

1210

00:50:10,319 --> 00:50:14,720

and families but these five kept coming

1211

00:50:12,880 --> 00:50:16,880

up again and again no matter who we

1212

00:50:14,720 --> 00:50:19,040

talked to or where they were so to

1213

00:50:16,880 --> 00:50:20,960

reiterate when speaking with students

1214

00:50:19,040 --> 00:50:22,720

parents high school staff and college

1215

00:50:20,960 --> 00:50:24,319

staff

1216

00:50:22,720 --> 00:50:26,559

these are the five behavioral barriers

1217

00:50:24,319 --> 00:50:28,559

that showed up most consistently

1218

00:50:26,559 --> 00:50:30,000

students don't feel ready for college

1219

00:50:28,559 --> 00:50:32,079

students and families think college is

1220

00:50:30,000 --> 00:50:34,480

unaffordable college feels like a risky

1221

00:50:32,079 --> 00:50:37,440

investment the application process is

1222

00:50:34,480 --> 00:50:40,000

unclear and the process is is full of

1223

00:50:37,440 --> 00:50:41,520

hassles and and just to clarify when I

1224

00:50:40,000 --> 00:50:43,359

say college I'm talking about all

1225

00:50:41,520 --> 00:50:45,520

post-secondary options not not just

1226

00:50:43,359 --> 00:50:46,960

four-year degrees

1227

00:50:45,520 --> 00:50:48,559

now none of these are especially

1228

00:50:46,960 --> 00:50:50,640

surprising right they're actually pretty

1229

00:50:48,559 --> 00:50:52,559

intuitive but here's where we want to go

1230

00:50:50,640 --> 00:50:55,200

a bit deeper these barriers are just the

1231

00:50:52,559 --> 00:50:57,359

tip of the iceberg to truly address them

1232

00:50:55,200 --> 00:50:59,040

we need to understand what's underneath

1233

00:50:57,359 --> 00:51:00,960

what's happening in the environment or

1234

00:50:59,040 --> 00:51:02,960

context that makes these barriers show

1235

00:51:00,960 --> 00:51:04,800

up but before we show you what that

1236

00:51:02,960 --> 00:51:08,240

looks like I just want to play a quick

1237

00:51:04,800 --> 00:51:10,880

game so humor me if you will um so we're

1238

00:51:08,240 --> 00:51:13,359

going to show you seven different ideas

1239

00:51:10,880 --> 00:51:14,880

and if you were designing a solution to

1240

00:51:13,359 --> 00:51:17,440

address the barriers that you see on

1241

00:51:14,880 --> 00:51:20,680

your screen which of the following would

1242

00:51:17,440 --> 00:51:20,680

you choose

1243

00:51:21,280 --> 00:51:25,119

so we left the barriers up on the screen

1244

00:51:22,880 --> 00:51:28,640

in case you want to refer back to them i

1245

00:51:25,119 --> 00:51:33,359

think you can you choose multiple but

1246

00:51:28,640 --> 00:51:35,680

try to limit it to one or two um

1247

00:51:33,359 --> 00:51:37,680

you know you might be you might be uh

1248

00:51:35,680 --> 00:51:40,319

influenced to select all seven but try

1249

00:51:37,680 --> 00:51:41,680

to limit it to one or two just pick the

1250

00:51:40,319 --> 00:51:44,800

one that you think would be most

1251

00:51:41,680 --> 00:51:49,480

effective to address any or all of those

1252

00:51:44,800 --> 00:51:49,480

of those five barriers listed out there

1253

00:51:54,480 --> 00:51:58,760

all right they're still rolling in

1254

00:52:03,359 --> 00:52:08,000

give everyone a few more seconds

1255

00:52:06,400 --> 00:52:09,280

and I want you to remember what you

1256

00:52:08,000 --> 00:52:13,040

selected because we're we're going to

1257

00:52:09,280 --> 00:52:16,359

come back to this um maybe one or two

1258

00:52:13,040 --> 00:52:16,359

more seconds

1259

00:52:17,520 --> 00:52:20,880

all right seems like they slowed down

1260

00:52:19,119 --> 00:52:23,520

perfect all right i'm going to take a

1261

00:52:20,880 --> 00:52:26,800

screenshot of that so I

1262

00:52:23,520 --> 00:52:30,960

have the uh

1263

00:52:26,800 --> 00:52:30,960

I'm going to refer back to this in a bit

1264

00:52:32,880 --> 00:52:36,040

all right

1265

00:52:36,640 --> 00:52:41,119

now now let's actually go beneath the

1266

00:52:38,720 --> 00:52:43,599

surface so

1267

00:52:41,119 --> 00:52:47,040

when we say a student doesn't feel ready

1268

00:52:43,599 --> 00:52:49,280

or assumes that college is unaffordable

1269

00:52:47,040 --> 00:52:51,680

um if we want to go to the next side

1270

00:52:49,280 --> 00:52:53,520

slide please sorry I know Abby Aby's

1271

00:52:51,680 --> 00:52:58,240

doing a fantastic job of managing the

1272

00:52:53,520 --> 00:52:59,920

polls and the slides so so thank you um

1273

00:52:58,240 --> 00:53:01,920

when we say a student doesn't doesn't

1274

00:52:59,920 --> 00:53:04,000

feel ready or assumes that college is

1275

00:53:01,920 --> 00:53:06,400

unaffordable what's that really about

1276

00:53:04,000 --> 00:53:08,800

it's not just about beliefs or attitudes

1277

00:53:06,400 --> 00:53:10,960

it's about what they see what they hear

1278

00:53:08,800 --> 00:53:13,200

and what the system shows them or or

1279

00:53:10,960 --> 00:53:15,760

doesn't show them these are what we call

1280

00:53:13,200 --> 00:53:17,599

redesignable elements small but powerful

1281

00:53:15,760 --> 00:53:20,559

features of the context that shape

1282

00:53:17,599 --> 00:53:23,200

behavior here are a few that came up

1283

00:53:20,559 --> 00:53:26,400

across multiple barriers financial aid

1284

00:53:23,200 --> 00:53:28,800

is confusing buried or invisible

1285

00:53:26,400 --> 00:53:31,599

deadlines are hard to find and easy to

1286

00:53:28,800 --> 00:53:34,319

miss no one breaks the process down into

1287

00:53:31,599 --> 00:53:35,839

manageable steps most people don't hear

1288

00:53:34,319 --> 00:53:38,400

about the Washington Grant from someone

1289

00:53:35,839 --> 00:53:40,160

they trust now these are just four among

1290

00:53:38,400 --> 00:53:42,400

countless redesignable elements that

1291

00:53:40,160 --> 00:53:45,119

make up a student's context but these

1292

00:53:42,400 --> 00:53:47,680

are particularly influential in students

1293

00:53:45,119 --> 00:53:49,359

decisions and actions around enrollment

1294

00:53:47,680 --> 00:53:51,760

so now that we've surfaced some of these

1295

00:53:49,359 --> 00:53:55,040

deeper contextual elements let's go back

1296

00:53:51,760 --> 00:53:58,079

to our game this time knowing what's

1297

00:53:55,040 --> 00:54:00,079

behind the barriers which idea would you

1298

00:53:58,079 --> 00:54:02,960

choose again try to limit it to one or

1299

00:54:00,079 --> 00:54:04,400

two uh you can select the same idea that

1300

00:54:02,960 --> 00:54:06,880

you did last time or change your

1301

00:54:04,400 --> 00:54:09,599

selection based on uh the updated

1302

00:54:06,880 --> 00:54:12,240

information that we shared and we kept

1303

00:54:09,599 --> 00:54:16,680

the redesignable elements on the screen

1304

00:54:12,240 --> 00:54:16,680

in case you want to refer back to those

1305

00:54:21,760 --> 00:54:26,319

keep in mind though you know we want our

1306

00:54:24,160 --> 00:54:28,000

ideas to address obviously the barriers

1307

00:54:26,319 --> 00:54:29,680

but we specifically want them to address

1308

00:54:28,000 --> 00:54:33,160

the underlying reasons why those

1309

00:54:29,680 --> 00:54:33,160

barriers exist

1310

00:54:35,920 --> 00:54:39,119

all right we'll get we'll give people a

1311

00:54:37,680 --> 00:54:41,359

bit more time i know that was a lot of

1312

00:54:39,119 --> 00:54:44,079

info to digest in a pretty short amount

1313

00:54:41,359 --> 00:54:47,280

of time so

1314

00:54:44,079 --> 00:54:49,040

I think we had like 75% particip

1315

00:54:47,280 --> 00:54:52,359

participation in the last poll we're

1316

00:54:49,040 --> 00:54:52,359

getting close

1317

00:54:59,280 --> 00:55:06,359

all right a few more seconds

1318

00:55:01,839 --> 00:55:06,359

if you can't decide just pick one

1319

00:55:12,160 --> 00:55:16,640

all right I think that's probably good

1320

00:55:14,640 --> 00:55:18,160

okay so everyone can see those results

1321

00:55:16,640 --> 00:55:21,960

on their screen and I took a screenshot

1322

00:55:18,160 --> 00:55:21,960

of the previous results

1323

00:55:22,160 --> 00:55:27,680

interesting

1324

00:55:24,480 --> 00:55:30,240

all right so we had 38% I'll just go go

1325

00:55:27,680 --> 00:55:34,319

in order from from top to bottom we had

1326

00:55:30,240 --> 00:55:37,359

38% go to 35% for video walkthroughs we

1327

00:55:34,319 --> 00:55:39,839

had 16% go to 7% for financial aid

1328

00:55:37,359 --> 00:55:42,800

comparison calculator

1329

00:55:39,839 --> 00:55:47,839

16% 16% so nothing changed for that

1330

00:55:42,800 --> 00:55:51,200

third idea we had 28% go to 37% for the

1331

00:55:47,839 --> 00:55:53,119

reminder and outreach system we had 34%

1332

00:55:51,200 --> 00:55:56,799

go to 31%

1333

00:55:53,119 --> 00:55:59,520

for the community ambassadors 28% go to

1334

00:55:56,799 --> 00:56:01,040

21% for the personal pathways checklist

1335

00:55:59,520 --> 00:56:04,400

and then we hit it looks like they kind

1336

00:56:01,040 --> 00:56:06,799

of decreased across the board we had 41%

1337

00:56:04,400 --> 00:56:08,240

go to 29% for the for the data driven

1338

00:56:06,799 --> 00:56:10,720

tools so it looks like they kind of

1339

00:56:08,240 --> 00:56:13,920

decreased across the board um except for

1340

00:56:10,720 --> 00:56:15,520

the reminder and outreach system um so

1341

00:56:13,920 --> 00:56:17,680

it's interesting maybe people selected

1342

00:56:15,520 --> 00:56:20,880

more more options in the in the first

1343

00:56:17,680 --> 00:56:24,000

goound uh

1344

00:56:20,880 --> 00:56:26,160

but yeah I so just some some further

1345

00:56:24,000 --> 00:56:28,640

context these are all real ideas that

1346

00:56:26,160 --> 00:56:31,520

came from our short list some clearly

1347

00:56:28,640 --> 00:56:33,119

stood out to you all more than others um

1348

00:56:31,520 --> 00:56:35,040

and I understand you didn't have all the

1349

00:56:33,119 --> 00:56:36,400

details around each of those ideas but

1350

00:56:35,040 --> 00:56:38,400

the point I'm trying to make is that

1351

00:56:36,400 --> 00:56:40,960

when we understand the context behind

1352

00:56:38,400 --> 00:56:43,839

the barrier we give ourselves the chance

1353

00:56:40,960 --> 00:56:45,599

to make better design decisions that's

1354

00:56:43,839 --> 00:56:48,000

what behavioral design does it gives us

1355

00:56:45,599 --> 00:56:50,319

a roadmap for changing the context not

1356

00:56:48,000 --> 00:56:52,720

the individual so you just got a bit of

1357

00:56:50,319 --> 00:56:54,400

a sneak peek but what did we actually do

1358

00:56:52,720 --> 00:56:56,240

with all of those insights and all those

1359

00:56:54,400 --> 00:56:59,040

redesignable elements well together with

1360

00:56:56,240 --> 00:57:02,160

WASAC we generated over 120 potential

1361

00:56:59,040 --> 00:57:05,040

solutions from there we narrowed that

1362

00:57:02,160 --> 00:57:06,880

list to 30 that were promising

1363

00:57:05,040 --> 00:57:08,319

behaviorally informed and grounded in

1364

00:57:06,880 --> 00:57:11,280

the lived experience of students

1365

00:57:08,319 --> 00:57:14,240

families and staff then we brought those

1366

00:57:11,280 --> 00:57:16,720

30 back to the community through a

1367

00:57:14,240 --> 00:57:18,480

design survey nearly 400 students and

1368

00:57:16,720 --> 00:57:21,280

parents helped us identify which ones

1369

00:57:18,480 --> 00:57:23,200

resonated most and this list of 11

1370

00:57:21,280 --> 00:57:25,680

represents the ideas that rose to the

1371

00:57:23,200 --> 00:57:28,240

top because A they were loved across

1372

00:57:25,680 --> 00:57:30,240

multiple groups of stakeholders and B

1373

00:57:28,240 --> 00:57:32,720

they tackled real friction points in the

1374

00:57:30,240 --> 00:57:35,680

context in other words they best

1375

00:57:32,720 --> 00:57:38,079

addressed our redesignable elements now

1376

00:57:35,680 --> 00:57:40,480

we didn't prototype all 11 and I can't

1377

00:57:38,079 --> 00:57:43,280

get into all 11 but we're going to talk

1378

00:57:40,480 --> 00:57:44,880

about the top three which we did explore

1379

00:57:43,280 --> 00:57:46,640

more deeply so that you can see what

1380

00:57:44,880 --> 00:57:49,599

translating insights into action

1381

00:57:46,640 --> 00:57:51,520

actually looks like of the 11 most

1382

00:57:49,599 --> 00:57:53,040

promising ideas we selected these three

1383

00:57:51,520 --> 00:57:55,119

to prototype the financial aid

1384

00:57:53,040 --> 00:57:57,520

comparison calculator the personal

1385

00:57:55,119 --> 00:57:59,920

pathways checklist and the reminder and

1386

00:57:57,520 --> 00:58:01,920

outreach system these weren't just our

1387

00:57:59,920 --> 00:58:03,680

favorites as I just mentioned they were

1388

00:58:01,920 --> 00:58:05,359

ideas that stood out across different

1389

00:58:03,680 --> 00:58:07,680

groups of stakeholders in the design

1390

00:58:05,359 --> 00:58:09,440

survey they also represented different

1391

00:58:07,680 --> 00:58:12,400

kinds of challenges which made them

1392

00:58:09,440 --> 00:58:14,000

great candidates for early prototyping

1393

00:58:12,400 --> 00:58:15,760

i'll go a bit deeper on the first two

1394

00:58:14,000 --> 00:58:17,920

and then I'll pass it to Roth to take

1395

00:58:15,760 --> 00:58:20,079

talk about how WASAC is already starting

1396

00:58:17,920 --> 00:58:21,839

to implement the reminder and outreach

1397

00:58:20,079 --> 00:58:23,359

system

1398

00:58:21,839 --> 00:58:25,520

so let's start with the first idea we

1399

00:58:23,359 --> 00:58:27,680

prototyped a financial aid comparison

1400

00:58:25,520 --> 00:58:31,440

calculator designed not just to give

1401

00:58:27,680 --> 00:58:33,760

numbers but to shift beliefs

1402

00:58:31,440 --> 00:58:35,359

one problem we heard over and over

1403

00:58:33,760 --> 00:58:37,520

students don't know what college will

1404

00:58:35,359 --> 00:58:40,000

actually cost and they often assume the

1405

00:58:37,520 --> 00:58:41,680

worst they've seen sticker prices that

1406

00:58:40,000 --> 00:58:44,160

feel impossible they've heard debt

1407

00:58:41,680 --> 00:58:46,480

horror stories and very few have been

1408

00:58:44,160 --> 00:58:47,599

told clearly what they might qualify for

1409

00:58:46,480 --> 00:58:50,319

especially when it comes to the

1410

00:58:47,599 --> 00:58:52,480

Washington grant so we built this tool

1411

00:58:50,319 --> 00:58:55,119

to make financial aid feel real simple

1412

00:58:52,480 --> 00:58:57,760

and trustworthy now yes financial aid

1413

00:58:55,119 --> 00:59:00,160

calculators already exist so why design

1414

00:58:57,760 --> 00:59:02,240

another one because most of the ones we

1415

00:59:00,160 --> 00:59:04,960

reviewed required too much input or

1416

00:59:02,240 --> 00:59:06,559

delivered numbers with no context some

1417

00:59:04,960 --> 00:59:09,040

emphasized how much aid a student could

1418

00:59:06,559 --> 00:59:10,960

get but skipped the bottom line others

1419

00:59:09,040 --> 00:59:13,760

showed the total cost but left out which

1420

00:59:10,960 --> 00:59:16,160

parts were covered not to mention this

1421

00:59:13,760 --> 00:59:18,960

was the most popular idea among both

1422

00:59:16,160 --> 00:59:21,440

students and parents we surveyed so

1423

00:59:18,960 --> 00:59:24,160

here's an example of a calculator that

1424

00:59:21,440 --> 00:59:27,559

gives precise estimates but still leaves

1425

00:59:24,160 --> 00:59:27,559

a lot of questions

1426

00:59:28,319 --> 00:59:34,799

students wonder things like "What do I

1427

00:59:30,799 --> 00:59:36,880

actually owe is this aid or a loan?"

1428

00:59:34,799 --> 00:59:39,440

Even a tool like this designed to

1429

00:59:36,880 --> 00:59:41,200

clarify can end up overwhelming or

1430

00:59:39,440 --> 00:59:44,799

misleading if it assumes too much

1431

00:59:41,200 --> 00:59:47,599

background knowledge and in other cases

1432

00:59:44,799 --> 00:59:50,079

calculators focus on gift aid but don't

1433

00:59:47,599 --> 00:59:52,799

clarify total costs it's not always

1434

00:59:50,079 --> 00:59:55,119

clear whether this is what you get what

1435

00:59:52,799 --> 00:59:56,640

you do or don't need to pay back or how

1436

00:59:55,119 --> 00:59:58,960

pathways might be different from one

1437

00:59:56,640 --> 01:00:00,799

another this kind of confusion

1438

00:59:58,960 --> 01:00:03,040

reinforces the fear that college is

1439

01:00:00,799 --> 01:00:05,520

unaffordable even when support like the

1440

01:00:03,040 --> 01:00:08,079

Washington grant is available

1441

01:00:05,520 --> 01:00:09,680

that brings us to our prototype

1442

01:00:08,079 --> 01:00:12,319

it starts with a simple orientation

1443

01:00:09,680 --> 01:00:14,160

screen which is key we wanted to reduce

1444

01:00:12,319 --> 01:00:16,000

drop off from the very beginning by

1445

01:00:14,160 --> 01:00:18,480

clearly explaining what this tool will

1446

01:00:16,000 --> 01:00:21,200

and won't do note that because this is

1447

01:00:18,480 --> 01:00:22,880

just a prototype what you see will be a

1448

01:00:21,200 --> 01:00:25,680

bit rough around the edges but all of

1449

01:00:22,880 --> 01:00:28,319

that could be cleaned up pretty easily

1450

01:00:25,680 --> 01:00:31,440

then students are asked to enter only

1451

01:00:28,319 --> 01:00:34,240

the minimum personal info needed as well

1452

01:00:31,440 --> 01:00:35,599

as some of their pathway preferences

1453

01:00:34,240 --> 01:00:36,880

i know I'm going through this kind of

1454

01:00:35,599 --> 01:00:39,599

quickly but I I want to make sure I

1455

01:00:36,880 --> 01:00:41,920

leave time for Rothy at the end and then

1456

01:00:39,599 --> 01:00:44,079

on that third page they get a

1457

01:00:41,920 --> 01:00:46,480

personalized results page that shows

1458

01:00:44,079 --> 01:00:49,440

estimated net cost a breakdown of gift

1459

01:00:46,480 --> 01:00:51,359

aid loans and out-of-pocket cost as well

1460

01:00:49,440 --> 01:00:53,680

as as well as whether they're likely

1461

01:00:51,359 --> 01:00:55,839

eligible for the Washington grant

1462

01:00:53,680 --> 01:00:58,000

critically we use plain language tool

1463

01:00:55,839 --> 01:01:01,359

tips and bold visual cues to help

1464

01:00:58,000 --> 01:01:02,880

students focus on what really matters

1465

01:01:01,359 --> 01:01:04,960

one differentiating feature of this

1466

01:01:02,880 --> 01:01:06,880

prototype is the ability of students and

1467

01:01:04,960 --> 01:01:09,920

parents to compare costs across

1468

01:01:06,880 --> 01:01:11,920

different schools and different pathways

1469

01:01:09,920 --> 01:01:13,839

students can enter up to two pathways

1470

01:01:11,920 --> 01:01:16,240

and four program options at the same

1471

01:01:13,839 --> 01:01:17,760

time this kind of framing helps students

1472

01:01:16,240 --> 01:01:20,079

see that college isn't just one

1473

01:01:17,760 --> 01:01:21,760

expensive path it's a set of options

1474

01:01:20,079 --> 01:01:24,480

with different costs and different

1475

01:01:21,760 --> 01:01:26,799

potential outcomes it creates space for

1476

01:01:24,480 --> 01:01:29,680

deliberation and exploration without

1477

01:01:26,799 --> 01:01:31,280

being overwhelming

1478

01:01:29,680 --> 01:01:33,839

let's look at this student for example

1479

01:01:31,280 --> 01:01:36,559

they're torn between technical college

1480

01:01:33,839 --> 01:01:38,079

and two-year college

1481

01:01:36,559 --> 01:01:39,440

and they wanted to get a better sense of

1482

01:01:38,079 --> 01:01:41,200

what they should expect from a cost

1483

01:01:39,440 --> 01:01:44,000

perspective i think that might be on the

1484

01:01:41,200 --> 01:01:45,599

next slide there

1485

01:01:44,000 --> 01:01:47,200

they're quickly able to see the price

1486

01:01:45,599 --> 01:01:48,880

discrepancy between the technical

1487

01:01:47,200 --> 01:01:51,280

college they chose and also what

1488

01:01:48,880 --> 01:01:53,040

two-year college might cost them they're

1489

01:01:51,280 --> 01:01:54,720

also able to see that one of the

1490

01:01:53,040 --> 01:01:56,480

technical colleges they were considering

1491

01:01:54,720 --> 01:01:58,880

isn't eligible for the Washington grant

1492

01:01:56,480 --> 01:02:00,640

which is important information that they

1493

01:01:58,880 --> 01:02:04,079

otherwise probably wouldn't be be aware

1494

01:02:00,640 --> 01:02:05,760

of now over the next four slides I've

1495

01:02:04,079 --> 01:02:07,680

highlighted specific features that would

1496

01:02:05,760 --> 01:02:10,240

help prevent users of this calculator

1497

01:02:07,680 --> 01:02:12,400

from being overwhelmed and confused

1498

01:02:10,240 --> 01:02:14,400

addressing one of our main barriers

1499

01:02:12,400 --> 01:02:16,000

first we limited how much personal or

1500

01:02:14,400 --> 01:02:18,480

sensitive information students have to

1501

01:02:16,000 --> 01:02:20,319

enter now that might reduce the

1502

01:02:18,480 --> 01:02:22,319

precision of federal aid estimates but

1503

01:02:20,319 --> 01:02:25,440

the goal here is accessibility and

1504

01:02:22,319 --> 01:02:28,160

clarity not perfection second we use

1505

01:02:25,440 --> 01:02:30,400

drop-down menus tied to each pathway like

1506

01:02:28,160 --> 01:02:32,079

technical colleges or apprenticeships so

1507

01:02:30,400 --> 01:02:35,280

students could discover options they

1508

01:02:32,079 --> 01:02:37,119

might not have known about and finally

1509

01:02:35,280 --> 01:02:39,359

every input field is paired with a short

1510

01:02:37,119 --> 01:02:41,520

plain language experience sorry

1511

01:02:39,359 --> 01:02:44,480

explanation could you go back one slide

1512

01:02:41,520 --> 01:02:47,119

please perfect

1513

01:02:44,480 --> 01:02:49,119

actually one more

1514

01:02:47,119 --> 01:02:51,040

there we go

1515

01:02:49,119 --> 01:02:52,480

so this matters because if students

1516

01:02:51,040 --> 01:02:54,400

don't understand what a question is

1517

01:02:52,480 --> 01:02:56,720

asking they're much more likely to give

1518

01:02:54,400 --> 01:02:58,559

up than go hunting for an answer these

1519

01:02:56,720 --> 01:03:01,040

are all small design choices but they

1520

01:02:58,559 --> 01:03:02,960

help reduce anxiety lower the cognitive

1521

01:03:01,040 --> 01:03:05,920

load and keep students moving through

1522

01:03:02,960 --> 01:03:08,799

the tool now on the results screen we

1523

01:03:05,920 --> 01:03:11,760

emphasized one number up front estimated

1524

01:03:08,799 --> 01:03:13,520

net cost per year that's the number most

1525

01:03:11,760 --> 01:03:17,200

students and parents care about you can

1526

01:03:13,520 --> 01:03:17,200

go to the next slide please thank you

1527

01:03:17,280 --> 01:03:20,720

the estimated net cost is a number most

1528

01:03:19,280 --> 01:03:23,200

students and parents care about but they

1529

01:03:20,720 --> 01:03:26,000

often have trouble locating or interpret

1530

01:03:23,200 --> 01:03:28,400

interpreting it we also added hover text

1531

01:03:26,000 --> 01:03:30,640

so if a student's curious about what net

1532

01:03:28,400 --> 01:03:33,039

cost actually means they can find out

1533

01:03:30,640 --> 01:03:34,720

without cluttering the main view and

1534

01:03:33,039 --> 01:03:36,720

this layout allows students to compare

1535

01:03:34,720 --> 01:03:38,480

across pathways like four-year versus

1536

01:03:36,720 --> 01:03:41,119

technical college without having to

1537

01:03:38,480 --> 01:03:43,680

explore every program separate website

1538

01:03:41,119 --> 01:03:45,039

which can get pretty burdensome after a

1539

01:03:43,680 --> 01:03:46,480

while

1540

01:03:45,039 --> 01:03:49,200

and then on the next slide you can see

1541

01:03:46,480 --> 01:03:51,039

how we broke down both costs and aid

1542

01:03:49,200 --> 01:03:53,359

using color and layout to make the

1543

01:03:51,039 --> 01:03:55,200

information more scannable when students

1544

01:03:53,359 --> 01:03:56,799

were missing out on the Washington grant

1545

01:03:55,200 --> 01:03:58,559

for example if the program they

1546

01:03:56,799 --> 01:04:00,960

interested in wasn't eligible we flagged

1547

01:03:58,559 --> 01:04:03,680

it clearly in red and when context

1548

01:04:00,960 --> 01:04:06,799

mattered like with apprenticeships where

1549

01:04:03,680 --> 01:04:09,039

income might offset costs we added a

1550

01:04:06,799 --> 01:04:10,480

note to prevent misinterpretation the

1551

01:04:09,039 --> 01:04:12,720

goal here was to give students just

1552

01:04:10,480 --> 01:04:14,559

enough information to take the next step

1553

01:04:12,720 --> 01:04:16,559

without sending them into information

1554

01:04:14,559 --> 01:04:18,319

overload

1555

01:04:16,559 --> 01:04:20,400

finally we wanted the tool to adjust

1556

01:04:18,319 --> 01:04:22,880

intelligently when students made

1557

01:04:20,400 --> 01:04:24,880

selections that didn't align for example

1558

01:04:22,880 --> 01:04:27,839

choosing onampus housing for a school

1559

01:04:24,880 --> 01:04:29,680

that doesn't offer it so we added alerts

1560

01:04:27,839 --> 01:04:32,079

when something might be off to help

1561

01:04:29,680 --> 01:04:34,160

students recalibrate and throughout we

1562

01:04:32,079 --> 01:04:36,880

use labeling and sectioning to clearly

1563

01:04:34,160 --> 01:04:39,760

separate gift aid from loans so students

1564

01:04:36,880 --> 01:04:41,280

know what they'd have to pay back now

1565

01:04:39,760 --> 01:04:42,880

these all may seem like small

1566

01:04:41,280 --> 01:04:44,400

adjustments but they make a huge

1567

01:04:42,880 --> 01:04:47,039

difference in whether a student leaves

1568

01:04:44,400 --> 01:04:50,559

feeling confident or confused

1569

01:04:47,039 --> 01:04:52,240

this prototype is far from perfect and

1570

01:04:50,559 --> 01:04:54,480

building a comprehensive tool like this

1571

01:04:52,240 --> 01:04:56,559

might take some time but there's also an

1572

01:04:54,480 --> 01:04:58,400

opportunity for individual schools and

1573

01:04:56,559 --> 01:05:00,480

programs to apply some of these insights

1574

01:04:58,400 --> 01:05:01,760

to their own tools

1575

01:05:00,480 --> 01:05:03,839

i know I went through that kind of

1576

01:05:01,760 --> 01:05:06,319

quickly in the interest of time I'm

1577

01:05:03,839 --> 01:05:08,160

going to move on to our next idea i do

1578

01:05:06,319 --> 01:05:10,559

see some questions popping in the chat

1579

01:05:08,160 --> 01:05:13,599

so I can answer them after this section

1580

01:05:10,559 --> 01:05:15,200

or uh one of my colleagues Cassie is on

1581

01:05:13,599 --> 01:05:18,960

the on the call as well so she might be

1582

01:05:15,200 --> 01:05:20,960

able to chime in um but next up is the

1583

01:05:18,960 --> 01:05:23,359

personal pathways checklist another one

1584

01:05:20,960 --> 01:05:24,960

of our top rated ideas

1585

01:05:23,359 --> 01:05:27,280

this one addresses a different kind of

1586

01:05:24,960 --> 01:05:29,839

barrier while the calculator tackled

1587

01:05:27,280 --> 01:05:32,079

financial confusion and ambiguity among

1588

01:05:29,839 --> 01:05:34,319

other things the checklist was designed

1589

01:05:32,079 --> 01:05:36,079

to help students take the next step when

1590

01:05:34,319 --> 01:05:37,680

they're feeling unsure stuck or

1591

01:05:36,079 --> 01:05:39,520

unmotivated

1592

01:05:37,680 --> 01:05:41,440

we heard from so many students that they

1593

01:05:39,520 --> 01:05:43,359

didn't know if they were on track or

1594

01:05:41,440 --> 01:05:45,520

what that even meant they weren't sure

1595

01:05:43,359 --> 01:05:46,640

what deadlines to pay attention to or

1596

01:05:45,520 --> 01:05:48,319

what they should be doing if they

1597

01:05:46,640 --> 01:05:51,039

weren't planning to apply to a 4-year

1598

01:05:48,319 --> 01:05:53,200

college right away this prototype is our

1599

01:05:51,039 --> 01:05:55,119

response to that it breaks the journey

1600

01:05:53,200 --> 01:05:57,039

down into manageable steps and let

1601

01:05:55,119 --> 01:05:59,200

students explore different pathways at

1602

01:05:57,039 --> 01:06:01,920

their own pace with more clarity and

1603

01:05:59,200 --> 01:06:03,839

less judgment and we developed multiple

1604

01:06:01,920 --> 01:06:05,680

versions to test how how it could work

1605

01:06:03,839 --> 01:06:08,160

at different levels of complexity from a

1606

01:06:05,680 --> 01:06:11,359

static handout to an interactive digital

1607

01:06:08,160 --> 01:06:13,359

tool again you might be thinking like

1608

01:06:11,359 --> 01:06:15,119

you like you thought with the calculator

1609

01:06:13,359 --> 01:06:17,119

don't students already have resources

1610

01:06:15,119 --> 01:06:19,680

and college planning tools what's what's

1611

01:06:17,119 --> 01:06:21,280

so different about this one we heard a

1612

01:06:19,680 --> 01:06:23,839

few consistent issues from students

1613

01:06:21,280 --> 01:06:26,319

families and even school staff first

1614

01:06:23,839 --> 01:06:28,079

counselors are doing incredible work but

1615

01:06:26,319 --> 01:06:29,599

they're often stretched thin it's just

1616

01:06:28,079 --> 01:06:31,520

not possible for them to provide

1617

01:06:29,599 --> 01:06:35,280

personalized detailed support to every

1618

01:06:31,520 --> 01:06:38,160

student second most exist ex most

1619

01:06:35,280 --> 01:06:40,240

existing tools are one-sizefits-all

1620

01:06:38,160 --> 01:06:41,760

they give broad instructions but don't

1621

01:06:40,240 --> 01:06:43,119

reflect the reality that students are

1622

01:06:41,760 --> 01:06:44,480

considering a wide range of

1623

01:06:43,119 --> 01:06:46,240

post-secondary paths from

1624

01:06:44,480 --> 01:06:48,480

apprenticeships to trade school to

1625

01:06:46,240 --> 01:06:51,440

two-year and four-year colleges

1626

01:06:48,480 --> 01:06:53,760

third many students and parents told us

1627

01:06:51,440 --> 01:06:55,920

that they felt totally unprepared the

1628

01:06:53,760 --> 01:06:58,720

process was confusing overwhelming and

1629

01:06:55,920 --> 01:07:00,400

full of ambiguous steps and like with

1630

01:06:58,720 --> 01:07:02,720

the calculator it was one of the most

1631

01:07:00,400 --> 01:07:04,880

popular ideas among students and

1632

01:07:02,720 --> 01:07:06,720

families

1633

01:07:04,880 --> 01:07:09,119

to make this checklist more actionable

1634

01:07:06,720 --> 01:07:10,880

and inclusive we prototyped three

1635

01:07:09,119 --> 01:07:13,680

different versions with varying levels

1636

01:07:10,880 --> 01:07:15,760

of feasibility from low lift to more

1637

01:07:13,680 --> 01:07:17,599

sophisticated you'll see how each

1638

01:07:15,760 --> 01:07:20,000

version builds on the last but the core

1639

01:07:17,599 --> 01:07:22,720

idea is the same make the pathway to

1640

01:07:20,000 --> 01:07:25,039

postsecary feel visible manageable and

1641

01:07:22,720 --> 01:07:28,079

relevant regardless of what what a

1642

01:07:25,039 --> 01:07:30,640

student wants to do next

1643

01:07:28,079 --> 01:07:32,160

this first version is the simplest it's

1644

01:07:30,640 --> 01:07:33,680

essentially a worksheet that lays out

1645

01:07:32,160 --> 01:07:35,599

different action steps for different

1646

01:07:33,680 --> 01:07:37,760

goals like going to a four-year college

1647

01:07:35,599 --> 01:07:40,000

a two-year college or going into an

1648

01:07:37,760 --> 01:07:41,520

apprenticeship it doesn't assume a

1649

01:07:40,000 --> 01:07:43,680

student already knows which path they

1650

01:07:41,520 --> 01:07:46,079

want in fact it's designed to help

1651

01:07:43,680 --> 01:07:47,440

students compare steps side by side and

1652

01:07:46,079 --> 01:07:50,079

realize that they don't have to figure

1653

01:07:47,440 --> 01:07:51,520

everything out right away

1654

01:07:50,079 --> 01:07:54,000

the second version of the personal

1655

01:07:51,520 --> 01:07:56,160

pathways checklist is an interactive

1656

01:07:54,000 --> 01:07:58,240

digital version that's built to be more

1657

01:07:56,160 --> 01:08:01,119

usable more digestible and more

1658

01:07:58,240 --> 01:08:02,880

actionable than a static PDF or flyer

1659

01:08:01,119 --> 01:08:05,520

the structure here is designed to do a

1660

01:08:02,880 --> 01:08:08,319

few key things first help students

1661

01:08:05,520 --> 01:08:10,640

understand what they need to do then

1662

01:08:08,319 --> 01:08:13,119

break that down into manageable steps

1663

01:08:10,640 --> 01:08:14,640

and finally give them the how with links

1664

01:08:13,119 --> 01:08:17,120

deadlines and tools right at their

1665

01:08:14,640 --> 01:08:18,640

fingertips it's designed to feel like a

1666

01:08:17,120 --> 01:08:20,319

single source of truth in what can

1667

01:08:18,640 --> 01:08:22,799

otherwise be a really fragmented

1668

01:08:20,319 --> 01:08:24,719

overwhelming process we'll walk through

1669

01:08:22,799 --> 01:08:27,839

a few features we think make it

1670

01:08:24,719 --> 01:08:29,679

especially promising

1671

01:08:27,839 --> 01:08:31,920

first the checklist is customized by

1672

01:08:29,679 --> 01:08:33,440

pathway so students applying to a 4-year

1673

01:08:31,920 --> 01:08:35,040

college won't see the same instructions

1674

01:08:33,440 --> 01:08:37,199

as someone heading to an apprenticeship

1675

01:08:35,040 --> 01:08:40,239

or a two-year degree that means more

1676

01:08:37,199 --> 01:08:42,719

relevance less clutter second we've

1677

01:08:40,239 --> 01:08:45,520

chunked the steps into three big phases

1678

01:08:42,719 --> 01:08:47,359

prepare to apply apply and enroll that's

1679

01:08:45,520 --> 01:08:49,679

a small change that creates a huge

1680

01:08:47,359 --> 01:08:51,440

improvement in usability it reduces

1681

01:08:49,679 --> 01:08:53,920

cognitive load and gives students a

1682

01:08:51,440 --> 01:08:55,600

sense of momentum we also built in

1683

01:08:53,920 --> 01:08:57,359

general timelines like when to start

1684

01:08:55,600 --> 01:09:01,040

each phase and specific deadlines when

1685

01:08:57,359 --> 01:09:02,400

they're available and also we we put a

1686

01:09:01,040 --> 01:09:04,080

download button in there at the bottom

1687

01:09:02,400 --> 01:09:06,239

so students can save the checklist or

1688

01:09:04,080 --> 01:09:08,319

print it out we wanted it to work

1689

01:09:06,239 --> 01:09:11,040

whether a student is online at school or

1690

01:09:08,319 --> 01:09:13,600

offline at home each step on the

1691

01:09:11,040 --> 01:09:14,960

checklist can expand to show more detail

1692

01:09:13,600 --> 01:09:17,279

and that detail is really where the

1693

01:09:14,960 --> 01:09:19,520

checklist starts doing heavy lifting

1694

01:09:17,279 --> 01:09:21,120

here's a good example under apply for

1695

01:09:19,520 --> 01:09:23,520

financial aid it doesn't just say file

1696

01:09:21,120 --> 01:09:24,960

the FAFSA it walks through exactly what

1697

01:09:23,520 --> 01:09:27,520

students need to do based on their

1698

01:09:24,960 --> 01:09:29,520

citizenship or residency status it

1699

01:09:27,520 --> 01:09:31,600

includes links clarifies what forms are

1700

01:09:29,520 --> 01:09:35,359

needed and even flags which students

1701

01:09:31,600 --> 01:09:37,040

might need to complete the WASA instead

1702

01:09:35,359 --> 01:09:39,359

and for steps that require even more

1703

01:09:37,040 --> 01:09:41,040

support like how to complete a FAFSA we

1704

01:09:39,359 --> 01:09:43,199

link out to an additional resource that

1705

01:09:41,040 --> 01:09:44,960

breaks the process down even further

1706

01:09:43,199 --> 01:09:46,400

it's not just a to-do list it's a tool

1707

01:09:44,960 --> 01:09:48,560

that helps students take the next step

1708

01:09:46,400 --> 01:09:50,719

with confidence and that's what makes it

1709

01:09:48,560 --> 01:09:52,960

behaviorally powerful

1710

01:09:50,719 --> 01:09:55,199

now the third version of our checklist

1711

01:09:52,960 --> 01:09:56,880

takes personalization to the next level

1712

01:09:55,199 --> 01:09:59,440

instead of just letting students browse

1713

01:09:56,880 --> 01:10:01,440

general checklists this version builds a

1714

01:09:59,440 --> 01:10:03,040

customized plan based on the schools and

1715

01:10:01,440 --> 01:10:05,520

programs a student is actually

1716

01:10:03,040 --> 01:10:07,040

interested in that means the deadlines

1717

01:10:05,520 --> 01:10:09,600

steps and links reflect their

1718

01:10:07,040 --> 01:10:11,440

postsecondary path and not anyone else's

1719

01:10:09,600 --> 01:10:14,480

it cuts through the noise and shows them

1720

01:10:11,440 --> 01:10:15,679

only what they need to know nothing more

1721

01:10:14,480 --> 01:10:18,080

let's take a look at how this would

1722

01:10:15,679 --> 01:10:19,679

actually work for students

1723

01:10:18,080 --> 01:10:21,199

now when students first access their

1724

01:10:19,679 --> 01:10:24,080

personalized checklist they're asked to

1725

01:10:21,199 --> 01:10:25,760

enter just a few key details

1726

01:10:24,080 --> 01:10:28,560

they already know their name contact

1727

01:10:25,760 --> 01:10:30,239

info high school then they select which

1728

01:10:28,560 --> 01:10:31,920

schools or type of schools they're

1729

01:10:30,239 --> 01:10:33,360

applying to if they're not sure yet

1730

01:10:31,920 --> 01:10:35,920

there's an option to explore and add

1731

01:10:33,360 --> 01:10:38,320

later this step helps tailor the whole

1732

01:10:35,920 --> 01:10:40,320

experience it also links directly to the

1733

01:10:38,320 --> 01:10:42,719

financial aid calculator if they want to

1734

01:10:40,320 --> 01:10:44,000

compare costs before making a decision

1735

01:10:42,719 --> 01:10:45,679

that way there's a potential for the

1736

01:10:44,000 --> 01:10:48,000

checklist and our other prototype the

1737

01:10:45,679 --> 01:10:50,640

calculator to work together not in

1738

01:10:48,000 --> 01:10:52,320

isolation from there the checklist is

1739

01:10:50,640 --> 01:10:54,560

automatically populated with the

1740

01:10:52,320 --> 01:10:56,560

relevant steps and deadlines based on

1741

01:10:54,560 --> 01:10:58,880

the actual schools and start dates they

1742

01:10:56,560 --> 01:11:00,960

selected notice how the first item is

1743

01:10:58,880 --> 01:11:02,800

already checked off that's intentional

1744

01:11:00,960 --> 01:11:04,480

behavioral research shows that people

1745

01:11:02,800 --> 01:11:06,960

are more likely to keep going when they

1746

01:11:04,480 --> 01:11:09,360

feel like they've already made progress

1747

01:11:06,960 --> 01:11:10,880

we also allow flexibility in deadlines

1748

01:11:09,360 --> 01:11:12,960

students might begin this process in

1749

01:11:10,880 --> 01:11:15,199

August but they might also start this

1750

01:11:12,960 --> 01:11:17,920

process in November and deadlines need

1751

01:11:15,199 --> 01:11:19,600

to adjust accordingly to stay relevant

1752

01:11:17,920 --> 01:11:21,520

that prevents them from seeing old dates

1753

01:11:19,600 --> 01:11:24,080

that no longer apply or feeling like

1754

01:11:21,520 --> 01:11:26,320

they've already fallen behind

1755

01:11:24,080 --> 01:11:28,320

finally each step in the checklist

1756

01:11:26,320 --> 01:11:31,120

includes clear instructions and helpful

1757

01:11:28,320 --> 01:11:33,520

links if it's a complicated task like

1758

01:11:31,120 --> 01:11:35,440

submitting the FAFSA or WASA the

1759

01:11:33,520 --> 01:11:37,840

checklist provides a short explanation

1760

01:11:35,440 --> 01:11:39,360

and links out to a more detailed guide

1761

01:11:37,840 --> 01:11:41,679

there's also the option to define

1762

01:11:39,360 --> 01:11:44,480

confusing jargon like what FAFSA even

1763

01:11:41,679 --> 01:11:46,159

means without crowding the page that

1764

01:11:44,480 --> 01:11:47,920

makes the checklist feel supportive and

1765

01:11:46,159 --> 01:11:49,920

not overwhelming

1766

01:11:47,920 --> 01:11:52,640

so students always know what to do next

1767

01:11:49,920 --> 01:11:55,280

how to do it and when it's due no extra

1768

01:11:52,640 --> 01:11:56,800

digging required

1769

01:11:55,280 --> 01:11:59,199

again I know I went through that kind of

1770

01:11:56,800 --> 01:12:00,960

quickly i'm happy to answer questions in

1771

01:11:59,199 --> 01:12:03,199

the chat i have one more slide and then

1772

01:12:00,960 --> 01:12:04,400

I'll throw it over to Rothy um and I

1773

01:12:03,199 --> 01:12:06,960

want to talk about the reminder and

1774

01:12:04,400 --> 01:12:09,679

outreach system briefly um this was the

1775

01:12:06,960 --> 01:12:11,760

one that uh a lot of you changed your

1776

01:12:09,679 --> 01:12:12,880

answers to from the second poll to the

1777

01:12:11,760 --> 01:12:15,440

third poll after seeing those

1778

01:12:12,880 --> 01:12:17,920

redesignable elements and this is also

1779

01:12:15,440 --> 01:12:19,360

the last idea we prototyped

1780

01:12:17,920 --> 01:12:20,800

the reminder and outreach system

1781

01:12:19,360 --> 01:12:23,280

designed to push the right information

1782

01:12:20,800 --> 01:12:25,040

to the right people at the right time

1783

01:12:23,280 --> 01:12:27,760

it's all about using the communication

1784

01:12:25,040 --> 01:12:30,080

channels students parents and staff are

1785

01:12:27,760 --> 01:12:32,080

already on whether that's email text or

1786

01:12:30,080 --> 01:12:34,159

even school platforms to surface

1787

01:12:32,080 --> 01:12:36,480

critical reminders about financial aid

1788

01:12:34,159 --> 01:12:38,000

and enrollment steps i'm going to hand

1789

01:12:36,480 --> 01:12:40,000

it off to Rothy who's going to share

1790

01:12:38,000 --> 01:12:42,560

more about how was already bringing this

1791

01:12:40,000 --> 01:12:45,360

idea to life

1792

01:12:42,560 --> 01:12:47,199

thank you Dan um also thank you so much

1793

01:12:45,360 --> 01:12:50,080

for the engagement that's happening in

1794

01:12:47,199 --> 01:12:53,120

the Q&A and the chat i think great ideas

1795

01:12:50,080 --> 01:12:55,360

i do want to emphasize that all of these

1796

01:12:53,120 --> 01:12:57,840

that we are showing right now as Dan you

1797

01:12:55,360 --> 01:12:59,840

know has mentioned are these are still

1798

01:12:57,840 --> 01:13:03,120

very much in the prototype phase right

1799

01:12:59,840 --> 01:13:05,840

so this work happened sometime from last

1800

01:13:03,120 --> 01:13:07,679

fall to uh and in fact some of the work

1801

01:13:05,840 --> 01:13:10,080

is still happening and you know we've

1802

01:13:07,679 --> 01:13:12,000

finished some of the prototyping earlier

1803

01:13:10,080 --> 01:13:14,719

like maybe a couple months ago so it's

1804

01:13:12,000 --> 01:13:16,080

very fresh um and this is exactly the

1805

01:13:14,719 --> 01:13:18,560

conversation that we're hoping to have

1806

01:13:16,080 --> 01:13:20,159

so we can you know see what is really of

1807

01:13:18,560 --> 01:13:22,080

interest to the community to all of us

1808

01:13:20,159 --> 01:13:24,400

in the state and what should we

1809

01:13:22,080 --> 01:13:26,880

prioritize in the next uh months years

1810

01:13:24,400 --> 01:13:30,320

maybe so with that um if you can go to

1811

01:13:26,880 --> 01:13:32,800

the next slide um similar to the other

1812

01:13:30,320 --> 01:13:34,560

two ideas you may be wondering like are

1813

01:13:32,800 --> 01:13:36,960

we not already messaging and sharing

1814

01:13:34,560 --> 01:13:40,560

information with students and families

1815

01:13:36,960 --> 01:13:42,960

yes absolutely and it can be vastly

1816

01:13:40,560 --> 01:13:45,280

improved what we heard from students and

1817

01:13:42,960 --> 01:13:47,199

families was that the more proactive

1818

01:13:45,280 --> 01:13:50,400

communication they can receive the

1819

01:13:47,199 --> 01:13:52,640

better it is for them what we also heard

1820

01:13:50,400 --> 01:13:54,800

them say is that currently they receive

1821

01:13:52,640 --> 01:13:57,520

information from many sources right like

1822

01:13:54,800 --> 01:13:59,280

from their school counselors their avid

1823

01:13:57,520 --> 01:14:01,600

get up other like you know teachers

1824

01:13:59,280 --> 01:14:04,400

advisers in in the classroom or in the

1825

01:14:01,600 --> 01:14:07,040

building as well as tools like Autobot

1826

01:14:04,400 --> 01:14:09,440

that's was chatbot right and so and the

1827

01:14:07,040 --> 01:14:12,480

critical thing was all of those don't

1828

01:14:09,440 --> 01:14:15,199

always align this leads to them getting

1829

01:14:12,480 --> 01:14:16,800

confused and missing deadlines um so

1830

01:14:15,199 --> 01:14:18,880

that was one good reason for us to

1831

01:14:16,800 --> 01:14:21,520

really dive deeper into this

1832

01:14:18,880 --> 01:14:23,280

Additionally we at WASAC were also

1833

01:14:21,520 --> 01:14:26,239

looking to take the opportunity in

1834

01:14:23,280 --> 01:14:28,560

implementing House Bill 2214 that passed

1835

01:14:26,239 --> 01:14:31,040

you know last session and streamlining

1836

01:14:28,560 --> 01:14:32,960

our messaging with our partners what the

1837

01:14:31,040 --> 01:14:35,040

bill allows us to do is message to

1838

01:14:32,960 --> 01:14:37,840

students in 10th grade and beyond whose

1839

01:14:35,040 --> 01:14:40,239

families access food benefits that they

1840

01:14:37,840 --> 01:14:41,440

are guaranteed maximum Washington grant

1841

01:14:40,239 --> 01:14:44,000

uh should they choose to pursue

1842

01:14:41,440 --> 01:14:46,640

post-secondary education so if you can go

1843

01:14:44,000 --> 01:14:49,120

to the next slide

1844

01:14:46,640 --> 01:14:51,520

what we received from ideas 42 on this

1845

01:14:49,120 --> 01:14:54,960

was a comprehensive communications

1846

01:14:51,520 --> 01:14:56,880

planning guide it laid out the steps to

1847

01:14:54,960 --> 01:14:59,440

create a coordinated communications

1848

01:14:56,880 --> 01:15:01,360

campaign that would start in 8th grade

1849

01:14:59,440 --> 01:15:03,760

and it goes all the way to summer after

1850

01:15:01,360 --> 01:15:06,000

high school we start with an early

1851

01:15:03,760 --> 01:15:08,560

awareness campaign of even what the W

1852

01:15:06,000 --> 01:15:11,040

grant is in 8th grade build momentum in

1853

01:15:08,560 --> 01:15:13,280

nth grade with the ability to guarantee

1854

01:15:11,040 --> 01:15:15,440

aid in 10th grade and beyond for

1855

01:15:13,280 --> 01:15:18,320

eligible students or continue to refine

1856

01:15:15,440 --> 01:15:20,320

messaging for others 11th graders begin

1857

01:15:18,320 --> 01:15:22,640

to prepare for action and in 12th grade

1858

01:15:20,320 --> 01:15:24,480

it's all about action and completion we

1859

01:15:22,640 --> 01:15:26,960

don't stop there but continue to bridge

1860

01:15:24,480 --> 01:15:29,120

the gap during summer after high school

1861

01:15:26,960 --> 01:15:30,880

the way this is structured it allows

1862

01:15:29,120 --> 01:15:32,640

WASAC to closely partner with

1863

01:15:30,880 --> 01:15:35,120

institutions and school districts Howard

1864

01:15:32,640 --> 01:15:37,440

high schools to layer messaging making

1865

01:15:35,120 --> 01:15:40,080

it consistent timely and relevant to the

1866

01:15:37,440 --> 01:15:42,320

student this alignment of information is

1867

01:15:40,080 --> 01:15:44,320

not just for financial aid but can also

1868

01:15:42,320 --> 01:15:47,360

be for other post-secondary steps like

1869

01:15:44,320 --> 01:15:49,360

admissions a key piece of this guide is

1870

01:15:47,360 --> 01:15:50,880

clear steps to personalize information

1871

01:15:49,360 --> 01:15:52,719

and I forgot to share that the target

1872

01:15:50,880 --> 01:15:54,960

audience is not just students but also

1873

01:15:52,719 --> 01:15:56,480

parents as well as high school staff so

1874

01:15:54,960 --> 01:15:59,040

everyone is sort of getting that you

1875

01:15:56,480 --> 01:16:01,120

know aligned consistent messaging and

1876

01:15:59,040 --> 01:16:02,640

via platforms they already use so it's

1877

01:16:01,120 --> 01:16:05,040

not like one other thing they need to

1878

01:16:02,640 --> 01:16:07,440

learn or navigate um so with that if you

1879

01:16:05,040 --> 01:16:10,159

go to the next slide

1880

01:16:07,440 --> 01:16:12,960

uh like I mentioned uh just quickly one

1881

01:16:10,159 --> 01:16:15,040

other thing about the go the platform or

1882

01:16:12,960 --> 01:16:17,760

the communications guide itself is that

1883

01:16:15,040 --> 01:16:20,800

the guide has clear goals for messaging

1884

01:16:17,760 --> 01:16:22,719

it laid lays out when should we message

1885

01:16:20,800 --> 01:16:24,960

whether it's the fall of 8th grade or

1886

01:16:22,719 --> 01:16:27,360

the spring of 10th grade what should we

1887

01:16:24,960 --> 01:16:29,120

message among in in those times right

1888

01:16:27,360 --> 01:16:31,679

like is it about awareness is it about

1889

01:16:29,120 --> 01:16:33,440

guarantee is it about actionable steps

1890

01:16:31,679 --> 01:16:35,360

who should the message come from who is

1891

01:16:33,440 --> 01:16:37,199

that trusted messenger could be local

1892

01:16:35,360 --> 01:16:40,080

trusted messengers like counselors and

1893

01:16:37,199 --> 01:16:41,840

nonprofits or institutions or the state

1894

01:16:40,080 --> 01:16:44,239

and how should we message what's the

1895

01:16:41,840 --> 01:16:47,199

medium we must use is it emails texts or

1896

01:16:44,239 --> 01:16:48,880

or something else so where Wasach is

1897

01:16:47,199 --> 01:16:50,719

right now is we've already incorporated

1898

01:16:48,880 --> 01:16:52,480

some of these strategies in our college

1899

01:16:50,719 --> 01:16:54,960

access work that includes messaging

1900

01:16:52,480 --> 01:16:57,199

through Autobot currently we're just

1901

01:16:54,960 --> 01:16:59,120

wrapping a user test with 20 high school

1902

01:16:57,199 --> 01:17:01,120

counselors across the state who've

1903

01:16:59,120 --> 01:17:02,800

helped us refine the messages for better

1904

01:17:01,120 --> 01:17:05,600

clarity targeted to the you know

1905

01:17:02,800 --> 01:17:07,360

students and families once we

1906

01:17:05,600 --> 01:17:09,040

incorporate that we will have a

1907

01:17:07,360 --> 01:17:11,360

communications planning guide with

1908

01:17:09,040 --> 01:17:14,080

finalized messages and all of that who

1909

01:17:11,360 --> 01:17:17,120

when what how like you know fitted into

1910

01:17:14,080 --> 01:17:19,199

it that can be shared out additionally

1911

01:17:17,120 --> 01:17:21,600

we're also already partnering in one

1912

01:17:19,199 --> 01:17:24,000

region to layer this with the

1913

01:17:21,600 --> 01:17:26,880

institution and the K12 partners's own

1914

01:17:24,000 --> 01:17:29,120

communications with the goal that from a

1915

01:17:26,880 --> 01:17:31,520

students perspective they should receive

1916

01:17:29,120 --> 01:17:34,480

what they need when they need it from

1917

01:17:31,520 --> 01:17:37,199

trusted sources so on the back end while

1918

01:17:34,480 --> 01:17:39,120

the as systems we coordinate on the

1919

01:17:37,199 --> 01:17:41,280

student and families end it should be a

1920

01:17:39,120 --> 01:17:45,280

seamless flow of information at least

1921

01:17:41,280 --> 01:17:47,440

that's the goal with that um I I invite

1922

01:17:45,280 --> 01:17:49,520

like you know all of you to for more

1923

01:17:47,440 --> 01:17:52,000

conversations but before we do that uh

1924

01:17:49,520 --> 01:17:54,960

let's I think we do have time for a

1925

01:17:52,000 --> 01:17:57,280

quick pulse check um on these ideas we

1926

01:17:54,960 --> 01:18:00,000

have three questions uh we'll start with

1927

01:17:57,280 --> 01:18:01,600

the first one um a very broad question

1928

01:18:00,000 --> 01:18:04,400

since it's very much in the prototype

1929

01:18:01,600 --> 01:18:07,840

phase How interested are you in the

1930

01:18:04,400 --> 01:18:12,360

financial aid comparison calculator

1931

01:18:07,840 --> 01:18:12,360

on a scale of 0 to five

1932

01:18:17,120 --> 01:18:23,400

thank you for your participation i see

1933

01:18:18,719 --> 01:18:23,400

quite a few folks uh responding

1934

01:18:24,159 --> 01:18:28,159

truly I think at this point in time with

1935

01:18:26,480 --> 01:18:30,480

about like you know 10 11 minutes

1936

01:18:28,159 --> 01:18:32,239

remaining in this conversation it's as I

1937

01:18:30,480 --> 01:18:35,120

said it's a pulse check just for us to

1938

01:18:32,239 --> 01:18:39,080

get a sense of you know where you all

1939

01:18:35,120 --> 01:18:39,080

are on on these ideas

1940

01:18:40,480 --> 01:18:47,560

we have about 64% participation maybe we

1941

01:18:42,960 --> 01:18:47,560

give it a few seconds um

1942

01:18:54,080 --> 01:19:01,360

all right maybe we can end this poll

1943

01:18:58,800 --> 01:19:03,280

rody you're all three of the questions

1944

01:19:01,360 --> 01:19:04,960

together oh I didn't even know realize

1945

01:19:03,280 --> 01:19:06,400

it thank you thank you Abby so yeah so

1946

01:19:04,960 --> 01:19:08,640

it looks like you're answering uh all

1947

01:19:06,400 --> 01:19:10,480

three which I didn't even realize yeah

1948

01:19:08,640 --> 01:19:11,840

and it looks like participation is um

1949

01:19:10,480 --> 01:19:14,239

pretty consistent across all three

1950

01:19:11,840 --> 01:19:17,600

questions so I'll go ahead and share the

1951

01:19:14,239 --> 01:19:21,840

results thank you

1952

01:19:17,600 --> 01:19:24,800

all right it looks like we have uh

1953

01:19:21,840 --> 01:19:26,480

slightly more interest for this the

1954

01:19:24,800 --> 01:19:28,400

personal pathways checklist and the

1955

01:19:26,480 --> 01:19:30,239

reminder and outreach system some

1956

01:19:28,400 --> 01:19:35,679

interest as well for the financial aid

1957

01:19:30,239 --> 01:19:37,280

calculator so that is um fantastic um

1958

01:19:35,679 --> 01:19:40,400

again yeah I know there was that was a

1959

01:19:37,280 --> 01:19:42,640

lot of information and um I you know we

1960

01:19:40,400 --> 01:19:45,440

can go to the next slide i truly thank

1961

01:19:42,640 --> 01:19:49,199

you for being part of this conversation

1962

01:19:45,440 --> 01:19:52,080

it's only the beginning um and u maybe

1963

01:19:49,199 --> 01:19:53,600

since we do have some time um I can just

1964

01:19:52,080 --> 01:19:55,679

you know pause for a few to see if

1965

01:19:53,600 --> 01:20:00,199

there's anything else in the chat or in

1966

01:19:55,679 --> 01:20:00,199

the Q&A that we missed uh

1967

01:20:05,280 --> 01:20:09,679

doesn't look like that

1968

01:20:08,480 --> 01:20:12,800

i think there's lots of great

1969

01:20:09,679 --> 01:20:15,199

suggestions and feedback coming in i see

1970

01:20:12,800 --> 01:20:18,800

that yes yeah i and I truly appreciate

1971

01:20:15,199 --> 01:20:21,360

that thank you thank you all so much um

1972

01:20:18,800 --> 01:20:24,159

since we do have a few seconds a few

1973

01:20:21,360 --> 01:20:25,920

minutes um I will encourage you to think

1974

01:20:24,159 --> 01:20:28,719

of these solutions which you already are

1975

01:20:25,920 --> 01:20:30,880

doing but even beyond like not just for

1976

01:20:28,719 --> 01:20:33,440

students graduating from high school but

1977

01:20:30,880 --> 01:20:36,159

these can be absolutely relevant for

1978

01:20:33,440 --> 01:20:40,239

opportunity youth as well as um adult

1979

01:20:36,159 --> 01:20:44,239

students um I do want to put a link in

1980

01:20:40,239 --> 01:20:48,320

the chat um Strrada um did a survey of

1981

01:20:44,239 --> 01:20:50,640

adult students um and um you know they

1982

01:20:48,320 --> 01:20:52,400

found very similar barriers and their

1983

01:20:50,640 --> 01:20:55,120

recommendations had some of the things

1984

01:20:52,400 --> 01:20:57,120

we are talking about today so uh please

1985

01:20:55,120 --> 01:20:59,040

feel you know free to look at that as

1986

01:20:57,120 --> 01:21:02,159

well and I because when we think of

1987

01:20:59,040 --> 01:21:03,760

Washingtonian students uh we of course

1988

01:21:02,159 --> 01:21:05,600

ought to be thinking of all of our

1989

01:21:03,760 --> 01:21:07,760

students especially if you want to you

1990

01:21:05,600 --> 01:21:10,000

know get to that goal of 70% of

1991

01:21:07,760 --> 01:21:14,159

attainment um

1992

01:21:10,000 --> 01:21:17,040

and um yeah with that looks like we will

1993

01:21:14,159 --> 01:21:19,920

actually be able to close a little early

1994

01:21:17,040 --> 01:21:22,239

uh you have our contact details here dan

1995

01:21:19,920 --> 01:21:24,000

from Ideas42 thank you so much for being

1996

01:21:22,239 --> 01:21:28,560

here colleen from Witchie thank you

1997

01:21:24,000 --> 01:21:31,120

again um and my info as well uh

1998

01:21:28,560 --> 01:21:32,880

have a great rest of your week and um

1999

01:21:31,120 --> 01:21:34,880

we'll hang out here for a couple minutes

2000

01:21:32,880 --> 01:21:38,760

if anybody wants to yes the recording

2001

01:21:34,880 --> 01:21:38,760

will be sent out yes