

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

COUNCIL MEETING AGENDA

November 18, 2020

- 8:30 a.m. Call to Order and Introductions**
Introductions of Council Members
Approval of Agenda
Approval of August 19, August 21, 2020 and August 28, 2020 meeting minutes
- 8:40 a.m. Votes of the Council**
Executive Committee positions (Chair, Vice Chair, and Secretary)
Approval of 2021 Meeting Dates
- 8:45 a.m. Executive Director Updates**
- 8:50 a.m. Strategic Action Plan**
- 10:45 a.m. Break**
- 10:50 a.m. Equity Definition & Statement**
- 11:10 a.m. Dual Credit Task Force**
- 11:25 a.m. Public Comment**
- 11:30 a.m. Adjourn**

Council Meeting Notes

August 19, 2020
8:00am-10:00pm
Zoom

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

Staff Attending: Michael Meotti, Rachele Sharpe, Don Bennett, Heather Hudson, Amelia Moore, Savanna Navarro Kresse, Crystal Hall, Kelly Olsen, Becky Thompson, Emma Kibort-Crocker, Gray Sterling, Yokiko Hayashi-Saguil, Emily Persky, Marcie Sample, and Isaac Kwakye

Total Participants: 36

Executive Director Update: Originally at the beginning of the pandemic, there was thought that students could come back this fall at medium density capacity, but it looks like universities will be back at low density capacity and we are still waiting what that will look like.

Approval of the minutes: Jeff Charbonneau moves to approve the July 23, 2020 minutes and Terri Standish-Kuon seconds. Unanimously approved.

Minutes

Agenda Item: Discussion with Equity Work Group, Regarding Equity Statement

Presenter: Melia LaCour

Material Used: [Draft Equity Statement](#); [Equity Definition](#)

Discussion: The Equity Workgroup has worked on an equity definition, the equity statement, and is still working on what equity work with partners should look like. Today this presentation will focus on the equity statement.

- A core piece of the work was making sure the equity statement is grounded in data. The data shows clearly that educational attainment is undoubtedly marked by race.
- The Equity Workgroup wanted the equity statement to also be grounded in history, aspiration, bold in its language, and actionable.
- The Equity Workgroup wanted to be very clear by naming the racial groups in Washington State that are at less than 50% educational attainment in the statement, while also acknowledging that each one of these groups is not a monolith and there is complexity within each category.
- Terri Standish-Kuon: The lived experience of students from these population should be named and stated in the written word in the language of the statement.
- Paul Francis: There is a continuous challenge in getting disaggregated data and the council should be working on this together. I'm glad to see the history of the whiteness of the council challenged. We should name the value of a post second credential, in terms of social mobility and financial security.
- Chris Reykdal: I appreciate the recognition that we own the work on this. We need to lead with the work we have total control over. I like that the order shows this.
- Sativah Jones: As a member of the equity workgroup and the Council I want to highlight the second bullet point, which is prioritizing. We need to talk about what prioritizing means and

having the financial ability to make this work a priority. I want the Council to look at this word and decide if they are actually going to prioritize, if not we shouldn't use the word.

- Alejandro Alcantar: What does prioritize mean? What does that look like for the Council?
- Jeff Vincent: We should make accountability more explicit.
- Michael Meotti: WSAC as an agency has an equity lens that is meant to be used with every and all decisions, along with other internal equity works.

Conclusion: Next step: The Equity Workgroup will meet again in September and the final draft will be shared with the Council for review and/approval in November.

Public Comment:

- Angela Jones: I'm wondering if you have considering adding a bullet that includes WSAC explicitly examining your internal processes, policies, and protocols that may be barriers?
- Isaac: It's important to let the work be driven by data. The challenge with the disaggregation of this data is how data is collected at the federal and other levels. A lot of this data is not housed in WSAC and working with partners is essential.

Minutes

Agenda Item: Strategic Action Plan

Presenter: Michael Meotti and Heather Hudson

Material Used: [Strategic Action Plan](#)

Discussion:

Strategic Action Plan -

- The approach to the Strategic Action Plan has three layers of questions that shape the plan around what the current environment is (existing policy), what can the state do, and future ideas for consideration.
- The SAP may have gaps and the document will not be perfect, but that's okay. The gaps are identifiers of areas of work that need to be built upon and continued in many years to come.
- The objective is to get consensus from Council members on whether this plan is where it needs to be and if not, what else should be included or changed.
- Over 60 stakeholders were consulted. There was representation from higher education sectors, non-profits, and students.
- Structural racism is central to Affordability for students of color.

Strategic Action Plan - Affordability

- Terri Standish-Kuon: State work study (SWS) is missing from this. SWS is crucial for equitable access for affordability and work experience for students. We should look at what other states are doing. Also, the maximum grant should be the same for all students regardless of the institution they attend.
- Jeff Charbonneau: There isn't a lot here on dual credit. It's important to also recognize where we are at the moment and not losing ground as well as moving forward.
- Paul Francis: The pandemic should be a part of this. Public 4 years have two supports for instruction, tuition and state support and we can't go backwards on state support. This is very heavy in HS students and growth might not be there and we should also think of adult learners and returning to the workforce.

- Sativah Jones: Auto-enrollment. It takes a lot of time and energy in enrolling students and if there's a way to remove the middleman, we should do that.
- Sativah Jones: There should be strong guidance with train the trainer, with privacy issues with WAFSA sign ups.
- Jan Yoshiwara: Economic recovery and equity: get people a secondary credential and get them back in the economy. We should infuse this messaging into the Strategic Action Plan. In Affordability we should talk about how to use financial aid for unemployed people to get back to college and think about the needs of adult learners. (in agreement with Paul Francis)
- Jeff Vincent: We need to be sure we are including adult learning and thinking about how we can include them because there is a large group of people that have been displaced.

Strategic Action Plan – Enrollment

- Sativah Jones: Adding the coupling of awareness/importance of these programs and resources. Families of color do know the value of secondary education. What's missing is funds and the social capital to engage is post-secondary educational systems.
- Terri Standish-Kuon: The high connectivity that student's value should be considered in a virtual world. Working with partners to recreate these connections virtually.
- Paul Francis: What does this mean for learning in K-12 learning (particularly learning loss) and will these students need pre-college learning and we should be considering how this can be a barrier? Is this closing the door to secondary education?
- Michael Meotti: What Paul mentioned is valuable and should be on our radar. We should be adding things to consider like this in terms of the three layers.
- Chris Reykdal: We lose students after their Junior year and with that comes a loss of money and the secondary education systems have to pick these students up as adults and those initial dollars are lost. This makes the work harder. This plan needs to include plans for keeping students in HS, graduating then transitioning to secondary education. We can better spend 2 billion dollars for students in their junior or senior year to get them to postsecondary education.
- Michael Meotti: Students from privileged backgrounds take advantage of these additional secondary education propellers and we need to open this up to all students.
- Jan Yoshiwara: RS gives students a boost and it continues to grow, but this needs to be accessible to all students. Colleges should be included in talking with students about RS, not just the high schools. Half of students in RS take an at least one online course and this can be used to make RS accessible for students with transportation barriers.
- Paul Francis: How do we take some of the disruption and build a college going culture and make changes that work for Washington State students? We need to be thinking big and build bridges between siloed work.

Conclusion: The Council will go over the last two clusters on Friday. If Council Members would like to add anything to any of the clusters they can do so by email or a meeting.

Public Comment:

- April Shine from Graduate Tacoma: I appreciate the College Bound auto-enrollment. Auto enrollment can move energy from enrolling students to providing other forms of guidance for students. Auto-enrolling students takes a lot of time, energy and resources and auto-enrollment can allow that to be spent elsewhere in support of secondary educational attainment.

Meeting Adjourned: 9:58am

Council Meeting Notes

August 21, 2020

2:00pm-4:00pm

Zoom

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

Staff Attending: Michael Meotti, Rachele Sharpe, Don Bennett, Heather Hudson, Amelia Moore, Savanna Navarro Kresse, Crystal Hall, Kelly Olsen, Becky Thompson, Emma Kibort-Crocker, Gray Sterling, Yokiko Hayashi-Saguil, Emily Persky, Marcie Sample, and Isaac Kwakye

Total Participants: 36

Approval of the minutes: The approval of the minutes was moved to the November Council Meeting.

Minutes

Agenda Item: Strategic Action Plan

Presenter: Heather Hudson

Material Used: [Strategic Action Plan](#)

Discussion:

Strategic Action Plan – Student Supports

Presenter on student feedback: One thing that stood out with our conversations with students is the need for comprehensive advising, all in one location. Another thing students brought up is the idea of investment not being just in tech; there is still a need for in person one on one advising. Lastly, students also discussed the 20-hour work requirement to receive SNAP as a significant barrier.

Presenter on stakeholder engagement: Stakeholder discussed the need to go beyond just food and housing, by integrating other student supports such as childcare and mental health. Also, our current systems do not support post traditional students and those populations have different needs. Stakeholders also discussed evaluating current systems and examining how to further integrate relationship building.

- Alejandro Alcantar: When student talk to their advisors and counselors, the better relationships they have the more likely students are to open up and talk about the other needs that they have in relation to student services.
- Terri Standish-Kuon: Has there been any opportunities for benchmarks from other states? Because I'm looking at this and I'm seeing some strong themes that I know other states have begun to do some work on. Maybe we can bring some models in and make them our own to lay the groundwork.
- Paul Francis: Yes. I think you are right, Terri. Though it's not just in the higher ed sphere. It's looking outside of higher ed. For example, there are some regressive policies on childcare, where students aren't able to access childcare. Right now, the focus is on better understanding the barriers and challenges and assess where we are. Let's make sure we are sharing information on what is going well and, when the budget is looking better, then move to an ask.

- Presenter: Does this three-level approach look like the right approach? What may we be missing?
- Terri Standish-Kuon: One of the things I think the Council should focus on as we develop the third layer in the next upcoming years: keeping our focus on individual students, regardless of where people enroll.
- Paul Francis: Some of the folks listening to this may be wondering why Student Supports is an issue. I would encourage those folks to look at recent research by the Hope Center. This is vitally important and is connected to completion and impacts student from all sectors of higher education.
- Jeff Vincent: If there were one or two things, we could do with the biggest impact what would it be?
 - As a state doing a comprehensive study of student needs and aggregate that at a state-wide level.
 - Paul Francis: This is a sector that involves more partners, government, non-profits, and the education sector. It's really thinking about how we can expand successes like they have in Tacoma. So how can we bring people to the table?
- Jan Yoshiwara: Almost every college participated in the Hope Center survey and the results were very startling for us. This was before Covid-19 so we can assume that this has gotten worse because the economy has gotten worse in this time. This is a serious challenge for us and I'm glad the Council is taking this on. It might be worth it to look closely at the results of this survey. Tacoma was one of the colleges that worked to figure out how to leverage multiple supports to help students succeed. It might be worth it to look at this and learn how to further implement this elsewhere.

Strategic Action Plan – Completion

Presentation overview - Students feedback: Financial aid and college going culture needs to start early and to be like military recruiters. Have first-generation students be paid to mentor younger first-generation students.

Stakeholder feedback overview: The student experience needs to be looked at longitudinally across multiple higher education systems, across sectors and institutions. Making sure our systems are student centered and students need to be integrated in policy development process through out, not just at the end. Consistent, transparent, and accessible information for students. The need to tie data to action.

- Terri Standish-Kuon: In some ways this is what the Otter Bot intends to do by helping students access information for the transition from K-12 to higher education, as well as College Compass as a navigator. So, it's good that the Council has already begun to develop work in this area.
- Jan Yoshiwara: For the CTC's we are focused on Guided Pathways because it is a systemic approach and addresses some of the thing's stakeholders brought up. The Pathways include transitions from K-12 and to other institutions. It's not the question of if students are ready for college but are colleges ready for students.
- Sativah Jones: One thing to consider is what the partnership with the K-12 system will be like. There's a shared responsibility between K-12 and the higher education institutions in preparing students for the transition into college.
- Paul Francis: There's a good example of this at Western where there is a partnership between college students and local elementary students as mentors. The question is how we share information and getting best practices out there.

- Terri Standish-Kuon: Between our diversity, equity, and inclusion officers that are at the cabinet level on many campuses I think we can build a network. I know Jan, Paul, and I have talked about creating this coalition which can work to help share best practices and learn from each other to improve completion.
- Paul Vincent: Creating a metric system or score card that highlights what we want to track on a real time basis and get buy in to figure out what it will take to make this happen. We need to lay this out and look at the specifics so we can start moving to action.

Conclusion: The next steps include the Council examining these clusters and an additional round of stakeholder engagement in October in preparation to vote on the Strategic Action Plan in November.

Public Comment:

- Zack Turner (WSA): If we could wave a magic wand around food and childcare access, we would make students eligible for SNAP and the working families connection programs. To qualify students must work 20 hours a week and if students work on campus, they can only work 19 hours a week, excluding them from the program. This is something students have been advocating for a long time.
- Mustafa (student at UW): I want to talk a bit about the idea of partnerships. Specifically getting students involved in knowing what the data looks like. When students were working on open educational resources we worked with SBCTC and we had over 10,000 students participate in a survey. So, I think it would be a good idea to get students involved in the data collection side.

Minutes

Agenda Item: Budget

Presenter: Michael Meotti

Material Used: [Presentation](#)

Discussion: This is usually the time where we decide on new initiative budget asks, but unfortunately with the economy where it is at the moment and the impact on state revenues due to Covid-19 this is not the time to be asking for additional spending. The budget proposal includes a modest list of proposals. We are asking for you all to approve in general principle any or all of these items. There are two items that a part of The College Bound Scholarship. One is automatic sign-up in 7th and 8th grade (no budget asks – fiscal impact \$1m in FY26). The second The College Bound Scholarship ask includes extending the time to enroll in postsecondary education (no budget ask – fiscal impact TBD). The last request includes FAFSA/WAFSA outreach to re-engage dislocated workers/unemployed adults.

College Bound Scholarship Automatic Sign-Up:

- Sativah Jones: My initial thoughts, as someone who oversees the College Bound sign-up, is that I am trying to hold back my excitement because this would allow us as a district to be more intentional about giving the students the support about what it would like to use the College Bound Scholarship. We exhaust a lot of resources trying to get students and families to fill out the forms.
- Terri Standish-Kuon: Jeff and I talked about this and the only thing we said was that this proposal alone will not be everything we need to get students to college, but it's a strong start.
- Jeff Vincent: I want to echo that, Terri. I am very excited about this. This allows for the use of resources on what happens after the sign-up.

- Jan Yoshiwara: I also want to share my excitement. This is a perfect example of a policy shift in a good program that is removing a barrier to participation. This is just the thing we are talking about in connection to the Strategic Action Plan.
- Sativah Jones: In response to Zack Turner – I can speak to what my school district does. We do a monthly check for additional students that qualify for free or reduced lunch. Free or reduced lunch students make up to 90% plus of the students we sign up, but there is a manual process for students that are not on free or reduced lunch, but otherwise qualify.
- Sativah Jones: With strong guidance on how to implement this change it can be widely successful.

The College Bound Scholarship Extension:

- Sativah Jones: Is there data that says the only 10% of students who defer a year go back and enroll? If we extend this to two years are we running the risk of slowing down the urgency for students to enroll? This can create mixed messaging.
- Paul Francis: I can see both side of the argument. I think Sativah makes a good point. In response to Covid-19 this is a good idea but there may be unintentional consequences. If we take this to the legislature without data, we might not be able to move this forward because we do not know if its benefits students.
- Michael Meotti: Would it make a difference if this is just in response to Covid-19?
- Terri Standish-Kuon: There has to be research that has already been done on this and we should probably look into that.
- Terri Standish-Kuon: If the literature supports this, I would feel comfortable moving forward.
- Jeff Vincent: Going back to what Mike said. If we break this up and vote on this proposal as a response to Covid-19, would you all feel comfortable? This would also give us more time to do the research as well.
- Terri Standish-Kuon: All our current messaging is focused on advising students to talk to individual colleges so they can understand their options. So, I'm in support for more time in response to Covid-19, but not in support beyond that at this time.
- Sativah Jones: One of the things on my mind after reading over a thousand senior exist surveys this summer is that there are already students changing their plans and when they explain why we know that it would still be doable for them to go to college. I fear that there might be a snowball effect with too much flexibility.
- Terri Standish-Kuon: I'm comfortable moving forward. We just need the literature and research to back that up.
- Jeff Vincent: I think we take an extra week to put the argument together and clearly work this out.

FAFSA/WAFSA Adult Re-engage:

- Jan Yoshiwara: This idea is to build off the FAFSA/WAFSA completion work to include re-engaging adult learners. This would include working with CBO's and communities of color to be in the community to get adult learners to complete FAFSA/WAFSA. We would provide an estimated 40 small grants to enable this process.
- Jan Yoshiwara: We know that the people that have lost jobs due to Covid-19 are people without credentials and predominantly people of color. This would align with our equity goals and speaks to the role of higher education in economic recovery.
- Paul Francis: I have to admit to being extremely ambivalent to this proposal. At face value I agree with this proposal but going back to Mike's comment about revenue growth and we are at

a point where we can't meet our current obligations. Knowing how the legislative brain works they may choose this at the expense of other vital needs because the legislature will need to make cuts somewhere. This is an area where we can maybe get private dollars. I would also think about scaling it down to 1 million.

- Terri Standish-Kuon: I'm supportive of the scaling if that's what it takes. This can help make sure that enrollment stays strong. This is a modest investment that will help individuals and institutions see returns.
- Sativah Jones: I'm thinking about the enrollment initiatives. I was concerned that there weren't resources tied to them and this would serve that need. Though I do agree that scaling this back would be helpful.
- Jan Yoshiwara: The thought would be to funding CBO's for their additional efforts in helping us get this done.
- Jeff Vincent: I think it's important for us to do something about this despite the budget deficit. It's a clear message that we support adult learners. I can't speak to the about, but I can speak to the cause.
- Terri Standish-Kuon: I like this kind of community-based outreach because this can be multigenerational.
- Sativah Jones: I think if we broaden this to include other tools so it's overall going back to school.

Conclusion: The Council will meet again in the next week to gather data on adult re-engagement and the College Bound Scholarship Extension and vote on the two items then.

Public Comment:

- Zack Turner (WSA): I'm just wondering if this would exclude anyone from being automatically enrolled. Would students who are not on free or reduced lunch, but would otherwise qualify would they be excluded?
- Isaac: Terri, you're right. We can definitely look into the research.
- Zack Turner (WSA): I'll say that it's a good idea to give students wiggle room during Covid-19.

Meeting Adjourned: 3:48pm

Council Meeting Notes

August 28, 2020

9:00am

Zoom

Members Attending: Jeff Vincent, Paul Francis, Jeff Charbonneau, Chris Reykdal, Alejandro Alcantar, Jan Yoshiwara and Terri Standish-Kuon.

Approval of the minutes: The approval of the minutes was moved to the November Council Meeting.

Minutes

Agenda Item: Budget

Presenter: Jan Yoshiwara

Material Used: [Adult Learner Financial Aid and Enrollment Support](#)

Discussion: WSAC research staff have developed material showing unemployment data and educational attainment by county. The data shows that the counties that are experiencing high unemployment rates also have lower rates of educational attainment. These counties are also some of the most diverse counties in the state, each with higher rates of people of color.

- Jeff Vincent: The group was in favor of this proposal in general at the last meeting, but the concern was the need to go back and go over the amount of money we are asking for to support this proposal. Specifically, in regard to budget cuts and this impacting other priorities. So, should we scale this back to \$1M? Jan worked with WSAC staff to look into this.
- Jeff Vincent: Given the general consensus, we should be discussing what is a fair amount to propose to the state legislature.
- Jan Yoshiwara: In thinking about scaling this there were really two issues. One being the amount of the grants and the second being the amount of grants.
- Jan Yoshiwara: So, we checked in with some of our colleges that we know have strong relationships with community organizations and we asked them about the amount of money. They discouraged us from decreasing the amount of money. They said they needed the money to develop and print materials, social media, translation, and being able to pay an intern. So, we changed the proposal a bit to reflect that.
- Jan Yoshiwara: The second thing we looked at was the number of grants we were proposing to award. We left it at about 40. The idea is that we want all parts of the state to have the chance to apply for this grant, we want to make sure that there is plenty of opportunity for that.
- Jan Yoshiwara: All of this together led us to the conclusion of maintaining the proposal for \$1M annually or \$2M for the biennium.
- Jeff Vincent: Mike, when we propose this to the legislature, is this a zero-sum game where this is coming directly out of someone else's budget? How will this get funded?
- Michael Meotti: This submission in September will go into the OFM budget process that ultimately leads into the governors recommended budget and the governors recommended budget will go to the legislature sometime in December. In turn, this will be in play with everything else in the general fund but doesn't have to come out of someone else's budget. The

alternative funding sources are around the general themes of recovery that are always part of the state/federal funding. These are generally outside the state budgeting process.

- Jeff Vincent: Can we advocate along the way as to how this will get funded? Or working with foundations to offset the cost? I'm just wanted to make sure we all that we can do to get this funded.
- Michael Meotti: We can certainly advocate through the OFM process. We are also free to approach any independent funder.
- Jeff Vincent: So basically, we are proposing the same language that we had at the last meeting, is that correct?
- Heather Hudson: More or less, yes.
- Jeff Vincent: What's coming back from staff and with the help of Jan over the last week is to maintain the proposal as previously read with the \$2M biennial request.
- Terri Standish-Kuon: I just want to offer the friendly amendment that I brought up when we last met. That the council be very specific in the proposal that both public and private not for profit colleges be eligible for this grant.
- Jeff Vincent: Is that okay as a friendly amendment?
- Jan Yoshiwara: Of course.
- Paul Francis: I love the concept. I think this work is great, but my concern remains the same. Policy makers are staring down a \$9B shortfall next biennium. Having worked with the legislature I still believe this has the potential to displace resources for current students at my institutions and other institutions. I would have preferred that it could have been scaled down, but it doesn't look like it will. I support the concept, but with the potential displace other funds I do not feel comfortable supporting this at this time.
- Chris Reykdal: We are doing something similar with CARES Act money to get community-based organizations to be financially healthy because they are vital in connecting directly with the community. So, I support this at the \$2M proposal. I understand Paul's concern. My gut feeling on this is that the legislature won't make a debt sacrifice on this, but rather this is a marker for additional relief funds coming or put pressure on the governor for funds he has control over. So, I'll be a yes.
- Jeff Charbonneau: I'm not sure that we get traction on this in the legislature, but I think it's important for us as a council that has been tasked with coming up with solutions to do so. It's important to push this forward. I'd like to be sure that when/if we get to the legislature that we don't champion this ahead of the Washington College Grant or College Bound Scholarships.
- Alejandro Alcantar: I am in support of this.

Conclusion: The Council voted 6 to 1 in support of the Adult Learner Financial Aid and Enrollment Support budget item brought forth by Jan Yoshiwara.

Yeas: Jeff Vincent, Jeff Charbonneau, Chris Reykdal, Alejandro Alcantar, Jan Yoshiwara and Terri Standish-Kuon.

Nays: Paul Francis

Meeting Adjourned: 9:23am

- State legislation directed and supported the launch of a traditional college savings plan (DreamAhead)

Enrollment

All Washington residents should have a clear and accessible path to enroll in postsecondary education

- All Washington residents should be aware of the benefits of continuing their education past high school, including the economic, social and health returns of earning a credential.
- Washington must increase postsecondary enrollment for both traditional K12 students as well as working-age adults.
- Washington's effort to increase enrollment should encompass all forms of post-secondary programs, including traditional degrees, career-technical education certificates, apprenticeships and more.
- Policies to ensure ease of enrollment should also enable student choice across all types of institutions, including private colleges.
- Washington's effort to increase enrollment should be particularly focused on supporting students of color, especially Black, Indigenous and Latino students, who have been historically and institutionally marginalized from accessing higher education.

The state's K12 system provides some funding, infrastructure and programming to motivate and support college pathways for traditional K12 students

- High school counselors and other K12 staff offer college and career readiness advising to students in school
- Washington's K12 system has worked to integrate college and career readiness through the high school and beyond plan
- A range of dual credit programs are available; students can receive college credit in high school by completing a college course, passing a standardized exam, or participating in technical programs that have articulation agreements.
- Some dual credit programs have no cost to low-income students
- Students can graduate high school by demonstrating readiness through multiple pathways, including dual credit
- State policies require K12 schools implement academic acceleration and provide a financial aid advising day to help students with college and career readiness

The state provides some additional infrastructure outside of the K12 system to support Washington K12 students' pathways to postsecondary education

- Washington makes some investments in college going programs provided by WSAC and nonprofit groups

Drive an Aspirational Vision

- The Task Force will examine the set of topics outlined above, while also setting an aspirational vision of how the state can better serve and support systemically underserved students on their educational journey through the strengthening of dual credit programs.

Preliminary Questions

- **Vision:** Through an aspirational lens, what would a successful and comprehensive dual credit system look like for students that best supports their pursuit of a postsecondary education? What strengths already exist within the current system and where are the persistent gaps and barriers that the system needs to correct for? What should be the ultimate goal for dual credit/what are we trying to accomplish (vision statement)?
- **Innovation:** How can we reimagine the dual credit experience for students of color and low-income students? What bold actions can the state take?
- **Partnership:** How can dual credit be leveraged to help increase direct postsecondary enrollment, persistence, and completion, engage in meaningful career exploration and create more seamless pathways from K12 to postsecondary? What is needed from the state to ensure local community leaders and school districts are empowered to create regional success? What are the best practices in forging successful partnerships and what are the articulated roles and tasks of each partner within these best practices?
- **Bright Spots:** Where are the success stories about equity in dual credit in Washington? How can we highlight and build on these successes to scale best practices across the state?

For questions on the Dual Credit Task Force, contact:

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