

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

COUNCIL MEETING AGENDA

July 23, 2020

- 9:00 a.m. Call to order and introductions**
Introductions of Council Members
Approval of May 27, 2020, Meeting Minutes
Executive Director Update
- 9:10 a.m. Equity Work Group Update**
- Jeff Vincent & Jan Yoshiwara
- 9:25 a.m. Understanding the Value of Dual Enrollment for Students**
- Dual Enrollment for Students of Color and Low-Income Students
 - Student Perspectives
- 10:25 a.m. Public comment**
- 10:30 a.m. Adjourn**

Council Meeting Notes

May 27, 2020

Zoom

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

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

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

Summary of Action Items/ Next Steps:

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

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

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

Three phases to the equity work:

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

Equity Data:

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

K-12 to college pathways

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

Call to order and introduction of Council Members

Approval of January 29, 2020, Meeting Minutes

So moved by Jeff Charbonneau

Seconded by Payton Swinford

Minutes approved

Executive Director Update - Mike Meotti:

Context:

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

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

Action Items/Next Steps

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

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

Context:

Jeff Vincent:

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

Introduce Melia LaCour – founder of Becoming Justice

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

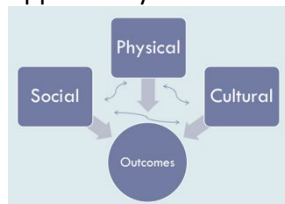
- Worked for PSED – life and career – equity and social justice her area of expertise

Melia LaCour:

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

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

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



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

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

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

Yokiko Hayashi-Saguil:

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

Small group discussion (9:02am)

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

Large Group Discussion (9:15am):

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

Key points:

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

Continuing Discussion

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

Action Items/Next Steps

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

Equity Data

Context

Heather Hudson:

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

Isaac Kwakye:

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

Small group discussion (9:45):

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

Large group discussion (10:04)

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

Key points:

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

Continuing Discussion

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

Action Items/Next Steps

- Sativah Jones:

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

Break at 10:15am

Reconvene at 10:26am

Student Panel: Student experience during COVID-19

Context

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

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

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

Key themes and points:

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

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

Q&A

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

Key themes and points:

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

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

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

Key themes and points:

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

Action Items/Next Steps

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

K-12 to college pathways update

Context

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

Continuing Conversation

FAFSA completion rates:

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

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

Dual Credit:

Brian Jeffries, WA Business Roundtable:

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

Action Items/Next Steps

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

Public Comment (11:54)

- No public comment

Meeting adjourned 12:03



917 Lakeridge Way Southwest
Olympia, Washington 98504
360.753.7800
wsac.wa.gov

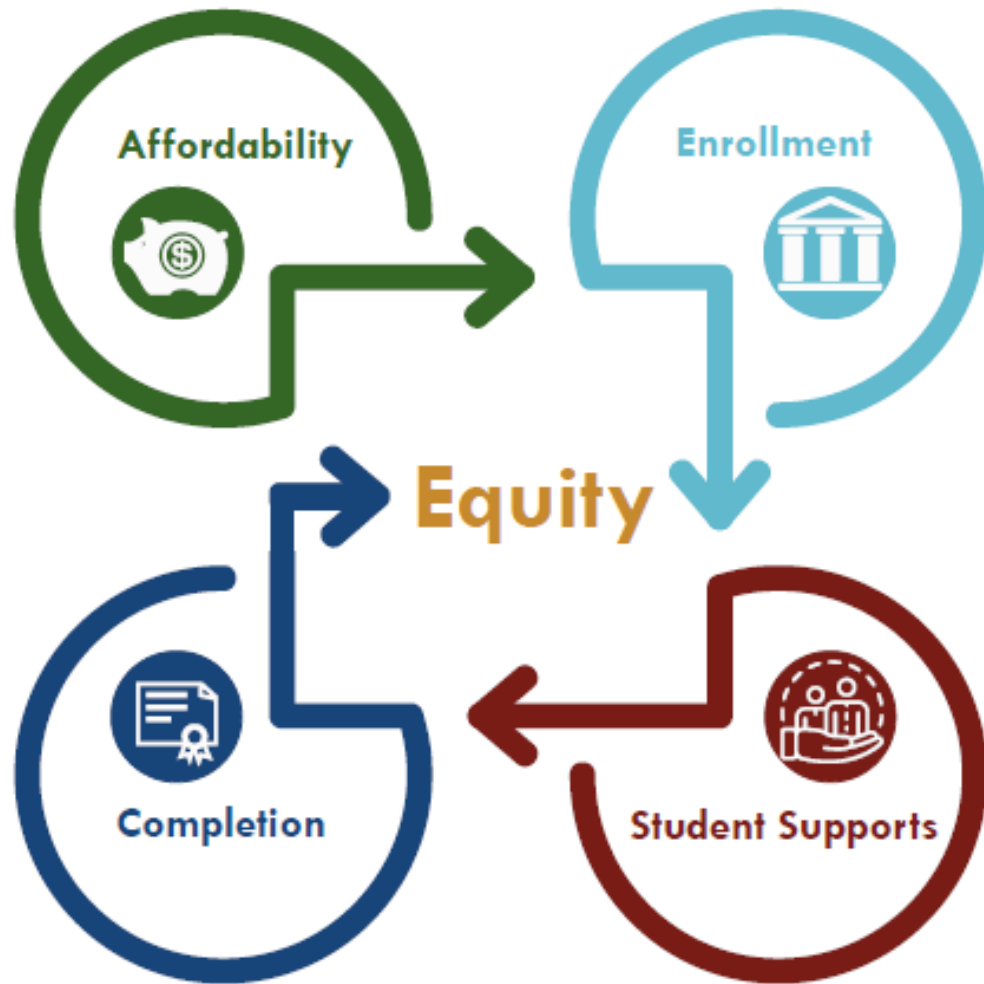


Equity Workgroup Update

Washington Student Achievement Council
(WSAC)



Strategic Framework Centering Equity to Meet Attainment Goal



If we build an **affordable** and **supportive** educational environment, more Washington residents will **enroll** in and **complete** a credential-bearing program.



WSAC Equity Workgroup

Goals:

1. Develop a definition of equity, leading with Race, to ensure shared understanding among Councilmembers
2. Develop an equity vision statement to guide Council's work
3. Develop a long-term plan for Council engagement with equity champions to support strategies that result in equitable postsecondary outcomes for students of color



Equity Work Group and Consultant

- Jeff Vincent, CEO & President of Laird Norton Company, WSAC Council Chair
- Jan Yoshiwara, Executive Director, State Board for Community and Technical Colleges, WSAC Council Member
- Sativah Jones, College Readiness Manager, Highline School District, WSAC Council member
- Dr. Obie Ford III, Associate Vice Chancellor for Equity, Diversity and Inclusion Washington State University Vancouver
- Yokiko Hayashi-Saguil, Program Associate WSAC staff, Equity Diversity and Inclusion Committee Co-Chair
- Kelly Olson, Program Associate, WSAC staff, Equity Diversity and Inclusion Committee Co-Chair
- Heather Hudson, Director of Policy, WSAC staff
- Yazmin Aguilar, Centro Latino and former student WSAC Council member
- Jiquanda Nelson, Inclusion and Diversity & Workforce Development Lead, Kaiser Permanente
- Aaron Yared, Student, University of Washington

Consultant to facilitate, guide and develop plan:
Melia LaCour, Becoming Justice



WSAC Equity Workgroup Timeline

June-July

Equity Workgroup:

- Develop relationships, trust, and establish norms
- Identify key ideas/concepts and the architecture of an equity statement
- Outline purpose, role and structure of long-term engagement with equity leaders

August

Council meeting:

- To continue developing Council members understanding of racial equity
- To engage with the workgroup members to discuss equity definition and statement next steps

September-October

Equity workgroup:

- Meets as needed to incorporate the Council's feedback into the equity statement and process for engaging with external equity champions
- Develops a refined definition, statement and engagement model

November

Council Meeting:

- Adoption of equity definition, statement and framework for engagement with external equity champions.



Progress Towards an Equity Definition

Initial definition from WSAC Equity,
Diversity and Inclusion Committee

Equity is the intentional process of undoing racism and other systemic oppressions designed to marginalize communities and perpetuate injustice within our society.

First revision by Equity Workgroup

Equity is the intentional process of **identifying** and undoing racism and other systemic oppressions designed to marginalize communities **of color** and perpetuate injustice within our society.

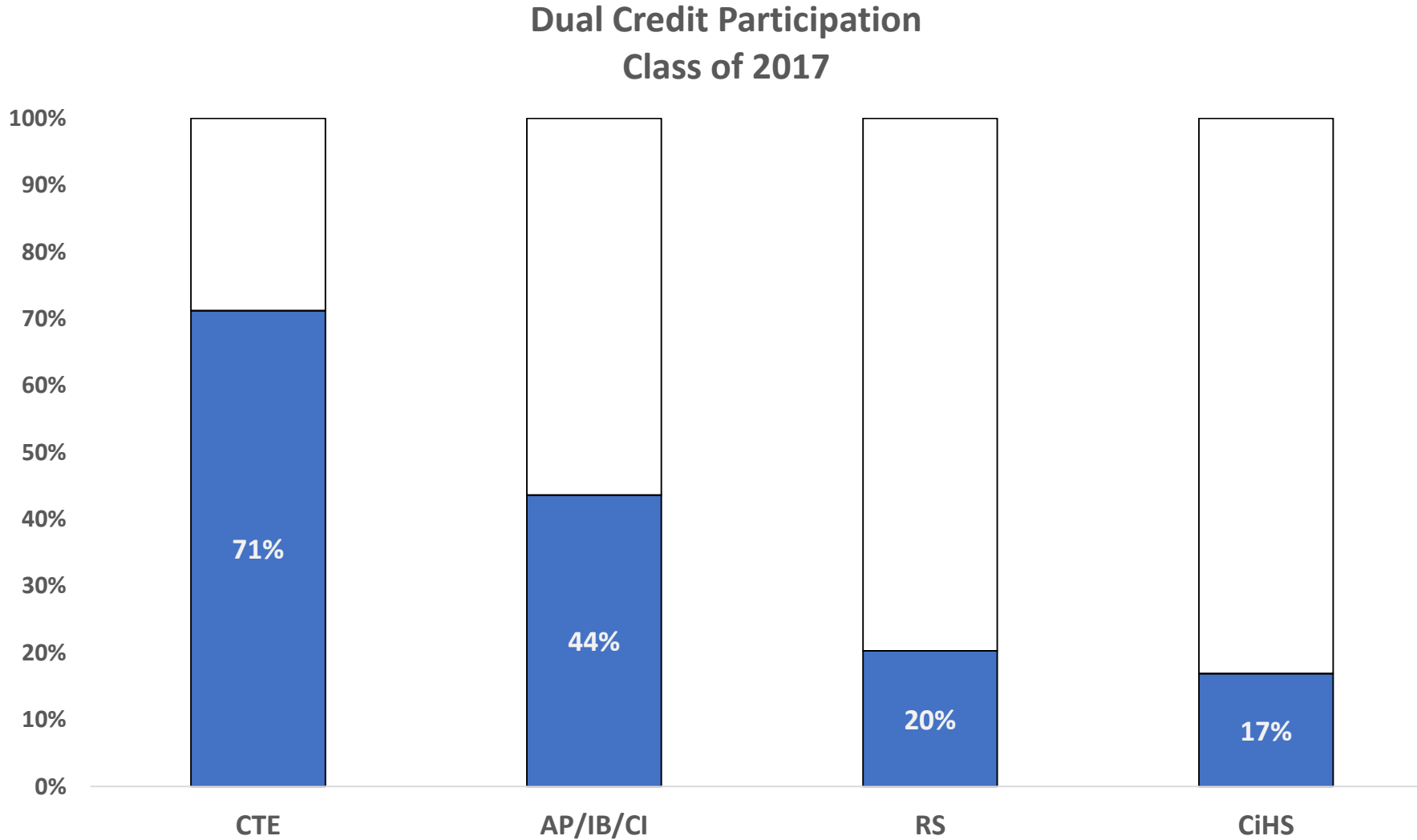


Progress Towards an Equity Statement

- Reviewed statements: Seattle Office of Arts and Culture, One America, King County, Washington Environmental Council, etc.
- Preliminary components for consideration of a statement include:
 - End goal is stated because the work is never done.
 - Indigenous lands are recognized.
 - Acknowledges the core mission and commitments
 - WSAC has a broad goal, 70% post-secondary attainment, which could be considered the Universal Goal in a Targeted Universalism Framework. This goal could be included in the statement.
 - Reiterate the importance of looking at race. As stated in the King County statement, for example: “The most persistent and detrimental disparities are starkest when we look at race”
 - States ownership of the work that needs to be done – ie “historically a white led organization” as stated in the Washington Environmental Council statement.
 - States clear intentions/practices – this is not about being well-intentioned.
 - States that this work is a “journey”



Class of 2017: Overall Dual Credit Participation by Program



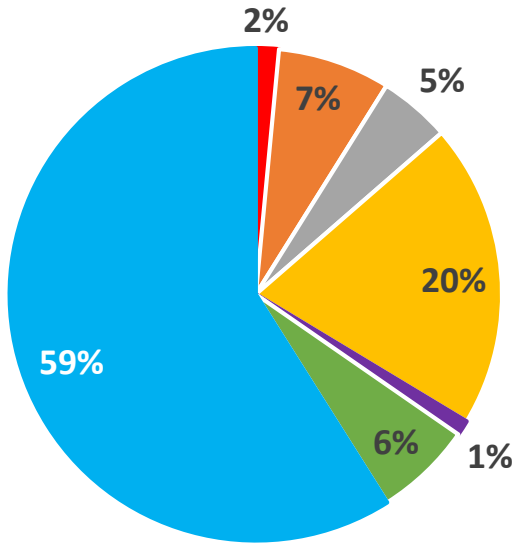
Source: ERDC Dual Credit Data



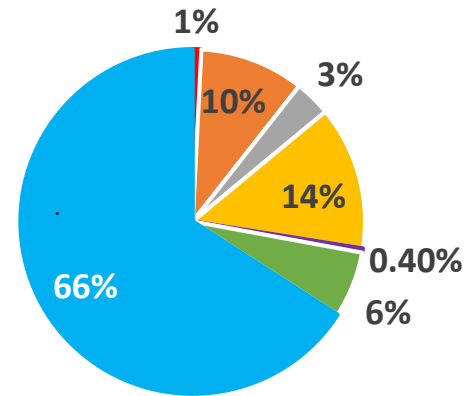
Are systemically underserved students of color participating in Running Start (RS) & College in the High School (CiHS) at proportional rates?

Except for Asian & Multiracial students, all students of color are participating in RS & CiHS at disproportionately low rates.

Overall racial demographics
Class of 2017

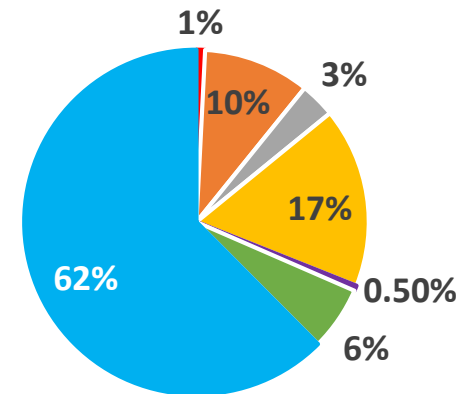


Racial demographics of RS Participants
Class of 2017



For example, Hispanic/Latino students made up 20% of the class of 2017, but only 14% of RS participants from the class of 2017

Racial demographics of CiHS Participants
Class of 2017



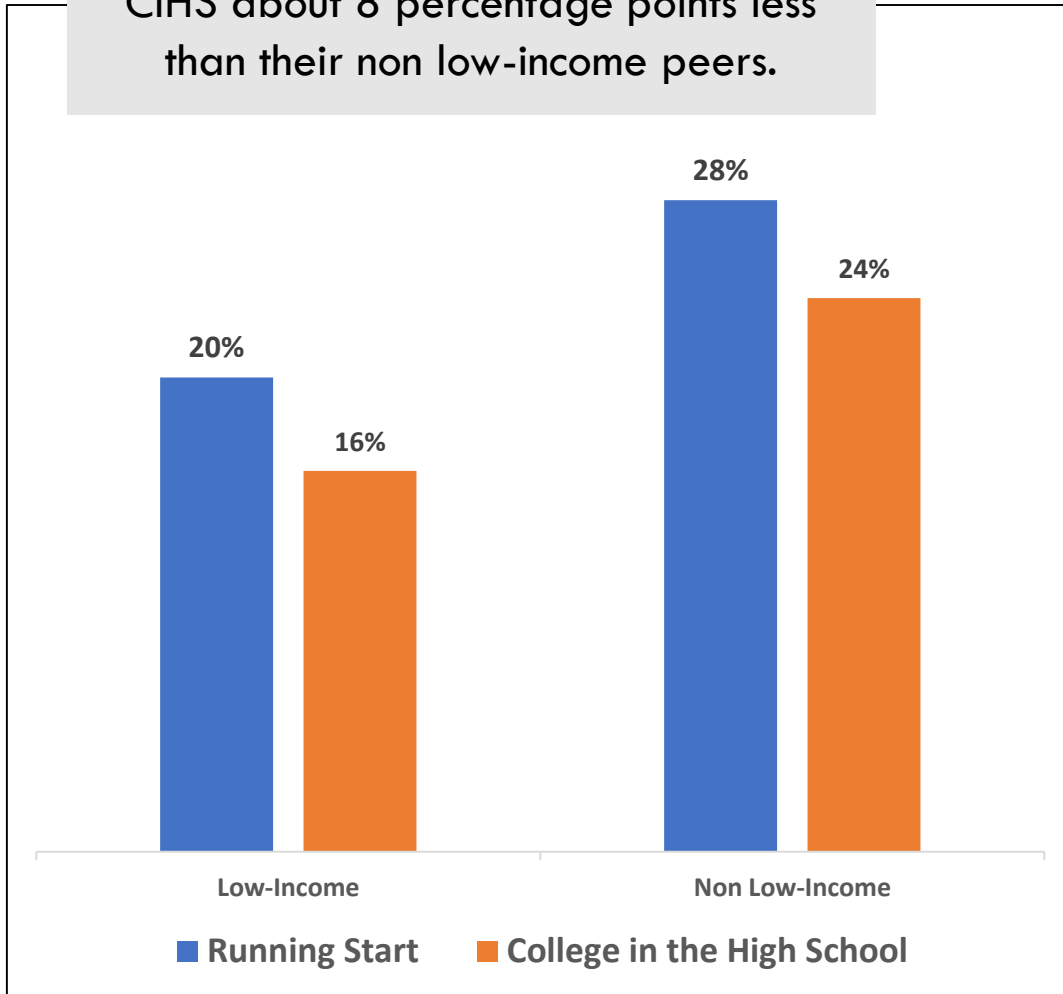
Again, Hispanic/Latino students made up 20% of the class of 2017, but only 17% of CiHS participants from the class of 2017

Source: WSAC staff analysis of ERDC dual credit data



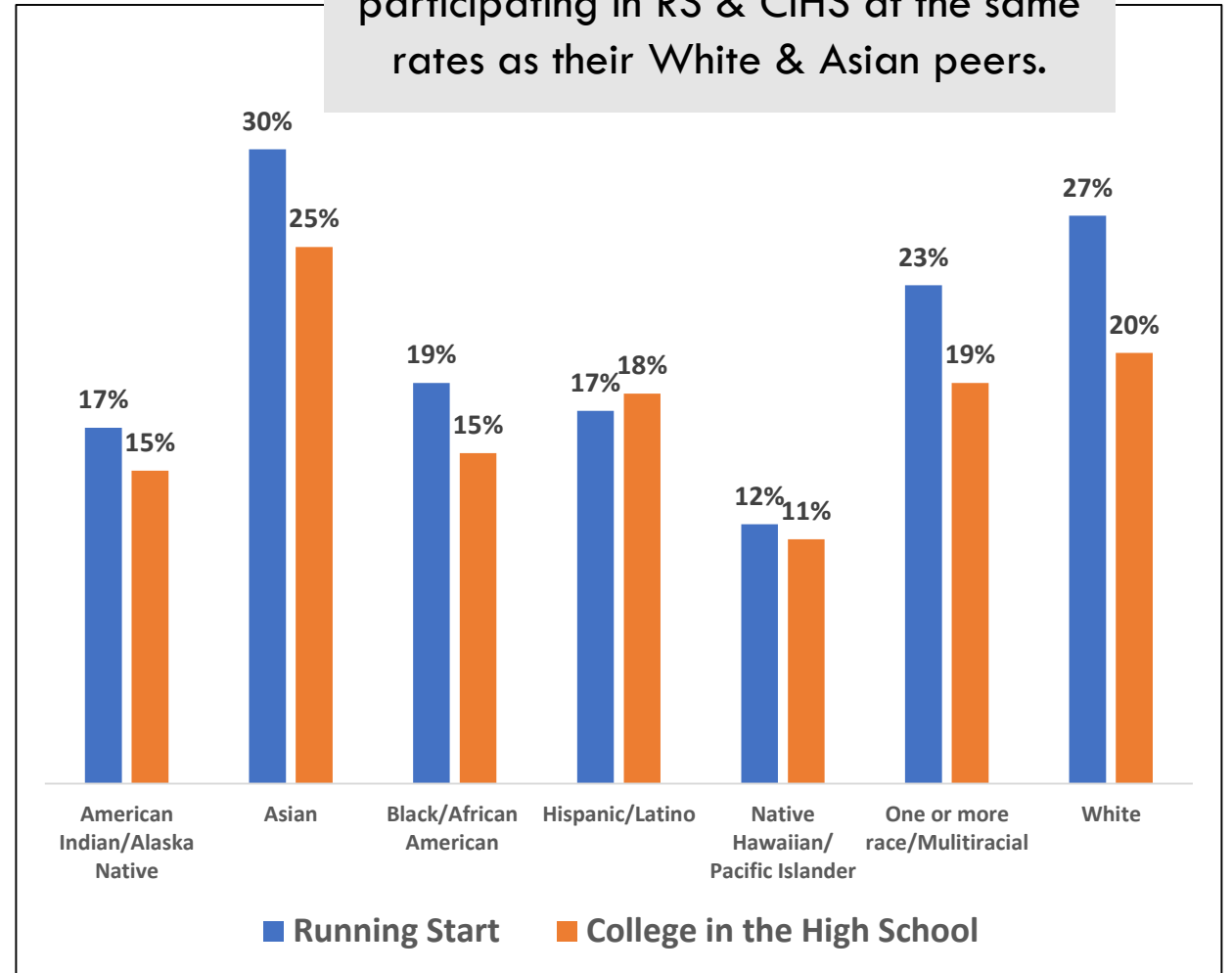
Are systemically underserved students of color & low-income students participating in RS & CiHS?

Low-income students participate in RS & CiHS about 8 percentage points less than their non low-income peers.



Class of 2017

Underserved students of color are not participating in RS & CiHS at the same rates as their White & Asian peers.



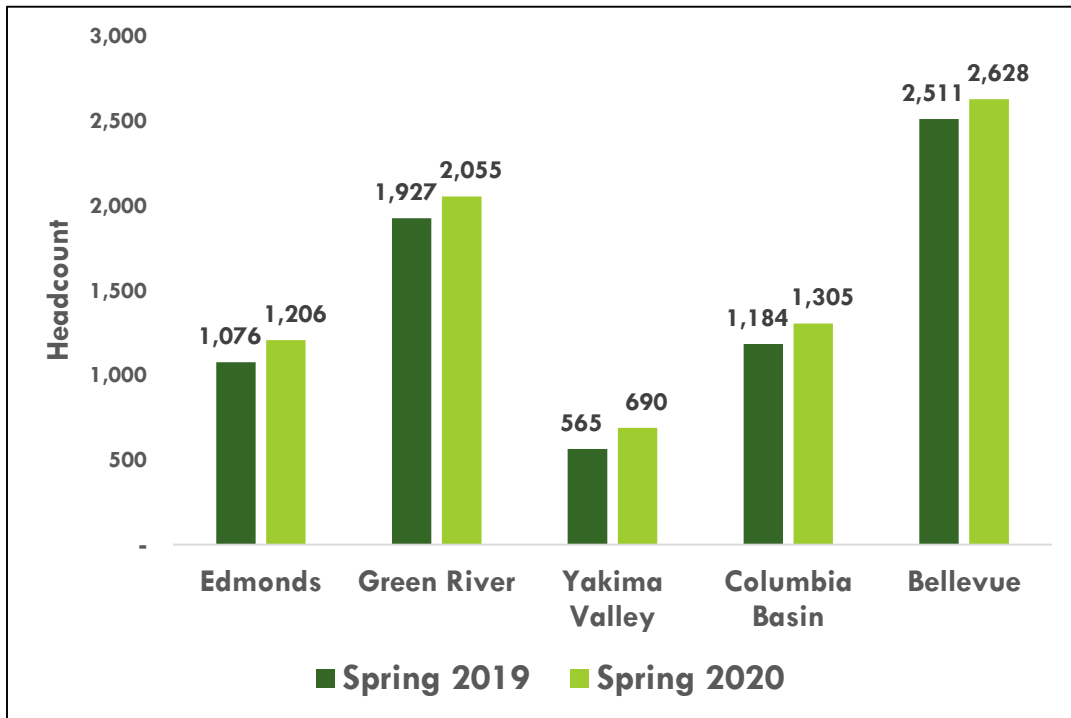
Source: WSAC staff analysis of ERDC dual credit data



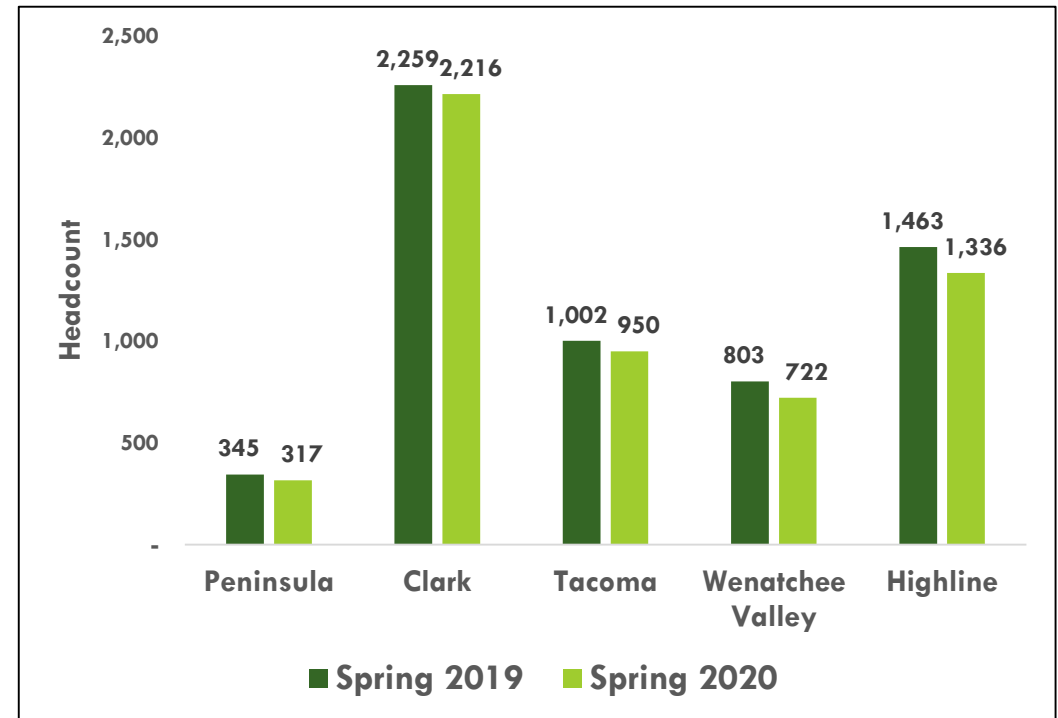
What impact has COVID-19 had on RS participation for the Spring 2020 quarter?

System-wide, Community & Technical Colleges saw an overall increase in Spring 2020 RS enrollment of 3%. However, some CTCs saw decreases in RS enrollment.

CTCs with the largest increase in RS enrollment from Spring 2019 compared to Spring 2020



CTCs with the largest decrease in RS enrollment from Spring 2019 compared to Spring 2020



Source: SBCTC Spring Enrollment Headcount Data. Note: Has not been disaggregated by race/ethnicity or income

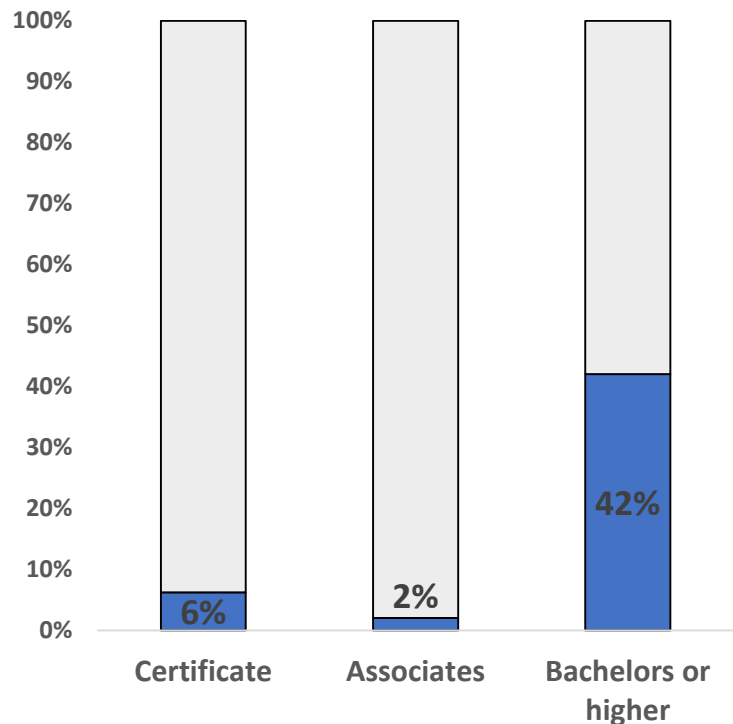


Do students who participate in RS take fewer years to complete a postsecondary degree?

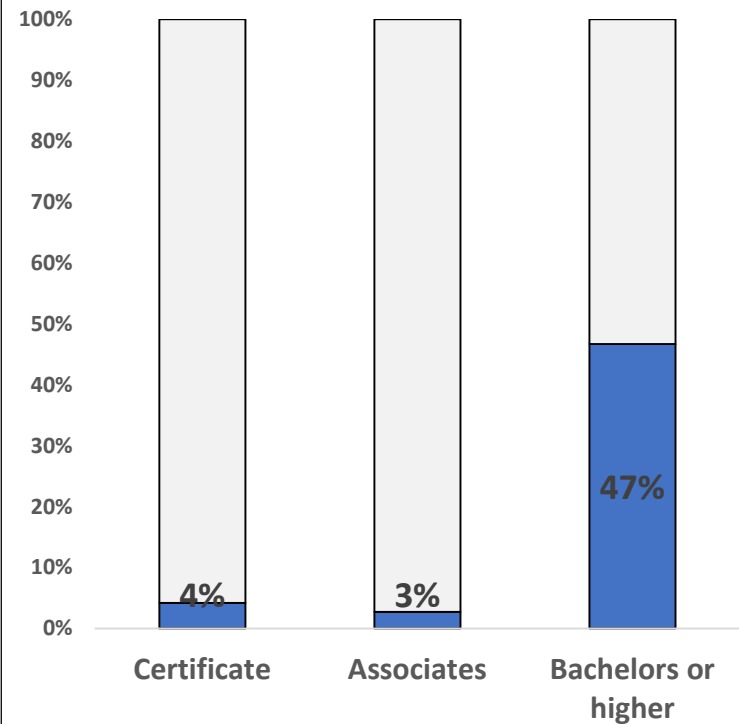
62% of students who participated in RS & earned over 45 credits completed BA degrees within 5 years. This is 15 percentage points higher than students who participated in RS & earned up to 44 credits, and 20 percentage points higher than students with no RS participation.

Class of 2012 Degree Completion by Spring 2017

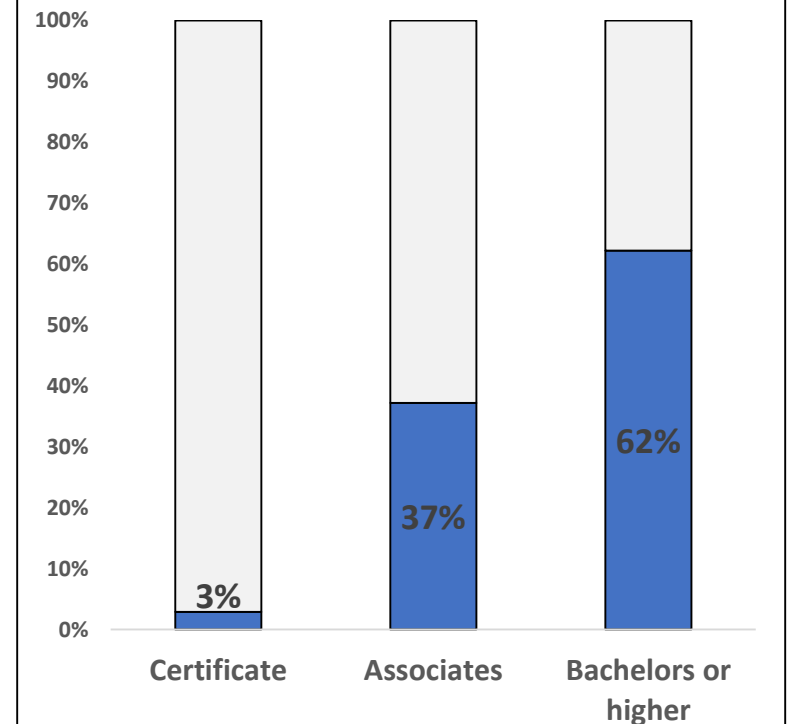
No Running Start



1-44 Running Start Credits



45+ Running Start Credits

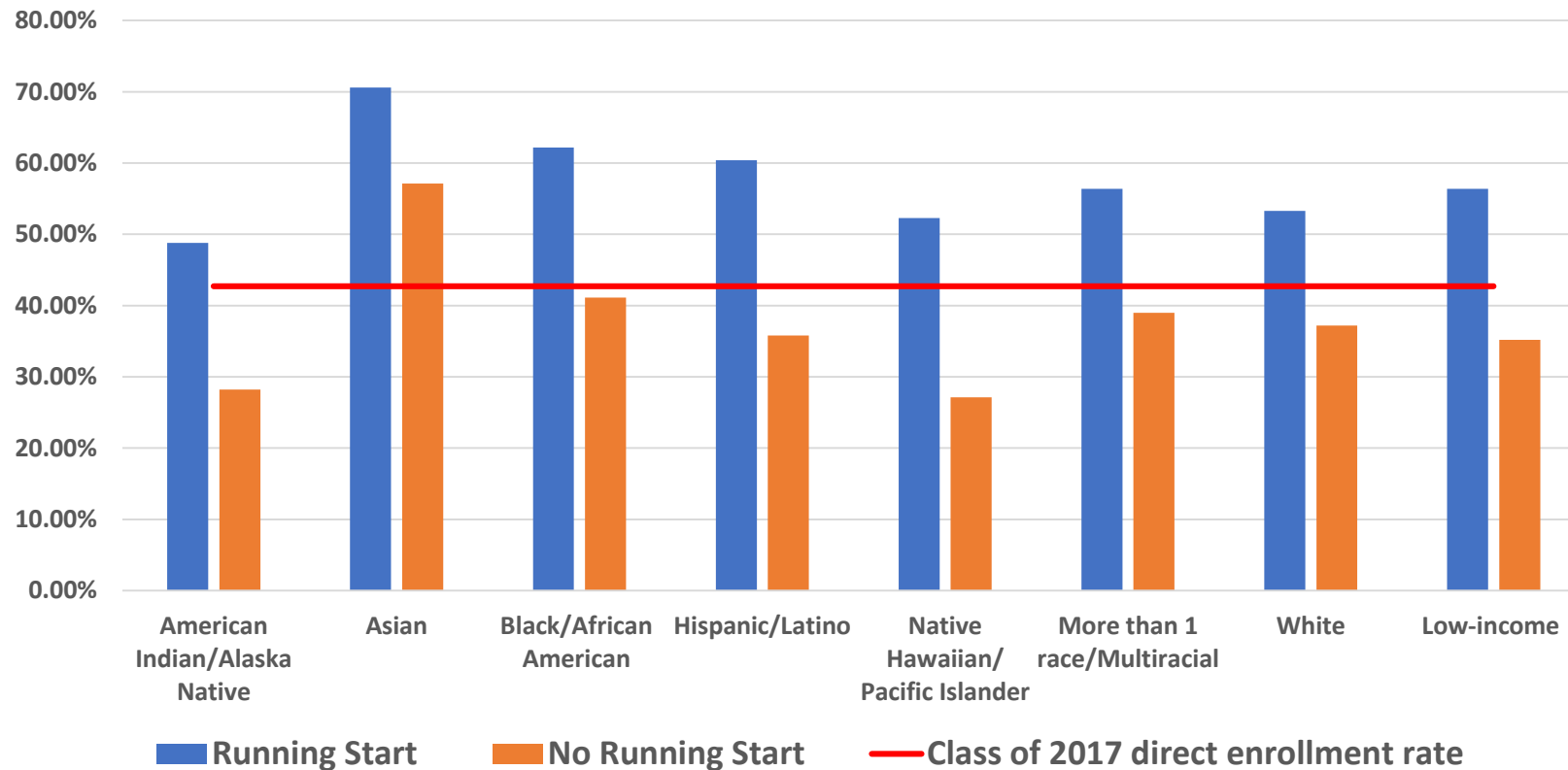


Source: ERDC data report for OSPI. Note: Has not been disaggregated by race/ethnicity or income



Is there a relationship between RS participation & an increase in postsecondary enrollment for students of color & low-income students?

Direct Postsecondary Enrollment
Class of 2017

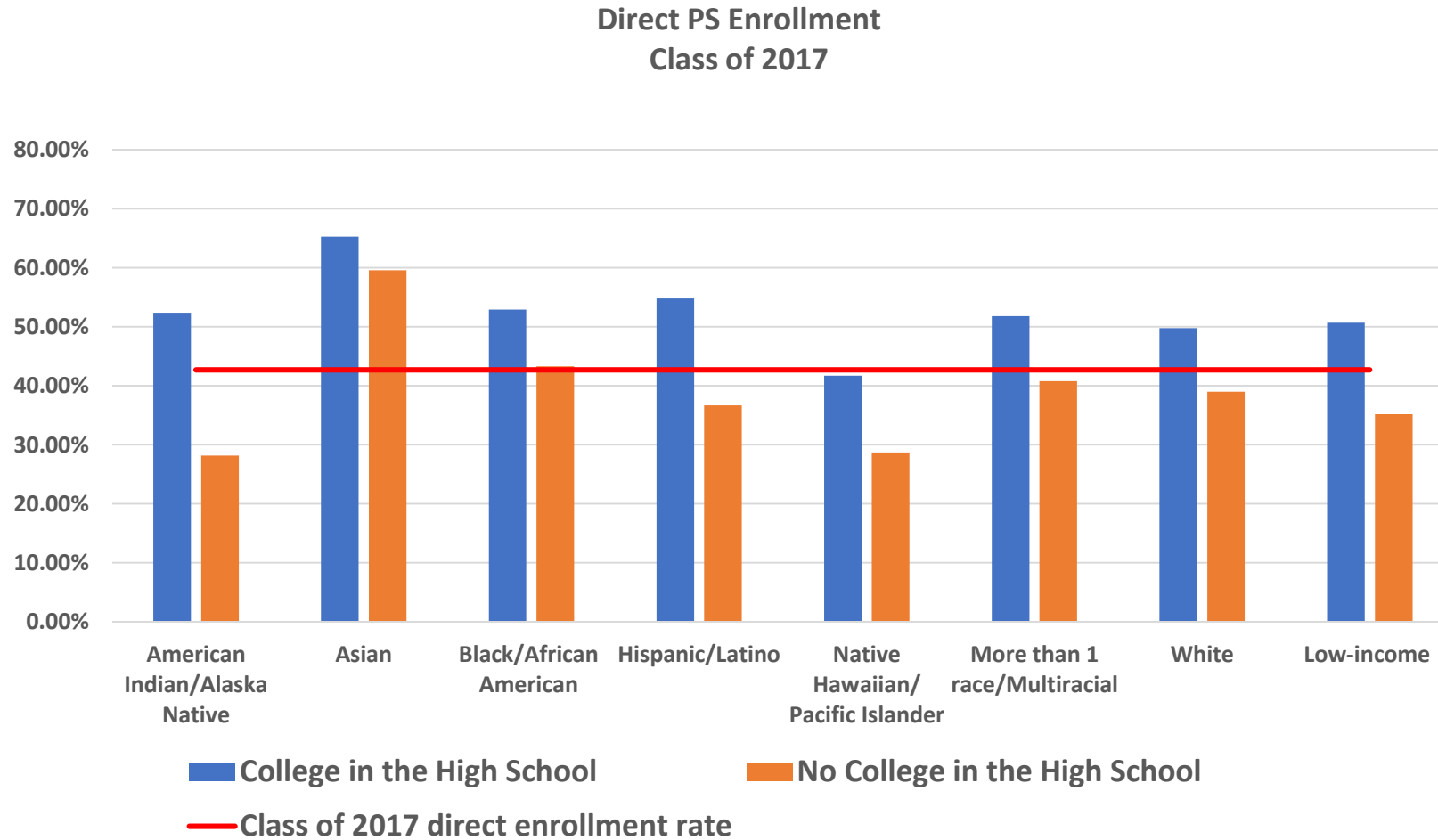


- RS participants directly enrolled in PS between **13 to 25 percentage points** higher across all racial groups
- All RS participants directly enrolled at a higher rate than the class of 2017 direct enrollment rate, while all non-Asian students who did not participate in RS directly enrolled at a lower rate than the class of 2017 direct enrollment rate
- Direct enrollment percentage point increase for low-income RS participants: **21%**

Source: WSAC staff analysis of ERDC dual credit data



Is there a relationship between CiHS participation & an increase in PS enrollment for students of color & low-income students?



- CiHS participants directly enrolled in PS between **6 to 24 percentage points** higher across all racial groups
- American Indian & Hispanic students who participated in CiHS had the largest percentage point increase in direct enrollment
- Direct enrollment percentage point increase for low-income CiHS participants: **15%**

Source: WSAC staff analysis of ERDC data



Can we further disaggregate the data by race/ethnicity to reflect the diversity of student groups and experiences, and capture more timely data to understand the impact of COVID-19 through a racial equity lens?

Is the incentive to PS enrollment the college credits earned, or the college-readiness embedded in rigorous course taking? Both?

Does student participation in RS and CiHS lead to more postsecondary persistence?

Is there a “credit threshold” that is predictive of increased enrollment?



Why are many students of color and low-income students not participating in RS & CiHS and what are the barriers that students face in accessing these programs?

How do students find out about the different dual credit opportunities available and how do they choose the dual credit program that is the best fit for them?

Are these programs being designed to meet the needs of all students?

What can the Council do to better understand and meet the challenges students face?

Understanding the Value of Dual Credit for Students

July 23, 2020

For a review of why the Council is discussing this issue, the challenges and opportunities dual credit brings to our attainment goals, and additional background, see the [Leveraging Dual Credit to Meet Attainment Goals](#) document from the January 2020 Council meeting.

What dual credit issues did the Council agree to focus on at the January meeting?

During the dual credit discussion in January (see [full minutes](#)) the Council agreed that:

- Dual credit participation improves **college-going behavior** and leads to better postsecondary outcomes for diverse student groups.
- Dual credit is valuable to students, and there is a pressing need to expand access & **reduce equity participation gaps**.
- WA needs more data and research to understand **cost, value, and student perceptions** associated with dual credit.

Picking up where the discussion left off, **this meeting will unpack how the Council views the value of dual credit in relation to postsecondary attainment work**, specifically for Running Start (RS) and College in the High School (CiHS) programs, **through a data-informed equity lens**.

Why focus on the Running Start & College in the High School programs?

- **CTE Dual Credit** is the largest dual credit program in the state, but there is still work to be done to fully understand student participation levels. OSPI's [2019 Dual Credit report](#) excluded CTE Dual Credit because OSPI, "does not yet understand the CTE Dual Credit reporting practices in school districts across the state and how participation in CTE Dual Credit is articulated in the 2-year community and technical college system."
- **AP/CI/IB** programs are predominantly implemented by the K12 system, while the success of Running Start and College in the High School programs depend heavily on the cross-sector partnerships supported by the Council's work.
- There is clear data showing the relationship between Running Start & College in the High School participation and increased direct postsecondary enrollment.

Applying an equity lens to dual credit issues & understanding the data

Equity Participation Gaps: Are systemically underserved students of color & low-income students participating in Running Start & College in the High School?

- Low-income students participate in both RS & CiHS about **8% less** than their non low-income peers.¹

¹ Sources: Education Research & Data Center. (Class of 2017 & Class of 2012)

- Except for Asian & Multiracial students, all students of color are participating in RS & CiHS at disproportionately low rates. For example, Hispanic/Latino students made up **20% of the class of 2017, but only 17% of CiHS and 14% of RS participants from the class of 2017.**

College-going behavior: Is there a relationship between Running Start & College in the High School participation & an increase in postsecondary enrollment for students of color & low-income students?

- There was increases between **13 to 25%** for RS participants and **6 to 24%** for CiHS participants in direct postsecondary enrollment across all racial groups.
- Direct postsecondary enrollment increases for low-income RS participants: **21%**
- Direct postsecondary enrollment increases for low-income CiHS participants: **15%**

Cost and value: Do students who participate in Running Start take fewer years to earn a postsecondary degree?

- **Sixty-two percent** of students who participated in RS & earned over 45 credits completed BA degrees within 5 years. This is a **15% increase** from students who participated in RS & earned up to 44 credits, and **20% increase** from students with no RS participation

What are the policy questions the Council needs to answer to better understand the value of dual credit?

1. Can we further disaggregate the data by race/ethnicity to reflect the diversity of student groups and experiences (for example, data showing strong participation by Asian students may obscure differing outcomes for Southeast Asian students), and capture more timely data to understand the impact of the COVID crisis on postsecondary enrollment through a racial equity lens?
2. Is the incentive to postsecondary enrollment the college credits earned, or the college-readiness embedded in rigorous course taking? Both?
3. Does student participation in RS and CiHS lead to more postsecondary persistence and completion?
4. Is there a “credit threshold” that is predictive of improved postsecondary outcomes?

How can students provide their expertise to the Council and help us better understand the challenges and solutions with dual credit access and participation?

1. Why are many students of color and low-income students not participating in RS and CiHS and what are the barriers that students face in accessing these programs?
2. How do students find out about the different dual credit opportunities available and how do students choose the dual credit program that is the best fit for them?
3. Are these programs being designed to meet the needs of all students?
4. What can we do to better understand and meet these challenges?