

Council Meeting Minutes

May 14, 2024

Heritage University

Members Attending (alphabetical by last name):

Jeff Charbonneau, Ruben Flores, Paul Francis, Sativah Jones, Tathagata Pal, Chris Reykdal, Mustapha Samateh, Evangelina Galvan Shreeve, Terri Standish-Kuon, and Jeff Vincent.

Staff Attending (alphabetical by last name):

Melissa Beard, Joel Bentley, Perla Berlanos, Abby Chien, KC Deane, Crystal Hall, Heather Hudson, Isaac Kwakye, Kara Larson, Hannah Lodwick, Ami Magisos, Micheal Meotti, Luke Minor, Jessica Murillo-Davis, Grace Nelson, Inez Olive, Daniel Oliver, Abbey Roth, Rathi Sudhakara, Katie Tallman, Yaslin Torres-Peña, and Sarah Weiss.

Meeting called to order at 8:00 a.m.

Consent of the Agenda

Motion made to approve the Consent Agenda as presented.

Motion seconded.

Motion carried.

Approval of the Minutes

Motion made to approve the January Council Meeting Minutes.

Motion seconded.

Motion carried.

Welcome from Chairman Lewis, Yakama Nation Tribal Council

- Chairman Lewis thanks audience for coming to the Yakama Nation, it is a traditional territory, including a reservation.
- He expresses the importance of the local children's education and what they are learning on the reservation, is only a portion of what they learn throughout their life.
- Opens with a song, to allow good energy to flow, sings 3 verses while ringing the bell to open the meeting.
- A prayer is said for everyone that traveled to be here and mentions the importance of asking for blessings for our lives and for our families.
- Discussed how Tribal Council Members were in Washington DC, taking care of their lands and people, thanks audience for being there, and to have safe travels home.

Welcome from President Sund, Heritage University

- President Sund thanks audience for coming to Heritage University.
- Heritage University is a result of the mission of two young women that wanted to bring access to quality, higher education, to the Toppenish region of the State of Washington in the Yakama Nation.
- Heritage University demographics include 70% Latino, 50% Native American.

- Full Circle Scholarship came to fruition in partnership with the Tribal community, to ensure 100% tuition coverage for all enrolled Yakama Nation students.
 - Access to the Washington College Grant has become very important to Heritage University students.
 - Heritage University has two federal designations, both as a Hispanic serving institution and Native American non-profit institution.
 - Happy for the progress being in partnership with WSAC, there has been a significant outreach with several schools in the region. This will be a powerful tool to allow students in this region to access higher education.
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Executive Director Update

Presenter: Michael Meotti

Washington State Opportunity Scholarship

- Was created initially between a partnership with Microsoft/Boeing and the state in funding scholarships.
 - It has expanded to include social degrees, technical education program certificates, as they continue to raise sustainable amounts of money.
 - It has a more generous income level than WCG, focusing on high need areas. Also providing direct student support services such as mentoring.
 - WSOS Board asked Michael to serve on the search committee for the new WSOS Executive Director and he has agreed to this new partnership.
 - Will be spending time with WSAC staff to work on maximizing the value that the Washington State Opportunity Scholarship brings to communities around the state.
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Chair Report

Presenter: Jeff Vincent

- Notes November Council meeting is scheduled for two days, November 5-6, which happens to be during the upcoming election. Wants to give the Council an option, to move it to November 4 or the following week on November 12, this will be a virtual meeting.

Consent on moving November Council Meeting to November 12, 2024

Motion made to approve November 12 as new meeting Council date.

Motion seconded.

Motion carried.

Council Retreat:

- Council Retreat occurring October 17, 2024, in Bellingham, WA. The Executive Council has been reflecting on the goals to be accomplished during the retreat.
 - There are four designated topics selected to discuss:
 - Developing a better understanding of the roles and responsibilities of Council members.
 - Creating a more cohesive working relationship among Council members.
 - Looking at the Council's past achievements and current challenges.
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- Holding a discussion on potential Council objectives for the upcoming year, including 25 objectives for the legislative agenda.
- Currently in the process of hiring someone to help act as a facilitator, who will be reaching out to each Council member individually.
- Optional community engagement dinner will occur the night before the retreat.

Additional Updates:

- Council requested improving the onboarding of new members. Goal has been achieved.
- Mentors will be assigned to new members. Jeff will be mentor to Tathagata Pal.
- This is Mustapha Samateh's last Council Meeting, who has been with the council since 2019.

Strategic Action Plan 2025 Update

Presenters: Micheal Meotti, Sarah Weiss, Rathi Sudhakara, Sativah Jones, Ami Magisos, and Abby Chien

Material: [2025 SAP](#)

Video reference: [35:04-2:00:20](#)

History

- 13-14 years ago, when the Council was formed by Legislation, it's first job was to set a goal for the State of Washington for educational success.
- This became our 70% attainment goal, which we seek to help the state get to a point where 70% of all adults between the ages of 25-44 have achieved a credential beyond high school.
- 6 years ago, the Council wanted to pull together a more coherent framework. This is how the Strategic Action Plan was born, which is grounded in equity as well as increasing portability, enrollment, student success, and support for student basic needs.
- There were several changes that are driven by legislative bills that were passed. Including, new application process for FASFA applications, and there have been difficulties involving the application process. WSAC has made efforts to bring awareness to student financial aid, to help students navigate the process.

Working in Partnership

- College Access Initiatives team began preparing for the changes coming to FASFA and WASFA last spring. Outreach began to students and families to assist families with the new transitions.
- Aim Higher advisory group of WSAC, SBCTC, ICW and COP is assisting students through messages, sharing information, aligning messaging, and strategizing.
- WSAC has over 30 trainings they are leading, with over 2,000 educators and advocates trained.
- Ongoing educator and advocate emails with key updates and resources for practitioners.
- In early January 2024, WSAC modified and released a modified state student aid process, which aligned with the new federal FASFA.
- AIM Higher training participants include over 250 high schools and 40 organizations statewide.
- WSAC is reaching out to students through OtterBot and for the first time is using advertising.
- FAFSA data to help K-12 schools identify students needing support; phone calls from WSAC offering support to schools with largest gaps.

FAFSA Marketing Campaign

- FAFSA marketing campaign-statewide paid digital and social media marketing to promote application completion, encouraging messaging and pointing students and families to messaging to WSAC's FAFSA updated information webpages.
- Over 60,000 new users to WSAC's 2024-2025 FAFSA updates webpages (English and Spanish) since March 25, 2024, campaign launch.
- Over 665,000 users overall visiting WSAC's website from January to mid-May 2024. This is an increase of 89% in comparison to the same period in 2023.
- Micheal Meotti mentioned the impacts of the new FAFSA application will not have been resolved in this financial aid cycle and will potentially affect the following years.

Enrollment Strategic Cluster

- Some of WSAC's Long term enrollment priorities are:
 - Early notification of guaranteed financial aid with pilot institution and high schools.
 - Work with pilot district(s) to implement and test postsecondary access strategies from the design thinking work with students, families, and educators.
- Communication is key to schools, community partners, and institutions to have accurate information on financial aid deadlines, that is coming from a trusted source.
- Upon looking at WSAC's FAFSA enrollment data, rather than having 76% like last year, we have yet to reach 25% for this year, due to concerns around PII issues.
- Encouraging the support teams to assist students with filling out the new FAFSA.
- There are growing concerns, as we lose the support of our K-12 partners as messengers and communicators, enrollment will continue to decline for our highly impacted communities, encourages a second wave of statewide messaging to happen in the next two months.
- FAFSA completion rates are drastically lower in comparison to last year and have declined 29.3%, this is a crisis that is going to affect tens of thousands of students who will not enroll in higher education.
- College Access Initiative team is addressing these issues with recorded webinars that students and families can use to guide them through most common uses, questions, and the application process. Focusing on outreach with the help of community partners to get students the resources they need over the summer and beyond.
- Another crisis that needs attention are looking at students who are choosing not to enroll in higher education, this is longer term issue that needs to be addressed. When looking ahead there needs to be a discussion on what a recovery plan looks like for Washington State.
- Council seeks approval to discuss a plan for enrollment impacted by FAFSA changes.

Affordability Strategic Cluster

- Work-based learning: Financial aid supports work-based learning by partnering with employers to fund jobs for students, with additional incentives for employers who do college-access work.
- Looking to affordability with the changing inflation, housing costs, medium, family income. If students do not qualify for aid they are choosing not to enroll in higher education.
- Aiding work study participants to connect with Washington employers.

Guiding Questions for future work:

- What do we know about the effectiveness of the Washington College Grant in improving postsecondary educational outcomes for Washington students?

- How can we better understand the differing impacts of affordability barriers on families of varying income levels?
- How can we better align outreach regarding financial aid eligibility with public benefits receipt?
- How can we measure the potential impact of that alignment on enrollment and retention?

Priorities:

- Develop a web-based tool that allows stakeholders to visualize affordability of postsecondary education based on family income.

Student Supports Strategic Cluster

- Postsecondary Basic Needs Act: Basic needs benefits navigation, planning and assessment.
- Looking at basic needs for students who have conditional scholarships in our workforce and training programs.
- Community and Technical College study: Housing for students with low incomes.

Guiding Questions for future work:

- How can we ensure that all students have access to emergency support?
- How might Washington create protective systems to prevent basic needs insecurity, through:
 - Proactive and flexible funding
 - Mental health care
 - Affordable housing
 - Food security
 - Childcare

Completion Strategic Cluster

- Credential completion is not always linear. Noncredit pathways are critical for some students.
- Longstanding partnerships across sectors are assets to transfer and articulation policy.
- A wide range of programs and initiatives at colleges and universities support students' persistence and completion.

Guiding Questions for future work:

- How can the state support the needs of increasingly mobile students regarding credit mobility, inclusive of credits earned not only in high school and at postsecondary institutions but also through workforce learning?
- What is the role of noncredit learning and credits for prior learning in adult credential attainment? What lessons can be learned from the other states that are further along in the noncredit space?
- How do we better understand indicators of success that contribute to credential completion and success in that work force?

Priorities:

- Knowledge development and skills-based hiring
- Related practice work with partners and stakeholders such as:
 - Facilitating a Community of Practice centering adult learners.
 - Student mobility support.

- Universal Transfer Project, a credit mobility initiative with colleges and universities.
- National Governors Association State Community of Practice, focused on skills-based hiring.
- Facilitating collaboration across workgroups and partners involved in skills-based hiring, enabling strategy development on noncredit to credit-bearing pathways.
- Learning and Employment records (LERs) and academic credit for prior learning.

Equity Cluster

- Equity continues to be embedded across all cluster and strategic planning efforts including policy, knowledge development, and practice work.

Key Milestones

- Development and launch of the SAP and attainment dashboards. The dashboards will continue to evolve through continual refinement, reflecting equity-based indicators for each cluster area.

Regional Challenge Grant Partnerships

- Continue the development of a regional partnership strategy to include all policy and programmatic work in relationship with regional communities.

Emerging work:

- SAP updates reflect ongoing program development updates.
- 2024 request for Letters of Interest process.
- 2023 legislative report and program framework.

Priorities

- Support the funding of new partnerships from the 2024 request for Letters of Interest.
- Further build opportunities to center partnership voices within the WSAC policy development process in alignment with the Theory of Change.

Council Priorities:

- Continue to develop and nurture Regional Challenge Grant participants to create innovative postsecondary programs in various regions of the state.
- Develop comprehensive policy proposal to increase enrollment in valuable student pathways and programs for both high school graduates and adult learners and to support students in attaining these in-demand credentials.
- Define and track all post-secondary credential attainment across public and private job sectors.
- Create a comprehensive communication strategy regarding the future value of attaining a postsecondary credential in a rapidly changing job market.
- Recognizing we must add a section to the enrollment area, and a final draft will be needed for a final sign off for the updated SAP.

Consent of Strategic Plan approval

Motion made to approve the 2025 Strategic Action Plan.

Motion seconded.

Motion carried.

Community Discussion: Innovative Strategies to Increase Postsecondary Enrollment**Presenter:** Rathi Sudhakara**Materials:** [Our Future: CWU Convening Summary](#)**Video Reference:** [2:11:38-3:15:00](#)**Panelists:**

- Jim Wohlpart, President of Central Washington University
- Trevor Greene, Superintendent for Yakima School District
- Andrew Morris, Chief of Staff, and Interim Vice President for University Relations

Objectives:

- Raise awareness of transition gaps between high school and post-secondary institutions.
- Addressing the issues of students having to navigate multiple confusing systems.
- Asking the question of how Washington State can disrupt these transitional gaps and begin building bridges for its students.

Discussion Summary:**Jim Wohlpart- CWU**

- Although students are receiving financial aid, public perception of higher education has dropped significantly over the last 8 years. According to a Gallup Poll, 57% of Americans had confidence in higher education. That's down to 36% in 2023. Despite this perception, many surveys have shown that attaining a postsecondary degree is valuable.
- Employers find value in higher education. The NACE (National association of colleges and employers) 2023 survey indicated that 70% of employers agree a bachelor's degree is required for entry level jobs.
- The question becomes if higher education institutions are preparing their students for the future with skills such as adaptability, effective communication, and working with diverse backgrounds.
- Northwest Commission on Colleges Universities recently approved the first 3-year bachelor's degree. This is a concern as it is shortening the bachelor's degree from 120 credits to 90 credits.
- Focus needs to be centered to nontraditional students, and bringing more back into the pipeline, to achieve the 70% attainment goal.
- Creating an intergenerational economic mobility, for students, families, and their communities.

Ideas CWU is working on:

- Providing better support for businesses and industries and their ability to fill jobs that pay well. We need to recruit from within our state, not outside. In the next 6 years it is predicted we will be adding 500,000 jobs, that will require post-secondary degree.
- Taking an exosystemic approach, where school districts, colleges, universities, running start, are woven together seamlessly. Where students are not troubled by transferring of credits. This can be done by building more partnerships. Such as the current partnership with Yakima Valley School district with Central integrating college and high school courses into a 4-year program.
- Creating clear articulations and pathways. Maintaining rigor in every aspect. Setting high standards for all students. Building financial literacy and FASFA completion.
- This work needs to be done in a culturally responsive and sustaining way, where we work in partnership with the region/community.

Trevor Greene- Yakima School District Superintendent

- Represents the 1% of Native American population that has received a post-secondary education.
- Challenge the Council to create a pathway for students by being proactive through the Strategic Action Plan.
- Challenge in public education is the longevity of principals and superintendents.
- There is an equity issue in the Toppenish area as not all students have access to transportation to travel to Yakima Valley College.

Future Goals:

- Forming partnerships with 4-year institutions to create opportunities for students to stay in high school and graduate with a certificate.
- Yakima can get a four/two-year degree, through Arizona state University. The problem was no institution was willing to develop an AA degree for students to earn while in high school. Would like to partner with an internal university in the state; however there are barriers that need to be removed, to achieve an equity of access opportunity for all our students.

Andrew Morris- Chief of Staff, and Interim Vice President for University Relations

- CWU is facing an adaptive challenge of credentialing an extra 200,000 Washingtonians, ages 25-44. CWU has been intentional about the partnerships being created around the region to address the inequity in education so students may have multiple pathways to success.
- Launched a new department at Central called Business and Community Services. They work to connect opportunities, bring businesses, industries, to the partnering regions.
- Through partnership with WSAC, Central has been able to submit applications for Congressional directed spending that helped developed pilot programs, and further accelerate business citing and retention in throughout the region.

Comments:

- State of Washington populations holds a high number of degrees, unfortunately we are importing a lot of them. The question becomes if the industries in our state support that, hard to recruit outside of Washington.
- Time to rethink about the 4-year experience of a traditional University. Students who are receiving college courses in high school are facing barriers with some institutions not counting their credits, this is something Yakima Valley College has vetted.
- There is a need of a training program for high school principals on how to effectively navigate dual credit opportunities for their students. Identifying how to bridge the gaps in our institutions across the state, turning inaction to action and being proactive.
- Yakima Valley recently received a grant, \$2.9M, to build career services increasing degree pathways for students.
- 88% of Yakima's high school students are taking credit courses, this a growing trend, institutions need to adjust to.

Regional Challenge Grant: New and Sustaining Partnerships

Presenter: Abbey Roth and Hannah Lodwick

Materials: [Regional Challenge Grant Update](#)

Video Reference: [3:15:18-4:14:52](#)

Regional Challenge Grant (RCG) Milestones

- Funded 8 regional partnerships, Winter 2023.
- Published first legislative reports on RCG work, Summer 2023.
- Hosted the first Grantee Summit, Fall 2023
- Through learning in the first cycle of funding, created a second request for Letters of Interest, Spring 2024.
- Currently RCG is recommending 5 additional regional partnerships, increased investment in YVPE and sustaining investments with existing partnerships.

RCG's Theory of Change

Local Community members can shape student outcomes from a position of deep community knowledge, trust, and needs.

- All RCG's work is grounded in the Theory of Change for regional partnerships and guided by the State goal of 70% post-secondary attainment.
- Focused on funding regional partnerships, as those partnerships begin to drive increases in attainment and close equity gaps.

RCG Fund Allocations

- \$22M total appropriation.
- 58% going to sustaining current and new partnerships to enable evaluation.
- 22% funds to the first cohort of partnerships.
- 9% going towards technical assistance, learning community convening and other support costs.
- 8% towards staffing, benefits, and travel. Remaining 3% is an operational reserve.

Continuous Learning

- Change and developing partnerships takes time.
- The application process should not be a barrier. RCG has shortened the page limit on their Letters of Interest. When possible, minimize administrative burden for grantees. Time spent on administrative reporting requirements and re-application processes is time that partnerships must spend away from their communities and away from the work.

Introducing WSAC's New Regional Partnerships

- As a result of the 2024 Requests for Letters of Interest, WSAC is please to recommend funding of five new regional partnerships. They collectively represent more than 30 cross sector organizations from 13 counties with a strong alignment towards RCG's funding mission. It was a month-long in-depth process to select these partnerships.

Centro Cultural Mexicano:

- Located around King, Pierce, and Snohomish counties.
- Partners include, Cascadia College, Centro Cultural Mexicano, Latino Educational Training Institute, and Mi Centro where each organization acts as a regional hub.
- Deepening regional network of community-based organizations serving Latino communities.
- Formalizing collaboration with higher education institutional partners.
- Completing a community-led regional landscape study, community assessment, and data analysis.

ELEVATE (Empowering Learners to Excel through Vocation Advancement, Training, and Education):

- Located in Snohomish County.
- Partners include, Everett CC, Evergreen Goodwill of Northwest Washington
- Recruiting additional CBO partners from their broader community partnership.
- Building out formal connections between the job training center and credential programs
- Developing Credit for Prior Learning (CPL) for key pathways focusing on refugee and asylum seeking adult learners.
- Strengthening campus culture for adult learners with dedicated campus space and student support.

Kitsap Strong:

- Located in Kitsap and Mason Counties.
- Partnerships include multiple school districts and colleges in the area.
- Focuses on deepening their partnerships with IHEs through the aligned Bridge opportunity with Olympic College.
- Scaling the Hope Navigator Training for enrollment and retention efforts.
- Transforming systems to improve educational attainment and alleviate poverty.

Olympic Peninsula Resource Co-Op:

- Located in Clallam and Jefferson Counties.
- Partners include a list of various organizations in the region such as YMCA, DSHS, Serenity House, Peninsula College, and the United Way.
- Establishing one-stop shops for adult learners to access basic needs and post-secondary access support.
- Integrating into the DSHS office to meet adult learners and increase connections in the remote regions of the Peninsula.
- Local CBO partners focus on foster youth and persons experiencing homelessness.
- Including a place-based approach to build trusted relationships rooted in a liberatory design model.

Washington State University, Native American Health Sciences:

- Located in Chelan, Okanogan, Pen Oreille, Spokane, Stevens, and Yakima Counties.
- Partnerships include the Coeur d'Alene Tribe, Community Colleges of Spokane, Confederated Tribes of the Colville Reservation, the Kalispel Tribe, Seattle Children's Hospital, the Spokane Tribe, and the Yakama Nation.
- Coordinating K-12 and college-centered pathway programs in health sciences for Indigenous youth and adults.
- Requested work from tribal elders to increase healthcare members to support their communities.
- Serving the central and eastern tribal lands of the state in unique ways specific to each community.
- Approaching healthcare and medicine that honors its relationship with the land.

Questions from the Council:

Q: Can you speak to the 33 applicants WSAC is not recommending in terms of effort and work that went into those LOI's?

A: All 38 applicants represented a competitive and strong vision alignment, but ultimately through 13 voices that aided in our decision, we choose strong partnerships, that aligned with K-12 higher education, and CBO engagement as well.

Q: What kind of feedback do you give to applicants that would like to reapply?

A: We communicated with partners based on the phases of our process as outline in the requests for letters of interest, through email, we included that communication that we are available for follow-up conversations and feedback.

Q: The 13 people that helped in your decision making were they external or from WSAC?

A: The advisory team we had external and internal WSAC staff. Their role was not decision makers, they were there to provide insights and questions that we could bring back for further discussions. The review team consisted of 6 WSAC staff about what partnerships would be brought forward.

Q: Do regional partnership require an annual report on their work?

A: We have multiple intermediate progress reports that partners share back that includes, written narratives and expense reports. There are also monthly check ins that occur. Co-collaborating is happening on many different levels as we seek to understand the geographic region in which they work in.

Q: What opportunities are there to share out to other practitioners and partnerships that to help inform other partnerships that feel short on this process?

A: There is a multi-layered approach to demonstrate that this learning is not occurring in a single space, however it is always evolving. We also had our first convening around community practice last fall to support ongoing learning for practitioners.

Q: How many RCG recipients are in existence right now?

A: Eight original partnerships that were funded first and the new cohort represent an additional five.

Resolution 1

- Authorize WSAC staff to award funds to the recommended five new partnerships for a total of up to \$1.55 million per year for granting period up to but not exceeding two years, following reporting and evaluation requirements.

Consent of approval

Motion made to approve Resolution 1

Motion seconded.

Motion carried.

Existing Regional Partnerships

- Sustaining Current Investments.
- Aligning process with the Regional Partnership vision.
- Sustaining support to enable evaluation.
- Finishing the first academic year of RCG-funded work.

- Early learning demonstrates the incredible promise of a regional approach.
- Engaging in a rigorous process to evaluate, requiring contract extension request through June of 2025. Asking Council for an increased investment in the Yakima Valley partnership.

Yakima Valley Partners for Education (YVPE):

- Located in Yakima County, has 35 total cross-sector partners.
- Growth of the school-based approaches to shift the culture around credential and catalyze students to pursue their desired post-secondary pathway.
- Expansions of trusted tax filing services, which support families in financial aid application completion.
- Added capacity for community leaders who are grounded in the partnership's approach to system change.

Resolution 2

- Approve WSAC's increased investment in YVPE up to \$405,780 over a 15-month period through June 30, 2025.

Resolution 3

- Authorize WSAC staff to extend funding to the initial cohort at commensurate funding amounts for a total of up to \$2.9 million through June 30, 2025, following successful completion of the extension process (in accordance with Appendix A on the Existing Partnerships document).

Consent of approval

Motion made to approve Resolution 2

Motion seconded.

Motion carried.

Consent of approval

Motion made to approve Resolution 3

Motion seconded.

Motion carried.

Looking Ahead

- January 2025: New request for Letters of Interest
- May 2025: Recommendations from 2025 request for Letters of Interest (new and existing 2023).

Understanding Non-Credit Pathways

Presenter: Paul Francis, Inez Olive, Abby Chien

Materials: [Discussion Guide](#)

Video Reference: [15:23-1:25:05](#)

Panelists:

- Dr. Michelle Van Noy, Director & Associate Research Professor, Education and Employment Research Center (EERC), Rutgers University*
- Clarissa Pruneda, Director of Workforce Education, Columbia Basin College

- Dr. Christi Harter, Assistance Vice President of Professional and Continuing Education, Eastern Washington University
- Meg Lindsey, Workforce Manager, Providence Healthcare

Introduction- Council Member Paul Francis

- This an introductory conversation with an opportunity to ask questions and learn what other states are doing. When talking about noncredit programs and courses, it is not just about personal enrichment. Non-Credit Pathways connects directly with WSAC's state attainment goal and the strategic action plan and is an absolute focus on equity.

Dr. Michelle Von Noy-Director and Associate Research Professor

- More than 2/3 of adults considering further education prefer a nondegree option, up from about one-half before the pandemic.
- 72% of community college noncredit are ages 25 and older.
- 53% of state systems responding captured noncredit data.
- 38 states mandated some noncredit data reporting.
- Study of 29 states with data systems-23 document enrollments, 9 demographics, 19 on workforce preparation courses.
- 34 of 47 states indicated some state-level data reporting.
- Different types of noncredit-occupational training sponsored occupational, personal interest and pre-college. There is more work to be done to build a data infrastructure.

Non-degree Credential Quality

- Commonalities in NDC Quality definitions-quality credential design, relevant competencies, outcomes of value, market processes.
- Mechanisms to promote quality are providing information, norm-setting, policy, and capacity building.

Key Findings

- There is a need for increased coordination and collaboration among NDC quality influencers and their activities.
- States are seen as locus of activity and coordination.
- Challenges exist in setting quality standards and thresholds.
- The importance of quality to promoting equity was also raised as a concern.
- Provider-level technical assistance is required to build on existing activity around NDC quality.
- There is a significant need for funding on NDC's; current funding is subject to a great deal of change, complexity, and uncertainty.

Clarissa Pruneda- Director of Workforce Education

- Focusing more on workforce trainings this year, such as CDL, welding, continuing education for healthcare providers.
- Courses are available to the community; individuals do not need to be a student to participate in these courses.
- Noncredit courses can be a pipeline in education.
- Noncredit courses are a revenue producing entity for the college.

Dr. Christine Harter, Assist Vice President of Professional and Continuing Education

- Eastern Washington University re-established the continuing education course unit.
- WSAC received MGA grant and subcontracted Greater Spokane Incorporated and provided students with verified credential support.
- Merrick was the technology used to establish a system where students can receive a digital credential. Employers can use that digital wallet to quicken the hiring process.
- Correlation between Washington State House Bill 2216, where employment needs to reduce the barriers by minimizing to a year degrees and lining up skill-based hiring processes.
- Skills Forward Initiative funded by Walmart, has provided 7 grants, to support the evolution of work being done.

Meg Lindsey-Work Force Manager

- Large network spanning from Eastern Washington to Western Montana.
- Employ about 6,000 people and have 800 opening with hospitals. Positions are not always filled, looking towards finding innovative retention strategies.
- In Spokane, there is a series of Earning to Learn training programs, where students can earn their certificates. Creating opportunity for individuals to come in work at that entry level positions.
- Partnering with Good Jobs Challenge Grant as they support training programs.
- Spokane has a large immigrant and refugee population, working with that community to provide English as a second language, during their workday.

Questions:

Q: At Yakima Valley College are you 60% credit enrolled and 40% non-credit enrolled?

A: Yes, that is a good reflection of YVC. The noncredit that we offer is called CCR (College and Career Readiness) that offers basic skills and GED preparation.

Q: Is there an opportunity for students to get a degree, but if they needed to get some credits or experience elsewhere would that be possible to partner with another university for the course?

A: We must make this a more systemic across our state and nation. This is tricky because it depends on the institution, and the student will need to be careful because they might take away from a required course and lose their federal aid.

Q: Given the growth and demand of continuing education, are community colleges grading, continuing education onto their guided pathway initiatives as part of a vision for moving from non-credit to credit to degree, to transfer to sustainable living.

A: Yes, this is the goal, the pathways from non-credit to credit need to exist.

Q: Do you have dedicated advising for non-credit programs or supports at CBC or EWU?

A: We do not have a specific advisor for non-credit programs, the challenge that we don't have enough staff and continuing education requires a lot of customer service. There are many immigrants and refugees seeking training, language is a barrier, we need a staff to help the community especially to recruit more support.

Comments:

- Concerns over the long term of non-credit programs not serving the students. We need to think about communities who are trying to get into a high wage, high demand career, and not just becoming a short-term solution to fill flag positions. There might be unintended consequences around these programs. Demographics are often left out of these conversations.
- We must support innovative, guided pathways for our future workforce and our current workforce. Have a clear map where students can see the start and end of their pathway.
- Having employees that can include non-credit programs is essential to communities to break generational poverty and create growth in our workforce and meet our state attainment goal.
- The problem is employers have not been willing to provide that level of support, there needs to be work that happens at the workforce level.
- Council staff needs to revisit this topic at a future meeting to further discuss.

CADRS

Presenter: Julie Garver, Shannon Carr, Andrew Brewick

Materials: [Proposed Revisions](#)

Video Reference: [1:26:52-2:10:34](#)

Washington State minimum admission standards

- Establishes minimum admission requirements for undergraduate and graduate students.
- Identifies requirements for first year, transfer, graduate, and professional students.
- The minimum admission requirements are only to apply to Washington States baccalaureate programs.
- Challenging to accurately identify students' academic work to meet minimum admission standards.
- High school transcripts are often the primary source to document students work.
- Increase of the number of high school transcripts that do not accurately record high school coursework to meet the minimum admission standards.
- Increase in number of students not meeting minimum standards, not eligible for guaranteed admissions and greater consideration under alternative admission options.
- Direct impact on retention and completion of students in higher education.
- The intention of the revisions is to increase clarity and transparency of the minimum admission standards to enable districts and schools to accurately reflect student work on the high school transcripts.
- The goal is to align minimum admission standards with implementation of the standards, and to collaborate with the districts and schools to increase data quality and make the information more user friendly.

Proposed Modifications

- Change the presentation of the format of the standards. Addresses lack of clarity and transparency of expectation that leads to misconceptions.
- Changes the name of CADRs to Core Class for College (the 3 C's) and builds on the familiarity of core classes in high school.

- Establishes a process in high school to meet minimum admission standards. It also addresses extracurricular activities, expands options to meet world languages and adds details to meet GPA requirements.

Next Steps

- If this plan is approved in August, the goal is that the revised admission standards to set expectations.
- Time implementation corresponds with cohort model.
- Engage with districts around the implementation of course identification processes.
- Universities develop crosswalks between dual credit courses and minimum admission standards.
- Continue to work with providers around data quality.
- Lead in collaboration with affected and interested entities professional development focused on minimum admission standards.
- Engaged in a collaborative communication effort focused on students and families.

Questions:

Q: Is any of the feedback from the meeting on 5/7 incorporated in the new proposal?

A: Any changes will require additional work throughout our sector. There are technical changes and modifications, but the essential elements are to be continued if this is advanced.

Q: On the graduate side, there is a reliance on testing that is not universally being accepted, then why is this still a requirement for admissions.

A: The graduate programs do not rely on these tests; they just provide a further scope to add to the application process.

Q: Within the sciences, a 4th credit of math is being eliminated by adding science requirements of chemistry or physics. What is the reasoning for this?

A: We want students to complete up to Algebra 2, then we want students to complete a quantitative course after or in addition to that. It could be an additional math course, or a science-based math. We know some students may be deficient, but we are hoping they can be admitted by an alternative requirement.

Q: In the current policy, there is biology chemistry or physics. In the proposed policy it is biology and chemistry or physics. In schools, physics is counted as science or math. It is not addressed in CADRS, and can it be clarified.

A: The specific legislation may not meet minimum legislation standards, and there is specific language in CADRS to address that.

Public Comments:**Steve DuPont, Executive Director of Government Relations, Washington State University.**

Referencing the strategic action plan document- bullet pt at bottom of pg. 7. Talks about backfill in university budgets. It is suggested it affects fees because of statutory commitment. The truth is it is done through incremental budget. The main problem right now is inflation and that the same law that guarantees backfill captures tuition for a 14-year average. Inflation has not been around for 14 years. The college is not getting full funding for the cost-of-living allowances. Over 90 percent of students are resident undergraduate who get the lowest tuition and get the benefit of the 3 percent cap, the school does not have a lot of revenue to go around. CWU is looking at what they must decrease in order to make the budget work. They must fund the salaries, benefits and cost of running the school, and enrollment still has not come up from 2019. They went to the legislature early in the year and asked for \$398,000 to provide the students with basic need funding, and it was approved.

Deyanira Orozco, student attending Grand View Campus.

Buenas tardes
 Mi nombre es Deyanira Orozco. Soy estudiante de clases de inglés del Colegio de Grandview. Estamos aquí para apoyar Colegio gratis. Me gustaría que nos apoyaran sabemos que ay muchos programas que ayudan, pero pienso que si el Colegio fuera gratis sería una gran bendición para nuestra comunidad. Ya que todos tenemos diferentes necesidades. Sabemos que muchas jóvenes dejan de estudiar porque saben que no tienen los recursos necesarios para seguir. No todos tienen las

—
 mismas posibilidades, pienso que sería de gran ayuda. Alguien una vez me dijo que a veces es bueno ponerte en el lugar del otro para entender las necesidades de los demás. Yo los invito a que por un momento se pongan en el lugar de toda esa gente que no tiene la posibilidad de estudiar.

Spanish to English translation:

Good afternoon my name is Deyanira Orozco. I am a student at Grandview College taking English. We are here to support free college! I would like your support. We know there are many programs that help, but I think that if college were free, it would be a great blessing for our community! Since we all have different needs. We know that many young people stop studying because they don't have the resources to continue. Not everyone has the same possibilities, I think though it would be a great help. Someone once told me that it is good to put yourself in the place of the others to understand their needs. I invite you to put yourself in the place of all those people who do not have the possibility of studying.

Motion made to Adjourn Meeting.

Motion Seconded.

Motion Carried.

Meeting Adjourned at 3:15 PM

Appendix A

[TVW meeting recording 05-14-2024](#)

Appendix B

Meeting chat record from Zoom:

08:04:40 From Crystal Hall (she/her) to Everyone:

Welcome! Please use the chat to introduce yourself. My name is Crystal Hall, council staff.

08:05:05 From Brian Jeffries to Everyone:

Brian Jeffries, Policy Director, Washington Roundtable

08:05:14 From Joel Bentley to Everyone:

Good morning everyone! I'm Joel Bentley, WSAC.

08:05:57 From Paul Francis to Everyone:

Good morning - Paul Francis, SBCTC executive director and WSAC member.

08:06:34 From Katie Tallman | WSAC (she, her) to Everyone:

Good morning, Katie Tallman, WSAC staff.

08:17:48 From Crystal Hall (she/her) to Everyone:

Good morning, for those who have just joined, please be sure to introduce yourself in the chat.

08:19:06 From Chelsea Trout to Everyone:

Chelsea Trout, Pacific Education Institute, statewide remote from Wenatchee

09:01:30 From Shea Hamilton to Everyone:

Struggling to hear Sativah. Perhaps it's just me. Not sure if that mic is on.

10:04:30 From Crystal Hall (she/her) to Everyone:

We are taking a brief break and will resume at 10:13 for our Community Discussion segment

10:21:52 From Crystal Hall (she/her) to Everyone:

Welcome back, if you are just joining please introduce yourself in the chat. Thank you!

10:23:01 From Cecilia Jimenez to Everyone:

Cecilia Jimenez, Family Engagement Coordinator for Cornerstone Program w/ Chehalis School District.

10:23:43 From Brian Jeffries to Everyone:

I'm sorry, who is presenting these data?

10:24:02 From Crystal Hall (she/her) to Everyone:

Jim Wohlpart from CWU

10:24:14 From Brian Jeffries to Everyone:

Replying to "Jim Wohlpart from CW..."

Thank you!

10:24:33 From Dustin Wunderlich to Everyone:

Dustin Wunderlich, director of community relations at Yakima Valley College.

10:25:34 From Shea Hamilton to Everyone:

Replying to "I'm sorry, who is pr..."

Thanks for this question, Brian! I was also wondering.

10:29:52 From Chelsea Trout to Everyone:

Is there a way we could see these data written at a later date? Thanks for sharing, this is very important info!

10:32:13 From Crystal Hall (she/her) to Everyone:

Replying to "Is there a way we co..."

Hi Chelsea, great question and I'll ask. We also have the Convening Summary posted with our council materials located here: www.wsac.wa.gov/2024-meetings#may-14

10:32:24 From Alyson Rotter/Olympic College- K12 Partnerships to Everyone:

Reacted to "Is there a way we co..." with 👍

10:35:03 From Chelsea Trout to Everyone:

Reacted to "Hi Chelsea, great qu..." with 👍

10:39:53 From Crystal Hall (she/her) to Everyone:

Current speaker is Trevor Greene, Superintendent of the Yakima School District

10:52:08 From Suzy Ames to Everyone:

Suzy Ames, President of Peninsula College

10:54:32 From Crystal Hall (she/her) to Everyone:

Current speaker, Andrew Morse CWU

11:42:35 From Alyson Rotter/Olympic College- K12 Partnerships to Everyone:

"soil conditions" matter.

11:43:35 From Shea Hamilton to Everyone:

Reacted to ""soil conditions" ma..." with ❤️

11:46:35 From Chelsea Trout to Everyone:

Reacted to ""soil conditions" ma..." with ❤️

11:56:45 From Hannah Lodwick to Everyone:

Reacted to ""soil conditions" ma..." with ❤️

11:57:11 From Maura Ruiz to Everyone:

Proud to partner with YVPE's amazing work! ✨

12:12:58 From Heritage University to Everyone:

We will break for lunch until 1pm.

13:05:09 From Crystal Hall (she/her) to Everyone:

Welcome back everyone... if you are just joining, please use the chat to introduce yourself.

Thank you and welcome!

14:12:06 From Michelle Van Noy to Everyone:

Thank you for inviting me to be part of this discussion!

14:13:17 From Julie Garver to Everyone:

We cannot hear Ruben very well given side conversations.