

California Higher Education Recovery with Equity Taskforce

Meeting Agenda & Summary Notes

Tuesday, October 13th, 2020 | 11am-2pm PT/2pm-5pm ET

MEETING OBJECTIVES

- *Listen and learn from Bridget Burns and her experiences advancing equity with the University Innovation Alliance*
- *Review our updated, comprehensive statewide and regional data analysis for California's postsecondary education outcomes and stakeholders, identifying additional implications impacting equity for students and an overarching vision for system redesign*
- *Provide feedback on the initial set of solution ideas emerging from Taskforce working groups, particularly related to the system levers, adopters and incentives*

<p>11:00-11:10 AM PT</p> <p>Welcome and Agenda</p>	<p>Attendees:</p> <p>Taskforce Members: Lande Ajose, Loren Blanchard, Nathan Brostrom, Bridget Burns, Michelle Asha Cooper, Keith Curry, Mildred Garcia, Daisy Gonzales, Shaun Harper, Michal Kurlaender, Monica Lozano, Tim Renick, Judy Sakaki, Deborah Santiago, Michele Siqueiros, Gabrielle Starr, Hayley Weddle, Michael Wiafe</p> <p>Education First & Team (supporting Taskforce efforts): Ria Bhatt, Susan Bodary, Stefanie Charren, Carl Christopher, Mario Jackson, Jaci King, Meg Ramey, Varsha Sarveshwar, Amanda Thornton</p> <ul style="list-style-type: none"> • Lande Ajose (Chair) shared that Michal Kurlaender, professor at UC Davis, has joined the Taskforce. • Susan Bodary provided an overview of where the Taskforce currently is in its scope of work. After having identified needs and analyzed root causes behind these needs, the Taskforce has now entered the solutions development phase of the work. Working Groups have been developing solutions and today, the Taskforce will review and provide feedback on those preliminary solutions. The solutions will continue to be iterated on by the Taskforce and Working Groups, and will be shared with stakeholders across the state for feedback before being finalized as recommendations to the Council for Postsecondary Education.
<p>11:10-11:30 AM PT</p> <p>Taskforce Member Spotlight: Bridget Burns</p>	<ul style="list-style-type: none"> • Bridget Burns provided insights into her work with the University Innovation Alliance. She touched on scaling proven innovation in the higher education sector, redesigning higher education around the needs of students at the margins, and moving from a competition-and scarcity-based mindset to trusting, cooperative relationships between higher education institutions. It is not easy to replicate and scale the trust and innovation that has been developed through the University Innovation Alliance, but Bridget believes it can be done when the essential elements are put in place. • Bridget highlighted ways that these principles and strategies can be applied to California's context, starting with extreme goal clarity around goals that are both realistic and ambitious for California higher education.
<p>11:30 AM - 12:05 PM PT</p>	<ul style="list-style-type: none"> • The Taskforce reflected on Education First's research analysis which includes interview and focus group data from students and K12 and higher education stakeholders across the state of California.

<p>Updated Data Analysis</p>	<ul style="list-style-type: none"> • Taskforce members noted that the data showed: <ul style="list-style-type: none"> ○ A desire for a statewide data system and questions around how that data system could be used to support students and promote equity and accountability across the early education to higher education continuum. ○ A need to promote cooperation over competition in higher education and remove institutional barriers. ○ An imperative to focus on meeting students’ basic needs and the basic needs of their families (housing, food, Internet, etc). ○ A push to address the financial/budget challenges that are standing in the way of change. ○ A question of how to align higher education better to California’s statewide and regional economies.
<p>12:05-12:15 PM PT</p> <p>Break</p>	<p>Break</p>
<p>12:15-1:50 PM PT</p> <p>Feedback On Initial Solution Ideas</p>	<ul style="list-style-type: none"> • Since the last Taskforce meeting, Working Groups comprised of both Taskforce members and additional stakeholders have been following a design process to develop an initial set of solutions to what the Taskforce has identified as areas of need in California higher education. In this segment of the call, Susan Bodary and Carl Christopher from Education First presented the Taskforce with each of the Working Groups’ initial solution ideas (see below). • Lande Ajose focused the Taskforce’s attention on one of the key components for a redesigned higher education system in California: focus on fewer, bigger changes, also called “moonshot” solutions. • Taskforce members broke into four breakout rooms to workshop the four big potential solutions idea proposed by the Working Groups. In each breakout room, Taskforce members considered levers, adopters and incentives needed for each solution. • Group 1: “Adult Learners” Solution Ideas <ul style="list-style-type: none"> ○ Proposed Solution 1: Expand credit-earning options for adult learners in the postsecondary education delivery model to include the integration of life experiences and workforce education. <ul style="list-style-type: none"> ▪ Levers <ul style="list-style-type: none"> • Need more consistency and clarity about CBE, PLA. • Curricular structure needs examination to change how students are served in this capacity. • Institutions focus on undergrad first-time students. Some students need to go part-time, and some institutions are not incentivized to serve part-time students. No/few services designed for evening students who can’t attend during the day. • Opportunity for experiential learning while working on campus jobs. Combine work with earning college credit. ▪ Adopters <ul style="list-style-type: none"> • Workforce partners need to be able to give input.

	<ul style="list-style-type: none"> • Alumni need to add skills for some employers; stackable credentials. • Work and learn connections with businesses to provide students with the industry experiences they need. • Unlock control over the degree pathway. For adult students, it's hard to fit credits into the framework. This needs to involve faculty and union collaboration. It requires backing from the highest levels of leadership. ▪ Incentives <ul style="list-style-type: none"> • Get better educated about what PLA and CBE are. Is there a way to incentivize the institutionalization of the process? • Institutions need to get credit for all of the students they serve, not just first-time students. • Meeting statewide goals could incentivize CBE, PLA approaches. Using traditional measures doesn't work for bold ideas like this. ○ Proposed Solution 2: Give adult learners the same level of wrap-around support that are typically provided for traditional pathway students, where life burdens and barriers to persistence and completion are eased and addressed. <ul style="list-style-type: none"> ▪ Levers <ul style="list-style-type: none"> • Increasing the availability to work on campus. • Family sustainable wages. • Can levers be incentives, and vice versa? • Delivery models will impact the ability to offer services to students who need them the most. ▪ Adopters <ul style="list-style-type: none"> • Untapped need: how to reach out to alumni. How can higher education leaders help alumni who are now unemployed? Policy changes need to include how to support alumni. ▪ Incentives <ul style="list-style-type: none"> • Barrier: cost of services can be overwhelming for institutions to support, due to expense. • Expanding childcare on campuses. Need more partnerships to offer this service. ○ Other solution ideas: <ul style="list-style-type: none"> ▪ Reclaiming those who have been on a college campus before. ▪ Helping adult learners attain the degrees they need to go on to graduate school. ▪ Extension programs being marginalized by nature. Destigmatize. Have more faculty teaching. Give these programs more prestige. ▪ Giving more thought to what financial aid covers. • Group 2: "Persistence and Completion" Solution Ideas <ul style="list-style-type: none"> ○ Proposed Solution 1: California commits to making college more affordable for all qualifying postsecondary students by coordinating and
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streamlining delivery and a full package of supports in response to the student financial aid application. Notification of financial aid and scholarships will be packaged with basic needs support and new tools for learning (Internet, devices, etc) so that all students have what they need to access, persist and complete credentials and degrees that link of the field of their choice.

- Proposed Solution 2: California will prioritize designing this approach to meet the needs of Black, Latinx and adult students, to increase the diversity of those completing postsecondary credentials and degrees. In doing it this way - designing the solution for priority students on the margins, but delivering for all - it is likely to help students who require basic needs and learning tools that we have not specifically prioritized.
- Other ideas:
 - Case management advising approach (built like the KP or Mayo Clinic model)
 - Levers
 - Need a strong model that is doing it well (maybe liberal arts colleges that have strong completion rates for Black, Latinx and low-income students).
 - Need these advisors embedded in existing campus leadership roles, not standalone roles.
 - Need someone who already knows what the student's case is.
 - Need students to know their academic, wellbeing, career plans, and have it in one place.
 - Integrated enough of an approach that allows for transfer students (or even K12) to be able to utilize that model.
 - Policy, talent, resources, governance: we need all of those.
 - High-quality services: students able to make good decisions based on all the information they receive.
 - Incentives
 - Performance-based incentives (aggregate goals - persistence/retention/transfer guarantee/graduate rates and individual goals; high-quality service, flexibility).
 - **Group 3: "Intersegmental Collaboration" Solution Ideas**
 - Proposed Solution 1: Common platforms– e.g., shared course numbering system, shared course mapping tool.
 - Levers
 - A mandate from the governor that shared course numbering will exist in California (if you use state funding to support that class) with a deadline.
 - Proposed Solution 2: Regional approach to encourage faculty collaboration across segments/institutions.
 - Levers:

	<ul style="list-style-type: none"> • Incentivize collaboration on a regional basis across faculty to identify any economic changes, degrees needed as a result, or how the campuses in that area need to shift in order to meet the needs of Californians post-COVID. Invite faculty expertise on their region and their discipline. ○ Proposed Solution 3: Funding incentives aimed at strategically-aligned majors/degrees. ○ Other ideas: <ul style="list-style-type: none"> ▪ Consider: How to incentivize good behavior? Money, expectations, the role of “shame” (sometimes effective, sometimes isolating), and relationships. ▪ Reframing the solutions, highlighting: <ul style="list-style-type: none"> • Institutions need to change how they operate so that they are student-centered. • Intersegmental collaboration could let students take different courses, but could students have access to supports from other campuses? How would we modify the design of the higher education system if we assumed that students went to more than one institution? • Need to unpack issue of certain colleges being seen as more preferable to transfer from, therefore being overrepresented at four-year institutions. • The process isn’t designed to reduce barriers to transfer. Built in racial/ethnic inequalities in the transfer population. • We want statewide alignment and continuity; at the same time, CA is big: do we need regional compacts? • Moonshot idea: Clear, guaranteed statewide pathway that makes the cost of attendance to a four-year institution not seem inaccessible. Dual admission is one strategy; online learning is another. • Group 4: “K12-Higher Education Alignment” Solution Ideas <ul style="list-style-type: none"> ○ Proposed Solution 1: Re-design junior and senior year of high school to incorporate early college credit opportunities – and specifically, dual enrollment – for all students as a standard practice. <ul style="list-style-type: none"> ▪ Levers: <ul style="list-style-type: none"> • Consider having a unique name for the statewide dual enrollment program, a brand for students to accelerate and get college credit early. For example, “early college academy.” Seen as an onramp for further higher education. • How can we make sure that even starting at 9th grade, students are on track toward a Bachelor’s if that is the path they want, including access to dual enrollment? How can we even start education around college opportunities in middle school (consider Bakersfield model)?
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	<ul style="list-style-type: none"> • Could the program guarantee a whole year of college credit? Branded as “a year of college”? • Dual enrollment should count for A-G. ▪ Adopters: <ul style="list-style-type: none"> • Consider how AP (advanced placement) stakeholders will conceive of statewide dual enrollment. • How do we bring high school admissions counselors on board? • How can we train—and what will be required of—dual enrollment teachers? • Incentivizing parents around dual enrollment: perhaps enrolling both parents and students at the same time. • Consider how faculty union stakeholders will conceive of statewide dual enrollment. ▪ Incentives: <ul style="list-style-type: none"> • Credits have to mean something at a wide variety of higher ed institutions in order to incentivize student participation in dual enrollment. • AB288. • Incentives for teachers to get master’s to teach dual enrollment. • CCI K-12 accountability system to be college prepared could include dual enrollment: build this into the accountability system. ○ Proposed Solution 2: Merge the work between high school and postsecondary to seamlessly support students – particularly Black and Latinx students – to and through postsecondary completion. <ul style="list-style-type: none"> ▪ Levers: <ul style="list-style-type: none"> • Warmer handoff between K12 and higher education. • Help students in high school feel that they are already part of an institution when they enroll in dual enrollment courses (using NYU as an example). • Statewide implicit bias and cultural competence training for anyone working with dual enrollment students, so teachers are ready to work with the diverse population they will serve. • Consider how Junior and Senior year of high school are currently aligned to economic opportunities for the future.
<p>1:50-2:00 PM PT</p> <p>Review Next Steps</p>	<ul style="list-style-type: none"> • Carl Christopher shared next steps for the Taskforce: <ul style="list-style-type: none"> ○ Taskforce members are asked to please complete a survey. • Carl also shared upcoming activities related to the Taskforce, including: <ul style="list-style-type: none"> ○ Working Groups continuing to meet and develop solutions. ○ Working Groups consulting with technical experts and advisors to develop solutions. ○ Education First sharing revised solution proposals with K12, higher education and student stakeholders statewide for feedback.

