

State Board of Education

Future Opportunities to Work with the QEC

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Statutory Responsibilities

- Strategic oversight of public education system
- Advocacy role
- Promote achievement of basic education goals

How does the statutory role translate operationally?

“Strong policy leadership”

- Thought leadership
 - Forum for forward-thinking policy discussion
 - Example – how will kids’ needs change in 5 years? 10? How can we get there first?
- Provide the broad policy leadership that no individual agency is well-suited to provide
 - Vertical articulation through the system
 - Key pathways (early learning to K-12 to higher ed)

How does the statutory role translate operationally? (continued)

Making strategic planning meaningful

- Goals that can't be reasonably disagreed with are less meaningful.
 - “Improve student achievement”
- Well crafted goals & strategies necessarily force priority-setting, which in turn force difficult choices.

Making data meaningful

- How do we know if the system is successful? Where is our ‘report card’? What would a meaningful report card look like?

Relationship between SBE & QEC

How can the puzzle pieces fit together in the system?

Contribute to the goals-setting responsibilities of the QEC.

- “Identify measurable goals and priorities for the educational system in Washington state for a ten-year time period” (Chapter 548, Laws of 2009)
- “Inform future educational policy and funding decisions of the legislature and governor” (ibid)

SBE offers a venue for broad-based stakeholder input into the goals-setting & priority-setting process.

The QEC/SBE Relationship:

Potential areas for collaboration

Being thoughtful well in advance on policy issues before the QEC in furtherance of SBE strategic plan goals.

Examples:

- Pending English Language Learner Formula Changes
- Alternative Learning Experience Funding Policy
- Continued 2776 Basic Ed Implementation

Final thoughts

State Board is uniquely positioned to aid the work of the QEC

- Statutory charge to engage in system oversight and strategic goals-setting
- Broad-based representation on the Board (practitioners, advocates, parents, students)
- “The System’s connection to the field (schools, districts, school boards, etc)”