

Legislative Priorities

Update & Discussion



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1,080 hour requirement



- Completed FAQ guidance for field.
- Most concerns are about:
 - Funding considerations.
 - Lack of clarity in link between additional hours and a larger policy objective.
 - The professional development needs of districts *vis-a-vis* late starts/early releases.
- Our view was that FAQ guidance was more appropriate vehicle than rule-writing, since law had not changed on definition of hours.



You asked us to problem-solve...



- Five-day statutory exemption for senior commencement activities is difficult to implement when instructional hour requirements are applied by grade.
- May be unintended consequence. Legislative fix may be warranted.

Effective May 1, 1979, a school district may schedule the last five days of the one hundred and eighty day school year for noninstructional purposes in the case of students who are graduating from high school, including, but not limited to, the observance of graduation and early release from school upon the request of a student, and all such students may be claimed as a full-time equivalent student to the extent they could otherwise have been so claimed for the purposes of RCW 28A.150.250 and RCW 28A.150.260.



Graduation requirements modifications

One suggested change, and one update, since last meeting



Talking Points on Graduation Requirements

Stakeholder Input	Options
24-credit framework crowds out electives.	Show general electives as unchanged.
CTE pathways need to be incorporated.	Create "personalized pathway requirements." Change "occupational education" credit to "Career and Technical Education."
Make sure students have enough free electives to pursue courses at a skills center.	4 electives + 3 personalized pathway requirements creates a combined 7 available credits.
Embrace a broader definition of college to include postsecondary education and training.	Use "pathways to postsecondary" as branding term for requirements.
The third credit of science and math make it harder for students to attend skills centers.	Develop state models of math and science course equivalencies. Students should get credit for the math and science they take at skills centers.

Name change is not simply modernization of term. There are staff certification (and therefore, cost) implications. Goal was more flexibility, not less.

Proposal: Offer clarifying language that Occ. Ed is inclusive of all CTE.

Included in Governor's budget @ \$300k. Bill will be proposed to achieve this objective.



Governor's budget on course equivalency



Math and science equivalencies curriculum

\$300,000 GF-S

Develop math and science equivalency curricula for Career and Technical Education courses, which will give students multiple pathways for meeting math and science course requirements for graduation.

- Goal is to provide greater equity in course equivalencies across the state.
- May also reduce administrative burden for Skill Center directors.



Take the traditional 'default pathway' ... and now widen it.



- SBE would embrace broader definition of “College.”
- Instead of all students on a default pathway to a four year baccalaureate program. The SBE would be saying that all students are on a default pathway to some form of post-secondary education and training.
- Every high school and beyond plan should be preparing the student for education or training beyond high school.
- Most students will change their path more than once. What's important is that they are thinking about their path, not necessarily settling on one as a freshmen.



Next Steps



- QEC Report to Endorse Authorization of 24-credit framework, with Modifications.
- Advise Legislature of the Board's vote to modify.
- Likely two separate bills: one to authorize the 24-credit framework, and another to pursue course equivalencies.
- Road to adoption: two paths...
 - ✦ This session, Legislature may set grad requirements in statute, or may authorize the SBE to set requirements in rule.
 - ✦ In the latter case, we may need to do additional rule-writing to make the change in WAC.



Quality Education Council Update



- Discussion of aligning system goals (SB 5491) and modifying indicators in statute.
- Discussion of 24-credit framework.
- Discussion of math/science course equivalencies.
- Likely legislation on all three issues.
- Mary Jean Ryan was our representative on the Council.



Emerging support for addressing summer learning loss



- Senator Andy Billig is working on a bill that appears to have some bi-partisan support.
- Emerging consensus on the critical importance of addressing summer loss as a strategy for closing the achievement gap.



Questions?

