

STRATEGIC PLAN, WORK PLAN AND COMMUNICATIONS STRATEGY

BACKGROUND

The State Board of Education (SBE) has discussed ideas for its new Strategic Plan at four meetings in March, April, May and July. A final Strategic Plan has been prepared with the five new goals:

1. Advocate for an effective, accountable, governance structure for public education in Washington.
2. Provide policy leadership for closing the achievement gap.
3. Provide policy leadership to increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education.
4. Promote effective strategies to make Washington's Students Nationally and Internationally Competitive.
5. Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation.

Each goal has several objectives, strategies, a timeline, and products/results.

Staff has also prepared a work plan and communications strategy for 2010-11 to implement the new SBE Strategic Plan.

The work plan is laid out month by month from October 2010- September 2010 with the following categories:

- Goals.
- Board Key Decisions Due.
- Board Meeting Topics/Work Sessions.
- Public Outreach, Additional Meetings.
- Staff Follow Up.
- Reports/Studies Due.
- Current Contracts.
- On the Radar Screen.

The communications strategy contains the following sections:

- Primary Objectives.
- Media Strategy.
- Messaging Principles.
- Materials Needed.
- Media Outreach.
- Stakeholder Outreach.
- Qualitative Goals.
- Measureable Goals.

POLICY CONSIDERATION

The Board will review and provide feedback on the objectives/actions, timeline and product/results for the final strategic plan, work plan, and communications strategy.

1. State Board of Education Strategic Plan 2011-14 – Attachment A.
2. State Board of Education Work Plan – Attachment B.
3. State Board of Education Communications Strategy Attachment C

EXPECTED ACTION

The Board will give final feedback on these three documents and consider approval at the September Board meeting.

STATE BOARD OF EDUCATION STRATEGIC PLAN: 2011-2014

introduction: policy roles, authority, and policy context

SBE Mandate and Roles

In 2005, the Legislature significantly changed the role of the State Board of Education (SBE). While the Board retains some administrative duties, it is now mandated to play a broad leadership role in strategic oversight and policy for K-12 education. RCW 28A.305.130 authorizes SBE to:

- Provide advocacy and strategic oversight of public education.
- Implement a standards-based accountability system to improve student academic achievement.
- Provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles.
- Promote achievement of the goals of RCW 28A.150.210:
The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop broad knowledge and skills essential to:
 1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.
 2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.
 3. Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems.
 4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.
- Approve private schools.
- Articulate with institutions of higher education, workforce representatives, and early learning policy makers and providers to coordinate and unify the work of the public school system.

SBE Roles. With its new charge from the Legislature and the Governor, the Board's role in the state education system continues to evolve. The Board's involvement with a range of education issues defines its multi-faceted role in Washington's K-12 system, including:

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system.
- **System oversight:** monitoring and managing the education system by overseeing its operation and performance.
- **Advocacy:** persuading for a particular issue or idea.
- **Communication:** providing information to help a common understanding.
- **Convening and facilitating:** bringing parties together for discussion and collaboration.

Statutory Requirements and Ongoing SBE Work

Statutorily Required Responsibilities. SBE has several specific statutory responsibilities related to the establishment of standards for student achievement and attendance, graduation from high school, and the accountability of schools and districts. The Board has led and participated in a number of important statutorily-related initiatives in the past four years, including:

- ***A More Comprehensive Accountability Framework:*** SBE created a framework for statewide accountability; developed recognition program for schools with SBE accountability index; and obtained intervention authority through Required Action for Low Performing Schools.
- ***Revised Graduation Requirements:*** SBE developed the Core 24 Framework for High School Grad Requirements and continues to work towards graduation requirements that will best prepare today's graduates.
- ***Administrative Responsibilities.*** SBE also sets the cut scores for student proficiency and other performance levels on the state assessments; monitors local school district compliance with the basic education act and approves waivers of the required 180 days of student instruction.

Special Legislative Assignments. In addition to the Board's statutory responsibilities, in recent years the Legislature has assigned SBE to undertake several specific tasks or responsibilities, including:

- Developing a revised definition of purpose and expectations for a high school diploma.
- Adding a third credit of math for high school graduation, and defining the content of all three credits of high school math in SBE rule.
- Completing a science standards review; science curriculum review; and a math standards and curriculum review.
- Drafting several policy-oriented reports, including: the End of Course (EOC) assessment report; a policy options report on Science EOC; High School Transcripts, a joint report with the Professional Educator Standards Board (PESB); and the Career and Technical Education (CTE) program completion report.
- Implementing a new efficiency waiver pilot for small school districts.
- Participating in building a coalition around HB 2261 and SB 6696 to address basic education funding and education reform issues.

SBE also holds seats on the following boards and workgroups: the Quality Education Council (QEC); Data Governance Committee; Education Research and Data Center Workgroup; Building Bridges Student Support Work Group; Race to the Top grant steering and coordinating committees; and the Science, Technology, Engineering, and Mathematics (STEM) work group. In addition, SBE consults with the Achievement Gap and Oversight Committee and Office of Superintendent of Public Instruction (OSPI) on the Science EOC for Biology.

SBE Has Many Stakeholders

Defining SBE's Stakeholders. SBE is an organization with many stakeholders and constituents across the state. Stakeholders include the Legislature, the Governor, school board directors, superintendents and administrators of the state's 295 school districts, teachers, the Washington Education Association (WEA), the ethnic commissions, community and business leaders, parents and students. All of the people and groups identified care about the work of

SBE and have an interest in its outcome. In conducting its work, SBE is attentive and mindful of its many stakeholders and their various interests. Board members have assignments as liaisons to specific agencies and associations.

Coordinating with Other State Agencies. SBE works within a network of multiple agencies including the Governor's Office, the Legislature and its committees, OSPI, PESB, and the Higher Education Coordinating Board (HECB). The more connected and aligned the various agencies' strategies and priorities are, the greater the benefit will be to the citizens of the State of Washington.

The Federal Context: Race to the Top Policies and Funding

Race to the Top (RTTT) funding is a competitive state grant program administered by the U.S. Department of Education, designed to encourage and reward states that are implementing ambitious plans in four core education reform areas. These four federal assurances represent aspects of high-performing school systems:

1. **Standards and assurances.** Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.
2. **Data systems to support instruction.** Building data systems that measure student growth and success and inform teachers and principals about how they can improve instruction.
3. **Great teachers and leaders.** Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.
4. **Turning around lowest-achieving schools.** Intervening in persistently lowest-achieving schools through four federal prescribed models: turnaround, closure, restart and transformation.

The Board participated in forming a coalition to obtain approval of Race to the Top grant funding in the 2010 Legislative session to help make Washington more competitive for this federal grant funding. SBE serves on the Race to the Top Steering Committee.

The State Context: Development of the Washington State Education Reform Plan

The 2010 draft State Education Reform Plan is designed to significantly advance Washington's K-12 achievements levels. SBE has served as a catalyst to help define and create the Education Reform Plan and move it forward. The State Education Reform Plan's Vision is:

All Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship.

The Plan identifies four large goals for Washington:

1. Enter kindergarten prepared for success.
2. Be competitive in math and science nationally and internationally.
3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps.
4. Graduate able to succeed in college, training, and careers.

Obtaining broad stakeholder input and buy-in on the Plan, advocating for its adoption by the Legislature, ensuring adequate funding for the Plan's priorities, and assessment of the state's

progress in achieving its goals will be a major focus for SBE in the next several years.

Current State of Washington's K-12 Education

SBE staff has created a Current State of Washington K-12 Education series of charts and information. (The Board's July FYI packet will include the full packet of information.) The major conclusions from that work are:

- Washington performs above average on national measures (i.e. NAEP and AP test scores) of K-12 academic achievement.
- Our incoming kindergarteners are often underprepared for success in five major domains: physical well being, health, and motor development, social and emotional development, approaches toward learning, cognition and general knowledge, and language and literacy.
- Despite some academic success on national measures, our students struggle to meet the Washington math and science standards.
- There is a significant and persistent academic achievement gap.
- Graduation rates and dropout rates remain relatively constant over the past six years. Ethnic and racial minority students and low-income students are much more likely to drop out than their white and Asian peers.
- Compared to other states, lower percentages of high school graduates go immediately to college; Washington ranks 45th in the nation.
- Funding for K-12 education has grown steadily, but Washington is ranked 45th in the nation for per pupil expenditures.

State Board of Education Strategic Plan: 2011-2014

Vision, Mission, and Summary of Goals

VISION

The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

MISSION

The mission of the State Board of Education is to lead the development of state policy, provide system oversight and advocate for student success.

SUMMARY OF GOALS

- Goal 1: Advocate for an Effective, Accountable Governance Structure for Public Education in Washington**
- Goal 2: Collaborate with OSPI and Local School Districts to Close the Academic Achievement Gap for Underperforming Students**
- Goal 3: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Post-Secondary Education**
- Goal 4: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science**
- Goal 5: Advocate for Policies to Develop the Most Highly Effective Pre K-12 Teacher Workforce in the Nation**

Goals and Action Strategies

GOAL 1: ADVOCATE FOR AN EFFECTIVE, ACCOUNTABLE GOVERNANCE STRUCTURE FOR PUBLIC EDUCATION IN WASHINGTON.

A. Collaborate with the Governor, OSPI, and PESB to finalize the State Education Reform Plan and obtain Legislative approval.

- Conduct broad stakeholder outreach to build understanding, obtain meaningful input, and achieve buy-in of the Plan.
- Together with the Governor, OSPI, and PESB develop an actionable work plan for the Reform Plan's implementation, delineating clear roles and responsibilities.

Timeline: 2010-2011

Results:

- A visible, credible, and actionable Education Reform Plan that has significant buy-in from key stakeholders will be finalized by May 2011.
- Legislature will approve the Education Reform Plan by April 2011.

B. Take a lead role in implementing the State Education Reform Plan and Race to the Top Grant, if awarded.

- Adopt the State Education Reform Plan's performance targets as SBE's performance improvement goals.
- Help create and implement a system to track the State's performance in implementing the Education Reform Plan's work plan and Race to the Top Grant.
- Advocate to the QEC and the Legislature for a phased funding plan to support Education Reform Plan priorities.

Timeline: 2010-2017

Results:

- The education priorities to reform Washington's education system will be funded by the Legislature and implemented by local school districts.
- SBE will adopt the Education Reform Plan's performance targets as its own performance goals by 2011.
- SBE will have a tracking system in place for reviewing its performance goals against the Reform Plan by 2011.
- A phased funding plan to support the Education Reform Plan will be in place by 2011-13, will be funded by 2013-15, and will be evaluated by 2015-17.

C. Catalyze educational governance reform in Washington.

- Communicate the current state of Washington's education system, including developing a systems map that creates a visual picture of inter-relationships and how the system operates.
- Engage stakeholders in an examination of the state's educational governance system and make recommendations.
- Seek stakeholder agreement to develop a process and obtain funding to conduct a comprehensive system assessment.
- Collaborate with agencies and stakeholders to develop a Legislative proposal that will streamline the system, making it more effective and clarifying roles and responsibilities.

Date Accomplished: 2011-12

Results: Legislative proposals to enact a more effective governance system will be adopted in 2012

GOAL 2: COLLABORATE WITH OSPI AND LOCAL SCHOOL DISTRICTS TO CLOSE THE ACADEMIC ACHIEVEMENT GAP FOR UNDERPERFORMING STUDENTS.

A. Focus on students of diverse racial and ethnic backgrounds, students in poverty, and English language learners to develop and implement specific strategies to close the achievement gap.

- Assist in oversight of State Education Reform Plan goals and measurable objectives.
- Implement the Required Action process for lowest achieving schools.
- Create recognition awards for schools that close the achievement gap and showcase best practices.
- Revise the school improvement plan rules (and add district improvement plan) to address research-based strategies to close achievement gap and build meaningful family engagement.
- Develop and recommend to the Legislature state models that complement federal models for required and voluntary action for the bottom 5 percent of lowest achieving schools.

Timeline: 2010-12

Results:

- Schools and their districts will receive recognition and intervention based on their performance by 2011.
- School improvement plan rules will be revised by 2012.
- State models for the bottom 5 percent of lowest achieving schools will be developed by 2012.

B. Advocate for high quality early learning experiences for all children along the educational continuum, Pre K through 3rd grade.

- Advocate to the Legislature for funding of all-day Kindergarten and reduced class sizes.
- Support strategies to maximize children's potential for learning, including the establishment of intervention mechanisms for children that are struggling.
- Advocate for high family engagement and the importance of parents' roles as their children's first teachers.

Timeline: 2010-2018

Results:

- 85 percent of students eligible for kindergarten will attend a full time kindergarten program by 2018.¹
- Early intervention strategies will be in place for all students grades K-3 in all elementary schools by 2013.

¹ Performance targets are based on draft Washington Education Reform Plan and subsequent funding from the Legislature.

- 85 percent of all families will receive training on developmentally appropriate activities to help stimulate their young child' growth socially, emotionally, and physically by 2013.

C. Monitor student achievement data and communicate progress on the State Education Reform Plan.

- Communicate current data including the Washington Language Proficiency Test (WLPT2) data on the academic achievement gap.

***Timeline:* 2010-14**

Results: SBE and stakeholders will have current data to turn the spotlight on areas that need to be addressed, and to improve schools that are not closing the achievement gap.

D. Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE.

- Make space at Board meetings and conduct outreach to parents and students that are grappling with achievement.

***Timeline:* 2010-14**

Results: SBE will advocate for personalized education strategies to help students improve their learning.

GOAL 3: PROVIDE POLICY LEADERSHIP TO INCREASE WASHINGTON'S STUDENT ENROLLMENT AND SUCCESS IN POST-SECONDARY EDUCATION.

A. Provide leadership for a quality core of state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship.

- Revise the Core 24 framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements.
- Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; and curriculum, materials, and additional applied learning opportunities.
- Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to create opportunities for world language proficiency assessment to earn high school credit.

***Timeline:* 2010-18**

Results:

- New rules for revised graduation requirements and related policies will be adopted by 2012, and funding will be appropriated by Legislature for the phase-in by 2018.
- World language proficiency assessments will be available for students by 2015.

B. Create a statewide advocacy strategy to increase post-secondary attainment.

- Advocate for the new national Common Core Standards for math and English language arts, and an aligned national assessment.

- Form strategic alliances with groups, including building trades, the commissions, Workforce Training and Education Coordinating Board, EDCs, the HECB, and the State Board for Community and Technical Colleges (SBCTC) to inform students, parents, and business and community leaders about the importance of obtaining postsecondary education to have the skills necessary to earn a living wage.
- Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education.

Timeline: 2010-14

Results: Washington will be a top performing state in national rankings for graduation rates, direct rates to postsecondary education or apprenticeships, and persistence in college.

C. Provide policy leadership for examining the role of middle school preparation for high school success.

- Seek authority to institute the High School and Beyond Plan in middle school.
- Convene an advisory group to study and make recommendations for ways to increase the number of middle school students who are prepared for high school.

Timeline: 2011-2013 Biennium

Results: SBE will obtain graduation requirement authority from the Legislature regarding middle school by June 2011.

D. Assist in oversight of online learning programs.

- Examine policy issues related to the oversight of online learning for high school credits, and criteria for online private school approval with OSPI.

Timeline: 2011-2012

Results:

- New rules for online learning private school approval will be adopted in 2012.
- Appropriate policies to increase oversight of online learning will be developed by 2012.

GOAL 4: PROMOTE EFFECTIVE STRATEGIES TO MAKE WASHINGTON'S STUDENTS NATIONALLY AND INTERNATIONALLY COMPETITIVE IN MATH AND SCIENCE.

A. Consistent with the goals of the State Education Reform Plan, collaborate with OSPI, PESB, the STEM Center, and other stakeholders to develop a Math & Science Action Plan that results in 69 percent or more of students meeting math standard and 63 percent or more of students meeting science standard on high school exit exams by 2015.²

- Research effective strategies within Washington and in other states that have seen improvements in achievement.
- Identify and convene stakeholders to prioritize key state strategies and recommend benchmark goals for improving achievement.

² Performance targets are based on draft Washington Education Reform Plan and subsequent funding from the Legislature.

- Provide system oversight through review of annual progress to identify what's working, and communicate results broadly.
- Identify the resources needed to advocate for and implement the strategies.

Timeline: November 2010 to develop the Math & Science Action Plan.

Results: An intentional plan and realistic timetable for improving achievement in math and science will be developed by November 2010.

B. Take a lead role in facilitating the implementation of a Math & Science Action Plan, including tracking the state's performance.

- Use the Math & Science Action Plan as a starting point to identify what additional strategies and resources may be needed.
- Use K-12 math and science performance achievement targets from the Washington Education Reform Plan, including international benchmarks, and begin monitoring Washington students' performance, competitive position, and continuous improvement against other states and countries.
- Advocate to the Legislature for new funding to support the Math & Science Action Plan.

Timeline: 2011-2014

Results:

- SBE will monitor its students' performance against these Education Reform Plan targets and international benchmarks.
- Funding plan to support the Math & Science Action Plan will be developed by 2012.

C. Increase high school students' knowledge of science by strengthening high school graduation requirements.

- Increase high school science graduation requirements from two to three credits by the class of 2018.
- Determine funding implications for adding a third credit and a second lab in science.
- Align with the HECB in requiring three science credits for four-year college admissions requirements.
- Review OSPI work on developing and implementing an end of course assessment for biology.

Timeline: 2010-15

Results:

- Rule change to add third credit in science will be made for Class of 2018; will be aligned with the HECB by 2011.
- Funding will be requested as phase-in for new graduation requirements by 2013-15 biennium.

GOAL 5: ADVOCATE FOR POLICIES TO DEVELOP THE MOST HIGHLY EFFECTIVE PRE K-12 TEACHER WORKFORCE IN THE NATION.

A. Support incentives that result in placing highly effective teachers in the lowest performing and rural schools.

- Identify incentives that result in an increase of placement of highly effective teachers in the lowest performing and rural schools.

- Advocate to the QEC to make a new teacher compensation model a high priority action.

Timeline: 2010-14

Results:

- QEC will adopt new teacher compensation model in 2012.
- The number of highly effective teachers in the lowest performing and rural schools will increase by 2014.

B. Review state and local efforts to improve quality teaching and educational leadership.

- Collaborate with OSPI and PESB to secure Legislative funding for new teacher assistance support by 2013.
- Support the QEC and Legislative action to restore and increase Local Improvement Days (LID) funding for five professional days by 2015; SBE will then no longer be required to grant districts waivers to reduce their days of student instruction.

Timeline: 2010-18

Results:

- Funding for new teacher induction program will be secured for FY 2013, three LID days will be funded by 2013, five LID days by 2015, and ten LID days by 2018.
- Board will discontinue 180 day waivers by 2013.

C. Enhance Partnerships with OSPI and the PESB.

- Form strategic alliances to assess and promote policies and incentives for teacher and leader quality in areas of mutual interest, such as:
 - New teacher and principal evaluation models.
 - Definitions of highly qualified teachers.
 - Reduction in out of endorsement teaching.
 - Alternate route to becoming teachers or principals.
 - Increasing the number of teachers from diverse race/ethnic backgrounds.
 - Increasing the pipeline of teachers in shortage and high need areas.
 - Advocate for teachers to have demonstrated pedagogy and content learning in cultural competencies and second language acquisition.

Timeline: 2010-14

Results: Aligned policies for teacher and leader quality that will improve student performance will be developed.

SBE Strategic Plan Alignment

Alignment with the Washington State Education Reform Plan

The State Education Reform Plan’s vision is that “All Washington students – regardless of race, ethnicity, income, or gender – will be prepared to succeed in the 21st century world of work, learning, and global citizenship.” The Plan identifies four key goals for Washington.

SBE’s four-year Strategic Plan is aligned with these four goals in the following manner:

Goal Alignment and Cross-Walk

State Education Reform Plan Goals	Alignment of SBE Strategic Plan Goals and Objectives
1. Enter kindergarten prepared for success.	GOAL 2. Objective B. Advocate for high quality early learning experiences for all children along the educational continuum, Pre K through 3rd grade.
2. Be competitive in math and science nationally and internationally.	<p>GOAL 4. Objective A. Consistent with the goals of the State Education Reform Plan, collaborate with OSPI, PESB, the STEM Center, and other stakeholders to develop a Math & Science Action Plan that results in 69 percent or more of students meeting math standard and 63 percent or more of students meeting science standard on high school exit exams by 2015.</p> <p>GOAL 4. Objective B. Take a lead role in facilitating the implementation of the Math & Science Action Plan, including tracking the state’s performance.</p> <p>GOAL 4. Objective C. Increase high school students’ knowledge of science by strengthening high school graduation requirements.</p>
3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps.	<p>GOAL 2. Objective A. Focus on students of diverse racial and ethnic backgrounds, students in poverty, and English language learners to develop and implement specific strategies to close the achievement gap.</p> <p>GOAL 5. Objective A. Support incentives that result in placing highly effective teachers in the lowest performing and rural schools.</p>
4. Graduate able to succeed in college, training, and careers.	<p>GOAL 3. Objective A. Provide leadership for a quality core of state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship.</p> <p>GOAL 3. Objective B. Create a statewide advocacy strategy to increase post-secondary attainment.</p> <p>GOAL 3. Objective C. Provide policy leadership for examining the role of middle school preparation for high school success.</p>

SBE's Objectives to Complete and Implement the Education Reform Plan

GOAL 1. Objective A. Collaborate with the Governor, OSPI, and PESB to finalize the State Education Reform Plan and obtain Legislative approval.

GOAL 1. Objective B. Take a lead role in implementing the State Education Reform Plan and RTTT grant, if awarded.

GOAL 2. Objective C. Monitor student achievement data and communicate progress on the State Education Reform Plan.

SBE Plan Alignment with Various Components of Education System

While developing its Strategic Plan: 2011-2014, the State Board of Education considered federal and state educational policy context and multiple stakeholders:

STATE BOARD OF EDUCATION STRATEGIC PLAN: 2011-2014
Strategic Roles Framework

SBE Roles Definitions

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system.
- **System oversight:** monitoring the education system by overseeing its operation and performance.
- **Advocacy:** persuading for a particular issue or idea.
- **Communication:** providing information to help a common understanding.
- **Convening and facilitating:** bringing parties together for discussion and collaboration.

GOAL 1: ADVOCATE FOR AN EFFECTIVE, ACCOUNTABLE GOVERNANCE STRUCTURE FOR PUBLIC EDUCATION IN WASHINGTON.

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communi-cation	Convening & Facilitating
<ul style="list-style-type: none"> Collaborate with the Governor, OSPI, and PESB to finalize the State Education Reform Plan and obtain legislative approval. 					
<ul style="list-style-type: none"> Conduct broad stakeholder outreach to build understanding, obtain meaningful input, and achieve buy-in of the Plan. 			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Together with the Governor, OSPI, and PESB develop an actionable work plan for the Reform Plan's implementation, delineating clear roles and responsibilities. 			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Take a lead role in implementing the State Education Reform Plan and Race to the Top Grant, if awarded. 					
<ul style="list-style-type: none"> Adopt the State Education Reform Plan's performance targets as SBE's performance improvement goals. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<ul style="list-style-type: none"> Help create and implement a system to track the State's performance in implementing the Education Reform Plan's work plan. 		<input checked="" type="checkbox"/>			
<ul style="list-style-type: none"> Advocate to the QEC and the legislature for a phased funding plan to support Education Reform Plan priorities. 			<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> Catalyze educational governance reform in Washington. 					
<ul style="list-style-type: none"> Communicate the current state of Washington's education system, including developing a systems map that creates a visual picture of inter-relationships and how the system operates. 				<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> Engage stakeholders in an examination of the state's educational governance system and make recommendations. 			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Seek stakeholder agreement to develop a process and obtain funding to conduct a comprehensive system assessment. 			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Collaborate with agencies and stakeholders to develop a legislative proposal that will streamline the system, making it more effective and clarifying roles and responsibilities. 	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>

GOAL 2: COLLABORATE WITH OSPI AND LOCAL SCHOOL DISTRICTS TO CLOSE THE ACADEMIC ACHIEVEMENT GAP FOR UNDERPERFORMING STUDENTS.

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
<ul style="list-style-type: none"> • Focus on students of diverse racial and ethnic backgrounds, students in poverty, and English language learners to develop and implement specific strategies to close the achievement gap. 					
<ul style="list-style-type: none"> • Assist in oversight of State Education Reform Plan goals and measurable objectives. 		<input checked="" type="checkbox"/>			
<ul style="list-style-type: none"> • Implement the Required Action process for lowest achieving schools. 	<input checked="" type="checkbox"/>				
<ul style="list-style-type: none"> • Create recognition awards for schools that close the achievement gap and showcase best practices. 	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • Revise the school improvement plan rules (and add district improvement plan) to address research-based strategies to close achievement gap and build meaningful family engagement. 	<input checked="" type="checkbox"/>				
<ul style="list-style-type: none"> • Develop and recommend to the legislature state models that complement federal models for required and voluntary action for the bottom 5 percent of lowest achieving schools. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<ul style="list-style-type: none"> • Advocate for high quality early learning experiences for all children along the educational continuum, Pre K through 3rd grade. 					
<ul style="list-style-type: none"> • Advocate to the legislature for funding of all-day Kindergarten and reduced class size. 			<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> • Support strategies to maximize childrens’ potential for learning, including establishment of intervention mechanisms for children that are struggling. 			<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> • Advocate for high family engagement and the importance of parents’ roles as their children’s first teachers. 			<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> • Monitor student achievement data and communicate progress on the State Education Reform Plan. 					
<ul style="list-style-type: none"> • Communicate current data on the state of the academic achievement gap using the Washington Language Proficiency Test (WLPT2) data. 		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> • Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE. 					
<ul style="list-style-type: none"> • Make space at Board meetings and conduct outreach to parents and students that are grappling with achievement. 			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3: PROVIDE POLICY LEADERSHIP TO INCREASE WASHINGTON’S STUDENT ENROLLMENT AND SUCCESS IN POST-SECONDARY EDUCATION.

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
<ul style="list-style-type: none"> Provide leadership for a quality core of state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship. 					
<ul style="list-style-type: none"> Revise the Core 24 Framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements. 	☑		☑		
<ul style="list-style-type: none"> Advocate for funding system investments including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; and curriculum, materials, and additional applied learning opportunities. 			☑		
<ul style="list-style-type: none"> Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to create opportunities for world language proficiency assessment to earn high school credit. 	☑		☑	☑	☑
<ul style="list-style-type: none"> Create a statewide advocacy strategy to increase post-secondary attainment. 					
<ul style="list-style-type: none"> Advocate for the new national Common Core Standards for math and English language arts, and an aligned national assessment. 			☑		
<ul style="list-style-type: none"> Form strategic alliances with groups, including building trades, the commissions, Workforce Training and Education Coordinating Board, EDCs, the HECB, and the State Board for Community and Technical Colleges (SBCTC) to inform students, parents, and business and community leaders about the importance of obtaining postsecondary education to have the skills necessary to earn a living wage. 			☑	☑	☑
<ul style="list-style-type: none"> Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education. 	☑				☑
<ul style="list-style-type: none"> Provide policy leadership for examining the role of middle school preparation for high school success. 					
<ul style="list-style-type: none"> Seek authority to institute the High School and Beyond Plan in middle school. 	☑				
<ul style="list-style-type: none"> Convene an advisory group to study and make recommendations for ways to increase the number of middle school students who are 					☑

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
prepared for high school.					
<ul style="list-style-type: none"> • Assist in oversight of online learning programs. 					
<ul style="list-style-type: none"> • Examine policy issues related to the oversight of online learning for high school credits, and criteria for online private school approval with OSPI. 		☑			

GOAL 4: PROMOTE EFFECTIVE STRATEGIES TO MAKE WASHINGTON’S STUDENTS NATIONALLY AND INTERNATIONALLY COMPETITIVE IN MATH AND SCIENCE.

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communi- cation	Convening & Facilitating
<ul style="list-style-type: none"> Consistent with the goals of the State Education Reform Plan, collaborate with OSPI, PESB, the STEM Center, and other stakeholders to develop a Math & Science Action Plan that results in 69 percent or more of students meeting math standard and 63 percent or more of students meeting science standard on high school exit exams by 2015. 					
<ul style="list-style-type: none"> Research effective strategies within Washington and in other states that have seen improvements in achievement. 				☑	
<ul style="list-style-type: none"> Identify and convene stakeholders to prioritize key state strategies and recommend benchmark goals for improving achievement. 					☑
<ul style="list-style-type: none"> Provide system oversight through review of annual progress to identify what’s working, and communicate results broadly. 	☑				
<ul style="list-style-type: none"> Identify the resources needed to advocate for and implement the strategies. 			☑		
<ul style="list-style-type: none"> Take a lead role in implementing a Math & Science Action Plan, including tracking the state’s performance. 					
<ul style="list-style-type: none"> Use the Math & Science Action Plan as a starting point to identify what additional strategies and resources may be needed. 	☑	☑			
<ul style="list-style-type: none"> Use K-12 math and science performance achievement targets, including international benchmarks, and begin monitoring Washington students’ performance, competitive position, and continuous improvement against other states and countries. 	☑	☑			
<ul style="list-style-type: none"> Advocate to the legislature for new funding to support the Math & Science Action Plan. 				☑	
<ul style="list-style-type: none"> Increase high school students’ knowledge of science by strengthening high school graduation requirements. 					
<ul style="list-style-type: none"> Increase high school science graduation requirements from two to three credits by the class of 2018. 	☑			☑	
<ul style="list-style-type: none"> Determine funding implications for adding a third credit and a second lab in science. 	☑				
<ul style="list-style-type: none"> Align with the Higher Education Coordinating Board (HECB) in requiring three science credits for four-year college admissions requirements. 	☑				☑
<ul style="list-style-type: none"> Review OSPI work on developing and implementing an end of course assessment for biology. 		☑			

GOAL 5: ADVOCATE FOR POLICIES TO DEVELOP THE MOST HIGHLY EFFECTIVE PRE K-12 TEACHER WORKFORCE IN THE NATION.

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communi- cation	Convening & Facilitating
<ul style="list-style-type: none"> • Support incentives that result in placing highly effective teachers in the lowest performing and rural schools. 					
<ul style="list-style-type: none"> • Identify incentives that result in an increase of placement of highly effective teachers in the lowest performing and rural schools. 	☑		☑		
<ul style="list-style-type: none"> • Advocate to the QEC to make a new teacher compensation model a high priority action. 			☑		
<ul style="list-style-type: none"> • Review state and local efforts to improve quality teaching and educational leadership. 					
<ul style="list-style-type: none"> • Collaborate with OSPI and PESB to secure legislative funding for new teacher induction support by 2013. 			☑		
<ul style="list-style-type: none"> • Support the QEC and legislative action to restore and increase Local Improvement Days (LID) funding for five professional days by 2015; SBE will then no longer be required to grant districts waivers to reduce their days of student instruction. 			☑		
<ul style="list-style-type: none"> • Enhance Partnerships with OSPI and the PESB. 					
<ul style="list-style-type: none"> • Form strategic alliances to assess and promote policies and incentives for teacher and leader quality in areas of mutual interest, such as: <ul style="list-style-type: none"> ○ New teacher and principal evaluation models. ○ Definitions of highly qualified teachers. ○ Reduction in out of endorsement teaching. ○ Alternate route to becoming teachers or principals. ○ Increasing the number of teachers from diverse race/ethnic backgrounds. ○ Increasing the pipeline of teachers in shortage and high need areas. ○ Advocate for teachers to have demonstrated pedagogy and content learning in cultural competencies and second language acquisition. 		☑	☑		

THE WASHINGTON STATE BOARD OF EDUCATION

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STRATEGIC PLAN 2011-2014

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1.0 INTRODUCTION: POLICY ROLES, AUTHORITY, AND POLICY CONTEXT

1.1 SBE Mandate and Roles

In 2005, the Washington State Legislature significantly changed the role of the State Board of Education (SBE). While the Board retains some administrative duties, SBE is now mandated to play a broad leadership role in strategic oversight and policy for K-12 education in the state. RCW 28A.305.130 authorizes SBE to:

- Provide advocacy and strategic oversight of public education
- Implement a standards-based accountability system to improve student academic achievement
- Provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles
- Promote achievement of the goals of RCW 28A.150.210, as stated below:

The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

1. *Read with comprehension, write with skill, communicate effectively and responsibly in a variety of ways and settings*
 2. *Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness*
 3. *Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems*
 4. *Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities*
- Approve private schools
 - Communicate with institutions of higher education, workforce representatives, and early learning policy makers and providers to coordinate and unify the work of the public school system

SBE HAS FIVE ROLES. With its new charge from the Legislature and the Governor, the Board's role in the state education system continues to evolve. The Board's involvement with a range of education issues defines its multi-faceted role in Washington's K-12 educational system. The Board's five roles are to provide:

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system
- **System oversight:** monitoring and managing the education system by overseeing its operation and performance
- **Advocacy:** persuading for a particular issue or idea
- **Communication:** providing information to help a common understanding
- **Convening and facilitating:** bringing parties together for discussion and collaboration

1.2 Statutory Requirements and Ongoing SBE Work

STATUTORILY REQUIRED RESPONSIBILITIES. SBE has several specific statutory responsibilities related to the establishment of standards for student achievement and attendance, graduation from high school, and the accountability of schools and districts. In fulfilling these responsibilities the Board has led and participated in a number of important statutorily-related initiatives in the past four years, including:

- **Development of a More Comprehensive Accountability Framework:** SBE has created a framework for statewide accountability; developed a recognition program for schools using SBE's accountability index to measure school performance; and obtained state intervention authority through a Required Action process for the state's lowest achieving schools
- **Revised High School Graduation Requirements:** SBE developed the Core 24 Framework for High School Graduation Requirements, and continues to work towards creation of a set of graduation requirements that will best prepare today's graduates for success after high school
- **Administrative Responsibilities:** SBE also sets the cut scores for student proficiency and other performance levels on state assessments, approves private schools, monitors local school district compliance with the Basic Education Act, and approves waivers of the state-required 180 days of student instruction

SPECIAL LEGISLATIVE ASSIGNMENTS. In addition to the Board's statutory responsibilities, in recent years the Legislature has assigned SBE to undertake several specific tasks or responsibilities, including:

- Developing a revised definition of purpose and expectations for a high school diploma
- Adding a third credit of math for high school graduation, and defining the content of all three credits of high school math in SBE rule
- Completing a science standards and curriculum review; and a math standards and curriculum review

- Producing several policy-oriented reports, including: the End of Course (EOC) assessment report; a policy options report on Science EOC; High School Transcripts, a joint report with the Professional Educator Standards Board (PESB); and the Career and Technical Education (CTE) program completion report
- Implementing a new efficiency waiver pilot program for small school districts to change their school calendar
- Participating in building a coalition around HB 2261 and SB 6696 to address basic education funding and education reform issues

PARTICIPATION ON OTHER BOARDS AND WORK GROUPS. SBE also holds seats on the following boards and work groups: the Quality Education Council (QEC); the Data Governance Committee; the Education Research and Data Center Work Group; Building the Bridges Student Support Work Group; the Race to the Top Grant Steering and Coordinating Committees; and the Science, Technology, Engineering, and Mathematics (STEM) Work Group. In addition, SBE consults with the Achievement Gap and Oversight Committee and the Office of Superintendent of Public Instruction (OSPI) on the Science EOC for Biology.

1.3 SBE Has Many Stakeholders

DEFINING SBE'S STAKEHOLDERS. SBE is an organization with many stakeholders and constituents across the state. Stakeholders include the Legislature, the Governor, school board directors, superintendents and administrators of the state's 295 school districts, teachers, the ethnic commissions, community and business leaders, parents and students. All of the people and groups identified care about the work of SBE and have an interest in its outcome. In conducting its work, SBE is attentive and mindful of its many stakeholders and their various interests. Board members have assignments as liaisons to specific agencies and associations, to ensure that the perspectives of all stakeholders are fully understood by SBE.

COORDINATING WITH OTHER STATE AGENCIES. SBE works within a network of multiple agencies, including the Governor's Office, the Legislature and its committees, OSPI, PESB, and Higher Education Coordinating Board (HECB). The more connected and aligned the various agencies' education strategies and priorities are, the greater the benefit will be to the citizens of the state of Washington.

1.4 The Federal Context - The Obama Administration Priorities

The Obama education administration has promoted an agenda through the American Recovery and Reinvestment Act and its blueprint for action that embraces the following principles:

1. **Standards and assurances.** Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy
2. **Data systems to support instruction.** Building data systems that measure student growth and success and inform teachers and principals about how they can improve instruction
3. **Great teachers and leaders.** Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most
4. **Turning around lowest-achieving schools.** Intervening in persistently lowest-achieving schools through four federal prescribed models: turnaround, closure, restart, and transformation

The SBE participated in forming a coalition to obtain approval of Race to the Top grant funding and served on the Race to the Top Steering Committee. While the state was not successful in obtaining the grant funding in Round Two from the U.S. Department of Education, it will continue to finalize and implement the State Education Plan originally proposed in the Race to the Top.

The Board modeled its state intervention practice (Required Action) after the newly revised federal school improvement grant process. The state identifies the bottom five percent of lowest achieving schools based on three years of performance in combined math and reading student achievement scores. Several schools will be designated by the Board through their districts for required action. Schools must select one of the four federal intervention models and will be funded through federal school improvement grants.

The Board has provided input to the U.S. Department of Education and Congressional leadership on the reauthorization of No Child Left Behind/Elementary and Secondary Education Act by promoting its new state accountability index, which the Board believes is a more fair way to identify schools that are exemplary or struggling.

1.5 The Draft State Context: Development of the Washington State Education Plan

The 2010 draft State Education Plan is designed to significantly advance Washington's K-12 achievement levels. SBE has served as a catalyst to help define and create the Education Plan and move it forward. The Plan's Vision is:

All Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship.

THE DRAFT PLAN IDENTIFIES FOUR LARGE GOALS FOR WASHINGTON:

1. Enter kindergarten prepared for success
2. Be competitive in math and science nationally and internationally
3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps
4. Graduate able to succeed in college, training, and careers

Obtaining broad stakeholder input and buy-in on the Plan, advocating for its adoption by the Legislature, ensuring adequate funding for the Plan's priorities, and assessment of the state's progress in achieving its goals will be a major focus for SBE in the next several years.

1.6 The Current State of Washington's K-12 Education Performance

SBE staff has assembled data to create a picture of the state's current educational performance, to inform development of this Strategic Plan. The major conclusions from that work are that there are both:

Notable Successes	And Major Challenges
<ul style="list-style-type: none"> • Washington performs above average on the National Assessment of Educational Progress (NAEP) Washington is ranked 16th in the nation for the percent of seniors (16%) who score a three or higher on an Advanced Placement exam • Washington students consistently score above national averages on the ACT • For the seventh consecutive year, Washington State SAT averages are the highest in the nation among states in which more than half of the eligible students took the tests • More Washington college students return for a second year and complete their two- or four-year studies than in other states: Washington outperformed 37 states in 2006 	<ul style="list-style-type: none"> • Our state's incoming kindergarteners are often underprepared for success in five major domains • There is a significant and persistent achievement gap demonstrated by assessment results and graduation rates • Funding for K-12 education has grown steadily, yet Washington is still ranked 45th in the nation on per pupil expenditures • Graduation and dropout rates have not improved over the past six years • Fewer Washington students go from high school directly to college than in most other states: Washington ranked 45th in the nation in 2006

2.0 VISION, MISSION, AND SUMMARY OF GOALS

Vision

The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

Mission

The mission of the State Board of Education is to lead the development of state policy, provide system oversight and advocate for student success.

Summary of Goals

- GOAL 1: Advocate for an Effective, Accountable Governance Structure for Public Education in Washington**

- GOAL 2: Provide Policy Leadership for Closing the Academic Achievement Gap**

- GOAL 3: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education**

- GOAL 4: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science**

- GOAL 5: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation**

3.0 GOALS AND ACTION STRATEGIES

Goal 1: Advocate for an effective, accountable governance structure for public education in Washington

A. Catalyze educational governance reform in Washington

1. Define the issues around governance
 - Create a synopsis of literature on governance reform
 - Provide systems map to demonstrate the current Washington's K-12 governance structure
 - Examine other governance models for system reorganization and reform
 - Produce three illustrative case studies that demonstrate governance dilemmas and potential solutions
2. Engage stakeholders (e.g., educators, businesses, community groups, and others) via study group in discussion of the state's educational governance system and make recommendations for a process to review governance and streamline the system, making it more effective while clarifying roles and responsibilities
3. Create a public awareness campaign around governance issues
4. Support process identified to examine and make governance recommendations

TIMELINE: 2011-14

PRODUCTS/RESULTS:

- Produce a compelling set of materials on need for change in public education governance by 2011
- Catalyze groups to make education governance recommendations by 2012 to Governor and Legislature

B. Use the State Education Plan to foster stronger relationships among education agencies

1. Collaborate with the Quality Education Council (QEC), Governor, OSPI, and PESB, and other state agencies and education stakeholders to strengthen and finalize the State Education Plan
2. Share the State Education Plan and solicit input from education stakeholders
3. Collaborate with state agencies on a work plan for the State Education Plan's implementation, delineating clear roles and responsibilities
4. Advocate to the QEC and the Legislature for a phased funding plan to support Education Plan priorities

TIMELINE: 2010-2018

PRODUCTS/RESULTS:

- Incorporate stakeholder Education feedback on the State Education Plan
- A visible, credible, and actionable State Education Plan by 2011
- Implementation schedule prepared for State Education Plan
- Adopt the State Education Plan's performance targets as SBE's own performance goals, and have a tracking system in place for reviewing its performance goals against the Plan by 2012

Goal 2: Provide Policy Leadership for Closing the Academic Achievement Gap

A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners

1. Assist in oversight of State Education Plan by monitoring the progress on performance measures as related to the achievement gap
2. Together with OSPI, implement the Required Action process for lowest achieving schools
3. Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index
4. Work with stakeholders to assess the school improvement planning rules
5. Use student achievement data to monitor how Required Action and the Merit school process are working in closing the achievement gap, and identify improvements needed
6. Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE

TIMELINE: 2010-14

PRODUCTS/RESULTS:

- Use data to turn the spotlight on schools that are not closing the achievement gap
- Adopt Required Action (RA) rules, designate RA districts, approve RA plans, and monitor school progress in 2010-2011
- In partnership with stakeholders, develop state models for the bottom five percent of lowest achieving schools by 2012
- Create new awards for the achievement gap in the 2010 Washington Achievement Awards program
- Create district and state level data on SBE Accountability Index
- Work with stakeholders on creating performance measures on college and career readiness
- Revise school improvement plan rules
- Develop an annual dashboard summary to show student performance on college and career-readiness measures (including sub group analysis). Note: this work also pertains to SBE Goal #3
- Incorporate lessons learned from the OSPI evaluation of Merit schools and Required Action Districts in future SBE decisions
- Incorporate stakeholders' perspectives on their educational experiences in SBE decisions

B. Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum

1. Advocate to the Legislature for state funding of all-day Kindergarten and reduced class sizes
2. Promote early prevention and intervention for K-3rd grade students at risk for academic difficulties

TIMELINE: 2010-2018

PRODUCTS/RESULTS:

- SBE will support bills that increase access to high quality early learning experiences
- Create case studies of schools that succeed in closing academic achievement gaps in grades K-3

Goal 3: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education

A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship

1. Revise the Core 24 graduation requirements framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements
2. Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school to increase the high school and beyond plan; increased instructional time; support for struggling students; and curriculum and materials
3. Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to publicize and disseminate sample policies/procedures to earn world language credit, and seek feedback on the adoption and implementation of district policies

TIMELINE: 2010-2018

PRODUCTS/RESULTS:

- Adopt new rules and related policies for the revised graduation requirements by 2011-12
- Solicit and share information about system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and culminating project support
- Disseminate case studies of districts that have adopted world language proficiency-based credit policies and procedures through the SBE newsletter

B. Create a statewide advocacy strategy to increase post-secondary attainment

1. In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies
2. Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education

TIMELINE: 2010-2014

PRODUCTS/RESULTS:

- Develop a "road map" of state strategies for improving Washington students' chance for participation and success in post-secondary education; document progress annually
- Develop annual dashboards summary to show student performance on college and career-readiness measures. Note: this work also pertains to SBE Goal #2

- Conduct a transcript study of course-taking patterns of students enrolled in college incentive programs

C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success

1. Advocate for resources that will support the comprehensive counseling and guidance system needed to initiate a High School and Beyond planning process in middle school
2. Convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school

TIMELINE: 2011-2013

PRODUCTS/RESULTS:

- Conduct a baseline survey of current middle school practices to provide students with focused exploration of options and interests that the High School and Beyond Plan will require
- Develop middle school policy recommendations to SBE via advisory group by 2012

D. Assist in oversight of online learning programs and Washington State diploma-granting institutions

1. Examine policy issues related to the oversight of online learning for high school credits
2. Determine role of SBE in approval of online private schools, and work with OSPI to make the rule changes needed to clarify the role and develop appropriate criteria

TIMELINE: 2011-2012

PRODUCTS/RESULTS:

- Clarify state policy toward approval of online private schools and make any needed SBE rule changes in 2012
- Synthesize current policies related to oversight of online learning and high school credit, with recommendations for any needed changes prepared by 2011

Goal 4: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science

A. Provide system oversight for math and science achievement

1. Advocate for meeting the State Education Plan goals for improved math and science achievement
2. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement
3. Monitor and report trends in Washington students' math and science performance relative to other states and countries
4. Establish performance improvement goals in science and mathematics on the state assessments

TIMELINE: 2010-2012

PRODUCTS/RESULTS:

- Produce brief(s) on effective state policy strategies for improving math and science achievement and advocate for any needed policy changes in Washington
- Create an annual "Dashboard" summary of Washington students' math and science performance relative to state performance goals and other states and countries
- Adopt performance goals and a timetable for improving achievement in math and science assessments

B. Strengthen science high school graduation requirements

1. Increase high school science graduation requirements from two to three science credits
2. Work with the HECB in requiring three science credits for four-year college admissions requirements
3. Consult with OSPI on the development of state science end-of-course assessments

TIMELINE: 2010-15

PRODUCTS/RESULTS:

- Add third credit in science rule change for Class of 2018; with alignment to the HECB by 2011
- Request funding as phase-in for new science graduation requirements by 2013-15 biennium
- Provide input in the development of science end-of-course assessments, particularly in the biology EOC assessment required by statute to be implemented statewide in the 2011-2012 school year

Goal 5: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation

A. Review state and local efforts to improve quality teaching and educational leadership for all students

1. Provide a forum for reporting on teacher and principal evaluation pilot programs
2. Support the QEC and legislative action to restore and increase Learning Improvement Days (LID) funding for five professional days

TIMELINE: 2010-18

PRODUCTS/RESULTS:

- Hold joint board meetings with the PESB to review progress and make recommendations on teacher and leader pilot and Merit school evaluations in 2011 and 2012
- Discontinue 180 day waivers by 2015 (contingent on state funding)

B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching

1. Examine issues and develop recommendations on state policies related to:
 - Effective models of teacher compensation
 - Equitable distribution of highly effective teachers, including those from diverse backgrounds
 - Effective new teacher induction systems
 - Effective evaluation systems
 - Reduction in out-of-endorsement teaching
 - Effective math and science teachers

TIMELINE: 2010-14

PRODUCTS/RESULTS:

- Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance in the 2011 and 2012 legislative sessions

SBE Staff Designated Level of Effort

SBE staff reviewed the four-year strategic plan and designated the following level of effort for each of the objectives over the next one and two years:

Goal	Objective	Level of Effort	
		9/10-9/11	9/11-9/12
GOAL 1	A. Catalyze educational governance reform in Washington	***	**
	B. Use the State Education Plan to foster stronger relationships among education agencies	**	**
GOAL 2	A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners	***	***
	B. Advocate for high quality early learning experiences for all children along the K through 3 rd grade educational continuum	*	*
GOAL 3	A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21 st Century world of work, and citizenship	***	***
	B. Create a statewide advocacy strategy to increase post-secondary attainment	**	**
	C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success	***	**
	D. Assist in oversight of online learning programs and Washington State diploma-granting institutions	**	***
GOAL 4	A. Provide system oversight for math and science achievement	***	**
	B. Strengthen science high school graduation requirements	*	*
GOAL 5	A. Review state and local efforts to improve quality teaching and educational leadership for all students	*	*
	B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching.	*	*

* = minimal amount of effort (e.g. phone call or e-mail to convene a meeting)

** = medium (part time staff analysis)

*** = substantial (almost full time one staff work)

4.0 SBE STRATEGIC PLAN ALIGNMENT

4.1 Alignment with the Washington State Education Plan

The State Education Plan's vision is that "All Washington students – regardless of race, ethnicity, income, or gender – will be prepared to succeed in the 21st century world of work, learning, and global citizenship." The Plan identifies four key goals for Washington.

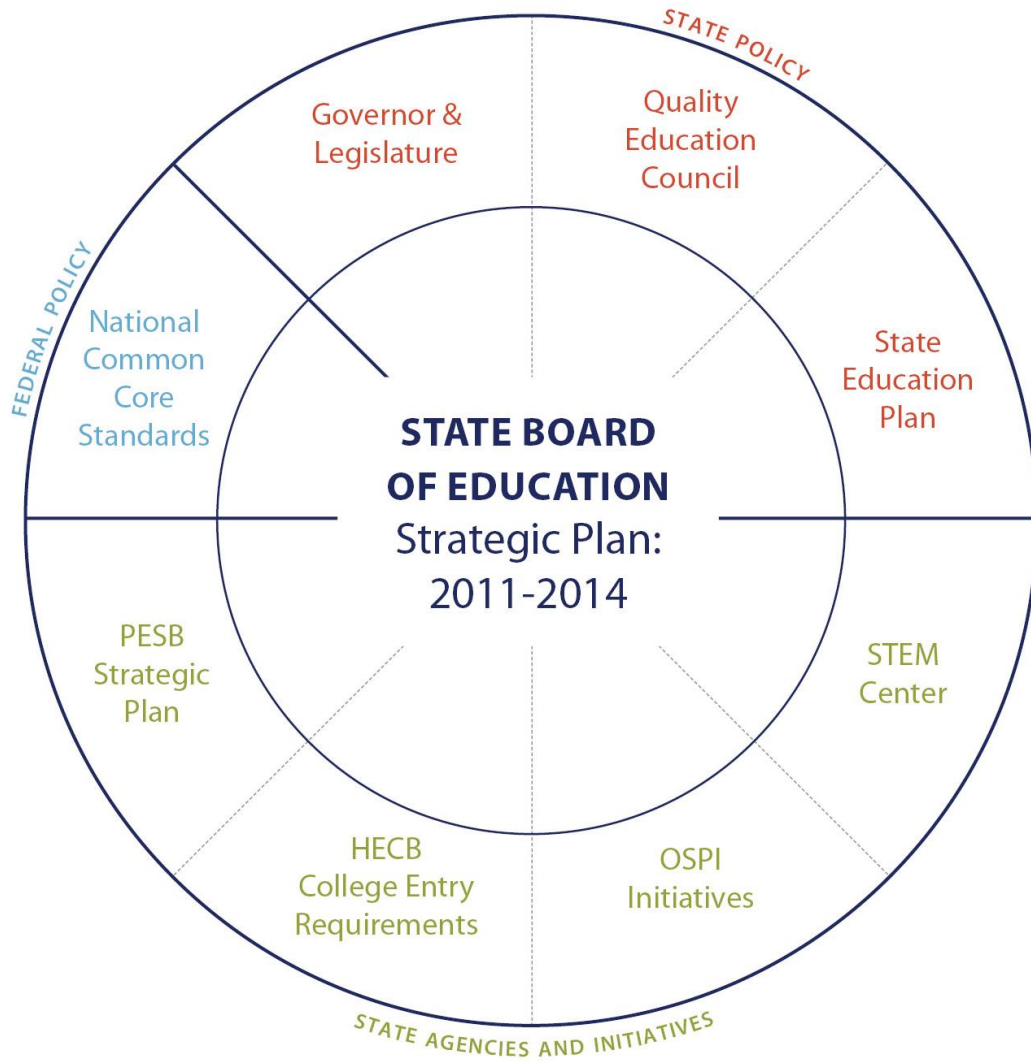
SBE's four-year Strategic Plan is aligned with these four goals in the following manner:

Goal Alignment and Cross-Walk

State Education Plan Goals	Alignment of SBE Strategic Plan Goals and Objectives
1. Enter kindergarten prepared for success	GOAL 2. Objective B. Advocate for high quality early learning experiences for all children along the K through 3 rd grade educational continuum
2. Be competitive in math and science nationally and internationally	<p>GOAL 4. Objective A. Provide system oversight for math and science achievement</p> <p>GOAL 4. Objective B. Strengthen science high school graduation requirements.</p>
3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps	<p>GOAL 2. Objective A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners</p> <p>GOAL 5. Objective A. Review state and local efforts to improve quality teaching and educational leadership for all students</p>
4. Graduate able to succeed in college, training, and careers	<p>GOAL 3. Objective A. Provide leadership for a quality core of state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship</p> <p>GOAL 3. Objective B. Create a statewide advocacy strategy to increase post-secondary attainment</p> <p>GOAL 3. Objective C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success</p>

4.2 SBE Plan Alignment with Various Components of Education System

While developing its Strategic Plan: 2011-2014, the State Board of Education considered federal and state educational policy context and multiple stakeholders:



WASHINGTON STATE BOARD OF EDUCATION STRATEGIC PLAN: 2011-2014

Strategic Roles Framework

SBE ROLES DEFINITIONS

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system
- **System oversight:** monitoring the education system by overseeing its operation and performance
- **Advocacy:** persuading for a particular issue or idea
- **Communication:** providing information to help a common understanding
- **Convening and facilitating:** bringing parties together for discussion and collaboration

GOAL 1: ADVOCATE FOR AN EFFECTIVE, ACCOUNTABLE GOVERNANCE STRUCTURE FOR PUBLIC EDUCATION IN WASHINGTON

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Catalyze educational governance reform in Washington					
<ul style="list-style-type: none"> Define the issues around governance 			☑		☑
<ul style="list-style-type: none"> Engage stakeholders (e.g., educators, businesses, community groups, and others) via study group in discussion of the state's educational governance system and make recommendations for a process to review governance and streamline the system, making it more effective while clarifying roles and responsibilities 			☑		☑
<ul style="list-style-type: none"> Support process identified to examine and make governance recommendations 	☑				
B. Use the State Education Plan to foster stronger relationships among education agencies					
<ul style="list-style-type: none"> Collaborate with the Quality Education Council (QEC), Governor, OSPI, and PESB, and other state agencies and education stakeholders to strengthen and finalize the State Education Plan 	☑				☑
<ul style="list-style-type: none"> Share the Education Plan and solicit input from education stakeholders 				☑	
<ul style="list-style-type: none"> Collaborate with state agencies on a work plan for the Education Plan's implementation, delineating clear roles and responsibilities 	☑				☑
<ul style="list-style-type: none"> Advocate to the QEC and the Legislature for a phased funding plan to support Education Plan priorities 			☑		

GOAL 2: PROVIDE POLICY LEADERSHIP FOR CLOSING THE ACADEMIC ACHIEVEMENT GAP

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communi- cation	Convening & Facilitating
A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners					
<ul style="list-style-type: none"> Assist in oversight of State Education Plan by monitoring the progress on performance measures as related to the achievement gap 		☑			
<ul style="list-style-type: none"> Together with OSPI, implement the Required Action process for lowest achieving schools 	☑				
<ul style="list-style-type: none"> Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index 	☑			☑	☑
<ul style="list-style-type: none"> Work with stakeholders to assess the school improvement planning rules 	☑				
<ul style="list-style-type: none"> Use student achievement data to monitor how Required Action and the Merit school process are working in closing the achievement gap, and identify improvements needed 	☑	☑			
<ul style="list-style-type: none"> Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE 					☑
B. Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum					
<ul style="list-style-type: none"> Advocate to the Legislature for state funding of all-day kindergarten and reduced class sizes 			☑		
<ul style="list-style-type: none"> Promote early prevention and intervention for K-3rd students at risk for academic difficulties 			☑		

GOAL 3: PROVIDE POLICY LEADERSHIP TO INCREASE WASHINGTON'S STUDENT ENROLLMENT AND SUCCESS IN SECONDARY AND POST-SECONDARY EDUCATION

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communi- cation	Convening & Facilitating
A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship					
<ul style="list-style-type: none"> Revise the Core 24 graduation requirements framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements 	☑		☑		
<ul style="list-style-type: none"> Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and culminating project support 			☑		
<ul style="list-style-type: none"> Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to publicize and disseminate sample policies/procedures to earn world language credit, and seek feedback on the adoption and implementation of district policies 	☑		☑	☑	☑
B. Create a statewide advocacy strategy to increase post-secondary attainment					
<ul style="list-style-type: none"> In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies 	☑				☑
<ul style="list-style-type: none"> Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education 	☑				☑

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success					
<ul style="list-style-type: none"> Advocate for resources that will support the comprehensive counseling and guidance system needed to initiate a High School and Beyond planning process in middle school 			☑		
<ul style="list-style-type: none"> Convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school 					☑
D. Assist in oversight of online learning programs and Washington State diploma-granting institutions					
<ul style="list-style-type: none"> Examine policy issues related to the oversight of online learning for high school credits 		☑			
<ul style="list-style-type: none"> Determine role of SBE in approval of online private schools, and work with OSPI to make the rule changes needed to clarify the role and develop appropriate criteria 	☑	☑			

GOAL 4: PROMOTE EFFECTIVE STRATEGIES TO MAKE WASHINGTON'S STUDENTS NATIONALLY AND INTERNATIONALLY COMPETITIVE IN MATH AND SCIENCE

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Provide system oversight and advocacy for math and science achievement					
<ul style="list-style-type: none"> Advocate for meeting the State Education Plan goals for improved math and science achievement 			☑		
<ul style="list-style-type: none"> Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement 				☑	
<ul style="list-style-type: none"> Monitor and report trends in Washington students' math and science performance relative to other states and countries 				☑	
<ul style="list-style-type: none"> Establish performance improvement goals in science and mathematics on the state assessments 	☑				
B. Strengthen science high school graduation requirements					
<ul style="list-style-type: none"> Increase high school science graduation requirements from two to three science credits 	☑	☑			
<ul style="list-style-type: none"> Work with the HECB in requiring three science credits for four-year college admissions requirements 	☑	☑			
<ul style="list-style-type: none"> Consult with OSPI on the development of state science end-of-course assessments 				☑	

GOAL 5: ADVOCATE FOR POLICIES TO DEVELOP THE MOST HIGHLY EFFECTIVE K-12 TEACHER AND LEADER WORKFORCE IN THE NATION

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communi- cation	Convening & Facilitating
A. Review state and local efforts to improve quality teaching and educational leadership for all students					
<ul style="list-style-type: none"> • Provide a forum for reporting on teacher and principal evaluation pilot programs 				☑	☑
<ul style="list-style-type: none"> • Support the QEC and Legislative action to restore and increase Learning Improvement Days (LID) funding for 5 professional days 			☑		
B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching					
<ul style="list-style-type: none"> • Examine issues and develop recommendations on state policies related to: <ul style="list-style-type: none"> ○ Effective models of teacher compensation ○ Equitable distribution of highly effective teachers, including those from diverse backgrounds ○ Effective new teacher induction systems ○ Effective evaluation systems ○ Reduction in out-of-endorsement teaching ○ Effective math and science teachers 			☑		

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Teaching

Old Capitol Building, Room 253
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Olympia, Washington 98504

2010-2011 Workplan

Edie Harding
Executive Director

SBE Work Plan 2010-11

Mission

The State Board's role in the K-12 system is to lead the development of state policy, provide system oversight, and advocate for student success.

Vision

The State Board envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

The Board has five goals, to:

- Goal 1: Advocate for an Effective, Accountable Governance Structure for Public Education in Washington
- Goal 2: Provide Policy Leadership for Closing the Academic Achievement Gap
- Goal 3: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education
- Goal 4: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science
- Goal 5: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation

Board Priorities for 2010-11

- GOAL 1** **Advocate for an Effective, Accountable Governance Structure for Public Education in Washington**
- A. Catalyze educational governance reform in Washington
 - B. Use the State Education Plan to foster stronger relationships among education agencies
- GOAL 2** **Provide Policy Leadership for Closing the Academic Achievement Gap**
- A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners
 - B. Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum
- GOAL 3** **Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education**
- A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship
 - B. Create a statewide advocacy strategy to increase post-secondary attainment
 - C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success
 - D. Assist in oversight of online learning programs and Washington State diploma-granting institutions
- GOAL 4** **Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science**
- A. Provide system oversight for math and science achievement
 - B. Strengthen science high school graduation requirements
- GOAL 5** **Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation**
- A. Review state and local efforts to improve quality teaching and educational leadership for all students
 - B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality watching.

**SBE Work Plan by Month for 2010-11
October 2010- February 2011 (Part One)**

Topic Areas	October 2010	November 2010	December 2010	January 2011	February 2011
<p>SBE Goals</p>	<p>Education governance Achievement Gap Student Success in Secondary and Post Secondary Education Effective Strategies to Boost Student Achievement Math and Science Effective Teacher Workforce</p>				
<p>Board Key Decisions Due</p>		<ul style="list-style-type: none"> -Approve Final Graduation Requirements Framework through Resolution -Approve Final Required Action (RAD) Schedule Rule -Final Legislative Proposals for 2011 		<ul style="list-style-type: none"> -RAD Designation -Middle School Study -2010 SBE Calendar 	
<p>Board Meetings</p>		<p>Location: Tumwater</p> <p>Board agenda items for November 9-10 meeting:</p> <ul style="list-style-type: none"> -Fiscal Analysis of Graduation Requirements -Final Graduation Requirements -Final Required Action District Schedule Rule -OSPI End of Course Assessment Report -State Education Plan -Washington’s Statewide 		<p>Location: Tumwater</p> <p>Board agenda items for January 12-13 meeting:</p> <ul style="list-style-type: none"> - Preview of 2010 Legislative Session -Kindergarten Pilot Assessments -Designation of Required Action Districts -Review of Innovative Schools for Waiver Requests 	

Topic Areas	October 2010	November 2010	December 2010	January 2011	February 2011
		<p>Longitudinal Data System Grant</p> <ul style="list-style-type: none"> -Math and Science State Strategies for Improvement -State Education Plan -Lunch for Representative Dave Quall -Student Presentations 		<ul style="list-style-type: none"> -Proposed Middle School Study -Teacher of the year Lunch -Student Presentations - Achievement Gap Work -Visit with Legislators/Governor (afternoon of second day) -Innovative Waiver Study Recommendations 	
<p>Work Sessions</p>		<ul style="list-style-type: none"> -Work Session -Afternoon of First Day (or Second)Joint meeting with PESB. Focus on Effective Teacher and Leader Workforce: <ol style="list-style-type: none"> 1) New Teacher/Principal evaluations; 2) SBE NBCT Study; and 3) Several key policy issues to promote between the two boards: <ul style="list-style-type: none"> • Effective evaluation systems • Effective compensation models • Equitable distribution of highly effective teachers in classrooms and leaders in schools across state, including those from diverse backgrounds • Focused professional development • Reduction in out of endorsement teaching • Effective new teacher 		<ul style="list-style-type: none"> - Achievement Gap Work Session tied in with Merit Schools -Work Session on Merit Schools (School Improvement Grant Schools) 	

Topic Areas	October 2010	November 2010	December 2010	January 2011	February 2011
		<p>induction systems</p> <ul style="list-style-type: none"> • Effective math and science teachers in every classroom • Research brief on key policy issue re: teacher quality, effective teaching, or evaluation systems 			
<p>Public Outreach and Meetings</p>	<p>Present to WSSDA</p> <p>Present to QEC</p> <p>NASBE Annual Meeting October 14-16</p> <p>Outreach to stakeholders and legislators on high school graduation requirements and education plan</p> <p>Executive Committee meeting with HECB/SBCTC</p> <p>Executive Committee meeting with SPI re: strategy for math and science</p>	<p>Present at WSSDA annual conference November 18-20</p> <p>Present to QEC November 15</p> <p>Outreach to stakeholders and legislators on high school graduation requirements and education plan</p>	<p>Executive Committee face to face with AWSP, WASA, and WSSDA?</p> <p>Presentations to the Education Committees</p> <p>Executive Committee meeting with HECB/SBCTC</p>	<p>Outreach to Legislators</p>	<p>Executive Committee meeting with HECB & SBCTC</p> <p>Potential SPA Meeting (performance goals, college and career data dash board)</p>

Topic Areas	October 2010	November 2010	December 2010	January 2011	February 2011
Staff Follow up	<ul style="list-style-type: none"> -Work with OSPI on evaluation of SIG and RAD schools -Work with PESB on November meeting - Work on Recognition Program -Outreach to Stakeholders on Graduation Requirements -- -Work with Governor, OSPI, PESB, and others on Education Plan -Work with the Achievement Gap Oversight and Accountability Committee -Monitor HB 2261 and QEC work - Conduct SBE rule revisions -Review of innovative schools for waiver requests -Research briefs 	<ul style="list-style-type: none"> Develop middle school study group -Work with OSPI on evaluation of SIG and RAD schools -Work with PESB on November meeting - Work on Recognition Program -Outreach to Stakeholders on Graduation Requirements and Education Reform Plan -Work with QEC, Governor, OSPI, PESB and others on Education Plan -Monitor QEC work - Conduct SBE rule revisions -Research briefs -Work on governance issues 	<ul style="list-style-type: none"> -Prepare for legislative session - Monitor SBE appointments and election process -Work on governance issues -Work on Recognition program -Research briefs 	<ul style="list-style-type: none"> - Work on SBE and other education legislative agendas -Work on recognition program -Research briefs 	<ul style="list-style-type: none"> -Work on SBE and other education legislative agendas -Work on recognition program -Work on governance -Work on achievement gap -Research briefs.
Reports/Studies Due	<ul style="list-style-type: none"> -Joint PESB/SBE report to legislature 10/1 				
Current Contracts	<ul style="list-style-type: none"> Jana Carlisle to finish State Education Plan 	<ul style="list-style-type: none"> Jana Carlisle to finish State Education Plan 			

Topic Areas	October 2010	November 2010	December 2010	January 2011	February 2011
On Radar Screen	<ul style="list-style-type: none">-NCLB reauthorization- Monitor QEC work-Getting ready for Class of 2013 (math and science)-Common core standards and curriculum-Data issues-Alternative Education Policies-Online policies-Achievement Gap issues-ELL- SBE rules review				

**Work Plan by Month for 2010-11
March-September 2011 (Part Two)**

Topic Areas	March/April 2011	May/June 2011	July 2011	August 2011	September 2011
SBE Goals	<p>Education governance Achievement Gap Student Success in Secondary and Post Secondary Education Effective Strategies to Boost Student Achievement Math and Science Effective Teacher Workforce</p>				
Board Decisions Due		<p>Approve Draft Rule on Grad Requirements Approve Math Standard Setting Plan for High School Exams Approve math and science collection of evidence Innovative Waivers Rule Adoption Approve RAD plans</p>	<p>Approve SBE annual budget</p>	<p>Approval Final Rule on Grad Requirements Approve Math Cut Scores for High School End of Course Exams</p>	<p>Approve SBE work plan and communications plan Finalize legislative and budget requests for 2011-13 biennium</p>
Board meetings	<p>Location: Olympia New Market Skills Center</p> <p>Potential Board agenda items for March 9-10 meeting: -Legislative Session Update</p>	<p>Location: Pasco Columbia Basin CC</p> <p>Potential Board agenda items for May 11-12 meeting: -Review of Legislative Session</p>	<p>Location: Tulalip Heritage High School</p> <p>Potential Board agenda items for July 12-14 meeting: - Update on Governance</p>	<p>Location: Renton PSESD</p> <p>Potential Board agenda for August 9 - Math Standards -Cut Scores on High School End of</p>	<p>Location: ?</p> <p>Potential Board agenda items for Sept 14-15 meeting: -Review Legislative and Budget Proposals -Student Presentations</p>

Topic Areas	March/April 2011	May/June 2011	July 2011	August 2011	September 2011
	<ul style="list-style-type: none"> -Education Plan Update -Announcement of 2010 Achievement Awards -Student Presentations -Standard Setting Plan for Math High School Exams -Innovative Waivers Rule Proposal 	<ul style="list-style-type: none"> -Approve RAD Plans -Collection of Evidence for Math and Science -Adopt Draft Rule on New Graduation Requirements -Present awards to students for video contest -Student Presentations -Address Governance Issues -Final Rule Clarifying SBE Role in Approval of Private Online Schools -Tour of Delta High School _Welcome new student and say good bye to Anna Laura -Innovative Waiver Study Adoption 	<ul style="list-style-type: none"> - Adopt Final Rule on New Graduation Requirements -Teacher/principal Evaluation Update - Native American Sovereignty Curriculum and Achievement Gap issues for Native Americans <p>Retreat- one and a half days</p> <p>Research brief with Native American focus</p>	<p>Course Exams</p>	<ul style="list-style-type: none"> -Review Strategy for Math and Science for Class of 2013 - Review State Assessment Results -Update on RADs and Merit Schools - Evaluation of Executive Director
Work Sessions	-Work session on governance issues	-Work session on Achievement Gap issues with parents/students. Focus on ELL (Pasco) – includes research brief with ELL focus	-Work session on math and science implementation		- Work session on online learning
Public Outreach and Meetings	<ul style="list-style-type: none"> Outreach on Achievement Schools Potential SPA meeting (performance goals, college and career data dash board) 	<ul style="list-style-type: none"> Outreach on draft high school grad rule Study group on governance issues 	<ul style="list-style-type: none"> Outreach on final high school graduation rule 	<ul style="list-style-type: none"> Study group on governance issues 	<ul style="list-style-type: none"> Outreach on final high school rule

Topic Areas	March/April 2011	May/June 2011	July 2011	August 2011	September 2011
Staff Follow up	<p>Study group on governance issues</p> <ul style="list-style-type: none"> -Prepare for achievement award ceremonies -Case studies on schools that receive awards - Work on middle school issues -Work on governance issues -Work on private school on line approval issues -Research briefs 	<ul style="list-style-type: none"> -Orient new student board member -Case studies on schools that receive awards -Work on teacher policy issues -Work on middle school issues -Research briefs -Work on governance issues 	<ul style="list-style-type: none"> -Examine online learning issues -Work on governance issues -Work on middle school issues -Research briefs 	<ul style="list-style-type: none"> -Examine online learning issues -Work on governance issues -Work on middle school issues -Research briefs -Work with groups on advocacy strategies for improving student participation and success in post secondary education 	
Reports/Studies /Other Requirements Due					
Current Contracts					
Other Board Potential Issues	<ul style="list-style-type: none"> -NCLB reauthorization - Monitor QEC and Achievement Gap and Oversight Committee --Getting ready for Class of 2013 (math and science) -Common core standards and curriculum -Data issues -Online policies --Achievement Gap issues -ELL -SBE rules review 				

The Washington State Board of Education

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Goal 1: Governance: Advocate for an effective, accountable governance structure for public education in Washington

	2010		2011						Results
	September	November	January	March	May	July	September	November	
Catalyze education governance reform in Washington									
Use the State Education Plan to foster stronger relationships among education agencies									

Future Work:

The Washington State Board of Education

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Old Capitol Building, Room 253
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Communications Strategy September 2010- August 2011

**Aaron Wyatt
Communications Manager
The Washington State Board of Education
August 2010**

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Primary Objectives

Support the SBE strategic plan, which includes the following goals:

1. Advocate for an effective accountable governance structure for public education in Washington.
2. Provide policy leadership for closing the academic achievement gap.
3. Provide policy leadership to increase Washington's student enrollment and success in secondary and post-secondary education.
4. Promote effective strategies to make Washington's students nationally and internationally competitive in math and science.
5. Advocate for polices to develop the most highly effective K-12 teacher and leader workforce in the nation.

Media Strategy

An overview

Our media strategy for 2010-2011 must support the goals of the SBE education plan. Essential to that objective is the (1) clear identification of the goals appropriate to the audience, (2) compelling arguments for why those goals are worth pursuit, and (3) effective delivery of the message.

1. Clear identification of the goals
 - a. The Board's goals must be at the forefront of our communications. The five goals must have a prominent presence on our website, our social networks, our email and paper correspondence, our print materials, and in our Board meetings and work sessions.
2. Compelling Arguments / Emotional Appeal
 - a. Our communications and media strategy should support the implementation of the education goals through messages prompting action. The messages should be tailored to the audience and should motivate the audience to support or join the cause of improving the K-12 system.
3. Effective Delivery
 - a. An effective message will have the form and function necessary to increase understanding and support of the SBE education goals. Whenever possible, our messages will utilize components of "Brain Rules," prompting our audience to become personally invested in the topic and lend support to the cause.

Goal-specific strategies

1. Advocate for an effective, accountable governance structure for public education in Washington.
Identification: Define the current governance structure and what an ideal structure would look like. This will be developed in September/October.
Compelling Arguments: Zero in on arguments that introduce why modifying governance will have economic and education benefits. Use both visual and written communications to create a desire for change.
Effective Delivery: The website and Board meetings will be the primary delivery venues. We may also enlist the support of stakeholders, and if it gains momentum, write an op-ed in support of governance reform.
2. Provide policy leadership for closing the academic achievement gap.
Identification: Use research and Washington assessment statistics to monitor the achievement gap.
Compelling Arguments: The achievement gap lends itself well to stories that appeal to the emotions. We will personalize the achievement gap through personal anecdotes whenever possible. We will also continually reference the adverse economic and social consequences of the achievement gap.
Effective Delivery: Social media, the SBE newsletter, and website updates will serve as a perfect medium. We will also use Washington Achievement Awards to highlight success stories for schools that are making gains. As the Board provides policy leadership in closing the gap, we will use press releases/advisories/op-eds to remind stakeholders why this is important work.
3. Provide policy leadership to increase Washington's student enrollment and success in secondary and post-secondary education.
Identification: Use case studies and research of secondary and post secondary preparedness/remediation facts to identify the problem.
Compelling Arguments: With the federal government's appeal for states to pursue college and career ready standards, we have a motivation to step up to ensure Washington stays on pace with our peer states. An even stronger impetus is to promote the idea that we must do right by our children. A key concept worth repeating is the notion that our work in this regard is centered on giving all children the opportunity to succeed. Parent, student, and teacher anecdotes would be very helpful in packaging this message.
Effective Delivery: Direct input from stakeholders through public comment would serve well as a record of concern, and this could also be highlighted through advisories and releases. College and career readiness has been a communications focus in 2010 through our newsletter and social networks. That work will likely continue.

4. Promote effective strategies to make Washington's students nationally and internationally competitive in math and science.

Identification: We have some national data, but currently no international data to make comparisons. There are many studies that we can also reference referring to the importance of STEM for future careers. We will reference the addition of a third credit of math as an example for consideration when the Board pursues a third credit of science.

Compelling Arguments: The pattern of failure rates in statewide mathematics assessments makes this a compelling argument for many people. State by state comparisons, as well as national comparisons, easily creates a sense of urgency for addressing our shortcomings in math and science. Math and science are numbers disciplines, so it is easy to base arguments on how we need to change the numbers. The challenge will be formulating arguments that go beyond the numbers (Jeff Vincent's 2010 math op-ed is one example of how to do this).

Effective Delivery: Math and science instruction and achievement will remain a key component of our web and social sites. We will continue to utilize the press to convey our message. We will also create press releases, op-eds, and graphics as required to support the addition of a third math credit.

5. Advocate for polices to develop the most highly effective K-12 teacher and leader workforce in the nation.

Identification: More and more studies show that a high-quality, effective teacher is the centerpiece for student achievement. We need to spotlight these studies and continue to advocate for high quality teachers in every classroom.

Compelling Arguments: No one has a problem with identifying high quality teachers; things only get sticky when you talk about what to do with the teachers that don't fall into that category (see the 2010 Seattle School District contract negotiations). The Board can keep a positive spin by continually highlighting the tremendously positive influence educators can have. Personal anecdotes and concrete numbers, compliments of Washington Achievement Awards, data should make stories easy to find.

Effective Delivery: We have written an op-ed on the importance of quality instruction (Warren Smith, The Columbian). We may want to do another one in 2010-2011. We will certainly use the web and social sites to inform stakeholders on our work in this area.

Messaging Principles

1. Clear and concise delivery of message.
 - a. What exactly do we want our audience to take away (1-2 things max)?
 - b. Use emotional draws to accentuate the “Why” in messaging.
2. Awareness of audience.
 - a. Be able to define your audience, more than just “WSSDA member” or “superintendent.” Pick a primary audience and understand that qualities or questions they may have prior to the delivery. Address that audience.
 - b. Don’t assume the audience understands.
 - c. Understand the barriers within the audience that may prevent the message from getting through.
3. Consistent SBE branding.
4. Continuous reiteration of SBE’s role in education reform.

Materials Needed

1. Website updates.
2. Social media updates.
3. Electronic Board meeting packets.
4. Board meeting highlights.
5. Relevant research/other materials for website.
6. Talking points to Board members.
7. PowerPoint presentations that are consistent with SBE branding, updated with the latest information/language and tailored to fit the particular audience.
8. PowerPoint presentations as needed.
9. Graphics as needed.
10. Handouts as needed, including, but not limited to:
 - a. World language proficiency.
 - b. SBE strategic planning goals.
 - c. 2010 Washington Achievement Awards.
 - d. 2011 Student Video Contest.

Media Outreach

The general media outreach strategy for the remainder of 2010 and into 2011 is as follows:

1. Continue to construct media advisories for all upcoming Board meetings.
2. Develop and distribute press releases about Board related work as needed.
 - a. Possible press releases for 2009-2010 may include:
 - November 2010: Adoption of the Final Graduation Credit Requirements.
 - January 2011: Election Results for State Board Races.
 - March 2010: Washington Achievement Awards.
 - May 2010: Student Video Contest Winners.
 - August 2010: Assessment scores released for grades 3-8.

3. Produce or promote op-eds on SBE related actions as needed.

Stakeholder Outreach

From September through November 2010, representatives of the Board will outreach to several education stakeholders in order to share our work and gather feedback on the provisional graduation requirements.

Additionally, several Board members will attend WSSDA regional events. These events allow for [15 minutes](#) when Board attendees can address local directors on policy issues under consideration.

Board and staff members will also present at conferences for the PTA, WASA/AWSP, and WASC.

In all cases of stakeholder outreach, Board members will have full access to resources (talking points, handouts, PowerPoints) to aid them in message delivery.

2010 -2011 Anticipated Meeting Times/Dates

Meeting	Location	Month	Day(s)	Notes
WSSDA Board of Directors Meeting	Seattle	August	27	Bob Hughes
American Diploma Project	Virginia	September	1	Bob Hughes
WSSDA Legislative Assembly	Vancouver	September	24-25	Edie
WASA Fall Conference	Seattle	September	28-29	
WSSDA Regional	Anacortes	September	28	Sheila Fox
WSSDA Regional	Carnation	September	29	Bob Hughes
WSSDA Regional	Wilbur	September	30	Bunker Frank
WSSDA Regional	Quilcene	October	2	
WSSDA Regional	Walla Walla	October	4	Steve Dal Porto
WSSDA Regional	Brewster	October	5	
WSSDA Regional	Yakima	October	5	Connie Fletcher
WSSDA Regional	Hoquiam	October	6	
WSSDA Regional	Ephrata	October	6	
WSSDA Regional	Lakewood	October	7	
WSSDA Regional	Brush Prairie	October	13	
QEC Presentation	Olympia	November	15	
WSSDA Regional	Republic	October	13	Steve Dal Porto
WSSDA Regional	Spokane	October	14	Amy Bragdon
WSSDA Annual Fall Conference	Spokane	November	17-20	Kathe (graduation) and Edie (Required Action)
WSPTA Annual Convention	TBD	April-May	29-1	

Qualitative Goals – Annual Review

Strategy

In August 2011, review the Board's communications effectiveness in our work towards our five goals, with an emphasis on a clear identification of the goals, compelling argument, and effective delivery. We will also reflect on our ability to adhere to messaging principles, including: clear and concise delivery of messages, audience awareness, and SBE branding.

Measurable Goals – Annual Review

Visuals

1. Change all letterhead, memo, and agenda graphics with new logo.
2. Change website template to reflect five goals.
3. Produce at least six effective (Brain Rules) PowerPoints to support Board and Staff presentations.
4. Help student Board members deliver at least three successful presentations.
5. Create at least five Indesign graphics, including but not limited to:
 - a. World Language Proficiency.
 - b. Strategic Plan Graphics.
 - c. 2010 Washington Achievement Awards.
 - d. 2010 Student Video Contest.

Written Communications

6. Produce a six-page electronic document introducing the Board's strategic plan and reflecting on the work completed thus far.
7. Write all constituent correspondence within three days of receipt.
8. Assist staff in the composition of at least three research briefs.
9. Assist staff in the composition of at least one achievement gap case study.
10. Produce at least three press releases for significant Board action (i.e., adoption of steps for Required Action).
11. Produce three op-eds.
12. Produce five e-newsletters.
13. Highlight three case study schools on the website and in the newsletter.

Outreach Support

14. Produce three different talking points for Board members in their outreach.
15. Assist Kathe and Edie in graduation requirements outreach (PowerPoints, materials).
16. Meet with at least four stakeholder groups to share the Board's provisional graduation requirements.

Web / Email/ News Media /Social Media

17. Review website content in partnership with SBE staff on a bimonthly basis using the rotation developed in the summer of 2010.
18. Work with Sarah to produce the 2010 Accountability Look-up Tool.
19. Update social media sites biweekly, and increase our Facebook base to 500 followers.
20. Maintain and update the media/communications/outreach contacts.
21. Create a report of newsletters for who opened, most viewed links, main page, for each month.
22. Create a weekly web traffic report.
23. Send out weekly news media sweeps and submit an end-of-year report.

SBE Programs

24. Develop and present the 2010 joint SBE/OSPI recognition program.
25. Develop the 2010 SBE student video contest and gather at least twenty student entries.

Appendix

Communications Plan Tasks

Date	Task
2010.09.03	Weekly - Webstat Report
2010.09.05	Contact TVW with new year's meeting dates at programming@twv.org
2010.09.06	Weekly - Update Social Networks
2010.09.07	Weekly - Update Communication Plan
2010.09.07	Weekly - Media Sweep
2010.09.10	Create new logo on letterhead, memo, agenda
2010.09.13	Create September Board Meeting Advisory
2010.09.13	Create September Electronic Board Packet
2010.09.13	Create strategic plan dashboard graphics
2010.09.14	Format joint SBE / PESB report
2010.09.14	Weekly - Backup Website
2010.09.17	Contact stakeholders after the September Board meeting to set up times to share our revised diploma
2010.09.17	Create September Board Meeting Highlights
2010.09.20	Plan Public Outreach sessions organized for Core 24
2010.09.20	Weekly - Website Review
2010.09.24	WSSDA Legislative Assembly - Materials
2010.09.27	Help create graduation requirements ppt for AWSP
2010.09.28	WSSDA Regional - Materials for meetings
2010.10.12	Create World Language Proficiency Graphic
2010.10.17	WSSDA Fall Conference
2010.10.18	Create October Newsletter
2010.10.21	Draft a Press Release on the new School and District Improvement Plan Rule
2010.11.01	Create November Board Meeting Advisory
2010.11.02	Create November Electronic Board Packet
2010.11.12	Create accountability index for WSSDA conference
2010.11.12	Create Graduation Requirements ppt for WSSDA conference
2010.11.12	Create November Board Meeting Highlights
2010.11.15	Press Release - Adoption of the Final Graduation Requirements
2010.12.13	Create December Newsletter
2010.12.13	Create strategic plan report - summary and overview
2011.01.06	Create January Board Meeting Advisory
2011.01.07	Create January Electronic Board Packet
2011.01.10	Add information about elections results to front page of site
2011.01.10	Press Release: Election Results for State Board Races
2011.01.14	Create January Board Meeting Highlights
2011.02.10	Create 2011 Student Video Contest Graphic and Materials
2011.02.14	Create February Newsletter
2011.03.04	Create March Electronic Board Packet
2011.03.11	Create March Board Meeting Advisory
2011.03.12	Create March Board Meeting Highlights
2011.03.14	Press Release: Washington Achievement Awards
2011.04.11	Create April Newsletter
2011.04.29	WSPTA Annual Convention
2011.05.03	Share video contest winners with communications folks

2011.05.05	Create May Board Meeting Advisory
2011.05.06	Create May Electronic Board Packet
2011.05.09	Press Release: Student Video Contest Winners
2011.05.13	Create May Board Meeting Highlights
2011.05.17	Sign up for AWSP conference
2011.06.13	Create June Newsletter
2011.07.06	Create July Board Meeting Advisory
2011.07.07	Create July Electronic Board Packet
2011.07.22	Create links to elections press release, bio data, timeline, etc.
2011.08.15	Create August Newsletter
2011.08.24	Complete Review of 2010-2011 Communications Plan
2011.08.30	Complete new communications strategy for new year

Stakeholders

Organization	Name	Title	Phone	ESD
South Snohomish County Chamber of Commerce	Jean Hales	President/CEO	425-774-0507 x12	189
Puget Sound Center for Teaching, Learning, and Technology			425-638-1020	189
Mt. Vernon Chamber of Commerce	Ryan Schols	Administration and Communications	360-428-8547	189
Everett College	David Beyer	President	425-388-9573	189
Everett Area Chamber of Commerce	Samantha Livers	Communications Coordinator/Project Assistant	425-257-3222 ext. 206	189
Edmonds School Board	Charles Woodham	School Board President	425-431-7000	189
Crossroads Group			425-442-0869	189
Bellingham/Whatcom Chamber of Commerce and Industry	Ken Oplinger	President/CEO	360.734.1330	189
Bellingham School District	Tanya Rowe	Director of Communications	360-676-6520	189
Columbia Industries	Info		509-582-4142	123
WSA WA Technology Association	Susan Sigl	President & CEO	206-448-3033	121
World Trade Center Seattle	Katy Willis	Director Sales and Sponsorship	206-956-4588	121
William M. Factory Small Business Incubator	Tim Strege	Executive Director	253-722-5800	121
West Sound Technology Professionals Assn	Charles Keating	President/Treasurer	206-984-3509	121
Washington Women's Employment and Education	Robin Lester	CEO	253-474-9933	121
Washington Technology Industry Association	Susan Sigl	President	206-448-3033	121
Washington Technology Industry Association	Summer McGrady	Director of Marketing & Communications	206-448-3033	121
Washington Roundtable	Stephen Mullin	President	206-623-0180	121
Washington Roundtable	Sara Garrettson	Director of Communications	206-623-0180	121
Washington Roundtable	Sara Garrettson	Director of Communications	206-623-0180	121
Washington Roundtable	Stephen F. Mullin	President	206-623-0180	121
Washington Research Council	Richard S. Davis	President	206-467-7088	121
Washington PTA	Megan Drygas	Communications Coordinator	253-565-2153	121
Washington Policy Center	Daniel Mead Smith	President	206-937-9691	121
Washington Education Association	Dale Folkerts	New Media Coordinator	253-765-7039	121
Washington Education Association	Mary Lindquist	President	253-765-7031	121
Washington Education Association	David Phelps	Communications Director	253-765-7040	121
Washington Education Association	Mary Lindquist	President	253-765-7031	121
Washington DECA, Inc.	Shanna LaMar	Executive Director	206-285-1195 ext. 101	121
Washington Council on International Trade	Kathleen Connors	President	206-443-3826	121
Washington Council for International Trade	Kathleen Connors	President	206-443-3826	121
Washington Bankers Association	James M. Pishue	President & CEO	206-344-3485	121
Washington Alliance of Black School Educators	Thelma A. Jackson, Ed.D.	President	360-456-1412	121
Washington Alliance for a Competitive Economy	Richard Davis			121

WA Community Alliance for Self Help	Cheryl Sesnon	Executive Director	206-352-1945 x222	121
WA Biotechnology and Biomedical Association	Chris Rivera	President	206-732-6700	121
WA Bankers Association	James M. Pishue	President/CEO	206-344-3485	121
WA Athletic Club	James Johnson	President/CEO	206-622-7900	121
Urban League of Metropolitan Seattle	James Kelly	CEO	206-461-3792	121
University Prep	Lora Kolmer	Director of Communications	206-832-1128	121
University Place School District # 83	Patti Banks	Superintendent	253-566-6600 ext. 3313	121
University of Washington, Tacoma				121
University of Washington Educational Outreach	Alison Koop	Public Relations Manager	206-685-6344	121
University of Washington Business School	P. McCoy	Marketing & Communications	206-616-2452	121
University of Puget Sound	Ronald R. Thomas	President	253-879-3201	121
University of Phoenix			425-572-1600	121
University Child Development School	Communications	-	206-547-8237	121
U.S. Chamber of Commerce-Northwest Region	Renee Sinclair	Contact	425-774-8094	121
Trade Development Alliance/Greater Seattle	Bill Stafford	President	206-389-7301	121
The Seattle Foundation	Norman B. Rice	President/CEO	206-622-2294	121
The Rainier Club	Front Desk	-	206-296-6848	121
The Baker Foundation- Benefits Youth and the Arts	Robert W. Bethke	Executive Director	253-383-7055	121
The American Legion Post 138	-	-	253-460-1105	121
Technology Alliance	Susannah Malarkey	Executive Director		121
Technology Alliance	Kristin Osborne	Director of Policy and Communications	206-389-7320	121
Tacoma-Pierce County Chamber of Commerce	Mimi Jansen	Communications Coordinator	253-627-2175	121
Tacoma-Pierce County Association of REALTORS	Wanda Coats	Executive Officer	253-473-0232 ext. 204	121
Tacoma Urban League, Inc.	Dr. Dorothy Anderson	CEO	253-383-2007	121
Tacoma Public Schools	Kelli Hoekstra	Family Liaison	253-571-1000	121
Tacoma Public Schools	Arthur O. Jarvis	Superintendent	253-571-1000	121
Tacoma Community College	Pamela J. Transue	President	253-566-5000	121
Tacoma Athletic Commission, Inc.	Matt Haner	President	253-272-1815	121
Suquamish Tribe	-	Office of the Executive Director	360-394-8401	121
Stand for Children	Shannon Campion	Executive Director	206-601-6530	121
Stand for Children	Anne-Grant Anderson	Communications Director	206-632-7451	121
Special Education Coalition	Christie Perkins	Parent Lead	253-588-0637	121
Special Education Coalition	Pat Steinberg	Parent Support		121
South Seattle Community College	Gary Oertli	President	206-764-5311	121
Sons of Norway Oslo Lodge	Skip Walsh	President	360-779-5209	121
Shoreline Community College			206-546-4101	121
Seattle University	Stephen V. Sundborg	President	206-296-6000	121
Seattle Schools African American Parent Organizer	Dawn Bennet	Parent Lead and LEV staff	206-252-0149	121

Seattle School District #1	Maria L. Goodloe-Johnson	Superintendent	206-252-0000	121
Seattle Public Schools	Bernado Ruiz	Family Liaison	206-252-0000	121
Seattle Public Library	Susan Hildreth	City Librarian	206-386-4147	121
Seattle Pacific University	Megan Hamshar	President	206-281-2378	121
Seattle Girls School	Marja Brandon	Founding Head of School	206-709-2228	121
Seattle Debate Foundation	Anjali Vats	Local Transition Lead	412-256-8314	121
Seattle Chinese Chamber of Commerce			206-423-6870	121
Seattle Central Community College	Mildred W. Ollee	President	206-587-4144	121
Seattle Academy of Arts & Sciences	Jim Rupp	Director of Admission	206-324-7227	121
Renton Technical College	Steve Hanson	President	425-235-2352	121
Renton Chamber of Commerce	Bill Taylor	President/CEO	425-226-4560	121
Powerful Schools	Peggy Jackson	Development Director	206-722-5543	121
Pierce County Library System	Neel Parikh	Executive Director	253-536-6500	121
Pierce County Careers Connection	Contact	-	253-692-4799	121
Pierce College District	Brian Benedetti	Director of Marketing and Communications	253-864-3235	121
Partnership for Learning	Anne Luce	Policy Analyst	206-625-9655	121
Partnership for Learning	Maureen Trantham	Communications Director	206-625-9655	121
Partnership for Learning	Caroline King	Executive Director	206-625-9655	121
Pacific Lutheran University	Loren J. Anderson	President	253-535-7101	121
O'Dea High School	Br. Dominic Murray	Principal	206-622-6596	121
Northwest University	Joseph Castleberry	President	425-822-8266	121
Northwest Minority Bus Council			206-575-7748	121
North Seattle Industrial Association	Not sure	-	206-632-0124	121
North Seattle Community College	Alan Ward	Interim President	206-527-3601	121
NHRMA- Human Resources Mgmt. Assoc. of South Puget Sound	Donna L. Sneider	President of the Board	206-215-2727	121
Life Christian School & Academy	Ross Hjelseth	Headmaster	253-756-5317	121
League of Education Voters	Lisa MacFarlane (Co-Founder) Kris Korsmo Dawn Bennet	Co-Founder	206-728-6448	121
League of Education Voters	Kris Korsmo	Executive Director	206-728-6448	121
League of Education Voters	Dawn Bennet	Community Organizer	206-728-6448	121
Leadership Tomorrow	Jan Levy	Executive Director	206-389-7279	121
Leadership Institute of Seattle	Shelley Drogin	President	425-968-3400	121
Lake Washington Technical College	Dr. Sharon McGavick	President	425-739-8100	121
Korean Women's Association	Susan Koh	President	253-537-4202	121
KidsCenter, Inc.	Chris Hineman	Director	206-623-5437	121
Kent Chamber of Commerce	Andrea Keikkala	Executive Director	253-854-1770 ext. 140	121
Junior League of Seattle	Elizabeth Reilly	President of the Board of Directors	206-324-3638	121
Junior Achievement of WA	David G. Moore	President	206-296-2626	121
Japan-America Society of W	Mark Smith	Executive Director	206-374-0180	121

ITT Technical Institute			206-244-3300	121
Highline Community College	Larry Yok	Vice President	206-878-3710 ext. 3545	121
Greater Seattle Chamber of Commerce	Christina Donegan	Vice-President, Communications	206-389-7200	121
Greater Seattle Chamber of Commerce	Christina Donegan	Vice President, Communications	206-389-7200	121
Greater Seattle Business Association	Louise Chernin	Executive Director	206-363-9188	121
Goodwill Industries-Tacoma	Terry A. Hayes	President & CEO	253-573-6500	121
Global Outreach Distribution	Contact	-	253-761-2400	121
Gateways for Youth and Families	Main Office	-	253-383-4361	121
Franklin Pierce School District	Gary Benson	Executive Director	253-298-3085 ext. 3004	121
Federal Way School District	Tony Moore	School Board President	253-945-2003	121
Federal Way Public Schools	Tris Moore	Family Liaison	253-945-2273	121
Federal Way Chamber of Commerce	Tom Pierson	Chief Executive Officer	253-838-2605 ext.105	121
Excellent Schools Now	Karen Waters (360)	Communications Contact	206-282-1990	121
Enterprise Washington	Erin McCallum	President	425-313-0074	121
El Centro de la Raza	Ramon Soliz	President	206-957-4634	121
Downtown Seattle Association	Kate Joncas	President	206-623-0340	121
DeVry University			877-923-3879	121
Community Center for Education Results	Mary Jean Ryan	Director	360-725-6025	121
Communities in Schools (Seattle)	Petrina Fisher	Executive Director	206-252-0008	121
College Success Foundation	Deborah Wilds, Ph.D.	President and Chief Operating Officer	425-416-2000	121
College Success Foundation	Bob Craves	Chair & CEO	425-416-2000	121
College Spark	Christine McCabe	Executive Director	206-461-5374	121
College Club of Seattle	Randolph Petgrave III	President	206-622-0624	121
Clover Park Technical College	John W. Walstrum	President	253-589-5800	121
City University	Lee Gorsuch	President	425-709-7600	121
City Club of Tacoma	Erik Hanberg	Executive Director	253-353-2489	121
CHOICES Education Group	Shannon Kavanaugh	President	206-246-4237	121
Chambers Creek Foundation	Tammy Blount	President & CEO	253-460-5866	121
Casey Family Programs	William C. Bell	President & CEO	206-282-7300	121
Camp Fire USA Central Puget Sound Council	Jane White Vulliet	CEO	206-461-8550	121
Boys and Girls Club of South Puget Sound	Mark Starnes	President/CEO	253-502-4626	121
Big Brothers Big Sisters of King-Pierce Counties	Main Office		206-763-9060	121
Bethel Public Schools	Krista Carlson	Communications Director	253-683-6000	121
Bellevue Chamber of Commerce	Kristi Clemens	Marketing & Communications	425.213.1202	121
Bellarmino Preparatory School	Jack Peterson	President	253-752-7701	121
Bates Technical College	Lyle Quasim	Interim President	253-680-7000	121
Bastyr University	Daniel K. Church	President	425-823-1300	121
Argosy University Seattle			1-800-377-0617	121
Antioch University Seattle	Cassandra Manuelito-Kerkvliet	President	206-268-4105	121

Annie Wright School	Christian Sullivan	Head of School	253-272-2216	121
American Red Cross Mt. Rainier Chapter	Contact	-	253-474-0400	121
Alliance for Education	Edgar Gonzales	Director of Development	206-205-0326	121
Alliance for Education	Mark Yango	Director of Communications	206-205-0338	121
Alliance for Education	Mark Yango	Director of Communications	206-205-0338	121
Western WA University Bremerton Center	Dr. Genet Simone	Academic Program Director	360-475-7746	114
West Sound Arts Council				114
United Way of Kitsap County	Beverly Kincaid	President of Board of Directors	360-377-8505	114
Port of Brownsville	Jack B. Bailey	President	360-692-6979	114
Peninsula Community Health Services	Barbara Malich	Chief Executive Officer	360.478.2366 ext 4104	114
Olympic College	Mary Garguile	Vice President of Instruction	360-475-7401	114
Old Dominion University	Victoria Sager	Site Director	360-475-7280	114
North Mason Chamber of Commerce	Frank Kenny	President/CEO	360-275-4267	114
Manette Business Assn	Wendy Daniels	President	-	114
Kitsap Regional Library-Downtown	Ruth Bond	Interim Branch Manager	360-415-6727	114
Kitsap Community Resources	Larry Eyer	Executive Director	360-478-2301	114
Holly Ridge Center	Cami Lewis	President	360-373-2536	114
Educational Service District #114	-	-	360-479-0993	114
Communitas	Alan Petersen	Executive Director	360-377-7231, ext. 202	114
Chapman University Bangor Campus	Jan Williams	Site Director, VA Certifying Official	360-779-2040	114
Bremerton School District	Ioanna Cossack	Board of Directors	360-473-1031	114
Bremerton Chamber of Commerce	Frank Gentile	Operations Manager	360-479-3579	114
YWCA	Karmel Shields	Executive Director	360-352-0593	113
Western States Petroleum Association	Frank E. Holmes	Manager, Northwest Region	360-352-4506	113
Washington State School Directors Association	Kevin Lavery — Mukilteo School District	Board President	206-498-8726	113
Washington State School Directors Association	Marilee Scarbrough	Policy	360.252.3017	113
Washington State School Directors Association	David Brine	Communications Director	360-252-3013	113
Washington State Commission on African American Affairs	Rosalund Jenkins	Executive Director	360-725-5663	113
Washington State Commission on African American Affairs	Pam Morris	Executive Assistant	360-725-5664	113
Washington Retail Association	Jan Teague	President & CEO	360-943-9198 ext. 19	113
Washington Restaurant Association	Anthony Anton	President & CEO	360-956-7279	113
Washington REALTORS	Bill Riley	President	360-943-3100	113
Washington Public Utility Districts Association	John Kounts	Interim Executive Director	206-841-4199	113
Washington Food Industry	General		360.753.5177	113
Washington Farm Bureau	Patrick Batts	CEO	360-357-9975 ext 113	113
Washington Association of School Administrators	Paul Rosier	Executive Director	360-943-5717	113

Washington Association of School Administrators	Kristen Jauden	Communications	360-943-5717	113
Troy University			253-964-0545	113
The Salvation Army	Major William Lum	Contact-Olympia	360-705-2850	113
The Office of Minority and Women's Business Enterprise	Cynthia Cooper	Executive Director	360-753-9691 (x102)	113
The Commission on Hispanic Affairs	Uriel Inequiz	Executive Director	360-725-5661	113
The Commission on Hispanic Affairs	Alicia Luna	Executive Assistant	360-725-5661	113
The Commission on Asian Pacific American Affairs	Kendee Yamaguchi	Executive Director	360-725-5667	113
Skookum Educational Programs	Marie Campanoli	Marketing and Communications Director	360-340-6203	113
Salvation Army Corps Community Center	Major William Lum	Contact-Olympia	360-705-2850	113
Office of the Education Ombudsman	Adie Simmons	Ombudsman Parent Group	206-729-3232	113
North Thurston School District	Bill Williams	School Board President	360-456-5743	113
National Federation of Independent Business	Patrick Connor	NFIB/Washington State Director	360-786-8675	113
Multi-Ethnic Think Tank	John Pope	Liaison		113
Migrant Education Parent Committee	Nicolosa Medina	Executive Committee, Chair	360-725-6147	113
Latino Family Group	Eunice Santiago	Lead		113
Grays Harbor Chamber of Commerce	Kellie Daniels	Chair	1-800-321-1924	113
Governor's Office of Indian Affairs	Rebecca George	Communications and Outreach	360-902-8828	113
Boy Scouts of America-Pacific Harbors Council	Tumwater Field Services Office		360-918-0066	113
Black Education Strategy Roundtable	Rosalund Jenkins	Executive Director	360-725-5663	113
Big Brothers Big Sisters of Southwest Washington	Roger Jones	CEO	360-943-0409	113
Better Business Bureau- Oregon and Western Washington	General		253-830-2924	113
Association of Washington School Principals	Gary Kipp	Executive Director	360-357-7951	113
Association of Washington School Principals	Jennifer Fellingner	Communications Director	360-357-7951	113
Association of Washington Business	Jocelyn McCabe	Vice President of Communications	360-943-1600	113
Association of Washington Business	Don Brunell	President	360-943-1600 ext. 1015	113
Achievement Gap and Oversight	Erin Jones	Asst. Superintendent	360-725-6165	113
YWCA of Clark County	Jennifer Werdel	Director of Development and Communications	360-696-0167	112
Women Entrepreneurs Organization	Cathy Nielson	President of the Board		112
Washington Workforce Association	Tim Probst	CEO	360-693-6362	112
Washington State University Vancouver	Maureen Keller	Administrative Assistant	360-546-9599	112

Vancouver's Downtown Association	Linda Glover	President	360-258-1129	112
Vancouver School District #37	Kris Sork	Communications Director	360-313-1230	112
Vancouver Rotary Foundation's Festival of Trees	Juliet Laycoe Hagley	President	-	112
Vancouver Education Association	Ann Giles	President	360-695-3397	112
ST Joseph Catholic School	Lesley Harrison	Principal	360-696-2586	112
North Clark County Chamber of Commerce	Linda Tracy	President	360-619-1170	112
NAACP Local Chapter 1139	Margo Bryant	President	-	112
M.J. Murdock Charitable Trust-Gives Grants to Education	Steven G. W. Moore	Executive Director	360-694-8415	112
Leadership Clark County	Contact	Director	360-567-1085	112
Human Services Council	Sandra Odren	President	360-694-6577	112
Greater Vancouver Chamber of Commerce	Kim Capeloto	President/CEO	360-567-1050	112
Evergreen School District	Victoria Bradford	School Board President	360-896-1327	112
Community Choices- Committed to Good Communities	Sharon Pesut	Executive Director	360-567-1087	112
Columbia River Economic Development Council	Bart Phillips	CEO	360-567-1060	112
Clark County Family YMCA	Eddie White	Executive Director	360-258-3834	112
Clark College Foundation	Lisa Gilbert	President/CEO	360-992-2301	112
Clark College	Robert K. Knight	President	360-699-6398	112
Camas-Washougal Chamber of Commerce	Brent Erickson	Executive Director	360-834-2472	112
Café Femenino Foundation-Enhances Lives of Women and Children	Gay Smith	Founder	360-573-4433	112
Battle Ground Chamber of Commerce	General		360-687-1510	112
YMCA of Yakima	Bob Romero	General Director	509-972-5252	105
Yakima Valley Regional Library	Kim Hixson	Interim Director	509-575-3401	105
Yakima Valley Community College	Linda Kaminski	President	509-574-4600	105
Yakima Public Schools	Jessie Garza	Family Liaison	509-573-7140	105
Yakima Public Schools	John Vornbrock	School Board Interim President		105
Yakima Public Schools	Martha Rice	School Board Member		105
WEA Midstate	Ted Raihl	President	509-452-6559	105
Washington State School Directors Association	Deborah Heart – Goldendale School District	President- Elect	509-773-6334	105
Southeast Yakima Community Center			509-248-2460	105
Perry Technical Institute	Christine Cote	President	509-453-0374 ext. 216	105
Pacific Northwest University of Health Sciences	Lloyd H. Butler	Acting President	509-452-5100	105
Hispanic Chamber of Commerce-Yakima County	Contact	-	509-453-2050	105
Heritage University- Yakima Office	Contact		509-865-8587	105
Greater Yakima Chamber of Commerce	Margaret 'Peggy' Burton	Administrative Vice-President of Programs and Communications	509-248-2021 extension 106	105

Fort Simcoe Job Corps Center			509-874-2244	105
Ellensburg Chamber of Commerce	Bob Hansen	Executive Director	509-925-3138	105
Educational Service District 105	Dr. Jane Gutting	Superintendent	509-454-3113	105
E P I C- Enterprise for Progress in the Community- Does Early Childhood Ed.	Rick Doehle	President & CEO	509-248-3950	105
Circle of Success, Inc.	Pat Mallonee	Program Coordinator	509.965.7100 ext 1019	105
Central Washington University- Yakima Center	Melanie Palm	Site Director	509-963-3710	105
Central Washington University	James L. Gaudino	President	509-963-2111	105
Women Helping Women Fund	Debbie Zimmerman	President	509-328-8285	101
WEA Riverside	Jace Borba	UniServ Representative	360-256-0880	101
TINCAN-Teen Camp	Karen Michaelson	Executive Director	509-744-0972	101
The Salvation Army-Spokane County			509-325-6810	101
Spokane Public Schools	Susan S. Chapin	School Board President	509-354-7364	101
Spokane Police Guild				101
Spokane County United Way	Tim Henkel	President/CEO	509-838-6581	101
Spokane C.O.P.S.- Community Oriented Policing Services	Christy Hamilton	Director	509-835-4572	101
Spokane Area Workforce Development Council	Matt Mattke	Workforce Strategy & Planning Director	509-625-6210	101
Silver Lake Camp- Children's Camp				101
Northeast Community Center Association	Bill Duffy	President of Board	509-487-1603	101
Junior Achievement of the Inland Northwest, Inc.	Contact		509-624-7114	101
IAFF Local 29- Spokane Firefighters	Mark Vietzke	President	509-484-5598	101
Greater Spokane Incorporated	Rich Hadley	President & CEO	509-321-3635	101
Girl Scouts of Eastern Washington and Northern Idaho	Pam Lund	CEO	509-747-8091, ext. 207	101
Downtown Spokane Partnership	Marty Dickinson	President	509-456-0580	101
Community Colleges of Spokane	Christine Johnson	Chancellor	509-434-5107	101