



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

<b>Title:</b>	<b><u>SBE Legislative Agenda - Discussion</u></b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	What items will the SBE place on its 2014 Legislative Agenda?	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>The State Board of Education (SBE) will discuss finalizing its legislative agenda for the 2014 legislative session, which is a supplemental session scheduled for 60 days.</p> <p>One consideration is that, in a 60-day session, there is limited time for legislators to consider a wide variety of policy issues. Focused legislative agendas have a better track record of success in this environment.</p> <p>Accordingly, the proposed agenda focuses on four items:</p> <ul style="list-style-type: none"> <li>• Ample provision for K-12 Education.</li> <li>• Legislative Authorization for a 24 Credit Graduation Requirement Framework.</li> <li>• Development of Math and Science Course Equivalencies for Vocational and Skill Center Programs.</li> <li>• Restoration of Professional Development Days (3).</li> </ul> <p>This will not preclude the board from taking positions on other issues that emerge through the legislative process, but helps focus advocacy and staff work during the 60 day session.</p>	



2014 SESSION:

Updated: 10-31-2013

## SBE Legislative Priorities

### Ample Provision

Make ample provision for K-12 education programs

**Legislative Action:** Identify a reliable and dependable revenue funding source for K-12 education to support a robust response to the McCleary Court Order, and to fully implement the provisions of ESHB 2261 and SHB 2776.

### Career & College Ready

Authorization of a 24-credit career and college-ready graduation requirement framework

**Legislative Action:** The Board urges the Legislature to authorize implementation of the 24-credit career and college-ready graduation requirement framework that supports multiple pathways to post-secondary education and training, and living wage employment options. Changes should take effect for students who will be seniors during the 2018-19 school year (current 7th graders).

### Math & Science Equivalencies

Expansion of math and science course equivalencies for vocational programs.

**Legislative Action:** The Board urges the Legislature to direct the development of statewide model course modules and frameworks that allow students to fulfill math and science credit requirements at skill centers and other high school programs across the state. The Board has an interest in ensuring that these credit equivalency opportunities are offered in an equitable manner across the state.

### Professional Development

Support restoration of professional learning improvement days (3)

**Legislative Action:** The Board urges the Legislature to restore funding for three Learning Improvement Days (LID) to support the professional development needs of educators to implement new state policy reforms, including new educator evaluation models, and Common Core and Next Generational Science Standards. Dedicated professional development time will ease the strain on families and children created by the proliferation of half or partial school days, and will reverse the erosion of instructional time that has resulted from the underfunding of professional development.

## **DRAFT—For Discussion Purposes only**

### **Guiding Principles of a 24-Credit Graduation Requirement**

#### **Pathways to Post-secondary**

- All students should earn certain foundational high school course credits to meet the intent of Basic Education, which is “to provide all students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives.”
- To fulfill the intent of Basic Education in the 21<sup>st</sup> century, all students need Science, Technology, Engineering and Math (STEM) skills; 3 credits of math and 3 credits of science are foundational high school courses credits.
- High school electives are an important part of students’ Basic Education, allowing choice in course-taking, providing the opportunity to explore a range of fields of knowledge, and allowing the opportunity to pursue certain post-secondary pathways.
- Every student should have a High School and Beyond Plan by 9<sup>th</sup> grade or earlier, upon which all course-taking decisions will be based; a student’s High School and Beyond Plan may evolve during high school to reflect the student’s changing interests and goals.
- All students should be preparing for their life after high school; each student’s High School and Beyond Plan should identify a post-secondary pathway.
- Post-secondary pathways are locally determined but should include, at least, the opportunity to:
  - Attend a skills center or pursue a Career and Technical Education program of study
  - Pursue a certificate or degree in a professional/technical program
  - Pursue a 4-year degree via a college, university, or college transfer program

DRAFT – for discussion purposes only

### Talking Points on Graduation Requirements

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



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

## State Board of Education's Approved Graduation Requirements

Subject	Requirements for the Class of 2016	Career- and College-Ready Graduation Requirements
English	4	4
Math	3	3
Science (without lab)	1	1
Science (with lab)	1	2
Social Studies	3	3
Occupational Education	1	1
Health and Fitness	2	2
Arts	1	2*
World Language	0	2*
Career Concentration	0	2*
Electives	4	2*
<b>Total Credits</b>	<b>20</b>	<b>24</b> (Up to 2 credits can be waived locally for students who have attempted 24 credits)

\* **Flexible requirements**—1 arts credit, world language credit, career concentration credit, and electives may be substituted according to a student's High School and Beyond Plan.

Shading indicates a change from the previous requirements

This table pertains only to CREDITS required to graduate. See the [Washington State Graduation Requirements 2012 to 2016](#) to see the **non-credit requirements** needed to graduate.



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

## Proposed Graduation Course-Taking Requirements

Subject	Requirements for the Class of 2016 & Beyond	Proposed Career- & College-Ready Graduation Requirements
English	4	4
Math	3	3
Science	2 (1 with a lab)	3 (2 with a lab)
Social Studies	3	3
Career & Technical Education	1	1
Health and Fitness	2	2
Arts	1	2 <sup>1</sup>
General Electives	4	4
World Language (or) Personalized Pathway Requirement		2
<b>Total Credits</b>	<b>20</b>	<b>24<sup>2</sup></b>

Personalized Pathway Requirement: Credits required to pursue a postsecondary pathway, including completing a CTE program of study, an industry certification, or 2 or 4-year college preparatory coursework. Personalized Pathway Requirements are identified in a student's High School & Beyond Plan, and locally determined.

<sup>1</sup> Or 1 Art and 1 Personalized Pathway Requirement

<sup>2</sup> Up to 2 credits can be waived locally for students who have attempted 24 credits.



## OPTIONAL VIEW A



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

## Proposed Graduation Course-Taking Requirements

Subject	Requirements for the Class of 2016 & Beyond*	Proposed Career & College Readiness Graduation Requirements
English	4	4
Math	3	3
Science	2 (1 with a lab)	3 (2 with a lab)
Social Studies	3	3
Career & Technical Education	1	1
Health and Fitness	2	2
Arts	1	2 <sup>1</sup>
General Electives	4	4
World Language (or) Personalized Pathway Requirement		2
<b>Total Credits</b>	<b>20</b>	<b>24<sup>2</sup></b>

Personalized Pathway Requirement: Credits required to pursue a postsecondary pathway, including completing a CTE program of study, an industry certification, or 2 or 4-year college preparatory coursework. Personalized Pathway Requirements are identified in a student's High School & Beyond Plan, and locally determined.

### Sample Personalized Pathway Requirements

Healthcare

- Medical Terminology
- Patient Care

Info Technology

- Digital Fundamentals
- Web Design

There are many pathways to a career and college ready high school diploma, including career programs at 14 skill centers.

WA 4-Year College Minimum Standards

- World Language 1
- World Language 2

Construction

- Construction Safety
- Construction Techniques

<sup>1</sup> Or 1 Art and 1 Personalized Pathway Requirement

<sup>2</sup> Up to 2 credits can be waived locally for students who have attempted 24 credits.



## OPTIONAL VIEW B



### Proposed Graduation Course-Taking Requirements

Subject	Requirements for the Class of 2016 & Beyond*	Proposed Career & College Readiness Graduation Requirements
English	4	4
Math	3	3
Science	2 (1 with a lab)	3 (2 with a lab)
Social Studies	3	3
Career & Technical Education	1	1
Health and Fitness	2	2
Arts	1	2 <sup>1</sup>
General Electives	4	4
World Language (or) Personalized Pathway Requirement		2
<b>Total Credits</b>	<b>20</b>	<b>24<sup>2</sup></b>

Personalized Pathway Requirement: Credits required to pursue a postsecondary pathway, including completing a CTE program of study, an industry certification, or 2 or 4-year college preparatory coursework. Personalized Pathway Requirements are identified in a student’s High School & Beyond Plan, and locally determined.

### Sample Personalized Pathway Requirements

<p style="text-align: center;"><u><b>4-Year University &amp; 2-Year Transfer</b></u> (Washington State Minimum Standards)</p> <ul style="list-style-type: none"> <li>✦ World Language 1</li> <li>✦ World Language 2</li> </ul>	<p style="text-align: center;"><u><b>Community College Professional or Technical Degree</b></u> (Nursing Example)</p> <ul style="list-style-type: none"> <li>✦ Medical Terminology</li> <li>✦ Patient Care</li> </ul>	<p style="text-align: center;"><u><b>Post-Secondary Career Certificate</b></u> (Green Energy Electrician Example)</p> <ul style="list-style-type: none"> <li>✦ Electrical Theory</li> <li>✦ Energy Sources</li> </ul>
--	---	---

There are many pathways to a career and college ready high school diploma, including career programs at 14 skill centers.

<sup>1</sup> Or 1 Art and 1 Personalized Pathway Requirement

<sup>2</sup> Up to 2 credits can be waived locally for students who have attempted 24 credits.



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

## Illustration 1, Requirement Through 2013-2014, Annual Average of 1,000 Hours in Grade 1-12

	Elementary School	Middle School	High School
Grade 1	940		
Grade 2	940		
Grade 3	940		
Grade 4	940		
Grade 5	940		
Grade 6	940		
Grade 7		1080	
Grade 8		1080	
Grade 9			1050
Grade 10			1050
Grade 11			1050
Grade 12			1050
<b>Annual Average</b>	<b>1000 Hours</b>		

## Illustration 2, Beginning 2014-2015, 1,000 Hours in Each of Grades 1-6 and 1080 Hours in Each of Grades 7-12

	Elementary School	Middle School	High School
Grade 1	1000		
Grade 2	1000		
Grade 3	1000		
Grade 4	1000		
Grade 5	1000		
Grade 6	1000		
Grade 7		1080	
Grade 8		1080	
Grade 9			1080
Grade 10			1080
Grade 11			1080
Grade 12			1080

## Net Change from the Requirement for an Annual Average in Illustration 1 to Requirement for Each Grade in Illustration 2

	Elementary	Middle School	High School
Grades 1	+60		
Grade 2	+60		
Grade 3	+60		
Grade 4	+60		
Grade 5	+60		
Grade 6	+60		
Grade 7		0	
Grade 8		0	
Grade 9			+30
Grade 10			+30
Grade 11			+30
Grade 12			+30



## Funding the 1080 Hour Requirement

The following are excerpts from the Joint Task Force on Education Funding Final Report, December 2012

Table 1: Spending Plan Dollars in Millions	2013-15 Biennium	2015-17 Biennium	2017-19 Biennium
Fully fund revised transportation formula	\$141.6	\$225.1	\$232.8
Materials, Supplies, & Operating Costs (MSOC)	\$597.1	\$1,410.9	\$1,554.7
Reduce K-3 class sizes to 17 pupils/teacher	\$219.2	\$662.8	\$1150.6
Implement full-day kindergarten statewide	\$89.3	\$227.4	\$348.7
<b>Implement Career &amp; College Ready plan</b>	<b>\$140.4</b>	<b>\$327.6</b>	<b>\$473.4</b>
Classified & administrative salary allocations	\$169.8	\$450.2	\$681.5
Accountability, Evaluation, & Common Core	\$66.5	\$44.5	42.0
Total	\$1,423.9	\$3,348.5	\$4,483.7

Note: Amounts may vary depending on the phase-in of the components.

Table 2: Funding Options Dollars in Millions	Estimated Biennial Impact
Use Rainy Day Fund	\$250 - \$300
Retain existing taxes set to expire	\$650 - \$800
Additional budget efficiencies and savings	\$300
Eliminate tax exemptions	\$250
Transfer all or part of K-12 transportation to transportation budget (with new revenue)	\$143 - \$930
Excise Tax on capital gains*	\$650 - \$1,400
Property Tax Options:	
Revise state school levy growth factor	\$43 - \$600
Increase state school levy	\$200 - \$2,350
Use state school levy to replace local levies	\$1,735 - \$2,680

All new revenues are dedicated to the Education Legacy Trust Account

**Career & College Ready plan:** This item includes funding for the following: an additional 80 hours of instructional time for students in grades seven through 12; an increase in additional instructional hours for the Learning Assistance Program (LAP) from the current level of 1.5156 hours to 2.0000 hours per week; revisions to TBIP, including increased funding for middle- and high-school bilingual instructional hours from the current 4.7780 hours per week to 6.0000 hours per week in middle school and 8.0000 hours per week in high school, along with the addition of transition support for all exited students for two years in the form of 3.0000 hours per week of additional instructional time; the addition of Family and Community Engagement Coordinators in elementary schools; and increased allocations for middle- and high-school counselors. The plan arose out of discussions related to the enhancements for increased instructional hours and credits as provided in ESHB 2261. (See ESHB 2261, section 104(2)(a), page 8 and section 104(3)(b), page 8. Note: A deadline for implementation is not currently set in statute for expanded instructional hours or the opportunity to earn 24 credits but ESHB 2261 intent language in section 1(4) stated that the "... legislature intends that the redefined program of basic education and funding for the program be fully implemented by 2018." The 2011 legislature added the statutory requirement that implementation of the expanded instructional hours is to occur "not before the 2014-15 school year." Implementation in the 2014-15 school year would enable students entering high school in that year the opportunity to earn 24 credits by graduation in 2018.)