



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

APPLICATION Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014

Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

“In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.”

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district’s board of directors requesting the waiver. The resolution must, at a minimum:
 1. State the entering freshman class or classes for whom the waiver is requested;
 2. Be signed by the chair or president of the board of directors and the superintendent.
- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.
- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

Please send the application and school board resolution electronically to:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

For questions, please contact:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

Linda Drake
Research Director
360-725-6028
linda.drake@k12.wa.us

PORT ANGELES SCHOOL DISTRICT

Agenda Item Details

Meeting Dec 10, 2015 - PASD Board of Directors Regular Meeting
Category 13. Action Items
Subject 13.03 Approval of Waiver for Core 24 - Dr. Gerald Gabbard
Access Public
Type Action
Recommended Action It is recommended that the Board of Directors approve the Core 24 Waiver as presented.

Public Content

Principal Jeff Clark is asking the Board to approve a resolution permitting Port Angeles School District to apply for a two-year waiver to the State Board of Education from the Core 24 requirements for graduation. This information was first shared with the board by Assistant Superintendent, Gerald Gabbard, on November 12, 2015 at the board meeting at Stevens Middle School. The administration is asking the board to approve this recommendation to pursue the waiver application. The application is attached.

[GradReqWaiver6552App.pdf \(98 KB\)](#)

[13.03.mp3 \(262 KB\)](#)

Administrative Content

Executive Content

Motion & Voting

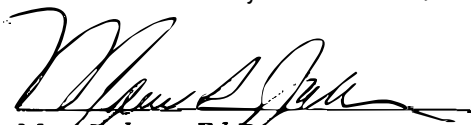
It is recommended that the Board of Directors approve the Core 24 Waiver as presented.


Motion by Sarah M Methner, second by Susan Shotthafer.

Final Resolution: Motion Carries

Yea: Cindy S Kelly, Sarah M Methner, Joshua Jones, Susan Shotthafer

Attest this 10th Day of December, 2015:


Mac Jackson, Ed.D.
Superintendent of Schools
Port Angeles School District #121


Cindy Kelly
President, Board of Directors
Port Angeles School District #121

PORT ANGELES SCHOOL DISTRICT NO. 121
Clallam County, Washington

RESOLUTION NO.
1516-06

A RESOLUTION of the Board of Directors of Port Angeles School District No. 121, Clallam County of Washington State, requesting a temporary waiver from new graduation credit requirements from the Washington State Board of Education, allowing the District to maintain a 22.5 credit graduation requirement for the graduating classes of 2019 and 2020, instead of 24 credits;

WHEREAS, the State Board of Education has directed school districts to implement additional graduation requirements as per the legislative directive in 2010 and revised in 2014, originally known as CORE 24 and now entitled “Career and College Ready Graduation Requirements;” and


WHEREAS, the Board of Directors of the Port Angeles School District No. 121 is preparing to make program changes to support implementation of Core 24, but needs more time to explore available options (such as scheduling changes), which will permit effective implementation of the changes while still allowing students the flexibility to explore electives and CTE offerings and meet the new graduation requirements; and

WHEREAS, the Board of Directors of the Port Angeles School District No. 121 has researched specific impediments preventing implementation of the Career and College Ready Graduation Requirements, beginning with the graduating class of 2019, and identified impediments such as that our current students are able to earn 6.5 credits per school year within the 6-period day schedule, but if they participate in our music program, there is no flexibility within the schedule to allow them to explore CTE. We have begun to discuss possible organizational changes in light of CORE 24, but more time is needed to collect information on options and develop a plan for implementation.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Directors of the Port Angeles School District No. 121, that the Port Angeles School District is requesting a temporary waiver of the new graduation requirement of 24 credits for the graduating classes of 2019 and 2020, allowing the District to maintain the graduation requirement of 22.5 credits for these classes.

ADOPTED by the Board of Directors of Port Angeles School District #121,
Clallam County, Washington, at the regular meeting thereof held this 28th day of
January 2016.

PORT ANGELES SCHOOL DISTRICT NO. 121,
A municipal corporation of the State of Washington



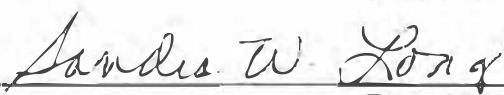
President



Vice President



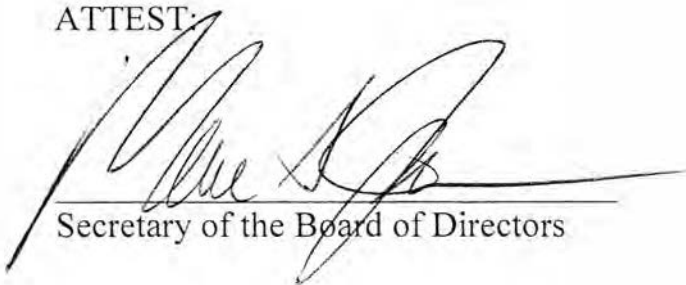
Board Member



Board Member

Board Member

ATTEST:



Secretary of the Board of Directors

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district Port Angeles School District #121

2. Contact information

 Name and title Dr. Marc Jackson, Superintendent

 Telephone 360-457-8575

 E-mail address mjackson@portangeleschools.org

3. Date of application. 1/7/2016

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Port Angeles School District is prepared to make program changes to support implementation of Core 24, but more time is needed to explore the available options (such as scheduling changes) to implement the change in the most effective way that still allows students the flexibility to explore electives and CTE offerings while meeting the graduation requirements.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Currently, students are able to earn 6.5 credits per school year within the 6-period day schedule, but if the student participates in our band, orchestra, or choral music program (for example) there is no flexibility within the schedule to allow them to explore CTE. We have begun to discuss possible organizational changes in light of Core 24, but more time is needed to collect information on options and develop a plan for implementation.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

_____ Class of 2020

 X Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

The district will form a task force charged with the purpose of developing an implementation plan and identifying organizational structural changes that will best support students in meeting the new graduation requirements while protecting student choice and the diversity of programming (CTE, for example) that is a strength of our district and community.

BREMERTON SCHOOL DISTRICT 100-C
Administration Building
134 Marion Avenue No.
Bremerton, Washington 98312

Resolution 2015/2016-15
State Board of Education Waiver 24-Credit Minimum Requirement


WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from requirements directed by Chapter 217, Laws of 2014 (E2SSB) beginning with the class of 2020 or 2021 instead of the graduating class of 2019;

WHEREAS, a temporary waiver will allow district staff and students to more adequately prepare for the new graduation requirements;

WHEREAS, a temporary waiver will also allow more time for the district to address facility and staffing needs to accommodate the added graduation requirements;

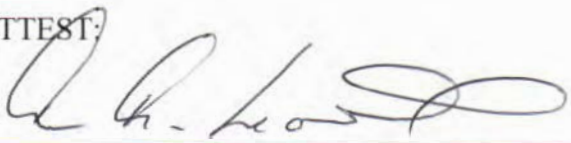
NOW, THEREFORE, be it resolved that the Board of Directors, Bremerton School District 100-C, hereby petitions the State Board of Education for a two-year waiver of the minimum 24-credit requirement to begin with the class of 2021 instead of 2019.

The foregoing resolution was adopted this 18th day of February, 2016, at the regular meeting of the Board of Directors of the Bremerton School District and duly recorded in the minutes of said meeting.



J. David Rubie, President, Board of Directors

ATTEST:



Aaron A. Leavell, Secretary, Board of Directors

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. **Name of district:** Bremerton School District

2. Contact information

Name and title	Lynn Caddell, Assistant Superintendent
Telephone	360-473-1006
E-mail address	lynn.caddell@bremertonschools.org

3. **Date of application:** 2/19/2016

4. **Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068:**

We have one comprehensive high school in the district (Bremerton High School). B.H.S. is currently on a 6 period bell schedule which offers students a total of 24 credit opportunities in four years. Under the new graduation requirements, students cannot fail a single course without jeopardizing on-time graduation. Our original plan to move towards an "alternating-day block schedule" that will allow 28-32 credit opportunities has run into a few obstacles that will take additional time to overcome. First, we are going to need to reach a contractual agreement with the teachers union around several issues relating to the change of schedule. The potential for increased class size in order to help offset the additional cost of the schedule is a primary concern. In addition, a schedule that offers this many increased credit opportunities will have staffing and curriculum sequencing issues that will require additional time for us to resolve.

In short, we are asking for the waiver to have more time to analyze and overcome the challenges that a vastly different instructional day is presenting to us.

5. **Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019:**

- Increased cost;
- Bargaining issues regarding preps, class size and plan time;
- Curriculum sequencing for courses that may no longer be a full school year under a block schedule. This has potential implications for Advanced Placement courses, World Language courses, math, ELA and science readiness courses;
- School start and end times and associated bargaining and transportation issues;
- Completing a Professional Development Plan for effective teaching in a block schedule system.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above:

We have established a task force with representation of multiple content areas and administration in order to work through the issues listed under #5. In addition, we will soon open bargaining sessions to attempt to address potential contractual issues. Updates are being given regularly at the district cabinet level.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

**CRESCENT SCHOOL DISTRICT 313
CLALLAM COUNTY, WASHINGTON**

RESOLUTION 1-16

State Board of Education Waiver 24-Credit Minimum Requirement

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from requirements directed by Chapter 217, Laws of 2014 (E2SSB) beginning with the class of 2020 or 2021 instead of the graduating class of 2019;

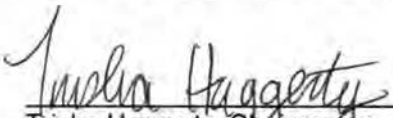
WHEREAS, a temporary waiver will allow district staff and students to more adequately prepare for the new graduation requirements;

WHEREAS, a temporary waiver will also allow more time for the district to address facility and staffing needs to accommodate the added graduation requirements;

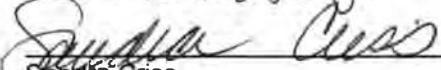
THEREFORE, be it resolved that the Crescent School District Board of Directors hereby petitions the State Board of Education for a two-year waiver of the minimum 24-credit requirement to begin with the class of 2021 instead of 2019.

The foregoing resolution was adopted this 25th day of February, 2016, at the regular meeting of the Board of Directors of the Crescent School District and duly recorded in the minutes of said meeting.

ADOPTED FEBRUARY 25, 2016



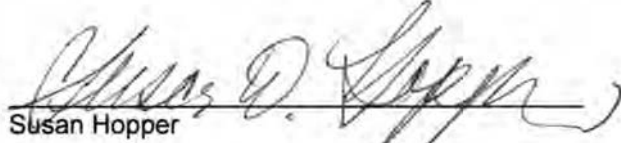
Trisha Haggerty, Chairperson



Sandra Criss



Dara Peppard



Susan Hopper

Ann Chang

ATTEST:



Dr. Clayton Mork, Secretary

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district **Crescent School District #313**

2. Contact information

Name and title **Clayton Mork, Ed.D. - Superintendent**

Telephone **360-928-3311 x1004**

E-mail address claym@crescent.wednet.edu

3. Date of application **February 5, 2016**

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

In order gain some degree of flexibility to judge whether a given student should be granted a diploma even if he fell short of the new 24 credit requirement. Also, we are implementing systemic attendance and academic RTI service model and we need more time to get it up and running full speed.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

There are some challenges in a small high school such as ours (60 Ss) in being able to provide opportunities for every student to get all the classes they need. We are looking at alternative master schedule models, teaching assignments and the use of support/classified personnel to help make ends meet.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

 Class of 2020

 X Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

- 1) **Adopt master schedule that pennits students to earn 24 credits in 4 years and be prepared for post-secondary endeavors**
- 2) **Provide staff PD on new CCR requirements**
- 3) **Continue to communicate expectations and closely monitor and support students toward achieving all CCR goals**

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

**Memorandum of Understanding
Between the Washington State Board of Education and the
National Association of State Boards of Education**

2016 Stipend Award

I. PARTIES

This Memorandum of Understanding (MOU) is entered into by the Washington State Board of Education (SBE) and the National Association of State Boards of Education (NASBE) pertaining to the organizations' partnership to strengthen the work of the SBE in 2016-17 related to Deeper Learning. The funding is granted directly from NASBE and is provided for through the William and Flora Hewlett Foundation.

II. PURPOSE

The purpose of this MOU is to outline the work, expectations, compensation and general provisions attached to the stipend award.

III. THE STATE BOARD'S SCOPE OF WORK

- The scope of work by the SBE required by this MOU is outlined in the attached documents and remain as they were submitted by the SBE.
- State board members and appropriate staff will participate in regular conference calls with NASBE staff and attend appropriate convenings of awardees.
- The SBE shall submit an interim report by October 15th of each grant year and a yearly final report by March 15th of each grant year, the form of which will be provided by NASBE.

IV. NASBE'S ROLE AND RESPONSIBILITIES

NASBE staff members will provide support for state's project activities above and beyond routine stipend monitoring. NASBE activities for this project are as follows:

- Facilitating regular conference calls between the state board and NASBE staff.
- Providing technical support for the development of stipend applications and overall implementation.
- Facilitating connections with experts.
- Facilitating an in-state policy workshop to provide guidance and coordination to state's board of education to improve the quality and effectiveness of work plans, evaluation strategies, and collaborative activities with other agencies and organizations.
- Supporting ongoing opportunities to foster networking, communication, coordination, and collaboration.
- Collaborating to assemble and publish accomplishments, best practices, and lessons learned during the project period.

V. COMMUNICATIONS

- NASBE will issue an official press release announcing stipend awardees upon the completion of the application/MOU process, and dispersal of stipend funds. NASBE Director of Communications will work with state liaisons on dissemination to appropriate state media, trade press, and other stakeholder. State-issued press releases must be coordinated with the NASBE Director of Communications.
- A primary goal for NASBE is to highlight the work of each stipend state, and to share state's experiences and lessons with the NASBE member network, and the public. This will be accomplished in a variety of ways including via published reports, case studies (State Innovations), commentary, and social media.

VI. TERMS AND CONDITIONS

- The work performed under this MOU shall be subject to all the terms and conditions outlined in this document.
- Neither party shall perform, provide, or request any service or materials that is unlawful, or is to be used in any unlawful manner, or which could be found offensive or which might otherwise be detrimental to the interests of either party.
- NASBE and the SBE are independent entities bound in the relationship of contractor and subcontractor respectively. The work hereunder shall be performed in accordance with generally accepted professional standards.
- As part of this agreement, NASBE and the SBE will jointly determine the tasks, timelines, outcomes and resources related to the work.
- In the event that the SBE fails to commence services or, having commenced the services abandons them in part or in whole, or fails to complete the work to the satisfaction of NASBE, then NASBE reserves the right to cancel or terminate this agreement and the SBE will turn over to NASBE the products completed as of the date of cancellation as well as any unexpended funds.
- This MOU shall not be subject to any special conditions unless such special conditions are specifically identified in this agreement or its attachments.
- All terms and conditions of this MOU are herein set out and no other conditions, promises, or representations have been made. The parties' concurrence with the terms and conditions set forth above shall be evidenced by the signatures of their respective agents as set forth below.

VII. COMPENSATION AND TERMS OF PAYMENT

- The total compensation amount under this MOU is \$6,000 which will be paid within 30 days of the joint signing of this MOU and an additional \$9,000 subsequently to fulfill the demand for year 2 activities.
- The SBE shall maintain and make available upon request, all relevant financial and accounting records and evidence pertaining to this agreement in accordance with generally accepted accounting principles.

VIII. DATES

This MOU will commence on the date of its signing and end on December 31, 2017.

IX. CANCELLATION

- Cancellation of the Agreement by NASBE may be for (1) default by the SBE, or (2) lack of further need for the service by NASBE. Default is defined as the failure of the agency to fulfill the obligations of this agreement. In case of default by the SBE, NASBE may cancel this agreement immediately and procure the services from other sources. In the event NASBE no longer needs the services specified in this agreement due to program changes, changes in funding, or other reasons, NASBE may cancel the MOU by giving the SBE written notice of such cancellation thirty (30) days prior to the date of cancellation.
- The SBE has the right to cancel this agreement. In the event the agency decides to terminate this agreement, it can do so by giving NASBE written notice thirty (30) days prior to the date of the intended cancellation date. Unexpended funds shall be returned to NASBE prior to the stated cancellation date.

X. RESPONSIBLE PERSONS AND CONTACT INFORMATION

National Association of State Boards of Education

Executive Management

Kristen Amundson
Executive Director
kristena@nasbe.org
703.684.4000 ext. 1112

Finance

Laura Morrison
Director of Finance and Human Resources
lauram@nasbe.org
703.684.4000 ext. 1103

Project Oversight

Robert Hull
Director, Center for College, Career, and
Civic Readiness
roberth@nasbe.org
703.684.4000 ext. 4837

Project Liaison

Ace Parsi
Deeper Learning Project Director
acep@nasbe.org
703-740-4823

State Board of Education

Linda Drake
Director of Career and College Readiness Initiatives
linda.drake@k12.wa.us
360-725-6028

Isabel Muñoz-Colón
Chair, Washington State Board of Education
sbe@k12.wa.us
360-725-6027

XI. SIGNATURES

Isabel Muñoz-Colón
Chair
Washington State Board of Education

Date

Kristen Amundson
Executive Director
National Association of State Boards of Education

Date



National Association of
State Boards of Education

Deeper Learning: Delivering on College, Career, and Civic Success

Introduction

The National Association of State Boards of Education (NASBE) seeks applicants for a two year stipend under the Deeper Learning project, *Delivering on College, Career, and Civic Success*, which furthers its mission to strengthen policy making of state boards of education to ensure all students graduate high school with the knowledge, skills, and dispositions necessary to succeed in college, career, and civic life. The project is funded through the generous support of the William and Flora Hewlett Foundation.

Eligibility

Applicants are limited to state boards of education. Preference will be given to members of NASBE; however, all state boards are encouraged to apply.

Deadline

Wednesday, **February 3, 2016** to acep@nasbe.org

Contact Information

For technical assistance with submitting this application, please contact Ace Parsi, NASBE Deeper Learning Project Director (acep@nasbe.org or 703-740-4823).

Background

Research and surveys of postsecondary faculty, employers, and civic leaders highlight a common trend: success in today's world requires students to not only master academic content, but also master essential competencies such as critical thinking, problem solving, effective communication, collaboration, and self-awareness and regulation. As NASBE's [2015 Education Leaders' Report](#) about deeper learning policies and practices, *Deeper Learning: Policies for a 21st Century Education*, highlights, these competencies can be found in classrooms across the country and have been embedded within high quality learning and teaching practice for decades; the difference now is that current college, career, and civic readiness calls for all, not some, students to excel in these competencies. States across the country are moving boldly to ensure policies—ranging from how teachers are prepared to the results schools are held accountable to—that support these competencies are taken to scale. This opportunity is designed to increase state capacity to consider and act on policies that enable deeper learning for students across the state.

Key Relevant Publications

[*Deeper Learning: Policies for a 21st Century Education*](#)
[*NASBE Deeper Learning Study Group Report: The Learner and Learning: 2014 and Beyond*](#)
[*Innovation in Action: State Pathways for Advancing Student-Centered Learning*](#)

Timeline

Optional Bidder's Webinar: 3PM (EST), Wednesday, January 13th, 2016

Application deadline: Wednesday, **February 3, 2016**

Phone interviews for final candidates: Week of February 8th, 2016

Award date: February 15, 2016

Stipend duration: 21 months

Stipend start and ending dates: February 14, 2016-December 31, 2017

Stipend Parameters

Stipends ranging from \$6,000 to \$9,000 per year for two years will be awarded to 4 to 6 states as merited by application approval.

Application Components

The application will guide you through the completion of four components:

1. General Information
2. Readiness
3. Project Description
4. Purposes and Activities
5. Budget and Narrative

Strategies

Each stipend award will differ in its particular focus and attention. Under its deeper learning project, NASBE awards stipends in an effort to foster the use of these strategies:

1. **Deeper Learning Gap Analysis:** Identifying and analyzing the state's current strengths and weaknesses in supporting deeper learning as a means to advance awareness and policy action.
2. **Work Sessions on Deeper Learning Policy Review:** Facilitating meetings either among the state board of education or between state board of education members and other key stakeholders to identify actions necessary for policy development, alignment, and implementation that support student deeper learning.
3. **Communicating Effectively:** Promoting effective communication to inform the public and key stakeholders, ensure transparency, provide an avenue for feedback, and help build support and buy-in for policies that lead to deeper learning.
4. **Strengthening Partnerships:** Strengthening partnerships to provide a wide variety of support, including expertise, consensus building, joint communications and outreach to key stakeholders to inform and strengthen policies leading to deeper learning.

NASBE Support

NASBE will provide substantial support for states' project activities above and beyond routine stipend monitoring. Support for this project includes:

- Technical support for the development of stipend applications and overall implementation including through a January optional bidder's conference.
- Resources to grantees to conduct self-audit of state policy strengths and weaknesses in empowering schools and educators to facilitate deeper learning.
- Ongoing opportunities to foster networking, communication, coordination, and collaboration through connections with experts, peers, and NASBE staff working on similar issues.
- Collaborating to assemble and publish accomplishments, best practices, and lessons learned during the project period

Selection Considerations

1. *Readiness and Commitment:* Demonstration of board and state readiness and commitment for policy work in the area as documented in the application:
 - a. Application approved by a state board vote prior to (or scheduled no later than two weeks after) the finalist phone interviews.
 - b. Willingness to engage in professional learning related to the goals identified in application.
 - c. The designation of a state board member liaison
2. *Equity:* The extent to which the board's consideration accounts for accommodations and considerations necessary to address the needs of traditionally disadvantaged students such as high poverty students, English Language Learners, students of color, and students with disabilities.
3. *Alignment:* The extent to which alignment is achieved between:

- a. purposes and work plan components
 - b. previous related work and proposed stipend activities
 - c. state capacity and reasonable and realistic stipend activities
4. *Impact*: The extent to which activities measurably impact the board’s policy making actions.

NASBE strives to serve all of its members and in so doing, reserves the right to consider equitable distribution of stipends among its regions.

Application Procedures

- 1. Submit the application by the deadline to acep@nasbe.org.
- 2. Demonstrate the commitment of the state board with the signature of the chair or vice chair
- 3. If selected as a finalist, participate in a phone interview with NASBE staff during the specified window.

STATE STIPEND APPLICATION

Deeper Learning: Delivering on College, Career, and Civic Success

GENERAL INFORMATION

1. State

Washington State

2. Name, Title, Phone and Email of State Liaison:

Linda Drake, Director of Career and College Readiness Initiatives, 360-725-6028,
linda.drake@k12.wa.us

3. Name, Phone and Email of the lead State Board of Education member (if different from above):

Chair Isabel Muñoz-Colón, 360-725-6027, sbe@k12.wa.us


4. Is your state board a member of NASBE?

- Yes
- No

5. Date of State Board Vote on Application

The Board was informed of and voiced support for this work on career readiness during its January 13, 2016 board meeting. The Board’s executive committee has been apprised of the application’s development. The minutes of the January 13, 2016 board meeting note the Board’s approval of moving forward with this work.

Demonstration of Commitment – Signature of the Chair of the Washington State Board of Education



APPLICATION QUESTIONS

1. *Needs:* Describe the top three specific needs of your state related to this issue.

1. **Shared Definition of Career Readiness:** Promote and raise understanding of Career Readiness across state education agencies by developing a common definition and memorandum of understanding. The work will begin with the State Board of Education (WA-SBE), Workforce Training and Education Coordinating Board, and Office of Superintendent of Public Instruction and expand collaboration to other partners as needed. The Board will work with peer agencies to identify gaps between current policy and policies that would promote acquisition of the skills and competencies necessary for students to be career ready. In alignment with the Board's 2015-2018 Strategic Plan Goal 1, the understanding will be developed with a lens on equity and with action to close achievement and opportunity gaps. A shared understanding of career readiness will lead to policies that promote opportunities for all Washington students to become career ready.
2. **Develop Roadmap of Implementation:** Align existing and future policy work across agencies to support a common understanding of Career Readiness. This work may lead to modification of state law, the state educational accountability system, and to College and Career Readiness initiatives that apply to all students, not simply students in Career Technical Education programs. During this policy work, the Board will intentionally examine how the policies can close opportunity and achievement gaps among the student groups in Washington State.
3. **Inform ESSA Policy Work:** Explore career readiness measures that are possible for inclusion in the state accountability system that complies with requirements of the Every Student Succeeds Act. WA-SBE staff will explore expanded career readiness measures for inclusion in the Achievement Index, used for state- and federal-level school accountability. Staff will also examine career readiness in the Indicators of Educational System Health, a set of measures ranging from early learning to post-secondary engagement that are used to update the Washington Legislature on educational system progress and recommend evidence-based reforms. Both the Achievement Index and Indicators of Educational System Health data are disaggregated by federal race/ethnicity student groups and the Former-ELL student group. The data are used in analysis of achievement and opportunity gaps, to recognize schools via the Washington Achievement Awards, and to identify Challenged Schools in Need of Improvement for state-sponsored required school improvement action.

2. *Previous Activities:* Briefly describe the significant activities of your state related to this issue?

During the January 2016 board meeting, the Board held a session on career readiness that involved the following: 1) an Adobe Connect presentation by NASBE staff Francis Eberle and Robert Hull on career readiness; 2) a board-to-board meeting between the WA-SBE and Washington's Workforce Training and Education Coordinating Board, and 3) a student board member presented on interviews of recent high school graduates on their experience with career readiness preparation in the high school and how it can be improved.

The Board has elevated the importance of career readiness in multiple parts of its 2015-2018 Strategic Plan.

The WA-SBE has long been an advocate and champion of College and Career Readiness for all of the children in Washington. In the 2015 legislative session, the Board was successful in its efforts to raise the state graduation requirements from 20 to 24 credits. The 24-credit framework is designed to provide the opportunity for students to be successful in a full range of postsecondary options.

The Board sets graduation cut scores for the state exit exam, which for English Language Arts and math are the Smarter Balanced assessments. The Board has grappled with the meaningfulness of the second "C" in "College and Career Readiness" as it relates to setting graduation cut scores and is eager to explore this topic further.

In the Indicators of Educational System Health, a set of measures developed by the SBE and multiple peer agencies at the behest of the Legislature, there is a measure of postsecondary engagement. This measure includes the percentage of recent high school graduates in college, employed, or in career training programs. The Board is responsible for goal setting on this measure and recommending evidence-based reforms to the Legislature to improve the postsecondary engagement, including career readiness, of high school students.

In the Achievement Index, the dataset component of the state accountability system, the Board has included a Career and College Readiness indicator. This indicator currently only includes graduation rate and Dual Credit participation, with plans to include Industry Certification. However, the staff and Board have been actively exploring career readiness measures that can be fairly and accurately measured across schools in the state.

3. *Equity*: Discuss how your project will account for the accommodations and considerations necessary to address the needs of traditionally disadvantaged students such as high poverty students, English Language Learners, students of color, and students with disabilities.

The Board regularly holds community forums at its board meetings that usually draw 40-80 participants, including students, community members, equity advocates, superintendents, and legislators. The Board also recently held a Diverse Communities Roundtable with approximately 60 participants from equity-focused organizations. The Board also receives public comments at each board meetings, from advocacy organizations with equity agendas as well as concerned members of the public. The Board will foster opportunities to listen to input and experiences from traditionally disadvantaged groups regarding career readiness at it engages in the Deeper Learning Project work. The self-audit of strengths and weaknesses of career readiness and competency-based crediting in Washington will help the Board to identify gaps in readiness and close them. The lessons learned from this project will result in action through possible rule-making, legislative action, and development of policy. These changes will seek to close gaps among student groups in career readiness.

4. *Capacity*: Describe the state board’s capacity to accomplish the activities in this proposal. (In addition to financial and human resources, consider state experience in related areas, knowledge and interests of state board members, public will and interest, and other stakeholder expertise and capacity.)

The Board began work on defining Career Readiness in 2015 and began exploring how to align the policy work of state agencies to a shared definition. Board members have voiced strong support for this work as have members of the public. The Legislature has proposed bills during the 2016 legislative session to promote career readiness. Based on board member and stakeholder feedback, the time seems ripe for further work on career readiness. As a result of the career readiness session at the January 2016 board meeting, the Workforce Training and Education Coordinating Board and the Superintendent of Public Instruction are willing to partner with us on this important work.

The Board has the financial and human resources capacity to produce memos and presentations on the topic, invite peer agency representatives and experts to our regularly scheduled board meetings, and engage in communications outreach surrounding the topic. This stipend would allow the Board to engage in this work on career readiness through state-wide convenings, engage staff and board members in professional development opportunities to delve deeper into career readiness, and would allow the Board to engage in a broader outreach campaign that would reach more stakeholders around our large and diverse state.

The staff of the board has expertise on the subject, including the Director of Career and College Readiness Initiatives. All staff members have been engaged in the topic, are knowledgeable of 21st century skills or competencies, and are committed to Career and College Readiness.

PROJECT DESCRIPTION

1. The recent passage of the Every Student Succeeds Act (ESSA) ushered in a new era of education policy making where significant levels of authority returns to the states. ESSA empowers states to take the next leap in educational innovation on both individual issues such as assessments and accountability, as well as issues that cut across multiple policy areas such as competency-based education and blended learning. Through the deeper learning stipend, NASBE will help states advance increased levels of rigorous learning that students will need to succeed in college, career, and civic life. With this in mind, identify one FOCUS AREA you will be addressing by deleting the other options.

E. Coherent Systems Supporting Deeper Learning- this area is intended to bring greater coherence across the Pre-K-12 and postsecondary and workforce systems. Activities under this focus area can include state board strategic planning, policy audits across the Pre-K-12 and post-secondary systems, stakeholder meetings, adopting Memorandums of Understanding between Pre-K-12 and postsecondary systems, and aligning statewide data systems (Examples of states' work in this area include [New England Secondary School Consortium states securing a pledge from over 60 New England institutions of higher education endorsing proficiency-based approaches to instruction, assessment, reporting, and graduation](#) and [the Tennessee SBE's adoption of new standards for work-based learning that connects students' K-12 experiences with workforce opportunities](#)).

2. Briefly describe the proposed project. (250 words or less)

This work will engage a statewide partnership to develop a common definition of "Career Readiness" in the context of a broader definition of "Career and College Readiness." The Board will partner with the Workforce Training and Education Coordinating Board, Office of Superintendent of Public Instruction, and other peer agencies or organizations. The Board will host three meetings at rental facilities with invited representatives. Five members of the Board and staff will travel to a state that is leading the way on competency-based crediting and career readiness, possibly New Hampshire. Based on the self-audit analysis of the state's strengths and weaknesses regarding career readiness and the identification of potential actionable policy work, staff will make recommendations to the Board for possible rule-making or legislative action.

The Board is committed to working with NASBE staff and stakeholders within the state and nationally to share the results of this project.

The project will involve research by staff that culminates in the following deliverables:

- A written report to the Board on defining or understanding career readiness, its supporting competencies, analysis of equity and opportunity regarding career readiness, and potential measures of career readiness;
- Staff presentation followed by a panel of peer agency representatives or experts;
- Communications outreach materials;
- A self-audit of the state's strengths and weaknesses regarding career readiness and competency-based crediting, including consideration of equity for traditionally underserved student groups;
- A definition of "career readiness" documented in a memorandum; and,
- A list of recommendations for rule-making, legislative action, and state policies.

3. BUDGET

Line Item	Amount	Description
Personnel	N/A	Existing WA-SBE staff will be assigned to this project.
Consulting Services and Professional Fees	N/A	No consultants will be used.
Conferences, Conventions, and Meetings (facilities, food etc.)	\$8055	<p>The following are meeting expenses for three meetings (two before the trip to a peer state and one after) with relevant Washington state agency or educational association representatives (15 people total attending the event) to work on career readiness and competency-based crediting:</p> <ul style="list-style-type: none"> • Meeting space based on rates at SeaTac airport conference center (\$800 x 3 meetings = \$2400) • Catering based on rates at SeaTac airport conference center (\$500 x 3 meetings = \$1500) • Flights for attendees from Eastern Washington (\$250 x 4 people x 3 meetings = \$3000) • Mileage reimbursement for attendees who are not flying (\$35 x 11 people x 3 meetings = \$1155)
Publications and Communications Vehicles	N/A	Existing SBE resources will be used.
Travel	\$6936	<p>The following are travel expenses for a three-day trip for five people (board members and staff) to a peer state that is leading with competency-based crediting and career readiness to learn about successful competency-based crediting from state education officials. The following are based on travel to New Hampshire but the state of choice maybe subject to change:</p> <ul style="list-style-type: none"> • Minivan rental per day (\$50 x 3 days= \$150) • Airport parking in SeaTac Airport (\$11 x 3 days x 5 people = \$165) • Parking in peer state (\$40 x 2 cars x 3 days = \$240) • Mileage reimbursement for driving to SeaTac airport (\$35 roundtrip x 5 people = \$175) • Checked baggage (\$25 x 5 people = \$125) • Hotel based on NH rates (\$95 x 5 people x 2 nights = \$950) • Food based on NH rates (\$64 x 5 people x 3 days = \$960) • Airfare based on NH rates (\$834.20 x 5 people = \$4171)
Other:	N/A	

Other:	N/A	
TOTAL	\$14,991	\$8055 of this amount would cover the costs associated with three meetings of state agency or organization representatives to develop a career readiness definition or memorandum of understanding and either a list of recommendations for possible rule-making or legislative action. The remaining \$6936 of this amount would cover the costs associated with sending five members of a team to a leading state to learn about successful competency-based crediting and career readiness.

CHARTING THE WORK

Utilize one to three of the following charts and fill in as instructed here:

1. FOCUS AREA: Copy the bolded heading of the "Focus Area" identified above. This will be *the same* for every chart.
2. STRATEGY: Copy the bolded area from the "Strategies" section above. Please use a new chart for each new strategy (up to three strategies in total), so this line will be different for every chart.
3. GOAL: Include a goal that summarizes the intended outcome from your activity or activities and incorporates the language of your Focus Area and your Strategy.
4. ACTIVITIES: Complete the chart with activities, dates, people, outcomes and measures of success in the appropriate places.

Required Components: Be sure to include these requirements in appropriate places:

- Commit to a minimum of one policy action by the state board on a directly-related issue.
- Identify a liaison who communicates with the NASBE project director at least every other month.

FOCUS AREA: Coherent Systems Supporting Deeper Learning

STRATEGY: Strengthening Partnerships

GOAL: Establish a definition or memorandum of understanding of career readiness among relevant peer agencies, including the Workforce Training Board.

Activities	Begin Date	End Date	Person Responsible	Outcome and Measures of Success	Connections to Other Purposes
<p>The Board will build on its partnership with peer agencies by hosting three meetings at a rented facility with invited representatives. Two meetings will take place in the first year of grant and one meeting in the second year of the grant after visiting a peer state that is a leader in career readiness and competency-based crediting.</p>	2/14/16	12/13/17	Linda Drake; Parker Teed	Buy-in and agreement from the Workforce Training Board. Creation of the definition or memorandum of understanding.	
<p>Attain buy-in and agreement on a definition of Career Readiness from the Workforce Training Board and Superintendent of Public Instruction. Workforce Training Board members attended the January 2016 WA-SBE meeting to initiate this work. The state Superintendent of Public Instruction was also present.</p>	2/14/16	12/13/17	Linda Drake; Parker Teed	Buy-in and agreement from the Workforce Training Board.	
<p>Staff prepare a memo to the Board that is based on research into the definition of career readiness and its supporting competencies. Competency-based crediting research may also be addressed in this memo.</p>	2/14/16	9/1/17	Linda Drake; Parker Teed	Sharing the analysis with the Board and relevant stakeholders.	

FOCUS AREA: Coherent Systems Supporting Deeper Learning

STRATEGY: Work Sessions on Deeper Learning Policy Review

GOAL: Complete a list of recommendations to the Board on possible rule-making or legislative action to support career readiness and competency-based crediting.

Activities	Begin Date	End Date	Person Responsible	Outcome and Measures of Success	Connections to Other Purposes
The Board will build on its partnership with peer agencies by hosting three meetings at the SeaTac airport with invited representatives.	2/14/16	12/13/17	Ben Rarick	Completion of a list of recommendations to the Board on possible rule-making or legislative action. Action taken.	Interagency alignment.
Explore additional indicators of career readiness for inclusion in the Washington Achievement Index, the state's accountability system, as allowed under the Every Student Succeeds Act.	2/14/16	12/13/17	Andrew Parr; Parker Teed	Consideration by the Board of additional indicators for the Index.	

FOCUS AREA: Coherent Systems Supporting Deeper Learning

STRATEGY: Deeper Learning Gap Analysis

GOAL: Conduct a self-audit of the state’s strengths and weaknesses regarding career readiness and competency-based crediting, including consideration of equity for traditionally underserved student groups. Share the results of this self-audit with the Board and relevant stakeholder groups. Share lessons learned on competency-based crediting from a trip to another state that is taking a lead on competency-based crediting.

Activities	Begin Date	End Date	Person Responsible	Outcome and Measures of Success	Connections to Other Purposes
Five staff or members of the Board will travel to a state that is leading on career readiness and competency-based crediting to meet with state officials. This will take place after the first two meetings with peer agencies in Washington and before the third meeting.	8/1/16	10/31/16	Linda Drake; Parker Teed	Completion of summary of information learned during visit to a leading state. Intended outcome is integrating successful competency-based crediting practices into Washington’s system.	Informs the Board’s work on competency-based crediting in support of career readiness. Learn from a leading state on how to close gaps in equity among student groups regarding career readiness.
Staff will work on a self-audit of the state’s strengths and weaknesses regarding career readiness and competency-based crediting, including consideration of equity for traditionally underserved student groups.	2/14/16	12/13/17	Andrew Parr; Parker Teed	Completion of a self-audit; identification of gaps and equity issues.	



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

DRAFT

March 10, 2016

TO: Members of the Every Student Succeeds Act (ESSA) Accountability Workgroup

FROM: State Board of Education (SBE)

RE: Input on the Statewide Accountability System for the ESSA State Plan

The SBE appreciates your initial input on the statewide accountability system for the ESSA state plan and your willingness to devote your time and expertise to this workgroup. Your feedback will be instrumental in developing a unified state and federal accountability system. The SBE will be seeking input on other topics integral to the accountability system to be included in the ESSA state plan, but is first seeking input on these three important topics.

Focusing questions for the April ESSA Accountability Workgroup meeting:

1. English Language Learners

In measuring progress in English language proficiency for establishing long term goals and for the system of school differentiation, what measure(s) should be used?

2. Student Success and School Quality

In using valid and reliable measures of student success and school quality (other than test scores) for the system of school differentiation, what measure(s) should be used?

a. Survey data – student, parent, and or staff

b. Other data – exclusionary discipline, chronic absenteeism, dual credit participation, other?

3. Long term Goals

In establishing ambitious and achievable long term goals for the statewide accountability plan and per RCW 28A.305.130 (4) (a), adopted by rule in WAC 180-105-020, and learning from Adequate Yearly Progress that 100 percent proficiency is an unrealistic goal, what goal setting approach should be used?