

Speaking on many issues so will try to be quick:

On 5491: Understand that there are concerns with the discipline disproportionality measures, but want to encourage the board to continue to pursue the issue, it is critically important to be tracking this data to the health of our system and ensuring we are serving all students. Another approach may be lost instructional time

CTE: We are part of a coalition that is also working to restore CTE funding and ensure these options are fully funded so kids have access to CTE programs. Hope that the Board will support fixing these formulas in your legislative priorities.

Career Readiness: Excited that the Board is engaging in this work, very much support starting career exploration early in a students career. Also want to make sure that we value all career paths for students, including hands-on career learning and academic preparation. We and our partners had some concern about language in the 7 tenets document from the May meeting about hands on learning, but I am encouraged to hear the board's discussion this morning about valuing these learning opportunities and careers.

ESSA: The question was asked yesterday what would be different if we extended the timeline. For community engagement we would hope to see the following strategies:

- Invite more than the usual suspects to participate in workgroups
- Hold more interactive forums, the previous ones were sit and gets and provide more forums around the state to cut down on community travel time
- Partner with community based organizations to hold smaller conversations that are more participatory, culturally responsive. These are organizations that community members interact with regularly and trust, so more likely to participate and give feedback.
 - [Coalition of Immigrants, Refugees and Communities of Color \(CIRCC\)](#)
 - Latino Coalition of the Tri-Cities
 - Asian Councilling and referral services
- Also want OSPI to be transparent about what feedback was received and how considered in the plan
- LEV and partners are happy to help facilitate these connections.

If time

Appreciate the incorporation of our comment on disaggregating student data in rules, think that the process put in place is important to make sure that student still have access to the learning standards and skills provided by the 24-credit graduation requirements. Think that the lack of applications may be the result of a lack of need than the onerousness of the process. We've moved away from time based crediting, districts are pursuing other ways of doing this.