



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Discussion of Strategic Planning		
As related to:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	This section provides an update on the strategic planning process, measuring success, discussion of equity lens and application to the planning process, and information about work of other organizations aligned with the mission of the Board.	
Relevant to business item:	N/A	
Materials included in packet:	This section contains the following documents: <ul style="list-style-type: none"> • May 8 Community Forum Information • Memo on Statewide Indicators of Educational System Health • Strategic Plan Update • Career Connect PowerPoint from Mr. John Aultman, Governor’s Office • Equity Memo 	
Synopsis:	This section of the agenda includes several updates connected to the strategic planning process. <ul style="list-style-type: none"> • Timeline – in response to comments from the Board, the plan timeline has been updated to reflect members’ desire to approve the draft plan at the November meeting • Educational System Health – The Board will further discuss the relationship between the Educational System Health Report and the Strategic Plan. The updated metrics will inform the planning process; however, the final 2018 Educational System Health report will serve as the baseline for measuring progress on the strategic plan initiatives. • The Board’s Equity Committee will share their further refinement of the equity lens and their recommendations to ensure that equity remains at the heart of the strategic plan. • Throughout the meeting, the Board will hear from staff and partner organizations about work that the Board might endorse or leverage as they develop their priorities and strategies. 	



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The Board will host a community conversation on May 8th, from 5:30 p.m. to 7:30p.m., to discuss the issues and actions identified as high priorities by parents, students, educators, and community members.

Educational Service District 105, Ahtanum Room, 33 South Second Ave.,
Yakima, WA 98902

May 8, 2018

MEETING AGENDA

- | | |
|---------------|--|
| 5:30pm | Welcome, introductions and overview |
| 5:45 | Group discussions and sharing
Hopes and aspirations for our students
Barriers to educational achievement
Suggested actions to support student success at the state and local levels |
| 7:20 | Next steps |
| 7:30 | Adjourn |

For further information, please see the State Board of Education website at www.sbe.wa.gov.



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STATEWIDE INDICATORS OF EDUCATIONAL SYSTEM HEALTH

Policy Considerations

With assistance from partner agencies, the Washington State Board of Education (SBE) is charged with establishing goals and reporting on the goal attainment for the statewide indicators of educational system health under [RCW 28A.150.550](#). Section (5)(a) allows for the recommendation of revised performance goals and (5)(c) specifies that the performance goals for each indicator must be compared with national data in order to identify whether Washington student achievement results are within the top ten percent nationally or are comparable to results in peer states with similar characteristics as Washington.

The next biennial report to the Education Committees of the Legislature is due on December 1, 2018. The latest biennial report on the Statewide Indicators of the Educational System Health was delivered on December 1, 2016 and can be found [here](#).

Summary

During discussions at the March 2018 SBE meeting, the Board directed staff to align the performance goals of the statewide indicators to the Every Student Succeeds Act (ESSA) long-term goals. Members also directed staff to update the list of peer states to reflect the changing characteristics of Washington. The following changes will be incorporated in the next report to the Education Committees of the Legislature.

- The performance goals will be reset in a manner that aligns each with the ESSA goalsetting methodology.
- The list of peer states will be updated to better match the characteristics and structure of Washington's economy.

The memo also provides an update on the 2017 results of the National Assessment of Educational Progress (NAEP) that are used for the national and peer state comparisons for two of the indicators. The images will show that the overall performance of Washington students about average but with appreciable achievement gaps that are widening.

Discussion and Findings

Partner Meetings

The SBE met with and presented on the statewide indicators to the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) in March. The EOGOAC provided limited verbal feedback about the report and I expect the EOGOAC staff to provide additional feedback at a later time. A key theme in the feedback was a desire to ensure the report include appropriate measures to identify progress, or lack thereof, in addressing opportunity gaps. The SBE has been in contact with the Washington Student Achievement Council and other partners identified in the legislation to discuss the statewide indicators work, align goals, and arrange to meet and present at future Board meetings.

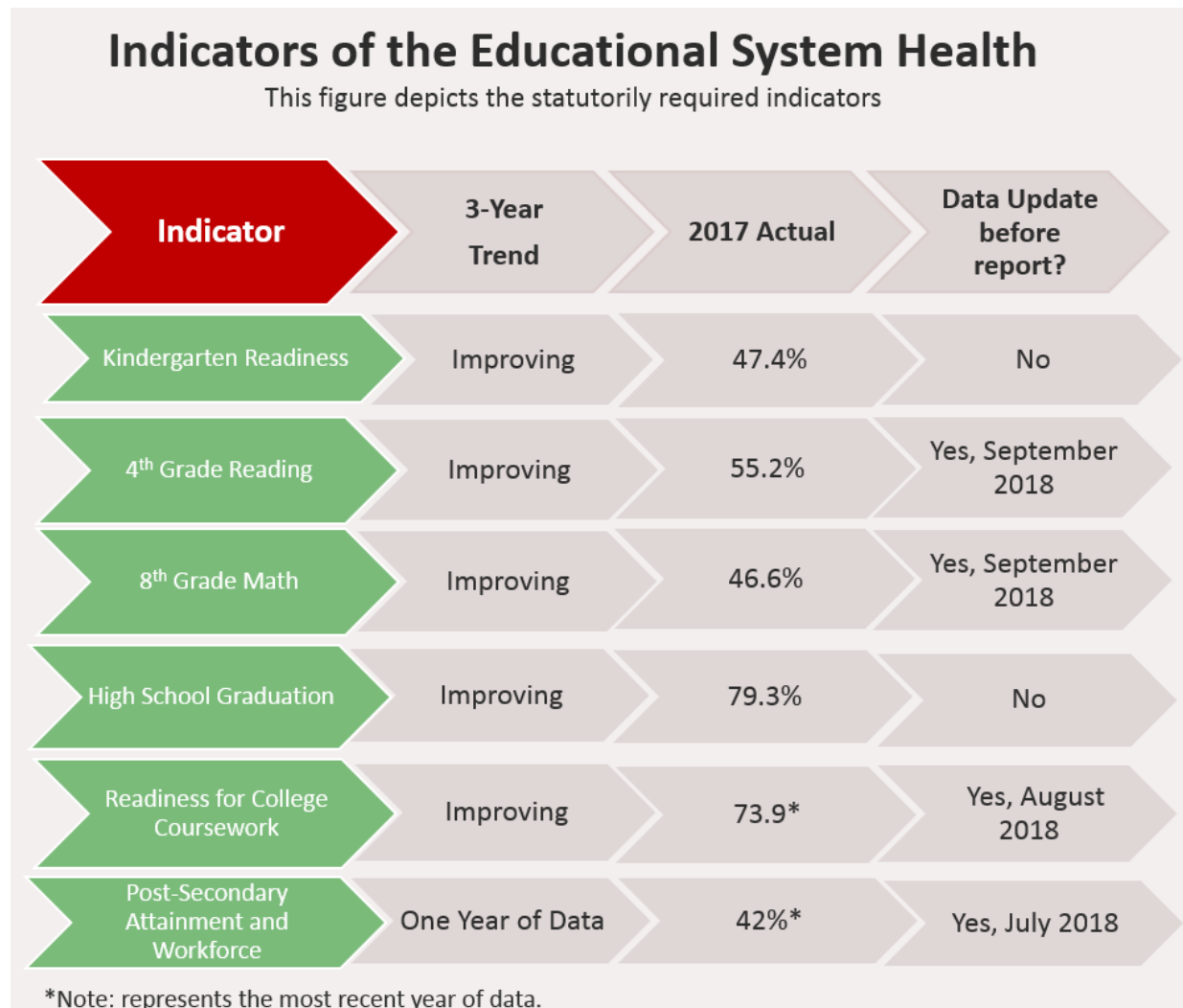
Revised Performance Goals

In order to more closely align the state and federal accountability framework, the performance goals for the statewide indicators were reset and aligned to the long term goals described in the [Washington ESSA Consolidated State Plan](#). The statewide indicators and the ESSA long-term goals set annual targets for each student group at a school based on the following:

- Baseline values will be established using the 2016-17 data
- The annual targets for all indicators will be set based on a 90 percent endpoint goal, and
- The targets and goals will be based on a period of ten years.

The most recent performance for the specified statewide indicators are summarized in Figure 1 and are available as part of the online packet. The 4th and 8th grade assessment results for the 2016-17 school year were slightly lower for nearly all student groups but the overall three-year trend is one of incremental improvement. The one-year decline in assessment results occurring in Washington and in other states using the Smarter Balanced assessments (SBAs) is somewhat unusual and has led [some researchers](#) to investigate possible reasons for the declines. The SBA Consortium recently published a [summary of their study](#) of the 2016-17 results supporting the veracity of the assessment results.

Figure 1: summarizes the most recent performance on five of the six statewide indicators.

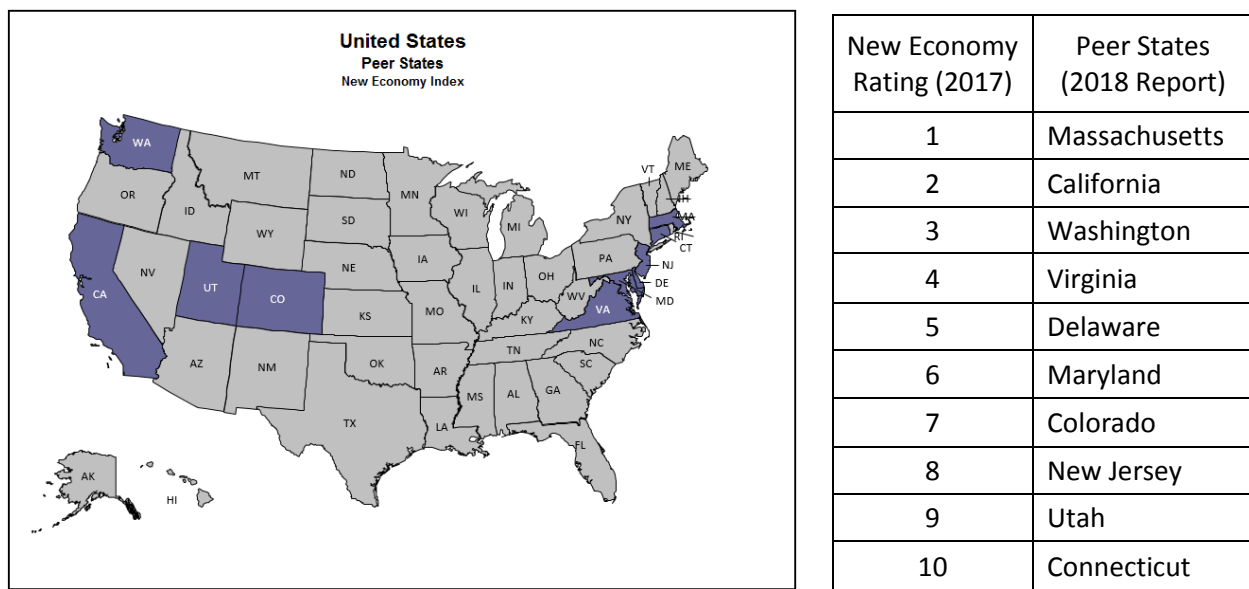


Updated List of Peer States

The list of peer states is derived from the 2017 State [New Economy Index](#) published by the Information Technology and Innovation Foundation. The New Economy Index is a measure of the degree to which states' economic structure matches the ideal structure of the innovation driven New (Global) Economy. The 2017 Index used 25 indicators divided into five broad categories (Knowledge Jobs, Globalization, Economic Dynamism, Digital Economy, and Innovation Capacity) to capture what is important about the new global economy.

A list of the states that will be utilized for the peer state comparisons and the states' current ranking on the New Economy Index is presented in Figure 2. Massachusetts has been the highest performing state on all the New Economy Indices since 1999. Washington has been in the top five performing states for all of the years since 1999.

Figure 2: Shows the list of peer states to be used for the performance comparisons required in the Statewide Indicators of the Educational System Health biennial report.



Update on the 2017 NAEP Results

The National Assessment of Educational Progress (NAEP) is used for the national and peer state comparisons for the 4th Grade Reading and 8th Grade Math indicators. The most recent NAEP results were publicly released on April 10 and shortly thereafter, the Seattle Times published [a short article](#) on the results. The Seattle Times writer led the article with “Washington students show little growth in math, reading on national test” and later acknowledging that the “stagnated” performance of Washington students mirrors a national trend (Appendix A). The article also draws attention to the widening scale score gap between students qualifying for the Free and Reduced Price Lunch (FRL) program and those not qualifying for the program.

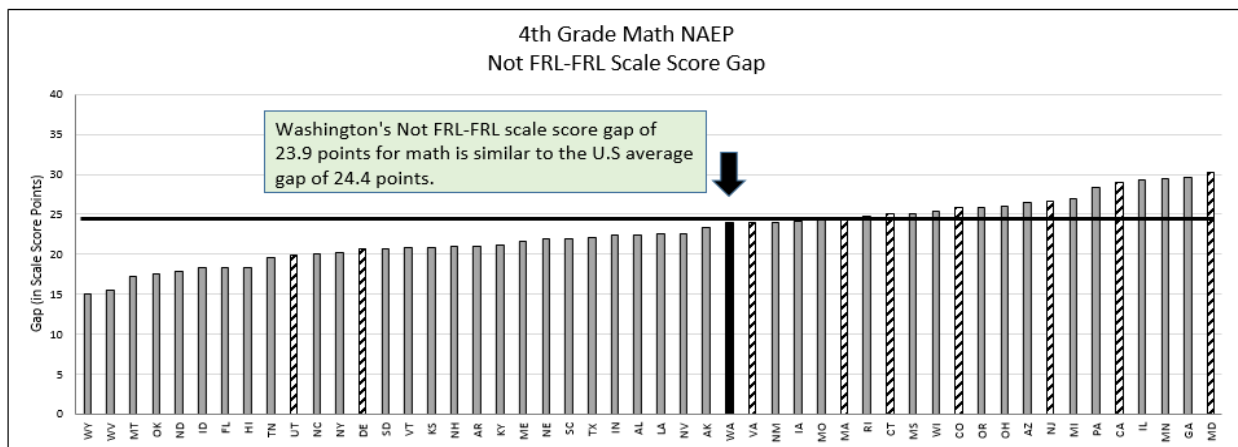
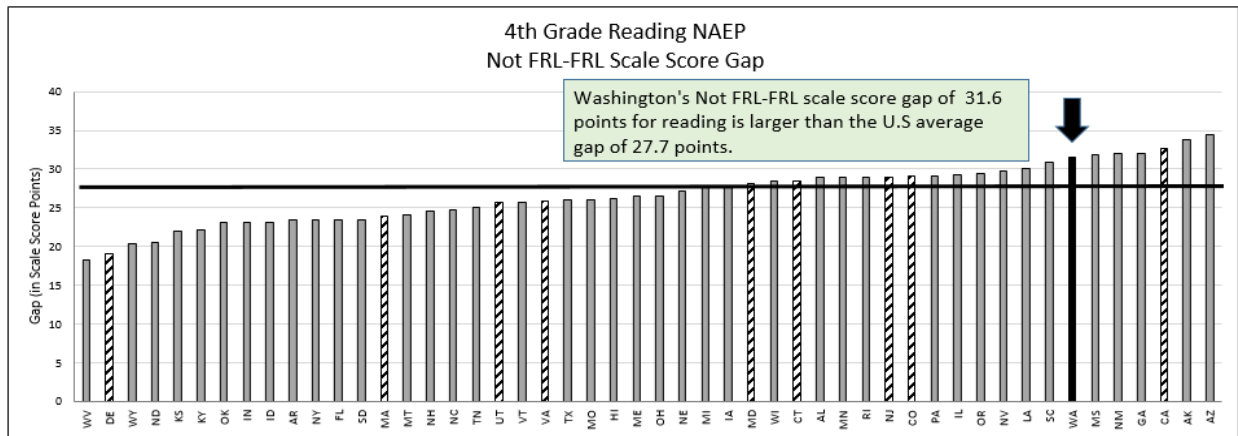
On the following four figures (Figure 3 to Figure 6), a uniform and consistent display of performance on the NAEP is applied to make the Washington results more visible and easier to interpret.

- The performance of Washington students is identified by the black bar with the black arrow above the bar.
- The performance of the peer states is identified with the black and white striped bar.
- The other states are shown identified with gray bars and the United States average is identified with the black horizontal line stretching across the figure.

2017 Results for the Not FRL-FRL Scale Score Performance Gaps

The scale score performance gap between Not FRL and FRL student groups for the 4th Grade NAEP in reading and math are presented in Figure 3. On Figure 3, states with the smallest gaps are on the left-hand side of the image and states with the largest gaps are on the right-hand side of the image.

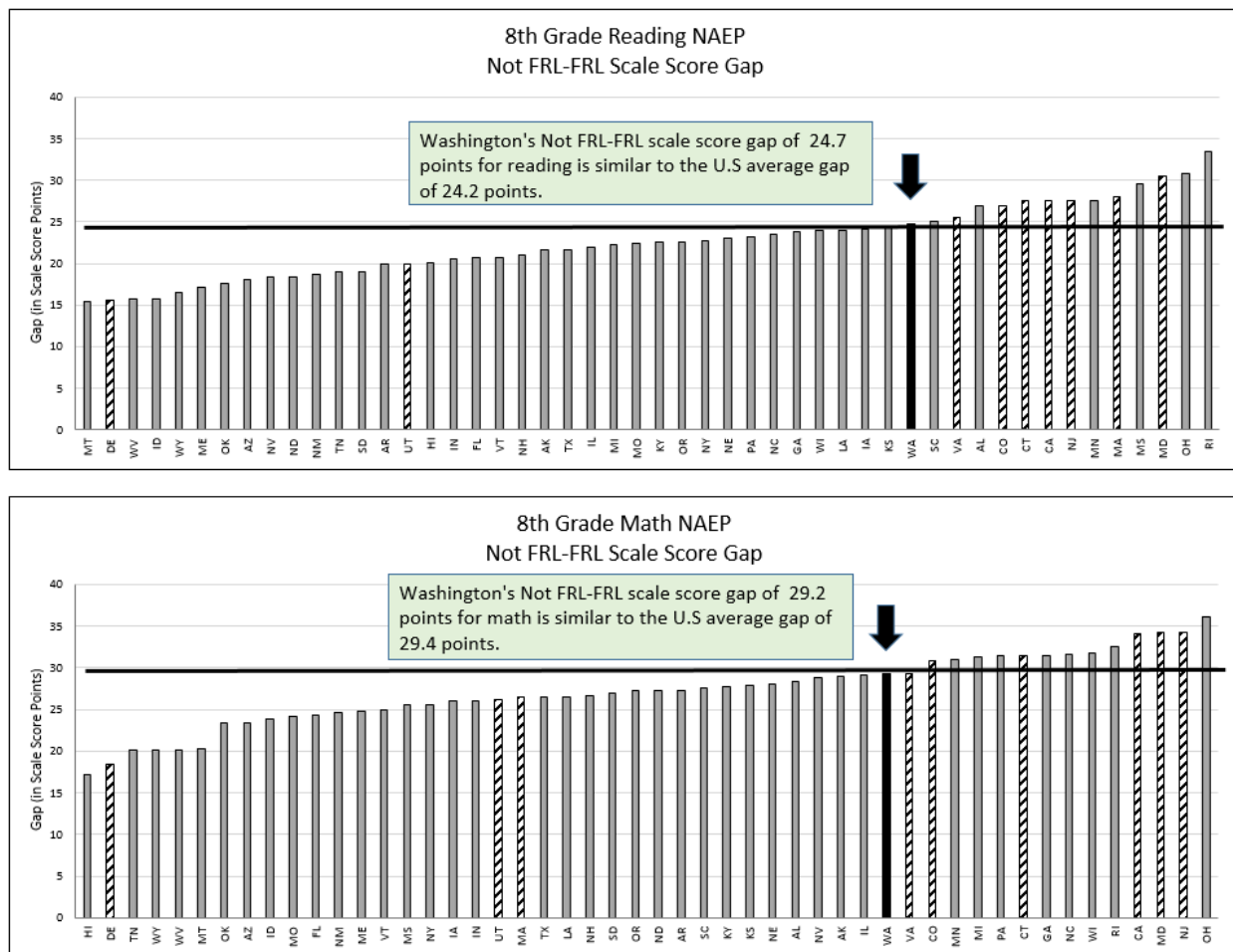
Figure 3: shows the Not FRL-FRL scaled score gap in 4th grade reading and math for each of the 50 United States.



- For the 4th grade Reading, Washington’s scale score gap was approximately 31.6 points, approximately 3.9 points higher than the U.S. average. Washington’s performance gap between Not FRL and FRL student groups was the 7th largest in the 50 states and was the second largest of the peer states.
- For the 4th grade Math, Washington’s performance gap was approximately 23.9 scale score points, approximately 0.5 points lower than the gap for U.S. students of 24.4 scale score points. Washington’s performance gap between Not FRL and FRL student groups was third smallest among the peer states.

The scale score performance gap between Not FRL and FRL student groups for the 8th Grade NAEP in reading and math are presented in Figure 4. On Figure 4, states with the smallest gaps are on the left-hand side of the image and states with the largest gaps are on the right-hand side of the image.

Figure 4: shows the Not FRL-FRL scaled score gap in 8th grade reading and math for each of the 50 United States.



- For the 8th grade Reading, Washington’s scale score gap was approximately 24.7 points, approximately 0.5 points higher than the U.S. average. Washington’s performance gap between Not FRL and FRL student groups was the third smallest of the peer states.
- For the 8th grade Math, Washington’s performance gap was approximately 29.2 scale score points, which was nearly identical to the U.S. average of 29.4 scale score points. Washington’s

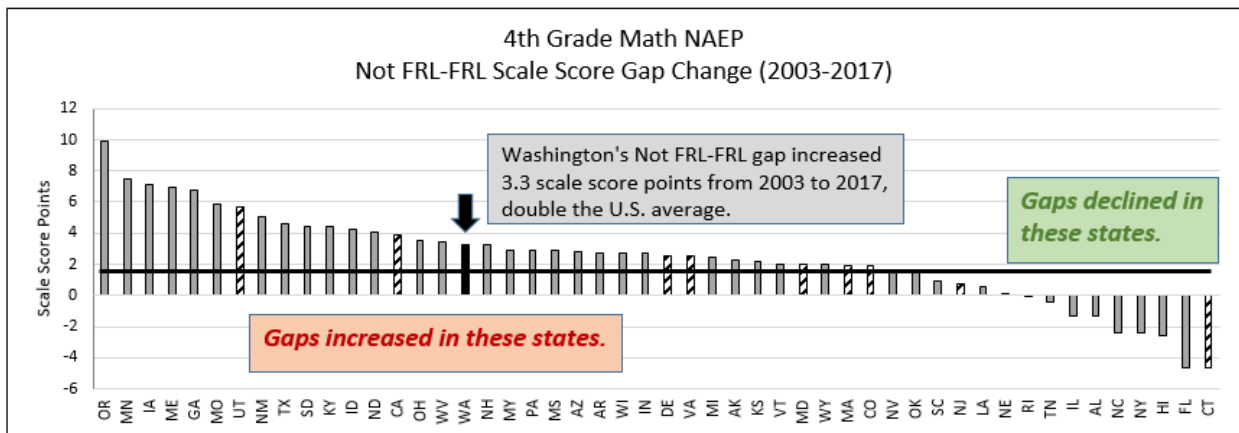
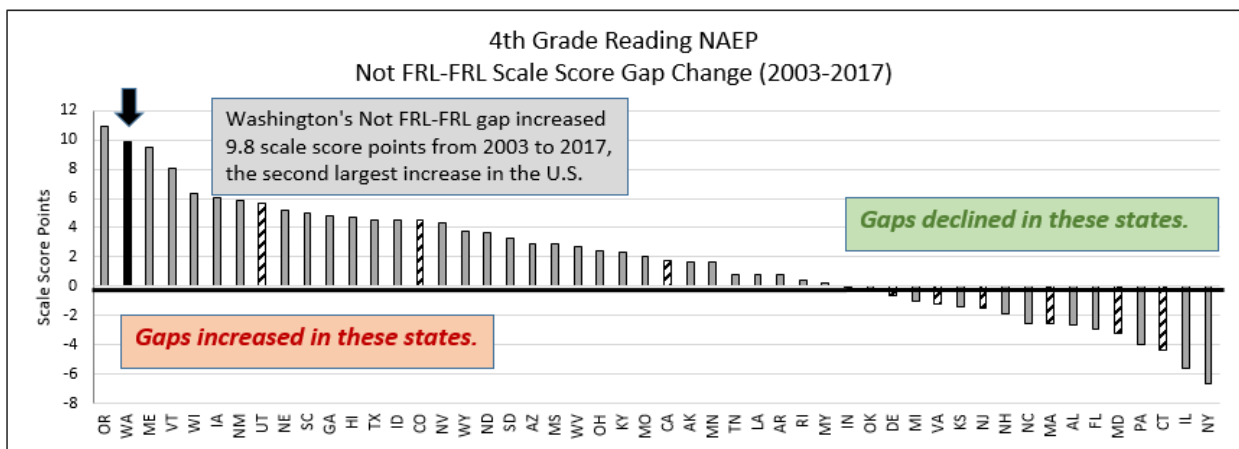
performance gap between Not FRL and FRL student groups was fourth smallest of the peer states, which would approximate the peer state average.

Changes in the Not FRL-FRL Scale Score Performance Gaps

Large performance gaps between Not FRL and FRL student groups are evident in all 50 states and the scale score gaps for Washington students approximate the U.S. average. The figures that follow show whether these gaps are decreasing or increasing in size over time.

The change in scale score performance gap over time (from the 2003 NAEP administration to the 2017 NAEP administration) for the 4th grade is presented in Figure 5. On this image states with declining gaps are situated on the right-hand side of the chart and states with increasing gaps on the left-hand side of the chart.

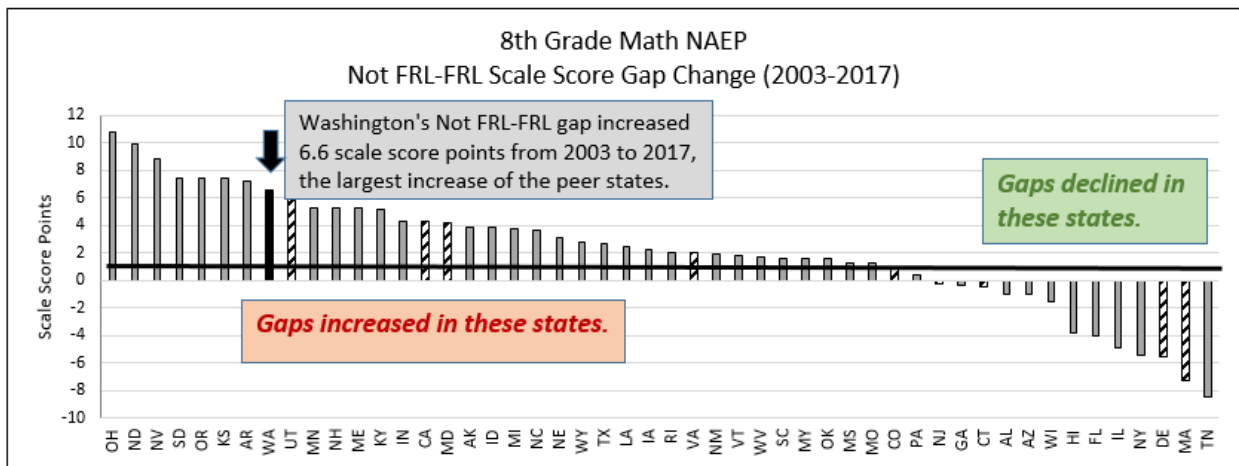
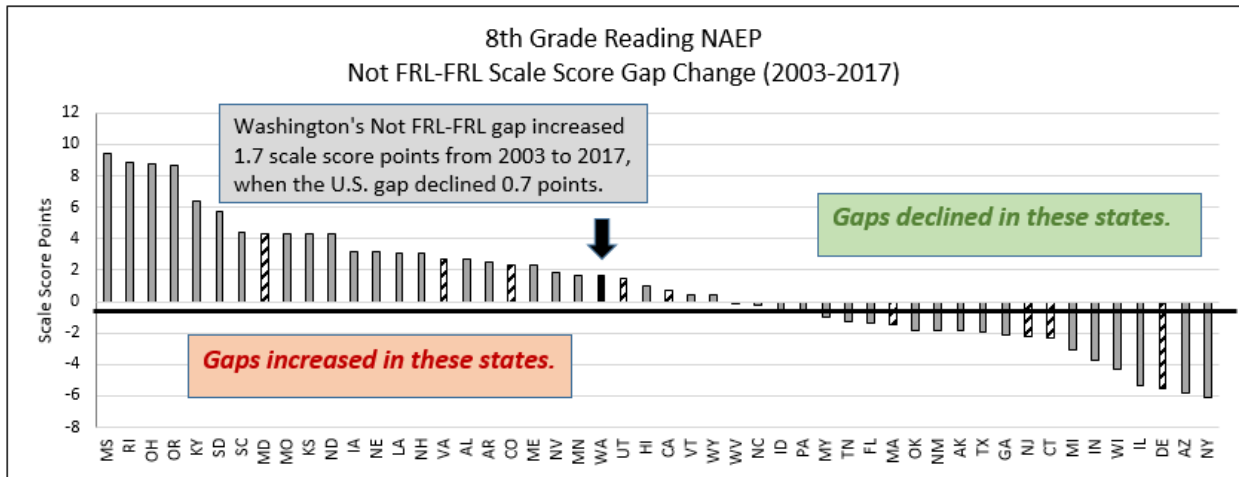
Figure 5: shows the change in the Not FRL-FRL scaled score gap in 4th grade reading and math for each of the 50 United States from 2003 to 2017.



- For the 4th grade Reading, the Washington Not FRL and FRL performance gap increased approximately 9.8 scale score points from the 2003 to the 2017 administrations. This performance gap increase is the second largest of the 50 United States and is the largest of the peer states.

- For the 4th grade Math, the Washington Not FRL and FRL performance gap increased approximately 3.3 scale score points from the 2003 to the 2017 administrations, which is double the U.S. average gap increase. This performance gap increase is the third largest of the peer states.
- On the 4th grade NAEP, the Not FRL and FRL scale score performance gap is increasing for both reading and math, but increased the most in reading.

Figure 6: shows the change in the Not FRL-FRL scaled score gap in 8th grade reading and math for each of the 50 United States from 2003 to 2017.



- For the 8th grade Reading (Figure 6), the Washington Not FRL and FRL performance gap increased approximately 1.7 scale score points from the 2003 to the 2017 administrations. This performance gap increase is the fourth largest of the peer states.
- For the 8th grade Math, the Washington Not FRL and FRL performance gap increased approximately 6.6 scale score points from the 2003 to the 2017 administrations, which is substantially larger than the U.S. average gap increase. This performance gap increase is the eight largest of the 50 United States and is the largest of the peer states.
- On the 8th grade NAEP, the Not FRL and FRL scale score performance gap is increasing for both reading and math, but increased the most in math.

In summary, the performance gaps between Not FRL and FRL student groups on the 4th and 8th Grade NAEP are large, but mostly close to the U. S. average. However, the scale score performance gaps increased from 2003 to 2017 for all four of the NAEP assessments.

Endnote on the 2017 NAEP Results

In 2017, the NAEP was administered on tablets or digital devices for the first time, rather than the paper-and-pencil format in previous years. The NAEP digital assessments require students to receive, gather, and report information just as they do in their everyday lives. These new assessments are developed in a manner making it possible for more students to participate without special accommodation sessions. The National Center for Educational Statistics conducted two bridge studies to link the old and new versions of the assessment.

Action

The Board is not expected to take an action on this agenda item.

Websites and Links Referenced in the Memo

Link to RCW 28A.150.550, the authorizing legislation.

<https://app.leg.wa.gov/rcw/default.aspx?cite=28A.150.550>

Link to the Washington ESSA Consolidated State Plan.

<http://www.k12.wa.us/Communications/PressReleases2018/DOE-ApprovesPlan.aspx>

Link to the latest Statewide Indicators of the Educational System Health report.

<http://www.sbe.wa.gov/edsystemhealth.php>

Link to the 2017 New Economy Index and Report.

<https://itif.org/publications/2017/11/06/2017-state-new-economy-index>

Links to article and studies on the 2016-17 Smarter Balanced assessment results.

https://www.realcleareducation.com/articles/2018/01/04/is_the_smarter_balanced_national_test_broken_110243.html

<https://www.smarterbalanced.org/2017-test-score-analysis/>

Seattle Times article on the NAEP results.

<https://www.seattletimes.com/education-lab/school-stats-washington-students-show-little-growth-in-math-reading-on-national-test/>

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.



Strategic Planning Update

Washington State Board of Education
May 9, 2018

Conversation today

- Stakeholder Engagement
 - Site Visit and Forum Report-Out
- Career Connected Learning Update
- Educational System Health
- Equity as a Foundational Principle

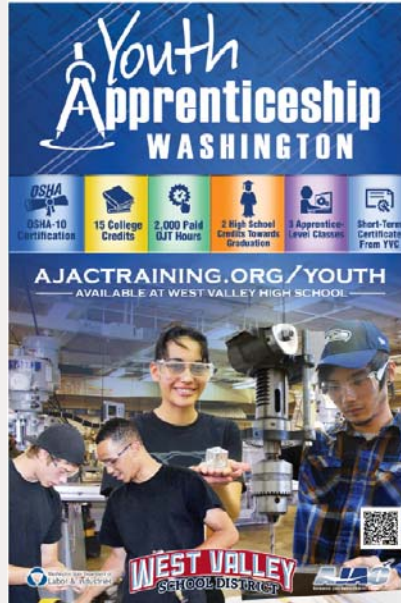


West Valley High School



AJAC Youth Apprenticeship Program

- 2,000 hour program designed for high school juniors and seniors.
- Students develop career-ready skills in the aerospace and advanced manufacturing industries.
- Combines paid on-the-job training at an AJAC employer and college-level classroom instruction.
- Can lead to a high school diploma, journey-level card and short-term college certificate.



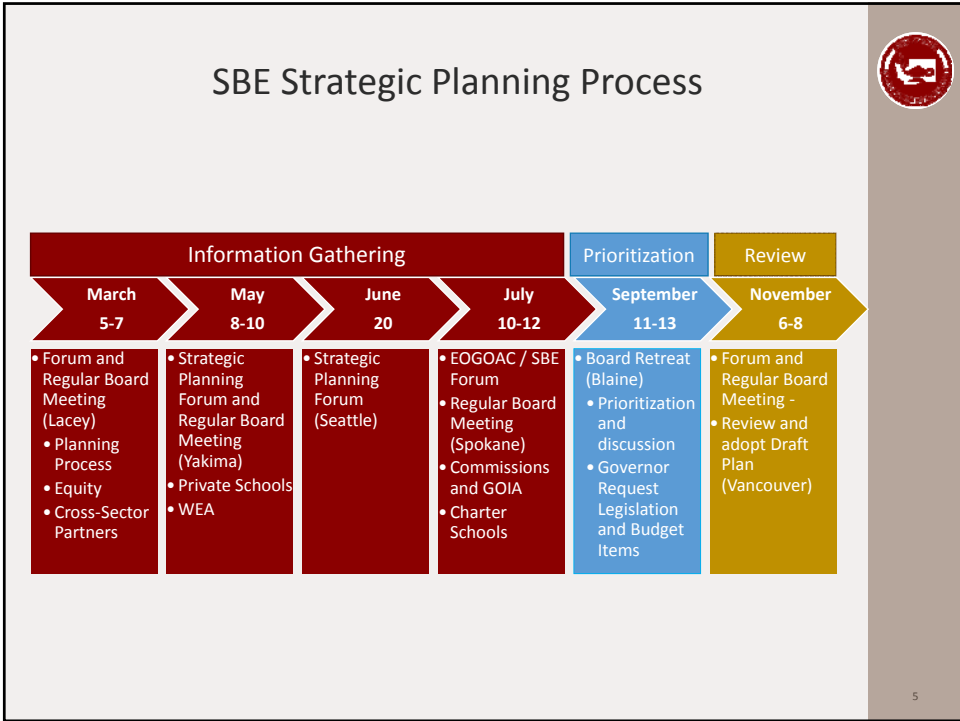
3

Community Forum



- Hopes and aspirations for our students
- Barriers to educational achievement
- Suggested actions to support student success at the state and local levels





Career Connect Washington

- Mr. John Aultman, Senior Policy Advisor, Governor’s Office
- Mr. Eric Wolf, Director of Policy and Programs, Workforce Training and Education Coordinating Board

The Career Connect Washington Task Force focused on identifying actionable and effective steps to drive awareness of a wide range of educational pathways that lead to rewarding careers for Washington’s young adults. Governor Inslee’s Task Force recommends dramatically upscaling public and private registered apprenticeships, internships, mentoring, and workforce training programs to achieve a goal of serving 100,000 young people over the next five years.

CAREER CONNECT WASHINGTON TASK FORCE

FEBRUARY 2018

2018 Statewide Educational System Health Report



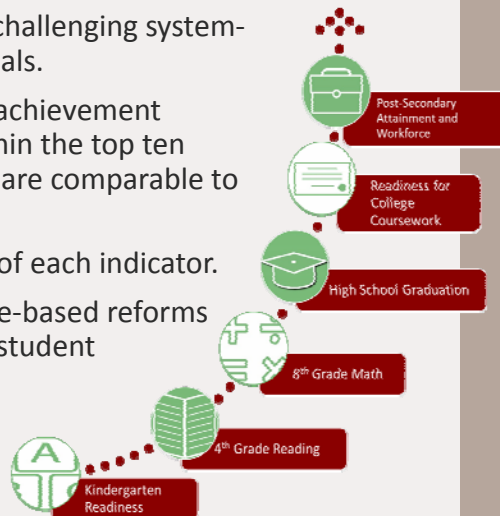
- Requires input from key stakeholders on indicators and recommendations.
- Opportunity to consider additional indicators.
- Will inform SBE strategic planning process.
- Due to Legislature in December of each even numbered year.

Statewide Indicators of System Health

RCW 28A.150.550



- Identify realistic but challenging system-wide performance goals.
- Washington student achievement results should be within the top ten percent nationally or are comparable to results in peer states.
- Report on the status of each indicator.
- Recommend evidence-based reforms intended to improve student achievement.



Washington Improving on System Health Indicators



Indicators of the Educational System Health

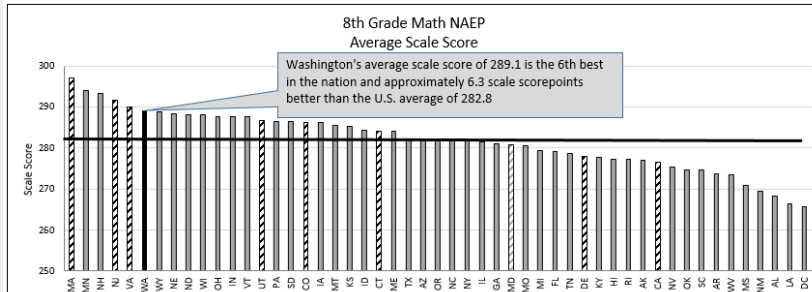
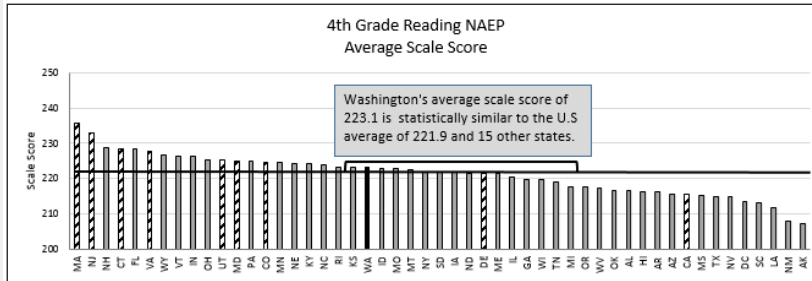
This figure depicts the statutorily required indicators

Indicator	3-Year Trend	2017 Actual	Data Update before report?
Kindergarten Readiness	Improving	47.4%	No
4 th Grade Reading	Improving	55.2%	Yes, September 2018
8 th Grade Math	Improving	46.6%	Yes, September 2018
High School Graduation	Improving	79.3%	No
Readiness for College Coursework	Improving	73.9*	Yes, August 2018
Post-Secondary Attainment and Workforce	One Year of Data	42%*	Yes, July 2018

*Note: represents the most recent year of data.

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National Comparison of 2017 NAEP Scores



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Measuring What Matters



- Opportunity to learn—Examples Could Include:
 - Exclusionary Discipline
 - Expanded Learning Opportunities
 - Accelerated Coursework
 - Bilingual instruction (or instructional staff)
- School Resources—Examples May Include:
 - Leadership continuity
 - Diversity of teaching staff
 - Quality of Facilities
 - Access to Internship or mentoring opportunities

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Measuring Progress



- Washington School Improvement Framework
- Educational System Health Indicators
- Other Frameworks:
 - OSPI Report Card and Data Analytics
 - EOGOAC Annual Report
 - Results Washington
 - Student Achievement Council Roadmap Indicators
 - The Governor’s STEM Education Innovation Alliance Dashboard
 - Local and Regional measures (e.g. Community Center for Education Results)



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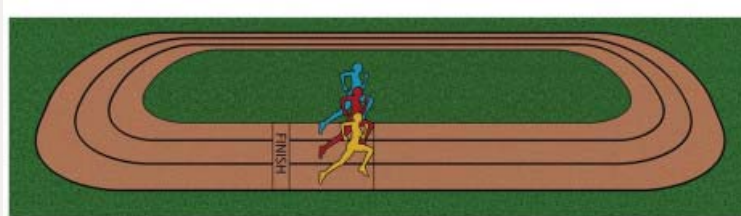
September Retreat



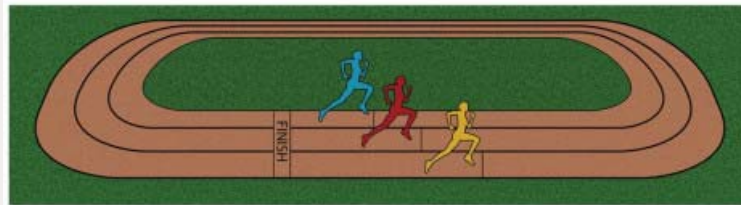
Day 1	<p>Facilitated Discussion</p> <ul style="list-style-type: none"> • Affirm Vision and Mission • Values and/or Principles (to include equity statement) • Broad / High level goals (e.g. graduation rate; postsecondary attendance / work)
Day 2	<p>Facilitated Discussion (Noreen Light):</p> <ul style="list-style-type: none"> • Revisit discussion from day 1 • Discuss feedback from prior meetings to identify topical goals and broad strategies (e.g. college readiness, student well-being, etc...) <p>Outcome from days 1 and 2: Direction to staff to draft strategic plan for adoption in November.</p>
Day 3	<p>Establish specific strategies for the 2019-20 Legislative sessions</p> <ul style="list-style-type: none"> • Legislative agenda • Agency request budget and legislative items <p>Outcome by end of day 3:</p> <ul style="list-style-type: none"> • Direction to staff regarding any agency request items. • Direction to draft legislative priorities / agenda for adoption in November.

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Equity as a foundational principle



EQUALITY



EQUITY

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Equity at the of Strategic Planning



Strategies to keep equity at the of SBE's strategic planning process

1. Embed equity in all elements of our strategic plan, not as a stand-alone.
2. Ask "How will we tend to historically marginalized students in each of our strategic priorities?"
3. Use our Equity Lens tool – the questions in it – to drive our formulation of the new strategic plan, not as a check once strategies are developed.
4. Agree in advance that each Board member will speak up if they see the Board veer off track from our equity statement and/or lens.
5. Stay focused on input that affects the output. Opportunity gap. vs. Achievement gap.
6. Be explicit about how we will choose what to operationalize in our strategic plan.
7. Be aware of how intentionality of policy may get lost in implementation. Ask "How this impacts?" the organizations that implement policy and law.
8. "Confront the brutal facts."

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Equity



- SBE's Equity Lens
- Equity Summit Concept
- SBE's Equity Statement of Intent

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Connected Conversations



- **This meeting**
 - Commission on Hispanic Affairs
 - Private Schools
 - Washington Education Association
 - School Safety
- **July / August**
 - EOGOAC joint forum and meeting
 - Governor's Commissions
 - Charter Schools
 - Early Learning
 - Expanded Learning
 - Parent Teacher Association

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Website: www.SBE.wa.gov
Blog: washingtonSBE.wordpress.com
Facebook: www.facebook.com/washingtonSBE
Twitter: [@wa_SBE](https://twitter.com/wa_SBE)
Email: sbe@k12.wa.us
Phone: 360-725-6025
Web updates: bit.ly/SBEupdates



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Career Connect Washington: Strategic Plan

As of April 22nd, 2018

BAIN & COMPANY 

Significant gap between supply and demand of skilled workers in Washington – and a large opportunity for Career Connect WA to fill it



**MANY EMPLOYERS
SEEKING
SKILLED LABOR**

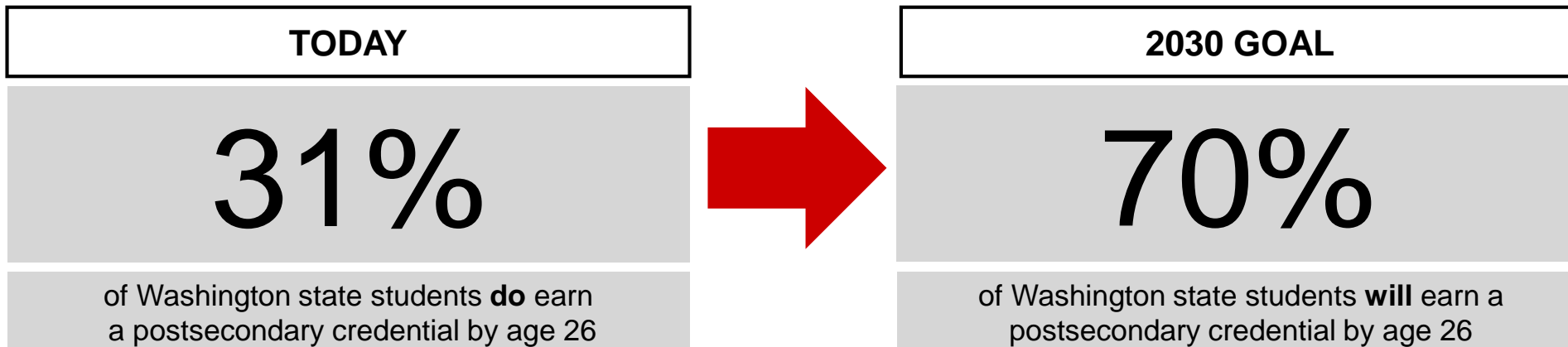
740,000 job openings expected in WA in next five years;
70% will require **postsecondary credentials**



**FEW GRADUATES
WITH RIGHT
SKILL SET**

Only **31%** of WA high school students earn a
postsecondary credential

OPPORTUNITY FOR CAREER CONNECTED LEARNING IN WASHINGTON:



To address this opportunity, there are many career-connected learning efforts already underway in Washington

/ NOT EXHAUSTIVE



seattle metropolitan chamber of commerce



Although Washington is a leader in career-connected learning, there are opportunities to improve outcomes overall

There is much to be excited about in Washington...

Variety of programs

- Dozens of individual programs serving a wide range of needs

Many youth served

- Thousands of individuals served by programs today

Engaged, motivated stakeholders

- Multiple organizations and individuals excited to contribute

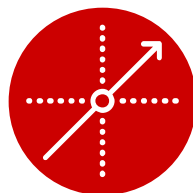
Funding progress

- Legislation, RFP processes already in place

... but we have opportunities to improve



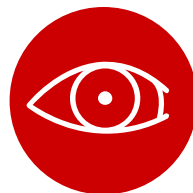
- **Vision:** Our stakeholders are not aligned on (or collectively working toward) a shared, well-understood, long-term vision



- **Scale:** There are aspects of the current career-connected learning ecosystem preventing us from reaching more students / families / employers

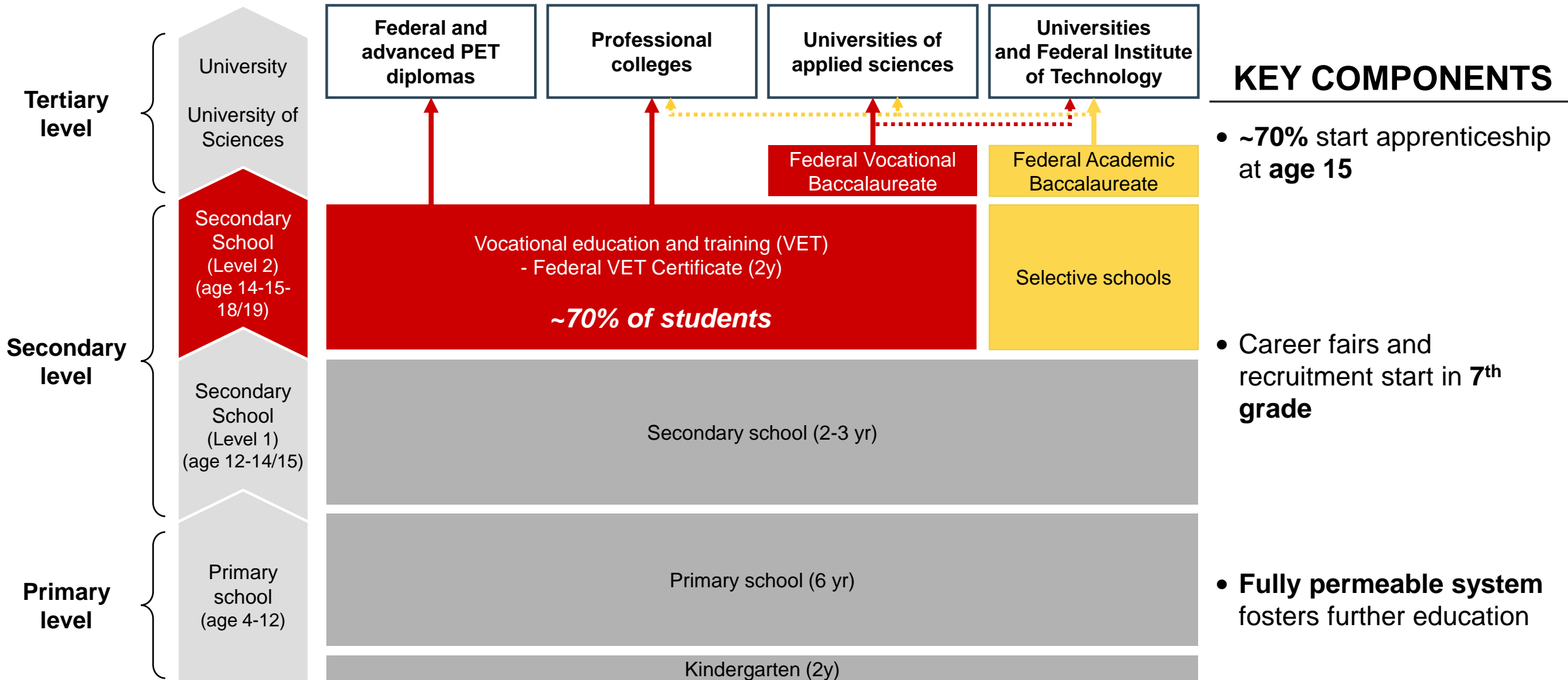


- **Coordination:** We lack coordination across programs, at regional and state level, to make career-connected learning more effective in WA



- **Perception:** There are cultural barriers preventing further adoption of career-connected learning

A full-potential example: Swiss apprenticeship model has equalized unemployment rates for youth and general population (~3.1%)



Source: Graphic: SFS Group; Data: Die Lage auf dem Arbeitsmarkt – Swiss government September 2017 report

We will create 6 key deliverables that will enable implementation of a system of career-connected education across Washington



10-year program vision

Student offering, career/ed pathways, % WA students enrolled, prioritized schools/districts, employer offering, prioritized industries



Detailed system design

Identifying key tensions / tradeoffs, ways of integrating with existing programs, and target populations for both pilot and end-state phases



10-year growth plan

Initiatives, owners, phasing, costs, milestones, and tracking metrics



Funding model

Including both philanthropy and self-funding



Governance model

to be accountable for the rollout and realization of 10-year vision



Engagement and communications plan

Including key actors who need to commit and support the system

Vision for what we're building

/ DRAFT



Long term articulation of principles, values, and core capabilities

Every young adult in Washington will have **multiple pathways toward economic empowerment**, strengthened by a **comprehensive state-wide system for career-connected learning**.

- **Better outcomes for young adults:** Every young adult will have agency and support to choose from a suite of pathways to post-secondary credentials and high-potential careers, including but not limited to 4-year college, and with equity of opportunity for all demographics

Young adults will...

- be academically prepared and work-ready
- be supported and guided in making choices about their education and careers
- have meaningful and engaging learning experiences
- complete those experiences
- gain valuable credentials for high-opportunity careers
- move forward on their path toward careers and / or further education.

- **Better outcomes for employers:** Improve talent pipeline with a deeper and more diverse pool of local talent, who are work-ready and trained with relevant career skills

Employers will...

- have easy, accessible engagement in career-connected learning efforts
- have access to talented candidates that are prepared and trained to fill workforce gaps
- improve retention of that talent over time
- have a workforce of life-long learners, passionate about their career choices
- be well positioned to upskill workforce to meet changing industry needs

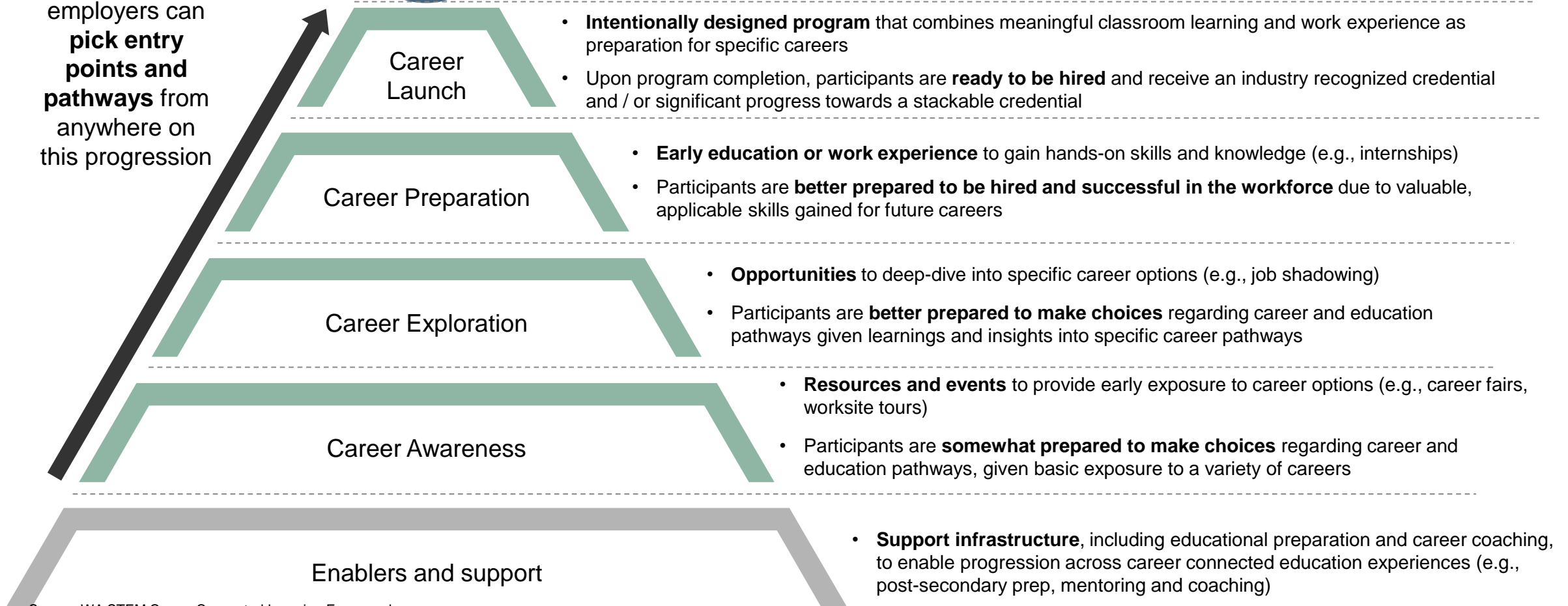
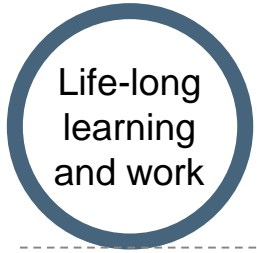
High-quality career-connected learning experiences serve as the building blocks for a comprehensive system in Washington

/ PRELIMINARY

+ thousands of other WA employers



Participants and employers can pick entry points and pathways from anywhere on this progression



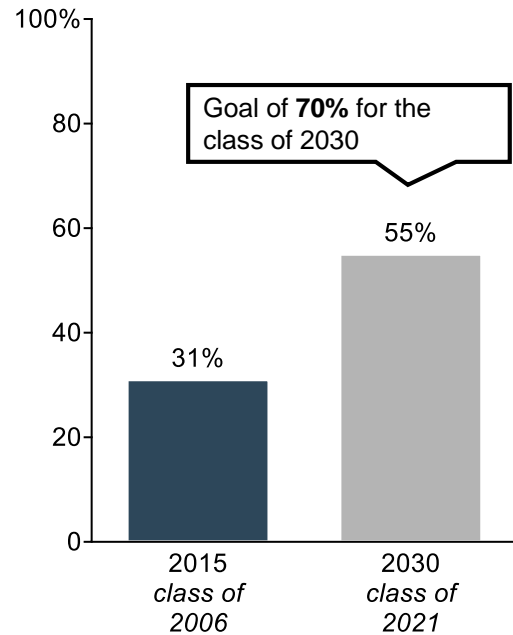
Source: WA STEM Career Connected Learning Framework

We will know we are successful when Washington improves across 4 key metrics

/ ILLUSTRATIVE

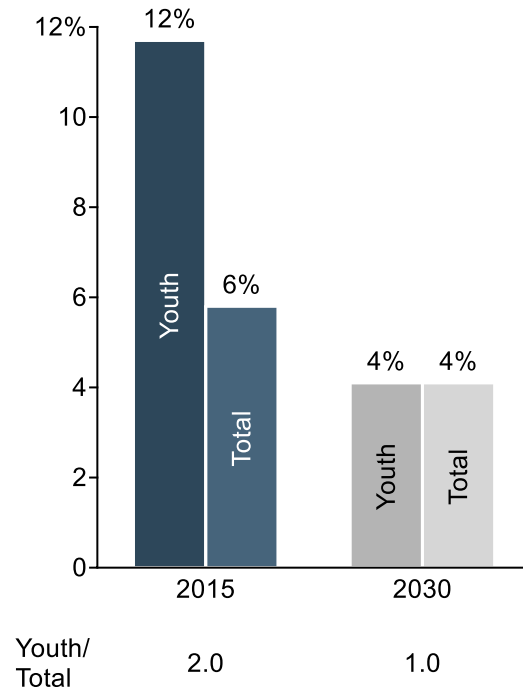
Increased postsecondary credential attainment...

% WA high school students who earn a postsecondary credential by age 26



...increased youth employment...

WA unemployment rate



...and increased economic mobility...

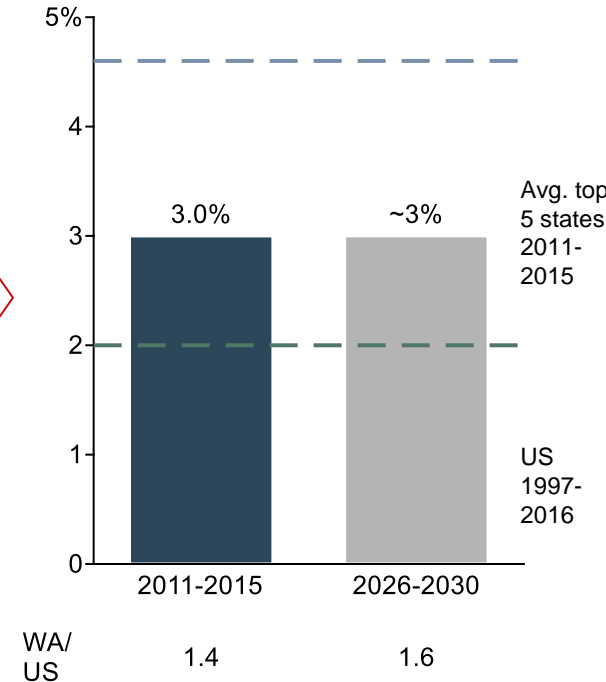
PLACEHOLDER

5-year growth in real income by quintile

Awaiting updated data for Washington Income Distribution from OFM (latest data is from 2011)

...will all drive economic prosperity in Washington

WA 5 year real GDP CAGR



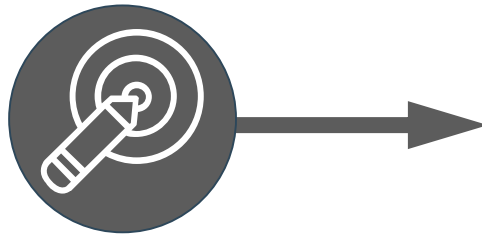
Note: Assumes both youth (16-24) and WA total unemployment reach US average unemployment (4.1%); Assumes US 5 year real GDP CAGR of 2% from 2026-2030; Assumes top quartile states on average ~1.5X US 5 year real GDP CAGR based on top quartile states for 2011-2015

Source: WA Roundtables Pathway to Great Jobs in Washington State; Bureau of Economic Analysis; Bureau of Labor Statistics; U.S. Census Bureau

From here, we will more clearly define the system we will build, and articulate the nearer-term ambition



Now that we've aligned on **where we're heading**, we need to define **how we'll get there**



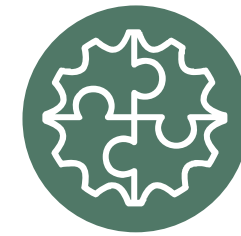
What are we building to reach our vision?

Define what it means to have an **integrated career-connected learning system**, the **common language** to discuss that system, and the **types of programs / efforts** the system will support



How will we scale it over time?

Determine **how career-connected education in Washington will grow** in the next 1 to 5 years to achieve our 10-year vision for success, and what it will require of employers and other actors



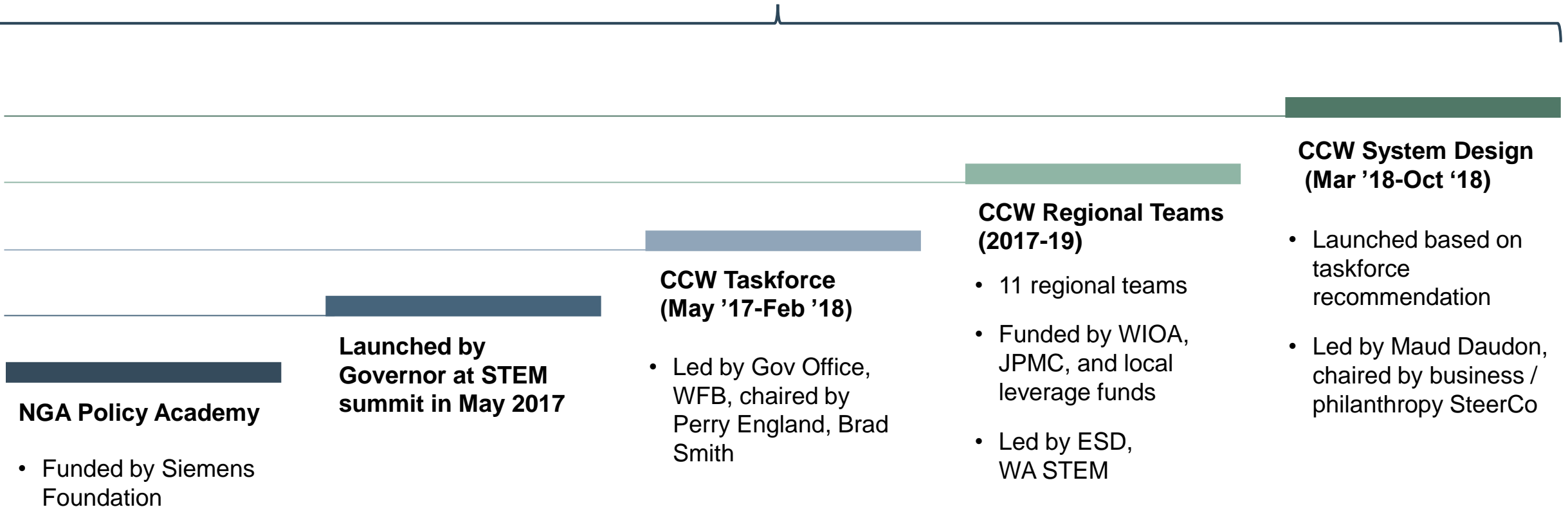
How will we bring this to life?

Whatever we choose to build, we will need to **outline the governance model, funding, and intermediate benchmarks** to bring the vision and ambition to life

Backup

Context for our efforts: Ongoing efforts fall under the Governor's career-connected learning initiative, which is progressing through several linked efforts

Goal from Governor Inslee: Connect **100,000 Washington youth** during the next **five years** with career-connected learning opportunities that prepare them for high-demand, high wage jobs



Context for our efforts:

We are engaging a broad group of committed stakeholders in the course of this effort

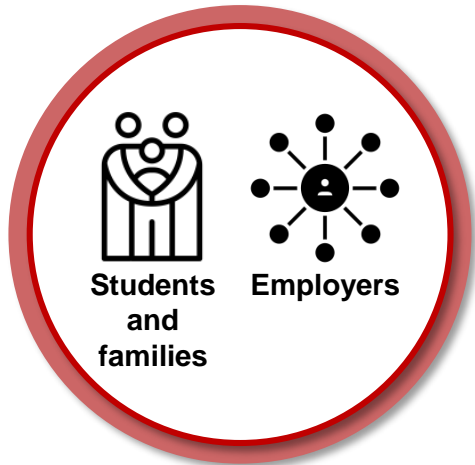
Project leadership – Maud Daudon
Project management / coordination – Marc Casale

Business and Philanthropy Leadership Steering Committee

<p>Industry Sector Leaders Ben Bagherpour, Hans Bishop, Ray Conner, David D'Hondt, Perry England, Tim Engle, Scott Morris, Susan Mullaney, Brad Smith, Brad Tilden, Ardine Williams</p>	<p>BILL & MELINDA GATES foundation</p> <p>Microsoft</p> <p>Bloomberg Philanthropies</p>	<p>Funders</p> <p>ballmer GROUP James and Judy K. Dimon Foundation</p> <p>LIFE SCIENCE WASHINGTON</p>
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Industry Association Leaders

WASHINGTON TECHNOLOGY, AWB, WR, Washington State Hospital Association



Legislative Working Group

Labor Leadership Group

Education and Government – led by John Aultman, Kate Davis, and WA Legislature

- Industry Sector Groups (incl. employers, labor, etc)**
- Healthcare
 - IT
 - Manufacturing
 - Agriculture
 - Maritime
 - Life Sciences
 - Utility
 - Aerospace
 - Construction

Intermediaries and Experts (e.g., Road Map Project, Suzi and Eric LeVine)

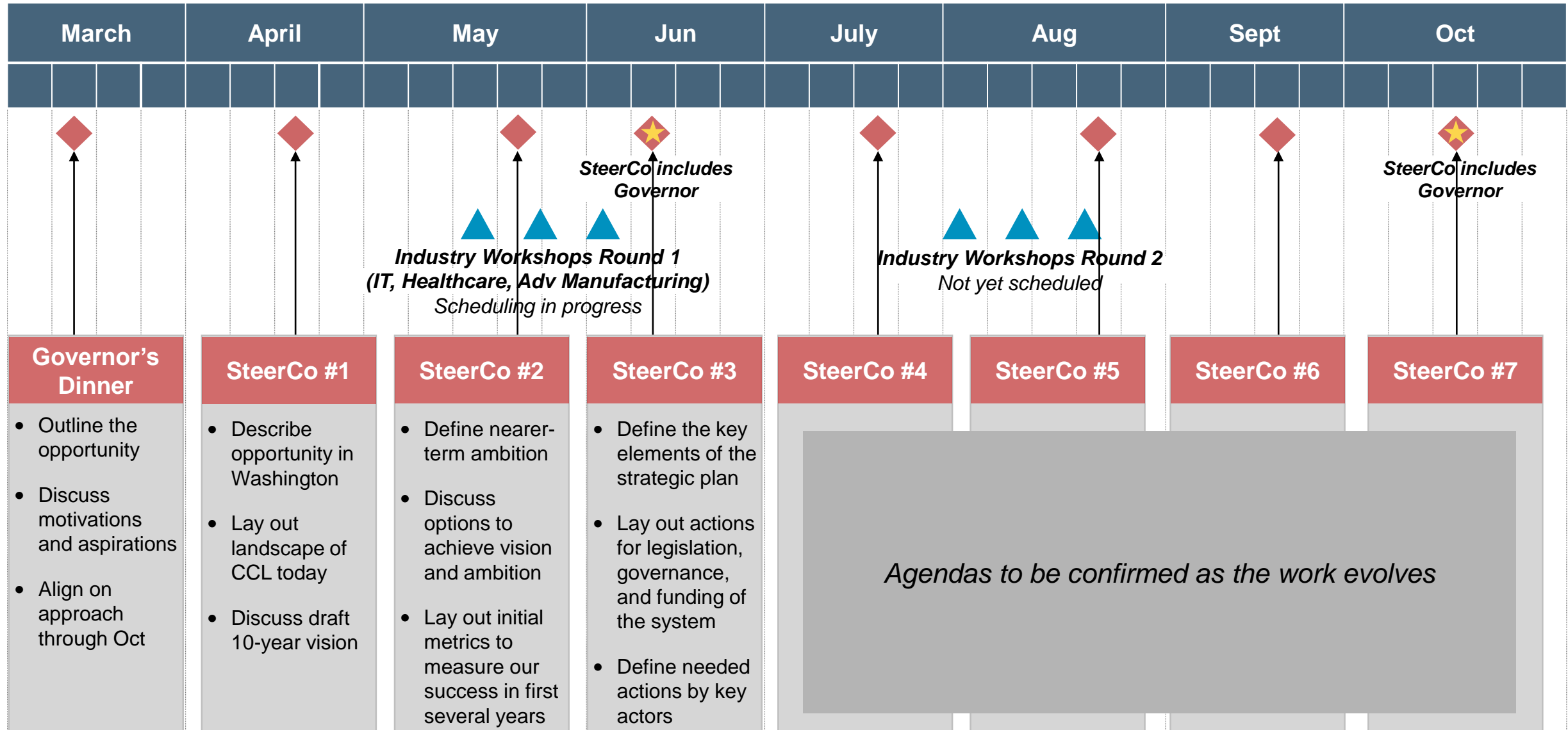
Strategic Planning

National / Regional Expertise

Communications

Regional Working Groups

Context for our efforts: The Steering Committee for the system design is being led by Washington business, and meets monthly



Executive summary – where we stand now

Opportunity

- **Washington is growing GDP >3% per year**, but our **youth are not accessing economically self-sufficient, choice-filled lives** – unemployment remains twice as high for youth as for the state overall
 - Despite the majority of job listings in WA being accessible to youth and paying a sustainable wage, employers are struggling to fill these jobs in a timely manner (<1 month)
 - Most of these jobs (~70%) require post-secondary education, but only ~31% of WA students are earning a post-secondary degree, creating a gap between demand and supply of talent, even as Washington is set to create 740K new jobs by 2021

Ongoing efforts

- **Many career-connected learning programs exist today in WA**, serving thousands of students statewide with programs that guide them toward fulfilling careers and / or further education
 - Programs are supported by key government agencies, plus enabling programs (e.g., Running Start) and intermediaries (e.g., Road Map Project, WA STEM)
 - With strong support from Governor Inslee, Washington is ramping its efforts to create an integrated, scalable system to reach more youth

Challenges

- **Washington's breadth in career-connected learning is exciting, but we have opportunities to improve**, and a unique window of opportunity with bipartisan, broad-based support. **We need:**
 - A unified, well-understood, long-term vision, and an understanding of where we fall short today
 - Greater ability to scale career-connected learning to reach more students, families, and employers
 - Better coordination across programs, at regional and state level, to make career-connected learning more effective for students, families, and employers
 - Progress toward removing cultural barriers to further adoption of career-connected learning

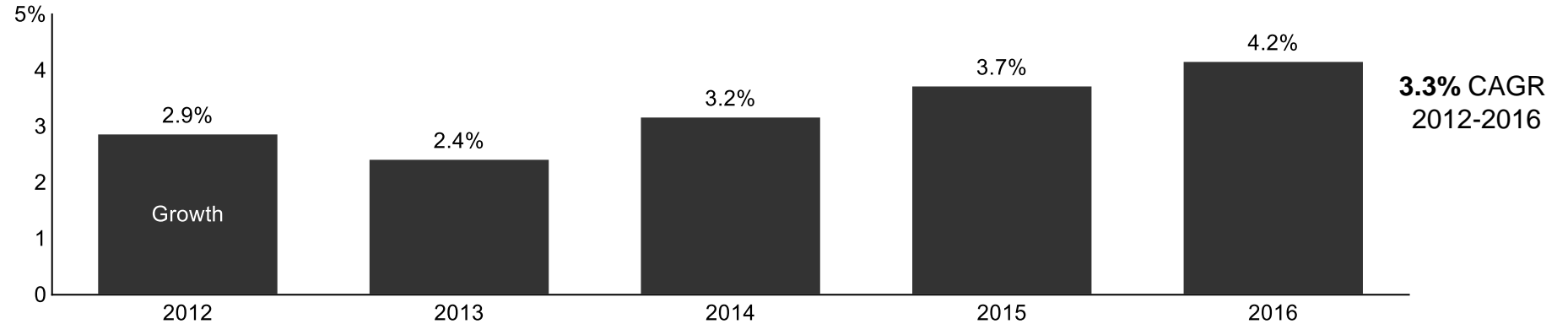
Vision

- Our **long-term vision** is that every young adult in Washington will have **multiple pathways toward economic empowerment**, strengthened by a **comprehensive state-wide system for career-connected learning**
 - Vision should also improve equity of opportunities for disadvantaged groups (e.g., lower income and minorities)
- In the next Steering Committee meeting, we will focus on our **nearer-term ambition**, with more specific goals for years 1-5

The opportunity: Washington's economy is growing 3%+ per year, but the youth unemployment rate remains >2X that of WA overall

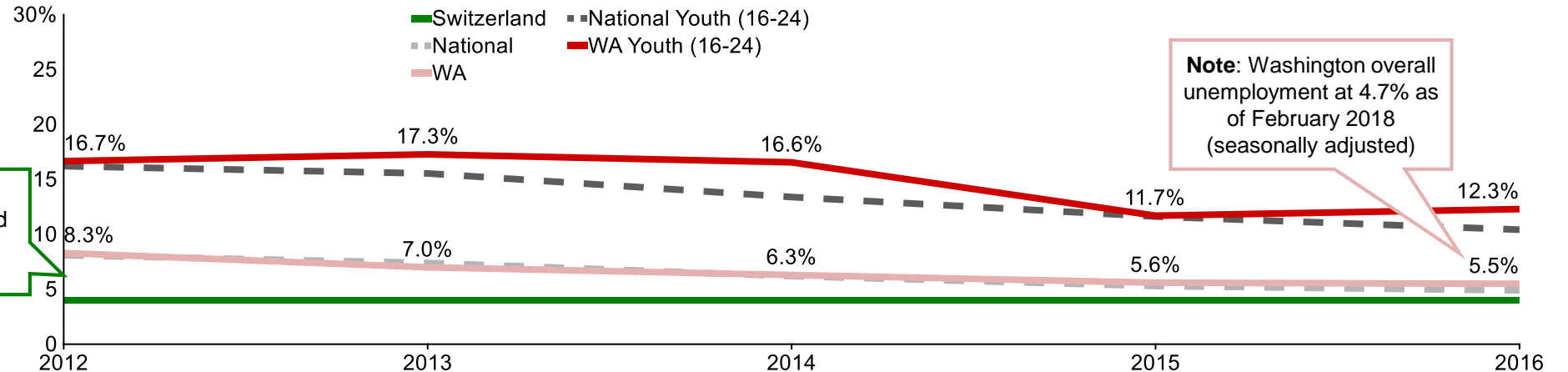
Washington's economic (GDP) growth

Real YoY GDP Growth, Washington State



Washington's youth unemployment

Unemployment rates (%)



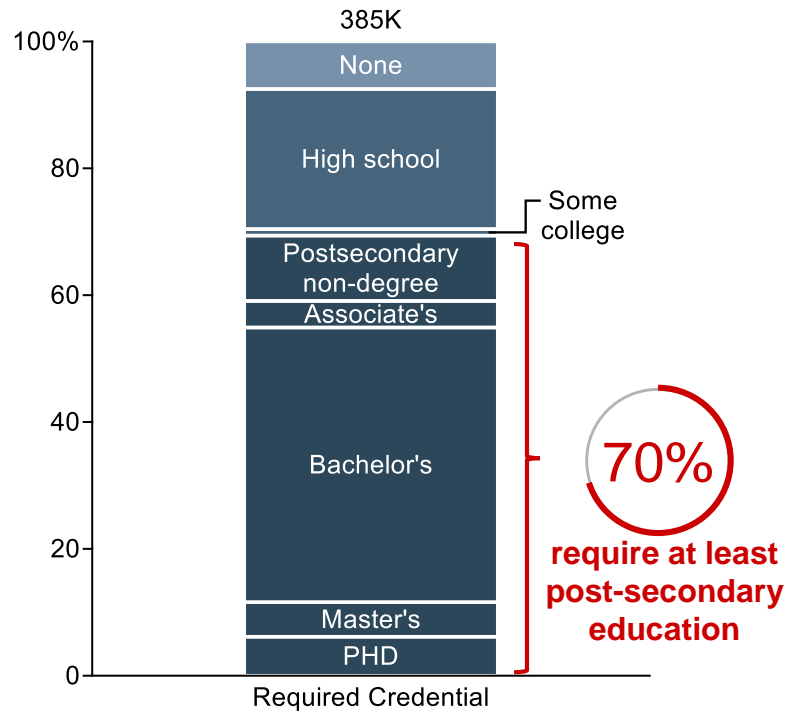
Reference point: Youth unemployment in Switzerland is the same as overall unemployment at ~4%

Note: Unemployment rates do not include individuals who are not in the labor force (e.g., students). Unemployment rates are annual (not seasonally adjusted). Source: Bureau of Economic Analysis; Bureau of Labor Statistics; Employment Security Department; Interview with Swiss Industry Association

The opportunity: Employers' stated job requirements do not align with the credentials being earned by WA youth, creating a gap in talent supply and demand

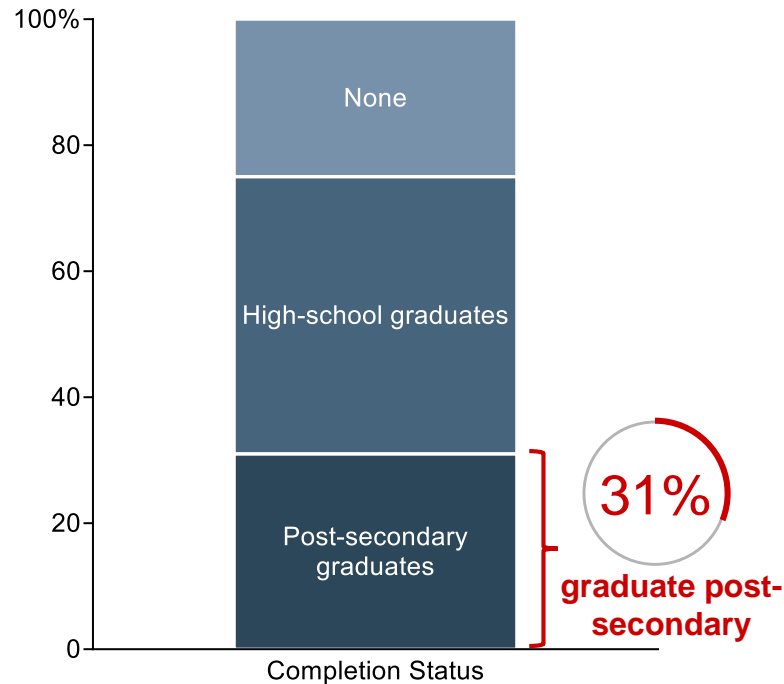
~70% of high opportunity jobs require post-secondary ed...

Washington high-opportunity online job postings reporting required credential 2017



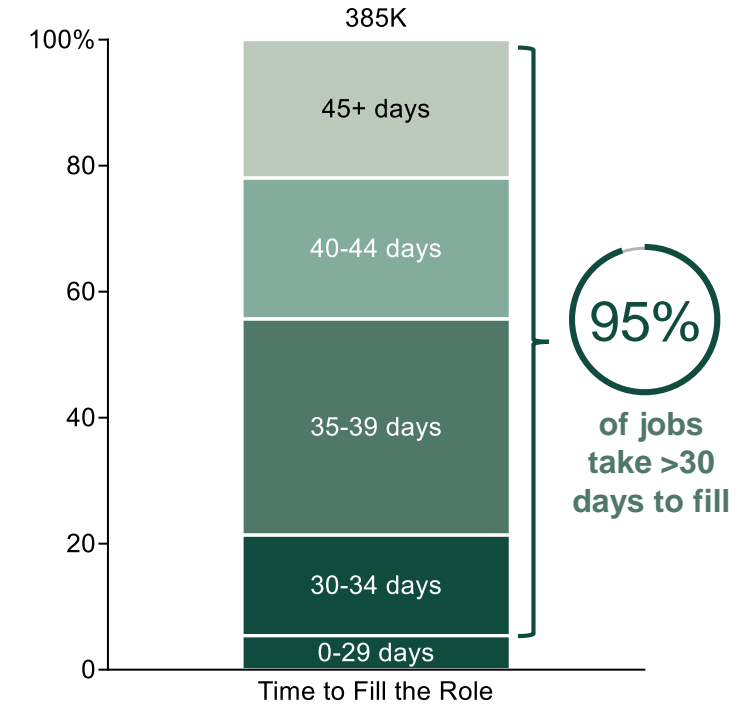
...but only ~31% of WA students are completing post-secondary...

Washington high schoolers by completion status (cohort graduating high school in 2006)



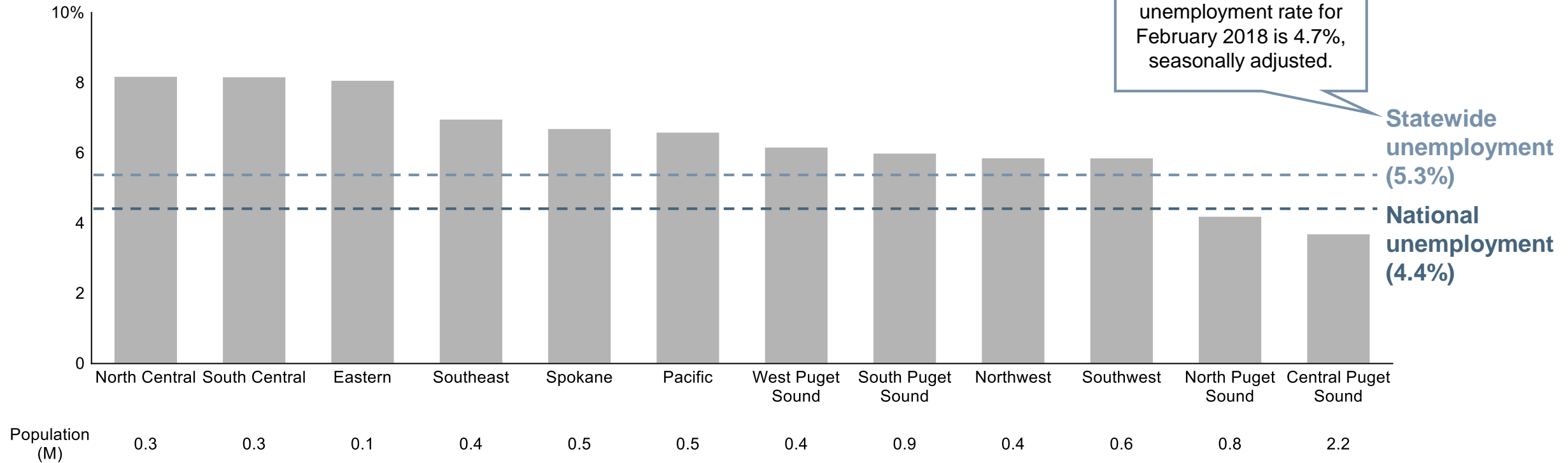
... creating a labor market inefficiency and unfilled jobs

Washington high-opportunity online job postings by time to fill 2017



The opportunity: One effect of this gap is that, despite strong economic growth, Washington residents experience unemployment well above the national average

Unemployment rate by region, February 2018
(not seasonally adjusted)

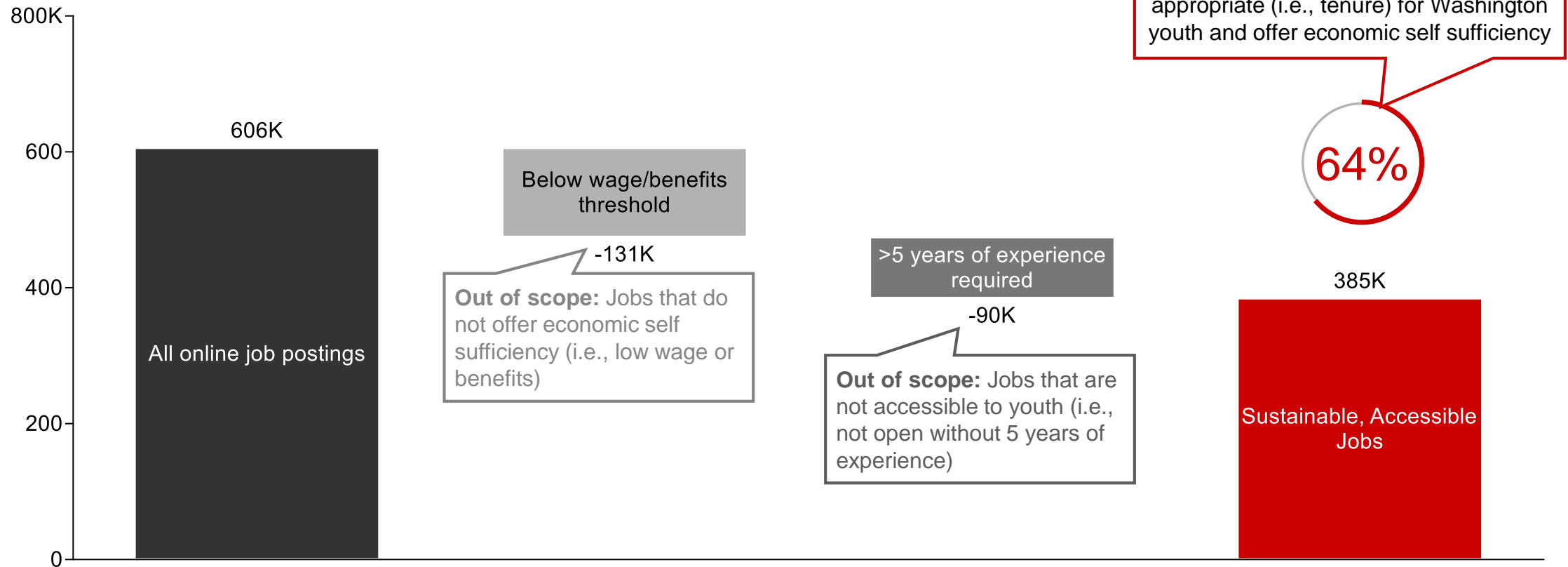


Unemployment is a serious issue across Washington state, particularly in central and / or rural regions

To provide WA youth with economically self-sufficient, choice-filled lives, we must move them toward jobs that offer the right opportunities

OPPORTUNITY

Washington online job postings 2017



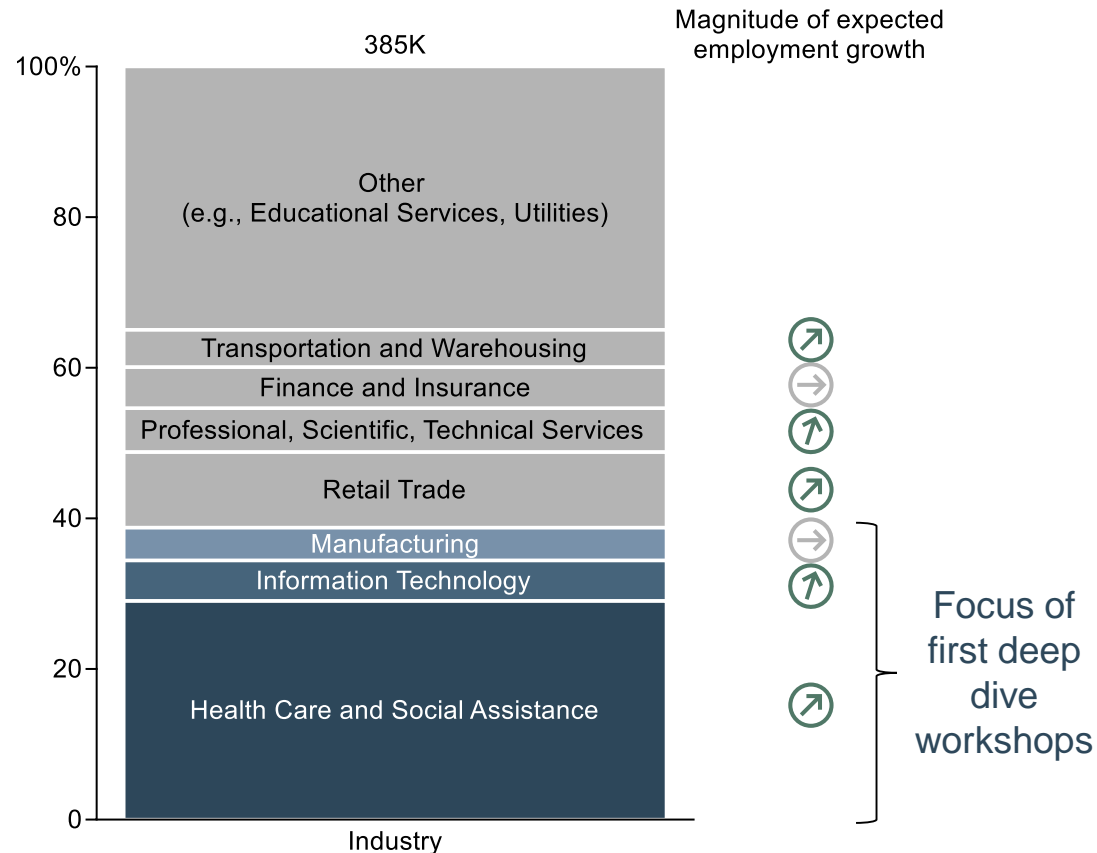
Note: Wage threshold calculated as 50% above WA STEM reported living / family wage of ~\$14 / hour for a value of \$43,500
Source: Burning Glass; Bureau of Labor Statistics; WA STEM

Many industries in Washington provide high opportunity jobs today, but struggle to fill those jobs in a timely fashion

OPPORTUNITY

385K+ postings for 'high opportunity' jobs last year, across a variety of key Washington industries

Washington high-opportunity online job postings 2017



Note: Software Developer roles from Professional Services and Amazon postings included in IT. Retail and Healthcare postings skew toward high 'churn' roles and heavy re-postings. Source: Burning Glass; WA State ESD industry employment projections

... but many can take months to fill

/ EXAMPLES

Manufacturing

- Mechanical Engineer (35-39 days)
- Production Supervisor (35-39 days)

Information Technology

- Software Developer / Eng. (40-44 days)
- Program Manager (40-44 days)

Healthcare

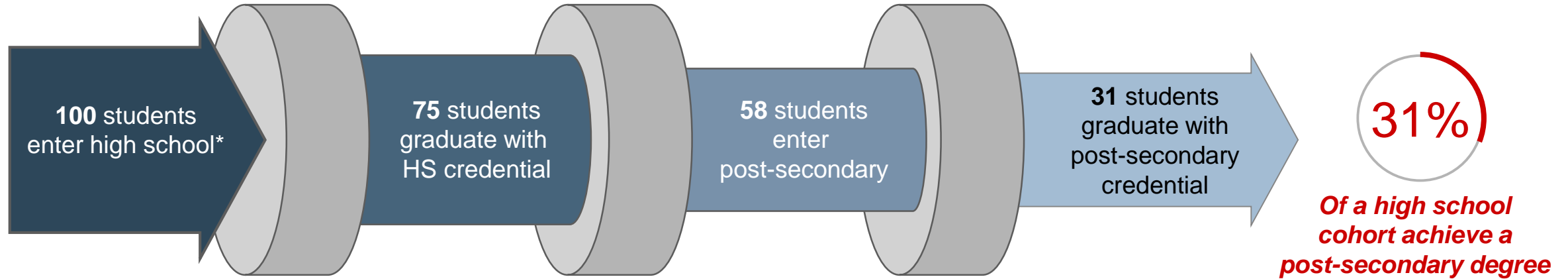
- Registered Nurse (35-39 days)
- Nursing Assistant (30-34 days)

Other

- Systems Analyst (45+ days)
- Maintenance Technician (35-39 days)

Education gap begins well before applicants enter the job market, highlighting the importance of K12 education to build the pipeline

OPPORTUNITY

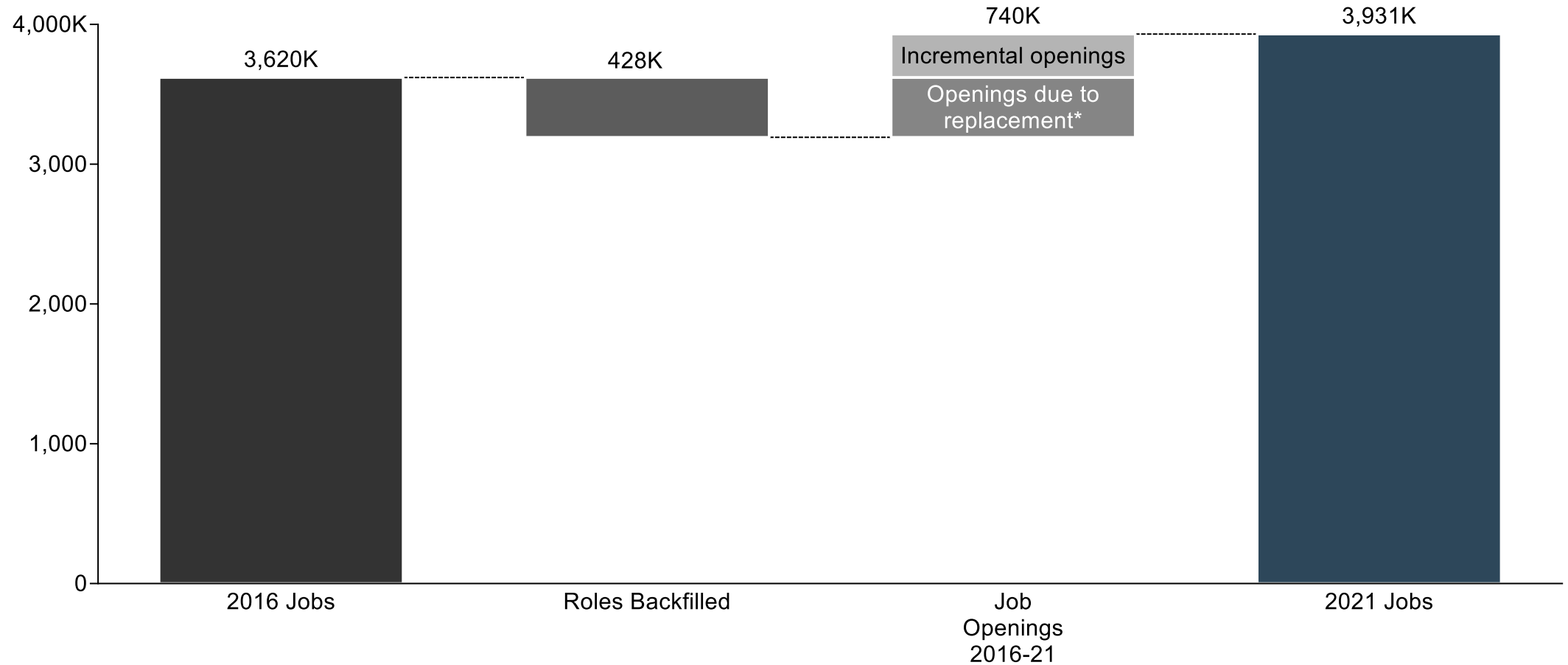


Note: *Data collected for high school cohort class of 2006
Source: WA Roundtable Final Report

Problem will escalate as job growth accelerates – 740K jobs will be added in Washington between 2016 and 2021

OPPORTUNITY

Projected job openings in WA State 2016-2021

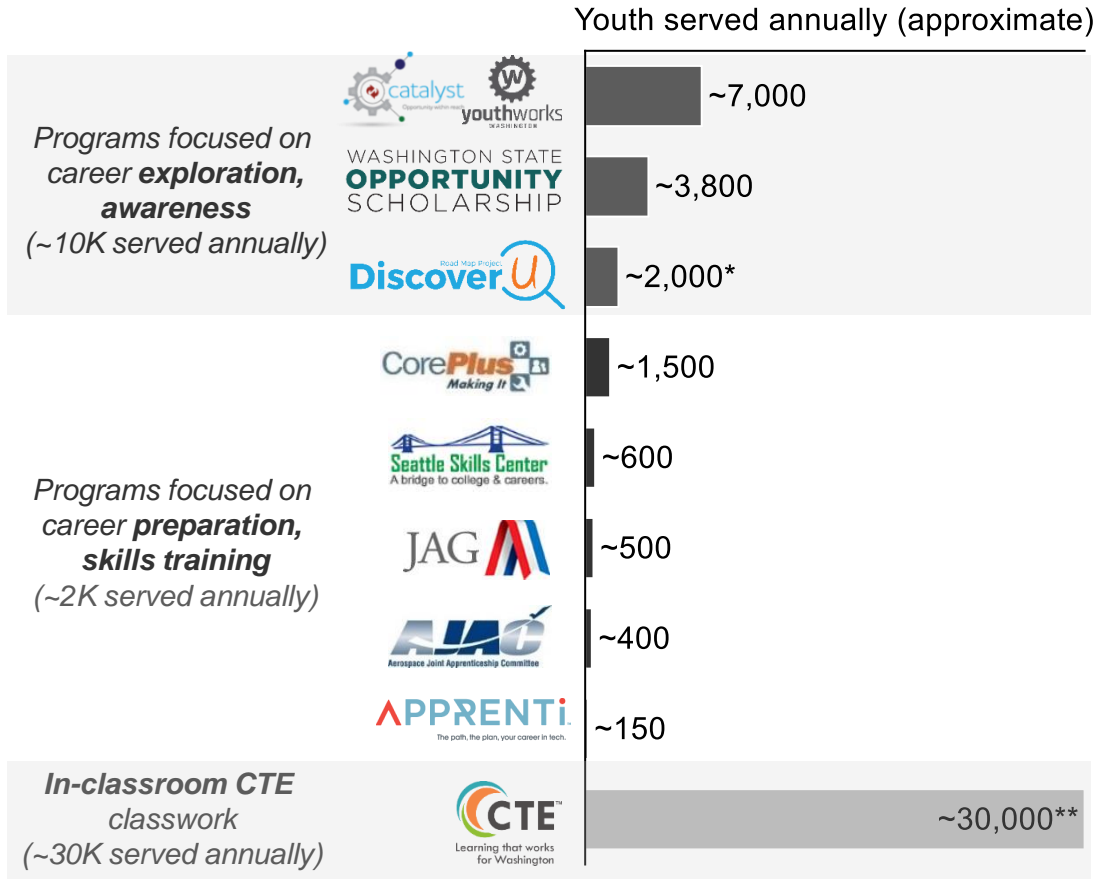


Note: *Includes retirees, individuals leaving workforce, individuals leaving the state
Source: Bureau of Labor Statistics; WA Roundtable report

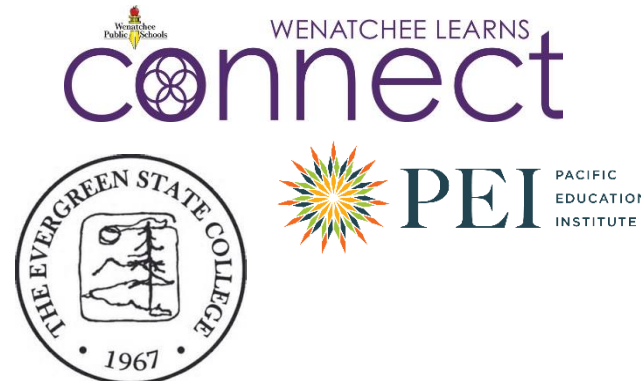
Washington is serving thousands of students today with a wide variety of programs

ONGOING EFFORTS

Ongoing programs serve thousands of students with a variety of CCL opportunities...



...plus several other programs from state and local providers...



/ NOT EXHAUSTIVE

...but CCL only touches a small % of students

1.1M

students in the K12 system in Washington

83K

students to enter 9th grade this year

Note: *Includes students participating in worksite tours **CTE students served based on enrollment in any CTE class
Source: Steering Committee Interviews; Individual program press releases and publicly-available data; OSPI Key Facts as of 2015

Most career-connected learning experiences are owned and funded by a range of government agencies, statewide and local

ONGOING EFFORTS



- **Role in CCL:** Support overall employment for Washington, lead regional teams for initial RFP
- **Key areas of impact:** Operated RFP / grant process for CCL programs, operate Work Source Washington portal for job matching



- **Role in CCL:** Manage workforce standards, including for registered apprenticeships
- **Key areas of impact:** Created WSATC (Apprenticeship & Training Council)



- **Role in CCL:** Advocate for a better educated / prepared WA workforce, led Career Connect Taskforce
- **Key areas of impact:** Participated in Policy Academy to create initial findings on CCL, ran 'Showcase of Skills' for CTE across the state

Agencies partner to create, fund, and support many career-connected learning (CCL) programs



- **Role in CCL:** Provide strategic guidance, advocacy for higher education, administer specific programs (e.g., Gear Up)
- **Key areas of impact:** Financial aid support for CCL, Passport to Careers program, manage Washington State Opportunity Scholarship and College Bound

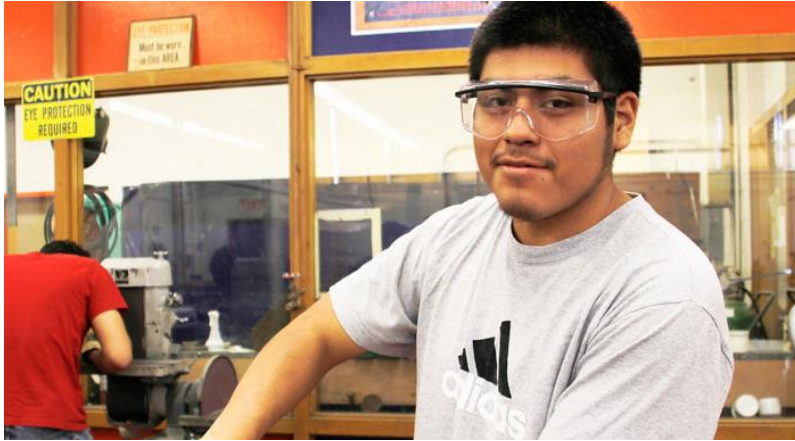


OSPI | Office of Superintendent of Public Instruction

- **Role in CCL:** Operate public education, including Career Training & Education (CTE)
- **Key areas of impact:** Partnerships for student support, administer programming (Core+, STEM)



- **Role in CCL:** Operate community / technical colleges in Washington, including partnering with OSPI on CTE, supporting Running Start
- **Key areas of impact:** Administer dual credit programs for CTE and job skills programs



What is CorePlus?

- Career and technical education program (manufacturing)
- Two year commitment: first year dedicated to ~540 hours of basic transferrable skill sets (Core), second year dedicated to ~540 hours of occupation-specific skill sets (Plus)
- Serves ~1,500 students per year
- Curriculum available at 50+ schools across the state with 25+ participating companies
- Skill Centers and Comprehensive High Schools awarded \$450K a year in start-up grants to teach Core Plus

Key facts

- Developed by MIC (Manufacturing Industrial Council), OSPI, and Boeing
- Received funding from legislature to open 20 new locations in 2017
- Mixed (public / private) funding
- Statewide presence

“Being in a class that’s professionally based has helped me understand what employers want out of me when I enter the real world.”

Senior, Seattle Skills Center

“Most of the time I have no idea why I’m learning something in math class, but I understand the math here because I have to apply it to my project. It just makes more sense to me.”

Junior, Granite Falls

“It’s not a shop class for drop outs. Over the last 6 years I have had every valedictorian in my manufacturing class. It was what set them apart to get them into Ivy league schools like MIT or Stanford.”

Michael Werner, Granite Falls High School

Deep dive: Apprenti

ONGOING EFFORTS

TECHNOLOGY



Key facts

- Run by Washington Technology Industry Association (WTIA)
- Free for students
- Focus on underrepresented students
- Mixed (public / private) funding
- National presence

What is Apprenti?

- Short, intensive training followed by registered apprenticeship
- Guaranteed job offer after acceptance to Apprenti, focused on high-tech positions
- Graduated approximately 150 students to date
- Received \$3.5M in grants for program set-up spread over 5 years from US Dept. of Labor and WA State L&I, with \$200K from JP Morgan
- Received \$4M in state funding

"[Apprenti] is sending the best-quality candidates, based on their soft skills and their ability to learn."

Jennifer Carlson, Executive Director WTIA Workforce Institute

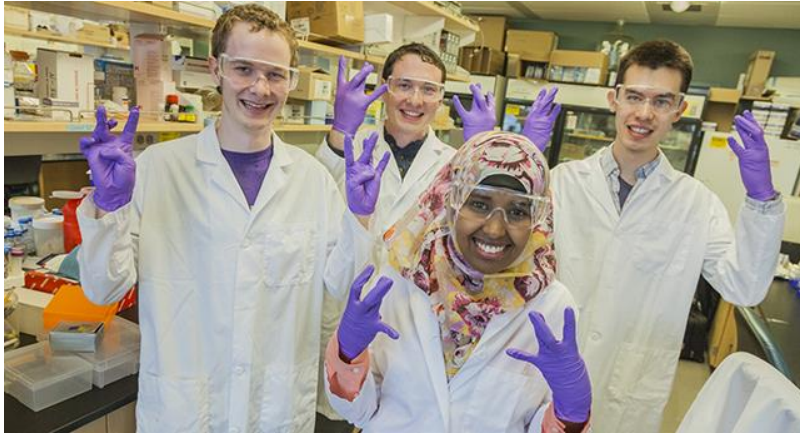
"I was ready to move past the academics and get into the workforce."

Jared Call, Apprenti apprentice

Deep dive: Washington State Opportunity Scholarship (WSOS)

ONGOING EFFORTS

ACROSS INDUSTRIES



Key facts

- \$2,500-\$7,500 given per year for up to 5 years (for a total potential scholarship of \$22,500)
- Created by the Washington State Legislature and industry partners
- Supports students from low- and middle-income households
- Every private dollar raised is matched dollar-for-dollar by the state through a unique public-private partnership
- Statewide presence

Source: WA Opportunity Scholarship website; The Seattle Times

What is WSOS?

- Strives to fill open seats in high-demand, economy-driving sectors (e.g., aerospace, STEM, health care) by providing targeted scholarships
- In addition to scholarships, WSOS provides professional development, mentorship, skills-building workshops and industry exploration opportunities
- WSOS will serve 16,000 students pursuing high-demand degrees by 2025

“The success of the program has, in many ways, exceeded our expectations. We’re reaching people of lower means, we’re reaching people of color, women as well as men, people who have never been to college...the opportunity to take this kind of formula and apply to other postsecondary credentials is not only exciting but important for the state.”

Brad Smith, President of Microsoft

“There is a resurgence of valuing technical education, and I see this as part of that pendulum swinging a little more...A four-year university is not for everyone. It’s really important that we provide different opportunities for young people.”

Amy Morrison Goings, President of Lake Washington Institute of Technology

Other programs enable career-connected learning by supporting K12 education and encouraging post-secondary education

ONGOING EFFORTS

/ NOT EXHAUSTIVE

Role of “enabling” programs

Train critical skills

- Employers expect students to bring primary skills (e.g., math, writing) to the workplace

Ready students for post-secondary education

- Students prepared for post-secondary are more likely to succeed in CCL paths – and vice versa

Deep dive

What is Running Start?



- Dual-enrollment program allowing 11th and 12th graders to attend college courses while in high school
- Provides up to two years of paid tuition to WA community and technical colleges, Central WA University, Eastern WA University, WA State University, Northwest Indian College
- Enables students to complete a significant amount of college credits in advance so that they can then earn a degree faster
- Accounts for 25% of community college enrollment in WA State

Dozens of efforts, both local and national



“[Running Start] teaches you to work for quality, and not for quantity.”

Nia Hall, Running Start student from Garfield High School

“If they’re truly ready to take college classes, why should we hold them back?”

Adam Lowe, National Expert in Dual-Credit Courses

“In 25 years, this dual-credit program has [become] so successful... that some think the state should...bring in greater numbers of low-income and minority students who could benefit the most from such a program.”

The Seattle Times Education lab

An ecosystem of ‘intermediaries’ provide a foundation for CCL by engaging stakeholders and developing research and policy recommendations

ONGOING EFFORTS

/ NOT EXHAUSTIVE

Role of intermediaries in CCL

Bring stakeholders together

- Serve as connection point for individuals and agencies involved

Develop policy recommendations

- Invest in research and strategy for potential policy or programmatic changes

Engage with programs indirectly

- Administer and fund specific student-facing programs

Deep dive

What is Washington STEM?



- Aims to match Washington youth with the thriving STEM economy in the state by increasing access, interest, and success
- Creates a “network of networks” to spread STEM best practices across the state
- Maintains an innovation team to incubate ideas for teaching and learning STEM education
- Focuses on passing legislative agenda that increase access to STEM and create pathways to high-demand careers

Dozens of efforts, both local and national



Source: WA STEM website; GeekWire; Steering Committee Interviews

“STEM is everywhere – agriculture, aerospace and technology just to name a few favorite Washington industries – and should be for everyone...[WA state] has all the right ingredients to be a leader in universal STEM education and preparing a diverse and world-class workforce, and we won’t rest at Washington STEM until that is a reality.”

Caroline King, CEO of Washington STEM

“We said, we need to do something different, to think outside of district policies and have some collective approach to graduating more of our students, particularly our students of color.”

Tafona Ervin, Director of Collective Action for Foundation of Tacoma Students

Vision: Our stakeholders are not aligned on (or collectively working toward) a shared, well-understood, long-term vision



CHALLENGES

Educators

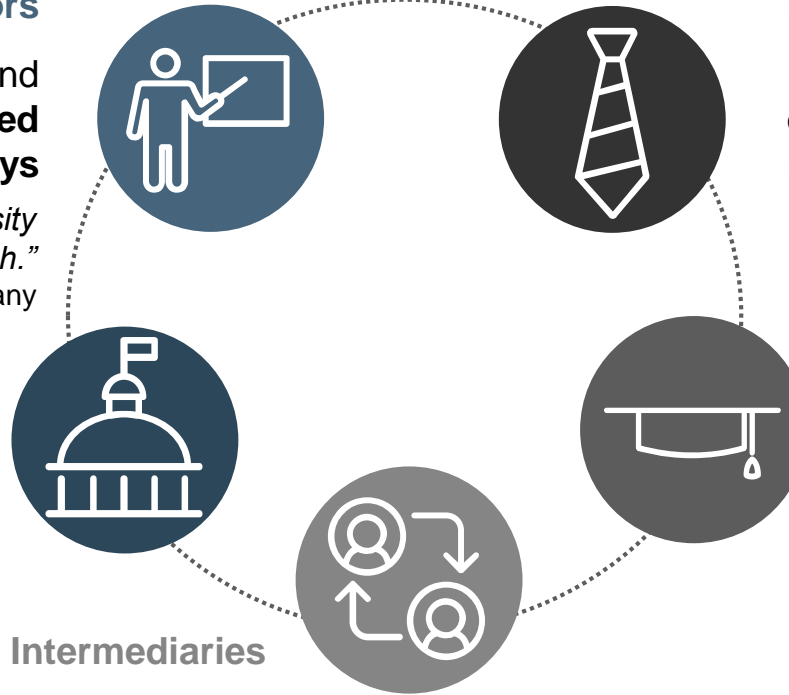
Measure success of students and educators on **traditional metrics, focused on traditional pathways**

“Educators are measured based on university readiness- everything is to push to a 4 year path.”
Executive, Technology Company

Government

Operates in **organizational siloes** when creating legislation, policy, and funding awards

“Groups are working individually because the convening mechanism to pull those groups together is missing.”
Leader, Philanthropy



Intermediaries

Operate independently to drive individual programming efforts forward

“There are many individual orgs working on their own efforts. People may say they’re aligned to a state-wide solution but will revert to their own method of program they’ve been developing instead.”
Executive, Industry Association

Employers

Fill many roles by **importing talent from outside WA or finding experienced hires**, rather than investing in the WA talent pipeline

“Right now, a lot of companies hire from out of state. We should be able to fill more roles locally.”
Executive, Life Sciences Company

Students

Are educated about and choose traditional paths, with majority of students not attaining post-secondary education

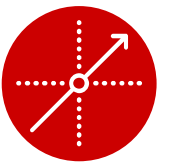
“If you’re a student in WA, the 2 and 4 year pathways are clear – the classes to take, the test, the application. The steps are clear.”
Leader, Education Association

“There’s a perception in the community at large that apprenticeships are a second tier approach for jobs, that it’s subpar to going to college.”
Executive, Technology Company



How can we bring stakeholders together around a shared vision?

Scale: There are aspects of the current career-connected learning ecosystem preventing us from reaching more students / families / employers



CHALLENGES

Barrier to scale

Existing infrastructure not leveraged across programs

Program solutions not always repeatable, particularly across different WA regions

Funding model doesn't incentivize growth

Impact

- New programs expend effort and lose momentum 're-inventing the wheel'
- Programs do not always share learnings and/or resources
- Regional employers build point solutions, even when there are opportunities to build once, then scale statewide
- Rural students have a narrower set of opportunities
- Current funding model (e.g., credit/completion targets for community colleges) doesn't move stakeholders to the right outcomes, and becomes a roadblock for growth

How it manifests

*"We need to **think about this as a system** – if we think about it only with the lens of individual programs, we will never scale."*
Executive, Non-profit

*"There are individual efforts all over the state, but they don't build on what the others have already started... We need to **tap into existing support systems** to accelerate."*
Executive, Healthcare Company

*"The economy in Seattle is not the economy on the east side of Washington... if all the apprenticeships are in Seattle, **we are missing the mark.**"*
Executive, Healthcare Company

*"We have to **figure out a different model** for kids who aren't close to skill centers."*
Leader, Education Association

*"There are huge **negative funding implications** when we have students learning **outside a traditional classroom**. We take a hit straight to our budgets"*
Leader, Education Association

Coordination: We lack coordination across programs, at regional and state level, to make career-connected learning more effective in Washington

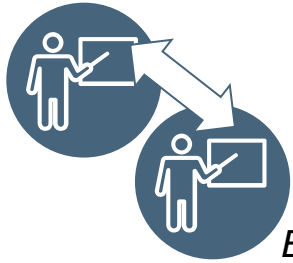


CHALLENGES

/ NOT EXHAUSTIVE

A few examples of stakeholder coordination challenges surfaced so far...

Educator

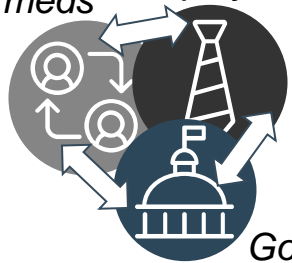


Credit transferability among educational institutions is too complex: Dozens of transfer agreements between community colleges and 4-year universities negotiated individually, creating a web of policies for students to navigate.

“Every community college in WA has a different equivalency guide set up with the University of Washington. Why can’t we streamline to one?”

Leader, Education Association

Intermeds Employer

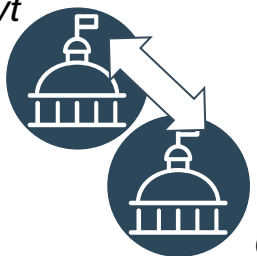


Employers missing a clear, simple way to engage in the ecosystem: Some employers are inundated by disjointed requests for supports from all angles, and others struggle to identify the right path to engage.

“Once employers express an interest, they’re inundated – there’s no coordinated approach.”

Executive, Construction Company

Govt



Lack of clarity around ownership or decision rights: Even when solutions to critical barriers are identified, efforts are diluted when it the responsible party isn’t clearly identified and given the right decision authority.

“Efforts are too diluted across various initiatives across agencies – I think there are too many levers are being pulled at once.”

Executive, Healthcare company

Source: Steering Committee interviews

Perception: There are cultural barriers preventing further adoption of career-connected learning



CHALLENGES

The challenge

Cultural resistance to prioritizing pathways beyond standard 4-year college track

*“Perception is that **apprenticeships are a second-tier approach**, that they are subpar, don’t lead to good jobs, or prevent students from going to college.”*

Executive, Technology Company

*“In Switzerland, we make it clear that **apprenticeships are not a dead end** – many still go to college afterward, or immediately go into a good career.”*

Leader, Swiss Industry Association

What good looks like

- **Multiple paths** to high quality jobs with ability to shift between – no tracks, fully permeable
- **Community understands and promotes variety** in pathways to reach employment or further education



How can we shift mindsets?

Limited sense of collective responsibility among employers for state talent pool

*“We are a state of rugged individualists... but we need to learn to take on **collective initiatives**.”*

Executive, Industry Association

*“The Swiss model is community-based... and **cost is shared by the entire community**.”*

Leader, Industry Association

- Employers see their role as **preparing a workforce for the state and industry**, not just for their own talent pipeline
- Students learn a set of skills that are **portable across industries**



How can we find a more collective approach?

To create an achievable strategic plan, we must start with a clear, unified vision that resonates across agencies and stakeholders

Vision
Focus for today



Long term articulation of principles, values, and core capabilities

Ambition



Medium term definition of objectives and success – a clear destination

Strategic Plan



Short term choices and activities to arrive at our destination

A unified vision isn't trivial:

- There are several ways to define our big objective – we hear different versions (e.g., “100K students” in 5 years or closing the “70%” gap)
- To make progress, we need a **shared understanding of our purpose** across stakeholders, actors, and the various agencies involved
- Our job today is to **produce a shared understanding of our purpose** that can serve as a critical input to the ambition and strategic plan for career-connected learning in Washington



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EQUITY POLICY AND STRATEGIC PLANNING CONSIDERATIONS

Equity in Strategic Planning

To keep equity at the forefront of our strategic planning process – guiding principles recommended by SBE’s Equity Committee are:

1. Embed equity in all elements of our strategic plan, not as a stand-alone.
2. Ask “How will we tend to historically marginalized students in each of our strategic priorities?”
3. Use our equity lens tool – the questions in it – to drive our formulation of the new strategic plan, not as a check once strategies are developed.
4. Agree in advance that each Board member will speak up if s/he sees the Board veer off track from our equity statement and/or lens.
5. Stay focused on input that affects the output. Opportunity gap. vs. Achievement gap; there is a correlation, perhaps a causal relationship. The Equity Committee is viewing “educational equity” as an input, a systemic input.
6. Be explicit about how we will choose what to operationalize in our strategic plan.
7. Be aware of how intentionality of policy is lost in implementation. Ask “How this impacts?” the organizations that implement policy and law.
8. “Confront the brutal facts,” e.g., composition of SBE’s Board, disparate academic and discipline data for marginalized student groups, parameters of SBE’s purview, etc.

Equity Convening

For at least a year, some Board members and staff have considered hosting an equity summit. The Equity Committee proposes to the full Board that SBE host an “Educational Equity Policy Summit” sometime in late fall 2018, in partnership with EOGOAC and others.

The target audience would be state level policymakers and other individuals and entities that can impact and develop state level education policy, e.g., legislators (particularly leadership and members of the education committees), the Governor’s Office, EOGOAC, institutions of higher education, state level education boards and commissions, and OSPI.

The intended outcomes of this summit would be a common definition/understanding of “educational equity” and a piece of state wide legislation or policy that directly contributes to *‘eliminating the predictability and disproportionality in student achievement outcomes by race, ethnicity and socioeconomic conditions’* as stated in the SBE Equity Statement of Intent. An important measurement of success in this goal will be the successful repeal of I-200.



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Potential summit agenda items include determining common definitions of words and terms, including “educational equity,” “opportunity gap” and “achievement gap.”

Next steps in this process are:

- To present this idea to the entire Board at our May meeting and verify broader support for this summit.
- To begin looking for a facilitator or speakers for the day.
- To create a list of invitees.
- To begin creating an agenda.

Equity Statement and Equity Lens

Equity Committee members will continue to vet the Equity Statement of Intent with peers and keep track of suggestions for improvement. The Equity Committee intends to bring SBE’s Equity Statement back to the full Board at the January 2019 meeting for modifications and changes as we learn and continue to grow in the process of attaining educational equity.

Staff and Equity Committee members continue to share the Equity Lens and obtain input from key partners, and it will be updated as needed.

If you have questions regarding this memo, please contact Kaaren Heikes at kaaren.heikes@k12.wa.us.