Profile of a Graduate in Washington State

A Report on Student and Family Perspectives, August 2021

Prepared by The Athena Group for the Washington State Board of Education and the Mastery-based Learning Workgroup

The Washington State **BOARD OF EDUCATION**

Mastery-based Learning in Washington State

THE **Athena** GROUP

Table of Contents

Executive Summary

Project Overview

Following passage of ESSHB 1599 in 2019, the Washington State Board of Education (SBE) has been working with a state-level work group, local communities, and others to develop recommendations for integrating a Mastery-based Learning approach into Washington's education system. A report was produced in 2020 with a series of recommendations aimed at harnessing this moment in time as "an opportunity to not only discover ways to address education during the coronavirus pandemic, but also to address the much longer standing pandemic of racism that has plagued our society and our school system" and developing a sustainable system that will reduce the opportunity and achievement gaps experienced now (Mastery-based Learning in Washington State Report Summary, 2020, p. 3).

The Washington State Legislature then directed the Mastery-based Learning Work Group to develop recommendations on what should be included in a Profile of a Graduate that could be applied to all graduates across all educational pathways to help students, their families, and the public understand the "multidisciplinary skills K–12 students should acquire by the time they graduate" (Mastery-based Learning Informational Sheet, 2021, p.1). SBE (who staffs the work group) is providing multiple opportunities for students, families, and others to provide input into the development of this Profile. The Athena Group was engaged to facilitate one of these sets of engagements in June-July 2021.

The Athena Group organized and facilitated a set of closed, confidential, small group discussions with students and their parents or other guardians across five affinity groups: people identifying as Black/African American (1); Asian American or Pacific Islander (2); Hispanic, Latina/o, or Mexican/Mexican-American (3); and Indigenous/Native American (4); and families with differently capable students (5). Athena developed an affinity group discussion template in consultation with the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), a focus group of trusted advocates affiliated with each affinity group, and a focus group of business leaders. Each facilitator modified the template as needed to fit the groups they each facilitated.

Recruiting and Participation

Recruiting was a significant challenge due to the time of year and short timeline in which these discussions were scheduled. Athena facilitators and other staff, along with Board of Education staff, went above and beyond to recruit participants, reaching more than 40 organizations statewide to help reach students and their families. At least 10 participants were confirmed to participate in each affinity group discussion, though the participation rate across groups was 42%. A follow-up survey that included major discussion questions and opportunities to participate in individual interviews were offered to gather additional input.

Discussion Design

Discussion templates included questions to clarify how participants thought of success in the future lives of students and how they viewed existing educational services to prime the

participants to review sample graduate profiles and suggest characteristics to be included in the Washington State Profile of a Graduate. To the extent that time allowed, participants were also invited to share information about community support that is needed and available now to help with these pursuits.

Major Success, Learning, Support Themes
Across all discussions, the importance of experiences related to race/racism, different abilities, desire for greater competence in working with different cultures and other differences, and resources to support mental health in light of inequities and life challenges stood out.

> *I know how to be a worker; I don't know as much how to enjoy life. People with a hard life have extra struggles and fewer resources and don't always know how to do this.*
> —Sentiment from Indigenous student when talking about profile characteristics and reflected in many other conversations on different topics and in different groups

Profile of a Graduate
Participants generally liked most profile characteristics that were presented to them. However, several are emphasized in the report because they were most frequently cited as desirable, or named as most important. They were:

- **Embraces diversity and is empathetic**, in support of success in living in diverse communities and working in diverse teams and organizations
- Is equipped with **independent life skills to effectively navigate life and systems** and make use of opportunities and resources to support the success they want
- Sustains wellness, especially related to emotional and mental health, with an emphasis on the **wellness of the whole human** that each student embodies
- Uses **critical thinking**, noted repeatedly as being *important for success in all aspects of life*

Other characteristics that showed up as being closely related to the major themes listed above are included with more detailed descriptions in the Profile of a Graduate section of this report. An additional set of characteristics noted as *most important* by one or only a few participants is given similar attention in that section because *emphasis* on the importance of characteristics in these small group conversations was viewed as at least as important as the *frequency* with which characteristics were noted. They include:

- Innovates
- Collaborates, works effectively on teams
- Is competent in Tribal culture and protocol
- Has strong work ethic
- Reads, writes, applies math to *solve real world problems*, a distinction that was important in these conversations in which formal learning is discussed as being important for success in all dimensions of life, not just the pursuit of post-secondary education and gainful employment

In sum, the characteristics that participating students and families wanted to see in Washington State's Profile of a Graduate support development of the whole human and take into account the different values, perspectives, experiences, and cultures that enliven schools everywhere. Removing the specific characteristic that had been mentioned in the following quote, which happened to be "teamwork", the underlying message of helping to develop a student for success in all dimensions of life comes through more clearly and seemed to be part of each recommendation.

> *It is extremely important for students to learn…[It] can be **applied in every aspect of our lives. At home, at school, and at work.***
> —Parent/guardian discussion group participant

Participant Messages
(OPEN-ENDED, UNPROMPTED)

Though invited to share openly at the end of each discussion, we begin this report with those open messages. The approach to this research centers student and family interests and experiences, so we treat their open messages as paramount.

Major Themes

Diversity (in culture, abilities, and learning), race/racism, culture/cultural competence, history, trust. All of these themes are related, aimed at assuring that the learning opportunities that are offered are inclusive of all students' cultures, needs, and all the different things that make each student unique. Specifically about IEPs though relevant to this broader sentiment as well, one parent said, "I don't want to explain that my kid matters." They want diverse teachers, teachers with diverse knowledge and experiences, and diverse learning opportunities, including learning about history from the many diverse perspectives that make up this country and globe. "Start teaching the teachers," one student said, and one parent asked, "Why can't anyone that is interested learn tribal history…?"

> *…never had a teacher that looked like us or of any color…*
> —Asian American students describing shared experience

> *Put the student at the center of the conversation, then we can get culturally competent.*
> —Black/African American parent/guardian

Life (contending with racism), mental health, support, teamwork. "Understand that kids are going through it." This statement from one student reflects comments from other students and parents that talked about the reality of many students' lives - facing interpersonal racism, inequities in resources between schools with mostly White students and those that are racially diverse, parents working multiple jobs or jobs during non-school hours, working themselves - and the toll taken on their mental health. An indigenous parent also noted Tribal youth falling behind starting in third grade. Many students and parents talked about need for more support, from peers, teachers, families, and the broader community, and they wanted to see that support start early, translating to better learning and safer schools and classrooms.

> *Students are not only going to school but are also taking care of their families…*
> —Black/African American student explaining need for support, flexibility

> *I need to go to see a mental health counselor that looks like me, understands…*
> —Asian American student

> *Teachers and parents, and the community work together as a unit…[starting] in Elementary.*
> —Parent of student with different abilities expressing desire for whole community approach to raising children

Other Themes

- Desire for high **expectations** coupled with Mastery-based Learning and for earlier Running Start and similar opportunities

- **Encouragement** from students to other students, "Step outside of your own community (branch-out), connect with others," "Gain self-respect," "Don't be afraid to take that next step, put your mind to it, try your thing," "Don't say can't to yourself; move forward"

- Desire for teachers to understand their **impact** on students, negatively and positively

- Wanting schools to teach more practical **life skills**, like doing their taxes

- Need for **transportation** to different schools **when the local school is failing** students

What is Success?

Groups and individuals treated this question a bit differently. Some shared personal stories, some talked about the role models, and others grappled with challenges facing young people today. What came through in the end was a diverse set of views on what success looks like for students in the future, with emphasis on four major themes: making an impact in the community, future tailored to interests, ability to live and thrive independently, and being connected to a community.

Major Themes

Community impact, contributions. From thinking about the lives of people like Henry Cavill, who played Superman, to observing the impact made by people like Noemi Duran, a Communities in Schools representative, students (and one parent) talked about success in terms of making an impact in their communities, on others' lives. They expressed desire to make people in their communities happy, encourage others, provide resources, bridge language gaps, and build a sense of peace for themselves and the world.

> *Advocating with vulnerable populations and working one on one with people to better their lives through medicine and social work.*
> —Vision of success for the future by one Asian American student

Interests, inspiration, meeting goals. Students talked about being inspired by teachers and others and wanting to inspire others when they are older, and some parents talked about wanting to see their children inspired. Parents and students alike talked about a variety of student interests (fishing, nature, owning a restaurant, dancing, singing, language, history, culture, community, physics, traveling); no matter the specifics, they talked about building on student interests and helping them to create and pursue a vision for the future based on those interests. Some spoke about success as meeting one's goals, generally.

> *He dreams of owning a restaurant where people fish for their dinner.*
> —Parent of student with different abilities talking about working with students' passions and helping them create and pursue their vision for their future

Independence, prepared, strength, confidence, character. These related themes were most commonly shared by students and parents of students who are differently capable, though

each group touched on them a bit. They talked about taking care of themselves, daring to be selfish, and being prepared to do so, being strong and confident as a result. Misty Diaz, who lives with Spina Bifida, was named as a role model.

> *I want to figure out life without my parents.*
> —Student with different abilities

Community, support, family, connections, relationships. Being a part of community was discussed in most groups as a way of looking at success. Less frequently, but closely related, they also talked about being supported, having a family and friends, and generally being connected to others, especially as equals, as signs of success.

> *Every child can be smart when given the right resources.*
> —Asian American parent/guardian talking about the value of support

Other Success Themes

- **Great jobs/careers, great pay/benefits, strong academics** - noted primarily by Black/African American and Asian American parents
- Having **choice/options that aren't limited by personal identity or disability status**
- Being able to **travel** and being **adventurous**.
- Good, **culturally competent communication skills** and **ability to operate in diverse environments**
- Being **happy, healthy, safe, kind, nice**

> *I want my student to definitely have a better life than I did, surrounded by love and have a strong foundation. I want them to understand how important their education is so they can have a good job with great pay, always making time for their family and time for themselves for hobbies and such.*
> —Multicultural parent/guardian (Black/African American, Indigenous, Asian American)

Great Learning Experiences
(AND NOT)

Learning experiences - good or bad - weren't major discussion points for most groups, but when they did talk about it, participants talked about actual experiences as well as experiences they want and don't want in order to promote better learning.

Major Themes - Great Learning

Experience, context, consequences, life skills. Every group touched on the value of learning through experience, whether a good experience or not. Learning about handling emotions and other life skills, appeared to be an important part of this experiential learning. For instance, one student talked about learning about her own personal power when a friend casually used a highly offensive word. Several parents of students with different abilities shared stories of experiential learning from riding the bus on their own to participating in the Special Olympics to learning "the hard way" about being careful with money. The Highline Big Picture School, which emphasizes experiential and contextual learning, was identified as a great example in one conversation with Black parents, and several students and parents talked about learning in the natural environment, with one student noting, "Being outside can help heal from past wounds."

> *I used to get offended when people didn't say please or thank you…I yelled at [a girl] and got in trouble for it. [I learned] it's not right to act better than others.*
>
> —Student with different abilities

Cultural learning and competence, global perspectives, representation/connection, honesty. These related themes emerged in conversation in terms of what participants want rather than through stories of actual learning experiences, and they were most prominent in conversations with Black/African American and Indigenous parents. They expressed desire for more culturally competent and inclusive curricula, addressing global cultures and perspectives as well as learning about Tribal cultures, traditions, law, policy, and history. Truth in history, meaning history that isn't told only from dominant group perspectives, was also expressed as a strong desire from a few students. Several participants also wanted to see more multicultural representation among teachers, administrators, and counselors/social workers, wanting their children to be able to see themselves in those that lead them.

> *Teach the TRUTH, especially in History.*
>
> —Hispanic/Latino student

Resources, support. Participants talked about the need to have adequate funding and other resources school programming as well as greater support systems in the schools, like counselors, mentors (including peer-to-peer), and advocates for "people who can't speak for themselves". Parents of differently capable students emphasized a need to focus on student strengths and abilities rather than disabilities. Students felt supported when guided with **compassion**, **empathy**, **kindness**, **inclusivity**, **open-mindedness**, and **love**.

> *My daughter…She said the way things are, she doesn't really feel that hopeful…I encourage her that she doesn't have to be like other people…to be herself and focus on her strengths.*
> —Parent/guardian of student with different abilities sharing COVID impacts, her daughter's IEP, and challenges her daughter faces that impact her sense of the future

Major Themes - Detrimental Learning

Racism, cultural insensitivity, ableism/separation. Participants did not focus on negative experiences, but when they did talk about it, they primarily talked about cultural insensitivity, ableism that isolates differently capable students, and racism both interpersonally and in the system. Both students of color and differently capable students talked about experiencing a kind of separation or isolation that has been detrimental to learning. For differently capable students, this showed up as being placed in separate classes. BIPOC students and some parents talked about inequities in resources in more racially diverse schools and need for communications about and access to resources to be more equitably shared.

Other Themes

- **Bullying**, the only other theme noted as harmful to learning; conversely, sense of **safety** as helpful
- Some students ready for leadership want more **trust and independence**, more room to try things their way
- **After-school** and **college readiness** programs, plus **small groups** and **team**-based learning
- Teachers that teach with **passion** and **excitement**
- **Full range of skills** - "soft skills", "hard skills", STEM, the basics - and **consistency** at the state level
- **Individual** attention to the **whole student** and **motivation** that speaks to them
- Expressive, visual, upbeat learning on **YouTube**

> *Teach with passion. It will be contagious to students, then students will have a passion for learning.*
> —Hispanic/Latino student

Profile of a Graduate
(*AS WE WANT TO SEE IT*)

All prior questions were intended to provide context for this question as well as to prime participants to think about what should be in the Washington State Profile of a Graduate. Additionally, facilitators shared samples of three actual examples as well as the list of characteristics that Washington State business leaders said they wanted to see in high school graduates, who may eventually be employees in their businesses/organizations.

Discussions in each student and parent/guardian group unfolded in different ways. For instance, parents of differently capable students delved deeply into reflections on each profile example, while Asian American parents had a lively conversation focused on the the list from business leaders. Additionally, absentees were invited to give feedback in individual interviews or an online survey, which produced lists instead of stories or narrative reflections that were shared in most discussion groups. Given these engagement differences as well as the small sample size, it's not possible to tease out significant differences in group perspectives.

What does seem clear is that participants generally liked all terms presented to them. As one parent said, "I want kids to have all these things." Additionally, a few characteristics were emphasized, stood out as most important, or were noted as missing, and a few were discouraged or noted as being too vague.

Emphasized Characteristics

Embraces diversity, equity, empathetic, respectful, anti-bullying. Embraces diversity was identified as a desirable characteristic more frequently than any other, and equity was specifically called out as missing or most important more frequently than any other and most broadly across the groups. Being empathetic was identified nearly as often, and similar suggestions were made, including being respectful, being kind and accepting of others, and actively anti-bullying.

> *There are a lot of great minds from different groups of people; if people aren't accepted, we miss out on those ideas.*
>
> —Hispanic/Latina parent/guardian

Independent life skills, self-advocacy/advocates to get needs met, empowerment/self-empowered, bravery, communication. All groups identified independent life skills as

important, and over the course of the full conversations, participants pointed to a wide variety of skills included in this set, from self-advocacy to managing personal finances.

> *If you don't advocate for yourself, you're not going to get your needs met.*
> —Parent/guardian of student with different abilities

Sustains wellness, manages stress, whole person, sense of self, growth, enjoys life, thriving. Building on the last set of themes, a set centered on wellness - with an emphasis on emotional and mental wellness - was another top theme, which extends beyond the traditional way of thinking about education systems and their purpose yet is more inclusive of the needs of many BIPOC community members. Empowerment and sense of self were identified as most important to two of the participants in one of the discussions with Black/African American parents - especially for students of color, they said. There were rich conversations in several groups about challenges for students of color: the stresses of facing racism on a daily basis; struggles at home for some, some of which may have been created as a result of trying to survive within racist systems; the discouragement from messages that they won't succeed; and the fear of even dreaming about one's future as a result.

> *I know how to be a worker; I don't know as much how to enjoy life. People with a hard life have extra struggles and fewer resources and don't always know how to do this.*
> —Indigenous student

Uses critical/analytical thinking, learner. This theme was touched on generally across groups. The first discussion with Black/African American students raised the importance of being able to think through situations to be able to handle all the things that come at them. A differently capable student was impressed with the critical thinking development he saw in the Mastery-based Learning video.

> *I like that they seem to be teaching how to think, not what to think.*
> —Student with different abilities

Innovation, adaptability. Black/African American students agreed that innovation was the most important characteristic to include in the profile because of the rapidly changing world we live in - and to make change. This is related to the importance of critical/analytical thinking. Additionally, a Latina parent/guardian felt that "innovation and adaptability" represent the "students' future".

> *Especially innovation!*
> —Black/African American student emphasizing that innovation should be included in Washington's Profile of a Graduate

Collaboration, teamwork, leadership, empowering others, communication. An Hispanic/Latina parent said teamwork is most important because it can be applied in every aspect of life: at home, at school, at work. An Asian American parent noted that the ability to work with culturally- and skill-diverse teams is important. Various groups shared similar sentiment when talking about success and desirable learning opportunities, and leadership, communications and the ability to empower others was connected to the concept of collaboration. Additionally, an Indigenous parent/guardian talked about being raised to have others solve problems for us, so being able to work together to solve problems is "huge in general," she said.

> *Teaching them leadership skills at an early age is very, very important to help them be successful in their careers later on.*
> —Black/African American parent/guardian

Tribal culture and protocol. The Indigenous group focused on this set of characteristics. Participants suggested that competencies include cultural values, traditional and ceremonial protocol, social protocol, laws and legal protocol. Competency in Indigenous spirituality and Native religion were also identified as important for graduates to understand in support of their ability to collaborate with Tribes in the future.

> *Each tribal group can decide what will or won't be taught in schools.*
> —Indigenous parent/guardian suggesting collaboration with local Tribal leaders to define educational content on local Tribal culture and protocols

Work ethic driven by interest. One participant talked about the importance of developing a good work ethic among students and emphasized that schools need to make education interesting for each student in order to get them to work for it.

> *It's all about interest...you have to make them want the education, then they'll work for it.*
> —Asian American parent

Reads, writes, applies math to solve real world problems. Reading, writing, and math - skills traditionally emphasized in schools - were identified as most important by participants in three groups. Application to real life was discussed as an important part of education on these topics. For instance, participants in one of the Black/African American discussion groups noted financial literacy as a desirable Profile characteristic. However, a participant in the Hispanic/Latinx student group pushed back on it, saying that not all math is applicable. "Math can be very specific and the business profile example is trying to generalize it," he said.

Less Favorable Characteristics (*for some*)

- Parents of differently capable students discouraged including **independent learning**. It would not be attainable for and inclusive of some students with different abilities, if not integrated with at least small group learning.

- Two groups talked about the "**global citizen**" characteristic as being too vague, broad, and difficult to understand, though they all indicated that they had a positive sense of the terms generally. An indigenous parent/guardian suggested that this competency could be thought of as understanding that this country is "one of many". Additionally, "how to be in a global world" and citizenship generally, including volunteering and voting, were identified as important to participants in one discussion with Black/African American parents. A scholar among the parents noted that research has shown that globalizing learning helps Black and Hispanic students do better in school.

- There was some disagreement about "**uses resources**". The Hispanic/Latinx student group said it is too vague, while other groups talked about how important this skill is in life - both identifying and being able to access and use resources. A related suggestion from a parent of a differently capable student was to include "safely and successfully (or effectively) navigates the community".

Characteristics Shared by Business Leaders

On June 9, representatives from Association of Washington Businesses and the Washington Roundtable gathered for a 90-minute discussion that included reviewing plans for the discussions with students and their parents/guardians and discussing what they wanted to see in a Washington State Profile of a Graduate. Following is the list that emerged from that discussion, offered here for ease of reference and comparison to student and parent/guardian preferences:

- Responsible, timely, understands workplace appropriateness
- Understands consequences to actions/choices
- Learns independently
- Coachable
- Lifelong learner
- Communicates effectively with different audiences
- Manages conflict
- Reads, writes, and applies math to solve real-life problems
- Applies learned concepts
- Recognizes personal skills and needs
- Advocates to get needs met
- Persistent
- Is ready for next step in learning (advanced education, technical education, on-the-job earning)

Community Support
(AVAILABLE NOW & NEEDED)

All but the groups focused on students with different abilities were able to at least briefly touch on community support that is available now and that is needed to support students in reaching the kind of success they envision. "Community" was defined broadly, including cultural community, community of residence, school, family, and any other way participants thought of community. Two major themes emerged across groups that talked about needed support, but comments on available support were shared by only one or two participants each.

Available Now - Collected Comments

- Several participants noted working with mentors - both **adult and peer mentors**, including adult scholars as mentors for one student, and one connected with a **Big Sister,** who "has helped our daughter in ways we weren't able to." For related themes, one student noted that he was able to get the **mental health** support he needed from someone who looks like him through **Asian Counseling & Referral Services**, and a student and a parent each noted help with **school and career counseling by school counselors and after-school programs**.

- Indigenous parents talked about resources for **collaborating with Tribes to build cultural competence**. They noted that a Tribe's education department had guided what would and wouldn't be taught in terms of Indigenous spirituality. They also noted schools and teachers showing interest in Native history and how to support students with cultural sensitivity.

- Other supports include: **city government** resources, programs for early **college credit**, **internships**, the **Transition Academy**, **outdoor programming** through GRuB, **sports and coaches**, and **housing resources**.

Needed - Major Themes

Mental health, mentors, encouragement. As shown in the word cloud at the top of the page, mental health was a major theme. The need for professional mental health support in schools was noted in all groups that discussed community support - students and parents alike. Other suggestions included: peer counselors for kids that don't want to talk to an adult, emphasis on therapy for men's mental health, having experiences in community with mentors, bring cultural leaders/volunteers into schools, and general encouragement for students and their families.

> *Not a counselor who only tells students what classes they should take, but a real certified mental health therapist who can help these kids navigate the world in which they live.*
> —Asian American parent regarding need for onsite mental health support

Resources for life skills and college and career readiness. Resources is a broad theme, capturing needs for better school funding to support broader programming, life skills development (such as cooking classes, basic car mechanics, budgeting, credit, loans, etc.), help for families to access stable housing, collaboration among teachers and others to ensure all know about available resources and opportunities, resource center for students and families to learn about and access a wide variety of resources (including activity/sports equipment, funds, cultural programming, small group support for studying), and expansion of college readiness support (like the AVID program) and counseling on other pathways.

> *Resources need to be advertised. Let communities know what is available. Most communities don't even know resources exist.*
> —Hispanic/Latino student

Equity. Though noted less frequently in relation to community support, equity was a continuing theme in some groups. Black/African American students talked about the need for equity in resources and opportunities across schools and more education on racism and its impact on students. They also talked about needing to encourage BIPOC students to participate in clubs and "develop the soft skills." Indigenous students also talked about the need for education on equity and that it isn't taught in their schools.

> *In White-majority schools, there are many opportunities. I wish there are the same opportunities in schools with more POC [People of Color]: school clubs; summer schools, careers, and counseling.*
> — Black/African American student

Needed - Other Themes

- More **bilingual teachers** needed
- Improve the **school culture** to support Mastery-based Learning, and develop a **unified vision of what a student should know** with parents and students
- **Experiential learning** at all levels, including the "kinds of programming that non-profits do that give kids experiences in middle school"
- Need **more flexibility** in high school for students who have to work

Research Methods and Participation

The Athena Group was engaged to facilitate closed, confidential, small group discussions with students and their parents or other guardians across five affinity groups: people identifying as Black/African American (1), Asian American or Pacific Islander (2), Hispanic or Latinx (3), and Indigenous/Native American (4) and families with differently capable students (5). Athena developed an affinity group discussion template in consultation with the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), a focus group of trusted advocates, and a focus group of business leaders. Each facilitator was assigned to work with affinity groups with which they are aligned and modified the template as needed to fit the groups they each facilitated.

Recruiting and Participation

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Originally, outreach to each affinity group was organized by "site" (geographic area). Participant location ended up being varied within each group due to challenges in recruiting and adjusting to a broader outreach plan. The following table offers a breakdown of confirmed pairs[1] of participants by affinity group, compared to actual counts of participating students and parents.

|	Confirmed Pairs	Participating Students	Participating Parents
Black/African American	11	3	6
Asian American/Pacific Islander	10	5	5
Hispanic/Latinx	11	4	1
Native American/Indigenous	12	6	8
Different Capable Students	11	3	6

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[1]"Pairs" refers to the fact that participants included students and one parent or guardian from that student's family. However, in some cases, a student signed up without a parent/guardian and vice versa. A minimum of 10 students and parents/guardians was sought and achieved for each affinity group, except in the Asian American/Pacific Islander group. Please also note that some of the pairs participated in more than one discussion group.

Demographic data were also collected from discussion registrations. The following charts summarize responses to registration form questions on household income and size as well as area codes from phone numbers to approximate geographic location, of those who participated and shared these data.

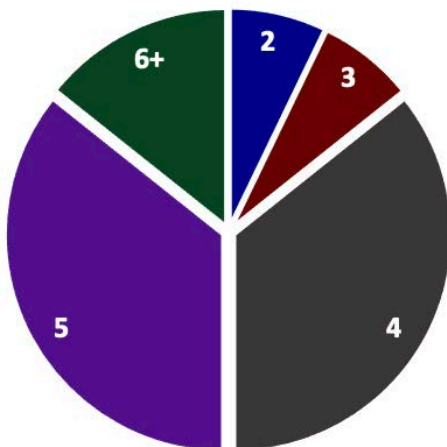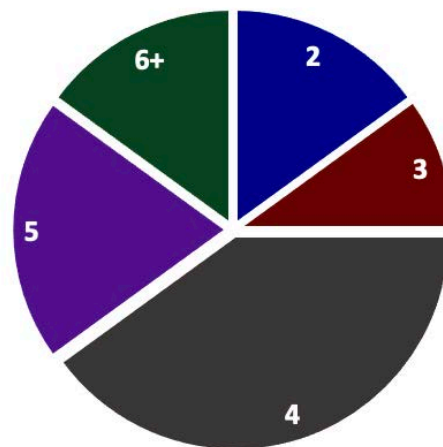### Household Income among Participating Students (n=9)
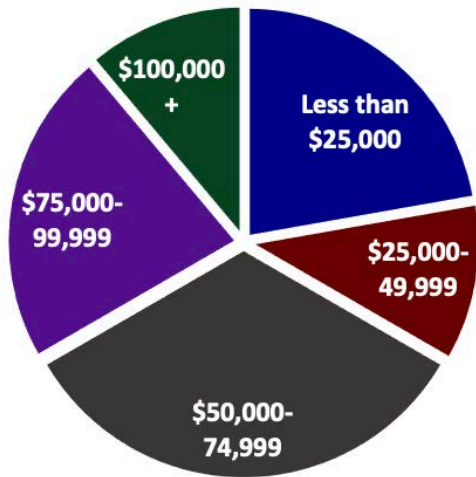
Household Income among Participating Parents/Guardians (n=16)
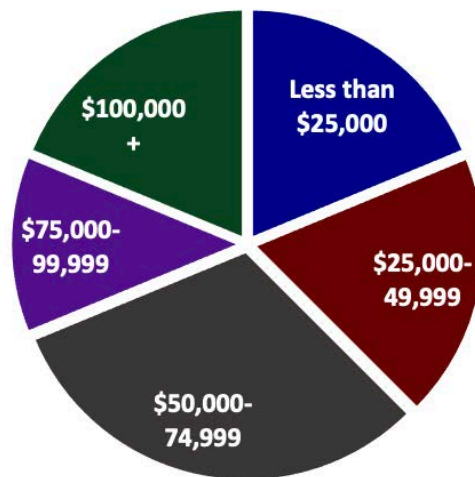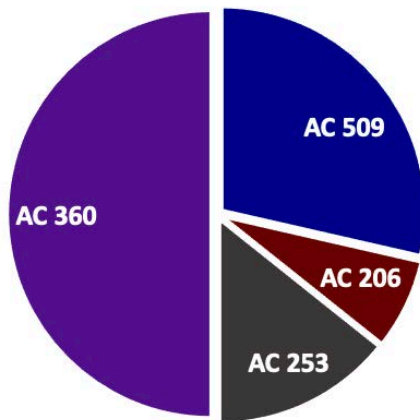

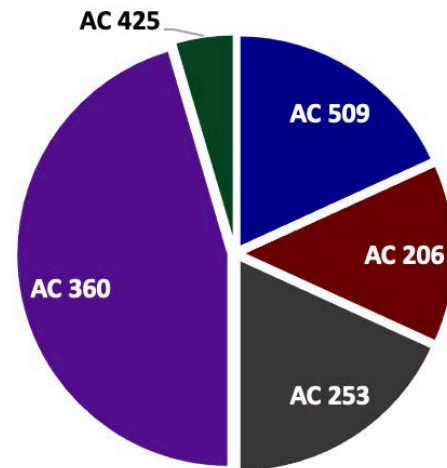### Household Size among Participating Students (n=14)

Household Size among Participating Parents/Guardians (n=20)

Area Codes for Participating Students (n=14)

Area Codes for Participating Parents/Guardians (n=22)

Additionally, data were collected on preferred language and any identified disabilities.

- **Language**: One student and one parent spoke Spanish primarily, and one student was bilingual in English and Spanish. All other participants spoke English as their primary language.
- **Disabilities** among students that participated or were represented in parent/guardian discussions included:
  - Autism (4)
  - Dyslexia and ADHD (1)
  - Spina Bifida (1)
  - Down Syndrome (1)
  - Hearing, vision, cognitive (1)
  - Social anxiety (1)
  - Not specified (1)

Discussion Design

Discussion templates included questions to clarify how participants thought of success in the future lives of students and how they viewed existing educational services to prime the participants to review sample graduate profiles and suggest characteristics to be included in the Washington State Profile of a Graduate. To the extent that time allowed, participants were also invited to share information about community support that is needed and available now to help with these pursuits.

Facilitators either took notes on slides or on a separate document. These were used as first-level data sources for reporting, and discussions were recorded and used for accuracy in reporting and for capturing quotes. Recordings are to remain confidential and will be destroyed following acceptance of this report.

Limitations to Interpretation of Results

Focus group research by its nature, unless randomly sampled and administered across a vastly larger sample size, cannot be generalized to the broader population. This means that one cannot read this report and say that, for instance, African American families in Washington State tended to have a certain opinion. Findings are attributable only to those individuals who participated in the discussions. This report offers a glimpse into the hearts and minds of those individuals, who happen to be affiliated with one or more of the affinity groups gathered for these discussions. It is possible that some input would be shared across all groups if tested in a large sample size (such as in a random sample, statewide survey), and some may be significant for some groups more than others. It is not possible to arrive at those conclusions from the input in these discussions alone.

Profile Examples Included in Student and Parent/Guardian Discussions

Portrait of a Graduate

Creativity & Innovation · Empathy · Independent Life Skills · Global Citizens · Critical/Analytical Thinking · Learner's Mindset · Communication & Collaboration · Adaptability & Resourcefulness

Snoqualmie Valley School District

Engaging and Empowering All Learners

Educating all Snoqualmie Valley children for college, career, and citizenship.

Creativity & Innovation
Demonstrates originality, imagination, and new ways of thinking about things. Translates original and inventive thinking into viable solutions.

Empathy
Demonstrates awareness, sensitivity, concern, and respect to connect with others' feelings, opinions, experiences, and culture.

Independent Life Skills
Leverages time management skills, organizational techniques, work ethic, and financial literacy to live independently and accomplish goals.

Global Citizens
Values and embraces diverse cultures and unique perspectives through mutual respect, open dialogue, and civic responsibility.

Critical/Analytical Thinking
Applies disciplined thinking that is clear, rational, open-minded, and informed by evidence.

Learner's Mindset
Embraces curiosity to experience new ideas and possesses the desire to learn, unlearn, and relearn.

Communication & Collaboration
Articulates thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and context. Honors and leverages others' strengths to build collective commitment and action.

Adaptability & Resourcefulness
Works effectively in a climate of ambiguity and changing priorities. Accesses, selects, and uses resources efficiently and wisely to achieve success.

COMPETENCIES FOR THE PROFILE OF A SOUTH CAROLINA GRADUATE

USE SOURCES
I can engage with diverse sources of information.

DESIGN SOLUTIONS
I can engage in a systematic design process, independently and with others.

REASON QUANTITATIVELY
I can think and solve problems like a mathematician.

NAVIGATE CONFLICT
I can contribute toward healthy dynamics between individuals and among communities.

LEAD TEAMS
I can lead teams of diverse individuals for a range of purposes.

SUSTAIN WELLNESS
I can support my own physical, emotional, and social health.

LEAD INQUIRY
I can frame questions and organize an investigative process.

EXPRESS IDEAS
I can clearly and effectively express my ideas, in written and oral form, for particular purposes and audiences.

READ CRITICALLY
I can make meaning of, engage with, and critique diverse forms of media.

LEARN INDEPENDENTLY
I can apply metacognitive, behavioral, and motivational skill-sets.

DEVELOP NETWORKS
I can initiate relationships with diverse individuals and networks for a purpose.

ENGAGE AS A CITIZEN
I can demonstrate citizenship to improve my community and country for myself and for others.

https://ed.sc.gov/instruction/personalized-learning/competency-based-education   SEPT 2018

A GLENBARD GRADUATE
IS SELF-EMPOWERED
COMMUNICATES
THINKS CRITICALLY
EMBRACES DIVERSITY
CREATES
COLLABORATES