



THE WASHINGTON STATE BOARD OF EDUCATION

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

July 11-13, 2017
Spokane Convention Center
334 W Spokane Falls Boulevard
Spokane, WA 99210

Meeting Minutes for the Washington State Board of Education (SBE)

Tuesday, July 11

Members Attending: Acting Chair Kevin Lavery, Ms. Connie Fletcher, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Joe Hofman, Ms. Patty Wood, Mr. Jeff Estes, Dr. Alan Burke, Mr. Ryan Brault, Ms. Janis Avery, Mr. Ricardo Sanchez and Mr. Peter Maier J.D. (12)

Members Absent: Ms. Holly Koon, Ms. Lindsey Salinas, Ms. Mona Bailey, and Mr. Chris Reykdal (4)

Staff Attending: Mr. Ben Rarick, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Tamara Jensen, Ms. Alissa Muller, Ms. Kaaren Heikes and Ms. Denise Ross (8)

Panelists: Ms. Amy Bragdon, Mr. Daniel Fredericksen, Mr. Kyle Mangum, Ms. Grace Rowe, and Ms. Jasmine Pacheco (5)

The community forum began at 5:45 p.m. and Vice Chair Lavery thanked attendees for participating in the Board's third forum focused on multi-cultural perspectives of career readiness. Mr. Rarick talked about the Board's outreach efforts and their work on career readiness. He introduced the Board's facilitator and former board member, Ms. Bragdon.

Ms. Bragdon introduced student panelists, Mr. Fredericksen, Mr. Mangum, Ms. Rowe and Ms. Pacheco. All four students were currently or formerly residents of the Hutton Settlement Children's Home in Spokane. She asked each student to share what their biggest barriers were in finishing high school education, who influences them, if students understand what career ready and college readiness means and what advice they would give college and high school professionals.

Participants were divided into small groups and Ms. Bragdon asked each group to discuss the following:

1. What helped them or their child be prepared for life after high school;
2. Barriers in high school for students of color to become college ready; and
3. Best practices for improving high school career readiness for students.

Each group summarized their comments and shared with the room.

Mr. Rarick told participants that their feedback will be used in a Board report in the fall that will help create policies to support student transitions.

The forum adjourned at 7:30 p.m. No action was taken by board members.

Wednesday, July 12

Members Attending: Vice Chair Kevin Lavery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Mr. Chris Reykdal, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Joe Hofman, Ms. Janis Avery, Mr. Ricardo Sanchez, Mr. Ryan Brault, Dr. Alan Burke, Ms. Patty Wood, and Ms. Lindsey Salinas (15)

Members Absent: Ms. Holly Koon (1)

Staff Attending: Mr. Ben Rarick, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller and Ms. Denise Ross (9)

CALL TO ORDER

Acting Chair Lavery called the regular bi-monthly meeting of the Washington State Board of Education to order at 8:02 a.m.

Acting Chair Lavery administered the oath of office for Mr. Joe Hofman.

Motion made by Member Jennings to approve the Consent Agenda.

Motion seconded.

Motion carried.

Dr. Linda McDermott thanked board members for their policy work in education and welcomed them to Spokane. Their district is focusing on the policy changes that resulted from the recently passed state biennium budget. They are concerned that the capital budget hasn't passed yet because the district relies heavily on its funding. Spokane Public Schools just completed a few renovations on some district schools and plans to begin more renovations in the fall.

EXECUTIVE SESSION

Acting Chair Lavery adjourned the open session at 8:08 a.m. for the purpose of collecting the performance evaluation forms for the Executive Director. He reconvened the Board meeting from Executive Session at 8:20 a.m.

EXECUTIVE DIRECTOR UPDATE

Mr. Ben Rarick, Executive Director

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Alissa Muller, Communications Coordinator

Ms. Amy Bragdon, Facilitator/Community Advisor, Hagan Foundation

Mr. Rarick provided an overview of the alignment between the meeting agenda topics and the Board's strategic plan.

Ms. Heikes presented the proposed amendments to Chapter 180-19 regarding SBE's duties related to charter schools. An additional section to the Chapter had been added since the Board last reviewed the amendments regarding petitions to transfer charter contracts. Ms. Heikes stated the additional section would instruct that if a public school charter school, or its authorizer, submits a petition to the SBE to transfer its contract and that transfer would entail a relocation to a different school district, that they would also be required to submit a copy of the petition to that district where they are proposing to reside. The Board was asked to take action on adopting the changes during business items on Thursday.

Mr. Rarick reminded the Board that the annual Executive Committee election will take place at the September meeting. Member Jennings is this year's Nominations Lead and members may submit their nominations to her electronically prior to the election.

Ms. Muller summarized the attendance at the last three community forums. The reoccurring themes have been about making sure students have access to resources, having mentors that mirror them and being more informed about how to pay for college. Ms. Bragdon presented on the programs and services that make the Hutton Settlement successful and how the student panelists have faced significant personal obstacles at an early age.

Ms. Drake reported that staff have submitted an application for the National Association of State Boards of Education's (NASBE) Deeper Learning Grant, which is one year in length and would overlap by half a year with the previous Deeper Learning grant. The grant requires collaboration with NASBE to help them develop and pilot a standards-based policy audit process and toolkit. The process and toolkit may help the Board strategically plan and identify next steps on equity and career readiness work. Ms. Drake stated the Board will be asked to take action on approving the memorandum with NASBE during business items on Thursday.

Ms. Drake reported that the Board will be asked to take action on approving the list of private schools on Thursday during business items. She noted the list was relatively short and there are no issues that have been raised by the Office of Superintendent of Public Instruction.

Mr. Rarick reminded the Board of the statutory obligations of OSPI to report to the Board on the status of the Required Action Districts twice a year. At the May meeting, the Board heard from Soap Lake School District because of their unique status as a continuing Required Action District and OSPI has provided a full report of all Required Action Districts schools in the packet for members to review.

PRESENTATION OF EVERY STUDENT SUCCEEDS ACT (ESSA) CONSOLIDATED PLAN DRAFT BY SUPERINTENDENT CHRIS REYDKAL

Dr. Michaela Miller, Deputy Superintendent, OSPI

Dr. Deb Came, Assistant Superintendent, Assessment and Student Information, OSPI

Mr. Chris Reykdal, State Superintendent, OSPI

Superintendent Reykdal talked about OSPI's progress towards finalizing the state plan and the reasons for delaying the submission when he first came into office as the State Superintendent.

Dr. Miller presented on the requirements of the following principles of the ESSA plan:

- Measures for ELA and math proficiency rate
- Science requirements

- Long-term goals
- Assessment participation rate requirement
- Static displays of the OSPI report card and Achievement Index
- Achievement Index Tiers

Dr. Miller presented on the long-term goals of other states.

Dr. Came summarized the following information from the June 20 special Board meeting:

- Framework of the multiple Index measures
- How schools will be identified
- Index Dashboard mockup

Members discussed the following:

- The value of the dual credit measure
- Behavior changes needed to decrease chronic absenteeism
- Importance of relationships and culture in schools
- Implementing Next Generation Science Standards
- Ability to compare data of schools
- The significant changes between the current Index and the proposed model
- Funding allocations for schools identified for Comprehensive and Target support
- Consequences of not meeting long-term goals under ESSA law

BOARD DISCUSSION ON THE ACHIEVEMENT INDEX

Members discussed the following:

- How the Board can provide input before the submission of the plan
- Finding out why students are chronically absent
- Accountability for early learning proficiency
- Being cautious about how schools are identified and providing equitable funding allocation
- Benefit of removing the Targeted Subgroup from the summative score
- The starting points for weights based on the indicators available for a school

PUBLIC COMMENT

Mr. Jim Kowalkowski, Davenport School District

Mr. Kowalkowski encouraged the Board to continue asking if access to dual credit programs is equitable. He asked that districts aren't punished for having minimal or no dual credit offerings due to lack of resources and capacity. Mr. Kowalkowski is concerned that no current statutes exist that require districts to offer dual credit, but it's a measure for the Index. The current Index also has some challenges and issues regarding the scoring of dual credits. He is also concerned about the chronic absenteeism measure and districts being punished for students absent on school-related activities, health issues, religious purposes, or closures due to the weather. Mr. Kowalkowski asked the Board to consider the equity of some students being exempt from the chronic absenteeism requirement and other students not.

Ms. Cindy McMullen, Central Valley School District Board Member

Ms. McMullen thanked the Board for their consideration of the additional language requiring

notification to a school district when a charter school is requesting to move into their boundaries due to a contract transfer request with the SBE. She asked to add an additional sentence into the rules that requires the SBE send notification to the receiving district that an application has been made and the date the Board will be considering the decision. McMullen feels that including all schools in the summative score for the Achievement Index is the fair way to do it and that if a school has one or two struggling groups, that they would be included in their School Improvement Plan.

Ms. Wendy Rader-Konofalski, Washington Education Association

Ms. Rader-Konofalski noted the NASBE Deeper Learning Grant requirements appear to be work that is not likely to occur in board meetings or in visiting other states. The Board will need to involve community members and educators in the front end of the process. She asked the Board to please consider adding collaboration with educators and community into the Board's plans with the grant requirements.

PANELS ON PROPOSED CHANGES TO THE DRAFT ESSA CONSOLIDATED PLAN

Panel #1

Ms. Annabel Quintero, Education Program Manager, OneAmerica

Mr. Brian Jeffries, Policy Director, Washington Roundtable/Partnership for Learning

Mr. Dave Powell, Government Affairs Director, Stand for Children-Washington

Ms. Julia Warth, Assistant Director, Policy and Government Relations, League of Education Voters

Ms. Sharonne Navas, Co-Founder and Executive Director, Equity in Education Coalition

Mr. Steve Smith, Executive Director, Black Education Strategy Roundtable

Mr. Jeffries stated the Board has statutory authority to set the Achievement Index and long-term goals and that there is very little time left to have discussions regarding them. His hope is that the submission of the ESSA Plan will include broad and nonspecific information related to the Index so that the Board will have the time necessary to make the modifications to the Index.

Mr. Powell reported that Stand for Children is pleased with the additional measures recommended for the Index with the dual credit measure, 9th grade on-track, and chronic absenteeism. All of these measures have a strong research base that shows how each impacts student performance. He encouraged the Board to pay attention to how the different measures are defined. There is a need to determine what types of absences would be a benefit to students and which would result in negative outcomes. Mr. Powell is concerned about the ELL progress measure, as it is not ambitious and it could take a student far too many years to progress to the highest achievement levels. There are advantages and disadvantages the further you extend the high school graduation timeline out, and he asked the Board to think about how a balance can be reached that supports students needing more time to graduate, but also encourages students to move through the system as quickly as possible.

Mr. Smith spoken about the importance of making sure students are graduating with meaningful diplomas. The 9th grade on-track indicator is important, but it's also too late for evaluating if a student is on-track to graduate. The ESSA plan has good indicators, but there is still a lot of work that needs to be done to ensure students are getting a solid education. The summative score is problematic because it favors some groups and disadvantages others.

Ms. Quintero presented on OneAmerica's collaboration with OSPI regarding the state consolidated plan. She stated that community needs to be involved at the school level and the state level. She'd like to see a way to systemize community engagement, especially with continued school improvement plans. Many

times a school improvement plan is approved by one member of the Parent Teacher Association and those members may not be a representative of the school community. She asked the Board how a systemized process can be created where districts have to provide an intervention plan and suggested it as a possible indicator in the Index.

Ms. Navas shared her concern about the participants chosen to be part of the Accountability System Workgroup (ASW). There was a lack of people of color and parents were not invited to participate. As a member of the group, she had suggested a racial equity assessment to OSPI, though it had not been accepted. Ms. Navas felt that a plan is being set up without a racial equity lens and that some decisions by the ASW were made on what worked best for systems and adults instead of what benefits every child.

Ms. Warth stated that if the summative score is going to be used to determine whether schools get support, it should be made public and easily accessible. The tiers should clearly state what they mean so parents and families can understand, and should point out what responsibility the state has to those schools due to their tier label. It's critical that community, parents, and schools be involved in the planning process at the beginning of a school improvement plan.

Panel #2

Ms. Sally McNair, National/State Education Policy Implementation Coordinator, Washington Education Association

Mr. Dave Larson, Tukwila School District School Director, Washington State School Directors Association (via videoconference)

Dr. Bill Keim, Executive Director, Washington Association of School Administrators

Ms. Robin Davis, Association of Washington School Principals

Ms. McNair stated she was pleased to see non-academic indicators being included in the state plan and she'd like to see a focus on opportunities and inputs as opposed to outcomes. She hopes there is sensitivity in the long-term goals for the English Language Learners subgroup whom will probably not score 100 percent on that measure. Allowing schools to have a fixed threshold will allow schools a chance to see if they're making progress. She is concerned that school improvement is hard work that requires resources, takes time to build relationships, and requires strong leadership. Ms. McNair feels there is a need to do better at leadership development for teachers and principals and this requires an investment from the state.

Dr. Keim shared the frustration among the teaching profession about the outcomes from the No Child Left Behind Act. He likes the mockup that displays the relationship between the summative score and the other factors, but he is concerned about a summative score that others will turn into a letter grade. Dr. Keim felt the current accountability system unfairly labels schools and he's concerned about moving forward with the other indicators that are all highly correlated with poverty.

Ms. Davis felt we need to support the teachers and principals that are trying to turn their failing schools around. Recruiting people of color to go into the teaching profession and moving them up into higher leadership is essential. It's difficult to build relationships when the principal and teachers don't look like the students they are serving.

Mr. Larson stated a look at equity and the entire educational system is needed. The accountability system is primarily focused on the school level, but it needs to hold the other parts accountable. Mr.

Larson suggested that the Index should include growth model data at the high school when the high school assessments are shifted to the 10th grade. Funding sources need to be based on student needs and access to high quality teachers needs to be a measure.

BOARD DISCUSSION

Members discussed having clarity of what part of the Achievement Index should be modified by the Board and the decisions members need to make. Superintendent Reykdal stated that his vision is to have one web site that serves people with all the information about a school instead of going to multiple sites. The new Index will also show change over time.

Members discussed how to define chronic absenteeism as an indicator and the business rule for education-related activities counting as an absence.

Members discussed the display of the summative score.

STATUS OF STATE POLICY RE: CLOSING OPPORTUNITY AND ACHIEVEMENT GAPS

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Maria Flores, Director of Title II, Part A and Special Programs, OSPI/Staff to the Education Opportunity Gap Oversight Accountability Committee

Senator John McCoy, Member, Education Opportunity Gap Oversight Accountability Committee

Dr. Wanda Billingsly, Member, Education Opportunity Gap Oversight Accountability Committee

Ms. Heikes introduced the panelists and invited them to share their expert views on closing the opportunity and achievement gaps.

Senator McCoy is concerned that the common school system is about racism and there is a lack of respect for an individual's background. No culture and background was typically being taught in schools and our students felt disrespected. We are seeing improvements but there is still a lot of work to be done in making students feel valued.

Dr. Billingsly presented an overview of House Bill 1541 and the areas of intersection with SBE's strategic plan. The Education Opportunity Gap Oversight Accountability Committee (EOGOAC) would like to partner more with SBE on school discipline practices, ensuring teachers have second language endorsements, adding a requirement of staffing a family engagement coordinator at schools, and social-emotion learning. She recommended joint SBE-EOGOAC meetings, a couple each year, particularly on the east side of the state. She stated that SBE should be leaders in defining what equity means and she proposed a possible partnership in creating a statewide definition of equity.

Ms. Flores emphasized that equity is structural. She encouraged the Board to consider requiring a disproportionality assessment in its own policy and guidance work to ensure disparate impacts are not occurring for certain subgroups of students. Her additional suggestions related to equity work included engaging people of color who will be impacted by policies created by SBE, disaggregating data, and utilizing formal communication with the EOGOAC.

Members expressed appreciation for the panel's input and commitment to more collaboration with the EOGOAC.

BASIC EDUCATION ACT WAIVER REQUESTS

Mr. Parker Teed, Data Analyst

Mr. Teed reported the SBE received four Option One waiver requests and one Option Two waiver request.

Auburn School District's request was for an Option One waiver for three days for three years. The purpose for the waiver is for professional development on culturally responsive teaching, aligning instruction to student needs and strengthening transitions among grade spans.

Boistfort School District's request was for an Option One waiver renewal of three days for the 2017-2018 school year for professional development for staff to work with a math and reading professional development trainer.

Federal Way Public Schools' request was for an Option One waiver renewal for one day for the 2017-2018 school year. The district's expiring Option One Waiver was for three days and this renewal is only for one day. The district was also concurrently requesting a parent-teacher conference waiver of four days. The purpose of the renewal is for activities that will focus on analyzing multiple data points related to student achievement.

Wahkiakum School District's request was for an Option One waiver renewal of four days for three years. The purpose of the waiver is professional development to improve the results on the Smarter Balanced Assessment.

Cusick School District's request was for an Option Two waiver of 30 days for the purposes of economy and efficiency for three years. The district currently receives an Option One waiver of five days that was approved in July 2015 and is set to expire at the end of the 2017-2018 school year. The primary reasons for requesting the waiver is increase attendance for both staff and students, allow for professional development on the school calendar, incentive to draw quality applicants for open positions, provide remedial support and a unique way to offer enrichment and extension activities that aren't possible in a regular schedule. The district would also achieve a significant economic savings if the waiver is approved.

The Board was asked to take action on the waiver applications during business items on Thursday.

HIGH SCHOOL TO POSTSECONDARY TRANSITIONS FROM A STUDENT'S PERSPECTIVE

Ms. Lindsey Salinas, Student Board Member

Ms. Salinas presented a student update, which included her plans for summer school, preparing for her senior year, being re-elected as ASB President and playing volleyball.

Ms. Salinas presented an overview on Advancement Via Individual Determination (AVID) and how it benefits students. She is currently enrolled in the AVID system and spoke about other programs she is connected with that provide tutoring and postsecondary preparation assistance. One of the most beneficial options has been access to college visits.

Ms. Salinas presented on the barriers students of rural schools face and she believes longer school days would be beneficial in order to fit in the state requirements, CTE classes, testing and life skill

opportunities. She shared the things that motivate her, what pushes her to succeed and her sources of support. She is concerned about whether she's college ready and how students often fall in the cracks when transitioning from high school to college.

The Board adjourned at 4:54 p.m.

Thursday, July 13

Members Attending: Vice Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Mr. Chris Reykdal, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Joe Hofman, Ms. Janis Avery, Mr. Ricardo Sanchez, Ms. Patty Wood, Mr. Ryan Brault, Dr. Alan Burke and Ms. Lindsey Salinas (15)

Members Absent: Ms. Holly Koon (1)

Staff Attending: Mr. Ben Rarick, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller and Ms. Denise Ross (9)

CALL TO ORDER

Acting Chair Laverty called the meeting to order at 8:01 a.m.

EXECUTIVE SESSION

Acting Chair Laverty adjourned the open session at 8:01 a.m. for the purpose of a performance evaluation of the Executive Director. He reconvened the Board meeting from Executive Session at 9:50 a.m.

SUPPORTING SEAMLESS TRANSITIONS TO POSTSECONDARY EDUCATION – A FOCUS ON ASSESSMENTS

Ms. Linda Drake, Director of College- and Career-Ready Initiatives
Mr. Tony Alpert, Executive Director, Smarter Balanced Consortium
Dr. Bill Moore, Director of K-12 Partnerships, State Board of Community and Technical Colleges
Ms. Wendy Jo Peterson, Executive Director of Admissions and Recruitment, Washington State University
Ms. Catherine Sleeth, Director of Admissions, Eastern Washington University
Mr. Paul Francis, Executive Director, Council of Presidents

Ms. Drake introduced the panelists and stated that the role of assessments is the focus of the discussion. She presented an overview of ESHB 2224, which provides flexibility in high school graduation requirements, and its implications for the work of the Board.

Mr. Francis spoke about how in Washington the workforce demand in jobs that require bachelor degrees exceeds the number of Washington students who earn bachelor degrees. Washington companies import talent from other states and countries. There is a very strong commitment for graduates to stay in Washington. The student population is becoming more diverse. His agency is seeing a greater percentage of lower income and underrepresented students entering college and Washington has the one of the best transfer records for transferring from a two-year college to a four-year university. State funding for public baccalaureate institutions has significantly decreased since 1990 and

tuition has increased, although that trend has reversed somewhat in recent years. Income plays a role as a barrier in college continuation rate.

Ms. Peterson spoke about having open doors for students to enter college and preparing them to meet their goals after high school. She presented on what Washington State University (WSU) considers when reviewing a student's application for admission, which includes their transcripts, GPA, test scores, and special circumstances of the student. She shared what life skills that would help students be prepared for college and how WSU accommodate students with disabilities.

Ms. Sleeth spoke about how the large majority of the incoming class at Eastern State University is first generation college students and underrepresented students. She provided an overview of what criteria they consider when reviewing a student's application for admission.

Dr. Moore presented about the use of the Bridge to College placement agreement, known challenges and that the agreement is extended through the class of 2020. He provided an overview of Bridge to College courses, how many high schools are offering them and the assessment data for students completing these courses. Dr. Moore spoke about working to provide more flexible options for supporting teachers, expanding the focus to junior year offerings in English and math and the impact of ESHB 2224 on the placement agreement for Bridge to College courses.

Mr. Alpert provided an overview of the Smarter-Balanced Assessment Consortium. There may be more use of the assessment by institutions of higher education in the future—the University of South Dakota recently agreed to allow the use of the Smarter Balanced Assessment in admissions. He presented on the Consortium's advertising campaign to communicate the value of the high school Smarter Balanced Assessment and how students can use their scores at colleges and universities to avoid remedial classes. The Consortium plans to bring educators together to reengage in standards setting and that may include addressing standard-setting for administering the high school test in the 10th grade.

Board members discussed the following:

- How the change of administering the Smarter Balanced Assessment during the 10th grade will take place;
- The intent of ESHB 2224; and
- Appropriate math requirements at the high school level and college level.

LEGISLATIVE UPDATE AND DISCUSSION

Senator Andy Billig, Washington State Legislature

Senator Billig served on the negotiations group that composed the K-12 funding plan. The group was committed to creating a plan that met the technical and legal obligations of the state's constitutional obligation to fully fund basic education and making a specific focus on student success, particularly in closing the opportunity gap. Senator Billig described the experience as one of the most positive and productive negotiations he's been a part of and said he believed the right people were involved. He summarized the group's discussions during negotiations regarding educator salaries and the cap on local levies. He hopes the court will find the K-12 funding plan meets the state's constitutional obligation; although, he does have concerns about the funding source and the sustainability of the source.

In response to members' questions regarding ESHB 2224, Senator Billig stated he feels more comfortable with not having a link between assessments and graduation since the implementation of

the 24 credits requirements. He further stated that summer learning loss is the leading contributor to the achievement gap and hopes to look at legislation for extended learning opportunities in the future.

PUBLIC COMMENT

Mr. Jim Bannister, Nine Mile Falls School District

Mr. Bannister felt that when he began teaching, education was based on relationships and teachers were highly encouraged to be creative. There now seems to be less of an emphasis on relationships and curriculum is forced to stay the same, if not increased. Creativity is down to a minimum. Mr. Bannister use to spend his time creating curriculum and making it interesting for students, but now he spends his time creating assessments to show what they've learned through less creative approaches and less time on the subjects.

Ms. Mary Margaret, Teacher, Cheney High School

Ms. Margaret feels summer school students are the ones that are struggling. The state assessments place additional road blocks in front of these kids. Those alternative classes for kids that have failed the Smarter Balanced Assessment do not provide credits so these are extra classes they have to fit into their schedule. State assessments make it difficult for kids to graduate and she asked the Board to consider de-linking them to graduation.

Ms. Amy Ingram, Teacher, Spokane Public Schools

Ms. Ingram feels we need testing, but not for it to prevent us from doing our best work with students. Some of these tests have no statistical suggestions and some aren't even standards-based. If Ms. Ingram is testing instead of teaching, she feels it's a significant loss of instructional time. She questions whether the test is worth the instructional time lost for English Language Learners.

Ms. Mandy Manning, Teacher, Ferris High School

Ms. Manning feels we currently spend two full months on testing and there are English Language Learners that are being tested every day during those two months. Students begin testing the first week of kindergarten. She hears about kids that don't want to go to school and fear not graduating because of this test. There are a lot of assumptions about technology skills because students can use cell phones and iPads, but not all kids have access to technology or have any experience with technology.

Mr. Jim Kowalkowski, Davenport School District

Mr. Kowalkowski asked the Board to grant the basic education act waiver for Cusick School District. He feels students don't need a four-year degree to be a successful person and that students should have multiple pathways. Mr. Kowalkowski feels teachers are being restricted to a one-size-fits-all and that encouraging people to be innovative and creative is important. He asked the Board to consider innovation when making policy decisions.

LEGISLATIVE UPDATE AND DISCUSSION - CONTINUED

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Heikes reported that the legislature's third special session ends next week, and the remaining issue is approving a capital budget. She presented on the status of the Board's legislative priorities and the outcomes for other bills related to education.

Member Sanchez summarized House Bill 1445 concerning dual language in early learning and k-12 education.

SEPTEMBER BOARD RETREAT PLANNING

Mr. Ben Rarick, Executive Director

Mr. Rarick reported that the Executive Committee met in June to begin the planning of the September Board retreat and presented a proposed at-a-glance agenda. Each member of the Executive Committee has committed to leading a section of the retreat work. The following discussions and activities are planned for the September meeting:

- SBE's roles and responsibilities, mission, equity work and teambuilding
- Understanding each other's strengths using the Strengths Finder online assessment
- Preparation for bringing ongoing initiatives with career readiness and student transitions into policy recommendations
- Long-term planning for future strategic plans and three-meeting arcs
- Best ways to advocate with partners using each other's strengths and connections
- Setting and approaching legislative priorities
- The Executive Committee elections, process and roles

Members discussed the importance of defining equity and having example policies from stakeholders and school districts to help begin those conversations. They discussed the importance of having a strategic plan for legislative advocacy.

BOARD DISCUSSION

Mr. Rarick reminded the Board of his presentation at the May meeting about SBE roles and responsibilities. Members reviewed the PowerPoint file from the May meeting that outlines the Board's statutory duties and case studies of other states that have a similar board model.

Members discussed the following:

- The role of the Board within the education system and among stakeholders;
- How OSPI and SBE work intersects; and
- Reviewing governance at the September meeting.

BUSINESS ITEMS

Motion made by Member Bolt to approve Auburn School District's waiver request from the 180-day school year requirement for three school days for the 2017-18, 2018-19, and 2019-2020 school years, for the reasons requested in its application to the Board.

Member Jennings seconded.

Motion carried.

Motion made by Member Jennings to approve Boistfort School District's waiver request from the 180-day school year requirement for three school days for the 2017-18 school years, for the reasons requested in its application to the Board.

Member Avery seconded.

Motion carried.

Motion made by Member Bolt to approve Federal Way Public School's waiver request from the 180-day school year requirement for one school day for the 2017-18 school year, for the reasons requested in its application to the Board.

Member Avery seconded.

Motion carried.

Motion made by Member Avery to approve Wahkiakum School District's waiver request from the 180-day school year requirement for four school days for the 2017-18, 2018-19, and 2019-2020 school years, for the reasons requested in its application to the Board.

Member Jennings seconded.

Motion carried.

Motion made by Member Bolt to approve Cusick School District's waiver request from the 180-day school year requirement for 30 school days for the purposes of economy and efficiency for the 2017-18, 2018-19, and 2019-2020 school years.

Member Brault seconded.

Motion carried.

Motion made by Member Jennings to approve the private school list for the 2017-18 school year recommended by the Office of Superintendent of Public Instruction, as shown in Exhibit C.

Member Sanchez seconded.

Motion carried.

Motion made by Member Avery to approve the Memorandum of Understanding from the National Association of State Boards of Education for the Deeper Learning Project Stipend, as shown in Exhibit D.

Member Fletcher seconded.

Motion carried.

Motion made by Member Jennings to adopt rule amendments on WAC 180-19 regarding charter schools, as shown in Exhibit A, and direct staff to file a CR-103.

Member Fletcher seconded.

Members asked questions of Ms. Heikes about the process when staff receive a petition for a transfer of a charter school contract that would result in the school relocating to another school district. Members discussed the request made by Ms. Cindy McMullen in written comments submitted on June 14, 2017 and July 12, 2017 and verbal comments made during public comment. The written comments requested a requirement be added for a petitioner to notify the district when a Transfer of a Charter School Contract had been received by SBE and would require SBE to also notify the receiving district of all public hearings on the matter and provide time for the district to address the Board during the hearings.

Ms. Sullivan-Colglazier advised all language proposed by Ms. Cindy McMullen would be substantial and likely would require the Board to re-open the public comment period before the Board could take action on approving the new amendments. She also reminded the Board that the Washington Charter School Commission hadn't been given an opportunity yet to review this newly proposed language.

The Board discussed the option of adopting the rules as originally proposed in the exhibit A and execute a rule amendment at a later date. Members reviewed the Petition for the Transfer of a Charter School

Contract internal form. Ms. Heikes recommended the form be amended to require evidence that the petitioner had given notice to the district in which the charter school would locate if contract transfer occurred. Board members decided to move forward in taking action to adopt the amendments as shown in Exhibit A without further amendments and instructed staff to make the recommended revisions to the Petition for the Transfer of a Charter School Contract form.

Member Reykdal abstained.

Motion carried.

Members reviewed a draft letter to the Superintendent of Public Instruction regarding the ESSA Plan components relating to state statutory authority of the State Board of Education. Members discussed having a special board meeting in August so that OSPI and the Board can have further collaboration about the state's draft ESSA consolidated plan, identify areas where additional work is necessary and how the Achievement Index will display. Members asked to have the text "The Board wishes to receive results from beta-testing of Index models in advance of the August 2017 special board meeting" inserted into the letter.

Motion made by Member Jennings to approve the letter to the Superintendent of Public Instruction regarding the ESSA Plan components relating to state statutory authority of the State Board of Education, as shown in Exhibit B.

Motion seconded.

Motion carried.

Motion made by Member Avery to approve the two percent salary increase for all State Board of Education staff effective on each of these dates: July 1, 2017, July 1, 2018, and July 1, 2019, consistent with the appropriation for all state employees by the legislature in the 2017 session.

Member Jennings seconded.

Motion carried.

Acting Chair Laverty adjourned the meeting at 2:57 p.m.

Minutes prepared by: Ms. Denise Ross, Executive Assistant to the Board

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THE WASHINGTON STATE BOARD OF EDUCATION

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

Amara, Elephant Room
5907 Martin Luther King Jr. Way S
Seattle, WA 98118

August 16, 2017

State Board of Education (SBE) Special Board Meeting Minutes

In-Person Participants:	Acting Chair Kevin Lavery, Ms. Connie Fletcher, Mr. Jeff Estes, Ms. MJ Bolt, Mr. Peter Maier J.D., Ms. Judy Jennings, Ms. Patty Wood, Mr. Ricardo Sanchez, Mr. Chris Reykdal and Ms. Janis Avery (10)
ZOOM Participants:	Ms. Mona Bailey and Mr. Ryan Brault (2)
Members Absent:	Dr. Alan Burke, Ms. Holly Koon, Mr. Joseph Hofman and Ms. Lindsey Salinas (4)
Staff Attending:	Mr. Ben Rarick, Ms. Kaaren Heikes, Mr. Parker Teed, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller, Ms. Linda Drake and Ms. Denise Ross (8)

CALL TO ORDER

The meeting was called to order at 1:02 p.m. by Acting Chair Lavery. He announced Member Bailey and Member Brault were participating remotely via ZOOM.

OPTION ONE BASIC EDUCATION ACTION WAIVER REQUEST

Mr. Parker Teed, Data Analyst

Mr. Teed reported the SBE received one Option One waiver renewal request from Orient School District. The request is for five days for three years and the purpose of the waiver is for professional development.

Board members were asked to take action during business items.

STATEWIDE ACCOUNTABILITY SYSTEM UNDER THE *EVERY STUDENT SUCCEEDS ACT (ESSA)*

Dr. Michaela Miller, Deputy Superintendent, OSPI

Mr. Chris Reykdal, State Superintendent, OSPI

Dr. Deb Came, Assistant Superintendent, Assessment and Student Information, OSPI

Ms. Tennille Jeffries-Simmons, Assistant Superintendent, System and School Improvement, OSPI

Superintendent Reykdal gave introductory remarks about the process OSPI will be taking over the next year to create the Report Card that the Board and other stakeholders will be a part of. Moving from a

basic scorecard to a robust contemporary report card provides the community and stakeholders with significantly more information about the academic health of their school. He stated the state plan will be less about the culture of identifying schools as failures and more about accountability to individual students and identifying gaps. The ESSA law creates more opportunity for local districts to decide how they're going to use their turnaround dollars.

Dr. Miller addressed the concerns of the Board specified in their letter to Superintendent Reykdal on July 13, 2017.

Chronic Absenteeism

Dr. Miller reported that OSPI is in the process of an emergency expedited WAC rule change that would have an impact on the chronic absenteeism measure used in the new school achievement Index. OSPI has an existing set of data that will be used to set the baseline for chronic absenteeism for the initial year based on previous years of data that will not be adjusted to this new definition. Time will be required to complete the rule change, update the CEDARS Guidance document that is provided to districts each year, and change behavior at the district and school level in order to adjust for the change in the definition. OSPI has also engaged Washington State School Directors Association for any board policy that may need to be adjusted based on chronic absenteeism.

Exclusion of Science Assessment Data in the Achievement Index

Dr. Miller reported that OSPI intends to include language and the year that the Science Assessment will be included in the new Index.

The Proposal to Identify Nearly Half of the State's Schools as Part of the School improvement process

Dr. Miller reported that the overarching reason for identifying these schools is prompted by the new ESSA law. Implementing the law entails identifying targeted subgroups and differentiating schools. Although the large number of school identifications produces some resource challenges, the fund allocation structure will be different. OSPI will be working alongside with districts to determine funding needs and ESSA provides districts more flexibility in how school improvement funds can be used. Ms. Jeffries-Simmons provided an overview of how OSPI is transitioning to the new funding model, which includes conducting school site visits to determine the needs of schools, their interests, and what their resources are. The System and School Improvement department has created a memo that will be sent to Governor Inslee requesting more information about the transition plan and the Board will receive a copy after districts do. OSPI's focus is to submit the state plan according to the federal requirements of outlining how comprehensive, targeted and other targeted schools will be identified and other requirements in state law will be considered after the submission.

Members were concerned about increased number of schools that will be identified as part of the school improvement process, OSPI's capacity to assist new targeted schools, and the communication plan intended. Dr. Miller summarized the various types of resources that can be offered, such as funding or technical support. She also noted that districts with underperforming subgroups have already known their student achievement data and have been working to improve their outcomes. Identifying the schools won't be a surprise to them, but these schools won't get the resources needed without being identified through the state accountability system.

Long-term Goals, Including Goals for the English Learner Progress Measure

Dr. Miller reported that staff have done significant work with internal and external groups, the Accountability System Workgroup and the Technical Advisory Committee on the system of English

Language Learner progression and related measures. What is included in the ESSA plan, in terms of the progression exiting out, has been internally and externally vetted. Dr. Miller stated she acknowledges that this late development is due to the delay of receiving the assessment data.

The Number of Tiers and Names or Number Rating System Associated With the Tiers in the Index

Dr. Miller reported that, based on feedback other states have received on their submissions, the number and names of Index tiers was not required to be included in the state plan. OSPI's focus was to meet the federal requirements first, receive feedback and then continue work with the Board on the state accountability system in the fall.

Types of Schools Identified by the Proposed Index Weights

Dr. Miller reported that this level of detail is not required for the federal requirements, but OSPI would like to discuss the business rules related to the indicator weighting. Dr. Came presented various starting data points of weighting growth, proficiency, graduation, English Language Progress and SQSS compared to the current Achievement Index.

Understanding of how the Achievement Index will Display and Operate in the Context of the Report Card, Including how Summative Scores will be Displayed on the Front Page

Dr. Miller reported that OSPI is in the process of learning what is on the current landscape of possibilities for a Report Card and staff will return to the Board with that feedback in a future conversation.

Request to Receive Results from Beta-testing of Index Models

Dr. Miller reported that OSPI staff and SBE staff have had conversations around beta-testing and Index models and she anticipates that will continue moving forward based on the recommendations of the high level work done thus far. She would like to see OSPI and board members communicate more directly regarding the business rules so their agency knows the direction the members would like to take once the approval process takes place with general feedback around the methodology.

Members were concerned about the outcome for Targeted schools when they don't meet the interim targets.

PUBLIC COMMENT

Mr. Pete Bylsma, Director of Assessment and Evaluation, Mukilteo School District

Mr. Bylsma has been watching the process of revisions to the Index over the last few years and is concerned about the complexity of the current system. It is very hard to understand and explain it to others. Mr. Bylsma asserted that the growth measure is a problem. The student growth percentile was the only option that was proposed and there were no other conversations about other ways to look at growth. He's glad to hear that conversations on how growth is measured will be discussed in the future. He doesn't believe the Index is fair and that many of the factors that drive the Index results are external to the education system and that is a problem when we give recognition based on these Index results. A few simple tweaks to the system could improve transparency, lessen the complexity, improve the growth measure, and provide more valid results.

Mr. James Andrews, North Kitsap School District

Mr. Andrews feels there a problem within the state with schools eliminating arts classes so students can be enrolled into extra remediation in English or math courses. There is language in ESSA that addresses

this issue and schools should make every effort to not impact a student's regular day for remediation purposes. In looking at what was released for the draft consolidation plan, Mr. Andrews doesn't see any language addressing this concern.

BOARD DISCUSSION

Members reviewed a draft letter addressed to Superintendent Reykdal regarding the Board's support for the inclusion of the revised elements of the Washington Achievement Index contained in the state's federal consolidated plan submission as presented to the Board. Members offered revisions and modifications to the contents.

Board members were asked to take action during business items.

BUSINESS ITEMS

Motion made by Member Bolt to approve Orient School District's waiver request from the 180-day school year requirement for five school days for the 2017-18, 2018-19 and 2019-20 school years, for the reasons requested in its application to the Board.

Member Wood seconded.

Motion carried.

Motion made by Member Wood to approve letter regarding ESSA plan components pursuant to statutory authority of the State Board of Education.

Member Avery seconded.

Member Bolt made an amendment to insert the text "The board also asks for consideration of the issues raised below" as an additional sentence in the first paragraph.

Member Wood seconded.

Members felt the additional sentence was redundant.

Member Bolt withdrew her amendment.

Members discussed the manner in which the letter might be misinterpreted and some of the possible ramifications.

Member Reykdal abstained.

Motion carried.

Acting Chair Laverty adjourned the meeting at 3:05 p.m.

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Feedback Summary of the Spokane Community Forum

37 participants, plus nine board members and eight staff, attended the July 11 community forum in Spokane. Parents, students, school board members, community leaders, and administrators attended. The notes below are from staff's notes on participant discussion. Participants expressed concerns about the following topics (bold and bold underlined items indicate high relative frequency):

Barriers to success in high school included:

- Emotional barriers, communication barriers, tough upbringing/trauma
- Push to go to college happens in junior year, is rushed, and stresses students out

Importance of implicit bias training/cultural competency for teachers & trauma-informed instruction

- School system bias (and implicit bias); **tracking** of students of color/low-income students
- Increase resonance of **equity**; don't just rely on marginalized students to fix the system

The need for relationships for students in schools

- Students seek out people they have a **connection** with, generally teachers (not counselors) → need a PD system for teachers on post-secondary options to share with students
- Notice kids who might be struggling, help them deal with other issues they might be dealing with. (Average students don't necessarily get the attention of educators.)

The need for mentoring/role models in schools for students of color/disadvantaged students

- **Connect minority youth** with businesses so they could become **positive, healthy role models**
 - Help students have **mentors/professionals** to learn about industries/career pathways
- **Need to increase representation of people of color in the teaching field so students have teachers who look like them**

The need for increasing students' knowledge about post-secondary options earlier

- No system for kids to reflect on what their skills are/what they might want to do post HS: need to help students find & foster their strengths & see how these connect to future options
- Provide information on 4 year colleges, 2 year colleges, trades, apprenticeships, & the military
- Introduce them to post-secondary options in middle school; get parents on board then as well

The need for "life skills"

- **Financial literacy class** → help students understand what careers actually pay & if they'll be able to repay loans
- **Need a career prep/readiness course** (include: interviews/informational interviews/networking/teamwork/communication/how to ask for help and other "soft" skills)

Other best practices include:

- Provide students space and voice to express themselves as they are maturing developmentally
 - Students of color need a language for their experience (much sooner than in college)
- Need more capacity in successful programs (AVID, MESA, etc.)

Please see the following 5 pages for an exact transcription of the notes staff took during the discussion.

MULTI-CULTURAL PERSPECTIVES ON CAREER READINESS FORUM IN SPOKANE: JULY 11TH
Transcription of All Notes Received

Forum questions:

- Q1- When you or your child went to high school, what is something that happened that really helped prepared you or your child best for life after high school? What was something you wished had happened/suggestions?
- Q2- Barriers in high school? Career readiness best practices?

In attendance:

9 Board Members, 8 staff, 37 community members

SBE Representative #1 Notes:

Student panel:

- Biggest barriers
 - Emotional barriers—Hutton provided help
 - Tough-upbringing: Education not a high-priority, addiction in the family. Hutton helped—as she grew up, she was better able to communicate what she was struggling with and to take advantage of help
 - Communication barriers—some adults gave negative advice
 - Hutton provided support, teachers provided support. Not encountered barriers.
- Career/college ready?
 - Students not being taught practical skills (e.g. taxes). Academic counselors, friends' parents, Hutton provided help
 - Most students don't understand, because community doesn't know and doesn't know how to provide support
 - Push to go to college happens in junior year, is rushed, and stresses students out
 - Not sure if I am college ready, since I'll be first generation college
 - One student is working 40 hours/week during summer to save
- Advice
 - Practical skills, how to use money
 - Don't talk down to students, be honest
 - Notice kids who might be struggling, help deal with the other issues students might be dealing with. As long as I was getting by, no one was paying attention. Identify strengths, provide accommodations
 - Talked to teachers, not necessarily counselors—students sought out people they had a connection with—generally teachers rather than counselors
 - Being introduced to the college life
- Q1: Helped
 - Getting kicked out of high school-getting a GED, took a while to decide to get back to going to college
 - Parents were big influence. At school, mainstream—middle of the road students do not necessarily get the attention of educators
 - How in the HS realm can students learn, get exposed to the variety of things to do?
 - Students are intrigued by unlikely careers, in sports or popular music—how to communicate other good options?
 - Nothing built into the system for kids to reflect on what it might mean to them—what they might want to do
 - Upper/middle income kids understand the system, know they are going to college
- Q2 Barriers:

- Tracking of students—cutting down the expectations of students of color
- A complicated problem—educators tend to be well-intentioned people—yet in the aggregate the system creates bias
- Overcoming the implicit bias in hiring teachers
- Lack of relationships
- Best practices:
 - The term “cultural competence” is somewhat unsatisfactory/incomplete. More educators of color will evolve cultural competency naturally. How to get the system to motivate students, how to support individuals connecting with individual students?
 - Building the mindset
- Student panelist: “People are dealt certain cards. They don’t always realize they can draw more cards.”

SBE Representative #2 Notes:

- Q1: What happened that helped prepare:
 - CCR designated staff person
 - Alternative routes: Tech, Running Start
 - Community, support, tight
 - Having job didn’t like—motivating
 - Exposure to professionals in field
 - Rigorous coursework
 - Wished:
 - Low expectations based on parents’ accomplishments or lack thereof. Higher expectations.
 - People tried harder & knew their full potential—had adults to help realize their potential
 - More communication w/ students & school system
 - Wonder about Running Start and College in HS. Replacing the “easier” courses in college leaving the harder courses for 1st year on college campus if student transfers
 - More mentors/professionals to chat about job pathways
 - Not stereotyping kids
- Q2: Barriers for students of color to become career ready?
 - Inequality/hatred/history > fear of all of it
 - Cultural stereotypes, pressure to live up to it
 - Low expectations
 - Disconnect between cultural identity and school identity
 - Quick to judge
- Best practices or suggestions for improving career readiness?
 - More cultural relevancy
 - Be open to “other ways”
 - Students help adults understand who they are and how they learn. (More relevancy and applied learning)
 - Provide students space and voice to express themselves as they are maturing developmentally
 - Highlight and expose students of color in their success to motivate others

SBE Representative #3 Notes:

- Q1: What is something you got/did not get?
 - Not challenged too much

- Needed a financial class
- Students were not at all challenged
- Parental support/nurturing environment
- Sports helped provide people skills
- Would have liked to do Running Start/no opportunity
- Need emotional support
- Had a life skills class
- Need more mentoring/mentorships
- Barriers:
 - No motivation from home
 - Peer pressure to not go or not succeed
 - No teacher diversity—not many role models
 - How to encourage students to join community (clubs)

SBE Representative #4 Notes:

- Q1: Helped:
 - Financial literacy
 - Active in FFA (leadership development, coaching)
 - Mentoring
 - Friends and their parents (cohesive group) in accelerated learning (IB)
 - Cultural learning from travel
 - Mom teaching how to navigate the world with basic life skills
 - Advocating for self
 - Values of parents—hard work
 - Soft skills
 - Reading
 - Watching out for loved ones during tough times (basic skills, work)
 - Worked hard as a kid—failed a lot, failed early, regularly
 - Life experiences—critical thinking about experiences
 - Depth over breadth in education
 - Rigor and relevance
- Q2: Barriers:
 - Capacity in successful programs (AVID, MESA, etc.)
- Best practices:
 - Broaden cultural horizons of students of color
 - Sponsorship programs (different from mentorship)
 - Expose kids to college early on
 - Get parents on board too when exposing to college
 - Don't just rely on marginalized students to fix the system

SBE Representative #5 Notes:

- Q1: Helped:
 - Financial literacy (he racked up student & credit card debt after coming from family of privilege)—several at table agreed
 - Cost of college is too expensive
 - Help students understand what careers will realistically pay & if they'll be able to repay loans
 - Wished other options beyond 4 year college were pushed more (trades, apprenticeships, military, community college)

- She came from rural high school that had shop class, wood-working, gave students options
- Need to help students find their strengths (at Hutton, they did Myers-Briggs, etc.) and foster those strengths→Her son is at SPS and they talk a lot about their future→she wishes they talked more about how that connects to what their current interests/skills
- Also talk about why high school is important and how it connects to their future (why GPA is important, why advanced classes are important, etc.)
- Career pathways: lower income students don't know about a lot of pathways/industries
- Students of color need a language for their experience (they usually don't get this until they get to college and take an African American history class/social justice class/etc.)→She lived in fear a lot until she had this experience (had a hard time talking to people in authority, etc.)
- Q2: Barriers:
 - Students of color don't have a lot of voices like them—need more mentoring, etc.
 - Representation is huge!→She tried to connect through academics but didn't have a lot of support. Having someone say your voice matters→Another woman said she didn't have someone as a teacher who looked like her until college, which was very empowering
 - Continuity between schools/curriculum/high school transfer credit and support is needed
 - Need to increase resonance of equity→people/institutions still don't understand→then can't serve students of color
 - Exposure to career fields/what they have available to them (because of tracking)
- Best practices:
 - Building leaders/awareness in each school building
 - Communicating in high school to students (about the categories they get put in) that the “nerds” are successful later in life
 - Tracking: need to make sure students in every track are given opportunities/resources→it's hard for kids to get out of the tracks they're placed in
 - Need to make sure teachers are able to teach to diverse groups of students/and are aware of the challenges many groups face (Teachers can even make assumptions about parents who don't show up for parent/teacher night.) Need pedagogy/assumption/internal bias training
 - TRIO & USDA
 - Need to do a better job of explaining programs/acronyms and why they're beneficial to parents
 - Need to make career prep/readiness a required high school prep (and include soft skills in this) (interviews/networking/teamwork/communication/etc.) (introduce themselves/informational interview/ask for help)
 - Educators don't know about career options (but a lot of students don't see school counselors)→need PD for this and a system in place

SBE Representative #6 Notes:

- Q1: Helped:
 - Running Start=High school principal wants to keep kids in school
 - Hybrid programs
 - Raising rigor—helps to motivate
 - After school program sports
 - After school programs help prepare kids for college—multi-tasking

- People don't care what you know until you show how much you care
- Education: relationship-based
- 40% of kids who don't go to college—how to handle them
- Working after school
- Culminating projects—public forum
- Navigation 101
 - Posts where am I going to use this
 - Advocate for self—self-sufficiency
- Advisory
- **Soft skills** in this texting age (including financial literacy)
- Work experience is very important
- Q2: Barriers:
 - Refugees—language barriers—rural areas isolation
- Best practices:
 - More eye-to-eye contact
 - Education: relationship-based
 - People don't care what you know until you show how much you care
 - Relevancy—special needs
 - Different kids have different “why”

Community Representative:

- Q1: Helped/Wished:
 - Sports/athletics: Pushed to work hard. Would have loved more academic options
 - Sports/team helped prepare
 - Wished: challenged
 - Discussing college prep in middle school
 - No wish
 - Teacher really pushed work ethic
 - Wish: financial literacy
 - Emotional support & connection is key (emotional intelligence)
 - Wish: learn this earlier
 - Life skills course
 - Wish: Preparation for life after high school
 - Mentorships
 - Wish: Believing in the student
- Q2: Barriers & Best Practices:
 - Volunteered at a juvenile detention center—motivation from home is the biggest barrier
 - Messaging careers with diversity
 - Peer stress has been a barrier to being excellent in school. Teenage pregnancy.
 - Cohort—mutual support. Possibly capstone course.
 - Modified career fair
 - They don't care what you know until they know you care.

If you have questions regarding this memo, please contact Alissa Muller at Alissa.muller@k12.wa.us.