

WASHINGTON STUDENT
ACHIEVEMENT COUNCIL
EDUCATION · OPPORTUNITY · RESULTS

Washington Council for High
School-College Relations
(WCHSCR)

October 18-19, 2022
Board Meeting

1

Regional Challenge Grant (RCG)

- Innovative approaches to increasing postsecondary enrollment
- Serve priority student populations including, but not limited to: student of color, low income backgrounds, English language learners, students with disabilities, foster and homeless youth
- \$6 million for 2022-23

Final round of submissions due Oct 21

- Two tiers of grants available

Washington Student Achievement Council

2

Good Jobs Challenge

- Administered by the U.S. Department of Commerce's Economic Development Administration
- WASC was awarded a \$2.3M grant over the next three years to work closely with Cerebral Cortex Washington (CCW)
- The grant will enable Washington to help at least 5,000 individuals on their career pathway, with at least 3,000 getting jobs

3

HB 1835 Update

- DSHS data exchange for expanded WCG eligibility
- Marketing RFP is out!
- Supporting SBCTC and WSL work
- Related: Investigating additional WCG eligibility pathways

4

Aim Higher Washington Training Series

- Content trainings: February, September, October (ahead of FAAD)
- Over 200 attendees at fall 2022 trainings
- 12th Year Campaign and FAAD planning sessions
- Additional networking opportunities coming soon – regionalized, piloting with 1835 regions

wsac.wa.gov/aim-higher-training


5

WSAC Requestion Legislation and Decision Packages

- Renewing CBS 3.0 GPA requirement
- Expansion of RCG – due to demand!
- Expand OtterBot to maintain service and analysis levels funded through Capital One Grant

Washington Student Achievement Council

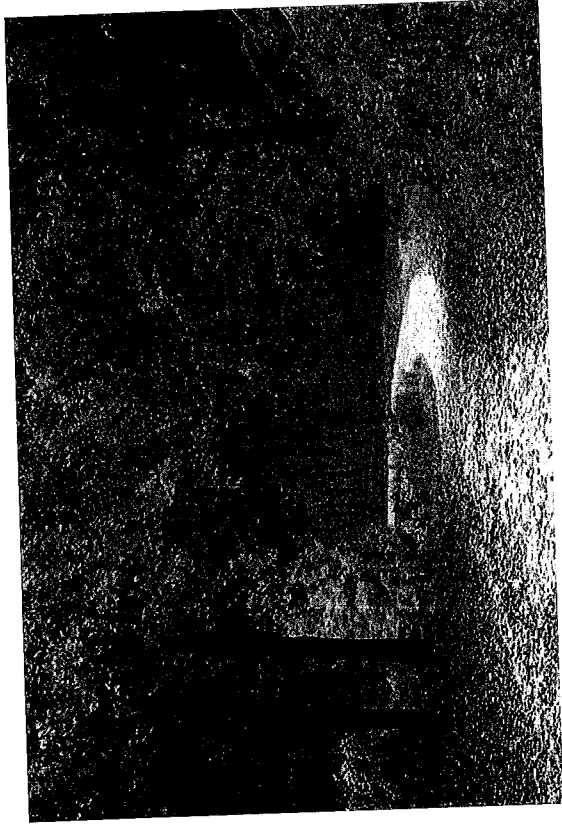
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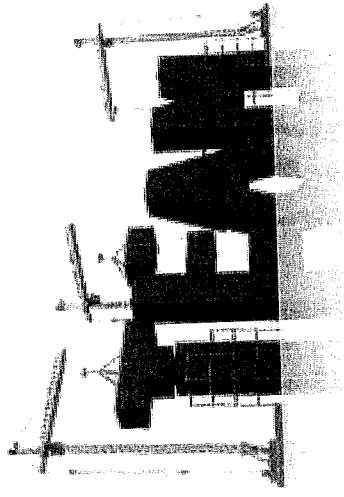
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Director of College Access Initiatives
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OSPIs Graduation & Pathway Preparation



**GOAL
2**

Rigorous Learner-Centered Options in Every Community

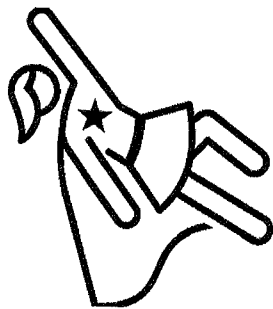
Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.

Initial Objectives

- Access to meaningful High School and Beyond Planning for all students beginning in 8th grade
- Equitable access to dual credit courses
- Flexibility in the 24-credit graduation requirement, providing for custom-tailored pathways and options



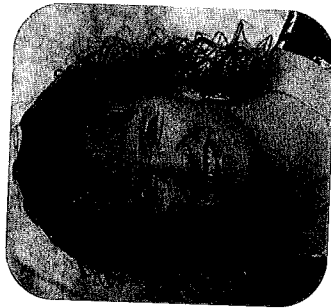
OSPIs Evolving Grad Team



To be determined....

Secondary School Counseling
Program Supervisor

Counseling.Rockstar@k12.wa.us



Kim Reykdal, M.Ed.

Graduation and Pathway
Preparation Director

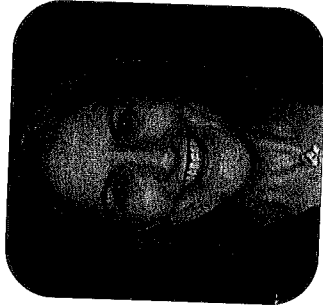
Kim.Reykdal@k12.wa.us



Lisa Fish

CTE Course Equivalencies
Program Specialist

Lisa.Fish@k12.wa.us



Stephanie Thompson

Career Connected Learning
Program Specialist

Stephanie.Thompson@k12.wa.us



Tim McClain

Dual Credit Program
Supervisor

Tim.McClain@k12.wa.us



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Academic Acceleration

New Guidance to Support Implementation

2022-23 is first school year when full implementation is finally required....

<https://drive.google.com/file/d/1v5QVctbP1bC9XMTygnOdxVs0t3aJ2EJc/view?usp=sharing>



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When engaging in the process to find students whose next-year schedules may need to be adjusted, school counselors/scheduling leads are encouraged to focus on what is the recommended process for using SBA and WCAS scores to inform students' course choices?

Academic Acceleration Policy Tips for Successful Implementation

Per [RCW 28A.230.090](#), all school districts must now have adopted an Academic Acceleration policy, as outlined in [RCW 28A.320.195](#). This policy ensures that students who meet or exceed state standard on the Smarter Balanced Assessment (SBA) for English Language Arts (ELA) and/or mathematics, and/or the Washington Comprehensive Assessment of Science (WCAS), are ensured access to related advanced courses that align with their postsecondary goals, as outlined in their High School and Beyond Plan (HSBP).

[WAC 180-51-220\(2\)\(d\)](#) further describes the access to rigorous coursework, including as part of a student's academic plan within their HSBP, as:

- (d) Identification of options for satisfying state and local graduation requirements, including academic acceleration pursuant to [RCW 28A.230.090](#), that could include dual credit courses, career and technical education, and other programs that align with the student's educational and career goals.

What is considered best practice for using students' SBA and WCAS scores to inform their next-year course choices?

For both the 8th and 10th grade SBA exams, and the 11th grade WCAS, the scores are meant to be one possible indicator of a student's readiness for advanced coursework. Other data, including previous year's grades and other standardized test scores, attendance, and postsecondary goals should be taken into consideration when applying this policy to a student's "automatic enrollment" in rigorous courses. OSPI acknowledges that the timing of using SBA and WCAS scores to inform course choice decisions is not aligned with most schools' fall course forecasting process, which usually occurs before Spring Break. With testing windows that are typically open from March to June, a school's pre-registration process is likely done before students sit for these exams. However, to maximize the intent of this policy to ensure access to and enrollment in rigorous courses for academically prepared students, an adjustment to eligible students' next-year course choices should occur prior to summer break.



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Summer Running Start Legislative Report

Summer 2021 Highlights

- Participating Colleges: SPSCC, SVC, and YVC (+19 School Districts)
- 90% Completion Rate & 87% Retention Rate
- 41% Students of Color
- 27% Low-Income & 25% First-Time RS Students

Summer 2022 Highlights (Not Included in Report)

- 32 CTCs Utilized ESSER Funds, 19 State Proviso Funds
- Over 3,000 Students Participated
- \$1.2M in State Funding Utilized

Recommendations

- Full and Consistent Tuition Funding
- Funding to Support Summer Staff
- Clear Eligibility Requirements
- Integrated Electronic Tracking and Reporting



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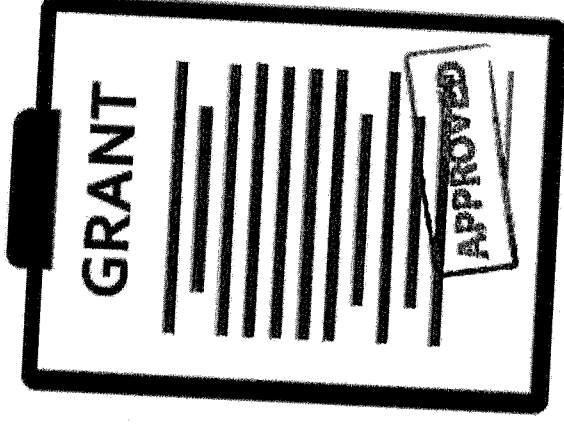
Summer Running Start Rule Change

- **ESSB 5693, Sec 504 (18):** “The office of the superintendent of public instruction must adopt rules to fund the participating student's enrollment in running start courses during the summer term.” (Page 624)
- CR-101 Filing Shortly
- Revising 5 WACs to Remove Limitations, NOT Expand Eligibility
- Student Eligibility
 - Grade 11 prior to the summer quarter, or
 - Grade 12 prior to the summer quarter but have not graduated by June.
 - Available AAFTE to attend the summer quarter:
 - Had not been claimed for a 1.20 FTE for the months October-June, or
 - Had not attended full-time Running Start for the fall, winter, and spring quarter.
- Funding: Summer quarter funding based on 2-month count and would generate 2/3 of what is generated for the fall, winter, and spring quarter.



Consolidated Equity & Sustainability Grant

- Consolidated Equity and Sustainability Grants (FP 154) Awarded
 - \$7M in Requests from 130 Applicants
 - \$2.65M CiHS Subsidies + \$679,231 in E&S = \$3.33M
 - Still Seeking Additional Funding
- Local Details
 - CHS Awards Communicated September 1
 - Full Awards Communicated October 7
 - Budgets Due for Full Approval October 21
 - Communication/Award List



College in the High School & Running Start Pilot

- The state has appropriated \$500,000 to select CTCs to administer a pilot program to subsidize costs to students that qualify for a low-income waiver and are pursuing College in the High School and/or Running Start.
- These funds will cover additional fees and books outside of what the waiver covers, in addition to all CiHS fees.
- OSPI will be working with previous summer 2021 pilot colleges, Yakima Valley College, South Puget Sound Community College, and Skagit Valley College, to allocate out the \$500,000 for 2022-2023 academic year to qualifying students.



Seeking Your Feedback

We're hearing that admissions offices are short staffed, so.....

Would a regional approach to College & Career Fairs like these events happening in the Yakima Valley this week be a practice OSPI should encourage our ESD partners to strive to build with local districts and colleges....?



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PATHWAY TO THE TOP!

Regional College and Career Fair

.....
Save the dates!

October 17-21, 2022

BE SURE TO REGISTER WITH THE FOLLOWING LINK IF YOU WOULD LIKE TO ATTEND ANY OR ALL THE SCHOOLS' FAIR

REGISTER HERE!



Tuesday, Oct. 18

Davis High School | 8am-11am
Courtney Hernandez | 509-575-2702
hernandez.courtney@ysd7.org

Stanton Academy | 12pm-2:30pm
Rae Dietrich | 509-575-1215
dietrich.jessi@ysd7.org
(Naches & Highland HS joining)

Thursday, Oct. 20

Sunnyside High School | 8:30am-11am
Harli Moran & Sandra Ramirez
509-836-3229
harli.moran@sunnysideschools.org
sandra.ramirez@sunnysideschools.org

East Valley High School | 12pm-3pm
Jennifer Holden | 509-575-7496
holden.jennifer@evsd90.org



Monday, Oct. 17

Selah High School | 8am-11am
Cyd Bacon | 509-698-8518
cydneybacon@selahschools.org

Granger High School | 12:30pm-3pm
Greg Herrera | 509-480-8250
herrera.g@gsd.wednet.edu

Wednesday, Oct. 19

West Valley High School | 8:30am-11am
Vanessa Roth-Trepanier
roth-trepanier@wvsd208.org

Eisenhower High School | 12:30pm-3pm
Chad Quesnell | 509-575-2843
quesnell.chad@ysd7.org

Friday, Oct. 21

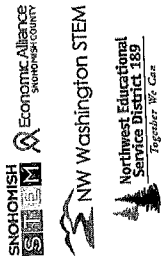
Toppenish High School | 8am-11:30am
Luis Gutierrez | 509-480-8250
lgutierrez@toppenish.wednet.edu

White Swan High School | 12:30-2:30pm
Noemi Barbosa | 509-874-8659
nbarbosa@masd209.org

Regional Networks and CCL Coordinators



Network: Karen Borders
borders@skschools.org
CCL Coordinator: Kimberly Hetrick
khhetrick@oesd114.org
Counties: Clallam, Jefferson, Kitsap, and Mason



Network: Angie Sievers
angies@snofornishstem.org and Jenny
Veltri.jvettri@nwesd.org
CCL Coordinator: Sinead Plagge
splagge@nwesd.org
Counties: Island, San Juan, Skagit, Snohomish, and Whatcom



Network: Sue Kane
suek@ncesd.org
CCL Coordinator: Sue Kane
suek@ncesd.org
Counties: Chelan, Douglas, Grant, and Okanogan



Network: John Bonner
john@wabsalliance.org
CCL Coordinator: Walter Jackson
wjackson@psesd.org
Counties: King and Pierce



Network: Cassidy Peterson
cpeterson@greaterSpokane.org
CCL Coordinator: Jessica Dempsey
jdempsey@esd101.net
Counties: Adams, Ferry, Lincoln, Pend Oreille, Spokane, Stevens, and Whitman



Network: Lorie Thompson
lthompson@esd113.org
CCL Coordinator: Cecily Kiestler
ckiestler@esd113.org
Counties: Grays Harbor, Lewis, Mason, Pacific, and Thurston



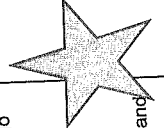
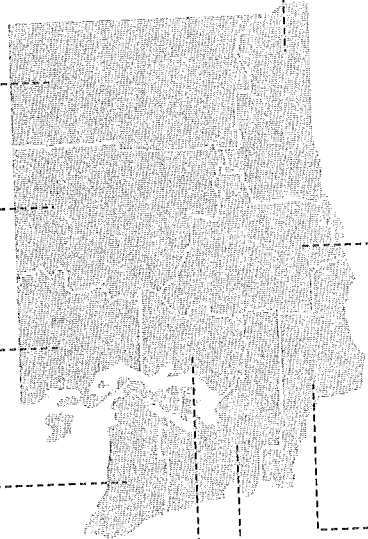
Network: Debra Bowen
deb@STEMlearning.org
CCL Coordinator: James Kindle
jkindle@esd123.org
Counties: Asotin, Benton, Columbia, Franklin, Garfield, and Walla Walla



Network: Vickie Hrdina
vickie.hrdina@esd112.org
CCL Coordinator: Chad Mullen
chad.mullen@esd112.org
Counties: Clark, Cowlitz, Klickitat, Pacific, Skamania, and Wahkiakum



Network: Mark Cheney
mark.cheney@esd105.org and Hugo
Moreno.hugo.moreno@esd105.org
CCL Coordinator: Shelly O'Neill
shelly.oneill@esd105.org
Counties: Grant, Kittitas, Klickitat, and Yakima



What Else is Happening...?

OSPI-WSAC Wednesday Webinars

- Oct. 19th ~ Financial Aid Advising Day and Financial Aid Supports
- Feb. 1st, 2023 ~ Looking for feedback on what topics are needed!
- May 17 ~ Legislative Updates and Celebrations
- Info & registration on OSPis Career & College Readiness webpage

Dual Credit Deep Dive Series

- October 26, 2:00-5:00: CTE Dual Credit
- December 6, 9:00-2:00: College in the High School

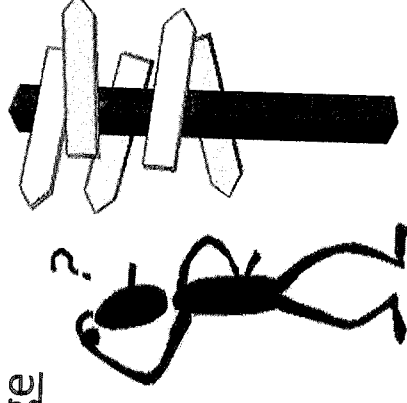
NACEP Conference: November 6-9

- CHSA State Dual Enrollment Academy (KY, LA, OH, WA)
- *Building a Concurrent Enrollment Teacher Pipeline: Opportunities, Challenges, and Lessons*



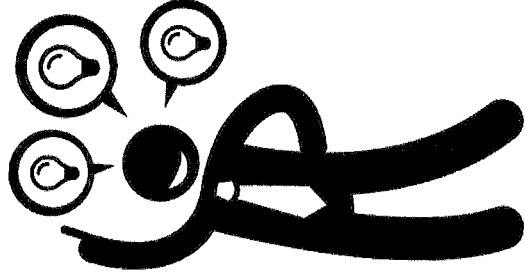
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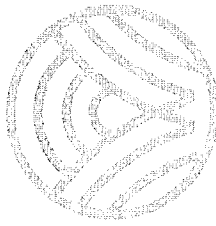
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**What questions do you
have for our Graduation &
Pathway Preparation Team?**

**Can you help
me
understand....**





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PUBLIC INSTRUCTION

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Council of Presidents

www.councilofpresidents.org

Fall 2022 – Council of Presidents Report

Our Sector

Undergraduate Student Profile

- 113,411 students
- 48% identify as students of color
- More than one third receive a Washington College Grant or Pell Grant
- 82% Washington residents from all 39 Washington counties

Fall 2023 Admissions Applications: Accepting Applications

We are excited to welcome Washington students who have chosen a college or university in their home state. We also want students who have yet to decide where they will enroll—or are re-thinking or just now making their college plans—to consider the terrific options available right in front of them. There is a place for your students'.

- Central Washington [University](#)
- Eastern Washington [University](#)
- The Evergreen State [College](#)
- University of Washington [Tacoma](#)
- Washington State [University](#)
- Western Washington [University](#)

We're here and excited to welcome you to any of these campuses. **Apply as soon as possible!**

Common App

We are excited to share that all Washington public, four-year college and universities have joined the Common App. This will allow students and families to have the option of completing a single admissions application for our state's public baccalaureate institutions for fall 2023 admissions. This marks another change by the sector to reduce barriers to college and increase the college going culture in Washington.

Sector Review of College Academic Distribution Requirements (CADRS)

Washington's public baccalaureate institutions are in the process of review the College Academic Distribution Requirements (CADRS). In late July, the Directors of Admissions met to complete an initial review and revision of the [College Academic Distribution Requirements](#), followed by a meeting in October to continue this work. The goal is to finalize the revisions by winter for consideration during the review the states' Admission Standards Policy.

Guaranteed Admission Program

The Washington Guaranteed Admission Program launched the 2022-23 initiative this week. Participating public baccalaureate institutions welcomed over 60 districts and schools to partner from across the state to increase the college going culture in Washington. District and school partners include both small and big, urban and rural school districts and partners in eight of the nine ESDs. More information can be found [here](#).

Information about the 2023-24 year will be available in the spring of 2023. If a school district or school would like to ensure we reach out about GAP 2023-24 please respond with a point of contact to COP at jgarver@councilofpresidents.org

If a school or district is not participating in GAP for the 2022-23 academic year, should know that students in any Washington school district or school who meet the guaranteed admission criteria are eligible for guaranteed admission at the participating public, four-year college and universities. The criteria and next steps are outlined below.

Admissions Information for Students

- **Complete and submit your official application** for admission
Students that apply early are more likely to receive scholarships, have their financial aid ready, and are more prepared for college.
- **Complete and submit additional requirements** identified by the college or university.
- If you have earned a 3.0, unweighted, cumulative GPA and completed College Academic Distribution Requirements or are on track to do so upon graduation, the student is eligible for guaranteed admission to Central Washington University, Eastern Washington University, The Evergreen State College, Washington State University and Western Washington University.
- **If you have not met the criteria above, you are encouraged to still apply to college and be considered for admission.**
- To learn more about financial aid, visit the [Washington Student Achievement Council](#)

Dual Credit

ERDC Dual Credit Report

ERDC submitted the [Dual Credit Report](#) to the relevant legislative committees in September. The Council of Presidents and WSU, representing the sector's institutional research perspective collaborated, with ERDC who engaged a broad group of policy, data and dual credit stakeholders from across multiple education sectors. In the 2022 legislative session, the Legislature passed SHB 1867 which moved the report from OSPI to ERDC and expanded the reporting requirements.

Dual Credit Program Deep Dive Events

Representatives from COP, SBCTC, ICW, WSAC, OSPI and WA Council are planning a series of sessions focused on a [deep dive](#) into each of the six dual credit programs offered in Washington. The sessions will take place over the fall term, between March and April.

CiHS Standards Review

The CiHS Standards Report Review Committee kicked-off the 2022 review cycle of colleges and universities offering College in the High School programs in Washington. An initial review was completed in August and institutions were informed if additional information was required to complete the review process. The final review will be completed in November. The Committee will provide a list of eligible institutions of higher education to offer CiHS programs to institutions, organizations and state agencies.

Dual Credit FAQs

In August, COP partnered with SBCTC, OSPI, WSAC and the State Board of Education to update the dual credit [FAQs](#) for college preparatory programs with exams (AP/IB/Cambridge), College in the High School and Running Start.

National Engagement

COP continues to participate both as an ambassador for the [College in the High School \(CiHS\) Alliance](#) and in monthly meetings of the CHSA Peer Learning Network. Each month, campus and state leaders meet to discuss dual enrollment topics. Over the summer topics included *Adapting Student Supports in Early College in Traditional Dual Enrollment Programs* and [Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice](#).

Other Initiatives

Washington's public four-year college and universities continue to engage and collaborate with our higher education, K-12, and other partners:

Aim Higher Washington

COP continues to participate in the collective work of [Aim Higher Washington](#). Aim Higher Washington is a state level initiative to increase equity in postsecondary attainment by supporting a statewide college-going culture through early, accessible, pathway-relevant support of financial aid application (FAFSA and WASFA) completion. The Washington Student Achievement Council (WSAC) is leading the effort, with help from community leaders, colleges, universities, and other partners. In September the group met to discuss upcoming training for fall and updates regarding financial aid outreach initiatives. **Please continue to encourage students to complete the FAFSA or WASFA form which opened for the 2023-24 academic year on October 1!**

Mastery-Based Learning, State Board of Education

In September, in collaboration with institutions and in partnership with the State Board for Community and Technical Colleges and the Independent Colleges of Washington, the Council of Presidents shared a joint response with the State Board of Education around proposed standards for mastery-based learning. Together, we proposed the following:

- Support learning outcomes that recognize the differentiation of learning, teaching and assessment rather than establish different standards for mastery-based learning.
- Develop standards that reflect the "how" of teaching and learning through mastery-based learning.
- Recognize and incorporate the strengths of mastery-based learning assessment in the development of standards or learning outcomes.

In addition, COP continues to participate in the State Board of Education-led Washington State Mastery-based Learning Collaborative (MBLC). The MBLC's purpose is to identify best practices for implementing Mastery-based Learning (MBL), identify sample tools for educators using a MBL approach, and offer professional learning to in-service educators, including teachers, principals, and counselors. The project's overarching goal is to inform future policy by helping decision makers better understand what quality MBL looks like, how long it takes to implement, and what resources are necessary.


2023 Biennial Legislative Session Coming Soon

The 2023 biennial legislative session will commence on January 9, 2023. We anticipate legislation and budget discussions around a range of both policy and fiscal issues, including compensation, student supports, high demand degrees, student financial aid, FAFSA/WAFSA filing, dual credit, and maintenance of current investments. The Governor's biennial budget request is anticipated in December.

A complete list of bills COP tracks and other legislative information can be found [here](#).

COP and Sector Information


Discover the latest information about Washington's public baccalaureate sector and COP [here](#) and on social media on [Twitter](#) and [LinkedIn](#).



The Washington State
BOARD OF EDUCATION

Update to Washington Council
October 18, 2022


1



Update to the Washington Council

- Emergency Waiver
- SBE Pathways Legislative Request
- SBE Mastery-based Learning Budget Request
- Graduation Requirement Alignment Project


2




Graduation Requirement Emergency Waiver (GREW)

<p>Class of 2022</p> <ul style="list-style-type: none"> ■ Allows a waiver of up to two credits <ul style="list-style-type: none"> • May be flexible or core credits • No more than one credit in each core subject area • Students must earn a minimum of 20 credits to graduate ■ Graduation pathways may be waived 	<p>←</p>	<p>Class of 2023</p> <ul style="list-style-type: none"> ● Same as Class of 2022 	<p>Class of 2024</p> <ul style="list-style-type: none"> ● Allows a waiver of up to one credit <ul style="list-style-type: none"> • May be flexible or core credit • Students must earn at least 21 credits ● Graduation pathways may not be waived
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• The waiver is a last resort to help students graduate after their education has been disrupted by the pandemic; districts may only consider the waiver after making a good faith effort to support students meeting all requirements.
 • Districts must administer the waiver equitably and track data on the use of the waiver.
 • Students receiving the waiver must also demonstrate preparation for their next steps after high school.
 • Districts must advise students on the potential benefits and limitations of using the waiver; students planning on attending a college or university should be encouraged to contact their higher education institution on potential impacts.



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The Washington State
BOARD OF EDUCATION

Graduation Pathways Legislative Request

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Problem

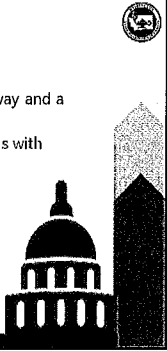
- When Legislature established graduation pathway options in 2019, the Legislature anticipated implementation and access barriers and charged the Board with research on implementation and recommendations for changes and additions to pathway options.
- Research findings:
 - The initial set of pathway options do not meet the needs of all students
 - Lack of alignment between pathways and students' goals for high school and beyond
 - Strong interest from students, families, and educators in having more relevant, engaging, and authentic options



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Proposed solution

- Clarify the purpose of graduation pathways
- Add more options including a performance-based pathway and a work-based pathway
- Establish ongoing data review at the state and local levels with aim of ensuring the options are equitably offered



6

Graduation pathway options


2019 legislation replaced exit exams with graduation pathway options:

- State Assessment
- Dual Credit Courses
- AP/IB/Cambridge Exams
- SAT/ACT College Entrance Exams
- Transition Courses
- Combinations
- ASVAB (Armed Services Vocational Aptitude Battery)
- Career and Technical Education Course Sequence

Intended to allow students to show they are ready for their own education and career goals for after high school.

They should be:


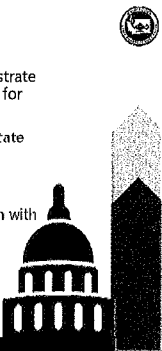
- Student-focused
- Individualized
- Adaptable
- Rigorous
- Meaningful



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Clarify purpose

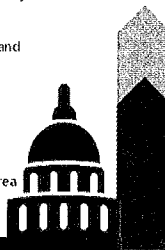
- Pathways provide students with multiple ways to demonstrate readiness in furtherance of the student's individual goals for high school and beyond
- "Demonstrate readiness" = the student is able to apply state learning standards in:
 - (a) English language arts and mathematics
 - OR
 - (b) Two or more core subject areas that most directly align with the student's high school and beyond plan

8

Add a performance-based pathway

- Complete a performance-based learning experience through which the student applies knowledge and skills in a real-world context, providing evidence of applying state learning standards in at least two mandatory core subjects most directly aligned with the student's education or career goals as stated in their HSBP
- May take variety of forms (e.g., project, practicum, cultural activity) and may result in a variety of products that can be evaluated (e.g., performance, presentation, portfolio, report, film, exhibit)
- Must meet state requirements set in rule regarding:
 - Safety and quality of learning experience
 - Assessment criteria for determining the student has applied the learning standards
- Evaluation of the student's performance must include at least one certificated teacher with an endorsement in each relevant subject area or other applicable qualifications permitted by PESB
- School district adopts policy before providing this pathway



9

Add a work-related pathway

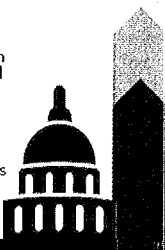
- Complete a work-related learning experience through which the student applies state learning standards in at least two of the mandatory core subject areas most directly aligned with the student's HSBP goals
- May include paid or unpaid work experience, community service, internship, apprenticeship, pre-apprenticeship
- Must meet the same requirements as the performance-based pathway regarding:
 - Safety and quality of learning experience
 - Assessment criteria for determining student has applied the learning standards
- School district adopts policy before providing this pathway



10

Establish ongoing data review

- OSPI annually collects and reports which pathways are available to students at each school district and number of students using each pathway (current requirement)
- State Board of Education to review and monitor school district compliance with requirements for implementation of pathways and for the district's data review, with annual data collection and biennial report
- School districts to examine data annually to determine if there is disproportionality among student groups participating in and completing pathways offered. If so, district must identify reasons and implement strategies as appropriate to ensure options are equitably available to all students.




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Other changes

- School districts must annually provide students in grades 8-12 and their guardians with comprehensive information about the pathways offered
 - Consistent with language access policy and procedures
 - Strong encouragement to begin providing in 6th grade
- Clean-up of AP/IB/CI pathway subsection
 - Points to existing higher ed statute on exam scores consistent with college credit
 - Moves list of qualifying courses from statute into SBE rule




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The Washington State
BOARD OF EDUCATION

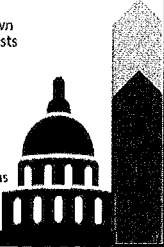
**Mastery-based Learning
Budget Request**

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Mastery-based learning (MBL)

- A learning approach where students advance upon mastery of content as measured by meaningful, authentic assessments tied to state learning standards.
- Students take ownership of their learning, advance at their own pace, and receive differentiated support based on their interests and needs.
- Intentionally integrated with culturally responsive-sustaining education, it is an equity strategy with the potential to close opportunity gaps.
 - Culturally responsive-sustaining education explores the relationship between conditions of inequality and ideas that shape access, participation, and outcomes for learners. It recognizes students' diverse characteristics and backgrounds as assets for teaching and learning.




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Legislative investments in advancing MBL

- 2019 Legislature established the **MBL Work Group** to identify barriers and opportunities for increasing student access to MBL (E2SHB 1599)
- 2021 Legislature extended the MBL Work Group to develop the **Profile of a Graduate** and authorized the Board to make recommendations to align graduation requirements with the Profile (SSB 5249)
- 2021 Legislature provided funding to launch a **demonstration grant** project (ESSB 5092)

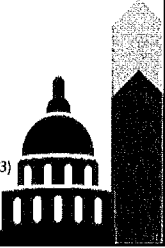


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MBL Collaborative Demonstration Grant Project

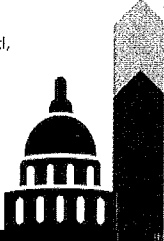

- Initial funding of \$5M for the 2021-23 biennium, including \$1.5M in FY22 and \$3.5M in FY23, for the following:
 - Grants to school districts
 - Professional development of school district staff
 - Implementation support
- Grantees are required to:
 - Report on impacts (evaluation)
 - Participate in a collaborative to share best practices
- Status
 - Cohort 1 = 20 schools
 - Just completed planning year (FY22)
 - Beginning first year of intensive professional learning (FY23)
 - Federal ESSER funds will cover a third year (FY24)



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Proposal



- Continuation and expansion of the demonstration project
 - Continuation funding for the first cohort
 - Adding of a second cohort
- More comprehensive evaluation of the project
 - To help us understand potential barriers, supports needed, and early outcomes
 - Report with recommendations
- Development of a resource suite
 - To support school districts statewide that are interested in transitioning to MBL




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Funding to support:

- Grants to school districts
- Contracts with:
 - Professional learning providers
 - Higher education partners
 - Community-based organizations
 - External evaluator
- Staff support provided by SBE, OSP, and PESB
- Events, travel, equipment, overhead




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The Washington State
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**Graduation
Requirement
Alignment Project**





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Alignment Work of the State Board of Education

- The State Board of Education will submit recommendations to align graduation requirements with the Profile of a Graduate by December 2022
 - Findings and recommendations regarding the Profile
 - Possible changes to the subject area requirements
 - Improvements to the High School and Beyond Plan and Graduation Pathway Options

HB 1599 (2019)
SB 5249 (2021)




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Washington State's High School Diploma

High School & Beyond Plan
A planning tool that helps students identify interests, set goals, and choose high school courses + activities

Credit & Subject Area Requirements
Students develop knowledge and skills outlined in state learning standards for core + other subjects

Graduation Pathway Options
Ways students show readiness for their individual education and career goals for life after high school



Purpose
To declare that a student is ready for success in:

- Postsecondary education
- Gainful employment
- Civic engagement
- Lifelong learning


(RCW 28A.230.090)

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Washington State | Profile of a Graduate


A Washington State graduate...

Cultivates Personal Growth & Knowledge




Shows confidence
Applies learning
Sets personally meaningful goals

Solves Problems




Thinks critically
Demonstrates resilience
Embraces creativity

Communicates Effectively




Works on a team
Collaborates
Navigates conflict

Sustains Wellness




Cultivates physical and emotional well-being
Fosters leadership
Builds relationships

Embraces Differences/Diversity



Participates in community
Promotes global responsibility
Shows cultural competency

Masters Life Skills /SEL Agency



Takes initiative
Understands, evaluates and digital literacy
Accesses resources

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2022 Alignment Work

January to July	July to October	October to December
<ul style="list-style-type: none"> • Review current requirements and identify potential topics for recommendations • Engage with students, educators, partner organizations, public 	<ul style="list-style-type: none"> • Develop and refine draft recommendations • Engage with students, educators, partner organizations, public 	<ul style="list-style-type: none"> • Finalize recommendations • Submit report with recommendations to the Legislature • Share report with public

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Engagement formats


- Listening sessions
- Partner organization events and meetings
- Survey
- Graduation Pathway Options research
 - Surveys and focus groups over 3 years

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Survey on draft recommendations

- Opened in mid-August and remains open
- 200 respondents as of October 17

<https://survey.alchemer.com/s3/6986475/Graduation-Requirements-Alignment>



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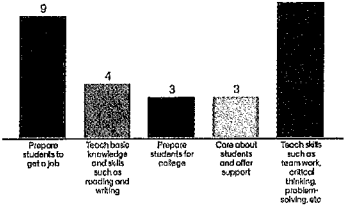
Fall results

- Recommendations that received the highest average ratings were:
 - Support for financial education
 - Increasing opportunities for students to earn the Seal of Biliteracy
 - Focusing on learning standards over seat time
- Recommendation with the lowest support:
 - Partner with advocates to build coalition on the implementation of Ethnic Studies

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Fall listening session with students in Open Doors Re-engagement Programs and alternative schools

What is the most important thing that a school can do for students?



Category	Count
Program students to get a job	9
Teach basic knowledge and skills such as reading, math, writing	4
Prepare students for college	3
Care about students and offer support	3
Teach skills such as team work, critical thinking, problem-solving, etc.	10


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Draft Alignment Report Recommendations

- Support the work of the **Financial Education Public Private Partnership (FEPPP)** and build capacity for districts to offer high quality **financial education** to all students
 - Masters Life Skills /Self-agency
- Create more flexibility in physical education and health to allow for **mental health** content
- Develop a **state policy for the waiver/excusal of physical education** so that awarding of mastery/competency credit is more uniform
 - Sustains Wellness

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Draft Alignment Report Recommendations II




Embraces Differences/Diversity

- Ensure districts implement the **Since Time Immemorial** curriculum
- Partner with advocates to build coalition on the implementation of **Ethnic Studies**
- **Support English Language Learners** in meeting graduation requirements by allowing them to meet World Language graduation requirements when taking an English Language Arts course
- Increase opportunities for students to earn the **Seal of Biliteracy** by promoting the adoption of district policies and ensure English Language Learners are evaluated for earning the Seal

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Draft Alignment Report Recommendations Cont.




Cultivates Personal Growth/Knowledge

- **Focus on learning standards** rather than seat-time to support mastery-based learning and interdisciplinary learning
- **Improve the high school transcript** to support better reporting of mastery-based learning, multidisciplinary learning, and more detail on how graduation requirements are met
- **Improve the High School and Beyond Plan** through state support for a limited number of online platforms that would improve uniformity and portability

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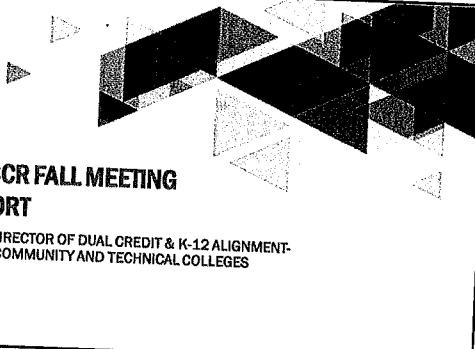
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 Email: sbe@k12.wa.us
 Phone: 360-725-6025



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**2022 WCHSCR FALL MEETING
SBCTC REPORT**

JAMIE TRAUOGOTT, DIRECTOR OF DUAL CREDIT & K-12 ALIGNMENT-
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
October 18, 2022



1

STAFFING UPDATES

- SBCTC Executive Director-Paul Francis
- Director of Student Services-TBD

2






BRIDGE TO COLLEGE

The Bridge to College project is the collaborative effort of three organizations committed to student learning and success in Washington: The State Board for Community and Technical Colleges (SBCTC), The Office of Superintendent of Public Instruction (OSPI) and College Spark Washington.

Through Bridge to College transition courses, students engage in challenging senior-year courses in math and English that prepare them for success in college-level courses. To learn more about the courses and see a list of participating districts visit [the OSPI Bridge to College webpage](#).


3

FINANCIAL AID OUTREACH INITIATIVES

- Two financial aid outreach initiatives were funded by the Washington State Legislature in 2022. House Bill 1835 created a pilot outreach program in two Education Service Districts with low FAFSA completion rates.
- Five colleges are involved in the pilot program: Columbia Basin, Walla Walla, Big Bend, Olympic and Peninsula. The colleges are staffing up and initial contacts have been made in the ESDs and high schools. Partners in the effort are the Washington Student Achievement Council and the Washington State Library.
- A second initiative provides funds for all community and technical colleges to contract with community-based organizations, also for purposes of financial aid outreach to students, families, and their communities.


4



COLLEGE IN THE HIGH SCHOOL & RUNNING START PILOT

- That state has appropriated \$500,000 to select CTCs to administer a pilot program to subsidize costs to students that qualify for a low-income waiver and are pursuing College in the High School and/or Running Start.
- These funds will cover additional fees and books outside of what the waiver covers, in addition to all CjHS fees.
- OSPI will be working with previous summer 2021 pilot colleges, Yakima Valley College, South Puget Sound Community College, and Skagit Valley College, to allocate out the \$500,000 for 2022-2023 academic year to qualifying students.


5



RUNNING START SUMMER STATE SUPPORT

- Previously enrolled Running Start students were eligible to earn up to 15 college credits in the summer quarter through CTCs, pursuant to ESB 5693, Section 522(46)
- The legislature's investment (\$3 million) was intended to support the following:
 - Students that exceeded the maximum Running Start enrollment during the 2021-22 school year
 - Including Class of 2022 high school graduates that were 15 or fewer credits from earning an associate's degree through any of the state's community and technical colleges
- \$1.21M Expanded
- 19 colleges and over 200 high schools participated
- 6,647 credits were earned (443 FTE)


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ESSER RUNNING START GRANT 2022-2023

- Thirty-two community and technical colleges applied for and received federal funds to cover tuition costs, fees, books, and materials that are not currently covered by the Running Start program for summer, fall, winter, and spring of the 2022-2023 academic year.
- Summer 2022
All Running Start students were able to enroll in courses tuition free at 32 of our community and technical colleges.
- Fall, Winter, and Spring 2022-2023
Students pursuing professional technical education will receive funds to cover tuition expenses, fees, books, and materials that are currently not covered by the Running Start program.

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SUMMER 2021 LEGISLATIVE REPORT


Summer 2021 Highlights

- Participating Colleges: SPSCC, SVC, and YVC (+19 School Districts)
- 90% Completion Rate & 87% Retention Rate
- 41% Students of Color
- 27% Low-Income & 25% First-Time RS Students

Recommendations

- Full and Consistent Tuition Funding
- Funding to Support Summer Staff
- Clear Eligibility Requirements
- Integrated Electronic Tracking and Reporting

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COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

UPCOMING DUAL CREDIT EVENTS

GTE Dual Credit
Wednesday, October 26
2:00 - 5:00 p.m.
<https://us02web.zoom.us/j/83483746557?pwd=MkdPWVJGeXJwOldlNDZnUFB0RkRrZz09>
Meeting ID: 834 8374 6557
Passcode: 302234
Phone: 253-215-8782

College in the High School
Tuesday, December 6, 2022
9:00 a.m. - 2:00 p.m.
<https://us02web.zoom.us/j/81687479850?pwd=QkprRmNIUWFlUSntImMUJESVF4eEVSZz09>
Meeting ID: 816 8747 9850
Passcode: 815285
Phone: 253-215-8782

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COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

DUAL CREDIT PROGRAMS REPORT

1867 Dual Credit Programs from ERDC to include:

- Student participation rates, award of high school credit, award of postsecondary credit at an institution of higher education, and academic performance for each dual credit program.
- Total unduplicated head count and percentage of students enrolled, students who have been awarded high school credit, and students who have been awarded postsecondary credit at an institution of higher education, in at least one dual credit program course.
- Participation and enrollment of students in dual credit must be disaggregated by dual credit program, by the student categories and subcategories described in RCW 28A.300.042 (1) and (3), and by gender, students who are dependent or homeless, and students who are multilingual/English learners.

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COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

QUESTIONS

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