

**WSAC Meeting Notes – June 11, 2013**

Council members shared their interest in education:

- Maud – choices and chances limited with education. Moral and economic problem. Problem solver, edges of education community for a long time. Co-chairing WA aerospace partnership, two important signals state can send to Boeing: transportation and great training – intellectual property and technology. Likes Boeing – offers a broad spectrum of jobs, middle class jobs.
- Lindsey – mix between business and education. Wanted to be a teacher, but loves business.
- Karen – business is a lot of teaching. Teaching staff. Education makes a huge difference in people’s lives, especially if no intergenerational transfer of wealth, especially for people of color. Family history, great, great, great, great grandmother received education at emancipation and she sees the difference that has made in her family compared with other families that did not receive the same opportunities 5 generations ago.
- Susana – born in Mexico City. Family immigrated when she was six years old. Education is the key to why I am where I am right now. There are a lot of children, students we can reach that we aren’t currently reaching because of the way our system is set up. Only reaching students in small numbers because in part we don’t understand their world views.
- Jeff – Inchelium, lived on Indian reservation until 10. Then moved to Zillah. Has always believed he can learn anything out there, but many students don’t have this confidence. We need to re-instill confidence in folks, and the way we do that is optimism. Stop the blaming, switch to what you’re doing is great, you just need to tweak it.
- Ray – friends got him involved with Whitworth Foundation, then became chair, and then on board of trustees. President of Whitworth encouraged him and he became Whitworth’s liaison to the Independent Colleges Council (correct name?). Also active in the Spokane Chamber of Commerce at the time. Was a part of Gregoire’s Washington Learns campaign. Motivated by grandchildren going through school. Make high school more rigorous academic experience for his youngest grandson, who is in sixth grade.
- Scott – comes from a teacher’s family. Dad was a teacher. Little sister is now a Director in Central Kitsap School District, older sister is a teacher in Walla Walla. Grew up in Bremerton during the shipyard boom, and people who didn’t graduate and go to college are struggling. Product of Catholic school (grade school) was a science teacher. Works in Ferndale School District. Family tradition of attending Western WA University. We need to figure out how kids are smart, not if they’re smart.
- Gene – believes we have a choice each day to be dream makers or dream breakers. Chooses to be a dream maker. Believes that all means all. Two

formative experiences: grew up in projects of White Center (first) and second was being a paratrooper in Vietnam, learned loyalty and friendship.

#### Overview of Roadmap Action Recommendations Plan:

We will be developing a dashboard, visual communication, dashboard work.

South King County Roadmap Project – name is confusing. We may be changing our name.

We need some solid foundational wins during the 2014-15 legislative session, upon which we can build in subsequent sessions.

Ray – NGOs as well. Jim suggested matching donations.

Gene – Otis Hasselton from East Wenatchee. He will donate one million dollars if we can match it. STEM careers, environmental science.

Jeff – wants to pay attention to resistance – who will be resistant to each recommendation and why.

Ray – fact check, lots of emotion

Scott – witnessed a lot of salesmanship, is that really working? How do we take what's working in one place and move it to the other side of the state, replicate? Heard a lot about what they were doing right, but nothing about the struggles. Heard struggles in the community forums. Problems with TPEP. Heard struggles from K12 more than higher ed. Didn't hear from underrepresented people. Invited but we didn't go to them. Also didn't hear from many students. We need to know more about how this will impact people.

#### Jim Reed – Discussion of actions:

What do we mean by action? What the state should do, as a state government at a policy level to promote attainment of the people who live in the state. It also means what the sectors of education could do or should do on their own or perhaps with state support (policy funding) to contribute to that goal.

The level of specificity has two extremes. One extreme is the Council for Post-secondary's plan. 146 recommendations, more specific perhaps to the point of micro management. The creation of this council goes in the other direction.

Other master plans went too far the other way. Give us money, we'll do good things and tell you what happens. We need a balance. We don't want to micro-manage but we also don't want to be too general. Plans are nothing, planning is everything. Creating a framework for ongoing planning.

Every recommendation, must be clear, have a measurable outcome, and directly connect to increasing educational attainment. Very clear connection needs to be articulated. Bold – not necessarily controversial, just makes sense. First Roadmap due December 1, 2013.

Scott – bold and courageous plan.

Jim, data needs to be there, but they need stories.

Karen – fear for the Council is that the educational bodies blow us off. Legislators draft laws, but they're not in the business of education. Are our policies actually bad? Business perspective – workforce needs, employer needs.

Jeff – we’re going to increase attainment. What does that mean? We need to be careful of what we call attainment. The system helps every kid find a path to being a contributing member of their community. That path shouldn’t be predetermined. Measured by 3<sup>rd</sup> graders entering with x set of skills, expanding college bound program, or by SBAC assessments?

General discussion about what attainment means.

Scott – there’s something beyond where you’re at if you’re not satisfied. Remove the barriers and people will achieve as they move forward. How do we create a system, we struggle with silos, reactionary method. How do we get rid of the silos and make it a system.

Jim – problems in the pipeline. Spending too much time fine tuning without looking at the problem holistically.

Karen – accountability measuring and reporting system in our enacting statute.

Jeff – public perception of attainment wins regardless of how we decide to measure it.

Gene – increase both achievement and attainment as we define them.

Ray – are we producing enough graduates with the right degrees so that Washington businesses don’t have to recruit outside of the state.

Marty – we’re not unique in the skills mismatch. A lot of it is capacity. We’ve got 4,000 Washington kids at UW. That’s ridiculous. We don’t have the faculty for more engineering students. Marty thinks higher ed will blow us off.

Maud – I’m not trying to seal the borders, but wouldn’t it be nice to also educate our state’s kids. Kids that graduate from our system, the goal would be that they’re available and trained to be employees in WA state.

Our kids who go through the system here can attain living wage jobs in WA state.

HB1 Visa data – Karen asked for it if Council feels they need it to make decisions.

Jeff - % of WA student graduates that don’t get hired? Do we have the capacity within our higher ed insitutions to add another 15,000 students to the computer science.

Karen – engineers are expensive to train. That all goes into the capacity.

Maud – what are the tradeoffs of having more engineering professors/graduates? Fewer sociology professors and graduates.

Scott – Alignment

Ray sees 7<sup>th</sup> and 8<sup>th</sup> graders as our customers because they’re making choices. *[Side note: He doesn’t know about RSG website. Perhaps we could do a demo of the RSG website for the next council meeting or send them the beta link.]*

Scaling College Bound support for all middle school students.

Karen – boldness is going after the poor kids and getting them through the inertia of our system.

Scott – we have influence with the schools. High school diploma doesn't mean a whole lot. Kids get stopped at the K12 system. How do we connect those two systems so there is no barrier? Or how do we get kids back who have been out of the system for 10 years? CTCs have done a great job on alignment over the last few years, but 4 year institutions haven't done it.

Marty – we're not selective, we've worked with k12 to tell them what they need to be teaching for kids to be successful even at a community college level. Math faculty from CTCs go to math faculty at high schools and say this is what we need and these are the things various assessments we're using now will do. College in the high school program is really good, but it can be hard for faculty to pull off.

Jeff – love to see some sort of a document from the 2 years or 4 years that says this is what we want to see. But it's probably different than common core and next gen. CTCs are hesitant to jump on board with K12 in part because it changes every 3 years.

Jane – Core to college includes representatives from the baccalaureate institutions as well as the 2 year colleges and k12. Discussing SBAC being used in college admissions. Very good partnership of community colleges and the 4 years.

Eliminate the barriers.

Marty – have a more robust discussion with core to college folks.

Gene – on June 17, a number of us will be at the Gates Foundation to have a discussion on that piece.

Scott – Core 24. The 24 credit diploma, requiring algebra II.

*[Sidenote: geometry is a very small part of common core but we devote a whole year to it in high school...OSPI math curriculum person (name???) indicated this has been overlooked in curriculum development.]*

Susana – need to keep in mind the funding (or lack thereof) for things like common core, tpep, sbac, etc.

Finding ineffective, redundant policies/mandates and recommending elimination is in itself an action.

Lunch – Discussion of staff's summary of conversation on chart paper

Maud recommended having Mary Jean Ryan speak at next Council meeting. What about keeping kids in school. Reduce drop outs.

Jeff – how do you get the kids off track either back on track or on a track that makes sense for them.

Scott – double jeopardy study, done by the casey foundation

Jim – diverse educational delivery

Kindergarten and early learning – lacking infrastructure for growth? Lacking purpose of what the the test is for. Data rich but information poor. We don't fully fund kindergarten yet. Existing data about student preparedness isn't resulting in certain actions.