

THE WASHINGTON STATE BOARD OF EDUCATION

Accountability | World-Class Math and Science Standards | Meaningful Diploma/CORE 24

May 14-15, 2009
Yakima Valley Community College
Yakima, Washington

MINUTES

Thursday, May 14, 2009

Members Present: Chair Mary Jean Ryan, Ms. Amy Bragdon, Mr. Jack Schuster, Dr. Steve Dal Porto, Mr. Jeff Vincent, Ms. Austianna Quick, Ms. Anna Laura Kastama, Ms. Lorilyn Roller, Mr. Randy Dorn, Dr. Bernal Baca, Dr. Sheila Fox, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Phyllis Bunker Frank (14)

Members Absent: Mr. Eric Liu (excused), Vice-Chair Warren Smith (excused) (2)

Staff Present: Ms. Edie Harding, Dr. Kathe Taylor, Mr. Brad Burnham, Ms. Loy McColm, Mr. Aaron Wyatt, Ms. Ashley Harris, Ms. Colleen Warren (7)

Call to Order

The meeting was called to order at 9:15 a.m. by Chair Ryan.

Dr. Linda Kaminski, President of Yakima Valley Community College (YVCC), welcomed the members to the College. She gave an overview of the College saying that there are 6,798 students currently enrolled with 330 in the Running Start program. Dr. Kaminski also reported that YVCC has a program for students working toward their GED as well.

Chair Ryan introduced Senator Curtis King who welcomed the members to Yakima. Senator King commended Ms. Frank and Dr. Baca for their work on the State Board. He talked about ESHB 2261, especially the importance of early learning and all day kindergarten. He wants to be sure the funding is provided.

Chair Ryan introduced Ms. Kastama as the new student member from western Washington, replacing Lorilyn Roller.

Chair Ryan announced the availability of an interpreter for the meeting and introduced Mr. Jose Chavez.

Chair Ryan announced the resignation of Mr. Steve Floyd and explained the process for finding a replacement. Mr. Smith will lead the elected Board members in the selection of the new member of the Board.

Approval of Minutes

The minutes were approved as amended.

Motion seconded.

Motion carried.

Consent Agenda

A request was made to move the 180-Day Waiver approval to the Business meeting on Friday, May 15, 2009 and the request was granted.

MOTION was made to approve the contract extension for Dr. Pete Bylsma, to December 31, 2009.

MOTION seconded.

MOTION carried.

Update on Legislative Session Issues

Ms. Edie Harding, Executive Director

Mr. Brad Burnham, Policy and Legislative Specialist

The ESHB 2261 bill was passed and the bill signing is scheduled for May 19. Staff will notify the members of the time for the signing.

Funding will be phased in and fully implemented, by Legislature, no later than September 1, 2018. The key concepts of ESHB 2261 include:

1. Expanded definition of basic education.
2. Prototypical school funding formula.
3. Transportation funding formula.
4. Quality Education Council.
5. Work groups.
6. Accountability.
7. Teacher standards and certification.

The system capacity will continue to be a big issue in moving forward with the bill. The Office of Superintendent of Public Instruction (OSPI) will determine biennial capacity for the system to accommodate increased resources, as well as where the capacity issues and recommendations need to be addressed.

A Quality Education Council is being implemented, consisting of eight legislators, and one person from the following agencies: Governor's office, State Board of Education, Professional Educator Standards Board, Office of Superintendent of Public Instruction, and the Department of Early Learning. The Council will be an ongoing group, who will recommend and inform implementation by Legislature, of the basic education and financing program.

The initial report from the Council is due on January 1, 2010 and will include:

- Statewide teacher mentoring and support system.
- Early learning program for at-risk children.
- Implementation schedule for phase-in of basic education program and funding.
- New transportation formula phase-in.

Reports will be due every four years with strategic focus.

With the passing of ESHB 2261, the SBE will:

1. Develop an accountability index to identify schools and districts for recognition and additional state support.
2. Prepare a proposal and timeline for voluntary state support and assistance for schools and districts.
3. Prepare a proposal and timeline for implementation of a system for challenged schools and districts that do not improve through the voluntary system.

Mr. Burnham presented the following work delegated to the SBE from the 2009 Legislative session:

| | |
|-----------|--------------------------------------------------------------------------------------------------------------------------|
| ESSB 5414 | Statewide Assessments, Opportunity to learn new math and science curricula, End-of-Course Assessments, science curricula |
| HB 2132 | Graduation requirements for civics |
| SHB 1292 | 180-day school year waivers for modified calendar |
| SSB 5410 | Online learning |

Update on Federal Fiscal Stimulus Package and OSPI Plans

Dr. Alan Burke, Deputy Superintendent, OSPI

The American Recovery Reinvestment Act (ARRA) was created to stimulate the economy in the short term; ensure transparency, accountability, and use the education portion of the funds to improve schools; raise achievement; and drive reforms. The funds are provided for a one time use over a two-year period. The three main groups of money include: formula for state fiscal stabilization; competitive grants; and additional funds for Title 1A, for low income children.

Dr. Burke explained the four assurances that the Governor must sign off on when applying for state fiscal stabilization, as follows:

1. Making progress toward rigorous college and career-ready standards and high quality assessments that are valid and reliable for all students, including English Language Learners and students with disabilities.
2. Establishing Pre-K to college and career data systems that track progress and foster continuous improvement.
3. Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need.
4. Providing intensive support and effective interventions for the lowest performing schools.

The Legislature approved the use of \$738 million of the ARRA funds, to stabilize the state general fund budget in K-12 by replacing state funding for I-728 and levy equalization. Washington State was recently awarded a grant of \$5.9 million over a four year period, by the U.S. Department of Education, to address data governance, data quality, business/data analysis, technical infrastructure, tools, reporting and professional development.

Dr. Burke discussed funding from the Race to the Top, which will be available in two rounds. Race to the Top grants are comprehensive and the first round will have a June draft RFP date and an August final RFP date, with a deadline of October 1 to submit proposals. The second round will have a March 2010 RFP date and a May 2010 deadline. The comprehensive proposal will need to meet the four assurances (see below) and the state should not submit an application for a stand-alone program, nor should a collection of states submit an application to duplicate a stand-alone program. States can apply for both rounds. The four assurances include:

1. Teacher effectiveness and ensuring that all schools have highly qualified teachers.
2. Higher standards and rigorous assessments that will improve teaching and learning.
3. Intensive support, effective interventions, and improved achievement in the schools that need it most.
4. Better information to educators and the public to address individual needs of students and improve teacher performance.

Recommendations from System Performance Accountability (SPA) Work on Accountability Index and Recognition System

Dr. Kris Mayer, Board Lead

Ms. Edie Harding, Executive Director

Dr. Pete Bylsma, Contractor, SBE

The Board passed a resolution outlining its accountability framework at the January 2009 Board meeting. The 2009 Legislature approved the Board's direction, as outlined in the Accountability Resolution and the concepts are reflected in sections 501-503 of the ESHB 2261, as part of the new basic education funding system. The Legislature asked the Board to report to the Legislature by December 1, 2009. At this meeting, the Board will be asked to approve the Provisional Accountability Index and approve the outstanding overall performance recognition program using the Accountability Index.

A new Accountability Index is needed because the current Federal Accountability System, under NCLB to allocate resources and sanctions, is unfair, too complicated, and punitive. Also, the new Accountability Index is founded on fair, consistent, transparent, and easily understood criteria. A new recognition program will:

- Provide a positive way to use the Accountability Index.
- Provide an opportunity, with the new superintendent, to revise current recognition programs.
- Recognize schools that have a high level of achievement, close the achievement gap, and make improvements.

Ms. Harding and Dr. Bylsma traveled throughout the state and met with 225 superintendents in the nine ESDs, WSSDA, and principals' leadership groups, as well as OSPI staff, between January and April 2009. They received positive feedback from stakeholders and were pleased with the outcome of the visits.

Overview of Index and Update on English Language Learners (ELLs), Alternative Schools, and Recognition

Dr. Pete Bylsma, Consultant, SBE

Dr. Bylsma reported on the proposed outcomes and indicators as follows:

Five outcomes

- Results from four assessments (reading, writing, math, science) aggregated together from all grades.
- Extended graduation rate for all students.

Four indicators:

- Achievement by non-low income students.
- Achievement by low income students.
- Achievement vs. peers.
- Improvement.

Research shows that it takes three+ years to achieve academic proficiency in English, and stakeholders are concerned about inappropriate testing and the use of invalid results in accountability measures. OSPI has asked the U.S. Department of Education to use different methods to measure ELL students' progress appropriately.

Related recommendations for English Language Learners (ELL) are as follows:

1. Exclude results of ELLs in their first three years of U.S. public school enrollment or until achieving level three on the WLPT.
2. Use performance on WLPT to provide feedback about whether ELLs are on track to meeting standard.
3. Report detailed WLPT results on the OSPI Report Card.

There are many different types of alternative schools in the state so no peer indicator is computed for non-regular schools. Alternative schools represent less than four percent of enrollment, but many serve students facing significant challenges generating a low index score. There is agreement that additional data should be examined before making accountability decisions.

Related recommendations for alternative schools include:

1. Compute index as usual and use normal rules to determine AYP.
2. If an alternative school does not make AYP in two consecutive years, a more complete set of data should be looked at before making AYP decisions.

The proposed recognition system includes:

- Guiding principles.
- Use the same accountability matrix and receive recognition when meeting specific benchmarks.
- Applies to both schools and districts.
- Recommend two forms of recognition.

Public Comment

Sunday Heppner, Huntington Beach, California

Ms. Heppner is a teacher in the Buena Park School District. She explained that she currently mentors and coaches teachers in a different way than the status quo. She briefly explained her reinforcement lessons and strategies, saying that the lessons increase test scores in bilingual students, as well as those with behavioral problems and struggling students, in a relatively short time. Ms. Heppner said that she is here to reinforce the curriculum in Washington State.

Update on OSPI Math Plans and Proposed Changes to Math Rule for High School Students

Dr. Alan Burke, Deputy Superintendent, OSPI

Dr. Kathe Taylor, Policy Director

The Superintendent's recommendations for K-5, 6-8, and 9-12 instructional materials have been issued. Supplemental materials are being reviewed by a work group lead by Greta Bornemann, OSPI. Nine regional meetings have occurred, as well as one statewide meeting with representatives' from large and small districts, a publisher representative, and the regional math coordinators as part of the work group.

The Chief State School Officers and National Governor's Association are recommending a state-led common core for English Language Arts and math standards. Twenty states have signed the Memorandum of Agreement (MOA) with governor and state superintendents' approval. Governor Gregoire is considering whether Washington should sign on to the MOA. Board members recommended sending a letter to the Governor encouraging her to sign Washington into the MOA.

In Washington State, new standards in math are highly aligned with national trends, as well as reading and writing. There is a possible link to Race to the Top and Governor Gregoire has committed to not lowering standards. Chair Ryan asked Board members for their thoughts on joining the MOA.

Proposed Revision to the Math Rule

Since the adoption of the new math rule, WAC 180-51-066, an issue emerged that is not addressed in the current rule language and did not come up in the considerable public comment this rule generated. The issue pertains to students in the graduating class of 2013 who are presently in eighth grade and may have successfully completed one or even two high school math courses. The law permits students who have completed high school courses before attending high school, to elect whether or not to record the high school credit on their transcript. However, the new math rule requires students to earn credit in Algebra I and Geometry (or Integrated Math I and II). As a result, counselors have asked the Board to

clarify what math courses students need to take when they enter high school. Since students are facing registration for ninth grade classes beginning in September 2009, clarification is needed quickly.

| Key Differences Between Draft Revisions <i>(for students who have completed two math courses prior to 9th grade, and earn their first high school credit in Algebra II)</i> | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Revision I | Revision II |
| Student earns a second math credit for graduation in a math course that would be next in a progressive sequence as defined by the district. | Student earns a second math credit for graduation in a math course that is consistent with the student's education and career goals. |

It was decided to move forward with Revision II and staff will bring the Revision forward to the July meeting for approval.

Public Comment

Julie Wright, Where's the Math

Where's the Math is concerned that the districts are still following the status quo in math and parents are not being involved in this decision. Ms. Wright stated that "we all share the same goals of having high standards and we want to ensure that our students get what they need. If students aren't getting the materials they need we are wasting precious time and dollars if we don't get on board and include parents." Ms. Wright encouraged the Board to make sure districts know the results of the Strategic Teaching findings. She said that parents may not be aware, or aren't paying attention, that Discovery Math was not a chosen curriculum; however, they are the experts on what's working and not working for their children. There's a lot of disagreement on the approaches to math and she feels that parents should have the last decision on what works if stakeholders can't come to an agreement.

Consideration of Future Work Based on State Budget and Federal Fiscal Stimulus Package and Retreat Planning

Mr. Jeff Vincent, Board Lead, Stimulus Package
 Ms. Amy Bragdon, Board Co-lead, Retreat Planning
 Dr. Kris Mayer, Board Co-lead, Retreat Planning

Ms. Dee Endelman has agreed to serve as the retreat facilitator again this year. The retreat planning co-leads asked the members for feedback on accomplishments from the past year and desired outcomes for the retreat. Ms. Endelman will call each Board member before the final agenda is prepared for the retreat.

The members broke into small groups to discuss the following questions and regrouped for a Board discussion:

1. How are we working together?
2. What is our role in the education system?
3. How do we define our Board's success?
4. What do we need to think about for the next year?

The meeting was adjourned at 5:00 p.m. by Chair Ryan.

Friday, May 15, 2009

Members Present: Chair Mary Jean Ryan, Ms. Amy Bragdon, Mr. Jack Schuster, Dr. Steve Dal Porto, Mr. Jeff Vincent, Ms. Austianna Quick, Ms. Anna Laura Kastama, Ms. Lorilyn Roller, Mr. Randy Dorn, Dr. Bernal Baca, Dr. Sheila Fox, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Phyllis Bunker Frank (14)

Members Absent: Mr. Eric Liu (excused), Vice-Chair Warren Smith (excused) (2)

Staff Present: Ms. Edie Harding, Dr. Kathe Taylor, Mr. Brad Burnham, Ms. Loy McColm, Mr. Aaron Wyatt, Ms. Ashley Harris, Ms. Colleen Warren (7)

Call to Order

The meeting was called to order at 9:05 a.m. by Chair Ryan.

Announcements

Chair Ryan reported that ESHB 2261 will be signed at 10:00 a.m. on Tuesday, May 19, 2009 in the Governor's office.

Chair Ryan reminded members that, with the resignation of Mr. Steve Floyd, there will be a vacant seat on the Executive Committee and members should think about running for the position.

Update on CORE 24 Implementation Task Force

Dr Steve Dal Porto, Board Co-lead

Mr. Jack Schuster, Board Co-lead

Dr. Kathe Taylor, Policy Director

The Task Force met twice, to date, to consider implementation issues associated with CORE 24. Discussion at these meetings included:

- Skills centers, course equivalencies, and career and technical education overview.
- Perspectives on the interactions among Career and Technical Education (CTE), skills centers, and CORE 24.
- Operationalizing the career concentration requirement.
- Building flexibility through policy.

Future meetings are scheduled for the following dates with most being located at the PSESD in Renton:

- May 18
- August 14
- September 28
- November 2
- February 2010 – date TBD

At the first meeting, staff provided a baseline of knowledge about the origins of CORE 24 and current state requirements, while Dr. Duane Baker, BERCC Group, gave an overview of current course-taking patterns, using data from the transcript study of 2008 high school graduates.

The second meeting included discussion on defining career concentration and considerations for the benefits and drawbacks of a two-for-one or credit plus policy. A two-for-one policy would enable students participating in a career and technical education equivalent course to receive one credit for the academic course-equivalent and check off that they have completed one of the three career concentration requirements.

The Task Force supported a flexible definition of career concentration that would:

- Enable students to fulfill their career concentration requirements in a variety of ways, including through general education and career and technical education courses.
- Be connected to the High School and Beyond Plan.
- Assure that one of the three credits addressed the standards of an exploratory career and technical course.

There was also general support for the concept of “two-for-one” or “credit plus” as long as there are clear parameters established by the state.

Update on Meaningful High School Diploma

Dr. Kathe Taylor, Policy Director

The Meaningful High School Diploma (MHSD) advisory group met on March 24, 2009 to consider policy questions related to essential skills, career concentration, and the relationship between CORE 24 requirements and Higher Education Coordinating Board admission standards. The main ideas from the career concentration discussion included:

- Flexibility is needed and should be tied to the High School and Beyond Plan.
- A concentration is not a major; and therefore, the Board’s guidance is that the career concentration should be a course sequence to be interpreted very loosely. Students need to be able to change their minds.
- The substance of the current occupational education requirement should remain.

Update on Delta STEM High School in Tri-Cities

Ms. Deidre Holmberg, Principal, Delta STEM High School

Delta High School is a new STEM (Science, Technology, Engineering, and Math) public high school in Washington. This new high school model relates to the Board’s third goal: *Improve student preparation for post-secondary education and the 21st century world of work and citizenship.*

The Delta High School is scheduled to open, in the Tri-Cities, in August 2009 with 110 students slated to attend. Due to the extreme interest in the school, students were chosen through a lottery by district. The curriculum is integrated and applied with four years of humanities, science, math, and technology/engineering. Local innovators from schools and businesses built the school and curriculum.

The Washington State STEM Education Association was created in fall 2008, which consists of local business owners and employers. The Foundation’s goal is to build a permanent facility for Delta High School in the next three to five years.

Delta teachers will include: one each in math, science, English, social studies, as well as technology/engineering. There are a number of ways for students to get credit for occupational education to include online and summer school. Each teacher will remain an employee of his/her district of origin.

OSPI Summit District Programs in Mount Adams and Wapato

Ms. Vicki Bates, Coordinator, Summit District Improvement Initiative, OSPI

Ms. Becky Imler, Superintendent, Wapato Public Schools

The Office of Superintendent of Public Instruction’s (OSPI) School and District Improvement division initiated the “Summit District Improvement Initiative” to build the capacity of school districts in greatest need of intensive assistance to work with schools identified as needing improvement under the federal law, No Child Left Behind (NCLB). This work relates to the Board’s first goal: *To improve student achievement.*

The goals of the initiative are to increase the capacity of districts in improvement status where there is greatest need. Five districts were selected to participate in the initiative, to include: Mount Adams, Wapato, Mount Vernon, Renton, and Othello. Over a three-year period, the selected participants will work with a group of consultants, along with OSPI on the following areas of emphasis:

- Effective leadership.
- Quality instruction.
- Clear and collaborative relationships.
- System improvement.

The presenters gave their perspectives on how this initiative has built capacity in the districts, to what extent the work is different from previous school and district improvement efforts, and how this work could benefit other districts.

Mount Adams School District

Mr. Richard Foss, Superintendent, Mount Adams School District

Mr. Steve McKenna, District Improvement Facilitator, Mount Adams School District

Mr. Henry Strom, Curriculum and Staff Development/Federal Programs, Mount Adams School District

Ms. Sharon Oliva, Summit Team Member and Second Grade Teacher, Mount Adams School District

Goal number one for summit schools is to provide quality teaching and learning by rigorous, relevant, and coherent K-12 reading, writing, and math curriculum. Goal number two, in creating summit schools is to define effective instruction by facilitating the development of shared vision for all classrooms in the Mount Adams School District.

The partners included in the implementation of summit schools are: BERC Group, Inc., Teachscape, Center for Educational Effectiveness and WEST ED. Mr. Strom explained some of the work that has been done for the District on classroom instruction.

Wapato Public Schools

Ms. Becky Imler, Superintendent, Wapato School District

Dan Murray Assistant Superintendent, Wapato School District

Dave Juarez, Director of Special Services, Wapato School District

Rick Pilgrim, Principal, Satus Elementary School

Jill Lenington, Teacher, Satus Elementary School

District enrollment in the 2007-08 academic year was 3,435, with an increase of six plus students per year. The ethnicity of the District includes: 67% Hispanic, 25% American Indian, and 6% Caucasian. The District has been involved in the school improvement program with OSPI for a number of years and administrators are looking at a system-wide approach to the summit. West ED was the primary facilitator for the process, working on needs assessment and action planning. The goal of the District is to have 90% of all students achieving at benchmark in math and reading. A major focus, this year, was to align math standards with classroom instruction throughout K-12.

Public Comment

Sandra Hill, Superintendent, Pasco School District

As a superintendent, she hopes that the Accountability Index will be a tool that can be used to provide a valid assessment. The District knows that it will never be perfect but they think that what Pete Bylsma has developed is heading in the right direction. Pete lists two options for the ELL population and one of the premises Dr. Hill would like to see is to use scientifically based research to make decisions and develop programs. She hopes to see that expectation will be applied at the policy making level also. She said that Option A violates the research on ELL students, which excludes students for three years or until they reach the WLPT level three. In thirty years of research, there is nothing stating that three years is supported for ELL students. WLPT level three is the norm for the ELL population and was designed for them. If the Board decides to use Option A, it needs to be a five-year exclusion or a WLPT

level four. Any exclusion should be four years in Washington State only. The District does not believe that ELL students should be excluded for three or five years. They believe that Option B is educationally appropriate, given the options available. Option B is based on actual data and is better supported on research for English Language Learners.

Liz Flynn, Executive Director of Student Achievement, Pasco School District

Data of three million students' indicates that it takes a minimum of six years for kids to reach grade level proficiency and they sustain it with continued language support. Ms. Flynn said that it doesn't end with the best program in place. She gave an example of percentages between English Language Learners and English speaking students. She agrees with Superintendent Hill that Option B should be the decision for our students.

Mack Armstrong, Assistant Executive Director of Professional Development, Washington Association of State Administrators (WASA)

Mr. Armstrong was reminded, through the discussions yesterday and today, of the March Board meeting and Greg Lynch's presentation. As the Board talks about future policies, he encouraged the members to think back to Mr. Lynch's presentation, which is paramount to developing future policies, and talk about how it all melds together in a system approach and how it gets pushed out. How does the push out look if it's well planned. The Board is in the center of encouraging other entities to participate in the systems approach. The Board has embraced several of Mr. Lynch's thoughts and Mr. Armstrong encouraged the members to keep moving forward with that.

Martha Rice, Washington State School Directors' Association (WSSDA)

At the last meeting in Yakima, there was a presentation from Spanish parents who talked about how the acquisition of English affects their lives. Ms. Rice applauded Dr. Hill for her comments, which echo what is happening in Yakima as well. She encouraged the Board to continue to learn more about English language acquisition as they move down the path toward the reform of education in Washington State. She also encouraged the members to take the opportunity to educate themselves on career and technical education and the role that alternative learning settings play in that process. It is a learning opportunity for all of us. Ms. Rice commended the Board for the work they're doing and encouraged them to keep moving forward.

Business Items

Approval of the Provisional State Accountability Index

MOTION to approve the Provisional Accountability Index "Plan A" as described in Pete Bylsma's Accountability Index paper.

AMENDED MOTION to approve the Provisional accountability Index as described in Dr. Bylsma's Accountability Index paper and to continue to examine ELL.

MOTION seconded.

AMENDED MOTION carried.

Approval of 180-Day Requests

MOTION to approve the 180-Day Waiver requests for Columbia, Cusick, Odessa, and Granite Falls School Districts for the number of days requested, the years specified, and the purpose stated in each district's submittal to the Board.

MOTION seconded.

Members discussed revisiting the process for approving 180-Day waivers. There was concern that some districts have continually asked for waiver days; however, there is not any sign of improvement within the district.

MOTION failed with a roll call vote of five Nay's and five Aye's as follows:

Nay: Dr. Baca, Mr. Hughes, Dr. Mayer, Ms. Ryan, Mr. Vincent.

Aye: Ms. Bragdon, Dr. Dal Porto, Dr. Fox, Ms. Frank, Mr. Schuster.

Board discussion continued.

NEW MOTION to approve the 180-day waiver for Columbia, Cusick, Granite Falls, and Odessa School Districts for the number of days requested and the purpose requested for one year (academic year 2009-2010) and for the Board to engage in a review of the 180-day waiver policy.

MOTION seconded.

MOTION carried with Ms. Bragdon abstaining.

Approval of the Joint OSPI/SBE Recognition System for Schools

MOTION to approve Option 1 for Outstanding Overall Performance, as described in Pete Bylsma's recognition paper.

MOTION seconded.

MOTION carried.

The Board directed staff to write a letter to Governor Gregoire urging her to sign the Memorandum of Agreement (MOA) on common core standards.

Culminating Project and Outgoing Thoughts

Ms. Lorilyn Roller, Outgoing Student Board Member

Ms. Roller was recognized for her two-year commitment to the Board and presented her Culminating Project to the members. In closing she thanked the Board for the opportunity to serve as a student member and said that her experience on the Board has assisted her in decision-making for her future.

Early Learning Overview and Ready by Five

Ms. Phyllis Bunker Frank, Board Member

Ms. Jane Gutting, Superintendent, ESD 105

Ms. Stacey Drake, Children's Program Director/Director of Early Learning, Ready by Five/Yakima School District

Ms. Helen Marieskind, Executive Director, Ready by Five

Washington is one of 38 states that provide some form of pre-kindergarten program. In addition to full day kindergarten funding, there are many districts that fund a variety of programs for birth to age five. With the new federal economic stimulus package, funding for these and similar programs is likely to increase. The national investment in early education is reflective of the proven importance of effective Pre-K systems on students' lives.

Thrive by Five is a public/private co-sponsored organization, created to increase and support early education programs throughout Washington State. Through the Gates Foundation, Thrive by Five formed two models of early learning community-based programs in White Center and East Yakima. The programs included a continuum of services designed to ensure all students entered kindergarten,

school ready. Thrive by Five communities, such as Yakima and White Center, are already seeing significant improvement in their education system as a result of the concerted effort to align early learning and K-12 standards and curriculum.

Yakima has a high concentration of children with two or more risk factors for school failure and beyond. The risk factors include:

- Single or no parent.
- Mothers who do not have a high school education.
- No parent fluent in English.
- Parents with disabilities.
- No parent employed full-time or for a full year.
- Poverty, which is most prevalent.

Many children begin life with measurable indicators of “risk factors” that are overwhelming. One can be overcome by a child’s resiliency and the child’s chances of success are greatly impeded. Without successful intervention, these children are in danger of trailing behind other children in social, emotional, physical and cognitive development and have less likelihood of success in school or adulthood. Poverty, homelessness, drug addiction, and incarceration are more common in “at risk” children.

The State Board of Education, as a fundamental educational stakeholder in the K-12 system, has a vested interest in working closely with OSPI, Thrive by Five, and the Department of Early Learning as they continue to develop statewide early learning programs. Ms. Frank asked the Board to consider adding a fourth goal that addresses linkage between early childhood and school readiness, to support goal three to, *“improve student preparation for post-secondary education and the 21st century world of work and citizenship.”* She asked that the fourth goal be discussed at the July Board retreat. Ms. Frank also referenced several specific NASBE publications and actions by state boards in Illinois and Louisiana.

The meeting was adjourned at 2:45 p.m. by Ms. Frank.