CCER – ESSA WORKSHOP
Compilation of Policy Implication Notes from Table Discussions
May 26, 2016

1. **Accountability**
   - Will we be a state that checklists compliance or one that innovates?
   - Concerned about how alternative programs will be measured
   - What are interim goals? What does best practice look like for stretch goals?
   - Focus on gap closing and balance this with a focus on high performance
   - Accessibility of targets and data to parents and community
     -> Community review of targets and measures, and how they are used – what change will be made as a result of the indicators chosen?
     -> Improve communication I this area
   - Title VII assurances for an easy process and consistent reporting
   - Extended graduation rates – make sure there are open doors for students
   - Don't use discipline rates as an indicator
   - Use a non-cognitive indicator – i.e. resilience, student perception surveys, the 5 Domains, chronic absenteeism
   - Combine attendance with seat time
   - Indicator for high school?
     -> Growth
     -> Graduation rate without remediation
     -> School climate and student success
   - Social-emotional development: self-regulation
   - Take onus off children and look at the environment and climate/culture of schools
     -> Open door programs
     -> Accessibility to parents to see targets and measures

2. **College and Career Ready**
   - Counselor services need to be more broadly available
   - Expand what general career/pathway options are available – planning matters
   - Be aware of equity concerns such as financial impact – credit – alignment
   - Dual Credit – Dual Enrollment
     -> Better transitions ad alignment with college coursework
     -> Building relationships between secondary and post-secondary institutions
     -> Create more collaboration efforts to increase awareness of programs/options
   - Pay attention to preparation opportunities that are open to everyone
   - Every student should have a career and college plan with support and alignment with their academic program
   - Ensure we offer a broad definition of career/college – set student goals appropriately
   - Align High School & Beyond Plan with college/career readiness
     -> Promote alignment of High School & Beyond Plan for ever student
   - Pay special attention to first generation families – communication critical

- Engage families in career/college culture – understand family values and traditions -> Expand role of family engagement counselor
- Policy implications: Graduation rates; ELL student data
- Create broad pathways for **ALL** students for career and college
- Use data to personalize student needs – create aligned plan for career and college
- For the accountability work group: Is there a way to value career learning, project learning, soft skills? Does not have to be testing.
- What does it mean to graduate college and career ready?
- Whether or not to set a 100% graduation rate was a contentious discussion at a prior meeting
- There has been some work to improve alignment between K-12 and higher ed (i.e. SBA score of 3 or 4 means a stunt doesn't have to take a non-credit bearing college course).
- Need to create a P-12 through higher ed continuum
- Must differentiate between types of schools (i.e. alternative vs. comprehensive)
- Is a 100% graduation oal aspirational or used as a hammer?
- Need to not just focus on college/niversity, but also other avenues to success – career pathways)
- Need to focus on what districts can control
- Reports regarding persistence and completion rates at the post-secondary level should be public, but not necessarily part of the accountability system.

3. **Early Learning**
   - Be cautious and avoid developing too narrow a focus
   - How do we use WaKIDS data to inform priorities and identify best practices?
   - Keep a focus from birth through age 8 in the conversation - ensure birth to 8 represented in priorities
   - Ensure parent representation from both formal and informal setting as well as voices not specifically attached to schools and early learning setting – authentic partnership and collaboration with community and parents.
   - Attend to birth to three early intervention and disabilities and transitions into preschool special ed
   - Attend to early numeracy
   - Ensure racial equity and culturally appropriate solutions
   - Continue to grow or build on programs or initiatives that already under way.
   - Collaboration amongst all the various organizations and agencies that have a hand in early learning/early childhood
   - Some aspects of WaKIDS is not culturally sensitive or appropriate. How will this be addressed?
   - Ensure that there is an awareness that districts can use funds to subcontract to provide PK and home-visiting services etc…
   - Apply for the PK development grant
   - Apply for the statewide birth – 12th grade comprehensive literacy grant (Striving Readers)

- Concerns: Multiple agencies involved now with ESSA having an early learning component. How does the federal DSHS equivalent fall into this? How about DEL and DSHS at the state level? How about ECEAP and Head Start?
  -> The concept is to align all of the state, local and federal agency services to provide efficient and effective early learning programs. Do not reinvent wheels. Instead, use new resources to align with what currently works.
- Washington State should apply for the ESSA Early Learning Grant
- Need space for Pre-K in schools
- How do we prepare for opportunities for additional resources? Will we have enough time to process our thoughts before a grant is due? And do appropriate planning to launch if we received a grant?
- We need to get OSPI and DEL in the sme room regarding the grant possibilities.

4. **ELL**
   - The combined funding piece will need guidelines and parameters to protect the integrity of Title III as well as Title I
   - Need a common policy with decisions at the state level around long-term ELLs
     -> What is the state-wide definition of a long-term ELL?
   - There needs to be measurement of monitoring students who exit wit data.
     -> We are currently required to monitor, but the state must be thoughtful about how they calculate "growth". How will that look?
   - There needs to be s policy around ELL typology. At the state level we do't have a common definition of what a "newcomer" is.
   - Need augmented support for the Seal of Bi-Literacy
   - Support funding for state competency credits and Seal of Bi-Literacy
   - Need policy on school board funding review of ELL programs (because it's all been consolidated)
   - Accountability on collaboration - guarantee that departments work together (on the new funding opportunities)
   - Guidance around testing and new ELL students for the community/parents
   - ELL students (only newcomers) should be able to go to an alternative to testing after failing the test once
   - 2/2/2 policy: Must be in country 2 years and Level 2 to go an alternative
   - Include an ELL assessment plan within the student's High School & Beyond Plan
   - Districts need to work together = share resources
   - Salaries – funding should come from General Ed funds
   - Translations and cultural relevancy of assessments needs to be embedded

5. **Extended Learning**
- Blended funding and cross sector opportunities now that "during" the school day is an option
- Need to incentivize partnerships that are cross-system and cross-sector
- How is extended learning defined for funding purposes?
- What are the program options?

- What are the policy changes to programming?
- Are there opportunities for cross-crediting?
- How will 21st Century School funding change within the new ESSA
- What is the accountability regarding extended learning programs
- There needs to be a strong evaluation in place
- Extended support for AP courses
- How will extended learning be defined? Examples:
  -> AP courses
  -> Students who are enrolled in a CBO for extended learning program but are still enrolled in a K-12 program.

6. **Homelessness**
- Transportation costs should be picked up by the state
- Work with families to keep them from getting into homelessness – complexity of working with multiple systems to get this done
- Need to increase school social worker allocations in the prototypical school model
- Use the Tacoma Housing Authority Model
  -> stabilize housing
  -> + curricular adjustment (IB elementary)
  ** Need to stabilize housing AND improve curriculum
- How will we serve unaccompanied youth (14-21) wholly?
- Policy focus: How will ESSA leverage more resources to serve thee youth?

7. **Parent & Community Engagement**
- Need authentic partnership/engagement – 2-way communication
- Be mindful of parents' needs and challenges
- Families need to be recognized and have a right to be at the table
- Use the Dual Capacity Framework for the work
- Allow funding flexibility to be available to drive assessment success
  -> What is needed to make it work?
  -> Remove the barrier of blame on families for student success
- Attendance Works
  = Future Success
  = Parent Support
  = Disproportionality affects student of color, in poverty and with disabilities
  -> We have evidence for what works to improve attendance
- How do we ensure outreach is open to all groups culturally, systemically and economically?
- Make communication more "for" parents/community – data will help communicate the "why we are doing this"
- Need to improve communication to parents about what assessments mean for their child and how they can help them
- How do we engage with parents and community is a way that doesn't alienate or shame the kids or their families?

- Need to focus on strengths-based culture not a deficit culture
- Correlation to health care disparities and student achievement: A white paper will be coming out this summer from the CDC and National Association of Chronic Disease Directors with recommendations regarding attendance data and chronic health conditions