

**Washington State**  
**Improving Student Learning at Scale (ISLS) Collaborative Proposal**  
**August 2013**

**I. Overview**

As one of the states to voluntarily adopt the Common Core State Standards (CCSS) in math and English language arts, Washington will officially debut CCSS in the classroom in the 2013-14 academic year. The Next Generation Science Standards (NGSS) are expected to be formally adopted via a joint fall 2013 announcement from Washington's Superintendent of Public Instruction and Governor. The Common Core standards have been developed with the intent of taking a large step toward more fully integrating the baseline assumption that education is about excellence, equity, and college and career readiness for all Washington students.

This Washington state *Improving Student Learning at Scale Collaborative Proposal* outlines the ways in which a myriad of Washington education agencies, offices, departments, and leaders will collaboratively align policy, coordinate system resources, and develop a common language to effectively implement CCSS and NGSS.

Washington faces three key challenges associated with the implementation of CCSS. One is the unique educational governance structure with various agencies, boards, departments, and offices with different roles and missions. The second is that Washington's education offices, agencies, boards, and departments need to more clearly define and reach cross-agency consensus on specific strategies for coordinating and aligning CCSS and NGSS implementation efforts and policies. The third is the abundance of advice and help being provided by numerous internal and external entities interested in ensuring the successful implementation of CCSS and NGSS<sup>1</sup>. The diffuse governance structure combined with the myriad of largely uncoordinated supporters makes it difficult to ensure fidelity of CCSS and NGSS implementation.

Yet at the same time, Washington is well positioned to benefit from the support this grant opportunity provides. The current policy environment in Washington demonstrates that law-makers and education leaders have come together in support of more rigorous standards and funding to support basic education.

- The Washington Student Achievement Council – which will serve as the lead coordinating agency and fiscal agent for this grant – was established by the legislature as a new cabinet-level agency on July 1, 2012 to provide strategic planning, oversight, and advocacy to support increased student success and higher levels of educational attainment in Washington. The nine-member Council consists of five citizens (including a current student) and one representative from each of the state's four major educational sectors.
- In June 2013, the House and Senate adopted a biennial budget that increases K-12 education funding by \$1 billion and forwards several new K-12 policy enhancements, including several linked to college- and career-readiness and STEM education.
- Washington policy makers and state education staff and leaders are also in agreement regarding various indicators of educational health such as students achievement; alignment between high school graduation requirements and four-year college entrance requirements; and college-going and college completion rates.

Effective P-16 implementation of CCSS and NGSS will take substantial effort and will affect every dimension of education. The team members – Office of the Governor, Washington Student Achievement Council, Superintendent of Public Instruction, Council of Presidents, State Board for Community and Technical Colleges, State Board of Education, and State Legislative Representatives – are interested in jointly pursuing this grant

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<sup>1</sup> Current partners on CCSS and NGSS include: Achieve, Association of Education Service Districts (AESD) network, Association of Washington School Principals (AWSP), Bill and Melinda Gates Foundation, Center for Strengthening the Teaching Profession, College Spark Washington, Core to College, Education Commission of the States, Learning Forward, Policy Innovators in Education (PIE) Network, Smarter Balanced Assessment Consortium, United States Education Department's Race to the Top district program, WA State ELA and Math Fellows Network, Washington's federal Math Science Partnership projects, Washington STEM, and Washington's federal GEAR UP project to name a few.

opportunity to help Washington identify and implement the most efficacious, aligned, and cohesive CCSS and NGSS approaches to aligning policy, coordinating resources, and improving communication.

## II. Objectives

Washington's ISLS grant objectives are to facilitate planning and communication statewide, align legislative and policy agendas, develop a comprehensive communications campaign, and coordinate resources and assistance from a variety of internal and external sources. Some of the issues to be addressed include:

- What should the relationship of the College and Career Readiness exam be to senior-year course placement and schedules, high school graduation, dual credit or college in the high school options, and postsecondary education and training entrance and placement?
- To what extent should CCSS and NGSS assessments affect what happens to course sequencing at Washington's postsecondary education and training institutions?
- Which assessments should be made available by the state for use in classrooms, schools, districts, and postsecondary education and training institutions and at what cost?

The grant will build on and integrate work currently underway through a collaborative approach with guidance and assistance from the ISLS partners.

During the 20-month period, Washington will complete the following activities.

1. Facilitate and accomplish multi-year cross-agency planning and communication, demonstrated by:
  - a. An 18-month plan that supports efficacious, aligned, and cohesive CCSS and NGSS implementation with clear responsibilities, timelines, strategies, and activities for the entire team and for each team member organization.
  - b. Evidence that the strategies and activities in the 18-month plan have been accomplished as documented in mid-term and final reports, and team materials.
  - c. Evidence that cross-agency communication is occurring regularly and effectively as demonstrated by the common plan, team attendance at planning and status meetings, and team member responses to periodic awareness and satisfaction surveys; shared materials; and sequenced activities.
2. Create common and aligned legislative, agency, and local level policy agendas and timelines, demonstrated by:
  - a. Embedding of 2014 and 2015 legislative priorities within the 18-month plan.
  - b. Shared position papers that encompass P-16 priorities.
  - c. Specific efforts by team members, targeting local education institutions' implementation of CCSS and NGSS efforts, implemented as planned - see Attachment B, State Team Members Current Work Summaries.
  - d. Evidence that local education institutions are moving ahead with implementation.
3. Develop common, synergistic external messaging for various publics, including legislators, linked to existing Real Learning for Real Life campaign efforts, as demonstrated by:
  - a. Evidence of a coordinated communications plan embedded in the 18-month plan.
  - b. Evidence that the communications strategies and activities have been accomplished as planned (e.g., common messages and branding are used on websites, in social media, in public materials, in public addresses, and in legislation or legislative talking points; earned media coverage; op ed placement).
  - c. Social media and electronic newsletter data CCSS and NGSS (e.g., percent of opens, percent of click-throughs, number of website hits).
  - d. Integrated websites that direct stakeholders to team members' websites as appropriate.
  - e. Evidence from poll results that various stakeholders are aware of and support CCSS implementation.

4. Coordinate external funding and technical assistance sources coming to, or developed within, Washington state to support college and career readiness and CCSS and NGSS implementation, as demonstrated by:
  - a. An 18-month plan that supports efficacious, aligned, and cohesive CCSS and NGSS implementation with clear responsibilities, timelines, strategies, and activities for the entire team and for each team member organization.
  - b. Evidence that the strategies and activities in the 18-month plan have been accomplished as documented in mid-term and final reports, and team materials.

A detailed work plan and timeline is provided in Attachment B.

### III. Washington State Team

The team – comprised of the Office of the Governor, Washington Student Achievement Council, Superintendent of Public Instruction, Council of Presidents, State Board for Community and Technical Colleges, State Board of Education, and State Legislative Representatives – represents the public sector agencies, boards, offices, and departments with P-16 responsibilities associated with CCSS and NGSS implementation. An overview of each organization's relevant activities are provided in Attachment C and letters of support are in Attachment D.

Primary team members include the following individuals:

- **Marcie Maxwell, Senior Education Policy Advisor, Governor's Legislative Affairs and Policy Office.** The Policy Office is a division of the Governor's Office of Financial Management and advises the Governor on areas of state government, reviews legislation proposed by state agencies, and tracks and provides legislative analyses. Ms. Maxwell was a member of the Washington House of Representatives, representing the 41st district, from 2009 to 2013. Prior to her service in the state legislature, she served as a member of the Renton School Board from 2001-2009.
- **Representative Larry Seaquist, Chair, House Higher Education Committee.** Mr. Seaquist was first elected in 2006. The House Higher Education Committee considers issues relating to the state's public and independent baccalaureate colleges and universities, public community and technical colleges, and private career schools. Issues include governance and coordination of higher education, financial aid, tuition, distance learning, and the licensing of private colleges and career schools. Mr. Seaquist also serves on the House Education and Appropriations Committees as well as on the Appropriations Subcommittee on Education.
- **Dr. Gene Sharratt, Executive Director, Washington Student Achievement Council.** A former superintendent, Dr. Sharratt provides leadership to the Council's mission, which is to increase achievement and attainment rates for all Washington citizens through an aligned educational system, preschool through higher education, with a focus on postsecondary educational success.
- **Randy Dorn, Superintendent of Public Instruction.** Mr. Dorn was first elected in 2008 and again in 2012. The Office of the Superintendent of Public Instruction is the primary agency charged with overseeing K-12 public education and works with the state's 295 school districts to administer basic education programs and implement school reform. Mr. Dorn has replaced the existing state assessment system with a shorter system, argued successfully against cuts to education funding, expanded early learning opportunities, and championed an updated teacher and principal evaluation system. He has also been an elementary and middle school teacher, a principal, and a legislator.
- **Paul Francis, Executive Director, Council of Presidents.** The Council of Presidents represents the six public baccalaureates in Olympia and conducts various other collaborative endeavors on behalf of the institutions. Mr. Francis also worked for five years on higher education policy issues for the Washington State House Democratic Caucus and the General Government Appropriations Committee.

- **Marty Brown, Executive Director, Washington State Board for Community and Technical Colleges.** The State Board for Community and Technical Colleges has as its charge to administer Washington's system of 34 public community and technical colleges. The State Board sets policy, allocates state operating and capital funds to the colleges, strategically plans the two-year college mission, and approves educational programs. Mr. Brown has 34 years of experience in policy development and budgeting for the Legislature and Governor's office. Prior to joining the State Board in September 2012, he served as director of the Office of Financial Management under Governor Gregoire.
- **Ben Rarick, Executive Director, State Board of Education.** SBE's mission is to lead the development of state policy, provide system oversight, and advocate for student success through governance and accountability. Prior to joining the State Board of Education, Mr. Rarick worked six years for the Washington State House of Representatives as a non-partisan Senior Budget Analyst for the Ways and Means Committee, staffing the K-12 education budget. He also staffed the Joint Task Force on Basic Education Finance and resulting legislation, including ESHB 2261 (2009), which redefined the constitutionally-protected program of "basic education," and implemented a new school funding framework to support it.

#### **IV. Budget**

The seven members of the Washington team will provide their time as part the state's in-kind contribution to implement and support of the activities outlined above. An additional .25 FTE of professional staff time will be provided by each of the following state agencies for a total of .75 FTE: the Washington Student Achievement Council, the State Board for Community and Technical Colleges, and the Office of the Superintendent of Public Instruction.

Washington requests \$65,000 to facilitate planning and communication statewide, ensure alignment of legislative and policy agendas, develop a comprehensive communications campaign, and coordinate resources and assistance from a variety of internal and external sources. Additional support is also requested to develop status reports, the 18-month plan, the midterm progress report, and the final grant report.

Meeting Expenses: Seven all-day retreats – two planning and five status retreats – are planned between November 2013 and May 2015 for the seven Washington team members and approximately 15 additional key stakeholders. The retreats will likely be held in the SeaTac area to accommodate stakeholders traveling from across the state. Anticipated expenses include facilities, equipment, light refreshments, and lunch.

Travel Expenses: Anticipated expenses include round-trip ground transportation for the seven Washington team members to attend the seven all-day retreats in the SeaTac area.

Contractual: Assistance is requested for one or more contractors to complete the landscape analysis; plan, schedule, support, and facilitate the seven all-day retreats in SeaTac; and develop status reports, the 18-month plan, midterm progress report, and the final grant report. Anticipated expenses also include transportation, lodging, and per diem for the consultant(s) to attend each of the seven all-day retreats.

Other Expenses: Funding is requested for the development and production of communication materials and website materials.

Grant Fiscal Agent: Dr. Randy Spaulding, Director of Academic Affairs and Policy at the Washington Student Achievement Council will serve as fiscal agent for the grant.

See Budget Proposal Attachment A for additional information.

**Attachment A  
Budget Proposal**

**NGA Center Grant Budget**

<b><i>Cost Category</i></b>	<b><i>Amount</i></b>
<b>Meeting Expenses</b> (Space rental, audio/visual, food and beverage) Seven all-day retreats (2 planning retreats and 5 status retreats) for the seven Washington team members and approximately 15 additional key stakeholders (\$1,000 per meeting)	\$7,000
<b>Travel Expenses</b> (Air and ground transportation, per diem) Transportation for seven Washington team members to and from the seven all-day retreats (avg. approx. 100-110 miles per round-trip @ \$.55 per mile)	\$3,000
<b>Contractual</b> (contract with report writer, editing, design, printing) Landscape analysis (10 days @ \$450/day = \$4,500)  Schedule, facilitate, and provide materials for seven all-day retreats (17 days @ \$450/day = \$7,650)  Develop status reports, 18-month plan, mid-term progress report, and final report (62 days @ \$450/day = \$27,900)  Transportation, lodging, and per diem for seven all-day retreats (\$4,950)	\$45,000
<b>Other Expenses</b> (specify) Development and production of communication materials, including web materials	\$10,000
<b>Total</b>	<b>\$65,000</b>

**Attachment B**  
**Work Plan and Timeline**

<b>Timeline</b>	<b>Washington State Team 20-month ISLS Grant Strategies and Actions</b>	<b>Objective(s)</b>	<b>WA Sub-Grant Budget or ISLS TA or CA Item*</b>
2013-14	Statewide introduction of CCSS across WA schools	2	Existing State or Other Funding
Oct 2013	Establish objectives and strategy for Collaborative 1 Meeting in DC	1-4	ISLS TA Item
Oct or Nov 2013	Attend Collaborative 1 Meeting in DC and debrief	1-4	ISLS TA Item
Nov 2013	Start monthly status calls	N/A	ISLS TA Item
Nov 2013	Conduct landscape analysis of CCSS and NGSS activities, partnerships, support, networks	1-4	WA Sub Grant
Nov 2013	Administer self-assessment framework	1, 2, and 4	ISLS TA Item
Nov 2013	Convene for 1 <sup>st</sup> full-day planning retreat** to review self-assessment results; consider policy agendas, actions and strategies; communications needs; analyze landscape analysis; establish team priorities; and draft 18-month plan	1-4	WA Sub Grant
Dec 2013	Convene for 2 <sup>nd</sup> full-day planning retreat** to finalize 18-month plan; work with ISLS communications firm to refine communication plan	1-4	WA Sub Grant & ISLS CA
Dec 2013	Finalize policy platform and position papers and conduct information sessions with legislators about common policy agenda	2 and 3	WA Sub Grant
Jan 2014	Synthesize communication materials, messages, needs, and plan, and ISLS communications firm guidance into <i>Real Learning for Real Life</i> campaign	3	ISLS CA
Jan 2014	Implement specific agency, board, office, and department deliverables on 18-month plan and communications plan elements	1-4	Existing State or Other Funding
April 2014	Status Retreat 1** to review and discuss progress and draft midterm progress and financial report	1-4	WA Sub Grant & ISLS TA Item
May 2014	Develop and submit midterm progress and financial report	1-4	WA Sub Grant
July 2014	Status Retreat 2** to review and discuss progress to date; identify challenges, opportunities, and solutions; consider policy platform, budget priorities, and communication priorities for 2015 session; prepare for Collaborative 2 Meeting	1-4	WA Sub Grant Budget ISLS TA Item
July or Aug 2014	Attend Collaborative 2 Meeting in DC and debrief	1-4	ISLS TA Item
Oct 2014	Status Retreat 3** to review and discuss progress to date; identify challenges, opportunities, solutions	1-4	WA Sub Grant
Nov 2014	Attend Collaborative 3 Meeting in DC and debrief	1-4	ISLS TA Item
Feb 2014	Status Retreat 4 to review and discuss progress to date; identify challenges, opportunities, solutions	1-4	WA Sub Grant
Spring 2015	Administration of Smarter Balanced assessments	2 and 3	Existing State or Other Funding
May 2015	Status Retreat 5 to review and discuss progress to date; identify challenges, opportunities, solutions	1-4	WA Sub Grant
June 2015	Submit final report to ISLS Collaborative	1-4	WA Sub Grant

\*TA – Technical Assistance; CA – Communications Assistance

\*\*Schedule to coincide with ISLS Site Visits if possible

## **Attachment C**

### **State Team Members' Organizational Work Summaries**

The **Governor's Office** will provide guidance and support for overall state policy development, participate in planning and status retreats, and engage with major stakeholders such as the WA STEM, Partnership for Learning, the State Board of Education, the Office of the Superintendent of Public Instruction, employers, and postsecondary institutions.

The **legislator team** member will provide legislative and policy oversight and provide leadership in securing funding, legislation, coalitions, and rule-making to support the work.

The **Washington Student Achievement Council** has identified student readiness for postsecondary opportunity and success as one of five critical challenge areas to be addressed in its Ten-Year Roadmap. Improving alignment of course requirements and curriculum from high school to postsecondary education is critical to improving student achievement. As the lead coordinating agency and fiscal agent for this grant, WSAC will be responsible for managing grant funds, convening team and stakeholder meetings, overseeing the development of the formative and final reports, and communicating to key stakeholders and Council members, who represent the Office of the Superintendent of Public Instruction, the community and technical colleges through the State Board for Community and Technical Colleges, the public baccalaureate institutions through the Council of Presidents, the private four-year institutions, as well as four citizen members and one postsecondary student.

As the lead office responsible for transitioning to the CCSS and Smarter Balanced assessments, **the Office of the Superintendent of Public Instruction's Department of Teaching and Learning** partners and coordinates with the Association of Education Service Districts (AESD) Network to develop and provide consistent messages, resources, and trainings throughout the state specifically grounded in the state's CCSS transition plans for ELA and mathematics. OSPI also partners with other stakeholders on related activities such as convening a CCSS Steering Committee, which consists of representatives from K-12 school districts, higher education, state education associations, and statewide professional learning partners; convening a CCSS Content Association Collaborative with school and education association leaders from across the state to coordinate statewide professional learning; working with the Professional Educator Standards board to adjust new teacher requirement competencies aligned to the CCSS and create a new Elementary Mathematics Specialty Endorsement; convening content experts and teacher leaders across subject areas in collaboration with the AESD network; and partnering with Partnership for Learning, the Washington Roundtable's Education Foundation, to launch a public information campaign – Real Learning for Real Life (see [www.readywa.org](http://www.readywa.org)).

The **Council of Presidents** serves a coordinating role for the six public baccalaureate institutions, fostering collaboration among the public baccalaureates as well as with other educational partners, both in Washington and nationally. COP will identify various stakeholders from the state's four-year colleges and universities to work with WSAC, SBCTC, and others to implement the Smarter Balanced assessments. Additionally, the Council of Presidents' Team Member will actively participate in ISLS grant planning and status meetings, OSPI CCSS Steering Committee meetings, and carrying out its specific grant responsibilities.

The **State Board for Community and Technical Colleges (SBCTC)** will continue its work of coordinating, through the *Core to College* project, specific recommendations for how postsecondary institutions will use the Smarter Balanced assessments as an indicator of college readiness in the placement process for entering students. SBCTC will also promote local K-16 partnerships aimed at improving student transitions.

**The State Board of Education** will continue its work on implementing and in securing funding, legislation, coalitions, and rule-making to support the 24-credit [career and college readiness] high school diploma; integration of career and technical education requirements and pathways into graduation requirements; establishing minimum performance levels required for graduation on the new Common Core-based assessments, and incorporating Smarter Balanced assessments into the state's achievement index.