



WSSDA

direct

QUARTERLY NEWSLETTER

SUMMER 2019

Remember your WHY

Read how the Washington Youth Academy helps youth reclaim their lives, **p.10**. See how selfies saved a bond campaign, **p. 8**. Hear from student reps and legislators about advocacy, **p.7**. **>> And more!**

COVER ART:
Not As They Appear
by Jacob D. Simon,
South Kitsap HS



From the Executive Director

“Your why is your foundation

for doing what you’re doing. You’ve got to remember why you’re doing something and why you want success.” Those were the keynote speaker’s words at June’s Washington Youth Academy (WYA) graduation. Former cadet Jon Thomas, now an officer in the Tukwila Police Department, reminds all of us how to succeed in spite of adversity. Jump to page 10 for an account of how the WYA does an amazing job helping students like Jon do exactly that.

For most of the people reading this newsletter, students are your why. So I’m glad to thank Jacob Simon of South Kitsap High School for lending his artwork, titled *Not As They Appear*, for the cover of this quarter’s *Direct*. Jacob was one of the outstanding students honored at the annual [OSPI Superintendent’s High School Art Show](#).

And congratulations to our colleagues in the Bethel School District for passing their bond! With an ingenious selfie campaign, they did a great job of reminding their community that students are why they should vote. You’ll see what I mean when you see the photo on p.8.

And finally, school boards—as Tricia reminds us in her branch update, what you do matters! And when we say there’s research to back up that statement, we mean it.

The researchers we partner with to analyze our board self assessment responses have pointed out that WSSDA has the world’s largest collection of data correlating board actions with student outcomes. With our collective “why” firmly in mind, we’re doing everything we can to leverage that data and continually improve the services we provide so your students can have the success they deserve.

Sincerely,

Tim Garchow, WSSDA Executive Director



Photo shown above: South Kitsap high-school student, Jacob Simon, standing next to his artwork at the OSPI art show reception. To see all the artwork from the show, go to <http://bit.ly/OSPI46>



CALL FOR SUBMISSIONS

Add your voice!

Use *Direct* to share your learning with peers.

DIRECTOR TO DIRECTOR

We’re looking to spotlight WSSDA members who’d like to share their insights as veteran board members, newcomers, or as exemplars of small, medium or large districts. If that’s you, let us know!

PASSION PIECES

Is there a subject you feel strongly about which you’d like to raise with fellow school directors? Then submit a “passion piece” in which you, A) share why the issue is important to you, B) describe what you’ve learned about it that others may not know, and C) explain how this issue has informed your work as a school director.

FOR THE GOOD OF THE ORDER

If your district has experienced success (or failure) that would be instructive to others, let us know so we can help you tell the story!

REVIEWED BY PEERS

Is there a book, a training or professional development event, software, or even an app that has benefited you? Did it help your school district, or even just one school? Then spread the word by writing a review. Your story will give peers a chance to take notice.

For submissions, questions or comments, contact Sean Duke, communications officer, at s.duke@wssda.org.

Produced quarterly by



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Leadership Development

– Tricia Lubach

Do school boards actually matter? Of course they do, but that’s a question I hear on a fairly regular basis. Not only do we know the answer to that question, but **we also have the research** to back it up. School boards absolutely make a difference for children. Research using multiple years of data from WSSDA’s board self-assessment cross-referenced with academic outcomes shows a strong **correlation between board actions and student success**. As I take the helm of WSSDA’s Leadership Development Services with 14 years of school board experience to guide me, my focus is on **giving you the tools—and the will**—to fulfill the role of school director honorably and effectively—because it MATTERS.

Tricia Lubach with Jim Stoffer, Sequim school director and 2017 Leadership WSSDA graduate.



Jessica Vavrus with Troy Nichols, Dave Mastin, Charlie Brown and Clifford Traisman working to pass last-minute Legislation before *sine die*.

Government Relations

– Jessica Vavrus

The 2019 legislative session was a blur with a **record number of bills and policy issues**. The regular engagement of school directors from across the state was truly heartening. Your regular in-person and virtual presence was vital. Together with strong state-level collaboration our efforts made a difference. Much was accomplished and much more is ahead. This summer, WSSDA’s legislative committee **debriefed the legislative session** and reviewed **legislative position proposals** in anticipation of September’s **Legislative Assembly**. Their recommendations, along with opportunities to learn more about **“hot” K-12 education issues on the horizon for 2020**, will be brought forward at this year’s assembly. As I move on to my new position as the executive director of the OSPI/AESD (Association of Educational Service Districts) Network, I want to thank each of you for learning with me and engaging in WSSDA’s legislative efforts. Success truly takes a village. I look forward to ensuring a smooth transition for my successor and promise to stay in touch!

Policy and Legal

– Abigail Westbrook

You do not want to miss the next edition of *Policy & Legal News* coming at the end of July. This edition reflects **crucial policy changes from the 2019 legislative session** and features WSSDA’s **new model policy on parental administration of medical marijuana**. The world of education law is exploding with new information – get ready for the 2019 Law Conference! We’ll start with breakfast, spend the day engaging with experienced public school law attorneys on “hot topic” issues, then finish with a reception and an opportunity to share stories and ideas. I hope to see you there! This spring, we aligned the **processes for submitting positions**—permanent and legislative. This alignment made the process easier and helped clarify that all the positions are crucial for guiding WSSDA’s work. We continue to hear that aligning not only eases, but empowers, school boards’ involvement, so we will continue to look for more ways to improve.



Connecting the dots

Equity Conference as springboard to Annual Conference

“The Equity Conference provides inspiration and urgency, along with models of how colleagues are really doing the work.” That sentiment was echoed in the comments of many attendees about last May’s conference. WSSDA is fortunate to partner with WASA and AWSP each year to offer such a valuable day of sharing and exploration. Speaking of exploration, if you’re looking for books or ideas to investigate during the summer, you’ll find them in the keynote presentation and breakout session powerpoints available at wssda.org/equityfiles. And for those who missed the powerful keynote given by Dr. Jeffery Duncan-Andrade, here is the shortest summary possible of his message: acknowledging history and contemporary conditions are the precursors to establishing authentic, empathetic relationships with students. Without those relationships, success will not happen for students or educators. As you consider those words and reflect on your own relationships this summer, we hope you’re looking forward to WSSDA’s next big event—Annual Conference. With the theme “culture of connecting,” the hows and whys of forming strong relationships are sure to be the topic of many conversations.



Good things come in threes

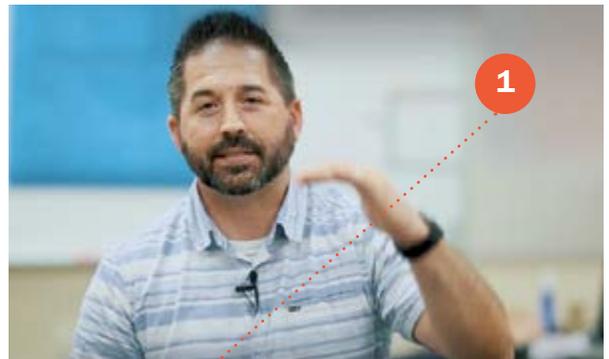
Educators who inspire a culture of connecting

For the first time in recent memory, the WSSDA Annual Conference will feature three Washington state keynote speakers.

First up will be **John Norlin**. John is a co-founder of an organization called CharacterStrong and previously worked in the Sumner School District fostering student leadership and community engagement. CharacterStrong’s goal is to teach students the importance of strengthening one’s own character in order to improve relationships, increase academic achievement and improve the overall climate and culture of their schools. John’s pre-conference workshop at last year’s conference had participants out of their seats and excited about their work.

Next up on day two is **Erin Jones**, a highly accomplished athlete, educator, and equity champion. Erin will share her personal story and how making connections led her and those around her to a deeper self-awareness and success beyond the classroom. Erin received several awards during her time as a teacher, including recognition as a “Champion of Change” by the White House in 2013.

Day three’s speaker will be Washington Teacher of the Year **Robert Hand**. Robert is a family and consumer sciences teacher at Mount Vernon High School. When thinking about whole-child education, social-emotional learning, and safety, Robert likes to explore how relationships and equity intersect. That is a question likely to surface in his address to conference attendees. If you haven’t yet, visit wssda.org/ac for registration and other information about 2019’s annual conference.





Sweet 16

The WSSDA staff is 16 strong, including our intrepid student intern from North Thurston Public Schools, Sarah Beck. Two new full-time employees were added to the mix in recent months, and they have hit the ground running! Here's a little bit about them: **Dina Christensen**, *left*, joins as the leadership development branch coordinator. Working with Tricia Lubach, she supports the 12 WSSDA trainers who provide customized workshops for school boards. **Marissa Rathbone**, *right*, replaces Jessica Vavrus as the director of government relations. Although her official start date was not until mid-July, she participated in the Legislative Committee's June meeting. **Please join us in giving a warm welcome to WSSDA's newest team members.**

WSSDA OFFICER ELECTIONS Committee Nominees



Rick Jansons
Richland School District
**Committee candidate for
WSSDA Board
President-Elect**



Danny Edwards
Riverview School District
**Committee candidate for
WSSDA Board
Vice President**

Voting takes place 9/4 - 10/3

From the Board President



“People power must be combined with good governance to bring about real, deep and lasting change.”—Naranda Modi

As we enjoy summer, there's one question I'd like to pose to my peers: does your school board have a governance mindset? Good governance is the biggest determinant of success for boards that translates into success for our students. Good governance will positively impact students' lives as they navigate the school system and, in the future, as they navigate their lives. Good governance determines how boards establish policies, goals, strategic plans and measure outcomes.

One element of good governance is the process that boards utilize to enact policies and decisions concerning social and educational upliftment. Governance, simply defined, is how school boards decide on items of importance for their schools. How boards make and implement decisions are key components of good governance. It is important to note that a governance mindset includes having systems thinking, strategic focus, deep learning, and the ability to model civic behavior. These attributes of a governance mindset are not only for school board members but the superintendent as well.

There are eight characteristics of good governance. Good governance has equity and inclusiveness. It is participatory, consensus-oriented, accountable, transparent, responsive, effective and efficient, and follows the rule of law. Good governance strengthens the processes that make it possible for improved decision-making. School boards have, on occasion, been singled out at the state and federal levels as poor stewards of resources due to the lack of good governance. In our present climate, it is imperative that school boards choose a mode of governance that guides them to lead effectively despite being pulled in many directions.

In conclusion, good governance is an ideal that is difficult to achieve. Taking steps to implement a governance model and develop effective processes and practices makes for decision-making that is cohesive and responsive to the present and the future needs of school districts. Setting ourselves up for success in this way can only improve the results of the educational process for our students. To ensure that school boards are perceived and function as effective decision-making bodies, I urge our board representatives to evaluate their governance mindset and consider adopting a governance model.

Aurora Flores, WSSDA Board President

The Advocacy Cycle: where are you right now?

Championship athletes use every single day of the year to prepare for reaching their goals. While there is no advocacy Olympics, it's still true that legislative advocacy requires **year-round effort** to achieve the “gold medal” outcome you're striving for. During this past legislative session, relationships, and all the everyday work that went into building them, really made a difference in getting bills adopted into law. **To help school boards become advocacy champions**, WSSDA has a year-round planner with recommended actions based on the time of year. For this time of year, we're in the “**Build Your Team**” phase. Learn more about year-round advocacy at wssda.org/365. **The basis of WSSDA's advocacy** as an association is set at its signature events:



JULY – SEPTEMBER
Build Your Team

- Implement** priority setting
- Follow** and participate in work-groups
- Engage** local stakeholders and advocates
- Support** local campaigns
- Prep for** WSSDA position work
- Review** legislative positions
- Gather** input for the Leg Assembly
- Attend** the Leg Assembly

September's **Legislative Assembly** and November's **Delegate Assembly**. Every school board in the state can send delegates to these events to actively debate and vote on the permanent and legislative positions that comprise our advocacy platform. As a first step for improving the two assemblies, this year the Legislative and Resolutions Committees combined the processes for soliciting and amending positions into one process. Even if your board did not submit any position proposals, coming to the assemblies is the best way to have **your unique perspective** inform the development of WSSDA's advocacy efforts. Remember, relationships make all the difference this year, and that includes among WSSDA's own members. **Coming to the assemblies is a great way to build those connections.**

A new kind of barbershop quartet

Annual Conference attendees can look forward to hearing the Camas High School Women's Barbershop Quartet. The quartet is an entirely student-run, self-selected group who love meeting up on evenings and weekends to learn close harmony music and celebrate friendship. Another student performance will be recent Centralia School District graduate Jack Buzzard playing the national anthem on electric guitar. We're always looking for more performers, so contact WSSDA if you have a recommendation.



Camas' Barbershop Quartet
students Mandy Hansen,
Isabella Ross, Ella Norton and
Ilaria Cunningham

See them perform live at Annual Conference

Student board reps on the hill

We asked how it went...

What did you appreciate most in meeting with the student board representatives and did anything surprise you? The student body is directly affected by the education-related decisions that we are navigating in the Legislature so it's always good to hear their perspective. I am always impressed when students take the initiative to come to Olympia to meet with us. *–Representative Steve Tharinger, Representing the 24th LD (R)*



What did you learn from this experience? Before I became a student board representative, I was an “average high school student” in the sense that I was unaware of the actions happening in the Legislature—it “went over my head.” Preparing and presenting our district’s unified student voice to legislators showed how classroom, school, and school district voices can influence the legislative process. Seeing how classroom, school, and school district voices can influence legislation (and how policies affect individual schools) helps provide a good context into how it all works. *–Meghana Kakubal, Student Board Representative, Mercer Island*

Do you see meeting with legislators as an extension of your role as a student board rep? How so? I believe that meeting and talking with legislators is an extension of my role as a student school board representative. I am a representative for students throughout my district. I have the duty to represent them in all aspects where a student perspective is necessary. I find it an honor to share the issues and concerns of my peers. *–Andrea Litzenberger, Student Board Representative, Eatonville*

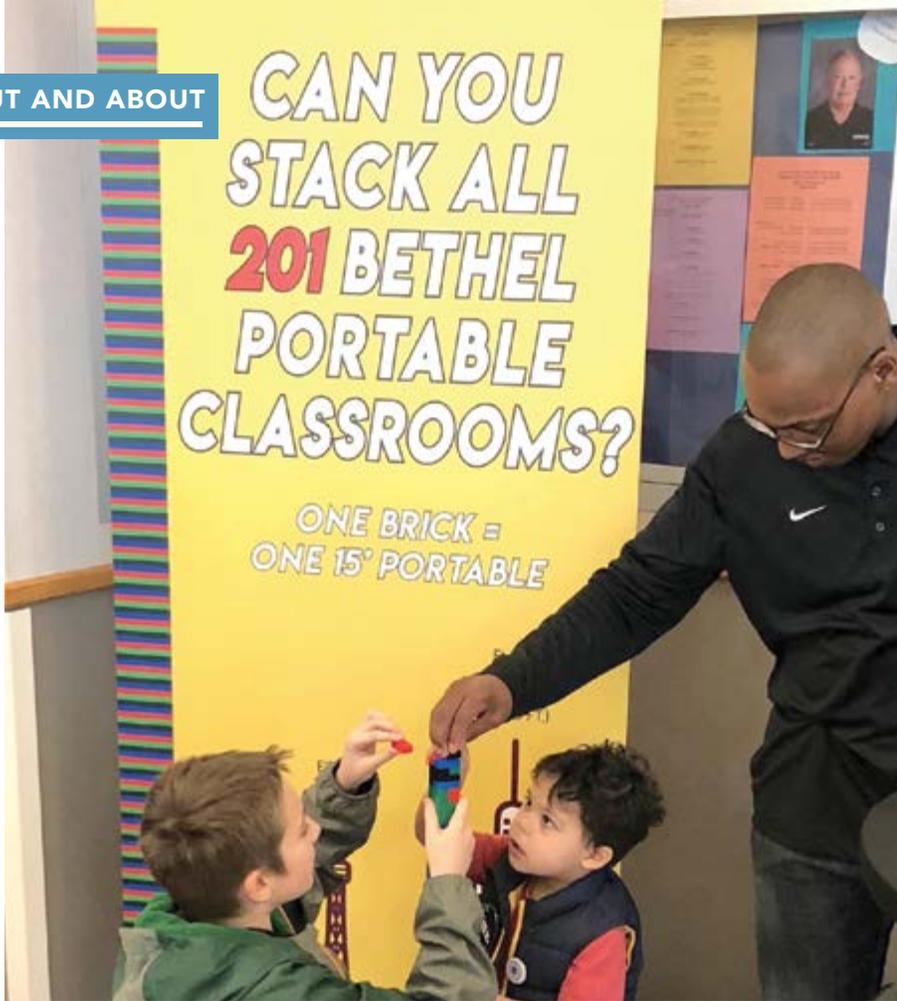
As legislators, you already appreciate the power of lawmaking, but what advice would you give others about influencing or participating in the process? Make an appointment. Legislative representatives are almost always available to meet with constituents. One thing that most people don't think about is that we are a very average set of people... you have more in common with us than you think. We are anxious to have authentic conversations with people. *–Representative JT Wilcox, Representing the 2nd LD (R)*



What did you appreciate most in meeting with the student board representatives and did anything surprise you? I appreciate the opportunity to meet with students, especially student school board representatives. This process provides them an “on the ground” opportunity into civics education and is an important chance for them to engage in the democratic process... truly an invaluable experience. *–Senator Lisa Wellman, Representing the 41st LD (D)*



**CAN YOU
STACK ALL
201 BETHEL
PORTABLE
CLASSROOMS?**
*ONE BRICK =
ONE 15' PORTABLE*



Bethel hits one out of the park with out-of-the-box thinking

—by Tom Seigel

The Bethel School District had been in a state of perpetual bond campaigns since 2015. With two failed campaigns in 2016 and two more in 2018—including a November election that left us 307 votes shy of the state’s 60 % requirement—we decided to do something completely different.

Our February 2018 campaign focused on the good the bond would do, while our November effort focused on the negative choices we would have to make if it didn’t pass. Our community was well versed in the facts, which created an opportunity for us to get creative.

One example is the posters we made specifically for “selfies”. Each poster had a hole in the middle for students to peek through. The top read: “This is the reason why I vote.” The posters encouraged parents to share the photos on social media which helped bolster our Facebook reach from 347,000 in November to 527,500 by February.

We also shifted more focus to media relations, increasing the number of television stories about our bond from 27 in November to 36 in February. The increased coverage helped spotlight the grassroots events that were happening, including high school students who created a documentary about their aging school, and PTA moms who picked up ballots from snowbound citizens to deliver them to the ballot box.

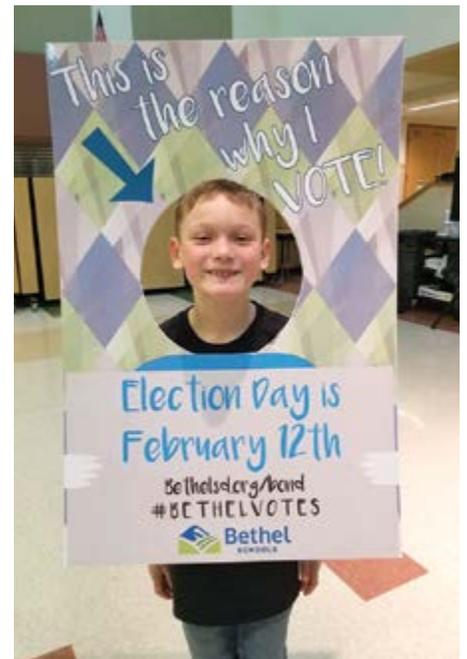
Simultaneously, we became the focus of statewide media coverage about the inequity of the supermajority requirement for bonds, as lawmakers considered changing to a simple majority.

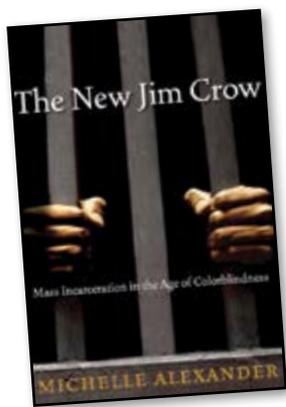
During our campaign, we held our annual Art and Technology Fair. We wanted to draw tired voters to our bond table in a new way, so we created “to-scale” posters of the Eiffel Tower and Empire State Building, and asked people if they could stack all 201 of our portable classrooms—each represented by a single LEGO brick—on top of each other next to the pictures. This drew kids all day long, with their parents in tow, all talking about the bond.

On election night we learned our outside-the-box ideas had paid off, and the community delivered our biggest bond victory in 30 years, at 66%.



Tom Seigel has served as the Bethel School District superintendent since 2001. Before coming to Bethel, Seigel held a similar position in Boulder, Colorado. Prior to his work in public education, Seigel served in the U.S. Navy for 25 years.





EQUITY IN ACTION

Looking beyond and talking within: a glimpse into the State Board of Education's equity journey

by Autymn Wilde and Harium Martin-Morris

For the past year, the State Board of Education (SBE) has focused on educational equity and social-emotional learning. We believe our work should be informed by looking at our policies

through various lenses. We need to understand the issues and barriers from multiple viewpoints while being able to talk openly. To that end, members of the SBE gathered in May to discuss books we had read related to our areas of focus. Harium and I read *The New Jim Crow*, by Michelle Alexander.

From my point of view, I had many shocking revelations about social injustices against blacks in our country. The book's impact on me was so powerful, it is impossible to convey through words. Our book club tried to explain the text through a group activity called a 'privilege walk.' There are many formats for doing the walk available online, but the basic idea is to have a group of people all form a line and take a step forward or backward if a statement applied to them. Most statements were based on race, economics, disability, and sexual/gender orientation. At the end of the statements, when all of the participants are scattered across the room, they're asked to shoot a crumpled piece of paper into a bin (that symbolizes success). Some are close and some are far from the bin, so not everyone succeeded. Afterward, we discussed why success varied and how privilege or lack of it was a factor based on things beyond our individual control.

From that experience, I realized you cannot remove your own lenses and look through an 'equity lens.' Before this activity and reading the book, we created policies based on our own experiences. But the privilege walk took us from a conceptual understanding of obstacles to a physical, tangible experience of the barriers and trials people face.

From my perspective as a board member and black male, the book shows the connectivity of the black men we see in our jails today, the trends in laws that put them there, and how our perceptions taint our views. This forces us to ask ourselves important questions: are the lenses we use to look at our students of color clear or tinted in ways that predict outcome? Is our K-12 system helping feed high levels of incarceration? And more importantly, if we are feeding the jails, what policies can we put in place to stop feeding the school-to-prison pipeline?

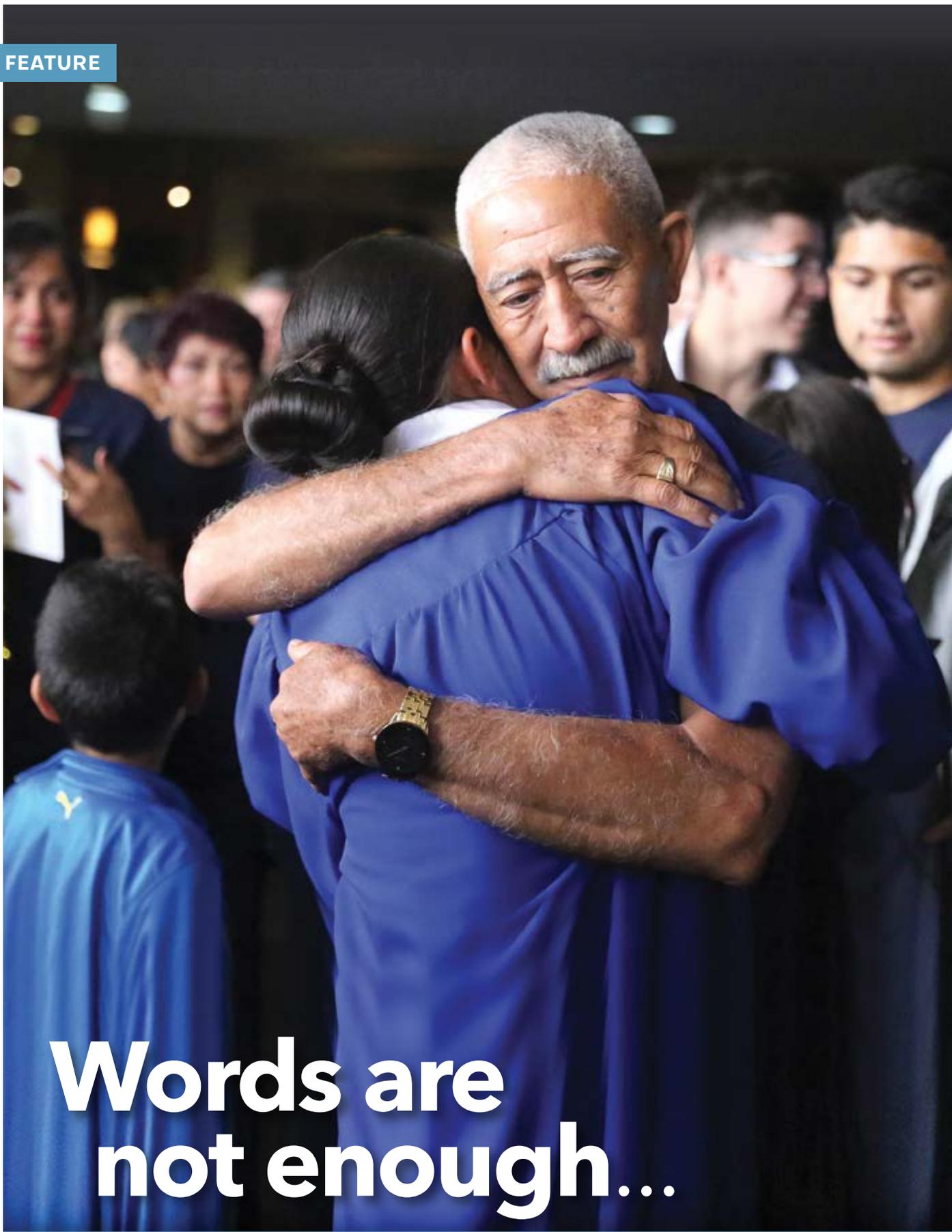
The book challenges us as policymakers to look at issues from multiple viewpoints and to think about the ramifications of our actions. It was very encouraging to be able to have a direct and candid look at one of the greatest injustices carried out against a group of people in this country and to understand the impact on our schools and the community-at-large. Change begins with conversations. This book group started that conversation.

Autymn Wilde, left, is a senior at Central Valley High School and a student member of the SBE representing Eastern Washington. Harium Martin-Morris, right, is a Board Member of SBE and former School Board Director in Seattle.



The OSPI 2019 High School ART SHOW

Each year, the Office of the Superintendent of Public Instruction (OSPI) hosts the Superintendent's High School Art Show in conjunction with the Washington Art Education Association. High school students from all nine of the state's educational service districts (ESDs) have their art on display. WSSDA regularly participates, along with other educational organizations, by selecting one piece of art and purchasing it from the student. This year, WSSDA selected a piece by Seung Hong titled *Fishbones*. Seung is a student of Federal Way School District's Decatur High School, and we are grateful to add her work to our collection! To see all the artwork from the show go to <http://bit.ly/OSPI46>



Words are not enough...

Witnessing the awesome joy of reclaiming young lives



STUDENT QUOTES FROM GRADUATION DAY

On June 22nd, we attended the graduation ceremony for cycle 19-1 of the Washington Youth Academy (WYA) and here's a little about what we learned.

The WYA empowers at-risk students to transform themselves into confident, capable young adults ready to handle the worst that life has to offer. Name your challenge; the backgrounds of academy cadets reflect a variety of hardships. Death of loved ones, contact with law enforcement, gangs, addiction, abuse, suicidal thoughts—these are just a few of the ordeals that enrollees seek to leave behind as they pass through the “forge” that is the academy.

“At the heart of our mission it’s really all about building character and resilience in

these young folks so that they can take on anything that life may throw at them and still succeed,” said Amy Steinhilber, director of the WYA.

Established under the authority of both federal and state law, the WYA is a National Guard [Youth ChalleNge Program](#) run by the state. The academic teachers and a principal are provided by the Bremerton School District. Staff members refer to the academy as Washington’s premier academic and life intervention program and the academic outcomes alone seem to support that notion. The average GPA increase for cadets during the residency phase is 51%, with a grade equivalency increase of 2 years and 4 months.

CONTINUED on page 12



“I was able to see a future for myself; something I could never see before.”

“Being here we learn that running away from our problems is not the solution; that facing them and fixing them is the real solution.”



STUDENT QUOTES FROM GRADUATION DAY



“I walked in with a diagnosis of clinical depression and I’m walking out confident that there’s nothing I shall not accomplish.”

“We learned that in order to be successful, we have to get comfortable with being uncomfortable.”

WORDS continued from page 11

There are 39 ChalleNge campuses nationwide, but so far, only one in Washington. The academy’s establishment is credited to former Governor Christine Gregoire, Congressman Norm Dicks, and the late Maj. Gen. (Ret) Tim Lowenberg who worked with the Bremerton School District and current members of the WYA Foundation Board.

“The Washington Youth Academy offers a unique learning opportunity for students who benefit from more direction and structure,” said State Superintendent of Public Instruction Chris Reykdal. “Serving students who are at-risk of dropping out or have already dropped out of school, the academy plays a vital role for its students in helping them understand and work toward their goals, and plan for their future. The results of these efforts are astounding.”



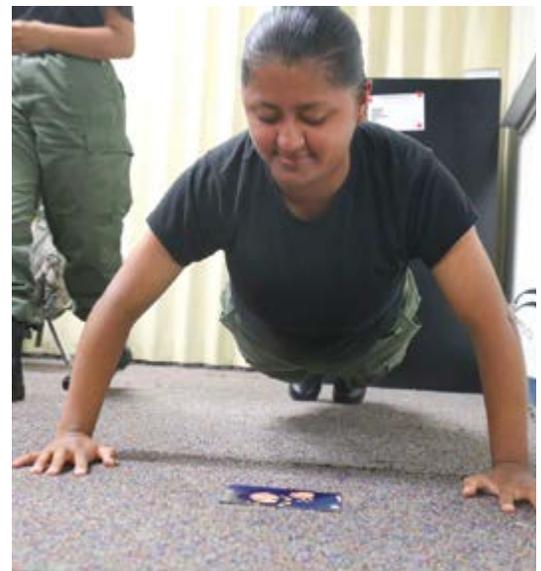
The academy uses military-style training, rigorous schooling and mentor relationships to help students earn up to eight high school credits and prepare for their futures. Counselors connect cadets with opportunities for technical training, jobs and college admissions representatives. Earning the eight high school credits is not easy though since it normally takes a full school year to earn only six.

To help students along, mentors play a crucial role. Program staff help cadets recognize someone who already has served

as a mentor for them in their lives and enlists them to serve as their support. Mentors provide encouragement and positive reinforcement during the six-month residency portion of the program and then afterward throughout a 12-month post-residency phase.

“Serving as a mentor and being part of the academy has been one of the best experiences of my life,” said Anthony Abastilla, former WYA counselor and current member of the WYA Foundation’s board. “When you consider where these kids are coming from and the transformation they undergo in six short months, it’s truly amazing.”

And students aren’t the only ones undergoing a transformation. Some of the military staff are service members participating in a transition program from military service



back to civilian life. “Transitioning out of the military, this has been the perfect stopping point for me,” shared Staff Sergeant Benjamin Mulkey. “I think I’ve grown more working at the academy, working with these kids as an individual, than any other job I’ve done. The level of accountability, the level of role modeling, coaching and mentoring, and this higher standard you hold yourself to to try and be a role model is probably one of the best experiences of my life.”

CONTINUED on page 13



“Serving as a mentor and being part of the academy has been one of the best experiences of my life. When you consider where these kids are coming from and the transformation they undergo in six short months, it’s truly amazing.”

WORDS continued from page 12

In fact, the local supervisor of the program that supports personnel like Staff Sgt. Mulkey with transitioning to civilian life happens to be a regular guest speaker, mock interviewer and all-around supporter of the WYA. “It’s probably one of the most valuable programs in our state,” said Rusty Staub, Work and Family Life Supervisor for the Fleet and Family Support Center of Naval Base Kitsap-Bangor. “Not just for the servicemen and women who work with the cadets, but these young men and woman are incredibly impressive because they all realize no one can make them go here. They had to come to that decision under their own volition. Then they have to apply, then they have to interview and then they have to find a mentor amongst all that and tell the mentor their full story, why they’re here and what they want to do, so that’s

accountability. And that’s at 17 years old. I think it’s amazing. And the impact they have on the state once they finish is even larger as they inspire others by example.”

And what do students do when they leave the program? Since 2009, 78% of those who completed the program in Washington have remained productively engaged in education, employment and military or volunteer service activities into the 12th month of the post-residential phase. To further underscore the program’s value on a national basis, an independent cost-benefit analysis by the RAND Corporation showed a 166% return on investment in the program – every dollar spent yielded a return of \$2.66 in benefits to society.

But those are just facts and figures. Anyone attending the graduation ceremony could see the academy is about much more than that; it’s about heart, family and purpose.



When asked what got them through the arduous physical training, separation from family and self-doubt, the cadets we spoke to consistently cited the “the cadre.” The cadre are the uniformed staff who are with the students 24-7, and who were often mentioned in the students’ graduation speeches. “Actually giving in to the academy and the cadre,” said Cadet Zachary Delany, “actually listening, and seeing that they had such motivation, then I was able to push through.”

Of the 164 cadets that began the program last January, a remarkable 83% walked across the graduation stage in June. As they did, program staff along with local, state and national representatives with connections to the academy shook their

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“These young men and woman are incredibly impressive because they all realize no one can make them go here... They had to come to that decision under their own volition. And that’s at 17 years old. I think it’s amazing.”



What do students do when they leave the program?

78% of those who completed the program in Washington have remained productively engaged in education, employment and military or volunteer service activities into the 12th month of the post-residential phase. According to an independent cost-benefit analysis by the RAND Corporation **166%** return on investment in the program – every dollar spent yielded a return of **\$2.66** in benefits to society. Of the 164 cadets that began the program last January, a remarkable **83%** walked across the graduation stage in June. In June of 2020, the WYA is on track to graduate its **3,000th** cadet

WORDS continued from page 13

hands. The gravity of roles and responsibilities represented on stage was profound. Generals, Washington’s secretary of state, the chief of the Tukwila Police Department and many more showed that “Team USA” was all-in for this program, and that was not lost on the families and cadets beaming with pride and joy that day.

In June of 2020, the WYA is on track to graduate its 3000th cadet. However, the academy currently receives three times the inquiries and nearly twice the applications as space available. But if a second academy were established, noted Director Steinhilber, the program could see its 6000th graduate by June of 2028. That may seem like a daunting goal, but as cadet Aleman pointed out in her graduation speech, Muhammad Ali said “if your dreams don’t scare you, then they aren’t big enough.”

Special thanks to WSSDA board member Carolyn Perkins of the Bremerton School District, WYA Director Amy Steinhilber and photographer Steven Friederich for assisting with this story.

STUDENT QUOTES FROM
GRADUATION DAY



“Before I spent my days wondering why I should bother to wake up, what my purpose was, but now I’m the change I wish to see in the world.”

“Before, I couldn’t even talk to a classroom and now I can talk to more than 136 people; it’s crazy.”



“At the heart of our mission it’s really all about building character and resilience in these young folks so that they can take on anything that life may throw at them and still succeed.”

Preparing tomorrow's manufacturing workforce for takeoff

—by Chris Nesmith

How do we nurture students' interests and prepare them for success in a rapidly evolving workforce? In Yakima's West Valley School District, we work intentionally to answer those questions and open opportunity-rich career pathways for students. Aerospace manufacturing is one of those pathways.

There are nearly 300,000 manufacturing workers in Washington state, and a large percentage of whom are ready to retire. Recognizing that the door is opening to the next generation, we began developing a robust high school manufacturing program five years ago. We started by asking what curriculum would best prepare students for direct entry into high-paying jobs and postsecondary programs. The answer was [Core Plus Aerospace](#).



“Early experience told us that also giving junior high students access to Core Plus Aerospace would reap invaluable benefits in encouraging career exploration.”



“About a third of our graduates take their skills directly into the workforce. Many are recruited by companies like Boeing, Cub Crafters, and Pexco Aerospace.”

Developed and supported by Boeing, Core Plus Aerospace is a hands-on curriculum that delivers real-world skills. It starts with foundational skills common to all manufacturing, such as precision measurement, materials science, and use of hand and power tools. Deeper into the curriculum, students engage in aerospace-specific content in areas like fiber optics and advanced composites.

The curriculum was designed with high school students in mind and is deployed in 40 high schools and skills centers across the state. Our early experience told us that also giving junior high students access to Core Plus Aerospace would reap invaluable benefits in encouraging career exploration. To that end, we deployed 90 hours of the curriculum in both seventh and eighth grade. Our seventh graders take AMPED (Algebra 1 in Manufacturing Processes, Entrepreneurship and Design) while our eighth graders learn about material sciences and green energy.

Our high school program builds on that early exposure through a three-hour-a-day machining class. Students can earn CTE, english, science, and third-year math credits. They learn and apply knowledge in mechanics, mathematics, metal properties, layout, and machining. They learn by doing, figuring out why and how things work, and developing life skills like teamwork and time management.

High school students who successfully complete the 540 hours of Core Plus Aerospace coursework are eligible to apply for our AJAC aerospace apprenticeship, which can give them 2,000+ hours toward a journeyman certification.

We've seen growing interest and strong results since launching our manufacturing program and the post-high school opportunities for our graduates are many. About a third of our graduates take their skills directly into the workforce. Many are recruited by companies like Boeing, Cub Crafters, and Pexco Aerospace. A third of our students go on to two-year colleges. A third pursue four-year degrees in engineering and other fields.

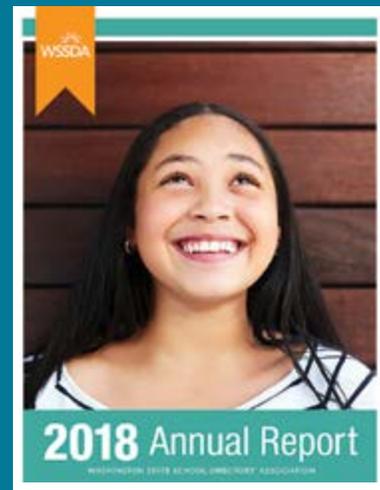
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Five suggestions for school directors and districts interested in developing a manufacturing pathway:

- 1. Visit.** Come see our program or visit another Core Plus Aerospace partner school.
- 2. Partner with industry.** Understanding local employer needs, leveraging their expertise, and building employer trust in how we educate students will pay off for years to come.
- 3. Tap into available resources.** The legislature recently doubled down on its support for Core Plus, appropriating \$1.3 million annually for the start-up, expansion, and maintenance of high school manufacturing programs. These resources are available to help you start, support and grow your program. OSPI can provide guidance based on models already deployed. Grant applications will be available from OSPI in September.
- 4. Encourage professional development.** Our manufacturing teachers take part in all professional development opportunities associated with Core Plus Aerospace. This includes classroom and hands-on instruction, as well as opportunities to train at Boeing.
- 5. Encourage both exploration and preparation among your students.** Talk with parents and engage your community. Those conversations are essential to identifying and preparing young people for the array of rewarding opportunities that await.



Chris Nesmith is the director of innovation for the West Valley School District, which serves 5,500 students. More information is available at wvfutures.org and coreplusaerospace.org.



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Community-based organizations interested in joining the Community Partner Fellows initiative, an effort of the college's Unite:Ed alliance of community and education partners, should contact Unite:Ed Director Dana Arviso. For more information about funding community partnership work at the college, contact Grant Twitchell, director for advancement.

Community partner fellows

A group of outstanding young scholars bridge research and practice with service

Six doctoral students at the University of Washington College of Education will bolster the research and program evaluation capacity of local organizations serving youth starting in fall 2019 as the members of the second cohort of the College's Community Partner Fellows program.

Members of the second cohort are Kaleb Germinaro, Ari Hock, Lindsey Kaiser, Ishmael Miller, Camille Ungco and Jiaying Xiao. In addition, two members of the first cohort of the Community Partner Fellows program (Grace Gonzales and Elizabeth Schuster) recently started their doctoral studies at the College.

The Community Partner Fellows program supports the development of the next generation of education researchers and scholars while at the same time supporting the work of community-based organizations dedicated to closing opportunity gaps in education.

"As a public college of education, partnering with local communities and organizations to strengthen educational opportunity is a core part of our mission," said Mia Tuan, dean of UW College of Education. "Each of our Community Partner Fellows brings a deep

commitment to equity to their work with our partners, which they pair with exceptional research training. We are so excited to have these outstanding scholars bridge research and practice in service of enhancing positive outcomes for young people throughout our region." Read more about each of the Fellows below.

Kaleb Germinaro is a doctoral student in UW's learning sciences and human development program. His research interests center on how to promote mental health equity for minority groups. In particular, Germinaro aims to better understand how learning can support positive mental health in particular contexts with different subgroups of individuals transitioning out of various identities.

Grace Gonzales is doctoral student in language, literacy and culture whose research interests include multilingual literacy practices; parent and family involvement, especially in immigrant/refugee communities; and the analysis of dual-language bilingual programs through a race and equity lens.

Ari Hock is a doctoral student in learning sciences and human development whose

research interests focus on how people learn in informal contexts and across settings, and how digital technologies mediate learning. Hock starts his fellowship placement in 2021.

Lindsey Kaiser is a doctoral student in educational policy, organizations and leadership whose research lies at the intersection of educational justice leadership, community partnerships, culturally responsive practices, stereotype threat and school systems. She will serve as Fellow with the Technology Access Foundation.

Ishmael Miller is a doctoral student in the UW's educational policy, organizations and leadership program whose research focuses on race, equity and leading out of school time organizations — school clubs, summer camps and afterschool programs. His goal is to design leadership practices and craft learning environments rooted in providing equitable experiences to all youth.

Elizabeth Schuster is a doctoral student in language, literacy and culture whose research interests focus on serving immigrant communities and ways that schools can best support newcomer students academically, socially and emotionally. Schuster will start her fellowship placement in 2020.

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Kaleb Germinaro



Grace Gonzales



Ari Hock



Lindsey Kaiser



Ishmael Miller



Elizabeth Schuster



Camille Ungco



Jiaying Xiao

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Camille Ungco is an incoming doctoral student in curriculum and instruction whose research interests focus on historic U.S. colonial language education and its intergenerational impact on Filipino American K-12 students in English Language Learner (ELL) programs. Ungco will start her fellowship placement in 2021.

Jiaying Xiao will enter the UW's doctoral program in measurement and statistics in fall 2019. Her research interests center on computerized adaptive testing, cognitive diagnostic modeling and their applications in educational assessment and learning.



This story and many more can be found at ourkidswa.com. Let districts statewide see your good news by sending it to ourkids@wssda.org.



ONCALL: What to do when you win—or lose—your election

The election results are in. Whether you won or lost, your future election success depends on taking the time now to review what you did and didn't do that made the difference and then document your findings.

Start by saying thank you. Write to each and every volunteer. Using in-school communications tools and social media, thank staff, parents and key community members. Review your campaign strategy using measurements that show how well each campaign element was carried out.

Conduct post-election meetings. Gather with district staff responsible for information activities. At a separate meeting, meet with advocacy committee members. At both meetings assess what worked, what didn't, and what you need to do differently next time.

Evaluate your research. Begin now to assess the accuracy of your research. Did you have an accurate random sample of your voters' opinions about the measure? Did you use survey results to determine what to ask voters to approve? Did your advocacy committee use the survey results to develop a research-based campaign? Did those identified as potential "yes" voters, vote? Or did those identified as "no" voters turn out in larger numbers than anticipated?

Evaluate your precinct's support. Look at the election results precinct by precinct to determine which areas of your district were most supportive, least supportive and why. Are there voter groups and/or neighborhoods that need to be reconnected with your schools before you vote again? If so, how will you communicate with them? Color code your district precinct: one color for "yes" and another color for "no" so that you can see visually where you need to work. Keep your election information where you can find it.

Document your findings. Once you determine what worked, what didn't, and what you need to do differently next time, write it down. Organize and store all your information campaign materials/files and advocacy committee campaign materials/files and make sure all key people know where this information is stored. Make sure the district's information office or superintendent's office has backup copies easily accessible for the next election.

Communicate next steps. If you won, communicate work in progress, such as student achievement for operating fund measures. Show project timelines and progress for bond measures. If you lost, communicate the impacts of that loss, how the failure of the measure is impacting student learning, and what the district can do now to engage the community.

This is an excerpt from **On Call**, a WSSDA subscription publication for school district communications.

direct

QUARTERLY NEWSLETTER

WSSDA Direct is evolving. It is our hope that it will grow into a platform that helps school directors share their knowledge, experience and perspective with each other. In this way, it can become a resource that will inform and reflect the work of Washington's school boards. Direct will be published quarterly. The views expressed by individual authors do not necessarily represent WSSDA policies or positions. If you have a disability and need this publication in an alternative format, please contact our Communications department.

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