



COUNCIL CONVERSATIONS

WASHINGTON STUDENT ACHIEVEMENT COUNCIL NEWSLETTER

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2016 PAVE THE WAY CONFERENCE REGISTRATION & SESSION PROPOSALS

Registration is now open for [Pave the Way 2016](#), which will take place November 1-2 at the Greater Tacoma Convention and Trade Center. The Washington Student Achievement Council (WSAC) will host the conference, with a focus on advancing equity, access, readiness, and support for educational attainment. This annual event brings together P-20 educators, policymakers, and community-based partners committed to removing barriers and closing the opportunity and achievement gap.

WSAC has also issued a call for session proposals. Successful proposals will offer presentations that facilitate audience participation and engage attendees. Content should highlight policies, best practices, and programs designed to address the opportunity and achievement gap and promote educational attainment for underserved students throughout the P-20 educational system. Proposals can be submitted via the [online submission form](#). The deadline to submit proposals is August 31, 2016.

For more information about registration, session proposals, and conference sponsorship opportunities, visit the [Pave the Way](#) website.

L&I EXPANDS COVERAGE FOR STUDENT VOLUNTEERS

A new law passed in 2016 expands who is eligible for medical-only coverage provided by the Department of Labor and Industries (L&I). Before the new law, L&I offered medical aid coverage for student volunteers only at public K-12 schools. Beginning in June 2016, L&I now offers aid for qualified student volunteers in private K-12 schools, and in private and public institutions of higher education. The law also creates new reporting options for employers who cover their volunteers for medical-only workers' compensation.

In an effort to encourage employers to participate in school-sponsored, unpaid work-based learning, the new law also enables L&I to provide medical aid-only coverage for unpaid students. Unpaid students may include students involved in school-sponsored activities such as cooperative education, clinical experiences, and internship programs.

More information about coverage for student volunteers and unpaid students is available on [L&I's volunteer web pages](#).

GETTING TO 90 PERCENT: DEL'S VISION FOR SCHOOL READINESS IN WASHINGTON

Submitted by the Department of Early Learning

In 2015, about 44 percent of all entering Kindergartners—and only about 34 percent from low-income households—met national Kindergarten readiness standards.

“In a world in which college degrees are obligatory to be part of the middle class, this statistic is unacceptable,” said DEL Director Ross Hunter. “Our vision for the [Department of Early Learning](#) is to lead the charge on improving outcomes for all children, eliminating race and class as predictors of progress and success for young learners.”

To that end, the agency has set a bold and ambitious goal: **By 2020, 90 percent of five-year-olds will be ready for Kindergarten, with race and family income no longer predictors of readiness.**

With the implementation of universal, full-day Kindergarten in Washington after 2013, the Office of Superintendent of Public Instruction (OSPI) has rolled out an assessment of entering Kindergartners called [WaKIDS](#). Measuring children on six domains of readiness—math, cognitive, literacy, language, physical, social-emotional—this observational assessment gives a clearer picture of where children are in their development from the earliest days of their K-12 career.

“What we’ve found is sobering,” said Hunter. If a child’s family earns less than 185 percent of the federal poverty level (FPL), that child is more likely to be behind when they start school in our state. DEL has also found that race and ethnicity provide a strong predictor of how ready a child will be on day one of Kindergarten.

“Race is not an indicator of ability, so it should not be a predictor of readiness,” Hunter said. “As we implement strategies to reach our 90 percent goal, we must use a lens of racial equity if we are to succeed.”

“No other state has set out a goal for Kindergarten readiness that is this ambitious and comprehensive,” Hunter continued. As our state grows increasingly diverse and income gaps widen, we cannot allow groups of children to be left behind. Washington has the opportunity to build a more just and equitable system for the coming generations, one that serves the whole child, every child, to help them reach their greatest potential.

TAKE A SURVEY ABOUT EXPANDED LEARNING OPPORTUNITIES

[The Expanded Learning Opportunities Council \(ELOC\)](#) would appreciate approximately 15 minutes of your time to [complete a survey](#) regarding Expanded Learning Opportunities (ELOs) and school-year calendar modifications. ELOs are activities that K-12 students may do before or after school or during summer. Clubs, field trips, summer school, and tutoring are examples of school-based expanded learning programs.

Community-based organizations may also provide structured and creative learning programs outside of the school day. These programs often partner with schools and can align in-school and out-of-school learning through activities that complement classroom-based instruction.

ELOC will use data from [the survey](#) to inform their recommendations to the Governor, the Legislature, and the Office of Superintendent of Public Instruction (OSPI). Your responses will help inform policy decisions in Washington State.

NEW STUDENT MEMBER PROFILE: JESSICA MURILLO-ROSALES

What are your educational goals and plans for the future?

At this moment, I have officially graduated from my undergraduate studies at Central Washington University and am starting work on a Master's of Education in Higher Education this summer. I would really like to complete my master's program, work in either academic advising or university administration, and later go back to college to obtain a Ph.D. in either public policy or sociology (specializing in race/ethnicity and education). One step at a time!

What role has education had in your life?

My parents always told me that education was something to strive for. Education is a way to let my mind travel the world—past or present—through textbooks, the arts, and other mediums. I am very happy that my continued education has given me the opportunity to travel, present at conferences, and meet scholars outside of Washington State.

What is your favorite place in Washington State and why?

Since it is summer, and the weather is starting to heat up, I'm craving a visit to Lake Chelan and the waterpark. If it weren't for the heat, I would usually say Leavenworth for their food, local shops, and seasonal entertainment.

Tell us about a favorite class you've taken or an inspirational teacher you've had.

My absolute favorite class, that pushed me to think on my toes and have fun, was my high school drama class. I met some amazing people who have become my closest friends. If it weren't for my drama teacher, Mr. Wavra, suggesting I try out acting, I probably would not be as extroverted as I am. What a world that would be!