

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 146
MARCH 15, 2010**

VISION FOR K-12 EDUCATION

Background

Randy Dorn, the Superintendent of Public Instruction, will present his vision for K-12 education in Washington. Superintendent Dorn has identified career and technical education and the dropout issue as two of his primary priorities for K-12 education in our state.

Board Action Requested: None. For discussion purposes only.

THE JAG MODEL AND PROGRAM APPLICATIONS

JAG MODEL

The JAG Model consists of a comprehensive set of services designed to keep young people in school through graduation and improve the rate of success in achieving education and career goals. Nearly 600,000 young people have received JAG Model services from JAG State Organizations and JAG Local Programs across the JAG National Network since 1980.

The ultimate goal is for participants to receive a diploma (or a GED if a diploma is not feasible), secure a quality job, pursue a postsecondary education and/or seek career advancement opportunities.

- **Classroom Instruction.** A trained “JAG Specialist” provides individual and group instruction to 35-45 young people carefully selected for the program by a school advisory committee comprised of faculty, administrators and counselors.
- **Employability Skills Training.** The JAG curriculum is designed to equip seniors with 37 core competencies that will prepare them to secure a quality job and/or pursue a postsecondary education upon graduation from high school. For students involved throughout high school, they will attain up to 88 competencies.
- **Adult Mentoring.** The JAG Specialist provides individual attention to reduce the number of barriers preventing students from receiving a high school diploma, securing employment or pursuing a postsecondary education and/or training that leads to a career.
- **Guidance and Counseling.** JAG Specialists provide informal guidance to students on career and life decisions and, based on the individual needs of students, connect them to professional counseling services to address more serious barriers (i.e. mental health problems and drug abuse).
- **Summer Employment Training.** JAG programs include placement services for students over the summer months to support year-long learning and provide valuable work experience prior to graduation from high school • **Leadership Development.** in-school students participate in the highly motivational student-led JAG Career Association and develop leadership and teaming skills. Out-of-School young adults participate in a youth-led organization called the Professional Association.
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- **Job and Postsecondary Education Placement Services.** JAG Specialists are engaged in intensive employer marketing and job development activities to identify quality job placement opportunities for graduates. Likewise, they assist students in the exploration of postsecondary education opportunities and successfully navigate the financial aid and application processes.
- **Linkages to School and Community-Based Services.** JAG Model programs serve as a school-based “one-stop center” to ensure that they receive academic and social services from in-school and community-based sources.
- **12-Month Follow-up Services.** JAG provides 12 months of post-graduation follow-up services and support on the job and/ or in pursuit of a postsecondary education.
- **Accountability System.** Internet-based tracking of program activities, including: students served, services delivered, and performance outcomes. The Electronic National Data Management System (e-NDMS) allows tracking and reporting of data in the national, state, and local data base. The data and information provided is valuable in conducting JAG's National Accreditation Process including local site reviews.
- **Professional Development.** Continuous improvement of results through the professional development of state and local staff is an ongoing service provided JAG State Organizations.



JAG CURRICULUM RESOURCES

The JAG National High School Curriculum for the In-School Program Applications (Senior Year and Multi-Year) is comprised of 88 competency-based modules. The 88 competency-based modules provide 8BO hours of content, activities, reading and math exercises, competency-based tests, and methodology. The Senior Year Program focuses on the 37 core competencies IA.1 to F.37) in the 12th grade. The Multi-Year Program accesses the 88 core competencies (A.1 to 1.88) in the 9th, 10th, 11th and 12th grades. Employers were asked to validate the core competencies (A.1to F.37) for the Senior Program and the 88 competencies (A.1 to 1.88) as well as the 20 Out-of-School Program Competencies (OS- to 05-20).

National High School Curriculum

A. Career Development Competencies

- A.1 Identify occupational interests, aptitudes, and abilities
- A.2 Relate interests, aptitudes, and abilities to appropriate occupations
- A.3 Identify desired life style and relate to selected occupations
AA Develop a career path for a selected occupation
- A.4 Develop a career path for a selected occupation.
- A.5 Select an immediate job goal
- A.6 Describe the conditions and specifications of the job goal

B. Job Attainment Competencies

- B.7 Construct a resume
- B.8 Conduct a job search
- B.9 Develop a letter of application
- B.10 Use the telephone to arrange an interview
- B.11 Complete application forms
- B.12 Complete employment tests
- B.13 Complete a job interview

C. Job Survival Competencies

- C.14 Demonstrate appropriate appearance
- C.15 Understand what employers expect of employees
- C.16 Identify problems of new employees
- C.17 Demonstrate time management
- C.18 Follow directions
- C.19 Practice effective human relations
- C.20 Appropriately resign from a job

D. Basic Competencies

- D.21 Comprehend verbal communications
- D.22 Comprehend written communications
- D.23 Communicate in writing
- D.24 Communicate verbally
- D.25 Perform mathematical calculations

E. Leadership and Self Development Competencies

- E.26 Demonstrate team membership
- E.27 Demonstrate team leadership
- E.28 Deliver presentations to a group
- E.29 Compete successfully with peers
- E.30 Demonstrate commitment to an organization

F. Personal Skills Competencies

- F.31 Understand types of maturity
- F.32 Identify a self-value system and how it affects life
- F.33 Base decisions on values and goals
- F.34 Identify process of decision-making
- F.35 Demonstrate ability to assume responsibility for actions and decisions
- F.36 Demonstrate a positive attitude
- F.37 Develop healthy self-concept for home, school, and work

G. Life Survival Skills Competencies

- G.38 Evaluate a career plan to determine appropriate postsecondary educational options
- G.39 Identify how best to achieve marketable occupation skills for An entry level

- G.40 Conduct a job analysis
- G.41 Apply critical thinking skills
- G.42 Demonstrate effective study skills
- G.43 Demonstrate how to use group dynamics techniques
- G.44 Explain the roles and function of a value-added organization
- G.45 Understand the essential elements of high performing work teams
- G.46 Describe how to work and communicate with diverse people at work and in the community to satisfy their expectations
- G.47 Demonstrate techniques for building commitment by others
- G.48 Demonstrate an openness to change
- G.49 Provide constructive feedback
- G.50 Negotiate solutions to conflicts
- G.51 Demonstrate politeness and civility
- G.52 Demonstrate an ability to adapt to people and situations
- G.53 Exhibit work ethics and behaviors essential to success
- G.54 Set and prioritize goals and establish a timeline for achieving them
- G.55 Apply the problem solving process to complex problems.
- G.56 Demonstrate an ability to analyze the strengths and weaknesses of self and others
- G.57 Design and justify solutions by tracking and evaluating results
- G.58 Identify ways to build mutual trust and respect
- G.59 Prepare a short- and long-term personal budget

H. Work Place Competencies

- H.60 Demonstrate punctuality and good attendance practices
- H.61 Demonstrate initiative and proactivity
- H.62 Demonstrate how to work effectively with others
- H.63 Demonstrate an attitude that attracts the attention of management
- H.64 Demonstrate an ability to communicate and work with Customers to satisfy their expectations
- H.65 Demonstrate listening skills which will result in gaining a clear understanding of information being conveyed
- H.66 Demonstrate an ability to follow and give directions
- H.67 Demonstrate good reasoning skills which results in thinking first then taking action
- H.68 Demonstrate integrity and honesty in dealing with internal and external customers
- H.69 Demonstrate a willingness to accept responsibility for one's own actions
- H.70 Demonstrate a commitment in completing work assignments accurately and in a timely fashion
- H.71 Demonstrate an ability to satisfy the purposes of a delegated task
- H.72 Demonstrate an ability to prioritize and manage time effectively in the workplace
- H.73 Demonstrate enthusiasm for work
- H.74 Demonstrate an eagerness to learn new responsibilities or improve current responsibilities
- H.75 Demonstrate an understanding of the work to be accomplished
- H.76 Demonstrate familiarity with a variety of technologies

JAG CURRICULUM RESOURCES

- H.77 Demonstrate an ability to self-evaluate and develop a continuous improvement (career development) plan
- H.78 Demonstrate basic computer operation skills
- H.79 Demonstrate an ability to learn from past experiences and others
- H.80 Demonstrate an ability to send, receive and organize e-mail messages
- H.B1 Demonstrate an ability to search for information on the Internet

I. Economic Empowerment Competencies

- I.82 Understand Insurance – Auto, Renters, Home, Health, Disability and Life (Allstate)
- I.83 Practice Better Money Management Skills (Visa U.S.A.)
- I.84 Demonstrate How to Start a Small Business (Allstate)
- I.85 The Law and You (Allstate)
- I.86 Valuing Diversity (Allstate)
- I.87 Risky Business (Allstate)
- I.88 Financial Tools for Everyday Living (Western Union)
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- I.87 Risky Business (Allstate)
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National Out-of-School Curriculum

- OS-1 Identify occupational interests, aptitudes and abilities
- OS-2 Design a personal resume
- OS-3 Conduct a comprehensive job search
- OS-4 Write a cover letter for a job application
- OS-5 Complete a job application and accompanying employment tests
- OS-6 Demonstrate job interviewing skills
- OS-7 Dress appropriately for a job interview
- OS-8 Determine employer expectations of employees
- OS-9 Demonstrate the ability to work cooperatively with others
- OS-10 Demonstrated effective decision-making and problem solving skills
- OS-11 Demonstrate positive attitudes, work ethics and behaviors
- OS-12 Demonstrate the ability to accept responsibility for one's own actions
- OS-13 Demonstrate effective conflict resolution skills
- OS-14 Demonstrate the ability to establish realistic goals and priorities
- OS-15 Demonstrate effective money management skills (e.g. personal/family budget, credit, etc.)
- OS-16 Demonstrate an ability to communicate and work with customers to satisfy expectations
- OS-17 Demonstrate basic computer skills
- OS-18 Demonstrate the ability to objectively evaluate one's skills
- OS-19 Explore opportunities for personal development (e.g. further job training, postsecondary education)
- OS-20 Demonstrate effective independent living skills (e.g. renting an apartment, shipping, insurance, etc.)

Third Credit of Math FAQ February 2010

1. What is the new three-credit math rule?

At the instigation of the legislature, the SBE amended the graduation requirements rule ([WAC 180-51-066](#)) to add a third credit of math and to prescribe the content of those credits. The rule was adopted in July 2008 and takes effect for the graduating Class of 2013.

2. Are there specific math credits students have to earn for the first two credits?

Students have to earn 1 credit in algebra 1/integrated math I, and a second credit in geometry/integrated math II, or earn credits in the relevant career and technical education (CTE)-equivalent courses. Students must pass end-of-course assessments for algebra 1/integrated math I and geometry/integrated math II.

3. What courses may students take for the third math credit?

Students may take algebra 2, integrated math III, or a rigorous, high school level math course that meets the student's education and career goals identified in the student's high school and beyond plan. Students must earn credit in algebra 1/integrated math I and geometry/integrated mathematics II or in the relevant career and technical education (CTE)-equivalent courses before taking the third credit.

4. If students want to take a course *other than* algebra 2 or integrated math III for their third math credit, what do they have to do?

- Choose a course that is based on a career-oriented program of study identified in their high school and beyond plan
- Meet with a high school representative and their parent/guardian to discuss their goals and the admission requirements of two and four-year colleges
- Sign a form, along with the high school representative and parent/guardian, to acknowledge that: 1) the meeting was held, 2) the required information was discussed, and 3) all parties agree that the course is more appropriate for the student's education and career goals.

5. How is the meeting and signature process intended to work?

The Board intends for the meeting and signature process to be an individualized conversation involving the three key interested parties: the student, parent/guardian, and high school representative.

6. Will *any* course work for the third credit of math?

The State Board of Education intends for the third credit to be a rigorous, high school level math course that will serve the student's education and career goals. Courses in which the majority of the math is at a K-8 level would not qualify for the third credit. Traditional math examples may include, but are not limited to: statistics, discrete math, linear algebra and mathematical modeling.

7. Would career and technical education (CTE) mathematics courses satisfy the third credit of mathematics?

Yes. CTE courses with a majority of high school level math would satisfy the third credit of mathematics. CTE math examples might include, but are not limited to OSPI-approved frameworks in: accounting, robotics, engineering design I and II, drafting for civil and architectural engineering, construction math, applied mathematics, business math, financial literacy, and statistics. (Frameworks will be available in summer 2010).

8. Can physics count as the third credit of math?

If the majority of the course is high school level math, the title of the class is immaterial. Districts will need to make these determinations locally by clearly identifying the standards and competencies the course represents. Students will need to earn the minimum state-required credits, as well as any local credits, to satisfy graduation requirements. In other words, if physics counts as the third math credit, the student will still need, under current rules, to earn separately the state-required 2 credits of science.

9. Can a Learning Assistance Program (LAP) class, in conjunction with algebra, work for the third credit?

No. Students must earn credit in algebra 1/integrated math I and geometry/integrated math II or in the relevant career and technical education (CTE)-equivalent courses before pursuing the third credit of math. The LAP class may count as an elective credit, but it cannot satisfy the third credit of math.

10. Could a student take algebra 1 for two years, counting the first credit as algebra I and the second year as a third credit?

No. Students must earn credit in algebra 1/integrated math I and geometry/integrated math II) or in the relevant career and technical education (CTE)-equivalent courses before pursuing the third credit of math.

11. Can students take algebra 1 for two periods and count it as the first and third credit of math?

No. Students must earn credit in algebra 1/integrated math I and geometry/integrated math II) or in the relevant career and technical education (CTE)-equivalent courses before pursuing the third credit of math.

12. We plan to offer a math class designed for those students who haven't passed one or more of the end-of-course assessments, but have earned the first two credits of math in the designated classes. Could this class count as the third credit of math?

This type of class may count as the third credit of math if the following conditions are met:

- a) students earned credit in algebra 1/integrated math I and geometry/integrated math II), or in the relevant career and technical education (CTE)-equivalent courses, even though they did not pass one or both of the end-of-course assessments, and
- b) the math class is rigorous, high school level math that helps the students meet his or her education and career goals, and
- c) the math class is not the same as the original algebra 1/integrated math I and/or geometry/integrated II classes.