

## Highly Capable Program (HCP) Technical Working Group

### Charge of the Working Group:

The Office of the Superintendent of Public Instruction will convene a technical working group to submit recommendations to the legislature for consideration for:

The establishment of standards, guidelines, and definitions for what constitutes a basic education program for highly capable students and the appropriate funding structure for such a program.

The recommendations shall take into consideration that access to the program for highly capable students is not an individual entitlement for any particular student. The recommendations shall seek to minimize underrepresentation of any particular demographic or socioeconomic group by better identification, not lower standards or quotas

The technical working group shall make recommendations to the quality education council and to appropriate committees of the Legislature by December 1, 2010.

### Working Group Composition:

The working group will consult with and seek input from two nationally recognized experts. One of the experts will have extensive background in identification of highly capable students and the other expert will have extensive knowledge of effective program models and program evaluation.

The working group will include researchers and academics with extensive background knowledge on the unique educational, emotional, and social needs of highly capable students.

The following organizations will be asked to provide committee members for the working group and for the sub-groups:

- National Association for Gifted Children (NAGC)
- Council for Exceptional Children – Talented and Gifted Division (CEC TAG)
- Washington Association of Educators of Talented and Gifted (WAETAG)
- Northwest Gifted Child Association
- Washington Coalition for Gifted Education
- Washington State Parent – Teacher Association (WSPTA)

Other members of the work group and of the sub-groups will include: school district representatives who are educators, counselors, and classified school employees involved with highly capable programs; parents of students who have been identified as highly capable; representatives from the federally recognized tribes; and

representatives of cultural, linguistic, and racial minority groups and the community of persons with disabilities.

**Advisory Sub-Groups:**

The working group will convene advisory subgroups on three specific topics to assure participation and input from a broad array of diverse stakeholders. The three subcommittees are:

1. Identification of Highly Capable Students.
2. Highly Capable Program Models and Program Evaluation.
3. Highly Capable Program Funding Structure.

**Key Dates and Tasks:**

Action	OSPI Staff	Activities	Date
List of workgroup participants	Gayle Pauley/Kristina Johnstone/Barbara Dittrich	1.Work with identified groups for recommendations for the participants  2.Prepare the list for cabinet approval	May 18  May 24
Identify at least two nationally know experts	Gayle Pauley/Kristina Johnstone/Barbara Dittrich	1.Contact NAGC for recommendations  2.Identify and prepare biographical information of national experts for cabinet approval  3.Contract with experts	April 28  May 18  July 7
Set Meeting Schedule	Gayle Pauley/Kristina Johnstone/Barbara Dittrich	1.Work group meetings (3)  2.Set agendas	August 5 September 16 October 21
Set up electronic communication system for national experts and work group	IT/Gayle Pauley	Work with IT to set up an electronic information exchange system	Set up by August 5
State Highly Capable Program Data/Law	Kristina Johnstone/Barbara Dittrich/Gia Tran	1.Finalize 2008-09 HCP Data  2.Provide data to Work Group for their review	May 5  On-going

Sample Information from other states	Kristina Johnstone/Barbara Dittrich/Gia Tran	1. Collect rules and regulations from at least five other states that address HCP  2. Summarize the information for the Work Group	July 30  August 1
Reports to QEC	Gayle Pauley	1. Prepare Draft Timeline for May meeting  2. Prepare updates for each QEC meeting	April 29  On-going
Final Report	Gayle Pauley/Kristina Johnstone/Barbara Dittrich	1. Prepare Draft Report for cabinet review  2. Provide final report to QEC and Legislators	November 9  December 1

DRAFT

## Attachment B

### Key Questions to Consider/Recommendations to be Addressed:

The technical working group will prepare recommendations that address the following:

1. Standardized state-level identification procedures, standards, criteria, and benchmarks, including a definition or definitions of a highly capable student. Students who are both highly capable and are students of color, are poor, or have a disability must be addressed.
2. Appropriate programs and services that have been shown by research and practice to be effective with highly capable students but maintain options and flexibility for school districts, where possible.
3. Program administration, management, and reporting requirements for school districts.
4. Appropriate educator qualifications, certification requirements, and professional development and support for educators and other staff who are involved in programs for highly capable student.
5. Self-evaluation models to be used by school districts to determine the effectiveness of the program and services provided by the school district for highly capable programs.
6. An appropriate state-level funding structure.
7. Other topics deemed to be relevant by the working group

1 year 2011 is provided solely for the implementation of Substitute House  
2 Bill No. 2776 (K-12 education funding). If the bill is not enacted by  
3 June 30, 2010, the amount provided in this subsection shall lapse.

4 (o) \$133,000 of the general fund--state appropriation for fiscal  
5 year 2011 is provided solely for the implementation of Engrossed Second  
6 Substitute House Bill No. 3026 (state and federal civil rights laws).  
7 If the bill is not enacted by June 30, 2010, the amount provided in  
8 this subsection shall lapse.

9 (p) Beginning in the 2010-11 school year, the superintendent of  
10 public instruction shall require all districts receiving general  
11 apportionment funding for alternative learning experience (ALE)  
12 programs as defined in WAC 392-121-182 to provide separate financial  
13 accounting of expenditures for the ALE programs offered in district or  
14 with a provider, including but not limited to private companies and  
15 multidistrict cooperatives.

16 (q) \$55,000 of the general fund--state appropriation for fiscal  
17 year 2011 is provided to the office of the superintendent of public  
18 instruction solely to convene a technical working group to establish  
19 standards, guidelines, and definitions for what constitutes a basic  
20 education program for highly capable students and the appropriate  
21 funding structure for such a program, and to submit recommendations to  
22 the legislature for consideration. The working group may convene  
23 advisory subgroups on specific topics as necessary to assure  
24 participation and input from a broad array of diverse stakeholders.  
25 The working group must consult with and seek input from nationally  
26 recognized experts; researchers and academics on the unique  
27 educational, emotional, and social needs of highly capable students and  
28 how to identify such students; representatives of national  
29 organizations and associations for educators of or advocates for highly  
30 capable students; school district representatives who are educators,  
31 counselors, and classified school employees involved with highly  
32 capable programs; parents of students who have been identified as  
33 highly capable; representatives from the federally recognized tribes;  
34 and representatives of cultural, linguistic, and racial minority groups  
35 and the community of persons with disabilities. The working group  
36 shall make recommendations to the quality education council and to  
37 appropriate committees of the legislature by December 1, 2010. The  
38 recommendations shall take into consideration that access to the

1 program for highly capable students is not an individual entitlement  
2 for any particular student. The recommendations shall seek to minimize  
3 underrepresentation of any particular demographic or socioeconomic  
4 group by better identification, not lower standards or quotas, and  
5 shall include the following:

6 (i) Standardized state-level identification procedures, standards,  
7 criteria, and benchmarks, including a definition or definitions of a  
8 highly capable student. Students who are both highly capable and are  
9 students of color, are poor, or have a disability must be addressed;

10 (ii) Appropriate programs and services that have been shown by  
11 research and practice to be effective with highly capable students but  
12 maintain options and flexibility for school districts, where possible;

13 (iii) Program administration, management, and reporting  
14 requirements for school districts;

15 (iv) Appropriate educator qualifications, certification  
16 requirements, and professional development and support for educators  
17 and other staff who are involved in programs for highly capable  
18 students;

19 (v) Self-evaluation models to be used by school districts to  
20 determine the effectiveness of the program and services provided by the  
21 school district for highly capable programs;

22 (vi) An appropriate state-level funding structure; and

23 (vii) Other topics deemed to be relevant by the working group.

24 (r) \$1,000,000 of the general fund--state appropriation for fiscal  
25 year 2011 is provided solely for contracting with a college scholarship  
26 organization with expertise in conducting outreach to students  
27 concerning eligibility for the Washington college bound scholarship  
28 consistent with chapter 405, Laws of 2007.

29 (s) \$24,000 of the general fund--state appropriation for fiscal  
30 year 2010 and \$140,000 of the general fund--state appropriation for  
31 fiscal year 2011 are provided solely for implementation of Substitute  
32 Senate Bill No. 6759 (requiring a plan for a voluntary program of early  
33 learning as a part of basic education). If the bill is not enacted by  
34 June 30, 2010, the amounts provided in this subsection (1)(r) shall  
35 lapse.

36 (t) \$950,000 of the general fund--state appropriation for fiscal  
37 year 2010 is provided solely for office of the attorney general costs  
38 related to *McCleary v. State of Washington*.