

CORE 24 ITF Talking Points – May 2009

What is CORE 24, and where did it come from?

- CORE 24 is the proposed graduation requirements framework approved by the State Board of Education (SBE) in July 2008, with implementation conditional upon funding by the legislature.
- CORE 24 emerged after almost two years of State Board of Education (SBE) research and discussion, informed by hundreds of public comments. The SBE considered such issues as: 1) postsecondary education preparation and alignment, 2) workforce/career-ready requirements, 3) national trends in graduation requirements, 4) Washington's district requirements, 5) applied, 21st century skills, and 6) international comparisons in conceptualizing the breadth and depth needed for a well-rounded high school education.

What is the CORE 24 Implementation Task Force?

- The Task Force was established by the State Board of Education to consider implementation issues associated with the Board's proposed graduation requirements framework, CORE 24. Twenty education practitioners, selected from a pool of 155 applicants, bring with them a depth and diversity of experiences from the field. The Task Force met for the first time in March, 2009 and is scheduled to meet through early 2010.

What is the charge of the Task Force?

- To provide recommendations, with analyses of advantages and disadvantages related to issues that will make CORE 24 work for all students, including:
 - a proposed phase-in implementation schedule
 - ways to operationalize competency-based approaches
 - ways to assist students with credit retrieval and advancing their skills to grade level;
 - ways to address career preparation;
 - relationships between scheduling approaches and credit definitions
 - other issues as identified by the Task Force
- To provide feedback from the field on CORE 24 perceptions, concerns, and support.

Why is this work important?

- CORE 24, in concert with other system improvements (more rigorous standards, aligned curriculum materials and assessments, better prepared teachers) is intended

to improve student preparation for postsecondary education and the 21st century world of work and citizenship.

- CORE 24 increases opportunities for all students to receive an excellent and equitable education by creating a more coherent set of requirements designed to help students prepare adequately for their next step after high school—whether it's enrollment in an apprenticeship, certificate, two year-degree or four-year degree program.

What is the timeline for CORE 24's implementation?

- The 2009 Legislature included in an expanded definition of basic education the opportunity to complete 24 high school graduation credits (ESHB 2261). It also established a Quality Education Council (QEC) to recommend and inform the ongoing implementation of an evolving program of basic education and the financing necessary to support it. The QEC, of which the SBE is a part, must submit an initial report to the legislature by January 1, 2010 that includes a recommended schedule for phased-in implementation.
- ESHB 2261 calls for phase-in of the new basic education program over 8 years, with full implementation by 2018. The Task Force will recommend to the Board considerations for a phase-in timeline of graduation requirements, and the Board will provide its recommendations to the QEC.
- The Board has stated clearly that CORE 24 will not be an unfunded mandate. Key to the implementation of CORE 24 is funding for six instructional hours, one of several funding parameters the Board has established (the need for additional funding for struggling students, support for a comprehensive guidance system, and support for curriculum and materials are the other parameters).