

## DRAFT Proposal for CORE 24 Incentive Funding for Review by ITF

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The CORE 24 Graduation Requirements Framework builds on Washington's long-term education reform movement to create a college and career ready system. It responds to the Governor's *Washington Learns*<sup>1</sup> call for a world class education system, particularly in the areas of math and science. In concert with Washington's adoption of more rigorous math (2008) and science (2009) standards, and the addition of one graduation credit of math, with the content specified<sup>2</sup> (2008), Washington is well-poised to make substantive changes to improve all students' achievement.

For the past several years, key partners<sup>3</sup> serving on the State Board of Education's (SBE) Meaningful High School Diploma Advisory Work Group, and hundreds of stakeholders, have provided critical input and feedback as the SBE developed a new framework of minimum credit requirements, a culminating project, and a high school and beyond plan. The CORE 24 requirements were approved in July 2008.

After researching postsecondary education preparation and alignment, workforce/career-ready requirements, national trends in graduation requirements, Washington's current district requirements, applied, 21<sup>st</sup> century skills, and international standards, the SBE determined the breadth and depth needed for a well-rounded high school education. The new requirements are aligned with the state's minimum four-year public admissions requirements.

CORE 24, in concert with other system improvements underway (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. This coherent set of requirements is 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.

The opportunity to complete 24 credits for high school graduation is part of the state's new definition of basic education,<sup>4</sup> "subject to a phased-in implementation of the 24 credits as established by the legislature." The SBE has also stated clearly that the 24 credits will not be implemented until funding is secured, and in the current economy, it is unlikely that funding will begin before 2011. Race to the Top (RTTT) funds would help the state move forward on this critical part of its college and career ready agenda by encouraging some districts to align district graduation requirements to CORE 24 requirements with the assistance of grant funds.

The state would set aside \$\_\_\_\_\_ of the RTTT grant funds to support graduation requirements. Districts could apply for RTTT funds to make the changes needed to support CORE 24 graduation requirements. In exchange for the funding, districts would be expected to change their graduation policies to conform to the CORE 24 graduation requirements.

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<sup>1</sup> Washington Learns (2006). Final Report. <http://www.washingtonlearns.wa.gov/report/FinalReport.pdf>

<sup>2</sup> Algebra I, Geometry and Algebra II or Integrated Mathematics I, II, III

<sup>3</sup> Association of Washington School Principals (AWSP), Higher Education Coordinating Board (HECB), Office of Superintendent of Public Instruction (OSPI), Partnership for Learning (PFL), State Board for Community and Technical Colleges (SBCTC), Washington Association of School Administrators (WASA), Washington Education Association (WEA), Workforce Training and Education Coordinating Board (WTB), and school district representatives

<sup>4</sup> ESHB 2261, passed by the 2009 Legislature. <http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bills/Session%20Law%202009/2261-S.SL.pdf>

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## Uses of RTTT Funds: What Districts Could Apply For

### Personnel

- Hire additional teachers or paraprofessionals needed to provide more rigorous course work in impacted areas

### Support for Struggling Students

- Hire additional paraprofessionals to support content teachers and provide intervention support
- Provide professional development opportunities for teachers and staff to develop their expertise to support struggling students in research-based ways (e.g., AVID training)
- Provide professional development to core academic teachers to develop strategies to assist English Language Learners in core content classes (e.g., SIOP—Sheltered Instruction Observation Protocol; GLAD—Guided Language Acquisition Design)
- Hire a graduation coach/retention specialist to actively support struggling students

### Counseling staff/systems

- Hire additional counselors or college/career counselors
- Support for comprehensive academic and career guidance models (e.g., Navigation 101, advisories, etc.)
- Provide professional development to teachers and administrative staff to guide students to create HS&B plans aligned with students' interests and dispositions

### Professional Development

- Expand existing staff endorsements or alternative certification—pay tuition of current employees to pursue teaching certificates in needed areas

### Materials/Supplies

- Provide materials needed to equip additional sections of courses needed to fulfill CORE 24 requirements

### Flexibility to Provide Expanded Learning Opportunities

- Expand availability of online learning opportunities through participation in Digital Learning Department or other organizations
- Define core competencies and assessments associated with credits of key content courses
- Establish course equivalencies for CTE and academic courses

### Middle School/High School Systems Alignment to Increase the Pipeline of Prepared Students

- Enhance opportunities for students to meet graduation requirements at the middle school
- Begin educational and career awareness programs in middle school, connected to development of High School and Beyond Plan

#### ***For Discussion***

RTTT funding, once awarded, needs to be spent in 4 years and lead to sustainable change. This sub-proposal for CORE 24 incentive funding would permit interested districts to apply for funding to use in the designated categories listed above to make the changes needed to implement CORE 24 requirements.

- Are these the “right” categories/uses?
- Would you add/change any of the categories/uses?
- How would you determine how much money a district could qualify for?