

What (aside from funding) are CORE 24's Greatest Implementation Challenges?

- **Staffing**
 - Finding enough highly qualified teachers in the needed areas
 - Working through negotiation issues with local bargaining units
- **Scheduling**
 - Some districts may need to restructure the school day (Do we need 6 periods? 7 periods? What if we have a block schedule? etc.)
 - Length of school day, and impact of changes on other school activities, busing
 - Adding more requirements to districts that have an already-full set of requirements
- **Attitudes**
 - We need to change the mindset of the adults in our learning communities to understand that ALL students can manage these requirements and that it is incumbent upon us as educators to create systems and practices that make such learning a reality.
 - The greatest challenge will be obtaining teacher “buy in.” We have many teachers who feel that new programs are simply fads and these teachers are very slow to work with that new framework.
 - Creating the message that CORE 24 has positives
 - Educating parents, students and teachers of why CORE 24 is needed. Many educators do not see the need for increased requirements. The old model of “sift and sort” is still evident. I feel we sometimes sell students short on what they can accomplish.
 - The general public typically thinks of schools as they experience it
 - The greatest challenge will be to get the adults in the system to understand that CORE 24 is best practice for all (not just a select group of students).
- **Support Systems for Struggling Students**
 - We cannot say, “sorry” anymore to students who missed something along their educational path. We must step up and provide them the means to learn their missed materials.
 - The system has not yet made adjustments at all levels to ensure success for ALL kids given the higher expectations
 - At 24 credits, there is a “no failure” expectation.
- **Facilities—specialized spaces, space allocation**
- **Phase-in**
 - This is a major change and challenge for districts and the implementation task force must work, in the words of Justice Warren, “...with all deliberate speed.”
 - Developing guidelines
- **Potential increase in dropout rates**
- **Loss of local control**
- **Flexibility**
- **Defining the career concentration**
- **Impact on alternative high schools**
- **Impact on small, remote schools and districts where there is little variety of classes available.**

- **Refining and developing new course content to meet the course requirements.**