

What Makes CORE 24 Worth Implementing?

- **Higher and more consistent expectations for students**
 - Raises expectations for all students –the greatest predictor of success in college and an eventual bachelor’s degree is the level of rigor someone had in their high school years
 - Significantly increases the rigor required to earn a diploma, entailing greater levels of preparation in core academic areas and a more focused and personalized educational experience
 - Raising the level of expectations for all students is our moral imperative.
 - CORE 24 will provide a consistent high school education for all students in Washington.

- **A well-rounded education that better prepares all students for life after high school**
 - Provides a framework for the expectation that all students will have the greatest opportunities available to them upon graduation—It’s about equity of opportunity for students’ learning and their subsequent success. No doors are shut to them due to decisions they make in ignorance.
 - Kids need a rigorous roadmap as they must, at graduation, be either college ready or have a plan for post high school training.
 - CORE 24 prepares students beyond *just* meeting graduation requirements. Students have a career concentration as a focus which provides a reason for meaningful engagement in their academics that allows them to begin planning for their future career goals. More important, CORE 24 prompts academic rigor for all, not just for those that already know that they are going to college.
 - Research tells us that the skills/knowledge necessary for students to attend college and or obtain meaningful employment are very similar—they need to be able to communicate effectively, solve problems, think critically, work collaboratively, and have a solid content background in multiple disciplines, including English, math, science, social studies and the arts. CORE 24 provides the structure that will help ensure more students graduate with these skills and abilities.
 - It addresses the disconnect between high school graduation requirements and four-year college and two-year college admission requirements.
 - Allows students opportunities to grow as a whole person—experiences in high school set foundations for later in life and allowing students to graduate with the minimum credits has done an injustice to their future.
 - Goes a long way toward insuring that the hopes we have for Washington’s graduating students—they they will each receive a rich and well-rounded education which fully prepares them to go on to college or into the workplace—are not only possible, but are clear and precise expectations.
 - CORE 24 creates an opportunity for districts and the State to identify and address curricular needs in order to provide a meaningful and quality education that prepares ALL students for the workforce of their choice.
 - CORE 24 will offer kids the opportunity to take a wider variety of courses, explore more areas of interest and prepare themselves more fully for life after high school during their time in our schools.

- CORE 24 will prepare students for their next step in a lifelong journey of learning. CTE is an important pathway and CORE 24 prepares students to high levels for these non-college pathways as well.
 - Our most pressing challenge is preparing our students for critical thinking and problem solving for tomorrow—in situations that do not yet exist.
 - The tracks that students may access to complete the credits are important because they will provide students with the ability to delve deeper in their program choices, yet it allows them the opportunities to move within the offerings, also.
 - CORE 24 is a great step in providing arts education access to all high school students, as well as indicating the importance of instruction in the arts from K-8, as well.
 - Enable all students to have a choice after graduation of attending a community, technical or four-year college. It is not about which is “better,” but what “fits” the students and the ability to choose. If we prepare all students for the choice of community, technical, or four-year university, we have not “sifted and sorted” students, but given them equal footing for postsecondary education or career paths.
- **Recognizes the importance of middle school**
 - Starting early—I strongly believe in middle school students starting early and thinking about their high school experience. This will help students transition into high school and future careers.
 - It is important to understand this work actually begins in middle school. Failing to consider pre-high school preparation with CORE 24 implementation will miss an important facet of this work.