



WASHINGTON STATE BOARD OF EDUCATION

OLD CAPITOL BUILDING • ROOM 253 • P.O. Box 47206 • 600 S.E. WASHINGTON • OLYMPIA, WA 98504-7206

MEANINGFUL HIGH SCHOOL DIPLOMA: PUBLIC OUTREACH, PROPOSED FRAMEWORK FOR HIGH SCHOOL GRADUATION REQUIREMENT OPTIONS: CORE 24, CULMINATING PROJECT, HIGH SCHOOL AND BEYOND PLAN

SUMMARY OF POLICY ISSUE/STATE BOARD OF EDUCATION (SBE) STRATEGIC PLAN GOAL:

BACKGROUND

Materials will be available at the meeting

A handwritten signature in blue ink, likely belonging to a member of the Washington State Board of Education, is located in the lower right quadrant of the page.

Chair- Mary Jean Ryan • Vice Chair- Warren T. Smith Sr. • Dr. Terry Bergeson, Superintendent of Public Instruction
Dr. Bernal Baca • Amy Bragdon • Dr. Steve Dal Porto • Steve Floyd • Dr. Sheila Fox • Phyllis Bunker Frank • Austianna Quick
Linda W. Lamb • Eric Liu • Dr. Kristina Mayer • John C. "Jack" Schuster • Jeff Vincent • Lorilyn Roller
Edie Harding, Executive Director

(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 592-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov



July 14, 2008

Washington State Board of Education
P.O. Box 47206
600 Washington Street SE, Room 253
Olympia, WA 98504-7206

Dear Chair Ryan and Members of the SBE:

As an association of African-American entrepreneurs, Tabor 100 is committed to facilitating the development of economic power, educational excellence and social equity. That is why we wholeheartedly support your work to institute the CORE 24 graduation requirements and your dedication to the goal of college and work readiness for all students.

In 2005, only 31 percent of African-American students completed the courses needed to even be eligible to apply to Washington's public four-year colleges or universities. Our students have long suffered the absence of college-aligned graduation requirements and are often counseled out of the classes they would need to enter training beyond high school. This course-taking gap is a precursor to the college-going gap and an eventual gap in the ability of young adults to earn a family wage.

Many students who are able to pursue post-secondary education find their aspirations are further stunted by a lack of preparation. Most recently, 63 percent of African-American students were forced to take and pay for remedial, high school level coursework before beginning community college—right after they were awarded a high school diploma.

This is an unacceptable inequity that we believe must be addressed by state policy. The college and work ready requirements in CORE 24 provide access to rigorous courses for *all* students and represent the surest way to guarantee equity in our schools.

Some may say our system isn't ready or that more course requirements will cause more students to dropout. To this we say: To delay only compounds current injustice. Our system will never be ready unless we take the first step and make a commitment to prepare our students for the challenges that lay ahead. High expectations encourage high levels of learning and we continue to hear from dropouts that they would have stayed in school if their coursework had more challenging.

We encourage you to take action that will ensure all students are given the opportunities they deserve. Rigorous coursework can help to close the achievement gap.

Tabor 100 is available to assist you in any way possible. For questions or comments about our advocacy and communication efforts please contact us at 206-625-9655. Thank you for your consideration in this critical work.

Sincerely,

A handwritten signature in black ink that reads "Kevin C. Washington". The signature is fluid and cursive, with the first name "Kevin" being the most prominent.

Kevin C. Washington,
Education Chair
Tabor 100



EASTMONT SCHOOL DISTRICT

June 10, 2008

State Board of Education

JUN 13 2008

Received

Edie Harding, Executive Director
State Board of Education
PO Box 47206
600 Washington Street SE
Olympia, WA 98504-7206

Dear Ms. Harding:

The Eastmont School Board of Directors approved the attached resolution regarding the proposed CORE 24 High School Graduation Proposal at their regular meeting on June 9, 2008. The Board of Directors respectfully requests that this resolution be added to the July 24 regular agenda as a discussion item.

If this request is granted, my Board has asked that I attend the meeting and be prepared to address the resolution with the State Board. Thank you for your consideration of this request.

Sincerely,

Garn Christensen, Ph.D.
Superintendent

GC:mes

Attachment

Cc:

Washington State Board of Education Directors:
Mary Jean Ryan, Chair
Warren T. Smith Sr., Vice Chair
Dr. Bernal Baca, Board Liaison
Kristina L. Mayer Ed.D., Board Liaison
Dr. Terry Bergeson, Superintendent

Amy Bragdon
Steve Dal Porto Ed.D.
Steven Floyd
Dr. Sheila Fox
Phyllis Bunker Frank
Linda W. Lamb
Eric Liu
John C. Schuster
Jeff Vincent
Lorilyn Roller
Austianna Quick



June 10, 2008

Eastmont School District Board of Directors:

Brad Hawkins, Chair
Annette Eggers, Vice Chair
Jan Cetto, Board Member
Chris Gibbs, Board Member
Cindy Wright, Board Member

Edie Harding, Executive Director
Eastmont School District
PO Box 47200
500 Washington Street SE
Olympia, WA 98514-7200

Dear Ms. Harding:

The Eastmont School Board of Directors approved the attached resolution regarding the proposed CORE 24 High School Graduation Program at their regular meeting on June 9, 2008. The Board of Directors respectfully requests that this resolution be added to the agenda for your meeting as a discussion item.

If the request is granted, my Board has asked that I attend the meeting and be prepared to address the resolution with the State Board. Thank you for your consideration of this request.

Sincerely,

Brad Hawkins, Chair
Board of Directors

cc: Mr. [Name]
Mr. [Name]

Washington State Board of Education
1000 First Avenue, N.E.
Olympia, WA 98501
Phone: 360-355-7100
Fax: 360-355-7101
www.wa.gov

EASTMONT SCHOOL DISTRICT NO. 206
RESOLUTION NO. 2008-7

A Resolution of the Board of Directors of the Eastmont School District No. 206, Douglas County, Washington, submits the following questions to the State Board of Education for consideration regarding High School Graduation Requirements:

- 1) WHEREAS, will the State Board of Education consider an alternative four years of no less than one semester of consecutively more advanced general and technical math per year, in lieu of completion of Algebra II, and
- 2) WHEREAS, will the State Board of Education recognize the absence of qualified teachers for math and science; and therefore allow three years for implementation, as well as hiring bonuses, in order to recruit college students into math and science teaching areas;
- 3) WHEREAS, will the Legislature provide a suspension of collective bargaining transfer provisions during this transition time that will enable easy reassignment of endorsed teachers;
- 4) WHEREAS, will the Legislature fund local districts for staff, instructional materials, and supplies to increase required graduation offerings from a 19 to 24 credit high school program;
- 5) WHEREAS, has the loss in exploratory electives been balanced against required credits in recognition most adults did not know at age 15-18 what their career path would become;
- 6) WHEREAS, will the culminating project continue to be a requirement, or will it be added to the core 24 requirements?

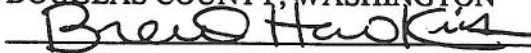

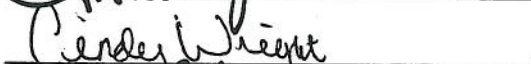
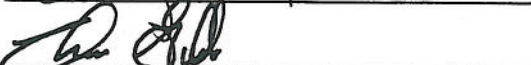
NOW THEREFORE, BE IT HEREBY RESOLVED that the Board of Directors of Eastmont School District No. 206, Douglas County, Washington respectfully request consideration and communication from the State Board of Education to the above questions.

ADOPTED by the Board of Directors of the Eastmont School District No. 206, Douglas County, Washington at a regular meeting thereof held this 9th day of June 2008.

ATTEST:


Secretary, Board of Directors

EASTMONT SCHOOL DISTRICT NO. 206
DOUGLAS COUNTY, WASHINGTON

Board of Directors

6/3/2008

EASTMONT SCHOOL DISTRICT NO. 206
RESOLUTION NO. 2008-7

A Resolution of the Board of Directors of the Eastmont School District No. 206, Douglas County, Washington, submits the following questions to the State Board of Education for consideration regarding High School Graduation Requirements:

- 1) WHEREAS, will the State Board of Education consider an alternative four years of no less than one semester of consecutively more advanced general and technical math per year, in lieu of completion of Algebra II, and
- 2) WHEREAS, will the State Board of Education recognize the absence of qualified teachers for math and science and therefore allow three years for implementation, as well as hiring bonuses, in order to recruit college students into math and science teaching areas;
- 3) WHEREAS, will the Legislature provide a stipend of collective bargaining treaty provisions during this transition time that will enable easy assignment of endorsed teachers;
- 4) WHEREAS, will the Legislature fund local districts for staff, instructional materials and supplies to increase required graduation offerings from a 19 to 24 credit high school program;
- 5) WHEREAS, has the loss in exploratory electives been balanced against required credits in recognition that students did not know at age 12-18 what their career path would become;
- 6) WHEREAS, will the culminating project continue to be a requirement, or will it be added to the core 24 requirements?

NOW THEREFORE, BE IT HEREBY RESOLVED that the Board of Directors of Eastmont School District No. 206, Douglas County, Washington respectfully request consideration and communication from the State Board of Education to the above questions.

ADOPTED by the Board of Directors of the Eastmont School District No. 206, Douglas County, Washington at a regular meeting thereof held this 7th day of June 2008.

EASTMONT SCHOOL DISTRICT NO. 206
DOUGLAS COUNTY, WASHINGTON

[Signature]

[Signature]

[Signature]

Board of Directors

ATTEST

[Signature]

Secretary, Board of Directors



STATE OF WASHINGTON

Workforce Training and Education Coordinating Board

128 - 10th Avenue, S.W. • P.O. Box 43105 • Olympia, WA 98504-3105

Phone: 360-753-5662 • Fax: 360-586-5862 • Web: www.wtb.wa.gov • E-mail: wtecb@wtb.wa.gov

June 3, 2008

State Board of Education

Mary Jean Ryan, Chair
Washington State Board of Education
PO Box 47200
Olympia, WA 98504-7200

JUN 05 2008

Received

Dear Mary Jean,

~~The Workforce Training and Education Coordinating Board~~ passed a motion at its May 15, 2008, Board meeting that commends and supports the "CORE 24" draft proposal by the meaningful High School Diploma Advisory Committee. Our Board believes you are headed in the right direction by providing rigorous options for students supported by planning, focus, and flexibility.

Enclosed is a copy of the motion passed by our Board. We strongly support the three credit career and technical education option and we include specific suggestions in our motion relating to the High School and Beyond Plan and the Culminating Project that will ensure that graduation requirements are student-centered and provide opportunities for cross-crediting.

~~We continue to stay engaged in your work on graduation requirements and we hope we can be of help in working on the details of any proposals or rules you eventually adopt.~~

Sincerely,

~~Papadakis~~
Executive Director

cc: Edie Harding, Executive Director, State Board of Education
Kathe Taylor, Policy Director, State Board of Education
David Harrison, Chair, Workforce Training and Education Coordinating Board

Enclosure



WORKFORCE TRAINING AND EDUCATION COORDINATION BOARD MOTION

Adopted: May 14, 2008

WHEREAS, Objective 3.1 of 2006 *High Skills, High Wages*, the 2006 State Strategic Plan for Workforce Development, calls for implementation of the Best Practice Comprehensive Guidance System, Navigation 101, across the K-12 system; and

WHEREAS, there is no clearly articulated definition of the High School and Beyond Plan or the Culminating Project in the current State Board of Education regulations; and

WHEREAS, Objective 4.1 of 2006 *High Skills, High Wages*, the 2006 State Strategic Plan for Workforce Development and the 2006 Washington Learns report both call for expanding opportunities for secondary students to take career and technical education preparation programs; and

WHEREAS, the Career and Technical Education Advisory Committee established by the Legislature is preparing guidelines for local school districts to establish equivalency credits and identifying career and technical education coursework that will likely meet the criteria; and

WHEREAS, the State Board of Education Meaningful High School Diploma Committee has prepared a draft proposal for high school graduation requirements that will prepare students for college and/or work; and

WHEREAS, K-12 Education should be student-centered—offering education that prepares students to fulfill their future education and career goals;

NOW, THEREFORE BE IT RESOLVED, that the Workforce Training and Education Coordinating Board commends the State Board of Education for its continued efforts to enhance Career and Technical Education. The Board supports the direction of the March 27, 2008, Draft Proposed Graduation Requirements in providing options for students that are based on preparing students for college and/or the world of work, including providing a three-credit career and technical education option;

BE IT FURTHER RESOLVED, that the Workforce Training and Education Coordinating Board suggests the following specific components be added to the “Core 24” requirements proposed by the Meaningful High School Diploma Committee to help prepare all students for careers and provide flexibility for a more personalized and relevant program of study in high school:

1. Align the criteria for the High School and Beyond Plan with the critical components in Navigation 101, the comprehensive career guidance curriculum, or substantially similar counseling models selected by school districts.
2. Change the occupational education credit to a career and technical education or equivalent credit for students planning to attend a baccalaureate institution, working with school districts without Career and Technical Education offerings to accomplish this transition..
3. Require the Culminating Project to be aligned with the High School and Beyond Plan and adopt a requirement that students must “apply” the skills learned in high school in their project.
4. Either allow students to receive “double credit” for equivalency courses or allow equivalency courses to satisfy more than one requirement for graduation.