

CAREER & COLLEGE READY - AN IMPLEMENTATION PROPOSAL

What additional state investment might it take for all school districts to provide students the opportunity not only to complete 24 credits for graduation, but be "career & college ready"?

- According to the SBE's database, fewer than 10% of students live in school districts that already require 24+ credits for graduation. *Oct 2011*
- Even with expanded instructional hours, there will be limited opportunity for struggling students who fail a course to meet increased graduation requirements within four years. Intervention for struggling students cannot wait until high school - it must begin in the early grades to assure the end goal of successful completion. Students with low English skills in high school have limited time to catch up.
- Current graduation rates are not what we would like them to be: 75% within 4 years, 81% in more than 4 years. Moreover, they are a persistent reminder of the educational opportunity gap: 59% for Native Americans, 73% for Blacks, 75% for Hispanic and Low Income compared to 83% for Whites (*extended graduation rate 2011*).
- Furthermore, too many recent graduates continue to enroll in remedial courses in English and Math when they enter college. "Graduated" needs to mean "ready."
- The goal of the Basic Education graduation policy must be not only to provide an opportunity to take courses, but an opportunity to be successful. The result of more requirements cannot be fewer graduates. Nor can it be students unprepared for the next step - whatever that might be.

➤ **Additional instructional time for all secondary students**

- State-funded increase to 1,080 hours in 7-12. Cost based on increased instructional hours for 7-12th grade students; other costs (MSOC, admin) do not increase.

➤ **Additional instructional time for struggling students**

- Increase LAP by 32% (1.5156 hours/week → 2.0 hours/week) and take steps to assure LAP dollars support research-proven practices that improve achievement.
- Revise the Transitional Bilingual Instructional Program (TBIP)
 - Provide additional resources for middle and high school students, to reflect the dual challenge of more difficult academic language in the upper grades and limited time to catch up. (4.778 hours/week → 6.0 hours/week in middle school, 8.0 hours/week in high school)
 - Provide transition support for all exited students for 2 years to improve their academic success (3.0 hours/week - must be used to support exited students)

➤ **Additional support for successful transitions, dropout prevention & intervention strategies, and career & college pathways**

- Provide Family & Community Engagement Coordinators in elementary schools (.5 FTE)
- Increase allocations for Middle and High School Counselors (+.5 FTE)

Estimated Annual Program Cost* (millions)	
Instructional Time - All Students	\$ 105
Increase LAP	\$ 42
Increase MS/HS TBIP	\$ 9
TBIP Transition Support	\$ 6
Engagement Coordinators	\$ 38
Increase MS/HS Counselors	\$ 34
Total Proposal	\$ 234

*Based on FY 2015, assuming a full fiscal year of implementation.