

**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 176  
JANUARY 23, 2014**

**24-CREDIT CAREER AND COLLEGE READY DIPLOMA**

**Background:**

In 2006, the Legislature directed the State Board of Education to revise the definition of the purpose and expectations of a public high school diploma. In 2010, after extensive committee work, stakeholder input, and research, the State Board of Education approved a 24-credit Career and College Ready Diploma framework. However, this framework was not implemented due to associated cost factors.

At a January 9, 2014 meeting the State Board of Education, through formal motion, approved an amended 24-credit Career and College Ready Diploma framework. The amended framework includes explicit intent that students have the ability to pursue a personalized pathway plan, the content of which to be locally determined. Students are encouraged to evaluate and pursue the full spectrum of postsecondary options including a professional/technical certificate or degree at a community or technical college and/or a four-year degree at a college, university, or college transfer program.

At a January 6, 2014 special meeting, the Workforce Board expressed support for the intent of the revised 24-credit Career and College Ready Diploma framework, noting that every student should be challenged to make the most of their high school experience while pursuing their individual plan of success. However, the Workforce Board discussed and reviewed other policy elements that may support the implementation of the 24-Credit Career and College Ready Diploma framework.

Under this tab you will find the amended 24-Credit Career and College Ready Diploma framework (as adopted by the State Board of Education), State Board of Education approved motion regarding the 24-credit Career and College Ready Diploma, a formal motion for consideration by the Workforce Board, and a draft letter of support.

**Board Action Requested:** Adoption of attached motion.

## **Recommended Motion – High School Graduation Requirements**

**WHEREAS**, the first goal in *High Skills, High Wages* is to establish multiple educational pathways for youth to connect to living-wage careers by expanding beyond the traditional education experience to heighten a student’s understanding of career opportunities; and

**WHEREAS**, goal 1 objective 1 of *High Skills, High Wages* calls for expanding the availability and quality of career and education guidance for students in middle school, high school, and post-secondary institutions; and

**WHEREAS**, the proposed 24-credit Career and College Ready Diploma framework strongly encourages students to take one credit of Career and Technical Education coursework; and

**WHEREAS**, the proposed graduation requirements establish a personalized pathway plan, outlined in a student’s High School and Beyond Plan, that encourages students, parents, and educators to think critically about high school coursework as it relates to individual student interest and choice; and

**WHEREAS**, the proposed 24-credit Career and College Ready Diploma framework provides seven flexible credits that can be adapted to fit a student’s personalized pathway plan as defined in their High School and Beyond Plan; and

**WHEREAS**, the State Board of Education, as a component of their advocacy for a 24-credit Career and College Ready Diploma framework, calls for a statewide list of Career and Technical Education to academic model course equivalencies to increase flexible student choice options;

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**NOW THEREFORE BE IT RESOLVED**, that the Workforce Board endorses the intent of the State Board of Education amended 24-credit Career and College Ready Diploma framework, student development of a personalized pathway plan through comprehensive career guidance and counseling, and a statewide list of Career and Technical Education to academic model course frameworks.

[Recipient Name]  
[Title]  
[Company Name]  
[Street Address]  
[City, ST ZIP Code]

Dear [Recipient Name]:

This letter is to express Workforce Board support for a 24-credit Career and College Ready Diploma framework proposed by the Washington State Board of Education. The Workforce Board supports the intent of the framework to ensure that all students utilize their high school experience to best prepare for their individual pathways to success in postsecondary education and training and the workforce.

*High Skills, High Wages*, Washington's 10-year strategic plan for workforce development, offers strategies aimed at helping more Washingtonians move ahead into high skill, high wage jobs, while also helping employers find the skilled workers they depend on.

The first goal in *High Skills, High Wages*, is to establish multiple pathways for youth to utilize our state's workforce development system to better connect to a successful career. This goal expands beyond the traditional education experience to heighten a student's understanding of career opportunities, as well as the student's perception of how classroom learning and their personal goals relate to the world of work.

For many students, hands-on career-relevant education through Career and Technical Education is best suited for their individual plan of success. These students need equitable access to utilize their high school experience to prepare them for a broad range of success outcomes. By providing a clear indication of student choice options, a total of seven student choice credits and increased emphasis on a student's personalized pathway plan, the 24-credit Career and College Ready Diploma as proposed by the Washington State Board of Education gives students the flexible options they need.

The Workforce Board recognizes that the proposed framework will require increased access for students, parents, and educators to comprehensive career guidance and counseling, and greater availability of Career and Technical Education to academic course equivalencies. The Workforce Board supports efforts to make such opportunities widely available. Additionally, to ensure success for all young people, the Workforce Board supports educator professional development, and increased emphasis on dropout prevention, intervention, and retrieval programs.

Sincerely,

Signatures



# THE WASHINGTON STATE BOARD OF EDUCATION

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## Proposed Graduation Course-Taking Requirements

Subject	Requirements for the Class of 2016 & Beyond	Proposed Career- & College-Ready Graduation Requirements
English	4	4
Math	3	3
Science	2 (1 lab)	3 (2 lab)
Social Studies	3	3
Career and Technical Education <sup>1</sup>	1	1
Health and Fitness	2	2
Arts	1	2 (1 can be PPR)
General Electives	4	4
World Language (or) Personalized Pathway Requirement (PPR)		2 (Both can be PPR)
<b>Total Credits</b>	<b>20</b>	<b>24<sup>2</sup></b>

**Personalized Pathway Requirement** are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the student's learning.

<sup>1</sup> Or 1 Occupational Education credit, as defined in WAC 180-51-067.

<sup>2</sup> Up to 2 credits can be waived locally for students who have attempted 24 credits.



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## WASHINGTON STATE BOARD OF EDUCATION AMENDED RESOLUTION TO APPROVE WASHINGTON STATE GRADUATION REQUIREMENT FRAMEWORK: CAREER AND COLLEGE READY

**As Approved January 9, 2014**

WHEREAS, Our children are our state's future and our education system must prepare them now for the continuing challenges of the 21<sup>st</sup> century, and

WHEREAS, All students deserve an excellent and equitable education, and

WHEREAS, We must join together to support students in our education system and to provide the resources and direction needed to help all students succeed in meeting their educational and career goals, and

WHEREAS, Washington's Basic Education Act provides direction by stating that school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete high school graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship, and

WHEREAS, The State Board of Education provides direction through its rule-making authority for state graduation requirements, including subject-area credits, a High School and Beyond Plan, and a Culminating Project by all students, and

WHEREAS, The State Board of Education recognizes that the Legislature must formally authorize and fund changes to graduation requirements that have a fiscal impact on school districts before they may take effect, per RCW 28A.230.090(2)(c), and

WHEREAS, Washington State is in the bottom 20 percent of all states in participation of students ages 18-24 in education beyond high school, particularly low-income students, and many high school graduates of color are less likely to go directly to community/technical and four-year colleges, and

WHEREAS, Washington State graduation requirements for science are significantly lower than the majority of other states, as were state requirements for English and social studies until the State Board of Education implemented new graduation requirements for the Class of 2016, and

WHEREAS, The State Board of Education has listened to stakeholders and revised its graduation credit requirements proposal in response to the feedback received, and

WHEREAS, The State Board of Education has determined over a multi-year period of study that Washington's current state graduation requirements need to be strengthened so that students are prepared for the education and training needed to earn a credential beyond high school considered necessary for most living-wage jobs in the 21<sup>st</sup> century, and

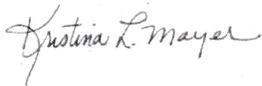
While students must attempt 24 credits, up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the 17 core state requirements that all students must meet, and

BE IT FURTHER RESOLVED THAT The State Board of Education will continue to reexamine the role of the High School and Beyond plan and the Culminating Project in career and postsecondary planning and preparation, and to ensure greater consistency across districts, and

BE IT FURTHER RESOLVED THAT the State Board of Education recognizes that K-12 students would benefit from increased flexibility in course equivalency, further opportunities for meeting two graduation requirements while earning one credit, and increased opportunities for earning competency credit; the Board will encourage both the Legislature and school districts to facilitate such flexibility.

BE IT FURTHER RESOLVED THAT the State Board of Education will work with institutions of higher education for expanding recognition of high school classes as meeting admission requirements.

BE IT FURTHER RESOLVED THAT the Board will track the relevant data to assess the efficacy of the graduation policy over time. It will annually review course-taking and other appropriate data by subgroups used in the Achievement Index so it can determine if the new requirements are indeed helping more students graduate career and college ready.



Dr. Kristina Mayer, Chair  
January 9, 2014