

**Joint Task Force on Basic Education Finance
December 8, 2008 Public Hearing
Workforce Board Recommendations**

2. ((Instructional)) Program of Basic Education

The minimum ((instructional)) program of basic education offered by school districts must be designed to provide every student the opportunity to achieve the basic education goals.

- (1) Each school district's kindergarten through twelfth grade basic educational program shall be accessible to all students who are five years of age and less than twenty-one years of age;
- (2) Each school district shall make available to students the following minimum instructional offering each school year:
 - (a) For students enrolled in grades 7 through 12: 1,155 instructional hours;
 - (b) For students enrolled in grades 1 through 6: 1,000 instructional hours;
 - (c) For students enrolled in kindergarten: 450 instructional hours (which shall be increased 1,000 for voluntary full-day kindergarten)
- (3) The ((instructional)) program of basic education provided by each school district shall include:
 - (a) Instruction in the essential academic learning requirements;
 - (b) Instruction and services that provides students the opportunity to meet the high school graduation requirements adopted ((~~proposed~~)) by the state board of education, including comprehensive guidance and counseling (((~~Core 24~~)));
 - (c) Supplemental or alternative instruction and services for underachieving students and students at-risk of dropping out;
 - (d) Transitional bilingual instruction for students whose primary language is other than English; and
 - (e) For all special education students, the opportunity for an appropriate education at public expense;
- (4) Nothing in this section requires a school district to offer the required annual instructional hours based on a specified number of days in a school year.

Rationale

Comprehensive guidance and counseling:

- Washington Learns called for expanding comprehensive guidance and counseling programs (like Navigation 101) to all secondary school students.
- The State Board of Education's CORE 24 proposal stresses the importance of the High School and Beyond Plan and the need for stronger guidance in the system as a critical piece of the proposal. A guidance curriculum personalizes education for students, making school relevant to the career goals of each student.
- School guidance programs also address equity concerns by providing an adult relationship and support for students who do not have a family history of educational success.

Students At-Risk of Dropping Out:

- Students at-risk of dropping out will be identified in the dropout early warning data system that is proposed to be funded as part of basic education. School districts should be required to provide alternative educational programming (e.g. . . . credit retrieval programs, online coursework) and appropriate services for such students.
- Students who are identified as at-risk of dropping out in the early warning data system have a high probability (about 75%) of doing so without educational options and appropriate services. There is no reasonable opportunity for such students to graduate without these additional supports.



STATE OF WASHINGTON

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ADOPTED MOTION

October 27, 2008

WHEREAS, Youth Objective 1 of HSHW 2008 calls for a K-12 Guidance and Counseling System that provides students and their parents with a curriculum to individually plan their pathways and prepare for future education and/or work after high school; and

WHEREAS, Youth Objective 2 of HSHW 2008 establishes a 10 year target for all high school students across Washington to have the option to complete a career and technical education (CTE) sequence and specifically calls for increasing the number of students who complete a CTE sequence and/or course requirements for admission to a college or university by expanding grades 7-12 CTE sequences for students; and

WHEREAS, Youth Objective 3 of HSHW 2008 calls for all students to graduate from high school and establishes a 10 year target for every community in the state to have an effective school/community partnership that provides a comprehensive dropout prevention, intervention and re-engagement system for all youth, including those who have dropped out or who are at risk of dropping out; and

WHEREAS, the State Board of Education has prepared a “CORE 24” proposal for high school graduation requirements that will prepare students for college and/or work and the Workforce Training and Education Coordinating Board has previously passed a resolution in support of the “CORE 24” proposal; and

WHEREAS, the Office of the Superintendent of Public Instruction, the Building Bridges Workgroup, and the State Board of Education are in the process of finalizing proposals in the above areas that align with the policy positions of the Workforce Training and Education Coordinating Board;

NOW, THEREFORE BE IT RESOLVED, that the Workforce Training and Education Coordinating Board recommends that the following components be included in basic education funding formulas: a comprehensive guidance program, improved funding for career and technical education, improved coordination and enhanced funding for at-risk students and dropouts, and additional funds to support the “CORE 24” proposal.