

**Assembly Bill 2648 Multiple Pathways Report  
Tentative Major Findings and Possible Policy Questions for  
Discussion at the Coalition for Multiple Pathways Convening  
November 17, 2009**

<b>Policy Area</b>	<b>Tentative Major Finding</b>	<b>Possible Policy Question</b>
Models for “turnaround” of the state’s lowest-performing high schools	In pursuing federal Race to the Top funds and other funding opportunities, California needs to quickly develop, adopt, and promote the most effective model approaches to guide the turnaround of the state’s lowest-performing schools.	Should the multiple pathways approach as codified by Assembly Bill 2648 be one of the primary models that guides California’s strategy for the turnaround of the state’s lowest-performing schools?
Financial incentives to spur high school reform initiatives	California’s current method for funding its high schools does not provide districts with sufficient resources to invest in the design and implementation of additional multiple pathway programs.	What financial or other policy incentive system could the state establish to encourage districts to design and implement multiple pathway programs in a district’s high schools?
Minimum length of school days and school years	School days and school years are significantly shorter in California than in many other industrialized countries.	How could the state extend the school day and school year to at least meet, if not exceed, the international average for industrialized countries?
Relationship of school structure and time to student and advancement	In California’s high school system, time is the constant while learning is the variable.	Should California establish competency benchmarks in place of the Carnegie unit and minimum instructional minute requirements as the primary measure of student advancement through high school?

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Minimum state high school graduation requirements	As noted by Achieve and others, California’s minimum course requirements for high school graduation are not well-aligned with the expectations of colleges and employers.	How could the rigor and relevance of the state’s minimum course requirements for high school graduation be enhanced to ensure that California high school graduates are better prepared for life after high school?
Career exploration and work-based learning	Many California high school graduates move into adult life with little or no awareness about career options and pathways.	How could the state ensure that all California high school graduates have had substantial opportunities to engage in career awareness and work-based learning activities?
Role of the state’s accountability system in providing incentives for districts to undertake school reform initiatives	As noted by Achieve and others, California has not fully aligned its accountability system with the expectations of colleges and employers.	What college and career preparation indicators and targets could be incorporated into the state’s accountability system?
Importance of curriculum and instruction in supporting the implementation of school reform models	While California leads the nation in the development and delivery of high school courses that integrate academic and career-technical content, California’s teacher preparation programs do not effectively promote the use of problem-based pedagogies and other innovative instructional strategies that are the foundation of multiple pathway programs.	How could the state redesign its teacher preparation programs to ensure that all new teachers can incorporate problem-based pedagogies and other innovative instructional strategies into classroom teaching environments?

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Availability of credit-bearing, alternative methods for delivering secondary instruction in various academic content areas	Financial and other barriers limit the potential implementation of alternative methods for delivering secondary instruction by which students could earn credits toward high school graduation.	What financial or other barriers could be removed to increase the availability of online learning experiences, dual and concurrent enrollment programs, and early/middle colleges to provide students with greater access to alternative forms of delivery?
Adequacy of guidance counseling and student support services personnel levels in the state’s secondary schools	California’s secondary schools do not consistently maintain an adequate level of guidance counseling and student support services staff.	How could maximum caseload levels for all secondary guidance counseling and student support services personnel be established and enforced?
Availability of effective student support services in the state’s secondary schools	California’s secondary schools do not consistently provide students with an adequate level of effective support services.	What kind of incentives could be established to ensure that all middle grades and high school students have access to effective student support services?
Preparing students to transition effectively from middle grades to high school	California’s high school dropout and graduation challenges will likely continue to persist as long as so many students are not well-prepared to transition from the middle grades to high school.	What policies should the state adopt to ensure that middle grades students are fully prepared to transition to and be successful in completing high school?