

# Response to Work Group #3

From Paul G. Pinsky

## New approach to diploma's and graduation

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Will the shift to creating a diploma without CCR devalue those students who currently achieve a '3' on the HSA/PARCC test?

While the current 'Bridge' program may devalue a current diploma by skirting the need to achieve a passing grade on HSA/PARCC, is the new approach the right solution?

What guarantee's that, prospectively, completion of high school courses -- without achieving CCR -- will be more rigorous than present courses?

## Pathways of successful CCR students

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I do not believe that **most** CCR students will get an IB or equivalent diploma, AA degree or CTE accreditation. I think a very large number will take some AP course or dual enrollment and not fit into any of the listed categories. We need to dial down the expectations of the number of CCR students who pursue these pathways. Many successful students are not so driven to pursue IB, full AP or job certification. This underestimates a large number of average or above average students who may not stretch themselves as much as is indicated.

## Creating a CTE super-structure

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The commission has yet to come to grips with whether we should create a supra-body to oversee implementation of the Kirwan recommendations, a multi-billion dollar initiative. Yet, this proposal calls for creating a CTE sub-cabinet with the authority to promulgate regulations and review other agency's budgets.

Couldn't another body be created, say a P-20 for career technology with coordinating and some limited authority, to lead in this task? The state currently has no oversight body for community colleges, other than program approval, and has a higher education commission that oversees four-year institutions which has had a spotty track record. Is it time to create another education body and spend additional resources which would be needed to run it?

Should there be a sub-cabinet for closing the gap or to address schools in concentrated poverty? We need to be careful on what we emphasize and the structures needed to support that emphasis.