

# THE EDUCATION TRUST—WEST POLICY AGENDA

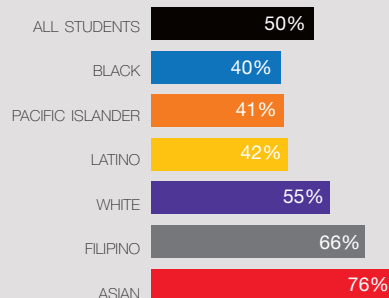
## COLLEGE AND CAREER PREPARATION

### PROBLEM:

Many California students are still underprepared for college success and the increasingly complex 21st century. By third grade, only 44% of all students meet standards in reading, and only 33% of Latino students do so. Only 50% of all students and 24% of English learners (ELs) complete high school having passed the sequence of courses necessary for entrance to our California State University (CSU) and University of California (UC) campuses. State leaders must set statewide expectations for college and career readiness and remove obstacles to opportunity. **To strengthen college and career readiness, California leaders should do the following:**

- **Expand access to college preparatory coursework.**
  - Establish the 15-course A-G sequence as the default pathway.
  - Incentivize greater access to dual-enrollment courses.
  - Create model courses or disseminate best practices that show how English Language Development (ELD) standards can be fully integrated into A-G content.
  - Establish a single course management system connecting K-12 and UC-approved course lists.
- **Prioritize college and career readiness in the state accountability system.**
  - Revise the college/career indicator so that it incentivizes college *and* career readiness, not one or the other.
  - Make college and career measures applicable to alternative schools.
  - Report data on whether schools are providing students with equitable access to a broad course of study.
- **Make the English Learner Roadmap a reality.**
  - Launch a broad communications campaign to build stakeholders' understanding of the Roadmap and direct them to resources that support implementation.
  - Integrate the principles of the Roadmap into the state system of supports.
- **Continue to support California's implementation of its new state standards.**
  - Continue to invest in professional learning, especially as it relates to the Next Generation Science Standards, ELD integration, and collaboration between content area and Special Education educators.
- **Support student transitions from high school to college.**
  - Provide assistance to districts and high schools around how to support college transitions for historically underserved students.

**PERCENTAGE OF 2017 HIGH SCHOOL GRADUATES WHO COMPLETED THE "A-G" COURSE SEQUENCE NECESSARY FOR ENTRANCE TO CSU AND UC**



Half of all high school graduates complete the "A-G" courses necessary for entrance to a CSU or UC campus. Completion rates are lower for Black, Latino and Pacific Islander students, at 40%, 42%, and 41% respectively.

To read the full ETW Policy Agenda visit: <http://edtrustwest.org/policyagenda2018>



The Education Trust—West