# Leveraging ESSA, Perkins IV, and WIOA to Support a College- and Career-Ready Workforce

December 13, 2017

COLLEGE & CAREER READINESS & SUCCESS Center
at American Institutes for Research

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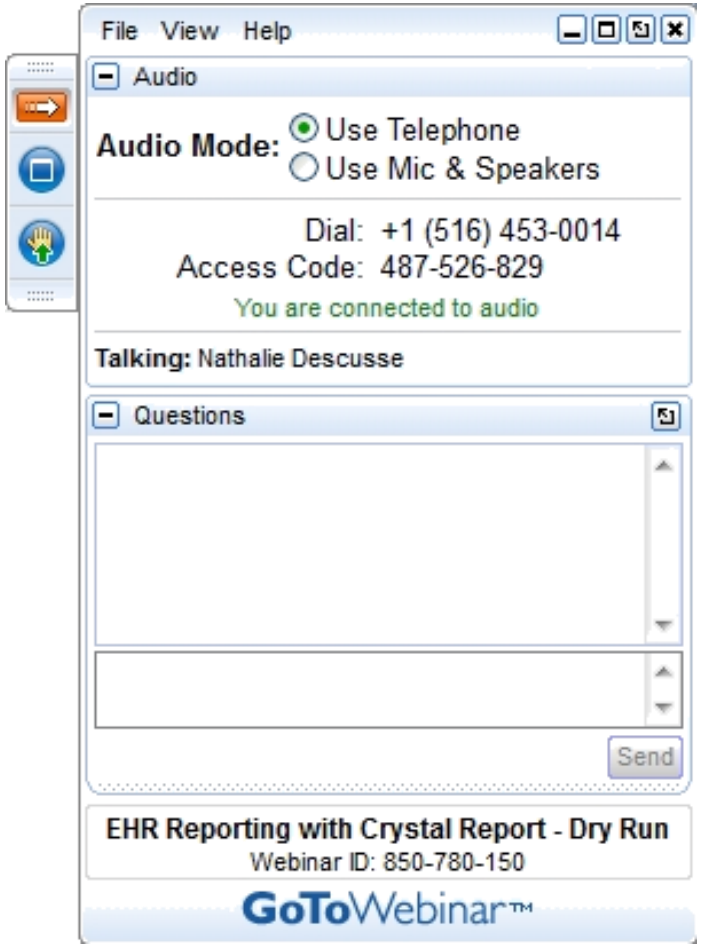


# Today's Webinar

- Welcome and Introductions
- Set the Context for Discussion
- Discuss Findings From the CCRS Center and OCTAE Project
- Review Resources to Support a College- and Career-Ready Workforce

# What is the CCRS Center?

COLLEGE & CAREER READINESS & SUCCESS Center
at American Institutes for Research

AIR
AMERICAN INSTITUTES FOR RESEARCH

www.ccrscenter.org CCRSCenter@air.org

| Who? | What? | How? |
| --- | --- | --- |
| State education agencies (SEAs) and local education agencies (LEAs) | Build SEA and LEA capacity to implement college- and career-readiness policies. | Provide technical assistance, including targeted and intensive support. |

# Aligning the Education-to-Workforce Pipeline Resources

Question 1: How does the plan define the academic, technical, and employability skills that learners must know and be able to do to be college and career ready?

| | Law | Title.Part Section | State or Local | | ESSA Plan and Implementation Efforts | Perkins Plan and Implementation Efforts | WIOA and Implementation Efforts | | 36 | 43 | 38 | 30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | Resources | Processes | PATHWAYS & REPORTS | Academic organization | Pathways knowledge |
| 2 | Perkins | II.203 | Local | Map your state's current education-to-workforce pipeline and indicate how each of the three laws interact throughout a student's trajectory. | | | | | x | x | x | x |
| | | | | Identify the college and career readiness vision articulated by each plan, including how the plans define success for students. | | | | | | | | |
| 43 | WIOA | I.B.134 | State | Categorize the academic, technical, and employability skills—as articulated in each of the plans—that are necessary for college and career readiness. | | | | | | x | x | x |

Opportunities to reference, leverage, or build on state ESSA, Perkins, and WIOA plans and practices:

Key Terms to Define:

Key Stakeholders to Engage:

# Today's Presenters

**Susan Therriault**

Director

CCRS Center

**Sharon Lee Miller**

Director

Division of Academic and Technical Education

**Ellen Cushing**

Deputy Director

CCRS Center

# Polling Question #1

Rate your knowledge of your state's ESSA plan:

1. **Very**- I have read it and am familiar with its content
2. **Moderate**- I am familiar with parts most relevant to me
3. **Somewhat-** I am aware there is a plan and some details
4. **Not at all-** I didn't know there was an ESSA plan

# Welcome From the Office of Career, Technical, and Adult Education (OCTAE)

# Introduction to the Webinar and Resources to Be Shared

- Developing “high-quality” CTE programs to address the nation’s skill gap and call for skilled workers
- Aligning local, state, and federal resources to build the education-to-workforce pipeline
- Maximizing the use of three pieces of federal legislation—Perkins IV, ESSA, and WIOA
- Sharing the wealth of tools already developed and available—*you do not need to start from scratch!*

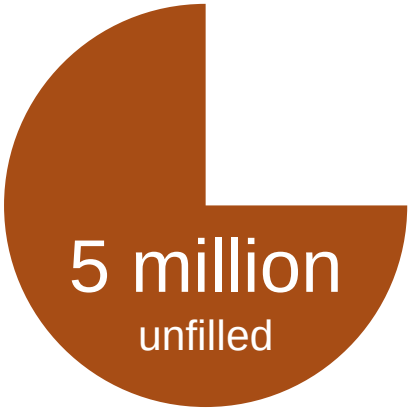
# Why Are We Here Today?

2020

# The New Minimum

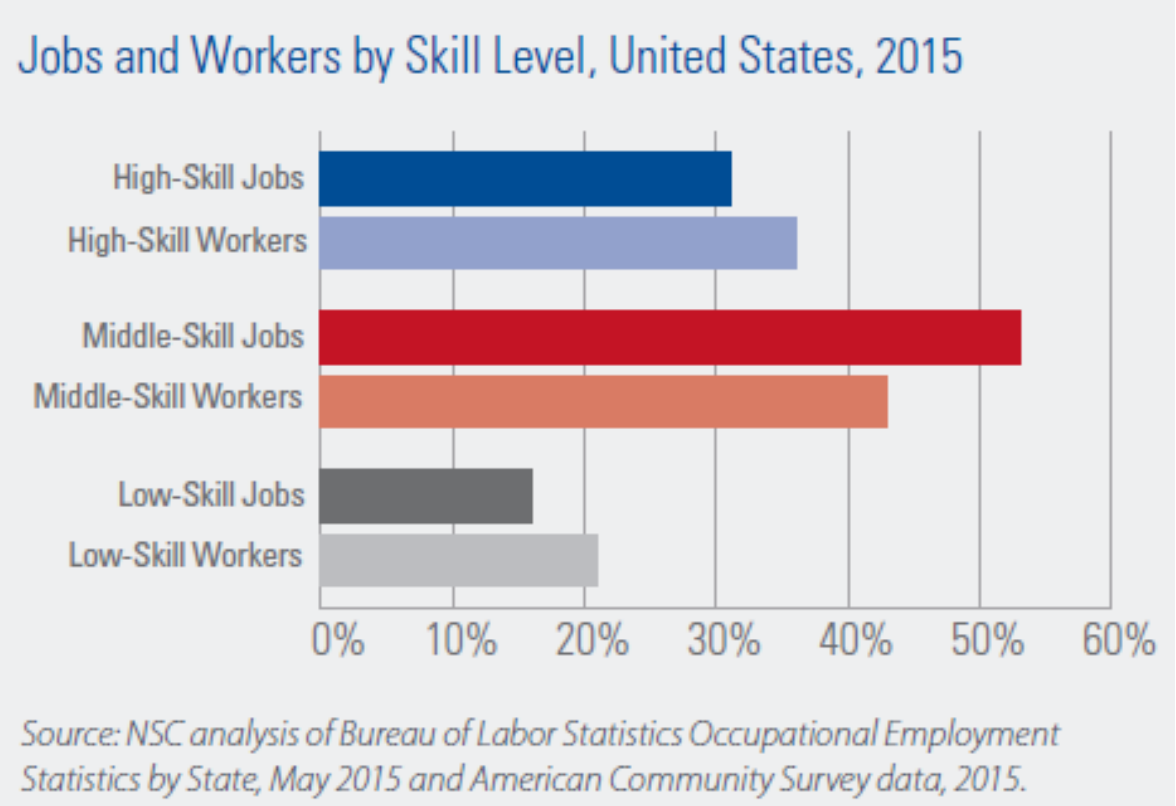
**55 million**
jobs

**65%**
require postsecondary training




**Postsecondary Education**
Career or technology center credentials; associate's degrees; and college associate, undergraduate, and advanced degrees

# Middle-Skill Jobs Have Largest Gap




National Skills Coalition: [http:/www.nationalskillscoalition.org/state-policy/fact-sheets](http://www.nationalskillscoalition.org/state-policy/fact-sheets)

# Student Postsecondary Preparedness

## High School Graduation Rates

83%
2014–15 SY

65%
English learners

76%
Economically disadvantaged

## Postsecondary Remediation Rates

20%
4-year institution

52%
2-year institution

## Postsecondary Graduation Rates

60% graduate in 6 years

41% African American

54% Hispanic

# Employers' Perceptions

Difficulty filling jobs that require crosscutting skills like critical thinking, collaboration, and digital literacy

Employers cite employability skills as the *most important* skill

Hart Research Associates, 2015

A lack of employability skills may contribute to a "talent shortage"

ManpowerGroup, 2016

# Student Perceptions

45.7%

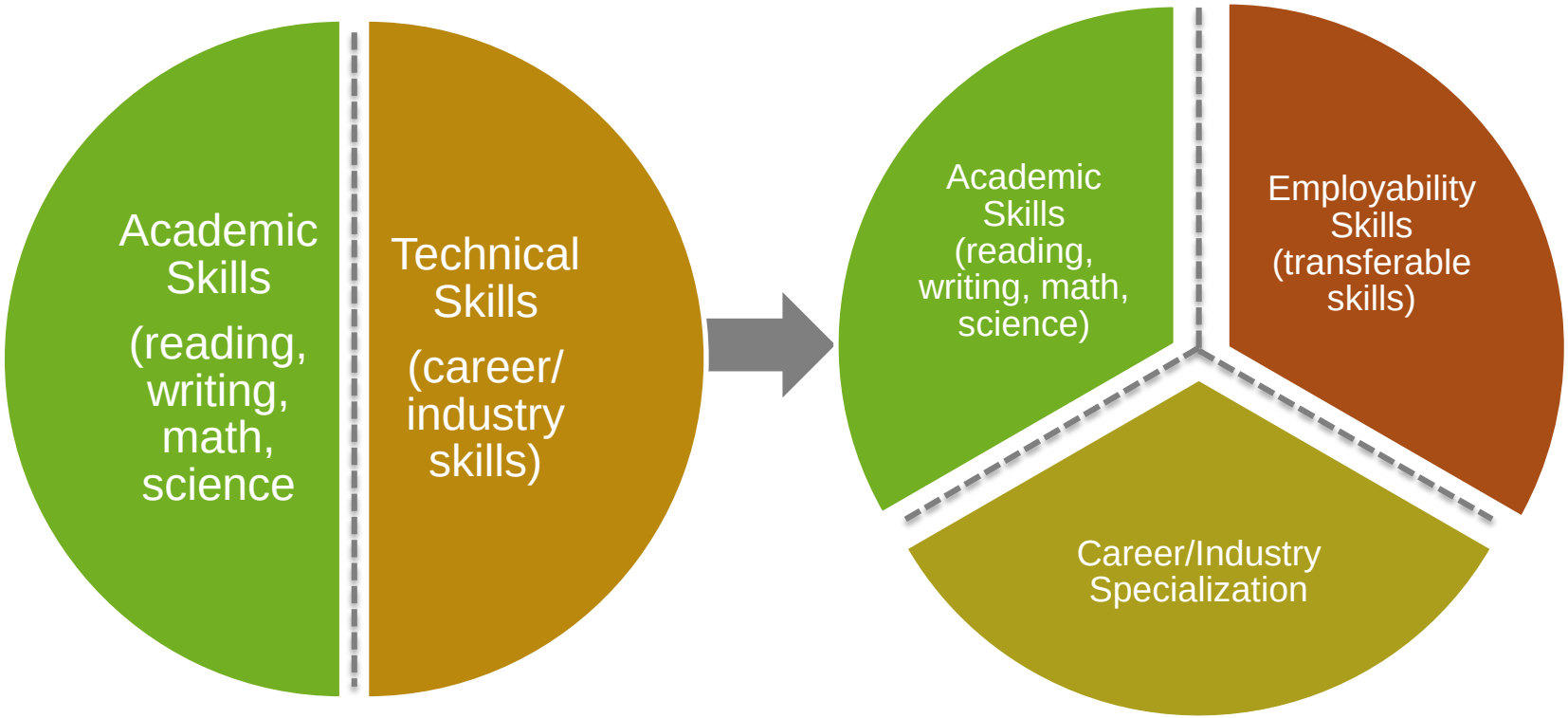
agree that their school helped match careers with their interests/abilities

48.7%

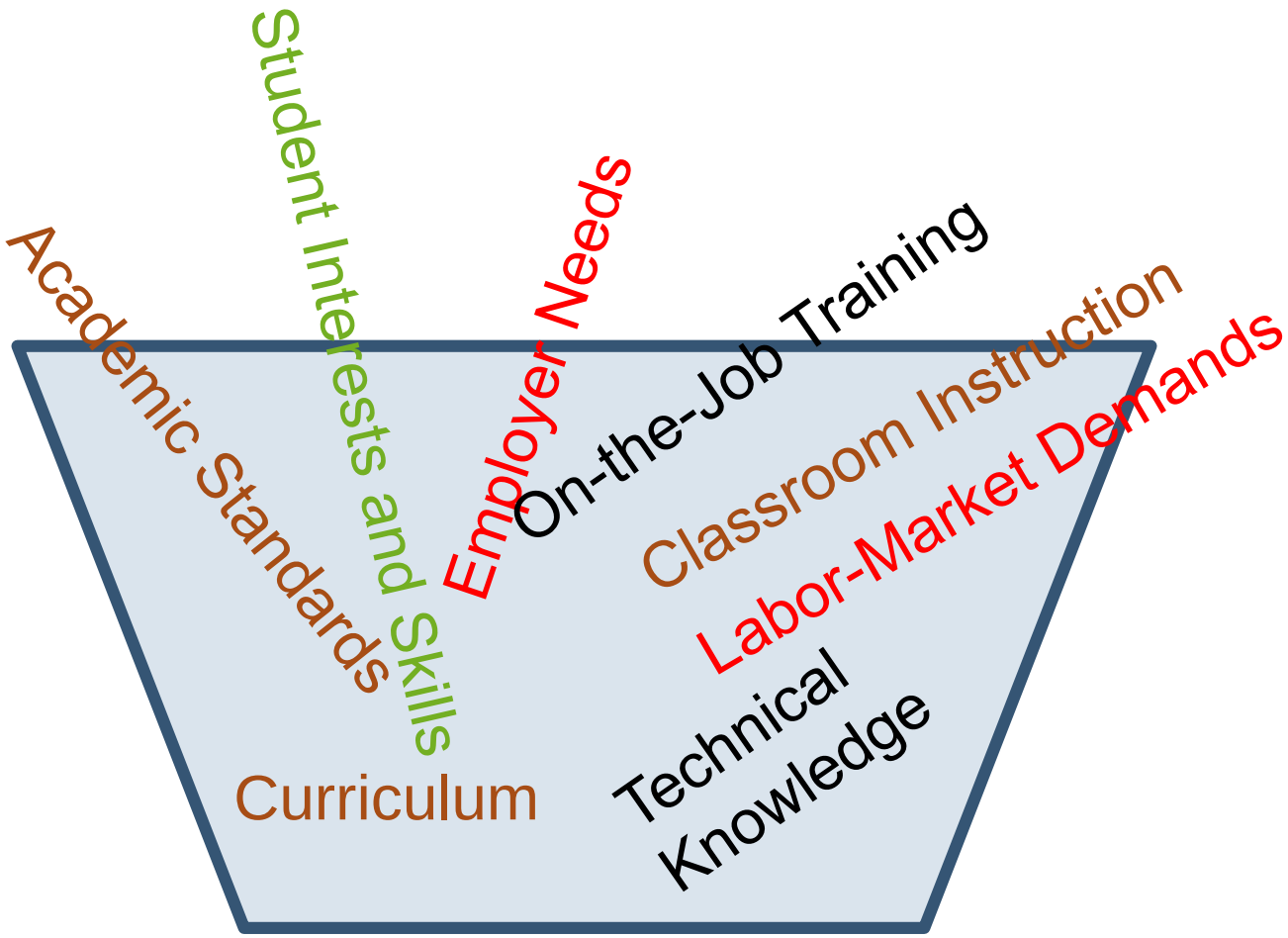
agree that their school helped them understand the steps to take to have the career they want

Source: YouthTruth Survey retrieved from http://www.youthtruthsurvey.org/college-and-career-readiness/

# Education-to-Workforce Pipeline That Prepares ALL Students With the Necessary Knowledge, Skills, and Abilities



# What Did We Do?

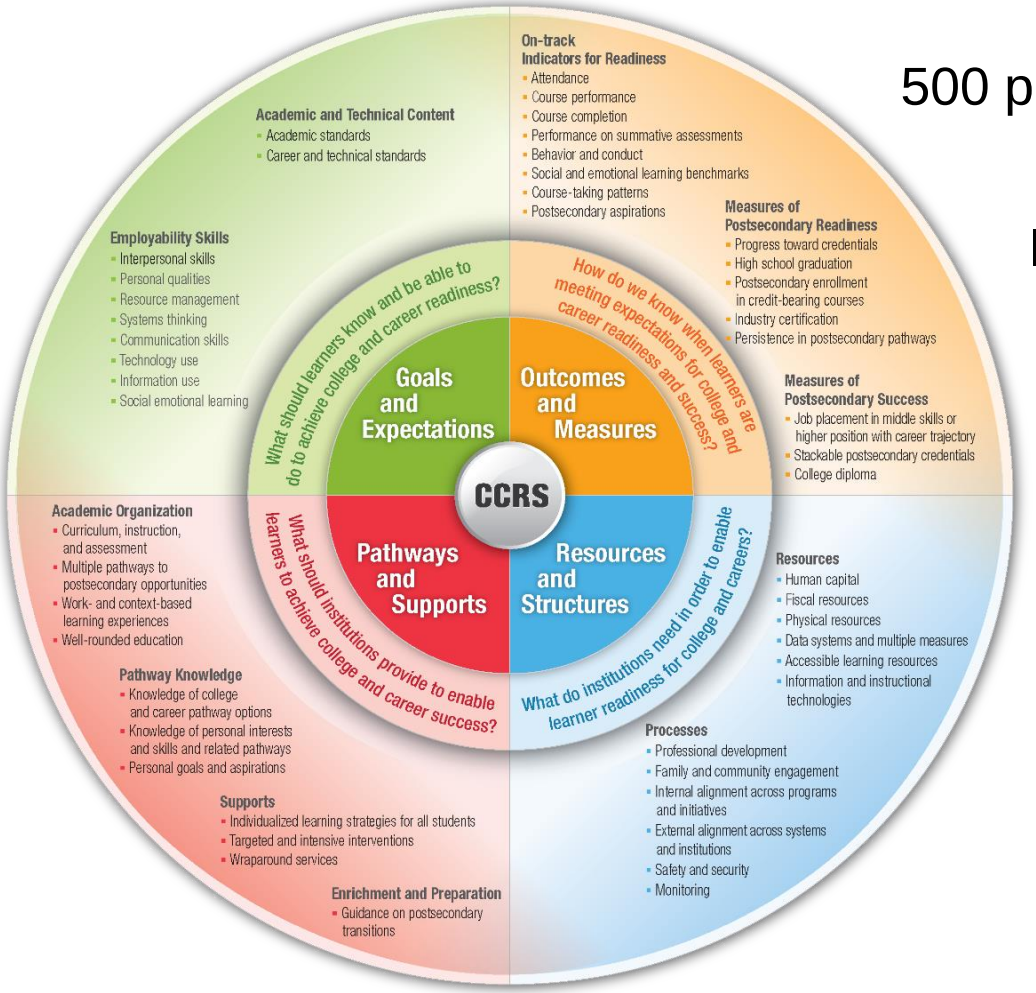



# Aligned Education-to-Workforce Pipeline

# Federal Laws Reviewed

| | ESSA | Perkins IV | WIOA |
|---|---|---|---|
| **Population** | Students in public K–12 | CTE students in high school<br><br>Students in technical/ community colleges | Adult job seeker/ dislocated/ incumbent<br><br>Out of school youth |
| **Purpose** | Equal access to a well-rounded K–12 education | Support academic and technical achievement of CTE students | One-stop career center connects adults/youth to job training programs |
| **Agency** | State Educational Agency | • State Educational Agency<br>• State Postsecondary Agency (10 states)<br>• State Workforce Investment Board (1 state)<br>• Career, Technical, Agricultural Education Agency (1 state) | • State Workforce Investment Board<br>• State Labor or Workforce Development Agency<br>• State Educational Agency<br>• State Postsecondary Agency |

# Methodology




500 pages of coded material

Interrater calibration

Feedback from:

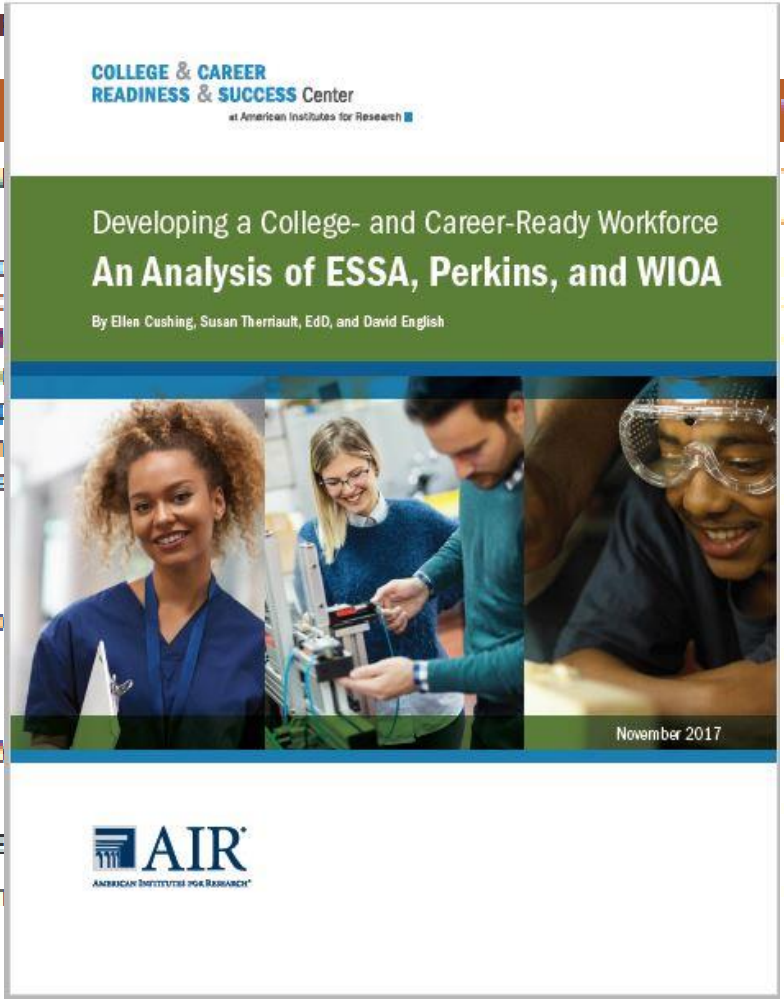
- State CTE Directors
- OCTAE
- Two state reviewers

# What Did We Find?

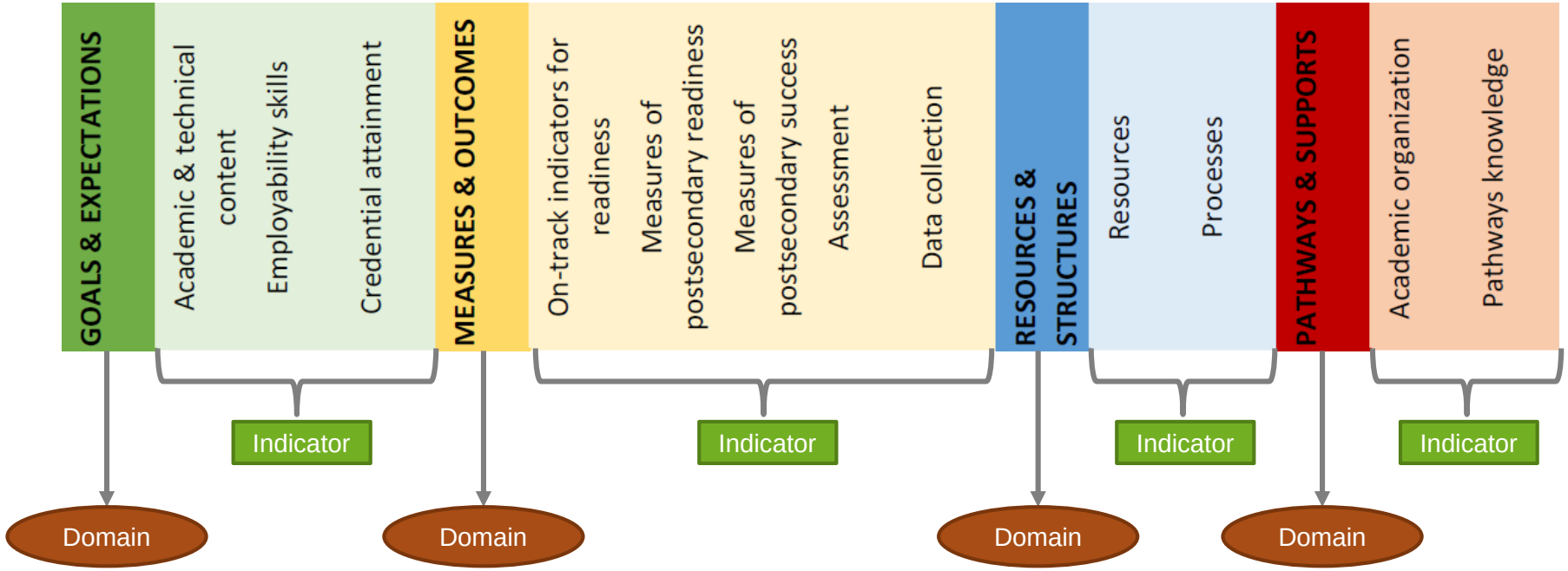
# Brief Summarizing Findings

**Table 3. Summary of I**

| ESSA | WIOA |
|---|---|
| **TITLE I, PART A- ACCOUNTA REQUIREMENTS**<br>States must include the follo their accountability systems: cohort graduation rate; Stud another valid and reliable in achieving English language p proficiency based on the lon may include one or more me<br>▪ Student engagement<br>▪ Educator engagement<br>▪ Student access to and co advanced coursework<br>▪ Postsecondary readiness<br>▪ School climate and safety<br>▪ Other<br>**TITLE I, PART B- ASSESSME**<br>Each state plan shall demon | **TITLE I, CHAPTER 4- PERFORMANCE ACCOUNTABILITY**<br>Performance accountability measures for youth and adults shall include indicators of having obtained or being in the process of obtaining:<br>▪ Postsecondary credential, secondary school diploma, or equivalent during participation or within 1 year after program exit.<br>▪ Enrollment in education that leads to a recognized postsecondary credential or employment and achievement of measurable skill gains toward those goals.<br>▪ Unsubsidized employment (and/or, in the case of youth, participation in education and training) during the second and fourth quarters after exit from the program.<br>▪ Median earnings during the second quarter after exit from the program.<br>▪ Effectiveness in serving employers. |



# Interactive Tool—
# Search and Sort the Laws



# How does the plan define the academic, technical, and employability skills that learners must know and be able to do to be college and career ready?

| | ESSA Plan and Implementation Efforts | Perkins Plan and Implementation Efforts | WIOA Plan and Implementation Efforts |
|---|---|---|---|
| Map your state's current education-to-workforce pipeline and indicate how each of the three laws interact throughout a student's trajectory. | | | |
| Identify the college- and career-readiness vision articulated by each plan, including how the plans define success for students. | | | |
| Categorize the academic, technical, and employability skills—as articulated in each of the plans—that are necessary for college and career readiness. | | | |
| Opportunities to reference, leverage, or build on: | | Key terms to define: | Stakeholders to engage: |

# Goals and Expectations

What learners should know and be able to do

- "Up the academic rigor"
- Focus on workforce needs
  - Future workforce needs, employer demands, and emerging industries
- Encourage academic, technical, and employability skill development

**Goals and Expectations Indicators**

**Academic and Technical Content**

- Academic standards
- Career and technical standards
- Alignment to postsecondary requirements

**Employability Skills**

- Effective relationships
- Workplace skills
- Applied knowledge

**Credential Attainment**

- Postsecondary degree
- Industry credentials

## Table 2. Summary of Findings on Alignment of Goals and Expectations

| ESSA | Perkins | WIOA |
|---|---|---|
| **TITLE I: DEFINITION OF WELL-ROUNDED EDUCATION (WRE)**<br>ESSA defines a WRE as the courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, CTE, health, physical education, and any other subject, as determined by the state or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.<br>**TITLE I, PART A: BASIC PROGRAMS FOR DISADVANTAGED STUDENTS**<br>***LEAs***<br>▪ **Must** develop and implement a well-rounded education that promotes mastery of academic content standards and may | **TITLE I, PART B: STATE PROVISIONS**<br>▪ **Must** ensure that students who participate in such CTE programs are taught the same challenging academic proficiencies as are taught to all other students.<br>**TITLE I: CTE ASSISTANCE TO STATES**<br>***LEAs***<br>▪ **Must** initiate, improve, modernize, and/or implement programs that integrate academic and CTE skills (including employability skills), including through technology improvements.<br>***States***<br>▪ **Must** integrate academic/technical training and employability skills.<br>▪ **Must** improve CTE courses that lead to high-wage, high-skill jobs for special populations. | **TITLE I: UNIFIED STATE PLANS**<br>WIOA state unified plans **should** include an analysis of the economic condition of the state, including the employment needs of employers, including a description of the knowledge, skills, and abilities, needed in those industries and occupations.<br>**TITLE I: ADULT ACTIVITIES**[3]<br>***LOCAL AREAS***<br>▪ **Must** assess basic skills (including literacy, numeracy, and English language proficiency), aptitudes, abilities, and supportive service needs.<br>▪ **Must** provide integrated education and training programs that include adult education and literacy activities, workforce preparation activities, and workforce training for a specific occupation or occupational cluster. |

# Interactive Tool: Goals and Expectations + Employability Skills

Clear Filters

| Law | Title.Part. Section | State or Local | Topic (statute subheader) | Required or Allowed | Language From the Law | GOALS & EXPECTATIONS | Academic & technical content | Employability skills | Credential attainment |
|---|---|---|---|---|---|---|---|---|---|
| ESSA | IV.A.4108 | Local | **Support Safe and Healthy Students** | Allowed | Programs and activities allowable under Section 7118 (5) include programs or activities that:<br>• Improve instructional practices for developing relationship-building skills (e.g., effective communication) and improving safety through the recognition and prevention of coercion, violence, or | x | | x | |
| WIOA | IV.B.422 | Local | Pre-Employment Transition Services | Required | Funds shall be used to make available to students with disabilities:<br>• Job exploration counseling;<br>• Work-based learning experiences, which may include in-school or after school opportunities, or experiences outside the traditional school setting (including internships) that are provided in an integrated environment to the maximum extent possible; | x | | x | |

Question 1: How does the plan define the academic, technical, and employability skills that learners must know and be able to do to be college and career ready?

| | ESSA Plan and Implementation Efforts | Perkins Plan and Implementation Efforts | WIOA and Implementation Efforts |
|---|---|---|---|
| Map your state's current education-to-workforce pipeline and indicate how each of the three laws interact throughout a student's trajectory. | | | |
| Identify the college and career readiness vision articulated by each plan, including how the plans define success for students. | | | |
| Categorize the academic, technical, and employability skills—as articulated in each of the plans—that are necessary for college and career readiness. | | | |

| Opportunities to reference, leverage, or build on state ESSA, Perkins, and WIOA plans and practices: |
|---|
| |

| Key Terms to Define: |
|---|
| |
| Key Stakeholders to Engage: |
| |

# Kansas Definition of College and Career Readiness

"'*College and career ready' means an individual has the* ***academic preparation, cognitive preparation, technical skills, and employability skills*** *to be successful in postsecondary education, in the attainment of an industry recognized certification, or in the workforce without the need for remediation.*"

Source: Kansas State Department of Education. (2013). Kansas college and career ready. Retrieved from http://www.ksde.org/Portals/0/Learning%20Services%20Documents/College%20and%20Career%20Ready.pdf

# Measures and Outcomes

Monitor and assess individual academic, technical, and employability skills

- Required accountability items, allows other career-readiness measures
- Existing assessments or measures to leverage
  - CTE assessments
  - Performance-based assessments
- Data systems coordination

**OUTCOMES AND MEASURES INDICATORS**

**On-Track Indicators for Readiness**
- Course completion
- Performance on summative assessment
- Credential attainment

**Measures of Postsecondary Readiness**
- High school graduation
- Postsecondary enrollment
- Industry certification
- Persistence in postsecondary pathways

**Measures of Postsecondary Success**
- Job placement in middle skills or career trajectory
- Credential attainment
- College diploma

**Assessment**
- Assessment design
- Assessment administration

**Data Collection**
- Statewide longitudinal data systems
- Data sharing

## Table 3. Summary of Findings on Alignment of Outcomes and Measures

| ESSA | Perkins | WIOA |
|---|---|---|
| **TITLE I, PART A: ACCOUNTABILITY REQUIREMENTS**<br>States **must** include the following measures in their accountability systems: 4-year adjusted cohort graduation rate; student growth or another valid and reliable indicator; progress in achieving English language proficiency; proficiency based on the long-term goal. States **may** include one or more measures of:<br>▪ Student engagement<br>▪ Educator engagement<br>▪ Student access to and completion of advanced coursework<br>▪ Postsecondary readiness<br>▪ School climate and safety<br>▪ Other<br>**TITLE I, PART B: ASSESSMENT** | **TITLE I, PART A: SECONDARY REPORTING**<br>For CTE concentrators only, secondary program accountability systems **must** include:<br>▪ Proficiency in reading ELA, mathematics, and science, as measured by ESEA Title I assessments.<br>▪ Technical skills attainment<br>▪ Attainment of a secondary school diploma or its equivalent<br>▪ 4-year adjusted cohort graduation rate<br>▪ Placement in postsecondary education or advanced training, military service, or employment<br>▪ Participation in and completion of CTE programs that lead to nontraditional fields<br>**POSTSECONDARY REPORTING**<br>For CTE concentrators only, postsecondary | **TITLE I, CHAPTER 4: PERFORMANCE ACCOUNTABILITY**<br>Performance accountability measures for youth and adults **shall** include indicators of having obtained or being in the process of obtaining:<br>▪ Postsecondary credential, secondary school diploma, or equivalent during participation or within 1 year after program exit.<br>▪ Enrollment in education that leads to a recognized postsecondary credential or employment and achievement of measurable skill gains toward those goals.<br>▪ Unsubsidized employment (and/or, in the case of youth, participation in education and training) during the second and fourth quarters after exit from the program.<br>▪ Median earnings during the second quarter after exit from the program. |

# Interactive Tool: Measures and Outcomes + Assessment

Clear Filters

| Law | Title.Part Section | State or Local | Topic (statute subheade | Required or Allowed | Language From the Law | GOALS & PECTATIONS | Academic & technical content | Employability skills | Credential attainment | MEASURES & TCOMES | On-track indicators for readiness | Measures of postsecondary readiness | Assessment | Data collection |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Perkins | I.B.124 | State | State Leadership Activities | Required | The state leadership activities should:<br>• Assess CTE programs carried out with funds under this title, including an assessment of how the needs of special populations are being met and how the career and technical education programs are designed to enable special populations to meet state-adjusted levels of performance and prepare the special populations for further education, for further training, or for high-skill, high-wage, or high-demand occupations;<br>• Develop, improve, or expand the use of technology in CTE that may include:<br>o Training CTE teachers, faculty, career guidance and academic counselors, and | x | x | | | x | | | x | x |
| WIOA | II.D.242 | State | Leadership Activities | Required | The national leadership activities shall include technical assistance, including:<br>• Assistance to help states meet the requirements of the performance accountability system;<br>• Upon request by a state, assistance to eligible providers in using performance accountability measures based on indicators and data systems for the improvement of adult | | | | | x | | x | x | x |

Question 2: How does the plan define when learners are meeting the academic, technical, and employability skills expectations for college and career readiness?

| | ESSA Plan and Implementation Efforts | Perkins Plan and Implementation Efforts | WIOA and Implementation Efforts |
|---|---|---|---|
| Identify the accountability measures that reflect the academic, technical, and employability skills that are necessary for college and career readiness. | | | |
| Identify the assessments used to assess the academic, technical, and employability skills that are necessary for college and career readiness. | | | |
| Review data reporting requirements for the law and identify opportunities to share data in a coherent state longitudinal data system. | | | |

| Opportunities to reference, leverage, or build on state ESSA, Perkins, and WIOA plans and practices: |
|---|
| |

| Key Terms to Define: |
|---|
| |
| Key Stakeholders to Engage: |
| |

# Florida SLDS: PK-20 Educator Information Portal

- SLDS integrates PK–12, postsecondary and workforce data.
- SLDS reports on progress towards CCR goals:
  - Improving students' employment
  - Student earning outcomes
- Data are used to identify education system needs and to establish priorities.
- Information is accessible to parents, students, educators, and policymakers.

Institutional assets necessary to prepare CCR students

# Resources and Structures

- Quality professional development
  - Colearning
  - Understanding the workforce and workforce needs
- Coordination with elementary, secondary, and postsecondary institutions and the workforce
- Local control on use of funds

**RESOURCES AND STRUCTURES INDICATORS**

**Resources**

- Human capital
- Fiscal
- Learning resources

**Processes**

- Professional development
- Community engagement
- Alignment of policies and programs
- Alignment across institutions

## Table 4. Summary of Findings on the Alignment of Resources and Structures

| ESSA | Perkins | WIOA |
|---|---|---|
| **TITLE I: SCHOOLWIDE PROGRAMS**<br>The LEA **may** use funds to:<br>▪ Provide joint in-service training for teachers, in collaboration with CTE educators and educators from institutions of higher education, for integrating rigorous content into a dual/concurrent curriculum.<br>▪ Develop integrated, rigorous content to support dual/concurrent coursework and CTE educators.<br>▪ Deliver instruction to support academic, technical, and employability skills.<br>▪ Integrate academic and technical course content.<br>▪ Address the needs of all students, particularly those at risk, through activities that may include specialized instructional support services.<br>**TITLE II: STATE PLANS**<br>The SEA **may** use funds to:<br>▪ Improve instructional strategies of teachers, principals, and other school leaders to integrate CTE content into academic instructional practices, which may include training on best practices to understand state and regional workforce needs and transitions to postsecondary education and the workforce. | **TITLE I: STATE PLAN**<br>The state **must** provide support comprehensive professional development for CTE teachers, faculty, administrators, and career guidance and academic counselors.<br>Professional development **will** promote the integration of rigorous academic content standards and CTE curricula, including through the joint development and implementation of curricula and pedagogical strategies by appropriate stakeholders.<br>***States***<br>▪ **Must** support professional development for CTE teachers, postsecondary faculty, administrators, and career guidance and academic counselors, including integration of academic standards and CTE and effective teaching skills based on research-based promising practices.<br>▪ **Must** provide educators with the knowledge, skills, and occupational information necessary to assist parents and students, especially special populations, with career exploration, educational opportunities, education financing, and exposure to high-skill, high-wage, or high-demand occupations and nontraditional fields, including occupations and fields requiring baccalaureate degrees. | **TITLE I: YOUTH ACTIVITIES**<br>The state **has broad flexibility** to fund efforts to train staff and educators of local boards, offices of chief elected officials, one-stop operators, one-stop partners, and eligible service providers in local areas based on their needs.<br>**TITLE I: ADULT ACTIVITIES**<br>The state is **required** to fund the development and training of staff of these entities, which may include training of staff to provide opportunities for individuals with barriers to employment to enter in-demand industry sectors or occupations and nontraditional occupations.<br>**TITLE II: ADULT EDUCATION AND FAMILY LITERACY**<br>States are **required** to establish or operate high-quality professional development programs to improve:<br>▪ Instruction in essential components of reading instruction, such as components related to adults.<br>▪ Other instruction related to specific needs of adults.<br>▪ Instruction provided by volunteers or state personnel.<br>▪ Dissemination of information about models and promising practices related to such programs. |

Question 3: What are the non-learner structures and resources needed (fiscal, human capital, programmatic, and community)?

| | ESSA Plan and Implementation Efforts | Perkins Plan and Implementation Efforts | WIOA and Implementation Efforts |
|---|---|---|---|
| Which funding streams are used to support the development of student academic, technical and employability skills? | | | |
| Describe how the plan identifies and responds to the academic, technical, and employability skills technical assistance content and pedagogical needs of educators. | | | |
| Identify the coordinating community organizations, throughout the PK–20 continuum, that support the development of academic, technical, and employability skills for all learners. | | | |

*Share in the chat box some of your state, district, or school nonlearner structures and resources that support an education-to-workforce pipeline…*

# Maine Educator Professional Development

Embedded in the Maine ESSA plan are **Intersection Workshops,** which are:

- Facilitated workshops between academic and CTE teachers
- Aimed to identify areas of intersection across content areas
- Aligned with the state's competency-based education requirements.

# Pathways and Supports

Coordinated system of services that support individual student development

- Instruction integrating workforce demands
  - Aligning curriculum with real-world application
- Individualized supportive services
  - Health services, counseling, transportation, and housing
- Career awareness/career pathways
  - Individualized learning plan/career plans
  - Guidance and school counselors

**PATHWAYS AND SUPPORTS INDICATORS**

**Academic Organization**

- Curriculum, instruction, and assessment
- Pathways to postsecondary opportunities
- Work- and context-based learning
- Well-rounded education

**Pathways Knowledge**

- Awareness of pathway options
- Knowledge of personal interests and skills
- Personal goals and aspirations
- Postsecondary transitions
- Career pathways participation
- Guidance/career counseling

**Supports**

- Individualized pathways/learning plans
- Pipeline services
- Credit recovery
- Accommodations

## Table 5. Summary of Pathways and Supports Alignment Findings

| ESSA | Perkins | WIOA |
|---|---|---|
| **TITLE I, PART A: IMPROVING CONDITIONS FOR LEARNING**<br>***LEAs***<br>▪ **Must** implement strategies to improve conditions for learning that may include a broad spectrum of support services.<br>▪ **Must**, if appropriate, support academic and CTE content through experiential learning opportunities that promote skills attainment important to in-demand occupations.<br>▪ **Must**, if appropriate, support programs that integrate work-based learning opportunities that provide in-depth interaction with industry professionals and, if appropriate, academic credit.<br>▪ **Must** support transitions from high school to postsecondary education, including, where applicable:<br>• Coordination with institutions of higher education and employers.<br>• Increased access to career counseling to identify student interests and skills.<br>***Schoolwide programs***<br>▪ **May** support counseling, mental health programs, specialized instructional support, mentoring, or other strategies to improve | **TITLE I: DEFINITION OF SUPPORT SERVICES**<br>The term "support services" means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.<br>***LEAs***<br>▪ **Must** provide activities to prepare special populations who are enrolled in CTE programs for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.<br>▪ **Must** provide strong experience in and understanding of all aspects of an industry, which may include work-based learning.<br>▪ **Must** support at least one sequenced program of study integrating core academic and technical training across secondary and postsecondary education that leads to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.<br>▪ **May** support local partnerships to support work-related experiences, such as internships, co-ops, school-based enterprises, entrepreneurship, and job shadowing. | **TITLE I: ADULT ACTIVITIES**<br>***Local areas***<br>▪ **Must** assess needs for supportive services.<br>▪ **Must** provide information regarding the availability of supportive services and referral to these services.<br>▪ **Must** provide career services, which may include career planning, internships, and work experiences that are linked to careers.<br>▪ **Must** provide, if appropriate to obtain employment, services to develop an individual employment plan, including employment goals, achievement objectives, providers of training services, and career pathway.<br>▪ **May** provide customer support to help individuals overcome barriers to employment.<br>▪ **May** coordinate local services with programs for individuals with disabilities.<br>***States***<br>▪ **Must** assist local areas in developing, convening, and implementing industry or sector partnerships.<br>▪ **May** use funds to articulate and implement pathways.<br>**TITLE I: YOUTH ACTIVITIES** |

Question 4: What guidance and services should be provided to develop college and career readiness among individual learners?

| | ESSA Plan and Implementation Efforts | Perkins Plan and Implementation Efforts | WIOA and Implementation Efforts |
|---|---|---|---|
| List the academic and non-academic supports that personalize college and career readiness development in learners. Supports should reflect individual learner's interests, skills, needs, and goals. | | | |
| Identify existing strategies or opportunities to integrate academic, technical, and employability skills into K–12 standards, curricula, and instructional practices. | | | |
| Review work-based learning policies, practices, and processes and identify successful practices that can be scaled or replicated. If none exist, skip. | | | |

*Share in the chat box some of your state, district, or school services that support career-readiness development…*

# Massachusetts—
# Credit for Prior Learning

MASSACHUSETTS COMMUNITY COLLEGES | MY EXPERIENCE COUNTS. You lived it. You learned it. Get the college credit you've earned.

What Is CPL | How It Works | Who We Help | Get Started | More Info | Sign In

- College and Program ✔
- Work Experience
- Military Experience
- National Exams
- Certificates and Licenses
- Employer Training
- Prior College Experience
- Language Proficiency
- Professional Skills
- Subject Matter Knowledge
- Results

## Credit for Prior Learning Wizard

Do you have work experience that you feel could be applied toward college credit?

- ○ Yes
- ◉ No

Previous | Next

https://massexperiencecounts.com/home
and
www.gpsmass.com

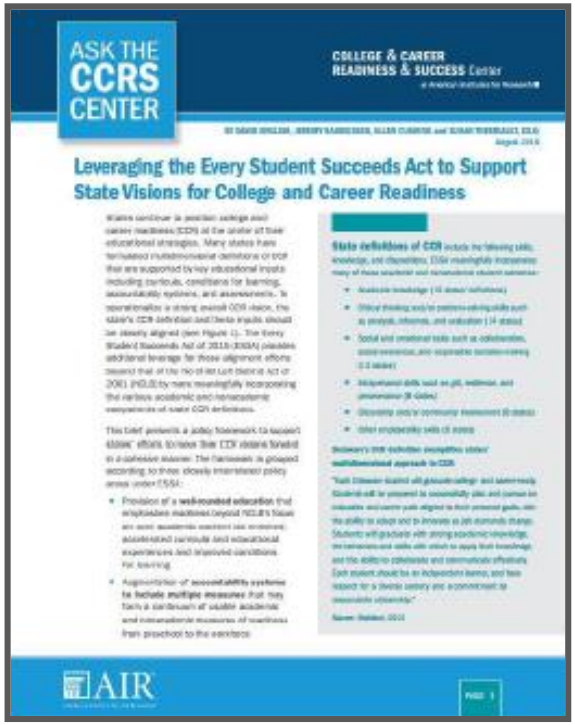
# Polling Question #2

How do you plan to use the ESSA, Perkins IV, and WIOA resources?

- Use them to develop my local plan.
- Start discussions with my colleagues.
- Identify opportunities to align ESSA, Perkins, and WIOA.

# Additional Resources

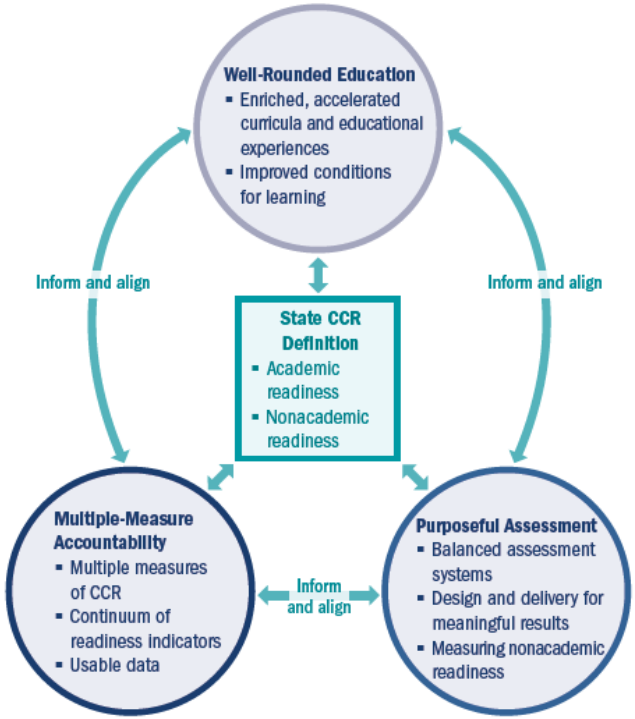
# Leveraging ESSA to Support State Visions for CCR


ASK THE CCRS CENTER

COLLEGE & CAREER READINESS & SUCCESS Center

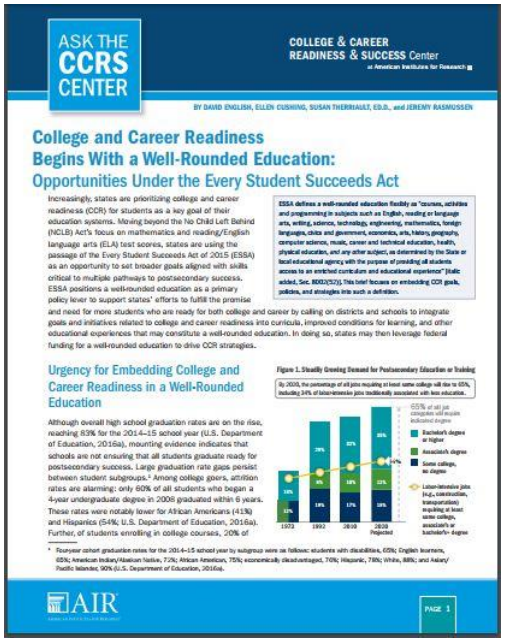
Leveraging the Every Student Succeeds Act to Support State Visions for College and Career Readiness

AIR




https://ccrscenter.org/sites/default/files/AskCCRS_LeveragingESSA.pdf

# CCR Begins With a Well-Rounded Education: Opportunities Under ESSA



ASK THE CCRS CENTER

COLLEGE & CAREER READINESS & SUCCESS Center at American Institutes for Research

BY DAVID ENGLISH, ELLEN CUSHING, SUSAN THERRIAULT, ED.D., and JEREMY RASMUSSEN

## College and Career Readiness Begins With a Well-Rounded Education: Opportunities Under the Every Student Succeeds Act

Increasingly, states are prioritizing college and career readiness (CCR) for students as a key goal of their education systems. Moving beyond the No Child Left Behind (NCLB) Act's focus on mathematics and reading/English language arts (ELA) test scores, states are using the passage of the Every Student Succeeds Act of 2015 (ESSA) as an opportunity to set broader goals aligned with skills critical to multiple pathways to postsecondary success. ESSA positions a well-rounded education as a primary policy lever to support states' efforts to fulfill the promise and need for more students who are ready for both college and career by calling on districts and schools to integrate goals and initiatives related to college and career readiness into curricula, improved conditions for learning, and other educational experiences that may constitute a well-rounded education. In doing so, states may then leverage federal funding for a well-rounded education to drive CCR strategies.

ESSA defines a well-rounded education flexibly as "courses, activities and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, *and any other subject*, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience" [italic added, Sec. 8002(52)]. This brief focuses on embedding CCR goals, policies, and strategies into such a definition.

### Urgency for Embedding College and Career Readiness in a Well-Rounded Education

Although overall high school graduation rates are on the rise, reaching 83% for the 2014–15 school year (U.S. Department of Education, 2016a), mounting evidence indicates that schools are not ensuring that all students graduate ready for postsecondary success. Large graduation rate gaps persist between student subgroups.* Among college goers, attrition rates are alarming: only 60% of all students who began a 4-year undergraduate degree in 2008 graduated within 6 years. These rates were notably lower for African Americans (41%) and Hispanics (54%; U.S. Department of Education, 2016a). Further, of students enrolling in college courses, 20% of

Figure 1. Steadily Growing Demand for Postsecondary Education or Training

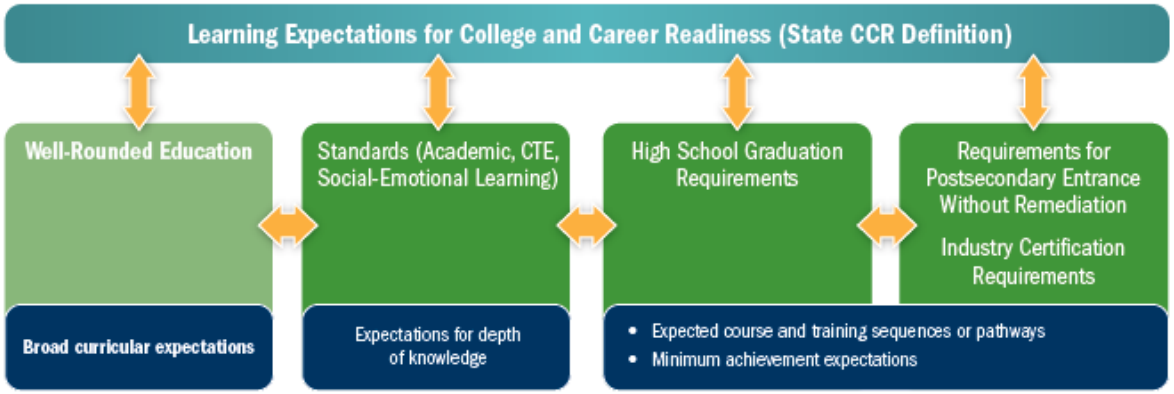
By 2020, the percentage of all jobs requiring at least some college will rise to 65%, including 34% of labor-intensive jobs traditionally associated with less education.



* Four-year cohort graduation rates for the 2014–15 school year by subgroup were as follows: students with disabilities, 65%; English learners, 65%; American Indian/Alaskan Native, 72%; African American, 75%; economically disadvantaged, 76%; Hispanic, 78%; White, 88%; and Asian/Pacific Islander, 90% (U.S. Department of Education, 2016a).

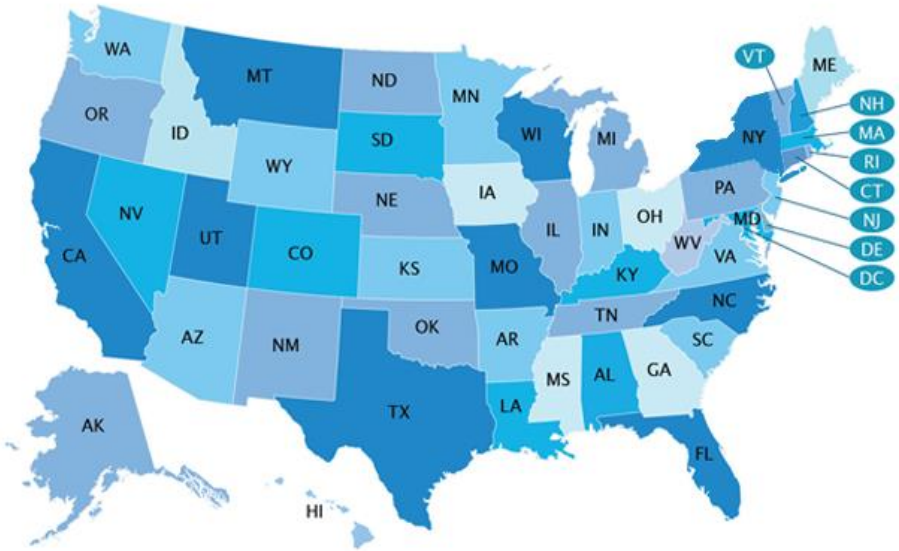
AIR

PAGE 1




https://ccrscenter.org/sites/default/files/AskCCRS_Well-Rounded_Education.pdf

# CCRS Interactive State Map




**College and Career Ready Definitions**
College and Career Ready Definitions

**College and Career Ready Metrics**
Accountability Metrics
CCR Reporting Metrics

**Programs and Structures**
Dual Enrollment and Early College HS
Career Pathways
Career Exploration and Career Plans
Alignment Between HS Grad and State College Admission Requirements
Early Warning Systems

https://ccrscenter.org/ccrs-landscape/state-profile

# Harnessing the Potential of Statewide Longitudinal Data Systems to Support College and Career Readiness

| State | SLDS Component | | | | |
|---|---|---|---|---|---|
| | Measure Progress | Early Warning Indicators | Access for Stakeholders | Postsecondary Education Data | Cross-Agency SLDS Integration (e.g., Workforce) |
| Florida | ✓ | | ✓ | ✓ | ✓ |
| Georgia | ✓ | ✓[11] | ✓ | ✓ | |
| Massachusetts | ✓ | ✓ | ✓ | ✓ | |
| Montana | ✓ | ✓ | ✓[12] | ✓[13] | |

https://ccrscenter.org/products-resources/ask-the-ccrs-center/harnessing-potential-statewide-longitudinal-data-systems

# Employability Skills Professional Learning Module

Facilitator's Guide

Agenda

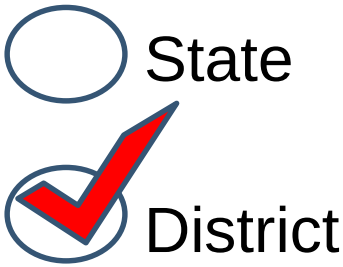
Slides

Handouts

Workbook

- Introduces the Employability Skills Framework
- Connects the Framework with other education initiatives
- Provides strategies to prioritize employability skills at the state, employer, district, and individual teacher levels
- Shows how to integrate employability skills into lesson plans

# The College and Career Readiness and Success Organizer—Self-Assessment



Asks a series of questions for each quadrant

- Always
- Sometimes
- Never

Receive a final report of readiness on each of the quadrants

Shares resources for areas where the respondent can grow

# What's Next?

# Next Steps

- Complete the postwebinar survey.
- Share what additional support or information would be helpful.

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