Engaging With Us

Postevent feedback survey

Recorded webinar
http://www.ccrscenter.org/products-resources/ccrs-center-webinars-events
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?

Who?
State education agencies (SEAs) and local education agencies (LEAs)

What?
Build SEA and LEA capacity to implement college- and career-readiness policies.

How?
Provide technical assistance, including targeted and intensive support.

www.ccrscenter.org  CCRSCenter@air.org
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?

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

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)
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?
The New Minimum

55 million jobs

65% require postsecondary training

5 million unfilled

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/factsheets
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

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

- Academic Skills (reading, writing, math, science)
- Technical Skills (career/industry skills)
- Career/Industry Specialization
- Academic Skills (reading, writing, math, science)
- Employability Skills (transferable skills)
What Did We Do?
Aligned Education-to-Workforce Pipeline
# Federal Laws Reviewed

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

500 pages of coded material

Interrater calibration

Feedback from:
- State CTE Directors
- OCTAE
- Two state reviewers
What Did We Find?
Table 3. Summary of Findings

**ESSA**

**TITLE I, PART A - ACCOUNTABILITY REQUIREMENTS**
States must include the following in their accountability systems:
- Cohort graduation rate
- Student graduation rate
- Dropout rate
- English language proficiency
- Advanced coursework: Satisfactory progress
- Postsecondary readiness
- School climate and safety
- Other

**TITLE I, PART B - ASSESSMENT**
Each state plan shall demonstrate

**WIOA**

**TITLE I, CHAPTER 4 - PERFORMANCE ACCOUNTABILITY**
Performance accountability measures for youth and adults shall include indicators of having obtained or being in the process of obtaining:
- Postsecondary credential, secondary school diploma, or equivalent during participation or within 1 year after program exit
- Enrollment in education that leads to a recognized postsecondary credential or employment and achievement of measurable skill gains toward those goals
- 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
- Median earnings during the second quarter after exit from the program
- Effectiveness in serving employers

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**Developing a College- and Career-Ready Workforce**

**An Analysis of ESSA, Perkins, and WIOA**

By Elisa Cushing, Susan Thronson, Ed.D, and David English

November 2017

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**College & Career Readiness & Success Center**

at American Institutes for Research
Interactive Tool—Search and Sort the Laws

GOALS & EXPECTATIONS
- Academic & technical content
- Employability skills
- Credential attainment

MEASURES & OUTCOMES
- On-track indicators for readiness
- Measures of postsecondary readiness
- Measures of postsecondary success
- Assessment
- Data collection

RESOURCES & STRUCTURES
- Resources
- Processes

PATHWAYS & SUPPORTS
- Academic organization
- Pathways knowledge

Domain
Indicator
Domain
Indicator
Domain
Indicator
Domain
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?

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<td>Categorize the academic, technical, and employability skills—as articulated in each of the plans—that are necessary for college and career readiness.</td>
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<tr>
<td>Opportunities to reference, leverage, or build on:</td>
<td>Key terms to define:</td>
<td>Stakeholders to engage:</td>
<td></td>
</tr>
</tbody>
</table>
Goals and Expectations

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

What learners should know and be able to do

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

<table>
<thead>
<tr>
<th>ESSA</th>
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<tbody>
<tr>
<td><strong>TITLE I: DEFINITION OF WELL-ROUNDED EDUCATION (WRE)</strong></td>
<td><strong>TITLE I, PART B: STATE PROVISIONS</strong></td>
<td><strong>TITLE I: UNIFIED STATE PLANS</strong></td>
</tr>
<tr>
<td>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.</td>
<td><strong>Must</strong> ensure that students who participate in such CTE programs are taught the same challenging academic proficiencies as are taught to all other students.</td>
<td>WIOA state unified plans <strong>should</strong> 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.</td>
</tr>
<tr>
<td><strong>TITLE I, PART A: BASIC PROGRAMS FOR DISADVANTAGED STUDENTS</strong></td>
<td><strong>TITLE I: CTE ASSISTANCE TO STATES</strong></td>
<td><strong>TITLE I: ADULT ACTIVITIES</strong>³</td>
</tr>
<tr>
<td><strong>LEAs</strong></td>
<td><strong>LEAs</strong></td>
<td><strong>LOCAL AREAS</strong></td>
</tr>
<tr>
<td><strong>Must</strong> develop and implement a well-rounded education that promotes mastery of academic content standards and may</td>
<td><strong>Must</strong> initiate, improve, modernize, and/or implement programs that integrate academic and CTE skills (including employability skills), including through technology improvements.</td>
<td><strong>Must</strong> assess basic skills (including literacy, numeracy, and English language proficiency), aptitudes, abilities, and supportive service needs.</td>
</tr>
<tr>
<td></td>
<td><strong>States</strong></td>
<td><strong>Must</strong> 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.</td>
</tr>
<tr>
<td></td>
<td><strong>Must</strong> integrate academic/technical training and employability skills.</td>
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</tr>
</tbody>
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### Interactive Tool: Goals and Expectations + Employability Skills

<table>
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<tr>
<th>Law</th>
<th>Title, Part, Section</th>
<th>State or Local</th>
<th>Topic (statute subheader)</th>
<th>Required or Allowed</th>
<th>Language From the Law</th>
</tr>
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</table>
| ESSA | IV.A.4108 | Local | Support Safe and Healthy Students | Allowed | Programs and activities allowable under Section 7118 (5) include programs or activities that:  
bullet Improve instructional practices for developing relationship-building skills (e.g., effective communication) and improving safety through the recognition and prevention of coercion, violence, or Funds shall be used to make available to students with disabilities:  
bullet Job exploration counseling;  
bullet 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; |
| WIOA | IV.B.422 | Local | Pre-Employment Transition Services | Required |  |
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?

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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.”

Measures and Outcomes

- 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

Monitor and assess individual academic, technical, and employability skills
Table 3. Summary of Findings on Alignment of Outcomes and Measures

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<tbody>
<tr>
<td>TITLE I, PART A: ACCOUNTABILITY REQUIREMENTS</td>
<td>TITLE I, PART A: SECONDARY REPORTING</td>
<td>TITLE I, CHAPTER 4: PERFORMANCE ACCOUNTABILITY</td>
</tr>
<tr>
<td>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:</td>
<td>For CTE concentrators only, secondary program accountability systems must include:</td>
<td>Performance accountability measures for youth and adults shall include indicators of having obtained or being in the process of obtaining:</td>
</tr>
<tr>
<td>- Student engagement</td>
<td>- Proficiency in reading ELA, mathematics, and science, as measured by ESEA Title I assessments.</td>
<td>- Postsecondary credential, secondary school diploma, or equivalent during participation or within 1 year after program exit.</td>
</tr>
<tr>
<td>- Educator engagement</td>
<td>- Technical skills attainment</td>
<td>- Enrollment in education that leads to a recognized postsecondary credential or employment and achievement of measurable skill gains toward those goals.</td>
</tr>
<tr>
<td>- Student access to and completion of advanced coursework</td>
<td>- Attainment of a secondary school diploma or its equivalent</td>
<td>- 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.</td>
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<tr>
<td>Postsecondary readiness</td>
<td>- 4-year adjusted cohort graduation rate</td>
<td>- Median earnings during the second quarter after exit from the program.</td>
</tr>
<tr>
<td>School climate and safety</td>
<td>- Placement in postsecondary education or advanced training, military service, or employment</td>
<td></td>
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<tr>
<td>Other</td>
<td>- Participation in and completion of CTE programs that lead to nontraditional fields</td>
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**POSTSECONDARY REPORTING**
For CTE concentrators only. Postsecondary
## Interactive Tool: Measures and Outcomes + Assessment

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</table>
| Perkins | I.B. 124 | State | State Leadership Activities | Required | The state leadership activities should:  
- 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;  
- Develop, improve, or expand the use of technology in CTE that may include: o Training CTE teachers, faculty, career guidance and academic counselors, and |
| WIOA  | II.D. 242 | State | Leadership Activities | Required | The national leadership activities shall include technical assistance, including:  
- Assistance to help states meet the requirements of the performance accountability system;  
- 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 |

<table>
<thead>
<tr>
<th>GOALS &amp; SPECIFICATIONS</th>
<th>MEASURES &amp; OUTCOMES</th>
<th>Assessment</th>
<th>Data collection</th>
</tr>
</thead>
</table>
| Academic & technical content | Employability skills | Credential attainment | On-task indicators for:
| Measures of secondary readiness | Measures of postsecondary readiness | Assessment | Data collection |
Question 2: How does the plan define when learners are meeting the academic, technical, and employability skills expectations for college and career readiness?

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<td>Identify the accountability measures that reflect the academic,</td>
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<tr>
<td>technical, and employability skills that are necessary for</td>
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<tr>
<td>college and career readiness.</td>
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<tr>
<td>Identify the assessments used to assess the academic, technical,</td>
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<tr>
<td>and employability skills that are necessary for college and</td>
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<td>career readiness.</td>
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<tr>
<td>Review data reporting requirements for the law and identify</td>
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<tr>
<td>opportunities to share data in a coherent state longitudinal</td>
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<tr>
<td>data system.</td>
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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.
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

Institutional assets necessary to prepare CCR students

**RESOURCES AND STRUCTURES INDICATORS**

**Resources**
- Human capital
- Fiscal
- Learning resources

**Processes**
- Professional development
- Community engagement
- Alignment of policies and programs
- Alignment across institutions
<table>
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<tbody>
<tr>
<td><strong>TITLE I: SCHOOLWIDE PROGRAMS</strong>&lt;br&gt;The LEA may use funds to:</td>
<td><strong>TITLE I: STATE PLAN</strong>&lt;br&gt;The state must provide support comprehensive professional development for CTE teachers, faculty, administrators, and career guidance and academic counselors. 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. States&lt;br&gt;- <strong>Must</strong> 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.&lt;br&gt;- <strong>Must</strong> 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.</td>
<td><strong>TITLE I: YOUTH ACTIVITIES</strong>&lt;br&gt;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.&lt;br&gt;<strong>TITLE I: ADULT ACTIVITIES</strong>&lt;br&gt;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. <strong>TITLE II: ADULT EDUCATION AND FAMILY LITERACY</strong>&lt;br&gt;States are required to establish or operate high-quality professional development programs to improve:&lt;br&gt;- Instruction in essential components of reading instruction, such as components related to adults.&lt;br&gt;- Other instruction related to specific needs of adults.&lt;br&gt;- Instruction provided by volunteers or state personnel.&lt;br&gt;- Dissemination of information about models and promising practices related to such programs.</td>
</tr>
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</table>
Question 3: What are the non-learner structures and resources needed (fiscal, human capital, programmatic, and community)?

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<td>Which funding streams are used to support the development of student academic, technical and employability skills?</td>
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</tr>
<tr>
<td>Describe how the plan identifies and responds to the academic, technical, and employability skills technical assistance content and pedagogical needs of educators.</td>
<td></td>
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</tr>
<tr>
<td>Identify the coordinating community organizations, throughout the PK–20 continuum, that support the development of academic, technical, and employability skills for all learners.</td>
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</tbody>
</table>

Share in the chat box some of your state, district, or school nonlearner structures and resources that support an education-to-workforce pipeline…
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.
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
## Table 5. Summary of Pathways and Supports Alignment Findings

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<td><strong>TITLE I: DEFINITION OF SUPPORT SERVICES</strong></td>
<td><strong>TITLE I: ADULT ACTIVITIES</strong></td>
</tr>
<tr>
<td>LEAs</td>
<td>The term “support services” means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.</td>
<td><strong>Local areas</strong></td>
</tr>
<tr>
<td><strong>Must</strong> implement strategies to improve conditions for learning that may include a broad spectrum of support services.</td>
<td><strong>LEAs</strong></td>
<td><strong>Must</strong> assess needs for supportive services.</td>
</tr>
<tr>
<td><strong>Must</strong>, if appropriate, support academic and CTE content through experiential learning opportunities that promote skills attainment important to in-demand occupations.</td>
<td><strong>Must</strong> 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.</td>
<td><strong>Must</strong> provide information regarding the availability of supportive services and referral to these services.</td>
</tr>
<tr>
<td><strong>Must</strong>, if appropriate, support programs that integrate work-based learning opportunities that provide in-depth interaction with industry professionals and, if appropriate, academic credit.</td>
<td><strong>Must</strong> provide strong experience in and understanding of all aspects of an industry, which may include work-based learning.</td>
<td><strong>Must</strong> provide career services, which may include career planning, internships, and work experiences that are linked to careers.</td>
</tr>
<tr>
<td><strong>Must</strong> support transitions from high school to postsecondary education, including, where applicable:</td>
<td><strong>Must</strong> 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.</td>
<td><strong>May</strong> 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.</td>
</tr>
<tr>
<td>• Coordination with institutions of higher education and employers.</td>
<td><strong>May</strong> support local partnerships to support work-related experiences, such as internships, co-ops, school-based enterprises, entrepreneurship, and job shadowing.</td>
<td><strong>May</strong> provide customer support to help individuals overcome barriers to employment.</td>
</tr>
<tr>
<td>• Increased access to career counseling to identify student interests and skills.</td>
<td></td>
<td><strong>May</strong> coordinate local services with programs for individuals with disabilities.</td>
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<tr>
<td><strong>Schoolwide programs</strong></td>
<td></td>
<td><strong>States</strong></td>
</tr>
<tr>
<td>• May support counseling, mental health programs, specialized instructional support, mentoring, or other strategies to improve student academic performance.</td>
<td><strong>Must</strong> assist local areas in developing, convening, and implementing industry or sector partnerships.</td>
<td><strong>May</strong> use funds to articulate and implement pathways.</td>
</tr>
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<td></td>
<td><strong>TITLE I: YOUTH ACTIVITIES</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Question 4: What guidance and services should be provided to develop college and career readiness among individual learners?**

<table>
<thead>
<tr>
<th>ESSA Plan and Implementation Efforts</th>
<th>Perkins Plan and Implementation Efforts</th>
<th>WIOA and Implementation Efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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<tr>
<td>Identify existing strategies or opportunities to integrate academic, technical, and employability skills into K–12 standards, curricula, and instructional practices.</td>
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<tr>
<td>Review work-based learning policies, practices, and processes and identify successful practices that can be scaled or replicated. If none exist, skip.</td>
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</tbody>
</table>

*Share in the chat box some of your state, district, or school services that support career-readiness development…*
Massachusetts—Credit for Prior Learning

Credit for Prior Learning Wizard

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

- Yes
- No

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

https://ccrscenter.org/sites/default/files/AskCCRS_LeveragingESSA.pdf
CCR Begins With a Well-Rounded Education: Opportunities Under ESSA

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


<table>
<thead>
<tr>
<th>State</th>
<th>SLDS Component</th>
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<td>Massachusetts</td>
<td>✓</td>
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<tr>
<td>Montana</td>
<td>✓</td>
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</tbody>
</table>

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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