NSWG

Council of Chief State School Officers
Career Readiness

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Postsecondary Attainment Rates

Postsecondary Attainment Rate

CCSSO Task Force on Career Readiness

November 2014

Opportunities and Options:
Making Career Preparation Work for Students

CCSSO
Council of Chief State School Officers

A Report of the CCSSO Task Force on Improving Career Readiness

1. **Enlist the employer community** as a lead partner in defining the pathways and skills most essential to today's economy;

2. **Set a higher bar for the quality of career preparation programs**, enabling all students to earn a meaningful postsecondary degree or credential; and

3. **Make career readiness matter to schools and students** by prioritizing it in accountability systems.

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New Skills for Youth

- JPMorgan Chase funded initiative in 2015
- Phase 1:
  - 44 states applied for 25 grants: $100,000 Grant
  - Established in-state, cross-sector teams
  - Coaching Support
  - Deliverables: Needs Analysis, 3 year action plan, Evidence of Progress
  - Opportunity to apply for Phase 2 Funding decided by External Review Committee

- Phase 2:
  - 24 states competed for 10 grants; $2,000,000 over 3 years
  - Ongoing Coaching Support
  - Regular Convenings with state cross-sector teams
  - Webinars, Affinity Groups

Cross Sector Teams
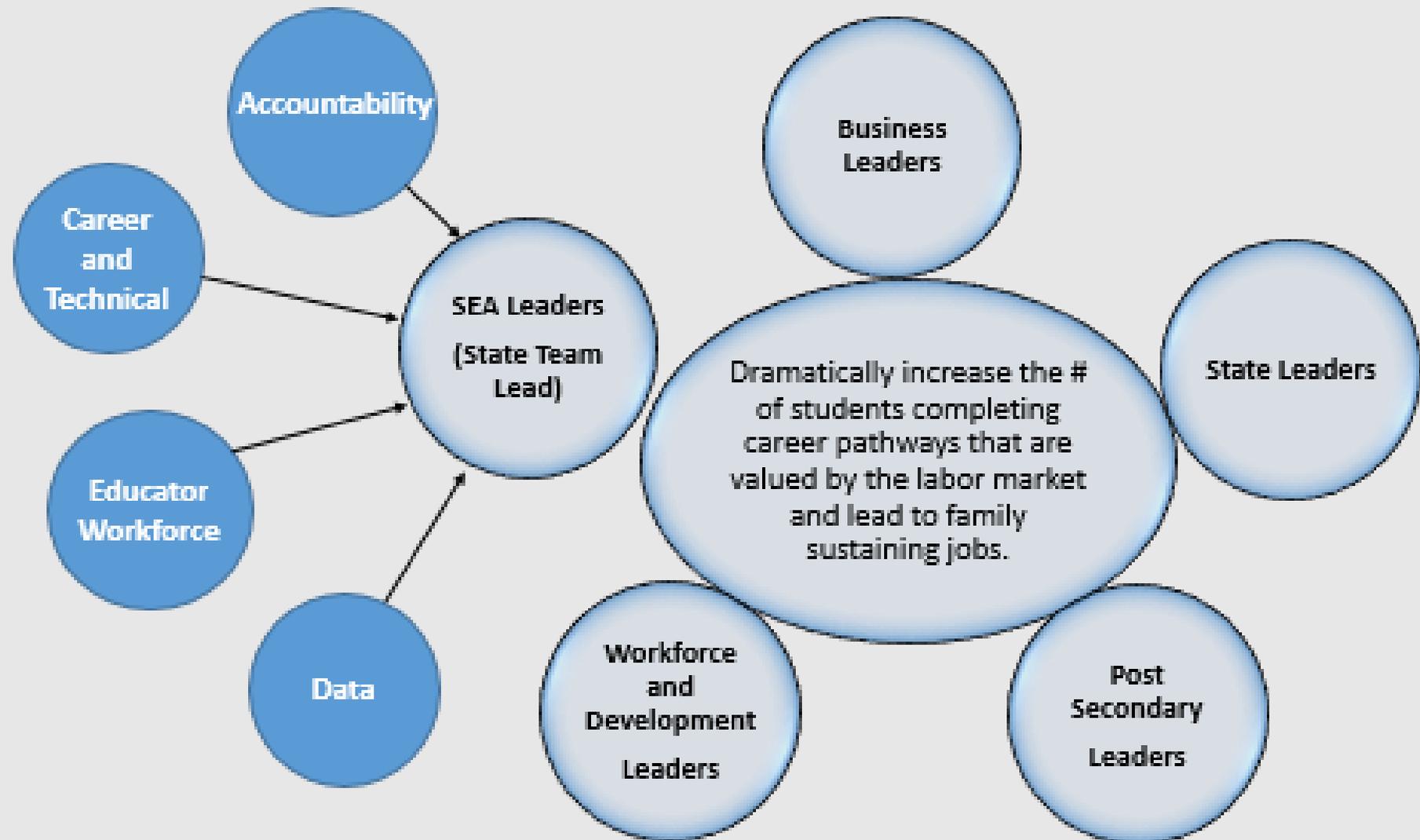
Key Objectives

Demand Driven and Employer Led Processes

Establish employer-driven processes informed by real-time and other labor market data to determine high-skill, high-demand industry sectors with which career pathways and programs must be aligned.

Rigor and Quality in Career Pathways for ALL

Use policy and funding levers to improve the quality and rigor of career pathways – including phasing out those that don't lead to credentials of value – and make those pathways widely available to and accessed by all students in all secondary settings, especially in underserved populations

Career-Focused Accountability Systems

Incorporate robust career-focused indicators in state accountability systems that measure and value successful completion of meaningful pathways, work-based learning, enrollment in postsecondary education or apprenticeships, and credentials of value.

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Key Objectives Cont.

Scaled Pathways that Culminate in Credentials

Working with local districts, scale career pathways that span secondary and postsecondary systems, offer focused career guidance and advisement, blend rigorous core academic and career-technical instruction, include high-quality WBL experiences, and culminate in postsecondary or industry credentials of value

Align State and Federal Funding Streams

Reorganize and intentionally align state and federal funding streams from education, workforce development, and economic development sources to effectively delivery career-focused programs to all students.

Ensure Cross-Institutional Alignment

Foster greater collaboration between K-12 and postsecondary institutions to adopt policies and processes in schools, technology centers, academies, and institutions of higher education to ensure cross-institutional alignment of programs and pathways that smooth transitions for students and minimize institutional barriers.

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Career Readiness Network States
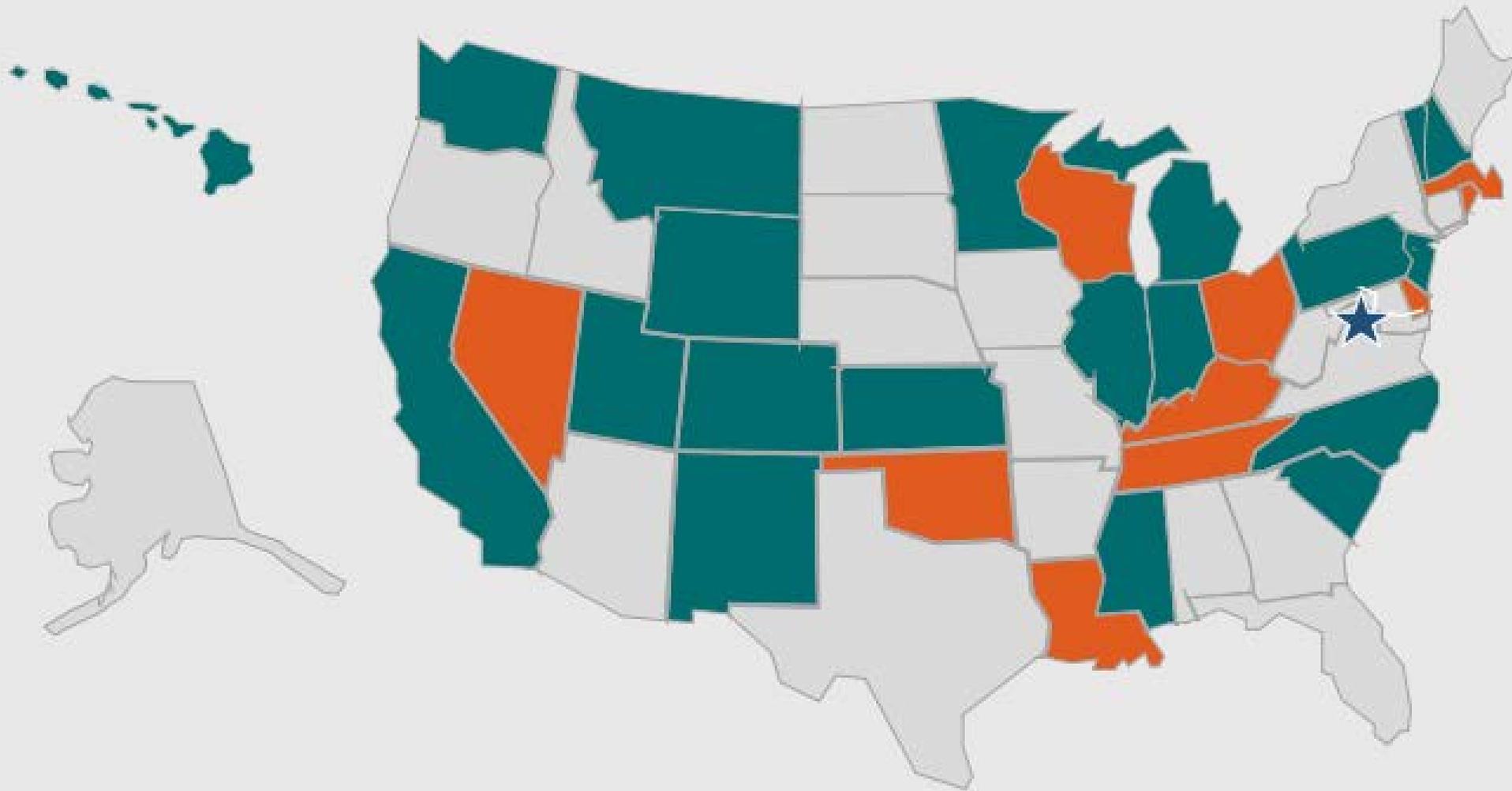
Ways to Engage

- Opportunities and Options Monthly Newsletter

- Learning that Works Resource Center

- Career Readiness Network Webinar Series

- Contact CCSSO's CR team

- Partner Convenings

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OPPORTUNITIESAND**OPTIONS**
A Digest for Career Ready States

Learning that Works Resource Center

www.careertech.org/resource-center

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Current Landscape: Perkins and Required Indicators

2006 Carl Perkins IV Act

- Prescriptive data indicators (*core indicators of performance*)
  - Several definitions outdated, making usefulness limiting
  - Several misaligned with (1) state data reporting and (2) reauthorized federal acts
  - Several data are self-reported (teacher/student)
    - Leads to suspect data, which leads to suspect reported information
- Proposed reauthorization bill (HB: "Strengthening Career and Technical Education for the 21st Century Act") attempts to address concerns on data collection and information reporting

State Longitudinal Data Systems: Data Collection and CTE Reporting

SLDS

Interagency data system that provides a view of student trajectories from childhood to the workforce

- Matching algorithms link records from different data sets to give long-term views of student cohort's path
- Lagging data
- Data set generally includes:
  - K-12 data
  - Postsecondary data
  - Transition
  - Completion/attainment (program and degree type)
  - Financial aid
  - PLA
  - Employment by industry

CTE

- Must fully integrate CTE data with SEA's/SAHE's information systems
- Guiding questions must be established to inform CTE data collection at K-12/higher education levels
- CTE reportable data must flow into SLDS – CTE data represented in SLDS policy and framework
- Reciprocal data flow: SLDS data must flow back to CTE to better inform strategic planning, accountability, and evaluation

"Career Readiness": Changing the State Reporting Landscape

- Change from "Apples to Oranges" to "Apples to Apples" CTE data reporting
- Move away from CTE Self Reported data to Objectively Reported data
- Pursue comprehensive SEA/SAHE data strategies designed to affirm state progress in ensuring students are successful in their education-to-career learning pathways
- Data analyses training for CTE-related end users to drive planning integrated with broader LEA strategic plan and state plan
- K-12 Data Pillars (not exhaustive)
  - Course codes (CTE, early postsecondary, WBL, learning support/remedial, etc.)
  - College entrance exams and benchmarks (ACT/SAT)
  - Industry certifications (directly from vendor/exam provider)
  - Student achievement (end-of-course assessment) scores
  - Student predictive
  - GPA
  - Student attendance
  - Student profiles (race/ethnicity, gender, socio-economic, IEP, etc.)
  - Cohort graduation (not CTE concentrator graduation)