

# **Leveraging ESSA's Momentum to Advance Career Readiness**

**Jan 17, 2018**

# Agenda



- Learn **how states are leveraging ESSA** to support statewide strategies for career readiness
- **Hear from two states** that are working to integrate career readiness in their ESSA implementation plans
- Identify opportunities to **sustain momentum around career readiness** through ESSA implementation

# Panelists

- **Ryan Reyna**, Senior Associate, Education Strategy Group
- **Austin Estes**, Policy Associate, Advance CTE
- **Laura Scheibe**, Director of CTE, South Dakota Department of Education
- **Steve Osborn**, Chief of Accelerating School Performance, Rhode Island Department of Education

# ESSA Takeaways

- 1. College and career readiness is at the forefront**
- 2. Alignment between aspirations, goals, accountability**
- 3. Plans are about more than just what happens in K-12**
- 4. Implementation Matters**
- 5. People are watching**



## Career Readiness & the Every Student Succeeds Act: Mapping Career Readiness in State ESSA Plans

The Every Student Succeeds Act (ESSA) presented states with a significant opportunity to design their K-12 education systems to prepare all students for college and careers. States used this occasion to set and execute a vision that provides students with multiple, meaningful opportunities to engage in pathways that build awareness of career opportunities, provide real-world instruction and lead to credentials with labor market value.

The U.S. Department of Education set two deadlines for state ESSA plan submissions — April and September 2017. Sixteen states and the District of Columbia elected to submit a plan in “round 1” and 34 states submitted a plan in “round 2.” Advance CTE and Education Strategy Group reviewed all state plans to examine and document the extent to which states took advantage of the ESSA opportunity to improve career readiness in grades K-12.

### Key Takeaways from ESSA State Plans

- Forty-nine states include at least one strategy to expand career readiness in their ESSA plans.
- States used the accountability provisions as the most direct—and most leveraged—vehicle for incorporating career readiness in their plans. Thirty-five states included a career-focused measure in their high school accountability rating systems, with another seven states including a measure in their public reporting systems or committing to explore such a measure for accountability in the near future.
- More than half the states set a vision of college and career readiness for their students. Yet only 13 connected the aspirational vision to the reality of their long-term goals.
- Thirty-six states signaled that a well-rounded education should include, and that federal funds should be used locally to support, CTE and career readiness through Title IV. However, only 15 states described specific state-level activities to support career readiness; Science, Technology, Engineering and Mathematics (STEM); and/or dual enrollment under Title IV, Part A Student Support and Academic Enrichment Grants.
- Twenty states identified career readiness as an explicit priority for the 21st Century Community Learning Centers competitive funding under Title IV, Part B.
- Eleven states highlighted opportunities under Title II, Part A to attract qualified professionals, support professional development activities related to career readiness, and develop “grow your own” teacher pathways in high school. However, only seven states specified that they would use Title II, Part A funding for these activities.
- Only two states plan to leverage the Title I direct student services set-aside to expand CTE, AP and IB pathways.
- Connections between career readiness and academic standards and assessments were not explicitly identified in any state plans.

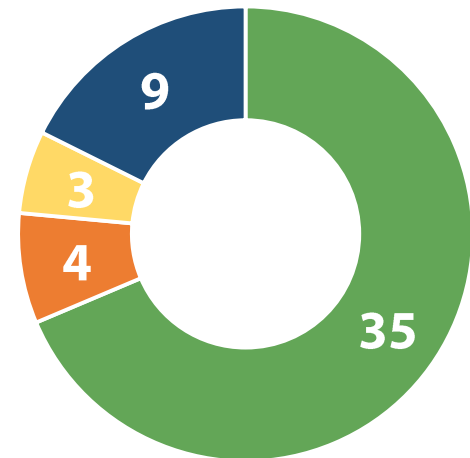
# Mapping ESSA and Career Readiness

# Title I: Accountability

- Required to have at **least 5 indicators**
- ESSA calls for state-identified “**school quality or student success indicator**”
- A total of **35 states** adopted career readiness indicators

## States Planning to Include or Report Career Readiness Indicators

- Adopted
- May Adopt in Future
- Publicly Report
- Not Included



# Title I: School Supports



- Schools identified for targeted or comprehensive support and improvement (TSI/CSI):
  - Are required to **complete a local needs assessment**
  - Receive **additional supports and funding** to improve student outcomes
- **5 states** identified expansion of CTE/ career pathways **as a critical support opportunity** for TSI/CSI schools

# Title I: Direct Student Services

- States **can reserve up to 3%** of Title I funds for DSS grants
- Cover enrollment costs for advanced courses, CTE, AP, IB and dual enrollment
- In total, only **2 states** are using DSS opportunity

**Louisiana** plans to use DSS set aside to expand access to dual enrollment, CTE and postsecondary transition supports.

**New Mexico** plans to use the set aside to incentivize expanding access to AP, dual credit and CTE.



# Title II, Part A: Effective Instruction

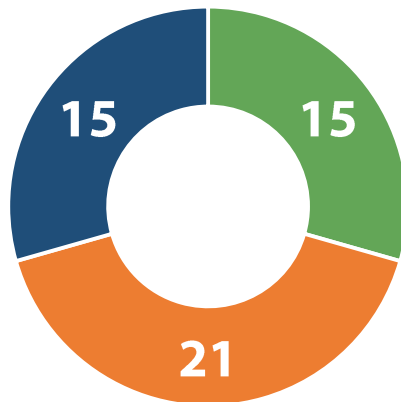
- Supports **professional development**
- Can be used to provide training on **integrating academic/ CTE instruction** and using labor market data
- **11 states** identified opportunities, but **only 7** specified funds would be spent to advance career readiness



# Title IV, Part A: Student Support and Academic Enrichment

## States Leveraging Title IV, A

- Committed funds
- Encouraged LEAs
- No mention



- Support access to a “**well-rounded education**”
- **36 states** reinforced the idea that a “well-rounded education” **should include CTE, STEM or dual enrollment**
- However, **only 15** described specific state-level activities under Title IV, A

# Title IV, Part B: 21st Century Community Learning Centers

- Support **after school learning**
- **Twenty states** plan to prioritize career readiness in their 21CCLC grant guidelines

## Pennsylvania's priorities for 21CCLC:

- STEM/ STEAM education
- Workforce, career and college readiness
- Planning for transitional vocational/technical services
- High school credit recovery
- Underserved geographic locations

# South Dakota

# South Dakota: All Students College, Career, and Life Ready

# College, Career and Life Ready

All students graduate college, career and life ready.



# High School Points System

Indicator		Maximum Points Available	
Academic Indicators	Student Achievement	Math	20
		English Language Arts	20
		<b>Total</b>	<b>40</b>
	Four-Year Cohort Graduation		<b>12.5</b>
	College and Career Readiness		<b>25</b>
English Language Proficiency		<b>10</b>	
High School Completion			<b>12.5</b>
<b>Total</b>			<b>100</b>

# College *and* Career Readiness

Assessment of Readiness	Progress Towards Post High School Credential
<i>Student must meet 1 readiness indicator</i>	<i>Student must meet 1 progress indicator</i>
English and Math Readiness <ul style="list-style-type: none"> <li>• English Readiness (must meet 1 of 3 options)               <ul style="list-style-type: none"> <li>○ SBAC Level 3 or 4 in ELA</li> <li>○ ACT English sub-score of 18</li> <li>○ Completion of state-approved high school remediation for English</li> </ul> </li> <li>• Math Readiness (must meet 1 of 3 options)               <ul style="list-style-type: none"> <li>○ SBAC Level 3 or 4 in math</li> <li>○ ACT math sub-score of 20</li> <li>○ Completion of state-approved high school remediation for math</li> </ul> </li> </ul>	<b>CTE Concentrator</b> <ul style="list-style-type: none"> <li>• <b>2 units within 1 career cluster</b></li> </ul>
	<b>Dual credit or concurrent course*</b> <ul style="list-style-type: none"> <li>• <b>Completed with a C or better</b></li> </ul>
	Advanced Placement course* <ul style="list-style-type: none"> <li>• Completed with a C or higher</li> </ul>
	Advanced Placement exam <ul style="list-style-type: none"> <li>• Completed with a score of 3 or higher</li> </ul>
<b>National Career Readiness Certificate</b> <ul style="list-style-type: none"> <li>• <b>Silver certification or higher</b></li> </ul>	<b>2 CTE foundational courses or capstone experiences*</b> <ul style="list-style-type: none"> <li>• <b>Completed with a C or higher</b></li> </ul>

\* denotes those pieces that will be phased in over time as data systems are developed



# Career Readiness Support: ESSA

- CTE program supports for schools in school improvement
- Additional funding through Title IV, Part A
- Comprehensive Needs Assessment

# Career Readiness Support: Beyond ESSA

- Workforce Education Grants
- Graduation requirements
- Career Launch
- Greater departmental collaboration



# Rhode Island

# Rhode Island Values Career Education

## Why?

- 70% of jobs in Rhode Island will require some form of postsecondary coursework.
- 99% of jobs created in the last 10 years require a postsecondary credential of value.

## Rhode Island believes:

- Career preparation should not begin when someone applies for a job.
- The goal of education is not more education. The goal of education is to get a job.

# PrepareRI

PrepareRI represents a strategic partnership between Rhode Island state agencies, private industry leaders, the public education system, and non-profits to ensure every Rhode Island youth has the skills they need to be competitive in a 21st century economy.

Outcome	Goal
Students graduate high school with a postsecondary credential of value.	100%
Students graduate high school having completed a work-based learning experience.	100%

# PrepareRI & ESSA

## The Opportunity

- Confirm Rhode Island's commitment to career education to all of our K-12 leaders.
- Remove the stigma associated with career education.
- Communicate that career readiness outcomes are just as important as college readiness outcomes.
- Align financial resources to support the expansion of career education.

# Accountability

## Rhode Island:

- Introduced career readiness measures into high school accountability.
- Established the goal that every public high school student should graduate high school with a postsecondary credential of value by 2025.

*This is the first time Rhode Island has valued students outcomes in high school accountability other than test scores on 9<sup>th</sup> and 10<sup>th</sup> grade assessments and graduation rate.*

# 21<sup>st</sup> Century Learning Communities

## Rhode Island:

- Required all 21<sup>st</sup> Century proposals to focus on K-3 reading or career education.
- Proposals that did not meet one of these two priority areas were not funded.

*This was the first time Rhode Island prioritized career education outcomes in an ESEA grant application.*



# Title IV, Part A

## Rhode Island:

- Has proposed a soft competitive application.
- This process aims to provide each district their entitlement allocation but if they fail to align their proposal to agency priorities or propose a suitable plan it will not be funded and their funds will be made available to other districts.
- Career education is one of the agency priorities.

*This approach has not yet been approved by USED.*

# District Support

## Rhode Island:

- Is developing a district planning guide that will support districts in aligning their ESSA funds to agency academic priorities.
- Allowable cost rubrics
- Leveraging school report cards

*Many of educators want to expand career education but are unaware of how to leverage existing funds to support their efforts.*

# Next Steps

- Continue stressing the importance of career education.
- Provide transparency on student outcomes.
- Support districts in expanding career education programs.
- Keep industry partnerships strong.
- Keep having fun.

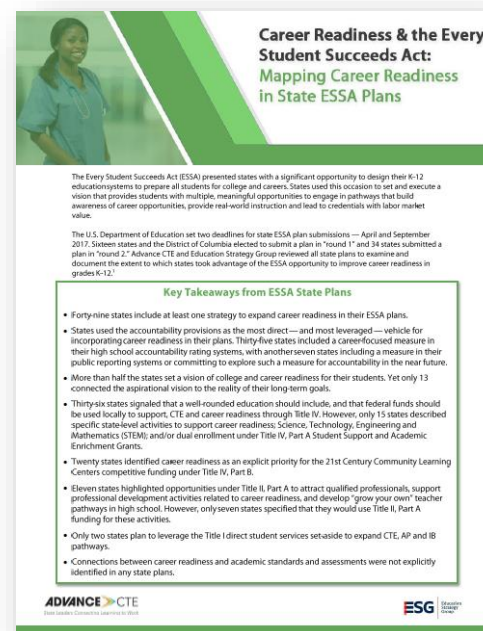
# Questions?

- Please insert questions in the Q&A box



# Thank You

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<https://careertech.org/resource/mapping-career-readiness-essa-full>