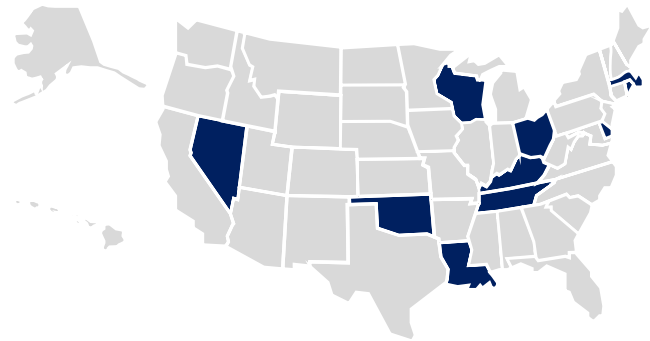




# EXECUTIVE SUMMARY

## 2018 SNAPSHOT

Career Technical Education (CTE), and the education system more broadly, has made strides in overcoming a legacy of delivering inequitable outcomes for learners based on race, gender, disability and other factors, but work remains to be done. Through the New Skills for Youth (NSFY) initiative, 10 states are actively working to dismantle historical barriers for marginalized populations and ensure that equity is a central focus in their career pathways expansion efforts. These states each received \$2 million to implement a three-year action plan focused on transforming career readiness opportunities and expanding access to high-quality career pathways. NSFY is a \$75 million national initiative developed by JPMorgan Chase & Co. in collaboration with the Council of Chief State School Officers, Advance CTE and Education Strategy Group.



*The NSFY states include Delaware, Kentucky, Louisiana, Massachusetts, Nevada, Ohio, Oklahoma, Rhode Island, Tennessee and Wisconsin.*

In 2018, the third full year of the initiative, NSFY states built upon early policy groundwork to scale and expand career pathways, work-based learning opportunities and other early postsecondary opportunities. NSFY states have kept the focus on equity by:

- Including **Learners With Disabilities** in High-Quality Career Pathways
- Expanding **Access to Advanced Coursework**
- Strengthening **Individualized Career Planning** to Support Each Learner
- Improving the **Quality of Career Pathways** for Each and Every Learner

2018 SNAPSHOT

The 2018 NSFY Snapshot series profiles specific strategies each of the 10 states implemented during the 2018 calendar year. The snapshots are meant to be instructive for other states taking on career readiness initiatives. This executive summary provides a high-level overview of the progress made across the entire cohort of states with a particular focus on equity. This publication was made possible through the NSFY initiative with funding from JPMorgan Chase & Co.

### Including Learners With Disabilities in High-Quality Career Pathways

As states begin to pilot and scale high-quality career pathways, it is critical that they examine historical inequities to ensure that programs are inclusive of all learners. One population that is often left out of high-quality career pathways and certain careers is students with disabilities. Equity has been a central frame for the NSFY initiative, and many participating states are working intentionally to include students with disabilities in new programs.

**Louisiana**, for example, engaged in a partnership between the Department of Education and Louisiana Rehabilitation Services to expand Jump Start career pathways opportunities to students with disabilities. The state launched a pilot program called Building Employment Skills for Tomorrow in Bossier Parish, through which 29 students from six high schools experienced work-based learning and engaged directly with industry mentors. The program challenges mindsets about students with disabilities in the workplace and helps them gain the skills and experiences they need once they graduate high school. The partnership also enabled Louisiana to unlock federal Pre-Employment Transition Services funding, which matches state dollars at a rate of about four to one.

Similarly, **Delaware** launched a new program in the 2018-19 academic year to help students with disabilities access and succeed in work-based learning. Through NSFY, Delaware has invested in a statewide work-based learning intermediary, hosted out of the Delaware Technical Community College, to expand access to high-quality work-based learning for all students. To ensure that students with disabilities can also benefit, Delaware launched the PIPEline to Career Success program, which provides resources and assistance to local districts. PIPEline to Career Success is a two-year process in which school districts identify barriers to access, examine their root causes, and then implement strategies to close access gaps. The Delaware Department of Education has made grants available to three pilot districts and hopes to scale the approach across the state in the future.

### Expanding Access to Advanced Coursework

Meanwhile, other NSFY states recognized the need to expand access to advanced coursework opportunities to schools and districts with gaps in enrollment. Opportunities such as Advanced Placement (AP), International Baccalaureate (IB), dual or concurrent enrollment, and CTE give learners a leg up on a postsecondary credential. Yet these courses are not always accessible to each learner, particularly in rural and low-income areas. The NSFY initiative provided states the resources and capacity they needed to identify and address some of these access gaps.

Ohio awarded  
**\$7**  
**million**  
in 2018 to expand access  
to advanced coursework.

Both **Ohio** and **Rhode Island** launched competitive grant programs in the 2018-19 academic year to assist local leaders in expanding access to advanced coursework. Ohio leveraged a rarely used allowance in the Every Student Succeeds Act, which lets states set aside up to 3 percent of their Title I funds for Direct Student Services grants. Ohio

used these funds to launch the Expanding Opportunities for Each Child grant and awarded more than \$7 million to 17 sites in economically disadvantaged communities to either develop and expand career pathways or improve access to advanced coursework (including AP and IB). Meanwhile, Rhode Island awarded \$1.2 million in funds through Innovation and Equity grants to help school districts develop and execute strategies to expand access to CTE for under-represented students. Priorities for grant recipients include connecting female students to information technology programs, enrolling students with disabilities in environmental science, and engaging low-income students in construction. Rhode Island hopes to compile best practices across all funded sites to demonstrate how other schools and districts can expand access and opportunity to each learner.

Since the beginning of the NSFY initiative, dual credit completion in Kentucky has grown by

**145%.**

**Kentucky's** focus has been on expanding access to dual credit opportunities aligned to learners' career pathways. This focus began in 2016 when Gov. Matt Bevin freed up funding for high school juniors and seniors to take dual credit classes. Through the NSFY initiative, state leaders in Kentucky have been working to not only expand opportunities for dual credit to underserved populations but also tighten up the quality of those courses so they are better aligned to learners' career pathways. In 2018, Kentucky successfully integrated dual credit into its statewide accountability system and leveraged postsecondary partnerships to smooth out barriers to access across the commonwealth. As a result, Kentucky has documented a 145 percent increase in dual credit completion since 2016.

### **Strengthening Individualized Career Planning to Support Each Learner**

Pivotal to achieving equity in career pathways is a central focus on individualized career and academic planning. Career and academic planning policies help learners access the support and guidance they need to make decisions about their futures. Many states have requirements or guidelines for individualized graduation plans, but they are not often robust or aligned with regional career pathways. In states such as **Massachusetts**, **Oklahoma** and **Wisconsin**, individualized academic and career planning is a core pillar of the career pathways strategy and a necessary foundation for equity.

Equity is one of the guiding principles of Massachusetts' High-quality College and Career Pathways (HQCCP) designation program, which requires each recognized pathway to have a plan for closing access and equity gaps. To ensure that each learner gets the information and guidance he or she needs, all designated HQCCP programs use an approach called MyCAP (My Career and Academic Plan) that helps learners map out their goals and the requisite skills and experiences they need. Instead of a one-size-fits-all approach to advising, MyCAP ensures that each learner, across gender, race, ethnicity, disability and income, can explore different college and career pathways and access the supports he or she needs to be successful.

#### **Massachusetts' Key Elements for HQCCPs**

1. Equitable access
2. Guided academic pathways
3. Enhanced student supports
4. Connection to career
5. Effective partnership

Relatedly, Oklahoma's Individual Career and Academic Planning (ICAP) approach, which was launched in the 2017-18 academic year, aims to provide equitable access to learner-centered supports to help each and every learner identify and pursue postsecondary opportunities. The program was first

piloted at 59 sites during the 2017-18 academic year and scaled to 134 sites in 2018-19. One of the lessons learned from the pilot is that student support is not just a responsibility of the school counselor but of the entire school leadership. As the Oklahoma State Department of Education works to scale ICAP across the state, it aims to keep learners front and center and ensure that the ICAP approach delivers the services each needs to be successful.

Wisconsin completed its first full year of implementing the Academic and Career Planning (ACP) program in the 2017-18 academic year. Passed just a few years before Oklahoma's ICAP, the ACP program is a similar whole-school approach to career and academic advising that begins in the sixth grade. ACP is a core pillar of Wisconsin's NSFY strategy, and state leaders are working to embed regional career pathways into learners' ACP planning so each learner — not just those in CTE programs — is informed about career pathways opportunities that meet his or her interests. Drawing on lessons learned through early implementation of ACP, the Wisconsin Department of Public Instruction developed training modules to help school leaders provide academic and career planning for learners with disabilities, engage families in supporting ACP, and provide more equitable supports for learners in their schools and communities.

### Improving the Quality of Career Pathways for Each and Every Learner

Far too many learners attend schools and institutions with outdated or low-quality career pathways. Elevating the standards of rigor for career pathways across the state is another approach to minimizing equity gaps, ensuring that each and every learner can access a meaningful career pathway that is aligned to his or her interests and leads to a family-sustaining career.

Since 2012, [Tennessee](#) has worked relentlessly to improve the quality of career pathways across the state by revising CTE standards, expanding work-based learning opportunities and incentivizing industry-recognized credentials. In 2018, Tennessee took a bold step toward connecting these opportunities by launching a high-quality career pathways designation program. The program will recognize high schools and districts that effectively integrate college and career experiences, provide a focused sequence of courses, allow learners to articulate credits from the secondary to the postsecondary level and engage employers. Additional recognition will be awarded to schools that demonstrate closing equity gaps.



In [Nevada](#), state leaders completed an inventory of career pathways across the state and plan to launch a “barnstorming” tour to align and transform career pathways offerings. The Department of Education developed 12 criteria to help define high-quality career pathways. The state’s vision is to improve the quality of all career pathways offerings so that each and every learner in the state can achieve career success.

### Looking Ahead

If implementation and equity was focus for the third year of NSFY, the priority for 2019 will undoubtedly be sustainability. States have put the structural pieces in place to transform their secondary career readiness systems and have successfully piloted new career pathways and programs. But the question remains: Will this work continue once the initiative comes to an end?

States are poised to continue and scale the successful initiatives they launched under NSFY, but the work in 2019 will determine the long-term success of these efforts. In the year ahead, states will be challenged to secure sustainable funding to fuel existing programs. They will need to get buy-in and support from newly elected officials, local leaders and communities, particularly in the five NSFY states where new governors were elected in 2018. Already, state leaders have begun to engage these officials and capitalize on campaign commitments to make the case for sustaining high-quality career pathways. Their successes will chart a path that other states can soon follow.

## New Skills for Youth 2018 State Snapshot Index

Focus Area	Covered in State Snapshot		
Access and Equity	<a href="#">Delaware</a> <a href="#">Kentucky</a> <a href="#">Louisiana</a>	<a href="#">Massachusetts</a> <a href="#">Ohio</a>	<a href="#">Rhode Island</a> <a href="#">Wisconsin</a>
Career Advising	<a href="#">Massachusetts</a> <a href="#">Oklahoma</a>	<a href="#">Wisconsin</a>	
Communications	<a href="#">Oklahoma</a>		
Credentials and Assessments	<a href="#">Louisiana</a>		
Data and Accountability	<a href="#">Kentucky</a> <a href="#">Louisiana</a>	<a href="#">Wisconsin</a>	
Dual Credit	<a href="#">Kentucky</a>		
Employer Engagement	<a href="#">Delaware</a>	<a href="#">Oklahoma</a>	
Graduation Requirements	<a href="#">Nevada</a>		
Instructor and Leader Quality	<a href="#">Louisiana</a>		
Program Quality	<a href="#">Kentucky</a> <a href="#">Massachusetts</a>	<a href="#">Nevada</a> <a href="#">Ohio</a>	<a href="#">Tennessee</a> <a href="#">Wisconsin</a>
Systems Alignment	<a href="#">Delaware</a>	<a href="#">Tennessee</a>	
Work-Based Learning	<a href="#">Delaware</a> <a href="#">Louisiana</a>	<a href="#">Nevada</a> <a href="#">Ohio</a>	<a href="#">Oklahoma</a> <a href="#">Rhode Island</a>

All 2018 NSFY Snapshots are available to read and download at <https://careertech.org/resource/series/2018-nsfy-snapshots>.