

Career Readiness & the Every Student Succeeds Act:

Mapping Career Readiness in State ESSA Plans

Appendix: Table of State Activities Under ESSA

ESSA affords states the opportunity to strengthen and integrate career preparation within their K-12 education systems in a way that has never been done before. In 2017, 50 states and the District of Columbia developed, and submitted to the U.S. Department of Education, state plans describing how they would respond to stakeholder input, hold schools and districts accountable to student success, and expend federal funds. The table below summarizes how states addressed career readiness strategies through their ESSA plans. This document is supplemental to Advance CTE and Education Strategy Group’s analysis of ESSA state plans, which is available at <https://careertech.org/resource/mapping-career-readiness-essa-full>.

State	Vision and/or Goals	Title I – Accountability	Title II, Part A – Supporting Effective Instruction	Title IV, Part A – Student Support and Academic Enrichment Grants	Title IV, Part B – 21st Century Community Learning Centers	Other Elements of Note
	<i>States were required to articulate long-term goals for academic achievement and graduation rates in their ESSA plans, though many chose to provide additional details about their vision and goals for K-12 education.</i>	<i>ESSA requires states to include five indicators in their accountability systems, including a measure of “school quality or student success” that a state may choose. “Postsecondary readiness” is a suggested measure.</i>	<i>States may choose to use part of their Title II, Part A professional development grants to train teachers, principals and other school leaders to integrate academic and CTE instructional strategies.</i>	<i>SSAE block grants are designed to support safe learning conditions, effective use of technology and access to a “well-rounded education,” which includes access to CTE.</i>	<i>21stCCLC is funding stream available to states and LEAs to supplement the K-12 experience during non-school hours and relate to a “well-rounded education,” including CTE.</i>	
Alabama	<ul style="list-style-type: none"> AL’s stated aspirations include having prepared graduates and creating multiple pathways to careers and higher education. AL’s plan also includes the goal that all students in the classes of 2021-24 will meet at least one college or career readiness indicator, and that all students in the classes of 2025-30 will meet at least one college readiness indicator and one career readiness indicator. AL also set a goal to increase the college and career readiness rate of all students to 100 	<ul style="list-style-type: none"> AL will include a college and career readiness indicator as a SQSS measure at the high school level. The indicator will measure whether or not students achieve one of six college or career metrics: <ul style="list-style-type: none"> Achieving a benchmark score on the ACT; Scoring a 3+ on an AP exam or 4+ on an IB exam; Scoring silver or above on the ACT WorkKeys assessment; Earning transcripted college credit; Earning an industry credential; or Being accepted for enlistment into the military. For high schools, the college and career readiness indicator is weighted at 10 percent of the total score. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a

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	percent by 2022.					
Alaska	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> AK’s ESSA accountability system does not include a direct measure of career readiness. AK’s SQSS indicators at the high school level include chronic absenteeism, freshman on-track credit accumulation, and Alaska Performance Scholarship (APS) eligibility, which is designed to gauge college and career readiness. To qualify for the APS, students must complete a specified high school curriculum, earn a certain GPA, and earn a qualifying score on one of three college- or career-ready tests (ACT, SAT, or WorkKeys). The APS eligibility indicator is weighted at 5 percent of the high school accountability score. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a
Arizona	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> AZ’s College and Career Readiness indicator is weighted at 20 percent of the overall high school score. Under the plan, schools will receive points for students who complete a CTE sequence, earn industry-recognized credentials and complete at least 120 hours of WBL, among other activities. Schools will be eligible to earn bonus points for students completing both college and career readiness activities. AZ also plans to publicly report data on CTE and other program opportunities to empower parents to identify the most appropriate school for their child. Data will be published on the Department of Education’s website. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a
Arkansas	<ul style="list-style-type: none"> Goal 1 of the state’s vision is that each student will complete pathways to be prepared for college, career and community engagement. Goal 4 of the state’s vision is that each student will be actively engaged in college, career preparation, military service and/or competitive 	<ul style="list-style-type: none"> AR’s SQSS Indicator includes three categories of measures. Only (a) is included in the SQSS indicator, but AR plans to include (b) and (c) at a future date, following research and input: <ul style="list-style-type: none"> (a) Includes students earning AP/IB/concurrent enrollment credits, one or more community service learning credits, silver or above on the ACT Work Keys exam, one or more American Council of Education concurrent credits, 3+ on an AP exam, or 4+ on an IB exam. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> One of the activities AR expects to support with Title IV, Part A funds is the state’s Comprehensive School Counseling program, which provides counseling focused on career, academic, and social/emotional development for all 	<ul style="list-style-type: none"> AR plans to issue Title IV, Part B grants to establish or expand activities in community learning centers that provide opportunities for academic enrichment. This includes CTE, internship and apprenticeship programs. 	<ul style="list-style-type: none"> N/a

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	employment one year after graduation.	<ul style="list-style-type: none"> ○ (b) Includes an access index for students who receive high-quality career preparation or are designated ACTE-approved career completers, among other measures. ○ (c) Measures the percentage of graduates completing high-quality internships or apprenticeships and earning high value industry credential, among other measures. ● The SQSS indicator is weighted at 15 percent of the high school score. 		students.		
California	<ul style="list-style-type: none"> ● N/a 	<ul style="list-style-type: none"> ● CA's Career/College Indicator (CCI) includes ELA and mathematics assessment scores, completion of a-g subject requirements (demonstrating college readiness), dual enrollment, AP, IB and CTE pathway completion. ● The CCI includes three levels: Prepared, Approaching Prepared and Not Prepared. CA plans to define a fourth level, Well Prepared, after additional review. ● Unlike other states, CA considers the CCI to satisfy the requirements for ESSA's academic achievement indicator rather than a measure of SQSS. ● Efforts are underway to develop a three-year implementation plan to adopt additional measures of career readiness in the CCI. Future considerations for CCI include the State Seal of Biliteracy, the Golden State Seal Merit Diploma and articulated CTE pathways. 	<ul style="list-style-type: none"> ● N/a 	<ul style="list-style-type: none"> ● CA intends to transfer all state Title IV, Part A funds to its Title II, Part A activities. There is no mention in the state plan of how these funds could be used to support career readiness activities. 	<ul style="list-style-type: none"> ● N/a 	<ul style="list-style-type: none"> ● CA plans to support LEAs to analyze CCI results, set goals, and align resources to meet those goals.
Colorado	<ul style="list-style-type: none"> ● One of CO's four overarching goals for education is for all students to "Graduate Ready," meaning they are prepared for college and careers. 	<ul style="list-style-type: none"> ● No measure of career readiness is included in CO's accountability plan. ● However, CO plans to re-convene an accountability workgroup to recommend additional indicators, including indicators of postsecondary and workforce readiness such as dual enrollment, industry credential attainment and/or post-graduation employment. 	<ul style="list-style-type: none"> ● N/a 	<ul style="list-style-type: none"> ● N/a 	<ul style="list-style-type: none"> ● Priority will be given to applicants for 21st CCLC that develop performance measures, which may include indicators such as career competencies, successful completion of internships or apprenticeships, or other WBL opportunities. 	<ul style="list-style-type: none"> ● CO identifies the opportunity to align ESSA and WIOA. Although not part of any Title funding, Colorado's plan describes that the SEA will collaborate with other agencies to engage industry, particularly around WBL, sector partnerships and creating system-wide metrics.

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Connecticut	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> CT’s accountability system includes three separate measures of postsecondary and career preparation. The Preparation for Postsecondary and Career Readiness Coursework indicator is weighted at 3.7 percent and includes participation in CTE courses and workforce experience, among other activities. The Preparation for Postsecondary and Career Readiness Exams indicator is weighted at 3.7 percent and includes performance on SAT, ACT, AP and IB exams. The Postsecondary Entrance indicator is weighted at 7.4 percent and measures the percentage of graduates enrolling in a two-year or four-year institution of higher education one year after graduation. 	<ul style="list-style-type: none"> CT’s plan includes statewide strategies to build an effective talent pipeline for high-need areas, such as creating accelerated or more flexible routes to certification and creating a marketing strategy to attract more industry professionals into the classroom. 	<ul style="list-style-type: none"> CT plans to provide technical assistance and professional learning to LEAs to build new CTE courses and pathways to support exploration of K-12 education career pathways; mastery-based learning systems; and increase participation in WBL. Connecticut also plans to develop guidance documents around the successful transition from high school to postsecondary education and training or workforce. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a
District of Columbia	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> No measures of career readiness are included in DC’s ESSA state plan. In 2018-19, DC plans to pilot a new Access to Opportunities measure designed to promote well-rounded experiences for students. It is not clear if CTE or career readiness will be part of that measure. It will account for 5 percent of the high school accountability score and is scheduled to be fully implemented in 2019-20. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> In DC, 21stCCLCs are designed to support youth in obtaining their postsecondary goals and may offer service learning, career exploration, job training and mentorship to promote learning. DC’s 21st CCLC grants will also potentially prioritize STEM programs. 	<ul style="list-style-type: none"> N/a
Delaware	<ul style="list-style-type: none"> The vision for the DE Department of Education (DDOE) is “every learner ready for success in college, career and life.” 	<ul style="list-style-type: none"> DE’s SQSS indicator includes a measure of College and/or Career Preparedness for grades 9-12 in addition to Chronic Absenteeism, Proficiency in Science and Proficiency in Social Studies. The SQSS indicator is weighted at 35 percent of the summative score, though it is unclear how each of the SQSS indicators will be weighted. College and/or Career Preparedness includes three options: (1) College and Career Preparedness (one college and one career preparedness option); (2) College Preparedness (3+ on an AP exam, 4+ on an IB exam, postsecondary credit attainment with a B or higher outside of a state-approved POS); (3) Career 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> DE plans to develop technical assistance and trainings to help LEAs support student transitions. DDOE will develop technical assistance to help LEAs increase middle school CTE POS options. DDOE will also partner with colleges to provide increased access to dual enrollment courses 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a

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		<p>Preparedness (earning a DDOE-approved industry credential, certificate of multiliteracy, postsecondary credit with a B or higher within a state-approved POS, completion of an approved co-op or WBL experience, or a score of 70+ on the Armed Forces Vocational Aptitude Battery General Technical exam).</p> <ul style="list-style-type: none"> DE will also report, but not include in the accountability system, the percentage of students enrolling in a postsecondary institution, enlisting in the military, participating in an apprenticeship or entering the workforce within one year of graduating. 		<p>through reduced tuition and transparent admission standards.</p> <ul style="list-style-type: none"> DDOE will continue to support the Delaware Pathways strategic plan, which aims to expand WBL experiences in grades 7-14 and strengthen a statewide career preparation system. 		
Florida	<ul style="list-style-type: none"> The FL State Board of Education’s strategic plan includes four goals to support student transitions. These include “Seamless Articulation and Maximum Access” and “Skilled Workforce and Economic Development.” 	<ul style="list-style-type: none"> FL’s SQSS indicator includes four components: science achievement, social studies achievement, middle school acceleration and high school (college and career) acceleration. The high school acceleration component of the SQSS indicator includes completion of AP, IB or Advanced International Certification exams; dual enrollment; and nationally-recognized industry certifications. This component is weighted at 100 points, or 10 percent of the total high school accountability score. Students can also receive credit under the Middle School Acceleration component for passing a recognized industry certification exam. This component is worth 100 points, or 11 percent of the total middle school accountability score. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a
Georgia	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> GA’s accountability system is called the College and Career Ready Performance Index (CCRPI) and is organized into five components: content mastery, progress, closing gaps, readiness and graduation rate. The SQSS indicators are bundled under the readiness component and include, at the high school level, five measures: literacy, attendance, accelerated enrollment, pathways completion, and college and career readiness. Accelerated enrollment includes the percentage of students earning postsecondary credit through dual enrollment, AP or IB. Pathways completion includes the percentage of graduates completing an advanced academic, CTE (known in GA as CTAE), fine arts or world language pathway. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> GA plans to use Title IV, Part A funds to develop guidance for LEAs to use federal funds to support various activities including school counseling, computer science, STEM and AP. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a

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		<ul style="list-style-type: none"> College and career readiness includes the percentage of graduates entering college without needing remediation; achieving a readiness score on the ACT, SAT, 2+ AP exams, or 2+ IB exams; earning a national or state credential; or completing a work-based learning experience. The readiness component is weighted at 15 percent of the high school score, with each subcomponent weighed equally. 				
Hawaii	<ul style="list-style-type: none"> HI’s mission is to ensure every student reaches their aspirations from early learning through college, career and citizenship. 	<ul style="list-style-type: none"> HI’s ESSA accountability system does not include a measure of career readiness. However, HI has a separate system of performance measurement called Strive HI that is publicly reported and includes the CTE concentrator rate. 	<ul style="list-style-type: none"> Title II, Part A funds will be used to provide PD on AP, IB, and dual credit college courses, as well as programs aimed at building employability skills, such as the career academies and CTE. 	<ul style="list-style-type: none"> HI plans to transfer Title IV, Part A funds to support activities under Title II, Part A. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a
Idaho	<ul style="list-style-type: none"> ID’s ESSA plan makes connections between the state’s K-12 education strategy and its goal of 60 percent of Idahoans between the ages of 25 and 34 earning a postsecondary degree or certificate. 	<ul style="list-style-type: none"> The SQSS indicator used for measuring both high school and alternative high school quality in ID’s accountability system is a measure of college and career readiness, which includes advanced opportunity participation, industry-recognized certification attainment and/or participation in recognized high school apprenticeships. The indicator will also include a growth measure, calculated as the difference between the percent of college- and career-ready students in comparative years of the school identification cycle. The SQSS indicator will be weighted at 10 percent of the accountability score to identify schools for comprehensive or targeted improvement. However, each indicator will be reported publicly for maximum transparency. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> ID’s state plan specifies that \$57,600 (approximately 74 percent of the funds designated for state activities under Title IV, Part A) will be prioritized to expand professional development for STEM in coordination with the STEM Action Center. The ID State Department of Education also plans to partner with the STEM Action Center to encourage LEAs to use Title IV, Part A funds to engage more students in STEM-related coursework and activities. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> A representative from the ID Division of CTE will serve on the State Technical Assistance Team (STAT), which is the entity tasked with coordinating support and improvement for identified schools and districts.
Illinois	<ul style="list-style-type: none"> IL’s vision is: “A state of whole, healthy children nested in whole, healthy systems supporting communities 	<ul style="list-style-type: none"> IL’s proposed accountability system will include a College and Career Readiness indicator, weighted at 6.25 percent of the overall high school score. Students are differentiated as either Distinguished 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> IL encourages LEAs to use Title IV, Part A funds depending on their needs. The plan suggests 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> IL plans to review state, federal and other programmatic resource allocations every three

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	<p>wherein all citizens are socially and economically secure.”</p> <ul style="list-style-type: none"> The IL State Board of Education has also set a goal that 90 percent or more of students will graduate from high school ready for college and career. The State Board of Education supports the statewide goal that, by 2025, 60 percent of Illinoisans will hold a high-quality degree or postsecondary credential. IL asserts that students should have access to multiple educational opportunities that meet their interests, readiness level and learning profile. These opportunities may include CTE and career exploration as well as access to fine arts education, AP, IB, etc. 	<p>Scholars or College and Career Ready.</p> <ul style="list-style-type: none"> CCR students must meet GPA and attendance requirements and either: <ul style="list-style-type: none"> Earn a College and Career Pathway endorsement or Meet one academic indicator in ELA and math, identify a career interest and meet three career-ready indicators. Career-ready indicators include workplace learning experiences, industry credentials, military service, a passing grade in a dual credit career pathway course, completing a program of study, employment, community service and/or co-curricular activities. 		<p>that Title IV, Part A funds could be used to support ongoing work such as the state’s competency-based education pilot program and efforts to integrate CTE into competency-based experiences.</p> <ul style="list-style-type: none"> Personalized, rigorous learning experiences are essential for exploring interests. IL’s state plan highlights, but does not explicitly say Title IV funds will be used to support, the state’s CTE programs of study and career pathways. IL is considering using Title IV, Part A dollars to support LEAs in offering all high school students direct access to standards-aligned courses, through the Illinois Virtual School. LEAs will also have access to the Illinois Open Education Resources project, a resource providing open, standards-aligned academic and career content. 		<p>years for each LEA serving one or more schools identified either for comprehensive or targeted support and improvement. This review will take into account gaps in the impact of funding, supports and services, including CTE educators and programming, fine arts and other services.</p>
Indiana	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> IN’s SQSS indicator for high school, which counts for 30 percent of the high school score, includes the percent of four-year graduates that demonstrated college and career readiness by passing an AP exam, passing an IB exam, earning an approved industry certification, or earning at least three college credit hours from an approved course. IN has established a goal that at least 25 percent of four-year graduates demonstrate college or career 	<ul style="list-style-type: none"> The IDOE will use Title II, Part A state activities funds to partner with an institution of higher education to increase the number of educators qualified to teach dual credit courses. Funding will specifically support 	<ul style="list-style-type: none"> Title IV, Part A funds will be allocated competitively, with 1 percent held back by the state to provide technical assistance, capacity building and monitoring of subgrantees in the priority areas of reading, 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a

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		readiness. If more than 25 percent of four-year graduates demonstrate college or career readiness, the school is awarded the full 100 points for the indicator.	these educators in attaining 18 credit hours in master's level courses in the applicable subject area(s).	STEM, dual credit, technology integration, and whole-child health. These areas will be considered in the state's scoring rubric.		
Iowa	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> In response to stakeholder feedback, IA decided to adopt a Postsecondary Readiness Index (PSRI) in its high school accountability system, though the specific indicators have not yet been chosen. The Department of Education is convening a PSRI Task Team to identify suitable measures of both college and career readiness. The PSRI measure is scheduled to be in use by the 2018-19 school year. The PSRI measure will be weighted at 5 percent of the high school score in 2018-19 and 8 percent in 2019-20. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a
Kansas	<ul style="list-style-type: none"> The mission of KSDE is to "prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training, and character development according to each student's gifts and talents." The KS State Board of Education's vision defines a successful graduate to be one who develops, among other things, the 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. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a
Kentucky	<ul style="list-style-type: none"> One of the guarantees of KY's state plan is that students will be able to access rich learning 	<ul style="list-style-type: none"> KY's accountability plan includes a Transition Readiness indicator designed to measure a student's preparedness to transition to the next level in their 	<ul style="list-style-type: none"> The KY Department of Education plans to expand the New Teacher 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> Applicants are required to address how they plan to increase access to 	<ul style="list-style-type: none"> Under SB1, which was passed by the legislature in 2017, KY has initiated

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	<p>experiences and a well-rounded education that emphasizes opportunities in CTE.</p> <ul style="list-style-type: none"> There is an explicit connection between KY’s ESSA plan and the state’s workforce and economic development priorities. The plan elevates the role of CTE and seamless programs of study to help students transition to postsecondary and career success. The plan also defines KY’s five highest demand industry sectors, which include advanced manufacturing, business and IT services, construction, healthcare, and transportation and logistics. For all students, the system also promotes career exploration as early as middle school and other coursework that focuses on the attainment of essential workplace skills. At the high school level, demonstration of essential workplace skills is incentivized through a work ethic certification to capture evidence of a student’s participation in a variety of co-curricular learning and leadership experiences. 	<p>education and/or career.</p> <ul style="list-style-type: none"> At the high school level, students can demonstrate transition readiness in one of three dimensions: academic, military or career readiness. Opportunities for demonstrating career readiness include: <ul style="list-style-type: none"> Achieving a benchmark score on industry certifications or earning KY Occupational Skills Standards Assessment (KOSSA) as appropriate for articulated credit, and one of the following: Earning a score of B or better on 6+ hours of approved CTE dual credit courses; completing 2 CTE credits and enrolling in the next credit in a CTE program of study; completing a state-approved apprenticeship; or completing an approved process to verify exceptional work experience. KY has also identified a SQSS indicator measuring Opportunity and Access along four dimensions: rich curriculum, equitable access, school quality and whole child supports. The indicator includes required, selected and reported measures for elementary, middle and high schools. At the middle school level, required measures of rich curriculum include access to career exploration coursework, including CTE and other coursework focusing on essential skills. At the high school level, required measures of rich curriculum include students completing a career pathway in a CTE program of study and students demonstrating essential skills by earning a bronze or higher on a work ethic certification. To earn a work ethic certification, students must: <ul style="list-style-type: none"> Complete a work-based learning experience; Participate in a CTSO, student technology leadership program, student government or other extra-curricular activity; and (to earn a silver or gold distinction) complete a career pathway or compete in a state CTSO competition. KY also provides a menu of six measures of “whole child supports” and will allow schools to select two. One of the six included measures is the ratio of students to career counselors or career coaches. 	<p>Institute, a 2-year professional development program for new CTE teachers coming into the profession with work experience.</p>		<p>college/career preparation activities for middle and high school students.</p>	<p>an extensive standards revision process. Computer science and career studies standards are in the priority group and will be revised in 2017 and then every six years afterwards on a rotating cycle. Advisory panels will include business and industry professionals as well as higher education representatives.</p>

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Louisiana	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> LA plans to include ACT/WorkKeys performance in the high school Academic Achievement measure, weighted at 25 percent of the high school score. In addition to the ESSA-required indicators, high schools will be measured based on measures of Strength of Diploma and Interests and Opportunities. Strength of Diploma will constitute 8.33 percent of the high school accountability score. This measure will award bonus points for students who earn an associate’s degree, pass AP/IB/CLEP exams, earn credit in AP/IB/dual enrollment courses, earn industry credentials, graduate in five or six years and complete a HiSET equivalency diploma. The Interest and Opportunities indicator will constitute 5 percent of the overall score for all schools and will be measured using a menu option that determines the degree to which schools provide opportunities to obtain a well-rounded education, including access to career pathways. This measure will not be included until the 2019-20 school year. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> There are currently 38 sub-recipients of Title IV, Part B funds in Louisiana. Recipients each use their grants to expand after-school opportunities in areas such as STEM, youth development, service learning and more. The state plans to continue issuing Title IV, Part B funds through a competitive process. 	<ul style="list-style-type: none"> LA plans to use the 3 percent Direct Student Services Title I set aside to encourage LEAs to expand access to courses, credentials and services that are not available in their schools. This includes, among other things, dual enrollment courses, CTE and postsecondary transition supports. Starting in the 2017-18 school year, students are required to graduate with either a university preparatory diploma or a high school diploma and an industry-recognized credential. LA plans to pilot advanced courses in statistics, engineering and computer science in the 2017-18 school year to help students access advanced coursework in middle school.
Maine	<ul style="list-style-type: none"> ME’s plan builds upon the state’s competency-based pathways. One of the priority areas of the state’s ESSA plan is creating multiple pathways for student achievement. Another priority area is increasing alignment of the system to allow for seamless transitions “from one educational opportunity to the next.” ME’s overarching goal is that 90 percent of students will graduate college and career 	<ul style="list-style-type: none"> No career readiness indicators are included in the accountability system to date. However, ME describes plans to explore other college- and career-ready indicators within the next year, including internships and training at tech centers, in response to strong stakeholder interest. 	<ul style="list-style-type: none"> The ME Department of Education hosts “Intersections Workshops” with academic and CTE teachers to identify areas of intersection across content areas that meet the state’s competency-based education requirements. However, the state plan does not specify whether any ESSA funds will be used to 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a

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	ready.		expand or sustain the program.			
Maryland	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> MD’s SQSS measure includes an Access to a Well-rounded Curriculum indicator (weighted at 10 percent), which includes, at the high school level, the percentage of students who are enrolled in IB/AB, are CTE concentrators and/or participate in dual enrollment. An additional indicator measures Readiness for Postsecondary Success (weighted at 10 percent), which includes two dimensions: on-track in 9th grade and credit for completion of a well-rounded curriculum (high school only). Credit for completion of a well-rounded curriculum includes the percentage of graduating students who complete dual enrollment, a CTE youth apprenticeship, a CTE industry certification, an MSDE-approved CTE program and more. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> MD plans to support LEAs to expand CTE programs and provide access to integrated STEM content. 	<ul style="list-style-type: none"> Proposed STEM programs receive additional points under Maryland’s prioritization system for 21CCLC grants. 	<ul style="list-style-type: none"> N/a
Massachusetts	<ul style="list-style-type: none"> MA’s goal is to prepare all students for success after high school so that they can successfully complete credit-bearing college courses or certificate or workplace training programs, enter economically viable career pathways, and engage as active and responsible citizens. One of the plan’s priority areas is ensuring students have multiple pathways to postsecondary educational and career opportunities. Another priority area is expanding access to career development education, high-quality career pathways and computer science. 	<ul style="list-style-type: none"> No measure of career readiness is included in the commonwealth’s accountability system. MA plans to include CTE enrollment in public report cards as data are made available. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> MA plans to use Title IV, Part A funds to support enrollment and completion of nontraditional CTE pathways. MA also plans to use Title IV, Part A funds to develop and adopt learning models that enhance personalized learning pathways and competency-based progression. MA will continue to provide support for schools and districts to consider and develop early college offering, which lead to postsecondary credentials with labor market value. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a

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Michigan	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> MI’s accountability system includes an Advanced Coursework indicator, which uses a 100 point index to measure the percentage of 11-12 grade students successfully completing dual enrollment, early middle college, CTE, AP and IB. The state also plans to measure Postsecondary Enrollment within 12 months of graduation. MI’s plan includes five measures of SQSS that are collectively weighted at 14 percent of the total score. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> Under Title IV, Part A, Michigan expects LEAs to focus on the development and delivery of well-rounded education programs and instruction for all students that is learner centered with a focus on deeper learning and STEM/STEAM. Allowable activities for Title IV, Part A grants to LEAs include, but are not limited to, professional learning on how to embed STEM in other content areas as well as carrying out blended and project-based learning. 	<ul style="list-style-type: none"> Title IV, Part B funds will be awarded competitively to eligible entities working to offer an array of diverse learning experiences including, but not limited to, CTE. 	<ul style="list-style-type: none"> MI aims to use the state’s Educational Development Plan to provide individualized supports to students to help them identify career-focused coursework and raise awareness about non-traditional careers. The state education agency also plans to focus on meaningful STEM/STEAM opportunities for students.
Minnesota	<ul style="list-style-type: none"> MN’s ESSA plan is aligned with the World’s Best Workforce initiative, which aims to ensure all students have access to high-quality curriculum, instruction and assessments aligned to rigorous career- and college-ready standards. Goal 4 of World’s Best Workforce is to ensure all students are well-prepared for career and college. The state’s career- and college-readiness skills have been commended nationally for their level of rigor. 	<ul style="list-style-type: none"> There is currently no measure of career readiness in MN’s accountability system. After the 2020-21 school year, MN intends to add a measure of equitable well-rounded instruction for all students in the SQSS indicator. This would include in high school courses focused on career readiness and those focused on college readiness. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a
Mississippi	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> MS’s SQSS indicator includes a CCR indicator and an Acceleration indicator, each of which is worth 50 points, or 5 percent of the total high school score. The CCR indicator is based on performance on the ACT. 	<ul style="list-style-type: none"> MS plans to use Title II, Part A funds to collaborate with Educators Rising and Teacher Academy 	<ul style="list-style-type: none"> MS plans to use state-level funds to promote access to accelerated learning opportunities, including AP, IB, 	<ul style="list-style-type: none"> MS intends for Title IV, Part B funds to support the following goals: expanding STEM pathways in afterschool 	<ul style="list-style-type: none"> In Title I, Part A, MS discusses supports for student transitions, specifically the role counselors play in

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		<ul style="list-style-type: none"> The Acceleration indicator consists of a participation component (based on students enrolled in AP, IB, dual credit, AICE or industry certification courses) and a performance component (based on students earning 3+ on an AP exam, earning a C+ in a dual credit/dual enrollment course, earning a 4+ on an IB exam, or passing an industry certification exam). The denominator for the participation component is all 11th and 12th grade students, plus any 9th or 10th grade students taking and passing the courses/exams, not including students identified with significant cognitive disabilities. The denominator for the performance component is all students participating in the course/exams. 	<p>programs as their Grow-Your-Own teacher recruitment strategy.</p> <ul style="list-style-type: none"> The state has set a goal of having Teacher Academies and/or Educators Rising chapters in every critical shortage school district and in 75 percent of the state’s high schools. The state has also set a goal that by 2025, 25 percent of teacher Academy and Educators Rising students will earn certification. 	<p>dual/concurrent enrollment and early college high schools.</p> <ul style="list-style-type: none"> MS’s plan also identifies a number of LEA activities as potential priorities for ensuring students have access to a well-rounded education, including: supporting college and career counselors and expanding access to STEM and computer science. 	<p>programs, collaborating with public/private partnerships around early childhood education, and collaborating with organizations to increase family engagement.</p>	<p>identifying opportunities for college and the workforce, which includes collaboration with local community and business leaders. The state plans to update the counselor handbook to include a new section on transitions.</p>
Missouri	<ul style="list-style-type: none"> The priority goal in MO is to prepare students to graduate college and career ready. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> MO plans to use Title IV, Part A funds to subsidize course fees for AP and IB and use funds to increase access to AP/IB courses in STEM subjects, particularly for economically disadvantaged and minority students. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a
Montana	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> MT has identified a CCR indicator worth 15 points or 15 percent of a school’s accountability rating. It is defined as the percentage of students who meet one or more of the following criteria: <ul style="list-style-type: none"> Achieve a college-ready benchmark on the ACT composite, Concentrate in a CTE pathway, or Complete (with passing grade) a dual enrollment, AP or IB course. MT also noted that the state will be working with postsecondary and workforce development partners to further develop additional measures, such as industry-recognized credentials and military readiness. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> MT offers training to 21st CCLC staff to become certified as career development facilitators, as well as training around the integration of STEM activities. 	<ul style="list-style-type: none"> N/a

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Nebraska	<ul style="list-style-type: none"> NE’s strategic vision, adopted in 2016, focuses on ensuring all learners have equitable access to opportunities and are ready for success in postsecondary, career and civic life. A specific goal within this vision is that, by 2026, 100 percent of Nebraska schools will provide all students with a program for career awareness, exploration and preparation. 	<ul style="list-style-type: none"> NE’s school accountability system does not include an explicit measure of career readiness. However, an additive Evidence-based Analysis indicator will be taken into account to adjust a school’s classification for comprehensive or targeted support and improvement. Evidence-Based Analysis is developed through school- and district-level questionnaires that gather info on a range of indicators, including college and career readiness and transitions. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> NE expects 21stCCLC programs to be aligned with the state’s strategic vision, including supporting student transitions and college and career readiness. 	<ul style="list-style-type: none"> N/a
Nevada	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> Although NV’s original ESSA plan submitted in April included a College and Career Readiness & Student Engagement indicator, the plan was later updated and the indicator was removed. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> NV plans to leverage ESSA and other federal and state funds to prioritize and incentivize expanding access to advanced coursework (i.e., AP, IB, dual credit and CTE courses) across the state. The strategies will target rural districts that typically struggle to provide a wide variety of advanced course offerings and CTE courses to students, as well as urban schools with low participation rates of underrepresented subgroups. NV also plans to support districts to engage parents, families, and communities to facilitate deeper understanding of the importance of a well-rounded education, including enrolling and succeeding in advanced coursework and CTE courses. This may include 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> NV plans to create a dashboard to monitor the CTE and advanced coursework opportunities across the state. The state also plans to use available state and federal funds to expand offerings, especially in rural areas.

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				collaborative meetings between the SEA, LEAs, parent organizations and community leaders to identify opportunities and build trainings to prepare students for success in college and career.		
New Hampshire	<ul style="list-style-type: none"> NH aims to prepare each student to have the opportunity to reach their full potential and graduate from high school career and college ready. NH's ESSA plan is connected to its goal that 65 percent of 25-64 year olds would have a high-quality postsecondary credential by 2025. 	<ul style="list-style-type: none"> The SQSS Indicator includes a CCR measure at the high school level. Under the CCR indicator, seniors are considered ready if they do two of the following: <ul style="list-style-type: none"> Complete dual enrollment, Earn a SAT/ACT college-ready benchmark score, Earn passing scores on AP/IB exams, Earn a CTE-recognized credential, Complete a NH career pathway program, or Earn an ACT Career Readiness Certificate. At the high school level, CCR is weighted at 40 percent of the total accountability score. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> NH will use state Title IV, Part A funds to develop resources and materials to support STEM and robotics initiatives, career pathways and dual enrollment. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a
New Jersey	<ul style="list-style-type: none"> NJ's vision is for "every child in New Jersey, regardless of zip code, to graduate from high school ready for college and career." 	<ul style="list-style-type: none"> NJ's ESSA plan includes no measures of career readiness in the state accountability system. NJ currently shares CTE enrollment and participation in WBL through school performance reports. New Jersey plans to strengthen the sophistication of the reporting system to report advanced CTE coursework and industry-recognized credential attainment disaggregated by student subgroup to empower local districts to provide a well-rounded education. NJ is also considering adopting district-level performance reports, which will likely include measures of college and career readiness. 	<ul style="list-style-type: none"> NJ plans to use Title II, Part A funds to launch a literacy initiative that will examine student performance data and provide tailored professional development to educators. Pending funding, NJ plans to expand the model to other subject areas including arts, science, social science, CTE and physical education. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> 21stCCLCs are required to focus on one of four themes, including STEM, civic engagement, career awareness and exploration, and visual and performing arts. 	<ul style="list-style-type: none"> N/a
New Mexico	<ul style="list-style-type: none"> NM's vision is aligned to the broader statewide goal of 66 percent of working-age New Mexicans earning a college degree or postsecondary credential by the year 2030. 	<ul style="list-style-type: none"> NM's existing College and Career Readiness indicator will be updated in 2018-19 to consider college enrollment and remediation and industry-recognized credential attainment. The state also plans to include "newly-developing indicators in CTE fields." Currently, the indicator measures participation and success in college and career 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> NM plans to work with districts to use Title IV, Part A funds to adopt new technologies and expand access to STEM and other advanced coursework in rural schools. Specifically, 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> NM intends to prioritize expanding access to college and career counselors, annual updating of students' academic and career plans, building counselor

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		<p>readiness activities. The indicator will be weighted at 12 percent of the total score beginning in the 2018-19 school year.</p> <ul style="list-style-type: none"> In the 2018-19 school year the accountability system will include a new measure for Student STEM Readiness that is based on science exam performance. It will be weighted at 5 percent of the total high school score. 		the Public Education Department aims to use Title IV, Part A funds to facilitate professional learning communities for rural STEM teachers to share best practices for use of technology to support blended learning.		<p>awareness of local and regional career opportunities, externships for teachers and counselors, and internship opportunities for students.</p> <ul style="list-style-type: none"> NM plans to use the 3 percent discretionary reserve of Title I funding to incentivize expanding access to AP, dual credit and CTE courses.
New York	<ul style="list-style-type: none"> The mission of the NY State Board of Regents is to prepare every child for success in college, career and citizenship. NY’s ESSA plan addresses a number of goals identified by the Department of Education and State Board of Regents, including an accountability and support system built on multiple measures of college, career and civic readiness and provide all students extra-curricular activities, including internships. 	<ul style="list-style-type: none"> NY’s College, Career and Civic Readiness Index is calculated out of a total of 200 points. The index will be computed by multiplying the number of students by the weight of the method by which they demonstrated CCR, divided by total number of students in the accountability cohort. The index components and weighting system are as follows: <ul style="list-style-type: none"> 2 points: students graduating with advanced designation, a CTE endorsement, a seal of biliteracy, a score of 3+ on an AP exam, a score of 4+ on an IB exam, and students either receiving industry-recognized credentials or passing nationally certified CTE exams. 1.5 points: students graduating with high school credits earned through AP, IB or dual enrollment or earning a Career Development and Occupational Students endorsement. 1 point: students graduating with a Regents or Local Diploma. 0.5 points: students earning a high school equivalency diploma. In the future, NY may expand the Index to include additional metrics such as postsecondary enrollment and persistence and successful completion of college credit. NY also plans to publicly report a set of indicators focused on school conditions and students’ opportunities to learn, including student access to STEM, industry credential attainment, college and employment “go on” rate, postsecondary 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> NY plans to use state Title IV, Part A set-aside funds, along with other programmatic and fiscal supports, to increase the number of schools that, among other things, provide multiple, personalized pathways to graduation that include career-related coursework and CTE. 	<ul style="list-style-type: none"> Under Title IV, Part B, NY plans to continue ongoing STEM/STEAM professional development for subgrantees. 	<ul style="list-style-type: none"> Schools identified for targeted or comprehensive support and improvement will be required to incorporate input from community partners to ensure students have opportunities to participate in extracurricular offerings such as community-based internships. NY also plans to require schools and districts to incorporate input from community partners – who may offer CTE and career readiness activities – as they developed a comprehensive needs assessment related to their school improvement designation. NY will use Title I funds to support school library programs that support academic achievement and digital literacy of all students. The state

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		enrollment, postsecondary persistence and more.				identifies five priority areas, including providing student opportunities to engage in the creative process through STEAM initiatives.
North Carolina	<ul style="list-style-type: none"> NC’s theory of action notes that “In our classrooms, personalized, digital-age learning will allow students to determine the pace at which they learn and will inspire students to take ownership of their preparation for their own path to success through an immediate career, postsecondary education, or both.” 	<ul style="list-style-type: none"> NC’s high school SQSS indicators include: <ul style="list-style-type: none"> The percentage of students who successfully complete a Biology end-of-course exam, The percentage of students who pass the NC Math 3 course, The percentage of students scoring 17 or higher on the ACT, and The percentage of CTE concentrators who achieve a silver or higher designation on the ACT WorkKeys. Under the accountability system, the indicators for academic achievement, graduation rate, progress toward ELP and SQSS constitute a combined 80 percent of the weight for the high school score. The remaining 20 percent includes growth measures. NC notes that it is looking at including additional accountability indicators in the future, including a CCR index. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> To support student transitions, NC plans to develop a reference guide to align self-advocacy and self-awareness skills with the College Career Ready Anchor Standards. The state also plans to develop a tool to help learners develop college and career skills along the education continuum.
North Dakota	<ul style="list-style-type: none"> One of ND’s overarching goals is to ensure all graduating students are “choice ready,” by which the state means they have “the knowledge, skills and disposition to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce, or join the military.” 	<ul style="list-style-type: none"> ND’s proposed accountability system includes a College & Career Readiness indicator, based on the state’s “Choice Ready” framework. The indicator is weighted at 21 percent of the total score and will include a growth measure. All students must earn a diploma or GED and develop a rolling four-year career education plan and earn a college-ready score on a college placement instrument, as determined by the North Dakota University System. All students must then meet at least two additional Essential Skill indicators, including 25 hours of community service, 95 percent attendance rate, two or more years in co-curricular activities, or two or more year in extra-curricular activities. The Career Ready element of the Choice Ready framework includes: (1) earning a 2.8 GPA or higher in a CTE pathway, (2) completing two credits in a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> ND plans to use SSAE grants to support LEA work in making students “choice ready.” North Dakota plans to to support local activities and initiatives, including expanding access to CTE and career pathways, STEM and STEAM, and internships and externships. These priorities, among many others, will be part of the sub-grants to LEAs. ND plans to support districts to implement “Innovative Learning 	<ul style="list-style-type: none"> North Dakota’s 21stCCLC programs are expected to be anchored in STEAM curriculum. 	<ul style="list-style-type: none"> N/a

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		coordinated plan of study and at least two additional indicators: (a) earning a 3.0 on a statewide rubric demonstrating Career Ready Practices; (b) completing at least 75 hours of a WBL experience; (3) earning an A, B or C in a dual credit course; (4) earning a gold or silver on the WorkKeys assessment; or (5) earning a passing score on a technical assessment or industry credential.		plans,” which incorporate STEM and STEAM learning strategies, competency-based education and project-based learning. The state plans to provide self-service supports, trainings and targeted support to help schools adopt these strategies in their Title IV, Part A applications.		
Ohio	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> OH’s accountability system includes a Prepared for Success component, which is worth 15 percent of the total score. This component includes six indicators, three of which are required for a student to be identified as “prepared,” including: <ul style="list-style-type: none"> Receiving a non-remediation score on all parts of the ACT or SAT; Earning at least 12 points with an industry-recognized credential or bundle of credentials within one of 13 career pathways; or Earning an Honors Diploma. A student can then earn a bonus weight for his/her school if he/she also: <ul style="list-style-type: none"> Earns at least three transcribed college credits, Scores three or above on at least one AP test, or Scores four or above on at least one IB test. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> Applicants must choose from three program options, one of which is out-of-school for middle and high school student. Under this option, programs must include a focus on college and career readiness and/or dropout prevention. 	<ul style="list-style-type: none"> Under Title I, Part A, priority high schools will be encouraged to implement CTE as part of their School Improvement Plans.
Oklahoma	<ul style="list-style-type: none"> Strategy 1.3 in the OK Department of Education’s (OSDE) strategic plan promises to improve equitable access to meaningful and diverse pathways that lead to careers and postsecondary opportunities. One of OK’s six goals is for all students in grades 6-12 to complete individual career academic plans by 2025, as part of a focus on middle 	<ul style="list-style-type: none"> OK has selected two SQSS indicators: chronic absenteeism and (high school only) postsecondary opportunities. Postsecondary Opportunities measures the number of students completing at least one of the following: AP, IB, dual enrollment courses, work-based learning and programs leading to industry certification. OK plans to expand on the indicator over a three-year period to include more measures of course outcomes, such as including only students who earn a passing score on an AP exam, rather than just completing the AP courses. Postsecondary Opportunities is weighted at 11 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> To support the adoption and recognition of well-rounded education opportunities, OSDE developed specific components and a quality rubric that can be used to identify programs of distinction in different subjects, including STEM + Computer Science and Advanced Coursework. Programs of Distinction 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a

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	school transitions.	percent (10/90 points) of the high school accountability score.		<p>are publicly reported alongside the school and district's A-F rating.</p> <ul style="list-style-type: none"> Under these efforts, OK will pilot Networked Improvement Communities to share best practices, provide technical assistance and reduce duplication across districts that are pursuing related Programs of Distinction. OSDE also plans to award Title IV, part A grants competitively, with 50 percent of grants going to support well-rounded education strategies. LEAs with programs aligned to the Programs of Distinction rubric will be given preference in the grant application process. OSDE created a committee with cross-agency representation to identify funding streams for collaboration to support student preparation for the workforce. Partners include the OK Department of Career and Technology Education and the Office of Workforce Development. 		
Oregon	<ul style="list-style-type: none"> OR commits to supporting educational opportunities for all students, whether they go on to postsecondary education or into the workforce. 	<ul style="list-style-type: none"> OR's accountability system does not include any measures of career readiness. However, OR plans to report Access to Diverse Learning Opportunities, including afterschool programs, STEM, CTE, personalized learning, etc. This data will be collected and reported locally. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> While the state does not commit to using SSAE funds to strengthen career readiness, OR will provide guidance to LEAs as they develop SSAE 	<ul style="list-style-type: none"> Applications for 21st CCLC grants will focus on OR's three priority areas, including graduating college and career ready. Applications will be 	<ul style="list-style-type: none"> N/a

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	<ul style="list-style-type: none"> The state also commits to providing a well-rounded education that “focuses on the whole student and their community, the learning experiences they are given, the knowledge and skills they learn, and the beliefs and attributes they develop.” OR’s 40-40-20 goal is that, by 2025, 40 percent of Oregonians will earn a bachelor’s degree, 40 percent an associate’s degree and 20 percent a high school diploma. One of Oregon’s four strategic goals is that “every student graduates from high school ready for college, career and civic life.” 			<p>plans, which may include:</p> <ul style="list-style-type: none"> Providing programing to improve instruction and student engagement in STEM, and increasing access to these subjects for underrepresented groups; Promoting access to accelerated learning opportunities including AP, IB, dual or concurrent enrollment programs and early college high schools; Carrying out innovative blending learning projects; and Many other areas of focus. 	encouraged to include CTE opportunities and STEM initiatives.	
Pennsylvania	<ul style="list-style-type: none"> Part of the PA Department of Education’s (PDE) mission is to create conditions that prepare learners for postsecondary education, workforce training, career pathways and responsible citizenship. PA’s vision includes a recognition of the importance of career ready pathways, which are included in both the Future Ready PA Index and the state’s ESSA accountability system. PA prioritizes college and career advisement in connection to its goals for 60 percent postsecondary credential attainment by 2025; statewide implementation of K-12 comprehensive counseling plans by 2020-21; 	<ul style="list-style-type: none"> PA’s accountability system includes Career Readiness as a SQSS indicator, measuring three activities differentiated by grade level: <ul style="list-style-type: none"> By the end of grade 5: The percentage of students who demonstrate engagement in career awareness and preparation via a career exploration and preparation program or curriculum (including https://www.pacareerzone.org/). By the end of grade 8: The percentage of students who create an individualized career plan and participate in career preparation activities. By the end of grade 11: The percentage of students who implement their individualized career plan through ongoing development of a career portfolio and participation in career preparation activities. In addition to the career readiness indicators included in the state accountability system, the Future Ready PA index, PA’s public facing report card, will measure attainment of industry credentials, access to advanced coursework and postsecondary transitions. 	<ul style="list-style-type: none"> New in PA’s ESSA plan is a proposal to strengthen the K-12 teacher pipeline by encouraging high school students to pursue careers in teaching. Through new seed grants funded through Title II, Part A, PDE aims to provide technical assistance to implement career exploration curriculum focused on the teaching profession. PA’s ESSA plan encourages districts to use Title II, Part A funds to help teachers get the credentials they need to teach dual/concurrent enrollment courses. 	<ul style="list-style-type: none"> PDE identifies four priorities for Title IV, Part A funds, including “ensuring well-rounded, rigorous and personalized learning experiences for all students.” This priority contains three components: increasing participation in advanced coursework for all students; promoting equitable access to STEM education; and supporting meaningful college and career pathways. PDE encourages LEAs to use Title IV, Part A funds to provide advanced coursework, including AP, IB and dual/concurrent 	<ul style="list-style-type: none"> Three out of Pennsylvania’s five state priorities for Title IV, Part B are related to career preparation. These include: STEM/ STEAM education; workforce, career readiness and college readiness; and planning for transitional vocational/technical services. 	<ul style="list-style-type: none"> N/a

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	and a 5 percent annual increase in CTE program enrollment by 2020.			<p>enrollment. PDE also plans to use state data to identify and scale effective practices for enrolling students in advanced coursework.</p> <ul style="list-style-type: none"> • PDE will encourage LEAs to use Title IV, Part A funds to expand access to high-quality STEM experiences, a strategy that is aligned with statewide goals for increasing STEM participation. • PDE also encourages LEAs to use Title IV, Part A and other funds (i.e., Title I, Part A and Title II, Part A) to support college and career exploration and advising. Specifically, LEAs are encouraged to use funds to hire school counselors. 		
Rhode Island	<ul style="list-style-type: none"> • RI has a goal of 70 percent of Rhode Islanders attaining postsecondary certification, degree or credential by 2025. The state’s ESSA plan highlights dual and concurrent enrollment, P-TECH and work-based learning as three strategies to help expand postsecondary access. 	<ul style="list-style-type: none"> • RI has selected multiple SQSS measures. Postsecondary Success will be adopted in 2019 and will be one of five indicators at the high school level. • The Postsecondary Success Indicator will measure the percent of students with one or more of the following: <ul style="list-style-type: none"> ◦ A CTE industry-approved credential; ◦ College credits through dual or concurrent enrollment; or ◦ Completion of AP tests. • Starting in 2021, this indicator will expand to include two Council Designations, one of which is a to-be-developed pathway endorsement that will certify that a student has completed academic study, career and interest engagement and application of skills to ensure they are prepared for their career pathway of choice. 	<ul style="list-style-type: none"> • N/a 	<ul style="list-style-type: none"> • RI identifies a number of emerging innovative state activities that support well-rounded education and are allowable uses of local funding. The list includes college and career guidance and counselling programs; college and career preparation and curriculum; work-based learning; STEM; accelerated learning opportunities and cross-curricular programs. 	<ul style="list-style-type: none"> • RI established two priorities for its competitive 21st CCLC funding, one of which is Advanced Learning, which promotes the use of innovative strategies to support secondary students with personalized learning opportunities. In addition, a core program element is that the program include a variety of engaging academic and non-academic opportunities to explore possible interests, passions and 	<ul style="list-style-type: none"> • RI identifies a number of principles to inform school and LEA improvement, including that a belief that learning must be personalized, and that a broad variety of pathways to college and career readiness must be made available. • RI plans to distribute 50 percent of its Title I school improvement funds through competitive grants to LEAs. One such grant, the School Improvement Innovation Grants, is designed to

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					careers.	help LEAs increase student access to pathways and learning opportunities that prepare students for college and career success.
South Carolina	<ul style="list-style-type: none"> SC’s ESSA plan is grounded in its Profile of a South Carolina Graduate, which outlines the world-class knowledge, work-class skills and life and career characteristics necessary for students to be successful in the global marketplace. The plan is anchored in three goals: <ul style="list-style-type: none"> Personalized and competency-based learning, Expanded learning (including expanding access to CTE, AP, IB and dual credit) and School improvement. SC’s statewide goals include: <ul style="list-style-type: none"> By 2035 (when students born in 2017-18 will graduate high school) 90 percent of students will graduate college, career and citizenship ready as defined by the Profile of the SC Graduate; and Starting with the 2020 graduating class, the state, each district and each high school will increase by 5 percent annually the percentage of students graduating ready to enter postsecondary education without the need for 	<ul style="list-style-type: none"> SC has identified nine criteria for its CCR Indicator (one of two SQSS metrics at the high school level). A student only has to meet one from either the college ready or career ready list to be deemed “prepared for success.” In total, the indicator is worth 25 out of 100 points. College Ready: <ul style="list-style-type: none"> A composite score of 20 or higher on the ACT test; A composite score of 1020 or higher on the SAT test; A 3 or higher on an AP exam; A 4 or higher on an IB assessment; or At least six credit hours in dual credit/enrollment in 2-year/4-year college transfer courses in an English, math or STEM course with a grade of C or higher. Career Ready: <ul style="list-style-type: none"> Completion of a CATE program with nationally-recognized industry credential; A silver, gold or platinum National Career Readiness Certificate on the WorkKeys exam; A scale score of 31 or higher on the ASVAB; or Completion of a registered youth apprenticeship through Apprenticeship South Carolina. In late 2017, the state is exploring additional career readiness metrics including work-based learning, a state-approved end-of-pathway assessment, industry-recognized credentials, and the to-be-developed SC Employability Credential. In addition to including the CCR indicator in its accountability system, SC plans to publicly report the percent of graduating students achieving each of the nine individual metrics. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a

State	Vision and/or Goals	Title I – Accountability	Title II, Part A – Supporting Effective Instruction	Title IV, Part A – Student Support and Academic Enrichment Grants	Title IV, Part B – 21st Century Community Learning Centers	Other Elements of Note
	remediation.	<ul style="list-style-type: none"> SC also includes a measure of Positive & Effective Learning Environment (worth 5 points for high schools), derived from a student engagement survey. In late 2017, the state will consider adding bonus points to this metric for high-quality curricular programs such as STEM and STEAM, and expanding student-centered measures to include service learning programs and co-curricular programs and competitions. 				
South Dakota	<ul style="list-style-type: none"> SD’s aspiration is that all students graduate ready for college, career and life. To that end, SD’s plan commits to providing multiple pathways for students to become prepared for life after high school. 	<ul style="list-style-type: none"> The accountability system includes a CCR academic indicator at the high school level, which is weighted at 25 percent of the total score for the School Performance Index (SPI). The indicator includes two dimensions: Assessment of Readiness and Progress Towards a Post High School Credential. Students receive credit for Assessment of Readiness if they either demonstrate English and math readiness or earn a silver certification or higher on the National Career Readiness Certification exam. The second dimension, Progress Towards a Post High School Credential includes five components. Students must meet one of the following: <ul style="list-style-type: none"> Two units of CTE coursework within one Career Cluster; Completion of dual or concurrent credit with a C or better; Completion of an AP course with a C or better; Completion of an AP exam with a score of 3 or better; and Two CTE foundational courses or capstone experiences completed with a C or higher. Students who achieve both Assessment of Readiness and Progress Towards a Post High School Credential will receive full points. Students that achieve one or the other will receive 0.5 points. 	<ul style="list-style-type: none"> SD plans to use Title II, Part A funds to help local districts implement competency-based content standards. 	<ul style="list-style-type: none"> SD plans to use Title IV, Part A funds to provide technical assistance to schools on providing access to a wide range of CTE opportunities. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> SD identifies CTE as a support strategy for schools identified for comprehensive or targeted support and improvement due to low graduation rates. The SD Department of Education plans to provide technical assistance to help high schools strengthen old or adopt new CTE programs.
Tennessee	<ul style="list-style-type: none"> TN’s vision is that “Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to 	<ul style="list-style-type: none"> Tennessee’s Ready Graduate Indicator is weighted at 20 percent of the total score and is measured as the graduation rate multiplied by the percent of students (1) scoring 21 or higher on ACT/SAT, (2) completing four early postsecondary opportunities (EPSOs), (3) completing two EPSOs and earning 	<ul style="list-style-type: none"> TN does not explicitly describe how Title II funds will be used to support professional development for integrating technical and academic instruction, 	<ul style="list-style-type: none"> TN aims to preserve local flexibility in using Title IV funds, but expects districts to use this grant to support the state’s “All Means All” and “High 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a

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	<p>successfully embark upon their chosen path in life.”</p> <ul style="list-style-type: none"> This vision is aligned with the Governor’s “Drive to 55” goal, that 55 percent of Tennesseans will have a postsecondary degree or credential by 2025. One of Tennessee’s four long-term goals is that the majority of high school graduates in the class of 2020 will earn a postsecondary certificate, diploma or degree. TN’s plan is constructed around five priority areas. One priority area, “Bridges to Postsecondary,” aims to prepare students for postsecondary completion. 	<p>industry certification in an approved program of study, (4) completing two EPSOs and scoring a state-determined score on the ASVAB.</p> <ul style="list-style-type: none"> EPSOs include AP, Cambridge International Exams, CLEP, IB, local or statewide dual credit, dual enrollment and industry credentials. Other publicly reported indicators (called “transparency indicators”) include postsecondary matriculation, postsecondary completion, types of early postsecondary opportunities offered, students earning EPSO credit, students earning industry-recognized credentials and more. Future “transparency indicators” under consideration include WBL and capstone completion. 	<p>but does highlight a few of the opportunities provided to CTE teachers and administrators as well as WBL coordinators in the state.</p>	<p>School & Bridge to Postsecondary” priorities.</p> <ul style="list-style-type: none"> Part of the state’s set aside under Title IV, Part A will be used to support rigor in dual enrollment and increase funding for EPSOs. Tennessee also plans to provide grants to districts to, among other options, support college and career counseling. 		
Texas	<ul style="list-style-type: none"> The TX Education Agency’s (TEA) mission is that every child should be prepared for success in college, a career or the military. One of the state’s strategic priorities is to connect high school to college and career. TX’s ESSA goals are connected to its state postsecondary attainment goal that 60 percent of Texans aged 25-34 receive a postsecondary credential by 2030. 	<ul style="list-style-type: none"> The SQSS high school indicator has a college, career and military readiness indicator that includes students who: <ul style="list-style-type: none"> Meet TX Success Initiative benchmarks in reading and math, Meet performance benchmarks on the AP exam, Earn dual credit, Enlist in the military, Earn industry certification, Are admitted into postsecondary programs, Complete a college prep course, Demonstrate preparation to enroll without remediation in an associate’s or bachelor’s degree program, Complete an OnRamps dual enrollment course, and Earn an associate’s degree in high school. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> The state will utilize funds for state-level activities to support key initiatives aligned to the four strategic priorities, including connecting high school to college and career. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> TX will continue supporting the creation of innovative high schools such as P-TECH, T-STEM and early college high schools.
Utah	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> UT’s SQSS indicator includes a Postsecondary Readiness indicator. Points are allocated for the readiness coursework metric in proportion to the percentage of students who complete at least one of 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> UT identifies three priorities for Title IV, Part B funds, including supporting a broad array 	<ul style="list-style-type: none"> N/a

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		<p>the following: AP or IB courses, dual enrollment courses or a CTE pathway.</p> <ul style="list-style-type: none"> At the high school level, the postsecondary readiness indicator is weighted at 32.89 percent of the total score. 			<p>of additional services, programs and activities such as technology education programs.</p>	
Vermont	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> VT’s accountability system includes a CCR indicator with both a measure of assessment performance and college-and career-ready outcomes. Assessment performance includes meeting benchmarks on SAT, ACT, AP, IB, CLEP, ASVAB or industry-recognized/ CTE certification. The outcomes sub-indicator includes the total percentage of graduates enrolled in college or trade school, enlisted or working full time within 16 months of graduation. The CCR performance and CCR outcomes indicators are weighted at 10 percent each. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> The 21stCCLC program will be managed by a team focused on personalized learning and flexible pathways that works with program managers across the state agency. VT’s statewide evaluation will be improved to continually assess not only baseline program, academic and social indicators tied to need, but also, over time, emerging indicators related to personalization, transferable skills, and proficiency-based models when these systems come to fuller fruition in VT. In particular, the system will focus on youth in secondary schools that receive 21stCCLC funding. 	<ul style="list-style-type: none"> N/a
Virginia	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> Priorities identified for use of state set-aside funds include programming, curriculum, professional development and project-based learning around STEAM, computer science and engineering (CTE is not specifically mentioned) as well as 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a

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				support for dual or concurrent enrollment and early college high schools.		
Washington	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> WA’s accountability system includes three SQSS measures: Regular Attendance, 9th Grade on Track and Dual Credit (the last two apply only to high school). As part of its measurement of dual credit participation, WA plans to include the percentage of students who complete AP, IB, dual enrollment, Tech Prep and Cambridge courses. Collectively, all three SQSS indicators will constitute 15 percent of the high school accountability score. 	<ul style="list-style-type: none"> Under its strategy to improve equitable access to effective instructors, WA plans to use Title II, Part A funds to support professional development on integrating CTE content into academic instructional practices. The state may include training on regional workforce needs and transitions to postsecondary education and the workforce. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> One of WA’s priorities for 21stCCLC grants is to provide career readiness and STEM services; however, these will only be prioritized for English learners. 	<ul style="list-style-type: none"> N/a
West Virginia	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> WV’s Academic Achievement Progress indicator for high schools has two measures that together equal 11 percent of the high school score: On Track to Graduation and Postsecondary Achievement, which represents the percent of 12th grade students that accomplish one or more of the following indicators: <ul style="list-style-type: none"> Earn at least one college/career benchmark on an AP or IB exam; Complete college credit-bearing or advanced career coursework with a C or better; and/or Complete a four-course state-approved CTE program of study. 	<ul style="list-style-type: none"> WV plans to make state-level Title II, Part A activity resources available for educator professional development to support students’ access and success in early college high schools or dual/concurrent enrollment programs. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a
Wisconsin	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> Title II, Part A funds will be used to support the expansion of Educators Rising chapters to grow the educator pipeline in high school. 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> N/a
Wyoming	<ul style="list-style-type: none"> WY’s vision that all WY students are college, career and military ready is 	<ul style="list-style-type: none"> The SQSS indicator for high school is Postsecondary Readiness (weighted at 20 percent), which looks at the percentage of students in grade 12 who meet 	<ul style="list-style-type: none"> To address falling enrollment in WY teacher prep programs, the WY 	<ul style="list-style-type: none"> N/a 	<ul style="list-style-type: none"> Competitive priority areas are under review, but three of five draft 	<ul style="list-style-type: none"> N/a

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	referenced throughout the plan.	<p>the definition of “post-secondary ready.” There are three options to meet this definition:</p> <ul style="list-style-type: none">○ (1) Completion of a college prep curriculum and one or more of the following: earning a college-ready score on a college entrance exam or earning college credit through AP, IB or dual/concurrent courses.○ (2) Completion of a CTE pathway (which includes at minimum a 3-course sequence) and one or more of the following: a passing score on a state-approved CTE exam or industry-recognized certification.○ (3) Completion of a college preparatory curriculum or a CTE pathway and a military-readiness score on the ASVAB.	Department of Education proposes using Title II, Part A funds to strengthen education pathway programs in high schools.		priorities include a focus on career readiness: STEM; College, Career, and Military Readiness; and serving middle and high schools that partner with business, industry, and/or postsecondary providers to offer workplace and internship experiences.	

Key Terms

AP – Advanced Placement

ASVAB – Armed Services
Vocational Aptitude Battery

CCR – College and Career
Readiness

CLEP – College Level Examination
Program

CTAE – Career, Technical &
Agricultural Education

CTE – Career Technical Education

CTSO – Career Technical Student
Organization

ELA – English Language Arts

ESSA – Every Student Succeeds
Act

HiSET – High School Equivalency
Test

IB – International Baccalaureate

LEA – Local Education Agency

POS – Program of Study

SEA – State Education Agency

SQSS – School Quality and
Student Success

SSAE – Student Support and
Academic Enrichment

STEAM – Science, Technology,
Engineering, the Arts and Math

STEM – Science, Technology,
Engineering and Math

WBL – Work-based Learning

WIOA – Workforce Innovation and
Opportunity Act

ADVANCE > CTE
State Leaders Connecting Learning to Work

ESG

Education
Strategy
Group

