



# The Outlook on Youth for College and Career Readiness and How to Use CA/ICP and NSRN to Improve Transition to Employment Outcomes

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Coalition for  
Career Development  
Center

**ADVANCE** CTE  
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**ESG** Education  
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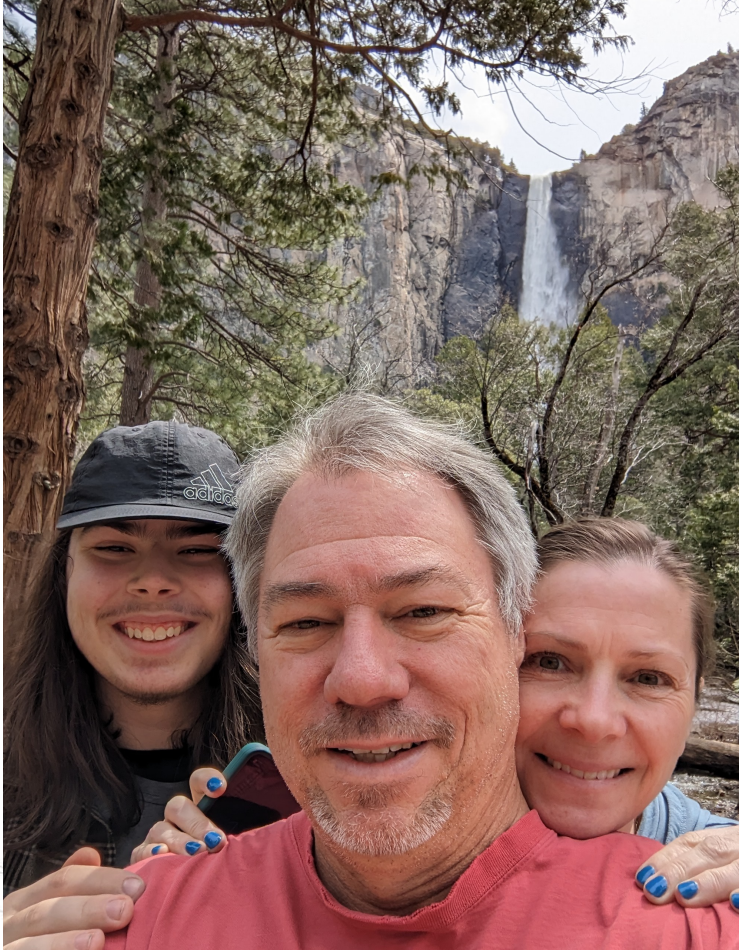
Deputy of Education under Mayor Marty Walsh working to align the education and workforce ecosystems.

Director of partnership with General Electric to fund STEM college and career readiness

Associate Commissioner for District and School Accountability at the Massachusetts Department of Elementary and Secondary Education

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- VP Research, Coalition for Career Development Center
- Professor and Co-director, Wheelock Center for Future Readiness at Boston University
- State Leaders Career Development Network
- Condition of Career Readiness in U.S.
- Design/Implementation of Career Advising/Individualized Career Plan Policies and Practices

# Plan for Today

- Share 2023 CCR National Outlook Results
- Describe how CA/ICPs and NSRN Leverage Better Career Readiness Outcomes
- Describe how Required and Allowable Federal Funding Aligns with CA/ICP & NSRN Efforts
- Using Occupational Identity as an Immediate Career Readiness Outcome Indicator

# Key Points for Today

Many concerns around postsecondary engagement, completion rates, and access to living wages, especially for underserved populations.

Quality career advising/individual career planning (CA/ICP) programs leverage career readiness outcomes associated with National Skills Ready Network (NSRN) efforts.

Federal funding through WIOA, ESSA, HEA, Perkins, and the Youth Workforce Readiness Act supports CA/ICP & NSRN efforts.

Assessing occupational identity serves as an important and immediate career readiness outcome.



# 2023 Report on the Condition of Career Readiness in the United States

# Postsecondary Engagement



In terms of postsecondary *engagement*, on average:

**62%**

of high school youth who completed an AP<sup>®</sup> course receive a score of 3 or higher.

**60%**

of youth complete a FAFSA<sup>®</sup> form.

**86%**

of youth graduate from high school.

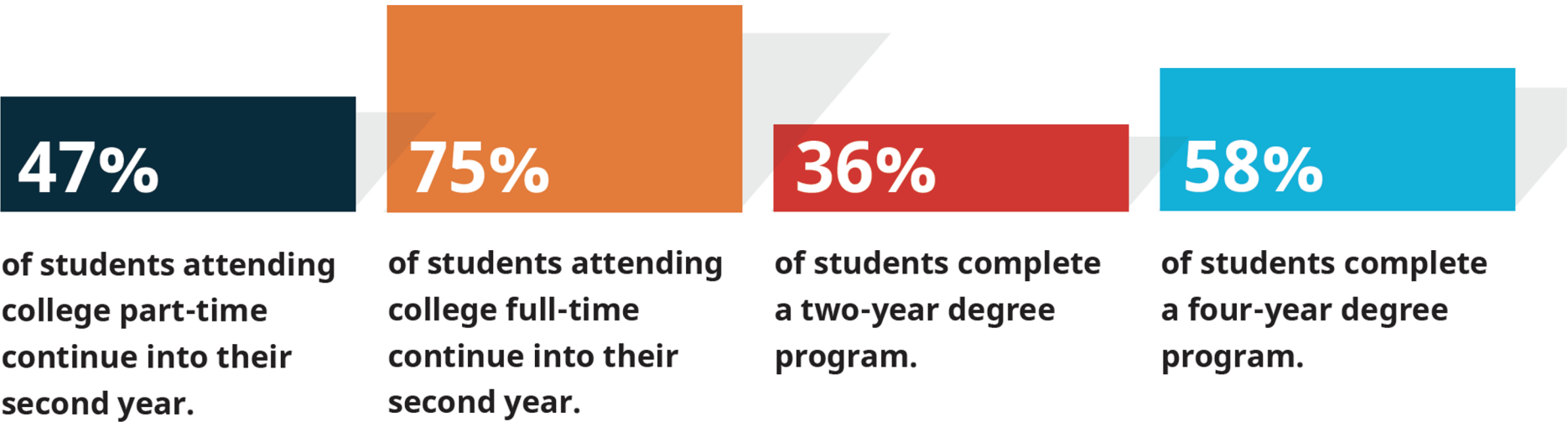
**60%**

of high school graduates enter either a two- or four-year college in the fall.

# Postsecondary Completion Rates



Postsecondary *completion rates* indicate:





# Discrepancies in Postsecondary Completion Rates



Results indicate that for **every 100** 9th grade students entering in 2013:



completed a postsecondary degree.



who identified as Asian completed a postsecondary degree.



who identified as White completed a postsecondary degree.



who identified as Black completed a postsecondary.

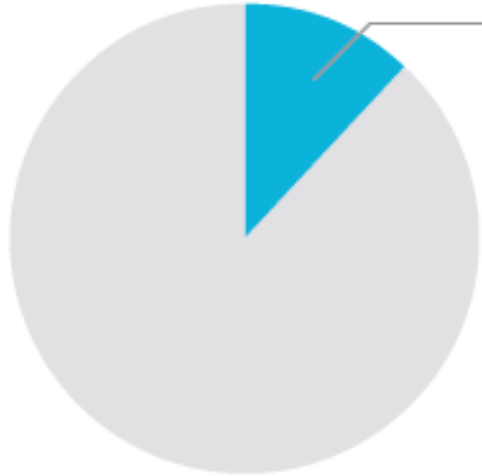


who are living in lower-income households.

**<20**

who identified as Latinx , English Learner, or as a Person with a Disability completed a postsecondary degree.

# Disconnected Young Adults



**11.89%**

of the **335,794** young adults in the United States are considered disconnected from education, training, and work.



■ disconnected youth who complete high school

■ all youth that complete high school

# Young Adults' Access to Work and Living Wages



**\$12.69**

median hourly wage  
among full-time working  
young adults ages 19-27.



**33%**

of young adults earn  
more than a living wage.

These outcomes vary across states. As compared to the bottom 10 states, the top 10 states with the highest young adult economic outlook have, on average:

**↓ 7%**

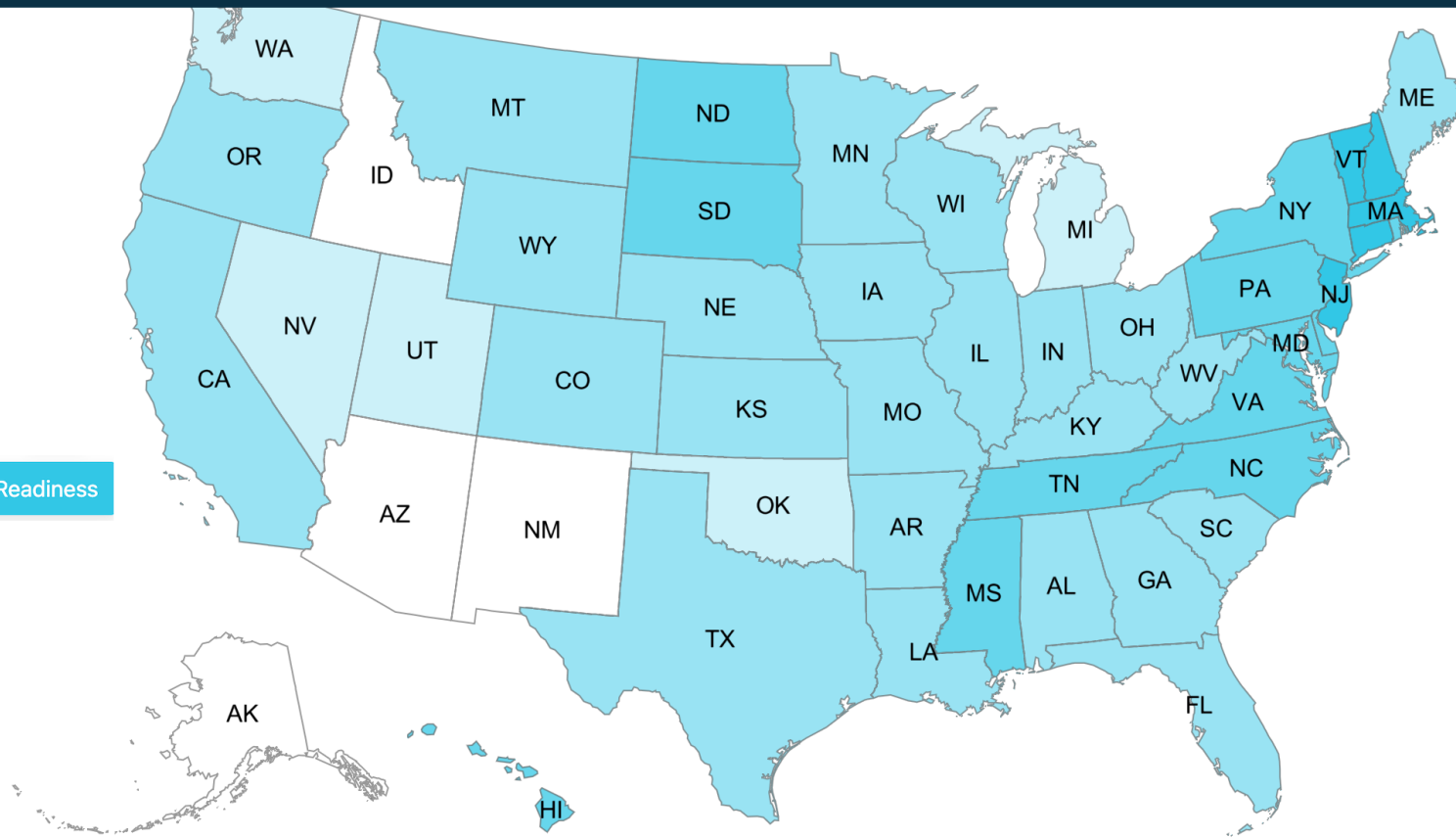
fewer disconnected  
young adults.

**↑ \$3.40**

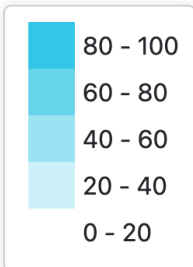
more in median hourly wage  
earnings for full-time working  
young adults.

**↑ 13%**

more full-time working  
young adults earning more  
than their state's living wage.



College and Career Readiness



- MA
- RI
- CT
- NJ
- DE
- MD

mapbox

	College and Career Readiness	Postsecondary Outcomes	Education and Employment Opportunities	Economic and Social Mobility	Overall Score
<b>National Average</b>	73.8	67.13	61.65	93.95	84.31
	53.02	52.18	59.5	48.84	53.38

### College and Career Readiness Ranking: #33

Elementary/Middle School Counselor Ratio 2020-21	800.51	National
High School Counselor Ratio 2020-21	134.22	
AP Test Performance of 3 or Higher (2020) (%)	66	
Fafsa Completion Rate (%) 2021-22	47.4	
HS Completion Rate (%) 2018-19 (Cohort based)	81	
Post HS Placement - college (%) 2018-19 (Cohort based)	58	
CR Score (0~100 score)	46.99	

### Postsecondary Outcomes Ranking: #3

Retention rate PT (%) 2019-20	58	National
Retention rate FT (%) 2019-20	77	
PS completion (2 years) (%) 2019-20	62	
PS completion (4 years) (%) 2019-20	52	
CR Score (0~100 score)	92.08	

### Education and Employment Opportunities Ranking: #15

Disconnected youth (%)	9.67	National
Median hourly wage of Non-NEET youth(\$)	14.22	
Non-NEET earning more than state's living wage (%)	32.49	
CR Score (0~100 score)	74.81	

### Economic and Social Mobility Ranking: #5

Median hourly wage of all adult (\$)	23.5	National
Adults working full time (1820h) (%)	65.2	
Full time adults earning more than MIT wage (%)	51.8	
CR Score (0~100 score)	79.75	



# Improving Career Readiness Outcomes

## How CA/ICP Programs Leverage NSRN Efforts

# Quality CA/ICP Program Components

*Career specialists design a scope and sequence of lessons and activities, that are facilitated by educators, employers, and families in order to:*

- Increase awareness of their skills and explore relevant careers
- Set long-term goals and develop plans to achieve them
- Identify learning opportunities like courses, early college, and work-based learning
- Connect to early college, WBL and social capital resources needed to pursue future life and occupational goals
- In secondary school, advising explores high-wage, high-demand pathways, encourages early college/work-based learning, develops postsecondary plans
- In higher ed, CA/ICP ensures students understand the relevance of their programs and gain access to resources to complete programs

## Alignment to NSRN Efforts:

*Using a scope and sequence of self-exploration, career exploration, and goal-setting activities, quality CA/ICP programs...*

- Enable students to map course requirements to postsecondary pathways and credentials.
- Begin in middle school and continue through 12th grade to expose students to options, develop aspirations, and refine plans. Extending into higher education connects learning and work opportunities to career goals.
- Increase equitable access to pathways leading to social mobility by analyzing up-to-date labor market information
- Offer an individualized approach with access to mentors and counselors
- Should offer professional development opportunities for adult mentors and coaches





# Federal Funding

Required and Allowable Activities  
that Align with CA/ICP Efforts

# WIOA, ESSA, HEA, Perkins, and Youth Workforce Readiness Act

- Provide career counseling and guidance to support exploration and planning
- Develop individualized plans tailored to each student's unique goals and needs
- Integrate work-based learning like internships to allow hands-on career exploration
- Facilitate career exploration and research into in-demand, high-wage careers
- Offer academic advising to align education programs with career goals
- Support transition between education levels
- Prioritize services for underserved students and special populations
- Implement accountability systems to track outcomes and performance
- Foster partnerships with employers, agencies, and other stakeholders

# WIOA, ESSA, HEA, Perkins, and Youth Workforce Readiness Act

- Use assessments of skills, interests and abilities to build self-awareness
- Incorporate counseling on self-knowledge into career guidance
- Promote career exploration and research based on self-understanding
- Provide work-based learning for self-discovery and reflection
- Develop individualized career and transition plans based on personal goals
- Customize self-exploration strategies for special populations
- Utilize technology tools to enrich self-assessment
- Offer professional development on evidence-based self-exploration practices



# Activating Youth to Become Career & Future Ready

Occupational Identity as  
Immediate CA/ICP  
Outcome

# Marcia's Operational Definition of Erikson's Identity Theory

- Self-exploration – how active is one in evaluating among alternative, possible selves
- Commitment – Choosing among alternative goals, ideals
  - Provides a sense of purpose and continuity to one's life
- *Equity Considerations*
  - *Assumptions regarding choice? Is it an option or a privilege?*
  - *Self-determination with respect to individuals with high incidence and significant disabilities*

# Marcia's Model

## Two Continua

- Self-exploration: Whether the individual is actively engaged in self and career exploration
- Self-commitment: Whether the individual has committed to a career occupation and plan

## Four Identity Statuses

- Achieved identity
- Moratorium identity
- Foreclosed identity
- Diffuse identity

		Exploration	
		Present	Absent
Commitment	Present	Identity Achievement	Foreclosure
	Absent	Moratorium	Identity Diffusion

# Establishing Evidence for Emerging Occupational Identity

Using a Life Design perspective, we are seeking narrative evidence for:

- **Reflection** – identifying one's talent and skills
  - *"I love drawing and want to share my talents with the world."*
- **Reflexivity** – engaging in actions to pursue identified goals
  - *"I am taking art classes to learn more and also after-school I create different arts to learn what I need to improve."*

# Comparing Commitment

## Achieved Identity

- “I want to go to Eastern and I want to get my adaptive education degree and teach special education.”

## Foreclosed Identity

- “I would like to go into the Air Force and cook.”



# Sample Items Assessing for Occupational Identity

- 18 open-ended items
  - What are some occupations you are considering right now?
  - What are you doing right now to prepare you for these occupations?
  - What are the next steps you need to take to prepare to enter one of the selected occupations?

# Compared to Foreclosed (e.g., Commitment with No Evidence of Self Exploration)

## Achieved and Moratorium types:

### Reported more:

- Access to quality learning environments
- Academic motivation
- Goal setting
- Career search self-efficacy

### Reported less:

- Academic stress
- Career decision-making difficulty



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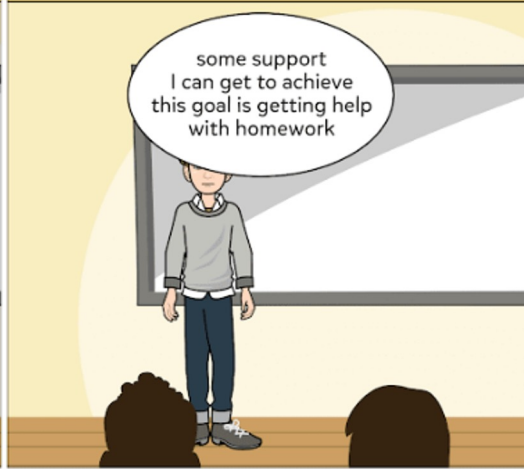
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# Career Narratives

BOSTON  
UNIVERSITY

Pretest using Online Comic Strips “Pixton”

<p>1. What are some future life goals that you are considering right now?</p>	<p>2. What are some things you are doing to pursue your future life goals?</p>
 <p>Some of my life goals are getting better grades</p>	 <p>I will be working harder so I can get better grades</p>
<p>3. What are some next steps that you can take to help you achieve your future life goals?</p>	<p>4. What kinds of support will help you achieve your future life goals?</p>
 <p>I can study more and after school programs</p>	 <p>Some support I can get to achieve this goal is getting help with homework</p>

# Occupational Identity Using Conceptions of Career Choice and Attainment Model

The Conceptions of Career Choice and Attainment theory captures the nature of *how* children and youth conceptualize key career development processes.

<b>Association</b>	Fantasy-based thoughts about careers & career choices; No understanding of processes
<b>Sequence</b>	Explained in concrete terms & understand choice and attainment as separate processes
<b>Interaction</b>	Choosing job/career is a process involving a dynamic interaction of awareness of personal attributes & environmental opportunities

(Howard & Walsh, 2010)

# The CCCA Model

<b>Level 1: Pure Association</b>	Observable, concrete factors
<b>Level 2: Magical Thinking</b>	No consideration of skills
<b>Level 3: External Activities</b>	Automaticity (assumption that taking by the necessary steps, they will automatically get the job)
<b>Level 4: Internal Processes &amp; Capacities</b>	Begins to match self to job
<b>Level 5: Interaction</b>	Considers immediate environmental causes (i.e. job characteristics & job availability)
<b>Level 6: Systemic Interaction</b>	Considers systemic causes (i.e. conditions of labor market & employment trends)

# The CCCA Model: Sample Responses

<b>Level 3: External Activities</b>	<b>“You need a high school degree and some experience in the work place and a degree from college.”</b>
<b>Level 4: Internal Processes &amp; Capacities</b>	<b>“I really like chemistry and to experiment and I’m really good at math.”</b>
<b>Level 5: Interaction</b>	<b>“I need to know how much education is needed, the need for it in my area, the benefits, the salary, what types of things I would need to provide and/or offer.”</b>
<b>Level 6: Systemic Interaction</b>	<b>“There is a huge demand for people in the medical field because of the current economic crisis we are in. I could(n)’t care less how much I get paid. I will do it for free if I had to. It’s what I want to do.”</b>

## Level 3 External Activities Sample Responses

- “Graduate high school, then go to college and be qualified.”
- “Get good grades, learn a lot about the job, work hard, fill out applications, and then get an interview with the manager.”
- “When I apply and get accepted.”
- “Attending high school and finishing to go to Trident and take the classes that are needed for the occupation”



## Level 4 Internal Processes & Capacities Sample Responses

- “I feel that math might prevent me from getting into law school. I am not good in math, but always try my hardest”
- “I think that I would need a good voice, schooling, know how to read music, and have at least a bachelor's degree....”

## Level 5 Interaction Sample Responses

- “Income, skills needed, job availability, job locations, education requirements etc.”
- “I need to know how much education is needed, the need for it in my area, the benefits, the salary, what type of things i would need to provide and/or offer...”

## Level 6: Systemic Interaction Sample Responses

- “Trends in society have some effect on my possible career options. For instance, with the recent economic downturn, I have considered taking more science/medical courses in college for a possible career option in the medical field.”
- “Since the economy has been going into a recession, today you have to look at different job outlooks that are going to be here not gone tomorrow...”



Thank you!

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