

Mapping Career Readiness in ESSA

March 5, 2018

Growing Support for Career Readiness



- Widespread bipartisan support in Congress
- State legislatures passed more policies in 2017 than the year before
- CTE/ workforce development was top priority in state of state speeches
- National initiatives underway to strengthen/ expand career pathways

ESSA and Career Readiness: Key Opportunities

Well-rounded Education

WELL-ROUNDED EDUCATION.—The term “well-rounded education” means **courses, activities, and programming in subjects such as** English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, **career and technical education**, health, physical education, and any other subject, as determined by the State or local educational agency, **with the purpose of providing all students access to an enriched curriculum and educational experience.**

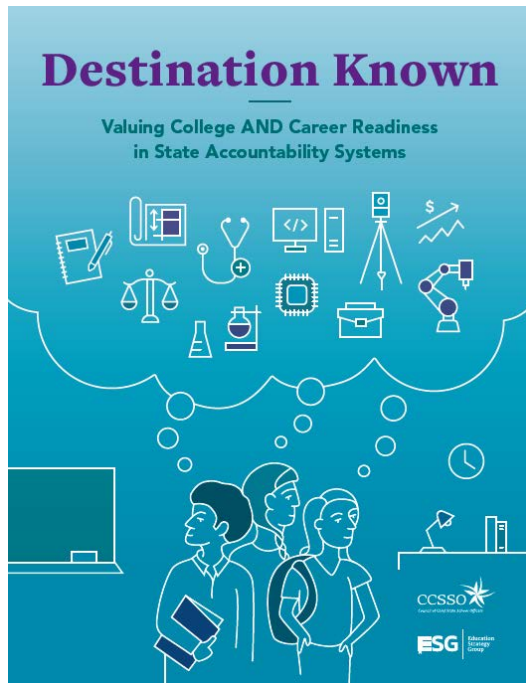
Accountability

- Required to have at **least 5 indicators**
- ESSA calls for state-identified “**school quality or student success indicator**”
- Opportunity for states to measure career readiness

Indicator	Grade Level
Academic Achievement	All
Graduation Rate	High School
Academic Progress	Elem/ Middle School
English Language Proficiency	All
Measure of School Quality or Student Success	All

Accountability

Career Readiness Expert Workgroup Recommendations



- 1** Progress Toward Post-High School Credential
- 2** Co-Curricular Learning and Leadership Experiences
- 3** Assessment of Readiness
- 4** Transitions Beyond High School

Funding Opportunities



**Title I: Direct
Student Services**

**Title II, Part A:
Supporting
Effective
Instruction**

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

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



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

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

The U.S. Department of Education set two deadlines for state ESSA plan submissions — April and September 2017. Sixteen states and the District of Columbia elected to submit a plan in “round 1” and 34 states submitted a plan in “round 2.” Advance CTE and Education Strategy Group reviewed all state plans to examine and document the extent to which states took advantage of the ESSA opportunity to improve career readiness in grades K-12.¹

Key Takeaways from ESSA State Plans

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

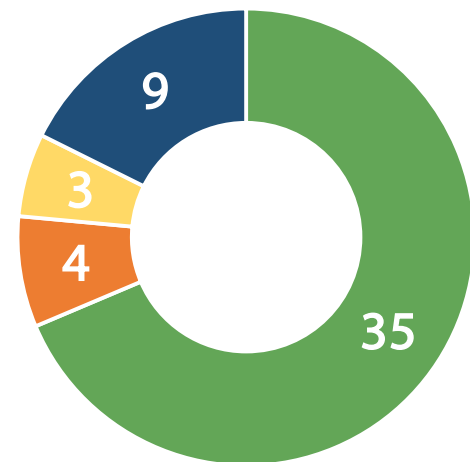
Mapping ESSA and Career Readiness

Title I: Accountability

- A total of **35 states** adopted career readiness indicators
- An additional **7 states** have plans to adopt or report measures of career readiness

States Planning to Include or Report Career Readiness Indicators

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



South Dakota

- College and Career Readiness weighted at 25% of high school accountability score

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

College *and* Career Readiness

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

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

Title I: School Supports



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

Title I: Direct Student Services



- In total, only **2 states** are using DSS opportunity

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

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

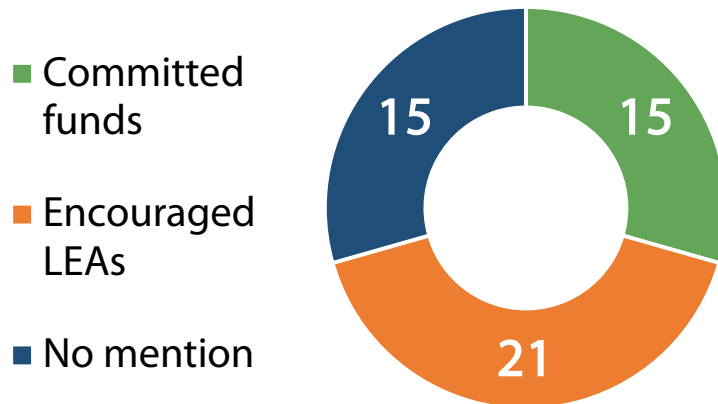
Title II, Part A: Effective Instruction

- **11 states** identified opportunities, but **only 7** specified funds would be spent to advance career readiness



Title IV, Part A: Student Support and Academic Enrichment

States Leveraging Title IV, A



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

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

- **Twenty states** plan to prioritize career readiness in their 21CCLC grant guidelines

Pennsylvania's priorities for 21CCLC:

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

What's Next?

- State plan approval
- Implementation of accountability mechanisms
- Local planning
- Distribution of resources to support targeted populations

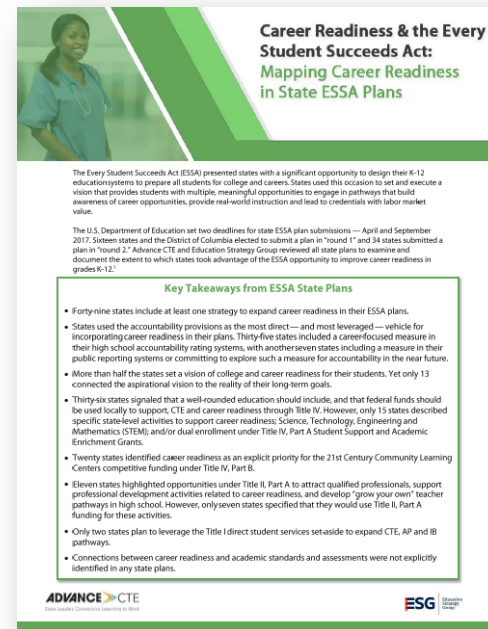


Thank You

Austin Estes,
aestes@careertech.org

@CTEWorks

@austin_estes



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