



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title: Career Readiness Discussion with the Workforce Board Training and Education Coordinating Board	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input type="checkbox"/> System oversight <input type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	The Board will consider approving a joint resolution on career readiness with the Workforce Training and Education Coordinating Board. The resolution would provide a framework for pursuing joint legislative priorities. The draft resolution addresses: <ul style="list-style-type: none">• Developing and identifies career readiness standards intended to inform and guide educators in teaching career readiness knowledge and skills.• Restoring enhanced Career and Technical Education funding.• Strengthening high school and beyond planning through the development of a model framework for a high school credit-bearing course in career exploration and social studies personal finance or civics.
Relevant to business item:	Adoption of Joint Career Readiness Resolution with the Workforce Training and Education Coordinating Board.
Materials included in packet:	The memo for this section includes a description of the format for the discussion and background information to inform the discussion, including a summary of other states' definitions of career readiness. Also in this section is a draft joint resolution.
Synopsis:	This part of the agenda will include large and small group discussions about career readiness. Small group discussions may focus on <ul style="list-style-type: none">• Strategies and policies that increase alignment and reduce silos• The role of the boards and partners in helping all students become career ready• A student perspective of career readiness



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CAREER READINESS DISCUSSION WITH THE WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

Policy Considerations

The State Board of Education (SBE) and the Workforce Training and Education Coordinating Board (Workforce Board) share the goal of career and college readiness for all K12 students. At the January 2017 meeting there will be a joint meeting of both Boards to continue the discussion of statewide work to support career readiness. The Boards will consider adopting a joint resolution on career readiness, that would provide a framework to pursue shared legislative priorities during the 2017 session.

Included in this section of the Board packet are:

1. A description of the format for the discussion (this memo)
2. Background information provided for reference (this memo)
 - A description of SBE and Workforce Board aligned legislative priorities
 - A summary of other states' career readiness definitions and their impact on policy
3. A draft joint board resolution (following this memo)

Format for the Joint Board Discussion

This three hour segment of the agenda will include a joint SBE and Workforce Board discussion that will include:

1. Introduction (45 minutes)—Large group discussion
 - Purpose of the joint meeting and what members are hoping to accomplish
 - A brief presentation by Workforce Board staff on youth unemployment
2. Small group discussions in a "world café" format (90 minutes)
 - Members, guests and audience members will cycle through small groups. Discussion topics may include:
 - Strategies and policies that increase alignment and reduce silos
 - The role of the boards and partners in helping all students become career ready
 - A student perspective of career readiness
3. Report Out (45 minutes)
 - Notes on the discussion will be taken, and may result in edits to the draft joint resolution and in identifying next steps in support of career readiness for all students. A facilitator will help keep the process running smoothly.

Background Information

Workforce Board and SBE Overlapping Legislative Priorities

In November 2016 the SBE approved legislative priorities for 2017 and the Workforce Board approved the Workforce System Legislative Agenda based on input from the Workforce Board's stakeholders. The Workforce System Legislative Agenda aligns with the Talent and Property for All Plan (TAP), the state's plan for the federal Workforce Innovation and Opportunity Act (WIOA). There are overlapping priorities of the two Boards in regard to K-12 education. The Workforce System Legislative Agenda items for K-12

education are based on stakeholder input from the Office of the Superintendent of Public Instruction (OSPI).

Table 1 summarizes SBE Legislative Priorities that are shared or similar to the Workforce System Legislative Agenda. The full SBE Legislative Priorities may be found at: http://www.sbe.wa.gov/documents/legislative/2017/2017_SBE_Legislative_Priorities.pdf

The complete Workforce System Legislative Agenda and overview of stakeholder input may be found at: <http://www.wtb.wa.gov/Documents/Tab4.pdf>

Table 1: Shared and Similar SBE Legislative Priorities and Workforce System Legislative Agenda

SBE Legislative Priority	Workforce System Legislative Agenda
<p>Priority: Resolve McCleary Implementation</p> <p>Restore funding enhancement to per pupil allocation provided for career and technical education</p>	<p>Agenda Item: Vocational education funding formula</p> <p>OSPI stakeholder request: Address the disparity in funding enhancements for Career and Technical Education (CTE) programs and skills centers, which generally have a higher cost to schools to operate. The enhancement for this program has declined from 28 percent in 1995 to only 2.2 percent in 2016, which limits program enrollment, operation and growth potential.</p>
<p>Priority: Strengthen Career Readiness and Fortify the High School and Beyond Plan in the Program of Basic Education for All students</p> <p>The Legislature is requested to define and fund the following minimum elements of the plan:</p> <ul style="list-style-type: none"> • Identification of career goals • Identification of educational goals in support of anticipated career and life goals • A four-year plan for course-taking aligned with career and educational goals • Identification of assessments needed to earn a diploma and achieve postsecondary goals. <p>Develop career readiness standards for all students, as a guide for K-12 curricula and a support for students, parents and counselors.</p>	<p>Agenda Item: K-12 Career and College Readiness</p> <p>OSPI stakeholder request: This proposal would expand and strengthen specific K-12 career guidance and CTE programs and services with proven results to help students identify connections between school and post-high school aspirations. CTE and focused career guidance programs are particularly appealing for students looking for real-world linkages between their education and their future plans.</p>

The Workforce Board has long supported increased availability and quality of career and education guidance in high school. For example, establishing statewide expectations for the high school and beyond plan is a recommendation of the [2014 Workforce Board report to the Legislature on Young Adult Unemployment](#), and enhancing career guidance and partnering with employers to help students explore workplaces and careers is part of Objective 1 of [High Skills, High Wages, Washington’s 10 Year Strategic Plan for Workforce Development](#).

The shared resolution that both the SBE and the Workforce Board will consider approving at this meeting will help leverage the efforts of both agencies to develop policies that support career readiness for all students.

Summary of State Definitions of Career Readiness

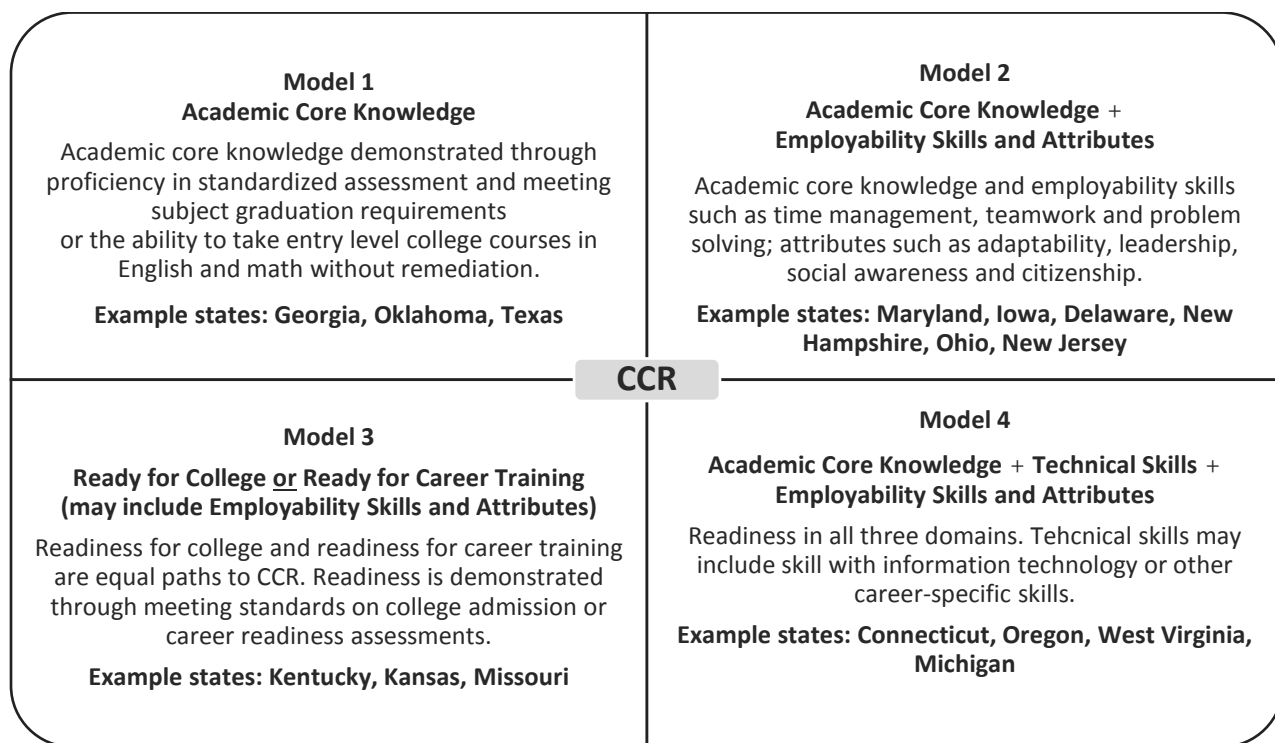
This section presents a summary of models of career readiness definitions. It is intended as a way of organizing and analyzing the elements of state definitions of career readiness and their relationship to

career readiness standards and policy, to inform Washington’s considerations in examining policies that support career readiness. Like Washington, other states are discussing career readiness within the context of career and college readiness (CCR). The definitions and standards that other states have developed may inform Washington’s considerations, and may provide a starting point for discussions with the Workforce Board at the January 2017 joint meeting.

This summary is based on a closer look at 1) states identified as having actionable definitions of college and career readiness in the American Institutes for Research (AIR) [2014 Overview: State Definitions of College and Career Readiness](#), and 2) states identified by National Association of State Boards of Education (NASBE) staff as lead states that incorporate employability skills and attributes in their definitions. Among these states, definitions of career and college readiness tend to fall into one of four basic models. Figure 4 summarizes the models and lists example states. The basis for each of the models is described in greater detail below. Different states’ definitions and standards that are used as examples are included at the back of this memo in Table 4.

It should be noted that states are at different levels of implementing their definitions of career readiness, and the development of strategies for implementing definitions are still in-process in many cases.

Figure 4: Models of States’ Career and College Readiness Definitions



Model 1—Academic core knowledge, with students demonstrating mastery of academic standards through proficiency in standardized assessments and through meeting subject graduation requirements.

- Definitions of this type were used by a number of states in their Elementary and Secondary Education Act flexibility applications.
- A supporting argument used for this type of model is that most living-wage jobs require postsecondary education and training, and therefore being ready for college, broadly defined as universities, 2-year colleges, and training programs, means being ready for most careers.

- Several states have moved away from this model within the past few years for reasons that may include:
 - A recognition among states that have adopted Common Core standards that proficiency on assessments is important but not sufficient to define readiness for postsecondary options.
 - An interest in deeper learning and social and emotional learning, supported by the leadership of such organizations as the National Association of State Boards of Education (NASBE), the Council of Chief State School Officers, and the Southern Regional Education Board.
 - The transition from No Child Left Behind to the Every Student Succeeds Act (ESSA) provides an opportunity for states to reexamine their definitions of readiness.

Model 2—Academic core knowledge + employability skills and attributes. Under this model, both an academic knowledge base and higher order, deeper learning skills and attributes are fostered in all students.

- “Employability skills and attributes” means skills such as problem solving, time management, teamwork and attributes such as adaptability, leadership, social awareness, citizenship.

Model 3—Readiness for college or readiness for career training. In this model there are two equal paths to career and college readiness.

- For these types of definitions, readiness is often defined in terms of students being able to take postsecondary college or career training courses without remediation, or in meeting standards on college admissions tests or career readiness assessments, such as ACT’s WorkKeys.
- In different states, this model may or may not also include employability skills and attributes.

Model 4—Core academic knowledge + employability skills and attributes + technical or career-specific skills. These types of definitions identify three areas of cross-cutting knowledge and skills that all students should know.

- Aligns with the Association of Career and Technical Education (ACTE) and the National Association of State Directors of Career and Technical Education Consortium definitions.

Each of these models have possible advantages, disadvantages, and have implied or stated values, which are summarized in Table 3.

Table 3: Advantages, Disadvantages, and Values of Career and College Readiness Definitions

Model	Possible Advantages	Possible Disadvantages	Stated or Implied Values
1: Academic Core Knowledge	Simple—there is a clear, direct connection between the definition, graduation requirement policies and accountability in the system.	Possible over-emphasis on proxies for the complex goals of career- and college-readiness for all students.	All students need to master academic subjects at the level of achievement necessary to succeed in college courses.
2: Academic core knowledge + employability skills and attributes	The addition of employability skills and attributes encourages innovative teaching practices, such as project based learning and competency-based learning.	The system will need to meet the challenge of not only bringing all students to the level of achievement required but also to intentionally teach and assess the employability skills and attributes across the system.	All students need to master academic subjects at the level of achievement necessary to succeed in college courses. Employability skills and attributes should be taught across the curriculum, not just in CTE courses.

3: Ready for college or ready for career training	Recognizes the value of different pathways and student choices.	Lends itself to a two-track system or multiple-track system, which may sometimes unfairly track students.	A two-track or multiple track system is OK if all tracks are valued and supported.
4: Academic core knowledge + technical skills + employability skills and attributes	Recognizes the value of both academic and technical and career-specific skills. The addition of employability skills and attributes encourages innovative teaching practices, such as project based learning and competency-based learning.	The system will need to meet the challenge of increasing capacity and and the range and depth of learning for all students. Increases content knowledge and skills all students need to master.	All students need to master both academic knowledge and skills and technical knowledge and skills. Employability skills and attributes should be taught across the system, not just in CTE courses.

The choice of a particular model of a definition of career and college can affect the characteristics of the career readiness standards that states have developed. For states with definitions of career and college readiness that conform to Model 1, academic core knowledge, academic learning standards are the career readiness standards—no additional career standards are needed. For states that have definitions of career and college readiness that include employability skills and attributes (Models 2, 4 and sometimes 3), these attributes and skills may be described in standards. Some such standards emphasize critical thinking and problem solving, while other emphasize social and emotional learning, and some include both. For states with career and college readiness definitions that conform to Model 3, ready for college or ready for career training, the career readiness standards generally are CTE standards and CTE course frameworks.

Another variation in career ready standards is how specific they are by grade level. A number of states such as California, Kansas, and Michigan articulate career ready standards concisely for all students, giving latitude to districts, schools and teachers for deciding how to implement the standards in classrooms at all grade-levels across the system. These concise standards are often able to be articulated on a double-sided sheet of paper or on a simple webpage. This may aid in widely communicating the standards. Additional communication or professional development might be needed to help teachers address these standards at a developmentally appropriate level for students and to incorporate the standards into curricula and lesson plans. Iowa has among the most integrated standards, with both academic and 21st Century career readiness skills specified for each grade level.

Action

The Board will consider approval of a resolution on career readiness jointly with the Workforce Board. A draft resolution is included in this section of the Board packet. The draft resolution expresses support for the development of policy and legislation that:

- Develops and identifies career readiness standards intended to inform and guide educators in teaching career readiness knowledge and skills.
- Restores enhanced Career and Technical Education funding.
- Strengthens high school and beyond planning through the development of a model framework for a high school credit-bearing course in career exploration and social studies personal finance or civics.

If you have questions regarding this memo, please contact Linda Drake at Linda.drake@k12.wa.us.

DRAFT Joint Resolution on Career Readiness

WHEREAS, the Workforce Training and Education Coordinating Board (Workforce Board) was created by the state Legislature to provide planning, coordinating, evaluation, and policy analysis for the state training system as a whole and to provide advice to the Governor and the Legislature concerning alignment of the training system in cooperation with the agencies that comprise the state training system and the Washington Student Achievement Council; and

WHEREAS, the Workforce Board is a unique partnership of business, labor, education, and training organizations dedicated to creating a highly skilled workforce that meets the needs of Washington businesses and workers; and

WHEREAS, the State Board of Education consists of members both elected by school directors and appointed by the Governor, charged with advocacy and strategic oversight of public education, implementing a standards-based accountability framework, providing leadership in personalizing education and ensuring respect for diverse cultures and abilities, promoting achievement of basic education goals, and articulate with higher education, workforce, and early learning, coordinating and unifying the public education system; and

WHEREAS, one of the goals of Basic Education is for every student to develop the knowledge and skills essential to understanding the importance of work and finance; and

WHEREAS, the purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, citizenship, and gainful employment and is equipped with the skills to be a lifelong learner; and

WHEREAS, recent surveys of Washington employers have found that employers struggle to identify and recruit an adequate number of qualified candidates in-state with employability skills and attributes, such as time management, leadership, teamwork, problem-solving, and adaptability; and

WHEREAS, the State Board of Education and the Workforce Board jointly endorse collaboration to define career readiness and identify policy frameworks that build pathways to economic self-sufficiency for Washington students, while ensuring that employers have access to a skilled workforce;

THEREFORE BE IT RESOLVED that the Workforce Board and the State Board of Education, along with partners and stakeholders, will work to align the education system to support all students becoming career ready by:

- Requesting that the Legislature create and empower a Career Ready Policy Work Group to identify and recommend career readiness learning standards to help guide educators, students and parents in preparing all students for gainful employment in the 21st Century.
- Working together to develop a high school credit-bearing course framework incorporating High School and Beyond planning, career exploration, career connected learning, and Career and Technical Education equivalency with social studies civics or financial literacy, which might in the future be accessed in middle-school.

DRAFT Joint Resolution on Career Readiness

- Focusing advocacy in the upcoming legislative session on the importance of adequately funded career and technical education programs and creating multiple pathways for students to develop skills and achieve economic self-sufficiency.