

# Career Readiness

Washington State Board of Education

January 13, 2016

**Francis Eberle**

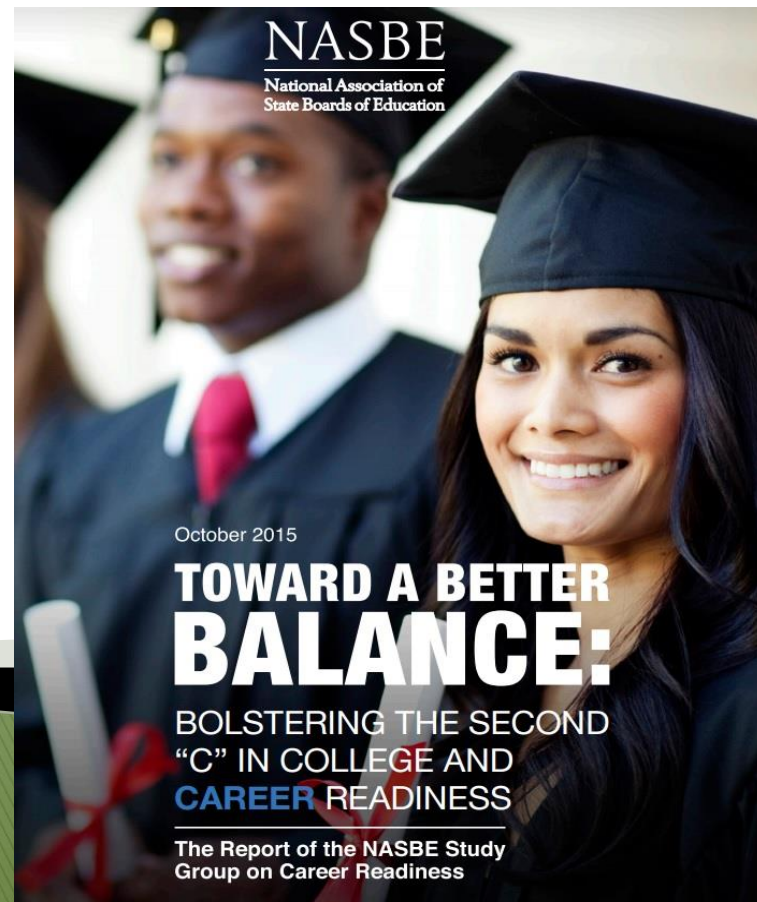
Deputy Executive Director

**Robert Hull**

Director of the Center for College Career and Civic  
Readiness

**NASBE**

National Association of  
State Boards of Education



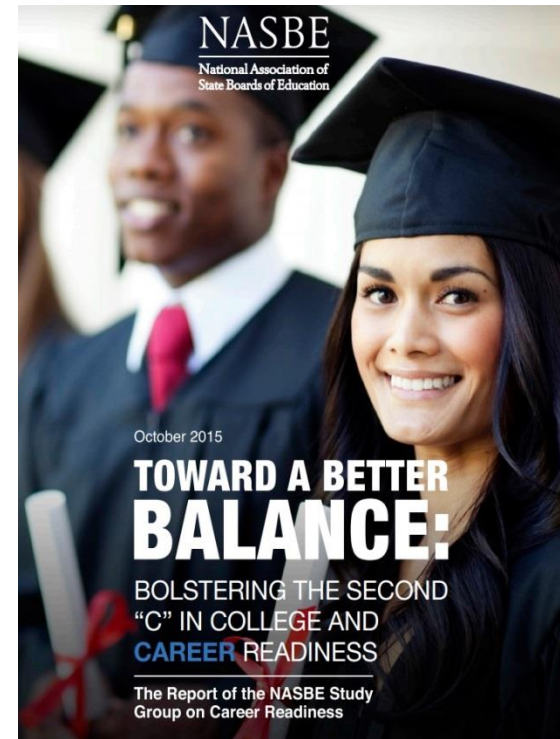
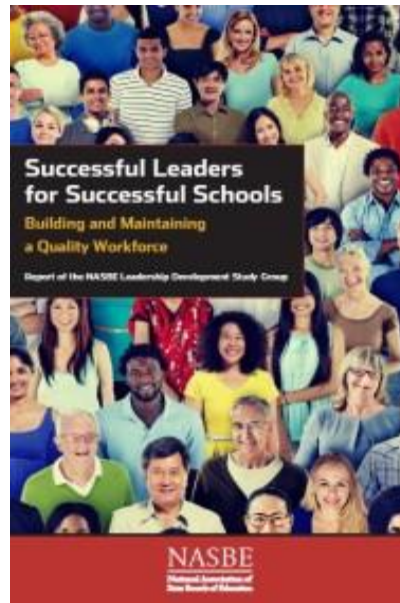
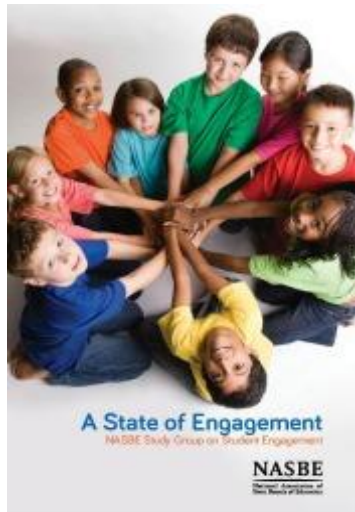
# NASBE

- ▶ **The National Association of State Boards of Education** exists to serve and strengthen State Boards of Education in their pursuit of high levels of academic achievement for all students.
- ▶ State Boards Are Primarily Responsible for Policies for College and Career Readiness of Students– (Academic, Health and Safety)

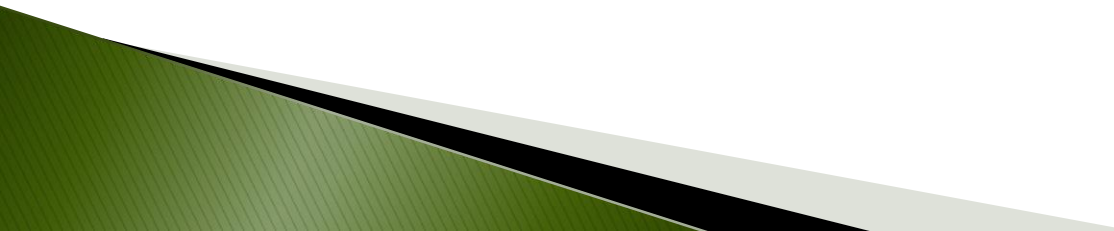
# Policy Coherence: A Standards-Based System



# NASBE Recent Study Groups

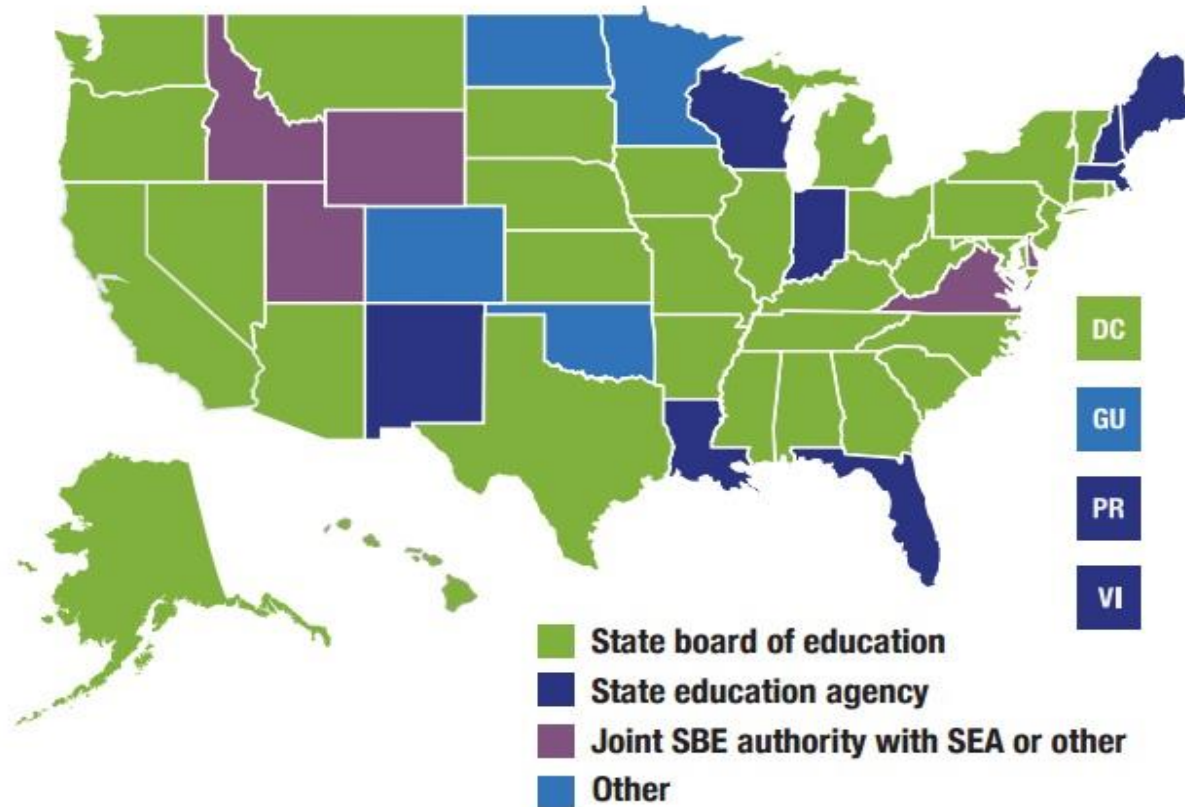


# Why Career Readiness and NASBE?

- ▶ College and Career Ready?
  - ▶ Competency and the Carnegie Unit
  - ▶ CTE community wants to think differently about their role within the comprehensive education system
  - ▶ Authority for CTE
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# SBE and CTE Standards

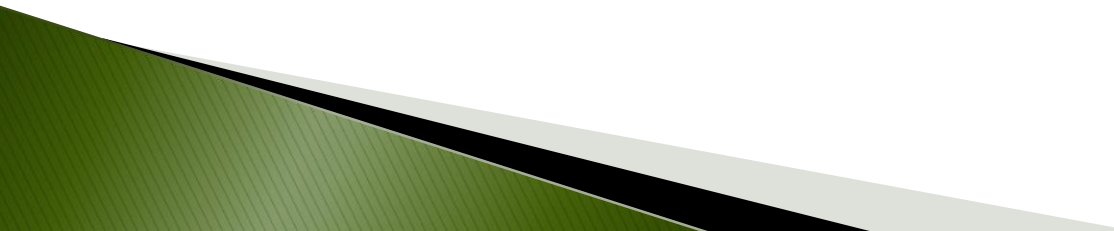
## State Authority for CTE Standards



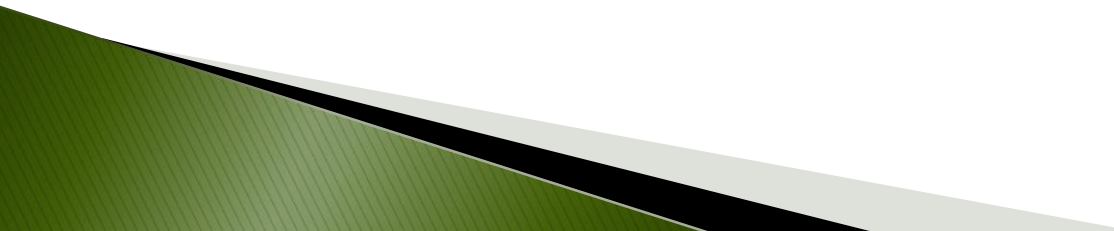
Source: National Association of State Directors of Career Technical Education Consortium, "The State of Career Technical Education: An Analysis of State CTE Standards," 2013.

# Career Readiness Study Group

## Members:

- ▶ **Mireya Reith**, Chair of the Study Group, Vice Chair of the Arkansas State Board of Education
  - ▶ **Alan Burton**, Vice Chair of the Maine State Board of Education
  - ▶ **Maria Gutierrez**, Vice Chairperson of the Guam Education Board
  - ▶ **Pamela Pugh**, Treasurer of the Michigan State Board of Education
  - ▶ **Angelika Schroeder**, Vice Chairperson of the Colorado State Board of Education
  - ▶ **Robert Trefry**, Ex Officio Member of the Connecticut State Board of Education, Chair of the Connecticut Technical High School System Governing Board
  - ▶ **Ruth Wattenberg**, Member of the DC State Board of Education
  - ▶ **Lori Meyer**, Facilitator
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# Study Group

- ▶ Invited 18 experts
  - ▶ Outlined Rationale for Why Career Readiness
  - ▶ What State Board Can Do
  - ▶ Three Recommendations
  - ▶ Resources and other organizations to connect with and learn from
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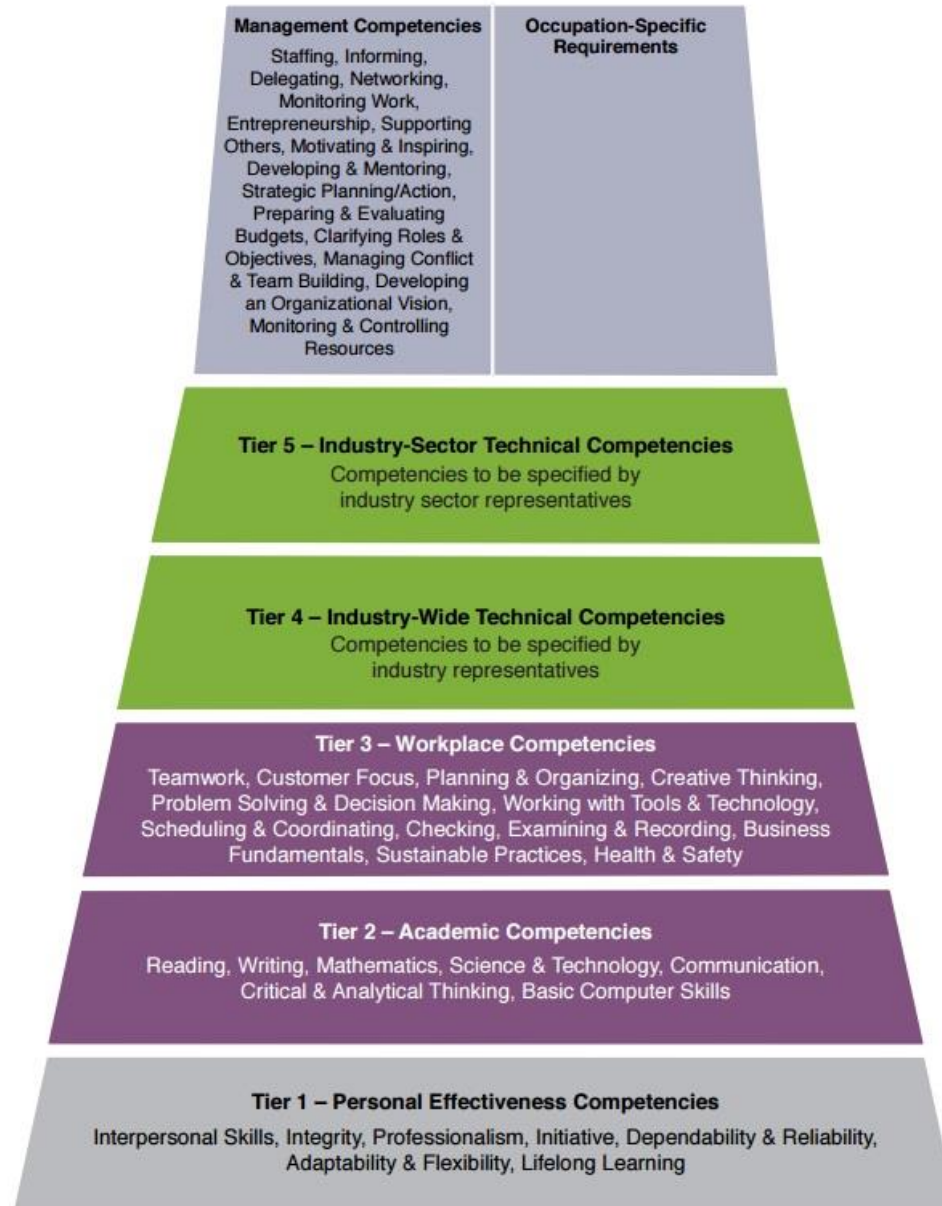


# Report Recommendations

- ▶ Build Knowledge and Understanding of Postsecondary, Business, and Workforce Initiatives About CTE today
- ▶ Engage with a Broad Spectrum of Stakeholders to Define Career Readiness
- ▶ Ensure State Board Policies Value Career Readiness

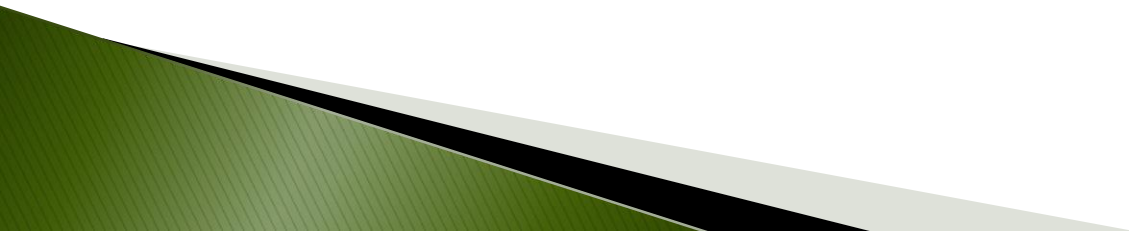
Study Group Report: [www.nasbe.org/study-group-report/bolstering-the-second-c-in-college-and-career-readiness/](http://www.nasbe.org/study-group-report/bolstering-the-second-c-in-college-and-career-readiness/)

# Foundational Knowledge and Skills for the Workplace



Source: US Department of Labor. The model is based on a review of 22 industry models.

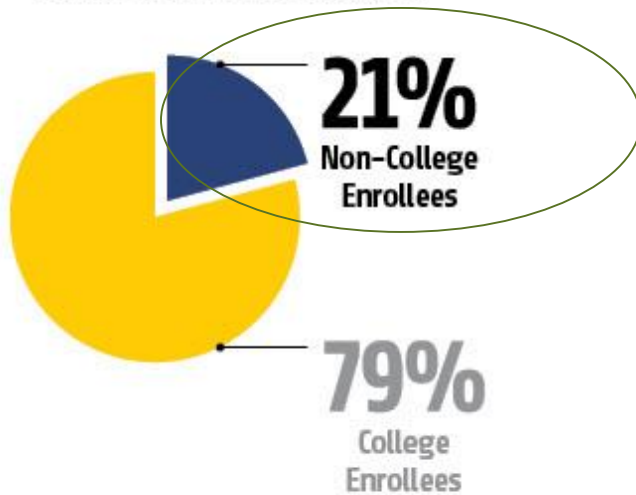
# **Interesting Data Points about students and CTE**



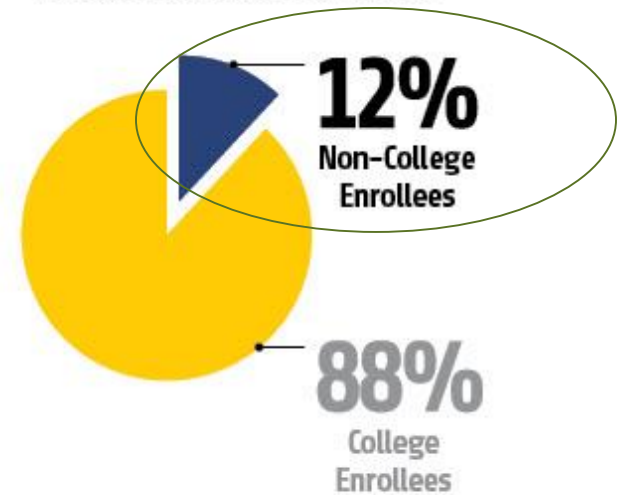
# A Startling Discovery

The percentage of high school graduates who don't advance to a two- or four-year college is remarkably small.

College attendance by age 20



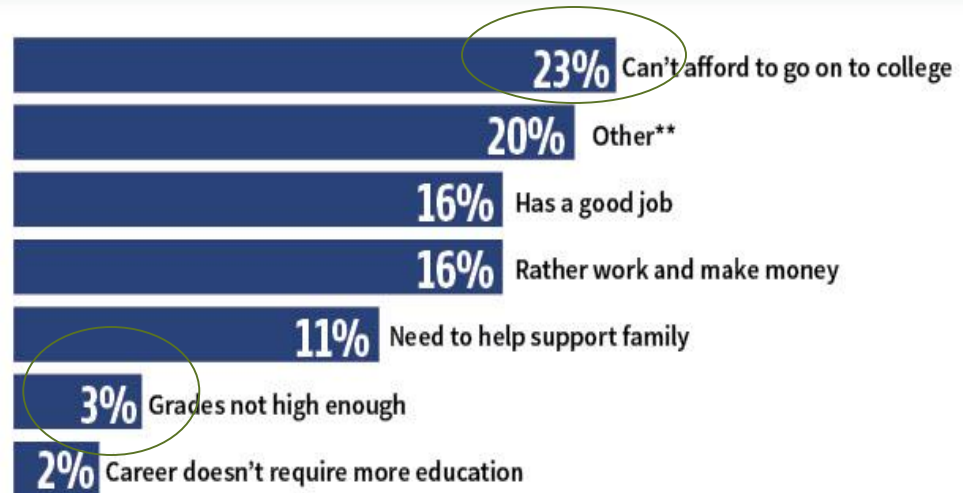
College attendance by age 26





# And Then What Happened?

**Finances were cited most often for not attending college. Yet there were other factors.**



\*\*Combines the responses of pregnancy/child care/marriage, taking a break, undecided, military, and other infrequently cited reasons such as incarceration.

# Economic Success

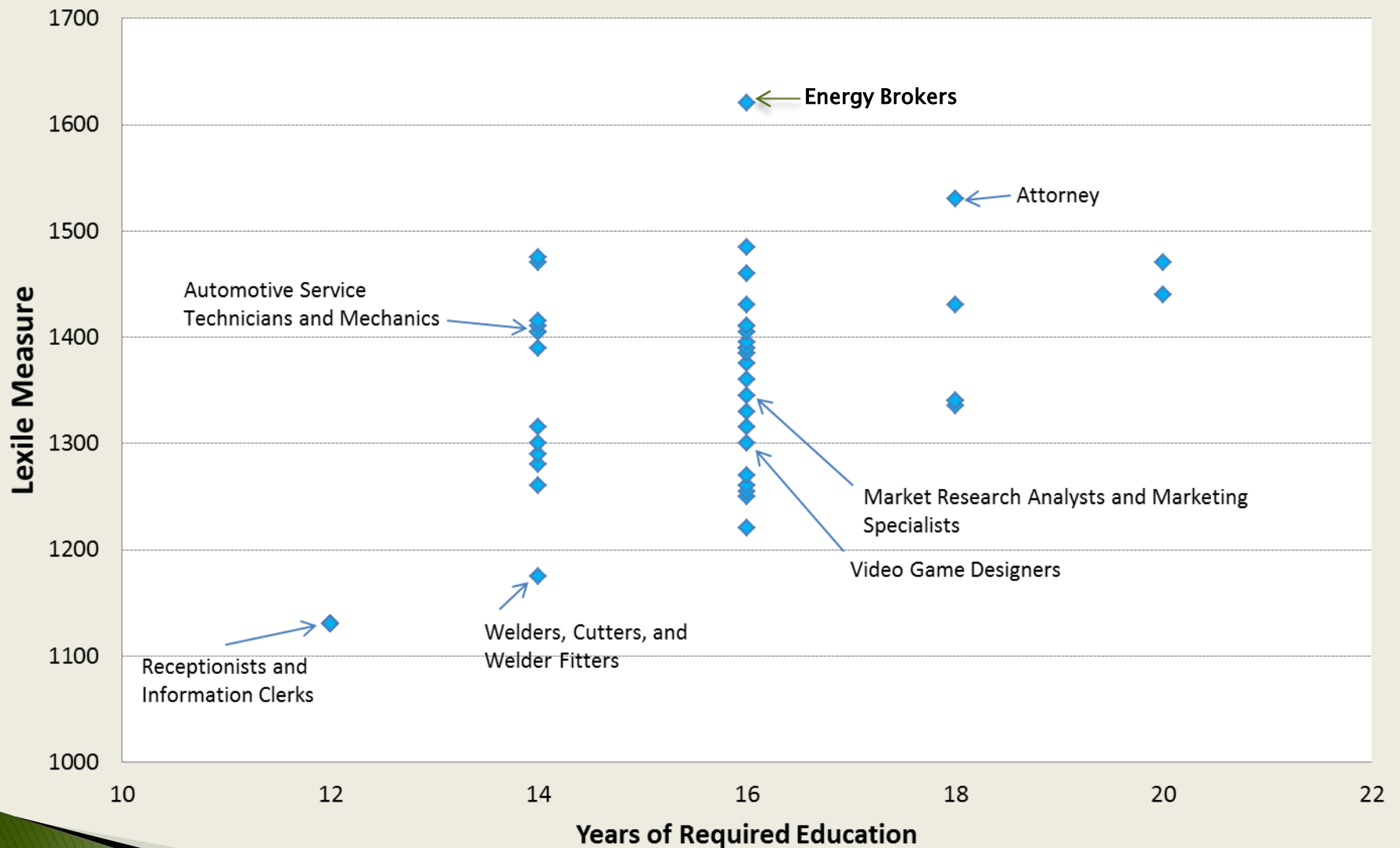
	Low-credentialed Non-college Enrollees	High-credentialed Non-college Enrollees	College Enrollees
Employed full-time	46 percent	80 percent	70 percent
Long-term unemployed	36 percent	13 percent	16 percent
Hourly Wage	\$10.28	\$19.71	\$16.71
Employer offers medical insurance	43 percent	90 percent	75 percent
Has a retirement fund	8 percent	39 percent	46 percent
Supervises other employees	29 percent	47 percent	40 percent
Satisfied with their job	61 percent	62 percent	64 percent
Ever received public assistance	35 percent	24 percent	14 percent

# Preparing non-college enrollees for success

- ▶ Provide guidance on professional certifications
- ▶ High level math courses
- ▶ Vocational courses focused on a specific labor market area
- ▶ Higher grades
- ▶ High level science courses

# Median Text Complexity and Education Level for Selected O\*NET Bright Outlook Careers (December 2012)

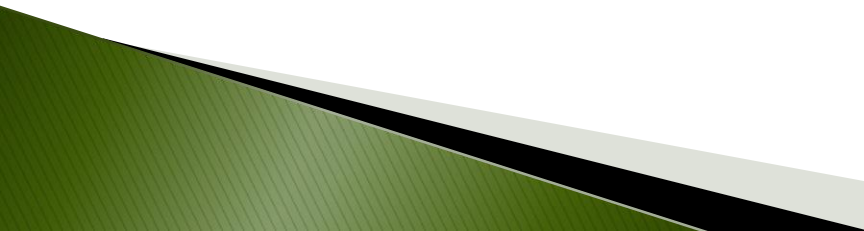
Phase 1 Linear Systematic Sample (n=59 careers)





# Trends: Issues

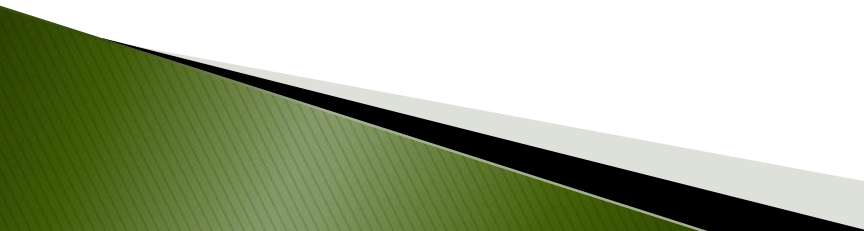
# Current Challenges

- ▶ CTE/workforce alignment is an area where states have typically struggled and hence additional efforts to improve CTE/workforce alignment are very much needed.
  - ▶ There is considerable variation in workforce projections across states so it is important to look at the specific needs of their region.
  - ▶ In order for students to be more competitive in the marketplace, it is essential that they receive the appropriate training.
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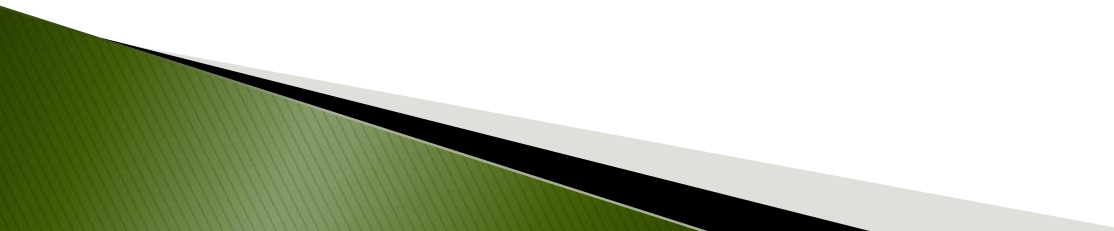
# Recent Policy Actions (2014)

<b>Policy Area</b> <i>Note: A single bill or policy can address multiple policy areas</i>	<b>Number of States Addressing Policy Area in 2014</b>	<b>States</b>
Funding	36	AL, AK, AZ, AR, CA, CO, CT, DE, DC, FL, GA, ID, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, NE, NJ, NM, NY, OH, OR, SD, TN, UT, VT, <b>WA</b> , WV, WI
Industry Partnerships/Work-based Learning	28	AL, AK, AR, CA, CO, CT, DE, GA, IL, IN, IA, LA, ME, MD, MI, MN, MO, NH, NJ, NY, OH, OR, RI, SD, TN, VT, WV, WI
Dual and Concurrent Enrollment/Early College/Articulation	24	AL, AK, CT, DE, FL, GA, ID, IL, IN, KS, KY, LA, ME, MD, MA, MS, MO, NV, NJ, OH, OR, SD, TN, TX
Industry-recognized Credentials	19	AZ, CA, DE, FL, GA, ID, IL, IN, KS, LA, MI, MN, MS, MO, OH, RI, TN, UT, WV
Graduation Requirements	15	AZ, FL, IL, IN, LA, MI, MN, MS, MO, NY, OH, OK, SC, VA, <b>WA</b>
Data/Reporting/Accountability	15	CA, CO, CT, FL, IN, IA, KY, LA, ME, MI, MN, MO, NJ, UT, VA
STEM <sup>ii</sup>	10	AZ, DC, IA, NH, NY, OK, OR, UT, VT, WA
CTE Standards/Accreditation	10	CO, FL, ID, LA, MN, NJ, OK, TN, <b>WA</b> , WY
Technical/Employability Assessments	7	AZ, MS, MO, NV, NY, OH, SC
CTE Teacher Certification/Development	7	IL, ME, NJ, ND, RI, TN, VA
Career/Academic Counseling	6	AL, AR, CA, KY, OH, RI
	5	AL, NM, OR, RI, UT

# The Future?

- ▶ CTE is not used to describe a part of a high school students program: **Setting a Statewide Vision for Work-based Learning (2014)**
  - ▶ Pathways and individual learning program for all students: **Building a Strong Relationship Between Competency-Based Pathways and Career Technical Education (August 2015)**
  - ▶ Micro-credentialing – Certifications awarded for academic achievement: **Endorsements, Electives & More: CTE & State Graduation Requirements (April 2015)**
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# Possible Policy Considerations

- ▶ Definition of Career Readiness
  - ▶ Data on Workforce Needs and Projections of Needs (Post secondary and tertiary)
  - ▶ Standards (ESSA alignment)
  - ▶ Program Approval of Teachers
  - ▶ Graduation Requirements
  - ▶ Funding Mechanisms
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# Contact information

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