



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	<u>Defining Career Readiness</u>	
As Related To:	<input checked="" 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 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 checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ul style="list-style-type: none"> • What are some key takeaways from the initial results of the Career Readiness for a Working Washington (CRWW) program that you believe should help inform state policy on career readiness? • How does the CRWW program define 'career readiness'? How do you see career readiness in the context of an overall definition for College and Career Readiness? • What role does the High School and Beyond Plan play in advancing the goals of CRWW? What recommendations do you have about the improvement of High School and Beyond planning in the state? • What is your vision for the next steps of this program? 	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Other
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>As the Board continues to explore strategies for defining and advancing career readiness in the context of its strategic plan goal 1.B (Develop policies to promote equity in postsecondary readiness and access), it will learn about a program run through the state's Employment Security Department called Career Readiness for a Working Washington.</p> <p>The goal of CRWW is to increase the graduation rate, work-based learning, and young adult employment. The program has provided small grants to incentivize school districts and Workforce Development Councils to work with OSPI, Employment Security, and the state Workforce Board to increase outcomes on a variety of indicators associated with work-based learning,</p>	

internships, and the identification of career pathways. The original pilot sites for the project were Renton, Vancouver, Spokane, Wenatchee, and Yelm.

At its September, 2014 meeting in Wenatchee, WA, board members visited one of the original funded pilots, called the “Wenatchee Learns Connect Center.” Materials from that original visit are available in the September, 2014 packet [here](#).

Mr. Tim Probst, the Director of Workforce Development Initiatives at Washington State Employment Security Department, will share outcomes from the first phase of CRWW and discuss key takeaways based on initial experiences in the pilot sites.

In addition to some basic overview materials describing the CRWW program, the packet includes several excerpts from a presentation by Dr. David Conley, a leading researcher on college and career readiness definitions utilized by local, state, federal entities. Mr. Conley’s PowerPoint slides describe some key concepts and underlying tensions in the definition of career readiness within the context of a holistic definition of “college and career readiness” for the educational system. The full Conley presentation is available in the online packet.

During his initial 20 minute presentation, Mr. Probst has been asked to speak to the following questions:

- What are some key takeaways from the initial results of the program that you believe should help inform state policy on career readiness?
- How does the CRWW program define ‘career readiness’? How do you see career readiness in the context of an overall definition for College and Career Readiness?
- What role does the High School and Beyond Plan play in advancing the goals of CRWW? What recommendations do you have about the improvement of High School and Beyond planning in the state?
- What is your vision for the next steps of this program?

Career Readiness for a Working Washington/YouthWorks Background and Next Steps

Highlights:

- \$250,000 pilot last year doubled mentorships, doubled internships, and tripled other work-based learning for students in Renton, Yelm, Vancouver, Wenatchee, and Spokane.
- \$1.96 million second round now in the field. Applications due November 13, awards to be announced November 20.
- The high outcomes are due to leveraging existing funding. The \$1.96 million is for disadvantaged youths, but to apply, you must have a partner school (or dropout re-engagement program) commit to increase work-based learning for a broader population of students within their existing budget.
- This is hard. The leaders in the field are being asked to do a lot with just a little new funding. So far they have risen to the challenge and found ways to make it happen.
- Schools, Workforce Development Councils, and dropout re-engagement programs must work as a team, leveraging the business-matching capacity of the workforce system to create work-based learning opportunities for students and teachers.
- We will not know until November 13 if the second round can be expected to double and triple outcomes like the first round did. We expect large increases, but doubling and tripling might not be possible at this scale, partly due to inflexibility in the federal funds we are using.

Background: Last year, Governor Inslee and Superintendent Dorn directed us to:

- Increase work-based learning and increase graduation rates,
- Strengthen partnerships between employers and schools, and
- Help more students pursue and obtain the career of their choice.

In response, school districts, Workforce Development Councils, OSPI, Employment Security, and the state Workforce Board conducted a \$250,000 experiment in Renton, Vancouver, Spokane, Wenatchee, and Yelm, with several unique characteristics:

- You could not apply for the funding unless you projected large increases over the current year in the number of students with business mentors, internships, other work-based learning, and the number of teachers performing externships at local employers.
- The funding was focused on serving disadvantaged youths, but you could not apply unless your school committed to make reforms within its current funding, as well, to commit more existing resources to achieving those outcome increases for *all* students.
- Partnership between schools and their local Workforce Development Council was required, to access the Workforce Development Council's connections to businesses and

expertise matching employers with workers—in this case, to match employers with students or teachers.

Results: Part 1. We did not know whether schools and Workforce Development Councils would take us up on this challenge. Our first indicator was when the first round of applications came in. The schools and Workforce Development Councils projected that they would double or even triple most of the outcomes in a single year. That is, compared to last year’s baselines, they would increase business mentorships, internships, other work-based learning, and teacher externships dramatically.

Results: Part 2. We did know whether the local sites would achieve their goals. Actuals came in quarter by quarter, and by the end of the year, these local leaders had in fact made it happen.

Results: Part 3. Now we are replicating this on a larger scale. Governor Inslee and Superintendent Dorn have identified several funding sources to put \$1.9 million into the field to reach youths and schools across the state. We will know the projected level of outcome increases across the state on November 13, when the applications are due. Awards will be announced for communities across the state on November 20.

Next Steps: The new round of funding builds upon the first round’s experience and other best practices in schools and Workforce Development Councils. It opens up this approach to dropout re-engagement organizations as well as schools, and the mix of funding this year relies heavily on federal funds that have fairly strict rules attached to them. We are confident the local school and workforce development leaders will rise to the challenge and increase outcomes at high rates.

Stay tuned! We hope for exciting news when the applications come in on November 13, and we are working on plans for announcing the awards on November 20. Remember two critical points.

1. This is a strategy to keep decision-making and design local, while providing clear state leadership to increase work-based learning and graduation rates. It provides additional funding for disadvantaged students, while also requiring more work-based learning for *all* students through local deployment of existing funds. That way, a relatively small investment can be a catalyst to produce system-wide results.
2. Here is the bottom line. When kids get mentors, business experience, and a great career path, that’s good for kids, good for our economy, and good for all of us!

Defining and Measuring College and Career Readiness

David T Conley, PhD
CEO, Educational Policy Improvement Center
Professor, University of Oregon

These are selected slides. The full presentation is available on the online packet.

Different Types of Readiness

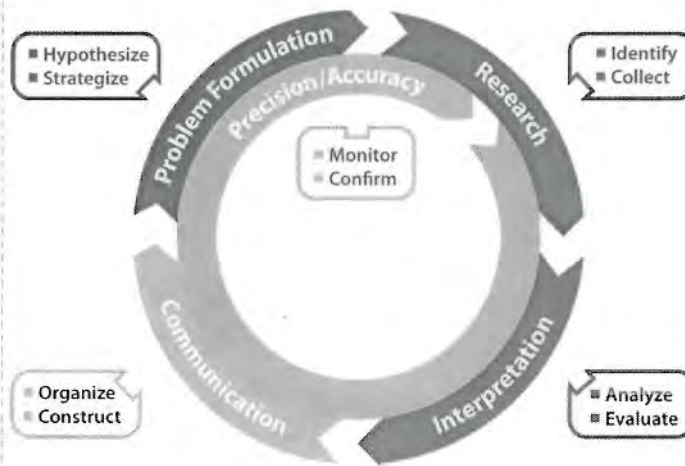
- * **Work ready** = Meets basic expectations regarding workplace behavior and demeanor
- * **Job ready** = Possesses specific training necessary to begin an entry-level position
- * **Career ready** = Possesses key content knowledge and key learning skills and techniques sufficient to begin studies in a career pathway
- * **College ready** = Is prepared in the four keys to college and career readiness necessary to succeed in entry-level general education courses

Four Keys To College And Career Readiness

Key Content Knowledge

- + Key terms and terminology
- + Factual information
- + Linking ideas
- + Organizing concepts

Key Cognitive Strategies



Key Learning Skills & Techniques

- + Time management
- + Study skills
- + Goal setting
- + Self-awareness
- + Persistence
- + Collaborative learning
- + Student ownership of learning
- + Technology proficiency
- + Retention of factual information

Key Transition Knowledge & Skills

- + Postsecondary program selection
- + Admissions and financial aid requirements
- + Career pathways
- + Affording college
- + Postsecondary culture
- + Role and identity issues
- + Agency

Conclusion

- * College and career readiness can be defined along a continuum from narrow to broad, from unidimensional to multidimensional.
- * A narrow definition is easier to measure and may be useful at a state level as a gross indicator of readiness but is far less useful at the individual student level.
- * A more expansive definition is more challenging to measure but yields more accurate data at the state level and more actionable information at the school and student level.
- * College and career ready definitions have areas of significant overlap in necessary Key Content Knowledge and Key Learning Skills and Techniques.
- * College readiness and career readiness are not exactly the same, but the commonalities are sufficient for developing simultaneous measures.