



# Career Readiness & the Every Student Succeeds Act: Mapping Career Readiness in State ESSA Plans - Round 1

The Every Student Succeeds Act (ESSA) presents states with a significant opportunity to design their K-12 systems to prepare all students for college and careers. States can use 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. Sixteen states and the District of Columbia elected to submit a plan in “round 1.” This brief documents where the opportunities to improve career readiness in K-12 exist within ESSA, which states included efforts to address career readiness in their plans and potential approaches that could be replicated by the nearly two-thirds of states yet to submit an ESSA plan. Advance CTE and Education Strategy Group intend to update this document in the fall to incorporate round 2 state submissions.

## Key Takeaways from Round 1 ESSA State Plans

- States used the accountability provisions as the most direct – and most leveraged – vehicle for incorporating career readiness in their plans. Eleven states have included (or plan to include) a career-focused measure in their high school accountability rating systems, with another three states committing to explore such a measure in the near future.
- Fifteen states signaled that a well-rounded education should include, and that federal funds should be used locally to support, Career Technical Education (CTE) and career readiness through Title IV.
- However, only five states described specific state-level activities to support career readiness, Science, Technology, Engineering & Mathematics (STEM) and/or dual enrollment under Title IV, Part A Student Support and Academic Enrichment Grants. And, seven states identified career readiness as a priority for the 21<sup>st</sup> Century Community Learning Centers competitive funding under Title IV, Part B.
- Two states identify opportunities under Title II to support blended academic and technical professional development for teachers, although neither specified any funding.
- Only two states plan to leverage the Title I Direct Student Services set-aside to expand CTE, AP and IB pathways.

## Background

Since the last reauthorization of the Elementary and Secondary Education Act in 2001, the education landscape has changed dramatically and the idea that all students should leave school fully prepared for their next step has taken root. To achieve success in tomorrow's workforce, all students need more opportunities to gain college- and career-ready knowledge, skills and experiences while in school, as well as attain some education or training beyond high school. State leaders recognize this shift and are devoting significant attention to increasing the number of high school graduates that are college and career ready.

In particular, state commitment to improve career readiness for all students has grown in the past few years. Through efforts to align high-quality secondary and postsecondary CTE pathways, collaborate with business and industry to expand work-based learning experiences, integrate academic and technical standards and hold schools accountable for their progress, greater numbers of students are exposed to and prepared for life beyond high school.

The Every Student Succeeds Act sets the stage for states to strengthen and expand this work. States and districts have broad autonomy to experiment and innovate. While state ESSA plans do not entail the full breadth of state work in any particular area, they do send a powerful message about the priorities of the state. This brief can be a critical resource for examining "round 1" state efforts to expand career readiness and for "round 2" states as they complete work on their ESSA plans.

## Key Opportunities and Actions

The following provides a summary of key opportunities within ESSA for states to expand and improve career readiness, and highlights states that took advantage of these opportunities in the first round of ESSA state plan submissions. The analysis covers five critical areas:

- Title I Long-Term Goals;
- Title I Standards Alignment;
- Title I School Accountability Rating System;
- Title II Teacher Professional Development; and
- Title IV student supports for a well-rounded education.

A full analysis of the career readiness strategies in round 1 ESSA plans can be found in the Appendix.<sup>1</sup>

## Title I - Goals

ESSA requires states to set long-term goals and interim targets based on proficiency on assessments, high school graduation and English-language proficiency; however, states are able to go beyond the minimum requirements to expand their goals to better align with existing or newly developed strategic visions for education in the state. A number of states took advantage of this opportunity to focus explicitly on students' preparation for college and careers. For instance, **Illinois** expects 90 percent of high school graduates to be ready for college and career, based on goals adopted by the State Board of Education in 2015.

Four states, Illinois, New Mexico, Oregon and Tennessee, also aligned these long-term K-12 goals to their postsecondary attainment goals. For example, **Oregon's** goal of 80 percent of students scoring at

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<sup>1</sup> For the full overview of the opportunities for integrating career readiness and CTE into ESSA, see <https://careertech.org/resource/cte-essa-intersections-and-opportunities>

the college- and career-ready level on the statewide assessment is directly aligned to its goal that 40 percent of Oregonians will have a bachelor's degree and 40 percent an associate's degree by 2025. Long-term goals communicate to students, parents, educators, policymakers and the public the state's vision for K-12 student success. It is paramount that the vision clearly articulates college and career readiness and serves as an anchor for the entire ESSA plan.

## **Title I – Standards**

ESSA requires that states align their “challenging academic standards” with state CTE standards and with entrance requirements for credit-bearing coursework in higher education. This provides a significant opportunity to bring together academic and technical educators, higher education faculty, and business and industry representatives to ensure rigorous expectations for all students. It also can serve as the foundation for blending the instruction of academic and technical content, especially in high school.

In round 1, no state explicitly outlined its efforts to align academic and technical standards. While standards are the anchor for all other K-12 activities, the U.S. Department of Education plan template did not require states to address alignment to CTE standards or higher education expectations, and so states did not. This is a significant missed opportunity.

Only two states included information about their efforts to ensure academic standards prepare students for success beyond high school. **Colorado** is working to update its definition of postsecondary and workforce readiness to ensure that definition and aligned standards continue to meet the needs of the economy. **Tennessee** also recently revised its English language arts and mathematics standards to ensure they are aligned with college and career readiness expectations for students.

## **Title I – Accountability**

The most direct opportunity for states to infuse career readiness into their K-12 systems under ESSA is through the law's accountability provisions. States have broad flexibility to define the measures and methods used to determine school performance in ESSA. Specifically, states are responsible for determining measure(s) for an indicator of “school quality or student success.” This is a key opportunity for states to inspire and prepare increased numbers of students for college and careers.

While accountability is not a silver bullet, research suggests educators and students respond to clear goals, transparent data and systems that highlight success and identify underperformance.<sup>2</sup> In particular, accountability information can lead to critical actions, such as strengthening the quality of CTE pathways, expanding opportunities for students to experience the world of work and earn industry-recognized credentials, and offering targeted student supports to meet college- and career-ready expectations on assessments that are validated by higher education and industry.

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<sup>2</sup> Edwin Locke and Gary P. Latham, “Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-Year Odyssey,” *American Psychologist* 57(9) (2002). See also, Gerard H. Seijts and Gary P. Latham, “The Construct of Goal Commitment: Measurement and Relationships with Task Performance,” in *Problem and Solutions in Human Assessment*, eds. Richard D. Goffin and Edward Helmes (New York, N.Y.: Springer, 2000), 315–332. Martin Carnoy and Susanna Loeb, “Does External Accountability Affect Student Outcomes? A Cross-State Analysis,” *Educational Evaluation and Policy Analysis* 24 (2002), No. 4, pp. 305–331, <https://cepa.stanford.edu/sites/default/files/EEPAaccountability.pdf>.

Eleven of the 17 states that submitted plans in round 1 identified measures of career readiness in their ESSA accountability systems, six of which previously included some measure of career readiness in their accountability system.<sup>3</sup> In each of these states, students are provided with a variety of opportunities to demonstrate their college and career readiness.

For instance, **Nevada** has a “College and Career Readiness & Student Engagement” measure that includes achieving college and career readiness benchmarks on state assessments or postsecondary pathway options such as Advanced Placement, International Baccalaureate or industry-aligned and state board-approved CTE credentials. **Vermont** will measure the percent of students making successful transitions beyond high school into a variety of postsecondary options, the workforce and the military, in addition to student performance on a variety of college- and career-ready assessments.

**North Dakota** developed a profile of a “choice-ready” graduate, and nearly a quarter of a high school’s accountability rating will be based on the percent of graduates that meet that designation. At a minimum, students have to meet the North Dakota University System placement policies (i.e., specific assessment scores) and essential skills (e.g., community service and co-curricular or extracurricular activities). Then, students have options for demonstrating their readiness depending on chosen paths into college, career or the military. Career readiness requires meeting a minimum GPA threshold, completing at least two credits in a CTE pathway and two of the following: 1) Career Ready Practices (3.0 based on a statewide rubric); 2) work-based learning experience (75 hours); 3) passage of dual credit courses; 4) WorkKeys (Gold or Silver); or 5) technical assessment or industry credential.

It is worth noting that three of the six states that did not include a career-focused measure in their proposed high school accountability system did indicate that they plan to do so in the future when more data are available, with the other half identifying ways in which they are currently or plan to publicly report on career-focused indicators.

Regardless of the specific measures included today or in the future, it is important to recognize that significant work remains to ensure high-quality implementation. Without rigorous expectations, broad access and meaningful data quality mechanisms in place, the push to recognize students’ preparation for college and careers will not have its intended impact. And, equally important, is that states publicly report the full range of indicators included within their systems, especially as most states are using a “meta-indicator,” which allows students to demonstrate their college and career readiness in a variety of ways.

***Destination Known: Valuing College AND Career Readiness in State Accountability Systems***, from Education Strategy Group and the Council of Chief State School Officers, provides a roadmap for the measures states can use in an accountability system to support all students in achieving success after high school, as well as strategies for putting that accountability system into practice. <https://careertech.org/resource/destination-known>

## **Title II, Part A – Supporting Effective Instruction**

ESSA provides specific funding for states and districts to support professional development opportunities for teachers, leaders and administrators. States have the option of using these funds to prepare educators to integrate academic and CTE strategies, understand and use labor market information for improving pathways and support student transitions to postsecondary education and

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<sup>3</sup> <https://careertech.org/resource/making-career-readiness-count-2016-update>

the workforce. In round 1 ESSA plans, no state specified how Title II dollars will be used to support career readiness.

Although neither indicate use of Title II dollars to support the activities, two states did provide some information about their efforts to support professional development in this area. **Maine** hosts “Intersections Workshops” with academic and CTE teachers to identify areas of intersection in math and ELA that meet the state’s competency-based education requirements, yet there is no explicit indication that Title II funds will be used to support this program. **Tennessee** also describes professional development activities for CTE teachers, administrators and work-based learning coordinators, but again does not explicitly outline its use of Title II funds.

There are two likely reasons the majority of states did not address professional development to support academic and CTE integration. First, the ESSA plan template did not require states to provide significant detail about use of funds. Second, a significant amount of Title II funds pass directly to districts, thus the state has limited authority for directing how those funds are spent. Regardless, if college and career readiness is truly a priority, providing meaningful professional development where academic and CTE teachers collaborate and learn how to reinforce the others’ content is critically important and a worthy investment.

## **Title IV, Part A – Student Support and Academic Enrichment Grants**

ESSA consolidated programs across Title IV into a new block grant for states. The grants are intended to ensure students receive a “well-rounded education,” improve school learning conditions and enhance the use of technology to support student achievement. Allowable expenditures include, among others: expanding accelerated learning programs – such as dual enrollment courses in academic or technical subjects – and CTE courses; supporting partnerships with postsecondary institutions and employers; improving STEM instruction and engagement; and strengthening college and career guidance, counseling and exploration activities. Further, states may use these funds to coordinate with other federal funding streams, such as The Carl D. Perkins Career and Technical Education Act of 2006, to promote student learning.

While the majority of funds flow to districts, states are allowed to set aside five percent of the funds. Additionally, states can influence district spending in two ways. First, districts must conduct a “needs assessment” as part of the application for the funds. States are responsible for developing that application, and may choose to ask specific questions about student access to advanced coursework, including CTE courses, or expanding career guidance and advisement activities. Second, the state can create specific incentives for the use of funds in certain areas. For instance, it can identify particular activities, if implemented by a district, for which the state would contribute matching funds to help enhance or scale up the activity.

In round 1 state plans, many states reiterated the allowable uses of funds to expand course opportunities for students, yet fewer than half provided information about promoted activities. Five states did identify statewide programs supported by Title IV, Part A related to career readiness. For example, **Connecticut** will provide technical assistance to districts building new CTE courses and pathways and increasing participation in work-based learning. **Massachusetts** will use funds to support enrollment and completion of nontraditional CTE pathways. Only two states, **Tennessee** and **North Dakota**, commit any specific Title IV, Part A funds to such activities. A number of other states



described existing activities and initiatives that support well-rounded education and career readiness, but did not explicitly articulate how they would be supported through Title IV, Part A.

While not a Title IV flexibility, states do have one other related opportunity to prioritize funding for career readiness through the Direct Student Services (DSS) flexibility in Title I. Two states – **New Mexico** and **Louisiana** – plan to take advantage of this opportunity to expand access to dual credit and CTE courses.

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

ESSA supports 21<sup>st</sup> Century Community Learning Centers, which are intended to supplement the K-12 experience during non-school hours. These competitively funded centers are required to support a multitude of programs and activities that relate to a “well-rounded education,” including CTE.

Most states simply focus this funding stream to support at-risk youth, without any direct connection to career readiness or CTE. Yet, seven states did propose aligning grant requirements for the 21<sup>st</sup> Century Community Learning Centers with other statewide priorities related to career readiness. In the **District of Columbia**, the 21<sup>st</sup> Century Community Learning Centers are designed to support youth in obtaining their postsecondary goals, and may offer service learning, career exploration, job training and mentorship to promote learning. In **New Jersey**, 21<sup>st</sup> Century Community Learning Centers are required to focus on one of four themes, including STEM, civic engagement, career awareness and exploration, and visual and performing arts. And, in **Oregon**, applications for 21<sup>st</sup> Century Community Learning Center grants will need to focus on Oregon’s three priority areas, one of which is graduating college and career ready. Applications will be encouraged to include CTE opportunities and STEM initiatives.

### ***Career Readiness in Other Titles***

While ESSA includes additional programs to support specific student populations, this report focuses on statewide activities. Many states did identify CTE and/or career readiness strategies as key pillars in their work under Title I, Part C (Education of Migratory Children); Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk); and the McKinney-Vento Homeless Assistance Act. In **Colorado**, for example, access to information on postsecondary and career options is a key strategy under the state’s plan for Title I, Part C.

## **Conclusion**

There are clear opportunities for states to leverage ESSA to bring the “career” in college and career readiness to life for all students. ESSA provides broad autonomy for states to shape their K-12 systems to meet their long-term goals. With that autonomy comes great responsibility to prepare all students for success beyond high school.

It is a positive sign that nearly every state either included, or plans to include, some measure of career readiness in their accountability system. This is a significant movement forward in state education policy that, if implemented in high quality ways, should have positive repercussions for years to come. Students will benefit from increased opportunities to earn postsecondary credit in high school, gain industry-recognized credentials that have value in the labor market and experience hands-on learning in work-based settings.

However, accountability aside, most states did not take full advantage of ESSA's flexibility to improve their career readiness systems. Few states articulated their vision for college and career readiness in their plans, and even fewer anchored their ESSA plan in that vision. This was particularly evident in how few states specified their approaches to integrate academic and technical instruction and expand access to rigorous CTE pathways in the areas of standards, professional development and well-rounded education.

This may in part be a result of increased federal flexibility. In March 2017, the Trump administration revised the U.S. Department of Education's existing ESSA plan template to eliminate certain requirements and provide additional leeway for states. As such, many chose to provide the minimum amount of details required in their ESSA plans even though more detailed strategies were discussed during the stakeholder engagement process.

It is important to remember that ESSA plans are still just plans. Over the next few months and years, states will need to translate the words on the paper to policies, programs and supports that affect the day-to-day operations of schools and classrooms. We encourage states to draw on stakeholder input – which often surfaced a desire for stronger systems of career preparation – to design and implement more concrete strategies related to career readiness. Through clear goals, directed guidance, tailored supports and strong accountability for performance, K-12 leaders can promote college and career readiness for all.

State leaders must harness this opportunity – whether through implementation of state plans submitted in round 1 or the development of plans for submission in round 2 – to truly provide all students with meaningful pathways to success beyond high school.

State	Vision and/or Goals	Title I Accountability	Title II, Part A Supporting Effective Instruction	Title IV, Part A Student Support and Academic Enrichment Grants	Title IV, Part B 21st Century Community Learning Centers	Other Elements of Note
	<p><i>States were required to articulate long-term goals for academic achievement and graduation rates in their ESSA plans, though many chose to provide additional details about their vision and goals for K-12 education.</i></p>	<p><i>ESSA requires states to include five indicators in their accountability systems, including a measure of "school quality or student success" that a state may choose. "Postsecondary readiness" is a suggested measure.</i></p>	<p><i>States may choose to use part of their Title II, Part A professional development grants to train teachers, principals and other school leaders to integrate academic and CTE instructional strategies.</i></p>	<p><i>SSAE block grants are designed to support safe learning conditions, effective use of technology and access to a "well-rounded education," which includes access to CTE.</i></p>	<p><i>21st CCLC is funding stream available to states and LEAs to supplement the K-12 experience during non-school hours and relate to a "well-rounded education," including CTE.</i></p>	
<p><a href="#">Arizona</a></p>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>	<ul style="list-style-type: none"> <li>• Arizona's "College and Career Readiness" indicator is weighted at 20 percent of the overall high school score.</li> <li>• Under the plan, schools will receive points for students who complete a CTE sequence, earn industry-recognized credentials and complete at least 120 hours of WBL, among other activities.</li> <li>• Schools will be eligible to earn bonus points for students completing both college and career readiness activities.</li> <li>• Arizona also plans to publicly report data on CTE and other program opportunities to empower parents to identify the most appropriate school for their child. Data will be published on the Department of Education's website.</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>
<p><a href="#">Colorado</a></p>	<ul style="list-style-type: none"> <li>• One of Colorado's four overarching goals for education is for all students to "Graduate Ready," meaning they are prepared for college and careers.</li> </ul>	<ul style="list-style-type: none"> <li>• No measure of career readiness is included in Colorado's accountability plan.</li> <li>• However, Colorado plans to re-convene an accountability workgroup to recommend additional indicators, including indicators of postsecondary and workforce readiness, such as dual enrollment, industry credential</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>	<ul style="list-style-type: none"> <li>• Priority will be given to applicants for 21st CCLC that develop performance measures, which may include indicators such as career competencies, successful</li> </ul>	<ul style="list-style-type: none"> <li>• Colorado identifies the opportunity to align ESSA and WIOA. Although not part of any Title funding, Colorado's plan describes that the SEA</li> </ul>



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		attainment and/or post-graduation employment.			completion of internships or apprenticeships, or other WBL opportunities.	will collaborate with other agencies to engage industry, particularly around WBL, sector partnerships and creating system-wide metrics.
<a href="#">Connecticut</a>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>Connecticut’s accountability system includes three separate measures of postsecondary and career preparation.</li> <li>“Preparation for Postsecondary and Career Readiness Coursework” is weighted at 3.7 percent and includes participation in CTE courses and workforce experience, among other activities.</li> <li>“Preparation for Postsecondary and Career Readiness Exams” is weighted at 3.7 percent and includes performance on SAT, ACT, AP and IB exams.</li> <li>“Postsecondary Entrance” is weighted at 7.4 percent and measures the percentage of graduates enrolling in a two-year or four-year institution of higher education one year after graduation.</li> </ul>	<ul style="list-style-type: none"> <li>Connecticut’s plan includes statewide strategies to build an effective talent pipeline for high-need areas, such as creating accelerated or more flexible routes to certification and creating a marketing strategy to attract more industry professionals into the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Connecticut plans to provide technical assistance and professional learning to LEAs to build new CTE courses and pathways to support exploration of K-12 education career pathways; mastery-based learning systems; and increase participation in WBL.</li> <li>Connecticut also plans to develop guidance documents around the successful transition from high school to postsecondary education and training or workforce.</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>
<a href="#">District of</a>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>No measures of career readiness are included</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>In DC, 21st CCLC are</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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<a href="#">Columbia</a>		<p>in DC’s ESSA state plan.</p> <ul style="list-style-type: none"> <li>In 2018-19, DC plans to pilot a new measure of “Access to Opportunities,” designed to promote well-rounded experiences for students. It is not clear if CTE or career readiness will be part of that measure. It will account for 5 percent of the high school accountability score and is scheduled to be fully implemented in 2019-20.</li> </ul>			<p>designed to support youth in obtaining their postsecondary goals, and may offer service learning, career exploration, job training and mentorship to promote learning.</p> <ul style="list-style-type: none"> <li>DC’s 21st CCLC grants will also potentially prioritize STEM programs.</li> </ul>	
<a href="#">Delaware</a>	<ul style="list-style-type: none"> <li>The vision for the Delaware Department of Education (DDOE) is “every learner ready for success in college, career and life.”</li> </ul>	<ul style="list-style-type: none"> <li>Delaware’s SQSS indicator includes both a measure of “College and/or Career Preparedness” for grades 9-12 and “Chronic Absenteeism” for grades K-12.</li> <li>The SQSS indicator is weighted at 20 percent of the summative score, though it is unclear how each of the two SQSS indicators will be weighted.</li> <li>“College and/or Career Preparedness” includes three options: 1) College and Career Preparedness (one college and one career preparedness option); 2) College Preparedness (3 or better on an AP exam, 4 or better on an IB exam, postsecondary credit attainment with a B or higher outside of a state-approved POS); 3) Career Preparedness (DDOE-approved industry credential, certificate of multiliteracy, postsecondary credit with a B or higher within a state-approved POS, completion of an approved co-op or WBL experience, or a score of 70+ on the Armed Forces Vocational Aptitude Battery General Technical exam).</li> <li>Delaware will also report, but not include in the</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>Delaware plans to develop technical assistance and trainings to help LEAs support student transitions.</li> <li>DDOE will develop technical assistance to help LEAs increase middle school CTE POS options.</li> <li>DDOE will also partner with colleges to provide increased access to dual enrollment courses through reduced tuition and transparent admission standards.</li> <li>DDOE will continue to support the Delaware Pathways strategic</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>

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		<p>accountability system, the percentage of students enrolling in a postsecondary institution, enlisting in the military, participating in an apprenticeship or entering the workforce within one year of graduating.</p>		<p>plan, which aims to expand WBL experiences in grades 7-14 and strengthen a statewide career preparation system.</p>		
<p><a href="#">Illinois</a></p>	<ul style="list-style-type: none"> <li>• Illinois' vision is: "A state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure."</li> <li>• The Illinois State Board of Education has also set a goal that 90 percent or more of students will graduate from high school ready for college and career.</li> <li>• The State Board of Education supports the statewide goal that, by 2025, 60 percent of Illinoisans will hold a high-quality degree or postsecondary credential.</li> <li>• Illinois asserts that students should have</li> </ul>	<ul style="list-style-type: none"> <li>• Illinois' proposed accountability system will include a "College and Career Readiness" indicator, weighted at 6.25 percent of the overall high school score.</li> <li>• Students are differentiated as either "Distinguished Scholars" or "College and Career Ready."</li> <li>• CCR students must meet GPA and attendance requirements and either: <ul style="list-style-type: none"> <li>○ Earn a College and Career Pathway endorsement or</li> <li>○ Meet one academic indicator in ELA and math, identify a career interest and meet three career-ready indicators.</li> </ul> </li> <li>• Career-ready indicators include workplace learning experiences, industry credentials, military service, a passing grade in a dual credit career pathway course, completing a program of study, employment, community service and/or co-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>	<ul style="list-style-type: none"> <li>• Illinois encourages LEAs to use Title IV, Part A funds depending on their needs. The plan suggests that Title IV, Part A funds could be used to support ongoing work such as the state's competency-based education pilot program and efforts to integrate CTE into competency-based experiences.</li> <li>• Personalized, rigorous learning experiences are essential for exploring interests. Illinois' state plan highlights, but does not explicitly say Title IV funds will be used to support, the state's CTE programs of study and career pathways.</li> <li>• Illinois is considering</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>	<ul style="list-style-type: none"> <li>• Illinois plans to review state, federal and other programmatic resource allocations every three years for each LEA serving one or more schools identified either for comprehensive or targeted support and improvement. This review will take into account gaps in the impact of funding, supports and services, including CTE educators and programming, fine arts and other services.</li> </ul>

State	Vision and/or Goals	Title I Accountability	Title II, Part A Supporting Effective Instruction	Title IV, Part A Student Support and Academic Enrichment Grants	Title IV, Part B 21st Century Community Learning Centers	Other Elements of Note
	<p>access to multiple educational opportunities that meet their interests, readiness level and learning profile. These opportunities may include CTE and career exploration as well as access to fine arts education, AP, IB, etc.</p>			<p>using Title IV, Part A dollars to support LEAs in offering all high school students direct access to standards-aligned courses, through the Illinois Virtual School.</p> <ul style="list-style-type: none"> <li>LEAs will also have access to the Illinois Open Education Resources project, a resource providing open, standards-aligned academic and career content.</li> </ul>		
<p><a href="#">Louisiana</a></p>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>Louisiana plans to include ACT/WorkKeys performance in the high school “Academic Achievement” measure, weighted at 25 percent of the high school score.</li> <li>In addition to the ESSA-required indicators, high schools will be measured based on measures of “Strength of Diploma” and “Interests and Opportunities.”</li> <li>“Strength of Diploma” will constitute 25 percent of the high school accountability score. This measure will award bonus points for students who earn an associate’s degree, pass AP/IB/CLEP exams, earn credit in AP/IB/dual enrollment courses, earn industry credentials, graduate in five or six years and complete a HiSET equivalency diploma.</li> <li>“Interest and Opportunities” will constitute 5 percent of the overall score for all schools and</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>There are currently 38 sub-recipients of Title IV, Part B funds in Louisiana. Recipients each use their grants to expand after-school opportunities in areas such as STEM, youth development, service learning and more. The state plans to continue issuing Title IV, Part B funds through a competitive process.</li> </ul>	<ul style="list-style-type: none"> <li>Louisiana plans to use the 3 percent Direct Student Services Title I set aside to encourage LEAs to expand access to courses, credentials and services that are not available in their schools. This includes, among other things, dual enrollment courses, CTE and postsecondary transition supports.</li> <li>Starting in the 2017-18 school year, students are required to graduate with</li> </ul>

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		<p>will be measured using a “menu” option that determines the degree to which schools provide opportunities to obtain a well-rounded education, including access to career pathways. This measure will not be included until the 2019-20 school year.</p>				<p>either a university preparatory diploma or a high school diploma and an industry-recognized credential.</p> <ul style="list-style-type: none"> <li>• Louisiana plans to pilot advanced courses in statistics, engineering and computer science in the 2017-18 school year to help students access advanced coursework in middle school.</li> </ul>
<a href="#">Maine</a>	<ul style="list-style-type: none"> <li>• Maine’s plan builds upon the state’s competency-based pathways. One of the priority areas of the state’s ESSA plan is creating multiple pathways for student achievement. Another priority area is increasing alignment of the system to allow for seamless transitions “from one educational opportunity to the next.”</li> <li>• Maine’s overarching</li> </ul>	<ul style="list-style-type: none"> <li>• No career readiness indicators are included in the accountability system to date.</li> <li>• However, Maine describes plans to explore other college- and career-ready indicators within the next year, including internships and training at tech centers, in response to strong stakeholder interest.</li> </ul>	<ul style="list-style-type: none"> <li>• The Maine Department of Education hosts “Intersections Workshops” with academic and CTE teachers to identify areas of intersection across content areas that meet the state’s competency-based education requirements. However, the state plan does not specify whether any ESSA funds will be used to expand or sustain the program.</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>



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	goal is that 90 percent of students will graduate college and career ready.					
<a href="#">Massachusetts</a>	<ul style="list-style-type: none"> <li>Massachusetts' goal is to prepare all students for success after high school so that they can successfully complete credit-bearing college courses or certificate or workplace training programs, enter economically viable career pathways, and engage as active and responsible citizens.</li> <li>One of the plan's priority areas is ensuring students have multiple pathways to postsecondary educational and career opportunities.</li> <li>Another priority area is expanding access to career development education, high-quality career pathways and computer science.</li> </ul>	<ul style="list-style-type: none"> <li>No measure of career readiness is included in the state's accountability system.</li> <li>Massachusetts plans to include CTE enrollment in public report cards as data are made available.</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>Massachusetts plans to use Title IV, Part A funds to support enrollment and completion of nontraditional CTE pathways.</li> <li>Massachusetts also plans to use Title IV, Part A funds to develop and adopt learning models that enhance personalized learning pathways and competency-based progression.</li> <li>Massachusetts will continue to provide support for schools and districts to consider and develop early college offering, which lead to postsecondary credentials with labor market value.</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>

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<a href="#">Michigan</a>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>Michigan’s accountability system includes an “Advanced Coursework” indicator, which uses a 100 point index to measure the percentage of 11-12 grade students successfully completing dual enrollment, early middle college, CTE, AP and IB.</li> <li>“Advanced Coursework” is one of five SQSS indicators. The state plan proposes three approaches to differentiating school accountability scores. Only one option uses a summative score. That option collectively weights the five SQSS indicators at 14 percent of the total score.</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>Under Title IV, Part A, Michigan expects LEAs to focus on the development and delivery of well-rounded education programs and instruction for all students that is learner centered with a focus on deeper learning and STEM/STEAM.</li> <li>Allowable activities for Title IV, Part A grants to LEAs include, but are not limited to, professional learning on how to embed STEM in other content areas as well as carrying out blended and project-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>Title IV, Part B funds will be awarded competitively to eligible entities working to offer an array of diverse learning experiences including, but not limited to, CTE.</li> </ul>	<ul style="list-style-type: none"> <li>Michigan aims to use the state’s Educational Development Plan to provide individualized supports to students to help them identify career-focused coursework and raise awareness about non-traditional careers. The state education agency also plans to focus on meaningful STEM/STEAM opportunities for students.</li> </ul>
<a href="#">Nevada</a>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>Nevada’s “College and Career Readiness &amp; Student Engagement” indicator will measure average ACT composite scores, postsecondary pathways options (including AP, IB, dual credit and industry-aligned and state board-approved CTE credentials); ninth and tenth grade credit sufficiency; academic learning plans; and the percentage of students achieving college and career readiness status on the math, science, or ELA end-of-course exams. It will be valued at 25</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>Nevada plans to leverage ESSA and other federal and state funds to prioritize and incentivize expanding access to advanced coursework (i.e., AP, IB, dual credit and CTE courses) across the</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>Nevada plans to create a dashboard to monitor the CTE and advanced coursework opportunities across the state.</li> <li>The state also plans to use available state and federal funds to expand offerings,</li> </ul>

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		<p>percent of the total score.</p> <ul style="list-style-type: none"> <li>There is added value for different diploma options. Standard diplomas have a value of 1 whereas college-endorsed or career-endorsed diplomas will have a value of 1.25.</li> </ul>		<p>state. The strategies will target rural districts that typically struggle to provide a wide variety of advanced course offerings and CTE courses to students, as well as urban schools with low participation rates of underrepresented subgroups.</p> <ul style="list-style-type: none"> <li>Nevada also plans to support districts to engage parents, families, and communities to facilitate deeper understanding of the importance of a well-rounded education, including enrolling and succeeding in advanced coursework and CTE courses. This may include collaborative meetings between the SEA, LEAs, parent organizations and community leaders to identify opportunities and build trainings to prepare students for</li> </ul>		<p>especially in rural areas.</p>

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				success in college and career.		
<a href="#">New Jersey</a>	<ul style="list-style-type: none"> <li>New Jersey's vision is for "every child in New Jersey, regardless of zip code, to graduate from high school ready for college and career."</li> </ul>	<ul style="list-style-type: none"> <li>New Jersey's ESSA plan includes no measures of career readiness in the state accountability system.</li> <li>New Jersey currently shares CTE enrollment and participation in WBL through school performance reports. New Jersey plans to strengthen the sophistication of the reporting system to report advanced CTE coursework and industry-recognized credential attainment disaggregated by student subgroup to empower local districts to provide a well-rounded education.</li> <li>New Jersey is also considering adopting district-level performance reports, which will likely include measures of college and career readiness.</li> </ul>	<ul style="list-style-type: none"> <li>New Jersey plans to use Title II, Part A funds to launch a literacy initiative that will examine student performance data and provide tailored professional development to educators. Pending funding, New Jersey plans to expand the model to other subject areas including arts, science, social science, CTE and physical education.</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>21<sup>st</sup> CCLCs are required to focus on one of four themes, including STEM, civic engagement, career awareness and exploration, and visual and performing arts.</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>
<a href="#">New Mexico</a>	<ul style="list-style-type: none"> <li>New Mexico's vision is aligned to broader statewide goal of 66 percent of working-age New Mexicans earning a college degree or postsecondary credential by the year 2030.</li> </ul>	<ul style="list-style-type: none"> <li>New Mexico's existing "College and Career Readiness" indicator will be updated in 2018-19 to consider college enrollment and remediation and industry-recognized credential attainment. The state also plans to include "newly-developing indicators in CTE fields." Currently, the indicator measures participation and success in college and career readiness activities. The indicator will be weighted at 12 percent of the total score beginning in the 2018-19 school year.</li> <li>In the 2018-19 school year the accountability system will include a new measure for "Student STEM Readiness" that is based on science exam</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>New Mexico plans to work with districts to use Title IV, Part A funds to adopt new technologies and expand access to STEM and other advanced coursework in rural schools. Specifically, the Public Education Department aims to use Title IV, Part A funds to facilitate</li> </ul>	<ul style="list-style-type: none"> <li>N/a</li> </ul>	<ul style="list-style-type: none"> <li>New Mexico intends to prioritize expanding access to college and career counselors, annual updating of students' academic and career plans, building counselor awareness of local and regional career opportunities, externships for teachers and counselors, and</li> </ul>

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		<p>performance. It will be weighted at 5 percent of the total high school score.</p>		<p>Professional Learning Communities for rural STEM teachers to share best practices for use of technology to support blended learning.</p>		<p>internship opportunities for students.</p> <ul style="list-style-type: none"> <li>• New Mexico plans to use the 3 percent discretionary reserve of Title I funding to incentivize expanding access to AP, dual credit and CTE courses.</li> </ul>
<p><a href="#">North Dakota</a></p>	<ul style="list-style-type: none"> <li>• One of North Dakota’s overarching goals is to ensure all graduating students are “choice ready,” by which the state means they have “the knowledge, skills and disposition to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce, or join the military.”</li> </ul>	<ul style="list-style-type: none"> <li>• North Dakota’s proposed accountability system includes a “College &amp; Career Readiness” indicator, based on the state’s “Choice Ready” framework. The indicator is weighted at 22 percent of the total score and will include a growth measure.</li> <li>• All students must earn a diploma or GED and develop a rolling four-year career education plan and earn a college-ready score on a college placement instrument, as determined by the North Dakota University System.</li> <li>• All students must then meet at least two additional Essential Skill indicators, including 25 hours of community service, 95 percent attendance rate, two or more years in co-curricular activities, or two or more year in extra-curricular activities.</li> <li>• The Career Ready element of the Choice Ready framework includes: 1) 2.8 GPA or higher in a CTE pathway, 2) complete two credits in a coordinated plan of study and at least two additional indicators: a) earn a 3.0 on a statewide rubric demonstrating Career Ready</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>	<ul style="list-style-type: none"> <li>• North Dakota plans to use SSAE grants to support LEA work in making students “choice ready.”</li> <li>• North Dakota will utilize 1 percent of the state’s Title IV, Part A allocation to support local activities and initiatives, including expanding access to CTE and career pathways, STEM and STEAM, and internships and externships. These priorities, among many others, will be part of the sub-grants to LEAs.</li> <li>• North Dakota plans to support districts to</li> </ul>	<ul style="list-style-type: none"> <li>• North Dakota’s 21st CCLC programs are expected to be anchored in STEAM curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>



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		Practices; b) complete at least 75 hours of a WBL experience; 3) earn an A, B or C in a dual credit course; 4) earn a Gold or Silver on the WorkKeys assessment; or 5) complete a passing score on a technical assessment or industry credential.		implement "Innovative Learning plans," which incorporate STEM and STEAM learning strategies, competency-based education and project-based learning. The state plans to provide self-service supports, trainings and targeted support to help schools adopt these strategies in their Title IV applications.		
<a href="#">Oregon</a>	<ul style="list-style-type: none"> <li>• Oregon commits to supporting educational opportunities for all students, whether they go on to postsecondary education or into the workforce.</li> <li>• The state also commits to providing a well-rounded education that "focuses on the whole student and their community, the learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Oregon's accountability system does not include any measures of career readiness.</li> <li>• However, Oregon plans to report "access to diverse learning opportunities," including afterschool programs, STEM, CTE, personalized learning, etc. This data will be collected and reported locally.</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>	<ul style="list-style-type: none"> <li>• While the state does not commit to using SSAE funds to strengthen career readiness, the plan explains that Oregon will provide guidance to LEAs as they develop SSAE plans, which may include: Providing programing to improve instruction and student engagement in STEM, and increasing access to these subjects for underrepresented</li> </ul>	<ul style="list-style-type: none"> <li>• Applications for 21st CCLC grants will focus on Oregon's three priority areas, including graduating college and career ready. Applications will be encouraged to include CTE opportunities and STEM initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>

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	<p>they are given, the knowledge and skills they learn, and the beliefs and attributes they develop.”</p> <ul style="list-style-type: none"> <li>• Oregon’s 40-40-20 goal is that, by 2025, 40 percent of Oregonians will earn a bachelor’s degree, 40 percent an associate’s degree and 20 percent a high school diploma.</li> <li>• One of Oregon’s four strategic goals is that “every student graduates from high school ready for college, career and civic life.”</li> </ul>			<p>groups; Promoting access to accelerated learning opportunities including AP, IB, dual or concurrent enrollment programs and early college high schools; Carrying out innovative blending learning projects; among many other areas of focus.</p>		
<a href="#">Tennessee</a>	<ul style="list-style-type: none"> <li>• Tennessee’s vision is that “Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark upon their chosen path in life.”</li> <li>• This vision is aligned with the Governor’s</li> </ul>	<ul style="list-style-type: none"> <li>• Tennessee’s “Ready Graduate” Indicator is weighted at 25 percent of the total score and is measured as the graduation rate multiplied by the percent of students 1) scoring 21 or higher on ACT/SAT, 2) completing four early postsecondary opportunities (EPSOs), 3) completing two EPSOs and earning industry certification in an approved program of study, 4) completing two EPSOs and scoring state-determined designated score on the ASVAB.</li> <li>• EPSOs include AP, Cambridge International Exams, CLEP, IB, local or statewide dual credit, dual enrollment and industry credentials.</li> </ul>	<ul style="list-style-type: none"> <li>• Tennessee does not explicitly describe how Title II funds will be used to support professional development for integrating technical and academic instruction, but does highlight a few of the opportunities provided to CTE teachers and administrators as well</li> </ul>	<ul style="list-style-type: none"> <li>• Tennessee aims to preserve local flexibility in using Title IV funds, but expects districts to use this grant to support the state’s “All Means All” and “High School &amp; Bridge to Postsecondary” priorities.</li> <li>• Part of the state’s set aside under Title IV,</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>

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	<p>“Drive to 55” goal, that 55 percent of Tennesseans will have a postsecondary degree or credential by 2025.</p> <ul style="list-style-type: none"> <li>• One of Tennessee’s four long-term goals is that the majority of high school graduates in the class of 2020 will earn a postsecondary certificate, diploma or degree.</li> <li>• TN’s plan is constructed around five priority areas. One priority area, "Bridges to Postsecondary," aims to prepare students for postsecondary completion.</li> </ul>	<ul style="list-style-type: none"> <li>• Other publicly reported indicators (called “transparency indicators”) include postsecondary matriculation, postsecondary completion, types of early postsecondary opportunities offered, students earning EPSO credit, students earning industry-recognized credentials and more.</li> <li>• Future "transparency indicators" under consideration include WBL and capstone completion.</li> </ul>	<p>as WBL coordinators in the state.</p>	<p>Part A will be used to support rigor in dual enrollment and increase funding for EPSOs.</p> <ul style="list-style-type: none"> <li>• Tennessee also plans to provide grants to districts to, among other options, support college and career counseling.</li> </ul>		
<p><a href="#">Vermont</a></p>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>	<ul style="list-style-type: none"> <li>• Vermont’s accountability system includes a "College and Career Readiness" indicator with both a measure of assessment performance and college-and career-ready outcomes.</li> <li>• Assessment performance includes meeting benchmarks on SAT, ACT, AP, IB, CLEP, ASVAB or industry-recognized/ CTE certification. The outcomes sub-indicator includes the total percentage of graduates enrolled in college or trade school, enlisted or working full time</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>	<ul style="list-style-type: none"> <li>• The 21<sup>st</sup> CCLC program will be managed by a team focused on personalized learning and flexible pathways that works with program managers across the state agency.</li> <li>• Statewide evaluation will be improved to</li> </ul>	<ul style="list-style-type: none"> <li>• N/a</li> </ul>

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		<p>within 16 months of graduation.</p> <ul style="list-style-type: none"> <li>The CCR performance and CCR outcomes indicators are weighted at 10 percent each.</li> </ul>			<p>continually assess not only baseline program, academic and social indicators tied to need, but over time may embed emerging indicators related to personalization, transferable skills, and proficiency-based models when these systems come to fuller fruition in Vermont, in particular for youth in secondary schools that receive 21<sup>st</sup> CCLC funding.</p>	

### Key Terms

AP – Advanced Placement  
 ASVAB – Armed Services Vocational Aptitude Battery  
 CCR – College and Career Readiness  
 CLEP – College Level Examination Program  
 CTE – Career Technical Education  
 ELA – English Language Arts

ESSA – Every Student Succeeds Act  
 HiSET – High School Equivalency Test  
 IB – International Baccalaureate  
 LEA – Local Education Agency  
 POS – Program of Study  
 SEA – State Education Agency

SQSS – School Quality and Student Success  
 SSAE – Student Support and Academic Enrichment  
 STEAM – Science, Technology, Engineering, the Arts and Math  
 STEM – Science, Technology, Engineering and Math  
 WBL – Work-based Learning  
 WIOA – Workforce Innovation and Opportunity Act

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