



Overview of Career and College Readiness Resource Guide

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1. Broaden understanding of what it means for a student to be career and college ready.
2. Equip leaders with data, resources and strategies to communicate with stakeholders.
3. Understand how the CCR resource guide can be used to support local action to grow CCR.



What is “career and college readiness (CCR)”?

CCR is more than...



*It is more than a **diploma**...
...but earning a diploma is a vital step.*

*It is more than taking certain **career courses**...
...but all students should expand their
knowledge and preparation for careers before
they leave high school.*

*It is more than taking **AP and college credit
courses**...
...but providing assistance on the pathway to
college will benefit many students.*

Minnesota's Vision of CCR



A sufficiently prepared student is one who:

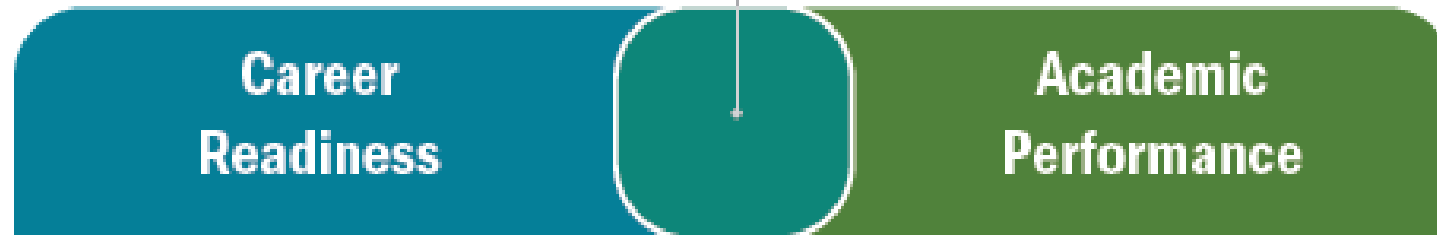
*has the **knowledge, skills, mindset, and experiences** in the academic, workplace, and personal/social domains...*

*to **keep learning** and, beyond secondary school...*

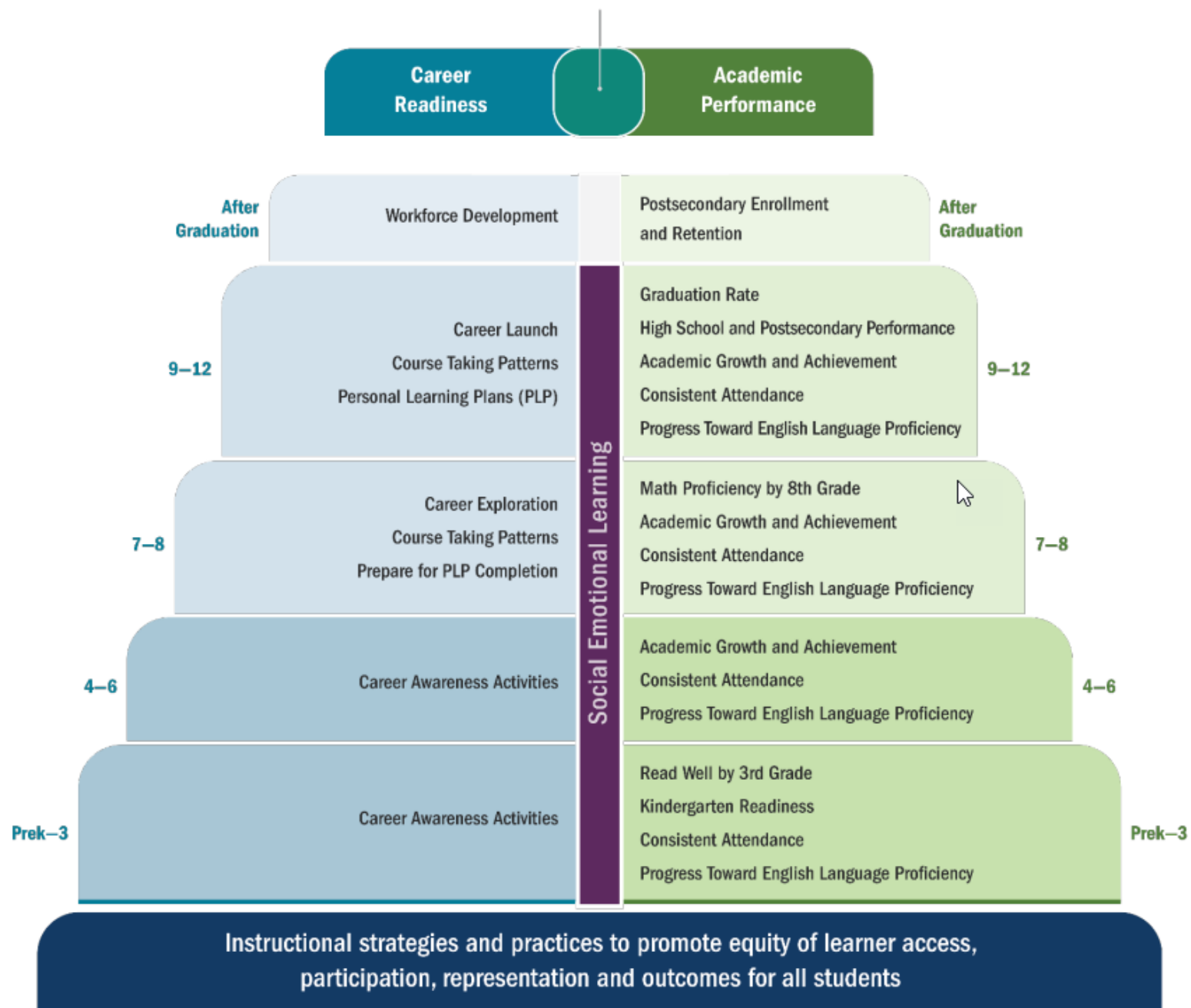
*to successfully navigate toward and adapt to an **economically viable career.***

Every Learner Prepared

Every learner is prepared for post high school education, training and careers.



Every learner is prepared for post high school education, training and careers.



CCR is not just “College Readiness”

“Job markets are continually changing, and it’s become more critical than ever that secondary students are prepared for college and career upon graduation. While many educators have equated career readiness to college readiness, others have begun to take a more nuanced approach...”

~~McREL

CCR Requires Technical and Academic Skills

“The current domestic workforce demands employees who can fill middle- and high-skills jobs that require a combination of technical and academic skills.”

~~American Institutes for Research

(Analysis by College & Career Readiness & Success Center at American Institutes for Research)

- ESSA requires that students are provided an enriched, accelerated curriculum beyond courses targeted by required state assessments
- ESSA includes new requirements to ensure mastery of academic standards aligned with state-established career and technical education requirements

Well-Rounded Education and CCR

(Analysis by College & Career Readiness & Success Center at American Institutes for Research)

- Title I requires local schools to support “well-rounded education” including career and technical education (CTE)
- By strengthening connections between P-12 education, postsecondary education, and workforce placement, ESSA creates multiple pathways to CCR



Ten Minnesota Commitments to Equity

1. Prioritize equity.

2. Start from within.

3. Measure what matters.

4. Go local.

5. Follow the money.

6. Start early.

7. Monitor implementation of standards.

8. Value people.

9. Improve conditions for learning.

10. Give students options.

World's Best Workforce (WBWF) and CCR

- Under Minnesota Statutes, section 120B.11 (“World’s Best Workforce”), school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning.
- Question 4 of annual report: “All Students Career and College Ready by Graduation”

Improving World's Best Workforce Plans

- Previous years' submissions—often not good indicators of “All Students...Ready”
 - ACT test scores
 - Students enrolled in a careers course
 - Graduation rates

Minnesota's workforce shortage

Justin Hollis and Erin Olson



Historically, Minnesota's labor force participation rate has hovered around 80 percent, one of the highest in the nation. Unfortunately, even high participation in the labor force won't protect Minnesota from experiencing significant talent shortages over the next five years.

Minnesota's talent shortage

Employment projections indicate that, by 2022, Minnesota will need nearly 3.2 million workers to keep pace with historic rates of economic growth statewide. With just 2.9 million people over the age of 16 expected to be in the labor force and working, our state is expected to fall about 239,000 workers short.

Manufacturing Workforce

(IndustryWeek.com)



TALENT

How Manufacturers Will Tackle the Talent Shortage in 2019

In fact, according to research conducted by Deloitte and The Manufacturing Institute, over the next ten years, manufacturers will likely need to add 4.6 million manufacturing jobs — 2.4 million of which may go unfilled. It's already happening. Today, more than 500,000 manufacturing jobs remain vacant in the United States.

(Daxx.com)

Software Developer Shortage in the US 2019

Hiring programmers for either a startup or a large corporation has never been more difficult: The Bureau of Labor Statistics indicates that by 2026 the entire IT workforce need will exceed 1.2 million while the previously mentioned 545K software engineers will have left the market by that time. Business development and digital transformation are impossible without new talent, which intensifies the gap between the tech talent supply and demand.

Healthcare Staffing, Recruiting a Major Problem for Hospitals

Hospitals are having trouble finding qualified candidates to fill healthcare staffing gaps in a timely manner, a new survey showed.

Healthcare Workers



The true ratio of jobs in our economy is 1:2:7

- For every **ONE** occupation that requires a master's degree or more...
- **TWO** professional jobs require a university degree...
- And **SEVEN** jobs require a technical certificate or two-year degree

The true ratio of jobs in our economy is 1:2:7

- *This ratio is the same today as it was in 1950...and is projected to continue into 2030*
- *What are our career-readiness plans for the **70%** of our students who will not attend college or not need college degrees for career success?*

Headlines: Economic Impacts of College Debt

Class of Underemployed: Nearly 50 percent of recent college graduates are working in jobs where no college degree is required.

The \$1.2 Trillion College Debt Crisis Is CRIPPLING The Economy

Student loan debt crisis is really a college completion crisis: Students take on debt without completing degrees because employment needs require credentials other than college

Reflecting on what you just heard...

-where am I?

-where is my board?

-where is my community?

What work do I need to lead?



*Start where you are,
grow CCR.*

New Tools to Prepare CCR Students

- *Spring/Summer 2018: Teachers, administrators, parents, postsecondary institutions, and business/industry leaders expressed concern over education system challenges to meeting CCR needs for all students*
- *Over 18 months, MDE convened panels and workgroups of broad spectrum of partners to develop resources to assist in school district WBWF and CCR planning efforts*

Leading the change: addressing assumptions

“Our community/board/students expect students to go to college.”

Is that accurate? Who thinks so? Who are you not hearing from?

Are college-going students successful? (SLEDS data)

If not college, then what? (developing the narrative)

Leading the change: developing a narrative

“What opportunities exist in our community?”

(CLNA) Comprehensive Local Needs Assessment –
required under Perkins V

What work has been done with your consortia lead?

What job opportunities exist? (DEED data)

Leading the change: align with existing work

“What are already doing? Can it be better?”

WBWF Goal 4: Career and College Readiness

What is your WBWF CCR goal?

Does the assessment evidence reflect a real measure of CCR? (Domains and Competencies)

Who is on the team?

Who needs to be on the team going forward?

Are we including CCR when developing/reviewing curriculum?

Leading the change: making it actionable

“What does this look like for students?”

Personal Learning Plans (PLP): Leg ref

When do students begin PLP development?

How is PLP integrated?

Who is on the leading with students?

How might we address personal bias of staff?

Where in the curriculum does CCR appear? When?

“You are what you celebrate.”

What do your schools and District celebrate explicitly and implicitly (time spent, curriculum) in terms of student success?

OR

What is the relative value of these as indicators of CCR?

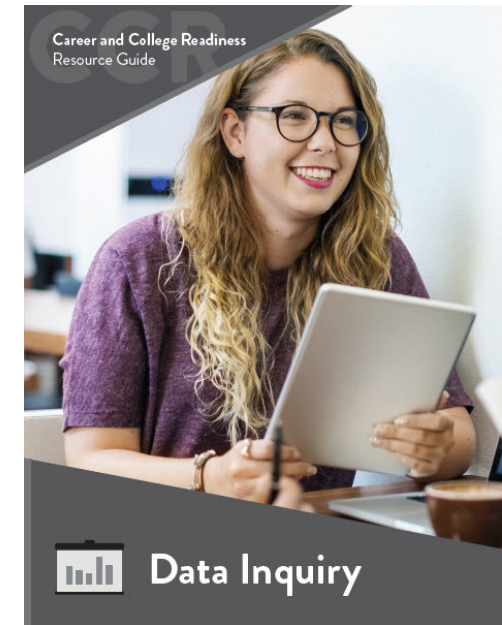
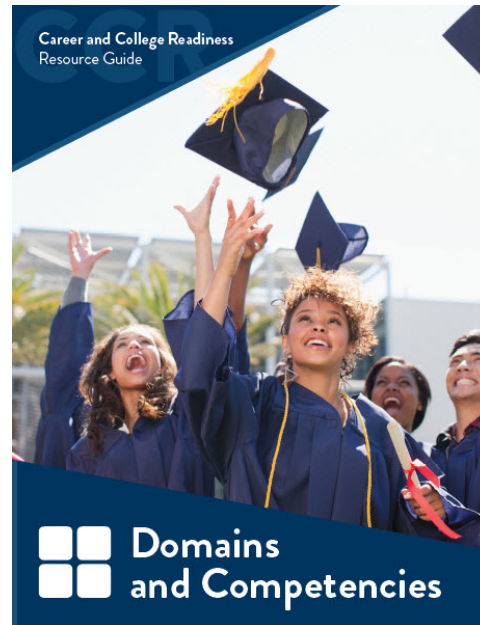
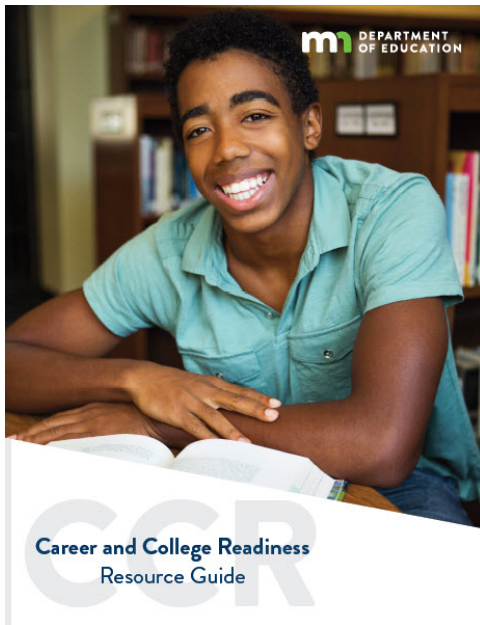
- ACT/SAT Scores
- Graduation Rates
- Internships
- Course Enrollment (standard VS honors; CTE, CIS/AP/IB)

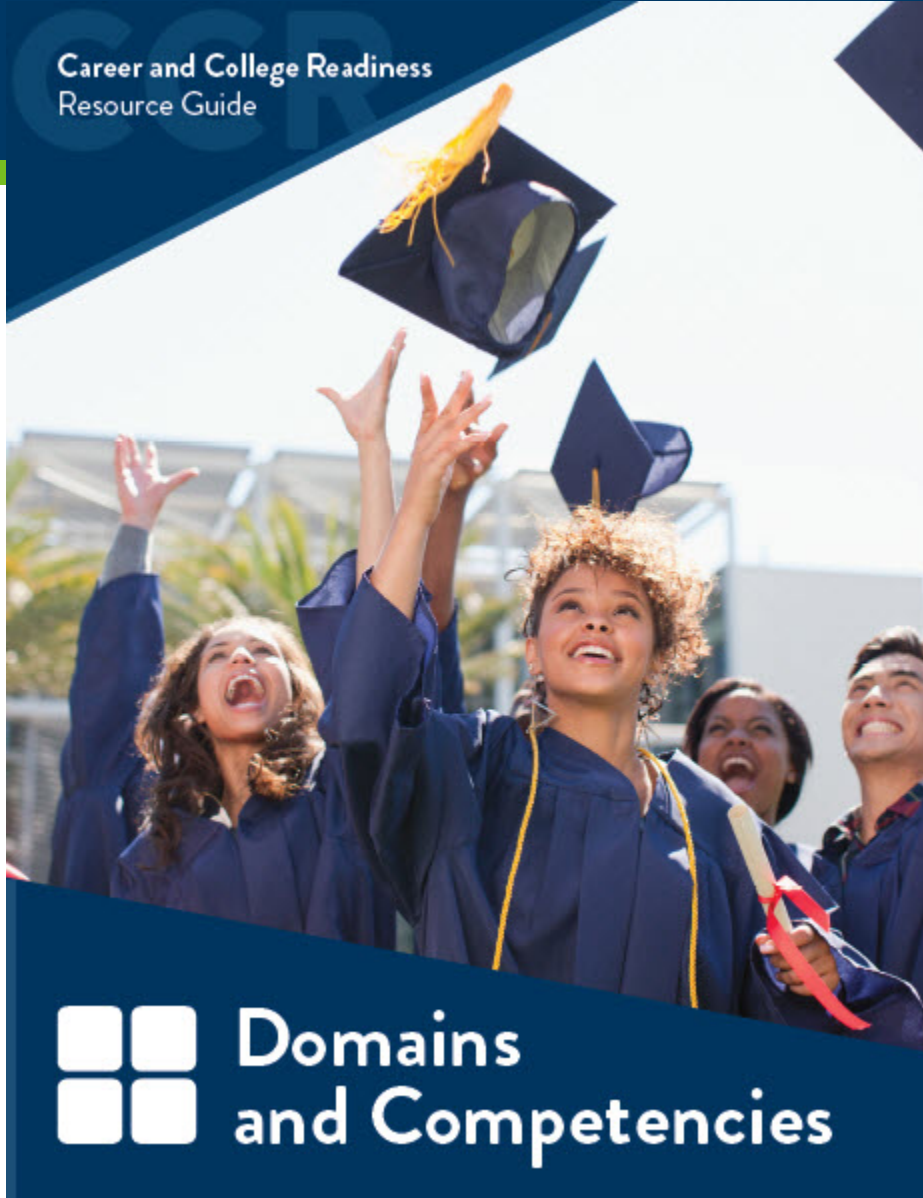
Who Influences CCR Decisions in Your District?

- *School Board*
- *Administrative Team*
- *Curriculum Committees*
- *Parent Advisory Committees*
- *WBWF Team*
- *Teacher PLCs*
- *Professional Development Committee*
- *Career Guidance Office*

Resource Guide: Something for everyone

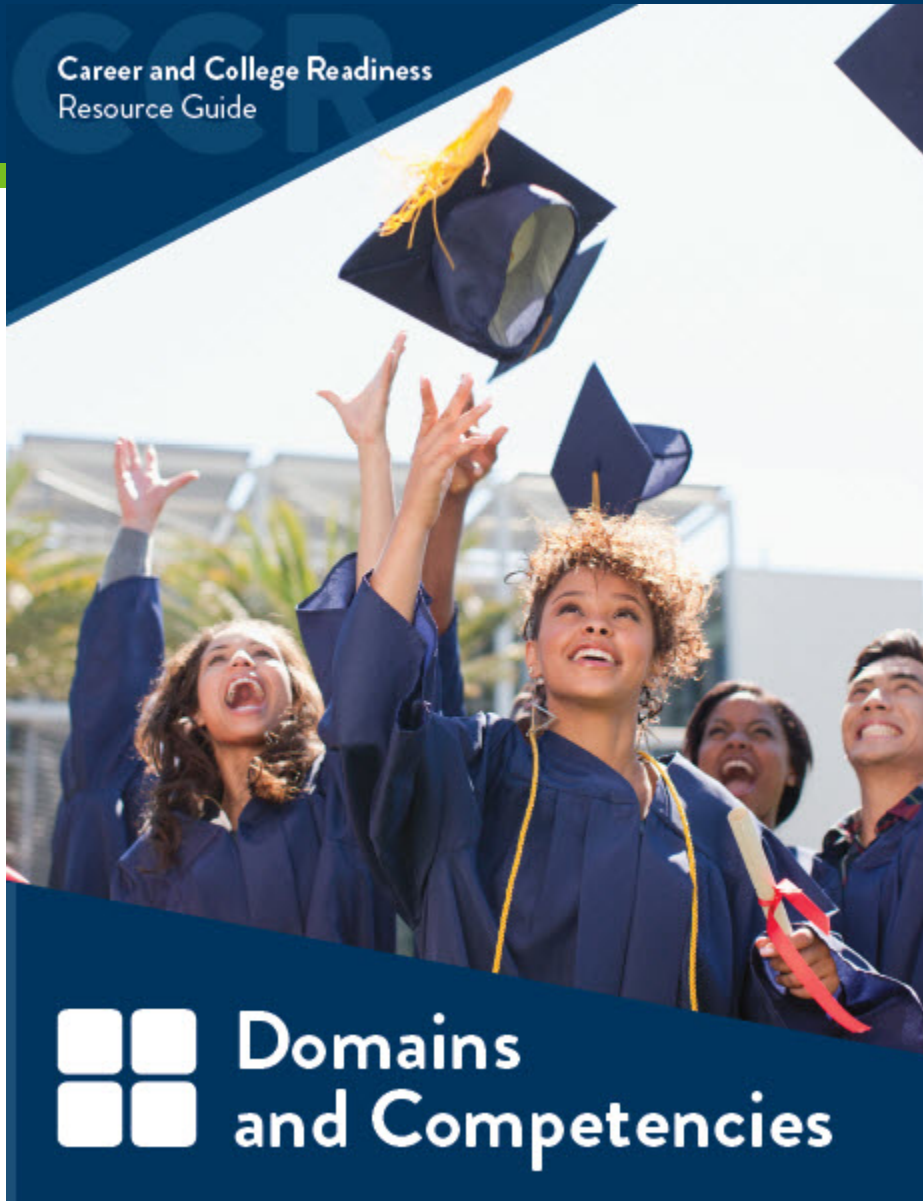
- A collection of 4 sections, to be used as a step-by-step guide, or individually:





Domains and Competencies

- **Represent Minnesota’s vision of Career and College Readiness**
- ...in other words...
- **What does it mean to be a “Career and College Ready student?”**



Domains and Competencies

Intended Outcomes of Using This Section (Page 1):

- Helpful for K-12 curriculum planning
- Guidance for professional development needed for educators and administrators
- Guidance for development of district WBWF goals and programming
- Guidance on aligning Personal Learning Plans (PLP) to anchor CCR programming

Domains and Competencies (Pg 2)

EMPLOYABILITY SKILLS



- Communication
- Technology & Information Literacy
- Academic Content Knowledge
- Collaboration
- Creativity
- Critical Thinking

MINDSETS AND SOCIAL AWARENESS



- Growth Mindset
- Relationship Skills
- Cultural Fluency & Global Awareness
- Self-Management
- Problem Solving
- Decision Making
- Self-Advocacy



PLP Crosswalk



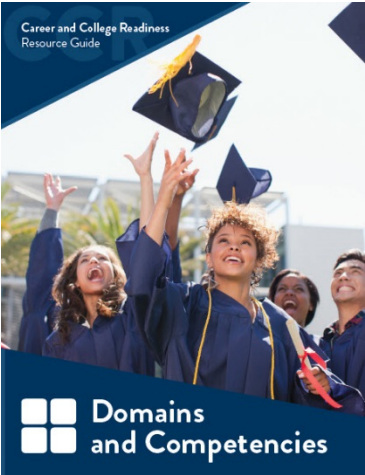
- Career Field and Postsecondary Entrance Requirements and Options
- Personal Financial Literacy
- Financial Aid Processes
- Employment and Admission Procedures



- Career Awareness
- Career Exploration
- Career Preparation

TRANSITIONAL KNOWLEDGE

CAREER DEVELOPMENT



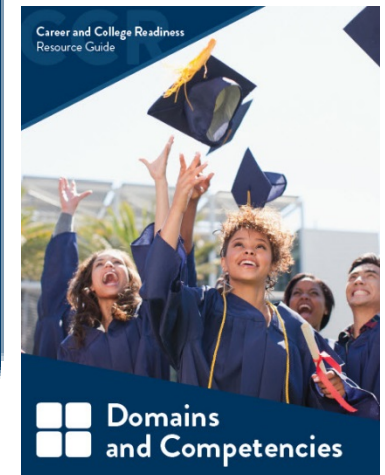
Domain and Competencies Definitions (Pgs 3-6)



Career Development

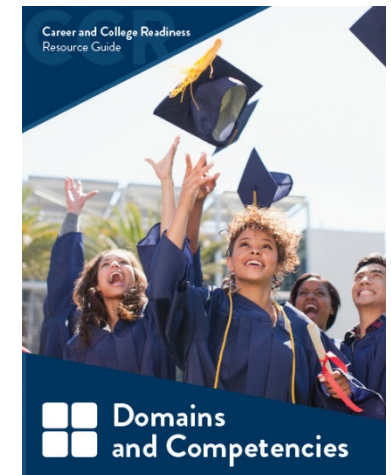
This domain emphasizes various types of experiential learning, specifically career awareness and preparation of academic and work-place learning options and supports organized and available to assist students in preparing for success in postsecondary education or moving directly into the workforce. The framework of criteria associated with this domain includes development of career pathway-specific knowledge and skills, completion of career and technical and rigorous course content, and participation in experiential learning opportunities such as work-based learning, service learning, mentorships, and apprenticeships.

Career pathways represent an organization of related occupational areas within a specific career cluster. Each pathway has its own set of identified knowledge and skills required for initial employment and progression throughout a career. A well-designed CCR program provides a framework by which students develop a vision and realistic plans for their futures throughout their K–12 experience.



Domain and Competencies Definitions (Pgs 3-6)

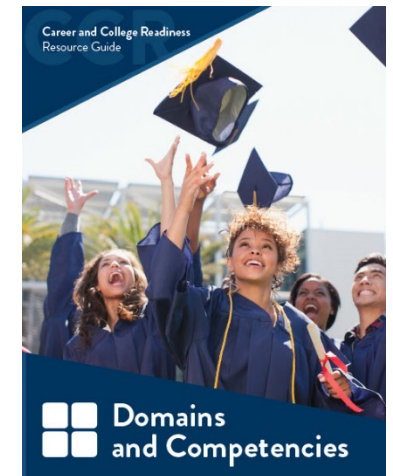
Competency	Definition
Communication	Students express thoughts using appropriate written, verbal and adapted modes of communication via terminology, active participation, and are responsive within a conversation in a manner that is relevant in a variety of settings. Students are able to articulate ideas in meaningful communications for a variety of audiences and settings using appropriate terminology, conventions, formats, and register.
Technology and Information Literacy	Students use technology to research, collect, manage, transform, and exchange information using a variety of media across networks. Students understand how to select and use hardware and software suited to the task at hand. This includes understanding how to maintain data security and safety online.
Academic Content Knowledge	Students draw on information, language, procedures, and knowledge they have acquired to complete tasks, create solutions or products, and make meaning.
Collaboration	Students effectively work on teams consisting of diverse members and skill sets with integrity and empathy toward a shared purpose.
Creativity	Students combine knowledge, skills, original ideas, and imagination to make solutions, ideas, interpretations, or works that transcend traditional ideas or patterns.
Critical Thinking	Students use analytical and strategic thinking to differentiate between multiple perspectives, options, approaches and interpretations.



Domain and Competencies Definitions (Pgs 3-6)



PLP Crosswalk: Activities in this domain are related to **PLP Elements 1, 5, and 7** by helping students access education and career options and identifying supports to complete coursework and prepare for postsecondary education and careers.

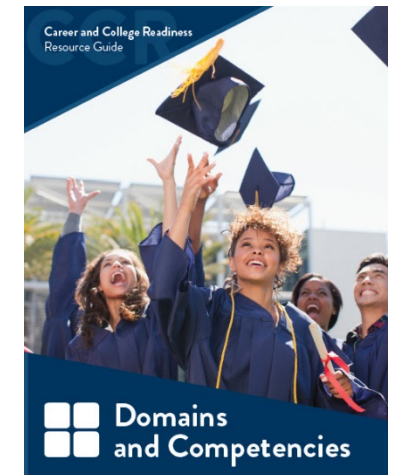


Sample CCR Activities for Each Competency (Pgs 7-19)

Personal Financial Literacy

Students can:	School leaders can:
<ul style="list-style-type: none">• Participate in an activity like Minnesota Career Information System (MCIS) Reality Check to learn how much money they need to earn to cover expenses and which occupations can support their lifestyle.• Enroll in a personal finance course to develop knowledge and skills in budgeting, costs of living on your own, credit scores, managing checking and debit accounts, saving, and investing.• Develop tables that compare and contrast post-high school income and expense options (work, education), including earnings, housing, transportation, food, and clothing.	<ul style="list-style-type: none">• Partner with banking and credit union financial institutions to implement their financial education curricula.• School leaders identify curriculum placement of financial literacy activities within core and elective courses to provide students access to engaging money management scenarios and planning activities.• Collect and share information about scholarships. Have professional guest speakers and others share their stories and facilitate class discussions about ways to earn and learn.

Transitional Knowledge Page 17

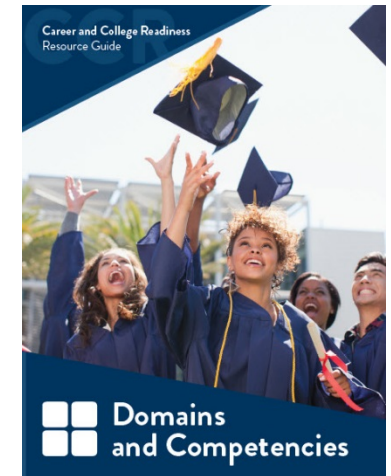


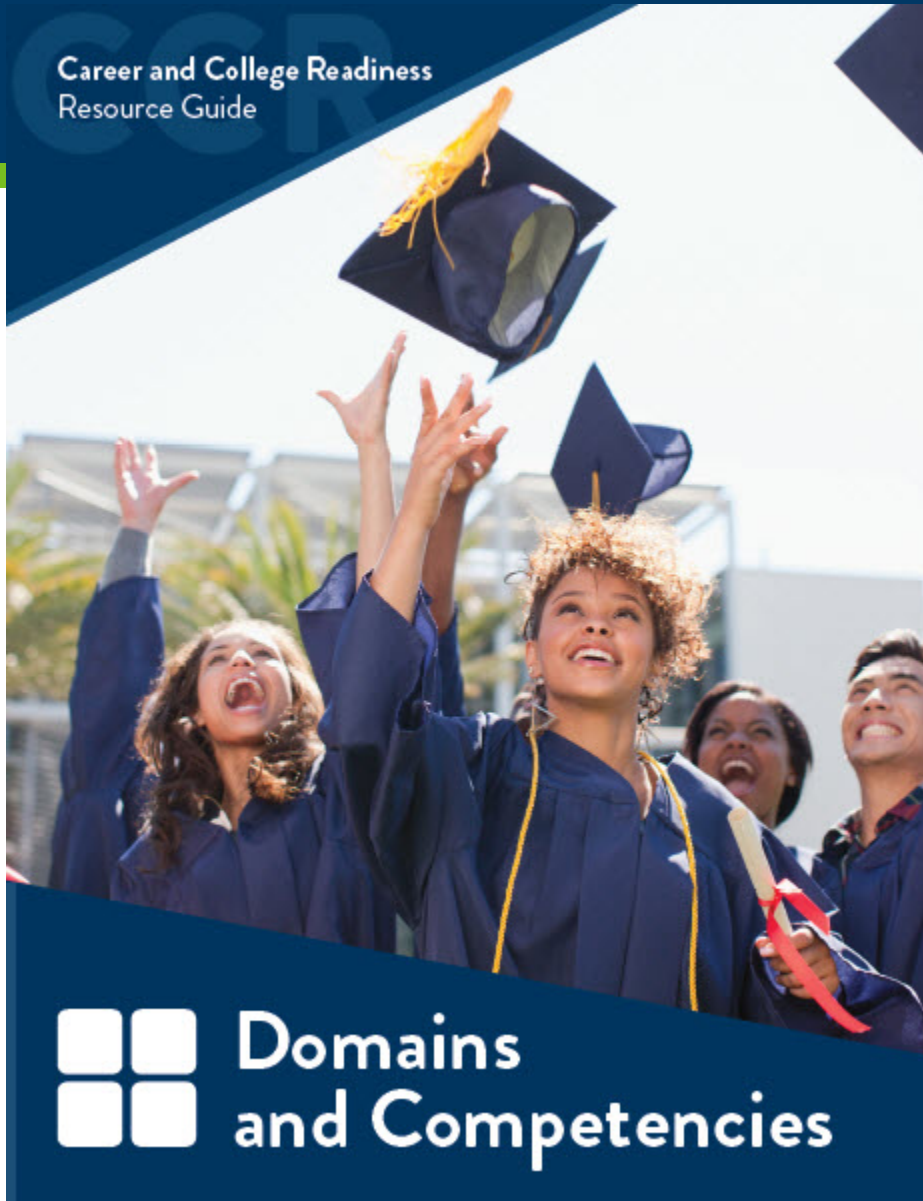
List of potential activities and strategies to help ongoing efforts

Stakeholder Support for PLP Implementation (Pg 23-33)

<i>Element 4</i>	Set appropriate career- and college-ready goals with timelines that identify effective means for achieving those goals.
<i>Student</i>	<ul style="list-style-type: none">I can create an achievable plan that includes goals and timelines based on my discipline area and career interests and strengths.
<i>Parent or Guardian</i>	<ul style="list-style-type: none">I will support my student's efforts to create plans and goals for their future postsecondary education and career interests.
<i>Educator or Counselor</i>	<ul style="list-style-type: none">I will provide resources and instruction on how students can assess their learning style, strengths, and career interests and develop an educational plan that includes goals and timelines.
<i>Administrator</i>	<ul style="list-style-type: none">I will provide time and resources for educators and counselors to assess student learning styles, strengths, and career interests to deliver lessons and guidance for students in creating personal learning plans.
<i>Business or Community Partner</i>	<ul style="list-style-type: none">I will provide schools and students with information, experiential learning opportunities and planning guidance to understand the necessary skills and educational pathways required to enter specific fields of work.

PLP Element 4: Page 25





Domains and Competencies

**Remember...career and college readiness is the goal for EVERY student!
Domains and competencies mark the path to help them reach this goal!**

Program Planning Guide



Tools for planning and implementing CCR programs. Includes:

- Graphic overview of successful CCR programming with a focus on equity.
- Step-by-step action planning tool for planning and launching CCR efforts in your school or district/charter.
- Minnesota CCR program highlights.



Do &
Improve

Key
Partners

Planning
Resources

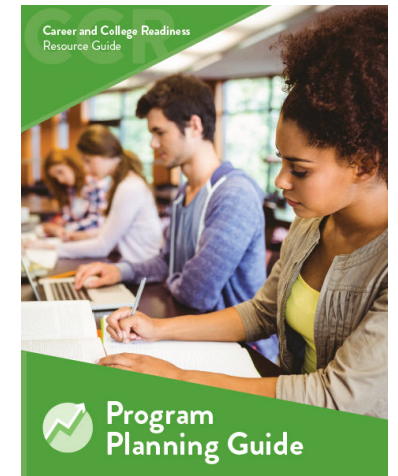
Plan &
Strategies

Needs &
Priorities

CCR Programming At-a-Glance pg. 2

Employability Skills

Mindsets and Social Awareness



Includes example activities by domain. Helps district/charters to determine: What are we doing? Where are the gaps?

Employability Skills

Planning Resources

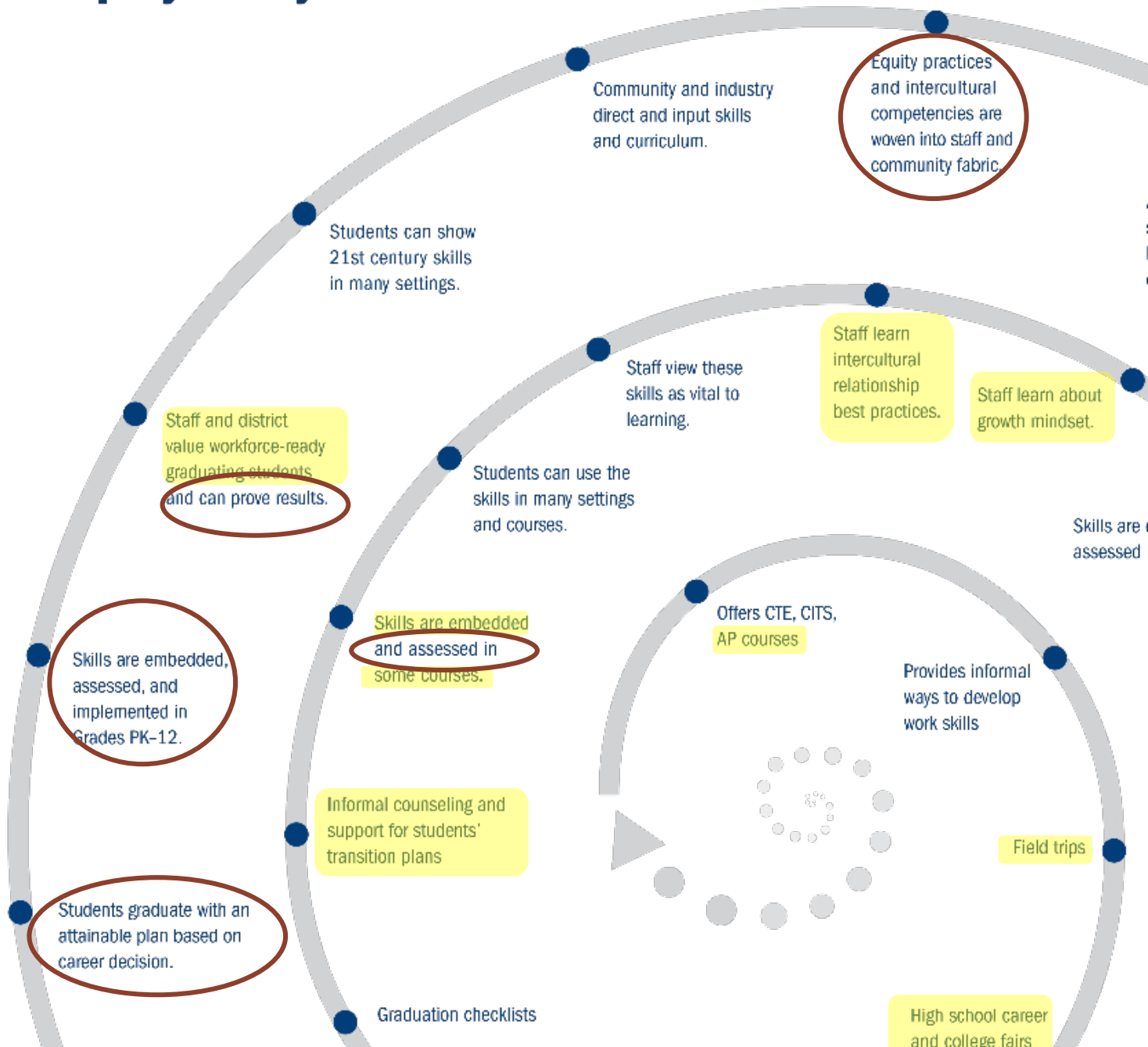


Print and highlight

Add others with Post-its

Employability Skills

Planning Resources



Identify gaps

Set priorities



Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
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Participation – Access and Achievement – Strategies for Success

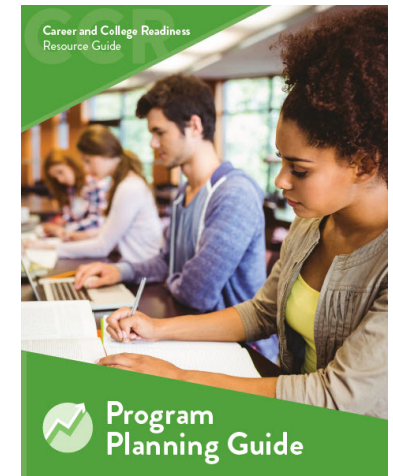
Questions examine the makeup of various groups in the school community, their participation and outcomes in all aspects of CCR, and strategies to develop inclusivity.

District/Charter Progress Check pg. 4

Resources and Structures

What do institutions need to enable learner readiness for college and careers? Resources and Structures are the institutional assets needed to implement successful academic programming and school improvement initiatives—including college and career readiness and success programs. Resources and Structures contribute to an institution’s continuous improvement of capability, function, and capacity. The following set of questions will help districts determine their status with resources and processes.

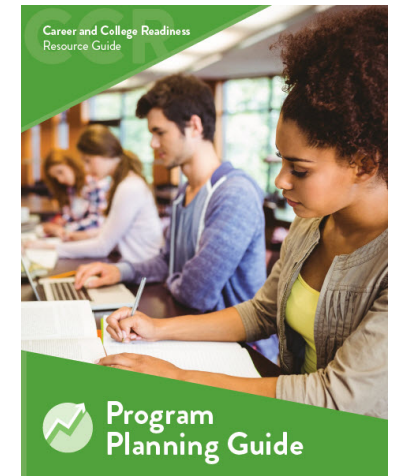
Question:	Choose one:	Examples include:
25. Does the district provide resources to support work-based learning opportunities with business and industry?	a. Yes b. No c. Unsure	Formal CTE WBL-approved program, training plan, training agreement template, transportation, funding to schools, work-based learning manual, memorandum of understanding/partnership/cooperative agreement template.
26. Does the district have structures in place to share data between postsecondary institutions and industry sectors?	a. Yes – works in collaboration with partners b. No c. Unsure	



Action Planning Tool pg. 11

2. Assess Needs and Set Priorities

Task	Action Steps for Continuous Improvement	Person/Persons Responsible	Due Date/Progress
<p>A. Review district and/or school vision, mission, and goals.</p> <p><i>Consider CCR goals and measures in district's WBWF annual report and/or summary.</i></p> <p><i>Consider the goals and measures in the districtwide plan developed by the school board, parents, teachers, students, and superintendent.</i></p>			
<p>B. Assess the school community about current awareness and understanding of CCR competencies.</p> <p><i>Consider staff, students, parents, local community surveys, and focus groups to understand their</i></p>			



Personal Learning Plans: Reflection Questions pg. 21

District Activities and Infrastructure

Element 1: CCR Curriculum Implemented—A comprehensive plan and college- and career-ready curriculum that helps students meet academic standards and develop employment-related skills has been implemented.

- Based on the district’s WBWF plan, has school leadership developed strategies and practices for implementation and continuous improvement of the district’s WBWF CCR goals, the students’ PLPs?
- Who are the persons/team in your district/school responsible for CCR implementation?
- Do all students have an active and complete PLP?
- Are the CCR goals and measures relevant to your school and community included in the World’s Best Workforce (WBWF) plan and summary report?

Element 2: Family Engagement—With an emphasis on rigor and high expectations, students and parents have been informed of each student’s academic performance, opportunities, and plans.

- Are assessment results shared with students and guardian? How are the results shared?
- Have candidate students, students who could be successful in a more academically advanced course with/without support, been identified?
- Have families been notified on at least an annual basis of their student’s candidate status and invited to participate in a school family night or conferences in order to learn more about the academic opportunities, interests, and career potential of their learner?
- Have families been notified and engaged in establishing the student’s PIP?



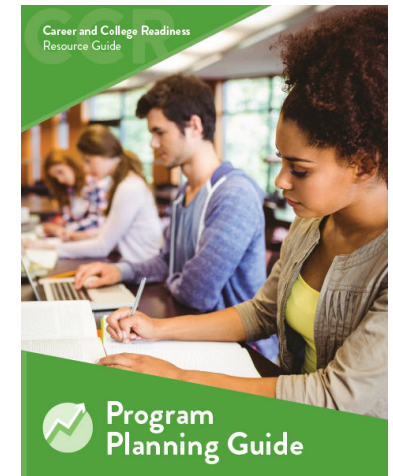
High School

BIG LAKE PUBLIC SCHOOL DISTRICT



CCR Domain(s): Transitional Knowledge, Career Development

[Big Lake High School](#) has students getting “REAL” with an innovative approach to work-based learning that prepares students for both college and a career by connecting learning in the classroom with real-world applications in the workplace. Students enrolled in REAL enter into a program of study that integrates academic content with technical skills and 21st century employability skills within a career-based environment. In the REAL program, students have the opportunity to explore potential career options working alongside a mentor on the job. They are able to see from the inside the different careers that they can pursue during and after high school. The REAL program helps students identify career interests and skills by providing connections to industry professionals and opportunities to explore career interests first hand. Students can then select courses of study that are tied to their individual career goals. REAL not only provides students with opportunities in traditional pathways such as manufacturing, construction, healthcare, and transportation but also allows for experiences including (but not limited to) performing arts, culinary arts, cosmetology, and service industries.



Program Planning Guide



**Use these tools to
facilitate actions that
grow CCR!**



CCR data indicators and guiding questions for program implementation and continuous improvement. Includes:

- Explanation of federal and state accountability systems.
- Guide for developing CCR goals for World's Best Workforce plans.
- Data Handbook – how to access and create charts/graphs.

Data Inquiry: Demonstration

- Table of contents (functionality) (pg. 2)
- State level data sources by type (pg. 15)
- Elements –using Attendance (pg. 36)
 - Breadcrumb trail
 - Directions for the file
 - Systems perspective (K-12 on charts)
 - Statewide goals included
- Data Handbook (technical info) (pg.
 - Names of charts
 - Step x Step How to

WBWF Goals: a place to begin pg. 4

Example goals aligned with Domains

Employability Skills	Possible Data Source(s)
One hundred percent of 10th-grade students will complete a resume highlighting their skills, qualities, and their career ready accomplishments by the end of their 10th grade school year.	Reports from information systems software (LMS, MCIS, Naviance, etc.)
One hundred percent of 11th-grade students will complete an essay (which could be used as a college application essay) highlighting their mindset as a learner by January 31st of their 11th-grade year.	Course reports, reports from information systems software (LMS, MCIS, Naviance, etc.)
One hundred percent of 8th-grade students will demonstrate competency in the information literacy standards (i.e., ISTE Student Standard 3: Knowledge Constructor) by the end of their 8th grade year.	Course reports, student learning portfolio

Mindsets and Social Awareness	Possible Data Source(s)
One hundred percent of 10th grade students will review and updated	Individual PLP plans, grade

Data types and sources pg. 12

Social Emotional Learning

Category	Data Indicators (applicable grade levels)	District/School Data	State Data
SEL Competencies	District-determined SEL assessment	X	

Career Readiness

Category	Data Indicators (applicable grade levels)	District/School Data	State Data
Career Awareness and Exploration	Career-focused field trips, guest speakers, curricula (PK–12)	X	
	Career interest inventories and surveys (7–12)	X	
	Documentation of Personal Learning Plan activities (9–12)	X	
	Participation in student organizations, leadership opportunities, and competitions (9–12)	X	
	Recognition and awards received (9–12)	X	
Course-Taking Patterns <small>Course Taking Patterns</small>	Enrollment in CTE courses (7–12)	X	Secure Reports
	Enrollment in honors courses (7–12)	X	n/a
	Number of CTE concentrators (9–12)	X	Secure

Resource provides guides on:

- where to find different types of data and how to access.
- analysis and visualizations.
- turning questions into action.

Inquiry	Deeper Dive	Action Items
<p>How many students were known to have participated in early care and education (ECE) opportunities?</p> <p>What programs are students and families accessing?</p>	<p>Were there any specific programs that appear to have a higher rate of participation?</p> <p>Does the student population enrolled in early childhood education represent the diversity of the district?</p>	<p>Examine local census data to determine whether there are any families/communities not currently accessing existing programs and who could benefit from the services. Determine what/if any additional barriers to participation might exist.</p>

Data Inquiry

Career and College Readiness
Resource Guide



Data Inquiry

This section will help you broaden the scope of your data use and strengthen CCR goals and measures.

“Now what?”

Who is working on this in your District? Who needs to be working on this?

What will you do next?

Come to the Domains and Competencies Session to explore specific strategies for work with different groups.