

Talking Points
Linked Learning Alliance
State Board Meeting March 10, 2016

- President Kirst, Superintendent Torlakson, Members of the board. My name is Anna Fontus and I am here on behalf of the Linked Learning Alliance.
- The Alliance's work is based on a commitment that all students should have the access, opportunity and supports needed to succeed in a college and career path of their own choosing. This requires schools to provide a college and career preparatory experience – not one or the other.
- The Linked Learning Alliance (LLA) is concerned with one of the proposed options for a College and Career Indicator (CCI) presented by State Superintendent of Public Instruction Torlakson last month.

- There is promising evidence that students who participate in integrated college and career course sequences in high school are better prepared to make informed decisions about their future once they graduate, and are better prepared for success in postsecondary education and training than their peers.
- These findings hold for student subgroups who have low achieving academic histories, and who are often otherwise tracked into non-college, career-oriented programs of study.
- Under the *Standards Model*, students would be expected to complete one of a number of criteria that are either college or career indicators. There is no guarantee that a student will be exposed to both academic and career preparatory experiences. This would further entrench tracking of students and sends a mixed message when the

state has committed to almost 2 billion dollars over 5 years to increased access to college *and* career programs.

- We urge you to instead move towards the points-based model that would incentivize access to, and the integration of college and career preparation.
- Also, we are concerned about the use of SAT and ACT scores as an indicator as they marginalize much of our public school curriculum, are poor predictors of readiness for college, and don't reflect Common Core standards or higher order skills as we know from the Fordham Foundation and RAND. Furthermore, they have low predictive validity for students of color and no predictive validity for career readiness.
- By contrast, completion of A-G and an approved CTE sequence have both stronger face and predictive validity, they are also stronger equity levers, as they will encourage

districts to ensure that every student has a strong program of studies that will ultimately help them develop the fuller range of skills needed in college and careers.

- As the development of the accountability system and evaluation rubrics continue, please remember the state's goal of integrating college and career readiness and its recent investments through the CTEIG and Career Pathways Trust to achieve this vision. We encourage the board and the CDE to consider what messages/incentives they are sending depending on the measure and the method of calculating the CCI. The Point-based option for the College and Career Indicator better reflects the priorities of our state, and would move us closer to equity in students educational and life outcomes.