Overview of the College/Career Indicator and Potential New Measures for Career Readiness

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California Department of Education
If the word CAREER were an acronym that represented the skills and abilities of a career-ready graduate, what would the letters stand for?

C. A. R. E. E. R.
Outcomes/Objectives

• Inform and Educate
  – College and Career Indicators
  – Status

• Inform and Engage
  – Career Readiness Indicators
    • Industry Certifications
    • Work-based Learning
Accountability Framework

- Performance
- Equity
- Improvement
- Transparency
- One system to meet local, state, and federal needs

Overview of the California Model
Overview of the California Model

• The new accountability system was developed based on the local control funding formula (LCFF) state priorities, keeping the requirements of the federal ESSA requirements.

• The Every Student Succeeds Act (ESSA) requires a new accountability system by 2017–18.
### Overview of the California Model (Cont.)

<table>
<thead>
<tr>
<th>ESSA Requirement</th>
<th>Indicator in California Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement on annual state assessments</td>
<td>California Assessment of Student Performance and Progress (CAASPP) for English-language arts/literacy and mathematics</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td>Four-year cohort Graduation Rate</td>
</tr>
<tr>
<td>Progress in ELA Proficiency for English learners</td>
<td>English Learner Progress Indicator</td>
</tr>
<tr>
<td>School quality or student success</td>
<td>Suspension Rates/Chronic Absenteeism/College and Career Indicator (CCI)</td>
</tr>
<tr>
<td>Another academic indicator for elementary and middle schools</td>
<td>Potential indicator is student growth (To Be Determined)</td>
</tr>
</tbody>
</table>
Overview of the California Model (Cont.)

• The California Model uses percentiles to create a 5 by 5 grid (giving 25 results) that combine “Status” and “Change” to make an overall determination for each of the indicators.

• The model provides equal weight to both Status and Change.
For each indicator, the **combination of status and change** results in a performance category.

Each performance category is represented by a color:
The College/Career Indicator
What is the Purpose of the College/Career Indicator?

• The College/Career Indicator (CCI) was designed to emphasize that a high school diploma should represent students completed rigorous course work and are prepared for postsecondary.
College/Career Measures

The CCI Model currently contains the following measures (see Handouts 1 and 2):

– Advanced Placement (AP) exam results
– Dual Enrollment
– Early Assessment Program (EAP) results for ELA and mathematics (Grade 11)
– UC a-g completion
– Career Technical Education (CTE) pathway completion
College/Career Measures (Cont.)

• Potential NEW Measures for 2017–18 Release:
  – International Baccalaureate (IB)
  – State Seal of Biliteracy
  – Golden State Seal Merit Diploma
  – IB Career–related Programme
  – Articulated CTE Pathway
Current Update on CCI

- Web-based system, called the California School Dashboard, is scheduled to be released publicly in March 2017
- CCI will be reported using “Status” only
- The 2017–18 release will include first cohort of graduates who took that grade 11 Smarter Balanced assessments (2015–16 cohort)
Potential Measures for Career Readiness Beyond 2017–18
Examples of College and Career Readiness Indicators Being Used in Other States

- Industry Recognized Certificate/Credential
- Work Based Learning Portfolio of Experiences
- Graduation from certified Linked Learning or National Academy Foundation Pathway
- Work Readiness Certificate i.e.; Work Keys, CTECS or NOCTI
- Membership in Career Technical Student Organization
- Technical Skills Assessment
- Performance Based Assessment or Capstone Project aligned to graduate profile.
Potential Measures for Career Readiness Beyond 2017–18

• Industry Recognized Certificates
  Development of a vetting process designed by the CDE in collaboration with the State Workforce Development Board.
  • Assessment Level
  • Accommodations
  • Assessment Methodology
  • Standards Addressed
  • Reliability/Validity

LEAs should involve local workforce investment and industry advisory boards in determining relevant industry certifications for their region.
Potential Measures (Cont.)

A High Quality Work-Based Learning Program ......

- A continuum of learning experiences that builds off of each prior experience.
- Connects to the classroom and the standards, CCSS, CTE MCS, NGSS, VAPA, and Social Science.
- Based on an individualized training plan designed to support the attainment of CTE Career Ready Practices as well as technical and academic skills.
High Quality Work-based Learning

• Provide experiences that help students discover and develop their interests, talents, and skills in relationship to potential careers
• Assists in the development of College and Career Plans
• Creates connections between the classroom, the students and industry professionals
## Work-Based Learning Continuum and Inventory of Experiences

<table>
<thead>
<tr>
<th>Career Awareness</th>
<th>Career Exploration</th>
<th>Career Preparation</th>
<th>Career Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Online Research and Exploration</td>
<td>• Career Exploration Visits including research and interviews</td>
<td>• Workplace Simulations</td>
<td>• Industry recognized credentials</td>
</tr>
<tr>
<td>• CalCRN</td>
<td>• Virtual WBL</td>
<td>• Job Shadows “I want to be…”</td>
<td>• Career focused dual enrollment or articulation courses</td>
</tr>
<tr>
<td>• Naviance</td>
<td>• Classroom Simulations</td>
<td>• Student-run enterprise</td>
<td>• Year-long internships</td>
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<tr>
<td>• Navigator</td>
<td>• Interactive workplace tours; i.e. SIM labs</td>
<td>• Career mentors/advisors</td>
<td>• College summer bridge programs</td>
</tr>
<tr>
<td>• Career Awareness Curriculum</td>
<td>• Case Studies</td>
<td>• Problem-focused integrated projects</td>
<td>• College and Career Mentors i.e.: First year medical students</td>
</tr>
<tr>
<td>• Middle School Bridge Program</td>
<td>• Career Focused College visits</td>
<td>• Career focused dual enrollment courses</td>
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<td>• Exploratory Wheel Course</td>
<td>• Integrated projects with professionals</td>
<td>• Summer Internships</td>
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<td>• Career Fair</td>
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<td>• Service Learning</td>
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## WBL: Activity, Indicators and Outcomes

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<tr>
<th>WBL Activity</th>
<th>Quality Indicators</th>
<th>Student Outcomes</th>
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| Career Exploration Visit (CEV): | • Teacher or School Site WBL Coordinator communicate needs with industry professional.  
• Visit is focused on Career Ready Practices and aligned to CTE Standards  
• Connects to the classroom before and after CEV  
• Involves research and preparation on part of students  
• Students participate in an industry related activity  
• Focuses on the knowledge, skills and professionalism required of that industry sector | Student can:  
• Describe and give examples of how academic and technical skills are used in the workplace  
• List and describe at least three careers specific to this industry  
• Communicate effectively, with industry professionals  
• Takes an active role in creating a deeper understanding of industry through questions and inquiry  
• Provide examples of how classroom learning connects to industry |
NOW….its your turn

1. Divide your table into two teams. One team will tackle quality indicators while the other team tackles student outcomes.

2. Select a WBL activity from the Continuum Chart.

3. Check for understanding on the definition of the WBL activity selected.

4. In your group, begin brainstorming and recording quality indicators and student outcomes for the WBL activity you selected.

5. You have 20 mins to work.
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SHARE OUT AND TAKE AWAYS
Special thanks go to

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