

**From Cradle to Career:
Educating our Students for Lifelong Success**

**Recommendations from the Massachusetts
Board of Elementary and Secondary Education's
Task Force on Integrating College and Career Readiness**

June 2012

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

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June 19, 2012

Dear Board Members,

It has been an honor and privilege to chair the Integrating College and Career Readiness Task Force on behalf of our Board and the Commonwealth of Massachusetts. The 33 members of this Task Force have worked diligently to push our collective thinking forward and identify recommendations to support the ongoing education of all of Massachusetts' students. Special gratitude is due to our Subcommittee Chairs – Nancy Hoffman, Linda Noonan, Dan O'Connell, and Representative Alice Peisch – who led our meetings, framed our discussions, and drove this work forward over the last six months. The Task Force has also benefited greatly from drawing upon the expertise of fellow members of the Board of Elementary and Secondary Education – Chairwoman Maura Banta, Harneen Chernow, and Secretary Paul Reville – who graciously lent their support and enthusiasm to this work.

The Integrating College and Career Readiness Task Force was charged with finding actionable, scalable steps that the Department of Elementary and Secondary Education could take to better prepare our students for successful careers. In conversations with the state's leading educators, employers, and academic and labor experts, we affirmed the need for the Commonwealth to bring a renewed focus on career readiness education and to fully understand both college and career readiness as essential components of preparation for postsecondary success. In our meetings, we identified strategic and targeted changes that the Department can implement to improve the delivery of career readiness education in Massachusetts, all of which build on and complement our existing policy and program delivery infrastructure. The recommendations that follow are focused on promoting what works, and on partnering with integral stakeholders to produce a career ready workforce that will drive Massachusetts's economy for decades to come.

Massachusetts is once again in a position to join other leaders in our nation and take meaningful action towards preparing a skilled and talented workforce. By conservative estimates, 14 million jobs will go unfilled in the United States over the next decade because of an underprepared workforce, despite persistently high unemployment.¹ Governor Patrick has focused new attention on the Skills Gap in Massachusetts, and there is a growing nationwide alarm over the Opportunity Divide that is separating ambitious young people from successful careers.

Employers, educators, politicians, and community organizations all agree: the failure to integrate college and career readiness in our public schools is an immediate and growing crisis. We must shift how we educate and train our young people. With career readiness in the spotlight, and our state and country at an economic crossroads, the Commonwealth has an opportunity, not in the long term but in the next several years, to create real impact that will expand opportunities for our students to lead successful lives and help our businesses to grow.

Sincerely,

Gerald Chertavian

Chair of the ICCR Task Force, Member of the Massachusetts Board of Elementary and Secondary Education, Founder and CEO of Year Up

¹Anthony Carnevale and Stephen Rose, *The Undereducated American* (Washington: The Georgetown Center on Education and the Workforce, 2011) p. 41.

ICCR TASK FORCE MEMBERSHIP

- Maura Banta, Chair, Board of Elementary and Secondary Education*
- Dennis Berkey, President, Worcester Polytechnic Institute
- Marybeth Campbell, Director of Education and Workforce Development, Executive Office of Education
- Francis X. Callahan, Jr., President, Massachusetts Building Trades Council
- Harneen Chernow, Director, 1199 SEIU Training and Upgrading Fund*
- Mitchell Chester, Commissioner, Massachusetts Department of Elementary and Secondary Education
- Gerald Chertavian, Founder and CEO, Year Up*
- Donna Cupelo, New England Regional President, Verizon Communications
- Conny Doty, Director, Office of Jobs and Community Services, City of Boston Mayor's Office
- Mary Fifield, President, Bunker Hill Community College
- Richard Freeland, Commissioner, Massachusetts Department of Higher Education[¥]
- Carlos Garcia, Chief of Staff and Chief of Corporate Affairs, Sovereign Bank
- Charles (Chad) Gifford, Former Chairman, Bank of America
- Gary Gottlieb, President and CEO, Partners HealthCare
- Katie Gray, Liaison to Elementary and Secondary Education, Massachusetts School Counselors Association
- Patricia Gregson, Associate Commissioner, Vocational, Workforce and College Readiness Programming, Department of Elementary and Secondary Education
- Paul Grogan, President, The Boston Foundation
- Sheila Harrity, Principal, Worcester Technical High School
- Lance Hartford, Executive Director, Massachusetts Biotechnology Education Foundation
- Nancy Hoffman, Vice President and Senior Advisor, Jobs for the Future^{**¥}
- Joseph (Jay) Hooley, Chairman, President and CEO, State Street Corporation
- Wendell Knox, Former President and CEO and Current Board Member, Abt Associates
- Rich Lapan, Professor, School of Education, University of Massachusetts – Amherst
- Ivana Maya, Nursing Student, Simmons College: School of Nursing and Health Sciences
- George Moriarty, Director, Massachusetts Department of Career Services
- Linda Noonan, Executive Director, Massachusetts Business Alliance for Education^{**}
- Dan O'Connell, President and CEO, Massachusetts Competitive Partnership^{**}
- The Honorable Alice Peisch, Co-Chair, Joint Committee on Education, The General Court of the Commonwealth of Massachusetts^{**}
- Paul Reville, Massachusetts Secretary of Education^{**¥}
- Robert Schwartz, Professor of Practice, Harvard Graduate School of Education
- Tom Scott, Executive Director, Massachusetts Association of School Superintendents
- Beth Shevlin, Professional Development Specialist, Massachusetts Teachers Association
- Neil Sullivan, Executive Director, Boston Private Industry Council
- Andy Sum, Director, Center for Labor Market Studies, Northeastern University
- William (Bill) Swanson, Chairman and CEO, Raytheon Company
- Henry M. Thomas III, President and CEO, Urban League of Springfield, Inc.[¥]

* Member of the Massachusetts Board of Elementary and Secondary Education

¥ Member of the Massachusetts Board of Higher Education

** ICCR Task Force Subcommittee Chair

EXECUTIVE SUMMARY

Six months ago, the Integrating College and Career Readiness Task Force convened with a shared belief that knowledge and skills of careers and the workplace lend essential context and relevancy to the education experiences of all of the Commonwealth's students. **The report and recommendations that follow stem from the core knowledge that students who are able to gain experience and exposure to the world of work while in high school are better prepared to persist in and complete a postsecondary education and succeed in pursuing livable wage careers.**² This is particularly relevant for the vast majority of students in our country who attain postsecondary credentials outside of the "traditional" four-year, residential Bachelor's degree programs.

The Commonwealth's ongoing efforts over the last twenty years to raise academic standards to expand college access have not only been justified, but ardently necessary. But as these reforms have unfolded, a closely related crisis has evolved that until very recently has been largely outside the purview of the public eye: the average high school graduate today is underprepared and lacks the necessary experience for succeeding in the workplace.³ Indeed, 42% of employers rate high school graduates as "deficient" in their preparation for entry-level jobs.⁴ This phenomenon not only heightens the difficulty young adults have in finding work but also directly affects the likelihood of young adults persisting and succeeding in post-secondary education. Contrary to popular belief, the average person does not obtain a post-secondary degree in four years. Most are working, or trying to work, while pursuing post-secondary education, and those who need to delay or postpone their progression to save money are substantially less likely to graduate with a degree or credential.⁵

We know that academic preparation as a prerequisite for success following high school graduation is an essential domain of a secondary education. Yet we are increasingly aware that personal and social development, as well as workplace readiness, are also of paramount importance in a young person's K-12 education. In Massachusetts, however, we have been slow to address the growing need to equip our students with a well-rounded preparation for adulthood.

The results of this are startling: our teens are out of work, our college students are failing to identify careers of interest, our college graduates are underemployed, and our businesses are telling us that they cannot fill entry-level, career pathway positions because applicants lack the necessary training, professionalism, and social skills.

We can do something about this. Indeed, there are compelling models of integrated career readiness education already in operation here in Massachusetts. In six months of work, the members of this Task

² Andrew Sum and Don Gillis, *The Continued Crisis in Teen Employment in the U.S. and Massachusetts*, (Center for Labor Market Studies, Northeastern University and the Massachusetts Workforce Association Board, 2012) p. 7, Web <http://www.rebhc.org/new/wp-content/uploads/2012/05/March262012TeenEmploymentReport.pdf>

³ Jill Casner-Lotto, *Are they Ready to Work?*, (The Conference Board, Corporate Voices for Working Families, the Partnership for 21st Century Skills, and the Society for Human Resource Management, 2010) p. 11.

⁴ Ibid.

⁵ *Time is the Enemy*, (Washington: Complete College America, 2011) pp. 2-3, Web.

Force articulated a clear vision that the Board of Elementary and Secondary Education can and should adopt as a policy priority for the Commonwealth:

Massachusetts must create a comprehensive state-wide system with structured, aligned, and strategic partnerships that support students' fluid movement through elementary, secondary, and higher education into successful careers

The Task Force also identified six actionable steps that the Board of Elementary and Secondary Education can lead in pursuit of this vision. We thus recommend that BESE:

High Level Recommendations:

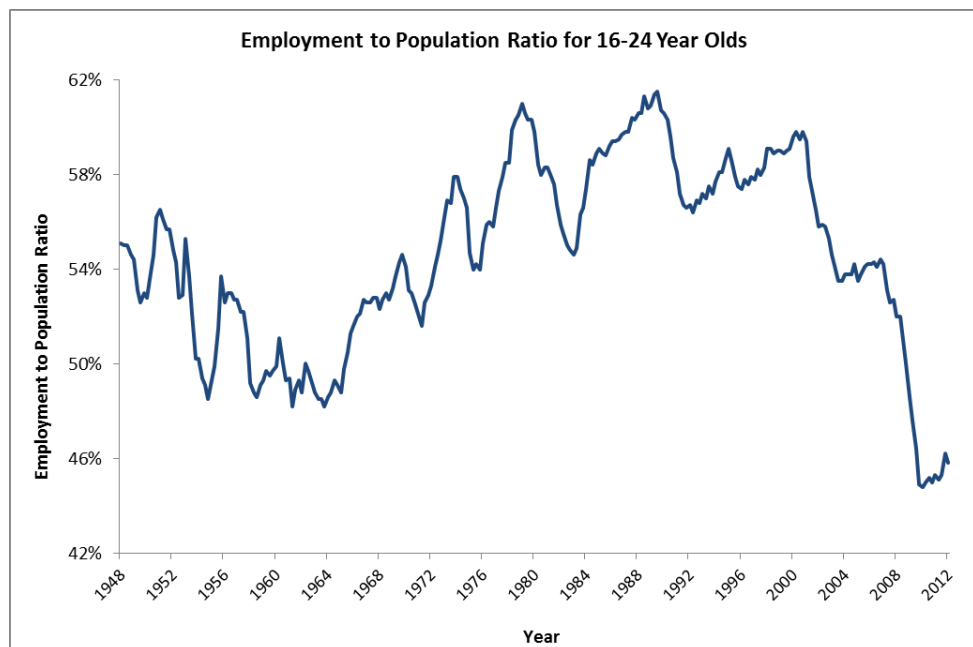
- I. Incorporate Career Readiness into Massachusetts's Recommended Course of Study**
- II. Strengthen School, Employer, Higher Education, and Community Partnerships**
- III. Improve the Utilization of School Counselors in Deployment of Career Readiness Education**
- IV. Incentivize Schools to Create and Demonstrate Comprehensive Career Readiness Strategies**
- V. Promote the Importance of College and Career Readiness for All Students**
- VI. Explicitly Identify Personnel Responsible for Effectively Executing the Task Force Recommendations**

For our educators, our businesses, our citizens, and our economy, efforts to integrate college and career readiness education remain vital to our continued and renewed prosperity and reflect a common desire, across racial, political, and economic divides, to present every student with an equal opportunity for successful futures. Our children deserve an education that equips them for success in a 21st century, global economy. It's time to deliver one.

BACKGROUND

Young people in our country are facing one of the harshest economic environments in our history. In 2011, nearly 54% of all American Bachelor's Degree holders under the age of 25 were unemployed and/or underemployed.⁶ An entire generation is entering the workforce with Depression-level employment

prospects, despite two decades of progress improving our public schools. It is time we reevaluate the goals we set for our education system and challenge the notion that college readiness alone is enough for our students to successfully navigate a 21st century labor market.



Data from the Bureau of Labor Statistics – Current Population Survey

Massachusetts has been recognized as a national leader in education reform, and we have much to be proud of. Our students' mastery of core academic subjects is impressive, and they compare extremely well even against international competition; last year, our 4th and 8th graders topped the nation on the NAEP exam, and outranked almost every single country on the TIMSS exams. We have led the way on adopting the Common Core Standards into our own Massachusetts Curriculum Frameworks, an action that has influenced many of our partners across the country to raise their standards as well. But we are also aware that our academic prowess alone is failing to produce a career-ready workforce.

Currently, according to available data, less than 30% of all Massachusetts high school students are noted to have participated in any kind of structured career development opportunities. Further exacerbating the situation, we now know that our students are less frequently involved in work experiences outside of formal programs today than they have been in the past; just 31% of all teens in the state – and less than 7% of low-income African-American and Latino teens – held jobs during an average month in 2010, compared to more than 50% just ten years earlier.⁷ These unemployed teens are growing into unemployed and underemployed adults and finding it difficult to acquire the knowledge and skills necessary to continue competing in an ever-changing global economy.

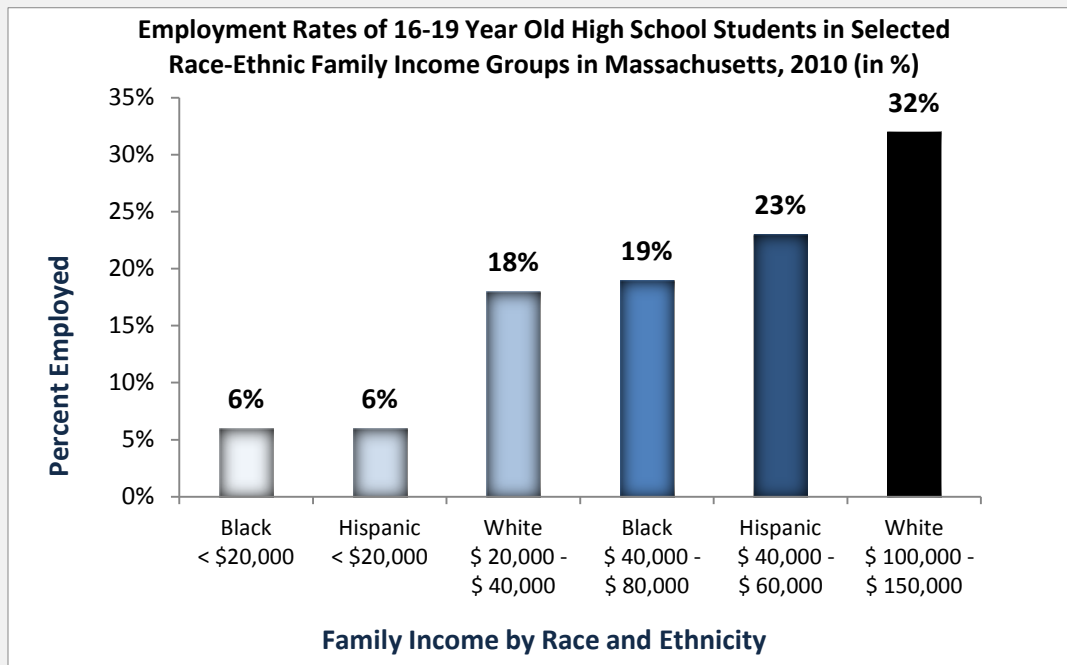
⁶ Hope Yen, "Half of Recent College Grads Underemployed or Jobless, Analysis Says," *Cleveland.com* 23 April 2012, Web, http://www.cleveland.com/business/index.ssf/2012/04/half_of_recent_college_grads_u.html

⁷ Sum and Gillis, pp. 3, 6.

A Depression In Teen Employment

Studies have shown that few experiences are as impactful for high school students as work can be. One of the strongest indicators of future earnings, especially among low-income youth, is work experience in high school. Work in high school improves one's chances of finding work in their late teen years, which raises employability and earnings in one's early 20s, which improves the odds of receiving formal training from employers. And among low and middle-income youth especially, work in high school also leads to lower dropout rates, as well as lower rates of disconnection from school and work in early adulthood.⁸

But just one quarter of all American teens were employed in the winter of 2012, compared to more than 45% twelve years earlier. In 2011-2012, just as in 2002-2007, none of the jobs created and regained by the national economy went to teens; for youth, there has been little to no recovery after either of the last two recessions.⁹ Among low-income and minority teens, the statistics are even more troubling.



(From The Center for Labor Market Studies'
"The Continued Crisis in Teen Employment in the U.S. and Massachusetts.")

Our international competition, meanwhile, is blowing by us, and it is little wonder why. Germany, which provides 60% of its youth with structured career training, has a 7.8% youth unemployment rate. Its economy, and its export sector, has continued to thrive, in spite of high wages, globalization, and the ongoing fiscal crisis in Europe.¹⁰ Other thriving northern European nations, like Switzerland, Denmark and the Netherlands, have made similar investments into integrated career education programs and benefit from extremely low youth unemployment rates.

⁸ Sum and Gillis, pp. 7-8.

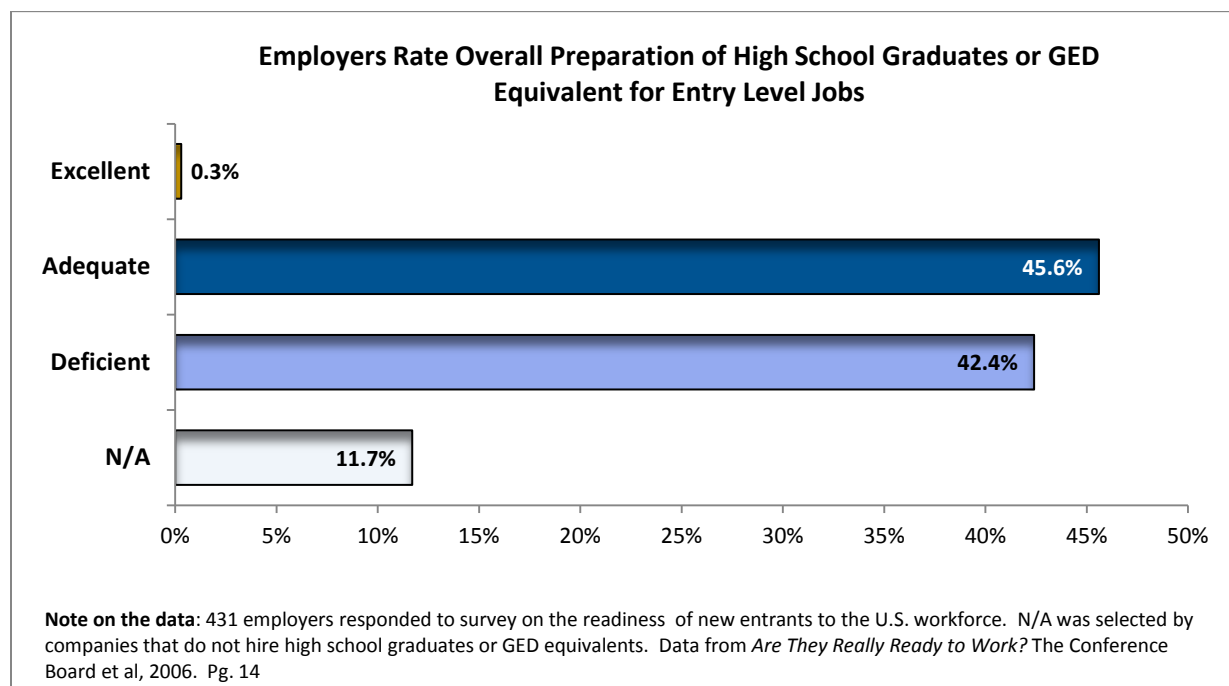
⁹ Ibid, pp. 1-4.

¹⁰ Eric Westervelt, "The Secret To Germany's Low Youth Unemployment," *NPR* 04 April 2012, Web, <http://www.npr.org/2012/04/04/149927290/the-secret-to-germanys-low-youth-unemployment>

We in Massachusetts, and our peers in most states across the country, have overlooked implementing a systematic and sustained focus on career readiness in our efforts to ensure that every child, regardless of their background, receive adequate preparation for college and the future. In reality, a majority of degree earners embark on a career and pursue higher education concurrently. Therefore, most students need comprehensive career preparation during high school in order to successfully complete a postsecondary credential and prepare for a long term successful career. Contrary to popular perception, only 25% of all college students attend full-time, four-year residential schools. Most students are earning degrees part-time, and they are spending long periods of time to do so.¹¹ For most of our students, particularly those from populations that already find themselves on the wrong side of the Achievement Gap, higher education is paid for by simultaneous employment. Our failure to foster an integrated education system has further stacked the odds against these individuals in their pursuit of higher education and employment opportunities that provide a living wage.

We also know that exposure to the workplace helps all of our students, regardless of their background or what postsecondary pathway they pursue. Teens who work or enroll in career exploration programs have higher test scores, better grades, lower dropout rates, better postsecondary enrollment rates, lower teen birth rates, and are less involved in the criminal justice system than their peers.¹² Career development opportunities that directly link their education to their future help to keep students inspired, motivated, engaged and persistent – traits that directly improve student performance.

Employers in our country are finding that they are deeply affected by an under preparation of students for successful careers. While America’s college graduates suffer under the burden of more than



¹¹ *Time is the Enemy*, p. 6.

¹² Sum and Gillis, pp. 6-7.

\$1 trillion in debt¹³ as they desperately seek to begin their careers, our businesses tell us of a persistent and debilitating skills gap: 3 million vacant jobs exist in this country, despite 14 million unemployed workers who are desperate to fill them (many of whom already have Bachelor's Degrees). Massachusetts is faring little better: 120,000 jobs remain vacant in this Commonwealth, despite 240,000 unemployed job seekers. Furthermore, there is compelling data from Northeastern University's Center for Labor Market Studies that finds an even larger ratio of unemployed job seekers to available positions in Massachusetts, lending additional credence to the argument that firms in the Commonwealth have trouble finding experienced and skilled workers for *specific* occupations.¹⁴

There is a lack of alignment between the careers students are being prepared for and the jobs companies are hiring for; we have students in our post-secondary institutions borrowing tens of thousands of dollars for their educations without any prior exposure to the types of jobs they will find once they graduate. Though some community colleges have shown an ability to adapt quickly to economic shifts and prepare students for relevant jobs in today's volatile job market, most young people today are unaware of the highest growth industries in the Commonwealth – particularly those fields that are often the best sources of successful employment. For many of these students, participating in integrated career development education along with workplace exposure opportunities in high school could address this misalignment issue and better prepare them for both a successful postsecondary education and career pathway experience.

As a Task Force, we set out to recommend actionable steps that the Commonwealth of Massachusetts and the Department of Elementary and Secondary Education (ESE) could take – and bring to scale – to better prepare our students for successful careers. What we found is that the future for both our students and employers is promising. There are highly successful initiatives already in Massachusetts. Connecting Activities provides schools with school-based Career Specialists working with community-based Employer Outreach Specialists, who guide students' long-term career and education planning and connect them with leading employers (see additional information on page 11). Participating employers, including Raytheon, Partners HealthCare, State Street Bank, Massachusetts General Hospital, Verizon, and others offer students the chance to participate in structured, work-based learning experiences and the opportunity to add context and relevancy to their education. YouthWorks is a statewide, publicly funded program that provides employment for low-income and at-risk youth. Many districts in Massachusetts have adopted the Massachusetts Model for Comprehensive School Counseling Programs which drives a proactive, collaborative, and comprehensive approach to raising student achievement and enhancing career development for all students.

Leaders from industry, higher education and government have also worked together to establish the state's new economic development strategy, *Choosing to Compete in the 21st Century*. Business leaders and public officials continue to collaborate on the implementation of the major goals of the strategy,

¹³ Charley Stone, Carl Van Horn and Cliff Zukin, *Chasing the American Dream: Recent College Graduates and the Great Recession*, (John J. Heldrich Center for Workforce Development, Edward J. Bloustein School of Planning and Public Policy at Rutgers University, 2012), p. 10

¹⁴ Andrew Sum, Ishwar Khatiwada, and Sheila Palma, *There Are 920,339 Massachusetts Residents Who Face Severe Labor Underutilization Problems: The Pool of Unemployed, Underemployed, Hidden Unemployed and Mal-employed Vastly Exceeds Available Job Openings*, (Center for Labor Market Studies, Northeastern University, 2012) p. 6, Web <http://www.rebhc.org/new/wp-content/uploads/2012/05/March262012TeenEmploymentReport.pdf>

which include advancing education and workforce development through a more cohesive, coordinated system. Successful collaborations with industry leaders are also producing tangible, scalable results in strengthening science, technology, engineering and math (STEM) education to help students across the Commonwealth develop the skills that are required in the new economy. Massachusetts is also a governing member of the interstate Partnership for Assessment of Readiness for College and Careers (PARCC) and is helping affect and direct the national conversation on assessing the critical knowledge, skills, and competencies that students need to succeed. These initiatives and programs - and many others just like them - are successful, but without the comprehensive focus and strategic approach laid out in the recommendations that follow, their reach will continue to be limited and their funding constantly at risk.

The time has never been better, nor the need more dire, for Massachusetts to take actionable steps to move the career readiness agenda forward. We have an opportunity, and a social responsibility, to redefine human development as a cradle-to-career endeavor that will produce the most talented and prosperous workforce in the world. For the Department of Elementary and Secondary Education, this will mean continuing to foster the delivery of the academic knowledge necessary to succeed in college, while also establishing greater cross-departmental collaboration, continuous dialogue with employers, and frameworks and programs that allow schools across the Commonwealth to deliver career readiness education and experiences to all of our students.

Connecting Activities

Connecting Activities is a state funded, Department of Elementary and Secondary Education-led initiative designed to drive and sustain the school-to-career system across the Commonwealth. The programming supports both academic & employability skill attainment, and provides participating schools with employer outreach specialists, who work in close coordination with local chambers of commerce and one stop career centers to provide workplace exposure and experiences, mentoring, and/or training to high school students. Many schools are also provided with career specialists, who are generally school-based and focused on individuals. They work closely with students to support internship placement, work planning, career shadowing, and job prep.

In **Natick High School**, the Connecting Activities Career Specialist works with the guidance department to provide college and career readiness opportunities, including job shadows, college and career speakers and visits to local colleges and tech schools, especially for juniors, along with internships for seniors. Additional opportunities include supported work experiences for students with disabilities, connection with summer jobs and other programming.



In **New Bedford High School**, employer outreach specialists publish the *Employer Internship Guide*, a 10-page briefing that every participating employer in Greater New Bedford receives. The guide suggests best practices for making internships positive and rich learning experiences for all parties, and spurs additional outreach to help employers identify challenging projects for students to undertake.

VISION FOR THE FUTURE

To bring clarity to the debate within the education community about what constitutes career readiness, the Task Force on Integrating College and Career Readiness assigns the following definition to the term Career Readiness. **Career readiness means an individual has the requisite knowledge, skills and experiences in the academic, workplace readiness and personal/social domains to successfully navigate to completion an economically viable career pathway in a 21st century economy (see Exhibit A).**



Some post-secondary education (i.e. a certificate, apprenticeship, Associate or Bachelor degree) will continue to be a requirement for most careers our students choose to pursue; however, regardless of the type of education students pursue, college is not the final destination, but rather a milestone on a path towards a successful career yielding a family supporting wage. This is the ultimate goal for all of our students.

To achieve this goal and ensure that every student in the Commonwealth graduates from high school ready to pursue the next steps on the way to a career, Massachusetts must build a systemic three-pronged partnership: elementary and secondary education, higher education, and the Commonwealth's employers must work together to help students explore career interests in middle school, gain knowledge about and experience in workplaces during high school, and begin postsecondary education with career preparation in mind. School districts, community colleges, and employers must build such seamless pathways according to their local needs, while at the same time focusing on the long-term goal of a broader impact on the state's movement to close the skills gap and support of long-term economic growth. Massachusetts must also ensure that our early childhood education system prepares all children for entering into and succeeding through these pathways.

Massachusetts has many of the components fundamental to bringing this vision to reality and numerous successful initiatives already in motion. Creating a system that truly integrates career readiness, though, will require scaling and innovating this work far beyond its current state. By building on the strong pathways to employment that already exist, and the energy and commitment of public, private and non-profit employers, Massachusetts can lead the nation in guiding its young people through the secondary and postsecondary education systems and successfully into the labor market.

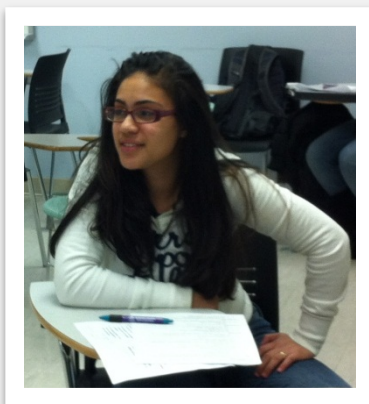
The Task Force encourages the Board of Elementary and Secondary education (BESE) to vote to make the creation of this system a key long-term and sustained policy priority, with specific and measurable goals over the next 5 years. Furthermore, BESE should urge and support the Board of Early Education and Care and the Board of Higher Education to take similar action and vote to prioritize realizing this vision through collaboration and an ongoing investment in creating seamless pathways for our students.

The additional recommendations that follow are to ensure that in the years to come, the Department of Elementary and Secondary Education, working with interagency partners, lays the groundwork, develops the partnerships, builds the capacity, and identifies the structural changes needed to carry out this vision. A system with structured, aligned, and strategic partnerships that support students' fluid movement through elementary, secondary, and higher education into successful careers will allow us to close our skills gap, expand opportunity in this state, and continue to be a national leader in education.

Classroom at the Workplace

The Boston Private Industry Council's "**Classroom at the Workplace**" is a work and learning model that combines employer-paid internships with MCAS preparation for 11th and 12th grade Boston Public High School students who have failed on their first attempts to pass the ELA, mathematics, or science/technology and engineering MCAS. This "work and learning" program serves between 140 and 150 students per summer and about 50 students through its less intensive school year program, and partners with many of Boston's leading private sector employers and community-based organizations.

Madeline Mendez, a senior at Madison Park High School in Boston, entered her senior year still needing to pass the MCAS exams in math and biology. Although she was involved in her school's debate league and newscast program and she earned a Nelson fellowship (a highly competitive position working alongside judges in a Boston courtroom), she could not graduate until she passed the math and science MCAS exams. After participating in "Classroom at the Workplace" as a paid employee at Roxbury Community College learning valuable on-the-job skills, she passed both exams. When asked to reflect on her experience in the biology program, Madeline highlighted the value of the program's career exploration activities that help students appreciate the link between their school experiences and career opportunities.



"MCAS biology tutoring was really creative. We learned how a lot of jobs involve science and biology, for example when the science museum speaker talked about how we can get a job there and also another day when the National Park speaker talked to us about all the jobs they can offer. They offered us the opportunity to actually be someone and do something in the industry."

Madeline graduated on time and has secured a job at Citizens Bank this summer, before starting college in the fall.

RECOMMENDATIONS

I. Incorporate Career Readiness into Massachusetts's Recommended Course of Study

- ❖ **MassCore: Through a Board approved vote, adopt and implement an expanded framework for MassCore that explicitly includes integrated career development experiences for high school students (see Exhibit B).**

MassCore is the current recommended course of study for high school students in Massachusetts. The Task Force recommends that this course of study be expanded to include four career development experiences prior to graduation.

In order to ensure the Commonwealth is able to track student participation in these career development experiences and accurately report on state-wide MassCore completion rates, ESE should also identify a mechanism that all schools and districts can use to record student participation.

- ❖ **Standards and Assessments: Develop targeted career readiness education Standards with corresponding competencies and related Assessments on the elementary, middle, and high school levels. The recommended standards and assessments should be actionable, leverage and integrate with other initiatives underway, and should not be constrained by past practice. These standards and assessments should be presented to the Board of Elementary and Secondary Education within 6 – 8 months of this report for review.**

The Department of Elementary and Secondary Education (ESE) should develop these standards and assessments in coordination with the relevant initiatives that currently exist in Massachusetts, including but not limited to: the Massachusetts Curriculum Frameworks (aligned with CommonCore State Standards), the Career Vocational Technical Education Frameworks, the Massachusetts Career Development Education Benchmarks, the Partnership for the Assessment of Readiness for College and Careers (PARCC), and/or the School-to-Career Connecting Activities Competencies found in the MA Work-Based Learning Plan. ESE should identify a mechanism to collect state-wide data from these assessments and share at both the local and state level.

To support the implementation of this recommendation, the Task Force created a set of suggested high level standards that can serve as a guide for ESE (see **Exhibit C**). Furthermore, while these standards and assessments are being developed internally at ESE, the Board and ESE should continue to support and guide the evolution of the PARCC initiative to ensure that the results address the need for integrated college and career readiness.

II. Strengthen School, Employer, Higher Education, and Community Partnerships

- ❖ **Effective Employer and Community Engagement: Increase community and employer engagement by expanding opportunities and strengthening state-wide coordination among those schools, employers, and intermediaries already engaging in - and those interested in participating in – career development opportunities.**

The primary mechanisms to achieving this recommendation should be implemented in concert with each other and include the following:

A. Developing a group of 10-12 Employer Champions committed to organizing state-wide employer participation in programs providing career readiness experiences for students across all of Massachusetts. The Employer Champions should seek support and leadership from the local Chambers of Commerce and other business associations, Workforce Investment Boards, and state and local governmental organizations to identify additional partners to help increase the number of career development activities available for students. This group should represent large, medium and small companies from a variety of industry sectors across the Commonwealth. To further support this recommendation, the Employer Champions should leverage the role of non-profit intermediaries to support the effective coordination and deployment of these efforts. BESE and the current administration should take an active role in developing the membership of this group and celebrating their active and engaged participation.

ESE should also actively seek advice and input from the Employer Champions at the state, district, and local levels for curriculum development and instruction to ensure that the talent development needs of the business community are reflected in the classroom.

B. Creating and publicizing a Toolkit and Menu of Opportunities for employers, parents, higher education partners, and other stakeholders that provide guidance on how best to engage and reduce the barriers of engagement. ESE should leverage the successful career readiness tools, curriculum models, and lesson plans already in place within the Department, such as the Contextual Learning Portal, to provide schools with relevant material for use in K-12 classrooms, out-of-school programming and summer school experiences.

The Toolkit and Menu of Opportunities should represent the range of opportunities available for both company-wide and individual engagement with students and provide guidance on how to tailor engagement based on the size, industry, and location of interested partners. ESE should consider *Connecting Youth and Business - A Toolkit for Employers* as a model for employer engagement and as a potential application to leverage throughout the Commonwealth. The toolkit was created by Gap Inc. and supports the work of the White House Council for Community Solutions. It is freely accessible on Opportunity Nation's website, www.opportunitynation.org/youthandbusiness.

ESE should take ownership to encourage and increase stakeholder adoption of these tools and promote their use through the Future Ready MA Campaign described below.

C. Increasing volunteer, parental and family involvement by developing multiple opportunities to access information and resources via online tools, workshops and multi-lingual communication. Employers can play an important and supportive role by providing onsite programs at the workplace for all employees involved in the lives of children. Employee volunteers can also be valuable allies in supporting career development through formal and informal activities for families and students, starting in elementary school. ESE should review and assess online tools that parents and volunteers can encourage students to use, such as Rocket21.com, that are free of charge and offer students the ability to explore career interests and better prepare themselves for their futures. Rocket21, for example, provides an online forum for children to access world-class experts from a variety of fields and explore their individual interests through compelling social media applications.

In addition, workshops should be used to highlight the role parents can take in supporting career development as: proponents of their children’s career planning; employees with career knowledge and skills who can speak to students during career days in schools; and, valuable community resources who can support nonprofit intermediaries and organizations focused on career development education.

D. Maintaining a state-wide database of the opportunities to employers and schools so interested stakeholders can access each other. Many successful programs already exist in Massachusetts and ESE should build upon the existing funding streams and infrastructure currently deployed through the Workforce Development System, Workforce Investment Boards and the Commonwealth Corporation while taking ownership to ensure that all such opportunities are recorded and presented to interested parties in a communal forum. This structure will help support the continued growth of these programs and provide more outlets for individuals to volunteer. Many employees – particularly baby boomers and millenials – actively seek out opportunities to volunteer at their companies. Raytheon, for example, has over 16,000 employees who opt to volunteer in education-related activities every year (see additional information on Models of Integrating College and Career Readiness on Page 18).

E. Expanding capacity for school-to-career Connecting Activities to increase the number of jobs, internships, and career awareness activities available to students across the Commonwealth. Collaboration among schools, employers, communities and higher education partners will not be sustained and expanded without quality staff support and intermediaries – school-based career specialists to identify and match students, employer account managers to broker and support employer engagement, and partnership coordinators to organize activities across sectors and over time. To read more about Connecting Activities, see additional information on Page 11.

❖ **Utilization of a Uniform Technology Application: Increase adoption and utilization of *YourPlanForCollege* across all middle and high schools in Massachusetts.**

Career exploration and navigation is essential for students and imperative to development and career planning. Furthermore, with a uniform technology application, employers in Massachusetts can identify specific skills needed and assess potential candidate pools to support their future human capital needs.

YourPlanForCollege has already been adopted by 35% of high schools in Massachusetts and more than 65,000 students have registered accounts. The *YourPlanForCollege* portal provides students with career exploration activities and insight into their own interests, areas of concentration, and course of study requirements. Students are encouraged to develop actionable postsecondary plans that are directly tied to their interests.

ESE, the Department of Higher Education, and the Massachusetts Educational Finance Authority (MEFA) should continue to work with one another to expand the employer engagement functionality in the *YourPlanForCollege* web portal. Functionality should be created that includes a mapping of career pathways to real-time information about Massachusetts employers. *YourPlanForCollege* should also maintain a clearinghouse for employers to post opportunities such as job shadowing, mentoring, and internships for students.

In addition, the Task Force recognizes that the viability of self-assessments for encouraging equal pursuit of high-wage careers across socioeconomic groups has not yet been fully measured. As this body of data continues to emerge, we encourage ESE, the Department of Higher Education (DHE) and MEFA to work towards ensuring that self-assessments in *YourPlanForCollege* promote equality for all students across gender, race, and class.

Furthermore, ESE and DHE should continue to work with MEFA to rebrand *YourPlanForCollege* and change the name to better represent its functionality and purpose: preparing students for successful futures in both college and careers.

It is important to note that some members of the Task Force acknowledged the use of comparable products to YourPlanForCollege across the Commonwealth. We thus recommend that ESE also evaluate similar products while recognizing the existing and extensive use of YourPlanForCollege throughout the Commonwealth.

Models Of Integrated College And Career Readiness

In Western Massachusetts, **Monument Mountain Regional High School** in Great Barrington provides a compelling model of how a rural school can adapt career readiness initiatives into its local environment. Sophomores, juniors and seniors are eligible for enrollment in an elective internship program, for which they receive school credit and structured support on their experiences through quarterly seminars and written assignments. The most common placements are in health care and education settings, along with many placements characteristic of a rural area with a strong tourism sector, such as internships with horse stables, farms, a fish hatchery, local arts programs, and other local employers.

The Boston Private Industry Council helps to coordinate Brigham and Women’s Hospital’s **Student Success Jobs Program**, a year-round internship program designed to introduce 75 Boston high school students to medical, health and science professions. Students are matched with health care professionals who provide mentoring and serve as role models. SSJP provides opportunities for students to embark on the college application and selection process, to develop relationships with peers with similar goals, engage in educational and engaging monthly seminars, have access to tutoring in science and math, and apply for financial scholarships for college. SSJP supports its alumni by offering summer internships in BWH departments that coincide with students' college majors.



The program’s results are indicative of how effective true integration of academic content and workplace exposure can be. 96% of students who graduate from SSJP matriculate into a two or four-year college or university, and 85% of graduates who enroll in college are majoring in or have majored in health, science, or medicine. 60% of our SSJP alumni are currently employed in a health care setting and of those, 37% are employed at Brigham and Women's Hospital.

In Malden, a new partnership is underway between Malden High School and Bunker Hill Community College through the **Dual Enrollment Program**. At no cost, MHS students can enroll in BHCC courses, some of which are hosted in the evenings in Malden, where MHS’s building has been designated a satellite campus of BHCC. In these courses, students are enrolled with and exposed to working adults who are balancing their careers with their pursuit of postsecondary credentials and degrees, while also earning credits that will give them a jumpstart (and significant cost reduction) on earning their degrees. Similar partnerships are underway in Lowell and Worcester with Middlesex and Quinsigamond Community Colleges.



Community colleges have a special role to play in the creation of smooth pathways from high school to higher education and the workplace. With their dual emphasis on academic excellence and specific skills training, community colleges have demonstrated a flexibility to react quickly to economic shifts and to launch successful academic programs in high-demand fields.

Community colleges have an opportunity to strengthen workplace development programs and partnerships with local school districts throughout the Commonwealth that provide students with hands-on career experience prior to graduation. With their focus on comprehensive classroom instruction, as well as workplace training and credentialing, community colleges represent a valuable investment in the Commonwealth’s economic future.

III. Improve the Utilization of School Counselors in Deployment of Career Readiness Education

- ❖ **Mass Model: Collaborate with the Massachusetts School Counselors Association (MASCA) to support and expand the use of the Mass Model for Comprehensive School Counseling Programs in order to repurpose the role of school counselors and position them as a primary resource to lead students in college and career readiness.**

ESE should continue to work in collaboration with MASCA to broaden the adoption of the Mass Model for Comprehensive School Counseling Programs to all Massachusetts schools, and to support districts in their implementation of the MA Model for Comprehensive School Counseling Programs by identifying and promoting best practice models that illustrate quality implementation and harness counselors' desire for increased efficiency and impact.

While a repurposing of school counselors will enable them to take on a greater role as orchestrators of career readiness education, the Board must also build the capacity at the state level to assist local schools and districts in determining how to address the current structural challenges within the guidance system - specifically related to the high ratio of students to school counselors. The Mass Model, in accordance with the American School Counselors Association, recommends a student to counselor ratio of 250:1. In 2009, the most recent year for which data is available, there were 432 students for every school counselor in the Commonwealth.¹⁵ The Board should also investigate the role of paraprofessionals and assess whether they can be leveraged to take on the clerical and non-counseling tasks often assigned to school counselors.

- ❖ **College and Career Plans: Support the passing of Massachusetts Bill H.3931 - An act establishing six-year career plans for all Massachusetts public school students**

Massachusetts Bill H.3931 – currently in the House Ways and Means Committee – requires the Executive Office of Education to convene an advisory committee to investigate and study a development and implementation process for 6-year career planning to be coordinated by licensed school guidance counselors for all students in grades 6-12 for implementation beginning in the 2014-2015 school year (see **Exhibit D**).

The Task Force supports having all students in Massachusetts produce career plans with school counselors to help identify their own pathways for a successful career. By utilizing the *YourPlanForCollege* application, school counselors can better leverage their time to work with more students and ensure a mechanism is in place to accurately track and manage student data.

¹⁵ *United States Student-to-Counselor Ratios for Elementary and Secondary Schools*, 2011, Web http://www.counseling.org/PublicPolicy/ACA_Ratio_Chart_2011_Overall.pdf

IV. Incentivize Schools to Create and Demonstrate Comprehensive Career Readiness Strategies

- ❖ **Incentive Grants: Create and manage the deployment of 10 planning and implementation grants to incent schools to develop cohesive strategies – with specific and measureable outcomes – that engage employers and stakeholders and increase the availability of career readiness programs for students.**

There are numerous recommendations identified in this report that will enhance the delivery of career readiness education for students. In order to incent active and swift adoption, ESE should work in collaboration with the Executive Office of Education to create a grant program that provides funds to schools and districts that take initiative to implement these recommendations at the local level.

The grant application should require interested schools and districts to describe the specific strategies they will use in order to: increase career planning; improve the utilization of school counselors; adopt the expanded MassCore framework; implement career-readiness assessments, and identify specific employer partnerships. The Board should fully support these demonstration projects to show educators and the public what successful career pathways look like.

- ❖ **Pathways to Prosperity Initiative: Support Massachusetts’s continued involvement in the Pathways to Prosperity Initiative and the short-term development of 3 pilot Multiple Pathway programs in the Commonwealth.**

Multiple Pathway pilots should involve a strategic partnership between an elementary and secondary education provider, a higher education provider (i.e. Community College) and an employer in a high-growth, high demand field. The program should engage students over a minimum 6-year period and culminate with clear opportunities for career advancement at the partnering company.

In response to the work of this Task Force, the Commonwealth is already in the process of developing these Pathways by linking community colleges, employers, and the Elementary and Secondary education system and creating three such programs that begin in the 9th grade and conclude with an Associate’s degree six years later. The Multiple Pathway demonstrations will be developed in the Financial Services, Healthcare, and Advanced Manufacturing sectors.

During the 2-year pilot, ESE should work with the Advisory Group identified below to continue to set the vision and identify additional system-wide structural changes that will facilitate long-term, large-scale impact.

V. Promote the Importance of College and Career Readiness for All Students

- ❖ **Future Ready MA Campaign: Utilize the Future Ready Campaign to build public awareness about what it takes for all students to graduate ready for successful careers and post-secondary education.**

The Future Ready MA campaign is a joint project of the Departments of Elementary and Secondary Education and Higher Education, the Massachusetts Business Alliance for Education, and Achieve, Inc., working to better inform the public about what it takes to be prepared for rigorous postsecondary education and career opportunities. The Future Ready MA campaign provides a “roadmap” of programs and tools available to students and their families that can assist them on the journey to future success. This public communications campaign promotes a better understanding and utilization of the Commonwealth’s initiatives designed to advance the “college and career readiness” agenda for all.

- ❖ **State-Wide Convening: Create momentum for the explicit and ongoing focus on integrated career readiness education by holding a state-wide convening that highlights the work currently underway in the Commonwealth and creates a forum for launching the vision and strategic recommendations outlined in this report.**

ESE and the Board have the opportunity to leverage the momentum currently underway in the Commonwealth around the importance of career readiness education. Given the publication of this report, the Governor’s Gateway Cities agenda, the launch of the Future Ready MA Campaign, and the numerous successful initiatives and programs in place, the time is right for the Commonwealth to host a state-wide convening that focuses specifically on career readiness. The convening should bring together the state’s employers, policy experts, educators, and leaders in workforce development to align the Commonwealth around the goals of building momentum, changing perceptions, and seeking explicit commitments from stakeholders.

VI. Explicitly Identify Personnel Responsible for Effectively Executing the Task Force Recommendations

- ❖ **Department of Elementary and Secondary Education Staff and Resource Capacity: Identify or (if necessary) increase staff and resource capacity within ESE and hold accountable for executing both the necessary internal actions related to the recommendations as well as supporting increased coordination within the existing state-wide infrastructure.**

ESE staff and resources should lead the effort in better integrating this work across the DHE, the Department of Early Education and Care, and the University of Massachusetts System, as well as labor, economic development, and workforce training organizations.

- ❖ **Advisory Group: Call for the creation of an Advisory Group comprised of 8-10 leaders in the Elementary and Secondary Education, Higher Education, and Business sectors that will steward the ongoing execution of the cross-sector recommendations and continue to strengthen the necessary state-wide collaboration effort.**

The Advisory Group should be modeled after the existing BESE Advisory Councils that were established by the Education Reform Act of 1993 and “advise the Commissioner and the Board on matters relevant to their areas of focus in the development of education reform in Massachusetts.” The Advisory Group should complement the work of the existing councils by incorporating cross-department and cross-sector experts in career readiness and employer engagement and should include representation from both educators and employers.

The Board should look to members of this Task Force as well as other leaders in the Commonwealth to take a stewardship role and support the ongoing implementation of the cross-sector recommendations.

Massachusetts Construction Career Day (MassCCD) - May 2 and 3, 2012

More than 1,100 high school students from 95 high schools across the Commonwealth attended the 10th Annual Massachusetts Construction Career Days (MassCCD) held on May 2nd and 3rd at the New England Laborers Training Academy in Hopkinton to learn more about career opportunities in the engineering, construction and environmental fields.

MassCCD was created to help educate high-school students about the wide range of rewarding, high-paying career opportunities available in the engineering and construction fields – whether their interests lie in math, carpentry, mechanics or science – by giving them a sense of the skills and postsecondary education they will need to enter many of these professions. At this two-day career event, students:

- Talk with industry professionals and share their experiences
- Learn about opportunities in apprenticeship programs
- Discuss industry-relevant postsecondary education with universities and colleges
- Compete in engineering and construction challenge events
- Operate backhoes, excavators, jackhammers, pavers, rollers, and other equipment
- Participate in concrete finishing, welding, cutting, burning, and electrical work

This year, the culminating Engineering and Technology Challenge, which incorporates six different activities, was won by the team from Palmer High School. Said Palmer student Mark Davis, “Before attending the CCD, I had no idea what Engineering and Construction jobs would be like, but CCD did an excellent job of packing so many aspects of construction and engineering into a relatively short span of time. Career Construction Day was both educational and immensely entertaining.”



(Students learn the engineering principles behind the Leonard P. Zakim Bunker Hill Memorial Bridge)

More information about CCD can be found at: www.engineers.org/massccd.

CONCLUSION

For far too long, career education in Massachusetts has fallen short of our own expectations of success. **We have seen college and career preparation incorrectly bifurcated as divergent tracks in the past - the residual effects of which echo clearly in today's Achievement Gap.**

This Task Force was thus charged with *integrating* college and career readiness education. Our schools have the potential – and the responsibility – to prepare students for successful careers. Our state's businesses, employees, and community organizations have additional tools and resources to provide meaningful experiences for students to develop relevant career knowledge and skills. Yet we are graduating legions of students without any prior work experience or exposure to the most in-demand fields of study – and doing so at a point in our country's history when we simply cannot afford to.

Integrating career readiness programming and curriculum into our schools will complement, not combat, our ongoing efforts to maintain and refine high standards that prepare our students for successful post-secondary pursuits. We are confident that better career and workplace exposure can help guide students towards meaningful, high wage careers in the STEM field and provide the necessary relevancy to their studies that will keep them interested and engaged. Moreover, studies show that teens with work experience and exposure – who are able to contextualize what they learn in class – score higher on standardized assessments and attain postsecondary credentials at higher rates than their peers.

There is a range of work already underway in the Commonwealth with similar aims. There are effective programs, promising initiatives, and individual models of excellence across Massachusetts, and new technology platforms that help to break down the spatial and time limitations that have divided our schools and employers in the past.

It now falls on the Board of Elementary and Secondary Education to lead the effort in integrating and augmenting these positive efforts into a coordinated, aligned, and impactful system. This work will involve numerous other stakeholders, including the Department of Early Education and Care, the Department of Higher Education, the workforce development system, employers, and non-profit organizations. By strengthening and facilitating strategic partnerships between educators, employers, and parents, incentivizing innovation, harnessing school counselors, defining a more comprehensive recommended course of study, and dedicating personnel to these efforts, BESE can spearhead the effort to create real and meaningful change for the students in our Commonwealth. In the immediate term, BESE can and should vote to make the creation of the system outlined in this report a policy priority.

Every child deserves an education that nurtures their dreams and lays out a navigable pathway to accomplish them. It is no longer viable for our businesses or our educators to underinvest in career readiness education; we have a responsibility to provide our children with a well-rounded education that prepares them not just to begin post-secondary education, but to access viable, living-wage, family-supporting careers, and lifelong prosperity.

APPENDIX

Exhibit A - Defining Career Readiness

Domains	Competencies for Success	Examples of Experiences that Build Career Readiness
A. Academic	<p>Knowledge of Core Subject Areas as depicted in CommonCore Standards and MassCore:</p> <ol style="list-style-type: none"> 1. Four years of English 2. Four years of mathematics 3. Three years of lab-based science 4. Three years of history 5. Two years of the same foreign language 6. One year of an arts program 7. Five additional "core" courses such as business education, health, and technology <p>Graduation Requirements in MA maintain that students must complete courses in American History & Civics and Physical Education as well as pass the grade 10 MCAS tests in the English Language Arts, Mathematics and one of the four high school Science and Technology Engineering tests</p>	<p>Lifelong Learning Skills and Literacies Developed in Core Courses including:</p> <ul style="list-style-type: none"> ▪ Scientific literacy ▪ Information literacy ▪ Economic literacy ▪ Civic awareness ▪ Mathematical reasoning ▪ Reading skills ▪ Study skills <p>Applied Academics: a chance to observe, try, and demonstrate academic skills in a variety of classroom, community and workplace settings, including:</p> <ul style="list-style-type: none"> ▪ writing for a school newspaper ▪ participating in an environmental advocacy campaign ▪ writing a business plan ▪ creating exhibits for a local history museum
B. Workplace Readiness	<ol style="list-style-type: none"> 1. Career Exploration and Navigation 2. Communication: <i>[Listening, Speaking, Writing, and Nonverbal Communication]</i> 3. Critical Thinking, Problem Solving, and Creativity 4. Teamwork and Collaboration 5. Professionalism: <i>[Timeliness, Appropriate Dress, Respect, Adaptability]</i> 6. Technical skills: <i>[Information Management and Digital Media Applications]</i> 7. Knowing How to Learn 	<ul style="list-style-type: none"> ▪ Jobs and/or Internships ▪ Career Development Activities, including workshops, guest speakers, job shadows, and field trips ▪ Career Vocational Technical Education (CVTE) ▪ Career Electives ▪ Career-Themed Schools or Career Academies ▪ Classroom, Community and Workplace Projects ▪ STEM After-School Programs, Science Fairs, Robotics programs ▪ Community Service Learning ▪ Contextual Learning and Applied Learning Projects
C. Personal/Social Development	<ol style="list-style-type: none"> 1. Planning, Time Management and Goal-Setting Skills 2. Motivation, Initiative and Persistence 3. Ethical Decision Making 4. Self-Confidence and Self-Efficacy 5. Civic Engagement, Stewardship, and Cultural Competency 6. Healthy Behavior 7. Personal Financial Management 	<ul style="list-style-type: none"> ▪ Future Planning and Exploration Activities, including "Your Plan for College" and other structured college and career planning tools ▪ Mass Model for Comprehensive School Counseling ▪ After-School Programs ▪ School Leadership Roles ▪ Student Government ▪ Community Service Learning Experiences ▪ Contextual Learning Projects

Exhibit B: MassCore Expanded Framework

MassCore			
Massachusetts High School Program of Studies			
English/Language Arts	4 Units*		
Mathematics	4 Units Including the completion of Algebra II or completion of the Integrated Math equivalent. All students are recommended to take a math course during their senior year.		
Science	3 Units of lab-based science Coursework taken in technology/engineering may count for MassCore science credit. Note: The Board of Higher Education admissions standards for public colleges and universities require three (two lab-based) physical and natural science units and do not currently recognize technology/engineering as a science course.		
History/Social Science	3 Units Including US History and World History.		
Foreign Language**	2 Units Of the same language.		
Physical Education	As required by law State law (M.G.L. c. 71, s. 3) states: "Physical education shall be taught as a required subject in all grades for all students." Health can be integrated into Physical Education, science, or taught as a stand-alone course.		
The Arts**	1 Unit		
Additional Core Courses	5 Units Business Education, Career and Technical Education (CTE), Health, Technology (e.g., computer science, desktop publishing, multi-media and web design), or any of the subjects above. Note: Most students majoring in CTE will take more than 5 units in a CTE program of study.		
Career Development Experiences	4 Career Development Experiences		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Career Awareness Experiences, Grades 9-10 Including but not limited to: Career interest inventories, Career fairs and guest speakers, Job shadowing, Career-themed clubs and activities, Student leadership experiences, Athletics and other school and community activities, Service learning experiences, Freshman exploratory </td> <td style="width: 50%; vertical-align: top;"> Career Immersion Experiences, Grades 11-12 Including but not limited to: Internships, Cooperative education, Summer college programs, Senior projects, Capstone projects, Work-based learning </td> </tr> </table>	Career Awareness Experiences, Grades 9-10 Including but not limited to: Career interest inventories, Career fairs and guest speakers, Job shadowing, Career-themed clubs and activities, Student leadership experiences, Athletics and other school and community activities, Service learning experiences, Freshman exploratory	Career Immersion Experiences, Grades 11-12 Including but not limited to: Internships, Cooperative education, Summer college programs, Senior projects, Capstone projects, Work-based learning
Career Awareness Experiences, Grades 9-10 Including but not limited to: Career interest inventories, Career fairs and guest speakers, Job shadowing, Career-themed clubs and activities, Student leadership experiences, Athletics and other school and community activities, Service learning experiences, Freshman exploratory	Career Immersion Experiences, Grades 11-12 Including but not limited to: Internships, Cooperative education, Summer college programs, Senior projects, Capstone projects, Work-based learning		
22 Units + 4 Career Development Experiences: a minimum that students should take in high school			
Additional Learning Opportunities	Complete as many of the following as possible: Advanced Placement (AP); Dual Enrollment courses taken for both high school and college credit; and Online courses.		
<p>* A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.</p> <p>** Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore.</p> <p>MassCore is the recommended program of study that Massachusetts high school students need in order to be better prepared for college and a career. Developed by a statewide advisory group from the K-12, higher education and business sectors, MassCore maintains flexibility for students and high schools while allowing districts to set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate Massachusetts Curriculum Frameworks high school level standards.</p>			

Exhibit C: College and Career Readiness High Level Standards and Assessment Options (cont)

Domain	High Level Standards	Assessments
Academic	Defined by Massachusetts Core State Standards and MassCore	Elementary, Middle School, High School State and local assessments MCAS Exams PARCC [Partnership for Assessment of Readiness for College and Careers] - under development
Workplace Readiness	<p>1. All students will demonstrate the creative, critical thinking, collaboration, communication and problem solving skills needed to function successfully as both workers and global citizens in diverse ethnic and organizational cultures</p> <p><u>Includes competencies for success:</u> B2 Communication B3 Critical thinking, etc. B4 Team work and collaboration C5 Civic engagement/stewardship, and Cultural Competency</p> <p>2. All students will make well-informed college and career decisions based on an in-depth process of exploration, awareness, knowledge, goal setting and commitment to a personally valued career future in the globally competitive work environment</p> <p><u>Includes competencies for success:</u> B1 Career exploration and navigation B6 Technical skills B7 Knowing how to learn</p> <p>3. All students will develop the employability skills [e.g. interviewing, resume development, etc.] and behaviors [e.g. being on time, conscientiousness, leadership, entrepreneurship] necessary to secure and advance in his/her chosen field</p> <p><u>Includes competencies for success:</u> B1 Career exploration and navigation B6 Technical skills B7 Knowing how to learn</p>	<p>Elementary Individual and group projects and presentations [demonstrating knowledge of relevant information and performance of relevant tasks] scored with rubrics Completed interests, skills and values inventories Self-evaluation [student led conferences] Portfolios PARCC</p> <p>Middle School Individual and group projects and presentations [demonstrating knowledge of relevant information and performance of relevant tasks] scored with rubrics Develop and defend a personalized 4 year HS academic and work experience plan [student led conference] PARCC</p> <p>High School Career Portfolios Work Based Learning Plan Present and defend Capstone Project to a panel that includes representation from business/industry Successful submission of at least one application to a post-secondary education or training option WorkKeys Industry Certifications/Professional or Trade Credentials Evaluations from internships, Co-op Experiences, and Summer Employment PARCC</p>

Exhibit C: College and Career Readiness High Level Standards and Assessment Options (cont)

Domain	High Level Standards	Assessments
<p>Personal/Social Development</p>	<p>4. All students will demonstrate time management, task prioritization, goal setting and self-regulated learning skills allowing them to be able to self-direct their progress through academic and work readiness experiences in a wide range of learning opportunities</p> <p><u>Includes competencies for success:</u> B5 Professionalism C1 Planning, Time management, goal setting</p>	<p>Elementary</p> <ul style="list-style-type: none"> • Individual and group projects and presentations [demonstrating knowledge of relevant information and performance of relevant tasks] scored with rubrics • Completed interests, skills and values inventories • Self-evaluation [student led conferences] • Portfolio • PARCC
	<p>5. All students will develop the attitudes and beliefs which will motivate and enable them to confidently follow their dreams, meet high expectations, and demonstrate cultural proficiency, resilience, flexibility and ethical behavior in the 21st century workplace.</p> <p><u>Includes competencies for success:</u> C2 Motivation, initiative, persistence C4 Self-Confidence and Self-Efficacy</p>	<p>Middle School</p> <ul style="list-style-type: none"> • Individual and group projects and presentations [demonstrating knowledge of relevant information and performance of relevant tasks] scored with rubrics • Develop and defend a personalized 4 year HS academic and work experience plan [student led conference] • PARCC
	<p>6. All students will develop skills and strategies to be financially literate and responsible with regard to financial planning, savings, investment and charitable giving both personally and professionally</p> <p><u>Includes competencies for success:</u> C2 Motivation, initiative and persistence C4 self-confidence and self-efficacy C7 Personal financial management</p>	<p>High School</p> <ul style="list-style-type: none"> • Career Portfolio • Work Based Learning Plan • Present and defend Capstone Project to a panel that includes representation from business/industry • Successful submission of at least one application to a post-secondary education or training option • WorkKeys • Industry Certifications/Professional or Trade Credentials • Evaluations from internships, Co-op Experiences, and Summer Employment • PARCC
	<p>7. All students will demonstrate an understanding of the importance of professionalism, including: the ability to interact positively and effectively with others, reliability, honesty, responsibility and ethics.</p> <p><u>Includes competencies for success:</u> B4 Team work and collaboration B5 Professionalism C6 Healthy behavior C3 Ethical decision making</p>	

HOUSE No. 03931

By Ms. Peisch of Wellesley, for the committee on Education, on Senate, No. 226 and House, Nos. 1941 and 1945, a Bill establishing six-year career plans for all Massachusetts public school students (House, No. 3931). February 6, 2012.

The Commonwealth of Massachusetts

—————
In the Year Two Thousand Twelve
—————

An Act establishing six-year career plans for all Massachusetts public school students.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

The executive office of education shall, on or before June 1, 2012, convene an advisory committee to investigate and study a development and implementation process for 6-year career planning to be coordinated by licensed school guidance counselors for all students in grades 6 to 12, inclusive, for implementation beginning in the 2014-2015 school year. Additionally, the advisory committee shall determine if licensed school guidance counselors require specialized training in order to effectively provide 6-year career planning to students and shall make recommendations accordingly.

The advisory committee shall consist of 8 members: 1 of whom shall be the secretary of education, or a designee, who shall serve as chair; 1 of whom shall be the commissioner of elementary or secondary education or a designee; 1 of whom shall be the commissioner of higher education or a designee; 1 of whom shall be appointed by the New England Association for College Admission Counseling; 1 of whom shall be appointed by the New England Regional Office of the College Board; 1 of whom shall be a guidance director to be appointed by the Massachusetts Association of Vocational Administrators; and 2 persons to be appointed by the Massachusetts School Counselors Association.

The committee shall report to the general court the results of its investigation and study and its recommendations by filing the same with the clerks of the senate and the house of representatives who shall forward the same to the chairs of the joint committee on education and the chairs of the house and senate committee on ways and means on or before December 31, 2012.

Letters of Support

June 8, 2012

Massachusetts Board of Elementary & Secondary Education
75 Pleasant Street
Malden, MA 02148



Dear Board Members:

On behalf of the members of the Massachusetts Business Roundtable, it is our pleasure to offer our full support for the work and recommendations of the Integrating College and Career Readiness Task Force. We commend the Board of Elementary and Secondary Education and all those who participated on the Task Force for developing a strong action agenda.

The Task Force has laid out a bold but achievable vision for the future, with a clear set of recommendations and metrics that will enable the Commonwealth to better prepare students for successful careers. The Task Force has offered an important definition for what it means to be “career ready” in the 21st century economy, which highlights developing the requisite skills and experiences across academic and workplace domains to establish successful career pathways.

The Massachusetts Business Roundtable is a public policy organization comprised of Chief Executive Officers and leading executives from the state’s largest companies employing more than 225,000 people in Massachusetts. Our mission is to strengthen the state’s long term economic vitality with the goal of making Massachusetts a highly-desirable place to do business. We are proud that nine Roundtable member companies and institutions had representatives serving on the Task Force including IBM, Raytheon, State Street, Sovereign Bank, Partners HealthCare, Bank of America, UMass, Northeastern University and Verizon.

Several Task Force recommendations we find particularly important include:

- augmenting the MassCore standards to integrate career development experiences of high schools students with their academic coursework;
- establishing, monitoring and measuring career readiness standards; and,
- engaging with employers to expand career development opportunities and cultivating “Employer Champions” to help scale up successful programs and partnerships.

The members of the Roundtable identified investing in human and intellectual capital as a top priority in our competitiveness agenda for the Commonwealth. Our members are working with public and private sector leaders to strengthen STEM education, higher education and early childhood education across the state as part of our commitment to invest in talent and promote public policies that better prepare students for the workforce.

We are proud to support work of the Integrating College and Career Readiness Task Force, and we are committed to collaborating with leaders throughout the state to implement the recommendations in the report.

Sincerely,

Donna C. Cupelo
Region President
Verizon New England
MBR Chair

JD Chesloff
Executive Director



June 12, 2012

Massachusetts Board of Elementary & Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Board Members:

We are glad to submit this letter in support of the recommendations of the Integrating College and Career Readiness Task Force. The Task Force's vision lays the foundation for the development and scaling of practical and successful models across the Commonwealth.

The Nellie Mae Education Foundation endorses the student-centered approach to learning that sits at the heart of the Task Force's work. Our years of work and research have shown that tailoring education to the individual, and connecting school material with its applications outside of the classroom, are among the most common traits of America's best schools. By helping each student to craft their own college and career plans with appropriate guidance and introducing them to the opportunities that await them upon completion of their education, Massachusetts can strategically tailor its universal high standards to drive individual goals and achievement.

The Nellie Mae Education Foundation is the largest education-focused grant maker in New England and is a firm believer in the ability of public education to drive access to opportunities for lifelong success. Founded in 1998, we believe that proficiency – and not time in a chair – should be the primary marker for student advancement; by extension, we strongly believe that learning throughout the day, in a variety of settings, is paramount to student success.

And while there is significant other work that needs to be done to achieve a truly student-centered educational system in Massachusetts, the work of the Integrating College and Career Readiness Task Force is an important step in the right direction for the Commonwealth. I encourage the Board to adopt its recommendations and create a system that harnesses cross-sector partnerships to fuel student achievement.

Sincerely,

Nicholas C. Donohue
President and CEO



THE COMMONWEALTH OF MASSACHUSETTS

EXECUTIVE OFFICE OF EDUCATION

ONE ASHBURTON PLACE ■ ROOM 1403

BOSTON, MA 02108

DEVAL L. PATRICK
GOVERNOR

TIMOTHY P. MURRAY
LIEUTENANT GOVERNOR

S. PAUL REVILLE
SECRETARY

TEL: (617) 979-8340

FAX: (617) 727-0049

www.mass.gov/educati

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Massachusetts Board of Elementary & Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Fellow Members of the Board:

On behalf of Governor Deval Patrick, I would like to express my sincere gratitude and appreciation for the work of the Integrating College and Career Readiness Task Force. It is my firm belief that the recommendations put forth in this report will help to drive improvements in student learning across the Commonwealth. I am especially grateful to our colleague, Gerald Chertavian, who so conscientiously led this extraordinary initiative.

Governor Patrick and I share the Task Force's vision of a comprehensive education system – with structured and aligned partnerships – that supports students' advancement from infancy into adulthood. This advancement will depend upon our building a system that guarantees our students, by the time they graduate from high school, will be both college and career ready. Just as, in a child's early years, we must work to ensure that every child is ready to begin school, we must also strive to ensure that every student leaves school ready to navigate successfully into 21st century careers. If acted upon, the recommendations contained in this report will support and scale programs that inspire our students to dream big, while giving our schools the tools they need to realize those dreams.

Governor Patrick has identified the closing of Skills and Achievement Gaps as a policy priority for the remainder of his administration. Consequently, the Executive Office of Education stands ready to lend capacity and resources to implement these recommendations. I personally look forward to utilizing my office and membership on the Boards of Early Education, Elementary and Secondary, Higher Education, and the University of Massachusetts to help foster the greater cross-department collaboration that the Task Force has recommended.

Finally, I would like to thank my fellow Board members for your consideration of the recommendations of the Integrating College and Career Readiness Task Force and your continued efforts on behalf of the children of Massachusetts. With your attention and support of this work, we can significantly improve upon our preparation of students for lifelong success while simultaneously assuring the prosperity of Commonwealth.

Sincerely,

Paul Reville
Secretary of Education

The Boston Globe

Students need to be career ready

By Gary L. Gottlieb and Jay L. Hooley

Opinion

JUNE 01, 2012

In an economy where people are the key drivers of productivity, ideas and innovation, our nation is facing one of the most severe skills gaps in its history. The US unemployment rate exceeds that of other advanced countries, and the trend for our young people and long term economic prospects is alarming. Unemployment for 16-24 year olds is higher than at any time in the past 63 years. And, despite 14 million people looking for work nationally, businesses are struggling to find the skilled workers to fill three million job vacancies. In Massachusetts alone, there are 120,000 unfilled jobs. There is a pressing and ever-growing need for the program of study for all students to deliver not only a top-notch academic experience, but a strong career readiness component as well.

The future of our state's economy will be significantly impacted by our ability to improve the career readiness of our students and to develop a more highly educated and skilled workforce. The state Board of Elementary and Secondary Education is to be commended for taking on this issue of career readiness. Though Massachusetts's students lead the nation in performance, the Board recognized that we continue to graduate too many students who lack the requisite preparation to be successful in both college and careers.

Last fall the Board established the Integrating College and Career Readiness Task Force to study this issue in depth and prepare recommendations for the BESE to ensure all students graduate not only college ready – but career ready as well. Over the last four months, we have joined with our peers from the business sector and the leaders in education, government, and workforce development throughout the state to align around this cause and ensure we are preparing students for productive lives beyond high school.

There are tangible benefits to companies investing in the next generation of skilled, talented, employees. We see the return on these investments in both of our organizations – from better prepared and engaged employees to reductions in turnover. Furthermore, we know that the advantages to students who develop career readiness knowledge and skills not only support their long term career success but also directly prepare them for post-secondary education. From the outset, the task force has been predicated on the belief that continuing to maintain high academic standards while integrating career readiness education into our program of study is the key to long term societal and economic success.

It is imperative that we rise to the challenge of addressing this skills gap and better prepare young adults for success in post-secondary education and viable career pathways. It has been an honor to serve with our peers on this task force and we believe that the results of this work will create lasting change in the educational success of our students and the economic viability of our state.

Gary L. Gottlieb is president and CEO of Partners HealthCare. Jay L. Hooley is chairman, president and CEO of State Street Corp. They are members of the Integrating College and Career Readiness Task Force.