ESE’s Goal

To prepare all students for success after high school
ESE’s Core Strategies

Prepare all students for success after high school by:

- **Strengthening** curriculum, instruction, and assessment
- **Improving** educator effectiveness
- **Turning around** the lowest performing districts and schools
- **Using data and technology** to support student performance
Success after high school

★ All students deserve a world-class education that prepares them for future success.

★ Academic proficiency is no longer enough to ensure this.

★ Students also need to acquire the knowledge, skills and experiences required to navigate the workplace and function as contributing citizens.
The Policy Context We Operate In
Task Force for the Integration of College and Career Readiness (ICCR)

★ **November 29, 2011** – The Board of Elementary and Secondary Education established a task force to develop recommendations on better integrating college and career readiness into K-12.

★ **January through May 2012** – The Task Force for the Integration of College and Career Readiness chaired by Gerald Chertavian was convened.

★ **June 26, 2012** – Task Force members present the ICCR Task Force report and recommendations. Board adopts the report and recommendations and charges the Department to map a path forward.
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.
MA Adopts Common Definition of College and Career Readiness

★ The Boards of Elementary and Secondary Education (BESE) and the Higher Education (BHE) voted to adopt a common definition of “college and career readiness” in February and March 2013.

★ This common definition supports a more seamless transition for students from elementary through the secondary level and on to post-secondary education, with educators at each stage sharing an aligned vision of what the end goals are for all students.

★ These end goals are based on students acquiring knowledge, skills and experiences in three domains: Learning (academic), Workplace Readiness, and Qualities and Strategies (personal/social) with the ultimate goal in each domain being competency attainment.
CCR Center Metrics & Unit Priorities
Measures of College and Career Readiness Success

- Increasing the five-year graduation rate
- Increasing the MassCore completion rate
- Increasing the overall student learner gains in adult education
- Increasing the number of students that enroll in postsecondary education
- Reducing the number of students who enroll in developmental (remedial) coursework during their postsecondary educational experience
- Increasing the participation of students in career development
# College and Career Readiness Unit: Priority Projects

<table>
<thead>
<tr>
<th>Project Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support</td>
<td>Provide academic support and remediation services to secondary school students scoring in warning/failing on the MCAS.</td>
</tr>
<tr>
<td>Early Warning Indicator System</td>
<td>Systematically identify grades 1–12 students that may need additional attention in order to reach an upcoming academic goal (expected student outcome).</td>
</tr>
<tr>
<td>MassCore</td>
<td>Promotes a recommended program of high school studies.</td>
</tr>
<tr>
<td>MassGrad</td>
<td>Support several new and expanded programs to decrease Massachusetts’ statewide dropout rate.</td>
</tr>
<tr>
<td>ICCR Recommendations</td>
<td>Scalable steps that ESE could take to better prepare Massachusetts students for successful careers (includes MA Model for School Counseling).</td>
</tr>
<tr>
<td>School to Career Connecting Activities</td>
<td>Provide participating schools with career/employer outreach specialists to provide workplace exposure and experiences, mentoring, and/or training for high school students.</td>
</tr>
</tbody>
</table>
College and Career Readiness
Alignment and Coherence

Coherence across:

- Other large education reform initiatives
- The three domains in the College and Career Readiness definition
- How do your local college and career readiness initiatives fit into larger reform initiatives?
CCR Coordinated PD Strategy for FY14
Proposed Professional Development Strategy for FY14

- Initiative Specific Sessions

- Monthly Webinar Series

- Six Regional Sessions
### Monthly Webinars:

Content-based and thematic webinars on the topics below will be offered from 2:00 to 3:00 PM on the dates listed below. Participants will need to register for each webinar individually at [http://www.doe.mass.edu/events.aspx](http://www.doe.mass.edu/events.aspx)

<table>
<thead>
<tr>
<th>Month</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 17, 2013</td>
<td>CCR Data Wise: EWIS, Postsecondary Reports and DART (COMPLETED)</td>
</tr>
<tr>
<td>October 15, 2013</td>
<td>Career Development Education: Career Awareness, Exploration and Immersion (COMPLETED)</td>
</tr>
<tr>
<td>November 12, 2013</td>
<td>Transition to High School through Summer Bridge and Other Ninth Grade Transition Programming (Completed)</td>
</tr>
<tr>
<td>January 7, 2013</td>
<td>CCR: Integration of the Academic, Workplace Readiness and Personal /Social Domains (completed)</td>
</tr>
<tr>
<td>January 21, 2014</td>
<td>Individual Learning Plans</td>
</tr>
<tr>
<td>February 25, 2014</td>
<td>Graduation and Dropout Rate Data</td>
</tr>
<tr>
<td>April 15, 2014</td>
<td>Transition for Students with Disabilities</td>
</tr>
<tr>
<td>May 20, 2014</td>
<td>MassCore</td>
</tr>
<tr>
<td>June 10, 2014</td>
<td>Early College Designs</td>
</tr>
</tbody>
</table>
Team Time: Taking Stock of Current CCR Efforts
Identifying Greatest Strengths and Challenges

- Use the CCR Road Map Rubric to get a sense of key levers at the local level for advancing your CCR work.
- Think about where your team stands in relation to the elements presented in the rubric. See if anything is missing.
- Use the CCR Asset Mapping Tool to evaluate initiatives, strategies, and programs in your region/district that help students become college and career ready (Tool has 3 parts)
  
  ★ Part 1: Select initiatives/strategies/programs to include in the table
  ★ Part 2: Assess strengths and gaps, in relation to CCR domains and targets (see questions at page 5)
  ★ Part 3: Reflection about the big take-aways (start around 10:25, 20 minutes before end of session)

★ Create sets of index cards about your team to take with you to the role-alike breakout. One card for your biggest strength or asset, one card for your biggest challenge. Include your district/organization’s name on each card.
ROLE-ALIKE Breakout Sessions

1. Self-select into one of three roles:
   - Teacher/Instructor
   - Counselor/Advisor
   - Program/School/District Administrator/Director

2. Bring two ideas with you to the role-alike Breakout (*from Part 3 in Asset Map*)
   - Your biggest strength or asset
   - Your biggest challenge

3. Your ESE facilitator will conduct a vote to choose:
   - The strengths you are most interested in learning more about
   - The challenges that you are most interested in discussing
CASE CONSULTANCY SESSION

🌟 Be sure to have your team’s dilemma related to your college and career readiness efforts identified!

<table>
<thead>
<tr>
<th>Team Name</th>
<th>Team Name</th>
<th>Room</th>
</tr>
</thead>
</table>
FINAL DEBRIEF

❖ Each team member should briefly share one insight from the day that may help influence the identified team challenge.

❖ As a team, identify two immediate action steps that will address the challenge.

❖ **Report Out:** A team member will answer the question - What is your team taking away from the day?