Integrating the Three Domains of the Definition of College and Career Readiness

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Background
Context: Success after High School

- All students deserve a world-class education that prepares them for success after high school.
- Academic proficiency is no longer enough to ensure student success.
- Students also need to be proficient in the knowledge, skills and experiences required to navigate the workplace and function as contributing citizens.
Origins of Current CCR Definition

2011 – The Board of Elementary and Secondary Education (BESE) created task force on better integrating college and career readiness into K-12 education (ICCR Task Force)

2012 – ICCR Task Force completed report and recommendations. BESE voted to accept the recommendations; charged Department of ESE to develop blueprint for implementation

Report provides definition of Career readiness: “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.”
Three Domains of Career Readiness

- Academic
- Workplace Readiness
- Personal/Social Development

Regardless of what they pursue immediately following high school, all young people must be prepared for successful careers.

Knowledge and Skills for Career Readiness
Definition of College and Career Readiness

- The Board of Elementary and Secondary Education (BESE) and the Board of Higher Education (BHE) voted to adopt a common definition of “college and career readiness” in spring 2013 [Link in Appendix]

- That new common definition is also based on the three domains: Learning (academic), Workplace Readiness, and Qualities and Strategies (personal/social)

- ESE and the Department of Higher Education (DHE) are actively involved in ongoing partnering work to align the two systems for improved transitions by students from one to the next, using this definition as a key guideline
ESE Guidance about the 3 Domains
Integration of all Three Domains

- In optimal design, schools incorporate all three domains into the school day and the classroom experience, as well as in afterschool and summer programs.
- School counselors and classroom teachers all have roles to play in the design and implementation of the domains.
- Community partners, including the business/employer community and community-based organizations, also support student competency in all three domains.
- Parents/Guardians understand the importance of all three through effective communication by districts.
MassCore is currently the state’s *recommended* program of study for high schools

It is a rigorous program, consisting of a comprehensive list of courses and additional learning opportunities that combine to provide students with a college and career ready academic program. [More details in Appendix]

Districts report around 70% of students as having completed MassCore.

*Why use it? Students who complete rigorous coursework in high school have more—and better—options after high school graduation. They are better equipped to advance to higher education, succeed in workplace and military training programs, and/or resume their education in preparation for a career change at a later date. A solid academic foundation in high school benefits every student, regardless of ethnicity and socioeconomic status. Students from lower-income families tend to derive the greatest benefit from a rigorous course of study.*  Robert Shireman, Center for Studies in Higher Education, 2004
Guidance about elements of an effective program of study for Work Readiness is available in ESE’s new Career Development Education Guide and Glossary.

The Guide:
- Offers a wealth of information about key elements and activities of a systematic approach to career readiness.
- Emphasizes a multi-year approach, starting no later than middle school, with a progressive scope and sequence of instruction and experiences.

Students should participate in many activities over their K-12 education that range across the spectrum of career awareness, exploration, and immersion.

Strong emphasis on work-based learning for experience.
ESE has developed guidelines about the implementation of Social and Emotional Learning ("SEL") curricula: [Guidelines for SEL](#).

SEL skills can be effectively taught in the classroom:
- Using scripted role plays that focus on specific skills.
- Providing opportunities for application of skills in specific subject classes.

Optimally, teaching of SEL skills should be infused throughout the school day in all classes.

Good settings also include Advisory programs, Health and Wellness classes, 9th Grade Transition programs as well as after school and summer programs.
SEL Core Competencies

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Source: Collaborative for Academic, Social, and Emotional Learning (CASEL) [Definitions of these five are included in Appendix]

These core competencies are aligned with the Career Development Education Benchmarks that are part of the Massachusetts Model for Comprehensive School Counseling.
State-level Structures Integrating CCR
Structures that Support CCR

These state level initiatives are among leading ESE projects that address the integration of the three domains:

- Massachusetts Model for Comprehensive School Counseling
- 21st Century Learning Communities
- Contextual Learning Portal
- “Future Ready” Initiative
- Division of Youth Service’s “Bridging the Opportunity Gap”
Comprehensive School Counseling

- Massachusetts Model for Comprehensive School Counseling ("Mass Model") is a standards-based model for K-12 school counseling systems.
- It was expressly designed to promote student success in the three domains now captured in the CCR definition.
- Numerous school districts have adopted the Mass Model, including 36 that are implementing its components with RTTT funding.
- Barnstable Public Schools will offer information about its adoption of the model later in this webinar.
21st Century Community Learning Centers

- 21st Century Community Learning Centers (CCLC) grants fund programs at approximately 160 sites in nearly 50 communities in FY14; see 21st Century Community Learning Centers

- Primary purposes:
  - To provide engaging academic enrichment opportunities that will help to close proficiency gaps
  - Support college and workforce readiness and success during an expanded school day and/or school year

- Addresses 21st century skills, with emphasis on analytic reasoning, critical-thinking, problem-solving

- Uses the Survey of Academic Youth Outcomes (“SAYO”) evaluation tool for program improvement
Contextual Learning Portal

- The Contextual Learning Portal is a website that provides an opportunity for school districts, community organizations, and other youth-serving agencies to share projects and lessons to support contextual teaching and learning.
- The portal, sponsored by ESE, is a state-wide resource with a multitude of lessons and projects.
- Contextual learning projects engage students in academic work applied to a context related to their lives, communities, workplaces or the wider world.
- These lessons and projects frequently link the domains of academic and workplace readiness; when designed as team projects with group work, they also support personal/social skill building.
Future Ready Initiative

- **Future Ready Massachusetts** is a public communication campaign to promote understanding of the College and Career Readiness agenda for the Commonwealth’s students.

- The Future Ready campaign aims to:
  - Increase the number of students pursuing and succeeding in college and careers.
  - Build community and family support for completion of a rigorous course of study and relevant experience, leading to better opportunities after high school for all students.

- It is a collaborative project of the Massachusetts Business Alliance for Education (MBAE), ESE and the MA Department of Higher Education.
Division of Youth Services BOG

- Partnership of the MA Department of Youth Services (DYS), the Collaborative for Educational Services, and Commonwealth Corporation
- Offers the Bridging the Opportunity Gap (BOG) Job Readiness and Employability Initiative, linking DYS clients with career readiness training, subsidized employment and vocational training opportunities
- Uses the Empower Your Future (EYF) curricula, designed to help youth develop academic/technical, workplace readiness and personal/social competencies
- EYF offers eight strategies of an effective “Possible Self,” to help youth become proactive, resilient and adaptive as they transition back to school/work in their communities
Local Implementation of CCR Domains
District Implementation of CCR Domains

- To realize the vision of student competency in all three domains, schools, districts and communities are encouraged to address several topics:
  - Structure: Program Design for Integration of the 3 CCR domains, including staffing, schedule and resources
  - Content: Curricula, Instruction and Assessment
  - Ownership: Student and Family Engagement/Ownership

- Many models around the state offer guidance for this integration work
- Two strong examples are the school districts of Barnstable and Easthampton
Mass Model:  
Barnstable Public Schools
Barnstable Public Schools

- The Town of Barnstable is located centrally on Cape Cod and has a population of 50,000, with a summer population of over 145,000.
- Popular summer destination, and increasingly an area attractive to retirees
- Growing ethnic and socio-economic diversity
- Leading local postsecondary option for students is Cape Cod Community College
Barnstable High School

- Comprehensive high school, grades 8 through 12, with Perkins non-chapter 74 programs
- Accredited by the Massachusetts State Department of Education and the New England Association of Colleges and Secondary Schools
- Superintendent Mary A. Czajkowski was active participant in the ICCR Task Force and is committed to implementing its recommendations
- Current enrollment for 2013-2014 is 1912
Barnstable High School: Mass Model

- Seven years ago decided to adopt the Mass Model to ensure a comprehensive school counseling program.
- Is deliberate about tiered approach to counseling services, with counseling staff providing services to
  - Individuals
  - Small groups
  - Large groups
- Counseling Department is committed to addressing all three domains of the CCR definition
- Recent work by school counselors analyzing the career readiness services of the high school led to hiring of a Career Readiness Counselor
Accenting Personal/Social Domain

- Strong focus on school climate and safety
- Counselors focus at the beginning of the year on making sure that all incoming 8th graders feel connected to the high school and to at least one adult in the building
- Use of ESE’s Early Warning Indicator System (“EWIS”) to monitor students at risk of not graduating
- For 4 years, has delivered the psycho-educational Signs of Suicide curriculum to students
  - Data shows increased intervention and support for students, plus culture of openness and support-seeking by students
- Senior exit survey used to obtain information about student safety and supports, among other issues
Accenting Work Readiness Domain

- All 9th graders are introduced to Mass CIS and all 10th graders to the Career Interest Profiler, the assessment tool in Naviance, administered by school counselors.

- Three existing Career Academies have been strengthened and two more are in planning stages for 2014-15 based upon regional labor market information:
  - Child Development and Care
  - Food Services and Hospitality
  - Health Care (CNA)
  - Environmental Technology
  - Creative Economies
Accenting Work Readiness Domain (cont.)

- All students develop a Career Plan
- All students participate in an internship, using the MA Work-Based Learning Plan
- New Career Readiness Counselor is actively
  - Expanding Career Academies
  - Developing career awareness activities for all students
  - Collaborating with School Counselors to support career interests of students
- School Counseling staff works with teachers and other staff -- All are responsible for making sure students are CCR
Accenting Academic Domain

- Participation in MA Math and Science Initiative (MMSI) to increase participation in Advanced Placement courses for underserved populations
- School counselors deeply involved in counseling students and their families about value of AP
- Counselors monitor data about enrollment closely to ensure progress
- Established tutoring program to support students with academic challenges
- Individual scheduling meetings to discuss best options for students
- Post-secondary linkages established with Cape Cod Community College
Future Ready: Easthampton Public Schools
Easthampton Public Schools

- Small New England city located in Western MA with a current population of approximately 16,000
- Becoming a destination for new businesses, artisans, residents and consumers, with a newly designated cultural district
- Numerous regional postsecondary options: Smith College, Mt. Holyoke College, UMass Amherst, Westfield University, Greenfield Community College, Holyoke Community College and Springfield Community College
Easthampton High School

- Comprehensive high school with Perkins Non-Chapter 74 options
- Accredited by the Massachusetts State Department of Education and the New England Association of Colleges and Secondary Schools
- Current enrollment for 2013-2014 is 455 students
- Commitment of the local community is evident in the newly constructed Easthampton High School building, with a state of the art facility for 21st century learning
Easthampton – Future Ready Campaign

- High School has partnered with the Future Ready campaign to effectively coordinate and communicate with students and their families about the importance of planning for college and career
- Has adopted the campaign to convey a strong message about CCR locally
- Key message from the campaign:
  “To be Future Ready means having the knowledge, skills and attitudes needed to complete further education and training that will provide access to the career of your choice”

(See Easthampton High School Post Secondary Planning Guide, page 1)
Graduation requirements align with MassCore, ensuring that all students participate in an academically rigorous course of study.

The High School offers an extensive set of opportunities for Career Development Education to support work readiness:
- Career Interest Inventory, Career Fairs, Career Day, Career speakers
- Job Fair, Job Shadows, Work-based Learning Internships, Job Placements, Co-op placements, after school work study, Independent study

All freshman are required to take the Freshman Wellness class that addresses, among other issues, the personal/social domain:
- Curricula includes life skills such as decision-making, communication, building self-esteem
College and Career Plans: Student planning for college and career at high school begins freshman year with use of the Career Cruising website/software
- All students use the website for all four years of high school
- Includes Living Portfolio, occupational profiles, and detailed career information
- Its Matchmaker Assessment tool supports self-awareness and skill building around the personal/social domain

Students may also choose to participate in exploratory and vocational programs at Lower Pioneer Valley Educational Collaborative Career and Technical Education Center (C-Tech)
- Students in this program take academic classes at Easthampton High and vocational classes at C-Tech
For interested students, Easthampton offers focused electives supporting several career pathways, called “Mini Majors”

Career Pathway options include:
- Graphic communication
- Computer Programming and Web Development
- Early Childhood
- Engineering

71 students participate in these pathways, roughly 16% of the high school population
Multiple methods for connecting with post-secondary education:

- Computerized Placement Test (CPT) (Accuplacer)
- Dual Enrollment
- Early Admit High School
- Articulation
- Linkages meetings with STCC and HCC

Additional single day college exposure events for interested students:

- Nursing simulation day at HCC
- UMass Women in Engineering conference
- Criminal Justice career fair Westfield University
Appendix
Individual Learning Plans

- Individual Learning Plans (ILPs) are the subject of the next CCR webinar, to be held on January 21, 2014
- Lead presenter will be Dr. Scott Solberg, professor at Boston University and a national expert on ILPs
- ILP processes offer an optimal method for integrating the three domains
- We encourage audience to participate in that webinar to continue this discussion
Academic Domain – MassCore Specifics

- Its recommended program of studies includes:
  - four years of English
  - four years of Math
  - three years of a lab-based Science
  - three years of history
  - two years of the same foreign language
  - one year of an arts program and
  - five additional "core" courses such as business education, health, and/or technology, or any of the courses listed above

- MassCore also includes additional learning opportunities, including
  - AP classes
  - dual enrollment
  - a senior project
  - online courses for high school or college credit,
  - and service or work-based learning
MassCore: Additional Learning Opportunities

- **Advanced Placement (AP)** provides the opportunity to take college level courses while still in high school. There are 37 AP courses in 22 subject areas.

- **Capstone or Senior Project** is designed to help students develop, design or create a product, service, system or event to better prepare them for further studies or employment after high school. The project should be a demonstration of a student's achievement of skills such as critical thinking, reading comprehension, and effective communication. Students are expected to demonstrate self-directed learning in the completion of this task.

- **Dual Enrollment** is a program of study allowing high school students to simultaneously earn credits toward a high school diploma and a postsecondary degree or certificate.

- **Online courses** for high school or college credit will likely prepare students for another modality of academic instruction that will become more prevalent in students’ postsecondary education and career.

- **Service Learning** is a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in, meets the needs of communities and is integrated into and enhances the academic curriculum of the students.

- **Work-based Learning** experiences are activities at the high school level that involve actual work experience or connect classroom learning to work. At the highest level, there is full integration of academic and vocational/occupational curriculum with work site experience.
The MA Work-Based Learning Plan (MA WBLP) is a diagnostic, goal setting and assessment tool designed to drive learning and productivity on the job.

The MA WBLP is used throughout the state to structure internships and other work-based learning placements, and is our leading tool for assessing students’ work readiness skills.

Further information about it may be found: http://skillspages.com/masswbl/
Social and Emotional Learning Definitions

- **Self-awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.

- **Self-management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

**Source:** Collaborative for Academic, Social, and Emotional Learning (CASEL)

http://www.casel.org/about/
Additional Web Links

- The ICCR Task Force Report
- The Common Definition of College and Career Readiness
- Additional resources for SEL can be found at SEL Guidelines (para. 9)
- More information about 21st Century Community Learning Centers here
- Presenter websites:
  - Barnstable Public Schools
  - Easthampton Public Schools
  - Easthampton High School Post Secondary Planning Guide