

Career-Focused Indicator Profile: Co-Curricular Learning and Leadership Experiences

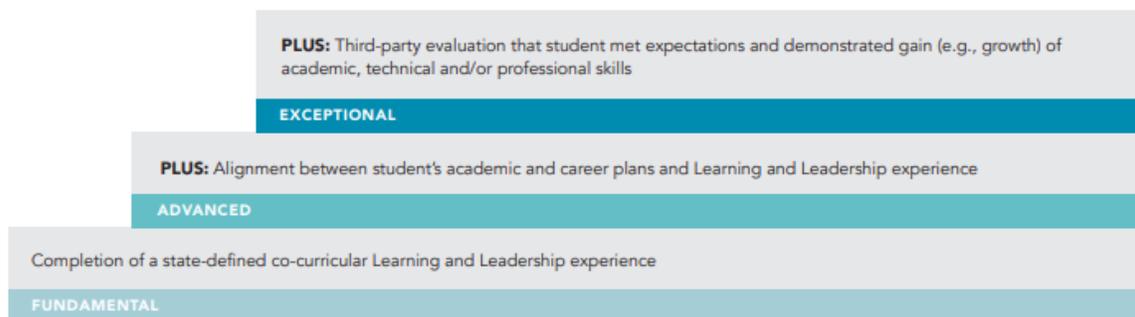
Over thirty states included at least one career-focused indicator in their Every Student Succeeds Act (ESSA) accountability systems.ⁱ Now, states are in the midst of putting finishing touches on their business rules,ⁱⁱ guidance to local districts, data collection efforts and report cards.

To help states design and implement the most meaningful career-focused indicators, Advance CTE, Education Strategy Group and the Council of Chief State School Officers have developed a series of indicator profiles, organized around the four types of measures recommended in *Destination Known: Valuing College AND Career Readiness in State Accountability Systems*:

- Progress toward Post-High School Credential
- Co-curricular Learning and Leadership Experiences
- Assessment of Readiness
- Transitions beyond High Schoolⁱⁱⁱ

These profiles provide detailed information about how leading states are designing their career-focused accountability indicators to ensure they are based on quality, validated data, are inclusive of all students, and are aligned with meaningful outcomes for students. They should serve as a resource and inspiration for states working on similar indicators.

Co-Curricular Learning and Leadership Experiences: *Student completion of state-defined co-curricular experience(s) aligned to students' academic and career plans. This would include an evaluation that the student met expectations and gained the professional skills necessary for success in college and careers. Learning and Leadership experiences include extended work-based learning, service learning or co-curricular activity, such as participation in state career technical student organization competitions.*



State Example: Georgia

Georgia is one of the few states that included work-based learning in its accountability system before the passage of Every Student Succeeds Act (ESSA), as part of its *College and Career Ready Performance Index (CCRPI)*. While Georgia is streamlining its accountability system through ESSA – reducing the overall number of measures – the state maintained work-based learning as one of the four

components of its college- and career readiness indicator. Georgia now is one of about a dozen states that are including work-based learning into their new accountability system, an indicator that requires parameters to ensure consistency and quality.

In order for students to get credit for work-based learning, they must earn one full credit in a work-based learning course that is part of a CTE pathway. Georgia has four specific work-based learning options: **Youth Apprenticeship, Cooperative Education, Internship and Employability Skills Development**. Each of these are state-approved CTE courses with standardized course codes, can be embedded in most state-approved CTE pathways, are captured in the state's longitudinal data system, and have clear criteria for student enrollment and completion.^{iv}

<p># 12th grade students that meet at least one criterion</p> <hr/> <p># 12th grade students</p>
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Georgia maintains a separate system – C-NET – for capturing information on students' work-based learning experiences and skills attainment, and all local work-based learning coordinators are required to maintain records, including, but not limited to, written evaluations of the students' work performance and rubrics for how student grades are determined, which take into account employer evaluations and student portfolios. These are subject to review during monitoring visits associated with the Carl D. Perkins Career and Technical Education Act.^v

State Example: South Carolina

South Carolina has identified nine college- and career-ready measures, at least one of which students must meet to be counted as "college and career-ready" under the new ESSA accountability system. Four of the measures are identified as "career ready," including completion of a CTE pathway with an approved credential, a certain score on the ASVAB, earning a National Career Readiness Certificate, and completing of a South Carolina-approved work-based learning experience with a successful employer exit evaluation.

South Carolina offers definitions for eligible work-based learning experiences – such as apprenticeship, internship and co-operative education – but goes one step further by providing requirements for how completion will be validated. Specifically, the state is requiring that any eligible work-based learning experience include a training agreement that defines objectives and skills to be mastered and culminate in an exit evaluation from the employer partner, based on that training agreement. In addition, any approved work-based learning experience must be 40 hours or longer, align with the 16 Career Clusters and, upon completion, count as one credit towards a students' CTE or personal pathway.^{vi}

Reporting requirements are laid out in detail in the state's Work-Based Learning Implementation Guidelines, including how to capture student participation and completion by type of work-based learning experience in PowerSchools, the statewide student information system.^{vii} The state is also planning regional training and supports around implementation of the new accountability requirements.

State Example: Oklahoma

Through its ESSA plan, Oklahoma is developing a *Postsecondary Opportunities* indicator, which measures the number of students completing AP, IB, dual enrollment courses; work-based internship or apprenticeship; and/or CTE programs leading to industry certification.

Oklahoma has developed a set of business rules for the measures under its *Postsecondary Opportunities* indicator. Specifically, only high school juniors and seniors are able to participate in “immersive, experiential learning opportunities that build upon classroom skills and practical knowledge in a professional environment.” The primary way in which Oklahoma is capturing these experiences is through a semester-long, half-credit internship course. Students m While much of the course design is being left to districts, the state has provided some guidance on how districts might govern and assess student participation in the internships, through local agreements, grading rubrics, feedback forms and alignment with the state’s new Individual Career and Advisement Plans (ICAP).^{viii}

Oklahoma has created five course codes, which must be used by districts to report participation and completion: Internship I – Juniors, Internship II – Seniors, Business Information Technology Internship, Culinary Arts Internship, and Marketing Internship. The reporting process for internships and the other postsecondary opportunities measures is clearly laid out in a reporting manual.^{ix} The internship courses are pre-populated in the statewide student information system, called Wave, and districts are responsible for entering and verifying the data.

What Stands Out

As more states choose to value Co-Curricular Learning and Leadership experiences through their accountability systems, one common trend emerging is for states to use course codes as a way to capture participation and success. In addition to the three states above, Arkansas, for example, is including a service learning course in their college- and career-ready indicator. Some states are including completion of a youth or pre-apprenticeship pathway, and a few are relying on number of hours in a work-based learning placement.

It is not a major surprise that the majority of states that have included a Co-Curricular Learning and Leadership Experience indicator in their accountability system are at the “Fundamental” level. Georgia stands out for having a clear set of expectations and criteria for its work-based learning courses, as does South Carolina for its required inclusion of external validation. States like Oklahoma are putting the building blocks together to move in that direction. However, looking ahead, to ensure quality experiences and implementation, it will be critical that states consider how to build more sophisticated indicators that include external validation and a capstone experience, which will require more guidance from the state and involvement from industry and other community partners.

These Career-Ready Indicator Profiles are part of a broader effort to analyze states' approaches to measuring career readiness and continue to push the field forward by designing and implementing effective and meaningful indicators.

All of these issues will be explored in *Making Career Readiness Count: A 2018 Update*, which will be released later in 2018 by Advance CTE, Achieve, Education Strategy Group and the Council of Chief State School Officers as part of the New Skills for Youth Initiative, supported by JP Morgan Chase & Co.

ⁱ Advance CTE & Education Strategy Group (2018). *Mapping Career Readiness in the Every Student Succeeds Act*. Retrieved <https://careertech.org/resource/mapping-career-readiness-essa-full>

ⁱⁱ Business rules typically describe the procedures used to produce outcome data. This may include identifying the data elements that should be sourced to populate analysis databases, the programming codes used to formulate inquiries and the years of data to respond to a given indicator.

ⁱⁱⁱ Education Strategy Group and Council of Chief State School Officers (2017). *Destination Known: Valuing College AND Career Readiness in State Accountability Systems*. Retrieved <https://careertech.org/resource/destination-known>

^{iv} Georgia Department of Education (2016). *Work-based Learning*. Retrieved <https://gawbl.org/docs/Complete-WBL-Manual.pdf>

^v Ibid

^{vi} South Carolina's Every Student Succeeds Act Plan. Retrieved <https://ed.sc.gov/newsroom/every-student-succeeds-act-essa/consolidated-state-plan-approved-by-usde-on-may-3-2018/>

^{vii} South Carolina Department of Education (2017). *Work-based Learning Implementation Guidelines*. Retrieved <https://ed.sc.gov/instruction/career-and-technology-education/career-guidance/work-based-learning/2017-18-work-based-learning-manual-docx/>

^{viii} Oklahoma Department of Education (2018). *Postsecondary Opportunities Guidance*. Retrieved http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Postsecondary%20Opportunities%20Guide%20JB_1.pdf

^{ix} Ibid