

Collaborative Name: Career Readiness Collaborative (CRC)

The Career Readiness Collaborative (CRC) is a new collaborative offering from CCSSO for the 2018-2019 program year. This collaborative is being formed to support states interested in improving access to a high-quality education that provides pathways into college and a career for each and every child.

The CRC is anchored in the 2014 CCSSO report [Opportunities and Options: Making Career Preparation Work for Students](#), outlining a set of recommendations for states to take to improve career readiness. Building on lessons and models from 10 states participating in the [New Skills for Youth](#) (NSFY) initiative that have been implementing the report's recommendations since 2017, CCSSO is launching the Career Readiness Collaborative (CRC) to provide support to additional states interested in improving career readiness opportunities for all students. CRC membership includes participation in three in-person meetings in the program year and a number of virtual meetings.

Team membership in CRC is determined by the state education agency (SEA). CCSSO encourages states to identify the most appropriate staff members to attend each in-person and virtual meeting, though we strongly encourage teams to consist of: SEA Deputy, SEA Career Readiness staff, a higher education representative, and a business or industry representative. In addition to these **four** individuals, states are welcome to grow their state teams to as many as **eight** individuals. Roles may vary, but CCSSO encourages SEAs to consider roles such as: a representative from the governor's office, a representative from the Department of Labor or the Department of Commerce, a representative from a community group, and additional SEA staff involved in setting or achieving career readiness goals.

2018-2019 Goals

CCSSO is committed to helping states create multiple pathways for each student to successfully transition into, through, and beyond the K-12 system. CRC pushes this work forward by supporting states to provide students access to high-quality career pathways and opportunities that culminate in a credential, degree, or set of knowledge/skills that are highly-valued by the labor market.

During this membership year, participants will:

- Learn from experts in the field and other states to better connect state education agency (SEA) efforts to expand opportunities and options for students upon completion of secondary school, across states and across sectors within their state;
- Create and formalize cross-sector state teams including representation from K-12, postsecondary, business and industry and other partners;
- Complete a state needs assessment, if one has not already been conducted, to gauge across sectors the current career readiness system, including assets and limitations;
- Refine the state's career readiness plans based on the needs assessment;
- Integrate into the state's plans specific equity goals and strategies to increase access and completion of high-quality career pathways by historically underserved and underrepresented students;
- Share trends and best practices among states in the CRC.

While states are at different places with their career readiness plans, anticipated state successes for those invested over time include:

1. Policy and practice changes which ensure **long-term cross-sector collaboration** centered around use of labor market information;
2. Key definition setting to help **scale high-quality career preparation** for ALL students; and
3. State **accountability and public reporting** to ensure ALL students have access to opportunities beyond secondary school.

Spotlight on Equity

CCSSO's strategic vision is grounded in equity for all children. CCSSO is committed to ensuring that all students participating in our public education system – across all backgrounds -- graduate prepared for college, careers, and life. In 2017, state chiefs joined with the Aspen Institute Education & Society Program to release a set of commitments state chiefs can take to create a more equitable education system in their state. The document, [Leading for Equity](#), became the foundation for CCSSO's strategic plan as well as much of the work underway in states today. Here are the ways CRC is committed to supporting state members in addressing equity through our work over the next year:

- **Equity Commitment Number 1, Part B)** Proactively initiate and lead conversations about equity.
- **Equity Commitment Number 1, Part C)** Ensure that data are clear, accurate, and accessible to key stakeholders, with a focus on parents, legislators, and the media.
- **Equity Commitment Number 1, Part D)** Collect, disaggregate, analyze, and publicly share data on other indicators of long-term success.
- **Equity Commitment Number 3, Part C)** Collect data and report on school climate.
- **Equity Commitment Number 5, Part D)** Prioritize coordination of public funding and services.
- **Equity Commitment Number 7, Part A)** Monitor district course offerings and screening practices to determine whether low-income students and students of color are being provided a college- and career-ready course of study.
- **Equity Commitment Number 7, Part F)** Align career and technical education (CTE) with industry needs and career-readiness standards, and link to industry-recognized credentials.
- **Equity Commitment Number 10, Part C)** Invest in high-quality distance and virtual learning options.

Anchor Documents

[Opportunities and Options: Making Career Preparation Work for Students;](#)

[Destination Known: Valuing College AND Career Readiness in State Accountability Systems](#)

[New Skills for Youth State Success Stories](#)



Biography of CCSSO Liaison

Beth Plewa is a senior program associate at the Council of Chief State School Officers, where she heads up the state work under the Career Readiness Collaborative, assisting states as they advance their career preparedness systems for students. Before her current role, Beth served as a management and program analyst at the U.S. Department of Education. Most recently she was a program officer with the Investing in Innovation (i3) program, working closely with early childhood education, STEM, and teacher preparation grant recipients, mostly at the non-profit, university and school district levels. Beth began her professional career serving as a health volunteer in the Dominican Republic with the Peace Corps. Beth volunteers as a crisis worker with the National Suicide Prevention Helpline, and as a middle school swim coach with D.C. Public Schools, and with the D.C. Triathlon Club. Beth holds a Bachelor's Degree in International Studies from American University, and a Master's in Education Policy and Management from the Harvard Graduate School of Education.

