



Career readiness is crucial for students' future success and fulfillment. That's why states are helping districts and schools align their K-12 career preparation programs with the high-skill, high-demand needs of business and industry to build successful pathways into postsecondary education and training that can lead students to rewarding careers.

This week's newsletter highlights the ways states are creating high-quality career readiness programs to provide all students with knowledge, skills, and experiences that will enable them to be successful beyond high school.

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State Spotlights

WYOMING
DEPARTMENT OF EDUCATION



Wyoming is bringing educators and industry together with state agencies to develop an aligned approach for economic diversification and student success.

Under the federal Workforce Innovation and Opportunity Act, the Wyoming Workforce Development Council retained the national Next Generation Sector Partnership team to convene representatives from K-12 education, workforce, economic development, and community colleges to learn how to together listen to a targeted industry's priorities.

A state support team made up of representatives from the Wyoming Department of Education, Department of Workforce Services, Wyoming Business Council, and Wyoming Community College Commission will help industry leaders across Wyoming organize and move to action over the next several months.

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of 2016-17 Florida high school graduates passed a college level course or earned an in-demand industry certification while in high school.



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These students passed a rigorous, college level course or program like AP, IB, AICE, or dual enrollment, or earned an in-demand industry certification.
Source: Florida Department of Education

According to data provided by the **Florida** Department of Education, 59 percent of all Florida high school graduates in 2016-17 passed a rigorous, college-level course or program—such as Advanced Placement, International Baccalaureate, Cambridge’s Advanced International Certificate of Examination, or dual enrollment—or earned an in-demand industry certification.

These numbers demonstrate that Florida is sending the majority of its students into the world with the skills and knowledge to be successful in college and the workforce.

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As part of **New York's** ESSA plan, the New York State Education Department is using a College, Career, and Civic Readiness Index (CCCRI) as a measure of school quality and student success, creating more rigorous and varied high school credentials that will enable more students to succeed.

For example, the Career Development and Occupational Studies Commencement Credential certifies that a student has the standards-based knowledge and skills necessary for entry-level employment.

In addition, New York school districts now have the flexibility to create links between middle and high school career and technical education (CTE) programs in any discipline.

A team of more than 40 CTE practitioners from across the state participated in writing a curriculum framework designed to guide schools in the development of their individual middle-level CTE curricula.

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Almost a third of **Mississippi** school districts offer high school students a nationally accredited automotive technology program that will prepare them for direct entry into the workforce.

Mississippi is one of only 17 states that require high school automotive technology programs to be accredited by the National Automotive Technicians Education Foundation (NATEF).

Approximately 41 high school career and technical education programs statewide offer students NATEF-certified training in 2018-19, and this number is expected to grow as more Mississippi schools complete the accreditation process.

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Ohio | Department of Education

As part of an initiative to create career-focused opportunities for students, the **Ohio** Department of Education has developed toolkits to help schools and businesses collaborate and create “SuccessBound” partnerships.

The sample letters, guidance documents, and FAQs in the toolkits equip schools and businesses to form partnerships that help students gain the work-based learning experiences and professional skills to be successful in college and the workforce.

Through this program, schools get expert advice from employers about the skills their graduates need for success, and businesses gain access to community leaders and a stronger talent pipeline.

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VERMONT AGENCY OF EDUCATION



The **Vermont** Agency of Education is working in close collaboration with employers, regional CTE centers, high schools, and colleges to develop statewide career pathways in advanced manufacturing and cybersecurity.

Manufacturing companies are actively involved in the process of designing these pathways so that students graduate high school with credentials and certifications that the companies value.

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The **Virginia** Department of Education created the Profile of a Virginia Graduate to transform the high school experience and highlight the knowledge, skills, and attributes students need to be successful in college and/or the workforce.

The state's graduation requirements include achieving and applying academic knowledge; demonstrating productive workplace skills, qualities, and behaviors; building connections with others as responsible citizens; and aligning knowledge, skills, and personal interests with career opportunities.

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Must Read

As part of NCSL's *A Legislator's Toolkit to the New World of Higher Education* series, this brief provides an overview of the changing job market and how higher education can prepare today's students to be tomorrow's workers.

Learn how **Arkansas** and **Indiana** aligned postsecondary education and workforce investments with industry needs and how **Minnesota**, **Tennessee**, and **Utah** engaged employers in their plans.

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Tools & Resources



This Education Commission of the States blog, *More Than One Path Leads to High School Graduation*, outlines how states like **Colorado, Indiana, Mississippi, Ohio, Oregon, Texas, and Virginia** are adopting a "Carnegie Plus" approach, in which students are required to meet Carnegie unit requirements, plus one or more measures of college and career readiness.

Indiana approved these new requirements because they provide personalized pathways to graduation, give schools and districts the flexibility to make the high school experience innovative, and ensure diploma requirements are workforce-aligned.

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In this NASBE webinar, "State Innovations to Ensure Equity in High School Graduation Requirements," NASBE's Don Long, Jennifer Zinth of Education Commission of the States, and Phillip Lovell from the Alliance for Excellent Education discuss ways to integrate high school curriculum with postsecondary goals and employability skills.

They also spotlight efforts in **Colorado, Indiana, Virginia, Ohio, and Washington** to rethink graduation requirements, provide more rigor and relevance, and steer all students toward postsecondary success.

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We want to hear from you!

Send your state's stories or organization's resources to communications@ccsso.org



The States Leading campaign celebrates the progress states are making toward providing equitable education for all students through the Every Student Succeeds Act (ESSA) and innovative policies in other key areas of education, such as early childhood education, teacher preparation, and career readiness, among others.

Thank you to our proud partners:

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