

# The District of Columbia's College- and Career-Ready Commitment

## The Economic Imperative

Today, nearly every good job requires some postsecondary education and/or training (e.g., an associate's or bachelor's degree, certificate, or apprenticeship or significant on-the-job training). All students need to be academically prepared to compete for good jobs in the global economy.

In 1950, 60% of jobs were classified as unskilled, attainable by young people with high school diplomas or less. Today, less than 20% jobs are considered to be unskilled.<sup>i</sup>

- **81%** of U.S. jobs are middle or high skills (i.e., require some postsecondary education or training).
- Yet only **53%** of DC's adults have some postsecondary degree (associate's or higher).<sup>ii</sup>

More education is associated with higher earnings and higher rates of employment in the District of Columbia.<sup>iii</sup>

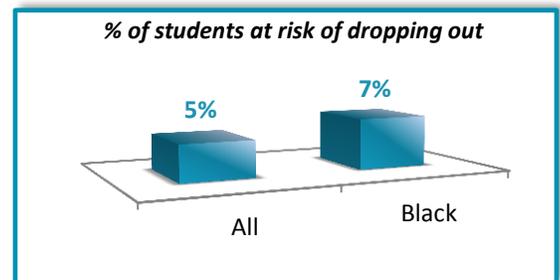
Mean Income	Education Level	Unemployment
\$9,677	HS Dropout	24%
\$21,445	HS Graduate	24%
\$28,554	Some College	11%
\$77,230	Bachelors & Above	4%

## The Equity Imperative

Far too many students drop out or graduate from high school unprepared for success, closing doors and limiting their options and opportunities – in particular minority and low-income students.

DC's achievement gaps begin in the earliest grades and extend through college enrollment and admissions.<sup>iv</sup>

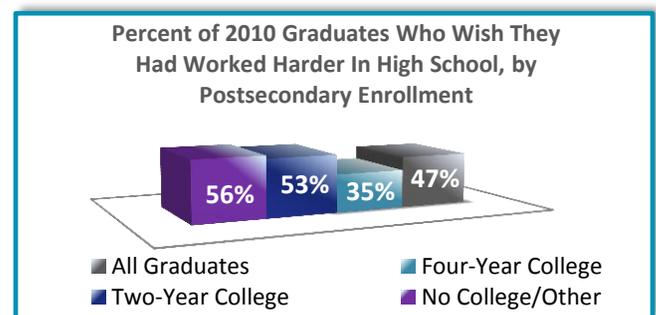
	All	White	Black	Hispanic	Low SES
4 <sup>th</sup> Grade Math Proficiency	22%	84%	13%	21%	12%
8 <sup>th</sup> Grade Reading Proficiency <sup>v</sup>	16%	66%	12%	16%	10%
HS Graduation Rate <sup>vi</sup>	52%	N/A	N/A	N/A	N/A
College Completion Rate <sup>vii</sup>	N/A	N/A	N/A	N/A	N/A



## The Expectations Gap

The bar has been set too low for too long, keeping students from reaching their full potential. If we want students to achieve more, we need to expect more.

- Only **6.6%** of seniors in the District of Columbia earned a 3 or higher on any Advanced Placement tests, compared to a national average of **18.1%**.<sup>viii</sup>
- **42%** of U.S. students in two-year colleges and **20%** of students in four-year colleges require remediation.<sup>ix</sup>
- **34%** of employers deem the preparation of newly hired employees with only a high school diploma as "deficient," (and only 16% find their preparation "excellent.")<sup>x</sup>
- **49%** of employers surveyed noted they anticipate requiring higher levels of education for most jobs – and another **60%** noted more specific technical skills will be required – in the next 3-5 years.<sup>xi</sup>



All too often, students regret not working harder once they leave high school.<sup>xii</sup>

# The District of Columbia's College- and Career-Ready Commitment

## The College- and Career-Ready Agenda

Over the past five years, states have driven the college- and career-ready agenda – a policy agenda that seeks to ensure all students graduate high school, and graduate ready for their next steps.

DC is among the systems that have made college and career readiness a priority for all students.<sup>xiii</sup>

- Washington DC adopted the Common Core State Standards in July 2010.
- In 2007, the District of Columbia raised its graduation requirements to the college- and career-ready level.

*The District of Columbia is one of 24 states with graduation requirements at this level.*

- Washington DC is a governing state in the Partnership for Assessment of Readiness for College and Careers (PARCC), a group of states working to develop a common assessment system using Race to the Top Common Assessment funds.
- The District of Columbia has met four of the ten State Actions identified by the Data Quality Campaign, providing a foundation for strong and sound student-level data collection and use.
- Washington DC currently uses one indicator of college and career readiness, but will need to expand its collection and use of indicators to get a more complete picture of how their students are faring in K-12 and beyond.

College- and Career-Ready Indicator	Publicly Reported	State Set Goal	Incentive to Improve	Accountability Formula
CCR Diploma	YES	YES		YES
CCR Assessment				
Postsecondary Remediation				
Exceeding CCR				

## How DC Can Further Advance the College- and Career-Ready Agenda

- ✓ ...Fully realize the promise of the college- and career-ready standards by implementing them fully and successfully, taking into account the related curricular, professional development, and policy changes.
- ✓ ...Remain committed to the goals of PARCC and developing a next-generation, computer-based assessment system anchored by college- and career-ready tests in high school that will let students know if they are ready for college-level coursework and measure the full range of the CCSS.
- ✓ ...Continue to make progress on the state's data collection efforts, particularly making student data available to relevant stakeholders, such as teachers, parents and counselors.
- ✓ ...Re-examine the state's K-12 accountability system to determine how it can reward measures of college and career readiness.

<sup>i</sup> Carnevale, Anthony P. and Donna Desrochers (2003). *Standards for What? The Economic Roots of K-12 Reform*, Education Testing Services.

<sup>ii</sup> [www.learnedearn.org/For-Educators/Standards-for-What.pdf](http://www.learnedearn.org/For-Educators/Standards-for-What.pdf)

<sup>iii</sup> Skills to Compete <http://www.skills2compete.org>

<sup>iii</sup> U.S. Census Bureau (2011). *Current Population Survey*. Figures are based on the total persons in the civilian labor force.

<sup>iv</sup> [www.census.gov/hhes/www/cpstc/cps\\_table\\_creator.html](http://www.census.gov/hhes/www/cpstc/cps_table_creator.html)

<sup>iv</sup> Annie E. Casey Foundation. Kids Count Data Center. 2010,

<http://datacenter.kidscount.org/data/acrossstates/Rankings.aspx>

<sup>v</sup> Analysis of NAEP data downloaded from nationsreportcard.gov

<sup>vi</sup> Education Week (2009). *Graduation in the United States*.

[www.edweek.org/ew/toc/2012/06/07/](http://www.edweek.org/ew/toc/2012/06/07/)

<sup>vii</sup> NCES. *IPEDS Graduation Rate Survey*, analyzed by National Center for Management of Higher Education Systems.

<sup>viii</sup> [http://apreport.collegeboard.org/sites/default/files/downloads/pdfs/AP\\_Main\\_Report\\_Final.pdf](http://apreport.collegeboard.org/sites/default/files/downloads/pdfs/AP_Main_Report_Final.pdf)

<sup>ix</sup> NCES. *Condition of Education, 2012*, Indicator 22-2011.

[http://nces.ed.gov/programs/coe/indicator\\_rmc.aspx](http://nces.ed.gov/programs/coe/indicator_rmc.aspx)  
[http://nces.ed.gov/programs/coe/indicator\\_rmc.aspx](http://nces.ed.gov/programs/coe/indicator_rmc.aspx)

<sup>x</sup> Corporate Voices for Working Families & Civic Enterprises (2011). *Across the Great Divide: Perspectives of CEOs and College Presidents on America's Higher Education & Skills Gap*. [www.civicenterprises.net/pdfs/across-the-great-divide.pdf](http://www.civicenterprises.net/pdfs/across-the-great-divide.pdf)

<sup>xi</sup> Achieve/SHRM

<sup>xii</sup> College Board (2011). *One Year Out: Findings From A National Survey Among Members Of The High School Graduating Class Of 2010*.

[www.collegeboard.org/OneYearOut](http://www.collegeboard.org/OneYearOut)

<sup>xiii</sup> Achieve (2012). *Closing the Expectations Gap 2011: 50-State Progress Report on the Alignment of High School Policies with the Demands of College and Careers*.