

Virginia'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.ⁱ

- **81%** of Virginia's jobs are middle or high skills (i.e., require some postsecondary education or training).
- Yet only **44%** of Virginia's adults have some postsecondary degree (associate's or higher).ⁱⁱ

More education is associated with higher earnings and higher rates of employment in Virginia.ⁱⁱⁱ

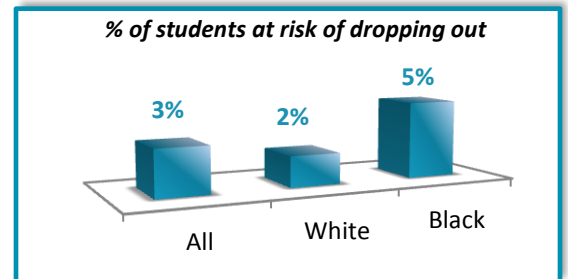
Mean Income	Education Level	Unemployment
\$10,562	HS Dropout	16%
\$26,208	HS Graduate	8%
\$31,150	Some College	7%
\$69,065	Bachelors & Above	3%

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.

Virginia's achievement gaps begin in the earliest grades and extend through college enrollment and admissions.^{iv}

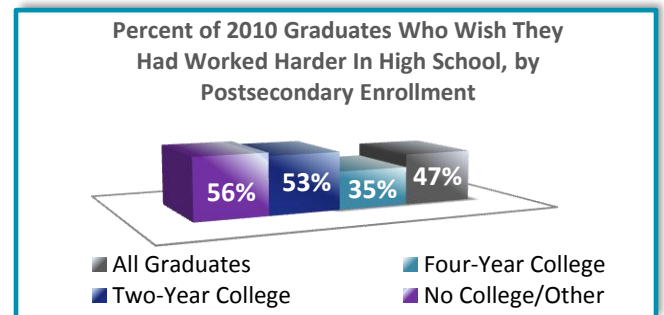
	All	White	Black	Hispanic	Low SES
4 th Grade Math Proficiency	46%	56%	20%	31%	24%
8 th Grade Reading Proficiency ^v	36%	43%	16%	24%	15%
HS Graduation Rate ^{vi}	76%	82%	65%	66%	N/A
College Completion Rate ^{vii}	63%	68%	47%	59%	N/A



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.

- **43%** of Virginia's students in two-year colleges require remediation.^{viii}
- A little over half (**63%**) of students who enter public colleges in Virginia earn their degrees.
- **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.")^{ix}
- **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.^x



All too often, students regret not working harder once they leave high school.^{xi}

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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.

Virginia is among the states that have made college and career readiness a priority for all students.^{xii}

- In 2009, Virginia adopted K-12 academic standards in mathematics and English aligned with college- and career-ready expectations.
- Virginia has met six of the ten State Actions identified by the Data Quality Campaign, providing a foundation for strong and sound student-level data collection and use.

Virginia is one of 26 states with a P-20 longitudinal data system that regularly matches student-level K-12 and postsecondary data

- Virginia collects and uses only one indicator of college and career readiness, and will need to expand its range 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 Virginia 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, and taking steps to ensure they fully reach every classroom across the state.
- ✓ ...Adopt college- and career-ready graduation requirements, aligned to the college- and career-ready standards, such as the Advanced Diploma option, to ensure all students are prepared, and eligible, for entry into college and skilled careers.
- ✓ ...Administer assessments to all high school students, aligned to the college- and career-ready standards, which can be used by higher education institutions to make placement decisions for credit-bearing courses.
- ✓ Continue to make progress on the state's K-12 accountability system to determine how it can reward measures of college and career readiness.
- ✓ ...Focus efforts around increasing the state's graduation rate (and decreasing the dropout rate) through student support programs and partnerships with higher education.

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

www.learnandearn.org/For-Educators/Standards-for-What.pdf

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

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

www.census.gov/hhes/www/cpssc/cps_table_creator.html

^{iv} Annie E. Casey Foundation. Kids Count Data Center. 2010,

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

^v Analysis of NAEP data downloaded from nationsreportcard.gov

^{vi} Education Week (2009). *Graduation in the United States*.

www.edweek.org/ew/toc/2012/06/07/

^{vii} NCES. *IPEDS Graduation Rate Survey*, analyzed by National Center for Management of Higher Education Systems.

^{viii} <http://www.completecollege.org/docs/CCA-Remediation-profiles.pdf>

^{ix} Corporate Voices for Working Families & Civic Enterprises (2011). *Across the Great Divide: Perspectives of CEOs and College Presidents on America's Higher Education and Skills Gap*. www.civicenterprises.net/pdfs/across-the-great-divide.pdf

^x Achieve/SHRM

^{xi} 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

^{xii} 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*.