



August 2015

Dear Reader,

After they're handed a diploma, high school graduates face a wide variety of possibilities for their next steps. Whether they're joining the workforce, enrolling in a four-year university, or taking classes at a community college, all students need to be prepared for the path of their choosing. Employers and college faculty, however, [are telling us](#) that far too many recent high school graduates simply aren't ready.

This month's Perspective features resources that represent the diversity of options available to students and the different ways in which we can work to better prepare them; from career and technical education to competency-based pathways to International Baccalaureate programming, there are many innovative and adaptable ways through which we can reach every student to ensure he or she is fully prepared for any chosen postsecondary path.

Sandy Boyd, Chief Operating Officer, Achieve

Employers and College Faculty Report Gaps in Recent Graduates' Preparedness in National Survey



The second phase of [a new national survey](#) released by Achieve - [Rising to the Challenge: Views on High School Graduates' Preparedness for College and Careers](#) - shows that 78% of college faculty and 62% of employers believe that public high schools are not doing enough to prepare students for the expectations they will face in college and

the working world. This survey builds upon [Achieve's 2014 survey of recent high school graduates](#) about their preparedness for life after high school, which was released in December.

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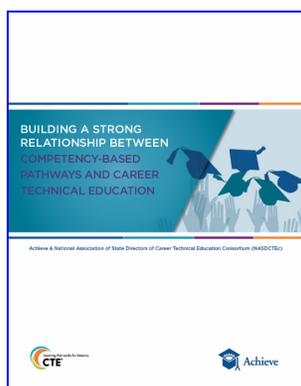


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New Brief Explores Connections between Competency-Based Pathways and Career-Technical Education



Achieve partnered with the [National Association of State Directors of Career Technical Education Consortium \(NASDCTEc\)](#) to convene state leaders to discuss the intersections between CBP and career and technical education (CTE) systems. This [brief](#) identifies opportunities for collaboration, integration, and strengthened relationships between CBP and CTE leaders. It explores the leverage points and challenges to integrating CTE into a CBP system, and where possible, offers examples of how states and local

districts have started the journey to do so. Key questions are provided to help state and local leaders consider how CTE is, can, and should be a part of their CBP strategies.

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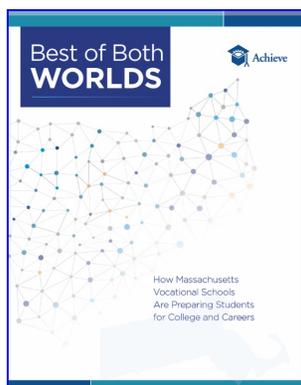


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Massachusetts, Ohio Highlighted in New Briefs Exploring CTE



Achieve recently released [two new briefs](#) that profile several career and technical education (CTE) programs in [Ohio](#) and [Massachusetts](#) that have successfully integrated academic and technical programming as part of their strategy to prepare all students for college and careers. The briefs feature individual student profiles from specific schools and elevate the central role that state policy and implementation support can play in advancing high-quality CTE.

New Hampshire Governor Hassan Joins Achieve Board

New Hampshire Governor Margaret "Maggie" Hassan has accepted an invitation to [join Achieve's board of directors](#). By joining the board, Governor Hassan will help to guide Achieve's work to lead and support state efforts to improve systems of standards, assessment, accountability, and graduation requirements so that all students are prepared for postsecondary education, work, and citizenship.

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Defining High-quality CTE: Contemporary Perspectives on CTE Quality



The Association for Career and Technical Education (ACTE) recently released the first component of a multi-phase research project that seeks to identify and share best practices in high-quality career and technical education (CTE). The paper, titled "[Defining High-quality CTE: Contemporary Perspectives on CTE Quality](#)," identifies commonalities among the many voices in the national discussion of high-quality CTE, and lays the groundwork to fuse their ideas into the development of a singular framework that could guide leaders from the education and policy communities in developing the next generation of CTE learning.

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International Baccalaureate Programmes in Title I schools in the United States

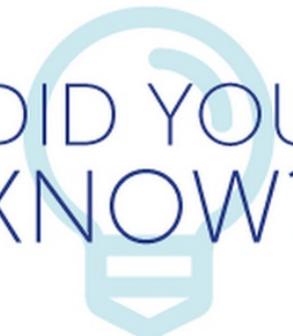


The International Baccalaureate (IB) Programme recently released a new research brief concerning efforts to increase accessibility of IB programming to

low-income and minority students. The study found that 60% of all public schools that offered IB pathways in the US in 2012-2013 were designated Title I (both schoolwide and targeted assistance programs). This represents a 46% increase since the 2009-2010 school year. However, while IB programmes are fairly widely available, fewer minority and low-income students take IB exams. The brief's findings suggest that IB students of all subgroups enroll in postsecondary education at much higher rates than national averages, highlighting the need to encourage greater participation in IB by low-income and minority students.

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82%

of college instructors are dissatisfied with their students' critical thinking skills.

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All students should graduate from high school

ready for college, careers, and citizenship.

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