



Achieve

All students should graduate from high school ready for college, careers and citizenship

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Why CEOs Support Common Core

Craig Barrett, former CEO and Chairman of the Board at Intel, and Chair of Achieve's Board of Directors, is a strong advocate for improving education, serving on the National Governors Association's "Innovation America" Task Force and the National Commission on Mathematics and Science Teaching for the 21st Century. Writing in the *Milwaukee Journal Sentinel*, here is what he has to say about how the Common Core State Standards help students. [More...](#)

Perspective Newsletter Feb. 2014

Commentary

Preparing Students for the Jobs of Tomorrow

As states continue to implement college- and career-ready standards and prepare for the transition to aligned assessments, it's more important than ever to remember why college and career readiness is imperative for all students.

A recent *Time* cover story looked at "the diploma that works," specifically referring to the diploma earned in six-year high school models in which students also earn an associate's degree¹. At the heart of this story was an endorsement of a college- and career-ready agenda that prepares students to graduate from high school with the skills they need to pursue postsecondary training to fill the growing skills gap.

The college- and career-ready agenda has always been a jobs and equity agenda with the goal of equipping *all* students with the foundational knowledge and skills they need to be successful. Despite mounting evidence that current graduates are ill-prepared to fill the jobs of today and tomorrow, there continues to be resistance to the college- and career-ready agenda, largely stemming from a misinterpretation of the "college" in college and career ready as referring to four-year colleges. In fact, graduating college and career ready is simply about high school graduates having options and being able to choose their own career path. To have choices, graduates must leave high school ready -- without the need for remediation -- to pursue additional education and/or training whether that is at a community college, technical college, apprenticeship or certificate program, or a four-year college.

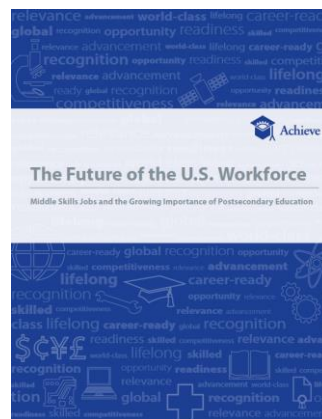
Common Core Could Decrease Remedial Courses

The Baltimore Sun reports that educators at Harford Community College (HCC) say the new Common Core State Standards, which are being implemented in Harford County Public Schools and across the nation, could dramatically decrease the number of students needing remedial courses when they enter HCC. [More...](#)

New Tools Gauge Fidelity of Lessons to Common Core

Education Week reports that EQUiP "represents one way that teachers are trying to make sense of the flood of curricular offerings that's been unleashed by the nearly nationwide adoption of the common standards." [More...](#)

When students do not graduate from high school adequately prepared for college and career, two things happen. First, a skills gap in the workforce emerges as workers do not have the skills needed for today's jobs. It is estimated that there are at least four unemployed individuals for every new job opening, largely because of this skills gapⁱⁱ. Second, students also spend money on remedial coursework if they do not graduate from high school prepared for the demands of postsecondary, coursework that does not count toward a degree.



Middle skills jobs, those that require more than a high school education but less than a bachelor's degree, comprise about half of all U.S. jobs. Historically, these jobs were available to those with a high school diploma (sometimes less), but changes in production and increasingly sophisticated technology now require more education and preparation for this growing group of jobs than ever beforeⁱⁱⁱ.

According to work done by the Georgetown University Center on Education and the Workforce, future demand will be for workers who have some kind of postsecondary training or education. The Center's analysis found that the recession accelerated the loss of many low skills jobs in the U.S. labor force and is driving the economy toward middle and high skills jobs^{iv}.

Middle skills jobs are a gateway to the middle class. Those who obtain some postsecondary credential are more likely to have increased lifetime earnings versus those who only have a high school diploma. According to a recent study from the Pew Research Center, the pay gap between young adults, ages 25 to 32, with college degrees and those who have gone no further than high school is greater than ever. The typical high school graduate in this age range with just a high school diploma earns just 62 percent as much as the typical college graduate^v.

If today's students are going to be prepared for the jobs of tomorrow, states must continue to pursue the college- and career-ready agenda by implementing college- and career-ready standards, adopting and implementing graduation requirements that deliver on those standards, administering assessments aligned to those standards and developing and refining data and accountability systems that value and incentivize college- and career-ready measures. Without proper preparation leaving high school, students will not be equipped with the skills and knowledge they need to be successful in meeting the expectations of the job market.

i. Foroohar, Rana. (2014, February 24). "The Diploma That Works: Inside the six-year high school." *Time*, 183, 24-29.

<http://content.time.com/time/magazine/article/0,9171,2165479,00.html>
(subscription required)

ii. Achieve. *The Economic Value of College and Career Readiness*.

<http://www.achieve.org/economic-value-college-and-career-readiness>

iii. Achieve. (2012). *The Future of the U.S. Workforce: Middle Skills Jobs and the Growing Importance of Postsecondary Education*.

<http://www.achieve.org/files/MiddleSkillsJobs.pdf>

iv. Carnevale, A. P., Smith, N., and Strohl, J. (2010). *Help Wanted: Projections of Jobs and Education Requirements through 2018*. Washington, DC: Georgetown University.

www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/FullReport.pdf

v. Pew Research Center. (February 2014). *The Rising Cost of Not Going to College*. <http://www.pewsocialtrends.org/2014/02/11/the-rising-cost-of-not-going-to-college/>

News

EQIP e-Learning Modules Available on the Achieve Website

Achieve has prepared an online, e-Learning module to assist educators in learning about the EQIP Rubrics and Quality Review Process. The EQIP Rubrics are designed to increase the ability of educators -- and educational leaders -- to identify and create quality instructional materials aligned to the Common Core State



Standards. This module is intended to help develop the learner's knowledge and understanding of the EQUiP Quality Review Process. Specifically, learners will explore what effective observations and criterion-based feedback look like and experience the process of reviewing instructional materials using the EQUiP Quality Review criteria, rating scales and rating descriptors. Users are able to learn at their own pace using the e-Learning module, and even pause progress in completing the module in order to return at a later time. Access the first e-Learning module [here](#).

Nevada Officially Adopts the NGSS; Illinois Poised to Follow

Nevada has officially adopted the [Next Generation Science Standards](#) (NGSS).



With a unanimous vote, the state board of education made Nevada the 10th NGSS adopter. Nevada joins California, Delaware, the District of Columbia, Kansas, Kentucky, Maryland, Rhode Island, Vermont and Washington.

Illinois also recently made a move toward adopting the standards. Their state board of education unanimously approved the NGSS in January. Official adoption is pending legislative review.

The NGSS were developed by 26 lead state partners over a two-year process that included multiple public and state reviews. The standards were designed to adhere to the National Research Council's [A Framework for K-12 Science Education](#). After the standards' publication in April 2013, the NRC conducted [a fidelity review](#) and concluded that the NGSS are consistent with the content and structure of the *Framework*. For more information about NGSS, visit www.nextgenscience.org.

New Resources

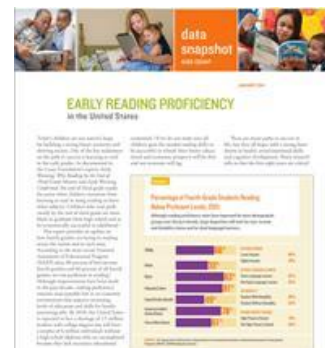
The Rising Cost of Not Going to College

The Pew Research Center recently released the report, [*The Rising Cost of Not Going to College*](#), which details the economic well-being and career attainment of young adults based on their level of education. Findings from the research include that on nearly every measure of economic well-being and career attainment, ranging from personal earnings to job satisfaction, young college graduates outperform their peers with less education. Additionally, when compared with previous generations, the disparity in economic outcomes between those who have earned only a high school diploma or less versus those with a college degree has never been greater. An economic analysis found that college graduates, ages 25 to 32, with full time jobs earn almost \$17,500 more annually than employed young adults who only hold a high school diploma. A major finding of the report is the declining value of a high school education; the college- and career-ready agenda is more critical now than ever.



Low Reading Scores Show Majority of U.S. Children Not Prepared for Future Success

In a new KIDS COUNT® [data snapshot](#) showing the latest NAEP data, the Annie E. Casey Foundation indicates that 80 percent of low-income 4th graders and 66 percent of all kids are not reading proficiently - a key predictor of a student's future educational and economic success. If this trend continues, the country will not have enough skilled workers for an increasingly competitive



global economy by the end of this decade. "Early Reading Proficiency in the United States" finds that two-thirds of all children are not meeting an important benchmark: reading at grade level at the start of 4th grade. Of even greater concern is that the gap between students from high- and low-income families is growing wider, with 17 percent improvement seen among the former group compared to only a 6 percent improvement among their low-income peers.

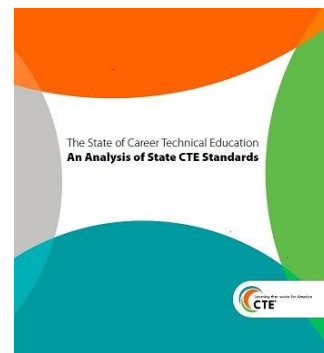
How Does the United States Stack Up? International Comparisons of Academic Achievement

Over the past 30 years, the modern workplace has changed radically, and the demands on those making the transition from the classroom to the workforce continue to rise. Students from Baltimore and Boston no longer compete against each other for jobs; instead, their rivals are well-educated students from Sydney and Singapore. But as globalization has progressed, American educational progress has stagnated. Today, the United States' high school graduation rate ranks near the bottom among developed nations belonging to the Organisation for Economic Co-operation and Development (OECD). A new Alliance for Excellent Education [fact sheet](#) details how 15-year-old students from the United States compare with 15-year-olds in other OECD member countries in the Programme for International Student Assessment (PISA) measures of academic proficiency.



The State Of Career Technical Education: Benchmarking States' CTE Standard

A new [report](#) from the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) explores



the Career Technical Education (CTE) standards from all 55 states and territories and finds that while the field is diverse, there are opportunities for bringing more consistency across states. Forty-six states and three territories have state-approved secondary CTE standards and 13 states and two territories have state-approved postsecondary standards. Only two states and one territory have CTE standards that are fully aligned between secondary and postsecondary systems. The report is the result of a study conducted to compare state CTE standards to the Common Career Technical Core and gather information on the major policy levers and structures that support the adoption and implementation of CTE standards at both the secondary and postsecondary levels. The Common Career Technical Core (CCTC) are a set of rigorous, high-quality benchmark standards for CTE programs of study, developed for and by states.

Career Opportunities

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