

# New York'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>

- **79%** of New York's jobs are middle or high skills (i.e., require some postsecondary education or training).
- Yet only **44%** of New York'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 New York.<sup>iii</sup>

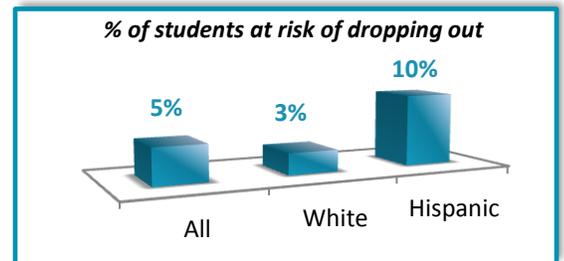
Mean Income	Education Level	Unemployment
\$10,190	HS Dropout	17%
\$24,934	HS Graduate	10%
\$28,503	Some College	7%
\$61,987	Bachelors & Above	5%

## 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.

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

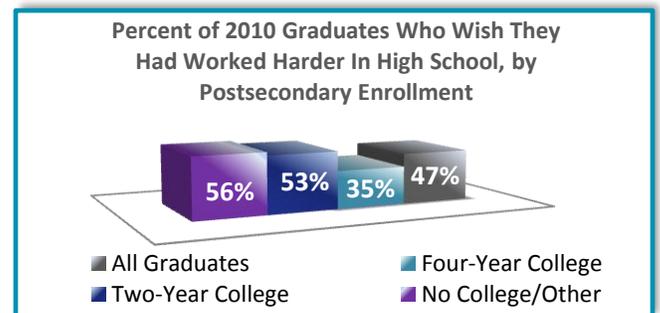
	All	White	Black	Hispanic	Low SES
4 <sup>th</sup> Grade Math Proficiency	36%	46%	17%	20%	25%
8 <sup>th</sup> Grade Reading Proficiency <sup>v</sup>	35%	46%	18%	20%	24%
HS Graduation Rate <sup>vi</sup>	78%	85%	58%	58%	N/A
College Completion Rate <sup>vii</sup>	58%	63%	40%	43%	N/A



## 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.

- **48%** of New York's students in two-year colleges and **13%** of New York's students in four-year colleges require remediation.<sup>viii</sup>
- A little more than half (**58%**) of students who enter public colleges in New York 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.")<sup>ix</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>x</sup>



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

# New York'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.

New York is among the states that have made college and career readiness a priority for all students.<sup>xii</sup>

- In 1996, New York passed the Learning Standards of New York to ensure that all students receive a developmentally-appropriate education to prepare them for success in college and career. New York adopted the Common Core State Standards in July 2010.
- New York is a Lead State Partner in the development of the Next Generation Science Standards.
- New York's Regents Exams have a college-ready cut score used to place students in first-year, credit-bearing college courses.

*New York is one of only 18 states with high school tests used by higher education for placement decisions letting students know if they are ready for college-level coursework while still in high school to give them time to address any readiness gaps*

- New York is a Governing State in the Partnership for Assessment of Readiness for College and Careers (PARCC), a consortium of states working to develop a common assessment system using Race to the Top Common Assessment funds.
- New York meets three of the ten State Actions identified by the Data Quality Campaign, as well as all ten of the Essential Elements, providing a strong foundation for student-level data collection.

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

- New York tracks two major indicators 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			
CCR Assessment	YES	YES		YES
Postsecondary Remediation				
Exceeding CCR				

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

- ✓ ...Fully realize the promise of the Common Core State Standards by implementing them fully and successfully, taking into account the related curricular and policy changes.
- ✓ ...Adopt college- and career-ready graduation requirements, aligned to the Common Core State Standards, to ensure all students are prepared, and eligible, for entry into college and skilled careers.
- ✓ ...Remain committed to the goals of PARCC and developing and administering 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 around making student data available to relevant stakeholders.
- ✓ ...Re-examine the state's K-12 accountability system to determine how it can further reward measures of college and career readiness, in alignment with the state's standards and assessments.
- ✓ ...Create feedback loops to monitor the efficacy and effectiveness of the college- and career-ready efforts.

<sup>i</sup> Carnevale, Anthony P. and Donna Desrochers (2003). *Standards for What? The Economic Roots of K-12 Reform*, Education Testing Services. [www.learndoeearn.org/For-Educators/Standards-for-What.pdf](http://www.learndoeearn.org/For-Educators/Standards-for-What.pdf)

<sup>ii</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.

[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](http://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> [www.regents.nysed.gov/meetings/2009Meetings/February2009/0209hed2](http://www.regents.nysed.gov/meetings/2009Meetings/February2009/0209hed2)

<sup>b</sup> 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](http://www.civicenterprises.net/pdfs/across-the-great-divide.pdf)

<sup>x</sup> Achieve/SHRM

<sup>xi</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>xii</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*.