

Why is it important for Montana to define what it means to be ready for college and ready for work?

Communication with parents and students/relevancy/student success

- So that **students** will **transition successfully** – either to college (and complete college), a technical/vocational training program, or the workplace
 - So that the state can clearly **communicate** with parents and students what ties directly to the demands of the workplace, the college career studies or the technical and vocational training programs – they need to be ready for college and ready for work
 - So that students have an understanding of the relevancy of high school coursework beyond the 12th grade and believe that it's meaningful
1. So that **students have a better chance for successfully transitioning to and completing college**
 2. With out reaching this definition, and going through the discussions required, the we as a state, cannot efficiently and effectively **communicate with parents**, students, and schools a clear path to, and **urgent need for some type of postsecondary education for future well being**.
 3. The **readiness for college and work are the same**, according to the American College Testing. The operation knowledge of **graduating seniors and their parents may not have this information as front and center**.
 4. "Readiness" seems to be ascribed to the college track, and not to those students whose choice career pathway takes them to a technical or vocational career. **Ready** further **means that preparation in high school ties** directly **to the demands of the workplace**, the college career studies or the technical and vocational training programs.
 5. Students need clarity on what is means to be ready- if we can't **show that it's meaningful**, students won't be engaged.
 6. Help K-12 students to develop an **understanding of relevance of going beyond 12th grade**.
 7. So that **parents, students** and **k-12 school administrators and teachers know what is expected for them**
 8. For **consumers planning consistency**
 9. Better informed parents and students of expectations

Seamless education system

10. Ready means that once high school is completed, a **step into any of these chosen directions will be a seamless step**.
11. To provide inspiration and **direction to those serving the youngest 0-8**

Competitiveness

12. Better prepare students for competitive future.

Business/Consumer/Economic Development outcomes

13. Businesses/Citizens need to know/value what the degree/assessment at 12th year. Means to ensure successful placement into workforce.
14. This means further, and the college, post-secondary vocational or occupation training program or the employer will not have to compensate for any lacking or shortfalls.
15. To provide a foundation for economic development in Montana
16. So that the product we produce (graduates) matches the demands of the consumer (employers). If we want students to get good paying jobs we must teach them the skills employers need. Plus an educated workforce is key to economic development because it attracts and maintains good companies.
17. Students will make better decisions for themselves, which will in turn help students/ workers be more successful in society.

Montana Education Standards/Outcomes

- So that teachers and school leaders know what is needed for success after high school and what needs to be accomplished in order for students to be prepared before they graduate.
18. Sets clear goals for Montana education. Provide students, teachers and parents with ideas of what level of preparedness is necessary for success after high school and what needs to be accomplished in order to be prepared before graduation
 19. So that parents, students and k-12 school administrators and teachers know what is expected for them
 20. Essential to establishing set courses of study statewide

Money

- Efficiency in the cost of education (i.e. thru reduce need for remediation)
21. Improve chances for ARRA incentive money. 'race to the top'
 22. Create pathways to encourage efficiency in the cost of an education.
 23. Coordinate programs to leverage resources, money and people.
 24. Reduce need for remediation. Defined course pathways with clear and consistent expectations. Seamless transition! Set students up for success.
 25. To prepare adult learners/ non-traditional students for new and emerging industries.
 26. These are outcome goals for our k-12 efforts
 27. For purposes of policy alignment

28. I think we should talk about future readiness. College and work readiness should be the same set of expectations.

What can the State do to Define College and Work Readiness? (Blue Sticky)

Highlights:

- College and career exploration/students know what options are available
- Use data – course level data between HS and college/and K-12→Higher Ed→Labor data system
- Common course numbering at K-12
- Degree/certificate that is an accurate indicator of an individual’s ability to begin work/career with high chance of success
- Do a study to determine student, parent and employer expectations. Are they the same? Where are the gaps?
- Develop a comprehensive strategic action plan to craft a broadly endorsed definition of readiness (involving all stakeholders, including MT employers)
Identify the prerequisites for successful transition of students to college and completion of a post-secondary education and then identify these within the current state standards for curriculum
- State should narrate the way in which dual credit and dual enrollment has successfully been conducted and give schools and colleges a pattern for making this opportunity possible

- Create a strong P-20 presence!
- **MCIS** is a great start
- Make information systems such as **MCIS** available to each school
- **Electronic Transcript**: K12 – Higher Ed.
- **Common course number at K-12**
- Common workforce standards
- Credentials to demonstrate “readiness”
- Close the achievement gaps
- **Coordinate data systems**
- **Degree/certificate** is an accurate predictor of individual to begin work/career with high chance of success

- It would be interesting to do a **study to determine student, parent, and employer expectations**. Are they the same? Where are the gaps?
- Start providing **career education** early – like elementary school! Have high expectations for all studies.

- More counselors and/or trained staff to help students with college/career exploration planning
- Make the Jobs for Montana’s Graduates program available in all schools
- Increase graduation
- Utilize existing data to develop readiness both from jobs & to college
- Connection of on-the-job-training/internships/apprenticeships to career pathways and academic preparation
- School and work readiness should be the same expectations. Whether pursuing higher ed, or going into the workforce, all of our students should be well prepared & ready to move forward.
- All players need to be on board, and the state needs to take lead in money/manpower
- Access to knowledge about options is essential
- Use Data! Course level data between HS and college, and HS to college to jobs data stream.
- We need to include MT employers in the process to ask them what skills they need in employees. Washington has a good process they call “skill panels.” We can use national work from groups like ACT.
- Develop a comprehensive strategic action plan of steps and actions and assistance required to arrive at a widely understood and broadly endorsed definition of readiness
- Commit to taking the leadership roles, and investing the time and resources required to involve all stakeholders at each level in the understanding of the nuances of this issue and the crafting of a broadly endorsed definition
- We can identify the prerequisites for successful transition of students to college and completion of a post-secondary education
 - adaptive behavior
 - communication
 - social and life skills
 - self advocacy
 - academic skills

Identify these within the current state standards for curriculum
- The state role in this process is to provide the means for the cooperating institutions to work together to make that opportunity possible, and to promote or assist the various agencies in this arrangement
- The dual credit and dual enrollment provides a very rich learning arrangement for students, their teachers, cooperating institutions and students’ parents to realize the connections between high

schools and colleges/COT's, the workplace readiness and the career pathways that are available to them

- The publication of innovative programs, and the narratives of the way in which dual credit and dual enrollment has successfully been conducted gives schools and colleges a pattern for making this opportunity possible

What are you doing right now to define college and work readiness? (Yellow Sticky)

Highlights:

- Big Sky Pathways/MCIS/Resources for students to explore what they want for their future and decide how to get there
 - ARRA reform agenda
 - Virtual High School
 - Common Core Standards
 - Green jobs/green collar economy
 - Distance learning legislative appropriation and distance/online learning in general
 - Class 8 Licensure/Dual credit
 - KnowHow2Go Campaign
 - Electronic Transcript Pilot Project/Student unit record data warehouse
1. Pathways program (Big Sky Pathways)
 2. MCIS enhancements
 3. ARRA reform agenda
 4. MT Green Campus
 5. Communicating with teachers, counselors and parents
 6. Discussing steps towards college and exploring opportunities that enhance educational experience
 7. Providing resources (like MCIS) for students to explore what they want for their future and decide how to get there
 8. Improve education efficiency for quality education
 9. Virtual High School
 10. Working with OCHE to assure quality in transition to college/training
 11. Common Core Standards
 - Gov and State Superintendent and Board of Public Education
 12. Support reaching high standards
 13. Defining skills needed for green jobs
 14. Distance Learning (2 year college) legislation appropriation
 15. Distance Learning
 16. Class 8 Licensure
 17. Dual Credit
 18. Online Learning
 19. Encouraging increased rigor

20. Common Core
21. Green Jobs certification/credentials
22. Van Jones – See Solis – with Stimulus
 - 20x10 \$26 DEQ/AIM
 - Weatherization \$23M DPHHS
 - HUD
 - Nat American
23. Mt. Energy Portfolio
 - Transition
 - Green Collar Economy
 - \$500 M Competitive funds w/rewired groups for post stimulus economy
24. KnowHow2Go Campaign – steps to college for middle school → adult learners
25. MSDB is represented on the Great Falls Public Schools Career Pathways development committee and are planning for the accommodations of the program that are necessary to make our students successful
26. Working with OPI on career pathway. There are lots of national resources (i.e. knowledge and skill statements) that focus on what students need to know to be ready for work and college.
27. MUS Writing Assessment
28. Electronic Transcript Pilot Project
29. Student unit record data warehouse
30. Fort Peck Community College holds meetings with area high school counselors and principals to designate areas of possible dual credit and dual enrollment. Chosen a series of courses with each school and at the colleges that are of mutual interest, and proceeded to arrange the means for making this opportunity available to qualified high school juniors and seniors.