

Measuring Career Readiness in High School

A REL Appalachia Sponsored Workshop for Researchers

July 23, 2019

SRI International

Arlington, Virginia





Welcome and Introductions

MIYA WARNER

Collaboration and Coordination Lead

Regional Educational Laboratory: Appalachia @SRI International

Comforts and tools

- Restrooms
- Wi-Fi access
 - Log on to the “SRIGuest-Secure” network
 - Password: S8h\$#@3k



Meeting agenda

- 9:30 a.m. Welcome, introductions, overview of goals and objectives
- 9:45 a.m. Literature scan discussion
- 10:15 a.m. REL staff presentations
- **12:00 p.m. Lunch**
- 1:00 p.m. Expert Panel
- 3:00 p.m. Discussion of next steps
- **3:30 p.m. Adjourn**



Introductions

- Please share your:
 - Name
 - Affiliation
 - First paying job

Workshop objectives



- Learn about the work being done in other RELs related to career readiness.
- Learn about the data, tools, and methods available for measuring career readiness for different purposes and identify gaps.
- Identify the contextual factors that influence career readiness measurement.
- Determine appropriate next steps to
 - ensure the knowledge gained from this workshop informs the work of REL researchers.
 - disseminate the information gained from the workshop to practitioners.



Literature Scan Discussion

JULIE HARRIS

Senior Researcher

Regional Educational Laboratory: Appalachia @SRI International

Literature scan

The literature scan is organized around two questions related to career readiness measurement:

- What should we measure?
- How should we measure?

What to measure?

| Scope | Framework | College knowledge/ career path navigation | Academic content knowledge | Technical knowledge & skills* | Cognitive competencies | Intrapersonal competencies | Interpersonal competencies | Institutional supports |
|-------------------------------------|---|---|----------------------------|-------------------------------|------------------------|----------------------------|----------------------------|------------------------|
| College and Career Readiness | Council of Chief State School Officers (CCSSO), Innovation Lab Network (ILN) Framework for College, Career, and Citizenship Readiness David Conley, Four Keys to College and Career Readiness CCRSC, College and Career Readiness Success Organizer P21 Framework for 21st Century Learning | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Career Readiness | NASDCTEc Common Career Technical Core Career Readiness Partner Council (CRPC), What it Means to be Career Ready National Research Council, 21st Century Skills U.S. Department of Education (U.S. DOE), Employability Skills Framework National Network of Business and Industry Associations (National Network), Common Employability Skills Measures of Human Achievement (MHA) Labs, The Building Blocks The Organisation for Economic Co-operation and Development (OECD), Definition and Selection of Key Competencies (DeSeCo) SkillsUSA, Employability Framework Joyce Foundation, Personal Success Skills Framework | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| | Total Frameworks | 4 | 5 | 10 | 13 | 13 | 13 | 2 |

Source: Authors' calculations

*The category Technical Knowledge and Skills includes *applied* academic knowledge.

Common competencies across frameworks

Intrapersonal

- Positive/pro-active attitude
- Self-regulation
 - Time management
- Work ethic/conscientiousness
 - Flexibility/adaptability
 - Initiative
 - Professionalism

Interpersonal

- Communication
- Teamwork
 - Leadership
 - Respect for differences
- Empathy/social awareness

Cognitive

- Critical thinking
 - Planning and organizing.
 - Problem solving.
 - Decisionmaking.
- Research/learning skills
- Technology skills

Evidence review

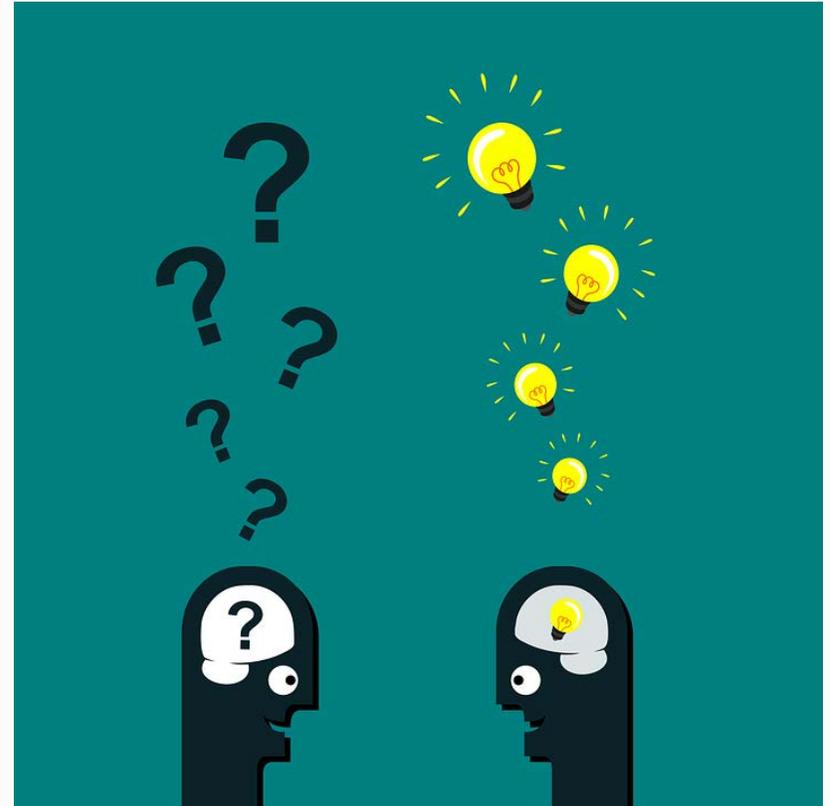
- Academic content knowledge and cognitive competencies are reasonably well researched in terms of their ability to predict college success.
- There is much less evidence on intrapersonal and interpersonal competencies and technical knowledge and skills and their relationship to either college or workforce success.

How to measure?

- Measurement purpose should drive selection of assessments
 - Formative feedback
 - Program evaluation
 - Accountability
- Different measurement approaches are suited for measuring different types of knowledge and competencies and different purposes
 - Student-report survey
 - Teacher-report survey
 - Performance-based assessments
 - Credentials

Questions?

Did we miss anything?



Small group discussion

- What are the biggest needs in your region related to career readiness measurement?
- What regional contextual considerations have implications for either the components of career readiness or how they are measured?

REL Career Readiness Projects

MIYA WARNER

Collaboration and Coordination Lead

Regional Educational Laboratory: Appalachia @SRI International

Presentation look-fors

- Strategies for supporting stakeholders
- Challenges or impediments
- Contextual factors



REL Presenters

- Miya Warner, REL Appalachia
- Julie Harris, REL Appalachia
- Amy Feygin, REL Midwest
- Thomas Torre Gibney, REL West
- Mary Rauner, REL West
- Max Altman & Christina Tydeman, REL Pacific
- Steven Klein, REL Northwest & Jenni Bradford, Idaho Career & Technical Education
- Janice Anderson, REL Mid-Atlantic

Small group discussion

Choose a group based on the **purpose** for measurement most relevant to your stakeholders:

- Program Evaluation.
- Formative feedback/career guidance.
- Accountability.

Discuss:

- Strategies for supporting stakeholders.
- Challenges.
- Contextual factors.



Lunch Break—Please be back by 1:00pm

Expert panelists



David Conley
University of Oregon



Amy Loyd
Jobs for the Future



Scott Solberg
Boston University

DAVID T CONLEY, PHD

- Founder, principal partner, EdImagine, an educational strategy consulting organization
- Professor Emeritus, University of Oregon
- Author of multiple books and articles on college and career readiness



INSIGHTS FROM RECENT WORK

From The Promise and Practice of Next Generation Assessment:

- Distinguish among work readiness, occupation readiness, and career readiness
- View self-knowledge as a key skill for career readiness
 - Who I am, how I learn, what I know
- Stop looking for a single measure of career readiness
- Conceptualize career readiness as different for different students (without tracking students by race, ethnicity, gender, or social class)
- Work on profiles as tools to understand students in context

GAPS

- Between generic measures of career readiness such as a cut score on a Smarter Balanced exam and a skill-specific certification exam such as those offered by Adobe, Microsoft, or Cisco
- The dichotomy between academic and career-technical education (CTE) courses in high school
- The inherent difference in high school grading practices for academic and CTE courses

FUTURE NEEDS

- Measures of learning skills, particularly learning in context and ability to transfer learning skills (not content knowledge) to new contexts
- Validation of experience-based learning such as internships and apprenticeships
 - These are increasingly accepted and offered for credit in higher ed upper division and graduate programs
- Use of more application-based assessment such as problems and projects
- True acceptance of 21st century skills as a goal for schooling
 - Moving content knowledge to a foundational role, not the sole outcome of education
- More opportunities for real exploration of career options throughout high school

SUPPORTING PRACTITIONERS

- Develop multiple-measure tools and systems that incorporate standardized tests, grades, and experience-based measures
- Support project-based assessment that integrates and applies core academic content in a career context
- Create or identify methods for assessing field-based experiences and incorporating them into accountability systems as an additional valid measure of student achievement
- Link practitioners with resources they can use to promote career exploration throughout high school at varying levels of focus

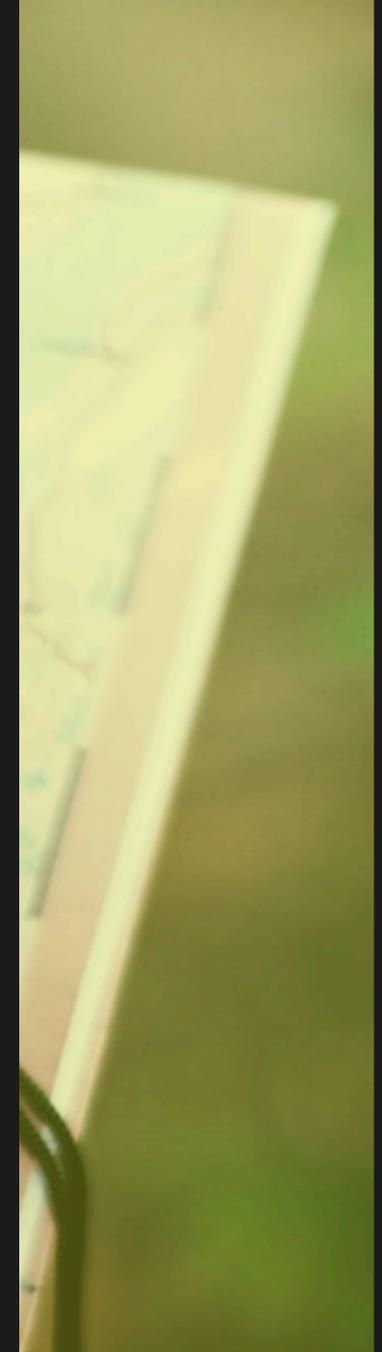
EdImagine

<http://www.edimagine.com>
david_conley@edimagine.com

THE FUTURE CAN'T WAIT: CAREER READINESS IN HIGH SCHOOL

Amy Loyd | JFF

REL Appalachia Workshop | July 23, 2019





“ THE WORK YOU DO,
THE PERSON YOU ARE ”

- TONI MORRISON

JFF: BUILDING A FUTURE THAT WORKS

OUR VISION

The promise of education
and economic mobility in
America is achieved for
everyone

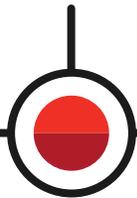


WHAT DOES JFF DO?

WE BUILD AND STRENGTHEN PATHWAYS

STRONG WORKFORCE AND VIBRANT ECONOMY

So that all Americans have
the opportunity to achieve
economic well-being



POSTSECONDARY CREDENTIALS THAT LAUNCH CAREERS

That provide family-
supporting wages and clear
paths to advancement

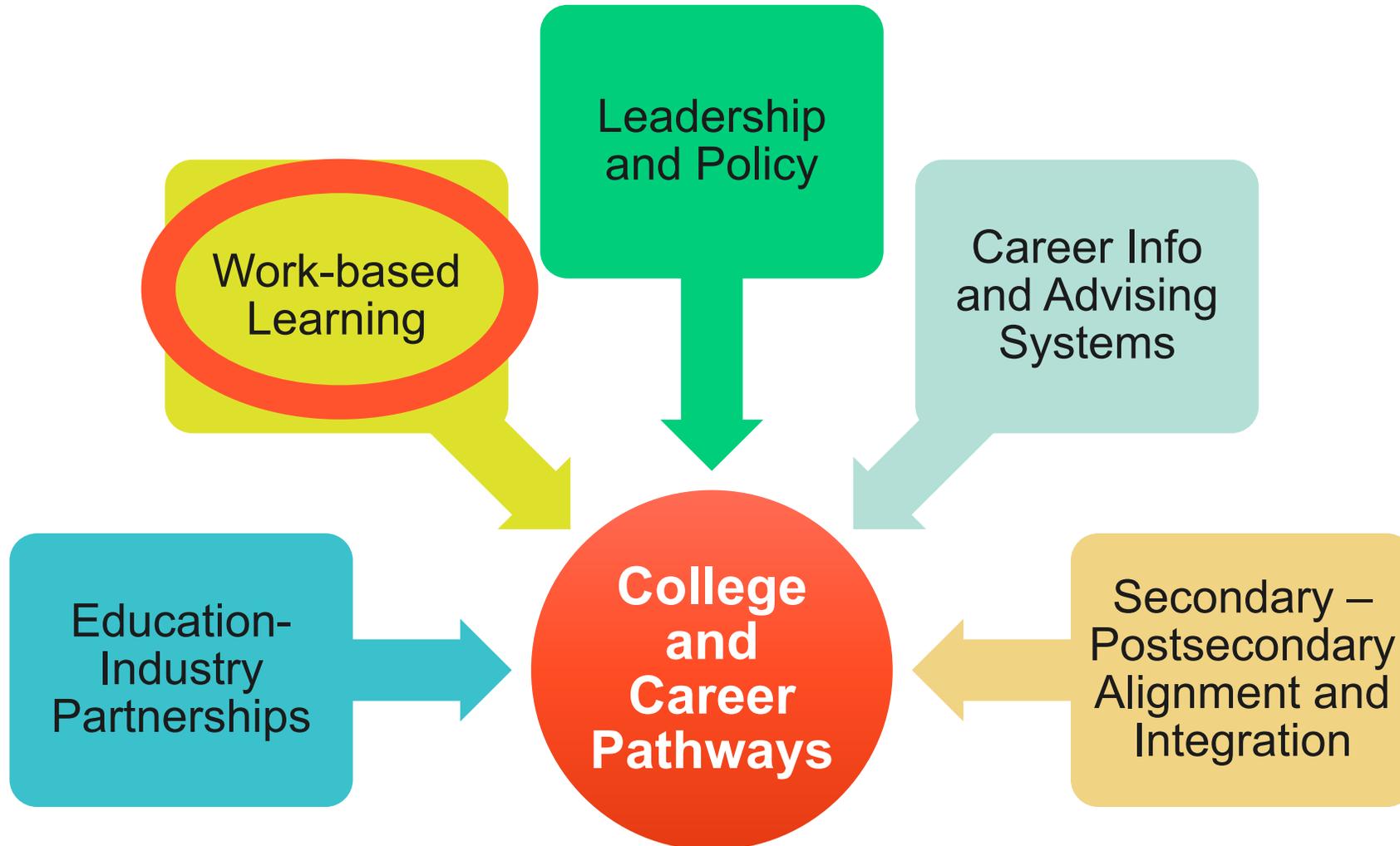


K-12 AND THE FUTURE OF LEARNING AND CAREER EXPLORATION

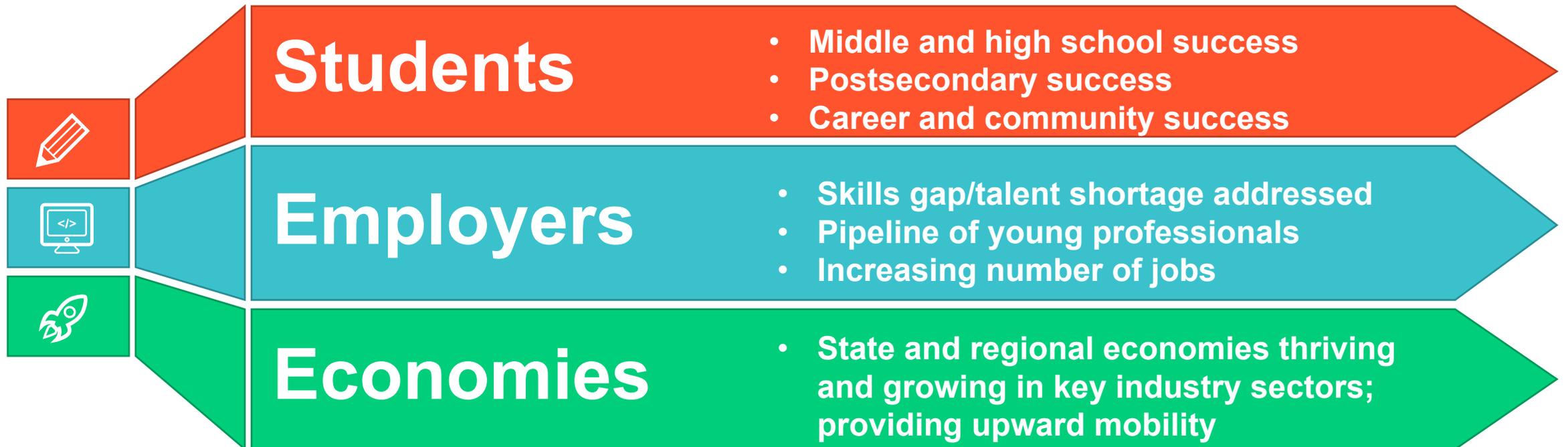
Integrating real-world learning with
a leg up on college and career and
clear next steps to success



STRATEGIES FOR IMPLEMENTATION



FOCUS ON TRANSFORMATIVE OUTCOMES



96%

of college academic officers said they are confident in their institution's ability to prepare students for the workforce

but only 11%

of business leaders agree that today's college graduates have the skills and competencies that their business needs



EDUCATION AND BUSINESS MISMATCH

Gallup Poll of provosts and business leaders uncovers an enormous and concerning gap in perceptions of readiness

Inside Higher Ed, 2014. *Ready or Not*



COLLEGE GRADS AND EMPLOYERS **DISAGREE** ON WORKFORCE PREPAREDNESS

Percentages represent the number of students/employers who think college grads are highly prepared in these skill areas upon entering the workforce.

Hart Research Associates, 2015. *Falling Short? College Learning and Career Success*





WHY CAREER-READINESS IN HIGH SCHOOL MATTERS

PREPARING YOUTH TO BE **FUTURE-READY**

Most young people **get little advice about pathways** from education to careers, and about career possibilities.

Few people talk about the **critical role of productive work** in human lives.

Few families understand the **future labor market**—or even the current one.

Educators typically have **little experience of contemporary high-growth industries** and know little about labor market data and shifts in education and workforce.

WORK-BASED LEARNING MATTERS

And it is a lifelong, iterative process – it is not linear!

“College is a very expensive career exploration program”



ELEVATING OUR GAZE:

WBL FOR ALL STUDENTS

Connected to school learning

Informed choices about their future

Multigenerational community including
and beyond neighborhood and family

Referral network, increased career
prospects and economic mobility

Lifelong employability and psycho-
social skills



Postsecondary & Workforce Readiness Act

Statewide Public-Private Steering Committees for
College and Career Pathway Endorsements
Recommended Technical and Essential Employability Competencies

July 2018



WWW.PWRACT.ORG

A **COMPREHENSIVE** STATEWIDE APPROACH

Illinois's "Power Act"

Postsecondary and Career
Expectations (PACE) Framework

High school career pathways
diploma endorsements

Competency-based education

Transitional math



Illinois PaCE Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.



| By the end of 8th grade | By the end of 9th grade | By the end of 10th grade | By the end of 11th grade | By the end of 12th grade |
|--|--|--|---|--|
| <p>A student should be supported to:</p> <ul style="list-style-type: none"> complete a career cluster survey attend a career exploration day complete a unit on education planning be exposed to a financial literacy unit in a course or workshop <p>A student should know:</p> <ul style="list-style-type: none"> the concept of career clusters of interest relationship between community service/extracurricular activities and postsecondary (PS)/career goals | <p>A student should be supported to:</p> <ul style="list-style-type: none"> revisit career cluster interest survey and take a career interest survey complete an orientation to career clusters attend a PS options workshop meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators begin determining eligibility for advanced placement (AP) courses outline a plan for community service and extracurricular activities related to PS plans complete a financial aid assessment with a family member <p>A student should know:</p> <ul style="list-style-type: none"> one or two career clusters for further exploration and development the relationship between HS coursework, attendance, and grades to PS plans importance of community service and extracurricular activities to PS and career plans general cost ranges of various PS options | <p>A student should be supported to:</p> <ul style="list-style-type: none"> visit at least one workplace aligned with career interests complete an orientation course to a particular career cluster or cluster grouping select a career pathway (CP) within a career cluster of interest begin determining eligibility for AP courses identify 2-3 adults to support the student through the PS and career selection process review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year) attend a PS affordability workshop with a family member <p>A student should know:</p> <ul style="list-style-type: none"> educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP different types of PS credentials and institutions general timing of PS entrance exams and applications benefit of early college credit opportunities to PS access and completion | <p>A student should be supported to:</p> <ul style="list-style-type: none"> revisit the career survey participate in a mock job interview create a resume and personal statement identify an internship opportunity related to the CP determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course complete or enroll in at least one early college credit opportunity attend a college fair visit at least 3 PS institutions take at least one college entrance exam <p>A student should know:</p> <ul style="list-style-type: none"> application deadlines, test timing, cost, and preparation for industry-based certification for CP career attributes related to career interests entrance requirements, including application deadlines, for expected PS programs of study 3-5 match schools, one safety, one reach school for PS program of study negative impact of remediation on PS goals financial aid deadlines for chosen PS options | <p>By 12/31 of 12th grade a student should have:</p> <ul style="list-style-type: none"> completed 3 or more admissions applications to PS institutions met with a school counselor to ensure all steps in the PS admissions process are completed on time attended a FAFSA completion workshop completed the FAFSA <p>By the end of 12th grade a student should be supported to:</p> <ul style="list-style-type: none"> address any remedial needs in math/ELA obtain an internship opportunity related to the CP if applicable, receive industry-based certification(s) related to the CP complete one or more team-based challenges or projects related to the CP attend a financial aid award letter workshop <p>A student should know:</p> <ul style="list-style-type: none"> how CP courses and experiences articulate to degree programs at PS options estimated cost of each PS option affordability of PS options in relation to expected entry-level career salary and anticipated debt terms and conditions of any scholarship or loan |



By the end of 9th grade

A student should be supported to:

- revisit career cluster interest survey and take a career interest survey
- complete an orientation to career clusters
- attend a PS options workshop
- meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators
- begin determining eligibility for advanced placement (AP) courses
- outline a plan for community service and extracurricular activities related to PS plans
- complete a financial aid assessment with a family member

A student should know:

- one or two career clusters for further exploration and development
- the relationship between HS coursework, attendance, and grades to PS plans
- importance of community service and extracurricular activities to PS and career plans
- general cost ranges of various PS options

By the end of 10th grade

A student should be supported to:

- visit at least one workplace aligned with career interests
- complete an orientation course to a particular career cluster or cluster grouping
- select a career pathway (CP) within a career cluster of interest
- begin determining eligibility for AP courses
- identify 2-3 adults to support the student through the PS and career selection process
- review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)
- attend a PS affordability workshop with a family member

A student should know:

- educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP
- different types of PS credentials and institutions
- general timing of PS entrance exams and applications
- benefit of early college credit opportunities to PS access and completion

9TH GRADE



Career

- Revisit the careers you are interested in and expand on your current career interests. Identify one or two new careers that you might want to explore.
- Explore career clusters by going to studentportal.isac.org/resources > Illinois WorkNet > Careers, Wages and Trends.
- Research the careers you are interested in to find out what the job responsibilities are for each career, and what kind of education and skills are needed.
- Consider talking to someone who works in those careers about their favorite and least favorite part of their job, as well as how much education is needed for their job.



Money

- Talk to your parent(s)/guardian or your local ISACorps member about what financial resources are available to help you pay for college. You can use the FAFSA4Caster by going to studentaid.ed.gov/sa/fafsa/estimate and clicking on FAFSA4Caster.
- Research how much it would cost to attend an:
 - in-state 4-year *public* college/ university vs. in-state 4-year *private* college/university
 - in-state 4-year *public* college/ university vs. *out-of-state* 4-year *public* college/university
 - in-state 4-year *private* college/ university vs. *out-of-state* 4-year *private* college/university
 - local *community college* vs. *in-state* 4-year *public* college/ university and *in-state* 4-year *private* college/universityTo compare colleges and degree programs by cost you can visit studentportal.isac.org/resources > College Scorecard.



College

- Research what degree/certificate programs colleges offer.
- Make an appointment to meet with a counselor at your school to talk about what classes you need to take to prepare for college.
- Talk to your counselor about Advanced Placement (AP) classes: what the courses require as well as how and when you can take them.
- Identify different community service and extracurricular activities that could help you explore your career interests.
- Talk to your school counselor or teacher about how your school grades and attendance can affect your future plans for life after high school.
- Talk to your school counselor or teacher about why it is important to get involved in community service and extracurricular activities and how it can affect your future/college plans.

9th GRADE

10th GRADE

11th GRADE

11th & 12th GRADE



Individual Plan: Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understandings of career goals, financial aid, resume, and a personal statement.



Career-focused Instructional Sequence:
2 years of coursework or equivalent competencies.
Includes at least 6 hours of early college credit

District and local community college certify articulation to cert/degree with labor market value

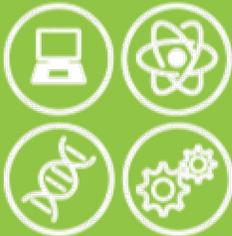
Orientation or Introduction

Orientation or Introduction

Advanced Courses

Capstone Courses

Through these experiences a student gains essential employability and technical competencies in their identified sector.



Professional Learning: Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in the workplace

At least 2 career exploration activities or 1 intensive experience

60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment

At least 2 team-based challenges with adult mentoring



Academic Readiness: Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college

WHY DOES THIS MATTER?

SCHOOL SHOULD BE ONE OF MANY LEARNING ENVIRONMENTS

“The more powerful and complete the peer world, the more it is detached from pathways toward adulthood... it makes **little sense** to take large numbers of **inexperienced individuals** who are the same age and relative maturity, place them in an **isolated setting**, and ask them to use that particular setting to grow, mature, and gain knowledge and experience.”

Robert Halpern, Chair, Research Council at Erikson Institute, *Youth, Education and the Role of Society* (Harvard Education Press, 2013)



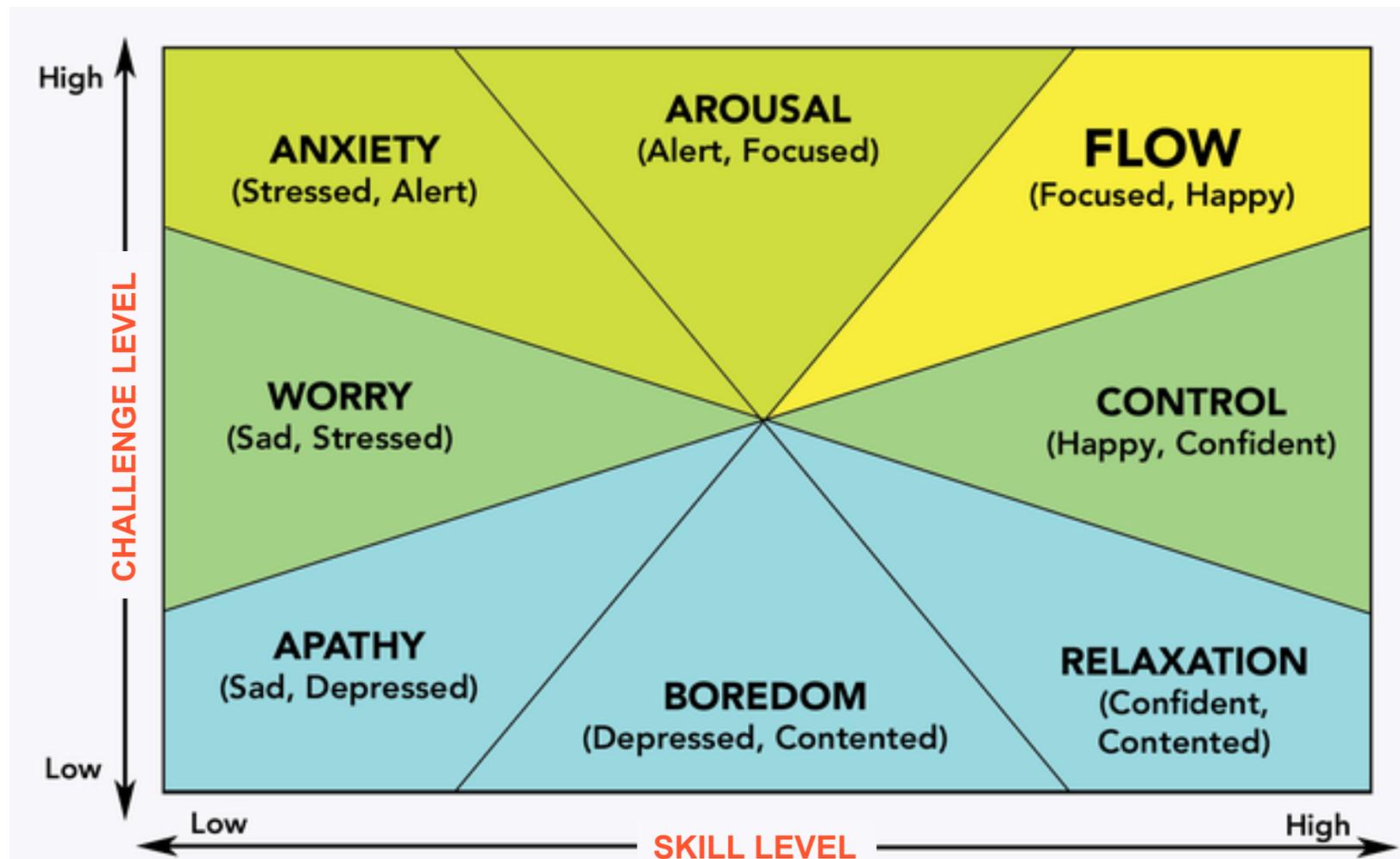
MASLOW'S HIERARCHY OF NEEDS

AND LET US NOT FORGET ABOUT **HAPPINESS**



MIHALY CSIKSZENTMIHALYI'S FLOW

OR THE ROLE OF MEANINGFUL AND PRODUCTIVE WORK IN HUMAN LIVES



THANK YOU!

Amy Loyd, EdLD

Vice President

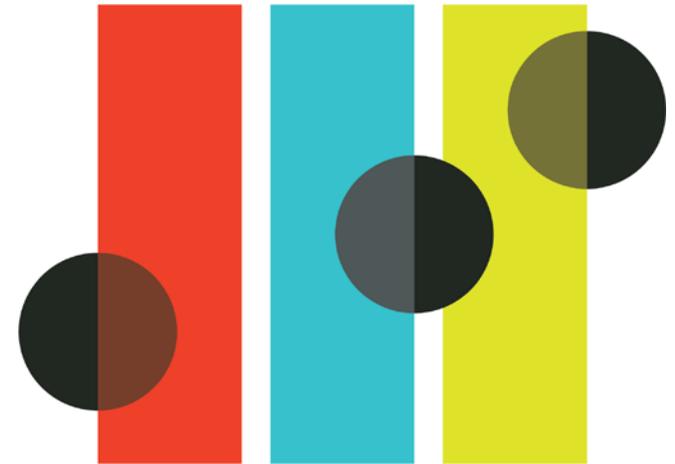


CONTACT

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JFF



Boston University Wheelock College of Education
& Human Development

Formative and Summative Career Readiness Assessment Strategies

V. Scott H. Solberg

ssolberg@bu.edu @vsolberg

Overview

- Quality of *Individualized Learning Plan (ILP)* Scope and Sequence
- Quality of ILP Implementation
- Formative and summative impact of ILP activities on youth outcomes
 - Assessing immediate impact of ILP activities on student outcomes
 - Annual summative assessment of career readiness
 - Summative assessment linking career readiness to positive youth development
- Post-high school career readiness assessment at scale
 - Following postsecondary, employment, and training engagement for transition age youth

Research Samples and Methods

- Survey and open-ended responses from 1600+ 10th and 12th grade students from 14 high schools in four states (Louisiana, New Mexico, South Carolina and Washington)
- Survey and focus groups (n-52) with parents, educators and students
- Interviews with state and district leaders (n > 50) from 13 states
- In-person interviews with youth with disabilities



Use of Individualized Learning Plans:
A Promising Practice for Driving
College and Career Efforts

National Collaborative on Workforce and Disability
NCWD For Youth Navigating the Road to Work

V. Scott Solberg · Joan Willis · Kimether Redmon · Laura Skaff

Policy Brief

National Collaborative on Workforce and Disability
NCWD For Youth Navigating the Road to Work
Making the Connection between Youth with Disabilities & Employment

NATIONAL COLLABORATIVE ON WORKFORCE AND DISABILITY FOR YOUTH

ISSUE 6 • FEBRUARY 2013

**Using Individualized Learning Plans to Produce
College and Career Ready High School Graduates**

**PROMOTING QUALITY
INDIVIDUALIZED LEARNING PLANS
THROUGHOUT THE LIFESPAN:**

A Revised and Updated "ILP HOW TO GUIDE 2.0"



by Scott Solberg, Judith Martin, Mindy Larson, Kathryn Nichols, Heidi Booth, Jennifer Lillis, Leo Costa

ACP in Wisconsin
Implementing Academic and Career Planning

THE COUNCIL OF STATE GOVERNMENTS

**National Task Force on
Workforce Development
for People with Disabilities**

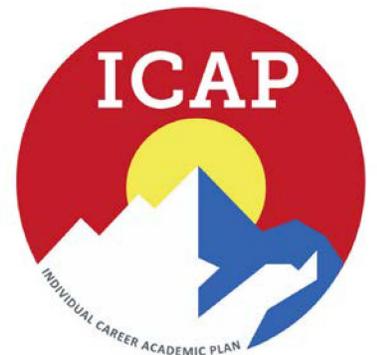
DECEMBER 2016



**Arizona ECAP Implementation:
Administrative Toolkit**



Report and Recommendations of the
Advisory Committee Studying
The Development and Implementation
Of Six-Year Career Plans





- Career Readiness refers to a “process of connecting "education and employment to achieve a fulfilling, financially secure, and successful career" (Career Readiness Partner Council, 2012, p. 2)”
- Demonstrating a number of malleable positive youth development dispositions including proactivity, resiliency, adaptability, self-directed learning

Quality of *ILP* Scope and Sequence

- Self-exploration skills
- Career exploration skills
- Career management skills
- Access to work-based learning
- Early access to college

Making School Relevant with Individualized Learning Plans

HELPING STUDENTS CREATE THEIR
OWN CAREER AND LIFE GOALS

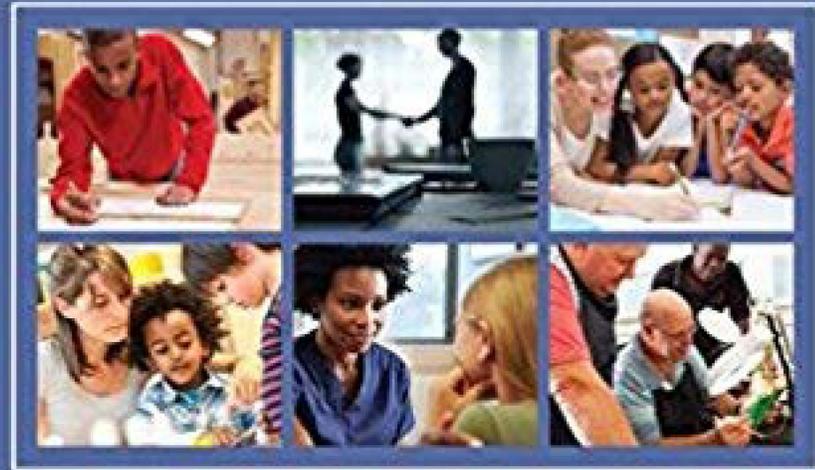


V. SCOTT H. SOLBERG



The Handbook of Career and Workforce Development

Research, Practice, and Policy



Edited by V. Scott H. Solberg and
Saba Rasheed Ali

Quality of ILP Implementation

- Are the educators who are facilitating the ILP activities perceived by students and families as caring and encouraging?
- Is the ILP program being implemented as designed?
- Do educators, students, and families experience the ILP activities as relevant and meaningful?

Formative and summative impact of ILP activities on youth outcomes

- Formative assessment of the immediate impact of ILP activities on student outcomes
 - Mixed Method Separate Samples Pretest-Posttest Design to assess whether ILP activities are having the intended impact on the scope of learning objectives

Annual summative assessment of career readiness

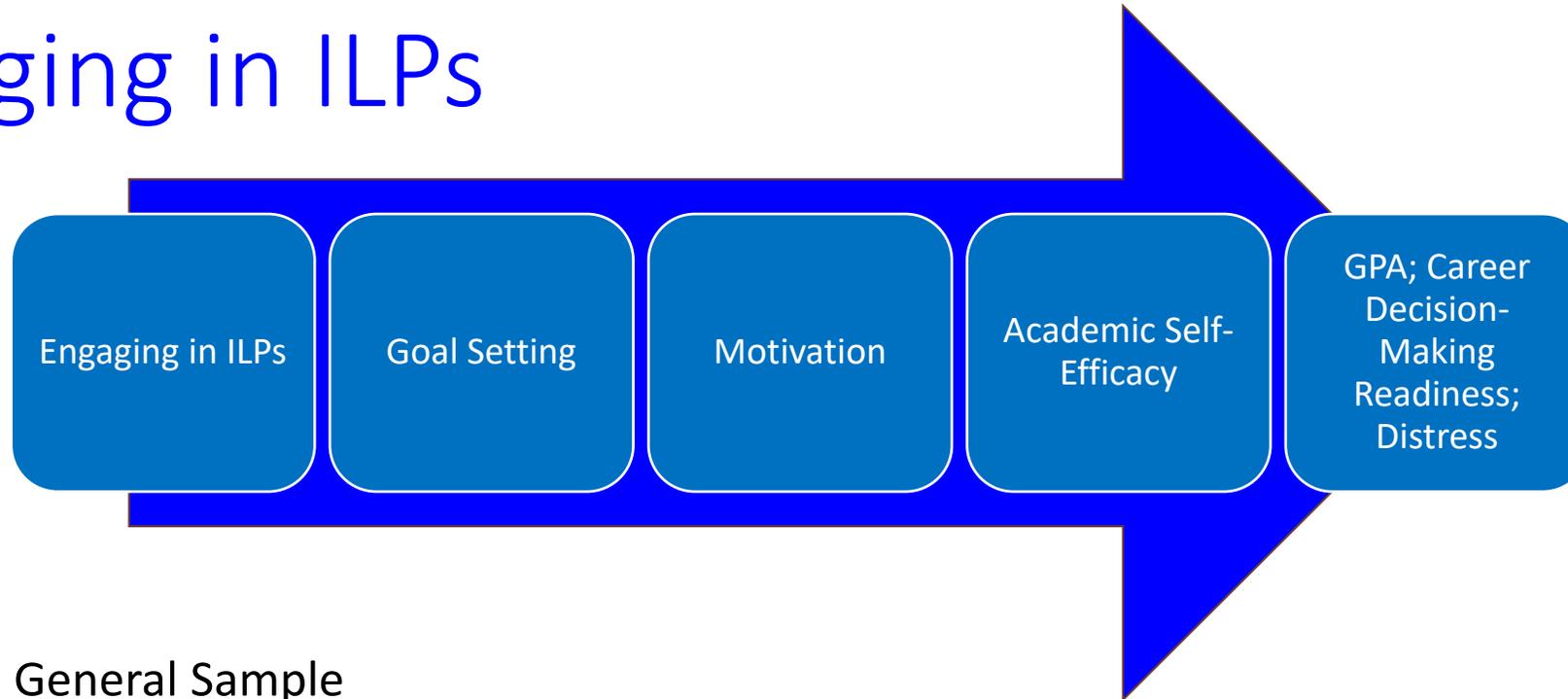
- Identifies three career plans
- Clear description of the career plans
- Connects career to personal interests, skills and values
- Identifies how current courses relate to career plan
- Articulation of the skill and entry requirements
- Engaged in additional learning opportunities
- Aware of needed skills and future development

Summative assessment linking career readiness to positive youth development

Youth Becoming Career Ready Associated with:

- Higher academic self-efficacy
- Higher career decision-making readiness
- Lower psychological/emotional distress
- Lower academic stress
- Higher motivation to attend school

Engaging in ILPs



General Sample

GPA (std. est. = .027, $p < .001$).

Career decision-making readiness (std. est. = .011, $p < .000$).

Distress (std. est. = -.012, $p < .000$)

Access to Caring and Encouraging Career Advising Mentors



Who Facilitate Quality Career Development Lessons That



Enable Youth to Establish Career and Life Goals That



Result in a Range of Positive Youth Development Outcomes Including:

High School Graduation

Postsecondary Completion

***Entry into High Wage/High Demand
Careers***

Social Emotional Learning Skills

Personal Health and Well-Being

Access to Decent Work

Post-high school career readiness assessment at scale

Example from Scotland

Developing the Young Workforce - 7-Year goal to reduce youth unemployment by 40% which was successfully met 3.5 years into the initiative



The Annual Participation Measure

The combined data set, held on CSS, is used to produce the **Annual Participation Measure**. A statistical publication showing the “participation” of the 16-19 age group across an entire year, at a national and local authority level.

School Leaver Destinations

Annual Participation Measure



Participation Measure

Informs the National Performance Indicator
“to increase the proportion of young people in learning, training and work”



Continues terminology move from “destinations” to “participation”



School Leaver Destinations reported only on school leavers, approx. **55,000** young people



The Participation Measure considers the entire 16-19 age cohort, approx. **200,000** young people

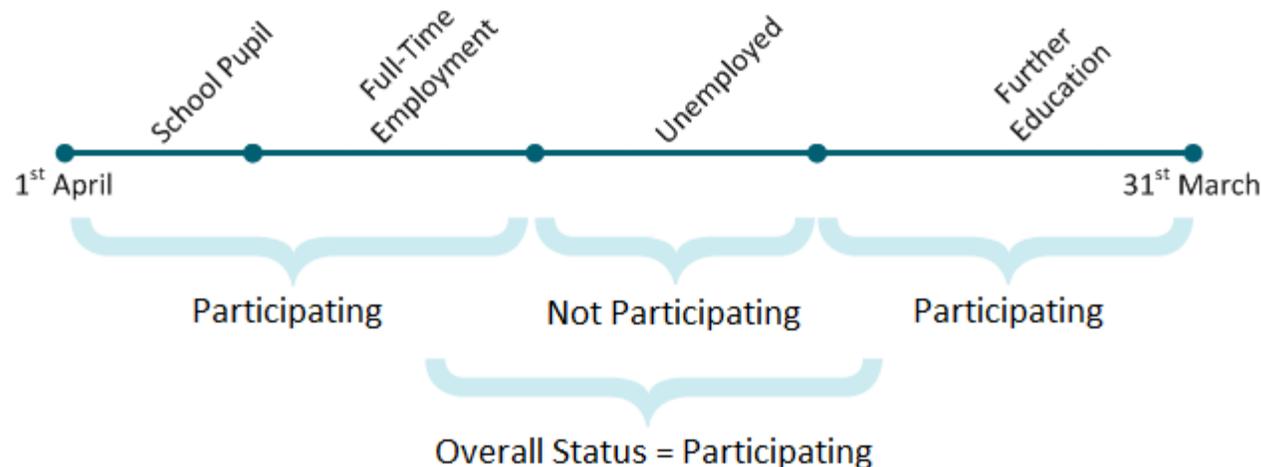
Methodology

The **Annual Participation Measure** measures the Status of a young person across an entire year (1st April – 31st March). Each status is allocated to one of three high level classifications, and the one with the greatest number of days is taken as their Annual Participation Measure status:

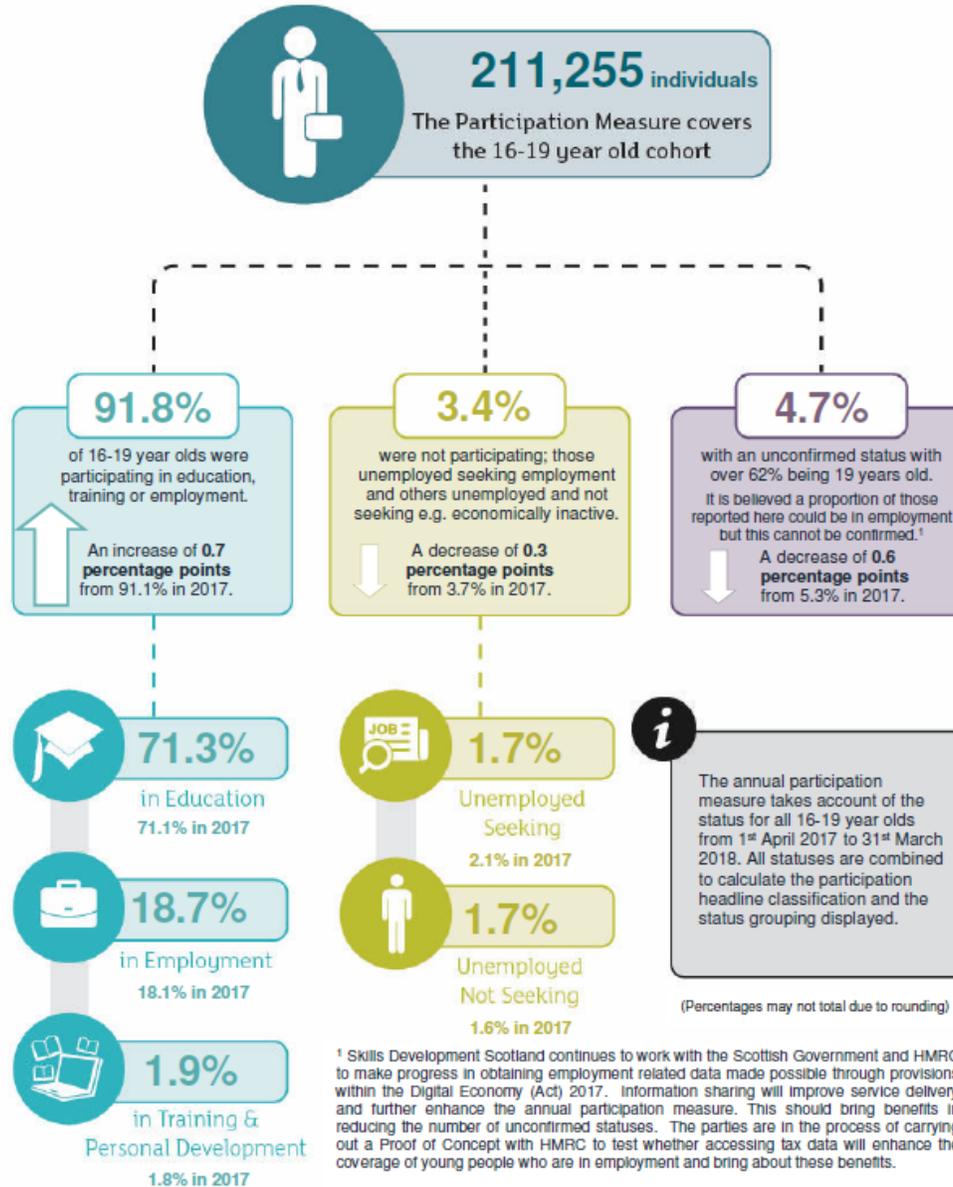
Participating

Not Participating

Unconfirmed



2018 Annual Participation Measure Summary of Key Results (Scotland)



91.8%

of 16-19 year olds were participating in education, training or employment.

An increase of **0.7 percentage points** from 91.1% in 2017.

3.4%

were not participating; those unemployed seeking employment and others unemployed and not seeking e.g. economically inactive.

A decrease of **0.3 percentage points** from 3.7% in 2017.

4.7%

with an unconfirmed status with over 62% being 19 years old. It is believed a proportion of those reported here could be in employment but this cannot be confirmed.¹

A decrease of **0.6 percentage points** from 5.3% in 2017.



71.3%

in Education
71.1% in 2017



18.7%

in Employment
18.1% in 2017



1.9%

in Training & Personal Development
1.8% in 2017



1.7%

Unemployed Seeking
2.1% in 2017



1.7%

Unemployed Not Seeking
1.6% in 2017

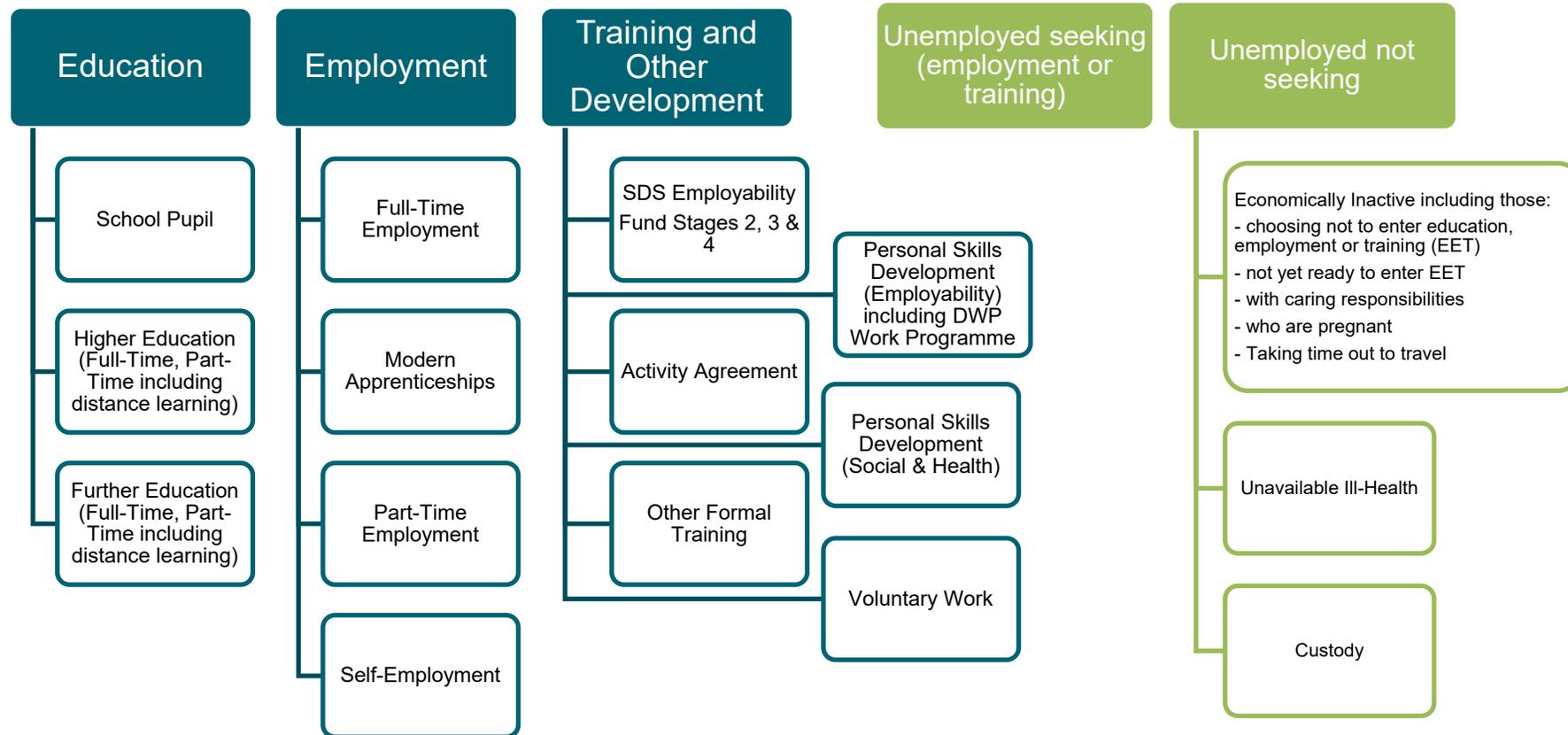


The annual participation measure takes account of the status for all 16-19 year olds from 1st April 2017 to 31st March 2018. All statuses are combined to calculate the participation headline classification and the status grouping displayed.

(Percentages may not total due to rounding)

¹ Skills Development Scotland continues to work with the Scottish Government and HMRC to make progress in obtaining employment related data made possible through provisions within the Digital Economy (Act) 2017. Information sharing will improve service delivery and further enhance the annual participation measure. This should bring benefits in reducing the number of unconfirmed statuses. The parties are in the process of carrying out a Proof of Concept with HMRC to test whether accessing tax data will enhance the coverage of young people who are in employment and bring about these benefits.

Statuses defined as.....



Unconfirmed

16+ Data Hub Report Fields

| | | | | |
|---|--|---|---|--|
| <p>Personal Information</p> <ul style="list-style-type: none"> • Leaver Cohort (Year) • Cohort (School / Not at School) • Name • Age • Address (CSS and LA) • Telephone No. • DOB • Age • Gender • SDS Client Ref • SCN • Statutory Leave Date | <p>Institutional Information</p> <ul style="list-style-type: none"> • SEED Code • School Name • SEEMiS Ref • Start Date • Anticipated School Leaving Date • Actual Date Left School • School Year Group • School Roll Status • School History Source | <p>Future Fields</p> <ul style="list-style-type: none"> • LA Preferred Occupation & Source • SDS Preferred Occupation & Source • Preferred Route 1 & Source • Preferred Route 2 & Source | <p>Status Fields</p> <ul style="list-style-type: none"> • Current Status & Source • Start Date / End Date • Conditional Status • Secondary Status • Future Status & Source • Organisational Name • Course Title & Level • Employer Name • Job Title • Last Positive Status & weeks since | <p>Support & Flagging Fields</p> <ul style="list-style-type: none"> • Last engagement with SDS • Benefit Type & Source • Looked After Status & Source • Young Carer & Source • ASN & Source • IEP & Source • CSP & Source • Transition Plan & Source • Child's Plan & Source |
|---|--|---|---|--|

Small group activity

Discuss:

- How can we make these takeaways actionable for REL work?
- Are there any opportunities for cross-REL collaboration?

Find your REL team

Consider:

- How will you bring what you learned today back to your own REL?



Discussion of Next Steps

MIYA WARNER

Collaboration and Coordination Lead

Regional Educational Laboratory: Appalachia @SRI International

Wrap up & next steps

- What content would you prioritize from today's workshop for practitioners?
- What strategies would you recommend for disseminating content from today's discussion to practitioners (for example, blog post, white paper, webinar)?
- Does dissemination need to be differentiated for practitioners in different roles or contexts? If so, how?



Thank you!

REL Appalachia



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