

**Minnesota P-20 Education Partnership**  
**September 27, 2012**  
***The Achievement Gap: What we have learned***

**I. There is an Urgent Case for Action**

In addition to the moral imperative, the demographic and economic realities and examples are numerous and compelling:

- A study published by Georgetown University Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, indicates that Minnesota will have the second-highest need among all states for a well-educated workforce —70% of all adults in Minnesota will need a post-secondary credential to secure jobs that will provide a living wage and contribute to the economic vitality of our state.
- Minnesota’s current work force is aging and the greatest population growth is within communities of color. The population of the seven-county metro region grew by about 200,000 between 2000 and 2009; 82% of the growth was in populations of color. (State Demographer 2010)
- In 2009 one in four elementary and secondary students statewide was a student of color. The growth in students of color is not limited to Minneapolis and St Paul. Suburban school districts like Brooklyn Center, and Richfield and districts in Greater MN including Madelia, Pelican Rapids, Willmar, Worthington and Rochester have seen double digit increases in ELL students. (MDE)

**II. The Persistent and Growing Achievement Gap: Cause for Alarm**

Study after study and report after report confirm that not all of Minnesota’s children are setting the national standards for achievement. What is more alarming is that the achievement gap between white children and children of color begins at a very early age; it persists and in many cases widens as children progress through the P-20 pipeline. The state that prided itself on leading the nation in educational attainment and achievement is no longer in the top ten, twenty or even “above average.” **Minnesota has one of the worst achievement gaps in the nation.** Some examples:

- The gap begins at an early age long before kindergarten. Numerous national and program studies have shown that “at risk children” (who in Minnesota are disproportionately children of color) are more likely to be retained in the first grade, much more likely to need special education, less likely to be literate by the third grade, to complete high school, get a good job, and more likely to commit a crime.
- School readiness gaps are tell-tale predictors of later educational achievement gaps. The Minnesota Department of Education’s *Developmental Assessment at Kindergarten Entrance* has proven that an achievement gap exists long before our youngest citizens enter

kindergarten. *Moving the needle on school readiness is one of our most important tools in closing the achievement gap. (MELF)*

- Kindergarten is the gateway to Minnesota's current education system; a recent report on kindergarten readiness noted that statewide, 63% of white children met the readiness for school standard. In contrast 57% of Black children and 41% of Hispanic and Asian children were deemed ready. (Human Capital Research/MDE 2011)
- In a survey of Minneapolis students, 94% of white kindergarteners were considered "ready" while only 67% of Black children tested ready. (Minneapolis Foundation, Wilder Foundation, 2011)
- The gap continues in elementary and middle school.
- On the national Assessment of Educational Progress 4<sup>th</sup> grade assessment in math, Minnesota's white 4<sup>th</sup> graders ranked 15<sup>th</sup> nationally, while the state ranked 49<sup>th</sup> of 50 states in achievement of Hispanic students and 48<sup>th</sup> of 50 states for African American students. (NAEP)
- 71% of white seventh graders scored proficient on the 2008 Minnesota reading test (MCA) compared to 37% of African American students. (MDE 2008)
- Of those high school students who took the ACT in Minnesota, 63% of white juniors scored at a proficient level in math; 21% of their African American peers did so.
- The high school graduation rate in 2007 for white students was 80%; African American, American Indian and Hispanic students' rate was half that — 41%. (MDE)
- Students of color are less likely to attend a four year college than their white peers. 60% of white students attended a Minnesota four-year college or university, compared to 39% of African American students. (MMEP, 2011)
- Of those that do attend a four year institution, 63% of white students graduate in 6 years; 37% of students of color graduate in that same time. (Measuring Up, 2008)
- Some argue that it is not race but socio-economic status that is the driver of these inequities. The reality in Minnesota is that persons of color are far more likely to live in poverty.
- One in five white students in 2007 was eligible for free and reduced lunch, in contrast three of four Black students were eligible. (MMEP, 2010)
- A Child Trends report calls attention to the pervasive effects of poverty on parents and their children. In *Two Generations in Poverty: Status and Trends among Parents and Children in the United States*, Child Trends reports on the disproportionate impact of poverty on parents and children, particularly those in single-mother families. [Ascend: The Family Economic Security Program, Aspen Institute, Nov 2011]

- One recent report finds that children who have lived in poverty and are not reading proficiently in 3rd grade are three times more likely to dropout or fail to graduate from high school than those who have never been poor. (The Annie E. Casey Foundation, 2011)
- Gaps continue into the workplace with white workers' salaries more than double those of workers of color. (MN Compass, Wilder Research, 2010)

These alarming facts are but a few of the examples of why action is needed to reduce and then eliminate the achievement gap — NOW!

### **III. Excellence and Achievement for ALL students is also a concern**

- The U.S. is no longer a world leader in educational attainment, from first to middle-if-the-pack among industrialized nations in the percentage of young adults with a college degree. On international measures of mathematical proficiency, US students place in the bottom quartile ( PISA, 2003)
- In Minnesota, our NAEP scores, while above the national average, are not among the highest performing states
- Dr. Ronald Ferguson, in his presentation to the Partnership in May 2012 noted that both Excellence AND Equity are needed to make real and lasting progress.

### **IV. The P-20 Partnership is uniquely positioned to work on this urgent challenge**

- The Partners lead the organizations that span early childhood through employment.
- The achievement gap spans all the levels of education and the transitions from one to another. The points of transition are key and the Partnership is uniquely positioned to address these.
- The P-20 Partnership has built a strong foundation of trust and mutual respect and understanding among its members.
- The members have strongly endorsed the following approach in setting its priorities and the achievement gap meets all these criteria:
  - It is a major issue that is and will continue to have a significant impact on each of the partner organizations.
  - It begs for a results-oriented approach.
  - It transcends the sectors within the Partnership.
  - There is value added by the Partnership's involvement.
- The Partnership's legislative charter further strengthened its role in proposing policy and advocating for educational quality.

V. Next steps : Observations from Dr. Ronald Ferguson

**“In the context of a movement for excellence with equity, it is important to view the changing cultural norms in schools, homes, and youth peer groups as collective action projects requiring organizers and leadership, not adjustments that individuals will carry out in isolation without regard for others’ responses.”**

*Toward Excellence with Equity: An Emerging Vision for Closing the Achievement Gap -*

**We need a Movement-**

**Not a meeting, initiative, goal or strategy**

**It’s About Collective Action**

*It’s a Sputnik moment. Communities are going to rise or fall depending upon whether they have a workforce. **We need to stop having meetings and have a movement.**”*

Bill Shore, GlaxoSmithKline Director of U.S. Community Partnerships, North Carolina Chamber of Commerce Education Summit, July 2011

**Key Stakeholders Identified by Dr. Ferguson**

Key stakeholders	Research- based strategies
Parents	<ul style="list-style-type: none"><li>· Parenting</li><li>· Home-school relationships</li></ul>
Teachers	<ul style="list-style-type: none"><li>· Refining teaching</li><li>· Team review of student work</li></ul>
Peers	<ul style="list-style-type: none"><li>· Peer culture</li><li>· Cooperative Learning norms</li></ul>
Employers	<ul style="list-style-type: none"><li>· Orientation to world of work</li><li>· Jobs and apprenticeships</li></ul>
Community	<ul style="list-style-type: none"><li>· Supports for families and children</li><li>· Places to belong and connect</li></ul>

What We've Learned About the  
“Achievement Gap”  
and an  
Equity and Excellence Agenda

MN P-20 Partnership

September 27, 2012

# MN's Achievement Gap

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**The gap begins at an early age long before kindergarten and continues into employment**

- MN 4<sup>th</sup> grade NAEP math assessment: white student ranked 15<sup>th</sup> nationally, but ranked 49<sup>th</sup> of 50 states in achievement of Hispanic students and 48<sup>th</sup> of 50 states for African American students.
- 2008 MN reading test (MCA:) 71% of white seventh graders scored proficient compared to 37% of African American students.
- MN ACT composite scores: 63% of white juniors scored at a proficient level in math; 21% of their African American peers did so
- MN college completion rates from four year institution: 63% white students graduate in 6 years; 37% of students of color graduate in that same time.
- White workers' salaries more than double those of workers of color.

# The Gap is Persistent

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- *Over the last 10 years proficiency gap on MN MCA's for Students of Color and American Indian students is slowly closing but rates of change are very small in all subject categories.*
- *Over the last 10 years the graduation gap between Students of Color and White students is closing at a slow rate for some (Hispanic/Latino) and even widening for others (American Indian, Asian Pacific Islander and Black /African American*
- *Over the last 10 years no racial category has witnessed a large gain in their overall ACT composite score, which may suggest only limited change in college readiness for all of Minnesota's students over the last decade.*

*2013 State of Students of Color and American Indian Report*

# Urgent Case for Action

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- MN will have the 2nd-highest need among all states for a well-educated workforce
- While our work force is aging, the greatest population growth is within communities of color. 82% of 7-county metro region growth
- 1 in 4 MN elementary and secondary students statewide is a student of color



# Excellence and Achievement for ALL students is also a concern

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- The U.S. has slipped from first to middle of the pack among industrialized nations in the percentage of young adults with a college degree
- Minnesota's NAEP scores are not among the highest performing states
- In math proficiency of 15 year olds in industrialized nations, the U.S. is in the bottom quartile (PISA, 2003)

# Race Equity Goal

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**“As all groups pursue excellence, a compelling goal for racial equity is that lagging groups should rise faster until race and ethnicity cease to be predictors of grades, test scores, or any other measure of academic skill or knowledge.”**

*“Toward Excellence with Equity: An Emerging Vision for Closing the Achievement Gap, p. 285 - Dr. Ron Ferguson Director, Achievement Gap Institute at Harvard University*

# Excellence and Achievement for ALL students is also a concern

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- The U.S. is no longer a world leader in educational attainment: we slipped from first to 16th among industrialized nations in the percentage of young adults with a college degree
- Minnesota's NAEP scores are not among the highest performing states



# Race Equity Goal

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“Group proportional racial equality in achievement is a condition in which each racial/ethnic group in society is represented equally in the distribution among low, middle, and high achievers.”

*Toward Excellence with Equity: An Emerging Vision for Closing the Achievement Gap* - Dr. Ron Ferguson, p.285

***We need a Movement;  
not a meeting, initiative, goal or strategy***

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North Carolina Chamber of Commerce Education Summit, July 2011

# ***We Need a Movement: That Improves Student Preparation***

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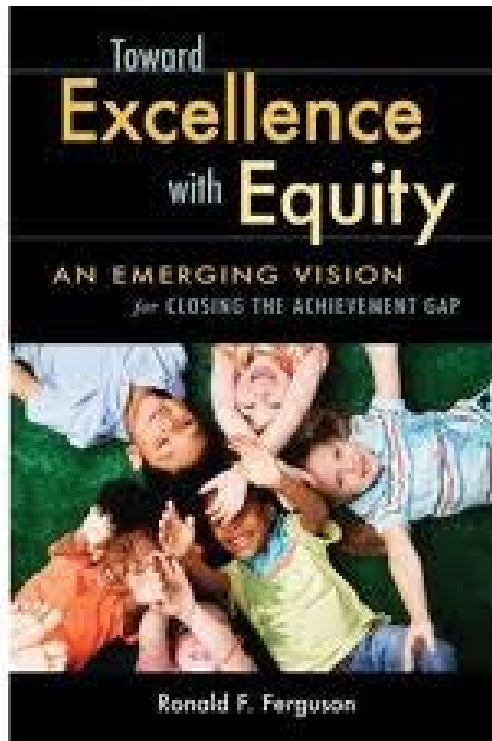
“Any fool can count the seeds in an apple, but only God can count the apples in a seed.”

Rev. Dr. Robert Schuller

The bounty of the harvest depends upon the **effectiveness of cultivation**, and the effectiveness of cultivation depends, over time, on the **intensity of the search** for effective methods and the **dedication of effort** to help children reach their potential.

# *We Need a Movement:* *Its About Collective Action*

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“In the context of a movement for excellence with equity, it is important to view the changing cultural norms in schools, homes, and youth peer groups as collective action projects requiring organizers and leadership, not adjustments that individuals will carry out in isolation without regard for others’ responses.”

*Toward Excellence with Equity: An Emerging Vision for Closing the Achievement Gap* - Dr. Ron Ferguson, p.288



**Creating polices or programs to drive the change we desire is not the first step for a movement. The leading step is to determine the goals.**



# Key Stakeholders

Groups	Roles
Parents	<input type="checkbox"/> Parenting <input type="checkbox"/> Home-school relationships
Teachers	<input type="checkbox"/> Refining teaching <input type="checkbox"/> Team review of student work
Peers	<input type="checkbox"/> Peer culture <input type="checkbox"/> Cooperative Learning norms
Employers	<input type="checkbox"/> Orientation to world of work <input type="checkbox"/> Jobs and apprenticeships
Community	<input type="checkbox"/> Supports for families and children <input type="checkbox"/> Places to belong and connect

**Encourage/Support/Coordinate/  
Collaborate/Guide/Hold Accountable**

# Key Elements of a Regional Pathways System

**Powerful Leadership that Proclaims, Supports and Sustains a Strong Mandate**

Chairs and Top Executive Officers from: Major Businesses, Leading Civic Organizations, Colleges and Universities, State and Local Government Officials, Philanthropies

**Private or Quasi-Public Intermediary Organization(s) as Major "Engines"**

**Front Line Organizations that work with Young People**

Elementary/Middle Schools → High Schools → Community & Four-Year Colleges →  
→ Independent Training Programs → Training Programs in Firms

**Post-Secondary Outcomes for Young Adults**

**Career Placement for Young Adults**

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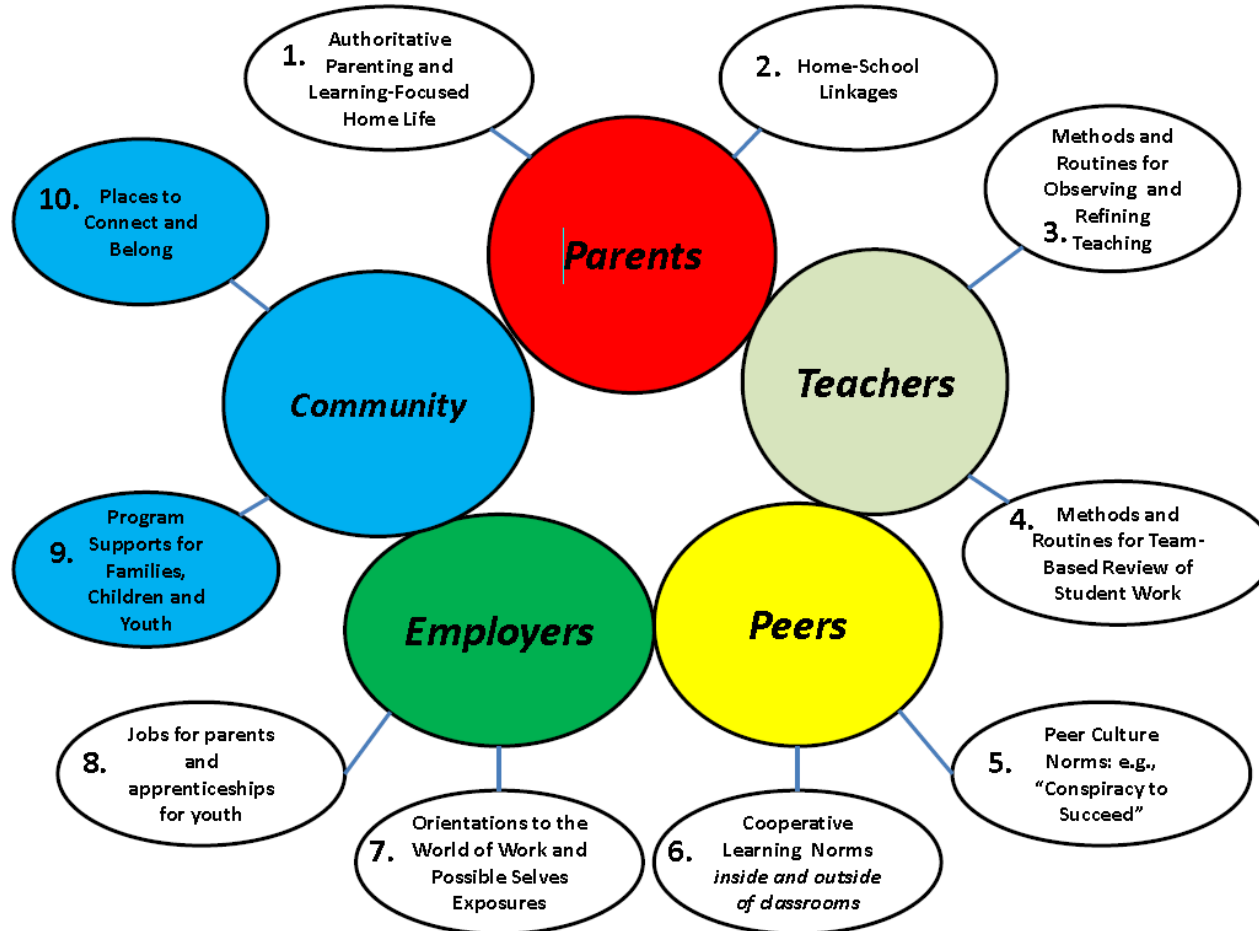
**Post-Secondary Outcomes for Young Adults**



**Career Placement for Young Adults**

# The Role of an Intermediary

**Tasks:** map the pathway system to identify gaps, document, track and monitor performance for support and accountability, elicit youth perspectives, maintain a youth registry, . . .



***"If you take the steps to raise the stress level, then you know you've done your homework."***

# TEN STRATEGIC THREADS OF A *PATHWAYS TO PROSPERITY* STRATEGY

- 1. Leaders** from Private, Nonprofit and Public Sectors who Combine Passion with Competence and Powerful Allies: with the skills effectively to cultivate a sense of urgency but also a sense of possibility,....
- 2. Instigators:** to plant seeds of change, propose and refine the ideas that effective leaders then promote.
- 3. Dedicated Staff:** Committed and talented who do daily work inside engines that drive the change process.
- 4. Clear Central Themes:** compelling *facts and ideas* concerning the urgency of the work and pertaining to the *structures and routines* to establish and maintain inside an effectively operating system of *pathways to prosperity*; leaders work to establish these as a “common language” – *ever-present themes*—in the region.
- 5. Streamlined and Coherent “Curriculum” for the Change Process:** Materials that educate stakeholders concerning the central themes and in ways that support their work in the change process.

## TEN STRATEGIC THREADS OF A *PATHWAYS TO PROSPERITY* STRATEGY (cont.)

**6. Organizational Structures and Personnel that Embody Capacity to Teach and Motivate Adults:** Routines and structures inside institutions that help people to learn their roles as teachers, trainers and supervisors and feel motivated to play them effectively. ....make it difficult for individuals to avoid the change process.

**7. Patient but Tough Accountability:** Tools for monitoring practices and outcomes, targeting assistance where needed, sometimes replacing people or organizations that fail to improve.

**8. Institutionalized Data Gathering on Young People:** Mechanisms for gathering and organizing data for young people who chose to have their progress tracked.

**9. Data-Driven Decision Making and Transparency:** track, analyze, summarize key patterns... of schooling and job status, credentials achieved, reported for several categories of youth. Publicize strategic goals and track progress.

**10. Community Involvement and Resources:** Leaders and participating organizations engage a broad range of stakeholders—including employers, school board members, colleges, other education and training organizations and parents—to contribute ambitiously to preparing young people for adulthood and building and maintaining better *pathways to prosperity*.



Minnesota  
Minority  
Education  
Partnership

# Direct Engagement with - and Leadership from - Communities of Color

**MMEP's vision is to see a transformation of education into a system that produces racially equitable and academically excellent outcomes for all students.**

From our experience and research, we know that this will require **new analysis** on current academic outcome data, **different interactions** with systems and community and families, and **new leadership dynamics**.

# Why a Leadership Role for the MN P-20 Education Partnership

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- The achievement gap spans all the levels of education and the transitions from one to another. The points of transition are key and the *P-20* is uniquely positioned to address these.
- As a cross-institutional, cross-sector entity, the *P-20* has a strong base of social leadership and has built a foundation of trust, understanding, and mutual respect among its members.
- The Partners lead the organizations that span early childhood through employment.



# Our Recommendation Follows the Advice Shared by Dr. Ferguson

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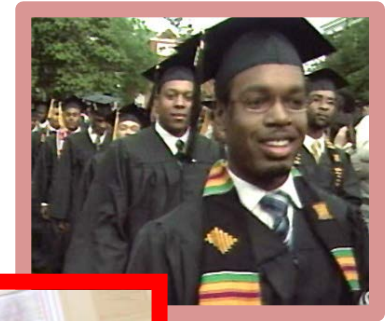
1. Focused on both Equity and Excellence
2. Based on Research
3. Draws on the work and interest of the Key Stakeholders – of which 4 of the 5 are represented at the MN P20 Partnership table.

# Twin Cities Education Landscape

## *Creating a Cradle to Career Educational Partnership*

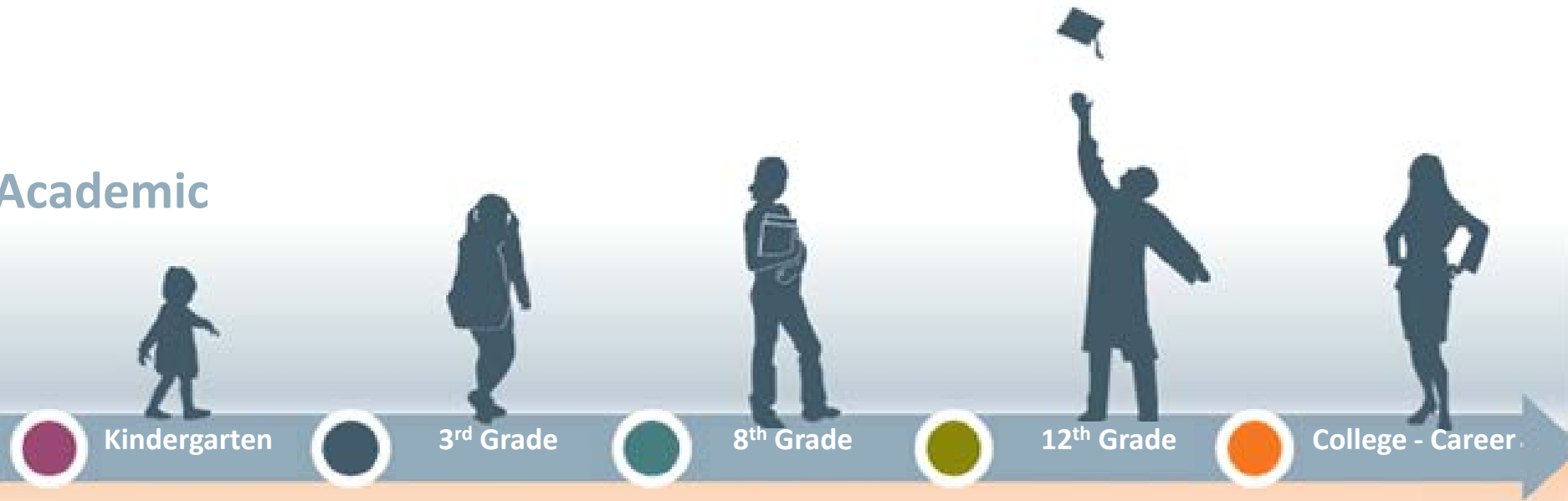
*Minnesota P20 Partnership*

*September 27, 2012*



# Cradle to Career Vision

Academic



Student & Family Support



# Elements of Collective Impact

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## Common Agenda

All participants have a **shared vision for change** including a common understanding of the problem and a joint approach to solving it through agreed upon actions

## Shared Measurement

**Collecting data and measuring results consistently** across all participants ensures efforts remain aligned and participants hold each other accountable

## Mutually Reinforcing Activities

Participant activities must be **differentiated while still being coordinated** through a mutually reinforcing plan of action

## Continuous Communication

**Consistent and open communication** is needed across the many players to build trust, assure mutual objectives, and appreciate common motivation

## Backbone Organization

Creating and managing collective impact requires a **separate organization with staff and a specific set of skills** to serve as the backbone for the entire initiative and coordinate participating organizations



# Anchor Organizations

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## **HOST ORGANIZATION:**

**Greater Twin Cities United Way**

- **Fiscal Sponsor**
- **Social Innovation Fund**

## **STRATEGIC PARTNERS:**

**Wilder Research**

- **Data & Evaluation**

**Minnesota Minority Education Partnership**

- **Community Engagement**



# Twin Cities Strive Board

## SCHOOLS & GOVERNMENT

- MPS & SPPS Superintendents
- STPL & MPLS Mayors
- Hennepin & Ramsey Counties
- STPL & MPLS Federations of Teachers

## COMMUNITY-BASED ORGANIZATIONS & PROGRAMS

- African American Leadership Forum
- Amherst H. Wilder Foundation
- Minnesota Minority Education Partnership

## BUSINESS

- The Itasca Project
- Minnesota Business Partnership
- Minnesota Chamber of Commerce
- 3M
- General Mills
- Target
- Health Partners
- Cargill

## HIGHER EDUCATION

- University of Minnesota
- MN Private College Council
- MnSCU
- Saint Paul College

## PHILANTHROPY

- Greater Twin Cities United Way
- The McKnight Foundation
- The Bush Foundation
- The Minneapolis Foundation
- The Saint Paul Foundation
- Northwest Area Foundation



# Vision & Mission

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## VISION

Children of all socio-economic backgrounds are well prepared for success in the 21<sup>st</sup> century.

## MISSION

Dramatically accelerate educational achievement of all children from early childhood through early career through an aligned partnership of community stakeholders.

## GEOGRAPHIC SCOPE

**Phase I:** The partnership will focus on the cities of Saint Paul and Minneapolis

**Phase II:** After demonstrating success in Phase I communities, expansion to additional communities will be considered.



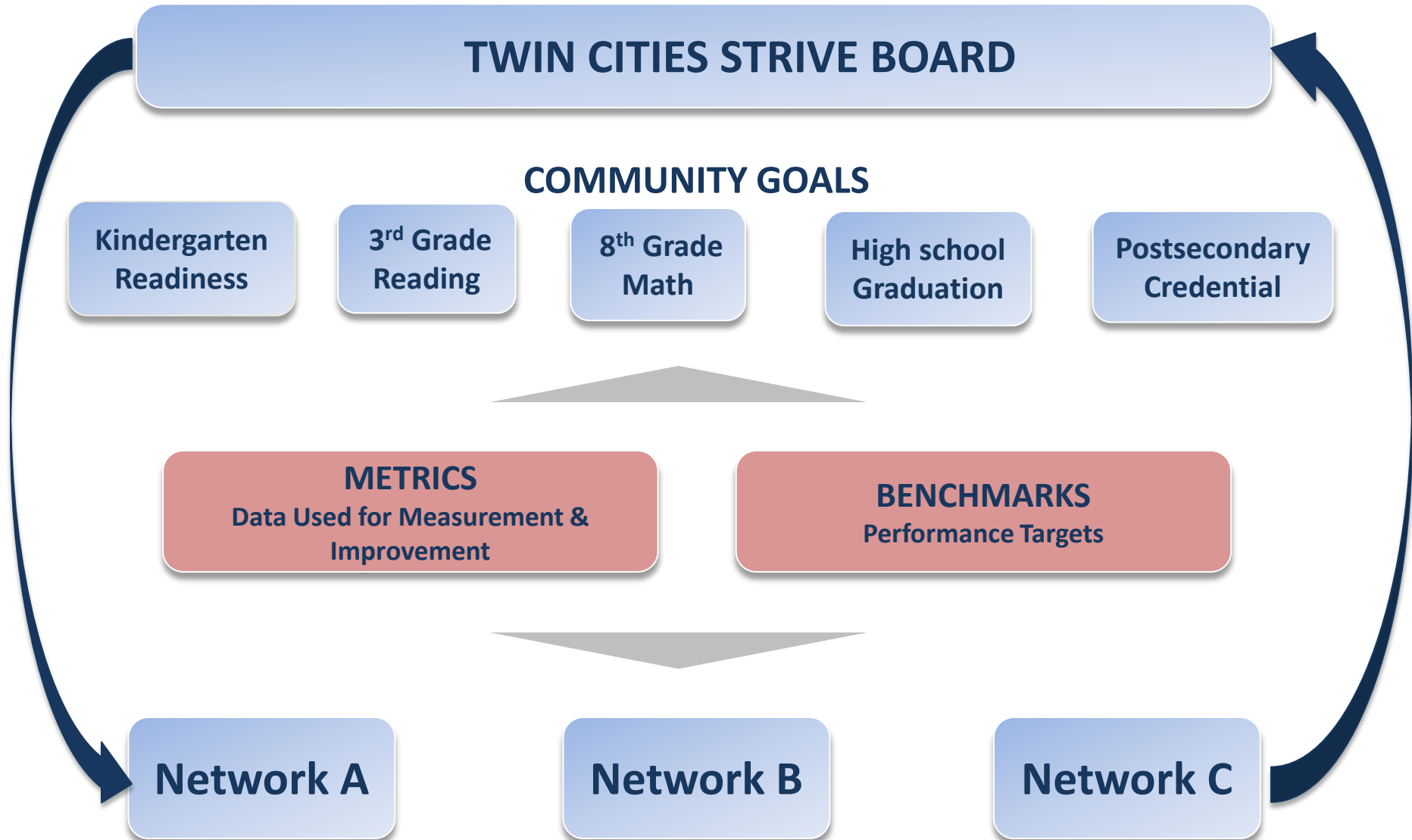
# Goals

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1. Each child enters kindergarten with the literacy, social, and emotional strengths needed for successful learning
2. By end of 3<sup>rd</sup> grade, each student meets key benchmarks for success in reading and reading comprehension.
3. By end of 8<sup>th</sup> grade, each student is on track to meet benchmarks for success in math.
4. Every student graduates from high school.
5. Each high school graduate earns a post-secondary degree or certificate within six years of graduation.



# Partnership Core Components



# Network Operating Model

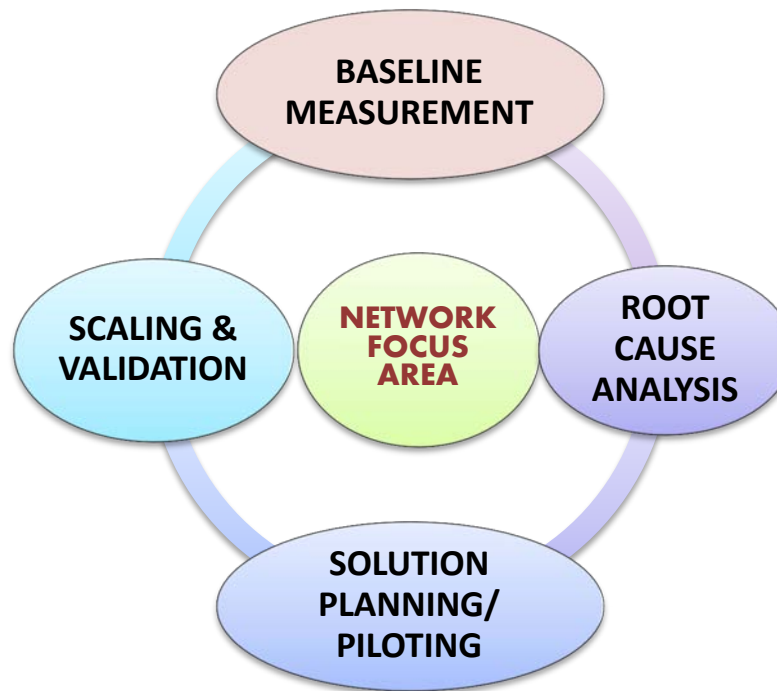
## INPUTS

Disaggregated Student Data

Research-based Evidence on Root Causes of Student Underperformance

Research-based Evidence of Best Practices

Current Landscape of Organizations Serving Students



## OUTPUTS

### ACTION PLAN

- Quality Programs
- Access to Programs
- Data & Measurements
- System & Resource Alignment

*Focus on PRACTICES not PROGRAMS*

# Next Steps

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- **Executive Director: Michael Goar**
  - **Deputy Superintendent of Boston Public Schools**
  - **Originally from Twin Cities**
  - **Starts mid-October**
- **Public Launch: November 29**
  - **McNamara Center 4:30-6:30pm**
- **Social Innovation Fund RFP**



# Social Innovation Fund (SIF)

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- One of four national applicants selected (out of 25)
- \$1M for two years; renewable for up to 5 years
- 7-10 Grant awards effective February 2013
- Center for Applied Research & Educational Improvement (CAREI)

# Questions

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**How can Twin Cities Strive support and accelerate educational achievement in the Twin Cities?**



# Thank You!

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**For more information on Twin Cities Strive, please contact Frank Forsberg:**

**[Frank.forsberg@unitedwaytwincities.org](mailto:Frank.forsberg@unitedwaytwincities.org)**

# Post-secondary Success for All: Increasing Awareness, Aspiration, Opportunity and Attainment

*A Vision for Redesigning Grades 11, 12, 13 and 14  
in Minnesota*

WORKING DRAFT: June 8, 2012



# Objectives

## 1. Better Outcomes for Minnesota

### ▶ Increased student performance

- Narrowing of the attainment and aspiration gaps
- Higher levels of student achievement in high school
- Better student preparation for post-secondary education
- Higher levels of post-secondary degree completion

### ▶ An education system aligned with and responsive to Minnesota's workforce needs

- More high school students go on to post-secondary education and training to pursue certificates and degrees in high demand and rewarding fields
- Reduction in the workforce skills gap
- College and university graduates are well trained with the foundational skills and citizenship attributes for a lifetime of continuous learning and employment



# Objectives

## 2. Better Alignment of High School and Post-secondary Education

- ▶ High school student assessment gauges readiness for post-secondary education and monitors progress towards post-secondary and career readiness.
- ▶ High school courses and expectations are aligned to post-secondary credit bearing courses.
- ▶ High school standards and assessments are aligned with measures of readiness for post-secondary programs and college/university entrance requirements.
- ▶ Student assessment in high school leads to targeted interventions and supports (if needed) in high school, which increase performance of schools, lessen remediation and provide for more opportunities in post-secondary education.

# Objectives

## 3. Better Alignment with the Workforce Needs of Minnesota

- ▶ High school students are better informed about career options, occupational market trends, and the educational paths that lead to viable and rewarding careers.
- ▶ Every high school student has a personal education and work plan that is aligned to his/her chosen personal and professional interests and aspirations and is adaptable over time.
- ▶ Student assessment system in high school gauges work readiness, skills, interests, and aspirations. It enables students to head to the most appropriate post-secondary education option for them.

# Objectives

## 4. Increased Efficiency and Cost-Effectiveness

- ▶ High school students who are ready for post-secondary level courses are encouraged to move into credit bearing post-secondary courses sooner.
- ▶ Targeted interventions and supports occurs in high school rather than in college to avoid remedial education.
- ▶ Education is more cost-effective and produces a higher return on investment for taxpayers.

# Redesign

## 1. Align high school assessment system with measures of readiness for post-secondary education

- ▶ In grades 9 and 10, administer to all high school students an assessment tool that gauges their progress towards readiness for post-secondary education.
- ▶ In grade 11, administer to all high school students an assessment tool that measures readiness for post-secondary education and can be used to meet post-secondary entrance requirements.
- ▶ Train teachers, parents and students to monitor and assess student progress towards post-secondary readiness.
- ▶ Work with colleges and universities to identify thresholds for college admission and course placement based on chosen assessment system.

# Redesign

## 2. If students are not on track to being ready for post-secondary education, provide targeted support while students are in high school

- ▶ Create a post-secondary statewide developmental education learner outcome framework that is aligned with high school academic standards and post-secondary education preparedness standards.
- ▶ Ensure students who are not on track to being ready for post-secondary education receive appropriate instructional interventions aligned to post-secondary readiness standards.
- ▶ Articulate the successful completion of the developmental education learner outcomes in high school with post-secondary course placement.

# Redesign

## 3. When high school students are ready for post-secondary education, increase the opportunities for them to earn post-secondary credits earlier

- ▶ Increase enrollment in PSEO courses on college and university campuses (both general education and technical education courses).
- ▶ Increase quality and numbers of students served by high school based concurrent enrollment programs.
- ▶ Expand opportunities for credit for prior learning (e.g., AP, IB, CLEP, NOCTI exams, and technical prep articulation).
- ▶ Devise professional development needed to credential high school teachers to teach college-level courses.
- ▶ Develop a holistic funding model that supports greater access to post-secondary level courses by high school students.

# Redesign

## 4. Better understand students' skills, aptitudes, and passions and align those to careers and post-secondary education

- ▶ Every high school student completes a career interest inventory assessment to gauge his/her aptitudes, passions, and potential career pathways.
- ▶ Increase information available to high school students about high demand careers that match their aptitudes and interests and the post-secondary pathways that will lead to those careers.
- ▶ Require every high school student to create a personal plan that is portable and modifiable. The plan will identify the courses, work-based learning, and post-secondary education path to realizing his/her desired plan.