Redefining Career Readiness and the Lasting Impacts of Social Emotional Learning

Knowledge Works has proposed a new framework around career readiness. “The Future of Learning: Redefining Readiness from the Inside Out” explores three core skills that promote the social and emotional awareness needed to succeed in the future workforce:

1. **Deep self-knowledge**: Individuals will need to continue to discover their own personal and professional strengths, weaknesses, passions, and emotional patterns.
2. **Emotional regulation**: Workers will need to be able to recognize their own emotions, understand the triggers that create them, and move to more productive emotional states.
3. **Empathy and perspective taking**: People will need to be able to recognize others’ emotions and perspectives to help build inclusive, collaborative work environments.

Download the full career readiness report

A recently released meta-analysis of social emotional interventions confirms that Social-Emotional (SEL) skill development has lasting positive impacts on students’ ages 6 months to 18 years after the intervention. Read the summary and access the full report. Also, check out CASEL’s compilation of research on impacts and cost-benefits and teacher perceptions of SEL.

Attendance Awareness

September is Attendance Awareness month across the United States, and High Attendance Day in Kentucky is on Wednesday, September 20. Kentucky’s High Attendance Day is sponsored by the Kentucky Directors of Pupil Personnel (KDPP) organization which gives regional and state prizes with funds that go directly to the winning schools for elementary, middle and high schools.

This year’s theme is **Engagement = Attendance** which emphasizes the important role everyone can play in creating a welcoming and engaging school environment that motivates students and families to come to school every day. Below are some resources from *Attendance Works* we encourage you to explore.

Register for the free webinar series

Pin your activities to the Attendance Action Map

Find resources in the Count Us In! Toolkit 2017

**2017-18 End Of Course Guidance for the Early Graduation Certificate UPDATE**

As a result of the End-of-Course (EOC) requirements specified in 704 KAR 3:305, the Kentucky Department of Education (KDE) will provide EOCs for those students participating in the Early Graduation pathway. Additional information regarding the ordering, shipping and scoring of these assessments will be released to districts soon. As a reminder, students participating in the pathway must meet the requirements set forth by 704 KAR 3:305, including those listed below.
Students must notify the school principal within the first 30 days of the school year in which they intend to graduate. Students must enter the Early Graduation pathway prior to October 1 of the year in which they intend to graduate early. Students must graduate in three years or less. Students exceeding three years do not qualify for the incentives identified with Early Graduation. Students must take and achieve ACT benchmarks as designated by the Council for Postsecondary Education (CPE). Students must take and score proficient on all required EOCs.

For more detailed guidance surrounding Early Graduation, please visit the Early Graduation page on the KDE’s website or email Robin McCoy at robin.mccoy@education.ky.gov. Additional info regarding EOCs for non-Early Graduates will be shared in a forthcoming update.

**New Kentucky Graduation Requirement**

In 2017, the Kentucky General Assembly passed Senate Bill 159 (2017). The law reads that beginning in July 2018, a student must pass a civics test composed of 100 questions in order to graduate from a public high school with a regular diploma. Each local board of education will be expected to prepare or approve an exam that must be composed of questions from the United States Citizenship and Immigration Services test. Students are required to score 60% or higher and may retake the exam as many times as deemed necessary to pass the test.

US Citizenship and Immigration Services Test items

Full text of the bill

KDE will be preparing additional guidance and resources to districts and schools in the next couple of months so that ample time for planning and preparation for administration is provided. For more information, please contact lauren.gallicchio@education.ky.gov.

**Upcoming Webinars, Webcasts and Conferences**

**KDE’s Continuous Improvement Summit**: The Kentucky Department of Education (KDE) and AdvancEd will host the Kentucky Continuous Improvement Summit on Sept. 18-19 at the Lexington Convention Center. Participants can gain a better understanding of how the continuous improvement process can increase student achievement and close the achievement gap.

KDE leaders will provide current information needed to effectively lead a classroom, school or district through the 2017-18 school year and beyond. The summit also will detail the new AdvancEd Continuous Improvement System and AdvancEd Performance Standards and will explain AdvancEd options for accreditation and STEM certification. For more information and a link to registration, visit the AdvancEd website.

**Solutions to the Dropout Crisis - Developing a Trauma Sensitive School Culture**: The National Dropout Prevention Center will host a Solutions webcast on September 12 from 3:30-4:30 ET.

“Join the presenter as he discusses the community of learners approach he and an urban high school team of concerned educators and mental health professionals followed as they set out on a journey to address the toxic stress levels of students in their school. The presenter will share the resources and research the team compiled, verified, and shared and how it integrated into their process.”

More information on this webcast
Solutions webcasts are always offered free of cost, and no registration is required. Tune in the second Tuesday of each month at 3:30 PM ET for new Solutions to the Dropout Crisis, sponsored by K12 Inc. and FuelEducation.

**Engagement:** Check out the Solutions webcast from June focused on engagement. The co-presenters share the recently published NPDC/N position paper, Weaving Student Engagement Into the Core Practices of Schools, that responds to eight critical questions asked about implementing student engagement in schools. They present a framework that analyzes and supports student engagement from participation, to voice, to leadership, to engagement that establishes the responsibilities of students and teachers along the continuum. Examples from preschool to high school are shared to demonstrate the successful integration of student engagement along with a focus on the context (school climate) necessary to sustain these practices. The examples illustrate strategies schools can use to guide them to implement, integrate, and sustain student engagement, leading to positive student development and the attributes and aspirations to remain in school.

**Brief Video Training Series on Trauma:** A brief video training series on trauma has been developed through Kentucky AWARE for Fayette and Pulaski County Schools by the University of Kentucky Center on Trauma and Children. The intended audiences are caregivers and educators. Please share the videos freely with those you think they might help! A very small amount of the content is tailored to Fayette County, but most is more general. The training series includes:

- Self-Regulation Techniques for Children (largely for educators)
- Why Experiences Matters: Trauma 101 for Caregivers
- Get Connected: Enhancing Resiliency through School Connectedness
- When to seek help if your child has experienced a traumatic event

**From the Opportunity Youth Network News: Mental Health and Pathways**

**Everybody Got Their Go Throughs: Young Adults on the Frontlines of Mental Health:** Young adults in poverty face high exposure to structural disadvantages and trauma that can lead to long term impacts in their education and economic success. These experiences are often navigated without formal mental health support. Young adults instead rely on peer networks and informal community programs. This report discusses the importance of an assets-based approach to mental health support, which recognizes and validates the strength, resilience and goals of these young adults to achieve education, employment, and success.

**Making Opportunities Work for Youth: Expanding Proven Pathways to College and Careers:** Jobs for the Future (JFF) published a report that explores Opportunity Works, a Social Innovation Fund-supported initiative, led by JFF in partnership with the Aspen Forum for Community Solutions, that supports community collaboratives in seven cities. The report provides an in-depth exploration of how community collaboratives in three of the seven Opportunity Works cities (Boston, Hartford, and New Orleans) are implementing the "postsecondary bridging" portion of the Back on Track model that focuses on building college-ready skills and providing college transition counseling to opportunity youth.

More information on the Opportunity Youth Network and an opportunity to subscribe to their newsletter

**The Safety Net**

The KDE Division of Student Success is pleased to share the third edition of our safe schools newsletter, The Safety Net. We have worked to compile information that we hope you will find informative and might assist you in creating safe learning environments.

If you have any topics that you would like to see featured in future issues of The Safety Net, please email rae.burgess@education.ky.gov or call 502-564-4772, ext. 4019.
Big Shout Out to Scott County Cardinal Academy on their credit recovery program graduation! This school is doing great work to support graduation and life beyond school for their students.

Please share this link with your colleagues who might be interested in subscribing to the Persistence to Graduation listserv http://lsv.uky.edu/archives/persistence-to-graduation.html

Thank you for all you do for our students every day!