

ReadyCT 2022 Policy Priorities

1. Increased Access to Career Readiness Opportunities. In light of ReadyCT’s emphasis on preparing students for the future of work, we continue to believe that all students should have access to low-stakes exposure to career options with applied, project-based learning. By thoughtfully aligning career readiness instruction with regional workforce needs, and by emphasizing work-based learning (WBL) within the general education experience, we can position students from all districts for quality career opportunities in Connecticut. This priority is in complete alignment with the Governor’s Workforce Council Career + Education Committee strategies, and we can work closely with the Office of Workforce Strategy (OWS) to advance certain priorities.

What’s needed:

- Adoption of work-based learning (WBL) competencies and possible model WBL curriculum at the statewide level that align with best practice models (e.g., NAF).
- Consider a requirement for WBL as part of the high school graduation requirements and/or consideration of a work readiness course requirement (e.g., financial literacy).
- Design and develop a pilot to allow students to graduate with a professional pathway credential that also provides college credit, which is transferable to the college system or, at a minimum, allows for the creation of a Seal for Career Readiness that students can obtain (similar to the Seal of Biliteracy).
- Modify the Next Generation Accountability System to better emphasize the importance of career readiness.
- Continue investment in the implementation of Student Success Plans (SSPs); make SSPs part of an active career pathways advising process and tracking system. Track college and career readiness for all students.
- Expand career technical education centers throughout the state by modifying existing comprehensive high schools that have decreasing student populations or, at a minimum, offering a “second shift” of the school day at technical schools so more comprehensive high school students can access these resources.

2. Improving Educator Preparedness to Meet the Needs of Students/Workforce. In order to best prepare our students for the rapidly evolving world of work, it will require an educator workforce that keeps pace with these changes. As such, it will be essential that we make investments in modernizing teacher preparation, certification, and professional development standards and expectations. CT’s teacher certification regulations were written in 1998 and are in desperate need of an overhaul. While there have been attempts to modernize the regulations in the past, these efforts have failed because of a lack of vision for the “why” and “how” necessary for this change.

What’s needed:

- Require the CSDE to assess and refine educator certification requirements to address a dearth of skills-based teaching talent.
- Establish a micro credential pilot program through the CSDE (see [H.B. 5668](#)) in order to lay a foundation for more flexible pathways to teacher certification.
- Reconvene the Educator Professional Development Requirements Task Force to refine recommendations generated in 2015.
- Develop more robust and relevant career readiness requirements as part of educator

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preparation and in-service professional development.

3. Investment in and Design of Statewide Remote Learning Model. COVID-19 has forced districts nationwide to leverage technology in new and unexpected ways. Amid challenges, there were some successes. CT should capitalize on all remote learning lessons in ways that support equitable, cost-effective, and high-quality instruction for all students regardless of ZIP code. This recent [Hartford Courant article](#) reflects on the lessons learned and opportunities for leveraging remote learning as part of the design and delivery of K-12 education going forward.

What's needed:

- Create and make available a model virtual learning solution at the statewide level (akin to what MA has done).
- A system of metrics to hold districts accountable for remote learning access and equity, now and in the future.
- A study that examines the efficacy of remote learning and/or hybrid learning and the potential to leverage technology for teaching in other scenarios and/or rethinking the delivery of instruction (e.g., weather-related school closures, building/structure emergencies, project-based learning, flexible student groupings, increased access to coursework/expertise, rethinking the role of the teacher and related certification).
- An examination of public education requirements, including what defines a “school day,” as technology and remote learning provide new opportunities for the delivery of learning.

4. Funding of State Computer Science Education Plan.

ReadyCT continues to advance access to and participation in computer science (CS) education across the K-12 continuum. This priority is in direct alignment with the GWC's strategic plan and OWS priorities.

What's needed:

- [S.B. 168](#): AN ACT CONCERNING FUNDING FOR COMPUTER SCIENCE EDUCATION IN PUBLIC SCHOOLS. *Update*: This bill did not make it out of the Education Committee.