



**NATIONAL  
PATHWAYS  
SUMMIT**

**NATIONAL EDUCATION SUMMIT ON PATHWAYS  
FROM SCHOOL TO COLLEGE TO CAREER:  
POLICY PLATFORM AND AGENDA**

As students and school systems continue to deepen their understanding of the full impact of the pandemic, there is an urgent need for examination of whether our pre-pandemic education system was serving our students and how this moment can be utilized to bring real change. It is critical that a deep dialogue take place among a diverse group to ensure that students are served from early childhood education through their postsecondary education careers.

While postsecondary education and training are more important than they have ever been, 70 percent of students at two-year colleges require remediation to master content that should have been provided in high school and, impacted by the pandemic, postsecondary enrolment is declining nationwide. Even among those students who are enrolling, there are growing concerns that postsecondary education is unaffordable, inefficiently disconnected from the K-12 education system, and not sufficiently aligned with the post-graduation workforce for students to understand an immediate return on investment. These barriers fall disproportionately on historically underserved student populations, leading to widening opportunity gaps within and connected to our education system.

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**NPS is a national coalition of leaders from education, business, government, and the Civil Rights Community convinced that our current educational approach is failing to prepare most students for success. We have come together to advance an array of consensus policies to achieve a more efficient, effective, and equitable system.**

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To address this urgent need, a diverse coalition has come together made up of education stakeholders, industry leaders, and policy organizations to set an ambitious vision and to propose steps local, state, and federal policymakers can take to make this vision a reality for our nation's students. While pathways work should encompass the entire education and career spectrum, for the purposes of this paper we have limited the scope of our work to the period from high school and into post-graduation postsecondary/career transition.

At the highest level, this coalition believes that *a fundamental obligation of our education system is to prepare every student to pursue a career that is personally rewarding, allows them to achieve a family-sustaining wage, and prepares them to meaningfully contribute to our civic society. To achieve this end, our fragmented K-12 and postsecondary education and training systems must integrate to create high-quality, student-centered pathways that link together and create clear connections to the workforce to engage current and future students as partners in their education.*

***These pathways must be  
SEAMLESS, INTENTIONAL, EXPERIENTIAL,  
EFFECTIVE, EQUITABLE, AND ALIGNED.***

The coalition collected policy recommendations aligned with critical steps that policymakers at all levels could pursue to make this vision a reality, including:

Making pathways truly **seamless** by smoothing the transition from the K-12 to postsecondary education and training systems by aligning graduation requirements with the academic and skill needs of postsecondary opportunities, allowing students to earn and transfer early postsecondary credit, and automatically enroll in relevant postsecondary programs.

Creating **intentional** education pathways that are foundationally linked to career exploration and career opportunities by expanding student supports and advising, starting career exploration in earlier grades, and actively engaging industry partners in pathways development to ensure curriculum is aligned to career needs and real-world skill-sets.

Ensuring all academic pathways offer students **experiential** learning that allows them to pursue paid apprenticeships and internships, expands infrastructure among employers and school districts for more in-depth work-based learning opportunities for all students regardless of location, and provides increased training opportunities to educators to pursue career-aligned professional development.

Holding pathways accountable for **effective** results for all students, including measuring success through postsecondary enrollment, retention, and completion, investing in and sustaining longitudinal data systems that allow real-time learning and accountability, and aligning CTE programs with high-skill, high-wage, high-demand career pathways.

Building **equitable** pathways by ensuring access and opportunity for all students through expanded financial support for early postsecondary and advanced coursework opportunities, building high-quality wraparound student services, and working to ensure affordable postsecondary opportunities for all learners.

Creating robust **aligned** pathways by grounding pathways in regional industry needs and through deep integration with higher education and training, as well as aligning state education agencies to avoid siloing of policies and data critical for student success.

# BACKGROUND

## **Postsecondary education and training are more important than they have ever been.**

For most of the 20th century, a high school diploma was all that was needed to secure a good paying job, but that is no longer the reality for students nationwide.

In 2018, [80 percent of good-paying jobs](#) required a postsecondary credential of value and 56 percent required a bachelor's degree or higher. Additionally, [median earnings](#) (based on 2018 data) for bachelors degree holders are higher than those with only a high school degree at career entry, mid-career, and (for many majors) at career end.

Individuals with postsecondary education are far less vulnerable to economic downturns, demonstrated during the COVID economic downturn, when the [unemployment rate for people with a bachelor's degree](#) never went above 8.4 percent, compared to a rate of 17.6 percent for those with a high school degree but no postsecondary education.

## **And enrollment is declining nationwide.**

Additionally, impacted by the COVID-19 pandemic, nationwide, college enrollment is declining at an alarming rate, with the [National Clearinghouse](#) reporting a 13% decline in freshman enrollment from 2019 to the fall of 2021, including a 32 percent decline for Black students in public 2-year colleges and a 20 percent decline for Latinx students.

## **However, our current K-12 systems are not supporting students within their educational pathways to ensure a successful transition to postsecondary coursework.**

Our modern workforce increasingly requires individuals to be life-long learners who need to navigate career and educational pathways throughout their lives. Ensuring that initial pathways from the K-12 system into postsecondary education and training is critical for all students to have a foundation for future success. However, while our nation's high schools have higher graduation rates than ever before (86 percent), too often students find they were insufficiently prepared for higher education with about [70 percent of students at two-year colleges](#) requiring expensive remediation to master academic content that should have been provided while in high school. [Remedial courses](#) are personally expensive for students and families and research shows that only [10 percent of students](#) who begin their college career in remedial classes graduate on time and two out of three students don't complete their degree at all. students who find themselves needing remedial coursework face a higher risk of leaving postsecondary education before completing their degree.

Additionally, [at public 4-year institutions](#), Black and Hispanic students, were more likely to be required to enroll in remedial coursework (66 and 53 percent, respectively), compared to White students (36 percent) and students from homes classified in the lowest income group were more likely enrolled in remediation (52 percent) than those in the highest income group (33 percent).

While there are **numerous factors implicated in the decline of postsecondary enrollment** (including the COVID-19 pandemic), there is also growing concern that **postsecondary education is not working for students because:**



## IT'S INEFFICIENT

Only about [60 percent of first-time undergraduates finish a four-year degree in six years](#). This number drops to [45 percent for Black students](#) and 58 percent for Hispanic students (compared to a rate of 67 percent for white students). Additionally, postsecondary programs and policies have not taken into account the growing percentage of post-traditional students enrolling at two and four-year colleges. For example, [data from 2019](#) shows that 47 percent of enrolling students are over the age of 25 and 4.3 million undergraduate students are parents.

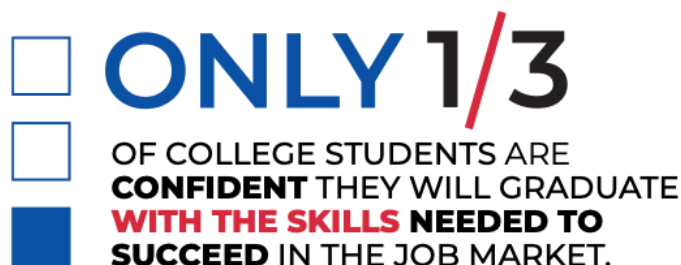


## IT'S EXPENSIVE

The inefficiencies in the postsecondary education system, as well as rising tuition costs, have contributed to [student debt reaching \\$1.75 trillion](#) – greater than the amount of outstanding credit card debt or car loans. This enormous burden limits the ability of young adults to achieve other financial and wealth building goals, including buying a house, starting a family, and saving for retirement. Additionally, student loan debt is not limited to those with postsecondary degrees. Some [36 million adults have some college but no degree and have incurred the cost of attending college](#) but receive few of the benefits that accrue to degree-holder

## IT'S NOT SUFFICIENTLY ALIGNED WITH THE WORKFORCE:

Though college is widely viewed as the gateway to prosperity and to increased economic stability, students who have not yet entered the workforce fear that their college education is not sufficiently connected to their future career goals and aspirations to see an immediate return on investment. **In one survey, only about a third of college students are confident they will graduate with the skills needed to succeed in the job market.** Other research shows that it can take students [up to 10 years](#) to realize a return on investment for their bachelor's degree. Additionally, most post-secondary students are dissatisfied with the career guidance they receive and from 2018 and 2020, only about [30% of postsecondary students](#) reported they had participated in an internship. There is also a disconnect between what is taught on campus and the skills students need in their careers. In a [2021 survey](#), two out of five students responded that they only occasionally or rarely use the skills they learned in their postsecondary education in their daily job and one in five said their college experience did not provide them with the skills needed to perform their first job. In a recent survey by [Strada](#), students that had delayed postsecondary education due to the COVID-19 pandemic identified measures that would incentivize them to enroll including personalized college and career guidance, removing financial barriers, and infusing career relevance into their education.



## IT'S INEQUITABLE:

Our current education, workforce, and financial systems create a series of inequities that build as students progress from school to the workforce to raising families of their own. **On postsecondary attainment, according to data from 2018, while 64 percent of Asian and 48 percent of White adults have earned an associate degree or higher, only 32 percent of Black, 25 percent of Latinx, and 25 percent of Indigenous adults have achieved the same goal.** This inequity in postsecondary attainment is echoed in income and wealth building. Based on [data from 2019](#), **the average white family has eight times the wealth of the average Black family and five times the wealth of the average Hispanic family.** The [percent of income concentrated among the highest-earning Americans](#) has ballooned to levels last reached in the Gilded Age.

Additionally, while evidence demonstrates meaningful high-quality college in high school, work-based learning, and other advanced coursework experiences with robust student supports increase college enrollment and completion, these opportunities are not available to enough students and evidence suggests that historically underserved students are less likely than their peers to have access to these programs. According to the [Community College Research Center](#), **Black students make up 15 percent of the high school population, but only 9 percent of the high school students enrolled in dual enrollment.** Similarly, **Latinx students make up 25 percent of the high school population, but only 19 percent of high school students enrolled in dual enrollment** early college courses.

THE AVERAGE WHITE FAMILY HAS

**8X** | **5X**

THE WEALTH OF THE AVERAGE

**BLACK FAMILY**

**HISPANIC FAMILY**

## Our students deserve an urgent solution.

Our nation's young people are our greatest asset and without measures to immediately address these disparities another generation of students will face these same barriers and inequities. While the scope of this issue spans from early education through postsecondary education and career, the scope of these recommendations is focused on policy solutions for high schools and immediate transition into college and career opportunities.

### Definition of pathway system:

An intentional sequence of academic content blended with technical, career, and other hands-on experiences that begin in middle and high school and extend through postsecondary education and training, preparing students for success in high-demand and high-need careers that offer opportunities for advancement and allow them to achieve a family-sustaining wage through academic preparation, college and career guidance and mentorship, stackable credentials, work-based learning opportunities, permeability to explore and stack experiences, credits, and credentials in multiple areas, and career planning and guidance.

### CALL TO ACTION STATEMENT:

*A fundamental obligation of our education system is to prepare every student to pursue a career that is personally rewarding, allows them to achieve a family-sustaining wage, and prepares them to meaningfully contribute to our civic society. To achieve this end, our fragmented K-12 and postsecondary education and training systems must integrate to create high-quality, student-centered pathways that link together and create clear connections to the workforce to engage current and future students as partners in their education. These pathways must be seamless, intentional, experiential, effective, equitable, and aligned intentional, experiential, effective, equitable, and aligned.*

## REMEDIES FOR BECOMING ALIGNED:



**SEAMLESS**



**INTENTIONAL**



**EXPERIENTIAL**



**EFFECTIVE**



**EQUITABLE**



**ALIGNED**





## SEAMLESS

High school coursework must **prepare students** for postsecondary education.

- **Align** the graduation requirements in a state's standard diploma with the state's public four-year universities with ample opportunities for students to pursue pathways that lead to industry credentials with demonstrated evidence of employer value and demand.
- **Ensure** all students have opportunities to earn at least 12 early postsecondary credits that transfer toward a meaningful postsecondary credential or certificate, through meaningful high-quality college courses in high school, work-based learning, and other advanced coursework experiences with robust student supports.

**Extend** graduation requirements beyond purely academic measures to ensure all students are ready for not only enrollment, but success, in college and career, with the critical skills needed for high-skill, high-wage, high-demand careers that are aligned to local opportunities.

- **Integrate** and encourage meaningful work-based learning opportunities into all academic pathways, including opportunities for paid internships and pathways into apprenticeships for high-wage, high-demand, and high-need careers aligned to advanced academic standards and tailored to career pathways that offer high-wage, high-skill career trajectories in high-demand and high-need fields aligned to local opportunities.
- **Remove** barriers and design academic systems so students can earn applicable high school and postsecondary credit by participating in quality work-based learning and demonstrating competencies in employer-valued skills.

**Smooth the transition** of learners and learning across the K-12 and postsecondary systems.

- **Automatically admit** college- and career-ready high school graduates into postsecondary institutions. Modernize data systems to establish holistic benchmarks for college and career readiness and to integrate with existing systems.
- **Create credit transfer agreements**, programs, and sequenced credit blocks that ensure postsecondary credits earned (whether earned through college in high school programs or postsecondary education and training) transfer as meaningful toward a degree. Consider means to incentivize postsecondary participation in such agreements through funding opportunities at the state and local levels and modernize data systems to allow for the automation of transfer among public postsecondary institutions.
- **Develop** policies that allow credits to transfer in the future for adult learners and military veterans where possible. Ensure timelines for credit depreciation are reasonable and take into account the reality of the modern workforce.

**Restructure** postsecondary remediation by using multiple measures to identify students in need of developmental education and provide [co-requisite courses](#) rather than remedial coursework.

- **Remove** or reform college placement assessments that are not aligned with postsecondary coursework requirements with those that use [multiple measures](#) such as high school grade point averages and noncognitive assessments.
- **Create transparency** between K-12 and higher education data systems so that K-12 educators and administrators can utilize data on student placement and better integrate data systems and decisions around curriculum and programming.





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## INTENTIONAL

**Develop** policies that allow for students to earn credit for learning that takes place outside the regular school day, including credit for participation in work-based learning experiences.

**Start** career exploration in elementary and middle schools, including through credit-bearing service-learning, civic-engagement opportunities, and exposure to career and technical education courses.

- **Begin** introducing middle school students to publicly available tools including dashboards and career planning websites that they can use to find information about programs, pathways, and earnings, allowing them to make more informed decisions about next steps.

**Prioritize** career planning and development in middle and high school.

- **Require** completion of a high school plan before enrollment in 9<sup>th</sup> grade that aligns with tentative career interests and an academic pathway. Plans should be updated as a student progresses through high school, with a developed postsecondary and career plan as a central component of a high school student's experience. This should transfer into a postsecondary advising plan that continues with the student through all postsecondary education and training. Incorporate such plans into relevant data systems that allow students' K-12 progress to be tracked to and through graduation.
- **Incorporate** career development measures into accountability systems and longitudinal data systems, such as career-oriented life skills (leadership, collaboration, problem-solving) and completed credentials and sequenced credits.

**Expand** student support and counseling so every student has meaningful access to a college and career advisor.

- College and career advisors must have the training and credentials to provide guidance regarding high school course selection, advanced coursework and program selection, the college application process, career planning, and federal financial aid (including FAFSA completion), and has a manageable ratio of students that allow them to offer personalized, impactful advice and guidance.
- Measures should include studying and amending the student to counselor ratio where needed to ensure that school counselors have realistic caseloads that allow them to meet the personalized needs of the students they coach.

Actively engage community businesses and other employers in career development by recruiting and training more adult career mentors, and greatly expanding opportunities for career exploration, job shadowing, career days, etc by providing state and federal funding for intermediary organizations and establishing processes and systems to facilitate deeper engagement.



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## EXPERIENTIAL

**Ensure** all students have access to high quality work-based learning opportunities along the full continuum, including paid internships, mentorships, and apprenticeships.

- **Expand opportunities** for youth apprenticeships through the reauthorization of the Workforce Innovation and Opportunity Act and the National Apprenticeship Act. Increase the number and quality of apprenticeships and modernize DOL's Registered Apprenticeship Program to simplify the process and expand it to new industries and occupations. Additionally, expand the current federal apprenticeship program supports by clearly defining pre-apprenticeships, youth apprenticeship, and resident apprenticeships.
- **Require involvement** in meaningful, career-connected work-based learning experiences, and ideally a paid internship or apprenticeship, as a critical part of each high school student's experience. Track experiences and outcomes as part of a centralized, longitudinal data system.
- **Expand financial support** for intermediaries to develop the infrastructure necessary for effective work-based learning. Intermediaries can work with employers and school districts to assist with such activities as preparing students for their work-based learning experience, placing students in appropriate roles, providing support beyond purview of employers' human resource departments, and evaluating success.
- **Ensure access** to work-based learning opportunities in rural and small school districts through the development of a structured plan of action, regional task force, or commission that provides students in such districts with an equitable range of opportunities to students in larger school districts in the state. Publicly report data on student access to work-based learning opportunities based on geographic location and on progress to create more equitable opportunities statewide.
- **Provide** educators with externship opportunities so they can personally experience the needs facing employers and more effectively design instruction that is aligned with the labor market.

**Require** that students be paid for internships, as well as apprenticeships, and that meaningful work-based learning opportunities count towards high school or postsecondary credit.

- Cover internships costs for students from low-income families by expanding the Federal Work-Study program to include high school students and expand to employers across the public, private, and nonprofit sectors. Additionally, require the Federal Work-Study program to provide work-based learning opportunities to participating students tied to their academic studies. Increase the funding level for the Federal Work-Study program to support this expansion.
- Establish a task force consisting of representation from employers, labor unions, worker advocacy organizations, school districts, and young people to analyze labor laws and regulations and provide recommendations to support high quality work-based learning opportunities while ensuring protections for students.
- Provide cost-matching incentives for businesses to expand paid internships aligned with state academic standards and work with employers to get interns proper workplace insurance to participate in work-based learning opportunities.



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## EFFECTIVE

**Ensure pathways** improve student outcomes, including postsecondary enrollment, retention, and completion as well as labor market outcomes (e.g., job placement and wages).

- Ensure that statewide longitudinal data systems can collect and publicly report disaggregated data connecting K-12, higher education, and workforce data.
- Ensure that students, parents, counselors, educators, employers, policymakers and others have secure access to essential information about high quality pathways and modern navigation, guidance, and counseling tools in real time. Where not currently available, such systems should be developed and, where already in place, such systems should be supported and expanded as needed. Such systems should provide access to data about providers, cost and quality of credentials, competencies, job availability and the skills required for those jobs, expected wages, employment rates, and transfer value and mobility / stackability.
- Incorporate postsecondary outcomes (e.g., college enrollment without remediation) into accountability and data systems to make real time changes and interventions to ensure programs and opportunities are achieving results.

**Provide** students and families with transparent information on pathways options (postsecondary degrees and other career preparation options), including data on job availability, expected wages, and cost of postsecondary degrees in the region.

**Break down** barriers to allow for high school transformation and innovation, including providing opportunities for competency-based education and redesign of the fundamental high school experience to center on students and to engage students with real-world experience as partners in their education and future.

**Create** or expand professional learning opportunities for educators to design substantive curriculum that engages students in solving abstract and real-world problems while utilizing technological tools, academic knowledge and skill, technical knowledge and skill, and social-emotional skills.

**Continue** to modernize CTE programs to align with high-skill, high-wage, high-demand career pathways linked to local opportunities and to postsecondary degrees and with strong employer engagement.

- To address the severe shortage of quality CTE teachers at the high school level, support measures to grow the educator pipeline, including grow your own programs, alternative certification models, and programs that count years of industry experience as years in the classroom for salary adjustments, as well as innovative models that support part-time teaching and co-teaching models. Additionally, CTE educator retention initiatives and supports, such as new teacher induction and mentoring, must be in place to keep educators in the field.
- Increase investments in community colleges so they have the facilities, technology, and faculty to adequately prepare the millions of students they serve for in-demand careers.
- Increase federal funding for CTE programs under Perkins and incentivize meaningful employer engagement through opportunities for increased funding and other supports.



## EQUITABLE

**Students**, regardless of race, gender, economic status, language status, immigration status, disability status, or geography, **should have meaningful access to pathways** that integrate rigorous academics, career and technical education, college-in-high-school opportunities, work-based learning, and wraparound services.

- Set goals at the national, state, and local levels to increase the participation and success of historically underserved students in pathways and advanced coursework, including college-in-high-school-programs. Cover costs, in part, by increasing funding for Student Support and Academic Enrichment grants (Title IV-A of the Every Student Succeeds Act) and Career-Connected High Schools as proposed by the U.S. Department of Education.
- Automatically enroll students into high-school-in-college-programs and advanced coursework based on multiple measures of student preparedness, including prior performance or teacher recommendations.

### The Federal Government And States Should Expand Funding To:

**Eliminate** participation barriers such as transportation, meal costs, and childcare for participating students by allowing education authorities to blend and braid existing program funds from federal agencies.

**Train and employ** diverse educators certified to teach dual/concurrent enrollment, advanced coursework, and early postsecondary opportunities and offer continuous professional learning, such as covering the cost of additional coursework or professional development required, and create salary structures that reward certification in needed areas.

**Collect and analyze** postsecondary data.

**Expand** financial support for early postsecondary and advanced coursework opportunities that lead to postsecondary credit or credentials for high school students.

- **Cover costs** for students from low-income families to pursue dual/concurrent enrollment and early postsecondary credit opportunities by allowing Federal Pell grants to pay for early postsecondary credit for students taking college courses while in high school. Concurrently, increase the number of eligible semesters covered under Pell so that students utilizing this funding in high school are not penalized when enrolling in postsecondary education.
- **Increase Title I funding and commit to leveraging funding** to expand college in high school programs and opportunities to more students at more schools throughout the state.
- **Commit state education funding** to the expansion of early postsecondary opportunities so every student has the option of earning at least 12 postsecondary credits, at no cost to the student or family, before high school graduation.

**Postsecondary opportunities must be affordable for all students**, otherwise early postsecondary work won't reach its intended goal. This includes examining postsecondary student debt and tuition at community colleges and four-year universities.

- Double the Pell Grant as proposed by the Department of Education.
- Increase investments in evidence-based, student retention strategies, including investments in providing new and expanded data sources to identify effective strategies.
- Eliminate practices that lead to student debt with no degree, such as remediation courses and allowing high school students ready for postsecondary coursework to enroll in full time postsecondary education and training during their 12th year of K-12 schooling.
- Expand tuition and placement reciprocity agreements that make out-of-state schools and CTE programs more affordable for non-resident learners.

**Create systems** for continuous, robust family and student engagement that help them understand data and options, support community initiatives, and provide constant feedback on what is working and what needs intervention.

- Commit to in-depth engagement within the community and with education and equity experts to identify barriers within the specific communities served by the education systems, set specific, measurable goals to eradicate these barriers and ensure all programs and initiatives are aligned with this critical focus.

**Ensure** students have access to high quality wraparound services to support their academic success, social and emotional wellbeing, and ability to participate effectively in the workplace.



# ALIGNED

**Ensure a unified effort** to manage and improve state career pathway systems, including greater integration between K-12 education agencies, higher education authorities, employers, and local school districts so that systemic complexities are handled by systems and intersystem cooperation and does not primarily burden individual students and families.

- **Create or expand** integrated agencies, commission, or working groups at the state level with participation from K-12 and postsecondary institutions and employers to develop broader, more diverse early postsecondary and pathways options for high school students. Assign responsibility for oversight and accountability to a collaboration or to one entity.
- **Create or expand** integration between school districts to develop regional offerings that reach a wider range of students, including those in small and/or rural districts and communities.
- **Remove barriers** to innovative governance structures and blended funding models to ensure systems are student-centered and offer personalized, innovation opportunities to all students. Develop novel government structures that have meaningful authority to prioritize student success over traditional governance barriers and silos.

**Ground pathways** in regional industry needs through integration across K-12, higher education, workforce development boards, and regional industry partners.

- **Establish** state and local cross-agency policy structures to identify labor-market needs, design systems for quality assurance, and offer policy recommendations to ensure pathways are cost-effective and produce results. Additionally, strengthen existing systems to ensure they are accessible and useful to key stakeholders, including families, students, and educators by ensuring funding to build, support, and maintain robust systems over time.

## CONCLUSION

As we come out of the pandemic, we have an obligation and opportunity to seize this moment and advance a new paradigm for education, one that will break down the silos between the classroom, college and career. Our goal is to champion high-quality pathways to help students and young adults advance far more seamlessly from K-12 schools through post-secondary education and then to careers and future success. We believe that this paradigm has the potential to create a system that is far more effective and efficient at preparing students for their chosen careers. This “Pathways Approach” is by far the most promising strategy for reviving the American Dream for millions of young Americans long frustrated by a system that has only reinforced the decline in social mobility, widening economic inequalities, and persistent racial disparities.

The policy approach that we have come together to advance and detailed in this document are common sense solutions to advance these pathways from the classroom to college to careers that have bi-partisan support and are already being implemented in states across the political spectrum.

We are building a national campaign to build broad support for the Pathways Approach and preparing for the National Pathways Summit on March 16, 2023.

The 2023 Summit will be designed and structured to advance a clear vision for a new system, one that will incorporate a fundamental shift in the paradigm that has long guided U.S. education. We will have clear goals, plans to meet them, institutional partnerships to advance them, and accountability for results, just as the “Civic Marshal Plan” of the Grad Nation campaign achieved extraordinary results with a similar architecture. This Civic Marshal Plan was embraced by U.S Presidents and all 50 Governors, as well as by school superintendents, teachers and the students themselves and ultimately dramatically improved the high school graduation rate.

The Summit will end with a powerful and specific call to action that will commit educators, companies, states and the federal government – including specific policy and budgetary measures at all levels – to begin achieving this vision. The Summit will just be the beginning of the longer-term effort to broaden and deepen adoption of the policies and programs that will help create the education system we need and deserve.