SREB

Aligning Education and Workforce — Defining the Graduate and the Economy We Need

Saturday, June 21, 2025

Session Objectives

- **Compare state graduate profiles** to identify shared skills and traits for a regional definition of success.
- **Explore how key graduate traits are developed and tracked** across education and workforce systems.
- **Discuss data strategies** to assess how education supports talent development.
- **Identify key economic indicators** to monitor workforce readiness and regional vitality.

Panel Members

Melissa Bell
Vice President of Academic Affairs
Kentucky Council on Postsecondary Education

Kim Hunter Reed
Commissioner of Higher Education
Louisiana Board of Regents

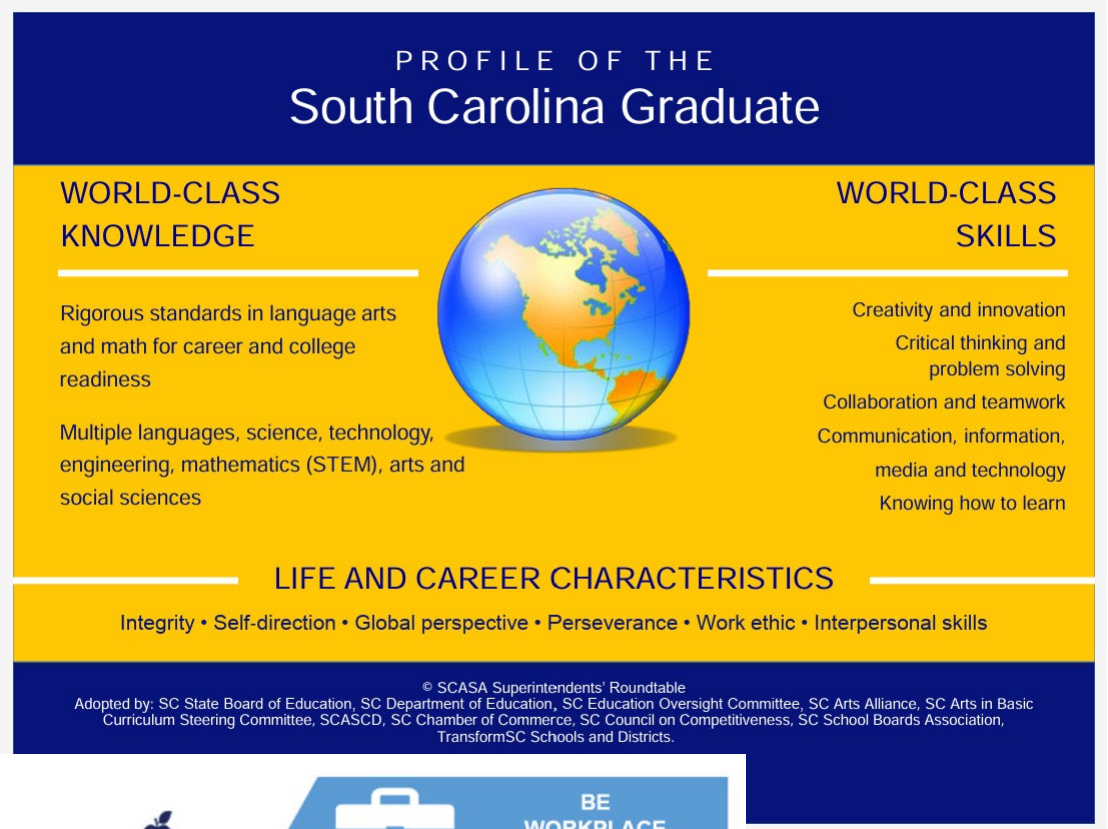
Kim Christ
Director of Workforce Innovation
South Carolina Council on Competitiveness

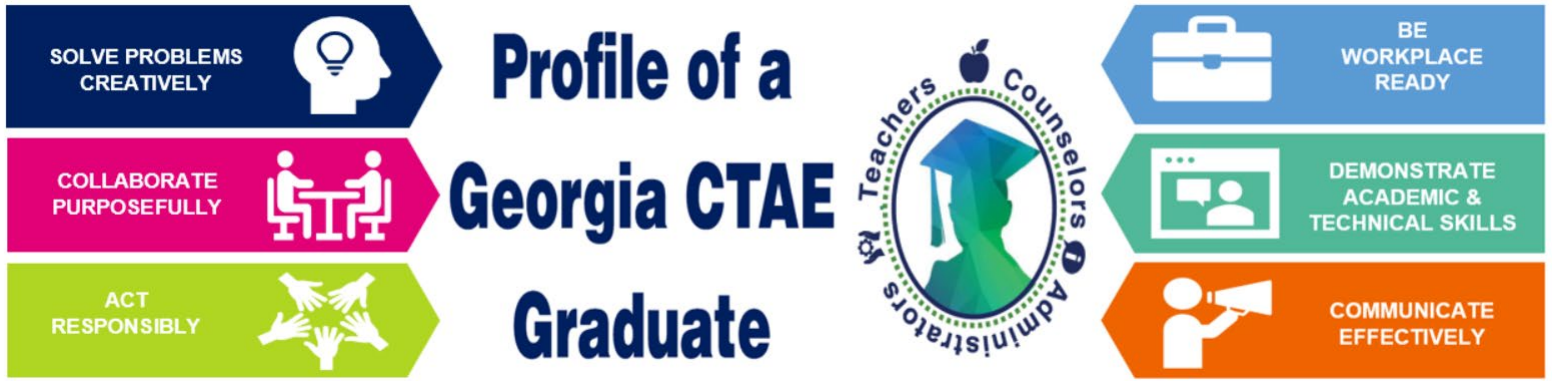
Barbara Wall
Deputy State Superintendent for Career, Technical and Agricultural Education
Georgia Department of Education

What is a Graduate Profile…?

The 10 Essential Skills

Communicate effectively.	Perform professionally.
Think critically to solve problems and create new ideas and solutions.	Engage in civic life to improve society.
Apply quantitative reasoning skills to analyze and solve numerical problems.	Collaborate and work in teams.
Interact effectively with people from different backgrounds.	Apply academic knowledge, skills and abilities.
Adapt to changing circumstances while leading and supporting others.	Use information for decision making.





SREB

What is a Graduate Profile?

A *graduate profile* is a clear, shared vision of what we want every student to know and be able to do by the time they complete high school or postsecondary education.

It typically defines:

- **Knowledge** (academic content and foundational learning)
- **Skills** (like critical thinking, communication, collaboration)
- **Dispositions** (such as responsibility, resilience, and adaptability)

Graduate Profiles: A Regional North Star

A **graduate profile** serves as the *north star* for education and workforce planning. It provides a **clear, unifying vision** of the skills, knowledge, and attributes students need to succeed in life, learning, and work.

By defining what success looks like for all learners, a graduate profile:

- Aligns K-12, postsecondary, and workforce systems
- Guides curriculum, credentialing, and support services
- Ensures every student is prepared for economic participation and civic contribution

Exploring Our State Examples

Connecting Learning

- South Carolina
- Kentucky

Progress and Monitoring

- Georgia
- Louisiana

PROFILE OF THE

South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC State Board of Education, SC Department of Education, SC Education Oversight Committee, SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC School Boards Association, TransformSC Schools and Districts.

Skills & Dispositions Assessment Analysis:

transformSC
tomorrow won't wait for our students

Are South Carolina schools measuring the skills and characteristics on the Profile of the SC Graduate?

Integrity • Self -direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

MOST commonly measured characteristics

Communication
Information
Media
Technology

World Class Skills

Life & Career Characteristics

World Class Skills
+
Life & Career Characteristics

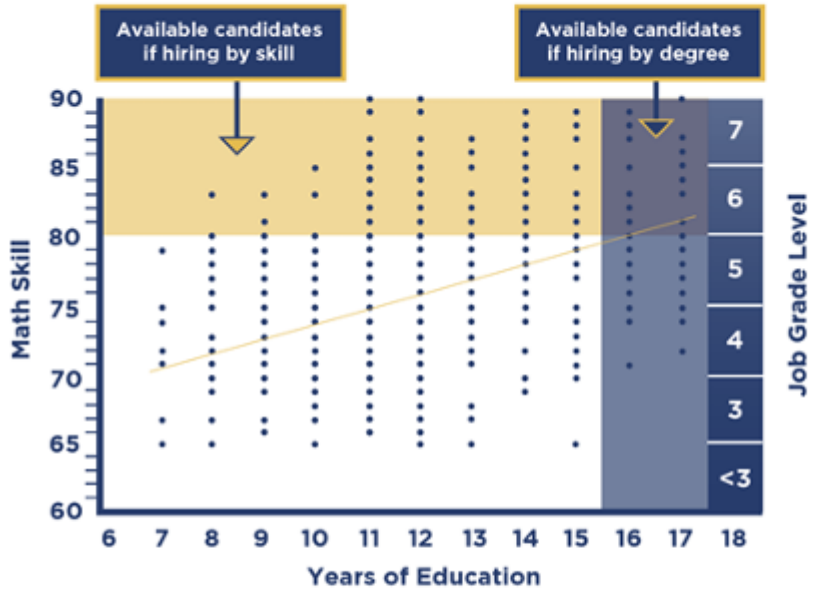
LEAST measured characteristics

Integrity
Work Ethic

The Riley Institute, 2021, "Skills and Dispositions Assessment Analysis: TransformSC Profile of the SC Graduate"

Hiring the SC Graduate:

transformSC
tomorrow won't wait for our students



Expanding the Talent Pool

The # of individuals across South Carolina's potential workforce that do not have a **formal degree** is

53%

Evaluating candidates based on skills rather than degree attainment could open up South Carolina employers to a

47% **larger talent pool.**

Research shows that hiring on skills is **5x** more predictive of success than hiring by degree alone.

I+E surveyed over **26,000 businesses** in SC to determine which skills matter and how they assess them.
Skills listed on The Profile of the South Carolina Graduate are still those most in demand.
Skills most in demand were **Perseverance and Work Ethic**.
The main ways businesses judge these skills is by using **work-based experience** list on a resume or through **behavioral interview** questioning.

Innovate + Educate, 2021, "Hiring the South Carolina Graduate,"

CPE
Higher Education Matters

Kentucky Graduate Profile: 10 Essential Skills

- Communicate effectively
- Think critically
- Use quantitative reasoning
- Interact effectively
- Adapt to change
- Perform professionally
- Engage in civic life
- Collaborate and work in teams
- Apply academic skills
- Make informed decisions

SREB

Essential Skill 1: Communicate effectively

Graduates will communicate effectively by listening, weighing influencing factors, and responding accurately and professionally. They will express their thoughts coherently in writing, orally, and in formal presentations.

Definition

Three levels of mastery

Benchmark College entry	**Milestone** End of 2 years of college	**Capstone** Bachelor's degree completion
Asks questions to clarify understanding.	Gives focused attention to others, asks clarifying questions, and shows awareness of non-verbal signals.	Facilitates conversation by using active listening techniques and non-verbal signals.
Expresses thoughts and ideas through writing.	Writes formally and informally using logical structure, complete sentences, standard grammar and correct punctuation.	Tailors written communication to the audience and situation, such as using professional vocabulary and tone and a logically organized structure that is suited to the context and purpose.
Shares content through one-on-one and small group conversations.	Engages in formal conversations with peers and professionals by offering information and ideas.	Prepares, structures, and delivers an oral presentation in a professional setting.

Assessment

COORDINATING THE REDDING MUSIC FESTIVAL

Essential Skill 1: Communicate Effectively

Role Play Assessment

[Milestone and Capstone Levels]

Learner Instructions:

Today, you are meeting with Carol Williams, a prominent community member and fast food franchise owner from Redding, Kentucky, to discuss an idea for a three-day music festival. Carol has hired you as a **special projects coordinator**, making you Carol's key partner in preparing for and executing plans for the festival.

Over the years, Carol has demonstrated a commitment to supporting the local creative scene in and around Redding, particularly in music. Carol has sponsored philanthropic initiatives that promote emerging musicians, ensuring they have the platforms needed to thrive. It's through this community work that Carol built a relationship with Redding's mayor, and this relationship has deepened as the growth of Carol's fast food business has led to a positive impact on employment in the area.

Carol has recently acquired a large plot of land and expressed to you the interest in starting a three-day music festival on this land. Carol wants your help getting the mayor's support.

Redding has never hosted a music festival before and Carol has no experience putting on a major community or commercial event.

During this meeting, you will talk with Carol about this idea by asking questions and offering ideas. Afterward, you will send Carol a summary of your meeting in an email, including the details you were able to confirm for pursuing the festival and any next steps.

Capstone only: Then you will lead a five-minute, in-person presentation of the idea to the town's mayor, where you will share the vision for the festival, any relevant logistical details, and help the mayor understand what you will need from the city to pull it off.

Key Facts:

- Location: Redding, Kentucky
- Population: 2,235 people
- Festival Site: 700 acres of unused farmland

Objectives:

- Give your focused attention in the conversation and ask clarifying questions
- Offer substantive information and ideas
- Summarize the conversation and next steps in a follow-up email to Carol
- Present the idea to the town's mayor (Capstone only)

SREB

How Kentucky's Learning Frameworks Align

Kentucky Graduate Profile skills and corresponding Kentucky K-12 Portrait of a Learner outcomes

Communications	Critical Thinking	Quantitative Reasoning	Interpersonal Relations
Effective Communicator	Critical Thinker Creative Contributor	Empowered Learner Critical Thinker	Engaged Citizen Effective Communicator Productive Collaborator

Leadership & Adaptability	Professionalism	Civic Engagement	Teamwork
Empowered Learner Creative Contributor Productive Collaborator Effective Communicator	Effective Communicator Empowered Learner Productive Collaborator	Engaged Citizen	Productive Collaborator Creative Contributor

Applied & Integrated Learning	Information Literacy
Empowered Learner	Effective Communicator Critical Thinker

SREB

Drafting a Regional Graduate Profile

Table Task: Identify 5 priority characteristics that should define a regional graduate—across K–12, postsecondary, and workforce training.

1. **Review the SC & KY profiles**
   - What traits or competencies appear in both?
   - What stands out as essential?
2. **List common characteristics**
   - What knowledge, skills, or traits should every graduate have to succeed?
   - Focus on those that apply across education levels and sectors.
3. **Draft your regional list**
   - As a team, agree on 5 key characteristics.
   - Be ready to share out themes from your discussion.

Mentimeter Results

Profile of a Georgia CTAE Graduate

SREB

Profile of a Georgia CTAE Graduate

BE WORKPLACE READY

Student Indicators

- Demonstrate progress toward and/or attainment of an industry-valued **credential.**
- Demonstrate **appropriate skills** in the use of technology and/or equipment for their industry.
- Understand and apply **employability skills** — including time management, teamwork, reliability, and initiative — in authentic situations, including Career and Technical Student Organization (CTSO) events and other simulations.
- Participate in a continuum of **work-based learning** (WBL) opportunities and acquire relevant work experience.

Student Evidence of Attainment

- WBL Portfolio, including student reflections, work and activity logs, and related employer feedback
- Related student artifacts including documentation from the IGP (Individual Graduation Plan) and sample class products
- Industry credential of value that provides substantial job opportunities, includes evidence of competency, links to a high-wage job, and is stackable *or* documentation of postsecondary credit as related to program completion
- GeorgiaBEST or other employability certificate or seal
- Portfolios of classroom work
- Certifications in the use of specific technology and/or equipment of the industry

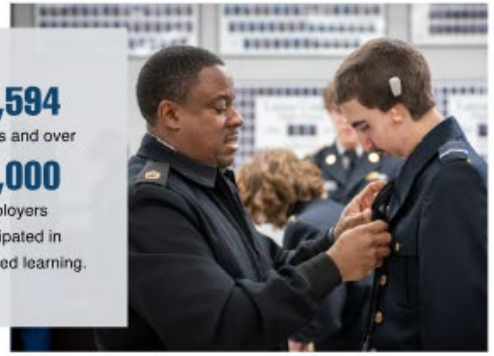
2022-2023 School Year

97.75%
of CTAE completers graduated from high school.

This is
13
percentage points higher than the state average graduation rate.

CTAE students earned **44,908** credentials of value in 2022-2023.

27,594
students and over
13,000
employers participated in work-based learning.

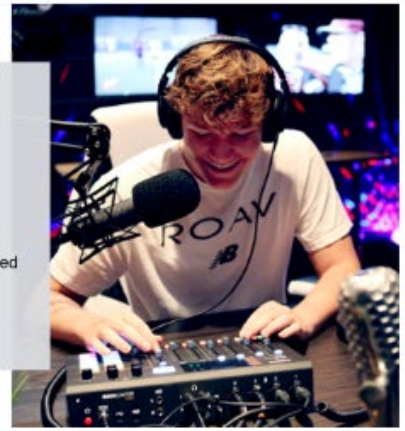


240,000
students completed a YouScience assessment to understand their career aptitudes and interests.

205,119 students participated in career and technical student organizations.

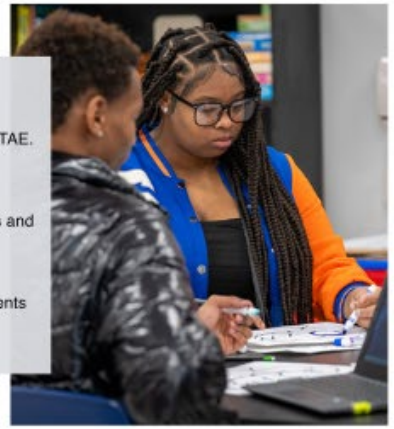
EVERY
school district in Georgia offers CTAE pathways for students.

Over **7,400**
CTAE teachers
and **4,000**
school counselors delivered career-focused education to Georgia students.



450 programs are currently industry certified.

703,476
students participated in CTAE.
70%
of all high school students and
66%
of all middle school students participated in CTAE.



Source: Georgia Department of Education.

For more detailed information visit www.ctaedelivers.org

For more detailed information visit www.ctaedelivers.org

51%

HIGHEST-EVER
LOUISIANA ATTAINMENT RATE IN 2024

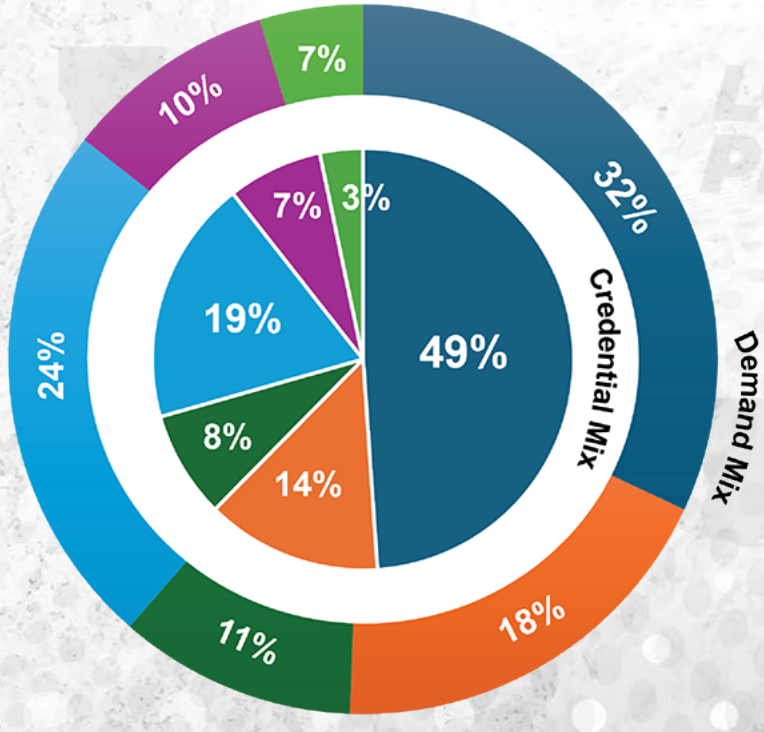
85% of Louisiana's Graduates are in 3-, 4- or 5-Star High-Demand Jobs

Louisiana's Progress to 2030 Goal

GOAL
DOUBLE THE NUMBER OF COMPLETERS
by 2030

85,000
COMPLETERS

TODAY = 73,461



Credential Demand Mix in 2024

- High School
- Certificate
- Associate
- Bachelor's
- Master's
- Doctoral

Data Resources

Master Plan Data Apps Toolkit

This Master Plan provides a broad vision for the State's higher education system and acknowledges its interdependence with the economy and its many contributions toward better lives for Louisiana's citizenry.

Prosperity Index

Used to measure prosperity across Louisiana with a focus on whether it is being achieved equitably. Higher scores always indicate better outcomes but may not represent actual values.

Statistical Model and Technical Documentation

PSEO Data

The Census Bureau's Postsecondary Employment Outcomes (PSEO) Explorer Tool combines labor market and higher education data to measure the impact of graduation displaying earnings and employment outcomes for multiple states.

Fact Book

Includes static information relevant to enrollment demographics, persistence, graduation rates, and more.

PSEO Post-Secondary Employment Outcomes Explorer

What is PSEO? | Download Data | Email Us | Tutorial | Help

Data Type
Earnings | Flows

State
Louisiana

Institution
All Partner Institutions in Louisiana

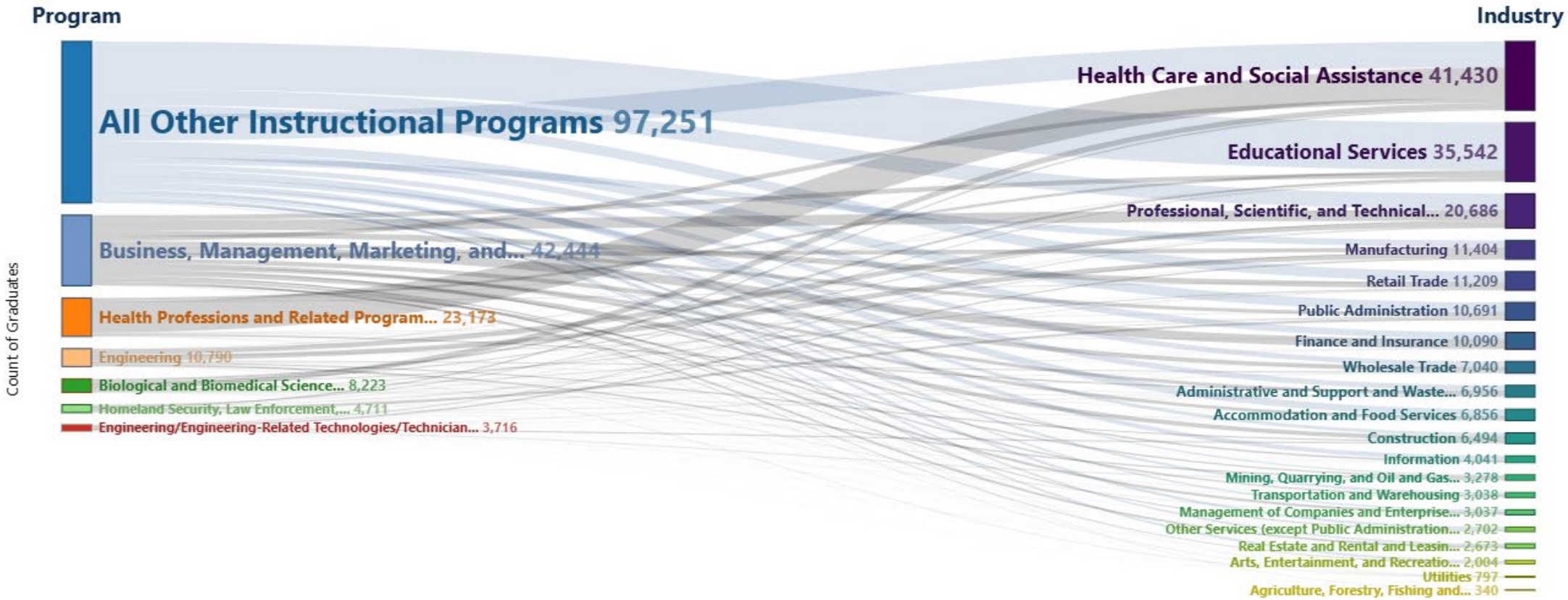
Degree Level
Baccalaureate

Graduation Cohort
All Cohorts

Destination Flows
Industry | Geo

Years-postgrad Filter
1 | 5 | 10

Display
Count | % Share



Program Specificity
General | Detailed

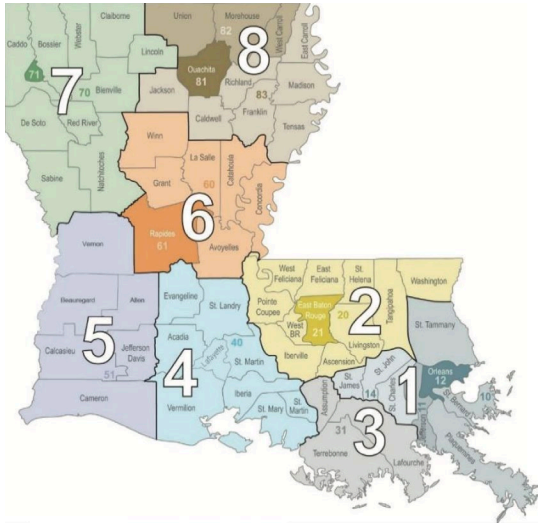
Sort Program List by
Size | Name

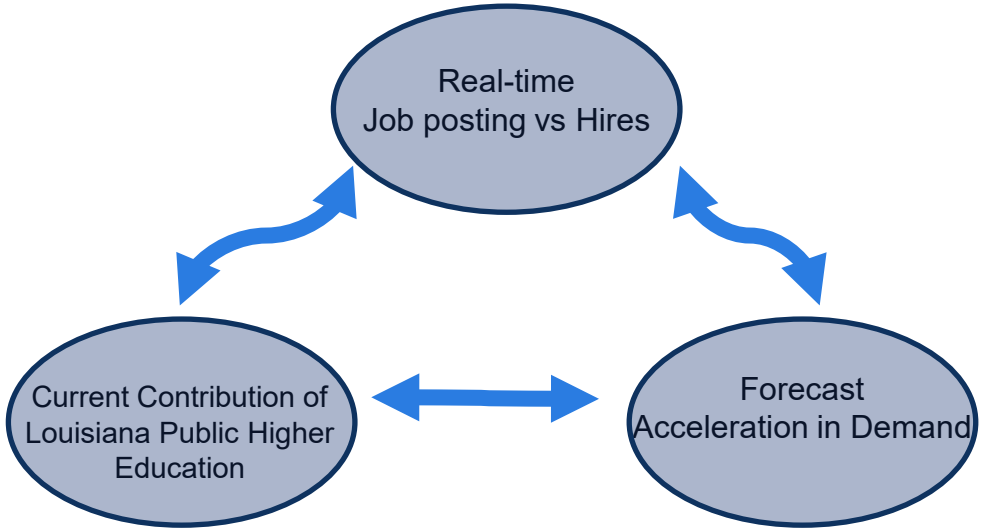
Clear Selected

Filter Degrees...

All Other Instructional Programs	Business, Management, Marketing, and R...	Health Professions and Related Programs	Education	Liberal Arts and Sciences, General Studies...
Engineering	Psychology	Communication, Journalism, and Related ...	Biological and Biomedical Sciences	Social Sciences
Homeland Security, Law Enforcement, Fire...	Visual and Performing Arts	Computer and Information Sciences and S...	Engineering/Engineering-Related Technolo...	Family and Consumer Sciences/Human Sc...
English Language and Literature/Letters	History	Multi/Interdisciplinary Studies	Parks, Recreation, Leisure, Fitness, and Ki...	Agricultural/Animal/Plant/Veterinary Scienc...
Physical Sciences	Architecture and Related Services	Public Administration and Social Service Pr...	Natural Resources and Conservation	Mathematics and Statistics
Foreign Languages, Literatures, and Lingui...	Transportation and Materials Moving	Culinary, Entertainment, and Personal Ser...	Philosophy and Religious Studies	Legal Professions and Studies
Area, Ethnic, Cultural, Gender, and Group ...				

Occupational Demand Analysis





Three Year Academic Planning

Planned Programs
for the Coming Year

Contemplated
Programs for Year 2

Horizon
Programs for Year 3

SREB

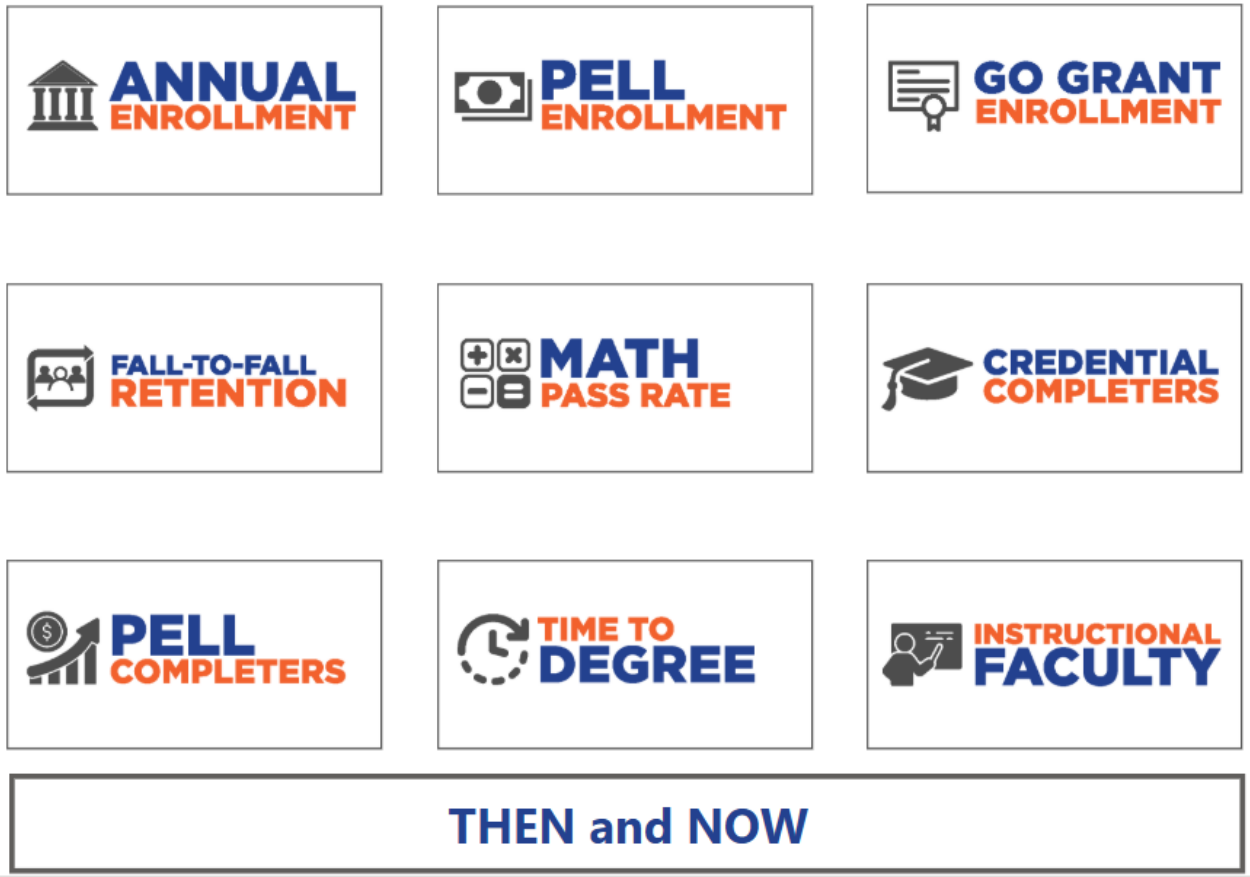
REGENTS

PROSPERITY INDEX

FUNDING FORMULA

The Master Plan for Higher Education

Metrics



SREB

Monitoring Progress and Impact

- Graduate profiles define the *traits and skills* we value.
- But how do we **know** our students are developing them?
- Georgia showed us how indicators help track student progress toward profile goals.
- Louisiana highlighted how data systems connect education outcomes to **economic prosperity**.
- Now it's your turn to explore what *evidence* (indicators or data points) you would prioritize for tracking success.

Developing a Regional Dashboard

Table Task: Identify key indicators and data points that show whether your graduate profile traits are being developed—and if they're fueling a thriving economy.

1. **Start with the traits.**
   - Pick 2–3 characteristics from your earlier profile list.
   - What would evidence of success look like in K–12, postsecondary, and workforce?
2. **Name the indicators.**
   - What data would you want to monitor? (E.g., credential attainment, employment rates, wages, skill assessments, etc.)
   - Consider both education and economic indicators.
3. **Build a sample dashboard.**
   - If you had to design a state or regional dashboard with just 5–6 key metrics, what would they be?
   - What would legislators, agency leaders, or governors need to see?
   - Be prepared to share your priority data points.

Mentimeter Results – Economic Data

Drafting Our Regional Profile & Dashboard

🧭 **Today, you've created working drafts of:**

- A **Regional Graduate Profile** – the traits and skills every learner should develop
- A **Regional Economic Dashboard** – key data to track graduate impact and economic vitality

What's Next

- Your draft characteristics and data points will be displayed and updated throughout the meeting.
- After each session, you'll revisit your work to **validate, refine, or adjust** based on new insights.
- Our final session on Sunday will focus on **polishing both tools** for regional alignment and action.

These are **living documents**—built together, refined together, and designed to guide future work.