**Career Awareness and Exposure Workgroup Meeting Notes**

October 8, 2019

**Icebreaker**

What is the most urgent priority for Oregon’s career exploration and advisement system?

* Build a framework that Oregon can work within
* Democratizing opportunity for all students statewide
  + Rebrand what CTE means
  + Solidify pathways to workforce development and economic vitality
* Expose students to the skills they need to have a successful career
* Younger learners understand the opportunities
* Awareness and communication
* Equity
* Clear pathways between education and careers that are high-wage, in-demand
* CTE and STEM are integrated
* Business/industry engage students consistently
* Alignment with the needs of employers
* Connecting the many initiatives around the state
* Occupational identity

**Workgroup Objectives**

* Develop overall recommendations for how to improve career awareness and career advising activities in Oregon.
* Develop recommendations for how to specifically use the Perkins V state plan to improve career awareness and expose students to career information earlier.
* Develop suggestions for state technical assistance and professional development related to career advising and expanding career advising to middle grades.
* Develop a recommendation around use of Perkins funds for the middle grades.

**Making an Impact**

* Gave input into the program quality framework
* Gave input into the comprehensive local needs assessment
* Affirmed Oregon’s vision for CTE
* Coordinated with other workgroups
* Developed a set of emerging recommendations

**Communications Plan Recommendation**

* Develop a statewide communications plan promote Oregon’s statewide vision for CTE
  + Inventory and align messaging campaigns and materials
  + Map prospective ways and places to reach priority stakeholders (most especially counselors)
  + Ensure efforts are aligned but applicable to K-12, postsecondary and adult audiences
  + Ensure resources, messaging, etc. supports the state’s equity focus and targets underserved communities and underrepresented populations

**Work-based Learning Recommendation**

* Recognize work-based learning as a career development/exploration strategy, as well as a skills-acquisition strategy.
* Support work-based learning placement and experiences through a robust career advisement system (which extends from secondary-adult learner levels).

**Prevalence of Middle Grades CTE in Oregon**

* Initial findings
  + 162 middle schools are offering more than one CTE class
  + 31,847 out of 63,404 middle school students are choosing to participate in CTE classes

**Middle Grades Recommendation**

* Actively support and expand middle grades CTE.
* Approach middle grades CTE as an equity strategy
  + expand and extend career exploration, exposure and awareness
  + support emerging occupational identity in younger learners
  + begin to build the social capital
  + …. especially in underserved communities and for subgroups/special populations.
* Support statewide pilots to support and lift up promising middle school career exploration models, scale current, isolated efforts and incubate expansion in “ready” communities.
* Ensure scaling considers equity (geography and populations served).
* Leverage and align other funds and initiatives (e.g. STEM funds can be used for early learning) – don’t build this in isolation!

**Feedback on Recommendations**

* How does this recommendation help to accelerate the accomplishment of Oregon’s vision for CTE?
* After four years, what does successful implementation of this recommendation look like?

Work-based Learning

* Students are making informed decisions
* Summer programs that address career exploration
* Clearer pathway to careers- skills required, education pathway
* Students, parents, educators better understand career opportunities
* Sustained partnerships between schools and business community
* Students see themselves as life-long learners
* Business and education see themselves as partners- mutually beneficial relationships
* Systemic barriers are eliminated (transportation, etc.)
* Practice models are developed to help schools and employers navigate BOLI, industry support around student engagement, and equity
* Standards around work-based learning exist that encompass middle school through postsecondary
* Provide guidance that attendance rate should not be a requirement
* Look at scheduling
  + Share these stories with other districts- important to share replicable examples
* Use reserve funds and leadership dollars for best practices
* Work-based learning advances our state-wide equity goals
* Private scholarship funding exists to support and provide access to undocumented students
* Track data on attendance via work-based learning programs (student/district and quantitative/qualitative)
* Number of students on-track for high school success

Middle Grades

* Needs and/or readiness assessment to identify who has middle grades CTE, what kind of opportunities are provided to learners (clusters exposed), potential pilots, ramp-up/expansion
* Include middle school administration, educators, business/industry partners in the needs assessment
* Examine data to determine:
  + Underserved populations (i.e. students with disabilities and English language learners)
  + Underserved districts
* What are the quality indicators expected of middle school programs of study?
  + Standards, rubric, alignment to high school, advisories, community engagement, socioemotional learning
* Funding: SSA, HSS, Perkins V, Workforce Board, TAPP, 21st Century (after school )
  + Braided funding and community support(s)
* Focus on underserved populations, but middle grades CTE/career awareness must be available to all (intentional outreach)
* Middle school programs that align with high school
  + Freshmen on track
  + Intentional efforts by district to connect middle school and high school (alignment)
* Related to real world opportunities and experiences
* Growth in:
  + Number of schools engaged with a program of study
  + Number of students participating in a program of study
  + Number of students able to participate intentionally to remove barriers
* State has an interest survey
* State is exploring doing a pilot for YouScience
* Oregon CIS includes multiple interest inventories and a needs assessment to help connect the work students are doing with the world of work
* Development of standards and quality rubric
* Want students to be able to tell a story about the skills
  + Kids define Career Cluster
  + Kids define skills
* Skills that need to be identified for teachers and students (what should students know and communicate?)
* Align with workforce needs and community partnerships
* Need to think about how to support teachers, students, administration, family and community
* Need to think about communication methods and strategies to engage community and family at middle school levels (should this be a state task?)
  + Cultural awareness

Communications

* Aligned messaging makes CTE communications more equal statewide because of consistent language
* Provide consistent messaging to empowers stakeholders and communities
* Outreach and equity work targeting underrepresented and underserved populations (multilingual, ELL) using strategic community based outreach
* Use multiple data points to justify investments and decision-making
* After four years:
  + Students, learners and teachers are able to successfully describe the education to career pathways
  + Industry, community and families are able to successfully describe the education to career pathways
  + Flexible system that supports communication/change across agencies
  + Interagency cooperation on labor market information
  + Metrics: Quantified outcomes- using data to measure impact, especially for underserved and underrepresented groups
  + Activate sharing of communication resources to minimize duplication of efforts.
  + Colleges and universities embrace CTE
  + Colleges and universities prepare CTE teachers
  + CTE is “dual-pathway” for both career and higher education
  + People would recognize that everyone is a “lifelong learner”
* Recommendation: Create cross-sector advisory board to vet the recommendation/plans and seek feedback from relevant stakeholders.

**Vision for CTE**

Oregon’s Vision for CTE:

* Reimagine and transform learner experiences in order to enhance their future prospects, empower their communities, and build equity in an inclusive, sustainable, innovation-based economy

CTE/STEM develops the fundamental skills and mindsets necessary to:

* Experience high-quality education leading to meaningful careers.
* Gain the skills they need when they need them.
* Transition seamlessly between technical and academic learning in education and workplace.
* Empower learners with the information they need to map their pathway.
* Learn from a range of knowledgeable experts who conceptualize learning.

**Feedback on draft state plan language**

Outline of State Plan

* Structuring state plan around vision

State is creating one pagers

* There will be in-person meetings and a survey for the public to provide feedback on the state plan
* The state plan will go to the Board in January

At high level (not line edits):

* Does this reflect the priorities of the state?
* Does this draft state plan language promote more equitable access to and success in high-quality CTE programs of study?
* Does the language help to accelerate the accomplishment of Oregon’s vision for CTE?
* Anything missing?

Discussion:

* For many people reading this, they may not understand what this means
  + Trying to create one pagers may be a challenge given the level of sophistication of each element
    - Parent, business and students have different needs and way of thinking
    - Cultural specific groups will look at the document through a different lens
  + “Meaningful” needs to be defined? Is that high-wage, high demand?
  + “Conceptualization and decision making” needs to be defined
  + “Allow Perkins funding to support middle school connection”
    - CTE programs of study is too limiting and should be broadened to career pathways
  + Should include transition from work to education, as unemployed individuals back into the workforce
  + More of the focus on skills gained
  + PK-20 can be limiting- need to engage other populations (military, disengaged individuals, etc.)
  + How are best practices shared out?
  + Need to have people who can speak to different populations
  + Have clear outcomes
    - Business community will want to know what the outcomes you are trying to achieve and who will be accountable for making sure those outcomes happen
  + No real ask of business
  + Need to a clear point of contact
    - Businesses may serve many different communities, so are they going to be tapped by multiple people?
  + What does good communication skills look like? What does teamwork collaboration mean?

**Supports for Implementation**

What is needed to be successful at implementing the recommendations?

* Professional development
* Technical Assistance
* Resources
* Leveraging existing networks/events

Discussion

* Middle School
  + Developing transferable skills
  + What is true equitable standards and outreach
  + Teacher development
* Technical assistance around how money can be spent, help to provide technical assistance around guidance
* Integration of socioemotional learning

**Strategies for Staying Engaged**

* Do you want to stay engaged?
* If so, how?
* Stakeholders whose voice needs to be represented?
  + Need to have more people who actually are having kids come to their work and giving us feedback
* Organizations that ODE should consider engaging:
  + Boys and Girls Club
  + Latino Business Network
  + Tribal Business Network
  + APAC