**Career Awareness and Exposure Virtual Workgroup Meeting**

September 5, 2019

**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.**

**Second Workgroup Recap**

Career Awareness/Advisement Priorities

Communicating with stakeholders (stigma)

* Counselors are unaware of the value of CTE/primary stakeholder

Lack of aligned career advisement systems

* Lack of aligned promotional materials and messaging
* Career advisement is not just a K-12 issue (is an issue for the entire learner continuum)

Middle Grades

* Yes – expand to the middle grades!
* Middle grade CTE is about career exposure, not technical skills development
* There must be flexibility – allow schools with labs to offer intro courses (potential equity strategy)
* Leverage other funds and initiatives – e.g. STEM funds can be used for early learning
* Unclear about data capacity to extend into the middle grades
	+ ODE data was to be available 9/1

**Alignment to Oregon’s CTE Vision**

* 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.
* Oregon’s Perkins V state plan will be aligned to the aforementioned fundamental skills and mindsets.

**Alignment to Program Quality**

Oregon’s Program Quality Rubric

* The development of the rubric began about four years ago with the intention of providing a resource for regional coordinators to support the continuous improvement of CTE programs of study
* Oregon hopes that schools, programs and regions use the rubric as part of their needs assessment and as a way to establish goals for their programs as they relate to the rubric
* The rubric is based on the five components of a program of study
	+ Under the rubric, career development is a required component of a program of study
	+ The rubric examines elements such access and equity, postsecondary and secondary alignment, and articulation
* Oregon Department of Education is open to feedback on the rubric
* While the rubric is a tool for support, in the development of statewide frameworks of programs of study there will be an expectation that this tool is used to examine the quality of programs
	+ In regions benefiting from the Perkins V reserve fund, there will be an expectation that this tool is used to examine the quality of programs

**Alignment to Work-based Learning**

* Work-based learning will be the primary secondary program quality indicator for federal reporting purposes
* The work-based learning workgroup will discuss how to build supports for local practitioners so that they may offer high-quality work-based learning opportunities
* The work-based learning workgroup will share recommendations once they become available

**Emerging Recommendations**

* Develop a statewide communications plan to lift up the value and promise of high-quality CTE and promote the statewide CTE vision
	+ 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
	+ Discussion:
		- Consistent messaging has been an issue in Oregon
		- Counselors would need to be creative about how they spread the word about CTE
		- When developing the communications strategy, Oregon must think about all practitioners working with students and not just the counselors
		- C3 would like to help be a vehicle for communication and messaging
		- Oregon’s vision for CTE must extend beyond CTE
		- Oregon can use innovative messaging via social media as a means of communicating to youth and returning learners
* Provide greater specificity around standards for career development within the program of study application/renewal and program quality review processes. (*alignment to program of study workgroup)*
	+ This recommendation will be revisited once workgroup members are able to review the quality rubric
* 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. *(alignment to work-based learning workgroup)*
	+ Discussion:
		- These work-based learning recommendations align well with the “seamless transition” fundamental skill/mindset
		- Springfield Chambers is working towards developing internships and providing students credit for work experience
* Actively support and expand middle grades CTE.
	+ Support statewide pilots to support and lift up promising middle school career exploration models, scale current, isolated efforts and incubate expansion in “ready” communities.
	+ Consider the use of the reserve fund to explore and incentivize middle school career exploration models.
	+ Discussion:
		- Reserve funds scan be used for innovation, such as expanding CTE to the middle grades
		- Students who dropout between the 8th and 9th grade did not have access to CTE pathways until the 10th grade
		- Oregon needs to use data to drive decisions
		- Could part of this be integrated into the needs assessment? How will districts choose which schools get to pilot middle school CTE?
			* Equity must be a consideration when funding the pilots
* Professional development
* Supports
	+ Improve the CIS to make it more interactive and user friendly.
	+ Discussion:
		- Oregon has a middle school version of CIS that includes the ability to access high school information
		- What can CIS currently not support?
		- Career Plan (CIS) is an interface that schools are able to customize for their students
			* It provides the ability to link to and track the completion of external activities
			* The system supports career development and career exploration
			* However, information would need to be populated at the local level to gather work-based learning information
		- Middle school CIS vs. High School CIS
			* Information between the two is similar
			* Middle school version has brief occupational information (at a 5th grade reading level)
			* Middle school assessment focuses less on a specific occupation and more on finding a Career Cluster® within the 16 Career Clusters. Once a student matches with a Career Clusters they can explore all the occupations
		- What is the accessibility of the CIS system?
			* New version can be accessed on mobile and tablet
			* Content that is generic and information based has been translated into Spanish
				+ However, occupation content is not translated into Spanish other than the titles

Machine translation does not control for reading level

* Any other recommendation themes? Anything missing?
	+ Discussion:
		- Is there any consideration for how we are engaging families and students in this process? What is the process for getting families engaged?
			* Data shows that students go to their families for career information

**Next Steps**

* Final in-person meeting
	+ Afternoon of October 8