**Career Awareness and Exposure Workgroup Meeting Notes**

July 10, 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.

Discussion: What stands out to you from the briefing document?

* Concerns about a lack of connectivity across systems due to the emphasis on the word “meaningful” in the needs assessment
* Don’t see industry as being emphasized in the document
  + Critical that industry is integrated into the education system
* Need to focus on systems alignment, but career awareness seems to be focused solely on K-12
* Adults that have a “low level” of education that end up back at school for basic skills also need to be supported
* Concerns from industry that the education system has failed to expose learners to career options

What we know from the Needs Assessment

* Stakeholders think career guidance is an important equity strategy but needs significant improvement
* More alignment is needed across systems to develop a comprehensive career guidance system
* More guidance is needed for programs, counselors and educators providing career development
* Younger students need more career exploration opportunities
* The Career Information System is not as effective as it could be

This chart shows responses to the question "High-quality CTE helps students make informed education and career plans to achieve their goals. How would you rate the level of achievement demonstrated by CTE programs when it comes to the following?" 334 people answered this question. The responses were:
Students develop individualized Education Plans and Profiles, including career plans, that reflect their interests, preferences and abilities, 13 percent "not at all achieved," 33 percent "minimally achieved," 34 percent "moderately achieved," 15 percent "substantially achieved" and 5 percent "I don't know"
Students learn about a wide variety of career options that they may have interest in and aptitude for, 6 percent "not at all achieved," 29 percent "minimally achieved," 38 percent "moderately achieved," 24 percent "substantially achieved" and 3 percent "I don't know"
Students have access to unbiased, inclusive career guidance and advising, 13 percent "not at all achieved," 31 percent "minimally achieved," 34 percent "moderately achieved," 18 percent "substantially achieved" and 4 percent "I don't know"
Students have access to job search and placement services as they near completion of the Program of Study, 16 percent "not at all achieved," 34 percent "minimally achieved," 32 percent "moderately achieved," 13 percent "substantially achieved" and 5 percent "I don't know"
Middle school students have access to career exploration, 24 percent "not at all achieved," 30 percent "minimally achieved," 15 percent "moderately achieved," 4 percent "substantially achieved" and 27 percent "I don't know"

Needs Assessment Recommendations

* Engage stakeholders to review state policies and initiatives around career development, and determine areas of greater alignment and investment.
* Provide greater specificity around standards for career development within POS application and program quality review processes.
* Provide professional development for school counselors and other educators on career development.
  + Leverage EPP requirements and connections to other state and federal policies to deliver more professional development.
  + Ensure that professional development includes an equity focus so that guidance is inclusive and unbiased.
* Support the development or expansion of middle school career exploration opportunities.
  + Consider piloting promising middle school career exploration models or scaling current, isolated efforts.
  + Consider the use of the reserve fund to explore and incentivize middle school career exploration models.
* Improve the CIS to make it more interactive and user friendly.

Career Awareness and Exposure in Oregon: Strengths

*Write strengths/what should we keep doing with regard to career advisement and exposure in Oregon?*

* Growing CTE programs
* New ways to connect learners to career awareness opportunities: career fairs, virtual mentors, virtual field trips, mock interviews etc.
* College and career coaches at community colleges
* Convening of regional STEM Hubs
* Dual credit and early college CTE programs
* Pockets of success and promising practices
* Partnerships/ collaboration between institutions and groups
* Pre-apprenticeship programs and internships
* Educator externships
* Oregon Career Information System (CIS) has a new platform

Career Awareness and Exposure in Oregon: Challenges

*Write Challenges/what should we stop doing with regard to career awareness and exposure in Oregon?*

* Terminology shift needed: careers and college, not college and career
* Need to connect career experiences to education plan/profile
* Need more dual credit opportunities
* Need to provide training and awareness to counselors- high school counselors often direct learners to 4-year institutions
* Access/ equity is a challenge
  + Difficult to link learners in rural Oregon to career mentors
  + Providing transportation to career experiences can be difficult, especially in rural areas
  + Need role models of diversity, inclusion and opportunities
* Need to shift the culture at institutions so that there is less of a stigma associated with CTE
* ***Priority Challenges:***
  + Disconnected system
  + Communicating with stakeholders
  + Stakeholders not recognizing its College AND Career (Stigma)
  + Building clear pathways
  + CTE Teacher/other educator prep
  + Lack of knowledge/”recognizing that it’s everyone’s job”
  + Education plan/profile

Addressing the Challenges

*For the top three (based on a vote) priority challenges, answer the following questions:*

1. What is the compelling interest/reason for this challenge to be addressed?
2. Does this (or should this) challenge apply to all learner levels?
3. Are there policy changes at the state level that could address this challenge statewide?
4. How could additional resources help to address this challenge statewide?
5. How could technical assistance or professional development help to address this challenge statewide?
6. How could business and industry partners help to address this challenge statewide?

Priority Challenge: Communicating with Stakeholders

* What is our shared vision of CTE, career awareness and career opportunities?
* 1. What is the compelling interest/reason for this challenge to be addressed?
  + Sharing common language across the entire spectrum and all stakeholders.
    - -Technical -Cultural -Other than English language
  + Helps set expectations amongst partners and stakeholders
    - Shared ownership for outcomes
    - Community issue, not K-12 issue
    - (California- “Career Education”)
  + A common conduit at division to state and broadcast out
* 2. Does this (or should this) challenge apply to all learner levels?
  + Implied that it should
* 3. Are there policy changes at the state level that could address this challenge statewide?
  + Challenge: lack of work experience prior to arriving at postsecondary
  + Need to expel myths
  + Need to improve knowledge of rules/regulations- labor law change?
  + Data complexities can be barriers to equity/access
  + Common across agencies:
    - System /structure at the state to create a multi-structured communication system
      * How is it brought together? If it’s not a policy, will a multi-structured communication system ever happen?
    - Policy around system...not just pockets of system (i.e. Measure 98)
  + Need incentives for business to come to table
    - Workforce development boards
      * Clarify connection to education/community/business
    - Create stakeholder asset map, by region, and financial asset/resource map
  + Collective impact approach (model)
* 4. How could additional resources help to address this challenge statewide?
  + Incentives, convenings, changing culture, develop skill sets, develop structures (state positions to support)
  + A system that allows K-5/6-8/9-12/Train/CC/ 4 year/ Job-Emp alignment
    - Track learners
    - Respond to data
    - Data agreements
  + Need people at the state-level who will support the communication system development and provide support to local regions
  + Equity-minded approach in building systems
  + Funding around STEM and CTE statewide (marketing and PSAs)
  + “What’s the first thing you think of when you hear CTE?”
* 5. How could technical assistance or professional development help to address this challenge statewide?
  + Technical assistance to translate/common messages
    - Different languages and formats to promote accessibility
  + Professional development around the “how to” communicate what is CTE/STEM/Career
  + Professional development to address implicit biases associated with CTE/pathways vs. college bound
  + Complete system development around a career awareness/ exposure approach
* 6. How could business and industry partners help to address this challenge statewide?
  + Business/industry as part of all processes
    - Discussion/debate
    - Planning
    - Implementation

Priority Challenge: Disconnected System

* 1. What is the compelling interest/reason for this challenge to be addressed?
  + Cohesive and everyone benefits
  + Better outcomes and equity
  + Common understanding and language
* Includes students, admin, educators, parents, business/industry
* Support policies
  + Include accountability and equity
* Create new policy or rewrite old policy with focus on accountability and equity
* Hold CTE advisory boards accountable
  + Guidelines tied to resources
  + Revamp structure (local and statewide)
* Create guidance and share effective practices and resources
* Identify skills/knowledge for workforce readiness
  + Embed in all content areas/connect to core content
  + Align with standards already adopted
* Addresses biases and lack of knowledge
* Provide regional support/networks beyond CTE (for Career Learning)
* Expand funding to ALL educators and others beyond CTE folks (core teachers/counselors) to help with professional development, resources and supports

Priority Challenge: Lack of knowledge

* Suggestion to look at what other states are doing, but important to remember that Oregon may not have the same resources as other states
* 1. What is the compelling interest/reason for this challenge to be addressed?
  + Lack of knowledge
  + Traditional mindsets still at play
  + Fear factor: Workforce concerns
  + Teachers have large influence
  + Making connections
* 2. Does this (or should this) challenge apply to all learner levels?
  + Yes. To varying degrees- need to see connections from classes (i.e. math)
* 3. Are there policy changes at the state level that could address this challenge statewide?
  + Skills assessment
  + Increased CTE funding
    - Measure 98 funds to sustain coordinated efforts for advising/counseling
    - Fund “transition programs (career to education)
* 4. How could additional resources help to address this challenge statewide?
  + From “practitioner” to “educator”
  + Take best practices
    - Classroom activities to real-world experiences
* 5. How could technical assistance or professional development help to address this challenge statewide?
  + Better, consistent sharing of information
  + Better communication
  + Address inequities
  + Teacher access to information
* 6. How could business and industry partners help to address this challenge statewide?
  + Take “mystic” out of it
  + Make more connections
  + “Virtual online career learning” - (i.e. Nike)
  + Developing a catalog of people to engage in the sharing of skills and competencies
  + Tech skills

Discussion: Is expansion of career advisement and exposure the same as expansion to middle grades CTE?

* At the middle school level, students should be taught applied learning and the soft skills
* Programs of study should not be implemented in middle schools
* Middle school courses should focus on exposure and project-based learning so that students can build work-ready skills
* What is the funding solution for middle grade CTE? Do you have to have CTE programs in the middle grades to ensure that funding is provided?
* Career tie needs to be specific in middle grades
* Access/equity concerns
  + Concerns about the accessibility of middle school career awareness and exposure in rural school districts
  + Concerns about transportation for students
    - Even when transportation is provided, there are communication issues that prevent students from participating in opportunities such as STEM camps
  + Underserved students who may need additional support sometimes don’t have the opportunity to participate in electives and therefore may not be able to participate in middle school CTE/career awareness elective courses
* Suggestion: Develop CTE programs for the summer between middle school and high school
* Middle school CTE could be a way to help address “summer melt”
* Oregon is piloting an exploration wheel in some schools

Middle Grades: Funding

*Perkins V allows states to use Perkins funding to support CTE as early as fifth grade*

*“*For” expansion of CTE to middle grades

* If CTE programs of study exist at the high school level, can middle school be leveraged to develop “feeder” CTE opportunities?
* Are 9th grade explorations too late?
* Can leverage middle school CTE to prioritize local needs
* Can provide choices that resonate with students in 6th, 7th and 8th grade
* Exploration includes and connects to career opportunities
* Provides learners with hands-on, real world application, and career exploration experiences
* Because of Measure 98 funding we can now expand CTE
* May increase student retention and success rates
* Students will be more ready for high school electives
* Can increase student confidence, self-confidence and curiosity
* Can provide additional diversity and variety in instructional methods, applied learning
* Can teach learners about opportunities to learn while you earn and obtain a livable wage
* Focus on career awareness
* Learners will develop life skills/work readiness skills
* Can implement the Wheel model
  + Exposure
  + Choice by Career Learning Areas

“Against” expansion of CTE to the middle grades

* Is funding truly available to feed and support middle school opportunities?
* Who can teach it?
* Concerns about funding, time and alignment
* Need to convince high school that this would benefit middle school

What else do you need to know?

* Best approach: exposure to have broad understanding vs. wheel/mini-class model
* What would be the broad spectrum?