**Perkins V Career Awareness and Exposure Virtual Workgroup Notes**

August 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.**

**What we know**

* 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

**First Workgroup Recap**

Career Awareness/Advisement Priorities

* Communicating with stakeholders (stigma)
	+ Make sure that learners are not “pigeon-holed” or siloed into one path
	+ Counselors are unaware of CTE
		- ODE held development opportunities for regions across the state where they examined equity gaps in access to CTE programs. ODE found equity gaps in information- school counselors, instructors, administrators and parents did not understand what CTE is
		- Promising practice: Educator externships
			* High school and middle school counselors spend time with industry to learn about CTE/career options
		- Promising practice: Using CTE students as ambassadors, creating materials that explain what CTE is
			* [Siemens Research](https://careertech.org/resource/value-and-promise-of-cte-results-from-a-national-survey)
	+ Promising Practice: [STEM Hubs](http://stemoregon.org/regional-stem-hubs/)
	+ Promising Practice: [Career College Collaborative (C3)](https://www.c3oregon.org/)
		- Brings together K-12 and postsecondary
		- Focuses on career learning, guided pathways and common messaging
		- Funding: Volunteer-based, collaborative owned by multiple organizations
* Lack of aligned career advisement systems
	+ Difficult to reach out to the individuals who need to hear what options exist
	+ Lack of aligned promotional materials and messaging
		- Lack of understanding of what CTE is
		- Siloed work
			* Need to know who is presenting, what they are presenting, where and when
			* How are working together regionally to get messages across?
	+ Concern that counselor to student ration is very large in Oregon
* Important to keep in mind ESL learners, adult basic ed learners, and other groups
	+ Career awareness is not just an issue at the K-12 level, but also an issue in the postsecondary and workforce systems
* Recommendation: Catalog the different initiatives and identify common messaging across initiatives

Middle grades

* Lots of pros
* Cons – who teaches it and funding
* Middle grade CTE is about career exposure, not technical skills development
	+ However, some middle schools might already have labs and equipment. In those cases it may be appropriate to let students start intro CTE courses in the middle grades
	+ Maker spaces are becoming more common
* Oregon career learning continuum
	+ What falls within the purview of “middle grades CTE” may include career awareness to exploration or into initial preparation
* Unresolved: learning through work
* Middle school/early CTE does not need to be limited to Perkins funding
	+ STEM funds go down to the early learning

**Opportunities with Perkins V**

* State plan
	+ Make information on approved programs of study including:
		- career exploration
		- guidance and advisement resources
* Permissible state leadership
	+ Improvement of career guidance and academic counseling programs
* Local Application
	+ Career exploration and career development
	+ Career information on employment opportunities
	+ Organized system of career guidance and academic counseling to students before and while enrolling in CTE
* Local Required Uses of Funds
	+ Provide career exploration and career development activities through an organized, systemic framework designed to aid students, including in the middle grades, before enrolling and while participating in CTE
	+ Plan and carry out elements that support the implementation of CTE and CTE programs of study … which may include
		- Improving career guidance and academic counseling programs

**Middle Grades**

* Should Oregon expand CTE into the middle grades?
	+ Oregon should not hold back schools that are already delving into this area
	+ Unclear if data systems are ready for middle grades
	+ ODE has not done a systematic survey to learn about the extent to which CTE is in the middle grades, but ODE has heard about its presence
		- ODE is collecting CTE civil rights data that should provide insight into the extent that middle schools are offering CTE courses
			* Data expected to be available September 1, 2019
* If yes, for what purpose? Expanded career advisement or expanded CTE programs, or both?
	+ There is support to expand CTE to the middle grades statewide
	+ Suggestion: Create an application process that has criteria that examines whether schools have systems in place and the capacity to support middle school CTE
		- This will allow the state to see who is willing and ready to expand CTE to the middle grades
	+ ODE does not have particular guidance around middle school CTE offerings
		- Suggestion: Provide guidelines around what activities constitute middle school CTE, so that the burden is not placed on locals
* If yes, how should the expansion happen? Pilots, required, statewide (staggered -> statewide)?
	+ There is support for beginning with pilots
* What does the transition look like to high school?
	+ Students are enrolled in CTE across all grade levels, not just 11th and 12th grade
	+ Capacity issues associated with growth
		- Promising solution: sharing faculty

**What next?**

* One virtual meeting
	+ September 9: 3:30 – 4:45 p.m. PT
* Another in person meeting
	+ October 8 or 9