# Part D: Career Guidance and Exploration

Perkins 134(b)(3) Local eligible recipients must describe their organized system of Career Connected Learning through career counseling, guidance, and advising that will allow students to fully engage in the domains of Awareness, Exploration, Preparation, and Training before and while participating in CTE.

## OPTIONAL RESOURCES

### Quick Reference Guide

| **Materials Needed** | **Suggested Stakeholders to Consult** |
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| * Strategic Plan sections related to Career Awareness and Exploration
* List of existing Secondary and Postsecondary CTE Related Student Leadership/Engagement and CTSO opportunities in the district, region, or institution
* Results of student aptitude, interest, focal groups needs assessments, interviews, and focus groups
* Regional collaborative action plan around Career Awareness and Exploration
* Work-based learning and CTE related Career Related Learning Experiences and Career Work Experience data
* Regional data around local partners who provide Career Connected Learning opportunities and additional supports
* Data around transition services available to students leaving/entering homelessness, foster care, youth detention/corrections, and modified and extended diploma as found at middle-to-high and high-to-postsecondary grade bands
 | All stakeholders required by law, particularly:* Administrators
* Secondary teachers
* Postsecondary faculty
* Academic and career advising professionals
* College and Career Coordinators, Career education coordinators, advisors, mentors
* Parents and Students
* Tribal organizations and representatives
* Representatives of special populations
* Data staff
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| **Suggested Strategies for Consultation** |
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| * [Oregon Stakeholder Engagement Guide](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Documents/RoadmapforEngagement.pdf)
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| **Questions to Discuss** |
| --- |
| 1. Are there transition services or programs available to students wishing to enter a career or pursue college opportunities?
2. Do all students in your school/institution take a career and college exploration course sometime during their educational experience?
3. Do all students have the opportunity to participate in career related learning experiences that are aligned to their goals?
4. How well does your school, institution, or consortium provide equitable access Career Connected Learning activities?
5. What opportunities could your region provide to have a broader range of students, youth, and adults participate in Career Connected Learning activities?
6. How well does your school, institution, or region support an organized system of career counseling, guidance, and advising before and while participating in CTE?
7. How well does your school, institution, or region provide training, information, and support to educators, counselors, family, and administrators and/or volunteers about and around CTE as an opportunity for students to envision career options and start along a career pathway?
8. What opportunities exist in your region to improve communication and information flow to create a more coherent and inclusive process?
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### Discussion Records – Part D: Career Exploration

| **Questions to Consider** | **Plus - Notes** | **Delta - Notes** |
| --- | --- | --- |
| Are there transition services or programs available to students wishing to enter a career or pursue college opportunities? |  |  |
| Do all students in your school/institution take a career and college exploration course sometime during their educational experience? |  |  |
| Do all students have the opportunity to participate in career related learning experiences that are aligned to their goals? |  |  |
| How well does your school, institution, or consortium provide equitable access Career Connected Learning activities? |  |  |
| What opportunities could your region provide to have a broader range of students, youth, and adults participate in Career Connected Learning activities? |  |  |
| How well does your school, institution, or region support an organized system of career counseling, guidance, and advising before and while participating in CTE? |  |  |
| How well does your school, institution, or region provide training, information, and support to educators, counselors, family, and administrators and/or volunteers about and around CTE as an opportunity for students to envision career options and start along a career pathway? |  |  |
| What opportunities exist in your region to improve communication and information flow to create a more coherent and inclusive process? |  |  |

### Identifying Need, Setting Priorities, and Identifying Action Steps

Below are some resources to help you with this step:

1. Identifying Strengths and Needs
	* Use the information discussed above to identify strengths and needs
2. Identifying Causes
	* [NAPE Root Cause Analysis](https://napequity.org/wp-content/uploads/NAPE_RootCauses_Chart_FNL1.pdf): provides a description of the process for finding a root cause
	* [Herringbone Tool](https://drive.google.com/file/d/1jufX3AkP8oSStbYug5hNVl84CBSIED46/view): a simple graphic to help develop root causes
	* [5 Whys Guide and Template](https://www.michigan.gov/documents/mde/5_Whys_Worksheet_680955_7.pdf) to identify root causes
3. Setting Priorities and Goals
	* Use simple worksheet below to help set priorities
* What strategies may be employed across the district, region, or institution that would bring more Career Connected Learning opportunities to students?
* What do community partners say are potential solutions to the need(s) identified?
* What would be achievable goals to improve the Career Connected Learning opportunities?

| **Part E: Career Exploration- Strengths*****Cause and Potential for Leverage/Expansion*** |
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**Use this scale to help identify priority**

**Ratings**

1. Significant gaps and/or multiple gaps exist
2. Some gaps exist and/or we do not have a concrete plan to address them
3. Very few gaps exist and we have a process in place to close the remaining gaps
4. No gaps exist

**Priority**

1. Critical
2. High priority
3. Medium priority
4. Low priority at this time

| **Rating** | **Priority** | **Part E: Career Exploration - Needs*****Add in Cause and Potential Goal to Highest Priorities*** |
| --- | --- | --- |
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## Required Response

Once the analysis and priority setting with partners is complete, each applicant will be required to share the results of the needs assessment as part of the Perkins Strategic Plan and Local Application process. The information below will be uploaded into the application platform.

Remember, this is the only information that will be available to demonstrate you have thoroughly examined the current status of your evaluation and implementation of the domains of Career Connected Learning. Following the requested information is a checklist and rubric to help formulate your response.

| **Question to Respond To** | **Workspace for Your Answer** |
| --- | --- |
| Statement of Strength(s) and Need(s) |  |
| Who was consulted in this discussion?Include at a minimum:Names, stakeholder roles of those participating in discussion of the domains of Career Connected Learning |  |
| Discussion of process to identify this needInclude at a minimum:Evidence that faculty, staff, administrators, and counselors were included in data examination and determination of strength and needA discussion of the data examined in determining strength and need in Career Connected Learning for studentsA discussion of the Career Connected Learning opportunities available to students starting in middle school through participation in CTE Programs of StudyA discussion of Career Connected Learning resources, assets, and challenges, including communicationA discussion of how work-based learning opportunities, as provided in the domains of Preparation and Training, support transitions to career and/or college opportunities |  |

## Rubric

| **1 – Does not Meet - revision required** | **2 – Minimally Meets – some revision required** | **3 – Meets Requirement** | **4 – Exceeds Requirement** |
| --- | --- | --- | --- |
| The response does not describe the process used to identify CCL strength and need  | The response somewhat describes the process used to identify CCL strength and need  | The response clearly describes the process used to identify CCL strength and need | The response clearly describes the process used to identify CCL strength and need, and provides evidence |
| The response does not identify who was involved in the discussion of CCL, or what data was used | The response identifies who was involved in the discussion of CCL, but there is unclear or limited description of data used | The response clearly identifies who was involved in the discussion of CCL, and there is a clear description of data used  | The response clearly describes the process used to engage and involve community partners in the discussion of CCL, and there is a clear description of the data used with evidence provided |
| The response does not identify the CCL opportunities available and gaps that exist for students in middle school, and their subsequent participation in CTE Programs of Study | The response minimally identifies the CCL opportunities available and gaps that exist for students in middle school, and their subsequent  participation in CTE Programs of Study  | The response clearly articulates the CCL opportunities available and gaps that exist for students in middle school, and their subsequent participation in CTE Programs of Study | The response clearly articulates the CCL opportunities available and gaps that exist for students in middle school, and their subsequent participation in CTE Programs of Study with evidence provided |
| The response does not include a list or description of CCL resources, assets, and challenges | The response includes minimal information about CCL resources, assets, and challenges | The response clearly describes CCL resources, assets, and challenges | The response clearly describes CCL resources, assets, and challenges with evidence provided |
| The response does not include how comprehensive counseling programs and community colleges collaborate and provide accurate information about career pathways and how that is incorporated into CCL opportunities | The response mentions how comprehensive counseling programs and community colleges collaborate and provide accurate information about career pathways, but does not explain how they are incorporated into CCL opportunities | The response clearly describes how comprehensive counseling programs and community colleges collaborate and provide accurate information about career pathways and provides detail as to how that is incorporated into CCL opportunities | The response fully describes how comprehensive counseling programs and community colleges collaborate and provide accurate information about career pathways, how that is incorporated into CCL opportunities, and provides supporting evidence |
| The response does not describe the elements of work-based learning opportunities that are provided to support student transitions to career and/or college | The response minimally describes the elements of work-based learning opportunities that are provided to support student transitions to career and/or college | The response clearly articulates the elements of work-based learning opportunities that are provided to support seamless student transitions to career and/or college | The response fully describes the elements of work-based learning opportunities that are provided to support seamless student transitions to career and/or college, and provides supporting evidence |