**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