



Career Pathways and Career Guidance

TARGETED INDICATORS

ON-TRACK TO GRADUATE IN FOUR YEARS (DURING NINTH GRADE)
REDUCED RATES OF CHRONIC ABSENTEEISM



OREGON EXAMPLE

In McMinnville High School Career Pathways, students are required to complete state Career Related Learning Experiences and they do so through the Personal Education Plan or PEP. The PEP is a graduation requirement and completed through the College & Career Center with various selected activities completed every year including career research, college/university research, entering career goals, creating and updating resumes, completing a career-related experience (career expo or job shadow if unable to attend expo), career experience reflection and other career-related activities.

WHY WAS THE STRATEGY CHOSEN?

McMinnville High School's Career Pathway Program and College and Career Readiness is a model program for helping students be better prepared for life after high school. Career and Technical Education (CTE) teachers hold specialized teaching licenses and typically teach in one focused content area. Increasing the number of CTE Pathways would either require additional teaching FTE or current staff to obtain additional certifications.

DESCRIPTION OF THE STRATEGY

When a school's program provides students a "road map" with information on what courses to take and when to take them as they pursue a career area, students more clearly see the relationship between the courses available and the certificates or associate degrees that lead to careers in a specific industry. Schools and nearby colleges can build upon these pathways so students can earn both high school credit and college credit for the same courses. With proper planning and forecasting, students have the potential to earn an [Associate of Oregon Transfer Degree \(OTD\)](#) through area community colleges.

- Start in the early years and/or elementary school with building foundational knowledge, skills and multiple experiences with career pathways, community service, interpersonal and social/emotional learning, and the education plan goal-setting process
- Career exploration, assessments and/or interest inventories for student planning and scheduling
- Intentional outreach and personalized scheduling for students demonstrating Early Warning Indicators (EWI)
- Summer transition counseling and programs between elementary and middle school, middle and high school and high school and postsecondary education
- Interdisciplinary courses and/or career experiences offered before and after school, or on an alternative schedule, in addition to the regular school day
- Mentorship, Internships and Community/Business Partnerships
- Family engagement and cultural responsiveness throughout the career development process
- Success Courses based upon Early Warning Indicators (EWI)
- Minimize pre-selected courses
- Master Schedule built for students not staff
- Create cohorts or academies of students based on groupings of core teachers that are connected to career academies or pathways



EVIDENCE THE STRATEGY IS EFFECTIVE

Research shows that career education and exploration has a positive impact on students staying in school and finding relevance in connecting their school work to their future work. Career education offers students the opportunity to explore those important lifelong skills of problem solving, teamwork and effective communication, while integrating this learning into classroom curriculum and outside the school, providing authentic learning opportunities. Results of this integration of academics with career education include more course completions, higher graduation rates and higher levels of student motivation. (Castellano, 2014) Studies also show that students need to be exposed to career interests and exploration at an early age. By eighth grade, many students have career and occupational interests. These areas of interest are developed through exposure to activities and learning opportunities in a wide variety of career areas, and researchers agree that interests are developed as a result of experiences. (ACT, Inc, 2005)

FUNDING OF THE STRATEGY

Funding is limited. Federal Perkins funding is available for some support but cannot be used for teacher personnel costs. Some grant funding is available; however, it is not permanent. School districts may have articulation agreements with postsecondary institutions regarding costs. For example, MHS students pay \$30.00 each per year for an unlimited number of qualifying Chemeketa Community College courses.

THE STRATEGY IS WORKING IN OREGON

- The MHS four-year cohort graduation rate in 2015 was 84.6%, more than ten percentage points above the statewide average. The school also eliminated the graduation 'achievement gap' between the total population and Hispanic students attending MHS.
- MHS students earned more than 10,000 dual high school/college credits in 2016, placing MHS among the highest dual credit schools in the state, in terms of course offerings and credits earned.
- MHS students experienced accelerated academic growth in both English/language arts and math.
- The MHS "on-track" for graduation rate among 9th graders (91.4%) is significantly above the state average (83.5%) and above other high schools (83.4%) with similar demographics.

Challenges to implementation reside in the replication of successful programs, such as McMinnville High School. Many, especially rural, schools are challenged with attracting teachers that meet the articulation requirements imposed by post-secondary partners (community colleges). There is no universal agreement on the requirement for a high school teacher to be approved for articulation (College-Now). Requirements for articulation agreements are typically a Masters in subject area. Oregon teacher prep and licensure programs are producing Masters in Teaching candidates.

For more information, visit www.oregon.gov/ode.

LINKS TO RESOURCES FOR IMPLEMENTATION AND FURTHER RESEARCH

ACT, (2005). Career Planning: Students Need Help Starting Early and Staying Focused

<http://files.eric.ed.gov/fulltext/ED510441.pdf>

Beating the Odds

http://hcmstrategists.com/wp-content/themes/hcmstrategists/docs/Beating_the_Odds.pdf

Carl D. Perkins Career and Technical Education Act of 2006

<https://www2.ed.gov/policy/sectech/leg/perkins/index.html>

Castellano, M., Sundell, K. E., Overman, L. T., Richardson, G. B., and Stone, J. R. III. (2014, April). Rigorous tests of student outcomes in CTE programs of study: Final report.

<http://www.nrccte.org/resources/publications/rigorous-tests-student-outcomes-cte-programs-study-final-report>

Common Career Technical Core (CCTC) Alignment Study State of New Jersey:

<http://www.state.nj.us/education/aps/cccs/career/CCTC.pdf>

CTE Learning that Works for Oregon (PDF)

http://www.sreb.org/sites/main/files/file-attachments/14v06w_research_brief_mm_gw_survey.pdf

CONTACT INFORMATION FOR QUESTIONS

Beth Wigham, School Counselor Education Specialist, ODE

beth.wigham@ode.state.or.us

For information on career education, contact: Marnie Jewell, Career Education Specialist, ODE

marnie.jewell@ode.state.or.us