ENHANCING STUDENTS’ CAREER DEVELOPMENT EXPERIENCES DURING COVID-19 & BEYOND

Pathways to Adult Success COVID-19 & Social Justice Solution Forum
Everyone Graduates Center
Johns Hopkins University School of Education
December 16, 2020
WELCOME AND TODAY’S AGENDA

• Promoting Equity During COVID-19 and Beyond
• Insights from the PAS Network
• Solution Sharing:
  – **Doug Elmer**, *Vice President, PREP-KC*
  – **Austin Estes**, *Data and Research Manager, Advance CTE*
• Idea and resource sharing
ORGANIZING OUR DISCUSSION

• We have a large and diverse group of people and organizations participating in today’s call
  – K-12, Higher Ed, Non-Profits, State Dept. of Ed.
• So we can hear from as many as possible, we have muted everyone upon entry. Please share ideas and ask questions via the chat function.
  – One of the moderators will read each question or comment out loud, and then ask for responses via the chat function
  – The moderator may ask the participant to respond verbally for elaboration or clarification
  – If you are sharing a resource that can be reached via a web link, please share the link in the chat box
  – After the call, we will send out a follow-up email listing resources shared during the session and add to the COVID-19 resource webpage on the PAS website
HOW DO WE PUT ALL STUDENTS ON A PATH TO CAREER SUCCESS?
Using an indicator and response system to keep all students on track to postsecondary success: **EWS 2.0**

- Navigation and guidance supports for all, from upper elementary on through postsecondary persistence
- Cross-sector collaborations and networks
- Supporting student success with improved data systems and their use in schools, districts, and states
• Effort in New Mexico and Louisiana is just getting underway.

• Partnering with high schools means to figure out what it takes to provide ALL students with series of grade-level career exposures, applications, and experiences in grades 9 - 11, culminating with industry certification or apprenticeships in 12th grade and then structured pathways to postsecondary schooling or training, alongside similar college prep sequence.

• Goal is to build cross-sector collaborations to develop and sustain it.
COVID-19 CHALLENGE
PARTICIPATING HIGH SCHOOL PROFILES

Figure 7. Changes in Immediate College Enrollments by Institution Type and Income Level of High Schools

Note: All Institutions include for-profit four-year and private two-year colleges that are not shown due to small numbers.
DOUG ELMER
Vice President
PREP-KC
Market Value Assets

- Industry-Recognized Credential
- Internship or Client Project
- 9 or more College Credits
- KC Scholars and HOPE Scholarship
A Mental Model for Scaling MVAs

**MVA “Supply”**

Strategies related to creating the **number of seats** in MVA opportunities to accommodate all students:

- **Creating** new programs (Pathways to Design)
- **Scaling** existing MVA opportunities to more students (Expanding enrollment in early college coursework)
- **Upgrading** programs with MVA potential (Adding client projects to Project Lead the Way courses)

**MVA “Demand”**

Strategies related to ensuring that students are aware of, excited about, and prepared to **successfully attain MVAs**:

- College and worksite visits, hands-on activities and **interaction with industry professionals** in grades 3-9.
- **Integration of academics and “Real World Learning”** through the Connector and Career Pathways.
- Career-themed elective courses and summer opportunities focused on preparing students for MVAs.
A K-12 Continuum for Postsecondary Success

3rd through 5th Grade
- Career Exposure
- College Exposure
- “Pro-Career” Mindset

6th-8th/9th Grade
- Career Exploration
- Opportunities to simulate and reflect
- Essential Skill Awareness

9th & 10th Grade
- Postsecondary Planning
- Development of postsecondary portfolio
- Essential Skills Practice

11th and 12th Grade
- Attain MVA
- Demonstration of essential skills
- Completion & Exhibition of postsecondary portfolio

Critical Milestone: Select an MVA to pursue
Critical Milestone: Develop a Plan of Study that includes Pathway Selection

K-12 Academic and Essential Skills Foundation
Leading indicators—3rd through 8th Grade

- Participate in one career-focused College & Career Experience each year
- Participate in one college-focused College & Career Experience each year
- Complete introductory client project with an authentic final product, ideally connected to the community
- Demonstration of good professional introductory skills
- Demonstrate basic knowledge about essential skills
- Demonstrate reflection and self-awareness around a Career Pathway choice
Leading indicators—9th and 10th Grade

• Participate in one career-focused College & Career Experience each year
• Participate in one college-focused College & Career Experience each year
• Complete one volunteer/community service experience each year
• Complete a postsecondary plan that includes key phases of the plan after high school graduation
• Demonstrate basic proficiency in professional communications (email, resume, cover letter, etc.)
• Begin portfolio development of experiences, activities and reflection for application to college, careers, scholarships, etc.
Leading indicators—11th and 12th Grade

- Successfully complete a compelling personal statement or essay for scholarships, internships, and other opportunities
- Complete College Admission and Financial Aid Milestones (College Applications, FAFSA, Scholarship Applications)
- Complete pathway-focused and MVA-focused CCEs annually
- Complete 3 sequenced courses aligned with career pathway
- Complete pathway and/or Individual Plan of Study requirements needed to complete MVA
- Complete and exhibit College & Career Readiness portfolio
AUSTIN ESTES
Data and Research Manager
Advance CTE
Prioritizing CTE Through and Beyond COVID-19

Austin Estes
Manager of Data & Research, Advance CTE
December 16, 2020
In the Great Recession:

- Workers with a high school diploma or less added only 80,000 jobs after losing 5.6 million.
- Workers with an associate’s degree or some college gained 3.1 million jobs in the recovery.
Pathways to Good Jobs

Figure 1. The high school pathway still accounts for 20 percent of good jobs, the middle-skills pathway accounts for 24 percent, and the BA pathway accounts for 56 percent.

Source: https://1gyhog479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/3ways-FR.pdf
Components of a High-quality CTE Program

- Rigorous course standards and progressive, sequenced courses
- Secondary and postsecondary alignment and early postsecondary offerings
- Industry involvement
- Labor market demand
- High-quality instruction
- Experiential learning
COVID-19’s Impact on CTE

CTE Instruction
Work-based learning
Assessments and Credentials
Early postsecondary opportunities

EQUITY & ACCESS
Prioritizing CTE Through and Beyond COVID-19

- Guide to support continuation of CTE opportunities
- Includes key questions and strategies
- Provides a space for leaders to identify and prioritize action steps

https://careertech.org/covid19
CTE Instruction

- Distance and hybrid learning
- Teacher capacity/training
- Technology and the digital divide
- Model practice: North Dakota’s ITV program
Work-based Learning

- Virtual and remote work-based learning experiences
- Entrepreneurial/independent experiences (w/ employer mentorship)
- Virtual industry engagement
- Model practices: Nebraska and West Virginia
Assessments and Credentials

- Flexibility for meeting credential requirements
- Virtual proctoring
- Measuring learning loss
- Model practices: Ohio and Florida
Early Postsecondary Opportunities

- Transparency in grading/transfer
- Equity in funding and financial aid
- Innovate around clinical/applied learning
- Model practice: North Carolina
Equity and Access

- Data sharing and transparency
- Access to broadband internet/devices
- Regular engagement with communities
- Model practice: Oregon
Questions?

Austin Estes
Manager of Data & Research, Advance CTE
aestes@careertech.org
Follow us @CTEWorks
EXPLORE STATE EDUCATION AND WORKFORCE DATA

Are your state’s young people on track for prosperous, self-determined lives? How do you know?

FIND YOUR STATE  COMPARE STATES  BRIGHT SPOTS

Now, more than ever, states must lead to ensure a bright future for young people.

The workforce and public education are profoundly connected. But the two systems typically operate independently in terms of policy and practice – as a result, improving access to opportunity is sporadic and slow.

State leaders can change that by looking across data from the workforce, higher education, K-12, and early childhood to inform policy decisions. That's especially true now as leaders focus on managing and recovering from the pandemic and seek to understand and repair the inequities faced by people of color.

https://pipeline.bushcenter.org/
UPCOMING PAS SOLUTIONS FORUM

Developing a Policy Agenda to Improve Young People’s Opportunities for Adult Success

• Jan. 19, 2020 at 2:00pm ET
IN CONCLUSION

• Send your follow-up ideas and thoughts to rbalfanz@jhu.edu

• We will send out:
  – a recording of the session
  – a copy of the slides
  – a list of references and materials shared today

• If you would like an attendee list, please email info@pathwaystoadultsuccess.org

• Be well, thank you, and onwards