Today’s Outcomes: New ABCs in Action

★ **AGENCY:** awareness of strategies that support agency for every student, especially those students whom we have historically marginalized

★ **BELONGING:** understanding of authentic ways to create belonging by centering student voice, with Pathways to Career Success as our vehicle

★ **CONNECTION:** Using Pathways to Career Success as a vehicle for student connection

Today’s Questions: 4Ws

1. **What** do we mean by Targeted Universal Strategies? How do they support Pathways to Success?

2. **What** work have we done in GBSD?

3. **What** have we learned from students and our community?

4. **What** is your role in building and supporting Pathways to Career Success in your District?

**Essential Questions:**
How do the ABCs show up and support a comprehensive pathways program? AND improve student data (attendance, behavior, course performance)?
VISION OF PATHWAYS TO CAREER SUCCESS

MULTIPLE PATHWAYS IN EACH SECTOR WITH MULTIPLE OFF-RAMP TO CAREERS, TRAINING AND EDUCATION

Health Sciences
Industry & Engineering
Human & Public Services
Natural Resources
Business & Management
Arts, Information Tech & Communication

EQUITY IS THE THROUGH LINE
Multiple on-ramps at all grade levels in all sectors
K-12 Continuum of Postsecondary Success: GBSD Pathways Vision

- Grades PK-5: Career Awareness
  - STEAM & Project Based Learning Integrated into Instruction

- Grades 6-8: Career Exploration
  - STEAM, Innovation & Design Labs

- Grades 9-10: Career Preparation
  - Career Related Learning Experiences

- Grades 10-12+: Career Transition
  - CTE/ DUAL CREDIT/ INDUSTRY CREDENTIALS/ PRE-APPRENTICESHIPS/ COLLEGE COURSEWORK

*Inspire and Empower Each Student*
ROAD MAP TO GETTING THERE

2018-2019
• Create 5 year vision & implementation plan
• Launch pilots

2019-2021
• Implement additional pathways & monitor for quality

2021-2023
• Evaluate implementation and adjust throughout

2021-2023
Evaluation & Implementation

2023-2025
• Review implementation of all pathways
• Determine next steps

ACT Phase 4

PLAN Phase 1

DO Phase 2

STUDY Phase 3
KEY INDICATORS

By 2025, Gresham-Barlow School District and more broadly, East Multnomah county, will have Preschool to Postsecondary Pathways to Career Success in each of the 6 career clusters.

• EQUITY & DIVERSITY
• ACADEMIC, PROFESSIONAL, & SOCIAL EMOTIONAL SKILLS
• CAREER EXPLORATION & PLANNING
• PARTNERSHIPS
• WORKFORCE DEVELOPMENT
Since March 2020, we’ve been busy.

- STEAM labs in every Middle School and hosted multiple eco field work parties and career events
- Rolled out Tomorrow Bus to Schools
- Added new Programs of Study
- Designed new Marketing materials to tell the story
- Developed Career Awareness activities and lessons beginning in 6th Grade
- Supported a Student Centered Inclusion Audit
- And the list goes on...
Elementary Level

- Expose students to essential career success skills
  - Teamwork
  - Initiative
  - Leadership
  - Problem Solving
  - Professionalism
  - Ethics
  - Etc.

- Begin to create career awareness
  - Talk about the different careers seen in curriculum
  - Guest speakers share about their career
  - Project Based Learning support by community members
  - Building Relevance and showing the “Why” using real world examples
  - Etc....
TOMORROW BUS & STEAM
Middle School STEAM

- **Build & increase career success skills**
  - Examination and self-assessment of career success skills
  - Problem Based Learning
  - Working with community business partners
  - Targeted instructional support

- **Assignments/Projects in each of the Career Learning Areas**
  - Natural Resources
  - Health Services
  - Arts and Communication
  - Business Management and Technology
  - Human Services
  - Industrial & Engineering Technology
1. Every student leaves high school with a plan (SchooLinks).
2. Students have taken classes in Career and Technical areas that interest them.
3. Students understand there are several paths to success and their path might change:
   a. Career
   b. College
   c. Technical Education
MARKETING & EQUITABLE ASSIGNMENT OF COURSES

AUTOMOTIVE

CAREER SNAPSHOT
- U.S. Bureau of Labor statistics projects a 7% growth rate for Automotive Technicians.
- Local employers: Gresham Toyota, Tonnin Honda, Daimler Trucks North America
- Opportunity to enter the job market quickly with many job possibilities after short training programs.

CONSTRUCCIÓN

CURSOS OFRECIDOS
- Introducción a la Tecnología de la Construcción
- Gestión de Proyectos Aplicada

INSTANTÁNEA DE LA CARRERA
- 27.89% de los contratistas dicen que tienen problemas para encontrar trabajadores calificados.
- Empleadores locales: Lopez, Cracker & Leo, Bonner Construcción, Fortis Construction
- La industria de la construcción en los EEUU está creciendo, pero la cantidad de trabajadores calificados se está reduciendo, lo que provoca un aumento de los salarios.

EDUCACIÓN

PARA ESTUDIANTES INTERESADOS EN:
- Construcción residencial y comercial
- Aceros, alambrados, elecricidad, plomería, colocación de azulejos, trabajo de entonado, estucador, carpintería y muchas otras áreas
- POSIBILIDADES DESPUES DE LA ESCUELA SECUNDARIA

Carrera profesional
- Diploma de la Academia
- Título de asociado o certificado
- $40-150,000 anualmente

Educación
- Diploma de la Academia
- Título de asociado o certificado
- $40-150,000 anualmente

PAGO
- $40-150,000 anualmente

Para estudiantes interesados en la Edición Técnica y Profesional (CTEP), consulte a su consejero para obtener más información.
ABCs of K12 PATHWAYS: When students have. . .

AGENCY, ________
attendance.

BELONGING, ________
behavior.

CONNECTION, ________
course performance.
Learning from all of our work and outreach!

What we heard from:
- Students
- Teachers & Counselors
- Parents
- Community
GBSD conducted an Inclusion Audit to create success for all students

1,658 student interviews k-12, interviews with families and community members/partners

What students said:

- “I have an IEP and school is hard. It feels like teachers just talk and talk and talk. Like show us what learning looks like so we know. They do that in CTE and I want that to happen in other classes too.” - 6th Grader

- “We need hands-on activities because otherwise teachers just talk and that doesn’t help us understand and learn.” - 10th Grader
Inclusion in CTE and Industry Practice

“In metals it is all boys and one girl joined and the boys gave her such a hard time she quit and then it was all boys again.” - 9th Grader

“I really like CTE and want to learn but it just doesn’t seem like it a place for me. It is hella’ racist some of the time.” - 11th Grader

“I need help learning English in all my classes, but sometimes teachers forget that.” - 12th Grader
Staff Feedback

What staff said:

● “These 1 pagers are exactly what I talk about with my students. They are perfect!” - Steam Teacher
● “I know nothing about the pathways” - Multiple Teachers
● “I didn’t realize we had all of these programs at our high schools” - Middle School Advisory Teacher
● “We need to have a meeting where teachers learn about the pathways and see that success can have a lot of looks” - High School Principal
Impact of CTE/ Advanced Coursework on Graduation

Universal Goal: All students have a viable pathway to adult success

Targeted Approach: Students have multiple pathways based on their individual needs to access Universal Goal

Table 2. Outcomes of Florida DE^4 Programs

<table>
<thead>
<tr>
<th>Variable</th>
<th>Non-DE Students</th>
<th>DE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma</td>
<td>87%</td>
<td>98%</td>
</tr>
<tr>
<td>Postsecondary Enrollment</td>
<td>50%</td>
<td>81%</td>
</tr>
<tr>
<td>Full-Time Status</td>
<td>65%</td>
<td>77%</td>
</tr>
<tr>
<td>GPA for Three Years</td>
<td>2.35</td>
<td>2.91</td>
</tr>
<tr>
<td>Persistence to Second Year</td>
<td>70%</td>
<td>83%</td>
</tr>
<tr>
<td>Number of Credits Earned over 3.5 Years</td>
<td>40</td>
<td>67</td>
</tr>
</tbody>
</table>

Source: National Research Center for Career and Technical Education
Same Universal Goal | Targeted Strategies

Focal Populations

➔ Pathways to Success
   ◆ CTE, targeting non-traditional students
   ◆ Internships, with and for diverse communities
   ◆ Career Exploration, opportunities outside the box

➔ Student Awareness
   ◆ Marketing with focal populations in mind
   ◆ Counseling beginning in Middle School

➔ Stakeholder Feedback
   ◆ Students’ voice & choice
   ◆ Families
   ◆ Staff
   ◆ Business, Industry & Community
Room to Improve

- Family Engagement
- Ongoing Student & Staff Feedback
- Community Outreach
- Focus on Elementary & Middle
- Build the visuals
- Add two more programs of study
Building your Road Map for K12 Pathways

Section #1

Strengths: What are your schools doing well to support equity and access within our a Pathways framework?

Section #2

Barriers: What barriers exist that prevent students from your focal groups from accessing Pathway Opportunities in your school or district?

Section #3

Implications: What changes would help ensure access and equity for students within your Pathway? How can you better support your focal groups and reduce barriers to career success?

3 minutes each!!!