



Tuesday, November 28, 2023 - 2PM	Zoom Meeting
Attendees	<p>Workgroup Members: Carol Surber, Jennifer Morrow, Kelly Boortz, Nicole Gatewood, Shantele Raper, Lee Smith, Courtney Lincoln, Shannon Puckett, and Justin Neel</p> <p>ADE: Ross White, Dr. Tina Moore, and Sunni Teale</p> <p>Education Strategy Group: Casey Haugner Wrenn and Kristin Baddour</p> <p>Watershed: Jill Wohrle</p>

Draft Rule/Policy Component	Work Group Feedback
<i>Introductions & Framing</i>	<p>Meeting began at 2:00 PM.</p> <p>Review of Agenda and meeting norms with participants. LEARNNS Act Reviewed. “R-Readiness” Identified as core focus. Work Group Purpose & Objectives for the day were reviewed. Update on Career-Ready Diploma and Career Pathways working groups were given.</p> <p>SQSS & Graduation Rate Draft Considerations were reviewed for relevancy for Career Exploration.</p>
<i>Arkansas LEARNNS Vision & “Success Ready” Arkansas Graduate</i>	<p>Workgroup reviewed data forecasting the economic opportunities in relation to postsecondary credentials needed. A negative job growth was showcased for No HS Diploma and a zero growth for HS Diploma.</p> <p>72% of high school graduates report minimal exposure to career opportunities while in high school.</p> <p>Data shows very little alignment between Arkansas’s top 10 occupations - high wage, high demand, high skill careers and completed CTE Programs offered in our state.</p> <p>Workgroup reviewed the difference between “Preparedness” and “Readiness”. Success is more than just academics.</p> <p>Casey shared ADE Leadership’s inspiring vision for a “Success Ready” Arkansas Graduate Enrolled + Employed + Enlisted Includes:</p> <ul style="list-style-type: none"> • Capstone Experience • Postsecondary Credits / Industry Recognized Credential • Sequence of Courses (elective pathway) • Community Service Hours • Consistent Minimum Academic Core • Student Success Plan (SSP) <p>Workgroup Feedback on inspiring vision components: Agree: Enrolled + Employed + Enlisted Capstone Experience SSP – Should not be a compliance document</p>

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	<p>Minimum academic core Community Service reflected on student transcript</p> <p>Argue: Capstone experience shouldn't be required for all students Inconsistent Minimum Core Need to streamline requirements - community service is separate from student success plans</p> <p>Assumptions: That all SSP will be revisited each year, it needs to be a living document Community Service is equitable across the state Students will have the availability in their schedules to enroll in courses needed for CTE There's an assumption that students actually believe (self-efficacy) they can perform the tasks that a future job would require Staffing challenges as well as scheduling and providing viable opportunities and guidance for students seems overwhelming based on our current standing</p> <p>Add: Exploration of Social Cognitive Career Theory conceptual framework and compare it to these aspects of our vision Interactions with Business and Industry partners that also educate teachers and families Scaffolding/Opportunities to change directions or pathways if student led Student Portfolios with SSP Common platform for the SSP Community Service hours related to chosen pathway or SSP Milestones with Measurable metrics for students</p>
<p><i>Research & Casemaking for Early Career Exposure</i></p>	<p>Reviewed the law regarding Early Career Exposure –</p> <ol style="list-style-type: none"> 1. Prepare students for choosing career option 2. Expose students to career, technical, academic fields 3. Introduce students to in-demand occupations <p>Reviewed Student Success Plans in LEARNS Act</p> <ol style="list-style-type: none"> 1. Be updated annually 2. Guide student along a pathway 3. Address accelerated learning opportunities 4. Address academic deficits and interventions 5. Include college and career planning <p>Reviewed states of MS, FL, TN, LA, KY for their implemented early career exposure rules.</p>
<p><i>Early Career Exploration</i></p>	<p>Early Career Exposure Students must by the end of 6th, 7th, and 8th grade in relation to Career Exposure</p> <p>6th Grade</p> <ul style="list-style-type: none"> - Learn about their aptitudes/interests - Learn how to identify a problem and solve it with a service or a good as a beginning to entrepreneurship - Keyboarding/Keycode requirement - Rudimentary vision board for their lives - Foundation of entrepreneurship skills - Independent work experience <ul style="list-style-type: none"> o Example: WBL Experience - Definitions/vocabulary with students about career pathways, career clusters, CTE - Have had experience interviewing adults and asking questions about their career choices - A framework that guides the teaching/learning of executive skills and student friendly

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language appropriate for the grade level. (Embedded into grade level instruction)

- Exposure to HS pathways via presentations and HS student projects, HS service at lower level schools, HS mentoring in gr. 6 , etc.

7th Grade

- Demonstrate essential skills and be able to make simple choices and decisions on their own
- Exposure to the 16 career clusters and where each one is represented at the local, regional, state, nation, or global level
- A formal introduction to adults in different career fields, virtual or in person
- Connections to possible Careers to careers/jobs in Arkansas or their region
- Decide on math pathway for acceleration
- Align habits to outcomes
- Demonstrate an understanding of their future options in terms of education, employment, and opportunities in the military
- Exposure to jobs in AR - local or regional
- A career seminar series tied to student career interest survey that students have a minimum requirement - 2 per semester

8th Grade

- Have their first completed Student Success Plan with a (1) chosen path toward graduation; and (2) chosen classes for high school
- Have a working outline for their high school courses. Also, create a comparison of career fields that interest them and include training, education, and future outlook for their selected career
- Their SSP must be shared with their caring adults
- Create a comparison of career fields that interest them and include training, education, and future
- Understand what CTE pathways exist within their district and what the pathway will lead to
- Student Success Plan with evidence of:
 - Extensive Career Interest Survey tied to pathways at the HS Level
 - Foundation Classes taken in 8th Grade
 - Pathways identified that tie to career interest survey
- Knowledge of Professional Communication skills for Email/Text/Phone

Questions posed to workgroup & responses:

1. Should a specific # of activities per year/ grade level be set?
 - a. Yes.
2. Should there be a requirement for students to complete a class?
 - a. No, there should be flexibility for students and allow for embedding in current courses.
 - b. *Could this be a framework that can be implemented in a way that best fits the local districts?*
3. Should tracking be done for each student vs offerings by school?
 - a. If there was a platform – yes. If it requires additional reporting – no.
4. Should local school boards be required to develop policies for their district to codify what’s expected for their schools?
 - a. Yes.
5. Should the Department of Education issue guidance?
 - a. Yes.

What would be best to produce for guidance on quality implementation of the new rule expectations?

1. Set the standard and then publish exemplar stories and examples that serve as models or

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	<p>that are converted into training experiences. One can then choose the training or experience for the standards they are missing or trying to develop.</p> <ol style="list-style-type: none"> 2. Coordinated between coop CTE directors and state staff that supports teachers, admin, and families. Coop charged with being lead trainers on implementation like a BX3 or Rise program. 3. We would need the state incentives to businesses and individuals to make their people and facilities more accessible for career exploration and connection to adult professionals in various careers. 4. SSP Template outline expectations/documentation for success targets for each grade level 5. Require all teachers to have a CDL so taking kids places is not such a burden. 6. Guideline for expectations at each grade level 6-8 (minimum of activities) if it is not a stand-alone course. If not stand alone, how it can be implemented and what accountability looks like. Possible monthly minutes dedicated for career exploration and districts implement how they see it fits. 7. Directory of resources of business and industry partners along with Economic Development contacts. Regional recognition of business and industry partnerships from the Department. 8. There will be a need for “remote field trips” online and experiences without the travel time and expense. A “catalog” or portal of these could be helpful to remote classrooms. 9. Vision - An AETN show with highlights and features on hot jobs in Arkansas and conversations to support student dreams, goal setting, and planning. 10. Challenge every teacher and school team member to be that voice to say “I think you'll make a good_____.” Can we make that inspiration comment to one child every day?
<p><i>Stakeholder Engagement</i></p>	<p>Who is our audience?</p> <ul style="list-style-type: none"> - Parents - Business and Industry - Partners - Superintendent Student Advisory Committees - CTSO State Officers / Student Voice <p>Stakeholder Meetings scheduled for January at Co-Ops.</p> <ul style="list-style-type: none"> - Educators - Administrators - Counselors

<p>Next Steps</p>	<p>January virtual workgroup meeting will be scheduled within the next week. Encourage all to attend the Stakeholder Engagement meetings.</p> <p>Meeting was adjourned at 4:00 PM.</p>
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