

November 15, 2023 @ 10:00 AM	Arkansas Department of Education Auditorium
<i>Attendees</i>	<p><b>Career Pathway Workgroup Members:</b> Ken Beach, Dr. Erin Finzer, Justin Holt, Lisa Hotsenpiller, Christie Lewis, Stacey Southerland, and Jasmine Wilson</p> <p><b>Career Diploma Workgroup Members:</b> Dr. Jared Cleveland, Aaron Duvall, Amy Hardy, Dr. Shelia Jacobs, Anne Martfeld, Mandy McIntyre, Mark Taylor, Kevin Tipton, Jennifer Turner, and Donald Westerman</p> <p><b>ADE:</b> Daniel Collier, Dr. Tina Moore, Ross White, and Sunni Teale</p> <p><b>Education Strategy Group:</b> Casey Haugner Wrenn and Kristin Baddour</p>

Draft Rule/Policy Component	Work Group Feedback
<i>Introduction &amp; Framing</i>	<p>Meeting began at 10:00 AM.</p> <p>Review of Agenda and meeting norms with participants. LEARNS Act Reviewed. “R-Readiness” Identified as core focus. Work Group Purpose &amp; Charge reviewed. Update on Career-Ready Diploma and Career Pathways working groups were given.</p> <p>ACT 242 (Course Substitutions) and SQSS &amp; Graduation Rate Draft Considerations Were reviewed for relevancy for Career Diplomas.</p> <p><b>Review Objective 1:</b> Articulate connections between Career Diploma and Career Pathways working groups, the larger LEARNS initiative, and legislative priorities.</p>
<b>Objective 2:</b> <i>Arkansas LEARNS Vision &amp; “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>Feedback was given that Regional approaches may be more successful than State-Wide approaches to the Career Diploma.</p> <p>Workgroup reviewed Case Study over 2 student’s experience of Career Readiness.</p> <p>Workgroup Themes for “Success Ready”:</p> <ol style="list-style-type: none"> <li>1. Academic Skills             <ol style="list-style-type: none"> <li>a. Foundational Literacy &amp; Math</li> </ol> </li> <li>2. Soft/Employability Skills             <ol style="list-style-type: none"> <li>a. Adaptability, Work Ethic, Self-Motivated, Teamwork, Communication</li> </ol> </li> <li>3. Exposure to Future Options after High School</li> <li>4. Personal Engagement &amp; Interest</li> <li>5. Critical Thinking</li> </ol> <p>Casey shared ADE Leadership’s inspiring vision for a “Success Ready” Arkansas Graduate <b>Enrolled + Employed + Enlisted</b> Includes:</p> <ul style="list-style-type: none"> <li>• Capstone Experience</li> <li>• Postsecondary Credits / Industry Recognized Credential</li> <li>• Sequence of Courses (elective pathway)</li> <li>• Community Service Hours</li> </ul>



	<ul style="list-style-type: none"> <li>• Consistent Minimum Academic Core</li> <li>• Student Success Plan</li> </ul> <p>Workgroup Feedback on inspiring vision components:</p> <p><b>Agree:</b>                  Enrolled + Employed + Enlisted                  Keep students in their community and workforce                  Community Service</p> <p><b>Argue:</b>                  Does community service really fit within this vision?                  Capstone Experience is wide open and places even more upon the student with community service requirements.                  Core vs. Smart Core                  Structure vs Checking Boxes                  Requiring IRCs</p> <p><b>Assumptions:</b>                  Community Service is good.                  Every industry credential carries the same value and are recognized by industry.                  Alignment to industry needs.                  Schools offer ROTC.                  Academic courses aren't teaching career skills</p> <p><b>Add:</b>                  Community Service needs to have a framework for quality and rigor.                  Vetting &amp; Translation with Industry for IRCs.                  Regional vs State Framework                  Flexibility                  Consistent Experience with Student Success Plans                  Awareness/Exploration for "Enlisted"                  Buy-in from employers</p>
<p><b>Objective 3:</b>                  Framework for Career-Ready Diploma</p>	<ol style="list-style-type: none"> <li>1. Definition of "Challenging/Strong" academic core</li> <li>2. Definition of "Modern Career Studies" aligned with high wage high growth jobs</li> <li>3. Definition of "Credential of Value" (high-wage, high-growth career)</li> </ol> <p><b>Note: Arkansas has 63 pathways that offer 265 courses.</b></p> <p><i>Working Towards: Credential Engine will take every credential awarded in Arkansas that will create transparency in what the credential skillset confirms.</i></p> <p>Discussion: What potential barriers for implementation should we address?</p> <p>Workgroup has expressed the biggest concern is equality across the state. Additional concerns about Work-Based Learning and the equitability across various pathways.</p> <p><b>Identified Potential Rules Needed:</b></p> <ol style="list-style-type: none"> <li>1. Standards for Accreditation update – 1 of 3 pathways offered in high school must meet H3. Full Sequence</li> <li>2. Standardization of Student Success Plans expectations</li> </ol>

	<ol style="list-style-type: none"> <li>3. Community Service expectations</li> <li>4. Explore: Career Focused Assessment or Skills Demonstration             <ol style="list-style-type: none"> <li>a. Capstone, NCRC, Equitable Rubric</li> </ol> </li> <li>5. Explore: WBL experiences for a portfolio approach.</li> </ol> <p><b>Identified Needed Guidance:</b></p> <ol style="list-style-type: none"> <li>1. Annual list/definition of pathways that meet H3.</li> <li>2. Funding options</li> <li>3. Options for Access</li> <li>4. Guidance for choosing H3 Pathway</li> <li>5. Statewide definition of H3 from other departments</li> <li>6. Definition of Preparedness vs Readiness</li> <li>7. Enrollment Restrictions for select courses</li> <li>8. Sunset process and new programs implementation</li> <li>9. Additional training for educators / materials, resources</li> <li>10. Recruitment/Hiring/Pathways to Licensure</li> <li>11. Engaging Community Partners</li> </ol>
<p><b>Objective 4:</b> Student Success Plans</p>	<p>Overview of current reality of SSP was given to workgroup. Workgroups were asked to assess what is needed for each topic below.</p> <p><b>Plan Template:</b> What do we need to include by grade-level (7-12)?</p> <ul style="list-style-type: none"> <li>- Recurring (Annual)</li> <li>- Aspirations for after Graduation</li> <li>- Aptitude/Interest Survey Results</li> <li>- Notes</li> <li>- Connections/Supports/ Caring Adults</li> <li>- Signatures (Parent, Teacher/Counselor/Admin, Student)</li> <li>- Test Scores</li> <li>- Honors</li> <li>- CTSO Involvement, Extra Curricular Activities</li> <li>- FASFA Info (ADHE SAMs Portal)</li> <li>- WBL Experiences</li> </ul> <p>Question: Can this actually be 5+2? Meaning: Can this follow the students past high school graduation and help them in postsecondary? If in Triand postsecondary has access, could seamlessly translate to higher ed then.</p> <p><b>Tools:</b> How can we help guide students? What should we provide as a state?</p> <ul style="list-style-type: none"> <li>- Accessibility Feature</li> <li>- SIS Integration for courses available</li> <li>- Parental Access – Mobile Friendly APP</li> <li>- Notifications/Nudges</li> <li>- Sequential Courses Listed</li> <li>- Pathways connected to career</li> <li>- Interest Survey &amp; Aptitude Assessments</li> <li>- Career &amp; Postsecondary sharing expectations</li> <li>- Early Postsecondary requirements</li> </ul> <p><b>District Guidance:</b> What do districts need to implement new expectations?</p> <ul style="list-style-type: none"> <li>- Platform training for all users (Could this be required PD from State)</li> <li>- Best practices for implementing into school system</li> <li>- Time specifically using access the plan</li> <li>- Minimum engagement requirements</li> </ul>



	<ul style="list-style-type: none"> <li>- Identify which school staff is responsible for SSP Coordination</li> </ul>
<p><b>Objective 5:</b> <i>Stakeholder Engagement</i></p>	<p>What are the objectives of our Stakeholder Engagement? What must we accomplish?</p> <ul style="list-style-type: none"> <li>- Breaking down silos between industry and education.</li> <li>- True meaningful input from business and industry.</li> <li>- Embed Student Voices</li> <li>- Clear communication of the “why” value to all parties (students, parents, teachers, admin, employers).             <ul style="list-style-type: none"> <li>o Shared by State to District to School</li> </ul> </li> </ul> <p>Who is our audience? <b>Bold = Identified as important targeted first audience</b></p> <ul style="list-style-type: none"> <li>- <b>Students, Teachers, Parents, Counselors, Administration, School Board, Business &amp; Industry Employers,</b> Career Coaches, Legislatures, Higher Education, Educator Prep Programs, Military, Chambers of Commerce, CBOs, Hairstylist, Church Leaders</li> </ul> <p>What channels should we use to reach our audience and meet our objectives?</p> <ul style="list-style-type: none"> <li>- TV, Radio, Social Media Campaign</li> <li>- Community Collaboration/Town Halls</li> <li>- Advisory Groups (Tool Kit from ADE)</li> <li>- State Conferences</li> <li>- State Chambers</li> <li>- Required PD to Educators/Admin</li> <li>- Media Placement &amp; Sporting Events</li> <li>- Bilingual Communications</li> <li>- Co Op Meetings</li> <li>- Focus Groups</li> <li>- Monthly Conferences</li> </ul>
<p><b>Next Steps</b></p>	<p>December Virtual Meeting</p> <ul style="list-style-type: none"> <li>- Consolidated Notes for Review</li> <li>- ESG to bring language back for group review</li> <li>- Draft stakeholder engagement plan</li> </ul> <p>December State Board of Education Meeting</p> <ul style="list-style-type: none"> <li>- Deliver Framework to SBE</li> </ul> <p>February State Board of Education Meeting</p> <ul style="list-style-type: none"> <li>- Rules to SBE</li> </ul> <p>Update Perkins V Plan – Feb 2024</p> <p>Meeting was adjourned at 3:00 PM</p>