

September 6, 2023 @ 9:00 am	Division of Career and Technical Education
Attendees	<p>Workgroup Members: Stacey Southerland, Justin Holt, Ken Beach, Jasmine Wilson, Aaron Chastain, Markous Jewett, Dr. Erin Finzer, Christie Lewis, and Lisa Hotsenpiller</p> <p>ADE: Dr. Tina Moore, Ross White, and Sunni Teale</p> <p>University of Arkansas - Office of Education Policy: Dr. Josh McGee</p>

Draft Rule/Policy Component	Work Group Feedback
<p><i>Meeting Notes</i></p>	<p>Meeting began at 9:00 AM.</p> <p>Introductions were made of all participants. Meeting norms were set. LEARNS Act Reviewed, "R-Readiness" Identified as core focus. Work Group Purpose & Charge defined and reviewed.</p> <p>Review Executive Order Report w/ Dr. Josh McGee</p> <p>CTE Audit</p> <ul style="list-style-type: none"> • Ultimately few completors earn High-Quality indicators (Industry Credential, Early PS Credit, or PS Matriculation) • Much lower participation and completion rates within high-value programs of study within H3 occupations. • CTE Leaders: Top Challenge and Top Strength are the same: Aligning CTE pathways with high-skill, high-demand, high-wage occupations in our region/state. <ul style="list-style-type: none"> ○ Answer them as strengths because it is the focus, but they understand there is a challenge to alignment. • Current programs of study are not aligning well to H3 or industry sector. • Arkansas is an anomaly as they do not offer direct or tiered funding for CTE programs. • Because of lack of data, parents and students may not have information needed to pursue pathways best for them. There is a need to leverage the data to help increase informed decisions. • Current definitions of concentrator and completor need to be improved upon to better collect data. • Overall - what gets measured, gets done. Accountability is incredibly important for districts to offer more and better work-based learning opportunities. <p>Question: Why doesn't AgBusiness pathway align with H3 or top 10 occupations sector such as General and Operations Managers?</p> <ul style="list-style-type: none"> • Due to the limit of data, assessment of programs of study were aligned to broad industry sectors, not specific occupations. <p>Question: ROI Analysis – How are you going to get the rest of the information such as lifetime earnings?</p> <ul style="list-style-type: none"> • CTE Concentrator and completor data with post-secondary data and workforce data collected by DWS that follows CTE students into post-secondary to see course work and completion. From there, if they are employed in Arkansas, wages can be seen. <p>Question: Key terms and Definitions – Definition of College?</p> <ul style="list-style-type: none"> • Post-secondary definition was 2- and 4-year colleges. There are more that could be included within that. ADHE has data readily available for 2- and 4-year programs already. Ongoing effort to link to <p>Question: Beyond what we can track with ADHE and DWS, is there an option for anecdotal</p>

data to include on the report?

- It would be fantastic if we could do a rolling basis of surveys for students in the program of study, college, or workforce to determine levels of support. Challenge is contact information for these students. Will look into this.

Question: Why more narrowly define concentrators?

- Look more at how other states define and how can we broaden our own. Stratify what it means to complete a program of study.

Question: Why was agriculture targeted as a program of study that isn't obtaining H3?

- There are programs of study within ag that provide H3, however They are not dominate within the programs of study. It seems to be more of a reflection of the state's past than a strategic approach to CTE. School districts have offered more Ag programming than others as legacy programs. Those programs are not aligned with Postsecondary credentials or H3 occupations even though there are some there. It raises a red flag to the approach of states CTE programs of study.

Concern: Agriculture is always offered but isn't a big industry in local area (Fayetteville). From a practical standpoint, if those programs are still there how do we change them?

- Focus on workforce partnerships into regional approach for engagement of employment. Have you talked with Chambers, Economic Development, or Workforce Development. School districts need to be engaged with industry in local and regional area to determine program needs.

Question: Does the state or a model state have key learning outcomes that are associated with H3 learning programs or pathways? What are we aligning to?

- IN, TN, FL, TX, KY are states that have invested a lot to ensure that their programs meet the state and business industry needs. Workforce & Chambers put out top industry sectors. In Arkansas – there isn't a wholistic, state definition for industry needs.

Current AR CTE Pathways

63 Current Pathways in Arkansas

1. Currently, CTE Courses are defined by Level 1, 2, and 3 and increase in specificity in content area.
2. Work-Based Learning (WBL) identifies opportunities within internships, career practicum, or pre-apprenticeship that allow for learning in the workforce for students.
3. Industry Recognized Credentials – Credentials that can give post-secondary credit or advantages with entering the workforce.

Currently, Pre-Educator is the only pathway with a partnership between CTE Program and Matriculation to College Credit for the entire state.

6-16-1801 Career-Ready Pathways Description Reviewed

Note: Aligned with High-Wage, High-Growth jobs in Arkansas.

Define Career Ready Pathways in Arkansas

9-12 Model

What's Missing?

- Career exploration in earlier grades is needed.
- Tracking mechanism for non-credit bearing WBL opportunities.
- Governance for ensuring all components of a CTE Pathway are being met. What does that look like?
- Digital Options
- Refining Core/General Education Requirements with Employability Skills for the



	<p>Pathway</p> <ul style="list-style-type: none">• Add NCRC to pathway requirement. <p>What Changes?</p> <ul style="list-style-type: none">• The perception of WBL programs needs to change. Reinforce the value of WBL instead of leaving school to work with little career connection.• Incentives for WBL to schools for participating. <p>Note: CTE only has Federal Funding. Federal Funding dictates to a pathway that must have scope, sequence, and increase in specificity. Funding can only be spent on approved program of studies.</p> <p>Draft Arkansas Career Pathways The workgroup developed a draft CTE Career Pathway in alignment with 6-16-1801.</p>
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<p>Next Steps</p>	<p>Follow Up Email from Ross</p> <p>Meeting adjourned at 12:00 PM.</p>
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