



Tuesday, September 5 @ 9:00 am	Division of Career and Technical Education
Attendees	<p>Workgroup Members: Courtney Lincoln, Carol Surber, Jennifer Morrow, Shantele Raper, Christy Reynolds, Shannon Puckett, Nicole Gatewood, John Keeling, Kelly Boortz, Dr. Lee Smith</p> <p>ADE: Ross White, Dr. Tina Moore, Hope Worsham, and Sunni Teale</p>

Draft Rule/Policy Component	Work Group Feedback
Meeting Notes	<p>Meeting began at 9:00 AM.</p> <p>Introductions were made of all participants. Meeting norms were reviewed. LEARNs Act Reviewed, “R – Readiness” Identified as core focus. Work Group Purpose & Charge reviewed.</p> <p>Review Executive Order Report CTE Audit</p> <ul style="list-style-type: none"> • Concern from workgroup about agricultural workforce data not being represented accurately within the State. <ul style="list-style-type: none"> ○ Agriculture looks a lot different today than it did 50 years ago. How do we redefine that definition of what “agriculture” is within many different industries in our State. • Note: High skill, high demand, high wage – the State does not have a consistent definition causing misalignment. • There is currently \$28 million in State awards in relation to CTE. <ul style="list-style-type: none"> ○ \$21 million to Secondary Career Centers ○ ~\$3 million to Career Coaches ○ ~\$3 million Start Start-Up • Placing students within courses that are not aligned with the student’s pathway is causing inaccurate concentrator data. • Alignment to data is needed. Labeling and marketing programs with attractive titles or interesting subject matter is key for connecting students to their pathway. • Note: State-wide data was utilized for the CTE Audit. <p><i>Incredibly important for students to not have to pick between career and technical education OR obtaining postsecondary articulation.</i></p> <p>Early Career Awareness Current Reality The workgroup identified the following as current reality:</p> <ul style="list-style-type: none"> • College and Career Readiness Tools <ul style="list-style-type: none"> ○ Not available to lower grades ○ CCR Tool Selection for SSP varied from district to district. ○ There is no state interest assessment or aptitude tests. • CTE Courses compete with Academic Courses • Teacher Certification 412/418 Barrier • ONE (Assessment, CTE, & Counseling) system for pulling career data for SSP is needed. • If SSP could easily transfer with student from district to district, that is desired.



	<ul style="list-style-type: none"> • Career Development Courses offered <ul style="list-style-type: none"> ○ Creating opportunities for foundational courses to be offered in 8th grade. ○ Current Early Career Awareness is utilized primarily for feeding into secondary programs. ○ Opportunities for 6-7th grade students are far fewer than 8th grade. <p><i>Standards for Accreditation state 6th, 7th, and 8th CTE courses must be available to students.</i></p> <p>Early Career Awareness Number of Activities</p> <p>Career Exploration in Middle School</p> <ul style="list-style-type: none"> • Employability Skills are of incredible importance. • Project based learning in the classroom for opportunities for • Mentorship where businesses would come in and students who were interested could share information related to career path with students. • More intentionality is needed in defining and sharing H3 Careers with Middle School Students based on their regional location in turn creating more opportunities for students to choose their career path that may not have been thought of as an option. <p>IN Middle School Career Exploration Guide</p> <ul style="list-style-type: none"> • Employability Skills – students work through the standards in multiple subject areas for reinforcement. • How are Employability Skills showcased and taught throughout all CTE Courses? • Detailed in how and where students are accessing career exploration and awareness. • 2 Guest Speakers per year, 1 in Fall – 1 in Spring. • Externships for Teachers to do tours to learn about careers available within the industry they are aligned to. <p>Broadening the Path: Design Principles for Middle Grades CTE</p> <ul style="list-style-type: none"> • Family involvement as well as business and industry involvement is the guideline. Unsure of how much is happening in Middle School. <ul style="list-style-type: none"> ○ In Middle School we need to educate our students, what is the “why/purpose” behind the job. Are we serving humanity or solving problems? • All teachers within the school should be knowledgeable of workforce needs. <ul style="list-style-type: none"> ○ Middle School teachers and students need to be knowledgeable of opportunities available at local school district. <p>Early Career Awareness Activities Draft 1</p> <p>The workgroup developed a draft where types of activities were defined, and examples were given in alignment with 6-16-1802.</p>
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Next Steps	<p>Review Draft Document for Feedback.</p> <p>Complete Doodle Poll for next meeting in person.</p> <p>Meeting adjourned at 12:15 PM</p>
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