11/12/2015

2015 Training Session for Administrators November 12, 2015 Transcript Academic and Career Plans (ACP) of Study: Connecting Secondary and Postsecondary Education, Part II

(00:00)
Good afternoon. Welcome to session eight of the video streaming sessions for CTE administrators, school counselors, and others interested in career and technical education in Virginia. My name is Joe Wharff, and I am the School Counseling Specialist in the Office of Student Services at the Virginia Department of Education. Today is the second part of a two-part series on Academic and Career Planning (ACP). The first session aired in October and is now archived on the Virginia Department of Education Web site. So, if you'd like to see that, I urge to go back and watch session one.

Today's session is actually on connecting secondary and postsecondary education. We have heard, from our business and industry partners, how important it is that our students be equipped will the necessary skills to go out and fill some of these open positions. Our business and industry partners are saying that they don't have the kind of skilled workforce that they need.

(01:00)
Our CTE programs are a vital way to get that information to our students. So, I hope you enjoy today's session. If you have any questions, you can always contact the Virginia Department of Education. Thank you.

(01:12)
Let's go ahead and get started. In today's session, we'll do a little bit of a summary on the first session, really the elementary, middle, and secondary ACP. Then we'll talk a little bit about planning for postsecondary connections with the end in mind. Also, we'll discuss how important it is to look at your labor data and the kind of research that's out there as you're assisting your students with academic and career planning and how to know where the resources are. We'll talk about how important it is to earn credentials, and the benefits of those credentials to students. And you know that there's a requirement now for the standard diploma to earn an industry credential. So, it's all working together, hopefully to the benefit of our students. Then, we'll just end with announcements.

(01:54)
In session one, we looked at K-12 ACP as a comprehensive and developmental process. School counselors out there, you know that part our kind-of *national model* of effective school counseling programs is really that comprehensive and developmental career development. It needs to be a collaboration. School counselors cannot do this alone. They need the involvement of students, parents, administrators, educators—everybody. It needs to be a team approach in assisting students with ACP.

So, we identified the key roles and responsibilities of everyone on that team. ACP is vital, because otherwise, this ACP could just be a sheet that's filled out, stuck in a folder, and never looked at again. We need a whole team to support these students in this. We have a timeline of events, *how* you are accessing students is extremely important, and then where are you finding your resources, and are they up-to-date and adequate?

(03:02)
I talked about that developmental career development process as K-5, looking at career awareness: What is a career? Speaking to K-5 students about a career. Their parents, guardians, and relatives—what kind of a career do *they* have, and what does it mean to them? Here, we're starting the exploration process. We're looking at goals and what a goal is, and we're tying in career clusters very early in K-5, and as I mentioned in session one, Virginia VIEW does a great job of introducing those career clusters.

(03:34)
In middle school, we look at career development and planning. As you know, this is where the ACP is created. We pull down the career clusters from K-5, and now we're starting to do kind of a deep dive into pathways. We know the cluster area based on that interest assessment, and now we're looking at pathways, doing a deep dive to see what kinds of courses are available. The CTE Resource Center has all kinds of information on CTE courses, and how they align with certain courses, clusters, and also industry credentials. So, it's certainly a certainly a critical component.

(04:07)
And then in high school, we're looking at the pathways, we're pulling that down, and now we're looking at credentials. We're looking at work-based learning experiences and other experiences that students can have. We talked about how maybe in the past, ACP was really highlighted in 9-12. Now, it needs to be done in middle school so that 9-12 can be more of a refining and exploration time for students.

(04:35)
With postsecondary preparation, we're looking at that diploma now as being a kicking-off or starting-off point for students. We are preparing our students, with comprehensive and developmental planning, all the way from K-12, to be in the right place when they graduate with their diploma—to be able to move in whatever direction they have established as their goal for postsecondary. It could be a four-year college, maybe a two-year college. It could be

the military, apprenticeships, entrepreneurships--wherever they are going, it is our job to know those resources to assist those students in getting what they need. To be able to jump off, once they have their diploma, into those certain areas. We know the whole college and career mantra. We know that not all of our students are going to four-year colleges. Perhaps in the past, we were in the mindset of trying to prepare everyone for college. But we know now, and I'll show you a little bit of data later, that there are many jobs out there that are being filled by students who don't need a four-year degree. They need a two-year, or possibly just certifications or some kind of postsecondary education.

(05:47)
How are we getting to that? Certainly we have the ACP, and I went over those requirements in the last session. It's extremely important that the ACP is done well and that it is comprehensive. Also, tying in rigorous academic and career courses—when we speak to our students who have dropped out, we've done some research in the past, and those students say "I wish we had been pushed harder in high school. I wish we would have seen the relevance." So, showing the students the relevance and really pushing them to take the rigorous academic and CTE courses that they need.

(06:20)
The Career Technical Student Organizations are a very vital part of our CTE programs and things that can really hook in and let students engage in their education. Dual enrollment and AP/IB, these are all ways for students to get those credits toward postsecondary. Work-based learning—there's a lot of emphasis being put on that now: job shadowing, service learning, cooperative education. These are the kinds of things that students can engage in through CTE courses to assist them in helping them reach their goals. CLEP is another way to get credits for community college. Industry credentials—credentialing is huge now. All the way through the top echelons of our government through our workforce development and community college folks. We set have specific bench marks for the kind of credential earning that we wants our students to have in the next five, ten, fifteen years.

(07:16)
This is what a comprehensive academic and career plan can look like. This template is a national template. Our templated at the Virginia Department of Education is based on this template. It is available for any division to use for academic and career planning with their students. You can also have your own template, as long as the requirements for ACP are satisfied. As you may or may not be able to see on this, and you can go on the Web site to look at these sample plans, this is a cluster in Finance with a pathway in Accounting. We're looking at being able to establish those core courses for the students, making sure that they have the mathematics and the other rigor that they need in order to be in the right place to step off from high school and into postsecondary with the right kinds of classes—to be able to engage in that first year of postsecondary, wherever they're going, and to be able to persist.

We're also looking at, on the right-hand side, those kind of Career and Technical Education courses that students can take. So, looking at this, being able to see your work-based learning,

and on the bottom left you can see where you place your industry credentials. This is something you can look at and fill out and it's available on the Virginia Department of Education's CTE resource page.

(08:36)
There are ACP guidelines that have been established by our Board of Education. Back in 2007 or 2008 is when the guidelines were established, and as you know, the ACP was delayed for many years before the Board of Education said, "Let's move forward with this." There's a technical assistance document that was also created. It has a lot of information that was pulled from our standards of accreditation, standards of quality around academic and career planning, and it also has resources to assist you in academic and career planning. Again, you can locate those on the Virginia Department of Education Web site--I have my own ACP Web page.

(09:23)
Really, one of the most important things that we think about when we're talking about assisting our students with academic and career planning is planning with the end in mind. This means all of students are going to be a in a career that they hopefully enjoy. Do we know, as we're assisting students with academic and career planning, what is happening outside of our school building? What is that labor market information? What does that data look like for those careers and those jobs that are going to be in high demand when our students leave? As we're assisting students with academic and career planning in eighth grade and up through high school, we already have projections for 2022, and really beyond, at this point, for what's going on in the labor market. You're able to access this through the Wizard, through the Occupational Outlook Handbook, and through LMI, and you're able to see those jobs that are in high demand in your area. This should really drive the kind of academic and career planning that you're doing, making it meaningful to students.

(10:27)
You can say, "I see you're interested in this. These are the types of jobs that are going to be available, and these are the businesses in the area that are going to be hiring for those positions. This is extremely important. So, knowing that up front and being able to do that kind of research is extremely important as we're going to be looking at ACP and connecting that secondary to postsecondary. How many years of postsecondary do you need? What is the area in which the student is interested? And, what are the jobs available?

Again, looking at the Occupational Outlook Handbook, looking at specific reports and research articles is extremely important. Virginia Community Colleges has just come out with their plan, and a lot of information, entitled Workforce Credentials: The Pathway to Virginia's New Middle Class. It was just released on 9/1/15, and it has a lot of information on credentialing, how we're moving, and different information that would be helpful to you as you move forward.

(11:22)
One of the things that they have on there is the 1:2:7 Balance of the 21st Century Workplace. What this is saying is that for every one position that requires an advanced degree, there are two jobs that require a Bachelor's degree, and there are *seven* jobs that require postsecondary training that leads to an Associate's degree or some kind of credential postsecondary. So, they're going to need some kind of postsecondary education, but may not rise to the level of an Associate's degree. So, that number seven, which is obviously more jobs than what was available in the first two categories, *that* is where we really need to assist our students. Those students who may not want to go, or may not be going, to four-year college should be able to look at the jobs that are hiring in Advanced Manufacturing and other areas, where our business partners are saying, "We're not getting the students with the types of skills they need to fill these positions."

That's really where this seven is, and this information came from the Bureau of Labor Statistics and the Occupational Handbook. So, helping our students to fill in some of these positions is something that's extremely important.

(12:26)
Some of the gaps that we're seeing, the workforce gaps, and again this comes from the Virginia Community College's newly released document, are in the skills gap, which we already know. We need to be getting the students the kinds of skills they need. Getting them the critical-thinking skills and the problem-solving skills. This all comes with a lot of the CTE courses that are offered in Virginia.

Is your school offering the courses needed in your labor market? Do your CTE courses reflect that types of jobs that are available outside of the school building? That's something you have to look at as a school division.

With the affordability gap, what we're finding is that we have a lot of opportunities available for students to borrow money when they're going for a four-year degree, but we're not seeing the same kind of ability for students who are going into two-year degrees or even industry certifications or technical schools. We're seeing gaps there—being able to have to have the resources available financially for the students to be able to get in there.

(13:37)
With the interest gap, even though I think the silos are breaking down, we still have a lot of perception from people that these kinds of jobs are the blue-collar jobs, or that they aren't something that's fit for every student. Now, if you saw the salaries, you may think differently about that. So, these "seven" careers are meaningful to *anyone* interested in going out and finding a meaningful career.

Competitiveness, of course, is another area. We have to have the students being able to look for these jobs, be competitive, and have the kinds of skills they need to move forward in the jobs for which they are suited.

(14:22)
This is a graph, and I've shown this graph before, but it shows, from the far left column in 1973, to the projection for 2018, on the right-hand side, the kind of schooling, if you will, education needs of students and where our jobs are in the market. So, the left-hand side shows you that 32% (that's the dark brown) of the jobs available in 1973 could be obtained without even having a high-school diploma. That 40%, the one above it, those were high-school grads. If you go all the way to the projection for 2018, you're going to see that most of the jobs available require at least a high-school graduate, if not a higher level than that.

That lighter blue above the brown is *some* college, but not necessarily a degree, that area we were just speaking about. Then, as you move up, there are more advanced degrees. But what we're seeing now is that only about 10% of jobs are available for students who don't get out of high school, who don't graduate. And a lot of those jobs are in service areas. They're not going to give them the kinds of careers and salaries that the students need.

(15:38)
The Virginia Education Wizard is one resource that I'll touch on heavily today. You can actually contact the Virginia Community College System to have training in the Wizard, and there is also a lot of online training available. This is a portal that the Virginia Department of Education supports. The VA Education Wizard is unique in that it allows all of our public-school students to have a specific account that's created. We use their STI numbers, their Student Testing Identifier numbers, and we're able to create accounts for every public-school student in Virginia.

You have rights at your division level, your "admin" rights, and typically the data person at your division can give those rights to school counselors, CTE teachers, and administrators at the local level. You can create accounts, even mass create accounts, for instance, for all of your seventh grade students. And after you create them you can begin to assist your students with creating portals that can assist them with ACP, looking at the courses available and tying that in with what they need to get to their postsecondary goals.

(16:45)
This is the homepage. There is an avatar, Jenny, who will walk you through almost all the areas of the Virginia Education Wizard. At the top you have a number of different menus you can click on. The farthest one on the left is "Careers," so if you go into "Careers," and really you middle school counselors should start looking at the skills assessment, the interests assessment, and the values assessment early on. Sixth and seventh grade students should be taking advantage of this interests assessment. You can create the account and have the students take the assessment. You'll be able to see those results and you'll be able to help the students begin to look at those career clusters and careers in those areas.

You also, in this area, have a "search" for careers, you've got information on Resume Builder, interview tips, and work-based learning. And I'll show you a few of those screen shots as we go.

(17:40)
In the “Careers” section, you can start to look at sample career plans of study. That’s on the far right, and you can look at the divisions and the kinds of sample plans they’ve come up with. You can also start to search careers by cluster and by name. So, if you look at “Browsing by Occupation Name,” you’ll see that there’s an actual search box. You can write in any kind of occupation and what will come up is hyperlinks to those careers. You can go in and see what those careers entail and the kind of postsecondary education you need to get into those careers. You also see that there is green writing beside some of them, labeling those careers as “In Demand.” Those are the jobs that will be in demand within the next five to ten years, based on the labor market data that is fed into the Wizard constantly. It updates every 24 hours.

So, through that STI number, which is really important, you’re able to gather the data through LMI that shows that actual labor statistics and data in that specific area, because they know, through the STI, what geographical area of Virginia you’re in. So, you’ll be able to see the in-demand jobs in your area, based on that student’s STI.

(19:09)
This is one of the occupational profiles that comes up. This one is for a computer software engineer. You can see the four-year colleges and the two-year colleges that offer programs in this area. You’re able to sit down with your student and say “Here are the colleges offering the courses and the programs in the area of computer software engineering.” You’ll be able to look at that and ascertain in what area of Virginia that student might be interested in going.

Then, they have a job outlook, and it shows here that computer system design has a very, very good outlook as a high-demand area. So, again, on the right-hand side, it shows you the regions that have the greatest demand in this area.

(20:05)
This is really informative stuff that I’ll just breeze through here, but I charge you to go in with your students. If you haven’t gotten the Virginia Education Wizard, they’ve done a number of enhancements, and you’re able to go in and navigate through the Wizard a lot better then maybe five years ago or so when it came out. So, that’s something to look into to work efficiently with your students on academic and career planning.

There is information on work-based opportunity, showing you what kinds of apprenticeships are out there in Virginia; Virginia has many apprenticeship opportunities. They list the community colleges where you can go and have the opportunity for these apprenticeships and other work-based learning opportunities.

(20:45)
As I mentioned earlier, on that same page there is information in Resume Builder, and you can actually go in a build a resume as a student. This walks you through every single step and aspect of this resume. So, at the end, it will produce a resume for the student—even if it’s just a functional resume for a tenth or eleventh grader. This is something they can have in-hand and

move forward. If they are a standard diploma earner with that industry credential and they have this resume, they can move right into the work force if that's their goal.

There is another section on interview tips. And again, we're just scrolling right across the line under "Careers" and clicking on each one. Interview tips are extremely important, and you can use them in classroom guidance activities, mock interviews, and specific courses. So, you can use these interview tips—they're extremely important.

(21:33)

So being able to also assist you in transferring—we have the transfer agreement for a community college and a four-year college. It will give you the information on that and even show you the money you would save if you started at a community college and then move into a four-year college if you wanted to use that transfer agreement.

The College Search also will let you search in Virginia and also outside of Virginia, but it really narrows it down for your students when you start to talk to them about: do want to go to a four-year or two-year, what kind of setting do you want, do you want an urban area or a rural area, do you want it to be a private versus a public educational institution, how far do you want to be from home?

These are all kind of things you can click on in the Wizard, and it will bring up that information that will meet that criteria for the student so you don't waste a lot of time moving through specific areas and colleges if that is not meeting the needs of that student.

(22: 21)
In this instance, you can see where James Madison University came up after certain things were put into those areas. It gives you the information on the kind of test scores that are needed, financial aid deadlines, the tuition fees, the SAT/ACT areas and what they are looking for at these schools. It will also show you if that is even required at those colleges. So, it answers very, very good information for your students.

(22:50)
Looking at SAT and ACT preparation, all of this can be done through the Wizard. Take the time to go in here with your students and look at the Wizard. It has got pretty much everything you need to look at helping your students prepare for postsecondary and colleges.

(23:04)
They also have the FAFSA, and there's an avatar that will walk parents through. It is a confusing thing for students and parents to be able to walk through the FAFSA, especially those possible first-time college attendees, but the Wizard makes it easy to walk through and the avatar will walk them through the FAFSA.

(23:22)

Part of that is being able to look at comparing costs between colleges. It will give you an award estimator for financial aid through the Wizard and through the FAFSA. Estimated eligibility, it will have an actual video, it has information on the transfer agreement. Now the Wizard has a mobile app, so you look at it through your mobile device, be able access the Wizard anywhere, anytime you can look at the information you have just seen.

We know that many students are using the Wizard. Really for the college and career planning kind of thing, to be able to look at colleges, but I would urge you—if you haven't in a while—looked at the academic and career plan electronic functionality within the Wizard, to do that again. You can actually create the academic and career plan electronically through the Wizard; you can actually send it to be signed electronically by the parent.

It can be an efficiency measure within your school, if you would like to try to do that. And again, there is training out there for that.

(24:17)
Let's skip know and turn to industry credentialing. It's the cause of many questions; I get a lot of phone calls on industry credentialing. A lot of counselors are confused about industry credentialing and the kind of credentials that are out there for students. What industry certifications are attached to what courses for students.

We know of the new requirement; the requirement is that, beginning with the ninth-grade class of 13-14—this year's 10th-grade student—that student must earn a career and technical education credential that has been approved by the Board of Education if they are earning a standard diploma. The credential needs to be—and you can read the rest of that—but basically we have a Board-approved list of credentials and certifications. This is about 300-plus credentials on that list, everything from the Workplace Readiness Skills to the CRC to the Microsoft Office Suite examinations to really in-depth technical industry certifications that will apply or attach to any CTE program.

Being able to look at that industry certification list, the Board-approved list, the CTE Resource Center allows you to dive into each one of those credentials to be able to look at that. If you have the ability to do some training in this area, please do that, to have the time for—specifically, counselors—to be able to look at these industry certifications, see the requirements around those certifications, where the issuing organizations are and the types of issuing organizations that are administering these examinations. Be familiar with some of these and the areas in which those CTE courses and programs are being offered in your school. It makes sense for the counselors to know, here are the CTE programs, here are the industry certifications that are attached to the courses within those programs. School counselors: You need to have that collaboration and that relationship with your CTE teachers and administrators.

(26:13)

How can industry certification credentials help? More of the requirements are in session 1 and in other sessions. We are just going to go to, really, how are these credentials helping students? And that is really where the rubber meets the road and that's why that requirement came out and there's been such visibility around certifications and credentials, all the way from our federal government down through the Department of Education and into the schools.

For our purposes, VDOE and the students who are graduating, industry certifications tied to a CTE course can allow students to earn student-selected verified credit. So, if a student takes a CTE course, and takes an industry certification attached to that course, they earn student-selected verified credit. It also states that if a CTE student actually does two courses—or a program or completer sequence or concentration in a CTE area—and passes two industry certifications, they can actually earn a second verified credit in the area and they can substitute it for history or science verified credit. It also increases job opportunities for advancements, whether you are in a job already or you are going to be going into a job, having the certification in hand will allow you to advance beyond those who don't obviously have that certification.

It is meeting the needs of this highly skilled workforce that we have been talking about so much. Certifications are a way to show competency in certain areas, and getting those as you are moving out into the workforce is extremely important. Looking at your transcript, looking at your resume, adding value to that as you move out into the workforce is also important.

(27:54)
These certifications—we have looked at these, we have actually approved them under certain requirements for the Board—so they were actually validating specific competencies in CTE courses. Knowing that these credentials are validating those is a very promising thing for business and industry to see.

It certainly helps students' self-esteem as well, having that before you get your diploma or after you get your diploma, having something else to add to the diploma is good for a student's self-esteem.

You're building a robust resume by getting more things into that resume. Whether we start to move toward digital badging, or whatever the situation is, having industry certifications along with your diploma will assist you.

Also, you're able to extend, be able to look at these CTE industry certifications and being able to extend that through career pathways, so it may be one step to meeting an actual, specific career pathway and meeting those postsecondary needs.

(28:54)
The CTE Resource Center is really the hub of where much of this information can be found. I discussed a little bit earlier. Here is a page you can see—the R U Ready? Magazine, and that magazine is now getting ready. It's on the presses or probably off the presses being readied to be sent to schools so that picture will change within a week or two. Using the resources that are

on the CTEresource.org website, you can go in and find a lot of resources around academic and career planning, including RU Ready? Magazine, as well as looking into specific CTE courses, what those courses are about, and the industry certifications that align with those CTE courses.

(29:36)
APG, you can see, is a resource for counselors, administrators, and educators. Again, I went over this a little bit in session 1.

(29:45)
But being able to dive down into those areas, and looking at concentration sequences based on the CTE courses that are available in your school. So, if you know a student is taking a certain CTE course, go to CTEresource.org, you're able to put that course in, and now you can start to look at the concentration sequences within that CTE area. So, what's the second course that this student can take to be a CTE completer in a concentration area, so they can possibly use industry certifications as verified credits.

(30:10)
Being able to dive into those, each of those available credentials, are hyperlinks. So again you move into, look at, that Advanced Accounting, realize that that's offered by NOCTI, and look at everything you need to know about that examination, from the cost of it, to the number of test questions, to the accommodations that are available for students with special needs.

(30:32)
Resources for postsecondary preparation—we've got many. We could go into each of these and probably spend 45 minutes on each, but I wanted to give you the links to theses.

Certainly the CTE Resource Center we've discussed.

The Career Planning Guide within the CTE Resource Center.

There's the RU Ready? Magazine.

The Ready or Not teacher's resource is the companion guide to the RU College and Career Ready? Magazine. It will allow you counselors and teachers to be able to specifically download activities related to the RU College and Career Ready magazine to go in to work with your students that really show a good tie between the magazine and what's going on out in the community and our labor force and being able for them to really get into some critical thinking and being able to look at the career development in terms of that activity with the Ready or Not resource.

(31:27)
Academic and Career Plan Webpage has a lot of resources on it as well.
Our CTE area of the VDOE website has a Career Clusters and Pathways webpage, which is great.
I have the school counseling and guidance. So these are all resources for you to look into.

Like I said, at the beginning of the session, there are so many things out there that you as a division, you as a school need to look at what works best according to your student body, the geographical area in which you are located, and the needs of your students, to be able to go in and really have a well-defined plan about getting this done.

Getting these resources—you're not going to be able to use all of them—probably, but figuring out which ones work best for you and coming up with a plan and getting that high-level administrative support to enable you to do it is critical to help our students move into meeting the demands of the workforce and their goals.

(32:21)
Please know that all of these presentations are archived on the CTE section of the VDOE website (doe.virginia.gov). You can access the evaluation through the VDOE website as well, and we actually would love to have your feedback on how we can make our video streams better.

Just some information on the Counseling for Careers workshops that are coming up. The Superintendent's Memo has just come out (it came out October 23) and it lets you know there are four different Counseling for Careers workshops that are taking place throughout Virginia. Last year, we did two, and they were so well attended we actually had to put people on waiting lists, so we are doing four this year. Please look at Superintendent's Memo 264-15 dated October 23, 2015, be able to look in there and you can actually register a team to be able to attend whatever one of those workshops are closest to your area.

The next video streaming session will be Session 9. That will be the 2016-17 Perkins CTE Local Plan and Budget Submission on December 10, 2015, at 1:30 p.m. Thank you.

(34:20)
Thank you for joining me for this video streaming session. As I mentioned, today's information and resources are really just a small part of what is available out there for you to use as CTE administrators, as school counselors when your assisting students and making that connection from secondary to postsecondary education.

Whether you are using Virginia's Education Wizard, whether you are using NAVIA's Career Cruising, any of the big portals, and using the labor market data, all that information is at your fingertips, and you can use it to really assist your students to fill those gaps that are out there right now in our workforce. Don't forget to tune in to the next video streaming series, which is December 10 and is titled CTE Local Plan and Budget Submission. Thank you.