



Governor's Council for Workforce and Economic Development

YOUTH PROGRAM COMMITTEE

Meeting Minutes

Date: December 2, 2016

Time: 10:00 a.m.

Place: Oklahoma State University-Oklahoma City, 900 N. Portland Ave., Oklahoma City, OK

Call to Order/Welcome and Introductions

Co-chair Cecilia Robinson-Woods called the meeting to order and welcomed the group. She said that co-chair, Chuck Mills, will be late as he had a funeral to attend. She asked everyone to self-introduce themselves.

Approval of Minutes

A motion was made by Tracy Brigham to approve the October 7, 2016 minutes. A second was made by Kelly Arrington. There was no further discussion and the motion carried unanimously.

Governor's Council Update and Goals Discussion

Co-chair Robinson-Woods explained all of the Council standing committees were asked to present goals at the last Governor's Council meeting. Goals presented by Chuck Mills for the Youth Programs Committee:

Goals for 1st Year:

1. Support the Individual Career and Academic Plan (ICAP) for all students (high school)
2. Create a model for increasing parental or family involvement in the dropout recovery effort for out of school youth
3. Identify champions in each school district to implement character building programs statewide

Goals for 3-5 Years:

1. Develop strategies to implement ICAP statewide in all schools
2. Focus on strategies to incentivize graduations and GED attainment
3. 75% of school districts have engaged character development programs

As a starting point for the Youth Committee, the purpose of the meeting today is to break down the goals for a better understanding and talk about next steps. We will talk about the goals and how we can move forward in solidifying them and making them some sort of recognizable attribute of all of the high schools in the state. Cecilia will discuss the ICAP, Robert Greenlaw from KimRay will talk about Character.org, and Chuck Mills will discuss Character Champions.

Career Plan of Study (ICAP)

Cecilia discussed the ICAP plan that the State Dept. of Education has issued to schools in the state. The state's plan, which is being introduced into the Superintendent's new accountability plan, this ICAP is part of it. They are recommending that this starts in the 9th grade. The sample ICAP (PowerPoint) lays out what the core or the standard for the state entails. For

every student to get a standard diploma, this is what they must go through. It also has a postsecondary piece that includes technology center and college prep. This is the first time that Cecilia is aware of that the state has put out a template. Schools have always made their own templates. She also added that the state is thinking about issuing three different kinds of diplomas. Some think that should be left up to the districts because not all districts can offer AP or concurrent.

The Career Plan of Study lists out the sequence of curriculum and college credit hours earned. Superintendent Hofmeister is now talking about job shadowing and internships for the senior year as a prevention piece for dropouts so that is a piece that has been added to the ICAP. Certifications have also been added for kids who go into CareerTech. Cecilia said that they also have asked the state to add industry certifications on transcripts.

Cecilia showed a sample template the state uses of the Achieving Classroom Excellence Act (ACE) Parental Curriculum Choice Letter which states that Senate Bill 1792 (passed in 2006) requires eighth grade students entering ninth grade to complete the college preparatory/work ready curriculum unless the student's parent approves the student to enroll in the core curriculum. Successful completion of either curriculum will result in a student receiving a standard diploma. If a parent chooses the core curriculum (and opts out of college prep), they must complete the form, sign it and return it to the school prior to enrollment. Another sample Plan of Study that was shown is one that begins in the sixth grade. If the student plans to go to a CareerTech, then they have the opportunity to know what courses need to be taken for the area of study when they start eighth grade. The state's plan is to expose this to all the districts with the hope that all school districts participate. They are not mandated at this time.

Cecilia said that the second piece to this is high school equivalency which is meant to address high school dropouts. Jared Bates will discuss that with the Youth Committee.

High School Equivalency

Jared Bates, CareerTech, said he was going to discuss the current state of Adult Basic Education (ABE) in the state. His PowerPoint brought out the following information:

- Purpose of Adult Basic Education
 1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
 2. Assist adults who are parents or family members to obtain the education and skills that –
 - a. Are necessary to becoming full partners in the educational development of their children; and
 - b. Lead to sustainable improvements in the economic opportunities for their family.
 3. Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
 4. Assist immigrants and other individuals who are English language learners in-
 - a. Improving their-
 - i. reading, writing, speaking, and comprehension skills in English; and
 - ii. mathematics skills; and
 - b. Acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.
- Title II of WIOA legislation

- In 2014 ABE became part of CareerTech via Oklahoma Senate Bill 1661.
- High School Equivalency
 - GED
 - HiSet
 - TASC
 - Individuals who do not have a high school diploma may be able to earn a State of Oklahoma High School Diploma by passing the GED, TASC, or HiSet assessments.
- Eligible Individuals
 - The term “eligible individual” means an individual who
 - Has attained 16 years of age
 - Who is not enrolled or required to be enrolled in secondary school under state law; and
 - Who
 - Is basic skills deficient
 - Does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - Is an English Language Learner
- ABE Funding
 - \$665,210 in state dollars, \$6,294,843 in federal dollars
 - Approximately \$6 million distributed to local providers
 - Adult Education and Literacy (\$5.22 million)
 - Correction Education (\$535,000)
 - Integrated English Literacy and Civics Education (\$302,800)
 - Remainder is for State Administration and Leadership
- Eligible Applicants
 - An “eligible provider” means an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include a local education agency, community-based or faith-based organization, an institution of higher education, a non-profit agency, etc.
- Current Providers
 - 20 public schools – Tulsa Union, Ardmore, Poteau, McAlester, and others.
 - 3 community colleges (OCCC, OSU-IT), NEW)
 - 6 technology centers
 - Tulsa YWCA
 - Department of Corrections
- ABE in Oklahoma
 - Approximately 16,100 students are provided instruction annually through our ABE programs - \$385 per student instructed annually.
 - There are 252,717 adults (25+) that speak English without a high school diploma in Oklahoma.
 - There are 78,485 adults (25+) that speak a language other than English at home without a high school diploma in Oklahoma.
 - Approximately 40,000 between 18-24 years of age that do not have a high school diploma.
 - 331,202 ABE-eligible individuals in Oklahoma that are 25+ years of age
 - ABE programs serve 4.86% of this population annually
- LACES – Tracking System Specifically for ABE
- End of Program Tracking
 - Data-matching through the following

- Diploma Sender
 - CareerTech
 - Higher Ed
 - OESC
 - DOC
- Carl Perkins
 - Separate from ABE
 - \$15.2 million in federal funding
 - Used to support CTE programs in assisting students transitioning from secondary to postsecondary education and careers
 - Programs of Study/Individual Career Plans/Career Pathways
 - Partnerships between secondary and postsecondary education

Character.org

Robert Greenlaw, KimRay, Inc., spoke on employability skills – which covers soft skills, people skills, character skills, etc. This is not the competency skills but the character piece which is the head and heart piece so to speak. You need both to have an excellent workforce. He said that you want someone who cares about the customer and have leadership capacity to influence people. You want a team player, someone who is on time, who is diligent, determined, alert to safety issues, they follow safety protocols, they are a creative thinker, a problem-solver, who cares about quality no matter what they are doing. These are all employability skills or character skills that are very important that sometimes we don't draw enough attention to. When you hire someone, it is usually based on their credentials, but when someone is fired, it is usually the character piece that gets them into trouble. Character is something that you learn as you grow through different means and experiences. We want to help people build strong character as well as strong competencies. Both are important.

Robert said that he serves on the board of an organization in Oklahoma called OKCharacter.org. It is an affiliate of a national organization called Character.org. It has been around since the early 90's. They have done a lot of work and research on best practices on character development or education in K-12. This is not a program or curriculum on developing character but it is a methodology of how you create a school of character and where it is part of the fabric of the school. We have to find more ways to integrate this character piece into everyday life and school. This doesn't mean to have a one-hour class every Thursday. They will go to class and then forget it when they leave.

A handout was passed out entitled, "The 11 Principles At-a-Glance" by Character.org. The 11 Principles of Character Education available at Character.org explains each of the principles in detail and includes a scoring guide. Here is the summary:

1. The school community promotes **core ethical and performance values** as the foundation of good character.
2. The school **defines "character" comprehensively** to include thinking, feeling, and doing.
3. The school uses a **comprehensive, intentional, and proactive approach** to character development.
4. The school creates a **caring community**.
5. The school provides students with **opportunities for moral action**.

6. The school offers a **meaningful and challenging academic curriculum** that respects all learners, develops their character, and helps them to succeed.
7. The school fosters **students' self-motivation**.
8. The school staff is an **ethical learning community** that shares responsibility for character education and adheres to the same core values that guide the students.
9. The school fosters **shared leadership and long-range support** of the character education initiative.
10. The school **engages families and community members** as partners in the character-building effort.
11. The school **regularly assesses** its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character.

Robert said that every October-November there is an opportunity for any school to apply and submit an extensive application to be a School of Character recognition. They must give evidence on how they have implemented all 11 principles. They must support this with documents, data, results, etc. He said that he has been on the Evaluation Team and have gone over all of the documentation that has been submitted for a school and sometimes it takes hours to review. The schools are graded on the evaluation and if they score high enough they can be recognized as a State School of Character. If they are at the top, then they can be recognized as a National School of Character. If they are not at that level yet, then they are an Emerging School of Character or they have some honorable mention and so there are some different levels of grading. Usually they don't make it the first time so they are given extensive feedback where they can improve over the next 12 months so they can apply again. The point is not to say that your school is a School of Character but the point is to make an impact on students. There is training, mentoring, site visits, etc., for schools that need help. This is a non-profit organization. On the reverse side of the 11 Principles is how businesses and schools can work together to implement character education.

State Dept. of Education

Cindy Koss, Deputy Superintendent of Academic Performance and Planning, said they had a Call to Action Summit on September 20th and at that summit they asked people to sign commitment cards. One of them was redefining the senior year. How do we make it meaningful for students and what can we do so that they are ready for their next step in life? She said the next meeting is next Thursday at the State Dept. at 9:00 a.m. and the Youth Committee is invited to attend. Our next meeting is to look at what we are already doing in some of our schools that are helpful or catch-up initiatives, and how are we to work as a system with Higher Ed, CareerTech, Common Ed, etc. One of the initiatives that they have gotten off the ground is the Southern Region Education Board (SREB). It has what they call a "math ready" course for seniors in high school which will allow them to have their remediation while in high school which will really afford them the opportunity to be successful as they move forward. This will be available to districts starting next year. A committee they have, Work-based Learning, will have a variety of career clusters where they have individual career academic plans so they can see what courses may fit better, electives, etc., for what their next steps are going to be. It allows the opportunity for students to check internships, job shadowing, and some of those things. They are trying to help students in their senior year where many of their core requirements may be completed but doing something that is meaningful and relevant to the

students so that they will be successful and gain the skills that will help them move forward. So there are a variety of pieces in helping to redefine the senior year. It might be that we want to help our rural schools with concurrent enrollment. Some of the universities - including OSU - are trying to help teachers get the 18 hours of content so that they can be the teachers at the high school for the concurrent class because some of our rural schools are just too far to be able to afford that opportunity for their students. All of these are ideas that are beginning to help us move forward. SDE is always interested in innovative ideas so we can help our students be prepared. There are a lot of kids drifting because they don't have a plan. So, the idea of what we are promoting, and Shelly Ellis is our lead for Individual Career Academic Plans, begin in middle school and then have these annual updates but the other thing about ICAPs is that we want families with their students completing them. We can't place the whole burden on the counselor. They can start working with OKCareerGuide or OKCollegeStart – these are free in some school districts for students to take the opportunity to start working with their plans. They are working with CareerTech and the regions so that they can use the Student Information System to start identifying courses taken, etc. Colorado has a very successful program in process. We have several schools who are interested and will do an intent statement and next year they hope to have some pilots. Cecilia added that they are working on recognizing “work ready” schools and provide data. Cindy said that the SDE is working on providing a dashboard with some of these elements.

Next Steps

Chuck Mills said that the chair of the Governor's Council, Steve Hendrickson, has tasked the committee to come up with “3 Big Goals”, so he is asking the Youth Committee how do they want to move forward? Chuck said that geographic areas around the state have been identified (Planning Regions) and we need to get people involved in those areas. We could include them in our meetings via video conferencing or conference calls, tie them into to OneNet with CareerTech or have town hall meetings or something similar to get input. He also suggested maybe putting on a Youth Summit. We also need to get early childhood in the room too. Don Raleigh from MidAmerica Industrial Park could come and talk about Character.org.

Cecilia Robinson-Woods said that they were looking at proposing to the Governor's Council “workforce ready” for high schools. The Governor could have a list of high schools that are designated “workforce ready” if certain criteria has been met. The Youth Committee can come up with the criteria and work with the State Dept. of Education. Cindy Koss added that this would not be mandated but would be something that we could work towards. Cecilia said an example of this is TSET. It has something like this that designates “healthy schools”. This designation makes the schools eligible for grants. Millwood is a district that is a “healthy school”. The Youth Committee could support this program by setting up the criteria. When we meet again on February 10, we can look at breaking up into sub-committees to work on specific tasks. Cindy Koss said that we need to have some folks from SDE to weigh in on this.

2017 Meeting Dates

The Calendar of Meetings for 2017 was proposed to the Youth Committee for approval. Greg Hall made the motion to accept the calendar for 2017 meeting dates. Scott Fry seconded the motion. No further discussion. The motion carried unanimously.

New Business

None.

Old Business

None.

Next Meeting

The next Youth Council meeting will be February 10, 2017 at 10:00 a.m.

Adjournment

The meeting adjourned at approximately 12:01 p.m.

*Respectfully submitted,
Linda Emrich*