



Governor's Council for Workforce and Economic Development

YOUTH PROGRAM COMMITTEE

Meeting Minutes

Date: May 12, 2017

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-chairs Chuck Mills and Cecilia Robinson-Woods called the meeting to order and welcomed the group.

Approval of Minutes

A motion was made by Karen Davidson to approve the February 10, 2017 minutes. A second was made by Kerry Manning. There was no further discussion and the motion carried unanimously.

Committee Progress Reports:

- **ICAP (Individual Career Academic Plan)** – Chuck Mills said that the Youth Committee worked on this many years ago and they called it a Graduation Plan. Their plan was to start it in 8th grade and go to two years after graduation. This ICAP is a nice first step and he knows that we are going to start as seniors as a requirement but he would like for it to start at 6th grade when they can seriously start planning with pre-requisites with STEM classes and other courses that can lay that foundation for success for the student in some type of career. Chuck said that we will continue and support the State Dept. of Education in their ICAP activities.

Marissa Lightsey introduced herself. She is the new program manager for the New Skills for Youth Program at the State Dept. of Education and ICAP falls under them. Marissa reported that they just got their pilot sites signed up. There are 27 school districts with 59 schools participating. They will be meeting on July 25th and those indicating that they will be using OKCareerGuide or OKCollegeStart, they will be getting training in both of them. Part of the ICAP study requirements is that they will need to meet monthly, so there will be meetings and trainings with counselors, teachers, and their ICAP designated team. From that, they will start with the implementation. Some schools have indicated that their elementary schools will be participating all the way up to their senior year so they will have a pretty good mix of students to see what is working and what isn't. The purpose of the study is not that the ICAP itself is effective, but how most effectively to implement the ICAP in the schools.

A question was asked of Marissa, *"What goal does the Youth Committee ICAP sub-committee have if they are doing the work?"* Marissa said that part of what will make New Skills work as a whole is that they are going to have communication between parents, school districts, community members and industry leaders. One of their

objectives (which is objective #7) is to have communication and it is for the parents, districts, community and industry leaders to be able to engage and learn about things that are happening in the area. We want to have equal access for everyone. So students in the Drumright area will still be able to communicate with the people at KimRay and know what's happening. They will all have the same access. So the platform is probably the biggest way that we'll be asking for help for you guys to participate in engaging in conversations. On the platforms they will have modules. Those modules will be centered around the career endorsements. There are six modules – two of them are STEM and Humanities. For each module that is rolled out, we will be asking for conversations around them, such as what are the employability skills required? How to connect with business leaders? That is where you will come in. Marissa also encouraged everyone to look at the web site and give her any feedback on resources, etc.

The NSFY grant is for a three-year period and is paying for the study. Upon the completion of the study, the legislation goes into effect. Marissa has volunteered to become a member of this sub-committee to help support the efforts.

- **High School Equivalency** – Jared Bates, ABE with Career Tech, would like to develop a current stake for each of the WIOA regions for exactly where we are with Adult Basic Education and high school equivalency 18+ years of age and start with that and develop that plan. From that plan, determine where the gaps are and look at best practices. One of the things that need to come into play with this is developing partnerships between the ABE providers and Workforce Boards. That is integral for the success for all of this. Once you get a sound infrastructure in place and ready to go, this is where that marketing campaign and advertising will come into play, but you've got to have all of those systems and processes in play. We are getting ready to begin our 4-year re-granting for the entire state for WIOA, so that process will begin potentially this fall – maybe a little later – depending on local plan approvals and getting them all in place after July 1st. So that's going to allow for some potential opportunities across the state, as far as determining where those gaps are at and maybe bringing on new clients that have not previously been served. So with regard to performance measures and adult basic education within Title II, one of their big performance measures is certifications and getting individuals into postsecondary opportunities after they complete their high school equivalency (HSE). Another one is what is their HSE getting them? What Jared sees moving forward after today, is getting with their ABE providers, getting with those workforce board members and anyone else that's a player.

Chuck Mills asked Kerry Manning (workforce board staff) what her thoughts are? She said that they were encouraging the Title I staff and other partner staff as far as DHS, DRS – they're at the table for our planning meetings, so she thinks this is a great thing and they've got to do it to help the future. Awareness is a big issue but Jeane Burruss added another big issue is how do we find the students? How do we find the students that need the GED and encourage them to get into the program? Emmitt Grayson talked about Job Corps around the state and how effective they are and that they are in the process of writing some MOUs. So it would be more beneficial to us to build on something that is already in place. Marissa said that the platform would be a good place to start on and then build on connecting it with counselors and teachers. There is a process and steps for students who want to drop out.

- **Character Development Program** – Robert Greenlaw said that the state school of character has been going on in Oklahoma for about four years. Once you have qualified

for a state school of character status, that is good for three years and then you can reapply again. There are 30 separate schools that have this status and one district that has applied. Robert asked the group about guiding priorities. He spoke about the 80/20 rule. What he is hearing from the discussions on work ready or career ready schools is that we are trying to get the pipeline - or 80% of the kids that are making it all the way to graduation – and to find ways to get them better prepared for the workforce (and that's what the ICAP plan is really focusing on). And what he is hearing about the ABE type of programs, they are trying to serve the other 20% that are dripping out of that pipeline. You are trying to recover them so they don't get lost. He talked about the terminology of work ready/career ready and he is going to refer to it as career ready because it sounds like a higher level and a little more visionary and broader as opposed to just work ready. He prefers to call them Career Ready Schools (CRS). A couple of components to the CRS is the academic side and the employability skills side. Applying the 80/20 rule, that probably covers 80% of the academic need creating a career path and a career plan. On the employability skills side, what are some of the guiding priorities? He listed some from what he got out of the minutes from the last meeting.

- Statewide – diverse across the state
- Public schools, charter, private, specialty schools can engage in
- Cross cultural
- Something that can be tailored or customized
- Community needs
- Framework or a path – not a program (best practices)
- Voluntary – not mandated

If becoming a school of character would serve the need and satisfies all of the above requirement and if we get an ICAP program going, to him we don't necessarily need to invent anything new. Robert brought three school evaluations that they score the schools on when they apply for the school of character designation. Usually the first year when a school applies, they are not accepted. They are given feedback and suggestions and generally, by the second year, they are accepted. By the third year, they can improve their scores even more to apply for a National School of Character, which has higher standards. Robert said that this year in Oklahoma, they had seven schools apply for State Schools of Character and six of them became National Schools of Character. This is a very robust, thorough and time-consuming process of doing this. This is not required. The schools choose to do this and it is important to them and they learn through the process how to get better. The evidence nationally for the Schools of Character is less bullying, less cheating, better attendance, less discipline problems, higher test scores, homework is being done, higher graduation rates, less dropouts, parent satisfaction and engagement, teacher retention, student engagement, etc. To become a School of Character you get recognition and good will. They would love to raise funds to have a \$2,000 grant if you become a School of Character or a \$5,000 grant if you become a National School of Character. That would be incredible but they don't have the funds. This is not program specific. Almost every school that they have evaluated in Oklahoma uses a different program. That is just one of the 11 best practices. He said the schools from this year are from Lawton, Muskogee, Pryor, Tulsa and Oklahoma City.

- **Work Ready/Career Ready**

Robert said it would be good if there was an agency – such as the Office of Workforce Development, Dept. of Education, the Governor's Council, etc. – that could invite schools in Oklahoma to become a career ready school. And what a career ready school means is you become a state school of character and you have at least 80% of your

students with an ICAP (or 90% or whatever you decide). In practice, this means that the school has demonstrated that they are doing the employability skills side and they have demonstrated that they've done the academic side through a certain number of ICAP percentages. Maybe Chuck can go to the Chamber or other foundations to see if they will contribute an incentive to get schools on board to do this. Chuck said that part of this came from Cecilia talking about TSET in healthy schools and the recognition they get from that program of having healthy schools. This would be a certification or a recognition of being a career ready school.

Chuck added that this is a good opportunity to make some great changes that will help the state. We all need to climb on board and help where we can and move this forward. This is needed right now. He added that the Youth Program Committee is supposed to do its deep dive at the July 28 Governor's Council meeting. He would like to be able to roll out some of these success stories and the progress that we have made. The sub-committees need to start meeting, either in person or on conference calls.

New Business

None.

Old Business

None.

Next Meeting

The next Youth Council meeting is TBD.

Adjournment

The meeting adjourned at approximately 11:55 a.m.

*Respectfully submitted,
Linda Emrich*