Community of Practice Update: Idaho

September 24, 2020
Topics

- Middle School
- Program Alignment
- Workplace Readiness Incentive
First Steps: Understanding the World of Work through Career and Technical Education

**Mission:** To provide 7th and 8th graders career development opportunities to prepare them to make decisions about high school CTE courses and programs.

**YEAR ONE** -- Foundational Work (18-19 School Year)
✓ Research
✓ Survey & focus groups
✓ Identify pilot schools

**YEAR TWO** -- Preparation Work (19-20 School Year)
Develop standards
✓ Develop endorsement
✓ Develop assessment
✓ Develop tool kit
✓ Pilot schools will include the program in their FY21 course catalogs

**YEAR THREE** -- Pilot Year (20-21 School Year)
• Pilot schools will offer the program
• Evaluate and adjust

**YEAR FOUR** -- Full Implementation (21-22 School Year)
<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
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<tr>
<td>Grangeville Elementary/Middle School</td>
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<td>Jenifer Junior High School</td>
<td>Lewiston</td>
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<td>Fremont Middle School</td>
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<td>Jerome Middle School</td>
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<td>Raft River Jr/Sr High School</td>
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<td>Aberdeen Middle School</td>
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<td>Rigby Middle School</td>
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<td>Fernwaters Public Charter School</td>
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Career Development: A Policy Statement of the National Career Development Association (Grades 7-9)

(Adopted March 16, 1993; Revised 2011)

• Strong emphasis on increasing self-understanding through career exploration for all youth, but not on helping youth make specific occupational choices.

• Build awareness of the concepts of career interests, career aptitudes, and work values as they apply to various occupations and to themselves.

• Encourage community volunteer work experiences.

• Prepare students to maximize the options available for choice at the senior high and post-secondary levels including CTE, youth apprenticeships, work-study, etc.
First Steps Career Development Definition:

• **Career Development** – A process by which students learn and make decisions for their future through:
  
  • **Self-Evaluation** – “Who am I?”

  • **Career Exploration** – “What’s out there for me?”

  • **Future Planning** – “How do I get there?”
# First Steps: Understanding the World of Work through CTE Standards

## Domain 1: SELF-EVALUATION (Who am I?)

1. **Identify Personality (What makes me special?)**
   - A. Take a personality assessment.
   - B. Document a reflection on the results.

2. **Identify Interests (What do I enjoy doing?)**
   - A. Use multiple methods to identify personal interests.
   - B. Document a reflection on the results.

3. **Identify Values (What really matters to me in life?)**
   - A. Summarize personal importance of family and other relationships as they relate to school/work.
   - B. Assess desired lifestyle and associated cost.
   - C. Relate the importance of health and wellness to school/work.
   - D. Document a reflection on the results.

4. **Identify Skills (What am I good at?)**
   - A. **Critical Thinking and Problem Solving**
     1. Recognize and analyze a problem.
     2. Identify and evaluate potential solutions and resources.
     3. Use sound reasoning to choose a solution.
     4. Implement the solution and evaluate outcome.
     5. Document a reflection about your use of the problem solving process.
   - B. **Work Ethic**
     1. Define work ethic and explain its importance in the workplace.
     2. Define and explain the importance of diligence, dependability, responsibility, and accountability in the workplace.
     3. Demonstrate diligence.
     4. Demonstrate dependability.
     5. Demonstrate responsibility.
     6. Demonstrate accountability.
     7. Document a reflection about personal work ethic after demonstrating diligence, dependability, responsibility, and accountability.
### Domain 2: CAREER EXPLORATION (What is out there for me?)

1. **Apply Self Evaluation to the Work of Work (Where do I fit in the world of work?)**
   - A. Express the purpose and value of work.
   - B. Summarize how one researches and chooses a career.
   - C. Use results of self-evaluation to identify related career clusters and occupations.
   - D. Explore multiple career clusters and occupations of interest (e.g. work site visits, speakers, case studies, shadowing, or community service).
   - E. Choose a cluster or occupation. Research the education or training required, including major, labor market information, and wage compared to Idaho’s living wage.

2. **Making Responsible Choices (How do my choices influence my future?)**
   - A. Describe how personal, career, and educational choices impact major life decisions.
   - B. Describe how your personal choices will affect workplace, school and community.
   - C. Discuss the need for continuous career planning.

### Domain 3: FUTURE PLANNING (How do I get there?)

1. **Efficiency and Productivity (How do I turn an interest into a plan?)**
   - A. Having identified a career interest and major, research institutions offering the major according to personal preferences.
   - B. Research helpful high school courses and experiences.
   - C. Utilize a goal setting process to develop short and long term personal, education, and career goals.
   - D. Manage time and resources and track progress throughout the term.

2. **Understand High School Offerings (What can I do in high school to reach my goals?)**
   - A. Explore available CTE programs.
   - B. Research the local CTE options and benefits for participation therein.
   - C. Examine the benefits of participating in school and community activities.
   - D. Examine academic and other high school pathways.

3. **Create an Idaho Student Learning Plan (How do I move forward?)**
   - A. Develop or update the Idaho Student Learning Plan (Four-Year Plan) aligned with personal, educational, and career goals.
   - B. Apply Student Learning Plan to selection of high school courses and pathways.
Program Alignment Process

1. Program Standards
2. Criticality Survey
3. Develop Secondary Assessments
4. Horizontal Alignment with Postsecondary
5. Create SkillStack® badges
6. Vertical Alignment
7. Award SkillStack® badges

Earning Badges = Credit

Perkins V Measure

Idaho Division of Career Technical Education
Program Alignment Goals

- Statewide Articulation Framework
- Enhance transfer of CTE College credit
- Increase the “Go-On” Rate in Support of 60% Goal
# CTE Programs Aligned

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Idaho Division of Career Technical Education

35 out of 50 Programs Aligned by 2020
Workforce Readiness Incentive (WRI)

- Legislature established new program
  - FY2020 Appropriation - $200,000
- Teacher bonus for number of workforce ready students:
  1. Earned all SkillStack® badges in pathway
  2. Passed Workforce Readiness Skills Assessment (WRA)
  3. Passed Technical Skills Assessment (TSA)
- First teacher bonus
  - Canceled due to COVID/low volume in assessments (June 2020)
  - Committed to distribute funds (June 2021)
1) Earn all SkillStack® badges in pathway
Eligible Pathways

- Placeholder badges created for pathways not fully aligned
- Other badges match 16 national career clusters colors
2) Pass Workforce Readiness Assessment
3) Pass Technical Skills Assessment

Created assessment badges in SkillStack®
- 19/20 >5,000 students earned a badge for passing (83%)
Open Badge 2.0 Certified

Demonstrate & Earn

Leading Others
Issued 1/25/2020

Required Skills:
- Formulate a strategy for developing a climate of mutual trust
- Identify and meet employee motivational needs
- Participate in and identify the four stages of team development
- Write and communicate performance expectations
- Lead supportive and corrective coaching sessions

Build Your Portfolio

Food Storage
Coaching Methods
Managing Processes
Tie Skills

Export, Download, & Share

Badgr Backpack
Facebook
Twitter
LinkedIn
Email
Webpage
Future Employers
Colleagues
Potential Clients
And more!

Students can own, display, store and share their digital portfolio (backpack) in many platforms
Contact Us

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**SkillStack®**
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Idaho Division of Career Technical Education