

## I. INTRODUCTION

During the 2018 legislative session, the Governor’s Workforce Cabinet was charged with developing a comprehensive career navigation and coaching system for Indiana.

The Cabinet established the Career Navigation and Coaching Action Team to review what other states and countries have developed for career navigation and best practices around the state of Indiana to develop a system that would deliver relevant and useful career information to students. The team also went through previously developed state resources to make sure that there was alignment and utilization of existing tools if possible.

Members of the Career Navigation and Coaching Action Team included:

**Chris Lowery**- Chair of the team, Senior Vice President, Ivy Tech Community College

**Jena Bellezza**-Governor’s Workforce Cabinet, Vice President of Strategic Partnerships and Branding for the Indiana Parenting Institute

**Rebecca Schroeder**-Governor’s Workforce Cabinet, President of Whiteshire Hamroc

**Tony Vespa**-Governor’s Workforce Cabinet, Founder of the Vespa Group

**Mike Langellier** – President & CEO, TechPoint (Indiana)

**Matthew Presley**- La Porte High School, College and Career Readiness Coordinator

**Blair Milo**-Governor’s Workforce Cabinet, Secretary of Career Connections and Talent, State of Indiana

**Benjamin Carter**-Department of Education, Director of Workforce and Innovation

**Elizabeth Meguschar**- Indiana Department of Workforce Development, Associate Chief Operating Officer Workforce Education and Training

**Carrie Lively**- Indiana Department of Workforce Development, Senior Director of Apprenticeship and Work-Based Learning at Indiana Department of Workforce Development

**Josh Garrison**- Commission for Higher Education, Associate Commissioner for Legislation and Program Implementation

**Stephanie Wilson**- Commission for Higher Education, Associate Commissioner for Strategy and External Affairs

Every Hoosier who interacts with Indiana’s education or workforce training system must have an actionable plan for graduation, postsecondary attainment, or career pathway. The team’s

mission was to design a sustainable career navigation system for Indiana students and adults to move more successfully to a career path.

The team's guiding principles were:

1. Students must be **engaged and understand at an earlier age** the value of their education and how it is relevant to their futures;
2. Students must **graduate ready** for postsecondary education, to pursue meaningful training and employment in a field of their choice, or with skills to go directly into a quality job;
3. **Parents/Guardians must play a central role** in their child's postsecondary goals, and resources must be available to them;
4. **Employers must be engaged, active partners in this navigation system;**
5. **Teachers, counselors, and administrators are essential to the success** of the navigation system and their capacity and access to resources must be considered;
6. Working age adults must **be connected to education and career training that is aligned to industry needs** and leads directly to employment;
7. Postsecondary institutions and training providers must **emphasize career outcomes** for students.
8. The career navigation system **must be sustainable, fiscally responsible, and utilize existing resources.**

In addition to regular team meetings, the group participated in a facilitated working session, met with employers and business association representatives, and hosted a group of high schoolers and their counselor who shared insights on their experiences. The team listened to multiple perspectives about how an intentional career coaching system could impact students and heard expectations of key external stakeholders. All individuals engaged throughout the review and development process agreed the career coaching and navigation system needed to help students make informed decisions and provide work-ready students with the skills necessary to begin careers as lifelong learners.

Building off of the initial career navigation and coaching report submitted in July (*Initial Report See Appendix A*), the team developed a base for the menu of options schools will use, determined necessary changes, and developed a localized process for delivering career coaching that will inspire communities to embrace a mindset that success does not follow just one standard path. There were excellent examples of work already being done around the State of Indiana and this localized process will only help to ignite work where it is already being done and light a flame where it did not exist previously.

Included at the end of the report are agendas and summaries from the meetings. *Agendas and Summaries See Appendix B.*

## II. ENGAGE -> EXPLORE -> EXPERIENCE

The team recognized quickly that there were not consistent connections between education and career planning *early or often* enough for students today. Some schools are currently delivering exceptional career navigation and assistance, yet other schools do not have any intentional programming to connect school and career. If schools do not offer guidance early enough some students, especially those lacking a support system, do not understand the value or connection of their school and therefore disengage.

Students must be systematically *exposed to a full range of potential career opportunities* through well-coordinated exploration activities that include *regular visits* by area employers, workplace tours, career interest inventories and *classroom instruction that incorporates career focused topics and concepts to connect what they are learning to activities outside the classroom*. Students must graduate with a meaningful diploma that integrates career assessment results, structured career exploration and intentional course-taking aligned with an identified career goal and postsecondary education plan. Indiana is changing and exciting changes are coming to the delivery of education.

### RECOMMENDATION

The team determined that providing a menu of options for schools to utilize in grades K-5 (Engage), 6-8 (Explore), and 9-12(Experience) connecting students to careers builds off of former initiatives by the Department of Education and streamlines implementation options identified at the local level. The team is recommending that Indiana Code (IC) 20-30-5-14 and Indiana Code (IC) 20-31-4-6(5) be amended so that *Engage, Explore, Experience* is required for each school, including public schools, charter schools, and state-accredited non-public schools. Each school district shall submit a career coaching and navigation component, within the School Improvement Plan, to the Department of Education that demonstrates that all students participate minimally in the menu of options developed in this report. The team recommends the menu of options submitted in the plan be reviewed every two years and at random by the Department of Education for relevancy to the changing economy and to support schools in learning about best practices around the State. All students must be provided with a clear understanding of all postsecondary education and employment opportunities available to them.

The team also determined that an electronic resource for sharing best practices among schools, as well as providing subject matter expert contact information to better connect and learn about options for delivering career navigation menu items would be valuable.

**Engage:** For grades K-5, in order to focus on engaging students *earlier* in their learning to connect education and careers/jobs, the recommended items for the menu are:

- Research a career/job each year
- Model a career for a class presentation each year

- Demonstration of Employability Skills Standards, developed by Department of Education in conjunction with the Department of Workforce Development and the employability skills standards committee each year as described in the standards
- Teacher led ‘What is a Job (& its purpose)’ lessons to students each year
- Establishment of a parent participation event through Career Day/Night in grade 5
- Assignment of each student to a classroom job which utilizes employability skills each year
- Teaching project-based learning each year

The team acknowledged that students have at least three major transitions during their academic careers: elementary to junior high, junior high to high school, and high school to postsecondary. The team recommends specialized one on one assistance for students who are lacking a support system to ease transition points.

The students that spoke with the team felt too much content too young would overload a student. However, the students also shared it was immensely important to be engaged in learning what a career/job is earlier in their education pathway so they knew the different opportunities available locally, nationally, and even globally. Thus, it is important to consider the resources/tools available to aid in their exploration.

**Explore:** Students need a personal connection and the ability to *explore* a future that fits their skills. Without this connection students may disengage or worse, stop trying. The menu for grades 6-8 includes:

- Create a graduation plan that will be saved electronically and can be revisited at any point through graduation and beyond but will be reviewed each year (*this graduation plan will be discussed in further detail later in the report*)
- Parent/guardian review of a student’s plan
- Demonstration of Employability Skills Standards, developed by Department of Education in conjunction with the Department of Workforce Development and the employability skills standards committee each year as described in the standards
- Student completion of and teacher use of a career exploration tool (*this tool will be discussed in further detail later in the report*)
- Scheduled visits to employers in at least each key economic sector each year
- Hands-on, engaged/interactive industry experiences (ex: JA job spark) grade 8
- Teacher participation in teacher externships to integrate knowledge in to classroom
- Employer participation in mentoring students in mentor program each year

Many of the students and counselors agreed real exploration of careers is critical at the middle school age so that students can go in to high school and develop a pathway that fits their interests, but is flexible enough to change if their interests change or evolve. Videos and workbooks did not connect with the students. They discussed hands-on and interactive opportunities that made them remain engaged resonated the best.

Students said during grades 6-8 it was difficult to assess what career/job they wanted although some were certain based on family and other opportunities that connected them to a certain goal. However, most students wanted to have the opportunity to explore various options and see how their skills and interests align with different careers. Thus, a deeper understanding and exploration of the ways in which a student's knowledge, skills, and abilities can apply to various careers needs to be a key focus at the middle grades.

**Experience:** Students expand the depth of their *knowledge and skills gained through experiences* before transitioning to postsecondary or a career in grades 9-12. A menu for 9-12 includes:

- Enrollment in a revamped college and careers course with self-efficacy components or an introductory career and technical education course grade 9/10. (*explained in more detail further in the report*)
- Transitions Course that includes financial literacy grade 11/12 (*explained in more detail further in the report*)
- Student participation in a career day where they present their career and provide supporting materials including resumes and receive real feedback on their career and skills from local employers and community leaders to allow students to hear their strengths & their areas of growth/improvement in a personal way grade 10
- Schools intentionally drive towards Dual Credit/Enrollment Courses for postsecondary credit and Career and Technical Education training embedded with certificates or degrees with local postsecondary partners
- Participation in Work-based, Service-based or Project-based Learning determined within a graduation pathway
- Demonstration of Employability Skills Standards, developed by Department of Education in conjunction with the Department of Workforce Development and the employability skills standards committee each year as described in the standards
- Mentorship programs with business and community leaders to give students unique insight on different experience, including the utilization of electronic tools for sign-up based on student's interests each year
- Teacher and Counselor participation in externships and the translation of those experiences into lesson planning each year
- Student participation in internship opportunities grades 11 and 12
- Student participation in Apprenticeship/Earn and Learn opportunities each year
- Summer learning camps and student participation in summer bridge programs and related experiences that prepare recent high school graduates to transition successfully after high school to the postsecondary pathway the student chooses. grades 11 and 12

The students discussed how consistency, coaching, and actual experience at *businesses or hearing from the business community* were necessary in their education and career journey. The team discussed how overwhelming career information can be to process without real world connection. Often tools, such as the internet, were difficult to navigate without a specific path and felt difficult to manage.

The recommended amendments to include the *Engage, Explore, Experience* model and require a minimally adopted menu of options for career navigation at each grade band in the School Improvement Plan is necessary for students to have a better understanding of how their learning connects to their future and shows them skills they will need and opportunities that are available.

### **III. PROFESSIONAL GROWTH POINTS – Teacher Counselor and Administrator Requirements**

Teachers, Counselors, and Administrators are required to complete Professional Growth Points as a license requirement. Indiana Educators must complete ninety Professional Growth Plan (PGP) points to renew their teaching licenses every five years. These points can be obtained from different learning opportunities, and there is no specificity that these points include any labor market information, current economic forecast at the national or local level, or connection to business and industry. Neither is there specificity as to how to integrate this information into the classroom.

#### **RECOMMENDATION**

The team is recommending that as part of the ninety professional growth point requirement, completion of at least fifteen points (but not limited to) may be obtained only by:

- Completing an externship with a company and integrating that experience in to the classroom.
- Attending programming provided by the state or business and industry that provide local business needs and trends and provide resources for how schools and employers can work together to promote career navigation and resources for students.
- Participating in training from the state for teachers, counselors and academic advisors, and administrators that incorporate current labor market information and return on investment (ROI) information and discusses how to use in the classroom.

The team recognized the importance of providing opportunity for teachers, counselors, and administrators to connect with current business leaders in a meaningful way. Teachers, counselors, and administrator can develop new skills or update already obtained skills that are necessary in today's ever-changing economy.

### **IV. PREPARING FOR COLLEGES AND CAREERS**

Currently high school students participate in a Preparing for Colleges and Careers Course where topics addressed are described as including twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities

as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. It was clear from many of the discussions that students did not feel the current course delivered helpful knowledge. The students *did not find the materials delivered were relevant and the delivery of the material and type of material (workbooks and videos) to freshman was overwhelming and had no connection to their personal future or even evolving interests from freshman year to senior.* A revamped delivery of career content with consistency and guidance will assist students in navigating their interests. The students and team also determined that student personal growth happens frequently during this time. Taking one course or using a career tool in a twenty minute study period does not provide students with a significant time to explore their interests and postsecondary goals and options.

### RECOMMENDATION

The team supports more intentional career planning by making the state's "Preparing for College & Careers or an Introduction CTE Course" and a *to be developed* "Transitions Course" required.

- Require Preparing for College and Careers or an Introductory CTE Course. By requiring all students to enroll in a revised Preparing for College and Career Course or an Introductory CTE course in their 9<sup>th</sup> or 10<sup>th</sup> grade year, all students will have an opportunity to dive deeper into a career field that interests them and the educational requirements of that field prior to needing to fully determine which graduation pathway they want to pursue and whether or not postsecondary education is necessary to meet their goals.
- Consider Adding a Postsecondary Transitions Course. There is an overwhelming amount of information that is necessary to ensure students are truly ready for life after high school. Further consideration should be made as to whether a postsecondary transitions course should be added at the 11<sup>th</sup> or 12<sup>th</sup> grade year to provide students with an opportunity to better understand the personal financial aspect of their postsecondary goals as well as an understanding of state and federal resources available to help them achieve those goals.

### V. GRADUATION PLAN

In 2008, legislation changed the mandatory Career Plan, required for all students to graduate, to be a Graduation Plan. The Graduation Plan was implemented under the premise it would lead to students understanding the importance and relevance of their coursework to what they want to do in the future, engage students and parents in the process of planning for the future, and create a structure for constructive conversations between students and their parents, teachers, counselors, and other caring adults. However, the exercise of creating a Graduation Plan has simply become a process of notifying students of the graduation requirements and plugging courses into a schedule rather than determining an intentional sequence of courses that will help students achieve their postsecondary goals.

## **RECOMMENDATION**

While the Graduation Plan has assisted students in understanding the requirements for high school graduation, it is myopic in connecting the graduation requirements of high school with postsecondary goals and plans. Both career and graduation should be connected in order for students to gain a full understanding of their goals. The team includes several knowledgeable individuals with input from within the school system in Indiana that believe if the plans are not connected, they will simply become a check-the-box scheduling focus, and will not engage students with meaningful purpose.

The current Graduation Plan, outlined in IC 20-30-4, should be tied to accountability and amended to include additional components such as, but not limited to, a career aptitude assessment, work-based learning, expanded exploration of certificate, two-year, and four-year postsecondary options, and postsecondary goal planning. These additions reinforce the urgent need for students to have the opportunity to explore and experience their future career opportunities and engage in the planning process. The Graduation Plan must be integrated in to the Preparing for College and Career Course/Introduction to CTE, and again in the Transitions Course.

Students, counselors, and parents/guardians must see that the Graduation Plan can be a wonderful opportunity to specify the student's interests and use it as a launching pad for connecting the student to a work-based learning experience and business mentor pairings.

## **VI. CAREER COACHING**

Career coaching was easily the most challenging component of this system. Many different options were considered for delivery of coaching and facilitating that needed guidance for students. The team did not want to look at a delivery system that would overwhelm teachers or counselors as they have many requirements already. The team looked at other states and countries and reviewed models such as Switzerland that deliver career services in centers outside of the schools, but also then assist at risk youth in the schools. The team discussed different engagement components from schools, employers, and parents/guardians to see what would encourage the most engagement. Ultimately, a one-size fits all model does not fit Indiana's diverse and exciting economy. A career coaching model that didn't embrace different employer and community needs would fall flat. Career coaching must be meaningful and can be uniquely created to reach exactly what students need if the model is created with local partners.

Many school districts across the state are implementing innovative approaches to provide students with opportunities to connect with local employers. Now more than ever schools and local employers need to work hand and hand to have developed relationships and provide critical experiences for students. However, currently there continues to be a gap between the education that a student receives and their ability to connect its relevance to anything beyond the school day and in to the future. Over the years, curiosity, critical thinking, team work, and other subject



areas have been sacrificed within classrooms across the state as more and more emphasis has been placed on math and English test scores. Technology continues to disrupt the speed at which we must operate and it is becoming increasingly important to find ways to keep students engaged in their educational experience so they understand that they are not simply learning because the state requires them to attend school.

Graduation pathways will provide new opportunities for the state's K-12 education system to interact with postsecondary educational partners and the business community in ways unlike they have in the recent past. Education is fundamental to all that we do as a society and is necessary for the economic growth and supportive incomes of all Hoosiers across the state and State of Indiana as a whole. Starting at a *much earlier age*, students must understand the value of education and how it connects to so much more beyond the walls of the classroom. This cannot be a service that is provided at the sole discretion of the state government. Local K-12 and postsecondary education and business leaders can work together in communities across the state to drive career awareness, outline the educational requirements of jobs across the local region and state, and develop opportunities for students to be able to connect what they are learning so it has real world application. The career navigation and coaching system must deliver a change in mindset to create students that are everywhere learners, finding lessons not just in the classroom but with hands-on experiences in the field. As such, career coaching and navigation within the state's K-12 system can only work if local leaders find ways to build a career coaching system together with resources and guidance from the state.

### **RECOMMENDATION**

Career coaching must be developed on a local level to engage the right stakeholders that have knowledge and understanding of the needs of businesses and students in their communities. The coaching system should utilize a variety of data points (drop-out rates, postsecondary enrollment, job placement data, etc.) to determine schools in which students would benefit from specialized coaching. Therefore, the team is recommending a localized grant model for delivering career coaching in the k-12 education system.

#### **Localized Career Coaching Model:**

The team recommends that career coaching should come from individuals who know the needs of the businesses, students, and schools. The best engagement and inspiration can, and should, come from local leaders.

Operating under this principle, the team developed the Local Career Coaching Grant model (LCCM). Outcome measures, geographic requirements and processes for regional self-selection, accountability determinants, and other key components for the program will be established by the Governor's Workforce Cabinet – in full and formal consultation with a committee of industry associations, state and local chambers of commerce, teacher, counselor, administrator, and school associations, philanthropic leaders, local and state elected officials and other interested stakeholders– prior to January 1, 2019. Grants will be employer-driven, but teams will

be required to have explicit participation from public and private schools and districts, philanthropy, the local workforce system, sector groups, and other local stakeholders. The program will run through June 30, 2021, with at least eight grants (four in each program year under the next budget) and a total of four million being awarded to various regions of the state. It will be budget neutral, with the Workforce Funding Action Team identifying resources to redirect to this effort. While a clear timeline of required benchmarks will be established and quarterly, written reports will be submitted by grantees to the full Governor’s Workforce Cabinet, the Cabinet will commission a full assessment of outcomes to be completed and made public no later than the close of the following budget year. Based on those outcomes, the Cabinet can make determinations as to whether to pursue funding to continue to model into the future.

The LCCM will actively engage local business, use labor market data to drive decisions, provide wrap-around student services, embrace evaluation, and make Indiana a leader in innovative and effective career coaching.

## **VII. CAREER NAVIGATION TOOL**

Questions concerning the efficacy of technology-based career navigation tools were highlighted by students, business partners, and team members. Consensus was that online tools must be engaging and interactive and used in conjunction in person connections, such as those mentioned in this report. A third party consultant, Diehl Consulting, (*Diehl Report See Appendix C*) determined some key lessons from reviewing the Indiana Career Explorer pilot. Students reported that the tool must be more engaging (e.g., “Make it as engaging as possible. Maybe even make the assessments more like a video game because the students complain a lot when they first have to do them- they feel like it’s a test. More interactive and engaging would help.”). Specific feedback related to Indiana Career Explorer was that some of the lessons were dated, utilizing paper and pencil worksheets or underdeveloped PowerPoint presentations. Many of the videos available were described as somewhat out-of-date. Other feedback directly addressed the need for lessons to be more interactive.

## **RECOMMENDATION**

The team recommends the State issue a Request for Information followed by a Request for Proposal prior to the conclusion of the current contract. . Elements to be considered include:

- Aptitude in key career-related areas,
- Personality survey (ex: Myers Briggs/Holland Code),
- Hobbies, sports, after-school activities,
- ISTEP/ILEARN results,
- Other postsecondary assessment results.
- Potential for electronic communications to keep parents/adults informed about student success, attendance, and/ or resources for assistance

The request for production should develop a scheduling feature for the new components of the system if a build out occurs. The tool should provide for an opportunity to utilize a student's postsecondary interests to generate a recommended Graduation Plan that includes a suggested class schedule from which students can edit and submit to their counselor. A meticulous request for a tool that engages students and students report is a useful step in their postsecondary preparation is the desired goal from the action team.

### **VIII. ADULT CAREER NAVIGATION AND COACHING**

With historic unemployment levels and businesses feeling the pinch with a need for workers, it was important for the team to consider options for partnering with businesses and all other entities that assist in job placement and adult career navigation. The team explored many different models for adult career navigation and coaching. The team supports Indiana's exciting partnership with Skillful to become the second Skillful state, bringing additional expertise on best practices in reaching Hoosiers who need assistance in career navigation as adults.

#### **RECOMMENDATION**

The team's recommendation is to utilize the resources that Skillful brings to the state, as well as existing state resources to advocate and support our adult Hoosiers who can benefit from individualized career assistance.

#### **Skillful: A Markle Initiative**

Skillful will bring national expertise, an on-the-ground team, and partners, including Microsoft and LinkedIn, to collaborate with Governor Holcomb and local stakeholders to address current and emerging workforce needs facing the state.

Skillful Indiana will strengthen Indiana's workforce ecosystem by embedding skills-based practices in the work of employers, higher education, and career coaches. For six months, Skillful engaged with stakeholders across the state to tailor Skillful Indiana impact initiatives to the needs of Hoosiers, and identified areas where existing Skillful resources, including data and technology tools, can be a good starting point.

Skillful Indiana will partner with statewide and regional leaders to build upon existing workforce systems, incorporating skills-based practices for greater impact. Skillful Indiana's success will be through close partnerships with Workforce Boards, community colleges, local foundations, industry associations, Chambers of Commerce and other intermediaries to reach the broadest range of employers and job seekers. The Skillful Indiana team will be actively engaged and working towards impact following the announcement on October 11, 2018.

Skillful is valuable to employers because Skillful will customize a Skillful Indiana employer toolkit for the needs of Indiana industries. The Skillful team will deliver Skill Work

trainings to small- and mid-sized businesses throughout the state. This training is necessary for businesses to see the qualified candidates that are missed due to old hiring structures or due to outdated job descriptions that do not focus on the position the employer is seeking to fill. Skillful will embed skills-based methods within large employers' recruitment, hiring, and career advancement practices to deepen talent pools and extend career paths for incumbent workers.

Skillful will support and accelerate scaling of skills-based credential and employment platforms, including pilots of skills-based job postings and life long-learning transcripts.

### **The Skillful (a Markle Initiative) Governor's Coaching Corp**

Skillful will launch the Indiana Governor's Coaching Corps, increasing the effectiveness of coaches from public workforce centers, higher education, non-profits, and K-12. Skillful Indiana will provide resources to assist coaches in adapting to the impact of technology and a changing economy. For the first time, Skillful will include business and industry representatives as part of the Coaching Corp, which is unique and exciting for Indiana.

Not only will the Coaching Corp be encouraging for the coaching system, but Skillful will also create a virtual coaching community of practice to share best practices and upskill those at the frontline supporting Indiana job seekers. The community of practice will be a resource for Indiana career coaches and a community connecting those dedicated to workforce development across regions and sectors. This development of quality delivery and performance in coaching can also assist in further expansion to the K-12 space after the outcomes of the regions utilizing Skillful resources.

The team fully supports this partnership to continue Indiana's momentum in adult career navigation and coaching.

## **IX. OTHER STATE APPROACHES TO CAREER NAVIGATION AND COACHING STUDENTS AND ADULTS**

### **Colorado**

Colorado worked with Markle's Skillful initiative to create the Governor's Coaching Corps, a group of twenty-five leaders from across the state tasked with training others in a "train the trainer" model. Colorado also developed a community of practice, whereby roughly three hundred school counselors, workforce executives, and others receive continual training and ability to dialogue together for problem solving and best practices.

Colorado also utilizes CareerWise which works with the school districts and businesses to create career competencies, and ensures apprentice work and school schedules are optimized, recruits students, and acts as an intermediary between the education system and industry to align goals and ensure a streamlined experience. CareerWise works with industry to create career

competencies so apprentices can be certain that the skills they're developing are in-demand in the job market. CareerWise also works with employers to train supervisors and apprentice coaches, which provides apprentices the preparation for success in a professional work environment.

CareerWise does not reach all students and is specific to a small number of students within the total school population.

Colorado uses resources outside of the state as well as the K-12 system.

### **Michigan**

Enhanced career counseling by supporting districts with the hiring of "career development facilitators" that support school counselors by helping students explore career options such as: apprenticeship, community college or four-year degree. The facilitators assist within the school system and state funding was used for the positions.

### **Washington**

Washington has a comprehensive school counseling and guidance program model to assist Students with access to participate in a high school and beyond plan.

Washington Code calls for a comprehensive guidance and planning programs for students.

(1) The legislature encourages each middle school, junior high school, and high school to implement a comprehensive guidance and planning program for all students. The purpose of the program is to support students as they navigate their education and plan their future; encourage an ongoing and personal relationship between each student and an adult in the school; and involve parents in students' educational decisions and plans.

(2) A comprehensive guidance and planning program is a program that contains at least the following components:

- (a) A curriculum intended to provide the skills and knowledge students need to select courses, explore options, plan for their future, and take steps to implement their plans. The curriculum may include such topics as analysis of students' test results; diagnostic assessments of students' academic strengths and weaknesses; use of assessment results in developing students' short-term and long-term plans; assessments of student interests and aptitude; goal-setting skills; planning for high school course selection; independent living skills; exploration of options and opportunities for career and technical education at the secondary and postsecondary level; exploration of career opportunities in emerging and high-demand programs including apprenticeships; and postsecondary options and how to access them;
- (b) Regular meetings between each student and a teacher who serves as an advisor throughout the student's enrollment at the school;
- (c) Student-led conferences with the student's parents, guardians, or family members and the student's advisor for the purpose of demonstrating the student's accomplishments; identifying weaknesses; planning and selecting courses; and setting long-term goals; and
- (d) Data collection that allows schools to monitor students' progress.

(3) Subject to funds appropriated for this purpose, the office of the superintendent of public instruction shall provide support for comprehensive guidance and planning programs in public schools, including providing ongoing development and improvement of the curriculum described in subsection (2) of this section.

### **Georgia**

Georgia is currently evaluating career, technical, and agricultural education pathways.

Career Related Education (CRE) in Georgia structures age appropriate experiences which prepare students for the school-to-career transition. The range of CRE experiences begin with Career Awareness and Exploration in middle school and culminate with work-based learning during the eleventh and twelfth grade. Work-Based learning provides students the opportunity to be enrolled in an internship, cooperative education or youth apprenticeship. The Career Related Education Manual formerly titled Standards and Guidelines for Work-Based Learning Programs in Georgia was revised in 2007. Twenty four standards provide guidance to all aspects of Career Related Education. Standards one through five assist all Career Technical and Agricultural Education teachers in integrating CRE activities into the classroom component of the curriculum. Standards six through twenty four assist all teachers serving as work-based learning coordinators in placing and supervising students on job sites. Standard twenty four contains a rubric for evaluating the work-based learning program.

The Georgia Department of Education encourages the use of C-NET, the student database for Work-Based Learning students in Career Technical and Agricultural Education classes. The CTAE Resource Network provides each CTAE administrator and teacher with a profile page. Reports for needed data are available to Program Specialists within the Georgia Department of Education as well as local system employees.

Georgia now has over four hundred work based learning coordinators throughout the state which is how they have grown quality work based learning experiences to twenty-thousand or more in the high school space each year.

The work base learning experience equals the time that would be spent in a full class. Anything less does not count.

### **Ohio**

Ohio School Counselors are licensed having completed an approved master's program and an extensive internship.

Beginning the 2015-2016 school year, Ohio law required all districts adopt a local policy on career advising. This requirement was given along with two model policies for districts to use and customization.

Ohio expects schools to have access to a comprehensive list for their students. Through relevant classroom instruction, career-related learning experiences, and consistent counseling and advising, students can discover their interests and explore academic and career pathway options.

## **California**

A reviewed system in the adult space is NOVA Workforce Investment System in Silicon Valley. NOVA works to deliver a comprehensive service model by offering workshops and guidance, along with more traditional assessment services, coaching, and job search support. NOVA organizes a meeting with experienced career advisors to discuss individual, specific needs. Afterward, NOVA participants have the opportunity to attend workshops that focus on such topics as assessing career objectives, creating a powerful resumé, learning to network effectively, and understanding how to negotiate for the best possible employment situation. And, if an individual's skills are out of date, provide opportunity to participate in classroom training at no cost with approved local vendors. NOVA also provides specialized services to specific populations such as veterans, youth, and older workers. NOVA works closely with local businesses, educators, and individuals to ensure that programs provide opportunities that build the knowledge, skills, and attitudes necessary to address the workforce needs of Silicon Valley. NOVA built specific career advice and coaching for the demand in the area. This is delivered through their workforce system.

## **X. OTHER COUNTRY APPROACHES TO CAREER NAVIGATION AND COACHING**

Switzerland is one of several European countries with a dual vocational education and training system in which students combine learning in school with learning in a workplace. Switzerland, Germany, Austria, Denmark and Norway have somewhere between 40 and 70 percent of students in upper secondary school participate in such systems. These are systems that integrate workplace experience in to the school experience of a student, which is extremely important. Swiss employers invest heavily in the system, which is one of the components that makes the system work so well.

In Switzerland, small and large companies host apprentices who do everything an entry level employee would do while monitored by trained trainers selected at the company. Companies host an education employee as well. In this model the learning is a personal experience. Each industry sector develops qualifications and assessments for the industry, establishes curriculum, and provides course work. Companies work together and work to build a relationship with those delivering the education that trains their workforce. There is a heavy recognition that business can play a key role in developing students with employability skills. The initial education system in Switzerland ends at ninth grade, but the pace of delivery varies. The reason the pace varies is the understood importance that there has to be a solid base of skills for any path they choose.

The Swiss model does a good job of catching the at-risk youth and offering a helping hand, especially during the transition periods in education. Additionally, they provide a network of community-based career centers organized and staffed to help young people in the transition

from a student's initial education to their next step. These centers exist outside the schools and system, but do outreach in the schools as well as offering individual consultations to students and their guardians.

## RECOMMENDATIONS

The team reviewed the practices in other states and countries to see if there were any components that could be implemented in Indiana. *Recognition of the need for employer engagement and participation was noted by the team as a central component of a working career navigation system.* Many ideas stemmed from reviewing best practices from the Swiss model and their work with at risk youth to Colorado to Georgia and their ability to excel at work-based learning models and those models will continue to drive the work of the team. Many of the recommendations in this report come after careful consideration of how Indiana can use lessons learned, as well as build a unique opportunity for career navigation and coaching that supports all Hoosiers growing their career here and attracts individuals from outside the state due to the innovates approaches and options available.

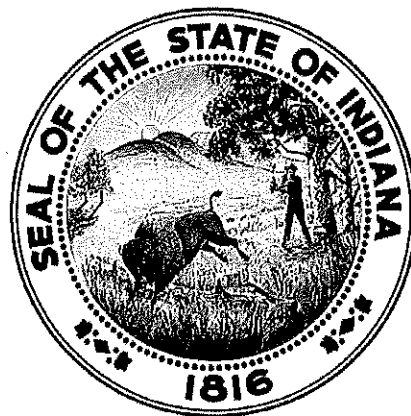
## XI. CONCLUSION

The team is excited for the opportunities and the implementation of the recommendations to change the career navigation and coaching experience for students and adults. The team supports the recommendations included in this report and want to continue to assist in building and monitoring the career navigation and coaching system to ensure that it maintains its relevancy and usefulness with changes to the state's economic needs.



CAREER NAVIGATION AND COACHING SYSTEM

INITIAL REPORT



JULY 2018

**BACKGROUND**

During the 2018 legislative session, concerns were raised by legislators and stakeholders regarding the lack of a robust understanding of resources, career paths, and professional opportunities available to students in the K-12 system and adults in workforce training systems. Senate Bill 50 tasked the Governor's Workforce Cabinet with engaging interested parties to work collectively towards designing a career navigation system. While the Cabinet was asked to initially emphasize the high school system, the Career Navigation Action Team continues to assess opportunities to connect the entire pipeline in a seamless way. The following is the preliminary status report, required by the law, which details the Career Navigation Action Teams conversations and lays out the timeline for the months ahead.

**CAREER COACHING ACTION TEAM REPORT**

This report is a review of conversations to date and some ideas that have been debated as a result. The Action Team is required to submit a final report to the governor and the legislature on October 31, 2018. This document will include a complete set of recommendations and a funding plan.

Two key points were consistently raised during each of the Action Team's conversations: First, we need engaged local business communities to equip both students and educators with the info they need to be successful. Indiana's economy, just like that of every state, continues to evolve and become more complex. This requires connectivity between economic development, workforce development, and our education system. We must also ensure schools and workforce training providers are guiding students in a direction consistent with the needs of current and future economies, and that also requires private sector involvement.

Second, K-12 students must be engaged at an earlier age. This is consistent with conversations our staff have had with other states and successful models both across the country and in other nations. While conversations about career tracks may be premature for students in early grades, they should be exposed to different types of work in their communities and understand how their studies connect to their professional futures.

The system in this report, while still a draft, contemplates a series of grade-level steps along a linear path. The end result should be a system through which every Hoosier has an actionable career plan to follow and support to see it through.

Over the coming months, the Action Team and the Governor's Workforce Cabinet will be meeting with many stakeholders to gather perspectives and feedback to be incorporated into the final recommendations in October.

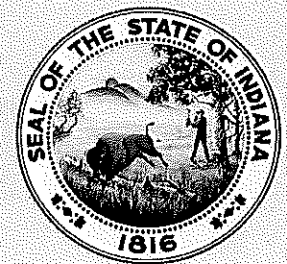
# Engage...Explore...Experience

## Career Navigation and Indiana's 21<sup>st</sup> Century Workforce July 2018 Progress Report

**Governor's Workforce Cabinet**

**Governor Eric J. Holcomb**

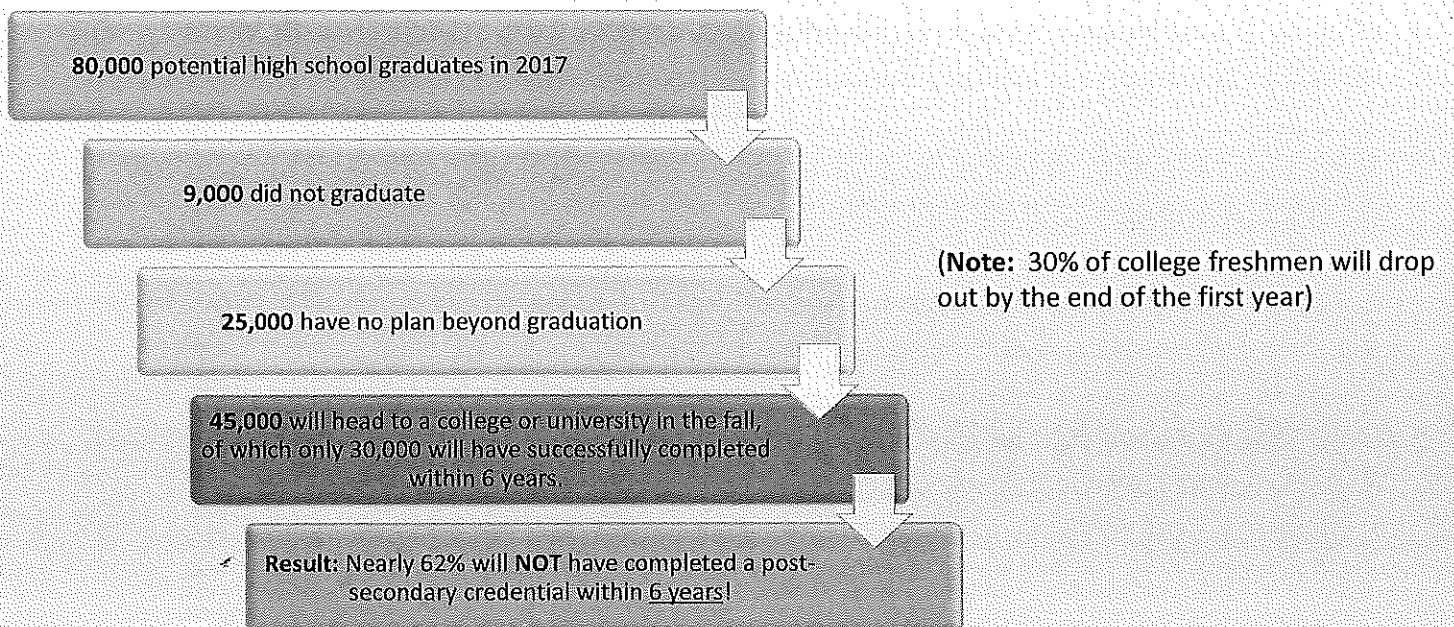
**July 12, 2018**



## **Governor's Workforce Cabinet: Our Timeline**

- Senate Bill 50 signed in to law March 21, 2018
- The Cabinet, created under this legislation, was statutorily tasked with designing a career navigation system for our state by October 31, 2018
- First Governor's Workforce Cabinet meeting held May 1, 2018
- Four action teams created under the Governor's Workforce Cabinet, including Career Coaching and Navigation Action Team
- Workforce Innovation and Opportunity Act Waiver granted by United States Department of Labor on June 7, 2018
- Waiver approved the structure of the cabinet

## Indiana's Postsecondary Pipeline Challenge



## Indiana's Workforce Challenge

- Only **41.9% of Hoosiers** have attained a **post-secondary certificate or diploma**, ranking us #42 in the nation (*Lumina Foundation, A Stronger Nation report*)
- Approximately **59% of Hoosier students** have left school without a **postsecondary credential one year** out of high school
- Roughly **540,000 Hoosiers** have begun college but have **no credential to show for it** (*Lumina Foundation, A Stronger Nation report*)
- Only **15% say they received help finding a job** after graduation (*Gallup-Purdue Index Report, Great Jobs Great Lives*)

## Similar Efforts in Other States

<b>California</b>	NOVA Workforce Investment System in Silicon Valley. At NOVA's One-Stop Career Centers, a comprehensive service delivery model offers workshops and guidance in these areas along with more traditional assessment services, coaching, and job search support.
<b>Colorado</b>	Created the Governor's Coaching Corps, a group of 25 leaders from across the state tasked with training others in a "train the trainer" model. Also developed a community of practice, whereby roughly 300 school counselors, workforce executives, and others receive continual training.
<b>Michigan</b>	Enhancing career counseling by supporting districts with the hiring of "career development facilitators" that support school counselors, by helping students explore career options: apprenticeship, community college or four-year degree.
<b>Washington</b>	Washington has a comprehensive school counseling and guidance program model to assist students with access to interventions and participate in the high school and beyond plan.
<b>Georgia</b>	Georgia PathWorks, The Career Preparation Pipeline: Currently evaluating career, technical, and agricultural education pathways.
<b>Ohio</b>	Ohio School Counselors are licensed having completed an approved master's program and an extensive internship.

## Our Vision and Mission

### **Vision**

Every Hoosier who interacts with Indiana's education or workforce training system will have an actionable plan for graduation, postsecondary attainment, or career pathway.

### **Mission**

This team, working with the Governor's Office, Legislative leaders, and other partners, will design a career navigation system for Indiana students and adults that will ultimately move individuals more successfully onto a career path by building upon existing tools, is sustainable, and incorporates input from a broad group of stakeholders.



## Guiding Principles

- ✓ **Students must be engaged and understand** at an earlier age the value of their education and how it is relevant to their futures.
- ✓ **Students must graduate** ready for post-secondary education, to pursue meaningful training and employment in a field of their choice, or with skills to go directly into a quality job.
- ✓ **Parents must play a central role** in their child's postsecondary goals, and resources must be available to them.
- ✓ **Employers must be engaged, active partners** in this navigation system.
- ✓ **Teachers, counselors, and administrators are essential** to the success of the navigation system and their capacity and access to resources must be considered.
- ✓ **Working age adults should be connected** to education and career training that is aligned to industry needs and leads directly to employment.
- ✓ **Post-secondary institutions and training providers must emphasize** career outcomes for students.
- ✓ **The navigation system must be sustainable, fiscally responsible,** and utilize existing resources.

# Progress Report

## Career Coaching and Navigation Action Team

- May 9: The Career Coaching and Navigation Action Team discussed existing tools, programs, and nationwide trends in career coaching and navigation.
- May 24: The team discussed strategies for the K-12, PELL, and other questions including:
  - What activities would employers engage in to assist in career exploration?
  - What type of communication needs to be delivered to students and parents? On what platform?
  - Does any type of training for teachers need to occur?
  - Do teachers need experiential learning?
  - Do schools need dedicated staff for career navigation inside or outside of the school?
- June 11: The team held a facilitation session that resulted in outcomes and key highlights for the future of career navigation for Indiana students and workers.

## Current K-12 System Activities

### Grades K-5

- If available, school directed career days or career fairs

### Grades 6-8

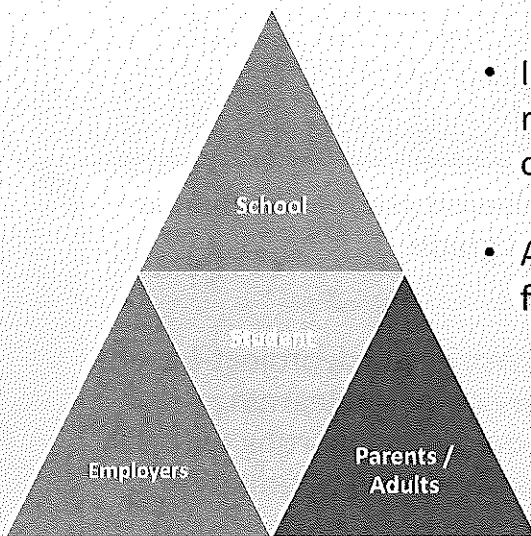
- Create graduation plan in 6th grade
- Career exploration pilot in 8th grade, requirement starting in 2019

### Grades 9-12

- Revisit graduation plan in 9th grade
- Work-based, project-based, service-based learning requirement starting with 9th grade in 2019 (graduation pathways)

## Engage...Explore...Experience

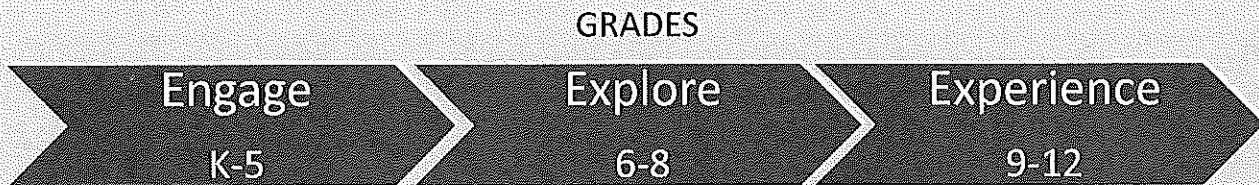
### *Career Navigation – K-12 Students*



- In Indiana, strengthening our workforce means all of us have the responsibility to support students as they prepare for their future careers.
- An effective Career Navigation System will require engagement from:
  - **Parents/Adults**
  - **Schools – local and state support**
  - **Employers**

## **Engage...Explore...Experience** *Career Navigation – K-12 Students*

This navigation system will create a seamless, constant connection for students from K-12 to postsecondary/career.



## Engage...Explore...Experience

### Engage

We must focus on ENGAGING students *earlier* in their learning to connect education and careers/jobs.

- Students in grades K-5 will participate in activities such as:
  - Learning “what a job is”
  - Modeling a career for a class presentation
  - Participating in Career Fairs
  - Meeting and discussing careers with employers
  - Demonstrating *Employability Skills Standards*, as developed by Department of Education and Department of Workforce Development

### Grades K-5

## Engage...Explore...Experience

### Explore

Students need a personal connection and the ability to **EXPLORE** a future that fits their skills. Without this connection students may disengage or worse, stop trying.

- Students in grades 6-8 will participate in activities such as:
  - Exploring careers and creating a career plan that will be saved and can be revisited at any point through graduation and beyond
  - Visiting employers in at least each key economic sector and participating in career fairs
  - Demonstrating *Employability Skills Standards*, as developed by the Department of Education and Department of Workforce Development

### Grades 6-8

## Engage...Explore...Experience

### Experience

Students *expand* the depth of knowledge and skills gained through **EXPERIENCE** before transitioning to postsecondary or career/job.

- Students in grades 9-12 will participate in activities such as:
  - Participating in a revamped college and careers course mandatory for every student
  - Understanding career data and information (education required, job description, supply/demand, and wages)
  - Participating in work-based, service-based or project-based learning for credit within a graduation pathway
  - Demonstrating *Employability Skills Standards*, as developed by the Department of Education and Department of Workforce Development

Grades 9-12



## At Select High Schools Across the State

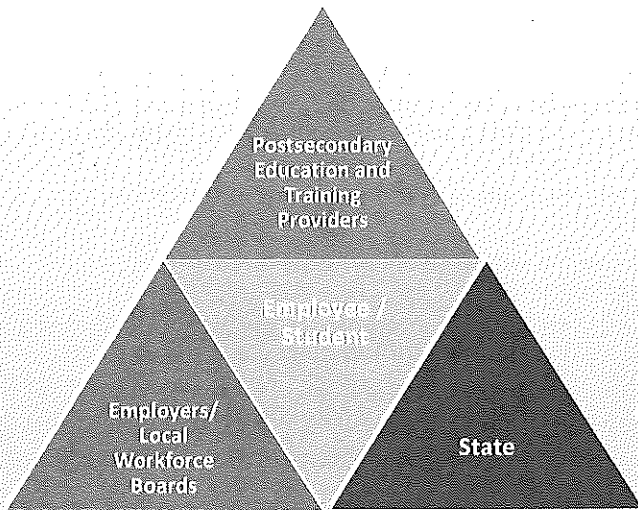
### Intrusive Counseling

**Roughly 34,000 students across the state have no identified postsecondary plan.**

- Utilizing a variety of data points (drop-out rates, postsecondary enrollment, job placement data, etc.) schools in which students would benefit from a more intrusive approach will be identified.
- State staff, deployed locally, will be cross-trained in labor market information and state education and training programs.
- Those individuals will work with students within those schools to ensure they have viable career plans prior to leaving high school.
- They will also work with key stakeholders in the community to ensure students are connected with postsecondary education, training, or job placement opportunities.
- The program will run parallel to other efforts within the Career Navigation and Coaching system to determine the viability and sustainability of such an approach.
- At the onset, the program will be budget neutral and will not add any new headcount to the number of state employees.

Grades 9-12

## Engage...Explore...Experience *Career Navigation - Adults*



- An effective Career Navigation System for adults will require engagement from:
  - **Postsecondary Education and Training Providers**
  - **Employers and Local Workforce Boards**
  - **State**
- Each partner must provide current and relevant information to the market today and assist in developing Life-Long Learning.
- A complete inventory must be conducted of the adult system and survey of adults using the system to improve use and results.

AGES

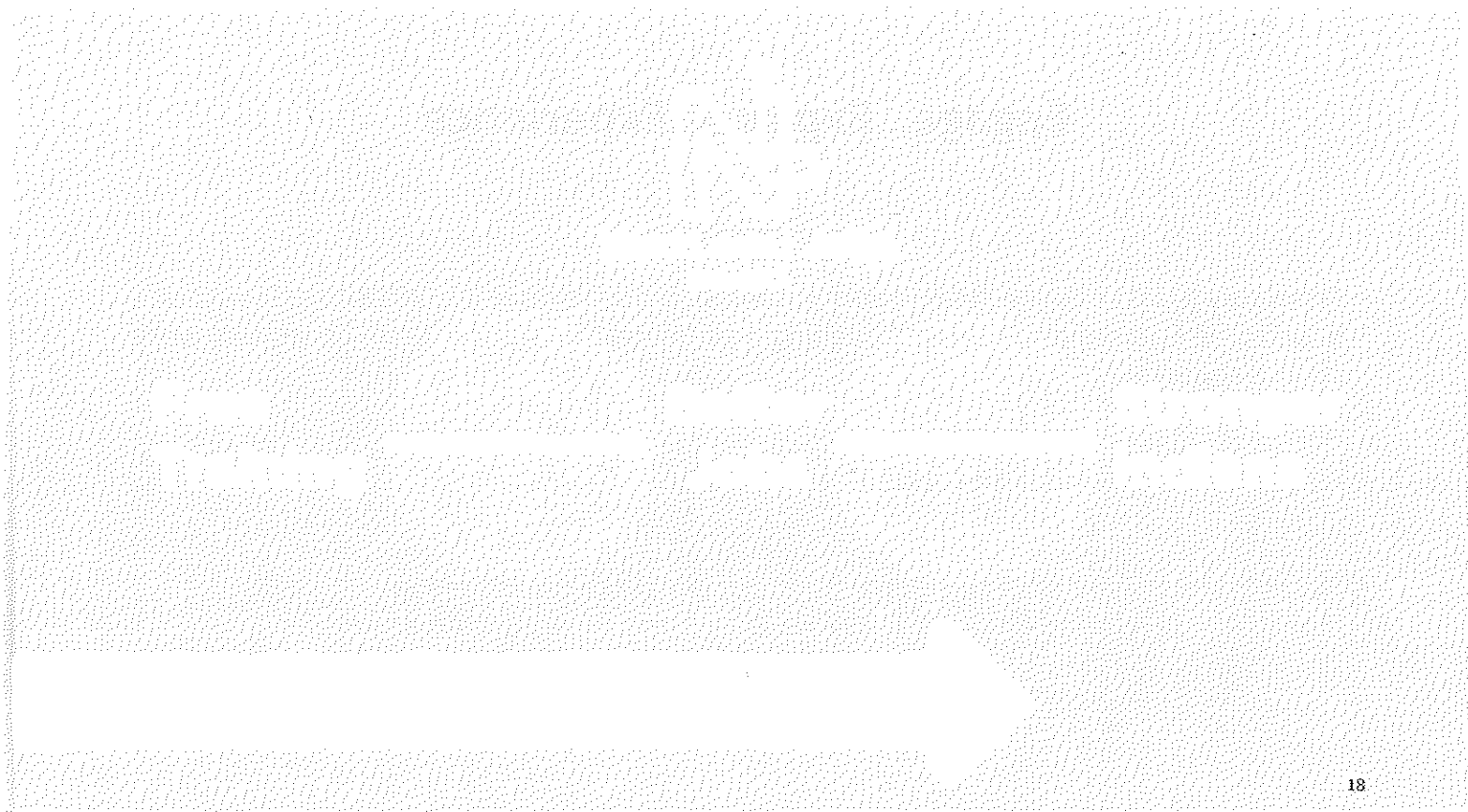
18-24

25+

## **Engage...Explore...Experience**

### **NEXT STEPS**

- From July 1, 2018 to the final report submission on October 31, 2018 the Governor's Workforce Cabinet and Career Coaching and Navigation Action Team continues work on the report
- Funding recommendations added
- Recommendations from the Department of Education on Employability Skills Standards developed under SEA 297 reviewed and incorporated as needed





Governor's Workforce Cabinet

Career Coaching and Navigation Action Team

Agenda

Wednesday, May 9, 2018

2:00pm-3:00pm

302 W. Washington, E012

Indianapolis, IN

Present: Chris Lowery, Jena Bellezza, Rebecca Schroeder, Amy Brown, Ben Carter

- I. Welcome
- II. Introductions
- III. Mission and Goals of the Career Coaching and Navigation Team
- IV. Discussion: What tools the State currently uses for student career navigation:
  - i. Post-secondary- Jason Bearce
  - ii. K-12- Benjamin Carter
- V. Timeline and Requirements for a comprehensive report and plan
- VI. Schedule of Meetings
- VII. Discussion: Open Questions
  - i. What are the ideal components of a career coaching navigation system?
    1. Examples gathered from other states
  - ii. What skills are students lacking after graduation that could be required from K-post-secondary?
- VIII. Any Other Business





Governor's Workforce Cabinet

Career Coaching and Navigation Action Team

Agenda

Thursday May 24, 2018

12:00pm- 1:00pm

302 W. Washington, E012

Indianapolis, IN

Present: Chris Lowery, Jena Bellezza, Rebecca Schroeder, Amy Brown, Ben Carter, Jason Bearce, Matt Presley, Alexandra Hudson

- I. Welcome
- II. Mission and Goals of the Career Coaching and Navigation Team
- III. Timeline and Requirements for a comprehensive report and plan
- IV. Career Explorer
- V. Discussion: Open Questions
  - What activities would employers engage in to assist in career exploration?
  - What type of communication needs to be delivered to students and parents? On what platform?
  - What type of training for teachers needs to occur?
    - Do teachers need trained on tools?
    - Do teachers need experiential learning?
    - Do schools need dedicated staff for career navigation inside or outside of the school?
  - How can this system help returning adults?
  - Is there a way to deliver career navigation in a more comprehensive manner to a variety of target audiences?
- VI. Any Other Business







Governor's Workforce Cabinet

Career Coaching and Navigation Action Team  
Agenda

Wednesday, June 11, 2018

1:00pm-4:00pm

302 W. Washington, E012

Indianapolis, IN

Present: Chris Lowery, Ben Carter, Jena Bellezza, Rebecca Schroeder, Blair Milo, Matt Presley, Alexandra Hudson, Tony Vespa, Karen Glaser, Mike Langellier, Carrie, Lively

Facilitated by: Thomas Miller, Nate Klinck, Holly Brauneller

- I. Welcome, Introductions, and Table Setting (20 mins.)
- II. Facilitated Discussion: Career Coaching and Navigation in K-12
  - a. **Full Group Discussion (30 mins):** *What does the ideal system for Career Coaching and Navigation look like at the K-5; 6-8; and 9-12 grade levels?*

Ideas of committee members will be captured on flip charts.

Questions for committee to consider:

- What type of career awareness and exploration are appropriate at different age/grade levels?
  - What type of tools (assessments, labor market information, etc.), human resources (teachers, counselors, etc.), and technology would be included in such a system?
  - How might employers, community partners, parents, and other groups be included in the ideal system?
- b. **Group Activity: (60-90 mins)** *What key components should be considered within the Career Coaching and Navigation system?*
    - 1) *Exercise (15 mins):* Participants will be broken into three groups to focus responses at the K-5; 6-8; and 9-12 grade levels. Individuals will be asked to share thoughts on post-it notes for the following categories within each grade level range:
      - What is working?
      - What is not working?

- Key components of the ideal system (without regard to available resources and existing impediments)
- What could be the role of employers within such a system?

2) *Facilitated Discussion (60 mins)*: Facilitator will review all comments shared with the full group. The goal of discussion will be to identify areas of consensus by grouping common responses/suggestions together, and identifying and resolving where key disagreements exist. Following discussion, the committee will have identified key components for a basic model of career coaching and navigation within each grade range.

3) *Priority Setting (15 mins)*: Participants will be asked to affix a “dot” next to the “most important” items identified during the exercise and facilitated discussion (among the What is Work; Key Components; and Role of Employers categories). This will provide committee staff with key items to prioritize for further development.

c. **Next Steps Discussion (20-30 mins)**

Committee will be asked to consider/respond to the following:

- Who else (individuals/groups) needs to be engaged in conversations moving forward?
- What role should technology play in potential solutions at each grade level?
- What training/development might be needed for educators in order to implement and maintain an effective system?

Ideas will be captured on flip charts and will be used to inform next steps for committee.



Governor's Workforce Cabinet

Career Coaching and Navigation Action Team

Summary

Tuesday, July 17, 2018

2:30pm-3:30pm

IGC-South, Conference Room 18

302 W. Washington

Indianapolis, IN

<b>Present Members</b>	Chris Lowery
Jason Bearce	Nathan Storm
Tony Vespa	Blair Milo
Jena Bellezza	Mike Langellier
Carrie Lively	Rebecca Schroeder
PJ McGrew	Amy Brown
Beth Meguschar	Amanda Culhan
Rebecca McCuaig	Stefany Decker

**Summary**

- I. Mission and Goals reviewed
- II. Discussion related to full cabinet presentation
  - o Quick recap
- III. Discussion related to Adult Learners
  - o What barriers do adult learners face
  - o "Benefits Cliff"
  - o Definition of "adults"
  - o The need for common language/understanding
- IV. Discussion of K-Adult system
  - o What milestones/activities need to happen when
- V. Review of Timeline
  - o Subcommittee/action team potential discussed

Determined the action team would work through the milestones and requirements of a K-Adult system as it relates to career readiness. Potential to form sub-groups within the action team to expedite the timeline may occur. Additional time will be dedicated to focus on adults.





Governor's Workforce Cabinet

Career Coaching and Navigation Action Team

Agenda

Monday August 20, 2018

8:00pm- 10:00pm

302 W. Washington,

Conference Room 29 Government Center South Conference Center

Indianapolis, IN

Present: Chris Lowery, Jena Bellezza, Rebecca Schroeder, Ben Carter, Josh Garrison, Matt Presley, Alexandra Hudson, Tony Vespa, Carrie Lively, Mike Langellier, Blair Milo, Karen Glaser,

- I. Welcome
- II. Update on progress with employability skills standards –Ben Carter
- III. Indiana Code – discussion on previous legislation and resources
- IV. Intrusive counseling discussion
- V. Adult learner model and future meetings
- VI. Any other business





Governor's Workforce Cabinet

Career Coaching and Navigation Action Team

Agenda

Thursday September 6, 2018

1:30pm- 3:00pm

302 W. Washington,

Conference Room 26 Government Center South Conference Center  
Indianapolis, IN

Present: Chris Lowery, Jena Bellezza, Rebecca Schroeder, Ben Carter, Josh Garrison, Matt Presley, Alexandra Hudson, Tony Vespa, Carrie Lively, Mike Langellier, Blair Milo, Karen Glaser, Anne Valentine, Natalie Wenzler, Elizabeth Meguschar

- I. Welcome
- II. Engage, Explore, Experience – Menu/Playbook
- III. PGP requirements
- IV. Preparing for College and Careers
- V. Grad plan vs Career Plan
- VI. Coaching
- VII. Any other business







Governor's Workforce Cabinet

Career Coaching and Navigation Action Team  
Agenda

Thursday September 17, 2018

8:00 am-10:00 am

302 W. Washington,

Conference Room 1 Government Center South Conference Center  
Indianapolis, IN

Present: Chris Lowery, Jena Bellezza, Rebecca Schroeder, Ben Carter, Josh Garrison, Matt Presley, Alexandra Hudson, Tony Vespa, Carrie Lively, Mike Langellier, Karen Glaser, Natalie Wenzler, Elizabeth Meguschar

- I. Welcome
- II. Grad plan vs Career Plan
- III. Coaching
- IV. Engage, Explore, Experience – Menu/Playbook –Thursday  
Adult – Thursday
- V. Any other business





Governor's Workforce Cabinet

Career Coaching and Navigation Action Team  
Agenda

Thursday September 20, 2018

11:00 a.m.-12:00 p.m.

CHE Kent Weldon Board Room |

101 West Ohio Street, Suite 300 Indianapolis, IN 46204-4206

Present: Jena Bellezza, Rebecca Schroeder, Ben Carter, Stephanie Wilson, Blair Milo, Mike Langellier, Natalie Wenzler, Anne Valentine, Katy Hamilton, Darrel Zeck,

- I. Welcome
- II. Engage, Explore, Experience – Menu/Playbook
- III. Recommendations
- IV. Adult Career Navigation System
- V. Next Wednesday - Student and Business Participants
- VI. Any other business





Governor's Workforce Cabinet

Career Coaching and Navigation Action Team

Agenda

College and Career Funding Team

Combined Meeting

Wednesday September 26, 2018

9 am- 11 am

302 W. Washington,

Conference Room 29 Government Center South Conference Center  
Indianapolis, IN

Present: Chris Lowery, Jena Bellezza, Rebecca Schroeder, Ben Carter, Matt Presley, Tony Vespa, Carrie Lively, Mike Langellier, Emil Ekiyor, Stephanie Wilson, Bruce Watson, Susan Brock Williams, Colby Shank

- I. Welcome
- II. Engage, Explore, Experience – Menu/Playbook
- III. PGP requirements
- IV. Preparing for College and Careers
- V. Grad plan vs Career Plan
- VI. Technology Tool
- VII. Coaching  
Student/Employer Feedback
- VIII. Any other business





Governor's Workforce Cabinet

Career Coaching and Navigation Action Team  
Agenda

Wednesday October 5, 2018

2pm- 4pm

302 W. Washington,

Conference Room 1 Government Center South Conference Center  
Indianapolis, IN

- I. Welcome
- II. Review Report and Recommendations
- III. Any other business







Governor's Workforce Cabinet

Career Coaching and Navigation Action Team Summary

Wednesday, May 9, 2018

2:00pm – 3:00pm

**Summary**

The first meeting of the Career Coaching and Navigation Action Team took place on Wednesday, May 9, 2018. The meeting began with introductions of Action Team members to one another. Next, a thorough discussion of the mission and goals of the Action Team took place. Following this topic, a review of what the State of Indiana currently used for career navigation in the K-12 system and post-secondary system was had. Members from the Indiana Department of Education and the Commission for Higher Education presented. A review of the timeline and requirements for the Action Team was conducted. The meeting ended with a discussion of what the ideal components of a career coaching navigation system were, and what skills students were lacking after graduation that could be addressed in the K-adult system.



Governor's Workforce Cabinet

Career Coaching and Navigation Action Team Summary

Thursday, May 24, 2018

12:00pm – 1:00pm

**Summary**

The second meeting of the Career Coaching and Navigation Action Team took place on Thursday, May 24, 2018. The meeting began with a discussion the mission and goals of the action team, as well as a review of the timeline and requirements for the comprehensive report tasked of the Action Team. Next, an evaluation of "Career Explorer" was conducted. Specific points of discussion were what activities would employers engage in to assist in career exploration for students, what types of communication should be delivered to both students and parents, and what additional training should be required of teachers in order to effectively assist students through career navigation. Additional discussion centered on similar questions for adult Hoosiers



## Governor's Workforce Cabinet

### Career Coaching and Navigation Action Team Summary

Wednesday, June 11, 2018

1:00pm – 4:00pm

#### **Summary**

The third meeting of the Career Coaching and Navigation Action Team took place on Wednesday, June 11, 2018. This meeting was a structured, facilitated discussion. The facilitators for this discussion were Nate Klinck and Holly Brauneller, of Thomas P. Miller & Associates. The topic at hand was to discuss career coaching and navigation within the K-12 system. Items such as what types of career awareness and exploration are appropriate and at what age/grade level, what types of tools and resources are currently available and which should be included, and what are current and potential practices to engage employers in the K-12 system. Action Team members participated in group activities to discuss what is working, what is not working, and solutions to improve highlighted areas of focus in elementary, middle, and high school settings.



Governor's Workforce Cabinet

Career Coaching and Navigation Action Team Summary

Tuesday, July 17, 2018

2:30pm – 3:30pm

**Summary**

The fourth meeting of the Career Coaching and Navigation Action Team took place on Tuesday, July 17, 2018. A brief review of the Action Team's mission and goals took place, leading into a recap of progress the Action Team had made towards the final report. Discussion related to adult learners took place, with heavy focus on barriers these students face. Specifically, the Benefits Cliff which impacts thousands of Hoosiers. The definition of "adult" was agreed upon. Next, the Action Team discussed specific milestones or activities that should be reached while progressing through the K-Adult system.



## Governor's Workforce Cabinet

### Career Coaching and Navigation Action Team Summary

Monday, August 20, 2018

8:00am – 10:00pm

#### **Summary**

The fifth meeting of the Career Coaching and Navigation Action Team took place on Monday, August 20, 2018. A brief presentation on the progress of the Employability Skills Standards work being conducted by the Department of Education occurred. Next, a discussion on previous legislation and resources created with Indiana Code took place. The topic of "intrusive counseling" was discussed, specifically how to best serve students needing career counseling. Finally, a dialogue regarding the adult learner model was reviewed.



## Governor's Workforce Cabinet

### Career Coaching and Navigation Action Team Summary

Thursday, September 6, 2018

1:30pm – 3:00pm

#### **Summary**

The sixth meeting of the Career Coaching and Navigation Action Team took place on Thursday, September 6, 2018. The meeting began by reviewing what resources, such as a menu or playbook, should be made available to schools. The idea was to provide teachers the best resources possible to implement the career coaching and navigation system. Next, the Action Team discussed adding additional for teachers to earn required Professional Growth Points which focused on labor market information. A discussion on preparing for college and careers, as well as the difference between a graduation plan and a career plan took place. Finally, specific aspects of the responsibilities of career coaches within the K-12 system were discussed.



Governor's Workforce Cabinet

Career Coaching and Navigation Action Team Summary

Monday, September 17, 2018

8:00am – 10:00am

**Summary**

The seventh meeting of the Career Coaching and Navigation Action Team took place on Thursday, September 17, 2018. The meeting began with a continued discussion of the difference between a graduation plan and career plan. Similarly, continued discussion on specific aspects of the responsibilities of career coaches within the K-12 system took place. Additional resources were reviewed to provide to schools for both the K-12 and adult sides of the career coaching and navigation pipeline.



Governor's Workforce Cabinet

Career Coaching and Navigation Action Team Summary

Thursday, September 20, 2018

11:00am – 12:00pm

**Summary**

The eighth meeting of the Career Coaching and Navigation Action Team took place on Thursday, September 17, 2018. The meeting began with a continued discussion of the difference between a graduation plan and career plan. Similarly, continued discussion on specific aspects of the responsibilities of career coaches within the K-12 system took place. Additional resources were reviewed to provide to schools for both the K-12 and adult sides of the career coaching and navigation pipeline.





## Governor's Workforce Cabinet

### Career Coaching and Navigation Action Team Summary

Wednesday, September 26, 2018

9:00am – 11:00am

#### **Summary**

The ninth meeting of the Career Coaching and Navigation Action Team took place on Wednesday, September 26, 2018. The meeting began with continued discussion around resources to provide to teachers, students, and parents. Further exploration of specific labor market information training for educators, to be rewarded with professional growth points required for continued licensure, took place. Additional topics, such as preparing for college and careers and graduation plan compared to career plan occurred. Next, the Action Team discussed which technology tools would best serve educators and students. Finally, the roles and responsibilities of coaches was discussed.



Governor's Workforce Cabinet

Career Coaching and Navigation Action Team Summary

Friday, October 5, 2018

2:00pm – 4:00pm

**Summary**

The tenth meeting of the Career Coaching and Navigation Action Team took place on Friday, October 5, 2018. The focus during this meeting was to review the report to be provided to the full Governor's Workforce Cabinet. A discussion of the recommendations on the K-Adult system took place. Among the topics at hand were providing career coaches to schools, additional and meaningful resources, and providing specialized labor market training to teachers in exchanged for required professional growth points. Objective discussions regarding the vocabulary used within the report took place. Finally, an emphasis on setting the frame work, but allowing implementation decisions to take place at a local level were discussed.

# **EXAMINING THE SPRING 2018 CAREER EXPLORATION PILOT**

***A PARTNERSHIP BETWEEN THE INDIANA DEPARTMENT OF  
EDUCATION, DEPARTMENT OF WORKFORCE  
DEVELOPMENT, AND COMMISSION FOR HIGHER  
EDUCATION***

October 2, 2018



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# EXAMINING THE SPRING 2018 CAREER EXPLORATION PILOT

The Indiana Department of Education, Department of Workforce Development, and the Commission for Higher Education are conducting a pilot focused on providing middle school students and possibly high school student access to information, curriculum, and tools that facilitate career pathway exploration. The initial pilot began in spring 2017 and involved approximately 20 middle schools utilizing Indiana Career Explorer (INCE), Roadtrip Nation and other career planning tools. An expanded pilot with up to 35 others schools will be implemented during the 2018-19 school year.

In October 2018, a recommendation is to be made to the Governor's Workforce Cabinet related to the implementation of a comprehensive Career Navigation and Coaching system. As such, the partnership is interested in additional information related to the prior pilot to assist within informing recommendations provided in October, as well as further assessment of implementation and outcome associated with the expanded pilot.

Based on initial planning meetings, two primary evaluation questions are proposed:

- ① **Is the intentional usage of career exploration tools inside the classroom an effective use of resources?**
  
- ② **What is the most effective delivery method for utilizing such tools?**

In partnership with Strada Education Network, Diehl Consulting Group (DCG) has been contracted to conduct two complementary studies around the implementation of career pathway exploration strategies and tools. This report highlights the findings from the first study, an examination of the 2017-2018 pilot schools. The second study, which is currently underway, is expected to involve a more intensive examination of the 2018-2019 schools.

Importantly, while much of the data collection throughout this study focused on very specific career exploration tools (i.e., primarily Indiana Career Explorer), the goal of this report is to present findings generally enough to inform broader recommendations regarding career exploration overall.

## LITERATURE REVIEW

Research indicates that college and career planning initiatives may impact students as early as the elementary school years, a time during which youth are forming self-concepts and identifying personal interests. When working with students in kindergarten through sixth grade, school counselors and other professionals should utilize interventions that 1) consider students' current developmental stages, 2) assist students' development of their self-concept, and 3) encourage educational and occupational exploration. Students in upper grades may also benefit from college/career assessments and affordability planning. Despite these recommendations, there are few evidence-based interventions directed at the elementary level which put these strategies into action (Pulliam & Bartek, 2017).

Actionable steps continue to be important throughout the middle school years. During this time, students must begin to plan and complete the appropriate course work necessary to progress through a college/career preparation track that will continue through high school. Further, families should begin to explore options for financing post-secondary schooling and begin those preparations, if they have not done so already. Students most at risk for not having enough information to undertake these steps may come from low-income families, minority groups, and/or be first-generation post-secondary students (Wimberly & Noeth, 2005).

Guidelines and standards for the transition from secondary school emphasize alignment of "curricula, standards, and teaching strategies across grade levels and between secondary and post-secondary schools to help foster smooth transitions from middle school to high school to college" (Sepanik et al., 2018). The alignment of high school courses to the demands of post-secondary education is especially important as it relates to STEM. Recent efforts to promote STEM careers have led to increased interest in STEM careers. However, interest alone is not enough; high school performance measures, such as standardized test scores and grade point averages, are better predictors of future success in STEM (Hayes, 2017).

While a lack of action-based interventions is evident in the literature, recommendations have been made available by professional organizations specializing in the field. Specifically, the College Board National Office for School Counselor Advocacy (NOSCA) has identified Eight Components of College and Career Readiness Counseling. This comprehensive list is intended to guide school counselors in the implementation of college/career readiness (CCR) counseling for grades K-12 "to ensure equity in both process and results" (NOSCA, 2010).

### The Eight Components of College and Career Readiness Counseling (NOSCA, 2010)

- 1 College Aspirations**  
Goal: Build a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way. Maintain high expectations by providing adequate supports, building social capital, and conveying the conviction that all students can succeed in college.
- 2 Academic Planning for College and Career Readiness**  
Goal: Advance students' planning, preparation, participation, and performance in a rigorous academic program that connects to their college and career aspirations and goals.
- 3 Enrichment and Extracurricular Engagement**  
Goal: Ensure equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.
- 4 College and Career Exploration and Selection Processes**  
Goal: Provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.

- 5 College and Career Assessments**  
Goal: Promote preparation, participation, and performance in college and career assessments by all students.
- 6 College Affordability Planning**  
Goal: Provide students and families with comprehensive information about college costs, options for paying for college, and the financial aid and scholarship processes and eligibility requirements, so they are able to plan for and afford a college education.
- 7 College and Career Admission Processes**  
Goal: Ensure that students and families have an early and ongoing understanding of the college and career application and admission processes so they can find the postsecondary options that are the best fit with their aspirations and interests.
- 8 Transition from High School Graduation to College Enrollment**  
Goal: Connect students to school and community resources to help the students overcome barriers and ensure the successful transition from high school to college.

Dykeman et al. (2003) researched existing types of college and career readiness initiatives in an effort to create a meaningful taxonomy of interventions. This classification system allows comparisons of different types of interventions. School counselors can use a classification system as a tool to examine which areas may be lacking in their particular school district, identify interventions that may be more beneficial to their target student populations, and move toward a balanced career development program. Further, the existence of a taxonomy may help in comparisons of efficacy between types of interventions (Dykeman et al., 2003).

The study by Dykeman et al. (2003) identified the following four categories of college and career readiness interventions:

***Work-based interventions.*** These interventions are described as occurring within work settings in the community. They offer longer-term interactions and opportunities to gain skills through placements including work study, internship, or apprenticeship.

***Advising interventions.*** This category of interventions is the only school-based set that is provided to students on an individual basis. Examples include academic planning counseling, dual enrollment programming, and career counseling.

***Introductory interventions.*** This group of interventions aid youth in the discovery of their own interests and encourage growth both personally and professionally. Examples may include career fairs, guidance lessons on college planning, and aptitude assessments for college and/or career options. While somewhat similar in function to curriculum-based interventions, this group is characterized by a shorter time commitment.

***Curriculum-based interventions.*** Typically, curriculum-based interventions take place in a school setting, such as a career or technical education course. This group is similar to introductory interventions in that they promote both academic and work-related skills and interests. The key distinction is the duration of the intervention; curriculum-based interventions take place over a longer period of time.

## METHODS

Methods for the initial study were developed collaboratively by Diehl Consulting Group and representatives from Strada Education Network, the Indiana Commission for Higher Education, and the Department of Workforce Development. Further, this team remained involved with the study throughout the data collection and analysis processes, guiding research activities and serving as the initial point of contact for study results.

### Participants

The initial study focused on schools that implemented INCE and/or Roadtrip Nation as part of the 2017/2018 pilot. An early challenge for the research team involved identifying exactly which schools actively participated in the initial pilot. Ultimately, three schools were determined to be active participants in the Roadtrip Nation pilot and sixteen schools were identified as part of the INCE pilot. Ultimately, a total of sixteen individuals who participated in the INCE and/or Roadtrip Nation pilots during the spring of 2018 were included in the research study. This included two members of the Roadtrip Nation pilot and fifteen members of the INCE pilot (note: one individual was included in both pilots). It should be noted, though, that in two cases a single interview related to INCE was conducted with multiple pilot participants from the same school.

### Procedures

Individuals participating in the spring 2018 pilot were contacted by a representative from the Department of Workforce Development to introduce the research study. Next, Diehl Consulting Group contacted each of these individuals via email with a link to an electronic scheduler that could be used to register for a phone interview. Phone interviews were scheduled during the lunch and afterschool hours for several days across a three-week period in August and September of 2018. With participants' permission, all interviews were digitally recorded for transcription. Upon completion of each interview, participants received a \$25 gift card to Amazon through the mail. Copies of the interview protocols are included in the appendix.

### Analysis

Verbatim transcripts were written from digital interview recordings and used for the analysis. The content analysis process utilized the framework method (Ritchie & Spencer, 1994), which can be applied to either deductive or inductive research across various epistemological, philosophical, or theoretical approaches (Gale, Heath, Cameron, Rashid & Redwood, 2013; Pope, Ziebland, & Mays, 2000; Ritchie & Spencer, 1994). The technique involved five steps: familiarization, identifying a thematic framework, indexing, charting, and mapping and interpretation.

During the *Familiarization* process, the researchers identified the key ideas and recurring concepts through immersion into the text (i.e., verbatim interview transcripts). Specifically, the researchers thoroughly read and re-read interview transcripts and listened to interview recordings to become familiar with the whole dataset. Next, the researcher developed a *Thematic Framework* by identifying all key issues, concepts, and themes in the data to create a detailed coding index. During the *Indexing* stage, the researchers applied the thematic framework (developed in the prior step) systematically to the entire dataset by annotating the transcripts with codes from the index. Next, through the *Charting* process, researchers synthesized data by arranging them according to the themes to which they relate using a framework matrix. Specifically, charting allowed data to be arranged and summarized, with each column representing a theme and each row a case (interviewee). Finally, through the *Mapping and Interpretation* process, the researcher explored and described the associations between themes generated by the analysis (Gale et al., 2013; Moullin, Sabater-Hernandez, & Berimój, 2016; Pope et al., 2000; Ritchie & Spencer, 1994). At this stage, the analysis focused on "defining concepts, mapping range and nature of phenomena, creating typologies, finding associations, providing explanations, and developing strategies" (Ritchie and Spencer, 1994, p. 186). Throughout the analysis, the full transcripts were regularly consulted to confirm participants' wording and the context of their remarks.

# KEY FINDINGS

## IMPLEMENTATION OF CAREER EXPLORATION

As the initial pilot design prescribed, the career exploration tools and activities discussed by interview participants were most often implemented in grade eight. This was not a universal finding, however, as grades six, seven, nine, eleven, and twelve were also reportedly exposed (albeit to a lesser extent) to INCE throughout the spring 2018 pilot. Pilot participants were not required to implement tools in specific courses or at a specific frequency. For example, INCE was reportedly implemented across courses such as Family and Consumer Science, Jobs for America's Graduates, College and Careers (and several similarly named courses), and Science, as well as being implemented during enrichment or advisory periods in some cases.

Similarly, the frequency and pace of exposure to the tools varied considerably across pilot participants. For example, some reported daily use of INCE during a concentrated period of time (i.e., 11-12 days), while others reported using the tools once or twice a week throughout an entire semester. The variation in implementation approaches suggests a high degree of flexibility being offered, though some best practices related to implementation emerged in the recommendations that are presented in a subsequent section.

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### *Pilot Participants on Varying Implementation Strategies*

*"We have a 35 minute period 4 days a week where we did all of our lessons in that time last year. It's akin to a homeroom period."*

*"We decided to take a little over two weeks in between science class and did 11 modules, turned science into college and career readiness for a couple weeks."*

*"I used it in my college and career classroom for the last year and a half. We spread it out amongst the entire semester. In my class, I pretty much had a guest speaker every week and then at least 2 days a week we dealt with career explorer."*

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## SPECIFIC COMPONENTS OF CAREER EXPLORATION

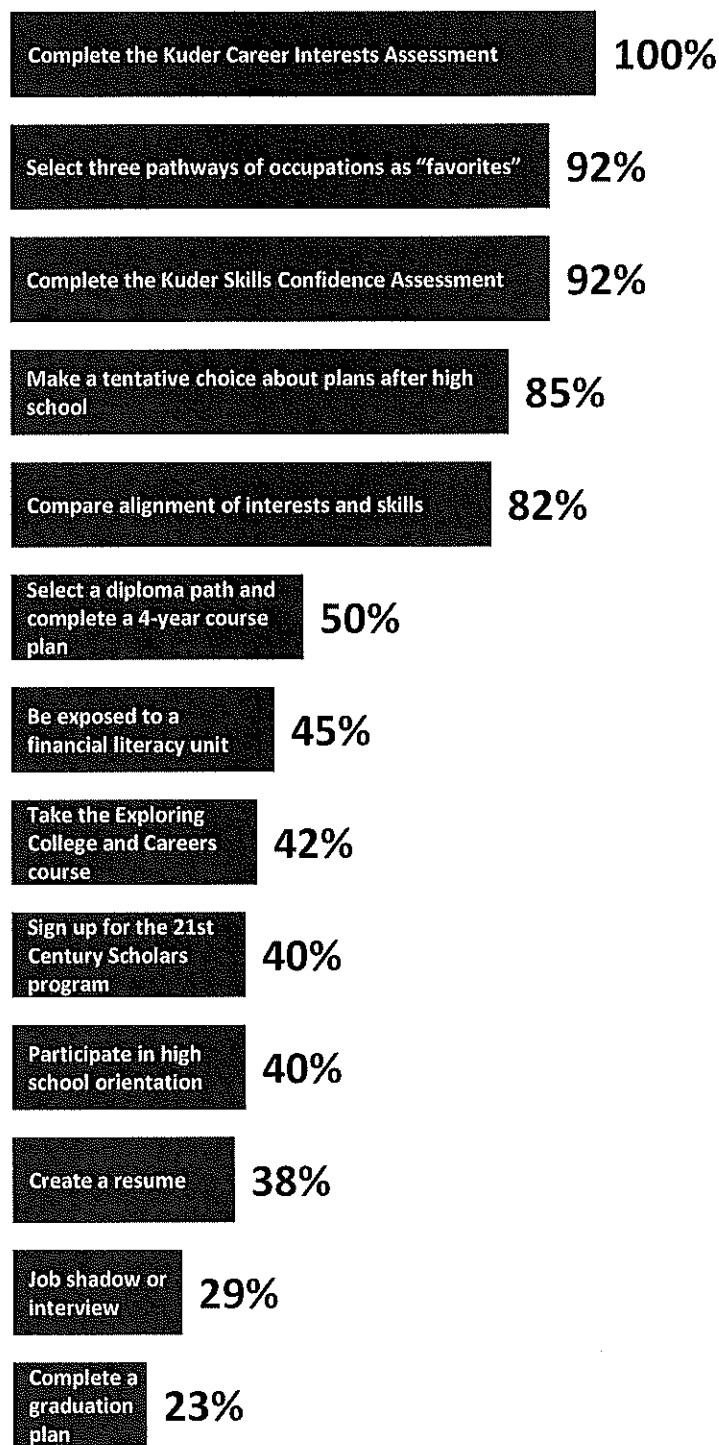
Interview participants were asked to recall the number of students (i.e., none, some, most, or all) who engaged in specific components of the career exploration tools. As presented in Figure 1, the most commonly reported components involved completion of interest and skills assessments and aligning skills and interests to make decisions about career pathways and plans for after high school.

Reporting that students were exposed to these activities, however, is not the same as reporting that a given activity was meaningful. As a result, interview participants were also asked to describe the most effective aspects of the career exploration tools they piloted. Indeed, the ability to search careers, career clusters, and career pathways based on individualized skills and interests portfolios emerged as the aspect perceived as most effective among INCE participants. As one interviewee stated, "The interest inventory survey helped them narrow down and think about different things that went into what they want to do. They can't all become professional athletes."

Another participant appreciated the fact that "it was more of an individual thing where they could check on their own careers versus a mass presentation of random careers; they could check on things that made sense to them." Other participants echoed the value of students being able to conduct personalized searches based on their skills, interests, Holland codes, etc., as well as all of that personalized information being stored in a single system.

Feedback related to Roadtrip Nation was similar. As one pilot participant explained, "It provided an excellent way to watch interviews according to their interests. I had them do the interest inventory portion and that was really interesting. For example, if a student is interested in food, there are 47 different interviews from people within that field. They also have armed services, which is what many tools don't have." Regardless of the specific tool that is used, then, it is fair to conclude that interviewees value features allowing students to explore careers based on individualized interests and skills.

Figure 1. Career Exploration Activities Completed by "Most" or "All" Students Served in the Pilot



As a follow-up to the most effective aspects of the career exploration tools, interviewees were asked to reflect on any limitations they observed. For INCE, the most commonly reported limitation involved available information. As one participant noted, "There were a lot of searches that wouldn't turn up any results and some of them you'd think there would be obvious that I couldn't ever find." Others offered support for this observation, reporting that "sometimes it would say N/A for certain things and I understand for some careers it's hard to nail down salaries, but it would be nice if they could put something in there because when kids see that, they don't even try to look at it for themselves." Other reportedly unavailable information involved access to students' individual Holland codes and information related to military careers in particular.

In describing the limitations of Roadtrip Nation, one participant explained, "It works well if you're going to use it but doesn't provide enough for true career exploration on its own. In conjunction with other resources it works pretty well due to the videos, but I don't know if it would meet what Indiana is specifically looking for with career exploration. I think you still need more. We are looking for every 8th grade students to complete a 4 year plan and interest inventory. It does have some of that, but it's not necessarily a career interest inventory so it would not in its own right qualify as that I don't think." This participant concluded that INCE could be viewed as more of an overall career exploration tool while Roadtrip Nation served more as a supplemental resource. Finally, in describing barriers or challenges encountered when implementing these tools, participants simply noted standard technological issues such as the internet being down, students being able to log into the tools, or access to computers in general.

## IMPACT OF CAREER EXPLORATION

Interview participants provided ratings (i.e., not at all effective, somewhat effective, effective, very effective, or extremely effective) related to the extent to which the piloted career exploration tools impacted a variety of student outcomes. A total of 71% of interviewees reported that the tools were "very" or "extremely" effective in impacting students' interests in specific careers, while 64% reported that the tools were "very" or "extremely" effective in impacting students' understanding of specific careers. Ratings were lower for other outcomes, such as student aspirations (57%), preparation to choose a career path (43%), and understanding of career clusters and career pathways (both 29%).

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### *Pilot Participants on the Impact of Career Exploration Tools*

*"They would consider other possibilities than what they had already been thinking of. The tools made them think about other options out there rather than the standard careers that they were invested in in their culture. Several kids changed their idea of what they wanted to do and honed in on it more."*

*"It helps them get to know themselves better and they can check everything out due to it being very versatile. It gets them started thinking about it now vs a junior or senior in high school and it gives them time to process it and really think and reflect on it."*

*"One student in particular was interested in anything in the sciences but they then found out there were pathways into police work and forensics came up and they were able to find out there were lots of other jobs where those paths overlapped."*

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## CONSIDERATIONS RELATED TO CAREER EXPLORATION

A primary goal of the initial study around career exploration tools was to inform recommendations to the Governor's Workforce Cabinet. It is important to note that this study was conducted in an abbreviated timeframe and included a relatively small sample of participants who had piloted a limited number of career exploration tools. As a result, the findings presented throughout this report should be interpreted with caution and considered a single source of feedback related to recommendations. The report concludes with considerations provided directly by the pilot participants who participated in interviews with intentionally little interpretation provided by Diehl Consulting Group.

### **Career exploration tools can supplement and enhance one another**

Pilot participants were invited to provide feedback based on their recent implementation of specific career exploration tools. Throughout the interviews, however, it became clear that a) exposure to these tools may have begun before participation in any official pilot and b) any individual tool is likely to be perceived as most effective when it is supplemented by (or acting as a supplement to) other tools. As one participant explained, "You can't teach a full semester worth of classes based on INCE. They're too basic. If you want them to learn and explore about the careers it's not going to come purely from these modules because they're not very robust. Have supplemental information, at least an option. I taught this class the first couple years without textbooks at all. Having resources listed, even within INCE would help if they gave modules you could give or supplemental links to pull in for same type of modules." Other participants reported supplementing the tool with career search engines such as monster.com, careerbuilder.com, bls.gov, or onet.online.

### **The context in which career exploration lessons are implemented is meaningful**

Several interview participants described the value of implementing career exploration tools during devoted class time rather than enrichment or homeroom periods. For example, one participant suggested to "Imbed this into a class. Last year we didn't get as much out of it because of timing. If you implement it into a class it'll be taught by one teacher so it would be one person rather than 6 people different things and it's more consistent." Others described logistical issues with implementing career exploration in enrichment or advisory periods, such as a condensed amount of time to cover the material and the inability to assign homework for these (ungraded) periods. It should be noted, though, that one participant reported implementing INCE in both a standing class as well as an advisory period last year and opting to only utilize the advisory period moving forward to not disrupt other classwork.

### **Teachers must feel adequately prepared to facilitate career exploration**

Across the board, interviewees expressed the importance of teachers being prepared to facilitate career exploration effectively. As one participant shared, "You really have to rely on the person guiding them through the experience to understand the process well to help them find all the little interactive features where they can keep doing more research." Opinions regarding teacher preparation for the pilot, though, were mixed. While 79% of participants reported that they were "mostly" or "completely" confident in implementing the tools and 71% reported that they "mostly" or "completely" understood the tools, only 43% felt that they were "mostly" or "completely" prepared to implement the tools. Participants did reference the value of the September 2017 training that was provided regarding the pilot, but many felt that communication and responsiveness was lacking. As one interviewee noted, "We didn't even know where the modules were located when we started in January and response time was lagging and sometimes they never responded to questions at all. We have used INCE before but I was hoping to gain something NEW from the training we were offered."

### **Career exploration should be differentiated by ability level**

Pilot participants described the importance of differentiating career exploration content by grade level and by ability within grade level. One interview summarized this consideration by stating, "It's tough because our classes are filled with different types of students at different levels- I may have special ed kids that I have to stand right there with and then other higher level kids who fly right through it." Others echoed this feedback, sharing that "The age ranges and maturity of students makes it difficult sometimes. Some of the vocabulary on the interest assessment is easier to understand for older students but not younger [students]." Interestingly, feedback related to INCE was somewhat mixed regarding the extent to which it is appropriate for eighth grade students. For example, one participant said, "For the middle school level there's a lot on that website. If there were a way to streamline some of their choices a little bit- it's a little overwhelming for kids that age and hard for them to navigate a little bit. If there was a way to condense or take out some of the things not appropriate for middle school kids that would be helpful." Meanwhile, another participant shared, "Higher level students don't connect very well with INCE. It's a 5<sup>th</sup> and 6<sup>th</sup> grade reading level. It's easy for students who struggle to use but the advanced students need a little more. INCE makes it difficult to differentiate to students."

### **Career exploration tools should be engaging and interactive**

A very common theme emerging from interviews with pilot participants was the need to make the lessons engaging (e.g., "Make it as engaging as possible. Maybe even make the assessments more like a video game because the students complain a lot when they first have to do them- they feel like it's a test. More interactive and engaging would help."). Specific feedback related to INCE was that some of the lessons were dated, utilizing paper and pencil worksheets or underdeveloped PowerPoint presentations. Even the videos available were described as somewhat out-of-date. Interestingly, when participants had exposure to both INCE and Roadtrip Nation, the videos available through the latter were viewed as the primary enhancement to the information provided in INCE. Other feedback directly addressed the need for lessons to be more interactive. As one interviewee discussed, "The lesson could have been beefed up a little bit. I know they worked on that from when the visited with me. They said they had been working on creating more activities in some of those lessons. Needed more activities and more to reinforce the content. It has to be a mixture of technology, discussion, hands on activities. It can't just be sitting down at the machine with the clientele that I have."

### **Parents could play a valuable role in career exploration initiatives**

During interviews, each participant was asked to describe the extent to which parents were engaged in the career exploration process throughout the pilot. While some mentioned emails and handouts for parents or assignments that involved parents (e.g., students interviewing their parents about careers), the majority of interviewees acknowledged that parent engagement was lacking. However, there seemed to be a shared sentiment that increased parent engagement would benefit the career exploration process. As one participant explained, this could serve a practical purpose because "to do anything with [the college/graduation plan] the parents have to login and approve it but some of the parents just won't do it."

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### **Appendix D – Recommendations Summary**

- 1) Amend IC 20-30-5-14 and IC 20-31-4-6 to accept the Engage, Explore, Experience Model for every school within the state's K-12 system and the recommended base menu of career navigation items be delivered at each grade band that will be added to the School Improvement Plan for every school with review every two years for relevant content and continued student engagement in career knowledge.
- 2) Require Teacher, School Counselor, and Administrator Licensure professional growth points, minimally fifteen be earned through externships or programming or training on labor market information and business and industry connection to the classroom.
- 3) Require all students to enroll in a revised version of Preparing for College and Careers that incorporates the new employability skill standards and deeper career exploration or a revised Introduction to CTE course that is centered around career exploration within at least one of the 16 career clusters.
- 4) Consider Adding a Postsecondary Transitions Course. Further consideration should be made as to whether a postsecondary transitions course should be added at the 11<sup>th</sup> or 12<sup>th</sup> grade.
- 5) Amend Indiana Code 20-30-4 to include students complete a career aptitude, work-based learning, exploration of all postsecondary options (certificate, two-year, and four-year), and postsecondary goal planning with students as they develop their graduation plan.
- 6) Adopt and fund the localized career coaching model with authority to administer the grants given to the Governor's Workforce Cabinet.
- 7) Require a Career Exploration Tool Request for Information and Request for Proposal selection process to evaluate a relevant and engaging tool for students with teachable curriculum and modern interactive components.
- 8) Support the State's Partnership with Skillful (A Markle Initiative).

