



Welcome & Introductions

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Session Agenda Overview

- Need for Quest for Success (QfS)
- Quest for Success Course Development Process
 - Educator Voice Fellowship, Industry, and Strategic Advisory Team Input
 - Field Testing (17-18) and Course Pilot (18-19)
 - Evaluation and Revision
- Quest for Success Design
 - Course Goals and Targeted Career-Ready Competencies
 - Design Principles and Instructional Approach
 - Curriculum overview (e.g., units, scope, sequence, and pacing)
- Statewide Implementation (2019-20)
- Questions & Closing



Session Objectives

Louisiana Counselors, Principals, and CTE Leaders will

- understand the need for and vision of *Quest for Success*
- become aware of the process for developing *Quest for Success*, including the role of LA educators and industry partners
- be able to describe the QFS design, goals, and content
- know their role(s) and responsibilities in ensuring implementation fidelity, at scale, including key timelines
- understand and leverage LDOE support, as appropriate
- be able to help make sure *Quest for Success* is implemented effectively next school year and all LA graduates are on a path to career and life success

Speed "Data-ing"

- 1. Choose the data point below that stands out the most to you.
- 2. Turn to your neighbor and explain why.

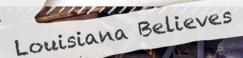
Middle skills jobs account for 57% of Louisiana's labor market.

48% of the Class of 2017 in LA earned early college credit or statewide career credentials valued in high-wage industries, but only 39% of economically disadvantaged students did.

By 2020, 65% of all jobs in the US economy will require postsecondary training.

Louisiana ranks 48th out of all 50 states in the percentage of adults who have attained a postsecondary education.

Stats from Ed Next Horizon, 2017; NCES Fast Facts - Educational Attainment, 2017; Shreveport Times, 2017; https://www.louisianabelieves.com/newsroom





Economic and Workforce Trends

- The last few centuries have seen <u>dramatic shifts</u> from agrarian to industrial and to information and technology ages. Because of technology and globalization, the workplace is changing faster than ever before.
- Growing mismatch between jobs and skills
 - In LA, 57% of jobs in 2015 were middle-skill. Only 46% of LA workers are trained in middle-skill level.
- Many of the degrees that once mattered most, aren't enough today:
 - In 1973, 28% of jobs required postsec. education, by 2020 at least 65% of jobs will require education past high school.

Louisiana Believes

 In order for people to have access to good jobs and achieve career and life success, they must possess the necessary cross-sector employability skills.

Career Readiness

- Across most of US history, <u>high schoolers have been sorted</u> as either "college-bound" or "career-bound"
- Research on <u>relationship between education level and earnings</u> led to increased pressure for more "college ready" students
- Employers report skill gaps for technical jobs with family sustaining wages due to lack of career readiness (even among college grads)
- A perfect storm
 - "College for all" directing most students toward a 4-year degree w/ a significant number not completing a degree
 - Lack of understanding that there are multiple paths for individual career success

Louisiana Believes

Outdated views of career education and CTE programming

Innovative New High School Level Course

To help Louisiana respond to these economic shifts and workforce trends, rethink "college and career readiness," and help students imagine and prepare for career and life success, educators from across Louisiana, as part of the America Achieves Louisiana Educator Voice Fellowship, drafted *Quest for Success* to help students:

- Develop essential 21st century workforce skills the ability to communicate, collaborate, and lead
- Explore new and exciting careers and industry sectors
- Learn about themselves and their interests to successfully navigate high school, postsecondary education, and career pathways

Develop 21st Century Workforce Skills

Students who are college and career ready demonstrate

- 1. <u>Core academic content knowledge</u> (math, writing, and reading) and skills required to enroll and succeed in credit-bearing, first-year courses at postsecondary institutions (2- or 4-year colleges or technical schools)
- 2. <u>Job-/sector-specific, technical skills</u> required for successful employment (often detailed in specific career pathways and IBCs)
- 3. Cross-sector, employability skills (e.g., critical thinking, oral and written communication, collaboration, responsibility, professionalism, etc.)

QfS was intentionally designed to help students develop this third bucket of 21st century workforce skills.

Explore New and Exciting Careers in Louisiana

Statewide, the fastest-growing sectors by % growth are:

- Information Technology
- Manufacturing (including chemical & petrochemical)
- Healthcare

QfS was intentionally designed to expose students to these sectors and other career opportunities (e.g., education, social work, entrepreneurship).



Learn About Themselves and Their Interest

Quest for Success will help students to

- develop self-awareness related to their future selves and career aspirations.
- examine their **individual values and strengths** as they develop a student success plan.
- envision how they see themselves and **develop a plan** showing how they will grow as an individual.



GAME TIME!

Participants will go to kahoot.it on their devices or computers.

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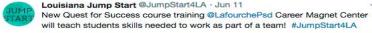


Quest for Success Course Development Process

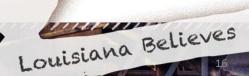












Educator Voice Fellowship Overview

- Partnership between LDOE and America Achieves to elevate the voices of Louisiana's leading educators to advance the State's top priorities in student career readiness
- During the Fellowship, Educator Fellows:
 - Deepened their knowledge and understanding of 21st century economy and implications for K-12 education
 - Were able to support a comprehensive approach to improving career readiness for all students, including a new career development course

- Became champions for effective implementation of Jump Start initiatives and other best practices
- Established a statewide, PLC of educators committed to improving students' college and career readiness

QfS Course Development Timeline

Course Development:

LDOE partners w/ America Achieves to engage the best educators from across disciplines, roles, and districts (January-June 2017) LA Educator Voice Fellowship is launched which included defining a vision and goals for the course, drafting course scope and sequence and units, and peer feedback, and revision (June 2017-March 2018)

Stakeholder feedback on the draft curriculum is collected from industry representatives, LA teachers, and LDOE. Revisions were incorporated. (March-May 2018)

QfS is piloted statewide. 140 teachers were trained and teach new course. Data is collected to assess course quality. Course is revised, as needed.

(June 2018-June 2019)

QfS is implemented across the state. JTC course is sunset. Statewide teacher training is implemented. (June 2019-June 2020)

Hearing from Fellows and Partners about QFS Development



Field Testing and Course Pilot

- In spring 2018 -
 - Industry vetting: industry partners provided feedback on select units
 - 11 teachers (215 students) field tested and provided feedback on select units
- Course revisions were made following industry vetting and field testing



Pilot Teacher Resources: Summer PD

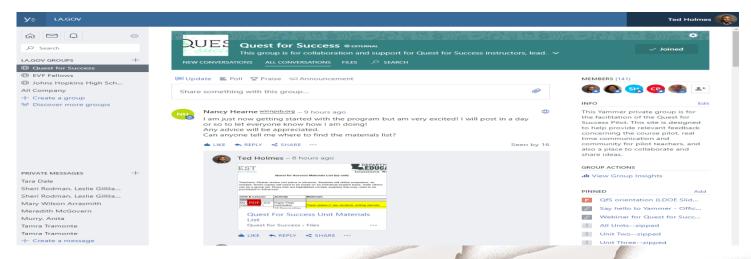
- Principled PD design
 - Focus on the "why" (e.g., need for course, how developed)
 - Conceptual (PBL) and practical knowledge (how to read unit docs) development
 - Tied to curriculum (goals, activities, materials)
 - Modeling and practice of instructional activities in Unit 1
 - Not a "Train-the-trainer" (to ensure fidelity/quality implementation)
- Facilitator training
 - 10 Louisiana EVF Fellows prepared to facilitate training, in pairs
- Instructor training and Piloting Teachers
 - 140 teachers trained across 5 locations statewide



Pilot Teacher Resources: Portal (Yammer)

Yammer is an enterprise social networking service that LDOE has used to host an online community of QfS pilot teachers. The pilot curriculum is also housed on

this site.



Pilot Teacher Resources: Webinars

Pilot Teacher Professional Development	
Initial Webinar and Orientation: Unit 1-3 In-Depth	August 21, 2018
1st Webinar: Unit 4-6 In-Depth	September 25, 2018
2nd Webinar: Units 7-9 In-Depth	October 23, 2018
3rd Webinar: Lessons Learned	January 22, 2019
4th Webinar:	April 23, 2019

What We're Hearing on Yammer and From the Webinars

"Today, my students finished Lesson 1. My students loved the paper plate activity. One of the students commented, "I can't believe this is how everyone sees me!" **He was so excited**. The real fun was when they finished the 16 personalities test and grouped themselves under one of the four posters. They laughed and enjoyed learning. As they exited the room after class, each one exclaimed they couldn't wait for tomorrow's class to see what we were going to do next. A great day in class!"

"I had the last of the students give their elevator pitches and then we went into vision boards. This went very well. A couple of times, other faculty passing by came in and listened. They were very impressed with the kids' ability to articulate their personal brands."

Evaluation and Revision

What is the quality and nature of QfS course design and implementation? What improvements may be needed to improve implementation and effectiveness?

Survey all pilot teachers four times throughout the year (in addition to one initial survey)

- Teacher Perceptions & User Satisfaction
- Fidelity of Implementation
- Analyze samples of student work
 - Student Performance
- Survey students
 - Student Satisfaction

Early Finding: Teachers Need More Enabling Conditions

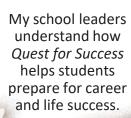
Teachers report needing more enabling conditions for their implementation of Quest for Success, such as a school vision and goals for career readiness or leader support for the curriculum.

48%

To what extent do you agree with the following statements about the support you receive at your school in implementing *Quest for Success*?

Percent agree/strongly agree





39%

School leaders provide me with the resources and support I need to teach Quest for Success.

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Comprehensive Career Development (DRAFT)

Career Awareness

Student career awareness begins

their community and beginning to

connect personal career interests,

abilities and academic strengths to

personal career options. Students

begin developing specific applied

knowledge, relational skills and

skills that build over time.

personal attributes, and executive

(e.g., analytical and organizational)

early with an introduction to careers in

PreK to Grade 5

Grades 6-8

Student career exploration includes beginning to identify personal interests and aptitudes and learning about the businesses and industries and related career opportunities in the local, regional, national, and global economy. Students identify steps in career decision-making and how career inventory and assessments can inform decision-making. Educators work with students and their families to begin to develop, navigate, and monitor progress on individualized academic and career plans. Students continue to develop applied knowledge, effective relationships, executive skills,

financial literacy, civic engagement

individual responsibility re:

rights and responsibilities), and

Career Exploration

Career Navigation &

Grades 9-Postsecondary Students continue career exploration with increasingly in-depth and hands-on career application/immersion experiences in specific career areas and pathways—as defined in their individualized academic and career plans. Students continue to examine current and future economic needs, assess personal skills and aspirations, dive deeper into applied learning, and explore career and postsecondary options. Applied learning takes multiple forms (e.g., careerrelated classes, work-based learning, career-related clubs and competitions) and increasingly leads to industry-aligned certifications and/or college credits. Students continue to develop prior skills (e.g., effective relationships, executive skills), with greater focus on career navigation and postsecondary transition

knowledge and skills

Career Management &

Grade 12, Postsecondary and **Beyond**

Students refine skills and master new skills as they transition to careerrelated employment. It includes everything from applying for jobs and negotiating salary and employment terms to engaging advisors and mentors, identifying and accessing continued learning and other opportunities to gain new knowledge and skills and advance to new levels of responsibility and earnings.

*Adapted from Meeder (2016:63) **Adapted from Ohio Career Connections Framework

QfS Course Design Components

- Attend explicitly to regional employment landscape: 21st century economic shifts and key industry sectors and careers
- Focus on 21st century employability/success skills
 - 7 domains w/ special focus on 3-4
 - Special attention to planning/navigating HS and careers (find and pursue pathways)
- Start w/ the end in mind; driven by "Gold Standard," <u>industry-aligned</u> <u>performance tasks</u> (tied to careers)
- Build on best practices and evidence base
- Foster integrated, engaging approach
- Be different and more engaging and effective than Journey to Careers
- Be able to be implemented at scale, w/ fidelity



Course Competencies: Career Success Requires New Knowledge and Skills

- 1. Applied Knowledge (academic, critical thinking, and career related tech skills)
- 2. Relational Skills and Personal Attributes (e.g., interpersonal skills like teamwork, customer service, exercising leadership, respecting differences, and personal qualities like integrity, self-discipline, personal responsibility)
- **3. Executive and Communication Skills** (e.g., technology, systems thinking, information use, resource management)

- 4. Career Navigation Skills
- 5. Postsecondary Transitions Knowledge and Skills
- 6. Financial Literacy
- 7. Civic Engagement

Developing knowledge and skills across time, diverse contexts, and tasks

Knowing the Self and the Self in Relation to Others

How I Learn and Lead

- Vision Board
- Student Success Plan

Effective Teams: The Sum is Greater Than the Parts

- Develop a Team Contract
- Redesign a Website (Advanced Manufacturing)

Planning for Project Success

- Develop a Team Contract
- Respond to an RFP for improved community space (Architecture and Design)

Leading Responsibly

Thinking out of the Box

Design Process and Business
 Model: Food Truck Wars

Being a Cyber Citizen

- Navigating the Net
- My Digital Identity
- The Price of Cyberbullying
- Your Data, Your Privacy

Superheroes in My Community

- Altruism Profiles
- Service Learning Project
- Helping Professions Awareness
 Campaign (Social/Public Service)

Planning for the Future

Managing Money to Meet My Goals

- What Would You Do?
- Understanding Car Loans.
- Budgets 101: How to Get it Done

Navigating My Career Path

- This Job is for You
- Individual Graduation Plan

Looking Forward

- Bulletin Board of Scientific Poster Presentation
- Student Success Plan
- Parent and Community Night

