



PORTLAND PUBLIC SCHOOLS

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The Blue Ribbon Taskforce Report on Career Related Learning

December 2010

In November 2010, Superintendent Carole Smith and Mayor Sam Adams appointed 36 people representing business and community, educators, and staff to a Blue Ribbon Task Force to study and recommend proposals related to career related learning in Portland Public Schools.

Purpose and Approach:

The Blue Ribbon Taskforce would consider three data points in making their recommendations:

1. Workforce and economic development needs within the local region.
2. Student interest in specific programs.
3. PPS capacity to deliver in a resource constrained environment.

As demonstrated in figure 1, the intersection of these data points would inform career interest programming recommendations. The Taskforce was not asked to identify which schools would offer specific programs.

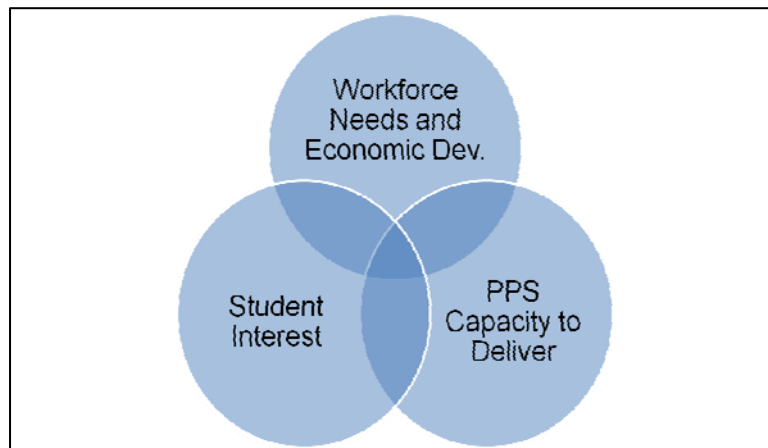


Figure 1

The Taskforce was also asked to provide guidance to PPS in the development of a systemic approach to career related learning that would:

- Help students connect their classroom learning with real-world applications,
- Expose students to a variety of career options and help them to understand related training and education requirements,
- Provide programming that prepares students with 21st Century skills, and
- Support the 12th grade District Milestones Framework, specifically, more students graduating on time and ready for college and work.

Background

Career interest and Career and Technical Education (CTE) programs have demonstrated in research and practice to be effective in engaging students, improving graduation rates and helping to close the achievement gap. However, career interest and CTE programs in Portland Public Schools have eroded in the last decade due to reductions in District funding. Local employers and trade leaders are concerned about regional workforce development needs and have provided feedback that many graduates do not have the academic and technical skills necessary to successfully enter into employment.

Elective Programming in PPS

“Career interest” refers to broadly-based elective programming that provides students with opportunities to explore a variety of career options both in the classroom and through real-world applications in the community. These courses help to prepare students to be college and career ready, all in the context of projected high wage/high demand career fields. Currently, PPS high schools offer a diverse range of elective programming, with many addressing “career interest” criteria.

“Career and Technical Education (CTE)” refers to elective programming that is aligned to State approved CTE Programs of Study. In the context of projected high wage/high demand career fields, these programs provide:

- Relevant, rigorous, standards-based content
- Opportunities for students to participate in in-depth career learning opportunities both in the classroom and through real-world applications in the community
- Have explicit articulation agreements with post-secondary institutions
- Incorporate industry standards in assessing student performance
- Prepare students to be college and career ready

PPS currently offers CTE programs in five of six career interest/pathway areas: Arts & Communication, Business & Management, Health Services, Human Resources, Industrial & Engineering Systems and Natural Resources. The District does not currently offer an approved CTE program in the Natural Resources career interest area. (Figure 2).

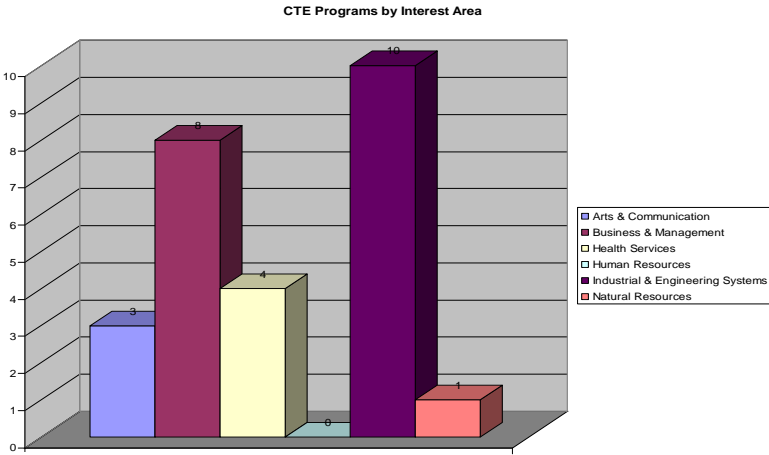
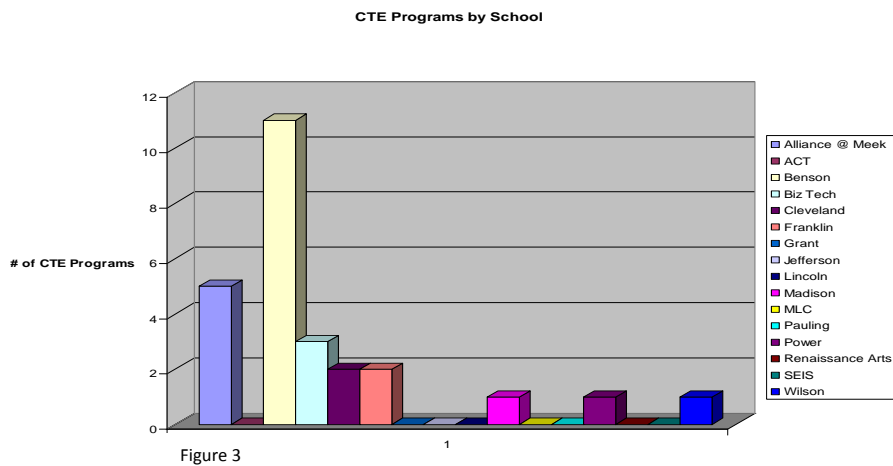


Figure 2

Based on the data, it would seem that students in PPS have equitable opportunities to enroll in CTE programs across the District. However, examining the same data by school shows that only eight of sixteen high schools currently offer CTE programs (figure 3).



National Research – Successful Career Interest/Pathway Programs

MDRC, a national educational research organization, identified the following strategies for successfully implementing career interest/CTE programs in high schools:

- The career interest/pathway theme is less important than ensuring that the theme is broad enough to engage key employer partners.
- Successful implementation requires a highly structured approach to managing employer partnerships.
- A non-teaching partnership coordinator is critical.
- Formal orientation and supports for work-based learning opportunities must be provided.
- Generous financial and in-kind contributions from employer partners are essential.
- Programs must have engaged employer advisory board.

Further, the research shows that participation increases when career activities are part of a structured program as shown below (figure 4).

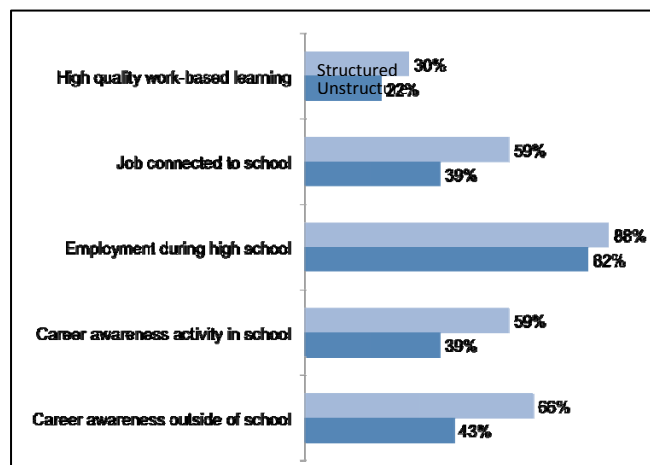


Figure 4

Workforce Development

Oregon job growth projections for 2006-2016 are shown in the following chart (figure 5). Projections include both new and replacement jobs. Education and health services continue to offer the most job growth opportunities

Oregon Job Growth Projections
2006-2016

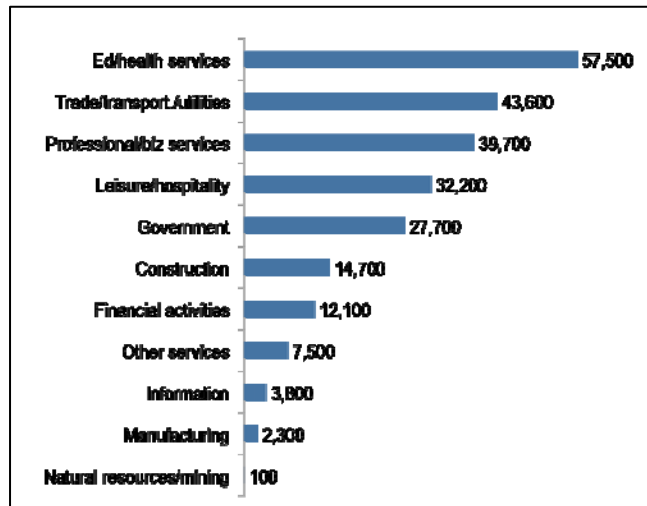
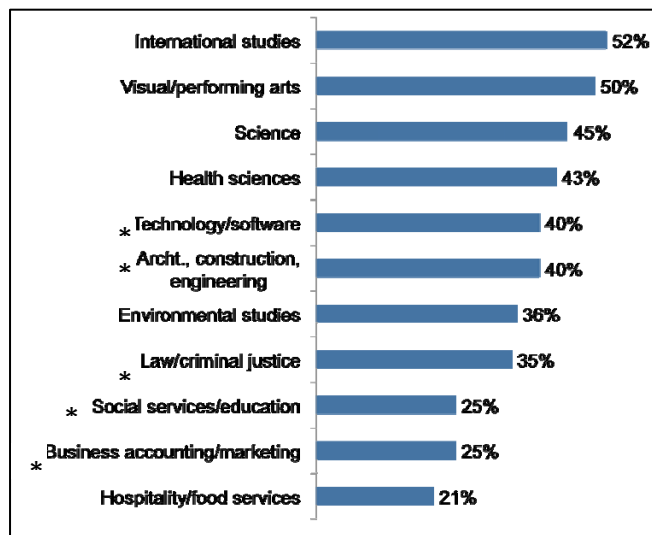


Figure 5

Student Interest

In March, 2010 Davis, Hibbitts, & Midghall conducted a survey of PPS students to gauge their interest in particular subjects and themes.



*Preference of males and lower

Figure 6

There appears to be a disconnect when comparing job growth projections with student interests. For example:

- Education/Health Services are the top ranked job growth industries. These rank fourth in student interest.
- Professional/business services ranks third in job growth industries. Student interest ranks these tenth (second to last).

- Visual and performing arts are ranked second in student interest. These areas are not included in job growth projections for Oregon.

These differences underscore the need to align programming priorities to ensure that we provide students with relevant 21st Century course offerings.

Meeting #1 – November 19, 2010

Taskforce members were asked to identify key elements and concerns related to career interest programming in Portland Public Schools. Themes that emerged were:

Programming:

- Curriculum and generic skills are more important than the theme.
- Programming needs to support the full range of post-secondary opportunities (not just university).
- Engage students in areas that excite and interest them (e.g. communications technology, video games, etc.).
- Coordinate with community college structure (avoid duplication; maximize integration and fill in the gaps).
- Look at industries that have the spectrum of job opportunities.

Oregon Diploma and Soft Skills:

- Ensure that this work aligns with Oregon’s Personalized Learning diploma requirements
- Students must have basic skills to compete in the global market.
- Provide opportunities for students to learn “life skills” (e.g. personal finance).

Partnerships:

- Identify partnerships that currently exist across the district.
- Ensure that career interest programming is broad enough to include a range of supportive, committed partners, as well as those who have a desire to partner.
- Focus on partnerships that are feasible and have the capacity to deliver.

The District:

- Assess the District’s capacity to execute this work and move to scale
- Assess the return on investment, i.e. ensure that the time and interest invested will meet what students envision for themselves

Meeting #2 – November 29, 2010

Taskforce members were asked to build a compelling case to “pitch” their career interest/pathway area (Arts & Communication, Business & Management, Health Sciences, Human Resources, Industrial & Engineering Systems, Natural Resources) based on the following criteria:

- Student interest
- Occupations that demonstrate a range of skills
- Supply of engaged employers who are generous with time and money

- Supply of programming offered by community partners
- PPS’s existing and potential capacity to deliver programming.

While each group identified characteristics unique to their pathway, there were common overall themes for the District to consider:

- Coordinate development of new programs with existing programs to avoid duplication
- The District structure for career related learning must align employer availability with student interest
- Find ways to team with business and community colleges to bridge gaps.
- Prepare students to meet the anticipated technological needs of the future workforce.

A summary of each pathways “pitch” can be found in Appendix C.

Meeting #3 – December 3, 2010

During the third Taskforce meeting, participants were asked to identify criteria to help PPS prioritize programming options. Taskforce members were first asked to identify themselves as PPS staff or non-PPS staff, and then asked to rank the criteria in order of importance. The overall rankings are in figure 7 below.

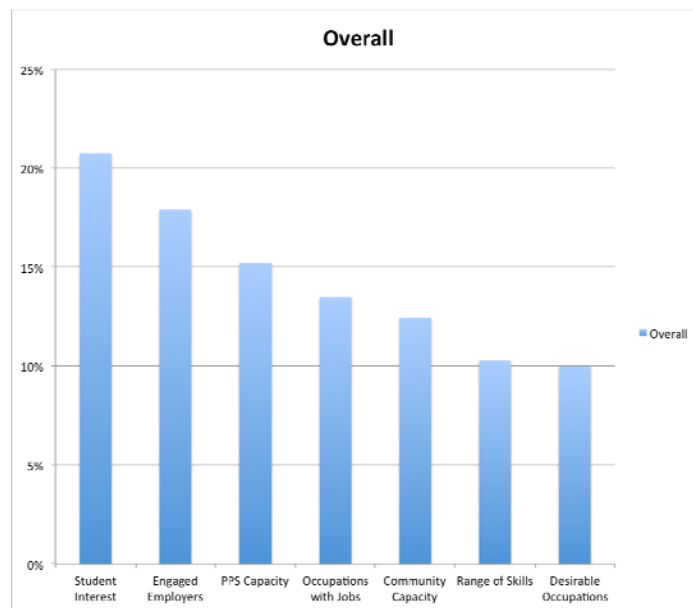


Figure 7

The chart below shows the same data broken down by PPS (those that work for PPS) and Non-PPS (those who do not work for PPS).

Selection Criteria	Ranking	
	Non-PPS	PPS
Student interest	1	1
Supply of engaged employers who are generous with time and money	2	3
PPS’s existing and potential capacity to deliver programming (curriculum, educators)	4	2
Occupations with anticipated job openings	3	6
Supply of programming offered by community partners (colleges, Worksystems, City of Portland)	5	5
Occupations that demonstrate a range of skills	7	4
Occupations in clusters where economic developers would like to see growth	6	7

In reviewing the top priorities for each group, “Student interest” (1) ranked as the most important priority for both groups. Subsequent rankings did not align. For example:

- Non-PPS highly ranked “Occupations with anticipated job openings” (3) while PPS staff rated this near the bottom of priorities (6).
- PPS staff highly rated “Occupations that demonstrate a range of skills” (4) while Non-PPS rated this last (7).

These differences underscore the need to engage educators and industry partners in ongoing conversations to promote collaboration and align priorities to best meet the needs of students in Portland Public Schools.

Partnering with PPS

Taskforce members were critical of the District’s processes and the difficulty they experience when trying to partner in career related learning. Members said that neighboring Districts are by far easier to work with, primarily because they project a willingness to collaborate, have dedicated points of contact in their schools, are flexible and have processes that are easy to navigate.

Taskforce Recommendations:

The initial charge of the Taskforce was to identify a set of prioritized career interest/ CTE areas that PPS should build out or sustain within its high school system. Over the course of the three Taskforce meetings, however, the focus shifted from prioritizing specific programming to identifying fundamental criteria and strategies to guide PPS in this work. To that end, the Taskforce recommends:

1. The career interest / CTE area is not as important as the essential and career-related skills delivered through the educational program.

2. Career interest / CTE programming priorities should be based upon (in order):
 - a. Student interest
 - b. A supply of engaged employers who are generous with time and money
 - c. PPS's existing and potential capacity to deliver programming (curriculum and educators)
 - d. Occupations with anticipated job openings
 - e. A supply of programming that is offered by community partners, including colleges, Worksystems, Inc., and the City of Portland.
 - f. Occupations that demonstrate a range of skills
 - g. Occupations in clusters where economic developers would like to see growth
 - h. Regardless of the career interest / CTE area, programming must deliver fundamental skills required for work, including personal management, problem solving, communication, teamwork, technical/organization knowledge, and job investigation.
3. The District needs coordination capacity. Schools must have a dedicated career coordinator/point person who is responsible for and passionate about coordinating and facilitating career related learning experiences for students. Include industry partners in the hiring process for the career coordinator positions.
4. Career Centers should be well resourced in all high schools.
5. Engage a strong technology partner to develop an effective system for scheduling career related activities to connect partners and students.
6. Regardless of the career interest / CTE area, ensure that career programming:
 - a. Supports a full range of postsecondary learning opportunities (not be limited only to four-year degrees)
 - b. Allows students to move at his/her own pace
 - c. Delivers highly transferable skills
 - d. Exposes students to innovation and cutting edge technology
 - e. Keeps an eye on equity of opportunity
 - f. Is delivered with appropriate structure and coordination
7. Identify ways to leverage current workforce and existing resources to facilitate this work.
8. Expand preparation level/deeper programs in more geographic locations.
9. Pay attention to geographic proximity and identify ways to leverage the work by tapping into what's available in the community.

Next Steps

PPS is committed to continuing this work. The District will convene a District Pathways Advisory Committee. Comprised of Taskforce members, industry and community partners, educators from our community comprehensive and focus high schools, alternative education programs, and charter schools, the committee will help us develop short term goals and a long-term vision for career-related learning in the District.

PPS will also convene pathway specific advisory committees that will help shape career interest/pathways programming and will collaborate with schools and teachers to identify 21st Century content, skills, experiences and activities.

The District will also engage Taskforce members in helping to identify industry and community partners willing to support career related learning and offer experiences for students and teachers.

Appendix A

Members of the Blue Ribbon Taskforce

Carole Smith

Superintendent
Portland Public Schools

Sam Adams

Mayor
City of Portland

Tim Biamont

Teacher
Biz Tech High School

Laura Bulinski

Teacher
Jefferson High School

Pat Burk

Associate Professor
Educational Leadership and Policy
Portland State University

Brandon Byars

Manager, Talent Acquisition & Wellness Planning
Kaiser Permanente

David Coates

Director of Talent & Workforce Development
PCC Structural, Inc.

Paul Cook

Principal
Cleveland High School

Mark Davalos

Deputy Superintendent
Portland Public Schools

Kevin Devlin

Vice President, Commercial Operations
Iberdrola Renewables

Eileen Drake

Vice President, Administration & Legal Affairs
PCC Structural, Inc.

Mark Edlen

Managing Principal
Gerding Edlen Development

Keith Edwards

International Representative
IBEW

Mark Fitzloff

Executive Creative Director
Wieden+Kennedy

Mark Grimes

Founder Better World Media Network
Nedspace

Stephen Hawke

Executive Vice President
Portland General Electric

Scott Huff

Dean of Instruction
Portland Community College

Kevin Jeans Gail

Executive Director
Portland Workforce Alliance

Brian Kissel

CEO
Jan Rain

Dianne Leahy

Teacher
Biz Tech High School

Rebecca Levison

President
Portland Association of Teachers

Jason Lim

Director of Public Relations
The Asian Reporter

Andrew McGough

Executive Director
Worksystems, Inc.

Jeff Miller

President and CEO
Travel Portland Public Schools

Marcus Mundy

President and CEO
Urban League of Portland Public Schools

Steve Olczak

Principal
Benson High School

Drew Park

President and CEO
Columbia Wire and Iron

David Roy

Director of Community Partnerships
Knowledge Universe

Julanne Sandoz

Manager, School Outreach
Providence Health & Services, Regional Human Services

Susan Shugerman

Assistant Vice Provost for Education Outreach and Collaboration
Oregon Health & Science University

Cathy Skach

Teacher
Benson High School

Kari Stanley

Director, Community Benefit
Legacy Health System

Gwen Sullivan

Library Media Specialist
Abernethy Elementary School
Vice President
Portland Teachers Association

Ken Thrasher

Chairman of the Board
Compli

Patti Williams

Chief, Natural Resources Section
Portland District Corps of Engineers

Facilitator

John Tapogna

President
ECONorthwest

Staff

Kali Ladd

Education Policy Advisory
Office of Mayor Sam Adams

Reese Lord

Education Strategies Program Coordinator
Office of Mayor Sam Adams

Sarah Singer

Implementation Director, High School System Design
Portland Public Schools

Zeke Smith

Chief of Staff
Portland Public Schools

Jeanne Yerkovich

Program Manager, Career Pathways
Portland Public Schools

Appendix B
Meeting Materials - November 19, 2010

Blue Ribbon Taskforce Meeting #1

Agenda

City Hall – Rose Room
November 19, 2010
11:00 am – 1:00 pm

11:00 – 11:15	Introductions and welcome	Superintendent Carole Smith Mayor Sam Adams
11:15 – 11:40	What do PPS and The City have on the ground today?	Jeanne Yerkovich, PPS Reese Lord, City of Portland
11:40 – 12:00	What makes career learning work well in schools? Where is Portland headed (economically) and how should that relate to PPS' focus?	John Tapogna, ECONorthwest
12:00 – 12:55	How will we evaluate the comparative advantages and disadvantages of one theme/focus area vs. another? What are the possible themes/focus areas? What's missing? Decision time.	Group
12:55 – 1:00	Next steps and adjourn	Carole Smith

Appendix B

**Minutes of the Blue Ribbon Taskforce Meeting
November 19, 2010, 11:00 am – 1:00 pm
City Hall, Rose Room - 1221 SW 4th, Portland, OR**

Desired Outcomes:

Identify priority career interest/CTE (Career & Technical Education) focus areas for development within PPS high schools

Present:

Sam Adams	Mayor, City of Portland
Tim Biamont	Teacher, Biz Tech High School, Marshall Campus
Laura Bulinski	Teacher, Jefferson High School
Pat Burk	Associate Professor, PSU Educational Leadership and Policy
Brandon Byars	Manager, Talent Acquisition & Workforce Planning, Kaiser Permanente
Paul Cook	Principal, Cleveland High School
Kevin Devlin	VP Commercial Operations, Iberdrola Renewables
Eileen Drake	VP Administration Legal Affairs, PCC Structural, Inc.
Mark Edlen	Managing Principal, Gerding Edlen Development
Keith Edwards	International Representative, IBEW
Mark Fitzloff	Executive Creative Director, Wieden+Kennedy
Mark Grimes	Founder Better World Media Network, Nedspace
Stephen Hawke	Executive Vice President, PGE
Scott Huff	Dean of Instruction, Portland Community College
Kevin Jeans Gail	Executive Director, Portland Workforce Alliance
Brian Kissel	CEO, Jan Rain
Dianne Leahy	Teacher, Biz Tech High School, Marshall Campus
Rebecca Levison	President, PAT
Andrew McGough	Executive Director, Worksystems, Inc.
Steve Olczak	Principal, Benson High School
Drew Park	President and CEO, Columbia Wire and Iron
David Roy	Director of Community Partnerships, Knowledge Universe
Susan Shugerman	Assistant Vice Provost for Education Outreach and Collaboration, Oregon Health & Science Univ.
Cathy Skach	Teacher, Benson High School
Carole Smith	Superintendent, Portland Public Schools
Kari Stanley	Director, Community Benefit, Legacy Health System
Gwen Sullivan	Library Media Specialist/Teacher, Abernethy Elementary School and VP, PAT
Ken Thrasher	Chairman of the Board, Compli
Patti Williams	Chief, Natural Resources Section, Portland District Corps of Engineers

Facilitator:

John Tapogna President, ECONorthwest

Staff:

Reese Lord	Education Strategies Program Coordinator, Office of Mayor Sam Adams, City of Portland
Sarah Singer	High School System Design - Implementation Director, Portland Public Schools
Zeke Smith	Chief of Staff, Portland Public Schools
Jeanne Yerkovich	Program Manager, Career Pathways, Portland Public Schools

Appendix B

Meeting Minutes

November 29, 2010

Agenda Topic	Presenter/Lead	Outcome/Follow-up
Introductions and welcome	Carole Smith Mayor Sam Adams	The meeting started at 11:00 am. Superintendent Smith and Mayor Adams welcomed the group, reviewed the key question and desired outcomes. Group members introduced themselves.
What do PPS and The City have on the ground today?	Jeanne Yerkovich Reese Lord	Jeanne described what PPS is trying to accomplish with career related learning and provided background information detailing the systems, framework and programs that are currently in place. Reese described the City's Summer Youth Connect programs (9 th Grade Counts, C3 – Career & College Connections, Youth SummerWorks and Future Connect)
What makes career learning work well in schools? Where is Portland headed (economically and how should that relate to PPS' focus?)	John Tapogna	John shared a summary of MDRC's findings regarding what makes career learning work in schools, economic and workforce data, and data regarding student interest in career learning programs.
How will we evaluate the comparative advantages and disadvantages of one theme/focus area vs. another? What are the possible themes/focus areas? What's missing?	John Tapogna	Committee members discussed various criteria regarding programming, diploma requirements, employability skills, partnerships and other areas.
Next steps and adjourn	Carole Smith	Superintendent Smith thanked the committee for their contributions. The meeting was adjourned at 1:00 pm

Next Meetings:

Blue Ribbon Taskforce Meeting #2

Monday, November 29, 2010

8:30 am - 10:30 am

Registration opens at 8:00 am

Benson High School

546 NE 12th Ave.

Blue Ribbon Taskforce Meeting #3

Friday, December 3, 2010

11:00 am - 1:00 pm

Registration opens at 10:30 am

Jefferson High School

5210 N. Kerby Ave.

Appendix B

Taskforce Discussion - Summary

November 19, 2010

Programming	Diploma & Soft Skills	Partnerships	Other
<ol style="list-style-type: none"> 1. Curriculum and generic skills are more important than the theme 2. Relevancy 3. Need applied learning opportunities 4. Promote broadly-based themes that include a range of opportunities 5. Programming needs to support the full range of post-secondary opportunities (not just university) 6. Worry about compartmentalizing if we focus on clusters/segments 7. Need to identify tangible areas to expose to students 8. Need to engage students in areas that excite and interest them (e.g. mobile phones, video games) 9. Must coordinate with community college structure; Avoid duplication; Maximize integration; Fill in the gaps 10. Look at industries that have the spectrum of job opportunities 	<ol style="list-style-type: none"> 1. Need to look at Oregon diploma requirements re Personalized Learning (career standards and experiences) and the Essential Skills 2. Need a flexible system based on proficiency vs. seat time 3. Skills and attitudes may/will change; flexibility is important 4. Need to look at underlying, generic skill building (transferrable skills) 5. Need to provide opportunities for students to learn “life skills” (e.g. personal finance) 6. Don’t lose sight of student interests and skill sets 7. The global market for technological and creative innovation and execution requires students to have basic skills as well as applied skills 8. Help students to identify personal likes/dislikes, both inside and outside of the classroom 	<ol style="list-style-type: none"> 1. Approach this from PPS and partners’ capacity to deliver 2. Focus on partnerships that are feasible 3. What partnerships exist? 4. Ensure that programming is broad enough to include a range of supportive, committed partners as well as those who have a desire to partner. 	<ol style="list-style-type: none"> 1. Programming should promote student ownership of their education 2. Need to connect what’s currently in place with what’s coming 3. Ensure that work is viewed with an equity lens; ensure opportunities for all students 4. What is District’s capacity to move to scale? 5. What is the return on investment? Will the time and interest invested meet what students envision for themselves? 6. Need to provide “exposure” opportunities for all students 7. Many jobs do not require a university degree 8. What is the District’s capacity to execute? 9. Need to show students how technology is used in a variety of ways, in multiple formats – not just technology applications.



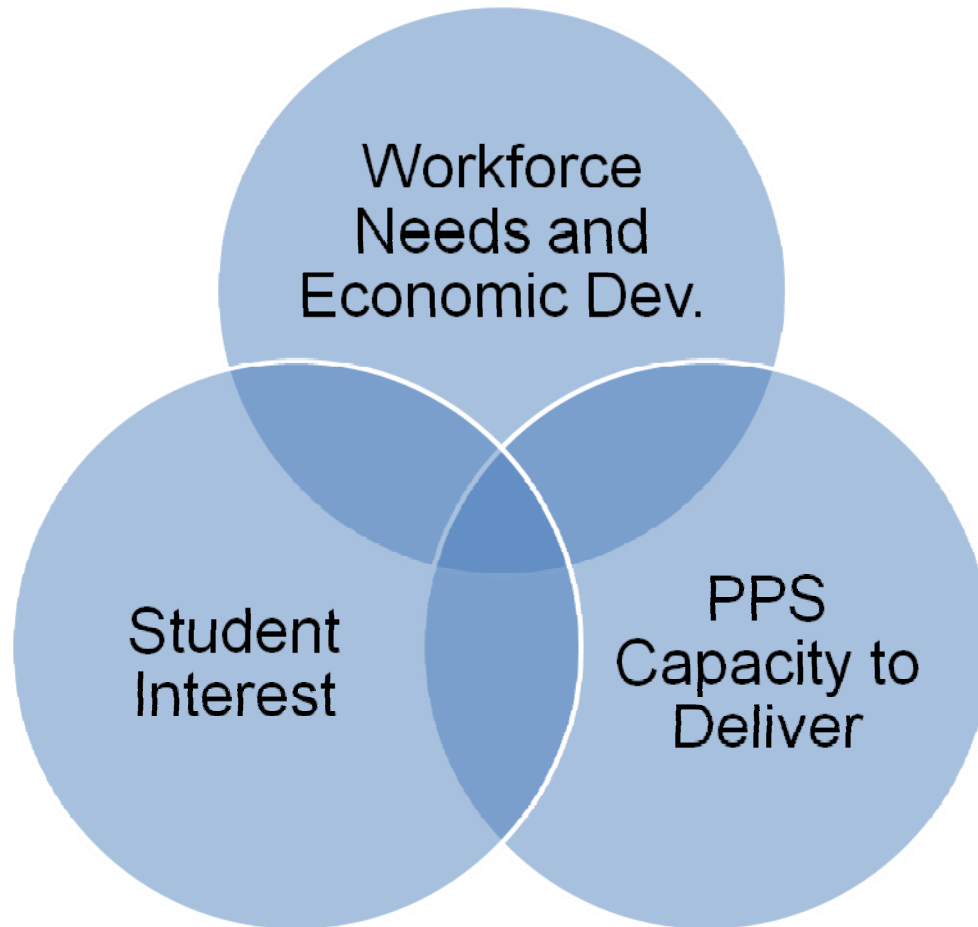
Portland Public High School Design

Increasing student engagement,
achievement and graduation



Blue Ribbon Taskforce Meeting – November 19, 2010

Blue Ribbon Committee Goals



Identify priority career interest/CTE focus areas for development within PPS high schools

Background



- Career Pathways
- CTE Task Force (2007)
- Career Summit (2008)
 - Developed high level recommendations, including to form an executive advisory committee to oversee which career programs PPS offers

What we know



- Career interest and CTE programs have demonstrated in research and practice to:
 - Be effective in engaging students
 - Improve graduation rates
 - Help to close the achievement gap
- Career interest and CTE programs in PPS have eroded in the last decade due to District funding restrictions

What we know



- Local employers and trade leaders
 - Are concerned about regional workforce development needs
 - Have provided feedback that many graduates do not have the academic & technical skills necessary to successfully enter into employment

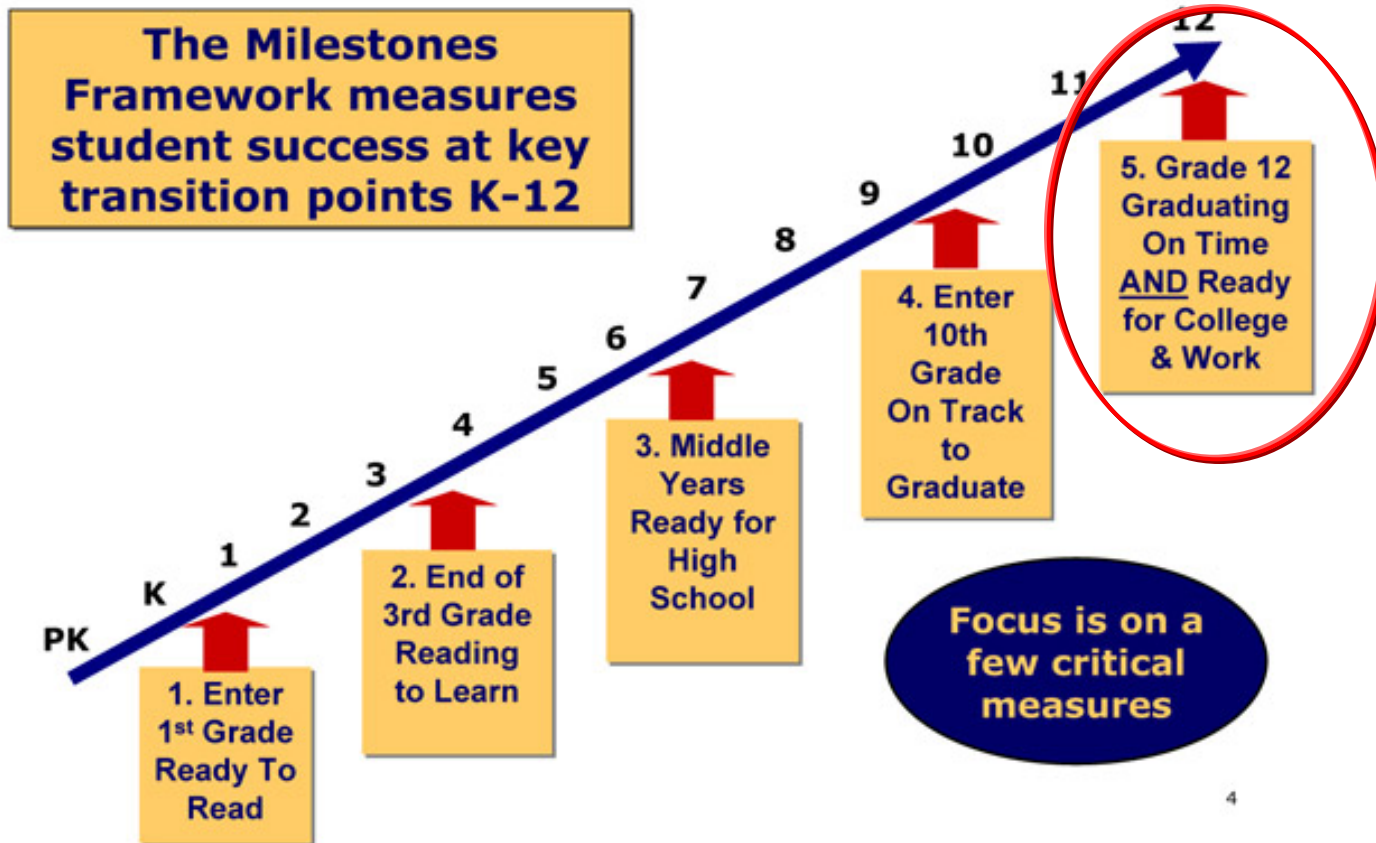
What we hope to accomplish with Career Related Learning



- Help students connect their classroom learning with real-world applications
- Expose students to a variety career options & help them to understand related training and education requirements
- Provide programming that prepares students with 21st Century skills
- Have more students graduating on time with an *informed* post-high school plan

What we hope to accomplish with Career Related Learning

The Milestones Framework



Career Learning Organizing Framework

Career Awareness

Helps students become *aware* of their preferred learning styles and personal interests.

Grades 7-9

Career Exploration

Broadly-based

- Real-world applications
- Creative problem solving
- Reinforce Essential skills

In projected high wage, high demand career fields.

Prepares students to be college and career ready.

Grades 9-12

Career Preparation

In-depth focus

- Real-world application
- Creative problem solving
- Reinforce Essential skills

In projected high wage, high demand career fields.

Prepares students to be college and career ready

Provides students the opportunity to earn college credit

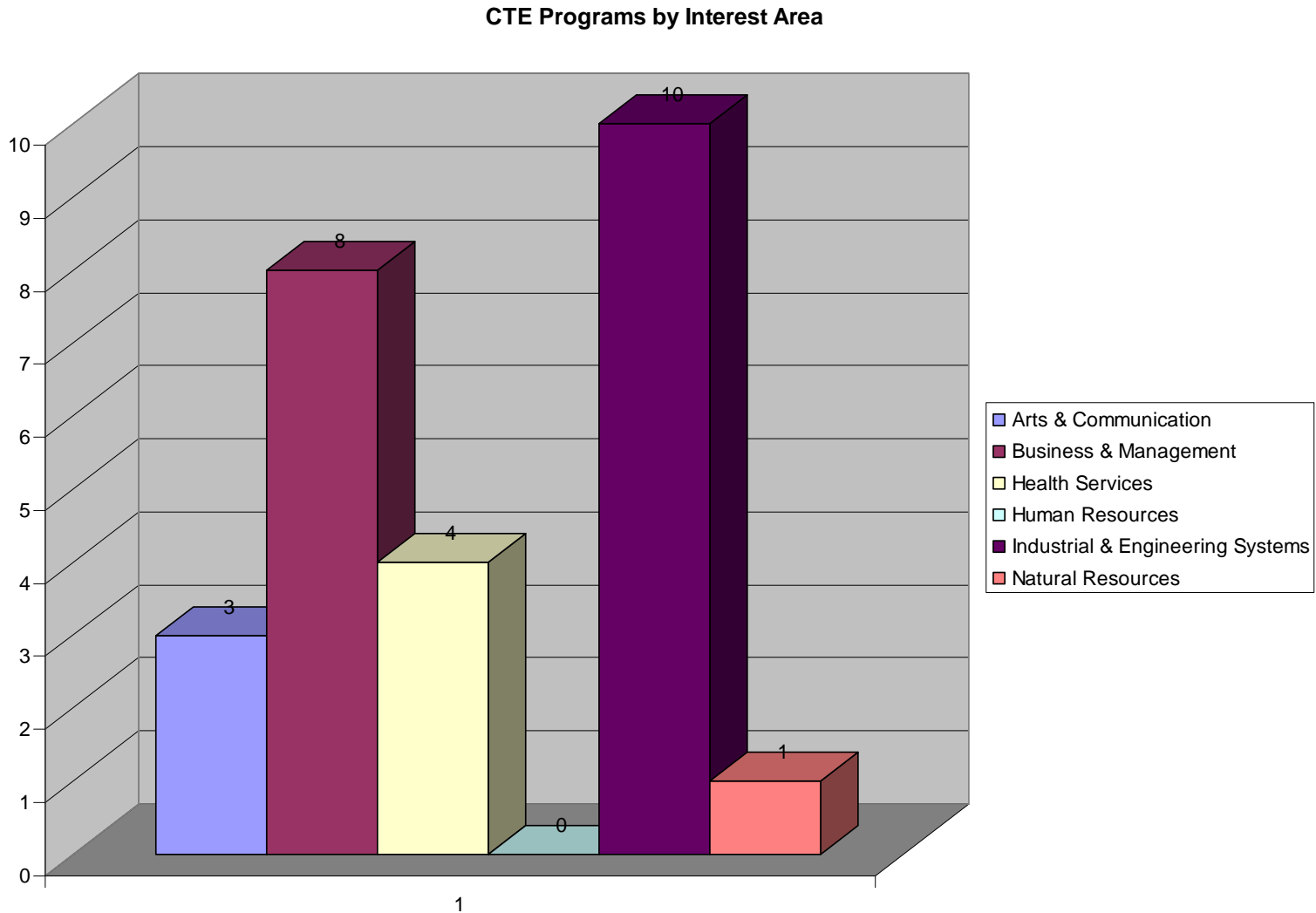
May provide students with skills to earn industry credentials / certification in a High Wage occupation.

Grades 11-12

Career Related Learning Experiences

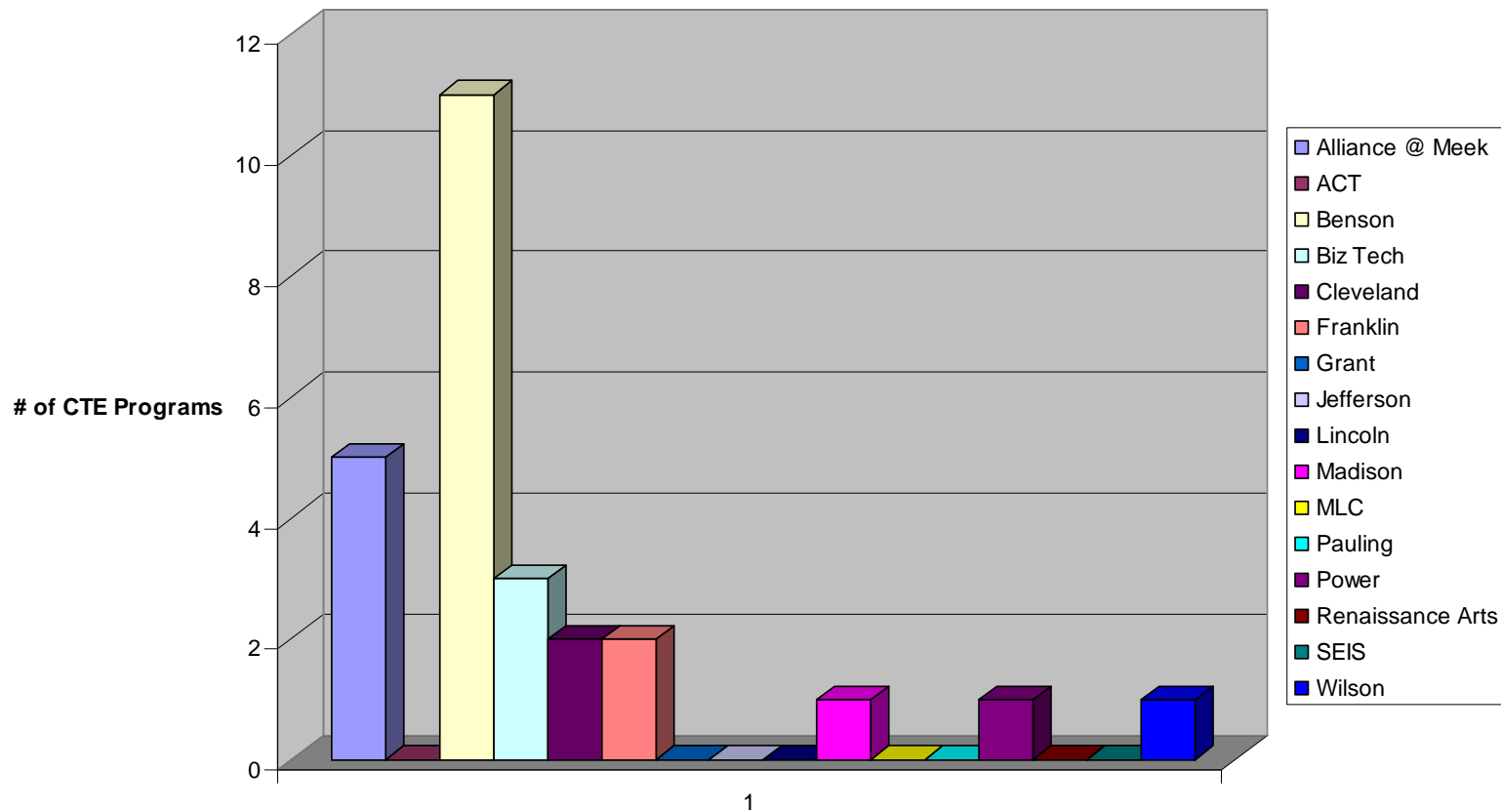
Suggested Activities	Awareness	Exploration	Preparation
Guest Speakers/Classroom Presentations	X	X	X
Employer Panels	X	X	X
Tours / Field Trips	X	X	X
Career Fairs / Expos	X	X	X
Informational & Mock Interviews		X	X
Job Shadows		X	X
Service Learning		X	X
Project Based Learning		X	X
In-School Enterprises		X	X
Internships / Clinicals			X

What we have on the ground today: CTE Programs by Focus Area



What we have on the ground today: CTE Programs by school

CTE Programs by School



Career Awareness

Isabella



- Favorite class is Language Arts
- Is nervous about what classes she'll take in high school
- Has never thought about careers

Grade	Sample Classes	Sample Experiences
7 and/or 8	Career Elective or Core Class	Completes <i>CIS Jr. Activities</i>
		Reads <i>On Track Career Magazine</i>
		Participates in <i>What's My Line Activity</i>
		Participates in a neighborhood walking tour
		Guest Speakers

Career Exploration

Jalen



Grade	Sample Classes	Sample Experiences
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9-12	All elective classes	Guest Speakers
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10	Computer Applications	Attends NW Youth Careers Expo
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11	Intro to Graphic Design	Attends ZGF Architecture Career Day
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12	Advanced Graphic Design	Participates in a Job Shadow with an Architect
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- Works best in a structured environment
- Likes to draw and assemble things
- Participates on the Cross Country team

Career Preparation/ CTE Program

Maria



- Very self motivated
- Wants to be a Nurse
- Participates in many extra-curricular and community service activities

Grade	Sample Classes	Sample Experiences
9-12	All elective classes	Guest Speakers
9	Introduction to Health Services	Attends NW Youth Careers Expo
10	Anatomy & Physiology	Attends Providence Nursing Career Highlight
11	Health Occupations 3	<ul style="list-style-type: none"> • Completes a Job Shadow at her Family Doctor's clinic • Is a Red Cross volunteer
12	Health Occupations 4	Completes a clinical experience at Laurelhurst Village Assisted Living for one semester

- Earns CNA certification
- PCC College credit / Transferable to 4-year university (BSN)

Moving forward: Community Comprehensive HS's



- Community Comprehensive HS's will:
- Offer a range of exploration level career interest elective courses and experiences
 - Build capacity to offer at least one preparation level career strand
 - Sequence of 3-5 courses
 - Opportunities for dual credit
 - Opportunities for industry credentials/certification (CTE)

Moving forward: Benson



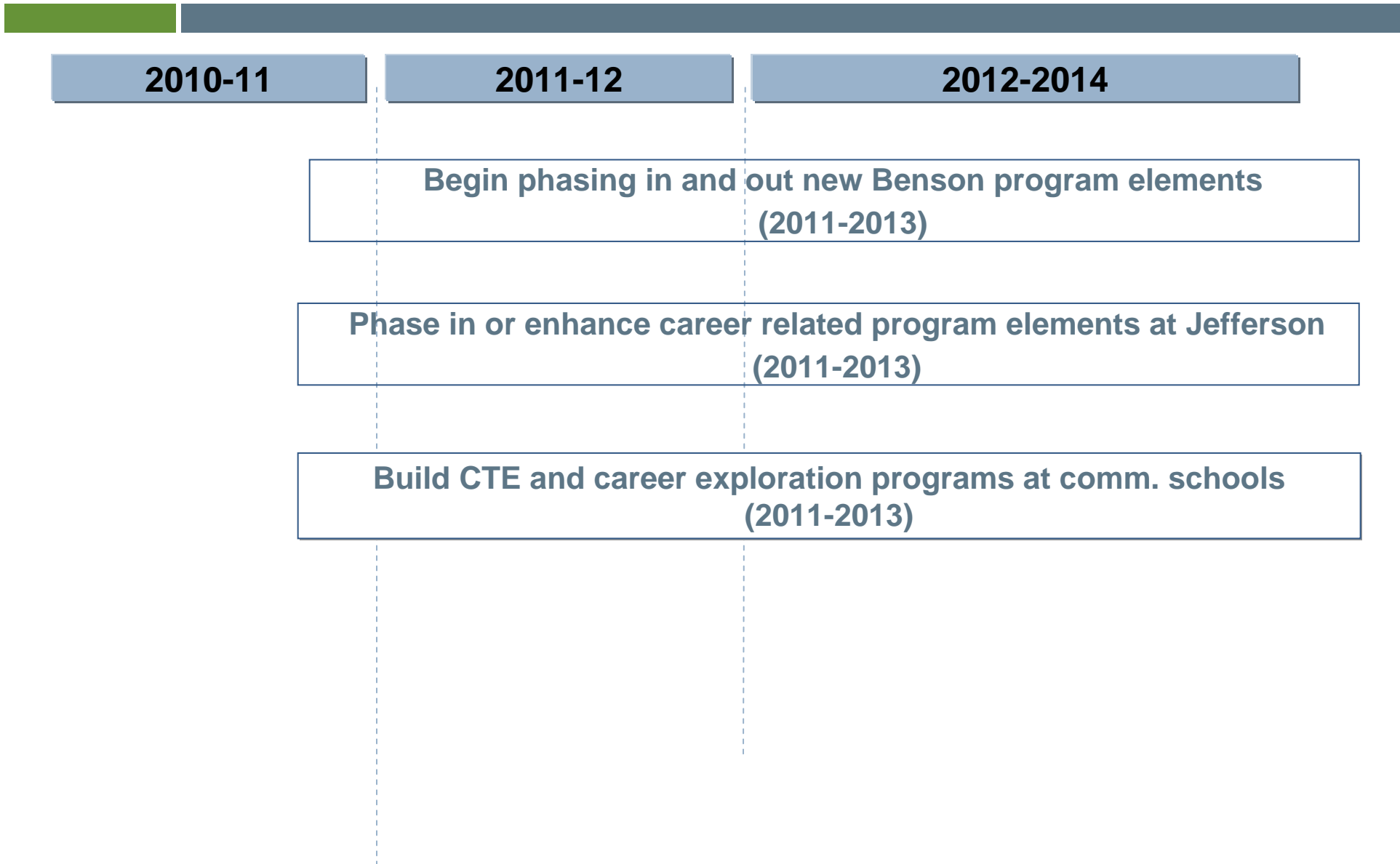
- Will remain PPS's premier career technical education school – grades 9-12
- Design Team comprised of site council (teachers, classified staff, students, alumni, parents)
- Focus
 - How to better prepare students for the 21st century workplace – programs
 - How to ensure the new Benson students are truly interested in and prepared for CTE

Moving forward: Jefferson



- Middle College for Advanced Studies will open in September
- Collaborate with PCC and PSU
 - Every Jefferson student will have opportunities to take dual-credit courses
 - Provide courses to prepare students for success in college and career
- Students will participate in career exploration through volunteer service, job shadowing & internships
- Design team will determine programming focus

Timelines





City of Portland Programs



SUMMER YOUTH CONNECT

Blue Ribbon Taskforce Presentation



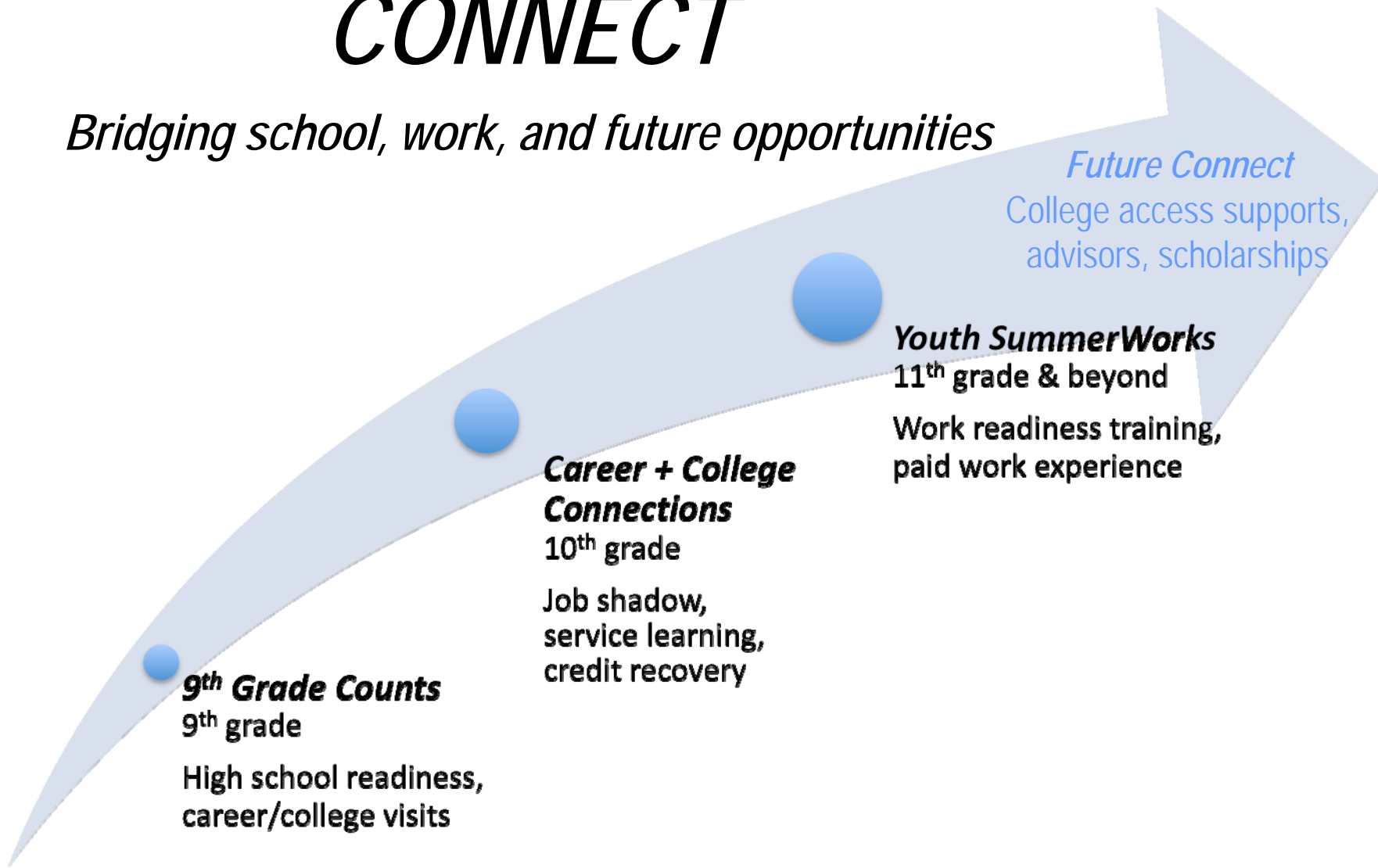
Portland Schools Foundation

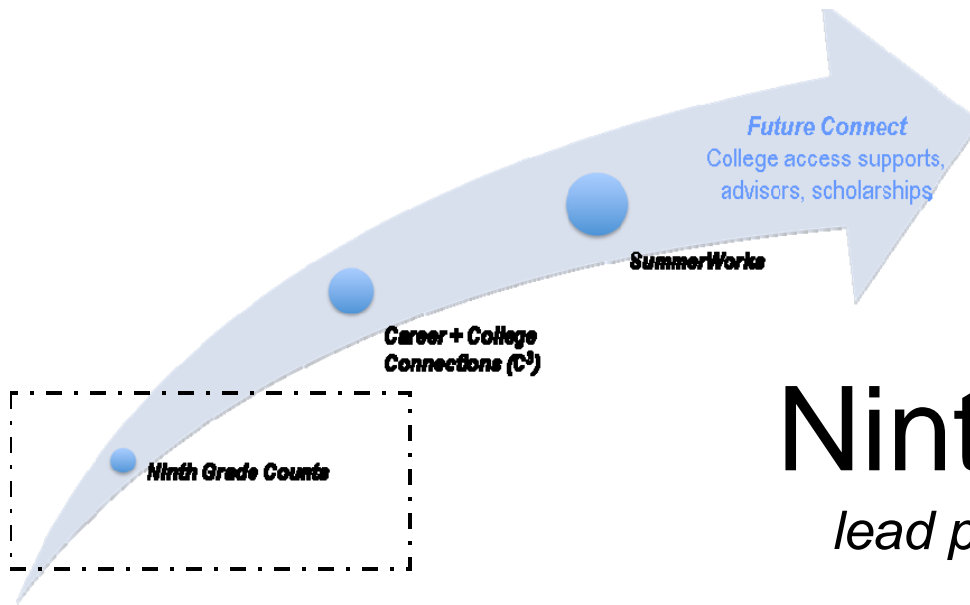


MULTNOMAH
COUNTY

SUMMER YOUTH CONNECT

Bridging school, work, and future opportunities





Ninth Grade Counts

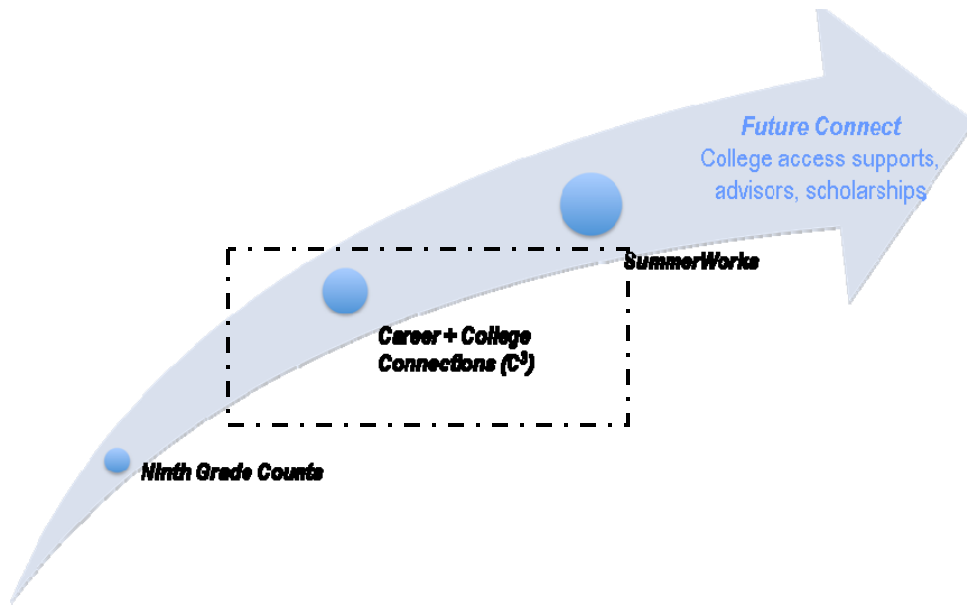
lead partner Portland Schools Foundation

Career Exposure

- Industry overview
- Company tour
- Hands-on activity
- Informational interviews

Over the past 2 summers

- >1,000 students
- 335 site visits
- 100 business partners
- 20 colleges/institutions
- 20 school & community programs



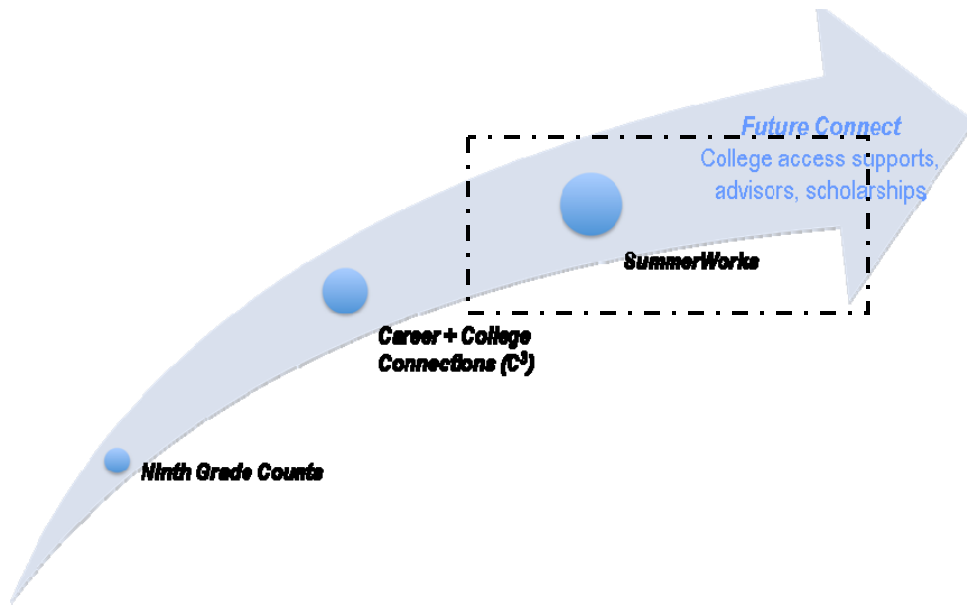
Career + College Connections (C³)

Career Exploration

- Career research
- Resume prep
- Mock interviews
- Focused site visit
- *Project-based learning*

Last summer

- 270 students
- 292 credits earned



SummerWorks

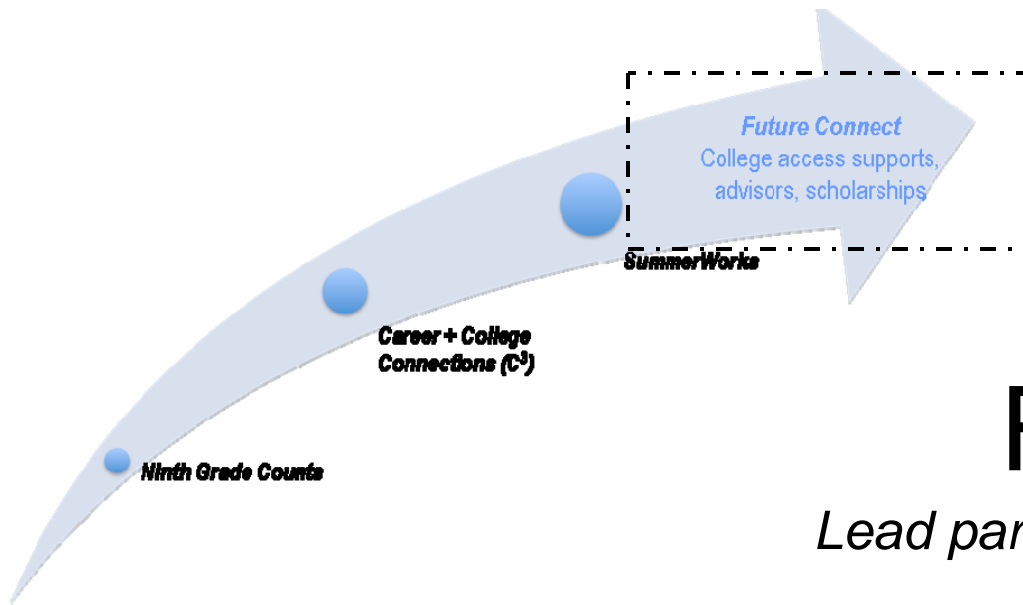
lead partner Worksystems, Inc.

Career Preparation

- Work-readiness training
- 180-hours of paid work experience
- Ongoing support via “Career Coach”

Over the past 2 summers

- >1,500 students
- 95% completion rate
- Private/Public partnership



Future Connect

Lead partner Portland Community College

Career Preparation

- Financial assistance
- College Support Coach
- Internships

Launch Fall 2011

- 200 scholarships
- \$500k from City; \$500k pledge from PCC
- Business and non-profit partnerships in progress

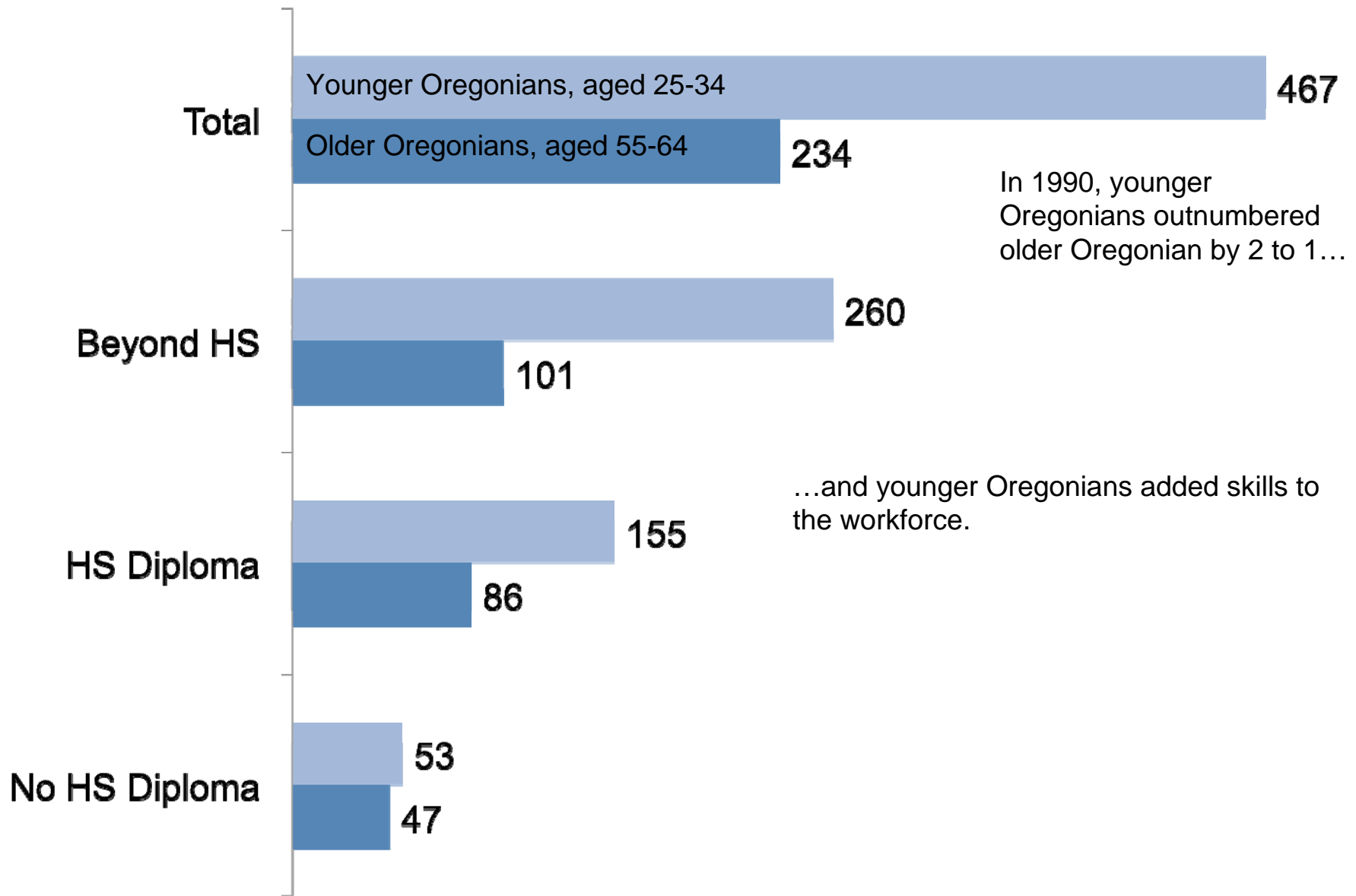


Portland Public High School Design

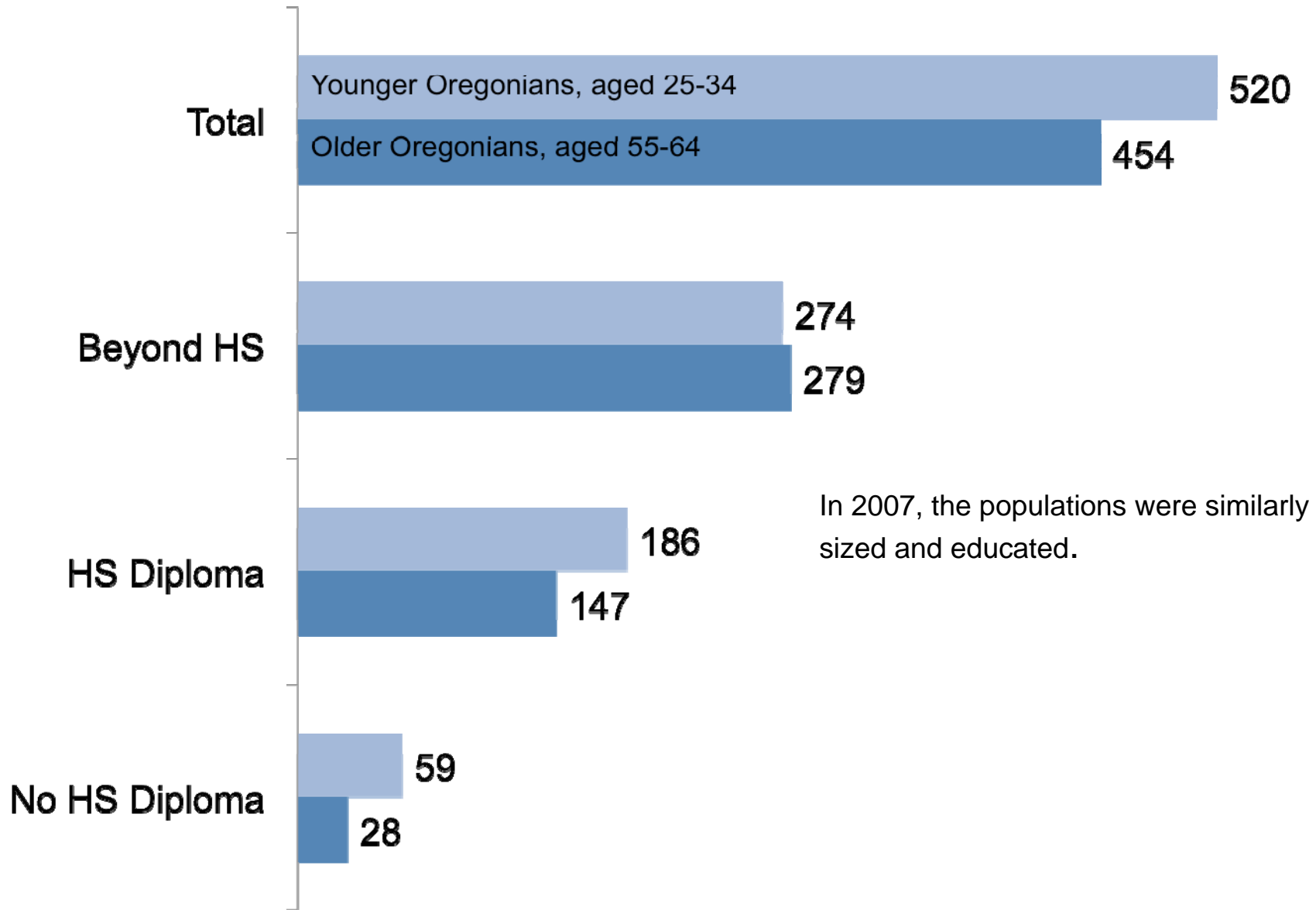
Increasing student engagement,
achievement and graduation



John Tapogna - ECONorthwest



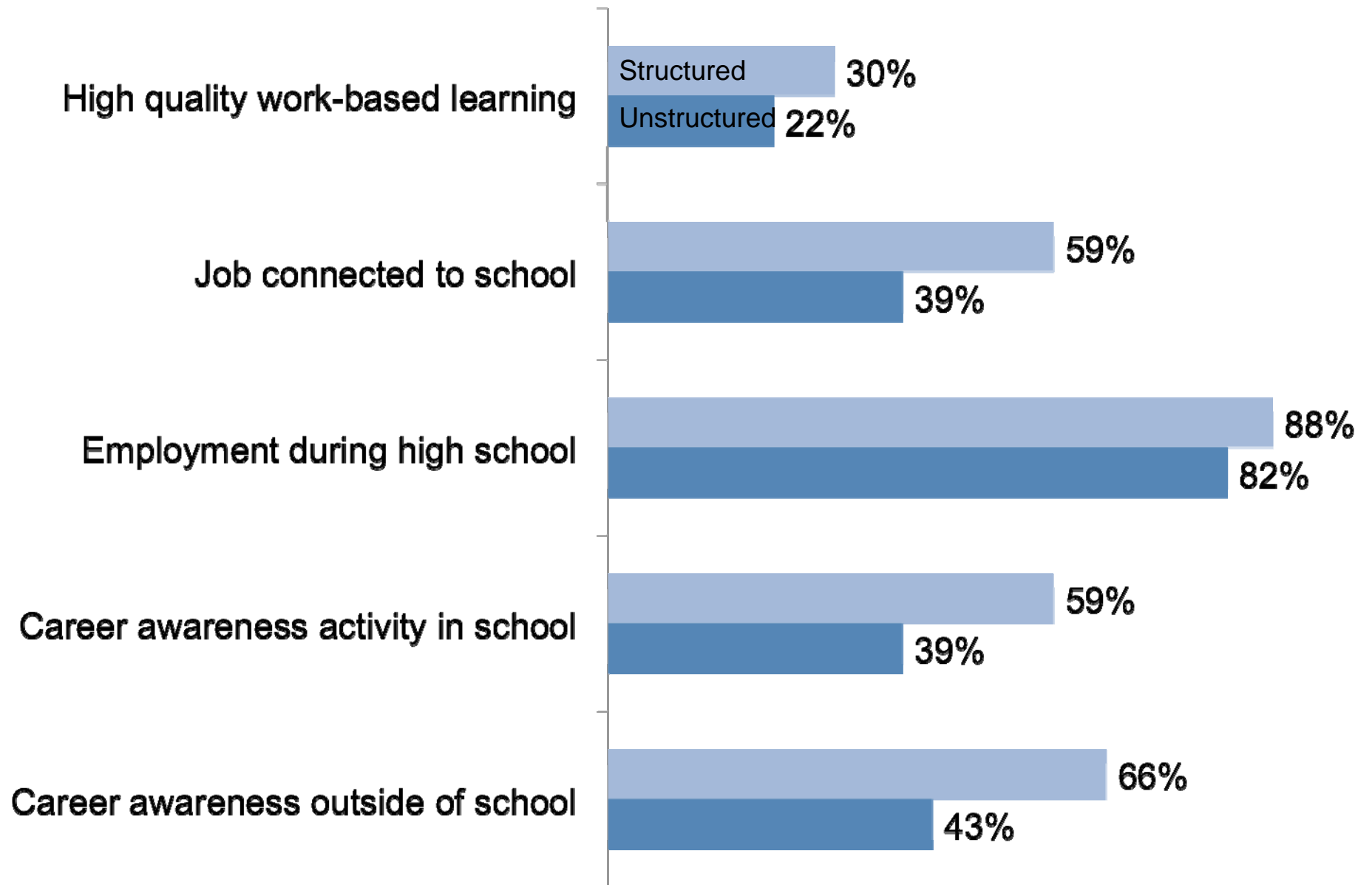
Older v. younger Oregonians (in 000s) in 1990



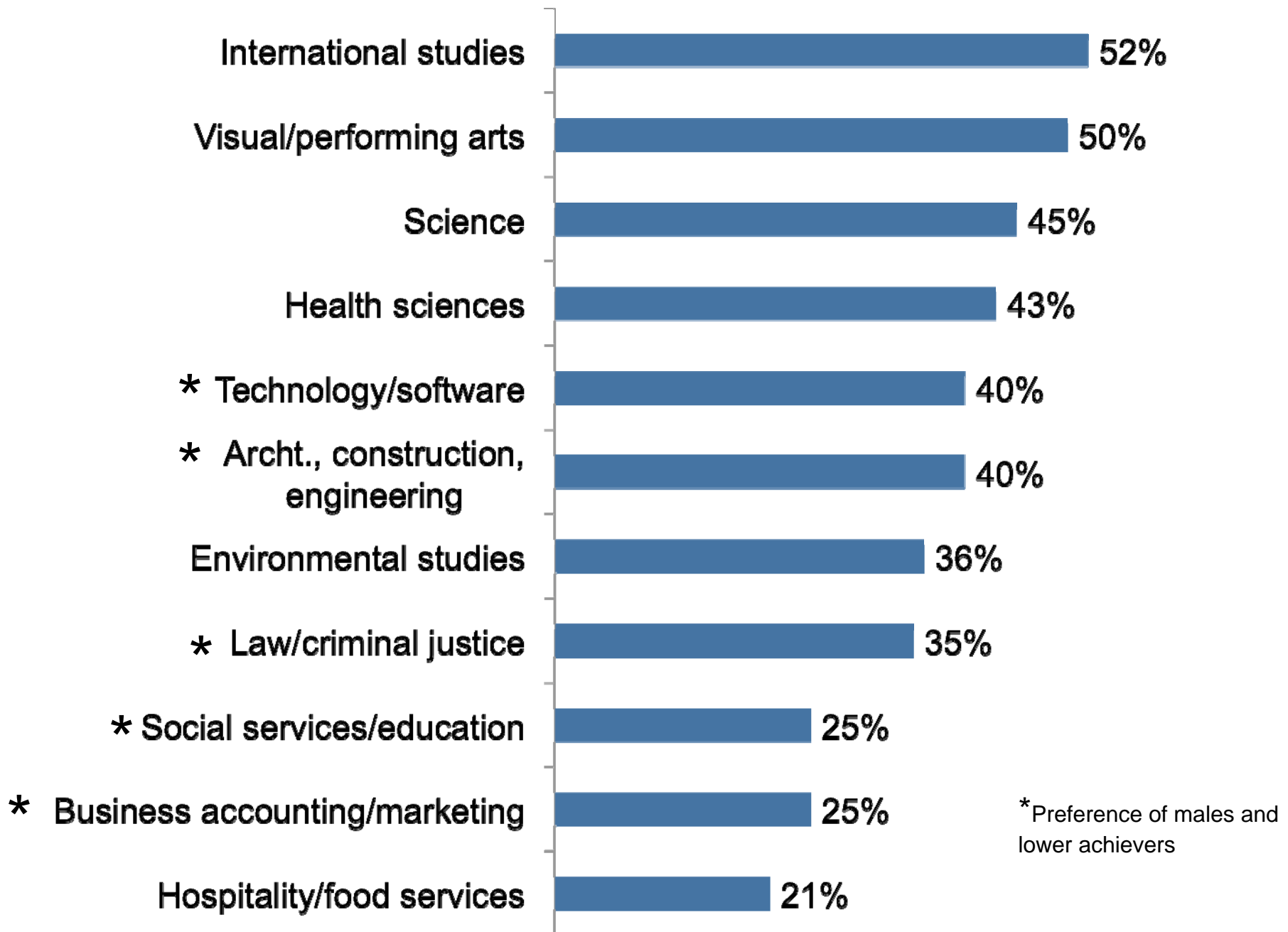
Older v. younger Oregonians (in 000s) in 2007

MDRC's Keys to Success

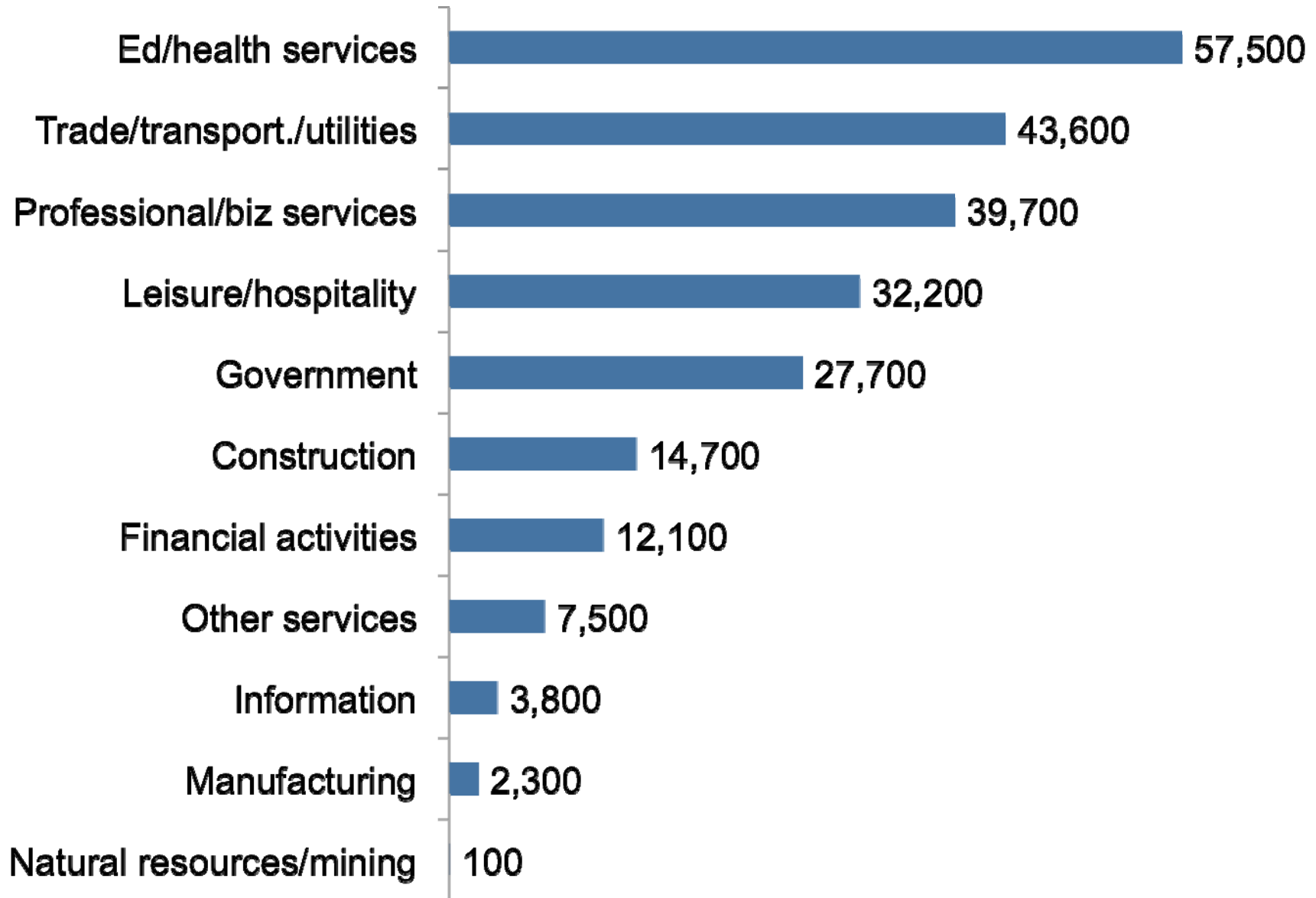
- No magic to the theme, but scope should be broad enough to engage key employers
- Highly structured approach to managing employer partnerships
- A non-teaching partnership coordinator
- Formal orientation and supports for work-based learning opportunities
- Generous financial and in-kind contributions from employer partners
- Engaged employer advisory boards



Structure boosts participation in career activities



What do students want?, by theme



Where do we think the jobs will be?, 2006-16 growth

Where would we like to see job growth?



- Clean tech and sustainable industries
- Activewear
- Software
- Advanced Manufacturing

**Appendix C
Meeting Materials - November 29, 2010**

Blue Ribbon Taskforce – Meeting #2

Agenda

**Benson High School – Room 125
November 29, 2010
8:30 – 10:30 am**

8:30 – 8:45	Introductions and welcome	Superintendent Carole Smith Mayor Sam Adams
8:45 – 9:00	What we heard at the last meeting	John Tapogna, ECONorthwest
9:00 – 10:25	Building a compelling case for PPS to build or enhance career programming areas/pathways	Group
10:25 – 10:30	Next steps and adjourn	Carole Smith

Appendix C

**Minutes of the Blue Ribbon Taskforce Meeting
November 29, 2010, 8:30 am – 10:30 am
Benson High School - 546 NE 12th Ave., Portland, Oregon**

Desired Outcomes:

Identify priority career interest/CTE (Career & Technical Education) focus areas for development within PPS high schools

Present:

Sam Adams	Mayor, City of Portland
Laura Bulinski	Teacher, Jefferson High School
Pat Burk	Associate Professor, PSU Educational Leadership and Policy
Brandon Byars	Manager, Talent Acquisition & Workforce Planning, Kaiser Permanente
Dave Coates	Director of Talent & Workforce Development, PCC Structural, Inc.
Paul Cook	Principal, Cleveland High School
Mark Edlen	Managing Principal, Gerding Edlen Development
Mark Fitzloff	Executive Creative Director, Wieden+Kennedy
Mark Grimes	Founder Better World Media Network, Nedspace
Stephen Hawke	Executive Vice President, PGE
Scott Huff	Dean of Instruction, Portland Community College
Kevin Jeans Gail	Executive Director, Portland Workforce Alliance
Brian Kissel	CEO, Jan Rain
Dianne Leahy	Teacher, Biz Tech High School, Marshall Campus
Rebecca Levison	President, PAT
Jason Lim	Director of Public Relations, Asian Reporter
Andrew McGough	Executive Director, Worksystems, Inc.
Jeff Miller	President, Travel Portland
Steve Olczak	Principal, Benson High School
Drew Park	President and CEO, Columbia Wire and Iron
Julanne Sandoz	Manager, School Outreach, Providence Health & Services, Regional Human Resources
Susan Shugerman	Assistant Vice Provost for Education Outreach and Collaboration, Oregon Health & Science Univ.
Cathy Skach	Teacher, Benson High School
Carole Smith	Superintendent, Portland Public Schools
Kari Stanley	Director, Community Benefit, Legacy Health System
Gwen Sullivan	Library Media Specialist/Teacher, Abernethy Elementary School and VP, PAT
Ken Thrasher	Chairman of the Board, Compli
Patti Williams	Chief, Natural Resources Section, Portland District Corps of Engineers

Facilitator:

John Tapogna President, ECONorthwest

Staff:

Kali Ladd	Education Strategies Director, Office of Mayor Sam Adams, City of Portland
Reese Lord	Education Strategies Program Coordinator, Office of Mayor Sam Adams, City of Portland
Kimberly Schneider	Economic Development Director, Office of Mayor Sam Adams, City of Portland
Zeke Smith	Chief of Staff, Portland Public Schools
Jeanne Yerkovich	Program Manager, Career Pathways, Portland Public Schools

Guest:

Dave Porter

Appendix C

Meeting Minutes
November 29, 2010

Agenda Topic	Presenter/Lead	Outcome/Follow-up
Introductions and welcome	John Tapogna	The meeting started at 8:40 am. Group members introduced themselves.
What we heard at the last meeting	John Tapogna	John summarized the discussion from the first meeting and identified criteria that could help the District select among focus areas
Building a compelling case for PPS to build or enhance career programming areas/pathways	Group	Committee members divided into table groups, by pathway, to discuss various criteria and to develop a case for their particular area: <ul style="list-style-type: none"> • student interest • occupations that demonstrate a range of skills • supply of engaged employers who are generous with time and money • Supply of programming offered by community partners • PPS's existing and potential capacity to deliver programming Table groups reported out to the full group.
Next steps and adjourn	Carole Smith Mayor Sam Adams	Superintendent Smith and Mayor Adams talked about the impact this work will have on future planning and thanked the committee for their contributions. The meeting was adjourned at 10:30 am

Next Meetings:

Blue Ribbon Taskforce Meeting #3

Friday, December 3, 2010

11:00 am - 1:00 pm

Registration opens at 10:30 am

Jefferson High School

5210 N. Kerby Ave.

Appendix C

Building a compelling case for PPS to build or enhance career programming/pathways in Digital Arts & Communications

Blue Ribbon Taskforce

November 29, 2010

Student Interest	Occupations that demonstrate a range of skills	Supply of engaged employers who are generous with time and money	Supply of programming offered by community partners (e.g. colleges, WSI, City)	PPS's existing and potential capacity to deliver programming (curriculum, educators)	Other
		1. Creative Organizations/ Partners <ul style="list-style-type: none"> • W+K • Nike • Adidas • Columbia • IDEO • Laika 	1. Creative Organizations/ Partners <ul style="list-style-type: none"> • PCC • MHCC • PNCA • UO (stellar) 	1. There are varying degrees of overlap with existing programs in the district. It would be important to coordinate development of new programs with existing so as to avoid duplication	1. Recommend a new Pathway Title: <u>"Digital Arts & Communications"</u> . Fine and performing arts are the entry point, but not the career focus. 2. Rise of the Creative Class – new focus areas to develop* <ul style="list-style-type: none"> • Social Media (Core skill of communication online) • Digital Production (multimedia for TV, internet, etc.)* • Creative writing • Film/Video* • Design (graphic design, web design) • Product Development & Design • Mobile/Media Apps • Animation

Appendix C

**Building a compelling case for PPS to build or enhance career programming/pathways in Business & Management
Blue Ribbon Taskforce
November 29, 2010**

Student Interest	Occupations that demonstrate a range of skills	Supply of engaged employers who are generous with time and money	Supply of programming offered by community partners (e.g. colleges, WSI, City)	PPS's existing and potential capacity to deliver programming (curriculum, educators)	Other
<ol style="list-style-type: none"> 1. Integrate into curriculum – core skills, personal finance – all students freshman and sophomore year 2. Entrepreneurship Elective 3. Junior year – speakers, case studies, basic functional skills, terminology 4. Senior year – projects: biz plan, capstone project 	<ol style="list-style-type: none"> 1. Business & Management cuts across all pathways 2. Should prioritize on future jobs, pay, and career paths 	<ol style="list-style-type: none"> 1. In-target pathways 2. Companies with success stories in Oregon – large and small 3. Look for international component 	<ol style="list-style-type: none"> 1. Alignment with community colleges, universities, trade schools 2. Junior Achievement, SAO, OEN, PSU Accelerator, Starve Ups, YCombinator, Austin Entrepreneurship Center 	<ol style="list-style-type: none"> 1. Flexible program design that integrates with core requirements 2. Shared credits <ul style="list-style-type: none"> • With core • With higher ed 3. Will need corporate support <ul style="list-style-type: none"> • Case studies • Curriculum design • Internships/projects • International experience 4. Include government and non-profits 	<ol style="list-style-type: none"> 1.

Appendix C

Building a compelling case for PPS to build or enhance career programming/pathways in Health Sciences

Blue Ribbon Taskforce

November 29, 2010

Student Interest	Occupations that demonstrate a range of skills	Supply of engaged employers who are generous with time and money	Supply of programming offered by community partners (e.g. colleges, WSI, City)	PPS's existing and potential capacity to deliver programming (curriculum, educators)	Other Why Health Care
<ol style="list-style-type: none"> 1. Connection between school world (limited scope) vs. work world – student “thinks” they want to be an X, but they really don’t or don’t cut the mustard. 2. Media and personal experiences lead to decisions about professions (sexy!) 3. Good number of opportunities already exists (current programs and strong partnerships) 4. Large employers with capacity and existing relationships – i.e. Pharmacy and insurance industry. 	<ol style="list-style-type: none"> 1. 	<ol style="list-style-type: none"> 1. Need centralized “clearinghouse” to manage requests and opportunities 2. Planning by partners on points of contact – multiple reps going to multiple contacts 3. Background checks/related programs 4. Disconnect between funded opportunities and employer need. 	<ol style="list-style-type: none"> 1. 	<ol style="list-style-type: none"> 1. PPS vs. other school districts (i.e. North Clackamas, Beaverton, David Douglas): <ul style="list-style-type: none"> • Full time resources • Teachers “get it” as related to business • School district does 75% of the work and the employer only has to do 25% • Interaction is <u>attitude</u> of privilege vs. expectation • Compatible structure that meets employer availability and student need (time, etc.) • Prepare students so they don’t expect a job right away – new grad vs. 2 years 	<ol style="list-style-type: none"> 1. OLMIS, Health is #1 growth area 2. Multiple opportunities for career growth (6 weeks training up to Doctorate) 3. Enter the profession at entry level and work and go to school 4. Financial resources available for schooling 5. Base skills transfer to growth options

Appendix C

Building a compelling case for PPS to build or enhance career programming/pathways in Human Resources

Blue Ribbon Taskforce

November 29, 2010

Student Interest	Occupations that demonstrate a range of skills	Supply of engaged employers who are generous with time and money	Supply of programming offered by community partners (e.g. colleges, WSI, City)	PPS's existing and potential capacity to deliver programming (curriculum, educators)	Other

Strengths	Weaknesses	Other
<ol style="list-style-type: none"> 1. Permanent/local jobs 2. Broad spectrum of education preparation (HS -> BA -> MA) 3. Living wage 4. Supply of engaged employers 5. HR supports all other institutions 6. Professionalize the profession (urban teacher core) 	<ol style="list-style-type: none"> 1. Lack of time/resources for planning/prep for service learning 2. Public perception – too soft 3. PPS Capacity <ul style="list-style-type: none"> • Lack of District-wide effort • Disconnect in qualifications levels – K-12 to community college • Dual Credit 	<ol style="list-style-type: none"> 1. Student interest at lower grade 2. Make a difference 3. Community service 4. Service learning opportunities

Appendix C

Building a compelling case for PPS to build or enhance career programming/pathways in Industrial & Engineering Systems and Natural Resources
Blue Ribbon Taskforce –
 November 29, 2010

Student Interest	Occupations that demonstrate a range of skills	Supply of engaged employers who are generous with time and money	Supply of programming offered by community partners (e.g. colleges, WSI, City)	PPS's existing and potential capacity to deliver programming (curriculum, educators)	Other
<ol style="list-style-type: none"> 1. Hands on learning and outside the classroom learning need to start at the middle school level 2. Applied learning in math and science will help keep students in the seats and improve graduation rates. Canned answers exist (i.e. Project Lead the Way) – these need to be explored and implemented 3. Academics as sport creates results i.e. First Robotics or Skills USA 	<ol style="list-style-type: none"> 1. Our industry, building things, is important and in demand long term with a large variety of career choices and paths that lead to lifetime success 2. Our sector leads the way in Green jobs 	<ol style="list-style-type: none"> 1. Industry partners are in abundance; accessing and coordination are the key 	<ol style="list-style-type: none"> 1. Hands-on learning doesn't require the biggest and best in terms of equipment and capital costs. Teamwork with business and community colleges can bridge the gap. 	<ol style="list-style-type: none"> 1. Our current mindset of High School as preparation for college is misguided which can be proven by the graduation rate. The school system is missing the boat over 40% of the time. 2. A small shop in the school that gives basic concepts on how things are built and the skills that go along with that can be just as effective as large scale shops like those at Benson. Keep the student interested, team with the community and prepare them for ongoing learning within the workplace. 	<ol style="list-style-type: none"> 1. All indications from economists suggest the future workforce will be more technologically advanced or we will fail as a whole. New infrastructure to address our energy needs will come from architects, engineers and craftsmen, hand in hand.



Portland Public High School Design

Increasing student engagement,
achievement and graduation



Blue Ribbon Taskforce Meeting – November 29, 2010

The charge to the taskforce



The taskforce will be asked to **identify a set of prioritized career focus areas** that PPS should build out or sustain within its high school system.

What we heard last meeting



The career focus area is not as important as the essential and career-related skills delivered through the educational program.

What we heard last meeting

- **Regardless of the focus area, PPS programming should deliver fundamental skills required for work, including**
 - Personal management
 - Problem solving
 - Communication
 - Teamwork
 - Technical/organizational knowledge
 - Job investigation

What we heard last meeting

- Also, **regardless of focus area**, career programming should:
 - Support a full range of postsecondary learning opportunities (not limited to 4-yr degrees)
 - Allow students to move at his or her own pace
 - Deliver highly transferable skills
 - Expose students to innovation and cutting edge technology
 - Keep an eye on equity of opportunity
 - Be delivered with appropriate structure and coordination

What we heard last meeting

- Criteria that could help PPS select among focus areas include:
 - Student interest
 - Occupations that demonstrate a range of skills
 - Supply of engaged employers who are generous with time and money
 - Supply of programming offered by community partners (colleges, WSI, City)
 - PPS's existing and potential capacity to deliver programming (curriculum, educators)

What we heard last meeting

- Criteria that could help PPS select among focus areas include:
 - Occupations with anticipated job openings
 - Occupations in clusters where economic developers would like to see growth

Appendix D
Meeting Materials – December 3, 2010

Blue Ribbon Taskforce Meeting #3

Agenda

Jefferson High School – Room D31
Friday, December 3, 2010
11:00 am – 1:00 pm

11:00 – 11:15	Introductions and welcome	Superintendent Carole Smith Mayor Sam Adams
	Jefferson Programs: Health Sciences/Biotech and Sustainability	Jefferson Students
11:15 – 11:30	What matters most when evaluating pathways?	John Tapogna, ECONorthwest
11:30 – 12:00	Going deep or broad on a pathway. What are the tradeoffs?	Group
12:00 – 12:20	What do employers need from PPS to collaborate successfully?	Group
12:20 – 12:40	Review the findings of the Blue Ribbon Taskforce	Group
12:40 – 12:55	Where does PPS go from here?	Group
12:55 – 1:00	Closing and adjourn	Carole Smith

Appendix D

**Minutes of the Blue Ribbon Taskforce Meeting
December 3, 2010 – 11:00 am – 1:00 pm
Jefferson High School - 5210 N. Kerby Ave., Room D31**

Desired Outcomes:

Identify priority career interest/CTE (Career & Technical Education) focus areas for development within PPS high schools

Present:

Sam Adams	Mayor, City of Portland
Tim Biamont	Teacher, Biz Tech High School, Marshall Campus
Laura Bulinski	Teacher, Jefferson High School
Pat Burk	Associate Professor, PSU Educational Leadership and Policy
Brandon Byars	Manager, Talent Acquisition & Workforce Planning, Kaiser Permanente
Dave Coates	Director of Talent & Workforce Development, PCC Structural, Inc.
Paul Cook	Principal, Cleveland High School
Mark Davalos	Deputy Superintendent, Portland Public Schools
Mark Fitzloff	Executive Creative Director, Wieden+Kennedy
Mark Grimes	Founder Better World Media Network, Nedspace
Stephen Hawke	Executive Vice President, PGE
Kevin Jeans Gail	Executive Director, Portland Workforce Alliance
Dianne Leahy	Teacher, Biz Tech High School, Marshall Campus
Jason Lim	Director of Public Relations, Asian Reporter
Andrew McGough	Executive Director, Worksystems, Inc.
Marcus Mundy	President and CEO, Urban League of Portland
Steve Olczak	Principal, Benson High School
Drew Park	President and CEO, Columbia Wire and Iron
Julanne Sandoz	Manager, School Outreach, Providence Health & Services, Regional Human Resources
Susan Shugerman	Assistant Vice Provost for Education Outreach and Collaboration, Oregon Health & Science University
Cathy Skach	Teacher, Benson High School
Carole Smith	Superintendent, Portland Public Schools
Kari Stanley	Director, Community Benefit, Legacy Health System
Gwen Sullivan	Library Media Specialist/Teacher, Abernethy Elementary School and VP, PAT
Ken Thrasher	Chairman of the Board, Compli
Patti Williams	Chief, Natural Resources Section, Portland District Corps of Engineers

Facilitator:

John Tapogna President, ECONorthwest

Staff:

Kali Ladd	Education Strategies Director, Office of Mayor Sam Adams, City of Portland
Reese Lord	Education Strategies Program Coordinator, Office of Mayor Sam Adams, City of Portland
Sarah Singer	High School Design, Implementation Director, Portland Public Schools
Zeke Smith	Chief of Staff, Portland Public Schools
Jeanne Yerkovich	Program Manager, Career Pathways, Portland Public Schools

Guest:

Dave Porter

Appendix D

Meeting Minutes December 3, 2010

Agenda Topic	Presenter/Lead	Outcome/Follow-up
Introductions and welcome	John Tapogna	<p>The meeting started at 11:00 am.</p> <p>Group members introduced themselves.</p>
Jefferson Programs Health Sciences/Biotech Sustainability	Jefferson Students	<p>Michael Nelson, 2010 Jefferson graduate and current PSU sophomore share his experience with the Biotechnology program. He was involved in the PCC Middle College program and graduated from Jefferson with 39 college credits.</p> <p>Joshua Stark, Jefferson Junior spoke about the Sustainability Program. The Program has held a sustainability fair for the last 3 years, including significant curricular programming leading up to the fair for students in science and math classes</p>
What matters most when evaluating pathways?	John Tapogna	Committee members completed a prioritization survey to identify the relative importance of a variety of criteria for evaluating career pathways programming.
Going deep or broad in a pathway. What are the tradeoffs?	Group	Committee members offered arguments for both depth and breadth for PPS to consider.
What do employers need from PPS to collaborate successfully?	Group	Committee members offered criticism and suggestions for PPS to consider.
Reviewing the findings of the Blue Ribbon Taskforce	John Tapogna	John summarized key findings with the group.
Where does PPS go from here?	Jeanne Yerkovich	Jeanne described plans to convene pathway specific advisory committees and asked committee members to consider continuing their participation.
Adjourn	Carole Smith	<p>Superintendent Smith thanked committee members for participating. This is not an end point, but a beginning.</p> <p>We are looking for additional partners as we work in pathways specific subcommittees.</p> <p>A formal report will go to the PPS Board and broader community.</p> <p>The meeting was adjourned at 1:00 pm</p>

Appendix D

Blue Ribbon Taskforce - Discussion Summaries

Jefferson High School

December 3, 2010

1) Broad vs. Deep in a Pathway – What are the trade-offs?

Key Findings:

- There is an argument for both depth and breadth
- Creating a focus in places is critical
- Student interest is important; Need to find ways to engage kids in ways that are attractive
- The District needs to pay attention to geographic proximity; what’s available in the community
- Don’t be constrained by history to determine what we offer

Question	Suggestions	Comments
<p>Broad vs. Deep in a Pathway – What are the trade-offs</p>	<ul style="list-style-type: none"> • Look at OSU program as a model • Look at new ways to deal with barriers (e.g. transfer policy) and offer programming in a different ways (e.g. distance learning, technology) • Consider broad treatment of career areas in general across all 7 comprehensives • Need to look at community colleges and community in general and evaluate capacity to support; Can’t just look at high schools when determining criteria • Consider student interest. It is important and provides the best chances to keep kids in school. • Strengthen foreign language programs • Focus on “soft skills”. These Essential Skills are tied to Oregon diploma requirements. • Get the basics right first! • Depth should be driven by student interest and PPS resources. • Must partner with universities, community colleges, and employers. • Consider what businesses can offer • Provide exposure at the 8th grade level • Find ways to partner with employers – for example using a 	<ul style="list-style-type: none"> • The key to successfully implementing this is <i>logistics, access and capital</i> • Do we have data showing differences in outcome for students participating in “in-depth” vs. “regular” programming? • An example of this in action would be Biz Tech HS’s connections to PCC • There are differences between “exposure” vs. “deep”. The opportunity for “deep” experiences enables students to see themselves as a person with a role in the world • At Madison, students have more of a broad based experience. They have experiences to help them learn that they like “X”, but don’t go deep enough to make explicit post-secondary connections or earn college credit while in high school. However, they can better reflect on a broad range of electives and have information to help guide them to their next steps. • At Benson, students have exposure through the 9th/10th grade rotations and then are able to go deep in a specific area. This provides them with critical skills sets that help them in pursuing their post-secondary or career interests. They may not continue in the specific area after graduation,

Question	Suggestions	Comments
	<p>mobile shop fitted on a 40 ft. trailer. This could be an exposure or awareness level elective. Funds can be found. Idea could be replicated in different pathway areas.</p> <ul style="list-style-type: none"> • Don't be limited by existing buildings and the current way we are doing things • Utilize technology. Students can gain "deep" levels of information by using technology; they do not necessarily need to be tied to a specific location. • Offer preparation to connect students for study abroad 	<p>but they have transferrable skill sets specific to the pathway. They also have the opportunity to earn college credit while in high school.</p> <ul style="list-style-type: none"> • Schools need to meet the needs of a full spectrum of people. Some are "jack of all trades" and aren't ready to choose a deep experience like Benson at the age of 13. • Community comprehensive high schools will have all courses required for graduation, but guarantee that all will have shop classes. • This struggle is the same as that of the 2007 State Legislature dealt with around CAM (Certificate of Advanced Mastery). The reason it was dropped is that schools could not effectively see this happening everywhere for every student. • Additional requirements for Education Plan & Profile and applied learning are a real stretch for schools. • Consider things that are already happening in the area of Agriculture/Sustainability in the district (e.g. Lane Gardens) • Connect with organizations such as Rotary, PBA, ADA, OBC, OEI

Appendix D

2) Discussion: What do Employers need from PPS to be a good collaborator?

Key Findings:

- There is a need for coordination capacity – schools must have a dedicated point person to coordinate and facilitate career related learning experiences
- The District needs to project a positive image and show it is open to working with employers
- Look to technology to communicate with students, teachers and employers and to help make career related learning connections
- Find ways to leverage current workforce and existing resources to facilitate the work

Question	Suggestions	Comments
<p>What are the essential things PPS must have to maximize partnerships?</p>	<ul style="list-style-type: none"> • Must have a trained, passionate point person in each building • Partner with the Portland Workforce Alliance • Include employers on the hiring committee • Project a positive image/attitude in outreach and show it is more open to working with employers. • Use communication and technology • Ensure that this is easy for the employer • Address transportation issues • Locate a point of contact within the school – utilize a career center as the home base • Invest in this work • Look at existing staff to help implement this work • Provide opportunities for counselors to deepen their knowledge of university, community college, training programs, and employer connections • Consider licensure i.e. comparison of Library Media Specialists and Library Assistants • Need to have standardized elements/requirements across the district for CRLEs (e.g. excused absences) • Develop a business plan to identify how PPS connects the dots – High School, Community College, University, Trade, Employers • Utilize apprenticeship training connections • Research career learning in other countries – what are we missing? e.g. Singapore, South Korea; What’s different? 	<ul style="list-style-type: none"> • It is easier to partner with other Districts. • Kudos to Kevin Jeans Gail and the Portland Workforce Alliance • Districts that are easy to work with (e.g. David Douglas, North Clackamas) have dedicated points of contact to facilitate (CRLEs) • Point of contact does not have to be a certified teacher • Need flexibility • Point of contact needs to know the audiences (various sectors) – both people in the schools as well as employers. • Point of contact must be people oriented – able to interact with students, teachers, parents and community • Point of contact must be located within the school • Budget shortfall will impact the District’s ability to hire for these positions. • Career counseling is not a requirement of counseling training programs for licensing; this creates gaps in current practice. • Need someone in the school who can write curriculum with partners • Need someone in the school who understands schools, state requirements, testing goals, etc.

Portland Public Schools: Focus Area Selection Criteria

Indicate whether you work for PPS by circling a choice below.

PPS

Non-PPS

Rank the focus area selection criteria by assigning a number of points to each of the six options below. The number of available points is 100. Assign more points to those criteria which you think are more important.

Selection Criteria	Points
Student interest	
Occupations with anticipated job openings	
PPS's existing and potential capacity to deliver programming (curriculum, educators)	
Supply of engaged employers who are generous with time and money	
Occupations in clusters where economic developers would like to see growth	
Occupations that demonstrate a range of skills	
Supply of programming offered by community partners (colleges, WSI, City)	
Should Sum to 100	100

Pathway Advisory Committees

PPS will convene Pathway Advisory Committees to:

- Help the District develop a long-term vision for career-related learning for each Pathway area
- Collaborate with schools/teachers to identify 21st Century content, skills, experiences, and activities

Your help is needed:

- Continued participation – Advisory Committee member
- Identify partners willing to participate on Advisory Committees
- Identify partners willing to offer career-related learning experiences for students and teachers

Count Me In

Name: _____

Title: _____

Company: _____

Phone: _____

Email: _____

Please check Pathway area(s) of interest:

Digital Arts & Communications

Business & Management

Health Sciences

Human Resources

Industrial & Engineering

Other comments:

I'm interested in participating on an Advisory Committee

I need more information to decide. Please contact me.

I can't participate at this time; please keep me informed

I'm not the right person from my company. Here's who to contact:

Name: _____

Email/Phone: _____

Here's someone else you should contact:

Name: _____

Email/Phone: _____