

Pre-School to Post Secondary Pathways to Career Success In GBSD: Opportunities, Vision, & Future Plans



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Pathways to Adult Success
*Promoting K12 Career
Pathways as a District*

Today's Outcomes: New ABCs in Action

- ★ **AGENCY:** awareness of strategies that support agency for every student, especially those students whom we have historically marginalized
- ★ **BELONGING:** understanding of authentic ways to create belonging by centering student voice, with Pathways to Career Success as our vehicle
- ★ **CONNECTION:** Using Pathways to Career Success as a vehicle for student connection

Today's Questions: 4Ws

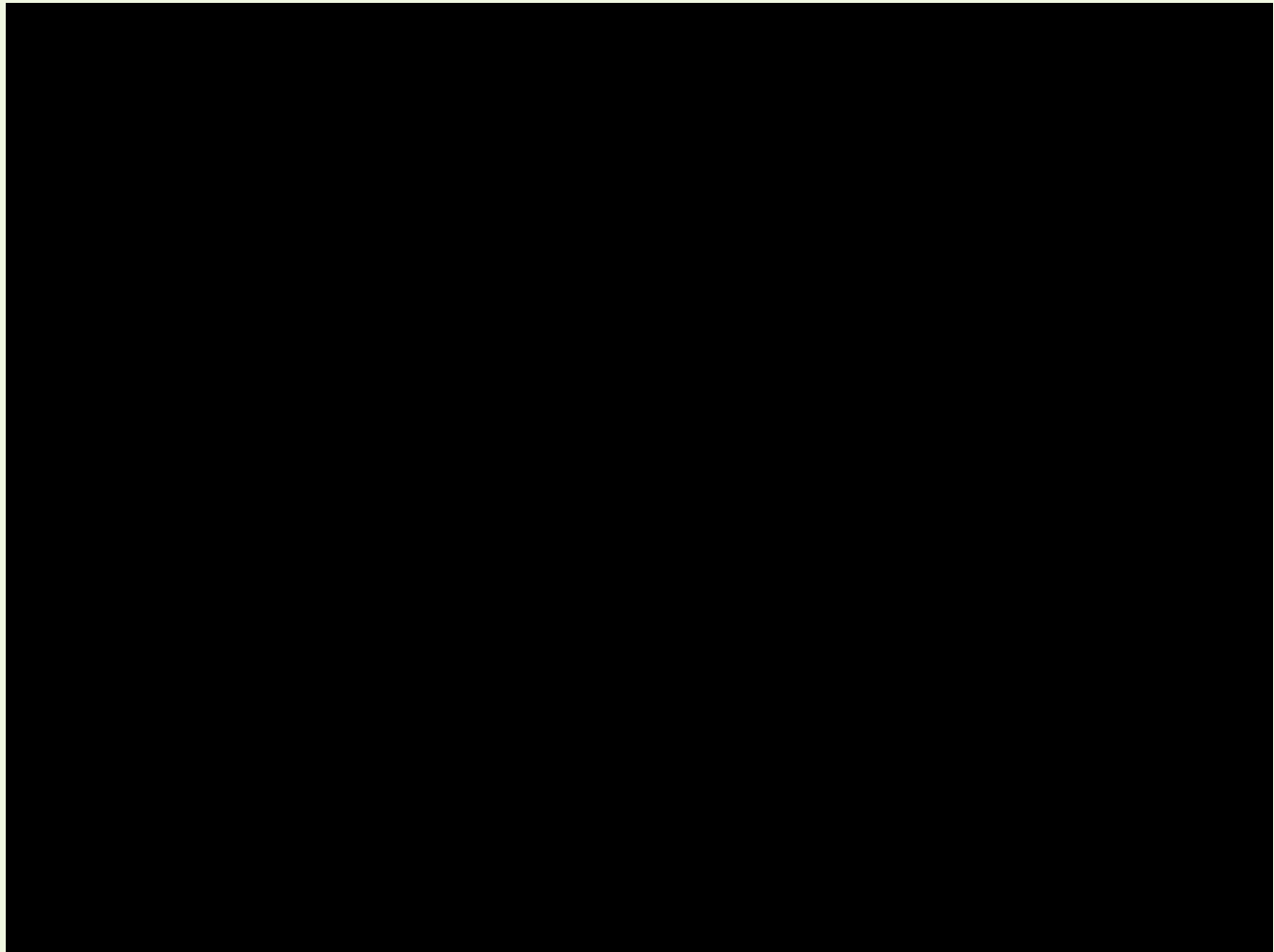
1. **What** do we mean by Targeted Universal Strategies? How do they support Pathways to Success?
2. **What** work have we done in GBSD?
3. **What** have we learned from students and our community?
4. **What** is your role in building and supporting Pathways to Career Success in your District?

Essential Questions:

How do the ABCs show up and support a comprehensive pathways program?
AND improve student data (attendance, behavior, course performance)?



INSPIRE AND EMPOWER
◦ EACH STUDENT ◦



VISION OF PATHWAYS TO CAREER SUCCESS

MULTIPLE PATHWAYS IN EACH SECTOR WITH MULTIPLE OFF-RAMPS TO CAREERS, TRAINING AND EDUCATION



Health
Sciences



Industry &
Engineering



Human &
Public
Services



Natural
Resources



Business &
Management



Arts,
Information
Tech &
Communicatio
n

EQUITY IS THE THROUGH LINE

Multiple on-ramps at all grade levels in all sectors

K-12 Continuum of Postsecondary Success: GBSD Pathways Vision



GRADES 10-12+: CAREER TRANSITION
CTE/ DUAL CREDIT/ INDUSTRY CREDENTIALS/
PRE-APPRENTICESHIPS/ COLLEGE COURSEWORK

PLANNING &
TRANSITION

GRADES 9-10: CAREER PREPARATION
CAREER RELATED LEARNING EXPERIENCES

PREPARATION
& PLANNING

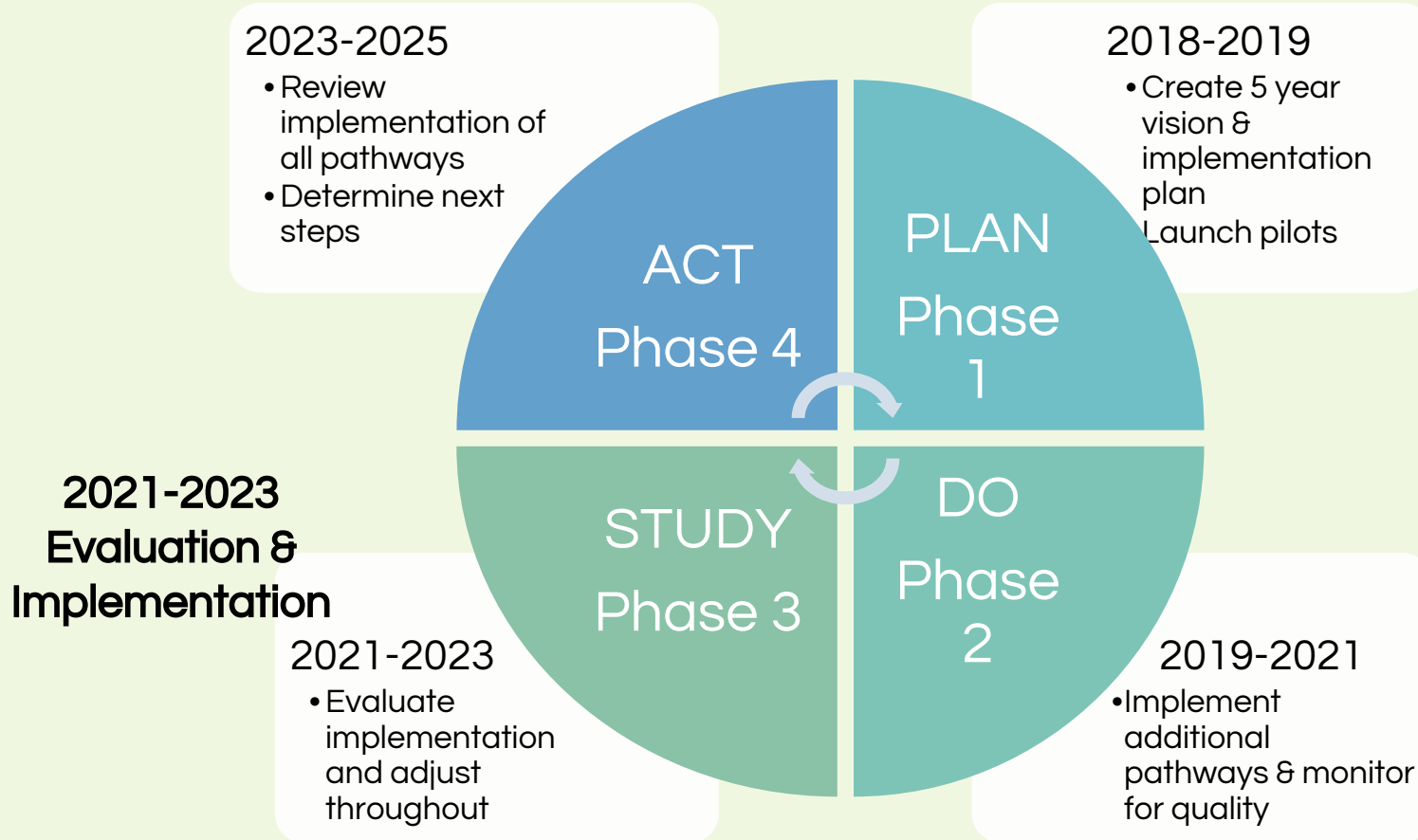
EXPLORATION &
ELIGIBILITY

GRADES 6-8: CAREER EXPLORATION
STEAM, INNOVATION & DESIGN LABS

AWARENESS

GRADES PK-5: CAREER AWARENESS
STEAM & PROJECT BASED LEARNING
INTEGRATED INTO INSTRUCTION

ROAD MAP TO GETTING THERE



KEY INDICATORS

By 2025, Gresham-Barlow School District and more broadly, East Multnomah county, will have Preschool to Postsecondary Pathways to Career Success in each of the 6 career clusters.

- EQUITY & DIVERSITY
- ACADEMIC, PROFESSIONAL, & SOCIAL EMOTIONAL SKILLS
- CAREER EXPLORATION & PLANNING
- PARTNERSHIPS
- WORKFORCE DEVELOPMENT

Since March 2020, we've been busy. . . .

- **STEAM labs in every Middle School and hosted multiple eco field work parties and career events**
- **Rolled out Tomorrow Bus to Schools**
- **Added new Programs of Study**
- **Designed new Marketing materials to tell the story**
- **Developed Career Awareness activities and lessons beginning in 6th Grade**
- **Supported a Student Centered Inclusion Audit**
- **And the list goes on. . .**

Elementary Level

- Expose students to essential career success skills
 - Teamwork
 - Initiative
 - Leadership
 - Problem Solving
 - Professionalism
 - Ethics
 - Etc.



- Begin to create career awareness
 - Talk about the different careers seen in curriculum
 - Guest speakers share about their career
 - Project Based Learning support by community members
 - Building Relevance and showing the “Why” using real world examples
 - Etc....

TOMORROW BUS & STEAM



Middle School STEAM

- Build & increase career success skills
 - Examination and self-assessment of career success skills
 - Problem Based Learning
 - Working with community business partners
 - Targeted instructional support
- Assignments/Projects in each of the Career Learning Areas
 - Natural Resources
 - Health Services
 - Arts and Communication
 - Business Management and Technology
 - Human Services
 - Industrial & Engineering Technology

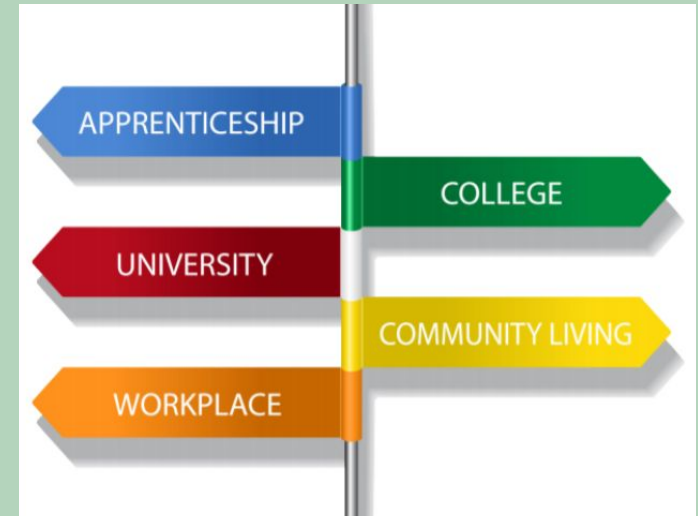


CTE IN ACTION!



High School Post Secondary

1. Every student leaves high school with a plan (SchoolLinks).
2. Students have taken classes in Career and Technical areas that interest them.
3. Students understand there are several paths to success and their path might change:
 - a. Career
 - b. College
 - c. Technical Education





MARKETING & EQUITABLE ASSIGNMENT OF COURSES

AUTOMOTIVE

Gresham High School



COURSES OFFERED



(All courses are .5 credit unless otherwise noted.)

CAREER SNAPSHOT

- U.S. Bureau of Labor statistics projects a 17% growth rate for Automotive Technicians.
- Local employers: 1. Gresham Toyota 2. Tonkin Honda 3. Daimler Trucks North America
- Opportunity to enter the job market quickly with many jobs possibilities after short training programs.



Career

- Car Salesman
- Lube Tech
- Mechanic or Auto Tech
- Auto Engineer or Designer
- Quality Testing Engineer



Educación

- High School
- High School
- Associates Degree
- Bachelor's
- Bachelor's or MA



All Pathways to Success courses teach valuable career skills and meet graduation requirements in the area of Career & Technical Education. Please see your counselor to learn more!

EDUCACIÓN

Escuela secundaria Gresham



CONSTRUCCIÓN

Escuela secundaria Barlow



CURSOS OFRECIDOS



(Todos los cursos son .5 créditos a menos que se indique lo contrario.)

INSTANTÁNEA DE LA CARRERA

- El 88% de los contratistas dicen que tienen problemas para encontrar trabajadores calificados.
- Empleadores locales: 1. Lease, Crutcher & Lewis 2. Bremik Construction 3. Fortis Construction
- La industria de la construcción en los EE. UU. está creciendo, pero la cantidad de trabajadores calificados se está reduciendo, lo que provoca un aumento de los salarios.

PARA ESTUDIANTES INTERESADOS EN:

- Construcción residencial y comercial
- Carpintería, albañilería, electricidad, plomería, colocación de azulejos, trabajo de enlucido, ebanistería, carpintería y muchos otros oficios

POSIBILIDADES DESPUÉS DE LA ESCUELA SECUNDARIA:

Escuela	Programa	Título	Tiempo
PNCI	Aprendizaje de carpintería	Oficial	1 año
POC	Tecnología de la Construcción de Edificios, Gestión de la Construcción o Diseño y Remediación de la Construcción	AA	2 años
OSU	Gestión de Ingeniería de la Construcción	BS	4 años
PSU	Ingeniería Civil	BS	4 años



Carrera profesional

- Instalador/Finalizador, Asistente de Oficina
- Carpintero, Plomero, Electricista
- Mason, Gerente de Operaciones
- Inspector de Construcción/Edificio
- Gestión de la construcción



Educación

- Diploma de la Secundaria
- Título de asociado o certificado
- Título de asociado o certificado
- Licenciatura
- Licenciatura o Maestría



Pago

- \$40-100k anualmente
- \$60-150k anualmente
- \$60-150k anualmente
- \$80-250k anualmente
- \$80-250k anualmente



Todos los cursos Pathways to Success enseñan valiosas habilidades profesionales y cumplen con los requisitos de graduación en el área de Educación Técnica y Profesional (CTE). ¡Consulte a su consejero para obtener más información!



AVANZADO

1. Enseñanza de Cadetes de Primera Infancia 1
2. Enseñanza de Cadetes de primera infancia 2

que se indique lo contrario.

PARA ESTUDIANTES INTERESADOS EN:

- Trabajando con niños
- Desarrollo infantil
- Educación y estudios familiares

POSIBILIDADES DESPUÉS DE LA ESCUELA SECUNDARIA:

Escuela	Programa	Título	Tiempo
MHCC	Educación de la Primera Infancia y Estudios de la Familia	Certificado	1 año
MHCC	Educación de la Primera Infancia y Estudios de la Familia	AA	2 años
OSU	Educación	BA	4 años
PSU	Educación	BA	4 años



Carrera profesional

- Proveedor de cuidado de niños
- Conductor de autobús
- Asistente de Instrucción, Servicios de Alimentos
- Soporte administrativo
- Maestro, Patólogo del Habla
- Profesor, Superintendente



Educación

- Diploma de la Secundaria
- Diploma de la Secundaria
- Diploma de la Secundaria
- Carrera Técnica o certificado
- Licenciatura o Maestría
- Doctorado



Pago

- \$35-60k anualmente
- \$35-60k anualmente
- \$35-60k anualmente
- \$50-90k anualmente
- \$45-100k anualmente
- \$70-250k anualmente

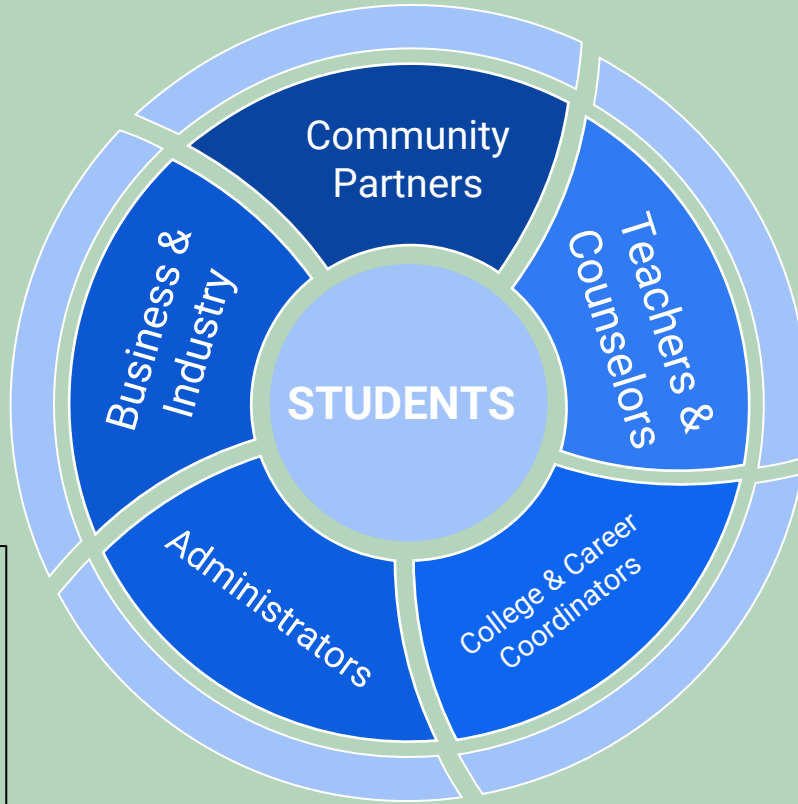
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ABCs of K12 PATHWAYS: When students have. . .

AGENCY, _____
attendance.

BELONGING, _____
behavior.



CONNECTION, _____
course performance.



Learning from all of our work and outreach!

What we heard from:

Students

**Teachers &
Counselors**

Parents

Community



Student Inclusion

GBSD conducted an Inclusion Audit to create success for all students

1,658 student interviews k-12, interviews with families and community members/partners

What students said:

- “I have an IEP and school is hard. It feels like teachers just talk and talk and talk. Like show us what learning looks like so we know. They do that in CTE and I want that to happen in other classes too.”
- 6th Grader
- “We need hands-on activities because otherwise teachers just talk and that doesn’t help us understand and learn.” - 10th Grader

Inclusion in CTE and Industry Practice

“In metals it is all boys and one girl joined and the boys gave her such a hard time she quit and then it was all boys again.” - 9th Grader

“I really like CTE and want to learn but it just doesn't seem like it a place for me. It is hella' racist some of the time.” -11th Grader

“I need help learning English in all my classes, but sometimes teachers forget that.” - 12th Grader

Staff Feedback

What staff said:

- “These 1 pagers are exactly what I talk about with my students. They are perfect!” - Steam Teacher
- “I know nothing about the pathways” - Multiple Teachers
- “I didn’t realize we had all of these programs at our high schools” - Middle School Advisory Teacher
- “We need to have a meeting where teachers learn about the pathways and see that success can have a lot of looks” - High School Principal

Impact of CTE/ Advanced Coursework on Graduation

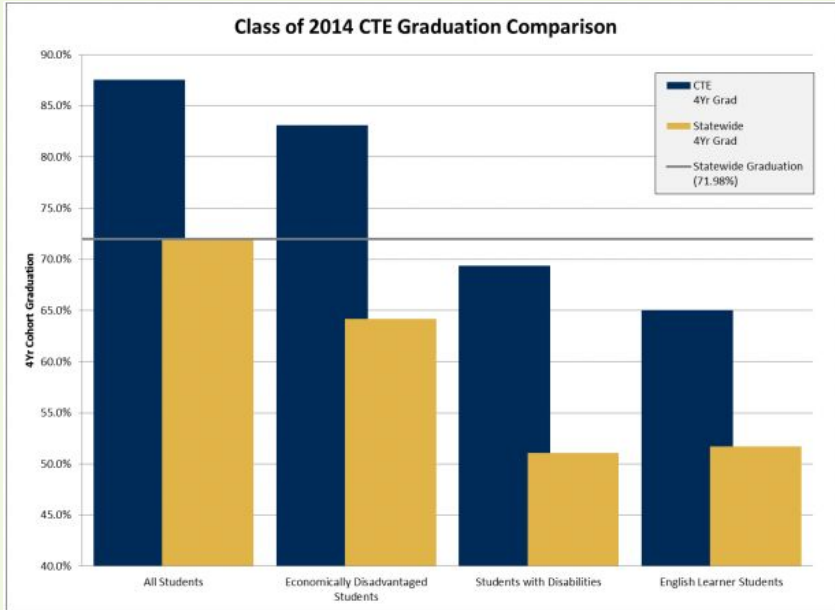


Table 2. Outcomes of Florida DE⁴ Programs

Variable	Non-DE Students	DE Students ⁵
High School Diploma	87%	98%
Postsecondary Enrollment	50%	81%
Full-Time Status	65%	77%
GPA for Three Years	2.35	2.91
Persistence to Second Year	70%	83%
Number of Credits Earned over 3.5 Years	40	67

Source: National Research Center for Career and Technical Education

Universal Goal: All students have a viable pathway to adult success
Targeted Approach: Students have multiple pathways based on their individual needs to access Universal Goal

Same Universal Goal | Targeted Strategies Focal Populations



→ Pathways to Success

- ◆ CTE, *targeting non-traditional students*
- ◆ Internships, *with and for diverse communities*
- ◆ Career Exploration, *opportunities outside the box*

→ Student Awareness

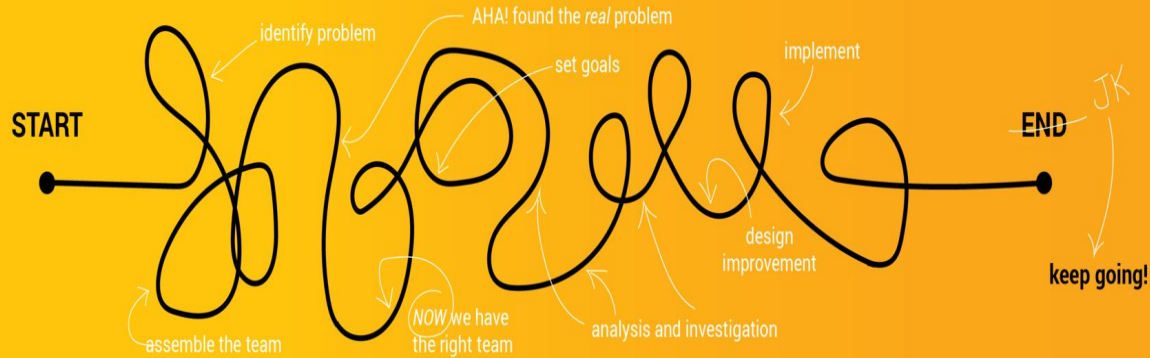
- ◆ Marketing *with focal populations in mind*
- ◆ Counseling *beginning in Middle School*

→ Stakeholder Feedback

- ◆ *Students' voice & choice*
- ◆ *Families*
- ◆ *Staff*
- ◆ *Business, Industry & Community*

Room to Improve

WHAT IMPROVEMENT (REALLY) LOOKS LIKE



- Family Engagement
- Ongoing Student & Staff Feedback
- Community Outreach
- Focus on Elementary & Middle
- Build the visuals
- Add two more programs of study

Building your Road Map for K12 Pathways

Section #1

Strengths: What are your schools doing well to support equity and access within our a Pathways framework?

3 minutes each!!!

Section #2

Barriers: What barriers exist that prevent students from your focal groups from accessing Pathway Opportunities in your school or district?

Section #3

Implications: What changes would help ensure access and equity for students within your Pathway? How can you better support your focal groups and reduce barriers to career success?



