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OREGON EDUCATION INVESTMENT BOARD

Best Practices and Student Transition Subcommittee

SUBCOMMITTEE MEMBERS: Yvonne Curtis (Chair), Mark Mulvihill, David Rives,
Lynne Saxton, Kay Toran, and Kim Williams

Tuesday, December 9, 2014

10:00 AM – 12:00 PM

Chemeketa Events Center

**4001 Winema Place NE, Suite 200, Room 210
Salem, OR 97305**

*Call In Information:
Dial (888) 204 5984
Code 992939*

AGENDA

- 1.0 Welcome and Roll Call** (any updates from ELC or HECC)
- 2.0 Approval of the Agenda**
- 3.0 Approval of the October 14, 2014 Meeting Notes**
- 4.0 Approval of the November 18, 2014 Meeting Notes**
- 5.0 Old Business – 8 min**
 - SBAC Proposal for Placement Test Waivers
Discussion: Committee's questions were addressed at the last meeting. Are there any remaining issues? Motion to endorse proposal?
 - Best Practice Format Sheets
Discussion: Any additional feedback for Peter Tromba and staff?
- 6.0 Subcommittee Tracking Sheet Update**
Review and suggest edits if needed.
- 7.0 Draft of College and Career Readiness Action Agenda**
Hilda Rosselli, College & Career Readiness Director, OEIB
Discussion: What questions do subcommittee members have? What other information is needed? What recommendations does the subcommittee want to make? What needs to be added to BPST Tracking Sheet?

- 8.0 Personalized Learning Requirements in Oregon: Research and Promising Practices from Across the Country**
Michelle Hodara, Senior Researcher, Education Northwest
Discussion: What questions do subcommittee members have? What other information is needed? What recommendations does the subcommittee want to make? What needs to be added to BPST Tracking Sheet?
- 9.0 Career Information System: Current Use in Oregon and Recommended Practices**
Laura McCoid , Director, Career Information System, University of Oregon
Discussion: What questions do subcommittee members have? What other information is needed? What recommendations does the subcommittee want to make? What needs to be added to BPST Tracking Sheet?
- 10.0 Creating a College Going Culture**
Danny Mielke, Executive Director, Eastern Promise
Discussion: What questions do subcommittee members have? What other information is needed? What recommendations does the subcommittee want to make? What needs to be added to BPST Tracking Sheet?
- 11.0 Efficacy of College & Career Preparation at K-12**
Marinda Peters, Graduate Student, Oregon State University
Discussion: What questions do subcommittee members have? What other information is needed? What recommendations does the subcommittee want to make? What needs to be added to BPST Tracking Sheet?
- 12.0 White House Convening on Strengthening School Counseling and College Advising**
Gene Eakins, Professor, Oregon State University
Discussion: What questions do subcommittee members have? What other information is needed? What recommendations does the subcommittee want to make? What needs to be added to BPST Tracking Sheet?
- 13.0 Next Meeting- 5 min**
January 13, 2014 10:00 to 12:00 PM
Location TBA
- 14.0 Public Testimony**
*Members of the public wanting to give public testimony must sign in.
There will only be one speaker from each group.
Each individual speaker or group spokesman will have three (3) minutes.*
- 15.0 Adjournment**

All meetings of the Oregon Education Investment Board are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted [online](#). A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at Seth.Allen@das.state.or.us. Requests for accommodation should be made at least 48 hours in advance.

**OREGON EDUCATION INVESTMENT BOARD
Best Practices and Student Transitions Subcommittee**

Tuesday, October 14, 2014

Meeting Notes

1.0 Welcome and Roll Call

Members present: Yvonne Curtis, Mark Mulvihill, David Rives, Lynne Saxton, Kay Toran

2.0 Approval of the Agenda

Mark made a motion to approve the agenda. Lynne seconded. Agenda was approved.

3.0 Review of September 9, 2014 Meeting Notes

David made a motion to approve the notes. Mark seconded. Notes were approved.

4.0 Final Copy and Details on Recommendations and Presentation to OEIB

Chair Curtis reviewed the final list of recommendations for the full OEIB board and noted addition of new footnote and item on broadband access. She noted that this year the committee's great focus would be on matters related to Grades 11-14 transitions.

5.0 Accelerated Learning Committee Legislative Report

Hilda Rosselli summarized the ALC Legislative Report and provided a one-page fact sheet. She noted that language is being drafted for a legislative bill (LC 274) and that the Outcomes and Investments Subcommittee included aspects of the report in their recommendations for the Governor's budget.

Mark noted that this would be an investment that directly supports a student outcome that already has evidence of success and that will improve outcomes for first generation in college students.

David noted that this will help students perform better in high school. He noted that the paper is still vague on implementation details in some parts, e.g. who would be in charge, instructor qualifications, etc.

Nancy noted that one of OEIB's responsibilities related to student transitions is to coordinate with HECC and ODE aspects of legislation passed. Collaboration is at the core of this approach.

Kay asked about comparability of the courses—and Hilda noted that they should still fall under the same guidelines established by the Dual Credit Oversight Committee.

Lynne noted that potential for coursework that can be offered online, inquired about the costs and the impact of research on taking one more course.

These questions were addressed in the literature review and the fiscal model.

Chair Curtis asked for a motion to endorse the report and take it to the full OEIB. Mark made a motion and Kay seconded. The votes were unanimous in support of endorsing the report and sharing with the full OEIB at a future meeting.

6.0 Core to College Draft Recommendations-SBAC Alignment

Lisa Mentz presented a draft of a document recommending ways in which the Smarter Balanced assessment could be used for placement into college credit bearing courses for a more seamless transition between K-12 and postsecondary institutions. With support from a grant, Oregon is one of 10 states working on this. Students who meet the college and career readiness standards in 11th grade on the Smarter Balanced assessment should be able to retain their exemption from placement testing for one year after high school graduation provided they take additional math and English courses in twelfth grade.

She noted that as she has shared the draft document with groups like the Math Education Council, the Dual Credit Oversight Committee, the CCR Cross Sector group, the Council of Instructional Administrators, the Council of Student Admissions Directors, and the HECC Student Success Subcommittee, there has been support for the concept with questions mostly focused around implementation details including transcripts, subscore, and timelines. A subgroup is being formed to help guide direction on the policy questions outlined on the last page. Implementation would begin for students in 2015-16.

During discussion, several requests were made for follow up information at the next meeting including:

1. Provide more information on current placement tests in use and scores
2. Specifics on how other states are handling their policies
3. Indication of support from community college presidents and University provosts
4. More detail on validation process underway for SBAC
5. Development of a one page summary sheet
6. Status of other state policies on 12th grade retake of SBAC or PARC

Mark noted that this could be a way to consolidate the number of tests that students are required to take.

Nancy noted that this is another example of removal of barriers. Yvonne noted that that we might be able to use the funds that typically would support the placement test work in more effective ways.

Lisa will bring back answers to these questions by the next meeting.

7.0 Update on Network Portal and Strategic Investments Data Collection

Johnna Times provided an update on the fourteen projects funded by the Network for Quality Teaching and Learning and a timeline for the launch of the Oregon Educator Network. She was joined by Peter Tromba as they described the types of data that are being collected and shared a sample template for how data will be presented from each funded project. Mark Mulvihill asked if there was a way to report the number of educators impacted by the investments and how much saturation per region. Johnna will follow up to see how that might best be provided.

Yvonne suggested that the Oregon Educators Network could be used to link to other work underway, to communicate to educators what is being accomplished, to share resources across partnerships, and to link to the Digital Strategic Plan to provide professional development resources. She would like to see a one pager for each initiatives prepared and share. Mark noted that this would help message progress being made from the \$75 M invested this biennium—sort of a score for the strategic investments with notes on Emerging, On Track, and Accelerated Implementation.

8.0 Role of BPST to Disseminate Research and Best Practices

Hilda shared that she, Peter Tromba, and Lynne Saxton had a phone discussion that helped advise ways in which the OEIB and ODE research units can best highlight best practices that we know work right now so that they can be exported to others. Lynne shared an example from early learning called VROOM and Peter referenced earlier related work conducted by the Quality Education Commission. Hilda and Peter will work on a draft document to bring back to the subcommittee for review.

Peter shared that the ODE and OEIB research teams are collaborating on a format that would be presented. He noted examples such as measuring effect of stORytime campaign, key impacts of the RACs, STEM hubs, etc.

Mark believes this work will help identify best leverage points, and return on investments. Would be helpful to school board members and to OEIB board members to see where the best investments are.

6.0 Public Testimony

DRAFT NOTES Nov 4, 2014

Jim Anderson

Dr. Dapo Sobomehin

7.0 Adjournment

Meeting was adjourned at 12 noon.

Next meeting:

November 18, 2014

10:00am - 12:00pm

Location Portland

DRAFT

**OREGON EDUCATION INVESTMENT BOARD
Best Practices and Student Transitions Subcommittee**

Tuesday, November 18, 2014

Meeting Notes

1.0 Welcome and Roll Call

Members present: Yvonne Curtis, Mark Mulvihill NO QUORUM

2.0 Approval of the Agenda

NO QUORUM.

3.0 Review of September 9, 2014 Meeting Notes

NO QUORUM. October notes to be approved at the December meeting.

4.0 Best Practices and Student Transitions Subcommittee Tracking Sheet

Hilda presented a slightly revised Scope of Action (with metrics) and a new Tracking Sheet that will be used after each meeting to monitor progress and next steps on topics discussed.

5.0 Follow up on SBAC Alignment Questions from last meeting

Hilda Rosselli shared materials provided by Lisa Mentz in response to questions raised by BPST members. Jim Carlisle will forward SBAC score setting results and response to question on 12th grade retest policy.

Mark noted that the word “prerequisites” may not be the right word. He also suggested that the language on the summary sheet will need another version that simplifies the message for students and their families. (This will likely be handled in conjunction with the Implementation Workgroup that Lisa has formed.)

Yvonne noted the barrier that this work is addressing: Reducing the number of students who need remediation classes and streamlining placement test procedures. She also inquired as to analyses available on the adaptive aspect of the COMPASS test? **YVONNE—I NEED MORE DETAIL HERE ON YOUR QUESTION.** Hilda to follow up with Shalee and Ben.

Mark noted that the array of placement tests and cut off scores is overwhelming and that Oregon needs to address this by streamlining the options and reaching more agreement on the cut scores.

Yvonne noted that current practice is that students who do poorly on the placement tests, can't even enroll in any other courses aligned with their strengths which further discourages them from staying in school.

Hilda will identify time for more discussion on placement test practices at a future meeting. She noted that this is one additional piece of the mosaic that is needed to improve 11-14 transitions. Yvonne asked her to work on a visual showing all of the components.

At the December meeting, Chair Curtis will ask for a motion to endorse the Core To College proposal and forward it to the full OEIB.

TO DO: Chair Curtis asked all of the subcommittee members to review the documents provided today and to be ready to discuss next steps at the December meeting.

6.0 Chronic Absenteeism

Serena Stoudamire-Wesley, Isabel Barbour, and Robin Shobe provided an overview of key issues that impact chronic absenteeism with a particular emphasis on how chronic illness, safety, transportation, and engagement are all impacting attendance. They noted that chronic absenteeism is the canary in the coal mine—predicting future issues for students in school.

Currently an RFP has been released and a contractor will be selected to conduct interviews and focus groups. The data and recommendations will be shared with the BPST in January.

Yvonne stressed that the process should include a focus on system barriers and provide insights on communities where there are plans and promising practices in place. Who are the partners involved? Where are the partners gaining ground? What can be replicated?

7.0 Digital Conversion Update from ODE and COSA

Jim Carlisle described how resources previously allocated to Oregon Virtual School Districts (ORVSD) are being reallocated to focus more on blended learning with more online course offerings for rural schools. No significant progress was reported on efforts to implement the Power Up report and strategic plan presented by COSA last spring.

8.0 English Learners Research Discussion on Most Appropriate Interventions Prior to 9th Grade

David Bautista and Martha Martinez provided an update on efforts to support Dual Language/Two Way programs, support for the new ELP standards implementation, the cultivation of teacher expertise, and research that is being conducted on EL outcomes. They noted a continuing barrier of not enough teachers who are bilingual.

9.0 Role of BPST to Disseminate Research and Best Practices

Peter Tromba shared three different formats (see attached) for presenting best practices and highlighting what is being learned from the state's strategic investments. Suggestions to consider include:

- If the audience is parents and HS students, then the winding path from HS to College graphic looks good. Probably best as a poster in high schools, or a postcard/flyer (could be one side with the one blue and white boxes graphic on the other side).
- If the audience is counselors and teachers, then the blue and white boxes is best (but get it down to one page: cut the intro paragraph down to one sentence, eliminate the footnotes, and cut out most of the intro paragraph to what types of courses are offered).
- Add names and contact information so that practitioners can communicate with other successful programs
- Allow it to become customizable
- Still need to resolve curating and the FTE to resolve this.

6.0 Public Testimony

None

7.0 Adjournment

Meeting was adjourned at 11:59 noon.

Next meeting:

Homework—Review ECS CCR Blueprint Report

December 9, 2014

10:00am - 12:00pm

Location:

Chemeketa Events Center, 4001 Winema Place NE, Suite 200, Room 210.
Salem, OR 97305

UPDATED NOVEMBER 2014

2014-15 Best Practices and Student Transitions Subcommittee Tracking Sheet

<p><i>What transition issue or barrier are we working to fix?</i></p>	<p><i>How does this align with Subcommittee Charge?</i></p> <p><i>How is this work linked to one or more OEIB outcomes?</i></p>	<p><i>Point Person</i></p>	<p><i>Progress to date</i></p>	<p><i>Next Steps</i></p>	<p><i>Research or Best Practices Dissemination Recommendations to OEIB</i></p>
<p><u>Potential use of the Smarter Balanced results as a placement alternative</u> means that guidance can be provided to students on course-taking patterns for 12th graders that may include accelerated options, as well as transitional courses that help target areas in need of strengthening; thus, helping more students stay on track for being college ready by the time they</p>	<p>Ties to OEIB goal of developing a P-20 system</p> <p>Focused on 11-14 transition for students</p> <p>Increasing # of students who successfully graduate from high school and move from high school to postsecondary</p> <p>Use of a CCR readiness assessment given earlier to</p>	<p>Lisa Mentz</p>	<p>Action: BPST has reviewed draft policy regarding use of passing SBAC scores in lieu of placement tests,</p>	<p>What: Technical Implementation workgroup will continue to work through transcript and timing issues</p> <p>Who: Lisa Mentz & workgroup</p> <p>Next time on agenda: Dec 2014</p>	<p>Dissemination: TBA</p> <p>Date of approved document: TBA</p>

UPDATED NOVEMBER 2014

<p>graduate·</p>	<p>reduce need for Developmental Education classes</p>				
<p><u>Array of Placement Test and Cut Off Scores</u> vary widely across the state and can be confusing for students, their families, and the educators who are helping them prepare to transition. Placement exams may not be the best ways to measure student readiness and there is widespread dissatisfaction with the use of these assessments as predictors of College</p>	<p>Ties to OEIB goal of developing a P-20 system</p> <p>Focused on 11-14 transition for students</p> <p>Increasing number of students who successfully graduate from high school and move from high school to postsecondary</p>	<p>Shalee Hodgson</p>	<p>Action: BPST reviewed a 2012 chart showing array and cut off scores</p> <p>Date: Nov 2014</p>	<p>What: BPST requested an updated chart and discussion with HECC staff</p> <p>Who: Shalee Hodgson & Salam Noor</p> <p>Next time on agenda: Jan 2015</p>	<p>Dissemination: NA</p> <p>Date of approved document: NA</p>

UPDATED NOVEMBER 2014

<p>Readiness</p>					
<p><i>What transition issue or barrier are we working to fix?</i></p>	<p><i>How does this align with Subcommittee Charge?</i></p> <p><i>How is this work linked to one or more OEIB outcomes?</i></p>	<p><i>Point Person</i></p>	<p><i>Progress to date</i></p>	<p><i>Next Steps</i></p>	<p><i>Research or Best Practices Dissemination Recommendations to OEIB</i></p>
<p><i>Relevance of attendance to both health and academic achievement goals merits a combined effort by state level education and public health leaders to better understand and address school absenteeism.</i></p>	<p><i>Impacts transition for students at all levels of schooling</i></p> <p><i>Requires specific interventions that span across education, health, and other areas</i></p> <p><i>Impact every student outcome</i></p>	<p><i>Serena Stoudamire Wesley</i></p>	<p><i>Action: BPST heard initial report from OEIB staff and other agencies</i></p> <p><i>Date: Nov 2014</i></p>	<p><i>What: BPST will receive recommendations from focus groups</i></p> <p><i>Who: Serena Stoudamire Wesley, Isabel Barbour, Robin Shobe</i></p> <p><i>Next time on agenda: Jan 2015</i></p>	<p><i>Dissemination: NA</i></p> <p><i>Date of approved document: TBA</i></p>

UPDATED NOVEMBER 2014

	<i>metric</i>				
<i>Supply of Bilingual Teachers is inadequate to support EL State Strategic Plan</i>	<p><i>OEIB is charged with:</i></p> <p><i>Supporting programs that help to achieve the goal of the Minority Teacher Act of 1991</i></p> <p><i>Creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.</i></p>	<i>Hilda Rosselli</i>	<i>Action: BPST heard update from ODE Equity Unit on progress being made to support Dual Language/Two Way programs and noted shortage of bilingual teachers in Oregon</i>	<p><i>What: BPST will receive recommendations from Educator Equity Advisory Group</i></p> <p><i>Who: Hilda Rosselli, Donald Easton Brooks, Markisha Smith</i></p> <p><i>Next time on agenda: May 2015</i></p>	<p><i>Dissemination: TBA</i></p> <p><i>Date of approved document: TBA</i></p>

BLUEPRINT FOR COLLEGE READINESS



BLUEPRINT PROJECT OVERVIEW

The Education Commission of the States launched the **Blueprint for College Readiness** initiative to provide guidance and support to states working to improve student success and transition from high school into postsecondary education. Designed for state leaders, the Blueprint features a menu of 10 critical policies promoting college readiness and success.

The Blueprint examines state policy in three anchor areas:

- ✦ **High School:** College readiness standards, college readiness assessments, graduation requirements and accountability.
- ✦ **Higher Education:** Statewide admissions standards, statewide remedial and placement policies, transfer and accountability.
- ✦ **Bridge:** Statewide college and career readiness definition, and a data pipeline and process for reporting and data sharing.

Please access the full 50-state analysis here: www.ecs.org/docs/ECSBlueprint.pdf. Explore ways states are pursuing these policies through the 50-state searchable data portal that provides an array of content-rich, easy-to-understand features located at: www.ecs.org/html/educationIssues/blueprint/blueprint-intro.asp.

SUMMARY

The WICHE states have made significant progress in adoption and implementation of the policies reviewed through the ECS Blueprint initiative. Specific to higher education, the WICHE region has strength in all four policy domains: statewide admission standards, remedial and placement policies, transfer and articulation, and accountability. Additionally, analysis revealed that the compact as a whole was better than most states at capturing, sharing and reporting student-level data as they transition from K-12 to higher education. Data sharing and public accountability informs public policy decisions and improves the understanding of what's working in the states and in identification of areas for improvement.

Other facts about the WICHE region state results include:

- ✦ Two of the nation's top six scoring states overall — Utah and Colorado — are WICHE states.
- ✦ Five states with 8 out of 10 policies include: Arizona, Hawaii, Idaho, Nevada and South Dakota.
- ✦ Two states with 7 out of 10 policies in place include Montana and Washington.

The WICHE states, as a region, share a number of strengths from all three Blueprint anchors.

1. Three of the four high school policies — including standards, assessments, and K-12 accountability — are particularly strong areas for the WICHE states. Assessment policy in **Alaska** is unique in that students may elect to take WorkKeys instead of ACT or SAT, and in **Idaho**, students may take the Compass instead of ACT or SAT.
2. Of the four higher education policies, the WICHE states excelled in the transfer policies, with 11 states meeting the policy benchmark. The coordination of transfer-related policies create clearer paths for students to move between and among the institutions in the states.
3. All 15 WICHE states have a statewide data system capable of sharing student-level data across state agencies. Twelve states issue high school feedback reports making this a particular area of strength for the region. **Wyoming** and **South Dakota**, for example, provide publicly available high school feedback reports, while **Hawaii** and **Colorado** are considered exemplars of strong high school feedback reports and providing state leaders the ability to access data in real time.

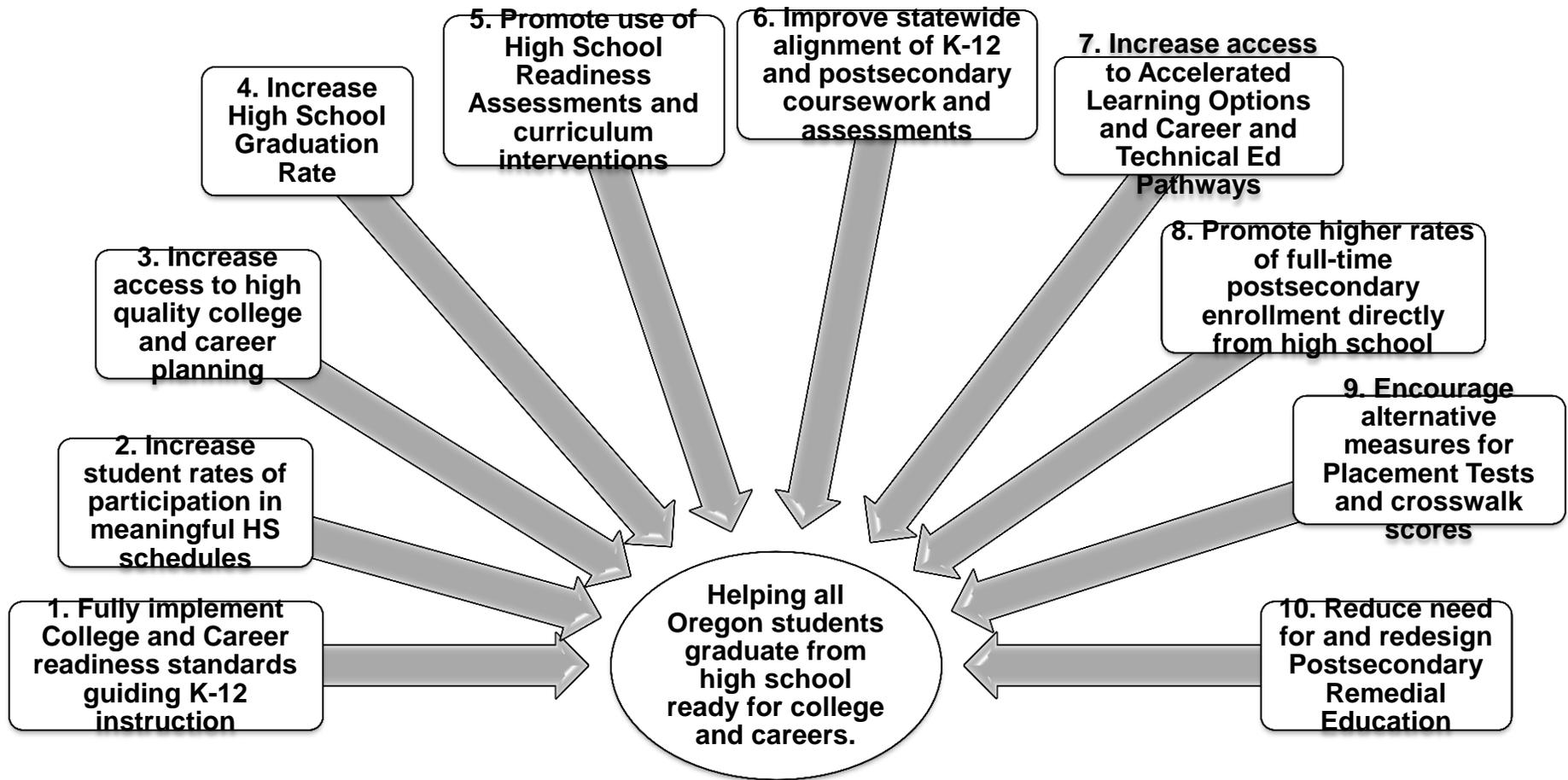
WICHE STATES: BLUEPRINT RESULTS

STATE	CCR Standards	CCR Assessments	K-12 Graduation Requirements Aligned	K-12 Accountability	Statewide Admission	Statewide Remedial & Placement	Transfer*	Higher Education Accountability*	Statewide CCR Definition	P-20 Data & Reports	
Alaska	★	★		★						★	4/10
Arizona	★	★	★		★		★	★	★	★	8/10
California	★	★		★		★				★	5/10
Colorado	★	★		★	★	★	★	★	★	★	9/10
Hawaii	★	★		★		★	★	★	★	★	8/10
Idaho	★	★	★	★	★	★		★		★	8/10
Montana	★	★			★	★	★	★		★	7/10
New Mexico	★	★		★			★			★	5/10
North Dakota	★	★	★		★	★	★			★	7/10
Oregon	★	★					★		★	★	5/10
South Dakota	★	★	★	★	★	★	★			★	8/10
Utah	★	★	★	★	★		★	★	★	★	9/10
Washington	★	★	★		★			★	★	★	7/10
Wyoming	★	★		★	★		★			★	6/10
TOTALS	48 + D.C.	46 + D.C.	18	23	28	29	23	19	32 + D.C.	50 + D.C.	

*Transfer column: The Transfer benchmark reviewed four policies and in order for the state to get a “yes” the state must have pursued at least three of the four Transfer policies. 19 states met this benchmark.

*Higher Ed. Accountability column: The Accountability policy review asked three questions and in order for the state to receive a “yes” the state needed to answer yes to all three of the question. 22 states met this benchmark.

An Integrated Oregon Policy and Strategic Plan for Achieving College and Career Readiness and Oregon's 40-40-20 Goal



INTRODUCTORY STATEMENT: Meeting the readiness challenge on a statewide scale requires a comprehensive state action agenda with goals, involvement of all key education and political stakeholders, a plan for implementation, and recommended state policies.

DRAFT FOR INTERNAL DISCUSSION

ACTION STEPS AND PROGRESS MONITORING: To achieve College and Career Readiness (CCR) for all Oregon students, a state plan is needed to accelerate initiatives that ignite strong leadership among state leaders and policymakers to support state implementation of the plan. Fortunately many steps are already underway as indicated in the chart below but some have yet to be started or fully implemented.

Members of the Oregon College and Career Readiness Cross Sector Planning Group are already organized to meet monthly and will be sharing and updating this Action Agenda to reflect real time progress that can be shared with the boards of OEIB, ODE, HECC as well as legislators and advocacy groups. The group adopts a stance of being “critical friends” to those who are in positions to make changes and to move agendas. All steps must include use of data to monitor progress across time.

Key CCR State Plan Elements: What Oregon Needs to Do	Completed	Underway	Not Yet	Action Steps Needed to Achieve Elements
1. Fully implement College and Career Readiness standards guiding K-12 instruction				<ul style="list-style-type: none"> Statewide CCR definition adopted and communicated to educators, students, and parents
				<ul style="list-style-type: none"> New state curriculum standards adopted
				<ul style="list-style-type: none"> Professional development offered for all districts
				<ul style="list-style-type: none"> Baseline data on impact of CCR PD gathered from teachers (TELL Survey)
				<ul style="list-style-type: none"> Oregon Education Network developed and launched to share CCR curriculum and assessments
2. Increase student rates of participation in full and meaningful high school schedules				<ul style="list-style-type: none"> Technical changes to State School Fund (SSF) funding formula approved by State Board
				<ul style="list-style-type: none"> Benefits to full senior year promoted
				<ul style="list-style-type: none"> Barriers to full senior year identified and reduced
				<ul style="list-style-type: none"> Meaningful learning options increased for high school students
3. Increase access to high quality college and career planning				<ul style="list-style-type: none"> Best practice sites identified for high fidelity use of CIS and Education Plan and Profile
				<ul style="list-style-type: none"> Personalized Learning recommendations drafted by OR CCR Research Alliance
				<ul style="list-style-type: none"> Contributions of CIS, Naviance, Eastern Promise, ASPIRE, AVID, GearUp,

DRAFT FOR INTERNAL DISCUSSION

			<i>mapped out</i>
			<ul style="list-style-type: none"> • <i>ASPIRE and Free Application for Federal Student Aid (FAFSA) completion outreach expanded</i>
4. Increase High School Graduation Rate			<ul style="list-style-type: none"> • <i>Adjustments for modified diploma and fifth year graduation data made to Oregon data</i>
			<ul style="list-style-type: none"> • <i>Access to High School Equivalency Course options and supports more readily available with accompanying policies as needed to address inequities across student populations</i>
			<ul style="list-style-type: none"> • <i>Review of diploma requirements with stakeholders with recommendation to the State Board.</i>
			<ul style="list-style-type: none"> • <i>Increased participation in STEM related and Career and Technical Credits</i>
5. Promote use of College and Career Readiness Assessments and Curriculum Interventions			<ul style="list-style-type: none"> • <i>Essential Skills requirements in Reading, Writing and Math defined for Oregon. Plans for implementing remaining Essential Skills development underway.</i>
			<ul style="list-style-type: none"> • <i>Smarter Balanced Assessments piloted and full implementation for current academic year.</i>
			<ul style="list-style-type: none"> • <i>Expanded access to high quality CCR assessment resources</i>
			<ul style="list-style-type: none"> • <i>Increased emphasis on contextual instruction & student engagement</i>
			<ul style="list-style-type: none"> • <i>More teachers involved in developing and using more authentic classroom forms of formative assessments</i>
			<ul style="list-style-type: none"> • <i>Expansion of CTE student leadership opportunities supporting College and Career Readiness</i>
			<ul style="list-style-type: none"> • <i>Determination of common skill development resources available to support students lacking full breadth of CCR skills</i>
			<ul style="list-style-type: none"> • <i>More HS students earning National Career Readiness Certificates and/or earning industry recognized certificates</i>

DRAFT FOR INTERNAL DISCUSSION

6. Improve statewide alignment of K-12 and postsecondary coursework and assessments			<ul style="list-style-type: none"> • Adjustment of HS diploma requirements to more accurately nest HS math content with college level math; Consistent outcomes established for Math 105
			<ul style="list-style-type: none"> • Newly developed Math 98 courses approved and available for non-STEM majors.
			<ul style="list-style-type: none"> • Stronger statewide alignment around outcomes and assessments for college credit offered in HS
			<ul style="list-style-type: none"> • Writing alignment work expanded to more colleges
7. Increase access to Accelerated Learning Options and Career and Technical Ed Pathways			<ul style="list-style-type: none"> • Accelerated Learning Committee (ALC) Report completed Oct. 1 with suggested \$15 M appropriation
			<ul style="list-style-type: none"> • New ALC legislation with appropriation passed in 2015 session to address inequities across the state around access and enrollment in college credits for high school students
			<ul style="list-style-type: none"> • Career and Technical Education Revitalization Grant funded with more college CTE credit available
			<ul style="list-style-type: none"> • Funding for fifth year programs targeted to “opportunity gap” students
			<ul style="list-style-type: none"> • Increase pool of qualified dual credit and CTE instructors and streamline process for approval
8. Promote higher rates of full-time postsecondary enrollment directly from high school			<ul style="list-style-type: none"> • Proposals for more need-based aid; lower tuition; financial aid incentives passed in 2015 session to reduce inequities across student populations
			<ul style="list-style-type: none"> • ASPIRE and Free Application for Federal Student Aid (FAFSA) completion outreach expanded
			<ul style="list-style-type: none"> • Enhance students’ access to materials related to financial literacy and fiscal management
			<ul style="list-style-type: none"> • Expansion of College Application week campaign to increase application rates
9. Encourage alternative measures for Placement Tests			<ul style="list-style-type: none"> • Proposed rubric developed and approved allowing students who demonstrate CCR on 11th grade assessment to be exempt from college placement tests (and maybe add in

DRAFT FOR INTERNAL DISCUSSION

and crosswalk scores				<i>provided additional work is completed in 12th grade).</i>
				<ul style="list-style-type: none"> <i>Placement Test processes/practices examined, refined, and shared</i>
				<ul style="list-style-type: none"> <i>Placement Test policies reviewed and refined</i>
10. Reduce need for and redesign Postsecondary Remedial Education				<ul style="list-style-type: none"> <i>Developmental Education Redesign initial recommendations developed and shared</i>
				<ul style="list-style-type: none"> <i>New approaches developed and piloted that shift how Postsecondary Remedial Education is offered on campuses and reduce preponderance of inequities across student populations</i>



Personalized Learning

Research and Promising Practices
From Across the Country

Nora Ostler
Michelle Hodara
Theresa Jahangir

Education Northwest



KEY FINDINGS

1. Personalized learning is a student-driven, schoolwide effort
2. Online tools facilitate personalized learning implementation and use
3. Postsecondary planning is a long-term process

About REL Northwest

REL Northwest, operated by Education Northwest, partners with practitioners and policymakers to strengthen data and research use. As one of 10 federally funded regional educational laboratories, we conduct research studies, provide training and technical assistance, and disseminate information. Our work focuses on regional challenges such as turning around low-performing schools, improving college and career readiness, and promoting equitable and excellent outcomes for all students. For more information, please go to <http://relnw.educationnorthwest.org>.

Limited Circulation Document

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Authorized users of this summary include Oregon College and Career Readiness Research Alliance members, who may not distribute the document to unauthorized users. The summary has been prepared to provide information and to encourage discussion that can inform research, policy, and practice and should not be used in isolation to reach definitive conclusions. REL Northwest staff members are available to facilitate discussion and to provide further relevant information related to this document.

Please contact Michelle Hodara at REL Northwest (Michelle.Hodara@educationnorthwest.org) for further information or follow-up.

Introduction

In 2007 the Oregon Department of Education (ODE) adopted new high school graduation requirements. In addition to completing the state's credit requirements and demonstrating proficiency on state standardized assessments, students must meet three personalized learning requirements (PLRs): (1) completion of an education plan and profile; (2) participation in career-related learning experiences; and (3) extended application of personalized learning knowledge and skills in activities relevant to postsecondary and career goals. This process is intended to begin in grade 7 and continue through a student's senior year. See appendix A for more details on Oregon's requirements.

ODE and the Oregon Education Investment Board (OEIB) view the PLRs as critical to Oregon students' postsecondary readiness and success. The two agencies are partnering with REL Northwest and the Oregon College and Career Readiness Research Alliance (OR CCR) to develop recommendations for increasing and improving PLR implementation in public schools across the state.

This report provides a review of research on personalized learning and promising practices occurring across the country. In this brief, we use "personalized learning" to refer to the entire process of completing PLRs. The process is often documented in and/or referred to as a personalized (or individualized) learning plan and includes participation in a variety of learning activities and experiences. This brief is intended for policymakers and practitioners working to increase and/or improve implementation of personalized learning in school districts in the state of Oregon. In the following sections, this summary reviews:

- Common elements of personalized learning
- Where personalized learning is required
- Lessons on the effects of personalized learning
- Lessons on effective implementation of personalized learning, including a brief profile of implementation in Iowa and Kentucky

What are common elements of personalized learning?

Despite name differences and variations in implementation, personalized learning includes the following common processes and elements.

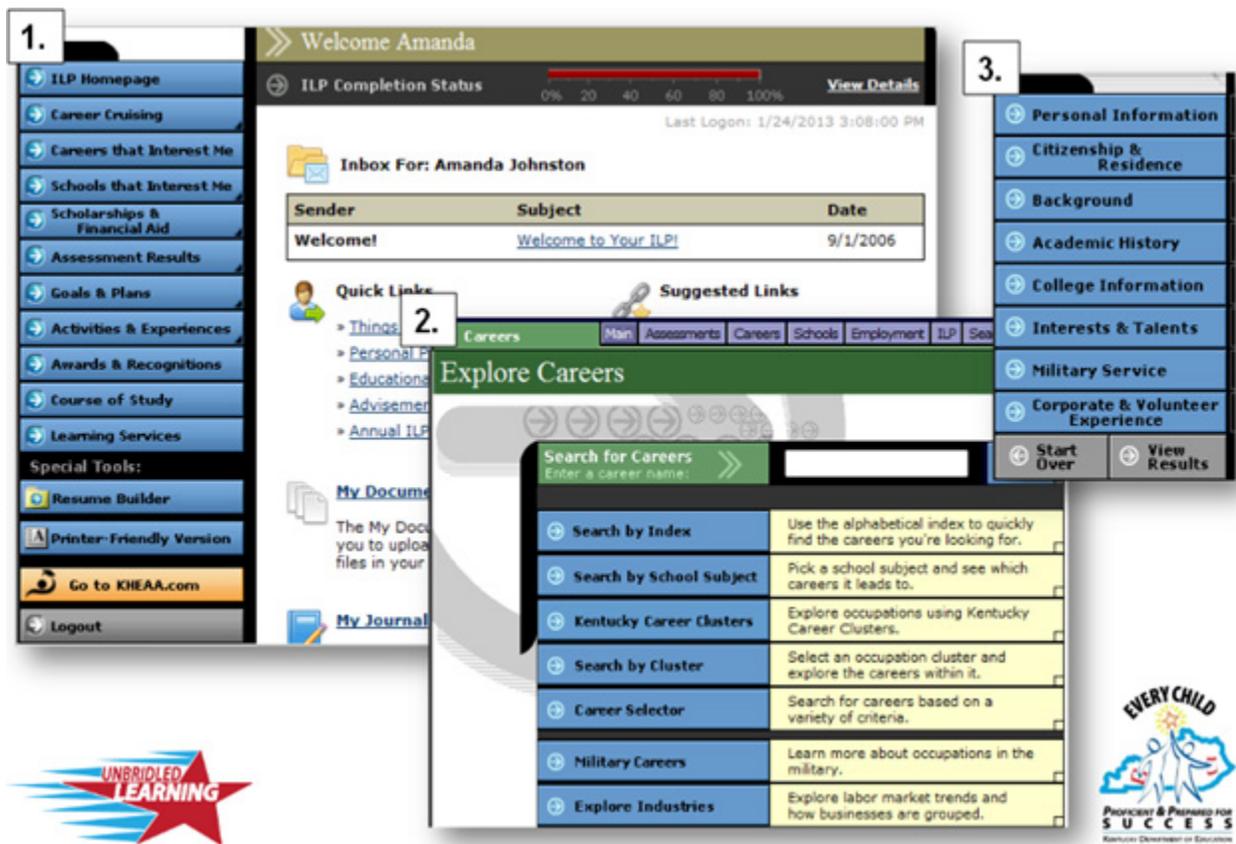
Goal-setting. Personalized learning involves setting personal goals, academic goals, and career goals (Rennie Center for Education Research & Policy, 2011). These goals are typically set in collaboration with school staff members and parents/guardians. Goals and plans for how to reach those goals are intended to be updated regularly (usually annually) to ensure that they remain relevant to students' changing interests.

Career development. Central to personalized learning is the process of career exploration and selection. The first stage of personalized learning can be defined as the exploration phase where students build self-awareness, learn about career opportunities, and start to think about what "career cluster" they are interested in the most (Fox, 2014). (Career clusters are careers grouped together based on common themes and similar skill sets.) After selecting a career cluster, students move to the planning phase where they select courses and take part in experiences that are aligned with their career aspirations. Exploration and

planning then lead to the transition phase where students prepare for moving from their secondary studies to the postsecondary path they selected. As students move from one phase to the next, they develop skills for their selected area of study and/or career.

Assessments and portfolios/profiles. There are many activities that take place as part of the personalized learning planning process. Career exploration often includes assessments of interests and skills to build self-awareness and help students understand their strengths and decide what they want to be when they grow up, what they like to do, and what they might like to study in college (Fox, 2014). Another common activity is portfolio or profile development. The portfolio, or profile, helps students organize their career development and course plans, and it acts as an archive for documenting personal accomplishments and experiences (e.g., jobs and volunteer work) (Solberg, Phelps, Haakenson, Durham, & Timmons, 2012). These documents should eventually help students complete their college applications and/or résumés. The components of personalized learning are commonly hosted online. See figure 1 for an example of Kentucky’s online individualized learning plan (ILP).

Figure 1. Screenshot of Kentucky’s online individualized learning plan (ILP) features



Source: Holliday (2013)

Where is personalized learning required?

Personalized learning became a nationwide school reform initiative during the 1990s to address increasing school dropout rates, achievement gaps, and youth violence. Today, most states view personalized learning as a key strategy to ensure high school students graduate with a clear plan for their postsecondary life and that the planning process helps them develop skills for college and/or their chosen career path (Phelps, Durham, & Wills, 2011; Rennie Center, 2011).

Currently, the majority of states include a personalized learning plan as part of new high school graduation requirements. According to the U.S. Department of Labor (2013), 26 of the 50 states and the District of Columbia require a personalized learning plan for all students, and one state has legislation pending. Of the remaining 24 states that do not require learning plans for all students, Kansas, New York, and North Carolina require learning plans for certain subsets of students. These subsets include gifted and talented students, English language learners, students considered “off-track” academically, and students in career and technical education (CTE) programs. See appendix B for a comprehensive list of states’ learning plan requirements.

What is the impact of personalized learning?

While personalized learning plans are increasingly common in middle schools and high schools across the United States, research is limited on the effectiveness of personalized learning in improving academic achievement, graduation rates, or persistence in postsecondary education. There are no quantitative studies that identify the causal impact of personalized learning on student outcomes, but there are a number of qualitative studies that report stakeholders’ perceptions of the impact (e.g., Budge, Solberg, Phelps, Haakenson, & Durham, 2010; Bullock & Wikeley, 1999; Fox, 2014; Solberg, Gresham & Huang, 2010; Phelps, Durham, & Wills, 2011; Rennie Center, 2011; Solberg et al., 2012; Wilkerson, 2010).

Overall, students, teachers, and parents have reported that the main benefits of personalized learning to students include a noticeable improvement or increase in the following:

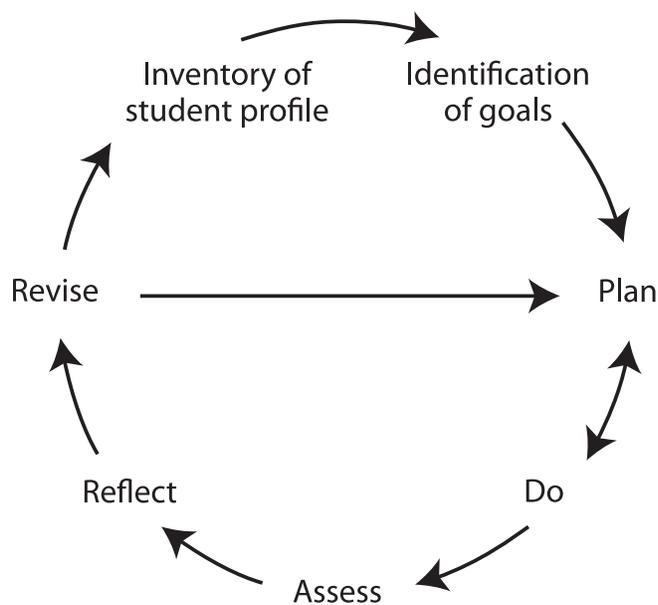
- Nonacademic skills, including communication, goal-setting, long-term planning, motivation, and confidence
- Self-awareness of personal, academic, and career interests and strengths and weaknesses
- Engagement in extracurricular activities and more challenging coursework
- Awareness of the applicability of their high school coursework to their career goals
- Understanding of their postsecondary and career options
- Relationships with school staff

While the primary beneficiaries of personalized learning are students, teachers and families report benefits as well. For example, teachers have reported that working with students on personalized learning plans allowed them to take on a mentorship role and remain in that role throughout students’ time in high school (Budge et al., 2010). Additionally, teachers and families report that the personalized learning activities facilitate improved communication and involvement between schools and families in students’ academic and career planning.

How should personalized learning be implemented?

Research and promising practices from across the country emphasize that personalized learning plans must reflect students' current interests and goals in order to help them select appropriate courses, take part in relevant and engaging career learning experiences, and plan for the future. Students' college and career interests can change frequently, so the plan needs to be flexible. Consequently, personalized learning should involve an iterative process of identifying goals, planning for those goals, taking part in applicable experiences, assessing skills and interest, reflecting on long-term goals and plans, revising plans, and then documenting the process in a profile or portfolio. The Vermont Agency of Education visualizes personalized learning in the following way:

Figure 2. Vermont Agency of Education personalized learning process



Source: Vermont Agency of Education, 2014

Other states' experiences provide three primary lessons about how to implement an effective personalized learning process. First, to complete personalized learning activities, students need support and guidance from an advisor and others, including counselors, teachers, and parents or guardians (Solberg et al., 2010; Solberg, Phelps et al., 2012). Research recommends that schools use a "whole-school approach" for implementing the personalized learning process so advising is not limited to school counselors (Fox, 2014; Rennie Center, 2011; Solberg, Wills, & Osman, 2012). Typically under this approach, counselors provide the support and training for teachers to act as the advisors, allowing additional services to support the preexisting counselor services and increase capacity (Fox, 2014; Hackmann, 2013).

A second strategy to facilitate frequent reviewing, referencing, and updating is integrating personalized learning activities into advisory periods and parent/teacher conferences led by the student (Fox, 2014).

A third strategy that allows schools to facilitate frequent reviewing, referencing, and updating of personalized learning plans is providing access to electronic plans and online tools, such as career information systems (CIS). It is widely recognized that this electronic format is essential to providing constant and long-lasting career guidance services (Solberg, Phelps et al., 2012).

Lessons on personalized learning from Iowa and Kentucky

We chose to review personalized learning implementation in Iowa and Kentucky due to their long-term statewide investments in this area. Both states, like Oregon, require students to start the personalized learning process before high school. Most important, all three states have similar per pupil education spending that is below the U.S. average of \$10,608/pupil (U.S. Census Bureau, 2014). According to the Census Bureau, in 2012, per pupil spending in Kentucky was \$9,391; in Oregon \$9,490; and in Iowa \$10,038. Therefore, Kentucky and Iowa offer lessons for how Oregon can approach personalized learning implementation given available resources.

Iowa offers two features of personalized learning that Oregon might consider:

1. The personalized learning process outlines specific, developmentally appropriate milestones for each grade level
2. The state keeps track of student completion of the plan through the statewide information system and provides alternatives to schools that do not use the system to submit plans electronically

In 2008, Iowa passed state legislation requiring students to complete what Iowa calls an “8th Grade Plan,” which acts as students’ career and educational planning process (Iowa Department of Education, 2014). Each Iowa school requires every student to create an online portfolio using the state-designated CIS, I Have A Plan Iowa™ (IHAPI). Portfolios include state components that are deemed “developmentally appropriate” for each grade level, and the activities and student assessments within each component build on each other, making up a step-by-step process Iowa has named the “Guideway” (Iowa Department of Education, 2014). As students learn more about their abilities and interests, they can revise their academic and career plans. For a detailed list of Iowa’s required state components for their personalized learning plan, see appendix C.

For those schools that cannot utilize IHAPI or choose a different career/education system, Iowa state legislation has allowed for alternative ways for students, parents, and school staff to submit data on the state components. These methods include submitting data in a spreadsheet file that is compatible with the state system, as well as filling out paper forms provided by the state (Iowa Department of Education, 2014).

Kentucky offers two features of personalized learning that Oregon might consider:

1. Teachers are engaged in the advising process and receive ample professional development
2. Students are encouraged to return to and revise their plans continually, even after graduating from high school

In fall 2006, the Kentucky Department of Education launched their Individual Learning Plan (ILP) through a web-enabled technology application known as Career Cruising. Students, educational staff, and even parents can access the plans online at any time and location. ILP training events for school staff are offered throughout the year (Kentucky Department of Education, 2008).

As an online tool with many capabilities, Kentucky's ILP is multifaceted. Students in grades 6–12 complete ILP activities, including:

- Documenting academic, career, and life goals
- Creating a detailed academic plan for high school
- Recording standardized test results
- Recording academic recognitions, awards, and other achievements
- Uploading various relevant documents and images
- Recording extracurricular activities, hobbies, and other personal interests
- Bookmarking schools for potential application
- Bookmarking careers of interest and their skill sets
- Recording work experience and volunteer work, as well as creating a complete résumé (Kentucky Department of Education, 2008)

The Parent/Guardian ILP tool allows parents to (1) view their child's plan, (2) research their child's interests such as bookmarked schools and careers, (3) make comments on their child's ILP, and (4) email their child's advisor (Kentucky Department of Education, 2008).

Many schools in Kentucky use an advising team approach when implementing the ILP, which assigns faculty to a group of students. Having teachers advise the students through the ILP process helps to ease the burden for the school counselor(s) (Kentucky Department of Education, 2008). Students update their ILP continuously throughout the year, and every year until graduation. Students may use the ILP tools after high school graduation because they are accessible online and include a current résumé and a history of their education for future use.

Summary of lessons learned from research and practice

Increasingly, states are implementing personalized learning to increase college and career readiness for high school graduates. Research and implementation practices suggest three lessons for increasing the effectiveness of personalized learning.

1. Personalized learning is a student-driven, schoolwide effort

Personalized learning is about individual goals, interests, and planning, so it should be student-driven, yet involve a host of adults, including families, teachers, counselors, and administrators. Administrators should provide strong leadership, a clear articulation of the purpose and goals of personalized learning, and professional development opportunities to aid in teacher commitment to personalized learning. Counselors should lead these professional development opportunities by serving as trainers to teachers, thereby dispersing responsibility for advising students as they complete their personalized learning activities. Finally, to make personalized learning a schoolwide priority, schools should provide students with dedicated time during class time or advisory periods to work on personalized learning plans and other activities.

2. Online tools facilitate personalized learning implementation and use

Online tools improve accessibility of the personalized learning plan and make updating it easier. Additionally, online systems can host other tools for students, teachers, and parents/guardians that can help students with college and career planning. For example, in addition to a personalized learning plan, an online tool can include customized profiles complete with academic achievements, relevant coursework, work-based learning activities, résumés, transcripts, and college applications. Finally, online tools allow students to access useful information after high school graduation and share their information with parents/guardians, teachers, and school counselors.

3. Postsecondary planning is a long-term process

Personalized learning should reflect a student's current goals, interests, and college and career plans. As a result, the plan and other elements, such as the profile or portfolio, must be updated and reviewed frequently and include short-term benchmarks and long-term goals.

While there are many ways to implement personalized learning, an effective approach can help to ensure students engage in relevant academic, personal, and career-related activities and experiences during their secondary studies that facilitate a successful transition to postsecondary life.

Oregon Department of Education (ODE) Personalized Learning Requirements

Oregon's Personalized Learning Requirements have three components: the Education Plan and Profile (EPP); Career-Related Learning Experiences (CRLE); and the Extended Application. According to ODE, the EPP "assists students in pursuing their personal, educational, and career interests and post-high school goals. The Education Plan serves as a "road map" to guide students' learning throughout school and prepare them for next steps after high school. The Education Profile serves as a "compass" that documents students' progress and achievement toward their goals and helps them to stay on course."

ODE defines CRLE in the following way: "students shall participate in career-related learning experiences outlined in their education plan. CRLE are defined as structured learning experiences in the community, the workplace, or in school that connect academic content and essential skills to real-life application. Examples of CRLE include, but are not limited to, workplace mentoring, workplace simulations, school-based enterprises, structured work experiences, cooperative work and study programs, on-the-job training, apprenticeship programs, service learning, and field-based investigations."

ODE's definition of Extended Application states, "students shall build a collection of evidence, or include evidence from existing collections, to demonstrate extended application. The goal is for the student to apply and extend academic and career-related knowledge and skills in new and complex situations appropriate to the student's personal, academic, and/or career interests and post-high school goals."

Source: Oregon Department of Education, 2008

A Closer Look at Oregon's Education Plan and Profile

"The **Education Plan** is a formalized plan and a process that involves student planning, monitoring, and managing their own learning and career development during grades 7–12. Students create a plan for pursuing their personal and career interests and post-high school goals connected to activities that will help them achieve their goals and successfully transition to next steps."

"The **Education Profile** is documentation of student progress and achievement toward graduation requirements, goals, and other personal accomplishments identified in the student's education plan."

Personalized Learning Plan State Requirements

State	Personalized learning plan is a graduation requirement	Personalized learning plan is in use but not a graduation requirement	No personalized learning plan in use
Alabama			X
Alaska	6th–12th		
Arizona	9th–12th		
Arkansas			X
California			X
Colorado	9th–12th		
Connecticut	6th–12th		
Delaware			X
District of Columbia	8th–12th		
Florida		8th–12th	
Georgia	9th–12th		
Hawaii	8th–12th		
Idaho	8th–12th		
Illinois		9th–12th	
Indiana	6th–12th		
Iowa	8th–12th		
Kansas*			X
Kentucky	6th–12th		
Louisiana	8th–12th		
Maine			X
Maryland	9th–12th		
Massachusetts	X		
Michigan	8th–12th		
Minnesota	9th–12th		
Mississippi			X
Missouri	8th–12th		
Montana		varies across districts	
Nebraska		7th–12th	
Nevada		9th–12th	
New Hampshire			X
New Jersey		pilot program	
New Mexico	9th–12th		
New York*			X
North Carolina*			X
North Dakota		X	

State	Personalized learning plan is a graduation requirement	Personalized learning plan is in use but not a graduation requirement	No personalized learning plan in use
Ohio		6th–12th	
Oklahoma			X
Oregon	7th–12th		
Pennsylvania			X
Rhode Island		6th–12th	
South Carolina	8th–12th		
South Dakota	8th–12th		
Tennessee			X
Texas		X	
Utah		K–12th	
Vermont	pending	9th–12th	
Virginia	7th–12th		
Washington	8th–12th		
West Virginia	9th–12th		
Wisconsin	7th–12th		
Wyoming			X

Source: U.S. Department of Labor, 2013

*States only have requirements for certain groups of students (Rennie Center, 2011).

Iowa Personalized Learning: Required State Components

- 8th Grade
- Create an electronic student portfolio
 - Complete a career interest assessment
 - Complete a Career Cluster Assessment and identify a Career Cluster of interest
 - Build a course plan for high school/postsecondary
 - Complete a parent approval and signature form (electronic or printed)
-

- 9th Grade
- Complete the Interest Profiler Assessment
 - Complete a career assessment linking interests and school subjects
 - Complete a skills assessment linking skills and careers
 - Revise and rebuild course plan in portfolio
 - Complete a student reflection
-

- 10th Grade
- Complete work values/beliefs survey
 - Compare careers options side by side
 - Research careers and programs
 - Compare schools and programs side by side
 - Review and revise course plan
 - Complete a student reflection paragraph
-

- 11th Grade
- Complete a skills inventory, checklist, or assessment
 - Create a résumé
 - Create a cover letter
 - Compare schools and programs side by side
 - Note any postsecondary visits (virtual or physical)
 - Complete a practice postsecondary application
 - Research financial aid
 - Research scholarships
 - Review and revise course plan
 - Complete a student reflection
-

- 12th Grade
- Retake Interest Profiler Assessment and compare with 9th-grade results
 - Retake career assessment linking interests and school subjects and compare with 9th-grade results
 - Review schools and programs and indicate choices
 - Research job interview information and complete job interview practice
 - Review and revise career plan and postsecondary opportunities
 - Complete a student reflection

Source: Iowa Department of Education, 2014

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Oregon CIS: Current Use in Oregon and Recommended Practices

Laura McCoid, Director



Oregon CIS

We customize career information for Oregonians. In addition to comprehensive national information, we include specific and current Oregon details about occupations, industries, scholarships, schools, training, licensing requirements, employment, and programs of study. A few hallmarks:

- Comprehensive linkages between educational and occupational component data streams so that students do not encounter informational barriers when planning. Students create accurate and actionable plans.
- Sole comprehensive source for information on the middle 40 of the Governors 40-40-20 goal
- Comprehensive resource for college and career planning for all types of study and employment.
- Reflects state structures, initiatives, and goals.

Examples of Best Practices

People make decisions based upon the local labor market and relevant resources.

The screenshot shows the Occupational Information System (OIS) website for the occupation of Renewable Energy Engineers. The page features a navigation bar with tabs for 'Occupations', 'Choosing Occupations', 'Clusters Index', 'Titles Index', 'Compare', 'Search', and 'Filter'. The main heading is 'RENEWABLE ENERGY ENGINEERS', accompanied by buttons for 'Help & Tutorials', 'Save', and 'Print'. A left sidebar lists 'Topics' (Overview, Preparation, Licensing and Certification, Wages, Things to Know, Resources) and 'Related Information' (Real World Interviews, Occupations, Programs of Study, Industries, Career Learning Areas, CIS-Connection). The main content area is titled 'Overview' and contains several paragraphs of text describing the occupation, including a note that detail is limited, a list of energy sources (Wind, Solar, Thermal), and descriptions of their roles in design, testing, and maintenance. At the bottom, there are links for 'Career Learning Areas' and 'US.jobs'.

Occupations Choosing Occupations Clusters Index Titles Index Compare Search Filter

RENEWABLE ENERGY ENGINEERS

? Help & Tutorials ★ Save Print

Topics

- Overview
- Preparation
- Licensing and Certification
- Wages
- Things to Know
- Resources

Related Information

- Real World Interviews
- Occupations
- Programs of Study
- Industries
- Career Learning Areas
- CIS-Connection

Overview

This occupation has less detail than other CIS occupations. Detail will be added as research becomes available.

Renewable energy engineers develop, promote, and implement sustainable energy technologies.

Renewable energy engineers create technology to harness natural energy resources such as:

- Wind energy
- Solar energy
- Thermal energy

Renewable energy engineers talk to their clients to learn what they need. Based on this information, engineers design systems and equipment. They make technical drawings of their designs using computer-assisted design (CAD) software.

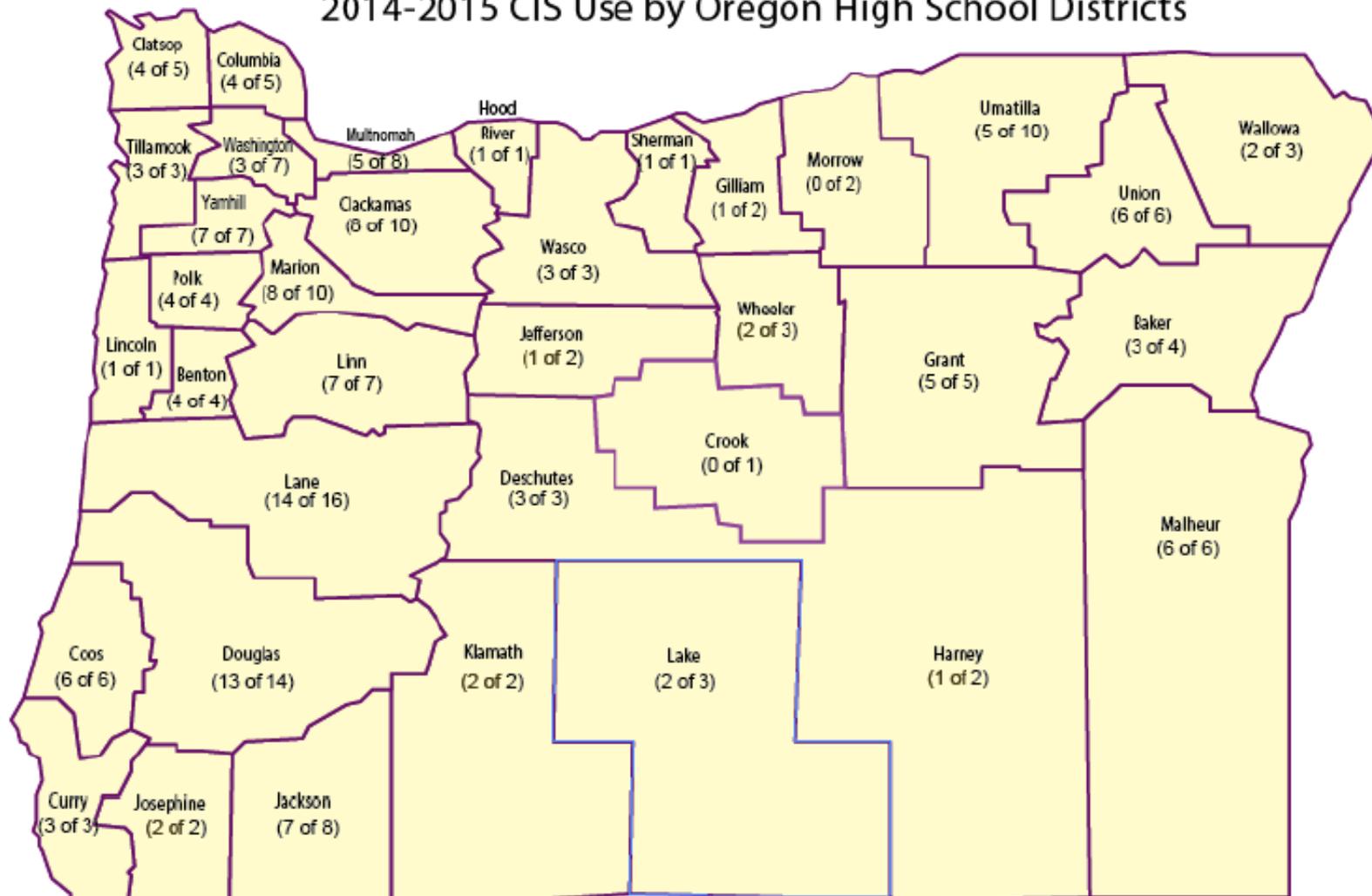
Renewable energy engineers test the products and systems they design. They adjust the design and construction so the products function properly. Some engineers oversee the construction and assembly of products and systems. They may research costs and get bids from different companies for materials and production.

Renewable energy engineers develop a maintenance schedule for products and systems. They evaluate problems with the systems and tell mechanics which repairs to make.

Some renewable energy engineers work as field engineers and focus on the installation, maintenance, and repair of equipment. Some are energy auditors and monitor how homes and businesses use energy. Others work as renewable energy inspectors or planners.

Career Learning Areas
US.jobs

2014-2015 CIS Use by Oregon High School Districts



This map reflects the use of CIS by school districts with high schools by Oregon counties. The number of school districts in a county that license CIS is reflected in the numerator (the first number) and the total number of school districts in the county is represented by the denominator [# of districts with schools using CIS/total # of school districts with a high school in the county]. CIS uses the annual Fall Student Enrollment Report to identify school district affiliation. This map reflects the affiliations reported in the October 2014 report.

- **82% of Oregon School Districts use CIS**

Used Throughout Oregon

WorkSource/WIA Offices

Youth Corrections

Community Colleges and Universities

Vocational Rehabilitation

Middle and High Schools

Non-profits & Community Organizations

Veterans Affairs Offices

Private Businesses (EAP Programs)

Corrections

Libraries

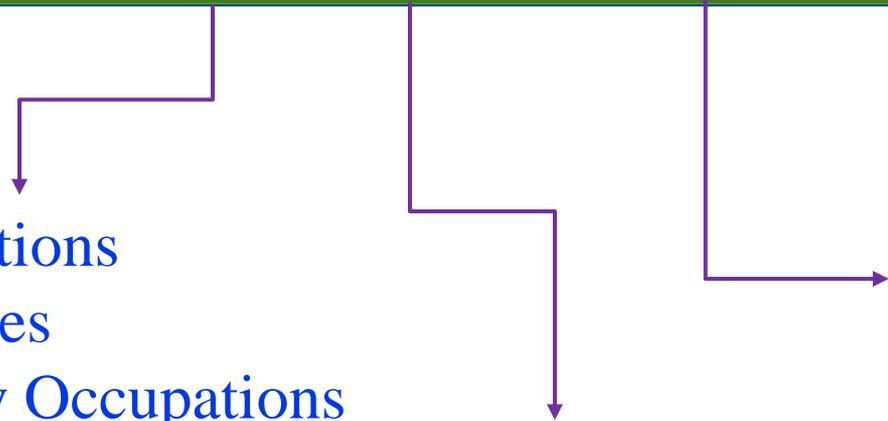


Home Exploration Occupations Education Employment My Portfolio Search

Occupations
Industries
Military Occupations

Oregon Schools
US Schools
Financial Aid (Scholarships)
Programs of Study
Oregon Transfer Policies
Career Learning Areas
Apprenticeships

Job Search
Job Success
Self-Employment



Oregon CIS Data Integrity

**Current
Comprehensive
Unbiased
Understandable
Relevant
Customized for Oregon**

& Interconnected

System: information is connected to provide seamless planning that removes barriers

Links occupations to detailed local and national programs of study to schools and scholarships.

The image displays three screenshots of a career planning website for Chemical Engineers, connected by red arrows indicating a sequential flow of information.

Top Screenshot: CHEMICAL ENGINEERS

- Topics**
 - Overview
 - Specific Work Activities
 - Common Work Activities
 - Working Conditions
 - Physical Demands
 - Skills and Abilities
 - Interests
 - Preparation
 - Helpful High School Courses
 - Hiring Practices
 - Licensing and Certification
 - Wages
 - Employment and Outlook
 - Advancement
 - Resources
- Related Information**
 - Occupations
 - Programs of Study
 - Industries
 - Career Learning Areas
 - US Jobs
- CIS-Connection**
 - Employers
- Videos**
 - View Video

Programs of Study

The educational programs listed below will help you prepare for the occupation or occupational cluster you are exploring. Click on the title to learn more about the program.

Programs of Study Directly Related to this Occupation

- Chemical Engineering

Other Programs of Study to Consider

- Agricultural Engineering
- Chemical Technology
- Chemistry
- Engineering Physics
- Environmental Engineering
- Manufacturing Engineering
- Nuclear Engineering
- Petroleum Engineering
- Polymer and Plastics Engineering
- Textile Sciences and Engineering

CHEMICAL ENGINEERING

Topics

- Overview
- Program Admission
- Graduate Admissions
- Typical Course Work
- Things to Know
- Resources
- Out-of-State Schools (WICHE)

Related Information

- Oregon Schools
- US Colleges and Universities
- Programs of Study & Training
- Occupations
- Financial Aid

Oregon Schools

Click on a region to get a list of schools that offer the program of study you are currently exploring. Click on the Program Description to learn about the program at that school. Click on the school name to link to the information about the school in CIS.

- Eastern Oregon
- Southwest Washington
- Willamette Valley

Example: 4 year degree

CHEMICAL ENGINEERING

Topics

- Overview
- Program Admission
- Graduate Admissions
- Typical Course Work
- Things to Know
- Resources
- Out-of-State Schools (WICHE)

Related Information

- Oregon Schools
- US Colleges and Universities
- Programs of Study & Training
- Occupations
- Financial Aid

Oregon Schools

Click on a region to get a list of schools exploring. Click on the Program Description on the school name to link to the information.

- Eastern Oregon
- Eastern Oregon University - [Program Descriptions](#)

Eastern Oregon University

Chemistry/Engineering:

Designed as a dual-degree program, the first two years of Oregon State University (OSU) and two years of chemical engineering (at Eastern Oregon University), a chemistry degree in the fifth year, a chemical engineering degree in the sixth year.

For more information, contact Dr. Anna Cavinato at anna.cavinato@eou.edu or Kimberly Johnson at kjohnson@eou.edu. Undergraduate tuition per academic year is \$1,410.

- Southwest Washington
- Willamette Valley

EASTERN OREGON UNIVERSITY

★ Save ✉ E-mail 📄 Letter 🖨 Print

Topics

- School name and address
- General information
- Student body
- Costs
- Financial aid
- Admissions
- Academics
- Sports
- Student life

School name and address

Contact for more information

Eastern Oregon University One University Boulevard La Grande, OR 97850-2899	Main telephone 541.962.3393 800.452.3393 (toll free)	Website http://www.eou.edu/
	Request more information https://banweb.ous.edu/eouprd/owa/bwskwpro.P_ChooseProspectType	

At a Glance

- La Grande, OR
- Small town-rural area (not within commuting distance of a large city)
- 3,489 undergraduate students
- 468 graduate students
- Admissions: Moderately difficult (about 85% of all)

Financial Aid

Paying for School Clusters Index Titles Index Search

AID FOR STUDY IN ENGINEERING

★ Save 🖨 Print

Related Information

- National Scholarships
- In-State Scholarships

In-State Scholarships

- American Council of Engineering Companies of Oregon Scholarship
- Cobalt Excellence Award - Home Builders Foundation
- Glenn R. & Juanita B. Struble Scholarship Fund II
- Howard Vollum American Indian Scholarships
- Jeffery Alan Scoggins Memorial
- Julia Zumwalt Scholarships
- Keith Foster Engineering Scholarship
- Lebanon H.S.: Juanita Brown Struble Scholarship
- National Association of Women in Construction (NAWIC) of Oregon
- Newberg H.S. (OCF): Glen and Juanita Struble Scholarship
- Newberg H.S.: Alfred J. Trommers-Hauser Scholarship
- Oregon Institute of Technology: Engineering Honors Scholarships
- Ronald and Karel Bennett Scholarship
- Roy Scholarship
- SAME - Society of American Military Engineers Portland Post
- Santiam Masonic Lodge #25 A.F. and A.M.
- Schweiger Memorial Scholarship Fund
- Umatilla Electric Cooperative - Electrical Engineering
- Willamette Valley Scholarship for Science, Health Training, and Education

Example: Certificate

Links occupations to detailed local and national programs of study to schools and scholarships.

COMPUTER SUPPORT SPECIALISTS

Topics

- Overview
- Specific Work Activities
- Common Work Activities
- Working Conditions
- Physical Demands
- Skills and Abilities
- Knowledge
- Interests
- Preparation
- Helpful High School Courses
- Hiring Practices
- Licensing and Certification
- Wages
- Employment and Outlook
- Advancement
- Resources

Related Information

- Occupations
- Programs of Study
- Industries
- Career Learning Areas
- US.jobs

CIS-Connection

- Employers

Real World Interviews

- Computer Support Specialist

Videos

- View Video

COMPUTER SUPPORT SPECIALISTS

★ Save 🖨️ Print

Topics

- Overview
- Specific Work Activities
- Common Work Activities
- Working Conditions
- Physical Demands
- Skills and Abilities
- Knowledge
- Interests
- Preparation
- Helpful High School Courses
- Hiring Practices
- Licensing and Certification
- Wages
- Employment and Outlook
- Advancement
- Resources

Related Information

- Occupations
- Programs of Study
- Industries
- Career Learning Areas
- US.jobs

CIS-Connection

- Employers

Real World Interviews

- Computer Support Specialist

Videos

- View Video

Programs of Study

The educational programs listed below will help you prepare for the occupation or occupational cluster you are exploring. Click on the title to learn more about the program.

Programs of Study Directly Related to this Occupation

- Computer Engineering Technology
- Computer Installation and Repair
- Computer Science
- Computer Support Specialist
- Computer Systems Analysis
- Computer Systems Networking and Administration
- Electrical and Electronics Engineering Technology
- Information Technology

Other Programs of Study to Consider

- Accounting
- Computer Programming
- Computer Systems Technology
- Data Entry and Processing
- Medical Office Support
- Telecommunications Technology
- Webmaster and Web Management

COMPUTER INSTALLATION AND REPAIR

★ Save 🖨️ Print

Topics

- Overview
- Program Admission
- Typical Course Work
- Things to Know
- Resources

Related Information

- Oregon Schools
- US Colleges and Universities
- Programs of Study & Training
- Occupations
- Financial Aid

Oregon Schools

Click on a region to get a list of schools that offer the program of study you are currently exploring. Click on the Program Description to learn about the program at that school. Click on the school name to link to the information about the school in CIS.

- Central Oregon and Columbia Gorge
- Oregon Coast
- Portland and Surrounding Areas
- Southern Oregon
- Southwest Washington
- Willamette Valley

Example: Certificate

Oregon Schools

Click on a region to get a list of schools that offer the program of study you are currently exploring. Click on the Program Description to learn about the program at that school. Click on the school name to link to the information about the school in CIS.

-  [Central Oregon and Columbia Gorge](#)
-  [Oregon Coast](#)
 -  [Job Corps - One-year Certificate](#)
 -  [Program Descriptions](#)
-  [Portland and Surrounding Areas](#)
-  [Southern Oregon](#)
-  [Willamette Valley](#)

-  [Job Corps - One-year Certificate](#)
 -  [Program Descriptions](#)

Job Corps--Tongue Point Job Corps Center, Astoria **Computer Service Technician: One-year Certificate**

The computer service technician program prepares the student for an entry level position in the IT field. Tongue Point Job Corps offers training for both the CompTIA A+ and Network+ certifications. Employability and life skills are also included as part of the Job Corps training.

Training time varies based on the student's experience, skills, and education level. College credits available.

Applicants must be 16 to 24 years of age, residents of the United States, from low-income families, and must want to learn a trade. Ten-month training program.

No tuition.

525+ students live on site. A small number of nonresidential students attend. The program has zero tolerance for drugs, alcohol, or violence.

Rogue Community College

PC Microprocessor Systems Technician: Certificate

Designed for students who seek entry-level work servicing, upgrading, and repairing microcomputer-based equipment. Emphasis on electronics hardware plus operating systems, networks, and related software applications. Technical courses available online with available on-site labs.

Offered primarily via the Web and at the Table Rock Campus, White City.

For more information, call 541.245.7845 in Grants Pass or Medford, or toll free in Oregon at 800.411.6508, ext. 7845.

Tuition per credit: \$91.00 in-state (includes WA, ID, CA, NV); \$111.00 out-of-state. Fees per credit: \$13.00.

Portable and Personalize-able

My Portfolio

Your portfolio houses all your personal information, your plans, and the things that you have saved. Your portfolio is portable and you can take it with you by transferring it to another CIS site.

Use your portfolio to review what is important to you, to record your experiences and accomplishments, and to describe – step by step – how you will succeed.

[View My Portfolio](#)

High School Tools

- Education Plan/Career Plan
- Career-Related Learning Experiences/CRLE Plans
- Checklists
- Course Planner
- Senior Project/EA Project
- Résumé Creator

Saved & Favorites

- Favorites
- Sort and Assessment Results
- Stored Files and Links

Reports

- Activities Chart (OSAC)
- Application Tracker
- Combined Report of Assessments
- Personal Education Plan (PEP)

Tutorials

- How to Transfer a Portfolio

Helpful Tools

- Dependable Strengths
- LearningExpress (practice tests)
- Universal Encouragement Program

Questions?

Thank you!



Laura McCoid

lmccoid@uoregon.edu

541-346-2337

Building a College Going Culture

Kris Mulvihill

K-12 Director

Eastern Promise

Curriculum

Always building on the previous

year!

5th Grade

What I Like +
What I'm Good At
= Career Choices



6th Grade

Why is College
Important



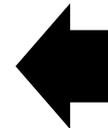
7th Grade

Financing Your
Future



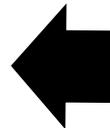
8th Grade

Within My Reach
Interests & Talent
HS Transition



9th Grade

Success 101 for 3
credits
10 Year Plan



10,11, 12
Grades

College Credit by
Proficiency

GOAL #2 Build a college/post-secondary going culture

Activity #1 – Academic Momentum

A curricular program that begins at 5th grade. Students complete a compact, and participate in a college week at school and visit Eastern Oregon University.

Result:



14 Districts participated with 34 Elementary schools for a total of 1,804 students

Activity #2 – Success 101

A curriculum offered to 9th grade students (for 3 college credits) where they develop a 10-year-plan that impacts decisions they make while in high school about their future education/training goals.

Result:



18 Districts participated with 18 High Schools for a total of 519 students earning 1,557 college credits.

EFFICACY OF COLLEGE & CAREER PREPARATION AT K-12

On Behalf of OEIB

Marinda Peters & Deanna Valdez

Oregon State University

November 2014

ABOUT THE RESEARCHERS

Marinda Peters

- ▶ PhD student at OSU Counselor Education Cohort 64
- ▶ Elementary School Counselor
- ▶ Education Chair of Oregon School Counselor Association
- ▶ Oregon School Counselor of the Year 2014

Deanna Valdes

- ▶ PhD student at OSU Counselor Education Cohort 65
- ▶ High School Counselor
- ▶ Previously served NM schools
- ▶ Promotes advocacy for college/career readiness and school counselor roles

PROCESS

- ▶ Multiple research areas generated (20)
- ▶ Narrowed down to “researchable topics” (4) with search terms
- ▶ 2 topics per intern
- ▶ Used OSU Library search databases and Google Scholar
- ▶ Annotated bibliography with summary and recommendation included

TOPICS COVERED

- ▶ Early College and Career Planning: Grades Kinder through 9th Grade
- ▶ Efficacy of College and Career Classes at High School
- ▶ Technology and Student Planning
- ▶ Efficacy of Career Education Models



Image provided by: pepperspollywogs.com

EARLY COLLEGE AND CAREER PLANNING: KINDER – 9TH GRADE

SUMMARY OF FINDINGS

- ▶ Career knowledge increases with age
- ▶ Whole-class career planning most effective at elementary
- ▶ Individual student planning most effective at middle school
- ▶ Students most influenced by parents at ALL grade levels
- ▶ Career planning does not have a direct effect on academic performance
- ▶ Students least satisfied with career planning efforts AFTER they graduate and exposed to the work force

LIMITATIONS OF THE RESEARCH

- ▶ Most studies investigate ATTITUDES not OUTCOMES
- ▶ Many studies look at short-term effects

RECOMMENDATIONS

- ▶ Whole-class career planning at elementary level by Professional School Counselors
- ▶ Systematic parent training on influence on child's career planning at the elementary level by Professional School Counselors
- ▶ Systematic individual student planning at middle school level by Professional School Counselors
- ▶ Advocate for outcome research on career planning at K-9

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- Turner, S. & Lapan, R. T. (2002). Career self-efficacy and perceptions of parent support in adolescent career development. *The Career Development Quarterly*, 51, 44-55.
- Walls, R. T. (2000). Vocational cognition: Accuracy of 3rd, 6th, 9th, and 12th-grade students. *Journal of Vocational Behavior*, 56, 137-144.



Image provided by: indiaeducation.net

EFFICACY OF COLLEGE AND CAREER CLASSES AT HIGH SCHOOL

SUMMARY OF FINDINGS

- ▶ College/career courses have minimal to moderate impact on student career knowledge and self-efficacy

LIMITATIONS OF THE RESEARCH

- ▶ Studies investigated knowledge and attitudes NOT OUTCOMES
- ▶ Much of the data is provided by the companies that produce the curriculum

RECOMMENDATIONS

- ▶ Advocate for outcome studies on college/career courses
- ▶ Advocate for the studies to be completed by un-biased third-party researchers

REFERENCES

- Fouad, N.A. (1995). Career linking: An intervention to promote math and science career awareness. *Journal of Counseling and Development*, 73, 527-534.
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Image provided by: mychannel957.com

TECHNOLOGY AND STUDENT PLANNING

SUMMARY OF FINDINGS

- ▶ Much of the information on technology and student planning is provided by resource guides
- ▶ Instructional technology can be utilized
- ▶ Schools that effectively implement systematic career planning often include elements of technology

LIMITATIONS OF THE RESEARCH

- ▶ Resource guides are available but OUTCOME studies are not
- ▶ Very little research available

RECOMMENDATIONS

- ▶ Support Professional School Counselors in implementing college/career planning technology at the state, district and building levels
- ▶ Advocate for outcome studies on college/career planning technology

REFERENCES

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EFFICACY OF CAREER EDUCATION MODELS

SUMMARY OF FINDINGS

- ▶ Most information is on Naviance and Oregon CIS
- ▶ That information is produced by the companies themselves

LIMITATIONS OF THE RESEARCH

- ▶ No OUTCOME research on career education models
- ▶ Information available is commercially produced

RECOMMENDATIONS

- ▶ Advocate for outcome studies on career education models
- ▶ Advocate for these studies to be completed by un-biased third-party researchers

REFERENCES

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Connecting Learning and Life. (n.d.). Retrieved September 24, 2014, from
<http://www.naviance.com>

GENERAL SUMMARY

- ▶ Much more un-biased outcome research needs to be done
- ▶ Advocacy needed for research beyond knowledge and attitudes
- ▶ Long-term effects needs to be studied
- ▶ Research supports early intervention for college/career planning
- ▶ Professional School Counselors have an integral role – but can only do the job with reasonable caseloads (ASCA recommendation 1:250)

Oregon College & Career
Thought Leader Team Goals

Twenty-five Oregon College and Career Readiness Thought Leaders (names on pages #2 & #3) attended the White House Convening on Strengthening School Counseling and College Advising held at San Diego State University on November 17 & 18. This team developed the following goals:

1. **Lobby** for funding to support a 10% increase in school counselors k-12 during the next biennium.
2. **Support** the school counselors and CCR specialists in the five largest school districts and the largest school district in eastern Oregon in the accomplishment of their CCR goals. (These six districts have already been working with the Thought Leader Team and all but one had a representative attend the White House Convening.)
3. **Begin reaching out** to school counselors and CCR specialists in other districts so there is more sharing of practices and resources.
4. **Survey** Oregon School Districts to determine which areas might benefit from assistance in addressing college and career readiness for all students support.
5. **Support** Oregon Gear Up, Oregon ASPIRE, Oregon CIS, and Eastern Promise in the accomplishment of their CCR Goals.
6. **Support** the Lewis and Clark College school counseling program in partnering with the Hillsboro SD to accomplish CCR goals including Lewis and Clark's development of a CCR certificate for those students taking specified coursework and doing their internships in the Hillsboro SD.
7. **Support** the Oregon State University Corvallis school counseling program in its roll- out of a college and career readiness focused masters and their partnering with the Corvallis and Lebanon School Districts in accomplishing CCR goals.
8. Kim Patterson and Jennell Ives at ODE will collaborate on supporting professional learning for counselors and high school administrators through ODE's District PLT conferences in 2015-16 and start providing Hot Topic breakout sessions this February/March. ODE can connect focused counselor/administrator professional learning to implementing the Common Core and Educator Effectiveness as well as School Leadership. This training can directly address connecting counselor and administrator student learning and growth goals to FAFSA completion as well as leadership in systems through creating a college going culture, etc.
9. **Recommend** to Oregon school counseling programs that they develop a college and career readiness concentration for their pre-service school counselors and CCR credits for those currently in the field.
10. **Recommend** TSPC change Tier II school counselor license requirements to require college and career readiness coursework.
11. **Communicate** with the Oregon School Counselor Association, Oregon College Access Network, Gear Up, COSA, PNACAC, Chambers of Commerce, and ASPIRE to determine the interest in bringing members from all these organizations together for a College and Career Readiness Conference by 2016.
12. **Utilize** the Oregon College Access Network as the hub for collaboration and dissemination regarding CCR. Utilize the Oregon School Counselor Association advocacy blog (www.oscaadvocacy.org) to assist in this collaboration & dissemination.
13. **Continue** communication among CCR Thought Leaders attending White House convening.
14. **Publicize** the Hillsboro SD, Business & Industry & City Government partnership as an exemplar.
15. **Commit to ensuring that school counselors and/or school counselor educators are invited to the table in future CCR discussions.**

Continue Discussion:

1. **Provide** CCR professional development for the 1100 school counselors working in Oregon’s schools. National surveys have consistently indicated school counselors feel underprepared to do CCR counseling.
3. **Promote** understanding that CCR starts in elementary school
4. **Promote** understanding that students must have mental health needs addressed before they are ready to engage in CCR work.
5. **Address** the fact that school counselors are the one professional whose pre-professional preparation includes career counseling and most would agree the school counselor is the educator who could/should be doing much of the CCR work in the schools and yet, Oregon’s student-counselor ratio of 522-1 is among the ten worst in the nation.
6. **Ask** questions about data and the use of data:
 - A. Are data collection and reporting systems adequately supporting School Districts’ Data Analysis needs?
 - B. Are Districts adequately trained on how to utilize data?

Oregon College and Career Readiness Thought Leaders Attending the White House Convening on Strengthening School Counseling and College Advising -- San Diego State University on November 17 & 18.

Kim Patterson	Director of College and Career Readiness – Oregon Department of Education
Karen Ehn	Executive Director: Oregon College Access Network
Michelle Hodara	Senior Researcher: Oregon College and Career Readiness Research Alliance
Elizabeth Cox-Brand	Director Student Success and Assessment: Oregon Community College Assoc
Stephanie Carnahan	Director: Oregon GEARUP
Lori Ellis	Administrator: ASPIRE
Erica Johnson	Pacific Northwest Association of College Admission Counseling
Shay James	Senior Director, College and Career Readiness & PIL Athletics
Denise Callahan	Director of Scholarships: The Ford Family Foundation
Eric Wright	Administrator – College Hill High School
Rob Hess	Superintendent: Lebanon Community School District
Kathy Biles	School Counseling Program Lead: OSU-Cascades
Laura Pederson	School Counseling Program Lewis & Clark
Bonnie Hobson	Director of College and Career Readiness Programs
Nicole Kapes-Levine	Student Services: Counselor
Tammy Jackson	Director: Student Services
Michelle Jensen	President Oregon School Counselor Association
Diana Ashley	Program Lead – Eugene SD Counselors
Katie Loewen	President Elect – Oregon School Counselor Assoc
Brooke Nova	Director – College and Career Readiness
Karen Stabeno	Director of College and Career Readiness
Kristi Wilson	HR Management Analyst – City of Hillsboro
Jennell Ives	Dual Credit & Accelerated Learning Specialist
Araceli Ortiz	Acting Associate Director of Financial Aid, Linfield College
Gene Eakin	School Counseling Program Lead: Oregon State University