STEM / CTE Systems & ESSA Integration Work Group

December 14th, 2016
State Lands Building
9am - 12:00pm
Today’s Agenda

- Welcome & Introductions
- Outcomes Review
- Value Statements Group Activity
- Needs Assessment - Local Control Discussion
- Break
- Proposed Actions Activity
- Refining the Recommendations Group Work
- Stakeholder Feedback
- Next Steps
STEM Learning Ecosystem

- **Pre-K-12 Schools**: Interactive and engaging instruction in STEM fields for students and professional learning support for teachers.
- **Out-of-School Programs**: High quality STEM learning opportunities that emphasize real-world applications.
- **Families**: Help spark student interest and understanding and support STEM success.
- **STEM-Rich Institutions**: Spark interest and excitement about STEM and bring academic lessons to life.
- **Business Community**: Lend expertise, philanthropic support and access to STEM in local industry.
- **Higher Education**: Offer STEM programs, resources, and training to community.

All components are interconnected with students at the center, emphasizing the collaborative nature of STEM education.
Group Outcomes

● Short Term/Today
  ○ Finalize & Prioritize Policy Recommendations

● Long Term
  ○ Inform state policy
  ○ Inclusion of informal STEM programs as authentic partner in ODE’s ESSA Implementation Plan
  ○ Support building public awareness
Value Statements Activity

- Value Statement #1  Quality Opportunities

Increasing the availability of high-quality program resources and access to traditionally underrepresented youth will help to identify and close the opportunity gap for ELO programs in communities across Oregon. We believe that with time, research-based knowledge, personal awareness, and strong support, educators can address their implicit biases and develop communication strategies that encourage every student to succeed in STEM courses, programs, and careers.
Value Statements Continued

- Value Statement #2: Youth Empowerment

All youth deserve to be heard and understood, and give back to their family and community. We want to empower youth to become meaningful contributors within our programs, our community and in society as a whole. Having youth actively making contributions to help promote ownership, commitment, action, and a sense of value and pride. We treat youth with dignity and respect to create to a healthy and productive environment.
Value Statements Continued

- Value Statement #3: Professional Development

In order to improve educator effectiveness in STEM/CTE instruction, educators (in-school and out-of-school, youth development professionals) need real-world, hands-on professional development opportunities to enhance their knowledge and skills. Additionally, educators need to be able to collaborate with others on the development of learning opportunities for students, improve practice through lesson studies, and have access to mentoring.
Value Statements Continued

- Value Statement #4: Partnership with Industry

We strive to accelerate learner success through developing future ready skills and meaningful career exploration in partnership with industry. We believe that a personalized, relevant and effective education is essential to the economic, cultural, and academic growth of expanded learning opportunities. A focus on effective multi-sector programming will lead to sustainability through partnership with industry, business, and economic development.
What would our common measures be?

Goals for Establishing Needs Assessment:

- Stakeholder Input
- Tool for Statewide Implementation
- Alignment with State Recommendations & Requirements
- Framework to define program quality and build replicable/scalable programs (within local context)
Break

Make a new friend or just grab coffee
Proposed Actions Activity

- Integrating with STEM Education Plan & CTE Initiatives
- Value Statement Areas of Focus:
  - Quality Opportunities
  - Youth Empowerment
  - Professional Development
  - Partnerships
Interventions

● “Targeted Assistance/School Wide Assistance” specifically mention afterschool programs as an instructional strategy to boost student achievement.
  ○ Explicitly list afterschool and summer programming as an intervention for schools identified for additional services.
  ○ Call out utilizing STEM strategies for targeted support, providing interconnected, well-rounded education in an alternative, safe and supportive space afterschool.

● Inclusive language that explicitly defines Innovative solutions to deliver cutting-edge equity strategies (addressing ethnic and special need issues) in an ever-changing learning environment
Title I: Accountability
● Change language from Extracurricular to Expanded Learning Opportunities and community opportunities
● Universal STEM/CTE measurement/needs assessment
● Restorative justice programs

Title II: Professional Development
● Provide all teacher candidates with training on STEM/CTE strategies & provide an informal afterschool or summer experience to practice hands-on, field-based experiences that will enhance the students’ understanding of STEM subjects.
Policy Recommendations - Title II

- Provide **real-world training and experience** in diverse settings, including afterschool and summer program opportunities, as part of the process for earning their hours of practice and observation.

- Provide **educator supports** that can connect formal and informal systems
  - Peer mentoring
  - Joint training (Particularly in Cultural Competency)
  - Long term relationships between industry/educators

- Provide **education on student career pathways**
  - Teacher paths to leadership opportunities
  - Utilizing afterschool & summer as opportunity to partner in providing additional supports that youth need
  - Eliciting youth empowerment
Policy Recommendations - Title IV

**Title IV** encourages districts and local partners to provide ‘well-rounded education activities including activities that enable students to be eligible for credit recovery or retainment’

**Part A: Student Support & Academic Enrichment Grants**

- US DoE recognizes afterschool and summer programs as evidence-based supports that help provide a well-rounded supportive education for students--and that districts can choose afterschool and summer programs as such supports.

- Encourage local districts to build on STEM learning during the regular school day by using Title IV, Part A funds to provide afterschool STEM programs that offer hands on engagement and help students develop their interests, confidence, and experience in career building pathways.
Prioritizing Recommendations

- You will each receive at least 4 green dots, 2 yellow dots and 1 red dot to place next to priorities
  - **Green** = Highest priority recommendations to move forward with
  - **Yellow** = Needs work before moving forward
  - **Red** = Not a recommendation to make at this time

- Stakeholder Feedback
  - Which of these recommendations speak to your constituents/organization?
  - Do you feel your interests are adequately represented?
Next Steps

Finalize & Prioritize Policy Recommendations

Title I Potential Asks:

Build Legislative Awareness

- Informational One Pager
- Legislative Mixer
- Afterschool & Summer Day at the Capitol May 2nd

ESSA Informational Webinar

ESSA Community Forums
Other Upcoming Dates

STEM Investment Council December 16th

Oregon State Board of Education Meeting

OregonASK Partner Meeting January 27th