



**Ready4 New Skills for Youth Phase II
Artifacts
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Oklahoma State Department of Education
Oklahoma State Superintendent of Public Instruction
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In Oklahoma, we have a problem: Many Oklahomans Lack Preparation for Postsecondary and Career Success.

By 2025, today's fourth-graders will be leaving high school. If Oklahoma continues down our current path, only half of our students will be Ready4 the education and meaningful careers that await them. Without substantive change that starts now, opportunities will continue to narrow at a time when we need to widen the path for a dynamic, competitive future for all of our students.

- » In 2015, approximately half of the Oklahoma workforce attained only a high school diploma or were high school dropouts.
- » In 2025, 75% of Oklahoma's jobs will require postsecondary credentials to meet workforce needs; an additional one-fourth of the workforce will need postsecondary training to be employment-ready.
- » To fill this skills gap, career pathways must be developed and aligned with labor market information.
- » There are not enough students preparing for Oklahoma's wealth-generating jobs in Aerospace and Defense; Agriculture and Bioscience; Energy, Information and Financial Services and Transportation and Distribution.

Ready4 the Solution: Individual Academic Plans fostered through the intentional engagement of families, teachers, schools, business and community.

It is said that you cannot be what you do not see. Through meaningful partnerships, we will broaden the vision for students to help them realize their full promise and potential. This relationship-building must occur within and beyond the schoolhouse. Individual academic plans will ensure that every student has a pathway to a postsecondary degree, industry certification, military service or employment that reflects his or her skills and passion.

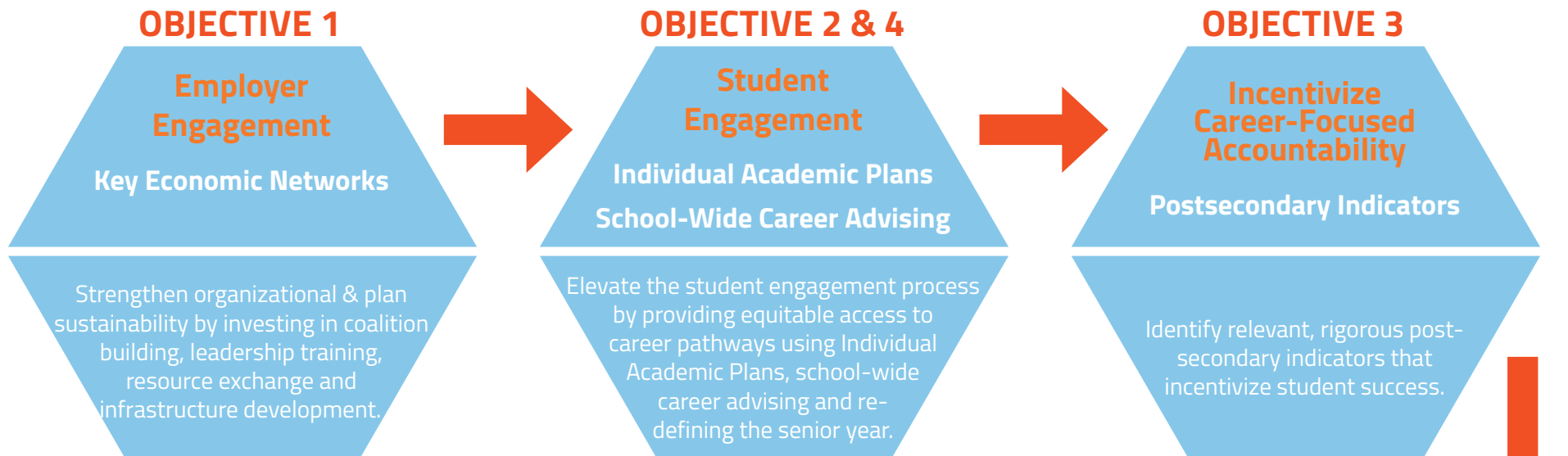
The Implementation Goal: Oklahoma students will be Ready4 meaningful careers aligned with individual goals and industry demands. The [Ready4OK.com](https://www.ready4ok.com) website will help them get there.

What Ready4OK.com will do:

- » From career cruising in early grades to important FAFSA deadlines in the senior year, guide students and families toward their chosen pathways.
- » Equip school counselors with the tools they need to develop Individual Academic plans for all students.
- » Through a business-to-school portal, match students and teachers with business and industry in their communities for mutually beneficial externships, internships, classroom support, apprenticeships and more.

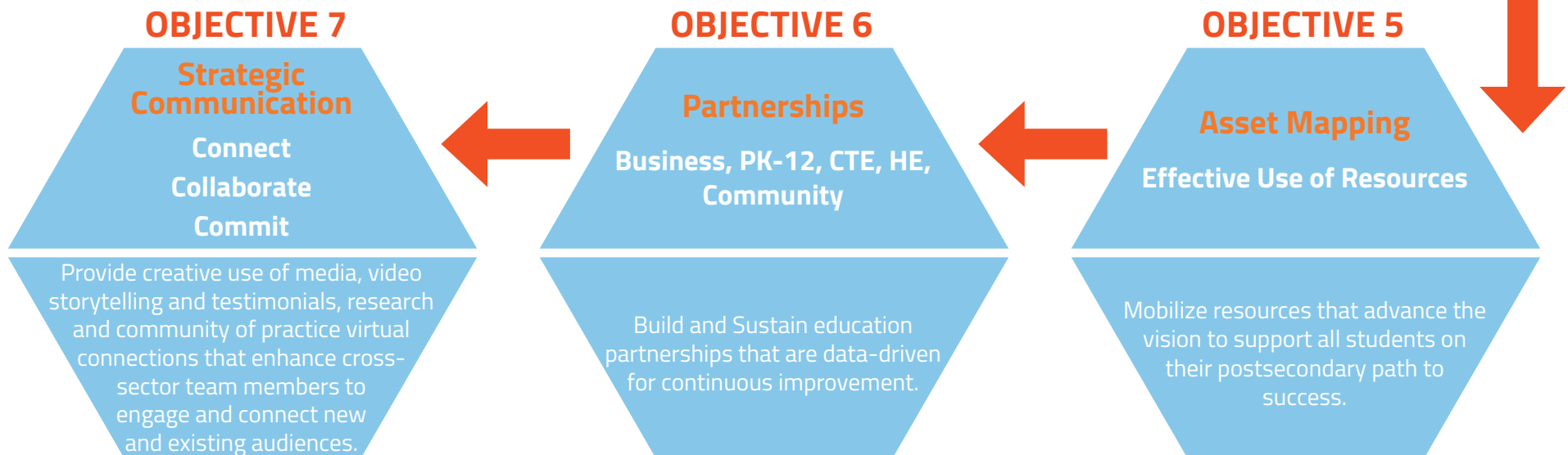
Oklahoma is committed to changing the conversation on college- and career-readiness. We are ready for our students to claim their futures as members of a trained, educated workforce that meets the 21st-century expectations of our state's business and industry partners. We respectfully request that JP Morgan Chase select Oklahoma, whose motto translates to "Labor Conquers All Things," as a Phase II recipient of the New Skills for Youth grant.

Through comprehensive, sustained, statewide cross-sector partnerships, all students will receive access, support and opportunity for relevant, rigorous career pathways that result in postsecondary and career success.



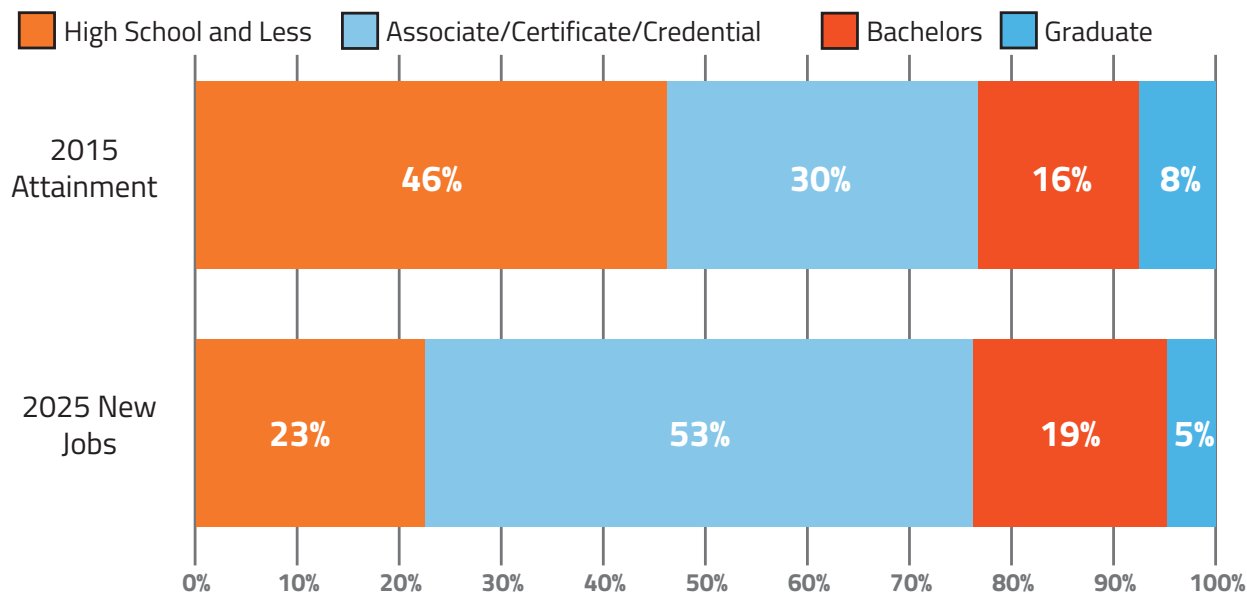
the vision

To ensure all students have the opportunity and support to successfully secure a postsecondary degree and/or industry certification that reflects each individual's passions and skills.



By the year 2020, approximately two-thirds of all new jobs in the United States — and in Oklahoma — will require some postsecondary education, meaning a certificate, credential or degree at the associate level or higher. Many of these jobs pay high wages and can be found in high-demand industries like advanced manufacturing, aerospace and defense, biotechnology, computing and information technology, energy, STEM, healthcare, financial management and transportation, distribution and logistics (Oklahoma’s high-demand, high-skilled driver ecosystems). The individuals who successfully secure these great jobs have industry-specific technical, technological and work-ready skills as well as the lifelong learning skills needed to adapt to a changing workplace. In 2014, 33 percent of Oklahomans held an associate degree or higher, and an estimated 7 percent held a quality non-degree credential, certificate or certification.

Oklahoma’s Workforce Gap



Source: OK Office of Workforce Development EMSI Q2, 2015

Oklahoma’s career preparation system has a national reputation for excellence. The state also has the lowest youth unemployment rate in the South. Furthermore, it has one of the better-funded career and technical education (CTE) systems in the nation and is one of very few states in the country that allows high school students pursuing technical certifications to return for a thirteenth year of schooling. Through the New Skills for Youth Initiative, Oklahoma has the opportunity to move its career preparation system from good to great.

KEY OBJECTIVE 1: EMPLOYER ENGAGEMENT

Establish employer-driven processes informed by real-time, projected and other labor market information (LMI) to determine high-skill, high-demand industry sectors with which career pathways and their associated credentials must be aligned.

Oklahoma is early in college- and career-ready work. The New Skills for Youth grant has provided a vehicle to create strong, committed cross-sector, employer-engaged Oklahomans. Based on the foundation of Oklahoma Works led by the Governor's office and the focus of NSFY, we've been told that Oklahoma has accomplished multiple years of work in six months! Business, education and community are Ready4 action — Ready4 going beyond conversation to commitment. Employer engagement is high; educators are ready for redefining the senior year, for implementing school-wide career advising, for Individual Academic Plans for all students, for providing access and equity to all students. We are ready for a bright future, and our communities are ready for prepared citizens.

Targeted Outcomes

- 1a Identifying high-skill, high-demand sectors:** The state and employer community will create a structured and dynamic process that uses current and projected LMI to identify high-skill, high-demand sectors and occupations where career pathways should be prioritized and scaled. **Oklahoma Rating - Emerging Practice**
- 1b Aligning skills and competencies with the labor market:** Formalize and sustain an employer-led, sector-based process to identify the academic knowledge, technical and employability skills required by each priority sector to ensure career pathways and programs are aligned with industry needs. **Oklahoma Rating - Emerging Practice**
- 1c Dynamic review process:** Create and support a cross-sector process and feedback loop to review the impact of career pathways to inform their continuous improvement. **Oklahoma Rating - Emerging Practice**

CURRENT STATUS

Strengths

Based on the exemplary work of some of our urban, suburban and rural districts (Pryor, Duncan, Union, Oklahoma City and Broken Arrow), Oklahoma has pockets of excellence where districts partner with employers to design career pathways for all students in their districts. Strengths of these districts include strong partnerships with local businesses and community, students with Individual Academic Plans beginning in middle school through high school, identified career pathways that lead to high-demand, high-skill jobs, equity and access for all student groups and a systematic process for reviewing programs. Building upon these strengths and using them as models will provide an opportunity for other districts to implement these best practices. Oklahoma has a strong Career Technology system that offers career pathways to many students. However, multiple opportunities are needed to prepare all students for postsecondary success.

Some, but not all, of Oklahoma's career pathways clearly and seamlessly connect high school studies to postsecondary credentials, certificates and degrees and workplace opportunities. The programs currently being offered at career technology centers are clearly aligned to the skills needed in the labor market. Some programs align with the state's wealth-building sectors; some do not.

Challenges and Gaps

Oklahoma has a need for system-wide pathways that align with emerging opportunities in wealth-building sectors. These pathways should be universally implemented for all students within the secondary, postsecondary and workforce settings. Cross-sector teams of educators at all levels and business members need to guide the process of development, implementation, evaluation and assessment of career pathways. When reviewing occupational trend data through 2024 and comparing it to the number of individuals currently receiving postsecondary degrees and certificates in those occupational areas, we see gaps between the number of average annual openings and degrees/certificates earned.

In **management, business and finance**, a small percentage of the degrees earned are in **finance**, which has been identified as one of the state's wealth-generating ecosystems. Degrees and certificates in finance represent only 11 percent of the total granted.

Similarly, degrees in computer science represent only 19 percent of the **computer, engineering and science** occupational group.

In the occupational group of **education, legal, community service, arts and media**, 40 percent of the degrees granted are related to teacher education. The state is still experiencing shortages in education, as the majority of individuals enrolled in education pathways are being prepared for careers in early child care, not the secondary level.

The most significant gaps are in occupations related to **construction, manufacturing and transportation, distribution and logistics**. Oklahoma needs individuals who can manage large-scale construction projects. Although there are quality construction programs in the state's technology centers that prepare students for entry-level construction jobs, the state does not have programs that prepare students for higher-level construction management positions. The need exists in both "traditional" manufacturing fields as well as more modern manufacturing settings.

The number of CTE concentrators per cluster are low in the wealth-generating ecosystems of **aerospace and defense, agriculture and biosciences, energy, financial services and transportation, distribution and logistics**. The majority of the concentrators in the transportation cluster are in automotive technology and automotive collision repair pathways. Two of the four complementary ecosystems (**education and creative industries**) also include a low number of concentrators. The complementary ecosystem with a substantial number of concentrators is **health care**. Currently there is no state-defined timetable and criteria for reviewing the alignment of career pathway programs in the comprehensive high schools and career technology centers with postsecondary programs and industry needs. Most reviews occur locally. Without overall state review, students may lack opportunities to pursue pathways in the state's wealth-building fields. The policy construct that would support state-level criteria for program review is identified as a gap to be closed.

Capacity to Address Challenges

Through the Governor's Council on Workforce and Economic Development (GCWED), Oklahoma Works has brought together a broad array of workforce partners to review labor market information (LMI) and identify ecosystems that drive wealth in Oklahoma. The Oklahoma Works initiative represents steps toward establishing a formalized, statewide structure to address its career preparation system.

Oklahoma has established Key Economic Networks (KENs) that include regional representation from business, education, private organizations and workforce partners. These KENs offer a means of better engaging employers in the development of career pathways aligned with the state's wealth-generating ecosystems.

Capacity to Address Challenges (continued)

The Governor's Council on Workforce Development has an established timetable for assessing labor market data but needs to strengthen policies and guidelines for using LMI data to develop, implement and review the quality and alignment of career pathways with labor market needs.

New state legislation impacts the development of career pathways. From these legislative acts, the state can create policies and procedures for engaging employers in the identification of high-skill, high-demand sectors; aligning skills and competencies with the labor market; and implementing a dynamic career pathway review process.

The first piece of legislation, enacted in May 2016, is Senate Bill 1269, which relates to college and career endorsements. This legislation calls for collaboration between the State Board of Education, State Board of Career and Technology Education, and the Oklahoma State Regents for Higher Education to develop college and career endorsements that *"provide distinction and direct student coursework toward clear career pathways. A student may earn a college and career endorsement by satisfying the curriculum requirements in any of the following categories: Science, technology, engineering and mathematics (STEM); Business and industry; Public Services; Arts and humanities; multi-disciplinary studies."* (Appendix C)

The second piece of legislation, enacted in June 2016, is Senate Bill 929, known as the *2016 Workforce Oklahoma Academic High School Diploma Recognition Act*. This act allows for special graduation recognitions to be placed on students' standard diplomas. These recognitions will include recognition of highest academic distinction; recognition of academic honors; recognition of academic merit; and high school general academic recognition. (Appendix D)

The third piece of legislation, enacted in May, is House Bill 2535m which allows districts to contract with businesses for apprenticeships, internships and mentorships. (Appendix E)

Oklahoma is acquiring policies and legislation to facilitate the development and implementation of employer-led career pathways for all students.

KEY OBJECTIVE 2: RIGOR AND QUALITY IN CAREER PATHWAYS FOR ALL STUDENTS

Use policy and funding levers to improve the quality and rigor of career pathways — including scaling down or phasing out those that don't lead to credentials with labor market value — and make those pathways widely available to and accessible by all students in all secondary settings, especially in under-served populations.

Targeted Outcomes

2a Quality and rigor in pathways: Policies and processes are in place to ensure all career pathways endorsed by the state develop the core academic knowledge, technical skills and employability skills students need to be successful in college and the 21st century workplace. **Oklahoma Rating - Emerging Practice**

2b Equity and access in rigorous pathways: Policy and funding levers to expand and equalize access to high-quality career pathways for all students are in place and fully utilized. **Oklahoma Rating - Emerging Practice**

CURRENT STATUS

Strengths

The Oklahoma Department of Career and Technology Education and Oklahoma State Regents for Higher Education both have processes and criteria for scaling down or phasing out career pathways that don't lead to credentials with labor market value. Additionally, ODCTE and OSRHE have processes and criteria for adding or scaling up career pathways that are available to all students in secondary settings, especially in under-served populations. The rigor, relevance and quality is evident in course offerings for Advanced Placement, concurrent enrollment, dual credit and dual enrollment at the secondary school, career technology centers, community colleges and universities.

Project Lead the Way, National Academy Foundation Career Pathways, Career Technology Center Academies at the Career Technology Centers (such as Pre-Engineering, Biotechnology, Design and Construction Academy) beginning in the sophomore year, early college models: These all contribute to strong career pathways and stackable credentials for students. However, the data analysis completed as a part of the SREB Needs Assessment highlights the current unequal distribution of opportunities and access for all students. We have the structure for rigorous curriculum and real-world application and delivery. Expanding these opportunities is our goal. Some districts such as Pryor, Duncan, Union, Tulsa, Oklahoma City and Broken Arrow provide career pathway options including workplace learning opportunities, Advanced Placement, concurrent enrollment, dual credit and dual enrollment for students that can serve as a model for this initiative.

Key Challenges

Oklahoma Career Technology Centers have an established process for using LMI data to modify, eliminate and add career pathways at the local level, but the degree of employer involvement varies across the state. SREB analyzed Oklahoma student responses to the *High Schools That Work* survey. The results indicated that of students who took at least one Career Technology course, only one-third reported experiencing rigorous assignments at an intensive level. As a result, SREB recommends that Oklahoma re-examine the quality of assignments being given to all students as a means of helping more students meet the state's college and career-readiness goals.

Some high schools in urban and rural districts are low-performing. Students in these low-performing high schools would benefit from rigorous career pathways taught in the context of a challenging college-ready academic core as is implemented in the Oklahoma City Public Schools. SREB recommends that Oklahoma incorporate, as part of its NSFY plan, a joint effort between the Department of Career and Technology Education and the Department of Education to expand the number of low-performing high schools in these urban areas around rigorous career pathways and college-ready academics that advance student readiness for careers and college studies in Oklahoma's wealth-building ecosystems and complementary ecosystems.

Capacity to Address Challenges

Oklahoma has established Key Economic Networks (KENS) that include regional representation from business, education, private organizations and workforce partners. These KENS offer a means of better engaging employers in the development of career pathways aligned with the state's wealth-generating ecosystems. The KENS can support the modification, elimination and addition of career pathways that best meet the state's labor market needs. The Governor's Council on Workforce and Economic Development is organized to support the provision of access to high-demand sectors across the state. The work is in the beginning stages and on track to implement these initiatives.

The state is pursuing the option of expanding Individual Academic Plan software so that it is available to all middle and high school students. Development of this software, along with professional development for all educators to create and implement curriculum that focuses on real-world applications and project-based learning, has already begun. A model for this professional development is Project Lead the Way, and it has a presence in Oklahoma that can be expanded. Career exploration in early grades, and career options for work-based learning in secondary grades, can provide job shadowing, apprenticeships, internships and mentorships that provide rigorous, relevant opportunities within career pathways. The state will leverage the resources found in the Oklahoma Department of Career and Technology Education's online career exploration and planning program, OK Career Guide, and the resources found in the Oklahoma State Regents for Higher Education's online career exploration and planning program, OK College Start.

KEY OBJECTIVE 3: CAREER-FOCUSED ACCOUNTABILITY SYSTEMS

Incorporate robust career-focused indicators in state K-12 accountability systems that measure and value successful completion of high-quality career pathways, attainment of credentials with labor market value, participation in work-based learning and enrollment in postsecondary education or apprenticeships.

Targeted Outcomes

3a Career-focused indicators publicly reported: The state collects and publicly reports a robust set of career-focused indicators that measure and value student access and equity within career pathways. **Oklahoma Rating - Established Practice**

3b Career-focused indicators have accountability weight: The state has incorporated a robust set of career-focused indicators into its K-12 accountability system that count towards school and district accountability metrics. **Oklahoma Rating - Limited Practice**

3c Student recognitions and incentives for developing and demonstrating career readiness: Secondary students are recognized and rewarded for developing and demonstrating career readiness. **Oklahoma Rating - Emerging Practice**

CURRENT STATUS

Strengths

Oklahoma currently collects college and career-focused indicators.

The Oklahoma State Department of Education collects student academic data including graduation rates, state assessment scores, college entrance exam scores, advanced coursework (Advanced Placement, International Baccalaureate, concurrent enrollment and industry certifications). Data reviewed from the Oklahoma State Regents for Higher Education includes dual credit or concurrent enrollment, enrollment in college majors, numbers of degrees and certificates obtained and program approval and closure.

Oklahoma Works has established several workforce and education metrics to measure its progress. The metrics, which are updated and reported annually, can be found on the www.OKStateStat.ok.gov and www.OklahomaWorks.gov dashboards. These metrics include:

- » Increase employment in the state's five wealth-generating ecosystems.
- » Increase the total labor force participation rate.
- » Increase the per-capita personal income as a percentage of the national average.
- » Decrease the state income poverty rate.
- » Increase the percentage of high school graduates meeting college-readiness benchmarks on the ACT and SAT.
- » Increase the number of degrees and certificates obtained.
- » Increase the percentage of fourth-grade students statewide who score proficient or above in reading.
- » Decrease the state youth unemployment rate.

Strengths (continued)

The Oklahoma Department of Career and Technology Education collects data for the purpose of program reviews and reporting to the U.S. Department of Education related to the Carl D. Perkins Career and Technical Education Act of 2006. The Perkins data collected and reported as part of the Consolidated Annual Reporting (CAR) process includes the number and percentage of students enrolled in career pathway programs of study, the number and percentage of students who complete career pathway programs of study, the number and percentage of students who earn industry-recognized credentials and the number and percentage of graduates who secure employment. Also, the state's technology centers have established a list of approved industry certifications that are included in the grading system for school report cards.

All of these data are critical to the career pathway decision-making process.

Challenges and Gaps

Oklahoma has a centralized data management system. However, the 515 school districts across the state currently use at least 13 data systems that feed information into the centralized data management system. It is therefore difficult to submit and maintain corrected information in the centralized system. Unfortunately, there is no efficient way to assist districts to correct data in the system. As a result, it is difficult to use the data for high-stakes purposes. Data is not easily shared among and across educational and workforce development agencies. In addition, the state lacks a longitudinal data system that addresses all issues of data sharing and reporting. Memorandums of Understanding exist to alleviate some of the challenges and gaps. (Appendices L and M). OSDE is working to prepare MOUs with OSRHE and ODCTE to determine ways to share data related to course-taking patterns and to establish e-transcripts statewide.

Oklahoma has not yet finalized a common definition of what it means to be "career ready." Among the criteria under consideration is ACT's benchmark scores for students to have a 50% chance of making a "C" or better in freshmen courses at the college level and the Oklahoma State Regents for Higher Education's provision that students with a 19 or higher ACT score on a particular subtest may take credit-bearing courses in the same content area. A common definition is needed to establish accountability metrics for post-secondary readiness. A review of the state's school report card shows that advanced coursework (e.g., Advanced Placement [AP], International Baccalaureate [IB] and Career Tech courses leading to an industry certificate) and college entrance exams count as bonus points in the calculation of overall school grades on an A-F scale. However, although college entrance exam scores (e.g., the ACT) and industry certificates are reported, they do not carry enough weight toward the grade to provide an incentive for schools to make these items a priority. As such, schools are not being incentivized to offer career pathways that align with the state's five wealth-building ecosystems.

A number of those interviewed by SREB expressed **concerns about the preparedness of Oklahoma high school graduates for higher education and the workplace.** Interviewees commented on observed deficits in literacy skills (e.g., communication skills, ability to read and comprehend complex texts), foundational math skills (e.g., the ability to apply math processes to solve problems), basic workplace readiness skills (e.g., punctuality, ability to pass a drug test, entrepreneurial skills) and personal qualities (e.g., intellectual curiosity, willingness to work). A number of interviewees agreed on the need for benchmarks and valid, reliable measures that assess students' literacy, math and workplace readiness well before they graduate (e.g., in 10th or 11th grade) so that schools have more time to provide targeted interventions that accelerate students' postsecondary readiness.

Capacity of the State to Deliver

The State of Oklahoma is making progress in developing a state longitudinal data system (SLDS). This system will allow educators in PK-12, Career Technology and Higher Education to conduct studies to determine the best preparation for success at the next level of education. Funding from this grant would be used to contract with a vendor to provide data analytics and dashboards to inform education and business partners about student readiness for college and career. The data would also allow PK-12 to determine the level of success of graduates at postsecondary institutions. In addition, Memorandums of Understanding are being instituted to allow data-sharing across agencies. (Appendices L and M)

Recognition of student achievement and incentives for developing and demonstrating career readiness has been addressed through the passage of Senate Bill 1269 in May 2016. As mentioned in Objective 1, this legislation directs the State Board of Education to collaborate with others to develop certain college and career endorsements, specify curriculum requirements for those endorsements, allow certain courses taken at a technology center to qualify for endorsements and require the development of recognition of those endorsements.

The Assessment and Accountability Stakeholder group has discussed how “college ready” and “career ready” are to be defined. The results of the study (led by researchers and vetted through the stakeholder group), will meet the requirements of Oklahoma House Bill 3218. Draft recommendations will be presented to the State Board of Education at its October 27, 2016, State Board meeting.

Stakeholders from business, Career Technology, Higher Education and PK-12 provided input to researchers who are drafting **Oklahoma’s new state accountability plan to be aligned with the new Every Student Succeeds Act (ESSA) legislation**. Those stakeholders expressed support for career-readiness indicators with stronger weight than the current indicators. Oklahoma anticipates that its new accountability model **will support the career pathways Ready4 initiative**.

KEY OBJECTIVE 4: SCALED PATHWAYS THAT CULMINATE IN CREDENTIALS OF VALUE

Working with local districts, scale career pathways that span secondary and postsecondary systems, offer focused career guidance and advisement, blend rigorous and engaging core academic and career-technical instruction, include high-quality work-based learning experiences and culminate in postsecondary or industry credentials of value.

Targeted Outcomes

4a Scale high-quality career pathways: Develop and execute strategies to scale career pathways that connect students to postsecondary education and career opportunities in high-skill, high-demand sectors. **Oklahoma Rating - Emerging Practice**

4b Expand career guidance systems and work-based learning opportunities: Ensure that evidence-based career advisement systems and demand-driven work-based learning opportunities are integral components of career pathways that connect classroom learning with the workplace. **Oklahoma Rating - Emerging Practice**

4c Credentials have value: Adopt and operationalize policies that require career pathways to culminate in postsecondary degrees or validated credentials with labor market value. **Oklahoma Rating - Emerging Practice**

CURRENT STATUS

Strengths

The Oklahoma Department of Career and Technology Education is expanding its statewide career development initiative known as OKCareerGuide.org. to include students beginning in 6th grade. This powerful interactive online tool, available free to Oklahomans from sixth grade to adulthood, includes career and education resources. This system was built **specifically** for Oklahoma. The OK Career Guide provides a wealth of data to administrators, teachers, students and families

Users can:

- | | | |
|-----------------------------------|---|------------------------------------|
| » Develop career awareness | » Explore careers | » Set career goals |
| » Develop individual career plans | » Research and link to post-secondary schools | » Connect to business and industry |
| » Create an online portfolio | » Locate scholarships | » Build a resume and cover letter |
| » Take assessments | | |

Educators, counselors and advisors are invited to attend trainings in their area.

Through the state’s career development system, Oklahomans have resources to help them make informed career choices. This system was launched in 2015. The Oklahoma State Regents for Higher Education have an online system as well: OK College Start.

“Pockets of excellence” of exemplary student advisement programs are active across the state. Districts such as Duncan, Pryor, Union, Oklahoma City and Broken Arrow are actively assisting students in career exploration and planning. Many students in those districts participate in work-based learning as part of their Individual Academic Plans. Duncan created a document entitled *Career Pathways, Easy Start Guide* for other districts to use as a model for implementing strong partnerships among school districts, career technology centers, higher education institutions and businesses.

Challenges and Gaps

Despite these “pockets of excellence,” a statewide career advisement system has not yet been fully developed.

Business and industry representatives suggested a strong need for more high-quality work-based learning experiences for more Oklahoma students. At present, many of the industry-recognized credentials and certifications earned by Oklahomans (both high school-aged and adults) appear to be on the lower-wage, lower-skilled end of the credential and certificate spectrum and may not align with the high-paying, highly skilled, wealth-building industries identified by Oklahoma Works.

Business and industry representatives believe students should have work-based learning experiences in which they complete authentic projects that integrate academic, technical and workplace competencies. Interviewees noted that federal regulations (e.g., regarding age requirements) were a barrier to work-based learning. One school district, Union Public Schools, partners with Junior Achievement to avoid insurance liability.

Further, the state is hampered in the collection of reliable industry certification and credential completion data. Oklahoma also lacks a seamless, streamlined process for ensuring the transferability of industry and postsecondary credentials and degrees across the state’s secondary and postsecondary education systems.

Oklahoma has an excellent system of career credentials. However, some SREB interviewees believed that some of these credentials may be too low-level and do not meet modern labor market demands. As such, SREB recommends that representatives of Oklahoma’s secondary, CTE and higher education agencies, employer partners and workforce development or chamber of commerce representatives agree on a set of criteria for reviewing the rigor and value of industry credentials and determining which need revision or reexamination. In addition, these partners should agree on the process to be used to identify credentials for pathways that have yet to be developed.

Capacity of the State to Deliver

The Oklahoma Department of Career and Technology Education has created OKCareerGuide.org. Through the state’s career development system, Oklahomans have resources to help them make informed career choices. It will soon include components for elementary students and business connections. Next steps will include making all citizens aware of the system and creating the means through which all students will receive guidance and counseling about the career and college opportunities available to them in different career pathways or the academic and technical skills needed to obtain postsecondary credentials and degrees in those pathways. Likewise, the Oklahoma State Regents for Higher Education have created a similar career exploration website entitled OK College Start. The Oklahoma State Department of Education is creating a website to act as a hub of all state career preparation information. The website, entitled Ready4OK.com, shares helpful information for students, families, educators of all levels, businesses and community leaders. Additionally, Next Thought communication software, assists educators, business leaders and other stakeholders to discuss strategies and plan activities through communities of practice. The Career Pathways Easy Start Guide is the initial topic of discussion for the Next Thought program.

KEY OBJECTIVE 5: ALIGNING FUNDING STREAMS

Reorganize and intentionally align state and federal funding streams from education, workforce development and economic development sources to effectively deliver career-focused programs to all Oklahoma students.

By taking full advantage of traditional funding streams and creatively considering nontraditional funding streams, Objective 5 serves as the catalyst for activating the Career Pathways initiative across Oklahoma. Much like the familiar adage “money talks,” Objective 5 puts funding where the conversation has taken the state, thereby providing the impetus for scaling up career pathways that lead to in-demand, high-paying jobs. Eleven federal programs support various components of career pathways. These streams are administered by the US Department of Labor, the US Department of Education, the US Department of Health and Human Services and the US Department of Agriculture. Currently, these funding streams are fragmented and have produced a patchwork of programs and processes that do not serve goal of establishing career pathways for all students. Objective Five will bring together the state agencies that channel these funding streams from the federal level to local levels.

Targeted Outcomes

5a Asset Mapping: All federal, state and private funding streams are inventoried to find opportunities to better align the state’s education and training pipeline in response to the needs of its labor market. **Oklahoma Rating - Emerging Practice**

5b Braided Funding: Ensure that evidence-based career advisement systems and demand-driven work-based learning opportunities are integral components of career pathways that connect classroom learning with the workplace. **Oklahoma Rating - Emerging Practice**

Credentials have value: Funding streams are effectively braided at state, regional and local levels to fully leverage all relevant funding opportunities to implement integrated career pathways. **Oklahoma Rating - Limited Progress**

CURRENT STATUS

Strengths

The Oklahoma Works Asset Map of all state and federal funding sources for career pathways program has been developed. Decision-makers for each funding stream are meeting to determine if there are any gaps in the current map and ways to braid the funding streams to maximize impact of the programs.

Challenges and Gaps

Oklahoma is beginning the process of braiding career pathways funding and systematizing the process.

Capacity of the State to Deliver

Initial steps have been taken to identify and map the various components of the state's career preparation delivery system. Within Oklahoma Works' Objective 4, Strategy 1, a work team has been charged with identifying and recommending creative cross-agency and cross-sector funding models that support similar workforce programs. This strategy calls for agencies to submit cross-agency budget requests for consideration beginning in the 2018 budget year.

OSDE and Oklahoma Works are working together to identify discretionary funds that can be used to incentivize schools, technology centers and postsecondary institutions to implement career pathways that create seamless transitions between secondary and postsecondary education and the workforce and align with the state's five wealth-generating and four complementary ecosystems.

The gift of Oklahoman spirit in an initiative like this is our deep desire to work together toward the end goal. Any initiative that requires a critical look at funding creates a delicate workspace. Oklahomans, however, know that the work ahead is more important than the coffers that hold the coins. Coalitions have already been forged through the Governor's Council on Workforce and Economic Development and the Oklahoma Works team. Through constant review of the asset map that inventories the multiple funding streams, the Career Pathways subcommittee of the Governor's Council on Workforce and Economic Development will make decisions about how to align federal resources to support the key components of the Career Pathways initiative. The subcommittee will be composed of representatives from agencies that funnel federal funds, including the Department of Mental Health, the Department of Human Services, the Department of Rehabilitation Services, the Oklahoma Employment Security Commission, the Department of Commerce, and of course, the Department of Education and the Department of Career Technology. These representatives will be decision-makers who identify which funding streams can be used in what ways. The subcommittee will meet on a quarterly basis to ensure constant maximization of career pathway funds.

KEY OBJECTIVE 6: ENSURE CROSS-INSTITUTIONAL ALIGNMENT

Foster greater collaboration between PK-12 and postsecondary systems to adopt policies and processes in schools, technology centers, academies and institutions of higher education to ensure cross-institutional alignment of programs and pathways that smooth transitions for students and minimize institutional barriers.

Targeted Outcomes

6a Mapping the career preparation delivery system: All parts of the delivery system — comprehensive high schools, technology centers, career academies, and postsecondary institutions — are mapped to identify redundancies, inefficiencies, misalignments and best practices. **Oklahoma Rating - Emerging Practice**

6b Aligning the career preparation delivery system: The various components of the delivery system are aligned and function synergistically to provide a seamless pathway to career preparation. **Oklahoma Rating - Emerging Practice**

CURRENT STATUS

Strengths

The Oklahoma Works initiative is taking first steps toward creating a truly cross-institutional approach to developing a systematic career preparation system. Oklahoma Works provides an overall vision for a delivery system that is tightly aligned with the current and projected needs of the labor market. Oklahoma Works and NSFY are working together collaboratively to advance common goals. NSFY is a standing agenda item on the Governor's Workforce Council. In addition, both groups are seeking to align their goals and activities so that combined resources can maximize the potential for reaching workforce goals.

Challenges and Gaps

The Governor's Council on Workforce and Economic Development needs a communication plan for disseminating information regarding Oklahoma Works' objectives and strategies. Additionally, professional development is needed for educators at all levels to support full implementation of career pathways resources in place and new strategies being developed.

Capacity of the State to Deliver

The Key Economic Networks are active in cross-sector partnerships in selected sectors across the state. The state needs to expand these successful partnerships and assist others to duplicate the partnerships across the state. For example, Duncan has developed an Easy Start Guide, which will be disseminated to cross-sector partners.

1 The number and percentage of **all students**, disaggregated by subgroup, who have access to high-quality career pathways in high-skill, high-demand sectors that span secondary and postsecondary levels, offer focused career guidance and advisement systems, blend rigorous core academic and career-technical instruction, include high-quality work-based learning experiences and culminate in postsecondary or industry credentials with labor market value.

In order to build a talent pipeline to these critical occupations, it is important to consider the programs of study offered within the state’s secondary institutions. Tables 1 and 2 below show the number of students who completed a Career Technical (CTE) program of study at the secondary level in 2014-2015, classified by the national career clusters. Also provided are the percentage of the 2014-15 senior class who completed programs of study, disaggregated by gender and race/ethnicity. No information was available to allow disaggregation by poverty status. There was a slightly higher percentage of females enrolled in CTE concentrations, more Whites and Hawaiian/Pacific Islanders and fewer Asians.

Table 1. 2014 CTE Concentrators by Gender Compared to 2014-15 High School Seniors

Career Cluster	Males		Females		Total Students	
	# of CTE	% of Grade 12 Males	# of CTE	% of Grade 12 Females	# of CTE	% of Grade 12 Students
Agriculture, Food & Natural Resources	57	2%	70	1%	577	1%
Architecture & Construction	71	0%	1,116	5%	1,189	3%
Arts, A/V Technology & Communications	394	2%	270	1%	700	2%
Business Management & Administration	336	2%	92	1%	655	2%
Education & Training	22	0%	1	0%	32	0%
Finance	60	0%	20	0%	87	0%
Health Science	2,231	11%	372	2%	2,702	7%
Hospitality & Tourism	305	2%	191	1%	547	1%
Human Services	1,203	6%	62	1%	1,497	4%
Information Technology	314	2%	882	5%	1,404	3%
Law, Public Safety, Corrections & Security	72	0%	139	1%	211	1%
Manufacturing	66	0%	1,180	6%	1,247	3%
Marketing	61	0%	64	1%	235	1%
*STEM	575	3%	966	5%	1,600	4%
Transportation, Distribution & Logistics	113	1%	1,677	8%	1,792	4%
Total	5,880	33%	7,102	38%	14,475	36%

Source: Oklahoma Department of Career and Technology Education and the Oklahoma State Department of Education October 1, 2014, student enrollment head count from the Application for Accreditation and the Wave Student Information System

Table 2. 2014 CTE Concentrators by Race/Ethnicity Compared to 2014-15 High School Seniors of the Same Race/Ethnicity

	Hispanic		Native American or Alaskan Native (Non-Hispanic)		Asian (Non-Hispanic)		Black (Non-Hispanic)		Hawaiian or Pacific Islander (Non-Hispanic)		White (Non-Hispanic)		Two or More Races (Non-Hispanic)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Agriculture, Food & Natural Resources	34	1%	99	2%	1	0%	17	0%	0	0%	407	2%	19	1%
Architecture & Construction	136	3%	167	3%	5	1%	37	1%	2	2%	738	3%	76	3%
Arts, A/V Technology & Communications	71	1%	74	1%	10	1%	62	2%	2	2%	452	2%	27	1%
Business Management & Administration	149	3%	91	1%	7	1%	83	2%	1	1%	292	1%	22	1%
Education & Training	2	0%	4	0%	3	0%	4	0%	0	0%	16	0%	2	0%
Finance	11	0%	5	0%	4	0%	7	0%	1	1%	57	0%	2	0%
Health Science	392	8%	346	6%	42	4%	251	7%	9	9%	1,464	7%	151	6%
Hospitality & Tourism	74	1%	51	1%	13	1%	82	2%	1	1%	282	1%	36	2%
Human Services	171	3%	190	3%	13	1%	121	3%	5	5%	911	4%	73	3%
Information Technology	119	2%	153	2%	26	3%	104	3%	6	6%	894	4%	62	3%
Law, Public Safety, Corrections & Security	30	1%	22	0%	1	0%	13	0%	2	2%	132	1%	11	0%
Manufacturing	98	2%	165	3%	9	1%	25	1%	1	1%	838	4%	77	3%
Marketing	23	0%	22	0%	3	0%	27	1%	0	0%	152	1%	6	0%
STEM	163	3%	111	2%	68	7%	82	2%	10	11%	994	4%	69	3%
Transportation, Distribution & Logistics	214	4%	229	4%	11	1%	67	2%	4	4%	1,124	5%	111	5%
Total	1,687	34%	1,729	28%	216	22%	982	26%	44	46%	8,753	39%	744	31%

Note: 320 CTE concentrators were of unknown race.

Source: Oklahoma Department of Career and Technology Education and the Oklahoma State Department of Education October 1, 2014, student enrollment head count from the Application for Accreditation and the Wave Student Information System

The numbers of CTE concentrators per cluster are low in the wealth-generating ecosystems of **aerospace and defense, agriculture and biosciences, energy, financial services, and transportation, distribution and logistics**. The majority of the concentrators in the transportation cluster are in automotive technology and automotive collision repair pathways. Two of the four complementary ecosystems (**education, creative industries**) also feature a low number of concentrators. The complementary ecosystem with a substantial number of concentrators is **health care**.

2 The number and percentage of all students, disaggregated by subgroup, who complete one or more career pathways that meet the criteria designated in question one.

Table 3 provides the number of postsecondary degrees and certificates granted during 2014-15 by occupational group. To provide context, the number of degrees and certificates granted is presented as a percentage of the 2014-15 high school graduates even though the two columns are not the same cohorts.

Table 3. Number of Postsecondary Degrees and Certificates Granted, 2014-2015

Aggregate Occupational Group	Postsecondary Degrees and Certificates Granted	Percentage of Graduating Class Receiving Degrees and Certificates
	2014-2015	2014-2015
Total	31,727	78%
Management, Business and Financial Occupations	6,278	15%
Computer, Engineering and Science	5,584	14%
Education, Legal, Community Service, Arts and Media	7,033	17%
Healthcare Practitioners and Technical	6,961	17%
Service Occupations	2,588	6%
Sales and Related Occupations	26	0%
Office and Administrative Support Occupations	412	1%
Farming, Fishing and Forestry Occupations	902	2%
Construction and Extraction Occupations	446	1%
Installation, Maintenance and Repair Occupations	605	1%
Production Occupations	603	1%
Transportation and Material Moving Occupations	289	1%

Source: Oklahoma’s New Skills for Youth Career Pathways Initiative: Needs Assessment Report, September 1, 2016, completed by the Southern Regional Education Board

No information could be provided by disaggregated subgroup. Oklahoma’s data sharing agreement Memorandum of Understanding between the Oklahoma State Regents for Higher Education and the Oklahoma State Department of Education will allow the state to obtain disaggregated data as the high school graduation class of 2016 matriculates through postsecondary institutions.

Table 3 shows that in the **management, business and finance** occupations, a small percentage of the degrees earned are in the area of **finance**, which has been identified one of the state’s wealth-generating ecosystems. Degrees and certificates in finance represent only 11 percent of the total granted.

Oklahoma needs to develop a banking and finance pathway that begins in high school and links to two- and four-year postsecondary institutions.

Such a pathway should particularly be made available in communities in which there is a large labor market demand for talented individuals in this field.

Similarly, degrees in computer science represent only 19 percent of the occupational group titled **computer, engineering and science**. SREB’s Commission on Computer Science and Information Technology, convened by Arkansas Governor Asa Hutchinson, has found that many employers struggle to find qualified individuals to fill highly skilled positions. As such, as many as *one million highly skilled computing-related jobs* may go unfilled over the next few years. **Oklahoma needs to design rigorous pathways that begin in high school and prepare more young people to pursue advanced studies in computer science, IT, information systems (e.g., informatics or health informatics), cybersecurity (also known as information assurance and security) and related high-demand fields.** In order to achieve this goal, it will be necessary to work closely with employer communities to identify areas of highest need in the broad fields of computer science and IT.

In the occupational group of **education, legal, community service, arts and media**, 40 percent of the degrees granted are related to teacher education; however, shortages continue because more students are preparing for careers in early childhood instead of at the secondary level, where a higher level of need exists. **Oklahoma needs to develop a robust pathway designed to engage young people in preparing for high-demand teaching careers at the secondary level.**

The most significant gaps identified are in occupations related to **construction, manufacturing, transportation, distribution and logistics**. Based on the data from Table 3 and interviews with industry representatives, Oklahoma has a need for individuals who can manage large-scale construction projects. Although there are quality construction programs in the state’s technology centers that prepare students for entry-level construction jobs, the state does not appear to have programs that prepare students for higher-level construction management positions. Needs exist in both “traditional” manufacturing fields as well as more modern manufacturing settings. **Oklahoma needs to develop or adopt broad-based manufacturing pathways that prepare high school students to pursue community college or four-year degrees in this burgeoning and increasingly highly computerized field.**

3 The number and percentage of **all students**, disaggregated by subgroup, who complete dual enrollment courses in high school and earn college credit in academic and/or CTE subject areas.

The data in Table 4 was shared by the Oklahoma State Regents for Higher Education. The Regents have information about students’ race/ethnicity and gender but do not have a measure of economically disadvantaged status. The state will have access to information about all subgroups when we can fully implement data sharing across agencies.

Table 4. Number and Percentage of High School Seniors Who Completed Dual Enrollment or CTE Credit, Disaggregated by Race/Ethnicity and Gender, 2015-16

	# Academic or Cooperative Agreement Enrollment	% Academic or Cooperative Agreement Enrollment	# Grade 12 Enrollment	% Grade 12 Enrollment	% of Grade 12 Enrolled in Academic or Cooperative Agreement
GENDER					
FEMALE	7,270	60%	20,800	49%	34%
MALE	4,854	40%	21,262	51%	23%
TOTAL	12,124	100%	42,061	100%	29%
RACE/ETHNICITY					
AMERICAN INDIAN OR ALASKA NATIVE	1,334	11%	6,503	15%	21%
ASIAN, MIDDLE FAR EAST	283	2%	925	2%	31%
BLACK OR AFRICAN AMERICAN	333	3%	3,866	9%	9%
HISPANIC OR LATINO	847	7%	5,392	13%	16%
MULTIPLE	1,253	10%	2,717	6%	46%
NATIVE HAWAIIAN OR PACIFIC ISLANDER	17	0%	103	0%	17%
NON-RESIDENT ALIEN	35	0%	Unknown	NA	NA
UNKNOWN	291	2%	Unknown	NA	NA
WHITE, NON-HISPANIC	7,731	64%	22,555	54%	34%
TOTAL	12,124	100%	42,061	100%	29%

Source: Oklahoma State Regents for Higher Education UDS, September 2016, and the Oklahoma State Department of Education October 1, 2015, student enrollment head count from the Application for Accreditation and the Wave Student Information System

Table 4 indicates that approximately three of ten high school seniors took college courses during high school. A lower percentage of American Indian, Black and Hispanic students took college courses than the overall rate. A slightly higher percentage of Asians and Whites took college courses than the overall rate. Oklahoma has begun efforts to support American Indians, Blacks and Hispanics to qualify for dual enrollment and CTE enrollment and to encourage those who qualify to take college-level courses. The strategies are described in the Action Plan.

4 The number and percentage of **all students**, disaggregated by subgroup, who earn industry-recognized credentials in high-skill, high-demand sectors as defined by the state.

The Oklahoma Department of Career and Technology Education indicated that Oklahoma issued 14,401 industry-certified/industry-endorsed certifications during 2014-15 school year. This represents 35 percent of the 40,708 twelfth-graders for the same time period. Of the certificates and endorsements issued, 12,804 were credentials in high-skill, high-demand sectors defined by Oklahoma and represented 31 percent of the twelfth-graders. The data is not available at this time in disaggregated format by subgroups. The director of the Oklahoma Department of Career and Technology Education states that the new data system will allow for disaggregated data in upcoming years.

5 The number and percentage of **all students**, disaggregated by subgroup, who enroll in college or secure employment in high-skill, high-demand sectors within 12 months after high school graduation.

Table 5. 2014 Oklahoma Public High School Graduates by Gender and Race Enrolled in Oklahoma College/University in 2014-15

	# 2014 High School Graduates	# Enrolled in OK College/University in 2014-15	% College-Going
GENDER			
FEMALE	18,593	10,134	54.5%
MALE	18,834	8,267	43.9%
TOTAL	37,427	18,401	49.2%
RACE/ETHNICITY			
HISPANIC OR LATINO	4,218	1,749	41.5%
AMERICAN INDIAN OR ALASKA NATIVE	5,919	2,680	45.3%
ASIAN, MIDDLE FAR EAST	836	589	70.5%
BLACK OR AFRICAN AMERICAN	3,409	1,812	53.2%
MULTIPLE	1,987	997	50.2%
NATIVE HAWAIIAN OR PACIFIC ISLANDER	81	28	34.6%
UNKNOWN	2	1	50.0%
WHITE, NON-HISPANIC	20,975	10,545	50.3%
TOTAL	37,427	18,401	49.2%

Sources: Oklahoma State Department of Education (number of high school graduates)
Oklahoma State Regents for Higher Education (number of college students)

Approximately half of the 2014 high school graduates enrolled in college. More females enrolled than males. More Asians and fewer Hispanics, Native American or Alaskan Natives and Native Hawaiian or Pacific Islander students enrolled. Information about the enrollment rate for students of poverty was not available.

KEY OBJECTIVE 1: READY4 EMPLOYER ENGAGEMENT

THEORY OF CHANGE

- » If the Governor’s Council on Workforce and Economic Development (GCWED) gathers and reports labor market information (LMI) data annually, and
 - » If the Oklahoma Works initiative collects employability skills from regional Key Economic Network (KEN) business leaders, and
 - » If the education partners (Oklahoma State Department of Education/OSDE, Oklahoma Department of Career and Technology Education (ODCTE), and Oklahoma State Regents of Higher Education/OSRHE analyze and add or delete programs as appropriate, and
 - » If the education partners teach academic, technical and professional employability skills necessary for success beyond high school,
- THEN Oklahoma will have prepared citizens for high-demand, high-skilled driver ecosystems.**

ACTION PLAN

Roles/Responsibilities	Outcomes	Timeline
Strategy 1: Report high-skill, high-demand sector LMI data annually.		
<p>Quarterly, the Governor’s Council on Workforce and Economic Development convenes cross-sector communities and will provide the LMI reports that identify statewide priorities for high-skill, high-demand sectors. This structure is sustainable as it is established in federal law.</p> <p>The Oklahoma State Department of Education, Oklahoma Department of Career and Technology Education, Oklahoma State Regents for Higher Education, Oklahoma Works KEN Champions and State Superintendent’s Business Advisory Council will disseminate the LMI report to educators and other stakeholders through regional meetings and the Ready4 website. (Appendix K — Oklahoma Workforce Briefs with LMI data.)</p>	<p>Business and educators use LMI data to make decisions from which to determine programming and instruction that provides students with academic, technical and professional employability skills necessary for success beyond high school.</p>	<p>Ongoing after October 2017 and reported on an annual basis</p>
Strategy 2: Align skills and competencies with labor market information.		
<p>The Governor’s Council on Workforce and Economic Development (GCWED) collects and reports the academic knowledge employability skills (technical and professional) needed for each priority sector career pathway for the state and for each Oklahoma Works KEN region. (Appendix K – Oklahoma Workforce Briefs with LMI data.)</p> <p>The Oklahoma State Department of Education 2016 Oklahoma Academic Standards in English language arts and mathematics are aligned to Employability Skills as defined by the Business Roundtable. (Appendix Q — Business Roundtable Employability Skills and Appendices R and S — ELA and Math Employability Skills Alignment).</p>	<p>Career pathways will be documented by the Oklahoma Workforce Development Office for each industry sector across the state and by Key Economic Network (KEN) regions annually. Key state industry sectors include Aerospace & Defense; Agriculture & Biosciences; Energy; Information & Financial Services; Transportation & Distribution</p>	<p>Ongoing after October 2017</p>

Strategy 3: Dynamic review process — career pathways are created to align with projected industry needs.

ODCTE and OSRHE use the LMI data along with other factors to eliminate, modify and create responsive career pathways. OSDE will share the LMI reports and desired career pathway skills with educators so that students can receive informed career advising through regional meetings and the Ready4 website.

Students receive relevant career advisement to allow choice of up-to-date career pathways and informed instruction leading to relevant preparation for postsecondary and careers.

Ongoing after October 2017

Ready4 Impact, Influence and Leverage

Regional leadership of the KEN Champions (regional education partnership of KEN Champions and school district leaders defined by the federally established Governor’s Council for Workforce and Economic Development Council) creates ongoing statewide support and sustainability. The Office of Workforce Development, certain Workforce Innovation and Opportunity Act (WIOA) resources and state agencies including the Oklahoma Department of Commerce and Oklahoma Employment Security Commission (OESC) will be leveraged to support the collection and dissemination of Labor Market Information to cross-sector teams for the purpose of providing academic, technical and professional employability skills instruction to students.

The Governor’s Council on Workforce and Economic Development (GCWED) is an established and sustainable council required in federal law. The Superintendent’s Business Advisory Council meets quarterly and can assist in disseminating the Labor Market Information reports and suggesting implementation responses to the data. Currently, both ODCTE and OSRHE have program reviews in place. **These systems are leveraged by ODCTE, OSRHE and school districts to create the desired review process** to update programs in response to career pathway needs. The Key Economic Networks are established across the state through the Oklahoma Works Initiative. Oklahoma Works KEN Champions and regional business leaders are identified by the Office of Workforce Development for each region. **Oklahoma can leverage the existing Key Economic Network Champions, educators and business leaders to disseminate LMI** and the employer-identified academic, technical and professional employability skills for each industry sector; convene meetings in the regions to provide input and determine **how to best utilize the data** to update employer engagement and instruction in schools. In August 2016, the **Office of Workforce Development collected** Oklahoma LMI and professional employability skills needed by business and will begin to disseminate the employability skills and LMI annually. This will result in a systematic approach to share LMI across the state. The structures are in place and will allow an easy flow of information to businesses and schools.

Legislation (Senate Bill 1269) passed in May 2016 supports the career pathway initiatives. The legislation directs the State Board of Education, in collaboration with the State Board of Career and Technology Education and State Regents for Higher Education, to develop college and career endorsements to provide distinction and to **direct student coursework toward clear pathways.**

Key Milestones

Q1: March 2017: Oklahoma employers and educators will receive LMI data and procedures to collect academic knowledge, technology and professional employability skills through the Ready4 website at education professional development meetings and at business council meetings. The Office of Workforce Development, the KENs, and Regional Pathway Strategy Leads will distribute.

Q3: September 2017: GCWED, with consultation from the State Superintendent of Public Instruction’s Business Advisory Council, will collect and interpret LMI data.

Q2: June 2017: Oklahoma Works will coordinate efforts to define academic knowledge, technology and employability skills needed for priority sector career pathways, a working set of definitions that will allow business and education partners to begin to identify needs.

Q4: December 2017: The Office of Workforce Development will report LMI data to GCWED and provide to Oklahoma Works KEN regions.

Key Milestones (continued)

Q5: March 2018: Through regional meetings and webinars, OSDE and ODCTE will offer professional development about priority-sector career pathways to all secondary educators across the state through regional meetings and webinars.

Q7: September 2018: GCWED, with consultation from the State Superintendent of Public Instruction’s Business Advisory Council, will collect and interpret LMI data.

Q9: March 2019 : Through regional meetings and webinars, OSDE and ODCTE leaders will offer professional development about priority-sector career pathways to all secondary educators across the state.

Q6: June 2018: OSRHE and ODCTE will review career pathway programs at the state level to recommend changes based on LMI and employer-identified needs by industry sector.

Q8: December 2018: The Office of Workforce Development will report LMI data to GCWED and provide to Oklahoma Works KEN regions.

Q10: June 2019: OSRHE and ODCTE will review career pathway programs at the state level to recommend changes based on LMI.

KEY OBJECTIVE 2: READY4 QUALITY AND RIGOR IN CAREER PATHWAYS FOR ALL STUDENTS

THEORY OF CHANGE

- » If curriculum/courses are analyzed to identify gaps through career pathways reviews, and
- » If schools make adjustments (delete programs and add programs for high-demand, high-skill sectors), and
- » If students receive targeted academic and career guidance, and
- » If teachers teach relevant, rigorous, high quality curriculum, and
- » If under-served and under-represented students receive targeted advisement and curriculum,

THEN more students will be prepared for career and postsecondary success.

ACTION PLAN

Roles/Responsibilities

Outcomes

Timeline

Strategy 1: Establish career pathways.

OSDE uses the Career Pathways core team, in consultation with the GCWED career pathways committee, Oklahoma Department of Career and Technology Education, higher education and business resources, to **determine courses and work-based experiences (e.g. internships) needed for each career pathway.**

OSRHE provides data from course-taking studies to counsel students on the appropriate courses for specific career pathways.

More students graduate prepared for postsecondary success.
 More students graduate with intentional plan of next steps for career pathway.
 More students interested in career meta-majors take recommended course sequences.
 Education partners provide data-informed career advisement.

January 2017–December 2017

Roles/Responsibilities

Outcomes

Timeline

Strategy 2: Students create and update individual academic plans.

ODCTE and OSRHE employ computerized comprehensive systems for career exploration and preparation that provide career pathways information and can record Individual Academic Plans (IAPs) for all Oklahoma students.

The Oklahoma Department of Career and Technology Education (ODCTE) and Oklahoma State Regents for Higher Education (OSRHE) individually collaborate to ensure that **the system addresses specific requirements within their programs** and provides information to OSDE about successful options for postsecondary success. OSDE communicates employer needs for each industry sector in a **comprehensive IAP system to include** interest inventory data, career exploration opportunities and a course of study to prepare students for the career of their choice. OSDE, ODCTE and OSRHE will work towards one point of entry to the systems for students.

Employers provide internships, mentorships and field trips to enhance the IAP high-quality, work-based learning.

All students explore and plan for success in postsecondary endeavors through a dynamic IAP that follows students beginning with 6th grade through high school.

Advanced students focus their coursework to meet academic goals.

Struggling students receive the assistance they need to meet academic goals.

Employers hire qualified applicants to fill positions.

Ongoing after August 2017

Oklahoma Works KEN Champions use LMI data to work with OSDE, ODCTE and OSRHE to modify career pathway offerings.

OSDE reviews and approves ODCTE Center Academies (e.g. Biosciences & Medicine, Pre-Engineering, Computer Science Academy). (Appendix F — Pre-Engineering Academy).

ODCTE oversees program review every 5 years or more frequently as needed.

OSRHE reviews programs every 5 years or more frequently as needed.

Students' educational experiences prepare them for postsecondary success.

Ongoing after June 2017

OSDE Ready4 Program Manager works with Career Pathway Strategy Leads, counselors, ODCTE and other partners to develop and implement professional development to grade 6 through 12 school educators so that they can, in turn, guide ALL students to develop IAPs.

Educators are prepared to offer targeted academic and career guidance to all students.

All students benefit from developing and following dynamic IAPs.

Advanced students focus their coursework to meet personal goals.

Struggling students receive the assistance they need to meet academic goals.

Ongoing after August 2017

Roles/Responsibilities

Outcomes

Timeline

Strategy 3: Strengthen teachers’ career expertise through externships.

The **Oklahoma Education Industry Partnership** provides summer externships for teachers in the five high-demand, high-skill driver systems. Oklahoma Works KEN Champions connect business leaders in high-skill/high-demand fields with educators in the region to develop **externships**.

Employers provide opportunities for educators to experience externships at their businesses.

(Appendix V —Oklahoma Education Industry Partnerships/Teacher Externships)

Educators at all levels learn about high-skill, high-demand fields in order to strengthen their instructional practices. Students receive instruction informed by real-world experiences. More students are prepared for postsecondary and career success.

Ongoing after June 2017

Strategy 4: Ensure equity and access in rigorous pathways for all students.

OSDE and ODCTE provide **professional development to grade 6 through 12 school educators to guide all students to develop IAPs**.

Schools provide access to all students for opportunities in Advanced Placement courses. This includes Native American students, students in poverty and students representing high-minority and high-poverty populations in Oklahoma.

Provide AP to rural schools virtually, in Oklahoma School of Science and Mathematics regional centers and through ODCTE career academies.

Oklahoma provides Advanced Placement test fee assistance to students identified for free and reduced lunch.

Educators are prepared to offer targeted academic and career guidance to all students. All students benefit from developing and following dynamic IAPs. Advanced students focus their coursework to meet academic goals. Struggling students receive the assistance they need to meet academic goals. Employers hire qualified applicants to fill positions.

Ongoing after August 2017

The National Academy Foundation representatives share the academic, technical and professional employability skills identified for each industry sector, including information about the success of the program. This program provides internships for students. The NAF career pathways are in the following areas: Finance, Hospitality & Tourism, Information Technology, Engineering and Health Sciences.

This program is currently implemented in Oklahoma City Public Schools — a high-poverty, high-minority district that is the largest in Oklahoma. The NAF Advisory Board includes business and industry representatives who connect with other businesses and other educators. (Appendix W)

Educators use or modify the NAF model of academic knowledge, technology and professional employability career preparation to meet the needs of under-served and under-represented students in their districts.

Ongoing after March 2017

OSDE identifies districts serving rural, under-served and under-represented students and offers additional professional development and extra assistance, including exposure to career options to these districts. The OSDE Office of School Support provides specific support to rural schools. OSDE collaborates with the Oklahoma Native American Advisory to identify needs and opportunities for career pathways.

More students from under-represented, under-served populations receive strong guidance to prepare them for postsecondary and career success.

Ongoing after August 2017

Strategy 5: Provide transitional courses in mathematics and literacy.

SREB has developed math and literacy courses aligned with college-readiness standards. Initial professional development began in June 2016 and will be available again in June 2017. A November 10, 2016, webinar will share information available to all Oklahoma school districts that want to participate in free training and receive free training materials. (Appendix T)

Additional students are prepared for postsecondary opportunities without the need for remediation, particularly under-served and under-represented students. Documentation of courses incorporated into the school schedule will be maintained by local districts.

November 2017 – June 2017 PD continues, and academic support continues annually.

Strategy 6: Redefine the senior year, including work-based learning/competency-based education.

Provide opportunities for students to **prepare for the rigor of postsecondary education**, including academic, technical and professional employability skills necessary for success beyond high school. **Transition initiatives:** Deliver transition courses for seniors aligned with college expectations (e.g., SREB Math Ready). Provide **content acceleration:** Advanced Placement Courses, Project Lead the Way; National Academy Foundation focus and internships; Career Technology Center-specific courses of study (e.g., Pre-Engineering Academy — Appendix F). Provide competency-based education for personalized learning initiatives that connect secondary school, career technology center and higher education institutions (e.g. Chickasha High School – Appendix X) that accelerate student learning so that they are college- and/or career-ready by the time they exit high school. **System Alignment** Is critical to the success of this initiative and will bring together representatives from PK- 12 education; career technology education and higher education institutions. Twenty-nine individuals committed to this work at the September 20, 2016, Call to Action Summit. **This workgroup will meet November 3, 2016, to define statewide strategies to redefine the senior year.** (Appendix AA — Call to Action Summit Agenda; Appendix BB — Action Summit Stakeholder Commitment Cards)

Students from across the state and across all groups will have access to relevant, rigorous coursework in order to be prepared for postsecondary success. Business and education will work together to provide work-based learning (apprenticeships, internships and mentorships). Competency-based education will use Chickasha High School as a model for providing access and equity to all students with personalized learning.

Ongoing after August 2017

Provide work-based learning including apprenticeships, internships and mentorships. The Oklahoma State Board of Education proposed rules for Senate Bill 2535 (Appendix E) allowing apprenticeships, internships and mentorship. Those rules were posted for public comment on October 3, 2016. The Work-Based Learning Committee established at the Call to Action Summit will meet November 2016 to further define criteria for business and education.

More students prepared with academic, technical and employability skills.

Ongoing after August 2017

Key Milestones

Q1: March 2017: Identify existing resources for **career transitions** such as the Zarrow Center (ZC) Transition Assessment Goals Generator or the Oklahoma Transition Council. The Zarrow Center for Learning Enrichment facilitates successful secondary and postsecondary educational, vocational and personal outcomes for students and adults with disabilities. ZC faculty, staff and students do this through self-determination-oriented evaluation, research, development, transition education instruction and dissemination of best educational and support practices.

Hire Regional Counselors with micro-credentialing in career advisement and prepare them to provide professional development to educators and families.

Offer professional development in promising programs to address the needs of all students, including under-served and under-represented students, during the **ODCTE Guidancefest and Counselors-Only Workshop** (October 4, 5, 11, 12 and 18, 2016). Include the National Academy Foundation (NAF), concurrent enrollment options, Lead Higher and models of teachers as advisors. Provide information on Individual Academic Plans for all students in order to ensure equity and access.

Q3: September 2017: Provide examples/options for schools to model how to develop an ongoing Individual Academic Plan (IAP) for students and develop a digital career app to communicate with students.

Provide professional development, including badging and micro-credentialing in career advisement.

Research options to study the participation of students in different career pathways based on data from Individual Academic Plans.

Q5: March 2018: Select a resource to confidentially monitor student participation in Individual Academic Plans.

Offer professional development in promising programs to address the needs of all students, including under-served and under-represented students, during the **ODCTE Guidancefest and Counselors-Only Workshop**. Include the NAF, concurrent enrollment options, Lead Higher and models of teachers as advisors. Provide information on Individual Academic Plans for all students in order to provide equity and access.

Q2: June 2017: Provide the career pathways guide to assist districts to implement career exploration and planning systems.

Offer professional development in promising programs to address the needs of under-served and under-represented students during the EngageOK Conference in July 2017. Include the NAF, concurrent enrollment options, Lead Higher and models of teachers as advisors. Provide information on Individual Academic Plans for all students.

Q4: December 2017: Develop Individual Academic Plans for middle and high school students in 25% of Oklahoma districts, prioritizing districts serving under-served and under-represented students.

Increase use of digital apps and other technology to improve communications with students and to provide targeted messaging. (Appendix FF — Individual Academic Plans)

Q6: June 2018: Monitor the use of Individual Academic Plans among rural, under-represented and under-served students.

Track Oklahoma Works KEN work with educators to modify career pathway offerings as needed.

Offer professional development in promising programs to address the needs of under-served and under-represented students during EngageOK. Include the NAF, concurrent enrollment options, Lead Higher and models of teachers as advisors. Provide information on Individual Academic Plans for all students in order to provide equity and access.

Key Milestones (continued)

Q7: September 2018: Develop Individual Academic Plans for all middle and high school students in 65% of Oklahoma districts, prioritizing districts serving under-served and under-represented students.

Q9: March 2019: OSDE researchers study the implementation of Individual Academic Plans and make any needed recommendations for policy changes. Offer professional development in promising programs to address the needs of all students, including under-served and under-represented students, during the ODCTE Guidancefest and Counselors-Only Workshop. Include the NAF, concurrent enrollment options, Lead Higher and models of teachers as advisors. Provide information on Individual Academic Plans for all students in order to provide equity and access.

Q8: December 2018: Provide additional technical assistance and support to districts serving rural, under-represented or under-served students who do not have Individual Academic Plans.

Q10: June 2019: Track **Oklahoma Works** KEN work with educators to modify career pathway offerings as needed. Offer professional development in promising programs to address the needs of under-served and under-represented students during EngageOK. Include the NAF, concurrent enrollment options, Lead Higher and models of teachers as advisors. In order to ensure equity and access, provide all students information on Individual Academic Plans.

Ready4 Impact, Influence, Leverage

The New Skills for Youth Key Objective 2 cross-sector participants discovered many career pathway initiatives implemented across the state. (Appendix U — work group participants) Unfortunately, many Oklahomans were unaware of career pathway activities other than those occurring in their own location. The Key Objective Group created an action plan to extend the isolated work so that stakeholders across the state could start or improve implementation of strategies to enhance career pathways for all students in their school district or community.

Both the ODCTE and OSRHE currently review career pathways on a regular basis. These processes can be leveraged to create a systemic, systematic review process for career pathways among ODCTE, OSRHE and common education. In the past three years, ODCTE and OSRHE have discontinued career pathways that fail to meet minimum standards for quality, rigor and cross-education alignment or that do not demonstrate a connection to priority industry sectors.

Several Oklahoma districts are implementing programs to successfully prepare all students, including under-represented and under-served populations, for postsecondary success. These programs and strategies can be expanded across the state. **The National Academy Foundation is very active in the Oklahoma City Public Schools** district and can be expanded statewide as a successful example to model. Other districts such as Muskogee (which has a high percentage of Native American students) are studying the impact of adjusting the minimum ACT score needed by high schoolers to qualify for concurrent enrollment. The results of these studies will be shared with districts across the state so that more high school students can be eligible for concurrent enrollment. A study conducted by the OSRHE found that students who earned concurrent course credit in high school had an 11% higher college graduation rate than students with comparable ACT scores who did not earn concurrent course credit (Concurrent Enrollment and College Performance, OSRHE, October 6, 2016). **As a result, Oklahoma would like to expand the number of students participating in concurrent and dual enrollment.**

In addition, the 2016 Oklahoma Counselor of the Year, Dr. Michelle K. Taylor of Adair High School, established a successful Teachers as Advisor program. The program can be shared by Dr. Taylor and Shelly Ellis, Executive Director of Counseling at the OSDE, during the 2016-17 school year. Several OSDE leaders have been trained in **Lead Higher (Equal Opportunity Schools)**, a program to assist districts in closing the academic gaps for students of color and low-income students. Strong programs exist under Lead Higher to assist Native American students as well. This training and commitment will inform professional development programs across the state. Oklahoma benefits from strong Native American tribal education programs. OSDE is working with the Southwest Comprehensive Center to facilitate meetings to expand the work statewide. More work is needed to expand Native American tribal programs to the public schools. Collaboration has begun and will continue to leverage the tribal successes for all Native American students.

Educators of special education students document career pathways for each student before the ninth-grade year. Strategies used with the special education population can be modeled for use with all students.

Lastly, Oklahoma eliminated several high school end-of-instruction tests and no longer requires scores on end-of-instruction tests for high school graduation.

KEY OBJECTIVE 3: READY4 CAREER-FOCUSED ACCOUNTABILITY SYSTEM

THEORY OF CHANGE

- » If schools and districts are held accountable for providing equitable access to career pathways, and
- » If schools and districts are increasing the number of students who are college and career ready,
THEN more students will be prepared for postsecondary and career success, businesses will be created and expanded in Oklahoma and businesses will be invested in local schools' improvement and success.

ACTION PLAN

Roles/Responsibilities

Outcomes

Timeline

Strategy 1: Publicly report career-focused indicators.

The Oklahoma State Department of Education (OSDE) Office of Accountability will include the number and percentage of students with access to and who complete Individual Academic Plans (IAP) in the state report cards.

All students complete an Individual Academic Plan.
 More students graduate from high school.
 Fewer students drop out of high school.

Ongoing after September 2017

Strategy 2: All levels of education and business share researched-based strategies for postsecondary success.

Business leaders provide educators with information about needs for postsecondary success.

OSRHE and the K20 Plan group share information with OSDE about the best plans of study to facilitate success in college majors, the success of high school graduates in each college and ways to best prepare high school students for success in college.

ODCTE Centers share information about the best plans of study to facilitate success in multiple career pathways.

Community colleges will coordinate with school districts to assist interested high school students to explore options available in community colleges.

OSDE will provide accountability information to show progress toward meeting postsecondary readiness for success.

Individual Academic Plans are informed by research from OSRHE, ODCTE and employers.
 More students are prepared for postsecondary and career success.

Ongoing after March 2018

Strategy 3: Publicly report the number of students successfully transitioning to postsecondary, military or employment within 12 months of high school graduation.

OSDE obtains data from ODCTE, OSRHE, the Oklahoma Department of Commerce and the military through a connected data system to determine students' post-high school experience.

Districts determine the success rate of high school graduates.
 Programs are modified to increase student postsecondary and career success reporting.

Ongoing after June 2019

Strategy 4: Postsecondary success indicators carry weight in the Oklahoma accountability system.

As required by the Every Student Succeeds Act (ESSA) and Oklahoma legislation (House Bill 3218), OSDE, ODCTE, OSRHE, the Office of Workforce Development and other stakeholders participate in the Accountability Task Force to **determine desired data elements to include in the accountability plan.** OSDE Office of Accountability is reviewing an accountability system that can **weight a career and postsecondary readiness indicator.**

More students incentivized to earn college credit while in high school.
 More students incentivized to earn industry credentials while in high school.
 More students graduate from high school ready for success in postsecondary endeavors.

Ongoing after March 2017

Strategy 5: High school diplomas recognize students who graduate with demonstration of career readiness.

OSDE, ODCTE, OSRHE, and the Office of Workforce Development recommend requirements for college and career endorsements. The Oklahoma State Board of Education approves a college and **career endorsement plan.** Students follow the procedures to obtain the career readiness endorsements.

Students demonstrate their career readiness via their high school diploma.
 Employers hire more students who demonstrate career readiness.
 More students are prepared for postsecondary and careers with documented advanced options.

Ongoing after March 2017

Ready 4 Impact, Influence, Leverage

The New Skills for Youth Key Objective 3 cross-sector participants brought together representatives from PK-12, Higher Education, Career Technology and business to research career pathway accountability models. Representatives discussed the best indicators for use in Oklahoma to document and foster improvement in the state’s career pathway preparation system for all students.

Legislation passed in June 2016 requires the development of college and career endorsements that provide distinction and to direct student coursework toward clear pathways. From Oklahoma’s House Bill 3218, section 4(G):

School districts must report on the high school transcript the highest achieved score on the assessment(s) included in the statewide student assessment system adopted for the 2017-2018 school year and any business or industry-recognized endorsements.

An Assessment and Accountability Advisory Council met monthly over the last six months to make recommendations for a new accountability system. The new plan will meet requirements of ESSA and Oklahoma House Bill 3218. Group members represent urban, suburban and rural school districts and include district administrators who work closely with the assessment and accountability system and stakeholders from across Oklahoma. **The council discussed options for increasing measures of career and postsecondary readiness. The Oklahoma accountability system currently reports participation and performance rates on the ACT/SAT and participation and performance in concurrent enrollment, Advanced Placement and ODCTE courses leading to a credential.** These measures are currently bonus points for the Oklahoma report card. The council considered several options, including the addition of a measure of career readiness such as Work Keys, student participation in and coursework supporting an Individual Academic Plan and student enrollment in postsecondary remedial courses. **The council favored the measures of Individual Academic Plans.** The input from the council was forwarded to researchers drafting Oklahoma’s new accountability plan. The plan will be presented to the Oklahoma State Board of Education during its October meeting.

The new report card and accountability plan will be implemented during the 2017-18 school year as required by the Every Student Succeeds Act and Oklahoma House Bill 3218.

Another law, Senate Bill 1269, in Section 1(A), (B): directs the State Board of Education, in collaboration with the State Board of Career and Technology Education and State Regents for Higher Education, **to develop college and career endorsements to provide distinction and to direct student coursework toward clear pathways.**

Ready 4 Impact, Influence, Leverage (continued)

For years, Oklahoma has been limited in its ability to share data among OSDE, ODCTE and OSRHE. In July 2016, a Memorandum of Understanding for Interagency Data Sharing was finalized (Appendices A, L, and M — Memorandums of Understanding between OSDE and the Governor’s Office, OSRHE, and ODCTE). These MOUs facilitate the ability to study the strategies leading to success in postsecondary education. This agreement will assist Oklahoma with successful implementation of a career-focused accountability system.

In addition, ODCTE offered to share student WorkKeys scores so that WorkKeys can be used as an indicator of career readiness.

Key Milestones

Q1: March 2017: The Accountability Task Force will identify the metrics for the 2017-18 accountability system to include measures of career readiness with appropriate weights of the Accountability System.

Q3: September 2017: OSDE will offer training to district educators on ways to document student progress with the new accountability metrics through regional meetings and webinars led by the OSDE Data Literacy Coach.

Q5: March 2018: The Governor’s Council on Workforce and Economic Development will direct federal funding and recommend allocation of state funding, braiding state and national funds to allow the combination of data systems among OSDE, ODCTE, OSRHE and Office of Workforce Development.

Q7: September 2018: The state begins the process of connecting databases among OSDE, ODCTE, OSRHE and the Office of Workforce Development.

Q9: March 2019: Districts will offer the new career-readiness assessment to students in the corresponding pathway as an optional way to demonstrate postsecondary readiness.

Q2: June 2017: OSDE will offer training to all district educators on the new accountability metrics.

Q4: December 2017: OSDE, OSRHE, K20 Plan and ODCTE will conduct research studies with shared outcome data to determine the best course-taking and other strategies for students to prepare for postsecondary success.

Q6: June 2018: Oklahoma will purchase a career-readiness assessment or obtain Work Keys information from ODCTE.
50% of students will use Individual Academic Plans.
75% of students will demonstrate college or career readiness on the selected metrics.

Q8: December 2018: OSDE, OSRHE, K20 Plan and ODCTE will conduct additional research studies with shared outcome data to determine the best course-taking and other strategies for students to prepare for postsecondary success.

Q10: June 2019: 75% of students will use Individual Academic Plans.
90% of high school students will demonstrate college and/or career readiness on the metrics selected for the accountability system.

KEY OBJECTIVE 4: READY4 MULTIPLE PATHWAYS THAT CULMINATE IN CREDENTIALS OF VALUE

THEORY OF CHANGE

- » If students are engaged and participate in rigorous, relevant courses, and
- » If schools, business, the Oklahoma Department of Career Technology Education (ODCTE) and the Oklahoma State Regents for Higher Education (OSRHE) support career pathways, and
- » If students have an Individual Academic Plan, and
- » If professional development is provided to create school-wide career advisement,
THEN more students will be prepared for postsecondary and career success, businesses will be created and expanded in Oklahoma and businesses will be invested in local schools' improvement and success.

ACTION PLAN

Roles/Responsibilities

Outcomes

Timeline

Strategy 1: Begin career advisement in early grades.

The Oklahoma State Department of Education (OSDE) identifies a model career guidance system to include variations for large, medium and small districts.
 The Oklahoma State Regents for Higher Education (OSRHE) provide success data to inform career guidance practices.
 The Oklahoma Department of Career and Technology Education (ODCTE) identifies career guidance best practices to complement those identified by OSDE.

Districts adopt a career guidance system that is counselor-led, uses teachers as advisors and/or uses a combination of techniques to allow all students to have strong career advisement.
 OSRHE modifies curriculum to help prepare future school counselors.
 More students graduate with an intentional plan of next steps for a career pathway.
 Students graduate from high school ready for postsecondary and career success.

September 2017
 25% of districts adopt career guidance system
September 2018
 65% of districts adopt career guidance system
September 2019
 100% of districts adopt career guidance system

Strategy 2: Increase the number of students who receive career advisement and work-based learning opportunities.

OSDE will **identify pilot districts to implement comprehensive career guidance systems beginning in Grade 6. Work-based learning opportunities will be offered to students in grades 9-12. Oklahoma Works KENs will lead the work-based learning opportunities for students regionally and will be supported by business and community.**
 OSDE will prioritize pilot districts with over 50% of the student body from under-served, under-represented groups.

More districts provide comprehensive career guidance systems.
More under-represented, under-served students receive comprehensive career guidance.
 More under-represented, under-served students graduate from high school prepared for postsecondary success.
 More students earn degrees and credentials of value.

Ongoing after September 2017

Strategy 3: Offer diplomas with advanced options.

OSDE establishes criteria for a diploma with designated advanced options to document postsecondary readiness. The advanced options will include industry certifications and certificates attained, college hours earned through concurrent enrollment, Advanced Placement or International Baccalaureate Courses.

More students take career pathway and advanced classes in high school.
More students graduate from high school with strong preparation for postsecondary and career success.

Ongoing after June 2018

Ready4 Impact, Influence and Leverage

The New Skills for Youth Key Objective 4 participants shared effective career guidance systems and wrote action plans to assist all schools with implementation options (Appendix U — Work Group participants). Oklahoma has many excellent resources and models, but many educators and business members were unaware of them. The action plans provide mechanisms to inform stakeholders across the state.

OK College Start and the OK Career Guide can be strong resources for comprehensive guidance counseling. (See Appendices I and J for information about the guides.) The ODCTE has produced excellent career exploration and career awareness curriculum to be used in the classroom setting. These resources provide elementary, middle and high school students with creative solutions for career exploration.

Additionally, the programs discussed in Objective 2 — **the National Academy Foundation, concurrent enrollment expansion initiatives, Lead Higher and existing programs utilizing teacher advisors** — can assist in accomplishing Objective 4 as well. Additionally, the MOUs among OSDE, OSRHE and ODCTE can assist in data sharing and cross-level studies.

Oklahoma has a number of professional development opportunities for educators. OSDE conducts annual comprehensive regional conferences entitled EngageOK. This forum can be leveraged to provide training to a wide audience of PK-12 educators about the career pathway initiative.

The Oklahoma Department of Career and Technology Education hosts Guidance Fest, five regional workshops held each fall at technology centers across the state and geared toward high school, middle school and technology center counselors. The Career and Academic Connections Division of the Oklahoma Department of Career and Technology Education hosts the event. The agenda includes information on national and statewide movements toward career pathways and individual academic plans, how the counselor’s role is shifting in Oklahoma, updates on OK Career Guide and a report from the OSDE on recently passed legislation.

The **Counselors-Only Conference** is a one-day conference hosted in a partnership between ODCTE and OSDE for elementary, middle school, high school and technology center counselors. Speakers from across the state present on a variety of topics of importance to school counselors. Several sessions are devoted to best practices on a number of issues.

Additionally, the Oklahoma Works KEN Champions and other stakeholders, including retired educators, **retired business representatives and other cross-sector team members are ready to assist with communication and feedback** to create optimal career pathway course and activity recommendations.

An Oklahoma team will attend a White House convening in 2016 to learn more about implementing **Oklahoma Reach Higher**. This program collects and disaggregates baseline data for career and postsecondary readiness. Participants establish SMART goals to increase student participation in more rigorous courses, greater ACT/SAT participation by the end of the junior year, greater FAFSA completion and completion of four or more college applications. Reach Higher supports Oklahoma’s career pathway goals.

Key Milestones

Q1: March 2017: Develop and/or assemble modules on college and career readiness based on future needs of the Oklahoma workforce.

- » Modules could be used separately or as a whole package depending on the needs of the site.
- » Use existing resources such as the OK Career Guide and OK College Start.

Q3: September 2017: Pilot implementation sites for 6th grade to use modules to:

- » gain awareness/knowledge of career pathways.
- » develop individual, fluid college and career plans.
- » **Hire regional college and career-advisement trainers** to train on modules and cascade strategies for earlier development of college and career readiness.
- » **Use the New Skills for Youth webpage to provide college and career resources** for students, parents and educators.
- » **Implement professional development** for counselors, advisors, student services staff, etc., through EngageOK, GuidanceFest, the Counselors-Only Conference and other forums.

Q5: March 2018: Implement a **comprehensive career pathway system** to be disseminated through secondary and postsecondary institutions.

Q7: September 2018: Modify plans to address any weaknesses in the delivery system, especially for students in **rural areas or in under-served and under-represented groups**.

Q9: March 2019: Monitor participation in comprehensive career pathway systems across the state.

Q2: June 2017: Develop a plan for professional development for counselors, advisors, student services staff, etc.

- » Partner with Oklahoma Works to implement **career shadowing and internship opportunities based on student interest**.
- » Define terms related to credentials and certifications.
- » Define criteria for advanced diplomas.

Q4: December 2017:

- » Increase concurrent enrollment agreements among high schools, Career Technology Centers and OSRHE institutions.
- » Increase the number of approved learning assessments at the state level.
- » Increase the number of contractual agreements between individual technology centers and OSRHE institutions.
- » Increase the number of articulation agreements between two- and four-year OSRHE institutions.
- » Increase the number of industry-endorsed certifications and credentials granted to Oklahoma students.
- » Increase the number of career pathways that culminate in a credential, certification and/or post-secondary degree.

Q6: June 2018: Monitor the success of the activities in increasing —

- » The number of college credits
- » The number of high school credits
- » The number of assessments approved, adopted, aligned, funded, etc.
- » The number of career pathways culminating in credentials, certifications and postsecondary degrees
- » The number of credentials and degrees that lead to in-demand careers

Q8: December 2018:

Continue professional development for counselors, advisors, student services staff, etc. through EngageOK, GuidanceFest, the Counselors-Only Conference and other forums.

Q10: June 2019: Monitor the success of activities in increasing —

- » The number of agreements
- » The number of college credits
- » The number of high school credits
- » The number of assessments approved, adopted, aligned, funded, etc.
- » The number of career pathways culminating in credentials, certifications and postsecondary degrees
- » The number of credentials and degrees that lead to in-demand careers

KEY OBJECTIVE 5: READY4 ALIGNING FUNDING STREAMS

THEORY OF CHANGE

- » If we complete a comprehensive catalog of funding sources (federal, state, private) that can be used for education, career training and workforce development purposes with asset mapping, and
 - » If best practices are identified and plans are made to replicate and scale successful programs and practices, and
 - » If a continuous improvement plan is in place that includes ongoing analysis of the varied components of the delivery system,
- Then secondary students will be better prepared for employment opportunities in high-skill, high-demand sectors.**

ACTION PLAN

Roles/Responsibilities

Outcomes

Timeline

Strategy 1: Update the Oklahoma Works Asset Map annually.

Representatives from the Oklahoma State Department of Education (OSDE), Oklahoma Department of Career and Technology Education (ODCTE), Department of Mental Health, Oklahoma State Regents for Higher Education (OSRHE), Department of Human Services, Department of Rehabilitation Services and Oklahoma Employment Security Commission **share programs addressing career pathways and work together to address overlap and gaps. (Appendix P — Asset Map)**

A **complete career pathways asset map** is created and distributed.

Ongoing after March 2017

Strategy 2: Braid state, regional and local funding streams to integrated career pathways.

Representatives from the Department of Mental Health, OSRHE, Department of Human Services, Department of Rehabilitation Services, Oklahoma Employment Security Commission, Department of Commerce, Oklahoma Department of Career Technology (ODCTE), GCWED and OSDE **collaborate to braid state and federal funding streams for a focus on career pathways.**

The **culture shifts from competition for funds to collaboration** among groups assisting with career pathways. Career pathway funds are maximized to assist every job-seeking Oklahoman.

Ongoing after September 2017

Ready4 Impact, Influence, Leverage

The Governor’s Council for Workforce and Economic Development convenes representatives from the stakeholders needed to accomplish these actions. The work begun by the Governor’s Office and the Oklahoma Works initiative can be used on an ongoing basis to update and support braided funding and to ensure **sustainability of the New Skills for Youth initiative.**

Key Milestones

Q1: March 2017: Ensure all agencies have a shared understanding of the definition of career pathways and, in conjunction with partners, identify national and Oklahoma model programs.

Q3: September 2017: The Career Pathways subcommittee of the Governor’s Council for Workforce and Economic Development will finalize the Career Pathways Asset Map.

Q2: June 2017: Develop the Career Pathways Asset Map format and begin collecting program and funding information.

Q4: December 2017: The Governor’s Council for Workforce and Economic Development Career Pathways subcommittee members, in conjunction with the Oklahoma Works team, will identify gaps and overlaps in the Career Pathways Asset Map and barriers to braided funding.

Key Milestones (continued)

Q5: March 2018: The Governor’s Council on Workforce and Economic Development will make statutory and budgetary recommendations to the Governor based on identified barriers. The Career Pathways Asset Map is shared with all agencies and other entities that support career pathways.

Q7: September 2018: In conjunction with partners, the Career Pathways subcommittee of the Governor’s Council for Workforce and Economic Development will update the Career Pathways Asset Map.

Q9: March 2019: The Governor’s Council on Workforce and Economic Development will make statutory and budgetary recommendations to the Governor based on identified barriers. The Career Pathways Asset Map is shared with all agencies and other entities that support career pathways.

Q11: September 2019: In conjunction with partners, the Career Pathways subcommittee of the Governor’s Council for Workforce and Economic Development will update the Career Pathways Asset Map.

Q6: June 2018: The Governor’s Council on Workforce and Economic Development Career Pathways subcommittee reviews feedback from agencies and entities supporting career pathways and strategizes responses to challenges or barriers.

Q8: December 2018: The Governor’s Council for Workforce and Economic Development Career Pathways subcommittee members, in conjunction with the Oklahoma Works team, will identify new gaps and overlaps in the current Career Pathways Asset Map and barriers to braided funding.

Q10: June 2019: The Governor’s Council on Workforce and Economic Development Career Pathways subcommittee reviews feedback from agencies and entities supporting career pathways and strategizes responses to challenges or barriers.

Q12: December 2019: The Governor’s Council for Workforce and Economic Development Career Pathways subcommittee members, in conjunction with the Oklahoma Works staff, will identify any new gaps and overlaps in the Career Pathways Asset Map and barriers to braided funding.

KEY OBJECTIVE 6: READY4 ENSURING CROSS-INSTITUTIONAL ALIGNMENT

THEORY OF CHANGE

- » If the State establishes Regional Career Pathway Strategy Leads (CPSLs) to include educators, business, CTE and HE), and
- » If the CPSLs facilitate professional development to educators and collaboration among educators and businesses, and
- » If a comprehensive guide to implementing career pathways is developed and disseminated,

THEN all students, including under-served and under-represented students, can have an active career pathway before leaving high school that leads to postsecondary and employment success.

ACTION PLAN

Roles/Responsibilities

Outcomes

Timeline

Strategy 1: Communicate career pathway strategies to educators.

Regional Career Pathway Strategy Leads (CPSLs) assist districts to implement a career preparation delivery system for all students by:

- » Facilitating meetings among educators and business representatives in the region
- » Connecting **professional development** opportunities with counselors, administrators and teachers
- » Facilitating meetings among educators and business representatives in the region
- » Developing implementation guides, including example activities from districts with active career preparation delivery systems

School districts have the tools and training needed to support students to prepare for postsecondary and career success.

Ongoing after September 2017

Businesses and educators support students to implement a personalized career pathway plan.

Strategy 1: Communicate career pathway strategies to educators (continued).

Oklahoma Works KEN Champions assist the CPSLs by bringing together leaders from regional Career Technology, Higher Education and workforce leaders to **support career preparation delivery systems**. The Oklahoma State Department of Education (OSDE) and district leadership support the career preparation delivery system for students in their districts. Business provides educators with industry sector needs and assists students in learning about careers through mentors, internships, summer jobs, equipment, teach time and other helpful activities. Oklahoma Works provides the current and projected labor market projections for high-skill, high-demand employment. Nonprofits assist in coordinating working groups of educators, students and business representatives. OSDE reviews best preparation practices and revises accreditation requirements as appropriate.

Students enter higher education, career technology or the military or obtain employment after graduation from high school.

Ongoing after September 2017

Strategy 2: Create a vision for career pathway delivery.

CPSLs convene meetings of district leaders with active career pathway programs for all students, identify successful components and create resources to help other districts implement career pathway plans. A comprehensive guide is developed and updated annually to include a variety of strategies to implement high-quality career pathways. Mid-America Delivers (See <http://www.maip.com/> and Appendix Y), Union Career Connects (See <http://www.unionps.org/union-career-connect/> and Appendix Z) and Duncan Public Schools' partnerships represent examples for scaling and replication across the state.

School districts have the tools and training needed to support students to prepare for postsecondary and career success. Businesses and educators support students to implement a personalized career pathway plan. Students are successful in postsecondary and career endeavors.

Ongoing after September 2017

Ready4 Impact, Influence, Leverage

The New Skills for Youth Key Objective 6 cross-sector participants identified districts across the state that are implementing successful career pathway programs for students (Appendix U — work group participants). Examples of these districts are Pryor, Duncan, Union, Broken Arrow and Tulsa. These districts provide versions of Individual Academic Plans and a variety of work-based experiences for students.

Duncan has written a **how-to guide for starting a collaborative career pathway program involving business, civic groups and educators**. The document, *Career Pathways Easy Start Guide*, can be leveraged as an example for the toolkit. Successful districts can share strategies for inclusion in the toolkit as well. As part of the New Skills for Youth Phase I, the first annual **Call to Action Summit** brought together business leaders and educators from all levels to share successes and elicit support to expand the work across the state. During the first summit, 70 new stakeholders signed commitment cards and expressed a desire to be part of the process of supporting all students toward postsecondary readiness. (Appendix AA — 2016 Call to Action Summit Agenda; Appendix BB — Call to Action commitments) In addition, Oklahoma has business **Champions for each Key Economic Network (KEN)**. These champions have begun the process of connecting business leaders with educators.

Key Milestones

Q1: March 2017: Regional Career Pathway Strategy Leads (CPSLs) are hired for each region.

Q3: September 2017: 25% of districts implement career preparation systems with all middle school and high school students. Districts serving under-served and under-represented students are prioritized to be part of the initial group. Business provides educators with industry sector needs and assists students in learning about careers through mentors, internships, equipment, teach time and other helpful activities.

Q5: March 2018: Career Pathway Strategy Leads provide professional development for counselors, administrators and teachers about how to best use the Career Pathways Toolkit.

Q7: September 2018: 65% of districts implement career preparation systems with all middle school and high school students.

Q9: March 2019: The Governor’s Council on Workforce and Economic Development will make statutory and budgetary recommendations to the Governor based on identified barriers. The Career Pathways Asset Map is shared with all agencies and other entities that support career pathways.

Q2: June 2017: Career Pathway Strategy Leads convene meeting of districts with active career pathway options for students. CPSLs work with Oklahoma Works KEN Champions to facilitate meetings among school district, career technology and higher education educators and business representatives in the region.

Q4: December 2017: Oklahoma Works provides current and future labor market projections for high-skill, high-demand employment. CPSLs produce a toolkit and distribute it to districts. Nonprofits assist in coordinating working groups of educators, students and business representatives to contribute to the career pathway resources for all students. OSDE reviews best preparation practices and revises accreditation requirements as appropriate.

Q6: June 2018: Career Pathway Strategy Leads continue to work with Oklahoma Works KEN Champions, business and civic leaders to expand career pathway options for students.

Q8: December 2018: Oklahoma Works provide the new current and projected labor market projections for high-skill, high-demand employment.

Q10: June 2019: The Governor’s Council on Workforce and Economic Development Career Pathways subcommittee reviews feedback from agencies and entities supporting career pathways and strategizes responses to challenges or barriers.

KEY OBJECTIVE 7: CROSS-SECTOR COMMUNICATION

THEORY OF CHANGE

- » If we provide a “one-stop” shop (website) for programs, initiatives, resources and research, and
- » If we facilitate a way to connect/match business and education to provide career awareness (elementary), career exploration (middle school) and career planning (high school) opportunities, and
- » If we provide toolkits for actions: an Easy Start Guide for Business and Education Partnerships, a School-wide Career Advising Toolkit, a Ways to Redefine the Senior Year Toolkit, a Family Involvement in Career Planning for Students Toolkit and an Establishing Work-Based Learning Opportunities Toolkit, and
- » If we provide social media information frequently for public posting of meetings, summits, business in schools, teacher externships, apprenticeships, internships, career fairs and community support, and
- » If we create videos of career pathways work in action and testimonials of representatives in diverse career pathways that include under-served and under-represented populations, and
- » If we build a Learning Systems Platform to connect communities of career pathways,

THEN We will enhance awareness and support action toward relevant, rigorous career pathways for all students.

ACTION PLAN

Roles/Responsibilities

Outcomes

Timeline

Strategy 1: Oklahoma contracted with an advertising agency to create a brand and develop a website, Ready4OK.com, that will serve as a hub of resources and information on career awareness, exploration and planning.

The Ready4 website and a learning systems platform will inform and inspire a broad, multifaceted audience of business leaders, educators, community members and, most importantly, families and students about ways to enhance career pathway preparation. Everyone has a role in building the capacity of every student. Every child has needs, hopes and dreams; career pathways provide a vehicle for student goals to be met.

More business leaders offer work-based learning opportunities.
Families learn opportunities to help children be ready for postsecondary success.
Community leaders offer assistance in career pathways.
More students are ready for career and postsecondary success.

Ongoing after March 2017

Because the initiative involves multiple audiences, pathways and topics, the OSDE will create and distribute easy-to-read, visually appealing toolkits and implementation guides for schoolwide career advising, redefining the senior year, family involvement in career planning, business and education partnerships, internships, FAQs, etc., to be posted as interactive tools on the Ready4 website.

More students are ready for career and postsecondary success.

Ongoing after December 2017

OSDE uses social media outreach across Facebook, Twitter and other platforms

Communication and awareness through multimedia will reach diverse groups.

Ongoing after October 2017

Strategy 2: Ensure the Ready4 vision is conveyed to all stakeholders.

Ready4 branding includes sharing the initiative’s vision — To ensure all students have the opportunity and support to successfully secure a postsecondary degree and/or industry certification that reflects each individual’s passions and skill — on the website, in documents and meetings and on social media. Cross-sector teams communicate, collaborate and create actions that effectively support individuals’ passions and skills.

Community partners, families, students, teachers, counselors, administrators and business connect and learn.

Ongoing after November 2017

Strategy 3: Provide a platform to connect cross-sector partners with communities of practice.

OSDE contracts with a learning systems platform vendor to create a space for matching business and educators for speaking, field trips, tours of businesses, job shadowing, internships, apprenticeships, and mentorships and teacher externships in order to provide career pathway awareness, exploration and work-based learning for students. Using a platform similar to Facebook, but expanded, implementation guides or toolkits will be the “course.” Participants can highlight and stop the text of actions, and a dialog box appears that allows a conversation and learning with others around a set of actions. This can be teacher-to-teacher; teacher-to-family; teacher-to-student; business-to-administrator; business-to-family; business-to-student or community-to-student and family.

Cross-sector partners learn from each other how to build relationships, communicate with different audiences and support career pathways for all students.

Ongoing after January 2017

The learning systems platform provides professional development related to career advising. This is a Ready4 action platform to connect, communicate, commit!

NSFY Phase One Early Wins for Implementation and Sustainability

Accomplishment #1

Summary of Accomplishment: The September 20, 2016, Call to Action Summit was a culminating event to support the Action Plans. The momentum was strong and the commitment clear for the coming together of cross-sector partners to listen and learn from diverse stakeholders. All participants received a Call to Action Commitment Card. The response of cross-sector team members who signed and returned Commitment Cards confirmed that this initiative will be sustained beyond the six-month planning grant. Oklahomans are Ready4 action, ready to go beyond the conversation. (Many signed multiple commitments. The commitment spreadsheet is in Appendix BB.) These commitments will move the Oklahoma vision forward and sustain the work. Each commitment area has an initiative leader.

Areas of commitment include [the number following the commitment identifies the number of individuals who made a commitment to the identified work]:

- » Redefining Senior Year Pilot — Objective 2 (29)
- » Prepare Schoolwide Career Advising Toolkit — Objective 4 (16)
- » Prepare Easy Start Guide to Business & Education Partnership Actions (Southwest Oklahoma Impact Coalition is in Appendix O) — Objective 6 (10)
- » Establish Criteria for Work-Based Learning Implementation (Apprenticeships, Internships, Mentorships) — Objective 4 (16)
- » Define Employability Skills in Regional Sectors to Match Education Needs — Objective 1 (15)
- » Pilot Individual Academic Plan Implementation — Objective 4 (21)
- » Pilot Senior Year Bridge Class in Mathematics — Objective 2 (12)
- » Commit to Workgroup — Quarterly Progress Check Meetings - All Objectives (15)
- » Prepare Data for Workgroup Progress — All Objectives (4)
- » Create Curriculum — Objective 2: Elementary (Career Awareness - 20), Middle School (Career Exploration — 18) & High School (Career Planning - 18)
- » Identify Braided Funding Strategies and Resource Use — Objective 5 (4)
- » Other (26)

Description of the Role of Cross-Sector Stakeholders: Cross-Sector Panels shared information, ideas and best practices. The stakeholder Ready4 panels included state leaders; district leaders working with cross-sector partners; representatives for under-served and under-represented populations; students, counselors and business. The cross-sector stakeholders are ready to put into practice what has been discussed for many years. The time is now!

Explanation of how the accomplishment improves the state's readiness to implement its action plan: Responds to Needs Assessment Recommendations and planned actions that will accelerate the vision and sustain the work.

Is additional evidence of the accomplishment provided in the appendix? If so, on what page?

Chart of cross-sector team members who committed to the identified initiatives. A copy of the Call to Action Summit program and Commitment Card that was completed by cross-sector team members (See Appendices AA and BB).

“What did the state accomplish through cross-sector effort in phase one that will improve the state’s readiness to implement its action plan?”

Accomplishment #2

Summary of Accomplishment: Description of the Role of Cross-Sector Stakeholders: Communication is critical to the success of the New Skills for Youth Initiative. The SREB Needs Assessment indicates that career awareness is lacking in our state. It is clear that communication is key to building foundational support and in communicating the initiative’s vision, need and action plan. Vendors are in the process of building a Ready4 website and learning system platform, and their development will bring together cross-sector partners for matching of business opportunities, educator externships and student apprenticeships, internships, mentorships and job shadowing.

Explanation of how the accomplishment improves the state’s readiness to implement its action plan: The Ready4 website will provide a hub for education partners, business and industry, parents, students, counselors, administrators and community members to have access to resources, information, toolkits, and curriculum to support career pathways for all students.

The learning system platform will provide a way to match business speakers, internships, tours, and advisory members to education needs. **This platform will provide information to parents and students about how to connect with career pathways, business opportunities and education required for maximizing skills.**

Is additional evidence of the accomplishment provided in the appendix? If so, on what page?

We are providing a URL to a demo of the Ready4 website and another to the architecture of the learning system platform.

Accomplishment #3

Summary of Accomplishment: As a result of the New Skills for Youth Planning grant, the OSDE and Governor’s Office have worked collaboratively to align the foundational strategic plan of Oklahoma Works with the New Skills for Youth action plan. The MOU with the Governor and State Superintendent of Public Instruction establishes a way to support and sustain the New Skills for Youth Initiative.

Description of the Role of Cross-Sector Stakeholders: New Skills for Youth will be sustained through the Oklahoma Works regional Key Economic Network Champions, the established cross-sector teams of the New Skills for Youth Work Groups, and the Call to Action Summit Stakeholders committed to the initiatives established by the coming together of disparate groups prior to NSFY. The infrastructure is established, and the commitment is real.

Explanation of how the accomplishment improves the state’s readiness to implement its action plan: This statement of commitment and support will bring the current momentum into action for years to come.

Is additional evidence of the accomplishment provided in the appendix? If so, on what page?

Please see the MOU between the Governor and the State Superintendent of Public Instruction in Appendix A.

Accomplishment #4

Summary of Accomplishment: As a result of the New Skills for Youth Planning Grant leveraging the achievements and infrastructure of Oklahoma Works, Oklahoma has a more streamlined plan for effectiveness and efficiency. Unifying many disparate groups around one vision to provide support for students to be prepared for high-demand, high-skilled jobs will bring success to the students and wealth-generation for our state.

Description of the Role of Cross-Sector Stakeholders: New Skills for Youth will be sustained through the Oklahoma Works regional Key Economic Network Champions, the established cross-sector teams of the New Skills for Youth Workgroups, and the Call to Action Summit stakeholders committed to the initiatives established by the coming together of disparate groups prior to NSFY. The infrastructure is established, and the commitment is real.

Explanation of how the accomplishment improves the state's readiness to implement its action plan: Bringing together all stakeholders with one plan establishes clear goals, combines resources to be effective and efficient, complements priorities outlined in the Oklahoma Works Strategic Delivery Plan and allows for additional capacity to carry out career pathways activities within the state.

Is additional evidence of the accomplishment provided in the appendix? If so, on what page?

The Governor's MOU (Appendix A) with the State Superintendent of Public Instruction identifies the commitment to sustainability of this work.