

Experiential Learning



- Are experiential learning activities, such as work-based learning and CTSOs, available to all middle grades students?
- Are there efforts to identify and eliminate barriers to access, participation and success in experiential learning?
- Are there clear standards for experiential learning opportunities?
- Is there a clear continuum of experiential learning experiences?
- How are employers involved in offering these experiences to students or supporting their work?

Experiential Learning Examples

- Denver Public Schools [CareerConnect](#) provides opportunities for K-8 learners to begin exploring their interests and passions, and how these connect to the world of work. One option, [Spark Industry Introduction](#), enables students in grades 6-8 to visit workplaces, where they meet industry professionals and engage in hands-on projects.
- Utah has a one-credit [College and Career Awareness course](#) required for all students in grade 7 or 8 and uses project-based learning to help students explore high school, postsecondary and career options; investigate programs of study relevant to the Utah labor market; and develop workplace skills. It requires a minimum of [six WBL experiences](#) across multiple career fields, including career fairs, field studies, guest speakers and job shadows.
- CTSOs will be one of four key components in North Carolina's new middle grades CTE framework, which will be supported by 15-hour modules for CTE instructors that address career exploration, essential employability skills, basic concepts and nomenclature, and the integration of CTSO activities within programs.

Teachers and Leaders



- Are there currently enough qualified and certified educators to deliver quality CTE content to all middle grades students?
- Do teachers and administrators have access to meaningful professional development?
- How can all teachers and staff in the school be involved in delivering quality middle grades career development experiences?
- How can new educators be recruited or resources used creatively to build capacity?

Teachers and Leaders Examples



- To integrate grade 6-12 education and career planning more holistically across the education system, Georgia has developed a [Teachers-As-Advisors Framework](#).
- The framework is linked to the National Career Development Guidelines and includes goals organized by grade level and by three domains: career management; academic achievement, educational attainment and lifelong learning; and life skills.

Data and Measurement



- How can data on the full range of students participating in CTE-related activities be collected?
- How might data already being collected within the broader educational system be used to evaluate middle grades CTE programs?
- What new data need to be collected, and how can burden of new data collection be reduced?
- What are the priority indicators of success for middle grades programs?

Data and Measurement Examples

- Utah requires each local education agency to submit an [End of Year Summary](#) to describe how the College and Career Awareness requirement was delivered, how it was integrated with other subjects, what teachers were involved, how the required workplace skills were addressed and demonstrated by students, which CTSOs were explored and how, what WBL experiences were offered, and how teachers and counselors collaborated to advance middle grades students' college and career awareness.
- Delaware requires all teachers to bi-annually develop goals based on the state's framework for teaching. The state has created [specific guidance and tools for middle grades CTE teachers](#) on how they can establish clear, measurable goals that are aligned with their schools' focus and priorities and CTE performance data.

Self-Assessment

<https://cte.careertech.org/sites/default/files/BroadeningPathSelfAssessment.pdf>

To what degree is your state or local middle grades CTE program or policy:	Equitable and inclusive of each student?	RATING 1 2 3 4 <i>(circle one)</i>
Sample evidence	<p>1 = Emerging</p> <ul style="list-style-type: none"> ➔ Middle grades CTE is optional or an elective for students not taking arts, music or additional academic coursework. ➔ The middle grades CTE curriculum is narrowly designed and does not allow for much modification to account for different learning styles or regional economies. ➔ Certain populations of students make up the majority of middle grades CTE participation. 	<p>4 = Strong</p> <ul style="list-style-type: none"> ➔ Every student is required to engage in middle grades CTE regardless of achievement level. ➔ School schedules ensure that students do not have to choose between middle grades CTE exposure and pursuing other interests (such as fine arts) or receiving enhanced academic services. ➔ Instruction is scaffolded to account for different learning styles. ➔ Supports are provided to special populations to ensure their appropriate access, participation and success. ➔ Professional development and supports around middle grades CTE instruction a @CTEWorks

Self-Assessment Report Out



Chat Storm

- What is one action you will take coming out of this webinar?



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<https://careertech.org/resource/broadening-path-middle-grades>