**AGRICULTURE, FOOD & NATURAL RESOURCES Career Cluster Leadership Pilot**

**Notes & Next Steps**

**Synthesized Notes:**

**OVERARCHING IDEAS/STRATEGIES**

* From the kickoff meeting, three main priorities were identified for Ag: Program Quality, Awareness/Guidance, and Partnerships.
* **TWO NEW PROPOSALS:**
	+ **EMPLOYER PROPOSAL**: Rather than create a specific deliverable(s) around partnerships (and business partners in particular), create/articulate a process for embedding meaningful employer engagement and review in the work plans for each of the individual deliverables. For example, each deliverable/product created by the Pilot should identify how and when employers from the various pilot states should be engaged for early input, review and/or validation.
		- Once the deliverables/activities of the Pilot are confirmed, each State Director/state lead will identify employers/partners who can/should be engaged on one/some/all of them.
		- Each deliverable/activity will then have a pool of cross-state employers/partners to tap (in coordination with State Directors)
		- NASDCTEc will maintain a master list of all employers/partners engaged throughout the process.
		- May need volunteers to help articulate process to ensure we are being strategic and not over-tapping any employers/partners
		- In the Ag kickoff meeting, members discussed bringing other people to the table in their states (i.e. Department of Labor, etc). Perhaps this is how to pull in these individuals.
			* Also members decided to keep the Ag Ed Council and FFA informed as the work progresses
	+ **OTHER PROPOSAL**: Build a “community of practice.” In addition to project management webinars, hold Pilot-only webinars to share best/emerging practices on key issues and ask states to share their work.
		- Create Pilot-specific listserv for sharing information, questions, and practices beyond the monthly all-pilot webinars?

**POTENTIAL DELIVERABLES**

*Partnerships*

TOPIC: Work-based learning

* WBL framework that lays out the different range of activities, roles/responsibilities, with specific Ag examples. An effort will be made to fit this within the RPOS framework, which currently doesn’t explicitly include WBL
* Policy framework for WBL identifying specific strategies for increasing access to WBL and removing barriers

TOPIC: Model partnerships

* Case Study: model partnerships at national/state/local level with examples

*Program Quality*

TOPIC: Course Sequences/Programs of Study

* Create case studies that highlight model programs of study, which include specific IRCs, descriptions of content/expectations, and have a particular focus on first-year course(s) that offer broad competencies, skills.
	+ Sample graphic that demonstrates progression of content/skills?
* Draft description(s)/recommendation(s) of first-year course(s)

*Awareness*

TOPIC: Teacher toolbox for Ag

* Create a Teacher Toolbox to train Ag teachers in career education. This process could include compiling a full list of awareness and guidance activities already happening and identifying best practices.
* Target different audiences and uses – from teacher prep to professional development conferences.
* Potential tool to create would be career ladders/forecasting for Ag careers (similar to Toyota’s career ladder piece)

Unsynthesized notes from small-group work and report outs

**PRIORITIES**

* Program quality
* Awareness/guidance
* Partnerships

Awareness small group work:

Audience: Teachers/counselors & admin/parents community

Challenges:

* Teachers generally aren’t aware of what’s going on in their region
* labor market data is not sufficient
* No clear view of what a career in ag looks like
* What is the future of ag careers and how do we communicate this to students?

Solutions:

* Develop a methodology to determine soc codes. NASDCTEc could determine what this methodology is and legitimize it. Define methodology so that each state can use it. Helps tell the story to legislation, etc. breakdown of info – male vs. female. Easy to read piece that helps us tell the story.
* Focus on teacher prep. Educate them on how to talk about cte/what jobs are out there; what to say; capitalize/leverage resources from businesses (videos, etc).
* Have industries come in and speak to teachers
* Develop workshops to showcase company and what career looks like (students spend day with professionals)
* Training of ag instructors to become career advisors. Develop a ‘toolkit’
* Showcase plausible career ladders in ag. For example: at John Deer a student starts as a technician, moves into sales, etc. Highlight the upward mobility opportunities.
* Create a survey according to pathways. Provide major companies with survey to determine career opportunities in five, 10, 20 years. Example: Increased focus on sustainability – Walmart wants sustainability stats on what the carbon footprint is of the companies whose products they sell. There will be many jobs created in the economics of sustainability. Job predictions like this could be a driver towards curriculum, etc.

 Message: What are CTE careers? How do they work?

Delivering message:

* Video – what it is to be a technician at john deer; what does it mean to be ag sales; what it means to be a food scientist.
* Lots of orgs already have this, so how do we get these into the classroom? These videos would serve as resources for teachers and faculty.
* How to message across states? If the school is located in Mississippi, how do students know that there are jobs in Colorado? – myagcm job board?
* Partner with other school districts to discover other career potential. (Consider competitions, etc).

Additional thoughts:

* Within each pathway is there an entrepreneurship option? Maybe discover local people who are examples/champions of this option. Turning your SAE (supervised agricultural experience) into a job. (capstone project).
* Job shadowing as part of SAE. How to create meaningful workplace experiences that can help someone’s career. Potential for virtual mentors.

**SMALL GROUPS REPORT OUT**

PARTNERSHIPS

Defining partnerships: finding meaningful ways that business and industry can work together to help prepare students by helping them identify and prepare for a chosen career path.

1. Purposeful partnerships
2. Knocking down boundaries/silos
3. Industry led partnerships important
4. National, state, regional, local partnerships will look different. What are successful examples of each?
5. Work base learning – make sure kids do the work and get credit for it
6. What are the skills gaps? Help education look to the future
7. Need to know what questions to ask – how local people can get business come in and how to get education to listen to what business has to say.

PROGRAM QUALITY

Recognizing state structures are different, based on listening to industry.

1. Continue to share ideas from state efforts and engage with workforce at regional level
2. Look for opportunities for case studies to show best practices and results – showcase programs
3. Brainstorm ideas to drive ideas above and place them in to secondary and post-secondary classrooms
4. Seek engagement with senior influence aka regional level
5. Seek engagement with local level. can’t create additional work has barrier to implementation
6. Use this to influence Perkins?

AWARENESS

1. Train ag teachers in career education. Consider developing a teacher toolbox
2. Compiling list of best practices happening around our states. Best examples of awareness and guidance
3. Intentionally train teachers – conferences/teacher prep
4. Data that supports this. Develop methodology around which to give us better data.
5. Career ladders/forecasting. Surveying some industries to forecast future of ag careers. Also what do career ladders look like?

(Toyota – good job of a career ladder piece. put it in three buckets – business, technician, etc).

**Pilot group determined Partnerships and Awareness were the most pressing items to be discussed over the course of the pilot.**

**ACTION STEPS**

* The pilot group will conduct conference calls/webinars once a month
* The pilot group will meet face to face again date TBD

Deliverables:

Awareness:

* By first meeting awareness leaders will bring a plan to the group for action steps for awareness subcommittee

Partnerships:

* + Jean and Julie will develop an input template to determine an appropriate definition for partnerships to send to the group. The template will be circulated and collected before next meeting.
	+ NASDCTEc – will upload resources on website/google drive and contact information to share with group.

Potential partners to bring to the table:

* Department of Labor
* FFA
* Develop working groups in Colorado and Mississippi that will inform the work of the group
* Keep the AG Ed council and FFA informed of pilot work