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02:12:54.490 --> 02:13:12.360

Obioma Okogbue, NDTAC: Thank you so much, Kristine. All right, so this session is going to be, presented by Daniel Clark from Blueprint 30, and it goes, too often we know that, you know, the career planning for justice-involved youth, does not really reflect their realities, or the opportunities that are actually available to them.

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02:13:12.360 --> 02:13:26.810

Obioma Okogbue, NDTAC: So this session introduces 3E's framework, and the three E's stand for Exposure, Exploration, and Education, as a practical model, for connecting youth with realistic career pathways aligned with the local labor markets.

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02:13:26.810 --> 02:13:38.990

Obioma Okogbue, NDTAC: From trades to healthcare to military and even credential-based opportunities. So the framework is built with accountability in mind, and it emphasizes the importance of measuring and demonstrating real impact.

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02:13:39.290 --> 02:13:49.580

Obioma Okogbue, NDTAC: Building on that foundation, we hope that you will see, elements of this framework in action through a spotlight on a Title I, Part D program. I will turn it over to Daniel.

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02:13:50.500 --> 02:14:00.739

daniel clark: Awesome, thank you so much, Obama. Can everybody hear me okay? Yes. Just want to confirm. All right, perfect, and I'll move over to the slide, Ken, one quick second.

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02:14:02.300 --> 02:14:18.130

daniel clark: Anytime. I know it's 345, and Ms. Anna mentioned it's 3.45. I'm in Florida, and it's 345 over here, so I know it's getting towards the tail end of our day, but you guys on the West Coast, kind of going towards the midday, I am a little bit jealous of you guys. Can everybody see this okay?

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02:14:18.750 --> 02:14:19.760

Kristine Chan, NDTAC: We can.

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02:14:19.970 --> 02:14:21.700

daniel clark: Just wanna confirm, perfect.

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02:14:21.700 --> 02:14:22.400

Kristine Chan, NDTAC: Yep.

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02:14:22.400 --> 02:14:46.720

daniel clark: Awesome. Alright, so I'm gonna go through a number of different things here today, but my goal isn't to necessarily give you guys all the information that you guys don't already know, but I think with the last session and some of the sessions that I heard from

before, it is all about sharing ideas, and so this can be a melting pot where we continue to share ideas when it comes to CTE-related measures, workforce readiness.

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02:14:46.760 --> 02:15:10.389

daniel clark: workforce development, or even career readiness ideas, and being able to put this in a melting pot. I absolutely love having this conversation. I love being able to talk to state representatives, whether it is in the DOE or DJJ space, because I hear the different ways that different counties and states and districts are handling, especially when it comes to workforce readiness, and then every single time, they're always

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02:15:10.390 --> 02:15:33.419

daniel clark: sparks the conversation for two states that may not know what each other are doing, and towards the end of the conversation, they do, and then they're able to take those measures back to their states and back to their districts. So, that is something I really am excited for, something I'm very passionate about, is seeing students that are in some of these, whether it's an alternative school, jail, a facility, foster care. We all understand that

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02:15:33.850 --> 02:15:53.329

daniel clark: primarily sometimes the same students. I had a couple of students here, and our flagship is in Jacksonville, and we've... we have contracts with some with the foster care system, some with DJJ in general, some with their alternative school here in Jacksonville, and I saw some of the handful... some of the same students in each and every one of those scenarios.

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02:15:53.330 --> 02:15:59.609

daniel clark: And I thought to myself, man, these students are being served in these different areas, whether it's an alt school or a diversion...

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02:15:59.650 --> 02:16:23.490

daniel clark: diversion services or any of those places, but we want to make sure that they're getting the workforce readiness, and they're getting the career development opportunities sent to them. I've seen it where students will talk about, hey, what do you want to do whenever you graduate high school? But their only concern, really, is, what am I going to eat tomorrow? What am I going to eat tonight? And so we want to be able to do both, and I'll kind of mention both of those.

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02:16:23.490 --> 02:16:39.990

daniel clark: Okay, how do we get students ready for employment now, if they're employment age? And then also, how do we point them towards career opportunities? And so, those are the 3E framework, and then we'll talk about some KPI measures, or key performance indicators, that are going to be best practices that we believe for your state agency.

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02:16:40.200 --> 02:17:04.229

daniel clark: Okay, I'm gonna go here, make sure everybody can see this. And this is the bio of me, Daniel Clark, from Jacksonville, Florida. It's where me and my wife reside here, and we've done a lot of great stuff with some DJJ, and you don't have to read the whole thing, but we've done a lot of great, great stuff with the Department of Juvenile Justice, some, Title I, Part D schools, like an alternative school, some different non-profits here in Northeast Florida, and continued around Florida, and so...

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02:17:04.230 --> 02:17:13.670

daniel clark: It's an honor to meet all of you guys, and so thank you so much, Ms. Christine, for having me on and being a part to be able to share my little two cents from our corner of the globe.

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02:17:14.389 --> 02:17:32.729

daniel clark: I'm gonna go next. Alright, so who is this for? So, I know we're talking to a lot of different state reps, and so I saw in a previous session where you guys mentioned, where you guys are from, and so I absolutely think this is incredible to see so many states represented in one place. And so we've given this talk, especially when it comes to

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02:17:32.730 --> 02:17:57.600

daniel clark: to facilitators in the DJJ space, but some of them still report, to you guys, so I think it'd be great and advantageous for you guys to be able to hear kind of what they're hearing in some of their conferences. I gave this, I think it was at the National Partnership of Juvenile Services, their annual conference, we spoke at something similar, and we spoke at something similar to that at that conference, and it was the same thing, just people from all around the country.

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02:17:57.600 --> 02:18:03.109

daniel clark: And so, who is this workshop for? So, regardless of where you are.

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02:18:03.490 --> 02:18:19.099

daniel clark: whether your agency serves, like, diversion, we're talking about DJJ, diversion, prevention, detention, hope court, opportunity, probation, I'm gonna go ahead and add in there, alternative schools, a foster care system, any of those, if you're Title I, Part D,

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02:18:19.309 --> 02:18:20.290

daniel clark: funds...

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02:18:20.290 --> 02:18:45.100

daniel clark: facilitate through those particular facilities. We believe that this conversation is for you, and so, we're really excited to be able to kind of get some input from all of you guys. So I know it's 345 here in Jacksonville, and so I want to kind of ask, and I can't see the chat right now, so maybe, Christine, you're going to have to tell me what they say, but I want to ask this question, because this is the same exact question, that we ask students. And so, I am a software owner.

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02:18:45.100 --> 02:19:08.840

daniel clark: 30 is a software company, it's a company that I own, but I still work with students on a day-to-day basis. Not as much as I want to anymore, because I just don't have the time, but I still work with students every single chance I get. So I love going into detention centers, and I'll ask them this question. I love going into residential facilities, I'll ask them this question. Alternative schools, foster care systems, I'll ask them all. Even some students that just got out

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02:19:08.840 --> 02:19:24.190

daniel clark: whether to transition out of any of those facilities, we ask them all the same question, and we have them take their time. And I want for you guys to be able to answer this as well, and I would love to be able to see some activity in the chat for you guys to answer. So, where you're at right now.

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02:19:24.190 --> 02:19:42.029

daniel clark: wherever your role is, whether you just got in this role or you've been doing it for a while, you can take this... you can take this question personally, or you can take it professionally. But we would love to be able, for all of you guys, to be able to answer this question, and it's where do you want to be in 10 years? You personally.

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02:19:42.139 --> 02:19:54.819

daniel clark: where do you want to be in 10 years? So, really think about it, you can take it professionally, you can take it, personally, however you want to answer that question. I think I can see the chat here, I don't want to mess things up, but...

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02:19:55.110 --> 02:19:56.930

Kristine Chan, NDTAC: Daniel, I can help you navigate. Oh, perfect.

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02:19:56.930 --> 02:19:58.029

daniel clark: Thank you so much.

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02:19:58.310 --> 02:20:09.279

Kristine Chan, NDTAC: I can barely think about what I'm gonna do next year, but you do have a feel. Many folks are replying retired.

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02:20:09.280 --> 02:20:10.460

daniel clark: tired, I like that.

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02:20:10.460 --> 02:20:13.099

Kristine Chan, NDTAC: Okay, on an island under the sun.

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02:20:13.100 --> 02:20:17.180

daniel clark: Come on, well, come on down to Florida, we're a peninsula, so that's close enough, we're close enough.

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02:20:17.180 --> 02:20:18.140

Kristine Chan, NDTAC: on a beach.

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02:20:18.140 --> 02:20:20.170

daniel clark: On a beach? Come on out loud.

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02:20:20.170 --> 02:20:22.210

Kristine Chan, NDTAC: And productively retired.

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02:20:22.210 --> 02:20:24.860

daniel clark: I like that, seeing a lot of Retired. I like that.

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02:20:25.100 --> 02:20:27.539

Kristine Chan, NDTAC: Traveling the country in a camper.

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02:20:27.540 --> 02:20:29.309

daniel clark: Oh, okay, I like that.

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02:20:29.500 --> 02:20:32.170

Kristine Chan, NDTAC: Oh, Leslie, an expert in the field.

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02:20:32.170 --> 02:20:33.870

daniel clark: Like, I like that.

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02:20:34.020 --> 02:20:38.090

Kristine Chan, NDTAC: And working at Home Depot, my dream.

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02:20:38.300 --> 02:20:40.370

daniel clark: Oh, working at Home Depot, alright.

796

02:20:40.900 --> 02:20:44.560

Kristine Chan, NDTAC: Another David, Chief of Staff.

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02:20:45.190 --> 02:20:47.580

daniel clark: Come on, I like that, professionally taken in there.

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02:20:47.580 --> 02:20:52.939

Kristine Chan, NDTAC: Okay, I'm just gonna read through a couple now. Somewhere warmer than here, on an island...

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02:20:52.940 --> 02:20:54.100

daniel clark: Summer warming.

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02:20:54.380 --> 02:21:00.389

Kristine Chan, NDTAC: And then the last one is volunteer with delinquent youth in my retirement, just like I did in my 20s.

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02:21:00.390 --> 02:21:01.410

daniel clark: That's incredible.

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02:21:01.570 --> 02:21:04.050

Kristine Chan, NDTAC: One more, getting an educational doctorate.

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02:21:04.050 --> 02:21:21.080

daniel clark: Okay, I like that. So, some of you guys took it the professional route, some of you guys took it the personal route. I think it's awesome. I heard a lot of retirement. I hope I'm retired in 10 years, too. That'd be awesome. I'd probably be... I'm not old enough to be retired, but that'd be a good goal to have. So, I think it's amazing to see, because we ask these questions, too, whether it is,

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02:21:21.400 --> 02:21:45.470

daniel clark: you know, state educators or coordinators, whether it is your FAs at your detention centers, anything like that, or principals, we kind of ask all of them the same question. We ask students. Whenever we ask students, especially when they are in the system, whether it's the justice system or the foster care system, a lot of times, it is a harder question for them to be able to answer. Or they will give some of these, I want to be just rich, and I tell them, hey, well, you can't...

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02:21:45.470 --> 02:22:10.119

daniel clark: You can't say just rich, you gotta give me an actuality. Like, what is... what do you act... what do you actually want to be? And so, if you had enough time, we would have said, okay, you want to retire, where do you see yourself retiring? Some of you guys mentioned you want to be on the beach, some of you guys mentioned an island. You envision yourself there. Wherever there is, whatever your goal is, you can envision yourself there. And I think it's important, and it's an important conversation to have, even on the student level, for them to envision where they're

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02:22:10.120 --> 02:22:12.339

daniel clark: Going to be in 10 years.

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02:22:12.340 --> 02:22:36.550

daniel clark: Some of the students that we have seen are... especially the software is built for them to actually meet them where they're in unfavorable conditions. Maybe they're in a facility, and they have to be there for 6 to 9 months, and they don't want to be there. They can... they're trying to envision themselves somewhere else. And so my question to them is, okay, where do you see yourself in 10 years? Some of it may be hard... it may be even hard to answer that question. Some of you guys thought the same thing.

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02:22:36.550 --> 02:22:56.900

daniel clark: man, it's kind of hard for me to think about where I want to be in 10 years. I'm not really sure. I can't envision myself in 10 years. I'm like, 10 years comes by, goes by a lot faster than you think. 10 years will blow by. I see some nodding of their heads, 10 years will blow by. Some of the students that we work with are, like, 16 years old. I say, in 10 years, you'll be 26 years old. And you may think that's a long time.

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02:22:56.900 --> 02:22:59.280

daniel clark: You may think that's, man, that's forever from now.

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02:22:59.280 --> 02:23:04.659

daniel clark: But 10 years ago, if they were 16, 10 years ago, they were 6 years old. And you're like, oh...

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02:23:04.940 --> 02:23:08.799

daniel clark: I said, how fast do you think it was from 6 to 16? And he said, man, it blew by.

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02:23:08.800 --> 02:23:33.299

daniel clark: I say it's gonna do the same thing, and the decisions that we make today will dictate where we are in the next 10 years. And so, a lot of you guys have been working in your fields for a long time, dedicating blood, sweat, and tears into your craft, which I think is incredible, and hopefully in the next 10 years, you'll be able to reap all of those rewards, not just seeing students' lives change forever, but then selfishly, you'll be able to retire on that beach somewhere.

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02:23:33.650 --> 02:23:34.450

daniel clark: Okay?

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02:23:34.790 --> 02:23:44.620

daniel clark: So it's a great thing to do, is to continuously ask students and challenge them, where they want to be, kind of, in the next 10 years. This is something I always just love to do, just kind of see where people are at.

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02:23:44.740 --> 02:24:00.279

daniel clark: But thank you guys so much for answering those things. All right, I think I gotta skip ahead just a little bit, but we're gonna ask some question and answer really quick. I'm gonna... you can put it in the chat as well. If you saw it, you saw it, if you didn't, you didn't. But I wanna ask you guys the question, what is the graduation rate

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02:24:00.390 --> 02:24:08.569

daniel clark: among students who have had involvement with the justice system. What do you guys think the graduation rate is?

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02:24:08.570 --> 02:24:32.799

daniel clark: Now, this could be... it's a wide range, so not students that are, I'm 17, I'm a junior, and then I graduate inside of the facility, but I'm talking about they are 11 years old, they had some justice involvement, and then they left, and they never had to go back to a facility or a detention center. What do you guys think? And this is, actually comes from Developing Effective Educational Services and the Department of Juvenile Justice Programs annual report done by Florida.

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02:24:32.800 --> 02:24:43.880

daniel clark: in 2023. So this is where all the data for these next few questions will be pulled from. And so we're going to look at just Florida a number of years ago. Those numbers are a little bit different now.

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02:24:44.290 --> 02:24:48.799

daniel clark: But we're just gonna look at Florida for right now. What answers do we have there in the chat, Ms. Christine?

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02:24:49.510 --> 02:24:51.800

Kristine Chan, NDTAC: 10%, less than 30%.

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02:24:52.370 --> 02:25:03.969

daniel clark: Less than 30%, we see 10%, and that's crazy. You guys, as state, as state coordinators, to think, man, it's probably gonna be really, really low is very, very interesting.

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02:25:04.180 --> 02:25:13.639

daniel clark: So, the... what is the graduation rate among students who have had any sort of justice involved, any sort of involvement with the justice system? What is the... what is the rate? I'm gonna go ahead and click here.

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02:25:13.660 --> 02:25:28.080

daniel clark: And it is 49%. 49%, which is high, which is pretty good, you know, for students that are graduating at that time. And that was just in Florida just that time, and so sometimes there can be some, different.

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02:25:28.490 --> 02:25:38.050

daniel clark: different things that took place during that year to help bring those numbers up, or bring those numbers down, whatever that looks like. Would that be a good number for you guys to know as well?

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02:25:38.050 --> 02:25:44.899

daniel clark: What would... what is those numbers for your particular state, and what are those numbers for your state right now? So anyone that gets

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02:25:44.900 --> 02:26:02.659

daniel clark: if they're in a Title I, Part D alternative school, they're usually in that alternative school for maybe 60 to 180 days. That's how, you know, they do things here in North Florida, depending on your district, or if they're in the foster care system, or if they're in your... any type of youth that has been any sort of justice involvement.

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02:26:02.950 --> 02:26:08.060

daniel clark: it is important to kind of know those numbers and what they look like, for yours. I'm gonna go to the next one.

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02:26:08.410 --> 02:26:15.250

daniel clark: Alright, now here's a hard one. What's the percentage of students attending post-secondary school?

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02:26:15.550 --> 02:26:29.540

daniel clark: who have been involved in the justice system. We talk about Charter One Part D as a full, but I really kind of want to narrow my focus a little bit when it comes to justice-involved youth. So, what do you think the percentage is of students attending a post-secondary school?

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02:26:29.940 --> 02:26:34.750

daniel clark: And that post-secondary school can be a college, it can be a trade school.

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02:26:35.180 --> 02:26:39.480

daniel clark: It can be, like, a Merchant Mariner School, any type of certificate, apprenticeship.

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02:26:39.710 --> 02:26:47.309

daniel clark: Any of those things. Like, post-secondary, anything they can do as a career, they can kind of step into a career. Christine, what numbers you got there?

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02:26:47.310 --> 02:26:55.220

Kristine Chan, NDTAC: Okay, reading you a list. 10, 20, 30, 23, less than 30, 18, 15, 35.

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02:26:55.220 --> 02:26:59.440

daniel clark: Alright, awesome. So we're gonna keep going here, and the answer is 19%.

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02:26:59.860 --> 02:27:16.390

daniel clark: 19%. When I saw that number, that number struck me to my core. To see students who have been involved with the justice system, maybe they get their high school diploma based off the numbers that we saw before, or at least a GED, or some sort of equivalent, but beyond that, they're not doing anything.

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02:27:16.720 --> 02:27:40.710

daniel clark: And so there's a major drop-off that we see between students that are graduating high school, or they are getting their GED, maybe later on in life, whatever that

looks like, and we see a huge drop-off when it comes to post-secondary education. And we all know, with the climate of the world that we live in right now, it is important, especially for any justice-involved youth or students that are in your Title I, Part D facilities.

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02:27:40.710 --> 02:28:05.209

daniel clark: for them to be able to then figure out what the next step is. That's why workforce readiness is so important. That's why workforce development is so important. And we can see by the numbers, we've seen a lot of success when it comes to graduation, but then a huge drop-off when it comes to post-secondary opportunities. And that could be for a number of reasons, and maybe your state handles things a little bit different. Maybe your numbers are higher, maybe your numbers are lower.

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02:28:05.210 --> 02:28:12.649

daniel clark: But it's a good thing for you to know, where your numbers are at in the years prior to where they are right now.

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02:28:13.110 --> 02:28:20.470

daniel clark: All right, I think I got one more. Alright, what is the national average of unemployment rate for any youth offender?

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02:28:21.010 --> 02:28:25.129

daniel clark: National average of unemployment rate for youth offenders.

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02:28:28.190 --> 02:28:43.519

daniel clark: Who do you think that is? And that, once again, the reason why I really want to focus on, justice-involved youth is because that is a lot of the students that we see, we end up working with, is those that have, been involved in the justice field.

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02:28:43.920 --> 02:28:52.209

daniel clark: Because they start off in the foster care system, and then we see a number of them, you know, get arrested for whatever reason. We see them at an alternative school.

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02:28:52.300 --> 02:29:05.579

daniel clark: And they get in trouble at the alternative school, and they have to go through a diversion program, so they haven't gone inside a facility, but because of the diversion program, there's still justice involved. And so we want to talk about what is the national average of unemployment rate for youth offenders. You can go ahead.

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02:29:06.520 --> 02:29:12.430

Kristine Chan, NDTAC: 25, 15, 40, 63, 50, 60, 20, 25.

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02:29:12.430 --> 02:29:14.629

daniel clark: Okay, awesome, let's see what it is here.

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02:29:14.920 --> 02:29:16.450

daniel clark: Alright, 60%.

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02:29:16.840 --> 02:29:33.979

daniel clark: 60%, which is very... still... still high. And so, if you look at all of those data points, we see students maybe graduating high school at a certain rate, but then they don't... they see a big drop-off when it comes to post-secondary opportunities, and that automatically is going to lead to unemployment.

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02:29:34.090 --> 02:29:35.619

daniel clark: Because we see now.

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02:29:36.070 --> 02:29:54.980

daniel clark: with... with people that are looking for employment, especially kind of here in Florida, we have some of the... what used to be jobs that were dedicated to high school students working at McDonald's, working at Walgreens or something like that, that we've seen a lot of students apply for those particular jobs. For summer jobs, we see now adults that are taking those jobs.

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02:29:54.990 --> 02:30:13.440

daniel clark: And so that... now, that really emphasizes the need for students to have some sort of certificate, whenever they're not just graduating high school, but still going into post-secondary opportunities, whether it's a trade, whether that is them getting their mariner's license to get... be a merchant mariner, a longshoreman, any of those particular things.

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02:30:13.440 --> 02:30:26.750

daniel clark: So we really want to be able to... I really wanted to be able to highlight the significance and the reasons why we wanted to be able to have this conversation, and for you to be able to take this back, talk to your team, and say, okay, what are we doing when it comes to workforce readiness?

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02:30:26.750 --> 02:30:42.089

daniel clark: So we don't have the unemployment rate. I think there is a telltale sign, a direct connection or link between those that aren't getting certified and unemployment. If I'm not certified when I'm 18, I'm less likely to be certified when I'm 20, than I'm 25, and in being unemployed when I'm 30.

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02:30:43.060 --> 02:30:54.290

daniel clark: All right, I'm gonna move on to the next one. It might throw things in the way, but we're gonna bridge the gap, and we can say school to prison, we can say alt school to prison, we can say foster care to prison, we can...

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02:30:54.290 --> 02:31:16.619

daniel clark: submit or replace school with anything you would like to, but I firmly believe in what we have seen and the data shows us, to help reduce recidivism and disrupt the school-to-prison pipeline, it is essential that we meet young people where they are right now. Address their immediate needs, of course, but then open their eyes to new possibilities by exposing them to meaningful opportunities for the future.

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02:31:16.640 --> 02:31:21.390

daniel clark: When we talk about... when we've... we've had these kind of conversations with a lot of,

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02:31:21.550 --> 02:31:25.840

daniel clark: FAs at a detention center, or at a...

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02:31:26.370 --> 02:31:31.810

daniel clark: Residential facility, and we need to make sure that we're taking the class to help get them with their resume.

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02:31:32.150 --> 02:31:37.839

daniel clark: Help them with mock interviews, but then that's also, okay, what does it look like whenever I graduate high school?

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02:31:37.970 --> 02:31:42.310

daniel clark: Because they don't want to work that little... they don't want to work that McDonald's job forever. And I see this from...

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02:31:42.310 --> 02:31:58.310

daniel clark: first-hand accounts, because I, once again, I still work with students on a day-to-day basis as much as I possibly can, and I'll help students write their resume, especially when we first started everything. I would help students write their resume, and I'd ask them, say, hey, we're gonna apply for McDonald's. Well, I don't want to work at McDonald's.

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02:31:58.550 --> 02:32:05.709

daniel clark: And they would use some explicit language in between those, but I don't want to work at McDonald's. And I said, well, why not? He says, well, I don't want to work there forever.

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02:32:06.060 --> 02:32:20.979

daniel clark: And automatically, I tell them, like, if we were gonna take this time, you can work at McDonald's, but let's also build so that whenever you graduate high school, that you have a plan. And I think that, really, we've seen that over and over and over again, where students stay employed longer.

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02:32:21.550 --> 02:32:25.520

daniel clark: They are less sporadic when it comes to... when it comes to their job.

864

02:32:25.740 --> 02:32:40.329

daniel clark: Because we've seen them say, hey, okay, in two years, in one year, I'm gonna work this job right now, but in two years, or in one year, I can go into the military. I can go into my trade school. I already have it all lined up. It's already paid for me. I already have it,

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02:32:40.600 --> 02:32:47.670

daniel clark: secured. So that is gonna now tell them, and this is something I tell them all individually, I says, now you have something to lose.

866

02:32:47.890 --> 02:32:57.849

daniel clark: I've seen it time and time again, and you guys have probably seen it or heard it from, some of your districts in your areas about students... you would help them get employed, but then they quit in the next two weeks.

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02:32:58.460 --> 02:33:14.190

daniel clark: Because a lot of times, they don't want to see themselves... they don't see themselves working that job for an extended amount of time. And so, we believe that we want to be able to address the immediate need, and then also help them explore new possibilities that are in their area. And a lot of it has to come with

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02:33:14.190 --> 02:33:32.440

daniel clark: debunking some myths. So I'm going to breeze through a number of these different slides, because I really want to get to the KPI measures, and so... some of the KPI metrics, so that you can be able to take them back to your teams and figure out, okay, where are we putting our dollars towards? And then, are they meeting these particular benchmarks?

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02:33:32.630 --> 02:33:37.960

daniel clark: Okay? Alright, move on, skip on that one. Okay, so here's the 3E framework.

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02:33:38.520 --> 02:33:41.919

daniel clark: It says exposure, exploration, and education.

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02:33:41.920 --> 02:34:01.780

daniel clark: Try to make it as simplistic as possible, easily as digestible as possible. So, hopefully, when you're looking at where are your dollars going when it comes to workforce readiness, workforce development, is it answering these particular things? Does it touch on all three of these things? We believe that a great workforce readiness program is going to touch all three of these. You're going to expose students to careers.

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02:34:02.140 --> 02:34:20.849

daniel clark: Like, you're going to allow them to explore those particular careers that you're exposing them to, and then you're gonna educate them, not just on the career, but educate them on how to be certified. And so, if it is a welding, you're exposing them to welding, or you're exposing them to the trades, allow them to explore the trades, allow them to then

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02:34:21.160 --> 02:34:36.749

daniel clark: Expose them to the trades, explore welding as an opportunity, but then educate them on how to be able to get certified in welding. Whether that is a local apprenticeship program, your local state college, any of those particular things, you want to be able to educate them on all of them.

874

02:34:36.970 --> 02:34:37.880

daniel clark: Alright.

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02:34:37.880 --> 02:34:57.530

daniel clark: I'll move to the next. We're gonna talk about exposure. What I'm gonna do for each one of these, I'm gonna give you guys some free oper... some free links, and I think it's gonna be in... it's actually on the website as well, but all of these different areas are free for

you to be able to give to your students, or you're able to give to your principals or facility advisors, any of those particular things.

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02:34:57.530 --> 02:35:05.600

daniel clark: Alright, so we're gonna talk about exposure. These are all online. One of the biggest things to expose students to different opportunities, of course, is going to be a career quiz.

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02:35:05.600 --> 02:35:08.149

daniel clark: Alright? So, with a career quiz.

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02:35:08.890 --> 02:35:18.020

daniel clark: It is easy, it's the simplest way, to be able to expose students to all the opportunities, and these are all free, that are online for students to be able to take.

879

02:35:18.020 --> 02:35:41.830

daniel clark: And so, for some of the... some of our clients that we have, they don't have a big computer lab, but they may have just one computer, or they don't have enough opportunities for every student to be able to go through it, and so we wanted to make sure that is readily available to all of you at any particular time. O-Net is a great... is an awesome facility. If you ever heard of Career One Stop, little tidbit, O-Net uses... I mean, Career One Stop uses O-Net, and so

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02:35:41.830 --> 02:36:04.750

daniel clark: even if you wanted to put it on your own website and have a kind of a dashboard or, like, a newsletter type where you want to be able to put all of your resources in one place, you can actually contact O-Net directly, and they will give you the opportunity to be able to place that on your website. My Next Move has an awesome, awesome career quiz. Career One Stop, once again, it's really great. It actually has videos that correlate with

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02:36:04.750 --> 02:36:05.470

daniel clark: the...

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02:36:05.920 --> 02:36:20.099

daniel clark: the different career opportunities. Skillpoint is another free one. Of course, CareerSource, I put CareerSource Florida, because I'm Florida, I'm from Florida, and I try to shout out Florida as much as I can, anytime I can. But your CareerSource in your state will also have

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02:36:20.100 --> 02:36:44.490

daniel clark: a career quiz for your students to be able to take. And then, of course, Blueprint 30 is another opportunity for you to be able to use. What we did for Blueprint 30 on our end is we wanted to make sure that this is for students that may not go to college. And so I think that is a defining metric, is to see students that are not going to attend your local or private large universities.

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02:36:44.490 --> 02:37:04.119

daniel clark: But they would attend your trade school, they would attend your mariner school, any of those particular things, they would attend those. And so, the one that is here for Blueprint 30, we actually made it available to all of you guys, and so at any point, you

can scan this, and it'll actually be in the slideshow as well. You can scan this, and it will tell you

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02:37:04.990 --> 02:37:19.030

daniel clark: Which, it'll... it only points you to about 5 different careers, whether it's trades, college, first responder, logistics, or even the military, and it'll tell you the pros and cons of those. And so you can utilize any of the ones... I'm gonna go back here.

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02:37:19.120 --> 02:37:34.870

daniel clark: You can utilize any of these particular ones. All you gotta do is put in O-NetOnline.com, or it's gonna be on the website, MyNexMove.com, blueprint30.com, any of those you can use. We want to be able to give you as many resources as possible, okay? I'm gonna keep on going.

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02:37:35.520 --> 02:37:40.400

daniel clark: Alright? What we're gonna talk about is the four main areas that we see to explore.

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02:37:40.400 --> 02:37:57.730

daniel clark: I'm gonna go through this once again pretty quickly. It's the trades. I am a huge, huge advocate for trades. Trades is a huge... especially, it's gonna be... it's a large uptick if you're in any type of workforce development conversation. We are seeing trades become... have a massive resurgence, here in America.

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02:37:57.960 --> 02:38:22.370

daniel clark: Especially with the massive resurgence with AI and taking some different jobs, trades is a phenomenal resource. It is amazing, especially for any justice-involved youth. A lot of your students that are in your Title I, Title I, Part D facilities, I always try to push them to the trades, because you can make a great living, even if you have, even if you've been incarcerated, you can go into the trades and it's awesome. The next one, which actually surprised us on our hour end, was college.

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02:38:22.370 --> 02:38:44.700

daniel clark: And so we've seen a lot of students will start off at a state college and then transfer over, which is great. Another great proponent is the military. The military is an amazing area, and these are all areas that we advise you guys to be able to tell some of your principals, facilities, making sure that their students are being exposed to all of these, at least

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02:38:44.700 --> 02:39:00.709

daniel clark: three, I would say, at least three of them. Three, if not four. And so someone from the healthcare field, someone from the military, someone that represents your state college, and then someone that represents the trades. Being able to have your students be exposed to all of those areas is paramount.

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02:39:01.800 --> 02:39:05.690

daniel clark: Okay, I'm gonna see here... Perfect.

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02:39:06.390 --> 02:39:08.890

daniel clark: Alright, next we want to talk about exploration.

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02:39:09.140 --> 02:39:17.169

daniel clark: So we expose them to different careers, but how do we allow them to, or expose them to different careers, how do we allow them to explore what those careers could actually look like?

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02:39:17.170 --> 02:39:31.810

daniel clark: And so, what we have done, we give you, once again, just as many resources as possible, or even some ideas that you can be able to then share with your team, or ask them what are they doing, and then if they're not doing anything, you can be able to say, hey, this may be a good opportunity for you to have in your facility.

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02:39:31.840 --> 02:39:54.780

daniel clark: So we talk about tours, and a lot of these are just pretty self-explanatory, but students who take a campus tour is 64% more likely to apply, and 50% more likely to enroll in that institution. I was just at a signing day for one of our local high schools, and I saw a large number of students all attending a school that I've never heard of. I was like, where is this school? I never even heard of it. And then the

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02:39:54.780 --> 02:40:01.499

daniel clark: The principal looked over to me and said, hey, we actually had a teacher, schedule a field trip and took his students all on that tour, and they all signed up.

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02:40:01.500 --> 02:40:12.000

daniel clark: And so they had the largest number of students at this college signing day, and then almost half of them were attending this one school because the teacher took them on a tour. Next one is going to be a career fair.

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02:40:12.300 --> 02:40:36.620

daniel clark: And we see the data reports that are showing there. The 40% students are more likely to attend that job fair and say that they're interested than they didn't previously know. And so, for a career fair to be able to expose them to the different careers, no matter what that career is, whether it's IT, whether it's healthcare, military, of course, the trades, having some sort of career fair and making sure that it happens every year.

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02:40:36.620 --> 02:40:44.779

daniel clark: or if you have a lot of turnover in your facility, if you have a CTE director, making sure that you have some sort of quarterly career fair, even if you're just

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02:40:44.780 --> 02:40:54.479

daniel clark: highlighting one, that's huge, and you highlight one a quarter, either any way that you want to be able to do it, but career fairs are huge. Next would be workshops.

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02:40:54.480 --> 02:41:19.359

daniel clark: And workshops are very great, are very huge and very popular, especially here in Northeast Florida. The way we've done them is, talk about highlighting a career. We'll actually bring one recruiter in into their classroom, just so the student can be able to ask questions. And so, instead of just having a big career fair with 60 different careers, and you have hundreds of students filing in through, we brought one recruiter to take over one classroom, and we saw a lot more engagement with that recruiter and with the student.

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02:41:19.360 --> 02:41:35.260

daniel clark: Because the recruiter kind of gave them their spiel, let them know about all the opportunities that that career offered, and then the students were able to ask certain questions, and the recruiter was able to then answer those questions. Next is going to be allowing students to utilize technology. Technology is a huge

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02:41:35.880 --> 02:41:58.319

daniel clark: There's a huge boost, especially in the last few years, and how we utilize technology, some of it with AI and some of it with not, but just talking about technology as a whole. But 76% of students say technology makes learning more engaging, highlighting its critical role in increasing participation in career readiness outcomes. So, we are always a big advocate for technology, but I will say this, even as a

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02:41:58.600 --> 02:42:04.770

daniel clark: A software owner, only having technology is it will never... it should never replace a person.

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02:42:05.000 --> 02:42:10.420

daniel clark: I'll say that again, technology should never fully replace a person, especially when you're talking to students that are

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02:42:10.420 --> 02:42:27.480

daniel clark: in some of these Title I, Part D facilities, having... putting a student in front of a computer and say, hey, look at this, watch this, do this, they're going to try to figure out how to skip through as much as they can. But if you're able to marry the two, or dovetail technology with the right person, man, you can really go far and really change some lives.

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02:42:27.840 --> 02:42:30.330

daniel clark: Okay, gonna keep going. Next is gonna be Educate.

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02:42:30.730 --> 02:42:50.069

daniel clark: And how do we educate them? The first one is, of course, online courses, then you're gonna have your in-person workshops, and the big... the third one, which I'm a huge advocate for, is access to post-secondary recruiters. Access to post-secondary recruiters. We're gonna camp here just for a little bit before we talk about KPIs.

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02:42:50.400 --> 02:42:56.759

daniel clark: Giving your students access to post-secondary recruiters is going to do two things. The major... the first one.

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02:42:56.900 --> 02:43:07.600

daniel clark: is the recruiter is going to be able to debunk some myths. And you don't... I mean, you probably already do, but I didn't know how many students just

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02:43:07.690 --> 02:43:26.250

daniel clark: came up with different ideologies when it came to a career. We brought a military recruiter into a youth academy, it was a detention center, and the recruiter was talking about certain things, and then one of the students said, oh, I can't go to the military because of this charge. And the recruiter said, why? Who told you that? And he goes, oh.

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02:43:26.290 --> 02:43:28.540

daniel clark: I don't... he couldn't recall who told him that.

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02:43:28.570 --> 02:43:47.899

daniel clark: And so, through conversation, then we had the transition specialist come in, and they all had a conversation, and come to find out, that student wasn't negated from going to the military. He had no idea. The best part of that story is when that student got out of that detention center, he was 17, one of the very first things he did was go to the recruiting office.

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02:43:48.050 --> 02:44:10.269

daniel clark: And so it's incredible to see. Just debunking some... just some myths, whether that was told by their parents, oh, you don't want to go into this field, it's dangerous, you don't want to go into that field, they don't pay. You don't want to go into this field because of whatever, or they just come up with some different ideas themselves. The recruiter is going to be there to be able to answer questions, and a lot of times, I've seen this over and over again, debunk some myths.

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02:44:10.270 --> 02:44:19.360

daniel clark: We had a student, and I was talking to Ms. Christina about this before, we had a student that was ready... their parents were ready to take out a \$25,000 loan to go to welding school.

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02:44:19.460 --> 02:44:22.669

daniel clark: They're ready to take a \$25,000, loan out.

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02:44:22.950 --> 02:44:39.529

daniel clark: And they were ready to do it. He was in a diversion program, and so they got connected with us, and I was like, \$25,000, man, that's a... let's check with the local state college. Then the student was able to talk to the state college, took a tour, come to find out, he was graduating high school.

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02:44:39.530 --> 02:44:46.289

daniel clark: Come to find out, that state college actually reserves spots for incoming, graduating seniors

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02:44:46.290 --> 02:44:50.320

daniel clark: Was able to reserve some spots, and that student was able to take one of those spots.

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02:44:51.060 --> 02:45:02.500

daniel clark: already from \$25,000 when a state college offers it for \$4,000. The carry on top of all of that was there were scholarships that were available. That student, right now, is in welding school.

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02:45:02.840 --> 02:45:17.029

daniel clark: totally for free, when just a few months ago, he was about to take a \$25,000 loan out. Now, a parent that is gonna be... it's great, gonna take that loan out, but how many students with their family dynamic not do that?

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02:45:17.330 --> 02:45:41.189

daniel clark: will say, oh, it's just too expensive, you can't do it. And they just... they just stop there. This is why access to post-secondary recruiters are so important. All right? I want to talk about KPIs and why they're important. Of course, you're going to have to talk about EBRs, or evidence-based results, for grant writing. We talk about it's the nonprofits, things like that. But even for you guys to know what are some of the metrics that they are... are landing, how do you know it's healthy? How do you know the program is actually working?

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02:45:41.190 --> 02:45:51.510

daniel clark: How do you know your funding dollars are actually being allocated in the right direction for actually being able to be an impact to students? And then, of course, how do you measure those? I'm going to run through these as well.

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02:45:51.780 --> 02:45:55.969

daniel clark: Participation and engagement KPIs, your enrollment rate.

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02:45:56.090 --> 02:46:00.779

daniel clark: Your eligible youth that are enrolled in the program, your attendance to completion.

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02:46:00.780 --> 02:46:22.540

daniel clark: It's huge, and completion is the big word. You have your students that start the program, but do they actually complete the program? But who attends the workshops, who attends the trainings, the apprenticeships consistently, or even finishes the actual program? So if you have a program that starts off, and they have 150 students that start it, it's an 8-week program, but 20 of them, actually end up finishing it.

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02:46:22.750 --> 02:46:29.160

daniel clark: well, then you know you need to make sure that you change some things so that you can really up those numbers. Credential attainment.

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02:46:29.160 --> 02:46:52.470

daniel clark: Are they actually becoming credentialed? Are they getting industry-recognized certifications? Are they getting their GEDs, their diplomas, or even some badges? What are they getting whenever they complete those programs? For apprenticeships and internship placement, what is the percentage of pre-apprenticeship, apprenticeship, internship, and job shadowing? These are numbers that we believe should be tracked whenever any type of dollars are going to

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02:46:52.470 --> 02:46:57.009

daniel clark: CTE-related, workforce readiness-related, industries.

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02:46:57.080 --> 02:46:58.910

daniel clark: You should make sure that

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02:46:58.910 --> 02:47:23.599

daniel clark: they're being placed in some of those areas, okay? And then soft skill development, and so they can be measured through assessments. What we always advise is having those assessments at the beginning, middle, and end. And you can ask either some of the same questions or some of the same related questions for some of your students to be able to answer, and then you can gauge, are any soft skills, are they better off at the end of the program, or are they the same, or have they

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02:47:23.600 --> 02:47:24.430

daniel clark: regressed.

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02:47:25.380 --> 02:47:32.340

Kristine Chan, NDTAC: I know we're running a little bit on time, if we could just final, like, kind of wrap up the final slides? Yeah!

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02:47:32.340 --> 02:47:50.459

daniel clark: Definitely. Okay, so we have the exposure to students exposed... are they exposed to at least 3 different pathways? Are they exposed to which career? Are they

having direct interaction with recruiters? Are they having a document transition plan, which is a huge one, and the post-secondary plans? And all of this is going to be available to you guys, on the

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02:47:50.460 --> 02:48:15.100

daniel clark: on the website as well. Then you have your employment KPIs, what is the job placement rate, employment retention, full-time to part-time, wage at placement, and then wage growth, and I think this is the last two. Your CTE, where there's attendance in the CTE, what is the completion of the CTE, same thing as last time, and then what is the dropout rate? And that's a huge one to be able to have. And then, of course, your program health. How do you know your KPIs, your key performance indicators? How do you know your program

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02:48:15.100 --> 02:48:36.419

daniel clark: is actually healthy is because of those things, and your long-term success. We don't have any time for Q&As, but if anybody wants to have a conversation with me, to be... or me and my team, to be able to have a virtual... we'd be open to a virtual coffee, to be able to bounce ideas off of each other, I would love to be able to connect with you guys as the State Advisor here to hear how you are tackling workforce readiness.

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02:48:36.420 --> 02:48:42.720

daniel clark: We want to be able to be an assistant as much as we can. So thank you guys so much for having me on. We really appreciate it.