Career and College Readiness System Alignment Framework for Supporting Student Transitions

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Workshop Goals

- Background on the *Need, Goals and Context* of this tool to support sustainability in career pathways

- *Share a tool* developed in the North & East Bay region to document shifts in roles needed for sustainability

- *Use the tool* in role-alike groups to address common problems of practice

- *Discuss* in sm

Framework **to**
Improve Student Transitions through
College & Career Readiness System Alignment

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# Who is in the Room?

Stand if you:
- Work with the community college system
- Work with the K12 system
- Are or have ever been a classroom teacher
- Are a pathway leader
- Are a site administrator
- Are district-level CTE coordinator
- Are a district-level leader
- Are a coach or technical assistance provider
- Are a local, regional or state-level education leader
- Are an industry or community partner
- Play another role in pathways

Genesis and Background

- Complexity of implementing College & Career Pathways

- K-12 Leadership Guide, developed by CCASN

- Surfaced in Regional SB1070 working group, with interest in expanding to include Community College

- Subgroup developed content, incorporated feedback from college & K-12 partners
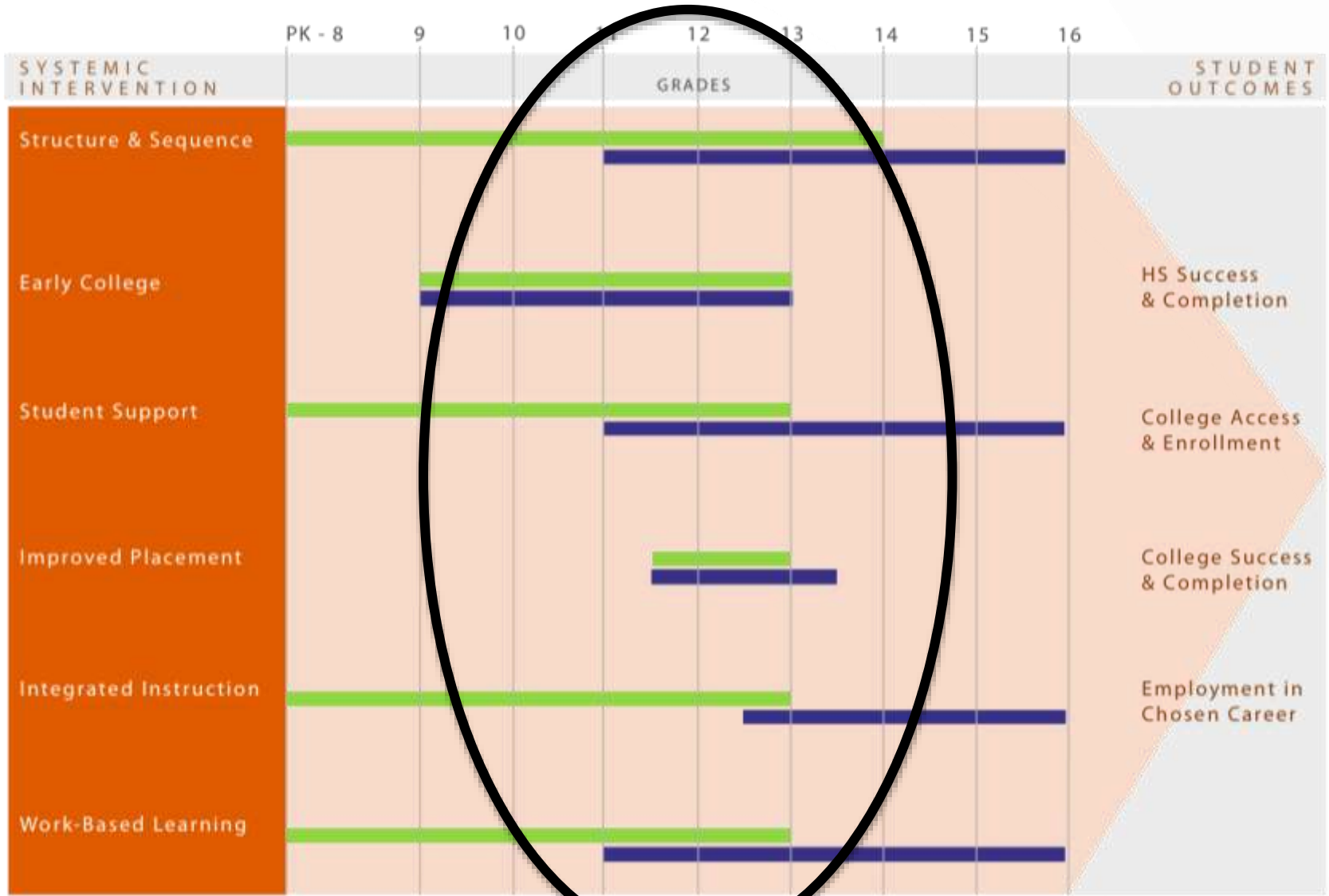
Goals of Developing Tool

- Build Understanding of key drivers across systems

- Create a Succinct Tool to communicate within institutions and across systems

- Offer Guidance to help practitioners identify roles & determine actions in multi-layered career pathways

Understanding Differences

- Different Institutional Priorities/Missions
  - K-12: Graduation Rates, A-G Completion, C&C Readiness Indicators -- Foundational & Broad Educational Pathways

  - Colleges: Enrollment, Completions, Transfers, Employment – Narrower, Specific Pathways/ Programs

- Common Priority: Successful Transitions

Building Upon Opportunities

- Initiatives catalyze collaboration:
  - Strong Workforce Program & CTEIG

  - WIOA & AEBG

  - College & Career Readiness Standards

  - College & Career Readiness Indicators

  - LCAP Requirements

  - Career Pathways Trusts & Linked Learning

  - Guided Pathways

  - AB288 CCAP Dual Enrollment Initiative

Matrix Overview

- Types of Roles
  - District Leadership
  - Site Leadership
  - Educators, Counselors & Staff

- Key Elements of Career Pathways
  - Program of Study Infrastructure
  - Curricular Alignment & Early College Credit
  - Student Support Services & Counseling
  - Work-based Learning
  - Professional Development

Using the Framework

Introduction to the Framework Scenario #1:

- Your K12 pathway has several articulation agreements with the local community college, but no one knows if those students ever get or use those college credits.

    - Given your role in the education system, find some suggestions for what could or should be done to address this transition issue.

Form Role Alike Groups to Dive In

Select Your System & Column

- Raise your hand if you are working with the community college document.

- Form groups for district leadership; college leadership; and faculty and staff leadership levels.

- Raise your hand if you are working with the K12 document.

- Form groups for district leadership; site leadership; and faculty and staff leadership levels.

- Move into role alike teams.

Scenario #2

- The majority of students transitioning from the high school pathway to the community college are being placed in remedial classes. Many get discouraged and leave college without reaching their career goals.

  - Given your role in the education system, find some suggestions for what could or should be done to address this transition issue.
  - Discuss for three minutes, then report by group

Scenario #3

- High school pathway teachers do not have experience in the industry field, and the district is unable to find an industry professional to fill the CTE teacher role. Pathway team incorporates thematic connections to the industry field into curriculum, but does not know how to integrate industry-based applications of academic content.

    - Given your role in the education system, find some suggestions for what could or should be done to address this issue.

    - Discuss for three minutes, then report by group

Scenario #4

- Pathway students who need ELL or SpEd supports and who take a full CTE program of study are not able to complete a-g college entrance requirements.

  – Given your role in the education system, find some suggestions for what could or should be done to address this transition issue.

  – Discuss for five minutes, then report by group

Identify a Problem of Practice

Discuss the key challenges you face in developing pathways that support student's transitions to college

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Crossing Columns to Action Plan

- Select one challenge to focus on now

- Identify the key things that could impact that problem of practice across all three columns

- Discuss what makes the most sense to try to impact FIRST and how that might lead to second and third steps forward

- Report out

Working with the Framework

Working with the Framework

- Inquiry tool for local and regional implementation and sustainability planning

- Build out and institutionalize the 11 Elements of a High-Quality CTE Program to enhance College & Career Readiness

- Leverage communication with education stakeholders

- Integrate and align professional development systemwide

Where you can find this resource:

Go to the CCASN website: https://ccasn.berkeley.edu

Select: CCASN Library

Select: Guides

Select: Framework to Improve Student Transitions through College & Career Readiness System Alignment

Or search for **Framework**

https://casn.berkeley.edu/wp-content/uploads/2017/07/Framework_Transitions-Roles.pdf

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Feedback or Questions?

Thank you!

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Thank you!

Linkedlearning.org