

PLAYBOOK FOR SYSTEMS TRANSFORMATION AT CALIFORNIA COMMUNITY COLLEGES



San Diego/Imperial County Region Strong Workforce Program
Career Pathways Project

Prepared by



JOBS FOR THE FUTURE

Executive Summary

Regional career pathways systems are a vehicle for equity and economic prosperity. They impact the economy, address labor shortages and economic disparities, and position the region for the future of work. Building an integrated career pathways system across a region with the size and diversity of San Diego and Imperial Counties (SDIC) is no small task. Yet, given the history of pathways development throughout the region, the goal of building a system that can serve all residents aiming for a better life and livable wage is the next logical step toward advancing an agenda that is inclusive of all populations. The appetite to align and integrate existing pathways efforts—despite the challenges and barriers—speaks to the value you see in this work. We applaud the urge of both executive leadership and practitioners to move toward shifting existing systems to produce a more equitable impact in the community.

Jobs for the Future (JFF) is committed to supporting regional leaders in this important work. To that end, we have outlined a dual approach that invests in building long-term capacity, alongside a short-term, innovative prototyping that will fuel ongoing momentum across partner organizations. Transforming large and complex systems to achieve integration that will empower the region to respond and surpass external economic, labor, and educational shocks is the work of trailblazers.

In the short-term, the region will need to demonstrate early outcomes that illustrate the value, impact, and opportunities of your pathways work while you invest in long-term solutions. In the long-term, the region will need to change the funding-driven culture that has created some vital ad-hoc capacities for delivering career pathways and work-based learning into a fully functioning regional career pathways system.

Finally, we want to emphasize that engaging in this type of systems transformation, though difficult, will yield a regional pathways system that serves to impact your economy, advance regional equity and inclusion, and, ultimately, provide opportunities for all. Below are our recommendations for *building system capacity* that can deliver seamless, integration of regional career pathways. Recommendations also include methods for continuing the important work of *building the elements of pathways* that ensure consistent and high-quality student experiences.

Background Overview

San Diego and Imperial Counties developed the *Southern Border Regional Workforce Development Plan 2017-2020* in partnership with the San Diego Imperial Counties Community Colleges Regional Consortium to draw from each other's resources and advance an ambitious goal—providing opportunities for regional prosperity and income mobility for all residents. Leaders and stakeholders identified nine key recommendations. At the top of that list is creating a system that uses career pathways as a tool for reaching their goals; in short, the key recommendation is to **create an integrated regional career pathways system** to provide

economic mobility for all. The *San Diego/Imperial County Region Strong Workforce Program Career Pathways Project* was designed to assess the current status of career pathways in the region. The request for proposals (RFP) stated objective was “to develop a better system to facilitate the matriculation of prepared students to community college CTE programs.” The proposal aimed to assess current efforts and develop/test models that create coordinated pathways for high school and community college systems. The RFP required the project to be informed by the California Community Colleges Chancellor’s Office’s (CCCCO) Guided Pathways Initiative and to produce four deliverables to capture this information: (1) Environmental scan report; (2) Report and recommendations for methodologies and a template for developing career pathways; (3) Report on the current status of work-based learning platforms, to include the feasibility of using the CCPT portal for community college use, and recommendations for implementation; and (4) recommendations on communication and intervention strategies to encourage students to pursue career pathways at the community college.

Jobs for the Future conducted stakeholder interview research throughout the region along with national research across ten exemplar sites that had strong points of comparison between the sites and the SDIC colleges. The key regional findings impacted both the purpose and content of these reports. Our focus shifted from merely providing career pathways methodology to developing a plan to address the main gaps and problem areas, mainly regional infrastructure and collaboration processes. While our report addresses the RFP’s intent, we outline the critical components needed to create an integrated system. Our analysis identifies the need for system infrastructure, and expanding existing resources that build upon local and regional assets. Importantly, we elevate the new skills and competencies required for cross-sector collaborations that create successful career pathways. We also consider how to integrate various programs and initiatives at play. Our assessment and set of recommendations address the need for a dual approach, which involves

- (1) **Building a Regional System:** First, there is the need for a regional collaborative infrastructure to build the capacity to advance an integrated career pathways agenda. Regional leaders need to understand where assets exist, what the main barriers to integration have been, and what processes national exemplar sites have used to integrate their local pathways into a cohesive and functioning system. Our finding revealed the following system gaps: (1) working feedback loops, (2) trust across partnerships, (3) pathways alignment (i.e. course sequencing, regional articulation, regional dual enrollment, use of existing pathways mapping, and articulation studies), (4) employer partnerships that include system-wide, work-based learning (WBL) for K-12 and community colleges across entire WBL continuum, (5) deep partnerships with industry and workforce, (6) comprehensive supports for pathway students, and (7) strategic communication across all partnerships.

This information is necessary for leaders to build a sustainable system that fosters deep, strategic partnerships, and integrates sectors and educational segments. With this approach, your region can scale aligned pathways in the region.

- (2) **Developing Pathways:** Second, there is a need for next steps that can be implemented today to help the region sustain its momentum, and continue its support of the vital functions and capacities for career pathways work that may be lost with initiative and funding cycles ending in the near term. Fundamentally, the loss of some of these functions and the momentum gained means fewer pathways opportunities for students.

Methodology

The qualitative data used in this report includes interviews with 30 educational leaders, secondary and postsecondary partners, intermediaries, technical assistance providers, regional consultants, and regional workforce partners. In addition, we conducted extensive secondary research and strategic planning sessions with intersegmental partners currently implementing the California Career Pathways Trust (CCPT) grant. JFF produced a scan of career pathways systems that compiled information on 10 exemplar sites of regional career pathway systems. We chose these exemplars because they comprise multiple community colleges, K-12 partners, and employers working across a broad region with relevance to the composition of the SDIC partners. Exemplars include both members of JFF's Pathways to Prosperity Network, and U.S. Department of Labor's Trade Adjustment Act College and Career Training (TAACCCT) grantees, who are expanding industry-aligned career pathways programs for adults at community colleges at the national level. Our quantitative data came from the Centers of Excellence reports and the LaunchBoard portal.

For the work-based learning platform report, we incorporated an extensive review of work-based learning related technology platforms that was conducted by our Pathways to Prosperity team. Their review uncovered the most relevant tools for this study. We conducted interviews with the leads of the two CCPT community college pilot sites, Grossmont and Cuyamaca colleges, and the organizations and technical assistance providers involved in managing the e-portal (i.e. Junior Achievement, SDWP, United Way, ConnectEd, San Diego County Office of Education (SDCOE), SB 1070 Regional Pathways Industry Connections Coordinators, and Deputy Sector Navigators).

Key Findings

There has been significant progress in developing career pathways across the region. The collective work has produced strong assets by seeding partnerships between K-12 and community colleges, including additional efforts through the CTE Transitions, Carl D. Perkins, regional capacities through the SB 1070 Regional Pathways work, and California Career Pathways Trust (CCPT) pilot efforts. Despite increased capacity, several gaps remain that

hinder integration. Key findings cover three categories, including systems infrastructure, career pathways and work-based learning, and communications.

Systems Infrastructure

- A regional identity for career pathways is not widespread, especially across high schools and colleges.
- Trust is needed across partnerships and institutions. Alignment, articulation, dual enrollment, credit-by-exam, course sequencing and coordination issues are large barriers to pathways integration.
- Funding drives partnerships with partners mainly coming to the table because they are required to do so to receive funding. Appetite for collaboration is common across sites, yet many described the challenges of continuing their partnerships after the funding ends.

Career Pathways and Work-Based Learning

- Regional pathways can provide infrastructure needed to reach matriculation goals and guide DE/articulation to resolve existing challenges.
- Career advising and supports vary across college sites.
- Strong work-based learning components are largely dependent on the depth of employer partnerships.
- Strong career pathways infrastructure assets exist within some high schools:
 - Joint prep for teacher collaboration
 - Master scheduling processes
 - Contextualized curriculum development
- Pathways expansion is occurring in the secondary system¹: Linked Learning pathways, Career Partnership Academies, etc.
 - Teacher on-boarding processes exist for local pathways work

¹ Leshnick, Sengsouvanh (Sukey). Lewis-Charp, Heather. Lindy , Rachel. (June 15, 2017). *Evaluation of San Diego County College and Career Readiness Consortium's California Career Pathways Trust Program. Mid-project Report*. San Diego County College and Career Readiness Consortium.

- Pathways and articulation studies exist across the educational segments with many technical assistance providers, college intermediaries, and SDCOE career education professionals involved in this work.²
 - Trust and buy-in are the biggest barriers for alignment. Pathways maps and articulation studies are not used or implemented to establish integrated 9-14 pathways.

- Work-based learning (WBL) is not systematically delivered throughout the region nor coordinated across the WBL continuum—career awareness, exposure, preparation and training.
 - Most WBL experiences that stem from the CCPT work focus on career awareness or exposure activities³. There is a clear need for internships and more in-depth WBL experiences at the colleges to support student transitions to employment.

- **Work-based Learning technology platform:** The e-portal and LaunchPath are misunderstood and often thought to be the same in the region. The e-portal itself is a combination of ConnectEd studios and the LaunchPath platform.
 - LaunchPath is designed to connect users with internship opportunities using a matching algorithm that synthesizes the user and employer information that finds the best combination of opportunities for each user.
 - ConnectEd studios provides career awareness and exposure components via the e-portal website.
 - The CCPT work uses the e-portal and is heavily focused on providing high schools with career awareness and exposure activities.
 - The CCPT work did not integrate the college pilot sites using the LaunchPath platform for career preparation and training. Activities like internships or other career training opportunities were missing.
 - Student data was not used in LaunchPath because data-sharing agreements between districts has been a slow, complex process.
 - LaunchPath is not used as a fully functioning work-based learning management tool. Management is mainly occurring outside of the system.

- **Work-based Learning technology system:** Most challenges were centered on the adaptive system processes rather than the technology itself⁴. The main findings include
 - Governance and decision-making is complicated because users are several steps removed from the ability to respond and make changes to the system.

² Ibid.

³ Ibid.

⁴ *Technical Problems VS. Adaptive Challenges*. Accessed January 9, 2018.
[//https://www.sgaumc.org/files/files_library/technical_vs_adaptive_challenges.pdf](https://www.sgaumc.org/files/files_library/technical_vs_adaptive_challenges.pdf)

- There is limited trust in terms of communication and engagement due to a lack of clarity and platform issues.
- There is limited capacity in terms of system management because of a lack of staffing.

Communications (strategic and marketing)

- Several strategic communications challenges exist, including a lack of collective identity, inconsistent information sharing, limited staff capacity, and a stigma toward career education. (“Career education” is a term the SDIC regional consortium has adopted in lieu of career and technical education.)
- Marketing efforts need to mitigate the stigma of career education and amplify its value for different partners and audiences, including students and families, K-12 and postsecondary stakeholders, and employers.

San Diego/Imperial Counties

Career Pathways and Work-based Learning Recommendations

Building a Regional System. Jobs for the Future’s key recommendations for developing an integrated regional pathways system focuses on using integration and alignment strategies that build the infrastructure needed to transform current education and workforce systems. These recommendations focus on developing leadership, partnership, and collaboration infrastructure aimed at closing existing system gaps. According to our research, these gaps have prevented current efforts from establishing an integrated regional career pathways system.

Developing Pathways. The parallel approach produces career pathways strategies that, as the system infrastructure continues to build and stabilize, can influence and adapt the design of high quality career pathways. These recommendations focus on applying the Center for Law and Social Policy’s (CLASP) California Career Pathways six core elements and framework to developing career education pathways in any sector. We developed an evaluation framework that uses these elements to assess the status of San Diego and Imperial Counties (SDIC) career education pathways. More specific strategies for developing pathways are detailed in the accompanying document that provides a more granular framework for designing pathways. There we present the types of strategies that can be applied regionally, across colleges, and at institutional levels, and map them to the Guided Pathways pillars.

Methodology and Template for Developing Career Pathways

The CLASP California Career Pathways six core elements are a robust template for developing pathways in any sector because they were identified through a systematic review of California’s pathways efforts and related legislation and are inclusive of multiple models across the state. Another benefit of the CLASP framework is its consistency with the various best practice models for career pathways, including: *Integrated Model for the Development of Comprehensive Career Pathways Systems*¹ (OCTAE), *Career Pathways Toolkit: A Guide for System Development* (DOL), *Career Readiness Initiative Needs Assessment Framework*² (NSFY), *Four Components*

¹ U.S. Department of Education, Office of Career, Technical, and Adult Education. *Advancing Career and Technical Education (CTE) in State and Local Career Pathways Project: Final Report*. Washington, DC: Clagett, Mary Gardner. <http://cte.ed.gov>

of *Linked Learning*³ (Linked Learning Alliance), and *California Partnership Academies*⁴ (CDE). As a result, this model provides the flexibility to build from the existing career pathways efforts and successes, while also clearly outlining what is needed to develop new pathways.

CLASP California Career Pathways Six Core Elements: Framework and Definitions⁵

| | |
|--------------------|---|
| Partnership | Forming and maintaining collaborations based on shared goals and aligned responsibilities with defined leadership, governance, and funding |
| Measurement | Tracking progress through shared use of data and selection of metrics Formative/summative assessments to inform continuous improvement |
| Design | Building a pathway addressing starting skill levels, including sequencing; multiple entry/exit points; alignment across settings; and stackable credentials supporting educational and economic mobility |
| Delivery | Participant/student-focused, evidence-based practices incorporating contextualized instruction; concurrent remediation; dual enrollment; competency-based education; work-based learning; and integrated education and training |
| Supports | Providing participants with services based on individual assessment of needs including active assessment; career navigation; course coordination; and referrals to specialized suppliers |
| Sector | Focusing on industry with in-demand jobs or skill shortages and engaging employers based on occupational targets and producing skills that are portable (supporting occupational mobility) |

Career Pathways Best Practices: National Exemplar Sites

Jobs for the Future conducted a scan of career pathways systems, compiling information on national exemplars of regional career pathway systems. These sites were chosen because they are comprised of multiple community colleges, K-12/Adult partners, and employers working

² Prepared by Advance CTE, CCSSO, and Education Strategy Group for JP Morgan Chase New Skills for Youth Initiative (NSFY).

³ Four Components of Linked Learning. Linked Learning Alliance. 2017. www.linkedlearning.org

⁴ California Partnership Academies. California Department of Education. February 24, 2017. <https://www.cde.ca.gov/ci/gs/hs/cpagen.asp>

⁵ California Career Pathways: Connecting the Work. CLASP. November 2016. CACareerPathways.CLASP.org

across a broad region. In that way, they seemed most relevant to the composition of the San Diego and Imperial County partners. We focused on elements that speak to how each is structured and the activities that drive the momentum of the partnership. We identified three “essential” elements that are common to all 10 sites and nine additional elements that we have divided into “strategic” and “operational” elements.

| ESSENTIAL ELEMENTS | STRATEGIC ELEMENTS | OPERATIONAL ELEMENTS |
|--|--|---|
| <ul style="list-style-type: none"> • Strong convener • Labor market need drives activities | <ul style="list-style-type: none"> • Alignment of goals with statewide vision for pathways • Labor market information and career pathways mapping • Utilizing existing or creating new incentives for shared work • Strong employer engagement • Communications | <ul style="list-style-type: none"> • Common curriculum • Policies and protocols • Cost sharing • Professional development |

Strategic Framework for Integrated Regional Pathways

(Best practices from national exemplar sites embedded)

The phases below provide a snapshot for how the region may approach creating an integrated pathways system. We use phases to organize the sequence of strategies and activities needed to (a) construct the necessary regional infrastructure, and (b) to provide immediate support that sustains current pathways efforts. The recommendations in phase 2 and 3 are meant to serve as markers, and should be constantly revisited as regional leaders and partners enhance their knowledge and understanding of the process. As your network expands, regional leaders and working groups should modify the phases each year to ensure that they are aligned with system needs. Essential interventions for the most significant SDIC system gaps involve the following: (1) using information feedback loops to inform program, institution, and regional decision making; (2) creating a culture that adopts new partnership and collaboration principles targeted at working across systems and in multiple networks; and (3) adopting new leadership tools for

advancing a regional systems change agenda that requires new viewpoints, skills, and competencies needed to stimulate, complex, place-based, multi-institutional efforts.⁶

⁶ *Cultivating Systems Leadership in Cross-Sector Partnerships: Lessons from the Linked Learning Regional Hubs of Excellence*. (August 2017). Equal Measure, and Harder and Co. Community Research.

PHASE I

1. **Establish SDICCCA, ROC, and WDC⁷ as regional leadership bodies for career pathways work**
 - Each consortium provides a vital function for the regional work (i.e. approval body, policy setting, operations)
 - Collectively, these bodies must build the knowledge of each partner system, and establish the credibility and capacity to support the network
 - Collectively, serves as bridge across existing networks within regional ecosystem
 - Calls and facilitates meetings, develops shared resources across sector and systems partners
 - Determines capacities needed to build and maintain regional infrastructure for pathways and partnerships
 - Each body must serve to broker relationships and cultivate partnerships for corresponding K-Adult Education, workforce, industry and other system partners

2. **Set clear vision with central objectives for system outcomes (process and student outcomes)**
 - Adopt a system change agenda
 - Use labor market demand/information to determine central objectives
 - Align with statewide vision for guided pathways
 - Identify executive champions that can demonstrate and communicate the connection between the regional work and institution-specific outcomes-- illustrating how this work supports institutional work for ALL pathways

3. **Establish collaboration infrastructure: regionally across educational and workforce systems, colleges, and institutions**
 - Create guiding principles for collaboration
 - Define roles: develop policies and protocols outlining partner roles and expectations
 - Create a strategic communications plan
 - Provide time and space for pathways collaborations using CLASP framework

⁷ San Diego Imperial Counties Community Colleges Association (SDICCCA), Regional Oversight Committee (ROC), and Workforce Development Council (WDC)

for pathways development

4. Build region-wide systems/network leadership competencies

- Invest in strategic professional development focused on building leadership competencies consistent with the Guided Pathways reforms including *Principles for Collaboration Success*⁸ (Including faculty, middle management, administration, executive and regional leadership across sectors/partners)
- Determine opportunities for joint professional development and cost sharing to provide collaboration tools for working across systems with a network mindset⁹ (Including faculty, middle management, administration, executive and regional leadership across sectors/partners)

5. Establish a network approach to working with multiple regional collaboratives (Network of Networks)

- Use tools like the nine characteristics of effective systems leaders¹⁰ to create strategies for effective collaboration among regional, cross-institutional, and cross-departmental partners

6. Prototype guided pathways reforms to provide key infrastructure for career pathways

- *Clarify the Path*: Program mapping and alignment
- *Help Students Get on the Path*: Student intake processes and structured onboarding processes
- *Help Students Stay on the Path*: Proactive academic and career advising
- *Ensure Student Learning*: Instructional support and co-curricular activities (embedding work-based learning in all pathways) and responsive student tracking systems

7. Postpone the regional investment in a work-based learning technology platform

- Identify infrastructure needs to create a tailored onsite work-based learning system before adopting a comprehensive technology or tool
- Develop metrics that capture the impact of work-based learning experiences on student engagement and performance
- Document the roles and capacities needed to manage work-based learning experiences (including FTEs), identifying appropriate resources

⁸ Skillern, Jane Wei. (2013). *Four Network Principles for Collaboration Success*. Foundation Review.

⁹ Scarce, Diana. (October 2011). *Catalyzing Networks for Social Change*. Monitor Institute and Grantmakers for Effective Organizations.

¹⁰ *Cultivating Systems Leadership in Cross-Sector Partnerships: Lessons from the Linked Learning Regional Hubs of Excellence*. (August 2017). Equal Measure, and Harder and Co. Community Research.

- Prioritize existing work-based learning pilots at Grossmont and Cuyamaca colleges to prototype the processes needed for creating a functioning work-based learning system in coordination with the ERJP¹¹ project
 - Work with WestEd to determine which WBL platform is the best fit for San Diego/Imperial Counties
 - Collaborate with DSNs and technical assistance providers currently engaged in employer engagement across systems to support pilot efforts
- 8. Design and adopt near-term transition strategy, and timeline that incubates and aids existing pathways activity where there is capacity to align and integrate across systems**
- Identify and onboard Strong Workforce Program DSNs that can serve as brokers and liaisons for community colleges and industry
 - Build links between career education pathways at high schools and community colleges to include curricula alignment¹²
- 9. Continue to support regional technical assistance providers (TAPs) who hold local employer contacts, and who manage and connect employers to K-12/Adult and community college systems. Their collective knowledge and experiences in the regional pathways work is critical for building upon past efforts, specifically what has worked and what barriers exist. This includes:**
- Learn from the work of K-12/Adult partners and county career education professionals
 - Strong Workforce Program Deputy Sector Navigators (DSNs) that have the ability to serve as brokers and liaisons for the community colleges.
 - SB 1070-Regional Pathways TAPs whose work in forging links between career education pathways at the high schools and community colleges include curricula alignment, creating pathways that connect middle school and high school students to related community college programs.¹³

PHASE II

- 10. Share collective intelligence for career pathways and collaboration work with regional partners**
- Application of labor market information in career pathways work (pathways mapping, embedded industry-recognized credentials, and dynamic feedback

¹¹ Employment Readiness and Job Placement Project conducted by WestEd.

¹² SB-1070 Career Technical Education Pathways Program. (2011-2012). *California Senate Bill No. 1070. Chapter 433*. California Legislative Information.

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201120120SB1070

¹³ Ibid.

process)

- Common curriculum established in priority sector pathways
- Effective strategies for communication and collaboration across sectors and educational segments

11. Expand incubation, prototyping, and replicate SDIC career pathways efforts at a larger scale

- Replicate local best practices across sites
- Evaluate pathways using CLASP element framework and SDIC Career Pathways Dashboard tool
- Specify cohesive employer outreach strategies for regional system and across college sites
- Identify and empower local pathways champions to help seed further work in areas where gaps remain (i.e., leaders and practitioners involved in phase I prototyping efforts)

12. Formalize processes, capacities, and functions essential to pathways work

- Employer engagement and participation coordination
- Teacher externships and professional development (PD)
- Shared investment and resource strategies
- K-12/Adult and community college collaboration: course sequencing, common curriculum, shared work-based learning approaches
- Joint recruiting and PD for K-12/Adult pathways and community college teachers/practitioners

13. Identify incentives and/or resource sharing to support common pathways work across partnerships

14. Formalize student intake procedures and protocols consistent with guided pathways reform pillars

15. Work with leaders, practitioners, and businesses to market the opportunities created through career pathways work

PHASE III

16. Evaluate progress using student outcome metrics, wage and unemployment data, and collaboration indicators for partnerships

17. Determine regional impact of efforts on central objectives: career pathways for all, regional prosperity, and income mobility

18. Determine priorities and strategies to fill existing gaps using established feedback loops informed by student outcome and process data
19. Share collective intelligence for career pathways and collaboration work with regional partners
20. Expand development, prototyping, and replication of SDIC career pathways efforts at a larger scale

Strategic Framework for Integrated Regional Pathways Career Pathways and Guided Pathways Alignment

Phase I

Guided Pathways Pillars

PILLAR 1: CLARIFY THE PATH

Strategic Priorities

- Set clear vision with central objectives for system outcomes driven by labor market need
- Map career pathways using labor market information (LMI) and create 9-14 pathways prototypes
- Use CLASP core elements to build and evaluate career pathways. Prioritize work for PARTNERSHIP, DESIGN, SECTOR elements to *Clarify the Path*

Deliverables

Regional system:

- Establish the San Diego Imperial Counties Community Colleges Association (SDICCCA), Regional Oversight Committee (ROC), and Workforce Development Council (WDC) as regional leadership bodies for career pathways work
- Establish WDC and its subcommittees as conveners for operations and academic design work, setting regional targets and priorities for integrating pathways work with SDICCCA and ROC
- Establish SDICCCA, ROC, and WDC as regional leadership bodies cultivating collective intelligence for career education pathways work for SDIC regional networks
- Coordinate pathways across systems highlighting stackable credentials by priority sectors. Support and invest in coordination between K-12/Adult and community colleges on course sequencing and acceleration.
- Create a regional standard/definition for career pathways methodology and evaluation tools using CLASP core elements
- Connect pathways efforts to shared resource opportunities or incentives to help school systems implement new processes or functions needed for student intake into community college pathways
- Require high school and community college partnership for sharing resources or incentives
- Create regional priority sector advisories to provide WBL infrastructure to support colleges. Focus on creating regional career awareness and exposure activities to help clarify the path for career education offerings for all students

Across colleges:

- Establish WDC Career Pathways and work-based learning (WBL) subcommittee as primary working group for priority sector pathways development. Prioritize academic

design and work-based learning components, focusing on college processes and systems needed to support career pathways

- Align mission across segments with a clear common goal. Develop understanding of where and how partners can best align
- Establish process for industry/employer collaboration with educators on curriculum and pathway development
- Create a continuum of WBL experiences (career exposure, awareness, preparation and training) in pathways aligned to priority sector skills/competencies
- Create a course template that creates a standard for offering career preparation and training WBL experiences
- Identify pathways for students starting at various entry points and clarify pathway transitions by skills earned in secondary pathways
- Align funding to support coordinated career pathways strategies
- Require high school partnership for each priority sector pathway
- Establish on-going communications about pathways design and implementation learnings

College-site level:

- Establish site-level priority sector pathways groups that work with industry and local high school pathways to incubate, prototype, and replicate career pathways.
- Create entry point programs within a pathway to provide students with options to obtain skills and employment: coordinate entry points across local postsecondary and workforce partners
- Strengthen local employer advisories to continue existing employer partnerships in current pathways. Use regional priority sector advisories as a resource to deliver career awareness and preparation WBL experiences for all priority sectors
- Create curriculum to support co-operative work experiences courses at each college contextualized to the career education programs of study in priority sectors designed to deliver career preparation and training (internships and capstones.)

Impact

- Habits, technology/skills, ideas/values

PILLAR 2: ENTER THE PATH

Strategic Priorities

- Establish collaboration infrastructure and a network approach to regional pathways work. Introduce systems leadership concepts into pathways alignment work
- Prioritize streamlining student intake processes and providing structured onboarding for students
- Provide students with support based on individual needs
- Use CLASP core elements to build, improve and evaluate career pathways. Prioritize work for SUPPORTS, DELIVERY, DESIGN elements to *Enter the Path*

Deliverables

Regional system:

- Create a process for sharing information, assessing results, and co-developing interventions across education and workforce systems

- Establish network of specialized suppliers to serve all students and support case coordination
- Connect pathways efforts to shared resource opportunities or incentives to help school systems implement new processes needed for student intake into community college pathways
- Deliver joint PD for contextualizing curriculum in priority sectors across colleges with high school pathways educators
- Create a process for remediation aligned with secondary system needs and guided pathways

Across colleges:

- Prioritize creating contextualized curriculum in priority sectors across all colleges including high school pathways educators from corresponding pathways
- Prioritize regular communication across partners related to student advising, career navigation, and case coordination
- Deepen industry/employer partnerships for the college system to increase WBL resources and quality

College-site level:

- Coordinate pathways design across educational segments. Focus on creating student acceleration models between high school and colleges using course sequencing, summer bridge programs, course articulation, dual enrollment, credit-by-exam, or other placement measures
- Create a system of integrating across departments and divisions to provide students with services based on individual needs
- Make contextualized instruction a teaching norm

Impact

- Habits, technology/skills, ideas/values

PILLAR 3: HELP STUDENTS STAY ON THE PATH

Strategic Priorities

- Prioritize providing proactive academic and career advising
- Prioritize creating WBL experiences that enhance student learning and deepen their engagement in their career education course work
- Use CLASP 6 core elements to improve and evaluate career pathways. Prioritize work for SUPPORTS, DELIVERY, MEASUREMENT elements to *Stay on the Path*

Deliverables

Regional system:

- Use integrated career education and training pilots. Evaluate them to learn and establish regional best practices
- Continue working with specialized support services (i.e. assistance accessing financial aid, mentoring, tutoring, career navigation, etc.) to serve all students and support case coordination
- Establish regional framework for early college credit across colleges

- Establish guiding principles for collaboration that include a process for using activities and outcomes to build new learning
- Incorporate evidence from feedback loops into pathways policy
- Expand on existing efforts to create regional communication infrastructure across partnerships

Across colleges:

- Establish a process for teams (i.e. counseling, career services, faculty, technical assistance providers, etc.) to engage in active advising for all students
- Establish process for tracking progress of collaborations, including using systems change indicators and student performance data to drive collaboration strategies
- Provide academic support and wraparound services (i.e. providing remediation, transportation, childcare and textbooks) when possible. Pursue partnerships and funding opportunities to provide services where funding resources do not exist or are not presently viable
- Prioritize regular communication across partnerships, student advising, career navigation, and case coordination
- Provide joint recruitment and teacher training for high school and community college priority sector pathways programs
- Establish a process for embedding competency-based education components in pathway courses
- Use shared indicators across segments for tracking progress on student outcomes
- Use partnership network to create and share new understandings and lessons for improving pathways work
- Establish streamlined intake procedures for colleges to support graduating high school pathways students (i.e., dual enrollment and articulation credit processing)

College site level:

- Provide feedback on learnings, needs, and challenges to WDC (including student outcomes using Strong Workforce metrics)
- Develop a sequence of WBL experiences that culminate in career training experiences for students in pathways
- Provide feedback to WDC Career Pathways and WBL subcommittee about challenges in establishing career pathways components (i.e. student supports, contextualized curricula, industry participation, work-based learning system, etc.)
- Use formative and summative metrics to understand activities and their relationship to impact to inform continuous improvement
- Provide proactive and integrated career navigation structures and routines that engage all students

Impact

- Money, habits, technology/skills, ideas/values

PILLAR 4: ENSURE STUDENT LEARNING

Strategic Priorities

- Provide instructional support and co-curricular activities (embedding work-based learning in all pathways)

- Build responsive student tracking systems
- Use CLASP core elements to improve and evaluate career pathways. Prioritize work for SUPPORTS, SECTOR, DELIVERY elements to *Ensure Student Learning*

Deliverables

Regional system:

- Connect pathways efforts to shared resource opportunities or incentives to help school systems implement new processes or functions needed for pathway matriculation into community college pathways
- Support cross-sector feedback loops to review the impact of career pathways and inform continuous improvement
- Deepen sector partnerships and strengthen local advisory groups by co-designing, co-convening and co-leading ongoing pathway development and work-based learning system expansion
- Require incorporation of a dynamic review process for sharing resources or incentives to build from learnings, address existing gaps, and pilot new intervention strategies based on LMI and dynamic review information

Across colleges:

- Strengthen quality of sequence of WBL experiences in pathways aligned to skills/competencies (LMI)
- Deepen industry/employer partnerships at colleges to increase WBL resources and quality

College site-level:

- Use local student data to inform working group on progress, needs, opportunities
- Expand WBL preparation and training activities with priority industries
- Continue to provide feedback learnings, needs, challenges, and potential strategies to address existing gaps and barriers to WDC subcommittee

Impact

- Power, Money, Habits, Tech/Skills, Ideas/Values