**Goals and Leading Indicators**

**Workgroup #2 Middle School/High School Engagement**

**Draft August 8, 2018**

**Workgroup Purpose:** The purpose of this workgroup is to develop goals, strategies and activities that will better prepare K-12 students for community college through robust career exploration, engagement, and exposure. The activities will also ensure that parents and educators are part of the student preparation process, and are made aware of the countless high-wage, high-demand jobs available for students.

**Workgroup Outcomes:** The goals strategies and activities will increase middle and high school students’ knowledge of career opportunities, improve 21st-Century Skills, and better engage young students in career preparation to strengthen the pipeline of students prepared for middle skills jobs and preparation for sustainable careers. In addition, educators will gain further understanding of the importance of career development over the grade and age spans and thereby will be able to support a growing number of students. Parents will also gain insights that will enable them to better support their children, and may also benefit themselves.

|  |  |
| --- | --- |
| **Goals**  | **Leading Indicators** |
| 1. Build strategies for career preparation at each grade level beginning in middle school.
 | * Continuum of best practices completed
* Continuum of best practices reviewed and approved by WG 2
* Continuum of best practices shared with middle school and high school administrators and career centers for feedback
* Development of RFA for funding of plans for implementation of best practices in middle schools and high schools
* Development of action plans by middle school and high school districts to implement best practices
 |
| 1. Create regional career exploration and WBL opportunities that increase middle and high school students’ knowledge of career options, improve 21st-Century Skills, and prepare students for college entry.
 | * Number and roster of employers contacted to offer WBL opportunities to middle school and high school students
* Number of speakers engaged
* Number of classroom presentations delivered by industry representatives
* Number of career fairs organized
* Job shadowing opportunities created
* Number of middle school and high school students participating in classroom presentations delivered by industry representatives
* Number of middle school and high school students participating in career fairs
* Number of middle school and high school students participating in job shadowing
 |
| 1. Support college entry and informed pathway selection by creating effective opportunities for students to engage directly with college campuses, faculty and staff.
 | * Number of tours to college campuses
* Number of high school students participating in college tours
* Creation of simple survey to be completed by students at the end of their college tours, describing what they learned, what additional information they need, their feedback on the tour, and their level of interest in the college
 |
| 1. Increase parents’ knowledge of career education that will enable them to better support their children, while enhancing their own career prospects.
 | * Number of presentations to parents at high schools
* Number of parents participating in career-related presentations
* Creation of parent survey to ascertain need for additional career development resources
* Number of surveys completed with information from parents about their children’s and their own career development needs
* Creation of parent career development workshops based on survey results
 |
| 1. Provide professional development to educators to further their understanding of the importance of career development over the grade and age spans and thereby support a growing number of students.
 | * Creation of survey or focus group protocol to better understand teachers’ perspective on the importance of career development and their views on their role and challenges to incorporating career development concepts into their programs
* Creation of professional development framework for the region, including opportunities for teacher externships
* Create or adapt existing teacher job shadow and externship guidelines
* Number of teachers participating in sector specific industry panel discussions
* Number of teachers participating in teacher job shadows (<25 hours)
* Number of teachers participating in teacher externships with presentations to other teachers in their discipline or sector (25 hours or more)
 |
| 1. Identify best practices in K-12 to community college transition and facilitate professional development that allows K12 and CC faculty to work together to develop such strategies.
 | * Compilation of research on effective transition strategies
* Completion of focus group on challenges to implementing research-based practices, such as career/college courses and dual enrollment
* Completion of one K-12-CC convening to address identified challenges and develop actionable strategies for full implementation in following year; number of faculty in attendance; number of plans generated for action in following year
 |