

**Goals and Leading Indicators**

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

**Draft October 5, 2018**

**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.

**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.

**Goal**: Build strategies for career awareness and exploration at each grade level beginning in middle school, including exposure to post-secondary options.

|  |  |  |
| --- | --- | --- |
| **Objectives** | **Actions/Strategies** | **Leading Indicators** |
| (1) Create REGIONAL career awareness, exploration and WBL opportunity infrastructure that increase middle and high school students’ knowledge of career options, improve 21st-Century Skills, and prepare students for college entry. | 1. Prepare guidelines for middle school and high school career development, including experiences that prepare students for postsecondary transition, to support middle and high school practice in the region 2. Compile and organize best practices in middle school and high school career development and postsecondary exposure (consider using a continuum framework) 3. Prepare rubric to support schools in identifying levels of practice 4. Vet guidelines with K-12 district representatives 5. Edit, finalize, and disseminate guidelines | * 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 |
| (2) Deepen learning and career development of K-12 students by creating and expanding regional WBL opportunities that add value to district efforts and expose students to regional industry sectors. | 1. Working with the San Diego County of Education and key district leaders, produce regional WBL opportunities for K-12 students that will enhance the offerings available through the K-12 districts and schools and leverage sector strategies. Examples include: 2. classroom presentations 3. career readiness presentations 4. career fairs (in collaboration with MS, HS, CC campus’ & industry) 5. job shadows/industry tours 6. internships/mentorships 7. Maintain a regional calendar of activities and registration mechanism 8. Develop a communication strategy to inform the districts about these opportunities, evaluate impact, and plan for future events.    1. calendar of activities | * 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 * Number of 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 * Communication strategy created |
| (3) Support college entry and informed pathway selection by creating effective opportunities for students to engage directly with college campuses, faculty and staff. | 1. Produce campus-based events in 7 sectors. Example of events include: 2. Competitions: Automotive Skills Day, Culinary, Codechella 3. Health Career and other industry expos such as Biotech Day 4. Priority Sector Career Education Days 5. On-campus information sessions on Priority Sectors with Industry reps - industry panels 6. ~~Career Fairs~~ 7. Campus tours with program demonstrations 8. College campus Career Expos (all programs represented during a college tour) 9. College for Kids/Camps that engage K-12 students in college programs 10. College Peer Ambassadors at high schools 11. 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 12. ~~Develop marketing tools/resources to communicate this message including local and regional web presence, print collateral and social media~~ | * Number of tours to college campuses * Number of high school students participating in college tours * Percent positive results on post-tour student surveys |
| (4) Increase parents’ knowledge of career education that will enable them to better support their children, while enhancing their own career prospects. | 1. Collect best practices in parent outreach and strategies for enhancing parents’ understanding of career development practices and delivery approaches (e.g. web materials, workshops at parent association meetings, etc.) 2. Design and pilot preliminary materials and work with one school to test workshop implementation / Host a Career Education workshop for parents at Career and College Fairs on college campuses (i.e. Got Plans? Career and College Fair at Cuyamaca College) 3. Develop marketing tools/resources to, include LMI, that communicates this message including web presence, print collateral and social media presence 4. Develop summer internship orientation for parents & students (bridge programs) 5. Host parent engagement breakout session at each sector specific student event 6. Host a regional parent career education session in the evening (in English & Spanish) 7. Ensure written materials are available in several languages (Spanish, Arabic, etc.) 8. Create parent survey to ascertain need for additional career development resources | * Best practices collected and posted in WG 2 folder * Number of presentations and workshops for parents at high schools * Number of parents participating in career-related presentations * 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 |
| (5) Increase the knowledge and skill of educators/counselors in the area of career development over the grade and age spans, so they can deepen their practice and support a growing number of students. | 1. Create professional development framework for the region, including opportunities for teacher externships 2. Create or adapt existing teacher job shadow and externship guidelines 3. Provide tools and professional development to K-14 educators to increase knowledge and skills through events in 7 sectors. Examples of events:    1. HASPI Educator Conference (Health)    2. Regional Curriculum Assessment Teaching Exchange (Business & Entrepreneurship)    3. Behind the Scenes in Cyber Security (ICT)    4. Careers in Global Trade and Engineering (Global Trade, Adv. Manufacturing) 4. Industry visits/site tours/job shadows for educators (externships) in 7 sectors 5. Counselor professional development that focuses on career counseling (could be joint with CCs. Ensure that counselors have the resources/tools to provide career counseling) 6. Counselor conference | * Number of educators impacted overall (proposed was 400) * 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) * Number of counselors participating in counselor professional development and conference |
| (6) Expand opportunities for students to transition effectively from K-12 to community college by participating in “bridge programs” and related proven strategies. | 1. Identify best practices in facilitating K-12-community college transition    1. Reference CTE Transitions best practices    2. Reach out to K-12 districts and community colleges that have strong K-12 to CC transition plans 2. Create opportunities for bringing faculty together to build and expand upon strategies that bridge pathways/programs and services from K-12 to community college and to build K-12—community college relationships that can support future efforts. | * Compilation of research on effective transition strategies * 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 |