

Strong Workforce: Regional Career Pathways Goals

Goal	Leading Indicators
<p>1. Convene K-12, community colleges, and Adult Education to create regional goals, student outcomes and metrics to define a career pathways system.</p>	<p>1. All HS districts in CalPASS Plus. 2. All HS districts upload data into CalPASS Plus 3. Regional goals, objectives and strategies created. 4. K-12, community colleges and Adult Education met on an ongoing meeting schedule.</p>
<p>2. Develop guidelines for executive leadership to define, promote and measure a regional career pathways system.</p>	<p>1. Regional goals submitted to presidents and superintendents. 2. Regional metrics submitted to presidents and superintendents. 3. Measurement of progress toward goals on an annual basis.</p>
<p>3. Map existing career pathways from regional high schools into community colleges in the region’s industry sectors (cc or 4-year). Produce career pathways maps for the regional sectors from K-12 to postsecondary to career.</p>	<p>1. Career pathways maps created from regional high schools to community college programs.</p>
<p>4. Identify program gaps between existing regional pathways and regional labor market and provide recommendations for providing programs that lead students into in-demand labor markets.</p>	<p>1. Gaps between high school programs and community college programs documented and disseminated.</p>
<p>5. Convene high school and community college faculty to facilitate development of aligned career pathway curriculum and course sequences, between high schools and colleges, and between adult schools and colleges.</p>	<p>1. Documentation of meeting between high school and community college faculty to develop and align curriculum based on regional labor market and documented gaps. 2. Develop plans to address identified gaps in programs of study by creating sequential career pathways or</p>

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	<p>programs of study between the high schools and community colleges.</p> <p>3. Completed guidelines or tools to support high school pathway development, leveraging past regional efforts.</p>
<p>6. Build goals and strategies for career development at each grade level beginning in middle school and continuing through high school and bridging to the community colleges.</p>	<p>1. Goals and strategies for middle and high school career preparation documented and disseminated to middle school and high school partners.</p> <p>2. Goals and strategies criteria developed for the K-12 Component of the SWP application.</p>
<p>7. Develop WBL guidelines to determine the continuum of activities that will be offered from middle school through high school.</p>	<p>1. Developed inventory of middle school and high school WBL activities.</p>
<p>8. Convene high school and community college faculty to facilitate development of early college credit programs.</p>	<p>1. Articulation agreements completed.</p> <p>2. Dual and/or concurrent enrollment courses developed.</p>

Strong Workforce: Regional Middle School/High School Engagement Goals

Goal	Leading Indicators
<p>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.</p>	<ol style="list-style-type: none"> 1. Continuum of best practices completed 2. Continuum of best practices reviewed and approved by WG 2 3. Continuum of best practices shared with middle school and high school administrators and career centers for feedback 4. Development of RFA for funding of plans for implementation of best practices in middle schools and high schools 5. Development of action plans by middle school and high school districts to implement best practices
<p>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.</p>	<ol style="list-style-type: none"> 1. Number and roster of employers contacted to offer WBL opportunities to middle school and high school students 2. Number of speakers engaged 3. Number of classroom presentations delivered by industry representatives 4. Number of career fairs organized 5. Number of job shadowing opportunities created 6. Number of middle school and high school students participating in classroom presentations delivered by industry representatives 7. Number of middle school and high school students participating in career fairs 8. Number of middle school and high school students participating in job shadowing 9. Communication strategy created

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<p>3. Support college entry and informed pathway selection by creating effective opportunities for students to engage directly with college campuses, faculty and staff.</p>	<ol style="list-style-type: none"> 1. Number of tours to college campuses and campus events 2. Number of high school students participating in college tours and campus events, with data disaggregated by key demographic characteristics as appropriate, to track equity in access 3. Percent positive results on post-tour student surveys
<p>4. Increase parents' knowledge of career education that will enable them to better support their children, while enhancing their own career prospects.</p>	<ol style="list-style-type: none"> 1. Best practices collected and posted in WG 2 folder 2. Number of presentations and workshops for parents at high schools 3. Number of parents participating in career-related presentations 4. Number of surveys completed with information from parents about their children's and their own career development needs 5. Creation of parent survey
<p>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.</p>	<ol style="list-style-type: none"> 1. Number of educators impacted overall 2. Number of teachers participating in sector specific industry panel discussions 3. Number of teachers participating in teacher job shadows 4. Number of teachers participating in teacher externships 5. Number of counselors participating in counselor professional development and conference
<p>6. Expand opportunities for students to transition effectively from K-12 to community college by participating in "bridge programs" and related proven strategies, built on middle school and high school college and career exploration activities</p>	<ol style="list-style-type: none"> 1. Compilation of research on effective transition strategies 2. 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