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| **Goal 1: Regularly collaborate with K-12, community college, adult education/noncredit, and other local workforce development representatives to update and monitor progress toward regional goals and action plans.** | | | | |
| **Promising Practices** | **Challenges** | | | **Regional Priority Items for Next Year** |
| Established two Consortia-MS and HS and CC participate in quarterly meetings.  Many new outreach and collaborative career education efforts.  Collaboration events (Manufacturing Day). | Challenge is aligning organization for collaborative work. | | | Increased writing support for round 3 of the K12 SWP grant.  Continue to build collaborative relationships. |
| **Goal 2:**  **Continuously promote the regional career pathways system with a comprehensive communications plan for all stakeholder** | | | | |
| **Promising Practices** | **Challenges** | | | **Regional Priority Items for Next Year** |
| Working on development of marketing materials for programs for students and opportunities to share information with families.  CTE Pathway Fair targeting incoming 9th graders. Promotional materials in multiple languages and pathways information offerings. | Inconsistent messaging or communication that has caused some confusion. Time to work with staff to really roll out something that is sustainable and “owned” by staff.  Communication with feeder district is poor. Despite a push to have better communication and a better streamlined process for students to choose meaningful CTE electives, unable to make that a priority with freshmen because the feeder schools do not mirror our information.  Lack of the specific marketing of the career pathway programs is a challenge to maintain engagement with the MS and HS students to keep them interested in the career development and career pathways. | | | There is a need to put more emphasis in gaining access to younger students. If we were to gain access to students in the grade levels including the MS, they could identify a career pathway to strive for at the earlier stage of their education.  Variety of ways each school, district, cc operates. A lot of communication is needed.  More emphasis on younger students.  Gain access to students in earlier grade levels.  Awareness of CTE is still of high importance.  Develop a regional marketing plan to ensure our district communities are aware of CTE pathways and the benefits for all students.  Marketing and communication to families about the benefits of enrolling and completing CTE programs. |
| **Goal 3: Develop, regularly update, and promote the use of the career mapping pathways tool and labor market information in order to consistently and effectively identify the gaps and needs in the regional career pathways system.** | | | | |
| **Promising Practices** | **Challenges** | | | **Regional Priority Items for Next Year** |
|  |  | | | Keeping the data current for the mapping tool.  Mapping tool will be beneficial to all stakeholders across the K14 spectrum.  Will share mapping tool with HS partners.  Continue working on mapping tool.  Student data sharing between K12 and CC to identify gaps in talent pipelines between HS and college by sector and degree program. For example, it would be useful to know which CC are not maxing-out their enrollment in certain degree programs so that we could examine the CTE programs at the corresponding HS and learn why students in those programs are not entering the college degree programs. |
| **Goal 4: Fill the gaps and needs of the regional career pathways system to ensure programs are aligned from K-12 and adult education/noncredit to the community colleges with the regional labor market.** | | | | |
| **Promising Practices** | | **Challenges** | **Regional Priority Items for Next Year** | |
| All pathways at HS completed comprehensive evaluation of programs to the 11 Standards of CTE Excellence to assess best practices/gaps. Then from this evaluation, pathways are creating SMART goals to address deficiencies.  Will see strong growth in pathway development next yr.  COE consortium to assist MS with CP development activities.  Connecting with community college’s CTE office and providing opportunities to connect faculty and administration with career education teachers, programs and pathways.  Created two new pathways.  Pathways strengthened and plan to expand to new offerings.  Piloted a dynamic learning pathway at one elementary school that involved elementary school student career aspirations and MS and HS CTE students delivering content/projects in the curriculum areas.  Piloting a pathway completer recognition program at a HS. Piloted a new career wheel program at one of MS where the spokes are aligned to the feeder HS CTE programs.  Focused on strengthening the alignment between MS and HS pathways to create a true articulation from MS-HS-CC. Began the year with a collaboration between HS and MS teachers to rewrite the MS courses. Continued bimonthly meetings between the teachers which has led to MS visits to the HS courses, after school clubs in which MS students and HS pathway students work together on projects on the HS campus.  Development of guaranteed intentional guidance lessons and start of CTE framework for pathway partners. | | Challenge with schools moving to more high priority sector pathways to fill the need in the region. This is challenging for schools who have staffing in low priority/high interest programs. | Continue to work on alignment between HS pathways and CC programs.  Alignment and communication between HS and CC.  Pathway improvement could use more professional development for teachers in career readiness.  Provide HS counselors with more knowledge about what the transfer and career paths look like so they can help students design their plan.  Will see more HS students opting to stay closer to home or choose our institutions due to finances. If HS counselors have a better understanding of the transfer path, then students will show up more prepared.  Continue to build collective relationships.  Time to connect MS and HS teachers with community college faculty to build more meaningful relationships and connections.  Time to connect and work closely with CC CTE instructors in order to align programs. Need more regular communication and meetings, as we did with MS with major input from the CC.  More opportunities to partner or intentional efforts (CC and HS) for establishing the transition to college with a focus on career.  Middle school is complex due to content matter focus areas, but should be integrated. | |
| **Goal 5: Support the work of regional middle and high schools and adult education/noncredit programs to create meaningful career development and work-based learning experiences/programs for students.** | | | | |
| **Promising Practices** | | **Challenges** | **Regional Priority Items for Next Year** | |
| Implementation of the career continuum into district which included the implementation of career exploration tools and accompanying (age appropriate) lesson plans for K12 students.  Purchased two career focused online tools for students-Thrively and Nepris.  One designated counselor to roll them out. Great so far.  Additional school piloted Thrively for MS and HS career development.  Strengthening overall awareness of CTE at MS. 6th graders take the SuperStrong and have developed lessons that are taught by counselors for each MS grade level. The lessons combine the results of the SuperStrong with career interests & available school programs, resulting in the students creating a 6 year plan that begins at the end of 6th grade.  Career awareness curriculum countywide in MS.  Implemented CE nights at MS in which parents learn about SuperStrong 6 year plans and are presented with district CTE programming by HS CTE student ambassadors. Resulting in greater interest by students and parents in CTE.  Providing interest surveys to MS. Some professional development to HS counselors on how to engage MS.  Launching career assessment and exploration for MS and HS CTE students.  Week long online activity for 8th grade students that exposed them to the four different academy pathways at HS along with their own interests/skills survey. The tasks they completed were based on real world experiences to give them a better idea about each academy. The students took a field trip to the HS at the end to meet the teachers and students in each academy. After discussing the academy options with their parents, the students completed an application for HS stating their academy of choice and why.  MS student study showed an increase in students’ identification of a vivid possible self. Found correlation between students’ feared for possible selves and hoped for possible selves. Two are connected and tell a story about what we need to include in our career development process.  Summer STEM academy to introduce incoming 9th and 10th graders to priority sectors. Students completed a career assessment to learn which pathway would fit their interests.  Collaborated and utilized Career Superhighway to establish awareness of introducing RIASEC to students early and exploring HS pathways as they connect to SWP and CC.  Piloted week long career readiness project to expose MS students to a variety of occupations, careers, guest speakers, etc. WBL team held several career exposure events. Push out opportunities to the region.  Teacher beliefs are changing and believe that they and schools should play a role in career development.  MS event developed in fall for regional priority sector that provides hands on experience in the classroom.  Start of WBL platform and power competencies by industry.  Developed a 6 module Work Readiness Curriculum which includes 3 modules on essential (soft) skills and another 3 on application skills (e.g. resume writing, interview prep, etc. ) It is a train-the-trainer model where we equip teachers with the knowledge and resources to train students in the skills. During the shelter-from-home order, we have been working to put this training online so that any teacher across the county can access the trainings virtually and then and then receive a microcredential and digital badge certifying their mastery of the subject matter. We then provide access to our presentations, handouts, and other resources for the teachers to use in their classrooms and schools.  WBL to date-93 WBL activities serving over 4000 students and teachers in school year. | | Many teachers cancel on WBL activities due to common reasons of: not getting transportation approved, collecting student permissions slips (or students do not hand them in), not obtaining a sub if the activity is offsite.  The greatest challenge revolves around scheduling in time for staff to work collaboratively with industry. | Continue to promote/engage students in Career development both in MS and HS.  Decide on a few shared tools between HS and CC.  Variety of tools utilized as each have a different strength (Career Coach, Career Zone, RoadTrip, Nation, etc. )  Expanded use of Career Exploration Tools.  Integrating the RIASEC framework across K-16.  Creative ways to take career exploration experiences online.  Shared curriculum and professional development for teachers.  More opportunities to partner or intentional efforts (CC and HS) for sharing connections (employers, WBL, etc.).  A database of CC WBL events for K12 students that could be sent to HS and MS and generate awareness about colleges and generate awareness about college and their offerings.  Grow database of online resources for college and career readiness, including virtual WBL experiences in order to provide equitable access for students in low-income areas, students with disabilities, and schools located far from our regional industry clusters.  Meaningful WBL opportunities for students (esp. meaningful internships).  WBL virtually especially, if schools stay closed.  WBL coordination across the region. | |
| **Goal 6: Expand early college credit opportunities for students throughout the region.** | | | | |
| **Promising Practices** | | **Challenges** | **Regional Priority Items for Next Year** | |
| Creating new Auto Dual enrollment program.  Expanding and strengthening credit by exam offerings leading to certificates/degrees programs and alignment with dual enrollment opportunities. | | CATEMA will always be a challenge. Need smarter and more efficient technology that does not require entering the same information in multiple places. Budget cuts are likely, need technology more than ever, as positions are likely to be cut due to funding.  CTE credentialed teachers for schools. | Distance learning model could open doors to do more in the CTE realm regionally.  Promote early college credit opportunities and strengthen our process.  Provide more early college credit options for students to include dual enrollment.  Articulation workshop, bringing faculty and HS instructors together to discuss articulations, field trips, and other ways to collaborate to strengthen the bridge from HS to college.  Regional articulation agreements (starting with PLTW programs). | |

\*Parking lot items\*

**Promising Practices:** Parent engagement event postponed.

Developed a countywide CTE course offering manual for school counselors, students and families.

Managing the work while wearing a variety of different “hats” at work. Having enough manpower and time to complete all of the things would like to do is a limiting factor. Focused on listening to the data. Surveyed stakeholders and created a plan for moving forward with resources geared towards meeting the plan elements. Trained entire 9th grade team and they are implementing an entire career unit into a week series of units.

Have hands on tours for 8th graders so they can see CTE programs in action. Instead of talking about programs and the feedback was overwhelmingly positive.

Outreach partnered with CTE programs to show MS and HS students the experience of a career education, not just traditional education. Students believe often the only pathways they can choose is a transfer pathway. They are not aware of the opportunities in CE. Session also provided information on short term programs in the career pathway for the students with less time dedicated to further their education. Students also learned the financial benefits of pursuing a career pathway by interacting with professionals in the field.

Parents are increasing involvement.

**Challenges**: CalPADS coding was initially a challenge.

Biggest obstacle has been funding, have to explain everything many times before approval or before allowed to move forward because the district is in financial mess.

**Regional Priorities for Next Year**: CCI dashboard metric. School shutdowns. Assure region has accessible resources. CE Best Practices meetings with district partners.

Student data sharing between K12 and CC to identify gaps in talent pipelines between HS and CC by sector and degree programs.

Continue with regional collaboration to ensure we develop a regional CTE program rather than individual district programs.

Consistent messaging on importance of facilities on the importance of CTE options (teaching teachers how to talk about and promote CTE).

Modeling showed up as #1 source for career decision making self-efficacy in research.

Guidance/Protocol on how to create successful internship programs.

Explore virtual experiences to increase the number of students able to access experiences.

Create solid partnerships for transfer and job skills.