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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.** | | | | |
| **2019-20 Activities** | **Challenges** | | | **Regional Priority Items for Next Year/Feedback from Career Pathways** |
| Establish a meeting calendar for the year and ensure all stakeholders are invited to and participate in regular workgroup meetings.  Include goals and action review on WG1 agendas at least quarterly.  Include regular labor market updates at WG1 meetings to ensure alignment of pathways with industry demand.  Review student outcome and identified metrics of quality career pathways. Evaluate the document that outlines the metrics that are being collected.  Identify which districts are not yet participating in CalPASS-Plus and develop a plan to ensure their participation for 2019-20. | Challenge is aligning organization for collaborative work. | | | Increased writing support for round 3 of the K12 SWP grant.  Continue to build collaborative relationships.  Collaboration and integration with AE/NC partners to align and not duplicate efforts when addressing quick training needs. |
| **Goal 2:**  **Continuously promote the regional career pathways system with a comprehensive communications plan for all stakeholder** | | | | |
| **Activities** | **Challenges** | | | **Regional Priority Items for Next Year/ Feedback from Career Pathways** |
| Outline the essential elements of an annual report; publish at the end of the program year; and disseminate to key stakeholders.  Regularly update [www.careered.org](http://www.careered.org) and [www.myworkforceconnection.org](http://www.myworkforceconnection.org) and develop collateral materials to define and promote the regional career pathways system (including targeted industry sectors, career development continuum, best practices, mapping tool and outcomes).  Disseminate relevant labor market information. | 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.  Focus on “We” language throughout the region (include parents, students, teachers). Use translation resources ([www.spark.adobe.com/video/XG12W6u0pC3Wn](http://www.spark.adobe.com/video/XG12W6u0pC3Wn)).  Possible Town Halls to include explaining the financial aid process /resources.  Create a regional approached toolkit, with marketing materials, PPT, to use in presentations and social media; materials to be customizable and in multiple languages.  Define collaboration as US (not a linear conversation) but rather use a collective, consistent language.  Consistent language in marketing the opportunities to OUR students.  Messaging needs to be clear as to what we are saying and we need to be mindful of preconceived notions and address them head on. Not all students go to the university.  Webinar about promising practices in communication. |
| **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.** | | | | |
| **Activities** | **Challenges** | | | **Regional Priority Items for Next Year/ Feedback from Career Pathways** |
| Continue mapping existing pathways from regional high schools, adult education/noncredit basic skills programs into community colleges or adult education/noncredit certificate or credit programs in targeted industry sectors.  Develop mapping tool to represent the system of career pathways in San Diego and Imperial counties.  Develop a plan to address the need to host and regularly update the mapping tool. |  | | | 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.  Connect the work of the mapping tool to the work of the Pathway Coordinators. Formulate a specific activity for the PCs in regard to this goal.  Mapping template could help. Creating them is a time-consuming and complicated process and faculty must be involved. Some are stackable and some are not. GP movement helped and can use backwards mapping approach by industry. Need to keep it simple and show the value. |
| **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.** | | | | |
| **Activities** | | **Challenges** | **Regional Priority Items for Next Year/ Feedback from Career Pathways** | |
| Identify possible program gaps between existing regional pathways and regional labor market. Develop strategies to create new or modify existing programs that lead students into in-demand labor markets.  Convene K-12, adult education/noncredit, and community college faculty to facilitate development of aligned career pathway curriculum and course sequences, among middle schools, high schools, adult schools, noncredit programs, and community colleges.  Identify at least one priority sector, starting with where we have the greatest need or the greatest number of offerings. | | Pathway improvement could use more professional development for teachers in career readiness.  Middle school is complex due to content matter focus areas, but should be integrated.  Inability to work closely with cc CTE faculty in order to align programs. | Continue to work on alignment between HS pathways and CC programs.  Alignment and communication between HS and CC.  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.  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.  Share documents with counselors that outline the pathways that are available.  Counselor conference should increase the level of comfort in counseling of CTE certificates, associates and transfer degrees. Possibly do a transfer pathways presentation or webinar where we partner with cc and UC counselors/administrators to share information to be readily useful. Expand what students’ are sent.  Identify if LEAs are using the Career Development Continuum. Turn Career Development Continuum into infographics (fewer words and more pictures) to make it easier to access and use. Make the tool more tangible and easy to communicate (practitioner tool) and add to a toolkit.  Reach out to CTE faculty for succinct CTE information to provide to K12 counselors, with input from WBL coordinators. Ask CTE faculty to give presentations. (possibly the PCs)  Transparency is critical. Opportunity to increase all levels of understanding and viability. Move whole system.  Identify some CTE experts in our region to help us develop training tools for MS, HS and CC.  PCs lead pathway building.  Making clear the pathways for students and highlight the “college promise”; there are so many that don’t understand what’s possible; they aren’t familiar; need a tool to be able to articulate that-toolkit/mapping tool can help, but need to be mindful that we get there. | |
| **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.** | | | | |
| **Activities** | | **Challenges** | **Regional Priority Items for Next Year/ Feedback from Career Pathways** | |
| Include regular updates from MS and HS Engagement Sub-Committee and Adult Education Super Region at WG1 meetings.  Develop awareness campaign and implementation plan for the career development continuum created in 2018-19. Solicit feedback on its practicality and use at each level (middle school, high school, adult education/noncredit). | | 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 inaTools.  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.  Host virtual employer panels as part of the K12 PC work with their corresponding CC, the Zoom or digital resources are available.  NEPRIS and live industry chats could be integrated in with the help of our RDs. ConnectEd collaborates and could be a resource. SDCOE possibly doing this. Would be great to have teachers’ model interactions with the industry professionals. | |
| **Goal 6: Expand early college credit opportunities for students throughout the region.** | | | | |
| **Activities** | | **Challenges** | **Regional Priority Items for Next Year/ Feedback from Career Pathways** | |
| Examine barriers to early college credit implementation and expansion. | | 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).  Get focused/stay focused removed curriculum entirely. No more books that students would be expected to keep. | |

\*Parking lot items\*

**Promising Practices:** Parent engagement event postponed. Planned to have industry panel and share LMI with college reps on hand.

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.

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.

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

Teacher beliefs are changing in our sample where 86% believe that teachers and schools should play a role in career development. 95% believe career development is important, up 10% from previous year.

**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.

Having enough time and manpower to complete all of the things we would like to do for students is always a limiting factor.

**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).

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.