

Career Pathways Definition – Guiding Principals

What do we mean by career pathway alignment?

- Quick in and out to employment or transfer (efficiently)
- Essential skills to perform a desired job
- Identifying exit point (career) and working backwards
- Alignment with industry and (all aspects) and K-12
- Modular in structure
- Seamless transition from K-12 to CC to higher ed. With multiple exit and entry points
- Student self-exploration
- Career exploration course
- Competency based
- Contextualized teacher and learning
- Acceleration
- Work base learning experiences

What policies are relevant or needed for career pathway alignment?

Relevant

- Adm. Procedures for Occupational Employment and Vocational Education
- AB288
- Service area policy*
- BA degree
- Title 5
- Program review
- Dual enrollment
- Funding structure

Policy Draft

- Lyla – Wording is important. Clear and concise.
Miranda Group – Process Based
 - What programs exist?
 - What do they prepare for?
 - Map Jobs – Competencies
 - Open policies to attend any school by community college going across boundaries
 - Acceleration – Completion velocity
 - Alignment of programs with industry needs

- Soft skills for employment

Other groups

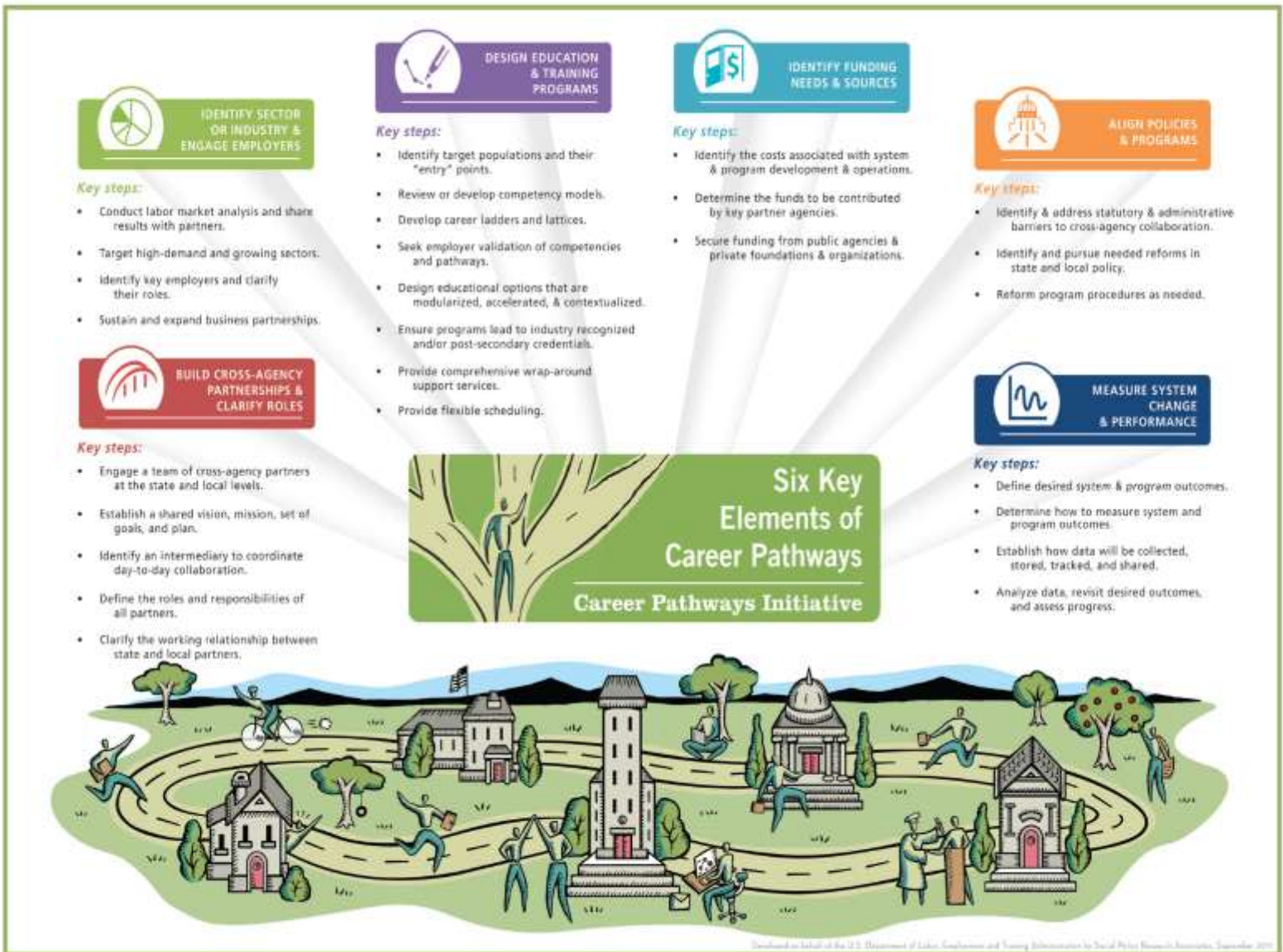
- Integration of student support services intentionally into the transition (pre assessment, placement and enrollment) process between K-12
 - Pathways will be well-connected and transparent educational process that has multiple entry and exist points for students participants
 - Efforts (Actions) will be made to connect pathways program development with a sharing (validation with LMI) component.
 - Board Policy Language CP – for the community college district to develop career pathway to offer students clear road maps through certificates and degrees that lead to employment in different industries and transfer
 - Elements of Board Policies – Involvement of relevant const. on campus. Industry and K-12
 - Transfer
 - Workforce
 - Career
 - Counseling
 - Admissions
 - Division Chairs/Faculty
 - K-12
 - Industry
 - Financial Aid
 - District has certificate programs that upgrade and develop occupations and vocational proficiency
- A Career pathway provides a framework that prepares students for entry, mid, and advanced level employment in high demand, high skill and high wage occupations. It includes the following components:
 - A sequence of connected courses that offers a relevant general and industry aligned curriculum.
 - Integrated work based learning opportunities.
 - Dedicated wraparound services which are integrated into the pathway and are essential to the student's success.
- Policy to develop multiple career pathways with industry to offer student clearer roadmap to better opportunities

Identify Sector Industry & Engage Employers - All

Who	What
1. CTE Program Administrators (i.e. Deans, CIO's)	<ul style="list-style-type: none"> • Review college initiatives • Identify campus strengths (build upon successful programs)/ Faculty Champions • Review LM data and completer data (student success) • Analyze input from employer partners • Identify district initiatives
2. K-12 partners CTE office Industry advisory board schools	<ul style="list-style-type: none"> • Analyze input from employer partners. • Determine new career pathways to support an develop
3. Community College Faculty	<ul style="list-style-type: none"> • Analyze strengths of department & programs • Identify program gaps • Develop courses to fill program gaps
4. Deputy Sector Navigators	<ul style="list-style-type: none"> • Review labor market data • Provide regional 7 statewide perspective • Identify employers for engagement

Design Education & Training Programs - Esther, Shari, Frank (Refer to Diagram below for Steps)

Who	What
1. CC Administrators (Dean, Chair, CIO)	All Steps (1-8 & 11)
2. CC Faculty (Chair, teaching faculty)	Steps 9-11
3. K-12 (Principal, CTE Office, CTE Advisors)	Steps 1-11
4. K-12 Teachers	Steps 9 & 10 (maybe), 11
5. Deputy Sector Navigators	Steps 1-8 (advise); 9-11 *4 primarily
6. Industry	Step 1-6, 9-10 (advise & inform)
7. Students	Steps 5, 7, 8
8. Student Services	Step 7
	New Steps to Add: <ul style="list-style-type: none"> 9. Design program 10. Develop courses/review courses 11. Professional development for faculty



Build Cross Agency Partnerships & Clarify Roles– Mark, Maria, Jose Luis

Who	What
1. Community College	• Lead, Career Pathway
2. High School	• Feed, Career Pathway
3. Adult Ed – OCC Centers	• CNA, trades, tech training
4. WBS/Work source/EDD	• Training, internships, funding
5. Other Community Colleges	• Regional Collaborative
6. Universities	• Transfer, seamless transition
7. Labor	• Pre-apprentice, apprentice
8. Business/Industry	• Advisory Committee, curriculum, Professional development externship
9. Funders – 10. Federal, State, private. I.P., DOL, DOE, CDE, Perkins	• Funding
11. Deputy Sector Navigators	• Industry contacts

12. Technical Assistance	• Industry contacts
13. Licensing/Credential	• Curriculum certification standards

Identifying Funding Needs & Sources – Rick, Fran

Who	What
1. Grant Office/Officer 2. Finance Office 3. Dean, Program Area 4. Industry Advisory Board 5. CC Faculty	<ul style="list-style-type: none"> • Analysis of staffing costs • Equipment needs
6. Foundation Offices 7. CTE Dean/Other Administrators	<ul style="list-style-type: none"> • Determine funds to be contributed by key partners <ul style="list-style-type: none"> • Partner funding • Contract Ed. funding
8. Grants Office 9. Foundation 10. Finance Office 11. CC Faculty 12. I.E.	<ul style="list-style-type: none"> • Secure Funding <ul style="list-style-type: none"> • Federal grants • C.O. • Private • WIBS • Perkins/Industry • Private/Public – Tech Assistant Organizations

Align Policies & Programs – Sandra, Luis, Chris

Who	What
Community College	
1. Academic Senate	• Curriculum and instruction approval
2. CTE Administrators	<ul style="list-style-type: none"> • Convener • Data collector • Asset mapper/mapping
3. CIO/Accreditation Officer	• Intuitional alignment
4. Curriculum Chair	<ul style="list-style-type: none"> • Identify technical standards for program • Review of curriculum
5. Admissions & Records	• Dual enrollment (approval process)
6. Student Support Svs/Counseling	<ul style="list-style-type: none"> • Student impact • Transitional support • Validation • Communication
7. Program Chairs	<ul style="list-style-type: none"> • Building faculty support • Identify faculty champions • Professional Development

	<ul style="list-style-type: none"> • Scheduling
8. DSN/SN/Sector Intermediaries	<ul style="list-style-type: none"> • Connecting to employers • Employer engagement • Industry trends • LMI • Advocacy
Who	What
K-12	
9. CTE Administrators CDE Industry Sectors Exports	<ul style="list-style-type: none"> • Convener • Data collection • Asset mapping • Connection to post-secondary
10. Pathway coordinators	<ul style="list-style-type: none"> • Building regional support • Supporting Collaboration • Work based learning/internships
11. Principal/A.P.	<ul style="list-style-type: none"> • Scheduling • Resources • Program Outreach
12. Lead Academy Teacher	<ul style="list-style-type: none"> • Curriculum alignment • Program outreach
13. WBL Coordinators	<ul style="list-style-type: none"> • Dual enrollment (approval process)
14. WBL Coaches	<ul style="list-style-type: none"> •
15. Division of Instruction	<ul style="list-style-type: none"> •
16. CA Superintendent	<ul style="list-style-type: none"> • Identifying legislation & funding
17. Board of Trustees (joint with CC BOT & HS)	<ul style="list-style-type: none"> •

Measure System Change & Performance – Cynthia, Amy, Lori

Who	What
A. Institutional Effectiveness Office	<ul style="list-style-type: none"> • Align to Employer Goals C, K, E
B. I.T.	<ul style="list-style-type: none"> • Establish Baseline Data A, C, E, I, K
C. CTE Program Administrators	<ul style="list-style-type: none"> • Identify Competency/Outcomes E, I, A, F, G, D
D. Faculty K-12	<ul style="list-style-type: none"> • Identify Level of Competency/Outcomes E, I, A, F, G, D
E. Faculty College	<ul style="list-style-type: none"> • Identify Assessment tool E, I, A, D
F. Counselors College	<ul style="list-style-type: none"> • Create Assessment Tool E, I, A

G. Counselors K-12	<ul style="list-style-type: none"> • Establish Data Collection Mechanism A, B, E, I
H. Funders/Monitors	<ul style="list-style-type: none"> • Analyze Data A, C, E
I. Industry Partners	<ul style="list-style-type: none"> • Disseminate Results A, C, L, F, G
J. Chancellor's Office	<ul style="list-style-type: none"> • Receive results C-N
K. Presidents/VP's	<ul style="list-style-type: none"> • Recommendations for continued results A-N
L. DSN's	<ul style="list-style-type: none"> •
M. Community Stakeholders (parents, students, politicians)	<ul style="list-style-type: none"> • Revisit Outcomes A, C, D, E, F, G, I
N. Board of Trustees	
Define, Determine, Establish, Analyze	

Board Policy Draft – Career Pathways

Community college districts work with stakeholders to develop career pathways that offer secondary and post-secondary students clear road maps of courses, certificates, and degrees that lead to employment and transfer opportunities.

Career Pathways Include:

- A sequence of connected courses that offers a relevant general and industry aligned curriculum.
- Integrated work based learning opportunities.
- Dedicated wraparound services which are integrated into the pathway and are essential to the student's success.

Administrative Procedure Draft – Career Pathways

Design Education and Training Programs

1. Career Pathways consist of courses, certificates, and degrees that prepare students with the knowledge and skills that lead to employment.

Identify Funding Needs and Sources

2. Appropriate personnel shall identify funding needs and secure resources for Career Pathways.

Align Policies & Programs

3. Pursue state and local policy reforms that promote career pathway development and implementation

Measure System Change & Performance

4. Career Pathway programs should measure systems change and performance outcomes.

Build Cross-Agency Partnerships & Clarify Roles

5. Stakeholders at the local, regional, and state levels, agree to a shared vision with roles and responsibilities clearly defined and formalized.

Identify Industry Sector and Engage Employers

6. Stakeholders identify sectors and engage employers in the development and implementation of career pathways