

Shifts in Secondary Roles to Support Robust Career Pathways

How can K-12 and Adult Education leaders support, develop and strengthen career pathways?

SECONDARY DISTRICT LEADERSHIP	SECONDARY SITE LEADERSHIP & SUPPORT	PATHWAY TEACHERS
<p>Programs of Study Development Infrastructure: Responsibilities for institutionalizing alignment between secondary and college PoS</p>		
<ul style="list-style-type: none"> • Develop relationship to College Deans and Education Leaders responsible for post-secondary pathways at 2 and 4 year institutions. • Align pathway post-secondary linkages with other initiatives, such as common core implementation and LCAP. • Establish protocols for annual articulation and curriculum reviews in collaboration with college partners. 	<ul style="list-style-type: none"> • Assign faculty and review assignments annually • Provide release or paid time for faculty to meet regularly with post-secondary faculty to align pathway curriculum and build pathway faculty relationships • Assign counselors to collaboration with post-secondary around student advisement and supports for early college coursework 	<ul style="list-style-type: none"> • Build relationships with post-secondary faculty so that faculty get to know each other's programs of study, as well as each other's systems • Collaborate with post-secondary faculty to align curriculum so that key standards are taught in developmentally appropriate ways across the entire pathway, including academic content, technical skills, and professional behaviors
<p>Curricular Alignment, Dual Enrollment & Course Articulation Processes: Responsibilities for determining what is taught, and in what sequence, across secondary and college systems to develop and enhance career pathways</p>		
<ul style="list-style-type: none"> • Negotiate data sharing processes and support implementation of systems (e.g. CATEMA) to ensure that students receive college credits • Assign dedicated staff to develop and review agreements that allow students to apply credits wherever they continue their education 	<ul style="list-style-type: none"> • Include early college credit courses in catalogs, transcripts, and pathway recruitment materials • Implement data sharing and systems (e.g. CATEMA) to ensure credits are transcribed • Ensure students have equitable access to early college credit opportunities, and academic supports to ensure student success 	<ul style="list-style-type: none"> • Identify and incorporate college-level courses into the program of study, that facilitate access to many post-secondary options in the career field, in collaboration with site, district, and college faculty • Work with program of study to ensure that pre-requisite content is built into course sequencing
<p>Professional Development: Responsibilities for work on PD so that all staff have the opportunity to learn new roles</p>		
<ul style="list-style-type: none"> • Orchestrate training for high school faculty teaching college level courses (e.g. CATEMA) • Negotiate stipends and changes to union contracts where appropriate to define new roles and responsibilities • Facilitate joint faculty, counselor, and administrative dialogue to develop systemic collaboration and address barriers to successful student transitions 	<ul style="list-style-type: none"> • Facilitate teacher PD to integrate college-level work in career pathway programs of study, and to manage dual enrollment and grading processes • Train Registrar in data management to ensure that students receive college credits • Facilitate counselor PD on post-secondary pathway options, requirements, application and placement processes 	<ul style="list-style-type: none"> • Work with teacher team to ensure that teachers are trained and supported to interface between two systems, so that credit is awarded • Work with student support systems so that all students have access to the supports, skills and content required for success in those college-level courses