

Shifts in Roles in Secondary Schools 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	TEACHERS, COUNSELORS & STAFF
Programs of Study (PoS) Development Infrastructure: Responsibilities for institutionalizing alignment between secondary and college PoS		
<ul style="list-style-type: none"> • Establish a vision for career pathways that reflect workforce & economic needs, including priorities and action steps • Develop relationships with postsecondary leaders responsible for pathways at 2 and 4-year institutions • Identify staffing & resources required to support career pathway PoS development, including early college credit and WBL coordinators • Align pathway development and postsecondary linkages with other initiatives, such as Common Core, CTE funding and LCAP • Encourage & support sites to implement CDE's 11 Elements of a High-Quality CTE Program • Champion & support career pathways & integrated courses with unions, including negotiating stipends and changes to contracts, where appropriate. • Revise job descriptions of roles to institutionalize responsibilities related to pathways • Support sites with opportunities to expand credentials to teach academic CTE courses • Set up structures and establish agreements for pathway teachers to teach college courses in pathways • Ensure that high school pathways facilitate all students' completion of college entrance requirements (e.g. A-G) 	<ul style="list-style-type: none"> • Lead local visioning, priority-setting and action planning to strengthen career pathways, including providing release time for teachers to participate in this process • Support pathway accessibility & implementation in the Master Schedule, including teacher collaboration time • Assign appropriately credentialed faculty to early college credit courses, and monitor annual assignments of faculty • Provide release or paid time for faculty to meet regularly with postsecondary faculty to align pathway curriculum and build pathway faculty relationships • Encourage & support teachers to implement CDE's 11 Elements of a High-Quality CTE Program • Support teachers with opportunities to expand credentials to teach academic CTE courses • Identify teachers that meet minimum qualifications to teach college courses in a dual enrollment agreement • Ensure that high school pathways facilitate all students' completion of college entrance requirements (e.g. A-G) 	<ul style="list-style-type: none"> • Build relationships with college faculty to gain understanding of each other's programs of study, as well as each other's systems • Attend meetings with postsecondary 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 • Implement CDE's 11 Elements of a High-Quality CTE Program • Seek and participate in opportunities to earn credentials to teach CTE in the academic core • Seek and participate in opportunities to incorporate early college courses with embedded supports in the pathway PoS • Create career pathway PoS that facilitate all students' completion of college entrance requirements (e.g. A-G) • Develop and maintain industry advisories to inform curriculum and WBL strategies leveraging regional employer engagement efforts • Incorporate industry-defined standards and skills into PoS

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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		
<ul style="list-style-type: none"> • Support development and adoption of early college credit agreements that expand access (e.g. ensuring CCAP agreements receive board approval) • Establish protocols for annual articulation, dual enrollment and curriculum reviews in collaboration with college partners • Negotiate data sharing and management processes to ensure that students receive college credits (e.g. CATEMA) • Assign dedicated staff to develop and review agreements • Support sites and teachers to develop pathway courses that align to postsecondary career pathways • Negotiate agreements that allow students to apply credits wherever they continue their education • Establish processes and district course approval policies that include accessing A-G and honors credit from UCOP, when appropriate 	<ul style="list-style-type: none"> • Support development and adoption of dual enrollment and articulation agreements • Identify high school pathways and pathway courses eligible for college credit in catalogs, transcripts, and pathway recruitment materials and data systems. • Implement data sharing and management processes to ensure credits are transcribed, including assigning responsibilities to staff (e.g. CATEMA) • Ensure that all students (including special education and ELL) have equitable access to early college credit opportunities, and academic supports to ensure student success • Provide release time to teachers to attending PD or meetings around early college credit & curricular alignment • Ensure that early college credit courses are submitted to UCOP for A-G and honors credit, when appropriate 	<ul style="list-style-type: none"> • Work with site and district administrators, and with college faculty to identify and incorporate college credit into the PoS that facilitate access to many postsecondary options • Develop PoS that ensure prerequisite content is built into course sequencing • Use CATEMA system to enroll students and submit grades in articulated classes • Communicate with students and parents about early college credit and implications • Collaborate with district & site to comply with requirements for dual enrollment • Identify and put in place supports to make early college credit accessible to all students
Student Support Processes: Responsibilities for supporting students as they transition from secondary to post-secondary in pathways		
<ul style="list-style-type: none"> • Allocate & champion resources (e.g. LCAP) to support pathways, college & career readiness, counseling & student support functions • Create support structures for systematic college & career readiness education in high schools • Train district staff to work with local Workforce Development Boards and Community-Based Organizations to identify students eligible for services (e.g. WIOA) • Set up accountability systems to ensure that students have equitable access to pathways & early college credit • Champion roles of counselors & student support resources in pathway development in negotiations with bargaining agencies • Develop and leverage pathway maps as marketing tools to inform parents & students, tools for counselors, etc 	<ul style="list-style-type: none"> • Assign counselors, and provide release or paid time, to meet regularly with postsecondary faculty, support early college coursework and participate in PD about pathways and early college credit • Ensure collaboration of counselors, ELL and special education teachers with pathway teams to provide equitable access to pathway resources for all students • Develop student support programs to ensure equitable access to pathways & early college credit • Encourage counselors and teachers to provide guidance on college, career pathways AND careers, and recognize opportunities to link students with outside support services, as needed • Collect and review data to ensure that students are receiving equitable access to pathways & early college credit 	<ul style="list-style-type: none"> • Collaboratively inform students and parents about career pathways, college, and career options • Identify and put in place supports to make early college credit accessible to all students • Share career preparation resources with students (e.g. CalCRN, Naviance, Get Focused...Stay Focused) • Prepare students for success in college and the workforce by integrating career readiness skills in class (including CTE model curriculum standards) • Collaborate with postsecondary counselors to prepare students to transition successfully to postsecondary education, including informing students of foundational and prerequisite courses along the pathway

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Industry Engagement & Work-based Learning (WBL): Responsibilities for developing systemic and effective approaches towards employers

- **Champion work-based learning** as an important strategy for college & career readiness
- **Ensure the proper infrastructure exists for students to be off site** in industry settings (insurance)
- **Assign district-level staff to develop and coordinate WBL experiences** and industry partnerships
- **Build relationships and collaborate** with regional intermediaries, employers, community agencies, and postsecondary partners to align “asks”
- **Develop procedures and tools to track WBL**
- **Support development of opportunities for teachers to gain industry-skills** through externships
- **Collaborate with partners to use Labor Market Information** in career pathway creation and WBL
- **Allocate resources** to develop teacher capacity to integrate WBL into instruction

- **Champion WBL as an instructional strategy** with teachers, using the WBL continuum
- **Facilitate structures and processes for off-site visits**, including transportation
- **Create space in Master Schedule** for students to engage in WBL experiences
- **Assign site level staff to coordinate** and facilitate WBL experiences
- **Use procedures and tools to track** and document WBL
- **Facilitate the process to host industry** partners on site
- **Collaborate with regional networks** of industry intermediaries, industry partners, community agencies, and postsecondary partners to align “asks” around WBL

- **Utilize WBL as an instructional strategy**, embedded in the classroom and beyond, based on the WBL continuum
- **Identify how and where WBL can be integrated** into curriculum
- **Coordinate with district and site WBL coordinators** to develop and maintain industry relationships for WBL and program enhancement
- **Use district and site procedures and tools to host industry partners** on site and track WBL activities
- **Ensure that students are prepared for** WBL experiences

Professional Development (PD): Responsibilities for work on PD so that all staff have the opportunity to learn new roles

- **Encourage and promote trainings** on Dual Enrollment, AB288 Dual Enrollment (CCAP), High School Articulation and WBL for site leaders and high school faculty teaching college level courses (e.g. CATEMA, CCAP)
- **Facilitate secondary-postsecondary faculty, counselor, and administrative dialogue** to develop systemic collaboration and address barriers to successful student transitions
- **Work with teachers to integrate knowledge/skills from externships into instructional practice**
- **Facilitate PD for site leadership on careers and industries in the region**, encourage understanding of college AND career, and how to align pathway development with college and career readiness indicators and other initiatives
- **Ensure that Human Resources Directors and Credentials Analysts are trained in pathway-specific credentialing** issues

- **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 eligible students receive college credits
- **Facilitate counselor PD on pathway options**, requirements, A-G, career technical education, application and college placement processes
- **Facilitate counselor & teacher PD on careers and industries in the region**, and encourage understanding of college AND career
- **Facilitate trainings for teachers to lead cross-curricular teacher teams**
- **Build teacher capacity to integrate career technical education into the academic core**, including additional credentials and experience in the industry

- **Participate in PD opportunities on how to collaborate in an integrated career-focused teacher team**
- **Participate in PD opportunities on instructional strategies related to pathways** (e.g. interdisciplinary PBL, WBL)
- **Attend trainings to ensure that early college 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
- **Participate in teacher externships and other career-focused PD opportunities**, as available, and integrate into pathways/classrooms

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