

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

August 2017



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

## SECONDARY DISTRICT LEADERSHIP

## SECONDARY SITE LEADERSHIP

## TEACHERS, COUNSELORS & STAFF

### 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

August 2017

