Framework to
Improve Student Transitions through
College & Career Readiness System Alignment

Purpose:

This Framework is intended to spur and support local discussions on sustainable ways to support and enhance successful student transitions between secondary and post-secondary education. Stakeholders from the North & East Bay Region came together to create this Framework, distilling key practices and lessons learned from experiences in developing and supporting career pathways.

To sustainably build a system that supports student transitions and readiness for post-secondary and the workforce, responsibilities must be distributed across stakeholders in both secondary and post-secondary, and embedded in roles in our institutions. This Framework provides ideas of what the distribution of responsibilities might entail.

Ideas of Ways to Work with this Framework:

- Use as a discussion and inquiry tool for local and regional implementation and sustainability planning around pathways and student transitions (e.g. in support of guided pathways, LCAP planning, etc);
- Explore opportunities to build out and institutionalize the 11 Elements of a High-Quality CTE Program (from the California Department of Education), and enhance performance on College and Career Readiness Indicator;
- Leverage in local communications with parents, students and educators; and,
- Integrate into professional development with administrators, educators, counselors, and student support professionals.

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Shifts in Community College Roles to Support Student Transitions

How can community college leaders support, develop and strengthen systems to promote college & career readiness?

COLLEGE DISTRICT LEADERSHIP	COLLEGE LEADERSHIP	COLLEGE FACULTY AND STAFF
Chancellor, Vice Chancellors (Academic Affairs, Student Support, Workforce, etc.), Associate Vice-Chancellors, District Academic Senate, Cabinet, Institutional Research, Directors	President, VP of Instruction, Student Support & Academic Senate, Deans, Career Education ("CTE") and Student Support, Institutional Research, Department Chairs	Career Education ("CTE") Faculty, Counseling Faculty, Articulation Officers, Math and English Faculty, Instructional and student support staff

Programs of Study Development (PoS) Infrastructure: Responsibilities for institutionalizing alignment between secondary and college PoS

• **Define the vision for alignment** of K-12/Adult Education to community college pathways, as a priority • **Ensure that district policies and procedures support pathways development**, including data sharing agreements • **Ensure that responsibilities are embedded into job descriptions**, contracts, etc. • **Emphasize importance of pathways to align with regional labor market demand,** and support college structures for integrating feedback from industry. • **Align pathways work with other initiatives,** such as 3SP and Equity	• **Provide release or paid time for college faculty to meet with secondary educators, and industry** to align pathway curriculum across systems, and with industry needs and build faculty relationships • **Assign counselors to collaboration with secondary** around student advisement and supports for early college credit coursework • **Devote resources to appropriately staff** the work of pathway development and maintenance (including early college credit) • **Develop robust and ongoing program evaluation** protocols	• **Build relationships between CC and K-12/Adult Ed faculty** so that faculty gain understanding of each other's programs of study, as well as each other's systems. • **Collaborate with K-12/Adult Ed 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. • **Integrate feedback from industry,** to ensure relevance and quality of pathway programs

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

• **Champion early college credit** with internal and external stakeholders, and align policies across colleges, and with promising practices • **Encourage K-12/Adult Ed leaders to implement policies to support sustainable dual enrollment** • **Support and develop staff roles** at the district level to support early college credit • **Develop/renew annual CCAP** agreements • *Academic Senate:* **Participate in development of policies** facilitating early college credit • *Governing Board:* **Approve policies that facilitate** dual enrollment and articulation	• **Establish protocols for annual curriculum reviews, early college credit** (course articulation, dual enrollment) and pathway mapping • **Provide support for CATEMA** to ensure accurate transcripting of credit earned via articulation • **Support development of annual CCAP and non-CCAP agreements** for dual enrollment • **Integrate career pathways** with 3SP, Equity, SWP and other initiatives. • **Support and develop staff roles** at the college level to support early college credit	• **Participate in pathway design** and mapping that includes foundational general education and bridging activities (e.g. Math, English, College & Career Readiness) • **Identify and incorporate college-level "hinge" courses** into the pathway (for articulation or dual enrollment credit), working with district and regional college faculty • **Identify opportunities to enhance/develop innovations for courses** that serve students that are underrepresented in college (e.g. scaffolding)

NORTH & EAST BAY PATHWAYS CONSORTIUM · East Bay Career Pathways · CCASN College & Career Academy Support Network

COLLEGE DISTRICT LEADERSHIP	COLLEGE LEADERSHIP	COLLEGE FACULTY AND STAFF
Student Support Processes: Responsibilities for supporting students as they transition from secondary to post-secondary, in pathways		
• **Engage K-12/Adult Ed leadership/school boards** to encourage alignment of college and career readiness curricular strategies, outreach and counseling roles • **Inform K-12/Adult Ed leadership about requirements for successful transition** to college (including education planning) • **Support development of data sharing agreements** to support multiple measures placement • *Academic Senate:* **Encourage college and career readiness curriculum** development • *Admission & Records:* **Collaborate with I&R to automate placement processes**, and analyze & communicate outcomes	• **Expand CTE knowledge among counselors** with staffing, pathway maps & PD (including around PoS, early college credit, job market) • **Support/encourage collaboration between K-12/Adult Ed and college counselors** locally and regionally, including embedding in job descriptions or providing release time • **Support/fund early matriculation/outreach opportunities** for K-12/Adult Ed students • **Promote multiple measures placement** strategies and Common Assessment • **Integrate & connect supportive wrap-around services** with CTE and pathways (e.g. EOPS, financial aid)	• **Champion development/enhancement of college and career readiness curriculum** (for adoption in secondary), with secondary faculty • **Convene working groups between K-12/Adult Ed and CC counselors** to inform of college offerings, better align planning tools, develop shared resources, etc. • **Lead assessment/orientation/outreach events/courses/opportunities** for K-12/Adult Ed students, and develop shared outreach calendars with K-12 • **Identify key gaps in pathways** and support enhancement efforts
Industry Engagement & Work-based Learning (WBL): Responsibilities for developing systemic and effective approaches towards employers		
• **Define a vision of alignment** of WIOA metrics/community college pathways metrics/secondary accountability metrics as a priority • **Establish cooperative agreements** between agencies, including workforce development boards, adult education, college and K-12 • **Develop and support tools to facilitate regional industry engagement across educational segments**, as well as track data around industry engagement and work-based learning	• **Coordinate employer engagement** in an aligned, intersegmental way, committing resources as appropriate (e.g. advisory committees, WBL experiences, skills panels, program review) • **Develop relationships with employers**, and negotiate commitments (e.g. facilities, resources, WBL experiences, professional development, faculty on assignment) • **Support staff and faculty** (including new positions and job descriptions, as appropriate) to facilitate employer engagement, student preparation & job placement activities	• **Collaborate with industry to ensure currency and quality of CTE programs,** by leveraging industry resources & expertise • **Collaborate with intersegmental partners** to enhance coherence of "asks" to industry partners • **Encourage students to complete Student Outcomes Survey** after program completion • **Contribute data about classroom-based WBL** and industry engagement • **Participate in PD opportunities** related to employer engagement strategies
Professional Development (PD): Responsibilities for work on PD so that all staff have the opportunity to learn new roles		
• **Provide PD for leadership & staff on current issues/initiatives** (e.g. legislation & policy, intersegmental partnerships, common core, dual enrollment, non-credit, work experience, co-op ed, apprenticeships)	• **Provide PD to college faculty and staff** regarding current CE initiatives, use of Labor Market Information/data, and employer engagement, etc • **Allocate resources for ongoing PD for faculty** so skills remain current and address changing work expectations (e.g. awareness of A-G, college and career readiness standards)	• **Participate in PD opportunities,** such as: Improving transitions; cross-disciplinary/regional/state collaborations; pedagogy related to access, retention and success, with a focus on equity (including Dual E/AB288)

Shifts in Roles in Secondary Schools to Support Student Transitions

How can K-12 and Adult Education leaders support, develop and strengthen systems to promote college & career readiness?

SECONDARY DISTRICT LEADERSHIP	SECONDARY SITE LEADERSHIP	TEACHERS, COUNSELORS & STAFF
Programs of Study Development (PoS) Infrastructure: Responsibilities for institutionalizing alignment between secondary and college PoS		
• **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, Career Education "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 Career Education "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)	• **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 Career Education "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)	• **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 Career Education "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		
• **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	• **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 transcripted, 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	• **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		
• **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	• **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	• **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 Career Education "CTE" model curriculum standards) • **Collaborate with postsecondary counselors** to prepare students to transition successfully to post-secondary education, including informing students of foundational and prerequisite courses along the pathway

SECONDARY DISTRICT LEADERSHIP	SECONDARY SITE LEADERSHIP	TEACHERS, COUNSELORS & STAFF

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

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• **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

SECONDARY DISTRICT LEADERSHIP	SECONDARY SITE LEADERSHIP	TEACHERS, COUNSELORS & STAFF
• **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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