

**COMMUNITY COLLEGES**

SAN DIEGO & IMPERIAL COUNTIES

**CAREER EDUCATION**

Goal Alignment Update  
K14 Workgroup



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# Regional and K14 Workgroup Goals

<p><b>Regional Goal #1</b></p> <p>Build college capacity to create equitable systemic change which closes equity gaps</p>	<p><b>Regional Goal #2</b></p> <p>Unify the workforce ecosystem</p>	<p><b>Regional Goal #3</b></p> <p>Advocate for changes to policy, processes, and practices</p>
<p><b>K14 WG Goal #1</b></p> <p>To ensure equitable access and smooth transitions, support the collaborative growth of quality regional existing and new career education pathways by increasing awareness and identifying opportunities for strengthened alignment with industry and across educational segments (K12, adult education, community college)</p>	<p><b>K14 WG Goal #2</b></p> <p>Develop, implement, regularly update, and promote a career mapping program finder that helps facilitate program alignment and encourage collaboration among partners to improve transitions and postsecondary pathway completions</p>	<p><b>K14 WG Goal #3</b></p> <p>Accelerate student completions by improving, aligning, and expanding career education early college credit opportunities for disproportionately impacted students</p>

**Clarify the Path: Outreach \* Alignment \* Acceleration**

# Aligning K14 WG1 Goals to the Regional Goals

## Alignments in Place

<b>K14 WG Goal #1</b> <i>To ensure equitable access and smooth transitions, support the collaborative growth of quality regional existing and new career education pathways by increasing awareness and identifying opportunities for strengthened alignment with industry and across education segments (K12, adult education, community college)</i>	<b>Regional Goal Alignment</b>
Within the Career Pathways workgroups, working across systems including K12, AE/NC, and CC – <b>this is current practice</b>	2
Increase access to HS students NOT currently in CCAP classes, and provide outreach services for services for early college credit opportunities – <b>through ECC data project, Dual Enrollment and Outreach CoP's, and Dual Enrollment RFA</b>	1, 2
Destigmatizing introducing students to careers. It isn't career vs. transfer vs. 4-year college. Career education does not mean the student can't go to a 4-year college – <b>Early college credit data project will support this effort</b>	3

Regional Goal #1: *Build college capacity to create equitable systemic change which closes equity gaps*

Regional Goal #2: *Unify the workforce ecosystem*

Regional Goal #3: *Advocate for changes to policy, processes, and practices*

# Aligning K14 WG1 Goals to the Regional Goals

## Alignments in Place

<b>K14 WG Goal #2</b> <i>Develop, implement, regularly update, and promote a career mapping program finder that helps facilitate program alignment and encourage collaboration among partners to improve transitions and postsecondary pathway completions</i>	<b>Regional Goal Alignment</b>
Great start to an incredibly useful tool; Avoid linear models; Expand tool to include adult ed, K12, and CC; The region has “rocked it” on this one. Good job on sharing information/communication and collaborations; Continue to develop resources to help people use the tool – <b>Program Finder work in progress, planned and continuing</b>	2
Provide training and support to colleges – so they understand and start using the tool; Promote new tool consistently amount LEAs to show tool is regionwide and is focused on SD County – <b>Part of roll out plan after new Program Finder launch</b>	1, 2
Include adult ed in program finder and include recognition in the finder that the transition path is not always linear – <b>this is supported by the integration of adult ed into the program finder tool, as well as the horizontal and vertical alignment work in progress</b>	2

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# Aligning K14 WG1 Goals to the Regional Goals

## Alignments in Place

<b>K14 WG Goal #3</b> <i>Accelerate student completions by improving, aligning, and expanding career education early college credit opportunities for disproportionately impacted students</i>	<b>Regional Goal Alignment</b>
Showcase promising practices – do more of this – <b>important piece of our ongoing work</b>	3
SDCOE Apprenticeship events have done this – Good job! – <b>Absolutely!</b>	2
Continue to expand resources and reference materials – the website will be great – <b>The website is great and continues to be updated with new resources</b>	2
Maintain direct support through office hours and CoPs – <b>Yes!</b>	2
Fund PD (conferences, training, etc.) for intersegmental partners – <b>Annual counselor conference, workgroups, CoPs, etc.</b>	1, 2, 3

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# Aligning K14 WG1 Goals to the Regional Goals

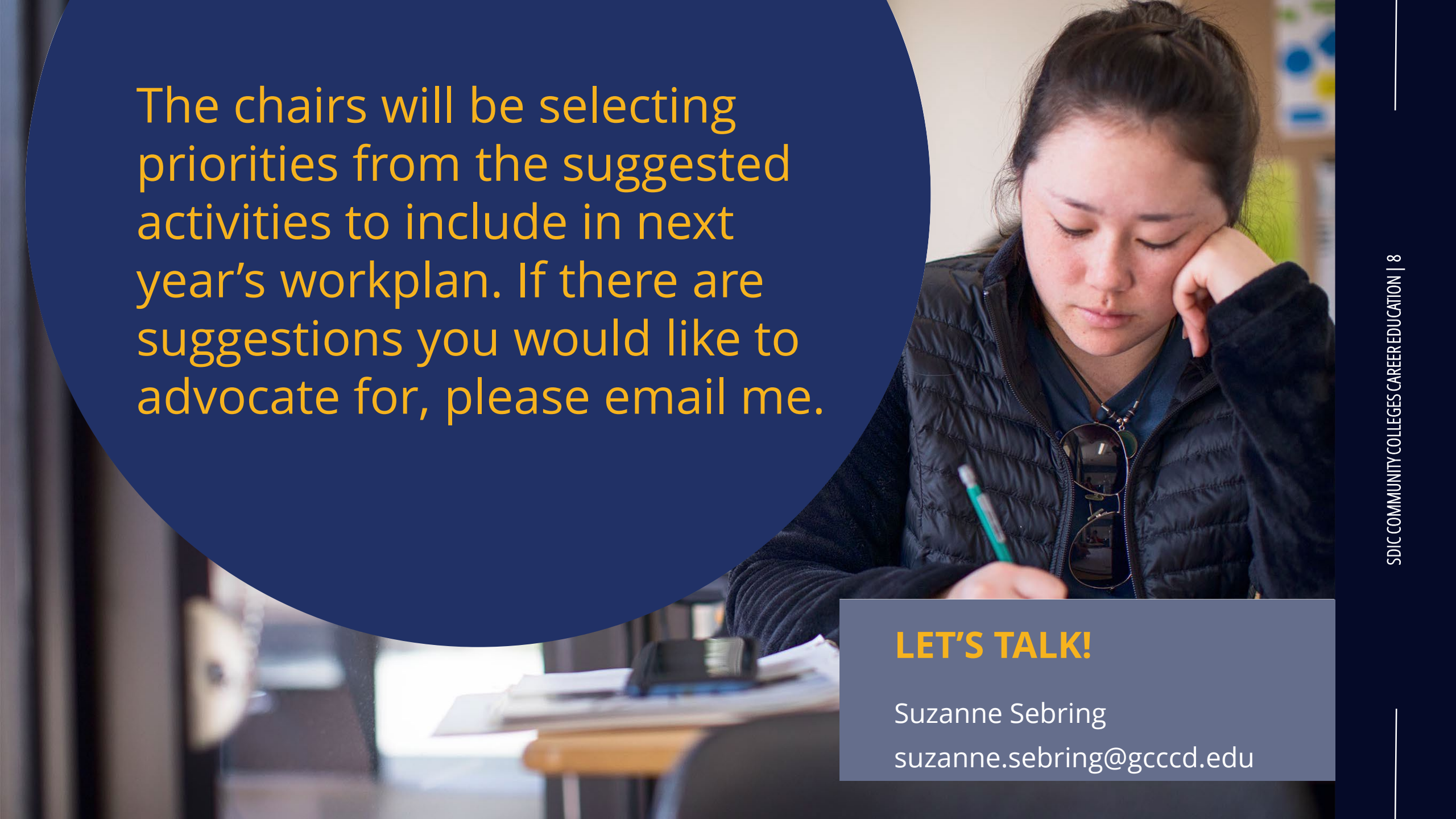
## *Suggested Activities to Improve Alignments*

Priority	Suggested activities	WG1 Goal(s)	Regional Goal(s)
<b>Data &amp; Closing Equity Gaps</b>	Increase awareness of data that shows where we are at, what is happening, and where the gaps are (data, data, data) – we are just starting this, but more is needed	1	2
	Collect and summarize data to help us focus gaps	1	1, 2
	Better sharing of data between high schools and colleges, i.e., it is difficult to get information about career assessments that students have taken in high school	3	1, 2, 3
<b>Early College Credit &amp; Transitions</b>	Create partnerships with CCC where high school students spend part of their day on the CCC campus working in a pathway	1	2
	Increase and improve intentional CTE pathways as part of CCAP agreements	1	1, 2
	Continue to highlight importation of early college credit and note importance for colleges to have a transition to college team (e.g., outreach, etc.) in place in order to support students who may need guidance as they transition through	3	1, 2
	More HS/MS events at the CC - maybe a bit more focus in the noncredit realm – this is where the dual enrollment work could support perhaps?	3	1, 2, 3
	Focus on PD for pathway development leveraging multiple forms of early college credit	3	1, 2, 3
	Incentivize colleges to do more specific types of early college credit work – for prisons, adult ed, etc.	3	1, 2, 3
	Increase dual enrollment pathways for adult ed students pursuing a high school equivalency. Excellent opportunity for connection to CTE programs, while accruing college credit for ability to benefit.	3	1, 2
	Work on how to get more students access to CTE earlier in their HS education plans	3	2, 3

# Aligning K14 WG1 Goals to the Regional Goals

## *Suggested Activities to Improve Alignments*

Priority	Suggested activities	WG1 Goal(s)	Regional Goal(s)
<b>Pathway Mapping</b>	Leverage Program Finder tool to identify gaps in program areas – provide summary of gaps observed to stakeholders	2	2
	Connect to college mapping tools (new to group, not sure if this is already done)	2	2
	Think of ways to leverage information within the tool to help workforce development folks “see” opportunities for talent development – they aren’t the primary users of the tool, but we could extract information and insight from the tool to help educate and inform EDC (Economic Development Corporation) board	2	2, 3
	Provide expanded tools and opportunities to engage in tools that increase awareness of existing programs and pathways across K12, adult ed, noncredit and credit (CC) – we need to do more of this	3	1, 2
	Recognition that certificate or licensure for employment is equally as valuable as college credit	3	1, 3
<b>Policy/Advocacy</b>	Identify policy priorities that we might want to advocate for or against	1	3
	State legislation on AE to allow under 18-year-olds if they’ve achieved a HS diploma (this is an equity issue and disproportionate impact)	3	2, 3
<b>Sector Collaboration</b>	Clarify the role of business partners. Are we all running separate advisory meetings?	1	2
	Clarify how each segment contributes to workforce/ economic development and talent pipeline development	1	2
	Sector-based communities of practice for K14 educators	1	2
	Regional industry advisories	1	2



The chairs will be selecting priorities from the suggested activities to include in next year's workplan. If there are suggestions you would like to advocate for, please email me.

**LET'S TALK!**

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