

# Webinar #1

# K-12 SWP: Regional Goals and Priorities

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Career Technical and Adult Education  
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**SAN DIEGO & IMPERIAL COUNTIES  
COMMUNITY COLLEGES**

# Welcome & Resources

Access to tools, this PowerPoint,  
and link to recorded presentation

<http://myworkforceconnection.org/k12-strong-workforce-resources/>

Questions & Answers?

<https://goo.gl/forms/u9zc0oMlu2BwT0jm2>

# Agenda

1. Regional Organizational Structure
2. Roadway for Student Success
3. Career Pathway Goals
4. Priority Sectors
5. Focus Areas
6. Questions & Answers





# Strong Workforce Program Implementation

\*1: J. Patel, Region  
K. Porter, Poway USD

\*2: L. Wisdom, Region  
J. Lewis, Southwestern  
J. Lopez, Miramar

3: C. Estrada, Mesa  
J. Ayala, Grossmont

4: B. Gamboa, Miramar  
L. McLemore, Cuyamaca

5: M. Romero, Mesa  
D. Brown, Mesa

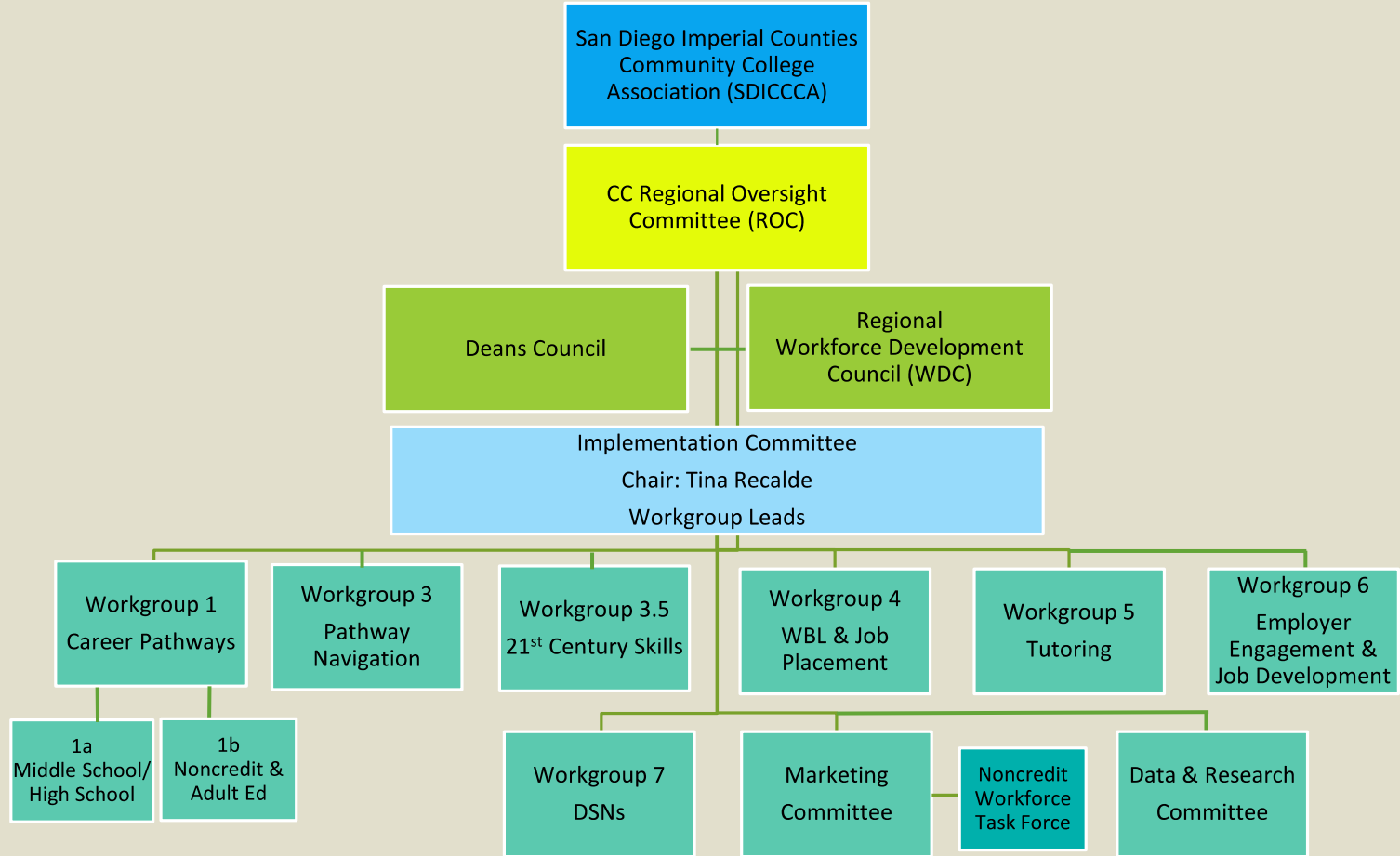
6: M. Fritch, Palomar  
C. Storey, SD Continuing Ed

7: M. Smith, Region

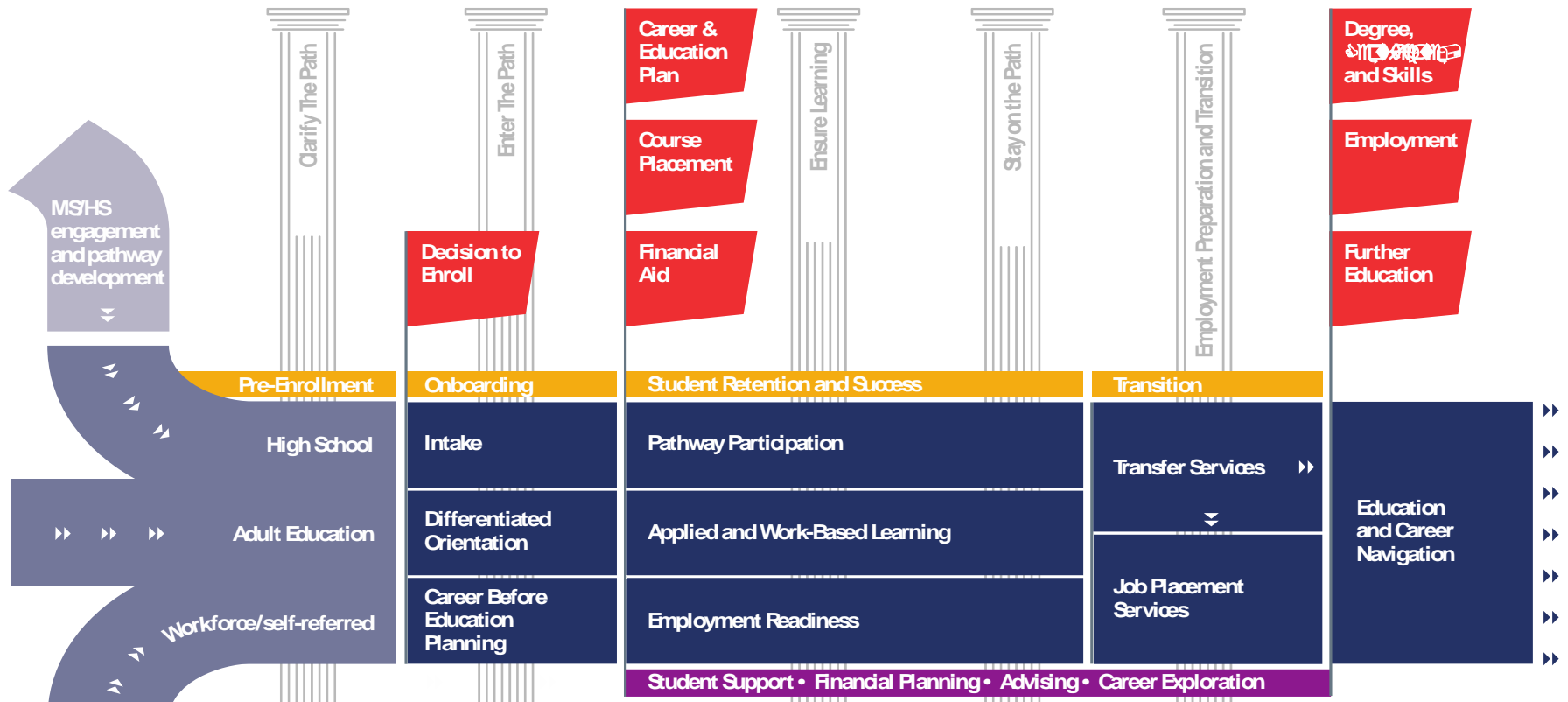
Marketing: D. Brown, Mesa

Data/Research: Z. Lindstrom, MiraCosta  
T. Ngo-Bartel, Region

\*K12 Participation



# A Community College Student's Road to Success



- WG1 - Career Pathways
- WG2 - MSHSEngagement
- WG3 - Pathway Navigation

- WG4 - WBL and Job Placement
- WG5 - Retention, Success, and Support
- WG6 - Employer Engagement

# **Eight Career Pathway Goals (1 of 2)**

- 1. Convene K-12, community colleges, and Adult Ed to create:**
  - a. Regional goals
  - b. Student outcomes
  - c. Metrics to define CP system
- 2. Develop guidelines to measure regional CP system**
- 3. Map existing pathways**
- 4. Identify gaps between pathways and regional labor market; recommend programs leading students to in-demand paths**

# Eight Career Pathway Goals (2 of 2)

5. Align CP curriculum and course sequence between HS, CC, and adult schools
6. Build goals/strategies for career development in MS and HS bridging to CC
7. Develop WBL continuum of activities offered from MS to HS
8. Convene HS and CC faculty to develop early college credit programs

# Regional Economies: Sector Approach

- 1) Advanced Manufacturing
- 2) Advanced Transportation & Logistics
- 3) Agriculture, Water & Environmental Technologies
- 4) Energy, Construction & Utilities
- 5) Global Trade
- 6) Health
- 7) Information & Communication Technologies (ICT)  
Digital Media
- 8) Life Sciences/Biotech
- 9) Retail/Hospitality/Tourism
- 10) Business & Entrepreneurship





# Focus Areas:

- **Middle School Career Development**  
(MS Continuum)
- **High School Career Development**  
(HS Continuum)
- **Pathway Development**  
(Rubric)



## Self Awareness

### Learning about ONESELF

Build awareness of strengths, interests and values and connect this information to future purpose and **career** through reflection and related metacognitive activities.

#### Classroom and School

- Curriculum and tools to identify strengths, interests and values and connections to career
- Personalized learning experiences and activities to unlock students' strengths and potential
- Building students' sense of themselves as "college and career bound"

## Career Awareness

### Learning ABOUT a wide variety of careers

Build awareness of the variety of careers available and the preparation required to obtain a career; broaden student options.

#### Classroom and School

- Career contextual instruction
- Exposure to career pathways
- Projects
- Building skills and habits of mind needed for HS, college, career, and life success, including social-emotional and "21<sup>st</sup> Century" skills
- Building a "love of learning"
- Building respect for all work

## Career Exploration

### Learning ABOUT work and exploring, research and planning for career

Explore career and post-secondary options for the purpose of motivating students and to inform their decision making in secondary school through postsecondary education.

#### Classroom and School

- Courses, experiences and clubs
- Pathway exploration
- Integrated curriculum
- Classroom simulations
- Career-focused projects, assignments and assessments
- Building skills and habits of mind needed for HS, college, and career, and life success, including social-emotional and "21<sup>st</sup> Century" skills

## Career Preparation

### Learning THROUGH work

Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education.

#### Classroom and School

- Core academic preparation
- Career technical courses and programs
- Career-related project-based learning
- College and career portfolio that carries forward from year to year
- Building skills and habits of mind needed for HS, college, and career, and life success, including social-emotional and "21<sup>st</sup> Century" skills

## Self Awareness

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- Building a "love of learning"
- Building respect for all work

## Career Exploration

### Learning ABOUT work and exploring, research and planning for career

Explore career and post-secondary options for the purpose of motivating students and to inform their decision making in secondary school through postsecondary education.

#### Classroom and School

- Career pathways, courses, experiences and clubs
- Integrated curriculum
- Simulated environments
- Career-focused projects, assignments and assessments
- College and career portfolio that carries forward from year to year
- Building skills and habits of mind needed for HS, college, and career, and life success, including social-emotional and "21<sup>st</sup> Century" skills

## Career Preparation: Practicum & Internships

### Learning THROUGH work

Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education.

#### Classroom and School

- Freshman transition courses
- Core academic preparation
- Career technical courses and programs
- Career-related project-based learning
- Advanced level courses related to career
- Building skills and habits of mind needed for HS, college, and career, and life success, including social-emotional and "21<sup>st</sup> Century" skills
- Occupational certifications
- Work-ready certification/"21<sup>st</sup> century" skills

## Career Training

### Learning FOR work

Train for employment and/or postsecondary education in a specific range of occupations.

#### Classroom and School

- Work-ready certification/"21<sup>st</sup> century" skills
- Occupational certifications

# Career and Pathway Development Rubric Tool:

- Teaching & Learning
- Structure
- Culture & Beliefs
- Summary



# Career and Pathway Development Rubric Example:

## Teaching & Learning

### 1a. Instructional practice

#### Elements

- Project-based learning
- Variety of instructional strategies
- Instructional scaffolding
- Student outcomes inform design
- Data informs instruction
- Assessment

Teaching and Learning			Scoring Key: 1 Developing; 2 Sustaining; 3 Thriving		
1a. Instructional practice					
Element	Developing (1)	Sustaining (2)	Thriving (3)	Score	Notes
Project-Based Learning	Pathway teams sometime teach through well-developed, authentic, rigorous, standards-based, project based learning experiences; projects are sometimes interdisciplinary and validated by industry partners. The projects are integral to the curriculum, not add-ons.	Pathway teams often teach through through well-developed, authentic, rigorous, standards-based, project based learning experiences; projects are sometimes interdisciplinary and validated by industry partners. The projects are integral to the curriculum, not add-ons.	Pathway teams regularly teach through well-developed, authentic, rigorous, standards-based, project based learning experiences; projects are interdisciplinary and validated by industry partners. Students are introduced to all aspects of the industry. The projects are integral to the curriculum, not add-ons.	0	
Variety of instructional strategies	Teachers sometimes use a variety of instructional strategies to meet the learning needs of all students.	Teachers often use a variety of instructional strategies to meet the learning needs of all students.	Teachers always use a variety of instructional strategies to meet the learning needs of all students.	0	
Instructional scaffolding	Pathway teams sometimes scaffold instruction in order for all students to meet college and industry standards and essential skills, including critical thinking and creativity, and requires students to make connections across the curriculum.	Pathway teams often scaffold instruction in order for all students to meet college and industry standards and essential skills, including critical thinking and creativity, and requires students. to make connections across the curriculum.	Pathway teams always scaffold instruction in order for all students to meet college and industry standards and essential skills, including critical thinking and creativity, and requires students. to make connections across the curriculum.	0	
Student outcomes inform design	Pathway teams sometimes use pathway-specific student learning outcomes to guide the design of the pathway program of study, curriculum, instruction and assessment.	Pathway teams often use pathway-specific student learning outcomes to guide the design of the pathway program of study, curriculum, instruction and assessment.	Pathway teams always use pathway-specific student learning outcomes to guide the design of the pathway program of study, curriculum, instruction and assessment.	0	
Data informs instruction	Pathway teams sometimes meet to review and analyze identified pathway specific-outcomes. Individual student growth in performance and success after high school is reviewed and analyzed annually.	Pathway teams often meet to review and analyze identified pathway-specific outcomes. Individual student growth in performance and success after high school is reviewed and analyzed annually.	Pathway teams always meet to review and analyze identified pathway-specific outcomes. Individual student growth in performance and success after high school is reviewed and analyzed annually.	0	
Assessment	Pathway teams sometimes use formative and summative assessments to guide instruction or student support.	Pathway teams often use formative and summative assessments to guide instruction or student support.	Pathway teams always use formative and summative assessments to guide instruction or student support.	0	
				0	1a Average

# Career and Pathway Development Rubric Example:

## Structure

### 2a. Sequencing of courses, collaboration, & scheduling to support student learning

#### Elements

- Courses sequenced to meet industry and postsecondary needs
- Pathway team collaboration for curriculum and instruction
- Collaboration for multi-year college & career planning
- Pathway team collaboration to address student needs
- Collaboration for implementation of project-based learning
- Scheduling of work-based learning
- Support for student transitions to postsecondary
- Extended learning

Scoring Key: 1 Developing; 2 Sustaining; 3 Thriving

2a. Sequencing of courses, collaboration, and scheduling to support student learning					
Element	Developing (1)	Sustaining (2)	Thriving (3)	Score	Notes
Courses sequenced to meet industry and postsecondary needs	Has somewhat of an established, coherent 2-4 year program of study that integrates core and technical standards and procedures with opportunities to practice soft skill development. Program enables students to partially to meet UC/CSU "a-g" eligibility, earn articulated credit and/or industry certifications, and complete pathway courses sequences, college credit earned.	Often Has an established, coherent 2-4 year program of study that integrates core and technical standards and procedures with opportunities to practice soft skill development. Program enables students to often to meet UC/CSU "a-g" eligibility, earn articulated credit and/or industry certifications, and complete pathway courses sequences.	Always has an established, coherent 2-4 year program of study that integrates core and technical standards and procedures with opportunities to practice professional skill development. Program enables students to always to meet UC/CSU "a-g" eligibility, earn articulated credit and/or industry certifications, and complete pathway courses sequences.	0	
Pathway team collaboration for curriculum and instruction	Pathway teams sometimes collaborate during scheduled time discussing student progress, curriculum, and instruction; pathway teams sometimes collaborate to make relevant connections between curricula in order to provide students with opportunities to apply and transfer their learning.	Pathway teams often collaborate during scheduled time discussing student progress, curriculum, and instruction; pathway teams have designated time to collaborate to make relevant connections between curricula in order to provide students with opportunities to apply and transfer their learning.	Pathway teams always collaborate during scheduled time discussing student progress, curriculum, and instruction; pathway teams have common planning time to collaborate to make relevant connections between curricula in order to provide students with opportunities to apply and transfer their learning.	0	
Collaboration for multi-year college and career planning	Pathway teams sometimes collaborate with counselors, student, and family to identify college and career goals. Formal plan is created. Plan is reviewed on schedule.	Pathway teams often collaborate with counselors, student, and family to identify college and career goals. Formal plan is created. Plan is reviewed on schedule.	Pathway teams always collaborate with counselors, student, and family to identify college and career goals. Formal plan is created. Plan is reviewed on schedule.	0	
Pathway team collaboration to address student needs	Pathway teams sometimes collaborate during scheduled time discussing student progress and needs.	Pathway teams often collaborate during scheduled time discussing student progress and needs.	Pathway teams always collaborate during scheduled time discussing student progress and needs.	0	
Collaboration for implementation of project-based learning	Pathway teams occasionally collaborate on PBL experiences for students to develop problem solving, communication, critical thinking, innovation, and collaboration. Pathway teams collaborate on projects and support for individual students.	Pathway teams often collaborate on PBL experiences for students to develop problem solving, communication, critical thinking, innovation, and collaboration. Pathway teams collaborate on projects and support for individual students.	Pathway teams always collaborate on PBL experiences for students to develop problem solving, communication, critical thinking, innovation, and collaboration. Pathway teams collaborate on projects and support for individual students.	0	
Scheduling of work-based learning	Occasionally, time is intentionally planned so that students may complete meaningful work-based learning experiences.	Time is often intentionally planned so that students may complete meaningful work-based learning experiences.	Time is always intentionally planned so that students may complete meaningful work-based learning experiences.	0	
Support for student transitions to postsecondary	Students are somewhat informed and supported in transitions to postsecondary.	Students are often informed and supported in transitions to postsecondary.	Students are always informed and supported in transitions to postsecondary.	0	
Extended learning	A variety of extended learning opportunities sometimes exists for students.	A variety of extended learning opportunities often exists for students.	A variety of extended learning opportunities always exists for students.	0	
				0	2a Average

# Career and Pathway Development Rubric Example:

## Culture

### 3a. Positive beliefs about students and families

#### Elements

- Respect for students and families
- Policies and procedures
- Diversity valued
- Growth mindset

### 3b. Value of career pathways included in mission and vision of district/site

#### Elements

- District plan
- Decision making

## Culture and Beliefs

Scoring Key: 1 Developing; 2 Sustaining; 3 Thriving

Section 3a: Positive beliefs about Students and Families					
Element	Developing (1)	Sustaining (2)	Thriving (3)	Score	Notes
Respect for students and families	Pathways sometimes involve parents through regular communication and involvement in activities; pathways provide culturally responsive pedagogy and value culture and language as assets.	Pathways often involve parents through regular communication and involvement in activities; pathways provide culturally responsive pedagogy and value culture and language as assets.	Pathways always involve parents through regular communication and involvement in activities; pathways provide culturally responsive pedagogy and value culture and language as assets.	0	
Policies and procedures	Academic, financial, and social barriers are sometimes removed to ensure student success.	Academic, financial, and social barriers are often removed to ensure student success.	Academic, financial, and social barriers are always removed to ensure student success.	0	
Diversity valued	District, site, and pathway teams sometimes monitor student performance and create systems of equity for all students.	District, site, and pathway teams often monitor student performance and create systems of equity for all students.	District, site, and pathway teams always monitor student performance and create systems of equity for all students.	0	
Growth mindset	Adults and students sometimes model growth mindset through their interaction. Additionally, teachers sometimes explicitly teach students differences between growth and fixed mindset. Students sometimes demonstrate growth mindset through perseverance.	Adults and students often model growth mindset through their interaction. Additionally, teachers often explicitly teach students differences between growth and fixed mindset. Students often demonstrate growth mindset through perseverance.	Adults and students always model growth mindset through their interaction. Additionally, teachers always explicitly teach students differences between growth and fixed mindset. Students always demonstrate growth mindset through perseverance.	0	
				0	3a Average
Section 3b: Value of career pathways included in mission and vision of district and site					
Element	Developing (1)	Sustaining (2)	Thriving (3)	Score	Notes
District plan	District/site vision and mission are sometimes consistent with pathways.	District/site vision and mission are often consistent with pathways.	District/site vision and mission are always consistent with pathways.	0	
Decision making	District/site decisions are sometimes consistent with and support pathways.	District/site decisions are often consistent with and support pathways.	District/site decisions are always consistent with and support pathways.	0	
				0	3b Average

# Resources & Support

Access to tools, this PowerPoint,  
and link to recorded presentation

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**THANK YOU**

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