

Options After High School Survey

Recommendations for Region Level Interventions

Intervention Type	Possible Region Level Intervention
Marketing Materials and Campaigns:	
About career exploration	Develop, compile, and disseminate career exploration resources, e.g. virtual WBL document, career guide, career lattices that show students various on and off ramps to careers
About CC opportunities—both general and by targeted grade levels	Develop regional materials (print, web) that share information with CBOs, parents, PTAs, etc. about CC benefits and opportunities
About Adult Education opportunities	Conduct a regional marketing campaign about AE programs to provide information about AE opportunities and address AE stigma
	Develop regional materials to highlight the unique features of AE programs
	Develop regional materials to promote SB554 awareness
To make CC the first choice of more students	Develop age-appropriate regional materials (print, web) to share with elementary, middle, and high school students about CC opportunities
	Make sure students know what the CCs offer in the various pathways
	Create campaigns featuring success stories of CC students who transferred or have successful careers
	Include businesses in campaigns touting CC role in career opportunities and economic mobility
Aimed at students planning to attend CC	<i>Develop regional materials (print, web) that emphasize the transfer function as well as career preparation</i>
About early college credit	<i>Disseminate regional early college credit resources</i>

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To address student lack of information about CCs, especially ease of transfer	<p>Develop regional materials (print, web) that share information on transfer, on the social and sports opportunities available at CC</p> <hr/> <p>Create a campaign of stories of students who were rejected at UC campuses and went to CC and got their first two years “almost free” with a guaranteed transfer</p> <hr/> <p>Create a campaign: “It isn’t CTE OR transfer, you can do both!”</p>
Aimed at students planning to attend 4-year colleges	<p><i>The appeal to this group is to both students and parents: saving money and the WBL, local professional contacts, and lab opportunities that can help them focus their goals for when they transfer</i></p> <hr/> <p>Develop materials reminding these students that if they are not accepted or should have to return home from a 4-year college for whatever reason, CC is a good option for them to continue: “Different options to get to the same point.”</p> <hr/> <p>Target students in pathways that lead to the 4 focus industries in the K16 Collaborative (Health, Education, Business Management, and Engineering/Computing)</p>
Career area-specific appeal	<p><i>Regionwide CoP for teachers of Education programs to be sure they are helping students understand credentialing requirements and for teachers of Health programs to be sure students are aware of the Allied Health career options at CCs</i></p> <hr/> <p><i>Clarify to pathway students exactly which CC programs are offered that are relevant to their pathway</i></p>
Professional Development:	
For counselors about CC opportunities for counselors and K-12 teachers	<p>Organize and host an annual regional Counselor Conference that increases awareness of community college benefits and opportunities</p>
For counselors and teachers about Adult Education	<p>Provide regional PD for counselors and teachers about Adult Education</p>
About work-based learning	<p><i>Work with COEs to coordinate PD on work-based learning (e.g., share course, videos)</i></p>
For counselors and teachers on career counseling and transfer	<p>Provide regional PD for counselors and teachers about 1) TAG (Transfer admission guarantee) to address the concern about transfer, and 2) more general career counseling so students learn why CC can be a good option</p>

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At Counselor Conference about various options for transfer	<i>Collect transfer information and make it available at counselor conference and through other materials and messaging</i>
About early college credit	<i>Develop PD so counselors can advise students about ECC options</i>
Professional development resources	<i>Develop PD (e.g., a video) for MS and HS counselors about CC and/or lessons and videos for using mapping tool that will highlight CC opportunities</i>
Trauma-Informed PD to CC counselors, faculty, and staff	<i>Provide PD to ensure that region's college staff recognizes and refers students, especially first-year students, who appear to be undergoing trauma or undue stress</i>

Identify Targeted Strategies by Career Area:

Support district data exploration as needed to identify career area-specific strategies

Outreach & Other Events:

Organize a regional "signing day" competition

Host regionwide field trips for students by pathway to a CC to see what CCs offer

Work with UC/CSU:

Collaborate with UC/CSU to coordinate messaging

Work with the UC/CSU systems to develop a "semi-acceptance" program, in which 4-year universities may reject an applicant from starting freshman year in the 4-year but guarantee transfer in a specific major if student completes courses at a community college--without students needing to reapply

Develop Career Area-Specific Transfer Agreements:

Develop UC/CSU transfer agreements for all HS CTE and pathways programs and promote them

Provide Students Who are Considering Entering the Workforce Directly After High School with Living Wage Information:

Compile information on what the range of living wages in the region is, the types of jobs and preparation/education required to earn those wages, and the pathways related to those jobs that are offered by the region colleges.

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Considerations for Future Surveys:	
Continuing with the Options After High School survey	<p><i>Conduct the survey annually to see the impact of various SWP activities</i></p> <hr/> <p>Future surveys could collect race and gender information in order to disaggregate the results</p> <hr/> <p><i>Add a specific question asking if students have a plan after high school</i></p> <hr/> <p>Separate teachers and counselors into two separate <i>options in the questions about students' sources of information on career options and post-high school programs; also separate career options from post-high school programs</i></p> <hr/> <p>Ask students to rank the sources of information they prefer</p> <hr/> <p><i>Conduct focus groups with students to add depth to the responses</i></p> <hr/> <p>Collect annual data on choices actually made compared to student plans, and what factored into student decisions</p>
Other surveys to consider	<p>Survey counselors for their attitudes about CCs and if they are aware of programs that align with their school's pathways</p> <hr/> <p>Survey parents as a complement to these surveys</p> <hr/> <p><i>Survey non-CTE students?</i></p>