

A Systematic Approach to K-14 Career Pathways

Ensuring Student Equity

Community College League of CA Presentation



Presenters:

Lyla Eddington, Ed.D., Project Lead, Rio Hondo College

Sophia Robles, MS.Ed., Career Pathways Specialist

Marie Tyra, M.Ed., Project Specialists

› Rio Medina, M.P.A, Public Policy and Administration

› Career Pathways Coordinator

What We as Educators Know:

- › All students possess different strengths and weaknesses.
- › All students have the capacity to learn – in their own way.
- › All students needs a JOB at the end of their educational experience.
- › 70-80% of all JOBS require at least some postsecondary education.
- › Educators are committed to Student Success.
- › Parents want a good life for their children.
- › Our system has an opportunity with SWP dollars.

Career Pathways

- › Sequence of classes
- › Begins in High School with Academic Preparation to be **College Ready**.
- › Includes Career Education Courses.
- › Includes English, Math, and General Education Courses.
- › Includes Career Exploration and Work Based Learning.
- › Leads to Entry Level Occupation/JOB.

Historical Perspective K-14 Career Pathways

- › **Articulation** of CTE Between ROPs and Community Colleges.
- › **Tech Prep** (2+2+2) set aside in Perkins
- › **School-to-Work**
- › **CTE Transitions**
- › **SB 1070 Career Pathways Grants** – Regional Policies/Procedures
- › **Strong Workforce Program** LA Co. Regional Projects Career Pathways Specialist Program
- ›



Career Pathways Specialists

- › Single Point of Contact – works under the Dean of Career Education
- › Identify, Revise & Develop Career Pathways between secondary and postsecondary educational institutions. (CTE Matrix)
- › Review, revise, and develop articulation agreements.
- › Identify Dual Enrollment Opportunities and Develop MOU's.
- › Includes Credit and noncredit programs.
- › Incorporates Work Based Learning into Career Pathways.



Program Implementation Strategies

- › Developed a Job Description and Scope of Work
- › Individual Colleges Hired/Identified Career Pathways Specialist(s).
- › Orientation/Yearly Training of Career Pathways Specialists and CTE Dean.
- › Quarterly Meetings.
- › Bi Monthly/Monthly Conference Calls



Status of Implementation

Category	2017	2018
1. Articulation Agreements	361	520
2. Number of Students who received credit	2,431	5,332
3. CTE Dual Enrollment Classes	118	255
4. No. of Students who received credit for CTE Dual Enrollment	3,395	5,000
5. Non CTE Dual Enrollment Classes	793	603
6. No. of Students who received credit for Non CTE Dual Enrollment	5,473	8,612
7. Total Students Served	11,299	19,470



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College Models:

Sophia Robles
LA Mission College

Marie Tyra
Mt. San Antonio College

Rio Medina
Long Beach City College

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Sophia Robles

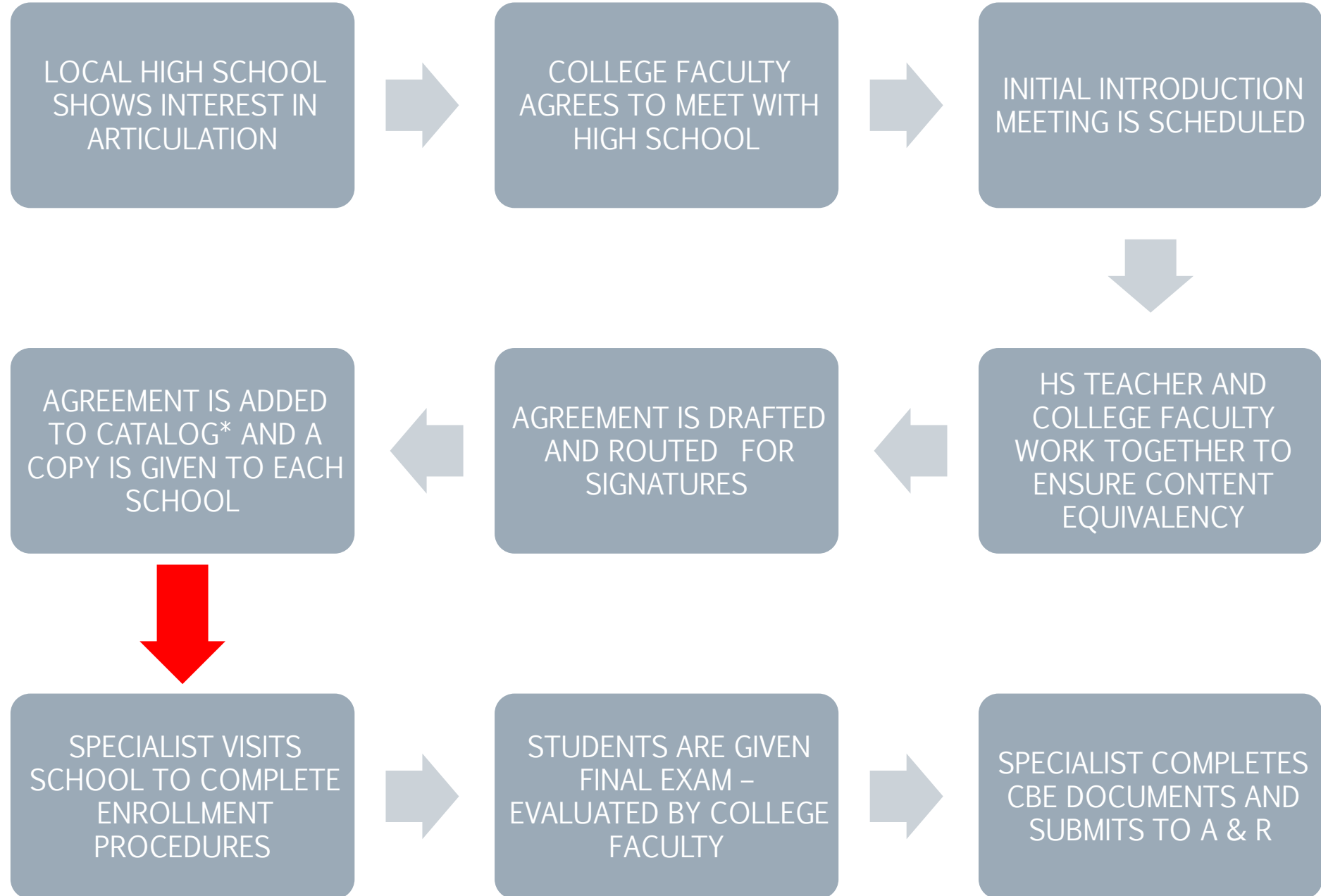
Career Pathway Specialist

Los Angeles Mission College

- One of 9 colleges within the Los Angeles Community College District (LACCD)
- Located in the city of Sylmar (Northeast San Fernando Valley)
- Enrollment of about 11,000 students
- Dual Enrollment and Articulation



ARTICULATION PROCESS



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SOME OF THE ISSUES

There was no communication between college faculty and high school teacher throughout the year.

High school teacher had not received the final exam from the college faculty

Students did not know what articulation was, what the benefits of it were or that they were enrolled in a class that was articulated with their local community college

Students were not familiar with the programs available at their local community college, and the pathways available to them.

SOME OF THE SOLUTIONS

Initial orientation about articulation and introduction to college faculty and programs

College faculty asked to observe at least 1 high school class, and high school teachers asked to observe at least 1 college class

High school teacher invited to attend staff meetings or advisory meetings at the college

A field trip to the college was coordinated for the high school students and teacher

It is encouraged that high school students receive at least 1 enrichment/WBL opportunity (guest speaker, field trip to industry, etc.)

Results & Data Through the Years

- › Have increased from 5 to 7 articulation agreements (6 more agreements are in the works)
- › There is more cohesiveness between the high school and college programs
- › Students are empowered because they are informed about their education
- › More interest from other faculty to start articulation agreements

This is still a work in progress and something we need to continue to tweak and modernize as necessary

Mt. SACs Articulation Program Structure

- › Program established in 2003/04
- › Program design is based on establishing agreements annually
- › New requests can be initiated by faculty or by secondary partners
- › Articulation and Dual Enrollment have separate leadership

Mt. SACs Articulation Cycle

- › Agreements are established or renewed in the fall
- › Agreements are valid for one year
- › Template is developed with faculty and revisited annually or as needed
- › In-Services offered late fall and winter inter-session
- › Outreach events offered fall, winter and early spring
- › Exams primarily conducted in spring along with paperwork submissions
- › Summer meetings help preparation for the next fall season



Outcome Data

	2007-08	2010 -11	2014-15	2018-19
# of Agreements	56	71	178	250
# HS/ROP/AE served	24	33	58	58
# Students Participating	652	1,038	1,575	2,018
# of Students earning Credit	589	943	1,166	1,745
# of In-Services	10	3	4	5
# of Outreach Events	2	4	11	8



LONG BEACH
CITY COLLEGE

ECPP

EARLY COLLEGE PATHWAYS PARTNERSHIP

Goals

1. Increase access and preparation for college
2. Empower students to make informed decisions
3. Increase parental involvement
4. Increase participation in the Long Beach College

Promise



Career Pathways Manager, Lizzette Villegas, introducing ECPP Summer 2019 students at the 2019 End of Year Celebration + Orientation.

Team Members

- Career Pathways Manager, Lizzette Villegas
- Career Pathways Coordinator, Rio Medina
- Grant Assistant III, Gloria Saraye
- CSU Long Beach Graduate Intern, Ester Kim

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Population LBUSD 11th and 12th students

Students participate in Summer, Fall and Spring in specially designed package of courses

Courses

Courses are offered after school primarily at LBCC, and some are offered at local LBUSD high schools.

- Onboarding and registration assistance
- ECPP Student & Parent/Guardian Orientation
- ECPP Mentor
- Ambassador Program
- ECPP Tutor + Study Hall
- ECPP Team Assistance
- Instructor Check-in's
- Referral to LBCC Services and Programs

Support Services

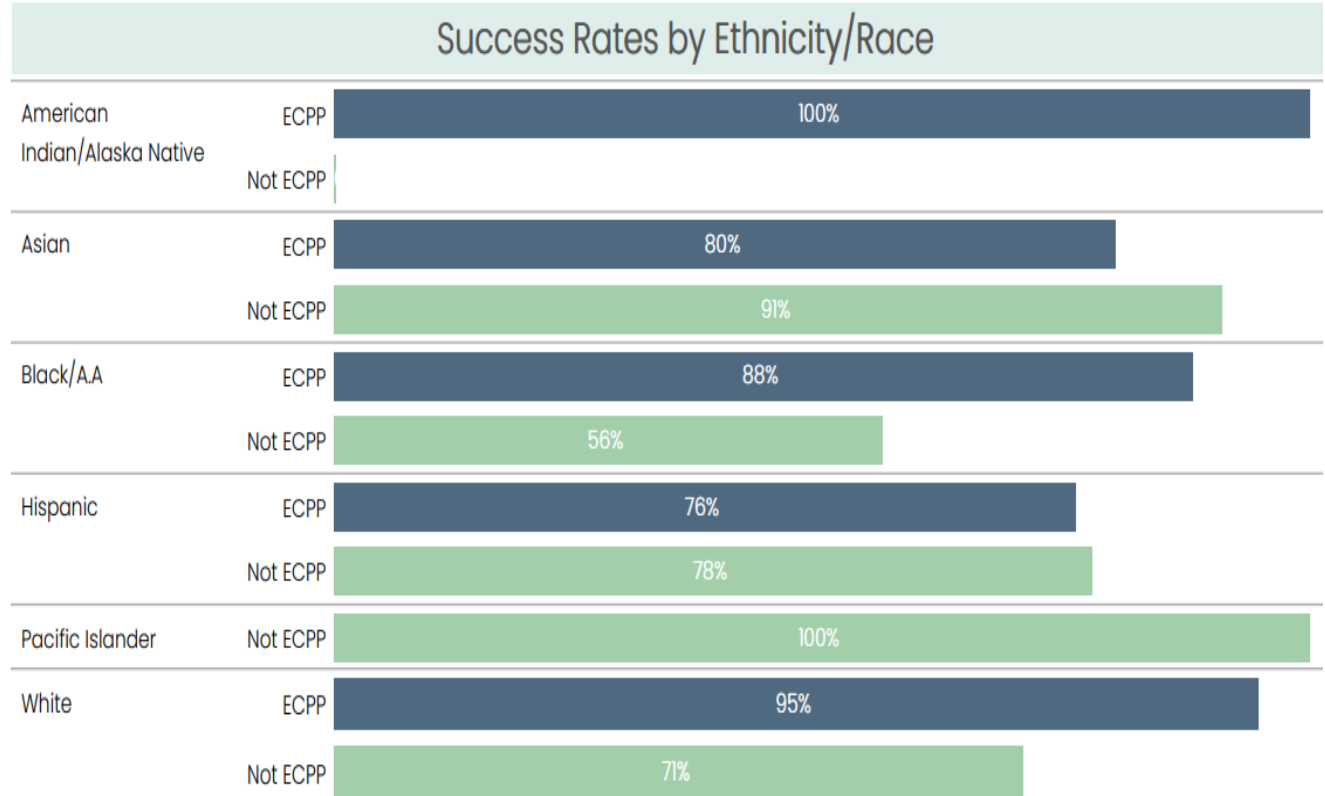
Books

Textbooks loaned

Fees

Enrollment and health fees are waived

Success Rates by Ethnicity/Race



Summary

www.lacccwc.com

- ✓ LA Regional Board Policies & Administrative Procedures
- ✓ Hired Career Pathways Specialists
- ✓ Identify What Career Pathways are in Place
- ✓ Developed a Plan for Assessment, Revision & Development of K-14 Career Pathways.

NATHAN WILLIAMS

FOOTHILL H.S. 2019
PLEASANTON, CA

9 Quarter Units Business

3 Quarter Units CWE

9 Quarter Units Non CTE DE

36 Quarter Units AP Classes

Met all A-G Requirements

CA Bi-lingual Spanish
Certification

Basketball, Swim, Water Polo,
Co-Captain

“We the People” - Nationals

DECA – Student of the Year

Sophomore CAL Poly SLO

