Key Interventions for Effective K-16 Pathways
DRAFT 2/2/2016

Systemic Interventions	Elements	
	K-12	**Postsecondary**
Greater Structure and Improved Sequencing	**Programs of Study that:** ○ Bring coherence to four design components: rigorous academics, real world technical skills, work based learning and personalized supports ○ Ensure opportunity to earn postsecondary credit ○ Includes a 3-to 4-year program of study that is aligned with grade level academic *and* CTE standards. ○ Ensures that nearly all pathway students participate as a cohort in the pathway's academic and technical courses	**The college supports students in choosing their field of study, specific credential/transfer goals and course selection by:** ○ Clustering credentials into broad fields of study such as health, engineering, etc., so that students can earn program applicable credit while they explore different programs of study within a field. This sometimes is referred to as a "meta major". ○ Offering "bridges" that introduce students to a pathway or major and simultaneously help students explore their interests, gain foundational skills and/or a credential. ○ Clearly identifying, for each program of study, pre-requisites and courses needed for students to meet degree requirements for on-time graduation. ○ Setting predictable schedules to anticipate student demand for courses and accommodate student needs.
	Student recruitment and selection: ○ Includes students, business, district administrators and local community partners in formalized and equitable recruitment efforts ○ Includes an admission process and practices designed to ensure that students and their families can select the pathway based on informed choice and student interest. ○ Has diversity as a core principle and has recruitment efforts with middle school students.	**Student recruitment and outreach:** ○ Has diversity, inclusion and equity as core principles. ○ Includes collaboration and alignment with High School Districts, alternative high school settings, community-based organizations, adult education, workforce investment boards.
	Industry Theme: ○ Has been selected by a team that includes students, teachers, district support personnel, and post-secondary and industry partners ○ Has been elected based on a review of students' interests, long-term regional workforce needs, teacher expertise, postsecondary opportunities, and other pathways offered within the district. ○ Has been vetted through a review by industry and postsecondary partners, school staff, and students so that it is aligned to post-secondary programs and current industry standards.	**Program requirements (including prerequisites for courses and programs) are:** ○ Developed by cross-disciplinary faculty teams. ○ Aligned with college-wide learning outcomes and transfer requirements. ○ Stackable: streamlined and designed so that credits for lower unit credentials can be counted towards higher unit credentials, degrees and transfer. ○ Informed by current industry labor-market trends and industry needs.
	K-12	**Postsecondary**
Integrated Instruction and Collaboration	○ **Integration:** The pathway intentionally coordinates and sequences student learning experiences in a way that integrates rigorous core academic (i.e. math ELA) and technical core curricula that align and prepare students for postsecondary. ○ **Student Learning Outcomes:** The pathway has established and disseminated an initial set of cross disciplinary, pathway specific student learning outcomes aligned with and integrating the K12 state standards, career and technical education (CTE) standards, and college and career readiness expectations aligned to postsecondary and industry standards/requirements. ○ **Use of Data:** Pathway teams review data on student performance and progress to identify areas of pathway strength and areas needing improvement ○ **Collaboration:** Members of the pathway community of practice plan such learning experiences for students: they regularly collaborate to develop and articulate standards-aligned grade-level, course, and project outcomes to organize the pathway's program of study and guide assessment, curricular, and instructional planning.	**Pedagogy and instruction are improved because:** ○ Cross-disciplinary faculty teams develop and regularly review college-wide learning outcomes to ensure program and course content is aligned with those outcomes. ○ Developmental education courses are contextualized. ○ General education courses are contextualized within pathways.

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Integrated and Proactive Student Support	K-12	Postsecondary
	To provide proactive support and ensure improved placement without remediation: ○ K12 and CC counselors collaborate to help students with college applications and matriculation while in high school; create educational plans, tap career-planning tools. ○ Pathway CoP, in consultation with families and service providers, identify and address the academic, personal, and social-emotional needs of every student so that she or he makes progress toward achieving personalized college and career goals and pathway student learning outcomes. ○ The pathway team regularly reviews several kinds of evidence including, performance based measures of student learning outcomes, individual growth in transcript based measures, students success after high school in postsecondary education, trends over time in all these measures for the pathway students as a group.	**Community college counseling, advising and career counseling is:** ○ Specialized and embedded in pathways. ○ Proactive and part of students' schedules. ○ Integrated with academic support and instruction.

Work-Based Learning and Workforce Connections	K-12	Postsecondary
	A continuum of work-based learning provides all students: ○ A personalized 3- or 4-year sequence of experiences following the WBL continuum. WBL builds on and extends every pathways program of study. ○ WBL opportunities at each pathway level for all students, in alignment with the needs identified by industry and postsecondary partners ○ Personalized and coordinated continuum of work-based-learning (WBL) experiences designed to help them master and demonstrate academic, technical, and 21st Century skills, as identified in the pathway student learning outcomes. Students acquire academic, technical, and 21st Century knowledge and skills through WBL, all of which enhance their preparedness for the demands of college and careers.	○ WBL opportunities in each pathway level for all students, in alignment with the needs identified collaboratively by college and industry partners. ○ Current industry labor-market data informs program offerings, relevant competencies and design. ○ Employer outreach efforts are coordinated: colleges, K-12, and workforce partners collaborate to engage industry. For many industry sectors, regional coordination is ideal. ○ Employer partnerships occur at multiple levels including: brokering broad-based employer partnerships that span multiple programs and/or college campuses, streamlined processes for employers to connect with relevant programs, and coordinated work-based learning opportunities across programs.

Improved Transition	K-12 & Postsecondary
	Collaboration between college and HS, counseling/advising functions leading to early: ○ career counseling ○ college awareness ○ financial aid planning ○ matriculation **Accelerated remediation and improved placement through:** ○ Early assessment and remediation in high school ○ Evidence based college placement using HS GPA and grades ○ Accelerated developmental education **Dual enrollment:** ○ Ensure the courses are aligned with common core & meet high school graduation requirements ○ Ensure the courses accelerate students' progress towards college pathway and build college knowledge and help students choose a program of study by building career awareness.

Student Outcomes

High school success & completion → College Access & Enrollment → College Success & Completion → Employment in Chosen Career

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