

# Building Strong Alliances: Elements Within the New K12 Strong Workforce Program & Guided Pathways

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*Get Focused...Stay Focused!*<sup>™</sup> Conference

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**Get** **Stay** **Focused!**<sup>®</sup>

# Session Agenda:

- Introductions
- K12 Strong Workforce Program
- Developing K-16 Relationships
  - Connecting with Industry
  - Involving Parents as Champions for GFSF
- Guided Pathways

# Opening Discussion

- Take a moment to assess the status of your regional alliances between K-12 and college partners.
- What are the challenges?
- What are the opportunities?

# K-12 Strong Workforce

- **Alliances:**
  - Are they in name only?
  - How do we get to real relationships?
- **Leadership:**
  - Strong leadership needed at both the K-12 and CC levels to foster partnerships such as dual enrollment
- **”Stop the Spinning”:**
  - We need to be deliberate in our conversations and point toward outcomes – formative *and* summative data gathering

# The George Washington University's

## **Freshman Transition 10-Step Plan**

Road Map for Redesign Efforts

# Freshman Transition 10-Step Plan: Buy-in Phase

- Step 1: GATHER YOUR RESOURCES
- Step 2: CREATE A VISION
- Step 3: FORM A TEAM OF CHAMPIONS
- Step 4: GENERATE COMMUNITY BUY-IN FOR THE NEW COURSE AND THE 10-YEAR PLAN

# Freshman Transition 10-Step Plan: Course Planning Phase

- Step 5: IDENTIFY A CURRICULUM THAT WILL ACCOMPLISH YOUR COURSE GOALS
- Step 6: RECRUIT YOUR MOST ENTHUSIASTIC TEACHERS TO CONDUCT THE COURSE
- Step 7: PROVIDE PROFESSIONAL DEVELOPMENT AND COURSE PLANNING

# Freshman Transition 10-Step Plan: School-wide Initiative Phase

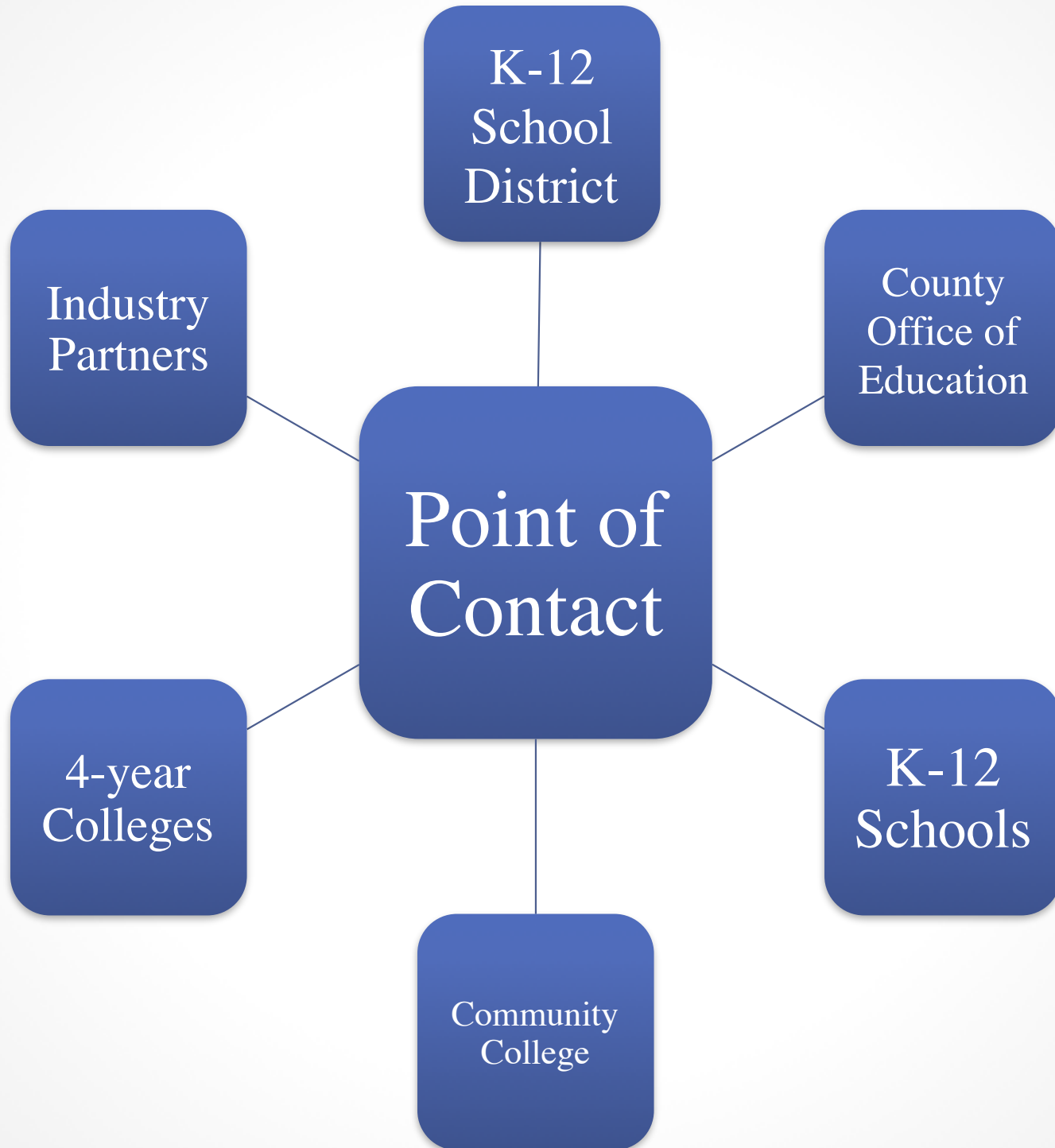
- Step 8: MAKE YOUR FRESHMAN TRANSITION INITIATIVE A SCHOOL-WIDE INITIATIVE
- Step 9: SHARE ALL STUDENTS' 10-YEAR EDUCATION AND ACADEMIC PLANS
- Step 10: RECOGNIZE AND REWARD



# Identify Your Current Collaborations

- Do you currently have a K-16 Relationship?
  - If so, what does it look like?
  - Could it be strengthened?
  - If not, what would be the first step in making a connection?
- SWOT Analysis

Where Should You Start?



# Who Could be the Point of Contact?

- Community College:
  - Dual Enrollment Department
  - Outreach Department
  - Counseling Department
  - Other?
- K-12 District/County Office of Education:
  - Director of Curriculum
  - Director of Student Support
  - Other?
- Elementary/Middle/High School:
  - Dual Enrollment Liaison/Designee (high school only)
  - Administrator
  - Lead Teacher
  - Lead Counselor
  - Other?
- 4-year College:
  - Admissions Outreach Department
- Industry:
  - Varies by organization
- Parents:
  - PTA
  - ELAC/DELAC
- Students:
  - Student Representative to School Board

# Where to Start?

- Identify “Point of Contact”:
  - This person will be in charge of coordinating meetings and sending out correspondence to group
  - This person should be in a position to foster and maintain positive working relationships on a regular basis
  - This position will likely vary depending on the types of programs that exist within your communities partnerships

# Where to Start?

- Create an advisory team with representatives from all stakeholder groups:
  - Be certain all groups are represented and committed to the GFSF Vision
  - If there are existing advisory groups, perhaps GFSF implementation could be added as a key goal?

# Where to Start?

- Develop a plan for sharing GFSF vision with larger community:
  - Parent Information/Back to School Nights
  - ELAC/DELAC Meetings
  - CTE Advisory Committee Meetings
  - School Board Meetings
  - Websites/Newsletters
  - Special Events

# Where to Start?

- Plan for regular communication/meetings/updates:
  - Bi-annual Principals'/Administrators' Breakfast
  - Articulation Meetings
  - Newsletters
  - Parent Information/Back to School Nights
  - School Board Meetings/Board of Trustees Meetings
  - Determine the data you want to collect so that it can be collected and reported regularly



# Connecting with Industry

- Community College Regions
- Deputy Sector Navigators
- CTE Advisory Committees
- County Office of Education Programs (in Santa Barbara, Partners in Education Model)
- Personal Connections
- Parents who represent various industry sectors
- Special Events
  - Career Fairs
  - Guest Speakers
  - Mock Interviews
  - Sponsorship
- Other ideas?

# Involving Parents as Champions of GFSF

- Parent involvement/buy-in for GFSF can go a long way in building a sustainable program
- Involve parents in the planning of GFSF implementation so that they can see the long-term vision
- Include parents on advisory committee for on-going input; be certain they are representative of student demographic
- Schools can invite parents to be guest speakers, mock interviewers, to present at Board Meetings, share testimonials, etc.
- Provide on-going and regular communication home to families as part of your GFSF program



Guided Pathways

Should Be

Considered in

Transition

Counseling

## KEY QUESTIONS ABOUT STUDENT PATHWAYS

### CLARIFYING PATHWAYS TO STUDENT END GOALS

- Are our programs designed to guide and prepare students to enter further education and employment in fields of importance to our region?
- Are further education and employment targets clearly specified for every program?
- How clearly are our programs mapped out? Do students know which courses they should take and in what sequence? Are the courses that are critical for success in each program clearly identified?

### HELPING STUDENTS ENTER A PATHWAY

- How do we help new students choose a program of study, particularly the many who do not have clear plans for college and careers?
- How well do we help students succeed in the gateway courses for our main program areas (such as nursing and allied health, business, education and social services, social and behavioral sciences, arts and humanities, STEM, etc.)?
- How do we ensure that students enter a program of study as quickly as possible?
- Do we help students who are unlikely to be accepted into limited-access programs (such as nursing or culinary arts) to find other viable program paths?

### KEEPING STUDENTS ON PATH

- How well do we monitor students' program choices and progress toward completing their program's requirements?
- Do students know how far along they are in their programs and what they have left to do to complete them?
- Are we able to identify when students are at risk of deviating from their program plans? How effective are we at intervening to help students get back on track?
- Does the way we schedule courses enable students to take courses when they need them, plan their lives around school from one term to the next, and complete their programs on time?

### ENSURING THAT STUDENTS ARE LEARNING

- How well defined are the learning outcomes for each of our programs?
- Are program learning outcomes aligned with the skills and knowledge students need to succeed in the four-year college majors and employment opportunities targeted by each program?
- Are assignments and exams designed to evaluate whether students are building essential skills and mastering learning outcomes across each program?

# Strategic Planning

- Identify your assets:
  - What **partnership/alignment efforts** already exist?
  - Who are your contacts? Is there a stakeholder **group missing**?
  - What **grants/initiatives** are in place?
  - What is **already working well** and could be taken to the **next level**?
- Next steps:
  - What could you **get done** during the **spring semester**?
  - What **professional development** is needed?
  - Who will you be **in touch with** when you **return home**?

# Q & A Wrap Up

- Any questions/concerns?
- How do you **envision aligning** with your colleagues **across institutional levels**?
- How do you/could you **incorporate industry** into your **program implementation**?
- What do you think your **next steps** will be?
- What type(s) of **professional development** do you think you might benefit from **going forward**?

Thank you for your time and attention 😊