

ORANGE COUNTY

K-14

CAREER PATHWAYS:

**REIMAGINING THE ROLE OF COUNSELORS
IN SUPPORTING STUDENT COLLEGE AND CAREER SUCCESS**



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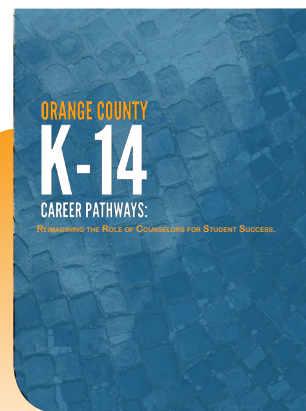
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ABOUT THE COVER



The paths that students take on their educational journey to careers are circuitous and unique. They are built piece by piece from a wide range of experiences that include courses, extra curricular, work, and life experiences.

The cobblestones of varying sizes and directional patterns were selected as a metaphor for these paths. Counselors, like skilled masons play an increasingly critical role in helping students as they lay down the individual blocks that become their careers and life paths.

Brian Donnelly, Ed. D., Co-editor and Designer

“We are pleased to share this publication describing this work at its initial stages and look forward to deepening and expanding our understanding and documentation of best practices across the region and statewide to advance career pathways.”

—Stephanie Feger

K-14 Career Pathways Regional Technical Assistance Provider
SB 1070 Grant Director
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Foreword to the Publication

The history of the school counseling profession in the United States spans more than 100 years. In tracing the shifts in the role of the counselor, Daniel Cinotti, a professor at New York Institute of Technology, notes that at its inception, the role focused on preparing students for the world of work through vocational guidance.¹ Over time, the profession advanced to a comprehensive model addressing the academic, social development, and career needs of students. But just as the competencies needed today for career success are dramatically different than those required in the early industrial era, the role of counselors has also become much more complex.

The complexity of this role is especially apparent in the design of career pathways, a systemic approach coordinating both people and resources in secondary and postsecondary education to accelerate students’ educational and career advancement.² Nationally, federal guidelines for the implementation of career pathways, as outlined in the Workforce Innovation and Opportunity Act (WIOA) of 2014, situate counseling as a key support to assist students in achieving their educational and career goals. In California, the Strong Workforce Program³ recommendations call for boosting Career Technical Education (CTE) programs and workforce training at California’s community colleges. Among the recommendations is the need for common, effective, career and educational planning tools for high school, adult education, and community college students, and for enhancing the capacity of counselors to provide CTE program guidance through increasing professional development and the sharing of best practices.

Even as policies are elevating the role of counselors in guiding development of career pathways, many significant questions remain in translating policy into practice. How are counselors promoting CTE through their career guidance programs? What role do counselors play in promoting early college credit and other acceleration opportunities in career pathways? How are counselors assisting CTE students to strengthen education planning and workplace readiness? What regional supports are in place that ease the onboarding of students as they transition in their career pathways from one level to the next? These are multi-faceted questions that cannot be answered by a single program or practitioner.

Effectively addressing these questions requires collective inquiry into reshaping the roles that counselors play, rethinking counseling practices in light of evidence of effectiveness, and building relationships among counselors at all levels. And while policy provides the guidance and resources needed to carry out the work, aligning regional K-14 career pathways rests with those close to the task. In Orange County, this work is taking shape using a community of practice approach – bringing together practitioners to map existing programs, identify gaps, and discuss tools being used to expand and improve career pathways. Members of these practitioner communities bring different perspectives and points of view to the table, and through this collaboration they are documenting examples that provide the scaffolding for continued development and implementation of career pathways.

1 See *Competing Professional Identity Models in School Counseling: A Historical Perspective and Commentary* (2014). 

2 See *Career Pathways Systems*, Perkins Collaborative Resource Network. 

3 See *Doing What Matters* website, Strong Workforce page. 

Welcome Messages



“In order to support students in achieving this success, counselors need a new playbook that moves beyond simply serving as an academic advisor. They need to understand labor market data and career guidance systems.”



Orange County has a rich history of educational collaboration. In 2014, Orange County Superintendent of Schools Dr. Al Mijares articulated a shared vision: “Orange County students will lead the nation in college and career readiness and success.”

Through generous support from the California Community Colleges Chancellor’s Office’s SB 1070 Career Pathways Program and the California Department of Education’s California Career Pathways Trust grants, Orange County counselors have been collaborating on building linkages across K-12 and post-secondary education systems to provide clear pathways for student success. Counselors are at the forefront of working with students to navigate career pathways and assisting them in charting the most efficient way to achieve their goals.

In order to support students in achieving this success, counselors need a new playbook that moves beyond simply serving as an academic advisor. They need to understand labor market data and career guidance systems—examples of the information and critical tools that are now transforming the profession. Keeping current with this range of resources is not a solo endeavor.

As described in this publication, the counselors who came together as a professional learning community sought to identify practices across the Orange County region that offer career technical education students opportunities to accelerate completion of certificates and degrees. This collaboration established a foundation of promising and successful practices for supporting students, but it also helped form the relationships that are critical to developing effective and sustainable practices. I know firsthand the impact that counselors have on student success. I am pleased to share this publication and celebrate the work of the counseling professional learning community.

Dr. Andreea Serban
Vice Chancellor of Educational Services and Technology
Coast Community College District

Our shared goal is to launch new career pathways and expand existing pathways so as to double the number of Orange County high school and community college students participating in career preparation programs in these fields. Students in these pathways benefit from the passion that comes with selecting a field of interest; have the opportunity to study core academic subjects integrated with and informed by real world applications; participate in work-based learning experiences like job shadowing, mentoring, and internships, and get to share their skills and products with real world audiences of people in the careers to which they aspire.

Clear and well-designed pathways are essential to helping students make seamless transitions from K-12 to higher education and the workforce. To that end, OC Pathways and the SB 1070 Career Pathways Program coalition enlisted the support of teachers, faculty members, administrators, and counselors. Teams initially aligned curriculum for industry sectors and shared their products at an Orange County K-14 Career Pathways Summit hosted by the Coast Community College District on May 13, 2016.

We envision Orange County students excelling in career pathways; succeeding in college, career, and life; and building thriving and inclusive communities in a prosperous regional economy. This Orange County publication, “Career Pathways: Re-imagining the Role of Counselors for Student Success,” offers powerful strategies for making that vision a reality in Orange County and in other communities across the state.

Jeff Hittenberger, Ph.D.
Chief Academic Officer
Orange County Department of Education

Amy Kaufman
Executive Director
OC Pathways



Strong career pathways bring together high schools and community colleges, along with industry and workforce development partners, to expand educational opportunities tailored to local or regional needs. A skilled workforce is critical to economic growth, and a system of integrated career pathways and career technical education (CTE) programs that span educational levels helps students develop skills to attain a good paying job or advance into a position requiring greater mastery.

However, while well-designed career pathways address the barriers many students face in completing their educational plans, the navigation structures for linking K-12 and community college systems are still in formative stages. Counselors play a central role in helping students navigate their academic and career pathways. But with the ratio of students per counselor at over 800 to 1 in California, counselors are hard pressed for time, and rarely do they have the opportunity to reflect upon or refine their practices among a community of peers.⁴

To tackle these challenges, a group of K-14 counselors was recruited by the OC Pathways and SB 1070 initiatives to identify the regional counseling resources available and the services needed to help students navigate career pathways.

The K-14 Career Pathways Counseling Professional Learning Community (PLC) included over 50 counselors representing nine community colleges and the North Orange County School of Education. The postsecondary counselors were joined by K-12 colleagues from over 30 high schools and 10 school districts in Orange County. Schools represented in the PLC offer pathways in 13 industry sectors (Figure 1).



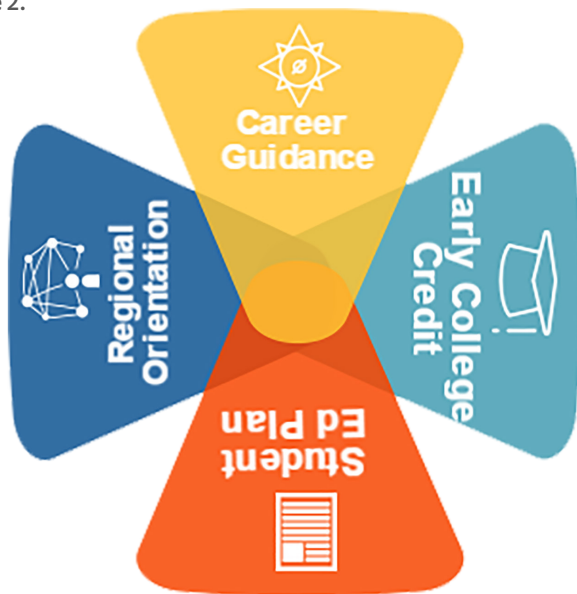
Figure 1.

⁴ See Student-to-School Counselor Ratio 2013-2014 for a summary of national data. 


In addition to researching regional needs and best practices, members of the PLC determined local indicators and measures of success to promote data-driven career pathway development. The Career Ladders Project, a technical assistance provider working with the Orange County career pathways initiatives, helped to facilitate and document the work of the PLC.

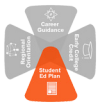
As PLC conversations developed, the counselors settled on four key issue areas as the focus of their investigation. (Figure 2). They then organized themselves into four corresponding teams:


Figure 2.



- 

The Career Guidance team sought to explore best practices in career guidance curriculum and other ways of increasing awareness and school-wide support for career pathways, with the goal of moving toward a unified regional approach.
- 

The Early College Credit Opportunities team looked at strategies to promote accelerated enrollment in postsecondary courses, so that high school students earn credits that count toward graduation and a certificate or college degree.
- 

The Student Education Plan team reviewed examples of plans currently in use, with the goal of developing a consistent set of student planning practices that map out a sequence of courses and learning experiences to guide students along their career paths.
- 

The Orientation team examined orientation practices within the K-12 system, as well as onboarding into community college, aiming to identify a consistent framework for transition support services.

Figure 3.

The work of the K-14 Career Pathways Counseling PLC was organized into four phases:

- 1** Convening of the joint K-14 PLC teams.
- 2** Collection of baseline data (i.e., on articulated classes, career pathways, and existing programs).
- 3** Classification of existing practices into three categories.
- 4** Sharing findings and recommendations among PLC members.



The Counseling PLC began with a kickoff meeting in early spring of 2016. A Phase 1 team organized an initial scan of current practices and created an outline for product deliverables. Products from the Counseling PLC included team presentations at the regional Doing What Matters 21st Century Counselors Conference and identification of practices for this publication.

A summary of the initial work was presented at a regional summit, in conjunction with presentations by faculty on curriculum alignment. Following the summit, the full Counseling PLC began meeting for in-depth work to be conducted during the summer.

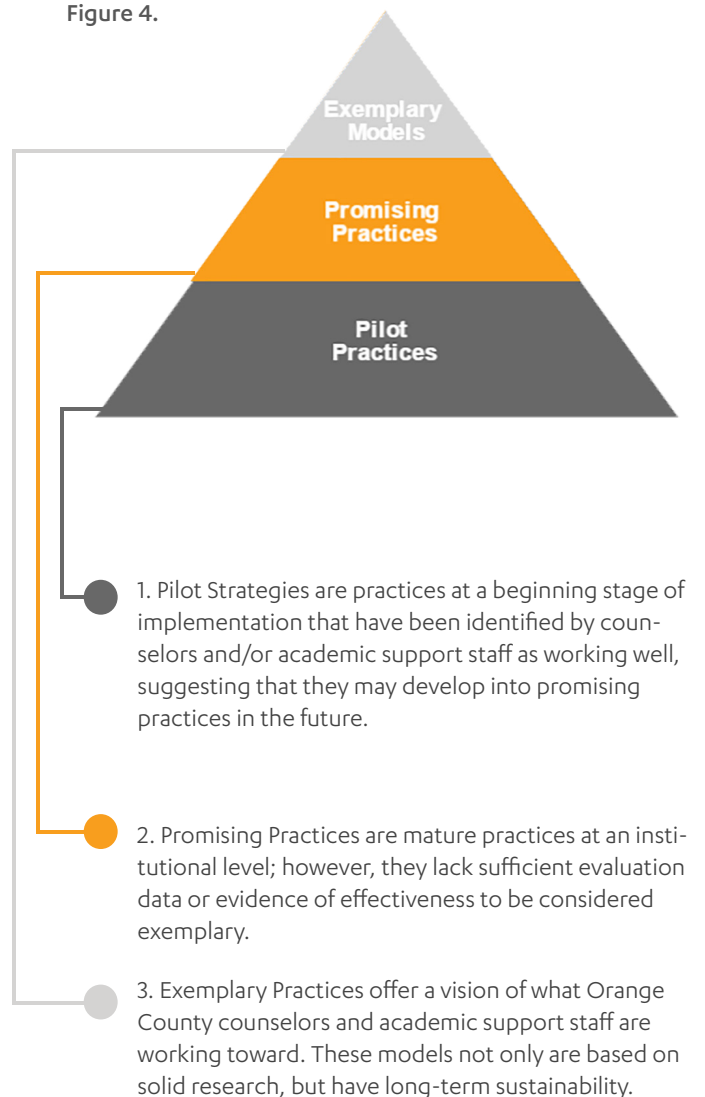
The PLC envisioned this publication to provide a framework and examples of counseling practices that are helping to advance career pathway and CTE initiatives in Orange County. In a future phase of the PLC's work, counselors intend to analyze these practices in greater depth in order to articulate a comprehensive set of exemplary practices for regional and statewide learning and adoption.

II. A Framework for Best Practice

For education professionals, the term "best practice" is often debated. Examples of best practices include evidence-based practices grounded in data, as well as activities that are simply accepted as standard in the field. In researching counseling approaches and documenting those in place locally, the Counseling PLC found it useful to adopt a tiered definition of practices at three levels of development and maturity⁵: **pilot**, **promising**, and **exemplary practices**. Examples of each of these three types are included in this report. A brief explanation of each type of practice follows.

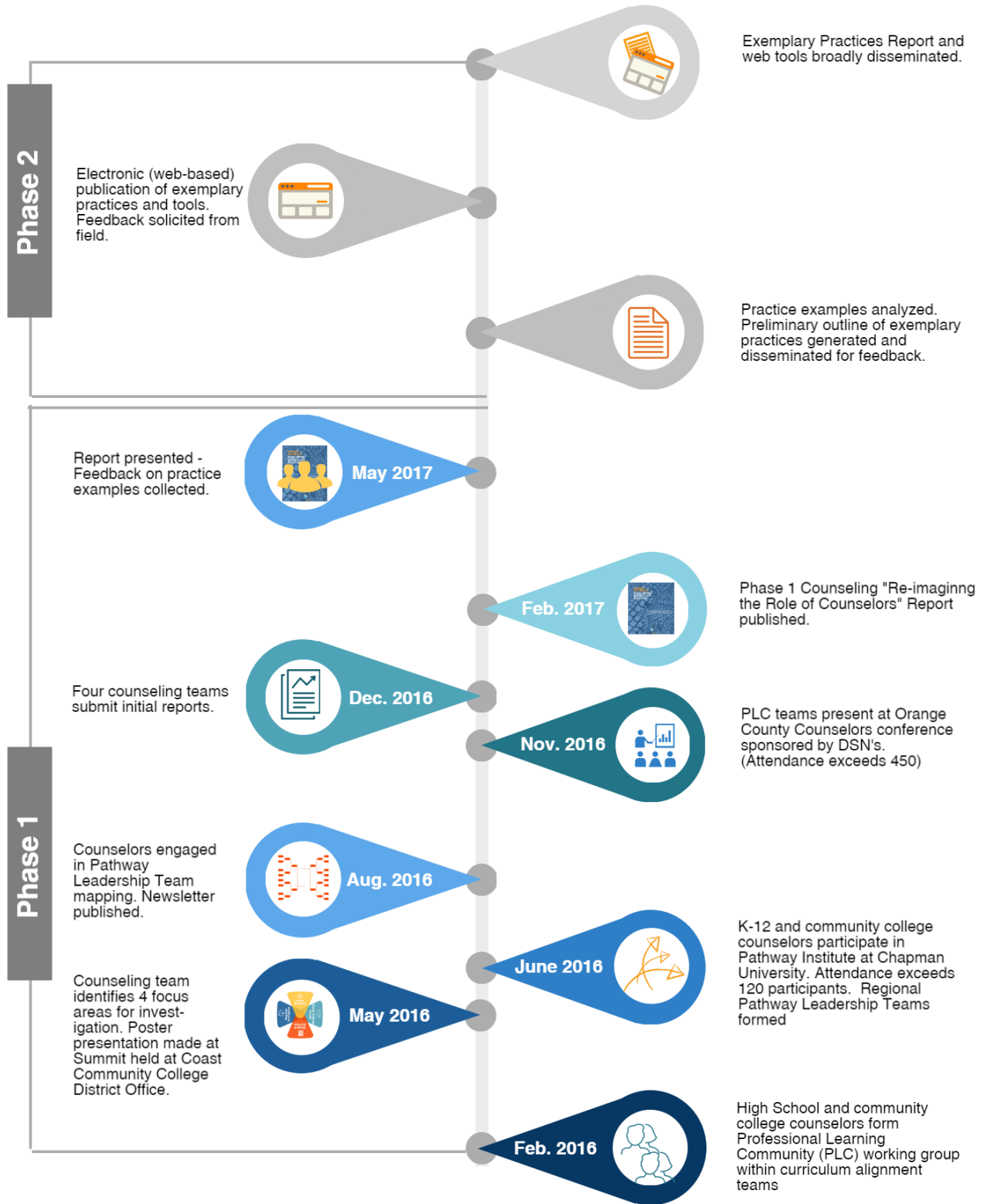
For each practice reviewed and considered, the Counseling PLC wrestled with questions of who benefits from these diverse practices and how their implementation impacts the success of students over time. The PLC's tiered definition recognized that the practices of diverse academic institutions and student support professionals may be works-in-progress and allowed counselors to identify areas where additional work will be necessary to reach the level of exemplary practice.

Figure 4.



⁵ The EOA National Best Practices Center provides further clarification and examples of best practices for educational services to improve student success. 

Figure 5.



III.

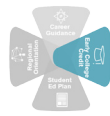
Vision Statements



Career Guidance

The goal of the Career Guidance team was to establish comprehensive and consistent grade level career guidance practices for all students countywide in grades K -14. The team was guided by the belief that students, families, and other stakeholders will appreciate and benefit from a systematic and developmentally appropriate scope and sequence of career guidance. Students that have a systematic guidance plan in place can begin to identify and understand how their interests, skills, and personalities fit with the demands of 21st century careers, as well as have the tools and resources to complete an established career pathway.

The team inquiry process focused on several questions including: What emphasis are school districts placing on the development of career guidance systems? What training do counselors need to effectively guide students and families in understanding career pathways? What models exist that support a statewide career guidance curriculum scope and sequence? Three sub-groups formed to explore career guidance curriculum, the resources used to support students in CTE pathways, and professional development needed for counselors. Teams looked at how data is collected and the maturity level of the programs. The overall goal was to identify key resources that exist locally and that most effectively support students. While the team systematically identified, documented, and assessed best practices in Orange County, they also looked to professional organizations and practices across the United States to inform local models.



Early College Credit

The Early College Credit team believes that all students in Orange County must be afforded the opportunity to earn college credits while in high school to facilitate a seamless transition between career pathways at the secondary and postsecondary levels. Early college credit opportunities allow students the chance to do challenging work in an engaged community and to accelerate their learning.

There are valuable incentives for students to earn early college credit. Research shows that students who participate in dual enrollment have a head start in college and can begin carving out their own paths toward finding and pursuing their intellectual passions early, giving a competitive edge to those seeking personal and professional growth.⁶



Student Education Plan

Nearly half the states nationwide require Student Education Plans in grades 7-12. Research shows that education plans can improve students' understanding of postsecondary options and support their longterm professional planning. Student Education Plans increase career awareness and aid students in selecting courses relevant to their career goals.⁷ In the policy arena, the California Community Colleges Student Success Task Force⁸ also identified the wide spread use of student educational plans, and enhanced technology and professional development for counselors, as key components for improving educational outcomes for students.

Education plans take on an even more critical role in the context of K-14 career pathways, promoting efficient pathway planning while providing students with opportunities to work more closely with counselors to ensure college admission and academic success. In light of these benefits, the Student Education Planning team was motivated to collect information on practices that can be used to connect and coordinate K-12 and community college systems in their approach to Student Education Plans, to better assist students in accessing their personal and professional goals.

⁶ The study Broadening the Benefits of Dual Enrollment report examined outcomes for nearly 3,000 California students, and findings suggest stronger persistence and completion rates for students through dual enrollment. ⁶

⁷ RENNIE CENTER for Education Research & Policy. POLICY BRIEF – Student Learning Plans: Supporting Every Student's Transition to College and Career, June 2011. ⁷

⁸ The Student Success Task Force Report contains recommendations that address the structures and guidance needed to support students across the community college system. ⁸



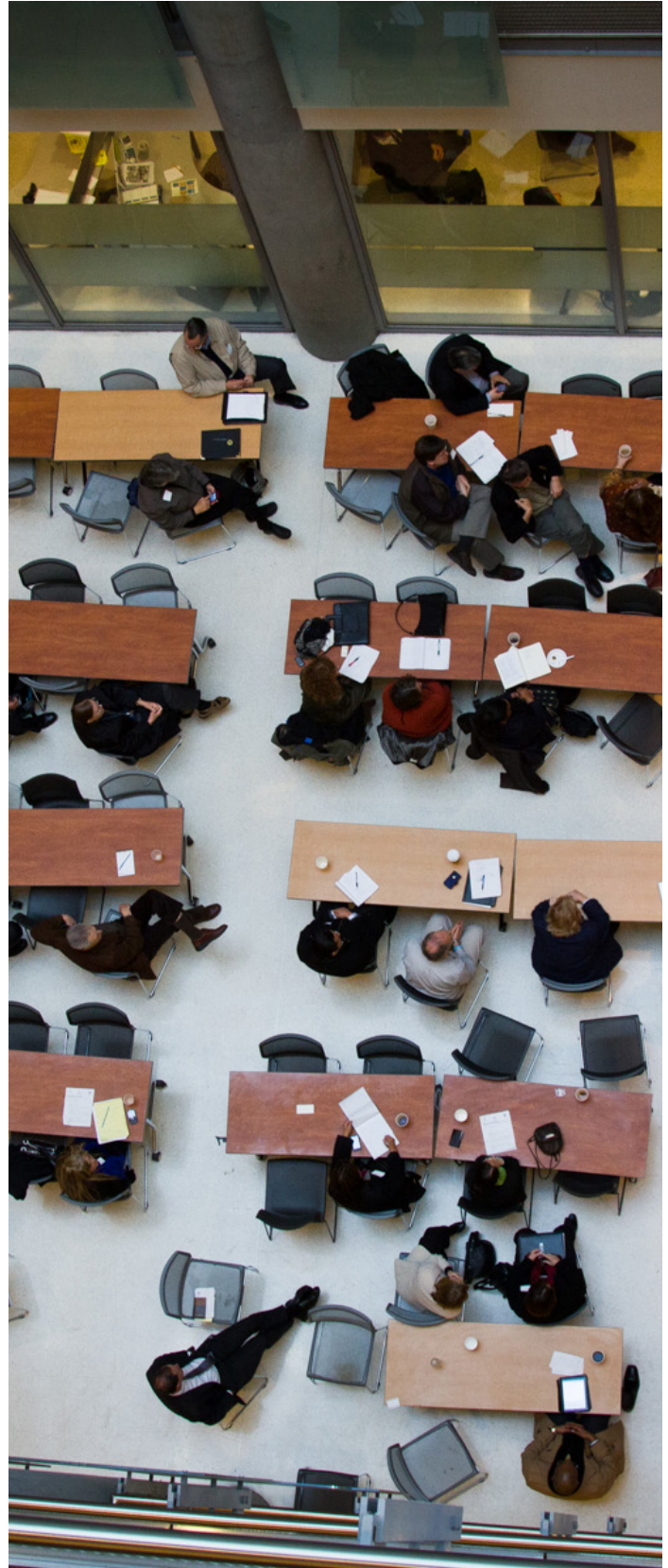
Orientation

The roadmap to a stronger California economy outlined in the Strong Taskforce report points to structured career pathways and student support as critical elements of a K-14 career pathways system.⁹ Strategies to improve transitions along a pathway can increase student access to college and encourage completion. However, secondary and postsecondary institutions must do a better job of linking the career navigation structures currently in place, and must expand beyond traditional academic counseling to broaden understanding of industry sectors and career pathways that drive regional economic success.

The Orientation team's primary motivation came from the belief that counselors can increase awareness of regional CTE Pathways to support and maximize student success. A counselor's own awareness of CTE pathways is important in order to effectively help inform students, parents, faculty, and the community about CTE pathway opportunities. The team's initial goal therefore was to identify and assess the existing regional transition and orientation programs. In doing so, the team collectively identified the many connections, networks, and programs that are set up to support student transition into the community colleges, as well as gaps along this continuum.

The Orientation team began with a document review, and interviews were also conducted with key contacts regarding regional career technical education strategies, academic transition services, and the implementation of orientation programs. The team used a scoring matrix to determine the level of maturity of existing CTE support systems and whether the practice was data-driven, embedded institutionally, and sustainable in the long term. In addition to document review and interviews, team members collected data through site visits, phone conferences, and Internet research. These methods helped the team identify how counselors, students, parents, and faculty access information about CTE pathways.

In the process, counselors raised key questions: Where can stakeholders locate the various CTE programs that are offered? How can interested students explore a pathway's opportunities? As such, the team set out to identify best practices surrounding career pathways and career technical education, as well as transition services from K-12 into the community colleges.



⁹ For further information, see recommendations of the Task Force on Workforce, Job Creation, and a Strong Economy. 

IV. Themes

Although each team dedicated time to work independently, several key themes emerged across several teams. These thematic categories include:

- THEME 1** Public perception of career technical education.
- THEME 2** Specialized personnel to support high school-to-college transitions.
- THEME 3** Resources to shape and support the expanded role of counselors.
- THEME 4** Counseling competencies in accessing, interpreting, and applying data.
- THEME 5** Counseling support and delivery systems.



The following practices are organized by each of the five themes. The practices identified by each team are presented under the relevant thematic category.

THEME

1

The public perception of CTE

In 2013, the College and Career Readiness and Success Center at American Institutes for Research (AIR)¹⁰ noted that the perceived image of CTE is one of a vocational education track that often leads only to a low-skill job. Though most current CTE programs are designed to hold all students to more rigorous standards in preparation for postsecondary education and beyond, this perception of vocational education still overshadows CTE's advances, and this persistent negative image continues to impact students' and parents' decisions about high school courses, dual enrollment, and career pathways. Career readiness is a major priority in American education in the 21st century. Attitudes and perception have shifted to a recognition that all students require college and career readiness preparation. Ultimately, the success of career readiness efforts is dependent on the effective integration of those efforts with college readiness and life readiness.



Pilot Practice

Valencia High School:
Val Tech Early College Credit Program

The Early College Credit team recognized that promoting CTE as a viable path for economic and personal growth is critical. In light of this, they examined a wide range of CTE promotional materials, including newsletters, brochures, leaflets, and websites, from the region's high school and community college programs. In their examination, the team discovered substantial effort toward promoting CTE and career pathways and great variation in how this was being accomplished. School districts, individual high schools, and community colleges across the board offered different visions of how to extend their messages. This variation resulted in a lack of cohesion in the region, with pamphlets and

websites offering different resources, content, and design.

From the materials reviewed, the team found Valencia High School to be a strong example of how to promote CTE and career pathway initiatives.

Valencia High School Val Tech Program



Pilot Practice

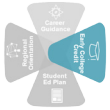
Saddleback College: Exploratory Career Pathway Classes

Classes that focus on discovery of interests, skills, and potential career paths can serve as powerful platforms for students to research career choices, better utilize school resources, and make informed decisions about the future. These classes are being taught at the high school level, sometimes with college credit, and in many cases, at the senior level. Saddleback College partners with Mission Valley High School, where business classes taught by a high school teacher serve as an opportunity to learn about business and explore future careers in the field. Web-based resources describe CTE pathways and articulation agreements, making it easier for both teachers/instructors and guidance/counseling staff to support students.

Mission Viejo Guidance Center

¹⁰ See How Career and Technical Education Can Help Students be College- and Career-Ready.

The inquiry conducted by the Early College Credit team underscored the need for hiring and training counselors and other personnel with specialized knowledge related to articulation and dual enrollment to support K-14 pathway development.



Pilot Practice

Central Orange County Career Technical Education Partnership CTEp

The instructional program assistant at the Central Orange County Career and Technical Education Partnership (CTEp) was identified as an example of the type of professional needed to successfully implement early college credit programs. This CTE staff member is responsible for arranging articulation agreements between the three K-12 school districts and the nine community colleges in Orange County.

[Central Orange County Career and Technical Education Partnership \(CTEp\)](#)  13

Promising Practice

Orange Unified School District: Pathways to College Credit

The Education Pathway at Canyon High School in Orange Unified School District is in its fourth year of development. The introductory course, Career Focus Education, provides students with an overview of careers in the education and child development industry sectors. A concentration course, Careers in Education, provides training to students interested in a career in teaching and/or in learning about the role of teaching and key skills for K-8 instruction. A second concentration course, Child Development, introduces students to the history, philosophy, and theories of child growth and development. A capstone class, STEM Teach Science/Math, is designed to prepare students for careers in teaching with an emphasis in science or math. The final course of the four-year sequence is a professional internship, which provides firsthand experience those who want to pursue a career in the Education and Child Development industry.

Articulation is a planned process that links two or more educational institutions together to facilitate students' transition from one course, program, or educational level to the next.¹¹ These agreements may take place on a course-to-course basis or as a sequence of courses from school to school or district to district. In Orange County, agreements existed between community colleges and four-year institutions, but articulation agreements between K-12 schools and community colleges were still developing, the PLC discovered. The Early College Credit team found that some districts are moving from single school site articulation agreements to county-wide articulation agreements and are exploring an enhanced online Career and Technical Education Management Application (CATEMA).

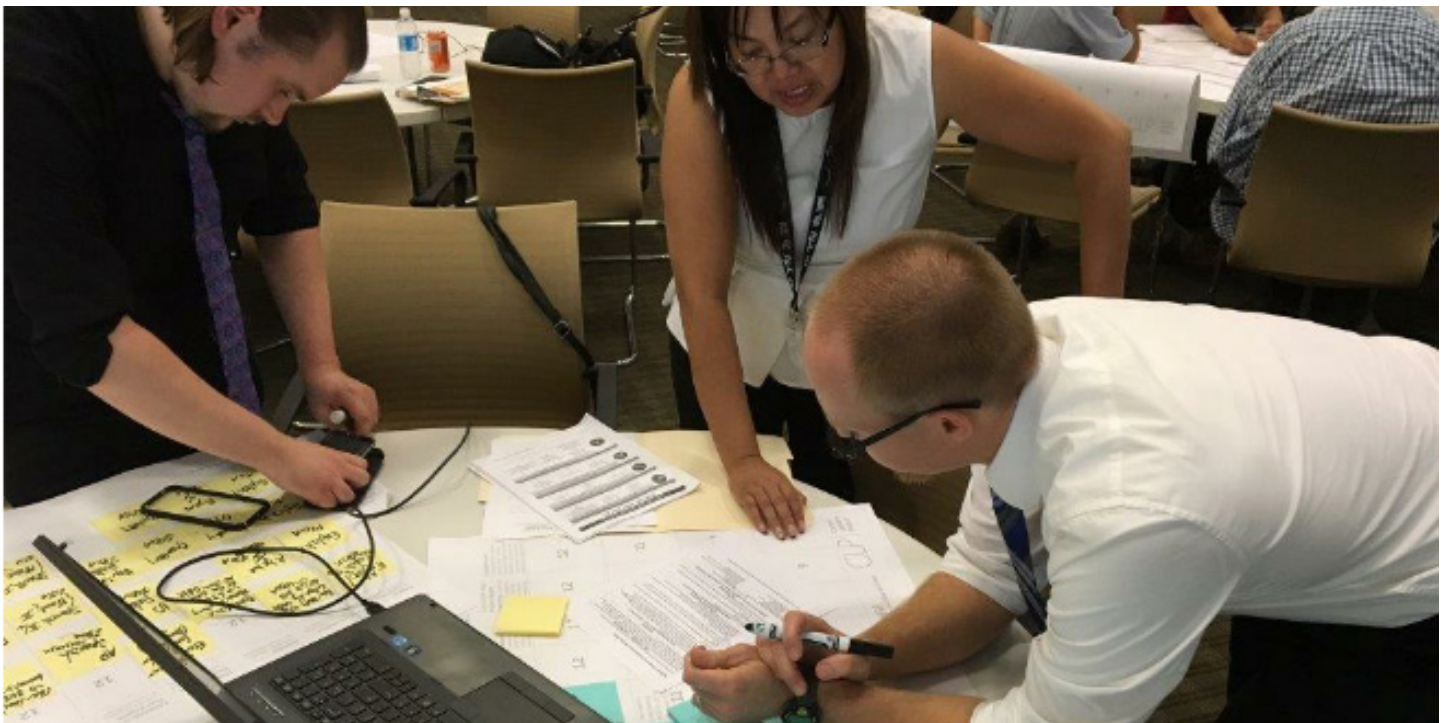
Garden Grove Unified School District, Orange Unified School District, and Santa Ana Unified School District participate in the Career and Technical Education Partnership (CTEp). Together, they annually create innovative, inspiring, and challenging college and career pathways programs for over 14,300 high school students in 21 public high schools and two CTE centers in Orange County's diverse central region. Last year, CTEp provided CTE classes for nearly 27 percent of their partnering districts, reaching more than 40,000 high school students. Table 1 summarizes the growth in college partnerships and articulation agreements in the Orange Unified School District from 2013 to 2016.



¹¹ See Bay Area Handbook for a thorough presentation of policies and procedures to guide articulation.  14

Table 1 Orange Unified School District Articulations 2013- 16

Year	Colleges	# of Articulated Courses	# of Students Enrolled in Articulated Courses
2013	Coastline Fullerton Golden West Santa Ana Santiago Canyon	34	2,140
2014	Coastline Fullerton Golden West Orange Coast Santa Ana Santiago Canyon	31	2,025
2015	Coastline Fullerton Golden West Orange Coast Santa Ana Santiago Canyon	34	2,835
2016	Coastline Fullerton Golden West Orange Coast Santa Ana Santiago Canyon Irvine Valley Mt. San Antonio	36	2,725



New resources are needed to shape and support the expanded role of counselors

The inquiries conducted by the Counseling Professional Learning Community documented areas that counselors address in carrying out their responsibilities for supporting career pathways. As counselors' roles evolve, new resources are needed to support their work. These sources include online tools, collaboration in program development activities, and counseling conferences. The following practices present examples of this work in progress.



Promising Practice

Los Alamitos Unified School District: Project Lead the Way

The U.S. Department of Commerce estimates that jobs in science, technology, engineering, and math (STEM) will grow 17 percent by 2018, nearly double the growth predicted for non-STEM fields.¹² One promising practice that integrates career guidance with STEM-related programs of study is Project Lead the Way (PLTW). PLTW's curriculum and high-quality teacher professional development model, combined with counseling support and an engaged network of corporate and community partners, help students develop the skills necessary to succeed in the global economy.

To prepare for the secondary program, eighth grade classes at both middle schools in the Los Alamitos Unified School District take a career interest survey using the Kuder assessment system. Counselors analyze data from the survey, and if one of the student's top three choices is related to science and technology, he or she is invited to participate in Los Alamitos High School's engineering pathway. The pathway consists of a total of six sections, with courses including Introduction to Engineering, Principles of Engineering, and Computer Integrated Manufacturing, the capstone class. The program is sequenced over four years, and students are encouraged to complete the pathway by their senior year. As part of the career readiness program, students are introduced to career exploration in engineering through job shadowing and

internships. They also can advance their college and career goals by taking industry certification exams and participating in early college credit opportunities.

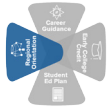


Promising Practice

Regional Pathway Mapping

Development of career pathways requires creating cross-institutional partnerships and collaborative structures to align secondary and postsecondary programs. A critical task is mapping of programs of study. Maps are important tool for aligning K-14 and regional pathways, since they provide graphic depictions of courses of study, industry certifications, jobs and wages, and certifications and degrees. In Orange County, the mapping process was organized by bringing together career pathway partners including counselors, faculty, and administrators to review current programs and generate products that provide visual representations of educational and workforce trajectories for students. Facilitated by a technical assistance team from the Career Ladders Project, pathway partners completed pre-work and rapid mapping sessions to develop and refine maps. Through participation in these activities, counselors are afforded the opportunity to develop a clearer understanding of careers and of student learning experiences at the high school level that serve as a foundation for successful transitions to community college.

[Golden West College Business Information Worker Pathway](#) 



Pilot Practice

Regional Counselors Conference

To facilitate networking and information exchange, an annual regional conference — Doing What Matters for Students: Counseling for 21st Century College and Career Readiness -- has been in place for three years. The conference, championed by deputy sector navigators (DSNs) and designed for middle, high school, and college counselors, provides opportunities to learn about CTE pathways and the priority and emerging workplace sectors in Orange County. The DSNs — representing advanced manufacturing, energy efficiency and utilities, information communication technology (ICT)/digital media, retail/hospitality/tourism, small business, health, global trade and logistics — play a key role in informing counselors about career pathways. Topics covered at the annual conference included: raising the bar on career readiness, dual enrollment and articulation, tools to implement career pathways, linking secondary with postsecondary courses, work-based learning, and new career resources for students.

[Doing What Matters Counseling Conference](#) 17

Promising Practice

Beckman High School: Early Career Exploration

At Beckman High School, counselors use Naviance and its Family Connection component to help connect students to colleges and careers. The program, introduced to students in the ninth grade, lets them explore potential careers using a strengths explorer, career interest profiler, and listings of programs that match the educational levels of a particular career pathway. The program also offers students the ability to create a four-year plan and research careers and colleges. Additionally, counselors have the ability to access a database with college acceptance information and GPA and test scores.

During sophomore year, counselors delve into the career and personality inventories to assist students with the process of researching potential colleges and careers. When students receive their results, they can begin independently researching hyperlinked descriptions of careers and colleges within their desired majors. Students also have the option to identify potential careers based on personality and skills inventories.

In students' junior year, counselors expand their focus to re-

view educational requirements for identified career pathways and the college selection process. During the senior year, counselors have students fill out an exit questionnaire that populates a counseling database with college acceptance information. The data collected includes GPA and test scores, which are used to evaluate program performance.

Naviance and its Family Connection component have also been introduced into feeder middle schools. Students at these grade levels can begin researching their interests and potential careers at an earlier age. The hope is that access to these features will allow students to have a better sense of what their high school path can look like.

[Beckman High School Family Connection](#) 18



Counseling competencies in accessing, interpreting, and applying data

Guiding students toward successful career trajectories requires counselors to gain access to data sources that extend beyond the traditional data points associated with academic progress and college preparation. Several examples point to areas where counselors are increasingly using data-driven practices to guide and support students in career pathways.



Counselors are increasingly using academic achievement and assessment data to help students make informed career pathway choices, and new technology is becoming available to support data-informed education planning across K-14 systems. A recent report on counseling and college completion recommends specific training for counselors to understand, interpret, and present data and employing train-the-trainer models for counselors to train their peers on data use.¹³

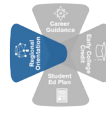
Pilot Practice

Aeries Pathway Completion Dashboard

Several K-12 districts are experimenting with the use of the web-based Aeries Career Pathway Dashboard to display student data on pathway completion. Career pathway courses can be categorized by level (introductory, intermediate, or capstone), and information from the dashboard can be extracted for analysis, evaluation, and program and grant reporting. To foster conversations across K-14 career pathways, CTE LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office, has set up a voluntary tool intended to support local data conversations to inform career pathway progress. The data from the Aeries dashboard can also be imported into systems like the CTE LaunchBoard for statewide monitoring and analysis.

[Aeries Dashboard](#)

[LaunchBoard Data System](#)



Pilot Practice

Saddleback College CATEMA Implementation

Several colleges across Orange County are embarking on implementation of the Career and Technology Education Management Application (CATEMA), a web-based system to help students receive early college credit. CATEMA provides a comprehensive, user-friendly web interface for linking college and high school teachers, counselors, administrator, advisors, and students, helping to manage articulation agreements and the awarding of credit to students who have successfully completed course requirements. The system allows data to be shared between K-12 institutions and colleges to improve understanding of student progress and support advising. Counselors, coordinators, and advisers may look up student information in the CATEMA system, verify a student's completions and recommendations for advanced credit, and view a student's course history to help that student navigate career pathways. This effort has enabled Saddleback College to promote early credit opportunities and streamline the cumbersome process of high school articulation into the community college system.

Saddleback College identified a project specialist to serve as a point person for implementation. The project specialist began by visiting each Saddleback College department to speak to faculty and CTE deans to understand the scope of their programs, and by holding one-on-one meetings with the registrar, district IT representatives, counselors, and outreach staff. The project specialist then simplified and refined existing training documents for teachers, counselors, and students. Student permission letters were developed and provided to the teachers for distribution to students for parent signatures. A classroom visit schedule was created with the high school teachers and the college CATEMA team. To date, over 300 students have successfully enrolled to earn articulated credits through Saddleback College, with upward of 700 students expected to be enrolled by the beginning of the 2017 spring semester.

The CATEMA system will work in conjunction with the CTE LaunchBoard, an online database that provides data to California community colleges and feeder K-12 school districts on the effectiveness of CTE programs. By providing easily accessible information on program enrollment, student completion, employment outcomes, and alignment with regional labor market demand, these online tools can support local, regional, and statewide conversations about how to improve student transitions from K-12 to college or to the workforce.

[Saddleback College Articulation](#)

[CATEMA system and CTE LaunchBoard](#)



Exemplary Practice

South Orange County Community College District: My Academic Plan (MAP)

The South Orange County Community College District's electronic educational planning system, My Academic Plan (MAP), is an exemplary practice that is being used to support students in CTE pathways and in the transition from secondary to postsecondary education.¹⁴ The South Orange County Community College District created MAP to help students define, implement, and track their personal academic goals. Rather than a "one-size-fits-all" experience, each of the 43,000 students receives personalized information and guidance based on his or her individual goals, current assessment levels, and academic history. The MAP project was developed using a student-centered approach, keeping the focus on the student experience.

The online program used to develop student education plans is based on individual goals for completing a certificate or degree. MAP technology allows students pursuing a Saddleback College or Irvine Valley College certificate or two-year degree, or aiming to transfer to a four-year university, to have a comprehensive and personalized map approved by a counselor.

When a student fills out his or her MAP plan, the system checks course prerequisites, or whether the student has completed a course that will fulfill the prerequisites. The MAP system is also integrated with project ASSIST, a statewide articulation database sponsored by the California State University and University of California systems that provide information on general education transfer requirements.

The course scheduling tool is a customized web page that lists all of the sections offered that semester for the courses listed in the plan. Students can enroll in the sections online. A counselor can enter information in the plan on courses completed at another institution, and MAP automatically credits the student with the appropriate number of units that have been certified. In the future, the high schools and colleges will need even deeper integration for counselors to be able to see student education plans across schools and better serve the needs of students.

THEME

5

Counseling support and delivery systems

Three of the four counseling teams identified practices at different levels of maturity that connect to the broad theme of counseling support and delivery systems. The large number and variety of practices employed in Orange County suggest opportunities for more regional consistency relative to the ways K-12 and community college institutions design, deliver and support career-oriented counseling services.



Pilot practice

Placentia Yorba Linda Unified: Get Focused Stay Focused!®

The Get Focused...Stay Focused!® (GFSF) curriculum supports high school students in developing multi-year education plans based on their career goals, and in learning skills such as financial literacy to support college, career, and life planning. A key idea that is foundational to the GFSF curriculum is that student career choices should be used to determine students' majors and to inform their college choice. GFSF is being piloted during the 2016-2017 school year at Yorba Linda and Esperanza high schools, where all ninth grade students participate in the GFSF curriculum and explore career pathways. Counselors are participating in professional development to help guide implementation of the program.

Get Focused, Stay Focused!® 25

Pilot practice

Tustin Unified School District: Career Guidance

There are ongoing efforts across the region to provide career guidance through integration of career planning in the classroom. At Tustin Unified School District, a hybrid model integrates online resources with counseling support, providing tailored modules to students from career guidance courses for freshman, through senior college planning. Modules include college and career advising, student strengths and interest surveys, exploration of CTE pathways, and orientation to the community college and UC/CSU systems.

¹⁴ A history of the project and resource specifications can be found at https://www.socccd.edu/technologyandlearning/tl_projects_map.html. 24

North Orange Community College District and Anaheim Union High School District have also established a College and Career Access Pathway partnership agreement that allows high school students to earn college credit for a counseling course through dual enrollment. Through taking the course, students develop an educational plan and explore community college campus resources, services, and programs.

Tustin College Planning 

Pilot practice

Newport Mesa Unified School District: Naviance

The use of Naviance to identify student interests and explore careers is popular across districts. The tool offers opportunities for students to conduct self-assessments and create profiles that match future jobs. In the Newport-Mesa Unified School District, career assessment and planning efforts are integrated into 10-year plans. Students begin using the Naviance software in grade 6. Counselors also introduce and train parents on how the system can better support students' college and career exploration. Orange Unified School District has implemented grade-level modules utilizing Naviance in grades 7-12, with the goal of having 90 percent of students complete an interest survey for the 2016–2017 school year. The CTE coordinator and district counselor on special assignment are working with school sites to develop college and career planning strategies that incorporate career exploration activities in the classroom and promote career pathways to all students, including those planning to attend a four-year colleges.

Newport-Mesa Naviance Program 

Anaheim Union High School District: Naviance

The Anaheim Union High School District (AUHSD) enrolls over 30,000 students in grades 7-12 across 20 campuses. The district offers 21 CTE and career pathway programs within 13 industries. With a goal of ensuring that students are college- and career-ready upon graduation, AUHSD's initiative begins at the junior high level and leads to high school graduation and college, making sure that students have the resources they need to explore career pathways at every step along the way.

Career pathways in AUHSD include: health science and medical technology, automotive, food service and hospitality, culinary, child development/early education, arts media and entertain-

ment, business and finance, public safety, and information and communication technology.


AUHSD's participation in the California College Guidance Initiative (CCGI) provides students in grades 7 to 12 grade with the opportunity to develop a six-year plan that is updated yearly, creating a document that reflects students' current needs. During high school, students take CTE guidance courses at all grade levels, complete a plan for postsecondary education, and develop professional resumes based on identified career paths. Students at one high school also develop and maintain a portfolio that includes feedback from the Naviance platform Do What You Are[®] Naviance platform assessment, which suggests careers and clusters that might be a good match for a student's interest. Career pathway students that attain a 3.5 GPA within the pathway coursework and a 2.8 overall GPA graduate with career distinction and obtain special recognition cords upon completion. A career guidance specialist works in conjunction with the North Orange County Regional Occupation Program to facilitate AUHSD's Career Pathways Distinction programs at high school sites. Participating students also have access to early enrollment workshops and a college orientation class at Fullerton and Cypress colleges.

Exemplary Practice

South Carolina Comprehensive Developmental Guidance and Counseling Program Model

While the Career Guidance team identified emerging practices in Orange County, it found an example of a comprehensive model in South Carolina that is long-standing, statewide, and has documented evidence of success. The pre-K-12 career guidance program in South Carolina is followed by every public school in the state.¹⁵ The program includes lifelong career development, the career decision-making process, and integration of career development and choices regarding career awareness, exploration, and preparation.

Counselors, teachers, principals, district administrators, boards of education, and other stakeholders all support the implementation of career guidance curriculum. The goals of career guidance and academic curriculum intertwine and support each other. Counselors are actively involved in community outreach and participate in business and industry visits. The statewide program establishes that each middle and high school shall have a student-to-guidance personnel ratio of no more than 300 to one.

¹⁵ Information on the South Carolina Career Guidance and Counseling Model is available at the SCDE website. The site includes career resources, lesson plans, and "Standards and Competencies Indicators" to support school districts in delivering an effective career guidance program for students from pre-kindergarten through grade 12. 

Students in elementary school learn about nationwide and local career clusters and participate in activities such as annual career fairs that tie into career awareness. The middle school guidance and counseling program focuses on the needs of young adolescents to develop identity, and career competencies are recognized as an important component. Before the end of the second semester of eighth grade, students in consultation with their parents/guardians select a preferred cluster of study and develop a graduation plan. Individual graduation plans developed in middle school move with the students to high school, and are reviewed and updated annually.

School counselors coordinate career services and activities with school-based career development facilitators, including during ninth, 10th, and 11th grades, to further define their career cluster goals. Student individual plans ensure that before the end of the second semester of 10th grade, all students have declared a major area of career focus. Students complete a minimum of four courses related to a pre-identified career area in order to earn a diploma. Career curriculum is also integrated into English language Arts, mathematics, science, and social studies classes.

Dual enrollment opportunities are provided statewide in South Carolina. Gateway courses offer certification and high school credit. Additionally, Career and Technology Education (CATE) course standards are established for each of the 16 career clusters.¹⁶

Accountability mechanisms require each district to survey all its high school graduates who are identified as CTE completers to document their placement in employment, postsecondary education, and military service. The district conducts the survey 10 months after graduation each year and must submit the results annually to the state Department of Education. The South Carolina Comprehensive Developmental Guidance and Counseling Program Model has been recognized as exemplary by the Organization for Economic Cooperation and Development (OECD)¹⁷ for encompassing all education levels, involving various stakeholders and agencies, and establishing clear objectives to improve career information and career awareness for students.



Pilot Practice

Orange Unified School District: Middle School Outreach

Preparing students for college and connecting them to career pathways early in their education can create a roadmap for success. In the Orange Unified School District, high school counselors hold college focus days at the district's middle schools to help students organize schedules and plan for their freshman year of college. These full-day visits to the middle schools are designed to help students create student education plans and select career pathways, if the student so choose.

At El Modena High School, students choose an initial career pathway in one of the following fields: health/medical, biomedical, hospitality, business, arts and media, computer and information science, and education. The BioMedical Pathway is affiliated with Project Lead the Way (PLTW). During the ninth grade, freshman also take a career focus seminar and explore various careers in their pathway fields. Students learn about pathway requirements and are introduced to valuable academic and life skills to support personal success.

[El Modena Career and Technical Education Pathways](#) 31

Pilot Practice

Orange Unified School District: Pathway Leadership

Preparing students In an effort to make counseling more consistent and effective within districts, counselors and student support service professionals are coordinating management of career pathways across school sites. At Orange Unified School District, there are counselors on special assignment (COSAs) who work on pathway coordination at each comprehensive high school. There are also pathway coordinators who are specific to K-12 CTE and STEM programs at the district level. Pathway coordinators play a role in shaping four-year Student Educational Plans at the high school, using tools such as Naviance¹⁸ to coordinate planning as early as the eighth grade. Similarly, students are supported in the class-

¹⁶ For more information, see: (<http://ed.sc.gov/instruction/career-and-technology-education/programs-and-courses/cate-course-standards/>) 30

¹⁷ See OECD review of South Carolina's vocational education and training program. 30

¹⁸ Naviance is an online K-12 college and career readiness platform that is used to link student K-12 interests to postsecondary goals. 32

room by CTE career coaches, teachers who have worked in a business or industry sector and hold a CTE credential. Several examples can be found on the Orange Unified website.

Orange Unified School District website  33

Promising Practice

Anaheim Union High School District Partnership

The slogan of the Anaheim Union High School District (AUHSD) is “College & Career: Learning with a Purpose.” AUHSD has worked extensively over the years to develop partnerships with the community, industry, and other educational institutions to enhance learning opportunities for students. For example, AUHSD partners with Vital Link, an intermediary organization that develops connections between school and work. Vital Link provides students with hands-on career exploration experiences, as well as field trips, internship and mentorship opportunities, career fairs, and summer institutes.

AUHSD has also developed strong partnerships with the North Orange County Regional Occupational Program¹⁹ (NOCROP), the North Orange County Community College District (NOCCCD), the California State University system (CSU) and the University of California system (UC). Cypress College, Fullerton College, and the School of Continuing Education (SCE) have worked closely with AUHSD for many years in providing a variety of courses and activities to heighten both college and career readiness for students. Cypress College hosts Senior Days and Majors2Careers²⁰ events. AUHSD uses Perkins Career Technical Education incentive grants to fund its many college and career readiness activities. Some of the grant funds have recently been used to put teachers on special assignment to develop particular areas of career readiness. The career readiness specialist, for example, focuses on developing and strengthening pipelines to high school and community college.

At the middle and high school levels, students are offered a wide variety of career exploration and educational planning opportunities. Students attending Walker Junior High School and Oxford Academy take personal interest inventories and are invited to tour the Cypress College campus to see classrooms and participate in career-focused workshops. Career days and college nights are scheduled regularly in the district for both high school students and parents.

Also, high school students are required to take at least one career course to graduate. Career assessments, such as Choices360 and Interest Profiler, are administered in the eighth grade, and tentative schedules are developed by counselors during the summer in preparation for students’ transition to high school. Students and parents attend events prior to the start of an academic year to discuss class schedules further. Once at high school, students continue receiving guidance via classroom presentations and one-on-one counseling sessions. District-wide, procedures are in place to expand to six-year and eventually 12-year plans, and to extend career exploration activities to the elementary schools.

Promising Practice

Newport Mesa Unified School District: Integrated Career Planning

The Newport-Mesa Unified School District has an integrated education planning program beginning in grade 6 that continues through middle school and high school. Using the college and career planning software Naviance, all students in grades 6, 8, and 10 are required to complete the program’s career survey. The survey provides data on student completion of a secondary academic plan focused on college and career goals. Counselors also meet with students to discuss student areas of interest and college and career options.

The Newport-Mesa program organizes educational activities by grade level, with students in grade 6 completing a career project in their English class. In seventh and eighth grades, students complete a six-year plan using Naviance with the guidance of their middle school counselors and their English/social studies teachers. In the ninth grade, students complete a four-year plan using the Naviance online program with the support of counselors. Sophomores then have the opportunity to fine-tune their four-year plan and include career course pathway options for their areas of interest, with counselors providing support.

There are multiple career pathway options for students across the district. At Costa Mesa High School, pathways include: design visual and media arts, production and managerial arts, business management, and environmental resources. At Newport Harbor High School, pathways include business management, food service and hospitality. Career pathways provide an opportunity for student choice, as well as support a succession of activities that inform and motivate student in-

¹⁹ AUHSD’s CTE courses are offered through the North Orange County Occupational Program (NOCROP).  34

²⁰ See <http://www.cypresscollege.edu/services/cpc/m2c.aspx> for program information.  35

terest throughout their education. For example, the progression of activities begins at the elementary level with College Nights, which focuses on college and career readiness. These opportunities extend to an annual career fair with employers from the community, and a College & Career Night for students in grades 7-12.

In addition, the district's Office of College and Career Education works to connect students and faculty to resources that enhance learning with real-world experiences. Counselors meet with students to discuss college, career, and academic plans. Students are also advised by counselors and instructors on how to earn industry certifications related to their career pathways that can accelerate course-taking and open up internship opportunities.



Pilot Practice

Saddleback and Santiago Canyon Colleges: Facilitating Matriculation Processes

Counseling and support staff help high school students matriculate at community college by facilitating application and registration, class enrollment, and financial aid processes. Together, high school and community college counseling and support staff help students through the matriculation process by holding application workshops and offering step-by-step tutorials on matriculation, in addition to orientation and advisement.

- For example, Capistrano and Saddleback Valley unified school districts collaborate with Saddleback College to make sure students are notified of the matriculation process and given the opportunity to complete early enrollment through the Freshman Advantage Program.

[Freshman Advantage Program](#) ³⁶

- A number of high schools are participating in an Early Welcome program partnership with Santiago Canyon College, a joint effort among outreach, admissions, and counseling faculty. The program provides students with an early opportunity to complete the matriculation process, including assessment, orientation and registration.

[Early Welcome program](#) ³⁷

Exemplary Practice

Santa Ana College and Santa Ana Unified School Districts: Adelante! Program

The Adelante! Program is a collaborative effort between Santa Ana Unified School District (SAUSD), Padres Promotores de la Educación²¹, Santa Ana College (SAC), California State University, Fullerton, and the University of California, Irvine, to support the Santa Ana community's "college pledge" to have a certificate or degree in every home. The initiative began in 2011 with a pilot of 300 students and has grown to 2,175 total participants. In the 2015-2016 cohort, there were 744 Latino students.

Adelante! provides educational benefits and services to support SAUSD graduates at various phases, as follows:

- Middle school: Students receive college and career planning instruction and sign the "college pledge." Middle schools establish a college-going culture through weekly college days, monthly special activities, and college visits.
- High school: Students continue college and career planning and attend college nights. Juniors take the Early Assessment Program (EAP), and seniors take college placement tests and receive priority registration to Santa Ana College during the spring semester prior to graduation. SAC Outreach has all seniors complete the financial aid application, fee waiver, AB 540 Affidavit, and the SAC application.
- Early decision: Seniors visit SAC for a new student orientation, introduction to SAC resources, educational planning, and priority registration. Students then meet with a counselor. Students receive reminder emails from the Adelante! student services coordinator. Padres Promotores and peer mentors call students the week before the courses are offered to remind them that it is critical to attend the orientation class. This year, 80 percent of seniors enrolled in the counseling orientation to college course.
- Counseling N45 Adelante! Orientation: Students receive a .50 college unit upon completion of the Adelante! orientation, an eight-hour course initially designed for SAC's Learning Communities. A variety of sections are offered emphasizing different academic disciplines, including CTE pathways.

The goals of Adelante! are several: to elevate academic achievement (i.e., certificate or associate's degree attainment, and/or transfer to the university system), to facilitate a col-

²¹ Padres Promotores recruits Latino parents who are trained to facilitate education outreach for K-12 and higher education.

lege-going culture throughout the greater Santa Ana area, to promote student retention first semester and beyond, and to improve student academic performance by reducing the number of students placed on academic probation at the end of first semester.

The program uses several methods for collecting data to measure student learning outcomes in the classroom. Counseling faculty administer a questionnaire both before and after the counseling session. Student participation and attrition is monitored by the number of student pledges signed and collected each day. The program collects the Student Educational Plans completed in every classroom, as well as pass/no pass student grades given to determine course completion.

The entire Santa Ana Partnership team meets quarterly to assess and evaluate student retention, academic progress and completion of certificates and degrees, as well as acceptances and actual transfers to CSU Fullerton and UC Irvine. There is additional work that needs to be done to gather information regarding goal achievement at every level for the rapidly growing Adelante! program population, and this work continues.

The Adelante program works not only for transfer students, but for CTE students. The information they receive is key to their understanding of what it takes to succeed in college and in their majors. In the past two years, CTE has gradually been incorporated into this effort. It is anticipated that the work being done for this initiative will be the catalyst to develop a more comprehensive system in order to encourage a larger number of students at Santa Ana College to participate in CTE fields. This will lead to completion of not only one certificate, but a series of them, including an AA degree, and eventually, a college/university degree.

The Adelante! 2015-2016 cohort student survey results demonstrated an overall significant increase of 21 percent in transfer information knowledge and on-campus resources awareness from pre- to post-test. Of incoming Adelante! students, 85.6 percent persisted from fall to spring in comparison to 68 percent of the general student population. Incoming Adelante! students demonstrated higher rates of full-time enrollment, with an average of 13.5 units their first semester, in comparison to 9.6 units for the general student population. Overall, each year the program grows in participants and has expanded to include programs from CTE pathways.

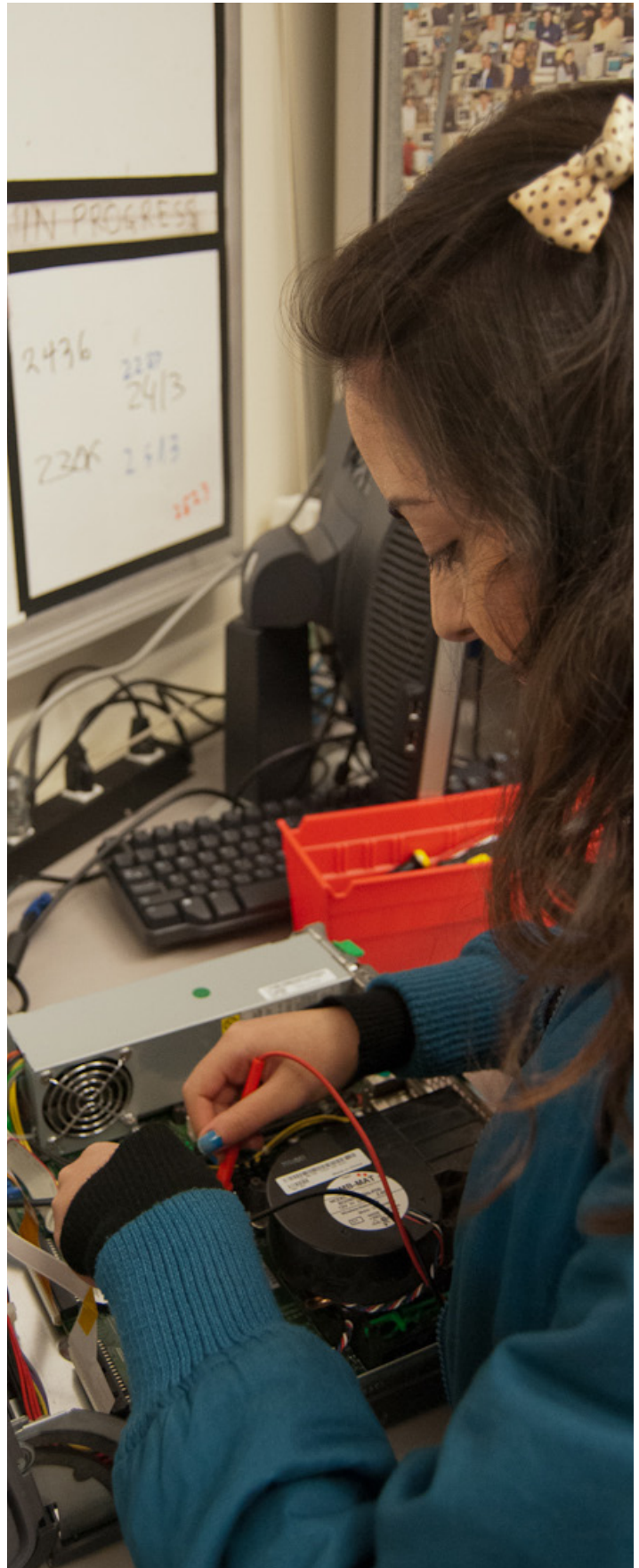
Adelante! program  38



V. Report Findings and Recommendations

The Counseling PLC aimed to identify the structures and resources needed to develop a regionalized approach to career guidance and support services for students in career pathways. While counselors collected data and examined materials from across the region, they were limited by both time and access to information; therefore, these findings should be interpreted as preliminary, not as conclusive.

1. Based on the research conducted by counselors, early college credit practices relevant to CTE and career pathways are still in a preliminary stage of development. Although strong single site examples exist, continued work is needed to develop Early College Credit practices that effectively integrate career pathways across Orange County and can be used to promote long term sustainability.
2. Though many schools and districts have academic and career planning programs, there is not a comprehensive career guidance model that serves as a foundation for counseling programs across Orange County. Consistency and continuity are needed to successfully implement programs and gather data on student outcomes.
3. While the California Community Colleges now require completion of a student education plan, many other states have institutionalized four-year plans and career pathways starting in elementary school, and some have a designated statewide program for developing, assessing, and following through on educational plans at every grade level.
4. The orientation team found that while K-12 schools and community colleges are developing stronger internal and external partnerships around career pathway programs, a regional approach does not currently exist. Based on data collected from interviews with key personnel, colleges and secondary schools are open to revising practices for career pathway orientation, and there is interest in bringing together counseling, enrollment, and instructional teams to enhance student success.



The following recommendations are offered to strengthen the role that counselors play in supporting development of career pathways and increasing student success.

- A critical issue in increasing awareness and understanding of career pathways is the need for *counselor professional development*, so that counselors can acquire knowledge of policies, key terminology, and procedures to guide students in accelerating their course-taking and program completion. Many counselors only consider math, science, English, and history coursework as options for students; further outreach is needed to increase awareness of career technical education pathways. Professional development certifications that focus on career pathway support should be explored as model programs for counselors.
- Promoting a shift from stand-alone classes to career pathways requires *cohesive branding of CTE pathways*. More consistent branding will make it easier for counselors, students, and parents to understand the importance of integrated career pathways and the education and earning trajectories for students in these programs. Outreach campaigns and materials must be developed with an awareness of multiple audiences that include counselors, parents and students, business partners, and administrators.
- Counselors often have limited awareness of high-demand, high-wage jobs that exist across the region. Externship programs can provide counselors with an opportunity to gain firsthand knowledge of business and industry sectors that apply directly to career pathways in their school districts. Districts should explore *partnerships with business and industry* that will better prepare counselors to guide students toward future careers.
- A 21st century education requires the integration of a career pathway orientation with a traditional high school curriculum. A comprehensive career guidance program will move the Orange County region in the direction of prioritizing CTE within the K-12 education system, equipping students to compete in a 21st century labor market. Because counselors play an important role in providing students with accurate and timely information related to exploring and entering career pathways, it is vital to continue *supporting the work of counselors through structures such as professional learning communities* to facilitate the success of CTE and career pathway programs.
- Within Orange County, there are commonalities in the kinds of software used to prepare and coordinate education plans, including Naviance, Kuder, and Aeries; however, these are platforms that many counselors are still learning to use, and there are notable challenges with their limited functionality and inconsistent application across educational institutions. Cross-training with K-14 counseling teams should be considered in order to align strategies, data, and use of digital tools related to student education plans.
- Regional measures, such as a common survey, can be used to monitor student progress and assess student satisfaction with career technical education programs and support services. *Adopting a regional approach to data use* will help to further develop and refine regional practices and ensure that people and processes work together to meet common goals.

VI. What's Next?

The Orange County Pathways Counselor Professional Learning Community (PLC) established a foundation of promising and exemplary practices upon which counselors can support students' diverse interests, academic progress, and college outcomes. Given the interest in continuing the counseling network and research on effective practices started with this project, there are several potential areas for future work.

Advocate for Career Pathways. Counselors are critical to the implementation and growth of career pathway programs, and they should be encouraged to add their perspective at regional meetings and at professional conferences across the region and state. The findings and recommendations from the PLC's research should be used to inform and shape policy development to further the work of career pathways.

Continue building the PLC to inform regional practice. The PLC's research findings and members' own practices can be used to guide counseling practices across K-14 education and to shape professional development. The PLC must continue to work at solidifying K-14 partnerships and identifying avenues of common interest to build and sustain the PLC for the long term.

The work of the PLC is new, and although it is in its early stages, it has the potential to be transformative to the development of career pathways. The habits of professional inquiry and research that counselors engaged in are critical to identifying, adopting, and developing effective practices. As emerging leaders in developing career pathways, counselors' contributions are crucial to the future of our education systems, the workforce, economic development, and our students' career success.

Counseling PLC

Charge for Counseling PLC:

1. Assume the challenge of developing the structures and routines needed to engage secondary students in understanding and navigating career pathways.
2. Examine the transitions within a pathway (e.g., high school-to-college) and identify a regional plan to help guide CTE students from one level to the next.
3. Explore data use and development of local indicators and measures of success to promote evidence-based practice for building effective career pathways.

Leading to

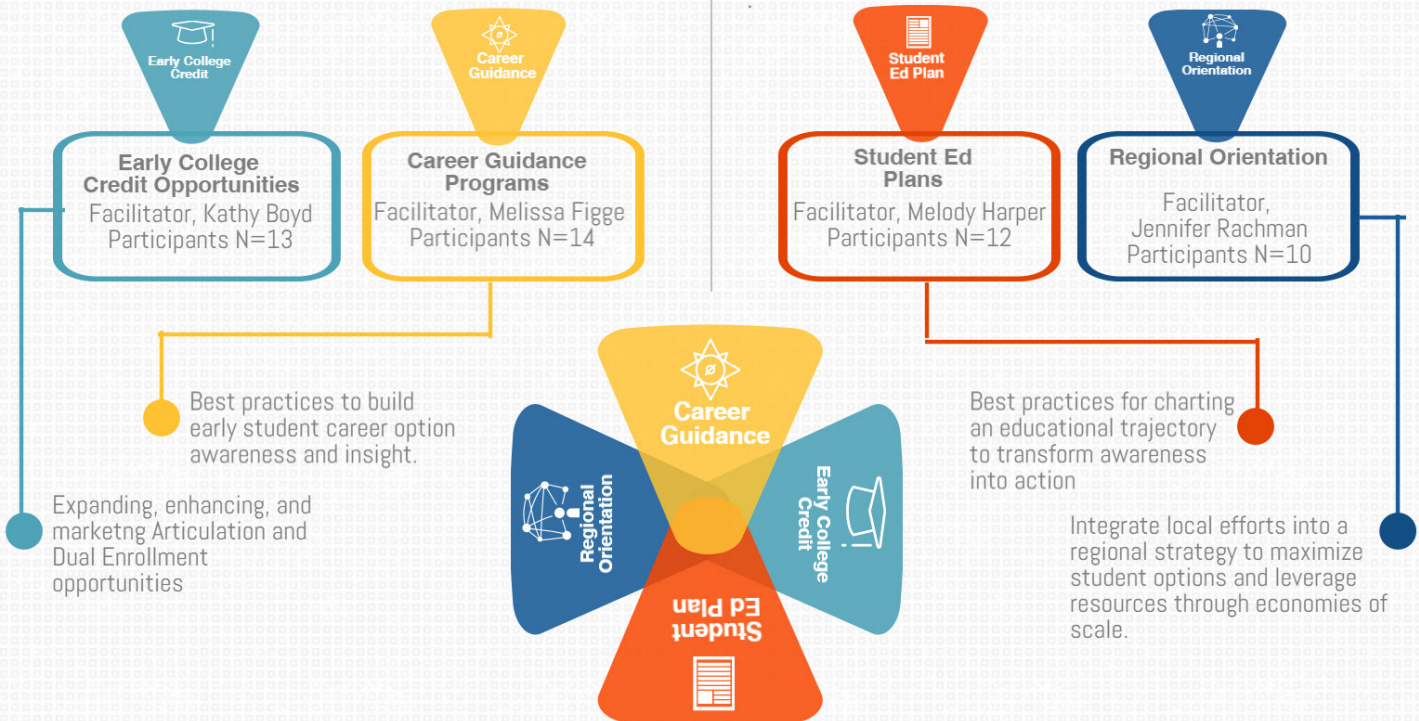
- Laying the groundwork to advance a regional best practice counseling network for scaling up K-14 career pathways.
- Documenting regional strategies and best practices for monitoring and supporting student interest, progress, and outcomes in K-14 career pathways.

Team Alpha

Secondary counselors taking on the challenge of developing the structures and routines needed to engage secondary students in understanding and navigating career pathways.

Team Beta

Brings together a group of secondary and postsecondary counseling and support services professionals to examine the transitions within a career pathway (e.g., high school to college) and identify a regional plan to help guide students from one level to the next.



Contact:

Stephanie Feger
K14 Career Pathways TAP
sfeger@cccd.edu

Counseling PLC

Structure



Full Team Meetings

Meeting 1 - June 24
 Meeting 2 - July 29
 Meeting 3 - Aug. 25
 Meeting 4 - Sept. 22

Topic Team Meetings

Meeting 1- TBD
 Meeting 2 - TBD
 Meeting 3 - TBD
 Meeting 4 - TBD

Planning and Communications



Live and Virtual (Zoom) Meetings

Topic Teams



(2-4 counselors) to develop and draft best practices, with a goal of three (3) examples per Topic team. Teams will be supported by the Career Ladders Project in the development and documentation of Pilot Strategies, Promising Practices, and Exemplary Practices.

Products



Publication

Best practices publication to be disseminated as a project deliverable through presentations and online distribution.



Presentation

Doing What Matters Counseling Conference, October 14, 2016



Process



The activities undertaken by each team falls into the following four categories:



Resources

Organization of documents, charts, maps, readings, templates etc.



Inquiry

This includes brainstorming and refining inquiry questions to generate and develop best practice examples, identifying gaps and follow up steps needed to address topics, etc.



Housekeeping

Scheduling, updates on drafts, updates on Basecamp activity, etc.



Building Our Network

This includes group reporting on contacts made to get information relevant to best practice topics, strategic planning on contacts that need to be developed to deepen and expand counseling efforts in support of career pathway

Contact: Stephanie Feger, K14 Career Pathways TAP sfeger@cccd.edu

HYPERLINKS

- GD1**
<http://tpcjournal.nbcc.org/competing-professional-identity-models-in-school-counseling-a-historical-perspective-and-commentary>
- GD2**
<http://cte.ed.gov/initiatives/career-pathways-systems>
- GD3**
<http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>
- GD4**
<https://www.schoolcounselor.org/asca/media/asca/home/Ratios13-14.pdf>
- GD5**
<http://www.besteducationpractices.org/what-is-a-best-practice/>
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"I don't believe it should ever be just college OR career. Too often I meet students who think grades equal skills."

"At our high school we have an Arts, Environmental and a Business pathway. The progress has been both interesting and necessary and I think as a team we are on the cutting edge piece of making these options of college credit and other opportunities regionally known, state accepted, and nationally understood and implemented."

"As a first generation college student I found all the potholes and bumps in the road to my degree but wonderful faculty and mentors helped see me through to grad school where I truly found my calling in the School Counseling Program. I'm privileged to work with more than 70 school counselors within my district to push our profession forward towards more data driven practices and results orientated programs."

"As a counselor, I realize that our students struggle with everyday challenges to complete graduation requirements. We need to create more opportunities for these students to leave our high school campuses with a tangible post-secondary plan that will lead them to decent paying jobs and perhaps an interest to pursue a career at a higher level in the future."

"What is the value of a career pathway? Students have relevant learning in a clear pathway that leads to a career while acquiring a usable, applicable skill set along the way."

"We are looking forward to more clearly functional regional tools and a more consistent approach to helping students gain marketable skills, certificates, and degrees that build on each other to meet educational and employment needs."

"Since I began working at the high school level I have looked for allies in the community colleges to bring opportunities to our students. My hope is that the work we are collaborating on will open up even more courses for high school students and that these courses will be part of a career pathway."

