

Notes from DGI mid region student services work plan Group

- 1. Advising and Educational Planning:** Participants noted the confusing cluster of mechanisms and information for advising students around planning for college and/or transfer from cc to CSU or UC. These include career pathways, AP, articulated courses, dual enrollment and the relationship of these to A to G, AP, UCCI, IGETC, Transfer Model Curricula, etc.
 - a. Identified Need:** K12 and CC Counselors and Faculty need better guidance on the array of systems options for students to build educational plans (at both segments) get early credit and identify the best options to meet their career and educational goals.
 - b. Action 1:** The Consultant to the SB1070 Systems Alignment Workgroup is an expert on UCCI and is working on the dual enrollment and articulation handbooks. We will recruit individuals (including articulation officers, point by Tina) interested in working on uniform guidance for the value of incorporating these different mechanisms into counseling and advising with students. This group should include counselors and individuals familiar with all of the above.
 - c. Action 2:** As we convene counselors for professional development, we will both include the information and guidance developed in action 1 above and incorporate sharing of successful strategies between HS and CC counselors and student services leadership.
 - d. Timeline:** We should refer the leadership for this activity to the SB1070 Systems Alignment Workgroup at the next meeting (Sept 22), with the intent to build the strategy inventory by January 2016. This would be shared out in iterative versions in October and November and shared with a consulting group of counselors and leadership to inform how it could inform practice and be configured to be most useful.
- 2. Professional Development:** Participants noted the disparity of counseling capacity between different K12 districts and colleges, in particular regarding the issues and intricacies of the career pathway work.
 - a. Identified Need:** Counselors need ongoing and iterative professional development to help improve baseline counseling practice across the consortium and both segments (CC and HS).
 - b. Action 1.** Implement a continuing, regularly scheduled professional development series (quarterly) for counselors on high priority topics and strategies for working with students around planning for career and college. (Note by Randy: this could be augmented by deeper dives during summer with weeklong or multiple day professional development opportunities). This is a leadership issue and requires general agreement from K12 and college leadership.
 - c. Action 2.** Establish a priority list of professional development needs around counseling through consultation with counselors, leadership, and other stakeholders. Establish a year one schedule and of events and professional development topics.
 - d. Action 3.** Utilize the expertise of counselors and existing effective practices to develop a baseline definition and common practices for effective counseling focused on career development and college and career readiness. This can or should include common protocols for what should happen for students in their Freshman, Sophomore years, etc and the respective role of high school and college counselors and relevant strategies (get focused stay focused, naviance, individual counseling, counseling courses, etc.

(Note from Randy: some of this work could occur vis a vis one of our DGI counseling workgroups, perhaps as a smaller sub-group of a committee, or we could prototype this discussion in the sub-region and propose something to the region)

- 3. Education and Career Planning Tools:** Part of our discussion was focused on the different education and career planning tools (GFSF and Naviance were discussed but there are others).
 - a. Identified Need:** We need clarity and centralized information about how each of these systems are implemented, their impact on instruction, and what is covered and how well.
 - b. Action 1.** Do a deeper dive inventory on each of these systems to help inform professional development, master scheduling, and other issues such as when college counseling resources should be used to supplement, its impact on dual enrollment college and career readiness strategies, etc.
 - c. Action 2.** Be sure the professional development and other regional action items are adjusted to incorporate what is learned from Action 1.
- 4. Dual Enrollment:** There was a fair amount of discussion about implementing dual enrollment, which seems a high priority practice for both systems. A suggestion arose from a pre-breakout conversation to inventory existing articulation agreements within the DGI pathways where the high school instructor may meet min quals for the college system. This would be an easy early target for dual enrollment courses that could easily be scheduled and offered for next fall.
 - a. Action 1.** Inventory all active CTE related Articulation Agreements and the qualifications of HS faculty teaching those courses, segmenting those specifically aligned to the DGI pathways ICT, Manufacturing, Engineering, and Health.
 - b. Action 2.** Agree sub-regionally, which courses will be transitioned into Dual Enrollment Courses in Fall 2016
 - c. Action 3.** Start the MOU process between K12 Districts and Colleges with a goal to finalize those in early 2016.
 - d. Action 4.** Initiate the matriculation, enrollment, and registration process in Spring 2016 with the goal of having all students enrolled and registered by June 2016.