Clarification on Pathway and Recovery with Equity Implementation

REGIONAL K-16 EDUCATION COLLABORATIVES GRANT PROGRAM
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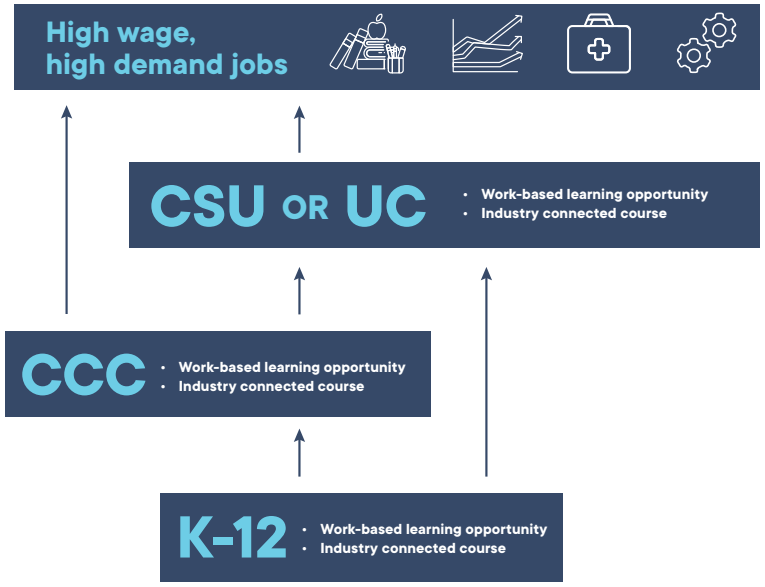
Regional collaboratives have requested specific clarification about what it means to "fully establish" and "fully implement" both the pathways and the Recovery With Equity (RWE) recommendations chosen by each collaborative. A related issue is whether there is any difference in expectations for newly developed pathways compared to the expansion of existing pathways. The clarification provided in this document is intended to support **all award recipients in ensuring they meet statutory requirements of the grant.**

All of the clarifications are made in reference to the language below, in compliance with **Section 244 of the SB-129 Budget Act of 2021**, which created and authorized this program:

- By June 30, 2024, **implement two** of the target Recovery with Equity report recommendations and **fully establish one** occupational pathway, demonstrate progress toward the final two target Recovery with Equity report recommendations and occupational pathway, and participate fully in a statewide evaluation of the regional collaboratives.
- By June 30, 2026, **fully implement both occupational pathways and all four** target Recovery with Equity report recommendations.

For the purposes of this grant, and to fulfill the requirements for one "fully established" K-16 Regional Pathway by June 2024 and one "fully implemented" K-16 Regional Pathway by June 2026, each fully implemented and established pathway must clearly define for students, in a comprehensive and detailed manner, the full journey that encompasses each applicable phase of education (i.e., K-12, 2-year, 4-year), followed by seamless transition into the workforce. (See diagram)

K-16 Regional Pathway Elements



A fully implemented and established K-16 Regional Pathway **must include at a minimum:**

1. One industry connected course offered at each education institution level (e.g., one course in K-12 plus one course in community college, and one course in CSU and/or UC, as noted in the diagram above).
2. Employer commitment to aligned employment opportunities, during and/or upon completion of the pathway, that include priority consideration for students who complete the pathway.
3. Enough work-based learning opportunities to satisfy employer expectations to ensure students have priority consideration for employment opportunities, ensuring at least one activity per educational segment for students.
4. Pathway roadmaps for students showing required course sequences, industry requirements (such as degrees, certifications), and preferential employment opportunities provided by collaborative partners as well as general opportunities in the industry.
5. Articulated agreements between education segments to ensure course transfer acceptance, the greatest student mobility, and the shortest time to employment across the region.

For some pathway disciplines, additional requirements are likely needed to ensure students are adequately prepared for career readiness (such as roadmaps to complete A-G requirements or postsecondary degrees).

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New vs. Expanded Occupational Pathways

A "new pathway" is defined as a pathway that is adding courses in K-12, any higher education segment, or both.

- June 30, 2024: "Fully establish" one pathway means that there needs to be a full plan of coursework and work-based learning across K-12 and higher education partners AND that the pathway is ready for student enrollment at the start of Fall 2024.
- June 20, 2026: "Fully implement both pathways" means that students have begun to enroll in the coursework of the pathways in each educational segment from K-12 through 2 or 4 year higher education.

An "expanded pathway" is defined as a pathway that has already been operating in the region to move students through K-12 to higher education and into high wage careers in an aligned and clear way for students. An established pathway should also include work-based learning. To be considered as "expanding" a pathway, the minimum requirements under pathway definition must already be in place.

Using an expanded pathway to demonstrate "fully establishing" or "fully implementing" a pathway for the purposes of this grant program will require Collaboratives to already have all of the above elements of a K-16 pathway in place. Then, a collaborative may document increases in the student enrollment at all segments of the pathway and/or inclusion of a new career option within the designated sector of the pathway. Additionally, collaboratives may consider adding another educational segment to an existing pathway, or focusing on efforts to increase certain student populations in an industry where there is an identified need that is agreed upon as an industry identified gap. For example, increasing BIPOC student enrollment in the pathway would be considered an expansion. Decreased time to degree attainment or transfer is also an acceptable expansion of a pathway.

Recovery With Equity (RWE)

Ideally, the RWE recommendations will impact all education segments involved in the Collaborative. There is no restriction that the RWEs only serve pathways involved in this grant program.

Collaboratives must commit to implement at least four of the following seven recommendations from the February 2021 Recovery with Equity report to promote student success:

- Improve faculty, staff, and administrator diversity
- Cultivate inclusive, engaging, and equity-oriented learning environment
- Retain students through inclusive support
- Provide high-tech, high-touch advising
- Support college preparation and early credit
- Subsidize Internet access for eligible students
- Improve college affordability

