

Career Pathways: From Ideas to Action, Tools for States

February 10, 2016

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#careerpathways2016

**COLLEGE & CAREER
READINESS & SUCCESS** Center

at American Institutes for Research ■



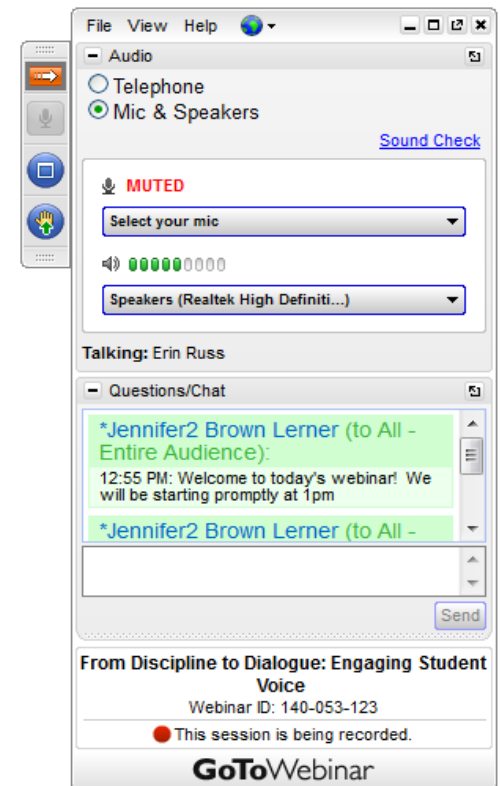
American Youth
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A recording of the webinar and
other resources will be available at
www.ccrscenter.org and
www.aypf.org.



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#careerpathways2016

Introduction and Welcome

Laura Jimenez
Director, CCRS Center

February 2016

Our Mission

The mission of the College and Career Readiness and Success (CCRS) Center is to build the capacity of states to effectively implement college and career readiness and success initiatives. Through technical assistance and supporting resources, the CCRS Center provides customized support that facilitates the continuous design, implementation, and improvement of state CCRS priorities.

Our Work

- Provide high-quality and timely technical assistance
 - Written responses
 - In-person technical assistance
 - Thought partnership
- Develop relevant and actionable products
 - Knowledge-building briefs and online tools
 - Practical guides
 - Professional learning modules
- Understand the CCRS context in states

CCRS Center Focal Areas

Measures and Outcomes

Accountability

Career Pathways

Today's Webinar

- Discusses the value of career pathways to improve student outcomes
- Provides examples of state and local career pathways work
- Provides an overview of the Career Pathways Facilitator's Guide
 - Engaging Key Stakeholders and Defining Goals
 - Mapping Policies, Programs and Industries
 - Designing a Framework
 - Implementation and Continuous Improvement
- Discusses the technical assistance available from the CCRS Center

Today's Presenters

- **Laura Jimenez**, Director, CCRS Center
- **Sharon Miller**, Director, Division of Academic and Technical Education, Office of Career, Technical, and Adult Education, U.S. Department of Education
- **Ryan Burgess**, Director, Governor Kasich's Office of Workforce Transformation (Ohio)
- **Carolyn George**, Career Connections Administrator, Ohio Department of Education
- **Cynthia Bater**, Program Administrator, Linked Learning, Long Beach (CA) Unified School District
- **GeMar Neloms**, Senior Technical Assistant Consultant, CCRS Center
- **David Blumenthal**, Researcher, CCRS Center

Advancing State and Local Career Pathways:

Career Pathways: From Ideas to Action
February 10, 2016

Sharon Lee Miller, Director
Division of Academic and Technical Education
Office of Career, Technical, & Adult Education
U.S. Department of Education

Career Pathways Approach

- Connect progressive levels of education, training, and support
- Optimize progress & success for people with different abilities and needs
- Lead to marketable credentials for specific occupations, further education and employment, and economic success
- Engage employers & meets workforce needs
- Strengthen local and state workforce & economy



WIOA Career Pathways Definition

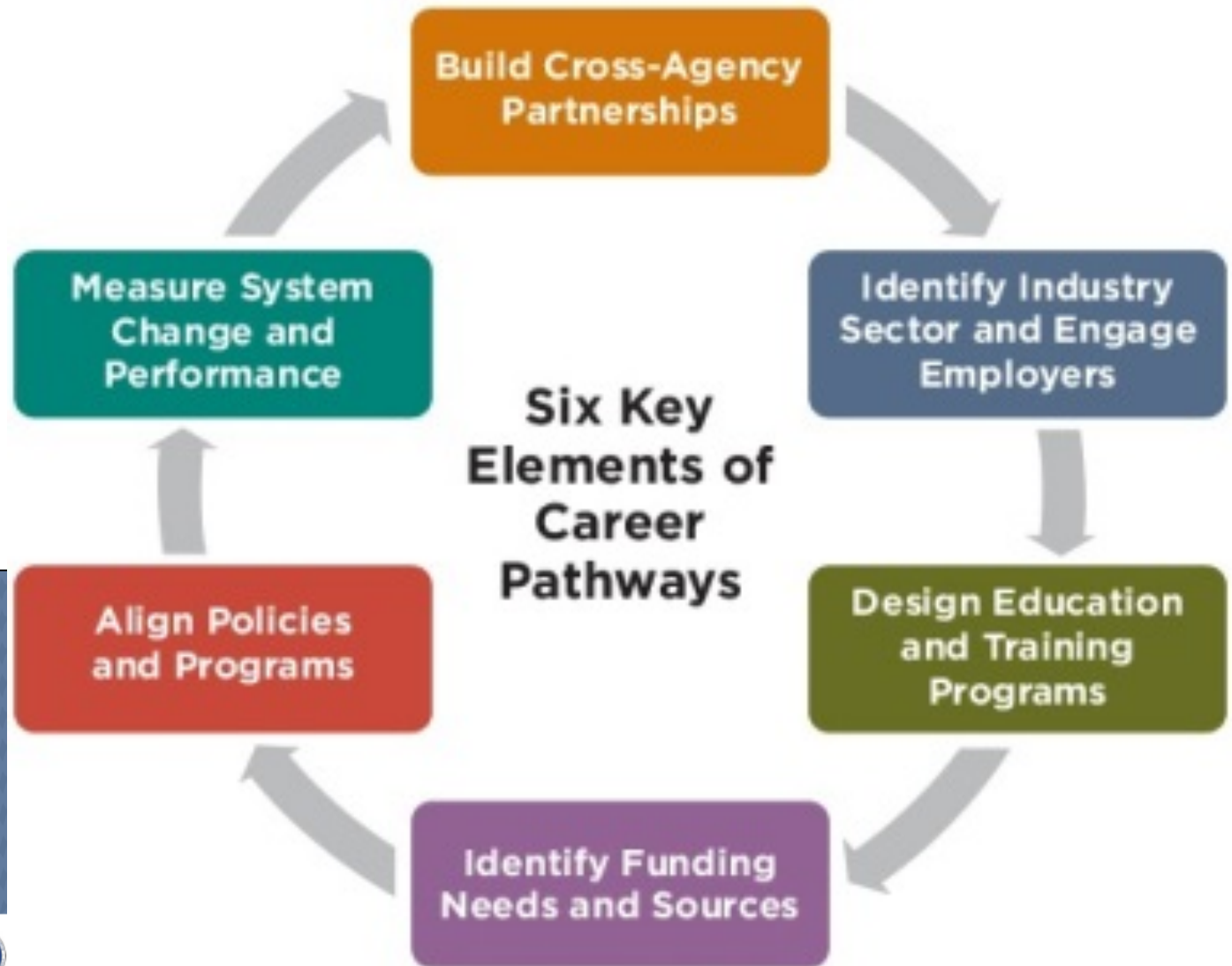
Combination of rigorous and high-quality education, training, and other services that—

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships,
- (C) includes counseling to support an individual in achieving the individual's education and career goals;
- (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- (G) helps an individual enter or advance within a specific occupation or occupational cluster.



Career Pathways: Six Key Elements

Source: *U.S. Department of Labor, Employment & Training Administration (2016)*



CAREER
PATHWAYS
TOOLKIT:
A GUIDE FOR
SYSTEM
DEVELOPMENT

Contract #
DOLHR020148

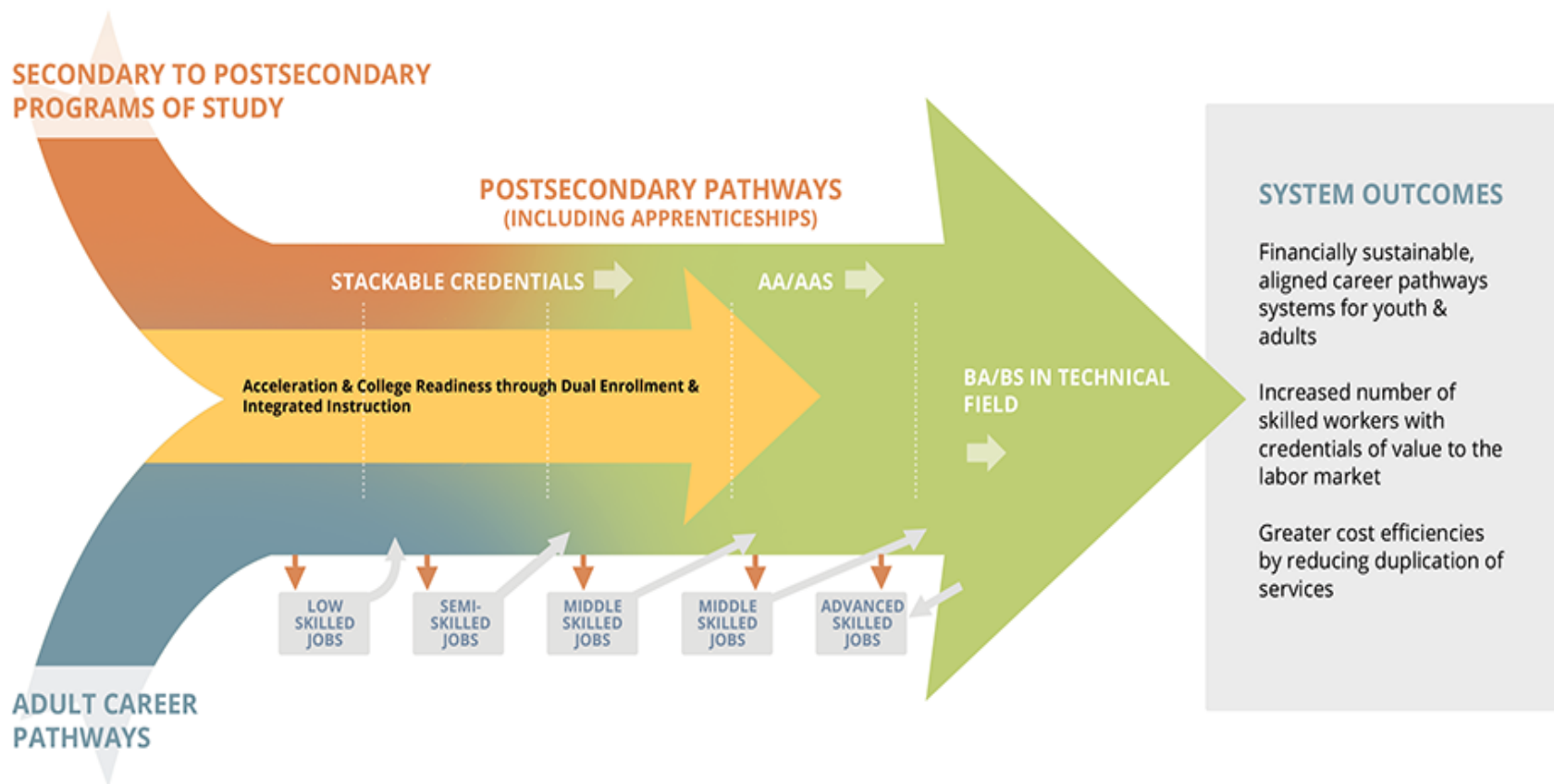


A Career Pathways System

...is a series of connected education and training strategies and support services that **enable** individuals to secure industry-relevant certification, **obtain** employment within an occupational area, and **advance** to higher levels of future education and employment.



Integrated Model for CTE in Career Pathway Systems



This model was developed as part of the [Advancing Career and Technical Education in State and Local Career Pathways](#)

http://cte.ed.gov



PCRN PERKINS COLLABORATIVE
RESOURCE NETWORK

HOME

CALENDAR

NEWSROOM

Google™ Custom Search

Legislation

Grant Programs

Accountability

National Initiatives

Resources

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PCRN STATE PROFILES

**PERKINS DATA
EXPLORER**

**PERKINS STATE PLAN
GUIDANCE MEMO**

**U.S. PRESIDENTIAL
SCHOLARS IN CTE
PROGRAM**

PCRN STATE PROFILES

View funding, enrollment, and performance data by state and access Perkins IV State Plans, accountability reports, contact information, and more. [View State Profiles >>](#)

U.S. Presidential Scholars in
Career and Technical Education
Program

Advancing CTE in State and
Local Career Pathways

Career Pathways Systems

Career Pathways Joint Initiative

Guidance and Counseling

Programs of Study

National Assessment of Career
and Technical Education

National Center for Innovation
in Career and Technical
Education

Employability Skills Framework

National FFA Organization

Skills on Purpose

Juvenile Justice Reentry
Education Program

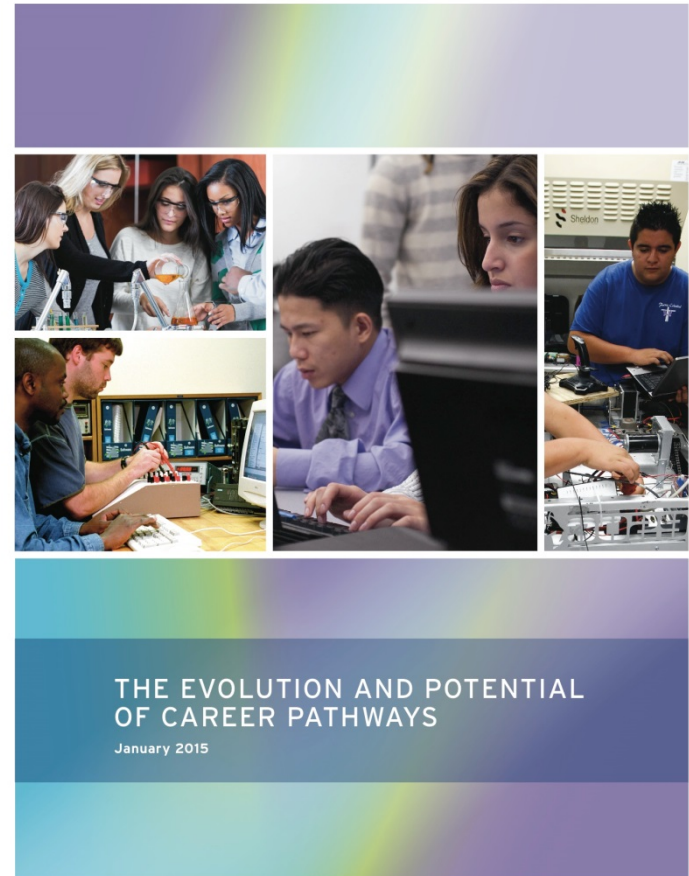
Challenges and Prizes in CTE

2016 State Plan Guidance, Released February 5,
2016 (PDF, 460 KB)

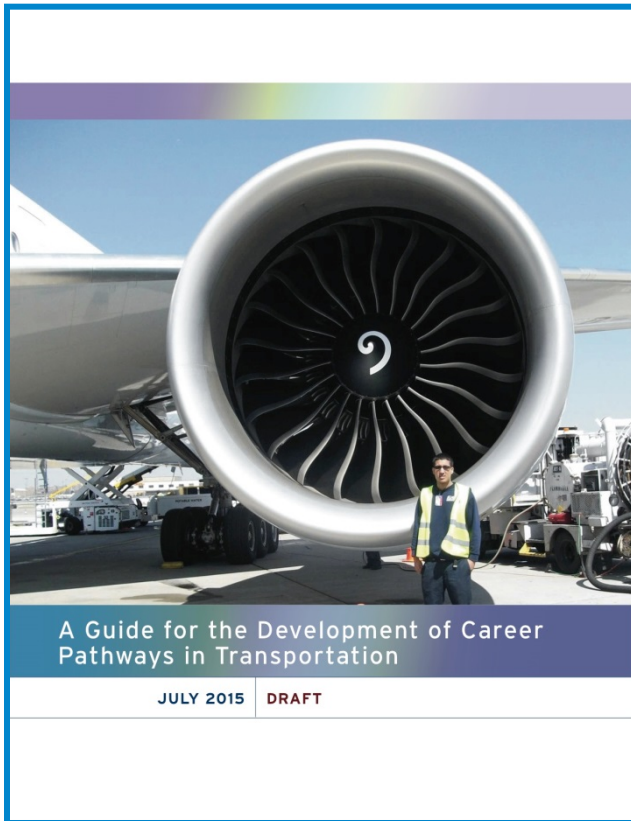


National Activities Projects

- *Dear Colleague Letter* - ED, DOL, HHS
- *Advancing CTE in State and Local Career Pathways Systems Project*
 - Provided intensive technical assistance to 5 States - CO, KS, MA, MN, & OR
 - Produced key deliverables:
 - Model for Technical Assistance
 - The Evolution & Potential of Career Pathways
 - Guide for the Development of Aligned Career Pathways
 - Tool for Sustaining Career Pathways Efforts
- Collaborated with DOT to strengthen career pathways across the transportation industry



Guides for Career Pathways in Transportation



Current Career Pathways Projects

- *Dear Colleague Letter* to reflect commitment by 13 Federal agencies and offices to promote use of career pathways approaches
- Administering *Technical Assistance for Implementing Career Pathways Systems* Project

Providing technical assistance via:

- State Leaders Academy
- State coaching
- Regional & national meetings/webinars
- White papers on key topics
- State Leader Playbook





Stay Connected

Email:

Sharon.miller@ed.gov

Newsletter:

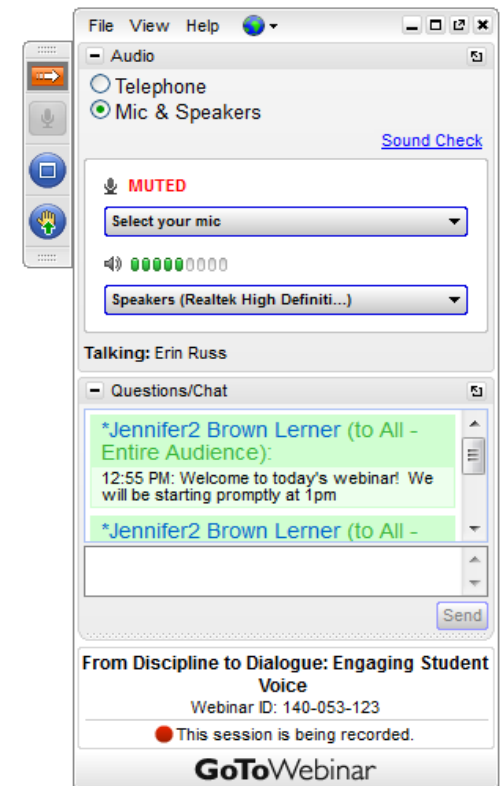
octaenewsletter@ed.gov

Blog: [http://sites.ed.gov/
octae/](http://sites.ed.gov/octae/)

Website: <http://cte.ed.gov>

Audience Q&A

To submit live questions, please use the “Questions” box



Career Pathways in Ohio

Ryan Burgess, Governor Kasich's Office of
Workforce Transformation

Carolyn George, Ohio Department of Education



Governor Kasich's Office of Workforce Transformation

- Driven by the needs of business
- Adaptive to rapid change
- Innovative and integrated in design and delivery
- Entrepreneurial in spirit



Ohio's Workforce System

- Develop a unified workforce system
- Assist employers find qualified workers
- Help students and job seekers access information and skills training to compete for in-demand jobs in Ohio

Ohio's Combined State Plan

Goals of Combined State Plan

- Encourage collaboration among education, job training and career exploration programs
- Better assist employers looking for qualified workers and job seekers looking for employment
- Improve alignment of workforce resources across the state

WIOA Unified Plan Required Programs

- Adult (WIOA Title I)
- Dislocated Worker (WIOA Title I)
- Youth (WIOA Title I)
- Adult Education and Literacy Programs (ABLE)
- Wagner-Peyser Employment Services
- Vocational Rehabilitation Services (OOD)

Additional Programs in Combined Plan

- Carl D. Perkins and Technical Education Programs
- Jobs for Veterans State Grants Program
- Senior Community Service Employment Programs

Career Connections

Aligns district efforts to ensure consistent and ongoing opportunities for all students

Embeds curriculum strategies that help students link their learning to future careers

Engages students in opportunities to discover their career interests, explore pathways and make plans for their future

Ohio Initiatives

Career Advising Policy and Student Success Plans

State law for all districts to increase career advising for students in grades 6-12 and specifically targeting dropout prevention

OhioMeansJobs K-12

An online, career exploration and planning system with individualized planning and college information

Career Exploration Internship and Community Connectors Funding to expand internship and mentorship programs for students

career connections

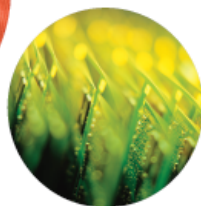
Career Connections is a joint initiative among the Governor's Office of Workforce Transformation, Ohio Board of Regents, OhioMeansJobs and Ohio Department of Education. Career Connections began in 2012 by providing a framework by which students develop a vision and realistic plan for their futures – during K-12 and beyond. Learning strategies are embedded into Ohio's New Learning Standards for English language arts, math, science and social studies. Career Connections aligns the many efforts around college and career readiness to support students in becoming productive and engaged citizens.



Career Awareness

Elementary Grades (K-5)

Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work.



Career Exploration

Middle Grades (6-8)

Students explore their career interests through embedded activities. Career exploration strategies are opportunities for students to discover work environments and understand the various aspects of the workplace. Strategies include tools and instruments that help students understand and appreciate their strengths and interests. Students start plans for their future with career information and postsecondary education data. Plans include course selection and planning as well as career aspirations and goals.

Career Planning

High School (9-12)

Students continue career exploration while focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace. Career planning strategies focus on making clear links between career options and educational decisions. Students develop the skills to revisit previous exploration and planning strategies as they face career changes throughout life.

career connections FRAMEWORK

ELEMENTARY GRADES

Career Awareness (e.g.: describe careers, identify career information, interpret connections between school and future work)

- Workplace visits with career interviews
- Career connection learning strategies
- Classroom career speakers
- Introduction to Ohio career fields and pathways

MIDDLE GRADES

Career Exploration & Interests (e.g.: identify interests, develop self-awareness, determine personal motivations related to work and income)

- Advanced academic and technical education
- Student Success Plan
- Career connections learning strategies
- Workplace visits with career interviews
- Career development courses
- Career mentorships
- Career research
- Service learning
- Career tech student organizations
- OhioMeansJobs K-12
- Career pathways

HIGH SCHOOL

Career Planning, Decision-Making, & Transition (e.g.: understand career interests, engage in career-based learning experiences, explore and identify education and training options beyond high school aligned with career interests, learn how to adjust career plans according to shifts in the economy and interests)

- Advanced academic and technical education
- Dual enrollment earning high school and college credits
- Career academies
- Career connections learning strategies
- Career pathways
- Career tech student organizations
- Employer-recognized certification and licensure
- Student Success Plan
- Internships
- Career mentorships
- Pre-apprenticeship programs
- Part-time work
- Service learning
- Work-based learning
- OhioMeansJobs K-12

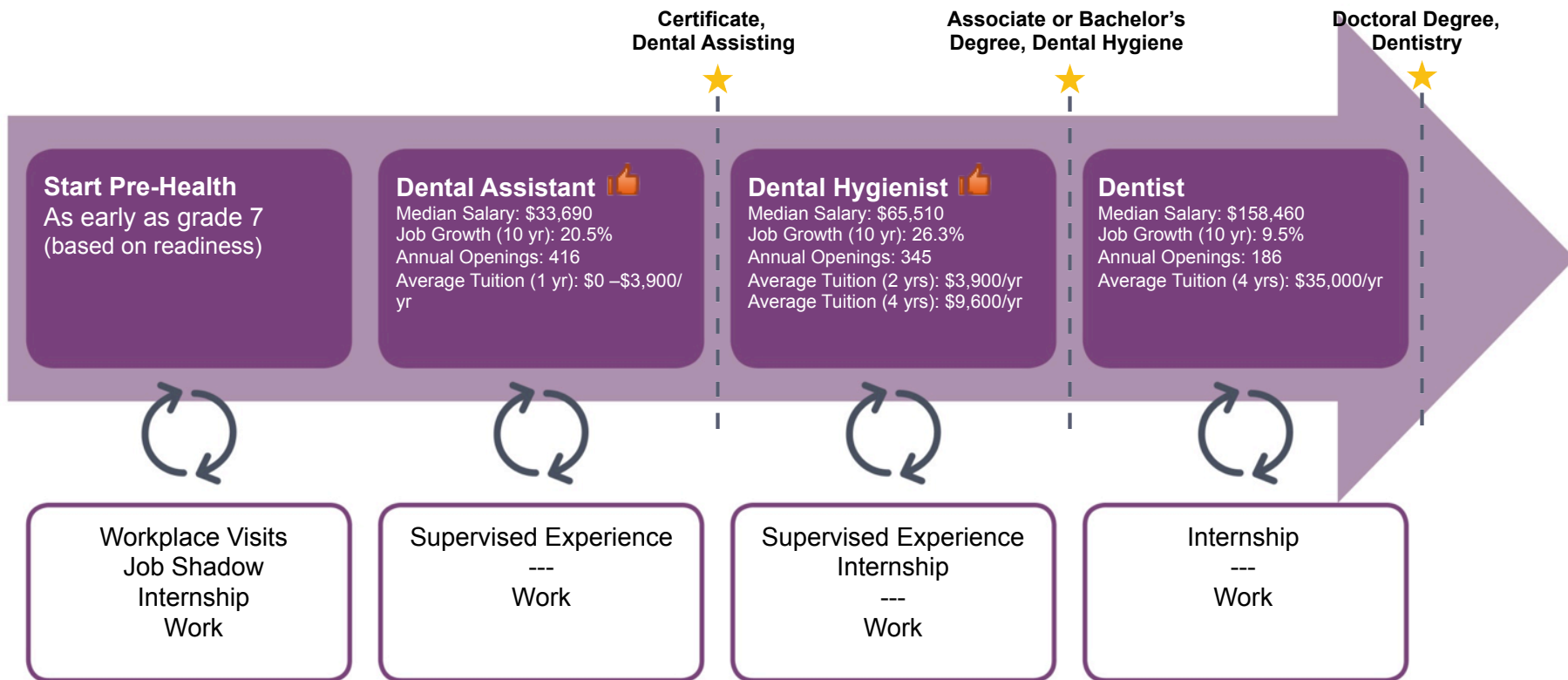
LIFELONG LEARNING

Career Preparation and Fulfillment (e.g.: pursue career interests, engage in career-based learning related to established goals, access and navigate resources that lead to continued growth and development, reflect on goals and adjust plans according to economic and interest changes)

- Advanced education and training programs
- Apprenticeships
- Career mentorships
- Cooperative education programs
- Economic viability
- Industry credentials
- Internships
- Professional development
- Reflective career evaluation and changes
- Service learning
- Successful work experiences
- OhioMeansJobs



Health Science Career Pathway



Provided by middle schools, high schools, employers, Ohio Tech Centers, and colleges.

Preparing students for multiple options after high school:
gainful employment and/or postsecondary study.

Ohio In-demand Occupations

Data reflects 2014 Ohio labor statistics and public institutions of higher education for 2013-2014. For specific tuition costs, visit ohiohighered.org.



Health Science Career Pathway

Secondary Pathway: **Allied Health and Nursing**

Postsecondary Program: **Dental Hygiene**

An Example of Courses with Secondary and Postsecondary Credits

Secondary	7 8	English I	Algebra I	Physical Science	Social Studies	Fine Arts	Health Science & Technology		
	9 10	English II	Geometry	Biology	World History	Health (.5) PE (.5)	Principles of Allied Health	World Languages	
	11	English III	Algebra II	Chemistry	U.S. History	Dental Technology	Medical Terminology	World Languages	
	12	English IV	Trigonometry/ Calculus	Anatomy & Physiology	U.S. Government	Dental Radiography	Oral Diagnosis & Treatment Planning		
Postsecondary	Year 1 1st Semester	College Seminar	Human Patho-physiology	Dental Anatomy & Physiology	Dental Hygiene Pre-Clinic	Intro to Dental Hygiene	Periodontology I	Preventive Concepts	Techniques I
	Year 1 2nd Semester	English	Intro to Microbiology	Techniques II	Clinic I	Oral Pathology	Periodontology II	Community Health Concepts	Dental Radiography
	Year 2 1st Semester	Interpersonal Communication	Community Health	Techniques III	Clinic II	Sociology	Pharmacology	Dental Materials	Pain Management
	Year 2 2nd Semester	Oral Communication	College Algebra	Techniques IV	Clinic III	Psychology	Dental Hygiene Case & Concepts	Humanities Elective	

High School Career-Technical Education Program Courses

High School Courses for Postsecondary Credit (Including Apprenticeship Hours) and the Corresponding Postsecondary Courses

Required Courses

Recommended Electives

Visit education.ohio.gov/CareerConnections for reference information.

Course titles and sequences will vary between schools.

11/2014

OhioMeansJobs.com



Ohio.gov

Individuals

GET STARTED



Employers

GET STARTED

Click on me to see a video to learn
more about OhioMeansJobs

Search Jobs

GET STARTED



IN-DEMAND
CAREERS



K-12
STUDENTS



ONLINE
TRAINING



EMPLOYMENT
PROGRAMS



VETERANS



EVENTS



CAREER
PATHWAYS



BUDGET
CALCULATOR



OCCUPATIONAL
SEARCH



CAREER
PROFILE



BACKPACK



OHIOMEANSJOBS
CENTERS



Backpack – Ongoing Individualized Planning



Welcome,
Carolyn George

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[PRINT](#)

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Career Cluster Inventory

TOP 5 RANKED CAREER CLUSTERS

Finance	10
Information Technology	10
Construction Technologies	9
Government and Public Administration	8
Hospitality and Tourism	8

[VIEW RESULTS](#)

Career Plans

2 OF 5 CAREER PLANS

Dental Hygiene Updated 7/24/2014	33 % complete	✕
Food Scientists and Technologists Updated 7/24/2014	0 % complete	✕

[CREATE A NEW CAREER PLAN](#)

Assessments and Training

COMPLETED ASSESSMENTS	SCORE	COMPLETION DATE
ACT® English Practice Test 1	1/36	7/15/2014

[VIEW TESTS](#)

Calendar

UPCOMING EVENTS

- Submit online application 2/14
- Visit a workplace 3/3
- Submit Transcript 4/10

Visit the [Events](#) page or schedule deadlines for career activities in your own custom [Career Plan](#).

[VIEW CALENDAR](#)

Careers I'm Interested In

2 OF A MAXIMUM 10 OCCUPATIONS

- ☐ Dental Assistants [✕](#)
- ☐ Dental Hygienists [✕](#)

[COMPARE](#) Select 2

Resumes

PUBLIC RESUME RATING

0 in the last 30 days

[MANAGE RESUMES](#)

For your Job Search

SAVED SEARCHES

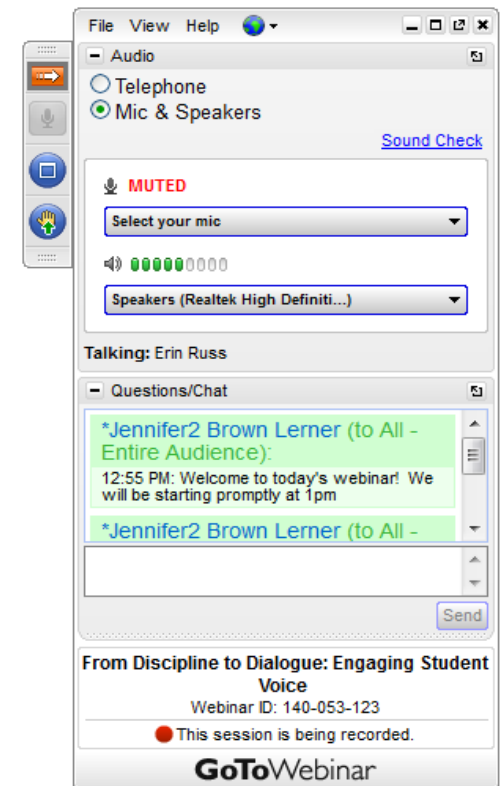
1 of possible 10 searches

[VIEW SEARCHES](#)

Ohio
MEANS
Jobs

Audience Q&A

To submit live questions, please use the “Questions” box





Linked Learning Long Beach Unified School District

Cynthia Bater
Program Administrator, Linked Learning

Long Beach Unified School District



2007 LBUSD Board approved Academic & Career Success Initiative.

All students graduate ready for post secondary and career options. Ensures a rigorous and relevant experience for all students.



2008 LBUSD, LBCC, and CSULB signed Long Beach College Promise. 2014 LB Mayor signed on.

Extending the promise of a college education to every student in the Long Beach Unified School District.

Includes tuition free first year at LBCC.

Priority admission at CSULB.



2009 received Linked Learning Implementation Grant.

Approach to education that integrates college-focused academics, technical skills, work-based learning and intensive student supports.

College and Career Readiness

STUDENT OUTCOMES

Secondary
Completion



Postsecondary
Completion



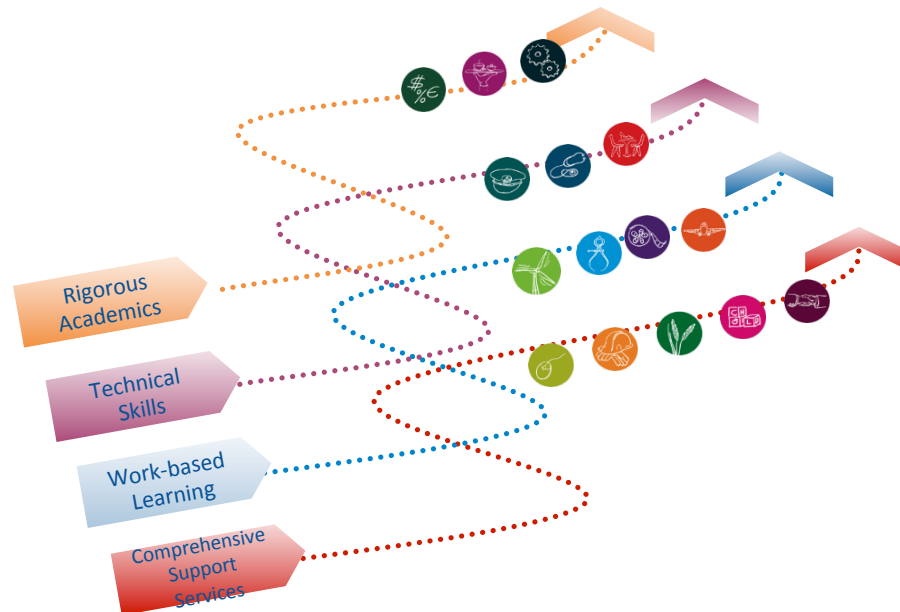
Industry
Credential
Completion



Entry into
Viable
Employment



Integrated K-14/16 Career Pathways aligned with Workforce Needs of
15 Industry Sectors



APPROACH
TO
ACHIEVING
STUDENT
OUTCOMES:
LINKED
LEARNING

Under the umbrella of the Linked Learning approach there are different delivery models. In Long Beach there are:

- **Small career-themed schools**-less than 1000 students-Typically focused on one or two Industry Sectors, such as Engineering and Biotechnology.
- **Small career-themed pathways** in a large comprehensive high school-May have up to six pathways.
- **Career Academy Pathways:** May be found in a small or large high school and defined by specific metrics and criteria.

California Partnership Academies(CPA) The CPA model is a three-year program (grades ten-twelve) structured as a school-within-a-school.

National Academy Foundation Academies (NAF) NAF academies are organized around one of five career themes – Finance, Hospitality & Tourism, Information Technology, Health Sciences, or Engineering.



Linked Learning Career Pathways in Long Beach

- Wall-to-wall Linked Learning career pathways in 8 high schools.
 - District wide Choice process enables each student to choose a pathway based on interest.
 - Every student is enrolled in a pathway including Special Education and English Language Learners
- 42 pathways representing 14 of 15 California Industry Sectors.
 - Three CPA's
 - Four NAF Academies

LBUSD Graduate Profile



Graduates will develop and manage a personal education and career plan, and demonstrate application of academic and technical competencies to a chosen career field.



College and Career-Ready Scholar

LBUSD College and Career Graduate Profile

All students will attain proficiency in the core content areas and graduate from high school prepared for post-secondary and career options. Students will grow into life long and self-directed learners and will become proficient in new areas through research and inquiry. Above and beyond academic proficiency and meeting graduation requirements, students will become

Graduates will demonstrate leadership qualities through the ability to effectively communicate, collaborate, innovate, and think creatively.



Effective Communicator and Collaborator

Graduates will understand the nature of problems, create innovative solutions, and make informed decisions by using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.



Critical and Innovative Problem Solver

Ethical Decision Maker






Graduates will display personal and professional integrity by demonstrating leadership, effective decision-making, and ethical personal and professional management skills.

Adaptable and Productive Citizen



Graduates will act as a productive citizen by demonstrating responsibility and flexibility in fulfilling personal, professional, and community expectations.

Effective Communicator and Collaborator

Student Outcome The 'what' we want our students to know and be able to do	Graduate Profile Alignment Map		
<p>Graduates will demonstrate leadership qualities through the ability to effectively communicate, collaborate, innovate, and think creatively.</p> <div data-bbox="65 448 465 529">  Outcome  </div> 	ELA and Literacy Common Core State Standards; College and Career Ready Descriptors (pg. 7)	Standards for Mathematical Practice	Standards for Career Ready Practice
	Performance Indicators The 'how' students will demonstrate knowledge and skills	Performance Criteria and Evidence The 'how well' and 'how we will know'	
	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate the ability to adapt appropriately to various audiences and use a variety of communication methods and tools. Articulate the value of a collaborative environment Demonstrate the ability to use technology effectively Apply the skills of communication Positively collaborate, demonstrating versatility and flexibility in difficult situations. Demonstrates understanding of both big picture thinking and attention to detail. <div data-bbox="633 782 1180 1076"> The How </div>	<p>How Well:</p> <ul style="list-style-type: none"> Literacy and Instructional Leadership Team Implementation Plan – Making Meaning <ul style="list-style-type: none"> U1. Continued study and application of the CCSS and their learning progressions, supported by the Linked Learning approach, lead to high quality instruction using appropriate scaffolds when needed to ensure all learners meet expectations. U2. Regular practice of the standards for students to develop the mature habits of mind they need in order to be successful in the 21st century. <p>How We Will Know:</p> <ul style="list-style-type: none"> Literacy and Instructional Leadership Team Implementation Plan – Evidence of Learning <ul style="list-style-type: none"> Teacher self-assessment on Instructional Practice Implementation Tool High School Collaborative Inquiry Visit Data Collection 9-12 Content Literacy Sample Evidence of Understandings Linked Learning Quality Review Evidence of the Essential Elements (OPTIC) Smarter Balanced Assessments <div data-bbox="1290 782 1837 1076"> How Well </div>	

Growing and Sustaining Linked Learning through Professional Development

Professional development is designed to develop Linked Learning classrooms through:

- Effective Teaching Practices
- Academic and Technical Content
- Common Core implementation
- Project Based learning-(Disciplinary and interdisciplinary)

Infused with:

- Industry theme integration
- Real world application
- Integrated curriculum
- Work based learning experiences

Grade level teams as well as site administrators attend multiple professional development trainings.

Linked Learning approach is embedded into the Beginning Teachers Support and Assessment induction program.(BTSA)

College and Career Readiness

STUDENT OUTCOMES

Secondary
Completion



Postsecondary
Completion



Industry Credential
Completion



Entry into Viable
Employment



APPROACH TO ACHIEVING OUTCOMES

Integrated K-14/16 Career Pathways aligned with Workforce Needs of
15 Industry Sectors



RESOURCES & INITIATIVES SUPPORTING THE APPROACH

SB 1070
Pathways &
Transitions

AB 790
Linked Learning
Pilot

CTE
Incentive
Grant

Career Pathway
Trust Grant -
Health

AB 288
Dual Enrollment

Perkins
Career Technical
Education Grant

CTE
Transition
Grant

Career Pathway
Trust Grant —
Advanced
Manufacturing &
Engineering

Governors
Innovation
Award

Local Control
Accountability



Long Beach Unified School District



LBUSD Cohort Graduation Rate Data & Drop-out Rate Data

Year	Graduation Rates			Drop-out Rate
2014/15	81.0%			11.6%
2009/10		75.9%		13.2%

UC A - G Rate

2014/15	49.0%
2009/10	36.8%

Scholarships

2014/15	\$ 96.0 million
2009/10	\$ 51.5 million

Students Enrolled in Postsecondary Education

Within one year 75%

Within two years 80%

Long Beach Unified School District

Long Beach College Promise College and Career Readiness

COMMON STUDENT OUTCOMES

Secondary
Completion



Postsecondary
Completion



Industry
Credential
Completion



Entry into
Viable
Employment



APPROACH TO ACHIEVING STUDENT OUTCOMES

Integrated K-14/16 Career Pathways aligned with Workforce Needs of
15 Industry Sectors



RESOURCES & INITIATIVES SUPPORTING THE APPROACH

SB 1070
Pathways &
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CTE
Incentive
Grant

Career Pathway
Trust Grant - Health

AB 288
Dual Enrollment

Perkins
Career Technical Education
Grant

CTE
Transition
Grant

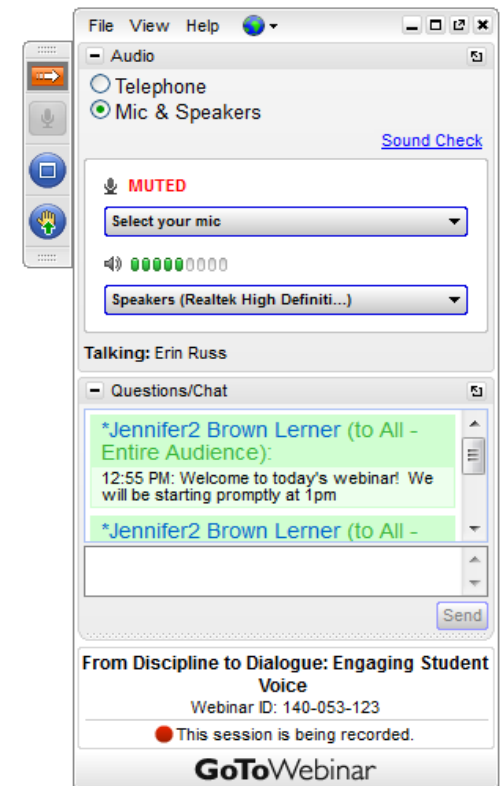
Career Pathway
Trust Grant —Advanced
Manufacturing &
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Award

Local Control
Accountability

Audience Q&A

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College and Career Readiness and Success Center

Designing a Career Pathways System: A Framework for State Education Agencies

GeMar Neloms

Senior Technical Assistant Consultant

February 10, 2016

David Blumenthal

Researcher

**COLLEGE & CAREER
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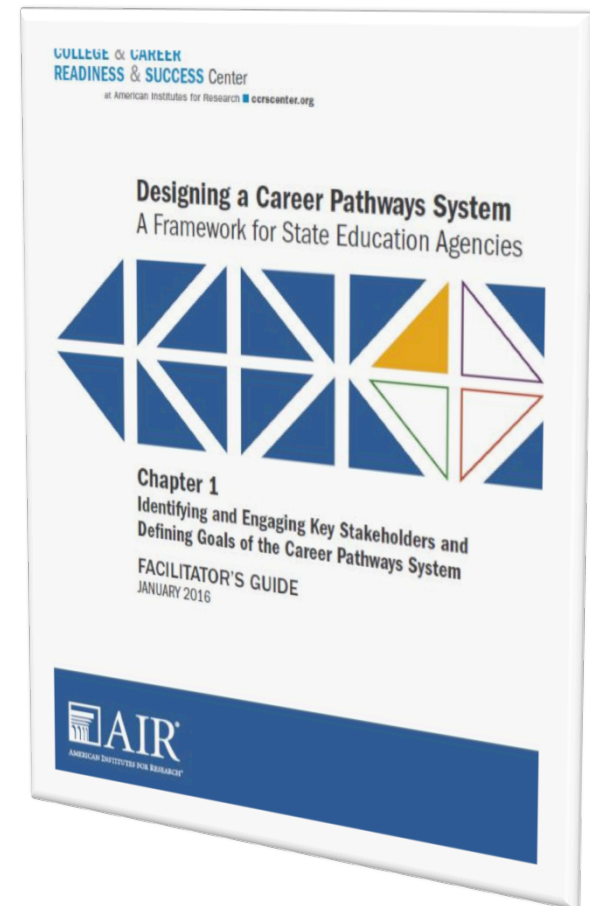
at American Institutes for Research ■



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Policy Forum

Designing a Career Pathways System: A Framework for State Education Agencies

- A guide for facilitators at a State Education Agency (SEA)
- Includes guide, handouts and supplementary resources, and PowerPoint Presentation
- Lead SEA through process of designing and implementing a career pathways system



Designing a Career Pathways System: A Framework for State Education Agencies



Labor Market Gap Analysis

After identifying the key career readiness policies and programs, the facilitator will need to identify the growing industries within the state. Aligning career pathways with future labor market needs will increase the chances that students will be able to secure gainful employment. Youth who consider and pursue a career in growing business and industry sectors also create a pipeline of trained employees for these employers.



To prepare for this discussion, the facilitator identifies the growing industries and occupations and completes the **Handout 2B: Labor Market Gap Analysis Template**. When completing the template, the facilitator should have access to key information about each occupation:

- ▶ Annual job openings
- ▶ Number of qualified annual applicants
- ▶ Projected annual gap in qualified applicants
- ▶ Projected 10-year gap in qualified applicants

This information will be used with stakeholders to identify and prioritize growing industries. Facilitators can find examples of this information through federal resources such as O*NET OnLine or the Bureau of Labor Statistics, state resources such as the state workforce commission or Department of Labor, and additional resources such as One Stop Career Center or chambers of commerce.

Note: The facilitator will need to use the template table for as many industries as will be the focus of this analysis. Because this work is time intensive, the facilitator may wish to include additional staff within and outside of the facilitator's agency, such as regional comprehensive center staff or staff from other agencies, to locate the information.





If the career pathways system will include micro-economies, that is, economies with greater regional, county, or municipal significance than statewide significance, this information should be included in the mapping process.

The Career One Stop website uses federal labor data to identify each state's growing careers. This site is a good place to start when researching the information necessary to complete the table. Information on related occupation policies or programs will be preliminary as it will likely be refined once the facilitator convenes the stakeholders and discusses the information.

Data available through public sources are typically lagging. There are real-time labor market information sources that are usually available for a fee. Costs range from \$5,000 to \$10,000 for a single-user, one-year license. (Source: http://www.jtl.org/sites/default/files/publications/VendorProductReview_041712.pdf)

Group Activity: Interpreting the Data

Post your notes on the SWOT grid.

Strengths 	Weakness 
Opportunities 	Threats 

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at American Institutes for Research

Designing a Career Pathways System: A Framework for State Education Agencies

- Chapter 1: Identifying and Engaging Key Stakeholders and Defining Goals of the Career Pathways System
- Chapter 2: Mapping and Assessing Career Readiness Policies, Programs, and Industries
- Chapter 3: Designing a Career Pathways System Framework
- Chapter 4: Planning for Implementation and Continuous Improvement

Chapter 1: Identifying and Engaging Key Stakeholders and Defining Goals of the Career Pathways System

- Involvement of key stakeholders in design and planning process
- Clarifying roles & responsibilities
- Build stakeholder knowledge
- Define goals & prioritize career pathway elements

Assign Stakeholder Roles and Responsibilities

To design a career pathways system, the facilitator will need to secure a number of resources, both human and financial. Participating stakeholders need the knowledge, skills, and experience to build, scale, and sustain a career pathways system as well as a vested interest. After identifying which agencies, organizations, and stakeholders the facilitator wants to invite to participate, the facilitator should think about what role each stakeholder will play and when in the development process those stakeholders will be most engaged. Some stakeholders may play a critical role at the beginning of the initiative, such as the initial design of the system, while other stakeholders may play a critical role later, such as the development or implementation resources. Exhibit 1 and Table 3 identify key roles that stakeholders need to play for the initiative to be successful.

Exhibit 1. Key Stakeholder Roles

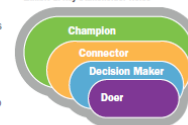


Table 3. Key Roles for Stakeholders

Role	Responsibilities	Number or Type of Stakeholders
Champion	<ul style="list-style-type: none">• Advocate for a statewide career pathways system to their network.• Leverage position, connections, or relationships to build buy-in for the initiative.• Share information with broader stakeholders.• Represent stakeholders at all levels, such as teachers, program administrators and policy advisors.	Everyone should be a champion in some capacity, as everyone has a responsibility to advocate for the initiative. However, there should be key individuals who have influence and visibility to secure resources and political will to move the career pathways work forward. It is understood that these champions may not have time to do all of the career pathways work, so champions may designate staff to complete the work.
Connector	<ul style="list-style-type: none">• Make connections between people and initiatives.• Leverage and identify resources.• Share information with stakeholders.	There should be a few key people involved who can make connections with other work or resources across the state.

Chapter 2: Mapping and Assessing Career Readiness Policies, Programs, and Industries

- Understand state's career pathways landscape
- Mapping inventory of career readiness policies & programs
- Initiate labor market gap analysis



Prioritizing State Labor Market Gaps (Slides 10-16)

During the meeting, the facilitator:

- Focuses the discussion on the labor market information collected prior to the meeting to identify where industries align with existing policies and programs; participants prioritize which industries the group should focus on for developing a career pathways system.
- Identifies how well the data resonate with the real-life experience of the stakeholder group members.
- Narrows the scope of occupations that the group will consider for inclusion in a career pathways system by discussing any overlap among the growing occupations and the existing programs, policies, and funding streams, especially those over which group members have any influence.
- Writes out on chart paper the industries that will be voted on; see Exhibit 1 for an example of how this information could be captured.
- Asks stakeholders to select their top number of industries (based on the individual state) they want the facilitator to collect more detailed information on. The number of votes and rounds of voting will depend on the number of industries identified in the labor market analysis as well as the information collected on those industries. As a result, this activity should be modified accordingly.

Exhibit 1. Prioritized Industries Sample

Industry	Vote	Industry	Vote
Industry 1	●●○	Industry 4	●
Industry 2	●●○	Industry 5	●●○
Industry 3	●●●○	Industry 6	

Note: The facilitator will gather information on the prioritized industry occupations, including knowledge, skills, and dispositions required for graduates entering the workforce. This prioritized industry information will be reviewed at the next stakeholder meeting.

Chapter 2 Summary and Desired Outcomes

The goal of Chapter 2 was to create a list of industries and occupations that are growing within the state or states in the region. By the end of this chapter, the stakeholder group will have participated in a discussion about how these industries and occupations relate to the goals identified in Chapter 1. As a result of this discussion, the facilitator will have a list of prioritized industries to focus on in the next meeting for an in-depth discussion of the knowledge, skills, competencies, and dispositions needed for entry-level workers.

Chapter 3: Designing a Career Pathways System Framework

- Complete & review labor market gap analysis
- Identify experts from target industries
- Prioritize industry focus & develop industry-specific pathways system

- ▶ What are the key skills, knowledge, competencies, dispositions, and wage earnings that graduates need for the industry?
- ▶ Are there examples or models from other states or other organizations for how a career pathway was developed or designed for this industry? Are there examples of course sequences that can be shared?
- ▶ What additional guidance, information, or recommendations would this stakeholder group consider?
- ▶ Are there specific employability skills that are important for graduates to possess to be successful in this industry?

It may be difficult for industry experts to speak to other state examples; however, other organizations and partners such as RDC staff can help identify examples in the field.

Also, because this presentation will be a deep-dive, the facilitator may try to anticipate questions that the stakeholder group may have and use that information to guide the industry experts on their presentation.

The expert(s) should share the expert presentations during the next in-person stakeholder session.

Interpret Career Pathways System Data

Prior to the in-person meeting, the facilitator will want to prepare select materials for the group activities. The first group activity that requires preparation is when the group interprets career pathways system data. For this activity, the facilitator will develop a strengths, weaknesses, opportunities, and threats (SWOT) grid on chart paper for each of the prioritized industries.

- ▶ Strengths are characteristics of a career pathway for the industry that give it an advantage relative to others.
- ▶ Weaknesses are characteristics of a career pathway for the industry that place it at a disadvantage relative to others.
- ▶ Opportunities are elements that the industry could exploit to its advantage when pursuing a career pathway.
- ▶ Threats are the elements in the environment that could cause trouble for the industry when it pursues a career pathway. The stakeholder group should develop this table for each prioritized industry it discusses.

The Office of Career, Technical, and Adult Education identifies nine overarching employability skills:

- Applied Academic Skills
- Critical Thinking
- Interpersonal Skills
- Personal Qualities
- Resource Management
- Information Use
- Communication Skills
- Systems Thinking
- Technology Use

Additional information on the Employability Skills Framework is available here: http://cta.ed.gov/employabilityskills/index.php/framework/workplace_skills

Exhibit 1. SWOT Analysis Template


Prioritized Industry 1	
Strengths	Weaknesses
Opportunities	Threats

Chapter 4: Planning for Implementation and Continuous Improvement

- Develop comprehensive work plan & monitor implementation
- Identify short and long-term metrics
- Engage stakeholders in reflection on the implementation process

The facilitator should continue to ask this question while breaking down the requirements of the work into increasingly specific action steps. The facilitator will know the work is broken down sufficiently when he or she can answer the following questions:

- ▶ Can I estimate the time and cost for this requirement?
- ▶ Is there sufficient detail for whoever is assigned to move forward?
- ▶ Is there sufficient detail so that whoever is assigned can be held accountable for the outcome?

 **Handout 4A: Pathways Requirements Document, Part 2** provides a format for breaking down the work of the project.

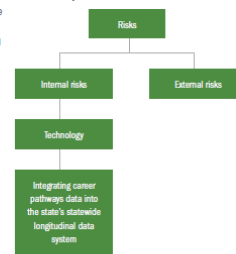
Identify Risks and Define Quality Metrics

When preparing for this activity, the facilitator will identify any potential risks related to the overall project. Risk is related to an uncertain event and can affect the project positively or negatively. The facilitator creates the initial list of risks that will act as a roadmap and defines the level of risk tolerable for the project, how risks will be managed, and metrics for determining success. The facilitator will use **Handout 4C: Risk Breakdown Document** to identify the risks and be prepared to share this handout with the group during the next convening. Exhibit 1 is an example of a completed version of **Handout 4C: Risk Breakdown Document**.

After identifying the risks, the facilitator will begin to brainstorm quality indicators for the project. The facilitator will want to identify which stakeholders have the knowledge and expertise to determine the indicators of project success. Consider the stakeholders identified in Chapter 1, who have expertise in education and workforce data systems such as the following:

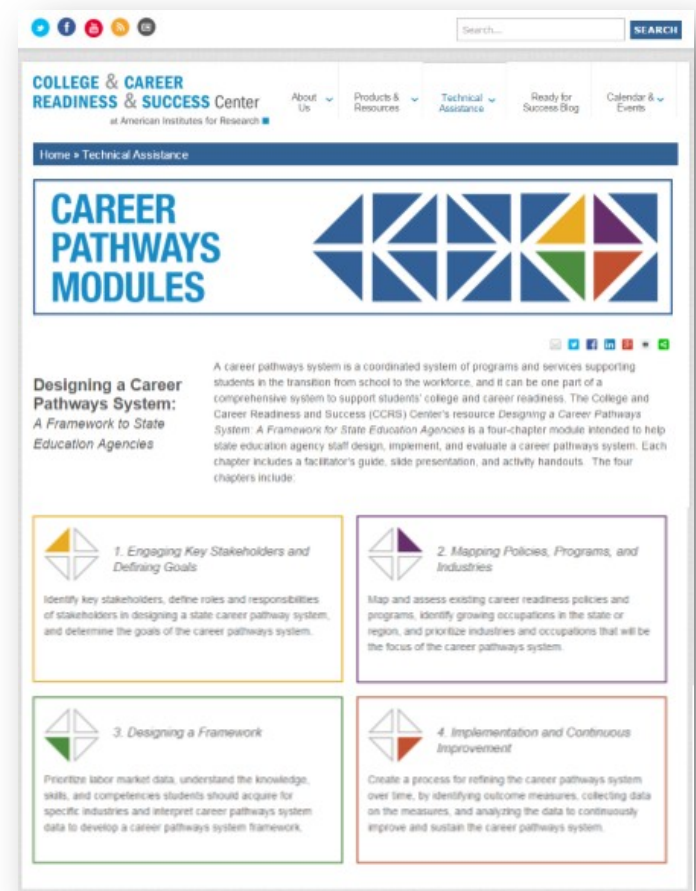
- ▶ K-12
- ▶ Postsecondary
- ▶ Career and technical education
- ▶ Business/Industry/Workforce
- ▶ Policy/Legislative
- ▶ State data directors
- ▶ State longitudinal data system administrators
- ▶ State labor data system administrators

Exhibit 1. Sample Handout 4C: Risk Breakdown Document



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www.ccrscenter.org/technical-assistance-networks/career-pathways-modules



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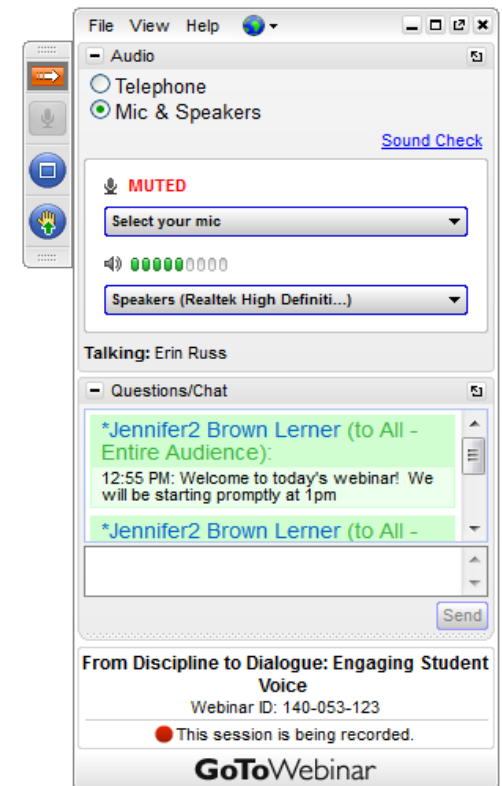
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THANK YOU

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