

Career Pathways—Leveraging CTE to Enhance Learning for All Students

Part 2: Understanding the State Context to Inform Career Pathways Design

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College and Career Readiness and Success Center (CCRS Center)

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Who?

State
Department
of Education
Agencies

What?

Build SEA
capacity to
implement college
and career ready
policies

How?

Provide technical
assistance,
including targeted
and intensive
support

Why?

Career pathways
can align
academic learning
and career
readiness skills

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Career Pathways Webinar Series

Webinar Title	Webinar Date
Engaging Key Stakeholders in the Career Pathways Design Process	Thursday, July 14, 2016, 3:00–4:00 p.m. ET
Understanding the State Context to Inform Career Pathways Design	Tuesday, July 19, 2016, 3:00–4:00 p.m. ET
Creating Coherence With Career Pathways	Monday, July 25, 2016, 4:00–5:00 p.m. ET

Today's Objectives

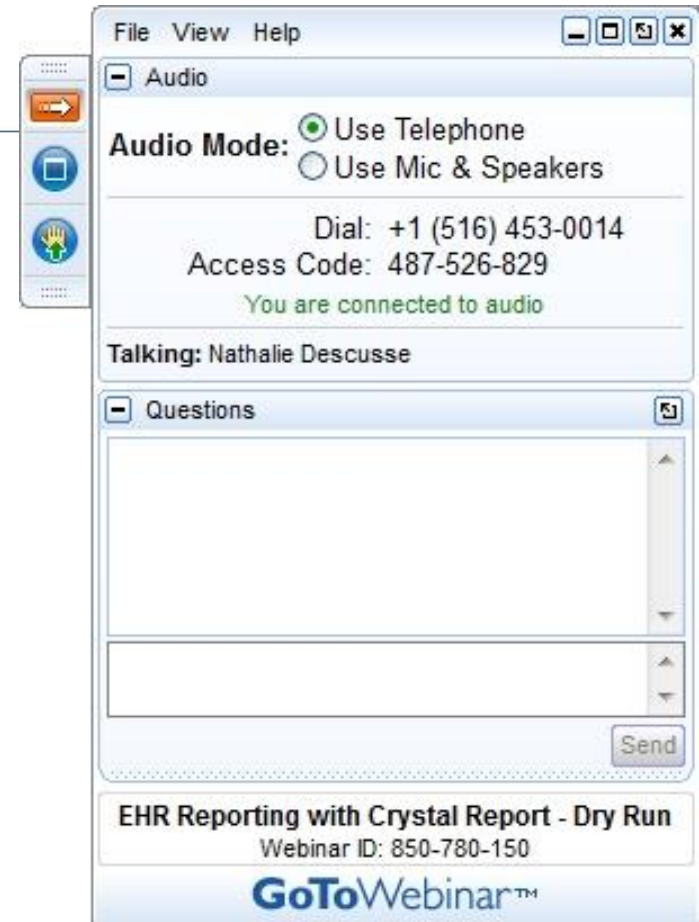
- Explore why mapping policies, practices, and programs is important to career pathways.
- Learn how Missouri has aligned key career pathways efforts through its Career and Technical Education (CTE) Funding Project.
- Share resources that can be used to map policies, practices, and programs.

Engaging With Us

Postevent feedback
survey



Recorded webinar
<http://www.ccrscenter.org/products-resources/ccrs-center-webinars-events>



Today's Presenters



Chaney Mosley, Ph.D.
Content Expert, CCRS Center



Dennis Harden
Coordinator, CTE, Missouri Department of
Elementary and Secondary Education



Catherine Jacques
Technical Assistance Lead, CCRS Center

Polling Question 1

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Understanding State Context

Chaney Mosley, CCRS Center

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Importance of Mapping Policies, Programs, Industries, and Practices

- **Every Student Succeeds Act (ESSA)**
 - Academic standards aligned with CTE
 - Career guidance
 - Definition of “well-rounded education”
- **Carl Perkins Act**
 - CTE programs aligned with workforce needs
 - Alignment with aspects of ESSA and the Workforce Innovation and Opportunity Act
- **Opportunity for state and local alignment**

Best Practices for Mapping Policies, Programs, Industries, and Practices

- Begin by identifying the questions you need to answer.
- Take inventory of existing secondary and postsecondary education, labor, and industry programs and policies.
- Consider using existing regions to inform labor market scans.
- Identify opportunities for and barriers to aligning programs and policies.
- Conduct a labor market gap analysis, beginning with federal labor data (look at current and projected openings and applicants).
- Gather additional data, convene stakeholders, and discuss.

Anticipated Outcomes of Mapping and Assessing

- Leads to a focused discussion with stakeholders
- Identifies how well data from mapping aligns with stakeholder experience and perspectives
- Allows for data-driven discussion
- Narrows the industries and programs being considered for inclusion
- Provides multiple artifacts, leading to an informed decision
- Promotes greater coherence among programs, industries, and practices

Authentic Engagement When Mapping and Assessing

- Aligned with shared vision and goals of stakeholders
- Legwork has been completed before engaging stakeholders
- Collected data is available and shared
- Relies on knowledge and understanding of industries based on actual experience
- Well defined and facilitated structure for the mapping process

Missouri's Approach to Mapping Policies

Dennis Harden, Missouri Department of Elementary and Secondary Education

Missouri CTE Funding Project

- October 2015 – Charged by Missouri Department of Elementary and Secondary Education (DESE) leadership to revise funding structure for CTE programs
- Current funding structure in place since 2001; frozen in 2005 due to new data system implementation

CTE in Missouri

- Area career centers: 57
 - Four located on community college campuses
- Comprehensive high schools (including one charter school): 437
- State technical college: 1
- Community college districts: 12
- Four-year institutions (associate's degree and certificate programs): 7
- State agencies (Perkins funding only): 2

CTE Funding in Missouri

Federal Perkins **\$21,345,135**

- 85 percent—Distributed through a formula to LEAs
- 15 percent—Leadership and administration

State General Revenue **\$50,069,028**

- 96 percent—Distributed locally through salaries, grants, and Effectiveness Index Formula (EIF)
- 4 percent—Leadership, professional development, and special projects

Local **\$162,000,000 +**

- As reported by school districts in their annual board reports.

Ad Hoc CTE Funding Committee

- Convened in December 2015
- Purpose: To review, revise, and make recommendations to DESE regarding CTE salary funding
- New funding plan in place for the 2017–18 school year
- Facilitated by Central Comprehensive Center, CCRS Center, and Center on Innovation in Learning in conjunction with staff from Office of College and Career Readiness

Process

- Held six convenings over seven-month period: five face-to-face meetings and one informational webinar
- Began by using the *Designing a Career Pathways System: A Framework for State Education Agencies* process developed by the CCRS Center
- *Module 1: Identifying and Engaging Key Stakeholders and Defining Goals of the Career Pathways System* was used as a basis for designing the workflow for state staff, facilitators, and the Ad Hoc Committee

Outcomes

- New policy that aligns our Common Criteria and Quality Indicators for CTE Programs with a revised funding structure
- Work with the CCRS Center to implement Career Pathways Advisory Boards

Resource Mapping Policies

Catherine Jacques, CCRS Center

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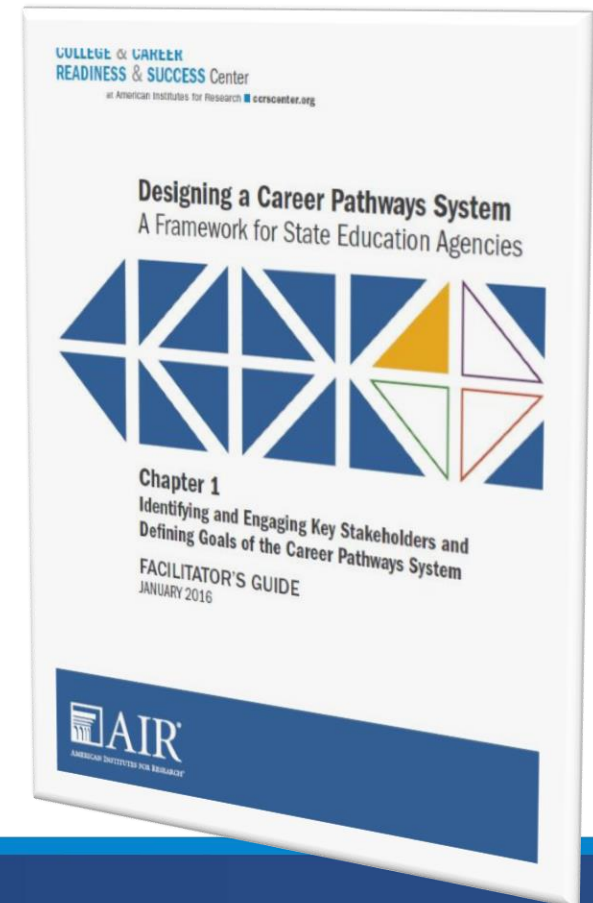
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Career Pathways Module: A Framework for SEAs

- Includes
 - Facilitator guide
 - Handouts and supplementary resources
 - Slide presentation
- Leads SEA through designing and implementing a career pathways system.

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



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.jtf.org/sites/default/files/publications/VendorProductReview_041712.pdf)

Group Activity: Interpreting the Data

Post your notes on the SWOT grid.

<p>Strengths</p> 	<p>Weakness</p> 
<p>Opportunities</p> 	<p>Threats</p> 

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Career Pathways Modules



1. Engaging Key Stakeholders and Defining Goals

Identify key stakeholders, define roles and responsibilities of stakeholders in designing a state career pathway system, and determine the goals of the career pathways system.



2. Mapping Policies, Programs, and Industries

Map and assess existing career readiness policies and programs, identify growing occupations in the state or region, and prioritize industries and occupations that will be the focus of the career pathways system.



3. Designing a Framework

Prioritize labor market data, understand the knowledge, skills, and competencies students should acquire for specific industries and interpret career pathways system data to develop a career pathways system framework.



4. Implementation and Continuous Improvement

Create a process for refining the career pathways system over time, by identifying outcome measures, collecting data on the measures, and analyzing the data to continuously improve and sustain the career pathways system.

Chapter 2: Mapping Policies, Programs, and Industries

- Understand a state's career pathways landscape
- Conduct an inventory of career readiness policies and programs
- Initiate a 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 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.

Career Pathways Chapter 2 Facilitator's Guide



Chapter 2: Mapping Policies, Programs, and Industries

- Handout 2A: Career Readiness Policies and Programs Mapping Inventory

Administrator and Funding Stream	Name and Purpose	Target Population and Major Components	Timeline	Potential Barrier to Alignment	Potential Opportunity for Alignment	No Impact
State educational agency Funding stream:						
State higher education agency, including community colleges Funding stream:						
State labor agency Funding stream:						
State economic development agency Funding stream:						

Chapter 2: Mapping Policies, Programs, and Industries

■ Handout 2B: Resources for Surveying Local Practices

Name of Survey	Description
Alaska teacher survey* Donnelly, K. (2013). <i>Professional development needs of Alaska's career & technical education teachers: An assessment.</i>	This resource describes the results of a survey conducted to assess the professional development needs of CTE teachers in Alaska. Survey items and questionnaires are included. This resource also offers recommendations related to professional development for CTE teachers.
Idaho superintendent survey* Cannon, J. G., Kitchell, A., & Tenuto, P. (2013). <i>District superintendent perceptions of Idaho secondary CTE teachers' professional development needs.</i>	This study examined Idaho superintendents' perceptions of CTE teachers' professional development needs and offers recommendations for CTE inservice planning. Survey items are included.

■ Handout 2C. Tips for Developing Surveys

- Question type
- Question wording
- Survey structure
- Programming online surveys

Chapter 2: Mapping Policies, Programs, and Industries

■ Handout 2D: Labor Market Gap Analysis Template

[Name of Career Pathway] [Name of Related Industry]	[Occupation 1]	[Occupation 2]	[Occupation 3]	[Occupation 4]	[Occupation 5]
Median salary					
Annual job openings	[###,###]	[###,###]	[###,###]	[###,###]	[###,###]
Qualified annual applicants	[###,###]	[###,###]	[###,###]	[###,###]	[###,###]
Projected annual gap	[###,###]	[###,###]	[###,###]	[###,###]	[###,###]
Projected 10-year gap	[###,###]	[###,###]	[###,###]	[###,###]	[###,###]

Additional Resources for Mapping Policies

- Altstadt, D. (2011, September). *Aligning community colleges to their local labor markets*. Boston, MA: Jobs for the Future. Retrieved from http://www.joycefdn.org/assets/1/7/AligningCommunityColleges_LaborMarkets.pdf
 - Guidance on how to analyze labor market data to inform community college programs
- The Aspen Institute. (2014). *Using labor market data to improve student success*. Washington, DC: Author. Retrieved from <https://assets.aspeninstitute.org/content/uploads/files/content/docs/ccprize/LaborMarketDataGuide.pdf>
 - Guidance on how to use labor market data to design high school and community college initiatives

Additional Resources for Mapping Policies

- Cleary, J., & Van Noy, M. (2014). *A framework for higher education labor market alignment: Lessons and future directions in the development of jobs-driven strategies*. New Brunswick, NJ: Rutgers University. Retrieved from http://www.heldrich.rutgers.edu/sites/default/files/products/uploads/Dimension_of_Labor_Market_Alignment.pdf
 - Provides a framework for how to align labor market data with career pathways
- Mokher, C., Sun, C., & Pearson, J. (2015, October). *The CTE equation in Florida*. Arlington, VA: CNA. Retrieved from https://www.cna.org/cna_files/pdf/CIM-2015-U-011929.pdf
 - Provides insight into how labor market data influences career pathways

Questions

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Webinar 3: Creating Coherence with Career Pathways

Monday, July 25, 2016, 4:00–5:00 p.m. ET

Website: www.ccrscenter.org

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Feedback Survey

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