Career Pathways: From Ideas to Action, Tools for States

February 10, 2016

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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.

[Section 3(7) of WIOA]
Career Pathways: Six Key Elements

Source: U.S. Department of Labor, Employment & Training Administration (2016)
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 Systems project.
http://cte.ed.gov
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/

Website: http://cte.ed.gov
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 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

Start Pre-Health As early as grade 7 (based on readiness)

Dental Assistant
Median Salary: $33,690
Job Growth (10 yr): 20.5%
Annual Openings: 416
Average Tuition (1 yr): $0 – $3,900/yr

Dental Hygienist
Median Salary: $65,510
Job Growth (10 yr): 26.3%
Annual Openings: 345
Average Tuition (2 yrs): $3,900/yr
Average Tuition (4 yrs): $9,600/yr

Dentist
Median Salary: $158,460
Job Growth (10 yr): 9.5%
Annual Openings: 186
Average Tuition (4 yrs): $35,000/yr

Workplace Visits
Job Shadow
Internship
Work

Supervised Experience
--- Work

Supervised Experience Internship
--- Work

Internship
--- Work

Certificate, Dental Assisting

Associate or Bachelor’s Degree, Dental Hygiene

Doctoral Degree, Dentistry

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.

Data reflects 2014 Ohio labor statistics and public institutions of higher education for 2013-2014. For specific tuition costs, visit ohiohighered.org.
Secondary Pathway: **Allied Health and Nursing**

Postsecondary Program: **Dental Hygiene**

### An Example of Courses with Secondary and Postsecondary Credits

<table>
<thead>
<tr>
<th>Secondary</th>
<th>Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td>1st Semester</td>
<td>1st Semester</td>
</tr>
<tr>
<td>2nd Semester</td>
<td>2nd Semester</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Secondary</strong></th>
<th><strong>Postsecondary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>7 8</td>
<td>7 8</td>
</tr>
<tr>
<td>English I</td>
<td>College Seminar</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Human Pathophysiology</td>
</tr>
<tr>
<td>Physical Science</td>
<td>Dental Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Pre-Clinic</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Intro to Dental Hygiene</td>
</tr>
<tr>
<td>Health Science &amp; Technology</td>
<td>Periodontology I</td>
</tr>
<tr>
<td>9 10</td>
<td>9 10</td>
</tr>
<tr>
<td>English II</td>
<td>English</td>
</tr>
<tr>
<td>Geometry</td>
<td>Intro to Microbiology</td>
</tr>
<tr>
<td>Biology</td>
<td>Techniques II</td>
</tr>
<tr>
<td>World History</td>
<td>Clinic I</td>
</tr>
<tr>
<td>Health (.5) PE (.5)</td>
<td>Oral Pathology</td>
</tr>
<tr>
<td>Principles of Allied Health</td>
<td>Periodontology II</td>
</tr>
<tr>
<td>World Languages</td>
<td>Community Health Concepts</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>English III</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>Algebra II</td>
<td>Community Health</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Techniques III</td>
</tr>
<tr>
<td>U.S. History</td>
<td>Clinic II</td>
</tr>
<tr>
<td>Dental Technology</td>
<td>Sociology</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>World Languages</td>
<td>Dental Materials</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>English IV</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>Trigonometry/Calculus</td>
<td>College Algebra</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology</td>
<td>Techniques IV</td>
</tr>
<tr>
<td>U.S. Government</td>
<td>Clinic III</td>
</tr>
<tr>
<td>Dental Radiography</td>
<td>Psychology</td>
</tr>
<tr>
<td>Oral Diagnosis &amp; Treatment Planning</td>
<td>Dental Hygiene Case &amp; Concepts</td>
</tr>
</tbody>
</table>

### High School Career-Technical Education Program Courses

<table>
<thead>
<tr>
<th>High School Courses for Postsecondary Credit (Including Apprenticeship Hours) and the Corresponding Postsecondary Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
</tr>
<tr>
<td>Recommended Electives</td>
</tr>
</tbody>
</table>

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

Course titles and sequences will vary between schools.

11/2014
Backpack – Ongoing Individualized Planning

Welcome, Carolyn George

Career Cluster Inventory
TOP 5 RANKED CAREER CLUSTERS

- Finance – 10
- Information Technology – 10
- Construction Technologies – 9
- Government and Public Administration – 8
- Hospitality and Tourism – 0

Career Plans
2 OF 5 CAREER PLANS

- Dental Hygiene
  Updated 7/24/2014
  Score: 33% complete

- Food Scientists and Technologists
  Updated 7/24/2014
  Score: 0% complete

Assessments and Training

- ACT® English Practice Test 1
  Score: 1/30
  Completion Date: 7/15/2014

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.

Careers I’m Interested In
2 OF A MAXIMUM 10 OCCUPATIONS

- Dental Assistants
- Dental Hygienists

Resumes
PUBLIC RESUME

For your Job Search
SAVED SEARCHES
1 of possible 10 searches
To submit live questions, please use the “Questions” box
Linked Learning
Long Beach Unified School District

Cynthia Bater
Program Administrator, Linked Learning
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.
Long Beach Unified School District

College and Career Readiness

STUDENT OUTCOMES

APPROACH TO ACHIEVING STUDENT OUTCOMES: LINKED LEARNING

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
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

  - Three CPA’s
  - Four NAF Academies
Graduates will develop and manage a personal education and career plan, and demonstrate application of academic and technical competencies to a chosen career field.

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

LBUSD College and Career Ready Scholar

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 lifelong 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

Effective Communicator and Collaborator

Critical and Innovative Problem Solver

Ethical Decision Maker

Adaptable and Productive Citizen

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.

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

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

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

#### Aligned Inputs
The ‘how’ students will demonstrate knowledge and skills

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They consider multiple perspectives.

#### Performance Criteria and Evidence
The ‘how well’ and ‘how we will know’

**How Well:**
- Literacy and Instructional Leadership Team Implementation Plan – Making Meaning
  - 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 sessions to help students develop the maturity to adequately scaffold their learning needs.

**How We Will Know:**
- Literacy and Instructional Leadership Team Implementation Plan – Evidence of Learning
  - Teacher self-assessment on Instructional Practice Implementation Tool
  - High School Collaborative Inquiry Visit Data Collection
  - 9-12 Content Literacy Sample Evidence of Understanding
- Linked Learning Quality Review Evidence of the Essential Elements (OPTIC)
- Smarter Balanced Assessments

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**Updated: 6/15**
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

APPROACH TO ACHIEVING OUTCOMES

RESOURCES & INITIATIVES SUPPORTING THE APPROACH

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

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

Student Outcomes

Secondary Completion  
Postsecondary Completion  
Industry Credential Completion  
Entry into Viable Employment

Approach to Achieving Outcomes

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
## LBUSD Cohort Graduation Rate Data & Drop-out Rate Data

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rates</th>
<th>Drop-out Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>81.0%</td>
<td>11.6%</td>
</tr>
<tr>
<td>2009/10</td>
<td>75.9%</td>
<td>13.2%</td>
</tr>
</tbody>
</table>

### UC A - G Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>49.0%</td>
</tr>
<tr>
<td>2009/10</td>
<td>36.8%</td>
</tr>
</tbody>
</table>

### Scholarships

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>$96.0 million</td>
</tr>
<tr>
<td>2009/10</td>
<td>$51.5 million</td>
</tr>
</tbody>
</table>

### Students Enrolled in Postsecondary Education

<table>
<thead>
<tr>
<th>Time</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within one year</td>
<td>75%</td>
</tr>
<tr>
<td>Within two years</td>
<td>80%</td>
</tr>
</tbody>
</table>
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

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

RESOURCES & INITIATIVES SUPPORTING THE APPROACH

SB 1070 Pathways & Transitions
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CTE Transition Grant
Career Pathway Trust Grant — Advanced Manufacturing & Engineering
Governors Innovation Award
Local Control Accountability
Audience Q&A

To submit live questions, please use the “Questions” box
Designing a Career Pathways System: A Framework for State Education Agencies

GeMar Neloms
Senior Technical Assistant Consultant
February 10, 2016

David Blumenthal
Researcher
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
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.

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Group Activity: Interpreting the Data

Post your notes on the SWOT grid.

- **Strengths**
- **Weakness**
- **Opportunities**
- **Threats**
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
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
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
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
Designing a Career Pathways System: A Framework for State Education Agencies

www.ccrscenter.org/technical-assistance-networks/career-pathways-modules
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Washington, DC 20007  
www.air.org
To submit live questions, please use the “Questions” box

#careerpathways2016
Contact Today’s Presenters

- **Laura Jimenez**
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THANK YOU

- Please fill out the survey upon exiting the webinar

- Materials and video will be posted online at www.aypf.org and www.ccrscenter.org