Career Pathways—Leveraging CTE to Enhance Learning for All Students

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

Ellen Cushing, Deputy Director
July 2016
# College and Career Readiness and Success Center (CCRS Center)

[Image]

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**CCRSCenter@air.org**

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<tbody>
<tr>
<td>State Department of Education Agencies</td>
<td>Build SEA capacity to implement college and career ready policies</td>
<td>Provide technical assistance, including targeted and intensive support</td>
<td>Career pathways can align academic learning and career readiness skills</td>
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# Career Pathways Webinar Series

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

Chaney Mosley, CCRS Center
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**

- 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.
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
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 comprehensives 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.

**Group Activity: Interpreting the Data**

Post your notes on the SWOT grid.

- **Strengths**
- **Weakness**
- **Opportunities**
- **Threats**

Data available through public sources are typically lagging. There are real-time labor market information sources that are much more accurate. Costs range from $5,000 to $10,000 for a single, one-year license. (Source: [http://www.ifi.org/sites/default/files/files/2506503_110944949772912_6871018967378893569_n.pdf](http://www.ifi.org/sites/default/files/files/2506503_110944949772912_6871018967378893569_n.pdf))
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
Chapter 2: Mapping Policies, Programs, and Industries

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

<table>
<thead>
<tr>
<th>Administrator and Funding Stream</th>
<th>Name and Purpose</th>
<th>Target Population and Major Components</th>
<th>Timeline</th>
<th>Potential Barrier to Alignment</th>
<th>Potential Opportunity for Alignment</th>
<th>No Impact</th>
</tr>
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<tbody>
<tr>
<td>State educational agency</td>
<td>Funding stream:</td>
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<tr>
<td>State higher education agency,</td>
<td>Funding stream:</td>
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<td></td>
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<tr>
<td>including community colleges</td>
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<tr>
<td>State labor agency</td>
<td>Funding stream:</td>
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<tr>
<td>State economic development agency</td>
<td>Funding stream:</td>
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Chapter 2: Mapping Policies, Programs, and Industries

- Handout 2B: Resources for Surveying Local Practices
  
<table>
<thead>
<tr>
<th>Name of Survey</th>
<th>Description</th>
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<tbody>
<tr>
<td>Alaska teacher survey*</td>
<td>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.</td>
</tr>
<tr>
<td>Idaho superintendent survey*</td>
<td>This study examined Idaho superintendents’ perceptions of CTE teachers’ professional development needs and offers recommendations for CTE inservice planning. Survey items are included.</td>
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- 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

<table>
<thead>
<tr>
<th>Name of Career Pathway</th>
<th>Occupation 1</th>
<th>Occupation 2</th>
<th>Occupation 3</th>
<th>Occupation 4</th>
<th>Occupation 5</th>
</tr>
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<tbody>
<tr>
<td>Name of Related Industry</td>
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<tr>
<td>Median salary</td>
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<tr>
<td>Annual job openings</td>
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<td></td>
<td></td>
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<tr>
<td>Qualified annual applicants</td>
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<tr>
<td>Projected annual gap</td>
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<tr>
<td>Projected 10-year gap</td>
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Additional Resources for Mapping Policies

  - Guidance on how to analyze labor market data to inform community college programs

  - Guidance on how to use labor market data to design high school and community college initiatives
Additional Resources for Mapping Policies

  - Provides a framework for how to align labor market data with career pathways

  - Provides insight into how labor market data influences career pathways
Questions
Webinar 3: Creating Coherence with Career Pathways

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

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Feedback Survey
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