Our Path Tonight

• Welcome and Introductions
• Pathway faculty and staff, and guests!
• Mapping our Pathways
• Breakouts: RapidMapping and Action Planning
• Next Steps, Process Check, and Closing
Career Ladders Project fosters educational and career advancement through research, policy initiatives and direct assistance to community colleges and their partners.

Honored to have worked with CCSF, including deep work with faculty and staff on, researching institutional challenges to completion, CCSF’s success with CTL Bridge to Biosciences, and SF CCPT.
Our CLP Team

- Luis Chavez
- Lindsay Anglin
- Brook Sinclair
- Dan Figueroa
- Mike Williamson
- Roy Robles
- Peter Simon
- Olivia Herriford
- Tomoko Ha
- Maeve Katherine Bergman
CTE Mapping Summit

March 7, 2017
Program Selection

- Faculty Interest and Inquiry
- Driving Reasons:
  - Alignment and Partnerships;
  - Innovative Pilots and Grants;
  - CTE Accountability and Metrics;
Driving Questions for Today

➔ How does mapping reflect college goals and planning?
➔ What problem are we trying to solve?
➔ How is this work student-focused?
CCSF Education Master Plan Goals

**Goal 1:** Advance student achievement in meeting educational goals;

**Goal 2:** Transform and sustain College infrastructure;

**Goal 3:** Provide new and expanded opportunities for organizational development and effective innovation;
What problem are we trying to solve?

**From**
- Disproportionate success rates;
- Students take no more than 1-2 CTE courses;
- Students wander in college, extending their time-to-degree.
- Other?

**To**
- Course and program success is not predictable by race, ethnicity, or gender;
- More students advance beyond beginning classes to advanced CTE courses;
- Students declare a major early and follow a guided path to completion with proactive advisement.
Connecting Many Efforts

- Metro Pathways—on-ramps to certificates and degrees
- Leading from the Middle Projects
- SSSP – intentional guidance toward completion outcomes
- Equity – increasing success measures
- Basic Skills – accelerated dev education
- CCPT – alignment with High School
- AEBG – alignment with noncredit programs, CDCP, & onramps
- SWP (Strong Workforce Program) – Funding and Metrics
- Bridge to Success
- New Grants in Apprenticeship, Technology, Healthcare
- Occupational Clusters
- Favorable unemployment rates and population growth projections
Insights from College & Community Stakeholders

*Improving CCSF Access, Engagement, and Completion*

February 2017
Qualitative Research Study Commissioned by CCSF
Completed by the Research and Planning Group (RPG)
Who did we ask?

22 Community Based Organization leaders/staff;
12 Community Adults;
8 CCSF Faculty (2 counselors, 6 instructors).

What did we ask?

• What works to connect adults to CCSF?

• What is the entry-to-CCSF experience?

• What further actions can CCSF take to help undecided students set and achieve an educational goal?

• How can we increase completion and success for our students?
What did we learn?

- Share information/message the value of a CCSF education in an ongoing way;
- Produce planning tools and program maps that show the way to certificates, degrees, and jobs;
- Design programs for undecided students who are seeking more career guidance;
- Structure more information exchange between counselors and teachers;
- Engage CBOs as advocates;
- Involve and design CBO support even as adults become students i.e. continuous non-academic support;
- Learn from the competition i.e. there are other colleges, both public and private, who are perceived as more efficient in getting students in and out to their goal.
Coming Soon: Student Profiles
Lara, welcome to CCSF!

1. What is your career goal?
2. Here is how you get there...
3. When do you want to begin to work in your field?
Introductions

Pathway Team Leads:
• Please share your name, position, pathway, and introduce your team

Pathway visitors:
• Please select a pathway team to join for the entire the evening, and introduce yourself
Outcomes for Today

1. Understand the research based strategies for developing pathways
2. Understand how pathway mapping and programs of study can support student success and equity
3. Review and complete draft Pathway Maps
4. Identify priority areas for development
5. Develop draft action plan/next steps
Why Pathways?
For Our Students:
We are Losing Our Students

Each year dropouts represent $320 billion in lost lifetime earning potential

Educational Goals and Six-year Attainment, Students who Started at a Community College, Fall 2003

Percent of Students

Educational Goal At Start

Educational Outcome After Six Years


62%
From our Students’ Perspective:
Our Students Want to Know:

• What are my career options?
• What are the education paths to those careers?
• How do I get a bachelor’s degree?
• What will I need to take?
• How long will it take and how much will it cost?
• How do I pay for it?
However, from Major Selection…

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<th>Programs</th>
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Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

English Communication: 6 credits; 3 credits must be in a writing course

- Writing (ECW): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.

General (GC): COM 100(D), 110(D); LDR 120; PHI 101.

Fine Arts and Literature (A): 6 credits; 3 credits in Fine Arts and 3 credits in Literature

- Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FILM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.

- Literature: AAF 247(D), 248(D); CLA 391(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 268(D), 269(D), 263(D), 264(D), 285(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 390(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

Language/Culture (FC): 6 credits

- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language).
- Two-course sequence (or one course at the 113 level) in a previously studied language through the appropriate level (all D):
  - ARB 103, 104; CIEN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; IITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 104, 111, 113, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level:
  - ARB 102, CIEN 101; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; IITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study aboard in an approved program for one semester.
- Major in a foreign language.
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean’s discretion).
- Two courses in Cross Cultural Competence: CPL 303(D); FRN 390(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151(D), 151Q, 151K; NRS 305; PHIL 331(D); RLS 313(D); SPA 320(D); TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education.

Letters(L): 6 credits

- AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D), 393(D); CLS 160(D), 235; EGR 316(D), ENG 110(D), 160(D), 243(D), 251(D), 252(D), 260(D), 261(D), 262(D), 355(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118, 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 306(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 356(D), 374(D), 375(D); HPR 107, 201L, 202, 301, 307; JOR 110(D); LAR 202(D); LET 151(D), 151Q, 151K; NUR 360(D); PHIL 331, 303, 204, 210(D), 212(D), 215, 217(D), 238, 313, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355, 357, 359, 361, 363; RLS 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D).

Mathematics(MQ): 3 credits satisfied by MTH 141

Natural Sciences(N): 6 credits; satisfied by PHY

- APS 190, 210; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 101, 102, 110, 113, 120; HPR 109, 201X, 202X; MIC 190; NPS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275, 277; PLS 150, 190; TMD 113

Social Sciences(S): 6 credits

- APG 200(D), 202, 203; CPL 202(D); CEN 100(D), 201, 202, 306, 381(D); EDC 102(D); EDC 105, 310, 356; GEOG 101(D), 104(D), 202(D); HED 225; HPR 110(D); 2018, 2025, HHS 130; JOR 110(D); KIN 123(D), LIN 200(D); MAP 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PST 103(D), 113(D), 232(D), 235(D), 250(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 130(D)

...to General Education Requirements, More Clarity is Needed
Case Study: First Year Business Math Requirement

Two-Year Course Sequence Beginning in the Fall Semester

You can use the following pattern to complete an Associate in Science Degree for Transfer in Business Administration. This is only one possible pattern. If you wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

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<td>ECON 001</td>
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<td>General Education and Elective Courses</td>
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<th>4th Semester/Spring</th>
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<td>MATH 013</td>
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<td>General Education and Elective Courses</td>
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</table>
CALIFORNIA CC CASE STUDY: COURSE SEQUENCE FOR AN AA IN BUSINESS
10% of students majoring in Business reached Math 016A within 5 years
Business Math Case Study is not Anecdotal: Our Students tell Researchers...

• >50% Concerned about making a mistake when choosing classes (Moore & Shulock, 2014)

• 42% don’t have enough information about requirements (Rosenbaum et al, 2006)

• Surprised to find that courses taken do not count towards credentials (Nodine et al 2012)
For Ourselves:
Grants in Your Mirror May Be Larger than They Appear

Randy Tillery, Senior Dean, CCCCD
CA Community Colleges
72 Districts (112 Colleges, 76 Centers); 15 Regions
7 Workforce & Econ Dev Regional Consortia

- Basic Skills Initiative
- Career Advancement Academies
- Enhanced Non-Credit
- SB1440 Assoc. Degrees for Transfer
- Student Success Act of 2012
- Online Education Initiative
- Common Assessment Initiative
- Multiple Measures Assessment Project
- Education Planning Initiative
- Doing What Matters
- ARCC; Scorecard and System Completion Goals
- Salary Surfer; Launchboard; CTE Data Unlocked
- CTE Enhancement Fund
- SB850 CCC Bachelor’s Degree Pilots
- Student Equity Plans
- Basic Skills Student Outcomes and Transformation Program
- Institutional Effectiveness Partnership Initiative (IEPI)
- California College Promise
- Strong Workforce Program
- CCC Guided Pathways Program (proposed)

K12
1000+ School Districts; 58 County Offices of Ed

- Local Control Funding Formula (LCFF)
- Local Control and Accountability Plan (LCAP)
- Common Core State Standards
- Smarter Balanced Assessment
- Next Generation Science Standards
- CTE Standards and Framework
- CA Office to Reform Education (CORE) Waiver Districts
- CA Partnership Academies
- Linked Learning District Initiative
- AB790 LL Pilot Districts
- Career Technical Education Incentive Grant

CCC/K12

- SB1070 CTE Pathways Program
- AB86: Adult Ed/CCC Regional Consortia
- AB86: CA Career Pathways Trust (CCPT)
- AB288: College and Career Access Pathways (CCAP) Partnerships
Federal Initiatives & Grant Programs

- Perkins Career & Technical Education Act
- TAA Community College Training Grants
- Dislocated Worker Nat’l Emergency Grants
- Health and Human Services Grants
- SNAP Employment and Training Funds
- Apprenticeship USA State Expansion Funds
- Career Pathways for Youth
- Re-entry Demonstration Projects
- America’s Promise: American Tech Training Fund
- ETC.

Other Related Agencies/Services in CA

- Governor’s Office of Business & Econ Dev (GO-Biz)
- Cities, Counties
- Other Workforce Programs: CalWorks; Rehabilitation; Corrections; Veterans Affairs, Apprenticeship; Health and Human Services; Social Services; Job Corps; Employment Training Panel; Public Utilities Commission; etc.

CA Workforce Development Board

48 Local Workforce Development Boards (47 areas)

From WIA to WIOA

- CA Strategic Workforce Dev Plan 2013-17
- Local Strategic Workforce Plans 2013–17
- CA Unified Strategic Workforce Development Plan 2016-2020 (WIOA)
- Local Boards Strategic Workforce Dev Plan - TBD
- SB 118 Sector Strategies
- Prop 39 Clean Energy Job Creation Training Grants
- Workforce Accelerator Fund
- “Slingshot” Initiative (Regional Coalitions)
- ForwardFocus (AB2060 Recidivism Reduction Funds)

Other Regional Entities, Partnerships & Initiatives Examples include:

- LA County Econ Development Corporation (LAEDC)
- LA Chamber
- LA Compact/UNITE-LA
- United Way Los Angeles
- Aspen Forum for Community Solutions Opportunity Youth Incentive Fund (7 CA sites, incl. LA)
- James Irvine Foundation “Regional Hubs of Excellence”
What if pathways could be our North Star?
Perhaps, But What do you Mean by Pathways?
What is a Career Pathway?

A Career Pathway is a series of structured and connected education programs of study and supports that enable students to advance over time to higher levels of education and training and eventually a career or better job.

- Career Pathways can **begin as early as middle school and extend to post-secondary institutions, including community colleges, 4-year colleges, and even graduate programs**.

- **Each step** on a career pathway is designed explicitly to prepare students to progress to the next level of employment and/or education.

- Career pathways **target jobs in industry sectors of importance to local and regional economies**.

HIGH IMPACT PATHWAYS (HIP)
When done well, career pathways:

- Include **on-ramps or bridges** for youth or adults with multiple barriers to post-secondary attainment and/or employment.
- Span the **entire range of programs**, from entry level intensive “bridge” programs to certificates, degrees and transfer.
- Are **stackable** in design, nesting certificates within longer degree and transfer structures, always preparing students for the next step.
- **Contextualize** foundational skills to the knowledge and skills needed in broad groups of occupations or fields.
- Provide an effective framework for education and workforce development by **aligning** with industry needs and **integrating** resources of colleges, other educational partners, workforce agencies, social service providers and other stakeholders.
- **Engage employers** in pathway development, establishing needed competencies, worksite training, internships, and placements.
- Focus on **careers in demand** that provide **family-sustaining wages** and ongoing advancement opportunities.
- Include **work based learning** via credit-based and/or paid work experience, internships or service learning.
- Use and promote **data** and focus on **continuously improving** outcomes.

High Quality Pathways for All

**Systemic Intervention**

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<th>Structure &amp; Sequence</th>
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**Outcomes**

- HS Success & Completion
- College Access & Enrollment
- College Success & Completion
- Employment in Chosen Career

ConnectEd
The California Center for College and Career

CLP | Career Ladders Project
Pathways are a Framework for Evidence-Based Practices increasing Success and Equity

• Instructional Structure and Sequencing
• Early College Credit Opportunities
• Integrated Student Supports
• Improved Placement and Developmental Sequences
• Integrated Instruction
• Experiential Learning
Structure and Sequence

• Default or Recommended Sequences
  • Tied to competencies of profession and field

• Stackable Certificates and Degrees
  • Nesting certificates within longer degree and transfer structures, always preparing students for the next step

• Multiple Entry and Exit Points

• Span entire Pathway (K12/AE Bridge to Degree)

• Informed and continuously improved by data
Early College Credit Opportunities

- Early College Credit
  - Articulation
  - Credit by Exam
  - Concurrent Enrollment
  - Dual Enrollment

- On-Ramps and Bridges
  - K-12
  - Adult Education

- Focus
  - Early Career and College Exploration
  - Developmental and Credit Recovery
Dual Enrollment benefits students facing multiple barriers:

- **CTE program students benefit** from dual enrollment participation. (Karp, et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Struhl & Vargas, 2012)

- **Male students may benefit more** from participation than other sub-groups. (Karp et al., 2007)

- **Low-income, first-generation and academically “at risk” students benefit** from participation. (Rodriguez, Hughes, & Belfield, 2012; An, 2013; Struhl & Vargas, 2012)

- Some studies find that they do so **to a larger extent than other student groups.** (Rodriguez, Hughes, & Belfield, 2012; An, 2013; Struhl & Vargas, 2012)
Integrated Student Supports

- Academic Supports
  - Instructional
  - Counseling
- Non-Academic Supports
  - Social
  - Economic

When counseling resources are not part of classroom requirements or otherwise integrated into students’ educational experience, that the first generation and minority community college students who are most in need of accessing career counseling resources are least likely to approach them. (Karp et al 2011; Cox 2008).
Improved Placement and Developmental Sequence

- Multiple Measures
  - High School GPA
  - Guided Self-Placement

- Improved Developmental Education Sequences
  - Acceleration
  - Co-Requisite

Two thirds of students nationally and in CA are placed in remediation. A third could have succeeded if they were placed directly in college level courses. (Scott-Clayton, Crosta & Belfield 2012)
Integrated Instruction

- Contextualized Teaching and Learning
- Project-Based Learning
- Team Teaching/Co Teaching
- Models:
  - Washington’s Integrated Basic Education and Skills Training Program (I-BEST)
  - Career Advancement Academies

Contextualizing basic skills education to a particular career field, in conjunction with other key CAA program elements, can contribute to: Increased basic academic skills gains – accelerated student learning, improved critical thinking skills, and problem-solving; Improved engagement and motivation; Improved progression and success in subsequent coursework; and Improved persistence in college level work, completion of college credits and a credential. (Career Ladders Project & Equal Measure)
Experiential Learning

- Work-Based Learning
- Service Learning

In a seven-year study of one California work-based learning program, researchers found that minority students participating in work-based programs entered college at twice the rate of non-participating minority students and that college enrollment rates were higher for all students in the program when compared to local and state student populations (CART, 2011).
SWEET SPOT: OUR STUDENTS!
Pathway Mapping
Rapidly Making Visible the Invisible: Gold in our Gaps!
What is Pathway Mapping?

• Powerful **process** to create a clearer/bigger picture of the pathway which allows educators to identify, align, and strengthen pathways across systems.

• A **way to communicate** the benefits of pathway education to all stakeholder:
  - Including program of study, transitions, post sec. completion, WBL & industry engagement.

• **Identify gaps** to **inform action** and **leverage** resources/initiative (i.e. Perkins, SSSP, Equity, SWF, AEBG)
What Pathway Mapping is NOT

- Course content
- Alone, pathway mapping won’t make any changes to program
Questions?
Okay mapping sounds interesting, but how?
Mapping all Evidence-Based Practices of Pathways

## PATHWAYS TO PUBLIC SERVICE & LAW - Contra Costa College and WCCUSD

### Community College
- **Indicators**
  - National Security Associate
  - A.S. Political Science
  - A.S. Administration of Justice: Corrections
  - A.S. Administration of Justice: Law Enforcement
  - A.S. and A.S.T. Administration of Justice
- **Certifications**
  - Disaster Management
  - First Aid
  - Security
  - Basic Life Support
  - Cpr/Aed
  - Security Officer
  - General Knowledge Test
  - Security Officer
  - Batson License
  - Powers to Arrest
  - OC Spray Certification (Pepper Spray)
  - Security Specialist, 12 units
  - Summer Bridge

### High Schools
- **Instruction**
  - 4th Grade: Career Awareness
  - 9th Grade: Career Planning
  - 10th Grade: Career Exploration
  - 11th Grade: Career Development
  - 12th Grade: Career Placement
- **Certiﬁcations**
  - A.S. Criminal Justice: Law Enforcement
  - A.S. Criminal Justice: Corrections
  - A.S. Criminal Justice: General
  - A.S. Criminal Justice: Child Care
  - A.S. Criminal Justice: Public Safety

### Jobs & Wages
- **Wages**
  - Entry Level: $10-$20/hr
- **Salary**
  - Paramedic: $30-$50/hr
- **Virtual/Online Classes**
  - Criminal Justice: $30-$50/hr
- **Industry Careers**
  - Security Officer: $15-$25/hr
  - Police Officer: $25-$50/hr

### Transition Supports and Activities for Contra Costa Unified School District Students (Includes Summer Bridge Prep)

- **Dr. Aida H.S. Law Academy**
- **Pinole Valley H.S. Justice Academy**
- **Richmond H.S. Law & Justice Academy**

### WBL (Work-Based Learning)
- **Courses**
  - CCC Faculty visits
  - Work Ethic Guest Speakers
  - Police St. Visit
  - CCC Faculty visits
  - CCC Faculty visits
  - CCC Faculty visits
  - CCC Faculty visits

### Matric
- **Courses**
  - CCC Application & Early Assessment
  - CCC Faculty visits
  - CCC Faculty visits
  - CCC Faculty visits
  - CCC Faculty visits
  - CCC Faculty visits

### Feeder Institutions
- **Courses**
  - CCC Faculty visits
  - CCC Faculty visits
  - CCC Faculty visits

---

The Career Ladder Project 2015

DRAFT March 2015
Mapping Pathway Practices

### PATHWAYS TO PUBLIC SERVICE & LAW - Contra Costa College and WCCUSD

<table>
<thead>
<tr>
<th>BA/J.S. Pre-Law Major Options</th>
<th>B.S. Criminal Justice Administration CSU East Bay</th>
<th>Police Academy, min age 21, A.S. plus B.A.</th>
</tr>
</thead>
</table>

#### INDUSTRY CERTIFICATION
- National Security Associate
- A.A. Political Science
- POST (Peace Officer Standards and Training) Commission

#### AA/J.S. Degree/Transfer Path
- A.A. Administration of Justice: Corrections
- A.A. Administration of Justice: Law Enforcement
- A.A. Administration of Justice: Law Enforcement

#### JOBS & WAGES
- Probation Officer: Corrections Treatment Specialist: requires B.A. Degree, $37-$50/hr
- Corrections Officer: $29-$39/hr
- Police Patrol Officer: $25-$35/hr
- Juvenile Commissar: Degree in C.C.$14-$36/hr

### COMMUNITY COLLEGE
- Fire Arms Certificate
- Law Enforcement Certificate of Achievement
- Corrections Certificate of Achievement
- Handgun Safety Certificate of Achievement

### Mid Level
- ADJS, required courses
- Security Academy
- Work Keys (Police Officer/Security)
- Baton License
- Powers to Arrest
- OC Spray Certification (Pepper Spray
- Summer Bridge

### Transition Supports and Activities for West Contra Costa Unified School District Students (includes Summer Bridge Prep)

#### WBL
- Criminal Justice Guest Speakers, Police St. Visit
- Criminal Justice Guest Speakers, Police St. Visit
- CCC Faculty visits
- CCC Faculty visits
- CCC Faculty visits
- CCC Faculty visits
- CCC Faculty visits
- CCC Faculty visits
- CCC Faculty visits
- CCC Faculty visits

#### Careers in Demand
- Industry Engagement Alignment
- Bridge
- On Ramps

---

Note: The diagram includes various pathways, certifications, and courses related to public service and law, with highlights emphasizing industry engagement, alignment, and bridges to career opportunities.
RapidMapping
Mapping Step-by-Step:

1. Use post it notes and update or edit what is on the draft pathway maps for your pathways. Include curriculum, labor market information (jobs and wages), industry certifications, as well as integrated and experiential learning.

2. Mark any early college credit (dual enrollment or articulation), non-credit connections, 4-year connections, as well as bridges, and on-ramps.

3. Use stars to indicate what is in progress or aspirational.

4. Please be prepared to share out briefly your map of what you currently have in place.
Mapping Best Practices: From the Cartographers

• Do not use pens, pencils or highlighters. Black felt tip pens (not sharpies) are best.

• Encourage people not to stack post-it notes on top of each other, if we are making edits from a picture it is impossible to see what is underneath something.

• Help mappers avoid the acronym trap.

• Encourage mappers to add notations but make sure they include them in a legend.
  • For example- if circles, stars, triangles are being used ask that they are included in the legend with a definition/explanation.

• If you can’t read something, we can’t read it. Please re-write when necessary.
Transition to Breakout Rooms
Breakout Room Gallery Walk

• Pathway teams, please share out:
  • What is currently in place?
  • What you aspire to do?
  • What support is needed or opportunities to partner?

• Clarifying questions?
Now, Your Action Plan!
<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>RESPONSIBILITIES</th>
<th>TIMELINE</th>
<th>RESOURCES</th>
<th>POTENTIAL BARRIERS</th>
<th>COMMUNICATIONS PLAN</th>
</tr>
</thead>
</table>
| What will be done? | Who will do it? | By when? (Day/Month) | A. Resources Available  
B. Resources Needed  
(financial, human, political & other) | A. What might get in the way based on the respective organization's POC?  
B. How will these be addressed? | Who is involved? What methods? How often? |
ACTION PLANNING

With your team:

• Starting with one priority area draft action plan
  • Tasks/Actions
  • Responsible folks
  • Timeline
  • Resources
RAPID MAPPING SHARE OUT

Please return to the main room and be prepared to share out:

• Ah-Has!

• Uh-ohs!

• Next Steps
Transition to Main Room:
Dinner!
RapidMapping Share Out

Please select a team member to share out:

- Ah Has!
- Uh ohs!
- Next Steps/Action Plan
Next Steps?
Completing your Map, with CLP Support!
You are NOT alone!

Each pathway will have individual support to complete your map by 4/17
• Olivia
• Peter
• Mike

Please look out for two emails
• Scheduling
• Basecamp
Mapping Community of Practice Tools

**Lucidchart** is a web-based diagramming software which allows users to collaborate and work together in real time to create flowcharts, organizational charts, website wireframes, UML designs, mind maps, software prototypes, and many other diagram types.

**Basecamp 3.0** is a web-based project management and collaboration tool. To-dos, files, messages, schedules, and milestones are all in one place instead of having stuff scattered all over the place — strewn across separate products, lost in inboxes, or scrawled on stickies or notepads.
Mapping to Action!
Moving Together to Action, and Beyond

• Map and an Action Plan
  • Alignment
  • Outreach, In Reach
  • Early College Credit
  • Integrated Student Supports
  • Work-Based Learning
  • Resource Development

• Sharing! Rapid Mapping Toolkit and Train-the-Trainer
Local Alignment

Long Beach Allied Health Pathways: Health Information Technology Recommendations

Health Information Technology, AS
Cypress College
Early Credit Opportunities at LBCC
- CIS 113 C Information Systems (3 units)
- HIS 145 C Survey of Medical Terminology (3 units)
- BIOI 210 C Anatomy and Physiology (5 units)
- HI 114 C Beginning ICD-10 Coding (3 units)

Bachelor of Art, CAL State Long Beach
(MAJOR IN HEALTH CARE ADMINISTRATION/MINOR IN HEALTH INFORMATION SYSTEMS)
Early Credit Opportunities at LBCC and LBUSD
- HIS 233 Introduction to Computer Systems and Applications (5 units)
- HSC 150 Medical Terminology** (1 unit)
- SOC 250** or PSY 210** or STAT 108**
- BIOL 205 Human Biology** (or equivalent)
- Computer proficiency**
- IS 380 Database Management**

Health Information Management, Bachelors Degree
San Diego Mesa College

Long Beach City College

HEALTH INFORMATION BILLING AND CODING, Certificate of Achievement (23 units)
- AH 60 Medical Terminology* (3 units)
- BIO 60 Human Biology* (4 units)
- OR ANAT 41 Anatomy & Physiology* (5 units)
- COSA 10 Microsoft Word for Windows* (4 units)
- AH 276 Health Care Law (3 unit)
- MA 290 Medical Insurance Billing (3 units)
- MA XXX Medical Coding (to be developed) (3 units)

HEALTH INFORMATION SYSTEMS SUPPORT, Certificate of Achievement (23-24 units)
COS Core Classes - ICT Statewide Curriculum
- COSN 5 Computer Technician Hardware Basics (4 units)
- COSA 50 Introduction to IT Concepts & Applications (4 units)
- COSS 271 Networking Security Fundamentals (3 units)
- COSN 10 Networking Fundamentals (4 units)
- Health IT Specific Courses
  - AH 276 Health Care Law (3 unit)
  - AH 60 Medical Terminology* (3 units)
  - BIO 60 Human Biology* (4 units)
  - OR ANAT 41 Anatomy & Physiology* (5 units)

Long Beach Unified School District

- AH 60 Medical Terminology* (3 units)
- COSA 10 Microsoft Word for Windows* (4 units)
- BIOL 205 Human Biology* (4 units)
- OR ANAT 41 Anatomy & Physiology* (5 units)
- COSN 5 Computer Technician Hardware Basics (4 units)
- COSN 10 Networking Fundamentals (4 units)

Health Information Technology, AS
Saddleback College
Early Credit Opportunities at LBCC
- CIM 112 Microsoft Office (3 units)
- HSC 201 Medical Terminology (3 units)
- HSC 277 Human Body Fundamentals (3 units)
- HIT 220/221 ICD Procedural Coding/Diagnostic Coding (4 units)

Industry Credentials
- American Health Information Management Association (AHIMA)
  - Certified Coding Specialist (CCS)
  - Certified Coding Specialist-Physician Based (CCS-P)
- American Assoc. of Professional Coders (AAPC)
  - Certified Professional Biller (CPB)

Health Informatics (HI) is a science that defines how health information is technically captured, transmitted and utilized. Health informatics focuses on information systems, informatics principles, and information technology as it is applied to the continuum of healthcare delivery.

**Early CSULB Course Opportunities
*Early LBCC College Credit Opportunities

DRAFT DATE: 5/29/2016
Prepared for Long Beach City College by Career Ladders Project
Outreach! And, in reach!
Early College Credit Opportunities

DUAL ENROLLMENT TOOLKIT: A RESOURCE FOR COMMUNITY COLLEGES AND SCHOOL DISTRICT PARTNERS

The Dual Enrollment Toolkit is a resource for secondary and community college partners. This resource will highlight and describe promising practices related to providing historically underrepresented high school students with opportunities to earn college credits at California Community Colleges (CCC) while they complete the requirements for their high school diplomas. The intent is to provide specific, concrete guidance and evidence to interested college administrators, faculty and staff who are planning to build partnerships with K12 districts to support dual enrollment efforts for this target population on their campuses and/or within their districts.

- Letter from CCCCO
- Dual Enrollment and Assembly Bill 288 (CCAP) – Legal Opinion 16-02
- AB 288 College and Career Access Pathways (CCAP) Partnership Agreement
- Apportionment Eligibility Checklist for Community College Districts
- FAQ
- Decision Tree
- Comparison on Types of Agreements – AB 288 vs non-AB 288
- Instructor Qualifications – Conversation Guide
- Instructional Minutes – Interview with CDE’s Wendi McCaskill

Resources:
- Legislation
- CCCCO Legal Opinion
- College Documents
- Research
High Impact Pathways have integrated student supports!

Counseling and Student Support faculty and staff can, and need, to help!

California Counseling Network (CaCN), a community of practice of K-14 counselors is working state-wide to gather and share emerging practice for colleges integrating counseling and student support services with mapping work.
Experiential Learning

EB CPT Work-based Learning Continuum Learning Outcomes

**Career Awareness**
- Learning ABOUT work.
- Build awareness of the variety of careers available and the role of post-secondary education; broaden student options.

**Learning Outcomes:**
- Describe a variety of career pathway options.
- Describe how basic skills such as math and reading are used in the workplace.
- Explain the importance of post-secondary education and training following high school graduation.

**Career Exploration**
- Learning ABOUT work.
- Explore career options and post-secondary requirements to motivate and inform decision-making in high school and post-secondary education.

**Learning Outcomes:**
- Explain basic knowledge and skills required for success in college and careers.
- Connect individual skills and interests to variety of career options.
- Connect the pathway experience to the workplace experience.
- Describe how post-secondary education connects to a career path of interest.
- Describe and use multiple resources to find jobs.
- Explain the options available through and importance of post-secondary education.

**Career Preparation**
- Learning THROUGH work.
- Apply learning through practical experience that develops knowledge and skills necessary for success in careers and post-secondary education.

**Learning Outcomes:**
- Explain the workplace functions and the skills required to succeed.
- Demonstrate ability to apply for employment (write a resume, interview, complete application).
- Demonstrate appropriate business dress, behavior and etiquette.
- Describe a workplace experience, the skills required to succeed.
- Explain the elements and importance of workplace safety.
- Demonstrate general workplace skills including collaboration, effective communication, creativity, critical thinking and taking initiative.

**Career Training**
- Learning FOR work.

Train for employment and/or post-secondary education in a specific range of occupations.

**Learning Outcomes:**
- Demonstrate knowledge AND skills specific to employment at specific site in line with specific industry standards.
- Develop an informed, detailed plan for career path through post-secondary and beyond.
- Utilize resources available at job site, and at post-secondary institution to support individual career plan.
- Complete clinical or apprenticeship experience as needed for full employment in career field.
- Explain work history and career path to others, in and outside of industry of choice.

Adapted from the Linked Learning Work-Based learning Continuum developed by the Linked Learning Alliance, [webpage at: http://linkedlearning.org/linked-learning-in-action/work-based-learning/](http://linkedlearning.org/linked-learning-in-action/work-based-learning/)
Sharing! Rapid Mapping & Train-the-Trainer

Career Ladders Project and ConnectED partner across the state with K-16 communities!

Rapid Mapping Tool Kit
- Pre-work Support
- Agenda
- PowerPoint
- Handouts
- Pre-Filled Map Template

Train-the-Trainer
- K-14/16 Faculty and Staff
- Key Talent
Process Check, Next Steps, and Closing
Stipends, Reflection, and Feedback

Stipends
• Please complete W9 and photo release forms

Reflections and Feedback
• Please complete evaluation
Thank you!

Katherine Bergman:
mkbergman@careerladdersproject.org