Local Pathway Mapping

Orange County SB1070
K-14 Career Pathways Project

THANK YOU!
Agenda

1. Introductions
2. Why Pathway Mapping?
3. Elements of Pathway Mapping
4. Next Steps
Introductions: CLP Team

Luis Chavez, Senior Director, Mount Sac Alumni, and Director with UCOP Puente Project

Sherry Shojaei, Program Associate, UC Irvine & UC Berkeley Alumni, and City Year LA Leader

Dr. Robert Jaurequi, CLP CACN Consultant and former Fullerton College Counseling Chair

Maeve Katherine Bergman, Director, former OUSD 4th Grade Teacher and Berkeley City College Dean

Luis Barrera Castañón, CLP Consultant, former student body president at Santa Monica College

Laura C. Romero, Ph.D., CLP Consultant, UCLA three time alumna, and former UCLA administrator and instructor

Lindsay Anglin, Program Coordinator and Cartographer

Dr. Monica Guerra, CLP Pathways and CACN Consultant, former Post Secondary Faculty

Dr. Robert Curtis, Director with ConnectED, former K-12 health pathway teacher and NSF STEM lead

Naomi Castro, Director with CLP, former Director of Career Pathways at El Camino College and former secondary teacher and principal
Career Ladders Project fosters educational and career advancement through research, policy initiatives and direct assistance to community colleges and their partners.
Where are we losing students?

Out of ten 9th grade students

- 4 Go to college
- 2 Drop Out of college
- 1 Under employed
- 1 Employed in chosen career

What is Pathway Mapping?

1. A powerful process to identify, align and strengthen pathways across systems

2. A way to communicate the benefits of pathway education to all stakeholders

3. Roadmap to high quality pathways

4. A process to identify gaps, create a clearer/bigger picture, and inform or leverage other funding sources (i.e. Perkins, CCSS, NGSS)
**Pathway Map Example**

When done well, pathways...

- Are stackable in design with certificates "nested" in longer transfer and degree structures, always preparing students for the next step.
- Engage employers actively in pathway development, worksite training, internships, and placements.
- Use labor market data to focus on careers in demand that provide family-sustaining wages & ongoing advancement opportunities.
- Include on-ramps and bridge programs.
- Actively engage high school partners in pathway development, WBL opportunities, and transitional services.

Source: High Impact Pathways, CLP
Pathway Map Example

When done well, pathways...

- Are stackable in design with certificates "nested" in longer transfer and degree structures, always preparing students for the next step.
- Engage employers actively in pathway development, worksite training, internships, and placements.
- Use labor market data to focus on careers in demand that provide family-sustaining wages & ongoing advancement opportunities.
- Include on-ramps and bridge programs.
- Actively engage high school partners in pathway development, WBL opportunities, and transitional services.

Source: High Impact Pathways, CLP
Pre-Work

Meet with leaders of K12 & CC pathway teams to review agenda and co-develop agenda
Pathway Mapping and Program of Study
Orange County SB 1070 K-14 Career Pathways Project

Outcomes:
- Develop a shared understanding of current and desired K14/16 pathway elements
- Understand purpose and uses of pathway maps and programs of study
- Map current pathway program and identify gaps and priority areas
- Work together to draft action plans to meet strategic plans/goals as well as objectives/deliverables
- Develop HS/CC teams with mapping capacity to support scaling of mapping across campus communities

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Process</th>
<th>Time (2:45)</th>
</tr>
</thead>
</table>
| 1  | Introduction | • Welcome  
• Round robin of names, school/college, position, and first W-2 job  
• Review OC SB 1070 strategic plan/goals and objectives/deliverables related to pathway development (hinge courses, early college credit, integrated student services, work-based learning, regional mapping, etc.) | 10 min.    |
| 2  | Pathway Mapping and Program of Study Introduction | • Why? Removing barriers to our students’ success  
• Introduction to key pathway elements, program of study, and Rapid Mapping  
• Review mapping prompting questions | 30 min.    |
| 3  | Mapping, what is in place now, and our aspirations for next year | • Use post-it’s to fill in the K-16 pathway outlines and edit missing or outdated information.  
• Highlight key pathway elements (curriculum, bridges, bootcamps, early college credit, integrated student supports, project and work-based learning, capstones, etc.)  
• Aspirations for the year: Sticker additional courses, WBL, and projects/student support services that your institution aspires to implement over the next year.  
• Prepare to share out and ask questions | 30 min.    |
| 4  | Share Out, Discussion, and Priorities | • 5 minutes for each program to share out and describe their program  
• 2 minutes for questions from the group  
• Identify strengths, gaps, and opportunities  
• Identify priority areas for development | 45 min.    |
| 5  | Pathway Mapping to Action, what’s next? | • Review the purpose of mapping and program of study and review key pathway elements focusing on greater structure.  
• Discuss how map can be used and further developed  
• Determine what information is still needed to complete this draft map  
• Development of Action Plans | 45 min.    |
| 6  | Wrap-up and Closing | • Debrief /Feedback  
• Closing | 5 min.     |
# Pathway Mapping and Program of Study
**Orange County SB 1070 K-14 Career Pathways Project**

## Outcomes:
- Develop a shared understanding of current and desired K14/16 pathway elements
- Understand purpose and uses of pathway maps and programs of study
- Map current pathway program and identify gaps and priority areas
- Work together to draft action plans to meet strategic plans/goals as well as objectives/deliverables
- Develop HS/CC teams with mapping capacity to support scaling of mapping across campus communities

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Process</th>
<th>Time (2:45)</th>
</tr>
</thead>
</table>
| 1  | Introduction                               | • Welcome  
• Round robin of names, school/college, position, and first W-2 job  
• Review OC SB 1070 strategic plan/goals and objectives/deliverables related to pathway development (hinge courses, early college credit, integrated student services, work-based learning, regional mapping, etc.) | 10 min.     |
| 2  | Pathway Mapping and Program of Study       | • Why? Removing barriers to our students’ success  
• Introduction to key pathway elements, program of study, and Rapid Mapping  
• Review mapping prompting questions | 30 min.     |
| 3  | Mapping, what is in place now, and our    | • Use post-it’s to fill in the K-16 pathway outlines and edit missing or outdated information.  
• Highlight key pathway elements (curriculum, bridges, bootcamps, early college credit, integrated student supports, project and work-based learning, capstones, etc.)  
• Aspirations for the year: Sticker additional courses, WBL, and projects/student support services that your institution aspires to implement over the next year.  
• Prepare to share out and ask questions | 30 min      |
| 4  | Share Out, Discussion, and Priorities      | • 5 minutes for each program to share out and describe their program  
• 2 minutes for questions from the group  
• Identify strengths, gaps, and opportunities  
• Identify priority areas for development | 45 min.     |
| 5  | Pathway Mapping to Action, what’s next?    | • Review the purpose of mapping and program of study and review key pathway elements focusing on greater structure.  
• Discuss how map can be used and further developed | 45 min.     |
<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Process</th>
<th>Time</th>
</tr>
</thead>
</table>
| 1  | Introduction                               | • Welcome  
• Round robin of names, school/college, position, and first W-2 job  
• Review OC SB 1070 strategic plan/goals and objectives/deliverables related to pathway development (hinge courses, early college credit, integrated student services, work-based learning, regional mapping, etc.) | 10 min. |
| 2  | Pathway Mapping and Program of Study      | • Why? Removing barriers to our students’ success  
• Introduction to key pathway elements, program of study, and Rapid Mapping  
• Review mapping prompting questions | 30 min. |
|    | Introduction                               |                                                                                                                                                                                                 |       |
| 3  | Mapping, what is in place now, and our    | • Use post-it’s to fill in the K-16 pathway outlines and edit missing or outdated information.  
• Highlight key pathway elements (curriculum, bridges, bootcamps, early college credit, integrated student supports, project and work-based learning, capstones, etc.)  
• Aspirations for the year: Sticker additional courses, WBL, and projects/student support services that your institution aspires to implement over the next year.  
• Prepare to share out and ask questions | 30 min |
| 4  | Share Out, Discussion, and Priorities     | • 5 minutes for each program to share out and describe their program  
• 2 minutes for questions from the group  
• Identify strengths, gaps, and opportunities  
• Identify priority areas for development | 45 min. |
| 5  | Pathway Mapping to Action, what’s next?   | • Review the purpose of mapping and program of study and review key pathway elements focusing on greater structure.  
• Discuss how map can be used and further developed  
• Determine what information is still needed to complete this draft map  
• Development of Action Plans | 45 min. |
| 6  | Wrap-up and Closing                       | • Debrief /Feedback  
• Closing | 5 min. |

**Career Ladders Project**  
Fostering Educational and Career Advancement for Californians  
Transforming today’s education for tomorrow’s economy
Review strategic plan and/or goals with key leaders
OC SB1070 K-14 Career Pathways
Project Deliverables

- Alignment of 9-14 curriculum with occupational competencies (Curriculum Development, Hinge Courses, DACUM, C-ID, and CBEDS Code)

- Identify and plan sector and pathway specific professional development

- Analyze and produce local pathway maps

- Pre-work for production of the regional pathway maps

Source: OC SB1070 Career Pathways Leadership Institute- Work Guide
Pre-work

Pre-populate map and program of study with as much information as can be obtained before first mapping session
CLP begins populating maps with CURRENT information before initial mapping meeting.

Pathway leadership team sends CLP current courses & certificates for program of study from catalog or link.
Mapping Session 1

Do these programs/certificates reflect discussion or data from industry?

Does your POS/certificates prepare students for industry certification?

Any early college credit opportunities available? What is in development?

What kind of jobs do the certificates/programs prepare students for at each level?
What are the wages associated to these jobs?

What certificates/courses are relevant in preparing student for occupations?
What are obsolete?

What student supports are integrated with the program of study?
What are, or could be, work-based learning opportunities?

Use post-it notes to update or edit what is on the draft pathway maps

Put a star next to items that are in development or aspirational

Include C-ID’s & CBEDS Codes
Post Mapping Session 1
Action Planning

Action Plan Worksheet:

Sector: __________________________ Institution: ________________________________ Names: __________________________

<table>
<thead>
<tr>
<th>Buckets of Work</th>
<th>Identify Action(s) Necessary To Support/Complete this work</th>
<th>Expected Result</th>
<th>Resources Needed</th>
<th>Who you need to work with</th>
<th>Timeline (start to finish)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What are 2-3 priority areas for development to meet our OC SB 1070 pathway deliverables?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are some key next steps or action plans for moving the work forward in the priority areas identified?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
Next Steps

1. Invite Attendees
   - 9-14 Pathway Faculty
   - Pathway Administrators (Deans, CTE, Principals, Directors, Coaches, etc.)
   - CTE Coordinators
   - Career Coaches
   - Career Counselors
   - General Counselors
   - Matriculation Team
   - Articulation Officers
   - ANYONE ELSE?

2. Schedule a Date
   1. August 24th - 1:30-4:30pm, 2:30-5:30pm OR 3:30-6:30pm
   2. August 25th - 1:30-4:30pm, 2:30-5:30pm OR 3:30-6:30pm
   3. September 14th - 1:30-4:30pm, 2:30-5:30pm OR 3:30-6:30pm
   4. September 21st - 1:30-4:30pm, 2:30-5:30pm OR 3:30-6:30pm
   5. September 22nd -1:30-4:30pm, 2:30-5:30pm OR 3:30-6:30pm

3. Email Program of Study or Catalog Link to CLP:
   media@careerladdersproject.org
Resources

All mapping resources are available in the OC SB1070 Career Pathways Google Drive folder:

https://drive.google.com/open?id=0ByLXQiYw3VB1UzNmZlMyQUxvd2c
Questions?

Naomi Castro - ncastro@careerladdersproject.org

Katherine Bergman - mkbergman@careerladdersproject.org

Sherry Shojaei - sshojaei@careerladdersproject.org

Dr. Robert Jaurequi - drrrobertjaurequi@gmail.com
THANK YOU!
Local Pathway Mapping

Orange County SB1070
K-14 Career Pathways Project

THANK YOU!