4. Mapping session and action planning
Agenda  (all times are suggestions, please amend the agenda to fit your session)
https://docs.google.com/document/d/1zIwWVQ0wWHO-CroIpNGNwd822BdSqOzztZYo5rWo8/edit

1. Introduction (10 min)

2. Pathway Mapping and Program of Study Introduction (30 min)
   - Review mapping prompting questions and Action Plan template

3. Initial Mapping (30 min)

4. Share Out, Discussion and Priorities (30 min)

5. Action Planning (25 min)

6. Gallery Walk: Action Plan and Map (10 min)

7. Wrap-up and Closing (25 min)
What is pathway mapping and why do we do it?

(presentation)
Pathway Map Definition

A Pathway Map serves as a **graphic tool to facilitate a process of designing and/or re-designing programs of study** so that certificates are stackable, and as student’s progress, they have advancement opportunities in both college and career. The maps evolve over time as faculty and stakeholders align efforts and academics with industry validated competencies and multiple entry/exit points. The maps present steps a student can take in pursuing a certificate/degree to qualify them for high-wage, high-skill, in demand occupations. Robust pathways include entry/exit/re-entry points to build structures that are more portable and allow success for students who may need to step away from college for a certain time to handle responsibilities.
Communities of Practice
Build your community of practice!!

Pathway mapping is an opportunity to create a community of practice around a cross-institutional program of study with the students at the center.

Participants should be encouraged to get to know each other and feel that they can reach out to each other after the session with follow-up questions or to explore new ideas for their pathways.

Helpful resource: Considerations for High School and Community College partnerships in the mapping process
Pathway(s):
Community College(s):
Partner Organization(s):

https://www.careerladdersproject.org/community-college-template/
<table>
<thead>
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<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>History/Social Science</th>
<th>Language Other Than English</th>
<th>Visual &amp; Performing Arts/Phys Ed</th>
<th>Career Technical Courses</th>
<th>Work-based Learning:</th>
<th>Student Supports:</th>
<th>Curriculum Intlg./Project-Based Learning:</th>
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Pathway(s): High School(s): Partner Organization(s):
Mapping Instructions

● Label your map with the names of the institutions, the sector and the date.
● Use post it notes or markers add or update information about the pathway.
● Review prompting questions to generate ideas.
● Indicate what is in progress or aspirational eg. using stars or dots.
● Be thinking about:
  ○ Where would you like to collaborate?
  ○ What questions do you have for your partners?
● Please be prepared to share your map with the group.
Mapping Best Practices

- Do not use pens, pencils or highlighters. Black felt tip pens (not sharpies) are preferred.
- Do not stack post it notes on top of each other.
- Be mindful of spelling out acronyms.
- 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.
### Prompting Questions for Pathway Mapping and Program of Study

#### Community College Program of Study Prompting Questions

1. **What are the related pathways offered at the college?**
2. **What are the certificates that lead to entry level jobs?**
   a. Middle skill certificates/programs?
   b. Advanced skill certificates/programs?
   c. Is there alignment of program for transfer to 4-year institutions?
3. **What are the current courses offered? What is in development?**
4. **Are there early college credit opportunities currently available? Which courses? What is in development?**
5. **What are the prerequisites needed to enter the certificated program?**

#### High School Program of Study Prompting Questions

1. **What is the current CTE courses offered?**
2. **What is in development?**
3. **Do pathway courses meet A-G requirements?**
4. **What courses have, or could have, integrated career-based learning?**
5. **What are, or could be, work-based learning opportunities? (see WBL Continuum)**
6. **What student supports are, or could be, offered? What student supports are integrated with the program of study?**
Community College Degrees and Certificates

AS - Computer Networking

Certificate of Achievement - Computer Networking (30 units)

CCNA Certificate of Specialization - Network Associate (14 units)

High School Courses (general and CTE)
A pathway map after the information from the mapping session(s) has been added.
Action Planning

Begin development of action plans by:

- Discussing how the information shared can be used and how programs/courses etc. can be further developed
- Determining what information is still needed to complete this draft map
- Completing Action Plan – be sure to include who is responsible for each action item
<table>
<thead>
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<th>Responsibilities: Who will do it?</th>
<th>What resources are needed?</th>
<th>When: Day/Month</th>
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<td></td>
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<td>A. Resources available</td>
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Share action plans with the group
Sample Resources
(sample resource packet)
Example Resource: Key Interventions for Effective K-16 Pathway

Example Resource: Work-based Learning

Example Resource:
Labor Market Information, Aligning with Industry, Creating Counseling and Career Pathways

Career Pathways Toolkit: Six Elements for Success:
Ready for Step 5!