



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/1zlwWVQ0wWHO-CroIpNGNwd822BdFdSqOzxtZY05rWo8/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](#)

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<https://www.careerladdersproject.org/community-college-template/>

MAPPING

CLP | Career Ladders Project

Career
Ladders
Project

Pathway(s):

Community College(s):

Partner Organization(s):

DRAFT DATE:

**Industry
Certifications**
ADVANCED
LEVEL

MID LEVEL

ENTRY LEVEL

Jobs and Wages

**ADVANCED
LEVEL**

MID LEVEL

ENTRY LEVEL

BA/BS Degree/Transfer

AA./A.S Degree/Transfer

General Education

Mid Level Certificate

Entry Level Certificate

Work-Based Learning

ADVANCE
LEVEL

MID LEVEL

ENTRY LEVEL

**Integrated
Student Services**

ADVANCE
LEVEL

MID LEVEL

ENTRY LEVEL

Bridge Programs

Bridge Programs

English * indicates integration *D = Dual Enrollment	Mathematics * indicates integration *D = Dual Enrollment	Science * indicates integration *D = Dual Enrollment	History/ Social Science * indicates integration *D = Dual Enrollment	Language Other Than English * indicates integration *D = Dual Enrollment	Visual & Performing Arts / Phys Ed * indicates integration *D = Dual Enrollment	Career Technical Courses: Please indicate CTE courses	Work-based Learning: Coordinated, sequenced and scaled, connected to academic and technical coursework	Student Supports: Academic interventions, guidance and counseling, college and career planning	Curriculum Intg. / Project-Based Learning: Curriculum and projects aligned to key student learning outcomes or industry aligned competencies	Competencies: Cross-disciplinary, pathway specific student-learning outcomes aligned with state standards, post-secondary expectations, and industry standards or requirements
12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9

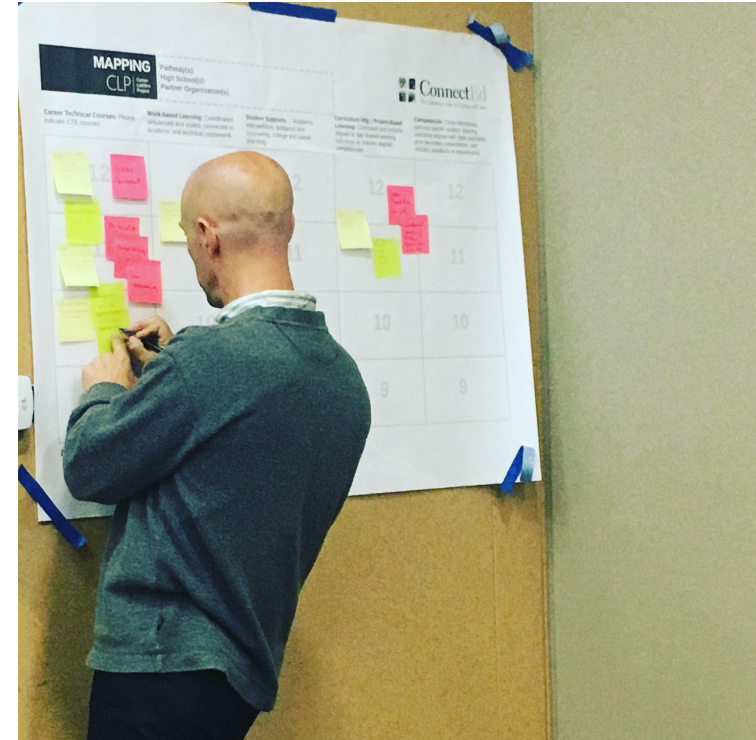
MAPPING
CLP Career
Ladders
Project

Pathway(s):
High School(s):
Partner Organization(s):

DRAFT DATE:

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.

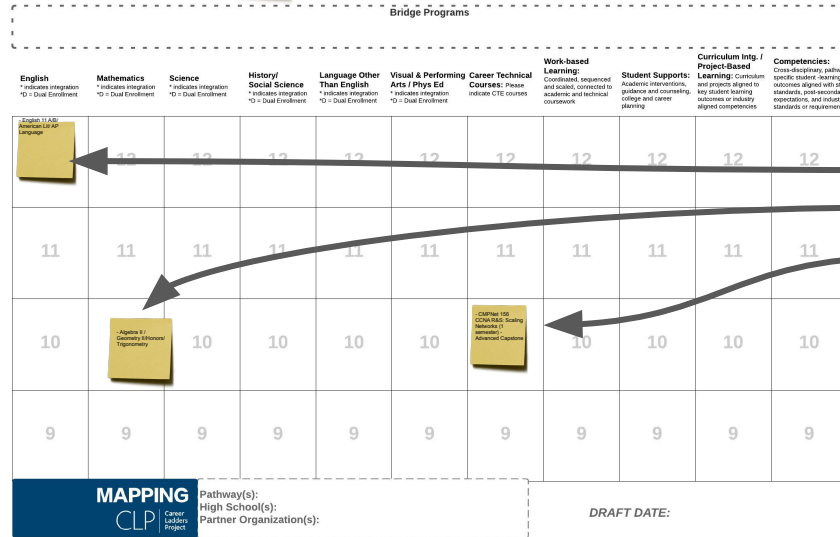
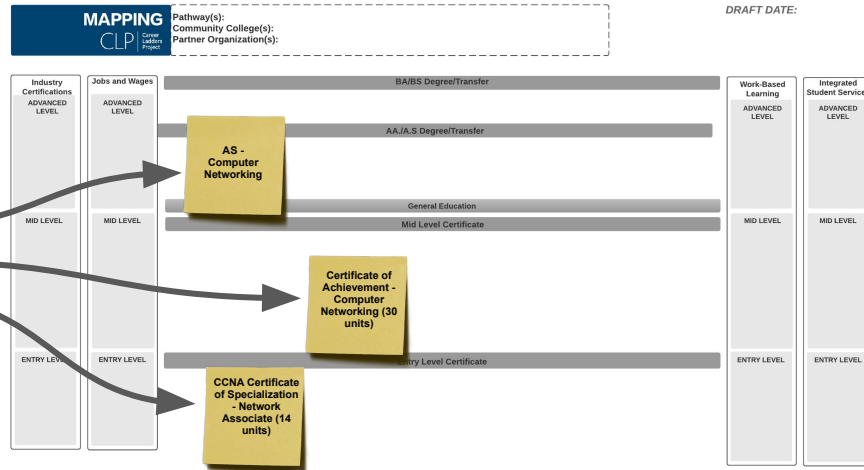
*Community College
Program of Study
Prompting Questions*

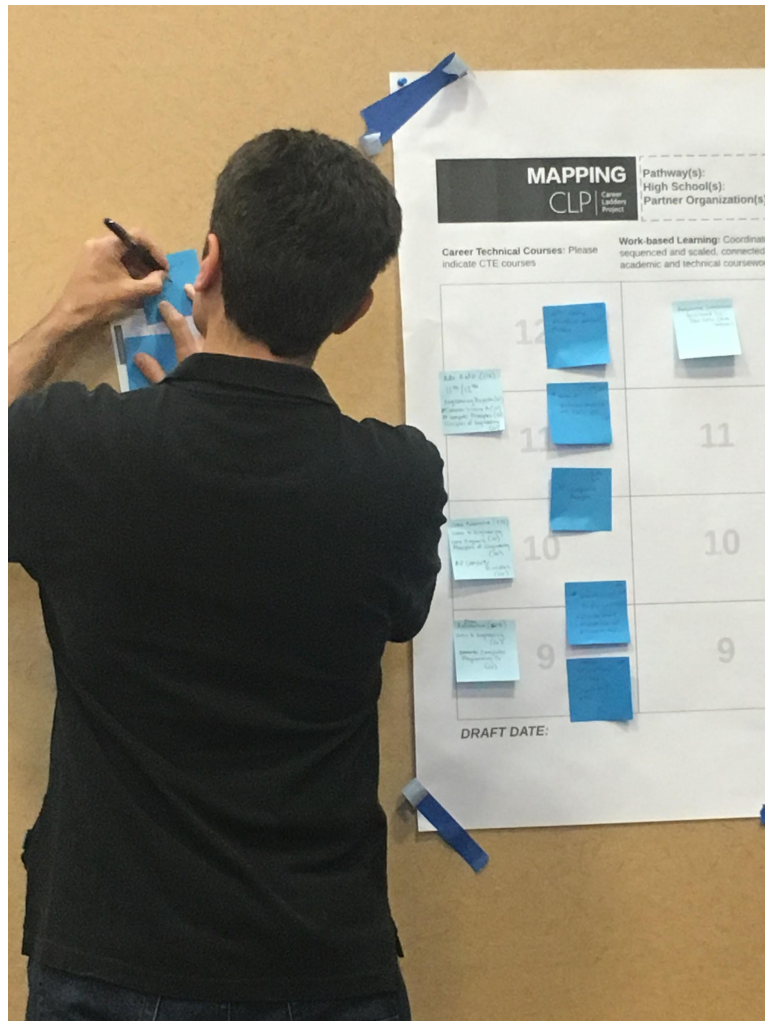
- 1 **WHAT ARE THE RELATED PATHWAYS OFFERED AT THE COLLEGE?**
- 2 **WHAT ARE THE CERTIFICATES THAT LEAD TO ENTRY LEVEL JOBS?**
 - (a) Middle skill certificates/programs?
 - (b) Advanced skill certificates/programs?
 - (c) Is there alignment of program for transfer to 4-year institutions?
- 3 **WHAT ARE 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?**

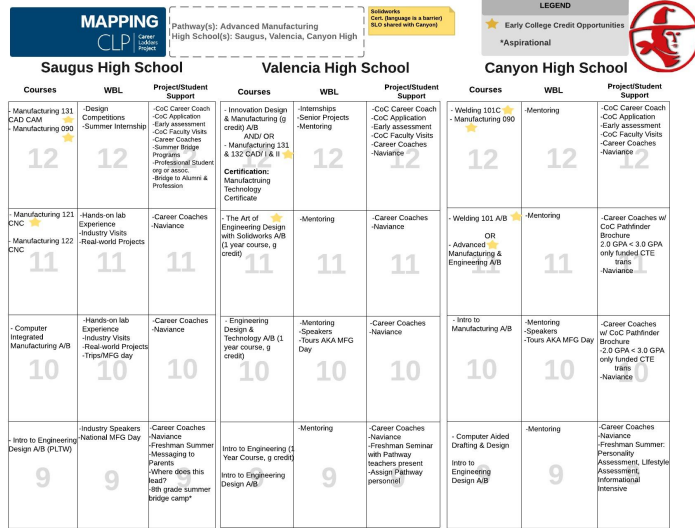
Community College Degrees and Certificates





s Ed egration ollment		Courses: Please indicate CTE courses	and scaled, connected to academic and technical coursework	Academic interventions, guidance and counseling, college and career planning	and proj key stud outcome aligned c
12		Comp Sci Principles AP Comp Science Applications IT Essentials CCNA I CCNA II	Guest Speakers Field Trips Job Shadow Cyber Patriots	12	12
11		Comp Sci Principles AP Comp Science Applications IT Essentials CCNA I CCNA II	Industry Mentor Program Guest Speakers Field Trips	11	11
10		Comp Sci Principles AP Comp Science Applications IT Essentials CCNA I CCNA II	Guest Speakers Field Trips	10	10
9		Comp Sci Principles AP Comp Science Applications IT Essentials	Freshman Mentor Program Freshman Seminar (GHSF) Guest Speakers Field Trips	9	9

4



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

Action Plan

Date:

Team members:

Action steps: <i>What to do?</i>	Responsibilities: <i>Who will do it?</i>	What resources are needed? <i>A. Resources available B. Resources needed (financial, human, political & other)</i>	When: <i>Day/Month</i>

4



Sample Resources

(sample resource packet)

Example Resource:

Key Interventions for Effective K-16 Pathway

<https://www.careerladdersproject.org/wp-content/uploads/2015/01/Key-Interventions-k-16-pathways-DRAFT-10.3.2016.pdf>

Key Interventions for Effective K-16 Pathways DRAFT 2/2/2016									
Systemic Interventions	Elements								
Greater Structure and Improved Sequencing	<table border="1"> <thead> <tr> <th>K-12</th><th>Postsecondary</th></tr> </thead> <tbody> <tr> <td> Programs of Study that: <ul style="list-style-type: none"> Bring coherence to four design components: rigorous academics, real world technical skills, work based learning and personalized supports Ensure opportunity to earn postsecondary credit Includes a 3-to-4 year program of study that is aligned with grade level academic and CTE standards Ensures that nearly all pathway students participate as a cohort in the pathway's academic and technical courses </td><td> The college supports students in choosing their field of study, specific credential/transfer goals and course selection by: <ul style="list-style-type: none"> Clustering credentials into broad fields of study such as health, engineering, etc., so that students can earn program applicable credit while they explore different programs of study within a field. This sometimes is referred to as a "meta major". Offering "bridges" that introduce students to a pathway or major and simultaneously help students explore their interests, gain foundational skills and/or a credential. Clearly identifying, for each program of study, prerequisites and courses needed for students to meet degree requirements for on-time graduation. Setting predictable schedules to anticipate student demand for courses and accommodate student needs. </td></tr> <tr> <td> Student recruitment and selection: <ul style="list-style-type: none"> Includes students, business, district administrators and local community partners in formalized and equitable recruitment efforts Includes an admission process and practices designed to ensure that students and their families can select the pathway based on informed choice and student interest. Has diversity as a core principle and has recruitment efforts with middle school students. </td><td> Student recruitment and outreach: <ul style="list-style-type: none"> Has diversity, inclusion and equity as core principles. Includes collaboration and alignment with High School Districts, alternative high school settings, community-based organizations, adult education, workforce investment boards. </td></tr> <tr> <td> Industry Theme: <ul style="list-style-type: none"> Has been selected by a team that includes students, teachers, district support personnel, and post-secondary and industry partners Has been elected based on a review of students' interests, long-term regional workforce needs, teacher expertise, postsecondary opportunities, and other pathways offered within the district. Has been vetted through a review by industry and postsecondary partners, school staff, and students so that it is aligned to post-secondary programs and current industry standards. </td><td> Program requirements (including prerequisites for courses and programs) are: <ul style="list-style-type: none"> Developed by cross-disciplinary faculty teams. Aligned with college-wide learning outcomes and transfer requirements. Stackable: streamlined and designed so that credits for lower unit credentials can be counted towards higher unit credentials, degrees and transfer. 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Systemic Interventions	Elements	
Integrated and Proactive Student Support	K-12 To provide proactive support and ensure improved placement without remediation: <ul style="list-style-type: none">K12 and CC counselors collaborate to help students with college applications and matriculation while in high school; create educational plans, tap career-planning tools.Pathway CoP, in consultation with families and service providers, identify and address the academic, personal, and social-emotional needs of every student so that she or he makes progress toward achieving personalized college and career goals and pathway student learning outcomes.The pathway team regularly reviews several kinds of evidence including, performance based measures of student learning outcomes, individual growth in transcript based measures, students success after high school in postsecondary education, trends over time in all these measures for the pathway students as a group.	Postsecondary Community college counseling, advising and career counselling is: <ul style="list-style-type: none">Specialized and embedded in pathways.Proactive and part of students' schedules.Integrated with academic support and instruction.
	Work-Based Learning and Workforce Connections	K-12 A continuum of work-based learning provides all students: <ul style="list-style-type: none">A personalized 3- or 4-year sequence of experiences following the WBL continuum. WBL builds on and extends every pathways program of study.WBL opportunities at each pathway level for all students, in alignment with the needs identified by industry and postsecondary partnersPersonalized and coordinated continuum of work-based-learning (WBL) experiences designed to help them master and demonstrate academic, technical, and 21st Century skills, as identified in the pathway student learning outcomes. Students acquire academic, technical, and 21st Century knowledge and skills through WBL, all of which enhance their preparedness for the demands of college and careers.
Improved Transition	K-12 & Postsecondary Collaboration between college and HS, counselling/advising functions leading to early: <ul style="list-style-type: none">career counsellingcollege awarenessfinancial aid planningmatriculation Accelerated remediation and improved placement through: <ul style="list-style-type: none">Early assessment and remediation in high schoolEvidence based college placement using HS GPA and gradesAccelerated developmental education Dual enrollment: <ul style="list-style-type: none">Ensure the courses are aligned with common core & meet high school graduation requirementsEnsure the courses accelerate students' progress towards college pathway and build college knowledge and help students choose a program of study by building career awareness.	
	Student Outcomes <div>High school success & completion → College Access & Enrollment → College Success & Completion → Employment in Chosen Career</div>	

Example Resource: Work-based Learning

https://casn.berkeley.edu/wp-content/uploads/resource_files/WBL_Continuum_Handout.Feb_517-01-22-03-18-58..pdf

CLP

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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

Adapted from the Linked Learning Work-Based Learning Continuum developed by the Linked Learning Alliance, available at: <http://linkedlearning.org/linked-learning-in-action/work-based-learning/>

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 how 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 work-related 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

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

Source: Georgetown University
Center on Education and the
Workforce, Career Pathways: Five
Ways to Connect College and
Careers,
2017: <https://cew.georgetown.edu/wp-content/uploads/LEE-final.pdf>



Education Projections, Business Expansion, and Workforce Quality tools help state economic development leaders attract and retain new employers with data demonstrating that the state postsecondary education and training systems can provide workers with the needed skills.



Program Alignment with Labor Market Demand tools help college administrators, faculty, and deans make program-related decisions that address labor market needs, while college and system administrators can demonstrate return on investment to state leaders.



Curriculum Alignment with Workforce Requirements tools help faculty members create curricula aligned with the applied skills and abilities that learners will need to succeed in their careers.



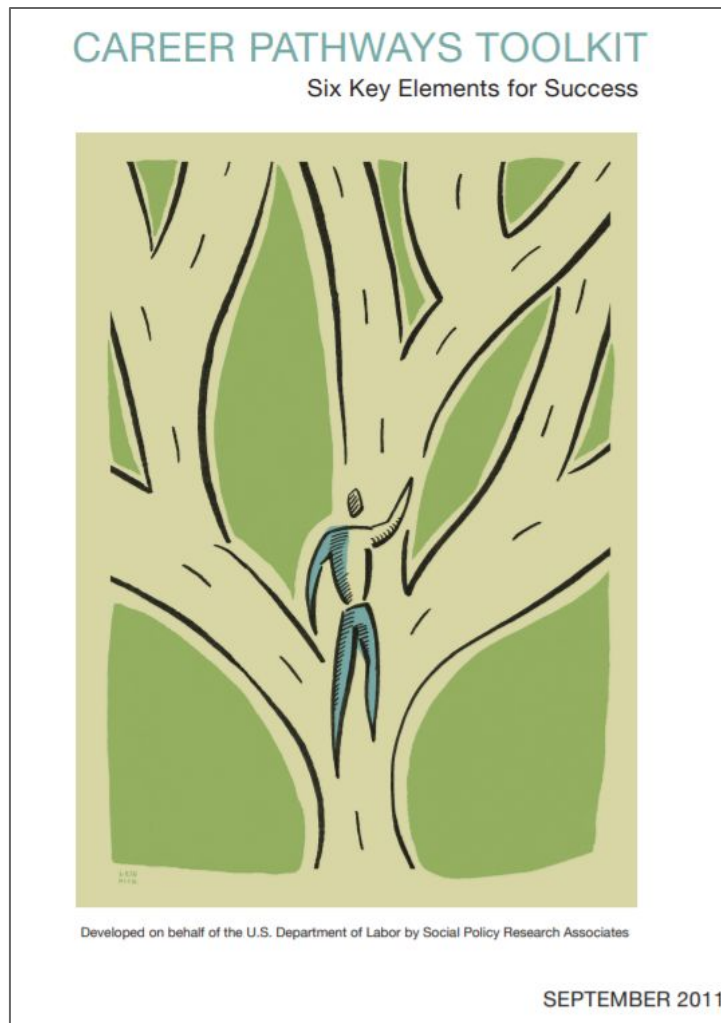
Counseling and Career Pathways tools help advisors support students in their educational and career decisions, as well as identify and reach out to the learners who need additional support.



Job Placement and Skills Gap Analysis tools help workers determine if and how the knowledge, skills, abilities, interests, and work values they possess are transferable to new jobs. These tools also help workers assess skill gaps and provide connections to postsecondary education and training options that can prepare them for a career change.

Career Pathways Toolkit: Six Elements for Success:

<https://www.careerladdersproject.org/wp-content/uploads/2014/11/CareerPathwaysToolkit2011.pdf>



Ready for Step 5!