Career Pathway Mapping

Introduction of the Toolkit

Wednesday, February 27th
Welcome & Introductions

Purpose of today is to explore and engage with the Career Pathway Mapping Toolkit

- Welcome participants and partners!
- Brief history of the project
- Connecting to the BA regional plan
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CAREER LADDERS PROJECT (CLP)

Amal Amanda Issa
Senior Program Manager
External Partners/Today’s Team

Career Ladders Project promotes equity-minded community college redesign. We collaborate with colleges and their partners to discover, develop, and disseminate effective practices. Our policy work, research, and direct efforts with colleges lead to system change—and enable more students to attain certificates, degrees, transfers, and career advancement.

Guided Pathways Regional Coordinators (GP RCs) provide local support for colleges and districts in their GP implementation. They foster regional collaboration and serve as liaisons between colleges/districts and the Chancellor’s Office. They help inform development of needed tools and resources as colleges work to integrate the GP framework. RC are available to help colleges and districts get answers to their questions and share new available resources, tools, and promising practices.

Technical Assistance Providers (TAPs) provide expert consultation and services on specific topics, such as K14 Pathways and Labor Market Information. They are considered Key Talent supporting the Chancellor’s Office’s Doing What Matters for Jobs and the Economy framework and its Strong Workforce Program.

A regional consortium comprised of the 28 colleges surrounding the San Francisco and Monterey Bays that serves as a framework to enhance the coordination of regional programs; increase collaboration on regional priorities; and as a link between colleges’ CTE programs, economic and workforce development initiatives, and the Chancellor's Office.
Goal Setting

What do you hope to achieve during this event?
What is pathway mapping and why do we do it?
K12 → Community College → 4 year Institution → Career

Student K12 → Community College → 4 year Institution → Career

CLP | Career Ladders Project

ConnectEd
The California Center for College and Career
Nourishing Community Asset Mapping:
Mendocino Lake ACE Curriculum to Career Summit 2017
What is pathway mapping?

Pathway mapping is an opportunity for leaders and faculty to work collaboratively as a cross organizational Community of Practice as they sequence, align, and strengthen pathways. Teams map the current state of their pathways, conduct a gap analysis and begin strategic planning for areas that could benefit from increased collaboration.

Key areas explored in the mapping process include integrated instruction/curriculum, postsecondary transitions, integrated student supports, early college credit, aligned course sequences, and labor market information.

Each step on a pathway is DESIGNED explicitly to prepare students to progress to the next level of employment and/or education.
Connections to our work in the field

“If a picture is worth a thousand words, a map is worth a thousand pictures.” -----Dr. Lori Sours Outcomes and Assessment Strategist, Rogue Community College (OR) citing Ruth Stiehl and Kathy Telban’s *The MAPPING Primer*

Prior inclusive mapping with intersegmental partners (K12, CC, adult ed/noncredit, etc) and industry/community stakeholders provides foundational work which our educational communities may choose to draw upon in future work to ensure socioeconomic equity for students.

This learning might be of value to your SWP and Guided Pathways team!
Objectives of pathway mapping

- Develop a shared understanding of current and desired pathway elements
- Map current pathway program elements and identify gaps and priority areas for collaborative development
- Develop a cross-organizational sector specific community of practice with self-identified priorities and work plans
Components of a Career Pathway

Strategic partnerships
Multiple ways to enter and exit
Active participation by employers
Innovations in program content and delivery
Integrated support services

Career Pathways Toolkit: Six Elements for Success
Career Ladders Project
Pathway Maps
Career Pathway Mapping Toolkit

4. Mapping session and action planning

PATHWAY MAPPING

CLP
Career Ladders Project
## Toolkit Overview/Suggested Time Commitment

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Time</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Pre-mapping work</strong> - Leadership meeting to launch project and begin planning</td>
<td>Prep, then meeting 1 to 2 hours, in person or virtual</td>
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<tr>
<td>2</td>
<td><strong>Pre-mapping work</strong> - K-12 and community college planning meeting</td>
<td>Prep, then meeting 1 to 2 hours, in person or virtual</td>
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<tr>
<td>3</td>
<td><strong>Pre-mapping work</strong> - Continuing preparation for mapping session</td>
<td>2 to 3 weeks</td>
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<td>4</td>
<td><strong>Facilitated Mapping Session</strong> - Includes planning for next steps</td>
<td>Prep, then meeting takes about 3 hours, in person</td>
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<td>5</td>
<td><strong>Post-mapping work</strong></td>
<td>To be determined by group</td>
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</table>
1. Pathway mapping launch - Leadership meeting
Leadership meeting actions and outcomes

1. Option to review: **What is pathway mapping and why do we do it?**
2. Review **mapping session agenda** and co-develop objectives
3. Identify key stakeholders (see slide 3) to invite to the 1-2 hr planning meeting (Step 2)
   - **Pathway mapping invitation**
4. Ensure that roles have been assigned (see slide 4)
From the Field
Sequoia Unified & Foothill College
Establish the right team: Who to invite to the mapping session

**Instructional faculty:** Ideally, full-time faculty from program departments, including faculty that serve on the curriculum committee.

**Counseling faculty:** Counseling faculty are critical as they have a breadth of knowledge about program, graduation, transfer requirements. They work directly with students, so they understand their needs and are important for communicating information to students.

**Dean or Department Chair:** It is important to have decision-makers at the table.

**K-12 Partners:** High school principals, teachers, and counselors should be engaged to identify opportunities to create fully integrated career pathways that connect K-12 and post-secondary programs of study.

**Industry:** Representation by employers or faculty that come directly from industry that understand the skills needed for the pathway are key members of the process.
Establish the right team: Who to invite to the mapping session
Roles and Responsibilities

Lead Facilitator(s)
Main Mapper (cartographer)
Logistical Coordinator
# Career Pathway Mapping - Planning Guide

## Why map?

## Step 1 - Determining Objectives/Outcomes/Team

| What is/are your desired mapping outcome(s)? | Who will you invite to join your cross functional team? |

## Step 2 - Mapping Components Scavenger Hunt

- Where is this info? Who could help you find at your site?
  - 2 and 4-year College Certificates and Degrees
  - Industry or Third Party Certifications
  - Job and Wage Data
  - Bridges and Boots
  - Integrated Student Supports (Academic and Non-Academic Supports)
  - Experiential Learning (Project Based, Work Based, etc.)
  - HS Courses (General and Pathways Specific courses)
  - Others? (Junior High Courses)

## Step 3 - Mapping Materials

Prefill your maps with as much information as you have available. This is the role of the main mapper or cartographer.
2. K-12 and Community College planning meeting
Brief Agenda

1. Option to review: What is pathway mapping and why do we do it?
2. Engage in the information norming of evidence-based practices by reviewing and considering opportunities for pathway re/design via research tools and case studies
3. Review and adapt mapping session agenda and objectives
4. Plan a 3-hour in-person pathway mapping and action planning session
5. Determine materials needed from attendees in order to map
High School Map

<table>
<thead>
<tr>
<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 Intg. / Project-Based Learning</th>
<th>Competencies</th>
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Pathway(s): High School(s): Partner Organization(s):

DRAFT DATE:
From the Field
Sequoia Unified & Foothill College
### Why map?

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### Step 2 - Mapping Components Scavenger Hunt

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### Step 3 - Mapping Materials

Prefill your maps with as much information as you have available. This is the role of the main mapper or cartographer.
3. Preparation for mapping session
Print and Materials List

1. Print posters for group work. Preference is for black and white, 36”x 48” posters (these can be created at most local print shops using oversized printers.)
   a. Pathway maps: one map per institution (include extra blank maps)
      i. Community College Pathway Map Template
      ii. High School Pathway Map Template
   b. Action plans: one action plan per institution (include extra blank action plans)
      i. Action Planning Document

2. Print resources for packet (if applicable):
   a. Agenda
   b. Presentation slides
   c. Pathway map examples
   d. Relevant resources to share (example resource packet)

3. Materials to bring to the session:
   a. Markers
   b. Post-it notes
   c. Painters tape
   d. Name tags
   e. Sign in sheet: include contact info
Checklist

1. Finalize the **mapping session agenda**
2. If relevant, pre-populate maps using LucidChart
3. Create presentation (powerpoint/slides) for mapping session. The goal is to illustrate the why and the how of mapping and provide structure to the session.
4. **Select relevant pathway map examples to share** (optional to choose by sector, region or institution)
5. Select relevant resources to share ([example resource packet](#))
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-CrolpNGNwd822BdFsOzxtZYo5rWo8/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)
Pathway Maps

Graphic tool to facilitate a process of designing and/or re-designing programs of study.

The maps present steps a student can take in pursuing a certificate/degree to qualify them for high-wage, high-skill, in demand occupations.
Helpful resource: Considerations for High School and Community College partnerships in the mapping process
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](#)
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.
### 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?**
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 Degrees and Certificates

- AS - Computer Networking
  - CCNA Certificate of Specialization - Network Associate (14 units)
  - Certificate of Achievement - Computer Networking (30 units)

High School Courses (general and CTE)

- English 11 A/B/ American Lit/ AP Language
- Algebra II / Geometry II/Honors/ Trigonometry
- CMPNet 156 CCNA R&S: Scaling Networks (1 semester) - Advanced Capstone
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
Share action plans with the group

<table>
<thead>
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<th>Action Plan</th>
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<tbody>
<tr>
<td><strong>Date:</strong></td>
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<tr>
<td><strong>Team members:</strong></td>
</tr>
<tr>
<td><strong>Action steps:</strong> What to do?</td>
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Sample Resources
(sample resource packet)
CAREER PATHWAY MAPPING - Planning Guide

Step 4 - Mapping Test Run

Ongoing Questions

Resources to Review

Step 5 - Follow up
What are your next steps in the mapping process? Make an action plan for your goals.

Download the career mapping toolkit at www.careerladdersproject.org
5. Post-mapping actions
Checklist

1. Incorporate edits and additions into the pathway maps
2. Incorporate edits and additions into the action plans
3. Create a shared folder, or digital repository, that the whole group can access and include:
   a. Digital versions of the pathway maps (clearly labeled by institution and sector)
   b. Digital versions of the action plans (clearly labeled by institution and sector)
   c. Photos of the maps from the session
   d. Sign-in sheet from the session: this is important as it will allow attendees to reach out to each after the mapping session
   e. Any materials and notes that were shared during the session
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Download the career mapping toolkit at [www.careerladdersproject.org](http://www.careerladdersproject.org)
From the Field

Sequoia Unified & Foothill College
Resources/Upcoming Events

- **Resources**
  - Video of this presentation will be made available
  - Toolkit is located [HERE](#)
- **GP/SWP Connections/Events**
  - March 8 [Data Learning Cluster](#)
  - [Dual Enrollment PD](#) sessions in April
Thank you!

- Attendees
- Team
  - College and K12 partners
  - Career Ladders Project
  - CA Community College Chancellor's Office
    - Strong Workforce Program
    - Guided Pathways Regional Coordinators
    - Bay Area Community College Consortium (BACCC)