

EXPLORING COLLEGE AND CAREER PATHWAYS

Davis JUSD CTE Advisory Committee



OBJECTIVES

SESSION OBJECTIVES

- Review NC3T Pathways system Framework
- Consider regional workforce perspectives
- Review programs in comparative districts
- Consider and discuss pathway program options for Davis JUSD



NATIONAL CENTER FOR COLLEGE AND CAREER TRANSITIONS



Our Work:

Supporting quality Career Connected Learning (CTE programs, pathways development, education-employer engagement) with expert coaching and technical assistance.

FACILITATOR HANS MEEDER

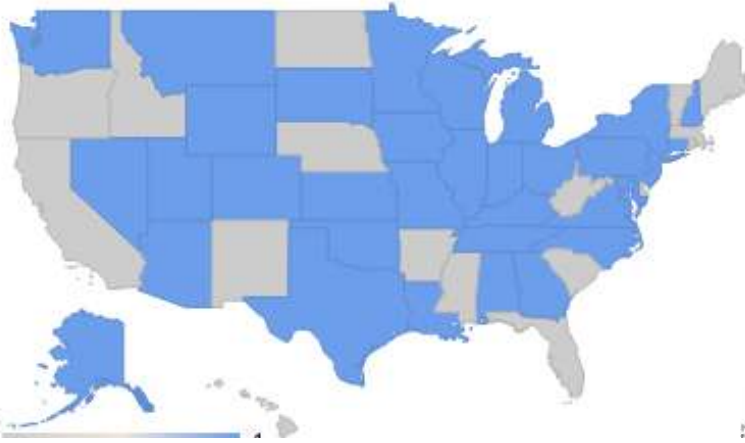


- President of National Center for College and Career Transitions since 2012.
- Author of *The Power and Promise of Pathways* and *The STEM Leader Guide*.
- Hans has worked in 25 states, conducting strategic analysis, best practice research.
- Provides pathways system development coaching and technical assistance at the district and regional levels
- Served as Deputy Assistant Secretary of Vocational and Adult Education in the U.S. Department of Education, and was education policy analyst in U.S. House of Representatives.

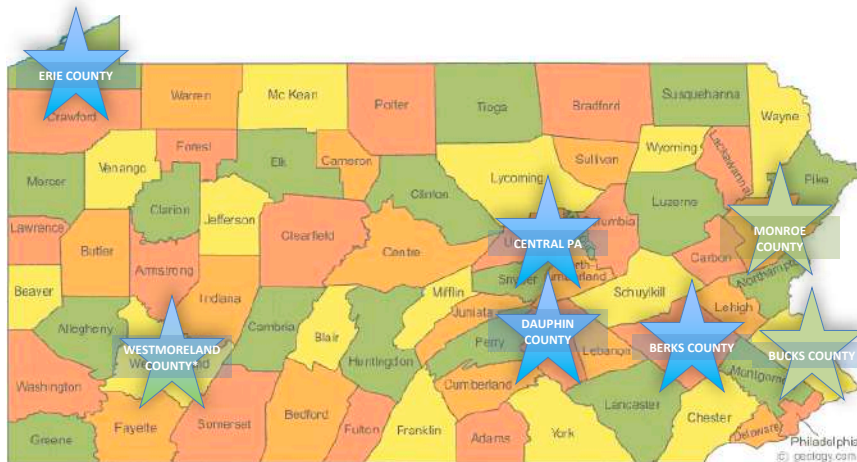


SINCE 2005

Workshops, Coaching, Technical Assistance
in 33 States



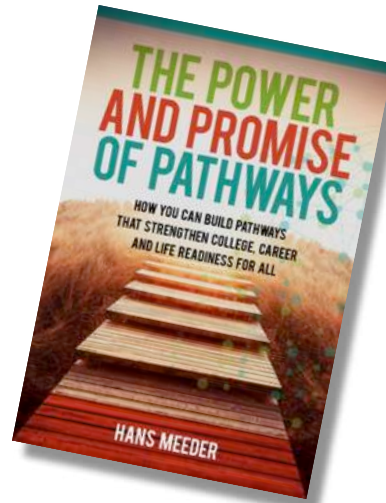
PA REGIONAL CAREER PATHWAY PARTNERSHIPS



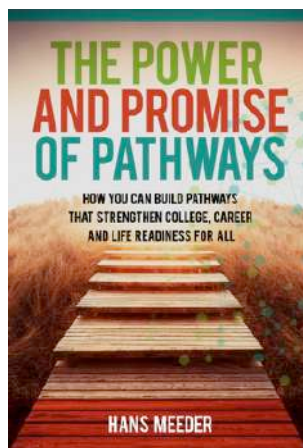
Berks County, Central PA, Dauphin County and Erie County receive technical assistance from NC3T. Westmoreland County operates independently. Bucks County and Monroe County – In development.

WHAT YOU'LL FIND

1. Overview
2. Urgency
3. Evidence
4. Pathways Essentials
5. Career & Life Readiness
6. The Pathways Program
7. The Pathways System
8. Career Development
9. Leadership
10. Communicating
11. Policy
12. Spreading the Movement



RESOURCES AVAILABLE NOW

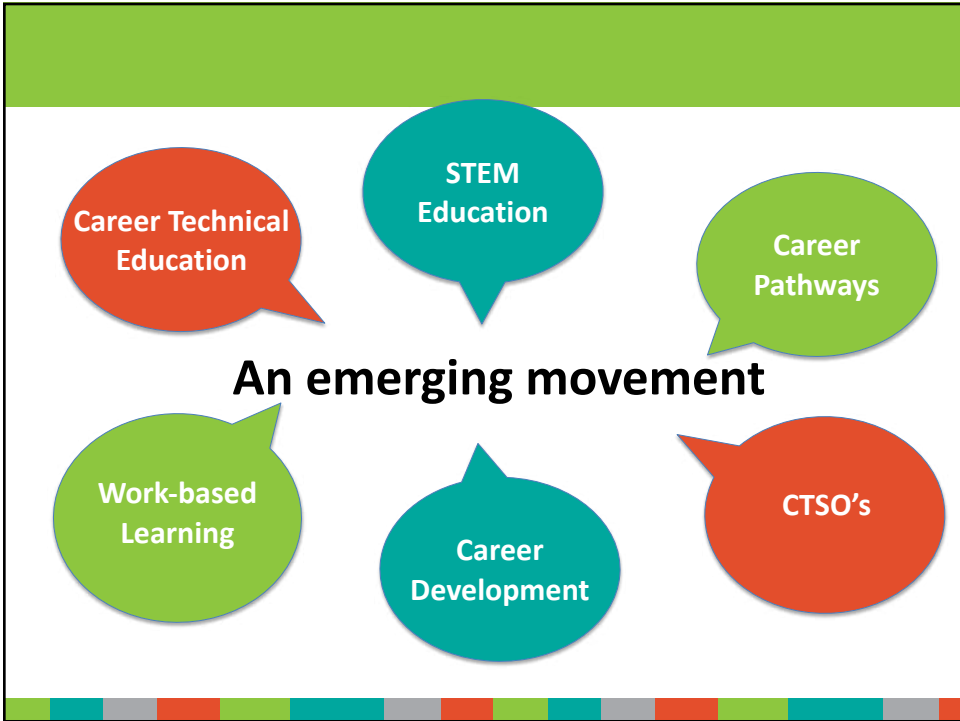


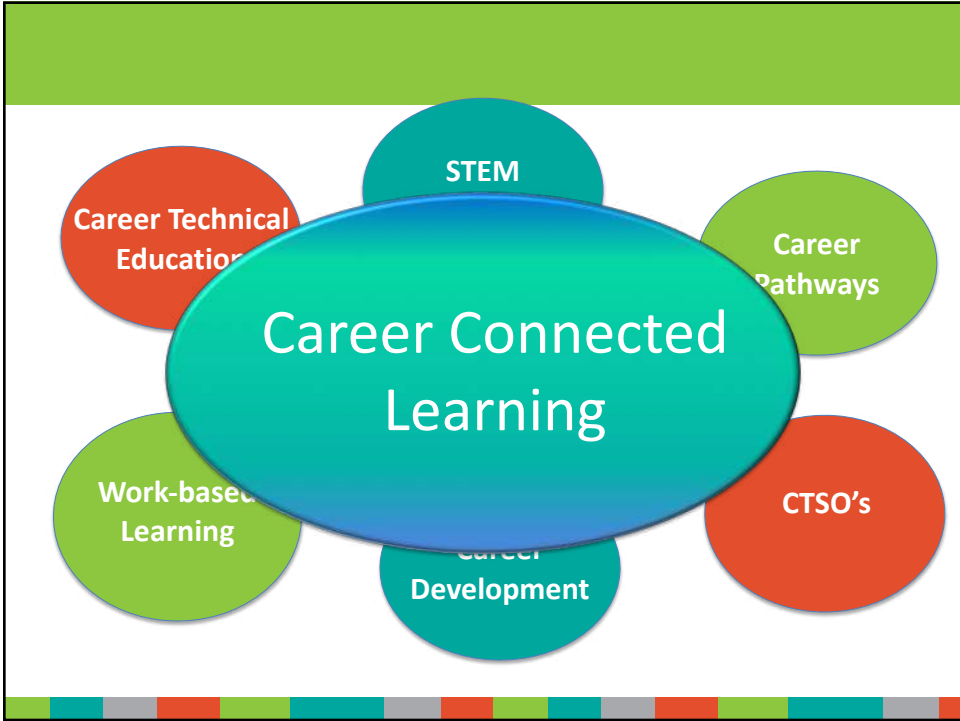
Free Discussion Guide
available for download
at NC3T.com

Bulk Pricing available
at the online
bookstore

Also available via
Amazon.com

CAREER CONNECTED LEARNING








Career Connected Learning

Core Premise:
Career exploration and career-relevant learning is good for ALL students



THE BIG SHIFT UNDERWAY

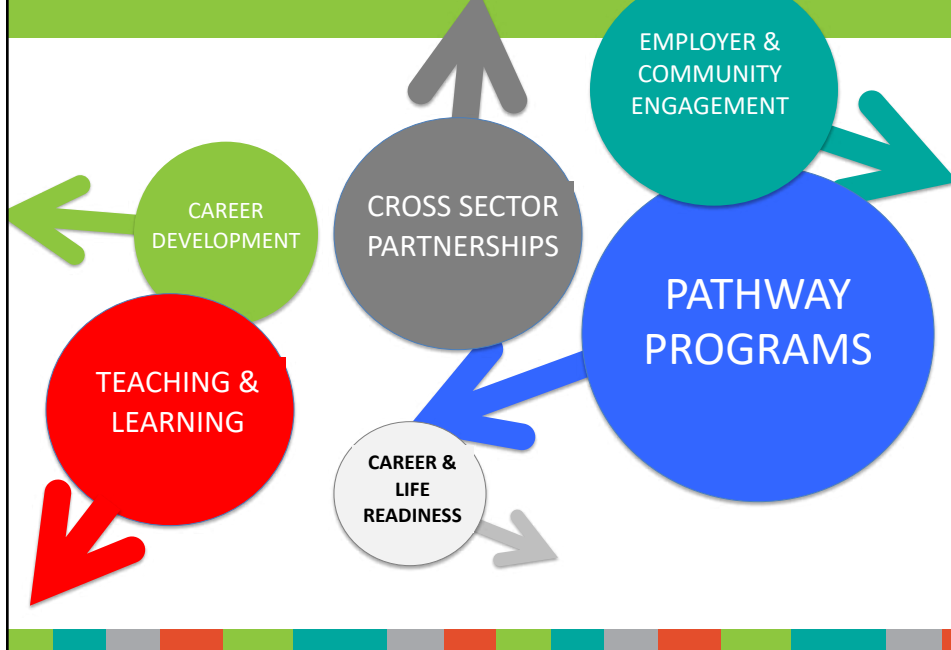
<p>CAREER PREP FOR SOME</p> 	<p>COLLEGE PREP FOR MOST</p> 	<p>CAREER CONNECTED LEARNING FOR ALL</p> 
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HM

The Pathways System Framework



RANDOM ACTS OF REFORM



PATHWAYS SYSTEMS FRAMEWORK



CAREER & LIFE READINESS

Develop a
PROFILE OF A GRADUATE to rally
around.

What a student needs to be
successful in career and life (as well
as postsecondary education)

- Applied knowledge
- Technical skills
- Employability skills
- Career navigation
- Postsecondary access
- Money sense
- Civic Commitment

READY ↓
college. career. life.

More at NC3T:


<https://nc3t.com/white-paper/>




CAREER DEVELOPMENT

- Personal Discovery,
- Learning about Careers,
- Trying out Career Interests


Helping students make informed choices about career and related postsecondary education and training.





FOUR STAGES OF CAREER DEVELOPMENT EDUCATION





Career Awareness







Career Exploration







Career Application





Career Management & Entrepreneurship





WHAT IS THE THE GOAL OF CAREER DEVELOPMENT?



- Not just an student Academic and Career Plan
- Not just implementing state standards for Employability and Life Skills

THE GOAL –
DEVELOPING A “CAREER
NAVIGATION MINDSET” IN EACH
STUDENT



1. PROFILE OF CAREER & LIFE READY GRADUATE

Defining what a student needs to be successful in career and life (as well as postsecondary education)

- Applied knowledge
- Relational Personal Attributes
- Executive and Communications
- Career navigation
- Postsecondary navigation
- Personal Finance & Business Basics
- Civic engagement


READY!
Career. Life.



HM

PORTRAIT OF A GRADUATE


PORTRAIT of a GRADUATE



- STRONG HABITS OF MIND**
 - perseverance
 - open-minded
 - flexibility
 - strategic thinker
 - self-motivated
 - self-directed
 - creative
- SOCIAL SKILLS**
 - collaborative
 - healthy relationships
 - communication effectively
 - team player
 - accepts feedback
- REAL-WORLD SKILLS**
 - analytical
 - problem-solving
 - work experience
 - transferable skills
 - adaptability
- CONTRIBUTE TO SOCIETY**
 - community involvement
 - contributes to the community, both global and local
 - member of a network
- A PLAN FOR THE FUTURE**
 - identifies challenges
 - successfully designs and implements a plan


READY FOR COLLEGE, CAREER, LIFE.

RCAS Profile of a Graduate




COLLEGE READY

- Meets standardized testing benchmarks
- Engaged in a well-thought-out secondary to tertiary plan
- Participates in a work-based learning, service learning, internship, or other experiential experience
- Ready to make an informed choice



CAREER READY

- Establishes and demonstrates efficiency and responsibility across choice areas
- Demonstrates knowledge and industry
- Adapts problems by increasing critical thinking skills
- Defines clear and visible ideas through work and further communication
- Prepares the foundational knowledge and skills foundation of choice field




LIFE READY

- Establishes the formation of an ethical and global citizen
- Shows and behaves like an engaged and responsible citizen
- Demonstrates responsibility through engaged in service experiences
- Shows and maintains positive relationships

GRADUATE PROFILE

This is the portrait our district makes to every student who graduates from Career World Public Schools.



EVERY GISH GRADUATE WILL BE ...

College Ready

- Have earned the appropriate number of postsecondary education credits
- All students will complete the college readiness assessment
- Participate in at least one work-based learning experience
- Participate in at least one of the following:
 - Internship
 - Service Learning
 - Career & Life Readiness
 - Career & Life Readiness Pathway Program
- Complete at least one college course

Community Ready

- Have earned the appropriate number of postsecondary education credits
- All students will complete the college readiness assessment
- Participate in at least one of the following:
 - Internship
 - Service Learning
 - Career & Life Readiness
 - Career & Life Readiness Pathway Program
- Participate in at least one community service activity

Career Ready

- Have earned the appropriate number of postsecondary education credits
- All students will complete the college readiness assessment
- Participate in at least one of the following:
 - Internship
 - Service Learning
 - Career & Life Readiness
 - Career & Life Readiness Pathway Program
- Participate in at least one work-based learning experience

WORLD READY

Every student who graduates with this profile will be ready for the next steps in their education and career.

Students who thrive!

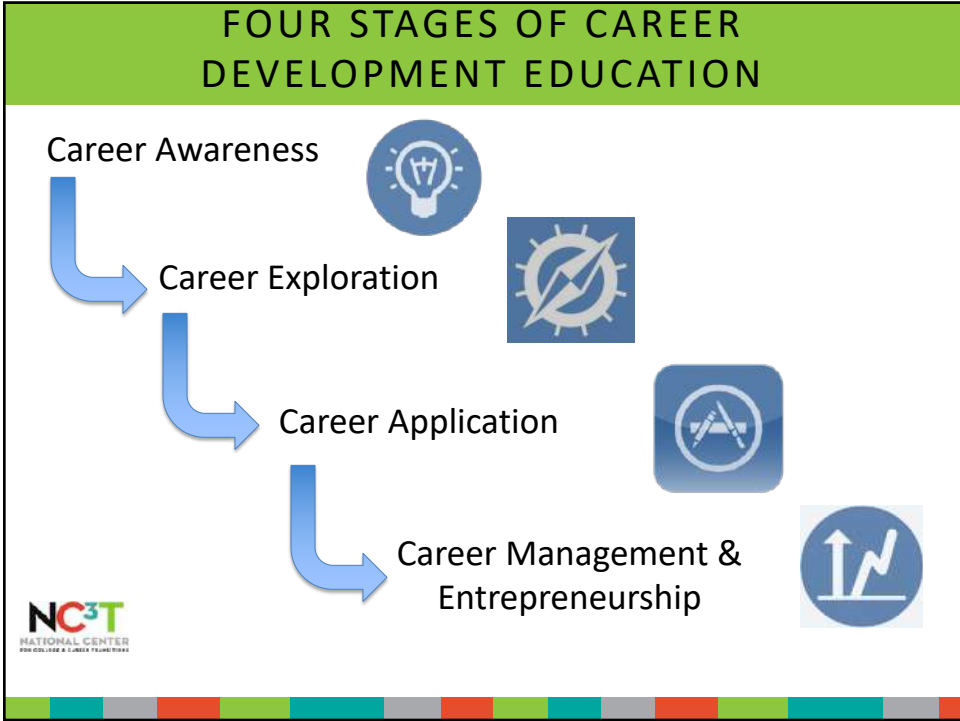
CAREER DEVELOPMENT

Personal Discovery,
Learning about Careers,
Trying out Career Interests


Helping students make informed choices about career and related postsecondary education and training.








PATHWAY PROGRAMS



DECISION PARALYSIS

DECISIONS SIMPLIFIED



 Agriculture & Natural Resources	 Arts, Media & Entertainment	 Building Trades & Construction
 Business & Finance	 Education & Child Development	 Energy & Utilities
 Engineering & Design	 Fashion & Interior Design	 Health Science & Medical Technology
 Hospitality & Tourism	 Information Technology	 Manufacturing & Product Development
 Marketing, Sales & Service	 Public Services	 Transportation

CAREER SECTORS & PATHWAY STRUCTURE

(Each school will have some, but NOT all, academies and pathways)

Agriculture & Natural Resources

- Agriculture, Food and Natural Resources

Arts & Communications

- Arts, A/V Technology and Communications

Business Finance & Information Technology

- Business Mgmt. & Administration
- Finance
- Information Technology
- Marketing, Sales & Service

Engineering & Manufacturing Technology

- Architecture and Construction
- Manufacturing
- Science, Tech, Engineering and Mathematics
- Transportation, Distribution and Logistics

Health Science & Technology

- Health Science

Human Services

- Education & Training
- Government & Public Administration
- Hospitality & Tourism
- Human Services
- Law, Public Safety, Corrections & Security

WHAT IS A PATHWAY PROGRAM?



A **Pathway Program:**

- *Sequence of courses focused on a career theme*
- *Provides in-depth career exploration*
- *Offers work-based learning experiences*
- *Leads to early postsecondary credits*
- *Builds career and life readiness attributes*

EMPLOYER & COMMUNITY ENGAGEMENT



The Pathway Partners engage business and community members to connect with students and teachers in meaningful ways.



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KEY STRATEGIES FOR EMPLOYER ENGAGEMENT



- Advisory & Industry Sector Boards
- Student Work-based Learning
- Classroom Presentations & Project Coaching
- Small Group Mentoring
- Designing Real-World Challenges
- Teacher Learning Experiences
- Program Start-up or Retrofit

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DYNAMIC TEACHING & LEARNING



- Evidenced-based Instructional Practices & Teacher Collaboration
- Identify Pathways-Related Competencies for Teachers
- Supporting Teachers Through Professional Development



CROSS-SECTOR PARTNERSHIPS



By forming a pathways community coalition, multiple stakeholders provide strategic guidance, advocacy, and perspective for the pathways system.



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LEVELS OF IMPLEMENTATION

Levels of High School Pathway Implementation

Component	Level 1	Level 2	Level 3	Level 4	Level 5
Career & Life Readiness	No operational definition of Career & Life Readiness	Generic definition of Career & Life Readiness (i.e., able to go to college without remediation)	<ul style="list-style-type: none"> Profile of a Graduate defined with input from the community. Specific definition includes identified knowledge, skills & attributes 	Same as Level 3 PLUS <ul style="list-style-type: none"> Content is identified and integrated across the curriculum Students have a portfolio to document evidence of CLR 	Same as Level 4 PLUS <ul style="list-style-type: none"> Recognition programs to honor students at elementary, middle and high school graduation
Career Development	<ul style="list-style-type: none"> Students participate in some career development activities Students select a career interest, but it does not impact course taking decisions. 	<ul style="list-style-type: none"> Some students participate in special activities related to their career interest. Each student identifies select a career interest 	<ul style="list-style-type: none"> Some students participate in special activities related to their career interest. Each student creates a personal education and career plan that forecasts 4-6 years beyond high school 	<ul style="list-style-type: none"> Each student creates a personal education and career plan that forecasts 4-6 years beyond high school with parent sign-off & annual update All students are required to participate in special activities related to their career interest. College visits and WBL linked back to the student's career interest. 	Same as Level 4 PLUS <ul style="list-style-type: none"> All students have active education and career plan, reviewed and updated every year. Senior Capstone project to explore career interests with presentation to adult panelists.



LEVELS OF IMPLEMENTATION

Pathway Structure & Offerings	<ul style="list-style-type: none"> Some students participate in CTE courses No pathways (sequence of courses offered) Most/all Programs do not have active advisory committees. 	<ul style="list-style-type: none"> Some sequenced pathway programs offered Some students choose pathways Course Guide shows academics and electives identified by career clusters but not organized as sequenced pathway programs Some programs have active advisory committees, but most are "pro forma" 	<ul style="list-style-type: none"> Course Guide organized around Pathway Options All CTE courses are part of sequenced pathway programs 50-75% of student enroll in pathway programs Many teachers create instructional teams around pathways All pathway programs have active advisory committees (employer-led) 	Same of level 3 PLUS <ul style="list-style-type: none"> All students enroll in pathway programs in grades 9-12 or 10-12 All core academic and most elective teachers join instructional teams around pathways 	Same as Level 4 PLUS <ul style="list-style-type: none"> School organized into career academies Every student is enrolled in a pathway and a member of an academy
Work-based Learning	<ul style="list-style-type: none"> Only a few student experience – Job Shadow Work-Site tour Internship, or extended job shadow Professional-judged project Or Simulated Workplace program 	<ul style="list-style-type: none"> Some students experience, but not consistent – Job Shadow Work-Site tour Internship, or extended job shadow Professional-judged project Or Simulated Workplace program 	<ul style="list-style-type: none"> Many (40-60%) students experience – Job Shadow Work-Site tour Internship, or extended job shadow Professional-judged project Or Simulated Workplace program 	<ul style="list-style-type: none"> Most (over 60%) students experience – Job Shadow Work-Site tour Internship, or extended job shadow Professional-judged project Or Simulated Workplace program 	<ul style="list-style-type: none"> All students (except for a few non-compliant) experience – Job Shadow Work-Site tour Internship, or extended job shadow Professional-judged project Or Simulated Workplace program



LEVELS OF IMPLEMENTATION

Teaching and Learning	<ul style="list-style-type: none"> Teachers work in content area teams (departments) 	<ul style="list-style-type: none"> Teachers trained for collaborative work 	<ul style="list-style-type: none"> CTE teachers integrate literacy and math strategies into CTE Some teachers work collaboratively around pathway themes; occasional cross-curricular integration Some teachers go on teacher job shadows/externships 	<ul style="list-style-type: none"> All teachers trained in pathway team collaboration All teachers trained in cross curricular integration Academic and elective teachers supported in career knowledge and application Most/all teachers go on teacher job shadows/externships every two years 	<p>Same as Level 4 PLUS</p> <ul style="list-style-type: none"> Teachers create 1-2 cross-curricular units per year. Teachers create lessons based on Teacher externship experiences
Cross-System Collaboration & Communications	<ul style="list-style-type: none"> Little or no dual enrollment collaboration Connection with regional CTE programming 	<ul style="list-style-type: none"> Active pursuit of dual enrollment for academic courses 	<p>Same as Level 2 PLUS</p> <ul style="list-style-type: none"> Active pursuit of dual enrollment for sequenced pathway programs. Beginning consultation with workforce and economic development for program input 	<p>Same as Level 3 PLUS</p> <ul style="list-style-type: none"> Create pathways partnership group to guide pathways development Shared talking points, FAQs, communications tools. Regular meetings, goals, system improvement 	<p>Same as Level 4 PLUS</p> <ul style="list-style-type: none"> Pathways Partnership sets specific targets for K-12, postsecondary, adult education, etc. Annual report of partnership progress. Creates "collective impact" model to get all providers and stakeholders working in the same direction.






TABLE DISCUSSION

- Discussion – Among the six Pathway System Framework concepts...
- Which are strengths in Davis JUSD? Which ones need more attention? Why?





Davis JUSD Economic Area

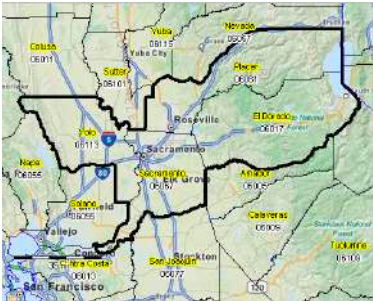
NC3T reviewed county and regional data to identify opportunities to align Pathways with the local economy

Reviewed industry data, workforce needs, and economic development priorities



Davis JUSD Economic Area

- Industry size –Sacramento MSA:
- Construction industry is small (5% or so of market) but growing 43% by 2024
 - Trade/Transportation/Utilities is large (15% of market), slower growth (15%)
 - Healthcare is large and growing (13% of market, 26% growth)
 - Leisure/hospitality: 10% of market, projected 27% growth



DAVIS JUSD ECONOMIC AREA

Workforce – Annual Positions Open:

Healthcare, IT, education, construction all saw strong demand – all offer family sustaining wage careers

Economic Development Priorities:

- Agriculture and biotechnology
- Life science and healthcare
- Advanced manufacturing



COMPARATIVE ANALYSIS

Four California school districts were reviewed for comparative analysis with Davis: Chico, Palo Alto, Rocklin and Santa Barbara. Some of the findings include:

- All four districts include Career & Technical Education (CTE) in their offerings. In Chico, for example, 70% of students are in CTE courses.
- All four districts have an emphasis on college as being important.
- All four districts have high school graduation requirements and emphasize the a-g requirements.



COMPARATIVE ANALYSIS

- In several districts, career exploration begins in the middle grades.
- In several districts, students are expected to create a 10-year college and career readiness plan, beginning in grade 8.
- Three of the four districts have dual enrollment courses.
- All of the districts have lively and informative websites detailing the CTE information for parents and students.
- The districts have made use of the various state monies for CTE—for both programming and facilities.



COMPARATIVE ANALYSIS

Thirteen of the 15 CA CTE industry sectors were addressed (with pathways) in school offerings in the districts. The industry sectors are:

<i>Agriculture and Natural Resources</i>	<i>1</i>
<i>Arts, Media and Entertainment</i>	<i>4</i>
<i>Building and Construction Trades</i>	<i>1</i>
<i>Business and Finance</i>	<i>1</i>
<i>Education, Child Development & Family Svcs.</i>	<i>4</i>
<i>Engineering and Architecture</i>	<i>4</i>
<i>Fashion and Interior Design</i>	<i>2</i>
<i>Health Sciences</i>	<i>4</i>
<i>Hospitality, Tourism and Recreation</i>	<i>4</i>
<i>Information and Communications Technology</i>	<i>3</i>
<i>Manufacturing and Product Development</i>	<i>3</i>
<i>Marketing, Sales and Service</i>	<i>2</i>
<i>Transportation</i>	<i>2</i>



Concepts

- **Agriculture and Natural Resources Careers**
- **Digital Media and Design Careers**
- **Life Sciences Careers**
- **Information and Communications Technology Careers**
- **International and Public Leadership Careers**



Concepts

- **Business, Marketing & Management Careers**
- **Healthcare Services Careers**
- **Architecture and Construction Careers**
- **Education Careers (K-12)**
- **Engineering and Design Careers**



TABLE DISCUSSIONS

- How well (or not) would this pathway program serve our students and the broader community?
- Is this a priority for Phase 1? Should it be developed in Phase 2, or is this not a priority?
- Who are some companies or individuals in the community that could get behind this program?
- Are there other program options that should be considered that are not mentioned?



IMAGINE OUR COMMUNITIES & REGION...



Every youth and young adult, career & life ready, equipped to navigate career options

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Hans Meeder
Hans@NC3T.com

Thank You!

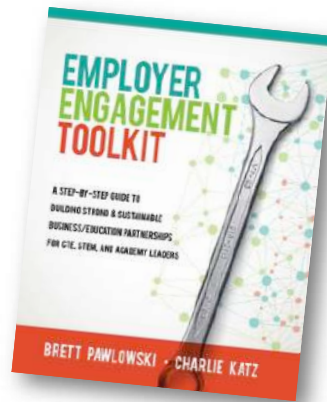


RESOURCES

More work-based learning. Better work-based learning.



Introducing a new web application from NC3T!



CCL In.Sight BLOG

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CCL In.Sight... is meant to support local education, business and community leaders in their work by exploring what's happening in communities and schools across the United States related to Career Connected Learning. We'll explore key trends and practices, with a focus on what's working, what's promising, and what's coming down the road.

Latest Posts



Did You Hear What I Said?
Posts / November 6, 2016

I'm in the process of developing a new web app - it's still a semi-secret, one which we'll be travelling in a few weeks. While we're not ready to tell people about what it does yet, I do want to ...

[Read more](#)

Business Leaders Stepping Up to Lead in Strategic Talent



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CAREER SMART

CLASSROOMS



NEW in August 2019

- Learning program for core and elective academic teachers
- Workshop
- Train-the-Trainer to lead career-focused in-school PLC
- Classroom resources
- Online learning



JUMP-START 2-Day Pathways System Intensive Consult!

A two-day onsite work-session with NC3T experts to:

- Review your current assets,
- Envision key goals and strategies,
- Identify policy, practice and culture obstacles to overcome,
- Create practical, incremental action steps that will lead to big change over time.