

Designing a Career Pathways System

A Framework for State Education Agencies



Chapter 4

Planning for Implementation and Continuous Improvement

HANDOUTS
FEBRUARY 2016

Designing a Career Pathways System: A Framework for State Education Agencies

Chapter 4: Planning for Implementation and Continuous Improvement

Handouts

February 2016

**COLLEGE & CAREER
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Contents

	Page
Handout 4A: Pathways Requirements Document, Part 1	1
Handout 4A: Pathways Requirements Document, Part 2	3
Handout 4B: Master Schedule Template	5
Handout 4C: Risk Breakdown Document.....	6
Handout 4D: Stakeholder Roles in Evaluation	7
Handout 4E: Stakeholder Communication Planning Document	9

Handout 4A: Pathways Requirements Document, Part 1

Requirements From Career Pathways System Frameworks	Notes	Requirements of the Career Pathways System Implementation
Referencing the career options across the career pathways system frameworks, identify the industry partnerships that...	Currently exist across the state:	
	Need to be established across the state:	
Referencing the course sequences across the career pathways system frameworks, identify the courses that are...	Currently offered across the state:	
	Not offered across the state:	

Requirements From Career Pathways System Frameworks	Notes	Requirements of the Career Pathways System Implementation
Referencing the work-based opportunities across the career pathways system frameworks, identify the opportunities that...	Currently exist across the state:	
	Currently exist across the state:	
Referencing the postsecondary opportunities across the career pathways system frameworks, identify the opportunities that...	Currently exist across the state:	
	Currently exist across the state:	

Handout 4A: Pathways Requirements Document, Part 2

Sample Language for Breaking Down the Requirements Into Tasks

Requirement 1: Develop industry partnerships with representatives from industries A, C, and D.	Identify names of representatives from industries.	
	Convene representatives from industries to establish relationships and build partnerships.	Set agenda.
		Finalize logistics.
		Create and send invitations.
Requirement 2:		
Requirement 3:		
Requirement 4:		
Requirement 5:		

Create Your Own Pathways Breakdown Requirements

Break down each requirement into tasks.

Requirement 1:		
Requirement 2:		
Requirement 3:		
Requirement 4:		
Requirement 5:		

Handout 4B: Master Schedule Template

Sample

Planned Activity	Estimated Time for Completion	Timeline for Completion	Person(s) Responsible	Notes
<i>Set agenda.</i>	<i>One week</i>	<i>March 1, 2016</i>	<i>Planning committee</i>	<i>Sarah will review and approve the agenda.</i>
<i>Finalize logistics.</i>	<i>Three days</i>	<i>March 7, 2016</i>	<i>Sarah and Michael</i>	<i>Sarah will share ideal location. Michael will reach out to hotels for office space.</i>
<i>Create and send invitations.</i>	<i>Two days</i>	<i>March 8, 2016</i>	<i>Sarah</i>	

Handout 4C: Risk Breakdown Document

Risks	Internal Risks		
	External Risks		

Handout 4D: Stakeholder Roles in Evaluation

Stakeholder Category	Key Individuals or Groups	Possible Areas of Expertise or Insight	Possible Roles
Data management	<ul style="list-style-type: none"> State data directors State longitudinal data system (SLDS) administrators State labor data system administrators 	<ul style="list-style-type: none"> Evaluation metrics available through SLDS Local administrator and staff access to data Use of data in career pathways system (i.e., individual student profiles) Data-sharing protocols and procedures Data aggregation and disaggregation procedures and limitations 	<ul style="list-style-type: none"> Consultation during initial evaluation design planning Consultation in initial and ongoing school and district data management Evaluation data management
K–12	<ul style="list-style-type: none"> State board of education (SBE) State educational agency (SEA) Local education agencies (LEAs) Schools 	<ul style="list-style-type: none"> Data and metrics commonly used at the school, district, and state levels Use of data in state accountability and policy Considerations for how common metrics may not capture or mask inequity or important implementation nuances 	<ul style="list-style-type: none"> Evaluation lead and coordination (SBE or SEA) Consultation during evaluation design planning (LEA or schools) Gathering data and improving data quality Determining evaluation milestones
Postsecondary	<ul style="list-style-type: none"> State-level coordinating board, agency, or commission Representation from public and private four-year institutions Representation from community or technical colleges 	<ul style="list-style-type: none"> Data and metrics used at the postsecondary level New data and metrics that may be gathered at the postsecondary level Data-sharing procedures and limitations 	<ul style="list-style-type: none"> Partners in developing data-sharing and postsecondary data-gathering protocols Consultation during evaluation design planning Gathering data and improving data quality

Stakeholder Category	Key Individuals or Groups	Possible Areas of Expertise or Insight	Possible Roles
Career and technical education (CTE)	<ul style="list-style-type: none"> ▪ State and local governing bodies over CTE policy ▪ CTE teacher professional organizations (ACTE, CAROCP, etc.) ▪ Apprenticeship state board representation 	<ul style="list-style-type: none"> ▪ Data and metrics commonly used at the school, district, institution, and state levels ▪ Use of data across state and private institutions and systems ▪ Challenges or important metrics missing from current data practices 	<ul style="list-style-type: none"> ▪ Evaluation lead and coordination (state governing bodies) ▪ Partners in developing data-sharing and postsecondary data-gathering protocols ▪ Consultation during evaluation design planning ▪ Gathering data and improving data quality
Business/ Industry/ Workforce	<ul style="list-style-type: none"> ▪ State administrative agencies representing economic or workforce development and labor ▪ State Workforce Investment Board (SWIB) ▪ State chamber of commerce or business roundtable ▪ Statewide industry and trade associations ▪ Representatives from a range of businesses and industries ▪ One-Stop Career Center representatives 	<ul style="list-style-type: none"> ▪ Key metrics of workforce individual success ▪ Key measures of workforce success over time (e.g., faster hiring rates) 	<ul style="list-style-type: none"> ▪ Consultation during evaluation design planning ▪ Gathering data and improving data quality
Policymaker/ Legislative	<ul style="list-style-type: none"> ▪ Governor or legislative representative ▪ State, county, and local government officials ▪ State, county, and local legislature officials 	<ul style="list-style-type: none"> ▪ Allocating funding for evaluation activities ▪ Creating task forces or executive orders ▪ Updating laws and policies to allow data gathering and sharing 	<ul style="list-style-type: none"> ▪ Initial consultation to begin action on legislative items ▪ Ongoing engagement as needed

Handout 4E: Stakeholder Communication Planning Document

Audience	Key Messages	Modes of Communication	Frequency of Communication

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