

# Leading Career Pathways

CORD.org

CENTER FOR OCCUPATIONAL  
RESEARCH & DEVELOPMENT

# Facilitators

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# Introduction Activity

# About CORD

A national nonprofit organization founded in 1979

## Core tenets:

1. Contextual teaching in STEM disciplines
2. Seamless transitions from secondary to postsecondary education
3. Training solutions to help America's technicians remain globally competitive

The logo for CORD.org, featuring the word "CORD" in a large, black, serif font, followed by ".org" in a smaller, black, sans-serif font. The background of the slide is a vertical gradient from light blue at the top to dark purple at the bottom, with a silhouette of mountains in the middle.

CORD.org

*Providing innovative changes in education to prepare students for greater success in careers and higher education*

CENTER FOR OCCUPATIONAL  
RESEARCH & DEVELOPMENT

# Workshop Agenda and Format



Partnerships



Employer Engagement



Career Pathways



Supporting Completion

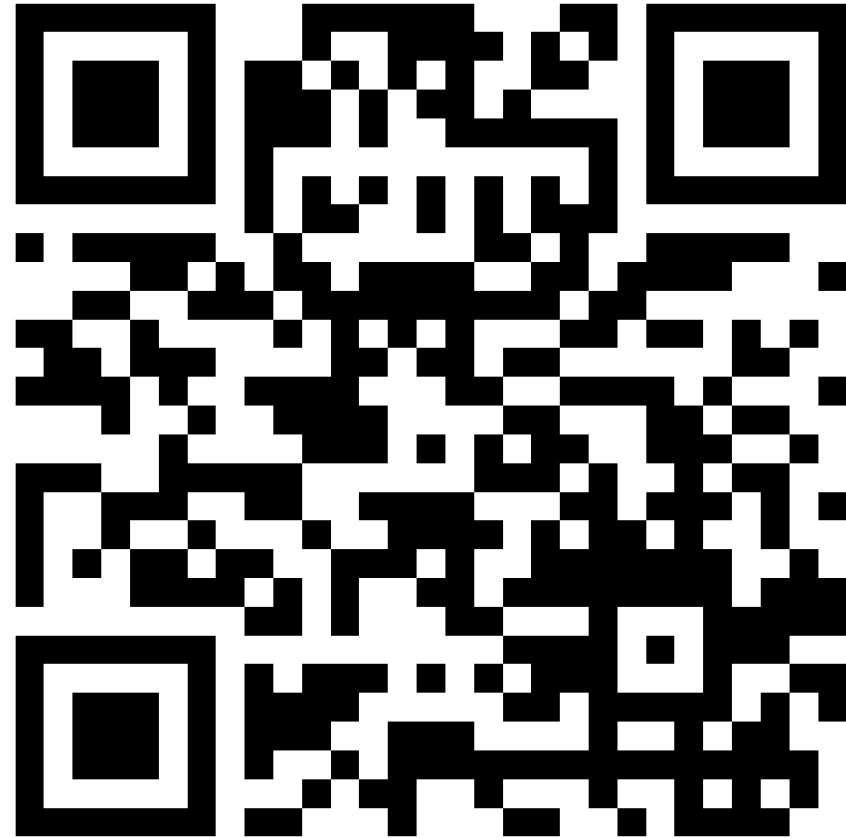


Wrap Up

## Components

- Check-up
- Content
- Activities
- Examples, Tools & Resources
- Action Plan
- Table discussion

# Workshop Resource Toolbox



<https://www.cord.org/cplc2023/>

# Self Check

Partnerships that  
Support Career  
Pathways



# Current State – World of Work

- Nature of work changing at unprecedented speeds
- Technology advancements in machine learning, AI, IoT, and robotics eliminating some jobs, creating others
- Technicians sit at the center of much of this disruption
- Education must keep up
- Our students' career paths will evolve



Preparing Technicians for the  
**FUTURE OF WORK**

# Three key drivers of job change



Green transition



Technology



Economic outlook

Impact



Driving job growth



Driving job decline

# Human-machine frontier

Proportion of tasks completed by humans vs machines

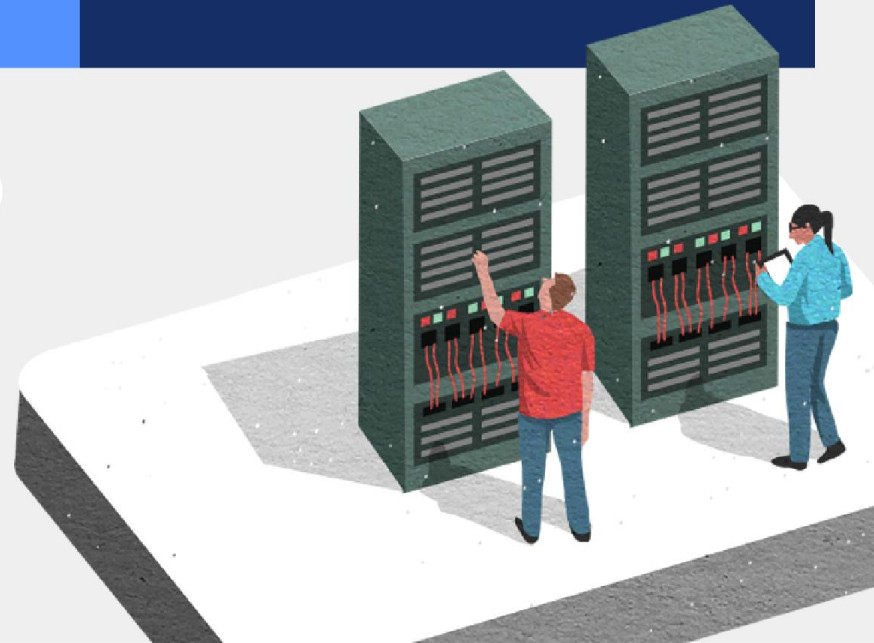
2022



2027



● Machine ● Human



Source: World Economic Forum,  
*Future of Jobs Report 2023.*



## Reskilling needs

44%



of workers' core skills  
are expected to change  
in the next five years



# Top 10 skills of 2023

- |  |  |
|--|--|
| 1.  Analytical thinking                 | 6.  Technological literacy                |
| 2.  Creative thinking                   | 7.  Dependability and attention to detail |
| 3.  Resilience, flexibility and agility | 8.  Empathy and active listening          |
| 4.  Motivation and self-awareness       | 9.  Leadership and social influence       |
| 5.  Curiosity and lifelong learning     | 10.  Quality control                      |

## Type of skill

 Cognitive skills    Self-efficacy    Management skills    Technology skills    Working with others

## Source

World Economic Forum, Future of Jobs Report 2023.

## Note

The skills judged to be of greatest importance to workers at the time of the survey

# Fastest growing vs. fastest declining jobs

## Top 10 fastest growing jobs

1.	<b>AI and Machine Learning Specialists</b>
2.	<b>Sustainability Specialists</b>
3.	<b>Business Intelligence Analysts</b>
4.	<b>Information Security Analysts</b>
5.	<b>Fintech Engineers</b>
6.	<b>Data Analysts and Scientists</b>
7.	<b>Robotics Engineers</b>
8.	<b>Electrotechnology Engineers</b>
9.	<b>Agricultural Equipment Operators</b>
10.	<b>Digital Transformation Specialists</b>

## Top 10 fastest declining jobs

1.	<b>Bank Tellers and Related Clerks</b>
2.	<b>Postal Service Clerks</b>
3.	<b>Cashiers and ticket Clerks</b>
4.	<b>Data Entry Clerks</b>
5.	<b>Administrative and Executive Secretaries</b>
6.	<b>Material-Recording and Stock-Keeping Clerks</b>
7.	<b>Accounting, Bookkeeping and Payroll Clerks</b>
8.	<b>Legislators and Officials</b>
9.	<b>Statistical, Finance and Insurance Clerks</b>
10.	<b>Door-To-Door Sales Workers, News and Street Vendors, and Related Workers</b>

### Source

World Economic Forum, Future of Jobs Report 2023.

### Note

The jobs which survey respondents expect to grow most quickly from 2023 to 2027 as a fraction of present employment figures

# Largest growth vs. largest declining jobs

## Top 10 largest growth jobs

1.	<b>Agricultural Equipment Operators</b>
2.	<b>Heavy Truck and Bus Drivers</b>
3.	<b>Vocational Education Teachers</b>
4.	<b>Mechanics and Machinery Repairers</b>
5.	<b>Business Development Professionals</b>
6.	<b>Building Frame and Related Trades Workers</b>
7.	<b>University and Higher Education Teachers</b>
8.	<b>Big Data Specialists</b>
9.	<b>Sheet and Structural Metal Workers, Moulders and Welders</b>
10.	<b>Special Education Teachers</b>

## Top 10 largest decline jobs

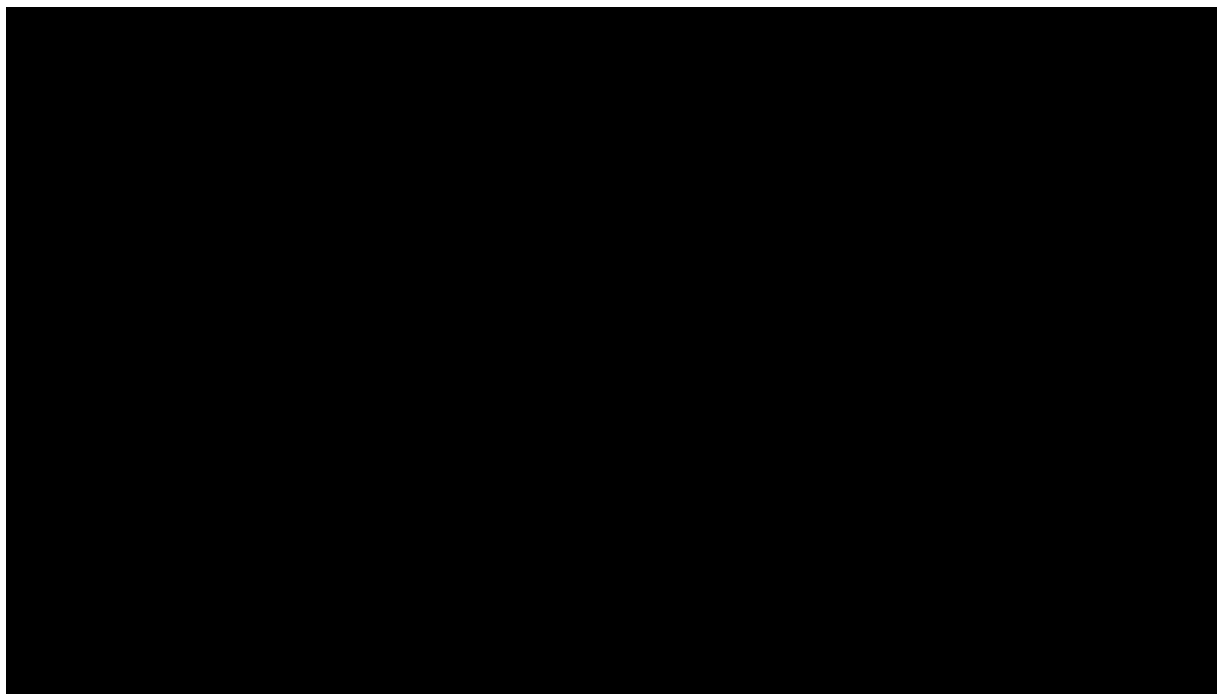
1.	<b>Data Entry Clerks</b>
2.	<b>Administrative and Executive Secretaries</b>
3.	<b>Accounting, Bookkeeping and Payroll Clerks</b>
4.	<b>Security Guards</b>
5.	<b>Building Caretakers and Housekeepers</b>
6.	<b>Cashiers and Ticket Clerks</b>
7.	<b>Material-Recording and Stock-Keeping Clerks</b>
8.	<b>Assembly and Factory Workers</b>
9.	<b>Postal Service Clerks</b>
10.	<b>Bank Tellers and Related Clerks</b>

Source

World Economic Forum, Future of Jobs Report 2023.

Note

The jobs for which employment figures are expected to increase or decrease most quickly in real terms from 2023 to 2027 when survey responses are normalized to labour-market statistics from the ILO.



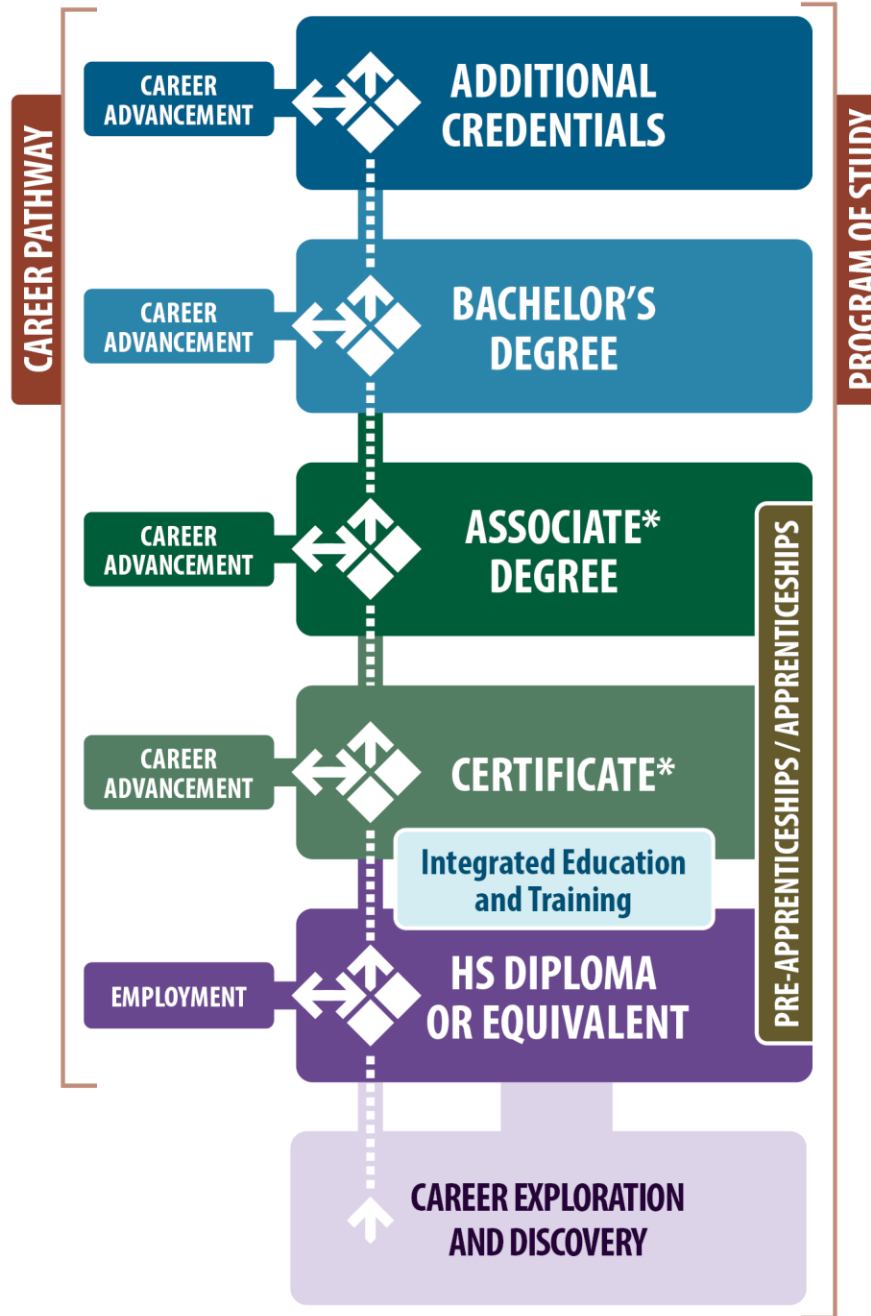
# Common Vision

- Programs that match the **economic development needs** of your community
- Graduates that possess the skills to ensure a **high-quality workforce**
- A **community of lifelong learners**



# What is a Career Pathway?

- An overarching ecosystem
- Must be for all learners in your community



# Career Pathway Ecosystem



Holistic Support

# Partnerships to Support Career Pathways

- **Employer** – across sectors; collaborate as a team on everything from curriculum to work-based learning experiences; build your community's talent pipeline
- **Organizational** – secondary and postsecondary/regional community; align, accelerate, advance; remove barriers
- **Instructional** – academic and CTE faculty as content development partners: interdisciplinary connections, real-world context, employability skills across curriculum
- **Holistic Supports** – government and community organizations provide an array of supports to aid students in completion.

# Ecosystem - Where are You?

- No matter where you are, you have a role to play in career pathways.
- You can lead and work towards implementation by bringing the framework to your community.

# Across the Ecosystem

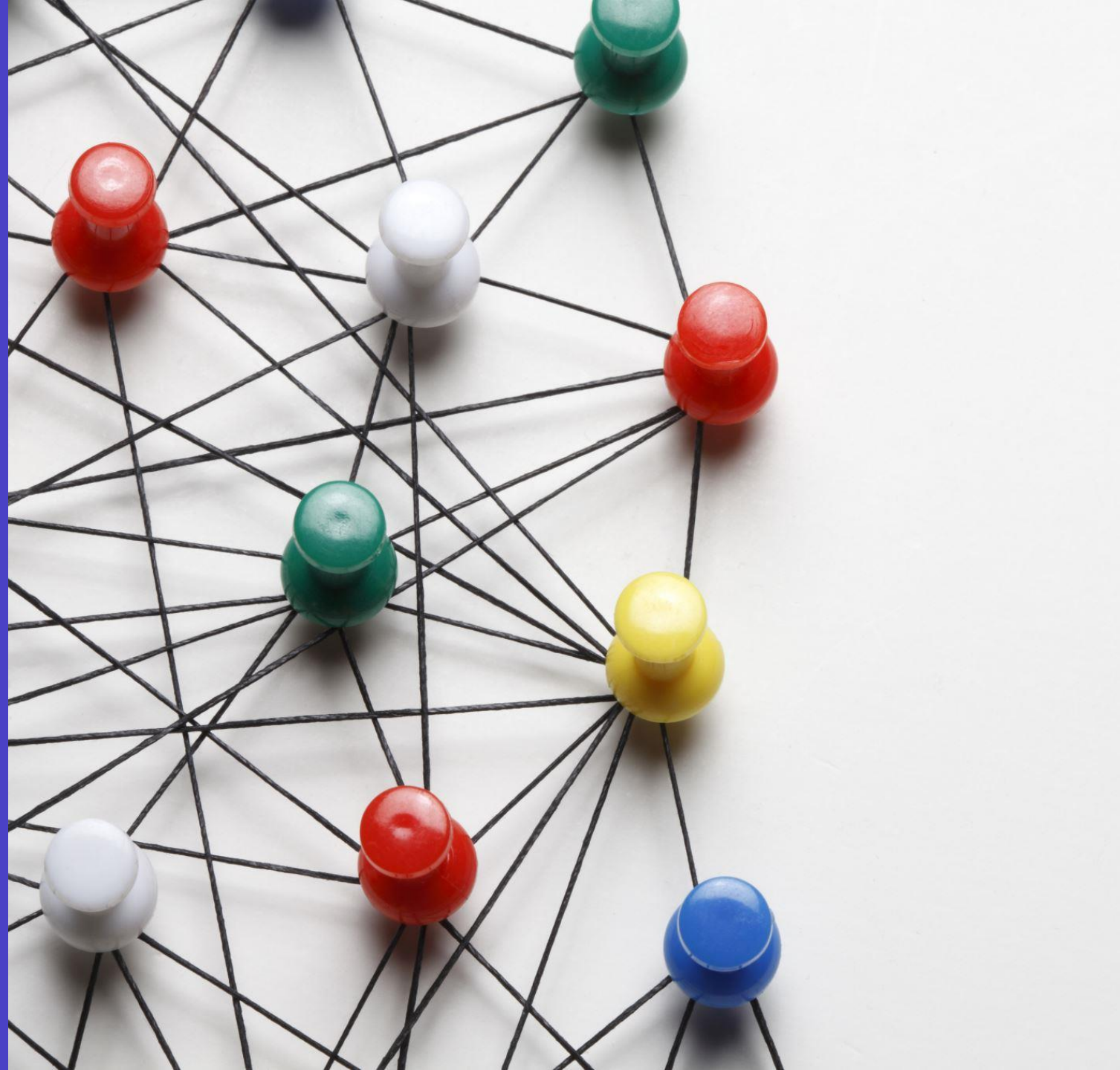
- *We can't know it all.*
- *We can't do it all.*
- We need partners across the community to collaborate in new ways...

to prepare us all for the journey ahead.



# ACTIVITY

## Connections & Contacts Worksheet





# Partnerships Will be Key

- Leverage each other's resources and knowledge
- Connect disconnected systems
- Strengthen/build partnerships to support *your* community



# Build Cross-Agency Partnerships and Clarify Roles

## **Key Element Components:**

- Engage inter-agency and cross-agency partners and employers.
- Establish a shared vision, mission, and set of goals.
- Define the roles and responsibilities of all partners.
- Develop a work plan and/or Memorandum of Understanding for the partnership.
- Maintain partnerships through frequent, scheduled interactions

# Action Planning



**Local Action Plan**

Goal, Objective, Priority: <i>What do we want to achieve?</i>	Action Steps: <i>How will we achieve it?</i>	Lead: <i>Who is responsible?</i>	Intended Results: <i>Measurable outcomes?</i>	Timeline: <i>By when?</i>	Notes:
<b>Partnerships</b>					
<i>Internal Partnerships</i>					
<b>Gaps</b>					
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**Local Action Plan**

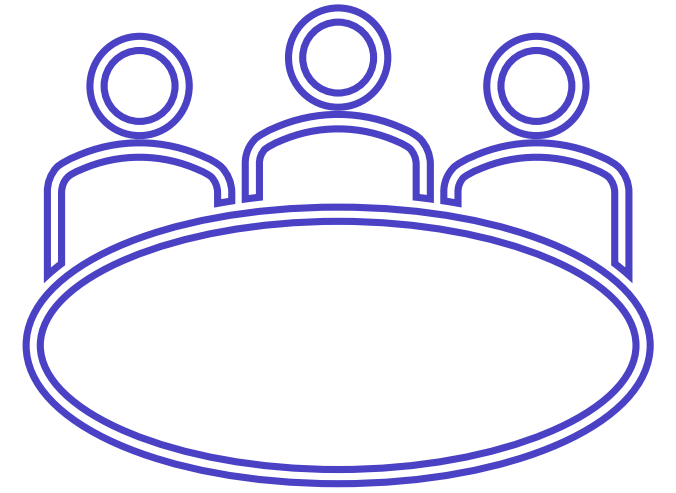
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✓ Use Action Plan Template at your table

or

✓ Download Action Plan Template from Workshop Toolbox

# Share and Discuss



# Paving a Seamless Pathway

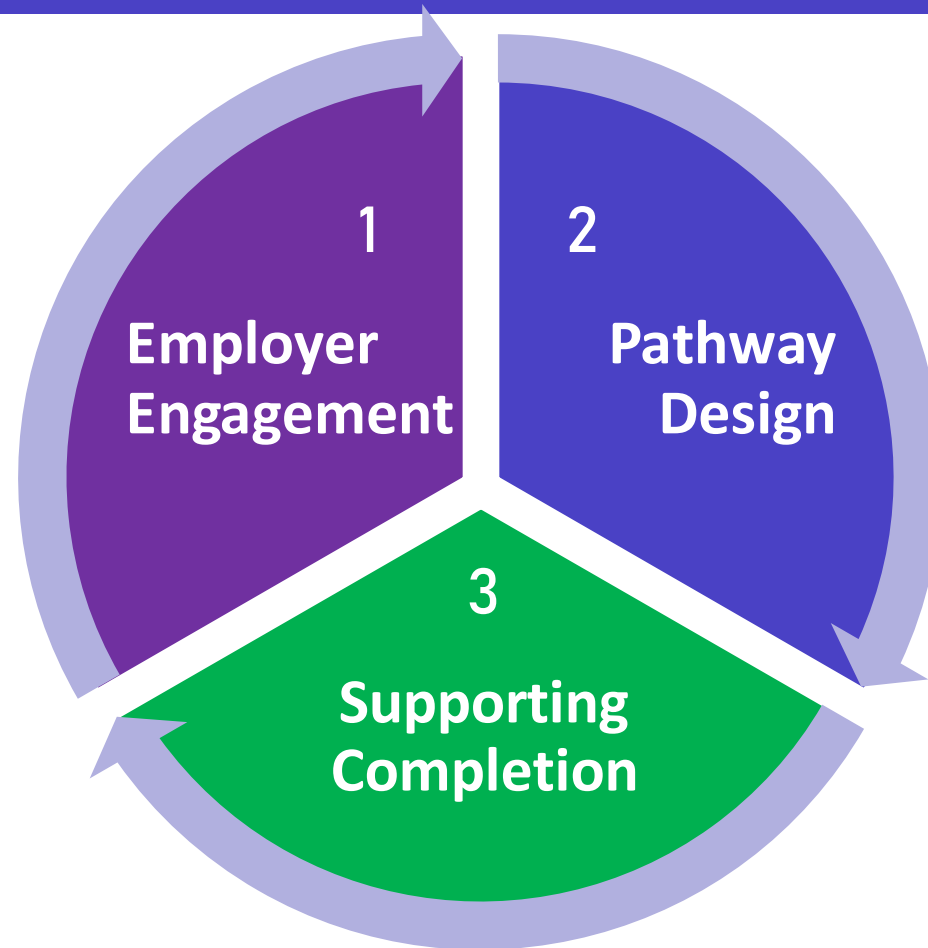


The image shows several sheets of architectural blueprints rolled up and scattered on a light-colored surface. The blueprints feature various technical drawings, including floor plans and sections, with numerous dimension lines and numerical values. The drawings are rendered in black ink on white paper. The background is a solid blue color that transitions into the white background of the text area.

# Building Career Pathways That Support Innovation

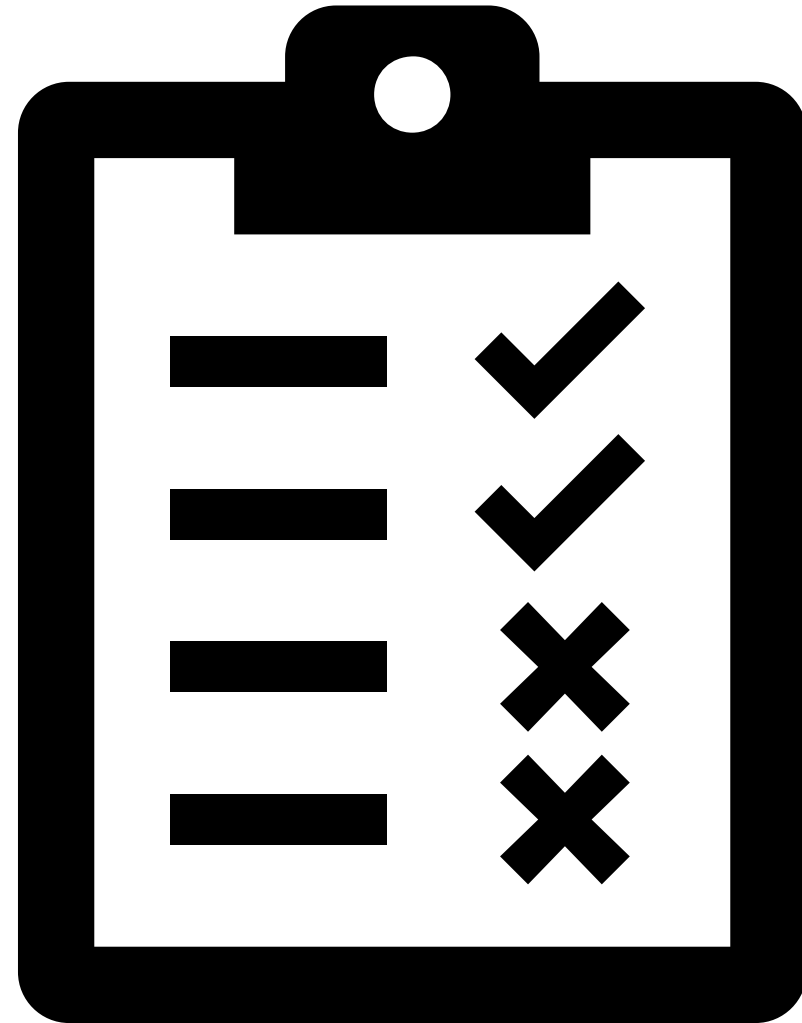
- Strategic employer engagement based on BILT model to drive innovation
- Career pathway mapping to reveal barriers to seamless progression and alignment to industry needs
- Credit for prior learning to accelerate time to credential and support completion
- Action Plan to guide your efforts

# Components of Career Pathways



# Self Check

Employer  
Engagement

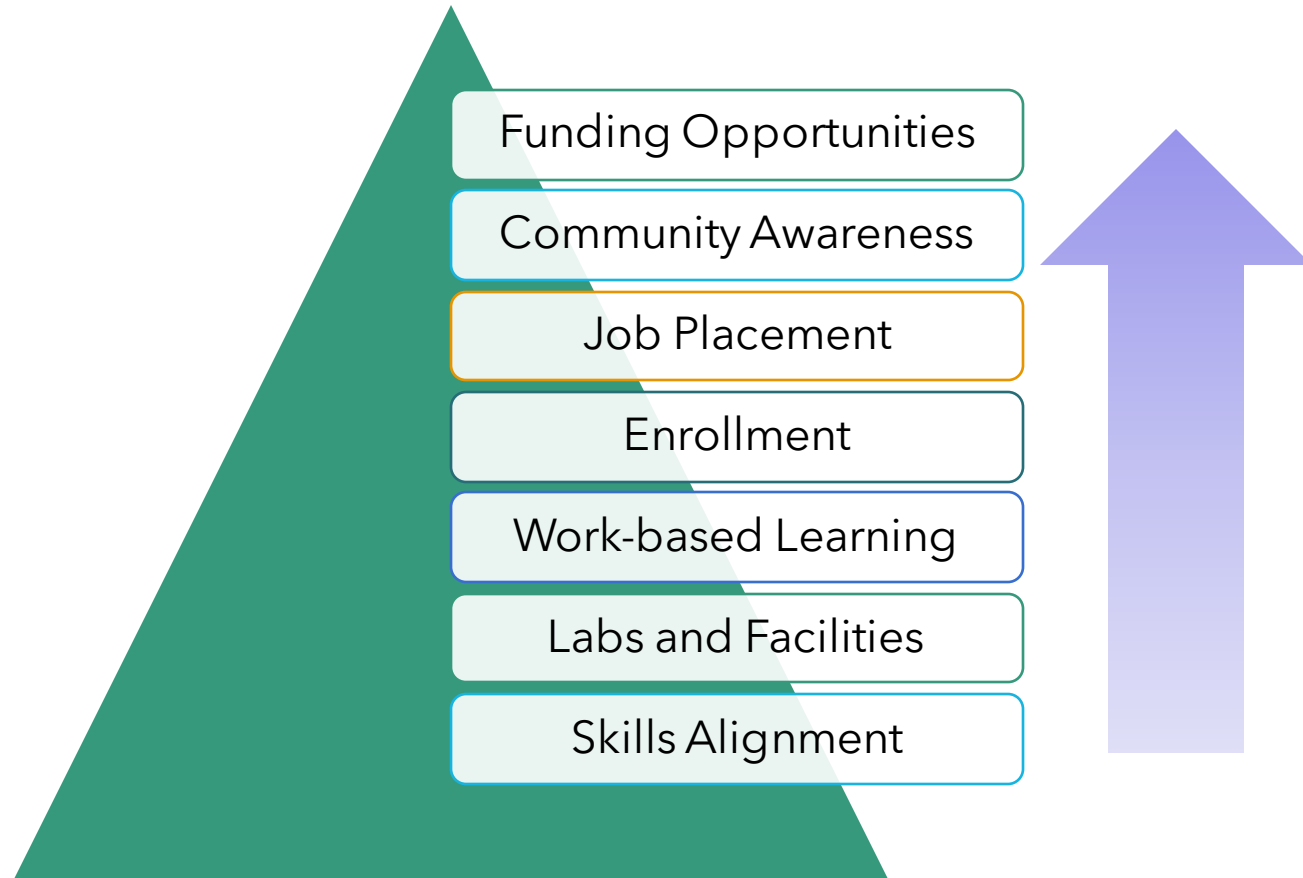


# What is Employer Engagement?

- A **strategy** to identify and integrate employer input and feedback into your college's programs and activities.
- A working **relationship** where employers and colleges view each other as strategic partners.
- A **methodology** to:
  - keep your programs fresh and relevant
  - place your career-ready graduates into jobs
  - increase your enrollment
  - garner financial and other support
  - join voices for program advocacy



# Benefits of Strategic Employer Engagement



# The Need for Strategic Thinking



# Ways Businesses Can Help





# The Process Starts Internally

Identify Your Goals

Identify the Industry Sector

Identify Internal Connections

Create an Outreach Plan

Continuing Outreach

Find the Fit for Each Employer

# Knowing Your Audience

- Who hires the graduates/completers?
- Who provides intel on evolving needs of businesses in the region?
- Who assists in building industry-informed programs?
- Do you know who provides outreach to employers?
- Do you know how information from employer outreach is gathered and shared?



# ACTIVITY

## Identifying Your Goals Worksheet





# Developing Your Program

- Skills Alignment to Market Demand
- Source for Future Industry Trends
- Composition of Advisory Council
- Benefits for All Stakeholders



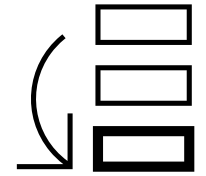
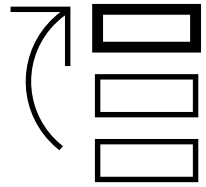
BUSINESS &  
INDUSTRY  
LEADERSHIP  
TEAM

**BILT**



PATHWAYS TO  
**INNOVATION**





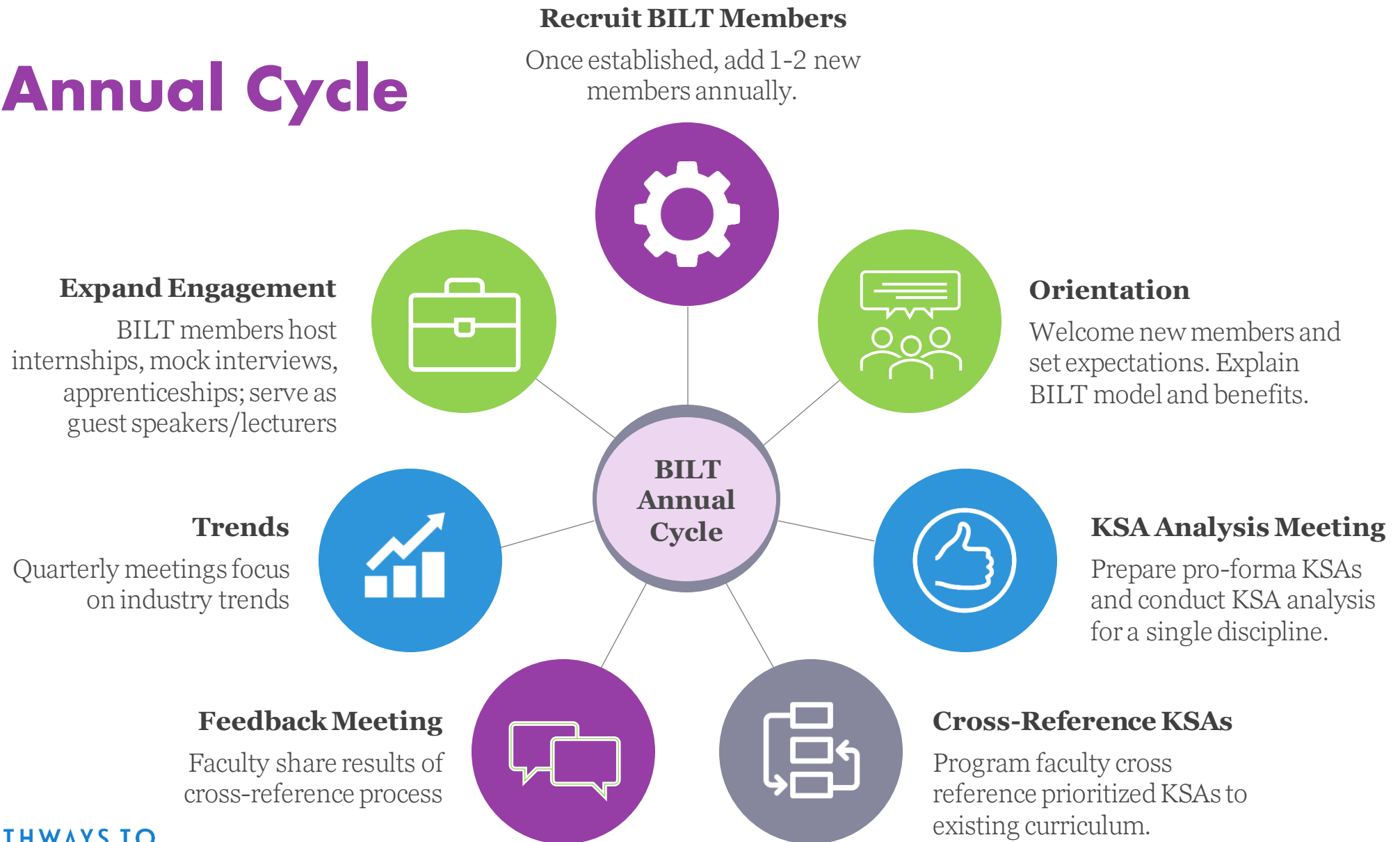
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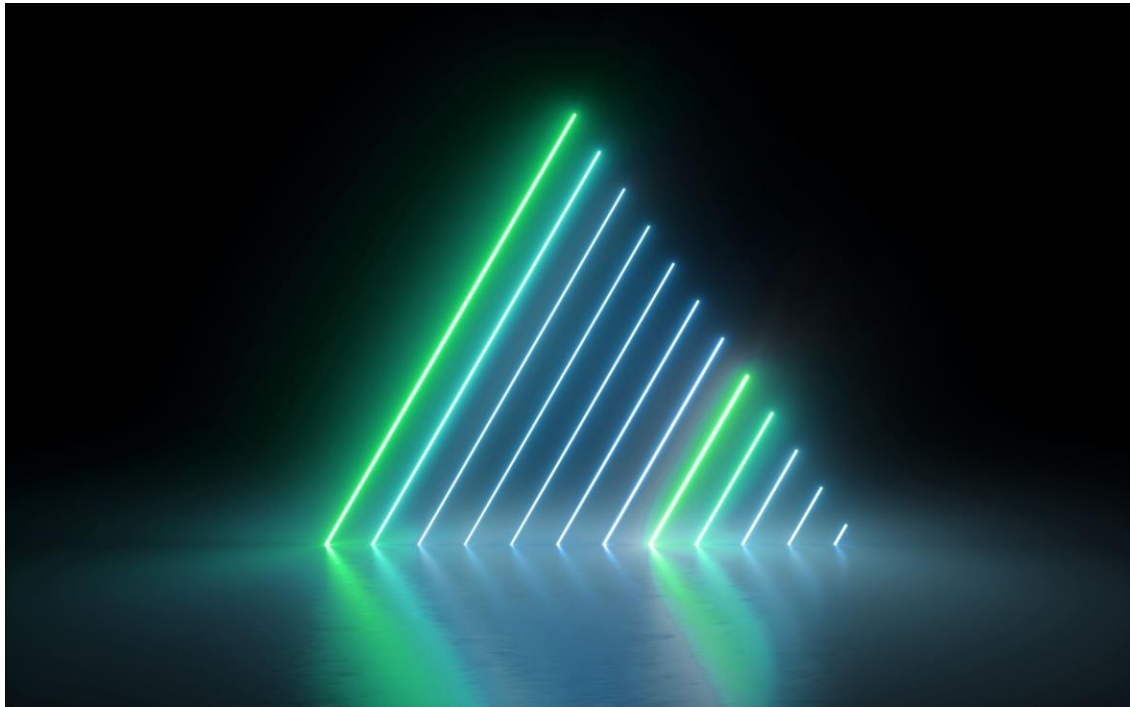
SPECIFICITY

DEPTH OF INPUT

INDUSTRY-LED

# BILT Annual Cycle

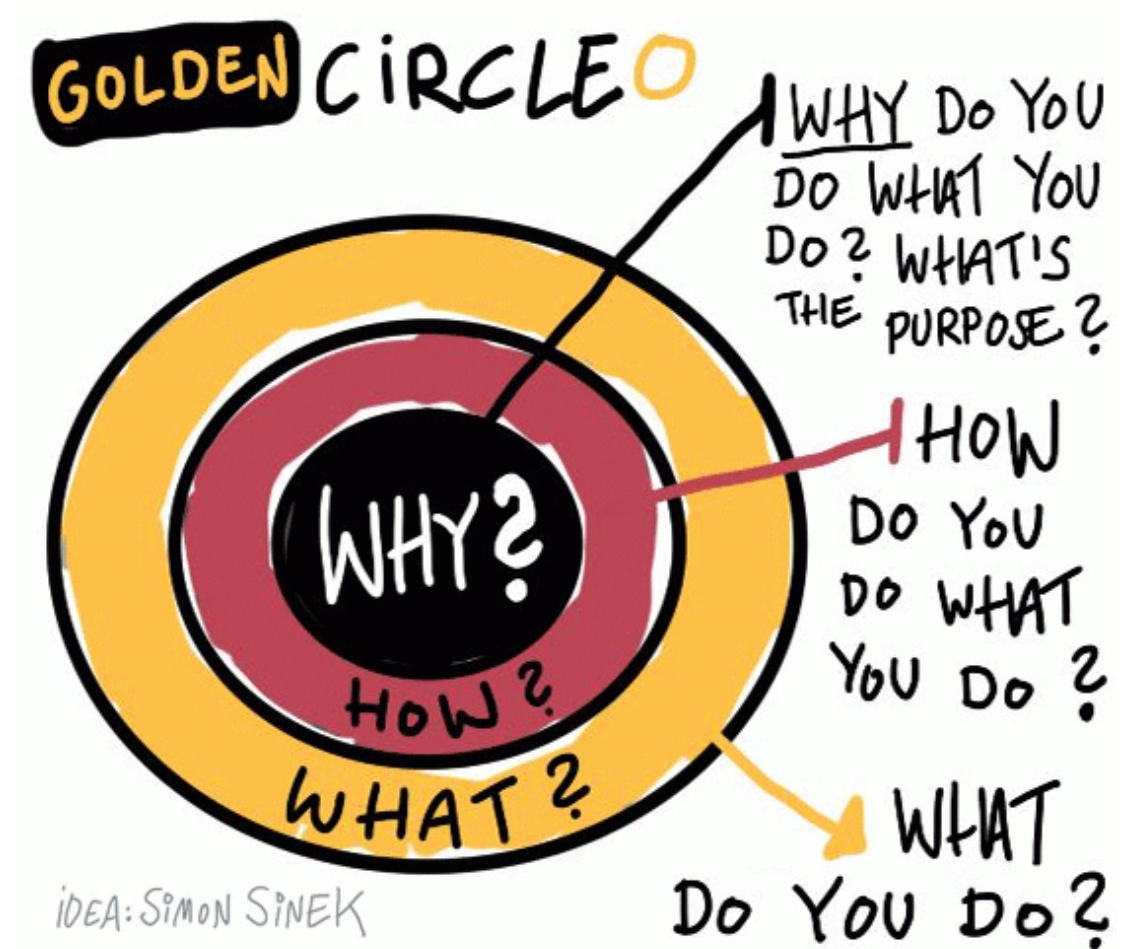




**Forsyth** Technical  
Community College

# Communicate the Why

- Approach potential partners with your value proposition
- Lead with the outcome and benefits for the community and the partner, not for you
- Golden Circle principle

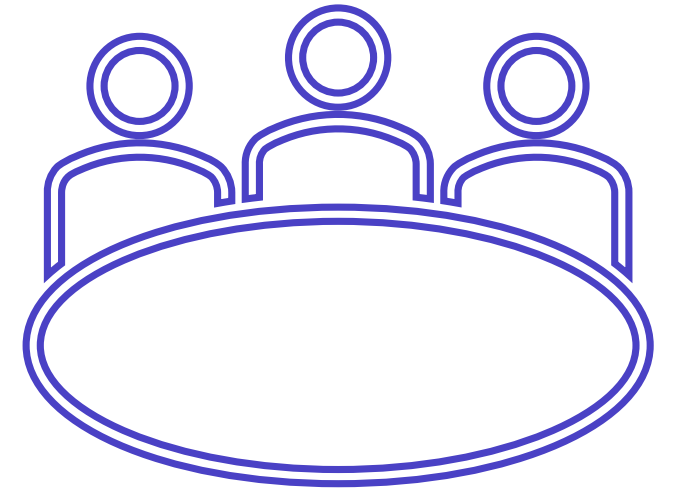


# ACTIVITY

## Writing Your Elevator Pitch Worksheet



# Share and Discuss





# Deepening Engagement

- Tiered approach to employer engagement
- Strategies to increase breadth of engagement
- Testimonials
- Recognition



# Employer Engagement Worksheet

EMPLOYER	EMPLOYER CONTACT	Advisory Committee	Career Fair Participant	Tours for Students	Hires Grads	Work-based Learning	Donates supplies / equip	Scholarship Donor	Non-Credit Incumbent Worker Training	Internships	Apprenticeships	Other
Acme Tool & Die	John Smith		X		X			X				
Foremost Machining	William Jones	X			X						X	



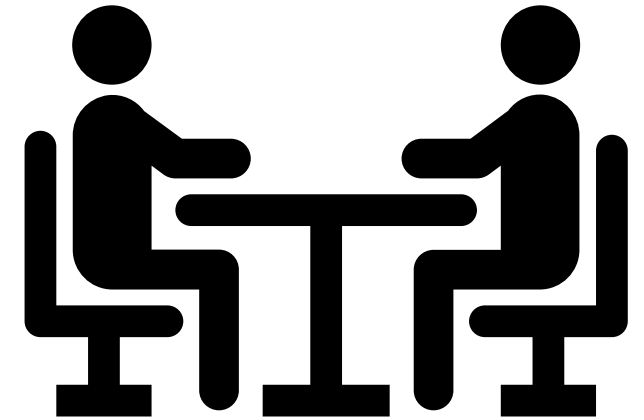
# Generating Support

## **Engaged employers may:**

- identify areas where new or updated equipment is called for
- connect you to their suppliers for discounts
- consider donating equipment to help in preparing your students, their future employees
- be open to sponsorship of competitions, clubs, and camps
- cover the cost of industry-recognized credentials/assessments to alleviate the financial burden on students
- provide faculty externship opportunities

# Ways to Generate Support

1. Ask about employer 'pain points and brainstorm how those can be addressed.
2. Recognize employers who interact with your organization
3. Be ready to tell the story of increased company visibility gained through supporting programs with equipment, materials, scholarships, and sponsorship.





# Joining Voices

- **Collaborating on Shared Issues**
  - Skills
  - Training
  - Technology
  - Apprenticeship
- **Moving from Partner to Advocate**
  - Legislative events
  - Economic Forums
  - Local, State and National



# Ways to Join Voices

1. Identify employers in your area who hold leadership positions in their industries.
2. Use the information gathered to initiate conversations at the CEO and community leader level.
3. Brainstorm the initiatives your employers are passionate about and determine whether there are intersections where you can assist them, and they can assist you.



	<b>Secondary Schools</b>	<b>Post-Secondary Schools</b>	<b>Adult Educators</b>
Knowing Your Audience	Identify employers and hiring needs in your pathway sector and create outreach plan.	Identify employers and hiring needs in your pathway sector and create outreach plan.	Identify employers and hiring needs in your pathway sector and create outreach plan.
Developing Your Program	Identify a pathway based on market demands. Review pathway at post-secondary level for alignment. Determine available employment opportunities for students at first credential level.	Identify a pathway based on market demands. Determine alignment to secondary opportunities. Validate available employment opportunities for students at each credential level.	Identify a pathway based on market demands. Review pathway at post-secondary level for alignment. Determine available employment opportunities for students at first credential level.
Mining for Deeper Engagement	Seek ways to highlight employer partnerships and identify additional engagement opportunities - internships, apprenticeships, mock interview, etc.	Seek ways to highlight employer partnerships and identify additional engagement opportunities - internships, apprenticeships, mock interview, etc.	Seek ways to highlight employer partnerships and identify additional engagement opportunities - job placement, internships, apprenticeships, mock interview, etc.
Generating Support	Create value proposition to communicate program needs to employers. Seek employer guidance and assistance in meeting those needs.	Create value proposition to communicate program needs to employers. Seek employer guidance and assistance in meeting those needs.	Create value proposition to communicate program needs to employers. Seek employer guidance and assistance in meeting those needs.
Joining Voices	Brainstorm the initiatives your employers are passionate about and determine the intersections where you can assist each other in filling the talent pipeline.	Brainstorm the initiatives your employers are passionate about and determine the intersections where you can assist each other in filling the talent pipeline.	Brainstorm the initiatives your employers are passionate about and determine the intersections where you can assist each other in filling the talent pipeline.

# Comprehensive Resource:

Using This Toolkit | Advancing Credentials Home

## Employer Engagement Toolkit



You are here: / [Home](#)

[Home](#)

[Using This Toolkit](#)

[Knowing Your Audience](#)

[Developing Your Program](#)

[Mining for Deeper Engagement](#)

[Generating Support](#)

[Joining Voices](#)

[Contact Us](#)

## Introduction

In a time when information is critical to success and budgets are tied to outcomes, the need for strategic employer engagement with colleges has never been greater. No longer can programs thrive with limited input from local employers. All community and technical colleges must stay informed of—and respond to—industry-specific trends that impact skill sets, national standards, and credentials.

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# Action Planning



**Local Action Plan**

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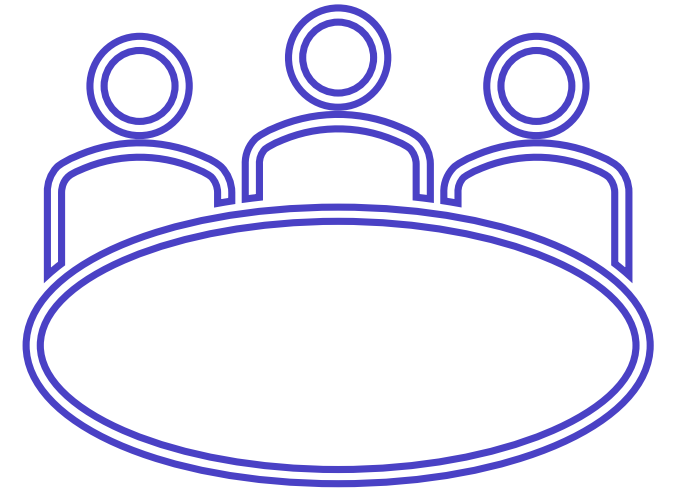
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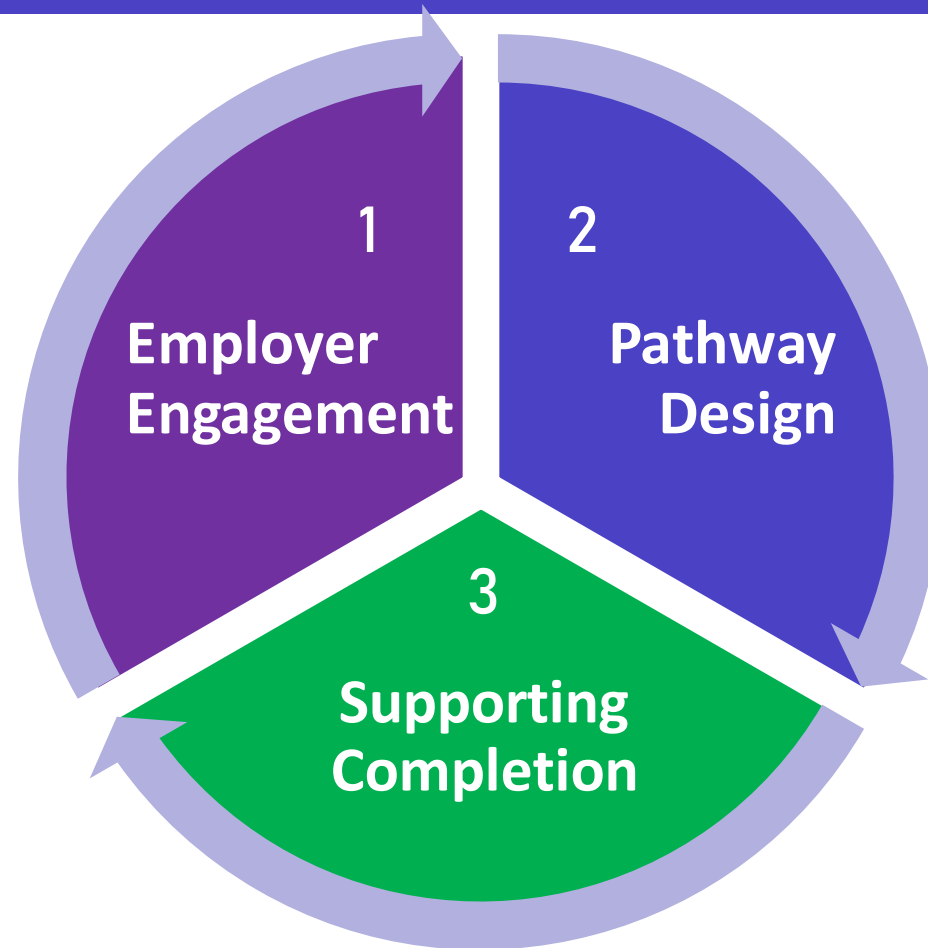
or

✓ Download Action Plan Template from Workshop Toolbox

# Share and Discuss



# Components of Career Pathways



# Self Check

Designing Career  
Pathways



Align	Prepare	Support	Educate/Train	Organize	Enable	Help
Align with the skills needed by industries in the state or regional economy;	Prepare individuals to succeed in a range of education options, including apprenticeships;	Include counseling to support an individual in achieving the individual's education and career goals;	Include, as appropriate, concurrent education and training opportunities for a specific occupation or occupational cluster;	Organize education, training, and support services to meet individual needs and accelerate educational and career advancement;	Enable individuals to attain a high school diploma or equivalent, and at least one recognized postsecondary credential;	Help individuals enter or advance within an occupation or occupational cluster.

# Career Pathway Definition (WIOA/Perkins)

# Pathways to Career Readiness and Advancement

**Programs of Study** and **Career Pathways** share many of the same attributes. The two terms are used interchangeably in many state and local applications. Both are defined in Federal Law.

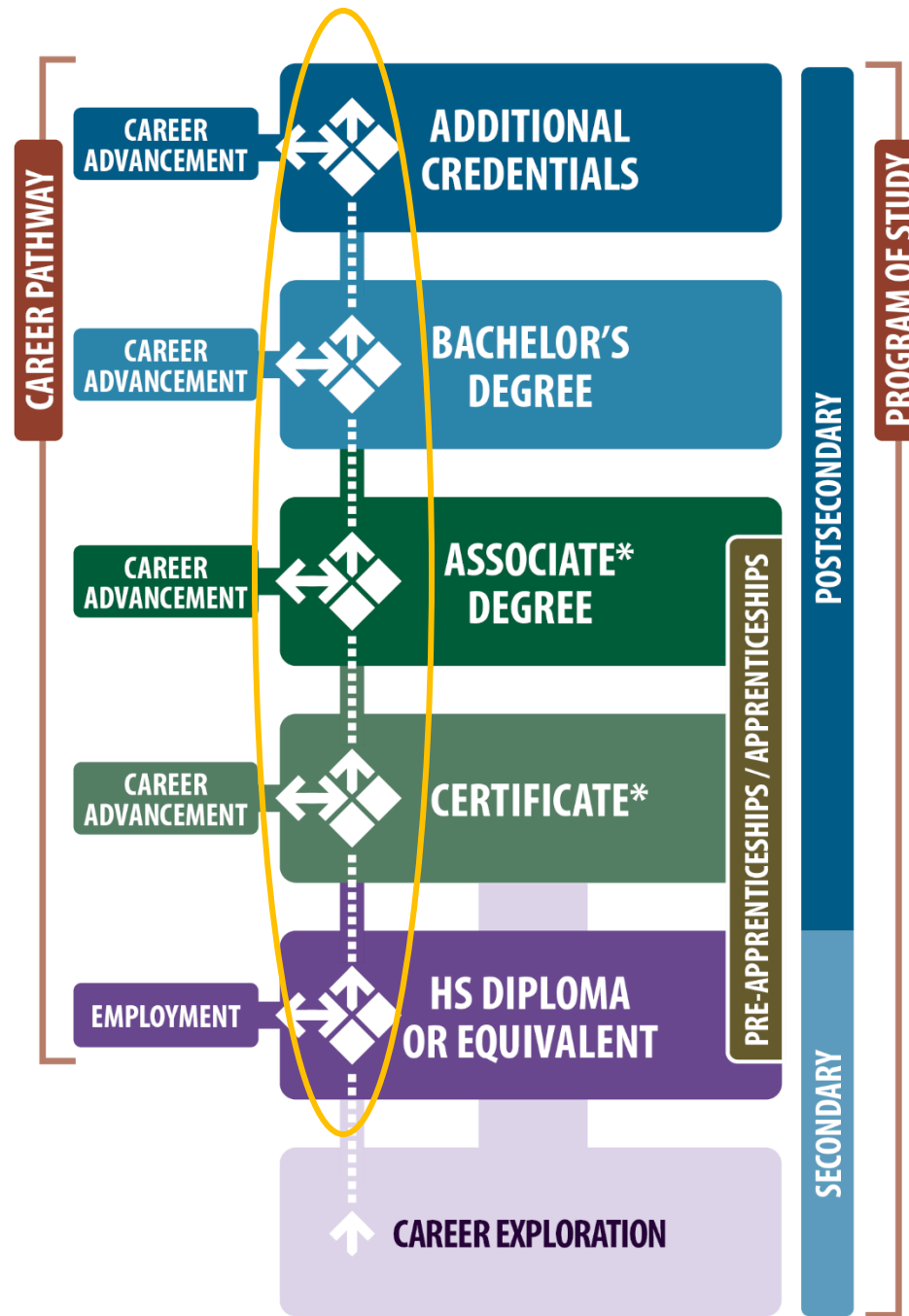


## STACKABLE CREDENTIALS

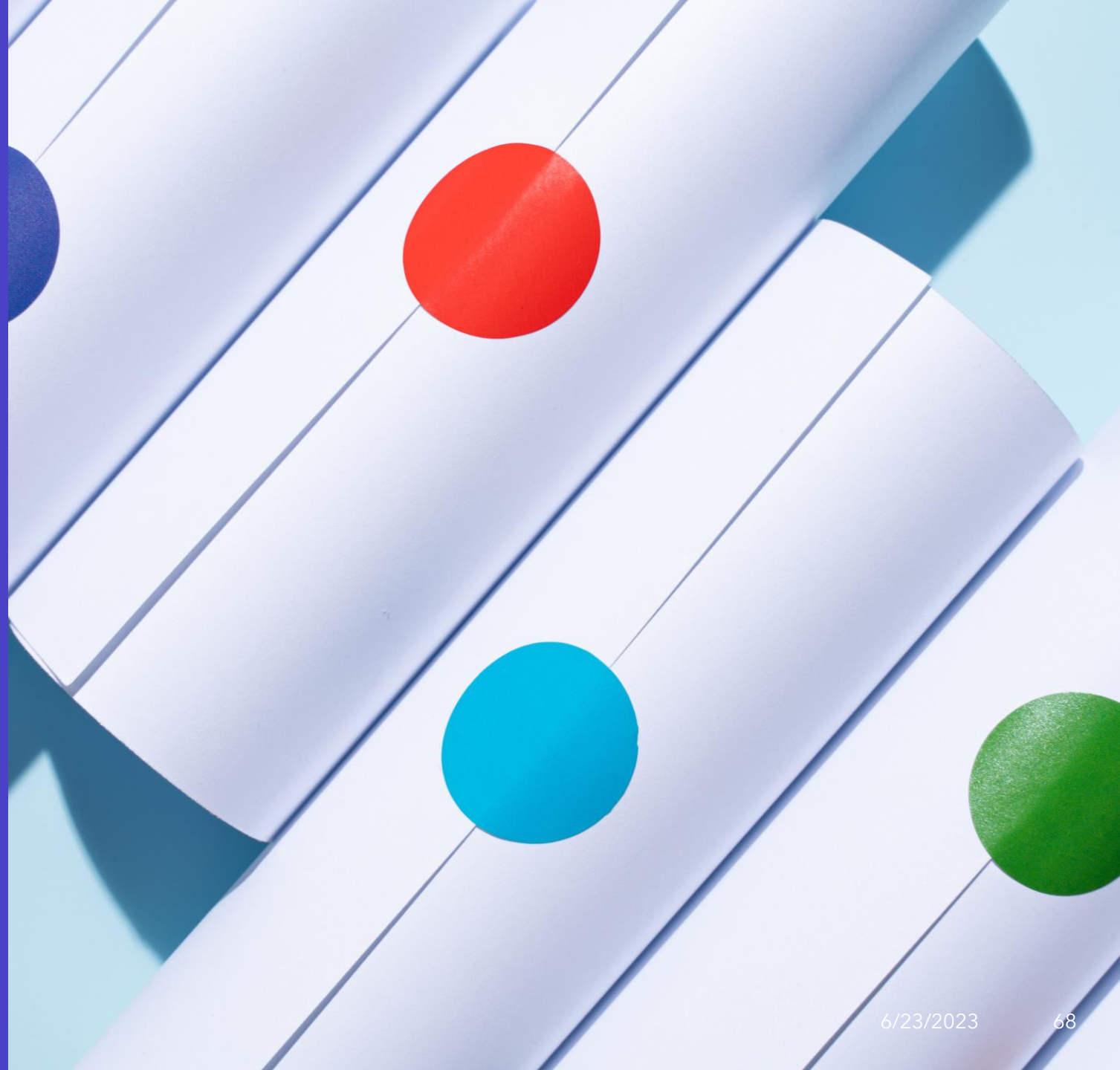
At these milestones the learner may advance to the next-higher-skill job in the sector for which they have trained, and/or continue in or reenter the learning pathway to pursue additional credentials.

\*These stackable credentials may:

- Include preparation for industry certifications.
- Articulate to bachelor's degree programs.
- Be obtainable by HS students through dual credit.



# Stackable Credentials



# Stackable Credentials Initiative



## Three Essential Components:

1. Engaging employers in strategic and sustainable ways
2. Building career pathways based on industry-validated stackable credentials
3. Supporting completion through non-credit/credit alignment

# Pathways to Credentials

**US ED OCTAE Initiative:** Build capacity of colleges to improve CTE credential attainment rates by offering **stackable credentials**, a series of incremental milestones, on the path to degree completion. Stackable credentials are...

- Developed through active employer engagement
- Responsive to workforce needs of region
- Link educational certificates to industry certifications
- Support diverse groups of learners
- Provide multiple entry and exit points
- Support earn-and-learn models through flexible scheduling
- Provide credentials with labor market value on the path to a degree

# Career Pathways Embedded with Stackable Credentials



Provide flexibility for **students**



Meet the evolving skill needs of **employers**



Improve the ability of colleges and **communities** to increase postsecondary credential attainment



Give **colleges** tools for continuous upskilling

# Why Pathway Maps?



- To help learners of all ages **understand the opportunities** available to them to learn, earn, and realize success in the career path of their choice
- To identify entry points and exit points aligned to **credential** attainment and advancing levels of **employment**
- To convey that a **seamless pathway** of stackable credits and credentials is not only possible, but critical to success in today's labor market

# Mapping Career Opportunities & Economic Mobility



- You're creating a visual story depicting the pathway
- What career opportunities does it comprise?
- What postsecondary credentials can you earn?
- What industry certifications will the pathway prepare you for?

# Who Benefits from Pathway Maps?

## **Students**

- Provides information students need for guided learning pathways - on and off ramps
- Identifies program outcomes relative to potential employment opportunities and wages, as well as program duration and stackable credentials
- Depicts career growth alongside education path

## **Employers**

- Identifies multiple entry points for existing employees to upskill
- Validation of skills by industry means graduates are prepared to meet employer needs

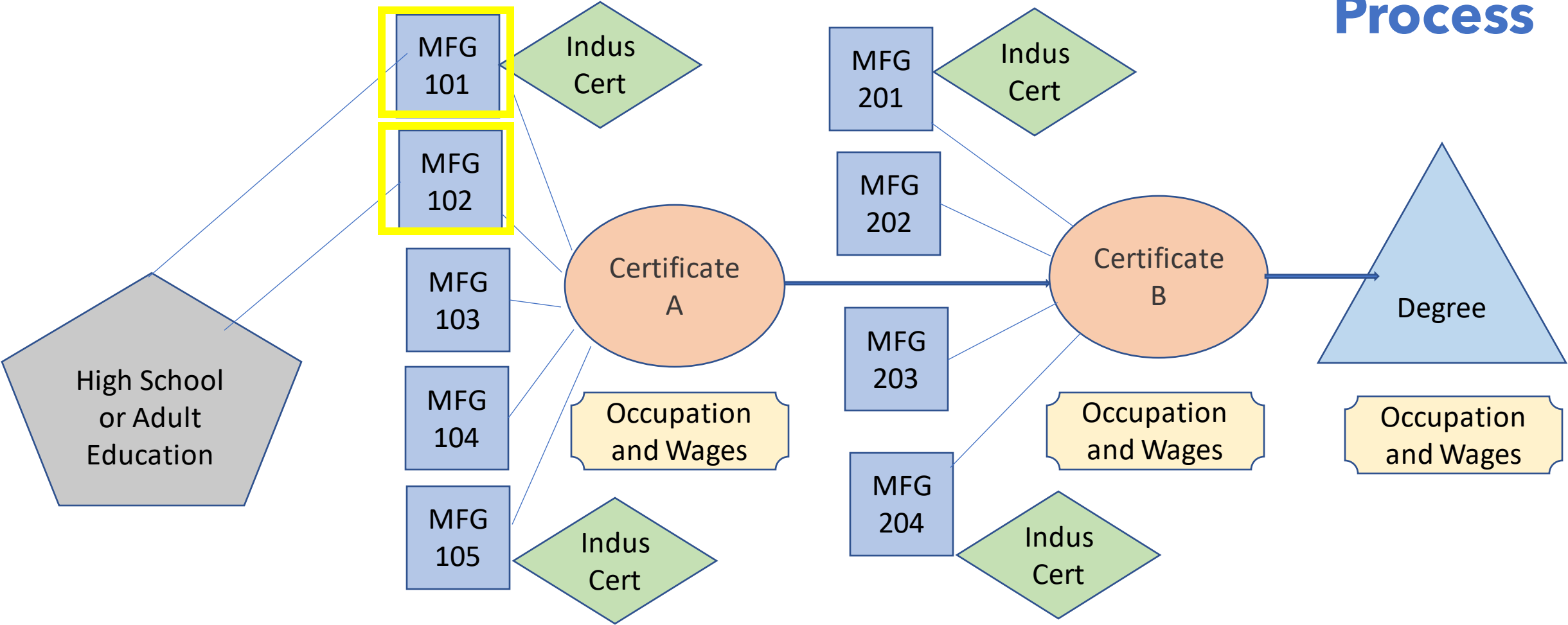
## **Faculty**

- Program and career information in one place – at-a-glance
- Employer-validated pathways relative to occupations and wages
- Clear depiction of completion options (certificates, diplomas and degrees) within a pathway

# Employer Engagement

- Work with employer partners to:
  - Define job requirements
  - Map the structure of jobs to certificates and degrees
  - Identify related industry certifications
  - Identify career advancement levels within the pathway  
(i.e. Certificate A = Job Title X, Certificate B = Job Title Y,  
Degree = Job Title Z)
- Gather wage data for each job title
- Repeat process annually

# The Mapping Process



# Cybersecurity Pathway

## Earn Credit for What You Already Know:

Through prior learning assessment (PLA), demonstrate mastery of core skills for college credit, or with industry certifications.



# What to Include

Academic Credentials  
Within the Pathway  
(certificate, diploma,  
associate degree)  
and # of Credits

Program Duration of  
Each Credential

Related Industry  
Certifications

Employment  
Opportunities at  
Exit Points  
Job Titles /  
Wage Range

Credit for Prior  
Learning (all types)

Articulated 4-year  
Programs

# Who Should Participate?

Employers

Advising and  
Counseling Staff

Registrar

Staff responsible  
for High School  
and University  
Articulation

Adult Educators

Program Faculty

Recruitment  
Office

Workforce  
Development  
Staff

Marketing  
Department Staff



# Inspiration from Sample Pathway Maps

1

Review pathway map examples from other programs/institutions.

2

Determine best flow of info for your map's target audience(s) and identify visuals/colors that enhance understanding of pathway components/personal options.

3

Work with marketing /communication staff to design map graphics that can be used across disciplines.

4

Ask students, parents and employers to review for clarity.



# Career Pathways

## Health Service Management Associate in Science

<b>Prior Credit</b> High School Career Pathways Certificate	<b>Prior Credit</b> Technical College Certificate	<b>College Credit Certificate</b>	<b>College Credit Certificate</b>	<b>Associate Degree</b>	<b>Bachelor Degree</b>
<ul style="list-style-type: none"> <li>Administrative Office Specialist</li> <li>Allied Health Assisting</li> <li>Applied Cybersecurity</li> <li>Applied Information Technology</li> <li>Business Management &amp; Analysis</li> <li>Digital Design</li> <li>International Business</li> <li>Legal Administrative Specialist</li> <li>Nursing Assistant</li> <li>Web Development</li> </ul> <p><b>Industry Certifications</b></p> <ul style="list-style-type: none"> <li>Certified Medical Administrative Assistant (CMAA)</li> <li>Certified Nursing Assistant (CNA)</li> </ul>	<ul style="list-style-type: none"> <li>Accounting Operations</li> <li>Administrative Office Specialist</li> <li>Medical Assisting</li> <li>Practical Nursing</li> </ul> <p><b>Industry Certifications</b></p> <ul style="list-style-type: none"> <li>Certified Medical Administrative Assistant (CMAA)</li> <li>Registered Medical Assistant (RMA)</li> </ul>	<p>Medical Information Coder/Biller (37 credit hours)</p> <p><b>Industry Certifications</b></p> <p>CCA; CCS; CCS-P; CPC</p> <p><b>Career</b></p> <p>Average Cost of Program</p> <p>\$4,100.00</p> <p><b>Typical Starting Positions</b></p> <p>Medical Records/Health Information Technicians, Insurance/Billing Specialist, Coding Specialist, Coder/Biller, Insurance Specialist</p> <p><b>Average Starting Salary</b></p> <p>\$15.67 hourly</p>	<p>Medical Office Management (34 credit hours)</p> <p><b>Career</b></p> <p>Average Cost of Program</p> <p>\$3,750.00</p> <p><b>Typical Starting Positions</b></p> <p>Medical Secretary, Medical Receptionist, Insurance Clerk, Billing Clerk</p> <p><b>Average Starting Salary</b></p> <p>\$15.67 hourly</p>	<p>Health Services Management (60 credit hours)</p> <p><b>Industry Certifications</b></p> <p>CAHIMS; CMM</p> <p><b>Career</b></p> <p>Average Cost of Program</p> <p>\$6,600.00</p> <p><b>Typical Starting Positions</b></p> <p>Medical Office Manager, Health Services Department Supervisor, Billing Supervisor, Revenue Cycle Analyst</p> <p><b>Average Starting Salary</b></p> <p>\$18.00 hourly</p>	<p>Strategic Leadership (120 credit hours)</p> <p><b>Career</b></p> <p>Average Cost of Program</p> <p>\$7,200.00</p> <p><b>Typical Starting Positions</b></p> <p>Medical Practice Manager, Health Services Department Manager, Revenue Cycle Supervisor/Manager, Human Resource Specialist, Entrepreneur</p> <p><b>Average Starting Salary</b></p> <p>\$25.66 hourly</p>

Learn more at [www.LSSC.edu/academics](http://www.LSSC.edu/academics)



# Career Pathways

## Health Service Management Associate in Science

Prior Credit Technical College Certificate	College Credit Certificate	College Credit Certificate	Associate Degree	Bachelor Degree
Accounting Operations	Medical Information Coder/Biller (37 credit hours)	Medical Office Management (34 credit hours)	Health Services Management (60 credit hours)	Strategic Leadership (120 credit hours)
Administrative Office Specialist	Industry Certifications	Career	Industry Certifications	Career
Medical Assisting	CCA; CCS; CCS-P; CPC	Average Cost of Program	CAHIMS; CMM	Average Cost of Program
Practical Nursing	Career	\$3,750.00	Career	\$7,200.00
Industry Certifications	Average Cost of Program	Typical Starting Positions	Average Cost of Program	Typical Starting Positions
Certified Medical Administrative Assistant (CMAA)	\$4,100.00	Medical Secretary, Medical Receptionist, Insurance Clerk, Billing Clerk	\$6,600.00	Medical Practice Manager, Health Services Department Manager, Revenue Cycle Supervisor/Manager, Human Resource Specialist, Entrepreneur
Registered Medical Assistant (RMA)	Typical Starting Positions	Average Starting Salary	Typical Starting Positions	Average Starting Salary
	Medical Records/Health Information Technicians, Insurance/Billing Specialist, Coding Specialist, Coder/Biller, Insurance Specialist	\$15.67 hourly	Medical Office Manager, Health Services Department Supervisor, Billing Supervisor, Revenue Cycle Analyst	\$25.66 hourly
	Average Starting Salary		Average Starting Salary	
	\$15.67 hourly		\$18.00 hourly	

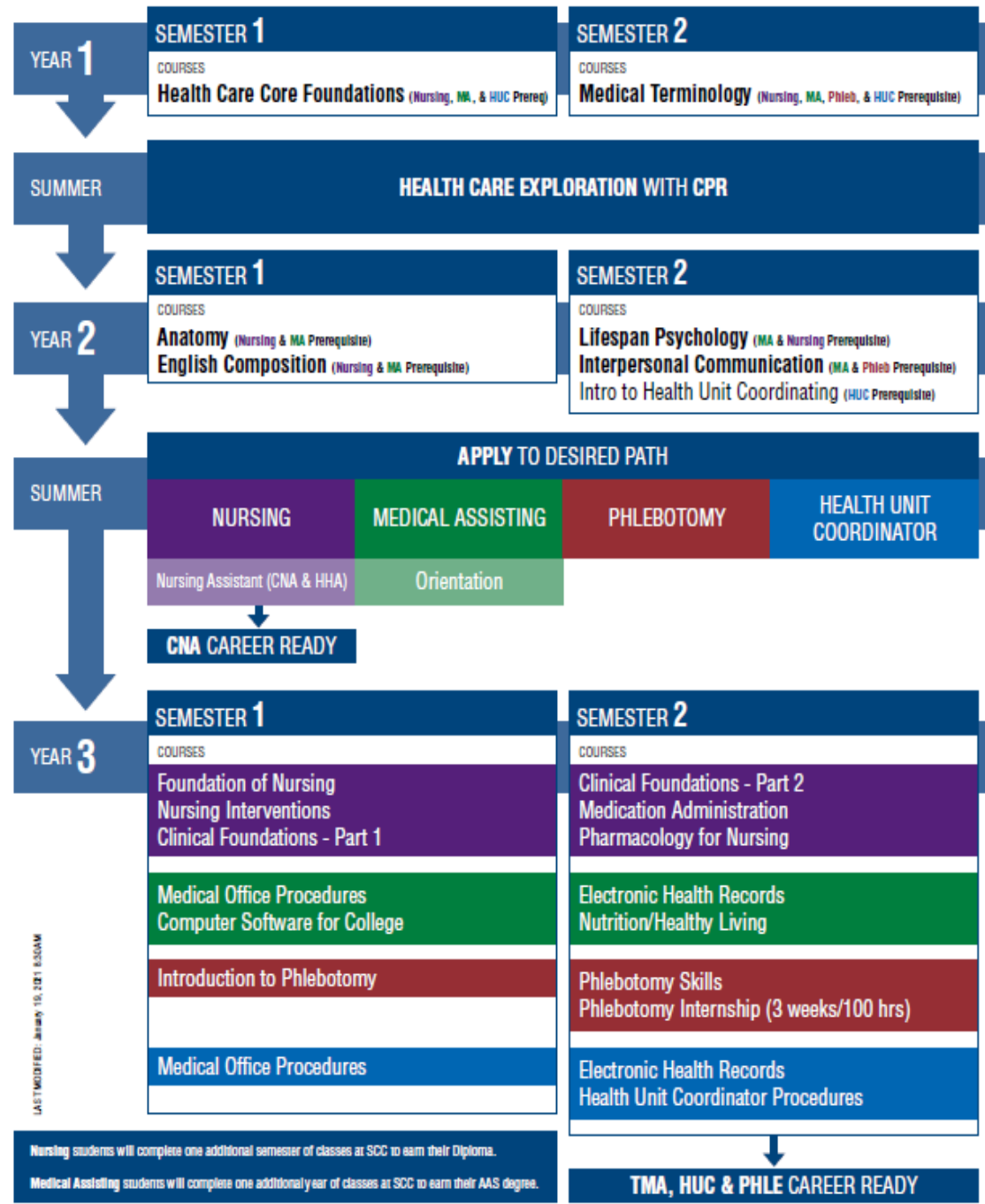


# Career Pathways

## Health Service Management Associate in Science

Prior Credit Experience/ Certificate	College Credit Certificate	College Credit Certificate	Associate Degree	Bachelor Degree
<b>Prior Experience</b> Transfer College Credit Competency Based Credit Military Experiences	Medical Information Coder/Biller (37 credit hours)	Medical Office Management (34 credit hours)	Health Services Management (60 credit hours)	Strategic Leadership (120 credit hours)
<b>Industry Certifications</b> AHIMA - any AAPC - any CMM CMOM CAHIMS CMA/RMA	<b>Industry Certifications</b> CCA; CCS; CCS-P; CPC	<b>Industry Certifications</b>	<b>Industry Certifications</b> CAHIMS; CMM	<b>Industry Certifications</b>
	<b>Career</b> Average Cost of Program \$4,100.00 Typical Starting Positions Medical Records/Health Information Technicians, Insurance/Billing Specialist, Coding Specialist, Coder/Biller, Insurance Specialist	<b>Career</b> Average Cost of Program \$3,750.00 Typical Starting Positions Medical Secretary, Medical Receptionist, Insurance Clerk, Billing Clerk	<b>Career</b> Average Cost of Program \$6,600.00 Typical Starting Positions Medical Office Manager, Health Services Department Supervisor, Billing Supervisor, Revenue Cycle Analyst	<b>Career</b> Average Cost of Program \$7,200.00 Typical Starting Positions Medical Practice Manager, Health Services Department Manager, Revenue Cycle Supervisor/Manager, Human Resource Specialist, Entrepreneur
	<b>Average Starting Salary</b> \$15.67 hourly	<b>Average Starting Salary</b> \$15.67 hourly	<b>Average Starting Salary</b> \$18.00 hourly <small>33cr Coder/Biller 34cr Office Mgmt</small>	<b>Average Starting Salary</b> \$25.66 hourly

Learn more at [www.LSSC.edu/academics](http://www.LSSC.edu/academics)



### Academic Awards

- Phlebotomy Certificate
- Health Unit Coordinator (HUC) Certificate
- Practical Nursing (LPN) Diploma
- Medical Assisting (MA) AAS Degree

### Industry Credentials

- CPR
- Nursing Assistant (CNA or HHA)
- Trained Medication Aid (TMA)

LAST MODIFIED: January 19, 2021 8:50AM

Nursing students will complete one additional semester of classes at SCC to earn their Diploma.  
 Medical Assisting students will complete one additional year of classes at SCC to earn their AAS degree.



**HEALTH SCIENCES  
PATHWAY PROGRAM**  
AT FARIBAULT HIGH SCHOOL



# Program Benefits



- **Time & Cost Savings**

Students may earn up to 36 college credits while in high school, which saves time & tuition.  
Can earn a degree in 1-2 semesters post-high school

- **Early Entry into Workforce**

Students who complete Health Unit Coordinator, Phlebotomy, or CNA (with or without TMA) may enter the workforce

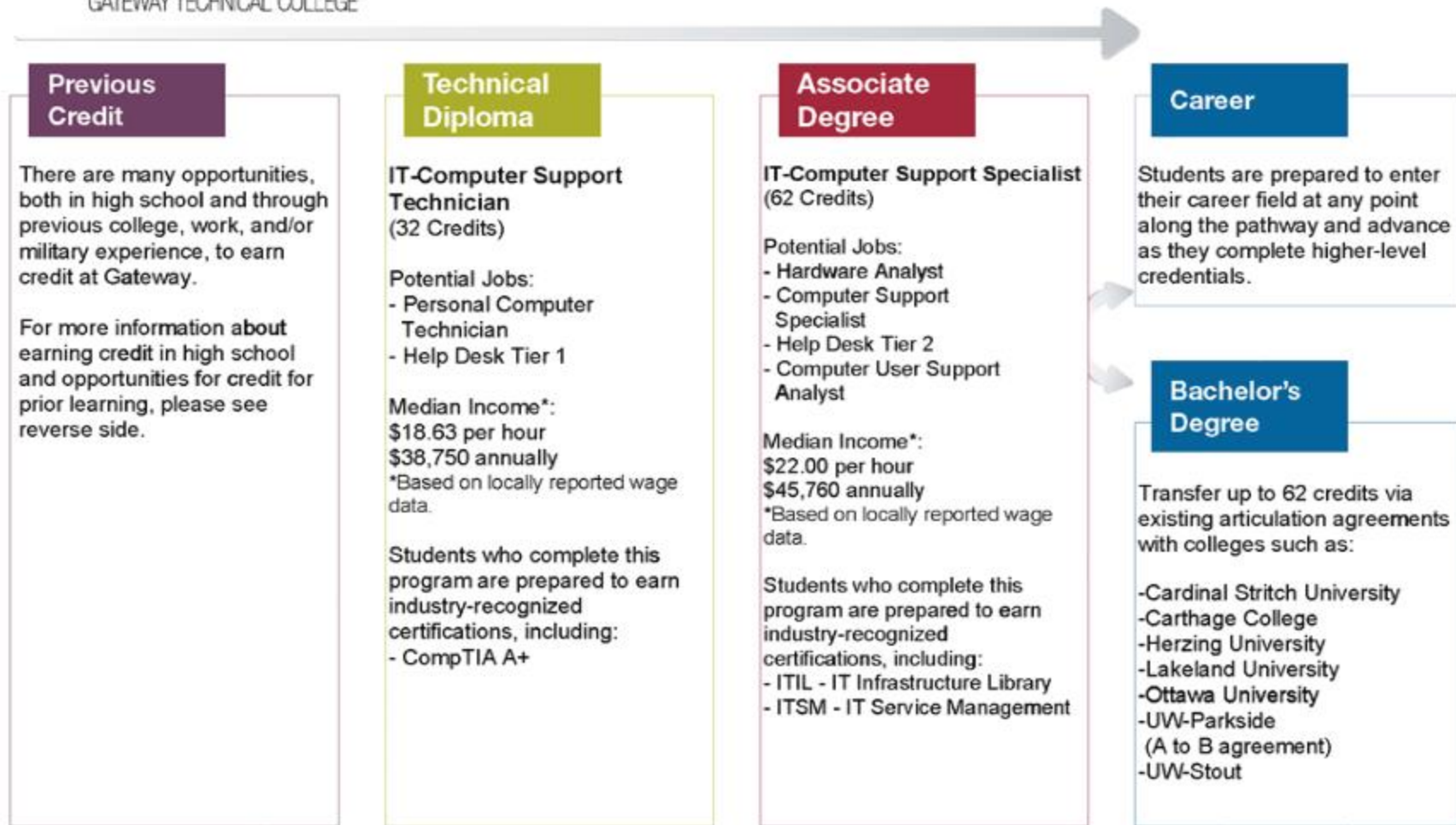
- **Year 1 Data**

- 56 total students enrolled in Year 1 courses
- 22% are Students of Color
- 89% earned an "A" or "B" in the Year 1 Semester 1 course

# CAREER PATHWAY

GATEWAY TECHNICAL COLLEGE

## IT - Computer Support Specialist



Salary and employment data courtesy of BMSI.

# CAREER PATHWAY

GATEWAY TECHNICAL COLLEGE

## Have questions or need assistance with getting started?

Gateway's New Student Specialists are ready to help. Call 1-800-247-7122 or stop into any Student Services Center to make an appointment or register for an upcoming new student event.

### **Elkhorn Campus**

400 County Road H  
Elkhorn, WI 53121

### **Kenosha Campus**

3520 30th Ave.  
Kenosha, WI 53144

### **Racine Campus**

1001 S. Main St.  
Racine, WI 53403

## IT - Computer Support Specialist

### **Credit for Prior Learning**

*Experience Pays! You've been there . . .  
You've done that . . . Let us give you credit for it!*

Gateway Technical College recognizes you have knowledge and skills gained through previous educational, life and work experiences. We want to help you receive credit for those experiences—saving you time, money and helping you enter your new career more quickly.

There are various ways to earn credit including Degree Course Substitution, Prior Learning Assessment and Transfer Credit. Credit for Prior Learning opportunities for this program include:

107-011 IT in Business

107-193 IT Essentials

154-119 System Software Support

154-113 IT Apps Server & Support

### **Earn College Credit in High School**

*Get an edge by earning college credit before you  
graduate and save money at the same time.*

There are many ways to earn college credit while you're still in high school, including transcribed and advanced standing credit, Start College Now and youth apprenticeship. Suggested courses to take in high school for this program include:

107-011 IT in Business

107-193 IT Essentials

150-145 IT Scripting

**Get started at  
Gateway today!**

Visit [gtc.edu](http://gtc.edu)  
to request information  
or to apply.



*Perspectives from the Cohort*



Multiple Audiences - Entry and Exit Points



## OCC CAREER PATHWAY ENVIRONMENTAL SUSTAINABILITY & INDUSTRIAL HYGIENE

These OCC programs are designed to prepare students for careers in the field of environmental science, which is concerned with sustainability of environmental resources, monitoring humanity's impact on the Earth, and solving environmental problems. Students graduating from these programs might work in environmental education centers, public relations firms, testing labs, environmental research organizations, ecotourism, food/beverage manufacturing, waste management companies, government agencies and consulting.

### PROGRAM PRE-REQUISITES:

Students who have completed HS Chemistry and Algebra II and who do not need any remedial mathematics will be eligible to take CHEM 181 with no restrictions.

### PRIOR LEARNING CREDIT:

There are opportunities both in high school and through previous college, work, military experience and achievement of industry certificates to earn credit at OCC

- ~ Workers with OSHA cards receive credit for some lab components
- ~ Students can also complete a college exam and performance component
- ~ Standardized test such as CLEP, DSST, TECEP, AP

For additional detail contact Eileen Schilling at [eschilling@ocean.edu](mailto:eschilling@ocean.edu).

### Certificate

**Industrial Hygiene/Hazardous Materials Management Certificate**  
(22 Credits)  
5 academic courses & short-term courses

**Potential Jobs:**  
~ Occupational Health and Safety Technician, Environmental Field Technician, and Industrial Hygiene Technician

Students who complete this program are prepared to earn industry-recognized certifications, including NIOSH 582, OSHA 30 Construction or General Industry, OSHA Hazwoper 40, Lead Inspector, Risk Assessor, and Asbestos Inspector.

Students will also obtain membership as a IHMM Student CHHM member.

**Sustainability Certificate**  
(17 Credits)  
5 academic courses

**Potential Jobs:**  
~ Environmental Technician and Sustainability Auditor

Students who complete this program are prepared to earn industry-recognized certifications, including LEED Accredited Professional (AP) and GRI Professional Certification. These certifications require additional outside training and an exam.

Students will also obtain membership as a IHMM Student CHHM member.

### Associate Degree

**AAS Technical Studies: Industrial Hygiene/Haz-Mat Option**  
(60 credits)

**AS Environmental Studies Industrial Hygiene/Haz-Mat Option**  
(60 credits)

**AAS Environmental Studies: Sustainability Option**  
(60 credits)

### Careers

Students are prepared to enter their career field at any point along the pathway and advance as they complete higher level credentials (industry, certificate and degree programs).

**Industrial Hygienist in New Jersey pay ranges from \$70,522 to \$131,420**

See <https://www.salary.com/tools/salary-calculator/industrial-hygienist/nj?edu=edlev3&drpt=DR01&rpto=RL03&yrs=0>

<https://www.bls.gov/ooh/healthcare/occupational-health-and-safety-specialists-and-technicians.htm>

<https://www.salary.com/research/salary/benchmark/industrial-hygienist-salary/nj>

### Bachelor's Degree

Transfer up to xx credits via existing articulation agreements with other four-year colleges and universities. Visit <https://www.ocean.edu/student-services/start-here-finish-there-transfer-agreements/> for further information on these agreements.

Students pursuing the Environmental Studies degree can transfer into majors such as Environmental Studies or Environmental Science. Many colleges offer opportunities for transfer both in and out of state. Students are encouraged to work closely with OCC faculty and Advising Transfer Services. Students planning to transfer to a four-year institution in NJ can explore the "Transfer Programs" feature on NJ Transfer [www.njtransfer.org](http://www.njtransfer.org).

Institute of Hazardous Materials Management's (IHMM)'s Student Certified Hazardous Materials Manager (ST/CHMM ©) credential recognizes students who wish to demonstrate their development of knowledge and skills in hazardous materials management while pursuing their undergraduate degree.

The National Institute for Occupational Safety and Health (NIOSH) is responsible for conducting research and making recommendations for the prevention of work-related injury and illness. The NIOSH 582 certification ensures students are capable of correctly analyzing PCM air sampling in accordance with NIOSH analytical methods.

## Career Overview

Opportunity exists working as an electrician, in manufacturing or in industrial mechanics. Each step in the pathway can lead to industry certifications and licensing. Student can work in many of these fields while attending classes and working toward additional certifications or a degree.

## Other Credit

May be awarded from the following areas:

- Non-credit training
- Industry certifications
- College credit
- Military service
- Work experience
- Technical schools
- Study abroad
- Dual Credit

## Short-term Certificates

### Electrical Skills Course

- Self-paced online
- Potential starting wage is \$14+ per hour
- Potential 3 hrs credit toward Electrical or Industrial Mechanics Level 1 Certificate
- Industry certification through SACA C-201

### Mechatronics and Industrial Automation Technician Course:

- Self-paced online
- Potential starting wage is \$18+ per hour
- Potential 6 hrs credit toward Electrical or Industrial Mechanics Level 1 Certificate
- Industry certification through SpaceTEC® and CTS.

### Questions?

[ACE@nctc.edu](mailto:ACE@nctc.edu)

## Level 1 Certificates

### Electrical Certificate

- 15 credit hours
- Potential starting wage is \$14+ per hour
- Educational credit toward electrical journeyman licensing through TDLR
- Industry certification through NC3

### Industrial Mechanics Certificate

- 30 credit hours
- Includes Electrical certificate
- Potential starting wage is \$16+ per hour
- Educational credit toward electrical journeyman licensing through TDLR
- Industry certifications through NC3

### Questions?

[industech@nctc.edu](mailto:industech@nctc.edu)

## AAS Degree

### AAS Industrial Mechanics

- 60 credit hours
- Potential starting income \$18 per hour
- Educational credit toward electrical journeyman licensing through TDLR
- OSHA certification
- Industry certifications through NC3

### Questions?

[industech@nctc.edu](mailto:industech@nctc.edu)

## Bachelor's Degree

The AAS degree is part of the North Texas Community College Consortium Transfer Collaborative and can lead to BAAS programs at numerous universities.

Visit the site below and input the program title and college to check a pathway: [NTXCCC](http://NTXCCC)

### LEGEND OF TERMS

<b>SACA</b>	Smart Automation Certifications
<b>CTS</b>	Credential Testing Services
<b>TDLR</b>	Texas Department of Licensing & Regulation
<b>NC3</b>	National Coalition of Certification Centers
<b>OSHA</b>	Occupational Safety & Health Administration.
<b>AAS</b>	Associate of Applied Science
<b>BAAS</b>	Bachelor of Applied Arts & Sciences



# Industrial Systems Career Pathway

EDUCATION GOALS	
LEVEL	Associates in Applied Science Degree (AAS)
PROGRAM	Industrial Systems Technology
OCCUPATIONS INCLUDE...	
<ul style="list-style-type: none"> <li>Instrument &amp; Electrical (I&amp;E) Technician</li> <li>Maintenance Technician</li> <li>Industrial Mechanic</li> </ul>	
MEDIAN ANNUAL SALARY RANGE IN NC	
\$40,710 - \$58,460	
Career & College Promise Credit: 13	
PACE Credit: 3	

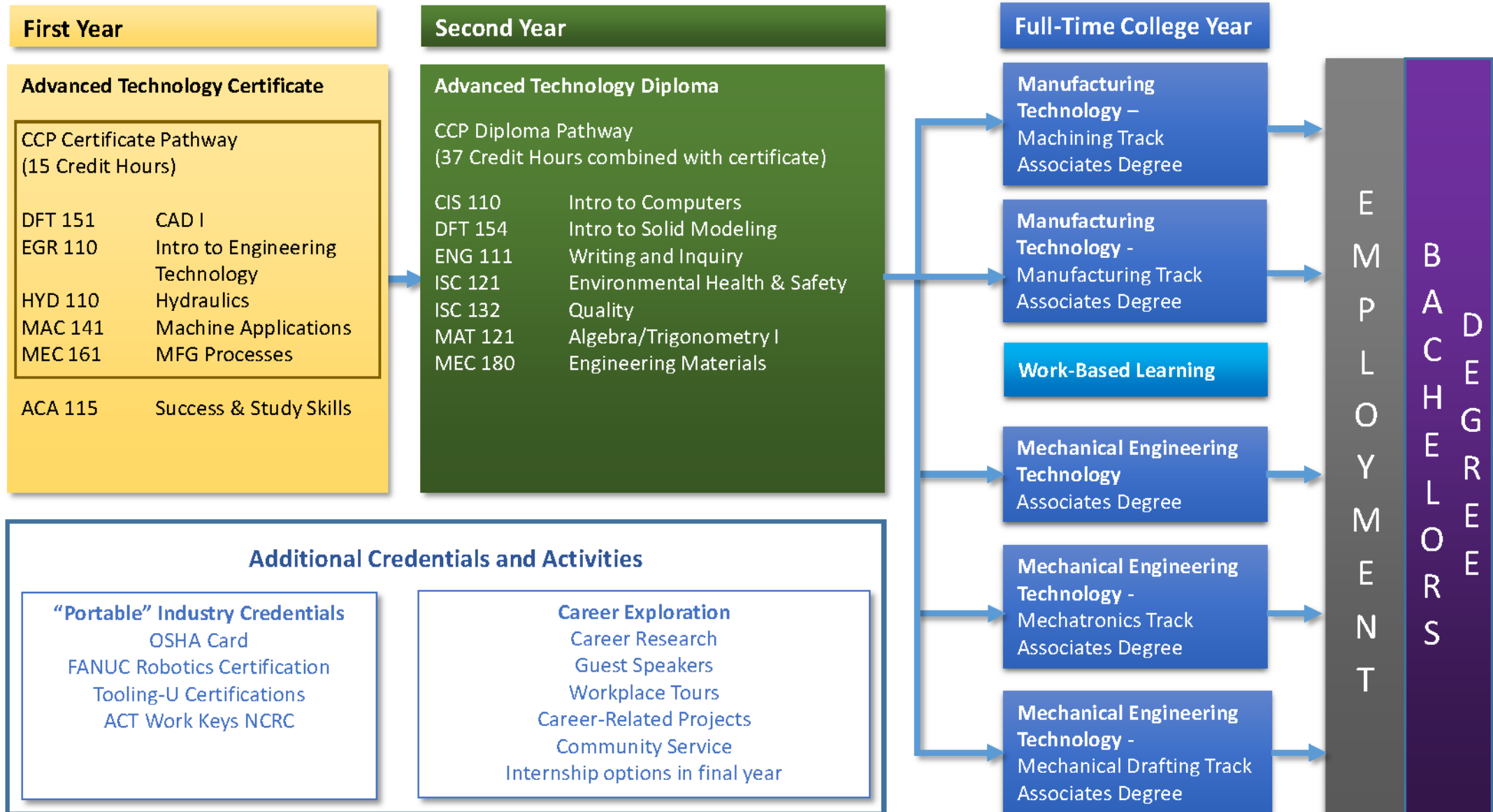
HIGH SCHOOL PLAN								
SECONDARY EDUCATION PLAN	GRADE	REQUIRED COURSE SEQUENCE				REQUIRED ELECTIVES	CTE CONCENTRATOR ELECTIVES	SUPPLEMENTAL CTE COURSES
		ENGLISH	MATHEMATICS	SCIENCE	SOCIAL STUDIES			
SECONDARY EDUCATION PLAN	9	English I	Math I	Earth Science	World History	Health/PE		Career Management
	10	English II	Math II	Biology	American History I			Microsoft Word and Powerpoint
	11	English III	Math III	Physical Science OR Chemistry	American History II			Project Management I CTE Advanced Studies CTE Internship CTE Apprenticeship
	12	English IV	Advanced Mathematics course where Math III is a prerequisite	Other Science Elective	Civics/Economics		FTCC High School Connections - Basic Mechanical Maintenance	

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE PLAN – Industrial Systems Technology							
POST-SECONDARY EDUCATION PLAN							
Fall 1	ACA120-Career Assessment OR ACA122-College Transfer Success	BPR111-Print Reading	CIS111-Basic PC Literacy	ELC112-DC/AC Electricity	MNT110-Intro to Maint Procedures	WLD112-Basic Welding Processes	
Spring 1	ENG110-Freshman Composition OR ENG111-Writing and Inquiry	ELC128-Intro to PLC	MAC141-Machining Applications I	PHY121-Applied Physics I	PLU111-Intro to Basic Plumbing		
Summer 1	BPR115-Elc/Fluid Power Diagrams	HYD110-Hydraulics/Pneumatics I	MNT111-Maintenance Practices				
Fall 2	COM120-Intro Interpersonal Com OR COM231-Public Speaking	ELC228-PLC Applications	ISC110-Workplace Safety	WBL110-World of Work	WLD115-SMAW (Stick) Plate		
Spring 2	ELC117-Motors and Controls	MNT220-Rigging and Moving	MNT230-Pumps & Piping Systems	Humanities/Fine Arts Elective	Social/Behav Science Elective		



Fayetteville, NC

# i•TECH Isothermal Engineering & Technology Academy



# Name of Career Pathway

<Program Hyperlink>

## Prior Credit

Use this space to provide information about the opportunities your institution provides for students to earn college credits while in high school, or to earn credit for prior learning such as previous college, work, and/or military experiences.

## Career

Provide details or links to external resources for further exploration on career opportunities in this pathway

## Certificate

Use this space to identify certificates within this pathway that stack toward the degree.

**For each, list:**

- Name of certificate
- # of college credits
- Potential job and median income
- Aligned industry certification(s)

## Additional Certificate or Diploma

Use this space to identify additional certificates and/or a diploma that stacks toward the degree.

**For each, list:**

- Name of certificate/diploma
- # of college credits
- Potential job and median income
- Aligned industry certification(s)

## Associate Degree

Use this space to describe the remaining credits in the pathway sequence needed to earn an AS or AAS degree.

**For the degree, list:**

- # of college credits
- Potential job and median income
- Aligned industry certification(s)

## Bachelors Degree

*Example:*

Bachelors Degree in \_\_\_\_\_ at \_\_\_\_\_ University

# Name of Career Pathway

<program link>

## Prior Credit

Use this space to provide information about the opportunities your institution provides for students to earn college credits while in high school, or to earn credit for prior learning such as previous college, work, and/or military experiences.

## Career

Any additional details about career opportunities aligned to stackable credentials along the pathway

## Adult Education

Use this space to identify concurrent education within this pathway that stack toward the first post-secondary credential.

**For each, list:**

- Name of course or program
- Duration
- Concurrent or Pre-requisite

## Certificate

Use this space to identify additional certificates and/or a diploma that stacks toward the degree.

**For each, list:**

- Name of certificate/diploma
- # of college credits
- Potential job and median income
- Aligned industry certification(s)

## Associate Degree

Use this space to describe the remaining credits in the pathway sequence needed to earn an AS or AAS degree.

**For the degree, list:**

- # of college credits
- Potential job and median income
- Aligned industry certification(s)

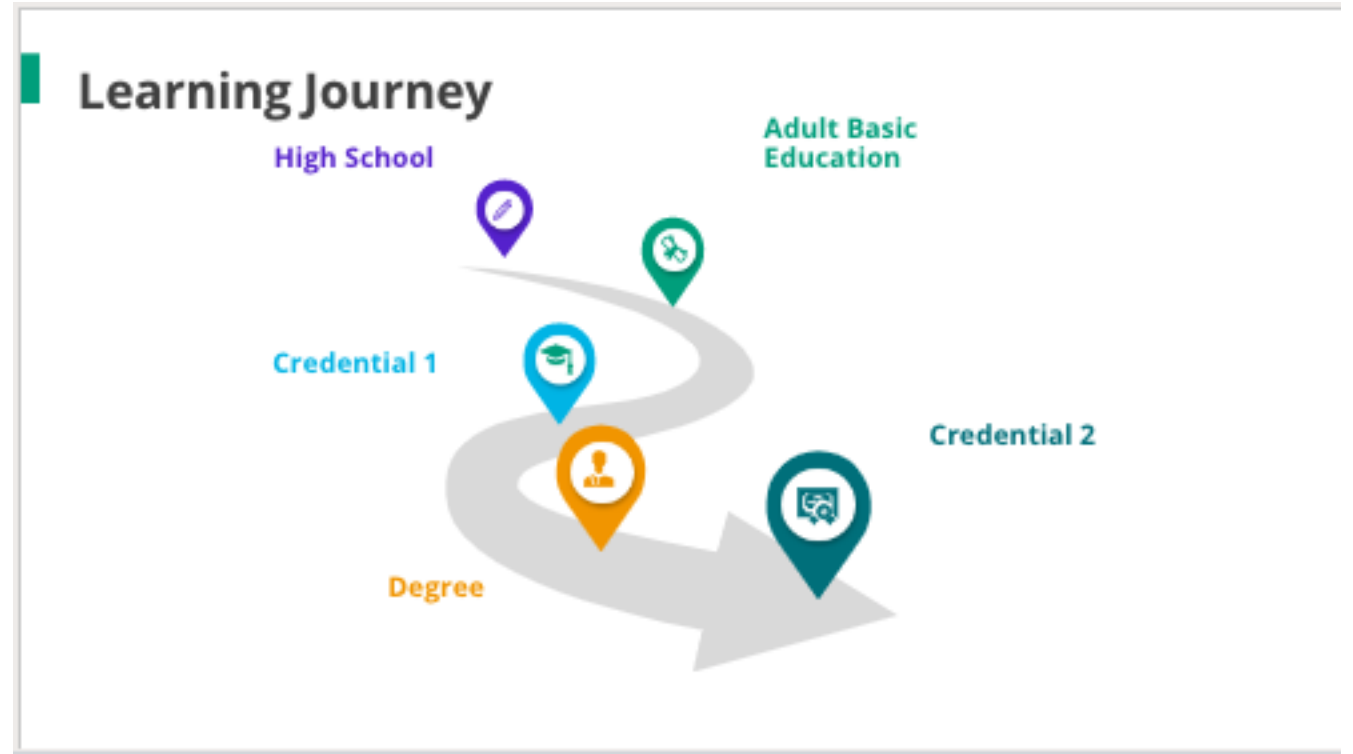
## Bachelors Degree

*Example:*

Bachelors Degree in \_\_\_\_\_ at  
\_\_\_\_\_ University

# ACTIVITY

## Creating a Career Pathway Map



# Using the Map Template



- Download “Generic Template” from the Workshop Toolbox (PPTX file)

*or*

- Use paper template at your table

# Mapping Activity for Secondary Partners

Pick a program offered at your high school

How does it align with your postsecondary partner institution?

What is the next step a student can take after the first postsecondary credential in that career field?

Look up the program for the next step - what is the name of the program and where is it offered?

Where can you find reliable wage and occupation info?

# Mapping Activity for Adult Educators

Pick a program offered at your organization

How does it align with your postsecondary partner institution?

Can students concurrently take your program and post-secondary courses?

What is the next step a student can take after the first postsecondary credential in that career field?

Where can you find reliable wage and occupation info?

# Mapping Activity for Post- Secondary Partners

Pick a program offered at your college.

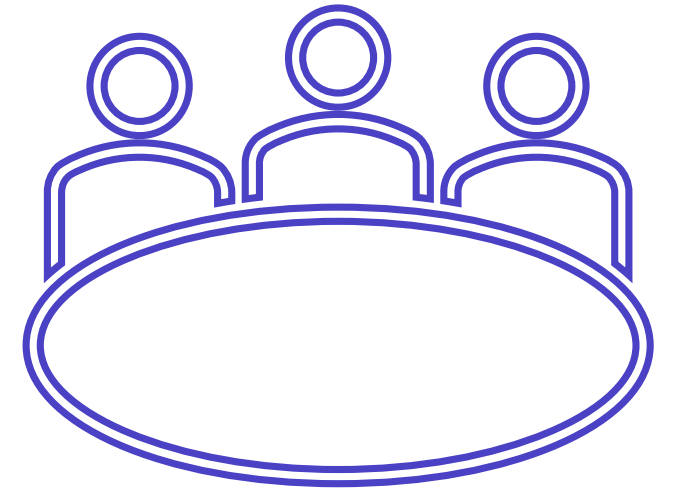
Are dual enrollment and/or concurrent enrollment opportunities for students?

What is the next step a student can take after the first postsecondary credential in the career field?

Do the first credential and all subsequent credentials stack up the next credential?

Where can you find reliable wage and occupation info?

# Share and Discuss



# How Will We Get There?

Consider the gaps moving from one credential or institution to the next:

- What needs to be done to address the gap?
- Is it a barrier related to process or policy?
- Who needs to be at the table to discuss the gap?
- What are the opportunities that haven't been mapped yet?



# Action Planning



**Local Action Plan**

Goal, Objective, Priority: <i>What do we want to achieve?</i>	Action Steps: <i>How will we achieve it?</i>	Lead: <i>Who is responsible?</i>	Intended Results: <i>Measurable outcomes?</i>	Timeline: <i>By when?</i>	Notes:
<b>Partnerships</b>					
<i>Internal Partnerships</i>					
<b>Gaps</b>					
<b>Opportunities</b>					
<b>External Partnerships</b>					
<b>Gaps</b>					
<b>Opportunities</b>					

**Local Action Plan**

Goal, Objective, Priority: <i>What do we want to achieve?</i>	Action Steps: <i>How will we achieve it?</i>	Lead: <i>Who is responsible?</i>	Intended Results: <i>Measurable outcomes?</i>	Timeline: <i>By when?</i>	Notes:
<b>Employer Engagement</b>					
<b>Gaps</b>					
<b>Opportunities</b>					

**Local Action Plan**

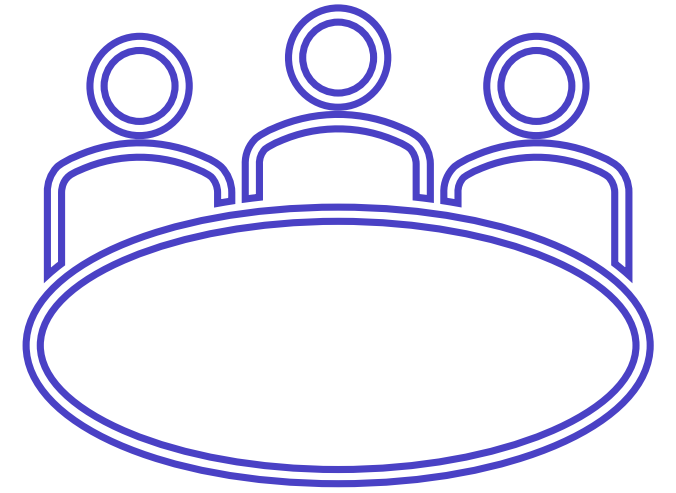
Goal, Objective, Priority: <i>What do we want to achieve?</i>	Action Steps: <i>How will we achieve it?</i>	Lead: <i>Who is responsible?</i>	Intended Results: <i>Measurable outcomes?</i>	Timeline: <i>By when?</i>	Notes:
<b>Stackable Credentials/Career Pathways Program Design</b>					
<b>Gaps</b>					
<b>Opportunities</b>					
<b>Supporting Completion</b>					
<b>Gaps</b>					
<b>Opportunities</b>					

✓ Use Action Plan Template at your table

or

✓ Download Action Plan Template from Workshop Toolbox

# Share and Discuss



The logo for CORD.org, featuring the word "CORD" in a large, black, serif font, followed by ".org" in a smaller, black, sans-serif font. The background of the slide is a vertical gradient from blue at the top to purple at the bottom, with a faint image of mountains in the background.

CORD.org

# Leading Career Pathways

## Day 2

CENTER FOR OCCUPATIONAL  
RESEARCH & DEVELOPMENT

# Workshop Agenda and Format



Partnerships



Employer Engagement



Career Pathways



Supporting Completion



Wrap Up

## Components

- Check-up
- Content
- Activities
- Examples, Tools & Resources
- Action Plan
- Table discussion

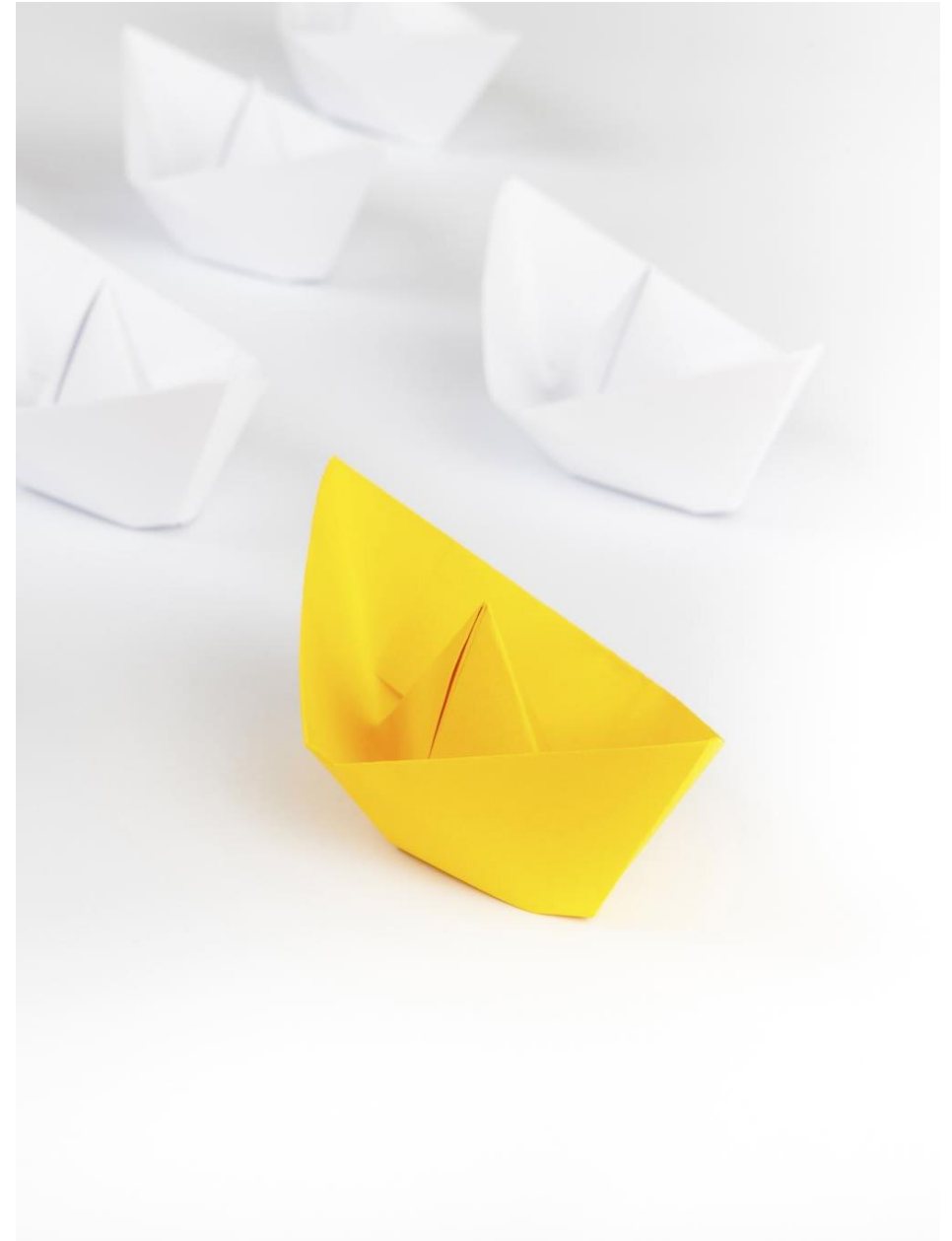
# Self Check

Supporting  
Student  
Completion

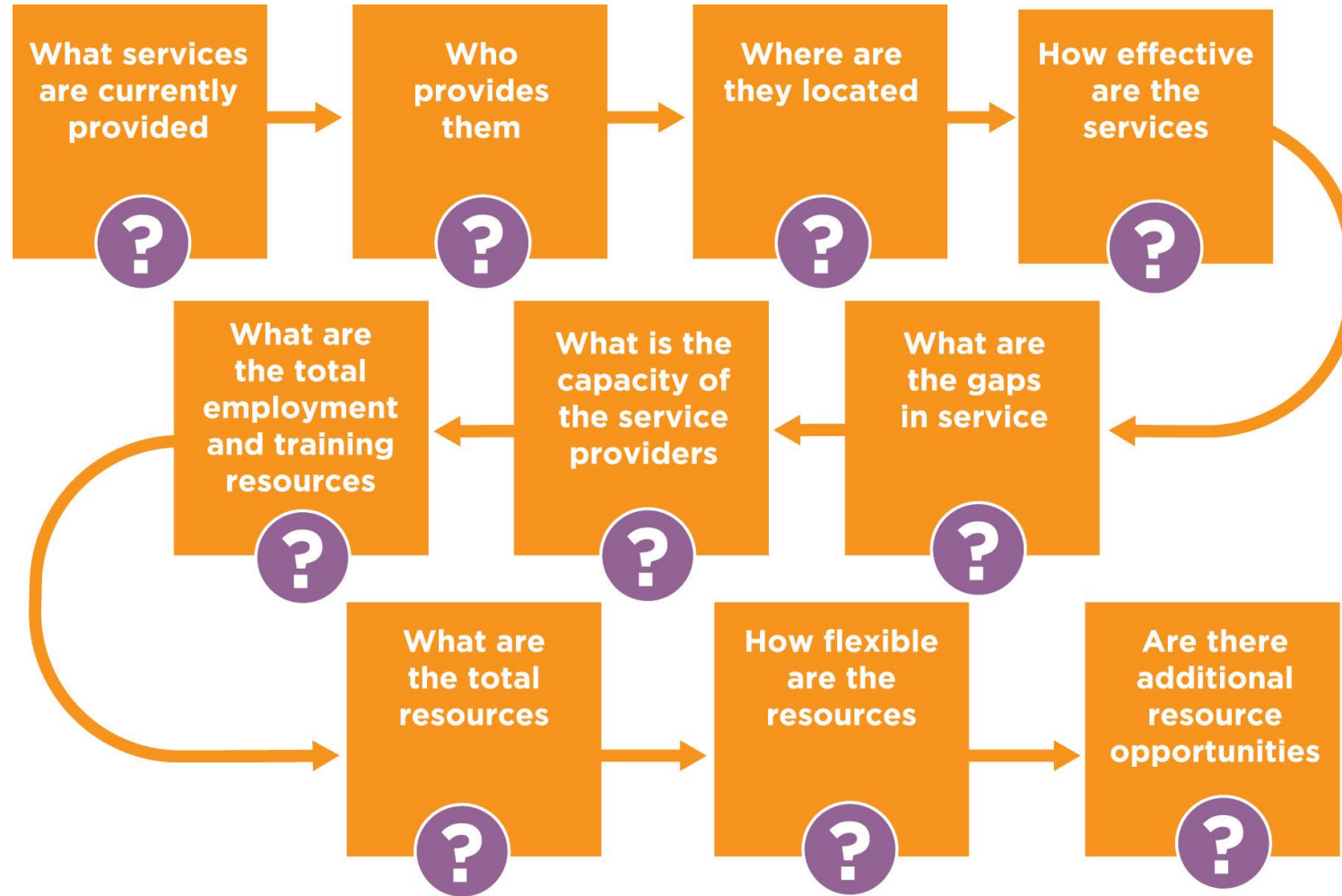


# Types of Holistic Support

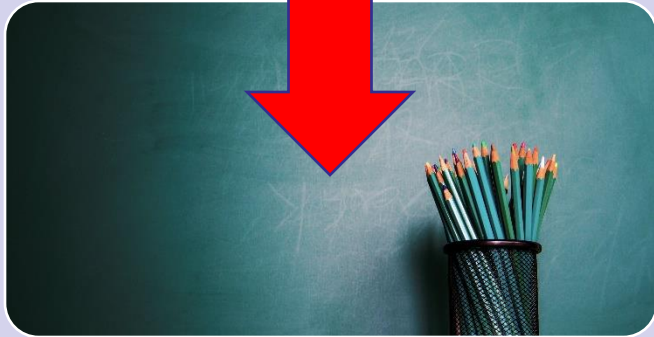
- **Academic** - help learners successfully complete the program and transition to a job or postsecondary education.
- **Financial** - address barriers such as tuition, textbooks and materials that may impact learner ability to afford the training
- **Personal** - focus on individual needs such as childcare, transportation, and mental and physical health.



# Holistic Support Journey



# Examples of Holistic Services



## Academic

- Aligned to local needs
- Industry credentials
- Credit for Prior learning (CPL)
- Flexible class offerings
- Tutoring
- Cohort Learning



## Financial

- Grants (Pell)
- Scholarships
- Book/Materials
- Industry Certification fees
- Basic needs assistance



## Personal

- Student-centered success coaching
- Childcare
- Transportation
- Mental Health services

# Aligned to local needs

- **A**ssociate **A**ccelerated **P**rogram (**ASAP**) helps qualified high school graduates earn a two-year associate degree in just 11 months
- Flexible, fast-track program for **working** adults. Earn a certificate in two semesters (one year) or an associate degree in four semesters (two years).
- The IT Academy allows students to rapidly get in-demand IT training and skills and earn accelerated **non-credit** certificates of completion through the Academy's regular classes and intense summer boot camps—some as quick as a few days or weeks.



[Ivy Tech Community College](https://www.ivytech.edu/)

# Indiana Industry Certification

- Statewide community college system with over 40 locations in Indiana
- Developed a certification crosswalk - lists amount of credit awarded for industry-based certifications
- Crosswalk includes over 100 industry-recognized certifications
  - Aligned to credit for students wishing to pursue degree programs
  - Incorporate a stackable credential model that starts with 18-credit hour certificates that stack into 30-hr technical certificates and then into the Associate's degree



# Ivy Tech Industry Certification Crosswalk

ADVANCED MANUFACTURING	
Society of Manufacturing Engineers - Certified Manufacturing Technologist	ADMF 115 Materials and Processes for Manufacturing
MSSC (Manufacturing Skills Standards Council) Production Technician Certification	ADMF 101 Key Principles of Advanced Manufacturing AND ADMF 102 Technology in Advanced Manufacturing
MSSC (Manufacturing Skills Standards Council) Safety and Quality Practices & Measurement	ADMF 101 Key Principles of Advanced Manufacturing
MSSC (Manufacturing Skills Standards Council) Manufacturing Processes & Production and Maintenance Awareness	ADMF 102 Technology in Advanced Manufacturing
Fanuc HandlingPro and Programming or NOCTI Certificaiton (FCR-01)	ADMF 116 Automation and Robotics I & ADMF 206 ADMF Automation and Robotics II
Motoman Basic, Accelerated, or Advanced Robotic Programming (Yaskawa)	ADMF 117 Motoman Robotic Programming
NIMS Duty Area 1 - Maintenance Operations	ADMF 102 Technology in Advanced Manufacturing
NIMS Duty Area 2 - Basic Mechanical Systems	INDT 203 Machine Maintenance and Installation
NIMS Duty Area 3 - Basic Hydraulic Systems	INDT 104 Fluid Power Basics
NIMS Duty Area 4 - Basic Pneumatic Systems	ADMF 222 Mechatronics Pressurized Systems

# Credit for Prior Learning



Credit for prior learning, or CPL, is a term for various methods that colleges, universities, and other education or training providers use to evaluate learning that has occurred outside of the traditional academic environment. It's also sometimes called prior learning assessment (PLA).



It is used to grant college credit, certification, or advanced standing toward further education or training. Other common terms for this process include prior learning assessment, recognition of prior learning, and recognition of learning.

Source: Council for Adult and Experiential Learning (CAEL)



# Types of Credit for Prior Learning

- Registered Apprenticeships
- Industry Certifications and Licensures
- High School to Community College Articulation Agreement
- Military Education and Training
- Standardized Examinations
- Challenge Examinations/Proficiency
- Portfolio Assessment
- Internal Articulation of Non-credit to Credit

# Benefits of Credit for Prior Learning

STUDENT PERSPECTIVE	INSTITUTIONAL PERSPECTIVE	EMPLOYER PERSPECTIVE
<ul style="list-style-type: none"><li>Accelerates Completion</li></ul>	<ul style="list-style-type: none"><li>Attracts New Students</li><li>Increased Enrollments</li></ul>	<ul style="list-style-type: none"><li>Clarifies Pathway</li></ul>
<ul style="list-style-type: none"><li>Reduces Duplication of Learning</li></ul>	<ul style="list-style-type: none"><li>Promotes Retention and Higher Persistence Levels with CPL Students</li></ul>	<ul style="list-style-type: none"><li>Recognized Industry Credentials</li></ul>
<ul style="list-style-type: none"><li>Lowers Education Costs</li></ul>	<ul style="list-style-type: none"><li>Results in More Institutional Credits</li></ul>	<ul style="list-style-type: none"><li>Reduces Employee Time to Degree</li></ul>
<ul style="list-style-type: none"><li>Reduces Student Debt</li></ul>	<ul style="list-style-type: none"><li>Strengthens Employer Partnerships</li></ul>	<ul style="list-style-type: none"><li>Lowers Investment of Business and Higher ROI</li></ul>
<ul style="list-style-type: none"><li>Increases Likelihood of Graduation</li></ul>	<ul style="list-style-type: none"><li>Enhances the Ability to Stay Competitive with Higher Education Institutions</li></ul>	

**Source:** *Credit for Prior Learning Guide: A Practical Guide for Community Colleges*

# CPL Promising Practices/Key Takeaways

## Organizational Culture & Faculty Development

- Assess organizational culture & faculty
- Single point of contact at institution or group of champions
- Ongoing professional development for faculty and administrators
- Administration and Faculty support of noncredit to credit integration

## Student-Friendly Policies

- Application of credits to degree/major requirements
- Number of credits a student can earn/residency requirements
- Credits appear on the student transcript
- No fees charged to students

# CPL Promising Practices/Key Takeaways

## Create CPL Crosswalks

- Related industry recognized certifications
- Continuing education/workforce development courses
- Standardized crosswalk tool

## Marketing & Awareness

- Create web portal–list all PLA opportunities in one place
- Create program-specific career pathway maps that illustrate CPL options
- Support student success with trained student and faculty advisors to guide students

# M-CAM Educational Pathways

Competency Alignment to Pathway



# ACTIVITY

## Non-credit to Credit Integration Worksheet



# Examples of Holistic Services



## Academic

- Aligned to local needs
- Industry credentials
- Credit for Prior learning (CPL)
- Flexible class offerings
- Tutoring
- Cohort Learning



## Financial

- Grants (Pell)
- Scholarships
- Book/Materials
- Industry Certification fees
- Basic needs assistance

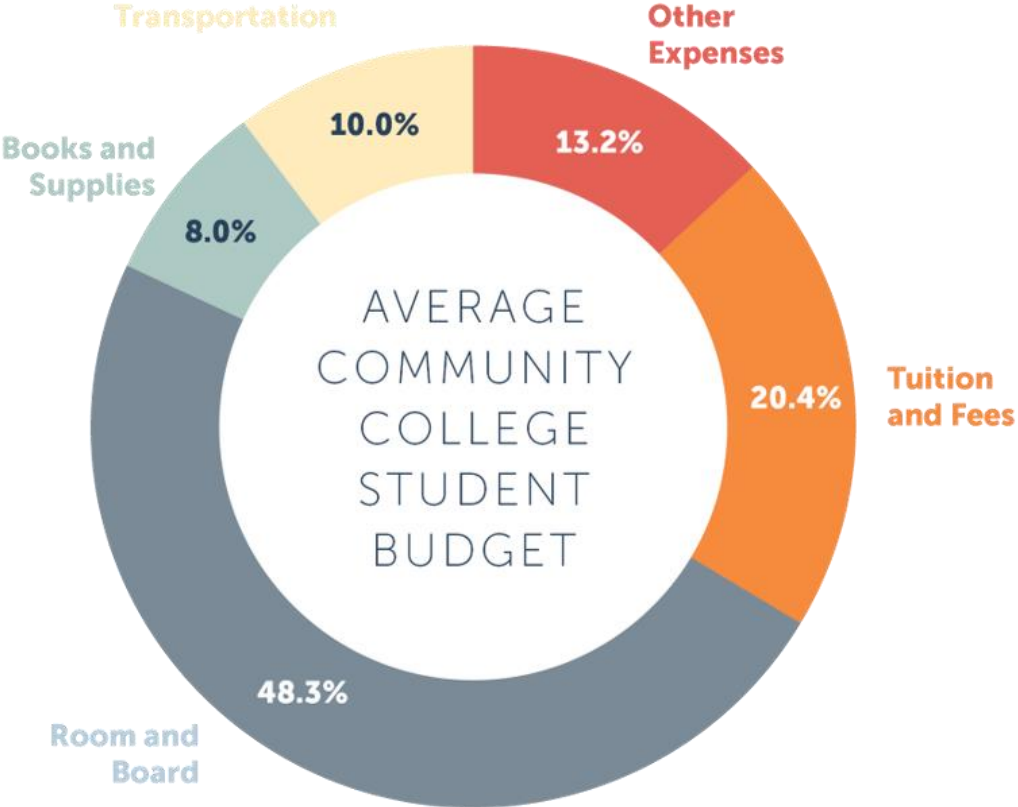


## Personal

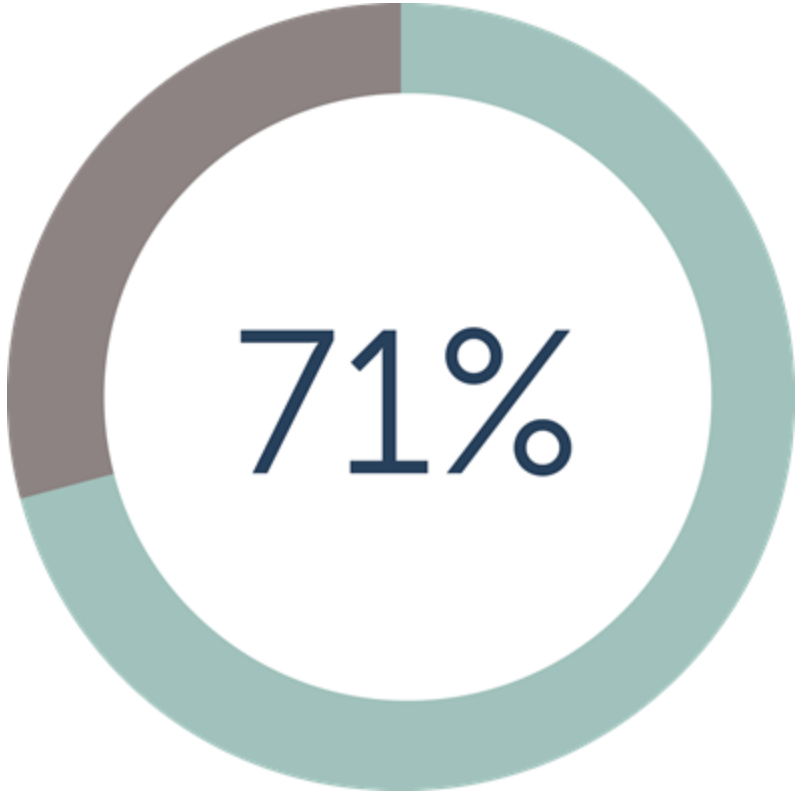
- Student-centered success coaching
- Childcare
- Transportation
- Mental Health services

# Unmet Need

Average total budget for a community college student in 2019



\$18,000



public year students with unmet financial need <sup>1</sup>

# Basic Needs Insecurity

#REALCOLLEGE Survey	2-year Colleges (2020)	4-year Colleges (2020)
Food Insecurity	39%	29%
Housing Insecurity	52%	43%
Homelessness	14%	14%



**61%** of community college students reported some basic needs insecurity in the last year.

*(Temple University's HOPE Center)*

# Basic Needs Insecurity

#REALCOLLEGE Survey	Portland Community College (2019)	Oregon's Community Colleges (2019)
Food Insecurity	41%	41%
Housing Insecurity	53%	52%
Homelessness	19%	52%

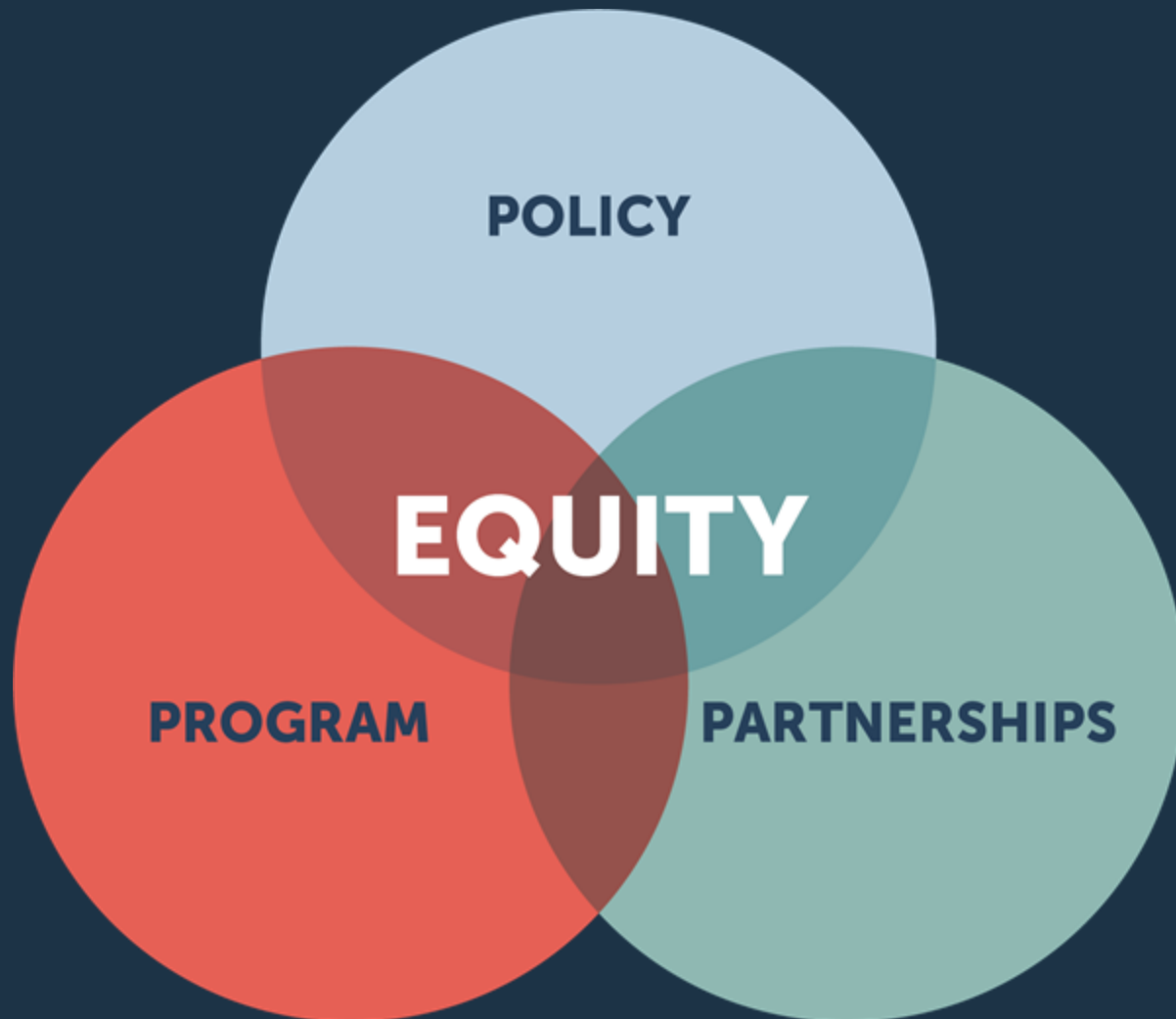


**63%** of community college students reported some basic needs insecurity in the last year.

*(Temple University's HOPE Center)*

The Hope Center: #RealCollege 2020: Five Years of Evidence on Campus Basic Needs Insecurity and Oregon Community Colleges #RealCollege Survey

# Transforming Systems



Transforming policies, programs, and partnerships to close opportunity gaps and increase economic mobility is essential for racial equity, economic mobility, and an inclusive recovery.





# PCC Career Pathways

# Access to Benefits



# Federal Financial Support

## Pell Grant

- Must have already received a high school diploma or (G.E.D.) certificate
- Capped at \$6,895 per year
- Cannot be used for more than 12 full-time or equivalent terms over an individual's lifetime

## Ability to Benefit

- Available to adult education students without a high school diploma or equivalent
- Students must prove their "ability to benefit," such as by passing a test

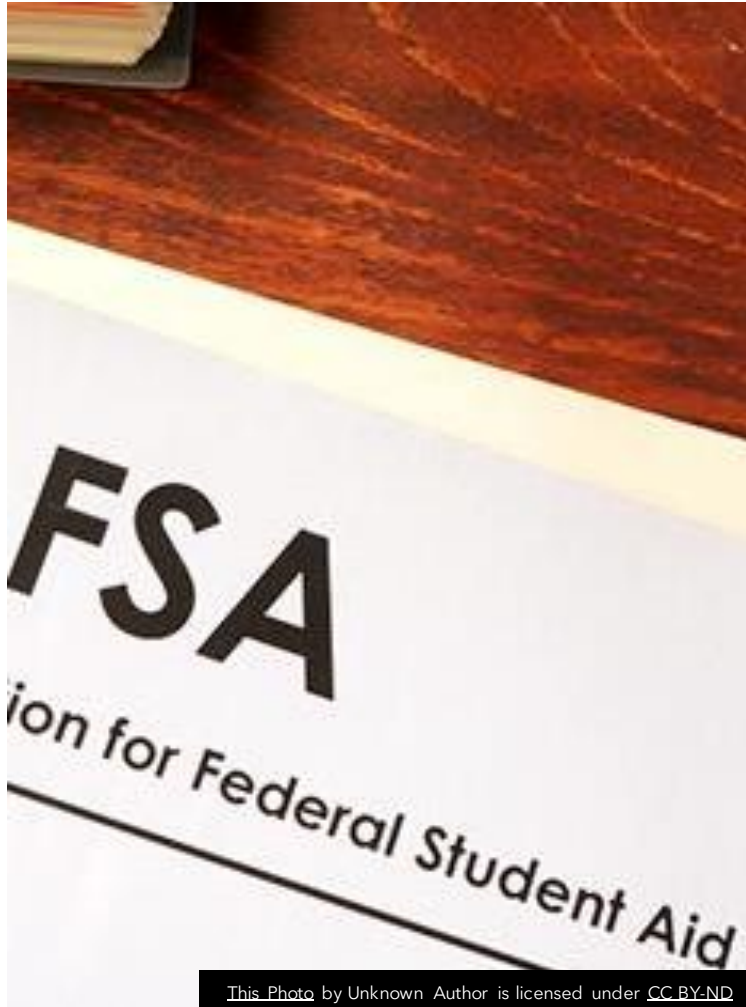


Source: [Laboratories of Affordability](#), *Inside Higher Ed*, 2023



U.S. Department of Education

# State-level Financial Support



- Nearly 30 states offer tuition-free associate degrees, but the fine print varies widely.
- Eligibility considerations include residency, income, age, even field of study.
- All programs require applicants to complete the [Free Application for Federal Student Aid](#) (FAFSA).
- Most provide "last-dollar" grants, which pay remaining college fees after other aid is applied.
- Others are "first-dollar" grants, providing students with college funds upfront, regardless of what other funding they may be eligible to receive.

Source: [Is Community College Free? Yes, in These 31 States](#), BestColleges, 2022

# State-level Financial Support

- [Is Community College Free? Yes, in These 31 States | BestColleges](#)



# Make college more affordable

## Strategies at RCCC

- Map coursework to industry recognized professional certifications.
- Update course content where needed to better address student learning outcomes from those professional certifications.
- Formalize a process for paying for/funding certifications.
- Use Credit by Professional Certification in NC to award credit when possible.
- Have multiple entry and exit points for students interested in Information Technology



# Test Fest at RCCC

To increase student participation in certification testing, RCCC organized an Annual Event called "Test Fest"

- Faculty Proctor exams for 1 day each year.
- Tests are provided free of charge for students.
- Students can take as many exams as they like in the 8-hour period.
- Credit by Professional Certification is awarded as appropriate.

## Test Fest Certification Exams

Rowan-Cabarrus Community College

Course	Exam Type	Exam Name
CIS-110	IC3	IC3 Exam (Global Standard 5)
CIS-115	MTA	Introduction to Programming Using Python - Exam 98-381
CSC-139	MTA	Software Development Fundamentals (VB Version)- Exam 98-361
CSC-151	MTA	Introduction to Programming Using Java - Exam 98-388
CSC-153	MTA	Software Development Fundamentals (C# Version) - Exam 98-361
CTI-120	MTA	Networking Fundamentals - Exam 98-366 <b>AND</b> Security Fundamentals - Exam 98-367
CTS-130	MOS	Microsoft Office Specialist – Excel Core
CTS-230	MOS	Microsoft Office Specialist – Excel Expert
DBA-110	MOS	Microsoft Office Specialist - Access
DBA-120	MTA	Database Administration Fundamentals - Exam 98-364
NOS-130	MTA	Windows Operating System Fundamentals- Exam 98-349
NOS-230	MTA	Windows Server Administration Fundamentals - Exam 98-365
OST-136	MOS	Microsoft Office Specialist – Word Core
OST-236	MOS	Microsoft Office Specialist – Word Expert
WEB-110	MTA	Introduction to Programming Using HTML and CSS - Exam 98-383

# Examples of Holistic Services



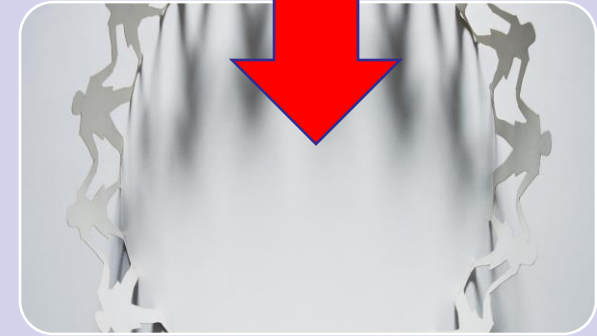
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- Basic needs assistance



## Personal

- Student-centered success coaching
- Childcare
- Transportation
- Mental Health services

# Adult Learner Centered & Equity Framework (ALCEF)

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[ALCEF](#) led by Council for Adult and Experiential Learning (CAEL) and funded with Federal funds from the U.S. Department of Agriculture.

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Three-year initiative to increase access to education and training opportunities that improve SNAP program efficiency

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Build and foster holistic collaboration among community colleges, workforce development boards, employers, workforce and human service providers, and other components

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Partners:

- [Seattle Jobs Initiative](#)
- [Grant Associates](#)
- [American Public Human Services Association](#) (APSHA)





# Monroe Community College

- [Monroe Community College - Schools@MCC](mailto:Schools@MCC)
- [Guided Pathways at Monroe Community College](https://www.monroecc.edu/guided-pathways)  
[Guided Pathways \(monroecc.edu\)](https://www.monroecc.edu/guided-pathways)
- The model:
  - connects students to an academic home and the people who will support their personal success at the College.
  - provides distinct community of inspiring faculty, helpful staff, and like-minded students connected through similar academic interests and professional aspirations

# Colorado Health Care Careers Academy

- **Open Access:** Free to anyone who is 16 or older and interested in healthcare
- **Academic:** Curriculum includes post-secondary certification pathways focused on some of the fastest-growing health occupations in Colorado
- **Career:** Students who complete the academy gain support from navigators to get hired into entry-level positions with healthcare partners and navigating higher education
- **Financial:** Eligible students can participate free of charge - students who complete the academies receive \$500 deposited into their College Invest account.
- **Personal:** Students gain knowledge on health career opportunities, become self-aware of their aptitudes and interests, and obtain direct experience in the industry through virtual and in-person formats



[Colorado Health Careers Collaborative \(CHCC\) | Arapahoe Community College](#)

# CHCC Partnerships: A Key Component

- ▶ A/D Works!
- ▶ Arrupe Jesuit High School
- ▶ Aurora Public Schools
- ▶ Boys & Girls Club Metro Denver
- ▶ Cherry Creek School District
- ▶ Colorado Early Colleges Aurora
- ▶ Colorado Early Colleges Douglas County
- ▶ Denver Public Schools
- ▶ Douglas County School District
- ▶ DPS Family and Community Engagement
- ▶ Emily Griffith Technical College
- ▶ Englewood School District
- ▶ Elbert School District
- ▶ Elizabeth School District
- ▶ Jefferson County Public Schools
- ▶ Kiowa School District
- ▶ Littleton School District
- ▶ Sheridan School District No. 2
- ▶ STEM School Highlands Ranch
- ▶ Zero Dropouts

## **AND some of the largest health employers in Colorado**

- ▶ Centura Health
- ▶ DaVita
- ▶ HealthONE
- ▶ Kaiser Permanente



# ACTIVITY

## Holistic Supports Inventory



# Wheel of Success

- Organizational Barriers (Policy)
- Life Barriers (Wrap-around Services/Supports)



# Action Planning



**Local Action Plan**

Goal, Objective, Priority: <i>What do we want to achieve?</i>	Action Steps: <i>How will we achieve it?</i>	Lead: <i>Who is responsible?</i>	Intended Results: <i>Measurable outcomes?</i>	Timeline: <i>By when?</i>	Notes:
<b>Partnerships</b>					
<i>Internal Partnerships</i>					
<b>Gaps</b>					
<b>Opportunities</b>					
<b>External Partnerships</b>					
<b>Gaps</b>					
<b>Opportunities</b>					

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<b>Employer Engagement</b>					
<b>Gaps</b>					
<b>Opportunities</b>					

**Local Action Plan**

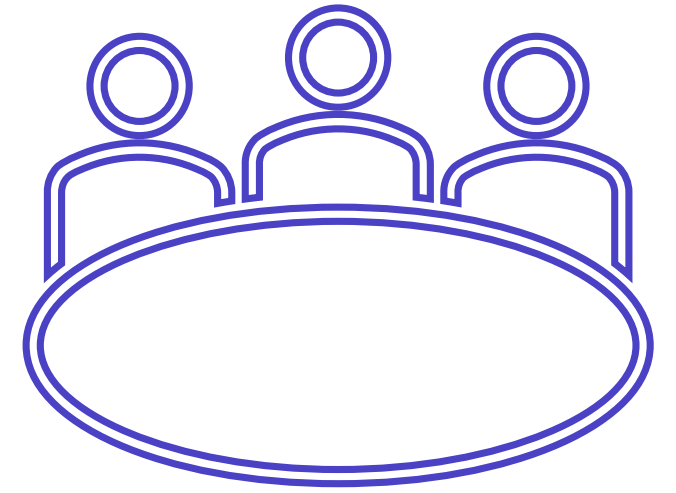
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<b>Stackable Credentials/Career Pathways Program Design</b>					
<b>Gaps</b>					
<b>Opportunities</b>					
<b>Supporting Completion</b>					
<b>Gaps</b>					
<b>Opportunities</b>					

✓ Use Action Plan Template at your table

or

✓ Download Action Plan Template from Workshop Toolbox

# Share and Discuss





# Refocus Our Perspective

- Industry Informed
- Viewed through Student Lens

# Contact Us



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