



Leveraging Career Pathway Audits to Enhance Work-Based Learning Opportunities for All Students

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Learning Targets



Essential Question: How can Career Pathway Audits drive improvements in work-based learning for all students?

Objectives:

- I can understand the Career Pathway Audit process.
- I can interrupt findings from previous audits.
- I can discuss implementation strategies for enhancing educational pathways.

What is Work-Based Learning?



“A coordinated sequence of experiences designed to provide student with real-world learning through partnerships with local business and industry” - ODEW

Examples: In-classroom visits, Workplace tours, Apprenticeships, Job Shadowing, Internships, Clinical experience, Cooperative education, Service Learning

WBL Connections K-12

career connections

Career Connections is a joint initiative among the Governor's Office of Workforce Transformation, Ohio Department of Higher Education, OhioMeansJobs and Ohio Department of Education. Career Connections began in 2012 by providing a framework by which students develop a vision and realistic plan for their futures – during K-12 and beyond. Learning strategies are embedded into Ohio's New Learning Standards for English language arts, math, science and social studies. Career Connections aligns the many efforts around college and career readiness to support students in becoming productive and engaged citizens.



Career Awareness

Elementary Grades (K-5)

Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work.

Career Exploration

Middle Grades (6-8)

Students explore their career interests through embedded activities. Career exploration strategies are opportunities for students to discover work environments and understand the various aspects of the workplace. Strategies include tools and instruments that help students understand and appreciate their strengths and interests. Students start plans for their future with career information and postsecondary education data. Plans include course selection and planning as well as career aspirations and goals.

Career Planning

High School (9-12)

Students continue career exploration while focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace. Career planning strategies focus on making clear links between career options and educational decisions. Students develop the skills to revisit previous exploration and planning strategies as they face career changes throughout life.

ORC: 3323.11

- H) Beginning not later than the first IEP to be in effect when the child is fourteen years of age, and updated annually thereafter, a statement describing:
- (1) Appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, and independent living skills;
 - (2) Appropriate measurable post-secondary goals based on age-appropriate transition assessments related to employment in a competitive environment in which workers are integrated regardless of disability;
 - (3) The transition services, including courses of study, needed to assist the child in reaching the goals described in divisions (H)(1) and (2) of this section.



Turn and Talk

Turn to the person next to you and discuss: What is one memorable or impactful work-based learning experience you had in high school, or if you haven't had one, what is one you wish you could have had?

Take a few minutes to share your thoughts and experiences with each other.

The Why?

- **Readiness Skills: College, Career, Workforce, Military, Readiness Measure (CCWMR)**
 - 56.7% Average statewide on this report-only measure
- **Growth of opportunities**
 - Expanding industries and job multipliers causing a competitive environment for a limited amount of workforce
- **Post-Covid**
 - A focus on the future and what could be post pandemic
- **Connectiveness**
 - A willingness and wanting to connect and create personalized opportunities for students
- **Expansion**
 - Growth of Career Technical Education programming and demand

11 Elements of the CCWMR Measure

Measure	Status on 2024 Report Card	Business Rule Status
Received an ACT Remediation Free score OR Received an SAT Remediation Free score	Final	Final
Received an Honors Diploma	Final	Final
Any combination of 3 or more Advanced Placement OR International Baccalaureate tests with qualifying scores	Final	Final
Earned at least 12 credential points in a single career field OR Hold a State recognized license	Final	Final
Earned twelve or more College Credits	Final	Final
Enlisted in the Military	Final	Final
Has been accepted into an apprenticeship program, Post high school	Final	Final
Completed a Pre-Apprenticeship	Final	Final
Completed an Apprenticeship	Final	Final
Achieved proficiency on three or more technical assessments in a single path	Final	Final
Obtained an Ohio Means Jobs Readiness Seal And 250 hours of internship / Work based learning	Final	Final

11-COUNTY COLUMBUS REGION

2.3M

Total
Population



2.6M

2030
Population
Forecast

#14

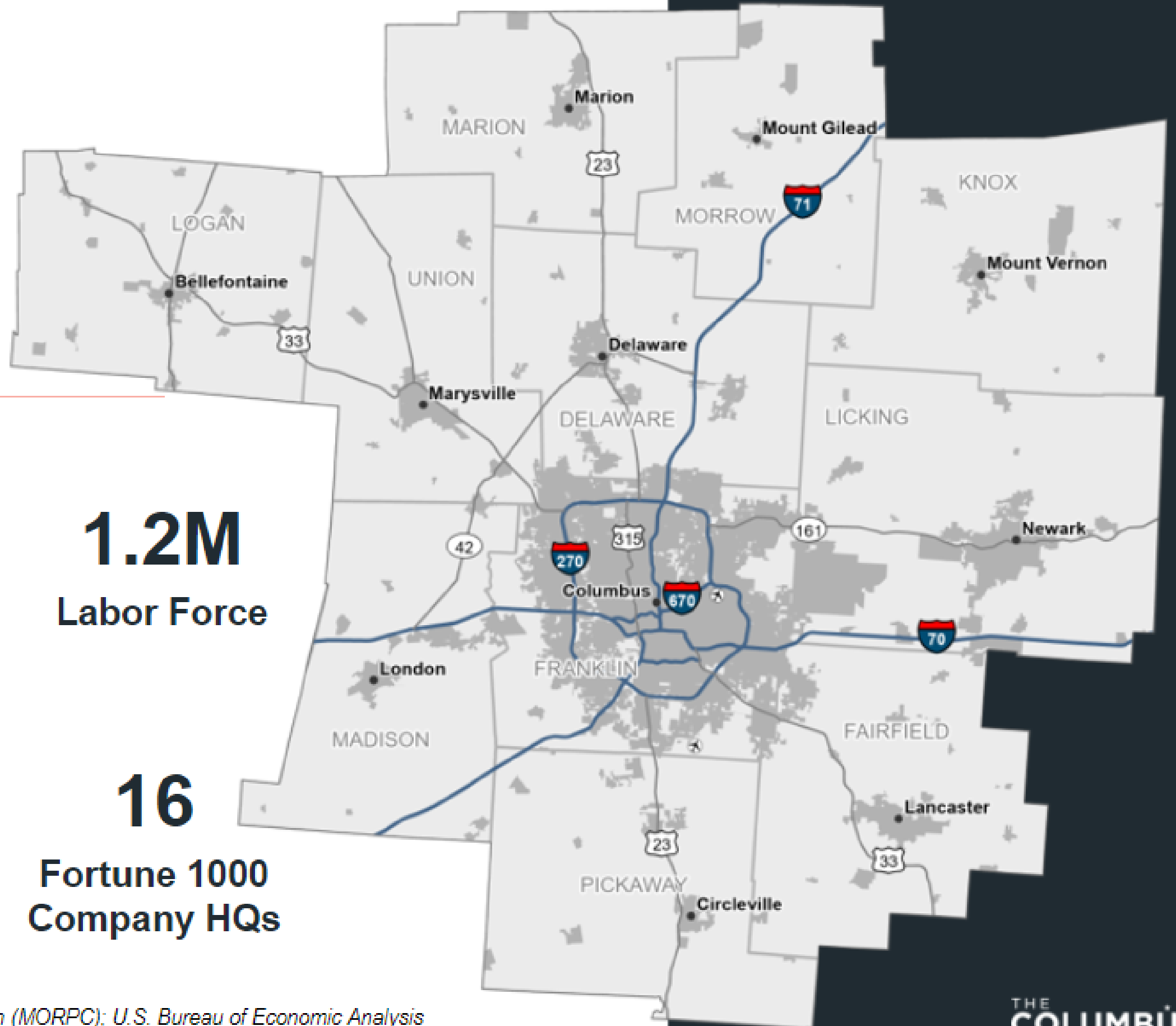
Largest City in
the Country

1.2M

Labor Force

16

Fortune 1000
Company HQs

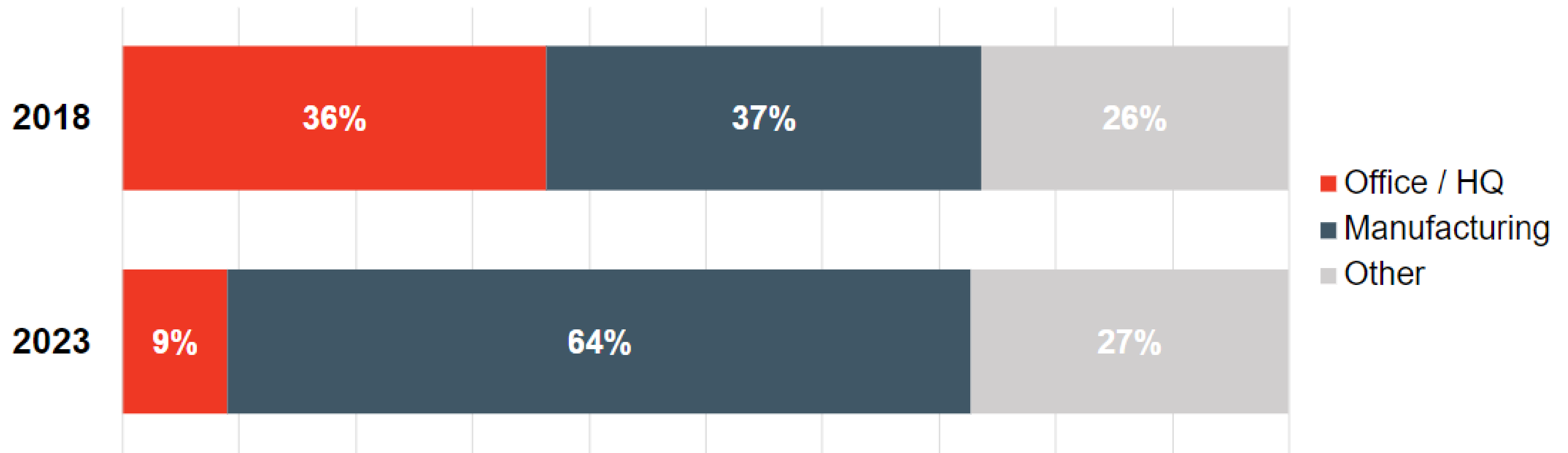


Sources: U.S. Census Bureau; Mid-Ohio Regional Planning Commission (MORPC); U.S. Bureau of Economic Analysis

ONE COLUMBUS PIPELINE INSIGHTS

Active Opportunities by Facility Type (2018 vs. 2023)

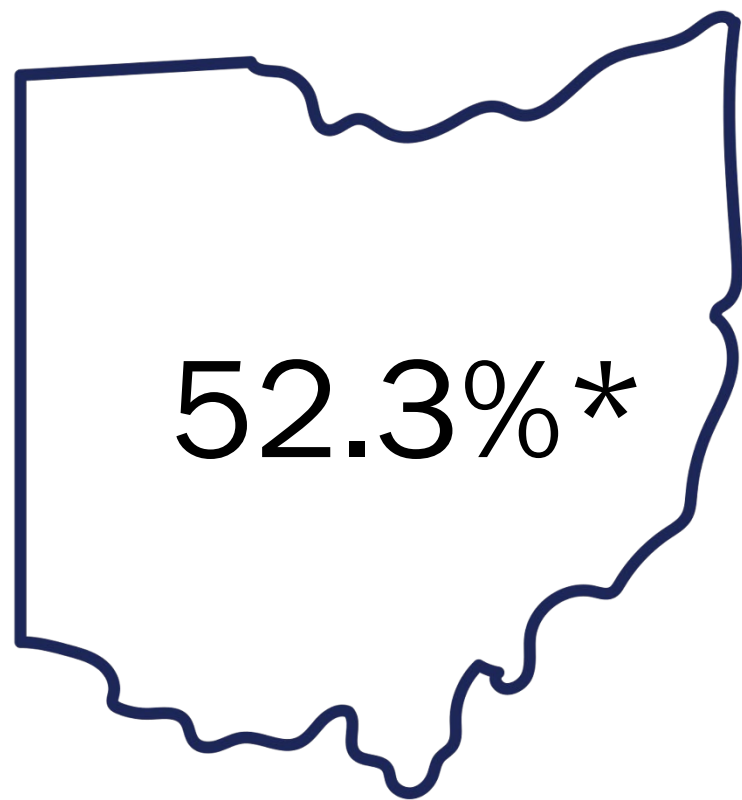
Manufacturing operations make up the majority of economic opportunities in the Region - a divergence from the past where potential production facility expansions and locations were about as numerous as office and HQ opportunities.



Source: One Columbus, breakdown of project count by site facility type for end of Q4 2018 and end of Q4 2023. The One Columbus project pipeline is defined as competitive active opportunities for the Columbus Region within economic base industries in which One Columbus or JobsOhio is engaged



educational service center of Central Ohio

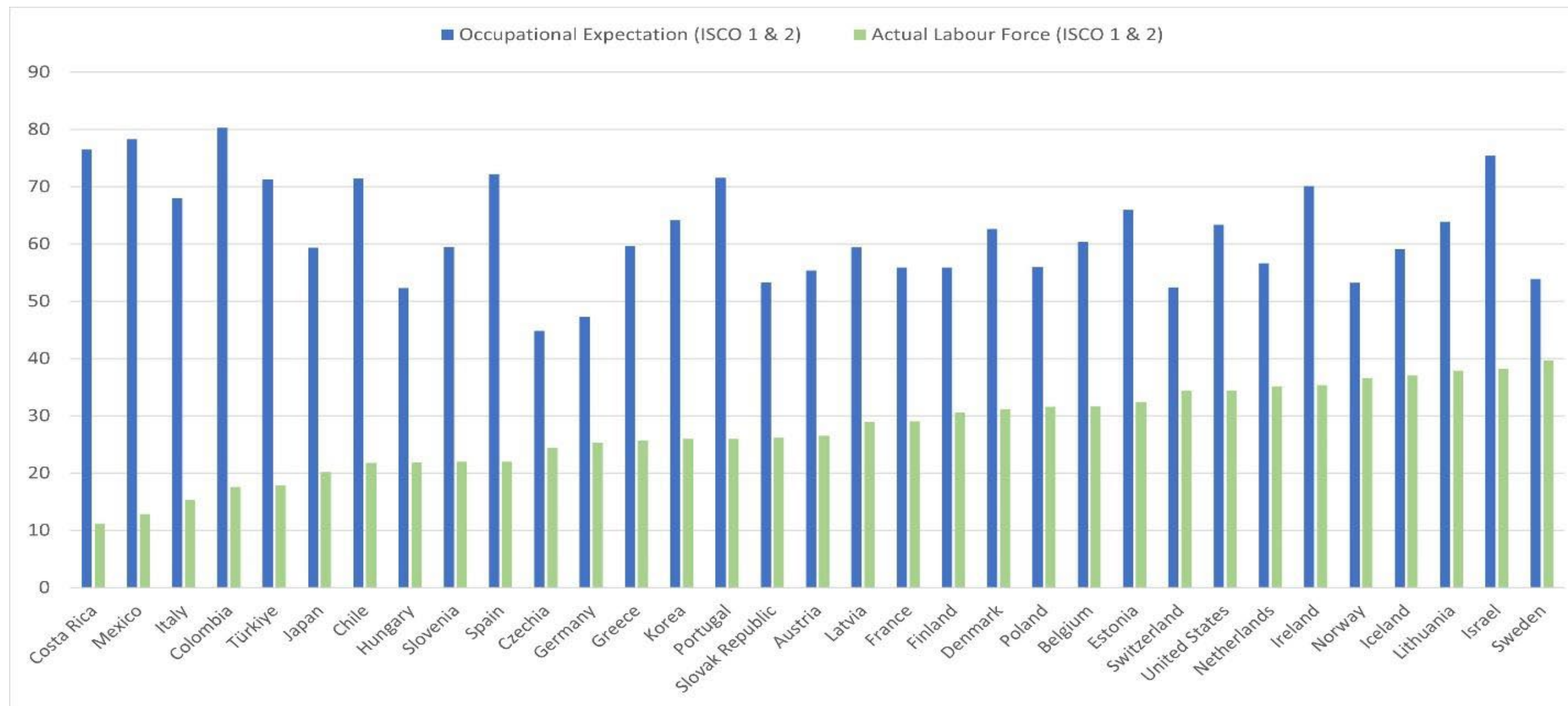


County	Population	Attainment
Franklin	719,368	50.7%
Licking	91,257	42.8%
Delaware	112,258	68.2%



By 2025, 65 percent of Ohioans ages 25-64 will have a degree, certificate, or other postsecondary credential of value in the workplace.

* 2024 Ohio Report **A STRONGER NATION** LEARNING BEYOND HIGH SCHOOL BUILDS AMERICAN TALENT *Ages 25-64 Lumina Foundation April 2024*



Percentage of young people who expect an occupation in ISCO major categories 1 or 2 at age 30 compared to actual labor force distribution of the country
Self-reported, PISA 2022 and Eurostat 2023.

ISCO major category 1 (senior managers) and most notably ISCO major category 2 (professionals, such as doctors, engineers, lawyers and teachers)

“Student interest is four or five times the level of actual demand”

“Career guidance, social inequality and social mobility: Insights from international data” – OECD Education Spotlight March 2024

What is a Career Pathway Audit?

- A systematic review of existing career pathways within a district or school to assess opportunities for work-based learning (WBL).

Purpose: *The purpose of this audit is to assess the alignment of current programming, identify areas of strength, pinpoint barriers that hinder students from accessing opportunities, and explore new possibilities for both students and staff. This is to ensure that all students are well-informed and have access to college and career pathways in in-demand career fields.*

Audit Methodology:

- **Understanding:** Desktop Review of data and current programming
- **Exploring:** Focus Groups / Identifying WBL opportunities.
- **Defining Possibilities:** No Funding, Some Funding, Full Funding Options



Turn and Talk:

What data sources does your district currently use to assess career pathway opportunities for students ?

Understanding

Desktop Review



A desktop audit of current program of study, curricular standards, master schedule, website, and related information on pathways, workforce development, current student organizations and industry credentials, alignment to strategic plan and/or portrait of a graduate-learner

Exploration

Review both qualitative and quantitative data related to students' skills and aptitudes for career pathways. The focus is on how this data is utilized by stakeholders. Additionally, a series of focus groups are convened (*which can include already established groups such as PTO, Student Clubs etc.*) to gain perspective on current college and career pathways.



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Exploration – Focus Groups

Students

Small Group / Class conversation

Staff

Staff Presentation and Feedback Protocol

Parent / Community

Delivered through online survey



Toledo Region: Regional Growth Partnership
Cleveland Region: Team NEO
Dayton Region: Dayton Development Coalition
Columbus Region: One Columbus
Southeast Region- Ohio Southeast
Cincinnati Region- REDI Cincinnati
Mahoning Valley Region- Lake to River

Exploration - CTPD

Important Component of the audit is collaborate and share with the CTPD(s) working with the district.

- Transparency
- Collaboration
- Creation
- Support



Possibilities

Building on the understanding and exploration phase of the audit, recommendations will be drafted for the consideration of the school/district. All recommendations will consider the overall goal of the audit and resources available at the time of publishing the final report. Specific attention will be given in the following areas:

No New Funding: What opportunities exist with current programming, equipment, and personnel that can enhance all students' experience in interacting with the 16 career fields?

Some Additional Funding: What opportunities exist that with some limited funding can enhance or run a new program? *(Examples of what funding could be used for are: equipment, teacher training, transportation of students to a business.)*

Fully funding of an FTE/Equipment: What opportunities exist which would require additional staffing, equipment, space, or funding for supplies and transportation to ensure programming is successful.

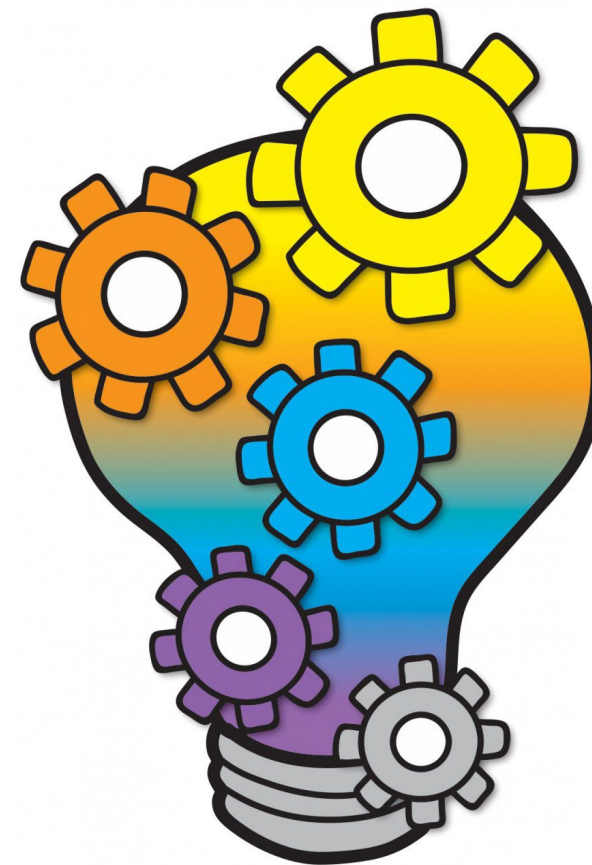
Initial Findings and Themes

What lessons can we learn from these findings to apply to our own setting/districts?

Silos



Systems



Understanding



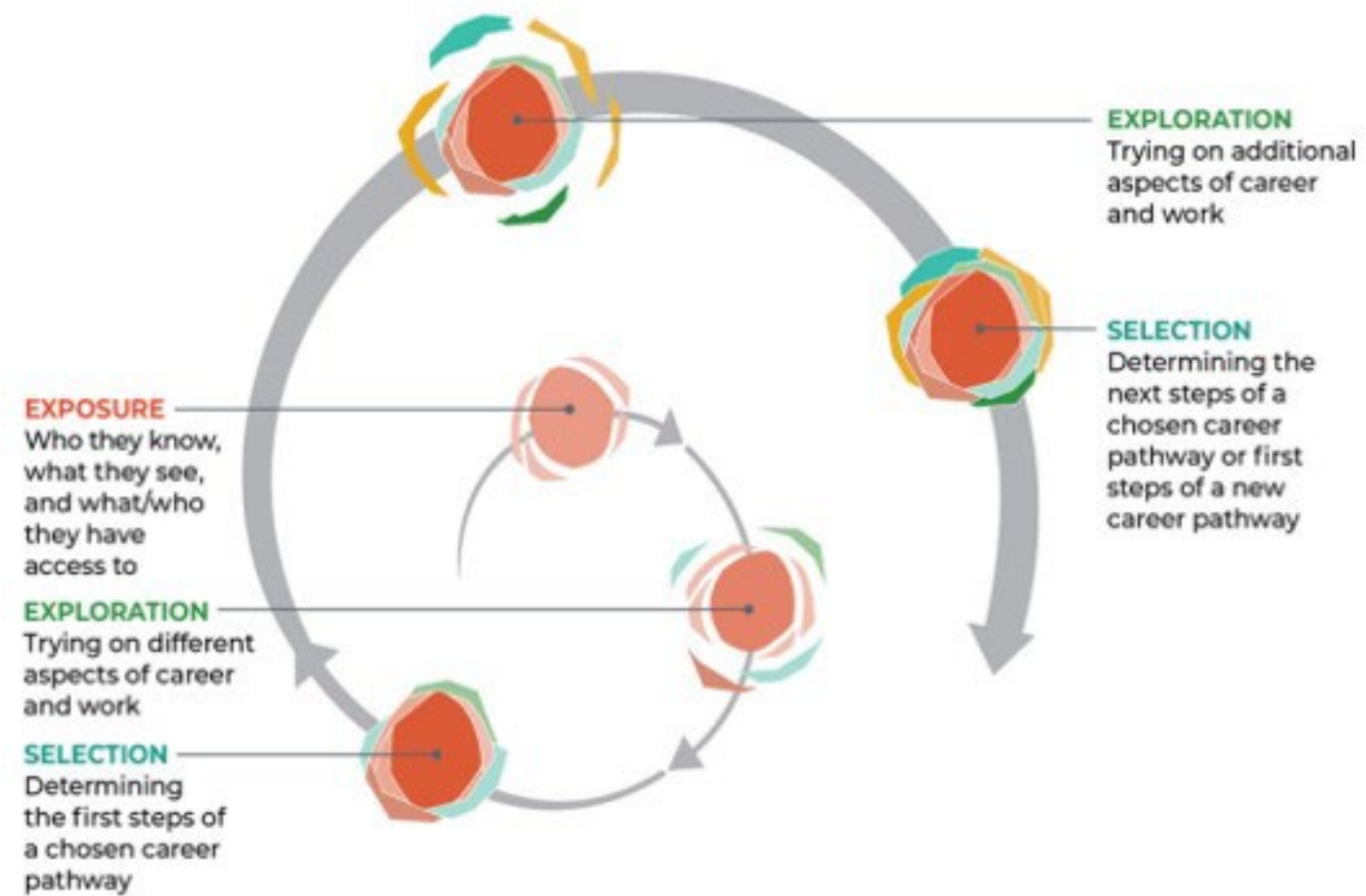
Initial Findings: Silos

Silos:

- **Great programming with no connection to one another or day-to-day classroom instruction**
- **4 E's (Enrollment, Employment, Enlistment, and Entrepreneurship)**

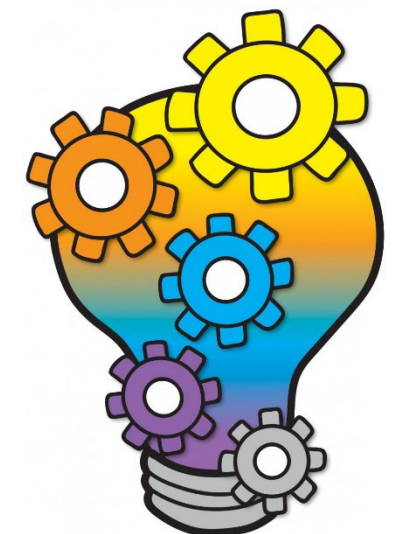


Initial Findings: Systems



SOURCE: Pathways to Prosperity (October 2022) plenary presentation by Michaela Leslie-Rule about emerging research by Michaela Leslie-Rule from Wonder for Good and Amy Simon from Goodwin Simon Strategic Research

"Instead of asking 'What do you want to do when you grow up?', let's ask 'What are your interests and passions?'"



Initial Findings: Understanding

CTE-26: Process and Programming

Scheduling: Incorporating WBL Experiences into tight curricular schedule

Internships: What are they, how to coordinate, funding

Pre-Apprenticeships: Process of approval for recognized pre-apprenticeship through Apprentice Ohio, Implementation, Follow-up

IRC: What are they and how can they be embedded into current class structures

IWIP / Reimbursement: Funding mechanism and provider

IMAP / TechCred / AMP: Government and Community Resources



FAQ's

Career Pathway Audit Logistics

How long does a Career Pathway Audit to conduct? *90 hours per school over a three month span*

How many people are involved in the process? *Minimally Two*

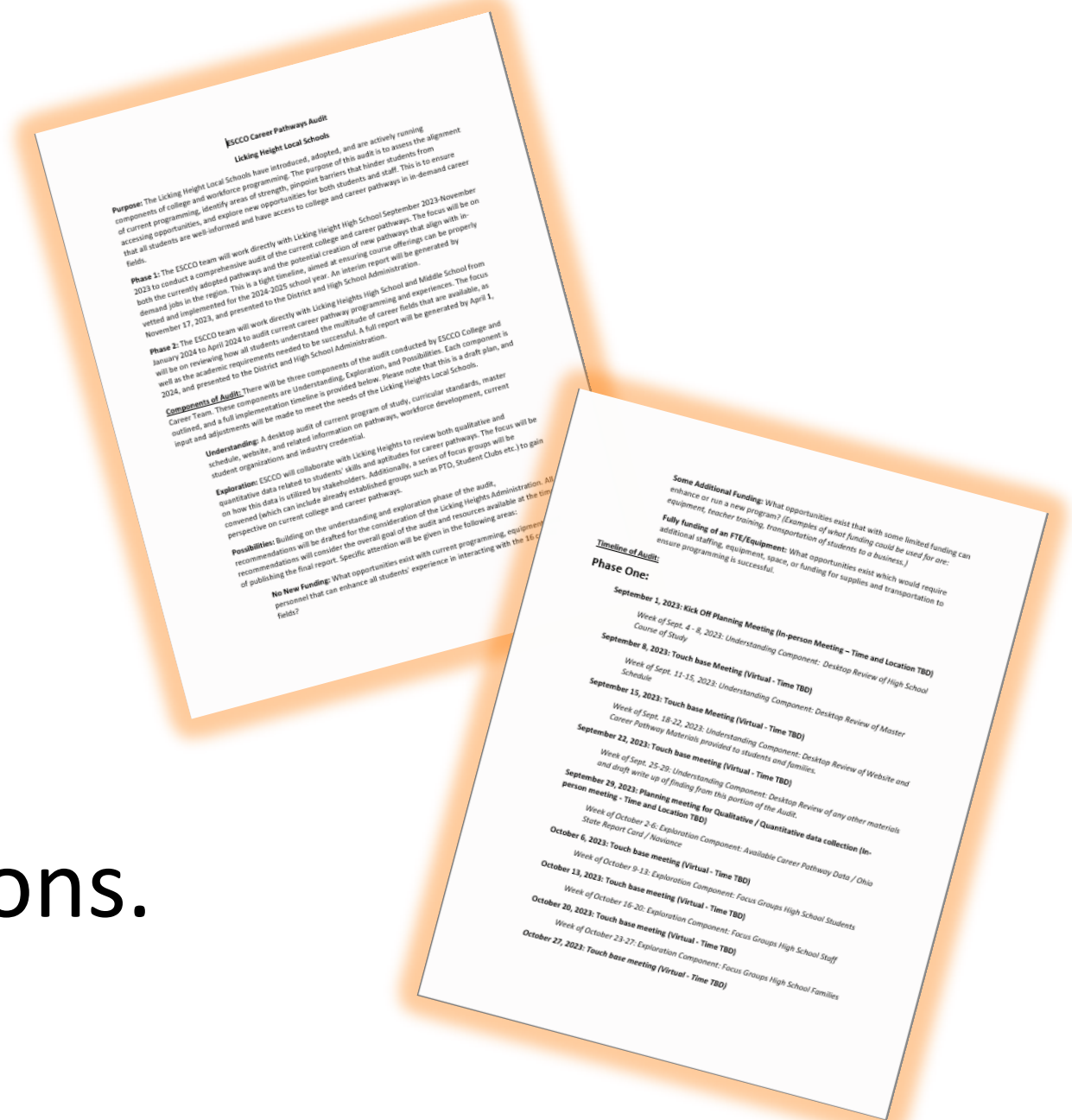
What skill set is needed to conduct an audit? *Strong understanding of business environments, K-12 core academic programming, and CTE program (programs and funding)*

What about alignment with strategic plans and portraits of a graduate/learner? *This is a collaborative process that takes into account current district language and initiatives. Having regular touch base meetings and transparency of finding throughout the process is key to success*

Action Steps for Conducting a Career Pathway Audit

Steps for Implementation:

1. Define goals and objectives.
2. Engage stakeholders
3. Analyze current pathways and outcomes.
4. Report findings and propose actionable solutions.
 - Include timeline and key milestones.



Closing Thought

Reflection Question: How could you use the Career Pathway Audit to expand work-based learning opportunities in your setting/district?

Next Steps:

- Schedule a consultation with the ESC of Central Ohio
- Begin gathering data for an audit in your region / district.

"An investment in knowledge pays the best interest." – Benjamin Franklin





educational service center
of Central Ohio

Thank You



COWRC

Need assistance do not hesitate to reach out



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