

# Career Pathway Worksheet

(sample)

## Overview & Instructions:

1. This worksheet is for fiscal agents to record 1) whether or not the career pathway meets size, scope and quality (SSQ) requirements for DPI approval and 2) evaluation of pathway progress.
2. One worksheet serves as the place to capture evaluation results for each pathway.
3. The pathway must meet at least 3 of the 5 elements under SSQ for the pathway to be eligible for Perkins funding. A sequence of courses (as described) is required to be 1 of the 5 elements).
4. The information captured on this worksheet will be helpful in completing the Perkins grant application.

<b>Name of Career Pathway:</b> Health Sciences	<b>Consortium LEAs offering Pathway:</b> My Town, Fort Smith
<b>Stakeholders Involved:</b> Mickey Mouse (science teacher); Minnie Mouse (math teacher); Suzie Qu (CTE teacher); Sonny Ray (student); Chrissy Thao(student); Mary Quitecontrary (parent); Lucy Loo (DVR); Sam Muffet (Supervisor, ABC hospital); Earl Gonzales (Region 1 WDB); So., Jr., Sr. students and parents.	
<b>Labor Market Information:</b> <input checked="" type="checkbox"/> State Endorsed Regional Pathway <input type="checkbox"/> Locally Developed Pathway	
<b>Summarize what you learned or saw in the data evaluated</b> The LMI that we referenced was from the DPI LMI website - job center wisconomy. We looked at south-central county data that showed current unmet employment needs and projected needs well into the future for a broad range of health occupations. This is especially due to the new regional medical center being built in "Our Town" town center. Provide exact hyperlink: <a href="https://www.jobcenterofwisconsin.com/wisconomy/query">https://www.jobcenterofwisconsin.com/wisconomy/query</a> The number of retiring baby boomers nearly matches the influx of new workers, resulting in a slow growing workforce that is constraining employers' abilities across industries to secure talent.	
<ol style="list-style-type: none"> <li>1. What are the jobs in the pathway that are in highest demand and highest wage? Three area counties and "Our Town" had high rates of both natural change and net migration from 2010 to 2018. Education and health sector employment increased 1,219 in one year. With an increase in employment of 16.8% projected by 2026. There is anticipated to be a 10% increase in health specialists, clinical, counseling; 12% increase in psychologists, 13% increase in social services. Highest wage include physicians, surgeons, dentists, PAs, occupational and physical therapists, nurses, diagnostic medical sonographers, occupational and physical therapists,</li> <li>2. What in the data reviewed justifies focus of funds on this pathway? High wages and job openings projected.</li> <li>3. How does your pathway program reflect what the LMI is telling you? We have multiple opportunities for students to explore the options available to them once they leave high school. This includes some limited ability for students to obtain postsecondary credit while still in high school. Options for students include careers that will require education beyond high school as well as jobs that can be entered directly from high school with completion of certification.</li> </ol>	
<b>Size, Scope, and Quality</b>	
<b>Sequence of Courses:</b>  At least two high school CTE courses in a sequence	<ul style="list-style-type: none"> <li>• At least two high school CTE courses in a sequence are offered as part of the pathway. Please note:                         <ul style="list-style-type: none"> <li>o The length of a course is equivalent to a semester or longer</li> <li>o Courses are taught by appropriately licensed or credential CTE teachers</li> <li>o The courses may include CTE dual credit courses taught by higher education faculty</li> </ul> </li> <li>• Quality considerations:                         <ul style="list-style-type: none"> <li>o Courses progress from introductory to more advanced</li> <li>o Curricula align with local workforce needs and skills as verified by local or regional advisory</li> <li>o Courses are rigorous and align to state academic and CTE standards</li> </ul> </li> </ul>
<b>Work-based Learning (WBL) Options</b>	Work-based Learning options may be state certified programs or local programs that meet the Perkins V definition of WBL as outlined below.  WBL encompasses the following characteristics: <ol style="list-style-type: none"> <li>1. Involves sustained interaction with industry or community professionals.</li> </ol>
<b>List sequence of courses for the pathway*</b>  Introduction to Health Careers 5552-14001G Medical Terminology 5401-14154H Nursing Assisting 5536-14051H	<b>List Work-based Learning Options for the pathway*</b>  Level 1 (1 -year) Health Science Youth Apprenticeship – Nursing Assistant Unit Yes, aligns with curriculum and sequence of courses offered through intro to health careers, medical terminology and nursing assisting. Community Hospital Clinic SW will provide the WBL placement. Student and employer agreements and evaluations are in place.

At least one WBL option within the pathway is offered.	<ol style="list-style-type: none"> <li>Takes place in real workplace settings, as practicable, or simulates environments at an educational institution.</li> <li>Fosters in-depth, firsthand engagement with the tasks required in a given career field.</li> <li>Aligns with curriculum and instruction.</li> <li>Must include a training agreement between the student, employer/business, and school that defines the roles and responsibilities of the student, the employer, and the school,</li> <li>Business and education partners work together to evaluate and supervise the experiences, which must be documented in training or learning plans and evaluation.</li> </ol>	
<b>Industry Recognized Credentials (IRC)</b>  At least one IRC is offered	<ul style="list-style-type: none"> <li>IRC is essential to the pathway</li> <li>IRC must be recognizable by employers in the region</li> <li>Is portable</li> </ul> <p>(IRC does not need to be on the <a href="#">State Approved List</a> for TIG funding)</p>	<b>List appropriate Industry Recognized Credentials for the pathway*</b>  <a href="#">CNA (Certified Nursing Assistant)</a>
<b>Dual Credit Opportunities</b>  At least one dual credit opportunity is offered	Dual or concurrent enrollment programs include programs such as: Advanced standing Advanced placement Start College Now Early College Credit Program and/or Transcribed credit  (Dual Credit options must count in the postsecondary program)	<b>List Dual Credit options for the pathway* Include the IHE offering the credit.</b>  <a href="#">Medical Terminology – Transcribed Credit through ABC Technical College</a> <a href="#">Nursing Assisting – Dual Credit through ABC Technical College</a>
<b>CTSO</b>  CTSO Activities are offered that align to the career pathway	<ul style="list-style-type: none"> <li>A Career and Technical Student Organization is defined as an organization for individuals enrolled in a CTE program that engages in CTE activities as an integral part of the instructional program. In Wisconsin, the following CTSOs are recognized.</li> </ul> <p>FBLA • FCCLA • FFA • DECA • HOSA • SkillsUSA</p>	<b>Identify CTSO activities that support the academic and technical skill development for students in this pathway*</b>  <a href="#">XYZ High School has an active HOSA Chapter with affiliated membership. Members participate in :</a> <ul style="list-style-type: none"> <li><a href="#">Local service project activity</a></li> <li><a href="#">Regional and state competition</a></li> </ul>
<p>*Consortium Fiscal Agents Only: Consortia will gather and retain this data from schools within the consortium to determine whether or not a career pathway meets the definition for size, scope, and quality. This information will not be submitted to DPI through WISEgrants. The Evaluation of Progress section below will be submitted and will summarize the gaps and needs of the consortium schools.</p>		

### Evaluation of Progress toward implementation of pathway

Data Referenced	Findings & Identified Gap(s)	Root Cause Analysis	Goal Statement (What is needed to fill the identified gaps?)	Outcomes/Evaluation Measures (to show evidence of success)	Short Term (1 yr.) Activities (to close gaps)	Long Term (2yr.) Activities (to close gaps)	Indicate if you will be using Perkins funds to meet the goals and objectives
<i>We evaluated courses aligned to the pathway: -enrollment numbers and by demographic information using district SIS data. -Also assessed the number of</i>	Limited # of students taking dual credit courses.  Low participation of students with disabilities in pathway courses.  Limited WBL opportunities offered.	Causes of gaps are found to be related to lack of transportation to WBL sites.  Not obtaining IRC due to cost and lack of transportation.  Lack of outreach and inclusive practices for	Financial support will be provided to economically disadvantaged students.	Increase the number of economically disadvantaged students enrolled and persisting. Specifically: <ul style="list-style-type: none"> <li>taking dual credit courses by 10% by fall 2022.</li> <li>obtaining IRC in NA by 10% by spring 2022.</li> </ul>	Students who are economically disadvantaged, foster care, homeless or others as appropriate will be provided contracted transportation to technical college or IRC testing site (shuttle, taxi).	The district will purchase a van in order to provide transportation to CTE students to participate in DC courses.	Contracted tsp will be paid for with Perkins  PD related to equity in CTE

<p>quality elements met and not met and why, particularly WBL. Data included results of student survey on perceptions and self efficacy of the pathway, CTE teacher and general teacher surveys on what they know and don't know about the pathway.</p>		<p>students with disabilities.</p>					
			<p>Counselors, SPED teachers, paraprofessionals and CTE teachers capacity to engage SPED pops will be enhanced leading to increased enrollment and successful outcomes.</p>	<p>Increased number of students with disabilities enrolling in health science courses by 20% by fall 2022.</p>	<p>Counselors, special education teachers, paraprofessionals and CTE teachers will participate in equity and accommodation training and experiences over a 2-yr period.</p>	<p>Continued for educators who could not participate in training the first year.</p>	
			<p>Employers will be engaged to broaden WBL opportunities for Health Science Youth Apprenticeship placement sites.</p>	<p>Add 1-2 WBL sites and a simulated opportunity. At least three students will participate and complete each semester. One of those students will be from either special education or economically disadvantaged.</p>	<p>District will increase WBL opportunities through social media, stakeholder meetings, mailings and student testimony to motivate employers to get involved.</p> <hr/> <p>Incorporate LMI information into all ACP activities starting in 6th grade.</p> <hr/> <p>Create visual graphics to incorporate all demographic groups in outreach materials, district website. Create life size pathway map and display in hallway.</p> <hr/> <p>Non-CTE teachers will bring classes to "tour" CTE and manufacturing wing of the school in order that all students can get acclimated and comfortable with the area.</p>	<p>Continued from 1st year.</p>	<p>Perkins funds will be used to create visual graphics incorporating all demographic students in outreach materials.</p>