



STUDENT SUCCESS LEADERSHIP INSTITUTE JOINT-OFFICERS BIENNIAL MEETING

September 14, 2022



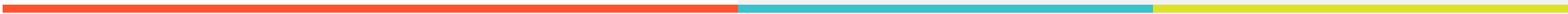
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Career and Learning Pathways



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AGENDA

Part I: JFF's Guided Career Pathways

Break

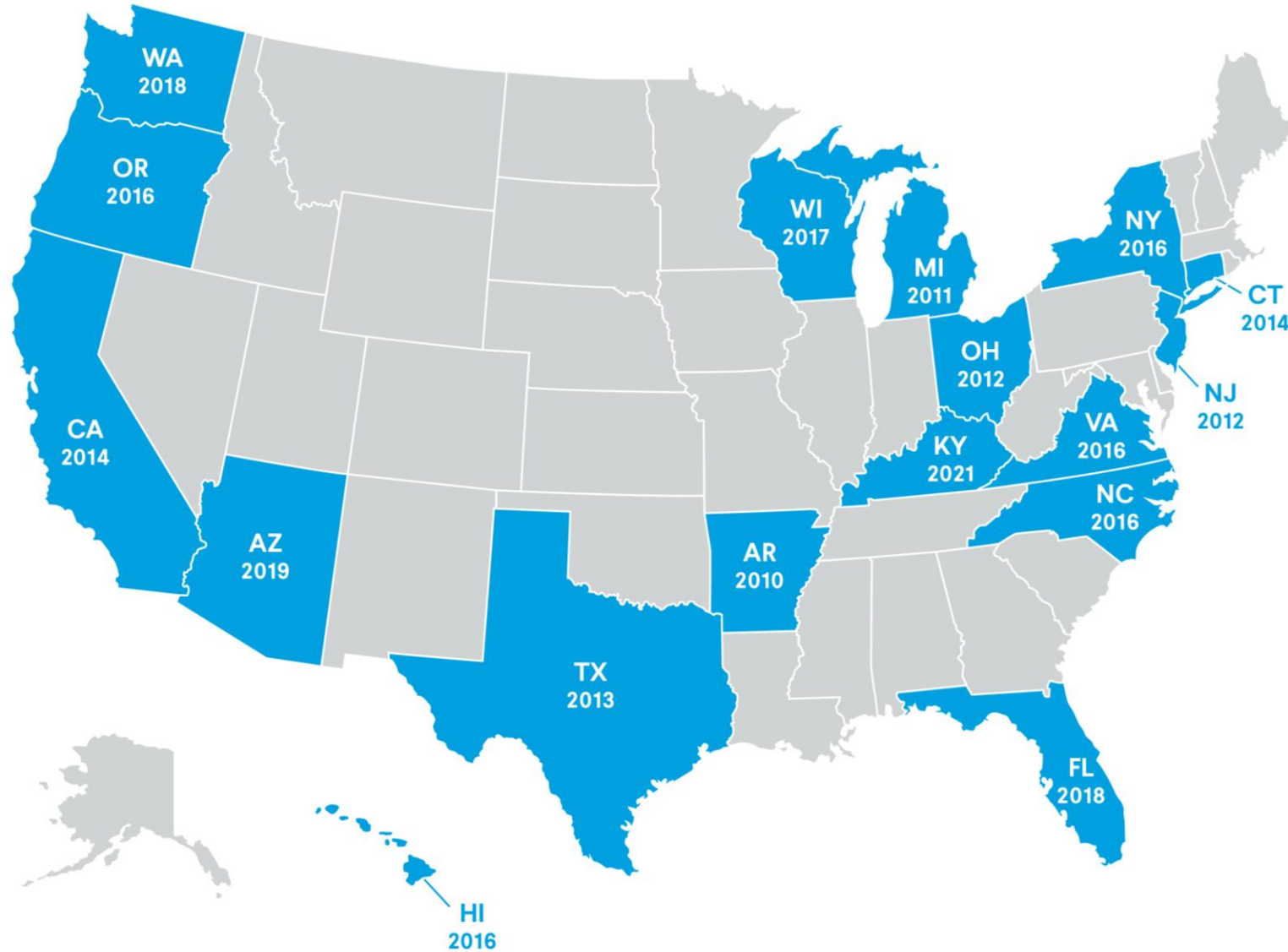
Part II: Statewide Strategies for Advancing Pathways
and Collaboration between Business, Industry, and
Education

Break

Part III: Labor Market Reports and Workforce Priorities



STUDENT SUCCESS CENTER NETWORK (SSCN)





***Part I: JFF's Guided Career
Pathways Framework***

The Need for a New Model

We need a new, responsive and dynamic model for postsecondary education that builds family-sustaining careers.

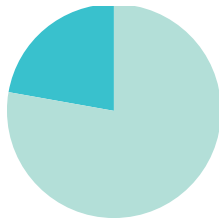
Since the pandemic, we've seen the economy shift and new awareness on how inequalities have exacerbated disparities.

- Black, Latinx, and Indigenous workers, as well as those in low-wage jobs, are experiencing greater barriers to gaining postsecondary credentials than ever before.
- Many adult learners are seeking faster ways to acquire skills and advance, while employers demand new avenues to develop the skills of their workforce.



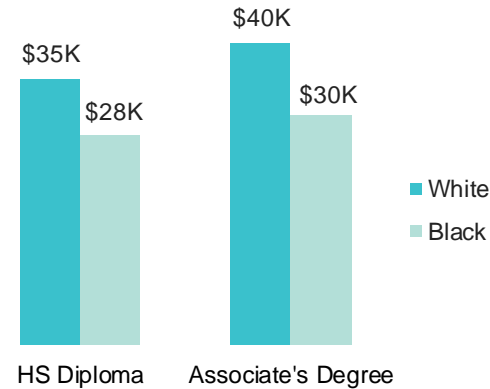
Education is not the “Great Equalizer”

While education and training alone will not lead to racial economic equity, it remains a powerful lever for change and impact.



22% of African Americans majored in human services and community organization, which has the second-lowest median earnings at \$39,000.

Black learners are underrepresented in college majors associated with the fastest growing, highest paying occupations



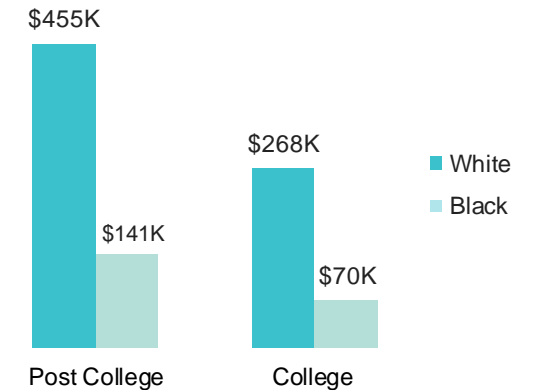
Median Annual Earnings of full-time year-round workers 25 to 34 years old.

Black workers with an associate's degree earn less than white workers with a high school diploma



Black students earn computer degrees at **2x the rate** that they are hired by companies in the field.

Black workers with in-demand skills and credentials are still more likely to be left out than their white peers with similar qualifications



Median Household Net Worth

With the same educational attainment as their white counterparts, Black workers have lower net worth

MOVING BEYOND COUNTING CREDENTIALS

Considering Workforce Outcomes When Measuring Success

- Economic and equity imperative for employers and learners
- Community colleges must play a central role in regional talent development by offering quality pathways
 - As an equity imperative for their students and communities
 - To remain relevant to students and trusted by employers in a competing skills marketplace
 - As a critical resource to industry partners and CBOs



Merging Two Critical Reform Efforts

Guided Pathways

Designed for traditional learners

Redesign of the student experience

Built partnerships with K-12 pathways

Clear learning pathways through creation of academic plans

On-ramps through dual enrollment and early college

Guided Career Pathways

Designed for adults

Built in partnership with industry and employers

Meets an immediate talent need

Short-term, skills-based training

On-ramps through CBOs and bridges from ABE

Often non-credit or CTE programs

Career Pathways

Integrating Work and Learning



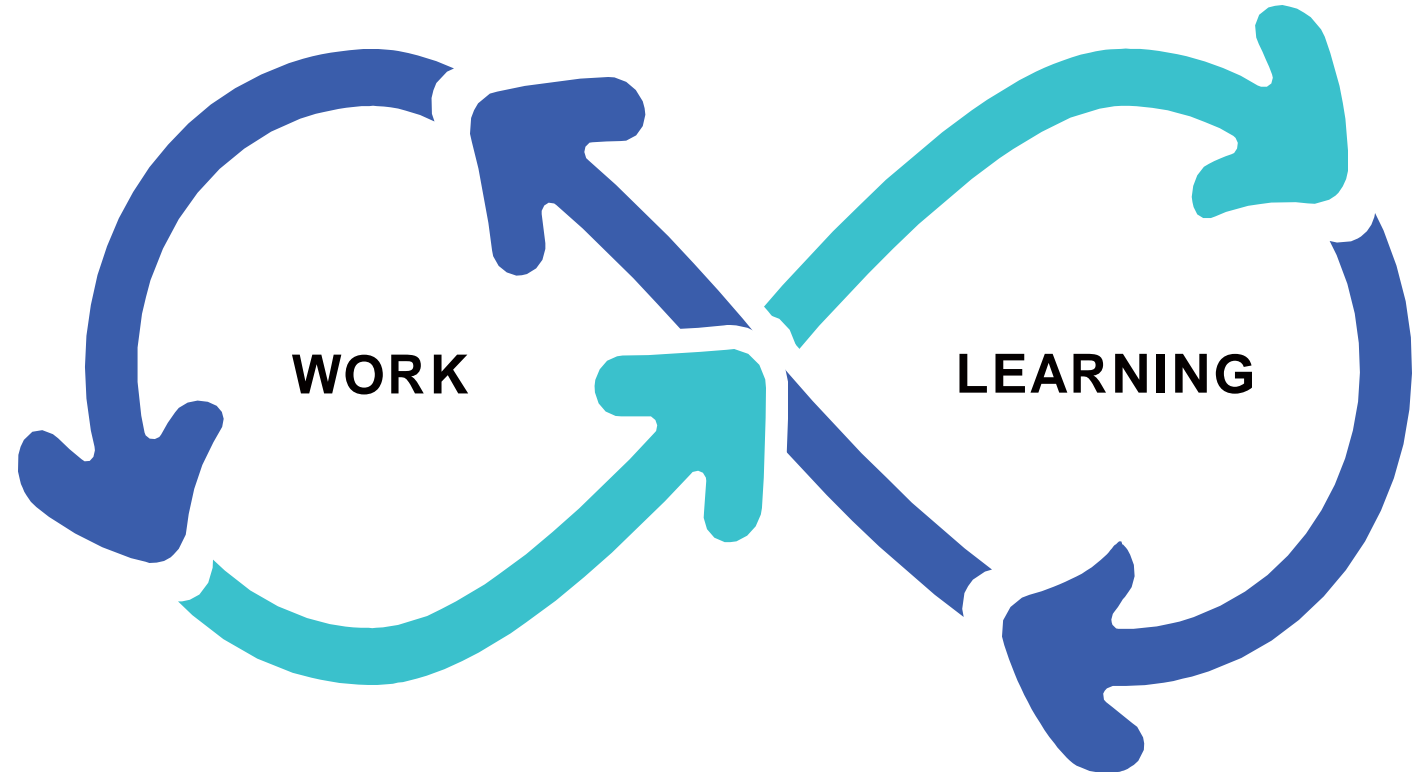
Employers and Workforce Partners

Engaging post-secondary institutions and training providers in discussion of talent needs, talent development and recruiting efforts



Post-secondary Institutions

Engaging employers in the design of pathways curriculum, outreach and support, and work-based learning



The Four Pillars of Guided Career Pathways



1

Create clear curricular pathways to employment and offer opportunities for ongoing skill development to support career mobility.

2

Help students choose and enter their pathways, build on prior experience, explore career options, and connect with work.

3

Help students stay on their paths to complete their employment, pursue transfer goals, and design programs with the flexibility to allow learners to reenter at any point.

4

Ensure that learning happens with intentional learning outcomes and assessment in both the classroom and work-based settings.

Building on Pathways Reforms

1

2

3

4



Guided Pathways

Create clear curricular pathways to employment and further education...

Help students choose and enter their pathway...

Help students stay on their path...

Ensure that learning is happening with intentional outcomes...



Guided Career Pathways

... and offer opportunities for ongoing skill development to support career mobility.

... build on prior experience, explore career options, and connect with work.

... pursue transfer goals, and design programs with the flexibility to allow learners to reenter at any point.

... and assessment in both the classroom and work-based settings.

Three Core Elements

Labor-market-informed pathways that reflect regional and local economic needs and offer accelerated paths into employment and opportunities to advance.



Expanded outreach, on-ramps, support strategies, and flexible learning models to better serve adult students and ensure equitable outcomes for learners and workers across racial and socioeconomic lines.



Integrated work and experiential learning strategies to improve students' workforce outcomes, build opportunities to earn income, and receive credit for what's learned on the job.

IMPLEMENTING GUIDED CAREER PATHWAYS

Equity, Policy and Technology Underlie Every Pillar

Economic Mobility: Labor market aligned credentials that build family-sustaining careers.

Equity: Systems that work for all learners, including those poorly served by traditional models – working adults, and Black, Latinx, indigenous, and low-income populations. Including intentional use of disaggregated data and a focus on learner voice.

Policy: Institutional reforms for labor market alignment, flexible programming and equity need a supportive state and federal policy environment.

Integrated technology and data systems: Effective use of technology and cross-sector data systems are essential infrastructure to design equitable pathways.



REFLECTION

DISCUSSION

IN YOUR COLLEGE TEAMS...

Guided Career Pathways is an extension of our ongoing pathways work.

- Where do you see your college's priorities and next steps in advancing pathways?
- Are there small-scale examples of efforts that can be assessed, improved, and scaled? What are they?
- What concepts or pillars would you want to dig into? Where are you already making investments?





Strategy #2: Industry-Recognized Credentials

| |
|--|
| Session 1: Institutional Policies |
| Session 2: Aligning Credentials (Workshop 1) |
| Session 3: The Student Experience |
| Session 4: Aligning Credentials (Workshop 2) |

A statewide workshop series for Michigan community colleges focused on develop processes to award credit for credentials. This effort supports adult learners who come in with prior credentials or experience but no degree.

This workshop series is offered in conjunction with a statewide working group on credit for credentials being convened by the Michigan Community College Association and the Michigan Center for Student Success.

WHY SCALE CREDIT FOR PRIOR LEARNING?

- ✓ Integrates work and learning and can target in-demand credentials/pathways
- ✓ Serves the needs of adults and career-changers
- ✓ Saves students time and money and is a worthwhile enrollment strategy for colleges
- ✓ Outcomes demonstrate success for learners across race/ethnicity groups

INSTITUTIONAL BENEFITS

17.6
More Credits

Institutions also benefitted from PLA—on average, PLA students took 17.6 more course credits than non-PLA students.

PLA SAVES MONEY

\$1,500 to \$10,200

Estimated adult student savings through PLA, depending on sector

PLA SAVES TIME

9 to 14 Months

Estimated adult student time savings in earning degrees, with 12 or more PLA credits



[PLA BOOST, December 2020](#)

VIRGINIA'S FAST FORWARD



Who FastForward Serves

FastForward students aren't your average college students. Our students are older, with the **average age of 34**, and **over two-thirds** of them are new to community college.



Over 40% of FastForward students are minorities.



Over 31% of Workforce Credential Grant students received either SNAP or TANF benefits prior to enrolling.



Over 56% of FastForward students have dependents.



» Training Takes Weeks. Not Years.

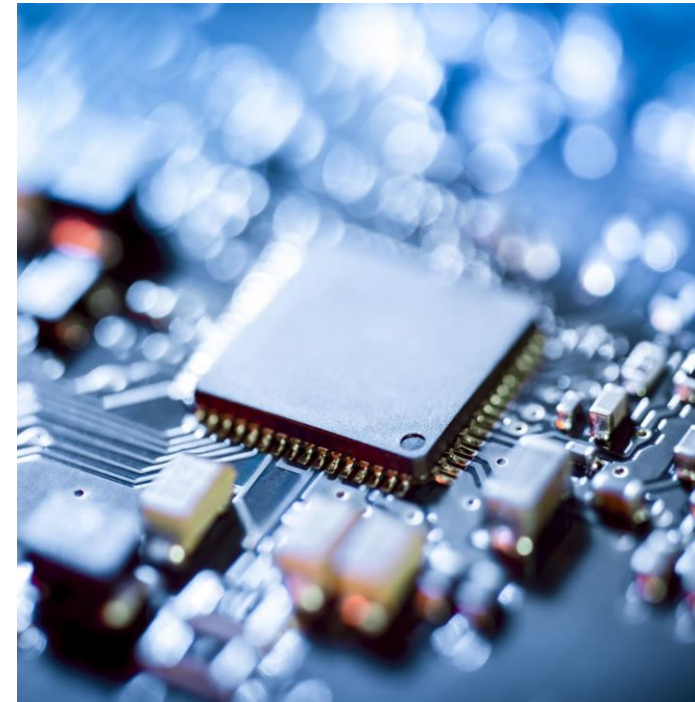
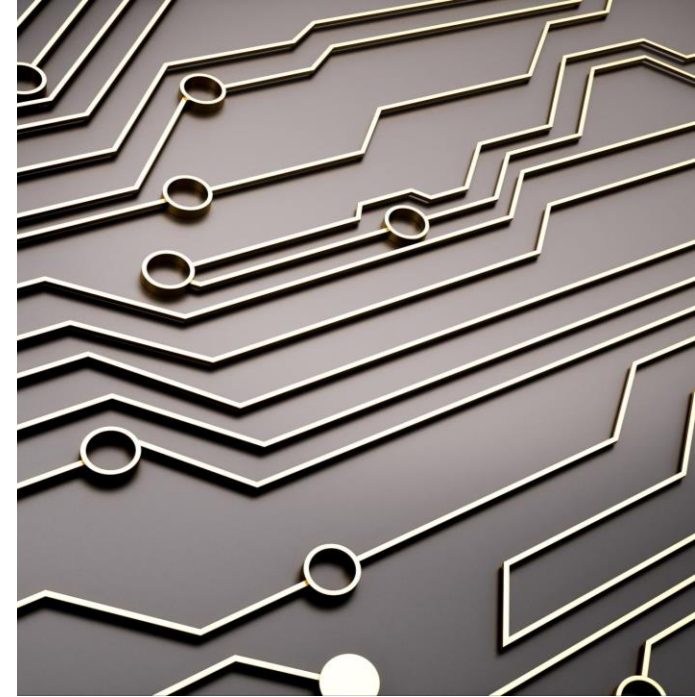
There are thousands of jobs open across Virginia, and many of these **essential fields** don't require a college degree. If you're looking for a safe, affordable job career training program, consider enrolling in FastForward.

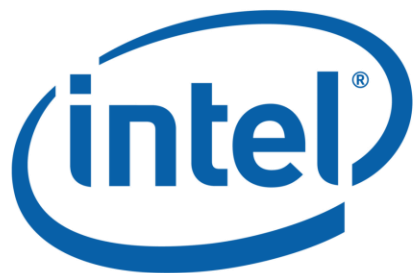
FastForward is a short-term training program for high-demand industries, helping Virginians get **the jobs they want and the salaries they need**. Our training is offered locally through Virginia's Community Colleges.

OHIO CONTEXT

Why think about Guided Career Pathways now?

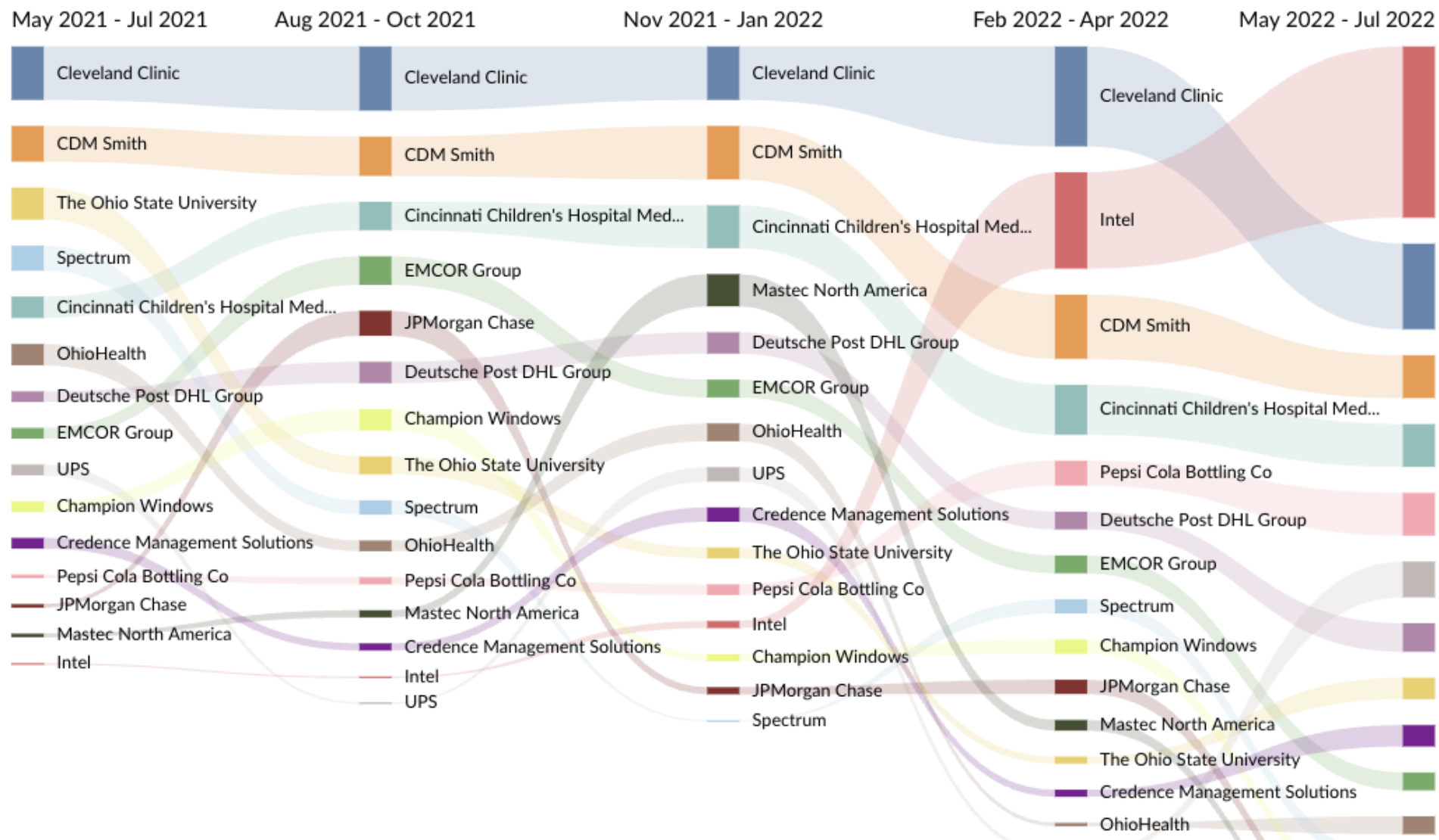
- Lay the groundwork for Intel's vision for Ohio to be poised to act and support the talent demands in new and emerging industries
- Begin to introduce and align workforce priorities. Consider the integration of strategies within the structure of guided pathways.
- Demonstrate a commitment to bringing together sectors, industries, and CBOs to solve difficult access and equity issues across education and workforce.
- Explore which strategies best serve Ohio's priority industries and meet future workforce needs.





Hiring Trends for the Top 15 Companies Seeking the Same Talent by Quarter

Competitors data helps us understand specific companies (excluding staffing) actively looking for the same candidates.



This concludes Part I

JFF's Guided Career Pathways
Vision and Ohio Context.

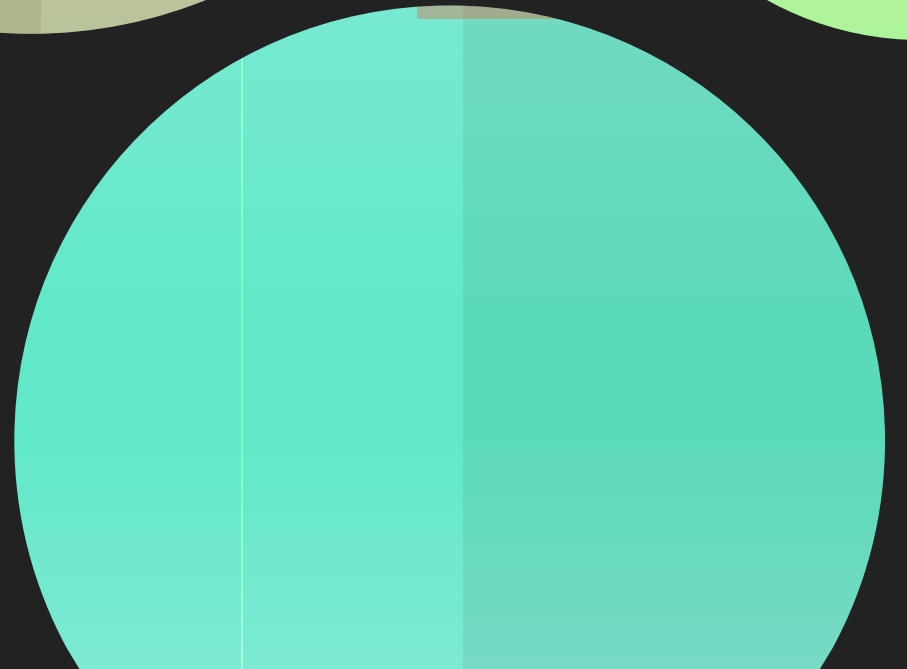
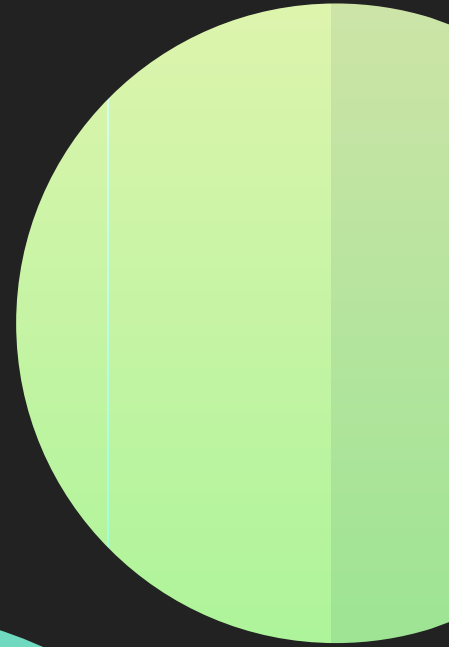
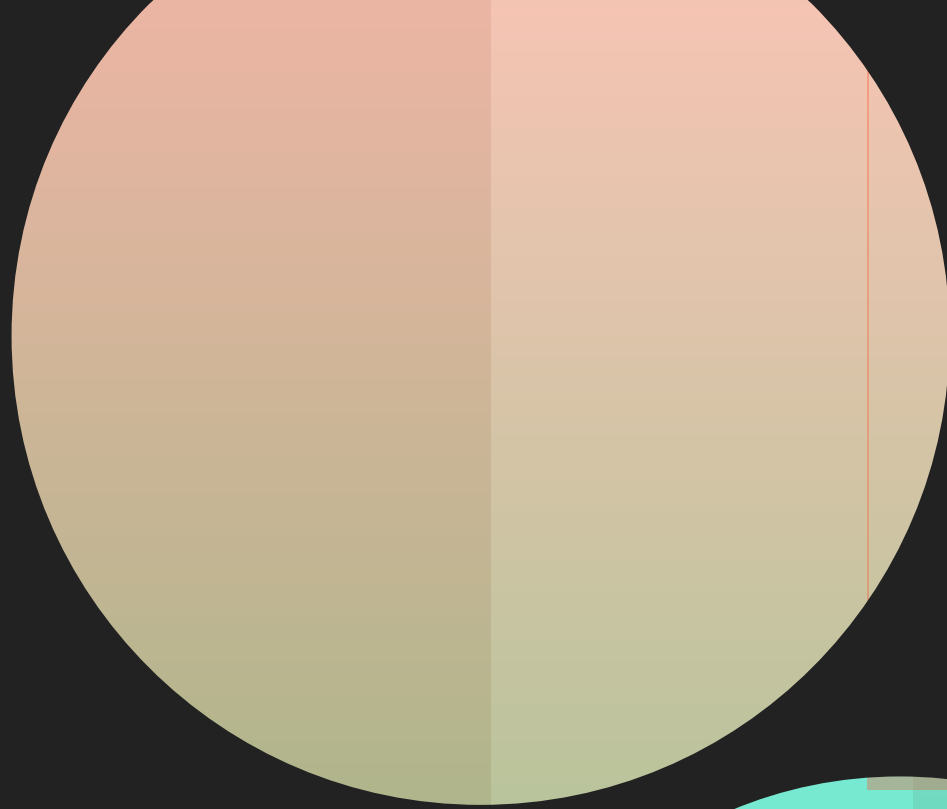


Up Next

Part II: Statewide Strategies for
Advancing Pathways and
Collaboration between Business,
Industry, and Education

BREAK

10 minutes





Part II: Statewide Strategies for Advancing Pathways and Collaboration between Business, Industry, and Education

AGENDA

PART II: Statewide Strategies for Advancing Pathways and Collaboration between Business, Industry, and Education

INTRO AND FRAMING

HAWAII TALENT ROAD MAP

NEW JERSEY PATHWAYS TO CAREER OPPORTUNITIES

TEXAS TRUE – RESKILLING AND UPSKILLING THROUGH EDUCATION

DISCUSSION

OHIO SPOTLIGHTS

WRAP UP AND PREVIEW OF PART III

SETTING A SHARED VISION

- JFF supported Hawaii in May 2020 to develop a statewide talent roadmap
- Brought together key partners across sectors including education (K-12 and colleges), CBOs, policy-makers, industry, and employers
- Organized around the regions key industries and occupations
 - Healthcare, including both clinical and community health
 - Technology, including IT, biotechnology, and emerging clean energy occupations
 - Skilled trades, including sustainable agriculture, manufacturing, and construction



JFF in partnership with the working group made the following recommendations:

Expand Work-Based Learning

Create and scale equitable work-based learning opportunities that deliver clear benefits for both participants and employers

Rapidly Reskill and Credential

Increase opportunities for workers to quickly reskill and upskill through the expansion of short-term credentialing opportunities that develop in-demand, transferable skills

Grow Sector-Based Strategies

Advance industry-driven solutions to meet shared goals to bounce back from economic downturn

SINCE THE PANDEMIC...

More states have committed to work across industries and sectors to co-design workforce development programs and engage community colleges as critical partners.

Next, we will look at two statewide initiatives coming out of New Jersey and Texas.



New Jersey's Workforce Challenge

The Coronavirus pandemic has had a significant impact on all NJ residents and the economy of our state. Now, more than ever, there is an urgent need to coordinate the workforce preparation efforts of all those separately engaged in this important work into a comprehensive ecosystem to drive economic mobility for its residents and sustained growth of New Jersey's economy.



NJ PATHWAYS
TO CAREER OPPORTUNITIES
Aligning Education to Build an Innovative Workforce



The Solution

NJ's Pathways to Career Opportunities will position the state to recover from this public health and economic crisis by:



The Solution (continued)



✓ COLLABORATIVES

Build a talent ecosystem based on collaboration and information to expand economic mobility opportunity and drive economic growth.

4 Industries

✓ CENTERS OF WORKFORCE INNOVATION

Build pathways with aligned curriculum shared across educational partners to serve the learning lifespan of students and workers.

10 Centers

Health Services

Manufacturing & Supply Chain Management

Technology & Innovation

Infrastructure & Energy

TEXAS RESKILLING & UPSKILLING THROUGH EDUCATION

Texas' Challenge

Texas community college leaders have worked tirelessly to support the state's response to the COVID-19 national crisis, during which millions of Texans have filed for unemployment and the mismatch between workforce needs and skilled workers has deepened.

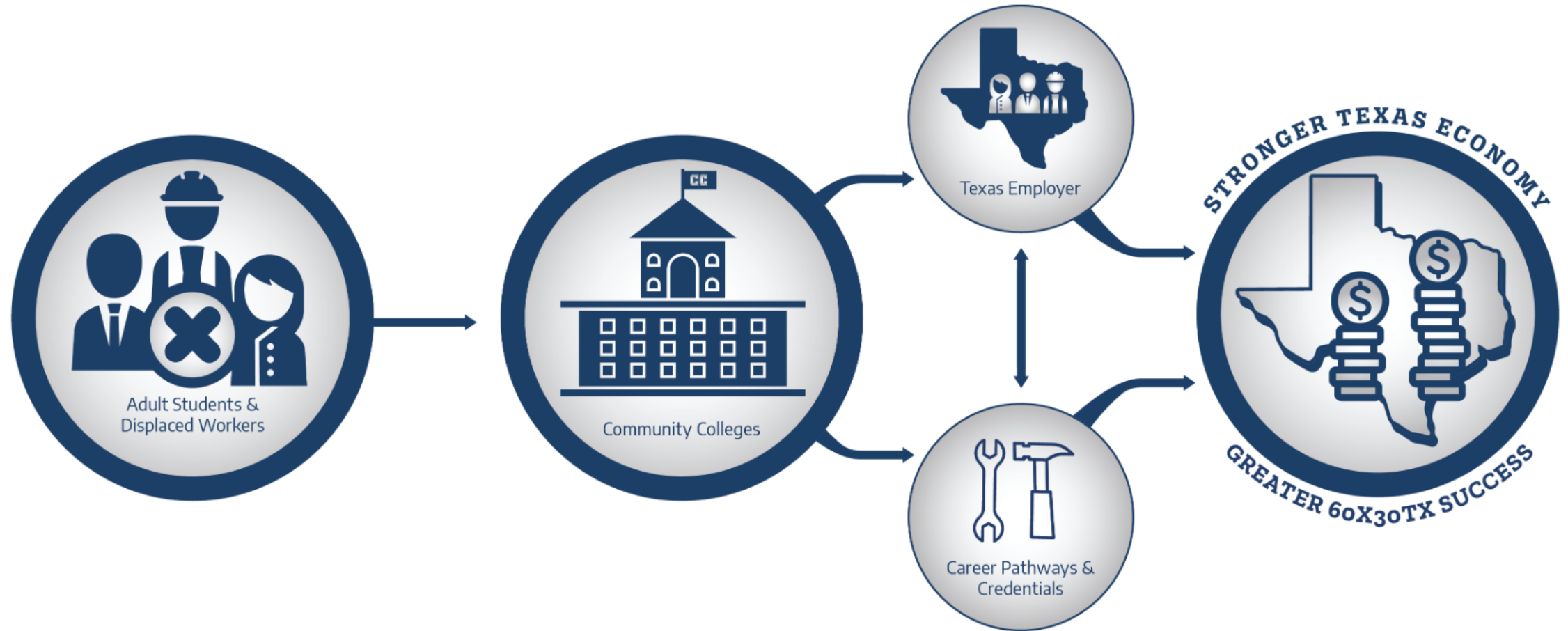
Most of these displaced workers lack the skills and education needed to successfully and quickly reenter the workplace. Texas community colleges currently provide **more than 90%** of credit-bearing career technical education and are best positioned to close these skills gaps to good-paying jobs.



**Texas Association of
Community Colleges**



TEXAS RESKILLING & UPSKILLING THROUGH EDUCATION



The TRUE initiative aims to prepare students for in-demand careers accelerating their transition to work while also building an enduring education infrastructure to support a thriving Texas economy throughout the diverse regions of the state. The colleges will work with business partners and others in their communities to bolster this talent pipeline strategy.

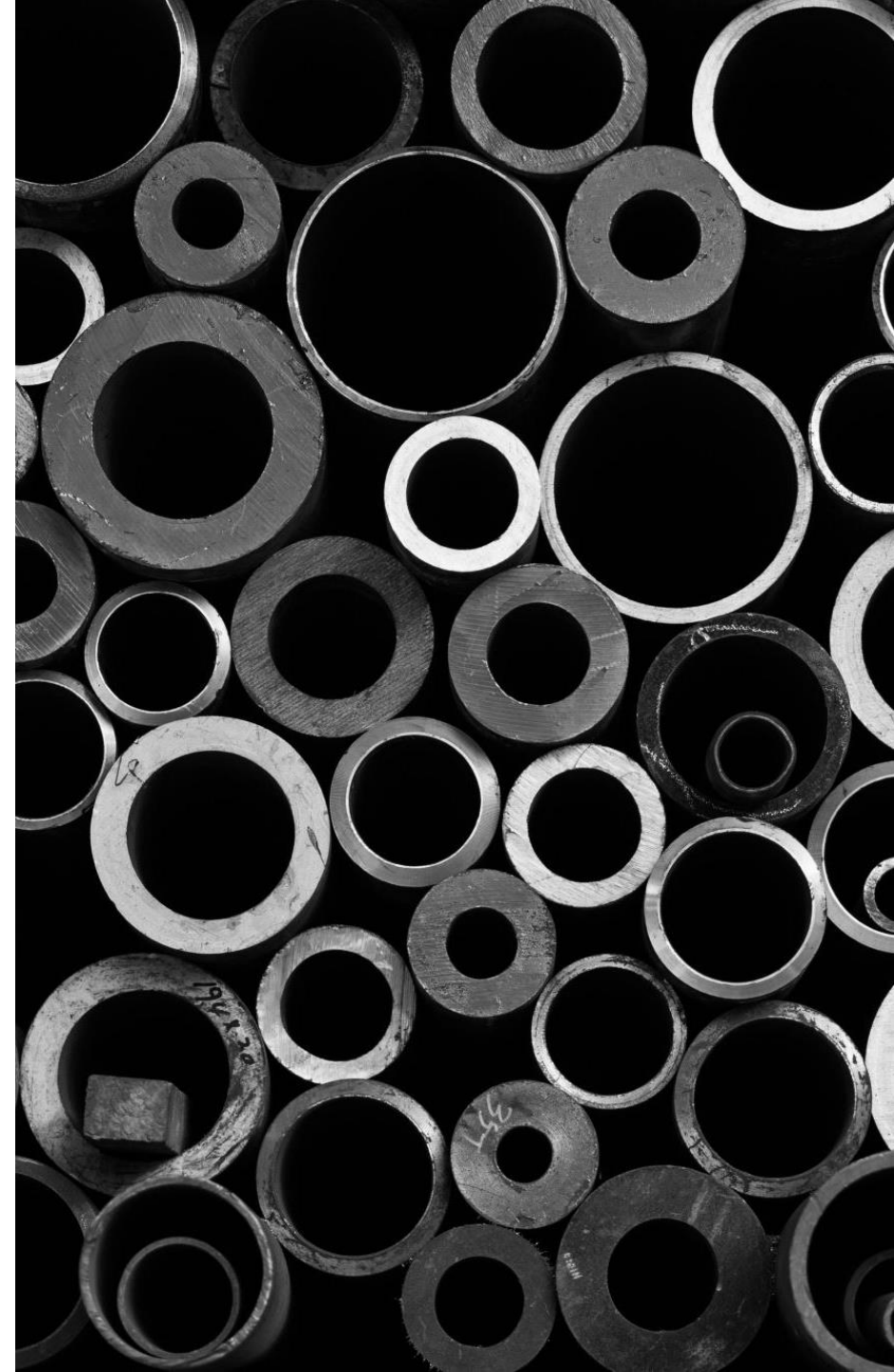
BUSINESS ADVISORY COUNCIL

Provides strategic guidance to TACC in three key areas:

- Changes in the economy and job market.
- Texas Reskilling and Upskilling through Education (TRUE).
- Legislative priorities and strategies.



**Texas Association of
Community Colleges**



DRAWING COMPARISONS



Texas Association of
Community Colleges

New Jersey Pathways to Career Opportunities

- Joint effort between New Jersey Business and Industry Association and New Jersey Community Colleges
- 2-tiered approach engaging corporate partners, community members, and industry across collaboratives and centers
- Organized primarily by industry

Texas TRUE Pathways

- Lead by Texas Association for Community Colleges with many committed partners
- Primary activity is convening the Business Advisory Council which advises the Texas Association for Community Colleges on the overall initiative
- Organized primarily by regions



DISCUSSION

IN YOUR COLLEGE TEAMS...

Reflect on the ways in which your college and region pursue workforce training initiatives today.

- What resonates with you about the models shared?
- What small scale examples at your institution or from partners can you draw upon?
- What existing workforce partnerships can we engage in? What about community partners?



OhioTechNet

OhioHigherEd
Department of Higher Education

Ohio TechNet is a consortium of career technical centers, Ohio Technical Centers, community colleges and universities, who have partnered with The Ohio Manufacturers' Association and other state and national partners to make Ohio a leader in solving the manufacturing workforce shortage.

- Partnering for solutions
- Engaging employers
- Expanding apprenticeship and WBL
- Accelerating student learning
- Providing resources and trainings

FastPathOhio

FastPathOhio awards credit for college-level learning (knowledge, skills, and competencies) that students have obtained because of their prior learning experiences.

- Collaboration with 8 community colleges and universities
- Students have their knowledge assessed by portfolio and can accelerate the time to degree.

Northwest Ohio's Advanced Manufacturing Consortium



Advanced
Manufacturing
Consortium

The Advanced Manufacturing Consortium (AMC) is an employer-driven sector partnership that strives to bring together stakeholders within the manufacturing industry. Through collaboration with manufacturers, K-12, higher education, private, government, and economic agencies, the AMC serves as the voice of manufacturing in Northwest Ohio. The AMC's mission is to provide an efficient and effective network with proven solutions to manufacturing's most challenging issues.



Pathways to Prosperity

Mapping In Demand Pathways

JFF supported labor market research for Montgomery County Educational Services Center and the Business Advisory Council.

The partnership focuses on college and career pathways for students from K-12 and highlights in-demand occupations for the Dayton, Ohio region.



College and Career Preparation

These additional activities support students in preparing for both college and career. Work-based learning enables students to apply their academic learning in a real-world setting. Advising supports students in making decisions that align best with their strengths and future goals. Competencies describe the technical skills students need for a successful career in information technology and computer science.

| | Grade 8 | Grades 9 and 10 | Grade 11 | Grade 12 |
|---------------------|---|---|--|---|
| Work-Based Learning | Career Exploration: <ul style="list-style-type: none"> Career Adventures Course—IT Work-Site Tours Power Lunches Pathway Fairs | Career Planning: <ul style="list-style-type: none"> Job Shadow HR Interview Virtual Pathway Mentor Resume Prep | Career Planning: <ul style="list-style-type: none"> Internship Career Fair Mock Interview | Career Planning: <ul style="list-style-type: none"> Internship Career Fair Mock Interview Exposure to Related Software Languages |
| Advising | <ul style="list-style-type: none"> YouScience | <ul style="list-style-type: none"> Individualized College and Career Plan (ICCP) Confirmation of Pathway Identification of Credentials and College Options Revisit ICCP | <ul style="list-style-type: none"> Financial Literacy Course College Application Prep Work Industry Recognized Credential Examination | <ul style="list-style-type: none"> Free Application for Federal Student Aid (FAFSA) Complete Ohio Means Jobs (OMJ) Readiness Seal College and Career Signing Day |
| Competencies | <ul style="list-style-type: none"> Employability Skills Course | <ul style="list-style-type: none"> User and Customer Support Principles of IT Systems and Concepts Principles of Data and Documentation Logic and Fundamentals of Computer Languages Principles of Software Word Processing, Spreadsheet, and Presentation Software | <ul style="list-style-type: none"> Security, Compliance, and Risk Management Routing and Network Configurations Servers and Storage Fundamentals of Cloud Computing and Virtualization | <ul style="list-style-type: none"> Individualized Specialization |

IT/Computer Science Technical Competencies

| | | | | |
|--|---|---|---|---|
| <p>User and Customer Support Use understanding of the range of services and customer-focused approaches used to provide assistance and technical support in order to help users solve problems and implement solutions related to IT.</p> <p>Principles of IT Systems and Concepts Use understanding of fundamental IT concepts, systems, platforms, and tools to understand the common roles and career trajectories of IT professionals.</p> | <p>Principles of Data and Documentation Use understanding of numerical sequencing, information flow, data, and record keeping in order to understand the role of technology in converting data into organized content and maintaining accurate records.</p> <p>Logic and Fundamentals of Computer Languages Use understanding of how computer languages communicate to build basic mobile and web applications.</p> | <p>Principles of Software Use understanding of designing, writing, testing, and maintaining source code of computer program to manage, maintain, and edit software.</p> <p>Word Processing, Spreadsheet, and Presentation Software Use understanding of Microsoft Office and Google Suite to create written documents, organize data, and develop visual presentations.</p> | <p>Security, Compliance, and Risk Management Use understanding of malware, firewall, IDS, and legal or regulatory requirements to recognize basic threats to networked computers and ensure procedures are in place for compliance.</p> <p>Routing and Network Configurations Use understanding of common networking protocols to explain the purpose of routing, monitoring, and network configurations.</p> | <p>Servers and Storage Use understanding of data backup systems to store and recover information.</p> <p>Fundamentals of Cloud Computing and Virtualization Use understanding of the features, benefits, and concepts of virtualization to differentiate among types of cloud services.</p> |
|--|---|---|---|---|



Building and Maintaining Strong Workforce Connections

CONTINUOUSLY EVALUATE NEEDS AND OPPORTUNITIES FOR ALIGNMENT

- Understand your current context and highest priority industries by analyzing labor market information
- Assess your current partners
- Prioritize business and industry partners central to meeting current and future demand (manufacturing and engineering)
- Map and align needs and goals for your institution, partners, and students

INVITE DISCUSSION

- Host regular industry-specific convenings to understand employer perspective
- Identify industry-related issues and hiring roadblocks – including anticipating how Intel may disrupt other businesses or talent pipelines

COLLABORATE TO IDENTIFY THE RIGHT STRATEGIES TO FOCUS ON

- Identify and co-design opportunities for work-based learning
- Ensure partners are committed to equity in access and support resources
- Evaluate programs regularly to determine impact
- Adapt strategies as needed to meet shared goals

RELATED RESOURCES

STATE PROJECT SITES

HAWAII EXECUTIVE
collaborative

[HAWAII TALENT ROAD MAP](#)

This report outlines Hawaii's approach along with JFF's recommendations to align their workforce development strategy with educational partners and across sectors. HEC:



[NEW JERSEY'S PATHWAYS TO CAREER OPPORTUNITIES](#)

The project website provides details on which partners are engaged and information for how centers and collaboratives are organized. Many of the virtual events are also open to general community to attend.



**Texas Association of
Community Colleges**

[TEXAS RESKILLING AND UPSKILLING THROUGH EDUCATION](#)

The project website describes the initiative including the leadership and businesses involved with the Business Advisory Council.



RELATED READINGS

The Big Blur



- High School
- Postsecondary Education
- Labor Market

The Big Blur is an entirely new type of institution—neither high school nor college—that obliterates the barriers to higher education and stable, family-supporting careers.

JFF's THE BIG BLUR

An Argument for Erasing the Boundaries Between High School, College, and Careers —and Creating One New System That Works for Everyone

OPINION: WHY COLLEGE MAJORS ARE ANOTHER FORM OF IMPLICIT BIAS IN HIGHER EDUCATION

Instead of being a great equalizer, higher education is leaving too many Black students behind by Michael Collins for the Hechinger Report



This concludes Part II

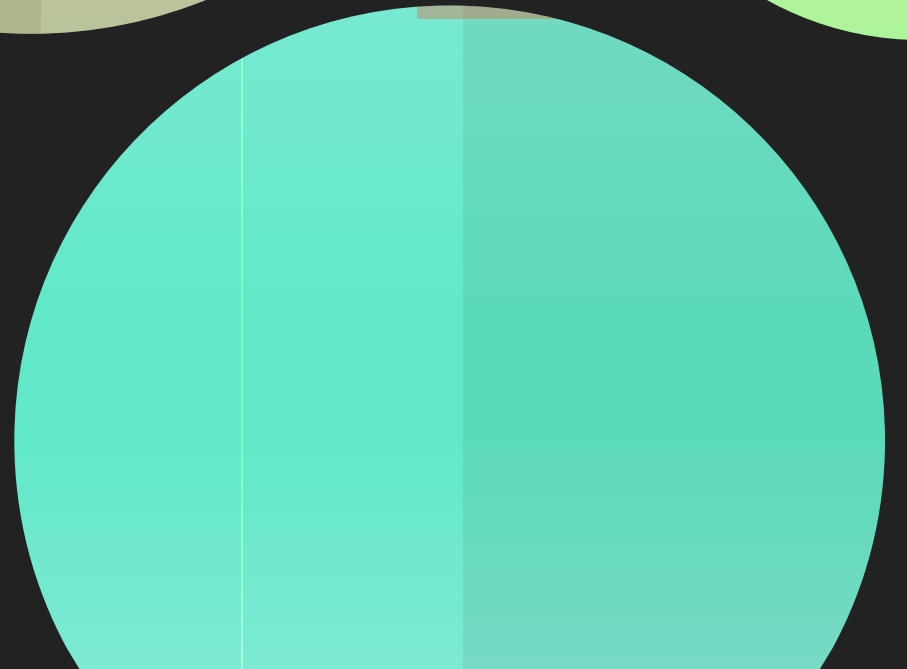
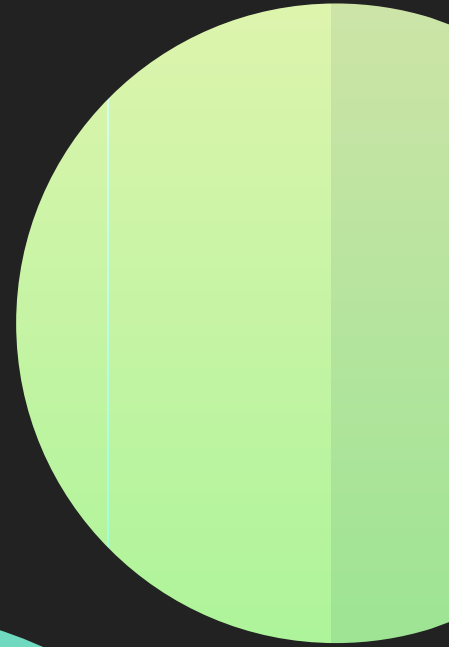
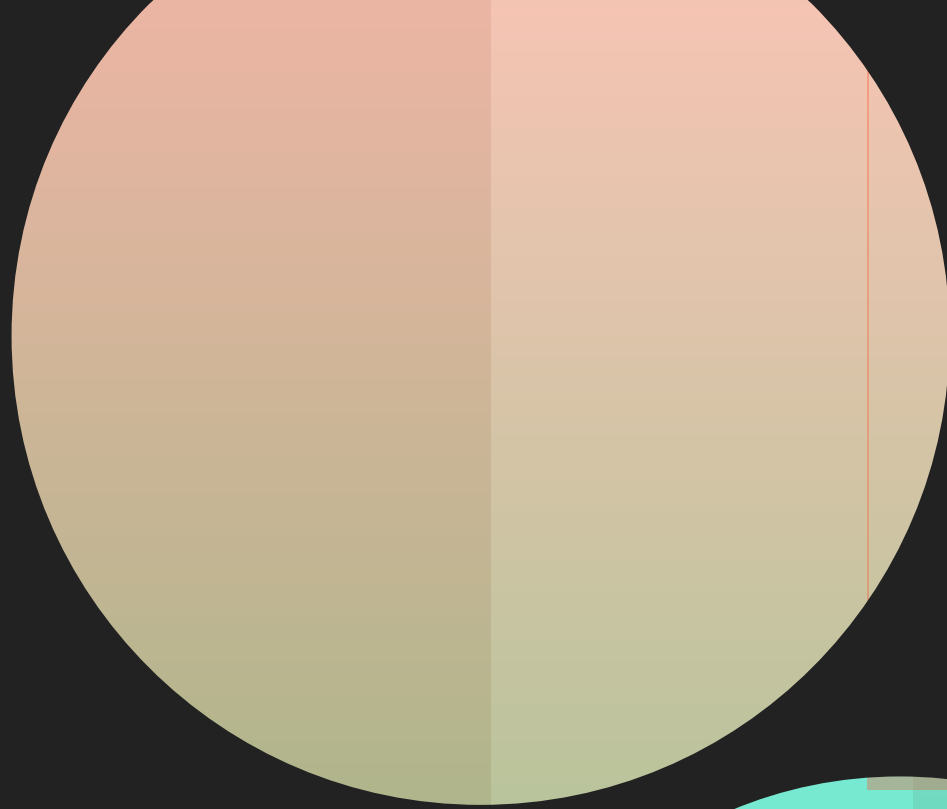
Statewide Strategies for Advancing Pathways and
Collaboration between Business, Industry, and
Education

Up Next

Part III: Labor Market Reports
and Workforce Priorities

BREAK

10 minutes





***Part III: Labor Market Reports
and Workforce Priorities***

AGENDA

PART III: *Labor Market Reports and Workforce Priorities*

INTRO AND FRAMING

REVIEW OF DATA SOURCES AND DEFINITIONS

BREAK OUT GROUP ACTIVITY

COLLEGE TEAMS REPORT OUT

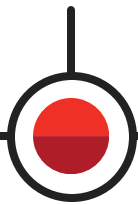
OHIO SPOTLIGHT: ADVANCED MANUFACTURING
CONSORTIUM

WRAP UP AND THANK YOUS

REVIEW OF SSLI DATA MEETING
THREE DATA SOURCES

WestEd Skills-Builders

Insights into wage and employment outcomes for 'skills-builder' students.



CCRC

Completion data for college programs and post-graduate earnings based on the College Scorecard data and IPEDs.



Lightcast Reports

Service-area demographics and workforce data including unemployment, job projections and demand, skills and employers.



BREAK OUT ACTIVITY

DISCUSSION

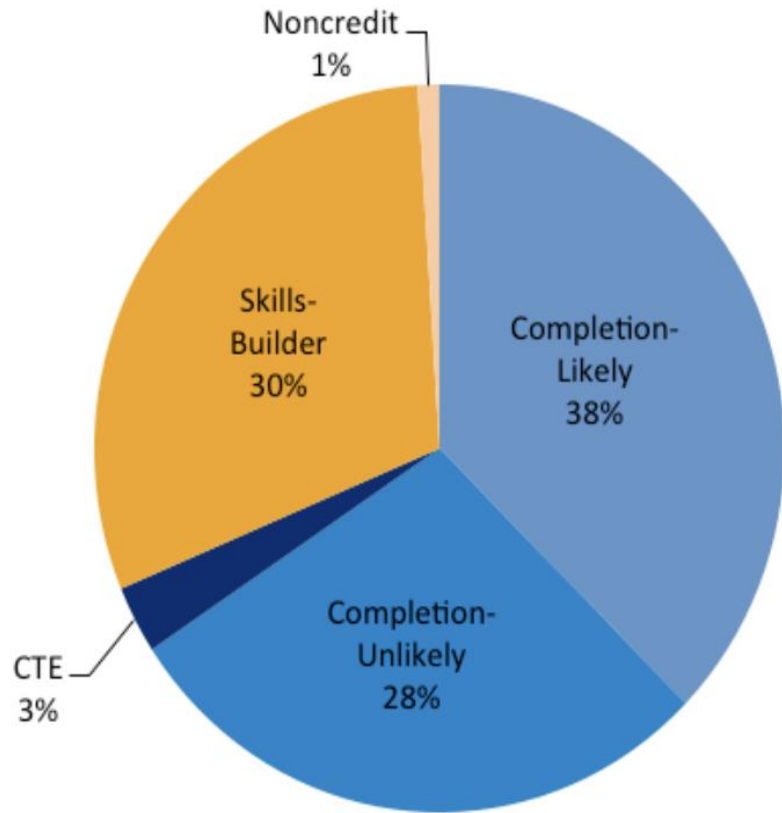
Break out into 2 or 3 groups in your college teams as follows:

- Group 1: West Ed data
- Group 2: CCRC data
- Group 3: Lightcast data

Use the prompts on the following slides to discuss in your small groups.

You have 10 mins to work in your small groups.



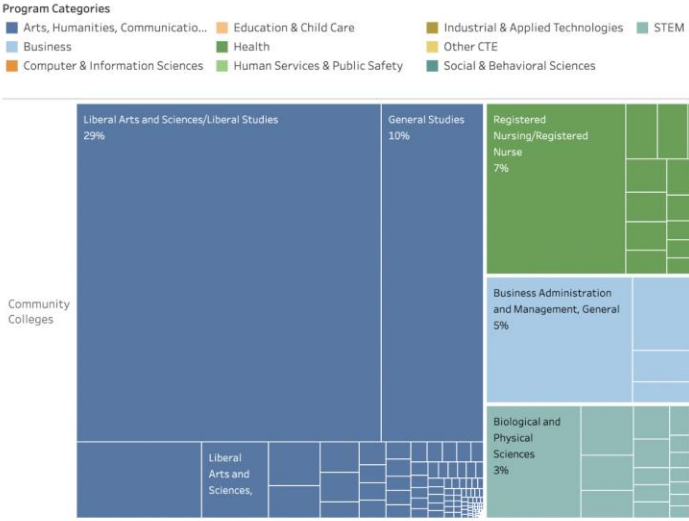


First-Time Student Types, Based on Head Count

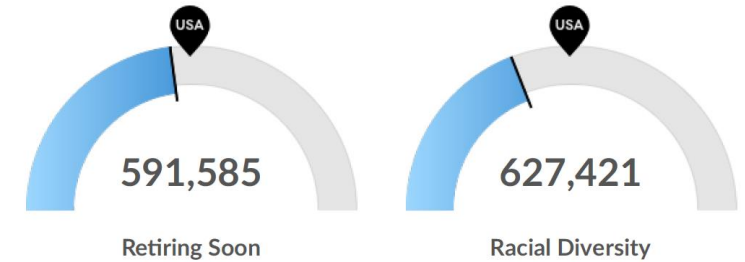
- **In what fields of study do you have existing skills builder course combinations that allow graduates to move up an economic rung?**
 - How many students are in these sequences?
 - What economic gains are students achieving?
 - What are the demographics of students in this group?
 - How can you adapt enrollment/outreach to increase enrollment in these areas?
- **In what fields of study do you have course combinations that provide no returns?**
 - How many students are in these sequences?
 - What are the demographics of students in this group?
 - How can you adapt enrollment/outreach to redirect students to short-term education and training that does lead to economic gains?

- **What are the top ten awards overall? What are the top ten short- and long-term certificate programs?**
 - How are the results different across student race/ethnicity and gender groups (e.g., are there programs where groups are over or underrepresented)? What do you wonder about these differences?
 - Do these programs align with current and/or future job opportunities?
- **Grouping awards by program area, what are the top ten programs in the top third? In the middle third? In the bottom third?**
 - Look at the results for each race/ethnicity and each sex. How are the results different? What do you wonder about these differences?
 - Most graduates are not earning a living wage two years after graduation. Is this outcome expected or surprising? Why?
 - How might you define living wage differently in your region?

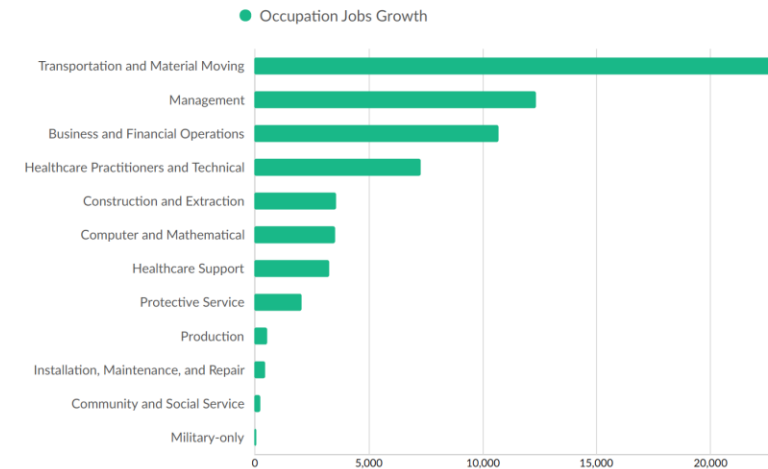
Associate's Degrees Conferred by Community Colleges in 2018-19, by Program Area



- Which of the reports did you find most useful? Least useful?
- What are the top industries/occupations in your region?
- What are the demographics of workers?
 - Are there any population characteristics that stand out to you (e.g., large number of workers retiring soon, large population of veterans, etc.)?
 - How might this information influence your recruitment and outreach?
- Who are the top employers in your region? How are you engaging with these employers?
- How could this information help you align with the current and projected industry demands of your region?



Top Growing Occupations



TEAM QUESTIONS

- ✓ What data did you look at and spend time talking about in your small groups?
- ✓ What information was missing? Why do you think that is?
- ✓ How do you account for workforce demand and talent needs in your strategic planning process? Your assessment process?
- ✓ How do you collect and report student employment and wage outcomes? How often are they reviewed? Is this done equitably across all programs?
- ✓ Where do you see an opportunity for change?
- ✓ Did any action items emerge from the conversation that you will commit to and follow-up on?

KEY THEMES ACROSS DATA SETS

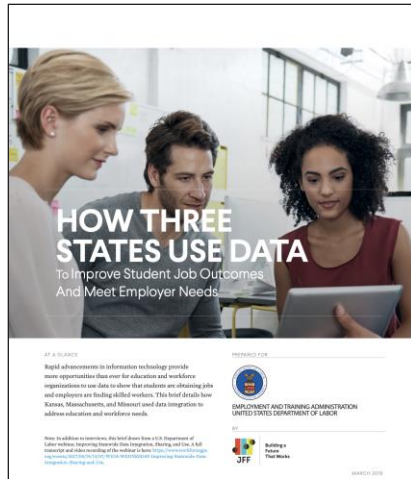
- Student skill-builders are an important sub-set of learners who often experience employment or wage gains but don't pursue degree pathways— their needs are like adults who often have prior experience and careers.
- Local context and awareness of workforce needs alongside analysis of post-graduate outcomes (employment and wages) are critical as learners reevaluate the value of pursuing a degree vs. other training programs or direct employment.
- Completion, employment, and wage outcomes vary widely by program and colleges should assess all programs and disaggregate data across demographic groups including race/ethnicity and gender.



RELATED RESOURCES

HOW THREE STATES USE DATA

This report is co-authored by JFF and the US Department of Labor. It outlines case studies how of Massachusetts, Kansas and Missouri use integrated data systems to report workforce outcomes.



WHEN IS A JOB JUST A JOB —AND WHEN CAN IT LAUNCH A CAREER?

This report studies the career advancement prospects of people entering middle-skill jobs through the analysis of nearly 4 million resumes of middle-skill jobseekers. It highlights the types of occupations that offer the strongest opportunities for financial stability and true economic advancement. Coauthored by Burning Glass and JFF.



This concludes Part III

Labor Market Reports and
Workforce Priorities



Up Next

OACC's Student Success
Leadership Institute

THANK YOU

- For your participation, engagement, and rich discussion today
- Be on the lookout for these themes and examples during the SSLI
- Bring your ideas into your team time and follow-up with OACC data coaches to dive into reports and questions
- Make note of examples to draw upon from peer institutions
- Save the date: Guided Career Pathways Webinar-- October 13th





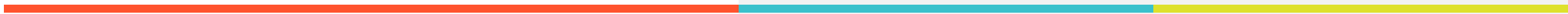
BRIANNE MCDONOUGH

Associate Director,
Career and Learning Pathways



KELLEY EVANS

Interim Director,
Student Success Center Network



Guided Career Pathways

Credentials That Lead to Careers:
Building Pathways to Equitable Economic
Advancement

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LAST NAME

EMAIL*

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Table of Contents

Why Guided Career Pathways?

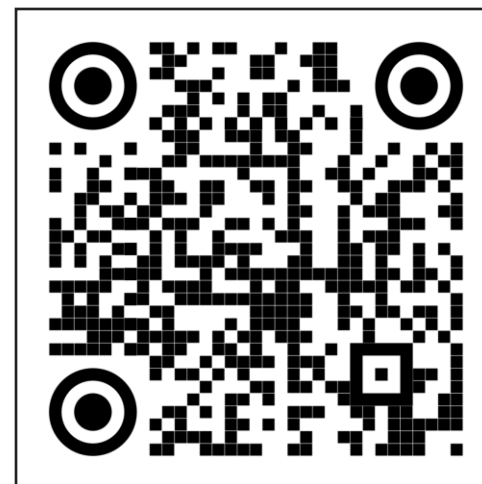
Our Goals

The Framework Strategies

Why Guided Career Pathways?

Dramatic disruptions in our labor market and economy require a responsive and dynamic model for postsecondary education. Today's rapidly changing economy has exacerbated disparities:

View and Download the Framework Online



Scan Me

GuidedCareerPathways.org



ABOUT **JFF**

Our rapidly changing economy demands skilled and adaptable workers. But too many people lack the education and training employers require.

JFF is transforming our nation's workforce and education systems to accelerate economic advancement for all.

