



# TEXAS REGIONAL PATHWAYS NETWORK

## TYLER AREA REGIONAL CAREER PATHWAYS NETWORK

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### VISION

*All Texans are prepared to contribute to an inclusive and competitive Texas economy.*

### MISSION

*To build regional talent pipelines that spur economic growth across the state and ensure that all Texans have the skills and credentials needed for economic advancement.*

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### PATHWAYS:

#### Manufacturing & Health Science

### PARTNERS:

- ❖ Chapel Hill ISD
- ❖ Christus Trinity Mother Frances Health System
- ❖ East Texas Council of Governments
- ❖ Hawkins ISD
- ❖ Hood Packaging
- ❖ The University of Health Science Center at Tyler
- ❖ The University of Texas at Tyler
- ❖ Trane Technologies
- ❖ Tyler Area Business Education Council
- ❖ Tyler Area Chamber of Commerce
- ❖ Tyler Economic Development Council
- ❖ Tyler ISD
- ❖ Tyler Junior College
- ❖ UT Health East Texas
- ❖ Whitehouse ISD
- ❖ Winona ISD
- ❖ Workforce Solutions East Texas

### GOALS:

- Use employer input to make decisions around curriculum & instruction, resources & equipment, credentials & degrees, & work-based learning
- Leverage established partnerships to expand existing programs of study
- Recruit students by providing relevant information to students & their families
- Prepare students enrolled in the Manufacturing & Health Science programs of study to earn certifications, certificates &/or degrees

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### VISION

*Advancing our community through unifying leadership to increase educational attainment from cradle to career, leading to economic prosperity and improved quality of life.*

### MISSION

*Tyler Area Partnership 4 Education unifies diverse organizations in order to nurture, empower and transform our community through individual achievement of postsecondary credentials leading to success in career and life.*



**VISION**

*All Texans are prepared to contribute to an inclusive and competitive Texas economy.*

**MISSION**

*To build regional talent pipelines that spur economic growth across the state and ensure that all Texans have the skills and credentials needed for economic advancement.*

**I. Call to Order & Introductions**

**II. Financial Update\***

**III. Goals\***

**IV. Vision & Mission\***

**V. Key Roles & Activities\***

**VI. Sources of Evidence\***

**VII. Announcements**

**A. Monthly Network Meetings**

January \_\_\_\_\_, 2:30-4:00 p.m.

May \_\_\_\_\_, 2:30-4:00 p.m.

February \_\_\_\_\_, 2:30-4:00 p.m.

June \_\_\_\_\_, 2:30-4:00 p.m.

March \_\_\_\_\_, 2:30-4:00 p.m.

July \_\_\_\_\_, 2:30-4:00 p.m.

April \_\_\_\_\_, 2:30-4:00 p.m.

August \_\_\_\_\_, 2:30-4:00 p.m.

**B. Texas Regional Pathways Network Office Hours**

College & Career Information & Advising, December 14, 10:00-10:45 a.m.

**VIII. Other Business**

Next meeting – January \_\_\_\_\_, 2021 at 2:30 p.m.

TBA or Zoom

**IX. Adjourn**

*\*denotes handout in packet*

**VISION**

*Advancing our community through unifying leadership to increase educational attainment from cradle to career, leading to economic prosperity and improved quality of life.*

**MISSION**

*Tyler Area Partnership 4 Education unifies diverse organizations in order to nurture, empower and transform our community through individual achievement of postsecondary credentials leading to success in career and life.*

## TYLER AREA REGIONAL CAREER PATHWAY NETWORK

### SOURCES OF EVIDENCE

	Agendas or minutes from meetings with employers regarding certifications
	Articulation agreements
	Bridge programs from secondary to postsecondary
	Calendar of meetings
	Class schedules
	Course descriptions
	Crosswalk between postsecondary and secondary education
	CTE program of study selection
	Documentation of co-design process
	Documentation of pathway learning objectives or outcomes
	Documentation of process for soliciting employer feedback
	Documentation of process of reverse mapping from regional LMI
	Documentation of processes for working across organizations
	Documentation of reverse mapping process that includes employers
	Documentation of roles and responsibilities of intermediary and other stakeholders
	Documentation of teacher externship program
	Documentation showing how effectiveness of WBL is assessed
	Educator-facing tools and resources developed by intermediary
	Employer-facing tools and resources developed by intermediary
	Examples of students' 6-year plans
	Intermediary staffing plan
	Labor market information justifying certifications
	Landscape analysis of related programs and initiatives in the region

	List of certifications offered that connect to points along the pathway
	List of cross-sector leadership team members
	LMI reports used in pathways development
	Master schedule
	Meeting agendas or minutes
	Meeting agendas or minutes from cross-sector stakeholder meetings focused on continuum design
	Memoranda of Understanding (MOUs)
	Perkins V needs assessments and annual plans
	Professional development plan for counselors and teachers related to college and career advising
	Regional wage data
	Sample assignments
	Sample continuum that includes milestones
	Sample lesson plans
	Sample unit and/or lesson plans
	Sample WBL continuum
	Scope and sequence from secondary to postsecondary
	Strategic plan for pathways development
	Student-facing tools and resources developed by intermediary
	Student-facing tools and resources related to activities along the continuum
	Tools and resources for teachers and staff
	Tools and resources to help students and families understand students' plans
	Tools and resources to help students understand how to earn certifications and their value
	Transfer agreements

## **TYLER AREA REGIONAL CAREER PATHWAY NETWORK**

### **INTERMEDIARY KEY ROLES & ACTIVITIES**

- Advising on strategies for creating infrastructure, such as common planning time, to support teachers in CTE programs and core academic subjects in developing integrated approaches
  - Advising on strategies for leveraging CCRSMs to support pathways
  - Advising on the development of bridge programs and other initiatives that support seamless transitions from secondary to postsecondary
  - Advising on the development of MOUs
  - Advising on the use of data and metrics to support pathways development and continuous improvement
  - Capacity building for intermediaries creating infrastructure to support WBL
  - Collaborates with educators to align WBL with pathways, establish learning outcomes, prepare students for WBL, match students with available opportunities, and assess student learning
  - Collaborates with LEAs and IHEs to develop structures and processes (e.g., working groups made up of secondary and postsecondary educators) that strengthen links between secondary and postsecondary education
  - Creation of tools and resources for educators and employers
  - Designs and implements, in collaboration with all cross-sector partners, a structured, sequenced continuum of WBL experiences that:
    - is aligned with the pathway
    - articulates expectations for students beginning in elementary and continuing through postsecondary
    - incorporates, where appropriate, programs and resources, such as out-of-school and summer youth employment programs, that can be leveraged to scale WBL
  - Designs and implements, in collaboration with LEA and IHE partners, a continuum of structured activities and experiences that bridges secondary and postsecondary that provides all students in pathways with a clear understanding of their college AND career options and the steps required to
  - Development of college and career information and advising continuum
  - Development of fundraising and communications strategies
  - Development of processes for soliciting employer feedback on credentials
  - Development of reverse mapping process, including processes for employer engagement and feedback, and support its implementation
  - Development of WBL continuum
  - Develops MOUs and processes to support work across institutions and organizations
  - Facilitation of cross-district student pathways development and coordination
  - Facilitation of regional pathways steering committee or planning team meeting of regional stakeholders
  - Leads the development and implementation of regional vision and strategic plan, ensuring that the plan advances the goals of all stakeholders
  - Manages logistics related to WBL for the entire region, including coordinating among LEAs, IHEs, and employers to broker and aggregate WBL opportunities and provide needed supports
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# **TYLER AREA REGIONAL CAREER PATHWAY NETWORK**

## **INTERMEDIARY KEY ROLES & ACTIVITIES**

- ❑ Manages process through which employers provides LEAs and IHEs with feedback on certifications embedded in pathways
  - ❑ Provides leadership and staff support for cross-sector partnerships and convenes leadership team made up of cross-sector stakeholders to design and implement pathways aligned to share vision and goals
  - ❑ Provides support to employers, including designing WBL experiences and developing job descriptions, training supervisors, and navigating legal and liability issues
  - ❑ Recruits employer partners to ensure that all students have equal access to WBL opportunities
  - ❑ Skills mapping: work with employers and educators to identify technical and employability competencies that are in-demand in the regional labor market and can be used to inform pathways design
  - ❑ Support for college, career readiness school models development
  - ❑ Support for familiarizing teachers and counselors with LMI resources
  - ❑ Support for strategic planning and vision setting
  - ❑ Support in aligning programs of study from secondary to postsecondary, including convening working groups made up of secondary and postsecondary educators
  - ❑ Support in identifying related out-of-school-time programs and connecting them to pathways
  - ❑ Support in understanding LMI and how to use it to design pathways
  - ❑ Support using LMI to identify promising credentials
  - ❑ Supports educators in working with workforce board to secure needed labor market information
  - ❑ Supports reverse-mapping process by convening stakeholders and coordinating across sectors
  - ❑ Supports the development of partnerships among LEAs and IHEs
  - ❑ Understands existing pathways-related education and workforce development programs and initiatives in the region and leverages and aligns them with pathways work
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## TYLER AREA REGIONAL CAREER PATHWAY NETWORK

### EMPLOYERS KEY ROLES & ACTIVITIES

- Actively participate in the regional pathways leadership group, contributing and performing duties that are consistent with membership in that group.
  - Collaborate with intermediary and educators to design student assessments and train employees who will supervise students
  - Collaborate with intermediary to design WBL experiences and, where appropriate, job descriptions
  - Contribute to the implementation of activities (e.g., career fairs, classroom guest speakers) along the college and career advising continuum
  - Design and implement, in collaboration with all cross-sector partners, a structured, sequenced continuum of WBL experiences that:
    - is aligned with the pathway
    - articulates expectations for students beginning in elementary and continuing through postsecondary
    - incorporates, where appropriate, programs and resources, such as out-of-school and summer youth employment programs, that can be leveraged to scale WBL
  - Engage in the process of reverse mapping pathways from industry to postsecondary to K-12 to ensure that students develop the skills and competencies they need to succeed in careers.
  - Participate in and offer WBL activities and experiences (such as mock interviews, job shadowing, and internships) designed to expand the boundaries of the classroom and prepare students for future career opportunities. Activities and experiences begin as early as pre-kindergarten and continue through postsecondary education.
  - Participate in the co-design and development of a regional work-based learning (WBL) continuum that provides opportunities for students to apply academic and technical knowledge and skills learned in the classroom in a realistic setting, engage with business and industry professionals, explore and experience potential career options, and develop and practice essential employability skills.
  - Participate in cross-sector leadership team and contributes to the development of regional vision and strategic plan
  - Provide consistent and timely feedback to ensure that all certifications embedded in pathways will have labor-market value.
  - Provide input on skills and competencies needed through participation in reverse-mapping process used to inform the development of secondary and postsecondary programs of study
  - Provide WBL experiences in which students attain academic, technical, and employability skills
  - Sign and implement formal agreements (e.g., MOUs) and processes for working across institutions and organizations are in place.
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**TYLER AREA REGIONAL CAREER PATHWAY NETWORK**  
**LOCAL EDUCATION AGENCIES KEY ROLES & ACTIVITIES**

- Actively participate in the regional pathways leadership group, contributing and performing duties that are consistent with membership in that group.
  - Collaborate with the higher education partner(s) to create pathways with multiple entry and exit points that begin in high school and lead to postsecondary options, starting with industry-based certifications and progressing to level 1 and 2 certificates, associate's degrees, and bachelor's degrees. Bridge programs and formal transfer and articulation agreements help to ensure that secondary and postsecondary pathways are seamlessly connected.
  - Collaborate with IHE partners to seamlessly connect secondary and postsecondary pathways through curriculum alignment and cross-institutional faculty and administration collaboration
  - Collaborate with intermediary and partner LEAs to identify WBL opportunities and place students in them
  - Collaborate with intermediary to prepare students to participate in WBL experiences
  - Collaborate with intermediary, employers, and other educators to design WBL experiences that support student progress toward learning outcomes and are assessed to determine students' attainment of academic, technical, and employability skills
  - Create pathways at the high school level that include advanced academics (i.e., dual credit, early college, AP, and/or IB)
  - Define student milestones within the college and career information and advising continuum and plans for how educators will help students achieve those milestones
  - Design and implements, in collaboration with all cross-sector partners, a structured, sequenced continuum of WBL experiences that:
    - is aligned with the pathway
    - articulates expectations for students beginning in elementary and continuing through postsecondary
    - incorporates, where appropriate, programs and resources, such as out-of-school and summer youth employment programs, that can be leveraged to scale WBL
  - Design and implement, in collaboration with intermediary and IHE partners, a continuum of structured activities and experiences that bridges secondary and postsecondary and provides all students in pathways with a clear understanding of their college AND career options and the steps required to achieve them
  - Design pathway that prepare students for multiple postsecondary opportunities, starting with industry-based certifications and progressing to level 1 and 2 certificates, associate's degrees, and bachelor's degrees
  - Develop and ensure staff capacity for intensive and sustained college and career advising, allowing students in pathways to gain a clear understanding of their college and career options and the steps required to achieve them through participation in a continuum of structured activities and experiences that bridges secondary and postsecondary education.
  - Educate students and their families on the meaning and value of labor market information (LMI), allowing each to participate more fully in making college and career decisions.
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**TYLER AREA REGIONAL CAREER PATHWAY NETWORK**  
**LOCAL EDUCATION AGENCIES KEY ROLES & ACTIVITIES**

- Embed opportunities and supports for students to earn industry-recognized certifications in pathways
  - Engage in the process of reverse mapping pathways from industry to postsecondary to K-12 to ensure that students develop the skills and competencies they need to succeed in careers.
  - Ensure that pathways include advanced academics (such as dual credit, early college, AP, and/or IB) and are consistent with the state's approved programs of study, taking the course alignment recommendations into consideration.
  - Ensure that embedded certifications are aligned with industry needs and are stackable and portable, creating on- and off-ramps for students at multiple points along the pathway
  - Ensure that programs are cross-walked and aligned with postsecondary programs to support seamless transitions for students in pathways
  - Implement structures and processes to integrate rigorous core academics and career-focused learning
  - Participate in the co-design and development of a regional work-based learning (WBL) continuum that provides opportunities for students to apply academic and technical knowledge and skills learned in the classroom in a realistic setting, engage with business and industry professionals, explore and experience potential career options, and develop and practice essential employability skills.
  - Participate in cross-sector leadership team and contributes to the development of regional vision and strategic plan
  - Provide participating teachers with training opportunities, such as LEA-/school-based professional development and/or industry-sponsored externships, that align to industry need and prepare them to address the academic and technical knowledge and skills (including employability skills) students need to be college and career ready.
  - Sign and implement formal agreements (e.g., MOUs) and processes for working across institutions and organizations are in place.
  - Support all students in developing, no later than 8th grade, individualized 6-year plans that identify career goals and include the sequences of classes and activities (e.g., advising, work-based learning) needed to achieve them
  - Support IHEs in designing and implementing bridge programs that support students' transitions into postsecondary education
  - Use LMI and employer feedback to ensure that all certifications embedded in pathways have labor-market value
  - Use regional labor market information (LMI) to develop pathways in in-demand industries that equal state or regional median wages
  - Utilize employer input gathered through reverse-mapping process to design pathways programs of study
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## TYLER AREA REGIONAL CAREER PATHWAY NETWORK

### INSTITUTIONS OF HIGHER EDUCATION KEY ROLES & ACTIVITIES

- Actively participate in the regional pathways leadership group, contributing and performing duties that are consistent with membership in that group.
  - Collaborate with LEAs to create pathways with multiple entry and exit points that begin in high school and lead to postsecondary options, starting with industry-based certifications and progressing to level 1 and 2 certificates, associate's degrees, and bachelor's degrees. Bridge programs and formal transfer and articulation agreements help to ensure that secondary and postsecondary pathways are seamlessly connected.
  - Collaborate with intermediary to identify WBL opportunities and place students in them
  - Collaborate with intermediary to prepare students to participate in WBL experiences
  - Collaborate with intermediary, employers, and other educators to design WBL experiences that support student progress toward learning outcomes and are assessed to determine students' attainment of academic, technical, and employability skills
  - Collaborate with LEA partners to seamlessly connect secondary and postsecondary pathways through curriculum alignment and cross-institutional faculty and administration collaboration
  - Coordinate with secondary school advisers to ensure that college and career pathway advice provides options with multiple entry and exit points, fulfills transfer and articulation requirements, and leads to college and career readiness.
  - Define student milestones within the college and career information and advising continuum and plans for how educators will help students achieve
  - Design and implement, in collaboration with all cross-sector partners, a structured, sequenced continuum of WBL experiences that:
    - is aligned with the pathway
    - articulates expectations for students beginning in elementary and continuing through postsecondary
    - incorporates, where appropriate, programs and resources, such as out-of-school and summer youth employment programs, that can be leveraged to scale WBL
  - Design and implement, in collaboration with intermediary and LEA partners, a continuum of structured activities and experiences that bridges secondary and postsecondary and provides all students in pathways with a clear understanding of their college AND career options and the steps required to achieve them
  - Design pathways that include multiple, stackable postsecondary degrees and credentials, starting with industry-based certifications and progressing to level 1 and 2 certificates, associate's degrees, and bachelor's degrees
  - Embed contextualized developmental education and/or acceleration and/or co-requisite remediation strategies in literacy and mathematics to provide support and on-ramps for all students
  - Embed opportunities and supports for students to earn industry-recognized certifications in pathways
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## TYLER AREA REGIONAL CAREER PATHWAY NETWORK

### INSTITUTIONS OF HIGHER EDUCATION KEY ROLES & ACTIVITIES

- Engage in the process of reverse mapping pathways from industry to postsecondary to K-12 to ensure that students develop the skills and competencies they need to succeed in careers.
  - Ensure that embedded certifications are aligned with industry needs and are stackable and portable, creating on- and off-ramps for students at multiple points along the pathway
  - Ensure that programs are cross-walked and aligned with secondary programs to support seamless transitions for students in pathways
  - Lead the design of bridge programs that support students' transitions from secondary into postsecondary education
  - Participate in the co-design and development of a regional work-based learning (WBL) continuum that provides opportunities for students to apply academic and technical knowledge and skills learned in the classroom in a realistic setting, engage with business and industry professionals, explore and experience potential career options, and develop and practice essential employability skills.
  - Participate in cross-sector leadership team and contributes to the development of regional vision and strategic plan
  - Sign and implement formal agreements (e.g., MOUs) and processes for working across institutions and organizations are in place.
  - Use LMI and employer feedback to ensure that all certifications embedded in pathways have labor-market value
  - Use regional labor market information (LMI) to develop pathways in in-demand industries that equal state or regional median wages
  - Utilize employer input gathered through reverse-mapping process to design pathways programs of study
  - Work with other IHEs to develop and implement transfer and articulation agreements that extend pathways from secondary into a range of postsecondary options, including level 1 and 2 certificates, associate's, and bachelor's degrees.
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