Career Pathways Logic Model

Situation: 92% of the business executives surveyed by the National League of Cities (2018) don't think Americans have the skills to do the jobs of today or tomorrow. Employers who responded to a Kaufman Foundation survey (2019) say work experience (especially internships), technical certificates, and 21st century skills like communication and work ethic influence their hiring decisions — in some cases, more than whether someone has a college degree. Many young people, however, especially those from disadvantaged backgrounds, remain unaware of their options and how to align their educational and career aspirations, says a report from the international Organisation for Economic Co-operation and Development (2020).

Potential role of Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Grant Programs: Working with schools and communities, 21st CCLC programs can provide opportunities for K-12 students to identify and explore postsecondary education and career options and prepare for success, no matter what path they pursue.

Using a logic model to guide planning and implementation: A good starting point as you lay out a plan of action for implementing career pathways in your 21st CCLC program is to create a logic model. A logic model spells out

- **Assumptions** (like how your approach will mesh with school and community initiatives)
- **Inputs** (like who'll be involved and what they'll bring to the table)
- **Outputs** (like student participation and activities)
- **Outcomes** (specific, tangible accomplishments that will result from the activities and lead to desired short-, medium- and long-term impacts)

You can use the logic model on the next page as a template and create your own logic model for implementing career pathways for students in your 21st CCLC program.

More About Logic Models

Logic models are often used to help visualize different components of a program and understand how they work together. A logic model is sometimes required as a component of a grant application, but it can also be very helpful for staff members who develop and manage the program. Logic models are most useful when designed collaboratively so that key stakeholders can work as a team to clarify program goals, identify available assets and specify desired program outcomes.

Planning is bringing the future into the present
so that you can do something about it now.
—Alan Lakein

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INPUTS

- **Leadership:** Project director, site coordinator, advisory board
- **Staff**: full-time, part-time, volunteers
- **School and community partners:** K-12, postsecondary, career and technical education, community-based providers and volunteers
- **Students and families:** needs, interests, strengths, engagement, choice and voice
- **Systems and structures:** professional development, coordination, planning, activity design, continuous improvement

Assumptions

- Programs provide K-12 students with academic and social enrichment that complements and enhances school-day learning, aligns with academic benchmarks and develops 21st century skills.
- Programs prioritize offering authentic experiences, engaging families and developing partnerships that improve program quality and sustainability.

External Factors

- Access to school and community resources related to postsecondary education and career options
- Economic and social factors affecting students and families
- Quality of existing out-of-school time learning experiences available to students

OUTPUTS

Activities *Participation*

Provide or support opportunities for students to know and explore postsecondary education and career pathways.

Design experiences and activities to prepare students for postsecondary success in whatever pathway they choose after high school (e.g., college, trades, military, workforce).

Provide venues for families to learn about and support education and career pathways.

Leverage school and community partnerships to enhance existing career pathway initiatives and supports.

Access and use data to make decisions about planning and implementation.

- K-12 students
- Families
- Schools
- Career and technical education institutions
- Out-of-school time and summer programs
- Individuals
- Postsecondary institutions
- Community and faith-based organizations
- Businesses
- Government agencies (e.g., workforce development)

OUTCOMES

Short *Medium* *Long*

- Better alignment with expectations of K-12 schools, postsecondary institutions and businesses
- Increased resources and support for out-of-school time programs and initiatives

- Sustained, higher-quality programs
- Higher graduation rates
- Increased entry into postsecondary education, training and workforce advancement programs
- Increased access to financial aid

Increased access to and participation in career awareness, exploration and preparation activities by students and families

Successful completion of education, training or other workforce preparation programs

Ability and confidence to learn new skills and knowledge to meet changing workforce demands

Entry into careers of choice

- Gainful employment in rewarding careers
- Lower unemployment rates
- Full participation in (and contribution to) broader society

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