

# CLASP

Policy solutions that work for low-income people

**Judy Mortrude**  
Senior Policy Analyst

## AEBG

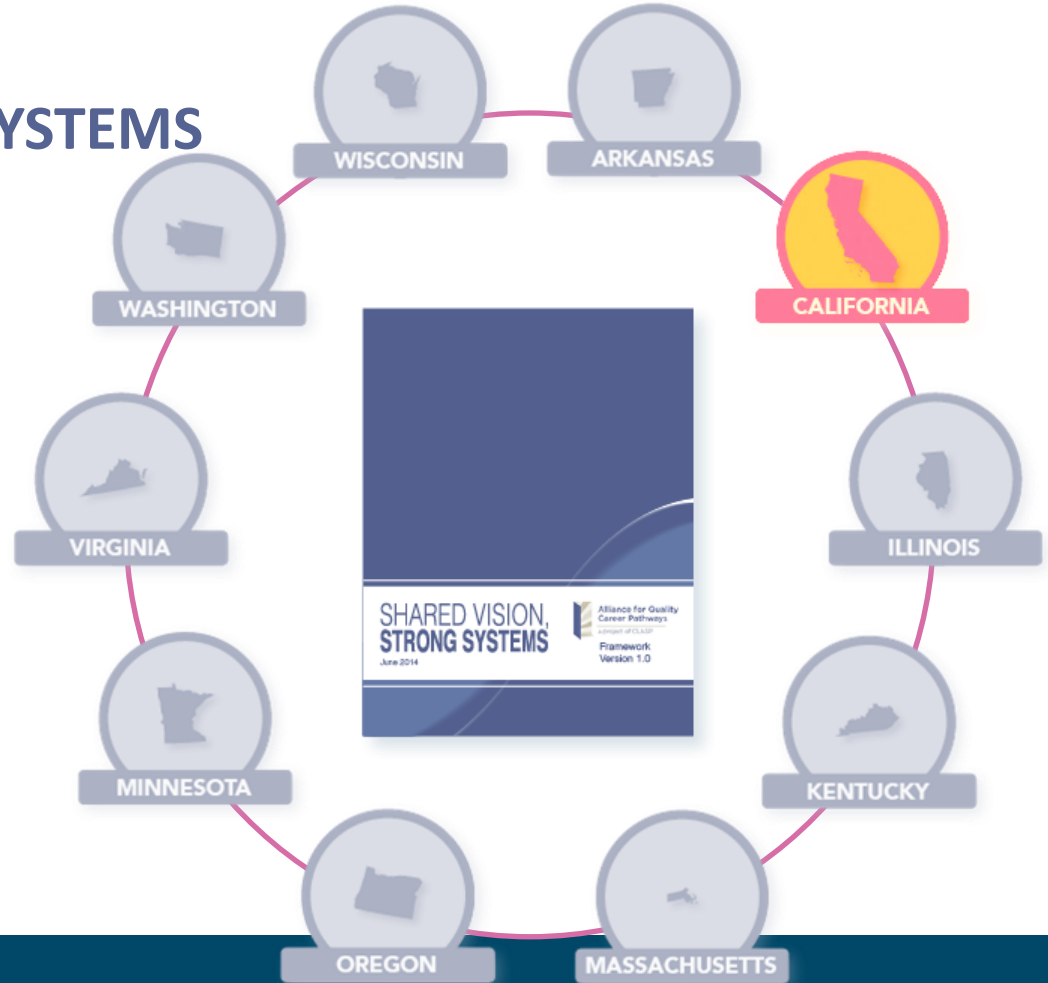
Partnering to support adult  
career pathways

January 2018



ALLIANCE FOR QUALITY CAREER PATHWAYS

# Shared Vision, STRONG SYSTEMS



## FEDERAL CAREER PATHWAY GUIDANCE

# Career Pathway Toolkit

Introduction

Element One: Build Cross-Agency Partnerships

Element Two: Identify Industry Sector and Engage Employers

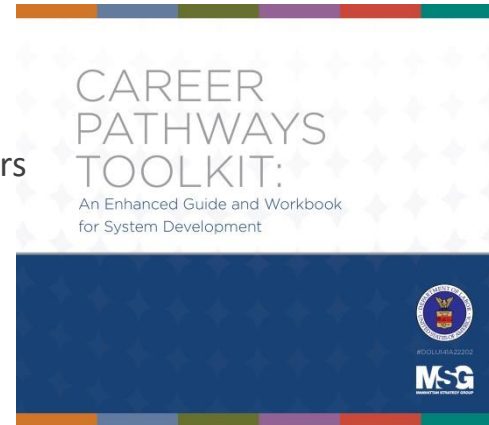
Element Three: Design Education and Training Programs

Element Four: Identify Funding Needs and Sources

Element Five: Align Policies and Programs

Element Six: Measure System Change and Performance

Career Pathways Resources



[https://careerpathways.workforcegps.org/announcements/2016/10/20/09/37/Career\\_Pathways\\_Toolkit\\_An\\_Enhanced\\_Guide\\_and\\_Workbook](https://careerpathways.workforcegps.org/announcements/2016/10/20/09/37/Career_Pathways_Toolkit_An_Enhanced_Guide_and_Workbook)

# Career Pathway Programs

The term “career pathway” means a **combination of rigorous and high-quality education, training, and other services** that—

- (A) **aligns with the skill needs of industries** in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a **full range of secondary or postsecondary education options**, including [state- and federally-registered] apprenticeships
- (C) includes **counseling** to support an individual in achieving the individual’s **education and career goals**;

Workforce Innovation and Opportunity Act (WIOA) & Higher Education Act (HEA)

# Career Pathway Programs

...

(D) includes, as appropriate, **education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation** or occupational cluster;

(E) **organizes education, training, and other services** to meet the particular needs of an individual in a manner that **accelerates** the educational and career advancement of the individual to the extent practicable;...

Workforce Innovation and Opportunity Act (WIOA) & Higher Education Act (HEA)

# Career Pathway Programs

...

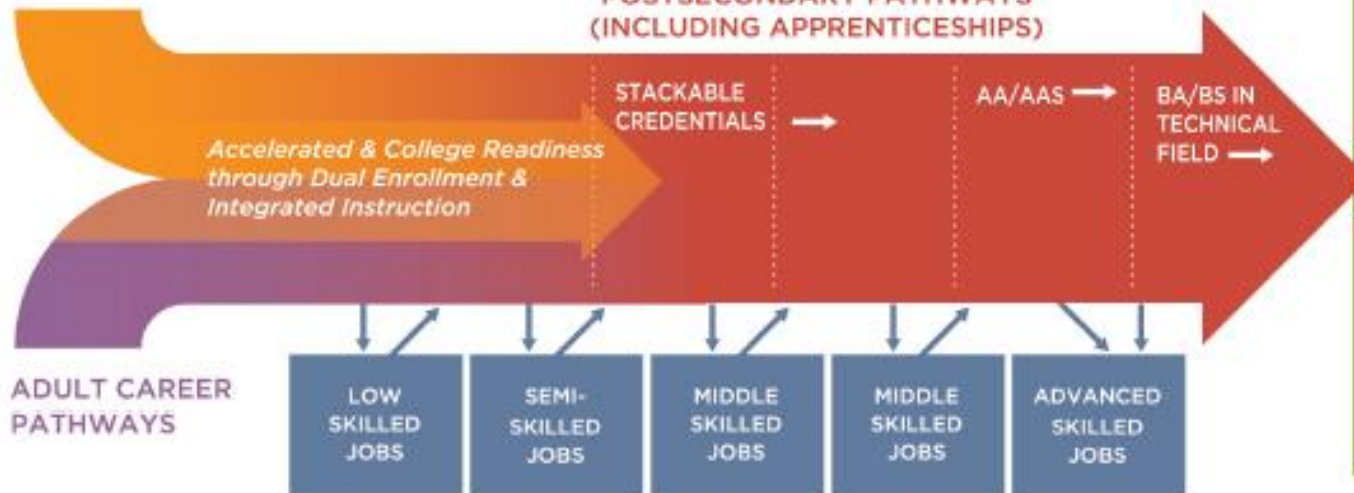
(F) enables an individual to attain a **secondary school diploma** or its recognized equivalent, and at least 1 **recognized postsecondary credential**; and

(G) helps an individual **enter or advance** within a specific occupation or occupational cluster.

Workforce Innovation and Opportunity Act (WIOA) & Higher Education Act (HEA)

## THE POSTSECONDARY ALIGNMENT OF PROGRAMS OF STUDY AND ADULT CAREER PATHWAYS

SECONDARY TO  
POSTSECONDARY  
PROGRAMS OF STUDY



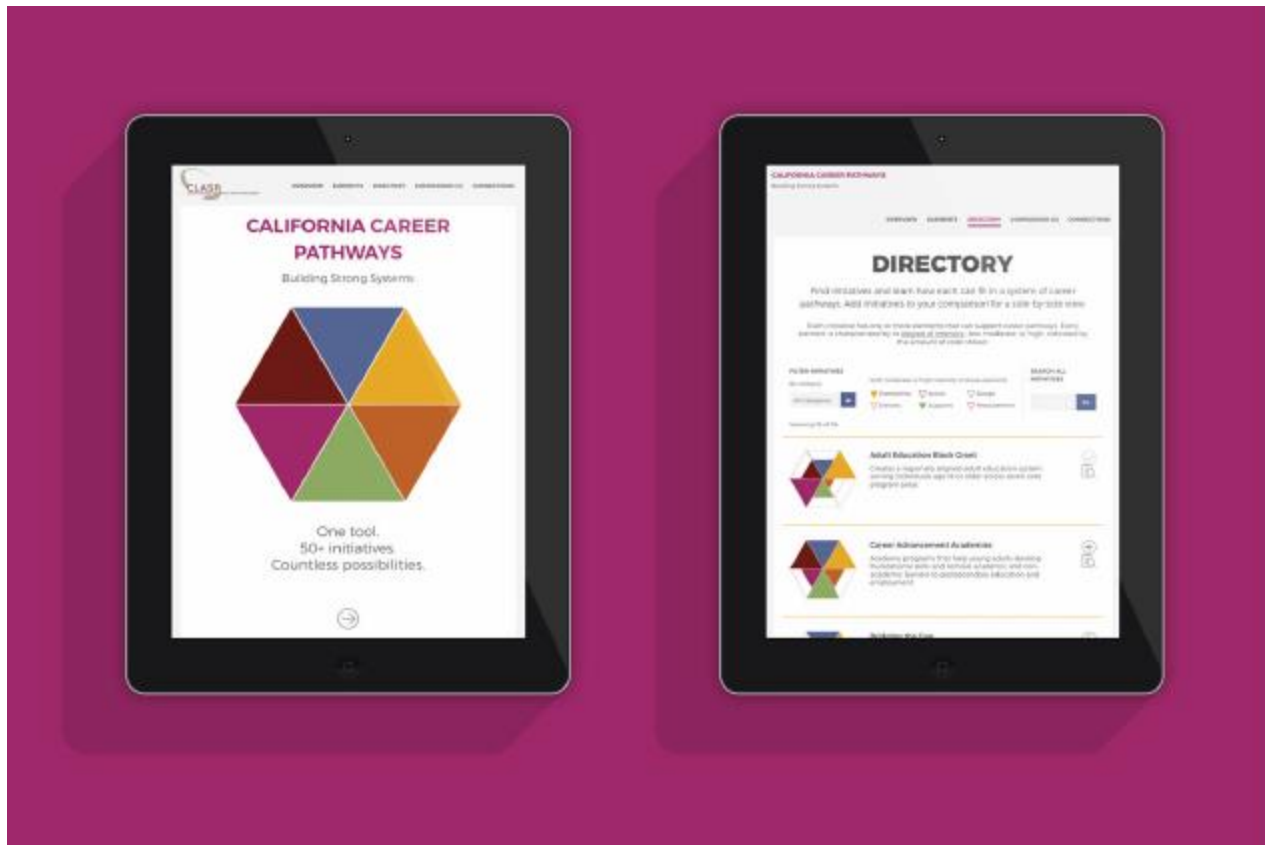
### SYSTEM OUTCOMES

Financially sustainable,  
aligned career  
pathways systems for  
youth & adults

Increased number of  
skilled workers with  
credentials of value to  
the labor market

Greater cost  
efficiencies by  
reducing duplication of  
services

# CALIFORNIA CAREER PATHWAYS





## AGENDA

Share Underlying Framework

Scope the Tool Directory

Demonstrate the Tool Comparison Function

Imagine Users & Uses



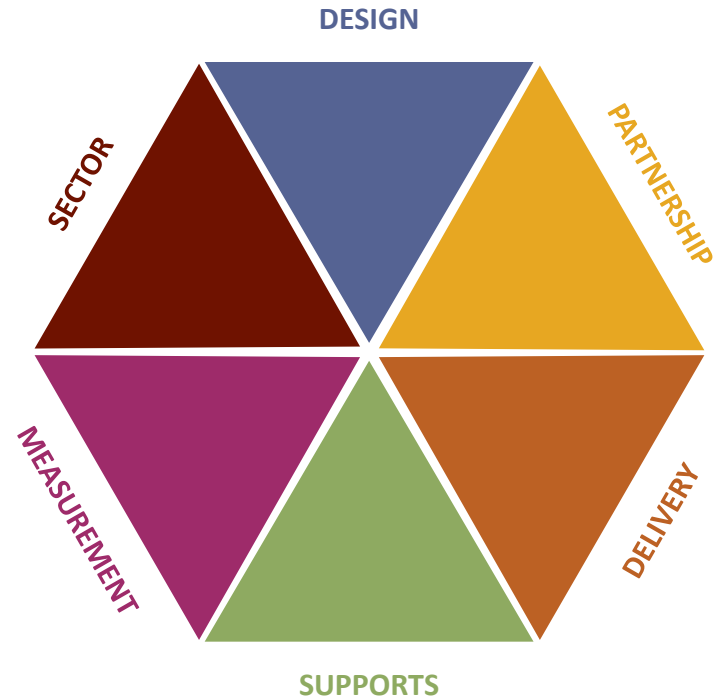
# Connecting the Work

- Alliance for Quality Career Pathways Framework (ALLIANCE)
- California Workforce Development Board Strategic Plan (CWDB)
- Federal Interagency Career Pathways Toolkit (FED TEAM)
- Linked Learning Approach and Core Components (LLA)
- Pathways to Prosperity Network (P2P)
- Carl Perkins Rigorous Programs of Study 10 Elements (CTE)
- Strong Workforce Task Force - California Board of Governors (SW)
- Workforce Innovation & Opportunity Act California Implementation Work Group
- Federal Legislation (WIOA & HEA)



## Strong Systems: Core Elements

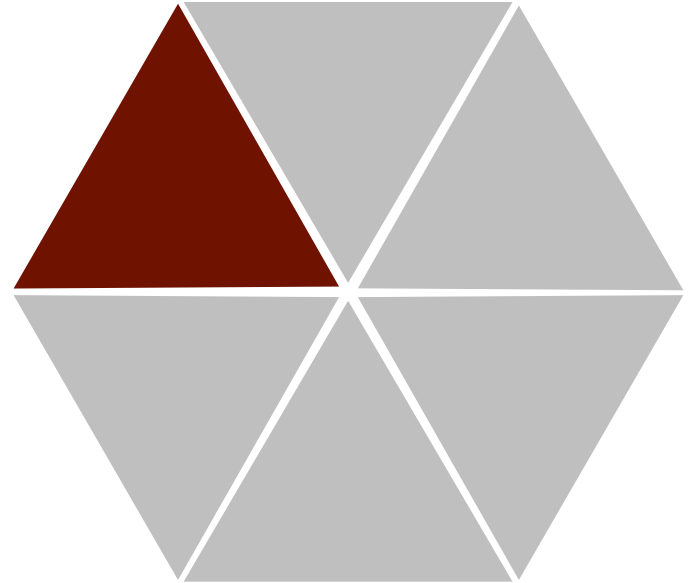
While career pathways programs take multiple forms, the most effective and sustainable pathways operate within systems that address six core elements.



## Sector

Focusing on an industry with a skills shortage, engaging employers based on occupational targets, and producing skills that are portable and support occupational mobility.

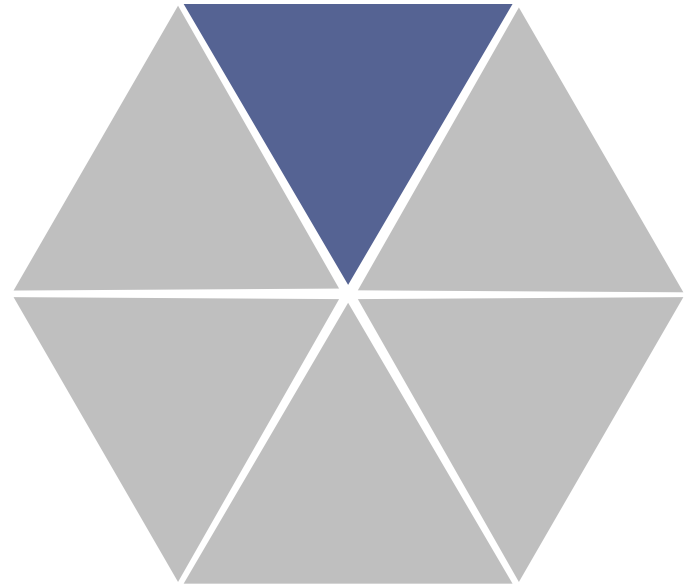
**Guiding questions:** What workforce need in the regional/state economy will the career pathway address? How will the skills created be portable and relevant over time? How will pathways 'build toward' *not* 'start with' in-demand, skilled jobs?



## Design

Building the pathway for a defined population of participants; addressing starting skills levels, featuring course and credential sequencing, providing multiple entry and exit points as well as alignment across settings, and awarding credentials that stack, supporting educational and economic mobility.

**Guiding questions:** Who is the career pathway intended to serve and how will it do so? How is the pathway designed from a participant perspective? How do the educational components connect as participants move between settings and stages?



## Partnership

Forming and maintaining collaborations based on shared goals and aligned responsibilities, with defined leadership, governance, and funding.

**Guiding questions:** Who comes together to create, implement, and sustain the career pathway? What resources and responsibilities does each player bring? How do partners find common language as well as articulate and pursue shared goals, while meeting their individual accountabilities?



## Delivery

Using participant-focused, evidence-based practices that incorporate contextualized instruction, concurrent remediation, dual enrollment, competency-based education, work-based learning, integrated education & training.

**Guiding questions:** What instructional strategies will be used to produce results from the career pathway? How does the pathway make use of academic and occupational skill building and work-based learning approaches?



## Supports

Providing participants with services based on individual assessment of needs and including active advising, career navigation, case coordination, and referrals to specialized suppliers.

**Guiding questions:** How does the career pathway address the holistic needs of participants to enhance their success? How is equity considered in providing differentiated supports for individual participants?





## Measurement

Tracking progress through shared use of data, selection of metrics, and commitment to formative and summative assessment to inform continuous improvement.

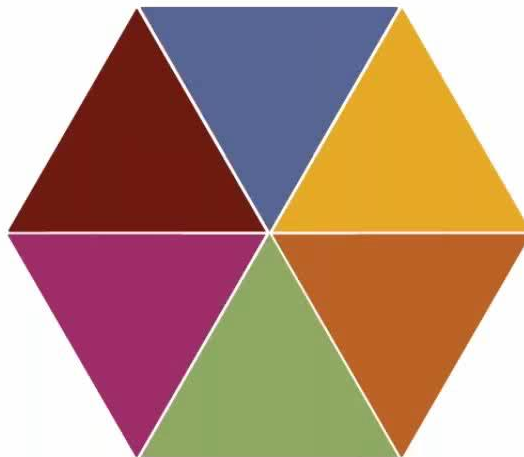
**Guiding questions:** How is success defined for the career pathway? Are there interim progress outcome measures as well as education and employment outcomes? How is data assembled to assess success? What is the approach to continuous improvement?





# CALIFORNIA CAREER PATHWAYS

Building Strong Systems



One tool.  
50+ initiatives.  
Countless possibilities.

CALIFORNIA CAREER PATHWAYS

**Let us know what you think!**

Questions? Comments? Feedback?

[CAcareerpathways@clasp.org](mailto:CAcareerpathways@clasp.org)

[jmortrude@clasp.org](mailto:jmortrude@clasp.org)

Thanks!

Judy Mortrude, Senior Policy Advisor

Center for Law and Social Policy – CLASP

