



# CAREER PATHWAYS

## Catalog of Toolkits



2016 CONTENT UPDATES

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U.S. Department of Health and Human Services  
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U.S. Department of Labor  
Employment and Training Administration

U.S. Department of Education  
Office of Career, Technical, and Adult Education

State of Arkansas  
Department of Workforce Services

State of Maryland  
Division of Workforce Development & Adult Learning

State of Ohio  
Board of Regents

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# INTRODUCTION

In April 2012, the U.S. Departments of Education, Health and Human Services, and Labor released a letter endorsing the concept of “Career Pathways” as a promising approach to address the country’s challenge of how to prepare workers of all skill levels to participate fully in the country’s economic future.<sup>1</sup> This challenge lies at the intersection of each department’s domains of expertise, and no solution can become fully functional without engaging each department’s constituency.

The Departments defined Career Pathways as a *series of connected education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area*. In the Career Pathways initiatives sponsored by the departments to date, we have seen the roles for each department’s stakeholders. The education community takes a lead on providing classroom-based learning, and then partners with business and workforce development professionals to create workplace-based learning opportunities. These connections help businesses meet short-term staffing needs and grow a next generation of skilled employees. At the same time, the human services field supports workers in balancing their educational, professional, and family responsibilities while they make this investment in their future. What makes these activities a true Career Pathways initiative is the commitment to cross-agency partnerships that identifies the strengths and needs of each partner and uses that expertise to build the pathway.

That commitment to partnership is demonstrated at the Federal level with the development of this Catalog. The toolkits here were selected from the many available resources because they exhibit a common focus on helping different Career Pathways initiative stakeholders learn to communicate with one another. Some, such as the “Advancing Adults Into Community Colleges: Data Tools from Breaking Through” toolkit from Jobs For The Future and the National Council for Workforce Education, allow stakeholders to communicate their goals with metrics and data. Others, such as the U.S. Department of Labor, Employment and Training Administration’s “Competency Model Clearinghouse,” provide them with a way to create a visual representation of their priorities. But each promises to give Career Pathways stakeholders a deeper level of insight into the needs of their partners and how to create systemic change.

A further criteria for inclusion in this catalog was that these materials all need to provide actionable instructions on how to turn a commitment to Career Pathways into reality. They break out the steps for readers to get started with a Career Pathways initiative, and how and when to engage partners. By the nature of Career Pathways, this might mean that the toolkits contain more questions than they do directives, but the questions serve to set stakeholders down the right path to identify meaningful activities and partners. The direction that these materials give is always informed by practice, often from the experience of the major Career Pathways demonstration initiatives funded to date by the Departments of Education, Health and Human Services, and Labor.

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<sup>1</sup> Please see: [http://www.acf.hhs.gov/programs/ofa/policy/colleague-ltr/2012\\_tanf-labor.html](http://www.acf.hhs.gov/programs/ofa/policy/colleague-ltr/2012_tanf-labor.html)

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Name	Toolkit Publisher	Intended Audience	Career Pathway Target Populations
ABE Career Connections: A Manual for Integrating Adult Basic Education into Career Pathways	U.S. Department of Education	Adult basic education providers	Low-skilled adult workers needing basic education
Accelerating Opportunity Virtual Academy: Resource Library	Foundation	Higher education providers, policymakers	Low-skilled workers
Adult Career Pathways Training and Support Center	U.S. Department of Education	Adult basic education providers	Low-skilled adult workers needing basic education
Adult College Completion Tool Kit	U.S. Department of Education	State and local policymakers, adult basic and higher education providers	Students seeking postsecondary credentials
Adult Education for Work: Transforming Adult Education to Build a Skilled Workforce	Foundation	Higher education providers	Low-skilled adult workers
Advancing Adults into Community Colleges: Data Tools from Breaking Through	Foundation	Higher education providers	Low-skilled adult workers
The Breaking Through Practice Guide	Foundation	Higher education providers	Low-skilled adult workers
Bridges to Careers for Low-Skilled Adults: A Program Development Guide	Foundation	Workforce development and social service practitioners, education providers, business and industry	Low-skilled adult workers
Building Blocks for Building Skills: An Inventory of Adult Learning Models and Innovations	U.S. Department of Labor	Workforce development practitioners, business and industry, education providers	Working adult learners
Building Effective Employer Relations	Foundation	Education providers	Low-skilled workers
Business and Community College Partnerships: A Blueprint	Foundation	Higher education providers, business and industry	Workers without postsecondary credentials
Career Pathways Advisory Committee Toolkit	Research and advocacy organization	Secondary education providers, higher education providers	Adult workers, students seeking postsecondary credentials
The Career Pathways How-To Guide	Foundation	Workforce development and social service practitioners, higher education providers, State policymakers and administrators	Low-skilled workers
Career Pathways Toolkit	Foundation	Workforce development and social service practitioners, education providers, State and local policymakers	Students and low-skilled adult workers
Career Pathways Toolkit: Six Key Elements for Success	U.S. Department of Labor	Workforce development and social service practitioners, higher education providers, State policymakers and administrators	Low-skilled workers
Community Collaboratives Toolbox	White House	Local officials, workforce development and social service practitioners, intermediaries	Community members
Competency Model Clearinghouse	U.S. Department of Labor	Workforce development practitioners, business and industry, economic developers, higher education providers	Workers
Creating a Successful Bridge Program: A "How To" Guide	Foundation	Adult basic education providers, workforce development and social service practitioners, higher education providers, business and industry, policymakers	Low-skilled adult workers needing basic education

Name	Toolkit Publisher	Intended Audience	Career Pathway Target Populations
DesignForScale: State Policy Self-Assessment Tool	Research and advocacy organization	State and local policymakers, higher education providers	Students seeking postsecondary credentials
Designing a Performance Measurement System for Career Pathways	U.S. Department of Labor	Career pathways systems collaboratives	Any/all
Employability Skills Framework	U.S. Department of Education	Adult basic education providers, higher education providers	Adults needing basic education
Engaging Employers to Support Adult Career Pathways Programs	U.S. Department of Education	Career pathways systems collaboratives, adult basic education providers	Adult workers
Expanding Business Engagement (EBE) TA Initiative	U.S. Department of Labor	Workforce development practitioners	Adult workers
Florida Adult Education Career Pathways Toolkit	State government	Adult basic education providers	Disconnected youth, adults needing basic education, English language learners, formerly incarcerated individuals, immigrants
Funding Career Pathways and Career Pathways Bridges: A Federal Policy Toolkit for States	Foundation	Workforce development practitioners, State policymakers and administrators	Low-income, low-skill workers and out-of-school youth
A Green Career Pathways Framework: Postsecondary and Employment Success for Low-Income, Disconnected Youth	Foundation	Youth development programs	Low-income, disconnected youth
A Guide for Implementing Programs of Study in Wisconsin	State government	Secondary education providers	In-school youth
A Guide to Using Labor Market Data to Improve Student Success	Foundation	Higher education providers	Students seeking postsecondary credentials
How to Build Bridge Programs that Fit into a Career Pathway: A Step-By-Step Guide based on the Carreras En Salud Program in Chicago	State government, Foundation	Workforce development practitioners, adult basic education providers, business and industry	Low-skilled adult workers needing basic education
Jobs to Careers Milestone Tool: Planning a Work-Based Learning Project	U.S. Department of Labor, Foundation	Business and industry, workforce development practitioners	Low-wage incumbent, frontline workers
Jobs to Careers Toolkit: A Step-By-Step Guide to Work-Based Learning	U.S. Department of Labor, Foundation	Business and industry, workforce development practitioners	Low-wage incumbent, frontline workers
Making Green Work: Best Practices in Green-Collar Job Training	Foundation, Union	Workforce development practitioners, policymakers	Low-income workers with barriers to employment
Manufacturing Skills Certification System Resources	Corporate	Education providers, business and industry, workforce development practitioners, and policymakers	Low-skilled workers
Measuring Business Impact: A Workforce Development Practitioner's Guide	Foundation	Workforce development practitioners, higher education providers	Low-skilled workers
Pathways to Careers: A Guide to Building Partnerships for Workforce Education and Training	U.S. Department of Education	Higher education providers, workforce development practitioners	Students and adult workers

Name	Toolkit Publisher	Intended Audience	Career Pathway Target Populations
Policy to Performance Toolkit: Transitioning Adults to Opportunity	U.S. Department of Education	State and local policymakers, adult basic education providers, higher education providers, workforce development practitioners	Adults needing basic education
The Promise of Career Pathways Systems Change	U.S. Department of Labor, State government	Workforce development practitioners, State and local policymakers	Adult workers
Promising Pathways to Careers Toolkit: A How-To Guide to Creating Quality Work-Based Learning Opportunities for Young People	Foundation	Secondary education providers, business and industry, human services providers, workforce development practitioners	In-school youth
Resources for Developing and Implementing Programs of Study	U.S. Department of Education	Secondary and postsecondary education providers, business and industry, workforce development practitioners	Students seeking postsecondary credentials
Shared Vision, Strong Systems: The Alliance for Quality Career Pathways Framework Version 1.0	Foundation	Career pathways systems collaboratives	Any/all
State Strategies for Sustaining and Scaling Grades 9-14 Career Pathways: Toward a Policy Set for Pathways to Prosperity	Research and advocacy organization	State and local policymakers	In-school youth
Student Success Center Toolkit	Foundation	State and local policymakers	Students seeking postsecondary credentials
Supporting the Education Pipeline: A Business Engagement Toolkit for Community-Based Organizations	Corporate	Youth development organizations	Children and youth
Texas Counseling to Careers Toolkit	State government	Adult basic education providers	Adults needing basic education
Thriving in Challenging Times: Connecting Education to Economic Development through Career Pathways	Corporate	Business and industry	Students seeking postsecondary credentials and low-skilled adult workers needing basic education
Toolkit for Workforce Funder Collaboratives	Research and advocacy organization	Regional funding collaboratives & other intermediaries, workforce development practitioners	Any/all
Tools for Building Employer-Educator Partnerships	U.S. Department of Education	Adult basic education providers, business and industry	Adults needing basic education
Workforce Partnership Guidance Tool	U.S. Department of Labor, Foundation, Corporate	Regional funding collaboratives, State policymakers and administrators, higher education providers	Employers and workers

# ABE Career Connections: A Manual for Integrating Adult Basic Education into Career Pathways

MPR Associates, Inc., 2010

## PURPOSE:

*ABE Career Connections* provides guidance for adult basic education (ABE) providers who seek to align their services and programming with local Career Pathways efforts in order to create better educational and professional outcomes for their students. It reminds readers that many low-skill working adults need to focus on improving basic skills like English language, writing, and mathematics before they can enter a vocational education setting to acquire a postsecondary credential or degree. The manual also identifies transitional points within the education pipeline that are often problematic for ABE students, where Career Pathways practitioners may need to provide extra support.

## PUBLISHER:

U.S. Department of Education Office of Career, Technical, and Adult Education

## INTENDED AUDIENCE:

Adult basic education providers

## CAREER PATHWAYS TARGET POPULATION:

Adults enrolled in ABE programs

## BASED ON:

*Adult Basic Education Career Connections* (ABECC) project was a demonstration project (2006 to 2010) that was funded by the U.S. Department of Education Office of Career, Technical, and Adult Education that involved five sites across the country. The sites were selected to participate in the project with the goal of connecting their ABE programs with existing Career Pathways in industries of importance to their local economies.

## SUMMARY OF TOOLKIT APPROACH:

This manual provides an overview of Career Pathways and describes key components that were identified by the ABECC sites to align basic skills training and partnership efforts with local Career Pathways. This manual is organized into sections, including:

- Recruitment of participants;
- Development of basic skills courses;
- Establishment of partnerships; and
- Collection and analysis of data.

Each section includes examples from the ABECC sites, the challenges they encountered, as well as the resources that were provided to ABECC sites. The appendices contain materials developed by each ABECC site including pathways maps with required hours and passing test scores, guidelines for recruitment, partnership agreements, instructional modules, skills rubrics, and more.



LINK:

<http://lincs.ed.gov/professional-development/resource-collections/profile-300>

# Accelerating Opportunity Virtual Academy: Resource Library

## Jobs for the Future, 2011

### PURPOSE:

The purpose of this Resource Library is to disseminate information and resources specific to the fields of Adult Basic Education and Career Pathways development. The resources in the library have been selected specifically for the *Accelerating Opportunity* initiative, a four-year, multistate initiative that is funding Career Pathways in at least forty community colleges between 2011 and 2014. The core belief of *Accelerating Opportunity* is that postsecondary credentials are the gateway to family-supporting wages and that those credentials are critical to breaking the intergenerational transmission of poverty in America.

### PUBLISHER:

Bill & Melinda Gates Foundation, Joyce Foundation, W.K. Kellogg Foundation, Kresge Foundation, and Open Society Foundations

### INTENDED AUDIENCE:

Instructors and administrators at community colleges and Adult Basic Education programs; State level partners, policymakers, and stakeholders

### CAREER PATHWAYS TARGET POPULATION:

Low-educated, low-skilled, and low-income adults; specifically Adult Basic Education (ABE) students who can benefit from advancing past the ABE level to achieve postsecondary credentials that will increase their earning potential

### BASED ON:

*Accelerating Opportunity* is grounded in evidence-based instructional and organizational models and builds on the success of two previous Career Pathways initiatives: *Breaking Through* and Washington State's experience implementing and scaling up the Integrated Basic Education and Skills Training (I-BEST) program.

### SUMMARY OF TOOLKIT APPROACH:

The Resource Library is a compendium of tools and resources covering nine different topics covering specific components of the *Accelerating Opportunity* model such as communications, labor market engagement, and support services for students. The resources in these different topic areas are targeted to specific key players in the development of a Career Pathways education model, including:

- Resources to help instructors redesign and strengthen curricula;
- Resources for institutions on developing a model, tapping into State and Federal funding streams, and utilizing data to continuously improve programs; and
- Resources for State teams and stakeholders around conceiving a State plan and promoting the model.



### LINK:

<http://acceleratingopportunity.org/virtualacademy/resources>

# Adult Career Pathways Training and Support Center

Kratos Learning Solutions, 2011

## PURPOSE:

The Adult Career Pathways Training and Support Center (ACP-SC) is a Web site designed to support adult education practitioners interested in developing, designing, and enhancing Adult Career Pathways (ACP). ACP are defined as a series of connected education, training programs, and support services that enable individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher levels of education and employment in that sector. This Web site provides online access to instructional resources; the ability to share and review resources submitted from the field; and professional development opportunities in the form of events, instructional courses, and a growing community of practice.

## PUBLISHER:

U.S. Department of Education Office of Career, Technical, and Adult Education

## INTENDED AUDIENCE:

State and local adult education providers

## CAREER PATHWAYS TARGET POPULATION:

Low-skilled adults

## BASED ON:

Research by the U.S. Department of Education, as well as organizations such as the Center for Occupational Research and Development (CORD), Kratos Learning Solutions, and the Center for Law and Social Policy (CLASP).

## SUMMARY OF TOOLKIT APPROACH:

The ACP-SC Web site provides online access to instructional resources including:

- A resource center (divided into three sections)
  - The **instruction** section houses lesson plans, curricula, course outlines, and bridge-related course materials organized by career cluster.
  - The **professional development** section has resources supporting professional growth and understanding of ACP.
  - The **support services** section has resources covering topics such as assessment, career exploration, advising, personal health, and time management.
- Professional development opportunities
  - Direct training and technical assistance are disseminated across the country via regional workshops, break-out sessions at national conferences, and online Webinars.
  - Online courses are accessible 24 hours a day and allow users to engage in interactive, self-paced learning through “how to” modules.
- An online community of practice for professional learning and peer-to-peer sharing.



## LINK:

<http://lincs.ed.gov/programs/acp>

# Adult College Completion Tool Kit

MPR Associates, Inc., 2012

## PURPOSE:

The *Adult College Completion Toolkit* has been developed by the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) to help policymakers at the State and local level implement practical evidence-based solutions to increase the number of graduates who earn high-quality degrees and certificates required to compete for good jobs in the 21st century global economy. The toolkit is intended to connect State administrators and local practitioners with information to identify and implement State adult education leadership priorities, supported by Federal *Adult Education and Family Literacy Act (AEFLA)* funds, which encourage and support adult learners transitioning to college.

## PUBLISHER:

U.S. Department of Education Office of Career, Technical, and Adult Education

## INTENDED AUDIENCE:

State and local policymakers, adult education administrators, teachers

## CAREER PATHWAYS TARGET POPULATION:

Students seeking postsecondary credentials

## BASED ON:

Work conducted by the U.S. Department of Education around Career Pathways; State and local examples

## SUMMARY OF TOOLKIT APPROACH:

The Tool kit includes strategies, resources, and tools in three areas:

- **Access:** Academic preparation, financial resources, and other support students need to enroll in postsecondary education programs.
- **Quality:** Evidence-based practices used by programs to ensure their services prepare students adequately for postsecondary education.
- **Completion:** Administrative policies and programmatic approaches to encourage student persistence in postsecondary education programs.



## LINK:

<https://lincs.ed.gov/professional-development/resource-collections/profile-275>

# Adult Education for Work: Transforming Adult Education to Build a Skilled Workforce

National Center on Education and the Economy and Workforce Development Strategies Group, 2009

## PURPOSE:

*Adult Education for Work: Transforming Adult Education to Build a Skilled Workforce* argues that the current adult education system lacks the structure, time, curricula, and resources to prepare individuals for postsecondary education and for good jobs. Therefore, this guide provides a framework for adult education systems to adopt, expand, and include the education and training necessary for low-skilled adults to become prepared for postsecondary education and family-sustaining employment, referred to in the guide as “Adult Education for Work.”

## PUBLISHER:

Walmart Foundation

## INTENDED AUDIENCE:

Those stakeholders involved in program design, delivery, administration, or policy development including adult education organizations, postsecondary education and training organizations (including community colleges), career and technical education providers, Workforce Investment Boards/One-Stop Career Centers, economic development organizations, TANF agencies, and community-based providers

## CAREER PATHWAYS TARGET POPULATION:

Adult individuals who lack the fundamental literacy, English language, basic, and work readiness skills they need to succeed economically

## BASED ON:

The National Commission on Adult Literacy’s findings and recommendations that the adult education and literacy system in this country be transformed into an adult education and workforce skills system.

## SUMMARY OF TOOLKIT APPROACH:

Generally, Adult Education for Work involves stepping up service delivery to individuals who lack the basic, language, and work readiness skills they need to succeed economically. In addition, Adult Education for Work should be part of a broader effort to build a Career Pathways system that moves low-skilled adults through workforce-oriented adult education programs and on to postsecondary programs and sustained employment. This guide offers step-by-step instructions for implementing such a program and is divided into seven focus areas, including:

- Program design;
- Curriculum and instruction;
- Assessment and credentialing;
- High-quality teaching;
- Support and follow-up services;
- Connections to the business community; and
- Monitoring and accountability systems.

In each section, the guide identifies “quality elements,” based on real-life examples from innovative adult education programs, and the overall guide also includes two case studies and a self-assessment tool.



## LINK:

<http://www.jff.org/publications/adult-education-work-transforming-adult-education-build-skilled-workforce>

# Advancing Adults Into Community Colleges: Data Tools from Breaking Through

Jobs for the Future and National Council for Workforce Education, 2008

## PURPOSE:

*Advancing Adults into Community Colleges: Data Tools from Breaking Through* provides support to community colleges interested in restructuring their programs to create clear pathways for low-skilled adults to enter professional and technical certificate and degree programs. In particular, the authors of this guide visited 25 community colleges across the country and identified incompatible and insufficient data as a significant internal hurdle that needed to be overcome before these colleges could manage their programs effectively and evaluate the effectiveness of their programs in moving students to higher levels of skills and achievement. *Advancing Adults into Community Colleges: Data Tools from Breaking Through* provides guidance in areas central to improving data tracking in order to help community colleges determine whether they are meeting their goals and to help them find new ways to build accountability systems into their programs.

## PUBLISHER:

Charles Stewart Mott Foundation, North Carolina Glaxo-SmithKline Foundation, and Ford Foundation

## INTENDED AUDIENCE:

Although this guide was specifically created for community colleges involved in the *Breaking Through* Initiative, it can be used by practitioners and staff at community colleges and other adult-centered programs, as well as any college seeking to track outcomes for pre-college students

## CAREER PATHWAYS TARGET POPULATION:

Adults who have reading and math skills testing below the eighth-grade level

## BASED ON:

The national *Breaking Through* initiative originated in research funded by the Mott Foundation in 2004, where researchers identified and documented strategies being utilized by colleges across the country to engage and support lower-skilled adults.

## SUMMARY OF TOOLKIT APPROACH:

*Advancing Adults into Community Colleges* primarily consists of a “Campus Data Toolkit” that acquaints programs with the key processes and principles of quantitative analysis. The Data Toolkit has four main sections. The first distinguishes among several different types of student data that are useful for different purposes. The second addresses the need for, and possible ways to organize, a project management database. The third reviews various ways to collect data, concentrating on the need to collect data about interventions and treatments that are not captured through the college’s regular registration records system. The final section examines ways to manipulate and analyze data to monitor student progress. In addition, the guide contains appendices in a “Common Core of Data Elements” section that can provide institutions with the minimal set of data elements they should collect to support effective tracking of outcomes and program evaluation.



LINK:

<http://knowledgecenter.completionbydesign.org/resource/219>

# The Breaking Through Practice Guide

## Jobs for the Future and National Council for Workforce Education, 2010

### PURPOSE:

The purpose of *The Breaking Through Practice Guide* is to help practitioners better connect adults who have low literacy and math levels with a postsecondary occupational or technical education. It highlights innovations and practices that can be used to address and circumvent institutional barriers commonly encountered when serving low-skilled adults. The practice guide focuses on innovations and best practices from community colleges that participated in the *Breaking Through* initiative between 2005 and 2009, allowing all practitioners to share in the peer learning activities that *Breaking Through* has sponsored among the initiative's college and other nonprofit partners.

### PUBLISHER:

Charles Stewart Mott Foundation, North Carolina Glaxo-SmithKline Foundation, and Ford Foundation

### INTENDED AUDIENCE:

Practitioners and staff at community colleges and other adult-serving institutions

### CAREER PATHWAYS TARGET POPULATION:

Adults who have reading and math skills testing below the eighth-grade level

### BASED ON:

The national *Breaking Through* initiative originated in research funded by the Mott Foundation in 2004, where researchers identified and documented strategies being utilized by colleges across the country to engage and support lower-skilled adults. During the demonstration phase from 2005 to 2008, 35 colleges across 18 States conducted demonstration projects based on these strategies. In the documentation and expansion phase from 2008 to 2009, the initiative worked with 41 colleges in 22 States to catalogue approaches used by different institutions.

### SUMMARY OF TOOLKIT APPROACH:

The guide is organized around a framework of four "high-leverage" strategies to circumvent common institutional barriers and develop career and college pathways for students. These four strategies are:

- Accelerating the pace of learning so that students complete programs faster;
- Providing comprehensive supports that help students develop realistic plans and remain enrolled in and attending school, particularly through difficult transition points;
- Creating labor market payoffs by offering students intermediate credentials, jobs and other quick economic rewards; and
- Reorganizing community colleges to create clear pathways to college.

The guide is organized into four sections, based around the "high-leverage" strategies, and each describes practices implemented by *Breaking Through* colleges. It also includes a contextualization toolkit with additional information on how practitioners can contextualize their own curricula, as well as highlights on how colleges have scaled up successful approaches to each high-leverage strategy, and vignettes that illustrate how programs were created.



LINK:

<http://knowledgecenter.completionbydesign.org/resource/138>

# Bridges to Careers for Low-Skilled Adults: A Program Development Guide

## Women Employed, 2005

### PURPOSE:

The overarching goal of this guide and the Career Pathways initiatives which informed its creation is to broaden the understanding of the potential contribution of bridge programs to workforce development. More specifically the guide is intended to serve as a resource for developing and implementing bridge programs. According to the guide, "Bridge training programs prepare adults who lack adequate basic skills to enter and succeed in postsecondary education and training, leading to career-path employment. Bridge programs seek to enable students to advance both to better jobs and to further education and training, and thus are designed to provide a broad foundation for career-long learning on the job and formal post-high school education and training."

### PUBLISHERS:

Charles Stewart Mott Foundation and Center on Law and Social Policy (CLASP)

### INTENDED AUDIENCE:

Bridge program developers, managers, and coordinators as well as partners, employers, unions, four-year colleges, and other stakeholders

### CAREER PATHWAYS TARGET POPULATION:

Low-skilled, low-literate adults who are locked in low-wage jobs or are unemployed

### BASED ON:

Women Employed launched the Illinois Career Pathways Initiative in 2003 to focus on building Career Pathways through bridge programs that would enable low-skilled individuals to combine basic education and employment to advance over time to better jobs and higher levels of education and training, including four-year degrees.

### SUMMARY OF TOOLKIT APPROACH:

This guide is organized in chapters which cover background information on bridge training programs, specifics of bridge program development, costs and funding associated with bridge programs, implementation and management of bridge programs, bridge program evaluation and continuous improvement, and building statewide support for bridge programs. The guide also includes program profiles of existing bridge programs, as well as a glossary.



### LINK:

<http://womenemployed.org/sites/default/files/resources/BridgeGuide.FullReport.2005.pdf>

# Building Blocks for Building Skills: An Inventory of Adult Learning Models and Innovations

**Council For Adult & Experiential Learning, 2006**

## **PURPOSE:**

The intention of this report is to give readers an understanding of the fundamentals of how to design effective learning and skill development programs for adults. These fundamentals can be applied to training at any point along the Career Pathways continuum – from adult basic education to training leading to a credential in a high-demand industry to effective workplace communication. This report was produced to support the U.S. Department of Labor’s Workforce Innovation in Regional Economic Development (WIRED) initiative.

## **PUBLISHER:**

U.S. Department of Labor, Employment and Training Administration

## **INTENDED AUDIENCE:**

Workforce Investment Boards, employers, workforce development organizations, or traditional education and training providers who are planning to develop learning initiatives that are linked to the economic needs of a region

## **CAREER PATHWAYS TARGET POPULATION:**

Working adult learners

## **BASED ON:**

The authors of this guide drew from academic and practice-based research on adult learning principles, training low-skilled workers, community college programs, and the corporate training field.

## **SUMMARY OF TOOLKIT APPROACH:**

The first step to designing a learning initiative that the authors propose is “Need-focused Planning and Analysis,” in which practitioners are asked to connect with local employers and other experts to define the problem the initiative is trying to solve, collect relevant labor market information, and conduct a gap analysis of existing training solutions.

This section is followed by advice on program design and implementation. Opportunities to engage the business community are highlighted throughout, such as making learning competency-based with apprenticeship programs and providing support through the use of mentors at work. A final section on “Overarching Program Components” addresses strategic partnerships with employers and local partners.



**LINK:**

<http://eric.ed.gov/?id=ED509915>

# Building Effective Employer Relations

## The Aspen Institute Workforce Strategies Initiative, 2004

### PURPOSE:

The goal of this brief is to help employment and training programs understand what their peers in the sectoral workforce development field already know: how to engage with employers. It offers tips on understanding for-profit culture and what to expect from a partnership.

### PUBLISHER:

Charles Stewart Mott Foundation and Ford Foundation

### INTENDED AUDIENCE:

Employment and training programs at nonprofits and community colleges

### CAREER PATHWAYS TARGET POPULATION:

Low-skill workers

### BASED ON:

Interviews with 10 sectoral employment development programs and their employer partners

### SUMMARY OF TOOLKIT APPROACH:

This resource prepares employment and training programs to establish mutually beneficial partnerships with employers by guiding them through the steps of:

- ***Choosing Employer Partners***, which includes matching employer needs with program strengths, looking for employment practices that match program goals, and finding an employer who will dedicate resources;
- ***Structuring the Relationship to Create Shared Ownership***, which includes engaging employers in program design and development, creating dynamic feedback loops, and embedding program staff within the employer; and
- ***Providing Services that are Valued by Businesses***, which includes listening to and understanding the employer's culture and needs, being flexible and responsive, and demonstrating business benefits.



### LINK:

<http://www.aspeninstitute.org/publications/update-issue-1-building-effective-employer-relations>

# Business and Community College Partnerships: A Blueprint

## Corporate Voices for Working Families, 2012

### PURPOSE:

This document offers community colleges and businesses interested in partnering on a Career Pathways initiative an insider view to each others' structures, goals, and strengths. It frames the advantages of a business-community college partnership around the imperatives of each group, so the stakeholder initiating a relationship can make the business case for a partnership.

### PUBLISHER:

Bill and Melinda Gates Foundation

### INTENDED AUDIENCE:

Business and community college leaders new to working with each other

### CAREER PATHWAYS TARGET POPULATION:

Working learners without a postsecondary credential

### BASED ON:

Corporate Voices for Working Families' field building experience

### SUMMARY OF TOOLKIT APPROACH:

This toolkit gives community colleges and businesses a quick insight into what the other has to offer in a workforce development partnership and how to nurture the relationship. It offers three models of partnership based on each group's expertise and comfort level:

- The Level 1 "New Relationship" offers chances for basic exploration of the career and education worlds;
- The Level 2 "Working Relationship" is characterized by creating specific opportunities for students and professors to delve into the industry; and
- The Level 3 "Strategic Relationship" is characterized by joint undertakings like accredited corporate training and curricula development.

The guide also includes short Best Practice Examples of current partnerships between community colleges and businesses that are producing results, with information on how the partnership was formalized and implemented.



LINK:

<http://iwnc.org/documents/LearnEarnBlueprint.pdf>

# Career Pathways Advisory Committee Toolkit

Center for Occupational Research and Development (CORD), 2011

## PURPOSE:

CORD developed the Career Pathways Advisory Committee Toolkit to help educators and industry representatives use advisory committees to strengthen career and technical education programs within a Career Pathways framework.

## PUBLISHER:

Center for Occupational Research and Development (CORD)

## INTENDED AUDIENCE:

Secondary and postsecondary educators and industry representatives

## CAREER PATHWAYS TARGET POPULATION:

Adult workers and students seeking postsecondary credentials

## BASED ON:

CORD research

## SUMMARY OF TOOLKIT APPROACH:

The toolkit has several sections which are designed to target different audiences, including faculty and administrators, business/industry members, and advisory committee officers, about using advisory committees to improve Career Pathways programs. The sections include:

- Introduction to the Toolkit;
- Benefits of Advisory Committees;
- Setup of Advisory Committees;
- Maintenance of Advisory Committees;
- Growth of Advisory Committees to their optimum levels;
- Career Pathways Advisory Committee Members Guide;
- Forms and resources, including links to download reference materials; and
- Glossary, acknowledgements, and bibliography.

Many sections contain interactive forms to help plan the goals, setup, maintenance, and growth of an Advisory Committee.



LINK:

[http://www.ncpn.info/downloads/cp\\_toolkit.pdf](http://www.ncpn.info/downloads/cp_toolkit.pdf)

# The Career Pathways How-To Guide

Workforce Strategy Center, 2006

## PURPOSE:

*The Career Pathways How-To Guide* was one of the first attempts to collect and analyze lessons learned from the States and regions that were early adopters of the Career Pathways model. It distills the experiences of California, Kentucky, Ohio, Oregon, and Washington into a set of common defining characteristics of Career Pathways initiatives and steps for building Career Pathways in new localities.

## PUBLISHER:

Joyce Foundation

## INTENDED AUDIENCE:

Practitioners, such as professionals in community colleges and workforce, social service and economic development agencies, as well as State agencies seeking to invest in economic development efforts

## CAREER PATHWAYS TARGET POPULATION:

Youths and adults interested in moving on to the next level of education and employment

## BASED ON:

Examples from States on the leading edge of Career Pathways development, including California, Kentucky, Ohio, Oregon and Washington.

## SUMMARY OF TOOLKIT APPROACH:

This guide presents lessons learned from the Workforce Strategy Center's efforts to support the development of Career Pathways and presents step-by-step instructions on how to build such pathways. This manual is organized into three main sections, including:

- The work of building regional Career Pathways partnerships, broken down into the five stages of Gap Analysis, Career Pathways Planning, Implementation, Continuous Improvement, and Expansion;
- The roles that State leaders and agencies can play in helping to cultivate pathways partnerships statewide; and
- Lessons learned from the experience of States and localities in developing Career Pathways.

Each section discusses the specific steps involved at that stage and includes examples from pathways partnerships across the United States.



LINK:

<http://files.eric.ed.gov/fulltext/ED496995.pdf>

# Career Pathways Toolkit

## Community College Bridges to Opportunity Initiative, 2007

### PURPOSE:

This toolkit was developed as part of the Ford Foundation's *Community College Bridges to Opportunity Initiative*. *Bridges to Opportunity* was a multi-year initiative that sought to reform State policy with the aim of improving education and employment outcomes for educationally and economically disadvantaged adults in six States using a Career Pathways model.

### PUBLISHER:

Ford Foundation

### INTENDED AUDIENCE:

State and local leaders interested in catalyzing a Career Pathways initiative in their State

### CAREER PATHWAYS TARGET POPULATION:

High school students and underprepared working adults

### BASED ON:

This toolkit is based on the Career Pathways model as conceived of in the *Bridges to Opportunity Initiative*. The toolkit defines Career Pathways as an "integrated, articulated continuum of programs and services designed to prepare high school students and/or working adults for employment and advancement in targeted industry sectors, fields and occupations."

### SUMMARY OF TOOLKIT APPROACH:

The toolkit is organized into three main sections, and also includes background information on the Career Pathways model as well as a resource index and glossary. The main sections of the toolkit cover:

- Planning, Building and Fine-Tuning Career Pathways;
- Strengthening Leadership and Support for the Career Pathways; and
- Spreading the Message.

Each of these sections is broken down into stages or action steps for State and local leaders to follow in implementing a Career Pathways initiative. For each action step the toolkit includes:

- The key question surrounding that stage and how to address it;
- Links to relevant online toolkits, templates, and references; and
- A case study from a State or program that excels in each action step.



LINK:

<http://www.maine.gov/doe/adulted/admin/policies-regs/careerpathways/>

# Career Pathways Toolkit: Six Key Elements for Success

Social Policy Research Associates, 2011; revised by Manhattan Strategy Group, 2015

## PURPOSE:

The *Career Pathways Toolkit: Six Key Elements for Success* was developed as part of the U.S. Department of Labor, Employment and Training Administration's Career Pathways Initiative to help guide State and local leaders in building and sustaining career pathway systems. The 2015 update provides information about the Workforce Innovation Opportunity Act (WIOA).

## PUBLISHER:

U.S. Department of Labor, Employment and Training Administration

## INTENDED AUDIENCE:

State workforce agencies, adult basic education agencies, and vocational rehabilitation agencies

## CAREER PATHWAYS TARGET POPULATION:

Adults who face barriers to employment

## BASED ON:

This guide is based on the *Six Key Elements of Career Pathways* framework developed by the U.S. Department of Labor, Employment and Training Administration in conjunction with a design team comprised of representatives from the U.S. Department of Education Office of Career, Technical, and Adult Education, Jobs for the Future, and Social Policy Research Associates. The 2015 update received input from state workforce administrators, adult basic education directors, workforce development board members, postsecondary education representatives, technical assistance providers, and other invested organizations.

## SUMMARY OF TOOLKIT APPROACH:

The toolkit is designed around the *Six Key Elements Framework*:

1. Build cross-agency partnerships and clarify roles;
2. Identify sector or industry and engage employers;
3. Design education and training programs;
4. Identify funding needs and sources;
5. Align policies and programs; and
6. Measure system change and performance.

Each component is explained in the first section and then cross-walked with tools and resources (e.g., reports, webinar recordings) available in the second section to help leadership teams build and sustain Career Pathways systems. The third section provides a glossary and bibliography.



LINK:

<https://strategies.workforcegps.org/resources/2014/08/11/16/29/career-pathways-toolkit-six-key-elements-for-success>

# Community Collaboratives Toolbox

White House Council for Community Solutions, n.d.

## PURPOSE:

This guide was created to support local initiatives focused on pathways to employment for youth, but takes a global view on collaboration and partnerships that makes it applicable to other types of initiatives. Its goal is to bolster the capacity of emerging and existing collaboratives to create lasting, “needle-moving” change.

## PUBLISHER:

White House Council for Community Solutions

## INTENDED AUDIENCE:

Local officials such as mayors, school superintendents and police chiefs, community-based organizations, intermediaries shaping and supporting collaboratives, and partner organizations participating in collaboratives

## CAREER PATHWAYS TARGET POPULATION:

Community members

## BASED ON:

Conversations with more than 50 experts and cross-sector leaders and an extensive review of approximately 100 collaborations, identifying communities that demonstrated “needle-moving” change on a community-wide metric.

## SUMMARY OF TOOLKIT APPROACH:

The Community Collaboratives Toolbox is designed to help initiative stakeholders understand what makes a community collaboration successful and sustainable, and help them overcome key hurdles. It consists of four primary tools:

- *Building or Improving a Community Collaborative – Guidance by Life Cycle Stage* describes the five stages of a collaborative’s life, including case studies, a checklist of key activities, and common roadblocks for each stage;
- *Community Collaborative Assessment – A Diagnostic of Success Readiness* helps evaluate a collaborative’s readiness to implement its plan in the community;
- *Community Collaboratives Learning Examples: Capacity, Structure, Data and Funding* provides examples from successful collaboratives on these four critical success factors; and
- *Community Collaboratives: The Next Generation of Community Participation* describes how to generate meaningful community participation, which is fundamental to community collaborative success.

Each of these tools concludes with suggestions for further reading.



LINK:

<http://www.serve.gov/site-page/council-resources>

# Competency Model Clearinghouse

U.S. Department of Labor, 2012

## PURPOSE:

The goal of this clearinghouse is to inform the public workforce investment system about the value, development, and uses of competency models. A competency model is a collection of competencies that together define successful performance in a particular work setting, from Personal Effectiveness Competencies, such as “Initiative,” to Occupation-Specific Requirements, such as “Process patient admission or discharge documents.” Competency models are a tool for Career Pathways stakeholders to communicate clearly about the competencies required for specific jobs, job groups, organizations, occupations, or industries, and a framework for developing educational offerings.

## PUBLISHER:

U.S. Department of Labor, Employment and Training Administration

## INTENDED AUDIENCE:

Partners and stakeholders in the Workforce Investment System, including Workforce Investment Boards, One-Stop Career Centers, business and industry, economic developers, educators and training providers, and professional organizations

## CAREER PATHWAYS TARGET POPULATION:

Workers: both entry-level and those looking to advance in their careers

## BASED ON:

The *Competency Model Clearinghouse* was created as part of ETA’s role as the Federal partner in the Workforce Investment System, as part of the Industry Competency Model Initiative.

## SUMMARY OF TOOLKIT APPROACH:

The *Competency Model Clearinghouse* provides validated industry competency models as well as tools to build a custom model and career ladder/lattice for any industry.

- The Clearinghouse provides industry-specific models for 20 industries, including commercial construction, energy, electronic health records, hospitality/hotel and lodging, information technology, and long-term care, supports, and services.
- Visitors can also use the Clearinghouse’s resource database and online tools to build customized competency models and career ladders/lattices that reflect regional workforce needs.
- There is also a database of user-submitted case summaries and stories that demonstrate the many ways competency models are being used by specific States, industry groups, and Career Pathways initiative stakeholders.
- The Clearinghouse offers tutorials and user guides on “Developing Competency Models and Career Ladders and Lattices” and “Applying Competency Models and Career Ladders and Lattices.”



LINK:

<http://www.careeronestop.org/CompetencyModel/>

# Creating a Successful Bridge Program: A “How To” Guide

## Illinois Community College Board and the Illinois Department of Commerce and Economic Opportunity, 2012

### PURPOSE:

This guide was prepared as part of the Illinois Shifting Gears Initiative to help organizations understand and anticipate essential steps for developing a bridge program. These steps are based on three core elements:

- Contextualized instruction that integrates basic reading, math, and language skills and industry/occupation knowledge.
- Career development that includes career exploration, career planning within a career area, and understanding the world of work (specific elements depend upon the level of the bridge program and on whether participants are already incumbent workers in the specific field).
- Transition services that provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs. Services may include (as needed and available) academic advising, tutoring, study skills, coaching, and referrals to individual support services, e.g., transportation and childcare.

### PUBLISHER:

The Joyce Foundation, the Illinois Department of Commerce and Economic Opportunity, and the Illinois Community College Board

### INTENDED AUDIENCE:

Program directors, deans, curriculum developers, instructors, career development staff, and support services staff in adult education, career and technical education, developmental education, occupational training, employment, and social services who may be based at community colleges, community-based organizations, workforce agencies, social service organizations, or employer associations; individual employers; public and private funders; four-year colleges; advocacy organizations; and elected officials

### CAREER PATHWAYS TARGET POPULATION:

Community college students, adults with limited academic or limited English skills

### BASED ON:

Early lessons of bridge programs in Illinois, including the Career and Technical Education Reading-Study Skills for Automotive Technology/Mechanic and John Deere Tech at Lake Land College; *Carreras en Salud* at *Instituto del Progreso Latino*; and SER Healthcare Careers Bridge Program at Central States SER.

### SUMMARY OF TOOLKIT APPROACH:

The guide is organized in ten chapters that cover the key steps in developing a bridge program. Each chapter reviews the importance of the step, critical “how to’s,” and working practices from Illinois programs that illustrate how the steps have been organized and implemented in the field. The guide includes 10 worksheets allowing readers to organize their thoughts as they work through the chapters. In addition, the chapters provide references to more detailed guides, publications, and toolkits on particular topics.



LINK:

[http://www.iccb.org/shifting\\_gears.html](http://www.iccb.org/shifting_gears.html)

# DesignForScale: State Policy Self-Assessment Tool

## Jobs for the Future, 2014

### PURPOSE:

The toolkit is designed to help community college advocates and administrators evaluate the current institutional and system policies that support or hinder student completion, discuss and prioritize needed policy changes, and track the effect of policy changes over time.

### PUBLISHER:

Jobs for the Future

### INTENDED AUDIENCE:

State-level governing authorities for community colleges (for example, Ohio Board of Regents or Virginia Community College System)

### CAREER PATHWAYS TARGET POPULATION:

Community college students

### BASED ON:

Previous self-assessment tools developed by Jobs for the Future for State teams engaged in the Achieving the Dream National Reform Network and the Developmental Education Initiative, and aligned with the Completion by Design "Preventing Loss, Creating Momentum" framework

### SUMMARY OF TOOLKIT APPROACH:

The product offers a self-assessment based around four categories from the Completion by Design "Preventing Loss, Creating Momentum" framework: Connection; Entry; Progress; and Completion. For each category, it lists questions that can be used to assess institutional policies (e.g., "Does the state encourage or require students to complete their developmental education courses early in their academic careers?"). The toolkit also includes assessments that are important to all four stages of the framework, such as data system capacity and use, student engagement, support services, and financial aid and affordability. The toolkit can be used to assess a full range of policies that comprise a comprehensive student completion agenda, or a narrow subset of policies geared towards implementing structured pathways, which may be most applicable for Career Pathways efforts.



### LINK:

<http://www.jff.org/publications/designforscale-state-policy-self-assessment-tool>

# Designing a Performance Measurement System for Career Pathways

**Social Policy Research Associates, 2013**

**PURPOSE:**

This guide was developed for Career Pathways stakeholders aiming to develop a performance measurement system for their initiative.

**PUBLISHER:**

U.S. Department of Labor, Employment and Training Administration

**INTENDED AUDIENCE:**

Career pathways systems collaboratives

**CAREER PATHWAYS TARGET POPULATION:**

Any/all

**BASED ON:**

The Center for Law and Social Policy (CLASP)'s Alliance for Quality Career Pathways project and other research.

**SUMMARY OF TOOLKIT APPROACH:**

After introducing the Career Pathways approach, this guide introduces two components of a Career Pathways measurement system: implementation measures – assessing if a initiative is on track toward achieving its expected outcome goals – and outcomes measures - benefits or changes to participants, programs, or systems apparently due to the initiative (sample measures are provided for both). The guide proposes a process for Career Pathways leadership teams to choose which measures and metrics they will use, and determine how each agency will contribute to data collection and reporting. Finally the guide contains advice on how to set performance targets that are reasonable and feasible for each individual Career Pathways system.



**LINK:**

<https://strategies.workforcegps.org/resources/2015/11/12/18/38/Designing-a-Performance-Measurement-System-for-Career-Pathways>

# Employability Skills Framework

**RTI International, 2014**

## **PURPOSE:**

This toolkit was developed to create a unifying framework of employability skills for workforce development and education professionals to use. Workforce development agencies, educational organizations, and businesses each have different definitions for employability skills, so the U.S. Department of Education set out to create a single framework of employability skills.

## **PUBLISHER:**

U.S. Department of Education Office of Career, Technical, and Adult Education

## **INTENDED AUDIENCE:**

Adult and career/technical educators, workforce development agencies, employers, and State and local policymakers

## **CAREER PATHWAYS TARGET POPULATION:**

Adult low income and low skill populations

## **BASED ON:**

Guidance from adult and career/technical education organizations, workforce development professionals, and business organizations

## **SUMMARY OF TOOLKIT APPROACH:**

The toolkit is organized under three broad categories of employability skills:

- Applied knowledge: the thoughtful integration of academic knowledge and technical skills, put to use in the workplace;
- Effective relationships: the interpersonal skills that allow workers to work well with clients, co-workers, and supervisors; and
- Workplace skills: the analytical and organizational skills employees need to successfully perform tasks.

Each section breaks down the broad category of employability skills into a set of specific skills, and provides a list of external resources to address each skill. There are also resources available for conducting employability skills assessments and creating lesson plans to develop employability skills. For example, there is a lesson planning checklist that allows educators to assess which employability skills they should address in their lessons, which can be exported as a PDF.



**LINK:**

<http://cte.ed.gov/employabilityskills/>

# Engaging Employers to Support Adult Career Pathways Programs

**Kratos Learning in partnership with the Center for Occupational Research and Development (CORD), 2013**

## **PURPOSE:**

The purpose of this brief is to assist adult Career Pathways initiatives with engaging employers to ensure alignment with the needs of local industries. This brief helps Career Pathways projects provide their target populations with relevant workplace skills necessary for success.

## **PUBLISHER:**

U.S. Department of Education Office of Career, Technical, and Adult Education

## **INTENDED AUDIENCE:**

Career pathways project administrators and adult basic education providers

## **CAREER PATHWAYS TARGET POPULATION:**

Adult workers

## **BASED ON:**

Promising practices from adult education providers in Pennsylvania, Virginia, and Illinois

## **SUMMARY OF TOOLKIT APPROACH:**

This brief publication gives adult basic education providers practical strategies for involving employers and building business partnerships that support Career Pathways initiatives. It highlights promising practices from Pennsylvania, Virginia, and Illinois. Additionally, the toolkit provides a list of challenges to consider whilst creating these partnerships, and concludes with a checklist of tips for successful employer engagement.



**LINK:**

<http://www.cord.org/career-pathways-resources--publications>

# Expanding Business Engagement (EBE)—Technical Assistance Initiative

Social Policy Research Associates, 2013

## PURPOSE:

This toolkit was developed to improve how the workforce system engages the business community and delivers services to meet business needs. The goal of this toolkit is to help State workforce development teams plan peer learning events aimed at facilitating collaboration between the State workforce system and area employers.

## PUBLISHER:

U.S. Department of Labor Employment and Training Administration

## INTENDED AUDIENCE:

State workforce development teams and other stakeholders, including firms and business leaders

## CAREER PATHWAYS TARGET POPULATION:

Adult workers

## BASED ON:

The experience of State teams participating in Expanding Business Engagement, a technical assistance initiative funded by the U.S. Department of Labor Employment and Training Administration in 2012 to support strategic planning and implementation of revitalized or enhanced business engagement activities within states.

## SUMMARY OF TOOLKIT APPROACH:

The toolkit is organized under two main sections. The Facilitators Guide includes seven planning and facilitation tools intended to help State teams clarify goals, develop plans, and accelerate progress in building relationships with employers, along with instructions on using the tools and examples of how they have been used previously. The Companion Guide and Framework approaches building collaboration through a four step process cycle: understand, engage, deliver, and measure. Each step contains a set of key questions, which are intended to accelerate the progress of the State teams.



LINK:

<https://businessengagement.workforcegps.org/>

# Florida Adult Education Career Pathways Toolkit

The Center for Occupational Research and Development (CORD), 2012

## PURPOSE:

This toolkit was developed to help adult educators and other stakeholders understand and design an effective Adult Education Career Pathways (AECP) system. The goal of Florida's AECP Initiative is to infuse adult education programs with the Career Pathways framework based upon the nationally recognized 16 career cluster model.

## PUBLISHER:

Florida Department of Education

## INTENDED AUDIENCE:

Adult educators and other stakeholders developing AECPs in Florida, but can be used by professionals in any State

## CAREER PATHWAYS TARGET POPULATION:

High school dropouts, high school graduates, and holders of GEDs with no further credentials; foreign-born residents, ex-offenders, reentering workers, and employed persons seeking to upgrade their skills

## BASED ON:

U.S. Department of Education Office of Career, Technical, and Adult Education's Ten Component Framework for Career Pathways and the Florida AECP Model's eight areas of focus

## SUMMARY OF TOOLKIT APPROACH:

The toolkit is divided into sections covering essential topics:

- Essentials of Career Pathways and Adult Education Career Pathways;
- Partnership Development;
- Model Frameworks;
- Funding for Adult Education Career Pathways;
- Effective Advisory Committees; and
- College and Career Readiness.

Each section has links to multiple resources – forms and worksheets for planning a project – that are available on the toolkit website. The toolkit is available as a web-based product or a printable PDF.



LINK:

<http://www.cordonline.net/florida/index.html>

# Funding Career Pathways and Career Pathways Bridges: A Federal Policy Toolkit for States

Center for Law and Social Policy (CLASP), 2013

## PURPOSE:

CLASP developed the *Funding Career Pathways and Career Pathway Bridges Toolkit for States* to help interagency State teams identify and use Federal resources to support Career Pathways models.

## PUBLISHER:

Bill & Melinda Gates Foundation, Joyce Foundation, and Ford Foundation

## INTENDED AUDIENCE:

State level teams working to develop Career Pathways initiatives

## CAREER PATHWAYS TARGET POPULATION:

Lower-income and lower-skilled adults and out-of-school youth

## BASED ON:

Career pathways approach/Career Pathways bridges, field experience from State and local Career Pathways initiatives

## SUMMARY OF TOOLKIT APPROACH:

The toolkit has five sections which are intended to be used in conjunction with each other to assist State teams in building their Career Pathways or Career Pathways bridge initiatives. These five sections include:

- *Introduction*;
- *Using the Toolkit*;
- A *Funding Options Worksheet* that provides a funding map for State teams building Career Pathways initiatives that starts with identifying a specific target population and takes the teams through specific key tasks in the areas of business and industry engagement, program innovation, and student supports;
- *Federal Program Summaries* that include basic information, such as type of program, eligibility requirements, type of services/support funded as well as an analysis of how the program can support Career Pathways, including a list of specific opportunities and limitations for State usage of Federal funds; and
- An appendix, *Federal Funding for Support Services*, that identifies funding streams that can be used for a range of support services to help students persist in and complete Career Pathways.



## LINK:

<http://www.clasp.org/postsecondary/pages?id=0003>

# A Green Career Pathways Framework: Postsecondary and Employment Success for Low-Income, Disconnected Youth

**The Corps Network, 2011**

## **PURPOSE:**

*A Green Career Pathways Framework* explores the extent to which green jobs—jobs that contribute to meeting the goal of achieving environmental sustainability—offer a pathway out of poverty for low-income young people, many of whom have disengaged from school and are struggling to find a way into the economic mainstream. This paper offers guidance on how youth programs can learn more about and access industry-driven green credentialing and Career Pathways development work within local communities or regions. It also discusses how youth programs can then work with employers and postsecondary partners to build on-ramps to technical training programs and entry to green careers.

## **PUBLISHER:**

Bill and Melinda Gates Foundation and W.K. Kellogg Foundation

## **INTENDED AUDIENCE:**

Youth programs and those who work with and support those programs

## **CAREER PATHWAYS TARGET POPULATION:**

Disconnected low-income youth who have experienced difficulties in their personal lives or communities and may not have completed high school

## **BASED ON:**

The findings of a working group, combined with additional research on lessons from youth development, workforce development, education, and the emerging green economy.

## **SUMMARY OF TOOLKIT APPROACH:**

This paper presents a multi-part framework to help program practitioners ensure that credentialing programs they connect youth to have labor market value. This framework:

- Outlines the type of career pathway work currently underway in many communities or regions of this country and argues that youth programs must link with such efforts;
- Shows how youth program leaders can use this information to design strong on-ramps to postsecondary credentials that enable entry to green careers;
- Describes ways that youth programs need to work closely with postsecondary partners and employers to ensure that program services actually prepare youth to succeed; and
- Explains how to scale-up “college connected” on-ramp models and offers brief ideas on how a range of stakeholders can create local partnerships in order grow career pathway efforts.

The paper also includes a three-phase model design to provide programs with detailed steps on how to build on-ramps to postsecondary credentials that enable entry to green careers (the three phases cover enriched preparation, bridging transition, and first year supports to completion). The paper lays out each phase of the model and includes short case studies of young people and their trajectories into green jobs, as well as examples of how youth programs and partners have built the components of the on-ramp model to align to green careers.



**LINK:**

<http://knowledgecenter.completionbydesign.org/resource/528>

# A Guide for Implementing Programs of Study in Wisconsin

## Wisconsin Technical College System and Wisconsin Department of Public Instruction, 2011

### PURPOSE:

This toolkit guides secondary educators and administrators through the process of developing Programs of Study to prepare youth for in-demand occupations. A Program of Study is a sequence of instruction available within a particular school district that combines coursework, co-curricular activities, worksite learning, service learning, and other learning experiences to prepare students for a career.

### PUBLISHER:

Wisconsin Technical College System

### INTENDED AUDIENCE:

Secondary education professionals, coordinating with post-secondary education professionals and employers. Targeted to audiences in Wisconsin but could be used by educators elsewhere.

### CAREER PATHWAYS TARGET AUDIENCE:

In-school youth

### BASED ON:

The National Career Cluster & Pathway Framework developed by the National Association of State Directors of Career Technical Education Consortium, and the Rigorous Program of Study Framework designed by the U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE).

### SUMMARY OF TOOLKIT APPROACH:

The toolkit is organized around the five *phases* of building a Program of Study (POS) and the 10 *components* of POS implementation that align under them:

- Laying the Groundwork: Researching best practices and collecting data about model POS based on local labor market information. Includes the components: Partnerships; Policies and Procedures; Professional Development; and Accountability and Evaluation Systems.
- Assembling a Team: Gathering a representative group of all stakeholders who will work together to guide the creation of a POS. Includes the components: Partnerships; Policies and Procedures; Professional Development; and Accountability and Evaluation Systems.
- Designing and Building a POS: Analyzing curricula to determine development and improvement needs. Includes the components: College and Career Readiness; Technical Skill Attainment; Articulation Agreements; Course Sequences; and Accountability and Evaluation Systems
- Implementing a POS: The detailed POS plan is put in place and students enroll in the program and continue on to post-secondary education. Includes the components: School Counseling and Academic Advising; Teaching and Learning; and Professional Development.
- Evaluating and Refining a POS: An evaluation plan is created that defines data needs, benchmarks, collection methods, and ways to refine the POS. Includes the components: School Counseling and Academic Advising; Teaching and Learning; and Professional Development.

Each *phase* includes a Planning Tool that allows for self-assessment of a school district's progress (steps for moving from development to implementation to refinement). Each *component* includes a definition, steps or activities, an Evaluation Tool, and further resources.



LINK:

<https://www.wicareerpathways.org/ImplementationGuide>

# A Guide for Using Labor Market Data to Improve Student Success

## The Aspen Institute College Excellence Program, 2013

### PURPOSE:

This guide aims to advance colleges' understanding of how to access and use labor market data to improve student success. Specifically, the guide addresses how colleges can use labor market data to:

- Decide which programs to offer and how many students to enroll to meet the labor market demand for those credentials;
- Assess program effectiveness in terms of competencies and post-graduation success;
- Help students make informed choices about which programs and Career Pathways to pursue; and
- Demonstrate to the State and other stakeholders that investments in the college are worthwhile, and that resources are being invested to deliver graduates able to contribute to their families, communities, and States.

### PUBLISHER:

America Achieves, The Bank of America Charitable Foundation, Bloomberg Philanthropies, The Joyce Foundation, JPMorgan Chase Foundation, Lumina Foundation, and The W. K. Kellogg Foundation

### INTENDED AUDIENCE:

Stakeholders at community colleges and 4-year colleges and universities

### CAREER PATHWAYS TARGET POPULATION:

Postsecondary students at community colleges and 4-year institutions

### BASED ON:

The examples in this guide come from community colleges, gathered primarily through explorations related to the Aspen Prize for Community College Excellence.

### SUMMARY OF TOOLKIT APPROACH:

The guide is organized in three main sections:

- A description of how colleges can effectively use labor market data. This section includes examples of successful practices from colleges across the country.
- An inventory of available data sources.
- Recommendations for strategies colleges can use to improve labor market data use and access.



### LINK:

<http://www.aspeninstitute.org/publications/using-labor-market-data-improve-student-success>

# How to Build Bridge Programs that Fit into a Career Pathway: A Step-by-Step Guide Based on the *Carreras En Salud* Program in Chicago

*Instituto Del Progreso Latino, 2010*

## PURPOSE:

*How to Build Bridge Programs that Fit into a Career Pathway: A Step-by-Step Guide Based on the Carreras En Salud Program in Chicago* recognizes that not all low-skill workers are ready to participate in a Career Pathways initiative with classes that start at the college level. This huge potential reservoir of workers, not only lack the necessary credentials to apply for open positions but they also lack the basic education to begin that training. This manual demonstrates how Career Pathways “bridge” programs can provide these low-skill adults with realistic opportunities to access postsecondary education and sustained employment through contextualized instruction, career development, and support services.

## PUBLISHER:

Illinois Community College Board, Illinois Department of Commerce and Economic Opportunity, and Joyce Foundation

## INTENDED AUDIENCE:

Organizations that want to implement Career Pathways programs, particularly administrators and instructors of adult and vocational programs, employers, and others

## CAREER PATHWAYS TARGET POPULATION:

Low-skill adults, particularly those in need of English as a Second Language (ESL) or adult basic education (ABE) training

## BASED ON:

*Carreras en Salud* is an early bridge program prototype in Chicago that received seed funding from Illinois’s *Critical Skills Shortage Initiative* and has achieved significant outcomes since it began operating in 2005. In 2009, the program had a 94% cumulative completion rate among 1,197 participants and it has been recognized as one of the top Career Pathways initiatives in the nation.

## SUMMARY OF TOOLKIT APPROACH:

This manual provides instruction on how to develop successful bridge programs, drawing on examples from *Carreras en Salud*. The guide is organized around step-by-step instructions on how to:

- ❑ Conceive, design, and identify the essential elements of a bridge program;
- ❑ Identify and develop successful partnerships;
- ❑ Create and contextualize curricula, as well as determining instructor qualities;
- ❑ Handle logistics including budgeting; and
- ❑ Sustain and expand the bridge program model.



LINK:

[http://www.iccb.state.il.us/shifting\\_gears.html](http://www.iccb.state.il.us/shifting_gears.html)

# Jobs to Careers Milestone Tool: Planning a Work-Based Learning Project

**Jobs for the Future, 2009**

## **PURPOSE:**

*The Jobs to Careers Milestone Tool* provides a blueprint for practitioners designing or modifying a work-based learning project. Developing a work-based learning project can be a prime opportunity for a Career Pathways initiative to provide on-the-job training for low-skill workers. Intended to be used consistently and updated regularly, this toolkit can serve as a valuable project management tool for work-based learning projects.

## **PUBLISHER:**

Robert Wood Johnson Foundation in collaboration with Hitachi Foundation and U.S. Department of Labor

## **INTENDED AUDIENCE:**

Job-site practitioners of workforce development: human resources managers, staff developers, and others responsible for employee learning

## **CAREER PATHWAYS TARGET POPULATION:**

Low-wage incumbent, frontline workers

## **BASED ON:**

This toolkit was created in the context of the *Jobs to Careers: Promoting Work-Based Learning for Quality Care* initiative, a five year pilot project from 2006-2011 which tested models of work-based learning at 17 grantee sites located throughout the country. Although the *Jobs to Careers* initiative focused on the health care industry, this tool also may be useful for planning work-based learning projects in other sectors.

## **SUMMARY OF TOOLKIT APPROACH:**

This document is a project planning and management tool which incorporates the key partners in the planning and documentation of a work-based learning project. The toolkit begins with a cover sheet to be completed by the planning team to define the scope and goals of the project, and is followed by eight worksheets for key program elements, including:

- Partnerships
- Career Advancement and the Development of Career Ladders
- Cohort Selection
- Work-Based Learning
- Educational Organization Policies and Practices
- Employer Organization Policies and Practices
- Project Management Capacity
- Additional Items

The worksheets are designed to facilitate discussion between the planning team and partners on the goals of each element, the team's capacity for achieving the identified goals, and additional tasks or policies needed to achieve the goals. Each worksheet identifies questions to consider, prompts the partner to draft a description of the key program element and a general timeline, and encourages the partner to identify action steps and outcomes.



**LINK:**

<http://www.jff.org/publications/milestone-tool-planning-work-based-learning-project>

# Jobs to Careers Toolkit: A Step-by-Step Guide to Work-Based Learning

## Jobs for the Future, 2011

### PURPOSE:

The *Jobs to Careers Toolkit: A Step-by-Step Guide to Work-Based Learning* is a step-by-step guide to designing and implementing work-based learning projects for frontline workers. **Work-based learning is an approach to adult education** intended to capture, document, formalize, and reward learning that occurs on the job. In **work-based learning projects, employers and education and training providers** determine the competencies needed for a particular occupation and then structure ways to teach these competencies in a work setting. Once students demonstrate they have mastered such competencies, they can receive academic credit or industry-recognized credentials.

### PUBLISHER:

Robert Wood Johnson Foundation in collaboration with Hitachi Foundation and U.S. Department of Labor

### INTENDED AUDIENCE:

Job-site practitioners of workforce development: human resources managers, staff developers, and others responsible for employee learning

### CAREER PATHWAYS TARGET POPULATION:

Low-wage incumbent, frontline workers

### BASED ON:

This toolkit was created in the context of the *Jobs to Careers: Promoting Work-Based Learning for Quality Care* initiative, a five year pilot project from 2006-2011 which tested models of work-based learning at 17 grantee sites located throughout the country. Though the *Jobs to Careers* initiative focused on the health care industry, this toolkit also may be useful for planning work-based learning projects in other sectors.

### SUMMARY OF TOOLKIT APPROACH:

The tools, resources, and examples in this toolkit originate in health care, but they should be readily adaptable to other work settings and occupations. This toolkit is organized around four steps for launching and implementing an effective work-based learning project:

- The **planning** section contains tools and resources to help define the business problem, develop internal employer commitments, build work-based learning partnerships, and recruit students;
- The **designing** section includes examples of work-based learning from *Jobs to Careers* and templates to assist stakeholders in designing their own program and curricula;
- The **doing** section contains examples and tools that *Jobs to Careers* has used to implement programs and includes topics such as ways to build basic skills and ways to assess mastery of competency; and
- The **sustaining** section addresses systems change, return on investment, institutionalizing work-based learning products, and continuous improvement.



LINK:

<http://toolkit.jobs2careers.org/devtools/home/>

# Making Green Work: Best Practices in Green-Collar Job Training

## Ella Baker Center Green-Collar Jobs Campaign, 2010

### PURPOSE:

This guidebook disseminates best practices and lessons learned for designing and implementing green-collar job training programs. Based on programs in California including but not limited to the Oakland Green Jobs Corps, this guidebook strives to assist workforce development professionals and government officials in creating, launching, and managing green-collar training programs.

### PUBLISHER:

Ella Baker Center, Oakland Apollo Alliance, and Full Circle Fund

### INTENDED AUDIENCE:

Workforce development practitioners designing green collar job training programs, and government officials managing and providing resources for green workforce development

### CAREER PATHWAYS TARGET POPULATION:

Low-income individuals with barriers to employment

### BASED ON:

This guidebook is based on the Ella Baker Center and Oakland Apollo Alliance's implementation of the Oakland Green Job Corps and their involvement in the development of the "Pathways out of Poverty" section of the Federal Green Jobs Act of 2007. It is also based on best practices and lessons learned from green-collar training programs throughout California.

### SUMMARY OF TOOLKIT APPROACH:

This guidebook begins with an overview of the concept of green-collar jobs by providing key definitions of the term from leading advocates and highlights examples of green-collar jobs and differentiates them from "white collar" green jobs. Following the overview of green-collar jobs, the guidebook identifies key components of green-collar training programs based on case studies of green-collar training programs in California. The key components include:

- Assessments of Opportunities for Green-Collar Jobs in Your Area
- Cross-Sector Partnerships
- Funding
- Comprehensive Curriculum
- Target Participants and Recruitment
- Eligibility Requirements and Admissions
- Wrap-around support services
- Measures of Success and Evaluation
- Memorandum of Understanding (MOU)
- Credentials/Accreditations

The guidebook also includes seven case studies of the green-collar training programs in California and discusses key program elements including program model, partnerships and funding, elements of the curriculum, challenges and lessons learned, and more. Following the program examples, the guidebook discusses public policy measures critical to developing and implementing green-collar training programs and the creation of green-collar jobs.



### LINK:

<https://lincs.ed.gov/professional-development/resource-collections/profile-237>

# Manufacturing Skills Certification System Resources

## Manufacturing Institute, 2012

### PURPOSE:

The Manufacturing Skills Certification System was created to ensure that postsecondary certificate programs in manufacturing would be uniformly responsive to the industry's needs across the country. The System supplies industry-driven certifications that align to identified competencies, sample curricula, and a framework for evaluating existing programs of study to prepare students to acquire those certifications. The Manufacturing Institute hosts the Manufacturing Skills Certification System resource materials to help stakeholders tailor the certification system to their region's needs.

### PUBLISHER:

Manufacturing Institute

### INTENDED AUDIENCE:

Educators, manufacturers, human resources executives, workforce developers, and policymakers

### CAREER PATHWAYS TARGET POPULATION:

Entry-level workers – the System focuses on basic skills that cut across all sectors in manufacturing: Personal Effectiveness Skills, Basic Academic Requirements, General Workplace Competencies, and Industry-wide Technical Competencies

### BASED ON:

The System is built around the Advanced Manufacturing Competency Model developed through a collaborative effort involving the U.S. Department of Labor, Employment and Training Administration and leading industry organizations in 2006.

### SUMMARY OF TOOLKIT APPROACH:

These resources provide a guide for integrating manufacturing skills certifications into existing education pathways, according to the following stages:

- **Planning and Research:** using data-driven decision making to determine high-growth industries/high-demand occupations, target critical Career Pathways for development and map manufacturing-related assets and resources;
- **Design and Development:** based on targeted Career Pathways and programs of study, engage industry leadership to build employer demand and recruit supportive faculty to audit programs against certifications requirements;
- **Implementation:** take action to fill skill gaps in curriculum, provide professional development, develop systems to award certifications and recruit students into target manufacturing-related programs of study; and
- **Reassess for Continuous Improvement:** Report on outcomes, repurpose for continuous improvement and plan for sustainability.

Specific activities to pursue are provided under each of these stages, along with an example of how it was done in one of the 17 States currently implementing the Manufacturing Skills Certification System. The resources also include a Community of Learners Webinar Series sharing more examples.



### LINK:

<http://www.themanufacturinginstitute.org/Education-Workforce/Skills-Certification-System/Skills-Certification-System.aspx>

# Measuring Business Impact: A Workforce Development Practitioner's Guide

Commonwealth Corporation, 2011

## PURPOSE:

*Measuring Business Impact: A Workforce Development Practitioner's Guide* is a guide on sector-based workforce development programs, focusing on how to engage with businesses and measure the benefits of workforce development interventions. The guide is meant to address any knowledge gap workforce development practitioners may have in terms of engaging with businesses and measuring their programs' business impact. The guide argues that measuring business impact must move beyond telling good stories about the benefits of training to more systematic examination of the changes in worker performance that result from training and how these changes are valued by the businesses involved. In turn, this will build the capacity of workforce development practitioners, businesses, and educational institutions to more systematically align training design and business goals.

## PUBLISHER:

Boston Foundation

## INTENDED AUDIENCE:

Workforce development practitioners with limited experience or capacity in engaging businesses in their program work. Parts of the guide may also be of use to workforce development practitioners engaged in project planning or implementation, staff of Workforce Investment Boards, career centers, training providers, educational institutions, and interested businesses, as well as independent evaluators of workforce development projects.

## CAREER PATHWAYS TARGET POPULATION:

Program participants in workforce development projects

## BASED ON:

Thirty-one workforce development projects in a range of industry sectors, including healthcare, hospitality, manufacturing, financial services, education, skilled trades, and renewable energy, carried out under the Workforce Competitiveness Trust Fund (WCTF) Massachusetts between 2007 and 2011.

## SUMMARY OF TOOLKIT APPROACH:

*Measuring Business Impact* defines sector-based workforce development as targeting particular industry sectors to develop an understanding of their dynamics and needs in order to craft solutions tailored to that industry. *Measuring Business Impact* is organized around five key steps to measure the impact of a business intervention. These are:

- Define the problem and the training solution;
- Identify business impact indicators;
- Gather the data;
- Analyze the data; and
- Share and use the results of your analysis.

Each section of the guide includes a description of each step, suggestions and tools to support the process at each step, and relevant examples from Massachusetts to demonstrate business impact measurement in practice.



LINK:

<http://www.commcorp.org/resources/detail.cfm?ID=899>

# Pathways to Careers: A Guide to Building Partnerships for Workforce Education and Training

MPR Associates, Inc., 2007

## PURPOSE:

This guide shares lessons learned from the 2006-2007 Strategic Partnerships for a Competitive Workforce (SPCW) initiative, in which U.S. Department of Labor Community-Based Job Training program grantees formalized Career Pathways partnerships with local education institutions, the workforce investment system, employers, State or local agencies, and other community groups. SPCW was a joint initiative of the U.S. Department of Education and the U.S. Department of Labor.

## PUBLISHER:

U.S. Department of Education

## INTENDED AUDIENCE:

Community colleges and workforce development practitioners looking to create partnerships

## CAREER PATHWAYS TARGET POPULATION:

Students and adult workers

## BASED ON:

The experiences of the 32 community teams of the SPCW initiative.

## SUMMARY OF TOOLKIT APPROACH:

This toolkit illustrates the steps of developing a Career Pathways initiative by telling the combined stories of the SPCW grantees. Instead of case studies of each community team, the document collects their relevant activities and experiences in seven activity areas:

- Team Building;
- Using Data to Drive Partnership Activities and Meet Objectives;
- Developing a Mission Statement and Strategic Plan;
- Engaging Employers;
- Connecting with the Broader Education Community;
- Message and Outreach; and
- Navigating the Policy Environment.

The anecdotal format of this toolkit reinforces the legitimacy of the lessons learned, especially for practitioners who want to hear from their peers. Each of the seven areas contains links to resources such as planning guides and Webinars that were produced for the SPCW teams.



## LINK:

<http://www2.ed.gov/rschstat/eval/sectech/pathways2careers/index.html>

# Policy to Performance Toolkit: Transitioning Adults to Opportunity

**Kratos Learning and Abt Associates Inc., 2012**

## **PURPOSE:**

The toolkit is designed to provide State adult education administrators and stakeholders with guidance on developing policies and practices that support low-skilled adults' transition from adult basic education (ABE) to postsecondary education or employment.

## **PUBLISHER:**

U.S. Department of Education Office of Career, Technical, and Adult Education

## **INTENDED AUDIENCE:**

State program administrators and agency staff focusing on adult education programs

## **CAREER PATHWAYS TARGET POPULATION:**

Adults transitioning from basic education to post-secondary education, training, and employment

## **BASED ON:**

Process and findings from the U.S. Department of Education's 2009 -2012 Policy to Performance project, which sought to advance systems and policy change at the State level to facilitate adults' transition from ABE to postsecondary education, training, and employment.

## **SUMMARY OF TOOLKIT APPROACH:**

The toolkit is organized to assist State adult education staff analyze transition activities and policies. The Policy to Performance Toolkit:

- Describes a process to analyze current practices and identify new practices that support an effective and efficient transition system;
- Outlines a process for developing, implementing, and evaluating new policies;
- Presents examples of how State leaders carried out the processes used in the Policy to Performance project; and
- Includes downloadable resources, such as planning documents and checklists, to use in analyzing current practices and policies in planning ABE transition systems.



## **LINK:**

<http://lincs.ed.gov/professional-development/resource-collections/profile-187>

# The Promise of Career Pathways Systems Change

**Jobs for the Future, 2012**

## **PURPOSE:**

Jobs for the Future developed this toolkit as a supplement to the U.S. Department of Labor's *Career Pathways Toolkit: Six Key Elements for Success*. The document focuses on the different roles and activities that workforce system participants - Workforce Investment Boards (WIBs), One-Stop Career Centers, and service providers - can assume. This toolkit includes strategies for these systems to partner with others in developing and implementing successful Career Pathways projects.

## **PUBLISHER:**

U.S. Department of Labor Employment and Training Administration and the Texas Workforce Commission

## **INTENDED AUDIENCE:**

Workforce investment systems and service providers

## **CAREER PATHWAYS TARGET POPULATION:**

Low-skilled adult workers

## **BASED ON:**

U.S. Department of Labor's *Career Pathways Toolkit: Six Key Elements for Success*

## **SUMMARY OF TOOLKIT APPROACH:**

The toolkit provides examples of State and local workforce systems that are centrally involved in developing Career Pathways initiatives; discusses benefits for workforce system participants that can come from participating in Career Pathways initiatives and the value to initiatives of including workforce systems; and describes specific investments of resources, time, and leadership by different workforce system members, all in terms of the *Six Key Elements*.



**LINK:**

<http://www.jff.org/publications/promise-career-pathways-systems-change>

# Promising Pathways to Careers Toolkit: A How-To Guide to Creating Quality Work-Based Learning Opportunities for Young People

**Pennsylvania Partnerships for Children, 2012**

## **PURPOSE:**

Work-based learning gives students the opportunity to identify abilities and explore career interests, understand the link between school and work, and provide motivation to graduate from high school and pursue postsecondary education. Employers benefit from a short-term infusion of labor that can help with seasonal or “back burner” projects, recruiting a more skilled and better prepared workforce, and building supervisory and leadership skills within the organization.

## **PUBLISHER:**

Pennsylvania Partnerships for Children; Richard King Mellon Foundation; William Penn Foundation; Grable Foundation; Heinz Endowments

## **INTENDED AUDIENCE:**

Employers, secondary educators, afterschool providers, and local work-based learning partners (such as Regional Career Education Partnership (RCEP) Coordinators, WIB youth staff, Chamber of Commerce employees, and community-based organizations)

## **CAREER PATHWAYS TARGET POPULATION:**

Middle and high school students

## **BASED ON:**

Pennsylvania Partnerships for Children research

## **SUMMARY OF TOOLKIT APPROACH:**

The toolkit is divided into four sections which are stand-alone toolkits for each of the four main audiences: employers, educators, afterschool providers, and local work-based learning partners. Each describes how to engage young people in work-based learning opportunities and includes:

- The definition of work-based learning;
- Benefits of work-based learning;
- Examples of promising models;
- Fact sheets and tip sheets to help each audience tailor their own programs; and
- Additional resources.



**LINK:**

<http://www.papartnerships.org/work/k12/toolkit>

# Resources for Developing and Implementing Programs of Study

U.S. Department of Education, 2010

## PURPOSE:

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) envisions that all students will achieve challenging academic and technical standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions in the 21st century global economy. To this end, Perkins IV requires States to offer programs of study (POS) comprised of academic, career, and technical content that prepares students to make successful transitions to postsecondary education and the workplace. In order to guide Local Education Agencies in the development of rigorous programs of study, OCTAE created a Programs of Study Design Framework, which has been validated nationally by education and industry stakeholders and “sets the bar” for rigorous career and technical education.

## PUBLISHER:

U.S. Department of Education Office of Career, Technical, and Adult Education

## INTENDED AUDIENCE:

Local Education Agency Partnerships consisting of secondary and postsecondary education, employers, and workforce development organizations

## CAREER PATHWAYS TARGET POPULATION:

Students transitioning between secondary and postsecondary education levels

## BASED ON:

OCTAE launched the Promoting Rigorous Career and Technical Education Programs of Study (RPOS) discretionary grant program to facilitate the implementation of career and technical education POS at the State level using the *Programs of Study Design Framework*.

## SUMMARY OF TOOLKIT APPROACH:

This page provides resources which offer a blueprint for establishing rigorous programs of study:

- OCTAE's *Programs of Study Design Framework* identifies 10 key components and corresponding subcomponents that, taken together, support the development and implementation of effective programs of study; and
- Local Implementation and Self-Assessment Tools provide a readiness assessment as well as sample documents on topics such as Professional Development and Credit Transfer Agreements.



LINK:

<http://cte.ed.gov/initiatives/programs-of-study>

# Shared Vision, Strong Systems: The Alliance for Quality Career Pathways Framework Version 1.0

Center for Law and Social Policy (CLASP), 2014

## PURPOSE:

The Alliance for Quality Career Pathways (the Alliance/AQCP) developed this framework to help State and local partnerships strengthen their existing Career Pathways systems or build new ones. This toolkit was developed to be used in conjunction with the U.S. Department of Labor's *Career Pathways Toolkit: Six Key Elements for Success* – in the words of the authors, “the Six Key Elements help partners build systems, and the AQCP framework helps partners check the quality of what has been built.”

## PUBLISHER:

The Joyce Foundation, the James Irvine Foundation, and the Greater Twin Cities United Way

## INTENDED AUDIENCE:

Career pathways initiative stakeholders

## CAREER PATHWAYS TARGET POPULATION:

This work is meant to support a variety of Career Pathways programs, including those for youth, adults, veterans, low-skilled adults, technical education students, disconnected youth, and people seeking apprenticeships.

## BASED ON:

The experiences of ten exemplary states participating in the Alliance: Arkansas, California, Illinois, Kentucky, Massachusetts, Minnesota, Oregon, Virginia, Washington, and Wisconsin

## SUMMARY OF TOOLKIT APPROACH:

The framework has three main parts:

- Definitions and a conceptual model that describes the elements of a successful Career Pathways system;
- Criteria and indicators for quality Career Pathways systems, including:
  - Commit to a Shared Vision and Strategy
  - Engage Employers and Integrate Sector Strategy Principles
  - Collaborate to Make Resources Available
  - Implement Supportive State Policies
  - Use Data and Shared Measures; and
- Career pathways participant metrics for Interim Outcomes (“momentum points”), Education and Training Outcomes, and Labor Market Outcomes, which support mutual accountability and continuous improvement among initiative stakeholders.



LINK:

<http://www.clasp.org/issues/postsecondary/pages/aqcp-framework-version-1-0>

# State Strategies for Sustaining and Scaling Grades 9-14 Career Pathways: Toward a Policy Set for Pathways to Prosperity

Jobs for the Future and the Harvard Graduate School of Education, 2014

## TOOLKIT PURPOSE:

This toolkit collects information about the supportive policies in place in states involved in the Pathways to Prosperity Network, that are receiving technical assistance in setting up grades 9-14 pathways systems. Relevant policy elements and strategies are catalogued with the aim of developing a policy set that can be used to implement Career Pathways programs in additional states.

## PUBLISHER:

Jobs for the Future

## INTENDED AUDIENCE:

State and local policymakers

## CAREER PATHWAYS TARGET POPULATION:

Students in grades 9-14

## BASED ON:

The experience of states involved in the Pathways to Prosperity Network, which is a collaboration of states, Jobs for the Future, and the Harvard Graduate School of Education that seeks to ensure that more youth will complete high school, attain a postsecondary credential or degree with currency in the labor market, and get started with a career while leaving open the potential to further their education.

## SUMMARY OF TOOLKIT APPROACH:

The publication has several sections that are based on the Pathways to Prosperity framework's five levers. Each **lever** has essential policy implications that could affect the implementation of a Career Pathways system. The sections include:

- **Supportive State Policies**, which describes how to organize a cross-agency leadership team and jumpstart a regional initiative;
- **9-14 Career Pathways**, which gives guidance about supporting dual enrollment and technical education policies;
- **Career Information and Advising Systems**, which provides resources to develop student learning plans;
- **Work-Based Learning (WBL) and Employer Engagement**, which offers examples of employer-targeted and education-targeted policies to incentivize WBL; and
- **Intermediaries**, which outlines the organizational structures necessary to convene stakeholders and distribute WBL opportunities.

Each section summarizes the state of the field, provides specific examples of exemplary State efforts, and describes potential policies that could, if enacted, facilitate the involvement of intermediaries, employers, and industry groups.



LINK:

<http://www.jff.org/publications/state-strategies-sustaining-and-scaling-grades-9-14-career-pathways-toward-policy-set>

# Student Success Center Toolkit

## Jobs for the Future, 2014

### PURPOSE:

Student Success Centers organize a State's community colleges around common action to accelerate their efforts to improve student persistence and completion. One of the goals of a Center is to bring synergy between education programs and student success initiatives, such as Career Pathways. The toolkit is designed to reduce the learning curve and accelerate the time by which new Student Success Centers launch their operations.

### PUBLISHER:

The Kresge Foundation

### INTENDED AUDIENCE:

States looking to open new Student Success Centers and the leadership staff of existing Centers

### CAREER PATHWAYS TARGET POPULATION:

Community college students

### BASED ON:

Experience from existing Student Success Centers

### SUMMARY OF TOOLKIT APPROACH:

The toolkit provides in-depth information on Student Success Centers, including approximate costs to start and run a center, visions and steps for the future for these centers, recommendations for States considering opening Student Success Centers and also for existing and newly-founded centers. An extensive resource list is included in the toolkit with sample documents from five established centers that cover a range of topics, including overviews of the existing centers, communications, operations, faculty engagement, and policy and advocacy information. Sample documents include job descriptions, operating budgets, publications and press releases, evaluations, meeting agendas, and faculty engagement resources.



LINK:

<http://www.jff.org/publications/student-success-center-toolkit>

# Supporting the Education Pipeline: A Business Engagement Toolkit for Community-Based Organizations

Ready by 21 National Partnership, 2010

## PURPOSE:

This business engagement toolkit is designed to help community-based organizations recruit, engage, and develop ongoing relationships with businesses in their communities with the goal of creating long-term, sustainable partnerships capable of delivering the largest impact on a community's goals for youth as part of the Ready by 21 strategy.

## PUBLISHER:

Altria operating companies: Philip Morris USA, U.S. Smokeless Tobacco Company, and John Middleton Company

## INTENDED AUDIENCE:

Community-based organizations focused on educational achievement for youth

## CAREER PATHWAYS TARGET POPULATION:

Children and youth

## BASED ON:

Ready by 21 is a strategy that helps communities improve the odds that all youth will be ready for college, work, and life. The Ready by 21 National Partnership believes that in order to have the greatest impact on improving opportunities for youth along the cradle to career continuum, youth development and education leaders must build broader partnerships with business.

## SUMMARY OF TOOLKIT APPROACH:

The toolkit walks community-based organizations through the four stages of moving people to take action and how these can be used to engage businesses in education improvement initiatives. These four stages are:

1. Identify business leaders who will support your efforts;
2. Educate business leaders about the needs in the community;
3. Persuade business leaders to become involved; and
4. Activate business leaders in your efforts.

The toolkit also details what happens after a business is engaged with resources and guidance on building effective business partnerships and sustaining successful community-based organization/business relationships. Additionally, the toolkit includes a case study of a public-private partnership in Louisville, Kentucky to support the establishment of a "college-going culture and to prepare workforce."



LINK:

<http://www.readyby21.org/resources/supporting-education-pipeline-business-engagement-toolkit-community-based-organizations>

# Texas Counseling to Careers Toolkit

**National College Transition Network at World Education, 2014**

## **PURPOSE:**

The toolkit is designed to provide local adult education programs with the tools required to assist students successfully transition from adult basic education (ABE) programs to secondary education and/or the labor market. The information in the toolkit helps adult education providers to gauge local labor markets and shape their programs to prepare students for real opportunities.

## **PUBLISHER:**

Texas LEARNS

## **INTENDED AUDIENCE:**

Adult education providers, community colleges, and community partners

## **CAREER PATHWAYS TARGET POPULATION:**

Participants of adult education and literacy programs

## **BASED ON:**

The Counseling to Careers intensive training materials and tools developed by Jobs for the Future

## **SUMMARY OF TOOLKIT APPROACH:**

The toolkit guides ABE practitioners and their partners through implementing the 'Counseling to Careers' approach, which makes information about college and in-demand careers more accessible to adult education counselors and students. The toolkit includes detailed information on:

- Understanding the local labor markets and using online resources to gather necessary information to develop occupational profiles;
- A process map to aid outreach efforts to industry experts, employers, and training providers;
- Recommended practices on researching post-secondary education and training programs and targeted industries; and
- Strategies to foster ongoing industry and employer engagement.



## **LINK:**

<http://www-tcall.tamu.edu/twcael/careerPathways.htm#local>

# Thriving in Challenging Times: Connecting Education to Economic Development through Career Pathways

## National Career Pathways Network and the Institute for a Competitive Workforce, 2012

### PURPOSE:

The purpose of this toolkit is to provide industry employers with an introduction to Career Pathways and encourage them to participate in Career Pathways initiatives. The introduction of the toolkit highlights the need for Career Pathways initiatives, the main components of the model, and the adult Career Pathways model which is an adaptation for adults without basic academic and technical skills, or career-limited adults. Both models include roles for secondary, postsecondary and business institutions, with more responsibilities placed on employers in the adult Career Pathways model. The introduction concludes with a call to action for employers to partner with secondary and postsecondary institutions to develop Career Pathways initiatives.

### PUBLISHER:

National Career Pathways Network and Institute for a Competitive Workforce, an affiliate of the U.S. Chamber of Commerce

### INTENDED AUDIENCE:

Industry employers

### CAREER PATHWAYS TARGET POPULATION:

Secondary and postsecondary students and adults without basic academic and technical skills

### BASED ON:

Examples of Career Pathways initiatives in various industries

### SUMMARY OF TOOLKIT APPROACH:

This toolkit provides a summary of Career Pathways followed by profiles of Career Pathways and adult Career Pathways initiatives organized by industry. Profiles are provided for programs in the following industries:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Aerospace                   | <input type="checkbox"/> Education and Training | <input type="checkbox"/> Logistics             |
| <input type="checkbox"/> Automotive<br>Manufacturing | <input type="checkbox"/> Finance                | <input type="checkbox"/> Manufacturing         |
| <input type="checkbox"/> Biotechnology               | <input type="checkbox"/> Graphic Communications | <input type="checkbox"/> Nuclear Energy        |
| <input type="checkbox"/> Construction                | <input type="checkbox"/> Green Technologies     | <input type="checkbox"/> Transportation        |
|  | <input type="checkbox"/> Health Care            | <input type="checkbox"/> Multi-sector programs |

Each profile covers the program's partners, target population and eligibility, challenges, strategies, funding, business engagement, results, and lessons learned. The toolkit also includes a Career Pathways Checklist which can be used to assess the Career Pathways "landscape" in a State or region. The toolkit concludes with a glossary of key terms related to Career Pathways and a list of sixteen career clusters utilized by the U.S. Department of Education.



LINK:

<http://www.ncpn.info/thriving-in-challenging-times.php>

# Toolkit for Workforce Funder Collaboratives

## The National Network of Sector Partners, n.d.

### PURPOSE:

This toolkit was developed to offer insight and suggestions on strengthening existing regional workforce funder collaboratives, as well as information on creating new collaboratives. The toolkit has information on:

- The overall purpose and power of regional workforce funder collaboratives;
- The strength of sector initiatives and the role that the collaboratives play in strengthening these initiatives;
- Practical tips on starting, sustaining, evaluating, and growing a funder collaborative; and,
- Tips on how established collaboratives can change direction.

### PUBLISHER:

Insight Center for Community and Economic Development

### INTENDED AUDIENCE:

Existing regional funder collaboratives, and funders and organizations interested in developing new regional workforce funder collaboratives

### CAREER PATHWAYS TARGET POPULATION:

Low income and skill populations

### BASED ON:

Experience from existing regional workforce funding collaboratives

### SUMMARY OF TOOLKIT APPROACH:

The toolkit is organized under three main sections:

- A recommended step-by-step guide to starting a regional workforce funding collaborative;
- Procedures for running a collaborative, including information on recruitment of funders, involving industry partners, capacity building and learning, and fiscal management; and
- Evaluating the progress of a collaborative, with examples of industry and low-income participant outcome indicators that can be collected.

In addition, the toolkit includes a suggested two-step process that can be used by established collaboratives looking to change programmatic direction.



### LINK:

<http://ww1.insightcced.org/communities/nnsf/wfc-funder-toolkit.html>

# Tools for Building Employer-Educator Partnerships

NOVA Research Company and Quotient Inc., 2015

## PURPOSE:

The purpose of this toolkit is to educate employers and career/technical and adult education providers on the importance of building employer-educator partnerships. These partnerships can help educators target their programs to local employment needs, and they can help employers ensure there is a supply of skilled workers available to fill vacant positions.

## PUBLISHER:

U.S. Department of Education Office of Career, Technical, and Adult Education

## INTENDED AUDIENCE:

Adult basic education providers, postsecondary education organizations, and employers who wish to build employer-educator partnerships

## CAREER PATHWAYS TARGET POPULATION:

Adult education and career and technical education students, low-skill workers

## BASED ON:

Research, best practices, and success stories from existing employer-educator partnerships

## SUMMARY OF TOOLKIT APPROACH:

There are two toolkits included: one for employers and one for educators. Each toolkit is organized under two main sections:

- Stories, which are vignettes from both the employer and educator perspective detailing how their organizations established a successful employer-educator partnership; and
- Professional resources, which includes reports, guides, webinars, and fact sheets from external organizations on building employer-educator partnerships.



LINK:

<http://lincs.ed.gov/employers>

# Workforce Partnership Guidance Tool

National Fund for Workforce Solutions, 2010

## PURPOSE:

The National Fund for Workforce Solutions believes that high-quality workforce partnerships are mutually beneficial strategies that both help low-wage workers succeed in today's competitive economy and at the same time improve the competitiveness of a group of employers in a particular industry sector. A high-quality partnership brings together employers, workers, and other key stakeholders from a selected industry sector into a regular and extended dialogue about that sector's particular characteristics, practices, and skill requirements. This guidance tool highlights the effective strategies and activities of high-performing workforce partnerships. Workforce partnerships and their funders can use it to examine their activities and competencies in order to identify where additional development is needed to strengthen their ability to function.

## PUBLISHER:

Annie E. Casey Foundation, Ford Foundation, Harry and Jeanette Weinberg Foundation, Hitachi Foundation, U.S. Department of Labor, John S. and James L. Knight Foundation, Microsoft Corporation, Prudential Foundation, Walmart Foundation

## INTENDED AUDIENCE:

Regional funding collaboratives and the workforce partnerships they support

## CAREER PATHWAYS TARGET POPULATION:

Employers and workers

## BASED ON:

The tool draws on publications and internal documents of the National Fund for Workforce Solutions, its partners, and its affiliates.

## SUMMARY OF TOOLKIT APPROACH:

The Workforce Partnership Guidance Tool is designed to be a benchmarking tool, laying out all that a workforce partnership should or could be doing. The tool is divided into three parts, and each section discusses the function or strategy that leads to successful outcomes for employers, workers, and communities served and its importance to effective workforce partnerships:

- **Organizing a workforce partnership**, including choosing a sector, identifying an organizer and developing sectoral expertise, and engaging employers and workers;
- **Convening, operating and sustaining the partnership**, including the functions and roles of the organizer; and
- **Achieving the goals of the partnership**, including descriptions of what an effective workforce partnership must do to meet its goals.

Each section of the guide also includes questions that illustrate promising practices associated with that function or strategy, which can be used by practitioners to assess their own approaches and practices.



LINK:

<http://knowledgecenter.completionbydesign.org/resource/347>





U.S. Department of Health and Human Services

ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



Career Pathways: Catalog of Toolkits is a product of the Administration for Children and Families, Office of Family Assistance.