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James Butler, Federal Project Officer

Steve McLaine and Louisa Jones, Project Managers

Emily Appel-Newby, Brian Holland, Gabrielle Kirsch, Nicole Pexton, Ashan Rodriguez, Emily Schenck, Ellen Simon, Andrea Strahan, and Colleen Wolfe, Lead Authors

The resources collected for this catalog were reviewed by:

U.S. Department of Health and Human Services
Administration for Children and Families

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

Updated 2019

Inclusion of toolkits in this Catalog does not imply endorsement.
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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. 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 criterion 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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(from “Career Pathways Toolkit: Six Key Elements For Success”)

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<td>U.S. Department of Education</td>
<td>Adult basic education providers, higher education providers</td>
<td>Adults needing basic education</td>
</tr>
<tr>
<td>Name</td>
<td>Toolkit Publisher</td>
<td>Intended Audience</td>
<td>Career Pathway Target Populations</td>
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<tr>
<td>Expanding Business Engagement (EBE) – Technical Assistance Initiative</td>
<td>U.S. Department of Labor</td>
<td>Workforce development practitioners</td>
<td>Adult workers</td>
</tr>
<tr>
<td>Florida Adult Education Career Pathways Toolkit</td>
<td>State government</td>
<td>Adult basic education providers</td>
<td>Disconnected youth, adults needing basic education, English language learners, formerly incarcerated individuals, immigrants</td>
</tr>
<tr>
<td>A Green Career Pathways Framework: Postsecondary and Employment Success for Low-Income, Disconnected Youth</td>
<td>Foundation</td>
<td>Youth development programs</td>
<td>Low-income, disconnected youth</td>
</tr>
<tr>
<td>A Guide for Implementing Programs of Study in Wisconsin</td>
<td>State government</td>
<td>Secondary education providers</td>
<td>In-school youth</td>
</tr>
<tr>
<td>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</td>
<td>State government, Foundation</td>
<td>Workforce development practitioners, adult basic education providers, business and industry</td>
<td>Low-skilled adult workers needing basic education</td>
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<tr>
<td>Jobs to Careers Milestone Tool: Planning a Work-Based Learning Project</td>
<td>U.S. Department of Labor, Foundation</td>
<td>Business and industry, workforce development practitioners</td>
<td>Low-wage incumbent, frontline workers</td>
</tr>
<tr>
<td>Making Green Work: Best Practices in Green-Collar Job Training</td>
<td>Foundation, Union</td>
<td>Workforce development practitioners, policymakers</td>
<td>Low-income workers with barriers to employment</td>
</tr>
<tr>
<td>Measuring Business Impact: A Workforce Development Practitioner’s Guide</td>
<td>Foundation</td>
<td>Workforce development practitioners, higher education providers</td>
<td>Low-skilled workers</td>
</tr>
<tr>
<td>Policy to Performance Toolkit: Transitioning Adults to Opportunity</td>
<td>U.S. Department of Education</td>
<td>State and local policymakers, adult basic education providers, higher education providers, workforce development practitioners</td>
<td>Adults needing basic education</td>
</tr>
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<td>The Promise of Career Pathways Systems Change</td>
<td>U.S. Department of Labor, State government</td>
<td>Workforce development practitioners, State and local policymakers</td>
<td>Adult workers</td>
</tr>
<tr>
<td>A Quick-Start Toolkit: Building Registered Apprenticeship Programs</td>
<td>U.S. Department of Labor</td>
<td>Workforce development practitioners and business and industry</td>
<td>Adult workers</td>
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<tr>
<td>Resources for Developing and Implementing Programs of Study</td>
<td>U.S. Department of Education</td>
<td>Secondary and postsecondary education providers, business and industry, workforce development practitioners</td>
<td>Students seeking postsecondary credentials</td>
</tr>
<tr>
<td>Texas Counseling to Careers Toolkit</td>
<td>State government</td>
<td>Adult basic education providers</td>
<td>Adults needing basic education</td>
</tr>
<tr>
<td>Toolkit for Workforce Funder Collaboratives</td>
<td>Research and advocacy organization</td>
<td>Regional funding collaboratives &amp; other intermediaries, workforce development practitioners</td>
<td>Any/all</td>
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<td>Tools for Building Employer-Educator Partnerships</td>
<td>U.S. Department of Education</td>
<td>Adult basic education providers, business and industry</td>
<td>Adults needing basic education</td>
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<tr>
<td>Workforce Partnership Guidance Tool</td>
<td>U.S. Department of Labor, Foundation, Corporate</td>
<td>Regional funding collaboratives, State policymakers and administrators, higher education providers</td>
<td>Employers and workers</td>
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</table>
TOOLKITS
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:

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
Achievement in Career Engagement: A Guide to Career Counseling

Kentucky Educational Development Corporation, 2018

PURPOSE:
This guide assists Kentucky school districts with many facets of the career pathways as a technical assistance initiative.

PUBLISHER:
Kentucky Educational Development Corporation

INTENDED AUDIENCE:
Secondary Education providers

CAREER PATHWAYS TARGET POPULATION:
Students seeking postsecondary credentials

BASED ON:
The experience of ten high schools participating in KEDC’s Project ACHIEVE, funded by the DOL Youth CareerConnect (YCC) Grant to improve high schools in preparation for transition to work and life. The project included input from the Kentucky Education & Workforce Development Cabinet, the Kentucky Department of Education, Project Lead The Way, and the Kentucky Center for Education & Workforce Statistics.

SUMMARY OF TOOLKIT APPROACH:
This guide introduces career counseling through the lens of career pathways. It covers career pathways, making employer contacts, job shadowing and internships (including a rural view of internships), and how to manage large caseloads, among other topics. Worksheets, administrative documents, and other action-based tools accompany written instruction and description of these topics.

LINK:
https://youthcareerconnect.workforcegps.org/resources/2018/08/17/18/32/Achievement_in_Career_Engagement
Adul t 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
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:
https://www.jff.org/resources/breaking-through-practice-guide/
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 proving 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
Business Engagement Collaborative: Sector Strategies Resources

Various, 2017

PURPOSE:
The purpose of this toolkit is to compile resources for workforce development systems to use when developing their sector-based strategies.

PUBLISHER:
U.S. Department of Labor, Employment and Training Administration (ETA)

INTENDED AUDIENCE:
State, regional, and local workforce development systems

CAREER PATHWAYS TARGET POPULATION:
Adult low income and low skill populations

BASED ON:
TA Sector Strategies Technical Assistance Initiative

SUMMARY OF TOOLKIT APPROACH:
The resources in this toolkit are organized according to the five elements of the Sector Strategies Framework:

1. Data-informed decision making
2. Sector-based service delivery
3. Industry engagement
4. Sustainability and continuous improvement
5. Organizational capacity and alignment

LINK:
https://businessengagement.workforcegps.org/resources/2016/08/16/15/22/Sector-Strategies-Resources
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:
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:

The Career Pathways Planner: A Guide for Adult Education State Leaders to Promote Local Career Pathways Systems


PURPOSE:
The Planner assists State leaders in visioning a local career pathways system.

PUBLISHER:
Funded by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE)

INTENDED AUDIENCE:
State and local policymakers; Adult basic education providers

CAREER PATHWAYS TARGET POPULATION:
Adults needing basic education

BASED ON:
The Moving Pathways Forward project, funded by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE), assisted state leaders in advancing career pathways systems for low-skilled adult workers.

SUMMARY OF TOOLKIT APPROACH:
The Planner is organized into the following five sections: (1) Assessing Local Career Pathways Systems, (2) Communicating Career Pathways, (3) Supporting Partnerships, (4) Designing Intake Processes, Instruction, and Transition Services, and (5) Promoting Continuous Improvement. The Planner includes additional resources, surveys, and tips to assist state leaders in designing, coordinating, and implementing career pathway systems.

LINK:
https://lincs.ed.gov/professional-development/resource-collections/profile-975
Career Pathways Toolkit: An Enhanced Guide and Workbook for System Development

Manhattan Strategy Group, 2016

PURPOSE:
The purpose of this toolkit is guide State and local leaders to build, implement, and sustain career pathways systems and programs. The 2016 revision includes new knowledge gained from the field, plus the system’s guiding legislation from the Workforce Innovation and Opportunity Act.

PUBLISHER:
U.S. Department of Labor

INTENDED AUDIENCE:
State WIOA policymakers

CAREER PATHWAYS TARGET POPULATION:
Adults low income and low skill populations

BASED ON:
Requirements of WIOA, with additional input from state postsecondary education, workforce development, and human services administrators, and national technical assistance providers.

SUMMARY OF TOOLKIT APPROACH:
The toolkit is divided into eight sections, guided by the six key elements of Career Pathways:

- Introduction
- Element One: Build Cross-Agency Partnerships & Clarify Roles
- Element Two: Identify Sector or Industry & Engage Employers
- Element Three: Design Education & Training Programs
- Element Four: Identify Funding Needs & Sources
- Element Five: Align Policies & Programs
- Element Six: Measure System Change & Performance
- Career Pathways Resources

Each section includes examples of promising practices, “Career Pathways FYIs,” and worksheets that State and local teams can use to guide implementation.

LINK:
https://careerpathways.workforcegps.org/resources/2016/10/20/10/11/Enhanced_Career_Pathways_Toolkit
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


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:
https://www.iccb.org/adult_ed/?page_id=562
Creating Paths to Employment for Opportunity Youth

10,000 Opportunities Initiative, The Aspen Institute, and Jobs for the Future, 2017

PURPOSE:
This toolkit supports collaboration between employers, community-based organizations, intermediaries, and other organizations to support youth in advancing on their path towards a career.

PUBLISHER:
10,000 Opportunities Initiative, The Aspen Institute, and Jobs for the Future

INTENDED AUDIENCE:
Youth development organizations and human services providers

CAREER PATHWAYS TARGET POPULATION:
Disconnected youth

BASED ON:
This toolkit was created by and for the 10,000 Opportunities Initiative.

SUMMARY OF TOOLKIT APPROACH:
The toolkit is split into six modules: (1) Understanding Workforce Needs, (2) Understanding the Talent Pipeline, (3) Developing a Community Strategy, (4) Holding Hiring Fairs, (5) Building Out Paths to Employment, and (6) Shifting Company Policies. The toolkit links to helpful videos, interview protocols, research briefs, and guides to help employers and community-based organizations support youth on their path to a career.

LINK:
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:
Designing a Career Pathways System: A Framework for State Education Agencies

The College and Career Readiness and Success Center (CCRS Center) at American Institutes for Research (AIR), 2016

PURPOSE:
This guide helps state education agency (SEA) staff develop and implement a career pathways system in collaboration with other stakeholders in the state.

PUBLISHER:
U.S. Department of Education, Office of Elementary and Secondary Education

INTENDED AUDIENCE:
Students seeking postsecondary credentials

CAREER PATHWAYS TARGET POPULATION:
Community college students

BASED ON:
Research, best practices, and success stories SEAs.

SUMMARY OF TOOLKIT APPROACH:
This toolkit contains four sections on key components of a career pathways initiative: (1) engaging key stakeholders and defining goals, (2) mapping policies, programs, and industries, (3) designing a framework, and (4) implementation and continuous improvement. Each chapter includes action-based tools, slide presentations, and a guide for a facilitator. The facilitator guides contain background and context for the facilitator and tips for facilitating planning and group activities.

LINK:
https://ccrscenter.org/implementation-tools/career-pathways-modules
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/
Expanding Business Engagement (EBE)—Technical Assistance Initiative


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:
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
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:

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://dpi.wi.gov/cte/career-development/programs-of-study
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:

https://www.iccb.org/adult_ed/?page_id=562
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
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:
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:
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:
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:
A Quick-Start Toolkit: Building Registered Apprenticeship Programs

ApprenticeshipUSA, 2015

PURPOSE:
The purpose of this toolkit is to provide helpful steps and resources to start and register an apprenticeship program.

PUBLISHER:
U.S. Department of Labor

INTENDED AUDIENCE:
Businesses, labor organizations, industry associations, workforce development providers, and community colleges

CAREER PATHWAYS TARGET POPULATION:
Adult low income and low skill populations

BASED ON:
The requirements necessary to register an apprenticeship with the Department of Labor.

SUMMARY OF TOOLKIT APPROACH:
This toolkit summarizes five steps to building a registered apprenticeship program:

1. Explore apprenticeship as a strategy to meet your needs for skilled workers.
2. Partner with key players in your region to develop an apprenticeship program.
3. Build the core components of your apprenticeship program.
4. Register your program to join ApprenticeshipUSA network.
5. Launch your new Registered Apprenticeship program.

Each step also provides examples of apprenticeship programs and links to more resources.

LINK:
https://strategies.workforcegps.org/resources/2016/05/26/20/08/A-Quick-Start-Toolkit-Building-Registered-Apprenticeship-Programs
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

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
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
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:
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:

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