

# One Door Many Paths



a WIOA partners' conference

## **Frameworks for Building Strong, Sustainable Career Pathways Systems: State or Local**

**WORKBOOK  
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## Economic Development Connections

- It is not education itself, but its \_\_\_\_\_ with local economic activity that matters.
- Do your college programs match the labor market needs?
- Are there multiple entry points for all your learners

## Career Pathways Systems

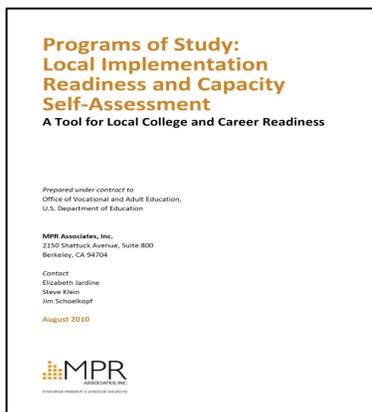
- A \_\_\_\_\_ approach to education, training, and employment.

**Joint Agency Commitment to Career Pathways:** *12 major agencies have made a joint commitment to promote the use of career pathways approaches as a promising strategy to help adults acquire marketable skills and industry-recognized credentials through better alignment of education, training and employment, and human and social services among public agencies and with employers.*

## Tools to Guide You:

### 1. OCTAE 10 Component Framework

[www.cte.ed.gov](http://www.cte.ed.gov)



### 2. DOL Six Essential Elements

CAREER PATHWAYS TOOLKIT  
Six Key Elements for Success



Developed on behalf of the U.S. Department of Labor by Social Policy Research Associates

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## OCTAE 10 COMPONENTS AND SUBCOMPONENTS FRAMEWORK

### 1. LEGISLATION AND POLICIES

- Provide for state and/or local funding and other resources, such as professional development and dedicated staff time, for POS development.
- Establish formal procedures for the design, implementation, and continuous improvement of POS.
- Ensure opportunities for any secondary student to participate in a POS.
- Require secondary students to develop an individual graduation or career plan.
- Provide resources for long term sustainability of POS.

## **2. PARTNERSHIPS**

- Create written memoranda of understanding that elaborate the roles and responsibilities of partnership members.
- Conduct ongoing analyses of economic and workforce trends to identify statewide (or regional) POS to be created, expanded, or discontinued.
- Link into existing initiatives that promote workforce and economic development, such as sector strategies and other activities supported by the Workforce Investment Act.
- Identify, validate, and keep current the technical and workforce readiness skills that should be taught within a POS.

## **3. PROFESSIONAL DEVELOPMENT**

- Support the alignment of curriculum from grade to grade (9-12) and from secondary to postsecondary education (vertical curriculum alignment).
- Support the development of integrated academic and career and technical curriculum and instruction (horizontal curriculum alignment).
- Ensure that teachers and faculty have the content knowledge to align and integrate curriculum and instruction.
- Foster innovative teaching and learning strategies (see #9 below).

## **4. ACCOUNTABILITY AND EVALUATION SYSTEMS**

- Include the “10 Essential Elements of A State Longitudinal Data System” identified by the Data Quality Campaign.<sup>i</sup>
- Provide for administrative record matching of student education and employment data (i.e., Unemployment Insurance (UI) wage records).
- Yield valid and reliable data on key student outcomes (indicators) referenced in Perkins and other relevant federal and state legislation.
- Provide timely data to evaluate and improve the effectiveness of POS.

## **5. COLLEGE AND CAREER READINESS STANDARDS**

- Be developed and continually validated in collaboration with secondary, postsecondary, and industry partners.
- Incorporate essential knowledge and skills (i.e., academic skills, communication, and problem-solving), which students must master regardless of their chosen career area or POS.
- Provide the same rigorous knowledge and skills in English and mathematics that employers and colleges expect of high school graduates.
- Incorporate industry-recognized technical standards that are valued in the workplace.
- To the extent practicable, be internationally benchmarked so that all students are prepared to succeed in a global economy.

## **6. COURSE SEQUENCES**

- Map out the recommended academic and career and technical courses in each POS.
- Begin with introductory courses at the secondary level that teach broad foundational knowledge and skills that are common across all POS.
- Progress to more occupationally-specific courses at the postsecondary level that provide knowledge and skills required for entry into and advancement in a chosen POS.
- Offer opportunities for students to earn postsecondary credit for coursework taken during high school.

## **7. CREDIT TRANSFER AGREEMENTS**

- Provide a systematic, seamless process for students to earn college credit for postsecondary courses taken in high school, transfer high school credit to any two- and four-year institution in the state that offers the POS, and transfer credit earned at a two-year college to any other two- or four-year institution in the state that offers the POS.
- College credit should be automatically transcribed at the college for high school students so that they can transfer seamlessly into the postsecondary portion of a POS without the need for additional paperwork or petitioning for credit.
- Describe the expectations and requirements for, at a minimum, teacher and faculty qualifications, course prerequisites, postsecondary entry requirements, location of courses, tuition reimbursement, and credit transfer process.

## **8. GUIDANCE COUNSELING AND ACADEMIC ADVISEMENT**

- Are based on state and/or local guidance and counseling standards, such as the National Career Development Guidelines.<sup>ii</sup>
- Ensure that guidance, counseling, and advisement professionals have access to up-to-date information about POS offerings to aid students in their decision making.
- Offer information and tools to help students learn about postsecondary education and career options, including prerequisites for particular POS.
- Offer resources for students to identify their career interests and aptitudes and to select appropriate POS.
- Provide information and resources for parents to help their children prepare for college and careers, including workshops on college and financial aid applications.
- Offer Web-based resources and tools for obtaining student financial assistance.

## **9. TEACHING AND LEARNING STRATEGIES**

- Be jointly led by interdisciplinary teaching teams of academic and career and technical teachers or faculty.
- Employ contextualized work-based, project-based, and problem-based learning approaches.
- Incorporate team-building, critical thinking, problem-solving, communication skills, such as through the use of career and technical student organization (CTSO) activities.

## **10. TECHNICAL SKILLS ASSESSMENTS**

- Measure student attainment of technical skill proficiencies at multiple points during a POS.
- Employ industry-approved technical skill assessments based on industry standards, where available and appropriate.
- Employ State-developed and/or approved assessments, particularly where industry-approved assessments do not exist.
- Result in the awarding of secondary credit, postsecondary credit, or a special designation on a student's high school diploma.
- Incorporate performance-based assessment items, to the greatest extent possible, where students must demonstrate the application of their knowledge and skills.

## Pre-Assessment of POS Readiness and Capacity

### Current Status of POS Development and Implementation

In the worksheet below, please consider the current status of your POS development and implementation efforts as defined by the POS framework elements. This status analysis may offer a comprehensive review of your overall POS readiness and capacity assessment by seeing which elements surface as a focus for continued development, technical assistance, or professional development.

If a particular element, or elements, surface as having a weak current status or is determined to be of critical importance, a deeper analysis of the individual POS element should be considered. The individual POS element templates can serve as a tool to determine appropriate interventions to strengthen the development and implementation of a particular POS element. As part of your analysis, you may want to establish an importance ranking for addressing specific POS framework elements. Depending on capacity, the timeline for addressing development of POS elements may require strategic planning that is manageable and results in the desired outcome. Establishing an importance order for addressing POS elements may be desirable to your overall POS planning.

POS Framework Elements	Current Status			Importance		
	None	In Progress	Operational	Low	Important	Critical
1. Legislation and Policies	1	2	3	1	2	3
2. Partnerships	1	2	3	1	2	3
3. Professional Development	1	2	3	1	2	3
4. Accountability and Evaluation Systems	1	2	3	1	2	3
5. College and Career Readiness Standards	1	2	3	1	2	3
6. Course Sequences	1	2	3	1	2	3
7. Credit Transfer Agreements	1	2	3	1	2	3
8. Guidance Counseling and Academic Advisement	1	2	3	1	2	3
9. Teaching and Learning Strategies	1	2	3	1	2	3
10. Technical Skill Assessments	1	2	3	1	2	3

## TOP 3 Priorities:

1.

2.

3.

### Professional Development Needed:

1.

2.

3.

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