**Request**

*Nashville New Skills ready network is looking for national exemplars in career pathways at a K-12 district level. Possible questions include:*

1. *Which districts are doing career pathways well? How do we know?*
2. *What are they measuring and using to assess career pathways excellence?*

**Barriers**

* Dual enrollment and articulation agreements between school districts and community colleges can be challenging to create and sustain.
* High school and community college student schedules can create logistical issues for attendance.
* CTE certification hurdles exist when trying to align programming across secondary and postsecondary.
* Often states have missing longitudinal data systems and incompatible K-12 and postsecondary data systems.
	+ This can mean inadequate evidence about student outcomes.
* Many regions across the states are facing teacher shortages across CTE programming especially in more specialized fields.
* A challenge that many states face when aligning career pathways to top occupations is defining thresholds for wages, demand, and skill within each occupation.
	+ The labor market is constantly changing, and states must ensure that learners are prepared not for the jobs of today but for the careers of tomorrow. ([JFF](https://cte.careertech.org/sites/default/files/HarvardGradSchoolofEdPathwaystoProsperity-2011.pdf))

**Proposed strategies**

* Career Advising: An early and sustained career information and advising system strong enough to help students and families make informed choices about education and careers.
* Continued state and local support: Enabling state policies (e.g., dual enrollment policies, sustainable funding, and financial incentives) and a high visibility, state-level stakeholder group whose members support the regional work as public spokespeople and champions.
* Structured pathways: Grades 9-14 career pathways with clear structures, timelines, costs, and requirements linking and integrating high school and community college curricula and data and aligning both with labor market needs.
* Employer engagement: Leading to work-based learning and support for the transition of young people into the labor market.
* Scale and sustainability: Planning for sustainability at the outset
* Coalition building: Specifically making cross-sector connections transformational, not transactional.
* Systems change: Revise individual agendas to incorporate a collective approach to pathway work, commit to a shared career pathway agenda for youth in the region, and invest in systemic action to sustain it.

**Career Pathways**

**Massachusetts: Worchester Technical High School**

The state of Massachusetts was a state grantee in the JPMorgan Chase New Skills for Youth cohort. One of their local successes was with Worchester Public schools specifically their one technical high school. The following activities are examples of how Worchester Technical High School and Worchester Public Schools implemented and adapted pathways programs because of the High-Quality College and Career pathways initiative through NSFY:

1. Expanded access to pathways for all students:
2. Local engagement with WDB and employers:
3. Career preparation and advising

<https://cte.careertech.org/sites/default/files/files/resources/NSFY%20MA%20Snapshot%2010232019%20%281%29.pdf>

**Delaware Pathways Project**

Delaware Pathways Project is a regional strategy to scale high-quality career pathways and improve connections between K-12 educational institutions and local employers. Delaware Pathways’ strategic plan outlines five priority areas, with each priority area led by key representatives from government departments and the nonprofit and philanthropic sectors. These priorities and their leads include:

1. [Build a comprehensive career preparation system](http://delawarepathways.org/core-priority-1/)
2. [Scale and sustain meaningful work-based learning experiences](http://delawarepathways.org/core-priority-2/)
3. [Integrate our education and workforce development efforts and data systems](http://delawarepathways.org/core-priority-3/)
4. [Coordinate financial support for Delaware Pathways](http://delawarepathways.org/core-priority-4/)
5. [Engage employers, educators and service providers to support Delaware Pathways](http://delawarepathways.org/core-priority-5/)

<http://delawarepathways.org/about/>

<https://careertech.org/resource/delaware-pathways>

**ACE Academy: Fond Du Lac, WI**

The state of Wisconsin was a grant recipient in the JPMorgan Chase New Skills for Youth cohort. One of their local level successes was opening the doors to a brand-new facility designed to prepare learners for careers in construction, a high-need industry in Fond du Lac, WI. Since the program opened, enrollment in architecture, construction and engineering courses at Fond du Lac High School has more than doubled, from 62 students in the 2018-19 academic year to 128 the following year. The ACE Academy is part of efforts to build and expand high-quality career pathways in the Moraine Park region through Pathways Wisconsin.

<https://www.fonddulac.k12.wi.us/ACEAcademy.aspx>

**Ranger Pathways: Hamilton Community Schools, OH**

The state of Ohio was a grant recipient in the JPMorgan Chase New Skills for Youth cohort. Ranger Pathways is Hamilton Township High School's career exploration, preparation, and connection program. All HTHS students explore career fields that are consistent with their interests and skills; prepare for college and/or other career-specific training; and connect with businesses or municipalities for internships, apprenticeships, or other valuable work experiences.

<https://www.hamilton-local.k12.oh.us/RangerPathways.aspx>

**Lancaster Independent School District STEM**

In 2012, Educate Texas, the Texas Instruments (TI) Foundation and the suburban Lancaster Independent School District (Lancaster ISD), located south of Dallas, collaborated to build a districtwide model for STEM education. The school developed an approach that emphasized three elements of STEM education: 1) awareness in elementary schools, 2) exposure and engagement in middle schools and 3) exploration and articulation of knowledge in high schools. With additional support from higher education partners, the workforce and the community, the effort reinvented student learning experiences, made STEM education accessible for all, and instilled community respect and pride. The initiative also created a model that can be replicated in districts throughout the state and the nation.

<https://www.edtx.org/getattachment/Our-Impact-Areas/College-Career-Readiness/Lancaster-ISD-STEM/LISD-Executive-Summary-Web.pdf?lang=en-US>

Educate Texas: <https://www.edtx.org/our-impact-areas/college-career-readiness/lancaster-isd-stem>

**P-TECH**

P-TECH 9-14 School Model is a pioneering education reform initiative created by IBM, to prepare young people with the academic, technical and professional skills required for 21st Century Jobs and ongoing education. While the first models started in New York City P-Tech programs can be seen across the U.S from Texas to Ohio.

 <https://www.ptech.org/about/>

**SREB: Designing Pathway Programs of Study That Join Rigorous Career/Technical Studies With a College-Ready Core**

Breakdown of program design across several different southern school districts that have implemented career pathways or academies. The brief also provides lessons learned and step by step processes on engaging in the work of pathways. While the document is dated it does provide contact information for some of the individuals involved in the work at a local level.

<https://www.sreb.org/sites/main/files/file-attachments/13v05w_bestpractices_designingpathwayprograms.pdf?1461335407>

**J****FF Evaluation of California Career Pathways trust initiative**

This report focuses on year two of the California Career Pathways Trust implementation and three central implementation tasks: changing mindsets about CTE, establishing communication among all stakeholders, and building regional infrastructure. Pages 52-58 look specifically at the promising practices of career pathways development including sustainability of the initiative after funding dissolves and successes and barriers to developing pathways.

<https://jfforg-prodnew.s3.amazonaws.com/media/documents/CCPTImplementationReport_03717_0.pdf>

**Linked Learning**

Schools and academies adopt Linked Learning in ways that fit their local contexts. What they share is the integration of four key components: Rigorous academics, work-based learning, career academies, and comprehensive support services. Students learn through a pathway connected to a local industry sector. Right now several Hawaii schools have created and/or expanded to a wall to wall academy school through this process.

<https://www.linkedlearning.org/about/linked-learning-approach>

**CTE on the Frontier: Providing Learners Access to a diverse array of career pathways**

This brief from Advance CTE is the third installment in the *CTE on the Frontier* series, designed to help states identify promising strategies for expanding the variety of career pathways available in rural areas. The brief profiles how states such as **Nebraska**, **Alaska**, **North Dakota** and **Idaho**have leveraged strategic partnerships and new technologies to reach economies of scale and offer a wider breadth of career pathways to rural learners.

<https://cte.careertech.org/sites/default/files/files/resources/CTE_Frontier_Diverse_Pathways_2017.pdf>

**JFF: Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for 21st century**

Pathways to Prosperity, a foundational report from the Harvard Graduate School of Education, analyzes the reasons that America has failed to prepare so many of its youth, and suggests a national strategy that focuses on approaches beyond our current academic, classroom-based education system. The report suggests supporting high-quality, comprehensive pathways, such as those used in Career Technical Education (CTE), that will lead students to a certificate or a postsecondary credential (including Associate’s degrees). It also highlights leading practices from other countries as well as leading practices in the U.S. While the report is dated it also does give context on the need for this initiative.

<https://cte.careertech.org/sites/default/files/HarvardGradSchoolofEdPathwaystoProsperity-2011.pdf>

Initiative website: <https://www.jff.org/what-we-do/impact-stories/pathways-to-prosperity-network/>

State strategies for sustaining and scaling pathways: <https://jfforg-prod-new.s3.amazonaws.com/media/documents/State-Strategies_Sustaining_Scaling_92414.pdf>

**JFF: A Clearer Path to college and career success: Great Lakes College and Career Pathways Partnership**

This case study details how the four communities of the Great Lakes College and Career Pathways Partnership are working to systematically move the needle to ensure that all young people are prepared to not only meet the current and emerging needs of the workplace, but to also find value and meaning in their working lives, and fully realize their best possible futures. Each site and partnership is highlighted in detail in the report.

<http://glccpp.com/wp-content/uploads/great-lakes-case-withsummary-060319.pdf>

**CLASP: Shared Vision, Strong Systems: The Alliance for Quality Career Pathways Framework**

The framework is designed to support cross-sector development, implementation and improvement of career pathways systems at the state and local levels.

Specifically, the framework provides:

1. Definitions and a conceptual model of career pathway systems, pathways, and programs;
2. Criteria and quality indicators for career pathway systems; and
3. A set of interim and outcome metrics for measuring and managing career pathway participant progress and success.

If just looking for assessment and indicators of quality for local districts go to pages 21-25.

<https://www.clasp.org/sites/default/files/public/resources-and-publications/files/aqcp-framework-version-1-0/AQCP-Framework.pdf>

**Career Advising**

**The State of Career and Technical Education: Career Advising and Development**

Career advising and development is an increasingly prevalent topic in policy conversations, but too often only focuses on high school-level strategies. Advance CTE partnered with the American School Counselor Association to conduct research with State CTE Directors to find out what’s working, and what isn’t, at the state and local levels.

<https://cte.careertech.org/sites/default/files/files/resources/State_of_CTE_Career_Advising_Development_2018.pdf>

**Boston, MA: Private Industry Council’s School to Career team**

The PIC’s School-to-Career team connects Boston public high school students with: summer and school year jobs and internships, job shadows at companies throughout Boston, mock interviews with local professionals, and other career awareness and exploration activities.

In partnership with the Mayor’s Office and the Boston Public Schools, PIC Career Specialists and Employer Engagement Managers coordinate summer jobs and school-year internships for thousands of students each year.

* **Career Specialists** work within Boston’s public high schools. They guide, mentor, and inspire thousands of students annually and connect them with summer jobs and school-year internships. Throughout the school year, they arrange career awareness and job readiness activities.
* **Employer Engagement Staff**broker the relationships between students and employers by recruiting and supporting the businesses that hire students for a range of challenging jobs at healthcare institutions, financial services firms, life science companies, and other professional organizations.

<https://www.bostonpic.org/programs-initiatives/school-to-career>

**Denver, CO: Denver Public Schools CareerConnect**

CareerConnect gives DPS students early exposure to thousands of career options as they learn more about their own passions and interests. Students take the skills they’ve learned in the classroom and apply them on the job through shadowing, internships and apprenticeships. Our goal is to help students identify their passions, explore what they love doing and consider making a career out of it.

<https://collegeandcareer.dpsk12.org/what-is-dps-careerconnect/>