



CAREER PATHWAYS

Catalog of Toolkits



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Administration for Children and Families

U.S. Department of Labor
Employment and Training Administration

U.S. Department of Education
Office of Vocational and Adult Education

State of Arkansas
Department of Workforce Services

State of Maryland
Division of Workforce Development & Adult Learning

State of Ohio
Board of Regents

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INTRODUCTION

In April 2012, the U.S. Departments of Education, Health and Human Services, and Labor released a letter endorsing the concept of “career pathways” as a promising approach to address the country’s challenge of how to prepare lower-skilled workers to participate fully in the country’s economic future.¹ 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 that meet short-term staffing needs and grow a next generation of skilled employees. At the same time, the human services field supports workers in balancing their educational, professional, and family responsibilities while they make this investment in their future. What makes these activities a true career pathways initiative is the commitment to cross-agency partnerships that identifies the strengths and needs of each partner and uses that expertise to build the pathway.

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

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

¹ Please see: <http://www2.ed.gov/about/offices/list/ovae/ten-attachment.pdf>

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(from “Career Pathways Toolkit: Six Key Elements For Success”)

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TOOLKIT SUMMARY TABLE

Name	Toolkit Publisher	Intended Audience	Career Pathway Target Populations
ABE Career Connections: A Manual for Integrating Adult Basic Education into Career Pathways	U.S. Department of Education	Adult basic education providers	Low-skilled adult workers needing basic education
Accelerating Opportunity Virtual Academy: Resource Library	Foundation	Higher education providers, policymakers	Low-skilled workers
Adult Career Pathways Training and Support Center	U.S. Department of Education	Adult basic education providers	Low-skilled adult workers needing basic education
Adult College Completion Tool Kit	U.S. Department of Education	State and local policymakers, adult basic and higher education providers	Students seeking postsecondary credentials
Adult Education for Work: Transforming Adult Education to Build a Skilled Workforce	Foundation	Higher education providers	Low-skilled adult workers
Advancing Adults into Community Colleges: Data Tools from Breaking Through	Foundation	Higher education providers	Low-skilled adult workers
The Breaking Through Practice Guide	Foundation	Higher education providers	Low-skilled adult workers
Bridges to Careers for Low-Skilled Adults: A Program Development Guide	Foundation	Workforce development and social service practitioners, education providers, business and industry	Low-skilled adult workers
Building Blocks for Building Skills: An Inventory of Adult Learning Models and Innovations	U.S. Department of Labor	Workforce development practitioners, business and industry, education providers	Working adult learners
Building Bridges for Career Pathways in Michigan: Getting Started Toolkit 3: Conducting a Gap Analysis	State	Workforce development and social service practitioners, higher education providers	Low-skilled adult workers
Building Effective Employer Relations	Foundation	Education providers	Low-skilled workers
Business and Community College Partnerships: A Blueprint	Foundation	Higher education providers, business and industry	Workers without postsecondary credentials
The Career Pathways How-To Guide	Foundation	Workforce development and social service practitioners, higher education providers, State policymakers and administrators	Low-skilled workers
Career Pathways Toolkit	Foundation	Workforce development and social service practitioners, education providers, State and local policymakers	Students and low-skilled adult workers
Career Pathways Toolkit: Six Key Elements for Success	U.S. Department of Labor	Workforce development and social service practitioners, higher education providers, State policymakers and administrators	Low-skilled workers
College and Career Transitions Initiative Toolkit	U.S. Department of Education	Higher education providers, workforce development practitioners	Students seeking postsecondary credentials
Community Collaboratives Toolbox	White House	Local officials, workforce development and social service practitioners, intermediaries	Community members
Competency Model Clearinghouse	U.S. Department of Labor	Workforce development practitioners, business and industry, economic developers, higher education providers	Workers
Creating a Successful Bridge Program: A "How To" Guide	Foundation, State	Adult basic education providers, workforce development and social service practitioners, higher education providers, business and industry, policymakers	Low-skilled adult workers needing basic education

Name	Toolkit Publisher	Intended Audience	Career Pathway Target Populations
Funding Career Pathways and Career Pathways Bridges: A Federal Policy Toolkit for States	Foundation	Workforce development practitioners, State policymakers and administrators	Low-income, low-skill workers and out-of-school youth
A Green Career Pathways Framework: Postsecondary and Employment Success for Low-Income, Disconnected Youth	Foundation	Youth development programs	Low-income, disconnected youth
A Guide to Using Labor Market Data to Improve Student Success	Foundation	Higher education providers	Students seeking postsecondary credentials
How to Build Bridge Programs that Fit into a Career Pathway: A Step-By-Step Guide based on the <i>Carreras en Salud</i> Program in Chicago	State, Foundation	Workforce development practitioners, adult basic education providers, business and industry	Low-skilled adult workers needing basic education
Innovations in Welfare Policy: Building Successful Pathways: A Sector-based, Career Advancement Model	Research & Advocacy Organization	Workforce development and social service practitioners, State and local policymakers and administrators	TANF participants
Jobs to Careers Milestone Tool: Planning a Work-based Learning Project	U.S. Department of Labor, Foundation	Business and industry, workforce development practitioners	Low-wage incumbent, frontline workers
Jobs to Careers Toolkit: A Step-By-Step Guide to Work-based Learning	U.S. Department of Labor, Foundation	Business and industry, workforce development practitioners	Low-wage incumbent, frontline workers
Making Green Work: Best Practices in Green-Collar Job Training	Foundation, Union	Workforce development practitioners, policymakers	Low-income workers with barriers to employment
Manufacturing Skills Certification System Resources	Business and Industry	Education providers, business and industry, workforce development practitioners, and policymakers	Low-skilled workers
Measuring Business Impact: A Workforce Development Practitioner's Guide	Foundation	Workforce development practitioners, higher education providers	Low-skilled workers
Pathways to Careers: A Guide to Building Partnerships for Workforce Education and Training	U.S. Department of Education	Higher education providers, workforce development practitioners	Students and adult workers
Promoting Rigorous Career and Technical Education Programs of Study Toolkit	U.S. Department of Education	Secondary and postsecondary education providers, business and industry, workforce development practitioners	Students seeking postsecondary credentials
State Sector Strategies Toolkit	Foundation	State policymakers and administrators, business and industry	Employers and workers
Supporting the Education Pipeline: A Business Engagement Toolkit for Community-based Organizations	Business and Industry	Youth development organizations	Children and youth
Thriving in Challenging Times: Connecting Education to Economic Development through Career Pathways	Business and Industry	Business and industry	Students seeking postsecondary credentials and low-skilled adult workers needing basic education
Workforce Partnership Guidance Tool	U.S. Department of Labor, Foundation, Business and Industry	Regional funding collaboratives, State policymakers and administrators, higher education providers	Employers and workers

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

MPR Associates, Inc. under contract to U.S. Department of Education, 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 Vocational 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 Vocational and Adult Education that involved five sites across the country. The sites were selected to participate in the project with the goal of connecting their ABE programs with existing Career Pathways in industries of importance to their local economies.

SUMMARY OF TOOLKIT APPROACH:

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

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

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



LINK:

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

Accelerating Opportunity Virtual Academy: Resource Library

Jobs for the Future, 2011

PURPOSE:

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

PUBLISHER:

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

INTENDED AUDIENCE:

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

CAREER PATHWAYS TARGET POPULATION:

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

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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

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



LINK:

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

Adult Career Pathways Training and Support Center

Kratos Learning Solutions under contract
to U.S. Department of Education, 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 community of practice.

PUBLISHER:

U.S. Department of Education, Office of Vocational 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;
- An online community of practice for professional learning and peer-to-peer sharing; and
- 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.



LINK:

<http://www.acp-sc.org/>

Adult College Completion Tool Kit

**MPR Associates, Inc. under contract to
U.S. Department of Education, 2012**

PURPOSE:

The *Adult College Completion Toolkit* was developed by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) 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 Vocational 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:

<http://www2.ed.gov/about/offices/list/ovae/index.html>

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

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

PURPOSE:

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

PUBLISHER:

Walmart Foundation

INTENDED AUDIENCE:

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

CAREER PATHWAYS TARGET POPULATION:

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

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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

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

In each section, the guide identifies “quality elements,” for example “helping each student develop a Career Pathways plan” is a quality element of program design, based on real-life examples from innovative adult education programs, and the overall guide also includes two case studies and a self-assessment tool.



LINK:

<http://www.jff.org/publications/workforce/adult-education-work-transforming-adult-/908>

Advancing Adults into Community Colleges: Data Tools from Breaking Through

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

PURPOSE:

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

PUBLISHER:

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

INTENDED AUDIENCE:

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

CAREER PATHWAYS TARGET POPULATION:

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

BASED ON:

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

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



LINK:

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

The Breaking Through Practice Guide

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

PURPOSE:

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

PUBLISHER:

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

INTENDED AUDIENCE:

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

CAREER PATHWAYS TARGET POPULATION:

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

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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

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

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



LINK:

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

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

Women Employed, 2005

PURPOSE:

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

PUBLISHER:

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

INTENDED AUDIENCE:

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

CAREER PATHWAYS TARGET POPULATION:

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

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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



LINK:

http://www.womenemployed.org/publications?term_node_tid_depth=20&tid=All

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

Council For Adult & Experiential Learning, 2006

PURPOSE:

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

PUBLISHER:

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

INTENDED AUDIENCE:

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

CAREER PATHWAYS TARGET POPULATION:

Working adult learners

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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

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



LINK:

<http://www.cael.org/Research-and-Publications/All-Publications?page=4>

Building Bridges for Career Pathways in Michigan: Getting Started Toolkit 3: Conducting a Gap Analysis

Michigan Department of Energy, Labor, and Economic Growth, 2011

PURPOSE:

This Toolkit focuses on how to conduct a gap analysis with key stakeholders in order to gain a better understanding of the regional labor market, including regional demographics and current and projected needs for workers. As the third in a series of three toolkits on developing Career Pathways for Michigan State, it posits that such a gap analysis is a critical step in developing a successful Career Pathways initiative.

PUBLISHER:

Michigan Department of Energy, Labor and Economic Growth

INTENDED AUDIENCE:

Practitioners in the education, training, and workforce development fields interested in developing a Career Pathways initiative

CAREER PATHWAYS TARGET POPULATION:

Undereducated and low-wage/low-skill adults, out-of-school youth, and dislocated and incumbent workers

BASED ON:

This toolkit was produced as part of the Michigan Department of Energy, Labor and Economic Growth's *No Worker Left Behind* Adult Learning Demonstration Grant program, which funded 10 regional partnerships to develop programs that equip adult learners with the skills necessary to enter Career Pathways in healthcare, renewable energy and other sectors, and postsecondary education or training programs.

SUMMARY OF TOOLKIT APPROACH:

This toolkit provides guidance on how to conduct a gap analysis, emphasizing the importance of the involvement of a steering committee. The toolkit advises that the steering committee should include adult education and literacy providers, community colleges, and One Stop Career Centers in the region. Key steps for conducting a gap analysis are presented and tips, resources, and tools are identified for each step. Resources discussed are denoted with a "tools" graphic and fourteen tools are included, ranging from a sample agenda for a steering committee to a funding/resource audit chart.



LINK:

<http://www.maepd.org/lib-careerpathways.html>

Building Effective Employer Relations

The Aspen Institute Workforce Strategies Initiative, 2004

PURPOSE:

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

PUBLISHER:

Charles Stewart Mott Foundation and Ford Foundation

INTENDED AUDIENCE:

Employment and training programs at nonprofits and community colleges

CAREER PATHWAYS TARGET POPULATION:

Low-skill workers

BASED ON:

Interviews with 10 sectoral employment development programs and their employer partners

SUMMARY OF TOOLKIT APPROACH:

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

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



LINK:

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

Business and Community College Partnerships: A Blueprint

Corporate Voices for Working Families, 2012

PURPOSE:

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

PUBLISHER:

Bill and Melinda Gates Foundation

INTENDED AUDIENCE:

Business and community college leaders new to working with each other

CAREER PATHWAYS TARGET POPULATION:

Working learners without a postsecondary credential

BASED ON:

Corporate Voices for Working Families' field building experience

SUMMARY OF TOOLKIT APPROACH:

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

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

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



LINK:

http://www.completionmatters.org/sites/default/files/learn__earn_blueprint_final_1.23.12.pdf

The Career Pathways How-To Guide

Workforce Strategy Center, 2006

PURPOSE:

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

PUBLISHER:

Joyce Foundation

INTENDED AUDIENCE:

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

CAREER PATHWAYS TARGET POPULATION:

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

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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

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

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



LINK:

http://www.workforcestrategy.org/images/pdfs/publications/WSC_howto_10.16.06.pdf

Career Pathways Toolkit

Community College Bridges to Opportunity Initiative, 2007

PURPOSE:

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

PUBLISHER:

Ford Foundation

INTENDED AUDIENCE:

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

CAREER PATHWAYS TARGET POPULATION:

High school students and underprepared working adults

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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

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

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

- The key question surrounding that stage, and how to address it;
- Resources and tools – links to online toolkits, templates, and references; and
- A case study from a State or program (not necessarily a Career Pathways initiative) that excels in that action step.



LINK:

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

Career Pathways Toolkit: Six Key Elements for Success

Social Policy Research Associates, under contract
to the U.S. Department of Labor, 2011

PURPOSE:

The *Career Pathways Toolkit: Six Key Elements for Success* was developed as part of the U.S. Department of Labor, Employment and Training Administration's Career Pathways Initiative to help guide State and local leaders in building and sustaining career pathway systems.

PUBLISHER:

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

INTENDED AUDIENCE:

Administrators, service providers, practitioners, and policymakers seeking to develop career pathway systems at local, regional, and State levels

CAREER PATHWAYS TARGET POPULATION:

Adults and non-traditional students who often need to combine work and study

BASED ON:

This guide is based on the *Six Key Elements of Career Pathways* framework developed by the U.S. Department of Labor, Employment and Training Administration in conjunction with a design team comprised of representatives from the U.S. Department of Education, Office of Vocational and Adult Education, Jobs for the Future, and Social Policy Research Associates.

SUMMARY OF TOOLKIT APPROACH:

The toolkit is broken up into three sections which detail the *Six Key Elements Framework*, highlight promising practices from around the nation, and provide tools designed to support visioning and strategic planning. These six key elements are:

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



LINK:

<https://learnwork.workforce3one.org/view/2001134052969836533/info>

College and Career Transitions Initiative Toolkit

League for Innovation in the Community College, 2006

PURPOSE:

The main purpose of the College and Career Transitions Initiative (CCTI) is to strengthen the role of community and technical colleges in easing student transitions between secondary and postsecondary education and into employment and improving academic performance at both the secondary and postsecondary levels. CCTI sites received grants administered by the League for Innovation in the Community College and funded through the U.S. Department of Education, Office of Vocational and Adult Education to identify, develop, and refine practices that help students move effectively from high school to college and to careers by better aligning and improving the quality of secondary and postsecondary programs in high-demand career areas. The purpose of this toolkit is to share the information that has been generated by CCTI sites through their work in college and career transition strategies and programs of study.

PUBLISHER:

U.S. Department of Education, Office of Vocational and Adult Education

INTENDED AUDIENCE:

Community colleges and practitioners in the Career Pathways field

CAREER PATHWAYS TARGET POPULATION:

Students transitioning between secondary and postsecondary education levels

BASED ON:

CCTI was designed to support the principles established in the No Child Left Behind Act of 2001, by investing in strategies to:

- Close the achievement gap;
- Create meaningful educational options that help students with diverse backgrounds and needs reach uniformly high standards; and
- Ensure that students attain these high standards at each level of their educational careers.

SUMMARY OF TOOLKIT APPROACH:

The toolkit is organized into five occupational clusters with three community college profiles highlighted in each cluster. The community college profiles include basic information such as a project summary and partner and contact information, as well as more in-depth project documents and information that is useful to toolkit users who are interested in replicating a similar type program. These project documents include a map of the career pathway that the specific project is concerned with, implementation strategies gleaned from the project's experiences and lessons learned, an improvement plan for the project, as well as case studies of the specific projects.



LINK:

<http://www.league.org/league/projects/ccti/projects/>

Community Collaboratives Toolbox

White House Council for Community Solutions, n.d.

PURPOSE:

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

PUBLISHER:

White House Council for Community Solutions

INTENDED AUDIENCE:

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

CAREER PATHWAYS TARGET POPULATION:

Community members

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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

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

Each of these tools concludes with suggestions for further reading.



LINK:

http://www.serve.gov/council_resources.asp

Competency Model Clearinghouse

U.S. Department of Labor, 2012

PURPOSE:

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

PUBLISHER:

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

INTENDED AUDIENCE:

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

CAREER PATHWAYS TARGET POPULATION:

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

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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

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



LINK:

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

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

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

PURPOSE:

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

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

PUBLISHER:

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

INTENDED AUDIENCE:

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

CAREER PATHWAYS TARGET POPULATION:

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

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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



LINK:

http://www.iccb.state.il.us/pdf/shiftinggears/Instituto2010_HowToBuildBridgePrograms.pdf

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

Center for Law and Social Policy (CLASP), 2013

PURPOSE:

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

PUBLISHER:

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

INTENDED AUDIENCE:

State level teams working to develop Career Pathways initiatives

CAREER PATHWAYS TARGET POPULATION:

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

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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

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



LINK:

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

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

The Corps Network, 2011

PURPOSE:

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

The Aspen Institute College Excellence Program, 2013

PURPOSE:

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

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

PUBLISHER:

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

INTENDED AUDIENCE:

Stakeholders at community colleges and 4-year colleges and universities

CAREER PATHWAYS TARGET POPULATION:

Postsecondary students at community colleges and 4-year institutions

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

The guide is organized into three main sections:

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



LINK:

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

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

Instituto Del Progreso Latino, 2010

PURPOSE:

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

PUBLISHER:

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

INTENDED AUDIENCE:

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

CAREER PATHWAYS TARGET POPULATION:

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

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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

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



LINK:

http://www.iccb.state.il.us/pdf/shiftinggears/Instituto2010_HowToBuildBridgePrograms.pdf

Innovations in Welfare Policy: Building Successful Pathways: A Sector-based, Career Advancement Model

Burst for Prosperity, 2013

PURPOSE:

Burst for Prosperity's Career Advancement Model is a variation on the Career Pathways model designed specifically to be integrated in public systems, such as Washington State's WorkFirst, that serve high-barrier-to-employment populations. This report demonstrates how the Career Advancement Model can be integrated into a systemic approach.

PUBLISHER:

Burst for Prosperity, an Initiative of Children's Home Society of Washington

INTENDED AUDIENCE:

Public service administrators, policymakers, workforce development practitioners

CAREER PATHWAYS TARGET POPULATION:

TANF participants

BASED ON:

National initiatives like the Sectoral Employment Initiative (SEI), the Sectoral Employment Development Learning Project (SEDLP), and the Sectoral Employment Demonstration (SED), along with other academic and evidence-based research

SUMMARY OF TOOLKIT APPROACH:

This report explains the four main components of the Career Advancement Model:

1. Objective assessments of academic, technical, and personal qualities (soft skills);
2. Basic education opportunities that build academic, technical, and personal qualities (soft skills) via industry sector-based strategies;
3. Internships and/or transitional employment tied to continuing education and targeted sectors;
and
4. Post-system supports, such as further barrier reduction, employer connections, peer networking, and more educational opportunities.

The report also includes tips for stakeholders to design a Career Pathways system and a visual representation of the Career Advancement Model that illustrates the steps for taking clients from intake to family-sustaining careers.



LINK:

[http://www.chs-wa.org/uploadedFiles/Burst/Strategic_Initiatives/Career_Pathways/Career%20Advancement%20White%20Paper%20\(BFP%20-%202013\).pdf](http://www.chs-wa.org/uploadedFiles/Burst/Strategic_Initiatives/Career_Pathways/Career%20Advancement%20White%20Paper%20(BFP%20-%202013).pdf)

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/workforce/milestone-tool-planning-work-based-learn/915>

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

Jobs for the Future, 2011

PURPOSE:

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

PUBLISHER:

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

INTENDED AUDIENCE:

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

CAREER PATHWAYS TARGET POPULATION:

Low-wage incumbent, frontline workers

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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

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



LINK:

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

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

Ella Baker Center Green-Collar Jobs Campaign, 2010

PURPOSE:

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

PUBLISHER:

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

INTENDED AUDIENCE:

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

CAREER PATHWAYS TARGET POPULATION:

Low-income individuals with barriers to employment

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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

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

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



LINK:

<http://ellabakercenter.org/sites/default/files/downloads/making-green-work.pdf>

Manufacturing Skills Certification System Resources

Manufacturing Institute, 2012

PURPOSE:

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

PUBLISHER:

Manufacturing Institute

INTENDED AUDIENCE:

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

CAREER PATHWAYS TARGET POPULATION:

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

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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

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

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



LINK:

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

Measuring Business Impact: A Workforce Development Practitioner's Guide

Commonwealth Corporation, 2011

PURPOSE:

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

PUBLISHER:

Boston Foundation

INTENDED AUDIENCE:

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

CAREER PATHWAYS TARGET POPULATION:

Program participants in workforce development projects

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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

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

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



LINK:

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

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

MPR Associates, Inc. under contract to U.S. Department of Education, 2007

PURPOSE:

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

PUBLISHER:

U.S. Department of Education

INTENDED AUDIENCE:

Community colleges and workforce development practitioners looking to create partnerships

CAREER PATHWAYS TARGET POPULATION:

Students and adult workers

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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

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

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



LINK:

<http://www.pathways2careers.ed.gov/pathway0.html>

Promoting Rigorous Career and Technical Education Programs of Study Toolkit

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, OVAE 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 Vocational and Adult Education (OVAE)

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:

OVAE 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:

RPOS provides three resources which, when combined, offer a blueprint for establishing rigorous programs of study:

- POS State Resources and Tools is a source of tools and sample documents, including a Programs of Study Local Implementation Readiness and Capacity Self-Assessment and Illinois’s Programs of Study Expectations map;
- OVAE’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
- Eighty-one plans of study for the 16 career cluster areas recognized by OVAE and the National Association for State Directors of Career and Technical Education Consortium (NASDCTEC).



LINK:

<http://cte.ed.gov/nationalinitiatives/rpos.cfm>

State Sector Strategies Toolkit

National Governors Association State Sector Strategy Learning Network, 2008

PURPOSE:

This goal of this toolkit is to strengthen regional skills-based economic competitiveness by helping States to design and implement State Sector Strategies. A State Sector Strategy is a set of State policies designed to promote and support the development of industry-focused sector partnerships across a State's regions. This toolkit is specifically intended to:

- Help distribute knowledge from one generation of sector leaders to the next;
- Introduce more States to the framework for “thinking and doing” State sector strategies;
- Assist States that have begun sector strategies to “get to the next level”; and
- Minimize the need for States to “reinvent the wheel.”

PUBLISHER:

Charles Stewart Mott Foundation, Ford Foundation, and Joyce Foundation

INTENDED AUDIENCE:

State legislators, policymakers, and administrators as well as regional industry leaders and stakeholders

CAREER PATHWAYS TARGET POPULATION:

Regional labor markets – both employers and workers in a given sector who would benefit from a State Sector Strategy

BASED ON:

This Toolkit was developed collaboratively by experts in sector partnerships and is designed to be an evolving, interactive tool that represents the collective thinking and shared knowledge of the sector strategy field. This toolkit is based on a sector initiative, or sector partnership approach. Sector partnerships are regional collaborations (convened by a strategic partner) of employers, training and education providers, labor organizations, community organizations, and other key stakeholders around a specific industry to address the workforce needs of employers, and the needs of workers for relevant training to advance into good jobs. Sector initiatives are different from traditional job-matching and training services because they are problem-oriented rather than program oriented and work interdependently to address needs, making them highly responsive to industry demand.

SUMMARY OF TOOLKIT APPROACH:

The toolkit provides 12 modules covering topics ranging from how to start a State Sector Strategy and engage necessary leadership to strategies for securing funding and resources, techniques for capacity building, and training on making data driven decisions and using evaluation to drive success. Each module outlines why the topic being covered is important, the role of the State in the development and implementation of this part of the strategy, as well as the role of the regionally targeted industry. Each module concludes with direct advice and lessons learned from States that have had considerable experience in developing and implementing sector strategies. Each module points out potential pitfalls and highlight areas that need special attention in order for States to be successful.



LINK:

<http://www.sectorstrategies.org/toolkit>

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

Ready by 21 National Partnership, 2010

PURPOSE:

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

PUBLISHER:

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

INTENDED AUDIENCE:

Community-based organizations focused on educational achievement for youth

CAREER PATHWAYS TARGET POPULATION:

Children and youth

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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

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

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

The Toolkit is supplemented with examples, tools, and protocols related to "Supporting the Education Pipeline" on the Corporate Voices for Working Families Web site at <http://www.corporatevoices.org/businessengagement>



LINK:

http://www.workforcestrategy.org/images/pdfs/publications/supporting_the_education_pipeline.pdf

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

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

PURPOSE:

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

PUBLISHER:

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

INTENDED AUDIENCE:

Industry employers

CAREER PATHWAYS TARGET POPULATION:

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

BASED ON:

Examples of Career Pathways initiatives in various industries

SUMMARY OF TOOLKIT APPROACH:

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

- Aerospace
- Automotive Manufacturing
- Biotechnology
- Construction
- Education and Training
- Finance
- Graphic Communications
- Green Technologies
- Health Care
- Logistics
- Manufacturing
- Nuclear Energy
- Transportation
- Multi-sector programs

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



LINK:

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

Workforce Partnership Guidance Tool

National Fund for Workforce Solutions, 2010

PURPOSE:

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

PUBLISHER:

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

INTENDED AUDIENCE:

Regional funding collaboratives and the workforce partnerships they support

CAREER PATHWAYS TARGET POPULATION:

Employers and workers

BASED ON:

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

SUMMARY OF TOOLKIT APPROACH:

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

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

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



LINK:

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



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