



U.S. Department of Education
Office of Vocational and Adult Education
Division of Academic and Technical Education

Connecting CTE Programs of Study with State and Local Career Pathways Systems

Career and Technical Education
State Directors' Meeting

April 17, 2013

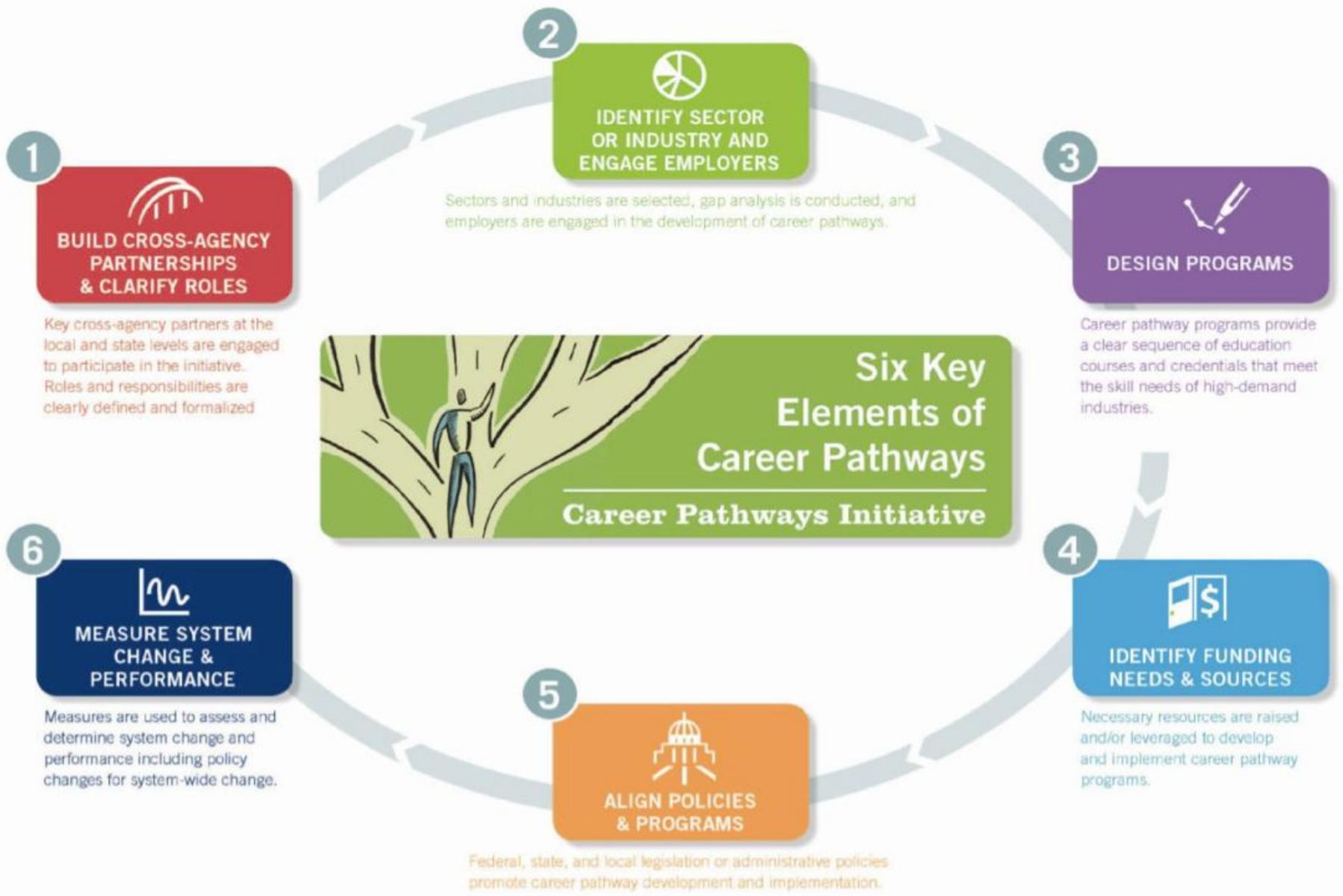
Career Pathways Systems Development

In April 2012, the U.S. Departments of Education, Labor, and Health and Human Services issued a joint commitment to:

- *“promote the use of career pathways approaches as a promising strategy to help adults acquire marketable skills and industry recognized credentials through better alignment of education, training and employment, and human and social services among public agencies and with employers.”*

DOL/ED/HHS Definition of Career Pathways

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.



Definition of Program of Study

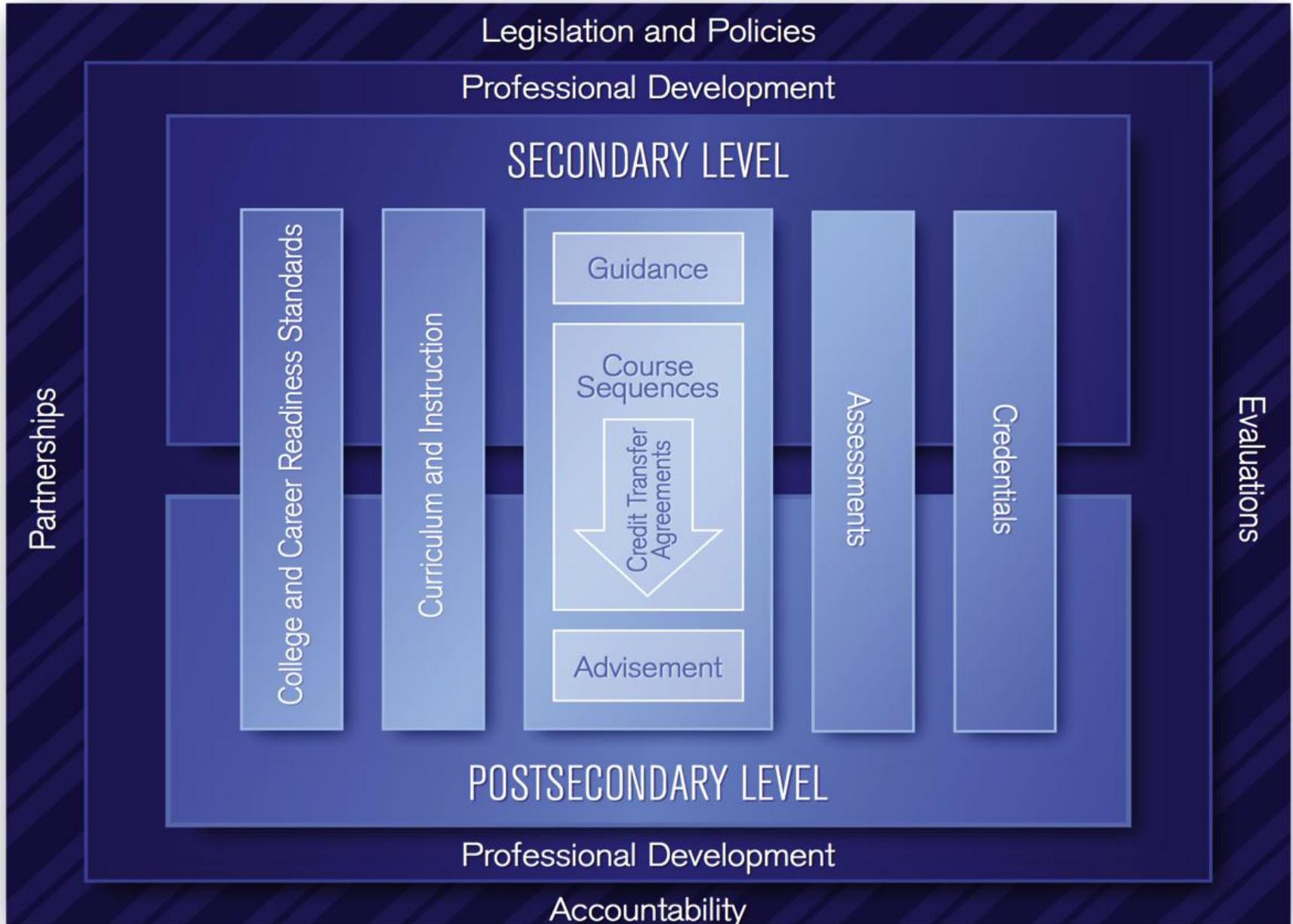
- Incorporate & align secondary & postsecondary education elements;
- Include academic & CTE content in a coordinated, non-duplicative progression of courses;
- Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits; &
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Rigorous Program of Study Design Framework

- Vital work was conducted to develop a design framework for Programs of Study (POS) under Career and Technical Education (CTE)
- Rigorous POS Framework identifies 10 essential components and subcomponents that promote the creation of high quality Programs of Study

PROGRAM OF STUDY DESIGN FRAMEWORK

"A program of study is a structured sequence of academic and career and technical courses leading to a postsecondary-level credential."
- Operational definition



Goal of Advancing CTE in Career Pathways Project

- Help states and local communities integrate CTE Programs of Study into broader Career Pathways System development efforts
- TA strategy merges Program of Study & Career Pathways frameworks into an integrated model

Anticipated Project Outcomes

- Align programs and policies in support of comprehensive Career Pathways (that include CTE Programs of Study)
- Align education to business & industry needs by addressing the skills gap / contributing to state and local economic growth & development
- Expand opportunities for youth & adults in high-demand industries and occupations
- Sustain & scale-up system reforms

Similarities in Career Pathways & Program of Study Design Framework

- Provide non-duplicative sequences of education & training coursework leading to postsecondary education & careers
- Articulate one level of instruction to the next
- Provide opportunities for high school students & adult learners to earn postsecondary credits
- Lead to industry-recognized postsecondary credentials & degrees
- Work closely with employers in high demand sectors to ensure system relevance
- Use curricular & instructional strategies that use work as a central context for learning
- Include opportunities for acceleration—dual & co-enrollment
- Encourage work-based learning opportunities
- Stress strong career guidance & counseling

ADVANCING CAREER AND TECHNICAL EDUCATION IN STATE AND LOCAL CAREER PATHWAYS SYSTEMS

***Mary Clagett**, Director for Workforce Policy, Jobs for the Future*

***Steven Klein**, Director, Preparation for College and Career, MPR Associates, Inc.*



1. To what extent is your state using the POS Design Framework to provide direction to local recipients on Programs of Study implementation?
2. Does your state have statewide articulation agreements for each state-developed program of study?
3. If the answer is no to the last question, to what degree are you seeing the establishment of articulation agreements at the local level between secondary and postsecondary institutions in POS?

4. To what extent have you worked with other state agencies to align programs and develop comprehensive education and workforce development initiatives?
5. Is your state actively pursuing the development of an aligned Career Pathways system similar to that described in the joint ED, DOL and HHS definition?
6. Is CTE a part of your state's Career Pathways system development efforts? And as a CTE state director, are you (or your representative) involved in this effort?

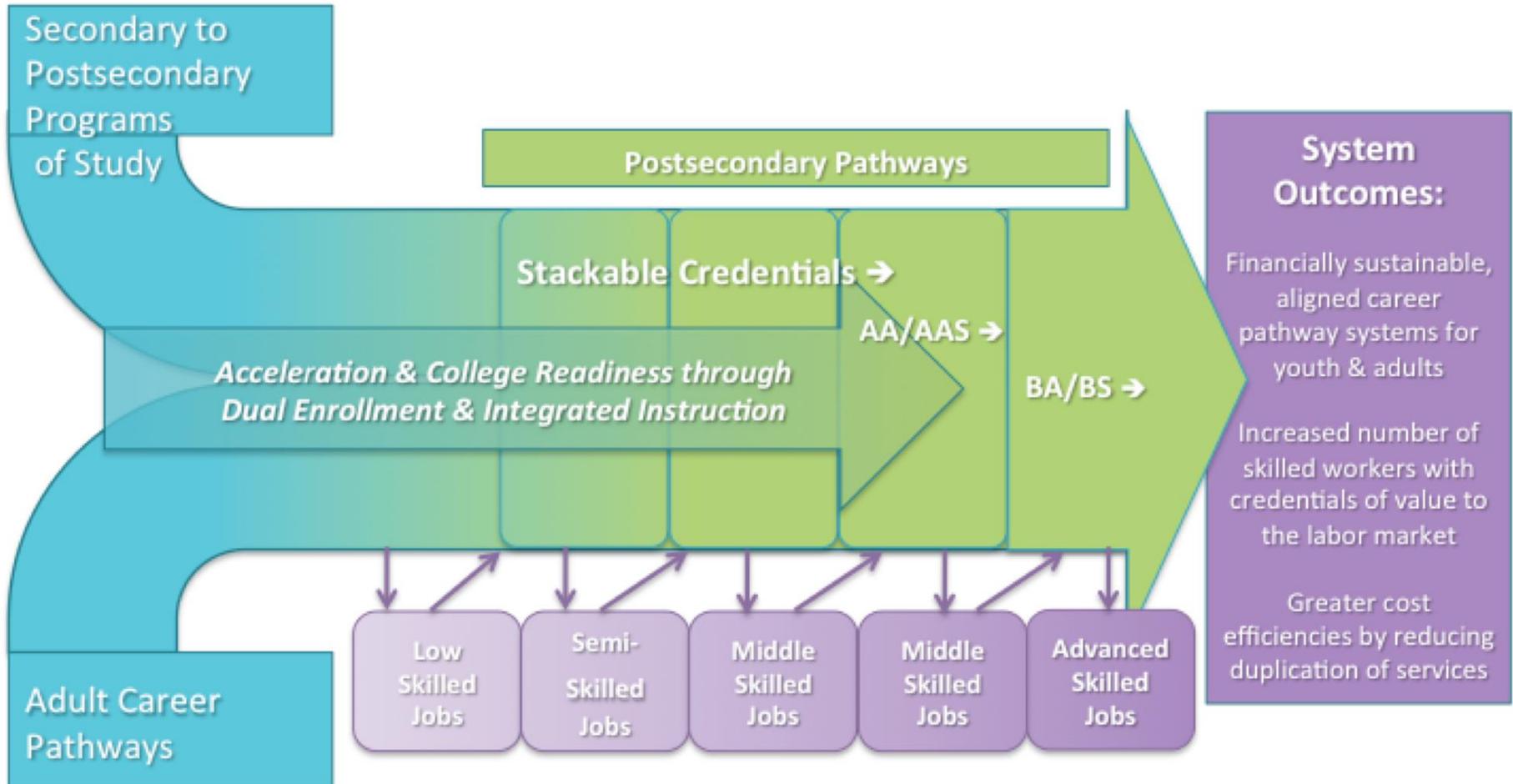
A VISUAL INTERPRETATION OF COMPREHENSIVE CAREER PATHWAYS SYSTEMS

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The Postsecondary Alignment of Programs of Study and Adult Career Pathways



INTEGRATED MODEL FOR COMPREHENSIVE CAREER PATHWAYS

Establish partnerships among multiple programs, agencies, and stakeholders (including employers) and agreement on a common vision, goals and commitment to systemic change.

Strategies:

- Include all key stakeholders, including employer
- Map services to identify cross-system goals, resources, populations, and performance requirements
- Agree upon roles and responsibilities, formalize in MOU
- Identify a lead agency or intermediary at the state and local levels to coordinate, convene, and broker activities

Ensure that students earn industry-recognized, postsecondary credentials that correspond to the skill needs of employers in high demand industry sectors.

Strategies:

- Use labor market analyses (including real time data and employer partnerships) to inform industry sector identification, curriculum and system design
- Identify high demand industry sectors and engage employers from targeted sectors as partners
- Incorporate “employability” skills into technical skills curricula and continue to assess skills along pathways

Create comprehensive Career Pathways program designs that promote student success, timely completion, credential attainment, and entry into high demand jobs.

Strategies:

- Pathways are sequenced, non-duplicative, accelerated with one education level clearly articulated to the next
- Lead to credentials, degrees, and high demand careers
- Academic and career counseling, particularly critical at entry and points of transition, are provided along pathways
- Promote dual enrollment, co-enrollment, acceleration, contextualization, college and career readiness

Identify policy changes that are necessary to support Career Pathways system development.

Strategies:

- Conduct cross-agency policy audits at state and local levels to identify overlap and alignment potential
- Identify needed policy changes, barrier removal
- Identify informal and perceived policy and cultural impediments to systems change
- Make administrative, cultural and legislative changes across participating programs, agencies, and institutions

Cross-system data collection, analysis, and performance measurement are critical to system success.

Strategies:

- Ensure college and career readiness standards are consistent across secondary and postsecondary systems; incorporate industry-recognized technical standards
- Align state databases through sharing agreements or incorporation into a P-20 data “warehouse”
- Focus on improvements to metrics/collection methods.
- Set long and short-term goals; use data to determine progress, impact, and effectiveness

Adequate funding is critical for Comprehensive Career Pathways Systems redesign, innovations, and student participation.

Strategies:

- Identify costs of systems change; areas of overlap
- Explore alignment of programs, efficiencies
- Build support among key stakeholders, employers, policymakers
- Identify ways to “braid” existing resources
- Seek new funding sources
- Examine alternative financing (e.g., bond financing, augmented FTE)
- Develop a sustainability plan; set goals for scaling

7. What are the three greatest barriers or challenges that your state faces in the development of Rigorous Programs of Study that are aligned with Career Pathways system development efforts?