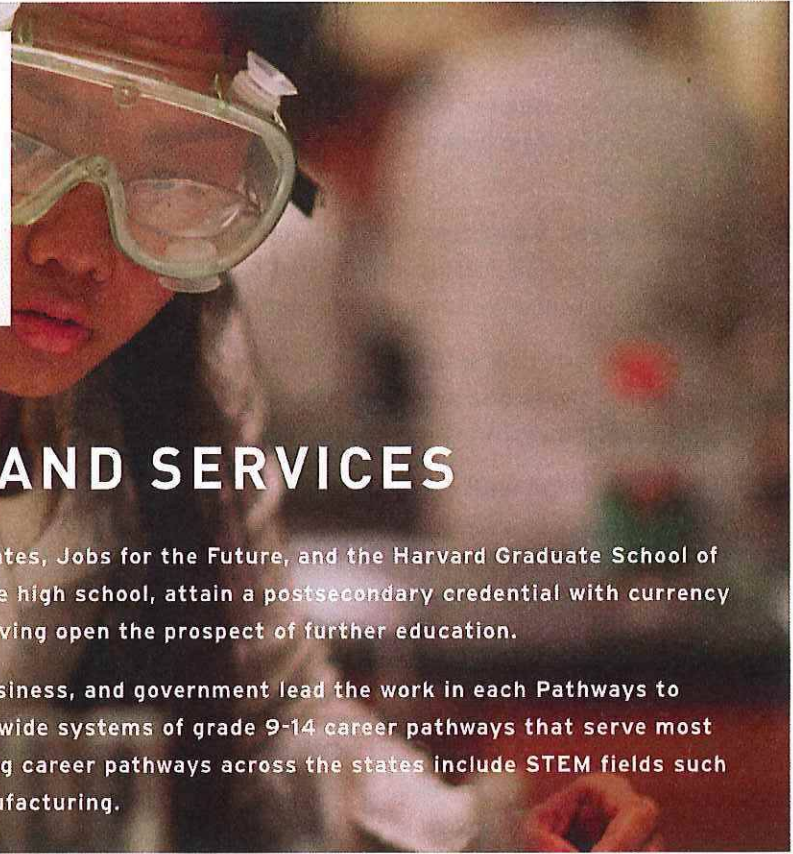




Pathways to Prosperity Network

AN INITIATIVE OF JOBS FOR THE FUTURE
AND THE HARVARD GRADUATE SCHOOL
OF EDUCATION



NETWORK OVERVIEW AND SERVICES

The Pathways to Prosperity Network—a collaboration of states, Jobs for the Future, and the Harvard Graduate School of Education—seeks to ensure that many more youth complete high school, attain a postsecondary credential with currency in the labor market, and get launched on a career while leaving open the prospect of further education.

State and regional stakeholders from across education, business, and government lead the work in each Pathways to Prosperity state, with the long-term goal of creating statewide systems of grade 9-14 career pathways that serve most students. Key sectors of the economy identified for building career pathways across the states include STEM fields such as information technology, health care, and advanced manufacturing.

Overarching Goal: Grade 9-14 Career Pathways Linked to Local Labor Market Needs

To demonstrate in key regional labor markets that many more young people can complete high school, attain a postsecondary credential with currency in the labor market, and get launched on a career while leaving open the prospect of further education.

WHAT IS A 9-14 CAREER PATHWAY?

A grade 9-14 career pathway is a career academy or comprehensive program of study that spans high school and college and includes all requirements for completion of a high school diploma and postsecondary credential with currency in the local labor market.

These pathways:

- > Are a partnership linking and integrating a high school and community college that enable students to earn dual credit at no cost to them and make a seamless transition
- > Are informed by labor market needs and culminate in a postsecondary credential that regional employers value
- > Serve a student body that is representative of the high school, district, and/or college's student population
- > Integrate academic and CTE curriculum across high school and community college in a Common Core-aligned program of study
- > Embed authentic work-based learning experiences tied to careers

Key Areas of Work	What it Looks Like
Career pathways	High schools and community colleges create 9-14 career pathways with clear structures, timelines, costs, and requirements linking and integrating high school and postsecondary curriculum and aligning both with labor market requirements.
Career information and advising system	Starting in the middle grades, students are exposed to a wide range of career options, information, and opportunities to learn about high school and postsecondary courses of study leading to careers. Students engage in a 9-14 continuum of work-based learning opportunities in their chosen career areas. Intermediaries, employers and community-based organizations help young people make informed choices throughout the 9-14 pathway.
Employer engagement	Employers are committed to providing a continuum of learning opportunities at the workplace throughout the 9-14 pathway. Employers collaborate with educators and are supported by intermediaries in structuring and managing workplace learning. Employers support students' transitions into the local labor market.
Intermediaries	Local or regional intermediaries serve as conveners, brokers, and technical assistance providers to schools and employers engaged in building and sustaining pathways. Intermediaries recruit business, non-profit and public employers and ensure vision is understood and supported by participating leaders.

JFF/HGSE Will:

- > Provide each member state with a liaison as well as access to JFF/HGSE team members with a variety of areas of expertise
- > Tailor technical assistance and capacity building to each state's needs and develop an MOU that tracks with a state-developed twelve-month Pathways work plan
- > Hold quarterly calls with state and regional leads (together or separately) to discuss progress on work plan, provide quarterly Network-wide webinars/teleconferences
- > Participate in at least one state leadership convening per year, conduct at least two site visits to the state to support regional work, and host an annual Network-wide institute

The following list of JFF/HGSE services is the basis for tailoring an MOU with each state:

- > **State Leadership Development:** Support the state in building business and political leadership willing to engage with schools and community colleges with particular attention to the provision of work-based learning opportunities for youth
- > **Asset Mapping:** Conduct asset mapping exercises to highlight areas of greatest promise for building career pathways in selected regions and produce reports and power points for presentation to stakeholders
- > **Regional Pathways Design and Mobilization:**
 - » Consult with planning teams as they design and implement strategies around each of the Pathways levers in the selected regions
 - » Adapt and create as needed tools and materials (e.g., 9-14 Pathways Action Steps, student recruiting brochures, self assessment guides, employer handbook, website)
 - » Participate in and co-design regional and state site visits and provide just-in-time phone consultation to both regional lead planners and state leadership

- > **Policy Development:** Identify state, system, and district policy supports and barriers, and provide advice on best policies and practices
- > **Communications and Marketing:** Work with the state and regions to develop a communications and marketing strategy to make the work visible to interested parties and to rally support in the states
- > **Fundraising:** Support the state to raise private and state funds to support, deepen, and sustain the work
- > **Other JFF Services:** These may include labor market information consulting, Early College Design Services, student-centered learning strategies, instructional improvement coaching, teacher/leader professional development, and others; these will be on a fee-for-service basis, depending on the level of engagement needed

Member States and Selected Regions Will:

- > Convene a statewide Pathways Steering Committee at least three times a year, comprised of state agencies and other state-level leaders, with a state-funded lead position responsible for communications and coordination of Pathways
- > Convene a regional leadership and planning team at least six times a year, with a designated lead point of contact for communications and coordination of Pathways
- > Create a twelve-month pathways work plan, in consultation with JFF/HGSE; monitor and modify work plan, and ensure it rolls out on time and on track
- > Partner with JFF/HGSE in strategic planning for and implementation of Pathways
- > Provide data, updates, and reports on Pathways progress on predetermined cycle times
- > Coordinate regional site visits for JFF/HGSE to provide TA and support

For more information, contact:

Nancy Hoffman, nhoffman@jff.org, 617.728.4446, ext. 132
Amy Loyd, aloyd@jff.org, 617.728.4446, ext. 282

Jobs for the Future works with our partners to design and drive the adoption of education and career pathways leading from college readiness to career advancement for those struggling to succeed in today's economy.

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JOBS FOR THE FUTURE

TEL 617.728.4446 FAX 617.728.4857 info@jff.org

88 Broad Street, 8th Floor, Boston, MA 02110
122 C Street, NW, Suite 650, Washington, DC 20001

WWW.JFF.ORG





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PATHWAYS TO PROSPERITY NETWORK

The Pathways to Prosperity Network, a collaboration of states, Jobs for the Future, and the Harvard Graduate School of Education, seeks to ensure that many more youth complete high school and attain a postsecondary credential with currency in the labor market. Each participating state is engaging educators and employers in building a system of grades 9-14 career pathways, combining high school and community college. Such pathways are intended to launch young people into initial careers, while leaving open the prospect of further education.

State and regional stakeholders together lead the work in each Pathways to Prosperity state, focusing initially on two or three regional labor markets. The long-term goal is to create statewide systems of career pathways that serve most students. Key sectors of the economy identified for pathways building across the states include information technology, health care, and advanced manufacturing.

THE PATHWAYS TO PROSPERITY REPORT

The network emerged as a result of the interest generated by the Harvard Graduate School of Education 2011 report, *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*. According to the report, roughly half of all young Americans arrive in their mid-twenties without the skills or labor market credentials essential for success in today's increasingly demanding economy. A reason is the nation's overreliance on a single four-year college pathway to help young people make the transition from high school to working life. The report calls for an intensive effort from employers, educators, and government and nonprofit leaders to build pathways that link work and learning and are aligned with labor market demand. From this call to action, the state Pathways to Prosperity Network was formed.

9-14 CAREER PATHWAYS

WHAT IT LOOKS LIKE

High schools and community colleges create 9-14 career pathways, with clear structures, timelines, costs, and requirements linking and integrating high school and postsecondary curricula and aligning both with labor market requirements.

TOWARD IMPLEMENTATION: WHAT STATES AND REGIONS ARE DOING

Building on JFF's decade of experience designing and supporting early college high school designs and drawing on principles of best practices from career academies and Linked Learning, three Massachusetts community colleges, along with their intermediary and high school partners, are designing grades 9-14 career pathways to meet regional labor market needs. Bunker Hill Community College is designing pathways in health care, while Springfield Technical Community College is designing pathways for advanced manufacturing, and Mass Bay Community College is designing pathways in information technology.

PROJECT ACTIVITIES

The foundational building block of the Pathways to Prosperity Network is a grades 9-14 career pathway that integrates high school and college-level work—for example, a career academy or a comprehensive program of study that includes all the requirements for completing a high school diploma and a postsecondary credential with value in the labor market. The network develops 9-14 career pathways systems through four strategic implementation levers: early and sustained career information and advising systems; employer engagement; intermediaries; and enabling state policies.

In 2012, the first five Pathways to Prosperity states gathered regional stakeholders into coalitions to

select the initial target regions. Teams from Jobs for the Future and the Harvard Graduate School of Education carried out asset mapping to assess the readiness of these regions to begin creating 9-14 pathways. In addition, members from all five state stakeholder groups came together for the 2012 Pathways State Network Institute at Harvard to learn from experts and one another about approaches to implementing the Pathways to Prosperity framework, as well as about successful European vocational systems.

Based on the institute and the results of the asset mapping, each state developed a work plan using the Pathways to Prosperity framework comprised of the four strategic implementation levers required to build a 9-14 career pathways system. As states and

KEY LEVER: CAREER INFORMATION AND ADVISING SYSTEM

WHAT IT LOOKS LIKE

Starting in the middle grades, students are exposed to a wide range of career options, information, and opportunities to learn about high school and postsecondary courses of study leading to careers. Students engage in a 9-14

continuum of work-based learning opportunities in their chosen career areas. Intermediaries, employers, and community-based organizations help young people make informed choices throughout each 9-14 pathway.

TOWARD IMPLEMENTATION: WHAT STATES AND REGIONS ARE DOING

Long Beach, California, and Upper Cumberland, Tennessee, are network leaders in building out sequential career and workplace awareness,

exploration, and participation experiences, starting in middle school and culminating in internships and other work-related experiences in the final year of high school. Workplaces include nonprofit organizations, businesses, and government.

KEY LEVER: INTERMEDIARIES

WHAT IT LOOKS LIKE

Local or regional intermediaries serve as conveners, brokers, and technical assistance providers to schools and employers engaged in building and sustaining pathways. Intermediaries recruit business, nonprofit, and public employers and ensure that participating leaders understand and support the vision.

TOWARD IMPLEMENTATION: WHAT STATES AND REGIONS ARE DOING

Drawing from the example of the Boston Private Industry Council and from discussions of intermediary functions at the 2012 Pathways State Network Institute, business leaders in several states are organizing to convene, support, and sustain activities linking schools, postsecondary institutions, and employers to support

work-based learning and career awareness and exploration activities.

Led by the mayor and the chamber of commerce, the Aurora, Illinois region has mobilized broad civic, education, and employer support to design pathways. The effort has engaged CEOs and other key local leaders to begin developing an intermediary. The asset mapping for the area identifies IT, advanced manufacturing, and health

care as the three areas for the future focus.

In Upper Cumberland, Tennessee, the Highland Initiative is working with four counties to open health care and pre-engineering/advanced manufacturing pathways. The initiative is administered by the Cookeville-Putnam County Chamber of Commerce and led by its Workforce and Education Committee.

regions develop innovative and effective models for building out these levers, they share their design work across the network for peer learning and scaling up successes.

Major challenges of the Pathways work include engaging employers and industry organizations with high schools and community colleges. To accomplish this, intermediary organizations support cross-sectoral collaboration and communication. These organizations convene stakeholders and support businesses so that they can provide a sustainable, coherent continuum of work-based learning opportunities for students, advice on Pathways curricula, and knowledge about the skills needed in the workplace.

On this and other key challenges, Jobs for the Future provides state and regional participants in the network with coaching, advice on pathway design and policy, and other forms of technical assistance—including assistance with communicating the importance of career pathways for the future of the country's youth and the nation's employers. JFF and the Harvard Graduate School of Education also analyze, develop, and help advocate for public policies necessary for building and sustaining a system of 9-14 career pathways.

For an overview of the first two years of work, see *The Pathways to Prosperity Network: A Progress Report, 2012-2014* at <http://www.jff.org/publications/pathways-prosperity-network-state-progress-report-2012-2014>

KEY LEVER: ENABLING STATE POLICIES

WHAT IT LOOKS LIKE

State dual enrollment policies provide access to postsecondary education for low-income students. Districts and community colleges have financial incentives and sustainable funding to provide 9-14 programs of study in career and technical education leading to diplomas, certificates, or Associate's degrees. Accountability systems weigh dual enrollment courses as they weigh AP and IB. The state provides incentives for employers and unions to provide work experience opportunities.

TOWARD IMPLEMENTATION: WHAT STATES AND REGIONS ARE DOING

Under its Innovation Campus program, Missouri has provided \$1.3 million to three metro St. Louis districts to build 9-14 pathways as part of the Missouri Pathways

initiative. These districts will strengthen their dual-credit programs and internships with local businesses and launch students on a fast track to earning affordable degrees in high-demand fields.

Predating Pathways but serving its needs, Illinois has funded the first set of nine learning exchanges, a \$10.3 million public-private partnership to boost careers in the STEM fields (science, technology, engineering, and math). The learning exchanges, with resources open freely to all, work together with regional, educational, and business networks to aggregate curricular resources, assessment tools, professional development systems, work-based learning opportunities, and problem-based learning challenges.

California State Senate President pro Tem Darrell Steinberg and

State Superintendent Tom Torlakson created the Career Pathways Trust, a \$500 million fund distributed through competitive grants to regional consortia of school districts, county offices of education, community colleges, and employers, to prepare California's future workforce to meet regional labor-market demands.

Innovation Generation—a collaboration of 15 central Ohio school districts, Columbus State Community College, and regional businesses and community groups—is launching six regional 9-14 pathways in four key industry sectors that provide a continuum of work-based learning and dual enrollment opportunities. This initiative was made possible through a \$14.4 million grant from the Straight A Fund, a competitive grant program created by Governor John Kasich to improve efficiency and

drive new approaches that improve educational outcomes in the state.

Since the 1990s, Massachusetts' Department of Elementary and Secondary Education has provided funding to drive and sustain a statewide school-to-career system. In partnership with the Executive Office of Labor and Workforce Development, it establishes public-private partnerships through the 16 local Workforce Investment Boards to connect schools and businesses and provide structured work-based learning experiences for students that support both academic and employability skill attainment. Over 9,000 students participated in 2012.

KEY LEVER: EMPLOYER ENGAGEMENT

WHAT IT LOOKS LIKE

Employers commit to providing a continuum of learning opportunities at the workplace throughout the 9-14 pathway. Employers collaborate with educators and are supported by intermediaries in structuring and managing workplace learning. Employers support

students' transitions into the local labor market.

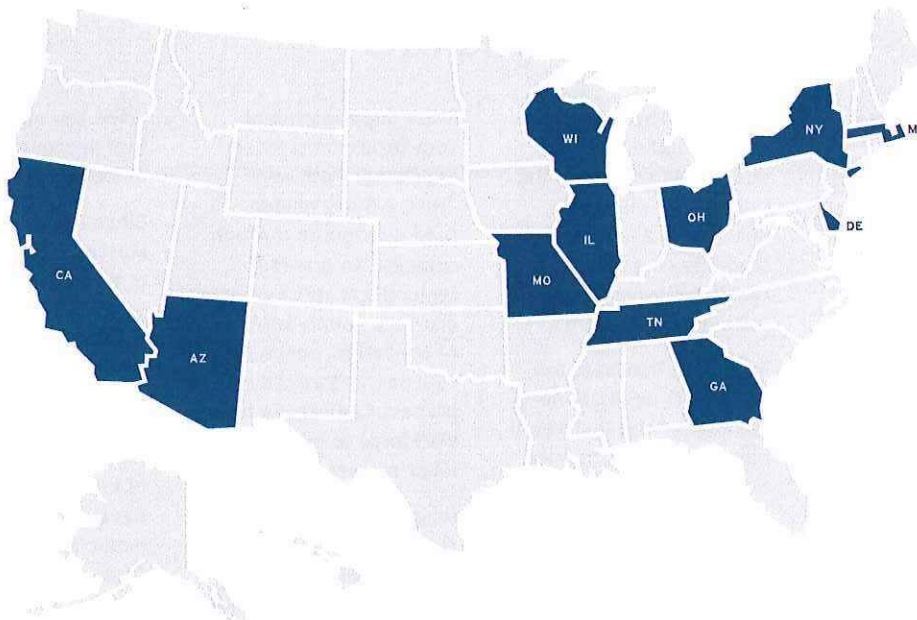
TOWARD IMPLEMENTATION: WHAT STATES AND REGIONS ARE DOING

Chicago has launched five early college STEM high schools focused on information technology. CISCO, IBM, Microsoft, Motorola, and Verizon

each sponsor one of the schools. Jobs for the Future provides school planning and professional development for this Chicago Public Schools partnership with the City Colleges of Chicago. The model adapts the design of the IBM/CUNY P-TECH (Pathways to Technology Early College High School) in New York City.

Public school systems and a consortium of businesses including Volkswagen America, EPB, UNUM, McKee Foods, and Cormetech, with support from the Public Education Foundation and civic leaders, are working to define and plan career pathways in key labor markets in the Chattanooga, TN region.

MEMBER STATES



Funders:

The Pathways to Prosperity Network is funded by each network state and by support from the Ford Foundation, the James Irvine Foundation, the Noyce Foundation, Resnick Family Foundation, and SAP.

For more information, contact:

Amy Loyd, aloyd@jff.org, 617.728.4446, x282

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TEL 617.728.4446 FAX 617.728.4857 info@jff.org

88 Broad Street, 8th Floor, Boston, MA 02110 (HQ)
122 C Street, NW, Suite 650, Washington, DC 20001
505 14th Street, Suite 900, Oakland, CA 94612

WWW.JFF.ORG

