Pathways-IET Field Team: Summary and Recommendations

**Overview**

The following summaries reflect the work over the last year by the Pathways-IET Field Team. The Field Team was comprised of representatives from adult schools, community colleges, state agencies, and two non-profit organizations. Our charge was to address the following areas:

* Issue guidance on integrated pathways & effective transition of students between systems
* Promote alignment & strategies for coordinating state investments for pathway development (CA Community College, CA Department of Education, Workforce system, etc)
* Support increased practitioner capacity for career pathway design and implementation

**Definitions**

After reviewing a range of definitions of “career pathways”, we agreed that it made the most sense to utilize the definition of pathways found in the WIOA legislation:

*The term ‘‘career pathway’’ means a combination of rigorous and high-quality education, training, and other services that:*

*(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;*

*(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the ‘‘National Apprenticeship Act’’; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an ‘‘apprenticeship’’, except in section 171);*

*(C) includes counseling to support an individual in achieving the individual’s education and career goals;*

*(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;*

*(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;*

*(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and*

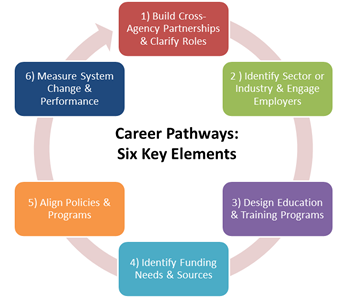
*(G) helps an individual enter or advance within a specific occupation or occupational cluster.*

In the context of the California Adult Education Program (AEP), our team looked at a range of different pathway programs: <not an exhaustive list>

1. Pathways from adult school to community college CTE training (credit and/or noncredit)
2. Pathways from community college noncredit to credit CTE programs
3. Pathways from adult school directly to employment
4. Pathways from adult school to workforce training (e.g., CBO based training providers; apprenticeship; other training that results in a recognized postsecondary credential – not necessarily an academic award)
5. Integrated Education and Training (IET) or “I-BEST” programs that link ABE/ESL/HSE or HS Completion with CTE training (adult school or community college). Looking for specific examples of co-teaching that has worked well (including details of how funding is handled)
6. Pathways that utilize community college “Enhanced Noncredit” (CDCP) courses as a bridge from adult school to CTE training or as support courses while students are in CTE training
7. Pathways from adult school ABE/ESL/HSE to adult school-based CTE training

**Framework**

In addressing such a broad area as career pathways, our Field Team sought out a framework through which we could focus our research and recommendations. We agreed to utilize the breakdown contained in the [US Department of Labor, “Career Pathways Toolkit](https://careerpathways.workforcegps.org/resources/2016/10/20/10/11/Enhanced_Career_Pathways_Toolkit)”



Our Field Team divided into “Sub-Teams” to focus on the following Elements:

Element One: **Build Cross-Agency Partnerships**

Element Two: **Identify Industry Sector and Engage Employers**

Element Three: **Design Education and Training Programs**

Element Four: **Identify Funding Needs and Sources**

Element Five: **Align Policies and Programs**

Element Six: **Measure System Change and Performance**

**Format**

In order to present the findings, promising practices, and recommendations by each Sub-Team in a concise manner, we have utilized a common template for a “Summary” for each of the six elements. Each Summary is organized in the following format:

* Principle
* Goals
* Strategies
* Promising Practices. Each link to a website or document is introduced by a brief explanation of what’s to be found at that link.