

## Career Pathway Programs Meet Set Criteria<sup>1</sup>

(7) CAREER PATHWAY.—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.

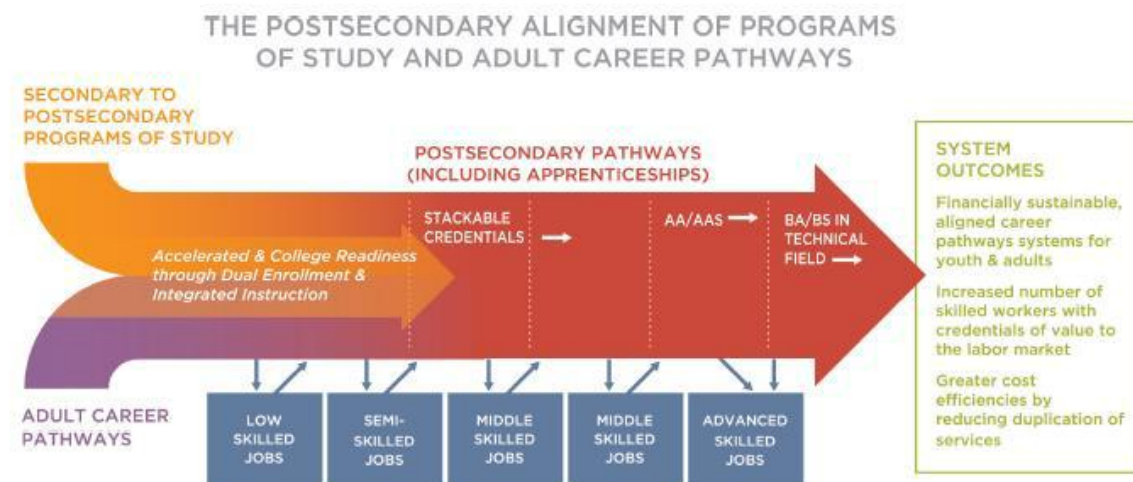
(A) and (G)  
ensure labor  
market value

(C) defines  
workforce  
navigators

(B) and (F)  
require  
secondary and  
postsecondary  
credentials

(D) and (E)  
establish  
integrated  
design and  
delivery

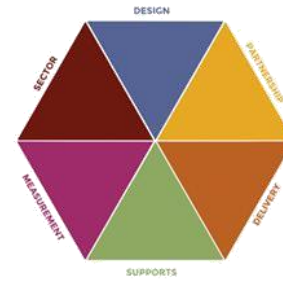
## Career Pathway Programs Seamlessly Align to Create Pathways<sup>2</sup>









<sup>1</sup> Career Pathway is defined in the Workforce Innovation and Opportunity Act (WIOA), Higher Education Act (HEA) and the Strengthening Career and Technical Education for the 21<sup>st</sup> Century (Perkins V)

<sup>2</sup> Advancing Career & Technical Education in Career Pathways, U.S. Department of Education

# California Career Pathway System Elements



While career pathways programs take multiple forms, the most effective and sustainable pathways operate within systems that address six core elements.

Core Element	Components	Guiding Questions
 <b>Sector</b>	Industry sector focus; engaging employers in talent pipeline initiatives; producing skills that are portable to support occupational mobility.	What workforce need in the regional/ state economy will the career pathway address? How will the skills created be portable and relevant over time?
 <b>Design</b>	Building the pathway for a defined population of participants; addressing starting skills levels, featuring course and credential sequencing, providing multiple entry and exit points as well as alignment across settings, and awarding credentials that stack.	Who is the career pathway intended to serve and how will it do so? What is the pathway from the participant perspective? How do the educational components connect as participants move between settings and stages?
 <b>Partnership</b>	Forming and maintaining collaborations based on shared goals and aligned responsibilities with defined leadership, governance, and funding.	Who comes together to create, implement, and sustain the career pathway? What resources and responsibilities does each player bring? How do partners find common language as well as articulate and pursue shared goals, while meeting their individual accountabilities?
 <b>Delivery</b>	Using participant-focused, evidence-based practices that incorporate contextualized instruction, concurrent remediation, dual enrollment, competency-based education, work-based learning, integrated education, and training.	What instructional strategies will be used to produce results from the career pathway? How does the pathway make use of academic and occupational skill building and work-based learning approaches?
 <b>Supports</b>	Providing participants with services based on individual assessment of needs and including active advising, career navigation, case coordination, and referrals to specialized providers.	How does the career pathway address the non-academic needs of participants to enhance their success? How is equity considered in providing differentiated supports for individual participants?
 <b>Measurement</b>	Tracking progress through shared use of data, selection of metrics, and commitment to on-going evaluation of outcomes to inform continuous improvement.	How is success defined for the career pathway? How is data assembled to assess success? What is the approach to continuous improvement?