

## Pathways Support Organizations

### Advance CTE

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**Advance CTE: State Leaders Connecting Learning to Work** is the longest-standing national non-profit that represents State Directors and state leaders responsible for secondary, postsecondary, and adult Career Technical Education (CTE) across all 50 states and U.S. territories. Advance CTE was formerly known as the National Association of State Directors of Career Technical Education Consortium (NASDCTEc).

**Advance CTE's** vision is “to support an innovative CTE system that prepares individuals to succeed in education and their careers and poises the United States to flourish in a global, dynamic economy through leadership, advocacy and partnerships.” Its stated mission “is to support visionary state leadership, cultivate best practices and speak with a collective voice on national policy to promote academic and technical excellence that ensures a career-ready workforce.” Advance CTE has been an active proponent of Pathways as a key reform strategy. Advance CTE is a partner with the Council of Chief State School Officers and JPMorgan Chase for the New Skills for Youth initiative.

Website: [www.careertech.org](http://www.careertech.org)

### Association for Career and Technical Education

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The **Association for Career and Technical Education**® (ACTE) is the largest national education association dedicated to the advancement of education that prepares youth and adults for careers. Its stated mission is “to provide educational leadership in developing a competitive workforce.” ACTE promotes career and technical education in all its forms at both secondary and postsecondary levels, including Pathway Programs and Career Academies.

Website: [www.acteonline.org](http://www.acteonline.org)

### Alignment Nashville

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The **Alignment Nashville** organization brings together community partners to align and coordinate resources to help all area youth be successful. Alignment Nashville is focused on using collaborative initiatives to support students in Metro Nashville Public Schools (MNPS) in an effort to improve school performance, children’s health, and the overall community. Members of the organization include MNPS administrators and a wide range of committed community partners.<sup>i</sup>

Alignment Nashville uses a collective impact approach to address the needs identified in the MNPS strategic plan by making resources available and aligning them across community networks of education, businesses, and families. These collaborative partnerships define a common vision and goals for supporting area youth and for enacting systemic, long-term change to address challenges. Alignment Nashville emphasizes a cradle-to-career vision for helping Nashville youth succeed in school and in careers.<sup>ii</sup>

Alignment Teams are at the heart of how Alignment Nashville is organized. These teams, also called A-Teams, are organized around a grade level or health issue and are comprised of members from various community, school and government entities. Alignment teams develop tactical plans focused on one or more of the organization's long-term outcomes. The Alignment Team process requires that any work done by the team is planned out, includes a diverse group of stakeholders, and is evaluated before being implemented.<sup>iii</sup> Alignment Nashville has also formed a national organization, **Alignment USA**, to promote collective impact in other cities and states.

Websites: <http://portal.alignmentnashville.org>. <http://www.alignmentusa.org>

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## Center for Law and Social Policy (CLASP)

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**CLASP** is based in Washington, DC, and embraces a goal of shrinking the employment gap between disadvantaged youth while reconnecting youth to education and workforce readiness. CLASP aims to educate Congress and state and local policymakers on how policies and programs can better serve disconnected and low-income youth, as well as advocate for funding streams to create delivery programs that reconnect youth to Pathways of success.

In 2012, CLASP launched its initiative, the Alliance for Quality Career Pathways (AQCP) to focus on Career Pathways as a crucial element to helping youth, the unemployed, and other at-risk populations gain education and employability skills.<sup>iv</sup> This initiative hopes to provide a common understanding of high-quality Career Pathway systems while helping state and local partnerships build and strengthen new and existing programs.

Policymakers, funders, and other stakeholders can use the CLASP Pathways framework to enhance investments, provide technical assistance, guide building, and scale Pathway systems. The framework will be customizable with a set of criteria, indicators, metrics, and self-assessment tools to enhance the quality of existing Pathway efforts.

Website: <http://www.clasp.org/>

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## College and Career Academy Support Network

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Since 1998, the **College and Career Academy Support Network (CCASN)**, based at the University of California Berkeley, has been working to increase educational opportunities that offer each young person support and guidance, productive engagement in the world outside of school, and preparation for both college and careers. This research-based strategy has been effective for hundreds of thousands of teenagers, including low-income students of color.

CCASN offers professional development, coaching, resource materials, and technical assistance for secondary educators, schools, and districts. CCASN also conducts research to document and improve practice, and advises policy makers at all levels.

Website: <http://casn.berkeley.edu>

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## ConnectED California

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During the 2000s, the James Irvine Foundation provided support to the **ConnectEd California** to develop and roll-out in several communities a Pathways-oriented reform model called “Linked Learning.” The Linked Learning model emphasized four core components:

- Rigorous academics. Core subjects that prepare all students for college, including the a-g coursework required by California’s public universities and aligned to the common core state standards.
- Career-based learning in the classroom. Professional skills and industry-related knowledge woven into lessons and assignments to give students context for what they’re learning.
- Work-based learning in professional settings. A range of real-world experiences—from mentoring and job shadowing to internships—that expose students to possible career paths.
- Integrated student supports. Dedicated support services tailored to the needs of students, such as counseling and supplemental instruction that help ensure students are successful in school and life.<sup>v</sup>
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ConnectEd: The California Center for College and Career is dedicated to advancing practice, policy, and research aimed at helping young people prepare for both college and career through Linked Learning. Linked Learning offers students a multiyear program of study that combines academic and technical learning organized around broad industry themes, like biomedical and health sciences; construction and building design; agriculture and renewable resources; and arts, media and entertainment. This approach prepares high school students for careers and for a full range of postsecondary options, including two- and four-year college or university, apprenticeship, and formal employment training programs.

Website: <http://www.connectedcalifornia.org>

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## Council of Chief State School Officers

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The **Council of Chief State School Officers (CCSSO)** is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues.

CCSSO's Career Readiness Initiative is rooted in the work of CCSSO's Career Readiness Task Force. The Initiative includes ongoing career readiness support to all states and targeted technical assistance to a network of states committed to being early adopters of the Task Force recommendations.

CCSSO has partnered with JPMorgan Chase & Co. on New Skills for Youth, a \$75 million, five-year investment from JPMorgan Chase to increase the number of youth throughout the world who are prepared to compete for high-skill jobs. As part of this overall initiative, JPMorgan Chase dedicated \$35 million of grant funding for CCSSO to lead the New Skills for Youth grant opportunity for states in partnership with Advance CTE (formerly NASDCTEc). New Skills for Youth has given every state the opportunity to apply for significant grants that will help turn their bold visions for improving career readiness in K-12 education into a reality.

Website: <http://www.ccsso.org>

## Ford Next Generation Learning

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**Ford Next Generation Learning (FNGL)** is an education initiative by the Ford Motor Company Fund dedicated to transforming high schools with a collaborative community approach. FNGL brings together educators, employers, and community leaders to implement their model for transforming high schools while helping a new generation of learners to graduate from high school both college- and career-ready.<sup>vi</sup>

To achieve this, FNGL provides communities with a framework for high school redesign that aims to meet the expectations and academic rigor of college preparatory academic programs with the real-world relevance and rigor of career and technical education. Such programs come in several varieties, such as multiple career academies and other themed programs within a larger high school, single-themed small schools, or “early college high schools.”

Career pathway concentrations offered through FNGL include STEM, business, media arts, and law and justice; however, most focus on STEM. There are currently 20 Ford Learning Communities found throughout Florida, California, Georgia, Kentucky, Tennessee, Missouri, Pennsylvania, and Illinois.

Website: <https://fordngl.com>

## Global Pathways Institute

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**Global Pathways Institute**, founded by Pathways to Prosperity author William Symonds, is committed to creating an America in which all young people are prepared to lead productive and successful lives. They believe that providing young people with high-quality multiple Pathways is the best way to help them discover and develop their potential and achieve economic independence. The GPI stated mission is to “advance a national movement to provide high-quality multiple Pathways to economic independence for all young people. We will work with the organizations, institutions, and individuals aligned with GPI to accelerate awareness and adoption of effective Pathways models, to facilitate development of innovative Pathways programs and policies, and to build support for the national movement.”

Website: <http://globalpathwaysinstitute.org>

## High Schools That Work/SREB

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**High Schools That Work (HSTW)**, managed by the Southern Region Education Board (SREB), is one of the nation's largest school improvement initiatives for high school leaders and teachers. Established in 1987, the HSTW program is based on the belief that most students can master complex academic and technical concepts if schools create an environment that encourages students to make the effort to succeed. To enact school improvement, HSTW developed their “10 Key Practices” for changing what is expected of students, what they are taught, and how they are taught.

In conjunction with HSTW, the SREB is partnering with a consortium of states and industry leaders to develop sequences of academically rigorous, standards-based career technical education courses in high-demand, high-skill, high-wage career areas targeted to the economic needs and opportunities of each participating state. Named the **Advanced Career Initiative**, this new program aims to prepare high school students - especially high-risk students - for the highest levels of education possible by creating multiple paths to college and careers that keep academic and upper-level job options open. The Pathways are: Aerospace Engineering, Clean Energy Technology, Energy and Power, Global Logistics, Health Informatics, Informatics, Innovations in Science and Technology, and Integrated Production Technologies.<sup>vii</sup>

Website: <http://www.sreb.org/high-schools-work>

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## National Academy Foundation

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**National Academy Foundation (NAF)** supports the development of academies primarily in urban public school district, but also exists in many suburban and rural areas. NAF academies are best described as ‘schools within schools’ and serve a small community of students for two or more years. NAF currently has academies in 21 of the 25 largest school districts in the United States. There are over 650 academies in schools throughout 38 states and 190 school districts.

NAF academies are organized around one of five career themes – Finance, Hospitality and Tourism, Information Technology, Health Sciences, or Engineering – viable industries with demonstrated growth and strong potential in the years ahead. In addition to core academic courses, students take industry-specific classes related to these themes and participate in work-based learning activities to put their lessons into action.

Website: <http://naf.org>

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## National Career Academy Coalition

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With a board comprised of organizations representing career academies, business, and education, the **National Career Academy Coalition (NCAC)** serves as an umbrella group, convening and advocating for career academies. Members have access to the following:

- A yearly, high quality national conference that draws from up 900 practitioners and stakeholders.
- Technical assistance on starting and maintaining high quality career academies.
- A variety of professional development opportunities based on the needs of the school district.
- Access to resources from other organizations that support and sustain career academies.
- An academy review or accreditation process that identifies and rewards best practices found in model career academies.
- National information that can keep them abreast of information valuable to career academy local implementation and sustainability.<sup>viii</sup>

Website: <http://www.ncacinc.com>

## National Career Pathways Network

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The **National Career Pathways Network (NCPN)** is a membership organization for educators, employers, and others involved in the advancement of Career Pathways, career technical education (CTE), and related education reform initiatives. NCPN is housed at the Center for Occupational Research and Development (CORD).<sup>ix</sup> The network previously supported professionals working in tech prep programs and was known as the National Tech Prep Network.

NCPN assists its more than 2,000 members in planning, implementing, evaluating, and improving secondary and postsecondary transition programs by facilitating the exchange of best practices among the country's leading practitioners.

Website: <http://www.ncpn.info>

## National Center for College and Career Transitions (NC3T)

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The **National Center for College and Career Transitions (NC3T)** is a mission-driven organization focusing on the development of secondary and postsecondary Pathways designed to provide learners with the academic, technical, and workplace skills needed to be career and life ready. Hans Meeder and Brett Pawlowski formed NC3T in 2012, adopting the vision statement — “every learner with a dream and a plan and every community with a capable and ready workforce.” The organization embraces a vision of individual education and career success that complements and mutually reinforces the societal goal of greater economic opportunity and community prosperity.<sup>x</sup>

NC3T offers targeted and customized support to entities involved in this work by providing onsite and virtual coaching, technical assistance, and proven resources during all phases of a Pathways System Initiative. In addition, NC3T offers a scalable approach for entities working at a statewide level by organizing and leading Pathways Innovation Networks. NC3T supports individual district Pathways System Implementation, facilitates statewide Pathway Innovation Networks, and also provides a variety of workshops and professional development opportunities.<sup>xi</sup>

Website: [www.nc3t.com](http://www.nc3t.com)

## Pathways to Prosperity Network/Jobs for the Future

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In 2011, the Harvard Graduate School of Education released *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21<sup>st</sup> Century*, a report that argued the current education system was too narrowly focused on the goal of preparing all students to pursue a four-year postsecondary degree immediately after high school despite the fact other postsecondary routes to careers might suit significant numbers of students far better.

As a follow-up to the publication of the *Pathways to Prosperity* report in 2011, Jobs for the Future and Harvard University partnered in 2012 to create **Pathways to Prosperity Network**, an initiative focused on creating educational and economic opportunities for low-income youth and adults. The Network, consisting of up to 12 state members, develops Career Pathways that span grades 9 – 14, enabling students to transition smoothly through high school into higher education and onto well-paying careers in high demand sectors like IT, health care, and advanced manufacturing.<sup>xii</sup>

Website: <http://www.jff.org/initiatives/pathways-prosperity-network>

## Project Lead the Way

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**Project Lead the Way (PLTW)** is one of the nation’s leading providers of K-12 STEM programs. The program is offered in over 6,500 schools throughout the country and can be found in all 50 states. PLTW’s activity-, project-, and problem-based curriculum and high-quality teacher professional development, combined with an engaged network of educators and corporate partners, help students develop the skills they need to be successful in post-secondary education and beyond.

PLTW offers five programs. All programs are completely developed and designed to be implemented in a designated sequence:

- **PLTW Launch** is offered for kindergarten through fifth grade students.
- **PLTW Gateway** provides engineering and biomedical science curriculum for middle school students.
- **PLTW Engineering** teaches high school students how to engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world’s top companies.
- **PLTW Biomedical Science** teaches students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health.
- **PLTW Computer Science** engages high school students in computational thinking and prepares a computationally aware and capable workforce.

Website: <https://www.pltw.org>

## Strive Together

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Established in 2006 to serve the greater Cincinnati area (including northern Kentucky), the Strive Partnership focuses on improving the academic success of every student by coordinating and targeting resources across the community. Serving three school districts in the Cincinnati region (Cincinnati, Covington and Newport), the Strive Partnership was the first community in the **Strive Together Cradle to Career Network**, a national network of 63 communities in 32 states and Washington.<sup>xiii</sup>

Strive Together focuses on using a collective impact approach to improve academic success among students. By uniting leaders across education, nonprofit, community, civic, and philanthropic sectors, Strive creates a partnership that sets a common vision and goals for supporting all children “from cradle to career.”<sup>xiv</sup> Specifically, it aims to transform education by achieving five goals – ensure every child:

- Is prepared for school
- Is supported outside of school
- Succeeds academically
- Completes some form of postsecondary education or training, and
- Enters and advances in a meaningful career.<sup>xv</sup>

Strive Together uses three key practices to meet its goals and have a collective impact: collaborative action, use of data, and resource alignment.<sup>xvi</sup> Rather than working in silos, partners coordinate their resources and reform efforts to invest in common goals.

Website: <http://www.strivetogether.org>

*This document is adapted from “The Power and Promise of Pathways” by Hans Meeder, NC3T Media, 2016*

<sup>i</sup> Alignment Nashville.(2014). *3D collective impact report, 2014*. Retrieved from <http://portal.alignmentnashville.org/documents/10179/311608/2014+Alignment+Nashville+Annual+Report/657a4aa9-6d49-4723-bf96-ad9ec51356e3>

<sup>ii</sup> Ibid.

<sup>iii</sup> Alignment Nashville. (n.d.). Alignment teams. Retrieved February 26, 2016, from <http://portal.alignmentnashville.org/committee-work>

<sup>iv</sup> CLASP. (2015). Shared vision, strong systems: The Alliance For Quality Career Pathways framework version 1.0 summary. Washington, DC: Author.

<sup>v</sup> On the Path to Success, ConnectEd California, Retrieved at:

[http://www.connectedcalifornia.org/direct/files/101197\\_009\\_LL\\_PathToSuccessInfographic\\_success\\_r7\\_NoBleeds.pdf](http://www.connectedcalifornia.org/direct/files/101197_009_LL_PathToSuccessInfographic_success_r7_NoBleeds.pdf)

<sup>vi</sup> Ford Next Generation Learning. (n.d.). Mission. Retrieved February 26, 2013, from <https://fordngl.com/mission>

<sup>vii</sup> SREB (2016), *College or Career, Why Not Both?*, Southern Region Education Board, Advanced Careers. Retrieved from <http://www.sreb.org/advanced-career>

<sup>viii</sup> National Career academy Coalition. (n.d.). About. Retrieved February 26, 2016, from <http://www.ncacinc.com/about/history>

<sup>ix</sup> National Career Pathways Network. (n.d.). Welcome to NCPN. Retrieved February 26, 2016, from <http://www.ncpn.info/>

<sup>x</sup> National Center for College and Career Transitions. Information retrieved from <http://nc3t.com/nc3t-vision-and-mission/>

<sup>xi</sup> NC3T services. Retrieved from <http://nc3t.com/what-we-do/>

<sup>xii</sup> Pathways to Prosperity/Jobs for the Future. Information retrieved from <http://www.jff.org/initiatives/pathways-prosperity-network>

<sup>xiii</sup> Strive Together.. (2015). Collective impact. Retrieved from <http://www.strivetogether.org/vision/quality-collective-impact-collaboration>

<sup>xiv</sup> Strive Partnership. (n.d.). Who we are. Retrieved February 26,2016, from <http://www.strivepartnership.org/about-the-partnership>

<sup>xv</sup> Ibid.

<sup>xvi</sup> Strive Together. (2015). Collective impact. Retrieved from <http://www.strivetogether.org/vision/quality-collective-impact-collaboration>