

University of Alaska Career Pathways Framework

CAREER PATHWAYS DEFINED BY PERKINS V, HEA, & WIOA

Career pathways are a combination of rigorous and high-quality education, training, and other services that:

- Align with the skill needs of industries in a state or regional economy
- Prepare an individual to be successful in a full range of secondary or postsecondary education, including Registered Apprenticeships
- Include counselling to help individuals achieve their education and career goals
- Include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
- Organize education, training, and other services to meet the particular needs of an individual in a manner that helps accelerate their educational and career advancement
- Enable an individual to attain a secondary school diploma or equivalent, and at least one recognized postsecondary credential
- Help an individual enter into or advance within a specific occupation or occupational cluster

POTENTIAL STUDENT BENEFITS:

- Increased high school graduation
- Elevated college/career readiness and preparation
- Heightened college enrollment
- Smoother secondary to postsecondary transitions
- Improved college persistence
- Shortened time to degree or credential completion
- More intentional goal setting and career exploration
- Reduced debt upon college graduation
- Expanded and diversified skilled Alaska labor pool

COMPONENTS OF BUILDING ROBUST PATHWAYS:

CTE Programs of Study - Employers, educators, and advisory committees collaborate on CTE programs of study and pathways by:

- Agreeing on the model to be developed, identifying outcomes, and selecting and resourcing priorities
- Coming together for curriculum development
- Identifying other stakeholders to engage in student support activities
- Developing articulation agreements for dual enrollment
- Including course sequences spanning secondary to postsecondary with a technical focus, academic preparation, and employability skills development
- Ensuring courses lead to a credential connected to workforce demand
- Considering Alaska Department of Education & Early Development (DEED) Core Standards, Alaska Performance Scholarship, credit transfer, assessment and early intervention
- Utilizing various delivery models to increase accessibility for all students
- Addressing teaching and learning strategies (CTE professional development needs)

Student Support Services - Engage others to provide student support services that include but are not limited to:

- Personal Learning & Career Planning
- Guidance Counseling & Advising (bring secondary & postsecondary student support together)
- Assessment (i.e. placement exams, pre-requisite courses, etc.)
- Career & Technical Student Organizations - HOSA, DECA, etc. for student engagement and leadership development

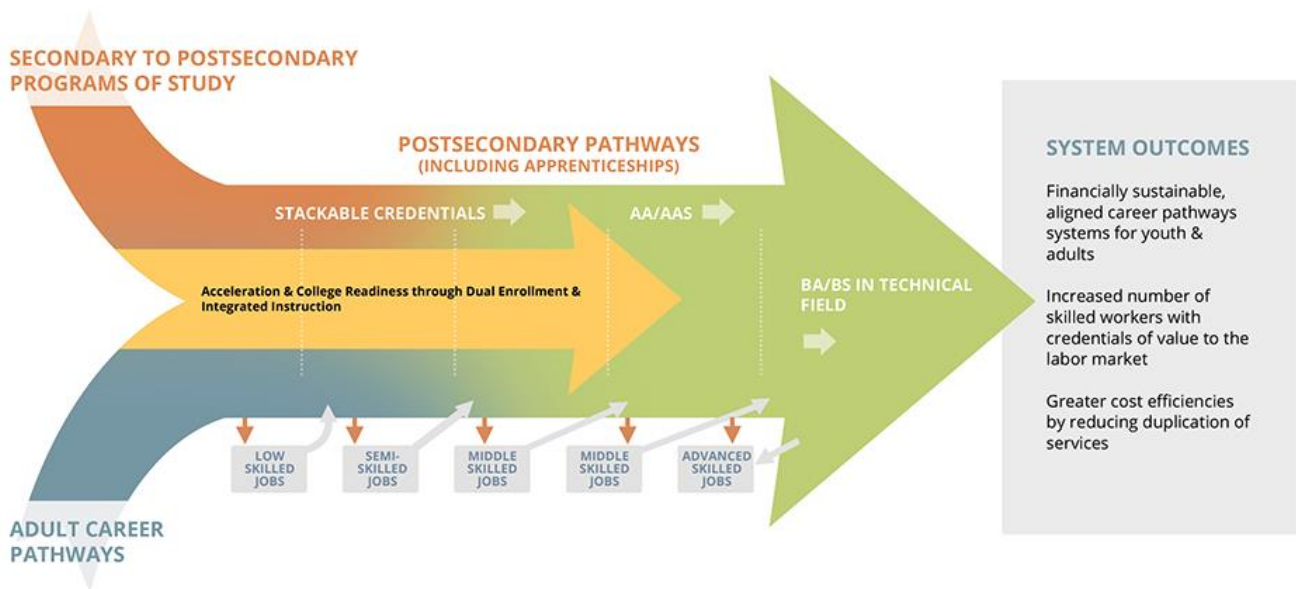
Accountability & Evaluation - Implementation of accountability and evaluation systems to strengthen career pathways through:

- Program evaluation
- Student learning outcomes assessment

DEFINITION OF CAREER & TECHNICAL PROGRAMS OF STUDY:

The Perkins V definition of CTE programs of study (CTEPS) is a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging state academic standards
- Addresses both academic and technical knowledge and skills, including employability skills
- Aligns with the needs of industries in the state, regional, tribal community, or local area
- Progresses from less to more specific (beginning with all aspects of an industry and leading to more occupation-specific instruction)
- Has multiple entry and exit points that incorporate credentialing
- Culminates in a recognized postsecondary credential



[The Integrated Career Pathways Model](#)

STEPS TO BUILDING CAREER & TECHNICAL EDUCATION PROGRAMS OF STUDY (CTEPS)

CTEPS are developed in collaboration between secondary, who are receiving PERKINS V funding, and postsecondary partners through the below steps. Once CTEPS are developed, secondary submits them to DEED for approval. Once approved, Perkins V funding can be utilized to pay the tuition for courses listed in the CTEPS.

1. Identifying secondary and postsecondary programs (i.e. Occupational Endorsement Certificate, Certificate, etc.) that align to a [Career Cluster Pathway](#)
2. Adding postsecondary courses related to the secondary program into the CTEPS template ([form #05-20-035](#)), including more advanced degrees (i.e. Associates) when relevant
3. Including potential employment outcomes
4. Obtaining the academic department faculty or advisor approval to make sure the plan is realistic based on typical course offerings (i.e. spring vs fall schedule) and recommended course sequence
5. Collaborating on CTEPS revisions as needed
6. Developing a [crosswalk](#) between secondary and postsecondary dual enrollment courses, district requirements, and Alaska standards
 - a. If postsecondary is delivering the dual enrollment course, it is recommended they would lead in developing the crosswalk
 - b. If secondary is delivering the dual enrollment course, it is recommended they would collaborate with the postsecondary instructor to ensure the class is addressing all the postsecondary course objectives