



JOBS FOR THE FUTURE

BUILDING HIGH-QUALITY COLLEGE AND CAREER PATHWAYS

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Our Mission

JFF works to ensure that all young people and workers have the skills and credentials needed to succeed in our economy.

Our Vision

The promise of education and economic mobility in America is achieved for everyone.



PHOTOGRAPH © 2008 Jerry Davis



OUR GOALS

1. **PREPARING FOR COLLEGE AND CAREER:**

All young people graduate high school on a clear path to college completion and career success.

2. **EARNING POSTSECONDARY CREDENTIALS:**

All students gain the skills they need to earn postsecondary credentials with high labor market value.

3. **ADVANCING CAREERS AND ECONOMIC GROWTH:**

All workers obtain the education and training required to move into family-supporting careers with clear paths for advancement.



Expanding
Opportunity
Today and for
America's Next
Generation



JOBS FOR THE FUTURE

HOW JFF WORKS: SCALING SOLUTIONS



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Develop
Evidence-Based
Innovations



Build Systems
and Field
Capacity



Advocate and
Influence Policy

ALIGNMENT ACROSS SECONDARY—POSTSECONDARY—WORKFORCE

WHY DO WE NEED COLLEGE AND CAREER PATHWAYS?



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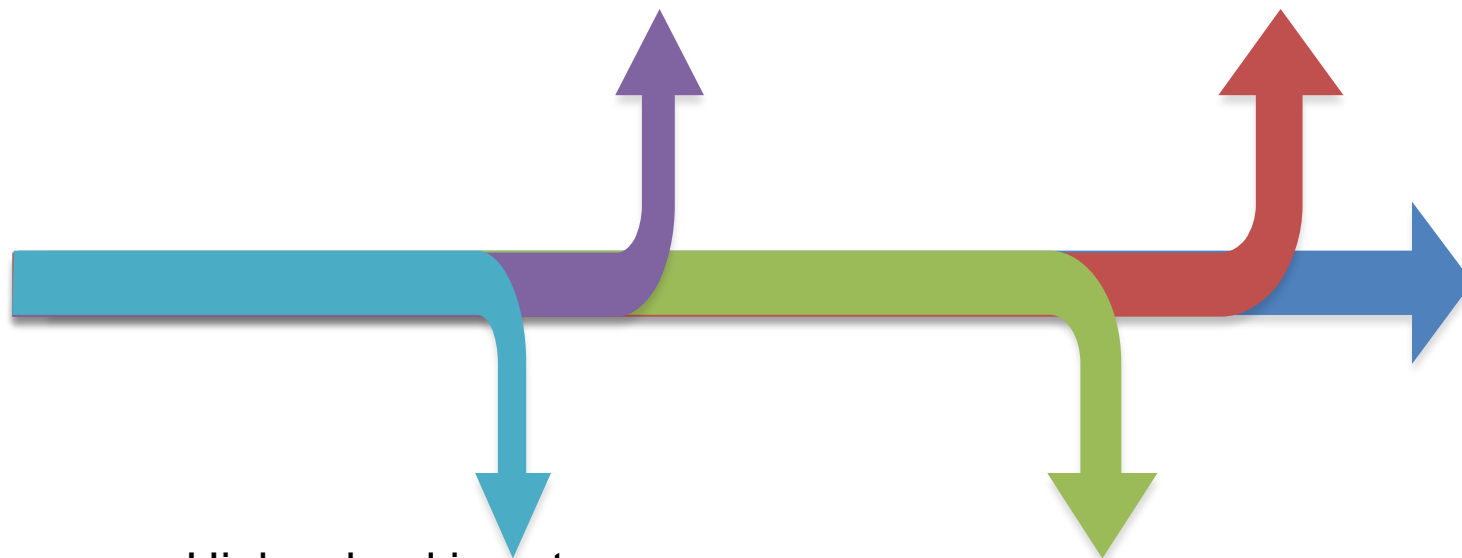
Far too few young people
complete a postsecondary
degree/credential

STEM fields hold promise;
employers struggle to find
skilled employees

**Education,
workforce,
and economic
development
are
inextricably
connected**

High school is not
working for far too
many young people

Careers increasingly require
postsecondary education and work
readiness skills and experience





Career Pathways Can Help To:

- ✓ Raise skill levels, credential attainment, employment, and career advancement for students, jobseekers, and workers, particularly low-skilled populations;
- ✓ Boost effectiveness and relevance of postsecondary education and training;
- ✓ Meet employers' needs for skilled workers—spurring productivity and economic growth;
- ✓ Provide framework for building a comprehensive, coherent pathway for a diverse group of students



Multiple Strategies Available:

- ✓ High school students taking college-level coursework
- ✓ 12th grade to freshman transition
- ✓ Revisiting credential offerings
- ✓ Guided pathways
- ✓ Work-based learning in college context



Dual or Concurrent Enrollment and Articulation:

- ✓ Develop pathways for academic and CTE
- ✓ Broaden eligibility beyond exemplars
- ✓ Use similar syllabi and exams where possible
- ✓ Specify and document roles and responsibilities



Sharing Responsibility:

- ✓ Develop complementary infrastructure
- ✓ Revisit developmental education
 - ✓ Consider partnership with high schools
 - ✓ Revisit placement test use and sorting
 - ✓ Incorporate acceleration
 - ✓ Support contextualized delivery



Assess Credential Diversity and Demand:

- ✓ Clarify pathways
 - ✓ Transfer, **OR**
 - ✓ Industry-recognized,
 - ✓ Portable,
 - ✓ Stackable, or
 - ✓ Third-party validated/accredited



Structural Strategies:

- ✓ Job placement
- ✓ Guided pathways
 - ✓ Meta-majors
 - ✓ Transfer



- ✓ Pathway quality assurance not systemic
- ✓ Myriad stakeholders in each organization needed
- ✓ Challenge to address equity goals
- ✓ Lack of employers/workforce development engagement
- ✓ Barriers to scale-up

PATHWAYS: 1-TO-1 VERSUS REGIONAL



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1-to-1 Pathways

- ✓ Defined by users
- ✓ Based on one-to-one partnerships
- ✓ Relies on individual relationships
- ✓ Focused on programmatic outputs
- ✓ Subject to grant funding

Regional Pathways

- ✓ Defined by a network
- ✓ Based on multiple, cross-sector partnerships
- ✓ Relies on infrastructure
- ✓ Focused on systems change outcomes
- ✓ Systems designed to scale and sustain

- ✓ [TAACCCT Sustainability Toolkit](#)
- ✓ [Braided Funding Toolkit](#)
- ✓ [A Resource Guide for Engaging Employers](#)
- ✓ [Work-Based Courses Toolkit](#)



Strategies

Funding Streams

Services and Support

