Introduction

The Pathways to Prosperity (PtoP) Network’s asset-mapping process culminates in an asset-mapping report that can serve as the basis for a work plan that leads to the development of strong grades 9-14 career pathways that are supported by regional stakeholders and aligned with labor-market needs. The full report, an executive summary of it, or a presentation based on it may be shared with stakeholders in order to ensure that all are familiar with the opportunities and challenges in a region.

This document is intended to provide a broad outline of a PtoP asset-mapping report. Each report is organized around the PtoP levers for implementation, which are the interventions that provide a framework for the PtoP Network across states and regions. The outline below describes these implementation levers as well as the questions about them addressed in an asset-mapping report. Reports also provide local stakeholders with a set of recommendations around these levers.

Asset-Mapping Report Outline

A. Introduction

Provides general information and observations about the state and region and the context for the Pathways to Prosperity work there

B. LEVER: State Leadership and Policy

What work around this lever looks like:

• State dual enrollment policies provide access for low-income students.
• Districts and community colleges have financial incentives and sustainable funding to provide 9-14 programs of study in career and technical education and leading to diplomas, certificates, or associate’s degrees.
• Accountability systems weight dual enrollment courses as they weight AP and IB.
• The state provides incentives for employers and unions to provide work experience opportunities.

Questions to be addressed in the report:

• What did stakeholders cite as being state barriers or challenges to their work?
• What did they cite as helpful?
• Any feedback on what they would like to change in state policy, and how?

C. LEVER: 9-14 Career Pathways

What work around this lever looks like:

• High schools and community colleges create 9-14 career pathways with clear structures, timelines, costs, and requirements linking and integrating high school and postsecondary curriculum and aligning both with labor market requirements.

Questions to be addressed in the report:

• What are the key starting points for building 9-14 career pathways?
• Do high schools and community colleges have alignment in their programs - and are those aligned with local labor market needs?
• What are the current dual enrollment programs and partnerships/MOUs across secondary and postsecondary?
• What are the opportunities to strengthen 9-14 pathways?

D. LEVER: Intermediaries

What work around this lever looks like:

• Local or regional intermediaries serve as conveners, brokers, and technical assistance providers to schools and employers engaged in building and sustaining pathways.
• Intermediaries recruit business, nonprofit, and public employers and ensure that participating leaders understand and support the vision.

Questions to be addressed in the report:

• Who/what organizations are playing an intermediary role, and in what capacity?
• Are they convening and leading stakeholders around a common vision?
• Are they researching the labor market?
• Are they brokering and aggregating resources, including funding and work-based learning?
• Are they communicating with broad audiences about the work?
• Are they evaluating the work?
• Are they helping to advocate for and sustain the work?

**E. LEVER: Employer Engagement**

*What work around this lever looks like:*

- Employers commit to providing a continuum of learning opportunities at the workplace throughout the 9-14 pathway.
- Employers collaborate with educators and are supported by intermediaries in structuring and managing workplace learning.
- Employers support students’ transitions into the local labor market.

*Questions to be addressed in the report:*

- What is the potential in the employer community for collaborating in developing and engaging in pathways and work-based learning opportunities?
- What is the current state of play for employer engagement in education?

**F. LEVER: Career Information and Advising System**

*What work around this lever looks like:*

- Starting in the middle grades, students are exposed to a wide range of career options, information, and opportunities to learn about high school and postsecondary courses of study leading to careers.
- Students engage in a 9-14 continuum of work-based learning opportunities in their chosen career areas.
- Intermediaries, employers, and community-based organizations help young people make informed choices throughout each 9-14 pathway.

*Questions to be addressed in the report:*

- What formal programs, positions, and/or approaches does the 9-14 system have in providing career advising/information?
- What target population(s) receive this advising?

**G. Conclusion**

Summarizes the key takeaways from the information provided in the report, provides recommendations for next steps to develop and strengthen career pathways, and offers suggestions about how the report can serve as the foundation for strategic planning and the development of a work plan.

If you have questions or would like additional information, please contact us:
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