Passaic Pathways Partnership

City of Passaic
Passaic Public Schools
Passaic County Community College

April 25, 2017
**Background**

In April 2015, the City of Passaic, New Jersey submitted a Request for Assistance (RFA) to the National Resource Network (Network), seeking support with ongoing efforts of economic development. Following a review of the City’s application and supplemental materials, and a call with the Mayor and senior advisors, the Network accepted Passaic’s application and initiated an assessment of the City’s core challenges and opportunities.

The Network used a systemic approach to the assessment process that included data collection and analysis, on-site interviews with key leaders, and the development of a tailored set of findings and proposed recommendations for direct assistance from the Network. Because the City’s ability to alter its economic trajectory is based upon its ability to address challenges related to their economic competitiveness, the Network proposed to support Passaic’s efforts by helping form and facilitate a coordinated approach to address their challenges in a systemic, holistic, and collective manner.

Five challenge areas were identified: education, workforce development, small business development, developer capacity, and affordable housing. The City of Passaic and the Network team jointly determined that the focus of the engagement should target education and support work readiness for Passaic’s young adults. Specifically, the Network agreed to help the City and the Passaic Public School System implement a Pathways to Careers program by providing a sustainable framework and facilitating the expansion of new partnerships between the private sector, nonprofit organizations, and the Passaic Public School System.

**Passaic Pathways to Careers Program**

In 2015, the Passaic Public School System adopted a vision to be the best urban district in the State and announced a bold new mission to provide an excellent education that prepares Passaic students for college and to earn a high paying job. Aligned with this mission, the District’s focus is to provide every student the opportunity to graduate with a minimum of 15 college credits and/or a career certification.

The District implemented structural and organizational changes to advance their mission and focus. Passaic High School’s schedule was altered to allow for additional periods in the day with a minimal loss of instructional time, allowing the school to offer more courses and opportunities to support students. The School Board approved a new high school graduation policy that ensured that students, in addition to an excellent academic experience, were provided with quality opportunities to explore careers. Board approval of the reorganization of instructional personnel and the creation of a position to coordinate students’ structural learning experiences (SLE) were important steps toward fulfilling the school system’s new mission.

The District introduced the Advancement Via Individual Determination (AVID) program. AVID prepares teachers to help students develop the skills that are essential to success in rigorous college-level courses or in the 21st century workplace. In addition, the District increased the number of Advanced Placement (AP) courses that students could take and decreased barriers, such as prerequisites, that prevented students from taking advantage of these opportunities. The District has an agreement
with Passaic County Community College (PCCC) that provides Passaic High School students with the opportunity and funding to earn over 30 college credits prior to graduation. Students can graduate high school with an associate’s degree.

During the 2015-16 school year, a team of District leaders, guidance counselors, and teachers began working together to develop pathways that would allow students to begin to pursue career-focused courses of study as early as ninth grade. The new pathways would include and leverage their existing career strands, such as Auto Tech and Media Productions.

With the goal of building a strong career and technical education (CTE) program where each pathway would offer courses eligible for college credit and would be aligned to an industry-recognized certification program, the District sought grants to support their work. The District secured a federally-funded Perkins grant to support the creation and implementation of the Media Productions pathway for the 2015-16 and 2016-17 school years. Funding from the Perkins grant supported the purchase of television studio equipment, editing software, and other equipment and materials for students.

The District also created an Auto Tech pathway and is taking steps to obtain certification from the National Automotive Technician’s Education Foundation (NATEF). Once NATEF-certified, the Auto Tech pathway will be eligible for funding through the Perkins grant. The high school is anticipating approval in spring 2017. Other pathways for future development under the Perkins grant include Building Trades and Graphic Design.

In 2016, Passaic Public Schools applied for and was awarded a competitive grant from the New Jersey Department of Education (NJDOE). The Building Capacity for Career Pathways grant provides $500,000 over a five-year period to develop the Passaic Pathways Partnership, a collaboration that includes Passaic High School, business and industry partners, post-secondary institutions, government, and community stakeholders focused on developing pathways that lead to high-demand careers. The grant supports the creation and implementation of pathways in the areas of Bio-Technology and Data Analytics. The District launched the Bio-Technology pathway in 2016-17 and intends to begin the Data Analytics pathway in 2018-19.

The objectives of the Passaic Pathways Partnership are to:

- Establish a highly effective partnership, including vision and action plans, for career pathways;
- Increase student access to high-quality CTE programs;
- Increase quality interdisciplinary, co-curricular, project-based and experiential learning experiences;
- Create a community of experienced and knowledgeable career pathways educators, industry and post-secondary partners to expand model career pathways;
- Implement a data-informed improvement cycle to drive continuous improvement.
National Resource Network Tasks

Recognizing that providing Passaic’s young adults with access to career pathways in the region’s key growth industries is a critical need and vital for the City’s economic competitiveness, the City engaged the Network to support and facilitate the creation of a sustainable comprehensive framework for the Passaic Pathways Partnership. Strengthening the District’s ability to implement a successful pathways program creates positive and proactive collective synergy and allows the City to begin a broader and more inclusive conversation around economic development.

Task One: Document Review, Funding Model Review, Interviews with Advisory Team and Partners

In order to gain a thorough understanding of the pathways program at Passaic High School, the Network team reviewed current documented policies and procedures related to the CTE program. Documents included grant applications, CTE curriculum, articulation agreements with higher education institutions, and existing MOUs or partnership agreements with business and nonprofit partners. The team analyzed student achievement data, college matriculation data, student demographic data, and workforce and labor market trend data. The Network team also examined District budgets and funding models for the pathway programs and explored the potential availability of funds and support from federal, state, local, and private philanthropic sources. This review and analysis provided the Network team with an understanding of the goals, opportunities, and challenges of implementing the Passaic Pathways Partnership.

The Network team conducted a series of in-person interviews with City leaders, District and School administrators and staff, local business leaders, higher education partners, and community stakeholders. These interviews allowed the Network team to better understand the current capacity of the City and School District to engage partners in the pathways program.

The District has had relative success engaging partners in their Pathway Advisory Committees; the Advisory Committees are pathway-specific groups of stakeholders including District and School administrators and staff, higher education instructors, industry representatives, parents, and students. The Advisory Committees for the Auto Tech, Media Productions, and Bio-Technology pathways plan to meet at least twice per year. Each pathway-specific Advisory Committee supports curriculum development and the application of industry concepts in the classroom. The Advisory Committees also provide valuable information regarding labor market trends and industry standards.

Task Two: Promising Practices Research

Building upon the document review and interviews with stakeholders, the Network team identified promising practices in career pathway programs with a focus on strengthening the framework for implementation. Their research included information on programmatic promising practices from other districts who have implemented comprehensive career pathways programs in high schools based on recommendations from the Pathways to Prosperity report.

Along with their research, the Network team’s experience confirmed that an organizational structure, such as an independent steering committee, is one of the most critical components of a successful
and sustainable pathway program. An effective steering committee can provide vision, guidance, and accountability to the work. In addition, successful career pathway programs engage a network of external stakeholders. Diverse and involved partners ensure accountability and sustainability. Successful pathway program partners represent the public school district and schools, higher education institutions, government, and industry and nonprofit sectors. Additionally, dedicated funding partners can offer resources and connections that provide support for pathways projects.

**Task Three: Provide on-site technical assistance supporting the development of the Passaic Pathways Partnership**

With input from the City and District, the Network team recruited key community stakeholders for the Passaic Pathways Steering Committee. The Passaic Pathways Steering Committee currently consists of the following members: Passaic Public School District administrators, the Passaic High School principal, representatives from local post-secondary institutions, a workforce development agency representative, and industry executives specific to current career pathways.

Beginning in February 2017, the Committee has met bi-weekly. With support from the Network team, Steering Committee members have engaged in a variety of activities leading to the creation of its own vision and mission, confirmation of the roles and responsibilities of the Committee, and individual commitments to actively engage and participate in the Steering Committee for at least a year.

In order to develop a sustainable framework for the Passaic Pathways Partnership, the Network team shared best practices from other districts that have implemented a comprehensive career pathways program with the Committee. The Network team presented characteristics of highly effective partnerships and facilitated a discussion reaffirming the importance of the Committee members’ leadership and advocacy for the Passaic Pathways Partnership.

**Task Four: Final Report and Framework**

At the conclusion of the technical assistance, the Network provided this final report and framework document to the City of Passaic. This report highlights the work of the Network team in Passaic and provides the City, Passaic Public Schools, and their stakeholders with a guide for continued progress and implementation.
Promising Practices Research

As the Passaic Public School District moves forward with the Passaic Pathways to Careers program, its efforts will be informed by promising practices from other jurisdictions that the Network team has presented during the course of its work with the Steering Committee.

In 2011, the Pathways to Prosperity Project at the Harvard Graduate School of Education (HGSE) released “Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century”. The report, documenting the struggles young adults face to secure employment, started a national conversation regarding the inability of many American high schools to prepare youth for success. In 2012, HGSE and Jobs for the Future (JFF), in collaboration with several states across the country, began the Pathways to Prosperity Network (PPN). PPN conducts research and supports its member states to engage employers and educators in the design of career pathways.

In its 2012-2014 State Progress Report, the PPN identified the following characteristics of emerging effective career pathway programs:

- Provide flexibility for students to earn credentials, transfer credits, and shift between sectors of the economy;
- Require students to apply theory and application to real-world problems and participate in structured learning experiences;
- Help students develop industry-driven competencies and work skills, problem-solving, and proficiency in communication, teamwork, and presentation skills by providing opportunities to learn the “hard skills” on state-of-the-art machinery and equipment and the “soft skills” in real-world context; and
- Respond to the developmental needs of young adults.

Based on the Network team’s review of District-provided documents and interactions with District staff, Passaic High School staff, and career pathways students, the Network team believes that the Passaic Pathway program includes or is in the process of including the above characteristics into their programming.

As part of the promising practice research, the Network team examined a number of existing programs with goals similar to those of the Passaic Pathways Partnership that incorporate innovative ideas regarding career and technical education. Though different in scope, method, and structure, these successful career pathway programs share a common vision and goals. Many of the promising practices of the successful programs are outlined below.

Promising Practices

An Organizational Structure to Provide Vision, Guidance, and Accountability

Building a successful and sustainable comprehensive career pathway program requires an organizational structure to provide vision, guidance, and oversight and to convene and coordinate the efforts of various partners. The Stanford Social Innovation Review, Winter 2011 published “Collective Impact” by John Kania and Mark Kramer. The article highlighted the need for collective efforts to

tackle complex issues, such as the development of career pathway programs. The authors found that the key to an effective collective impact approach is to engage a variety of stakeholders that bring diverse perspectives to the partnership. For the Passaic Pathways Partnership, the Steering Committee serves as the entity leading the collective impact movement.

Engaging partners in collective impact is challenging, especially when partners span diverse sectors and may have competing or opposing viewpoints. Kania and Kramer outline a collective impact framework consisting of:

- A common agenda that partners commit to and hold each other accountable for achieving;
- Shared measures of success, indicators that can be used to monitor progress and measure success (and can be used to measure the contribution of individual organizations if relevant);
- Defined roles and responsibilities of the partnership as well as individual partners (to support strategic collaboration);
- Regular and continuous communication; and
- A structure dedicated to the alignment and coordination of the partnership.

Participants in the collective impact framework should include both internal and external stakeholders. Internal stakeholders include representatives from both the school district as well as the school implementing the pathways program as they are the central drivers of change. The external partners are critical to the success of these efforts. They help to connect the pathways to real world experiences for students and provide valuable insight for the collective impact participants on what employers are seeking in new hires.

**A Network of External Stakeholders**

**Business and Industry**

Successful career pathways programs have created a sea change in the role of business and industry partners. Traditionally, business involvement with young adults occurs once students have graduated high school and become employees. In contrast, successful career pathway partnerships create opportunities for business partners to play a critical role of educating and working with young adults while they are still in high school. Opportunities to interact with students range from workplace tours, attending job fairs or career days, and job shadowing to more extensive experiences such as mentoring, offering internships or externships, and providing apprenticeships.

Work-linked learning or structured learning experiences are critical components of successful career pathway programs. They allow students the opportunity to gain experiences outside the classroom that help to support and reinforce what they are learning in the classroom. Successful work-based learning experiences place the focus on learning rather than on employment. Work-based experiences (apprenticeships and internships) provide a structure to support the transition from a student to employee mindset and also help students to build meaningful adult relationships.

In addition to offering opportunities for students, business partners add value to the development of career pathway programs at the school-level. Business partners inform and contribute to the alignment of CTE courses to industry and workforce needs. Business expertise is essential to develop appropriate curricula that is consistent with industry standards and trends.
Post-Secondary Institutions

The presence of higher education institutions in the partnership helps to ensure that the career pathways and course progressions align with post-secondary degree opportunities being offered by community colleges and universities. Successful career pathways allow students to enter either the workforce or continue to higher education after graduation; therefore, it is important that the curriculum aligns with both college and career options. In order to be successful, articulation agreements between the high school and post-secondary institutions are established to solidify the relationship. Higher education institutions can allow students to transfer or attain credits while in high school or provide opportunities for dual enrollment. They can also provide support services to incoming students to ease the transition to college.

In addition to dual enrollment agreements, higher education institutions can play a vital role in supporting high school students. Partnerships may result in activities such as college visits, mentoring or tutoring from college-level students, and SAT/ACT test prep and Accuplacer support. In some cases, data sharing agreements allow for colleges to provide feedback to high schools about student performance.

Government and Support Agencies

Government agencies are valuable partners in career pathways programs. They bring formal authority, can be strong community champions, and may provide access to significant resources. Government leaders provide visibility to the partnership and advocate for its agenda. Their support is also critical to identify new partners and help to ensure funding for pathways projects.

In some cases, city agencies can be instrumental in addressing barriers that may impede students’ success. For example, public transit routes may be examined and altered to allow transportation to local colleges or universities. Furthermore, in many communities, the public sector is one of the largest employers; as such, cities can create opportunities for high school students, such as providing internship or work opportunities.

Dedicated Funding Partners

Having a dedicated funding partner can lead to a reliable source of funding that allows for concrete planning and development of pathways. Private foundations are valuable partners as they offer resources and connections that can provide sustainable funding for pathways projects. They can also provide opportunities to connect groups and individuals. The State Department of Education can also be a great resource and beneficial partner.

Case studies and links to additional resources are provided in Appendix One.
Framework and Recommendations

The Network team was tasked with supporting the creation of an effective framework for the success and sustainability of the Passaic Pathways Partnership. Based on review of common practices of successful career pathway programs nationally, the Network team’s experience with similar projects, and an understanding of the capacity of the various stakeholders in Passaic, the team offers the framework and recommendations described below. This framework draws upon three separate but interconnected components: the Steering Committee, the District and Passaic High School, and external partners.

The Steering Committee

The role of the Steering Committee is to provide vision, guidance, and oversight to the Passaic Pathways Partnership. The Steering Committee is responsible for providing appropriate support to ensure that the Passaic Pathways to Careers program meets or exceeds its goals.

The responsibilities of the Committee are to:

- Develop and refine a common vision for the Passaic Pathways Partnership, including goals and guiding principles;
- Use data to inform strategy development and learning and to track progress using agreed upon indicators;
- Make connections between Advisory Committees and working groups to ensure coordination and efficiency; and
- Interact with the City, the District, and Passaic High School on strategy, community engagement, and shared measurement.

Steering Committee members should be engaged, willing to share their ideas, and be committed to overseeing the overall direction of the program. Members should consider how their organizations and networks can align with the common vision and support the mission of the Passaic Pathway Partnership. Similarly, members should serve as champions and advocates of the program in the community.

A Steering Committee is strengthened when its membership is diverse and reflects a variety of perspectives. For the Passaic Pathways Partnership to be effective, it is critical that senior representatives from the City of Passaic as well as the Passaic Public School System and the High School serve on the Steering Committee, not only because of their role in obtaining direct assistance from the Network and their vested interest in its success, but to solidify their partnership and commitment to the Passaic Pathways Partnership. In addition to the City, District and School administrators, representatives from post-secondary institutions, business and industry sectors, and workforce development agencies should also participate in the Committee to ensure that students will be prepared to meet the expectations of employers and higher education institutions upon graduation.

The Passaic Pathways Steering Committee is designed to be balanced to allow for equal participation and presentation of viewpoints. The Committee will be most effective when diverse perspectives are included in creating recommendations or making decisions. The composition of the Committee should match the Committee’s functional requirements and include appropriate skills, seniority levels, and representation from relevant stakeholder groups.
With the support of the Network team, individuals from the following organizations were recruited to serve on the Steering Committee:

- City of Passaic
- Passaic Public Schools
- Passaic High School
- Passaic County Community College
- New Jersey Institute of Technology
- St. Mary’s General Hospital
- Garden State Honda
- Passaic County Workforce Development Board.

Committee members have agreed to a one-year commitment to ensure for continuity of decision-making. This commitment represents the members’ passion and dedication to the work. However, it is likely that Steering Committee members will change over time, based on individual necessity or the changing needs of the program, such as the inclusion of additional career pathways. As new members are brought into the Steering Committee, they should also demonstrate a similar commitment. As the composition of the Committee changes over time, it should strive to remain diverse in its membership, balancing representation from a variety of different stakeholders.

**Recommendations**

1. Identify a Steering Committee Chair who will be responsible for developing the monthly meeting agendas, assigning tasks to committee members, and sharing meeting minutes.

   The Steering Committee represents a partnership of community leaders committed to improving outcomes for young adults in the City of Passaic. Although the roles and responsibilities of the Committee revolve around the success of the district-led Passaic Pathways Partnership, the Committee is an independent entity. All Steering Committee members have equal ownership, commitment, and dedication; the Committee does not “belong” to any one organization.

   Initially, it is not unusual for representatives from the school district or high school to take responsibility for meeting logistics and organization. Over time and if possible, the Committee should nominate an industry representative to Chair the Committee. This releases District and High School representatives from these responsibilities. Furthermore, it allows any “asks” that the Committee may make of other community partners to come from a business leader. It also speaks publicly to the business community’s enthusiasm and dedication to the project.

2. Continue to convene monthly Steering Committee meetings guided by a purposeful agenda.

   Monthly Steering Committee meetings ensure that progress continues to be made and help to reinforce the investment of the Steering Committee members. The meetings should be structured, with agendas and relevant information shared in advance, giving ample time for members to review and prepare. Including a data presentation or update in every meeting reinforces the focus on results and accountability and keeps members informed of relevant information. A sample Steering Committee meeting agenda template can be found in Appendix Two.
The Steering Committee members may form project-specific working groups. Working group membership should extend beyond just the committee members and include industry and community partners as needed. In addition to the monthly Steering Committee meetings, it may be necessary for Committee members to meet with working groups, especially concerning time sensitive or labor intensive projects.

3. Identify and invite new Steering Committee members as needed.

It is important to add members who can represent new career pathways as they develop. Membership should be based on the needs of the Committee but effort should be made to keep a balance between all types of stakeholders to insure that one group does not have undue influence on overall direction and decision-making.

In addition to the Project Manager for the City’s Enterprise Zone Development Corporation, the Network team recommends adding a member of the Mayor’s senior staff to the Steering Committee. Passaic’s Mayor Lora recently appointed three Deputy Mayors to his administrative team. Appointing one of these Deputy Mayors to serve on the Steering Committee would increase the City’s presence and demonstrate the City’s commitment to the career pathways program at Passaic High School.

4. Allow for the strategic evolution of the Steering Committee.

The Steering Committee should support a multi-year plan that maps the evolution of the current career pathways offered at Passaic High School and includes new pathways being developed by the District with the ultimate goal of creating wall-to-wall career academies. The multi-year plan should have deliverables in multiple year increments, with goals for the Steering Committee as well as for School and District leadership.

The career pathways currently under development at Passaic High School are in line with the District’s goal of having every student graduate with an industry credential and/or a minimum of 15 credits. As the Passaic Pathways Partnership grows and new pathways are developed, the District should be able to rely on the support and expertise of Steering Committee members to identify overarching themes and industry trends, labor market forecasts, and other variables related to the development of different pathways. As much as possible, data should be used to inform the decision-making process.

**Relationship Building**

The engagement of outside partners, including educational institutions, local businesses, and community groups, is a critical component of a successful career pathways program. Partners’ participation helps to support classroom activities that assure students graduate with the skills necessary to succeed, whether they choose to pursue a degree from a higher education institution or proceed immediately to the workforce.

Higher education partners ensure that the curriculum developed aligns with their coursework and that credits attained at Passaic High School will be applicable and transferrable to their respective institutions. Business partners play a critical role in providing guidance to ensure that pathways are relevant to workforce and labor needs. Government and nonprofit partners can help inform and connect the community to the District and School’s work. The City’s involvement also demonstrates
their commitment to the project and underscores their investment in improving the lives of students in the area.

All partners should consider how their individual organization and those in their professional network can help to support the vision and mission established by the Steering Committee. Partners should be consistently evaluating their contributions and help identify new potential partners or opportunities.

**Recommendations**

1. **Continue to encourage partners to serve on Pathway Advisory Committees.**

   As individual pathways are established, they will need to be developed with an understanding of the current capacity and demands of higher education institutions and workforce partners to ensure that the pathways are preparing students for the greatest chance of post-graduate success. External partners, whether they are Steering Committee members or new partners who have become involved with the Passaic career pathways programs, should be encouraged to serve on the pathway-specific Advisory Committees to ensure the greatest chance of success.

2. **Continue to develop new partnerships by inviting business and community members to attend Advisory Committee meetings, career pathway-sponsored events, or to meet with District staff independently when appropriate.**

   District and Passaic High School staff understand the need to identify and cultivate relationships with local businesses and higher education institutions willing to support the Passaic Pathways Partnership. Establishing relationships with education stakeholders and industry professionals is critical to providing students with real-world work experiences, information on a diverse variety of career options, and professional networking opportunities.

   Based on the initial conversations that the Network team had with local businesses and higher education institutions, there appear to be willing partners in the City and surrounding areas. For example, at the Advisory Committee meeting for the Bio-Technology pathway, representatives from multiple colleges and universities expressed a willingness to host campus tours for Passaic High School students. These opportunities should continue to be explored.

3. **Develop marketing materials that can be shared with potential partners and funders.**

   The Passaic Public School System has created tri-fold brochures explaining their career pathways, STEM pathways, AVID pathways, and Advanced Placement program. Similar collateral should be developed for the career pathways programs targeting potential industry or higher education partners and funders.

   Businesses are generally eager to engage in activities that advance opportunities for students but often do not know what to do or how to be involved. A brochure that describes the various ways businesses can be involved, levels of engagement, and explicit directions and contact information will lead to increased opportunities for businesses to engage with students and inform the community.

4. **Create opportunities for positive public relations and media attention to showcase successes.**
Public recognition of successful programs benefits both the School District and the partners involved. It informs potential new partners on the work that is being done and helps to build momentum and excitement among existing partners. As the Passaic Pathways Partnership moves forward, identifying and utilizing media outlets will help leverage existing successes into future possibilities.

For example, the New Jersey Business and Industry Association (NJBIA) has a daily email, NJ Business Today that goes out to over 20,000 member companies of the New Jersey Chamber of Commerce. The publication welcomes input on stories and have expressed a willingness to highlight the career pathways program in Passaic. In addition, NJBIA has the ability to target the distribution of emails or newsletters to members in a particular geographic area, creating a valuable opportunity to communicate a message to a specific audience.

**District and Passaic High School Role**

Passaic Public Schools and Passaic High School staff have the primary responsibility of developing the career pathways: Auto Tech, Media Productions, Bio-Technology, and Data Analytics. In addition to having representatives from both the District and School as members of the Steering Committee, the District and School are directly responsible for program design and implementation.

District and School administrators and staff are responsible for ensuring that any curriculum that is developed for any current or future pathway is approved by the New Jersey Department of Education and meets existing School and District academic and graduation requirements. They must also ensure that any new or existing teachers who will be teaching pathway courses meet all state accreditations. The District and School also verify that courses and career pathways offered meet the needs and interests of their students and provide students with opportunities that exist at higher education institutions and the labor force.

The School and the District are also largely responsible for the implementation of decisions made by the Steering Committee. For example, establishing articulation agreements with higher education institutions is a function that exists within the District. Organizing field trips, campus tours, and events for students require a significant amount of preparation and implementation time and remain the responsibility of District and School staff.

**Recommendations**

1. Establish clear and well-defined roles and expectations for District- and School-level staff that serve on or for the Steering Committee.

Successful career pathways programs are guided by a well-informed Steering Committee. In addition to the Principal of Passaic High School, key staff responsible for coordinating the career pathways programming attend Steering Committee meetings. Assistant Principal Jennifer Welch and Social Studies Supervisor Ron Newman play a critical role in the development and implementation of Passaic High School’s career pathways programs. Because of their unique insight and intimate knowledge of the career pathways programs, their participation in the Steering Committee is invaluable.

District and school-level staff members should have clearly established roles. Because they are performing dual functions – their regular responsibilities and their additional work supporting the Steering Committee — clarification on the amount of time spent on the additional support tasks will help them execute more effectively and prevent duplication of effort. Time spent supporting and engaging the Steering Committee should be viewed as an
investment in their ability to support the successful implementation of career pathways. The District has made the implementation of successful career pathways programs a priority and must recognize that the ability of staff to focus on the development and implementation of the career pathways programs means they may need to devote less time to their other responsibilities.

2. Provide information and regular updates to District and School personnel.

Effective communication is a critical responsibility of the District and School leaders. All District and School staff should be aware of the vision, mission, and activities of the Passaic Pathways Partnership and should consider themselves a factor in its success. All staff - from teachers and guidance counselors to office administrators, cafeteria and janitorial personnel - should be aware and supportive of the work.

The District and School staff have a direct connection with all stakeholders, including students and parents. Armed with information about the career pathways available to students at Passaic High School, staff can support and promote the programs. At both the district and school-level, it is important for leadership to communicate across all levels to establish the necessary buy-in required for success and to support their commitment to changing the culture of students, families, teachers and the community.

3. Provide professional development for school-level staff to support the adjustment resulting from the implementation of the Passaic Pathways Partnership.

The successful implementation of career pathways requires all members of Passaic High School to consider alterations to their roles in light of the new framework. Professional development opportunities to support the adjustment can range from workshops, leadership institutes, and collaborative professional learning teams. With the support of the Passaic Pathways Partnership, the District and Passaic High School can provide staff with information and support at little or no cost.

Teachers in core subjects should be encouraged to incorporate career pathway concepts into their coursework. The District can set aside time during district-wide staff development days for teachers to learn and advance effective strategies for including industry-standard tasks in the classroom. Current pathway teachers can lead professional development sessions. Industry partners can team with teachers to develop activities that are aligned with career pathway standards and expectations.

Guidance counselors and other support staff may need assistance in understanding how to better support students and their families. College admissions counselors and human resource managers can be a good source of information and support. The District can play a role in providing structured opportunities for learning and enhanced awareness of the skills and education requirements of various entry-level positions in a variety of fields.

**Long-term Sustainability**

As the Passaic Pathways Partnership and career pathways programs at Passaic High School grow, the day-to-day responsibilities associated with effective implementation will increase. Furthermore, the time needed to effectively manage volunteers, coordinate structured learning experiences (SLEs) for students, and organize activities can easily evolve into a full-time
position. School and District staff noted that existing employees are currently stretched very thin in developing current programmatic offerings in addition to their existing duties. Because no single person is responsible for managing all of the various elements at both the macro and micro level, details can get overlooked or efforts duplicated.

1. Secure funding for a dedicated position to support the Passaic Pathways Partnership and increased development of career pathways programs.

   The Passaic Pathways Partnership should seek outside funding\(^3\) for a full-time position to sustain and grow the Passaic Pathways Partnership, to support the development of career pathways programs, and to promote opportunities for Passaic Public School students to engage with local industry partners.

   The position should be externally funded. With the understanding the neither the City nor District can fully fund the position on their own due to existing budget constraints, the position could be funded through support from a variety of partners and other private or public funders.

2. Hire a Passaic Pathway Partnership coordinator.

   **Option One: District Career Pathway Coordinator**

   Though funded by external partners, with grant monies, or foundation support, the position could reside in the Passaic Public Schools district office. The career pathway coordinator would work with the District to develop and implement programs that motivate and prepare students for careers in high-growth industries. The career pathways coordinator would provide leadership in the planning, development, and operation of a comprehensive program of CTE for middle and high school students that supports student exploration and selection of career pathways, and plans of study with integration of academics.

   The career pathways coordinator would serve as a resource and advisor to the Assistant Superintendent of Curriculum and Instruction on instructional matters related to career pathways education and assist with gathering, analyzing and reporting program data on a regular basis. The career pathways coordinator would make regular contacts at all levels of the District to increase understanding of the career pathways programs and Passaic Pathways Partnership. He/she would regularly present in middle and high schools to provide direction and to support teachers in both instruction and in recognizing interests and needs of students.

   The position would ensure that work-based learning, SLEs, and on-the-job experiences are provided to students for the purpose of career exploration and preparation, to include service learning, job shadowing, mentorships, internships, apprenticeships, clinical experiences and cooperative education. The career pathways coordinator would support parent outreach and education strategies, career fairs, leadership academies, teacher professional development opportunities, and other programs and activities that support youth success.

   The career pathway coordinator would serve as a liaison and active participant in the Passaic Pathways Partnership as an educational leader and voice for CTE and college and career readiness for the District and coordinate with other educational, workforce and business partners, and appropriate experts and resources to create, utilize and improve career pathways components.

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\(^3\) The District estimates annual costs of between $75,000 and $100,000 including benefits.
Option Two: Passaic Partnership Coordinator (Backbone Organization)

Because the Passaic Pathways Partnership is taking a collective impact approach, it is important to recognize the role that a backbone organization can play in advancing and supporting these efforts. The backbone organization can be the catalyst that propels the impact of the work through coordinated efforts.

The work of the backbone organization is complex; the organization serves to:

- Guide vision and strategy;
- Support aligned activities;
- Establish shared metrics;
- Shape public will; and
- Secure funding.

The backbone organization brings together a diverse set of partners focused on a goal. For the Passaic Pathways Partnership, the Steering Committee serves as the informal backbone organization. The Steering Committee is made up of stakeholders volunteering their time and commitment to advance career pathways programs at Passaic Public Schools.

The Passaic Pathway Partnership could work to secure funding for a Passaic Partnership coordinator to facilitate and support the activities of the partnership. Initially, the partnership coordinator could be a part-time position housed in one of the partner organizations, ideally with the City.

The partnership coordinator would be tasked with leading the Passaic Pathways Partnership Steering Committee, organizing the internal and external functions of the Committee, managing strategy and partnerships, directing communications efforts and fundraising, and facilitating the collective success of the Committee. The partnership coordinator could be supportive of the overall mission by providing direction and support to Steering Committee members and their organizations in aligning efforts with common goals and identifying opportunities for programs or projects that engage Passaic Public School students.

As part-time staff, the partnership coordinator would provide support to the Steering Committee and working groups by facilitating meetings, prepping materials for meetings, providing regular reports on progress toward agreed upon goals and metrics, and developing relationships with additional partners. Additionally the partnership coordinator would lead fundraising efforts for the partnership and its activities. (Note that this is different than leading fundraising efforts for the District’s pathways programs.)

Sample job descriptions can be found in Appendix Three.
Funding Model and Recommendations

The Network team analyzed District budgets and the funding model for Passaic High School’s career pathways to develop a broad understanding of the fiscal goals, opportunities, and challenges related to the implementation and sustainability of the Passaic Pathways Partnership. As part of the analysis, the Network team reviewed information provided by the District on their two most recent budgets, as well as their last three comprehensive audited financial statements. A summary of the findings is located in Appendix Four.

District Funding for Passaic Pathways

Information from the District’s FY2016-2017 budget presentation noted the District’s commitment to investing in new programs and services, including the career pathways as a means of helping students to prepare for college and high paying jobs. Career pathways are also linked to their Early College Initiative.

However, apart from the grant funds awarded to Passaic Public Schools by the NJDOE, there were no additional dedicated funds for the Passaic Pathways Partnership identified in the District’s 2016-2017 budget. The budget presentation stated that over $500,000 in new curricula including investments in STEM and CTE programs, which included expanding Advancement via Individual Determination (AVID) to grades 7-10 as well as professional development for teachers. However, the presentation did not reference any new funding sources for these efforts; District staff confirmed that current professional development is funded through their base level school funding.

The District currently has different funding streams for its career pathway programs. In 2016, the City of Passaic and Passaic Public Schools were awarded a $500,000 grant from the New Jersey Department of Education (NJDOE) for their project, “Building Capacity for Career Pathways: A Pilot Program for Comprehensive High Schools”. The grant was designed to fund the creation and implementation of two comprehensive career and technical education pathways, Bio-Technology and Data Analytics at Passaic High School over a five year period. The funds are to be distributed at a rate of $100,000 per year for five years, and the grant was scheduled to begin on April 1, 2016.

The District provided estimates on how they intend to allocate the funds for the first year, FY2016-2017. The largest projected category of spending was on instructional supplies and materials needed for the new pathways.

<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Supplies and Materials</td>
<td>$ 66,142</td>
</tr>
<tr>
<td>Purchased Professional Educational Services</td>
<td>$ 25,200</td>
</tr>
<tr>
<td>Support Salaries</td>
<td>$ 4,606</td>
</tr>
<tr>
<td>Instructional Salaries</td>
<td>$ 2,400</td>
</tr>
<tr>
<td>Travel</td>
<td>$ 936</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>$ 536</td>
</tr>
<tr>
<td>Supplies and Materials</td>
<td>$ 180</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$ 100,000</strong></td>
</tr>
</tbody>
</table>

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4 Data provided from Passaic Public Schools 2016-2017 Budget.
The District also received a federally-funded Perkins grant to support the Media Productions pathway. The amount of Perkins funding has increased in recent years. According to District representatives, the amount is based on the percent of students eligible for free and reduced price lunch, as well as the allocation of federal funding designated to go to Districts; award amounts vary from year to year.

### Perkins Grant Award FY2015-2017

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2015</td>
<td>$34,041</td>
</tr>
<tr>
<td>FY2016</td>
<td>$58,434</td>
</tr>
<tr>
<td>FY2017</td>
<td>$170,799</td>
</tr>
</tbody>
</table>

District representatives are hopeful that they will receive Perkins grant funding for additional pathways in the future. The District is in the process of requesting NATEF certification for the Auto Tech pathway; once certified, the pathway is eligible for Perkins grant funding.

In addition, the District was awarded a $250,000 Readiness through Education for Adult Life (REAL) grant to support a partnership between with Passaic County Community College to increase career and college readiness skills for low-performing students in grades 11 and 12. The District’s 2016-17 budget presentation showed funding of $715,726 for Advanced Placement and Early College programming that will increase the opportunities for dual-credit classes and AP courses.

### Recommendations

1. Develop an overall budget for all career pathways programs that includes projected staffing and structural changes as well as priorities for funding elements.

   Currently, the District has individual budgets for each pathway tied to grant funding but does not have a comprehensive document outlining all current or projected costs of the various career pathways programs. The budget should include projections for any new full- or part-time staff hired for pathway implementation as well as any building or structural changes needed associated with future pathways plans.

   The budget should project total costs of full implementation and identify costs by line item. The detailed budget can be a useful tool when meeting with potential funders or in developing future grant requests.

2. Develop a braided funding stream so there is less reliance on a single funding source.

   The funding stream for pathways programs should include a variety of sources, typically called a braided funding stream. Funding sources should include federal, state and local funding, as well as private or corporate grants to ensure that the loss of one revenue stream will not have a detrimental impact on the program or the District.

   Steering Committee members can be helpful in identifying funding streams as can other business and community partners. In fact, a report issued by the IBM Corporation, the founding member of the collaboration responsible P-Tech in New York City, suggested that it is beneficial when Steering Committee members are familiar with the various school funding streams.5

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Because pathways so often need to rely on additional funding streams outside of their base level school funds, the availability of revenue sources can vary by location. Expertise of the Steering Committee members can help identify potential revenue sources more quickly and easily.

Private funding sources can be particularly important in helping to develop sustainable resources for programs. Independent and corporate foundations provide funding, often every year, and may have flexibility on who and what they support. Given Passaic’s proximity to New York City as well as the number of medical and pharmaceutical companies that are headquartered in New Jersey, the District is well positioned geographically to leverage private resources.

For example, Quest Diagnostics, headquartered approximately 25 miles from the City of Passaic, has a foundation that provides support to educational institutions located in the communities where they work, live, and serve. Pamela Fisher, Director of Global Inclusion and Social Responsibility, oversees Quest’s corporate giving program and has encouraged Passaic Public Schools to submit a request for funding.

Other companies such as AT&T, Pfizer, Verizon, Johnson and Johnson, Bristol Myers Squib and PSE&G all have national or regional offices in the northern New Jersey area and may be willing to support pathway program development and implementation. Although foundations, such as the Verizon Foundation which prioritizes STEM education for K-12 youth may not be accepting new or unsolicited applications, Steering Committee members can be a great resource for making connections.

3. Continue to develop a compelling “ask” for support and ask.

Steering Committee members can be a great extension to your friend-raising and fundraising efforts. Dedicated time can be set aside during a Steering Committee meeting to coach members how to “tell the story and create a compelling ask” and provide them with appropriate collateral material. It is critical that Steering Committee members fully understand and can articulate the benefits of the career pathways programs to both the students of Passaic Public Schools and the funders or potential partners.

Steering Committee members can also make introductions for the District to follow up on potential opportunities. One of the many advantages of maintaining diversity in Steering Committee membership is that members have a myriad of contacts within their professional and social networks. As advocates of the Passaic Pathways Partnership, Committee members are a great source for generating interest and potential support.

4. Maintain a database of funding sources, including those from government, foundations, organizations, and nonprofits focused on education and workforce development.

The database should include federal, state, local and private funding sources along with other local and regional nonprofits. The database should also include information on application deadlines, along with points of contact and local connections when possible. A regular examination should be done to see if new contacts or organizations should be added to the database. Similarly, as new individuals join the Steering or Advisory Committees, the database should be updated to reflect this. This will also make a useful internal distribution list when the District wishes to communicate with its partners or convey successes to media outlets.
The District has been successful in accessing state and federal grants for its existing pathways. The types of federal support that can be accessed will need to be continually assessed, as some pathways may be eligible for funds that other programs are not. Existing federal funding sources administered by the U.S. Department of Labor that may be relevant to Passaic career pathways programs currently or in the future may include:

- Workforce Investment Act Title I: Youth funds: serve individuals aged 14-21 with services including tutoring, guidance counseling and alternative secondary credentials;
- Trade Adjustment Assistance (TAACCCT): funds for career training programs that can be completed in less than two years; and
- Registered Apprenticeship and Pre-Apprenticeship programs.

5. Recruit funding partners to serve on Steering or Advisory Committees.

In order for the Passaic Pathway Partnership to become sustainable in the long-term, potential external funders for this program will need to be identified. The Steering Committee members should always be watchful for funding opportunities, but including a representative from a foundation or other philanthropic organization can also be beneficial. Promising practices show that having a funder who is involved in the program beyond just a financial donation can lead to increased likelihood of success.
Programmatic Support and Recommendations

The Passaic Pathways Partnership Steering Committee plays an important and unique role in supporting the District’s career pathways programs. The Steering Committee does not have authority to make decisions on behalf of the District nor does the Committee have the authorization to mandate staffing choices, or influence policy changes. The Steering Committee does provide the District and partners with support. The Committee offers vision, guidance, and expertise. The Committee advances accountability for their actions and the progress of the career pathways programs.

The Passaic Pathways Partnership Steering Committee created the following common vision to guide their work:

*The Steering Committee is a dedicated diverse group of stakeholders representing public education, higher education, government, non-profits, and industry who commit to supporting the development, sustainability, and success of the Passaic Pathways program.*

- The Steering Committee supports development by providing informed guidance and insight, sharing industry expertise, giving open and honest (and sometimes critical) feedback, making industry connections, and creating opportunities for students to learn and experience careers.
- The Steering Committee supports sustainability by publicly advocating for the program and spreading news of the good work, recruiting partners to serve in a variety of capacities as needed, and contributing to the District’s efforts to secure resources for the program.
- The Steering Committee supports success by doing whatever it takes for all students to have:
  - Access to a variety of pathway options leading to success in college and/or careers,
  - Ability to make informed decisions about their education and career options, and
  - A community that recognizes their value and encourages their success.

The Passaic Pathways Partnership Steering Committee brainstormed a variety of indicators they value and feel represent outcomes of a successful partnership supporting the careers pathways programs. These indicators represent potential goals that the Committee can strive to meet in the short- and long-run. Steering Committee members should discuss and agree on three to five goals. Goals should be based on a realistic and well-articulated theory of action. The Committee should create a process for collecting and sharing data to review and monitor success. Initiatives and programs or projects that are led by the Committee should be designed with the goals in mind.

One of the most important responsibilities of the Steering Committee is to assist in the development and implementation of programmatic support. Steering Committee members identified various ways and myriad activities that the Committee could support career pathways programs and youth success. Over 50 unique ideas were generated. Although the majority of activities targeted students, many also addressed the perceived needs of teachers and guidance counselors, families, and other areas of the community. Several ideas generated focused on the effectiveness of the Steering Committee.

A list of goals and program ideas generated by the Steering Committee as well as initiative guidelines can be found in Appendix Five.
Recommendations

1. Based on the goals identified by the Steering Committee, create a list of potential initial goals, indicators of success, and metrics to monitor progress.

Examples of goals, indicators, and metrics include:

- **Increase the numbers and percentages of students, especially under-represented youth, who successfully complete a career pathway program and receive an industry-recognized credential leading to placement with a local business.**
  - More programs offer students opportunities to earn an industry-recognized credential.
    - Measure the number of career pathway programs that offer an industry-recognized credential and the capacity of each of these programs.
  - More students are enrolled in career pathway programs.
    - Measure the number of students who are eligible to enroll in a career pathways program and the number of students who enroll.
    - Measure the number of under-represented students in the eligible population and the number of under-represented student who enroll. Compare the percentages to determine if there is increased representation of targeted student groups.
  - More students pass and receive the industry-recognized credential.
    - Measure the number and percentage of students who attempt to earn the credential.
    - Measure the number and percentage of students who earn the credential (can include the various levels of credentialing as needed).

- **All career pathway students have opportunities to engage in a structured learning experience (SLE) and/or participate in a work-based activity that results in increased understanding of employment and careers in a specific industry.**
  - The District has adequate capacity to provide SLEs and work-based opportunities to all students enrolled in career pathways programs.
    - Measure the number of partnerships that provide opportunities for SLEs or work-based activities.
    - Measure the number of partners recruited by Steering Committee members to engage with students.
  - All students are offered an opportunity to participate in SLEs and/or engage in a work-based activity.
    - Measure the number of students offered opportunities and the number of students who accept the offer. (Make note of the reasons students are not able to participate.)
  - All students who participate in an SLE or work-based activity gain an increased understanding of employment and careers in the industry.
    - Engage the students in a debrief activity and record feedback.
Parents of Passaic middle and high school students are aware of the options their children have and have increased aspirations for their future.

- The District and partners provide opportunities for families to learn about the career pathways programs and the employment opportunities associated with the pathways.
  - Measure attendance at meetings, events, and/or career open houses that provide families with information.
  - Measure the number of industry partners that participate in these events.

2. Driven by well-defined goals, identify a couple short-term programs and/or projects and a longer term initiative that the Steering Committee can implement.

Examples of programs, projects, initiatives include:

- **Career Pathways Open House at Passaic High School**
  
  Goal: to increase student and family awareness of the career pathways programs options at Passaic High School and the career outlook of associated industries.

  - Pathway teachers, current students, and business partners set up booths or tables in cafeteria, gym, or library where they can interact with students and their families, provide materials, etc. about the career pathway and employment options. Career Colleges can also participate (representing dual enrollment opportunities at PHS). Students can lead tours through their career pathway classrooms.

  - Invite high school students and their parents, middle school students and their parents. Event can be held in the evening and include refreshments (donated by an industry partner?)
    - Offer robust programming for families that complement the career pathways programs.
    - Educate parents about what the career pathway work is and how it will impact their child or family.
    - Provide information on salary and job projections and profile of future professions.

  - Collect participation data and other indicators of success.
  - Follow up with students and businesses to learn what worked well and not so well.

  - Benefits to students and their families:
    - Students and their families learn about the various career pathways program options and careers in various fields.
    - Students and their family members have the opportunity to talk with teachers, students, and business representatives and ask questions about the career pathway.
    - Students and their families learn about business and labor market trends, salary projections, etc.

  - Benefits to career pathway teachers, current students, and business partners:
    - Teachers and current career pathways program students can engage with potential students and create an interest in the career pathway.
    - Industry representatives of a career pathways program are part of an event that highlights their commitment to supporting education and the success of students.
• **Mock Employment Interviews**
  
  Goal: Students learn valuable soft skills and communications skills, recognize the strengths they bring to potential employers, gain confidence in themselves, and are better prepared to secure employment after high school,
  
  o Students review job descriptions for an understanding of the positions available in various industries. Students prepare their resume and a cover letter in preparation for the interviews.
  
  o Business volunteers conduct mock interviews with students, specifically high school juniors and seniors. Mock interviews allow students to practice articulating what they offer future employers, present themselves in a professional way, describe their strengths, and make a compelling case for why they are a good fit for employment. Business volunteers offer feedback to students.
  
  o Collect participation data and other indicators of success.
  
  o Follow up with students and businesses to learn what worked well and not so well.
  
  o Benefits to students:
    ▪ Students gain valuable experience talking about their unique strengths and skills.
    ▪ Students receive feedback on what and how to improve their interview and presentation skills.
    ▪ Students learn about the interview process used in a real world employment situations.
  
  o Benefits to employers:
    ▪ Employers can engage with students and create an interest in the industry and their companies.
    ▪ Employers help students understand the education and skills needed to succeed in their industry.
    ▪ Employers are part of an event that highlights a range of local employers that are committed to supporting education and the success of students.

• **Internships**
  
  Goal: Students experience a real work environment, gain an understanding of the soft skills and education required to be successful in the workplace, interact with industry employees, and develop potentially long-lasting relationships with adult professionals
  
  o Internship opportunities are identified with industry partners. Host businesses create a job description based on the expected duties of the intern. Students “apply” for various internship positions and interview with actual industry supervisors. Business partners select an intern (or interns) based on the application and interview.
  
  o Length of internship service can vary in time and hours and, if funding is secured, may be paid. Transportation vouchers and other accommodations may be made available to students to help offset costs and eliminate barriers.
  
  o Students and business partner hosts receive support and have a designated contact person to address any issues that may arise during the internship program. At the conclusion of the program, a celebration honors the students and their families, the business partners, and staff involved with the project.
  
  o Collect participation data and other indicators of success.
  
  o Follow up with students and businesses to learn what worked well and not so well.
  
  o Benefits to students:
    ▪ Students learn about the interview process used in a real world employment situations.
- Students gain valuable experience in a real work environment and working on challenging tasks associated with their field.
- Students receive feedback on what and how to improve their work ethic, soft skills, and technical abilities.
- Students and their families are acknowledged and celebrated. Students gain a sense of accomplishment and hopes for their future.

  Benefits to employers:
  - Employers can engage with students and create an interest in the industry and their companies.
  - Employers help students understand the education, soft skills, and technical abilities needed to succeed in their industry.
  - Employers benefit from the projects and gain an outside perspective of their work.
  - Employers are part of an event that highlights a range of local employers that are committed to supporting education and the success of students.

As the above examples illustrate, programs, projects, or initiatives can vary in time commitment, costs, etc. It is also evident how critically important the Passaic Pathway Partnership Steering Committee’s support and sponsorship is in the successful implementation of the projects that directly impact career pathway-related outcomes. The relationship between the Steering Committee and the School District is defined by an intricate balance of support without authority. And, in the end, all community stakeholders benefit from the collective efforts and collaborations of the partnership.
Appendix One: Case Studies

There are many examples of Districts and schools that have successfully implemented a comprehensive career pathways program. The Network team selected the following examples to highlight the variety and possibilities for career pathways program efforts.

**P-Tech: Pathways in Technology Early College High School**

P-Tech, a high school located in Brooklyn, New York, developed a STEM pathways model that serves students from grades 9-14. The school was developed in collaboration with the New York City Department of Education, The City University of New York (CUNY), New York City College of Technology (City Tech), and the IBM Corporation. Students take core courses but also work toward an associate’s of applied science degree (AAS) in Computer Systems Technology or Electromechanical Engineering Technology granted by City Tech. Students graduate after six years with a high school diploma, as well as an associate’s degree in applied science at no additional cost. Graduates are qualified to secure entry-level positions in information technology or can transfer their credits to a four-year college or university. The school has partnered with IBM, which guarantees job interviews to qualified graduates.

During their high school study program, students are offered foundational courses for both degrees; after their fourth year, they select one of the two associate degree options. Students take the same sequence of courses but may move through them at different rates, allowing some students to complete the six-year program in four years, while others take the full six years to finish. In addition, after their third year, students complete internships with IBM or one of P-Tech’s additional partners. Most internships take place during the summer, but students can also be placed with industry partners in the fall or spring. These paid internships last between six to eight weeks.

**High Tech High**

High Tech High, a network of 13 charter schools in San Diego, California, features a hands-on approach to student learning. High Tech High was founded by a coalition of San Diego business leaders and educators; the first campus opened in 2000. The schools now enroll over 5,000 students across three campuses. Initially funded by start-up grants and private donations, 98 percent of current costs are covered by per pupil funding from the local school district. This network of schools serve students in grades K through 12.

Instead of textbooks, students engage in project-based learning, with many projects focused on their local community. Students link their schoolwork to the outside world through field trips, community service, and working with experts. Community members often serve as judges or experts during the projects. In addition, high school juniors spend their fall semester working at an internship focused on their areas of interest. When they graduate, students are better prepared to enter the working world. Approximately 87 percent of alumni are still enrolled or have graduated from a post-secondary institution. Currently, 35 percent of High Tech High graduates are first generation students and 40 percent of students qualify for the National School Lunch program.
In California, the Pasadena Unified School District (PUSD) implemented a career pathway program called Linked Learning through ConnectEd. The goals of this program are to increase the graduation rate in the District and better prepare students for college or careers after graduation. The Linked Learning Initiative is based on an integrated model that offers students both academic and technical skills.

The Pasadena Unified student population is 59 percent Latino, 17 percent African American, 14 percent white, with Asian and other races comprising the remainder. In 2010, 68 percent of students qualified for free and reduced priced lunch and 21 percent of the student population were English language learners.

Prior to implementing Linked Learning, some California Partnership Academies existed at the high school level at PUSD but were operating in isolation. Pasadena focused most of its initial efforts at John Muir High School, which was in danger of mandated state intervention based on low academic performance. Currently, all students at John Muir High School must participate in one of three pathways; students can select from the Arts, Entertainment and Media Academy, the Business and Entrepreneurship Academy, and the Engineering and Environmental Science Academy. Within three years, the District reported a reduction in the dropout rate at John Muir High School and a marked improvement in the school’s academic performance.

In order to support their efforts, PUSD received funding from the James Irvine Foundation to develop their system of Linked Learning pathways and an additional two-year implementation grant from ConnectEd, the California Center for College and Career. Since the implementation of Linked Learning, the District has been forced to make budget cuts but has kept Linked Learning a priority, protecting professional development funds and administrative support for the program.

PUSD engaged with Pasadena City College (PCC) to provide a seamless transition for students going from high school to college. PCC developed a First Year Pathway program that provides support services and structure for students transitioning from high school. Students at select PUSD schools can participate in a dual enrollment program with PCC, and all students can participate in concurrent enrollment at PCC. Coursework is designed so PCC courses will also count toward degree requirements at California State University, Los Angeles (CSULA).
**Links and Resources**


Labor Market Information Update for February 2017. New Jersey Department of Labor and Workforce Development Division of Workforce Research and Analytics. [http://lwd.dol.state.nj.us/labor/lpa/content/lmiupdate.pdf](http://lwd.dol.state.nj.us/labor/lpa/content/lmiupdate.pdf)


Appendix Two: Steering Committee Meeting Agenda Template

**Passaic Pathways Partnership Steering Committee**

1. **Welcome and Check In:**
   - a) Quick review of the tasks for the day.
   - b) Check in and updates: members are invited to share updates on activities such as Advisory Committee meetings, working group tasks and progress, upcoming events, fundraising or friend-raising efforts, etc.

2. **Information and Shared Knowledge:**
   - a) A Committee member or guest speaker presents relevant information. Topics may include labor market and industry trends, perspectives of a Human Resource Officer, new pathway program options at the High School, countywide efforts on workforce development, etc.
   - b) Clarifying Questions: Members have an opportunity to ask clarifying questions.
   - c) Probing Questions and Discussion: Members have an opportunity to ask probing questions and discuss the presentation’s implications on the Pathways Partnership.

3. **Impact:**
   - a) A Committee member of guest speaker describes a recent event or program/project and shares the impact the program had on students. For example, when students attended the WIA-sponsored jobs fair, the report could include how many students attended, how students interacted with the industry representatives, what the students learned, etc.
   - b) Questions: Members have an opportunity to ask clarifying questions.
   - c) Discussion: Members discuss what went well and what improvements to possibly make next time for greater impact.

4. **Data and Accountability:**
   - a) The Committee should establish clear and meaningful goals and include regular review of their overall goals and metrics and provide updates as needed.

5. **Next Steps:**
   - a) Confirm time/location of next meeting and guest speaker as needed.
   - b) Confirm follow up tasks as needed.

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The Passaic Pathways Partnership Steering Committee supports success by doing whatever it takes for all students to have access to a variety of pathway options leading to success in college and/or careers, the ability to make informed decisions about their education and career options, and support from a community that recognizes their value and encourages their success.
Appendix Three: Sample Job Descriptions

District Career Pathways Coordinator

Location: District
Term: 12-month contract, grant funded

General Description
The Career Pathways Coordinator provides leadership in the planning, development and operation of a comprehensive program of CTE within the framework of the District’s middle and high school educational program that supports student exploration and selection of career clusters, pathways, and plans of study with integration of academics.

The Career Pathways Coordinator serves as a resource and advisor to the Assistant Superintendent of Curriculum and Instruction on instructional matters related to career pathways education and assists with gathering, analyzing and reporting program data on a regular basis. This individual plans his/her own work and collaborates with others as necessary.

The Career Pathways Coordinator makes regular contacts at all levels of the organization to increase understanding of the career pathways programs and Passaic Pathways partnership. He/she is regularly present in middle and high schools to provide direction and to support teachers with recognizing interests and needs of students as they develop the knowledge and skills required for college and career readiness.

Essential Job Functions:

- Directs the planning, development and operation of the CTE component of the 6-12 curriculum in Passaic Public Schools to ensure that career pathways programs support coherent and seamless learning sequences that align both academic and technical skills with college and workplace readiness.
- Supports, facilitates, and coordinates 6-12 CTE programs through planning and implementation processes which include but are not limited to career pathways, plans of study, and academic integration.
- Leads and supports teachers in the development and implementation of programs of study that integrate secondary and post-secondary elements in a coordinated, non-duplicated progression of courses leading to industry credentialing or certification and/or the opportunity for students to participate in concurrent dual enrollment classes aligned with associate's or bachelor's degree following graduation.
- Interprets the CTE program and the Career Pathways Model to principals, teachers, and counselors; works collaboratively with the school counseling department to coordinate academic articulation (core-elective-selective).
- Participates in professional development to expand knowledge of current best practices and instructional programming in CTE and collaborates with teachers to improve curricula and instructional delivery methods; arranges, directs and/or provides professional development training for staff.
- Monitors CTE programs to ensure compliance with all program regulations and safety standards and observes CTE classrooms to ensure that instruction is fully aligned with CTE
standards and provides non-evaluative evidence-based feedback to teachers and administrators following classroom observations and walkthroughs.

- Serves as a liaison and active participant in the Passaic Pathways partnership as an educational leader and voice for secondary CTE and college and career readiness for the District and coordinates with other educational, workforce and business partners, and appropriate experts and resources to create, utilize and improve career pathways components.
- Ensures that work-based learning and on-the-job experiences are provided to students for the purpose of career exploration and preparation, to include service learning, job shadowing, mentorships, internships, apprenticeships, clinical experiences and cooperative education.
- Coordinates parent communication regarding college and career pathways for students in Passaic Public Schools.
- Supports and assists with increasing on-time graduation and develops and assists with strategies increase the number of students who earn career readiness certificates and industry-recognized credentials.
- Develops strategies and protocols (including surveys and interviews) to gather data on CTE programs and student success from career planning to post-graduation job placement, college entry, and satisfaction/readiness; analyzes data, and uses the data for planning and modification of programs.
- Works with the Passaic Public School grants office to coordinate and communicate program objectives, seek advice and recommendations on current job needs, and to gather input and support for the development, implementation and evaluation of the local Perkins grant and budget and NJDOE grants.
- Advises and assists in obtaining State and Federal funds for CTE programs; works with the District’s development office to prepare reports and assist with the Federal Program Monitoring Review cycle as needed.

**Required Knowledge, Skills, and Abilities:**

- Thorough knowledge of the CTE Administrative Planning Guide and related course offerings connecting core curricular subjects to CTE content in grades 6-12.
- Familiar with the Carl D. Perkins Career and Technical Education Act as well as other federal, state, and local regulations, policies and procedures governing career and technical education.
- Knowledge of principles and practices of public schools and school administration, ability to implement and monitor division-wide initiatives and ability to organize, schedule and monitor work assignments.
- Ability to train and advise staff, to communicate effectively (orally and in writing) and demonstrated interpersonal and organizational skills to facilitate and manage curriculum development, classroom support, and budget management.
- Demonstrated leadership qualities and personal characteristics necessary for working effectively with students, teachers, administrators, parents, and community members.
- Demonstrated ability to use and access a variety of media and technology to support job function.
Passaic Partnership Coordinator

Location: City of Passaic
Term: Part-time, 12-month contract, grant funded

General Description

The Passaic Partnership Coordinator is a newly created position designed to address the organizational needs of the Passaic Pathways Partnership and driving the work forward by supporting day-to-day communications, administration, community engagement, and data functions. The Coordinator has a vision for success and the ability to grow the Passaic Partnership (backbone organization) as needed in order to facilitate the collective success of the partnership.

The partnership coordinator would be tasked with leading the Passaic Pathways Partnership Steering Committee, organizing the internal and external functions of the Committee, managing strategy and partnerships, directing communications efforts and fundraising, and facilitating the collective success of the Committee. The partnership coordinator could be supportive of the overall mission by providing direction and support to Steering Committee members and their organizations in aligning efforts with common goals and identifying opportunities for programs or projects that engage Passaic Public School students.

The partnership coordinator serves as the liaison to the City and provides regular updates to the Mayor, Deputy Mayors, and Department Directors as needed.

Essential Job Functions

- Provides logistic and administrative support to the Passaic Pathways Partnership Steering Committee and working groups, provides support to Committee Chair, and assists in the preparation of meeting materials, etc.
- Helps the Committee identify and refine goals, metrics, and indicators of success, collects and analyzes data, and regular provides updates to the Steering Committee.
- Communicates the objectives of the Passaic Partnership to the community and potential partners.
- Develops marketing collateral, other communications material, and an annual report of progress (may include web and social media).
- Creates a press strategy, including drafting press releases and coordinating with media outlets.
- Organizes outreach to community partners and builds and maintains relationships.
- Facilitates the development and implementation of Steering Committee-led programs and projects and coordinates with other stakeholders to maintain a full understanding of the current landscape of local (and regional) activities.
- On behalf of the Steering Committee, provides support to partner organizations, such as Passaic Public Schools.
- Works with partners to identify potential funding sources, writes grants as needed or coordinates with partner development officers, and tracks all funding.
- Builds the backbone organizations identify as a respected, data-informed convener and cultivates working relationships with community stakeholders in a way that inspires collective impact (influence without authority).
Required Knowledge, Skills, and Abilities:

- Thorough knowledge of collective impact approach to addressing complex community issues.
- Familiarity with the career pathway programs at Passaic High School, CTE promising practices, and relevant local and regional industries.
- Ability to communicate effectively (orally and in writing) and demonstrated interpersonal and organizational skills to facilitate and manage committee meetings and working groups.
- Demonstrated leadership qualities and personal characteristics necessary for working effectively with stakeholders and community members.
- Demonstrated ability to use and access a variety of media and technology to support job function.
Appendix Four: Funding Model

As part of the engagement tasks, the Network team reviewed information provided by the District on their two most recent budgets, as well as their last three comprehensive audited financial statements.

The Passaic Public School District receives the majority of its operating revenues from the State of New Jersey, which determines support based on a formula driven by enrollment. In FY16, approximately 93% of the District’s revenue came from the state. The next largest source of District operating revenues is local, with property taxes being the primary source of that funding. The District has kept its local revenues flat for the last few years by not raising property taxes. It also receives a small amount of revenue in Federal Funds.

<table>
<thead>
<tr>
<th>Passaic Public Schools Financials FY2014-FY2016⁶</th>
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<tbody>
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<td>FY13-14</td>
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<tr>
<td>Revenues</td>
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<td>Expenditures</td>
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<td>Operating Result</td>
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<td>Other Financing Sources</td>
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<td>Fund Balance</td>
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Expenditures have outpaced revenues in two of the last three Fiscal Years and funds have been transferred from the fund balance to cover the District’s costs. Despite this, the District has maintained a healthy fund balance, which has allowed it to address emergent needs throughout the year. In the 2016 audit, the District was praised for not having to borrow monies to support its cash flows as a result of delays in state aid payments.

<table>
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<th>Passaic Public Schools Unassigned Fund Balance FY2011-FY2016⁷</th>
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<td>FY10-11</td>
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<td>$14,239,250</td>
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Information from the District’s FY2016-2017 budget presentation noted the District’s commitment to investing in new programs and services, including the career pathways programs as a means of helping students to prepare for college and high paying jobs. The project is also linked to their Early College Initiative. However, apart from the grant funds awarded to Passaic Public Schools by the NJDOE, there were no additional dedicated funds for the career pathways programs identified in the District’s FY2016-2017 budget. As a result, if the District wants to continue to grow and expand the program, it will need to seek additional sources of funding.

⁶ Data provided by 2014-2016 CAFRs
⁷ PFM also reviewed the most recently available CAFRs for two adjacent school districts: Clifton and Paterson. Clifton’s FY15 audit reported the district as having a negative unassigned fund balance and receiving 75% of its revenues from local sources. Paterson’s FY15 audit also reported a negative unassigned fund balance but also received 93% of its revenues from the state.
Appendix Five: Steering Committee Goals and Projects

The following lists were generated by Steering Committee members.

A Successful Pathways program will...

- Result in higher graduation rates.
- Students are performing at or above grade level.
- Provide students with industry certification.
- Allow increased participation in Pathway programs.
- Provide clear articulation of student career and their future.
- Provide pathways that lead to options:
  - Work/career.
  - Associate’s degrees.
  - Advanced certifications.
  - Bachelor’s degrees or professional degrees.
- Efficiently and effectively advance students’ progress toward a career.
- Prepare students to articulate their choices.
- Change the culture of parents and change their aspirations parents have for their children.
- Ensure that parents understand the options their children have.
- Result in the alignment of wants and needs for students, for families.
- Use high school data to provide evidence of viable pathways for all, for example... girls, first-generation college students, Hispanic/Latino students, etc.
- Change access for non-traditional students (EQUITY).
- There is increased rigor throughout the whole school system.
- English language arts and math are aligned to sequence.
- Students not in a pathway also feel like they are a part of growing movement and the future.
- Middle schools are prepared students to consider career options.
- There is alignment between middle school and high school.
- Pathways broaden, not narrow, as students see possibilities for their future.
- Young students are exposed to pathways options early – summer experience (pre-K to 12 experiences), real experiences.
- Rethink after school and Saturday and summer programming k-8.
- Partner with NJIT and others, not compete to participate in programs.

Key activities leading to success may include...

- Continue to use data to tell story of the journey.
- Supported by outside non-traditional funding.
- Fully funded.
- Sustainable program.... Because it represents the community vision.
- Distributed leadership – widespread systemic part of district culture.
• Students are advocates for the program.
• Internships and job opportunities are available to all students.
• PHS becomes a school of choice where students (and families) choose... want to be so good it is their #1 option.
• Community feels our graduates are valuable as workers and members of the community.
• Students return to community to be a part of learning system (leads to sustainability).
• Strong feedback loop – steering committee is engaged and shares to build out group (stakeholders).
• Partner with NJIT, St. Mary’s City of Passaic, City departments such as Police.
• Provide summer experiences and afterschool experience inside industry/business/government.
• Expand dual enrollment and NJIT options – college credit at lower cost.
• Increase articulation agreements for dual enrollment.
• Transition from PCCC and NJIT – collaborations.
• Build professional networks, union-related career tracks, and social networks.
• Networks of organizations, national orgs, of career-related student org. such as society of Black engineers, partner with university chapters.
• Connect with organizations for mentoring.
• Build mentorship between college and high school students.

Potential list of programs, projects, and initiatives that the Steering Committee can support include:

Partner with business and higher education partners:

• Host student trips to tour all Steering Committee member sites.
• Host student trips to tour local businesses in career pathway areas.
• Host student tours to post-secondary education institutions: PCCC and NJIT.
• Students participate in Newark College of Engineering Career Day each Fall.
• Support “Bring your child to work” days.
• Create virtual tours of real workplace.
• Create a video series that highlights careers in a variety of industries.
• Explore a variety of ways for students to interact with industry professionals.
• Encourage students to enroll in OPTIONS or academy course at NJIT through Center for Pre-College Programs.
• Offer more dual enrollment courses with four-year colleges as a focus.

Involve additional partners:

• Partner with college associations such as NSBE, SHPE, etc. or other pre-college student organizations.
• Each Passaic Pathway Partnership employer recruits five employees to be mentors.
• Work with local businesses to understand core needs of entry-level employees.
• Learn more about specific labor and market trends.
• Understand the needs of employers (soft skills and technical skills).
Events/activities at the School:

- Host STEM family nights especially at the Middle Schools.
- Host Career Days that highlight a variety of career options.
- Incorporate career pathway programs skills in English assignments.
- Increase awareness of non-traditional careers, especially STEM.
- Create and/or expand student clubs and organizations such as Students Technical Association (TSA).
- Offer robust programming for families that complement the career pathways programs.
- Provide students with information on salary and job projections and profiles of future professions.
- Host programs that educate the parents about what the career pathway work is and how it will impact their child or family.
- Participates in STEM activities and competitions, i.e. robotics, LEGO competitions, etc.
- Develop pre-college TRIO programs in district, like Talent Search, Upward Bound, and other college preparation programs.
- Provide support and motivation for students to achieve on the Accuplacer.

Staff-related

- Provide guidance counselors with professional development, specific to career pathways.
- Improve curriculum and teaching to enable more students to pass the Accuplacer.
- Use Accuplacer data to target interventions.
- Provide teacher professional development focused on career pathways programs.
- Provide teachers opportunities to enroll in college course for PD.
- Organize professional development opportunities for high school teachers to learn from college-level instructors and vice versa.
- Provide time for high school and middle school teachers to work together.
- Effectively support teacher recruitment for CTE programs.
- Integrate planning and advisement for high school students with offerings and opportunities at the college.

Steering Committee

- Recruit key players to the team.
- Be thoughtful as a Steering Committee about engaging additional industry partners.
- Be consistent with timelines.
- Measure our growth.
- Define our metrics to measure Steering Committee success.
- Be clear about expectations and what people on the Steering committee are asked to do.
- Share Labor Market information in a way to guide programming and offering.

Mentoring Programs:

- Begin a mentoring and tutoring program.
• Implement a mentoring program to show students that they can have a successful career in the auto industry.

**Employment/Internships**

• Provide employment opportunities in career pathway fields.
• Incorporate a Job shadowing and/or internships program for career pathway students.
• Work with area firms to identify work and learn opportunities.
• Ensure that SLEs parallel educational experiences.
• Work with partners to create opportunities for students to work on specific projects.
• Work with partner vendors (School District and City, etc.) to provide internships.
• Encourage business partners to ask ad agencies to allow students to participate in making a commercial.
• Develop career pathways such that high school to post-secondary to industry are all aligned to a corporate position.

**Projects/Capstone/Senior Project (SLE)**

• Media productions team work with Hospital TV to create health programs and infomercials.
• Media Productions students conduct interviews with Pathway employers and share with classes.

**Other**

• Encourage literacy by having books in ED/nursery.
• Link economic development planning to workforce needs.
• Create shared service agreements between college, school district, and City to take advantage of physical resources for education and training.
• Create an organization dedicated to finding internships and membership in various committees.
• Think Big.