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TANF and Career Pathways

OFA Regions V and VII Meeting

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What are Career Pathways? (working definition)

An approach to connecting progressive levels of basic skills and postsecondary education, training, and supportive services...

- in specific sectors or cross-sector occupations
- in a way that optimizes the progress and success of individuals – including those with limited education, English, skills, and/or work experience
- in helping individuals secure marketable credentials, family-supporting employment, and further education and employment opportunities

Bridge Prep

Intentional focus on work skills into beginning basic adult education

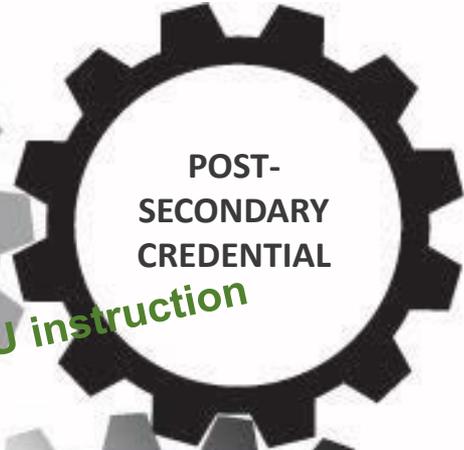
Bridge I

Low intermediate reading, writing, speaking, and math skills taught in the context of a variety of occupational sectors

Integrated Instruction

Adult Basic Education skill building within a Career & Technical Education course

Industry recognized credential in regional high demand field



ABE instruction

ABE/MnSCU instruction

Bridge II

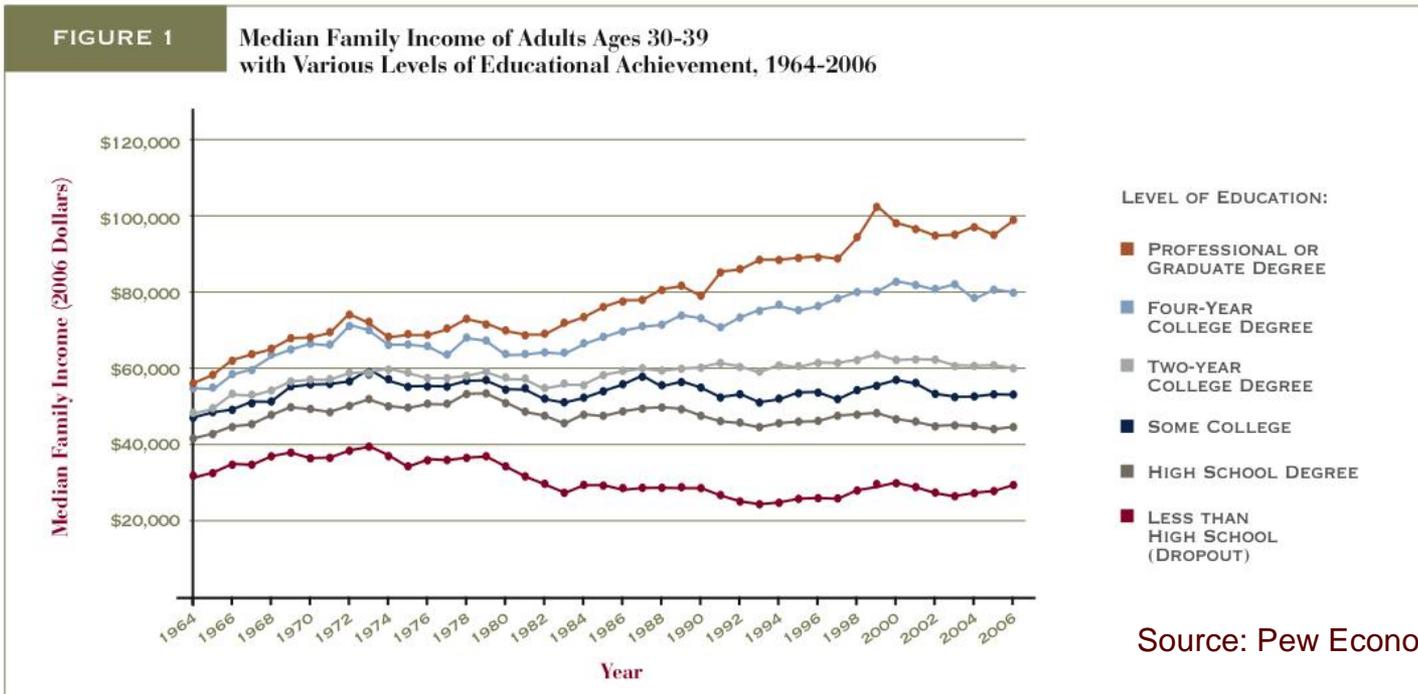
High intermediate basic skills and focused preparation for targeted postsecondary occupational courses in the context of a specific occupational sector

INTEGRATED SUPPORT SYSTEMS

Support services for success including barrier mitigation, career advising, system navigation provided by workforce development, community based organizations, and human services

Why Career Pathways?

Education and training leading to attainment of market-valued credentials is the best pathway to stable, family-supporting employment.



Source: Pew Economic Mobility Project

Problems with Traditional E&T

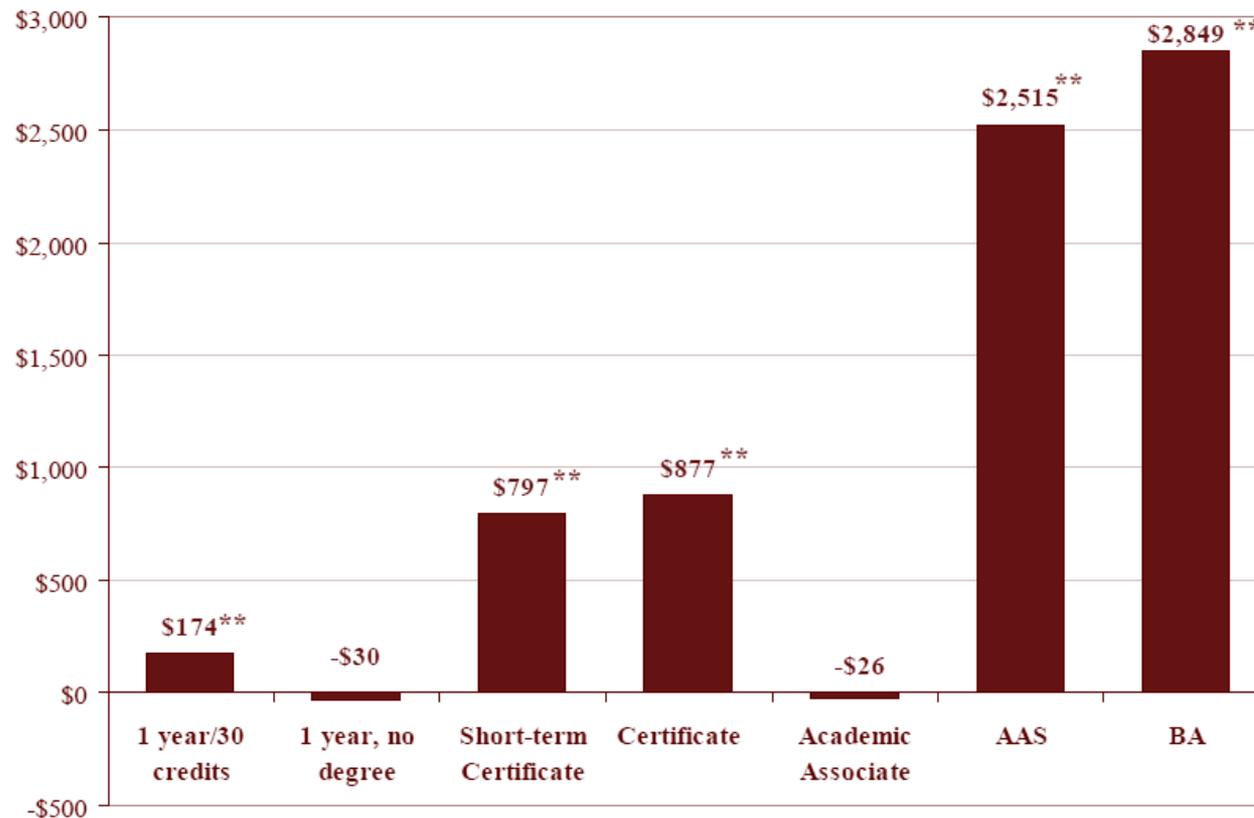
- Older studies found small impacts on earnings
- Low-intensity, focused on basic skills
 - Often returns students who have failed in traditional classroom setting to similar environment
 - Poor match for many students' interests and goals, which typically are focused on entering and advancing in work
 - Too many fail to move from basic skills into workforce education
 - Studies found better outcomes for small share of participants who received vocational certificates
- Do not address the overburdened lives of low skilled, low income students.

Career Pathways is Different

- Clear connection to workforce goals
 - Focus on credentials with economic payoff
 - Even participants with low basic skills start working on vocational skills quickly
 - “Stackable” credentials minimize tradeoff between short-term and long-term goals
- Addresses students’ overburdened lives
 - Supportive services
 - Flexible scheduling

TANF Recipients Benefit from Degrees

The Impact of Credits and Degree Receipt on Quarterly Earnings



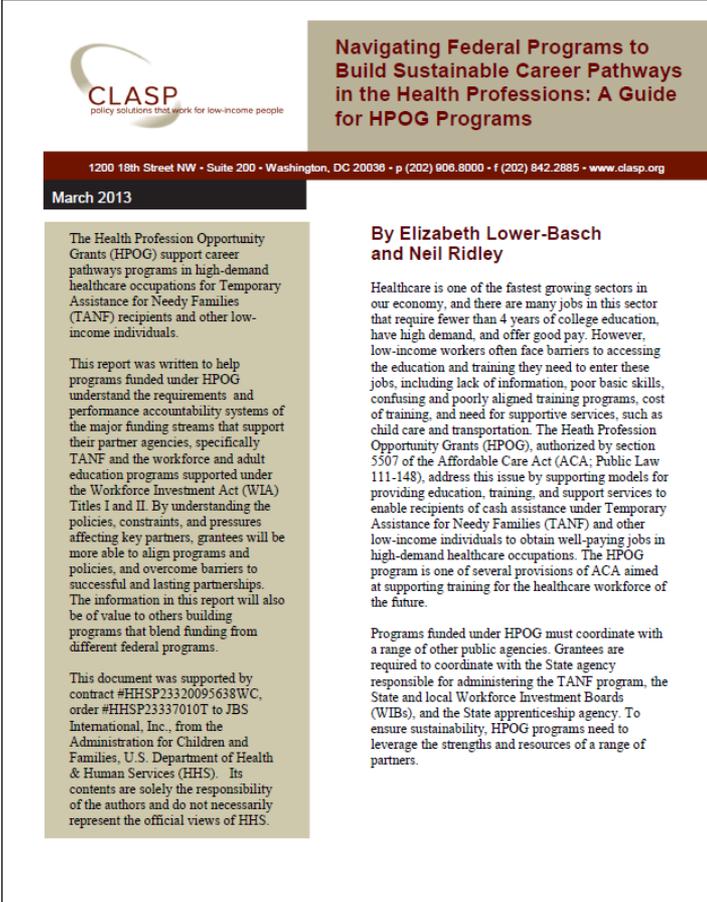
Lesley Turner
*The Returns to Higher
Education for Welfare
Recipients: Evidence
from Colorado*

But Many States Still Have “Work First” TANF Policies

- TANF recipients are target population for HPOG programs, but some report challenges in getting referrals
- State policies may set limits on participation in education and training
- Caseworkers may not know about career pathways programs
- Concerns about meeting federal TANF work participation rates

TANF and Career Pathway Programs

- States have flexibility to go beyond federal limits on education (e.g. Nebraska)
- Many programs include work experience that can be counted
- Short-term training may be redesigned as first steps on ladder



CLASP
policy solutions that work for low-income people

Navigating Federal Programs to Build Sustainable Career Pathways in the Health Professions: A Guide for HPOG Programs

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March 2013

The Health Profession Opportunity Grants (HPOG) support career pathways programs in high-demand healthcare occupations for Temporary Assistance for Needy Families (TANF) recipients and other low-income individuals.

This report was written to help programs funded under HPOG understand the requirements and performance accountability systems of the major funding streams that support their partner agencies, specifically TANF and the workforce and adult education programs supported under the Workforce Investment Act (WIA) Titles I and II. By understanding the policies, constraints, and pressures affecting key partners, grantees will be more able to align programs and policies, and overcome barriers to successful and lasting partnerships. The information in this report will also be of value to others building programs that blend funding from different federal programs.

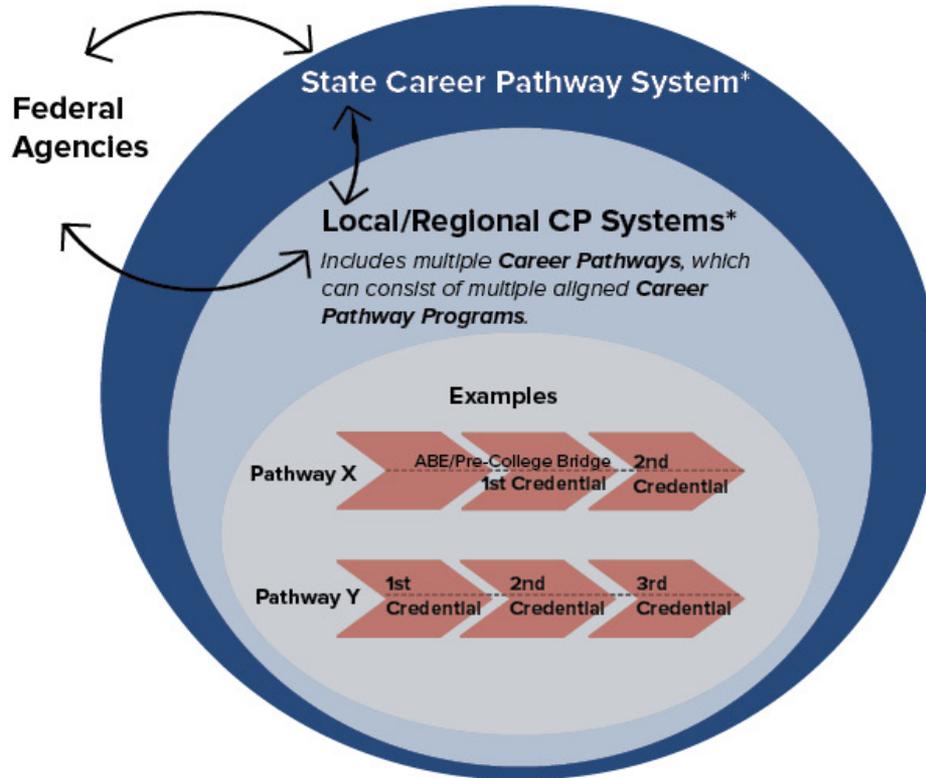
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By Elizabeth Lower-Basch and Neil Ridley

Healthcare is one of the fastest growing sectors in our economy, and there are many jobs in this sector that require fewer than 4 years of college education, have high demand, and offer good pay. However, low-income workers often face barriers to accessing the education and training they need to enter these jobs, including lack of information, poor basic skills, confusing and poorly aligned training programs, cost of training, and need for supportive services, such as child care and transportation. The Health Profession Opportunity Grants (HPOG), authorized by section 5507 of the Affordable Care Act (ACA; Public Law 111-148), address this issue by supporting models for providing education, training, and support services to enable recipients of cash assistance under Temporary Assistance for Needy Families (TANF) and other low-income individuals to obtain well-paying jobs in high-demand healthcare occupations. The HPOG program is one of several provisions of ACA aimed at supporting training for the healthcare workforce of the future.

Programs funded under HPOG must coordinate with a range of other public agencies. Grantees are required to coordinate with the State agency responsible for administering the TANF program, the State and local Workforce Investment Boards (WIBs), and the State apprenticeship agency. To ensure sustainability, HPOG programs need to leverage the strengths and resources of a range of partners.

Career Pathways Systems



*Guiding Principles for Career Pathway System

- Shared vision/strategy
- Leadership/commitment to CPs
- Demand-driven/ewmployer engagement
- Aligned policies, measures, and funding
- Use data and promote continuous improvement
- Enhance partner capacity

The Alliance for Quality Career Pathways (AQCP)

- 10 state alliance: Arkansas, California, Illinois, Kentucky, Massachusetts, Minnesota, Oregon, Virginia, Washington, and Wisconsin
- The goal of AQCP is to identify a framework that defines comprehensive, cross-cutting high-quality career pathway systems and includes:
 - Quality criteria and indicators
 - Shared set of performance metrics for measuring and managing their success
- CLASP is the lead and facilitator; funded by the Joyce Foundation and the James Irvine Foundation

“Beta” Criteria for High-Quality CP Systems

- STATE
 1. Commit to a shared vision and strategy
 2. Provide resources
 3. Implement supportive state policies
 4. Use data and shared measures
- LOCAL/REGIONAL
 1. Commit to a shared vision and strategy
 2. Engage employers
 3. Provide resources
 4. Implement supportive local/regional policies
 5. Adopt evidenced-based practices
 6. Use data and shared measures

Why TANF Agencies Should Be Part of CP Systems

- Ensure that low-income parents have access to career pathways and programs
- Experience in assessing for barriers to participation and providing supportive services
- TANF can be a source of flexible funding
 - Arkansas Career Pathways Initiative

TANF Funds Can Support

- **Curriculum redesign and incremental costs**
- **Support services**
 - **Academic supports:** tutoring, study groups, academic and career advising
 - **Personal supports:** counseling, referral services
 - **Materials and \$:** emergency funds, child care
 - **Student financial aid:** when not otherwise available
- **Work-study jobs**
- **Incentive grants (to students, or institutions)**

Thank You

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