



JOBS FOR THE FUTURE

UNDERSTANDING AND ENHANCING CAREER PATHWAYS AND WORK-BASED LEARNING

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Jobs for the Future | September 21st 2015

Millions of adults need access to postsecondary education and training to advance their careers and support their families.



A NATIONAL NEED FOR PATHWAYS TO MARKETABLE CREDENTIALS



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By 2018, nearly 2/3 of all jobs will require a postsecondary credential.

But right now . . .

- 13% of adults ages 18 and older have less than a high school credential
- 30% have a high school credential but no college
- Another 19% have some college but no degree

62% of adults 18 or older lack the credentials needed for family-supporting careers



A NATIONAL NEED FOR PATHWAYS TO MARKETABLE CREDENTIALS



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The greater challenge: low educational attainment + low skill levels

Current data shows that:

- The average skill levels of U.S. adults fall below the international average on all three areas—literacy, numeracy, and problem solving in a technology-rich environment
- 1 in 6 adults has weak literacy skills, and nearly 1 in 3 has weak numeracy skills
- More than half of all low-skilled adults in the U.S. are black or Hispanic
- Nearly 2/3 of low-skilled adults work, but they earn low wages





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Career Pathways



In April 2012, the U.S. Departments of Labor, Education, and Health and Human Services issued a joint commitment to...

- *“promote the use of career pathways approaches as a promising strategy to help adults acquire marketable skills and industry recognized credentials through better alignment of education, training and employment, and human and social services among public agencies and with employers.”*



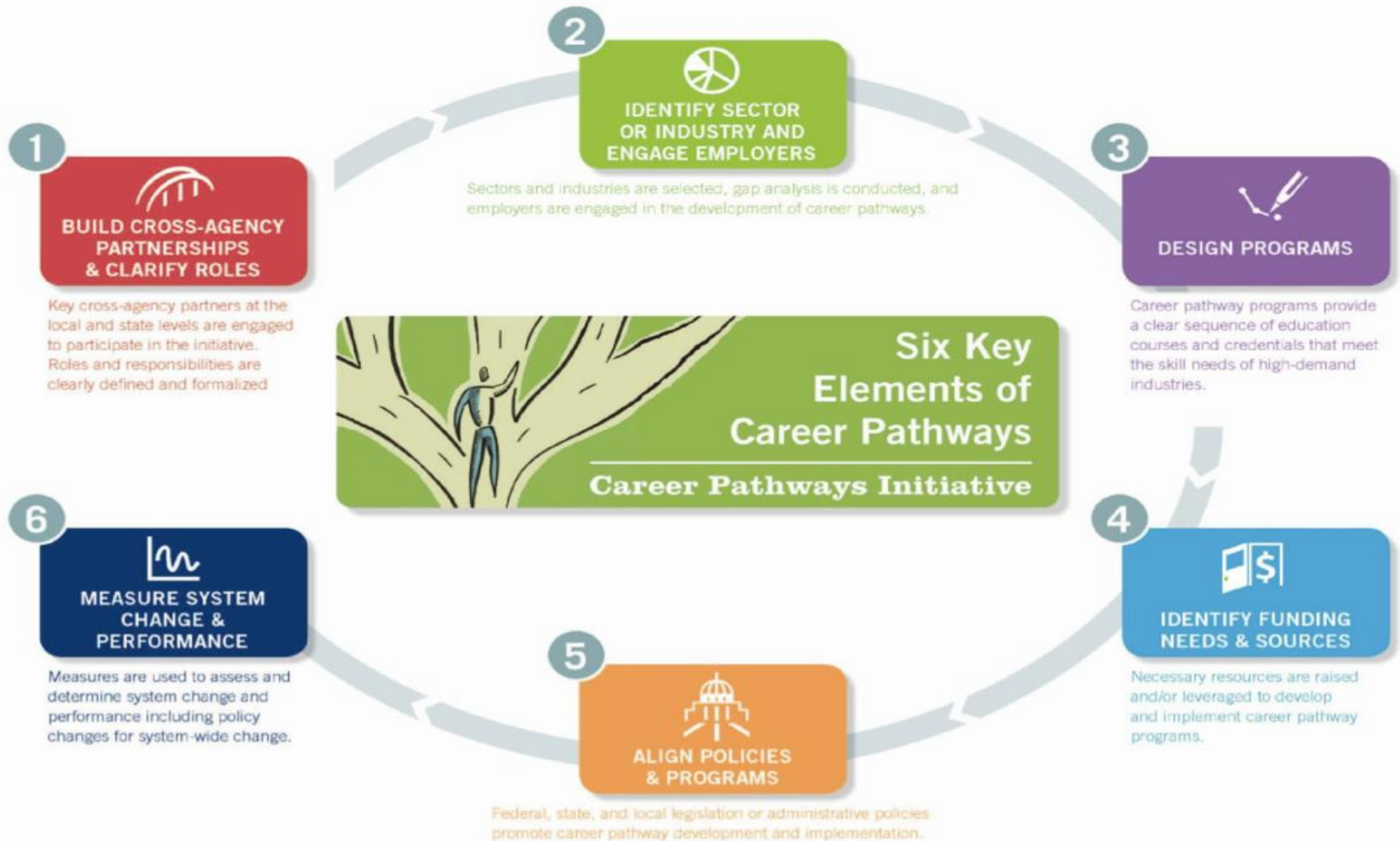
The U.S. Departments of Labor, Education, Health and Human Services have agreed that Career Pathways are:

“A series of connected education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.”

SIX KEY ELEMENTS – ACTIONS FOR DEVELOPMENT OF CAREER PATHWAYS



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Career pathways can help to:

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



WIBs are ideally situated for:

- > Convening partners in support of common vision, mission, goals for career pathways systems
- > Conducting research and labor market analysis for identification of in-demand sectors and programs
- > Providing skills assessments, skills matching, and identification of skills gaps where training is needed
- > Conducting or sharing community asset audits
- > Collaborating with system partners to assess education and training capacity in region/support for capacity building



- > Engaging employers and convening sector partnerships
- > Coordinating with partners on counseling, career navigation, and support services
- > Providing access to and funding for training
- > Providing job search assistance
- > Helping to identify and pursue braided funding and policy changes



- > Career pathways are a promising approach to help TANF cash assistance recipients gain employment by meeting a range of participant needs.
- > Activities under a career pathways approach can often be countable for the purpose of the work participation rate.
- > TANF funds can be used to finance several components of a career pathways approach.



- > Minimize duration of upfront activities
- > Minimize breaks in participation
- > Include wraparound activities and support services in pathway design
- > Maximize use of apprenticeship or work-study to allow students to meet core hours requirements
- > Document all hours of participation



- > Take advantage of the full 12 months for which training can be counted as a standalone activity.
- > When a participant has sufficient core hours from other activities, report education and training as job skills training rather than as vocational education.
- > Don't waste months of participation—when a student doesn't have enough hours to be counted toward WPR, the state can choose not to report the hours for that month.



- > Workforce Alliance of South Central Kansas (Wichita, KS)
- > Partners For A Competitive Workforce (Cincinnati, OH)
- > South Central Wisconsin Workforce Investment Area (Madison, WI)
- > Washington's I-BEST Program
- > Oregon's Career Pathways Roadmaps
- > Arkansas Career Pathways Initiative

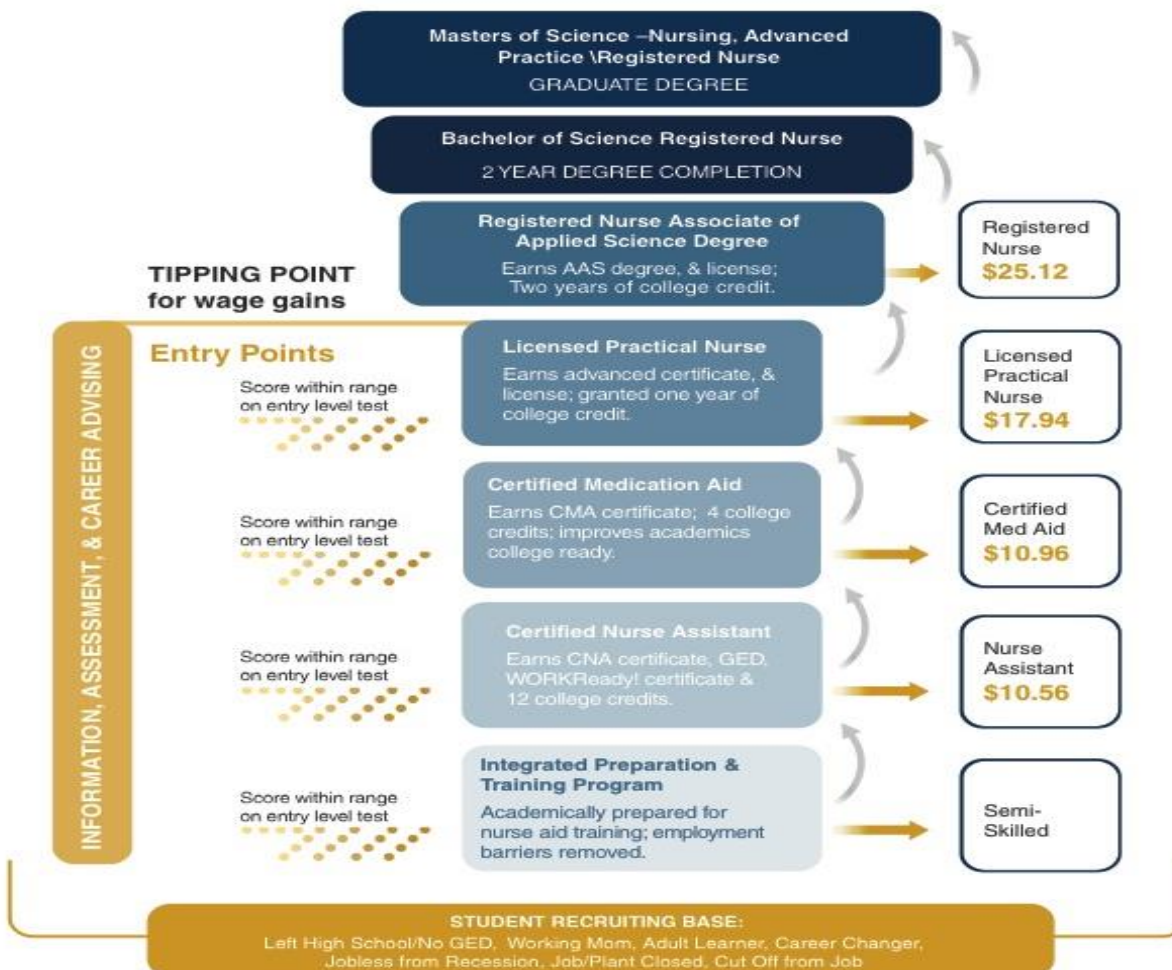
CAREER PATHWAYS AND STACKABLE CREDENTIALS



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Career Pathways Healthcare - Nursing

Accelerating
Opportunity
Kansas





- > Rationale: common population and common agency goals – more Kansans employed in jobs that earn a family-supporting wage and less reliant on public assistance
- > MOU between DCF and Regents supports AO-K enrolled TANF eligible students with tuition scholarships – MOU was for \$1.7M
- > Participants must be co-enrolled in both adult education and career technical education programs in an AO-K career pathway
- > Colleges reimbursed at full composite rate (includes student tuition and college cost such as instructors, support costs and extraordinary costs)
- > Scholarships includes student fees up to \$300 per semester
- > Students must complete a 12 credit hour pathway
- > Colleges reimbursed at two points: on enrollment and at completion of the 12 credit hour pathway



Communication is essential:

- > State Office passes on information to local offices
- > Presentations to staff and administrators
- > Ensure that everyone understands the goals and rules of the scholarship
- > Develop processes to streamline referrals from DCF to the college
- > Standardized referral form helps
- > Local staff need a clear understanding of who is eligible
- > Make sure colleges understand how reimbursement works



- > State and local planning processes
- > Braided funding strategies
- > Other approaches/opportunities?



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Work-Based Learning



- > Allows students to **build awareness** about career options
- > Provides a means to **explore careers**
- > **Prepares students** for careers via practical hands-on experience
- > **Trains** students for employment and/or postsecondary

KEY PRINCIPLES FOR EFFECTIVE WORK-BASED LEARNING



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1. **Bolsters entry and advancement in particular career track.**
2. **Provides meaningful (non menial) job tasks** that supports skill development and career advancement.
3. **Offers competitive compensation** for work-based learning (as a motivational factor for engagement and to honor the work).
4. **Clearly articulates skills to be attained and how skill gains will be validated**—including reflective practices and integration with larger learning goals, formal assessment strategy for demonstrating mastery of job competencies, and ability to describe/market skill mastery.
5. **Rewards skills development**—increased wages, benefits, etc.
6. **Strengthens entry, persistence, and completion of academic program of study.** Embedded in academic program of study; enhances, contextualizes, accelerates learning (satisfies academic requirements, articulates to academic credits), strategy for (re)engaging and/or staying in school.
7. **Provides ongoing, wraparound support** from workplace mentors, “career navigators,” and/or school officials to provide support services that help resolve work, life (and school) issues.

SELECTING A WORK-BASED LEARNING MODEL



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- > What does the employer need?
 - Incumbent worker training or assistance with new hires
 - Short-term or long-term skill building
 - Context of internal training and existing partnerships
- > What are you looking for by adding workplace learning to your academic courses or technical training?
 - Industry-recognized credentials currently part of the program
 - Context of existing education or training program
- > What do your students or clients need?
 - Skill level of individuals
 - Need to earn income while enrolled in education or training
 - Seeking to attain immediate employment or degree



- > Jobs to Careers: work-based learning approach to career advancement in health care
- > Jobs in Manufacturing Careers: expansion of Jobs to Careers into manufacturing
- > Linked Learning and Pathways to Prosperity: work-based learning for high school students as part of a 9-14 model

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