

**POLICY ACADEMY FOR
INNOVATIVE
EMPLOYMENT
STRATEGIES**



ADMINISTRATION FOR
CHILDREN & FAMILIES

OFFICE OF FAMILY ASSISTANCE
An Office of the Administration for Children & Families



Kickoff Meeting

January 7–9, 2019 • Renaissance Arlington Capital View Hotel • Arlington, VA



Career Pathways Explained: A Strategy to Help Workers and Employers Meet Today's Job Skill Demands

**Sara Hastings
Judy Mortrude
William Durden**

POLICY ACADEMY FOR
**INNOVATIVE
EMPLOYMENT
STRATEGIES**



ADMINISTRATION FOR
CHILDREN & FAMILIES

OFFICE OF FAMILY ASSISTANCE
An Office of the Administration for Children & Families



Kickoff Meeting

January 7–9, 2019 • Renaissance Arlington Capital View Hotel • Arlington, VA



Career Pathways Explained: A Strategy to Help Workers and Employers Meet Today's Job Skill Demands

**Emily Appel-Newby
(Moderator)**



CAREER PATHWAYS EXPLAINED:

**A Strategy to Help
Workers and
Employers Meet
Today's Job
Skill Demands**

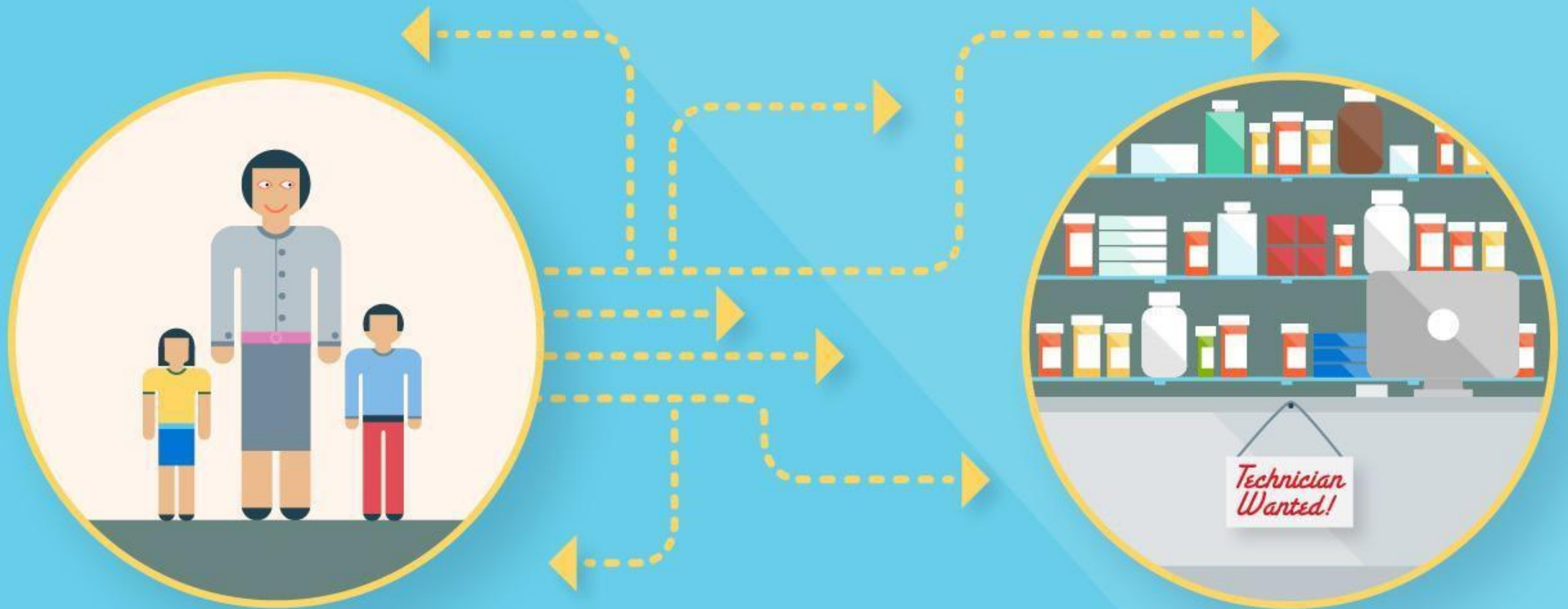
Imagine that you're one of the estimated 36 million adults in the U.S. who has limited skill levels. You want to improve your skills and get a better job...perhaps as a machine operator, pharmacy assistant, or automotive technician.



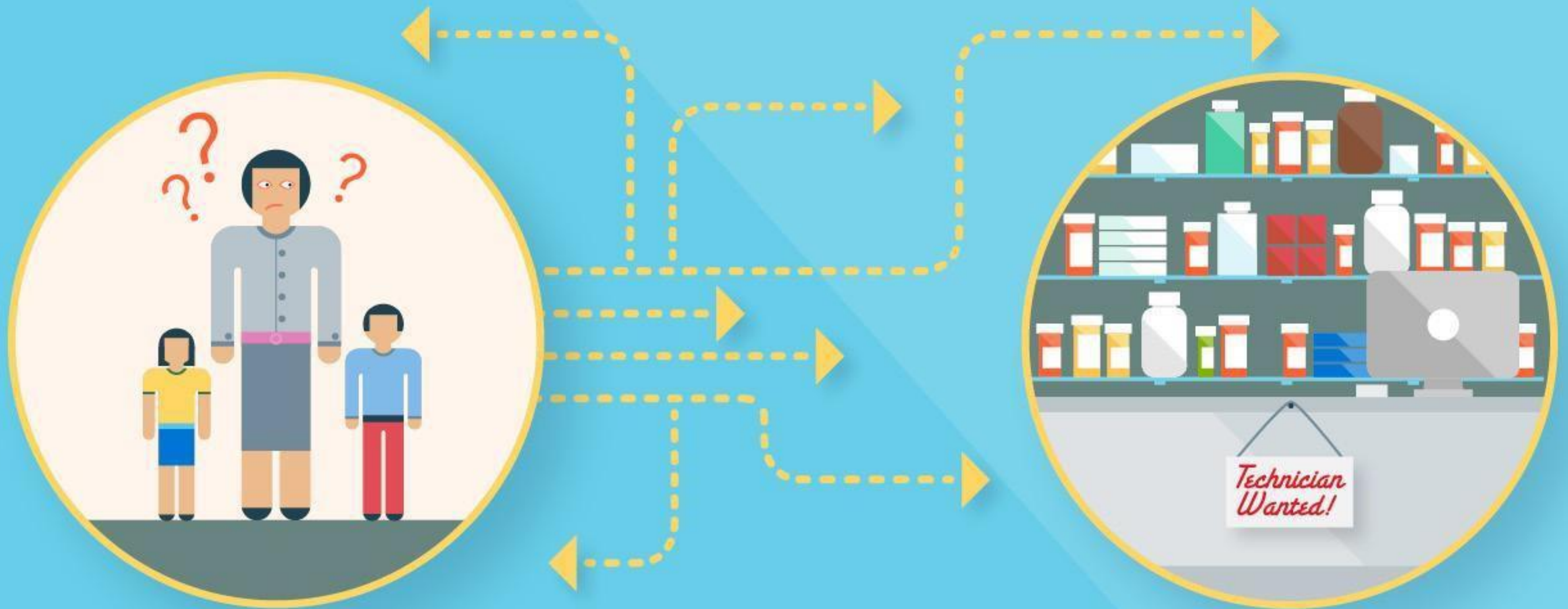
You know that there is increasing demand for these skilled occupations.
But like many, you don't know where or how to get the education or training
necessary to move forward with such a career.



You lack access to career guidance, and you're confused by the wide array of postsecondary options. Plus, you have to hold down a job and raise your family while pursuing further education and training.



The fact is, today's disconnected skill development systems were designed for a time before two-thirds of jobs required at least some education and training beyond high school.



One promising solution to this challenge is the career pathway approach.



Career pathways offer routes to skilled professions and support individuals along the way, coordinating with employers and providing crucial guidance.

Each step allows the participant to gain a marketable skillset and credential, preparing them for the next job on the career path.





KEY COMPONENTS OF CAREER PATHWAYS

The career pathway approach targets occupations with a lot of job openings and works with employers to grow a pipeline of skilled workers.



Guided by practical career milestones, the pathway approach then connects progressive levels of education, training, support services, and credentials. Each career pathway has three essential features ...





1) Multiple entry points so that individuals can begin their career path at the most appropriate skill level.

2) Multiple exit points so that individuals can enter the workforce at various milestones and easily return to their education when they're ready—either between jobs or while they are working.



3) Well-connected and transparent education, training, credentialing, and support services to facilitate progress along the pathway and ensure participants can get credit for their education and experience in the future.



It's also important for career pathways to integrate four key functions:



**Quality education
and training**




**Consistent and non-
duplicative
assessments of
participants' assets
and needs**



**Support services
and career
navigation
assistance**

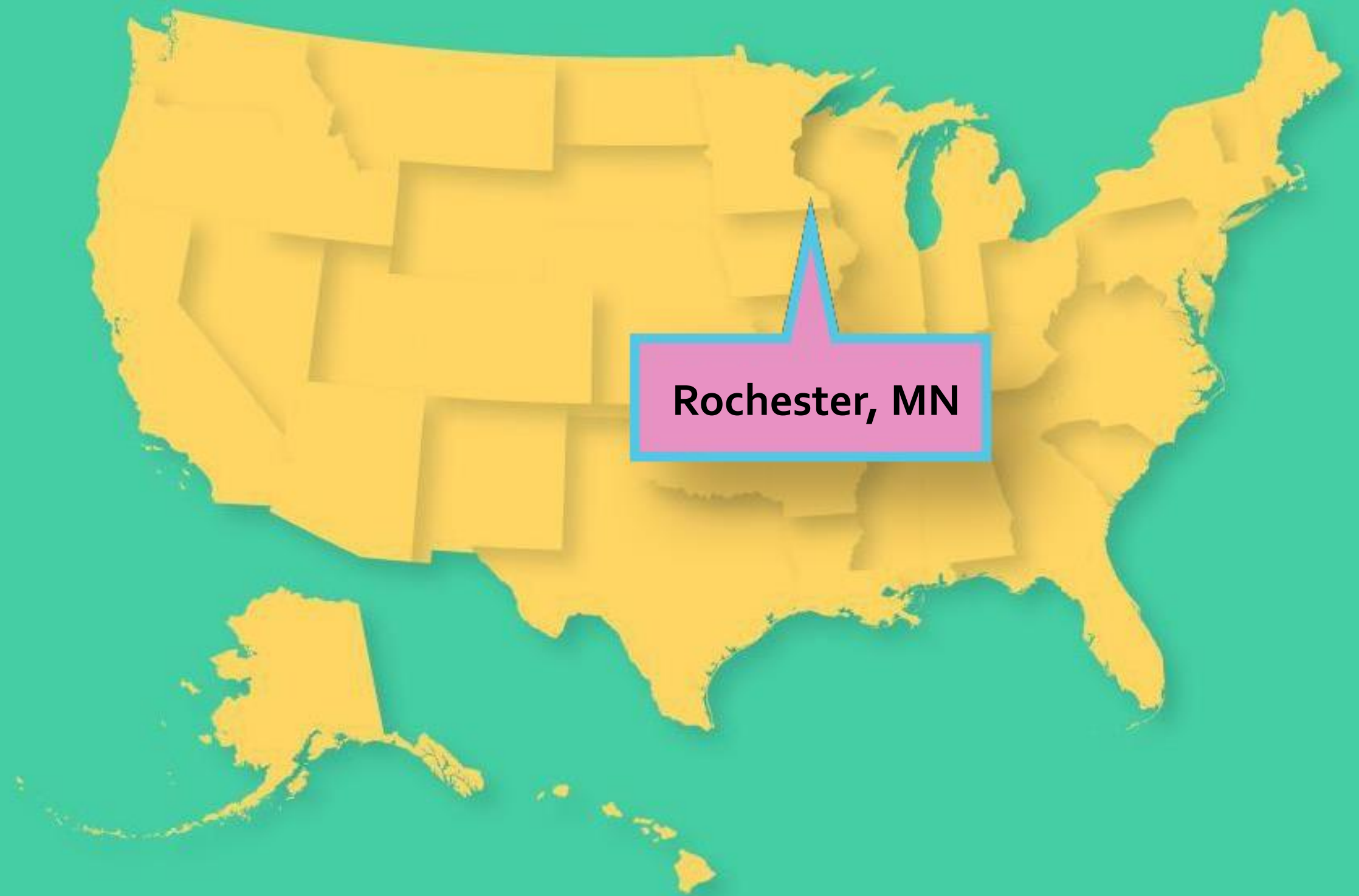


**Employment
services and work
experiences**



**WHAT A CAREER
PATHWAY LOOKS LIKE
ON THE GROUND**

The Rochester Medical
Careers Healthcare
Career Pathway in
Minnesota provides a
real-world example.





The region's largest health care employer, Mayo Clinics, as well as other employer partners (such as area long-term care facilities), help shape the pathway's various programs to meet their workforce needs.

The first program within this pathway trains participants to become Advanced Hospital Certified Nursing Assistants (C.N.A.).



A staff person called a “navigator” provides guidance, helps participants get the support they need (e.g., child care, transportation, financial aid), mitigating non-academic barriers so that participants can complete their education and secure employment.



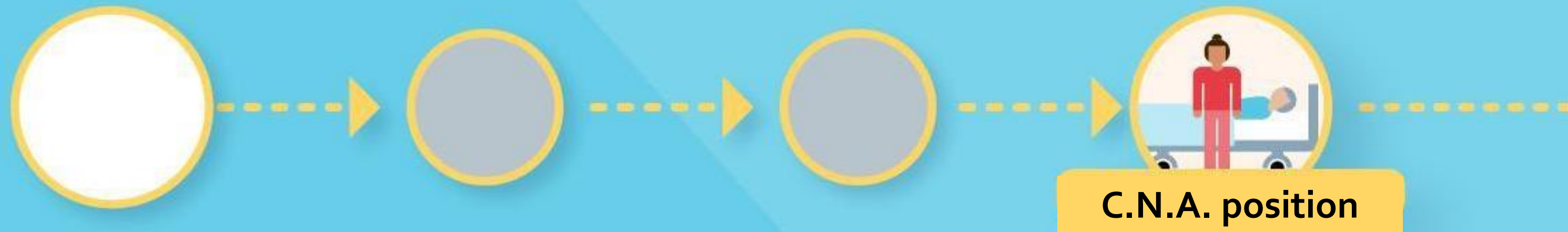
One of the early entry points is tailored specifically to low-income and low-skilled adults and starts with several courses that teach foundational skills in the context of health care.

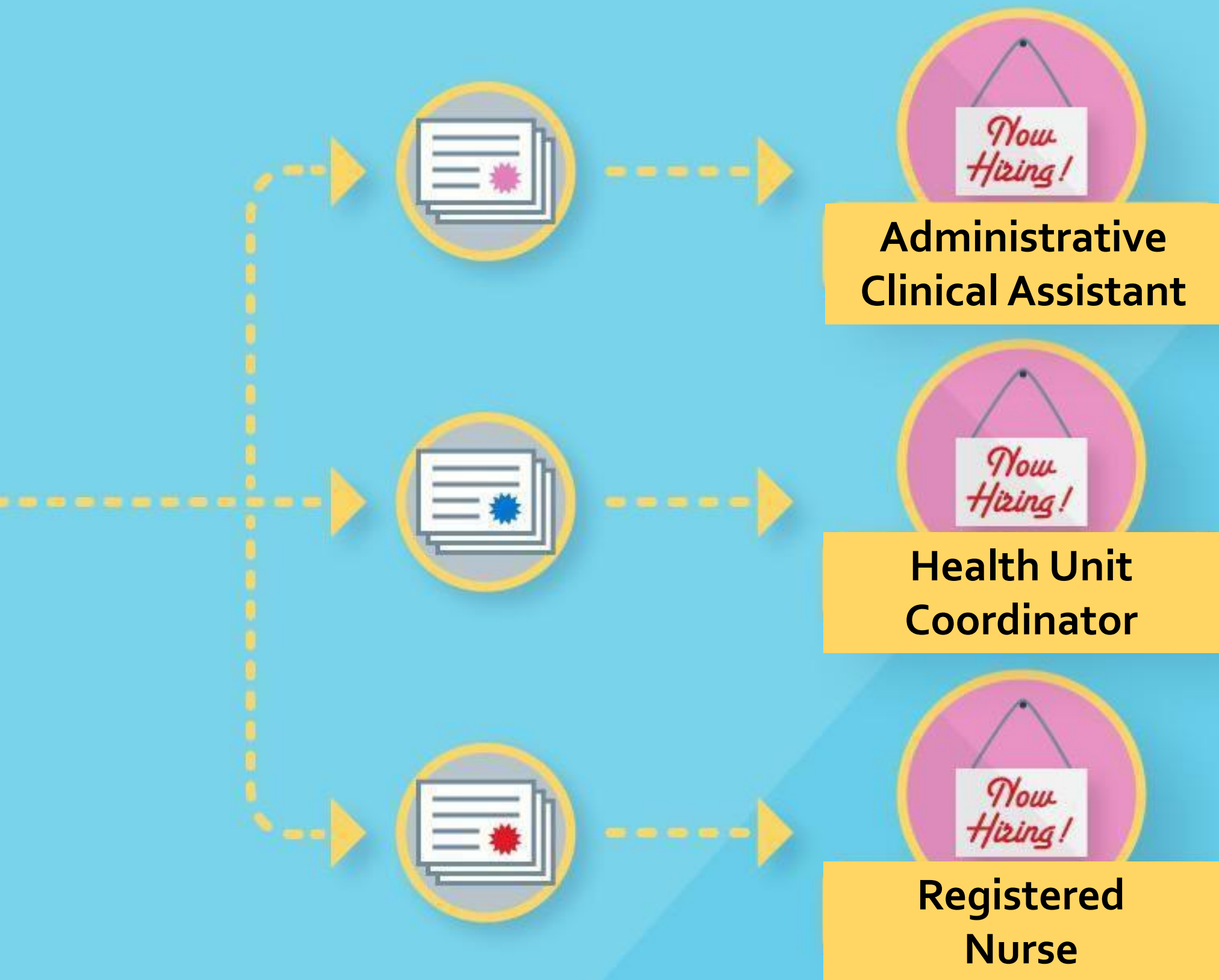


From there, participants enter Rochester Community & Technical College to begin their training and pursue an Advanced Hospital C.N.A. credential.



Once that credential is acquired, the main exit point is an Advanced Hospital C.N.A. job with one of several employer partners.





Becoming a C.N.A. is just the first step. The partners have also created seamless transitions for participants into subsequent career pathway programs. Credits earned count toward these pathways.



“There was a point in my life where I didn’t know what direction to go and there weren’t many resources for me. Now I have everything I need to be successful.”

**-ANTOINETTE MCCARTHY
CERTIFIED NURSING ASSISTANT
MINNESOTA FASTER GRAD**

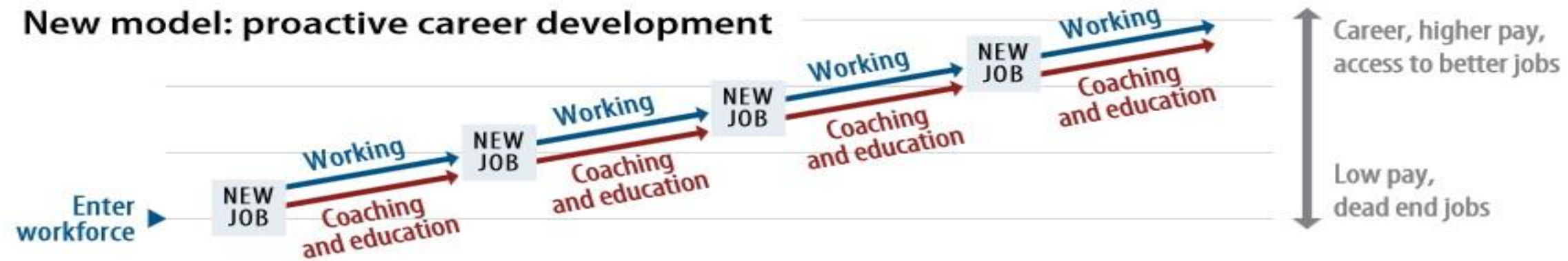


WIA Service Realignment

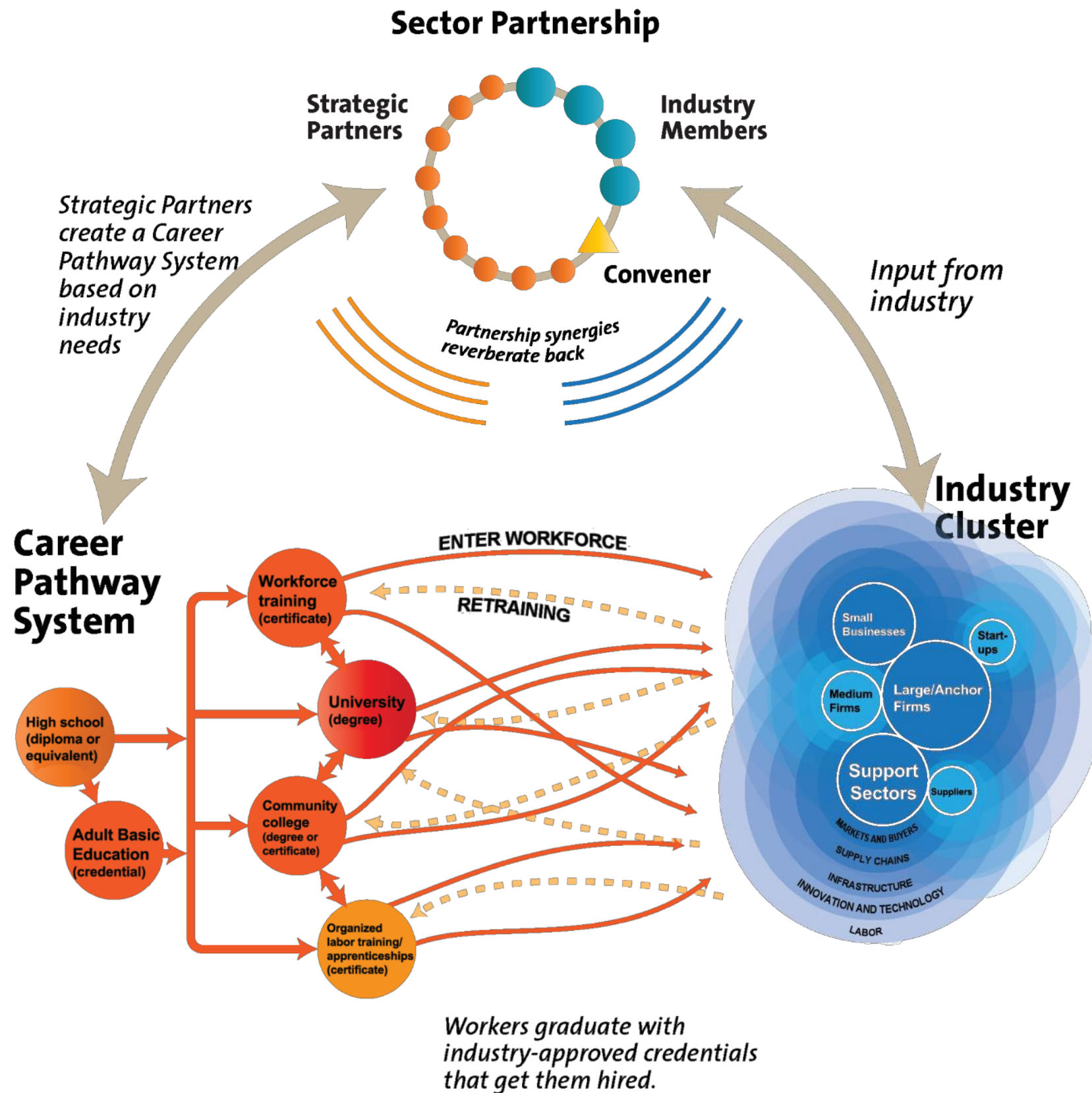
Current model: reactive crisis intervention



New model: proactive career development



Working Learners: Educating our entire workforce for success in the 21st century. Louis Soares June 2009



Workforce Partners in Career Pathway

- State and Local Workforce Development Boards
- Local WIOA title I adult & youth providers
 - Adult Priority of Service to TANF recipients 2 years from exhausting benefit
 - Youth requirement (out of school youth 18-24 yrs old)
- Local WIOA title II adult education providers
- Industry sector partnerships, industry associations
- Career & Technical Education – Perkins V
 - Low income adults

Judy Mortrude

Senior Policy Analyst

CLASP Center for Postsecondary and Economic Success

jmortrude@clasp.org



I-BEST Overview

PAIES Career Pathway Workshop | 7-9 January 2019

William S Durden
Policy Associate
State Board for Community & Technical Colleges





National Context

- The Workforce Innovation and Opportunity Act (WIOA)
 - Federal legislation passed in 2014



WIOA in a Nutshell

- “To strengthen the United States workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs in the United States, and to promote individual and national economic growth [...]”*



Adult Education (Title II) Defined

- Academic instruction and education services below the postsecondary level that increase an individual's ability to:
 - Read, write, and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; and
 - Transition to postsecondary education and training;
 - Obtain employment.*

*WIOA, Title II, Sec 203

IET: Career Pathways for Adult Education

- High school completion and English language acquisition are components of a career pathway, but they are not separate from a career pathway. They are designed to support student success *along* that career pathway.
 - For example, students with improved language skills will be more successful in their educational programs and in the workforce.
 - Similarly, students with a high school credential will be eligible for more job opportunities and more college programs.
 - Furthermore – and this is critical when we remember that career pathways are about “acceleration” – students will acquire these skills faster when they are taught in context!

I-BEST: A Blueprint for IET

- IET tells us how adult education integrates with career pathways.
- Integrated Basic Education and Skills Training or I-BEST is the most well-known and research-verified model for how IET can be implemented as a collaboration between workforce education and adult education.
- I-BEST meets criteria for both IET and Career Pathway definitions.



Washington State's Adult Education Plan

- After 13 years of success, I-BEST remains our most successful delivery model for moving under-skilled adults to living wage jobs.
 - I-BEST transforms the world of adult education through contextualization
 - I-BEST taps the combined expertise of faculty through integrated team teaching
 - I-BEST provides wraparound support and navigational services to promote student retention and completion

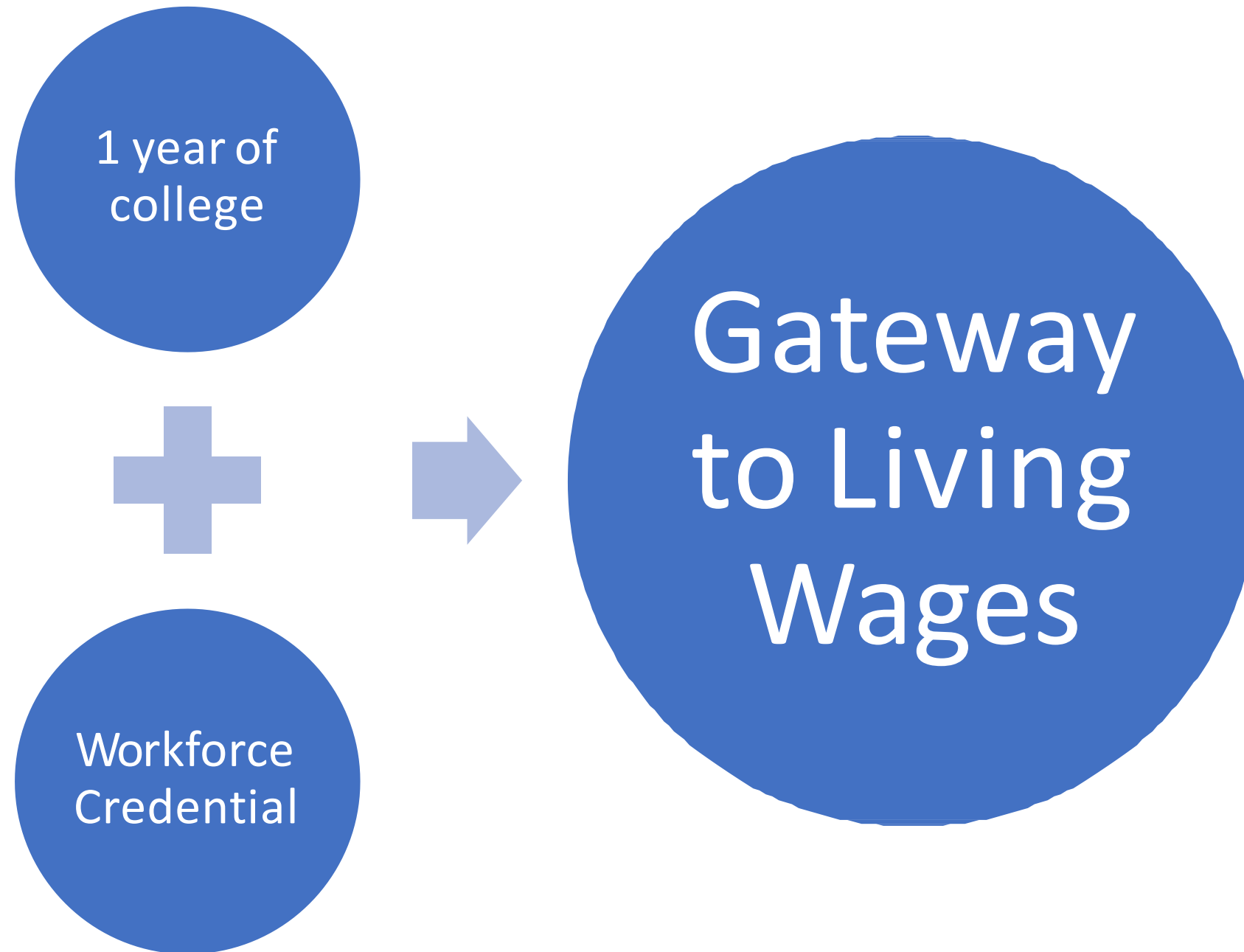


I-BEST Roots: The Tipping Point Research

- 35,000 working age adults tracked for five years
- Population had a high school credential or less, or were English language learners
- Sample included students enrolled in ABE/ESL and Developmental Education



The Tipping Point





Success Defined

- English Language Learners who reached the Tipping Point earned \$7,000 more per year on average
- ABE students who reached the Tipping Point earned \$8,500 more per year on average.

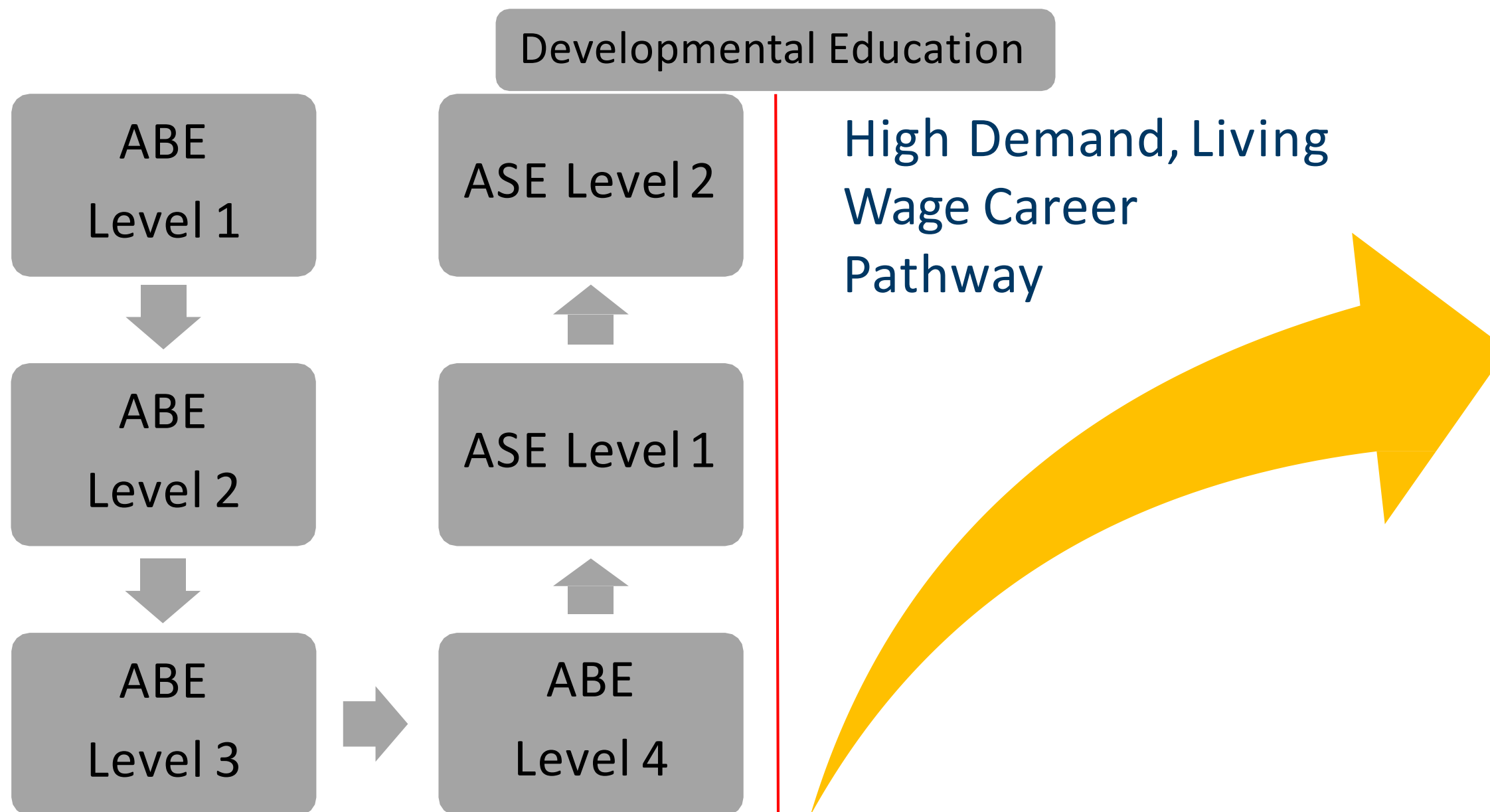


The Tipping Point: Before I-BEST

- Approximately 5% of ABE/ESL students reach the Tipping point after five years of tracking.



Before I-BEST





The I-BEST Transformation



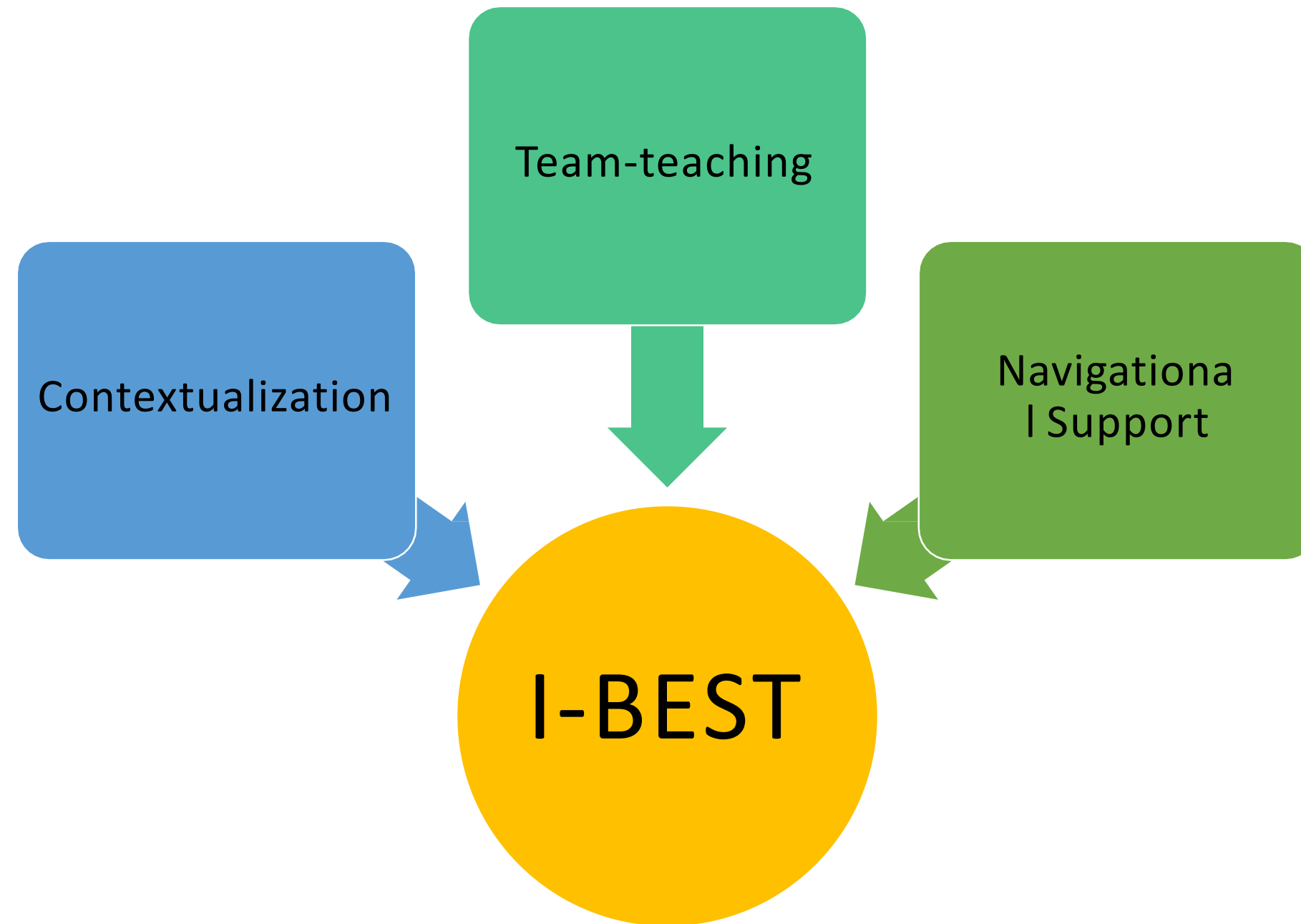


I-BEST Defined

- I-BEST creates accelerated pathways that allow students to go further and faster in reaching the Tipping Point and beyond.



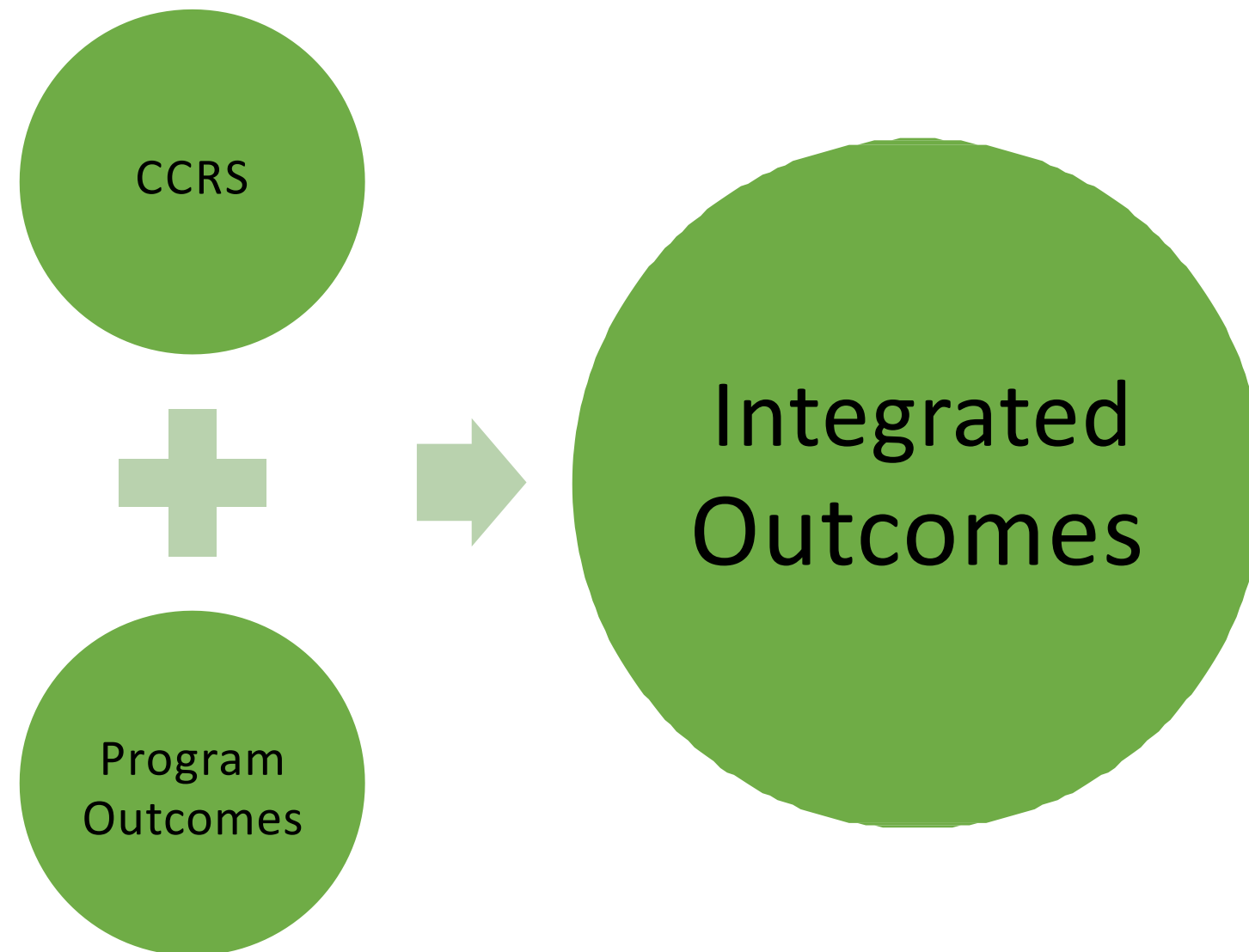
The Components of I-BEST





Contextualization

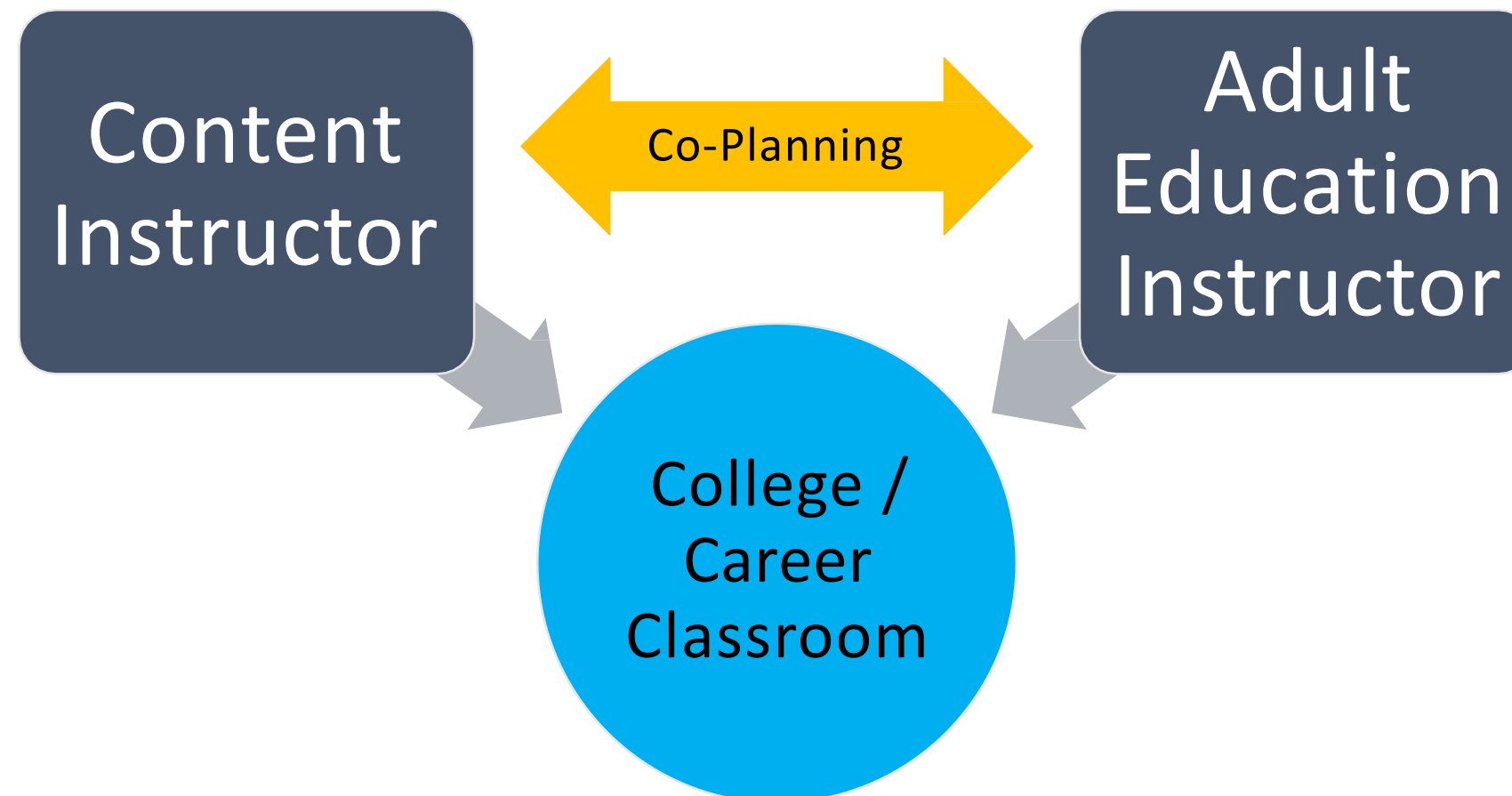
- Contextualization makes basic education relevant for students.





Team Teaching

- Team teaching brings the Tipping point within reach for students.





Navigational Services

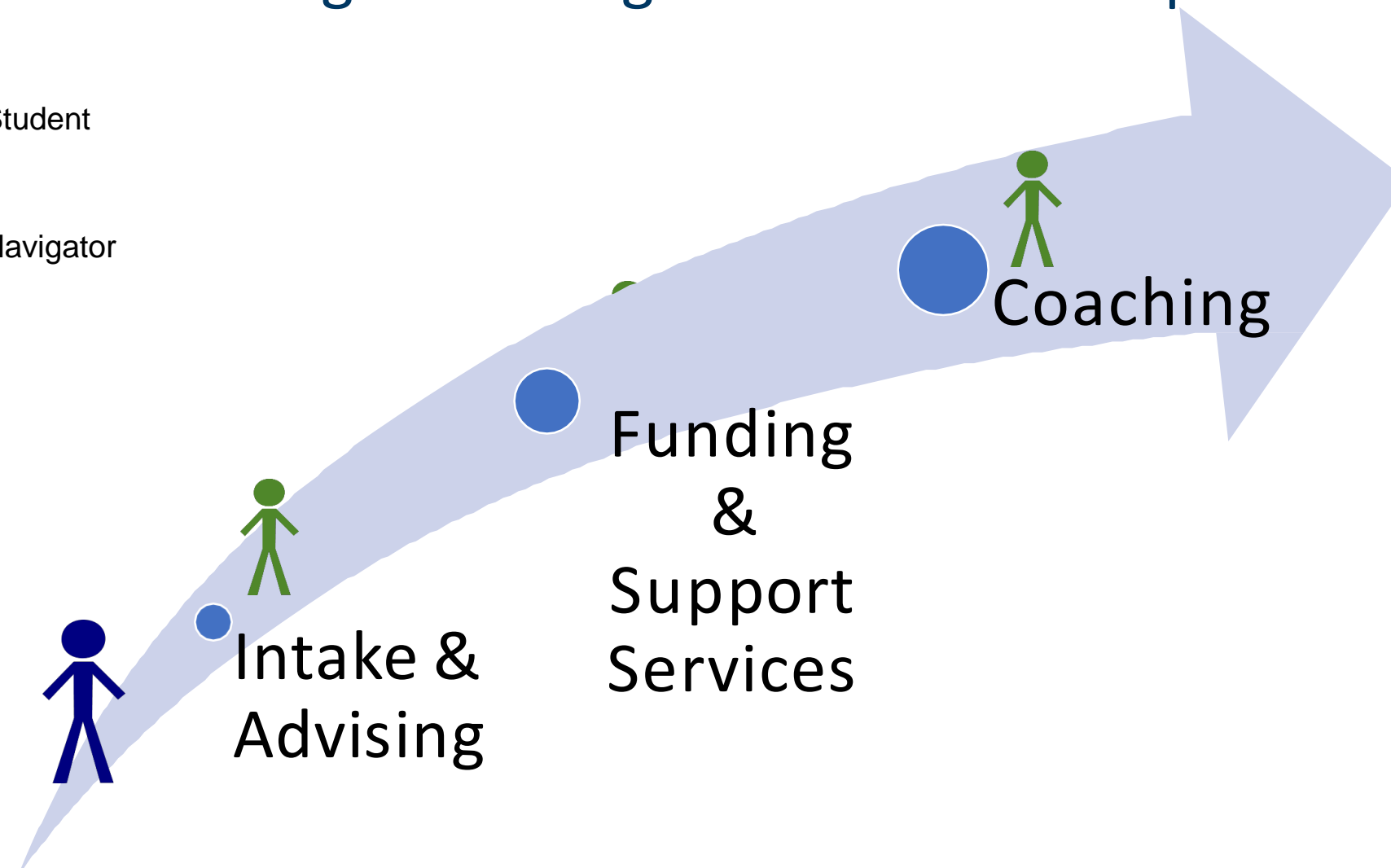
- Wraparound support and navigational services keep students in the game and guide them to completion.



Student



Navigator





I-BEST Results: CCRC Study

- According to Columbia University's Community College Research Center, I-BEST students are:
 - Three times more likely to earn college credit
 - Nine times more likely to earn a certificate or degree



I-BEST Results: In-State Research

- In 2014, Adult Education providers served approximately 50,000 students
- About 4,000 (8%) were in I-BEST
- I-BEST students:
 - Earned 84% of the certificates and degrees earned by Adult Education students
 - Comprised 87% of Adult Education students who reached the Tipping Point



Ability to Benefit: Equity in Federal Financial Aid

- Ability to Benefit passed in 2014 and aligns to the definition of career pathways advanced in WIOA and now shared with Perkins V.
- It allows students without a high school credential to apply for federal financial aid.



**COMMUNITY AND
TECHNICAL COLLEGES**
Washington State Board

Questions & Contact Info

- Contact Information:

William S. Durden

Policy Associate for I-BEST and Pathway Development, Basic
Education for Adults

Washington State Board for Community and Technical Colleges

wdurden@sbctc.edu | 360.704.4368



Note: All material licensed under Creative Commons Attribution 4.0 International License.

Career Pathways:

Your Presenter:



Sara Hastings

*Division of Youth Services, U.S.
Department of Labor*

Hastings.sara@dol.gov

Career Pathways Framework

A Framework for WIOA Implementation

Where We've Been: Our Pathway

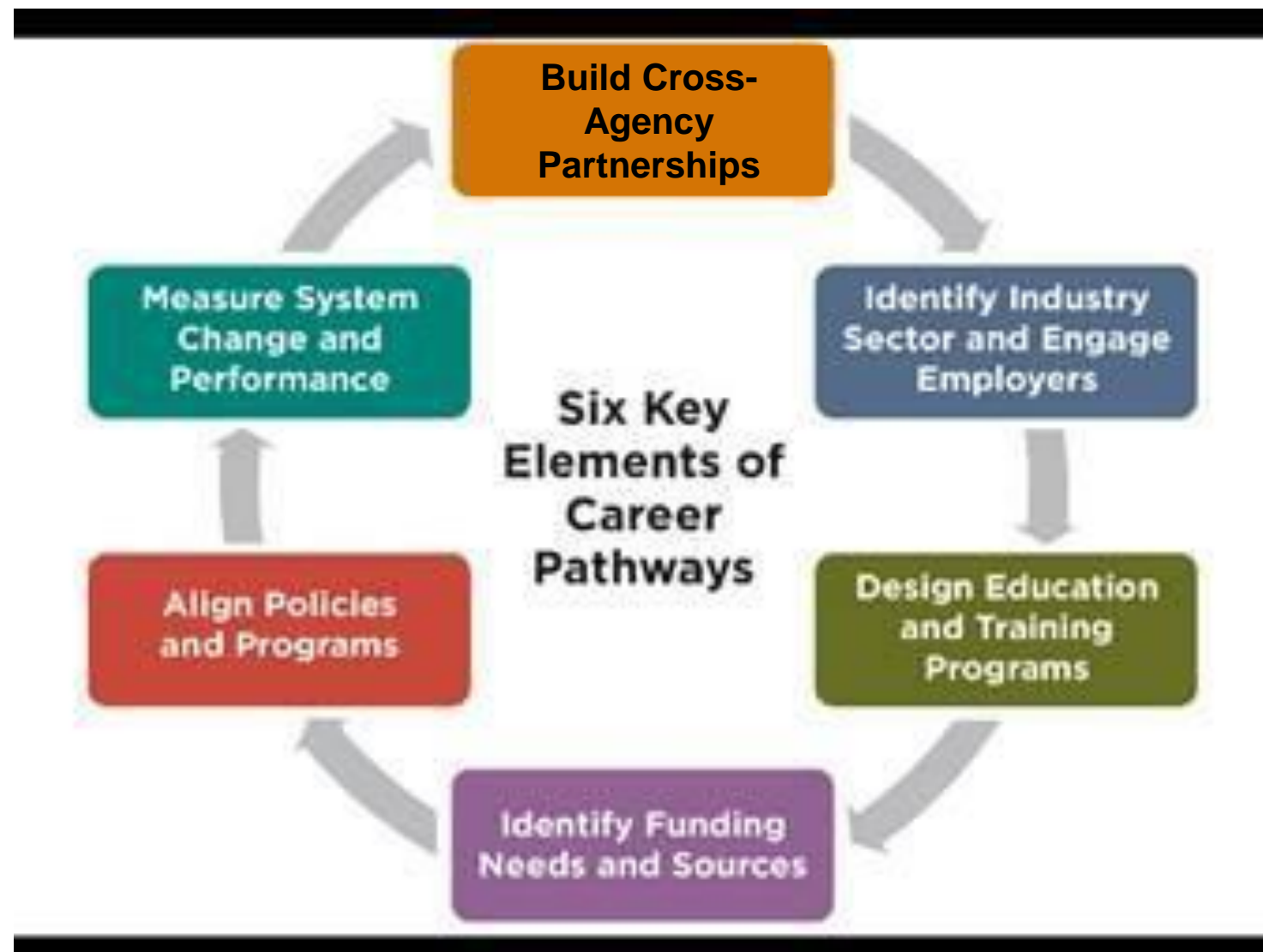


CAREER PATHWAYS FYI: WIOA Career Pathways Definition

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

- A. aligns with the skill needs of industries in the economy of the State or regional economy involved;
- B. prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937;
- C. includes counseling to support an individual in achieving the individual’s education and career goals;
- D. includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- E. organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- F. enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- G. helps an individual enter or advance within a specific occupation or occupational cluster.

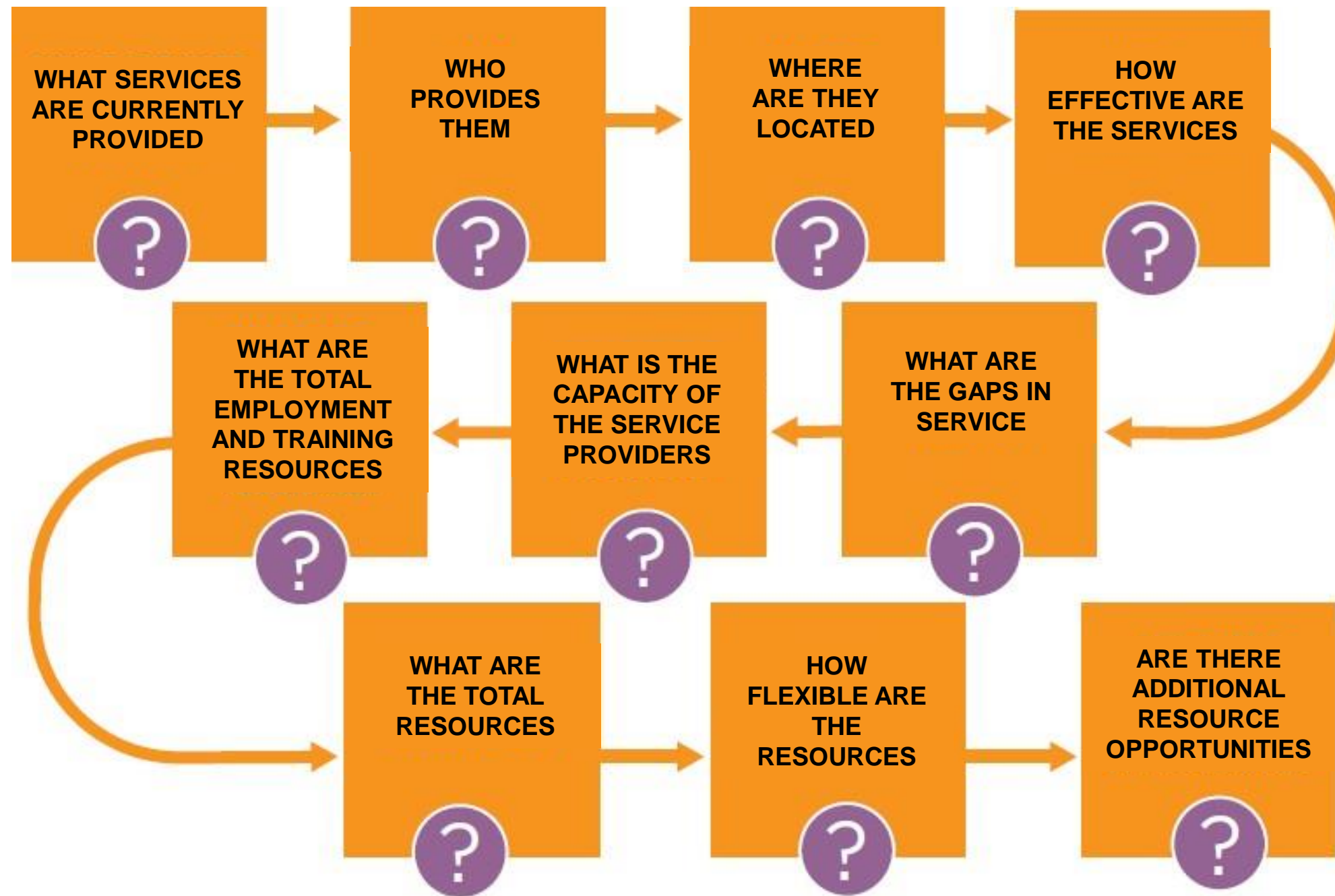
Career Pathways Key Elements Systems and Programs



Element One: Building Partnerships and Clarifying Roles



Community Service/Resource Mapping



Element Two: Engaging Employers



Movement All Along the Pathway



Where Are You with Employers?

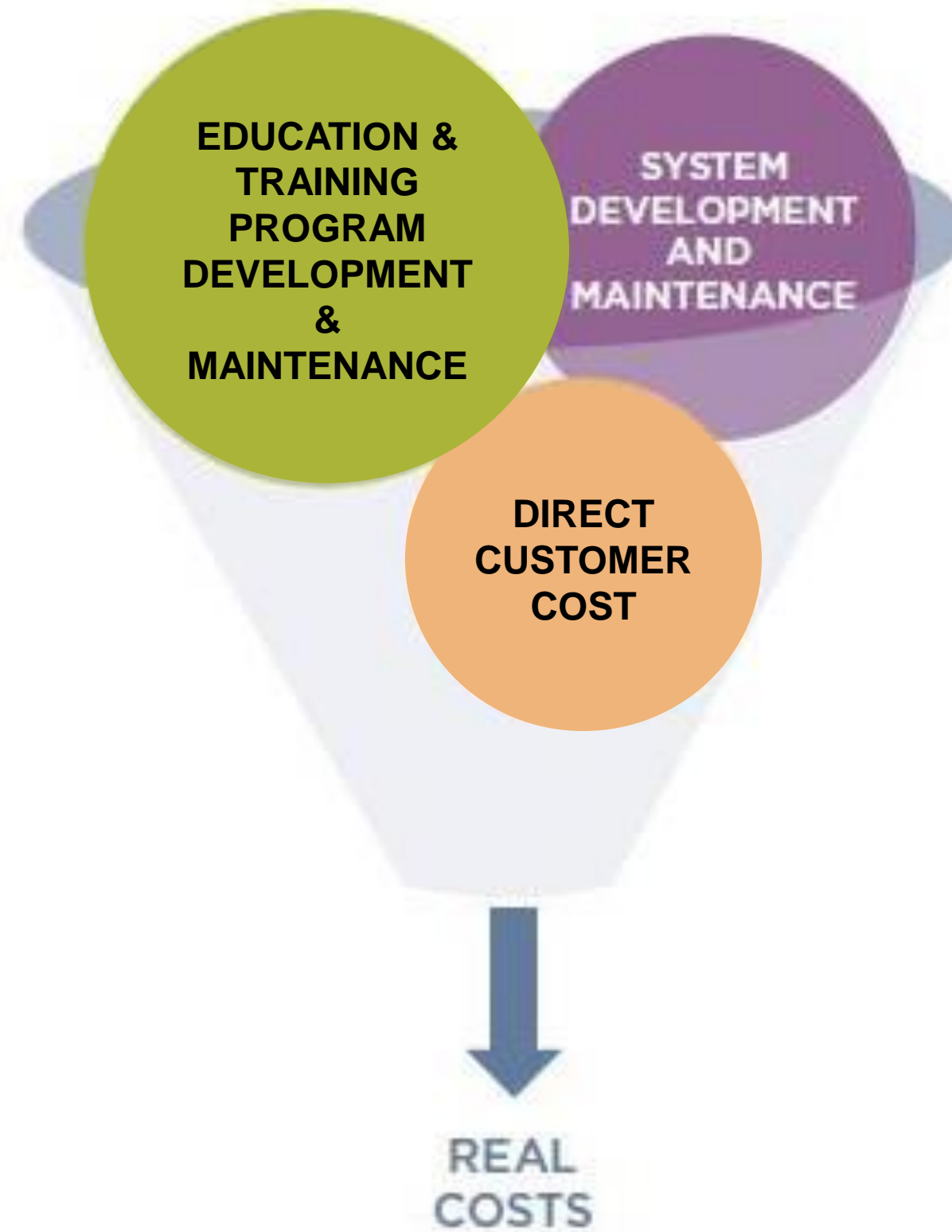
	NEW RELATIONSHIP	WORKING RELATIONSHIP	STRATEGIC PARTNERSHIP		
	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V
Key Employer Role	Advising	Capacity-building	Co-designing	Convening	Leading
Stage of Relationship	Initial contact/new relationship	Establishing trust and credibility	Working relationship	Trusted provider and collaborator	Full strategic partner
Engagement Examples by Level	Discuss hiring needs, skills, competencies; advise on curricula; contract training; hire graduates	Job site tours; speakers; mock interviews; internships; needs assessment; loan/donate equipment; recruiting	Curriculum and pathway development; adjunct faculty and preceptors	College-employer sectoral partnerships	Multi employer / multi-college partnerships

Element Three: Program Design

Steps in Career Pathway Progress



Element Four: Identify Funding Needs



Element Five: Align Policies and Programs

Agency barriers that may impede participation in a career pathways system

Knowledge	Lack of knowledge of each other's programs including allowable use of resources from the funder
Data	State's data systems do not interfere so they cannot share participant information across agencies.
Resources	Insufficient financial resources necessary to revamp data systems that would facilitate collaboration
Turf	Turfism—lack of will to collaborate
Time	Perceived availability of time as coordination requires an increase in communication and effort.
Incentives	Lack of incentives to participate.
Scheduling	Educational systems traditionally operate on semester or quarter systems. Instructors are under contract (union) to provide instruction on a regular schedule.
Class Size	Class size sufficient to operate a program.
Chunking	Chunking curricula can require additional resources to re-design curricula into meaningful parts.
Multiple Entry/Exit Points	Providing course work with multiple entry and exit points requires resources to have programs available when individuals are ready to enter.

Element Six: Measure System Change and Performance

Career Pathways Should:

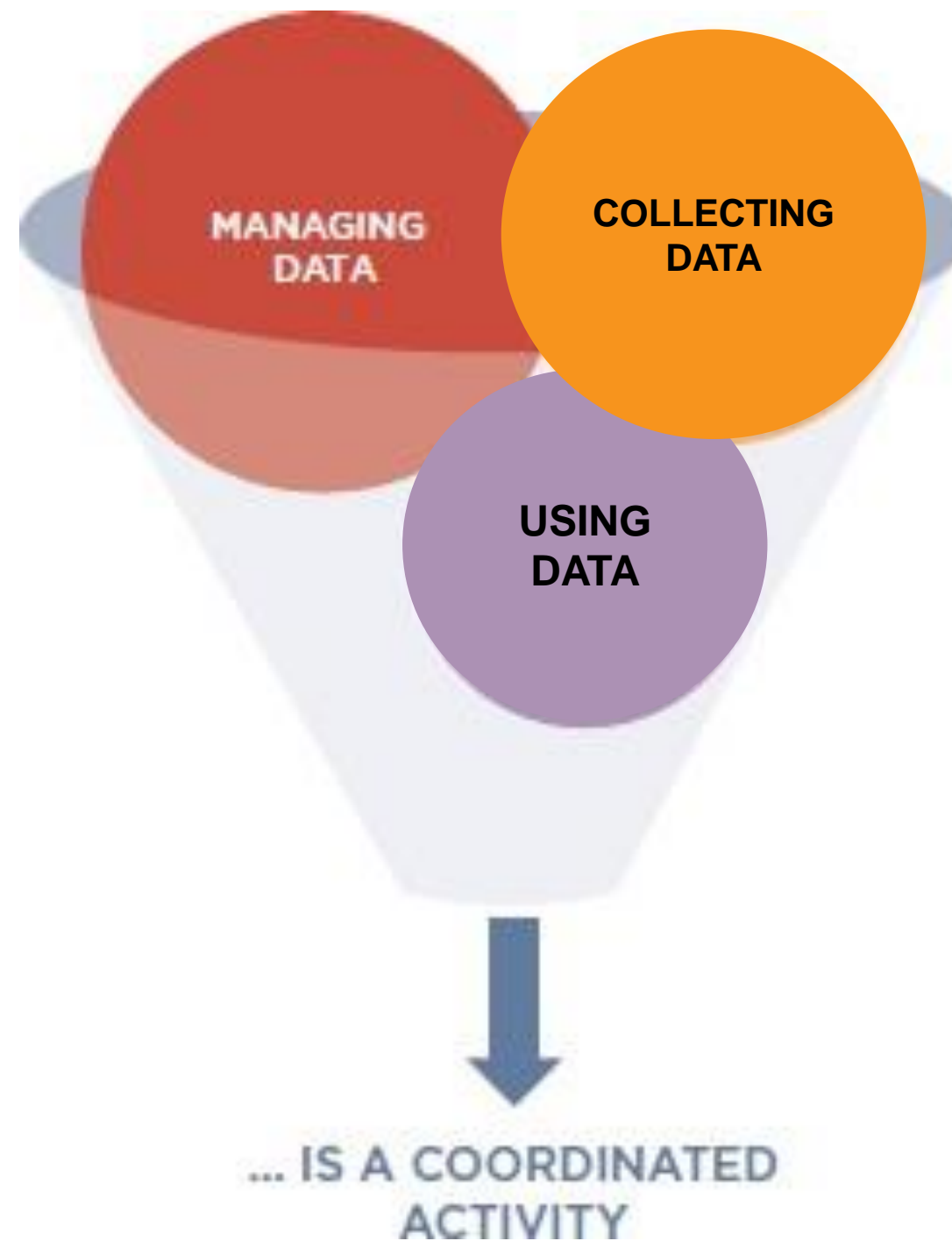
Focus on results for participants within specific career pathways, rather than institutional or organizational outcomes;

Provide a cross-system view of results and to support shared accountability and improvement among partners; and

Incorporate important interim outcomes that demonstrate progress toward educational outcomes and employment outcomes.

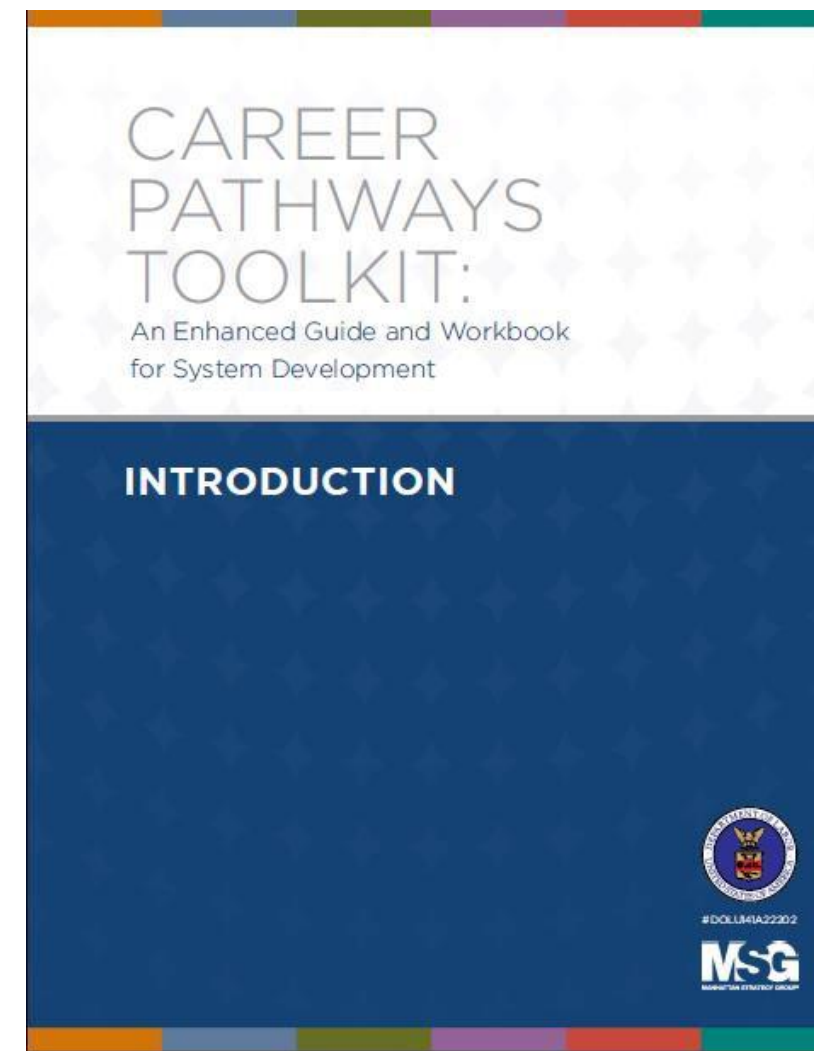


Collect, Store, Track, Share and Analyze Data.



Career Pathways Toolkit: An Enhanced Guide and Workbook for System Development

- Updated with WIOA References
- Enhanced Content:
 - ▶ Examples
 - ▶ Worksheets
 - ▶ Resources
- Enhanced Functionality:
 - ▶ Modular
 - ▶ Fillable
 - ▶ Interactive



Toolkit Modules

Related Content

-  [Introduction](#)
pdf - size: 2.5MB
-  [Element One: Build Cross-Agency Partnerships](#)
pdf - size: 3.1MB
-  [Element Two: Identify Industry Sector and Engage Employers](#)
pdf - size: 5.7MB
-  [Element Three: Design Education and Training Programs](#)
pdf - size: 2.5MB
-  [Element Four: Identify Funding Needs and Sources](#)
pdf - size: 588.7KB
-  [Element Five: Align Policies and Programs](#)
pdf - size: 1.8MB
-  [Element Six: Measure System Change and Performance](#)
pdf - size: 1.2MB
-  [Career Pathways Resources](#)

The enhanced Toolkit features an Introduction, Resources, and the Six Key Elements of Career Pathways. Each element now includes **embedded – and writeable – worksheets to help State and local teams with implementation.** Users can type directly into the worksheet fields and save and print as they go along.

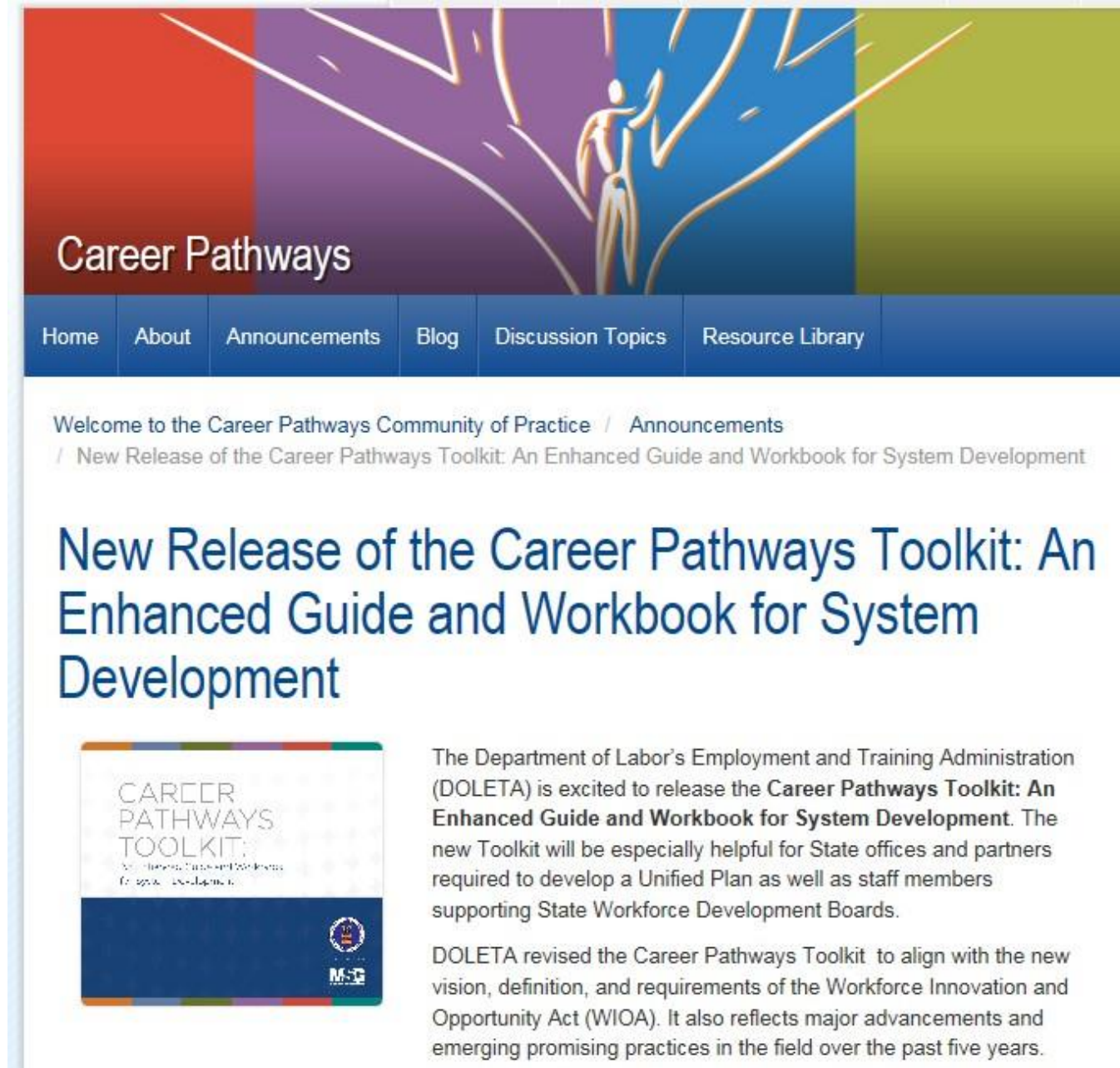


Each section of the toolkit is available to be downloaded as a separate document.

- Introduction
- Element One: Build Cross-Agency Partnerships
- Element Two: Identify Industry Sector and Engage Employers
- Element Three: Design Education and Training Programs
- Element Four: Identify Funding Needs and Sources
- Element Five: Align Policies and Programs
- Element Six: Measure System Change and Performance

Where Do I Get the Toolkit?

<https://careerpathways.workforcegps.org>




Career Pathways

Home About Announcements Blog Discussion Topics Resource Library

Welcome to the Career Pathways Community of Practice / Announcements
/ New Release of the Career Pathways Toolkit: An Enhanced Guide and Workbook for System Development

New Release of the Career Pathways Toolkit: An Enhanced Guide and Workbook for System Development



The Department of Labor's Employment and Training Administration (DOLETA) is excited to release the **Career Pathways Toolkit: An Enhanced Guide and Workbook for System Development**. The new Toolkit will be especially helpful for State offices and partners required to develop a Unified Plan as well as staff members supporting State Workforce Development Boards.

DOLETA revised the Career Pathways Toolkit to align with the new vision, definition, and requirements of the Workforce Innovation and Opportunity Act (WIOA). It also reflects major advancements and emerging promising practices in the field over the past five years.