Career Pathway On-Ramps: 
Building a System That Works for All Participants

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Education & Training Partners: Who’s in the room?

WIOA Core Partners – 2 federal agencies, 4 Titles in 6 Programs

• WIOA Title I adult, dislocated worker, youth
  – Federal DOL
• WIOA Title II Adult Education and Family Literacy
  – Federal ED
• WIOA Title III Wagner-Peyser Employment Services
  – Federal DOL
• WIOA Title IV Vocational Rehabilitation Services
  – Federal ED

Other Required Partners

• Carl Perkins – secondary and postsecondary (CTE)
• Community Colleges
• Veterans
• Unemployment Insurance
• Trade Adjustment Act
• Second Chance Act
• HUD E&T
• CSBG E&T
• SNAP E&T
• TANF
Career Pathway On-ramp

An on-ramp is a career pathway program designed to serve individuals with significant barriers to educational and economic success.

AGENDA
• Federal career pathway definition – Workforce Innovation and Opportunity Act (WIOA) & the Higher Education Act (HEA)
• Intersection of Perkins Program of Study and WIOA Career Pathway
• Minnesota Case Study – career pathway on-ramps
Essential Features of Career Pathways

Figure 1: Three Essential Features of Career Pathways

1. Well-connected and transparent education, training, credentials, and support services
   - e.g., high school or CTE
   - e.g., ABLE, TANF, or workforce system

2. Multiple entry points
   - for both well-prepared students and targeted populations
   - e.g., high school or CTE
   - e.g., military or civilian workforce
   - e.g., postsecondary system
   - e.g., apprenticeship

3. Multiple exit points
   - Increasing skills, competencies, and credentials informed by industry/employers
   - e.g., certificate, diploma
   - e.g., 2-year degree
   - e.g., 4-year degree

Nth job in career path
1st job in career path
2nd job in career path
3rd job in career path
Many Programs Serve Many Types of People – Are they pathways?

- CSin3
- #YesWeCode
- Hidden Genius Project
- Minnesota PIPELINE
- Veterans Economic Communities Initiative
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 [state- and federally-registered] apprenticeships

(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;...
Integrated Education & Training (IET)

“...a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.” 34 CFR §463.35

<table>
<thead>
<tr>
<th>Adult Education and Literacy</th>
<th>Workforce Preparation</th>
<th>Workforce Training</th>
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<tbody>
<tr>
<td>“…programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training.” 34 CFR §463.30</td>
<td>“Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for success transition into and completion of postsecondary education or training, or employment; and (f) other employability skills...” 34 CFR §463.34</td>
<td>“may include (i) occupational skill training...; (ii) on-the-job training; (iii) incumbent worker training...; (iv) programs that combine workplace training with related instruction...: (v) training programs operated by the private sector; (vi) skill upgrading and retraining; (vii) entrepreneurial training; (viii) transitional jobs...; (ix) job readiness training provided in combination with services...(i) - (viii); (x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and (xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.” WIOA Section 134(c)(3)(D) P.L. 113-128</td>
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WIOA / HEA Career Pathways

(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster. [Sec. 3(7)]
Functions of Local Board

(5) CAREER PATHWAYS DEVELOPMENT.—The local board, with representatives of secondary and postsecondary education programs, shall lead efforts in the local area to develop and implement career pathways within the local area by aligning the employment, training, education, and supportive services that are needed by adults and youth, particularly individuals with barriers to employment.[WIOA Sec. 107(d)(5)]
Functions of Local Board

(4) EMPLOYER ENGAGEMENT. — The local board shall lead efforts to engage with a diverse range of employers and with entities in the region involved—

(D) to develop and implement proven or promising strategies for meeting the employment and skill needs of workers and employers (such as the establishment of industry and sector partnerships), that provide the skilled workforce needed by employers in the region, and that expand employment and career advancement opportunities for workforce development system participants in in-demand industry sectors or occupations.[WIOA Sec 107]
Integrated Career Pathways Model

SECONDARY TO POSTSECONDARY PROGRAMS OF STUDY

POSTSECONDARY PATHWAYS (INCLUDING APPRENTICESHIPS)

STACKABLE CREDENTIALS

Acceleration & College Readiness through Dual Enrollment & Integrated Instruction

AA/AAS

BA/BS IN TECHNICAL FIELD

ADULT CAREER PATHWAYS

LOW SKILLED JOBS

SEMI-SKILLED JOBS

MIDDLE SKILLED JOBS

MIDDLE SKILLED JOBS

ADVANCED SKILLED JOBS

SYSTEM OUTCOMES

Financially sustainable, aligned career pathways systems for youth & adults

Increased number of skilled workers with credentials of value to the labor market

Greater cost efficiencies by reducing duplication of services

This model was developed as part of the Advancing Career and Technical Education in State and Local Career Pathways Systems project.
<table>
<thead>
<tr>
<th>RIGOROUS PROGRAM OF STUDY</th>
<th>PARTNERSHIP</th>
<th>SECTOR</th>
<th>DESIGN</th>
<th>INSTRUCTIONAL DELIVERY</th>
<th>PARTICIPANT SUPPORT</th>
<th>MEASUREMENT</th>
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<tbody>
<tr>
<td>Partnership; Legislation and policy</td>
<td>Technical skills assessment</td>
<td>Course sequences; Credit transfer agreements</td>
<td>CCRS; Teaching and learning strategies; Professional development</td>
<td>Guidance counseling and academic advising</td>
<td>Accountability and evaluation systems</td>
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<tr>
<td>WIOA HEA Career pathway</td>
<td>Local board shall lead efforts in the local area to develop and implement career pathways within the local area by aligning the employment, training, education, and supportive services</td>
<td>Aligns with the skills needs of industries in state/regional economy</td>
<td>Full range of secondary and postsecondary credentials</td>
<td>Includes counseling for education and career goals</td>
<td>Shared accountability across WIOA core programs</td>
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<td></td>
<td>IET- adult education and literacy activities concurrently and contextually with workforce preparation activities</td>
<td>Work based: certificates of Postsecondary credentials include completion of apprenticeship; WIOA career services</td>
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CORE ELEMENTS

- PATHWAY PARTNERSHIP
- PATHWAY SECTOR
- PATHWAY DESIGN
- PATHWAY INSTRUCTIONAL DELIVERY
- PATHWAY PARTICIPANT SUPPORTS
- PATHWAY MEASUREMENT
**PATHWAY PARTNERSHIP**

**COMPONENTS**
- Partnership formation
- Leadership
- Vision
- Governance
- Funding

**KEY QUESTIONS**
- Who comes together to implement the career pathway, and what resources do they bring to bear?

- How do we find common language and a common goal? How do we meet all our system needs and yet be flexible?
COMPONENTS

- Industry sector focus
- Employer engagement
- Occupational targets
- Skill shortage context

KEY QUESTIONS

What need in the regional/state economy is the career pathway intended to address?
PATHWAY DESIGN

COMPONENTS

- Starting skill levels
- Stackable credentials
- Course/credential sequencing
- Multiple entry/exit points
- Alignment across settings

KEY QUESTIONS

Who is the pathway intended to serve and how will it do so?
How will we co-enroll participants across WIOA titles and with other partners? How do we best use dual enrollment between secondary and postsecondary? What is the pathway from a participant perspective?
PATHWAY INSTRUCTIONAL DELIVERY

COMPONENTS

- Participant-focused
- Evidence-based practices
- Contextualized instruction
- Concurrent remediation
- Dual enrollment
- Competency-based education
- Work-based learning
- Integrated education and training (IET)

KEY QUESTIONS

What specific instructional innovations will be implemented in the pathway to improve results?
COMPONENTS

- Participant assessment
- Career navigation
- Support services
- Intrusive advising
- Case coordination
- Referral

KEY QUESTIONS

How will the pathway address the non-academic needs of participants to improve results?
## PATHWAY MEASUREMENT

<table>
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<tr>
<th>COMPONENTS</th>
<th>KEY QUESTIONS</th>
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<td>- Identifying pathways in shared data</td>
<td>How will we define success for the pathway, and how will we assemble the data to determine success?</td>
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<td>- Appropriate metric selection</td>
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<td>- Shared measurement and accountability</td>
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<td>- Continuous improvement</td>
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<td>- Closing achievement gaps</td>
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WE TAKE A BIG PICTURE APPROACH—ADVOCATING FOR IDEAS AND RESEARCH THAT IMPROVES THE WORKFORCE SYSTEM AS A WHOLE. WE SUPPORT DATA-DRIVEN APPROACHES TO:

1. Expand successful career pathways programs
2. Create standardized outcome reporting and evaluation
3. Engage employers in workforce development
Target Populations for On-Ramps

"Other" responses included: People with mental health issues, people without family support system, people living in poverty, people without a high school education or GED, people with background challenges, dislocated workers, people with low educational attainment.
Stabilization & Supportive Services

- Mental health counseling
- Physical health services
- Food security
- Stable housing
- Income supports, financial support
- Justice involvement – expungement, re-entry
- Debt reduction
- Family services
- Career navigation
- Incomes supports

- Childcare
- Transportation
- Accommodation of learning disability
- Work supports – EITC, cash assistance
- Intensive screening
- Housing assistance
- Financial coaching and education
- Domestic violence services
- Traditional cultural support
Integrated Education & Training

• College & career readiness
• Workforce preparation, employability skills
• Resiliency competencies
• Work-based training
• Workforce training
• Recognized post-secondary credential
• Coaching
Employment, Retention & Reengagement

- Work experience
- Temporary work
- Part-time work
- On the Job Training
- Transitional Jobs
- Pre-apprenticeship
- Apprenticeship
- Job Development and Placement
- Post-employment Retention
- Post-employment Advancement
Beyond Program Delivery

• Partners: who bring resources and are responsible for outcomes
• Funding: diversity of funds and continuity of funds
• Data: for both continuous improvement and performance evaluation
• Risk Adjusted Measures: don’t ‘disincent’ serving neediest
• Barriers: organizational and structural
Hospitality Careers Pathway

Entry:
- Housekeeper
  - Starting wage $10.20/hr + tips
- Hotel Housekeeping Training
  - Beginning ESL 6-week training

Advancement:
- Supervisor
  - Starting wage $12.00-$15.00/hr
- Inspector
  - Starting wage $11.25-$12.00/hr + tips
- Trainer
  - $50 pay incentive per new hire training
- Supervisor Training
  - High Beginning to Low Intermediate ESL 6-week training

College:
- Assistant Executive Housekeeper
  - Starting wage $17.00-$24.00/hr
- Supervisor
  - Starting wage $12.00-$15.00/hr
- Hotel Operations Certificate
  - 12 additional credits (20 credits total), Normandale Community College
- Bridge to College Hospitality Course
  - Reading, writing, math, hospitality terminology and college navigation
- College Hospitality Course
  - Tuition-free 8 credit introductory course, Normandale Community College
Employment Outcomes:
105 New American women employed in the hospitality industry—the majority in full-time positions

Student Demographics:
- 82% of students were not working and had no individual income prior to the program. The rest were under-employed.
- For around half of students, their job placement after graduation is their first job in the United States
- 33% of students were single parents of minor children
- 17% of students were homeless or at immediate risk of homelessness

Return on Investment:

<table>
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<tr>
<th>Students Income Below 200% Poverty Line at Time of Enrollment</th>
<th>Average Starting Wage for Program Graduates</th>
<th>Current Average Wage for Program Graduates</th>
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<tbody>
<tr>
<td>98.4%</td>
<td>$10.15</td>
<td>$10.83</td>
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Advancing Careers:
- 10 graduates were promoted into training or supervisory roles
- 5 graduates are currently attending college – 3 are currently pursuing career advancement training in the hospitality industry at Normandale Community College

International Institute of Minnesota
The economic recovery has divided the country along an educational fault line. Out of the 11.6 million jobs created in the post-recession economy, 11.5 million went to workers with at least some college education.

More than High School Education

99%

11.5 million jobs

High School Diploma or Less

1%

80,000 jobs

https://cew.georgetown.edu/cew-reports/americas-divided-recovery/#powerpoint
OLDER AND MORE RACIALLY DIVERSE

38 PERCENT
OF ALL TODAY'S UNDERGRADUATES ARE OLDER THAN 25.


ENROLLMENT AMONG HISPANIC STUDENTS TRIPLED SINCE THE MID-1990'S,

AND BLACK STUDENT ENROLLMENT GREW BY 72 PERCENT.

AND THOSE TRENDS ARE EXPECTED TO CONTINUE THROUGH 2021, WITH BLACK ENROLLMENT PROJECTED TO GROW BY 25 PERCENT, HISPANIC STUDENTS PROJECTED TO INCREASE BY 42 PERCENT, AND ONLY A 4 PERCENT INCREASE IN WHITE STUDENTS FORECASTED.

https://www.linkedin.com/pulse/zombies-college-todays-student-jamie-merisotis
Thanks!

Alliance for Quality Career Pathways
www.clasp.org/careerpathway

WIOA  www.clasp.org/wioagameplan
WIOA Opportunities for Action
www.clasp.org/issues/postsecondary/wioa-action

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