Adult Career Pathways
Our Plans for Today

- Introductions/Brief Overview
- Roundtables: Expectations and Outcomes
- Adult Career Pathways Vision
- Section 1: Target Populations
- Section 2: Components of the ACP Model
- Section 3: Building Partnerships/Organizing Employers
- Section 4: Recruitment, Assessment and Curriculum
- Section 5: Funding Issues/Student Support Needs
  - Roundtables
  - Share Challenges/Strategies
- Wrap-up
Roundtables:
Expectations and Outcomes
Center for Occupational Research and Development
Non-profit, based in Texas
Founded in 1979 to serve educators across U.S.

Major Areas of Focus:
- Support for high schools, community colleges, industry
- Focused on “The Neglected Majority”
- Curriculum and faculty development/Technical assistance
- Contextual teaching and learning/Integrated instruction
- Math, science, advanced technologies
- Customized training for technician education
- National Career Pathways Network
Leading Change in Education

- **Tech Prep/Associate Degree: A Win-Win Experience** (1991)
- **Opening Minds, Opening Doors** (1994)
- **Career Pathways: Education with a Purpose** (2005)
- **Adult Career Pathways: Providing a Second Chance in Public Education** (2007)
- **Thriving in Challenging Times: Connecting Education to Economic Development Through Career Pathways** (2009)
Adapting the Model to Meet Local Needs

Career Pathways

Adult Career Pathways
Adult Career Pathways

- **What is it? What’s Different?**
  - Supports the unemployed and underemployed
  - Supports career-limited adults needing extraordinary services
  - Requires significant employer and community engagement
  - Focuses on long-term solutions with short-term objectives
  - Offers a model that’s flexible and adaptable to local/regional needs

*To be lifelong earners, we must all be lifelong learners.*
ACP Program Benefits to Communities

1. Provides a **pipeline of employees** who are able to meet the workforce needs of employers
2. **Improves the earning power and self-sufficiency** of low-income workers
3. Creates an environment in which **educators, employers, and public officials** are **jointly** involved in the formulation of workforce and economic development policy
4. Leads to a more **efficient and effective** use of publicly allocated workforce development and education resources

5. Creates a mechanism for holding workforce development systems **accountable for results**

6. Provides a system that enables current and dislocated workers to **retrain and retool**
Section 1: Target Populations

Demographics and Educational Backgrounds
Target Populations for ACP

- High School Dropouts (6 million)
- High School Completers with No College (1.5 million per year)
- College Non-completers (0.5 million per year)

- Foreign-Born Residents (38.1 million)
- Returning Veterans (238,000 per year)
- Ex-offenders (630,000 per year)
## Varied Entry Points

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Goal</th>
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<tbody>
<tr>
<td>• ABE, ESL, GED students</td>
<td>• Access credit-bearing programs</td>
</tr>
<tr>
<td>• Developmental ed. students</td>
<td>• Earn credit for prior training/certificates</td>
</tr>
<tr>
<td>• Workforce training</td>
<td>• Credential</td>
</tr>
<tr>
<td>• Some college</td>
<td>• Marketable skills</td>
</tr>
<tr>
<td>• College completer</td>
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</table>
Roundtable Discussion: Adult Populations
Section 2

Components of the Adult Career Pathways Model
Seven Components

Adult Career Pathways: Providing a Second Chance
Program Format

Seven Stages

1. Prep
2. Foundation
3. Building
4. Advancement
5-7

Fulltime Student
Part Time Student
Fulltime Employee
Part Time Employee

Education Progress

Career Progress
6 Elements Critical to Success of ACP Program

1. Students must commit to at least one semester or a 14-18 week period of full-time education. (Prep Stage)
2. Students must have access to part-time employment in chosen career field following Prep Stage.
3. Employers in the same fields who typically think of themselves as competitors must be willing to work together in support of the program, especially by hiring students after the Prep Stage.
6 Elements Critical to Success of ACP Program

4. Employers must be willing to commit to career ladders in which students are promoted, given a raise, and/or publicly commended each time they complete a stage of education/training.

5. Curriculum should integrate the necessary components of an ACP program in each 4-5 month period.

6. Programs must provide frequent rewards/recognition so students can mark their progress and see the “light at the end of the tunnel.”
Finding Realistic Answers to Challenges

- Will employers be willing to make the necessary investment in human capital?
- Will employers who normally would compete with one another for highly skilled workers be willing to cooperate for the sake of workforce development in their communities?
- Will local employers, college administrators, and state and regional funding and accreditation groups agree on a common curriculum for the ACP that will match their career ladders?
- Will there be sufficient unity, flexibility, and cooperation among colleges, employers, states, and community-based organizations to support the personal needs of adult students until they can “learn enough to earn enough”?
Roundtable Discussion:
Components of the ACP Model
Section 3

Building the Partnership/
Organizing Employers
The Four Legs of Support

- **Employers** within an industry sector
- **Educators** (adult education providers, community and technical colleges)
- **Community leaders**
- **High-level policymakers**
Reasons for Community Participation

- Help alleviate critical worker shortages
- Give unemployed and underemployed adults opportunity to succeed in well-paying jobs, helping themselves and their communities
- Make community attractive to new businesses because of increased availability of trained workers
- Reduce unemployment and social services costs for communities
- Increase tax revenues by increasing employment
ACP Stakeholder Return on Investment

• **Community Leaders**
  - Alignment of economic development vision and workforce advancement
  - Enhance labor pool to retain (and attract) employers
  - Increase income levels in the community
  - Reduce poverty, crime, and support costs

• **Employers**
  - Access to qualified workers
  - Increase productivity
  - Reduce recruitment costs and turnover
  - Shorten new employee orientation times and reduce expenditures
  - Ability to promote from pool of loyal employees

• **Policymakers**
  - Increase impact of funded programs
  - Improve outcomes based on growth of society
Community Engagement Process

- Inventory community, industry, and current workforce development/support structures
- Determine industry sector(s) with greatest needs/opportunities
- Identify key persons within four support legs
- Establish plan of action
- Convene top business leaders (CEOs or plant managers) representing identified sector
Adult Career Pathways Phase I Components

**Industry Engagement**
- Industry Needs Assessment: Industry Forum
- Industry Sector 1
- Industry Sector 2
- Industry Sector 3
- Industry Sector 4

**Community Engagement**
- Career Pathways Visioning Session:
  Influential senior executive community, industry, and educational leaders
- Education Collaboration Session:
  Influential executive level education leaders from K-12 and higher education
- Community Organization Collaboration Session:
  Influential executive level community organization leaders

**Culminating Activities**
- Adult Career Pathways Leadership Certification Workshops
- Career Ladders Development
- Adult Career Pathways Implementation Plan

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Organizing Employers

Rick Stephens, Senior Vice President of Human Resources at the Boeing Company, on what potential employer partners will insist is in place before they commit to involvement:

1. A shared willingness to develop a common language and vocabulary that will enable business, education, and community partners to communicate with one another
Organizing Employers

2. A clear understanding of the motivation of each of the partners

3. Agreement on expected outcomes to ensure alignment and integration of stakeholders’ end product needs

4. Clear evidence that the proposed program will increase worker productivity
What Does Employer Engagement Look Like?

- Participate in program development
- Collaborate with competitors
- Hire part-time students
- Provide mentors
- Provide recognition and/or reward programs
- Provide release time
Vermillion County, Illinois Project

- WIB-funded planning grant
- Industry sector: Manufacturing
- Focused on student support
- Conducting fundraising campaign to address student support needs
- Implementation phase to follow
Roundtable Discussion:
Building Partnerships/Organizing Employers
Section 4

Recruitment, Assessment and Curriculum
Example Process for Recruiting

Figure 6-1. A Process for Recruiting and Selecting ACP Students
Finding Students

- Adults who have already established contact with the education provider or college:
  - Scored poorly on placement tests and require remediation
  - Arrived by “default” and have no career direction or interest
  - First or second term students performing poorly and at risk of dropping out
Finding Students

- Reach adults not associated with education institutions:
  - Advertise in the community
  - Meet with civic and faith-based organization leaders
  - Contact urban housing authorities
  - Contact people who applied for jobs with participating employers but weren’t hired because of skill deficiencies
  - Work with corrections agencies
  - Reach out to National Guard Centers, veterans service agencies
Do...

- ...go where adult students are; don’t wait for them to find you
- ...provide a safe place on campus where adult students can gather for advisement
- ...be ready to help adult students navigate the difficult waters of government programs
- ...be proactive – look for ways to create win-win situations that improve the quality of local workforce while giving adults the tools to achieve personal success
Assessment

- Assess academic levels using traditional tools, selected and prioritized for type of program sought by candidate
  - College placement
  - ABE, GED, ESL
- Assess other areas of a candidate’s life to determine program that best fits their needs
  - Individualized tools, career exploration
  - Career maps
  - Learning style inventories
  - Personal needs; financial situation
- Offer single point of contact to streamline process
Assumes HS Diploma / GED and no criminal background

Build Cohorts:
1 - needs training,
2 - certificate completed
Ladder Curriculum

• ACP concept based on student/employee progression through series of steps, like rungs on a ladder
• Curriculum consists of series of educational levels students are expected to attain
• Career-focused program jointly developed by educators and employers
• Examples:
  ○ Chunking
  ○ Modularization
  ○ Stackable certificates
10-stage Ladder Curriculum

Book reference: p. 53
“Ladder” must be flexible, customized for different settings and contain:

- **Foundational level** – contextual academics, career experiences, and basic work skills

- **Technical core level** – technical skills within a cluster and work-based learning opportunities

- **Technical specialty level** – advanced technical skills, advanced academics, and worksite experiences
Benefits to Students

- Structured, yet flexible
- Attainable short-term goals
- Mutual commitment
- Increase employment opportunities
- Student satisfaction
Prep Stage…Access to the Ladder

• Design Should:
  ○ Improve career focus, self-confidence, and study skills
  ○ Eliminate barriers that hinder admission to the career ladder
  ○ Use contextual teaching strategies to shore up academic deficiencies
  ○ Prepare for employment in a career ladder
# Suggested Time Allocations for Prep Stage

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<tr>
<th>Weeks 1–4</th>
<th>Weeks 5–9</th>
<th>Weeks 10–16</th>
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<tbody>
<tr>
<td><strong>Employability skills</strong></td>
<td>Career &amp; technical skills (intro to field)</td>
<td>Career &amp; technical skills (intro to field)</td>
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<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Career guidance</strong></td>
<td>Job entry skills (computer/Internet)</td>
<td>Job entry skills (computer/Internet)</td>
</tr>
<tr>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Personal needs</strong></td>
<td>Career guidance</td>
<td>Job search</td>
</tr>
<tr>
<td>20%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Personal needs</td>
<td>Personal needs</td>
<td>Personal needs</td>
</tr>
<tr>
<td>20%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Academic remediation (in context)</strong></td>
<td>Academic remediation (in context)</td>
<td>Academic remediation (in context)</td>
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<tr>
<td>40%</td>
<td>40%</td>
<td>40%</td>
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</table>
Bridge to Biotech

- City College of San Francisco/BayBio Institute/Bay Area Biotech Education Consortium Partnership
- Working adults returning to pursue careers in biotech
- Many lack basic academic skills, particularly math
- Two-semester lab assistant certificate program (140 units + 180-hour internship) – All courses credit-bearing
- Taught lab techniques while strengthening math/language skills
- Significant industry involvement in program design/internships
Automotive Electronics Transformations Bridge Program
Olive-Harvey College, City Colleges of Chicago
THE CARRERAS EN SALUD PATHWAY MODEL

License Practical Nurse

18 months

RN
Wright College

NCLEX_RN
$25-31

NCLEX-PN

LPN
Wright College

$22-27

GED, Compass test

12 months

BIOs, Math
ENG 101, PSY

Pre LPN
B
MATH PC1, ENG 100

Pre LPN
A
Math PC1 ENG-98

Pre LPN
A or CNA

ENG Grade level 10-12

16 weeks

Pre LPN
B
MATH PC1, ENG 100

Pre LPN
A
Math PC1 ENG-98

ENG Grade level 8-10, CNA

16 weeks

ESL

Grade level 6th

ESL Health Context
IDPL/HPVE

16 weeks

VESL
CNA context
IDPL

$9-11

CNA
HPVE

$10-14

All pre-requisites

$25-31

$22-27

$10-14

$9-11

“Carreras en Salud” Model Prepared by Dr. Ricardo A. Estrada
Vice President for Education Instituto Del Progreso Latino
Entrance Considerations
- Location: PCC Cascade campus
- Admission to the College
- Placement into:
  - Math 20
  - Writing 90
  - Reading 90

Portland Community College

Apprenticeships
- HVAC/R Technician
- Plumbing
- Limited Energy Electrician
- Sheet Metal
- Ltd. Maintenance Electrician

Career Pathways Training
- HVAC Installer
  14 credits - Certificate
  - Course Information
  - Costs
- Facilities Maintenance Specialist/HVAC
  44 credits
  1-year Certificate
  - Course Information
  - Costs
- Facilities Maintenance Technician
  90 credits - AAS Degree
  - Course Information
  - Costs

Option to continue education in pursuit of a Bachelors degree at a 4-year institution

Employment
- Entry-level Installer
- Factory Representative
- Entry-level Technician
- Alternative Energy Sales & Service
- Wholesale Estimator
- Utilities Sales and Service
- Energy Management Specialist
- Hydronics Specialist
- Controls Specialist
- Facilities Maintenance Technician
- Load Study & Systems Design Specialist

Career Pathways Training: http://www.pcc.edu/careerpathways/ Offered in partnership with Mt. Hood Community College and funded through Worksystems Inc.
Contextual Teaching Provides a Foundation

REACT Strategy

- **Relating**: Linking the concept to be learned with something the student already knows.
- **Experiencing**: Hands-on activities and teacher explanation allow students to discover new knowledge.
- **Applying**: Students apply their knowledge to real-world situations.
- **Cooperating**: Students solve problems as a team to reinforce knowledge and develop collaborative skills.
- **Transferring**: Students take what they have learned and apply it to new situations and contexts.
Benefits of Contextual Teaching

- Answers the question “Why do I have to learn this?”
- Provides real-world applications for abstract concepts
- Teaches students how to access and analyze information and work in groups to solve problems
- Promotes lifelong learning
Relevance and Connections

- Adult learners don’t want to learn in a vacuum.
- Not motivated just by “how can I pass this class” but by “how is this content relevant to future my career?”
Roundtable Discussion:
Recruitment/Assessment/Curriculum
Section 5

Funding for Programs and Student Support
Problems and Challenges of Existing Funding

- Complex sources of assistance
- Federal and state budget deficits
- Differential WIA implementation
- Glimmers of hope in DOL and ED collaborations
- ACP models being funded — several agencies involved
- Forces local conversations — service provider realignment
<table>
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<th>Cost element</th>
<th>Est. cost</th>
<th>Occurs when?</th>
<th>Services provided by</th>
<th>Source(s) of funds</th>
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<tbody>
<tr>
<td>Planning, design, training, and development (one-time cost)</td>
<td>Before program begins</td>
<td>College, employers, comm. leaders and consultant</td>
<td>Community Capital Campaign</td>
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<tr>
<td>Recruitment and intake</td>
<td>Before Stage 1</td>
<td>College</td>
<td>Existing college programs and ACP staff</td>
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<tr>
<td>Counseling and mentoring</td>
<td>Before Stage 1</td>
<td>College</td>
<td>Existing college programs and ACP staff</td>
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<tr>
<td></td>
<td>During Stage 1</td>
<td>College</td>
<td></td>
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<tr>
<td></td>
<td>During Stage 2</td>
<td>College and employer</td>
<td>Existing college programs and individual employer</td>
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<tr>
<td></td>
<td>Stages 3–10</td>
<td>Employer</td>
<td>Individual employer</td>
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<tr>
<td>Tuition, teaching materials, and supplies</td>
<td>Stage 1</td>
<td>College</td>
<td>Federal, state and community</td>
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<tr>
<td></td>
<td>Stages 2–10</td>
<td>College and employer</td>
<td>Federal, state and employer</td>
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<tr>
<td>Student/family living costs/Transportation</td>
<td>Stage 1</td>
<td>Combination of tuition assistance programs, community-based organizations and community capital campaign</td>
<td>Federal, state and community</td>
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<td>Stages 2–3</td>
<td>Combination of student earnings, employer support, community based organizations</td>
<td>Federal, state, community, employer and student</td>
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<td>Stage 4–10</td>
<td>Combination of student earnings, employer support, community based organizations</td>
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<td>Childcare</td>
<td>Stages 1–10</td>
<td>College and/or community</td>
<td>Community</td>
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<td>Paid release time to attend classes</td>
<td>Stages 2–10</td>
<td>Employer</td>
<td>Employer</td>
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ACP: Who Foots the Bill?

Figure 9-1. Support Cost Allocations for Average ACP Student-Employee
Explore All Options

- Federal funding streams
- State funding
- Community philanthropies
- Employers
- Individuals
- In-Kind
- Faith-based Organizations
- Community-based Organizations
Convincing Community and Faith-Based Groups

Three Broad Goals Which Should Appeal to All:

1. ACP programs provide a means to reach out to the less fortunate.

2. ACP programs have the potential to get people out of tax-supported institutions such as welfare and corrections.

3. ACP programs can improve the economic and social well-being of any city or community by improving the skills of its workforce.
State Level Policies to Ensure Success

- Three critical components:
  - Accessibility
  - Affordability
  - Sustainability
State Policy Actions to Ensure Accessibility

1. Set forth a state-specific vision for workforce education in which the private sector plays a key role.

2. Create a state-level partnership in which employers, educators, and policymakers jointly develop a comprehensive framework for ACP.

3. Develop clear, easy-to-understand pathways that enable career-limited adults to progress step-by-step through programs that lead to postsecondary credentials in high-demand fields.

4. Encourage the development of bridge programs to teach combination of basic literacy and numeracy, work-readiness skills, and career-specific skills.
State Policy Actions to Ensure Affordability

1. Provide financial aid programs specifically for adults entering ACP programs.
2. Blend resources from existing state and federal funding streams such as WIA, TANF, Carl D. Perkins, and Adult Basic Education, for the purpose of supporting a state-level ACP strategy.
3. Increase financial support for postsecondary education institutions that provide ACP courses and supporting services.
4. Provide higher FTE funding for postsecondary career preparation programs that specifically serve low-income, low-skill adults.
State Policy Actions to Ensure Sustainability

1. Support the development of ACP program performance standards that ensure accountability and reward success.
2. Use Adult Basic Education funds to develop basic skills that meet ACP entrance requirements.
3. Strengthen the governance and accountability of the state’s workforce development system.
4. Connect workforce development programs to the needs of employers.
Roundtable Discussion: Funding/Student Support
Wrap-Up/Summary
Resources

- **Thriving in Challenging Times** – NCPN/U.S. Chamber
- **How to Build Bridge Programs that Fit into a Career Pathway** – Instituto del Progreso Latino (IL)
- **Ohio Stackable Certificates: Models for Success** – Community Research Partners (OH)
- **Funding Career Pathways and Career Pathway Bridges** – CLASP
- **Policy to Performance: Transitioning Adults to Opportunity** – U.S. DoEd (OVAE)
- **Bridge Programs in Illinois: Summaries, Outcomes, and Cross-site Findings** – Office of Community College Research and Leadership, University of Illinois
Evolving and Expanding Website

www.adultcareerpathways.org

Quick reference to:

- Major reports
- Guides/handbooks
- Instructional resources
- National organizations
- Executive Summary of *Adult Career Pathways* book
Presenters

- Richard “Dick” Hinckley  
  President/CEO, CORD  
  hinckley@cord.org

- Hope Cotner  
  Vice President, CORD  
  hcotner@cord.org  
  254-741-8309

- Robert LePage  
  Senior Vice President, The Clements Group  
  b_lepage@yahoo.com