

Adult Career Pathways



BUILDING YOUR CAPACITY

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



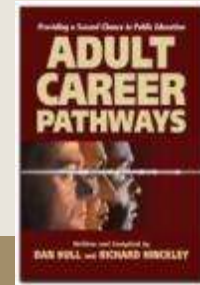
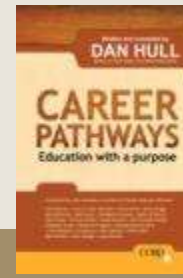
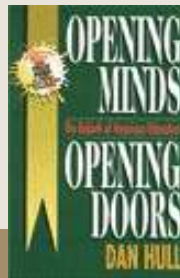
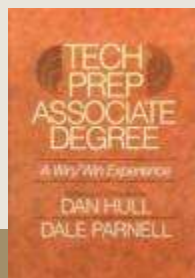


- Center for Occupational Research and Development
- Non-profit, based in Texas
- Founded in 1979 to serve educators across U.S.
- Major Areas of Focus:
 - ✦ Support for high schools, community colleges, industry
 - ✦ Focused on “The Neglected Majority”
 - ✦ Curriculum and faculty development/Technical 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)
- *Tech Prep: The Next Generation* (1998)
- *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



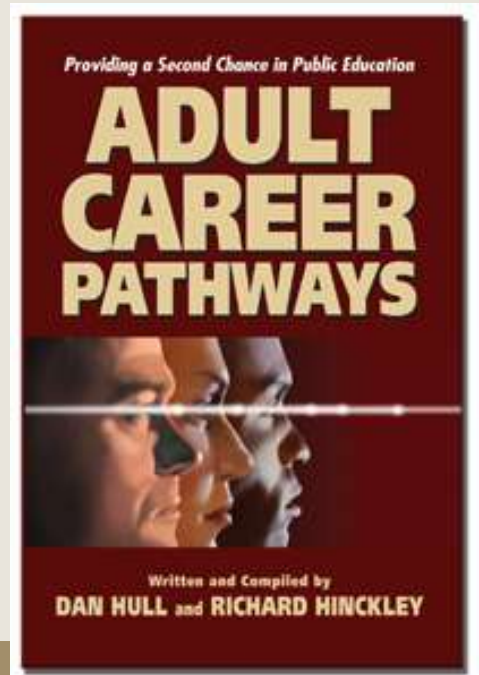
Adult Career Pathways



- **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

ACP Program Benefits to Communities



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 (.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



Level of Education

- ABE, ESL, GED students
- Developmental ed. students
- Workforce training
- Some college
- College completer

Goal

- Access credit-bearing programs
- Earn credit for prior training/certificates
- Credential
- Marketable skills

Roundtable Discussion: Adult Populations



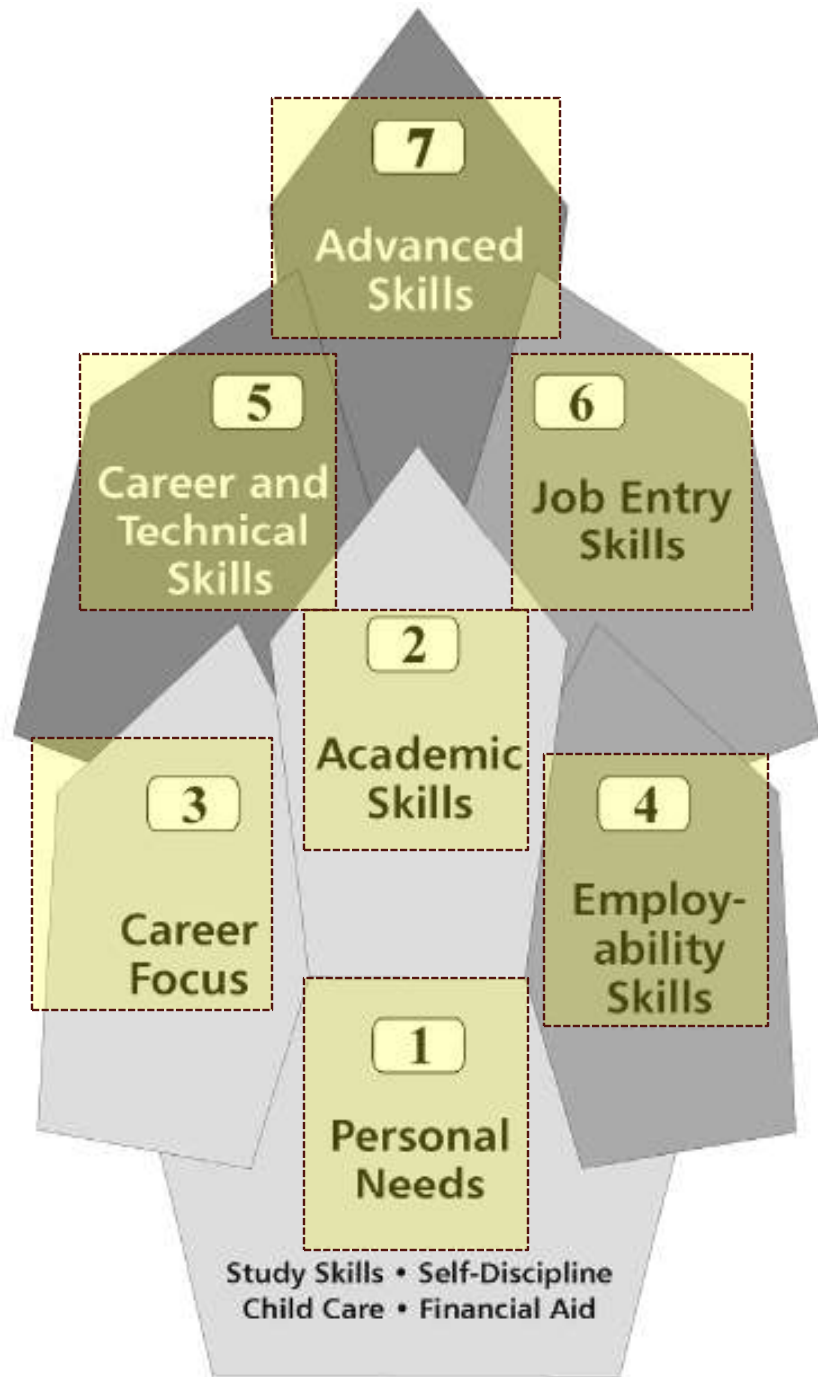
Section 2



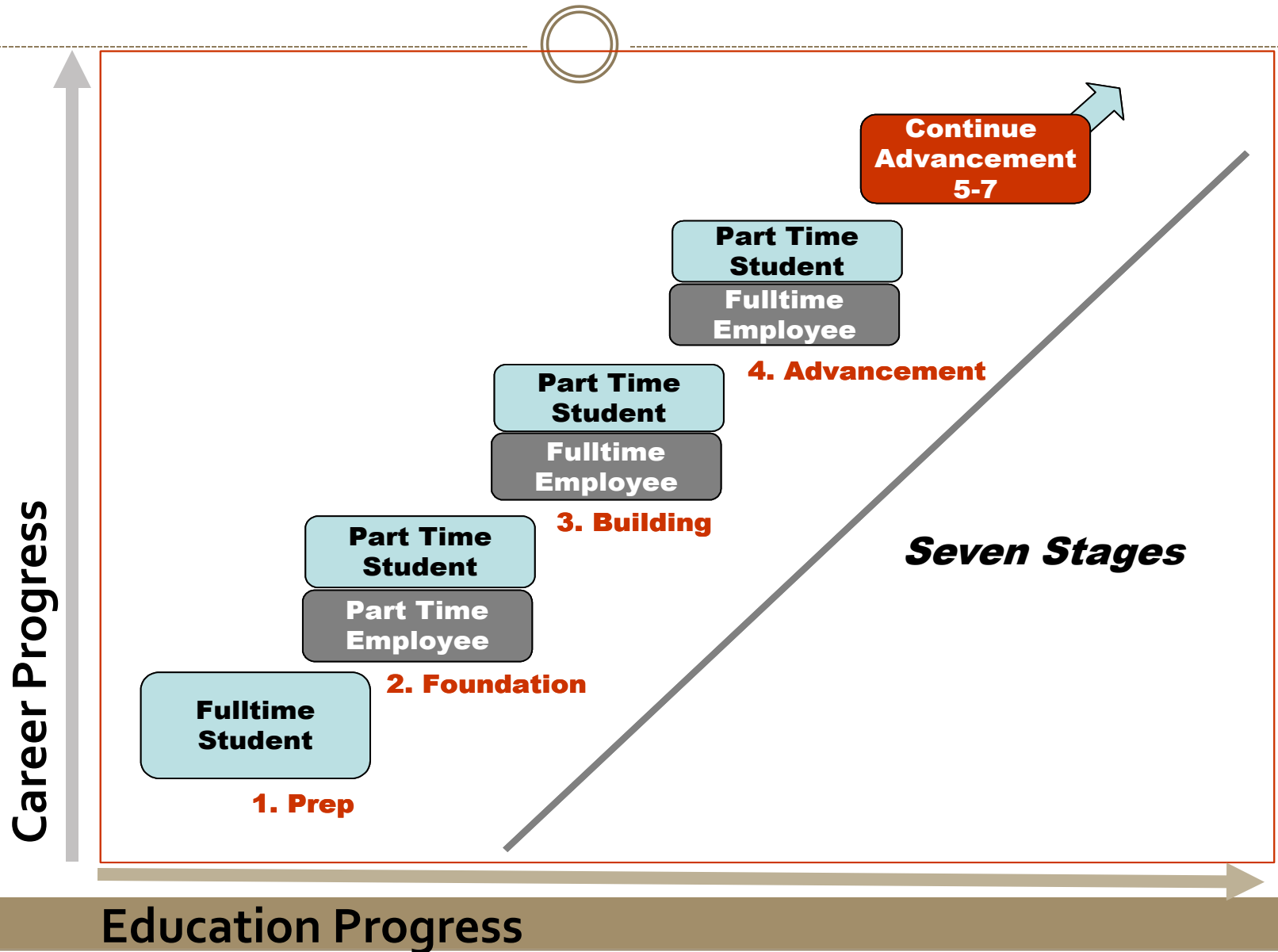
Components of the Adult Career Pathways Model

Seven Components

Adult Career Pathways:
Providing a Second Chance



Program Format



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

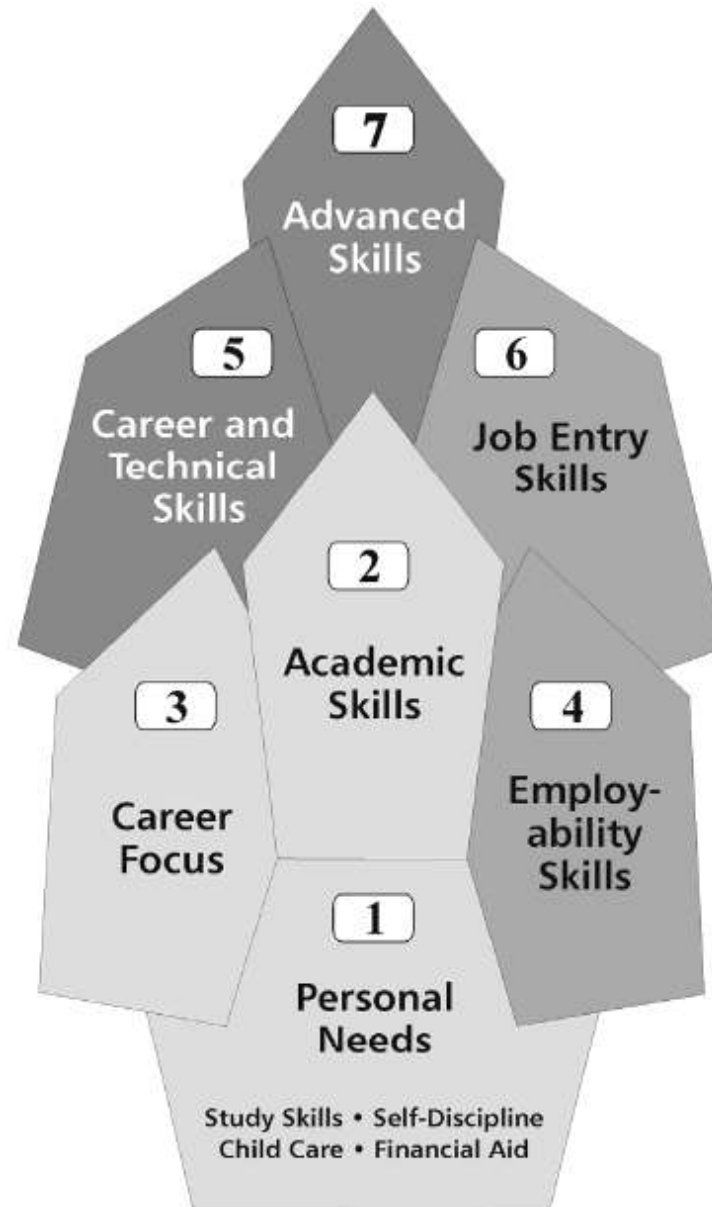


- Will employers be willing to make the necessary investment in human capital?
- Will employers who normally would compete with one another for highly skilled workers be willing to cooperate for the sake of workforce development in their communities?
- Will local employers, college administrators, and 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**

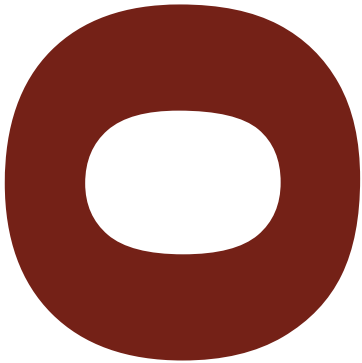


Reasons for Community Participation



- 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

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

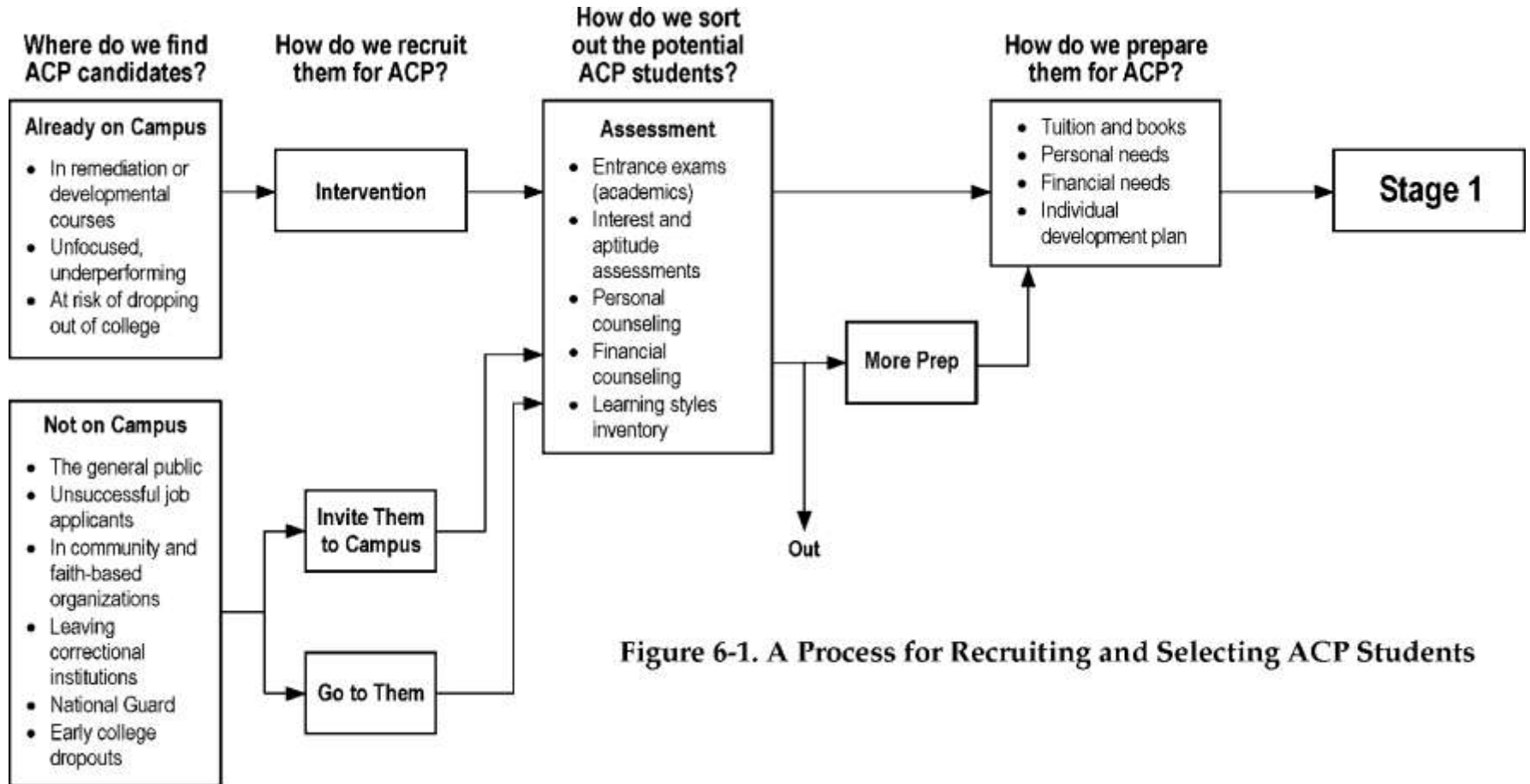


Figure 6-1. A Process for Recruiting and Selecting ACP Students

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

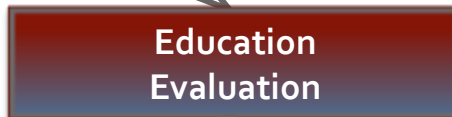
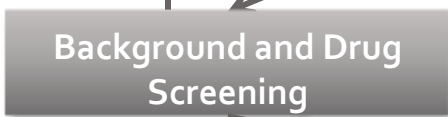
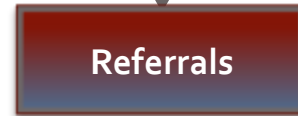
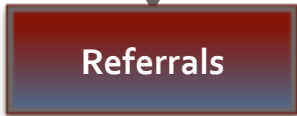
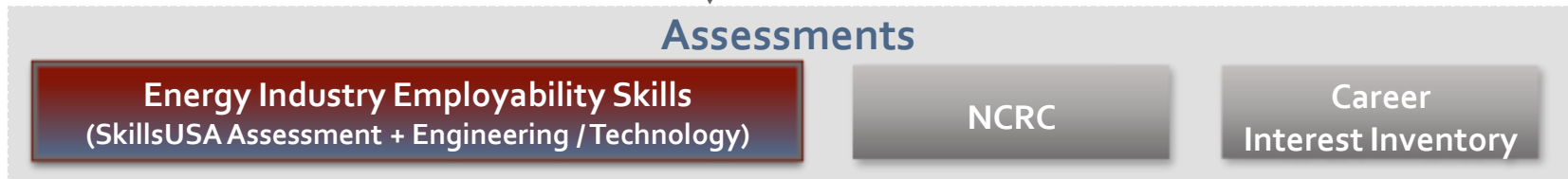


- Assess academic levels using traditional tools, selected and prioritized for type of program sought by candidate
 - ✦ College placement
 - ✦ ABE, GED, ESL
- Assess other areas of a candidate's life to determine program that best fits their needs
 - ✦ Individualized tools, career exploration
 - ✦ Career maps
 - ✦ Learning style inventories
 - ✦ Personal needs; financial situation
- Offer single point of contact to streamline process



Student Services Model

Assumes HS Diploma / GED and no criminal background



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

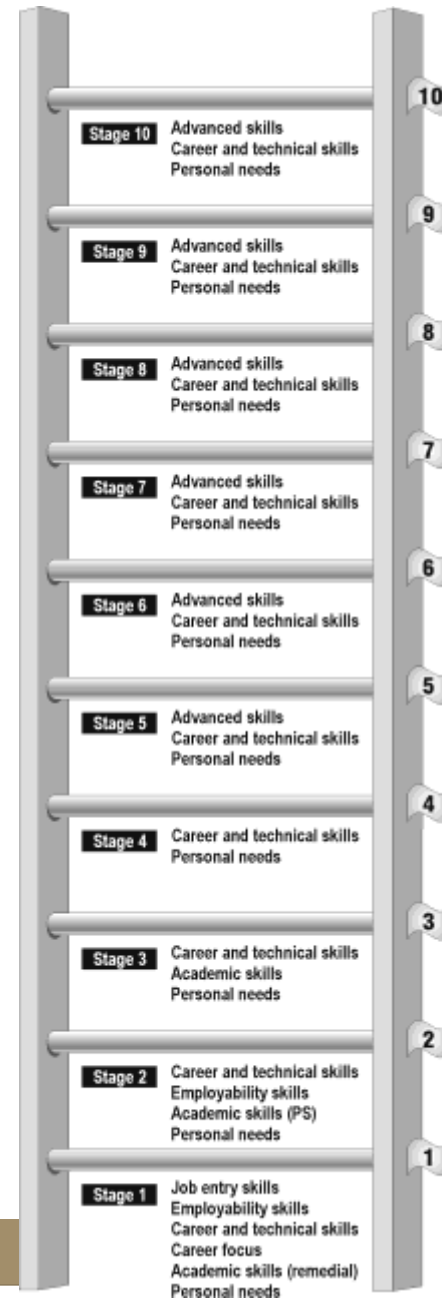
Ladder Curriculum



- 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



 denotes periodic career advancement milestones marked by raises, promotions, commendations, or any combination thereof. For many ACP students, the first milestone will be job entry.

ACP Structural Design



- “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



Weeks 1–4		Weeks 5–9		Weeks 10–16	
Employability skills	20%	Career & technical skills (intro to field)	20%	Career & technical skills (intro to field)	20%
Career guidance	20%	Job entry skills (computer/Internet)	20%	Job entry skills (computer/Internet)	20%
Personal needs	20%	Career guidance	10%	Job search	10%
		Personal needs	10%	Personal needs	10%
Academic remediation (in context)	40%	Academic remediation (in context)	40%	Academic remediation (in context)	40%



Bridge to Biotech

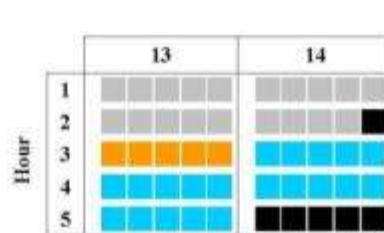
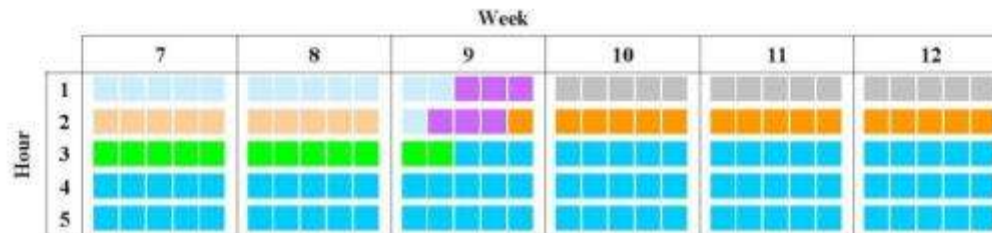


- City College of San Francisco/BayBio Institute/Bay Area Biotech Education Consortium Partnership
- Working adults returning to pursue careers in biotech
- Many lack basic academic skills, particularly math
- Two-semester lab assistant certificate program (140 units + 180-hour internship) – All courses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

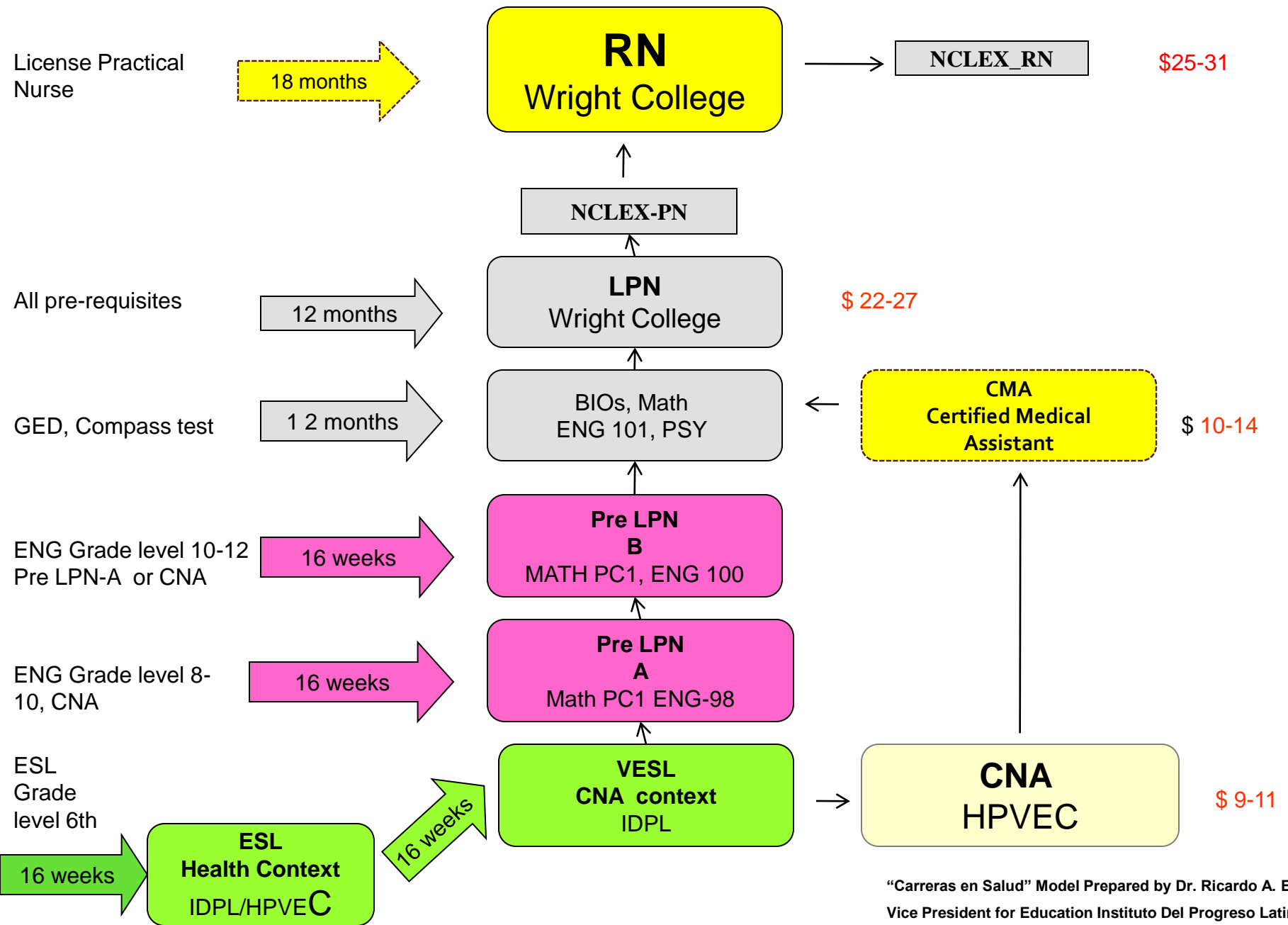


Automotive Electronics Transformations Bridge Program

Olive-Harvey College, City Colleges of Chicago

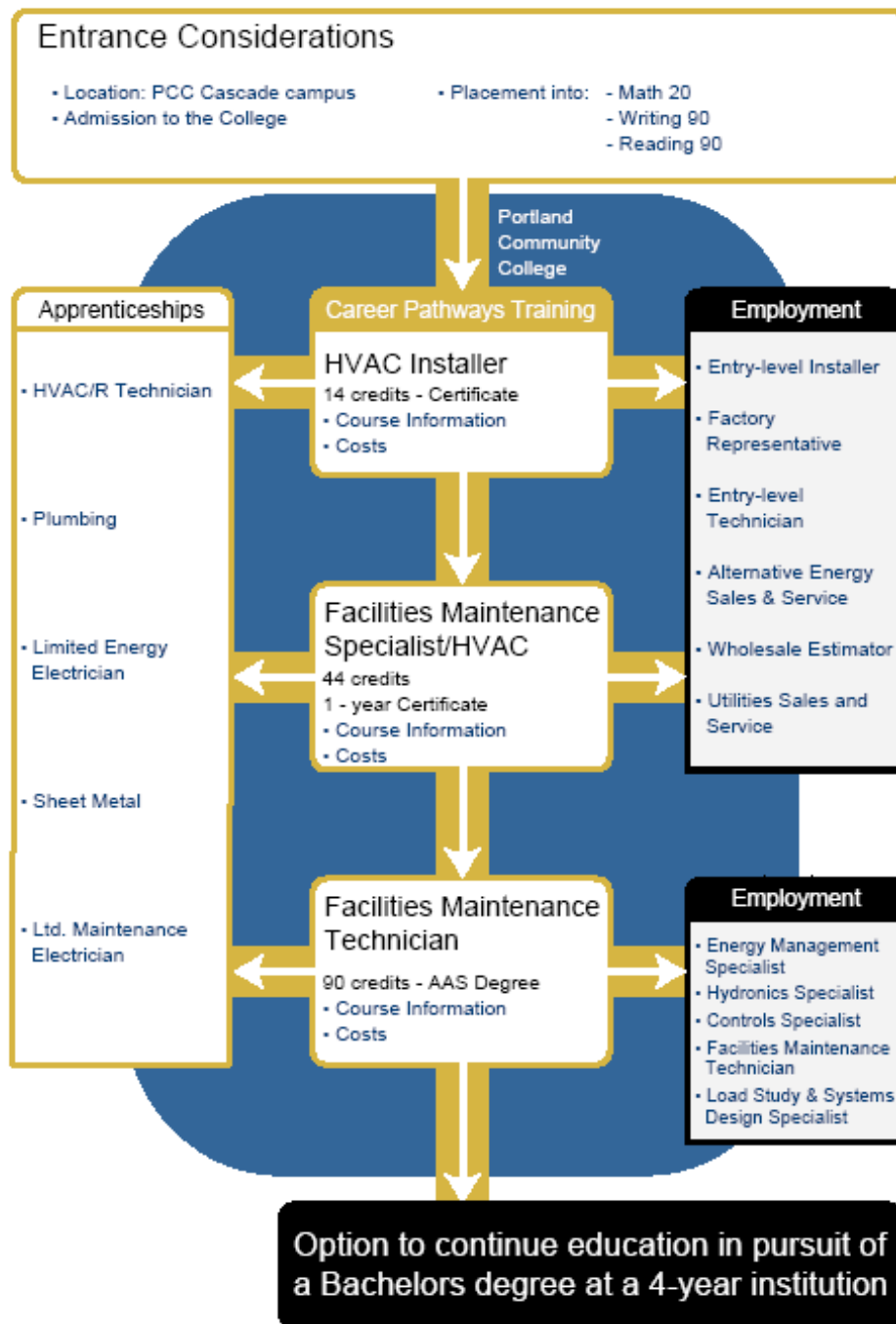


THE CARRERAS EN SALUD PATHWAY MODEL



HVAC/R Installation

Career Pathways Training: <https://www.pccc.edu/career/pathways/>
Offered in partnership with Mt Hood Community College and funded through Worksystems Inc.



Contextual Teaching Provides a Foundation



R
Relating

Linking the concept to be learned with something the student already knows.

E
Experiencing

Hands-on activities and teacher explanation allow students to discover new knowledge.

A
Applying

Students apply their knowledge to real-world situations.

C
Cooperating

Students solve problems as a team to reinforce knowledge and develop collaborative skills.

T
Transferring

Students take what they have learned and apply it to new situations and contexts.

REACT Strategy

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 9-1. Allocation of Costs for ACP

Cost element	Est. cost	Occurs when?	Services provided by	Source(s) of funds
Planning, design, training, and development (<i>one-time cost</i>)		Before program begins	College, employers, comm. leaders and consultant	Community Capital Campaign
Recruitment and intake		Before Stage 1	College	Existing college programs and ACP staff
Counseling and mentoring		Before Stage 1	College	Existing college programs and ACP staff
		During Stage 1	College	
		During Stage 2	College and employer	Existing college programs and individual employer
		Stages 3–10	Employer	Individual employer
Tuition, teaching materials, and supplies		Stage 1	College	Federal, state and community
		Stages 2–10	College and employer	Federal, state and employer
Student/family living costs/ Transportation		Stage 1	Combination of tuition assistance programs, community-based organizations and community capital campaign	Federal, state and community
		Stages 2–3		Federal, state, community, employer and student
		Stage 4–10	Combination of student earnings, employer support, community based organizations	
Childcare		Stages 1–10	College and/or community	Community
Paid release time to attend classes		Stages 2–10	Employer	Employer

ACP: Who Foots the Bill?

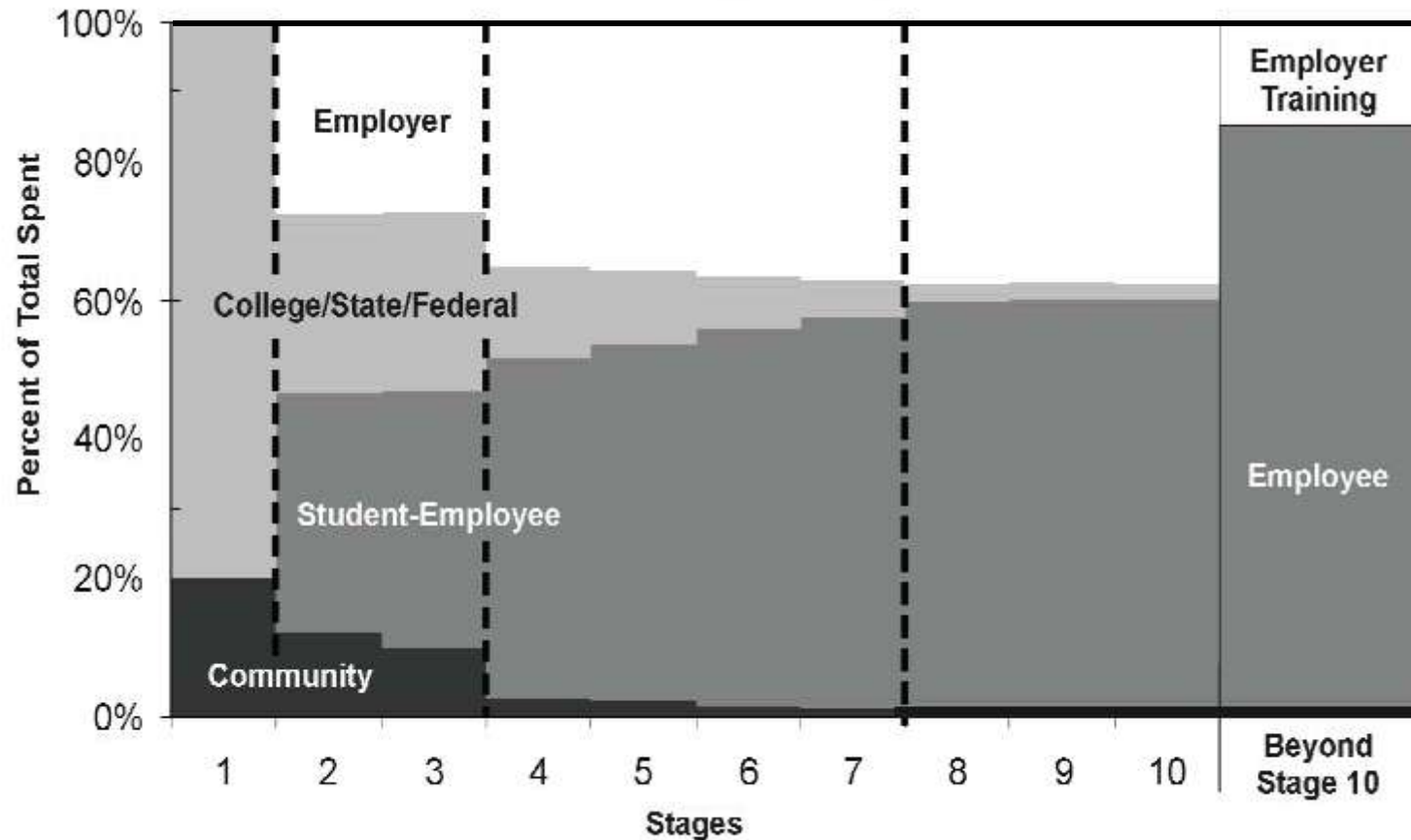


Figure 9-1. Support Cost Allocations for Average ACP Student-Employee

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)
- ***ABE Career Connections: A Manual for Integrating Adult Basic Education into Career Pathways*** – U.S. DoEd (OVAE)
- ***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



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