Enhancing and Expanding Career Pathways Efforts under WIOA: Moving from Awareness to Action

Mini-Institute
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Session Outcomes

Participants will have:

- Ideas for supporting implementation of career pathways in ABE programs
- Vision of a local career pathways system
- Strategies and tools for:
  - Assessing level of current implementation of career pathways in ABE programs
  - Communicating a vision of local career pathways
  - Facilitating development/expansion of local partnerships
Data Sources for Today’s Session

Abt Associates work on:

- **Oregon Pathways for Adult Basic Skills Transition to Education and Work (OPABS)**, Oregon Department of Community Colleges and Workforce Development (2006-2013)
- **Policy to Performance Project** (with Kratos Learning), U.S. Department of Education (2009-2012)
- **Moving Pathways Forward Project**, (with MSG), U.S. Department of Education ((2013-2016)
- **Bridge to Career Opportunities Project**, Corporation for National and Community Service, (2015-present)
## Self-Assessment

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<tr>
<th>Supporting Career Pathways Implementation in ABE Programs</th>
<th>Activities Underway</th>
<th>Activities Being Planned</th>
<th>No Plans Yet</th>
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<td>Communicate a vision of career pathways to ABE programs</td>
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<td>Provide professional development (PD) to ABE programs on partnership development</td>
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<td>Promote ABE programs’ provision of college and career awareness</td>
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<td>Identify resources, provide PD on expanded instruction to support career pathways</td>
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<td>Provide PD on strategies for ABE transition to postsecondary education and employment</td>
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<td>Use strategies to promote continuous improvement in ABE programs</td>
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State Support of ABE Career Pathways: Key Activities

- Assess Status of Local Career Pathways System
- Communicate Career Pathways
- Support Partnerships
- Design Intake Processes, Instruction, and Transition Services
- Promote Continuous Improvement

Key Elements of State and Local Career Pathways Systems

1. Identify Sector or Industry & Engage Employers
2. Design Education & Training Programs
3. Identify Funding Needs & Sources
4. Align Policies & Programs
5. Measure System Change & Performance
6. Build Cross-Agency Partnerships & Clarify Roles
What is a Local System for Career Pathways?
Illustrative Model of Career Pathways Local System

Coordination among ABE, CTE, Postsecondary, One-Stop, TANF, Vocational Rehabilitation, Support Services, Employers, Labor Organizations
Illustative Model of Career Pathways Local System

Coordination among ABE, CTE, Postsecondary, One-Stop, TANF, Vocational Rehabilitation, Support Services, Employers, Labor Organizations

RECRUIT DIVERSE CLIENTS
- Low-skilled adults
- Adults below secondary level
- English language learners
- Out-of-school youth
- TANF recipients
- Unemployed
- Underemployed
- Displaced workers
- Adults preparing for postsecondary education
- Adults in reentry
Illustrative Model of Career Pathways Local System

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CONDUCT CLIENT INTAKE
ABE-One-Stop-TANF Offices
- Demographic info.
- Background info. on education & employment
- Initial education & employment goals
- Barriers to participation
- Basic skills assessment

CONDUCT CLIENT ORIENTATION
- Provide College & Career Awareness (CCA)
- Develop Initial CCA Plan
- Develop Schedule for Services
Assessing Status of Local Career Pathways System

- Review NRS Data
- Gather & summarize information from ABE programs on career pathways services
- Identify current activities & gaps
- Develop plan for supporting and tracking career pathways services
ABE Provider Career Pathways Survey: Topics

1. Coordinate with Interagency Partners
2. Identify Sector or Industry and Engage Employers
3. Provide Education and Training Services
4. Implement Policies
5. Identify Funding Needs and Sources
6. Use Data to Monitor and Evaluate Performance
7. Conduct Public Relations and Ongoing Communication
ABE Provider Career Pathways Survey: Process

- Rate each item under each topic as:
  - No activity is underway
  - Activity is being discussed
  - Activity is underway

- List types of activities program is conducting for each item rated at “underway”

- Respond to Reflection Questions:
  - Are there other activities that the ABE program is conducting to support ABE learners’ movement to postsecondary education, training, or employment?
  - What are the key barriers that must be addressed for the successful implementation of these activities?
Communicating Career Pathways

- Develop communications plan
  - Visual representation of career pathways system
  - Value of career pathways approach
  - Key messages to communicate

- Facilitate communication—feedback session from ABE program directors, staff
WIOA Vision of Services

- Job training, apprenticeship, work experience
- Job search & placement

Comprehensive Intake:
- Demographic characteristics
- Background (education, work experience)
- Skills assessment
- Asset assessment
- Need for supportive services
- Initial goals, education, training and job placement plan

- Vocational rehabilitation services
- Supportive services
- Financial education, other services

Career & technical education, dual enrollment with adult education
Adult education & literacy/English language acquisition instruction
Career and college awareness instruction
Supporting Partnerships

- Developing local partnerships
  - Role of partners
  - Steps to form partnerships
- Resources to support partnerships
Why Are Partnerships Instrumental to Career Pathways?

- Linchpin to career pathways services—linking systems and services
- Multiple components of coordinated services required for effective adult basic skills (ABS) career pathways
- Can result in leveraged expertise and resources that support development and delivery of local career pathways services
Role of Partners in ABE Career Pathways

Learner Recruitment

- Refer clients in need of basic skills instruction to ABE program
- Advertise ABE career pathways services

Instruction

- Design and deliver integrated basic skills and occupational instruction
  - Collaboration between basic skills and postsecondary CTE or academic faculty in designing contextualized courses
  - Co-teaching of courses by basic skills and postsecondary faculty
  - Use of CTE guest speakers in ABS transition courses
Role of Partners in ABS Career Pathways

Advising

- Provide career awareness and planning
  - Coordination between ABS (within, outside of college) and college advising or counseling departments
  - Coordination between ABS (within college) and other college departments offering college orientation and success courses

Employment-Related Activities

- Provide mentoring, shadowing, and internships
  - Coordination between ABS and CTE/local employers

- Place clients into jobs
  - Coordination between ABS and employment services, American Job Centers
Adult Basic Skills Career Pathways Model

**ABS Plans/Works with College Depts. (CTE, Advising, Other), One-Stop, Employers, Local Agencies**

- **Recruit & Facilitate Referral of Learners**
  - Target High-Intermediate and ASE learners who enroll in ABS
  - Work with ESOL, VESL, CTE, Dev. Ed., One-Stop to identify candidate learners for OPABS/CP courses

- **Plan & Design Instruction**
  - Collect data/consult with CTE, LWIB/One-Stop, local employers to identify 2+ high-demand occupational pathways
  - Develop partnership with CTE faculty to integrate occupational information into OPABS courses, identify dual enrollment courses for ABS learners
  - Identify acceleration strategies for learners

- **Deliver Instruction**
  - ABS learners enroll in combinations of ABS/OPABS, VESOL, Occupation-specific Basic Skills, and credit courses (College Success, Online Hybrid)
  - ABS faculty develop & update Learners' OPABS Career Pathway Plan
  - ABS and CTE faculty review learner progress

- **Provide Advising & Transition Services**
  - Work with college advising, other offices to access services for ABS learners
  - ABS learners earn initial credentials (<1 Year certificate)
  - ABS learners are guided to CTE or academic college courses, occupational training

- **Provide Orientation & Assessment to Place ABS Learners into courses**
  - Set short & long-term goals
  - Set expectations for Postsecondary Education

- **Provide Access to Support Services**
  - Identify/work with community agencies to facilitate ABS learners’ referral to social support services
  - Work with One-Stop to facilitate ABS learners’ referral to job training, employment

- **Collect & Review Data**
  - Track learners’ length of participation, class gains, enrollment in CTE courses, certificates
  - Use results to revise current/develop new processes
Strategies for Developing and Sustaining Partnerships

- Identify potential partners
- Form partnership
- Develop strong interpersonal relationships
- Build a process and structure for monitoring and sustaining partnerships
Strategies for Developing and Sustaining Partnerships

- Form partnerships
  - Set goals and objectives that are concrete and attainable
  - Develop a shared vision with agreed-upon objectives and strategy
  - Examine data to identify and/or support shared vision
Strategies for Developing and Sustaining Partnerships

- Develop strong interpersonal relationships

  ✓ Establish mutual respect, understanding, and trust

  ✓ Work to ensure that benefits of partnership are perceived as offsetting costs—what partners have to gain in working together is greater or equal to the effort they exert

  ✓ Be able to compromise and be flexible
Strategies for Developing and Sustaining Partnerships

- Build a process and structure for monitoring and sustaining partnerships
  - Involve multiple organizational levels in the partnership
  - Develop clear roles and guidelines
  - Provide feedback on progress and outcomes from partnerships
Designing Intake Processes, Instruction, & Transition Services

- Expand intake information
- Provide career and college awareness
- Design instruction to support career pathways
  - Standards-aligned adult education & literacy (e.g., contextualized and accelerated learning, English literacy & civics instruction)
  - Transition to postsecondary education & training (e.g., dual enrollment, integrated education & training)
  - Workforce preparation (e.g., employability skills, job readiness, job search skills)
- Transition adult education learners to postsecondary education, training, and employment
Promoting Continuous Improvement

- Assess client participation and progress
- Monitor quality of career pathways services
- Pilot test new approaches
Resources


https://lincs.ed.gov/sites/default/files/CP_PolicyBrief_V5_ADA.pdf
Thank You!