

# Career Pathways: Creation and Implementation

Speakers:

**Judy Mortrude**, Director, Alliance for Quality Career Pathways, Center for Law and Social Policy

**Richard Hinckley**, President & Chief Executive Officer, Center for Occupational Research & Development

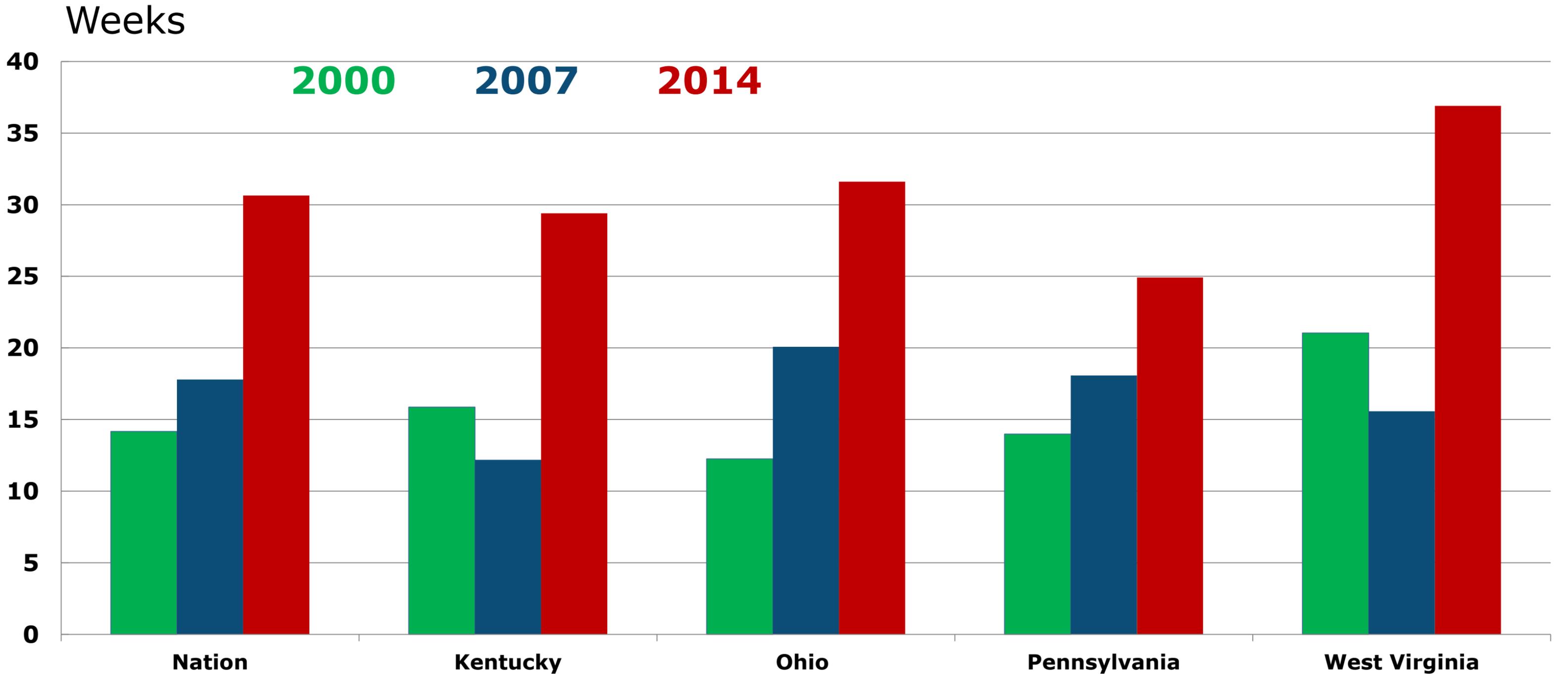
**Dave Megenhardt**, Executive Director, United Labor Agency

Moderator:

**Kyle Fee**, Senior Policy Analyst, Federal Reserve Bank of Cleveland

# Why Workforce Development?

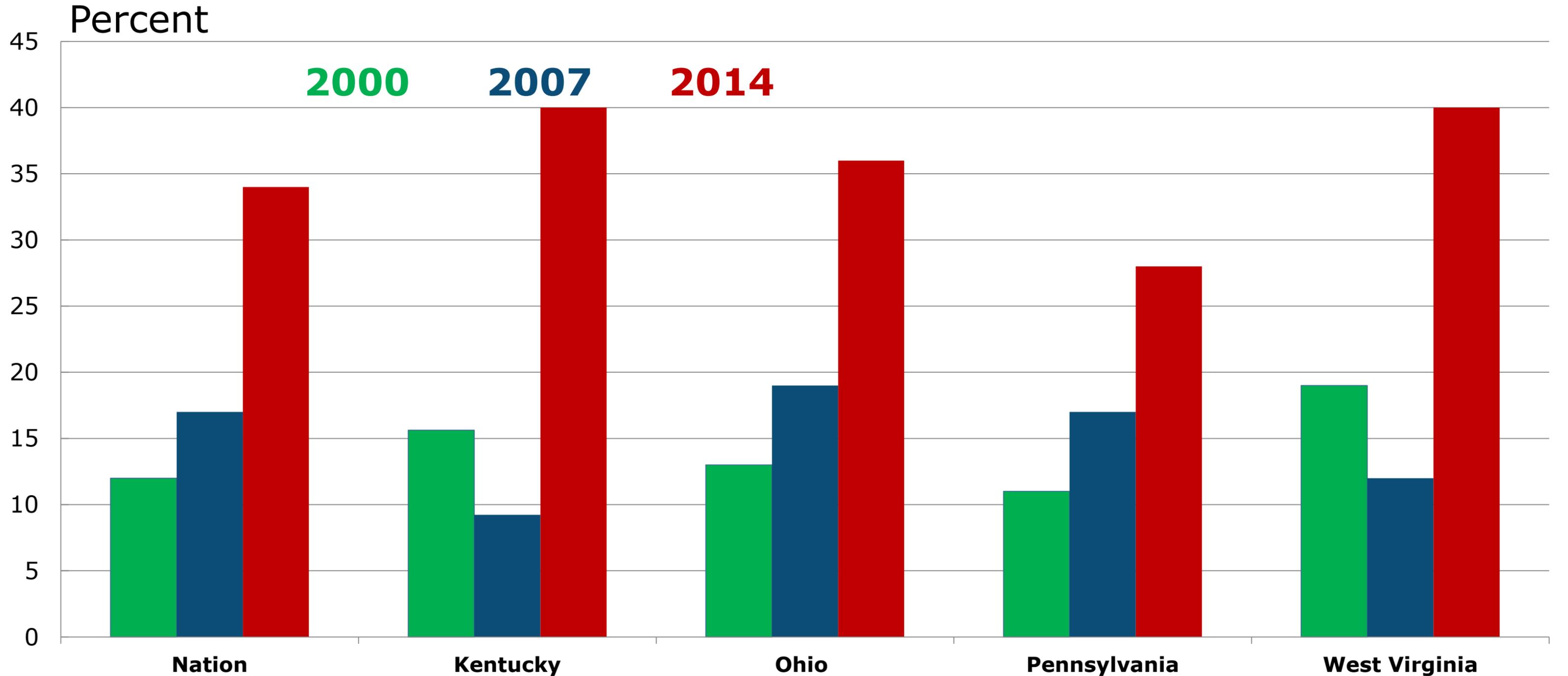
# Average Duration of Unemployment



Source: Current Population Survey

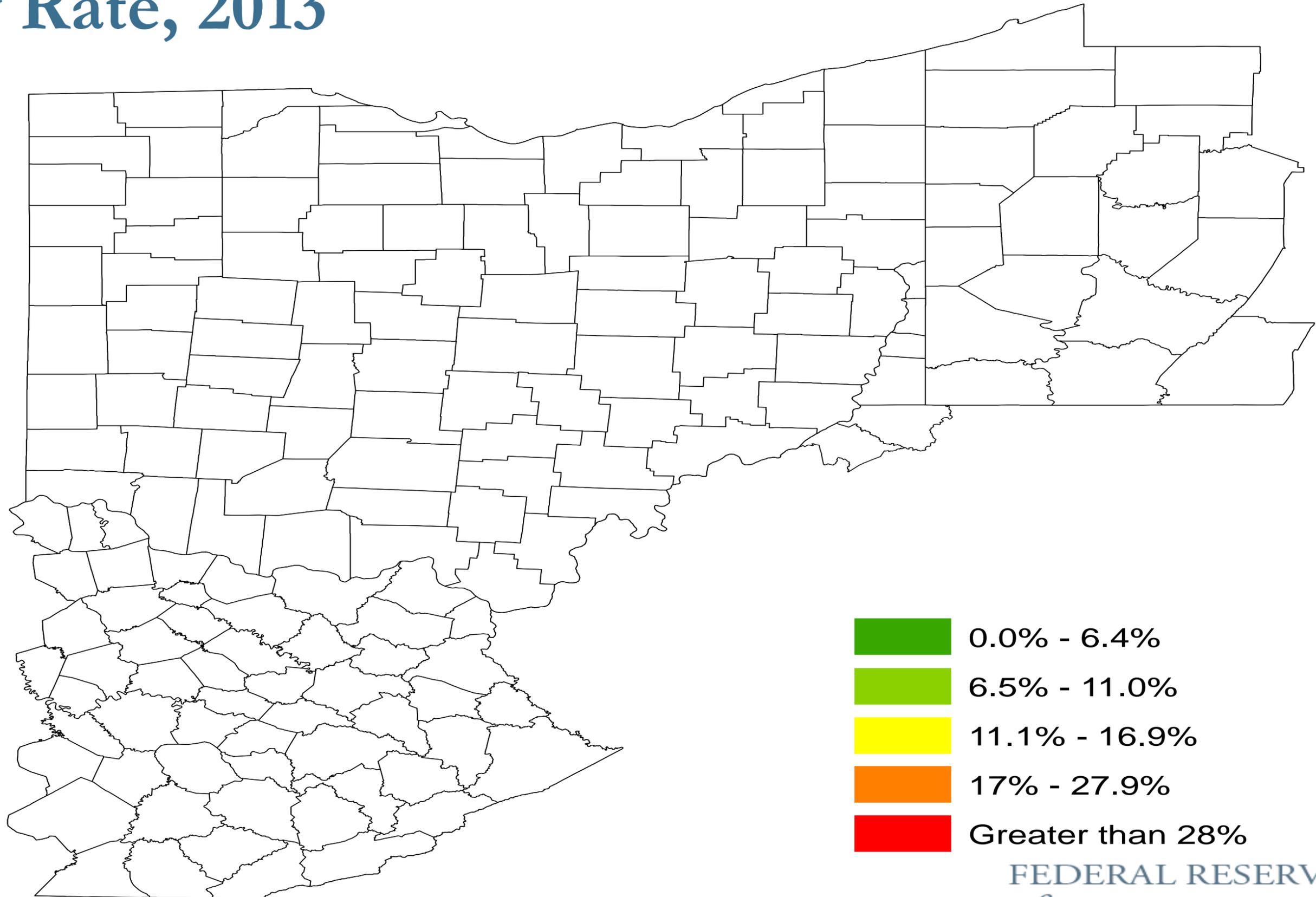
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# Share of Unemployed that is Long Term



Source: Current Population Survey

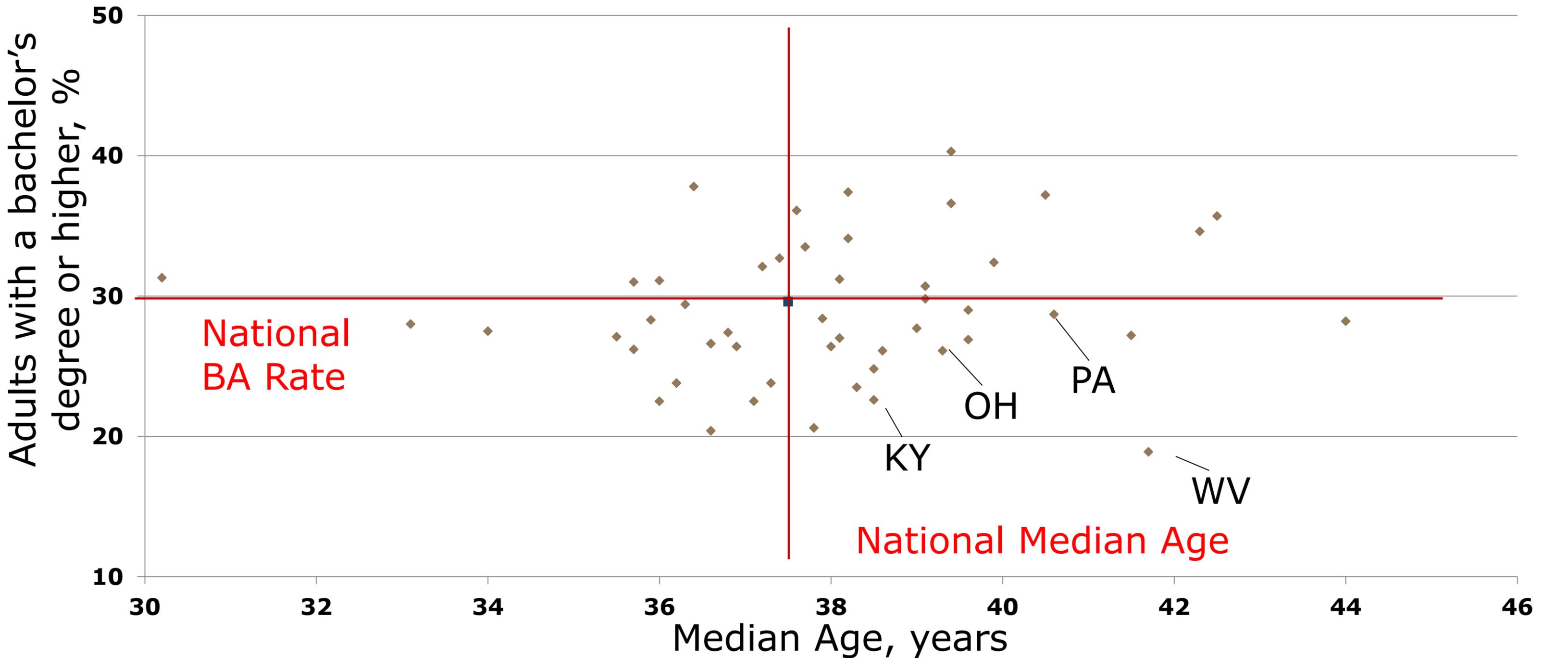
# Poverty Rate, 2013



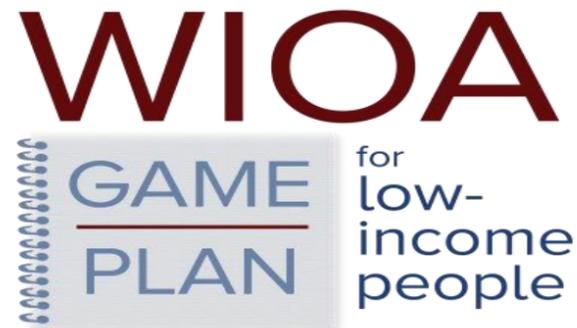
Source: American Community Survey (5 year)

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# Age and Education, 2013



Source: American Community Survey



## Judy Mortrude

Center for Postsecondary and Economic Success at the  
Center for Law & Social Policy (CLASP)

# Workforce Innovation and Opportunity Act of 2014 (WIOA)

Workforce development is a bipartisan issue

WIOA VOTE	
House	Senate
415 Yeas	95 Yeas
6 Nays	3 Nays
	

Passed with wide bipartisan majority in Congress

- WIOA was signed into law July 22, 2014

First reauthorization of national workforce programs in 16 years

- Updates the law for changes in the economy
- Emphasizes newer, proven strategies in workforce development

# WIOA scope

## 6 Core Programs

- Title I Adult, Dislocated Worker & Youth
- Title II Adult Education and Family Literacy
- Title III Employment Service (Wagner-Peyser)
- Title IV Vocational Rehabilitation

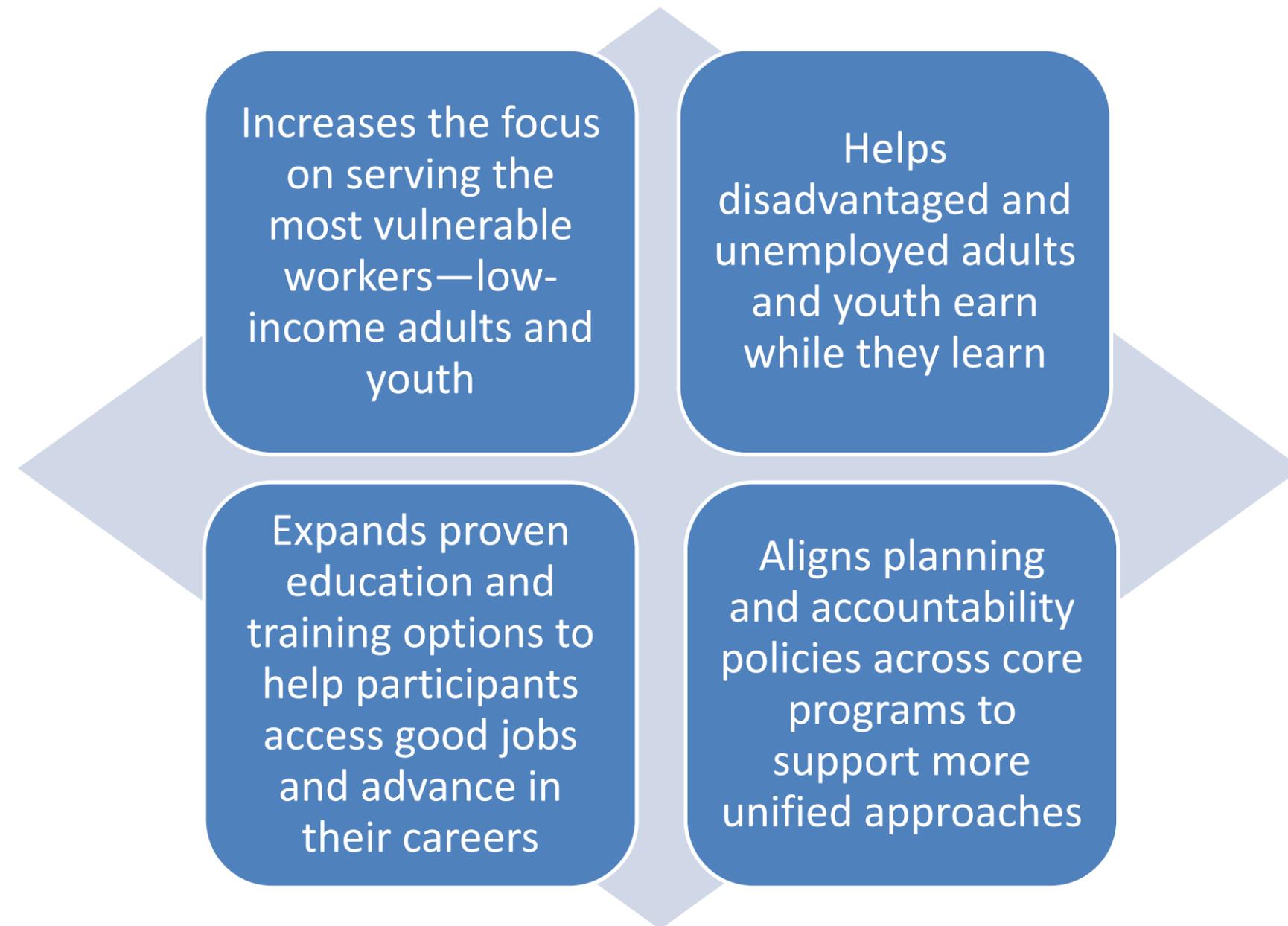
## Service Delivery Partners at one-stops

- Temporary Assistance to Needy Families (TANF), Second Chance Act

## Other Potential Partners

- Career & Technical Education, SNAP E&T (food stamps), Community Colleges

# New opportunities for low-income and low-skilled adults and youth



# Requires implementation of career pathways

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;

(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.

WIOA (Sec 3(7))

# Ability to Benefit: Eligible Career Pathway

In this subsection, the term ‘eligible career pathway program’ means a program that—

(A) concurrently enrolls participants in connected adult education and eligible postsecondary programs;

(B) provides counseling and supportive services to identify and attain academic and career goals;

(C) provides structured course sequences that—

(i) are articulated and contextualized; and

(ii) allow students to advance to higher levels of education and employment;

(D) provides opportunities for acceleration to attain recognized postsecondary credentials, including degrees, industry relevant certifications, and certificates of completion of apprenticeship programs;

(E) is organized to meet the needs of adults;

(F) is aligned with the education and skill needs of the regional economy; and

(G) has been developed and implemented in collaboration with partners in business, workforce development, and economic development.”.PL 113-235



# KEY COMPONENTS OF CAREER PATHWAYS

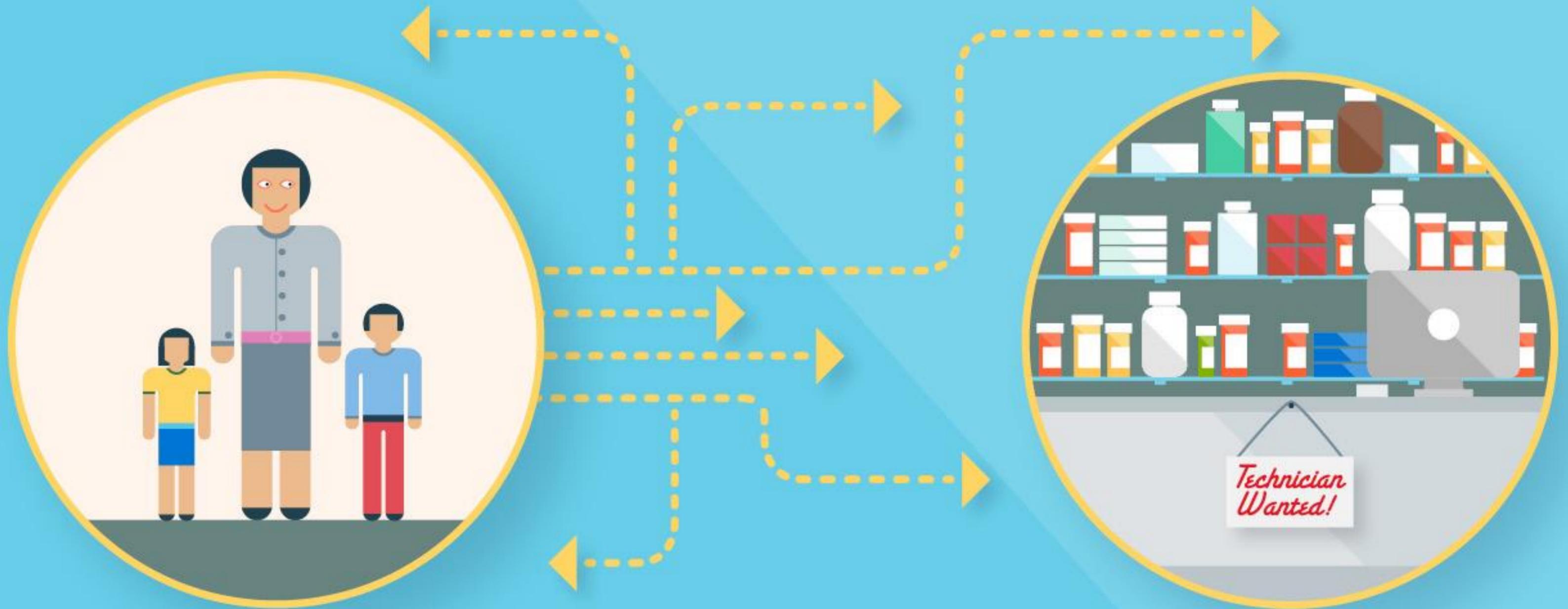
Imagine that you're one of the estimated 36 million adults in the U.S. who has limited skill levels. You want to improve your skills and get a better job...perhaps as a machine operator, pharmacy assistant, or automotive technician.



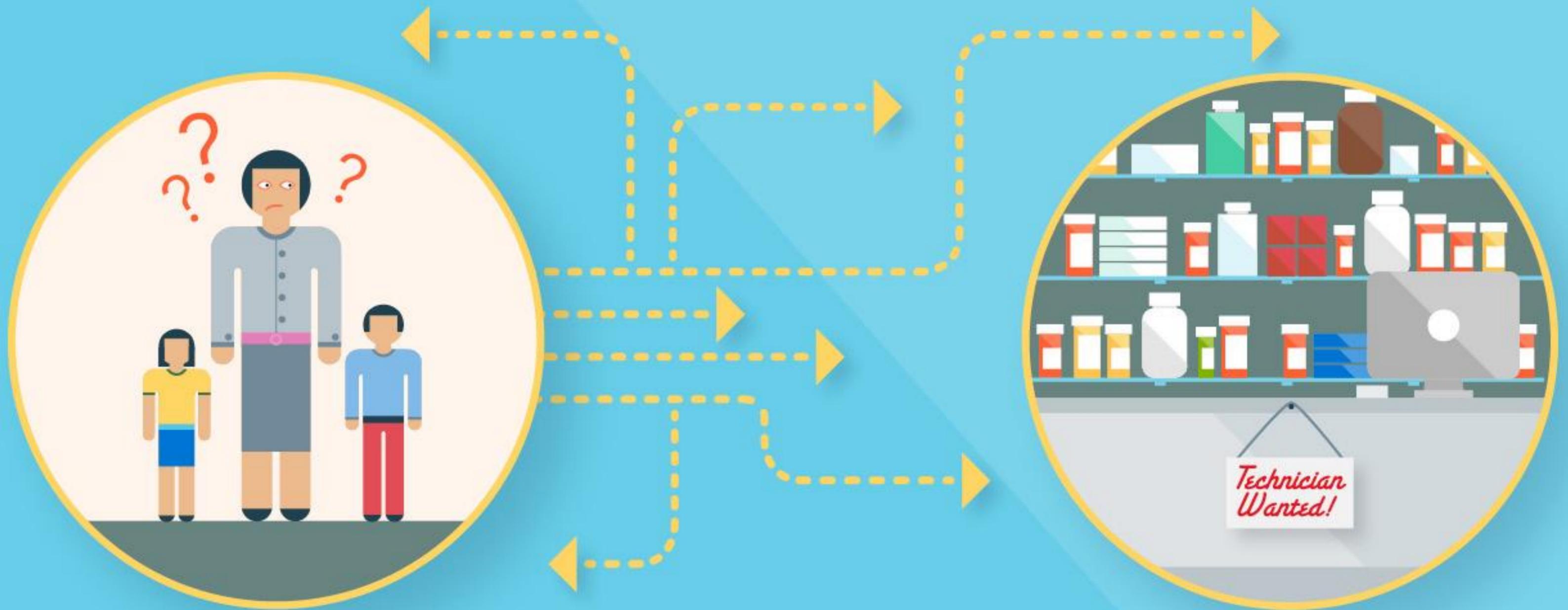
You know that there is increasing demand for these skilled occupations. But like many, you don't know where or how to get the education or training necessary to move forward with such a career.



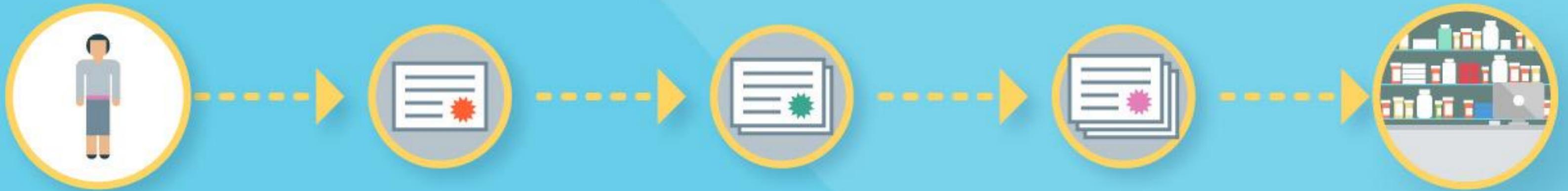
You lack access to career guidance, and you're confused by the wide array of postsecondary options. Plus, you have to hold down a job and raise your family while pursuing further education and training.



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.



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 ...



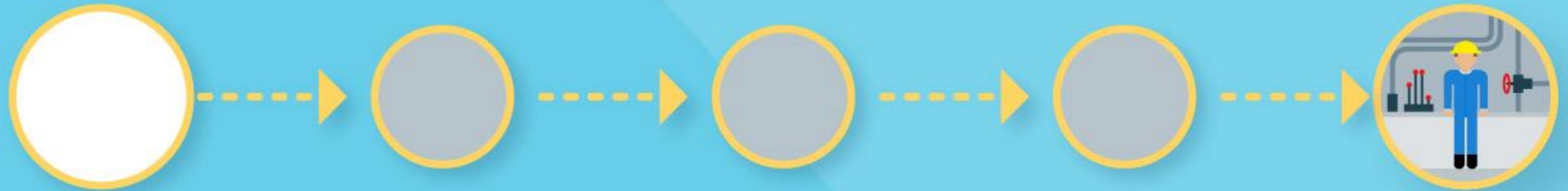


1) Multiple entry points so that individuals can begin their career path at the most appropriate skill level.

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:



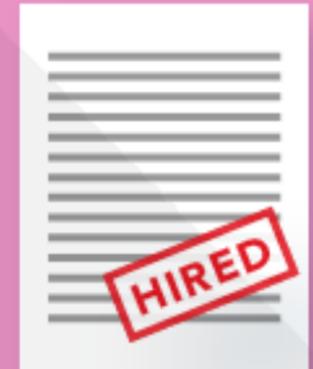
**Quality education  
and training**



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



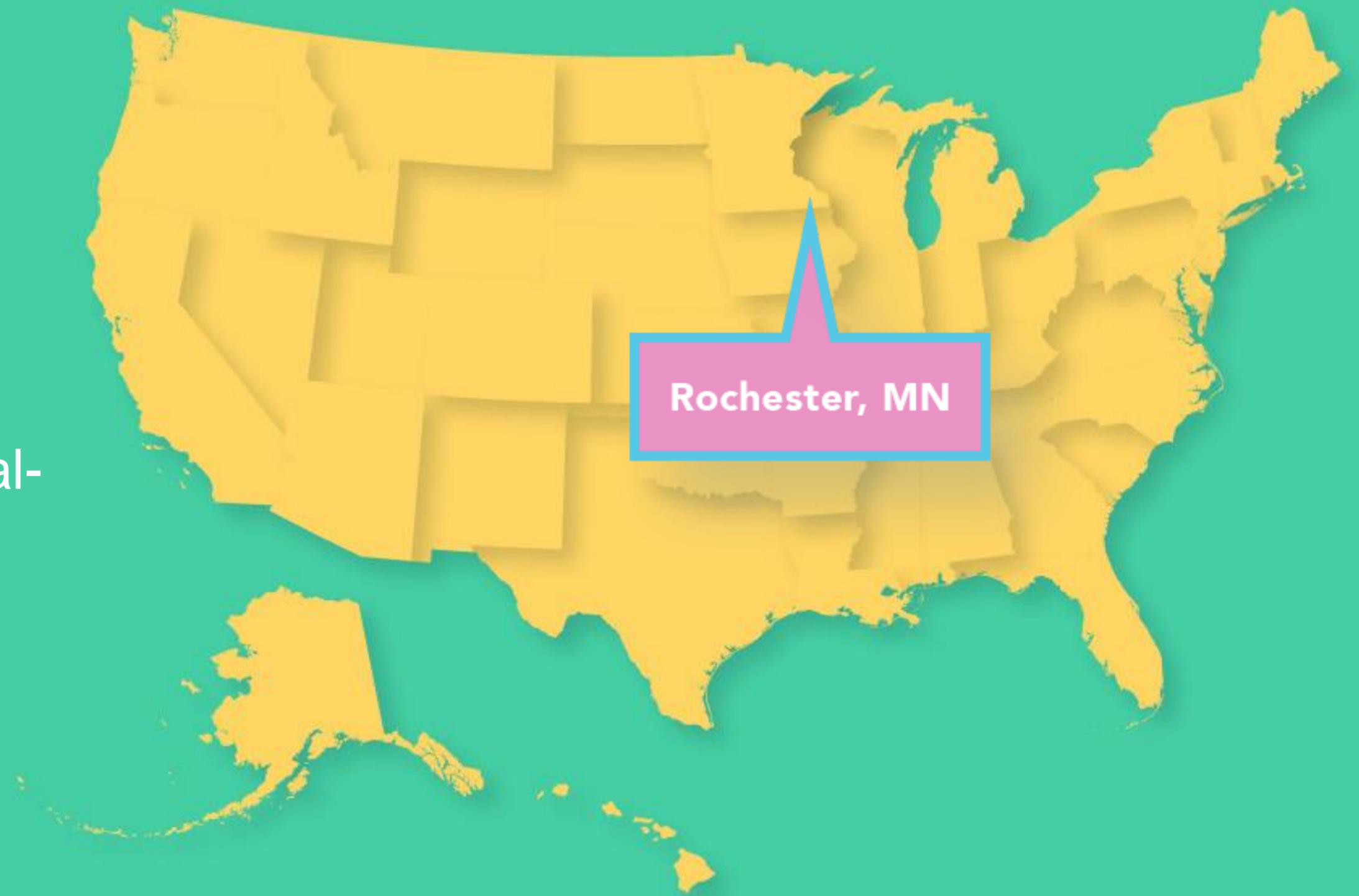
**Support services  
and career  
navigation  
assistance**



**Employment  
services and work  
experiences**



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, the Minnesota FastTRAC Pathway program, 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.



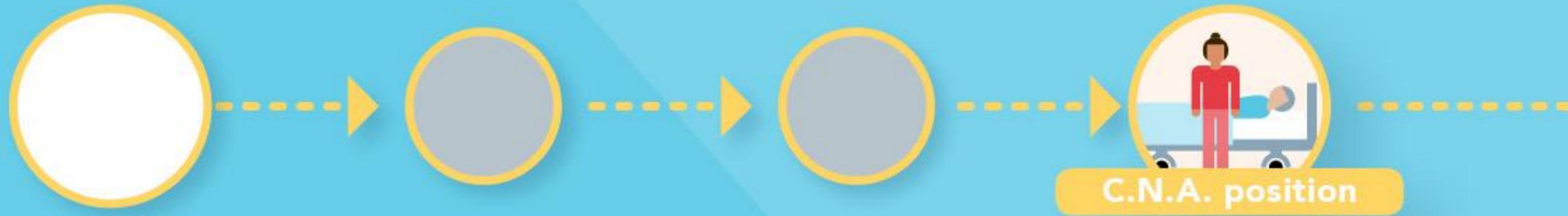
One of the early entry points is tailored specifically to low-income and low-skilled adults and starts with several courses that teach foundational skills in the context of health care.

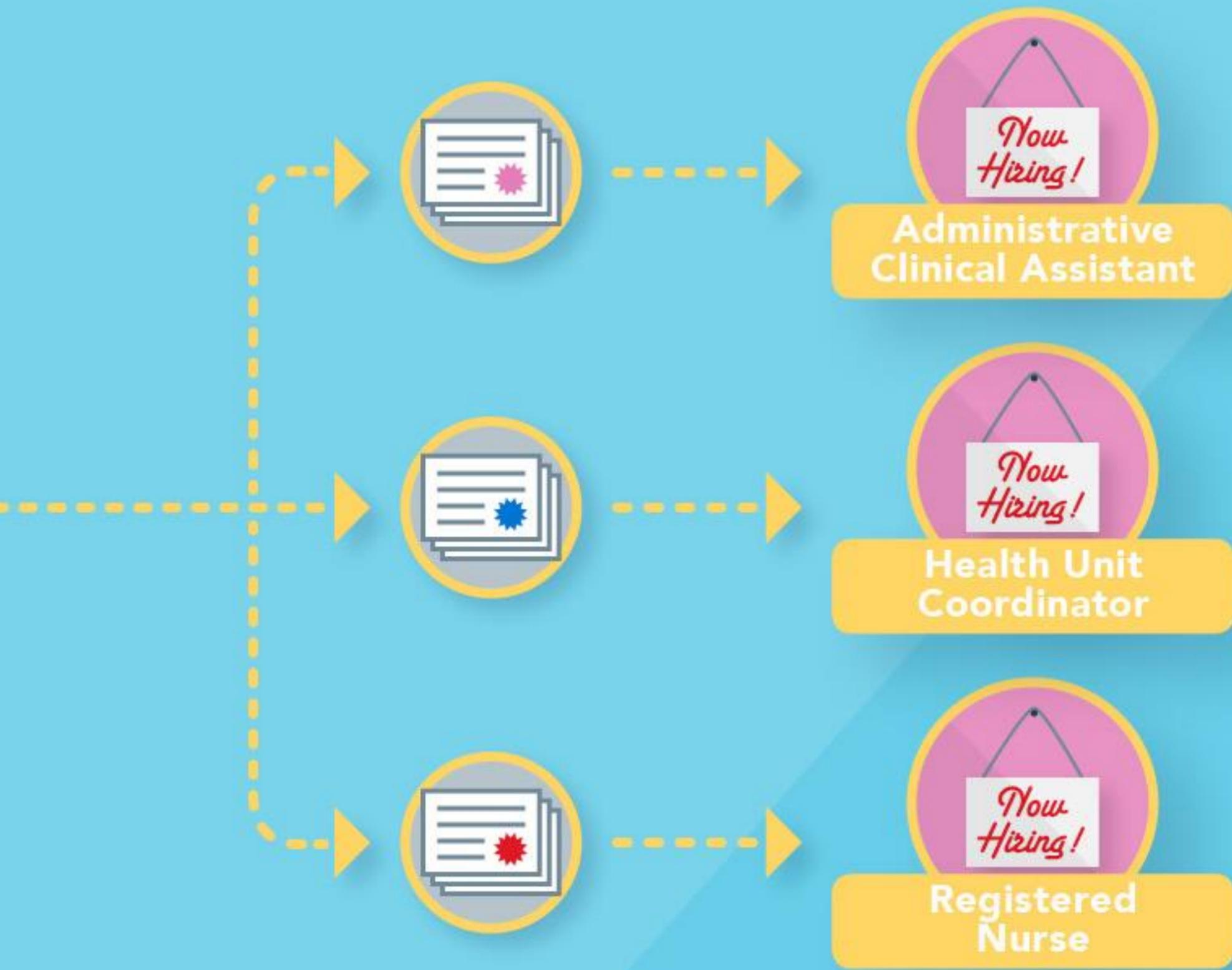


From there, participants enter Rochester Community & Technical College to begin their training and pursue an Advanced Hospital C.N.A. credential.



Once that credential is acquired, the main employment exit point from the program 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 in this program count toward the next programs in the pathway.



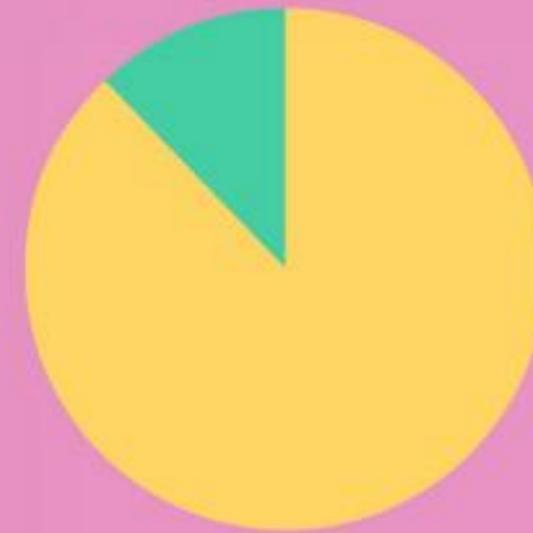
**“There was a point in my life I didn’t know what direction to go and there weren’t many resources for me. Now I have everything I need to be successful.”**

**—ANTOINETTE MCCARTHY**  
**CERTIFIED NURSING ASSISTANT**  
**MINNESOTA FASTTRAC GRAD**

The Rochester pathway is one example among many in Minnesota.

From 2009-2012, MN FastTRAC programs received funding from multiple federal, state, and philanthropic sources and served 3,385 individuals, achieving superior results and outcomes compared to other education and training programs.

OUT OF THE **3,385** PEOPLE ENTERING INTO THE MINNESOTA FASTTRAC PROGRAM ...



**88%** completed industry-recognized credentials and/or credits toward those credentials



**69%** attained employment and/or continued education in the career pathway

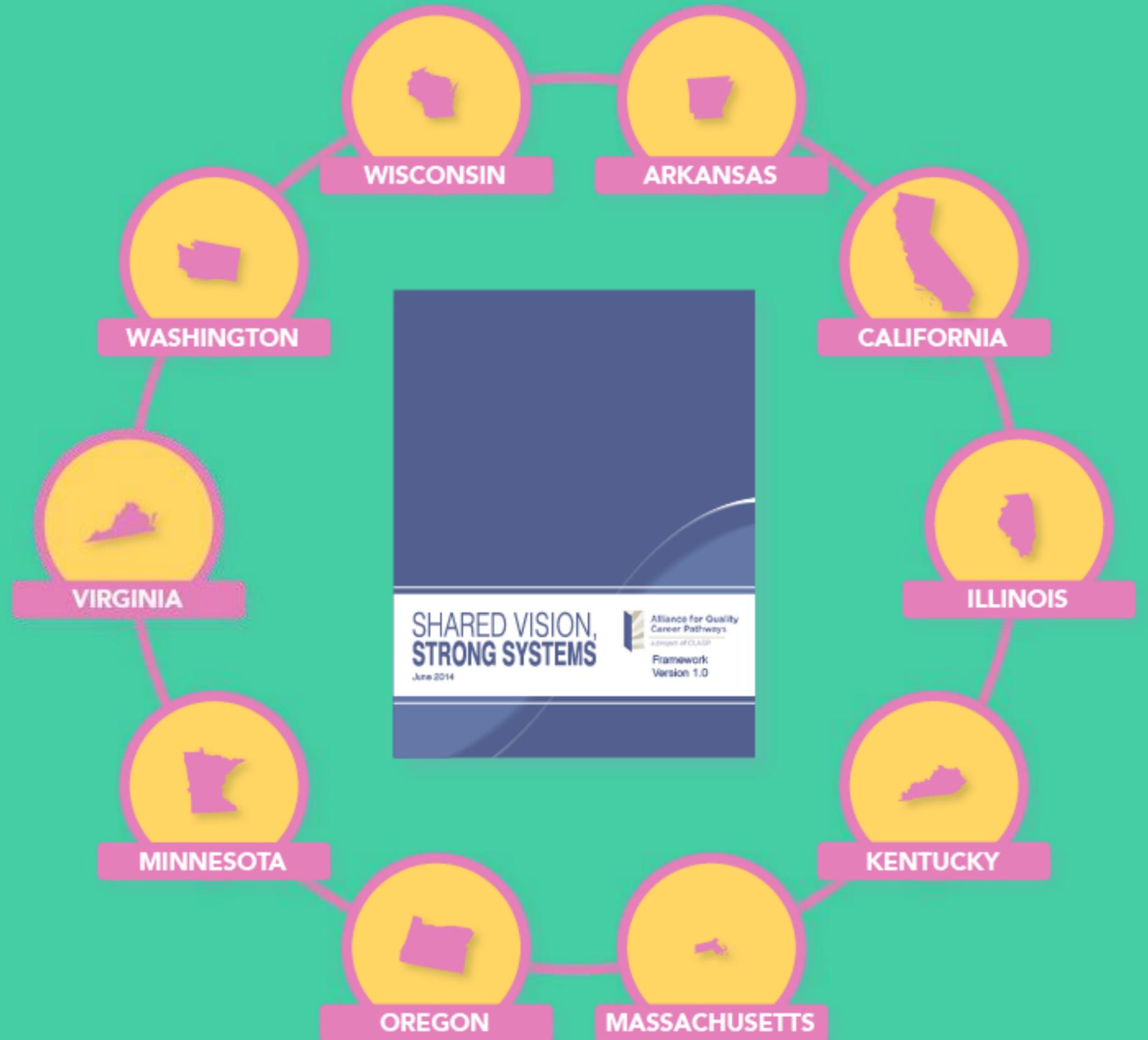


# HOW WE SUSTAIN AND SCALE CAREER PATHWAYS

A shared vision and strong career pathway system in states and communities makes this approach feasible and effective.



To help improve, scale, and sustain career pathway systems, the 10 states in the Alliance for Quality Career Pathways created a consensus framework that provides a clear set of criteria and indicators.

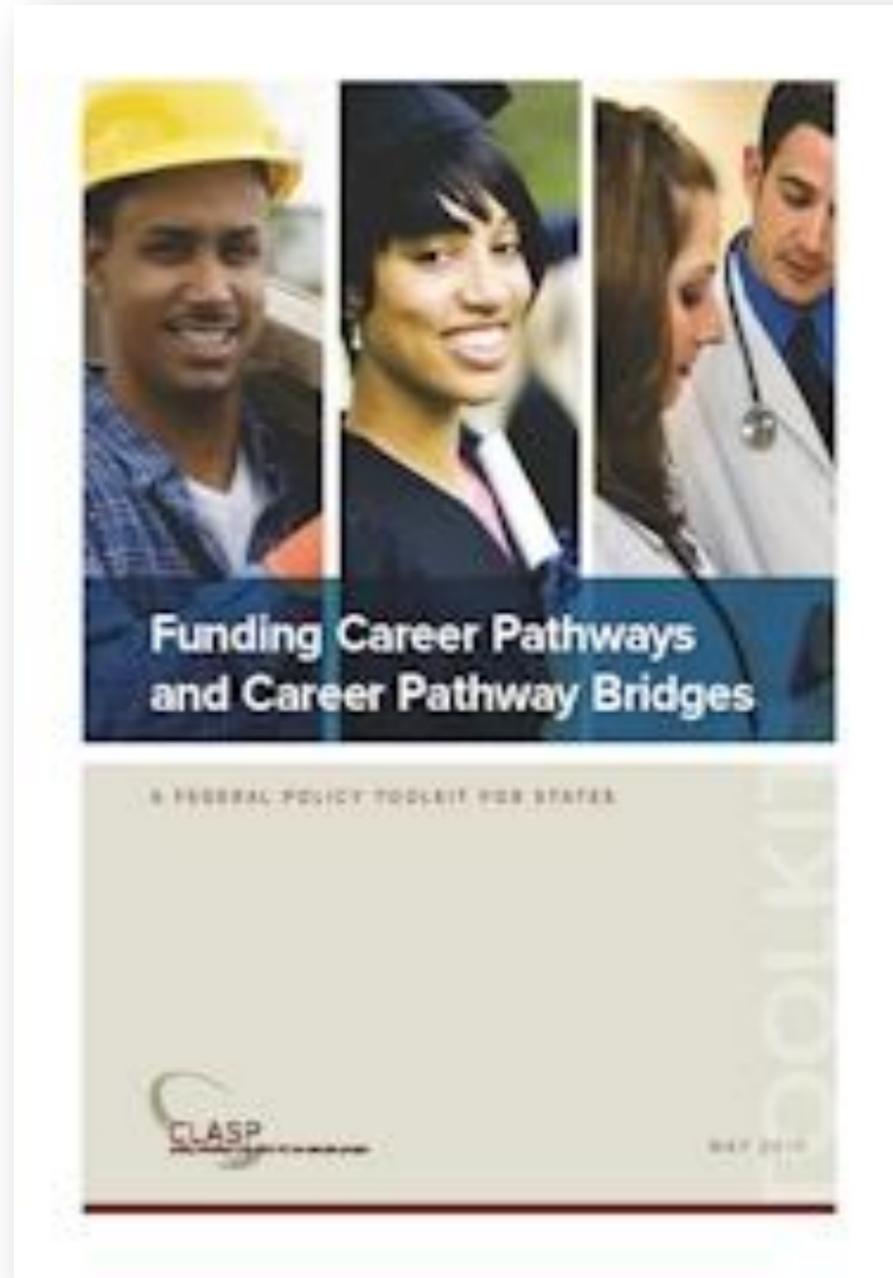


The Alliance framework also establishes a set of participant metrics which correspond to the WIOA performance measures.

These metrics include credential and labor market outcomes, as well as interim metrics designed to measure the progress of participants along pathways.



# Funding Career Pathways: A Federal Funding Toolkit for States



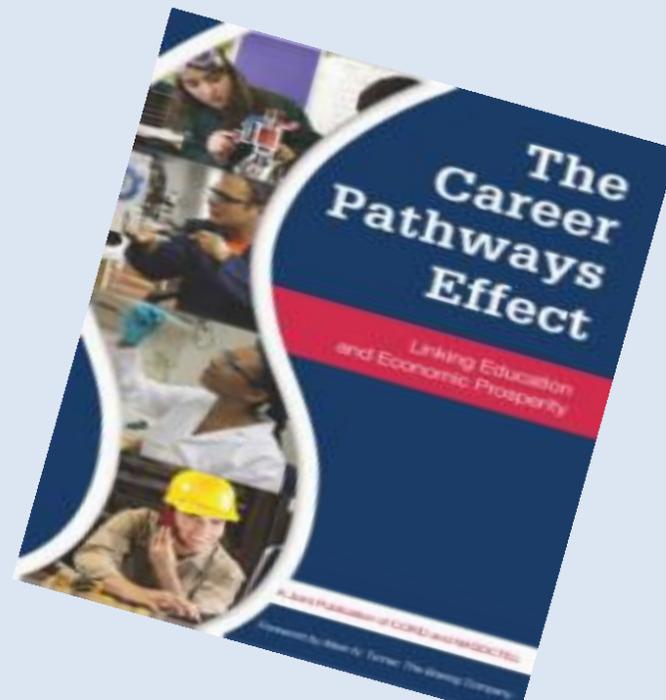
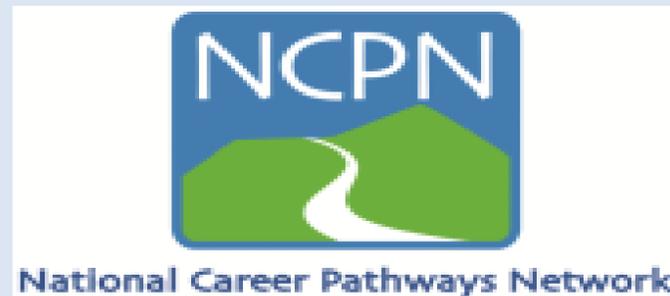
- ✓ Understand key components of career pathways
- ✓ Identify Federal Resources to support career pathways
- ✓ Pinpoint state policy changes or actions needed

Most recent version February 2015

[www.clasp.org/wioagameplan](http://www.clasp.org/wioagameplan)

# Career Pathways Implementation

## The Career Pathways Effect: Linking Education and Economic Prosperity



# Carl D. Perkins and 10 U.S. Dept. of Ed. Programs of Study Components

## A Comparison of the Perkins POS Requirements and POS Framework Components

Perkins POS Requirements	POS Framework Components
<b>A. Incorporate and align secondary and postsecondary education elements</b>	<ul style="list-style-type: none"> <li>• <i>Legislation and Policies</i></li> <li>• <i>Partnerships</i></li> </ul>
<b>B. Include academic and CTE content in a coordinated, non-duplicative progression of courses</b>	<ul style="list-style-type: none"> <li>• <i>College and Career Readiness Standards</i></li> <li>• <i>Course Sequences</i></li> <li>• <i>Guidance Counseling and Academic Advisement</i></li> <li>• <i>Teaching and Learning Strategies</i></li> </ul>
<b>C. Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits</b>	<ul style="list-style-type: none"> <li>• <i>Professional Development</i></li> <li>• <i>Credit Transfer Agreements</i></li> </ul>
<b>D. Lead to industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree</b>	<ul style="list-style-type: none"> <li>• <i>Accountability and Evaluation Systems</i></li> <li>• <i>Technical Skills Assessments</i></li> </ul>

# 10 U.S. Dept. of Ed. Programs of Study Components

1. **Legislation and Policies**
2. **Partnerships**
3. **Professional Development**
4. **Accountability and Evaluation Systems**
5. **College and Career Readiness Standards**
6. **Course Sequences**
7. **Credit Transfer Agreements**
8. **Guidance Counseling and Academic Advisement**
9. **Teaching and Learning Strategies**
10. **Technical Skills Assessments**



# Terminology Progression

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**Career Clusters - 16**

**Career Pathways - 78**

**Programs of Study - For Each Job Category**

# Career Cluster

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*States may develop and implement career and technical programs of study in one or more of 16 career clusters that are recognized by the U.S. Department of Education.*

*The 16 career clusters are occupational categories with industry-validated knowledge and skills statements that define what students need to know and be able to do in order to realize success in a chosen field.*

*Within in each of the clusters, career pathways have been developed, which outline sequences of academic, career, and technical courses and training that begin as early as ninth grade and lead to progressively higher levels of education and higher skilled positions in specific industries or occupational sectors.*

# *Career Pathway*

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*A career pathway is a coherent sequence of rigorous academic and career courses that begins in high school and leads to an associate degree, a bachelor's degree and beyond, and/or an industry recognized certificate or license.*

*Career pathways are developed, implemented, and maintained by partnerships involving educators, community leaders, and employers.*

# *Program of Study*

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*A program of study is a comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success.*

*At minimum, programs of study must:*

- Incorporate and align secondary and postsecondary education elements.*
- Include academic and CTE content in a coordinated, non-duplicative*
- progression of courses.*
- Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits.*
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.*
- To be considered Rigorous Programs of Study, the design framework needs to consider and adhere to the Carl D. Perkins Act components requirements of...*

# 10 U.S. Dept. of Ed. Programs of Study Components

1. **Legislation and Policies**
2. **Partnerships**
3. **Professional Development**
4. **Accountability and Evaluation Systems**
5. **College and Career Readiness Standards**
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9. **Teaching and Learning Strategies**
10. **Technical Skills Assessments**



# Concepts and Structures to Implementation – A Career Pathways System

## Partners Required

- **K-12 Education**
- **Adult Education**
- **Colleges**
- **Employers**
- **Community-Based Organizations**
- **Workforce Entities**



# Partnerships

## Develop internal district stakeholder partnerships

- Students
- Parents of Students
- Faculty
- Staff
- Administration

## Develop External Stakeholders

- Business and Industry
- Economic Developers
- Government/Policy Makers
- Faith-based and non-profits
- State Workforce Administrators



- **Validate ROI of Participation for Internal and External Stakeholders**

# Implementation Strategies

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**Consideration of both the supply side and the demand side of the workforce and economic needs of the community.**



# **Balance Career /Technical Education Demand and Supply Sides**

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- **Accumulative Report on Business and Industry**
  - **Locate/Synthesize current regional economic development and workforce studies**
  - **Assemble data to best reflect current and future trends**
  - **Identify major issues within the trends**
  - **Conduct Business/industry CEO Sector Engagements as needed; synthesize data**
  - **Conduct community stakeholder engagements as needed; synthesize data**
  - **Prepare Key Indicator Demand-Side Report and Gap Analysis with Supply-Side**

# **Balance Career /Technical Education Demand and Supply Sides**

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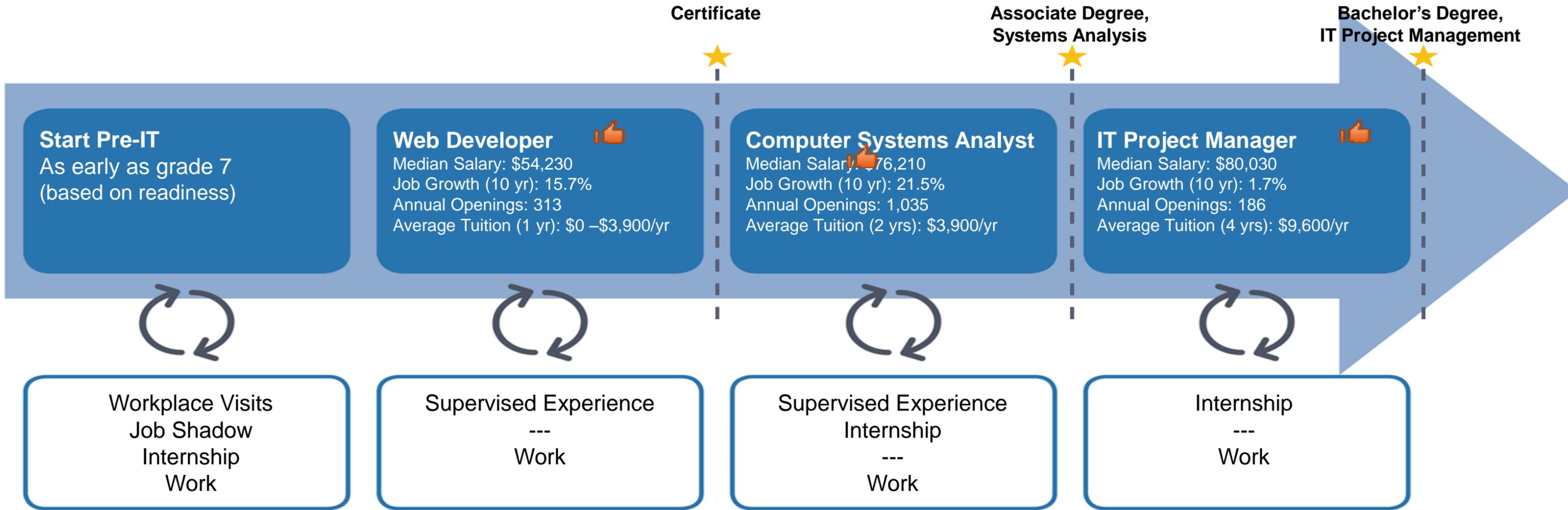
- **Assessment of Capability and Capacity**
  - Conduct district gap analysis of program supply and demand
  - Assess Career Pathways systems preparedness
  - Assess status of pedagogical methods that support workforce preparation, such as contextual teaching and learning; competency based learning; problem/scenario based learning; industry site-based learning
  - Assess district/college support programs and services
  - Assess available public and private services for workforce preparation support
  - Assess capabilities and status of remote delivery
  - Prepare Capacity Supply-Side Report and Gap Analysis with Demand-Side

# Implement

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- **Consolidate Findings**
- **Engage Stakeholders in Solutions**
- **Implement Solutions**
- **Maintain the Partnership**
- **Locate Best and Promising Practices**

# Information Technology Career Pathway



Provided by middle schools, high schools, employers, Ohio Tech Centers, and colleges.

**Preparing students for multiple options after high school:  
gainful employment and/or postsecondary study.**

Ohio In-demand Occupations

Data reflects 2014 Ohio labor statistics and public institutions of higher education for 2013-2014. For specific tuition costs, visit [ohiohighered.org](http://ohiohighered.org).



# Information Technology Career Pathway

Secondary Pathway: **Interactive Media**

Postsecondary Program: **Interactive Media**

## An Example of Courses with Secondary and Postsecondary Credits

Secondary	7 8	English I	Algebra I	Physical Science	Social Studies	Fine Arts	Information Technology	Web Design	
	9 10	English II	Geometry	Biology	World History	Health (.5) PE (.5)	Design Techniques	Interactive Application Development	World Languages
	11	English III	Algebra II	Chemistry	U.S. History	3D Techniques	World Languages		
	12	English IV	Trigonometry/ Calculus	Physics	U.S. Government	Video & Sound	IT Capstone		

Postsecondary	Year 1 1st Semester	English	College Seminar	Biology	Principles of Interactive Design	Video and Sound Basics	Intro to Computer Design	HTML	
	Year 1 2nd Semester	Visual Communication	Storyboarding	Audio Production I	Branding	CSS	Media Graphics & Optimization	Intro to Humanities	
	Year 2 1st Semester	Flash I and II	Intro to Sociology	Audio Production II	JavaScript Fundamentals	Content Management & Integration	Statistics		
	Year 2 2nd Semester	Advanced Flash III	Interactive Portfolio	Web Design Creation	Interactive Media Practicum	Creation-Encore			

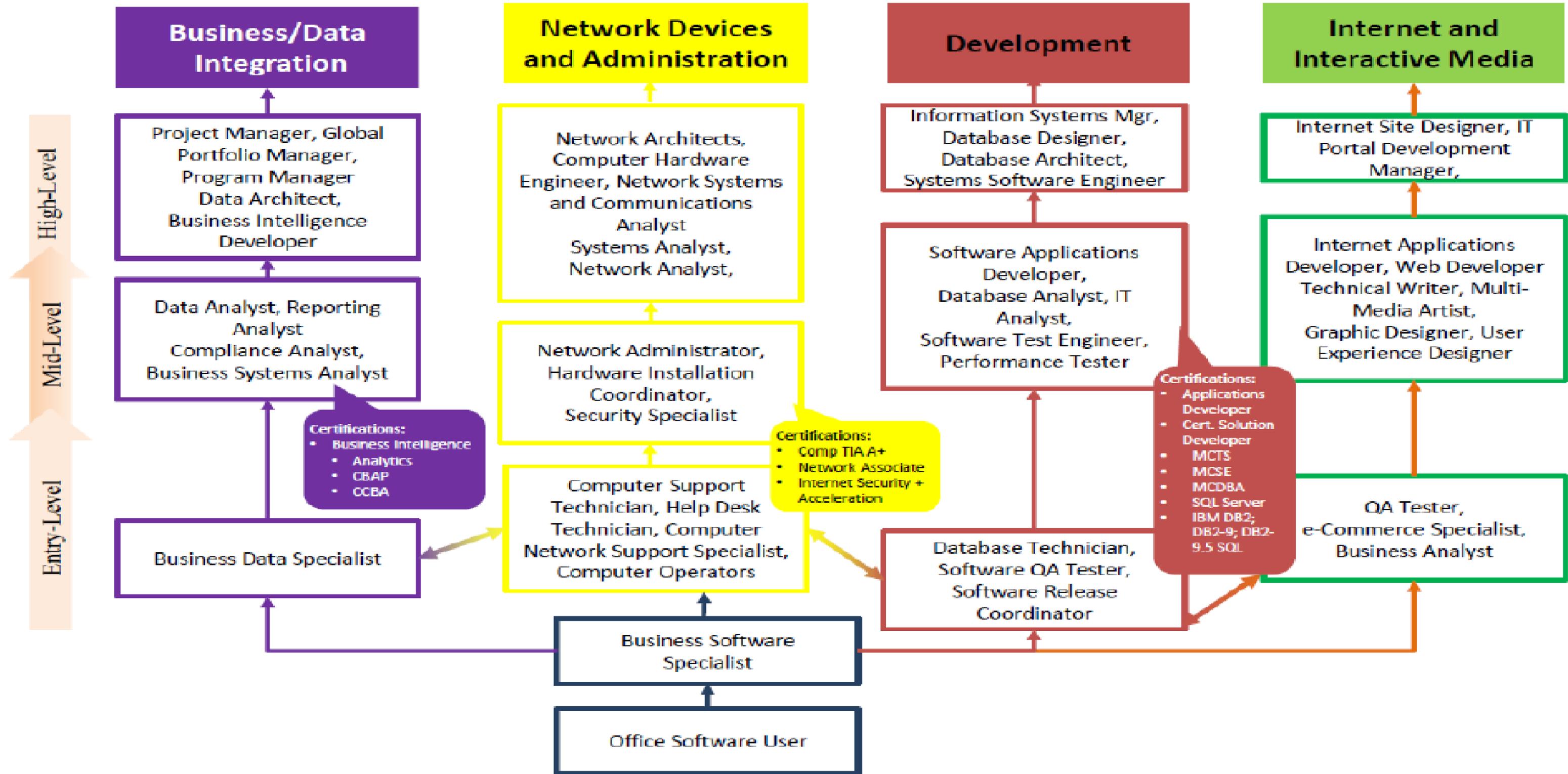
High School Career-Technical Education Program Courses
High School Courses for Postsecondary Credit (Including Apprenticeship Hours) and the Corresponding Postsecondary Courses
Required Courses
Recommended Electives

Visit [education.ohio.gov/CareerConnections](http://education.ohio.gov/CareerConnections) for reference information.

Course titles and sequences will vary between schools.

11/2014

# Career Paths in Information Technology



P O L I C Y  
S U M M I T

Q & A

P O L I C Y  
S U M M I T

Thanks to our speakers