Career Pathways in Action
An Integrated Education and Training Approach
Important Disclaimer

This training opportunity is made available through a partnership among Maher & Maher, the District’s Workforce Investment Council (WIC), and the Office of the State Superintendent of Education (OSSE). The purpose of the training is to increase awareness and capacity of its participants with regards to the value and key components of a Career Pathways system and integrated education and training models. The opinions and strategies presented are based on the extensive research and experience of Maher & Maher but should not be construed as specific instructions, guidance, or mandates directly related to the current OSSE Adult Education and Family Literacy Act (AEFLA) and WIC Career Pathways Grant application. Adherence to or adoption of the strategies presented does not guarantee the awarding of said grant.
The Big Picture: Career Pathways

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Career Pathways and Integrated Education and Training
What are career pathways?

Integrated education, skills, and credential attainment sequences that:

• Align to skill needs of targeted sectors and are employer-driven
• Articulate the full range of pre-K-12, adult education, and post-secondary education assets: No “dead ends,” multiple on- and off-ramps
• Embed “stackable” industry-recognized credentials
• Make work a central context for learning
• Accelerate educational and career advancement through assessment of prior learning, integrated “basic” education and technical training, and other strategies
• Provide supports at transition points
Career pathways provide a framework for building comprehensive education and training systems where all partners – education, workforce development, economic development, human services, along with employers (including industry partnerships) and other stakeholders – come together to design and deliver the full spectrum of education and skills training needed for careers in in-demand industries.
Why career pathways?

• Global competition
• Too many Americans are undereducated
• Economic growth is linked to postsecondary education
• Access to “middle-skill,” family-sustaining careers (and beyond)
• Employers’ critical demand for relevant employability and technical skills
• One size does NOT fit all
Projected Educational Attainment and Credential Requirements

By 2020, 65 Percent of All Jobs Will Require Postsecondary Education

- For most jobs, securing a high school education will not be enough to qualify for employment
- Applicants will need to have some form of post-secondary education:
  - Bachelor’s Degree or beyond
  - Some college/AA degree
  - Certificate or certification in a field
Fewer Opportunities for Individuals without Education/Credentials Beyond High School

There Will Be Fewer Jobs Available For Individuals That Only Possess a High School Diploma

Of the 55 million job openings between 2010 and 2020:

- 7 million (12%), Less than a high school diploma
- 5 million (10%), Postsecondary vocational certificate*
- 13 million (24%), High school diploma
- 7 million (12%), Associate's degree
- 10 million (18%), Some college, no degree
- 6 million (11%), Master's degree or higher
- 13 million (24%), Bachelor's degree
Strategic Framework for Pathways Work
Common vision…common goals

Educational Systems
Economic Development
Workforce System
Targeted Growth Sectors

The Talent Pipeline – Workforce as an asset for regional prosperity
Policy, Programs, and Investments Align to Sector Opportunities

Talent Pools

- K-12 Students & Other Youth
- Dislocated Workers
- Pre-apprentices / Apprentices
- Veterans
- Career-Changers
- Upskillers
- Others

Pathways to Career Opportunities

Integrated, Sector-Driven Career Development Solutions

Quantify Sector-Based Demand

- Business and Information Technology Services
- Health Care
- Transportation, Logistics, and Wholesale Trade
- Construction
- Diversified Manufacturing

Aggregate Supply

Diversified Manufacturing
High-Demand Sectors for the District of Columbia

- Business Administration and Information Technology
- Construction
- Healthcare
- Hospitality
- Infrastructure
  - Energy and Utilities
  - Energy Efficient Technology
  - Transportation and Logistics
- Law and Security.
Integrated Education and Training: The Foundation of Talent Pipeline Development

- Key drivers: Industry/employer competency needs
- Embed “soft”/essential and foundational skill development with technical skills training
  - Co-requisite/concurrent vs. traditional developmental education sequential/prerequisite approach
  - Team teaching
- Integrate stackable credentials and micro-credentials
  - Not just long-term degrees
- Focus on workplace-driven contextualized learning
- Seamlessly articulate training and skill development progressions among programs and partners
  - No “cracks” or “dead ends”
- Accelerate attainment and advancement!
IET: Building Pathways to “Middle-Skill” Jobs

- Middle-skill jobs that require education or training beyond high school but not a bachelor’s degree make up the largest share of the labor market (National Skills Coalition, 2016)

- 36 million working-age U.S. adults have low basic skills (Organisation for Economic Co-operation and Development, 2013)

- 14% of American adults over the age of 25 – more than 28 million people – lack a high school diploma or equivalent (U.S. Census Bureau, American Community Survey 2010-14)

- Fewer than 1 in 3 (32%) of adult education participants who identified postsecondary training as a goal even managed to begin such training in the year following their exit from an adult education program (WIOA Title II National Reporting System, Program Year 2014-2015)
In the District (1)

• Of the 82,227 District residents ages 18 to 24:
  – 10% have an educational attainment level of less than high school diploma;
  – 23% have a high school diploma or its equivalency;
  – 44% have some college or an associate’s degree; and
  – 23% have a Bachelor’s degree or higher.
In the District (2)

Of the 453,952 District residents 25 years of age and over:

- 4.2% have less than a 9th grade education;
- 6.4% have an educational attainment level of 9th to 12th grade and no diploma;
- 8% have a high school diploma or its equivalency;
- 14% have some college, no degree;
- 3.1% have an associate’s degree;
- 23.3% have a Bachelor’s degree; and
- 31% have a Graduate or professional degree.

In total, of the 536,179 District residents ages 18 and over,

- 57,048 do not have a high school diploma or its equivalency.
In the District (3)

• A significant proportion of residents lack basic literacy, numeracy, English language, problem solving, and digital literacy skills

• Need for adult education, workplace literacy, English language programs, family literacy, workforce preparation activities, and integrated education and training services for District residents
Demand for Middle-Skill Jobs is Substantial
Twenty-eight percent of all jobs in 2015 were middle-skill.

Demand for Middle-Skill Jobs Will Remain Strong
Between 2014-2024, 27 percent of job openings will be middle-skill.


Source: NSC analysis of long-term occupational projections from DC labor/employment agency.
Middle-Skill Gaps in D.C.

A Middle-Skill Gap

Middle-skill jobs account for 28 percent of the District of Columbia’s labor market, but only 21 percent of the District’s workers are trained to the middle-skill level.

Jobs and Workers by Skill Level, District of Columbia, 2015

National IET Landscape

- IET is a required activity in Title II of WIOA, the Adult Education and Family Literacy Act
- At least 18 states have enacted an IET policy
  - **Funding**: At least 12 states provide funding for IET
  - **Program initiatives**: At least 18 states have launched program initiatives using an IET model
  - **Program requirements**: No states have established policies formally requiring IET, although several states have longstanding initiatives that function as de facto requirements
  - **Robust policies**: At least 12 states both provide funding and have program initiatives supporting IET. In several cases, both elements are part of a broader state initiative focused on career pathways.
IET Policy In the District

DISTRICT OF COLUMBIA

- Program Requirement
- Program Initiative
- Funding
- Other

Policy In Place?
Setting the Stage

WIOA, Perkins, and More
WIOA Titles: District’s Workforce Development, Education, and Training Activities

• Title I: Adult, Dislocated Worker, and Youth Programs (DOES)

• Title II: Adult and Family Education Program (OSSE/AFE)

• Title III: Wagner-Peyser/Employment Services (DOES)

• Title IV: Vocational Rehabilitation (DDS/RSA)

• See WIOA 2016-2020 Unified State Plan
WIOA Vision

The WIOA Vision TEGL states that the “revitalized workforce system” will be characterized by three critical hallmarks of excellence:

1. The needs of business and workers drive workforce solutions;

2. One-Stop Centers (or American Job Centers) provide excellent customer service to jobseekers and employers and focus on continuous improvement; and

3. The workforce system supports strong regional economies and plays an active role in community and workforce development.
Priorities of WIOA
Key Operational Strategies to Achieve WIOA Vision

Focus on the Customer

- Use customer centered design projects to redesign AJCs for job seekers and businesses
- Provide quality, efficient, and accessible services that meet the unique needs of diverse job seeker populations
- Provide customized solutions for businesses, organized regionally

Align Programs and Partners

- Integrate services through better planning, policies and operational procedures
- Position WDBs to operate strategically
- Align workforce programs with regional economic development strategies
- Embrace co-enrollment across workforce system partners

Manage Efficiently & Be Accountable

- Better measure performance and use information to support continuous improvement
- Share system process and progress measures with stakeholders and public
- Use integrated technology platforms and tools
- Make sound infrastructure decisions and manage grants and costs effectively
- Integrate data across systems and use it to make decisions
From Policy to Practice
Examples of a Integrated Approach to Sectors, Pathways, and Work-Based Learning

- Target sectors are identified using the most currently available state and regional labor market data.

- Clearly reflected in goals and actions of strategic plans.

- Industry partnerships include key sector employers who are driving the initiative forward and are also informing career pathways development and offering work-based learning.

- Gives clear direction to the Center operator regarding industry sectors to be targeted, including quantified expectations and targeted service and training resources.

- Coordinates with education providers, human service partners, and industry associations in the design and delivery of career pathways aligned to skill needs identified sector strategy efforts and complementary work-based learning.

- Engages in a collaborative, demand-driven approach to respond to employers’ immediate needs in partnership with economic development entities and service providers.

- Develops linkages with employers to encourage employers to use the system and to support local talent development Center needs.
Every Student Succeeds Act

- ESSA, signed by President Obama on December 10, 2015, reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law
  - Replaced the No Child Left Behind (NCLB) Act enacted in 2002

- ESSA incorporates provisions to help strengthen career and technical education in schools across the country
  - Elementary and secondary schools can use Title IV education funding specifically for instruction and training
  - Provisions to help expand career counseling, modernize high schools with work-based learning opportunities, and designate CTE as a part of a well-rounded education along with traditional subjects including English, math, and science
Relevant Emphases in ESSA

- **Alignment of academic standards to CTE**: Every state must develop challenging academic standards that are aligned with relevant state CTE standards.

- **Career counseling**: ESSA includes career and guidance counseling programs, as well as training on local workforce needs and options for postsecondary and career pathways, as allowable uses of funds in Title IV.

- **CTE integration and professional development**: Title II funds can support states developing strategies for integrating academic and career and technical education content and professional development for CTE teachers.

- **CTE as a core academic subject**: Career and technical education is included in the definition of a “well-rounded education” along with traditional academic subjects like math and English.

- **Career readiness indicators**: States are encouraged to use more career readiness indicators in their accountability system and state report cards, so states will have the opportunity to recognize schools that are successfully preparing students for postsecondary education and the workforce through tools like technical skills and college credits.
Carl D. Perkins Career and Technical Education Act of 2006

- Increased focus on the academic achievement of career and technical education students
- Strengthened the connections between secondary and postsecondary education
- Improved state and local accountability
Current Perkins Reauthorization Emphases

- Strengthen alignment with ESSA and WIOA
  - Use of common terminology, alignment of performance indicators, coordination of federal reporting requirements, related planning and uses of funds elements

- New formal definition of CTE Programs of Study and other requirements
  - Career exploration and development, professional development, academic/CTE integration, needs assessment, work-based learning

- Increased state and local autonomy and flexibility
Advancing a Career Pathways System in D.C.

*Diane Pabich*, Workforce Investment Council
D.C.’s Vision: Career Pathways (1)

Every adult learner in the District should have access to a career pathway consisting of integrated, aligned and navigable education and skills training in high-growth sectors, combined with support services and financial assistance that allow them to advance towards their occupational goals and self-sufficiency.
D.C.’s Vision: Career Pathways (2)

The District’s Career Pathways System will be marked by:

• **Access:** A Career Pathways system in the District must be accessible by every resident, regardless of education or skill levels.

• **System Alignment:** System partners commit to carrying out specific roles and responsibilities to build a cohesive and well-functioning Career Pathway system.

• **Sector Partnerships:** Each Career Pathway is created, led, and driven by in-demand business and industry through strong participation from the District business community.

• **Program Quality:** Career Pathway programs provide high quality academic and occupational instruction by qualified instructors, educators, and program staff.

• **Evaluation:** Partners will evaluate system performance to support continuous improvement efforts and accountability.
Career Pathways 101

Features, Benefits, and Development
Career Pathways

Create defined paths for workers to progressively achieve:

- Higher level skills
- Advanced positions
- Family-sustaining wages
Career Pathways

Progression along the path is accomplished by taking advantage of:

- On-the-job training
- Customized training
- Mentoring
- Continuing education at community colleges and/or universities
Building Career Pathways

- Relationships across programs
- Businesses
- Economic development
- Education and training providers
- Supportive services providers
Partnership = POWER!

- Business
- Workforce System
- Supportive Services
- Education
## Career Pathways: Who Benefits?

<table>
<thead>
<tr>
<th>Job Seekers/Workers</th>
<th>Employers</th>
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<tbody>
<tr>
<td>• More navigable on- and off-ramps and corresponding labor market currency</td>
<td>• Talent pipeline with the right skills</td>
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<tr>
<td>• Prepared with needed competencies and credentials</td>
<td>‒ In low unemployment, employers need more people into the qualified labor pool</td>
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<tr>
<td>• Opportunities for career advancement and related supports</td>
<td>• Retention</td>
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<td>• Succession/”backfilling”</td>
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Career Pathways Have Two Key Moving Parts

1. Employer-driven program development
   - Employers (and data) drive design

2. Education and workforce systems change
Career Pathways at Their Best

• Align multiple programs to make it easier for all individuals, including those who are underprepared, to access, progress, and complete pathways to industry-recognized credentials and family-supporting careers

• Include the following key features:
  – Multiple entry and exit points
  – Sequenced, modularized, and contextualized coursework that aligns with stackable credentials and jobs
  – Integrated essential and foundational skills training
  – Articulation of each educational level to the next, with embedded attainment of industry-recognized credentials
Career Pathways Offer:

• Alignment to “real-world” occupational progressions and forecasted talent needs
• Employer-driven, work-based learning
• Flexible scheduling
• Opportunities for acceleration
• Extensive supports and counseling services, including navigation that help participants identify and access the most efficient routes to credential attainment and careers (often through career and course mapping)
How do you build career pathways?
1. Build Cross-Agency Partnerships and Clarify Roles

Key elements:

• Engage partners.
• Establish a shared vision, mission, goals and strategies.
• Define roles and responsibilities of partners.
• Develop a work plan/MOU for partnership.
2. Identify Sector or Industry and Engage Employers

Key elements:

• Conduct LMI research to target high-demand/growing industries.

• Survey and engage key industry leaders.

• Clarify role of employers in development and operation of programs.

• Identify existing training systems within industry and natural progression and/or mobility (career ladders/lattices).

• Identify skill competencies and associated training needs.

• Sustain and expand business partnerships.
Employer Roles in Career Pathways

- Provide real equipment, supplies, or tools
- Provide mentoring or work-based learning opportunities
- Assist in developing certification/credentialing process
- Identify partner industry leaders that may contribute
- Affirm the set of foundational academic, work readiness, and technical skills, abilities, and knowledge
- Affirm the required certificates and credentials
- Provide on-site training space
- Help design education and training programs
- Make real industry-based projects
- Hire completers
- Co-invest resources in development and delivery of training
- Assist in instruction
3. Design Education & Training Programs

Steps in Career Pathways Progress

- Discover the employer’s on-the-job skills and knowledge: the COMPETENCIES
- Organize the competencies and add teaching methodologies to create CURRICULUM/CONTENT FOR A COURSE
- Create a series of courses and present in a sequence to become a CAREER PATHWAY
4. Identify Funding Needs & Sources

Key elements:

- Identify the costs associated with system and program development and operations.
- Identify sources of funding available from partner agencies and related public and private resources and secure funding.
- Develop long-term sustainability plan with state or local partners.
5. Align Policies and Programs

Key elements:

• Identify state and local policies necessary to implement career pathways systems.
• Identify and pursue needed reforms in state and local policy.
• Implement statutory and administrative procedures to facilitate cross-agency collaboration.
6. Measure System Change & Performance

Appropriate measures and evaluation methods are in place to support continuous improvement of the career pathways system.

Key Elements

• Define desired system, program, and participant outcomes.
• Identify the data needed to measure system, program, and participant outcomes.
• Implement a process to collect, store, track, share, and analyze data.
• Design and implement a plan for reporting system and program outcomes.
Career Pathways 101

1. Job Seeker/Worker/Student Services Planning and Delivery

2. Business Services Planning and Delivery
Sector Strategies Drilled Down to Service Delivery

Talent needs, credential requirements

Job Seeker Services
- Career preparation contextualized to target sectors
- Training developed/prioritized based on required competencies, credentials
- Career awareness/exploration exposes job seeker to customized career pathways in target sectors

Business Services
- Organized, prioritized by target industry sectors
- Staff specialize in target sectors, facilitate industry-wide services, and inform job seeker services
- Includes timely and relevant workforce intel

Customized solutions, coordinated regionally

Services based on real-time demand for high-growth careers
Career Pathways & Sector Strategies

Meeting Individual Customers’ Needs
Sectors and Pathways = New Way of Doing Customer Engagement

**Transactional relationship**  ➔  **Transformational relationship**

- Program entry: Customer **assessment** and **individualized planning/service design**
- Place job candidates: **Focus expanded** to worker retention, advancement issues within company/industry (i.e. **career pathways**)
- Career and education services not aligned to regional economic needs: Education/training at scale designed in partnership with employers; **career pathways**
- Case management: **Career coaching/advising**
Key Ideas & Strategies
Overview: **Key Elements**

- Unified regional job seeker/worker/student services
- Use of LMI/data and business intelligence
- Staff capacity around target industries and pathways in those industries
- Connection to business services planning/delivery
- Measuring impact/results from customers’ perspectives and continuous improvement
Unified Regional Job Seeker/Worker Services

• “No wrong door”; shared information/customer management

• Regional, multi-partner vs. local and single agency
  – Functional organization by customer-intuitive need; program/organization “agnostic”

• For example, joint:
  – Intake, assessment, and career planning/coaching
  – Career development and training
  – Career advancement/pathways work
Use of LMI/Data and Business Intelligence

• LMI and employer intelligence drives job seeker/worker service planning and delivery
• Career coaches equipped to analyze LMI and use it with customers
• Tacit business intelligence around pathways integrated
Building Capacity

• Around the workforce needs of target industries
  – Organizing by sector

• Around needs for supporting pathways within key industries

• Shifting from a case management to a career coaching model
  – Job placement vs: career development
  – Brokering services
  – Supported vs. “blind” referrals
Connection to Business Services Planning/Delivery

• Leveraging business services intelligence to inform career coaching/advising

• Intentional relationships and conversations

• What are businesses saying around pathways?

• Institutionalizing job seeker/business service connections
Measuring Impacts and Continuous Improvement

• What do customers want? Ask.
  – Not just WIOA performance measures

• Long-view career development
  – Short-, medium-, and long-term

• What works and what doesn’t
  – Be prepared to “stop, start, continue, and adapt”
  – Agility is critical

• Value/results delivered for customers: Let them define
Pathways from the Individual Customer’s Perspective

- Receive meaningful career information and exploration opportunities
- Less fragmentation/silos in navigating the system: No “cracks”
- More opportunities (training, internships, etc.) to get to regional high-growth companies and careers
- Seamless and defined career pathways, with integrated supports
- Facilitated support
Meeting Business Customers’ Needs
Sectors and Pathways = New Way of Doing Business Engagement

**Transactional relationship**  ➔  **Transformational relationship**

- **Fill job orders**  ➔  Training provided **across occupations, skill levels** (often employer/industry-paid)
- **Place job candidates**  ➔  **Focus expanded** to worker retention, advancement issues within company/industry (i.e. *career pathways*)
- **Education/training/services loosely informed by employer needs through survey or one-off engagement**  ➔  Education/training at scale **designed in partnership** with employers
- **One-to-one relationship**  ➔  **One-to-many** (sector strategies)
Key Ideas & Strategies
Overview: Key Elements

- Unified regional business services organization and solutions
- Industry partnerships and employer engagement
- Use of LMI/data and business intelligence
- Employers drive education/training design and delivery
- Connection to job seeker service planning/delivery
- Measuring impact/results from employers’ perspectives and continuous improvement
Unified Regional Business Services

• Regional, multi-partner vs. local and single agency
• Organization, staffing, and expertise by focus sector
• Prioritization of mapping and filling priority pathways in focus industries
• Pathways-relevant business solutions beyond labor exchange (worker retention and advancement, work-based learning, etc.)
• Coordinated customer relationship management and brokering approach/system
Industry Partnerships and Employer Engagement

• Building sector-based employer partnerships
  – Critical pathways in each industry
  – Aggregating and developing solutions for workforce challenges across multiple companies
  – Focus on deepening and sustaining relationships

• Coordinated employer outreach and engagement
  – Eliminating multiple “door-knocks”
  – Customer relationship management
Use of LMI/Data and Business Intelligence

• Business services staff fully versed in industry LMI and workforce needs

• LMI is customizable and focused on target sectors, and of value to businesses seeking larger trend data

• LMI used to identify and validate typical occupational progressions within and across pathways by industry
Employers Drive Education and Training Design and Delivery

- Sector partners engaged to identify key pathways and discuss priorities for skill development and training modalities
- Work-based learning models are prioritized (Registered Apprenticeship, OJT, customized training, etc.)
- Training is compressed, open entry/exit to meet companies’ onboarding and pipeline needs
- Investments are prioritized to industry-endorsed training models and credentials
Connection to Job Seeker Service Planning and Delivery

• Intentional linkages between business services staff and job seeker/worker services staff

• Information-sharing and capacity-building:
  – LMI/business intelligence
  – Industry trends
  – Occupational projections
  – Pathways opportunities
  – Skills, credentials, and experience in demand
Measuring Impacts and Results and Continuous Improvement

• What results do employers want to see? Ask.
  – Better candidate screening and suitability, reduced turnover, skill and credential acquisition, bottom-line results

• Long-view talent pipeline planning and management
  – Short-, medium-, and long-term

• What works and what doesn’t
  – Be prepared to “stop, start, continue, and adapt”
  – Agility is critical
Pathways from the Employer Customer’s Perspective

- Employers’ talent needs, challenges, and obstacles drive solutions
- Partner training, education, and resources aligned and coordinated around customized solutions
- Duplication is eliminated and investments are streamlined
- “Hassle” is reduced/eliminated
- Industry-knowledgeable staff
- Seamless and defined career pathways to drive their talent pipelines
Career Pathways Resources (1)

- USDOL/ETA’s Career Pathways Toolkit
- Funding Career Pathways: A Federal Funding Toolkit for State and Local/Regional Career Pathway Partnerships
- National Skills Coalition IET Policy Toolkit
- Framework for Measuring Career Pathways Innovation
- Perkins Collaborative Resource Network (PCRN) Career Pathways Systems Resources
- PCRN Resources for Developing and Implementing Programs of Study
- U.S. Department of Education OCTAE/LINCS Career Pathways Resources
Career Pathways Resources (2)

- National Career Pathways Network
- Jobs for the Future Career Pathways Resources
- Catalog of Career Pathways Toolkits
- Workforce GPS Career Pathway Community of Practice: https://careerpathways.workforcegps.org/
- JFF Self-Assessment Tools: Organizational Readiness for Implementing a Work-Based Learning or Career Pathways Program
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