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.
Using Partnerships to Create Best Practice Talent Pipelines

Beth Brinly, Maher & Maher
Career Pathways: Anoka Co, MN

Anoka County Career Connections
Career Pathway Model in Healthcare, Manufacturing and Business Services

Jump Start
- Adult w/ no HS Diploma
- Customized GED prep & testing - 180 hours

Outreach, Recruitment Orientation to Pathways
Nov 2013, June and Dec 2014

Career Connections Workshop (40 hours)
Dec 2013, July 2014, Jan 2015
- Assessment
- Career Exploration
- NCRC
- Study Skills
- Employer Tours
- Financial Aid

Healthcare Pathways
Jan & Aug 2014, Feb 2015
ABE Healthcare Focus (100 hours)
- CNA/Home Health Aide & Holistic Healing Training - (130 hours) - 7 college credits
- Clinical
- State Exam

Precision Sheet Metal
Jan & Aug 2014, Feb 2015
ABE Sheet Math (25 hours)
- College Level PSM Hands on Training - (100 hours)
- Employer/Graduate Fair

Business Services
Jan & Aug 2014, Feb 2015
ABE Computer Literacy (30 hours)
- College Level Technical Instruction (80 hours)
- ABE Comp. Lab (30 hours)
- Certification Testing
- Internships (80 hours)

Job Search Assistance
Placement
Employer Connections
<table>
<thead>
<tr>
<th>Positive Impacts:</th>
<th>Challenges:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Built capacity for large population to obtain a credential in a high demand occupation;</td>
<td>Funding: braiding, timelines, duplicative reporting, and uncertainty;</td>
</tr>
<tr>
<td>Credit-based training: built confidence and a clear path to continue education;</td>
<td>We need FAFSA eligible programs that are short term and lead to credential;</td>
</tr>
<tr>
<td>Increased partnership/understanding of colleges, ABE, employers and WorkForce Center; and</td>
<td>Resources/ Support services including child care assistance and housing are not available for everyone (income guidelines); and</td>
</tr>
<tr>
<td>Streamlined services and one contact for student and educators.</td>
<td>Colleges may not recognize the value of ABE training vs. Developmental Education classes.</td>
</tr>
</tbody>
</table>

Advice starting up – Make sure you have the right people in the planning process.
Career Pathways: South Central Kansas

No Wrong Door Approach
Career Pathways: SUCCESS!

GUARANTEED JOB INTERVIEWS FOR ALL PROGRAM GRADUATES

Aviation Career Pathway

GED Prep/Testing /OSHA 10 Certificate

Advanced Aerostructures Training

Employment/Continued Manufacturing Education

<table>
<thead>
<tr>
<th>Program</th>
<th>Length</th>
<th>Start Dates</th>
<th>Cost*</th>
<th>Class Days</th>
<th>Class Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Aerostructures</td>
<td>8-10 Weeks</td>
<td>August/September</td>
<td>Insure</td>
<td>M-F</td>
<td>7:00am-9:30 (M &amp; W until 8:30)</td>
</tr>
<tr>
<td>Advanced Aerostructures</td>
<td>16-20 Weeks</td>
<td>August/January</td>
<td>Insure</td>
<td>M-F</td>
<td>6:30am-9:30</td>
</tr>
</tbody>
</table>

* Costs listed are approximate and subject to change. Approximate costs include tuition and fees. Books are approximately $350 in addition to the price listed above.

With just a few months of training, you can learn the skills that area aviation leaders need. Those who complete this training receive a guaranteed interview with top aviation companies. If you’re unemployed, tuition assistance may be available. Here’s how to begin:

- Complete and submit a WATC application
  - The WATC application is available at all WATC locations and online at www.watc.edu/apply
- Successfully complete the ACT® COMPASS® test and Valprx (visit front desk at NCAT)
  - Minimum required Compass scores: Writing 45, Math 40, Reading 70, Valprx 48
  - Accommodations are available through Testing Services at NCAT and the Southside Education Center.
  - Please call and schedule your Valprx Test by calling 316-977-9059
  - A photo ID is required to take the assessment. Results valid for five years. Results not given via phone.
- See an Academic Coach to discuss your status; enroll in class (visit front desk at NCAT)
- Wichita Workforce Center information for those seeking tuition assistance

NO APPOINTMENT NEEDED

Hours of Operation:
Monday-Thursday 8:00-8:00, Friday 8:00-5:00
150 N. Main St. Wichita, Kansas (67201)
Phone Number (316) 771-4030

Wichita Workforce Center Requirements for those seeking tuition assistance
- All Participants: Eligible to live and work in the United States (proof required, most common: Driver’s License and Social Security card)
- Must list date of hire (not a requirement) – Proof of Layoff (Café notice or Records eligibility documents)
- If a Veteran not required to be a veteran – Greek required most common: DD214
- If a male, registered with the selective service – They will verify at Wichita Workforce Center
- All Participants: will complete the Kansas Career Pipeliner and must score a 60% or above in Manufacturing or Science – They will help them complete that at workforce center.

All Participants: Must meet all WATC requirements

Education Level requirements
There are no education requirements before receiving Wichita Workforce Center funding. Wichita Workforce Center will encourage the student to start their GED while attending training to increase the chances of employment. Courses will want students to have a GED or High school diploma in addition to the short metal training, but other companies may have different requirements.

Age requirements
The Wichita Workforce will fund students age 16 and above for this program.

- Attend classes, complete training, receive a guaranteed interview.
South Central Kansas Perspective

Positive Impacts:

• Employment and credential attainment
• Streamlined processes
• Increased communication
• Adult/DW performance outcomes well above goal

Ongoing Challenges:

• Communication
• Availability of Workforce funds
• Continued employer engagement
Employers said:

• Deliver solutions, not programs and processes
• Be consistent and dependable and deliver on promises
• Demonstrate that you (as a unified system) understand the environment that we operate in today
• Be agile and responsive: we need solutions immediately, not in weeks or months
• Anticipate and understand our talent supply chain needs
• Define career pathways that fuel our talent pipeline
• Understand our talent needs at the competency level and provide screened and skilled workers that are well-matched to our needs
• Provide a single/primary point of contact; we don’t want to be contacted multiple times by different entities
• Align your strategies and activities!
A WORLD-CLASS TALENT PIPELINE: The Talent Supply Chain Vision

<table>
<thead>
<tr>
<th>Aggregate Supply</th>
<th>Integrated, Sector-Driven Career Development Solutions</th>
<th>Quantify Sector-Based Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Students &amp; Other Youth</td>
<td>K-12 Voc Tech Ed Case Management Bridge Education Post-Secondary Training Education</td>
<td>Energy Creation/Transmission Health Care/Social Assistance Business Services and Research and Development Transportation, Distribution and Logistics Automobile/Aircraft Manufacturing</td>
</tr>
</tbody>
</table>

Talent Pools (see below)

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

Policy and Programs Align to Sector Opportunities
Sector Strategy Success Factors

- Are Driven by Great Data
- Are founded on a Regional Vision
- Are Guided by Industry
- Lead to Strategic Alignment
- Transform how Services are Delivered
- Are Measured, Improved, and Sustained
Making Them Real

Sector strategies are the “what”

Career pathways are the “how”
Stakeholders to Stockholders
Stakeholders in the Career Pathways System

- Students/Parents/Guardians
- Workforce Development
- Economic Development
- Chambers of Commerce
- Business and Industry
- Additional Govt./Public Agencies
- Community-Based Organizations
- Additional Private & Non-Profit Organizations
Role of Workforce Development

- Develop and continuously update quantitative talent supply pipeline data for each target sector
- Act as “broker” who connects all of the pieces in the talent pipeline at the operational level
- Seek and approve private and non-profit training providers for focus industries/occupations
- Assist in competency model development and validation for each sector
- Provide “labor exchange” support – candidate screening, assessment, job matching, etc.
Role of Economic Development

• Business attraction/retention/expansion, including marketing of the workforce solutions/“concierge service” brand
• Convener for economic data analysis and sector prioritization
• Collaboratively convene Industry Partnership Team
• Conduct worker attraction/recruitment
• Set policies to align grants to sector/occupational priorities in each regional economy
• Provide continuous statistical (and anecdotal) information on business attraction, retention, and expansion, as it relates to regional human resource needs
Role of the Education Community

• Seek/develop curriculum asset maps
• Lead competency model development and validation for sectors
• Program and curriculum design/development and validation through industry-staffed Advisory Boards
• Lead adoption and integration of industry recognized credentials
• Conduct skill assessment (e.g., WorkKeys)
• Develop curriculum sharing agreements between institutions
• Set policy to align grants to sector/occupational priorities and maintain maximum flexibility
• Provide continuous information on availability and results of various instructional programs (industry-specific and otherwise)
• Articulate programs of study
Industry Sector Partnership Model

1. Places business at center
2. Work with industry as partners
3. Aligned community partners
4. WF system as central player, convener
5. Regionally-focused

This model is derived from a model presented in an earlier NGA Center publication developed in collaboration with the Woolsey Group, the Corporation for a Skilled Workforce, and the National Skills Coalition that illustrates the alignment of sector strategies with industry clusters and career pathways.
Engaging Employers as Strategic Partners

- Continuous
- Strategic
- Mutually valuable
- Wide-ranging
- Comprehensive
- Intensive
- Empowering
- Institutionally varied

## Ladder of Employer Engagement

<table>
<thead>
<tr>
<th>New Relationship</th>
<th>Working Relationship</th>
<th>Strategic Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Employer Role</strong></td>
<td><strong>Level I</strong></td>
<td><strong>Level II</strong></td>
</tr>
<tr>
<td>Advising</td>
<td>Capacity-building</td>
<td>Co-designing</td>
</tr>
<tr>
<td><strong>Stage of Relationship</strong></td>
<td><strong>Level I</strong></td>
<td><strong>Level II</strong></td>
</tr>
<tr>
<td>Initial contact/new relationship</td>
<td>Establishing trust and credibility</td>
<td>Working relationship</td>
</tr>
<tr>
<td><strong>Activity Examples</strong></td>
<td><strong>Level I</strong></td>
<td><strong>Level II</strong></td>
</tr>
<tr>
<td>Discuss hiring needs, skills, competencies; advice on curricula, contract learning; hire graduates</td>
<td>Job site tours, speakers, mock interviews, internships, needs assessment, loan/donate equipment, recruiting</td>
<td>Curriculum and pathway development; adjunct faculty and preceptors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DO</strong></th>
<th><strong>DON'T</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DO YOUR HOMEWORK</strong></td>
<td><strong>DON'T WASTE TIME</strong></td>
</tr>
<tr>
<td><strong>DO BECOME A FAMILIAR FACE</strong></td>
<td><strong>DON'T RELY ON ONE STRATEGY</strong></td>
</tr>
<tr>
<td>Go to them. Speak and network at their meetings.</td>
<td>No one-size-fits-all. Every business and situation is unique.</td>
</tr>
<tr>
<td><strong>DO GET PAST THE GATEKEEPER</strong></td>
<td><strong>DON'T STAY IN YOUR SILO</strong></td>
</tr>
<tr>
<td>Leverage mutual relationships and networks. Get to highest-ranking person with one degree of separation.</td>
<td>Be mindful of all resources that can help. Cross-program collaboration. Avoid data wards, government jargon &amp; acronyms.</td>
</tr>
<tr>
<td><strong>DO</strong></td>
<td><strong>DON’T</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>DO ASK RELEVANT QUESTIONS, THEN LISTEN</td>
<td>DON’T PRESSURE A BUSINESS TO SIGN UP WITH WIOA</td>
</tr>
<tr>
<td>Validate homework. Leave knowing the root cause(s) of any issues.</td>
<td>Provide options. Be ready when THEY are ready.</td>
</tr>
<tr>
<td><strong>DO GET KNOWN AS A VALUABLE PARTNER</strong></td>
<td><strong>DON’T OVER-PROMISE</strong></td>
</tr>
<tr>
<td>Find a way to improve their profitability. Get written endorsements from businesses you have helped.</td>
<td>Manage expectations according to your resources. Make sure you’re speaking the same dialect.</td>
</tr>
<tr>
<td><strong>DO MAKE IT EASY</strong></td>
<td><strong>DON’T TAKE THE RELATIONSHIP FOR GRANTED</strong></td>
</tr>
<tr>
<td>Reduce red tape to the Nth degree. Use Lean principles.</td>
<td>Don’t go through the motions. Cultivate multiple long-term contacts.</td>
</tr>
<tr>
<td><strong>DO REGULAR CARE AND FEEDING</strong></td>
<td></td>
</tr>
<tr>
<td>Follow up without pestering. Be prepared to invest adequate resources.</td>
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</tr>
</tbody>
</table>
Developing Partnerships
The Approach

Evaluate and Adjust

Align to Vision

Develop Partnerships

Map Assets

Integrate Assets

Adapt Administrative Systems

Adapt Service Delivery

Provide Training and TA
Align to the Vision

• Policy level:
  – At the agency/organizational level, craft or refine a clear vision for collaboration and service improvement that reflects agreement among partners on shared goals and strategies for individual and employer customers

• Service delivery level:
  – At the front-line level, craft or refine an operational vision that sets expectations for shared service planning and delivery and integrated resource use
Develop Partnerships

• Policy level:
  – Develop, formalize, and sustain interagency partnerships among organizations that fund and oversee services for job seeker and employer customers

• Service delivery level:
  – At the local/regional level, engage all service providers in ongoing partnership efforts to build and coordinate support for comprehensive service delivery and resource integration

• At both levels:
  – High-performing partner relationships should drive system and service delivery design
Map Assets

• Policy level:
  – Identify the range of federal, state, and local program resources available for braiding
  – Identify gaps/need areas
  – Share guidance on the strategies, activities, and services for which various resource streams may be utilized

• Service delivery level:
  – Map the full range of assets (funding and other resources) that can be aligned and braided for local/regional strategies and services
    • By customer group and service/activity type
  – Identify gaps/need areas
Articulate and Integrate Assets

• Policy level:
  – Adapt and/or develop strategic plans, budgets, policies, RSAs and MOUs, and performance goals to maximize the articulation and integration of mapped assets across agency and program lines

• Service delivery level:
  – Adapt and/or develop local/regional strategic plans, operational plans, RSAs and MOUs, performance goals, customer flow maps, staff roles and responsibilities, and process and service guidance to reflect expectations for the articulation and integration of mapped assets among all system partners
Adapt Administrative Structures

• Policy level:
  – Adapt administrative processes and systems as necessary to support resource coordination and use, information sharing, and tracking of outcomes and cost savings

• Service delivery level:
  – Adapt local-level administrative processes and systems as necessary to support resource coordination and use, information sharing, and tracking of outcomes and cost savings

• Keep in mind:
  – Partnerships – not administrative structures – come first
  – Administrative adaptations should not delay system and service delivery improvements
Provide Training and TA

• Policy level:
  – Identify management training and development needs and develop and provide ongoing technical assistance and cross-training
  – Identify opportunities for peer mentoring and exchange among similar programs in the region

• Service delivery level:
  – Identify front-line staff training and development needs and develop and provide ongoing local technical assistance and cross-training
  – Identify opportunities for peer mentoring and exchange among various program staff in the area
Adapt Service Delivery

• Policy level:
  – Provide staff with service delivery and funding empowerment, guidance, and support to enable integrated and braided front-line service delivery

• Service delivery level:
  – Adopt common intake, assessment, and team-based/functional service planning and case management/customer relationship management models
  – Provide simultaneous, vs. sequential, program services, coordinated among multiple partners
  – Integrate orientations, workshops, classes, etc. to bring together customers served by different/multiple programs
Evaluate and Adjust

• Policy level:
  – Review relevant performance, cost, customer feedback data, and management/staff input to evaluate impacts and effectiveness and adjust/refine strategies and activities as necessary

• Service delivery level:
  – Review relevant performance, cost, customer feedback data, and staff input to evaluate impacts and effectiveness and adjust/refine strategies and activities as necessary
Braiding Resources
## Defining Our Terms

<table>
<thead>
<tr>
<th>Align:</th>
<th>Braid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and coordinate different, complementary funding sources and other resources to support shared goals and strategies</td>
<td>• Weave together different federal, state, and other funding streams to support comprehensive and integrated service delivery that is seamless for the customer</td>
</tr>
</tbody>
</table>

  - Vs. “Blend”: Pooling resources from multiple sources into one “pot”
    - • Significant flexibility, but may be more challenging |
Thinking in Resource Networks

Making the shift:

- **Resource-constraint model**: Customers are “owned” and served by an individual agency or program

- **Resource-opportunity model**: Customers are “owned” and served by a networked system of resources and services

- **Partnering and resource-braiding**: Not just the “right thing to do,” but an opportunity to increase program and customer outcomes
  - Creating more success stories
Customer Needs & Goals

- Strategies
- Funding Streams
- Services and Support

Positive Customer Experience & Outcomes
## Why? Key Benefits

<table>
<thead>
<tr>
<th>To organization:</th>
<th>To customer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Improves coordination and alignment among partners</td>
<td>•Improves system accessibility, transparency, and ease of use</td>
</tr>
<tr>
<td>• Reduces duplication and realizes efficiencies</td>
<td>• Offers more creative/diverse service delivery options</td>
</tr>
<tr>
<td>• Expands capacity in resource-short environments</td>
<td>• Brings additional staff expertise and assistance to customer needs</td>
</tr>
<tr>
<td>• Brings additional staff strengths and expertise to customers</td>
<td>• Improves customer experience and value</td>
</tr>
<tr>
<td>• Increases flexibility in service planning</td>
<td>• Improves customer outcomes/results</td>
</tr>
<tr>
<td>• Improves program impacts and outcomes</td>
<td></td>
</tr>
<tr>
<td>• Supports scalability, sustainability, and new investment</td>
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</tr>
</tbody>
</table>
Success Factors

• Customer needs must drive service/funding portfolio
• Partnerships and leadership essential to systems change
  – Overcoming “turf” concerns
• Shared goals and strategies
• Partner co-location important, but collaborative service planning and funding investment essential
  – Team-based service planning and customer relationship management
  – Functional organization/operations to link and leverage resources
• Capitalize on partners’ strengths
• Staff capacity needed for financial and administrative oversight
Additional Resources


- National Collaborative on Workforce and Disability’s brief, “Blending and Braiding Funds and Resources: The Intermediary as Facilitator”: [http://www.ncwd-youth.info/information-brief-18](http://www.ncwd-youth.info/information-brief-18)

Contact Us:

Beth Brinly
bbrinly@mahernet.com

Carrie Yeats
cypeats@mahernet.com

Gretchen Sullivan
gsullivan@mahernet.com