

From Policy to Practice: *Designing Career Pathways for ABE/ESL Learners*

September 18th, 2017

LINCS

Literacy Information and Communication System

Presenters:

- Judith Alamprese
Abt Associates
- Lauren Walizer
Center for Law and Social Policy
- Derek Kalchbrenner
*Massachusetts Department of Elementary
& Secondary Education*
- Pat Thomas
Marshall Southwest Adult Education Learning Center

LINCS

Literacy Information and Communication System

This webinar will:

- Present a vision of Career Pathways for pre-college adult learners (ABE), and individuals with lower English language learning levels (ESL)
- Review federal requirements under WIOA Title II, and the measurable skill gain indicator
- Present examples of Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE) programs
- Explore how one rural community collaborates to use community-based assets that meet local and regional employment needs.

Enhancing Career Pathways for Low-Skilled Adults

Judith A. Alamprese

Principal Scientist, Abt Associates

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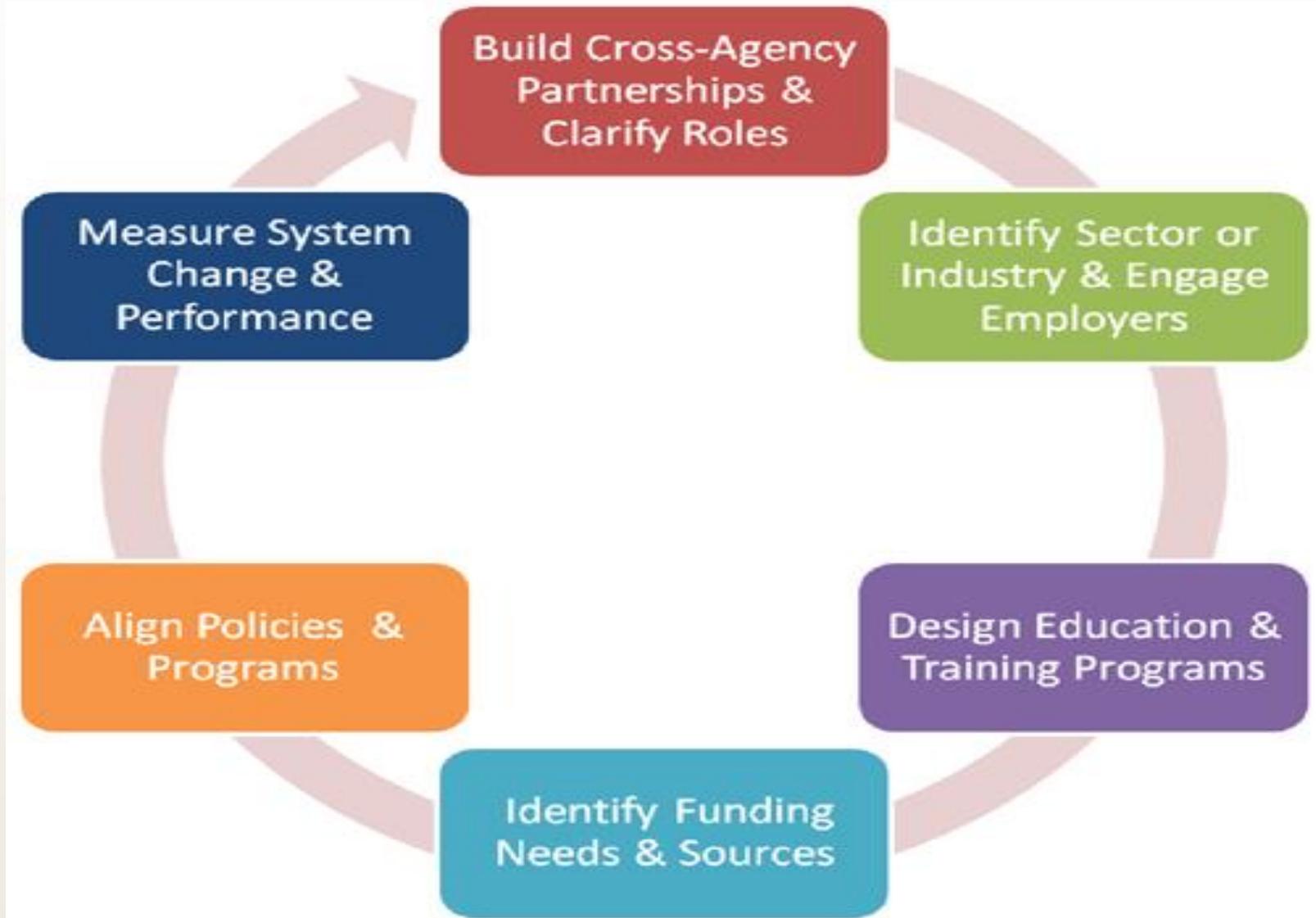
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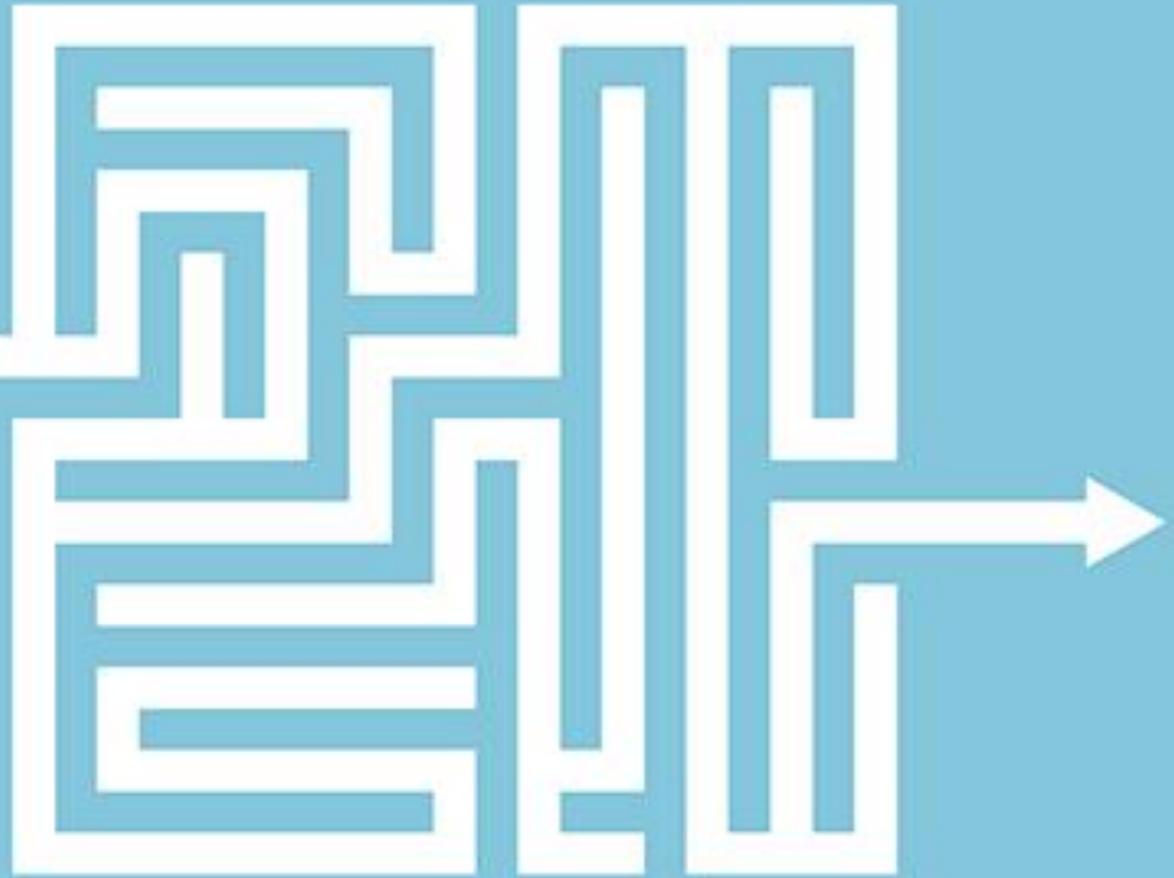
Overview

- Vision of a local career pathways system
- Ideas for supporting implementation of career pathways in ABE programs
- Strategies for:
 - Assessing level of current implementation of career pathways in ABE programs
 - Facilitating development/expansion of local partnerships
 - Identifying opportunities for lower-skilled adults' participation in career pathways

Key Elements of State and Local Career Pathways Systems



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

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

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

PROVIDE CLIENT SERVICES

- Standards-aligned Adult Education & Literacy
 - Transition to Postsecondary Education & Training
 - Workforce Preparation
- UPDATE CAREER & COLLEGE PLAN

Attain High School Equivalency

OCCUPATIONAL TRAINING

- Occupational Certificates
- Industry Credentials

POSTSECONDARY EDUCATION

- Occupational Credentials
- Associate Degree
- BA Degree

first job--career path → progressive jobs in path



Assessing Status of Local Career Pathways Systems

- Review NRS Data
- Gather & summarize information from ABE programs on career pathways services—*ABE Provider Career Pathways Survey*
- 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

Provide Education and Training Services

Provide processes, procedures, and materials for delivering assessment, instruction, training and support services	Activities Underway	Activities Being Planned	No Plans Yet	Describe Types of Activities
ABE instruction is accelerated academically to prepare learners for postsecondary courses/training				
Appropriate assessments are used to place ABE learners into accelerated instruction & measure college readiness				
ABE instruction is contextualized to incorporate applications from occupations & postsecondary education				

Why Are Partnerships Instrumental to Career Pathways?

- Linchpin to career pathways services—linking systems and services
- Multiple components of coordinated services required for effective ABE & ESOL/ESL 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 ABE and postsecondary career and technical education (CTE) or academic faculty in designing contextualized courses
 - Co-teaching of courses by ABE and postsecondary faculty
 - Use of CTE guest speakers in ABE transition courses

Role of Partners in ABE Career Pathways

Advising

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

Employment-Related Activities

- Provide mentoring, shadowing, and internships
 - Coordination between ABE and CTE/local employers
- Place clients into jobs
 - Coordination between ABE and employment services, American Job Centers

Strategies for Developing Career Pathways for Lower-Skilled Learners

- **ABE Local Leaders:**
 - Identify postsecondary/training programs not requiring secondary credential
 - Explore pre-apprenticeship programs
 - Negotiate dual enrollment opportunities
- **ABE State Leaders:**
 - Approach employment and labor associations for pilot programs
 - Work with higher education partners to facilitate local opportunities



Data Sources for Today's Session

Abt Associates work on:

- *Adult Education Coordination and Planning Project*, US Department of Education (2004-2009)
- *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), US Department of Education (2009-2012)
- *Moving Pathways Forward Project*, (with MSG), US Department of Education ((2013-2016)
- *Bridge to Career Opportunities Project*, Corporation for National and Community Service, (2015-present)

Resources

The Career Pathways Planner: A Guide for Adult Education State Leaders to Promote Local Career Pathways Systems, Hope Cotner, Judith A. Alamprese, & Chrys Limardo, December 2016

https://lincs.ed.gov/publications/topic/mpf/TACP_Planner_for_OCT_AE_ADA.PDF

Building Career Pathways Systems for Education, Training, and Employment, Judith A. Alamprese, October 2016

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

Federal Requirements & Career Pathways Under WIOA Title II

Lauren Walizer

Senior Policy Analyst

Center for Law and Social Policy (CLASP)

WIOA Title II Required State Leadership Activities

The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102 or the combined State plan under section 103, including **the development of career pathways** to provide access to employment and training services for individuals in adult education and literacy activities.

WIOA Section 223 (a)(1)(A)

Functions of the **Local** Workforce Development Board

CAREER PATHWAYS DEVELOPMENT—The local board, with representatives of secondary and postsecondary education programs, shall lead efforts in the local area **to develop and implement career pathways** within the local area by aligning the employment, training, education, and supportive services that are needed by adults and youth, particularly individuals with barriers to employment.

WIOA Section 107 (d)(5)

Career Pathway Programs

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**;...

Career Pathway Programs

(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;...

Career Pathway Programs

(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.

INTEGRATED EDUCATION & TRAINING

“...a service approach that provides **adult education and literacy** activities concurrently and contextually with **workforce preparation** activities and **workforce training** for a specific occupation or occupational cluster for the purpose of educational and career advancement” (WIOA regulations 34 CFR §463.35)

Adult Education &
Literacy

(34 CFR §463.30)

Workforce Preparation

(34 CFR §463.34)

Workforce Training

(WIOA Section 134(c)(3)(D))



INTERNATIONAL INSTITUTE
of Minnesota

Hospitality Careers Pathway

	Entry Level	Advancement	College Level		
Training	Hotel Housekeeping Trainee	Supervisor Training	Bridge to College Hospitality Course	College Hospitality Course	Hotel Operations Certificate
Career(s)	Housekeeper	Inspector	Supervisor		
		Supervisor	Assistant Executive Housekeeper		

<http://www.iimn.org/classes/hotel-housekeeping-training-employment-program/>



Hospitality Careers Pathway

- **Employment Outcomes**
 - 105 new American women employed in the hospitality industry - the majority in full-time positions
- **Student Demographics**
 - 82% of students were not working and had no individual income prior to the program. The rest were underemployed.
 - For around half of students, their job placement after graduation is their first job in the U.S.
 - 33% of students were single parents of minor children.
 - 17% of students were homeless or at immediate risk of homelessness.

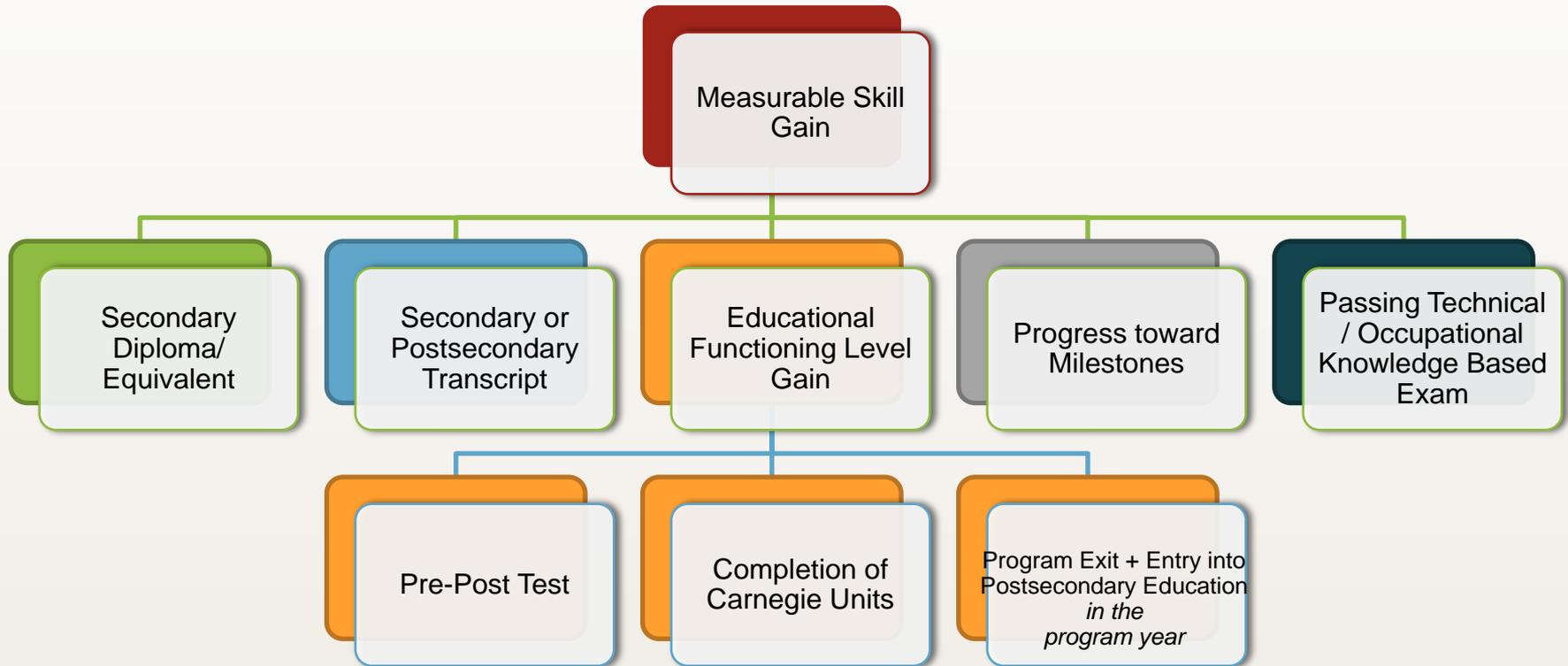


INTERNATIONAL INSTITUTE
of Minnesota

Hospitality Careers Pathway

- **Return on Investment**
 - Achieving economic stability, paying taxes, spending dollars in the community
 - 98.4% -- students income below 200% poverty line at time of enrollment
 - \$10.15 -- average starting wage for graduates
 - \$10.83 -- current average wage for graduates
- **Advancing Careers**
 - 10 graduates were promoted into training or supervisory roles.
 - 5 graduates are currently attending college - 3 are pursuing career advancement training in the hospitality industry at Normandale Community College.

Five Types of WIOA Measurable Skill Gains



Career Pathways in Massachusetts

Derek Kalchbrenner

Massachusetts Dept. of Elementary & Secondary Education
Adult and Community Learning Services

The logo for LINCS (Literacy Information and Communication System) features the word "LINCS" in a bold, blue, sans-serif font. A red swoosh underline is positioned beneath the letters.

Literacy Information and Communication System

Massachusetts High Quality Career Pathway Initiative

“Preparing all students for college and career”

ALL High Quality Career Pathways (HQCPs) Include

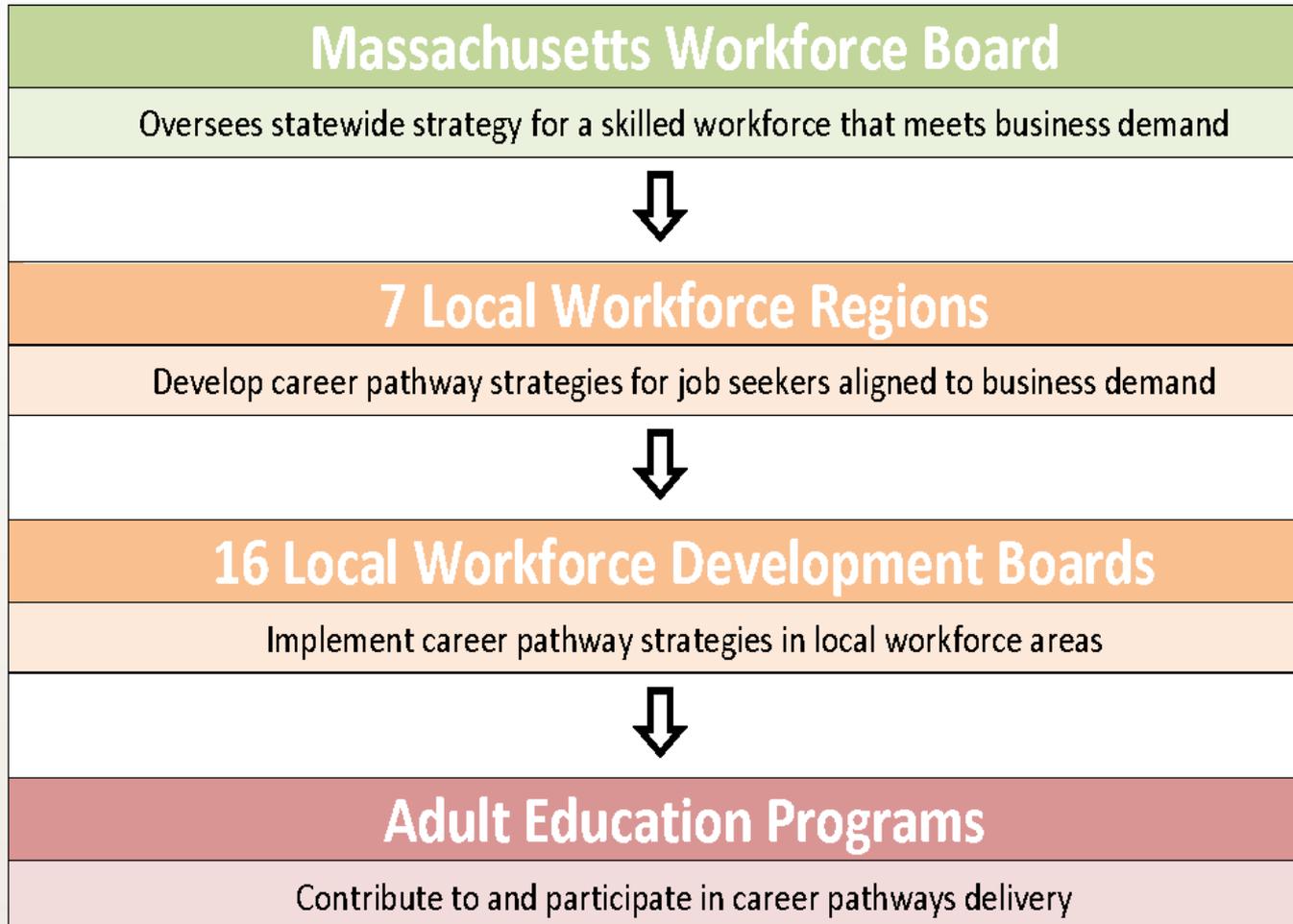
Six Components:

- 1) Career advising
- 2) Labor market alignment
- 3) Integrated instruction
- 4) Work-based learning
- 5) Credential preparation
- 6) Postsecondary linkages (e.g. college, training, apprenticeships)



All pathways are designed to promote equitable access by eliminating barriers to student participation.

Massachusetts Career Pathways



Adult Education Career Pathways

- Career Pathways services aim to develop a continuum of services that take adult learners from instruction to employment.
- Adult Education (AE) programs can offer a range of career pathways services including:
 1. Workforce preparation and career exploration activities
 2. Bridge classes
 3. Integrated Education and Training services
 4. Integrated English Literacy and Civics Education services.

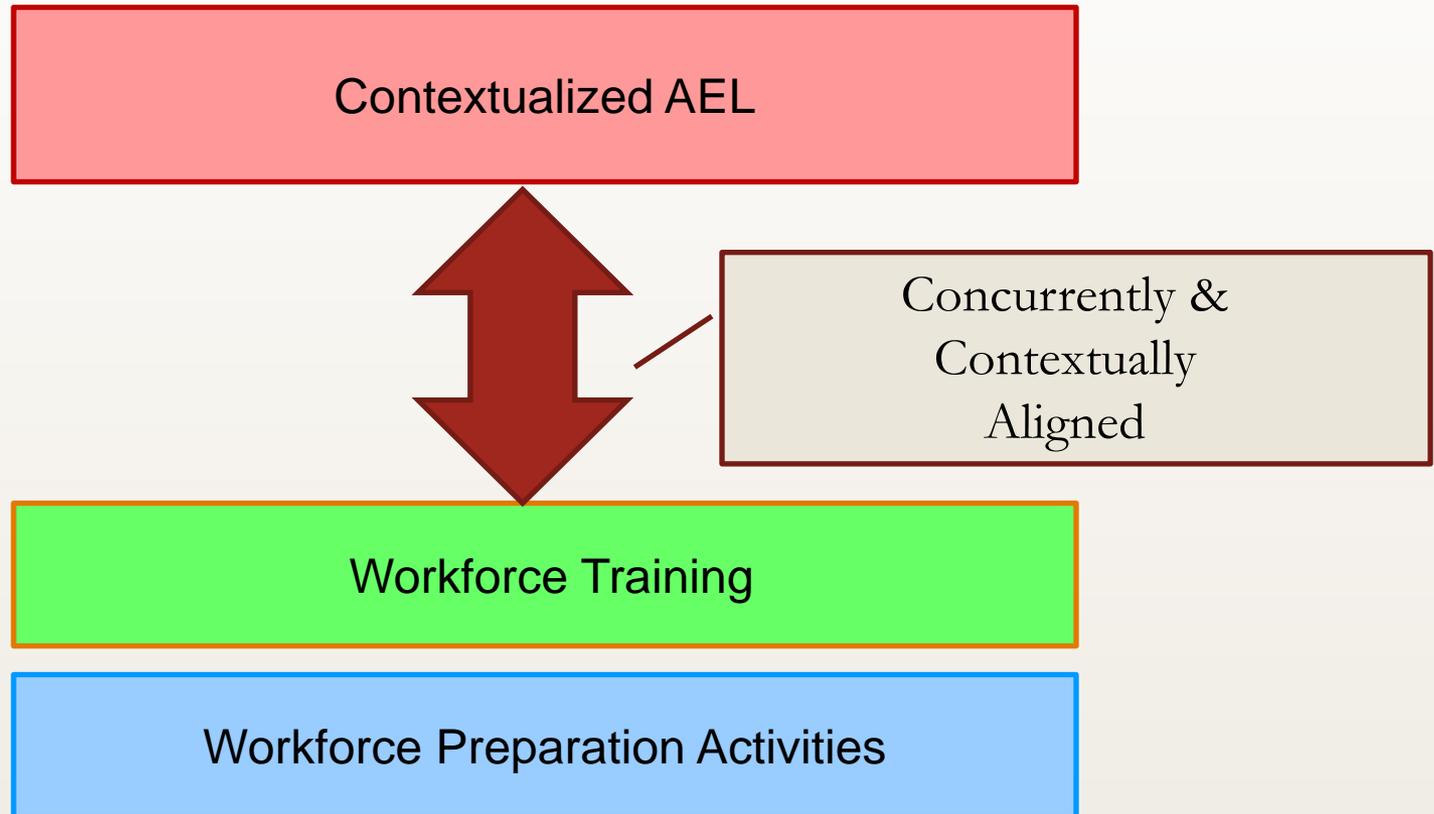
Adult Education Career Pathways

- All Massachusetts AE programs can support Career Pathways through:
 - **Workforce preparation activities:** academic skills, critical thinking skills, digital literacy skills, self-management skills (utilizing resources, using information, working with others, understanding systems, obtaining the skills necessary for succeeding in postsecondary education).
 - **Career exploration activities:** awareness of the world of work, areas of individual interest, connecting to education and training opportunities.

Adult Education Career Pathways

- **Bridge Classes:** help students transition from AE to postsecondary education and/or training.
 - ACCUPLACER preparation, college writing, college navigation, college math.
- **Transition to Community College:** provide a foundation of services within community colleges that enable students to transition into and ultimately complete postsecondary education ideally bypassing developmental education.

IET - Adult Education Career Pathways



Integrated English Literacy and Civics Education (IELCE)



2016 – 2018 IELCE/IET Pilots

- Service delivery that accelerates students' educational and training outcomes
- Collaborations with local workforce development boards, one-stop career centers, and other local partners
- Employer partnerships
- Industry-recognized credentials
- Leveraging resources
- Intensive advising and support services

Cambridge Community Learning Center

- Home Health Aid/Certified Nursing Assistant IELCE Program
- SPL 5 or higher
- 10 students
- 19 weeks, 16 hours per week, 35 clinical hours
 - Academy of Health Care Training
 - Rindge School of Technical Arts (Cambridge Rindge & Latin School)
 - Cambridge Employment Program
- Employers: Spaulding Rehabilitation Network, Sunrise of Arlington, Sunrise of Lexington

Webster Public Schools

- Advanced Manufacturing IET Program
- GLE 6.0 and higher
- 10 students
- 20 weeks, 8 hours per week, 160 total hours
 - Bay Path Regional Vocational Technical High School
 - [Manufacturing Advancement Center Workforce Innovation Collaborative \(MACWIC\)](#)
- Employers: Myriad Engineering, United Lens Company

Contact

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The Nuts & Bolts of Delivering Successful Career Pathway Training

Marshall Southwest Adult Education
Learning Center

Components of Success and Partners



- 1. Real Collaboration**
- 2. Focus on Student Success**
- 3. Employer Driven Trainings**

Pat Thomas, *Marshall Southwest Adult Education*

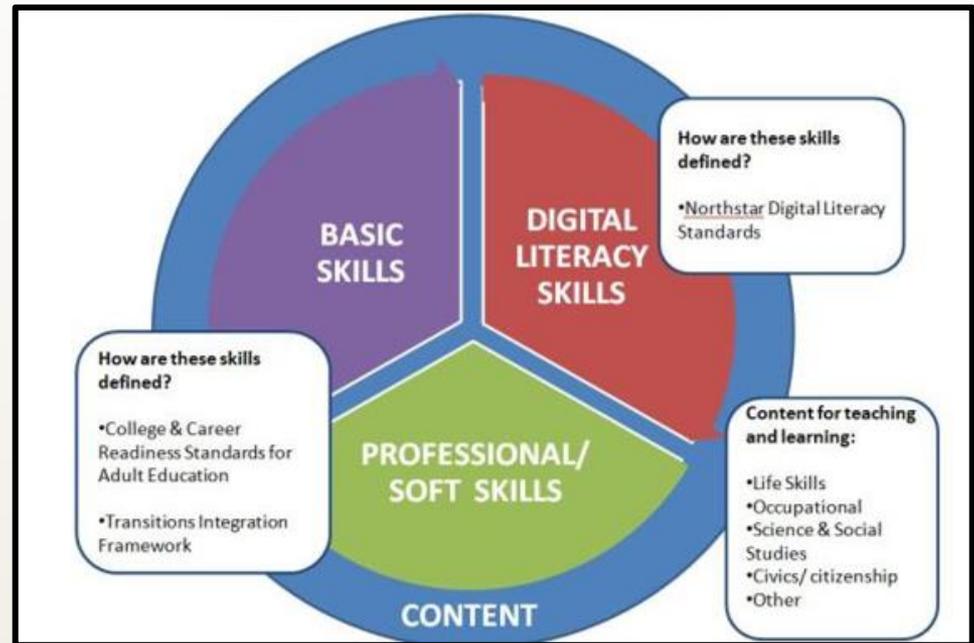
Kary Boerboom, *Southwest MN Private Industry Council*

Michelle Noriega, *Marshall Public Schools*

Dawn Regnier, *MN West*

Why Minnesota ABE is Unique!

In MN ABE, we recognize the many skills our students need to transition to whatever is next for them – be it post-secondary studies, career training programs, job advancement, or deeper community involvement. Every level of instruction is integrated with these skills!



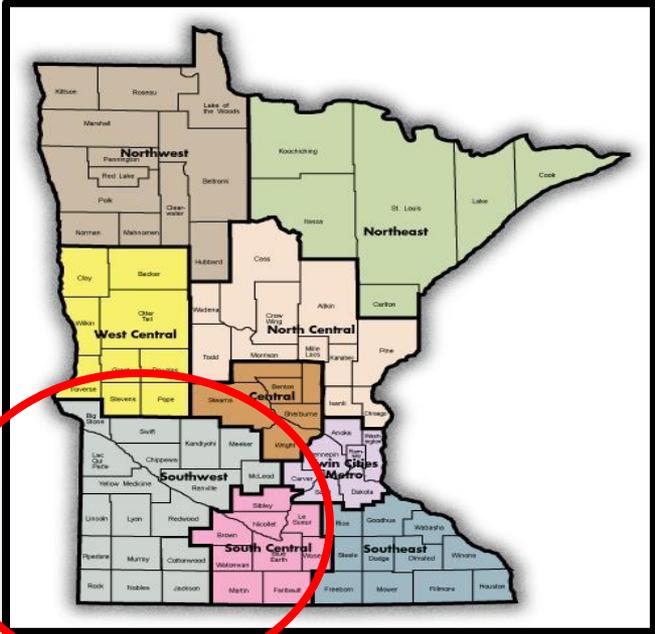
For more info on this model:

<http://atlasabe.org/professional/content-standards>

Perspectives



Southwest Minnesota



22 Rural Counties
(About 25% of the state)
Population: 163,410
MN Population: 5,344,861
Two Regional Centers
Marshall Pop = 13,000
Worthington Pop = 12,000

Our Certified Nursing Assistant Model

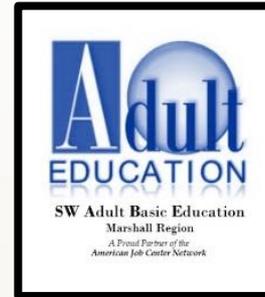
**CNA Career
Pathway
Training from
Marshall, MN**
(One of several CP programs)



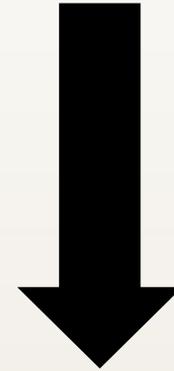
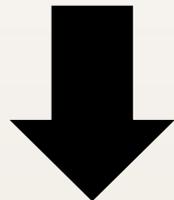
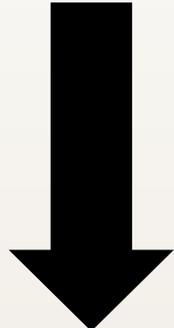
Who are the Nuts & Bolts?



Real collaboration is the KEY, Especially for a RURAL area!



**Healthcare Employers
(driving the training content)**



STUDENT SUCCESS

The Role of the WorkForce System Navigator

The Navigator...

- Promotes and ensures that the participants have a positive experience and achieve success related to the specific training, job search preparation and placement
- Works with participants both in the classroom and individually as needed to help build employability skills
- Handles participant intake, eligibility determination, file maintenance, career plan identification; provides tailored support services; helps participants navigate the various resources available to help overcome barriers to success; and serves as WE/OJT developer and business liaison



How Do We Find the Students?

- **Youth and adult co-mingled model for 3 years adult-only component previously for 10 years before so the word is out!**
- **People show up and ask to be in the class without marketing**
- **Sharing of new classes with previous students**
- **Request for employer referrals**



Co-Mingled Adult/Youth Training

- **Created out of need to fill classes due to low unemployment and other factors**
- **Cost of class delivery same regardless of class size**
- **Maximize efficient use of resources**
- **Re-vitalize career technical training in the public high schools**
- **Integrated setting for high school – college – adult participants, run according to HS schedule**
- **Built in backgrounds with CNA**
- **Mirrors the real multi generational workforce**
- **Both adults and youth state they benefit from the mix of ages**



Pre Healthcare Bridge



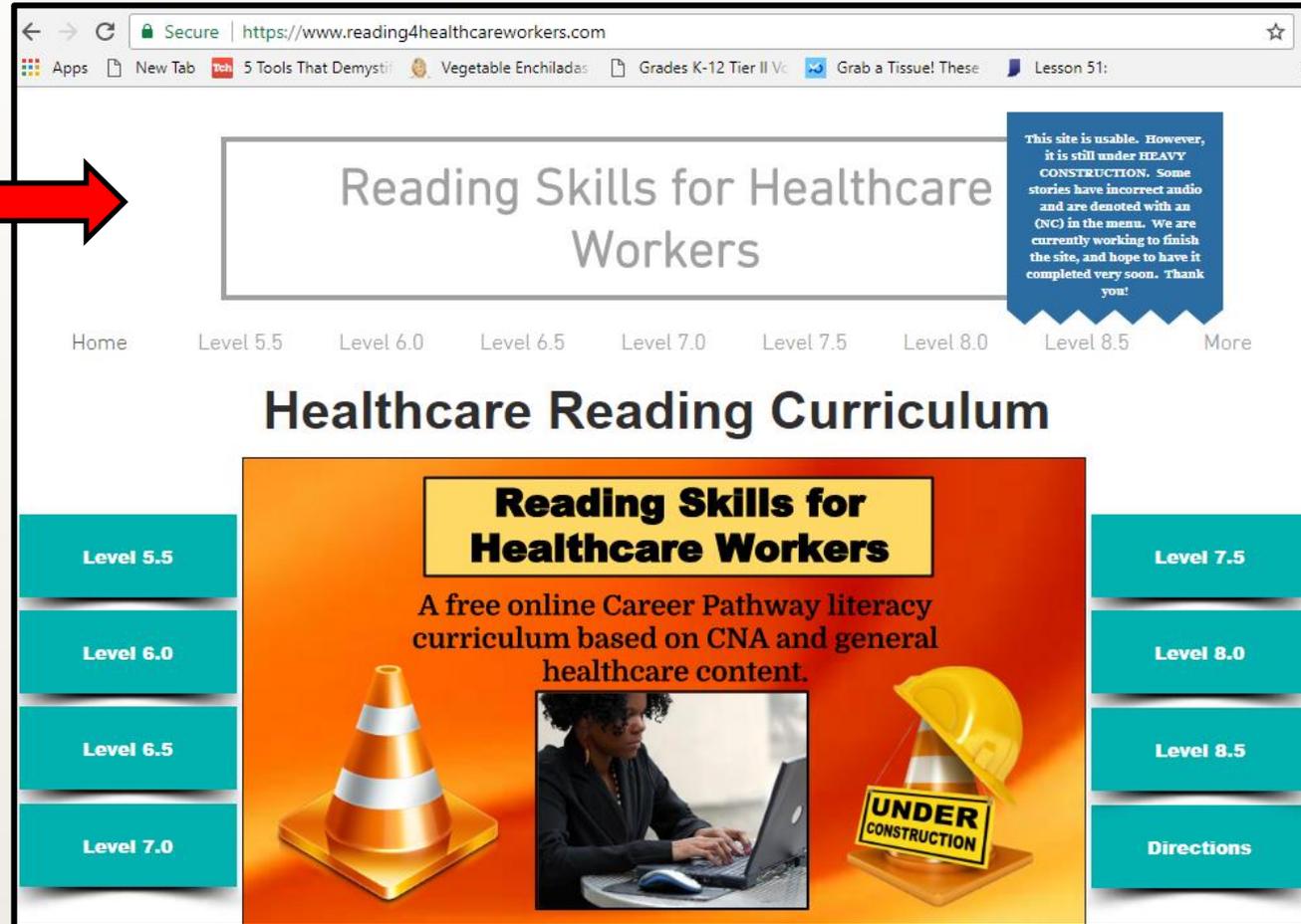
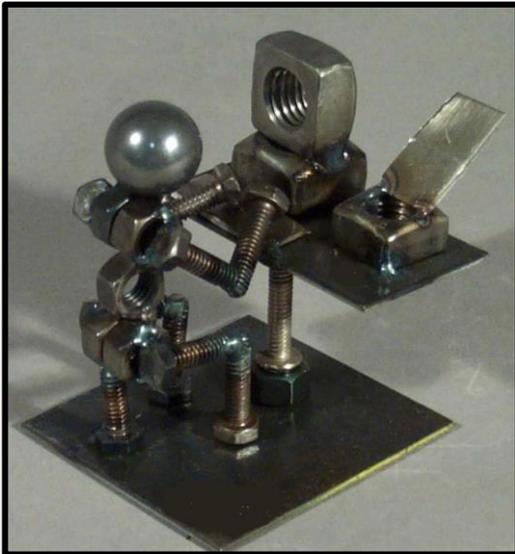
The screenshot shows a web browser window with the URL www.southwestabe.org/pre-healthcare-bridge. The page features a navigation bar with 'Home', 'NEW LOCATION!', and 'About'. Below the navigation bar is a logo for the American Nurses' Association (ANA) featuring a caduceus. The main content area is titled 'Printable Forms' and lists several forms available for download:

- [CNA Training Checklist](#)
- [ABE/SID Intake Form](#)
- [ABE Participant Form](#)
- [MN West Application](#) (including Background check)
- [Private Industry Council Application](#) (this form can only be obtained from WorkForce)
- [Career Scope Information](#)
- [MN Works and Creative Job Search Info](#) (includes How to Register for a Workshop)
- [CNA Create-a-Resume](#)
- [Consent for Release of Private Information Form](#)

At the bottom of the page, there is a partial sentence: 'BRIDGE: a s' and 'ABE Marshall Reg work together to'.

Eligibility

- Cut score of **CASAS 230**
- If below 



Secure | <https://www.reading4healthcareworkers.com>

Apps | New Tab | 5 Tools That Demystifi | Vegetable Enchiladas | Grades K-12 Tier II Vc | Grab a Tissue! These | Lesson 51:

Reading Skills for Healthcare Workers

This site is usable. However, it is still under **HEAVY CONSTRUCTION**. Some stories have incorrect audio and are denoted with an (NC) in the menu. We are currently working to finish the site, and hope to have it completed very soon. Thank you!

Home | Level 5.5 | Level 6.0 | Level 6.5 | Level 7.0 | Level 7.5 | Level 8.0 | Level 8.5 | More

Healthcare Reading Curriculum

Level 5.5	<p>Reading Skills for Healthcare Workers</p> <p>A free online Career Pathway literacy curriculum based on CNA and general healthcare content.</p>   	Level 7.5
Level 6.0		Level 8.0
Level 6.5		Level 8.5
Level 7.0		Directions

Typical Schedule

Class length runs for approximately two months

April 2017						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
	3	4	5	6	7	8
	MN West 12:12 - 3:05PM	MN West 12:12 - 3:05PM	ABE 11:45AM - 2:20PM Kary 11:45AM-1:15PM Avera Interviews	MN West 12:12 - 3:05PM	ABE 12:12 - 3:05PM	
	10	11	12	13	14	15
	MN West 12:12 - 3:05PM	MN West 12:12 - 3:05PM	ABE 11:45AM - 2:20PM	MN West 12:12 - 3:05PM	No School Good Friday	
	17	18	19	20	21	22
	No School	MN West 12:12 - 3:05PM	ABE 11:45AM - 2:20PM TB Test - in class Financial Education	ABE 12:12 - 3:05PM	MN West 12:12 - 3:05PM TB Reading - in class	
	24	25	26	27	28	29
	MN West 12:12 - 3:05PM	MN West 12:12 - 3:05PM	ABE 11:45AM - 2:20PM Virtual Dementia Tour Morningside Heights	MN West 12:12 - 3:05PM	ABE 12:12 - 3:05PM Floor Shadowing Morningside Heights	
Notes:						

Additions to the Schedule Driven by Employers

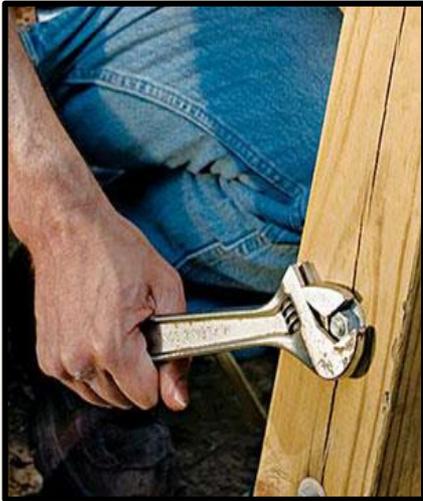
- **Financial Education**
- **Virtual Dementia Tour**
- **Floor Shadowing**
- **Clinicals**
- **Nutrition Class**
- **Employer Panel**
- **Extra Dementia Training**



**For employment and life after
completing CNA training**

Work Experience Option

Short term work experience in entry-level employment (e.g., dietary, housekeeping, laundry) while in CNA class



Benefits for student:

- Learn about employer culture
- Develop employment and interpersonal skills
- Meet potential co-workers

Benefits for employer:

- Future workforce development
- Workers learn various aspects of business
- Increased capacity
- WorkForce/PIC pays the salary of participants

Sustainability with Braided Funding

**Captured
from
2003 – 2016
\$6.5 Million
for Career
Pathway
Trainings**



Collaborating Organizations funding sources:

- **Pell grants**
- **Community grants**
- **Federal & state program funding**
- **Local school district general funds**
- **State re-imbursement legislation**
- **Employer contributions/reimbursement**

Collaboration Sustainability



**Try
different
working
parts!**

- [CNA reimbursement law - http://www.southwestabe.org/cna-reimbursement](http://www.southwestabe.org/cna-reimbursement)
- Asking for and receiving employer contributions
- **New** Work experience opportunities for Adult CNAs (PIC) – the goal being the CNAs become full-time employees
- HCBS grants through the Department of Health

Contact Information

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Dawn Regnier, MN West: dawn.regnier@mnwest.edu

For more information visit our website @ <http://www.southwestabe.org/innovative-delivery-service> or
<http://www.southwestabe.org/newspaper--publications>

Conclusion

- Please complete the following survey:
<http://www.surveygizmo.com/s3/3830658/AB-ESL-CP>
- If you would like a copy of today's presentation, or have questions about joining our panel discussion, please contact us:

Career Pathways Moderator

Mike Cruse: michaelcruse74@gmail.com

Program Management Moderator

David Rosen: djrosen123@gmail.com