**Part 3: Slide 1: National Models and Resources**

Hello and welcome to the three-part, pre-recorded webinar entitled *Using ABE Community Planning Strategies for Adult Career Pathways*.

My name is Patricia Pelletier and I am the community planning consultant with the Adult and Community Learning Services, ACLS, of the Massachusetts Department of Elementary and Secondary Education. I am also the designer of the Indicators of Effective Community Planning for Adult Basic Education Coalitions in Massachusetts.

The three-part pre-recorded webinar is intended for ABE programs to develop strategies and activities that will use the ACLS Indicators of Effective Community Planning, developed in 2013, as a framework to support the implementation of the Workforce Innovation and Opportunity Act, or WIOA, and to develop and enhance adult career pathways partnership building.

Let’s begin part three of the webinar.

**Slide 2: Overview**

Part 1 of the webinar provides ideas on how the Workforce Innovation and Opportunity Act, Adult Career Pathways, and ABE Community Planning connect and how to structure ABE community planning to address the partnership focus of our work in ABE.

Part 2 provides first hand information from some Massachusetts ABE programs that have successful partnerships that were created for a variety of reasons, including next steps, access, and adult career pathways.

Part three of the series showcases some national models and resources on adult career pathways partnerships in Pennsylvania, Colorado, and Wisconsin. It also provides an overview of CLASP, an excellent source of information on career pathways and partnership development.

So let’s begin Part three.

**Slide 3: National Models and Resources**

Let’s look at some national models that demonstrate how strong partnerships result in high quality programming for adult learners.

**Slide 4: Pennsylvania Adult Career Pathways**

This photo was taken of career pathways students engaged in a career awareness activity in Coal Center, Pennsylvania. The Pennsylvania Department of Education’s Bureau of Postsecondary and Adult Education Division completed the pilot phase of its Career Pathways for Adults initiative in 2013.

Local sites were selected based on potential career pathways and job opportunities for students. Twenty-two adult education agencies and eight local workforce investment areas participated. The Career Pathways for Adults initiative builds on strong relationships among multiple state agencies and the vision of a group of adult education leaders to develop a career pathways model that provides both structure and local flexibility. The initiative also leverages significant work by local adult education agencies in building and maintaining partnerships with employers, postsecondary providers, and community-based organizations.

Pennsylvania is a diverse state with great variances in types of employers. It became clear in the early stages of the Career Pathways for Adults initiative that each area of the state would need customized tools to carry out the design and implementation of their career pathways programs. While state leaders agreed to focus on three industry sectors – manufacturing, healthcare, and energy – the team felt it was important to provide local agencies with a menu of resources they could use to define and build their own pathways.

**Slide 5:** [**www.paadultedresources.org**](http://www.paadultedresources.org/)

Many of the resources developed through the pilots include local resource guides and other career pathways tools that are available on the Pennsylvania Adult Education Resource website. Here is a screenshot of their resource website. Within that website is a section dedicated to career pathways. At the end of this presentation there will be a slide with links to the various resources mentioned. You will be able to download the PowerPoint with these links at the ACLS website.

**Slide 6: Colorado Adult Career Pathways**

Colorado's Career Pathways system is evolving through intentional connections of economic development, sector partnerships, and education initiatives. Key legislation in recent years has allowed for vigorous development of a career pathway model in advanced manufacturing, and more recent legislation is targeting pathway development in information technology, construction, and healthcare.

The Adult Education Department with the Colorado Department of Education is connecting to this work by engaging with sector partnerships, and supporting the growth of robust adult education programs that are connected to industry needs. The vision is to implement adult career pathways through which adults can receive a basic education in literacy and numeracy that leads to additional skills acquisition, postsecondary credential attainment, and self-sufficient employment.

Through the federally-funded Ready for College Initiative, the Colorado Success UNlimited Initiative (or CO SUN) was designed to identify and enhance innovative practices from Colorado’s Adult Education and Family Literacy program and extend them to other adult education centers across the state. The project was commissioned by the Colorado Community College System Foundation, and it aligned with other initiatives of the Governor’s P-20 Education Coordination Council, the Colorado Adult Education and Family Literacy Act, Title II of the Workforce Investment Act, and other state agencies. So you can see that strong partnerships were formed at the state level which greatly attributed to the success of the pilot projects from 2008 to 2012.

The overarching goal of CO SUN was to create innovative transition programs and practices to promote the successful transition of out-of-school youth to community colleges. The College Connection program was modeled after the FastStart program developed by the Community College of Denver, and it integrated instructional strategies and student supports used by the Community College of Denver with approaches used by Colorado’s adult education programs. In particular, the College Connection program integrated the core academic subjects of math, English, and reading with critical thinking, career exploration, academic advising, and college success. College Connection also included professional navigators or case managers who were committed to assisting students in overcoming barriers to their successful transition to college.

**Slide 7: CO SUN Strategies**

The strategies incorporated into the CO SUN program include:

* A College Connection Intensive Transition Programwhich includes college preparation coursework for academically underprepared students, offered in conjunction with community college developmental education and career exploration and planning;
* Navigators to recruit students, help them negotiate the college processes, serve as student advocates, and assist them in securing support services;
* Enhanced critical thinking strategiesto prepare students for college-level coursework and careers;
* Professional developmentto build the capacity for implementation of transition strategies;
* Evaluation and data collectionfor objective analysis of student success, instructional practices, and management processes; and
* A state leadership team to assist with developing an action plan that will expand the efforts of CO SUN, connect it to educational and economic plans through policy and resource development, and aid in bringing about awareness of the importance and urgency of working with young adult dropouts.

**Slide 8: CO SUN Evaluation**

An evaluation of CO SUN utilized qualitative and quantitative methods to examine Colorado’s initiative, including documenting implementation of key components of the College Connection program and assessing student performance on required OVAE performance measures and related outcomes identified by the community college consortium leadership as important to the Colorado context. The primary objectives of the evaluation of CO SUN were :

1. to determine the extent to which the CO SUN Initiative resulted in positive outcomes, learning gains, college readiness, and transition to the community college,
2. to assess student perceptions of CO SUN components, and
3. to describe how key CO SUN strategies encourage retention and transition of out-of-school youth and contribute to their success.

**Slide 9: Colorado SUN Components**

The core components of the CO SUN model include the College Connection program that offers accelerated and compressed curriculum in math, English, and reading. Learner-centered instructional strategies and support services are offered to enhance the success of the learners. Student recruitment, learning communities, navigators or case managers, wraparound services, and formal and informal assessments are also implemented to encourage student success. This student-focused teaching and learning process is bolstered by professional development and continuous improvement that brings staff together to examine their practices and use data to make improvements. Together, these core components coalesce to promote successful student outcomes.

**Slide 10: Colorado SUN Navigator Manual**

A Navigator Manual was developed for the CO SUN program that includes some background information of the program, a description of the holistic approaches taken to college transition, the role of the navigator, and many tools that support the role of the navigator including College Connection student outreach strategies and tools, evaluation and data collection forms, useful college connection forms, student orientation tools, financial aid support information, assessment resources and documents, career exploration resources, academic advising documents, and motivation and retention strategies. The entire manual can be downloaded at the link listed here.

**Slide 11: Promising Results**

The CO SUN evaluation revealed some promising results including gains in TABE scores, college ready skills, developmental math and reading, and enrollment rates in college level courses. A LINCS publication at the link shown here provides more detailed information on the CO SUN project and the evaluation results.

**Slide 12: Wisconsin Career Pathways**

The *LINCS Adult Career Pathways News* says that one could easily describe Wisconsin as an early adopter of career pathways. Their journey has been marked by milestones, each helping to shape the state’s approach to workforce development. Wisconsin’s involvement in the national Shifting Gears initiative led to the development of the Regional Industry Skills Education project, known as RISE. The program engaged stakeholders in state level policy change and regional program innovation with the goal of creating adult career pathways programs that offer workers stepping stones to skills and credentials that Wisconsin’s growth industries demand.

The Wisconsin Department of Workforce Development, the Wisconsin Technical College System, local workforce boards, and employer partners have been engaged in this statewide effort, building on local models and drawing on national expertise, to make career pathways a more central part of the state’s education and job training systems.

**Slide 13: Wisconsin Career Pathways**

The RISE initiative has emerged as an important model for adult career pathways, one that is successfully connecting lower-skilled adults to education and career opportunities throughout the state by providing programs that offer a series of courses that yield stackable credentials. Bolstered by continued support from the Joyce Foundation, RISE has undertaken several new focus areas, all with an eye on the state’s overall goal for adult career pathways of increasing the number of adults who earn postsecondary credentials related to occupations in high demand.

RISE leaders conducted an inventory of career pathways programs offered through the technical colleges, identifying industries represented and noting which pathways had bridge programs in place to support lower-skilled adults. More than 200 total career pathways programs were identified at colleges across the state, each offering stackable credentials. Of these, 57 contain bridge programs consisting of courses that link basic and English skills development with occupational skills development and accelerate the transition from pre-college to college-level work for adult students.

A wide range of industries have been targeted for bridge program development based on local employer needs. For example, programs developed range from bridges leading to certificates in digital photography to programs in sustainable small farming practices to programs leading to diplomas and degrees in machine tool/computer numerical control, just to name a few. Having the support of adult education staff on the college campuses enables the development of a seamless set of courses that results in stackable credentials, regardless of the entry level of the learner. The state’s online curriculum bank allows colleges to share recently developed course outlines to leverage system resources and promote collaboration among RISE programs.

**Slide 14: Career Pathways Support Services Matrix**

The most comprehensive undertaking for the RISE team was the development of a career pathways support services matrix. Work began with a webinar and series of workshops to reach out to individuals across the state that have “touch points” with students. The goal was to begin a dialogue with support services staff from both the workforce system and the technical college system.

RISE leaders want to provide a process through which support services staff from the various agencies can work together as local teams to address barriers to providing the types of supports adult career pathways students need. The creation of a local and regional matrix for support services was the first step toward this team approach. RISE leaders hope the emphasis on local collaboration around support services will allow individuals who rarely have the chance to communicate with one another the opportunity to share concerns and best practices, ultimately leading to a smoother delivery system, as well as a better understanding—by both staff and the individuals they serve—of local services available.

The matrix focuses on four areas of support as demonstrated in this diagram: Financial, Educational, Personal Well-Being and Career Preparation.

More information on the Wisconsin adult career pathways initiative can be found at the LINCS publication shown at the bottom of this slide.

**Slide 15: CLASP: Shared Vision, Strong Systems: The Alliance for Quality Career Pathways Framework**

The Alliance for Quality Career Pathways is a partner-driven, CLASP-led initiative funded by the Joyce Foundation, the James Irvine Foundation, and the Greater Twin Cities United Way. The purpose of Phase I from July of 2012 through May of 2014 was

to invite and work with ten leading career pathway states—Arkansas, California, Illinois, Kentucky, Massachusetts, Minnesota, Oregon, Virginia, Washington, and Wisconsin—to develop a consensus framework that includes:

(1) definitions and a conceptual model of career pathway systems, pathways, and programs;

(2) criteria and quality indicators for career pathway systems; and

(3) a set of interim and outcome metrics for measuring and managing career pathway participant progress and success.

CLASP and the Alliance partners jointly developed and provided consensus support for the Alliance for Quality Career Pathways Framework 1.0, which establishes a common understanding of quality career pathways and systems.

**Slide 16: Criteria and Indicators for a Quality Local/Regional Career Pathway System**

The CLASP Shared Vision, Strong Systems identifies some criteria for quality local and regional career pathways systems. That criteria is the:

* are committed to a shared vision and strategy;
* engage employers and integrate sector strategy principles;
* collaborate to make resources available;
* implement supportive local and regional policies;
* use data and shared measures; and
* implement and integrate evidenced-based practices and processes.

You can learn much more about the CLASP Shared Vision, Strong Systems initiative at the link that is provided on our Resources List at the end of this presentation.

**Slide 17: Partnerships are Important!**

As was emphasized in Part 1 and Part 2 of this webinar, partnerships are critical to the success of the adult career pathways program, and for adult basic education programs to help learners achieve next steps of any kind. The three Massachusetts ABE adult career pathways programs featured in Part 2 and the national models outlined here in Part three could not have succeeded without strong commitments of many partners.

**Slide 18: Links**

Here are the resources we mentioned during this presentation that will support your work with developing partnerships to support adult career pathways and ABE community planning partnerships. You will be able to download the webinar slides at the ACLS website.

An additional resource on this page which has not been mentioned in this webinar is the Adult Career Pathways Resources by Topic, compiled and updated by Hope Cotner of the Center for Occupational Research and Development.

**Slide 19: Thank you!**

Thank you for participating in this recorded webinar. You will receive an email with a link to an evaluation. Your feedback is very important to us so please take a minute to complete the evaluation.

For further information please contact Kathy Rodriguez or Derek Kalchbrenner at the email addresses noted on this slide. This concludes Part three of the pre-recorded webinar on Using ABE Community Planning Strategies for Adult Career Pathways. Thank you.