Pathways to Success

Jeffrey A. Fantine, Ph.D.

The Career Pathways Assessment & Planning System
Developing a Career Pathways Plan

WY Adult Education
Summer Institute
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➢ **Nearly 35 years in Adult Education**

➢ **Former:**

- **Instructor/Director of Local Adult Education Program**
- **Director, Adult Education Professional Development Center (Ohio)**
- **State Director of Adult Education (Maine)**
- **Director of OCTAE's National Career Pathways Project**
- **COABE Vice President**
- **NCL Vice President and AALPD Chair**

➢ **Current:**

- **Professor of Adult Education Graduate Studies at OSU**
- **National Consultant/Trainer**

    Adult Education – Workforce Development – Career Pathways

Developing a Career Pathways Plan

➢ **Introductions**

➢ **Understanding Career Pathways**

➢ **Career Pathways Assessment & Planning System**

➢ **Explore Components of a Career Pathways Model**

➢ **Discuss Career Pathways Best Practices**

➢ **Review Resources**

➢ **Next Steps and Closing**
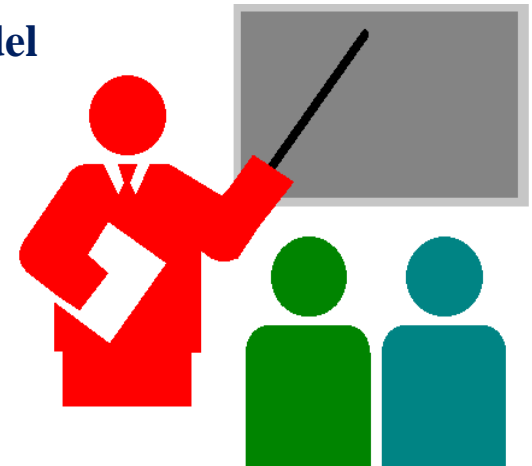
Opening Circle

1) **Introduce Yourself**
   Name, Program, Role

2) **Share one thing you are already doing relative to career pathways**
   Try to avoid duplication

Developing a Career Pathways Plan

Understanding Career Pathways

WIOA
WORKFORCE INNOVATION OPPORTUNITY ACT

PURPOSE
A vision for a coordinated workforce development system

The Workforce Innovation and Opportunity Act (WIOA) was passed and signed into law in July 2014, which reauthorized the Workforce Investment Act, and went into effect July 1, 2015.

As a result, states are required to develop Unified/Combined State Plans.

Wyoming WIOA Unified State Plan:
https://wyowdc.wyo.gov/wp-content/uploads/2022/07/WIOA_Published-2022-06-24-Wyoming_PYs_2022-2023.pdf

WIOA requires better alignment of federal workforce investments in job training to integrate service delivery across programs and improve efficiency.

One of WIOA's principal areas of reform is to require planning across core programs and to ==develop more comprehensive and integrated approaches to services, such as career pathways== and sector strategies.

Understanding Career Pathways

Career Pathways DEFINITION

WIOA defines career pathways as a system that includes a series of rigorous and high-quality education and training strategies and other services that enable individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment in that sector.

Elements of a Career Pathways System

- Align with the skill needs of industries in the economy of the State or regional economy involved;
- Prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
- Include advising to support an individual in achieving the individual's education and career goals;
- Include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- Organize 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 possible;
- Enable an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential; and
- Help an individual enter or advance within a specific occupation or occupational cluster.

Developing a Career Pathways Plan

Understanding Career Pathways

IET DEFINITION

Integrated Education and Training (IET) is defined in WIOA Section 203(11) as 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.

Required Component of an IET Program

1. **Adult Education and Literacy Activities (Sec 463.30)**

2. **Workforce Preparation Activities (Sec 463.34)**

3. **Workforce Training in a Specific Occupation or Occupational Cluster (Sec 134(c)(3)(D))**

Understanding Career Pathways

Developing a Career Pathways Services Model

- **Messaging** → **Promote Adult Education as a Career Pathways Program**

- **Developing Partnerships** → **WIOA Core & Required Partners and Employers**

- **Alignment** → **Creating a Seamless Education & Training Pipeline**

- **Local Demands** → **Prepare Students for In-Demand Jobs**

- **Integrate Career Services Throughout Program Services** →
  - **Career Assessment**
  - **Career Exploration & Planning**
  - **Contextualized Instruction & IET Programs**
  - **Career Advising**
  - **Credential Attainment**
  - **Transitions to Post-Secondary & Employment**

> ➢ **Develop Policy**
> ➢ **Allocate Funding**
> ➢ **Monitor Outcomes**

Understanding Career Pathways

Integrating career services with academic services

Career Focused Marketing and Promotion

| Career Interests and Abilities | → | Career Options (with local workforce needs) | → | Provides Education, Job Training and Work Readiness | → | Acquire Knowledge, Skills and Credentials | → | Transition (postsecondary, advanced job training, employment) |

← **Advising** →
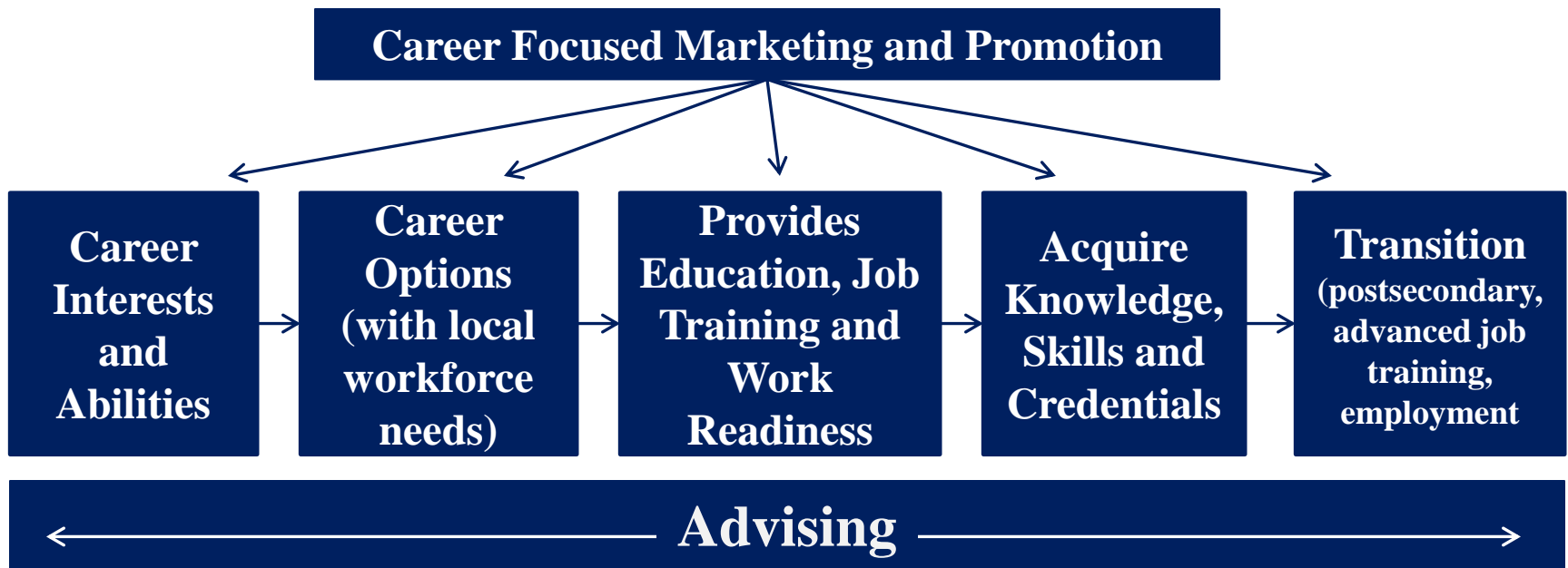
Understanding Career Pathways

The challenges with implementing career pathways in adult education:

> ➢ **How to provide career pathways services that are relevant to Adult Education**
> ➢ **How to implement career pathways models in small, rural Adult Education programs**
> ➢ **How to develop a career pathways services model that includes lower-level students**
> ➢ **How to develop a career pathways services model for all student populations in adult education: ESOL, Corrections, Disabilities**

Career Pathways Assessment & Planning System

A review of the template:

PURPOSE – Develop a Career Pathways Plan
Using a 3-Step Process:
1. Identify what is in place: **CURRENT ACTIVITIES**
2. Identify what is missing: **PLANNED NEW ACTIVITIES**
3. Create a step-by-step **PLAN** with timeline to implement what is missing

Components of a Career Pathways Model

Partnerships

AEFLA Funding Consideration: 10

Workforce (One-Stop)
Post-Secondary
Employers
Others   ???

- Are critical for an effective career pathways system.
- Are about building relationships.
- Are most effective when formalized in writing.
- Should create something new.

PARTNERSHIPS

COMMON EXAMPLES
Establish a committee of relevant partners to build relationships
Have formal agreements with WIOA core partners
Create a referral process to coordinate services
Centralize intake and assessment and share information
Partner with workforce to handle career exploration, advising and job placement
Do cross-training among partners so agencies know each other does
Access workforce funds to support student's job training
Identify students who need support for disabilities through vocational rehabilitation services
Engage employers to provide students with job exposure opportunities, establish worksite programs or assist students with transition into jobs
Partner with post-secondary to offer IET programs

Focus both on forging new partnerships and strengthening existing partnerships.

Developing a Career Pathways Plan

Components of a Career Pathways Model

Creating a Career Culture

AEFLA Funding Consideration: 4

A college and career going culture refers to the environment, attitudes, and practices in schools and communities that encourage students to obtain the information, tools, and perspective to enhance access to and success in post-secondary education and career opportunities.

COMMON EXAMPLES
Align vision and mission to workforce
Promote program as one that emphasizes career pathways / college and career readiness
Use college and career talk: "when you're in college…"
Treat school experience like a job
Challenge students to have acceptance into college or job upon program completion
Emphasize career and life over HSE test completion

Think about how you promote your program to stakeholders: students, partners, employers and the community.

Developing a Career Pathways Plan

Components of a Career Pathways Model

Creating a Career Culture

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Post-Secondary Prep * ESOL

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PENTA CAREER CENTER ASPIRE ALERT: Penta Career Center's Aspire program remains open for business (on-site and online). To safeguard Penta Aspire students & staff to combat the spread of COVID-19, all Aspire classes will offer both on-site and online options. The online option will be held in google classroom. Be sure to have Google hangouts/meet downloaded to your tablet, phone, or computer. For more information, contact our office at 419.661.6182.

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BRUSH UP ON SKILLS FOR COLLEGE SUCCESS

Messaging

Developing a Career Pathways Plan

Components of a Career Pathways Model

Analyzing Labor Market Information (LMI)

AEFLA Funding Consideration: 1

Local adult education providers should understand the current and projected employment situation for their state and local area in order to make informed decisions about pathways, employer partners and IET programs.

Wyoming Labor Market Information: **https://doe.state.wy.us/lmi/**

Wyoming at Work: **https://www.wyomingatwork.com/**

SHORT-TERM INDUSTRY PROJECTIONS
1) Mining
2) Construction
3) Healthcare
4) Education
5) Transportation

Do you know which 2 others that don't require formal education?

Retail and Food Services

COMMON EXAMPLES

Promote current and projected in-demand occupations

Share LMI with students during onboarding or Career Services course

Integrate knowledge and skills for in-demand occupations into instruction

Pursue job exposure opportunities for students with employers in in-demand industries

Develop IET programs based on in-demand occupations

If employment prospects look grim in a particular area, promote the entrepreneurial pathway

Use LMI to help students map out a career pathway over time that describes education and training requirements along the way

Review LMI annually or semi-annually to inform program planning efforts

Developing a Career Pathways Plan

Components of a Career Pathways Model

Onboarding: Intake, Assessment, Orientation

If you want students to think about their future and what happens after they complete your program, a career and life emphasis must begin at the onset. Therefore, integrate BOTH academic and career/life information and activities into the onboarding process.

Career Clusters Interest Survey
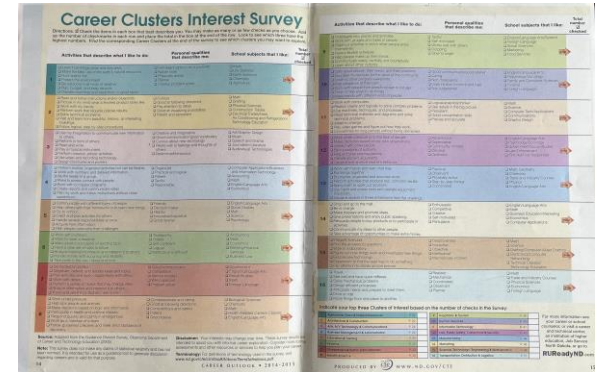
Hocking Hills Schools
Adult College and Career Readiness Center
Orientation Outline

Career Advising begins during the 4-day orientation process and continues at each end-of-session conference.

Day 1	Day 2	Day 3	Day 4
• Talk about why you are here – your goals • Talk about previous education and work experience and the credentials and skills gained. Record on Education and Career Plan • Register on OMJ • Take OMJ Career Profile. Look at results and discuss the interest areas. Record on Education and Career Plan	• Deeper look at interest areas from Day 1 • Discuss factors to consider when choosing a career including level of effort and in demand jobs • View careers on OMJ site based on interested from career profile	• Discuss career clusters and career pathways using handouts • In OMJ explore the occupational search (show how can search 4 ways). Record what explored on Education and Career plan	• Review discussion – Why are you here? What are you thinking now? How sure are you? • Discuss how can we help you reach those goals? • Writing sample about career interests • Post career goal on wall under decided or thinking about • Individual conference with each student to make a plan. Write career or cluster goal on Education and Career plan

COMMON EXAMPLES
Welcome students with, "This is the first step in your career pathway."
Ask students, "What do you want to be doing in 5 years?"
Have students complete a career assessment
Discuss career goals, in-demand jobs and potential barriers to employment
Offer career exploration and planning
Have students register with Wyoming at Work
Students should set both academic and career/life goals

Components of a Career Pathways Model

Individual Academic, Career and Life Plan

Research suggests that students persist more efficiently and effectively through education programs when guided by a plan. Historically, many adult education providers had students develop learning plans, but with the current career pathways trend, we must broaden that to include career goals and planning.

COMMON EXAMPLES

Require each student to have an academic and career/life plan

Have students develop their own career plan

Consider using a graphic organizer format for the career plan (SMARTER)

Use maps to help students plan their career path

Visit the academic and career plan regularly and revise, if necessary

Include potential barriers to achieving goals and a plan to address them

Include a task and timeline on the academic and career plan

Include a transition plan for when the student leaves the program

Developing a Career Pathways Plan

Components of a Career Pathways Model

Academic & Career Advising

Career advising in adult education is providing guidance to students on academic and career services. Advisors help students develop strategies and skills to explore and pursue academic and career options, as well as develop and implement a plan for academic, career and life/family success. Advising services should be ongoing, incorporate use of the student's individual academic and career plan, and continue through transition out of your program.

FIVE STAGES OF ACADEMIC & CAREER ADVISING

1. Initiation Stage
2. Exploration Stage
3. Planning Stage
4. Progression Stage
5. Transition Stage

Who am I?

Where am I headed?

How do I get there?

COMMON EXAMPLES

Determine how your program will offer advising using staff, students or partner

Students should meet with an advisor regularly

Use the student's academic and career plan to guide advising sessions and revise plan, if necessary

Put your advising process in writing to ensure consistency

Help student connect to any support services they might need

Consider using maps to help students understand and plan career path

Discuss passions and what will keep a student motivated and persisting

Developing a Career Pathways Plan

Components of a Career Pathways Model

Instruction – Contextualized, Workforce Preparation and IET

AEFLA Funding Considerations: 5, 6, 7 and 8

Curricula and instructional practices in adult education programs should be rigorous, relevant and research-based. The scope of instructional services should include academic skills, workforce preparation and job training. Programs should offer a competency-based, contextualized curriculum in addition to Integrated Education and Training (IET) programs for both ABE and ELL students.

Levels 1 and 2 ELA

READING	WRITING	SPEAKING/LISTENING	LANGUAGE
Ask / Answer: • Questions – Who, What, Where, When, Why, How; Meanings of words and phrases • Using Simple Text	State an opinion in simple statement List reasons for opinion • Use because, therefore, since Write concluding statement	Participation in conversation • One-on-One • Group ...building on conversations and responding to others Ask / Answer • Questions	Use • Upper / Lower Case Letters • Common / Possessive Nouns • Singular / Plural Nouns (regular / irregular) • Personal, Possessive and Indefinite Pronouns
Identify / Retell / Summarize: • Topic • Details			• Present / Past Tense • Question Words • Prepositions
Describe: • Connection between two events • Series of events (sequence)	Informative text • Give facts and definitions • Use also, another, more, but to connect ideas	Share main idea, State details, and summarize text: • Heard • Read	• Conjunctions, Verbs and Adjectives • Punctuation
Use: • Maps, Charts, Table of Contents, Glossary – to find information	Write concluding statement	Describe • Meanings of words	Spell • Words
List: • Similarities and Differences – between two texts same topic	Use digital tool: • Research • Produce Writing		Identify • Root Words
Compare / Contrast • Two texts same topic	Write Answers to Questions and Summarize (Simple Text): • Read • Heard		Sort • Words into Categories

Lesson Plan for Active Teaching and Learning

NAME OF THE LESSON:

CONTENT AREA	LENGTH OF LESSON

STANDARDS ADDRESSED IN LESSON (SKILLS AND CONCEPTS)

Workforce Preparation Activities Addressed in Lesson (Soft Skills)

STEP 1: WARM—UP An activity that a) uses previously learned content to begin a new lesson, b) lasts 5-10 minutes, c) uses materials students are familiar with from previous lessons or any fun activity that gets them up and moving.

STEP 2: INTRODUCTION How will I introduce this topic and the skills and concepts addressed in the standards covered? What is my purpose in teaching this topic?

STEP 3: PRESENTATION How will I address Language Acquisition Skills: communication, pronunciation, vocabulary, grammar, fluency and comprehension? How will I incorporate instructional Shifts? What resources will I use to support, supplement, reinforce skills and concepts addressed in lesson?

(NOTE: Provide enough detail in this section so that another teacher can readily use this lesson.)

STEP 4: PRACTICE Teacher directed, with peers or individually. Break into learnings stations or small groups.

STEP 5: EVALUATION/ASSESSMENT Instructor provides an activity that assesses leaners. What evidence will demonstrate student learning? It can even be a verbal, written, or hands-on assessment.

STEP 6: APPLICATION / CONTEXTUALIZATION An activity that require students to apply new knowledge to their own lives or relevant situation, particularly to the world of work – Contextualizing instruction.

COMMON EXAMPLES

Consider how to organize services most effectively

Align instruction to the College and Career Readiness Standards as well as the Employability Skills and Social Capital Standards

Integrate digital and financial literacy into instruction

Offer IET programs that align to Labor Market Information and meet local workforce needs

Involve employers and other partners in the design and delivery of instructional and career-related services

Use technology to support career pathways efforts

Coordinate with DWS to offer integrated work experience programs

Use project- or problem- based learning

Developing a Career Pathways Plan

Components of a Career Pathways Model

Alignment

AEFLA Funding Considerations: 4 and 10

WIOA requires a seamless education and training pipeline in a local area or region; therefore, programs should work to ensure the services they provide align to next steps students take when they leave the program. This includes transitioning into employment, post-secondary programs, and advanced job training without the need for remediation.
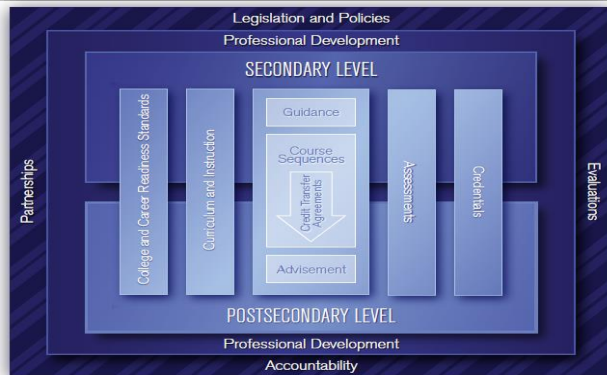
COMMON EXAMPLES
Coordinate services among WIOA core partners (avoid duplication of services)
Offer a curriculum that covers all of the CCR Standards
Have students acquire employability skills, which are skills employers want
Ensure students learn skills addressed in post-secondary remedial courses
Determine common skills required for entry level in-demand occupations and ensure students master those skills
Use LMI to inform career pathways efforts
Align academic content to post-secondary entrance exams

Developing a Career Pathways Plan

Components of a Career Pathways Model

Serving Vulnerable Student Populations with Barriers to Employment

AEFLA Funding Considerations: 1, 2 and 13

WIOA requires programs give priority of services to the "hardest to serve" and "most in need". This requires that programs prioritize services to populations with barriers to employment, including the lowest-skilled adults, adults with disabilities, homeless individuals, Native Americans, and justice-involved individuals (among others).

COMMON EXAMPLES
Determine how the program will serve all eligible students in a career pathways environment, particularly those with barriers to employment – this includes low-skilled adults, English language learners, justice-involved individuals, etc.
Organize services in a way that will serve various student populations efficiently and effectively
Offer an array of evidence-based instruction appropriate for serving specific student populations
Provide reasonable accommodations for students who need them, when necessary
Conduct various types of screenings to identify barriers to learning (i.e., barriers to employment checklist, vision and hearing screenings, learning disabilities screening, support services checklist, etc.)

Developing a Career Pathways Plan

Components of a Career Pathways Model

Support Services

AEFLA Funding Considerations: 10 and 11

Research suggests that when service agencies collaborate and provide holistic services to vulnerable populations, they have better persistence and performance outcomes. Support services are those services that address critical issues beyond the scope of the program, but are necessary for student success. They are accessed while the student is in the program to support persistence and achievement. For adult education programs in a career pathways environment, support services extend beyond the traditional transportation and child care services to include such things as transition services and job exposure opportunities.

COMMON EXAMPLES
Offer job exposure opportunities, i.e., mentoring, internships, job shadowing, apprenticeships
Connect students directly to DWS
Provide direct linkages to community services, i.e., mental health, substance abuse, vocational rehabilitation, housing
Assist students with the development and implementation of a transition plan
Help students connect to and prepare for post-secondary programs, i.e., financial aid applications, college tours, meet current college students, meet specific program contacts, etc.
Offer a career or community services speaker series: invite professionals or service providers to program to meet with and speak to students
Utilize an effective referral process which includes cross training of services.

Developing a Career Pathways Plan

Components of a Career Pathways Model

Sustainability

AEFLA Funding Considerations: 3, 9 and 12

In order to ensure the success of this Career Pathways Plan, programs should have a sustainability plan. A sustainability plan should include data collection and monitoring, establishing policies and procedures for new services, an annual review of formal partnerships, and accessing professional development.

"Organizations are successful because of good implementation, not good business plans."

~ Guy Kawasaki

COMMON EXAMPLES
Determine how career pathways efforts will be sustained over time
Review Career Pathways Plan regularly (revise for continuous improvement)
Establish performance measures that will be monitored to determine success of career pathways efforts
Create written policies and procedures to institutionalize new practice once something is proven successful
Identify professional development needs that will ensure success of career pathways efforts and ensure staff have access to necessary professional development

PLAN

DO

CHECK

Developing a Career Pathways Plan
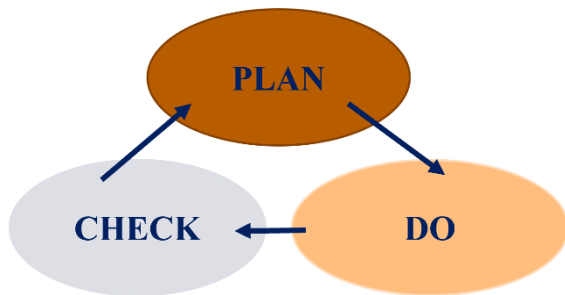
Discussion Groups

At your table groups, go through the planning template and discuss career pathways:

- **What you currently do**
- **What you would like to do/plan to do in the future**
- **What challenges you encounter and possible ways to address them**
- **And anything else you would like to discuss**

How did you do?   *What questions do you have?*

Resources

Adult Career Pathways Resources

This **Adult Career Pathways (ACP)** resource library is designed as a resource for ABE practitioners as they develop ACP programming. Programs can use these resources to build on the practice of others in the field and avoid starting from scratch.

Confused about Adult Career Pathways and transitions terminology? You're not alone! **See this handy glossary >>**

ACP Course Curricula

In this library, curricula are organized by **Career Fields** on the right-hand side. When you choose a Career Field, you will find a list of course curricula on the right. Choose a course and you will see a brief overview and a link to complete curriculum materials. Each curriculum has been reviewed by ATLAS for inclusion here; the course overview outlines particular strengths and drawbacks of each entry. Sources include MN ABE programs across the state and a few ACP providers in other parts of the U.S.

ACP Program Development Tools

The tools in this section are intended to equip ABE program practitioners in charge of developing and expanding adult career pathway programming around the state, in response to both local needs and WIOA requirements. Resources are organized by aspect of programming. Click on a content area and you will see a list of documents and websites along with a brief description of each resource.
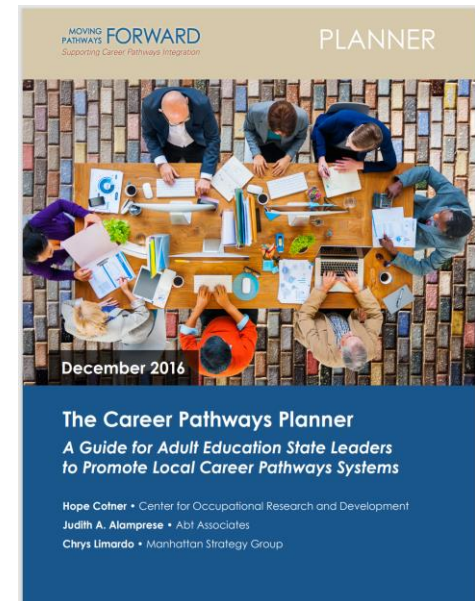
ADULT CAREER PATHWAYS

ACP COURSE CURRICULA:
- Administrative
- Education
- Health
- Retail / Hospitality
- Technical Fields
- Technology
- General / Multi-Pathway

ACP DEVELOPMENT TOOLS:
- Adult Career Pathways Basics
- Budgeting & Funding
- Course Design
- Effective Collaboration
- Employer Engagement
- Integrated Education & Training
- Local Workforce Devt Boards
- Strong Enrollments
- Workforce Partnerships

MOVING PATHWAYS FORWARD PLANNER
Supporting Career Pathways Integration

December 2016

The Career Pathways Planner
A Guide for Adult Education State Leaders to Promote Local Career Pathways Systems

Hope Cotner • Center for Occupational Research and Development
Judith A. Alamprese • Abt Associates
Chrys Limardo • Manhattan Strategy Group

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

Closing Circle

What is one thing you learned about career pathways today that you will try in your program?

- **Review the Career Pathways Assessment and Planning template with your staff. Then, discuss and determine "Current Activities" and potential "Planned New Activities" for each component by completing this portion of the template by the November webinar (date TBD).**

- **Explore career pathways resources to support these efforts.**

- **Delegate portions of this plan to various staff members.**

- **Be sure to meet with Jeff in mid- to late- February 2024 to review your plan and discuss any revisions.**

- **As you develop your plan, be sure to address the AEFLA 13 Funding Considerations in the sections where indicated, don't take on too much and stagger your timeline.**

- **Final Career Pathways Plan due by March 29, 2024.**

Developing a Career Pathways Plan

Questions:
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