Meeting the Demand of Regional Economies with Career Pathways

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WHAT WE WILL COVER TODAY

• State and Federal drivers for setting the stage – (resource handout)

• CLP’s Lessons Learned
  • Tools you can use to develop a career pathway at your college
  • Methods to integrate campus specific pathways into a collaborative regional pathway
  • Faculty & employer engagement strategies

• Future directions for web-based Career Navigation System developed by CLP
CAREER LADDERS PROJECT

• works in partnership with California Community Colleges and key stakeholders to provide educational and career advancement for Californians.

• fosters opportunities through research, policy initiatives and strategic assistance to colleges and their workforce development partners.
Statewide:
- CCCC0 Career Advancement Academies Initiative
- Community College Pathways for Foster Youth
- CCC Linked Learning Initiative
- Green Transportation Collaborative
- Alignment with DWM, CWIB Priority Sectors, Alliance Quality Career Pathways (Calif. Team)

Across Sectors and Regions
- Design It, Build It, Ship It (2012 TAACCCT Consortium Grant)

Overall, CLP works with
- Single colleges
- Multiple college districts
- Across community college districts
- High school and school districts
- Regional stakeholders including WIBs, industry, labor, CBOs
INVESTMENT AND GUIDANCE

• Health Profession Opportunity Grants (HHS, 2010. $67M)
• Workforce Innovation Fund (DOL, 2012. Round 1 $147M; Round 2 TBA)
• TAA---CCCT (DOL, $2B over 4 years. Rounds 1 & 2 awarded; Round 3 in process)
• Advancing Career and Technical Education in State and Local Career Pathway Systems (OVAE, 2012)
• ISIS evaluation of career pathway programs (HHS, 2007---2017)
• Joint letter of commitment to promote use of career pathways (DOL, DOE and HHS, April 2012)

LOOKING FORWARD

• Community College to Career Fund (President’s FY14 budget. $8B)
• Pathways Back to Work (President’s FY14 budget. $12.5B) Federal Support for Career Pathways
• CA Career Pathways Fund in State Budget– SB1070 Regional funding; AB86 Adult Education & Career Pathways Trust

Adapted From Center for Law and Social Policy (CLASP), Alliance for Quality Career Pathways. 2013
Regional Pathways address the workforce needs of the region across major sectors; Employers are engaged; Skills gap is addressed; Increased access and success in college certificates/degrees.

Refine Local and Regional Career Pathways, mind the gaps and build on college strengths, provide portability, skills acquisition for entry, mid-, and advanced-level workforce.

Link and integrate regional programs, certificates, curricula to more effectively address the workforce needs of industries important to the regional economy.

College Specific Pathways Include employer engagement, connected support, bridge programs, work based learning, and transition with high schools.
How do we deepen Career Pathway approaches that …

- Enable students to advance over time to better jobs and higher levels of education and training?

- Increase successful completion of college certificates on the way to degree/transfer?

- Align with industry to teach in-demand skills and provide work-based learning opportunities that lead to high-wage, high-skill employment?
HIGH IMPACT PATHWAYS

Each step on a career pathway is DESIGNED explicitly to prepare students to progress to the next level of employment and/or education.
Comprehensive Pathways Serve:

• Under-served populations
• Transitioning high school students
• Re-entry populations
• Incumbent workers seeking skills upgrade
HIGH IMPACT PATHWAYS
WHEN DONE WELL, PATHWAYS:

- Include **on-ramps** or **bridge programs** for underprepared students with limited basic skills and youth and adults with barriers to employment.

- Span the **entire range of programs** from entry level, intensive “bridge” programs through occupational certificates, transfer, and academic degrees.

- Are **stackable** in design with certificates “nested” in longer transfer and degree structures, always preparing students for the next step.

- **Contextualize** foundational skills to the knowledge and skills needed in a specific occupation or group of occupations.
• Provide an effective framework for workforce development by **aligning** with industry needs and **integrating** the resources of community colleges, other educational institutions, workforce agencies, adult education programs, social service providers, and other stakeholders.

• **Engages employers** actively in pathway development, worksite training, internships, and placements.

• Focus on **careers in demand** that provide family-sustaining wages and ongoing advancement opportunities as confirmed by industry partners.

• Include **work based learning** opportunities through structured experiences which could be credit-based and/or paid work experience, internships, or service learning.

• Use and promote **data** and focus on **continuously improving** outcomes.
1. **WHAT ARE THE ENTRY LEVEL CERTIFICATES/COURSES THAT LEAD TO ENTRY LEVEL JOBS?**
   (a) Middle skill certificates/programs?
   (b) Advanced skill certificates/programs?
   (c) Is there alignment of program for transfer to 4-year institutions?

2. **WHAT KINDS OF JOBS DO THE CERTIFICATES/PROGRAMS PREPARE STUDENTS FOR AT EACH LEVEL?**
   (a) What are the associated wages for these jobs?

3. **DOES YOUR PROGRAM/CERTIFICATE PREPARE STUDENTS FOR INDUSTRY CERTIFICATIONS?**
   (a) What are those certifications at each level?

4. **DO THESE PROGRAMS/CERTIFICATES REFLECT DISCUSSION WITH INDUSTRY?**
   (a) What are you hearing from your Industry Advisory about programs/certificates meeting current industry demands?
   (b) Does the program align with industry recognized certifications that are listed as minimum or preferred qualifications?
   (c) Does the progression of programs/certificates make sense to industry? Does it follow the career progression?

5. **DOES YOUR PROGRAM DESIGN ENABLE STUDENTS TO BE EMPLOYABLE IN THE FIELD AFTER 1-2 SEMESTERS (I.E. ENTRY LEVEL JOB)?**
   (a) Can students enter and exit the program and continue to progress? Are their barriers to students who stop out to work for a while?
   (b) Can someone with entry level experience come into your program at the intermediate level?
<table>
<thead>
<tr>
<th>INDUSTRY CERTIFICATION</th>
<th>ACADEMIC PROGRAM OF STUDY</th>
<th>JOBS AND WAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Level</td>
<td>+ A.A./A.S. Degree/Transfer + Advanced Level Certificate</td>
<td>Advanced Level Employment</td>
</tr>
<tr>
<td>Mid Level</td>
<td>+ Mid Level Certificate</td>
<td>Intermediate Level Employment</td>
</tr>
<tr>
<td>Entry Level</td>
<td>+ Entry Level Certificate</td>
<td>Entry Level Employment</td>
</tr>
</tbody>
</table>

bridge
TOOLS

Career Ladders Project
Fostering Educational and Career Advancement for Californians

HOME INITIATIVES & PROGRAMS RESEARCH & RESOURCES CLP VIDEOS CLP LIBRARY COMMUNITIES OF PRACTICE ABOUT US

- Bay Area Manufacturing Renaissance Council (BAMRC)
- Bay Area Workforce Funding Collaborative (BAWFC)
- Career Advancement Academies (CAA)
- California Community College Linked Learning Initiative (CCLLI)
- California EDGE Coalition (EDGE)
- Community College Pathways for Former Foster Youth (CCP)
- Concurrent Courses Initiative (CCI)
- California Gateway Project
- Green Transportation Collaborative (GTC)
- High Impact Pathways (HIP)
- Information Communications Technologies Study (ICTS)
- LearningWorks
- Linking Afterschool Employment to Careers
- Policy Support

Colleges state-wide to provide educational opportunities through research, policy, and partner.
HIGH IMPACT PATHWAYS
THE FUTURE

Hybrid Diagnosis & Repair
- Advanced Engine Performance
- Drive Train
- Engine Performance
- Engines Technology
- Brakes, Steering, Suspension
- Cooling, Heating and AC
- Electricity/Electronics

High School Auto Shop
- AUTO Fundamentals (4 units) and M & E

CAA (15.5 units)

Work Experience
- MasterTechnician $25 – 45 /hr
- Repair Technician $12 – 25 /hr
- Lube Tech $8 – 12 /hr
SMCCD  Allied Health Career Advancement Academy

Skyline College
Respiratory Therapy
Associate Degree Program

College of San Mateo
Nursing
Associate Degree Program

Cañada College
Radiologic Technician
Associate Degree Program

Prerequisites
Participants may complete prerequisites at any college and go into any of the three higher level healthcare programs

Students earn certificates in one or two semesters, and go directly into high paying Allied Health jobs and careers.

Gateway to Allied Health Careers: CAA Bridge (1)

Student learning community cohorts
- Contextualized basic skills including Math and English or English Speakers of Other Languages Course
- Orientation to Allied health Careers/ Healthcare Gateway, involving employers and worksites
- College success and student support services integrated with WIB Services

Participants enter Gateway at Cañada College or Skyline College then go up the career ladder at any of the three colleges.

(1) or (2) represent the number of semesters required for accelerated certificate completion.
BUILDING REGIONAL PATHWAYS

- Employer Engagement
- Critical Role for Faculty
- Promising Practices
mTech Industrial Maintenance Machinist/Mechanic Certificate Program

• **3 college collaborative certificate** – Diablo Valley College, Solano College, Laney College

• First **CONJOINT** Program approved by CCCCCO – student can complete certificate by taking courses at all three colleges

• Leverages existing resources / equipment at each college

• Effective response to articulated regional labor market need

• Each college collects FTES for student attendance (not shared)

• Requires coordination of scheduling / sequencing of courses to ensure student progress and ability to complete program

• First cohort started Fall 2013
• What is the potential in your region for a multi-college pathway in a particular sector?
For further information and technical assistance, CareerLaddersProject.org (510) 268-0566

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