Crossing Boundaries to Develop Effective Pathways

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Career Ladders Project fosters educational and career advancement through research, policy initiatives, and direct assistance to community colleges and their partners.
A TAACCCT funded regional collaborative that includes
- 10 California community colleges
- 5 workforce investment boards
- 2 four-year universities
- Local employers
- Industry
- Key community partners

The main goal of the DBS initiative is to build accelerated, intensive, and regionally articulated programs of study in high-demand industries with opportunities for career and wage advancement.
Key Pathway Objectives of the DBS Initiative

- Stackable certificates
- Regional alignment and collaboration
IMPAQ International, LLC

- Social Policy Research firm
- Based in MD, DC, CA
- Policy Areas:
  - Education
  - Labor
  - Health
  - Survey
  - International
- Third Party Evaluator on DBS Grant
Each step on a career pathway is DESIGNED explicitly to prepare students to progress to the next level of employment and/or education.
As you’re learning in one class, you’re using what you just learned in another class and applying it.

It was very beneficial for me to have that internship in order to get the job that I got.

Now I could probably just grow on the job, but I like what I’m doing here [at college], I like what I’m learning here.

I’m still in the program, though I got the job that I joined the program in order to get.
Regional Pathways address the workforce needs of the region across major sectors; Employers are engaged; Skill gaps are addressed; Increased access and success is measured by college certificates and degrees completion.

**College Specific Pathways**
Include employer engagement, connected support, work based learning, bridge and onramps to include high school and adult education students.

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

**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.
As a Region, 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?
At College X

- Student identifies with a career path,
- Enters the program meeting the pre-requisite and/or prepares for the program through an onramp “bridge”,
- Progression and achievement within the program
- College/Instructional Faculty often help the students with employment prospects along the way
• In High School, Adult Education, or At College X
  • Student gathers information and completes content related pre-college coursework related to identifies with a career path,
  • Enters the program meeting the pre-requisite and/or prepares for the program through an onramp “bridge”,
  • The Program is designed with stackable certificates and progression toward A.A./A.S./Transfer degrees
  • Successive steps in the program are also aligned with industry credentials and work based learning opportunities
  • Established entry, exit, and re-entry points in the program
  • Progression and achievement within the program and re-entry points into other community college programs.
  • College/Instructional Faculty often and regional partners help the students with employment prospects along the way
Objective: Establish pipelines to college and high wage careers for underemployed, underprepared young adults (18–30 years old)

KEY FEATURES

- Bridge programs connected to career pathways in key sectors
- Statewide Initiative: over 10,000 students served since 2007
- Utilize range of approaches, but have common key elements:
  - Contextualized Teaching and Learning
  - Cohort-based learning communities combining basic skills and career/technical education
  - Integrated student services and support
  - External partnerships (business, labor, WIBS, CBOs, Adult Schools/ROCPs)
  - Attention to transition strategies and next steps in pathway
Evaluation Overview

Evaluation Design

- Outcomes Study
- Implementation Study
- Social Network Analysis
Focus of this presentation
Data collected April – June 2014
Data collected from all 10 colleges
72 Interviews with college staff, faculty, administrators
14 Focus groups with 100 students
Bridging of relationships with BOTH university AND industry partners,

Horizontal articulation across colleges, districts and counties,

Full-time CTE faculty who serve as champions of the process at their respective institutions, and

A shared vision at the college level of a career pathway system
“The connections that professors have with the industry…it opens your eyes as to what you are really getting into…company tours, information about internships, [and] meeting scientists and CEOs” all help students prepare for the job market.
“I think meeting the other partners in DBS was extremely helpful... We found out that no one has any clean room experiences for their students. It allowed us to identify this really large key skill gap that we’re now more urgently working to close.”
We started our advertising of the pathway right away. [We’d] say that the state certificate was pending, give a local certification, and say, “It’s essential you come back after the state approval,” and add that retroactively.... That worked well to get people into the training program while still waiting for the official approval.
“It’s still in progress, the stimulation of the faculty to think outside of what they have been doing, to really push their curriculum into the newer directions where the emerging jobs are, [and] then not having to do it on their own, but to feel part of a team. People can rely on each other so there is a common way of thinking and talking about the whole pathway.”
Wayne Gretzky said, “I never skated to the puck. I skated to where the puck was going to be.” So, similarly, we look at, Where are the jobs of the future in biosciences?
What’s Next

- Colleges will continue to develop and expand career pathways
- IMPAQ continues to collect data into 2016
- In depth analysis of implementation challenges and successes
- Analysis of impact on student outcomes
Faculty Describe Next Steps for Regional Pathway Development

- Finalize College Pathway Maps
- Regional Maps and Inventories
- Employer Input on Regional Pathways
- As possible, articulated courses, recognized entry points for students with varying experience (work experience, military, high school, adult ed, “other college” credits)
- Meeting employer training needs demand and supply, without redundancy or duplication
- Exploration of a Web-based Career Navigation Tool
Employers, Labor, Industry Associations, Workforce Investment Boards, Local Government, Social Service, and Community Based Organizations

East Bay as a Region
- DBS – 10 CCs
- SB1070 – 13 CCs
- CAAs – 7 CCs

East Bay -- two Corridors
- East Bay Career Pathways CCPT
- Diablo Gateway CCPT

Sub-regional work
- K12 Districts to CC Districts
- Adult Education to CC Districts

Micro regional work
- High Schools to CCs
- Adult Schools to CCs

East Bay Career Pathways CCPT
Diablo Gateway CCPT
K12 Districts to CC Districts
Adult Education to CC Districts
High Schools to CCs
Adult Schools to CCs
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QUESTIONS?
Mapping Process – beginning steps
Career Pathway

FLOW
(Forklift, Logistics, Operations and Warehousing)
Certificate of Completion (6.7 units)
- Forklift Operation
- Warehouse Operations
- Computer Literacy
- Professional Development
- Personal Development

Logistics/Warehouse Lead
Certificate of Achievement (19 units)
- Introduction to Logistics (TBD 3 Units)
- BUS 109 Introduction to Business (3 Units)
- BUS 186 Principles of Accounting (4 units)
- MATH 120 Intermediate Algebra (5 units)
- ENGL 1A (4 units)

Import/Export Professional Certificate
Certificate of Achievement (12 units)
- International Business (TBD 3 units)
- International Supply Chain Management (TBD 2 units)
- International Business Compliance (TBD 2 units)
- International Business Documentation (TBD 2 units)
  GEOG 130 Cultural Geography (3 units) or
  GEOG 160 World Regional Geography (3 units)

Will build program to 12 units by adding credit bearing classes in basic skills and professional development
Fall 2014
CTE Pathway Program
A Laney College Completion Program
With English, Math and Counseling Classes
Designed for CTE students completing their
AS Degrees

DO YOU WANT TO GET YOUR
Associates degree AND
learn material in your career technical area?
THIS CLASS WILL BE DESIGNED FOR YOU!

Both English 1A and Math 221 are necessary
for your degree. Counseling 230 will satisfy
your social science General Ed units and
prepare you to launch your career upon
graduating from Laney.

Take all three courses. Or any one of them.

CTE Pathway Program!

- Complete English 1A reading and writing about your careers
- Learn math in a way it applies to your trade
- Complete the Math and English requirements needed for an AS Degree
- Learn how to start and succeed at a job search
- Make Laney College work for you!

Take English 1A and/or Math in the
context of your career or trade!
Satisfy the requirements for an
A.S. Degree in your field!

English 1A for CTE (4 units)
**we must enroll you for this...contact us**
Mondays & Wednesdays 44371
3:00 to 5:00 pm
Tuesdays & Thursdays 43093
5:00 to 7:00 pm

Math 221 Technical Math #43316 (4 units)
you can enroll yourself in this class
Tuesdays & Thursdays 3:00 to 5:00 pm

Counseling 230 Strategies for Personal
Development (3 units)
Wednesdays #44349 5:30-8:30 pm

To register, contact:
Sonja Franeta, or Beth Maher
English Instructor  English Instructor
Tower 411 (office)  Tower 705
straneta@peralta.edu  bmaher@peralta.edu
(students will be assessed on the first of class)

Contextualized AS Degree Classes

English 1A for CTE (Papers on CTE subject matter
Math 221 Technical Math
Counseling 230 Strategies
for Personal Development

Student Completion General Education Intervention