



POLICY BRIEF:

Building Career Pathways for CalWORKs Participants Using Best Practices and Model Partnerships

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This is the first in a series of policy briefs intended to provide Local Workforce Development Boards and their local and regional planning partners with useful information on best practices and model partnerships they should consider as they work to realize the policy objectives of the Workforce Innovation and Opportunity Act (WIOA) State Plan. These policy briefs may be useful for local and regional plan development and will address a number of policy matters, including suggested ways to serve populations with barriers to employment and to implement policies emphasized in the WIOA State Plan. As indicated in the California WIOA State Plan, the California Workforce Development Board (State Board) and the California Department of Social Services (CDSS) have agreed to partner to promote the building of career pathways programs and partnerships for Welfare-to-Work (WTW) participants, including participants at community colleges.

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INTRODUCTION

The first section of this policy brief provides background and information on the California's Workforce Innovation and Opportunity Act (WIOA) plan, the Administration for Children & Families (ACF) Strategic plan, the California Work Opportunity and Responsibility to Kids (CalWORKs) program, and the CalWORKs Community College Program. It describes efforts to align services between these welfare and workforce systems so as to enable the attainment of "self-sufficiency" for TANF program participants. The second section provides concrete information about partnerships designed to build Career Pathways specifically geared toward CalWORKs participants. It includes information about the "Two-Generation" framework for Career Pathways, outlines Career Pathway strategies highlighted by the U.S. Department of Labor, and enumerates common elements of successful Career Pathway programs. This section also provides background information on specific efforts to serve TANF participants both in and outside California. The last section of the brief provides links to additional resources which can be used to better understand ways to build Career Pathway programs for TANF participants.

A local area working closely with local partners to develop Career Pathway programs for CalWORKs participants should also be cognizant of issues related to State and federal TANF work requirements as well as State and local resources available to support a participant moving through a career pathway. The County Welfare Departments (CWDs) are key in providing this technical assistance, as it is vital to ensuring the success of a participant moving through and completing a program. In the resources section of this document, there is contact information available for each of the 58 CWDs as well as each of the community college CalWORKs programs.



SECTION I: BACKGROUND ON EFFORTS AND OPPORTUNITIES TO ALIGN WELFARE AND WORKFORCE SYSTEMS

The California WIOA State Plan and Career Pathways for CalWORKs participants

As part of the State Plan development process, the State Board, CDSS, CWDA and the California Community College Chancellor's Office (CCCCO) division of Student Support Services agreed to work together to promote the building of Career Pathway programs geared toward CalWORKs participants and ensure that CalWORKs participants have the opportunity to enter and complete Career Pathway programs. All WIOA State plan partner agencies, including CalWORKs, operate as integral pieces of California's workforce development system. Working with the CDSS and other stakeholders, including the California Welfare Directors Association (CWDA) and the California Workforce Association (CWA), the California Workforce Development Board developed a WIOA State Plan that is consistent with the intent of WIOA and also the Administration for Children and Families (ACF) Strategic Plan.

To support local and regional efforts, State partners agreed to:

- Promote the building of Career Pathways programs and partnerships including, but not limited to the California Community College CalWORKs programs
- Provide support for and technical assistance to local, and where appropriate, regional partnerships to facilitate the development of sector based programs
- Help facilitate the initiation and implementation of Career Pathways programs by providing information to locals on best practices and model partnerships
- Work at the State level to apply for grants to fund local promising practices and issue local and regional planning guidance that recommends that LWDBs work with all core and required partners to develop the WIOA local and regional plans and the design of the local one-stop system
- Encourage one stops to collaborate with community college CalWORKs Programs at the local community colleges

State level partnerships help to facilitate the development of Career Pathways programs at the local level by providing information to locals on best practices and model partnerships. Considerations such as types of Career Pathway programs, partner responsibilities, braiding resources, and coordination of service delivery is a local, and possibly, a regional responsibility and will likely be determined by agreements between human services, local boards, community colleges, community college CalWORKs programs, adult education providers, and any other applicable

agencies who are involved in the development of Career Pathway programs for CalWORKs participants.

[Administration for Children & Families \(ACF\)](#) and the ACF Strategic Plan

The ACF is a division of the U.S. Department of Health & Human Services responsible for a variety of programs that provide services and supports for needy Americans. The ACF provides grants administration, research, technical assistance, and policy guidance to support national, state, territorial, tribal, and local efforts in implementing human services programs such as TANF. The 2015-2016 ACF Strategic Plan¹ overarching goals are to “support underserved and underrepresented populations” and to “promote and advance economic mobility and opportunity” highlighting strategic partnerships by building linkages between related programs, including those that operate as part of the federally funded workforce system. The goals of the ACF Strategic Plan are consistent with the objectives of WIOA and the California WIOA State Plan including drawing upon promising models in Career Pathways and encouraging the active engagement of human services agencies in WIOA implementation. Additionally, the plan seeks to promote collaboration on Two-Generation approaches to the packaging of services among human service, workforce, and educational institutions.

California Work Opportunity and Responsibility to Kids (CalWORKs)

The CalWORKs program, California’s version of the federal TANF program, provides up to 48 months of cash grants and welfare-to-work services to eligible recipients. Program oversight is performed through the California Department of Social Services (CDSS). Administration of the program is delivered through each of California’s 58 counties. In addition to providing cash assistance, a wide array of Welfare-to-Work (WTW) services and supports are offered for participants to enter and remain in the workforce. These services include subsidized employment, substance abuse treatment, mental health treatment, domestic violence services, as well as supportive services such as ancillary payments for books, uniforms and supplies, childcare, and transportation.² The subsidized employment program, available in forty-seven participating counties, is a WTW activity in which counties partner with employers, nonprofits, and local public agencies to match WTW participants with jobs. Wages are

¹ “[2015-2016 Strategic Plan](#),” U.S. Department of Health and Human Services: Administration for Children and Families, March 13, 2015

² “[CalWORKs: Program Overview: Handout for Senate Hearing: Subcommittee No. 3](#),” California Department of Social Services, March 10, 2016

fully or partially subsidized to employers who provide supervision and training for participating CalWORKs participants. Subsidized jobs are often entry level, with the expectation of building work experience to help obtain permanent, unsubsidized employment.³

Household members who are subject to WTW rules are first assessed via the CalWORKs Online Appraisal Tool (OCAT) to determine jobs skills, needs, barriers and aspirations. For participants struggling with deeper barriers, additional services may be offered through the CalWORKs program including the housing support program (HSP) and family stabilization (FS) services. HSP uses the evidence-based rapid rehousing model to assist families in quickly obtaining permanent housing and offers financial assistance and wrap-around services to foster housing retention. Intensive case management and crisis intervention through FS services are offered to CalWORKs families in crisis to ensure a basic level of stability in combination with existing barrier removal services. CalWORKs services are tailored to individual participants and each participant's WTW plan is different.

CalWORKs Community College Programs

In addition to the partnership, services, and technical assistance available through the local CWD, a local area can also partner, leverage and utilize the expertise and resources of CalWORKs community college programs. Although this partnership has been established at the State level between the CWDB, CDSS, and CCCCCO, local areas should also include these local programs as they are relevant partners when developing and implementing Career Pathway programs for CalWORKs participants. The community college CalWORKs program offers additional services for CalWORKs participants who are attending community college classes approved in their welfare-to-work plan. The program funds are utilized for the purpose of assisting CalWORKs students to achieve long-term self-sufficiency through coordinated student services offered at community colleges. These services may include:

1. Coordination of services between the colleges and the CWDs
2. Academic, career, and personal counseling
3. Case management, referrals to on-campus programs and off-campus services
4. CalWORKs work study, job development and placement services
5. Child care
6. Curriculum development/redesign to accommodate TANF benefit time limits
7. Priority enrollment for registration of CalWORKs students⁴

³ ["California Families on the Road to Self-Sufficiency: CalWORKs: Annual Summary for the budget committees of the Legislature," California Department of Social Services, January 2016](#)

⁴ ["CalWORKs Community College program Fact Sheet," California Community Colleges Chancellor's Office, May 2014](#)

SECTION II: APPROACHES TO SERVING CalWORKs PARTICIPANTS

Career Pathway Framework: Two-Generation approach

Individuals in CalWORKs households tend to have a wider range of barriers than other individuals that may be participating in Career Pathway programs. When considering these barriers, the Two-Generation approach has been noted as a promising practice by ACF through “research, technical assistance, and program and policy guidance.”⁵ Two Generation approaches fit the whole family’s needs serving both the adults and the children in the household. Effective coordination amongst partners is vital under this model. In implementation, CWDs, other agencies they contract with, and additional partners offer a wide menu of services that include multiple programs and supports based on information gathered from a WTW participant’s appraisal and other assessments. Early childhood programs, such as Head Start, are utilized to meet the developmental needs of the children while the adults completing a Welfare-to-Work plan get the technical, educational, and employment skills they need to move through a training program on the way to self-sufficiency. The ACF continues to acknowledge the importance of Two-Generation approaches for TANF families and has included the model in its strategic plan to promote collaboration among state and tribal human services agencies, workforce agencies, educational institutions, and local organizations.⁶ This implies the necessity for ongoing strategic partnering at the local level. Together, partners can work together to leverage resources and blend funding to create career pathways for CalWORKs participants that also takes into account the children in the household.

Career Pathway Program Considerations

In 2010, Social Policy Research Associates on behalf of the U.S. Department of Labor developed six Career Pathway principles to meet the needs of the “hard-to-employ.”⁷ Ensuring that these principles are included in the foundation for building Career Pathways for disenfranchised populations, such as those individuals on CalWORKs, will ensure that these programs are not only built upon need and strategy, but also upon evidence based principles that are proven to work. These strategies include:

⁵ [“Two-Generation Strategies at the Administration for Children and Families,”](#) U.S. Department of Health and Human Services: Administration for Children and Families, May 5, 2016

⁶ [“TANF-ACF-IM-2016-03: Strengthening TANF Outcomes By Developing Two-Generation Approaches To Build Economic Security,”](#) U.S. Department of Health and Human services: Administration for Children and Families, April 21, 2016

⁷ [“Career Ladders and Pathways for the Hard-to-Employ,”](#) Social Policy Research, September 2010

1. Partnering with Employers and Industry Sectors
2. Creating Incremental Pathways
3. Promoting Partnerships between Training Providers and Organizations, including community based organizations, that Work with the Hard-To Employ
4. Making Training Accessible to Participants
5. Integrating Basic Skills Remediation with Career-Specific Content
6. Conducting Frequent and Relevant Evaluations

Common Elements in Career Pathway Programs serving TANF Participants

When considering the strengths and barriers of CalWORKs participants, local areas should not only consider state WIOA policy strategies and Career Pathway approaches and principles as highlighted above, but also consider including the common elements as shown below that have been found in successful Career Pathway programs that serve TANF participants in program design and implementation. Career Pathway program examples that effectively serve and prepare TANF participants to become self-sufficient overlap in terms of programmatic elements. The elements include:

1. Asset mapping to tap into a variety of sources of state, local, and philanthropic funding
2. Varied types of instruction including engaging instructional approaches, material supports, contextualized learning and basic skills education/foundational academic skills
3. Life skills interventions including career orientation and knowledge
4. Enhanced supportive services
5. Psychosocial skills interventions such as guidance, enhanced counseling, peer/social supports for self-awareness to increase commitment, study discipline, and self-confidence
6. Technical skills based upon the needs of industry in the regional economies

Preapprenticeship, Apprenticeship, Internship and On-the-Job programs for CalWORKs Participants

Low-skilled adults have the highest need for supports to help them enter and stay in the workforce. "Earn and Learn" training models, such as apprenticeship and subsidized employment, offer the opportunity to address the needs of CalWORKs participants. Programs that pair employment with training and education, allows individuals to earn a paycheck while developing the technical and soft skills necessary to evolve short-term jobs into long-term career pathways all while meeting mandatory federal TANF requirements. "Earn and Learn" models that provide these opportunities

for CalWORKs participants include Subsidized Employment under the CalWORKs program, community college CalWORKs work study programs, On-the-Job Training (OJT), and preapprenticeship and apprenticeship programs. It is crucial that local areas educate CWDs as well as the community college CalWORKs programs on pre-apprenticeship, apprenticeship and OJT programs in local areas as well as partner to build “Earn and Learn” programs that are geared toward serving CalWORKs participants.

Apprenticeship programs combine on-the-job experience with short periods of formal, technical instruction in designated trades. Pre-apprenticeship is defined by the U.S. Department of Labor Employment and Training Administration (ETA) as “a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s).”⁸ However, for most preapprenticeship and apprenticeship programs, the minimum requirement for entering into a program is to have attained a high school diploma or successfully complete a General Educational Development (GED) test. Even more important, in all skilled occupations, a grasp of basic academic skills such as reading, writing and math are essential to not only entering into a program; but also succeeding in completion. However, for many CalWORKs participants, their struggle is not only with work skills and experience, but also basic skills. For these job seekers, strong partnerships with adult education agencies are key in leveraging resources to help CalWORKs participants who are basic skills deficient get into a Career Pathway.

TANF, Basic Skills, and Out of School Youth (OSY)

Many CalWORKs participants who lack basic skills and work experience are also young adults. According to CLASP, about one-third of adult recipients of TANF benefits are under age 25. Additionally, data collected by CLASP from the ACF 2013 National TANF Data File⁹, indicate about 35 percent of TANF participants in California are 24 and under. This presents an opportunity to address the needs of young parents through expanded partnerships. WIOA not only expanded the definition of out-of-school youth to age 24 but also heavily restructured youth funding to primarily serve these youth. It is also important to note many young CalWORKs parents who would qualify as an out-of-school youth and are not attached to school or work take longer to complete their education and obtain employment. The services available under the Title I out-of-

⁸ [Pre-Apprenticeship](#), U.S. Department of Labor Employment and Training Administration, February 25, 2016

⁹ [“Rethinking Work Activities,”](#) Clasp, October 2015

school youth funds could be utilized for CalWORKs participants age 24 and younger to get the work experience needed to begin their Career Pathway. Furthermore, many of the work experiences in Title I youth can count toward the TANF work participation rate.

Effective examples of Career Pathways Programs that serve TANF participants

A brief, "[Risk Factors for College Success Insights from Adults in Nine Career Pathways Programs](#)" from Pathways for Advancing Careers and Education (PACE) indicated Career Pathway programs should be built on "portable, stackable sub-baccalaureate credentials" that are connected to "middle-skilled jobs" with an opportunity to obtain higher credentials and jobs in the future. Yet individuals like CalWORKs participants, who have a variety of barriers, need a holistic service model to ensure success and completion including programs with more engaging approaches, contextualized learning, life skills counseling and peer support as well as an array of supportive services. Below are examples of Career Pathway programs that have shown success. WIOA partners should consider these promising practices when utilizing strategies and initiatives to pilot new or enhance existing programs that serve CalWORKs participants.

TANF Job Opportunities and Basic Skills (JOBS) program (Oregon)

The Lane Workforce Partnership's Health Care Career Academy cluster in western Oregon was created to provide integrated healthcare cluster training to not only provide opportunities for TANF recipients, but also to address industry skills gaps identified by area hospitals. The program offers TANF recipients the chance to enter a variety of trainings in the healthcare fields, ranging from a short termed Certified Nursing Assistant or Medical Office Assistant programs to a long termed Registered Nursing program. An existing health care consortium set the framework to design the healthcare Career Pathway program for TANF participants.¹⁰ The program depended on existing relationships with employers and training providers established through the [Community Healthcare Education Network \(CHEN\)](#). Members of CHEN collaborated to design a program for TANF participants that would provide opportunities for stackable credentials serving a variety of individuals including those with immediate employment needs to those with longer-term employment goals. Program supports, including intensive case management, were provided through a partnership between TANF case managers and, at the time, Workforce Investment Act (WIA) providers. The Lane Workforce Partnership's healthcare Career Pathway

¹⁰ "[Statewide Efforts](#)," *Oregon Healthcare Workforce Institute*, 2014

program utilized a model based on “intensive case management” to increase motivation and engagement in training. Workforce providers partnered with TANF case managers to develop training plans for each participant in the program. Coordination between TANF and Lane County staff allowed participants to effectively work with their TANF case managers who are not only familiarized with the obstacles participants may encounter throughout the training but who are also well-informed about Career Pathways training specifics. Additionally, the “intensive case management” approach assists participants who have additional barriers to complete the program even throughout crises because workforce staff members coordinated in a timely manner with TANF case managers about obstacles by participants.

***Partners:** Community Colleges, Local TANF office, Workforce development providers (WIA), Employers, and a statewide healthcare coalition CHEN made up of health care organizations, education, and workforce development professionals;*
***Funding:** TANF*

[Arkansas Career Pathways Initiative \(CPI\)](#)

The Arkansas CPI program began serving clients in fall 2005, with the goal of improving the earnings of TANF participants through postsecondary education attainment by enabling them to work in a regional sector pathway with needs identified by industry. Administered by the Arkansas Department of Higher Education (ADHE) with funding from the Department of Workforce Services (DWS), the program provides an opportunity for 25 campuses to develop Career Pathways Initiatives. Arkansas CPI provides to participants: personalized case management support such as tutoring and mentoring, and access to financial support as needed including support with tuition and books, and when appropriate, childcare assistance and/or gas cards. The program has had success since its inception, and it has been the subject of a new evidence of impact study titled “College Count\$” supported by the Winthrop Rockefeller Foundation, the Annie E. Casey Foundation, and the Ford Foundation, demonstrating that low-income students who have participated in the Arkansas CPI earn associate degrees or technical certificates at more than double the rate of the general community college population in Arkansas. The study’s original focus was whether CPI could improve outcomes for TANF-eligible individuals compared to TANF individuals not receiving CPI services. However, when preliminary examination of outcomes data showed that CPI participants seemed to have higher retention and completed degrees at a higher level than traditional community college

populations, the study team made the decision to also compare educational and economic outcomes to a matched comparison pool of regular community college students to help provide a fuller context of the impact of the CPI intervention. Evidence thus far shows that the Arkansas CPI program is making a significant contribution to the economic stability and opportunities available to the low-income Arkansans who have benefited from participation in this program model.¹¹

Partners: Arkansas Department of Higher Education, Arkansas DWS, Community Colleges, Local TANF office, Industry, employers; *Funding:* TANF

Jewish Vocational Services (JVS) Excellence through Community Engagement and Learning (EXCEL) Program (San Francisco, California)

A partnership of the University of California San Francisco (UCSF), the City and County of San Francisco and Jewish Vocational Services (JVS), the EXCEL (Excellence through Community Engagement and Learning) work-based learning program uses both classroom and on-the-job training to prepare CalWORKs participants for career path jobs in the health care sector and positions program participants for entry into middle wage jobs in less than a year. EXCEL uses both classroom and on-the-job training to prepare unemployed public assistance beneficiaries for career entry into the healthcare sector, with a concomitant decrease in welfare benefits. Through the EXCEL program, 80 percent of program completers have gained employment at an average starting wage of nearly \$21 per hour (during the last fiscal year), more than 70 percent higher than San Francisco's annually adjusted minimum wage. Following ten weeks of customized vocational and basic skills training, including computer skills, medical terminology and robust customer service and communication training, EXCEL participants are placed in paid, four-month internships at UCSF as administrative assistants. Each participant works 32 hours per week, and returns to JVS one day a week for continued instruction and peer support that aligns with and reinforces the work-based training. Since 2010, EXCEL has graduated 11 cohorts with an initial placement rate of 80 percent. These promising results have encouraged replication through emerging partnerships with the City and County of San Francisco's Department of Public Health and Human Services Agency, and a local hospital. The funding for the job training is provided through a partnership, leveraging WIOA dollars for the classroom training and TANF dollars for internships and supportive services, with case management and support, including childcare, transportation, and ancillary payments, provided by CalWORKs case managers.¹²

¹¹ ["Evidence of Impact Study: The Arkansas Career Pathways Initiative: Phase One Research Results,"](#) College Count\$, 2015

¹² ["From Welfare to Work: EXCEL Program Becomes Model of Success,"](#) University of California San Francisco, November 4, 2013

***Partners:** University of California, San Francisco, City of San Francisco, County Welfare Departments, Workforce Development Agency; **Funding:** WIOA, TANF and local funding sources*

CareerAdvance® (Tulsa, Oklahoma)

CAP Tulsa, a community action agency, began CareerAdvance® in 2009 as a pilot program but was enabled to expand and scale up after being funded by a Health Profession Opportunity Grant (HPOG) which is administered by the Office of Family Assistance. The program design began by first looking at the demand side considering employers' needs, analyzing economic and industry sectors. Then a review of the structure and capacity of area education and training providers was conducted. A multitude of partners such as human service, education, and workforce agencies and employers invested in the program design and thereafter implementation. The Career Pathway program was developed thorough shared expectations and a sectoral workforce development approach also integrating career coaching and facilitated peer support. The program's original focus was on nursing occupations but soon evolved into offering stackable credentials and basic education and college readiness to the program. CAP Tulsa worked with the county TANF office to recruit TANF parents with young children into the program. CareerAdvance® used a Two-Generation approach serving both parents and children enrolled in its Head Start program. The parents receive education, training, career coaching, and other supports, while the children begin their educational journey in an early childhood education program. CAP Tulsa leveraged its partnerships offering families holistic supportive services including a career coach, closed cohort-based enrollment, peer group meetings, fully-paid tuition, books and supplies, performance-based incentives, transportation and child care assistance, a Financial Capability Coach, a Family Support Specialist, and job placement and retention support. Because CAP Tulsa has HPOG funds, TANF dollars are not expended.¹³ However, a community without HPOG funds could build a similar program using TANF and WIOA dollars to pay for education and training.

***Partners:** U.S. Department of Health and Human Services, Industry, Employers, Local TANF Offices, Local Workforce Agencies, Community Based Organizations, Head Start Program, Adult Education providers, Oklahoma State University, Community Colleges, school districts; **Funding:** HPOG*

¹³ "[Uplifting the Family: A Two Generation Approach](#)," *Community Action Partnership: Learning Communities Resource Center*, April 2016

Two-Generation pilot (Connecticut)

In 2015 Connecticut passed legislation, [SB 1502](#) and a provision in the state budget to establish a [Two-Generation initiative](#) using TANF and state funds. The overall purpose of the legislation is to “foster family economic self-sufficiency in low-income families.”¹⁴ In April 2016, [six pilot communities](#) began to coordinate children’s school readiness and school success services with parents’ workforce readiness and support services. Additionally, a blueprint will be developed for a state-wide, two-generational school readiness and workforce development model. Together, state and local governments along with provider agencies and parents will work to align and leverage funding, programming, partnerships, and other systems so programs can effectively provide services via the Two-Generation model. Each pilot site is required to include early learning, adult education, child care, housing, job training, transportation, financial literacy, and other related support services. Furthermore, these programs must engage parents in the design and development of the program.¹⁵

***Partners:** Local TANF office, Community Colleges, Industry, Employers, Statewide Interagency working group (including but not limited to human services, workforce, education, transportation, public health, corrections, philanthropies, nonprofits, business and academic professionals); **Funding:** State funds, private monies (Public Act No. 15-5); initiative to explore transition to TANF funding after pilot ends on June 30, 2017*

Next Generation Kids (NGK) (Utah)

In 2014, Utah launched Next Generation Kids (NGK), a program highlighted by the ACF, and an innovative Two-Generation demonstration project that works to improve child, parent, and family outcomes through implementing family-based strategies.¹⁶ A focus of NGK is to enroll intergenerational TANF families (headed by parents who received cash assistance as a child and also receive it as an adult head of household). The infrastructure and many of the services are provided with the support of TANF dollars. A collaboration with the Department of Workforce Services and the University of Utah Social Research Institute developed program strategies to increase the likelihood of families achieving better outcomes over the long-term. Next Generation Kids Strategies include: using an intensive team approach, building relationships through team-engagement with customers, meeting families where they live — schools,

¹⁴ “[Connecticut’s Two-Generational Initiative](#),” *Connecticut Commission on Children*, May 26, 2016

¹⁵ “[Presentation of plans to the Two-Generational Interagency Workgroup](#),” *Connecticut Commission on Children*, March 30, 2016

¹⁶ “[A Two Generation Approach to Ending Poverty in Utah](#),” *The Aspen Institute*, June 2014

community centers, residences, promoting self-determination for families, intensive training for team members, building relationships with community partners and government agencies and incentives for goals achieved. Partnerships are crucial to the support of the program and include human services, workforce, and education providers who are cross trained, share information and coordinate family plans. Many of the sites co-locate agencies and serve the family with a team approach. The program design includes: a family success coach, a family focused plan (early childhood development, education, economic stability, and health), joint case management, and community engagement. Education, employment training, and other supports are offered to parents with services to support the child's educational and healthy development. Career coaches trained in TANF along with on-site clinicians put into practice motivational interviewing, trauma-informed care, and other coaching strategies when working with families enrolled in the program. A sector-based strategy is infused into the program as training is offered in occupations with an employer demand.¹⁷

***Partners:** Local TANF office, local workforce agencies, and education providers (early childhood, adult, college), employers, industry; **Funding:** TANF, State funds*

Women Build: Union Career Pathways for Women

This program offers pre-apprenticeship training for careers in construction, solar, and energy efficiency. Additionally, the program provides preparation for entry into union apprenticeships. In the spring of 2016, GETS launched its first all-women pre-apprenticeship class, Women Build. The program was made possible through a Workforce Accelerator Fund grant from the California Workforce Development Board. Tradeswomen Inc assists with recruitment, provides orientation, and ongoing mentoring and retention support. Alameda County Workforce Development Board provides in-kind match in the form of WIOA services for enrolled participants and engage and identify placement opportunities. Workforce Benefits Administration of the Alameda County Social Services Agency assist with recruitment through its employment centers located in Oakland and Hayward. Alameda County Building and Construction Trades Council target specific building trades apprenticeship programs to secure a commitment to provide special consideration to female program graduates in the application process. Female participants, including those on

¹⁷ [“TANF-ACF-IM-2016-03: Strengthening TANF Outcomes By Developing Two-Generation Approaches To Build Economic Security,” U.S. Department of Health and Human Services: Administration for Children and Families, April 21, 2016](#)

CalWORKs, begin with 12-month program that starts with an 8-week training intensive at Rising Sun's Berkeley facility and follows up with ongoing personal & professional skills development. Additionally, participants in the program earn the Multi-Craft Core Curriculum (MC3) certification, a national industry-recognized certificate used as the foundation for pre-apprenticeship programs across America. Specific topics that are taught in the Multi-Craft Core Curriculum include among other topics: CPR and first aid, OSHA 10-hour safety certification, blueprint reading, and green construction techniques and standards. Lastly, retention support is also offered to program participants. After completing training, participants benefit from ongoing case management, job placement assistance, and a host of additional resources.¹⁸

***Partners:** Rising Sun, Alameda County Workforce Development Board, the Workforce Benefits Administration of the Alameda County Social Services Agency, Berkeley Adult School, the Alameda County Building and Construction Trades Council, the City of Berkeley, Tradeswomen, Inc., the West Oakland Job Resource Center, and Rubicon Programs; **Funding:** Workforce Accelerator Fund, TANF, WIOA Title I*

Funding Strategies

Strong partnerships with the local CWD can allow for the mixture of WIOA and TANF funds to create a comprehensive set of services for young parents entering a Career Pathway. Moreover, according to the U.S. Census Bureau, the majority of TANF recipients receive assistance for less than a year at a time. This information would imply that career pathways should be developed to also allow CalWORKs participants to move through the pathway without having to start over each time they start or stop receiving CalWORKs cash assistance. WIOA partners should work together on a continual basis to determine the best strategy at the regional and local level that allow funds and resources to be used in more flexible, coordinated, and sustainable ways which is vital to the success of Career Pathway programs for CalWORKs participants. Because of the diverse make up of CalWORKs participants, braided funding of programs could be designed in a variety of ways. Braided funding strategies, and the partnerships that accompany them, can help reduce duplication of services and administrative burden of multiple categorical programs while also providing to participants an array of integrated and coordinated supports and services designed

¹⁸ [Rising Sun Announces Women-Only Construction Class Bridging the Gender Gap in the Building Trades](#), *Rising Sun*, 2016

so that all involved benefit. Federal Programs that can Support Career Pathways Programs include:

- Temporary Assistance for Needy Families (TANF)
- Workforce Innovation & Opportunity Act Title I (Adults and Youth)
- Workforce Innovation & Opportunity Act Title II (Adult Education and Family Literacy Act)
- Workforce Innovation & Opportunity Act Title III Employment Service (Wagner-Peyser Act)
- Workforce Innovation & Opportunity Act Title IV (Vocational Rehabilitation)
- Trade Adjustment Assistance
- Registered Apprenticeship and Pre-Apprenticeship
- Pell Grants – Ability to Benefit Provision
- Carl D. Perkins Career and Technical Education Act

SECTION III: RESOURCES TO BUILD CAREER PATHWAY PROGRAMS FOR CALWORKS PARTICIPANTS

[A Tool for Sustaining Career Pathways Efforts](#)

[California Community Colleges CalWORKs Coordinators Directory 2014-15](#)

[Career Pathways Exchange](#)

[Career Pathways: Catalog of Toolkits](#)

[Career Pathways as a Framework for Program Design and Evaluation: A Working Paper from The Pathways for Advancing Careers and Education \(PACE\) Project](#)

[County Welfare Directors Association \(CWDA\) County Contact List](#)

[Integrating TANF and WIOA: A Case Study for Developing New Service Strategies to Targeted Populations](#)

[Promising Occupations Achievable Through Short-term Education or Training for Low-Income Families](#)

[Resources for connecting TANF recipients and other low-income families to good jobs](#)

[National Association of State Workforce Board Chairs Toolkit](#)

[OFA "Dear Colleague" letter on Workforce Innovation and Opportunity Act \(WIOA\)](#)

[Office of Planning, Research and Evaluation \(OPRE\) Career Pathways](#)

[Resources for Special Population Groups in California Community Colleges](#)

[Self Sufficiency Research Clearinghouse Selections Career Pathways: Selections highlight research, evaluation reports, and other publications that inform the field about key issues in, and effective practices for, fostering economic self-sufficiency](#)

[The TANF/WIOA Learning Community](#)

[TANF/WIOA Resource Library](#)

[TRAINING AND EMPLOYMENT NOTICE NO. 17-15: Release and Availability of the Technical Assistance Resource, Career Pathways Toolkit: A Guide for System Development](#)

[Using Data to Connect TANF Clients to Good Jobs: An Opportunity to Foster WIOA Partnerships](#)

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