

Co-Enrollment + Aligned Services +
Braided Funding + Shared Performance =
Career Pathways

11/13/2018

Judy Mortrude, CLASP
Pat Rickard, CASAS

Career Pathways for ELL

- Why career pathways?
- How career pathways?
- WIOA levers to support career pathways
 - Definitions
 - Shared populations
 - Shared performance
 - Braided Funding

Intentional Co-Enrollment

- Why co-enrollment?
- How co-enrollment?
- WIOA levers to support co-enrollment
 - Definitions
 - Shared populations
 - Shared performance
 - Braided Funding

THE FASTTRAC MODEL

FastTRAC helps educationally underprepared adults achieve success in high-demand careers that pay family sustaining wages by integrating basic skills and career and technical education along a pathway from pre-literacy to a postsecondary credential.

ADDITIONAL SUPPORT FOR ADULT LEARNERS

All along the pathway, support services, career advising, work experiences, and skill assessments are provided by workforce development professionals, employers, community-based organizations, and human services providers.

BRIDGE PREP

Intentional focus on work by embedding work skills into beginning adult basic education.

BRIDGE I

Low intermediate reading, writing, speaking, and math skills taught in the context of a variety of occupational sectors.

BRIDGE II

High intermediate basic skills and focused preparation for targeted postsecondary occupational courses in the context of a specific occupational sector.

INTEGRATED ADULT BASIC EDUCATION

Integrated courses developed and taught by Career and Technical Education program faculty and Adult Basic Education instructors.

POSTSECONDARY CREDENTIAL

Studies suggest that students in programs like FastTRAC are 29 to 35 percent more likely to earn a college credential than students in more traditional programs.

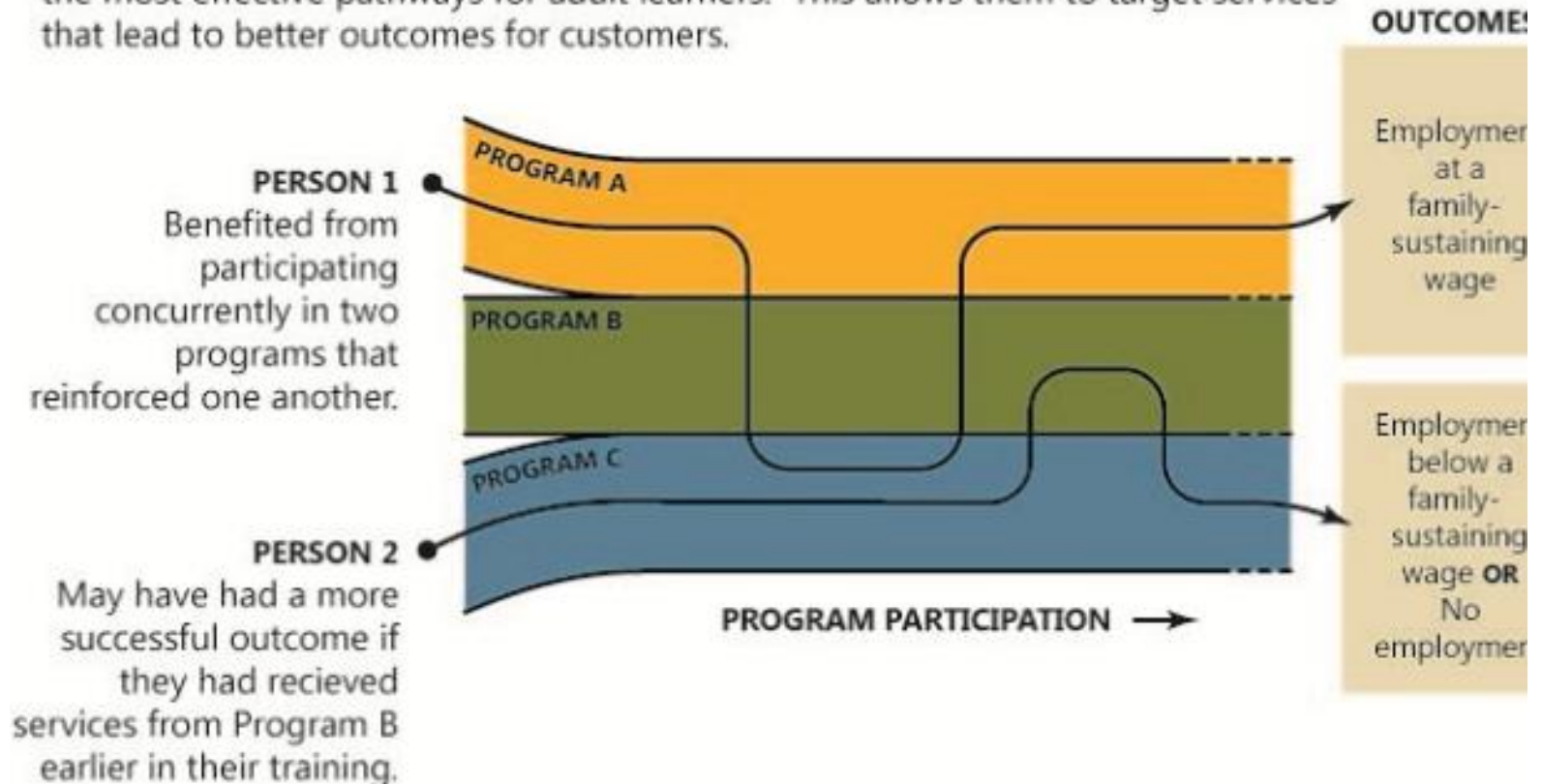
COMPARTMENTALIZED DATA: A BARRIER TO SERVING ADULT LEARNERS

Due in part to data sharing restrictions, trainers and policy makers are unable to determine the many education and training pathways individuals take. This makes it difficult to determine which strategies are most effective for adult learners.



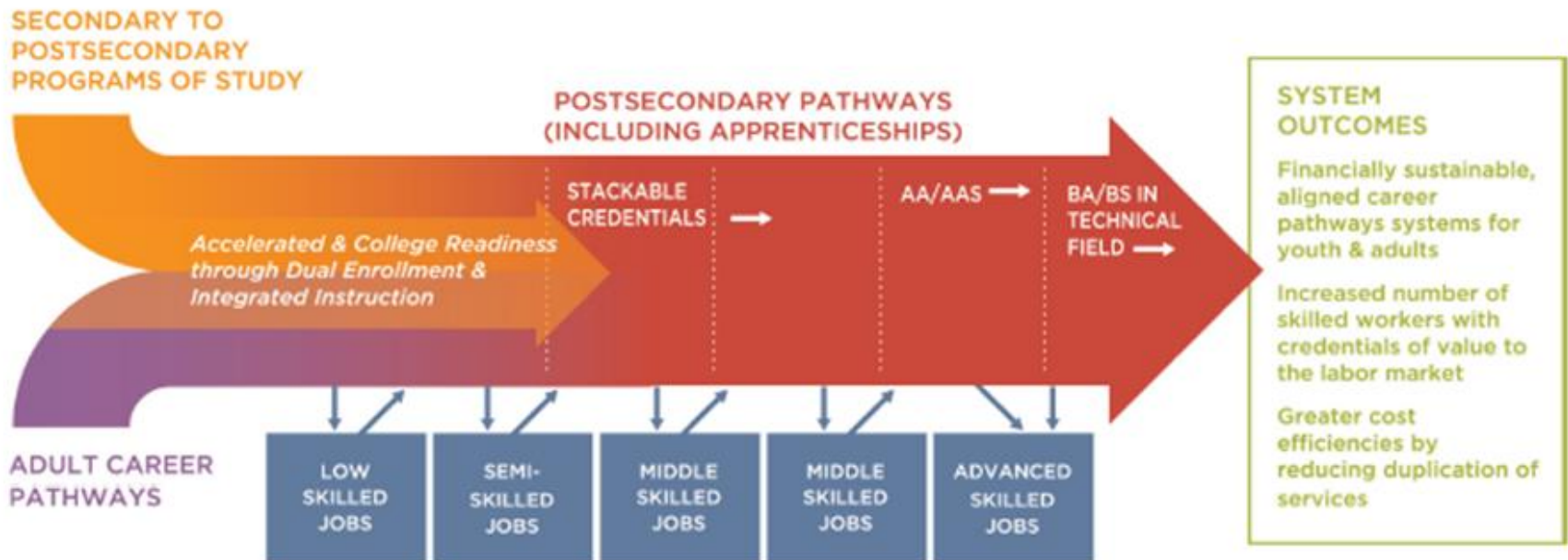
INTEGRATED DATA: MAKING BETTER DECISIONS

After observing a significant number of common participants in multiple data systems, patterns emerge that help policy makers and service providers determine the most effective pathways for adult learners. This allows them to target services that lead to better outcomes for customers.



Source: "Strengthening the Skills of Our Current Workforce," Governor's Workforce Development Council, 2010

THE POSTSECONDARY ALIGNMENT OF PROGRAMS OF STUDY AND ADULT CAREER PATHWAYS



US Department of Education – Advancing CTE in Career Pathways

WIOA Alignment

WIOA Structure & Funding Shifts

New Definitions

- Individuals with barriers to employment
- Basic skill deficient
- Career pathway; Integrated Education & Training

Workforce Development Services

- Sequence of Service Eliminated
- Priority of Service – WIOA adult

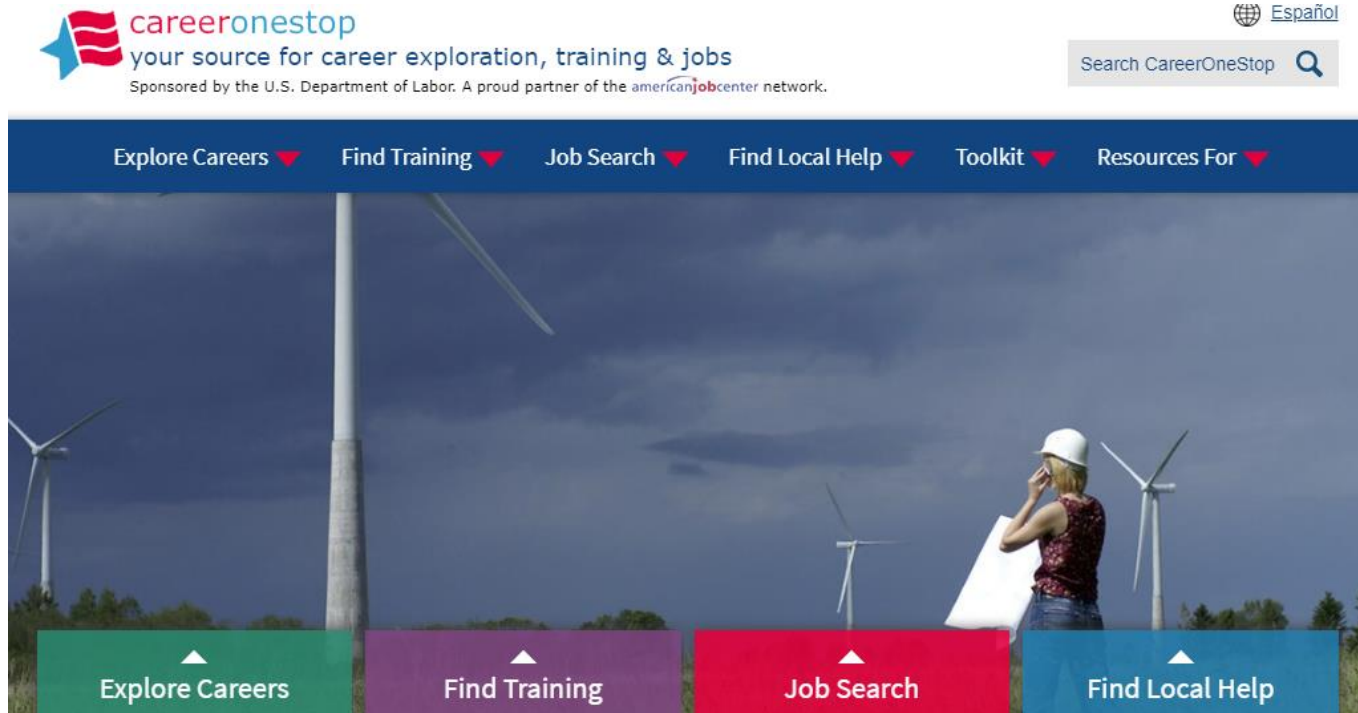
Shared Performance

- Measurable Skill Gain

WIOA Structure

- WIOA I adult/youth/dislocated worker – DOL/EDD/local workforce boards by formula
- WIOA II adult education – ED/CDE/grantees by competition
- WIOA III Wagner Peyser Job Service – DOL/EDD/in AJCC
- WIOA IV Vocational Rehabilitative Services – ED/DOR/in ?
- State – Governors Workforce Development Board
- Local WF Board – Local Elected Officials [Ad Ed Rep!]

Workforce Center



WIOA Individuals with Barriers

- Individuals with disabilities (including youth)
- Youth who are in or have aged out of the foster system
- Individuals who have low levels of literacy
- Individual within 2yrs of using up lifetime eligibility under the TANF program
- Homeless individuals
- Indians, Alaskan Natives, and Hawaiian Natives
- Individuals facing substantial cultural barriers
- Single parents, including pregnant women
- Displaced homemakers
- Individuals who are English language learners
- Migrant & seasonal farmworkers
- Long-term unemployed individuals
- Ex-offenders
- Older individuals
- Governor's choice =
Transgender and gender nonconforming individual

WIOA Basic Skills Deficient...

means, with respect to an individual—

(A) who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or

(B) who is a youth or **adult**, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the **job**, in the individual's **family**, or in **society**.

Priority of Service

With respect to funds allocated to a local area for adult employment and training activities, priority shall be given to

- recipients of public assistance,
- other low-income individuals, and
- individuals who are basic skills deficient

for receipt of career services and training services.

https://www.edd.ca.gov/jobs_and_training/pubs/wsd15-14.pdf



NATIONAL DIALOGUE ON CAREER PATHWAYS

(A) and (G)
ensure labor
market value

(B) and (F)
require
secondary and
postsecondary
credentials

(7) **CAREER PATHWAY.**—The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);

(C) includes counseling to support an individual in achieving the individual’s education and career goals;

(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) organizes 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 practicable;

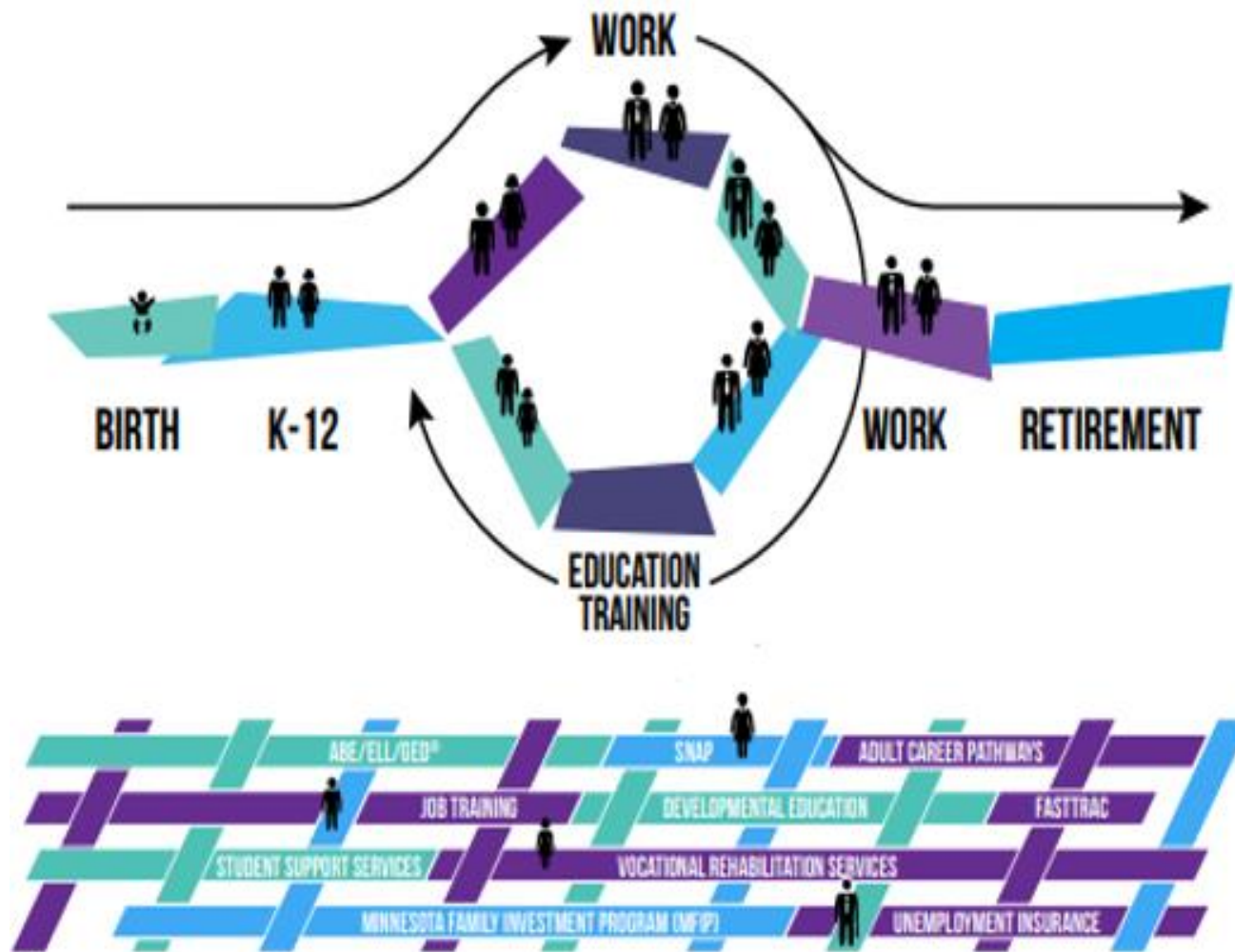
(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.

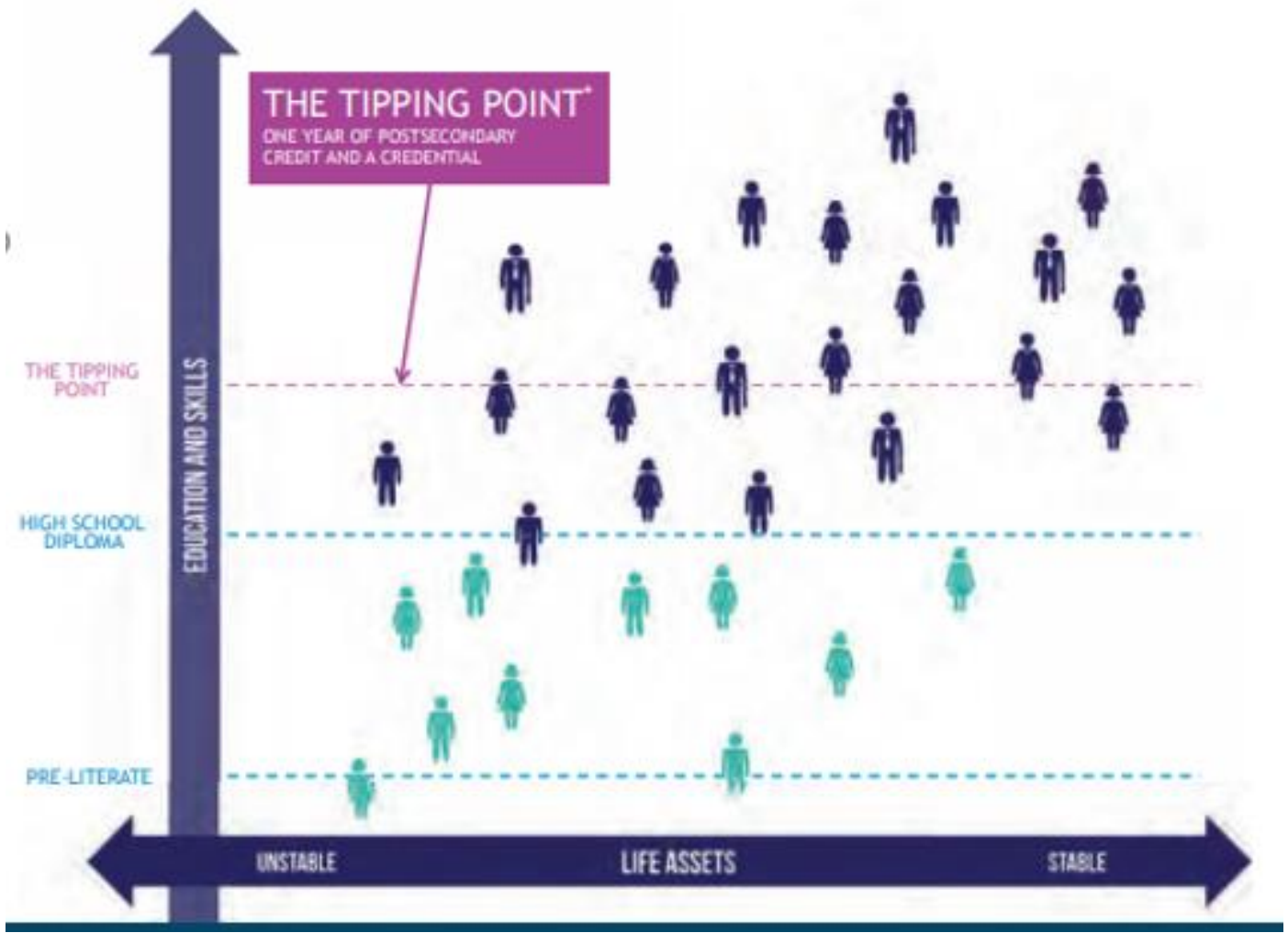
(C) defines
workforce
navigators

(D) and (E)
establish
integrated
design and
delivery

WHERE DOES ADULT BASIC EDUCATION "FIT" IN THE WORKFORCE DEVELOPMENT SYSTEM?



NEW PARTNERSHIPS CAN HELP TO INCREASE SKILLS AND BUILD LIFE ASSETS



Integrated Education & Training

“...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.**” WIOA Sec 203(11)

IET Defined

INTEGRATED EDUCATION & TRAINING

"...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."
(34 CFR §463.35).

Adult Education & Literacy

"...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training" (34 CFR §463.30).

Workforce Preparation

"Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills..." (34 CFR §463.34).

Workforce Training

"may include

- (i) occupational skill training...;
- (ii) on-the-job training;
- (iii) incumbent worker training...;
- (iv) programs that combine workplace training with related instruction...;
- (v) training programs operated by the private sector;
- (vi) skill upgrading and retraining; (vii) entrepreneurial training;
- (viii) transitional jobs...;
- (ix) job readiness training provided in combination with services... (i) through (viii);
- (x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
- (xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training."

California WIOA II Integrated English Literacy and Civics Education (IELCE)

In PY 2017-18, 187 agencies were funded for EL Civics under WIOA, Title II

- 124 of those agencies were also funded for Integrated EL Civics (IELCE)

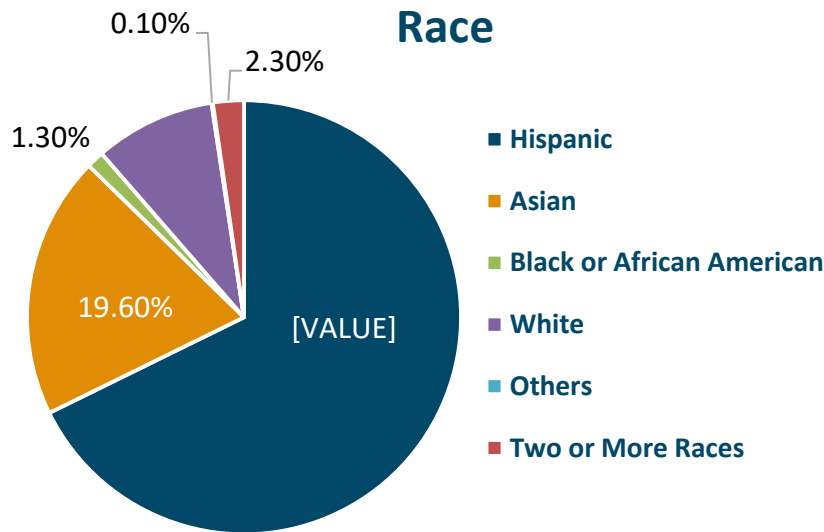
The goal of an IELCE program is to:

- Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.
- Integrate with the local workforce development system and its functions to carry out the activities of the program.

California WIOA II IELCE Learners Demographics

PY 2017-18: IELCE Learners (107,435)

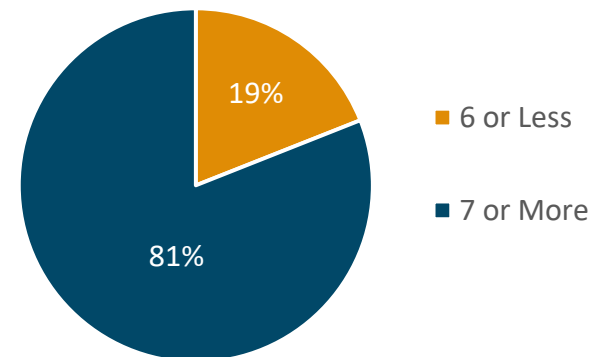
Race



Gender	IELCE Learners	
	Total	Percent
Male	36,271	34%
Female	71,164	66%

Highest Diploma or Degree Earned	IELCE Learners	
	Total	Percent
None	43,161	40%
HSE/HSD	29,928	28%
Technical Certificate	4,023	4%
Some College No Degree	4,152	4%
A.A./ A.S. Degree	2,603	2%
4 Year College Graduate or Higher	15,915	15%
Other Diploma/Degree	1,046	1%
Missing Data	6,607	6%
Total	107,435	100%

Highest Year of School



California WIOA II IELCE Learners with Barriers

PY 2017-18: IELCE Learners (107,435)

Barriers to Employment	IELCE Learners
English Language Learner	96,865
Cultural Barriers	22,003
Low Income	21,385
Low Levels of Literacy	11,413
Single Parent	3,557
Long-term Unemployed	3,544
Displaced Homemaker	2,031
Seasonal Farmworker	1,664
Disabled	1,472
Migrant Farmworker	1,190
No TANF	486
Homeless	426
Ex-Offender	250
Foster Care	221

CA WIOA, Title II Enrollment PY 2017-18: IELCE and IELCE-IET

107,435 students were enrolled in IELCE

- 74 percent (80,276) students persisted (pre-post-test) in program
- 72,285 students took performance-based additional assessments and more than 90 percent passed one or more 243 COAAPs

More than 6,000 students enrolled in IELCE with IET

- 81 percent (4,955) students persisted in program
- 3,423 students passed one or more 243 COAAPs

IELCE/IET Civic Objectives

- 243-designated Civic Objectives range from general to specific employment related information
 - **Employment:**
 - **CO 33-** Locate, analyze and describe job requirements, licenses, credentials, etc. needed for specific jobs and identify resources available to help access the information
 - **Transition:**
 - **CO 52-** Research, identify and utilize soft skills (Personal Qualities, Customer Care Skills, Leadership Skills) necessary to succeed in post-secondary education, training and employment
 - **Workplace Training:**
 - **CO 72 -** Demonstrate the language and literacy skills necessary to effectively participate in workforce training and work in Building and Construction Trades

New Civic Objectives

- There are 4 new Civic Objectives

70	Demonstrate the language and literacy skills necessary to effectively participate in workforce training in early childhood education.
71	Demonstrate the language and literacy skills necessary to effectively participate in workforce training and work as a personal care aide.
72	Demonstrate the language and literacy skills necessary to effectively participate in workforce training and work in Building and Construction Trades.
73	Demonstrate the language and literacy skills necessary to effectively participate in workforce training and work in Information and Communication Technologies.

New COAAPs

- 10 new pre-approved COAAPs are available for selection at www.casas.org
 - 53.1 Navigate work and school environment and rights
 - 70.1, .2, .3, .4, .5 Child Development
 - 71.1 Personal Care Aide
 - 72.1 Building and Construction Trades (Safety)
 - 73.1, .2 Digital Technology
- Link to Pre-Approved COAAP List
 - <https://www2.casas.org/elc/index.cfm?fuseaction=COAAPList.welcome>

COAAP 70.1

CO 70- Demonstrate the language and literacy skills necessary to effectively participate in workforce training in early childhood education.

Language and Literacy Objectives

Language and literacy objectives with an asterisk (*) are suitable for beginning low level students.

1	Identify the periods of child development and/or describe the characteristics of each of the domains-physical, cognitive, psychosocial-- related to the periods of development orally or in writing.
2	Identify and/or describe orally or in writing strategies parents and/or early childhood educators can use to address children's behavior.
4	*Identify and/or describe children's behavior orally or in writing.
6	Write an email, note or letter to communicate with a child's parent(s) or guardian(s).

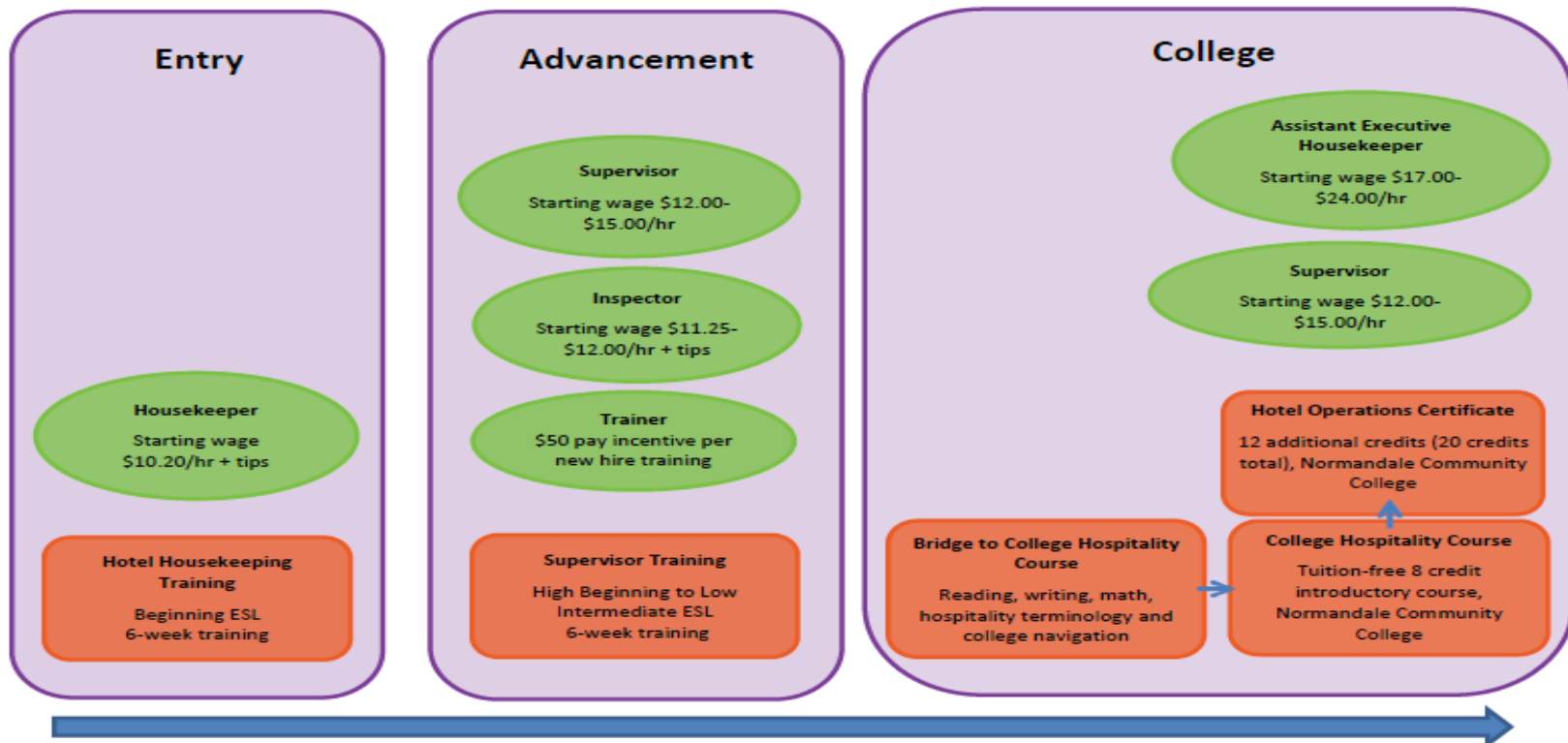
Task: 2

Description:	Write about a Behavioral Issue Given a level-appropriate scenario or prompt, student will write an authentic task such as an email, note or letter, to a parent(s) or guardian(s). Student, in the role of a childcare worker, will include three elements in the email, note, or letter such as: 1. description of the incident, 2. identification of the behavioral issue, and 3. explanation of the reinforcement used to correct the behavior. Optimally, the writing task will be created on a computer and emailed to the assessor.		
Points Possible:	20	Level:	Intermediate Low - Advanced
Scoring Rubric			Points
Content			
Addresses all 3 parts of the task effectively. Ideas are well stated, clearly expressed, and supported with concrete, relevant detail. No inference is required. Written in well-organized paragraph(s).			14
Addresses 3 all parts of the task adequately. Some ideas may not be well stated. Contains some relevant detail. May require minimal inference. Written in adequately-organized paragraph(s).			12
Addresses at least 2 parts of the task adequately. Some ideas may not be well stated. Contains some relevant detail. May require minimal inference. Written in adequately-organized paragraph(s).			10



INTERNATIONAL INSTITUTE
of Minnesota

Hospitality Careers Pathway



<http://www.iimn.org/classes/hotel-housekeeping-training-employment-program/>

Bridge to MPC

Better Career Opportunities.

 Search



[Home](#)

[Needs Assessment](#)

[Goals](#)

[Rationale](#)

[Curriculum](#)

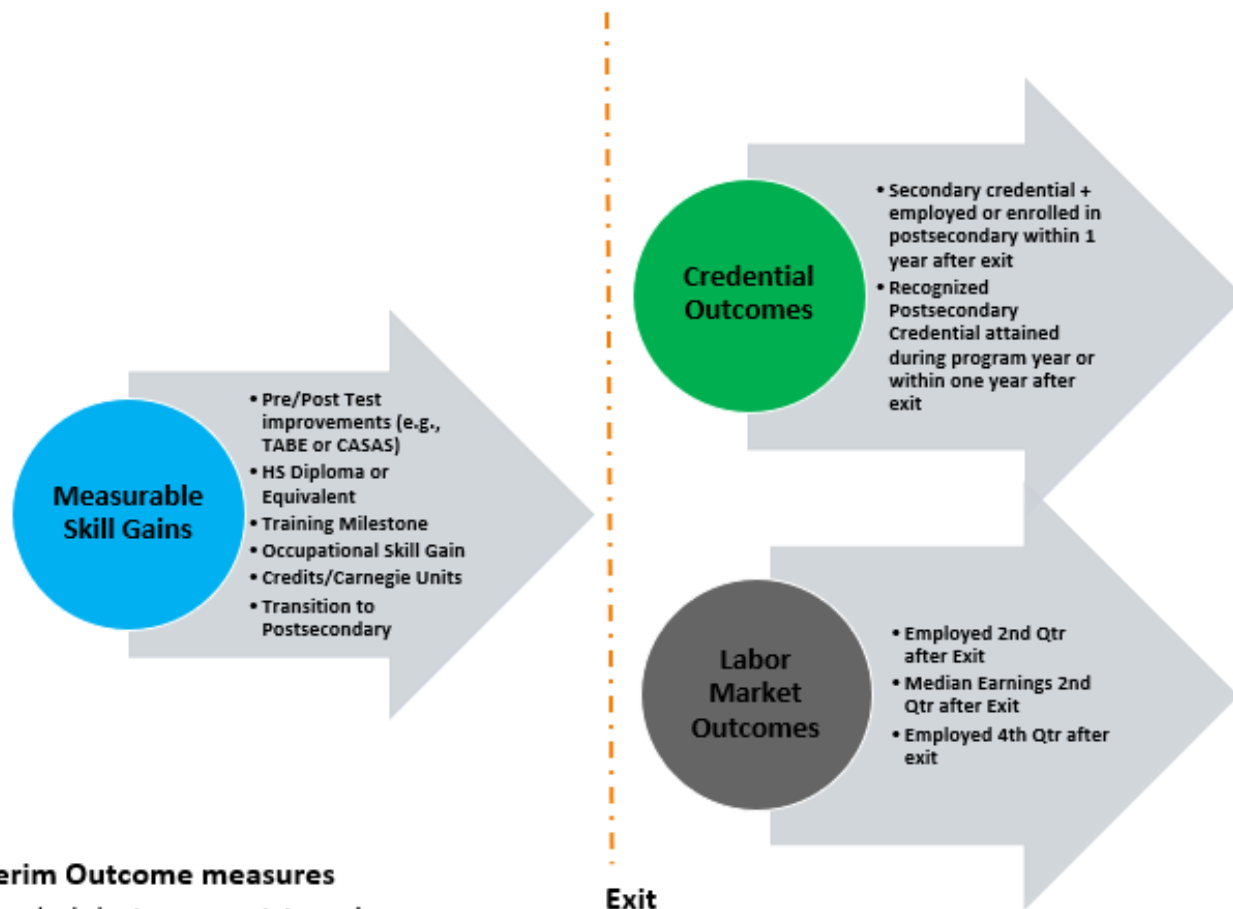
[Sample Lesson Plans](#)

[Our Team](#)

GOALS

Bridge to Monterey Peninsula College (Bridge to MPC)

An English language course with an academic focus
and a medical assisting content base



Interim Outcome measures recorded during a participant's program year, before exit. One MSG type can be recorded each program year or period of participation.

Exit date is the last date of service, meaning the individual has not received any services for 90 days and there are no future services planned.

Post-exit measures including credential attainment and labor market outcomes, ideally taken using administrative data at the relevant time intervals.

Co-Enrollment Requirements

Under WIOA, states are required to report the number of participants enrolled in more than one core program.

- WIOA title I Adult, Youth, Dislocated Worker
- WIOA title II Adult Education & Family Literacy
- WIOA title III Wagner Peyser Job Service
- WIOA title IV Vocational Rehabilitation Services

CA WIOA II Co-Enrollment for PY 2017-18

- Co-enrolled in WIOA I: 10,373
- Co-enrolled in WIOA III: 3,554
- Co-enrolled in WIOA IV: 2,859
- ELL Navigator

Agency ID	Agency Name	ELL Navigator
1964	Sacramento City USD	117
5921	International Rescue Committee	49
2831	Long Beach CCD	36
9650	Pasadena USD	9
5939	Farmworker Institute	5
235	Refugee Transition	2
1380	Sweetwater USD	1
1067	Corona- Norco USD	1
5972	Roseville Adult	1

[Main Home](#) / [Events](#) / [WIOA Co-Enrollment Cohort - Lessons Learned](#)

WIOA Co-Enrollment Cohort - Lessons Learned



[View Recording](#)

Virtual

Wednesday, July 18, 2018

2:00 PM ~ 3:30 PM ET

The U.S. Department of Labor's Employment and Training Administration, the U.S. Department of Education's Office of Career, Technical, and Adult Education, and the Office of Special Education and Rehabilitative Services, Rehabilitation Services Administration collaborated to form a State Cohort on Co-enrollment among Workforce Innovation and Opportunity Act (WIOA) and partner programs.

Co-Enrollment: Expect Confusion and Resistance

DOR DEPARTMENT of
REHABILITATION
Employment, Independence & Equality

My supervisor
has not told me
to co-enroll



Oh. You meant
start co-enrolling
now?



My customers
don't need
partner services.



If I do the work,
why should I share
the credit?



Verdugo Workforce Development Board presentation

WIN/WIN!

- “So we've gotten lots of questions and concerns about which programs can receive credit for positive outcomes if participants are co-enrolled. In this question we're going to look at somebody who's enrolled in the VR program and is attending college, and VR is paying at least a portion of the college tuition. The participant is also co-enrolled in a Title I program. So if the participant earns a credential by attaining the degree and exiting the program, would Title I and Title IV programs both receive credit in the credential attainment rate indicator? And the answer is yes. All performance indicators can be shared between programs, and that's because programs may assist the participant in attaining their employment, a credential, or measurable skills gain. It doesn't matter who's funding the particular credential.”

<https://www.workforcegps.org/sitecore/content/global/events/2016/12/14/12/38/WIOA-Wednesday-WIOA-Performance-Accountability-Hot-Topics>

Braided Funding

CALIFORNIA CAREER PATHWAY FUNDING WORKSHEET | 2018

The purpose of this worksheet is to help career pathway practitioners think systemically about the partners and resources that can be used to support career pathway programming – at the institution level and the individual participant level. Each [funding stream](#) has eligibility criteria and definitions for use, but all can support career pathway work.

In the first column below is a list of sample key tasks in designing, implementing, and sustaining career pathway programs. Modify these tasks to fit your local needs and then work with partners to identify potential funding sources for these tasks from core Workforce Innovation and Opportunity Act (WIOA) partners, one-stop partners, and other federal, state and philanthropic programs with a career pathway focus.

Major Funding Streams that can Support Key Tasks in Building Career Pathway Programs

TARGET POPULATION:

(e.g., public benefit recipients, adult education learners, out-of-school youth)

KEY TASKS (add/edit/delete to customize for your site; <i>italics indicate tasks with high impact</i>)	CORE WIOA PROGRAMS	FEDERAL PROGRAMS WITH CAREER PATHWAY FOCUS	STATE PROGRAMS WITH CAREER PATHWAY FOCUS	PHILANTHROPIC & <u>CIVIC INITIATIVES</u>
	<ul style="list-style-type: none"> WIOA I: Adult, Youth, Dislocated Worker WIOA II: Adult Education WIOA III: Wagner <u>Peyser</u> WIOA IV: Vocational Rehabilitation Services 	<ul style="list-style-type: none"> Carl D Perkins Career & Technical Education Temporary Assistance to Needy Families (TANF) Employment Services Trade Adjustment Act Ability to Benefit - Pell Grants Pre-Apprenticeship and Registered Apprenticeship Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) 	<ul style="list-style-type: none"> Adult Education Program Breaking Barriers to Employment California Apprenticeship Initiative California Guided Pathways ELL Workforce Navigator Employment Training Panel Strong Workforce <p>[see CAcareerpathways.clasp.org for more]</p>	

BUILD PARTNERSHIPS, CLARIFY ROLES & RESPONSIBILITIES

CLASP

Policy solutions that work for low-income people

Judy Mortrude

jmortrude@clasp.org

202-906-8014



Comprehensive Adult Student Assessment Systems

Pat Rickard
rickard@casas.org
858-292-2900