

The Collaborative Career  
Pathway Approach and  
Integrating LMI Effectively in  
Service Approach



# Introductions: Moderator and Technical Assistance Reps



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# CP system as Defined by the Joint Federal Agencies

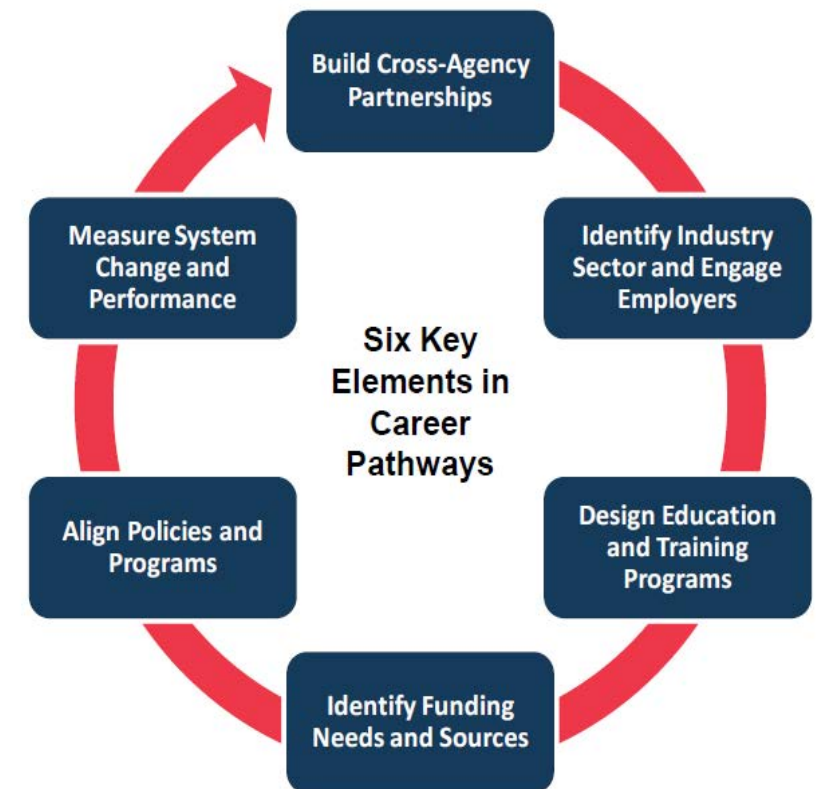
“A **career pathway** is a series of connected education and training strategies, and support services, that enable individuals to secure industry relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.”

*U.S. Departments of Education, Labor, and Health and Human Services (2012)*

# Career Pathways System Under WIOA

## The New Way of Doing Business

- Creates a framework for existing Education and Workforce services to move from disconnection to integration into one system;
- Shifts focus from job attainment to career for economic success;
- Transforms the role of employers from a customer to a partner, and a co-leader and co-investor in the development of the workforce;
- Provides opportunities for more flexible education and training; and
- Offers a more efficient and customer-centered approach to workforce development.



# Career Pathways Systems Level



# Full Definition of Career Pathway system

## WIOA Sec. 3 (Def. 7)

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;
- C. Includes counseling** to support an individual in achieving the individual's education and career goals;



# Full definition of Career Pathway system

## WIOA Sec. 3 (Def. 7) (continued)

- 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 one recognized postsecondary credential;
- G. Helps an individual enter or advance** within a specific occupation or occupational cluster.

# Why Use a Career Pathways Framework?

- It raises skill levels, credential attainment and employment for students, jobseekers, and workers, particularly for low-skilled populations and individuals with disabilities for a self-sustaining future.
- People want to work and contribute their skills in the form of a satisfying career and deserve economic independence.
- Unemployment rates are higher for those with less than a HS diploma and wages are substantially higher with postsecondary education.
- Performance indicators include measures for measurable skills gain, credential attainment and employer engagement obtainable through a career pathways model.



# Career Pathways: Two Levels of Definition

Career pathways, as defined by WIOA, operates at both the **System** and **Counselor** level.

## **System:**

The legislation defines how the workforce and education systems partner with businesses to create a training pipeline for jobseekers within in-demand industries.

## **Staff:**

In order for jobseekers to take advantage of the system the legislation creates, VR counselors need to use their existing tools and expertise to educate clients as to the existence and benefits of this new infrastructure and to develop IPEs that take advantage of it.

# Career Pathways: System Level

## Career pathways leverage ...

- **Education;**
- **Workforce Development; and**
- **Social Service supports to help people obtain the skills they need to find employment and advance in their careers.**

Fundamentally, a career pathways system is about the coordination of people and resources. It is about changing the way education and training are organized and delivered -- aligning programming, financing and services within and across providers to smooth individuals' transitions into and out of education and training programs and employment.

# Build Cross-Agency Partnerships

Collaboration between agencies serving a common customer makes sense from a leadership, strategic and resource standpoint.

Synergy across WIOA partners and beyond can result in ...

- Everyone **achieving** their respective missions and serving the public effectively;
- **Leveraging** resources and using them more efficiently;
- **Fostering** creativity and teamwork; and
- **Increasing** the potential for meeting Common Performance.

# Identify Industry Sectors and Engage Employers

- WIOA promotes the use of **Sector Strategies**. A sector strategy is a partnership of employers within a critical industry that brings together education, economic development, workforce systems and community organizations to identify and collaboratively meet the workforce needs of that industry within a regional labor market.
- WIOA contributes to economic growth and business expansion by ensuring the workforce system is job-driven, which supports developing skilled workers and matching them to employers.

# Identify Industry Sectors and Engage Employers (continued)

- WIOA aligns the performance indicators for core programs and adds services to employers and post-secondary credential attainment.
- WIOA promotes work-based training.
- WIOA promotes greater use of Registered Apprenticeships and recognizes completion of a Registered Apprenticeship certificate as a post-secondary credential.

# Design Education and Training Programs

This strategy looks at ways to expand opportunities for consumers to access education and training programs through the following:

- Promote the use of Bridge Programs.
- Identify and engage education and training partners.
- Partner with Disability Services offices within post-secondary institutions.
- Promote access through leadership and expanding knowledge on accessibility.
- Research and promote work-based learning opportunities within business and industry.
- Provide career services, case management and comprehensive supportive services.
- Provide employment assistance and retention services directly or through partner collaboration.
- Promote and use the Integrated Resource Team model to maximize consumer success.



# Identifying Funding Needs and Sources

**No one system can do it all** to provide a fully holistic service delivery structure and support consumers in their career pathways journey.

- Identify sources of funding available from partner agencies and related public and private resources.
- Develop long-term sustainability plan with state or local partners to include Infrastructure Costs agreements.
- Consider how Pre-ETS investment is “paying it forward.”
- Consider service flow that provides for continuum of services during and beyond VR involvement.
  - Integrated Resource Teams
  - Partnership Plus agreements
  - On-going supports from other agencies

# Align Policies and Programs

Policies and procedures to include counselor competencies, expectations and evaluations may need to be revised to ensure the agency is serving consumers under a career pathways framework.

- Identify state and local policies necessary to implement career pathways systems.
- Identify and pursue needed reforms in state and local policy.
- Implement statutory and administrative procedures to facilitate cross-agency collaboration.
- Participate in a committee under the Workforce Development Board targeted at policy development.

# Measure Systems Change and Performance

Appropriate measures and evaluation methods are in place to support continuous improvement of the career pathways system and are in line with the new WIOA Common Performance Measures.

- Define desired system, program, and participant outcomes.
- Identify the data needed to measure system, program and participant outcomes.
- Implement a process to collect, store, track, share and analyze data.
- Design and implement a plan for reporting system and program outcomes.

## Career Pathways Staff Level



# Career Pathways: Staff Level (1 of 7)

## **Aligns with the skill needs of industries**

**Career pathways** are intended to encourage and expand the number of students, jobseekers and workers who earn industry-recognized, postsecondary credentials that correspond to the skill needs of employers in high-demand industry sectors.

## **Consider how you are ...**

- Identifying the skills that are needed for high-demand occupations;
- Determining how students are deemed proficient in these skills;
- Identifying the credentials that employers value in making labor market decisions; and
- Providing work-based learning opportunities for students.

# Career Pathways: Staff Level (2 of 7)

## **Prepares an individual to be successful**

Long-term economic trends point to increasing demand for better-educated workers. Career pathway programs include a full range of secondary, adult education and postsecondary education options, including Registered Apprenticeships.

## **Consider how you are ...**

- Expanding Opportunities for IWD in Registered Apprenticeships;
- Providing career navigation and supportive services;
- Supporting secondary school completion;
- Identifying all available training and education options in each area and criteria for entrance and supports for success; and
- Allowing for stackable credentials and entry and exit points (continuum beyond VR; e.g. Co-enrollment, Partnership Plus, Integrated Resource Teams).



## Career Pathways: Staff Level (3 of 7)

### **Includes counseling to support an individual in achieving education and career goals**

Counseling and supportive services are a key component of career pathway programs. Each individual needs an individualized academic and career development plan that shows the unique steps to reach his or her ultimate goal. Counseling should support an individual's journey through the pathway and provide "roadmaps" outlining the education and training that must be completed, and credentials that must be earned to reach identified career goals.

#### **Consider how you are providing ...**

- Career assessment for the longer term;
- Academic and career counseling, planning and navigation;
- Academic support, including tutoring;
- Social support, including referrals to resources and services; and
- Transition planning to employment or postsecondary education.

## Career Pathways: Staff Level (4 of 7)

### **Includes education offered concurrently with workforce preparation activities and training**

Work-based learning experiences, internships, job shadowing, work experience and OJT opportunities help students apply their knowledge, gain valuable hands-on experience, and foundational skills necessary to succeed.

#### **Consider how you are ...**

- Promoting basic adult education and workforce preparation activities;
- Using bridge programs designed for particular occupations or occupational sectors;
- Pairing Work Experience with soft skills training; and
- Providing paid work-based learning and apprenticeship programs to allow students to develop relevant skills while earning money to cover living expenses.

## Career Pathways: Staff Level (5 of 7)

### **Organizes education, training and other services to meet the particular needs of an individual that accelerates educational and career advancement**

For many individuals, a typical semester-based college and university schedule may not meet the urgency to obtain a credential and find a job. Strategies that allow learners to simultaneously pursue multiple steps along a pathway can accelerate their progress while maintaining the quality and integrity of required learning.

#### **Consider ...**

- The promotion of workplace learning;
- Ways to gain credit for prior learning;
- Flexible training programs;
- Customized training; and
- Tech Prep for high school students/dual enrollment.

## Career Pathways: Staff Level (6 of 7)

### **Enables an individual to attain secondary school diploma or its recognized equivalent**

It is projected that by 2020, there will be 140-165 million jobs in the United States, 65 percent of which will require a high school equivalency, plus additional training or education. Therefore, a career pathways program needs to enable those without a high school diploma or its equivalent to attain one and be prepared to access additional training and education opportunities that lead to additional credentials.

### **Consider how you are ...**

- Promoting HS completion or HiSet; and
- Promoting credential attainment.

## Career Pathways: Staff Level (7 of 7)

### **Helps an individual enter or advance within a specific occupation or occupational cluster**

Individuals with disabilities often face obstacles completing education and training programs, and may need to take a break or deviate from their educational and career plans due to life circumstances.

Career pathway programs provide individuals with multiple entry points to accommodate academic readiness and multiple exit points to allow individuals to obtain employment and return later for the next level of credential attainment.

### **Consider how you are ...**

- Promoting flexibility in the IPE;
- Considering the work between training options; and
- Partnering with others.

# Career Pathways and Labor Market Information

## Career pathways leverage LMI to focus on ...

- **Education**
- **Workforce Development, and**
- **Social Service supports to help people obtain the skills they need to find employment and advance in their careers.**

Fundamentally, a career pathways system uses LMI to systematically coordinate people and resources. It is about changing the way education and training are organized and delivered – aligning programming, financing and services within and across providers to smooth an individual’s transition into and out of education and training programs and employment.



# Possible Impact for Counselors: Career Pathways

## **Greater need for knowledge of labor market**

- Where are the jobs? What are the employer's needs?
- Be aware of sector strategies and sector partnerships.
- Understand the skill gaps.
- Be familiar with Section 503, Schedule A, State and Local hiring practices.
- Leverage the AJC's business outreach connection -- joint business services.

# Possible Impact for Counselors: Career Pathways (continued)

## **Greater need for longer and deeper counseling process**

- Value of “discovery” and customized approach
- Leveraging partners and other core partner programs -- share the load
- Integrated Resource Team Model (IRT)
- Continuum of services through alternate Employment Networks -- Partnership Plus agreements
- Benefit analysis, work incentives and ongoing benefit counseling
- Changes in reporting and Common Performance Measures
  - No more “First job ... and close.”

# Breaking it Down



# A Change In Perspective

Moving toward a career pathways-focused service delivery model requires a shift in counselor perspective from a traditional focus on initial placement toward a model of client support that focuses on ...

- Labor market research to identify a career progression for clients;
- Supporting a client to develop a longer timeline of services (career progression);
- Connecting clients to services and resources from outside your agency; and
- Supporting a client to coordinate resources over the course of that extended timeline.

# Career Progression

The concept of **career progression** is key to the definition of career pathways. This is the idea that it is possible to hold a succession of jobs in the same field that have increasing levels of responsibility, higher levels of pay, and the mastery of additional valuable skills over time.

Helping a client to identify and begin a career progression is one of the differences between a traditional employment plan, which focuses on a single employment goal, and the career pathways-focused plan we have been discussing today.

The people served in VR often experience multiple challenges to employment and, in many cases, have not considered this type of framework for employment.

## Example: Career Progression

- Anna (who experiences a learning disability) had some work history as a hair stylist. She picked this job because she liked people and didn't think college was right for her. After she was let go from the salon where she was working, she was determined eligible for VR services and was connected with an assessment counselor.
- After completing the requested assessments, she met with her Counselor to discuss the findings. A career path in the medical industry was identified as a good match in an in-demand field that would play to her strengths and meet her needs over time.
- A **career progression** in this field was identified that included entry level certifications and initial placement in such a position, but also identified a pathway into nursing through LPN, then RPN certification, which could lead to administrative opportunities in this field.

## Example: Career Progression (continued)

- By framing the IPE as an opportunity to explore not just an individual placement goal but to explore career path opportunities, Anna's counselor impacted how Anna defined her job search and the assistance she was able to receive from her VR counselor.
- By extending the Career discussion beyond the time that will be spent as a VR participant, Anna's counselor expanded the frame of all their discussions around labor market, resources and accommodation strategies to include outcomes beyond the scope of the IPE and effective ways to take advantage of those opportunities.

# Focus On Implementation Strategies that Support Career Progression

- Long-term support strategies
- Ongoing counselor support
- Coordination of resources from multiple systems/IRT
- Focus on retention



# Focus on Plan Implementation (1 of 4)

## Long-term support strategies

- Does it include support to the client around accessing services outside of those provided by the agency that will be critical to the client's success (e.g., mental health, Benefits Planning, housing, child care, transportation, etc.)?
- Does it include advocacy support to the client around resource coordination such as Integrated Resource Team facilitation or assistance in developing an accommodation strategy for education or training that can continue to function after file closure?
- Does it assist the client in obtaining resources to implement a strategy aimed at self-sufficiency that includes training and employment outcomes prior to and/or subsequent to initial placement in employment (e.g., Certificates, OJTs, referrals to ENs, etc.)?

# Focus on Plan Implementation (2 of 4)

## Ongoing counselor support

Is the counselor working with the client to customize plan activities to the greatest extent possible?

- By meeting a client where they are and supporting them in developing a long-term outline of strategies and services that could lead them to economic self-sufficiency.
- By identifying needed supports, and then advocating for and with the client with providers and institutions to put such supports in place
- By extending planning to include activities post-file closure and working with the client to obtain long-term supports and resources to make such opportunities possible.

# Focus on Plan implementation (3 of 4)

## Coordination of resources from multiple systems

- Are you aware of training options in your local community that meet the labor market need to include Career Tech Education, postsecondary opportunities, vocational and technical programs, apprenticeship and employer-based training?
- Have you connected with all training entities to determine their level of ability to provide appropriate access and accommodate for your clientele?
- Have you identified points of service where career pathways options can be presented and discussed with individual consumers?

# Focus on Plan implementation (4 of 4)

## Focus on retention

- Have you evaluated within a career pathways model the best point of exit to maximize client success and attainment of positive performance outcomes?
- Have you discussed with partners how co-enrolled individuals may receive follow-up and continued services through their programs at point of VR exit?
- Do you have a process for referral for other needed service during and post-VR involvement?

# Career Pathways Resources

## **Career Pathways Toolkit: A Guide for System Development**

[https://www.doleta.gov/usworkforce/pdf/career\\_pathways\\_toolkit.pdf](https://www.doleta.gov/usworkforce/pdf/career_pathways_toolkit.pdf)

**WINTAC Career Pathways Community of Practice:** [www.wintac.org](http://www.wintac.org)

**DOE and DOL Technical Assistance documents with examples for partners to build career pathways for youth:**

- Out of School Youth: <https://youth.workforcegps.org/resources/2017/01/18/13/28/EKFA-OSY>
- In School Youth: [https://youth.workforcegps.org/resources/2017/01/18/13/58/EKFA\\_isy](https://youth.workforcegps.org/resources/2017/01/18/13/58/EKFA_isy)
- English Language Learners: [https://youth.workforcegps.org/resources/2017/01/18/14/30/EKFA\\_English](https://youth.workforcegps.org/resources/2017/01/18/14/30/EKFA_English)
- Justice Involved Youth: [https://youth.workforcegps.org/resources/2017/01/18/14/11/EKFA\\_Justice](https://youth.workforcegps.org/resources/2017/01/18/14/11/EKFA_Justice)
- Foster Care Youth: [https://youth.workforcegps.org/resources/2017/01/18/14/52/EKFA\\_Fostercare](https://youth.workforcegps.org/resources/2017/01/18/14/52/EKFA_Fostercare)

# Links to Examples of Other Career Pathway Work

- **Nebraska Career Pathways Advancement Project:** <http://vr.nebraska.gov/pathways/>
- **Wisconsin:** <http://www.cows.org/data/documents/1117.pdf>
- **Virginia:** <https://vadars.org/drs/cpid>

# Thank You!!!

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