

A group of eight diverse individuals, including men and women of various ethnicities, are smiling and posing together in a field of tall grass. The image is overlaid with a semi-transparent blue filter.

# Career Pathways Leadership Certification - Level 2

*Day 1*

June 17-18 • Denver, CO





**CORD**

CENTER FOR OCCUPATIONAL RESEARCH AND DEVELOPMENT

**NCPN**

NATIONAL CAREER PATHWAYS NETWORK



## ***We Help You:***

- Facilitate Industry-Education Collaboration
- Connect the Classroom to the Workplace through Contextualized Teaching and Learning Models
- Design Seamless Career Pathways for Adult Learners

# Workshop Agenda and Format



The World of Work



Career Pathways Review



Strengthening Partnerships



Enhancing Pathway Design



Supporting Completion



Creating Awareness



Continuous Improvement

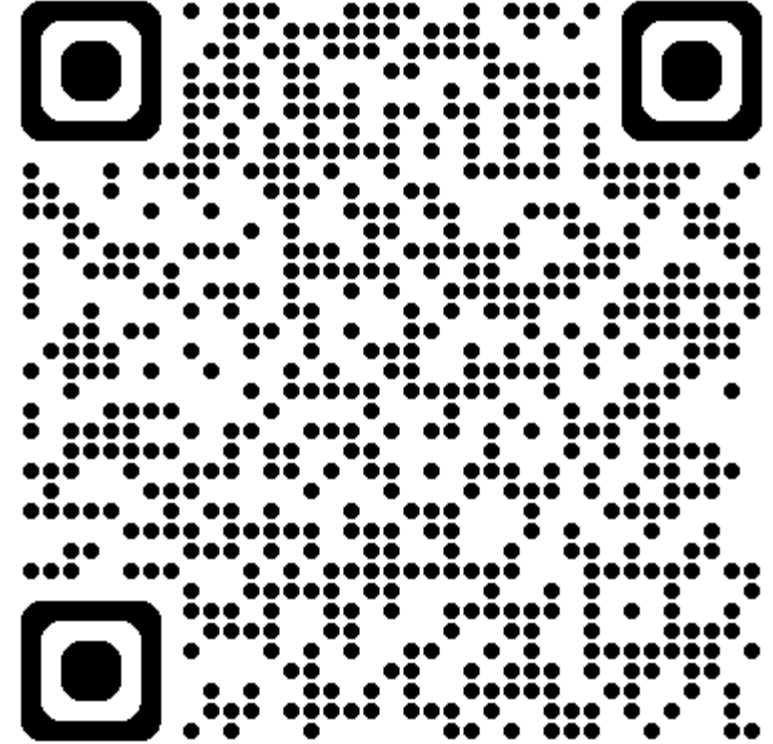
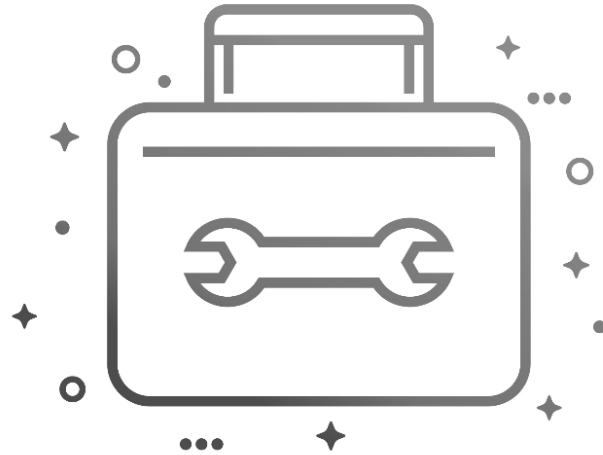


Wrap-up

## Components

- Content
- Activities
- Examples, Tools & Resources
- Action Plan
- Table discussion

# Workshop Resource Toolbox



<https://www.cord.org/denver-cpl2-june17-2024/>

**How close are you to reaching your  
pathway implementation goals?**



# Current State – World of Work

- Nature of work changing at unprecedented speeds
- Technology advancements in machine learning, AI, IoT, and robotics eliminating some jobs, creating others
- Technicians sit at the center of much of this disruption
- Education must keep up
- Our students' career paths will evolve



Preparing Technicians for the  
**FUTURE OF WORK**





As the economy rapidly shifts toward automation, there is growing consensus that while new jobs will be created, change is the new normal.

Systemic change, not minor improvements, will be necessary.

# Human-machine frontier

Proportion of tasks completed by humans vs machines

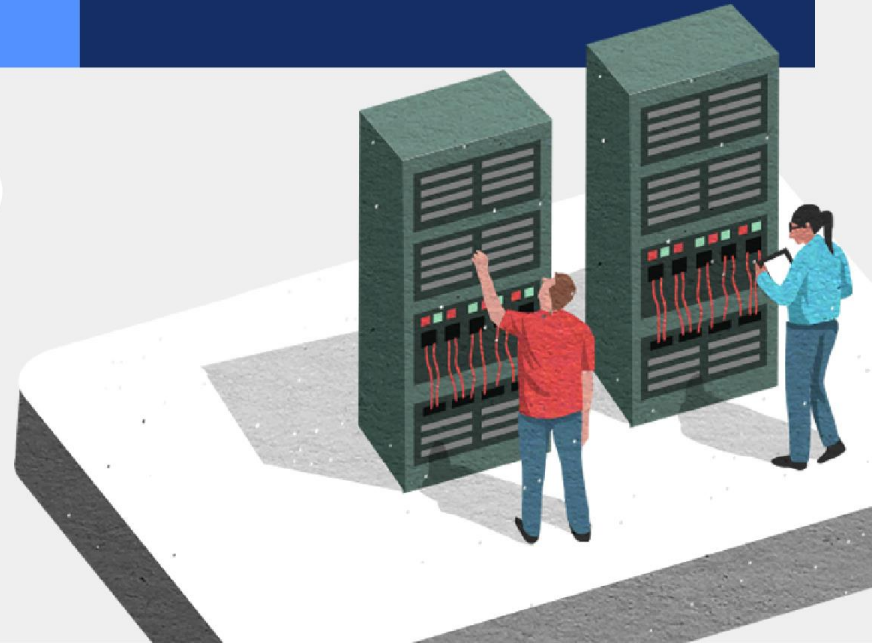
2022



2027



Machine Human



**Source:** World Economic Forum,  
*Future of Jobs Report 2023.*



## Reskilling needs









44%

of workers' core skills  
are expected to change  
in the next five years



**Source:** World Economic Forum,  
*Future of Jobs Report 2023*.



# Top 10 skills of 2023

- |   |   |
|---|---|
| 1.  <b>Analytical thinking</b>                 | 6.  <b>Technological literacy</b>                |
| 2.  <b>Creative thinking</b>                   | 7.  <b>Dependability and attention to detail</b> |
| 3.  <b>Resilience, flexibility and agility</b> | 8.  <b>Empathy and active listening</b>          |
| 4.  <b>Motivation and self-awareness</b>       | 9.  <b>Leadership and social influence</b>       |
| 5.  <b>Curiosity and lifelong learning</b>     | 10.  <b>Quality control</b>                      |

## Type of skill

 Cognitive skills    Self-efficacy    Management skills    Technology skills    Working with others

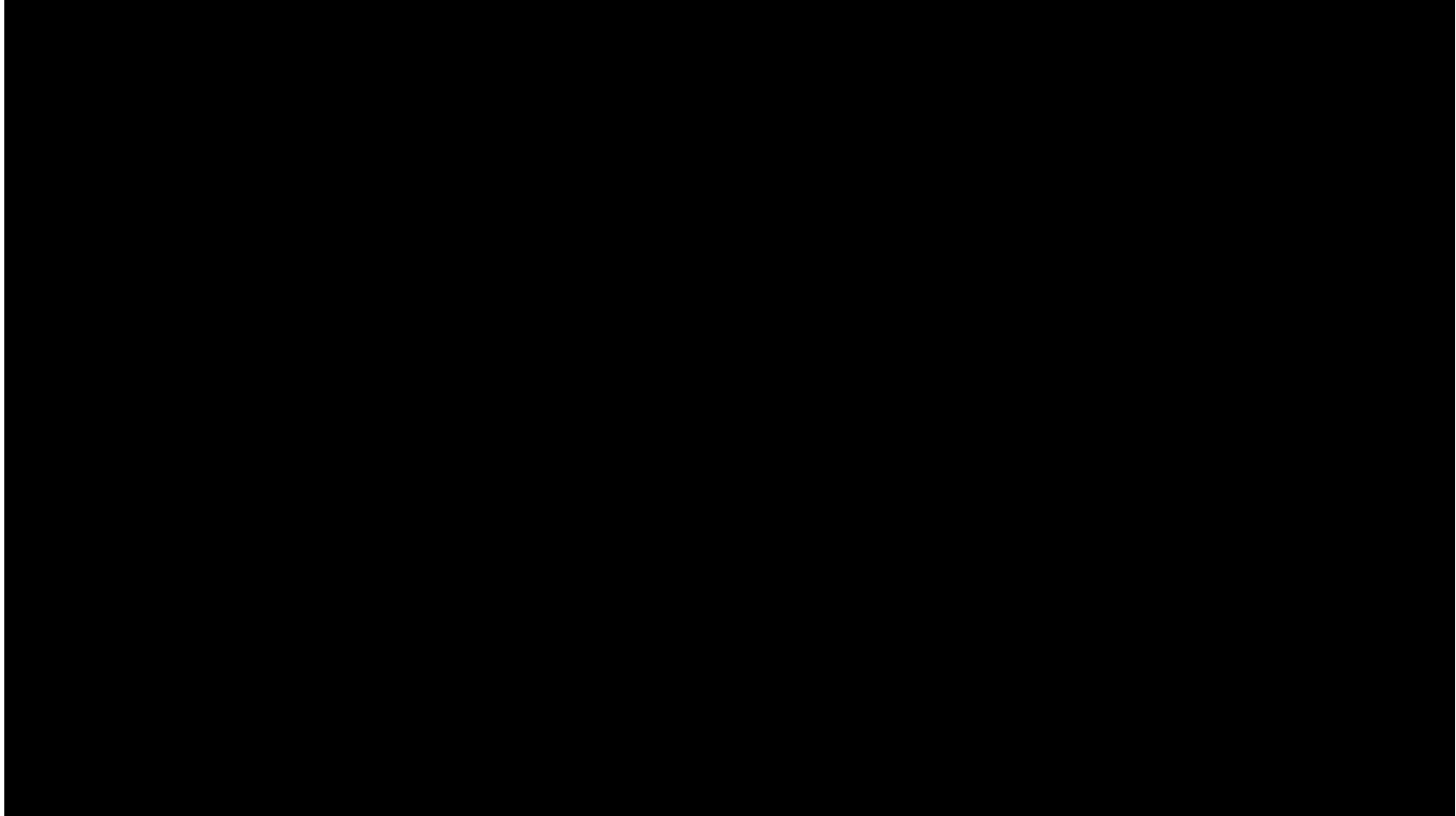
## Source

World Economic Forum, Future of Jobs Report 2023.

## Note

The skills judged to be of greatest importance to workers at the time of the survey

# The Future of Work



**How is the evolving  
world of work  
impacting you and  
your role?**

**DISCUSS**





# What role does Education play?



Supporting U.S. role as a leader in research and development



Developing and leading rigorous career pathways that integrate academic, technical and employability skills



Helping ensure America's future economic competitiveness and long-term success by producing skilled workers



Responding effectively to globalization and technological changes

# Roles for CTE/Adult Ed

Educators and policy leaders must push harder to:

- Develop systematic training for in-demand careers.
- Provide accessible information about employment prospects to guide student choice.
- Create consistent work-based learning opportunities.
- Improve the quality of basic education.
- Improve access to high-quality schools and programs.
- Identify outcomes and student demographics, especially for part-time programs.
- Leverage opportunities from post-secondary and business partnerships.

# Introduction Activity – Current state sharing

**Listeners:** Take your own notes on each presenter's approach (index cards)

- *What stood out to you?*
- *What do you want to learn more about?*
- *Did you hear anything you want to try?*
- *What did you hear that's different from what you're doing?*

**Presenters:** Think of a local career pathway and discuss these parameters:

- *How you ensure alignment of the pathway across education levels?*
- *How is it connected to an industry-recognized need?*
- *Challenges/Successes you have had with the pathway.*
- *What are the next steps in your pathway work (e.g. enhance existing, create new, etc...)?*

# Career Pathways Review





# Career Pathway Definition (WIOA/Perkins/HEA)

## Align

Align with the skills needed by industries in the state or regional economy

## Prepare

Prepare individuals to succeed in a range of education options, including apprenticeships

## Support

Include counseling to support an individual in achieving the individual's education and career goals

## Educate/Train

Include, as appropriate, concurrent education and training opportunities for a specific occupation or occupational cluster

## Organize

Organize education, training, and support services to meet individual needs and accelerate educational and career advancement

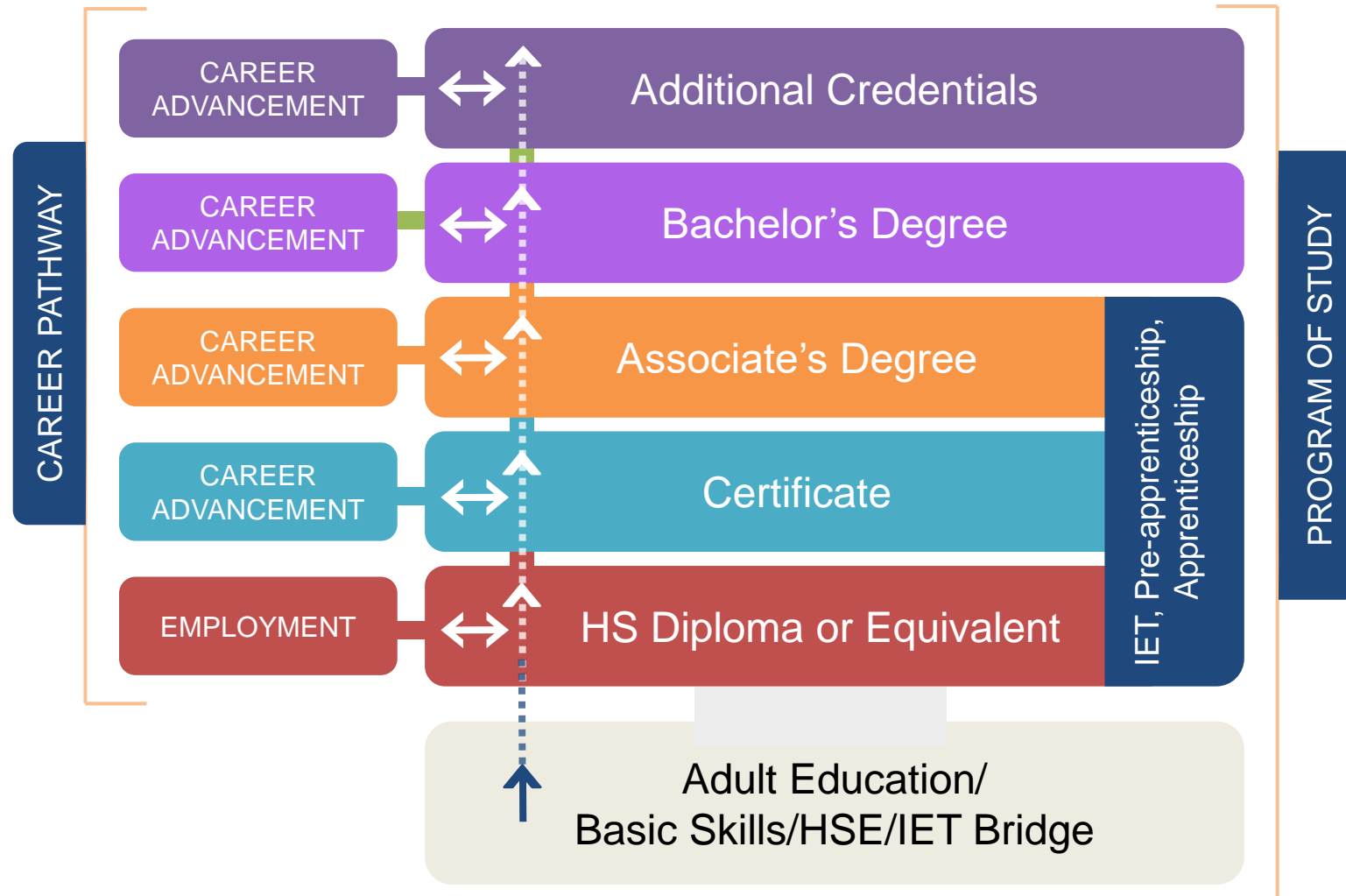
## Enable

Enable individuals to attain a high school diploma or equivalent, and at least one recognized postsecondary credential

## Help

Help individuals enter or advance within an occupation or occupational cluster

# Career Pathways



# Policy Updates

- New [FAFSA](#) released by the Department of Education (December 30, 2023)
- New Resources: [Maximizing Access & Success for Special Populations and Underrepresented Learners in CTE](#)
- House Education and Workforce Committee Approves [WIOA Reauthorization](#) and [Short-term Pell](#) Legislation
- Department of Labor Announced Proposed Rulemaking to [Modernize Registered Apprenticeship Regulations](#)
- AdvanceCTE: National Career Clusters Framework Update (draft version and [webinar](#))

**How do you stay  
connected to policy  
changes?**





# FRAMEWORK FOR CAREER PATHWAYS ALIGNMENT

## Framework Essential Components:

1. **Coordinated Ecosystem** of industry, K-16, workforce agencies, and community organizations—placing the evolving skill and personal support needs of a community’s learners front and center.
2. **Strategic Employer Engagement** through an industry-led model that yields workforce intelligence at a depth and with a frequency to facilitate continuous program improvement and innovation
3. **Seamless Career Pathways** supporting learners of all ages and skill levels, built on stackable credentials aligned to postsecondary and employment opportunities, and collaboratively developed by educators and employers
4. **Support for Credential Completion** that recognizes “all learners as learners” by providing credit for prior learning, course schedules, delivery modes and wrap-around services that support working adults, and efficient program design that accelerates credential attainment



# Strengthening Partnerships



# Key Partnership in the Ecosystem



## Education

Connected education institutions  
Teachers and administrators  
Learners/parents/guardians



## Industry

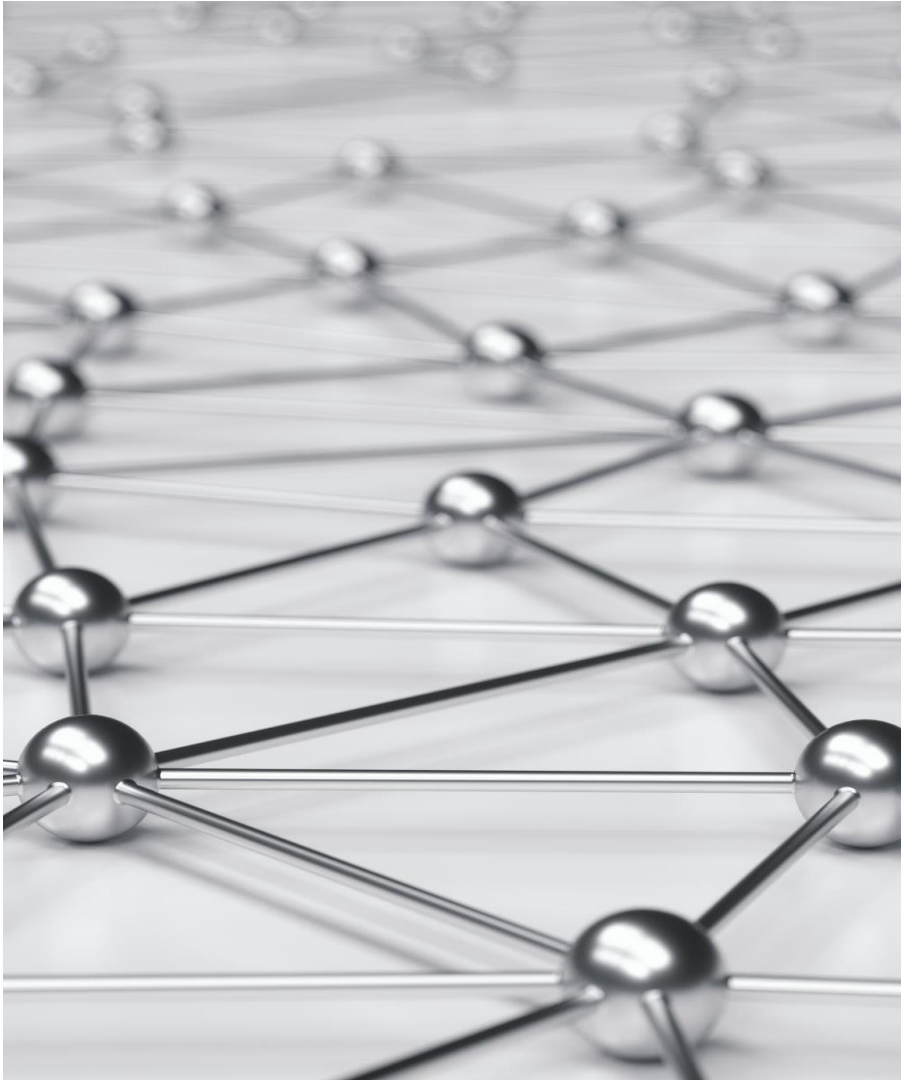
Workforce development agencies  
Economic development  
Chambers of commerce  
Business and industry



## Community

Government/public agencies  
Community-based organizations  
Non-profit organizations

# Strong Partnerships Are Key



- Leverage each other's resources and knowledge
- Connect disconnected systems
- Strengthen/build partnerships to support *your* community



Coming together is a  
beginning, staying  
together is progress,  
and working together  
is success.

Henry Ford



# Program Design Roles

## Workforce Entities

Labor market information; economic and workforce trend analysis; identification of target industries; resource development and allocation; policy development

## Employers

Identification of in-demand and emerging occupations; identification of skill sets; curriculum development

## Secondary and Adult Education

Program design; curriculum development

## State or Community Colleges

Linkages between credit and non-credit; chunking and modularizing programs; articulation agreements to promote portability

## Community-based Organizations

Insights into learner needs; design of outreach materials

# Program Delivery and Sustainability Roles

## Adult Education

Program delivery, oversight; bridge programs; techniques for teaching lower-skill adults; basic literacy, math and computer skills; ESL; assessment tools

## Secondary Education

Instruction delivery, articulation/concurrent enrollment, career awareness and exposure

## State or Community Colleges

Instruction delivery; support services; financial aid

## Employers

Internships and project-based learning; mentors; employment; career ladder information; funding (tuition reimbursement); feedback

## Community-based Organizations

Referrals and recruitment; support services; marketing; case management; financial assistance (e.g., food stamps, dependent care, transportation, etc.)

## Workforce Entities

Skills assessments; job search assistance; job placement services; policy development

# Developing and Sustaining Partnerships

- Develop shared vision of mutual objectives based on client needs, performance goals, gaps in services, etc.
- Build trust through relationships to ensure benefits outweigh costs.
- Agree on expected outcomes — ensure alignment of stakeholders' needs.
- Maintain partnerships through frequent, scheduled interactions. Provide opportunities to address challenges, recognize accomplishments, and continually plan.



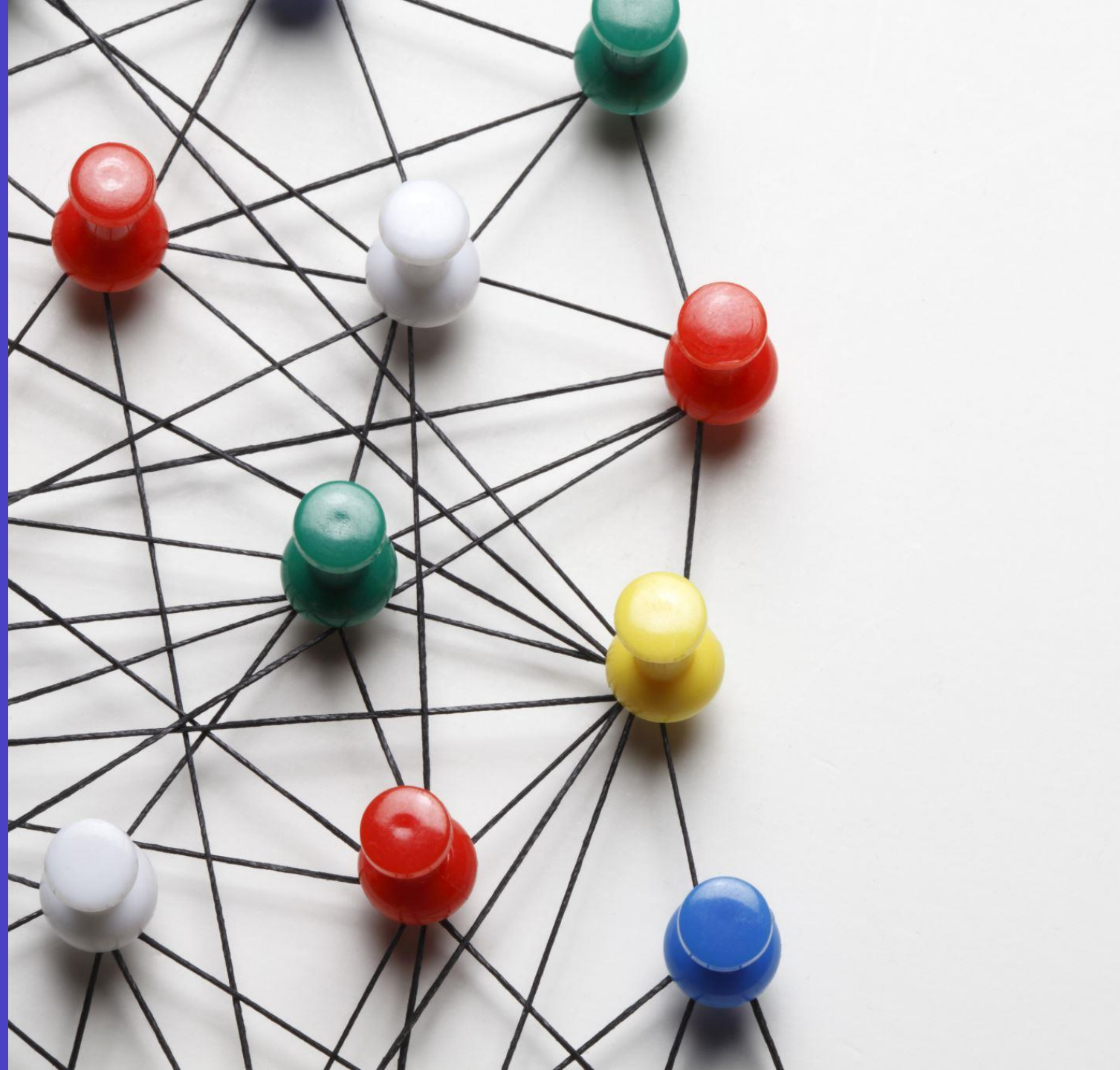


# Discuss strategies for recruiting and retaining partners?



# POSTER ACTIVITY

## Ecosystem Inventory



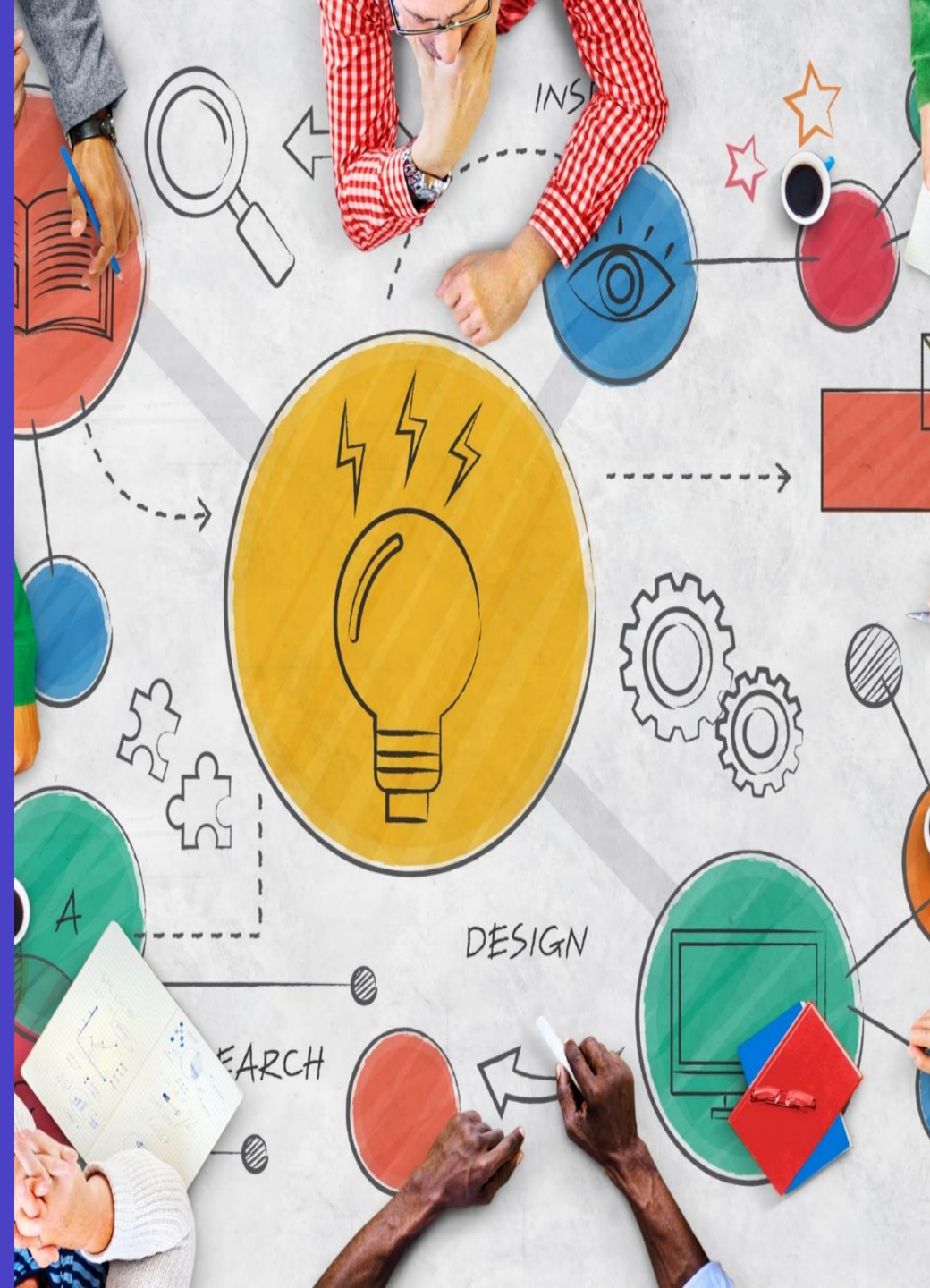
## Ecosystem Inventory

Document your existing ecosystem partners. Include whether they are from **Industry (I)**, **Education (E)** or the **Community (C)**, their role in the pathway, and what pathway they are connected to.

[illegible]



# Action Planning

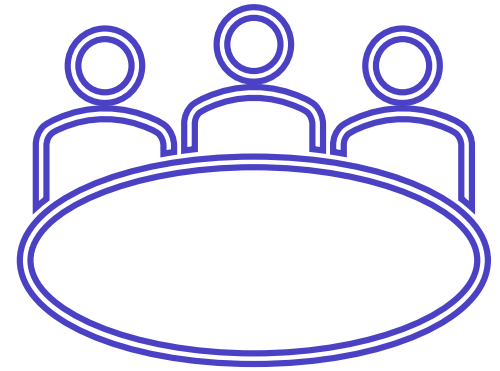




## Local Action Plan

Goal, Objective, Priority: <i>What do we want to achieve?</i>	Action Steps: <i>How will we achieve it?</i>	Lead: <i>Who is responsible?</i>	Intended Results: <i>Measurable outcomes?</i>	Timeline: <i>By when?</i>	Notes:
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# Share and Discuss

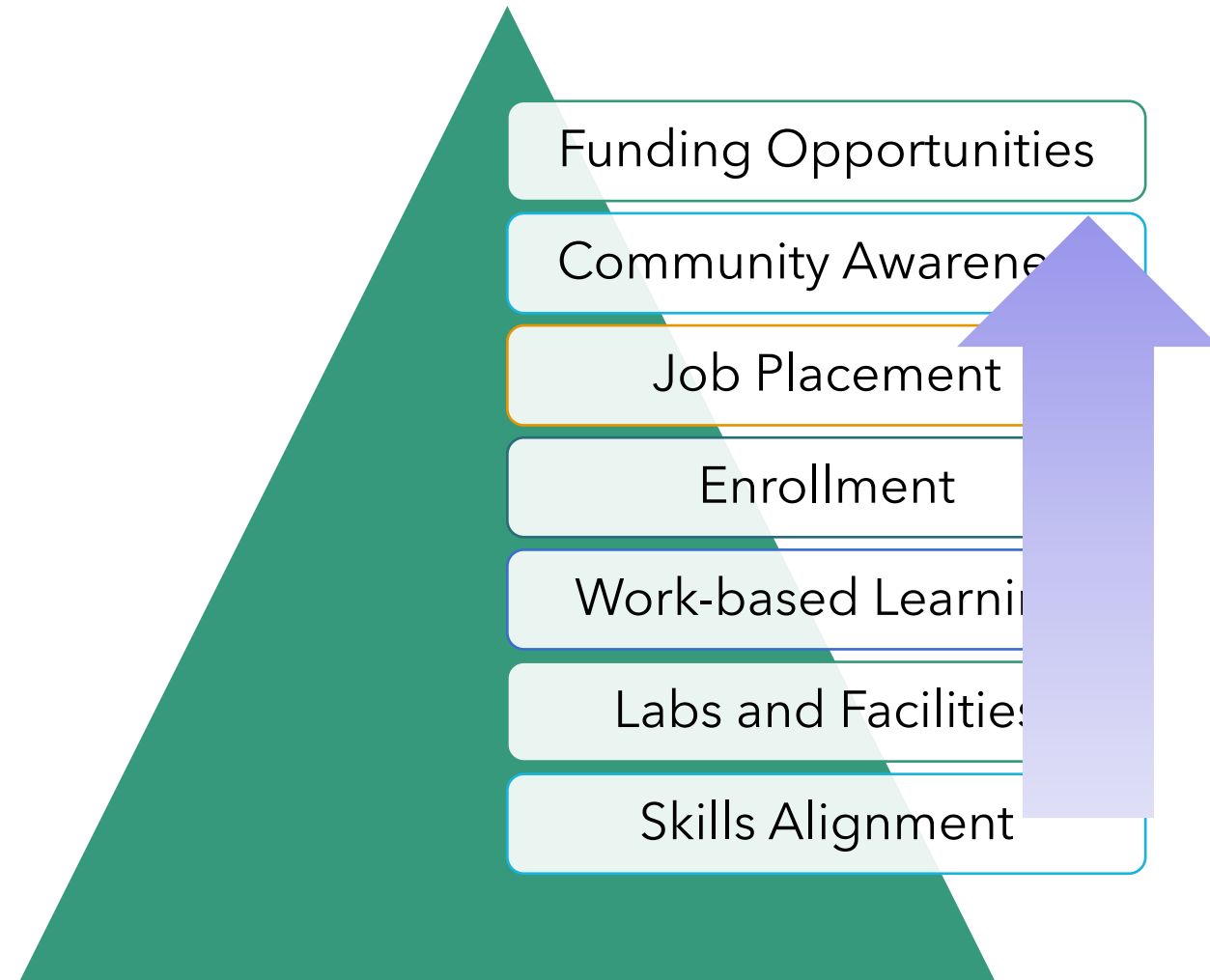


# FRAMEWORK FOR CAREER PATHWAYS ALIGNMENT

***Strategic Employer Engagement***  
*through an industry-led model that  
yields workforce intelligence at a  
depth and with a frequency to  
facilitate continuous program  
improvement and innovation*



# Benefits of Strategic Employer Engagement





BUSINESS &  
INDUSTRY  
LEADERSHIP  
TEAM

**BILT**

PATHWAYS TO  
**INNOVATION**



# Research and Share

- Use the QR Code here to research the BILT model
- Reflect on your own process for engaging employers.
- How is this similar?
- How is it different?
- What stood out to you about this model?

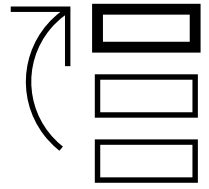


[BILT Model Overview - Pathways to Innovation](#)



## Roots of BILT Model

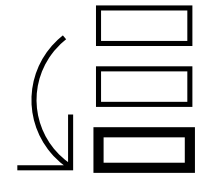
- **National Science Foundation** (NSF) supported National Convergence Technology Center Based at Collin College (TX) [2012-2022]
- Established BILT model through work with business leaders from across the nation to determine the **Knowledge, Skills, and Abilities** that “workforce ready” graduates will need
- Model implemented at more than **100 colleges in multiple disciplines.**
- **US DOL and ED recognize BILT as a leading model** for strategic employer engagement
- Pathways to Innovation project launched **BILT Academy** to scale the model



**FREQUENCY**

**SPECIFICITY**

**DEPTH OF  
INPUT**



**INDUSTRY-LED**



## Employer Engagement with the BILT Model



The *Business & Industry Leadership Team Model* Offers:

- Advisory Committee 2.0 - empowering you to move employer relationships to the next level
- A **structured, repeatable process** that can be used for any technical program
- A model that puts employers in a **co-leadership role** that greatly increases their engagement with your program



# Essential Roles in the BILT Model

## Businesses

- Co-lead college programs (like cybersecurity or mechatronics) through quarterly meetings
- Annually prioritize Knowledge, Skills and Abilities (KSAs) they want graduates to have 12-36 months into the future using a structured, repeatable voting process
- Predict Labor Market Demand
- Identify industry trends that could impact the program

## Faculty

- Cross reference KSAs to existing curriculum
- Update curriculum to address KSAs prioritized by businesses
- Provide businesses with feedback regarding implementation

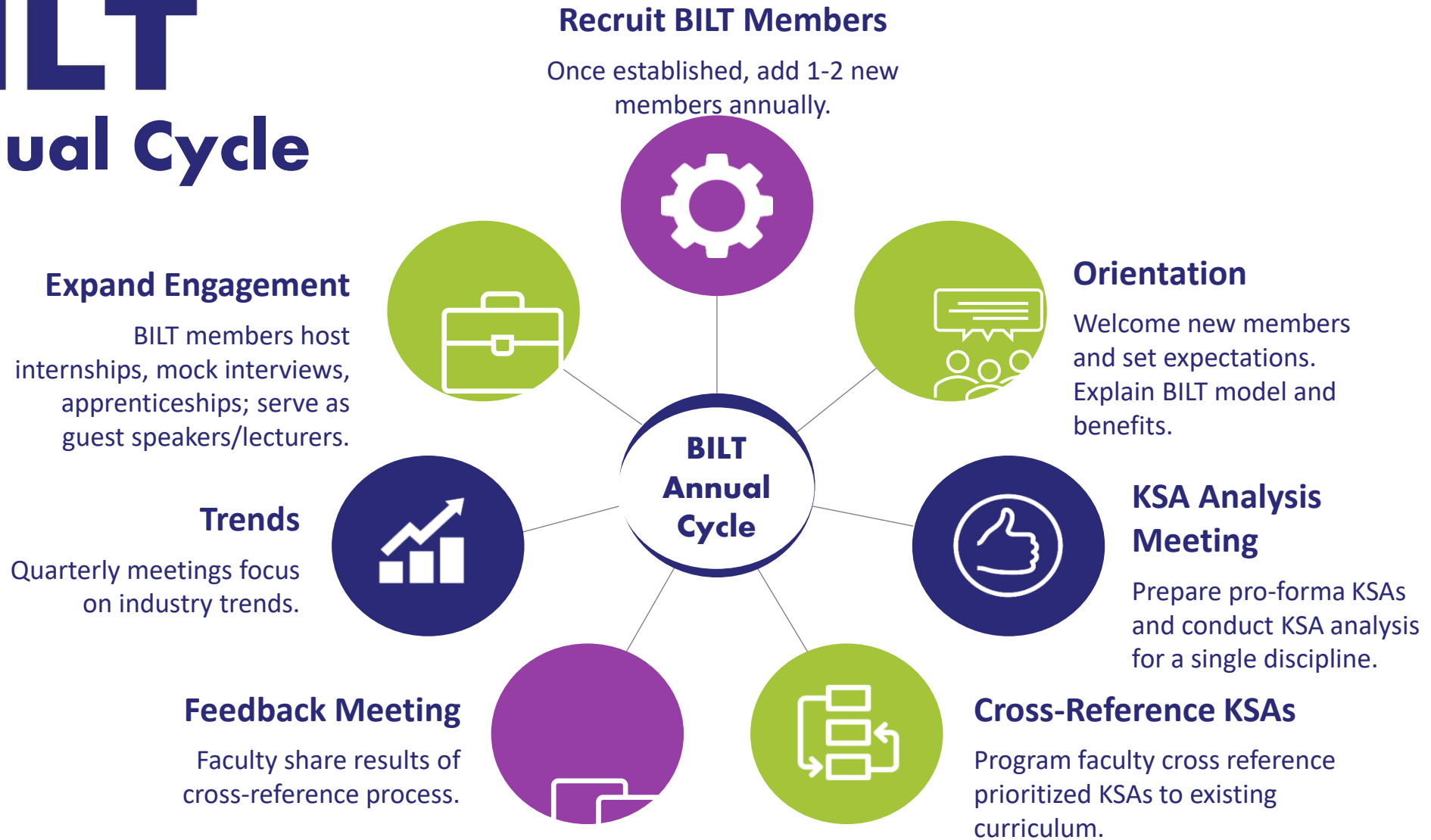


## ESSENTIAL ELEMENT: *Co-Leadership*

- Employers report they are more likely to hire graduates from programs for which they have **curricular leadership** responsibility
- Employers report they will assume this role (and more) if:
  - Their time is respected
  - There is a method for ensuring their input is consistently and seriously considered by faculty members
  - They consistently receive feedback on their recommendations

# **BILT**

## **Annual Cycle**



Contact: Dr. Ann Beheler, *BILT Academy*, [abeheler@gmail.com](mailto:abeheler@gmail.com)

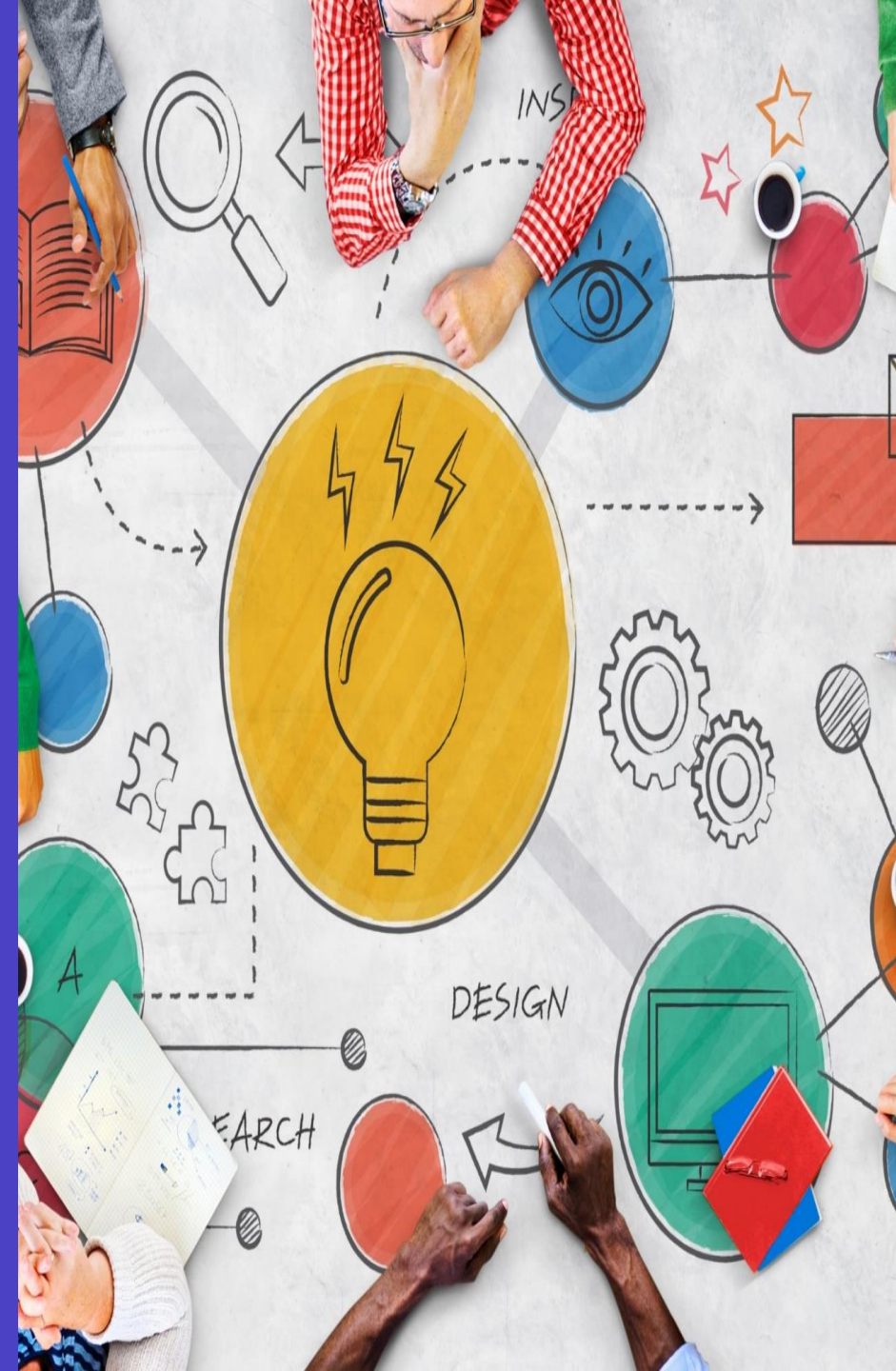
# Employer Opportunity Poster Activity

- Reflect on your existing level of employer engagement. How can you increase the level of engagement?  
or
- Identify 5 **new** employers you can bring onboard to support your new pathway?





# Action Planning

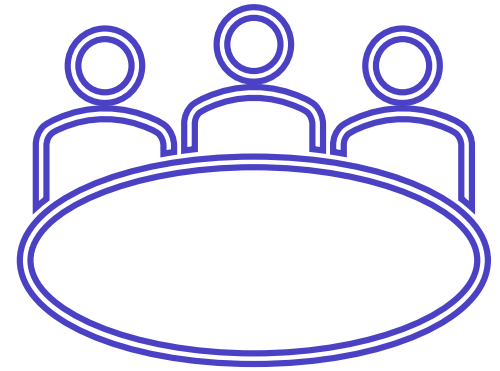




## Local Action Plan

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# Share and Discuss



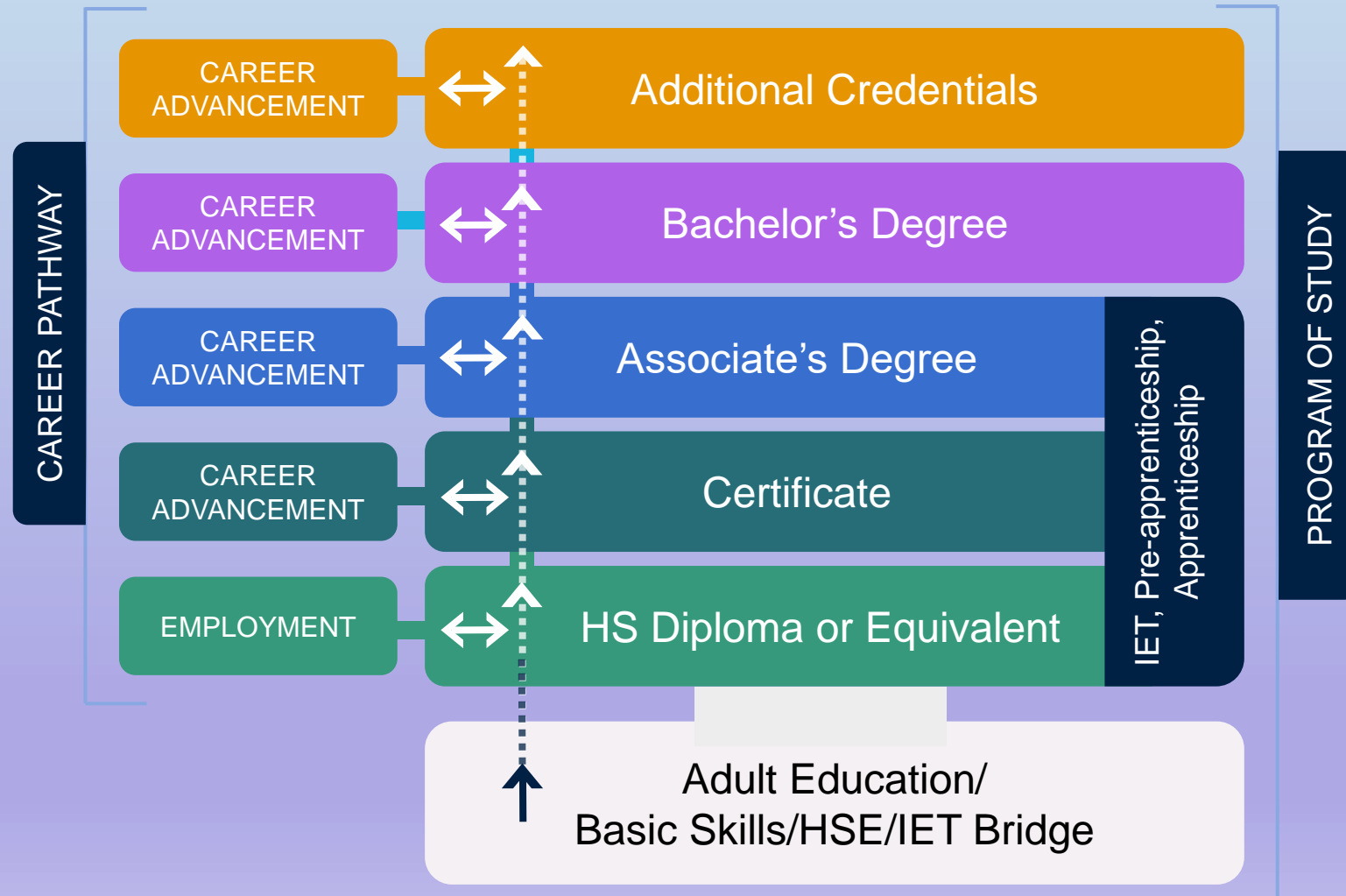
# FRAMEWORK FOR CAREER PATHWAYS ALIGNMENT

## ***Seamless Career Pathways***

*supporting learners of all ages and skill levels, built on stackable credentials aligned to in-demand skills and employment opportunities, and collaboratively developed by educators and employers*



# Stackable Credentials



# Characteristics of Stackable Credentials

- Developed through active employer engagement
- Responsive to labor market/talent development needs of region
- Link educational certificates to industry certifications
- Support diverse groups of learners
- Provide multiple entry and exit points
- Support earn-and-learn models through flexible scheduling
- Provide credentials with labor market value on the path to a degree





# Benefits of Pathways Embedded with Stackable Credentials



Provide flexibility for **students**



Meet the evolving skill needs of **employers**



Improve the ability of **educational institutions and communities** to increase credential attainment



Give **educational institutions** tools for continuous upskilling

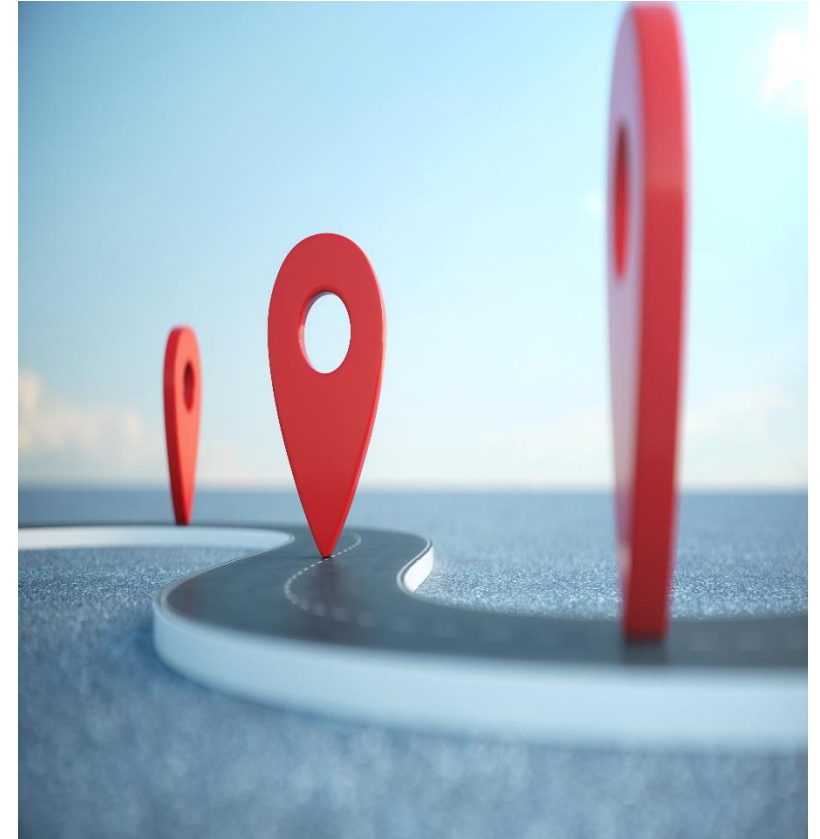
# Mapping Career Opportunities & Economic Mobility

- You're creating a visual story depicting the pathway
- What career opportunities does it comprise?
- What postsecondary credentials can you earn?
- What industry certifications will the pathway prepare you for?



# Why Pathway Maps?

- To help learners of all ages **understand the opportunities** available to them to learn, earn, and realize success in the career path of their choice
- To identify entry points and exit points aligned to **credential** attainment and advancing levels of **employment**
- To convey that a **seamless pathway** of stackable credits and credentials is not only possible, but critical to success in today's labor market



# CORD Pathway Planner

## ABE/IET/Bridge

The First Step on Your Career Pathway Journey



### Credential 2

You've reached the next milestone on your journey and are moving to higher levels of employment in your chosen career field.

### Credential 3

You've reached the next milestone on your journey and continue to advance in your chosen career field. You're one step away from a degree!

### Credential 1

Congratulations! You've reached the first milestone on your journey to a degree and are ready for your first job in your chosen career field.

## Associate Degree

Continued career success and lifelong learning



# Pathway Planner



## Career Pathway Instructions

[Create Path](#)

### Welcome To The Career Pathway Mapping Tool.

You will be entering information on several pages. This information will populate a template which will show the pathway map for your program.

[Learn More](#)

### Please provide your credential. At least 2 required and

Add Sub-Credentials

+ Add

Bachelor of Science (Associate's Degree)

45 Credits hours - 2 Weeks

List of courses

Programming Fundamentals

Computer Architecture

Operating Systems

Computer Networks

Aligned Industry Certifications

Certified Public Accountant

Project Management Professional

Systems Security Professional



### Highest Level Credential

Please provide information about the highest level of degree, certificate, or any other credential.

[View Instructions](#)

Interested in learning more? Contact Debbie Davidson at [ddavidson@cord.org](mailto:ddavidson@cord.org).



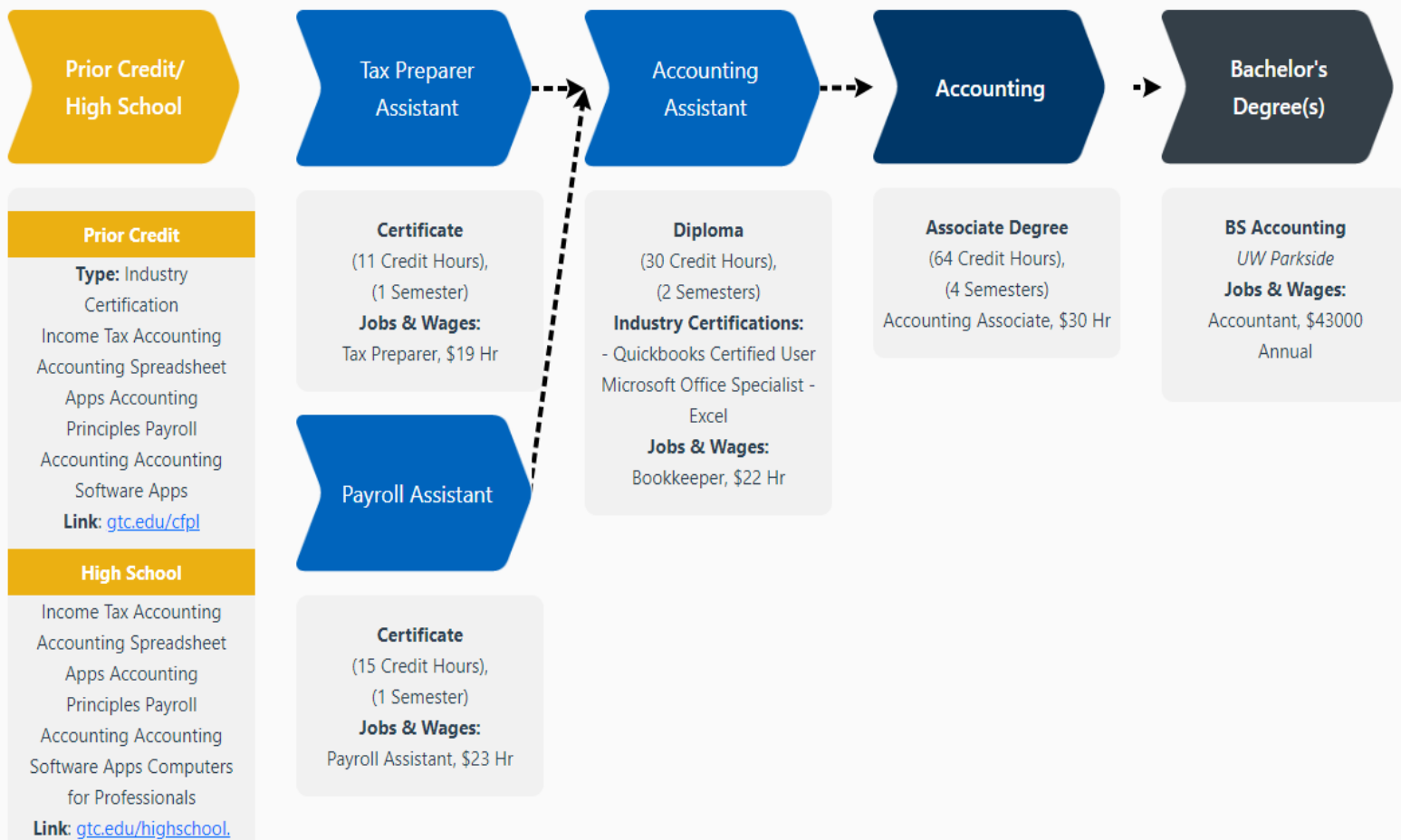


# Accounting

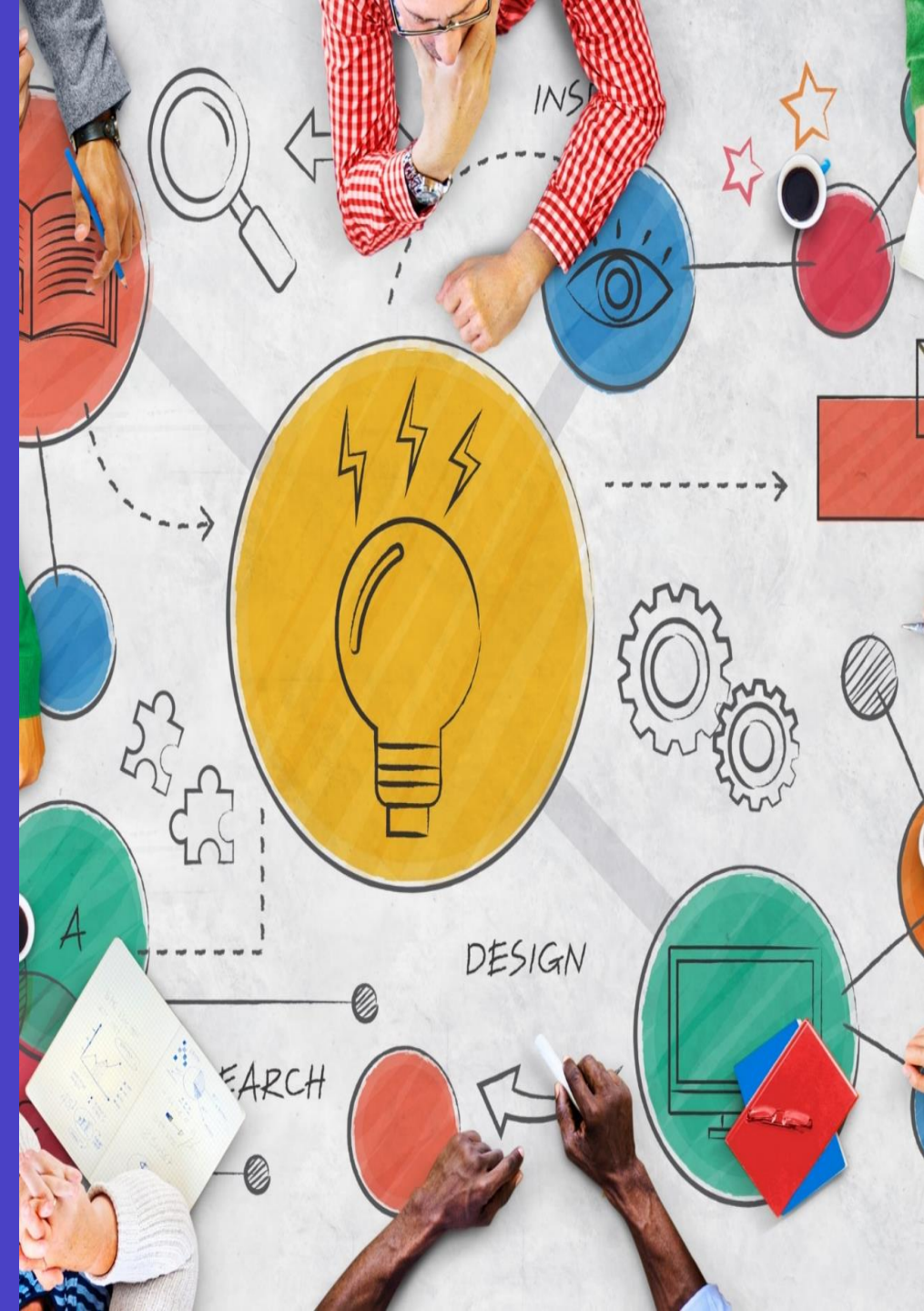
[www.gtc.edu/accounting](http://www.gtc.edu/accounting)

Download PDF

Students are prepared to enter their career field at any point along the pathway and advance as they complete higher-level credentials.



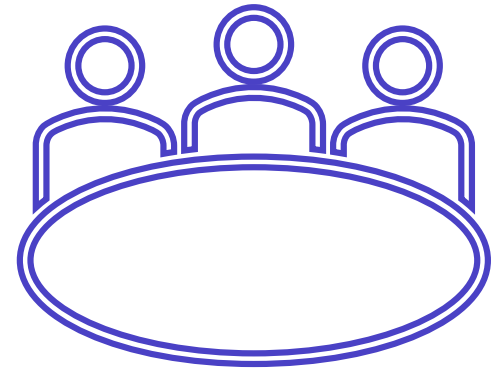
# Action Planning



## Local Action Plan

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# Share and Discuss



# FRAMEWORK FOR CAREER PATHWAYS ALIGNMENT

*Support for Credential Completion that recognizes “all learners as learners” by providing credit for prior learning, course schedules and delivery modes that accommodate the needs of working adults, and efficient program design that accelerates credential attainment*





# Types of Holistic Support

- **Academic** - help learners successfully complete the program and transition to a job or postsecondary education.
- **Financial** - address barriers such as tuition, textbooks and materials that may impact learner ability to afford the training
- **Personal** - focus on individual needs such as mental and physical health, childcare, and transportation.



# Student Profile Activity

- Read and discuss the profile provided.
- What supports does the learner need?

Pathway partners

- Who can provide those supports?
- How will the needs change as they progress through the system?
- How can you and your partners support those needs as learners progress through the pathway?



# Holistic Supports Checklist

- ✓ Offer diverse learning formats: Provide a mix of online, in-person, and hybrid courses cater to various learning styles and schedules.
- ✓ Embed micro-credentials and modular structures: Allow learners to take smaller, focused courses that can be combined later into degree or certificate programs.
- ✓ Allow Credit for Prior Learning: Recognize and value the knowledge and skills learners gained through experience and prior coursework.
- ✓ Open educational resources (OER): Utilize freely available resources to reduce financial barriers and increase access to learning materials.



# Holistic Supports



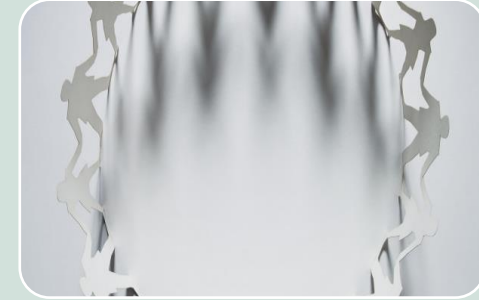
## Academic

Aligned to local needs  
Industry credentials  
Credit for Prior learning (CPL)  
Work-based Learning  
Flexible class offerings  
Tutoring



## Financial

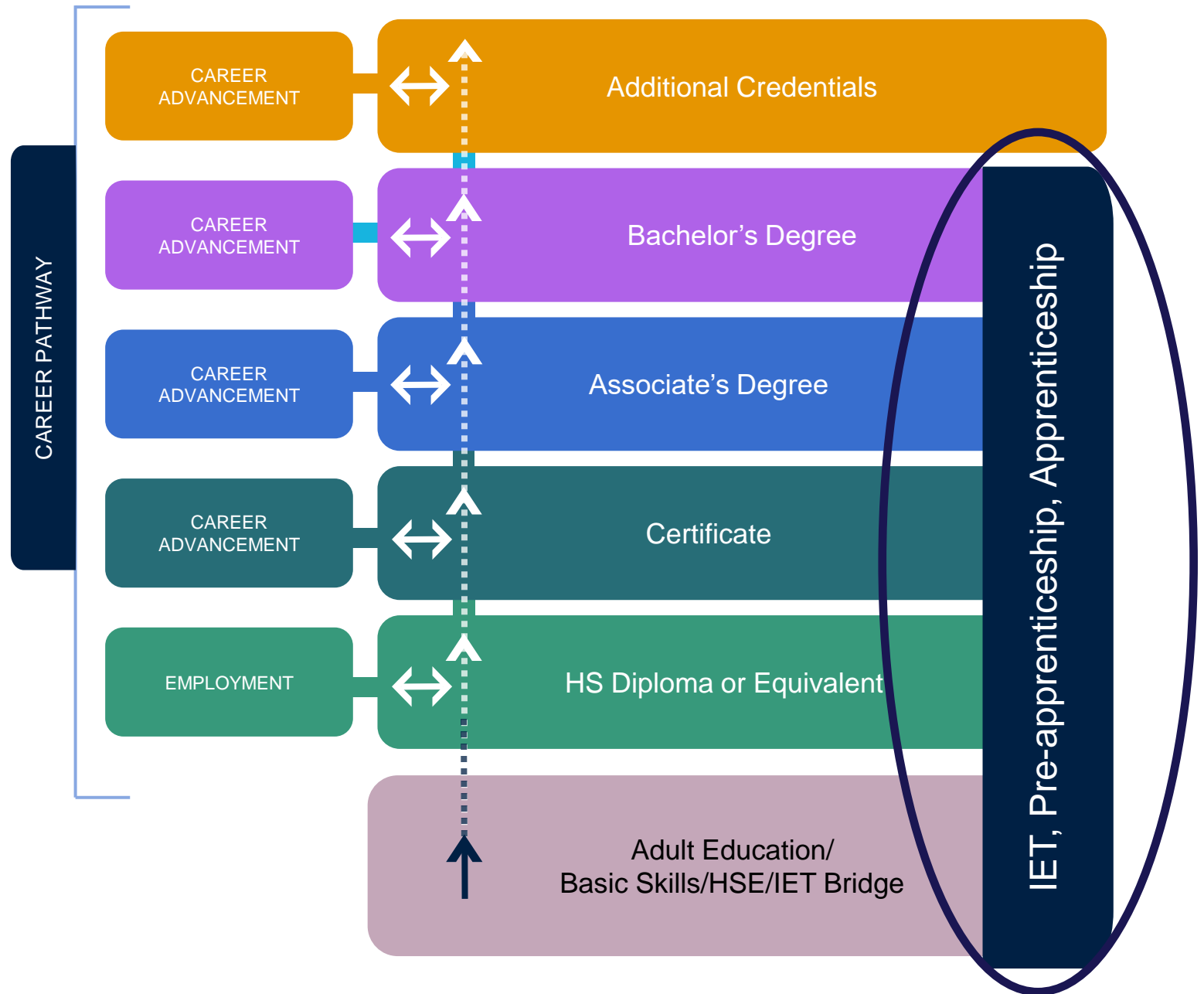
Grants (Pell)  
Scholarships  
Book/Materials  
Industry Certification fees  
Basic needs assistance



## Personal

Student-centered success coaching  
Childcare  
Transportation  
Mental Health services

# Academic Models that support Career Relevance



Adapted from *Introduction to Stackable Credentials*, ED-OCTAE, 2021



# Model #1: Contextualized Instruction

- Instructional approach creates explicit connections between foundational topics, such as math, and instruction in a technical discipline
- Integrates basic skills and occupational knowledge
- Answers the question “Why do I have to learn this?”
- Provides real-world applications for abstract concepts



# Model #2: Integrated Education and Training

WIOA regulations define the requirements of IET programs

- Provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training
- Designed for a specific occupation or occupational cluster
- Integrate the delivery of the three required activities: adult education and literacy activities, workforce preparation activities, and workforce training activities for a specific occupation or occupational cluster.
- Part of a career pathway that leads to educational and career advancement and is aligned with the state's Adult Education Content Standards.

# Model #3: Credit for Prior Learning



Credit for prior learning, or CPL, is a term for various methods that colleges, universities, and other education or training providers use to evaluate learning that has occurred outside of the traditional academic environment.



It is used to grant college credit, certification, or advanced standing toward further education or training. Other common terms for this process include prior learning assessment (PLA), recognition of prior learning, and recognition of learning.

*Source:* Credit for Prior Learning Guide: A Practical Guide for Community Colleges, Council for Adult and Experiential Learning (CAEL)

# Model #4: Registered Apprenticeship

## A structured training program combining:

- **On-the-job training (OJT):** Learn practical skills under the guidance of experienced professionals
- **Related classroom instruction:** Gain theoretical knowledge in relevant subjects

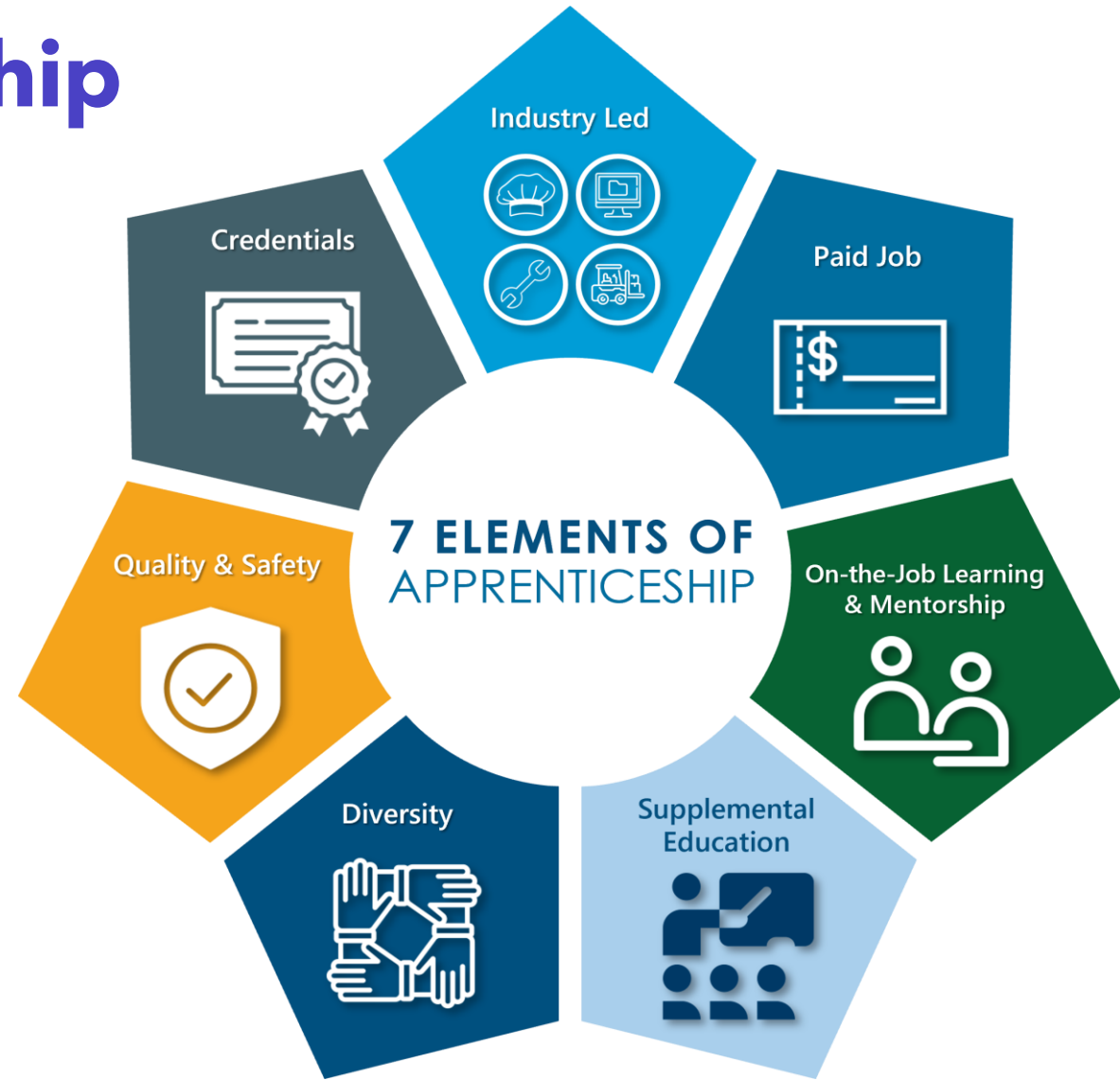
## Key points:

- ✓ Registered with the U.S. Department of Labor or State Apprenticeship Agency, ensuring quality and national recognition
- ✓ Leads to industry-recognized credentials and competitive wages
- ✓ Available in diverse fields, from skilled trades to healthcare to technology



# Overview of Apprenticeship

- Industry-led
- Paid Job
- On-the-Job Learning & Mentorship
- Supplemental Education
- Diversity
- Quality & Safety
- Credentials





# Value of Apprenticeship

## Businesses & Employers

- Flexible training model customizable to business needs
- Develops highly-skilled, highly-productive employees – new and existing employees
- Reduces turnover rates; builds employee loyalty
- Increases productivity
- Lowers cost of recruitment
- Increases safety in the workplace

## Job Seekers, Workers, & Apprentices

- Paycheck from day one
- Skill gains are measurable
- Credentials earned are portable and stackable
- What is learned in the classroom is immediately applied to the workplace
- Demonstrates a company's investment directly in the employee

## Workforce & Education Systems

- Increases worker skills and earnings and build career pathways to sustainable wages
- Meets employer needs and builds talent supply chain
- Enhances performance outcomes

# Model #5: Pre-Apprenticeship

A program or set of strategies designed to prepare individuals to enter and succeed in Registered Apprenticeship (RA) programs

- Industry training coupled with classroom instruction, industry and occupation exploration, and an opportunity to build technology, math, English, and work-readiness skills
- Workforce preparation for youth and populations that have been or experience challenges in gaining admission into RA programs

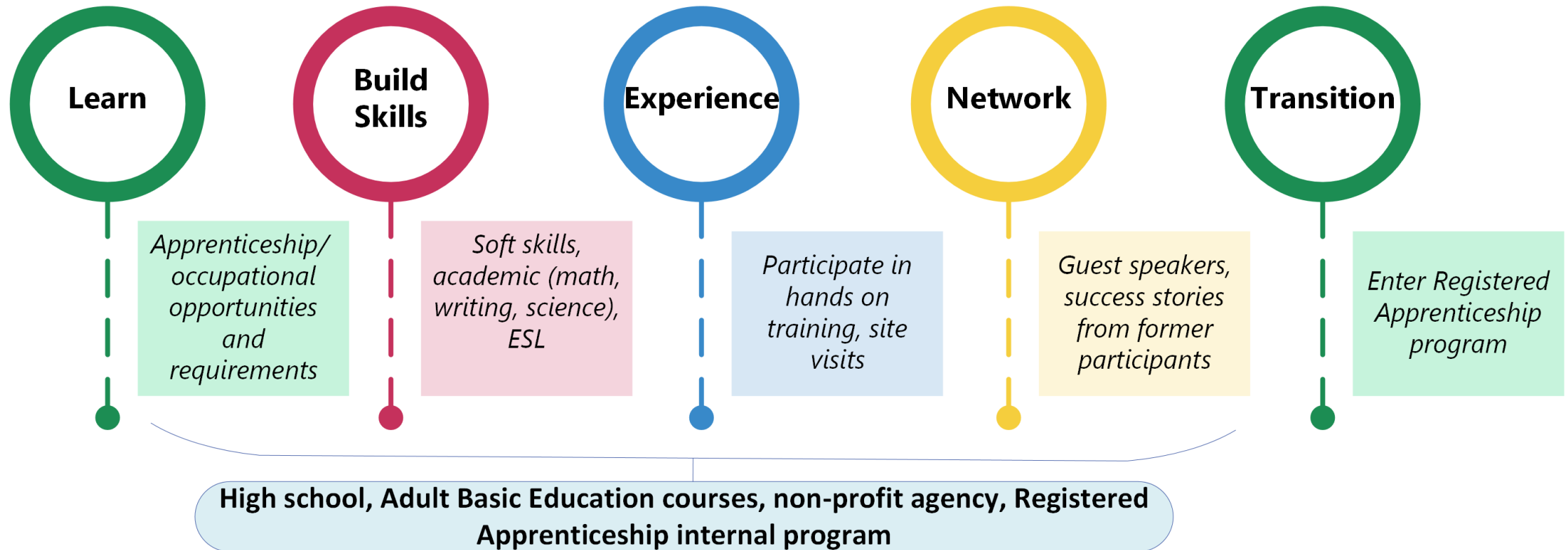


# Elements of Quality Pre-Apprenticeship Programs



*Courtesy of the American Institutes of Research – AIR.org*

# Pre-Apprenticeship is a Pathway to Registered Apprenticeship



# Registered Apprenticeship and Career Pathways

- Can be an integral part of Career Pathway programs
- Pave the way for career-building and lifelong learning through stackable credentials
- Continual building of skills and ability to obtain higher levels of employment in an occupation or industry
- Can provide communities with competitive edge by establishing a continual pipeline of qualified workers for local employers





# Models of Alignment



Students learn about apprenticeship opportunities that are available after completing high school or adult education program



Secondary or adult education program operates as a pre-apprenticeship that gives students preferred entry into a RAP



Students start a RA program while in high school or adult education and upon graduation continue as apprentices

# Curricula Integration

- Delivery of apprenticeship's related technical instruction (RTI) within classroom

or

- Student participation in apprenticeship RTI outside the school setting

*Whatever the approach, it is important to address any potential student barriers and consider requirements that can be fulfilled.*



# Getting Started

Explore Resources

[ApprenticeshipUSA](#)

[WorkforceGPS](#)

[Pre-apprenticeships](#)

Contact your  
Apprenticeship state  
office

[State Offices |  
Apprenticeship.gov](#)

Collaborate to Build

# Scavenger Hunt

## Apprenticeship and Pre-Apprenticeship



# Scavenger Hunt Report out





# Work-based Learning (WBL)

Work-based learning (WBL) provides students with real-life work experiences where they can apply academic and technical skills and develop their employability.

*Key points:*

- Purpose: Aims to bridge the gap between academic and technical knowledge and practical application.
- Classification:
  - Duration of Assignment: Experiences can vary from a few hours to several years.
  - Relation to Coursework: Related to specific subjects taught at school or college.
  - Stipend: Assignments may be paid or unpaid.

In summary, work-based learning provides students with practical exposure, enhances their employability, and fosters a deeper understanding of the intersection between in-school and on-the-job learning

# COLORADO'S WORK-BASED LEARNING CONTINUUM

Work-based learning is a continuum of activities that occur, in part or in whole, in the workplace, providing the learner with hands-on, real world experience.

## LEARNING ABOUT WORK

Career awareness and exploration helps individuals build awareness of the variety of careers available and provides experiences that help inform career decisions.

- Career Counseling
- Career Planning
- Career Fairs
- Career Presentations
- Industry Speakers
- Informational Interviews
- Mentoring
- Worksite Tours
- Project-based Learning

## LEARNING THROUGH WORK

Career preparation supports career readiness and includes extended direct interaction with professionals from industry and the community.

- Clinical Experiences
- Credit-for-work Experiences
- Internships
- Pre-apprenticeship
- Industry-sponsored Project
- Supervised Entrepreneurship Experience

## LEARNING AT WORK

Career training occurs at a work site and prepares individuals for employment.

- Apprenticeship
- On-the-job Training
- Employee Development

Education Coordinated

Business Led

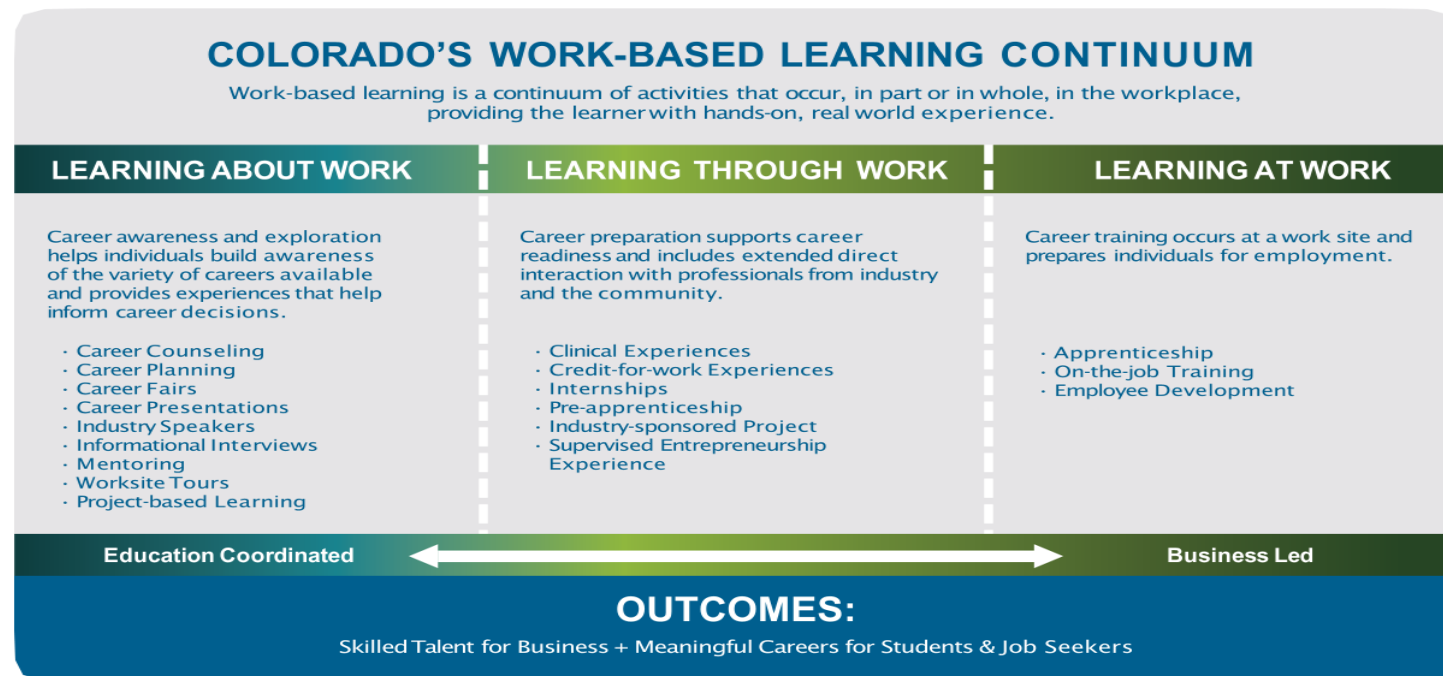
## OUTCOMES:

Skilled Talent for Business + Meaningful Careers for Students & Job Seekers



# Work-based Learning Poster Activity

- Using a similar template, create your current WBL continuum poster
- Add future opportunities - using a different color marker



A group of eight diverse individuals, including men and women of various ethnicities, are smiling and posing together in front of a background of tall grass. The image is overlaid with a semi-transparent blue filter.

# Career Pathways Leadership Certification - Level 2

*Day 2*

June 17-18 • Denver, CO



# Welcome Back!

## Share a key takeaway from Day 1.





A leader is someone  
who knows the way,  
shows the way and  
goes the way.

John C. Maxwell

American author, speaker and pastor



# Examples of Holistic Supports



## Academic

- Aligned to local needs
- Industry credentials
- Credit for Prior learning (CPL)
- Flexible class offerings
- Tutoring



## Financial

- Grants (Pell)
- Scholarships
- Book/Materials
- Industry Certification fees
- Basic needs assistance



## Personal

- Student-centered success coaching
- Childcare
- Transportation
- Mental Health services

# Example of Financial Barriers

## Cost of Education

- Tuition and fees
- Living expenses
- Childcare

## Debt and financial obligations

- Existing student loans
- Other debts
- Financial insecurity

## Work-life balance

- Lost wages
- Limited flexibility
- Lack of employer support

## Other

- Lack of information and resources
- Limited access to affordable options
- Lack of support system

# Promising Practices

## Foster Financial Support and Security

- Expand financial aid and scholarship opportunities
- Develop emergency assistance funds
- Advocate for flexible work arrangements and education leave policies
- Financial literacy workshops and counseling



# Federal Financial Support

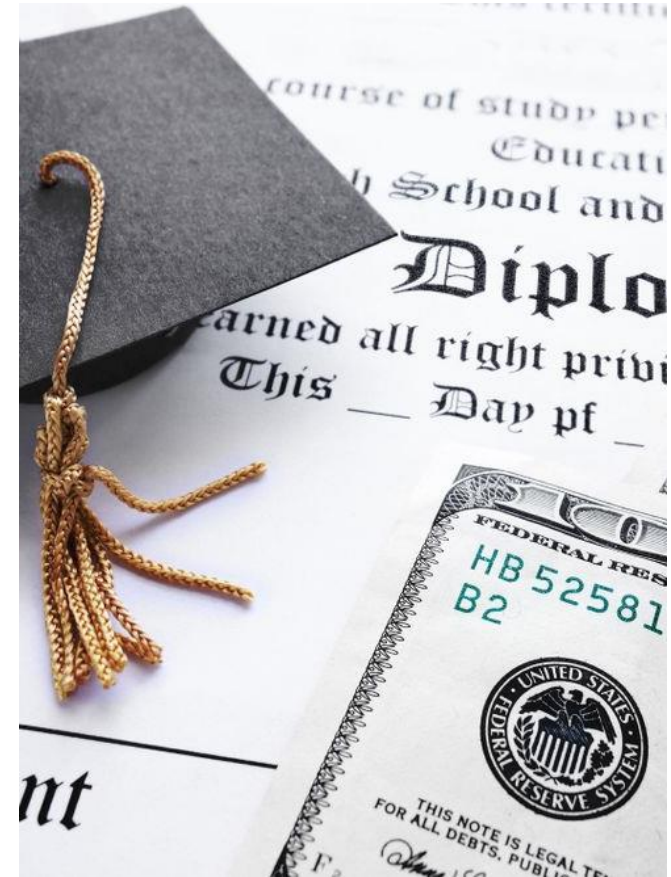
Pell Grant - <https://www2.ed.gov/programs/fpg/index.html>

- Must have already received a high school diploma or (G.E.D.) certificate
- Capped at \$6,895 per year
- Cannot be used for more than 12 full-time or equivalent terms over an individual's lifetime

Ability to Benefit - <https://hgs864.p3cdn1.secureserver.net/wp-content/uploads/2022/01/Ability-to-Benefit-Flyer.pdf>

- Available to adult education students without a high school diploma or equivalent
- Students must prove their "ability to benefit," such as by passing a test - <https://www.federalregister.gov/documents/2020/11/09/2020-24795/list-of-approved-ability-to-benefit-atb-tests-and-passing-scores>

Source: Laboratories of Affordability, *Inside Higher Ed*, 2023



# State-level Financial Support

- Is Community College Free?  
Yes, in These 31 States |  
BestColleges





# Access to Benefits

UNEMPLOYMENT INSURANCE		VETERANS BENEFITS		CHILD TAX CREDIT	
SNAP FOOD STAMPS		EARNED INCOME TAX CREDIT		TRADE ACT	SSI
AMERICAN OPPORTUNITY TAX CREDIT	CHIP			SNAP 50/50 STUDENT SUPPORT SERVICES	
CHILD CARE SUBSIDIES		HOUSING VOUCHERS			
		VETERANS BENEFITS	BENEFIT ACCESS = COLLEGE ACCESS		
SOCIAL SECURITY		WIC			

# How are you providing financial support for learners?





# Examples of Holistic Supports



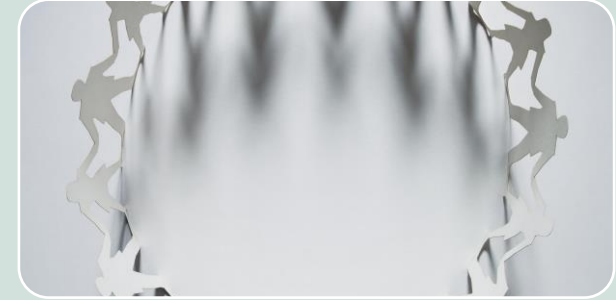
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## Personal

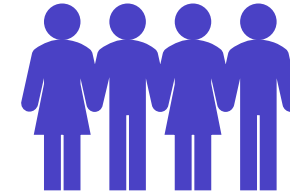
- Student-centered success coaching
- Childcare
- Transportation
- Mental Health services

# Holistic Support Needs



## Physical and Mental Well-being

Mental health resources:  
Workplace flexibility and support  
Healthy lifestyle resources



## Social and Emotional Support

Building a sense of community  
Family support resources  
Celebrating achievements

# Promising Practices



## Prioritize Mental and Physical Well-being

- Integrated mental health services
- Stress management workshops and mindfulness exercises
- Promote healthy lifestyle habits
- Accessibility services and accommodations



## Cultivate a Strong Supportive Community

- Build peer mentoring programs
- Create dedicated spaces for social interaction
- Develop family support resources
- Mentorship programs and career guidance

How are you providing  
personal support to  
learners?





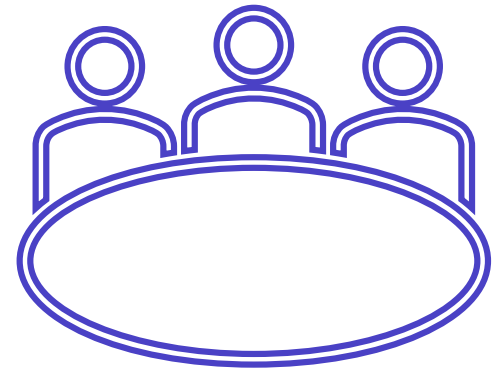
# Action Planning



## Local Action Plan

Goal, Objective, Priority: <i>What do we want to achieve?</i>	Action Steps: <i>How will we achieve it?</i>	Lead: <i>Who is responsible?</i>	Intended Results: <i>Measurable outcomes?</i>	Timeline: <i>By when?</i>	Notes:
<b>Partnerships</b>					
<i>Gaps and Opportunities</i>					
<b>Employer Engagement</b>					
<i>Gaps and Opportunities</i>					
<b>Stackable Credentials/Career Pathways Program Design</b>					
<i>Gaps and Opportunities</i>					
<b>Supporting Completion</b>					
<i>Gaps and Opportunities</i>					

# Share and Discuss



# Creating Awareness

**You need to get the word out!**



# Who needs to know? How will you send the message?

Stakeholders, who are they?

- Students
- Parents
- Counselor
- Advisors
- Business and Industry
- ??



How will you reach them?

- Flyers
- Text Messages
- An App





**In well-articulated pathways, college-level and honors/advanced courses are integrated with opportunities to develop “real-world” and technical skills—and available to all students.** Policymakers and local education leaders have the opportunity to change these perceptions by more clearly demonstrating how all students can access and combine a variety of different types of educational opportunities, and the potential advantages of doing so. They can also make it a priority to ensure that such pathways are, in reality, feasible and that common barriers to access (again, scheduling conflicts, limited program or class availability) are mitigated if not eliminated.



**“I did not even know that these programs were an option in high school. It would have been nice to actively learn about different careers rather than just hearing about them.”**

**—Young Adult**

*ExcelinEd. (2021). Pathways Matter to Families: What Parents and Young Adults Believe and Want to Know About Education to Workforce Pathways*

We don't ask kids what they want to be when they grow up; we ask them what problems they want to solve when they leave school.

Rick Surrency

Superintendent

Putnam County, FL



# Website Poster Project

- Navigate to your institution's website.
- Answer the following questions on your poster:
  1. Is it easy to navigate?
  2. Who is the audience(s)?
  3. Type programs of study in Search Bar. What shows up?
  4. Type career pathway in Search Bar. What comes up?
  5. Are there career maps and how do you find them?
  6. Search for other career pathway topics of interest to you. What appears?

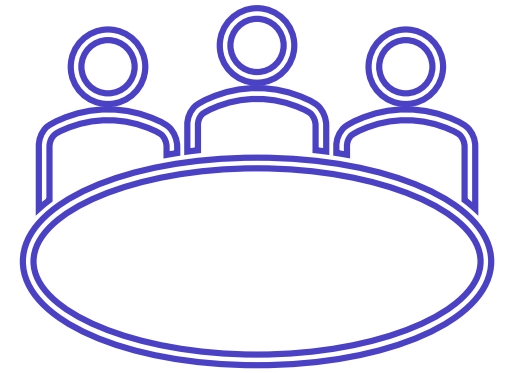


# Action Planning





# Share and Discuss



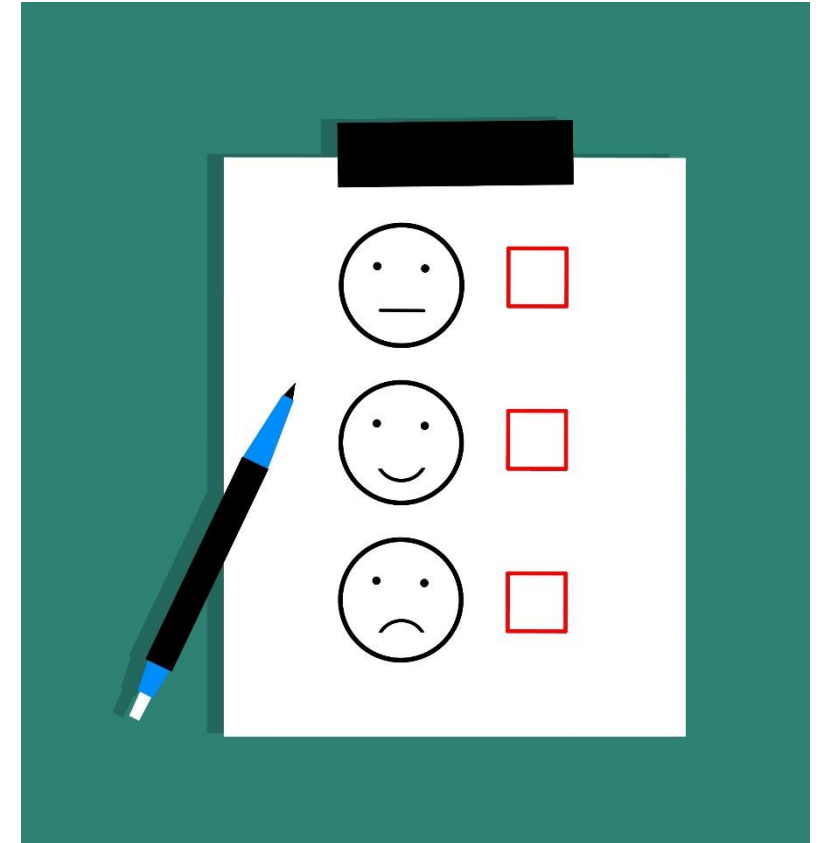
# Continuous Improvement



# Why is this important?

Enables you to:

- Identify specific aspects of the program that are working well and what needs to improve
- Share program successes and improvement efforts with stakeholders
- Design and deliver a better program
- Enhance the experiences and outcomes of learners
- Meet employer needs and expectations
- Ensures CONTINUOUS IMPROVEMENT



# Continuous Improvement Process

Start early!!

Create a plan as you are designing the pathway

Align strategies to expected program outcomes and goals

Include a process for monitoring and analyzing on a continual basis

Ask questions like:

- How can instructors better integrate the adult education content with the workforce training content?
- How can we ensure there is equitable access to the training and learner supports, resulting in equitable outcomes?
- How can we build evidence that helps us determine whether the program is valuable—to the community, to businesses, to the learners?
- What data or data source(s) do we need to determine whether we accomplished our goals?

# Strategies for Successful Pathways

- Engage the right people from the start
- Include employer engagement strategies (like a BILT) to ensure occupations you're training for are really in demand
- Map your program and review regularly
- Identify changing learner needs and align supports
- Create a process to monitor the career pathway
- Gather and use data to track student success
- Develop a plan for continuous improvement



# Reflections and Next Steps

## *Action Planning*

- *1 week (!!)*
- *1 month (\*\*)*
- *3 months (++)*

## *Next Steps 5-word summary*





# Refocus Our Perspective

- Industry Informed
- Viewed through Student Lens

**Thank you for spending these two days  
with me!  
Safe Travels Home!**

**Facilitator**

Ann Westrich, NCPN  
Committee Chair

Aw.westy@outlook.com

**Please share your thoughts**



[https://www.surveymonkey.com/r/CPLII\\_Denver2024](https://www.surveymonkey.com/r/CPLII_Denver2024)