



Adult Education: Career Pathways: *Flexible Models for Challenging Times*

Presented by MATEC NetWorks

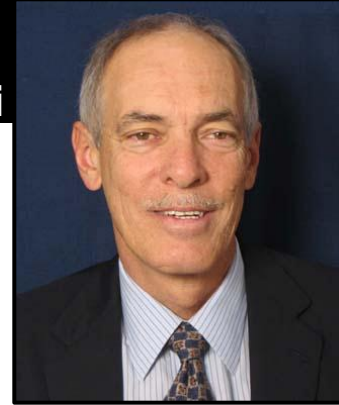




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Presenters

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Center for Occupational Research and
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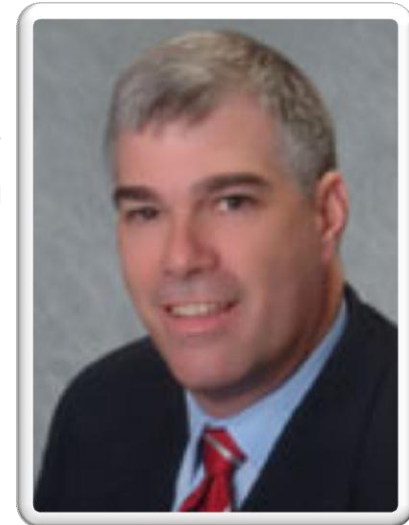
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<http://www.cord.org>



Bob LePage

VP – Foundation and Workforce Training
Springfield Technical Community College



Springfield Technical
Community College

Today's Headlines

Innovation



Skilled Workforce

Economic Development

Global Competition

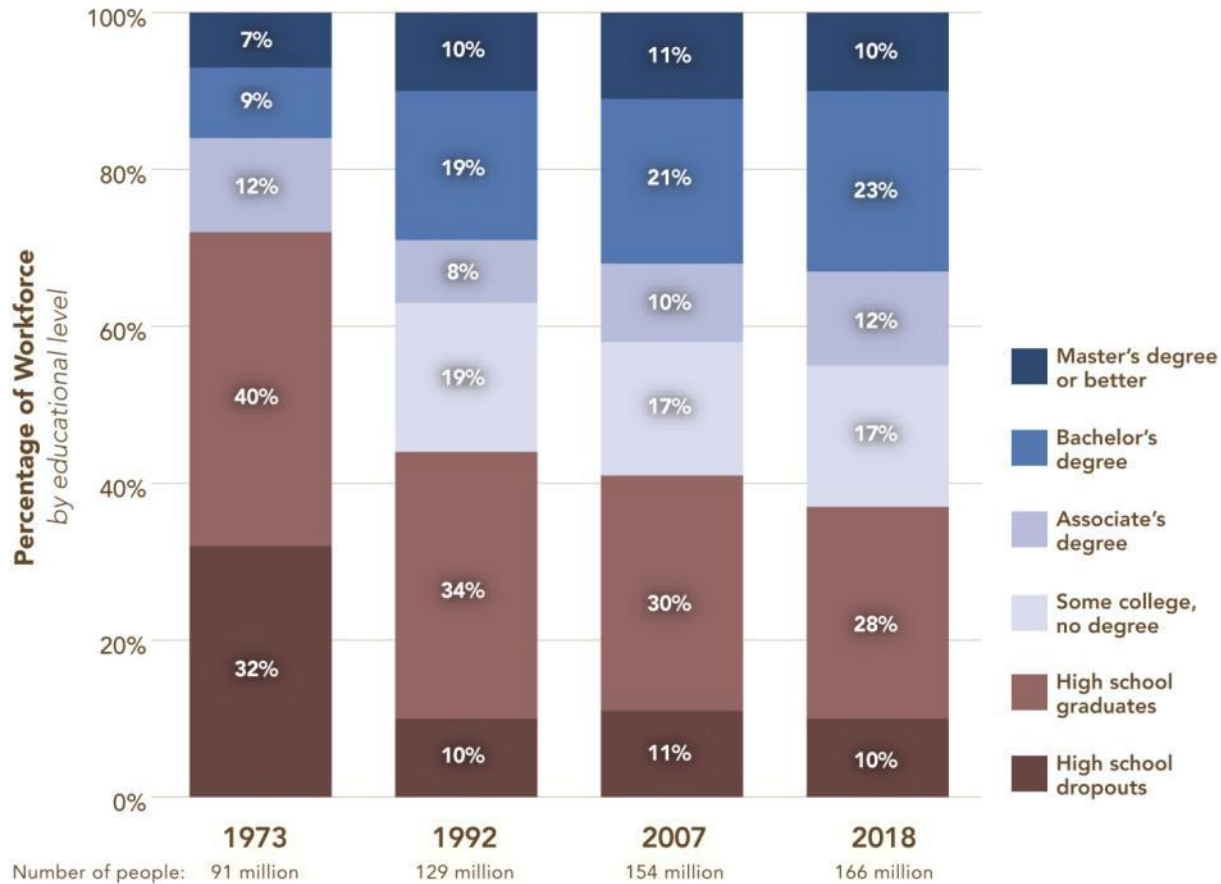


Adult Career Pathways:
Flexible Models for Challenging Times

FIGURE 2.2

By 2018, about two-thirds of all employment will require some college education or better.

Source: Authors' analysis of March CPS data, various years; Center on Education and the Workforce forecast of educational demand to 2018



Help Wanted: Projections of Jobs and Education Requirements through 2018; June 2010, The Georgetown University Center on Education and the Workforce

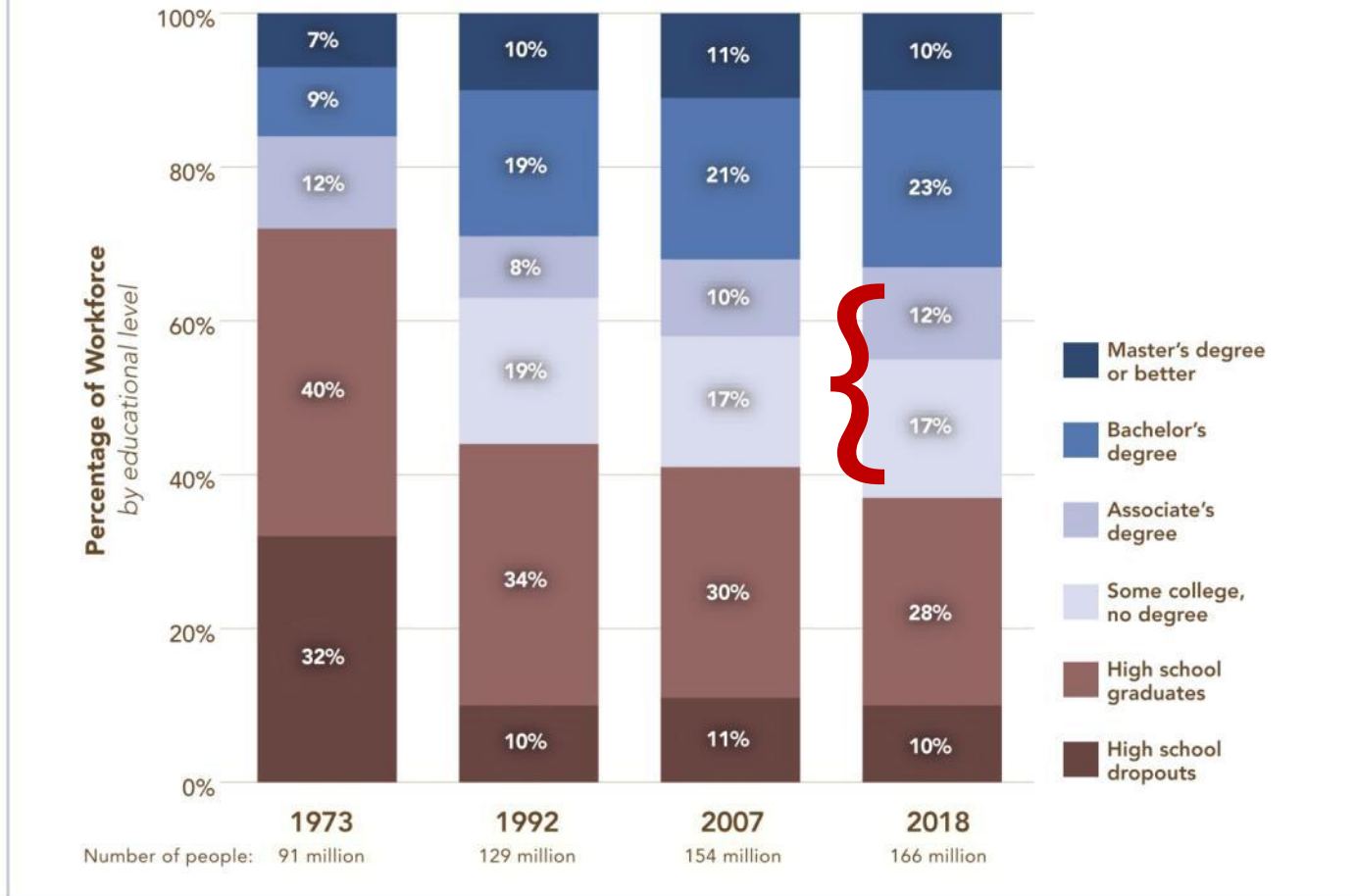


Adult Career Pathways: Flexible Models for Challenging Times

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Adult Career Pathways:
Flexible Models for Challenging Times

Career Pathways

A series of **connected education and training** strategies that enable individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment in that sector. Each step on a pathway is designed to prepare the participant for the next level of education and employment.



Jenkins, Davis and Christopher Spence. *The Career Pathways How-To Guide*. Workforce Strategy Center, 2006.



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Why a Career Pathways System?

- High school dropout rates are too high
- Students are disconnected; don't see relevance of education to their future careers
- Rates of college transition and completion are too low
- Too many entering college students require remediation
- Credential and degree attainment critical to U.S. economic growth
- Existing mismatch between employer skill needs and available workforce



Adult Career Pathways:
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Career Pathways Partnerships



Career Pathways Partnerships

Educators



Career Pathways Partnerships



Educators



Employers



Career Pathways Partnerships



Educators



Employers



Community Leaders





Career

Secondary
Education
(Traditional
Pipeline)

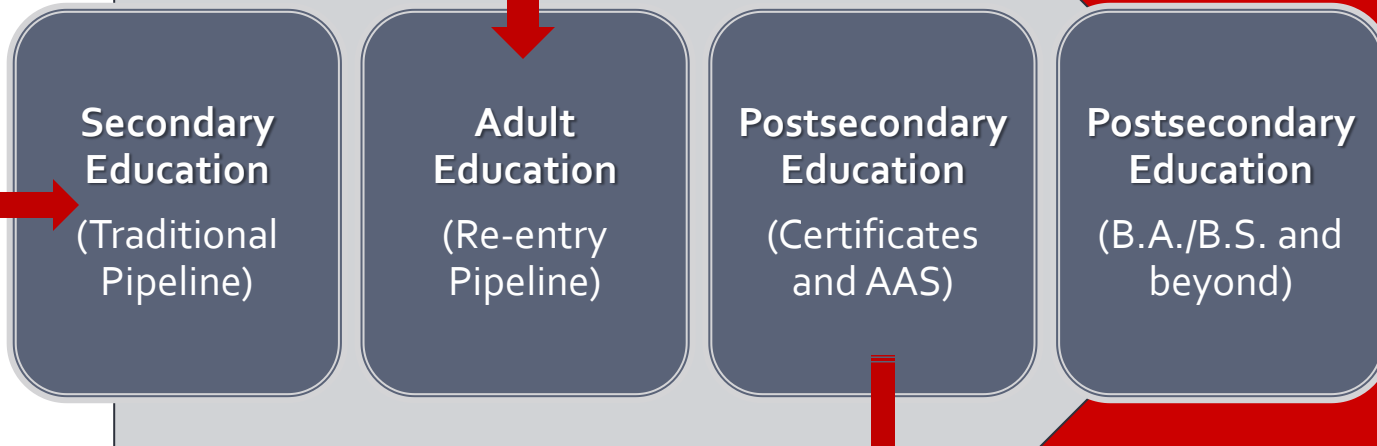
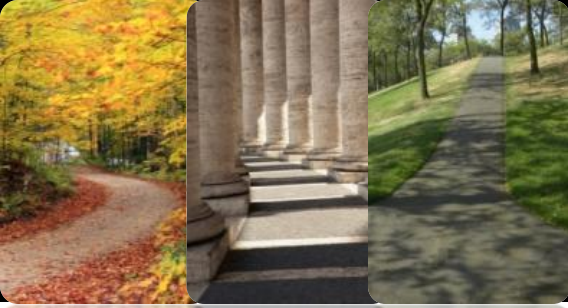
Adult
Education
(Re-entry
Pipeline)

Postsecondary
Education
(Certificates
and AAS)

Postsecondary
Education
(B.A./B.S. and
beyond)

Pathways

- Support student transitions
- Offer multiple entry and exit points
- Eliminate barriers to completion
- Communicate systemic change
- Build culture of learner success



Career

Pathways

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Essential Ingredients of a Career Pathways System

- Understanding of Benefits Among all Stakeholders
- Strong Community Partnerships
- Focus on Growth Sectors (through clusters/pathways)
- Coordinated Curriculum
- Secondary-Postsecondary Articulation
- Employer Engagement in Program Development
- Contextualized Instruction
- Career Exploration/ Guidance /Development



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Career Pathways Partners Return on Investment

■ Employers

- Access to qualified workers
- Increase productivity
- Reduce recruitment costs and turnover
- Shorten new employee orientation times and reduce expenditures
- Ability to promote from pool of loyal employees

■ Community Leaders

- Alignment of economic development vision and workforce advancement
- Enhance labor pool to retain and attract employers
- Increase income levels in the community
- Reduce poverty, crime, and support costs

■ Policymakers

- Increase impact of funded programs
- Improve outcomes based on growth of society

ROI

Adult Career Pathways

What is it? What's Different?

- Supports the unemployed and underemployed
- Supports career-limited adults needing wrap-around services
- Requires significant employer and community engagement
- Focuses on long-term solutions with short-term objectives
- Offers a model that's flexible and adaptable to local/regional needs

*To be lifelong **earners**, we must all be
lifelong **learners**.*



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Adult Career Pathways Phase I Components

Industry Engagement

Industry Needs Assessment:
Industry Forum

Industry Sector 1

Industry Sector 2

Industry Sector 3

Industry Sector 4

Community Engagement

Career Pathways Visioning Session:
Influential senior executive community, industry, and educational leaders

Education Collaboration Session
Influential education leaders from K-12 and higher education

Community Organization Collaboration Session
Influential executive level community organization leaders

Culminating Activities

Adult Career Pathways Leadership and Faculty Development Workshops

Career Ladders Development

Adult Career Pathways Implementation Plan



Adult Career Pathways:
Flexible Models for Challenging Times

ACP Implementation

- Formal Collaboration and Partnering (Multi-agency, multi-institution, employer)
- Program Development (Pre-Bridge, Bridge, Certificate, Degree)
- Faculty Development
- Career Guidance and Planning
- Coordinated Support Services
- Policies to Remove Barriers and Champion Learner Success
- Community Awareness and Advocacy
- Evaluation and Sustainability

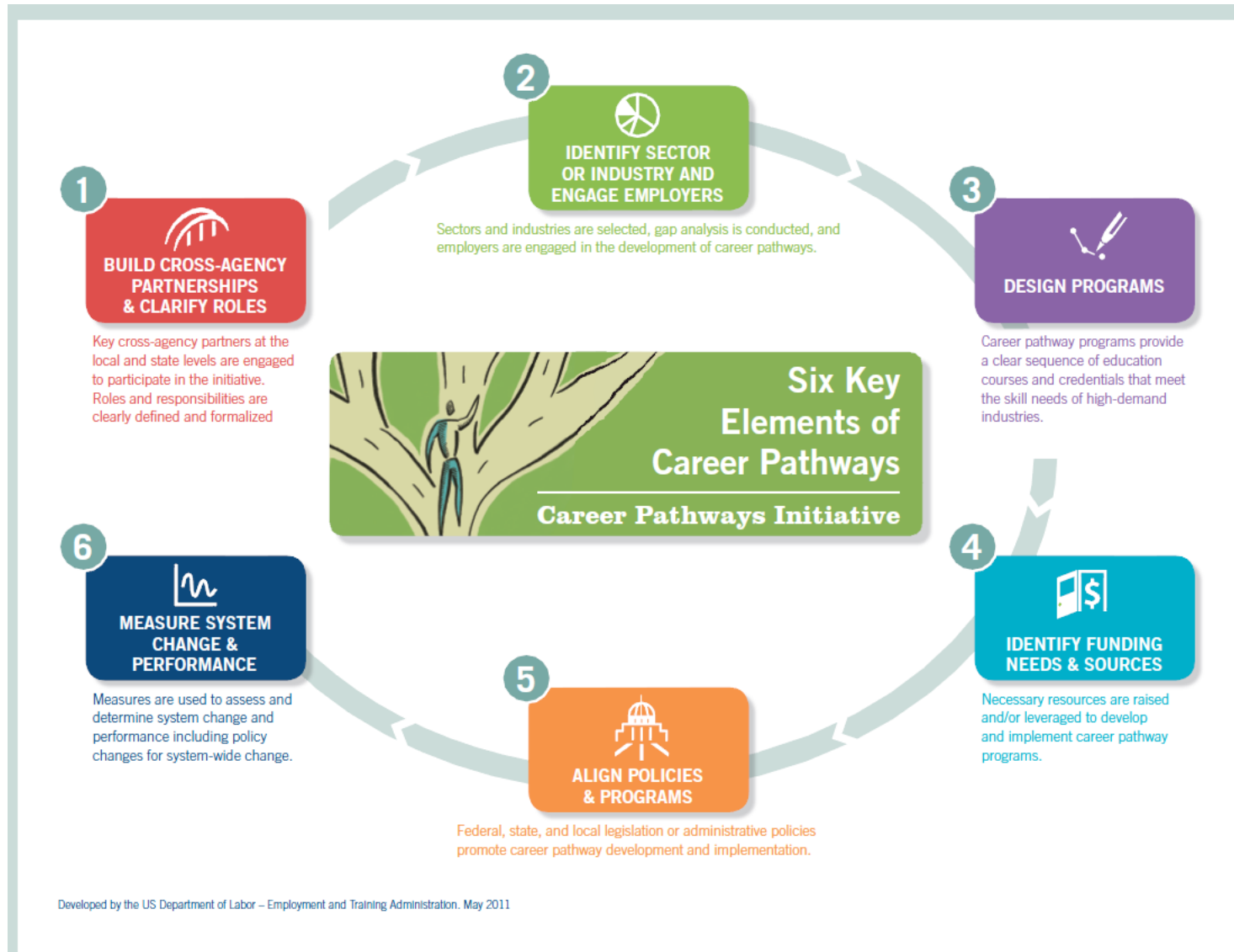


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US DOL-ETA Career Pathways Initiative

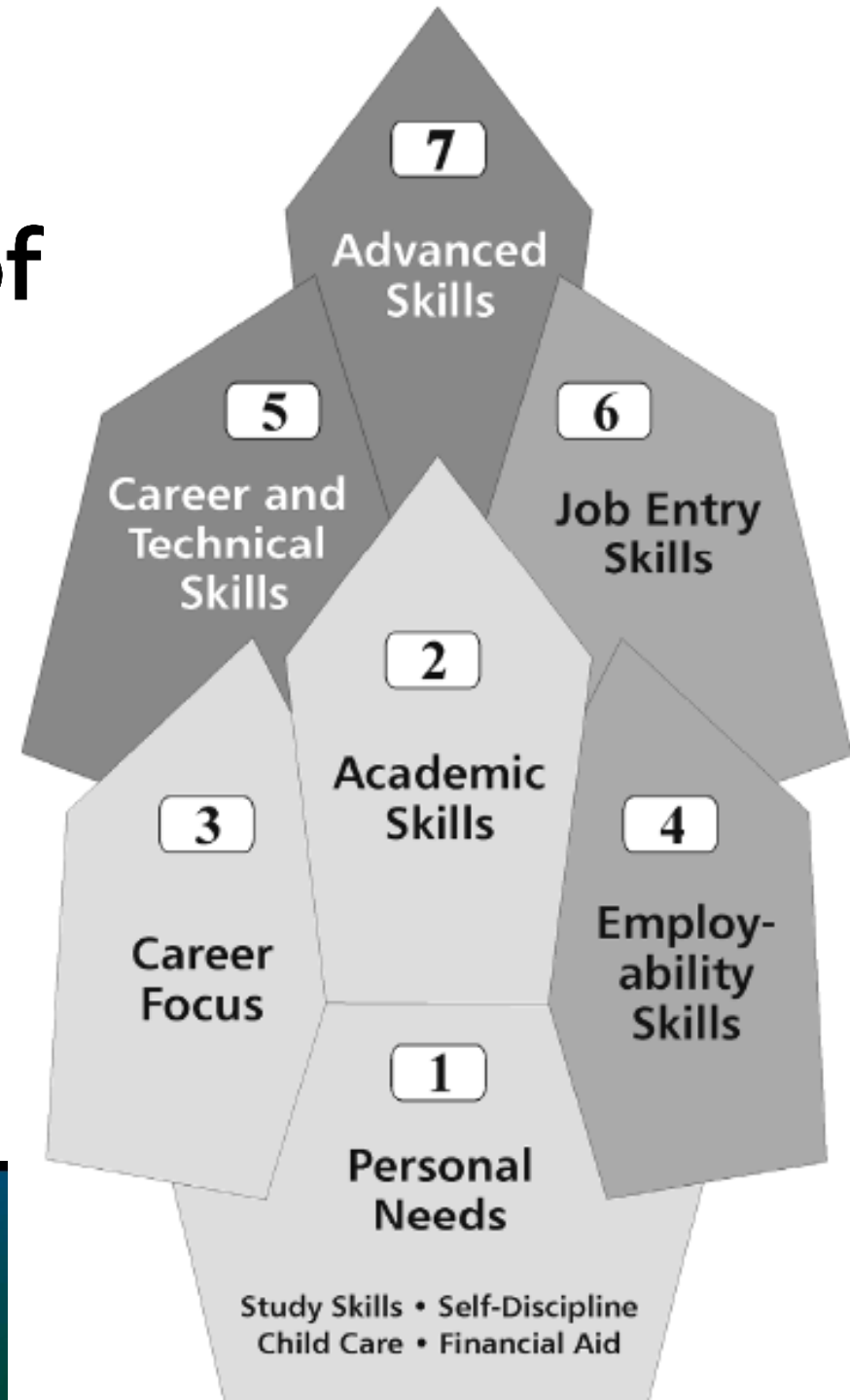
Six Elements of Career Pathways

<https://learnwork.workforce3one.org>



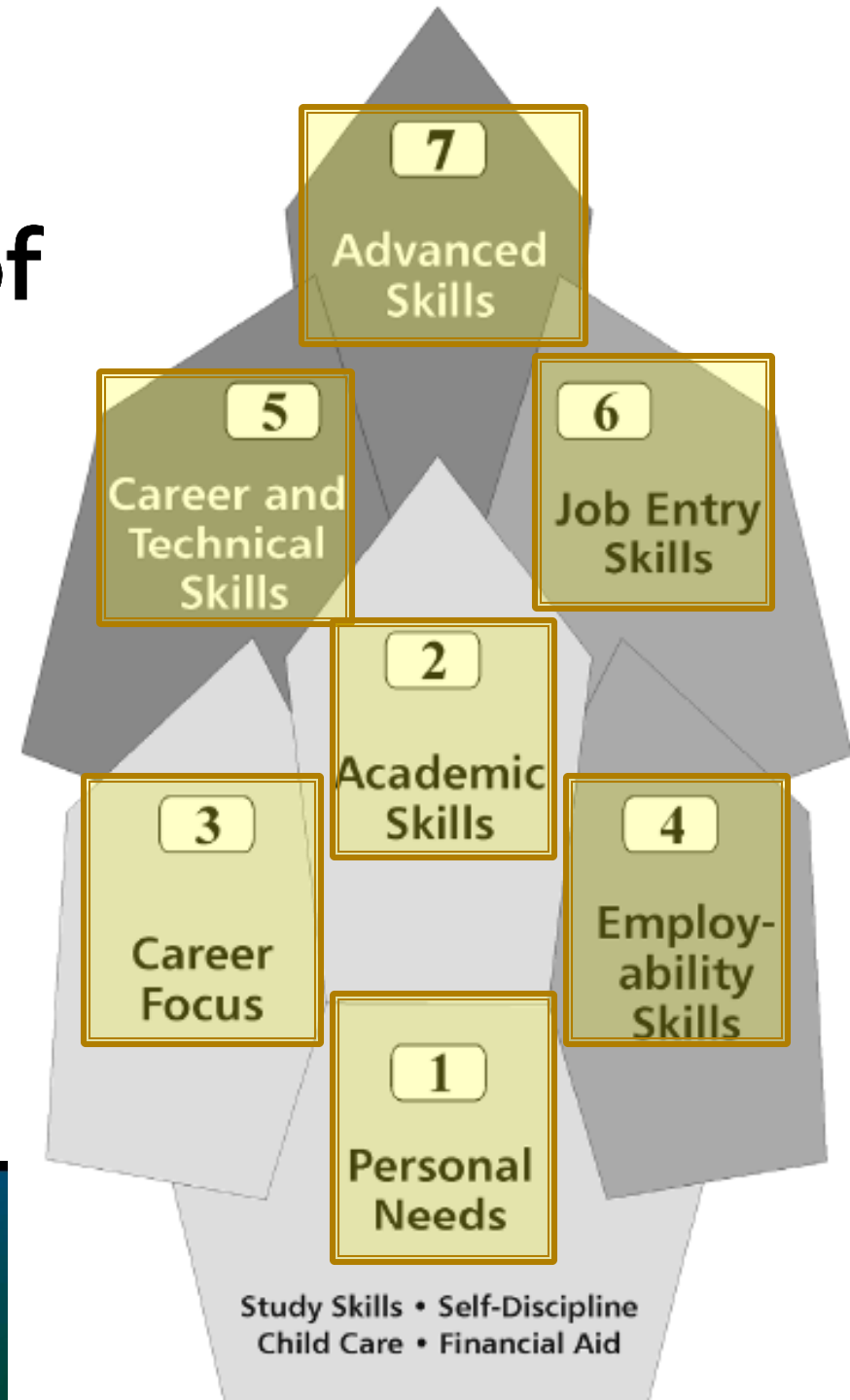
Seven Components of ACP Learner Needs

*Adult Career Pathways:
Providing a Second Chance in Public Education*



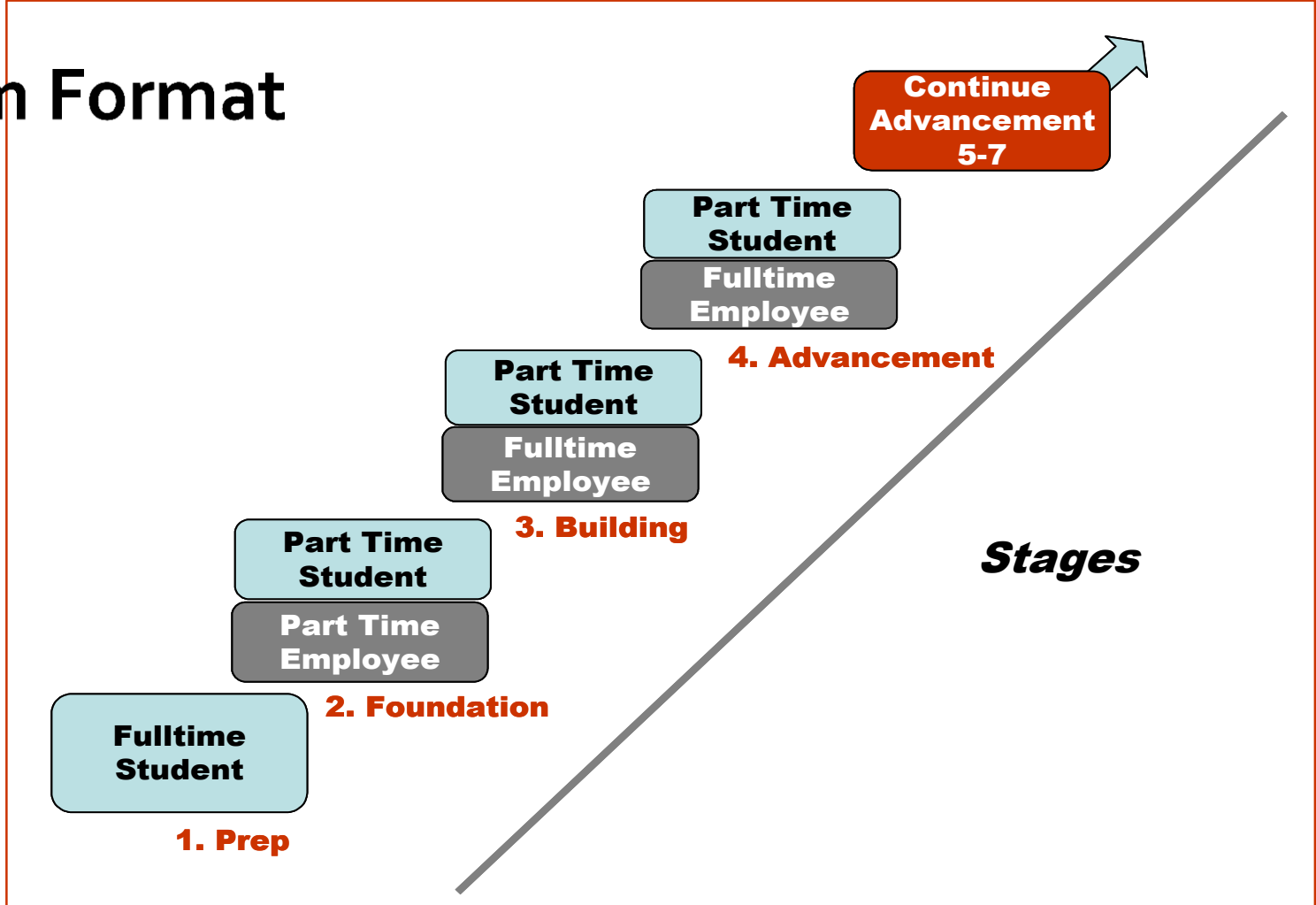
Seven Components of ACP Learner Needs

*Adult Career Pathways:
Providing a Second Chance in Public Education*



Program Format

Career Progress



Education Progress



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Employer Partnerships That Work

*Identifying Workforce Needs and
Developing Responsive Curricula*

Career Pathways Engagement Process

- Inventory community, industry, and current workforce development/support structures
- Determine industry sector(s) with greatest needs/opportunities
- Identify key stakeholders
- Convene top business leaders (CEOs or plant managers) representing identified sectors
- Develop plan of action



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Aligning

- Engage industry leaders in:
 - Defining and prioritizing a framework for education and business collaboration to meet current and future industry needs by sector
- Participants asked to respond to:
 - specific occupational labor pool needs
 - technical and nontechnical skill gaps
 - projected industry changes
 - employee performance improvements
 - career pathways systems
 - ways employers can work with education community to develop meaningful partnerships



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Flexible Models for Challenging Times

Purpose, Role & Expectations

Key Performance Indicators

Net Profit
Revenue
Market Share
Unit Output
Revenue per employee
ROI
Free Cash flow

Department Measures of Success

Number of Units
Sales Revenue
Quality Measures
Operating Margin
Production Yield
Customer Satisfaction
No Error Ratio

Occupation Drivers of Impact

Quality
Units Produced
Cycle Times
Scrap
Satisfaction Ratings
Turn Over Rate
Late / Absentees

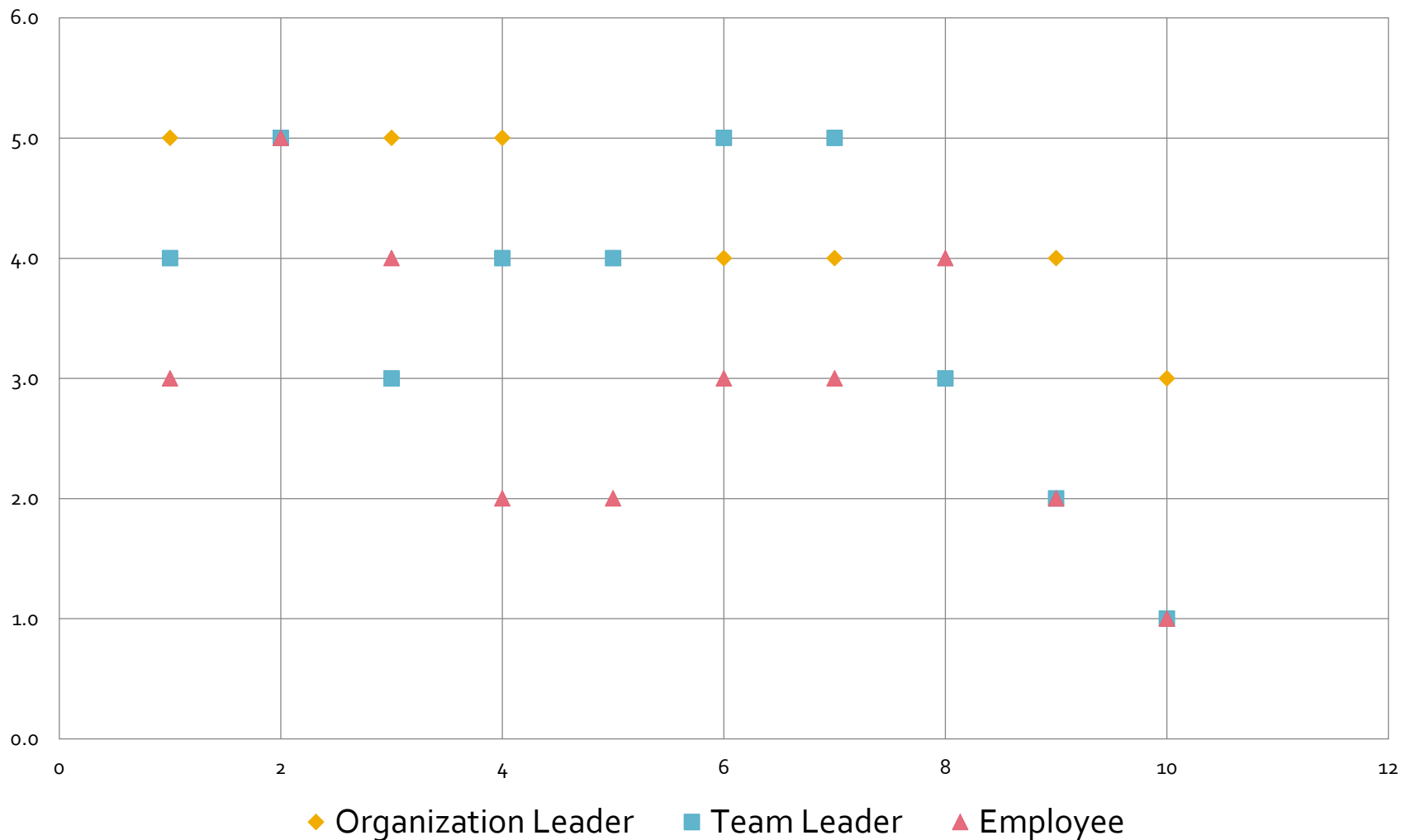


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Confirming and Documenting

- What are the organization's top three to five performance indicators?
- What are the department's top three operational obstacles?
- What are the top three ways employees drive or impact the departments performance?
- What are the top three tasks your department's employees have the most difficulty consistently performing?
- What are the top three foundational knowledge areas required for new hires to be a successful employee?
- What are the three greatest technical skill or soft skill weaknesses you see in your current employees?

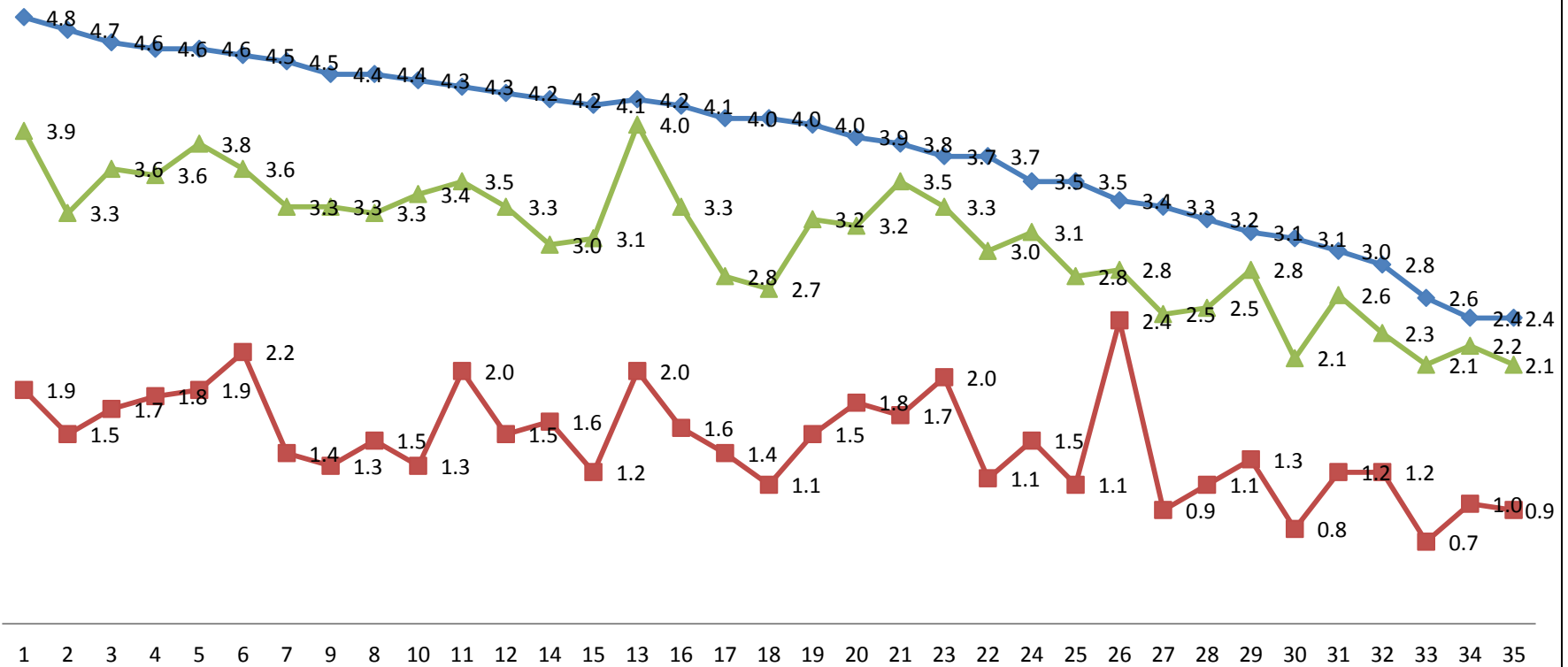
Alignment of Mastery Level Required



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Mastery Level Skill Gap by Item#

◆ Task Mastery Level Average ■ New Hire Mastery Level Average ▲ Current Employee Mastery Level Average



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Organizing Employers



Rick Stephens, Senior Vice President of Human Resources at the Boeing Company, on what potential employer partners will insist is in place before they commit to involvement:

1. A shared willingness to develop a common language and vocabulary that will enable business, education, and community partners to communicate with one another



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Organizing Employers



2. A clear understanding of the motivation of each of the partners
3. Agreement on expected outcomes to ensure alignment and integration of stakeholders' end product needs
4. Clear evidence that the proposed program will increase worker productivity



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Employer Engagement



*Essential Building Blocks for
Program Growth and Success*



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The Power of Employer Advisory Committees



- Not a Rubber Stamp of Approval
- Two-way Dialogue of Important Issues
- Frequent, Continuous Feedback



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Employer-Led Advisory Committees

Successful Committees Can Provide:

- Specifications
- Validation of Content
- Assessment of Program Quality
- Unique Education/Training Experiences
- Credibility
- Assistance in Adapting Skill Standards for Local Needs



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What We Really Want

Educators:

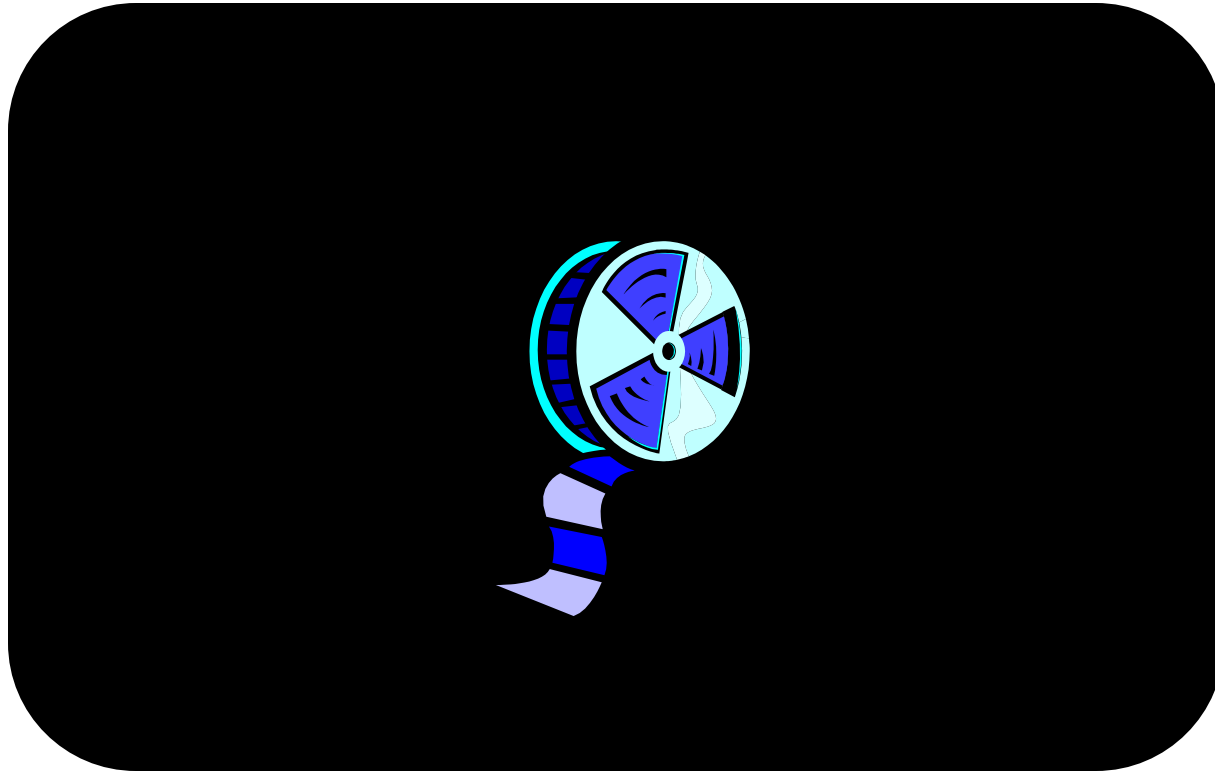
- Employers who:
 - Know what skills the field will require in 18 months, 3-5 years
 - Employers who value the institution and its students
 - Employers who want to help

Employers:

- Faculty/administrators who:
 - Show interest in their students' future employers
 - Listen
 - Respond to suggestions
 - Respect time commitment employers are giving



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Flexible Models for Challenging Times



Minnesota Community Colleges Convene Employers/Skills Gap Remains in Manufacturing

<http://www.youtube.com/watch?v=R9Kj1gvDHkc>



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Flexible Models for Challenging Times

Bottom Line

- Programs that match the **economic development needs** of your community
- Graduates that possess the skills to ensure a **high-quality workforce**



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Flexible Models for Challenging Times



How?

- Willingness to adopt a common language
- Willingness to commit to strategies that will benefit community as a whole
- Willingness to see the journey through



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Snapshot of Employer Engagement

- Curriculum Review and Revision
- Staff Development
- Career Development and Work-based Learning
- Marketing and Advocacy
- Recruitment, Mentoring and Placement
- Resources



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Outreach Resource

Thriving in Challenging Times: Connecting Education to Economic Development Through Career Pathways

National Career Pathways Network/US Chamber-ICW

<http://www.ncpn.info/thriving-in-challenging-times.php>



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Flexible Models for Challenging Times

Teaching in Context

Making Real-World Connections that Engage and Motivate Adult Learners

Why Do I Have to Learn This?



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Definitions for Today's Conversation

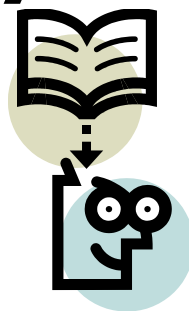
- **Contextualized Instruction** – *integrates basic reading, math, and language skills and industry/occupation knowledge.*
- **Integrated Education and Training** – *combines occupational skills training with adult education services to increase the education and career advancement of participants*



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Contextual Teaching and Learning

What does a
“contextual approach”
really mean?



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Four Basic Premises of CTL



- Learning is enhanced when new information is presented in familiar contexts.
- Most people learn best experientially.
- Most people learn best through inter-personal communications, sharing, etc.
- Transfer of knowledge from one situation to another is not a given, and is itself a skill to be learned.



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The REACT Strategies

- **R**elating – Learning in the context of one’s life experiences or pre-existing knowledge.
- **E**xperiencing – Learning by doing, through exploration, discovery, and invention.
- **A**pplying – Learning by putting skills to use.
- **C**ooperating – Learning through sharing, responding, and interacting with others.
- **T**ransferring – Using knowledge in a new context or novel situation.

“Teaching Contextually” by Michael Crawford, Ph.D. CORD, 2001.



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Adult Learners

- Must recognize the connection between course work and desired career
- Have likely not experienced success with one or more gatekeeper subjects
- Need to be engaged with the content and understand the context in which concepts are used in the workplace



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Benefits of ABE/ASE – CTE Partnership

- Adult learners often need extra support in math and reading in workforce courses
- Adult ed faculty want to make connections to workplace to engage learners
- Close examination of academic and workforce courses reveal common concepts
- Teaming can offer win-win situation for both



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An embedded concept...

- Is addressed in the CTE course in the same way it would be in a math course or other academic subject
- Is not explicitly addressed in the CTE course, but serves as a foundation for the technical field.
- Could be taught within the context of a real-world scenario from the technical field



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Planning and Delivery Models

- Paired or linked courses
- Team planning
- Team teaching
- I-BEST or I-BEST like
- Bridge to college and careers



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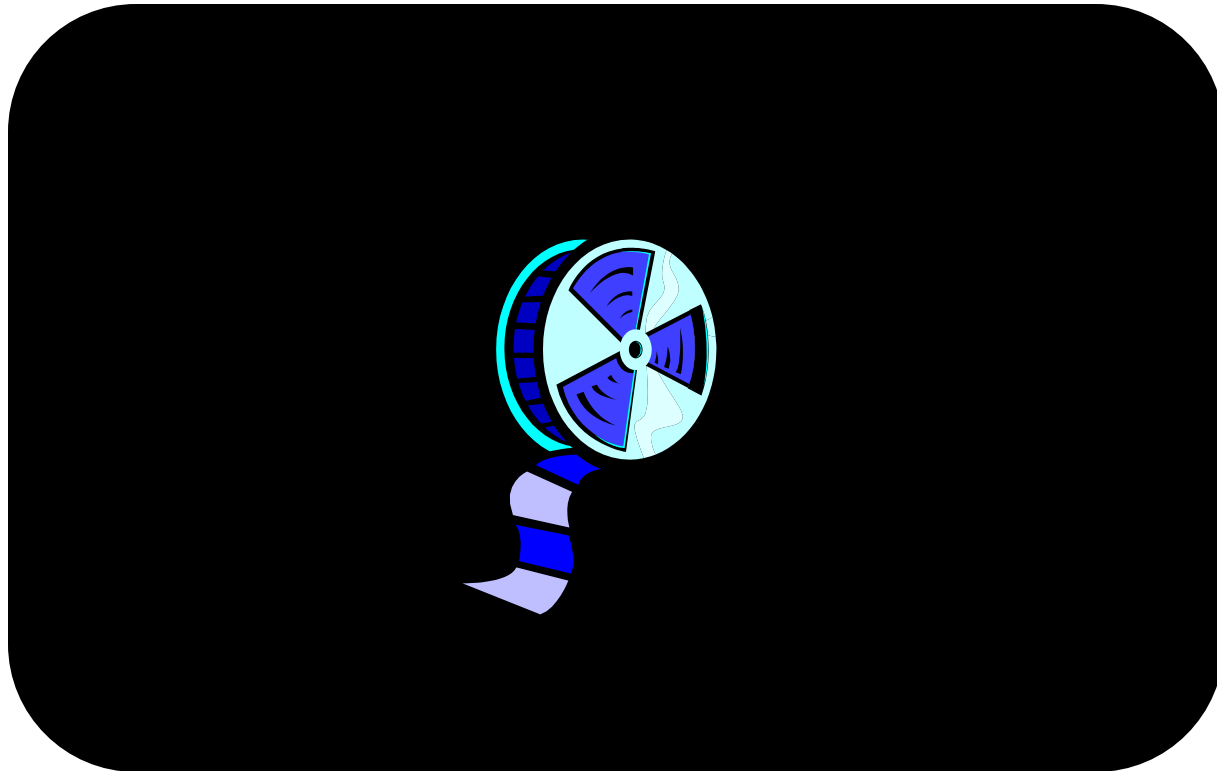
Bridge to Biotech



- City College of San Francisco/BayBio Institute/Bay Area Biotech Education Consortium Partnership
- Working adults returning to pursue careers in biotech
- Many lack basic academic skills, particularly math
- Two-semester lab assistant certificate program (140 units + 180-hour internship) – All courses credit-bearing
- Taught lab techniques while strengthening math and language skills
- Significant industry involvement in program design/internships

> <http://www.bio-link.org/home/bridge-to-biotech>





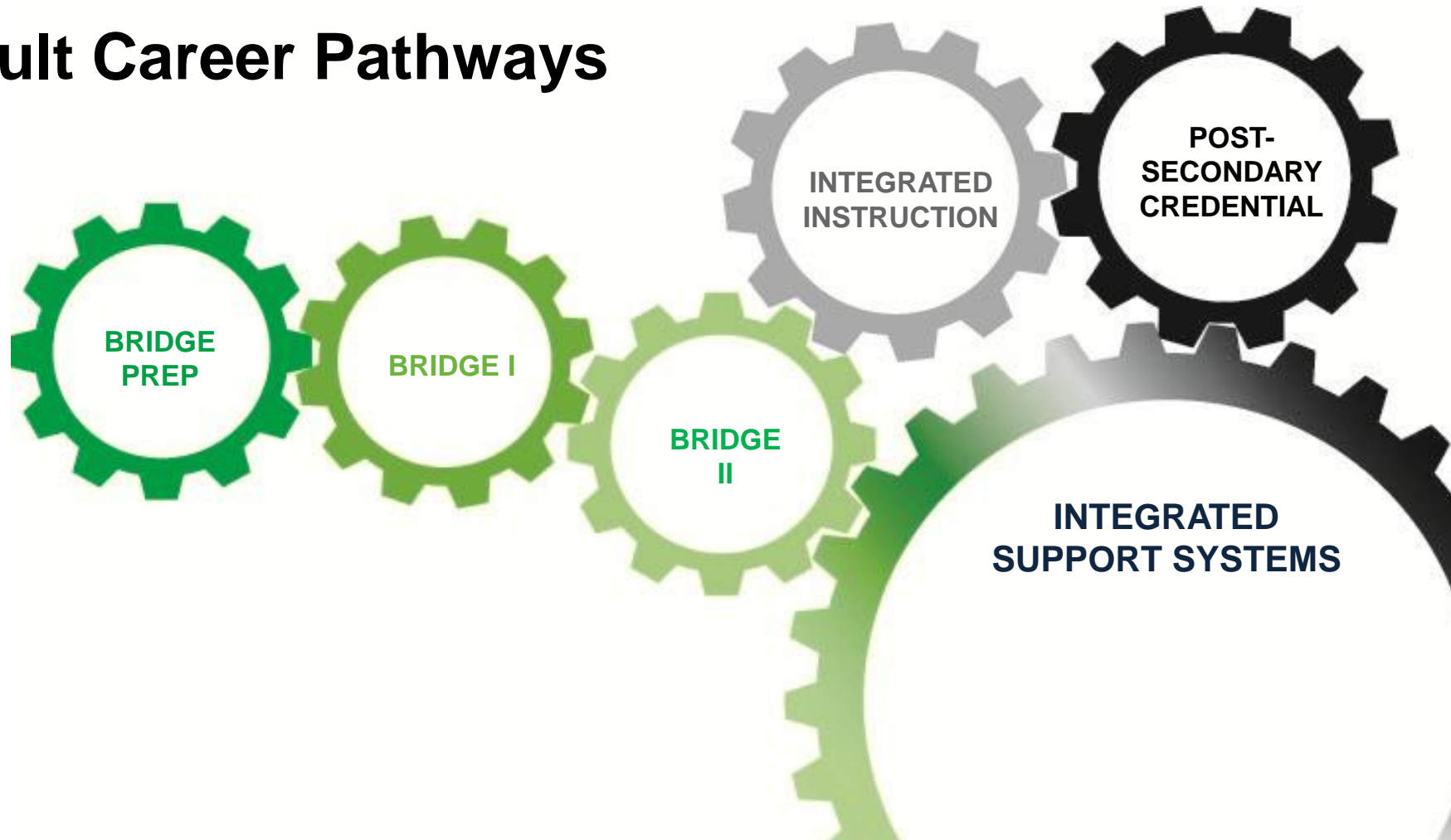
http://www.youtube.com/watch?v=1Ka_aiHKlqg&feature=relmfu



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Minnesota FastTRAC

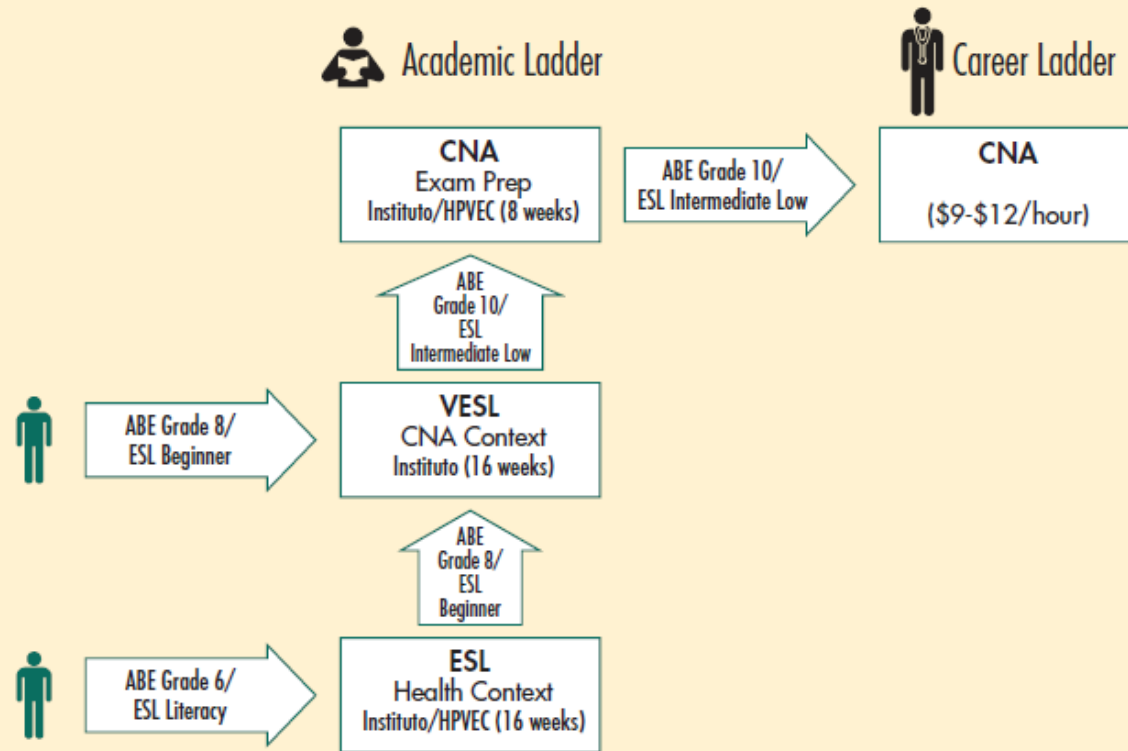
Adult Career Pathways



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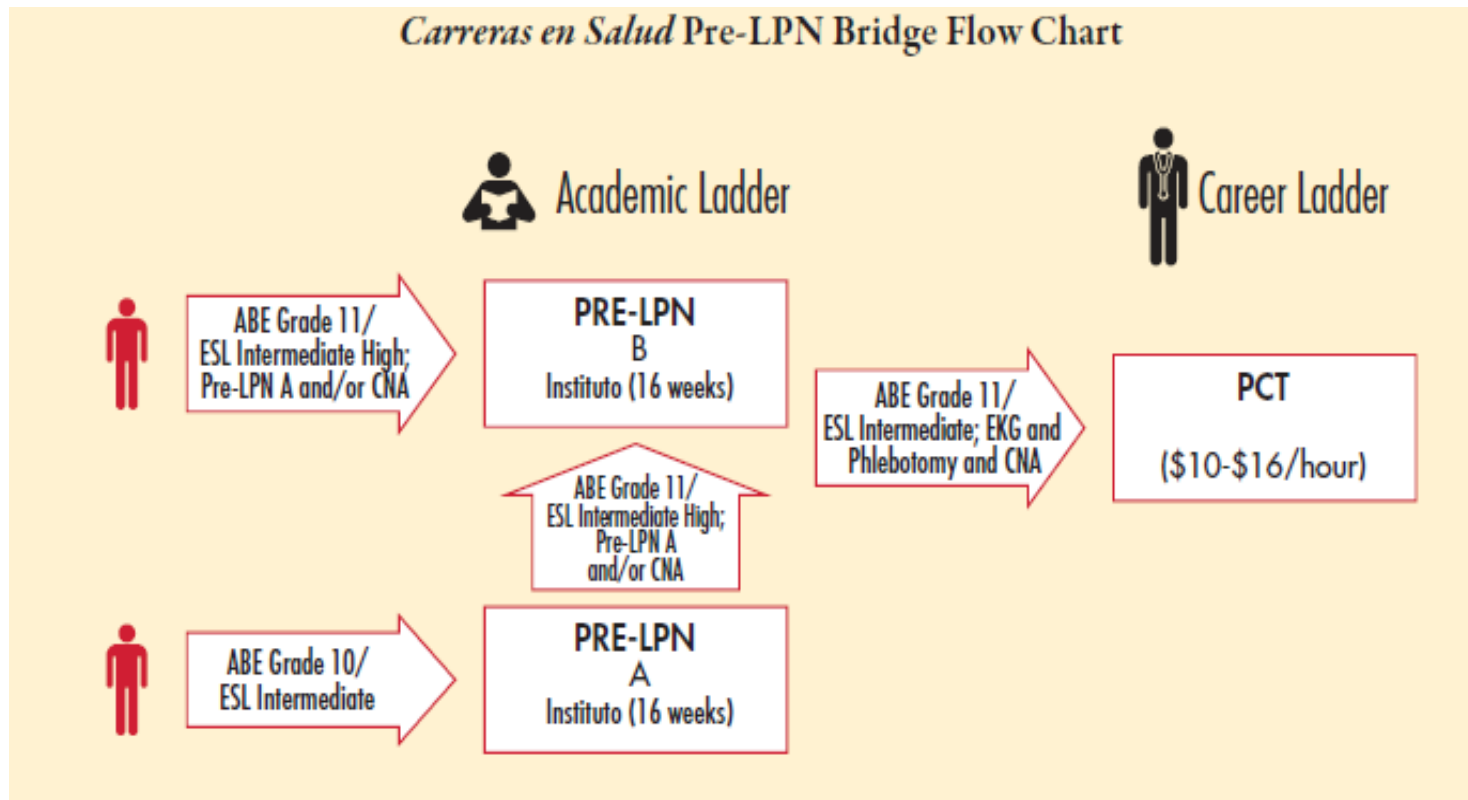
Carreras en Salud Pre-CNA Bridge

Carreras en Salud Pre-CNA Bridge Flow Chart



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Carreras en Salud Pre-LPN Bridge



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"No Limits" Food Management VESL

Teaches workplace ESL, food handling, basic culinary skills in the context of Hospitality and Tourism Cluster (14 weeks)

KINGSBOROUGH COMMUNITY COLLEGE Food Management Curriculum Vocational English as a Second Language "No Limits" Program

home about teacher's guide lesson plans resources contact

SERV SAFE WORKSHEETS MANAGEFIRST FOOD PRODUCTION WORKSHEETS

Search this website...

"NO LIMITS" FOOD MANAGEMENT CURRICULUM

This course was developed in collaboration between Kingsborough Community College and Coney Island Hospital, funded by a grant from New York State Department of Labor. This contextualized ESL curriculum was created to provide vocational training and workforce education to low-level Limited English Proficiency (LEP) adult populations, in order to train workers for careers in the food management sector... [Read More]

LINKS & RESOURCES

 Visit the "No Limits" Health Care Communication Skills Curriculum

New York City Dept of Health Food Protection Course



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“No Limits” VESL Curricula

- Developed by Kingsborough Community College and Coney Island Hospital
- Website with downloadable course outline, lesson plans, worksheets, suggested teaching strategies, etc. (Does require specific industry-related texts.)
- Designed for low-level Limited English Proficiency adult learners
- Accessible at <http://www.cityadulthood.com/foodmgmt/> and <http://www.cityadulthood.com/hccs/>



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Integrated Education and Training Resources

- About I-BEST:
http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx
- Integrated Teaching Modules from Highline Community College:
<http://flightline.highline.edu/ibest/modules.php>
- Accelerating Opportunity:
<http://www.acceleratingopportunity.org/>



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STEM Transitions

Project Background :: Contact Us :: Change Password

New Users Register Here

Registered Users Click Here

Enhancing Mathematics and Science Rigor Through Evidence-Based Curriculum Projects

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You are here: STEM Transitions Welcome Page

Welcome!

Welcome to the home of the STEM Transitions initiative, led by the Center for Occupational Research and Development (CORD). With funding from the U.S. Department of Education Office of Vocational and Adult Education and under cooperative agreement with the League for Innovation in the Community College, the project builds on the work of the College and Career Transitions Initiative. At its core are six Science, Technology, Engineering, and Mathematics (STEM) career clusters that have provided the context for instructional materials demonstrating the convergence of academic and technical content at the community college level.

Sixty-one Curriculum Projects Ready for Classroom Use

CORD staff, in partnership with a team of 40 community college faculty from across the country, recently completed 61 integrated curriculum projects for use in math, science, and technical courses in the six STEM-related clusters, including:

- **Agriculture, Food and Natural Resources**

Internet

www.stemtransitions.org



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Designing Instruction for Career Pathways Project

U.S. Department of Education, Office of Vocational and Adult Education

Managed by: Kratos Learning and CORD

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September 13, 2011 • [View](#)

[SEE ALL ►](#)

Welcome to the Adult Career Pathways Training and Support Center (ACP-SC)



The most up-to-date information and resources on Adult Career Pathways.

[REGISTER NOW ►](#)

Online Resource Center:
www.acp-sc.org

Find your pathway to:

Training

Access free ACP-SC training and professional development tools.

[LEARN MORE ►](#)

Resources

Search the ACP-SC resources to view and share high-quality research and information.

[LEARN MORE ►](#)

Community

Expand your knowledge by engaging with other professionals who seek to promote Adult Career Pathways.

[LEARN MORE ►](#)

Find your career cluster:





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<http://questionpro.com/t/ABkVkZOKBY>



Webinar Resources

To access the recording, slides, and handout visit

www.matecnetworks.org

Keyword Search:

“Webinar Career Pathways”



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February 8:

Technology Program Review: Evaluating Programs

February 15:

Technology Program Review: Surviving Program Review

March 8:

New Technologies in Renewable Energies

Professional Growth at www.matecnetworks.org



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shannon.payne@domail.maricopa.edu

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