

Adult Career Pathways

*At the Heart of the
U.S. Recovery*

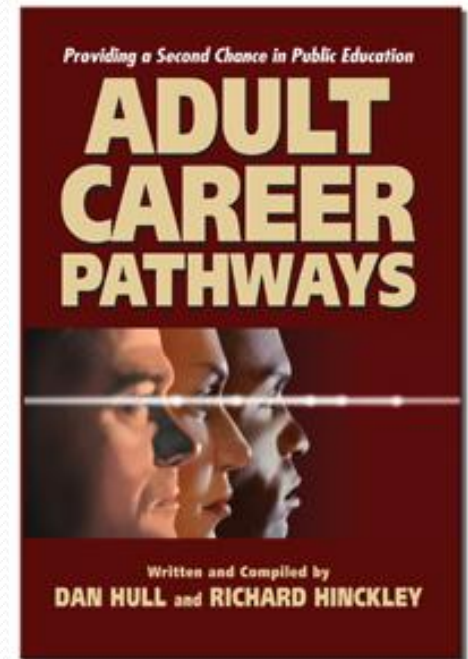
NCPN Conference
October 2009

Our Plans for Today

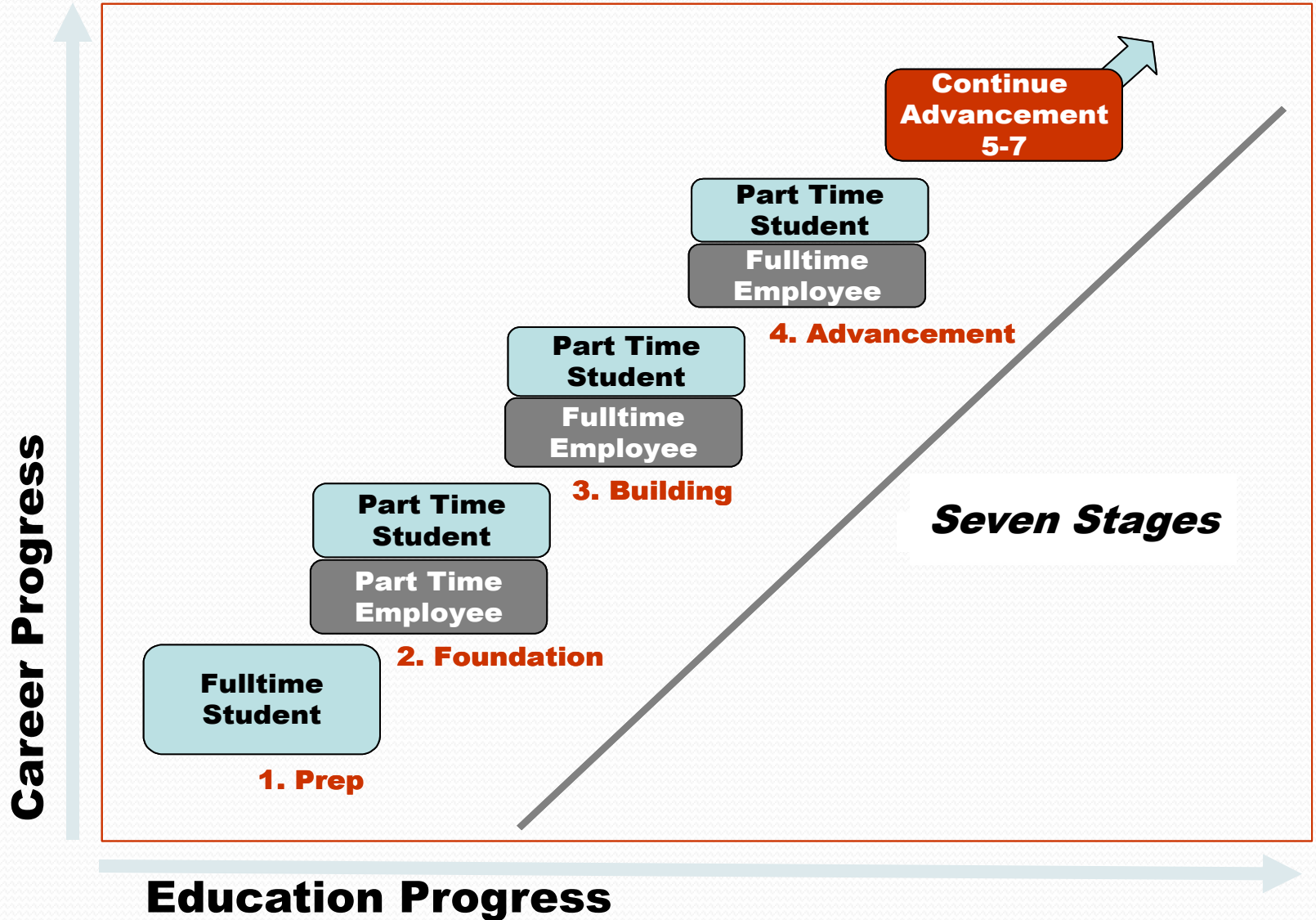
- Setting the Stage – The Adult Career Pathways Model
- Roundtable Conversations
 - Building the Partnership/Organizing Employers
 - Career Pathways Curriculum Foundations
 - Recruitment and Assessment
- Toolkit Resources for Adult Education and ESL

Adult Career Pathways

- Purpose
 - Supports the unemployed and underemployed
 - Students needing extraordinary services
 - Enhanced employer involvement
- Target Audiences
- Program Format
- Flexibility

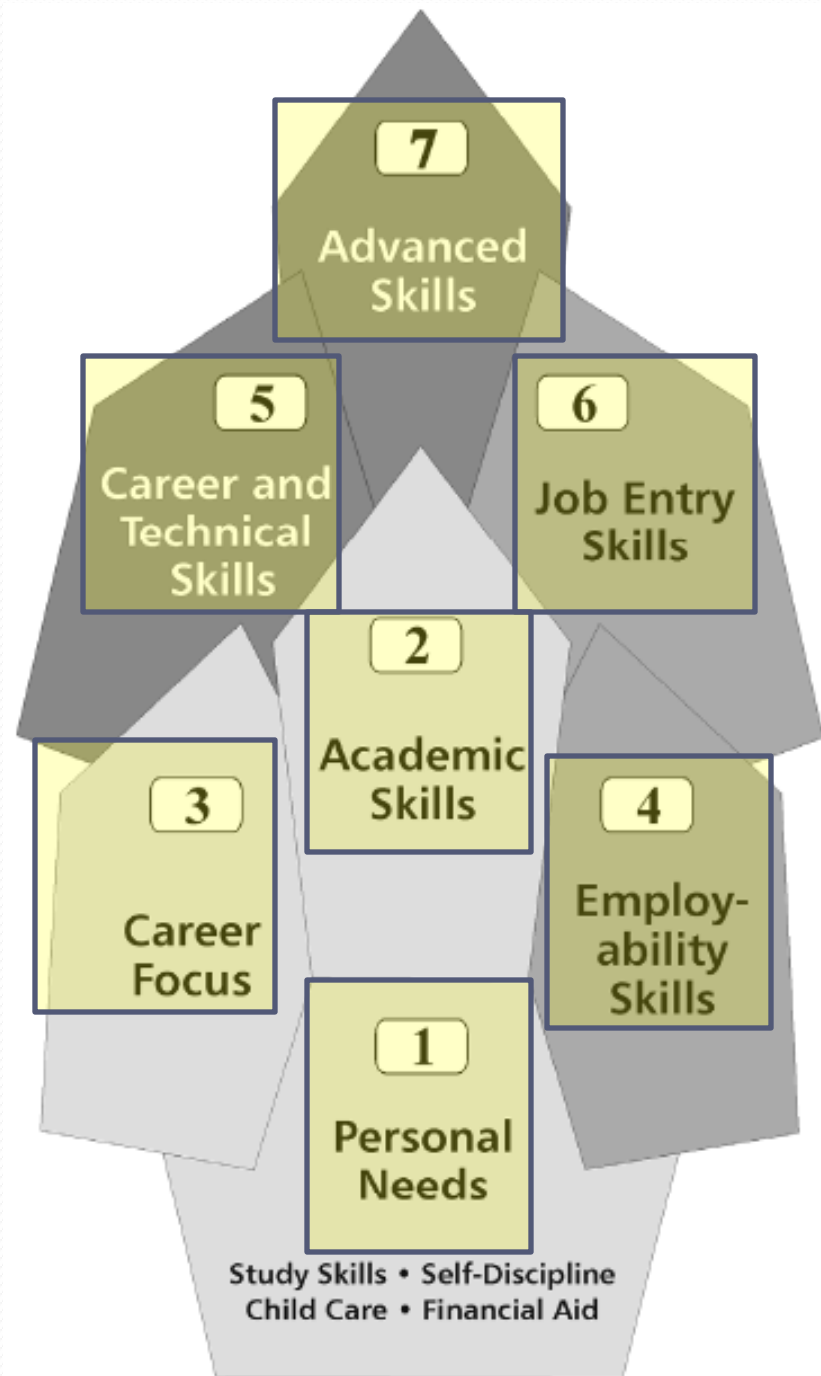


Program Format



Seven Components

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

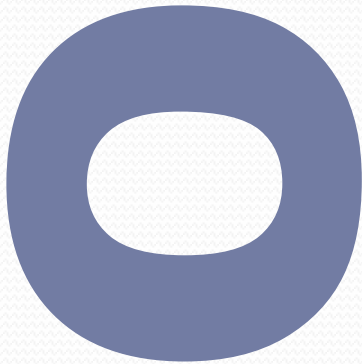


Career Pathways Checklist



Building the Partnership/ Organizing Employers

ACP Stakeholder Return on Investment



- **Community Leaders**

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

- **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

- **Policymakers**

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

Convening Community Leaders

- Inventory community, industry, and current workforce development/support structures
- Determine occupational clusters needed
- Identify key persons within four support “legs”
- Establish plan of action
- Convene top business leaders representing identified cluster

Generic Model for Employer Involvement

- ACP programs: developed by colleges, but strongly influenced by local employers
- Single sector focus
- Employer identified skills
- Jointly developed career ladders with points of progress
- College recruiting and screening
- Employment entry following stage 1

Generic Model for Employer Involvement

- Progression from part-time to full-time employment according to the agreed upon ladder/plan
- Recognition and reward for ladder steps
- Employer sector “gentlemen’s agreement”

***Roundtable
Discussion:
Organizing
Employers***



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

Organizing Employers

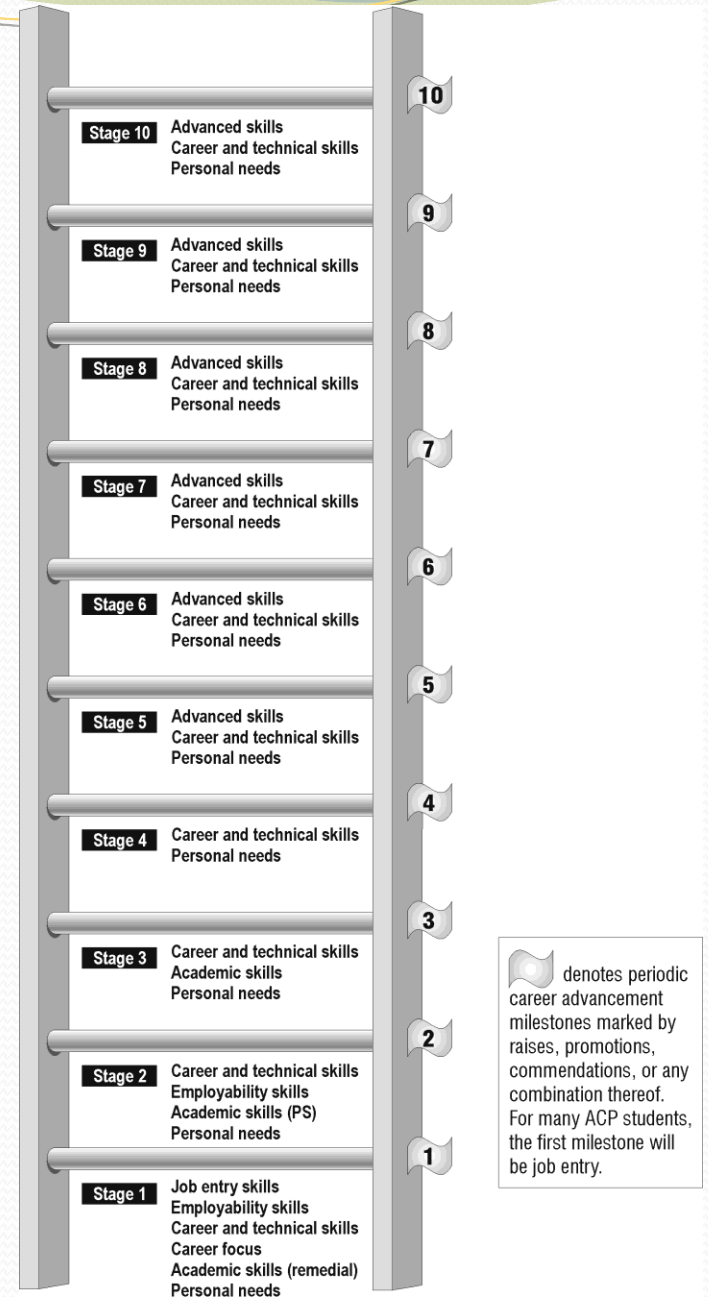
2. A clear understanding of the motivation of each of the partners
3. Agreement on expected outcomes to ensure alignment and integration of stakeholders' end product needs
4. Clear evidence that the proposed program will increase worker productivity



Career Pathway Curriculum Foundations

10-stage Ladder Curriculum

Book reference: p. 53



Ladder Curriculum

- ACP concept based on student/employee progression through series of steps, like rungs on a ladder
- Curriculum consists of series of educational levels students are expected to attain
- Career-focused program jointly developed by educators and employers

Benefits

- Students
 - Structured, yet flexible
 - Attainable short-term goals
 - Clear goals and procedures
 - Mutual commitment
 - Increase opportunities
 - Student satisfaction

Benefits

- Employers
 - Greater worker productivity
 - Increased worker retention
 - Increased base of skilled employees
 - Mutual commitment
 - Access to employees with varying skill levels
 - Opportunity to impact curriculum
 - Employer satisfaction

ACP Structural Design

- “Ladder” must be flexible, customized for different settings and contain
 - Foundational level – contextual academics, career experiences, and basic work skills
 - Technical core level – technical skills within a cluster and work-based learning opportunities
 - Technical specialty level – advanced technical skills, advanced academics, and worksite experiences

Key Steps in Curriculum Design

- Identify appropriate skill standards
- Identify certifications/degrees attainable at ACP stages
- Create sequenced or tiered list of standards
- Select or create courses
- Plan where standards will be covered in courses
- Develop assessment strategies and tools
- Determine logistics for course delivery
- Identify resources to be used
- Plan for continual revisions

R
Relating

Linking the concept to be learned with something the student already knows.

E
Experiencing

Hands-on activities and teacher explanation allow students to discover new knowledge.

A
Applying

Students apply their knowledge to real-world situations.

C
Cooperating

Students solve problems as a team to reinforce knowledge and develop collaborative skills.

T
Transferring

Students take what they have learned and apply it to new situations and contexts.

REACT Strategy: *Contextual Teaching Foundation*



General Ladder
Curriculum Model

***Roundtable
Discussion:
Curriculum Design***



Recruitment and Assessment

Recruitment/Assessment

- Make the experience personal
- Help potential candidates make sense of the college “maze”
- Debunk the myths that have caused “higher education anxiety” among candidates
- Serve as a clearinghouse for community resources

Finding Students

- Adults who have already established contact with the college:
 - Scored poorly on placement tests and require remediation
 - Arrived at college by “default” and have no career direction or interest
 - First or second term students performing poorly and at risk of dropping out

Finding Students

- Reach adults not associated with the college
 - Advertise in the community
 - Meet with civic and faith-based organization leaders
 - Contact urban housing authorities
 - Contact people who applied for jobs with participating employers but weren't hired
 - Work with corrections agencies
 - Reach out to National Guard Centers

Example Process for Recruiting

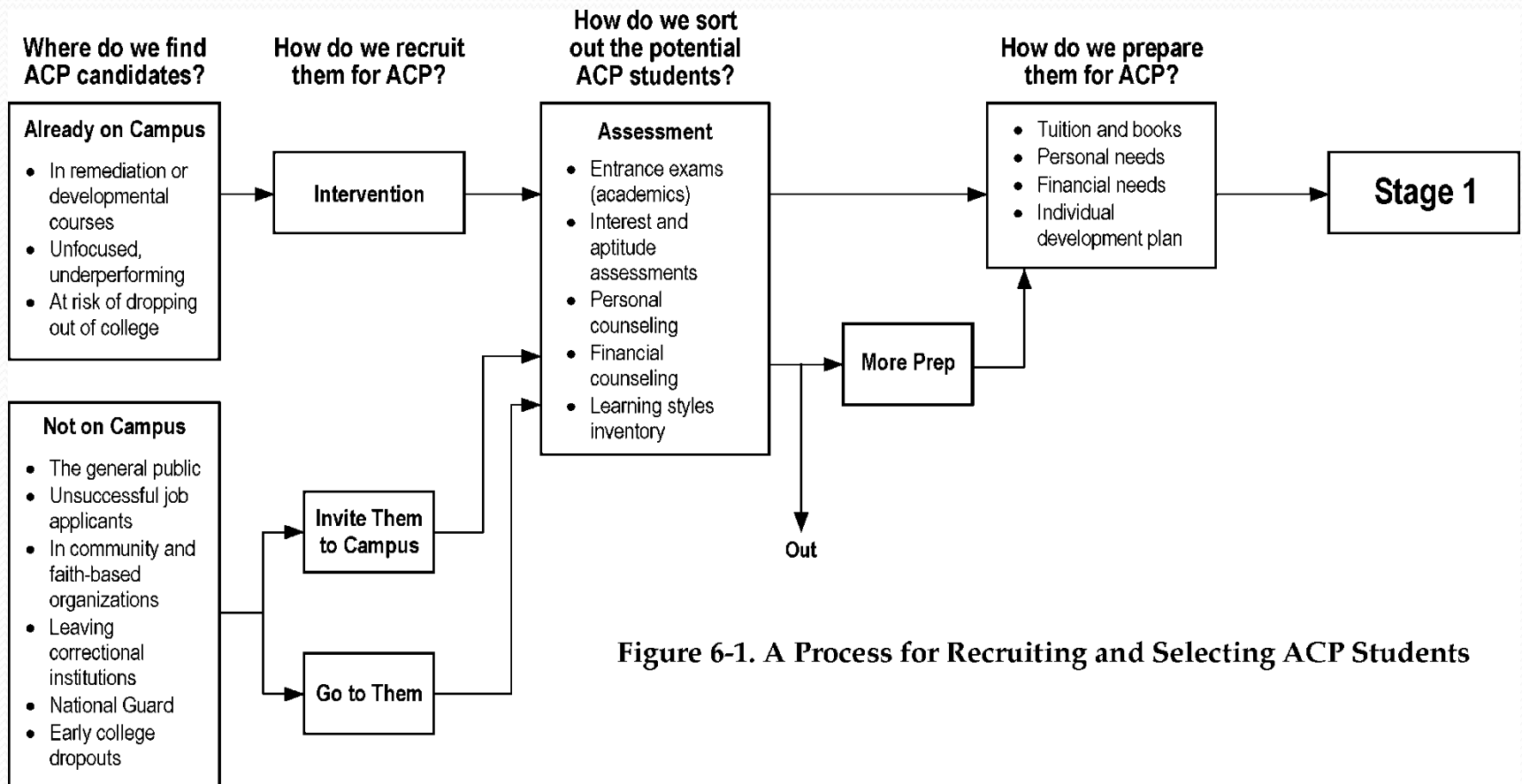


Figure 6-1. A Process for Recruiting and Selecting ACP Students

Don't...

- ...sit in an office and wait for students to come to you
- ...expect potential ACP students to make their own way through the maze of college registration and enrollment
- ...send anyone away without at least some type of help
- ...overstay your welcome

Do...

- ...go where adult students are; don't wait for them to find you
- ...provide a safe place on campus where adult students can gather for advisement
- ...be ready to help any adult student navigate the difficult waters of government programs

Do...

- ...be proactive – look for ways to create win-win situations that improve the quality of local workforce while giving adults the tools to achieve personal success
- ...be creative in finding ways to communicate the ACP concept to special populations

***Roundtable
Discussion:***

**Recruitment and
Assessment**



Wrap-Up/Summary

Resource Toolkit

- <http://www.adultcareerpathways.org>
- Designed for quick reference to
 - Major reports
 - Guides/handbooks
 - Instructional resources
 - National organizations

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