

## Morning Breakout Sessions: Co-Enrollment + Aligned Services + Braided Funding + Shared Performance = Career Pathways

### Presenters

- Judy Mortrude, CLASP
- Pat Rickard, CASAS

*Career pathways combine rigorous, high quality education, training, and other services. California workforce systems leaders have developed a strategic co-enrollment plan and are developing policy to support local practice. Come join a discussion about ways partners can align services, braid funding, and use performance reporting to build, scale, and sustain career pathway programs for English language learners.*

### Judy Mortrude

- Came together to think about a framework and metrics to measure what we were doing in career pathways.
- Website that CLASP put out which is [cacareerpathways.clasp.org](http://cacareerpathways.clasp.org) where we try to organize and analyze 80 different investments in CA and how they might fit into a career pathways system
- I've been working on career pathways for a long time but when you say "career pathways" people envision all different kinds of things. Today we will try to get more specific

### Pat Rickard

- CASAS started in 1980. At the time, what we were doing with adult education assessment was not working well. We were using tests designed for children. The academic and grammar tests did not match the curriculum. We were focused on competency based English.
- Under the direction of CDE, CASAS set out to design an assessment system to better measure our student's outcomes.

### Judy Mortrude

- Let's let go of the term "career pathways" for now and think about co-enrollment, aligned services, braiding your funding, and shared performance – think about this through intentional co-enrollment (versus discovered co-enrollment)
- Around the country people talk about discovering where they might have shared customers. We are not trying to discover this. We are trying to be intention about these enrollments and deliver what is in our laws. Rigorous education, training, and other services

- Previously there was a lot of interest in adult education investments – to redesign adult education, human services, social services, etc. Regardless of where you start, if you are an individual with English learning needs, we need to figure out how to build a system that encourages continuous moving forward economic and English language mobility. We need to figure out what everyone does in this system (teachers, workforce board director, etc.) Define roles and responsibilities within this system
- One thing that quickly got in the way was human centered design (HCD). We decided to not think about people in programs but think about people in terms of the services that they needed. Challenge: we were not able to see what services were really making a difference for people. At the end, we would not know that one person went into several systems or another person took advantage of another system too late and that that was making the difference in outcomes. We realized we needed to understand how our aligned services were impacting people. (I was in MN but a lot of states, including CA, were thinking about this)
- Thinking about ways to accelerate learning and progress and blur the lines between systems
- US Department of Ed, trying to define a community wide pathway, adults who may have left school, new arrivals in communities; a way through integrated systems to help people move into and out of services.
- WIOA Alignment
  - Brought us a lot of service strategies that were happening in MN and CA, and put it into the law.
- WIOA Structure
  - WIOA I adult/youth/dislocated worker
    - DOL/EDD/local workforce boards by formula
    - Youth money became focused on out-of-school youth (18-24)
  - WIOA II adult education
    - ED/CDE/grantees by competition
  - WIOA III Wagner Peyser Job Service
    - DOL/EDD/AJCC
  - WIOA IV Vocational Rehabilitative Services
    - ED/DOR/AJCC
  - State
    - Governor’s Workforce Development Board
  - Local WF Board
    - Local Elected Officials

#### Workforce Center

- Need to find Title I in the AJCC

#### WIOA Individuals with Barriers

- Clearly lists which populations WIOA targets
- Title II failed to identify populations/categories, but this is getting better. CA now has data to show how people are being served. These categories are meant to identify

multiple barriers and provide the services to mitigate these barriers. These barriers can also be used in performance targets. Continuous improvement of our systems is based on the people we are serving and how much service we are providing to the communities in need (statistical adjustment model)

#### WIOA Basic Skills Deficient

- WIOA also provided a definition of basic skills deficient
- Means an individual: (b) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society

#### Priority of service

- Strong lever within Title I Adult
- If funds are limited (funds are always limited) prioritization of service are these groups
- With respect to funds allocated to a local area for adult employment and training activities, priority shall be given to
  - Recipients of public assistance
  - Other low-income individuals, and
  - Individuals who are basic skills deficient
  - For receipt of career services and training services

#### National Dialogue on Career Pathways

- Defined "career pathways" in law
- At least seven (7) things fit within this law
- Four (4) main ideas
  - (a) and (g), whatever you are doing, it must have some labor market value
  - (b) and (f) tell you to pay attention to pre- and post- secondary (this is not short term, it is helping someone more forward long-term)
  - (c) is about workforce navigators, paying attention to academic and career counseling
  - (d) and (e) are about an integrated design and delivery
- One thing that's happening around career pathways is how to bring people (local adult ed providers) in to sit on the workforce board
- New partnerships can help to increase skills and build life assets

#### Integrated Education and Training

- "a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement." WIOA Sec 203(11)
- IET Defined

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

- In PY 2017-18, 187 agencies were funded for EL Civics under WIOA, Title II
  - 124 of those agencies were also funded for Integrated EL Civics (IELCE)
- The goal of an IELCE program is to
  - Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency
    - This was initially based on a 2002 and 2003 community needs assessment all of the agencies in CA that wanted to access the EL Civics money around civics objectives. In addition, they had to do a CLASP based/program-based needs assessment on the people they were serving in the program. Statewide, we aggregated these needs assessments and civics objectives that were based in the field of community and program needs. As a result, they came up with 750 program civic objectives. Over the years, these were reduced to 57 program objectives (some were similar across the state). There was a high degree of agreement across the state about the civic objectives on what should be integrated into our English language and literacy acquisition.
  - Integrate with local workforce development system and its functions to carry out the activities of the program
- IELCE does not ignore ABE IET or IET for HSC, however in CA CDE decided to emphasize EL Civics, so the funding was put there and it became IELCE
- The goal of WIOA II IELCE program was to prepare adults for ELL 4 and place them in unsubsidized employment (this aligns with all of Judy's slides) and to integrate with the local workforce development system and carry out the activities of the system. (e.g. let's work together between Title I and Title II)

## California WIOA II IELCE Learners Demographics

[Data slide]

- Over 40% no HSD or equivalent
- Data shows if individuals have less than six years of education in their country of origin, they will progress at about 50% the rate of someone who have seven years of education or more
- At the local level, important to look at who you are serving and look at outcomes. Consider the level of education in country of origin
- Some of the expectations may be unrealistic. You have to look at the population and factor in the multiple barriers to their making progress in the outcomes

## California WIOA II IELCE Learners with Barriers

- Everyone in these programs, including EL Civics, is an English Learner. This is a barrier. The vast majority of students are low-income. All of the students in ABE and ASE are considered low-literacy and should be identified as such.

- Need to pay more attention to barriers and how the barriers affect outcomes. Then align the services to these barriers to increase better outcomes

#### CA WIOA, Title II Enrollment PY 2017-2018 IELCE and IELCE-IET

107,435 students were enrolled in IELCE

- 74 percent (80,276) students persisted (pre-post-test) in program (only if they stay 12+ hours)
  - Must consider why students are not staying 12+ hours. Without staying in the program, will not see performance. Think about supportive services, etc.
- 72,285 students took performance-based additional assessments and more than 90 percent passed one or more 243 COAAPs

More than 6,000 students enrolled in IELCE *with* IET

- 81 percent (4,955) students persisted in program
- 3,423 students passed one or more 243 COAAPs
- CDE just signed a MOU with EDD and for the first time we were able to do a data match for students that did provide a SSN. There is an issue of providing SSN for Title II. CDE has put on their website an informed consent form in 12 different languages, however it is not required that students provide a SSN. Students are allowed in the program without a SSN, which is important for the program.
- Developing a student portal into TOPSpro – can follow-up with students to automatically send a push-out by text to their phones with the survey. They can then just click on it and every agency will have the opportunity to put their own agency's name, header, and a note to the student in the survey. Then there is another text where you can say thank you to the student for filling out the survey. We are trying to do all that we can to document the employment and wage outcomes for the students

#### IELCE/IET Civic Objectives

243 designated Civic Objectives range from general to specific employment related information

##### Employment

- CO 33 – locate, analyze, and describe job requirements, licenses, credentials, etc. needed for specific jobs and identify resources available to help access the information

##### Transition

- CO 52 – research, identify, and utilize soft skills (personal qualities, customer care skills, leadership skills) necessary to succeed in post-secondary education, training, and employment

##### Workplace training

- CO72 – demonstrate the language and literacy skills necessary to effectively participate in workforce training and work in the building and construction trades

These are 4 new civic objectives, just added

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

- 71 Demonstrate the language and literacy skills necessary to effectively participate in workforce training and participate as a personal care aide
- 72
- 73

#### New COAAPs

10 new pre-approved COAAPs are available for selection at [www.casas.org](http://www.casas.org)

- 53.1
- 70.1, .2, .3, .4, .5 Child Development
- 71.1 Personal Care Aide
- 72.1 Building and Construction Trades (Safety)
- 73.1, .2 Digital Technology

#### Hospitality Careers Pathway

- Entry
- Advancement
- College
- ^This new pathway was designed via refugee program. In the beginning, beginning six-week ESL program done in collaboration with a few employer chains. It started with full-time work of \$10/hr and came with benefits. Continued to work with these hotels, to provide for supervisory training. From there, partnership with a local community technical college and created a bridge program into a hospitality program and earn their tuition free. Hotel certification operation and a way to move into other courses.

#### Think about performance

- COAAPs, performance structure under WIOA
- Essentially WIOA tells you to pay attention to three buckets – 1. What happens when the person is still with you before exit (measurable skills gains, transition to post-secondary, achievement of HSD, training milestones, occupational skills gains – this is starting to be collected within the data- this is an opportunity space for states, states can add whatever kind of metrics they want to (AB 2098) – thinking about how those training and outcomes can be documented and how they might fit within this structure is a critical piece to alignment so WIOA Title I and Title II can stay as aligned as possible) 2. Credential Outcomes, 3. Labor Market Outcomes (there is no placement under WIOA)

#### Co-Enrollment Requirements

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

#### Co-Enrollment in CA

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

- ELL Navigator

#### Workforce GPS

##### WIOA Co-enrollment cohort – lessons learned

- Co-enrollment: Expect confusion and resistance (Verdugo workforce board slide)
- Verdugo has been co-enrolling for awhile because they had a shared population and wanted to align their services
  - Resistance examples
    - My customers don't need partner services
    - If I do the work, why should I share the credit? \* especially common
      - WIOA has an answer for this: everyone gets credit in an aligned service model where you are investing together and removing those barriers together. EVERYONE GETS TO TAKE CREDIT! This is not double counting (WIN/WIN)
    - Oh, you meant start co-enrolling now?

#### Braided Funding

- Handout in folder
- Decide target population, what services we want to do together, who will pay. Who is responsible for the outcome. This is what we will get credit for together

#### Questions and Answers

Adult ed consortium: I am always looking for a roadmap, maybe this is it, to find a way to create a clear planning process to cover all of these bases. There is so much technical detail in so many sources. There is so much out there and it is hard to know where to begin in a simplified format. Do you recommend starting with the target population?

Judy: When people hear co-enrollment or WIOA, oh you all have the same populations and think that it will be a 1:1, that will never be the reality. There are places, though, where there is a sweet spot where Title I, Title II, and CBOs (etc) could work together. It is then deciding how we are going to divide up the work there (dividing up your investment, who is paying for what). Where I've seen success across the country is where people decide to do that and do that with their funding and then make it a part of their work besides "this extra thing."

ALLIES website has a summary of the pilot navigator's stories. There are people in the room working with the challenges that you are talking about. A larger report will be out in Spring 2019.

