Transcript of DEI Career Pathways Webinar Series

Part 2--The Examples You Have Been Seeking

February 26, 2018

>> Miranda Kennedy: Hello, everyone. Welcome to our three-part series on DEI and Career Pathways . It's the top of the hour so we are glad you are joining us here today for part 2, our Career Pathways, the examples you have been seeking.

I will be the moderator today. My name is Miranda Kennedy. I am the Director of training for the DEI with the NDI technical assistance team, and I am joined today by our two presenters, Brian Ingram, who is our Career Pathways subject matter expert on the DEI technical assistance team and as well, Sarah Loizeaux, who is our newest liaison for DEI and she comes to us from Massachusetts where she was a round five DRC.

# Learning Objectives

>> Miranda Kennedy: So let's talk about what the learning objectives are today and what we hope you will come away with. We are hoping our partners and grantees and others joining the call will come away with successful strategies pulled direct from the field. We will be providing examples and walk-throughs from our Kansas DEI project on how they impacted at the local level and in Massachusetts, we will be presenting on how the DEI project there has impacted Career Pathways at the local and regional level and then Virginia how that project has impacted at the state level. So coming at it from a lot of different angles and different levels with examples of that should be relevant or aspirational for all of us.

# Review of WIOA Career Pathways

>> Miranda Kennedy: So let's go ahead and kick is often get us started because we know we also have some new DRCs and others who will be hopping and at this point and it's a helpful review for everybody. But for some people, it may be there for his presentation on DEI and the Career Pathways. We will do a little bit for slide review of WIOA before we go into the examples. These are high-level examples just to make sure we all have the same floor from which we are building on top of with these examples.

WIOA Career Pathways Definition

>> Miranda Kennedy: In 2012, the U.S. Departments of Education, Health and Human Services, and Labor issued a joint letter with a definition of career pathways: ...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.

The term ‘‘career pathway’’ means a combination of rigorous and high-quality education, training, and other services that also:

1. aligns with the skill needs of industries in the economy of the State or regional economy involved;
2. prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships
3. includes counseling to support an individual in achieving the individual’s education and career goals;
4. 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;
5. 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;
6. enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
7. helps an individual enter or advance within a specific occupation or occupational cluster.

Why Career Pathways?

>> Miranda Kennedy: A quick reminder of why we are focusing on Career Pathways, what is important about using this strategy and how is it beneficial and different than what we have done previously?

According to the U.S. Bureau of Labor Statistics - Having a post secondary credential is the one of the major gateways to family sustaining jobs

* In 2013, associate’s degree holders earned about 19 percent more than high school graduates with no college and 65 percent more than workers with less than a high school diploma.

Long-term economic trends point to increasing demand for better-educated workers.

* By 2020, economists project that 65 percent of all jobs will require at least some postsecondary education.

Career Pathways focuses on the holistic needs of both workers and employers.

* Integrating resources into a single career pathway plan that engages service providers, training institutions, and employers creates longer term impact for more people.

Six Key Elements of Career Pathways

>> Miranda Kennedy: The WIOA definition of career pathways articulates the interdependence of career pathway programming with industry sector strategies and identifies the specific features and functions of a career pathway program. Under WIOA, State Boards are responsible for aligning core partners and developing and improving the workforce system through the creation of career pathways. The Career Pathway Plan must be consistent with the Unified/Combined State Plan required in WIOA. This work requires a change of mindset. Developing career pathways involves a process of coordinating and connecting different parts of multiple public and private services and activities to make up a comprehensive education and training system. WIOA increases the emphasis on cross-system alignment, strategic planning, performance measurement and data collection/utilization.

DEI Career Pathways work connecting to Apprenticeship

>> Miranda Kennedy: We’re including this slide and the graphic showcasing the role that Apprenticeships place as one of multiple entry points for both well prepared students and targeted populations because this is a focus we want to drive home in terms of DEI projects making this connection in their Career Pathways work. In the Comments Section – it would be great if you could indicate if you are working with your state and federal apprenticeship office. Please tell us what state or local area you are in, and if you feel like it – one or two lines about how you are connecting with Apprenticeship.

# Kansas DEI V Local Level Example (Western, Northeast (Kansas City metro), South Central (Wichita metro)

>> Brian Ingram: Thanks for the review Miranda, and thanks to everybody on the line for being here today to walk through the examples you have been waiting for, wow, the examples you have been waiting for, that’s a bold statement isn’t it, I mean how are we to know if the three examples we are covering today will really end up being the ones you have been waiting for? Were really going out on a limb here aren’t we, my answer is yes we are and let me explain why.

In the first training in this series Miranda and Dave walked you through the basics of Career Pathways, how it figures into both WIOA and the DEI, and how a DEI project can, by pursuing its most basic goal of increased access for jobseekers with disability to Job center services, and the outcomes associated with those services, might impact, influence, and we hope, improve these customers ability to access Career Pathways trainings, and the accessibility of the trainings themselves to these jobseekers. They outlined how due to the implementation of WIOA there is currently a lot of activity around Career Pathways going on at the local, regional and state levels and they suggested that a DEI project might be able to impact this activity at all those levels. Not coincidentally today we will be looking at three examples from the field that we feel represent how a DEI project can do just that, impact Career pathways at the local (Kansas Round five), regional(New York Round five) and State levels (Virginia Round 8).

And although each DEI project is unique, and each state that has a DEI project is facing its own challenges and opportunities around WIOA implementation we hope that by reviewing what these three states have accomplished you will be able to more clearly see how your projects can begin to move toward these types of outcomes no matter where you find yourselves now. Okay, I’m afraid I might be beginning to digress here, I’ll try to contain my excitement so we can begin, so lets start by taking a look at the Kansas Round 5 project which we feel represents how a DEI project can impact Career Pathways at a local level.

Kansas Overview

>> Brian Ingram: Okay, lets begin with an overview, as the slide states, the first relevant bit of information is that the regions participating in the round 5 Kansas DEI already had strong and effective relationships with existing Career Pathways programs. It was pretty standard procedure to fund these trainings for customers receiving Title One adult, dislocated worker, and youth services. The DRCs learned this by doing what…. By investigating right, they identified what the CP programs were in their regions, and then asked the Title One staff if they currently made use of them for their customers in need of training. As I said on the last slide this may or may not reflect the situation in your state or region but because it was what this project found they decided on a very simple but effective strategy to begin to increase access to these trainings locally for customers with disability

DRCs partnered with these programs to provide access to customers with disabilities and this led to engagement with local Career pathways programs. That’s it, they worked with the Title One staff to connect more customers with disability to Title One adult, youth and dislocated worker services, and by doing so they were able to take advantage of a customer flow that was preexisting to connect customers with disability to career pathways trainings, quite a few of them in fact as we will discuss a bit later. Granted this is only the first step right, and there is indeed a lot more to this example but what I think is important here is that the Kansas project took a very effective first step toward developing an effective CP strategy by embracing the most basic element of the DEI itself, increasing access to Title One services for jobseekers with disabilities.

Now before I lead you to believe this was effortless let me stop you, this initial strategy was simple but it was far from easy let me explain by taking a look at exactly how they did it.

Coordinated and Targeted Outreach to Workforce

>> Brian Ingram: So as I mentioned on the last slide, the Kansas DRCs reached out to Title One staff to refer new customers with disability to Title One adult and youth services, and to identify any customers currently receiving these services that might be struggling due to experiencing disability and/or multiple challenges to employment, but what steps did they take from there? Again they did what any DRC might do, they helped to identify what was challenging these customers, provided targeted support to move them through the flow.

* Informing customers about labor market trends
* Using enhanced career exploration strategies to develop a strong career focused employment goal
* Providing connection to ongoing benefits planning
* Working with customers and staff to anticipate accommodation needs and identifying strategies to access resources to implement accommodations

Now if you consider this, it kind of makes sense right? If you are working with customers that experience multiple challenges to employment there is a good chance that some of those challenges could be related to a gap in, or lack of work history. This situation could very easily cause the customer and staff to limit the employment discussion to part time or entry level positions with low wages. If that is all the customers and staff consider, the chances the customer will be referred to adult services for training is very small and therefore the customer will not be included in the pool of jobseekers considered for training funding. This is equally true for benefits planning and accommodation strategies. If the jobseeker and staff feel the only way to maintain needed benefits is a low wage or part time placement, no referral right, what about accommodation strategies? If they aren’t known and considered, or if it is felt there are no available resources to provide them, no referral to training. So the Kansas DRCs stepped in to address these challenges and in doing so made it possible for many customers who may not have been considered for Career Pathways trainings to make it into that pool. Pretty cool right? But they didn’t stop there, let’s look at the next slide.

Roles and Responsibilities

>> Brian Ingram: These DRCs didn’t just make recommendations and move on, no they continued to support these jobseekers and staff by providing Active Resource Coordination (ARC). Once that living wage employment goal that led to a career path had been identified they worked with the jobseeker and center staff to identify challenges associated with reaching that goal, strategies to address them, and possible resources to implement those strategies. They worked with the jobseeker and communicated with the staff as these resources were approached and eligibility for them was established, and finally they supported the customer and staff to reach out to these providers once eligibility had been established and convene them if it was felt to be necessary to do so.

By providing Active Resource Coordination to these jobseekers and the staff working with them the Kansas DRCs moved these customers further down the flow by ensuring not only were they in the pool of jobseekers considered for training, but that they were positioned to be the applicants who were most likely to benefit from such services. But that’s not all, let’s look at the next slide.

This slide shouldn’t surprise anyone right, what does Active Resource Coordination lead to? Integrated Resource Teams (IRTs) right! And so of course the Kansas DRCs supported the now enrolled in Title One customers and their new case managers to create an IRT to implement the plan they were developing. They helped to schedule a meeting, develop an agenda, and facilitate a meeting that helped the group reach consensus around the IRT’s three key parameters: A shared employment goal, Lines of communication, and A timeline of services. Let me say those again: A shared employment goal, Lines of communication, and A timeline of services.

Once the IRT was in place our weary DRCs could fade into the background a bit as the newly created team took the lead in helping the jobseeker move toward the employment goal, and it should be said that over the course of the Kansas round five project, center and partner staff became more familiar with the ARC/IRT process and needed much less support to do it successfully. But they weren’t quite done, because as we shall see in the next slide there was one more big area of the flow where their support was needed

Now the most important part of the flow to jobseekers and indeed most staff is placement and the Kansas DRCs realized that their support was needed in this part of the flow as well. As we mentioned when discussing the career exploration supports the DRCs provided, many of these jobseekers experienced a lack of or a significant gap in their work history and also in many cases their education. These gaps led to variety of placement challenges once these customers completed trainings in their chosen fields.

Most employers defined a qualified applicant as someone who had not only attained the needed training certifications, but had also had work experience in the industry or a closely related field. Remember in order to access the services they needed these customers had embraced an employment goal that paid a living wage, in many industries the jobs that paid these wages were not entry level but a step or two above. These customers in many cases, even after successfully completing the qualifying trainings, lacked the prerequisite work experience to be considered for these living wage positions

How were these concerns addressed? By using a variety of strategies based on the needs of each jobseeker and supported by the IRT that had been created for the customer. This team included Title One business services and additional resources provided by partnering agencies. The DRC worked with the members of the IRT to set up work based learning opportunities, in order of effectiveness, OJT’s, Paid work experiences, and targeted internships, they worked with partnering agencies to provide customized placement supports that included accommodating technologies, alternate or additional instruction by the employer, sign language interpreting support at the jobsite, job coaching, independent living support, ongoing benefits planning, and transportation supports. Using these strategies, they were able to address significant challenges to placement in living wage positions for a much higher percentage of jobseekers than would have able to reach them without this kind of targeted support. How well did they do? Well let’s move to the next slide and look at some outcomes shall we?

Kansas Outcomes

>> Brian Ingram: I feel like these numbers mostly speak for themselves.

* Number of Job Seekers with Disabilities who have entered Career Pathways Trainings = 183
* Number that have completed training = 149
* Number that have entered Paid Work Experience/OJT’s = 127
* Number of individuals with disabilities employed to date = 91

Kansas Challenges

>> Briand Ingram: In order to put this example together I spoke with the Kansas round 5 state lead Dale Tower, and two of the project’s four DRCs, Kristen Doze and Mickayla Fink that represented 2 of their 3 active regions. I asked them what the challenges they encountered had been and this is how they responded.

Customers with disability were often being steered toward immediate job search for entry level low wage positions and were not being considered for Title One adult enrollment due to:

* Concerns about losing SSA benefits
* Concerns about a lack of educational attainment
* Concerns about a lack of, or gap in, work history

And then I asked them what they had learned.

Kansas DEI Lessons Learned

>> Brian Ingram: They were able to demonstrate existing support structure was adequate for a majority of customers with disability by treating disability as a barrier to employment and using the same approach you would for any other barrier (don’t make limiting assumptions !).  They used existing customer flow and standard DEI strategies to move customers with disability into Career Pathways Trainings. They focused on enhancing existing project supports where needed to help an individual customer access services and reach outcomes (Career exploration, Benefits planning support, ARC, IRT Facilitation, customized or additional placement strategies)

Six Key Career Pathway Elements

>> Brian Ingram: Now to return to where we began, in a way, this slide illustrates how the Kansas projects activities which were anchored in the DEI’s service delivery components fall under the elements of the career pathways model.

* ELEMENT THREE - DESIGN EDUCATION AND TRAINING PROGRAMS
  + Identify and engage education and training partners.
  + Identify target populations, entry points, and recruitment strategies.
  + Research and promote work-based learning opportunities within business and industry.
  + Develop integrated, accelerated, contextualized learning strategies.
  + Provide flexible delivery methods.
  + Provide career services, case management, and comprehensive supportive services.
  + Provide employment assistance and retention services.
* ELEMENT FOUR- IDENTIFY FUNDING NEEDS AND SOURCES
  + Identify sources of funding available from partner agencies and related public and private resources and secure funding.

# Massachusetts DEI V: Local/Regional Example (Central Massachusetts)

Massachusetts Overview

>> Sarah Loizeaux: I was fortunate to have our local workforce investment board identify growing industries in our region, and in turn, a community college investing in several career pathway trainings related to these fields. Our local workforce board had identified healthcare as one of the targeted industries. As I had mentioned, our local community college built pathway trainings related to healthcare. Businesses in the healthcare field identified a shortage of applicants qualified in “Patient Access and Registration” Our region decided to use an existing memorandum of understanding (MOU) with VR and DEI service delivery strategies to identify, assess, fund, and refer customers shared by WIOA and Title I to these trainings.

Industry Driven (identified need)

>> Sarah Loizeaux: As many of you may know, healthcare is a very broad field with many different pathways. I like to think of myself as a pretty good detective, and I used my sleuthing skills to uncover healthcare career pathways that were in the most need of qualified entry-level candidates. It was after attending a local career fair that I learned about the need for more qualified applicants in Patient Access. After talking with many healthcare recruiters, I kept hearing “patient access” as a job that was easily being filled. Again, using my detective skills, I researched about the Career Pathways in Patient Access. I was impressed by how being certified as a Healthcare Access Associate (naham.org) was a great entry point into a multi-dimensional, good-paying career.

I also happened to have the good fortune of being able to work with my local USBLN who connected me with a major local hospital that also confirmed a high need for patient access associates. That hospital, UMASS Memorial Medical Center worked with me to create a competitive, paid work experience for graduates of the classroom Patient Access program.

Coordinated and Targeted Outreach to Workforce and Partners

>> Sarah Loizeaux: I was starting to put some pieces together, and I knew I would need “coordinated and targeted outreach to workforce and partners. I approached my Title One Program manager at that time to discuss what I had learned and my plan to get the word out about this potentially awesome career pathway. We discussed: Co-enrollment (DEI/Title 1) of customers with disabilities interested in this healthcare pathway. The possibility of reaching out to VR (using an existing MOU) to identify likely applicants. And we discussed the possibility of using DEI strategies (and funds) to support the customers. I approached VR to inform them of this referral opportunity. I used my existing relationships with VR administrators and staff to present the idea of cooperating to meet this industry need.

Using those handy detective skills, I was able to give a clear idea of what sort of skills and talents were needed to succeed in patient access and registration. I did this by carefully studying job descriptions in my conversations with potential employers. For example, in this type of work, strong computer skills and an ability to perform quality customer service were high needs. Having past experience in the medical field was also an advantage. Having this information led to appropriate referrals from both Title One and VR. Which, of course in turn, led to resource coordination and braided funding strategies (meaning we were sharing costs!) for co-enrolled customers. Another referral source was the Central MA Employment Collaborative. I used my existing relationship with this network of local job developers to inform them of the opportunity and request referrals. So, with VR, Title One, and the community partners from the collaborative spreading the word we were able to get so many appropriate referrals. My partners did that heavy lifting for me!

Roles and Responsibilities

>> Sarah Loizeaux: WIOA Title I Adult - You can easily see that many roles and responsibilities here are identical and interchangeable. Who played what role was mainly job-seeker dependent. We worked together to fit his or her needs.

* Identified and assessed possible referrals
* Enrolled qualified applicants in adult services
* Explored referral to VR for enrolled customer
* Referred customer to DEI
* Referred to training program
* Provided Case Management
* Participated in IRT’s
* Provided placement services
* Provided retention services

WIOA Title III Vocational Rehabilitation

* Identified and assessed possible referrals
* Enrolled qualified applicants in VR services
* Explored referral to Title One for enrolled customer
* Referred customer to DEI
* Participated in IRT
* Referred to training program
* Provided expertise around disability issues and accommodation strategies
* Provided Case Management
* Provided placement services
* Provided retention services

DEI – Regional and Local Level

* At the regional level, the workforce board identified the need, convened the partners and developed a referral model.
* At the local level, the DRC (me) modelled Active Resource Coordination for VR counselors and Title I Case Managers and community college staff. Modeled IRT Facilitation for VR Counselors, Title I Case Manager, and community college staff. Acted as a liaison between businesses and partners (IRT). Modeled the development of post-training On-The-Job (OJT) and Paid-Work-Experience (PWE) Opportunities

Community College (Quinsigamond Community College)

* Provided targeted employer approved certified training
* Participated in IRT/office of disability services/instructors
* Provided outreach for training at Job Center
* Provided flexible instruction as requested to individual students

Employer (UMASS Memorial Medical Center)

* Worked with DRC to identify to determine skill sets they needed
* Worked with DRC to identify appropriate training and certifications that would meet those needs
* Agreed to interview training completers for internships (percentage hired 70 %?)
* Worked closely with Partners to align Paid internship in local hospital to supplement CP training and address gaps in work experience or education for selected graduates of training

Contractor (Work Without Limits/USBLN)

Our US Business Leadership Network happened to also be one of our partners with DEI-V. For those that aren’t aware, USBLN is an organization for businesses dedicated to ensuring inclusive practices, including hiring and retention of persons with disabilities. There are chapters all across the country, and I really urge anyone to seek out the USBLN closest to you. Our local chapter connected me with UMASS Memorial and they were the key piece of having the work-based learning experience become a reality.

* Recognized the relevance and value of the pilot and lent their support to the effort
* Supported the development of the pilot by introducing the DRC to the appropriate contacts at UMASS Memorial Medical Center

Employment Collaborative (Central Mass Employment Collaborative

This was a local group of job developers working with VR and several community-based organizations. This group also helped me spread the word on patient access and provided me with even more referrals.

* Used network of Job Developers to outreach for the pilot
* Participated in IRT’s
* Provided placement services

Massachusetts Outcomes

>> Sarah Loizeaux: The outcomes listed represent the 2016-17 fiscal year.

* Number of Job Seekers with Disabilities who have entered Patient Registration Access Trainings = 29
* Number that have completed training = 27
* Number that have entered Paid Work Experience =12
* Number of individuals with disabilities employed to date =
  + 20 of the 27 that completed training
  + 11 of the 12 that had a Paid Work Experience
* Number of Job Seekers with Disabilities who have entered Patient Registration Access Trainings = 29

These were great numbers, and it was clear to me that the paid work experience definitely benefitted those that participated.

Massachusetts Challenges

>> Sarah Loizeaux: This was new and not everything ran smoothly. Not being able to coordinate with business services to promote this pilot with their existing employer base to develop PWE on a larger scale (multiple sites). Our site in particular, had some turnover and changes made to how business services operated, so I was not able to use them as a resource. I think if I were able to, that could have been a great benefit. Developing a plan to communicate what we felt to be the wider significance of the pilot to the participating systems administrators. My one wish was that seeing what we did with patient access and work-based learning could have been continued past DEI with other funding mechanisms.

Communicating with the unions active in the hospital to ensure their cooperation with the pilot. I was fortunate to have a partner within HR at UMASS meet with the union and they internally came up with an agreement that worked.

Massachusetts Lessons Learned

>> Sarah Loizeaux: Through this experience, a lot of great lessons that we learned and can recall.

* Many Participants with disability were adequately supported by standing procedures and strategies given the opportunity
* When the DEI strategies were applied a majority of the customers with disability were adequately supported
* The effort to identify and outreach to potential partners to identify likely candidates for the healthcare pathway created new relationships, deepened existing ones and helped to communicate how the career pathways system could be used effectively across multiple demographics
* USBLN can be effectively leveraged to be an operational resource to WIOA partners

Six Key Career Pathway Elements

>> Sarah Loizeaux:

***ELEMENT 1*** *- BUILD CROSS-AGENCY PARTNERSHIPS AND CLARIFY ROLES*

* Engage cross-agency partners and employers.
* Establish a shared vision, mission, and set of goals.
* Define the roles and responsibilities of all partners.

***ELEMENT 2-*** *IDENTIFY INDUSTRY SECTORS AND ENGAGE EMPLOYERS*

* Conduct labor market analysis to target high demand and growing industries.
* Survey and engage key industry leaders from targeted industries and sector partnerships.
* Clarify the role of employers in the development and operation of programs.
* Identify existing training systems within industry as well as the natural progression and/or mobility (career ladders/lattices).
* Identify the skill competencies and associated training needs.

***ELEMENT 3 -*** *DESIGN EDUCATION AND TRAINING PROGRAMS*

* Research and promote work-based learning opportunities within business and industry.
* Develop integrated, accelerated, contextualized learning strategies.
* Provide flexible delivery methods.
* Provide career services, case management, and comprehensive supportive services.
* Provide employment assistance and retention services.

# Virginia DEI VIII – State Level Example

>> Brian Ingram: And it falls to me to lead you through a description of our final example, the Virginia Round 8 DEI and an example that highlights impact at the state level. So let’s begin by looking at an overview of the project.

Virginia Overview

>> Brian Ingram: Now the first thing I feel it’s important to point out about the Virginia example is that the state has implemented two earlier DEI projects a round one and a round four and the state level administrators have been consistent through all three rounds. The state of Virginia has had DEI projects in the beginning the middle and the latest of the DEI rounds so far and they have learned and refined their approach to reflect this vast store of experience. This is especially true when they were considering how the project might have the most significant impact on their emerging WIOA Career Pathways system possible at the state level. Our hope is that even though the conditions just described in Virginia may not reflect the situation in your state some of the conclusions they reached and strategies they developed might be useful for you to review and understand.

So back to our slide. I happen to know because conversations I’ve had with the project lead (Sinclair Hubbard) that when this very experienced core of state level administrators were deciding how they wished to construct the design for their round 8 project they knew they wanted it to have an impact on their states efforts to implement a standardized Career Pathways system as required under WIOA. They knew that this effort was moving forward as outlined in the legislation and that the proposed activities of the DEI were not necessarily connected to these efforts but could be very relevant to them. So here’s what they did, as a part of the round 8 project they created the DEI leadership group which was composed of administrative level representatives of all the partners covered in the States WIOA Plan and that was tasked with: This group is tasked with exploring ways to make the states Career Pathways system more accessible to customers with disability and to guide and assess Virginia’s round 8 project as it develops and operationalizes strategies to do so. But it had an even bigger role than that to play, lets look at the next slide.

Roles and Responsibilities

>> Brian Ingram: Let’s look at the roles and responsibilities of the DEI Leadership group. The leadership team consults regularly with the other state level groups focused on developing Career Pathways, the Career Pathways Work Group which advises state leaders on policies related to career pathways and the WIOA State Implementation Team and receives guidance and recommendations intended to strengthen the relevance of DEI project implementation to the states WIOA implementation activities. The leadership team also monitors and guides the activities of the DEI project at the local and regional levels. So the leadership team acts as a way to link the activities of the DEI project at the local and regional levels to the ongoing activities to implement WIOA and Standardize Career Pathways at a state level, it creates a line of communication if you will between the different levels we have been discussing, the local regional and state. Lets look a bit closer on the next slide.

Leadership Team

>> Brian Ingram: This slide just more clearly defines the outline I described for the previous slide but it does point out a few new and important pieces of the picture.

* The DEI Leadership team, the Career Pathways Work Group, and the the WIOA State Implementation Team have overlapping membership due to a recognized shared focus.
* These groups meet regularly and conduct shared programming, advise state leaders on policies related to career pathways, and ensure that their respective funds are maximized across their respective programs,
* The leadership team members currently collaborate to share information, gain knowledge about activities outside their spheres of influence, and work collectively to obtain workforce grants and other resources.
* The DEI leadership team will consult regularly with the Career Pathways Work Group and WIOA State Implementation Team for guidance and recommendations to strengthen project implementation

So to summarize, the three state level teams share some of their membership meaning some members of the DEI leadership team are also members of the CP work group, WIOA implementation team or both. It’s a fairly safe assumption that this should lead to a better understanding of where the three groups’ goals overlap and how the efforts of the DEI project might be relevant to the larger goals of CP and WIOA implementation in Virginia right? Now I can just imagine you all out there saying this is all well and good Brian but this is pretty high level stuff, I mean, how does this relate to the actual activities of the DEI project, the day to day stuff out there where services are delivered, fair enough question let’s look at how the DEI project figures into all of this.

DEI Project

>> Brian Ingram: So what’s on this slide is a list of the Virginia round 8 DEI’s goals let’s look at the first one to begin. Review and revise IT Training programs with universal access principals in mind. IT is a targeted industry that was identified by the project as an area of focus so that makes sense in this context and reviewing it in light of universal access principles also makes sense from a DEI perspective right, but I think the thing to consider today is that administrative level representatives from Title two, that's education, will be sitting on the DEI leadership team which should help with both access to IT curriculum and any attempt to revise them. Any effort made to do this could be shared with or advocated for in front of the Career Pathways workgroup and WIOA state implementation team, pretty cool right?

The other three bullets on this slide should look familiar to you after the first two examples involve Ticket to Work services like benefits planning and long term retention services to help customers with disabilities successfully engage and complete CP Trainings. Outreach to the disability community directly around the services and outcomes that might be available through access to the CP system, again something each of our examples have done in one way or another. Encourage co enrollments to increase training and supportive services for customers, that sounds like IRT’s a DEI projects bread and butter right?, the next slide is even more detailed on this subject.

DRCs

>> Brian Ingram: So I want to thank all of you who called me out a few slides ago because you made such a great point it’s when we get down to the DRCs at the service delivery level it all starts to make some sense I think lets look at these activities. The Lead and local DRCs will be responsible for coordinating the provision of career pathways services for jobseekers with disabilities in the participating regions. This includes:

* Facilitating alignment of activities to enhance partnerships across multiple service delivery systems with local workforce services and community supports
* Conducting cross-agency trainings such as career pathways process, disability awareness, WIOA Section 188, AT in the workplace, customer flow, integrated resource teams (IRTs), and financial literacy;
* Collaborating with workforce partners and AJC Business Services Teams to identify industry sectors with a career pathways focus on in demand jobs;
* Sharing accessible curricula and training developed for other career pathways projects with the region’s adult education partners;
* Developing partnerships with businesses and creating a value added approach by providing technical assistance/education to businesses on universal design, assistive technology, and the employment of qualified jobs seekers with disabilities.

Project Flow

>> Brian Ingram: Here it is project activities at each level distilled and bulleted, this is where I think you can really see how beautifully this project is laid out. At the local level you have our busy DRCs who are providing customers with IRTs, connecting them with the workforce EN and benefits planning, working to provide trainings across partners to improve performance around shared customers, and outreaching to business to develop placement strategies for individual shared customers

At the regional level you have the DRCs and project administrators looking for opportunities to build pilots as we saw in Massachusetts. You have the cross partner trainings which of course have a regional as well as local relevance, and you have business outreach, again this time using activities that might include a regional industry sector as opposed to a local business within it.

Then there is the state level and the first bullet is build that communication loop from state to region to local and local to regional to state. Then support local efforts at Career pathways access, so the state level administrators might actively advocate with their local level counterparts to encourage them to engage in these activities. Brilliant. The same for regional efforts to establish pilots, reach out to targeted industries using state level strategies, and finally use the leadership team’s access to state level CP and WIOA implementation activities to highlight project outcomes and findings as WIOA is implemented. It’s a top to bottom, bottom to top approach to systems change that is made possible through the implementation of the DEI project. All right with all that being said let’s look at how this example lines up with the CP elements.

Six Key Career Pathway Elements

>>Brian Ingram: Well you should be noticing a trend here because the VA Round eight DEI project in our opinion manages to include all but one of the six elements let’s review.

**ELEMENT ONE** - BUILD CROSS-AGENCY PARTNERSHIPS AND CLARIFY ROLES

* Engage cross-agency partners and employers.
* Establish a shared vision, mission, and set of goals.
* Define the roles and responsibilities of all partners.

**ELEMENT TWO** – IDENTIFY INDUSTRY SECTORS AND ENGAGE EMPLOYERS

* Conduct labor market analysis to target high demand and growing industries.
* Identify the skill competencies and associated training needs.
* Sustain and expand business partnerships

**ELEMENT THREE** – DESIGN EDUCATION AND TRAINING PROGRAMS*-*

* Identify and engage education and training partners.
* Identify target populations, entry points, and recruitment strategies.
* Review, develop, or modify competency models with employers and develop and validate career ladders/lattices.
* Develop or modify programs to ensure they meet industry recognized and/or postsecondary credentials..
* Research and promote work-based learning opportunities within business and industry.
* Develop integrated, accelerated, contextualized learning strategies.
* Provide flexible delivery methods.
* Provide career services, case management, and comprehensive supportive services.
* Provide employment assistance and retention services.

**ELEMENT FOUR-** IDENTIFY FUNDING NEEDS AND SOURCES*–*

* Identify the costs associated with system and program development and operations.
* Identify sources of funding available from partner agencies and related public and private resources and secure funding.
* Develop long-term sustainability plan with state or local partners.

**ELEMENT FIVE** –ALIGN POLICIES AND PROGRAMS

* 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

**Summary and Next Steps**

>> Miranda Kennedy: DEI Grantees and Partners now have information on strategies from:

* Kansas DEI on impacting Career Pathways at the *Local Level*
* Massachusetts DEI on impacting Career Pathways at the *Local/Regional Level*
* Virginia DEI on impacting Career Pathways at the *State Level*

Stay tuned to the DEI listserv for registration information and link and join us for our upcoming Part 3 of the DEI Career Pathway Series. During Part 3, we will break things down even further and give a little bit more of a guide.

Questions and Comments

>> Sarah Loizeaux: Question: What is the conversation between you and your community college look like and how did you get them to develop that training? The good news was that I did not have to do anything and our local community college had an employee that specialized in implementing and supporting industry-specific Career Pathways training and that was in place prior to me coming on board so the trainings are already there and I just use these strategies to make sure that people with disabilities can take advantage of them.

>> Miranda Kennedy: If you think about that in light of the guidance we have gotten as well it's about utilizing existing Career Pathways programs.

>> Sarah Loizeaux: Absolutely. There is no need to create anything new, making sure we can make the existing programs and inclusive for more people.

>> Miranda Kennedy: Because if you were to develop something from scratch, you could probably spend all of your time doing that instead of leveraging what is already available and getting much further in terms of impacting more programs and being more strategic about that, right?

>> Sarah Loizeaux: Absolutely.

# Resources

>> Miranda Kennedy: We do have a resources slide and a contact slide as well and I will get that for people. I will bring up today's PowerPoint because it does take a well for people to download.

Career Pathways Collection Site

<https://careerpathways.workforcegps.org/>

DEI Career Pathways Part 1: Aligning DEI and Career Pathways System and Program Strategies:

<https://dei.workforcegps.org/events/2017/12/04/16/04/Part_1-Aligning_DEI_and_Career_Pathways_System_and_Program_Strategies>

Expanding Apprenticeships for Individuals with Disabilities

<https://apprenticeshipusa.workforcegps.org/resources/2017/03/10/16/09/Expanding-Apprenticeship-for-Individuals-with-Disabilities>

Final Words

>> Brian Ingram: We are really going to focus on building our examples to provide a Career Pathways framework for you, and the hope is that the framework can be applied no matter where your project for your state is starting and give you some idea of how to develop some relevant steps to take on that Career Pathways topic that will move you forward to have an impact. That is the idea behind part 3. I hope you will all attend and it will put it all together for you is the hope.

>> Sarah Loizeaux: I think the only thing I can say from my experience is working as a DRC is find out what the community is already doing and see how DEI can support that because I am sure in your community there are already programs and people working with employers and try to find out who those people are work them.

>> Miranda Kennedy: I think those are excellent words to and on that note, I would like to thank everybody for spending your time this afternoon with us as we went through these examples and have broken it down with the six key elements. I do hope you will take a moment as you are wrapping up today after you have downloaded the PowerPoint to take a moment to fill out the post training survey and we do value and appreciate your feedback on this and we incorporate that into future training. If you include some comments, we may be able to incorporate that into part 3. I will wrap things up for today. Thank you all again and have a wonderful rest of your Monday afternoon. Thank you, everyone.

[Event Concluded]