Transcript for DEI Career Pathways Webinar Series

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

November 28, 2017

>> Laura Gleneck: Hello everyone. I want to welcome you to our DEI grantee learning opportunity. I am Laura Gleneck with the NDI technical assistance team. Today we are going to feature part one of a three-part series on career pathways. Today, we are going to talk to you about aligning the DEI disability employment initiative and career pathways system and program strategies. Our presenters include my colleagues, who are also with the NDI TA team. There I am for those who do not know me. My colleagues Dave Mayer, who in addition to serving as a technical assistance liaison also serves as our subject matter expert on career pathways. In addition, our colleague Miranda Kennedy, who in addition to being the TA liaison serves as our director of training. In addition, technical assistance. We are going to have time for questions and answers at the end of today’s presentation. However, please feel free throughout it to include any questions or comments, and you can use either the chat box or the questions and answers. Therefore, with that, I am going to turn the presentation over to Miranda, who will walk through the agenda and the context for today's webinar. Maranda, I will turn it over to you.

>>Miranda Kennedy: Great, thank you Laura. Great to be on with all of you today. Let us go ahead and get started and look at today's agenda. We are going to begin with a brief overview of how WIOA has increased the workforce development focus on providing services that promote inclusivity for all jobseekers. As part of that, we will discuss the WIOA definition of career pathway so we are all working with a common understanding. There have been many definitions and concepts of career pathways used by the different workforce systems. Therefore, we recognize how imperative it is that these partners have a shared understanding going forward. Next, we are going to go into detail about how DEI strategies are well aligned with career pathways models and we will examine how DEI resources can provide opportunities that will support existing career pathways systems and programs. This is not about creating new ones; it is about integrating and increasing access to existing ones. We are also going to be touching on apprenticeships as an ideal avenue for more inclusive pathway programs and as a model for businesses to train job candidates on those necessary skills and capabilities in an effort to really hire the best employees. Finally, we are going to lay out an action plan with steps that will lead the DEI team to a seat at the leadership table, Becoming a partner and contributor in existing and new career pathways programs.

Let's get started with an overview of WIOA and the disability connection. Each state developed a WIOA statewide focus on planning increasing the capacity of the American job centers to serve targeted groups. Two primary focuses of each state plan are developing career pathways and developing strategies to effectively provide services to targeted groups including people with disabilities at the job centers. Local disability standing committees. WIOA authorizes local boards to establish a standing committee to provide information and to assist with operational and other issues relating to the provision of services to individuals with disabilities including issues related to compliance with WIOA section 188. In addition, applicable provisions of the ADA (Americans with disabilities act). WIOA establishes local workforce development boards, having standing committees to provide information and to assist with operational and other issues relating to that provision of services to people with disabilities. WIOA section 188 supports and incorporates DEI strategies with its focus on improving programmatic and physical accessibility to all job center customers. That programmatic piece is really key. Section 188 also requires that reasonable accommodations be provided to qualified individuals with disabilities in certain circumstances. Disability related regulations are covered in other statutes such as section 504 of the rehabilitation act and title I of the ADA. The LEAD center, funded by US Department of Labor Office of Disability Employment Policy, continues to provide guidance and support to help states and local areas develop effective integrated service delivery strategies at the job centers. I want to point out so that you can see the collaborations at the national level with this work that your DEI technical assistance team, those of us on this call and our teammates and the LEAD center meet regularly. We had one of our biweekly meetings just this morning. We are joined by members of the RSA-funded Workforce Innovation Technical Assistance Center (WINTAC) in this biweekly meeting. You can see we are very much working hand-in-hand here at the national level to align our work and efforts just as you are doing so at the state and local level.

That fourth bullet, as it happens was part of our discussion this morning on the call with some of NDI’s other technical assistance centers. Supporting financial literacy. As you all are most likely quite well aware, people who are economically vulnerable often face a complex set of terriers and require a variety of services to improve their financial condition. Much more than employment. Financial capability encompasses a range of services that vary in terms of their content delivery method and target audience. The services including increasing access to public benefits and tax credits, connecting people to mainstream bank accounts, not payday lenders and predatory lenders. Encouraging savings, building credit and supporting home and business ownership as well as protecting people from those People with disabilities are quite inclined to fall prey to those predatory practices. Just one of many examples of a DEI project focusing on financial literacy is our round 6 Washington project. This state partnered with the Northwest access fund and community minded enterprises to provide disability specific training to both pilot DEI areas. The Washington access funds provide group or financial wellness training to AJC customers with disabilities as well as one-on-one intensive financial coaching when requested. Community-Minded Enterprises provides work incentive and benefits counseling to Social Security benefits recipients to counsel them around issues related to changes to their finances and benefits if they chose to return to work on a full-time basis. Just one of many examples. We will be getting into more examples more deeply in parts two and three of this training series but you will hear some of those peppered throughout today's discussion as well. That leads us into the final bullet here, inclusive career pathways, I will go ahead, and let Dave take it away from here as our subject matter expert for the DEI on career pathways.

>> Dave Mayer: Thank you so much I appreciate that Miranda. Good afternoon and good morning to those of you in Hawaii and Alaska. I am excited about being here talking more about career pathways and creating more inclusivity at the job centers and with our system partners. First, Miranda mentioned that we really needed to set ourselves up with the definition of career pathways. Since there are so many different career pathway definitions throughout the different systems, we decided that the best one for us to make a commonality here would be the one that is directly out of the Workforce Opportunity and Innovation Act. Career pathways defined a number of different elements. The first one being a combination of rigorous and high-quality education training and other services that aligns with the skilled needs of industries in the economy of the state and regional economy. Today’s economic environment is ready for employment growth, yet employers continue to have difficulty finding the skilled workers. Of those Americans who lack the skills required for in-demand occupations, many do not know how or where to access the information, training, and credentials needed for these family supporting jobs. The Career Pathways model supports the development of strong, vibrant regional economies where businesses thrive and people want to live and work. To align educational offerings with business needs, career pathways systems engage business and support sector strategies in the development of educational programs up front. Instead of waiting until they have already done the training and finding out that that, training is not actually valuable to the employer or the potential employee.

The second one is preparing an individual to be successful in any of a full range of secondary or post-secondary education including registered apprenticeships. Career pathway programs offer a clear sequence, or pathway, of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies. Career pathway programs make it easier for people to earn industry-recognized credentials through avenues that are more relevant; to provide opportunities for more flexible education and training; and to attain market identifiable skills that can transfer into work. The third element is counseling to support an individual in achieving the education and career goals. This is a place where the DEI really comes into play. Career pathways supportive counseling may include: 1) Career counseling, advising, and planning, 2) personal counseling, 3) financial literacy and asset development counseling 4) mentoring (including peer-to-peer) and 5) group counseling (such as a job club or other facilitated support group)

>>Miranda Kennedy: That is a lot of comprehensive information. Is there anything else that helps us understand career pathways that you can share?

>>Dave Mayer: Miranda, career pathways has a few other important elements.

There is a lot to this. It is very deep and defined. Number four includes education offered concurrently with the same context as workforce preparation activities and training for a specific occupation or occupational cluster. This includes connections to existing bridge programs where Employability Skills activities are a part of the curriculum. These employability skills generally include applied knowledge, effective relationships, and workplace skills. Career pathways align well with existing State and Regional sector strategies-these business collaboratives are identifying necessary training for specific occupations and industries.

The fifth element is organizing education, training, and other services to meet the particular needs of an individual in a manner that accelerates the career advantage to the extent practicable. Adults, youth, and non-traditional, working learners, especially those who lack basic skills and English language comprehension, often have other barriers to employment, including housing, transportation and childcare needs. In addition, working learners have the added challenge of balancing jobs with training, making flexible training programs, such as evening/weekend, or online classes critical to their success. Developing career pathways-oriented education programs that support the unique needs of targeted populations prevents learners from prematurely exiting training programs and ensures higher completion rates. Something we have heard quite a bit is career pathways and the DEI connection. The sixth is enabling an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized post-secondary credential. WIOA and Career Pathways place an increased focus on high school graduation rates, and allow service providers to help the jobseeker truly see the value of ongoing learning by introducing a career pathway and the process of attaining stackable credentials. Finally, it helps an individual to enter or advance with a specific occupation of occupational clusters. Ultimately, WIOA focuses on career advancement in emerging sectors, planning for future and longevity to promote a self-sustaining career. With CP, employers and industry leaders develop competency models so jobseekers are able to clearly evaluate their capacity and desire to pursue an occupation as a long-term goal.

>>Miranda Kennedy: As part of that, can you tell us a bit, about how apprenticeship fits in with career pathways?

>>Dave Mayer: I would be glad to. Thank you very much. Apprenticeship is an important component of career pathways model as a job-driven strategy. Let us look at what an apprenticeship is. Definition of apprenticeship directly out of the presidential Executive Order of June 2017, A job and career pathway that allows individuals to simultaneously earn money and learn a skill through a combination of education and hands-on training. Registered Apprenticeship is a high-quality work-based learning and post-secondary earn-and- learn models that meet national standards for registration with the U.S. Department of Labor (or federally recognized State Apprenticeship Agencies). Third, Apprenticeships strengthen workforce inclusion Because of the range of opportunities available, apprenticeships provide a good career path for people from all backgrounds, including people with disabilities. For businesses, this increased diversity means a broader range of perspectives on how to confront challenges and achieve success.

As background, a DOL report titled “Registered Apprenticeships: Improving the Pipeline for PWD”, released in 2015, calls for continued engagement with the business community to significantly improve recruiting, hiring, and retaining practices and to address any policy or practical barriers that would hinder employment of people with disabilities. Completion of a Registered Apprenticeship program should be considered as a viable option for promoting successful long-term employment outcomes for people with disabilities at competitive salaries and with little or no educational debt.

Let me share a few examples of how DEI Projects are focusing on Apprenticeships.

The Minnesota Round 7 project is in the beginning phases of establishing youth apprenticeships in manufacturing and IT. The Youth Career Connection project will also link up with the Minnesota Department of Education’s Youth Apprenticeship program to ensure non-duplication of services and effective implementation strategies.

CA DEI V implementing site in Southeast Los Angeles, better known as SELACO, was awarded a grant earlier this year for ex-felons focused on entrepreneurship or apprenticeships in the trades or construction. SELACO’s DRC is working closely with the ex-felon grant project manager to support SELACO’s business services representatives and leverages funds by co-enrolling common customers in both projects.

NY VI Herkimer/Madison/Oneida Region is helping to make connections to Apprenticeship opportunities in their area. In December 2016, the local DEI and the American Apprenticeship Initiative collaborated and presented at the Employer Needs Forum. The Forum provided employers and training providers with information on the available funding for training new employees and developing retention/training programs for anticipated workforce needs.

And Miranda now that we have a good working definition of career pathways and we have introduced apprenticeships into our career pathways discussion, can you share why it is so important for WIOA to focus on career pathways?

>>Miranda Kennedy: I would be happy to. Let's dive in. We know that too many adults in the U.S. lack the skills or credentials to fit the requirements of the in demand jobs in our economy. Subsequently this approach 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. Finally, the focus on Career pathways systems transforms the role of employers from not only a customer, but a partner and a co-leader in the development of the workforce. This ensures that employers are highly engaged in the development of career pathways. This benefits business at all levels and our economy overall because it leads to an increase in the pipeline where we now have more qualified workers.

So, starting in Round V of the DEI the focus has been on Career Pathways, and we just walked through Career Pathways and WIOA and Disability. Can you tell me more about the connection between Career Pathways and DEI, including some examples of how this is connection is playing out in the field?

>>Dave Mayer: Thank you Miranda. I wanted to just reiterate and we will say this a number of times. One of the problems we had upfront when round five came around is many of the DEI projects believed they needed to create brand-new career pathway systems. We put this slide here so we can get a focus on what that initial idea was at the Department of Labor when they talked about what they were looking for within career pathways. Under round eight and this was also through back to round five. Under (Round VIII) DEI funding, grantees will focus on improvements needed to make their existing “career pathways” systems fully inclusive of and accessible to individuals with disabilities.”

Grantees are building off the career pathway system that has already been developed as your foundation to make it grow. As the Round VIII FOA states: you are focusing on making “improvements” to make your “existing” career pathways fully inclusive and accessible to persons with disabilities.

A few examples of proposed strategies from Round VIII DEI grantees include:

Cherokee Nation DEI will implement activities that will increase access to and the participation of individuals with disabilities in the WIOA employment and training services with a focus on improvements needed to make the existing Cherokee Nation Career Services career pathways system fully inclusive of and accessible to individuals with disabilities.

The Colorado DEI strategy aligns with Colorado’s priorities for the increased participation of underserved populations, including State Apprenticeship Expansion Grant, Employment First Initiative, and state initiatives to further develop and use industry-driven career pathway systems and work-based learning models.

Hawaii DEI plans to strengthen the partnership between WIOA Core Partners, American Job Centers (AJCs) and disability-serving agencies, to increase the number of youth with disabilities entering Career Pathways and accessing the AJCs. It will expand on Career Technical Education strategies to implement employment experience models to strengthen services that prepare youth for work with a project that integrates the agencies’ respective services and provides an Interactive Discovery Model.

Something that you can definitely get more information from your TA advisor about that discovery model. Next.

>>Miranda Kennedy: I think I'll take it over Dave from here. Let's talk but effective career pathway models. These operate at two levels. A systems level and program level. Systems level is a series of connected education, training and support strategies that enable individuals to secure industry relevant certification and obtain jobs within an occupational area. At a program level it is a single training initiative containing one or more essential components.

At a systems level, WIOA encourages states to align state resources to support integrated service delivery across Federal and state funding streams and to ensure that interested partners and agencies – whether focused on education, workforce development, or human and social services – are aware of this joint commitment for improved collaboration and coordination across programs and funding sources.

At the program or customer level, employment service providers need to re-organize a portion of their operations to provide career pathways services for customers. This will require changes in how staff are organized, understanding the regulations and processes under the newly braided funding streams, training staff on career pathways, and creating stronger employer ties for those pathways. It will also require interagency agreements and cross-agency training on referrals and how the linkages are operationalize. The customers benefit from a new service delivery strategy that is job-driven, centered around work-based learning and training, sector-driven, and fully committed to agency partnerships with an emphasis on inclusion for all jobseekers. Dave can you tell us a little bit about career pathways systems?

>>Dave Mayer: I would love to. Most definitely. As you can see on the right side of the slide the six key elements in career pathways that come directly from the career pathway toolkit and I hope you have seen it. If you have not, we have it on the resources slide at the end. Please look at it. Career Pathways creates a framework for “existing” education and workforce services to connect into one system. Focus on coordinated planning increases capacity of AJC’s to serve targeted groups. WIOA increases the emphasis on cross-system alignment, strategic planning, performance measurement and data collection/utilization, all vital components of the DEI.

The WIOA Career Pathways model stresses that agencies can No longer focus on the end game being placement into first or any job. WIOA has its partners working together to assist jobseekers in developing self-sustaining career paths in competitive integrated employment. The relationships built between VR and Title 1 in previous and current DEI rounds are helping both systems develop a more proactive approach to retention strategies

CP models offer a more efficient and customer-centered approach to workforce development because they structure intentional connections among employers, adult basic education, support service providers, occupational training, and postsecondary education programs and design the systems to meet the needs of learners and employers.

To facilitate a new system focus there needs to be a major change in mindset. Developing career pathways involves a process of coordinating and connecting different parts of multiple public and private services and activities to make up our comprehensive education and training system. WIOA increases the emphasis on cross-system alignment, strategic planning, performance measurement and data collection/utilization. Career pathways development is a broad approach for serving populations that may experience significant barriers to employment and can substantively alter the way the workforce system delivers its services and its relationship with partner organizations and stakeholders.

Miranda, would you like to share a little bit more about the benefits of the DEI career pathway system alignment?

>>Miranda Kennedy: I have been waiting to do so. Thank you Dave. Let's talk but the benefits of DEI career pathway system alignment. The goal is to increase business community awareness of how to recruit people with disabilities and the benefits and return on investments of hiring people with disabilities. At the systems level we want to make sure we are building that awareness. And I do want to let folks know we have a DEI community of practice series that we have held with earlier rounds of DEI where we have examples of various effective strategies that are being used. You will have upcoming DEI learning opportunities to learn more about business engagement.

There is a lot of examples and we will help guide you to those. Those are in our resources at the end of today’s training. It is a big part of what we do and it is very important especially now that business is a partner. How are we leveraging that partnership around career pathways? Exciting stuff.

Similarly, integrating systems change in service delivery design and in relevant programs serving individuals with disabilities. This can only be attained through intensive system cross-training and maximum buy-in from each system’s leaders and staff. We will talk more about this in our upcoming trainings as part 2 and 3 of this series, but one example across all of our projects would be the use of the Integrated Resource Team approach at the individual customer level and how it coordinates and leverages partnerships across WIOA titles, agencies and providers. This model can then inform and influence system and policy by showcasing and demonstrating the outcomes that can be achieved for people with disabilities when we all work together. We've got examples out of Alaska and Minnesota and others where they've got developing models. Some of them are building off each other and some of them are coming up on their own ways to train their staff and partners to better serve jobseekers. And systems and titles. This is about achieving those outcomes for people with disabilities when we all work together.

Aligning policies, practices and leveraging funds across systems to expand the capacity of the public workforce system and its partners to provide integrated and accessibly Career Pathways programs. Although there are system rules and regulations that prevent complete system integration, there are many areas of service provision that can be combined to provide effective ways of mitigate administrative red tape that often lends to a customer’s and staff person’s anxiety and creates a wedge between them. Some of our DEI projects and states have developed common referral forms across WIOA titles and agencies to work around this challenge. Local areas in Massachusetts DEI have done this and our DEI project in the state of Washington are just a few examples. Again – we will be highlighting and going into depth around some of these examples in parts 2 and 3 of this series.

Establishing Measurable goals that increase the participation of PWD in CP systems and programs. If you can’t measure it…well, suffice it to say – you need to be able to measure this! As part of that measurement, Career Pathways models promote active follow-up practices that focus on retention and provide confirmation that CP strategies lead to increased long-term employment and better job opportunities. This is something all of our DEI projects are engaged in. Finally – we want to be able to evaluate these methods. In order to do that, we will need to develop some strong evaluation methods to determine successful outcomes, which can be replicated/expanded after DEI. The idea here is to use data gathered by State and Regional CP systems and programs to drive real system change and identify accountability. Now that I have shared some of the benefits of system alignment Dave, can you tell us a bit about program alignment?

>>Dave Mayer: Let me start by talking about the programs in general Miranda. First, some of the things we talk about in the elements of a career pathway: The use of alternative assessments focus on the jobseeker’s strengths allowing the supporting staff to choose an appropriate assessment for jobseekers with different learning styles, maturity levels, learning disabilities, physical disabilities, and other characteristics that could affect performance. Using traditional assessments may not allow an employer case manager to really see what that jobseekers true skills and abilities are. Having those alternative assessments is very important. Similar to alternative assessments, it is imperative for systems to work together to ensure that training and education accommodates students with any number of challenges that could affect their ability to show their real abilities and competence to do a job. In secondary school, we see many DEI projects working with their local technical education center to get credit in high school for both high schools and post-secondary credentials. Creating opportunities for upward mobility in a chosen career were career cluster.

With WIOA’s focus on developing and implementing sector strategies in high-demand industries, businesses work with WIOA partners and other workforce professionals to identify and collaboratively meet the needs of that industry in relation to the current regional labor market. CP strategies effectively meet the need business by offering a clear sequence, or pathway, of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies. By having the flexibility of on- and off- ramps, to start and end education and training due to life circumstances, individuals do not feel pressured into attaining advanced credentials until they are ready and/or able.

Miranda, why don't you tell us about the program alignment for DEI career pathways?

>>Miranda Kennedy: Thanks Dave. I will share program alignment. What are the benefits of DEI career pathways program alignment? Let's take a look at the slide and I will give examples under each of these. We've got promoting awareness of assistive technology, stronger partnerships and better opportunities for leveraging funds and resources, educating career pathway programs and crucial support services, providing more integrated work-based learning opportunities and focusing on high demand business sectors and employer engagement.

A couple of examples under each of these.

Promoting awareness and assistive technology. Our Connecticut DEI Round 4 and 7 project has helped to establish and incorporated an AT lending library which is a collaboration with VR is nearing completion and AT items will soon be available for check out as needed. Many DEI projects have developed relationships with the mandated State Assistive Technology Program and Centers for Independent Living: both are great resources for AT needs.

Let's take a look at what stronger partnerships for leveraging funds and resources. The Alaska DEI Round 6 project, a New partnership with University of Alaska Career and Technical Center in South East Alaska has resulted in the creation of five high growth industry career exploration and learning experiences that will commence in the fall. Each class is a 5 day, 36 hour training and will cover the following: Mining, Construction, Healthcare, Power Plant Technology and OSHA safety. In addition, any youth successfully completing the program wanting to continue into a certification program in that field will receive automatic priority and expedited eligibility determination for Title I funding. That is a stronger partnership. Any good leveraging of funds.

Bullet three, educating career pathway programs on crucial support services. An area that supports the need for increased alignment of DEI and CP strategies is the availability of support services for individuals with disabilities and other challenges to employment. Many CP programs are administered by educational institutions, whose primary focus is developing and implementing education and training that leads to employability. Although some CP programs have excellent partnerships with partners who are experts and have access to supportive service funding, it is crucial that existing CP programs seek assistance from these partners and work together to close any services gaps that may hinder an individual’s ability to succeed along their path. We have really seen so many of our folks on our projects working to address that.

Providing more integrated work-based learning is an effective method for teaching skills that are valued in the labor market and a powerful incentive to keep individuals engaged and to encourage them to advance in their academic or technical program. Work-based learning can help participants of any age build their resumes and gain access to a valuable network of job contacts in an industry. Things like Dave has shared before about Apprenticeships, on-the-job training and paid work experience. In addition, really getting people with disabilities, those opportunities making sure those are accessible. That really is key, we do have resources, and supports as Dave mentioned before.

Let's take a look at the fifth bullet here. Focus on high demand business sectors and employer engagement. Years of focus on the needs of job seekers in employment and training programs, with limited consideration of the interests and needs of employers or the climate of particular industry sectors and labor markets, has resulted in generally modest effects, even among successful programs. The Washington State DEI Round 6 project is partnering with the Washington Business Alliance, an organization of businesses interested in matching qualified job seekers with the needs of business. The Alliance hired a new primary consultant, who has made connections with major companies/corporations in the Seattle area and is working to help them meet the Section 503 requirements. Hiring the new consultant provided an opportunity to make better connections between the Alliance and the AJCs through the DEI to help support their employee pipeline of qualified candidates with disability.

Let's go further Dave, and I will hand it over to you to talk about developing an effective DEI career pathway connection. We have given some examples. How might we break this down and move forward with this?

>>Dave Mayer: Let's keep on digging, absolutely. These are some of the strategies and some of the things that we have taken out of our connections with the previous and current DEI states. Some of the things to really think about when you are talking about making these connections. We know the first and foremost, if we do not have buy-in from system decision-makers that it is never going to work. We know that is a fact. We call it the top-down and bottom-up syndrome that we need to have people who are champions at the top level, at the state and regional level, within both the state boards and the local boards to take the reins and make sure that the focus continues to talk about inclusive career pathways.

While some agencies provide services to the general population, others may serve only “targeted” populations. It takes a variety of agencies and/or funding streams to provide comprehensive services to both targeted and universal populations. And they have to learn how to work together. Second is the team needs to speak a common language. So many different acronyms and definitions going from system to system and we need to make sure that we are not sitting around just nodding our heads when somebody is talking about something that we know nothing about. A prerequisite to defining the roles and responsibilities of each of the partners within the career pathways system is shared knowledge of the services each agency provides, the populations it serves, and the service models on which its programs are based. That way you have an opportunity to see who has the strength, where the gaps are for each one of the partners and you can move forward in a way that you are all speaking that same language.

Cross Training is essential (i.e. serving job seekers with multiple barriers, each partner’s available resources/expertise, service delivery flow) California has implemented a comprehensive training for regions that have not been exposed to the DEI project through partnership between the State Employment Development, Department of Rehabilitation and the California Workforce Association. The trainings were inspired by California’s Round 7 proposal that funded a travelling DRC to facilitate regional trainings to educate and inspire other workforce professionals to adopt successful DEI strategies. It is an incredible coordinated effort between the three state organizations.

Fourth, create a core DEI career pathways team. A periodic review of State and local team membership can ensure that the team includes representatives that support key functions and services within the system. In addition, new partnerships expand as the group seeks to engage new target populations. Having a clearly defined sense of purpose will assist the DEI CP Core Team to encourage current partners to participate in the process of becoming a primary partner in existing CP programs, and inspire organizations that are not currently participating to get involved. These are all things that are directly spoken about in the workforce innovation and opportunity act and it follows through in the DEI and career pathways models that are part of that.

Talking a little bit about the state level team and how important this is, the state team supports local team and assists in the development of an administrative and regulatory environment that aids local implementation and statewide development. To be most effective, the state-level representatives on the cross-agency leadership team include, at a minimum, from the state agencies responsible for: Workforce development, Disability service providers, Economic and Business develop, Adult basic education, and secondary and post-secondary education

Washington’s DEI State Coordinating Committee meets in person on a quarterly basis to facilitate systems’ level collaboration. With the team of local area DRCs and WDC management along with the DEI State Lead and Project Advisor reporting on the status of the DEI in relation to the ongoing strategies and goals of the project, the Committee identifies emerging issues and potential challenges in an effort to develop collaborative solutions.

Active members of the Coordinating Committee the DEI State Lead and State Project Advisor, DRCs, local WDC management, Vocational Rehabilitation and Services for the Blind, Washington Business Alliance, AmeriCorps, Disability Service Coordinators from Comm. Colleges and Voc. Tech schools, the state WIPA provider, and a CBO focused on Financial Literacy,

At the quarterly meetings, Committee members take turns providing information on their agencies’ resources and expertise relevant to the DEI project. The State Project Advisor facilitates the meeting and sets the agenda, often asking Committee Members or other agencies to provide training or workshops on subjects that are currently pertinent to the DEI project. A recent presentation from the Washington Dept. of Behavioral Health prompted them to join the Committee, which members find is an excellent addition to the Team. How are we going to put this together? What if we found that really does work? This is a snapshot and what we have found could really get you to a place where you have this connection with your existing career pathways model.

Local partners develop a career pathways and DEI team to conduct research. This is not a required role of the DRC, but the DRC is in the best position to determine the best people for the core team (responsible for making sure the momentum doesn’t stop), and coordinate introductory meetings for partners create a common vision for developing more inclusive career pathways model to become just a natural function of the job centers. It also allows the DRC to coordinate introductory meetings for partners and create a common vision for developing more inclusive career pathways programs.

Secondly, the team completes an assessment of career pathways and DEI alignment. The state DEI team will take a look at the state and regional current career pathway systems and programs. My suggestion would be to start with your State has unified or Combined WIOA plan. You can perform a word find to locate career pathway references and should be able to glean the State’s CP strategies, and the State agencies responsible for developing and administering career pathway models and strategies. Then contact the lead career pathway agency to get a clear picture of the current model, what is working well and what needs work and who are the regional career pathway program administrators.

Now we are getting down to that local area. Next, the team completes an assessment of the career pathways alignment by contacting the local career pathways administrator to get a clear picture of the current career pathways program at the local and regional level. Where this is working well and most importantly, what services and resources are missing and not fully incorporated? Then the team works with managers and partners to discuss and improve a plan of how to address those service gaps of existing career pathways program. And that's where the cross training and the cross agency connection really comes into play when we understand, it gives us and local partners an opportunity to take a look at where we are going to plug in those gaps and how we are going to make this a much more effective and comprehensive system.

Next, the team will get together with the existing career pathways administrator to present the service gaps solutions to them. By the time, we are done doing that, what is in it for me, has been answered for them. The idea is than to become a primary partner within the existing career pathway systems going forward. The next step is to make sure that career pathways core team is continuously getting the career pathways DEI team together to reassess what is going on with the career pathways models. Find out where there are areas where we can increase the capacity to create pathways that are more inclusive. And I will turn it back to Miranda.

>>Miranda Kennedy: Thank you Dave. We have covered quite a bit of information in the last 54 minutes here. Thank you all for joining us. This is part one of a three-part series. We will be diving into more details and more examples in parts 2 and 3 of this training. Here is some of what we have covered. How WIOA promotes improved services for jobseekers with multiple barriers. How apprenticeship is part of the DEI career pathways. How to build upon existing pathways and models not develop new ones. This is to increase access, outcomes, and existing programs models. You need buy-in at all levels and all systems. In addition, Dave helped us wrap up talking about a core DEI pathway team. In addition, how effective that strategy can be related to systems change. Talking to others who haven't been able to join you and you want to give them a heads up about what we covered today this is a good summary for you to share with folks. We hope this helps to increase your understanding of the connection and strategies and certainly hope it will whet your appetite. I will hand things over to Laura to help wrap us up and talk about some resources and such at the end. Thank you everyone.

>>Laura Gleneck: Great, thank you Dave and Miranda and thanks everybody for joining us. Today’s presentation was really the 101 that included a lot of information to lay the groundwork. To have you have a better understanding of what takes place at the state level and the local level and you heard throughout some great examples of how DEI has been able to open doors by increasing access of individuals with disabilities. We do have resources on this page, which Dave and Miranda referenced throughout the presentation. In addition, in the Q&A box I hope all of you can see it. It is from our colleagues from the LEAD Center, as Miranda said we coordinate and collaborate with. The website is the acronym DRIVE. It breaks down the WIOA state plan in terms of what it includes around addressing accessibility and the needs of individuals with disabilities. If you cannot see it or you have a question about it, please reach out to Dave, Miranda, or I and we will make sure you get the e-mail with it. it's a really good resource and it's one that will help you at the state and local level to have a better understanding of what your state plan says and how you can leverage DEI to either support that or enhance what might not be in there.

We have a series of resources. In addition, I will touch on that very quickly. I will transfer the PowerPoint. So that all of you can have them.

Career Pathways Toolkit: Enhanced Guide and Workbook for System Development (2016) <https://careerpathways.workforcegps.org/resources/2016/10/20/10/11/Enhanced_Career_Pathways_Toolkit>.

WorkforceGPS-Career Pathways Collection <https://careerpathways.workforcegps.org/>

Integrating & Implementing CP/Apprenticeship within a Sector Strategy <https://businessengagement.workforcegps.org/resources/2016/05/12/13/09/Integrating-Implementing-Career-Pathways-Apprenticeship-within-a-Sector-Strategy>

LEAD Center-Creating Inclusive Career Pathways: Cross-System Integration Strategies

<http://nawb.org/nawb/forum2017/documents/workshops/Creating%20Inclusive%20Career%20Pathways-Cross-System%20Integration%20Strategies%20PPT%2003-27-17-%20Final.pdf>

WorkforceGPS Apprenticeship Community of Practice <https://apprenticeshipusa.workforcegps.org/>

Expanding Apprenticeships for Individuals with Disabilities

<https://disability.workforcegps.org/resources/2017/10/11/01/35/Expanding_Apprenticeship_for_Individuals_with_Disabilities>

As Dave and Miranda went through today's presentation, they touched on career pathways in general and how the DEI is taking what exist and expanding it to help increasing access and participation of individuals with disabilities. These resources are meant to help you. I am going to include Dave and Miranda’s contact information, and as I do this, I am going to share the file with you. We used this PowerPoint today. If you click on it and highlight it, you can download it to your computer or desktop. We will keep the web platform open for a while. We also have a post training survey that we would to ask you to take a few minutes to complete. It is not that long. If you have other questions or you want to learn more about a certain topic area, you can take advantage of the post training survey to share with you. Please keep a lookout for the announcement for the part two and part three of the series. Really want to thank all of you who took the time to join us today To learn more about how you and the work you are doing can increase access and participation of individuals with disabilities in your existing career pathways. Therefore, with that, I am going to close today's presentation. Enjoy the rest of your day.

Happy holidays.

Take care, everyone. Goodbye. [Event Concluded]