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Career Pathways for Adult Learners in Chicago, Houston, and Miami



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NCWE

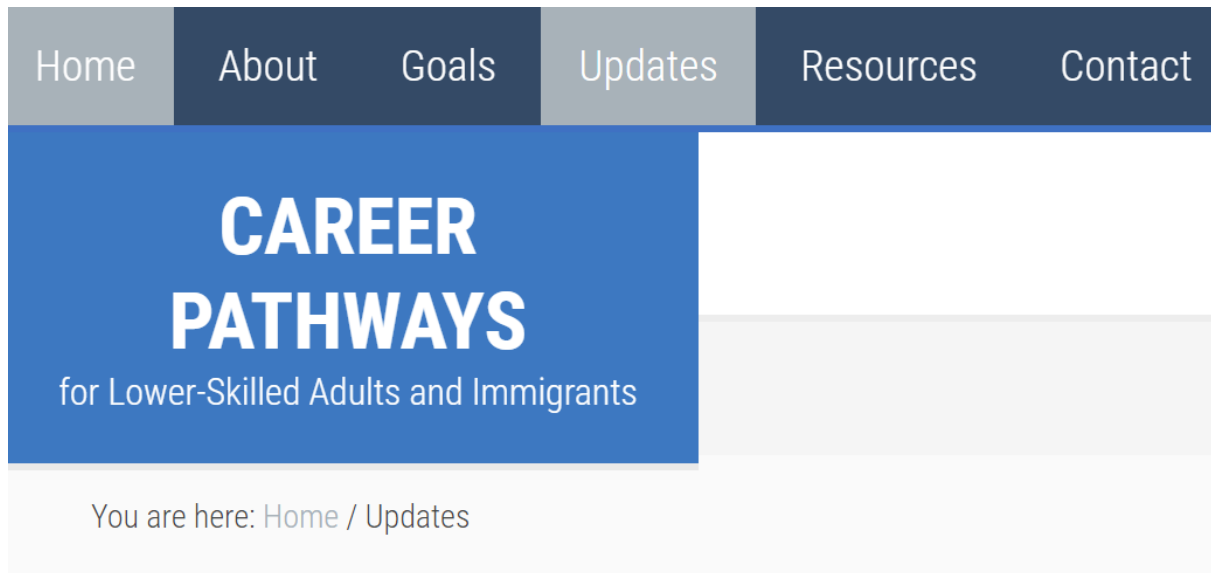
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# Download Our Presentation

- <http://adultpathways.psu.edu/>
  - “Updates” tab
  - Click on the hyperlink for the NCWE presentation



# Introduction

- Aims and rationale of IES researcher-practitioner partnership project
- Summary of findings from survey, focus groups, and case studies
  - Program characteristics
  - Access
  - Support services
  - Outcome measures
- Discussion

# IES Project Overview

- Institute for the Study of Adult Literacy, Penn State
  - Dr. Esther Prins (Principal Investigator; Co-Director, ISAL)
  - Dr. Carol Clymer (Co-Director)
  - (Dr. Blaire Willson Toso)
- Chicago Citywide Literacy Coalition
  - Becky Raymond (Executive Director)
  - (Alex Ziskind)
- Houston Center for Literacy
  - Sheri Suarez Foreman (President and CEO)
  - (Martin Loa)
- Miami-Dade County Public Schools
  - Mark Needle (Educational Specialist)

# IES Project Overview

- 3-year U.S. Department of Education (IES) researcher-practitioner partnership grant (2015-18)
- Aims
  - Understand how adult basic education providers in high-need cities are integrating career pathways (CP) into their services – especially for immigrants and adults with barriers to education and employment.
  - Identify which student outcome measures are most extensively used & any metrics that are used within & across the cities.
  - Understand how successful programs design & implement CP.
- First study to map the landscape of adult education career pathways in Chicago, Houston, Miami.

# Project Overview

- Our definition of career pathways:
  - This approach “connects progressive levels of basic skills and postsecondary education, training, and supportive services in specific sectors or cross-sector occupations in a way that optimizes the progress and success of individuals—including those with limited education, English, skills, and/or work experience—in securing marketable credentials, family-supporting employment, and further education and employment opportunities.” (CLASP, 2012)

# Methods: Research Questions

| Research Questions                                                                                                                               | Method                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| What are the key features of adult education-career pathways in each city?                                                                       | Survey                      |
| Which CP outcome measures are used most extensively?                                                                                             | Survey                      |
| Which measures, if any, are used by all ABEL providers within and across cities?                                                                 | Survey                      |
| What interim and long-term outcomes are ABEL providers helping lower-skilled CP participants to achieve?                                         | Survey                      |
| In each city, which policies and practices shape (a) CP programming for under-educated and immigrant adults and (b) coordination across systems? | Focus groups & case studies |
| How do selected programs design and implement CP programming?                                                                                    | Case studies                |
| Which programmatic features, policies, and other factors contribute to student success?                                                          | Case studies                |

# Methods: Data Sources

- Survey of all ABEL providers in Chicago, Houston, & Miami
  - n=147; 72% response rate
  - 2014-15 program year
  - Student characteristics & outcomes = rough estimates
- Focus groups with 18 providers (5-7 per city)
  - Nominated by survey respondents & city partners; reported CP services & successful outcomes
- Case studies of six exemplary programs (2 per city)
  - 18 class observations
  - 44 interviews with 56 people (teachers, administrators, support staff, key partners)
  - 3 focus groups with 53 students (3-13 per site)
  - Document analysis



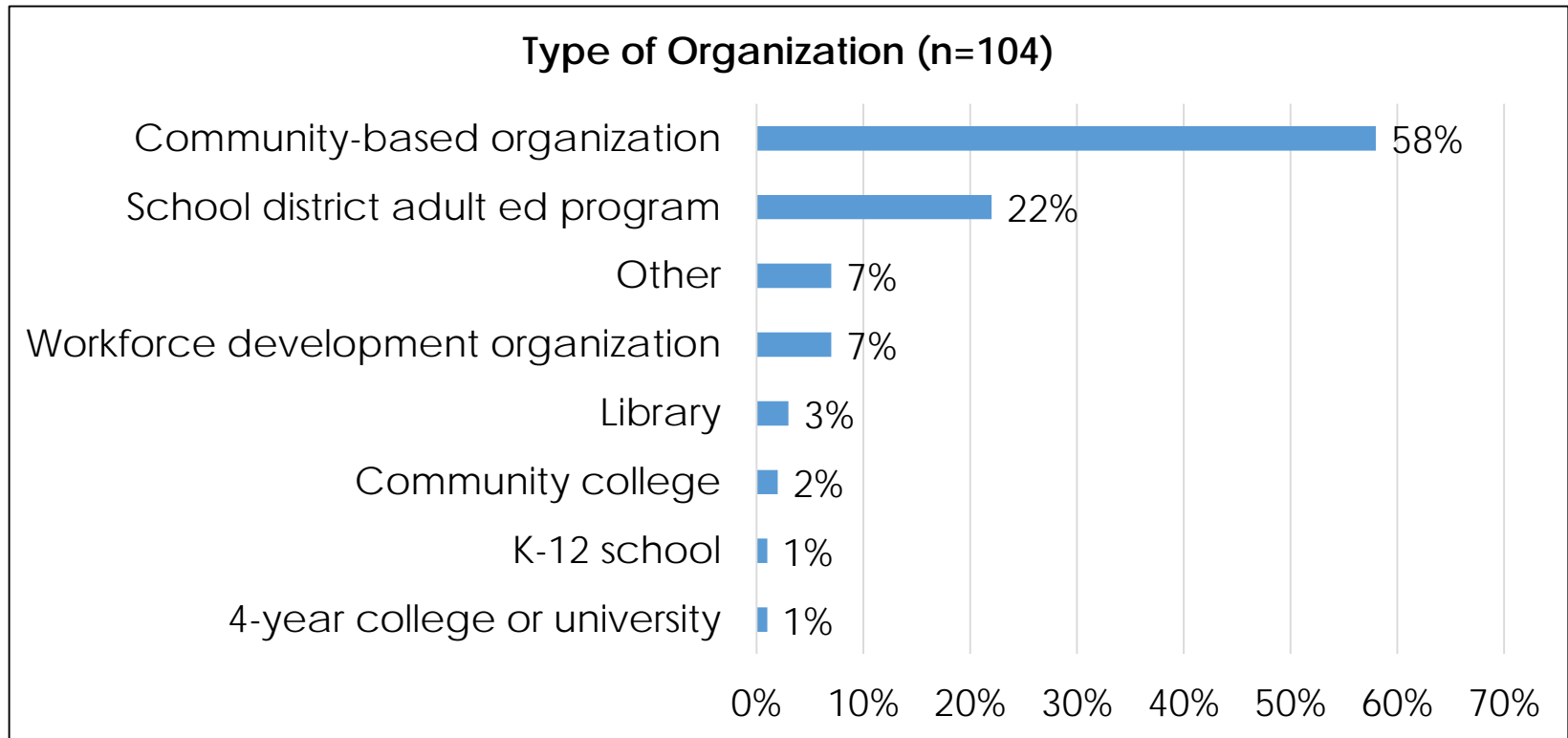
# Methods: Case Study Organizations

|                            | Chicago |           | Houston  |                | Miami           |               |
|----------------------------|---------|-----------|----------|----------------|-----------------|---------------|
| Occupational Sector        | JARC    | Malcolm X | Alliance | HCC            | Lindsey Hopkins | MDC – Hialeah |
| AutoCAD                    |         |           | Yes      | X              | X               |               |
| Business                   |         |           |          |                |                 | Yes           |
| Construction               |         |           |          |                |                 | Yes           |
| Education and childcare    |         |           | X        | X              | X               |               |
| Food                       |         |           |          |                | Yes             |               |
| Healthcare                 |         | Yes       | Yes      | Yes            | Yes             | X             |
| Manufacturing              | Yes     |           | X        | X              |                 |               |
| Office management          |         |           |          | Yes            |                 |               |
| Technology/IT              |         |           |          | X              |                 |               |
| Transportation, automotive |         |           | X        | X              | Yes             |               |
| Other sectors              |         |           | X        | X              | X               |               |
| Organizational type        | CBO     | CC        | CBO      | CC (CBO sites) | School district | CC            |
| Primary Populations        |         |           |          |                |                 |               |
| Immigrants                 | X       | X         |          | X              | X               | X             |
| Refugees                   |         |           | X        |                | X               | X             |
| U.S.-born minorities       | X       | X         |          | X              | X               | X             |



# Findings: Program Characteristics

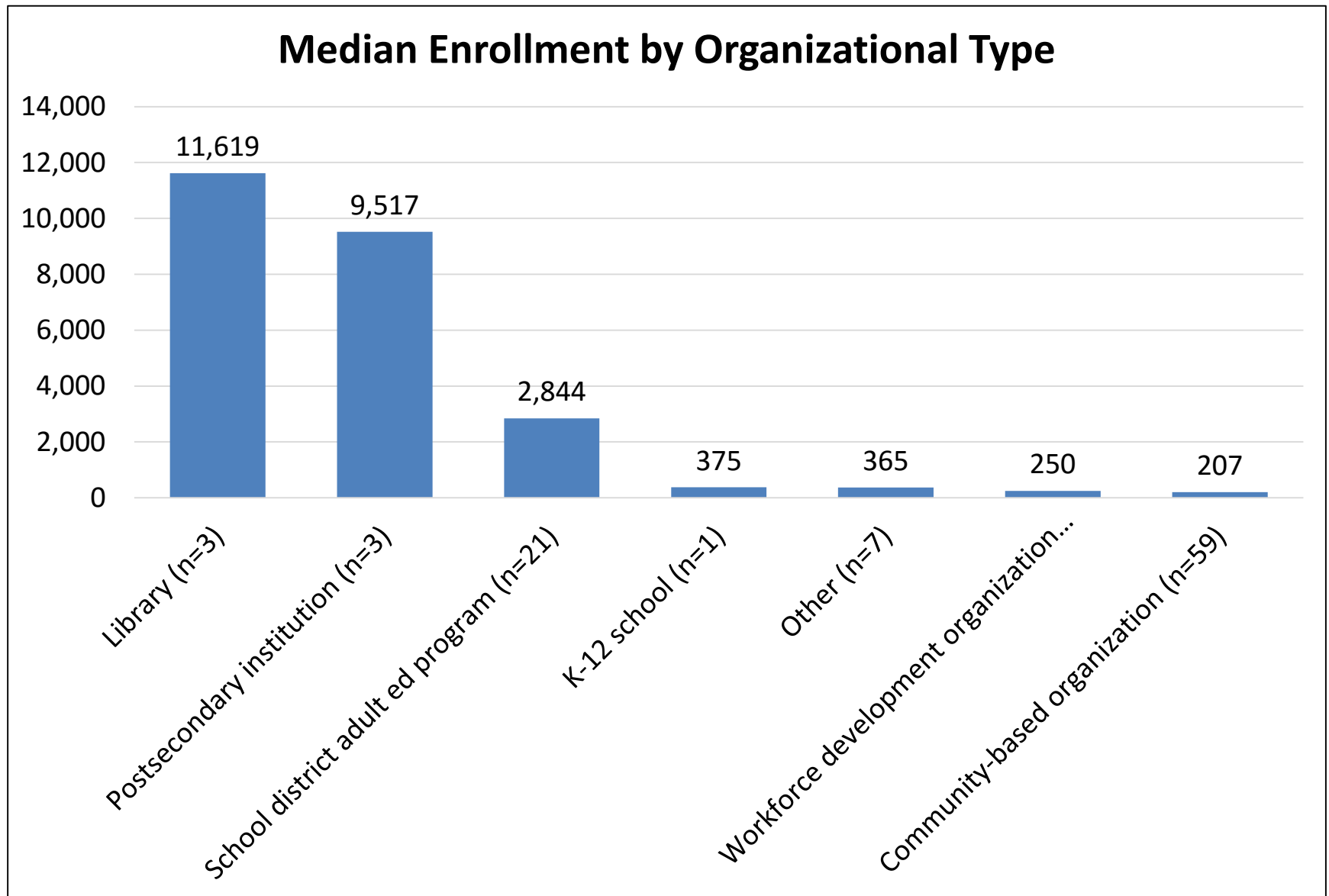
- Most common agency type\*: CBO



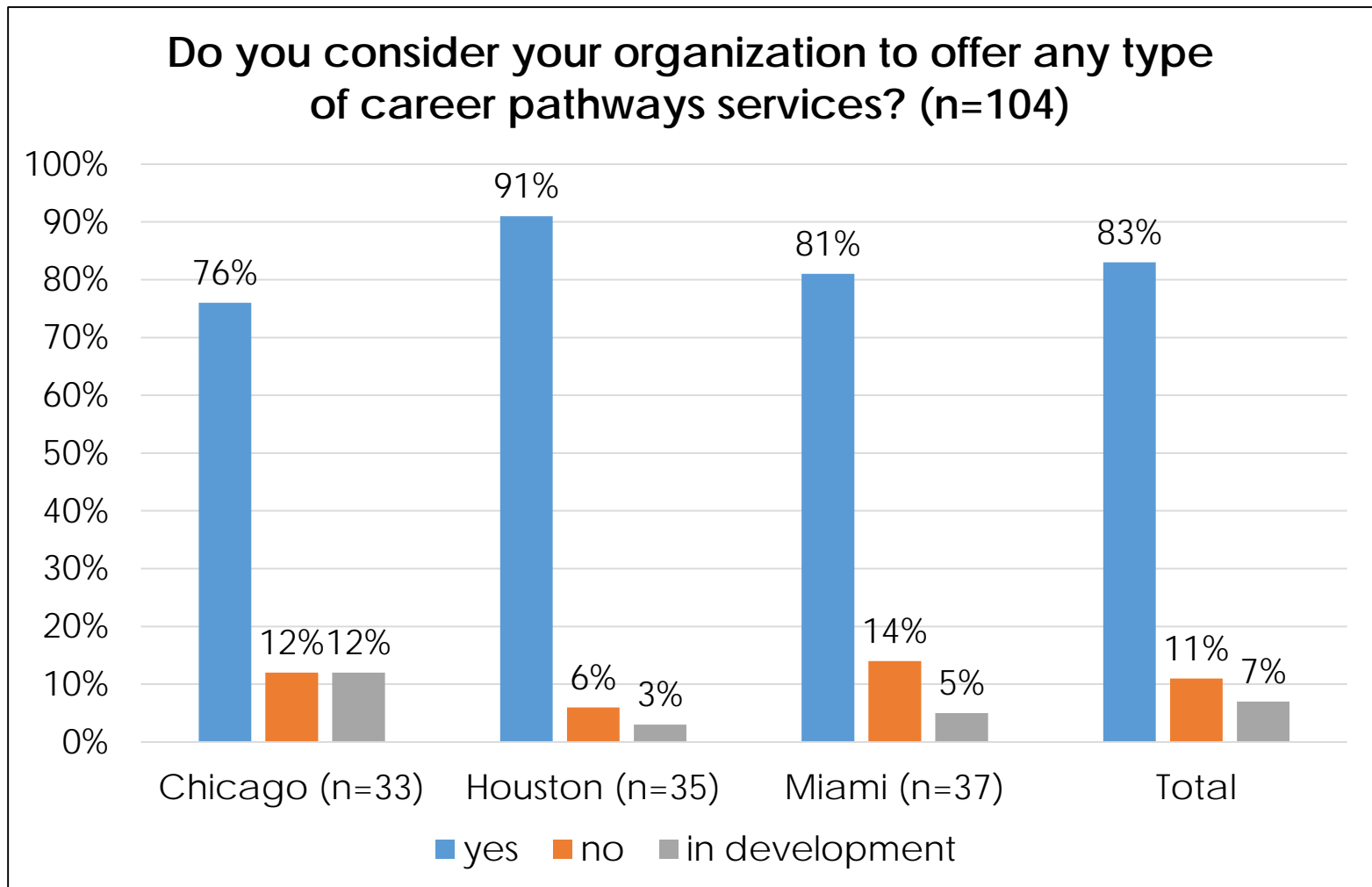
\*Chicago City Colleges and Miami Dade College submitted 1 survey for all campuses

- Other: homeless shelters, correctional facilities, etc.
- 48% of all CBOs were located in Chicago
- All school district adult ed programs located in Miami

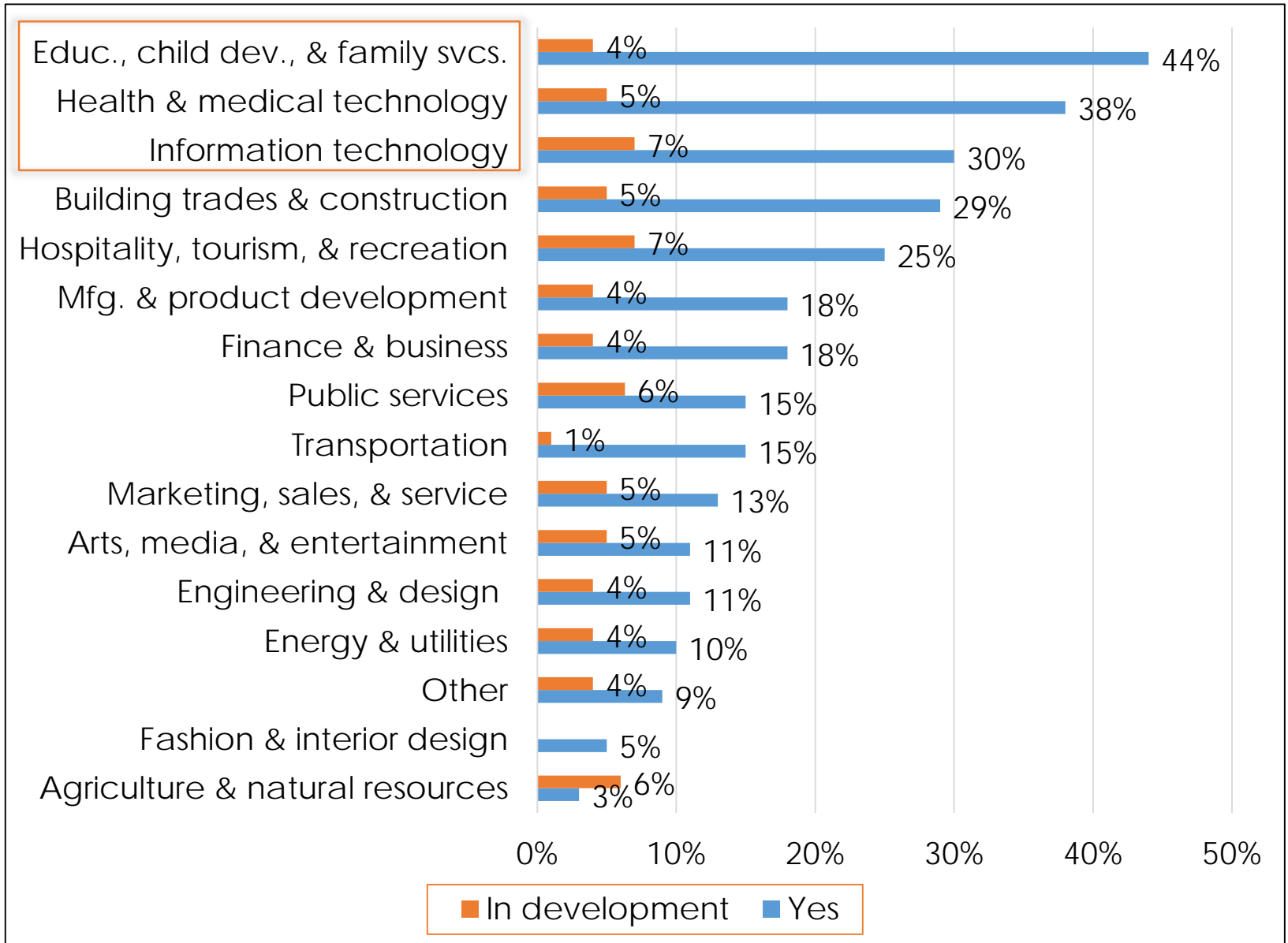
- Libraries and postsecondary institutions enrolled the largest number of adult learners, and CBOs the fewest



- 83% said they provided CP services, per CLASP definition
- No significant differences by city



- Targeted employment sectors (n=47 to 100)



# Program Snapshots

- There is tremendous variation in CP design and implementation within and across the cities.
  - Primary goal
    - Job placement (n=6) and/or postsecondary education (n=2)
      - Plus financial stability (n=3)
  - CP components
    - Different combinations of basic skills and CTE class (plus internship or practicum)
    - Basic skills & CTE: concurrent or sequential
  - Enrollment model
    - Cohort (n=7); open enrollment (n=2)

# Program Snapshots

- Program length
  - 8 weeks to 23 months; 180 to 1800 hours
- Credentials, certifications, and other outcomes
  - HSE diploma
  - Industry credentials
  - Certifications
  - Occupational completions points
  - Eligibility for professional exams
  - Transferrable credits
- Key instructional and support staff: 3 to 6 roles
  - Basic skills teachers
  - CTE teachers
  - Support staff: case management, job placement, employment coaching, financial coaching, income support coaching, or academic advising



|                                               | Jane Addams Resource Corporation (JARC)                                                                                                                                                                                                                 | Chicago City Colleges - Career Bridge                                                                                                                                            |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sector                                        | Manufacturing                                                                                                                                                                                                                                           | Health (Malcolm X College)                                                                                                                                                       |
| Primary Goal                                  | Job placement, <b>financial stability</b>                                                                                                                                                                                                               | Postsecondary ed                                                                                                                                                                 |
| Primary CP Components                         | <ul style="list-style-type: none"> <li>• Bridge class (contextualized math &amp; reading) OR</li> <li>• CTE classes (computer numerical control [CNC], welding, press brake)</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>• Career Bridge: Health-contextualized language &amp; math classes (GED prep) AND</li> <li>• Free credit course (2nd semester)</li> </ul> |
| Enrollment                                    | Open enrollment                                                                                                                                                                                                                                         | Cohort (semester)                                                                                                                                                                |
| Program Length                                | <ul style="list-style-type: none"> <li>• Bridge: 12 weeks (192 hours)</li> <li>• CNC: 20 weeks (500 hours)</li> <li>• Welding: 14 weeks (350 hours)</li> <li>• Press brake: 10 weeks (250 hours)</li> </ul>                                             | 32 weeks (2 semesters; 512 hours)                                                                                                                                                |
| Credentials, Certifications, & Other Outcomes | <ul style="list-style-type: none"> <li>• Industry credentials</li> <li>• Manufacturing jobs</li> </ul>                                                                                                                                                  | <ul style="list-style-type: none"> <li>• GED diploma</li> <li>• Transfer to credit courses</li> </ul>                                                                            |
| Key Instructional & Support Staff             | <ul style="list-style-type: none"> <li>• Bridge teacher</li> <li>• CTE teachers: all program grads</li> <li>• Program coordinators</li> <li>• <b>Employment coaches</b></li> <li>• <b>Financial coaches</b></li> <li>• <b>Job developers</b></li> </ul> | <ul style="list-style-type: none"> <li>• Language teacher</li> <li>• Math teacher</li> <li>• Transition specialist</li> </ul>                                                    |

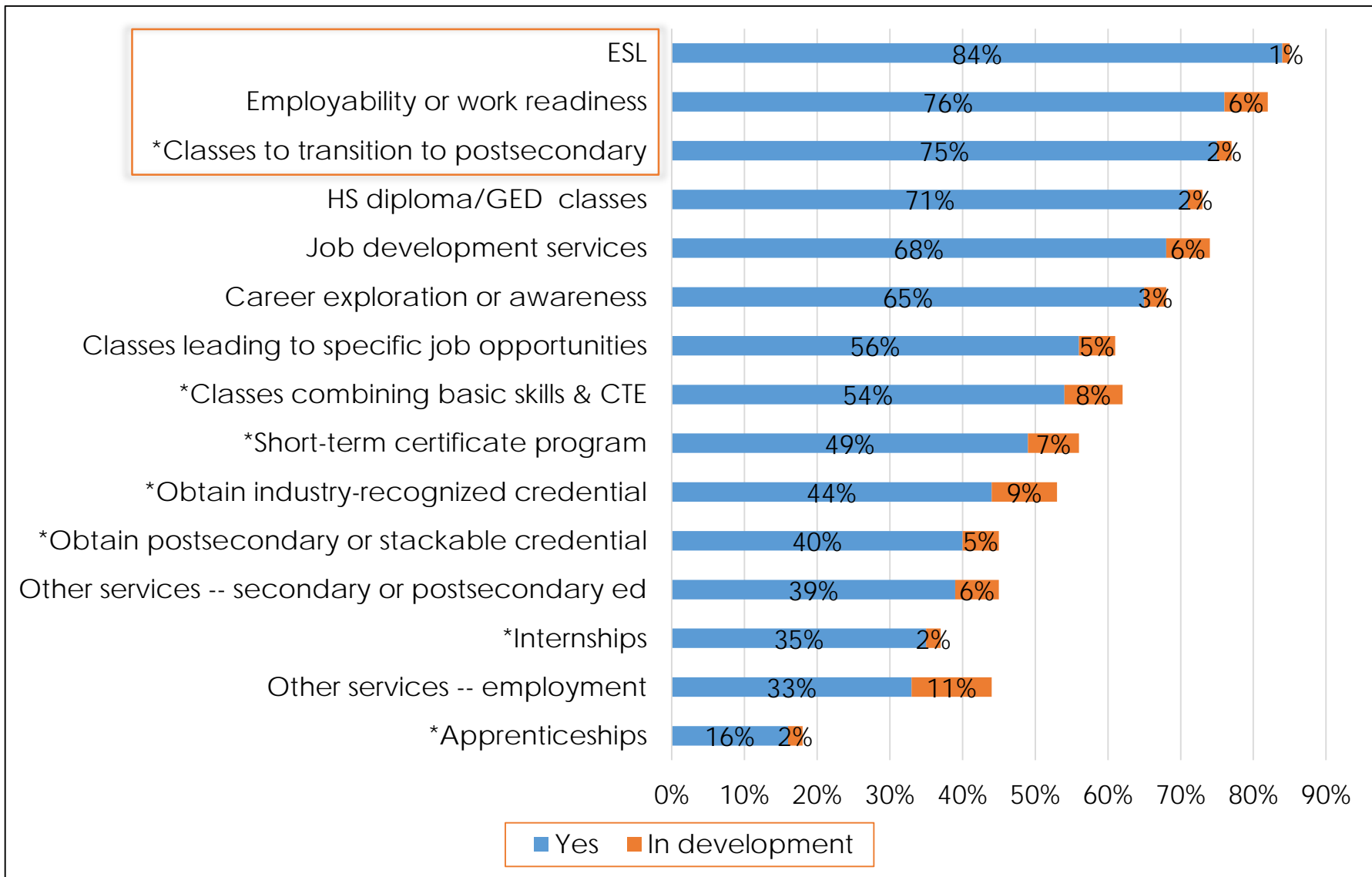
|                                               | HCC: AVANCE                                                                                                                                              | HCC: Chinese Community Center                                                                                                                                                                | Alliance for Multicultural Human Services                                                                                                                                                                          |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sector                                        | General Office<br>Support Specialist                                                                                                                     | CNA                                                                                                                                                                                          | CNA<br>AutoCAD                                                                                                                                                                                                     |
| Primary Goal                                  | Job placement                                                                                                                                            | Job placement,<br>financial stability                                                                                                                                                        | Job placement, financial stability                                                                                                                                                                                 |
| Primary CP Components                         | <ul style="list-style-type: none"> <li>• Basic skills class (not contextualized) AND</li> <li>• CTE class (GOSS: concurrent; CNA: sequential)</li> </ul> |                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Contextualized basic skills class AND</li> <li>• CTE class <ul style="list-style-type: none"> <li>• CNA: sequential</li> <li>• AutoCAD: concurrent</li> </ul> </li> </ul> |
| Enrollment                                    | Cohort                                                                                                                                                   |                                                                                                                                                                                              | Cohort                                                                                                                                                                                                             |
| Program Length                                | 12 weeks (272-292 hours)                                                                                                                                 | 2 months (208 hours)                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• CNA: 8 weeks (180 hours)</li> <li>• AutoCAD: 10 weeks (160 hours)</li> </ul>                                                                                              |
| Credentials, Certifications, & Other Outcomes | Office skills certificate                                                                                                                                | Eligible for state CNA exam                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• CNA: eligible for state CNA exam, certificate of completion</li> <li>• AutoCAD professional user certification</li> </ul>                                                 |
| Key Instructional & Support Staff             | <ul style="list-style-type: none"> <li>• Basic skills teacher</li> <li>• CTE teacher</li> <li>• Program manager</li> <li>• Workforce director</li> </ul> | <ul style="list-style-type: none"> <li>• Basic skills teacher</li> <li>• CTE teacher</li> <li>• Employment coaches</li> <li>• Financial coaches</li> <li>• Income support coaches</li> </ul> | <ul style="list-style-type: none"> <li>• Basic skills teacher</li> <li>• CTE teacher</li> <li>• Employment coaches</li> <li>• Financial coaches</li> <li>• Income support coaches</li> </ul>                       |

|                                                          | Lindsey Hopkins Technical College                                                                                                                                                                                               | Miami Dade College – FICAPS                                                                                                                                               |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sector</b>                                            | <ul style="list-style-type: none"> <li>• Nutrition &amp; Dietetic Clerk</li> <li>• Automotive Service Technology (AST – Gen’l &amp; Braman)</li> <li>• Commercial Foods &amp; Culinary Arts</li> </ul>                          | <ul style="list-style-type: none"> <li>• Manufactured construction (TRAMCON)</li> <li>• Business</li> <li>• (Health – not included)</li> </ul>                            |
| <b>Primary Goal</b>                                      | Job placement                                                                                                                                                                                                                   | Job placement or postsec. ed.                                                                                                                                             |
| <b>Primary CP Components</b>                             | <ul style="list-style-type: none"> <li>• CTE class AND</li> <li>• Practicum (dietetic clerk)</li> <li>• Internship (Gen’l &amp; Braman AST)</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>• Online GED class (not contextualized) AND</li> <li>• CTE class (concurrent)</li> </ul>                                           |
| <b>Enrollment</b>                                        | <ul style="list-style-type: none"> <li>• Gen’l AST: open</li> <li>• All others: cohort</li> </ul>                                                                                                                               | Cohort (semester)                                                                                                                                                         |
| <b>Program Length</b>                                    | <ul style="list-style-type: none"> <li>• Culinary: 18 months (1200 hours)</li> <li>• Dietetic Clerk: 4 months (300 hours)</li> <li>• Braman AST: 13 months (1050 hours)</li> <li>• Gen’l AST: 18 months (1800 hours)</li> </ul> | <ul style="list-style-type: none"> <li>• TRAMCON (4 levels): 23 months (880 hours) (fewer credentials = shorter)</li> <li>• Business: 16 weeks to 1 year</li> </ul>       |
| <b>Credentials, Certifications, &amp; Other Outcomes</b> | <ul style="list-style-type: none"> <li>• AST: industry credentials</li> <li>• Transferrable credits</li> <li>• Certificates</li> <li>• Occupational completion points</li> </ul>                                                | <ul style="list-style-type: none"> <li>• GED diploma</li> <li>• TRAMCON: industry credentials &amp; transferrable credits</li> <li>• Business: college credits</li> </ul> |
| <b>Key Instructional &amp; Support Staff</b>             | <ul style="list-style-type: none"> <li>• CTE teachers</li> <li>• Counselors</li> <li>• Case managers</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>• GED teacher (support)</li> <li>• CTE teachers</li> <li>• Career readiness advisors</li> </ul>                                    |

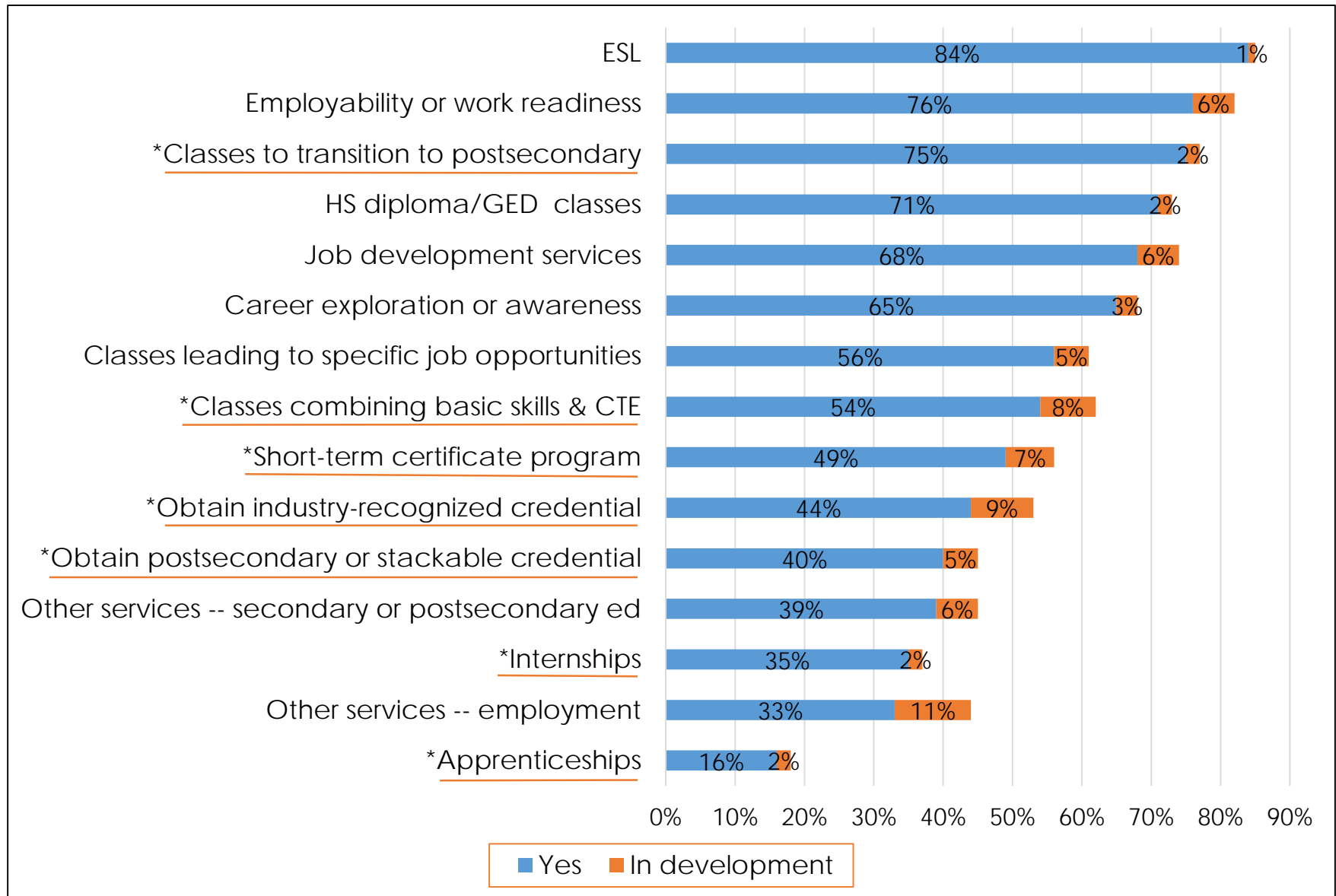
# Findings: Access

- Students with low test scores or no high school degree have less access to CP programming.

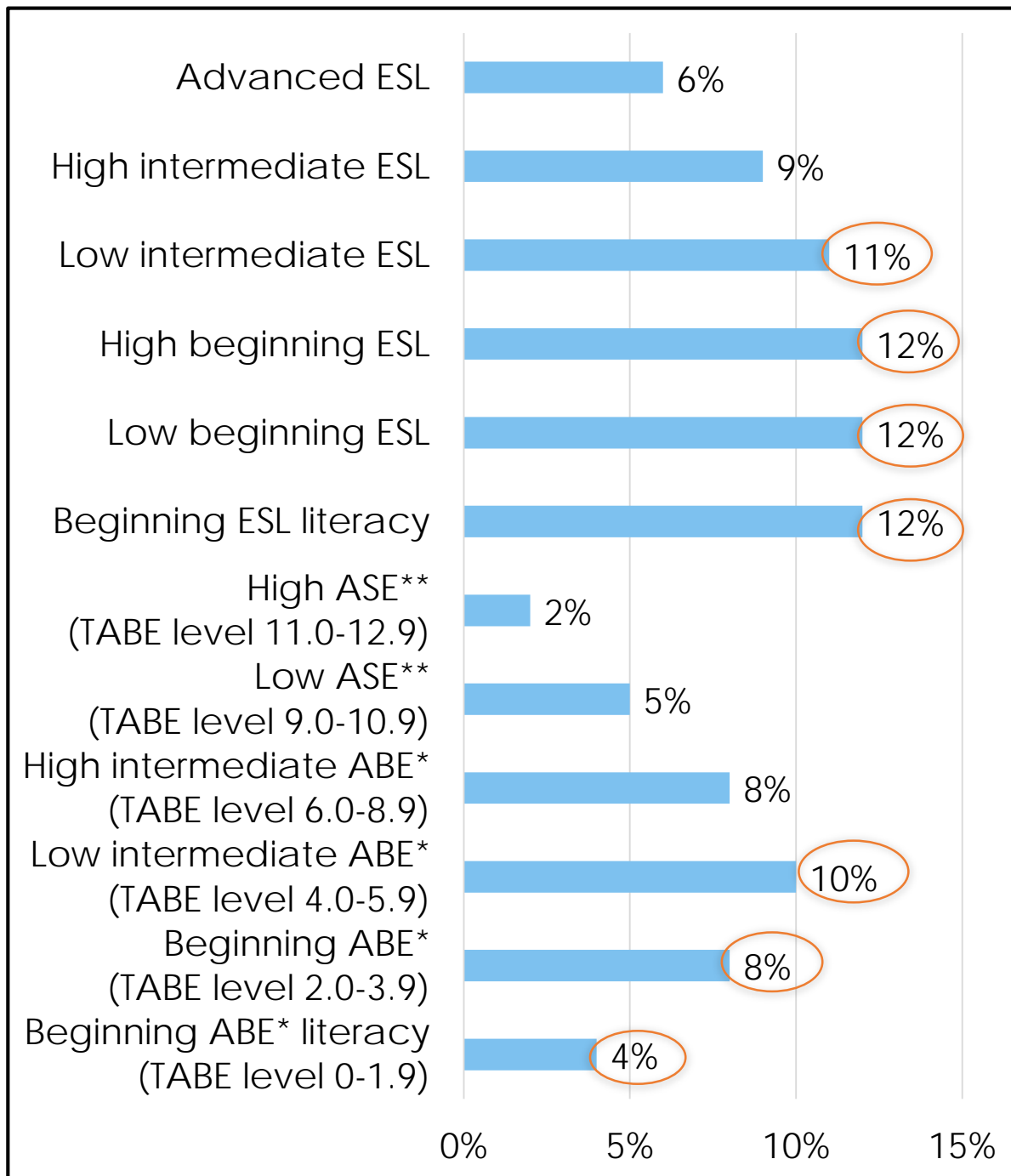
- Agencies offer a wide array of classes & services
  - Average: 7 types of classes



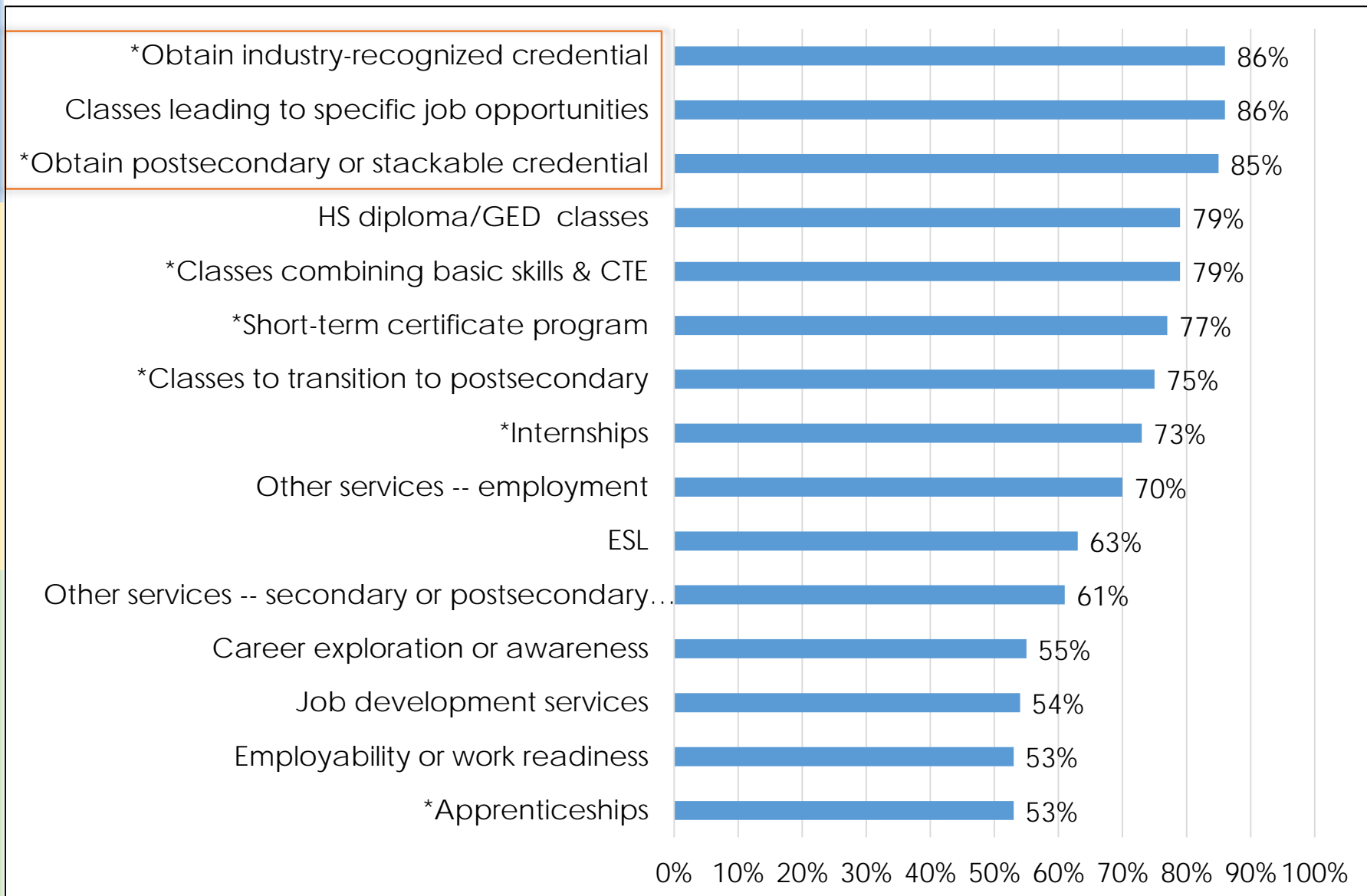
- But “core” CP services are much less common



~69% of students are at beginning to low intermediate ABE or ESL level (NRS)



- More than 50% of each class or service have grade-level, test score, or language entry requirements (n=15 to 83)








- Examples of entry requirements for CP classes in our study
  - If HS/GED is not required: minimum TABE = 5.0 to 9.0

|                                | JARC                                                                                       | City Colleges of Chicago                                                                                                                       | Alliance                                                                     | Houston Comm. College                                           | Lindsey Hopkins                                                                                                                                       | Miami Dade College                                                               |
|--------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| HS/GED required?               | No                                                                                         | No                                                                                                                                             | Yes                                                                          | Yes                                                             | No<br>Yes – Braman Auto                                                                                                                               | No (FICAPS)                                                                      |
| Minimum Test Score (TABE)      | <ul style="list-style-type: none"> <li>• Bridge: 5.0</li> <li>• CTE: 7.0 or 9.0</li> </ul> | <ul style="list-style-type: none"> <li>• Career Fdns.: 3.0</li> <li>• Bridge: 6.0 (R), 5.0 (M)</li> <li>• Gateway: 9.0 (R), 8.0 (M)</li> </ul> | <ul style="list-style-type: none"> <li>• 6.0 (R &amp; M); 4.0 (L)</li> </ul> | <ul style="list-style-type: none"> <li>• 6.0 to 11.9</li> </ul> | <ul style="list-style-type: none"> <li>• CASAS 3</li> <li>• To exit Gen'l Auto: TABE 9 (R, L) &amp; 10 (M) OR pass industry certifications</li> </ul> | <ul style="list-style-type: none"> <li>• 9.0 on 2 out of 3 TABE tests</li> </ul> |
| Earn HSE through organization? | No                                                                                         | Yes – part of program                                                                                                                          | No                                                                           | Yes – at HCC, separate class                                    | Yes – separate from CTE classes                                                                                                                       | Yes – part of program                                                            |
| Work-focused ESL class?        | n/a (no ESL)                                                                               | No                                                                                                                                             | f2f: no<br>Online: Burlington Career Pathways                                | AVANCE:<br>Burlington CP<br>CCC: no                             | No                                                                                                                                                    | No                                                                               |

- Agencies don't necessarily track percentage of students who progress from ESL/ABE/HSE to CP classes

# Ways to increase access

- Offer multiple entry points to career-contextualized classes (e.g., City Colleges of Chicago)

|                                                          | Career Foundations Class                                                                                                                                                                                                          | Career Bridge Program                                                                                                                                                            | Gateway Program                                                                                                                                                                                 |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Locations:</b>                                        |                                                                                                                                                  |                                                                                                |                                                                                                              |
| <b>Students who could benefit from this would be at:</b> | 3-5 <sup>th</sup> grade equivalency                                                                                                                                                                                               | 6-8 <sup>th</sup> grade equivalency (TABE Reading score of 6.0+ and TABE Math score of 5.0+)                                                                                     | 9 <sup>th</sup> grade equivalency and above (TABE Reading score of 9.0+ and TABE Math score of 8.0+)                                                                                            |
| <b>Overview</b>                                          | A course that helps Adult Education students identify their skills and interests and learn how they can get on the pathway to college and career success through the City Colleges of Chicago Career Bridge and Gateway programs. | The Bridge program offers students an opportunity to learn about a career of interest, while preparing to take the high school equivalency test/improve English language skills. | The Gateway program offers students the opportunity to take college credit courses at a reduced cost, while preparing to take the high school equivalency test/improve English language skills. |

- Career Foundations and Bridge curricula from Women Employed: <https://womenemployed.org/career-foundations-curriculum-here>

# Ways to increase access

- Offer bridge classes
  - Can help students be *better* equipped for CTE classes
  - JARC: taking Bridge class increases math ability and motivation (vs. students who test out of it and enroll directly in manufacturing classes):
    - “You can do well on the TABE test and not really know math and reading that well, particularly math....One of the biggest differences [is] that people who go through our Bridge program really come out knowing math on a much more competent level.” – Business and Workforce Services Director, JARC
    - “I've come to see with some of my Bridge students, because they've been here a little bit longer, they have a little bit more motivation and a little bit more drive than someone who fast-tracked in [the manufacturing classes] without actually going to Bridge.” – Instructor

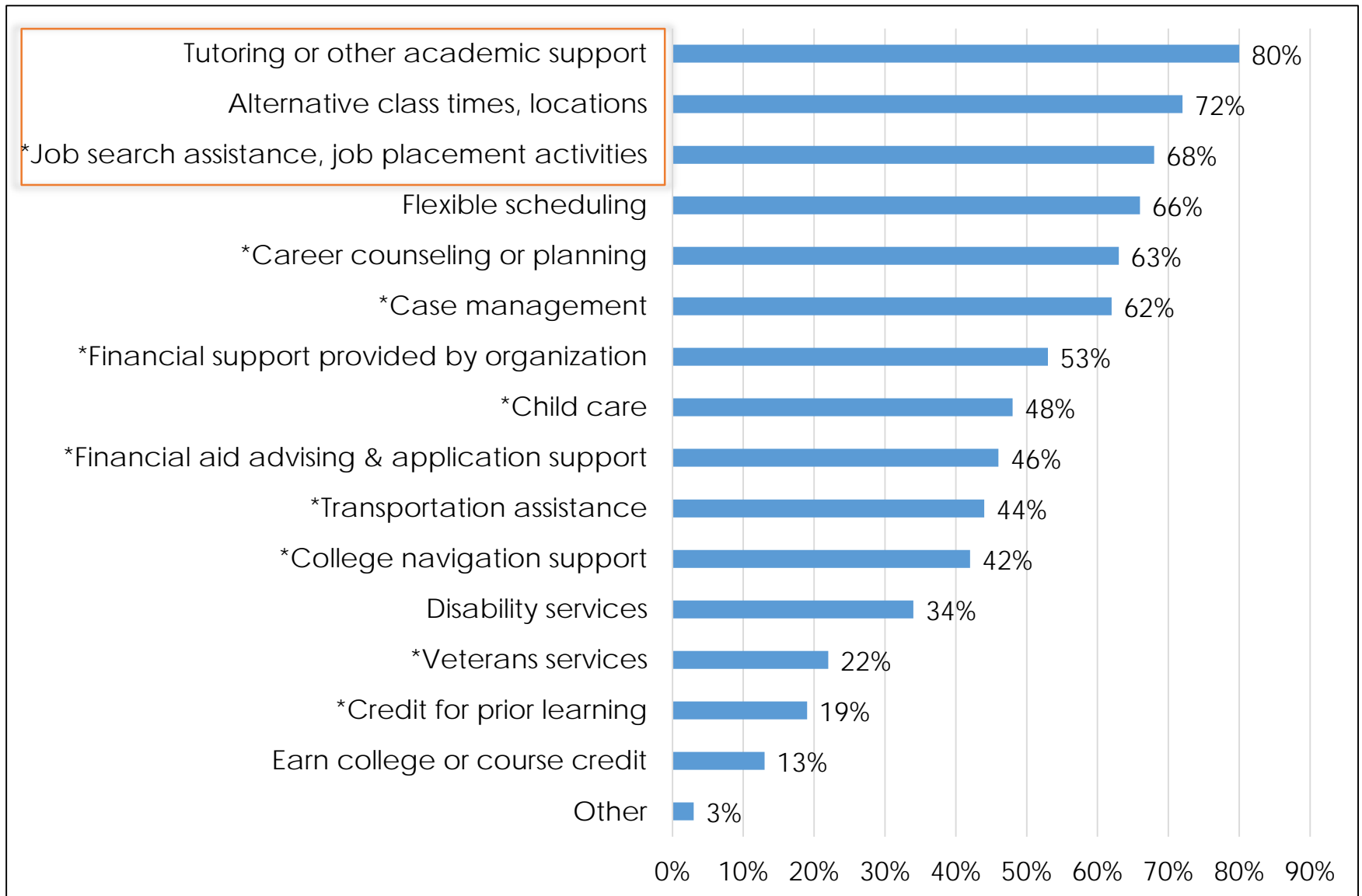
# Ways to increase access

- Consider having exit (not entry) requirements
  - Lindsey Hopkins' Automotive Service Technology:
    - TABE 9 (reading & language) and 10 (math) OR pass industry certifications
    - Show academic OR practice-based competence upon program completion

# Findings: Support Services

- Programs offered a full range of support services to address students' barriers to persistence, overall well-being, and financial stability.

## ■ Median: 7 support services



\*significantly more likely at agencies that said they provide CP

- Most consistently mentioned (focus groups):
  - Case management
  - Career counseling
  - Wrap around services – childcare, transportation, financial assistance, etc.
  - Citizenship and immigration support
  - Assistance with transition to postsecondary programs and employment
  
- Philosophy of meeting students' needs
  - “We have a philosophy of trying to meet the student where the student is at. Which means that...if the student needs the citizenship, or if the student needs the job, or if the student needs the drug counseling, or if the student needs the domestic violence referrals and case managers— So that we feel if the student leaves, there's something that we didn't do.” (Chicago focus group)

- Support services increase students' "mental bandwidth" (Mullainathan & Shafir, 2013)

- Cognitive impact of thinking about financial concerns = losing 1 night's sleep

- Due to support services, "we don't have to stress about all those actual life problems. All we have to do is concentrate on our school work.....It takes a big burden and a big load off the mind when you don't have to worry about that, and you just concentrate on the school work, which is very helpful." (JARC participant)

- JARC provides bundled services so students can "focus on the end goal, which is to remain in training." (Center for Working Families director)





- Comprehensive supports
  - “Bundled” services – national models
  - Center for Working Families (JARC) – required for all manufacturing students
    - Access to income supports
    - Financial literacy classes (Fridays)
    - Financial counseling (one-on-one)
    - Employment coaching & other supports through JARC (transportation, etc.)
    - Available for after program exit, for lifetime
  - Financial Opportunity Center (Houston) – students must choose 2 services
    - Access to income supports
    - Employment coaching
    - Financial coaching (plus access to financial services, e.g., credit-building products)

- Community colleges: same supports as credit students (tutoring, wellness, & disability centers, gym, library, computer lab, etc.)
  - College location fosters college student identity: Continuing education students “like being on campus....You get a student ID, you get a parking decal, you have all the same benefits that...the for-credit students do....They’re so excited. A lot of them tell you, ‘I never thought I’d be going to college, and now I’m on a college campus and I have my student ID.’ And they can go to the gym, you know. It’s a big deal for them.” (Miami Dade College staff)
  - MDC students: “You feel like you’re in college.” “You have your student ID. Finally a college student. You go to class regularly, you have your books. You have the other students with you. You walk around, go downstairs to the cafeteria. You see other people, you know. You feel like you’re doing something with your life.”

## ■ Incentives

- Chicago City Colleges: free credit classes (Bridge = 1; Gateway = 2)
- Monetary vouchers for passing GED subject tests (Houston)
- Financial incentives for job placement, retention, other milestones (JARC)
- Reduce inmate sentence for attending & completing CTE classes (Miami)

## ■ Gaps

- Grants may only cover tuition or supports (transportation, books, equipment, fees, etc.) for certain students
- Some case managers, counselors, or transition specialists had large caseloads (200+ students)

| Support Services                             | City Colleges of Chicago – Malcolm X                                                                          | JARC                                                                                                                                          |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Child Care                                   | <ul style="list-style-type: none"> <li>On-site child care (sliding scale) &amp; Head Start*</li> </ul>        | Referrals                                                                                                                                     |
| Transportation                               | <ul style="list-style-type: none"> <li>Public transit card*</li> <li>Free campus shuttle</li> </ul>           | <ul style="list-style-type: none"> <li>Public transit or gas card</li> <li>Bike share discount*</li> </ul>                                    |
| Access to Financial Support                  | <ul style="list-style-type: none"> <li>Referrals</li> <li>Case management to apply for public aid</li> </ul>  | <ul style="list-style-type: none"> <li>Access to income supports &amp; credit-building products**</li> <li>Emergency fund (women)*</li> </ul> |
| Financial Literacy or Coaching               | No                                                                                                            | Yes**                                                                                                                                         |
| Employment Coaching, Job Search or Placement | No (other than Career Planning & Placement Center)                                                            | Coaching, job search & placement**                                                                                                            |
| Financial Aid for Tuition, Fees, Supplies    | <ul style="list-style-type: none"> <li>Free non-credit classes</li> <li>1 or 2 free credit courses</li> </ul> | Free classes & equipment (e.g., boots)                                                                                                        |
| Disability Services                          | Yes (disability center)                                                                                       | No                                                                                                                                            |
| Other (selected)                             | Wellness Center, services for homeless students                                                               | Financial incentives for job placement & retention, etc.                                                                                      |

\*Only for students who meet eligibility requirements (e.g., income, age, type of CP class, test scores)

\*\*Mandatory for students in Careers in Manufacturing Programs

| Support Services                             | Alliance                                                       | HCC: AVANCE                                                                                                                                                         | HCC: Chinese Community Center                           |
|----------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Child Care                                   | Referrals                                                      | <ul style="list-style-type: none"> <li>• Referrals</li> <li>• On-site Early Head Start, Head Start*</li> </ul>                                                      | Referrals                                               |
| Transportation                               | Discounted public transit*                                     | No                                                                                                                                                                  | No                                                      |
| Access to Financial Support                  | Access to income supports & credit-building products***        | Referrals                                                                                                                                                           | Access to income supports & credit-building products*** |
| Financial Literacy or Coaching               | Yes***                                                         | No                                                                                                                                                                  | Yes***                                                  |
| Employment Coaching, Job Search or Placement | Coaching, job search***                                        | Career readiness, job search workshops                                                                                                                              | Coaching, job search***                                 |
| Financial Aid for Tuition, Fees, Supplies    | Low registration fee (\$20-\$120)                              | <ul style="list-style-type: none"> <li>• Low registration fee (e.g., \$170 for CNA)</li> <li>• Free tuition, supplies (e.g., books, uniforms, exam fees)</li> </ul> |                                                         |
| Disability Services                          | No                                                             | No                                                                                                                                                                  | No                                                      |
| Other (selected)                             | Affordable Care Act navigators; Dress for Success; Career Gear | Dress for Success; Career Gear                                                                                                                                      | No                                                      |

\*Only for students who meet eligibility requirements (e.g., income, age, type of CP class, test scores)

\*\*\*Clients much choose two out of three services

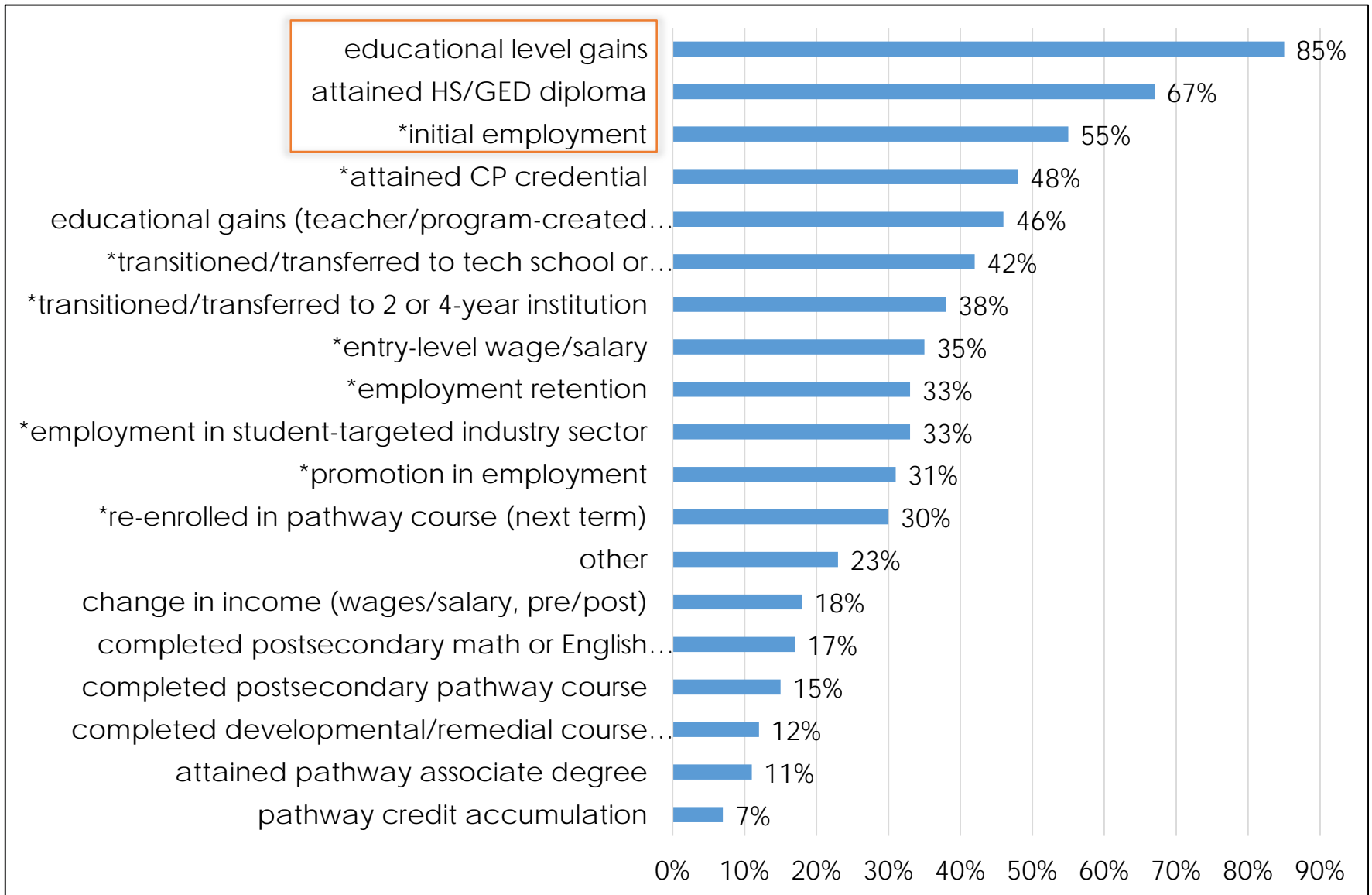
| Support Services                             | Lindsey Hopkins Technical College                                                                                                        | Miami Dade College – FICAPS                                                                                          |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Child Care                                   | On-site child care (~\$50/wk.)                                                                                                           | <ul style="list-style-type: none"> <li>• Referrals, including subsidized child care*</li> </ul>                      |
| Transportation                               | Case-by-case basis                                                                                                                       | <ul style="list-style-type: none"> <li>• Case-by-case basis</li> <li>• Discounted public transit</li> </ul>          |
| Access to Financial Support                  | Referrals                                                                                                                                | <ul style="list-style-type: none"> <li>• Referrals</li> <li>• Public benefits screening (via Single Stop)</li> </ul> |
| Financial Literacy or Coaching               | No                                                                                                                                       | Yes (voluntary, via Single Stop)                                                                                     |
| Employment Coaching, Job Search or Placement | <ul style="list-style-type: none"> <li>• CareerSource</li> <li>• Some job search assistance</li> </ul>                                   | Career readiness, some job search & placement (CareerSource)                                                         |
| Financial Aid for Tuition, Fees, Supplies    | <ul style="list-style-type: none"> <li>• Pell grants*</li> <li>• Scholarships*</li> <li>• Test fees*</li> <li>• Free tuition*</li> </ul> | <ul style="list-style-type: none"> <li>• Free books &amp; supplies</li> <li>• Free tuition*</li> </ul>               |
| Disability Services                          | Yes                                                                                                                                      | Yes (disability center)                                                                                              |
| Other (selected)                             | Services for homeless students                                                                                                           | Single Stop (food pantry, free tax prep, legal referrals, etc.)                                                      |

\*Only for students who meet eligibility requirements (e.g., income, age, type of CP class, test scores)

# Survey Findings: Outcome Measures

- Lack of common outcomes is a barrier to measuring, comparing, and documenting progress across programs.

- No single measure was used by all agencies (n=33 to 100)



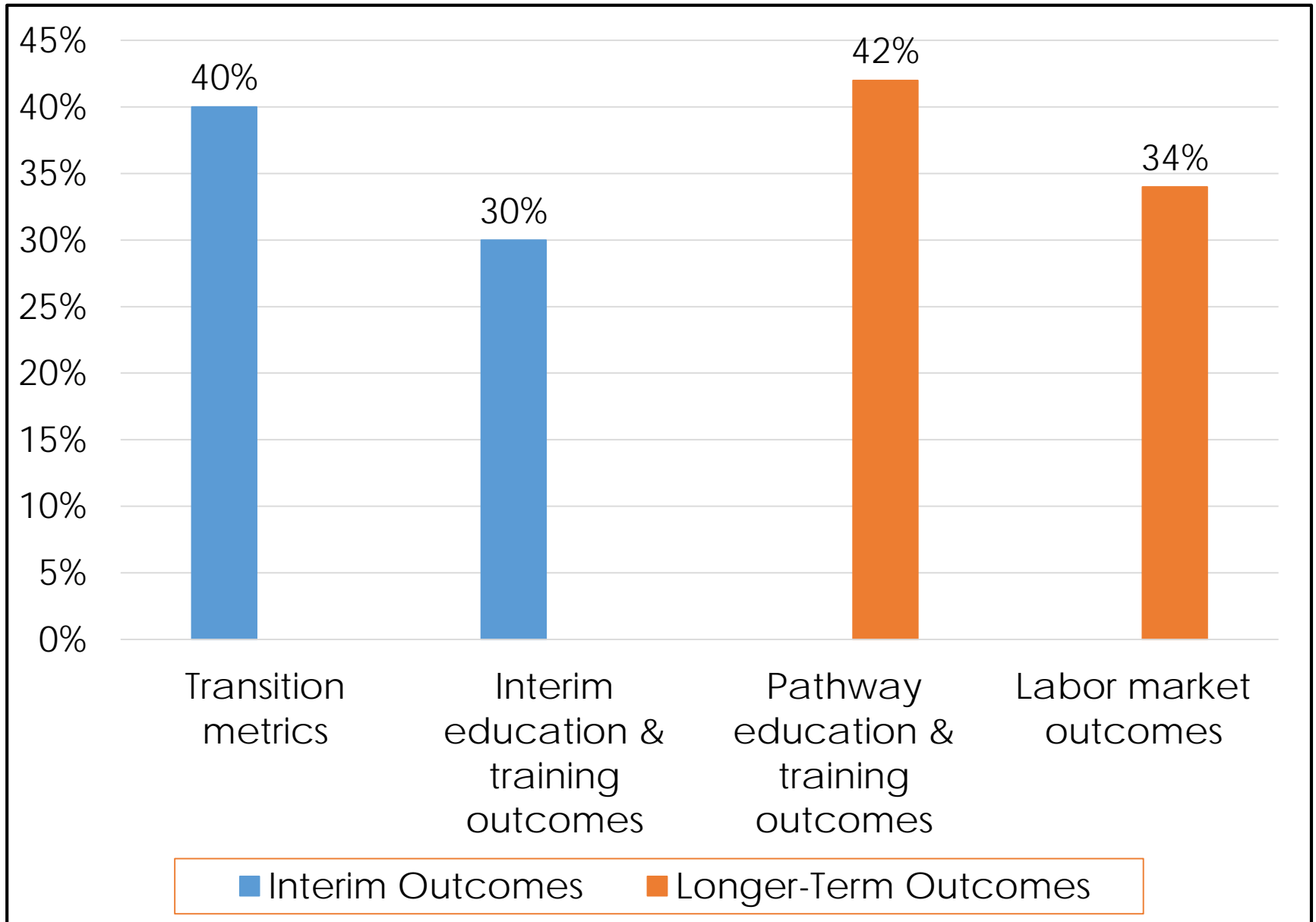
\* significantly more likely at agencies that said they provide CP



| CLASP Category and Corresponding Survey Items                                                                              | %   |
|----------------------------------------------------------------------------------------------------------------------------|-----|
| 1. Interim Outcomes                                                                                                        |     |
| 1a. "Transition metrics (following participants across education and training funding sources and settings)" (CLASP, p. 5) |     |
| • transitioned/transferred to tech school or college                                                                       | 42% |
| • transitioned/transferred to 2- or 4-year institution                                                                     | 38% |
| 1b. Interim education and training outcomes                                                                                |     |
| • educational level gains on standardized test                                                                             | 85% |
| • educational gains (teacher/program-created assessment)                                                                   | 46% |
| • re-enrolled in pathway course (next term)                                                                                | 30% |
| • completed post-secondary math or English course                                                                          | 17% |
| • completed postsecondary pathway course                                                                                   | 15% |
| • completed developmental/remedial course (postsecondary)                                                                  | 12% |
| • accumulated pathway credits                                                                                              | 7%  |

| CLASP Category and Corresponding Survey Items    | %   |
|--------------------------------------------------|-----|
| 2. Longer-Term Outcomes                          |     |
| 2a. Pathway education and training outcomes      |     |
| • attained HS/GED diploma                        | 67% |
| • attained CP credential                         | 48% |
| • attained pathway associate degree              | 11% |
| 2b. Labor market outcomes                        |     |
| • attained initial employment                    | 55% |
| • entry-level wage/salary                        | 35% |
| • employment in student-targeted industry sector | 33% |
| • employment retention                           | 33% |
| • promotion in employment                        | 31% |
| • change in income (wages/salary, pre/post)      | 18% |
| 3. Other                                         |     |
| • Other                                          | 23% |

■ Averages: interim = 32%; longer-term = 37%



# Implications for Cities: Houston

- More funding from State for professional development on understanding CP programming.
- Braided funding opportunities from Texas Workforce Commission for adult education and career pathway services (e.g., childcare, wrap-around services for adults).
- Emphasis on working with employers on site-based adult literacy and adult education → broadened funding opportunities and support.
- Emphasis on taking CP components to highest-need communities by working with more CBOs who typically provide more wraparound services.

# Implications for Cities: Chicago

- Presented preliminary findings and draft recommendations to 60+ local stakeholders at Data-to-Action Summit (May 2017).
- Emphasized that 2/3 of adults currently in programs are below the threshold levels to enter CP programs.
- Convened an advocacy/policy committee to solidify recommendations in August.
- Current projects are being designed to support learners below the threshold to persist in programs, focus on career awareness through the local Career Foundations curriculum, and using technology to increase skills.

# Implications for Future Work

- IES proposal: Adult Learner Career Pathways Longitudinal Study (ALCaPS)
  - Track postsecondary and employment outcomes of 240 adults in six CP programs (Chicago and Houston)
  - Identify which individual and programmatic factors are related to better outcomes
    - Non-academic support services
    - Supplemental instructional support
    - Contextualized curriculum
    - Assistance with postsecondary and employment transitions
  - Identify the supports in the postsecondary institution or workplace that participants have access to, know about, and use

# Implications for You

- Which findings resonated with you?
- Which findings surprised you? Is this what you are seeing in your work with career pathways?
- How can you apply the findings to your work?
- How have you addressed some of the changes in WIOA related to career pathways?

# For More Information...

- Project website: <http://adultpathways.psu.edu/>
  - Download the full report on survey findings from the “Updates” tab
- Institute of Education Sciences website:  
<https://ies.ed.gov/funding/grantsearch/details.asp?ID=1642>
- Contact the PI, Dr. Esther Prins
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- Mullainathan, S., & Shafir, E. (2013). *Scarcity: Why having too little means so much*. New York, NY: Time Books.
- More research on scarcity and mental bandwidth
  - ["This Is Your Stressed-Out Brain On Scarcity"](#)
  - ["Poverty Impedes Cognitive Function"](#)
  - ["This is Your Brain on Poverty"](#)
  - ["How Poverty Taxes the Brain"](#)
- Research on support services
  - ["Supportive Services in Job Training and Education"](#)