

Recommendations to the WIOA Steering Committee

WIOA Implementation Subcommittee on
Career and Education Pathways through
Integrated Service Delivery Models

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**Workforce Training and
Education Coordinating Board**



Overview of Subcommittee Work

- Defining “career and education pathways” and examining national best practices
- Using the Alliance for Quality Career Pathway’s Framework Self-Assessment Tool to **identify Washington’s strengths and opportunities for improvement** in developing and implementing an effective system of career pathways
- Strategizing ways to **engage the dual customers** of our system in the career pathway concept—both job seekers and businesses need a consistent message and guidance on how they fit within the pathways concept
- Identifying and recommending strategies to bring our service delivery strategies in line with WIOA’s emphasis on **comprehensive service delivery and wrap-around supports to help individuals of all ages, abilities, and needs achieve sustained economic success**

CLASP's Alliance for Quality Career Pathways Framework

- Designed by a consortium of 10 states with well-developed career pathway systems—including Washington. SBCTC was a primary contributor in creating the Framework.
- The Framework's proposed indicators of highly-effective career pathways align closely with WIOA requirements for integrated service delivery
- Effective “career pathway systems” include three features:
 - **Well-connected and transparent education**
 - **Multiple entry points**
 - **Multiple exit points**

SHARED VISION,
STRONG SYSTEMS

June 2014



Alliance for Quality
Career Pathways

a project of CLASP

Framework
Version 1.0

CLASP's Alliance for Quality Career Pathways Framework

- The AQCP Framework also identifies **six criteria** that all partners in a quality state career pathway system adhere to:
 - Committing to a **shared vision and strategy for career pathways**
 - **Engaging employers** and integrating sector strategy principles
 - Collaborating to **make resources available to other partners**
 - Implementing **supportive state policies**
- Using data and **shared measures of data**
- Implementing best practices and processes to measure success and engage in a **continuous improvement process**

CRITERION 3: Collaborate to Make Resources Available: Each system partner identifies, prioritizes, and leverages resources available for the career pathway system, pathways, and programs			
Indicator	Examples and Discussion Notes	Possible Recommendations?	
3.1 The local/regional career pathway system is convened and supported by designated staff; partners ensure adequate human and technology capacity as well as professional development.	<ul style="list-style-type: none"> • Several committee members expressed the need to blend training between agencies, businesses, colleges, etc. to raise awareness across the board. • Partners need to be intentional about what is functional in our state and cross-collaborate. • Several committee members agreed that the state does not have a formalized, uniform system for delivering effective professional development. • WIOA requires us to have front-line staff that have the training and tools to provide a broad array of services. What opportunities or strategies could partners pursue to ensure even front-line staff are comprehensively trained? • Populations with barriers, such as blind/low-vision people, become frustrated with accessing the system and sometimes “bounce back” to DSB, reinforcing an insular culture. • ESD is working on a new, online worksorce system. How can we leverage advances in technology to deliver service? • How can Lean charters be used to more effectively plan and coordinate efforts to improve services and partnerships? • Resource sharing agreements need to be refined to leverage resources effectively and find efficiencies. 	<ul style="list-style-type: none"> • An agreed definition of “career pathways” should be adopted by system partners. Compare WIOA definition with ACQP Framework. 	
3.2 System partners make available the necessary resources, tools, infrastructure, and time to support practitioners in providing the essential features and functions of career pathways and programs.			
3.3 System partners leverage and coordinate existing federal, state, and/or private/philanthropic resources to support the local/regional career pathway system, pathways, and programs.			<ul style="list-style-type: none"> • Entry points and intake processes should promote registration in the ESD online worksorce system, and provide information on other online tools, such as Career Bridge. • Should the state define minimum criteria for resource sharing agreements that define minimum contributions and define the returns each partner can expect? • DVR could develop model language for a model resource-sharing agreement that other partners could adapt. (DVR is meeting with WWA to develop this point). Resource sharing agreements should be linked to the value-added provided by each partners’ services. The agreement must take into account the fact that certain areas receive contributions from more partners than others—it must be flexible enough to be useful for “low-resourced” areas. • Utilize local businesses for in-kind services

Two Recommendations Today

- A system-wide, standard definition for the “career pathways” concept
- Guidance to the Governor and the Employment Security Department on a process for **approving up to 100 percent transfers of funds between the Adult and Dislocated Worker programs**

WIOA “Career Pathway” Definition

- **A combination of rigorous and high-quality education, training, and other services that**
 - (a) Aligns with the skill needs of industries in the economy of the State or regional economy involved;
 - (b) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships...;
 - (c) Includes counseling to support an individual in achieving the individual’s education and career goals;
 - (d) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
 - (e) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the education and career advancement of the individual to the extent practicable;
 - (f) Enables an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential; and
 - (g) Helps an individual enter or advance within a specific occupation or occupational cluster.

Framework Definition of “Career Pathway Approach”

The **career pathway approach** connects progressive levels of education, training, support services, and credentials for specific occupations in a way that optimizes the progress and success of individuals with varying levels of abilities and needs. This approach helps individuals earn marketable credentials, engage in further education and employment, and achieve economic success. Career pathways deeply engage employers and help meet their workforce needs; they also help states and communities strengthen their workforces and economies.

Recommended System-Wide Definition of Career Pathways

- The subcommittee recommends the following definition of the career pathway concept be integrated throughout the state strategic plan:

*The **career pathway approach** connects progressive levels of education, training, counseling, support services, and credentials for specific occupations in a way that optimizes continuous progress towards the education and career goals of individuals of all ages, abilities, and needs.*

This approach helps individuals earn marketable credentials; prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships; engages individuals in further education and employment; and helps individuals achieve sustained economic success. Career pathways deeply engage employers and help meet their workforce needs; they also help the state and its communities strengthen their workforces and economies.

Transferability of Funds Between Adult and Dislocated Worker Programs

- WIOA Section 133(b)(4) authorizes local area boards to transfer up to 100 percent of their total funds between the Adult and Dislocated Worker programs, with the permission of the Governor.
- Under WIA, local area boards are authorized to transfer up to 30 percent of their funds between the Adult and Dislocated Worker programs, with the approval of the Employment Security Department (ESD).
- The subcommittee explored whether the additional flexibility allowed to local areas by WIOA should require additional criteria or a different approval process than the existing procedure for approving a fund transfer up to 100 percent.

Requirements for Transfer of Funds

Approval

Local area boards must petition for a fund transfer to ESD by letter. The transfer request must include:

1. The reason(s) for the request to transfer funds, the amount of the transfer request and the percentage the request represents of the base allocation;
2. The fund source of the transfer;
3. Signed approval from the local area board requesting the transfer; and
4. A revised *Participant Planning Form* for both the Adult and Dislocated Worker programs which accompanies the program analysis.

Requirements for Transfer of Funds

Approval – Participant Planning Form

- The revised Participant Planning Form must include:
 - Proposed services and number of **participants originally planned to be served by the base allocation**, compared to the services and number of participants planned to be served once the funds have been transferred;
 - Justification that the transfer of funds **will not have an adverse impact in providing services** to participants and that necessary services and client-planned activities **will be maintained in the program from which the funds are transferred**;
 - A discussion of the local area's past history of transfer requests, including how previous transfer impacted participants and funds; and
 - An **assessment of any potential layoffs or closures of which the local areas are aware** and how those events will be addressed using existing funds if funds are transferred from the Dislocated Worker program.

Recommendation of the Pathways Subcommittee

- **ESD should continue to apply its existing transfer request procedure** when a local area Board applies for fund transfer flexibility--potentially up to 100 percent flexibility, as allowed by WIOA.
- After applying the existing transfer request procedure, ESD may authorize a partial or full transfer of funds for transfers **up to 50 percent of the base allocation from either program**. A transfer request **in excess of 50 percent** of the base allocation from either program must be **approved by both ESD and by a vote of the Workforce Board**.
- For transfer requests above 50 percent, local area boards will submit a **single request application to both the Workforce Board and ESD** and ESD may approve up the fund transfer up to the 50 percent threshold before the Workforce Board grants approval for the remaining balance.