

# BUILDING BRIDGES FOR CAREER PATHWAYS IN MICHIGAN

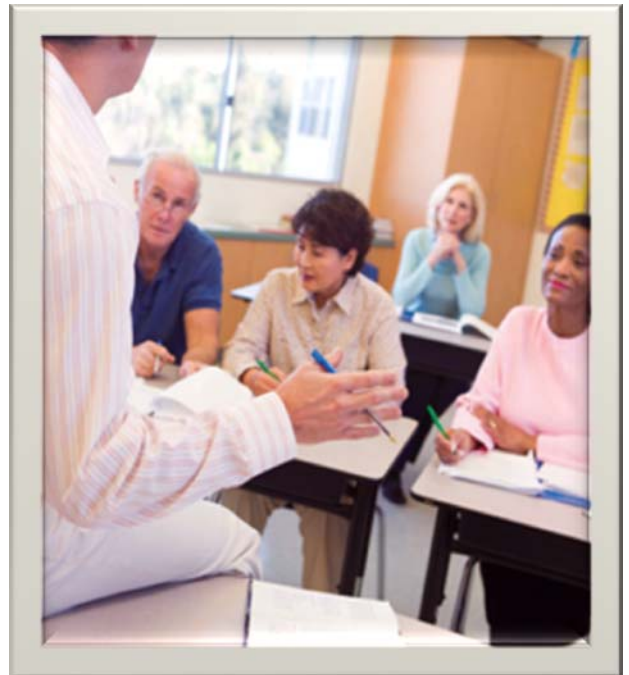


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2011

## GETTING STARTED TOOLKIT: BEGINNING WITH THE END IN MIND: AN INTRODUCTION TO CAREER PATHWAYS AND BRIDGE PROGRAMS IN MICHIGAN

MICHIGAN DEPARTMENT OF ENERGY, LABOR, AND ECONOMIC GROWTH



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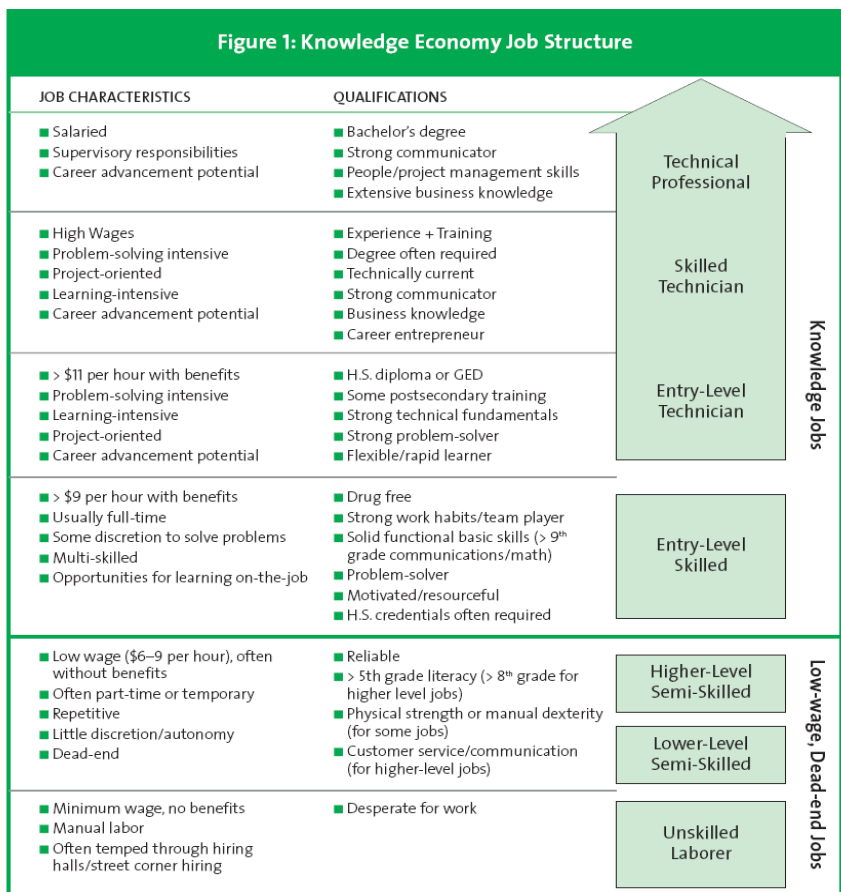
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# Overview

The statistics are clear. Jobs that pay more than minimum wages and offer opportunities for career advancement require at least some training beyond high school. Yet too many Michigan adults already in the workforce or coming into the labor force lack the basic skills to succeed in postsecondary education. Case in point: One out of three working-age Michigan adults — 1.7 million people — lacks the basic skills or credentials to attain a family-sustaining job and contribute to the state’s economy.<sup>1</sup> In the last 30 years, real wages for workers without a high school degree declined 19 percent, while wages for those with a college degree increased 16 percent.<sup>2</sup>

**Figure 1: Knowledge Economy Job Structure** summarizes the characteristics of jobs at different levels of the labor market along with the qualifications for each. In short, to get a job that pays nine or ten dollars an hour to start **and** pays health benefits – jobs referred to in the chart as “entry-level skilled” – applicants would need to have the basic skills to qualify for entry into a college-level certificate program plus some specific training.

As Figure 1 depicts, adults with basic skills deficiencies qualify for semi-skilled, low paying jobs only and are steps away from the entry-level skilled jobs. Basic skills (ABE/GED/ESL) students entering academic and professional programs are often at a disadvantage. Not only do they lack certain academic skills, but they’ve often been sheltered in the basic skills classroom, where instruction is paced to the students' needs rather than to curriculum goals. These students often go into the professional or technical classroom with limited vocabulary, unfamiliarity with lecture formats, and a feeling of isolation from their classmates.



**Tool #1.1:** From Women Employed, Chicago Jobs Council, and UIC Great Cities Institute, “Bridges to Careers for Low Skilled Adults,” 2005, p. 5.



To address these issues, Michigan is undergoing a transformation of its adult learning system – a transformation that calls for increased collaboration and linkages among adult education, postsecondary education, Michigan Works! agencies, employers, support organizations, and other key stakeholders. The development of the Adult Learning Collaborative Boards (ALCB's) offers a unique opportunity to bring critical partners together to design a responsive and transparent system designed to meet the diverse needs of Michigan's workforce. An important end result of this collaborative work will be the development of career pathways that provide well-articulated, expanded, and accelerated education and training opportunities for Michigan's adults.

As you begin to work with your partners in organizing the ALCB's, it will be helpful for you and your partners to visualize what the fruits of your labor will look like – to begin with the end of mind. Therefore, a series of toolkits, online tutorials, and resources have been developed to help ALCB's plan, implement, and evaluate a career pathways system. ***Toolkit #1: Beginning with the End in Mind: An Introduction to Career Pathways and Bridge Programs in Michigan*** will:

- Explain how this and subsequent toolkits are organized to integrate state and national expertise with user-friendly worksheets, charts, models, case studies and words of wisdom from Michigan's existing Bridge programs.
- Define the functions and features of career pathways and bridge programs to provide a clear picture of how they fit together.
- Introduce a planning, implementation and evaluation structure that will be further explored in subsequent toolkits.

# TOOLKIT ORGANIZATION

Six toolkits have been developed to assist you with the planning, implementation, and evaluation of career pathways and bridge programs in Michigan. The topics of the toolkits include:

**Toolkit 1: Beginning with the End in Mind: An Introduction to Career Pathways and Bridge Programs in Michigan**

**Toolkit 2: Partnership Development and Planning**


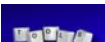
**Toolkit 3: Conducting a Gap Analysis**

**Toolkit 4: Curriculum Development and Student Services**


**Toolkit 5: Managing and Implementing Career Pathways and Bridge Programs (Budgeting, Staffing, Recruiting, and Marketing)**

**Toolkit 6: Evaluation, Continuous Improvement, and Expansion**

Each toolkit includes:

- Brief narratives or guidance on selected topics.
- Case studies and examples from Michigan's Adult Learning Demonstration projects.
- Helpful tips indicated by 
- Sample tools collected from Michigan's Adult Learning Demonstration projects, identified or adapted from similar projects in other states, or developed to meet the needs of Michigan stakeholders. Resources are clearly designated with a tool icon. 

The first three toolkits will be particularly helpful to you as you begin to organize your ALCB's and complete the state's Title II funding application. The remaining toolkits will be available by June, 2011. Each online toolkit will be accompanied by an online tutorial/course and a scripted powerpoint that can be used for training purposes. All of the resources will be available on the MAEPD website so you can download, use, and/or adapt tools that meet your needs. We will continue to expand the number of electronic tools in each toolkit and hope that you will submit your own ideas, strategies, curricula, or resources that have proven to be effective.

We would like to thank the Adult Learning Demonstration grantees for their contributions to these toolkits. Toolkit 1.8 includes a brief overview of each of the projects on page 34. 

# DEFINING CAREER PATHWAYS AND BRIDGE PROGRAMS

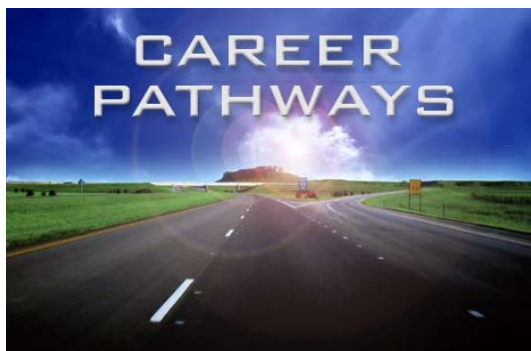
## The Functions and Features of Career Pathways

Career pathways typically comprise an integrated continuum of educational programs and services designed to prepare adults for employment and advancement in targeted industry sectors and occupations. Unlike short-term job training programs or adult education in isolation, career pathways provide opportunities for:

- Development of core academic, technical and employability skills,
- Continuing education and training addressing a spectrum of functioning levels from basic skills to postsecondary,
- Placement in high-demand/high-opportunity jobs, and
- Vertical and horizontal movement in a career field.

A **career pathway** consists of a connected series of educational and training programs and services designed to prepare adults for employment and advancement in high demand industry sectors, fields, and occupations.

Helpful  
Tips



Career pathways require clear connections within and across education and workforce institutions as well as ongoing communications with employers to ensure that participants are prepared for the real jobs in the region.

The pathway is a series of sequential steps, each linked and aligned to the requirements of education and employment at the next level and beyond. Career pathways specifically target jobs in industries of importance to local or regional economies. The goal is to create avenues of advancement for current and future workers and jobseekers while also meeting local employers' needs for qualified workers. Because of their focus on workforce and economic development, career pathways are best built through regional partnerships of education, workforce training, employer, and economic development entities. The ALCB's provide the perfect structure for this to happen.

## Elements of a Career Pathway

The Workforce Strategy Center identifies several essential elements of a career pathway:

- **Extensive reliance on data** from the initial step of selecting target industries and occupations to identifying gaps in education and training for target industries to evaluating the effectiveness of efforts to improve educational attainment and economic advancement in those industries.
- **“Road maps”** delineating career opportunities and the education and training required for those careers, jointly produced by educators, workforce development professionals and employers.
- **Clear linkages** between remedial, academic and occupational programs within and among educational institutions.
- **Curricula defined in terms of competencies required for jobs and further education** at the next level, and, where possible, tied to industry skill standards, certifications or licensing requirements.
- Emphasis on **“learning by doing”** through class projects, laboratories, simulations and internships.
- **Programs offered at times and places convenient for working adults** and structured in **small modules or “chunks,”** each leading to a recognized credential.
- The **flexibility to enter and exit** education as participants’ circumstances permit.
- **“Wrap-around” support services**, including career assessment and counseling, case management, child care, financial aid and job placement.
- **“Bridge programs”** for educationally disadvantaged adults that teach basic skills, such as communication, math and problem-solving in the context of training for advancement to better jobs and postsecondary education.
- **Blending of funds from both public and private sources**—such as the Perkins Act, Workforce Investment Act (WIA), Temporary Assistance to Needy Families (TANF), state and federal financial aid and employer tuition reimbursement—and sharing of costs among partners to provide needed education and support services in a cost-effective way.<sup>3</sup>



Figure 2 below shows how the career pathway approach can be applied to enable adults at various levels of education and skill to enter knowledge jobs and advance in their careers. At each point along career pathways, the objective is not only to prepare adults for the next level of education and employment, but to motivate them to advance by exposing them to the opportunities available.



## Figure 2: Career Pathway Framework for Adults

Adapted from **CAREER PATHWAYS: ALIGNING PUBLIC RESOURCES TO SUPPORT INDIVIDUAL AND REGIONAL ECONOMIC ADVANCEMENT IN THE KNOWLEDGE ECONOMY, AUGUST 2006**

PROGRAM LEVEL	REQUIREMENTS TO ENTER	CONTENT/FEATURES
Baccalaureate	<ul style="list-style-type: none"> <li>• HS diploma or GED</li> <li>• Associate degree or equivalent (for community college transfer students)</li> <li>• Pass college placement exams</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced technical fundamentals</li> <li>• General education core</li> <li>• Project learning</li> <li>• Career exposure/planning</li> <li>• Internships/cooperative education</li> </ul>
Associate Degree	<ul style="list-style-type: none"> <li>• Pass college placement exams</li> <li>• 10<sup>th</sup> grade or higher reading</li> <li>• HS diploma or GED (to complete)</li> </ul>	<ul style="list-style-type: none"> <li>• Applied technical fundamentals</li> <li>• General education core</li> <li>• Project learning</li> <li>• Career exposure/planning</li> <li>• Internships/cooperative education</li> </ul>
Advanced Certificate	<ul style="list-style-type: none"> <li>• Pass college entrance exams</li> <li>• 10<sup>th</sup> grade or higher reading and math</li> <li>• HS diploma or GED (to complete)</li> </ul>	<ul style="list-style-type: none"> <li>• Applied technical fundamentals</li> <li>• Project learning</li> <li>• Industry exposure/careerplanning</li> <li>• Career success skills</li> <li>• Intensive GED</li> </ul>
Sector-Specific Career Bridge	<ul style="list-style-type: none"> <li>• 6<sup>th</sup>- 8<sup>th</sup> grade reading and math – lower level bridge</li> <li>• 9<sup>th</sup> - 12<sup>th</sup> grade reading and math – higher level bridge</li> <li>• Demonstrated motivation</li> <li>• Desire to enter specific field</li> </ul>	<ul style="list-style-type: none"> <li>• Applied communication + math + problem solving + computers</li> <li>• Technical fundamentals (sector-specific)</li> <li>• Career/college planning (sector-specific)</li> <li>• Job shadowing and internships</li> <li>• Career/college success skills</li> <li>• Test taking skills</li> <li>• Computer-assisted basic skills instruction</li> <li>• Job + college placement assistance</li> </ul>
Contextualized GED Bridge	<ul style="list-style-type: none"> <li>• 8<sup>th</sup> grade or higher reading and math</li> <li>• Desire to earn GED</li> <li>• Desire to pursue further training</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive instruction and computer-assisted learning focused on weaknesses</li> <li>• Contextualized curriculum to career or training field</li> <li>• Computer literacy</li> <li>• Career/college planning</li> <li>• Career/college success skills</li> <li>• Workplace competencies</li> <li>• Personal effectiveness competencies</li> </ul>
Career Exploration Bridge	<ul style="list-style-type: none"> <li>• &lt;8<sup>th</sup> grade reading (native English speakers) or low intermediate ESL</li> <li>• Desire to explore careers and pursue further training</li> </ul>	<ul style="list-style-type: none"> <li>• Applied communication, math, problem solving contextualized to various careers</li> <li>• Career exploration and planning</li> <li>• Personal effectiveness competencies</li> <li>• Workplace competencies</li> <li>• Computer literacy</li> <li>• Test-taking skills</li> <li>• Computer-assisted basic skills instruction</li> </ul>

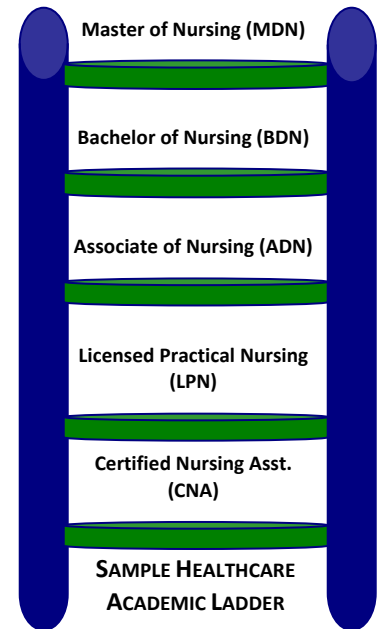
## Visualizing a Career Pathway



A career pathway can be conceived as having two critical ladders: the **career ladder** and the **academic ladder**.

**Career Ladder:** With input from the industry, a career pathway describes all the points of employment from an entry level to a high level position in the industry.

**Academic Ladder:** A career pathway also includes the academic requirements needed to satisfy each point on the career ladder, and describe the knowledge required to acquire the credentials needed to work in a specific job within the industry.



**Career Pathway Roadmap:** A roadmap of the career pathway blends the two ladders and serves as a helpful visual representation that depicts the points on the academic and career ladder and the bridges that connect these points.

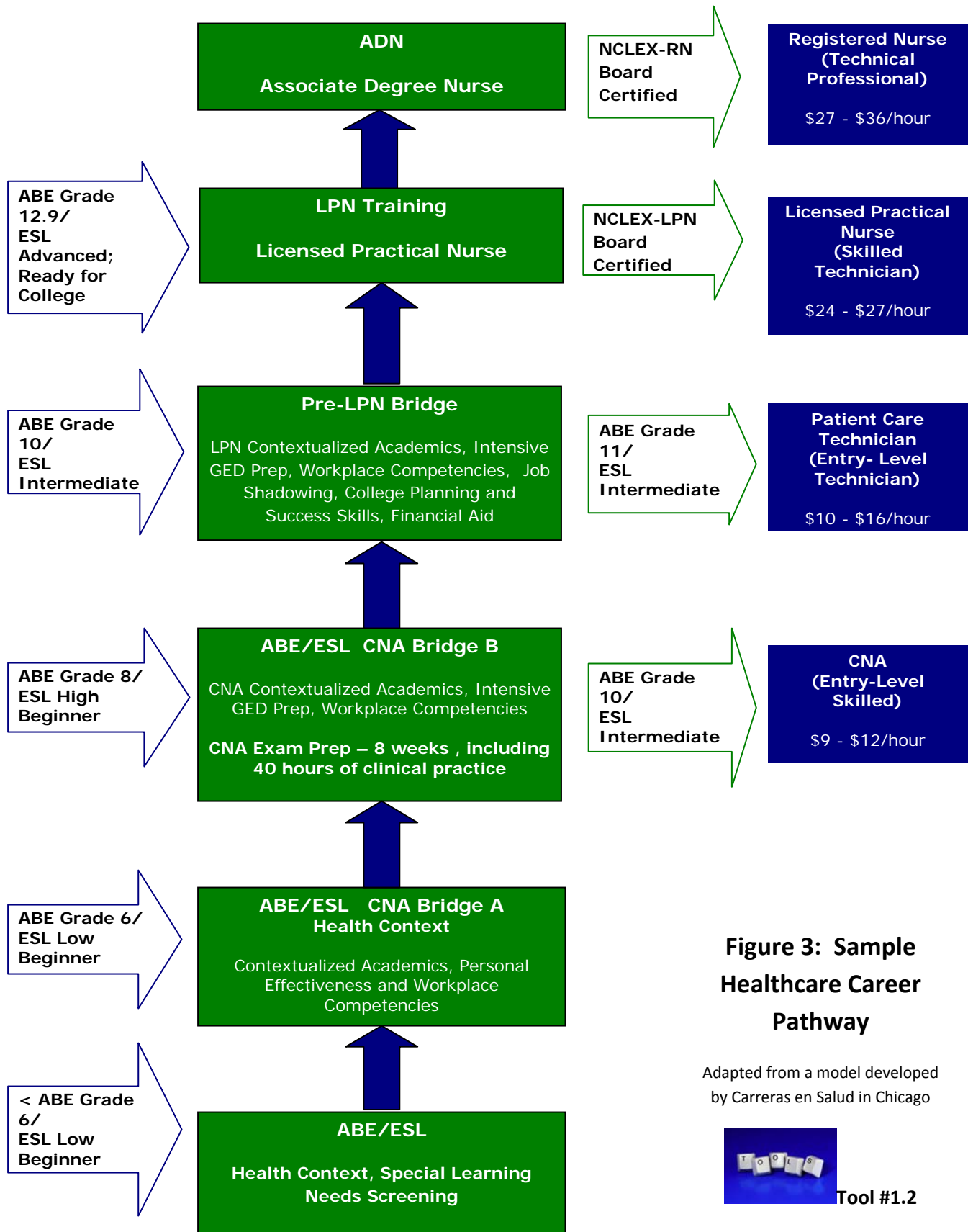
**Bridge programs** move people along this pathway by preparing adults who lack adequate basic skills to enter and succeed in postsecondary education and training and skilled-level employment.



A career pathway depiction should:

- Show how many modules are in each bridge and how they connect.
- Spell out the entry and exit requirements of each bridge.
- Indicate the points of employment and the technical skills or industry credentials needed for each job, along with the salary or wages.

The roadmap is an important tool for building in new program components and for explaining the career pathway initiative and its particular bridge programs to prospective students, community partners, stakeholders and employers. Figure 3 on the next page illustrates one example of a healthcare career pathway.



**Figure 3: Sample Healthcare Career Pathway**



Adapted from a model developed by Carreras en Salud in Chicago



This career pathway model is a comprehensive example that includes two pre-college bridges, pre-CNA and pre-LPN and two college level degrees. The pathway has multiple points of entry depending on the basic skill level of the student. The bridge programs help to move people along the pathway by contextualizing basic skills instruction with pre-technical training, workplace competencies, and personal effectiveness instruction.

## The Functions and Features of Bridge Programs

Bridge programs are an essential component in a career pathway. Research indicates that the most effective way to help adults improve their basic skills is to teach the basics in the context of training for jobs, preparing for employment, or some other activity that is meaningful to their lives.<sup>4</sup> Bridge programs build on lessons learned from this research. Some of the key features of bridge programs are listed below.

- 
- 
- ✓ The curriculum content is integrated with competencies needed to succeed in postsecondary training and jobs that, with experience and further training, can lead to career advancement.
  - ✓ Programs emphasize basics of communication, problem-solving, applied mathematics, technology applications, workplace competencies, and technical fundamentals taught in the context of problems and situations drawn from regional workplaces and postsecondary classrooms.
  - ✓ Instruction emphasizes learning by doing through projects, teamwork, simulations, and labs.
  - ✓ Programs expose students to opportunities and requirements of employment and education in fields of importance to local economies through career and college exploration and planning, field trips, job shadowing, internships, and other means.
  - ✓ Programs are offered at times and places convenient to working adults and use instructional methods and technologies appropriate for adult learners.
  - ✓ Programs are compressed to allow adults to complete them quickly and move on to better jobs and further education.
  - ✓ Programs offer support services, including assessment and counseling, case management, child care, financial aid, job and college placement assistance, and follow-up.<sup>5</sup>

Your adult education program probably has at least one of the key bridge program features. The trick is to design a program that incorporates all of them. What most distinguishes bridge programs is their dual focus on preparation for postsecondary learning and career access and advancement.

## Bridge Program Models

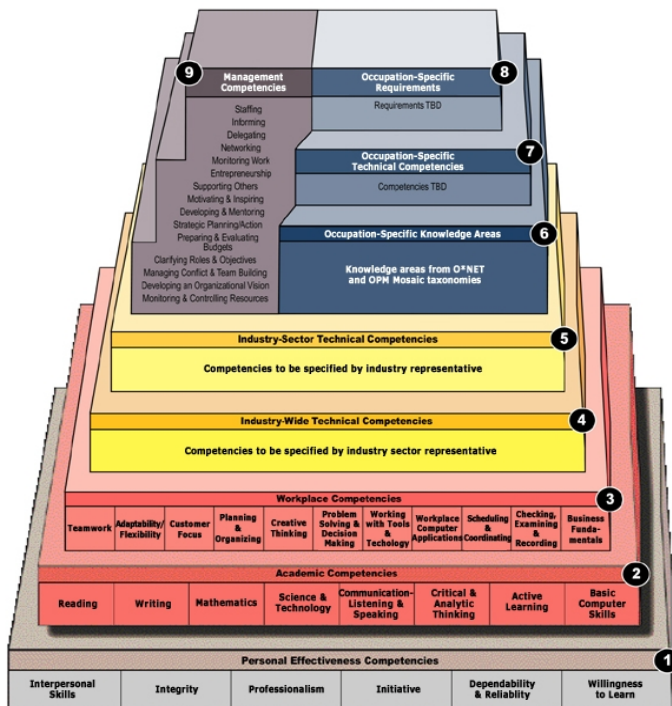
Bridge programs cannot be purchased “off the shelf” like a training curriculum or instructional software. Developing a bridge program is a process of adapting existing programs and services or adding new ones to enable the target population to advance to higher levels of education and employment.

Developing a bridge program also requires you to take into consideration the size of your program and its capacity to meet various career goals. For example, if you run a large program that has sufficient students, you may be able to develop sector-specific bridge programs. On the other hand, if your program is smaller, you may not have enough students interested in the same career pathway to develop a sector-specific bridge program. Whatever your case might be, there are models that can work for you, but there are two important considerations you should explore before you get started:

1. What are the foundational core competencies that all workers need?
2. How can you address all functioning levels within a career pathways framework?

**Beginning with the Basics:** At the foundation of any bridge program is a set of personal effectiveness,

academic, and workplace competencies that adult learners need to be successful in further training and employment. Through working with business leaders, educators, and others, the United States Employment and Training Administration (ETA) developed the Competency Model (**Tool #1.3**) to create comprehensive models that document the foundational and technical skills and competencies required for workplace success. These competency models provide a helpful resource for the development of curriculum, certifications, and the tests that assess work-related competencies.



For example, the foundation of the competency model for all occupations includes:

- **Personal Effectiveness Competencies** in interpersonal skills, integrity, professionalism, initiative, dependability and reliability, and willingness to learn.
- **Academic Competencies** in reading, writing, mathematics, science and technology, listening and speaking, critical and analytic thinking, active learning, and basic computer skills that can be contextualized to various occupations.
- **Workplace Competencies** in such areas as teamwork, customer focus, creative thinking, and flexibility.

These competencies should be integrated into bridge programs to better prepare and motivate adult learners.

You can access more information on the Competency Model by visiting the website at <http://www.careeronestop.org/competencymodel/default.aspx>

You will find this website to be a very handy resource when you begin curriculum development of your bridge programs.



**Addressing Various Functioning Levels:** While many bridge programs begin with students functioning at the sixth grade level or above, this does not mean that lower-functioning students should be ignored. The advantage of contextualizing basic skills instruction to employment opportunities is the fact that regardless of the level, all students can benefit. For example, whether you are contextualizing reading and math to career exploration or one or more job sectors, instruction will become more relevant and meaningful for the adult learner functioning below a 6<sup>th</sup> grade level. By integrating workplace and personal effectiveness competencies, you can help them begin their journey to better employment.

In the sample healthcare career pathway, students entering the program below a sixth grade level benefit from basic skills instruction contextualized to health literacy. As students' skills progress, they can enroll in **lower-level** and **higher-level** bridge programs leading to CNA and LPN training.

**Lower-level bridge programs:**

- ✓ Are usually designed for native English speakers at the sixth grade level or for non-native speakers at the low-intermediate ESL level.
- ✓ Are designed to improve the individual's job prospects, provide a foundation for continued education and training, and increase career awareness.

Some lower-level bridge programs are designed for individuals who want to enter a specific career field in a particular industry sector, such as the pre-CNA bridge program in the career pathway model. Others are designed for career exploration and use a collection of high growth industries in the region to contextualize basic skills instruction.

### **Higher-level bridge programs:**

These programs prepare adults for advancement into entry-level skilled technician positions and into occupational certificate or associate degree programs. Most programs generally require a minimum of eighth grade reading for native speakers or a high intermediate ESL level.

Some higher level programs are designed for individuals who want to enter a specific career field in a particular industry sector, such as the pre-LPN bridge program in our career pathway model. Higher-level bridge programs include advanced level instruction in basic skills (often in contextualized GED instruction) integrated with teaching of basic occupation-specific technical skills, workplace competencies, and college readiness.

For additional information on lower-level and higher-level bridge models, refer to these models developed by Women Employed with Chicago Jobs Council and UIC Great Cities Institute.



#### **Tool #4 – Lower-Level Bridge Program Model**



#### **Tool #5 – Higher-Level Bridge Program Model**

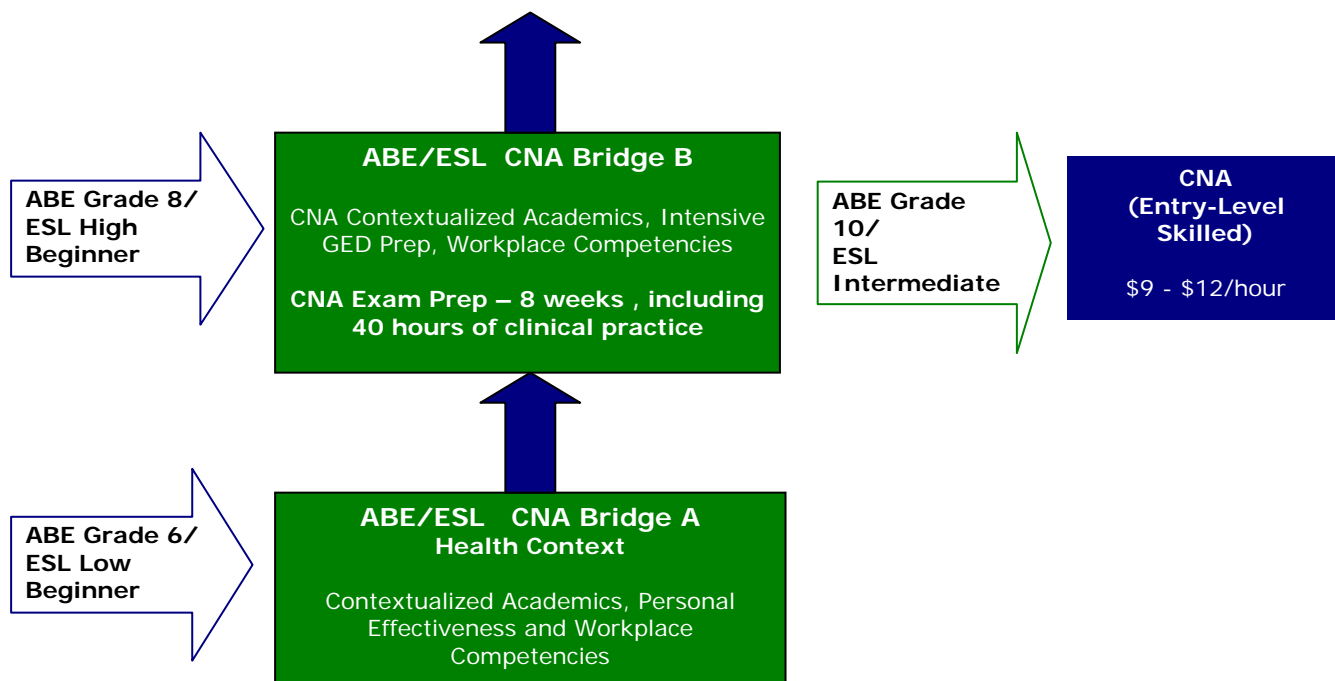
**BRIDGE MODELS:** Let's take a closer look at how all of this fits together. As mentioned earlier, there are different types of bridge program models that are designed to meet various needs. During this section, we will take a look at three different models that you can adapt for your program.

- Sector-specific career bridge
- Career exploration bridge
- Contextualized GED bridge
- Integrated Education and Training (IET) bridge

**Sector-specific Career Bridge Programs:** This model focuses on a particular job industry. These bridge programs are appropriate for local programs that have a sufficient number of students interested in a selected field. The sample healthcare pathway, for example, includes CNA and LPN bridge programs. The lower-level CNA bridge is designed for adults functioning at a sixth - eighth

grade level; the higher-level LPN bridge is designed for adults functioning at a higher level. Since the majority of students in most adult education programs function below an eighth grade level when they first enroll, lower-level bridge programs are a good option.

**Lower-level CNA Bridge:** In addition to contextualized academics and personal effectiveness competencies, the lower level CNA bridge also integrates workplace competencies from the Competency Model. These include competencies such as teamwork, adaptability, customer focus, planning and organizing, creative thinking, problem solving and decision making, working with tools and technology, and workplace computer applications.

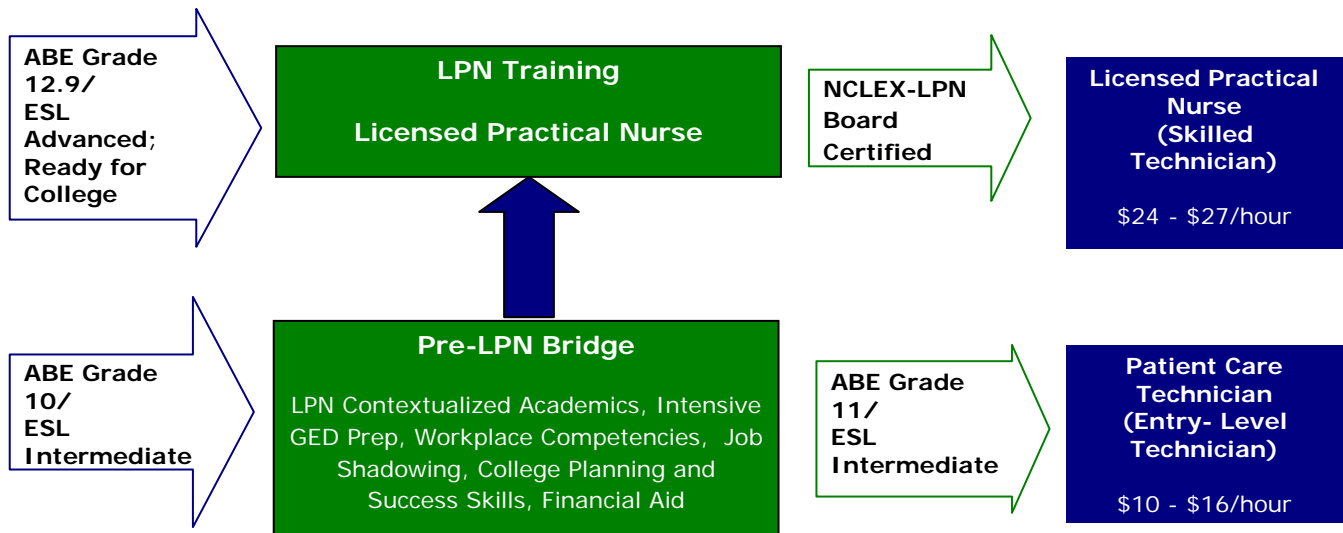


This particular lower level CNA bridge program, adapted from a model developed by Carreras en Salud in Chicago<sup>6</sup>, includes two 16-week modules and a review class. CNA Bridge A advances students from language grade level 6 to 8, and classes are contextualized with general concepts related to the healthcare industry. After this module, students test to determine if their skills are at the eighth grade level.

If so, they proceed to the second 16-week module, CNA Bridge B. This module is contextualized with information from retired State CNA exams and is taught jointly with healthcare instructors at the institution. This module raises student reading and math scores to the tenth grade level. Next, students enroll in an eight-week review class that includes 40 clinical hours at healthcare provider sites. Once the students satisfactorily complete the review course, they are authorized to take the State CNA Certification Exam. Passing the State exam allows students to work as a CNA in

a healthcare institution as an entry-level skilled worker where they typically earn \$9 to \$12 an hour.

**Higher-Level CNA Bridge:** The pre-LPN bridge program includes two modules: Module A academically advances participants from basic skill level 10 to level 11, and Module B advances participants from level 11 to 12.9.



Participants in Module B also take EKG and Phlebotomy, learning technical skills they need to get a job as a Patient Care Technician, a higher-level job compared to the CNA position. Students graduate from this program ready for college-level work and entry into an LPN training program.

**Career Exploration Bridge:** Other lower-level and higher-level bridge programs are designed for those who want to pursue a career path but are not sure in which field. In these programs, students build their basic skills in the context of exploring postsecondary options and careers. They may also get a taste of instruction in the basics of one or more occupational fields.

For example, a region has identified health, hospitality, corrections, and construction trades as the high demand clusters. An adult education program can integrate reading, math, English skills and workforce readiness skills contextualized to each of those four clusters. As a result, the students have a foundation for whichever training option they pursue. These programs often put special emphasis on preparing for college placement tests and on college success skills in addition to career exposure.

**Contextualized GED Instruction:** Another popular higher-level bridge program is an intensive GED preparation program contextualized to specific careers. For example, the Virginia Adult Learning Resource Center has developed the *GED Career Bridge to Hospitality Curriculum* to assist programs in contextualizing GED instruction to the hospitality field. The guide includes:

- *GED as Project Inquiry* activities adapted to hospitality contexts and designed for teachers to pull and use "as is"
- Current hospitality industry vocabulary lists, lessons and resources
- A variety of career briefs in the hospitality field from Career Prospects in Virginia
- Hospitality-related reading material and lesson plans

**Interested in obtaining the curriculum?**

Visit [Hhttp://www.valrc.org/publications/hospitality/](http://www.valrc.org/publications/hospitality/)



**Integrated Education and Training (IET) Model:** Integrated Education and Training (IET) pairs occupational training and ABE or ESL so students learn literacy and workplace skills at the same time. Washington state's I-BEST model is one of the country's better known integrated education and training initiatives. Adult literacy and vocational instructors work together to develop and deliver instruction. Team teaching is often an integral part of the integrated model. It includes joint course planning and often an instructional overlap of 50 percent of the class time.

- Both instructors collaborate prior to entering the classroom for the first time to work on joint learning outcomes and assessments for the students.
- They are both present in the classroom including lecturing, leading group discussions, and managing student projects.
- The role of the adult basic education instructor is to ensure that the basic skills necessary to understand concepts, pronounce the vocabulary, apply the mathematics, and write reports are delivered to the students within the context of the workforce education content.
- The occupational instructor focuses on the delivery of the workforce content. In some of programs, the instruction is so fluid that it is hard to distinguish which instructor comes from which discipline.

**Interested in more information about I-BEST?**

**Visit**

[Hhttp://www.sbctc.ctc.edu/college/e\\_integratedbasiceducationandskillstraining.aspx](http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx)



# OVERVIEW OF CAREER PATHWAY AND BRIDGE PROGRAM DEVELOPMENT

**Getting Started:** Now that you have a general idea about the essential elements of career pathways and bridge programs, you may be wondering, “Where do I start?” It is important to remember that you are no longer managing an adult education, community college, or Michigan Works! agency in your locality. You are creating career pathway services that address the education, training, employment, and support needs of adults throughout the region. Needless to say, you cannot do this job alone. This work can only be done by collaborating with education, training, employment, and support organizations in your service region.

Experience tells us that two working groups help with this work:

- Your Regional Adult Learning Collaborative Board (ALCB) comprised of a broader group of organizations and
- A Career Pathways Steering Committee comprised of some of the critical education and training organizations, such as adult education and literacy providers, community colleges, employers, and Michigan Works! agencies.

Both of these groups will be essential in fully planning, implementing, and evaluating your career pathways system. The ALCB is responsible for providing input and guidance into the five stages of the process:

1. Partnership Development and Planning
2. Gap Analysis
3. Curriculum Development and Student Services
4. Managing and Implementing (Budgeting, Staffing, Recruiting, and Marketing)
5. Evaluation, Continuous Improvement, and Expansion.

The Career Pathways Steering Committee is in charge of collecting, analyzing, and prioritizing all the identified **needs** and **resources** necessary for a career pathways system. This Steering Committee will be responsible for keeping the ALCB informed and seeking their advice on planning and implementation decisions of the career pathways system.

**Toolkits:** Subsequent toolkits will provide decision points, strategies, and tools that the Career Pathways Steering Committee and ALCB can use to design and implement career pathways. Here is a brief overview of what you will find in each of the toolkits.

### **Toolkit #2: Partnership Development and Planning**

This toolkit will explore the following:

1. Engaging and supporting local and regional partners
2. Defining roles and responsibilities
3. Developing memoranda of understanding
4. Managing the partnership
5. Building and sustaining employer relationships

### **Toolkit #3: Conducting a Gap Analysis**

This toolkit will explore the following:

1. Identifying the region's target population
2. Identifying critical regional industries and occupations
3. Comparing education and skill to occupational needs
4. Identifying education and training providers
5. Conducting a funding/resource audit
6. Identifying and recommending regional priorities

### **Toolkit #4: Curriculum Development and Student Services**

This toolkit will explore the following:

1. Designing a career pathway and its bridges
2. Reviewing and developing bridge curricula
3. Determining student assessment
4. Enriching the learning experience (career exploration, cohorts and peer mentors, job and college exposure, computer skills, etc.)
5. Targeting student services
6. Providing career advising/navigating

### **Toolkit #5: Managing and Implementing (Staffing, Budgeting, Recruiting, and Marketing)**

This toolkit will explore the following:

1. Assigning roles and responsibilities
2. Finding, training, and supporting the right instructors
3. Budgeting
4. Marketing the bridge program
5. Recruiting students

## **Toolkit #6: Evaluation, Continuous Improvement, and Expansion**

This toolkit will explore the following:

1. Establishing an evaluation protocol
2. Collecting and sharing data
3. Using data to promote continuous improvement
4. Sustaining and expanding your system



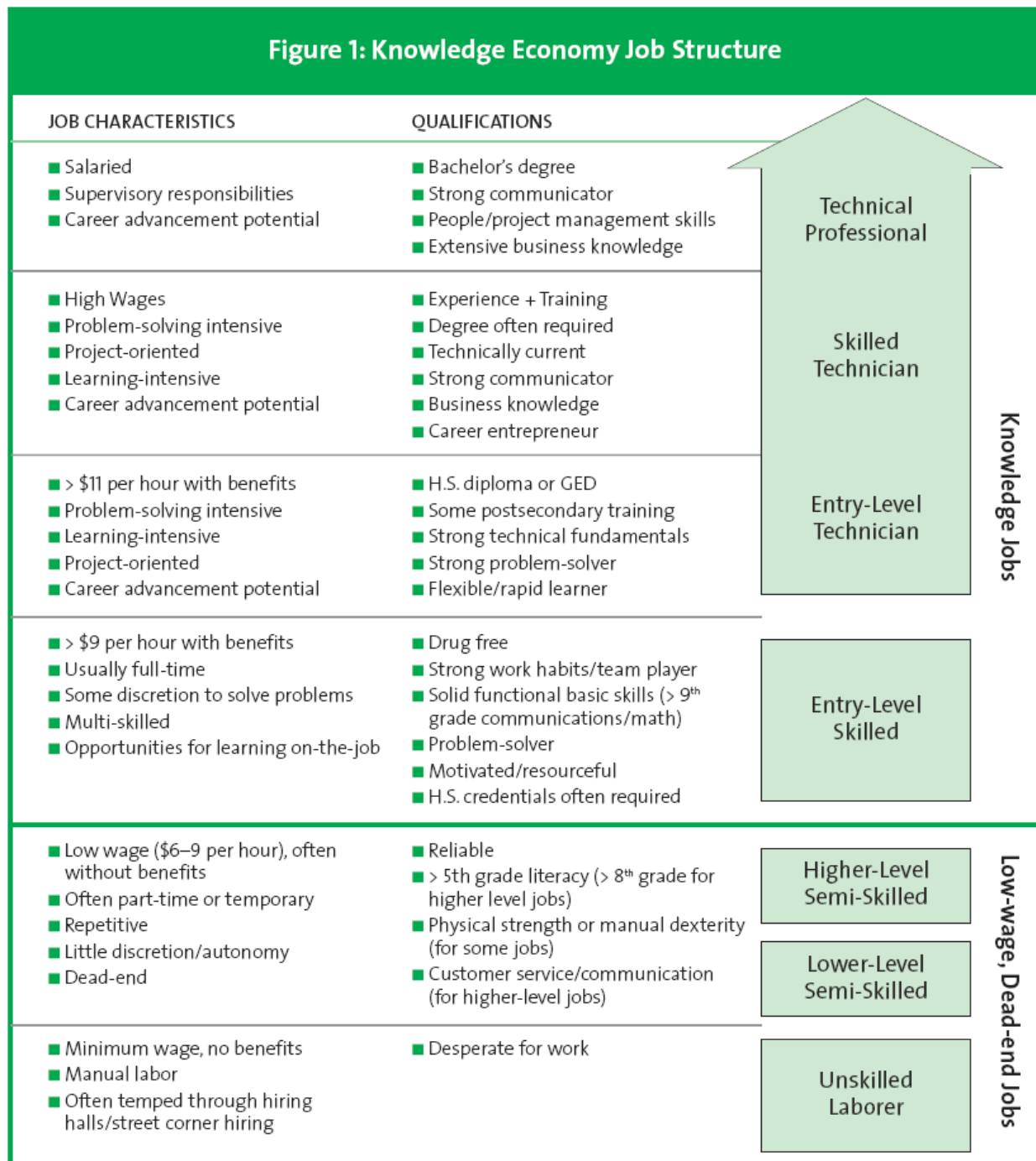
In addition, two tools have been provided to help you get started.

**Tool #1.6** is a glossary of terms to help you better understand the terminology connected with career pathways.

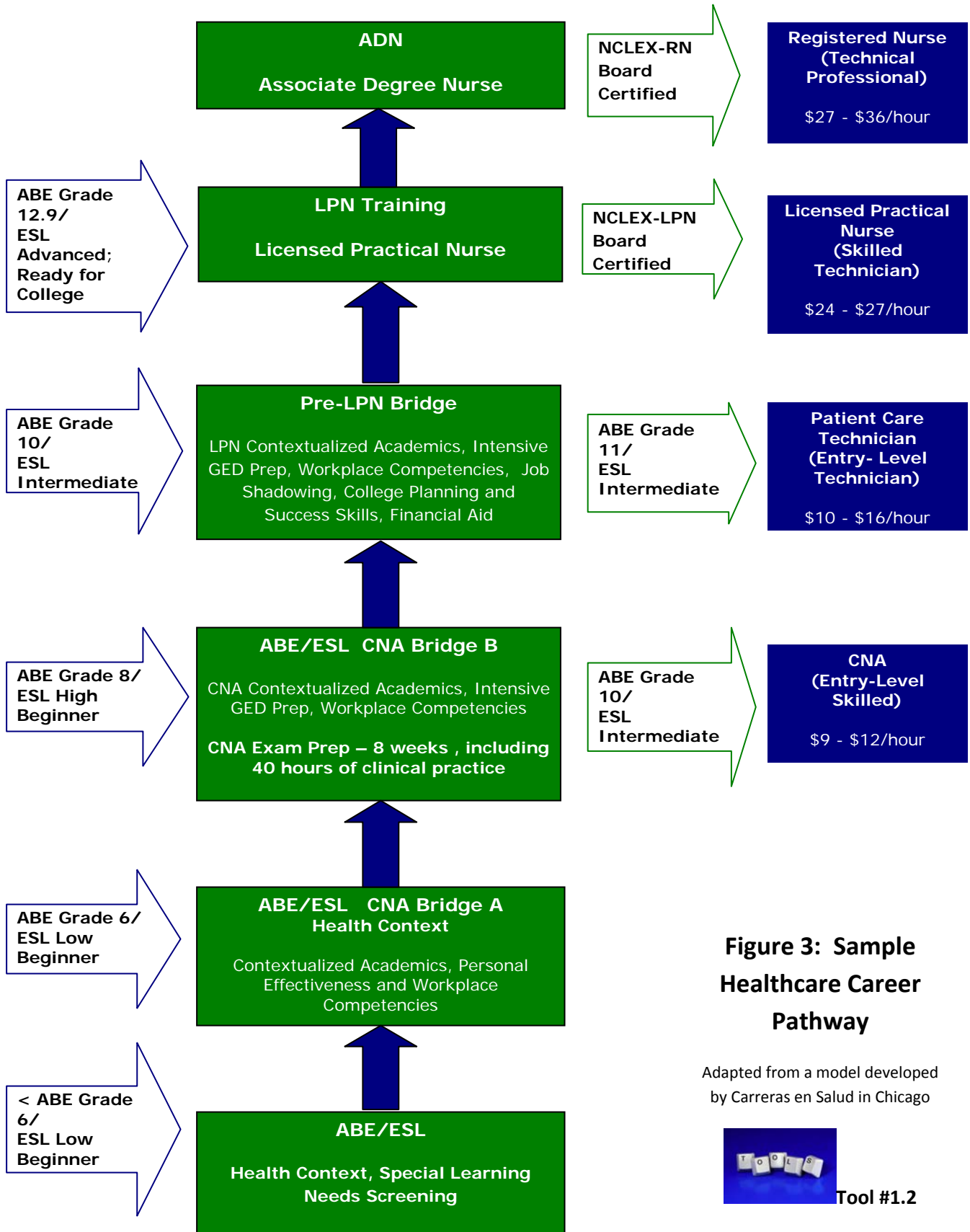
**Tool #1.7** has been provided to give you an overview of more specific functions that will be addressed in the remaining toolkits. You may find it helpful to use this list as a self assessment to measure your readiness level for career pathways planning.

## Tool #1.1

From Women Employed, Chicago Jobs Council, and UIC Great Cities Institute, "Bridges to Careers for Low Skilled Adults," 2005, p. 5.



# Tool #1.2



**Figure 3: Sample Healthcare Career Pathway**

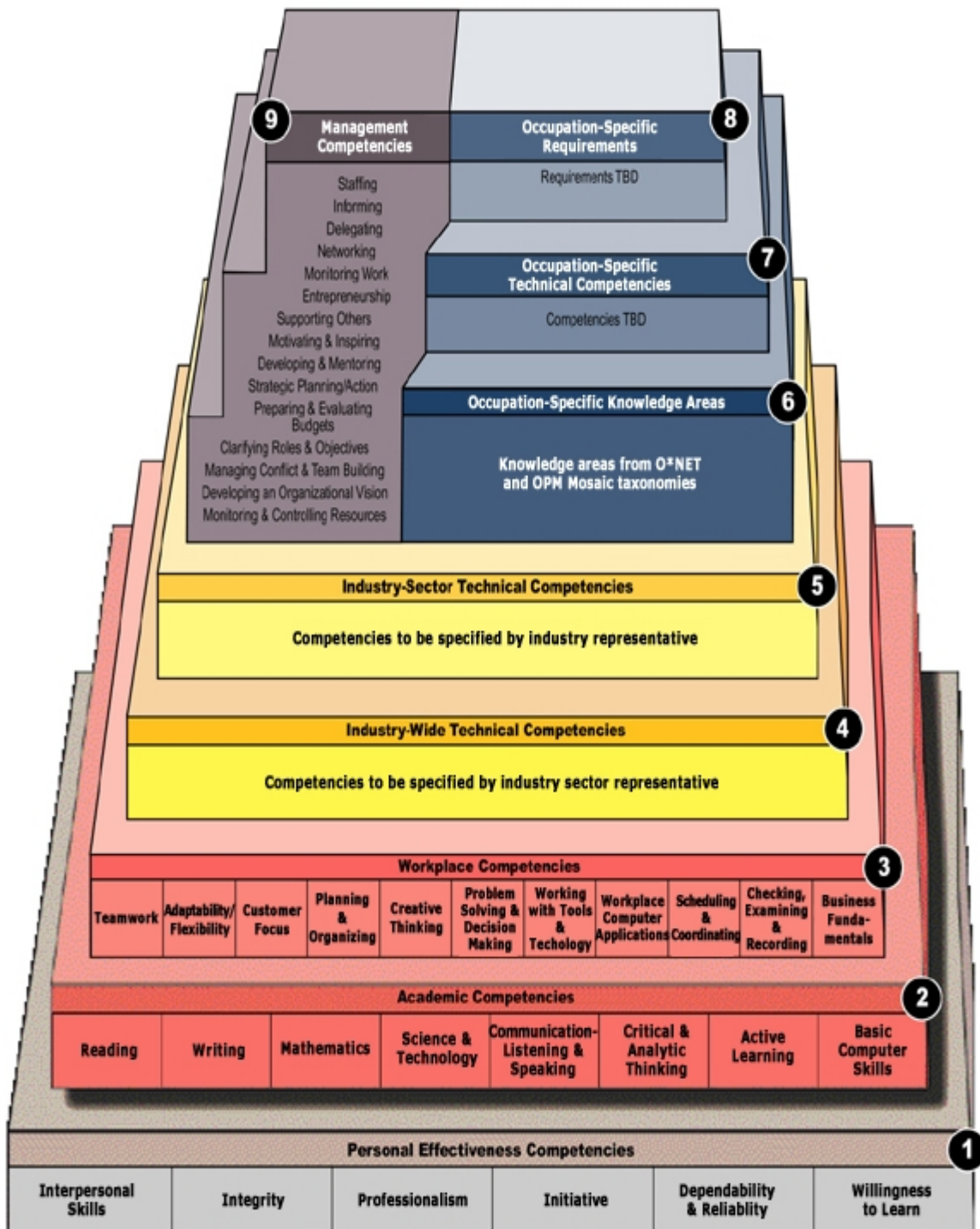
Adapted from a model developed by Carreras en Salud in Chicago



**Tool #1.2**

# Tool #1.3: The Industry Competency Model

<http://www.careeronestop.org/competencymodel/pyramid.aspx>



## Tool 1.4: Lower-Level Bridge

Women Employed with Chicago Jobs Council and UIC Great Cities Institute

<b>Target Audience</b>	<ul style="list-style-type: none"> <li>■ Fifth- to sixth- grade reading (for native English speakers)</li> <li>■ Low-intermediate ESL level (for non-native speakers)*</li> <li>■ With or without a high school diploma or GED</li> <li>■ At least some work experience</li> <li>■ Desire to improve basic skills to advance to a better job</li> </ul>	
<b>Job Objective</b>		<b>Education Objective</b>
Full-time job paying \$7 to \$10 per hour, sometimes with benefits. Examples include home care aide, receptionist, construction laborer, telemarketer.		Further training through higher-level bridge programs.
<b>Duration</b>	8–12 weeks, 12–14 hours per week	
<b>Features</b>	<ul style="list-style-type: none"> <li>■ Adult educators and vocational instructors jointly develop and teach curriculum</li> <li>■ Basic reading (meaning), writing (sentences), speaking (workplace vocabulary), and math (arithmetic) taught in context of job and life “success skills,” such as writing a resume, interviewing for a job, providing customer service, using computers at home and on the job, workplace safety, workplace rights, and exploring life and work values and goals</li> <li>■ Training in industry-specific vocabulary and skills (in field-specific programs)</li> <li>■ Workplace communication skills</li> <li>■ Job-placement assistance</li> </ul>	

## Tool 1.5: Higher-Level Bridge

Women Employed with Chicago Jobs Council and UIC Great Cities Institute

<b>Target Audience</b>	<ul style="list-style-type: none"> <li>■ Seventh- to eighth- grade reading (for native English speakers)</li> <li>■ High-intermediate ESL level (for non-native speakers)</li> <li>■ With or without a high school diploma or GED</li> <li>■ Stable work history</li> <li>■ Desire to pursue postsecondary technical training or education</li> </ul>	
	<b>Job Objective</b>	<b>Education Objective</b>
	Full-time job paying \$8 to \$12 per hour, usually with benefits. Examples include bank teller, multiple machine tool setter, medical billing, and coding clerk.	College-level certificate, associate degree program, or other postsecondary technical training.
<b>Duration</b>	8–16 weeks, 12–14 hours per week	
<b>Features</b>	<ul style="list-style-type: none"> <li>■ Outcome competencies set by employers and college occupational degree program faculty</li> <li>■ Basic reading (reading for information), writing (paragraphs), speaking (presentations), math (pre-algebra), and computer applications (word processing, spreadsheet, presentation software) taught in the context of exploring careers and postsecondary training options and preparing a career plan</li> <li>■ Learning success skills (for school and on the job), including note-taking, study habits, time management, financial literacy, and test-taking</li> <li>■ Training in industry-specific vocabulary and technical fundamentals taught using workplace problems and tools and material from introductory college-level courses (in field-specific programs)</li> <li>■ College credits or “credit equivalencies” for competencies developed and documented during bridge training</li> <li>■ Job shadowing and internships</li> <li>■ Job and college placement assistance</li> </ul>	

## Tool #1.6: Career Pathways Glossary

**Accelerated Learning:** An option that allows adult learners to expedite their education and training required for advancement in their career pathway through such methods as dual or concurrent enrollment and intense, shorter-term educational programs.

**Adult Basic Skills (ABS):** *Refers to pre-college instruction that provides non-credit course instruction and remediation in adult basic education (reading, writing, math), General Education Development (GED), and English as a Second Language (ESL). May also be referred to as ABE (Adult Basic Education) or Adult Education.*

**Adult High School Diploma:** *An option for adult students to complete the high school diploma requirements.*

**Articulation:** *A process of coordinating policies and practices among sectors of the education system to produce a seamless flow of students from one level to another in order to eliminate loss of credit, delays and unnecessary duplication of effort. Educational articulation refers to interrelationships of curriculum, standards, and proficiencies across levels (e.g. secondary, adult education, postsecondary) and across segments (e.g. community colleges and public or private four-year institutions), as well as to movement of students between segments.*

**Articulation Agreement:** *An agreement between educational institutions to provide seamless articulation of credits, courses, credentials, certificates, and/or degrees. These agreements may enhance the transition of students from one level or sector to another, potentially shortening the amount of time required to complete a program of study.*

**Bridge Programs:** *Programs designed to prepare academically under-prepared and under-served populations to enter credit-based or certificate-based academic courses, often by teaching remedial or basic skills in the context of occupational skills.*

**Career Clusters:** *A group of occupations and broad industries based on commonalities used by educators to develop Career Pathways and other Career and Technical Education (CTE) programs and strategies. Career Clusters have been developed nationally by the National Tech Prep Network /National Center for Career and Technical Education.*

**Career Ladder:** *A set of occupations that are linked together by common or complementary skills. These linkages provide workers with opportunities to advance and expand recruitment opportunities for employers.*

**Career Pathways:** *An integrated, articulated continuum of programs and services designed to prepare adults for employment and advancement in targeted, high growth industry sectors, fields and occupations.*

*Additional definitions include:*

*A Career Pathway is a coherent, articulated sequence of rigorous academic and career courses, commencing in the ninth grade and leading to an associate's degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond. A Career Pathway is developed, implemented, and maintained in partnership among secondary and postsecondary education, business, and employers. Career Pathways are available to all students, including adult learners, and are designed to lead to rewarding careers. <http://www.league.org/league/projects/ccti/cp/characteristics.html>*

*A Career Pathway is a framework for connecting a series of educational programs with integrated work experience and support services, thereby enabling students and workers to combine school and work and advance over time to better jobs and higher levels of education and training. The ultimate goal is for pathways to provide a seamless system of career exploration, preparation, and skill upgrades linked to academic credits and credentials, available with multiple entry and exit points spanning middle school, secondary, postsecondary, adult and workplace education. <http://www.ncwe.org/publications>*

*Career Pathways are articulated series of rigorous academic and career courses leading to an associate's degree, an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond. Career pathways include supports and tools aimed at student success, persistence, and completion. Career pathways prepare students to progress to the next level of employment and education over time. Career pathways are developed in partnership with employers and target jobs of importance in local economies. <http://www.workforcestrategy.org>*

**Career Related Learning Experiences (CRLEs):** *Structured student activities in the community, the workplace, or in school that connect academic content and career-related learning to real life applications. These experiences extend, reinforce and support classroom learning. They include, but are not limited to: (1) workplace mentoring; (2) workplace simulations; (3) school-based enterprises; (4) structured work experiences; (5) cooperative work and study programs; (6) on-the-job training; (7) apprenticeship programs; (8) service learning; and (9) field-based investigations.*

**Carl D. Perkins Career and Technical Education Act of 2006:** *Federal legislation approved in 2006 with the purpose to more fully develop the academic, career, and technical skills of secondary and postsecondary education students who elect to enroll in career and technical education programs. Perkins funds provide limited resources for the development, improvement, and operation of CTE programs.*

**“Chunked” Curriculum:** *Chunked curriculum refers to the practice of breaking degrees or certificate into smaller portions or chunks. Each chunk leads to employment and connects to the next chunk, eventually leading to completion of a state-approved professional-technical degree. The major purpose of chunking is to improve the rate of degree completion among community college students by allowing students to complete a degree non-sequentially and non-continually, leading to better wages and career advancement. Chunking is one element in a comprehensive career pathways system.*

**Co-Enrollment:** *The practice of attending more than one institution simultaneously. See also Dual Enrollment.*

**Dual enrollment:** *Programs which encourage students to move freely between institutions through coordinated enrollment services. Dual admission programs offer eligible students the benefit of joint admission to both institutions. Students may choose to enroll concurrently by completing traditional, separate procedures at each school.*

**English as a Second Language (ESL) /English Speakers of Other Languages (ESOL):** *Various titles for students who are learning English in Michigan.*

**GED (General Educational Development):** *A high school equivalency certificate gained by successfully completing assessments in language arts, reading, social studies, science, and mathematics. Michigan's Adult Education Program offers classes to help students prepare for these tests.*

**High-demand Occupations:** *Occupations having more than the median number of total (growth plus replacement) openings for statewide or a particular region.*

**High-skill Occupations:** *Occupations with a minimum educational requirement of postsecondary training or higher. Also: occupations with long-term on-the-job training or related work experience as a minimum educational requirement, and postsecondary training or above as a competitive educational requirement.*

**High-wage Occupations:** *Occupations paying more than the all-industry, all-ownership median wage for statewide or a particular region.*

**Industry clusters:** *Geographic concentrations of interconnected companies and institutions that have some type of systemic relationship to one another based on complementarities or similarities that, analyzed and organized, can serve as an economic development strategy to increase competitiveness and the wealth of a region.*

**Industry sectors:** *A term used by quantitative economic analysts to define and organize industries; it is based on data organized according to the Standard Industrial Classification (SIC) codes or North American Industry Classification System (NAICS) classification schemes. Sector information is used to develop Industry Cluster strategies. NOTE: Sectors are not clusters, but one component of clusters includes sectors.*

**Industry-recognized credentials:** *A credential (e.g., a certification, certificate, examination score) recognized by a specific industry or employer group for a designated skill, or set of skills, required to perform a specific occupation or task at the workplace.*

**Modularized/ "chunked" curriculum:** *A method of structuring and sequencing curricula to create modules, or "chunks", tied to jobs with multiple entry and exit points and multiple levels of industry-recognized credentials built into the sequencing.*

**National Career Pathways Network:** *(formerly the National Tech Prep Network) A membership organization for educators and employers involved in the advancement of Tech Prep and related education reform initiatives. <http://www.cord.org/ntpn/>*

**National Council for Workforce Education (NCWE):** *An affiliate council of the American Association of Community Colleges (AACC) with a vision of developing and sustaining a premier workforce for the global economy. <http://www.ncwe.org/>*

**Michigan Labor Market Information System:** *The official market analysis system for the State of Michigan which provides economic information to employers, job seekers, students, policy makers, analysts, and others. It is designed to give users access to the Employment Department's information resources free of limitations due to time or location. Web link: <http://www.milmi.org/?PAGEID=70>*

**Pathways:** See Career Pathways.

**Professional Technical Education:** See Career and Technical Education (CTE).

**Program of Study** (defined in Carl D. Perkins legislation): *Options offered to students when planning for, and completing, future coursework for career and technical content areas that:*

- *Incorporate secondary education and postsecondary educational elements;*
- *Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education*
- *May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and*
- *Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.*

**Roadmaps:** *Visual representations that depict the coursework, competencies, skill requirements, and credentials needed for a series of related occupations in an industry sector. These graphics assist students and workers as they navigate pathways to better jobs and increased earnings.*

**Temporary Assistance for Needy Families (TANF):** *A federal program administered locally that provides case management and cash assistance to low-income families with minor children. It is designed to promote personal responsibility and accountability for parents. The goal of the program is to reduce the number of families living in poverty through employment services and community resources.*

**Workforce Investment Act (WIA):** *The federal statute that establishes federal policy direction and appropriates federal funds for employment and training programs. These programs include training for disadvantaged youth, adults, and dislocated workers; adult education and literacy; employment services and labor market information; and rehabilitation services for individuals with disabilities.*

**Workforce Investment Act (WIA) Title IB:** *Workforce Investment Act (WIA) federal funding that provides services to dislocated workers, youth employment training programs, and other workforce training programs for adults. These programs help workers obtain new skills to become more employable, improve their earnings, and decrease welfare dependency.*

**Workforce Investment Act (WIA) Title II:** *Workforce Investment Act (WIA) federal funding received from the U.S. Department of Education and distributed through a competitive application process to support adult basic skills education services including ABE, GED, high school completion, ESL, and EL/Civics.*

**Wrap-around (student) services:** *Support services that are designed to ensure student success in community college programs. These may include, but are not limited to: Outreach and recruitment; referrals between programs; career development, including career assessment, advising and counseling; case management; mentoring; coaching and tutoring; conveniently scheduled, accelerated and appropriately sequenced classes; childcare; federal and state need-based financial aid; job search skills training; and job placement assistance.*

√	<b>Tool #1.7: Career Pathways Functions</b>
	<b>Gap Analysis</b>
	Analyze US Census and National Assessment of Adult Literacy data to determine the educational levels of adults in the region
	Conduct a systematic labor market analysis, identifying industries and fields that offer jobs with family-supporting wages and opportunities for advancement
	For each high demand occupation/job sector, identify the required educational, technical, and workplace competencies
	Conduct a gap analysis of the population's educational levels versus the requirements of the high demand occupations
	Identify educational/training providers in your region and assess the extent to which they have the capacity to bridge the gap between existing educational levels and high demand occupational requirements
	Conduct a regional funding audit to identify state, regional, community and partner resources that can be leveraged to fill unmet education and training needs
	Develop a plan to annually update this gap analysis process
	<b>Partnership Development and Planning</b>
	Identify and engage potential partners, such as employers; civic and philanthropic organizations; public and private providers of education, training and social services; and economic and workforce development agencies
	Develop agreed-upon measurable goals based on the gap analysis findings
	Clearly articulate the roles, commitments, and contributions of each partner – including employers – through written memoranda of understanding
	Identify costs and develop a funding strategy including targeting existing funding sources and identifying additional revenue streams
	Build and broaden support by bringing partners together regularly to promote communication and collaboration
	Create a methodology for tracking educational and career outcomes for individuals over time
	<b>Curriculum Development</b>
	Create a structure for obtaining buy-in and input from Adult Education, technical, non-credit/workforce development faculty, and/or developmental education programs (e.g., program advisory team, program management team, employer engagement)
	Determine how to cover the costs for curriculum development (e.g., existing funds, special grant funds, etc.)
	Create a system of stackable certificates at non-postsecondary and postsecondary levels that allow adult learners to progress through the career ladder with tangible evidence of work readiness
	Identify the “right” instructors to develop and teach the contextualized curriculum (e.g., faculty with certain characteristics, incentives for curriculum development, specialized professional development)
	Examine and recommend various work-related assessment tools such as WorkKeys, career inventories, etc. that would support the career pathways system.

√	<b>Tool #1.7: Career Pathways Functions</b>
	Crosswalk state-approved adult education standardized tests with college entrance exams (e.g., COMPASS, ACCUPLACER) to determine possible gaps.
	Develop aligned curricula that integrate the skills needed for successful dual or concurrent enrollment in adult education and occupational training programs
	Integrate transferrable career readiness skills and activities such as career exploration, study skills, problem solving, computer literacy, job search, etc.
	Develop career pathways with sequential levels, each with specific entry and exit requirements, that ultimately lead to college or career certification in high demand jobs
	Where appropriate, match each level with high demand employment opportunities in the region?
	<b>Advising/Navigating</b>
	Implement a barrier identification process to identify and resolve barriers to student participation and success
	Utilize a navigator/case manager with specific responsibilities for helping students to understand and navigate through his/her career pathway
	Provide specialized training for your navigators so they would be informed about the services of all educational, training, and support organizations as well as the employment/employer requirements of the high demand jobs
	Integrate one or more of these activities into the advising/navigating services: career exploration, cohorts and peer mentor, job and college exposure, computer skills through course content, etc.
	Provide job and/or college placement services for participants
	<b>Managing and Implementing a Career Pathways System</b>
	Develop a specific budget for the implementation of the program
	Share costs (direct and/or in-kind) across multiple providers
	Provide specialized training and support to instructors working in the career pathways system
	Develop a specialized student recruitment process to identify students interested in participation in the career pathways components
	Support interagency cross-training on topics that require a common understanding at the local and regional levels
	Design and implement branding and marketing plans to promote the benefits of the Career Pathway program to all of the partnering organizations and employers
	Utilize a specific structure to monitor the progress of the program with all partners (e.g., Project Advisory Board meetings)
	<b>Evaluating Career Pathway Programs and Promoting Continuous Improvement</b>
	Identify the evidence that each partner wants to collect to document success
	Use a strategy to identify the data that each partner would contribute to provide the evidence to document success
	Develop a performance management system that spans multiple years in order to report longitudinal economic and educational impact
	Make adjustments based on evidence of program impact and effectiveness
	Identify ways to expand successful models and strategies to other industry sectors

## **Tool 1.8: No Worker Left Behind Adult Learning Demonstration Grant Recipients**

### **AWARE: Adults Who are Returning to Education Programs (\$250,000)**

- Provides skill upgrades and comprehensive support services to facilitate access and success in college-level educational and training programs for under-prepared adults (GED, high school completers and those near completion)
- Expand adult ed programming through PHASD
- Intensive/intrusive advising services
- Comprehensive assessments
- KeyTrain programming
- NCRC achievement
- Transitions to post-secondary education and training
- Partners: Blue Water Area Chamber of Commerce, Blue Water Area Transit, Economic Development Alliance of St. Clair County, Economic Opportunity Committee of St. Clair County, Macomb-St. Clair Workforce Development Board, Port Huron Area School District, St. Clair Community College (Fiscal Agent), St. Clair County Community Mental Health Authority

### **Career Pathway Academy (\$150,000)**

- Target individuals to increase basic skills through a structured set of literacy components
- Create an integrated adult learning program that demonstrates the ability to create a new system of delivery from the existing MAHS ABE program and the workforce development programs at MCC.
- Uses concrete occupational pathways in areas of high-demand and those that have potential for high-wages
- Four broad career areas: 1) Business, Management, Marketing & Technology; 2) Engineering/Manufacturing & Industrial Technology; 3) Health & Science; and, 3) Human Services & Public Administration.
- Includes comprehensive assessments, career planning, employment placement, education and training, support services, and follow-up.
- Partners: Faith-Access to Employment and Economic Development, Flint Community Schools/Mott Adult High School, Genesee County Literacy Coalition, Genesee Regional Chamber of Commerce, Michigan Works! Career Alliance, Inc., Mott Community College (Fiscal Agent)

### **Making College Accessible Program (\$300,000)**

- Provide a comprehensive and seamless range of services that will help adults move along customized pathways toward college education, training and careers
- Increase access to remedial and college-level courses and services at multiple access points in convenient
- Use GED preparation “Plus” college readiness skills instruction
- Use WorkKeys job skills assessment system to attain a National Career Readiness Certificate
- Provide Computer Skills certification and Financial Literacy certification

- Provide Cohort-group Career Advancement Program (CAP) developmental education support and instruction strategies
- Provide remedial college preparatory courses
- Provide Career Coaches
- Provide assistance with college application and admissions processes along with access to career pathways support and information, pre-employment training and lifelong learning activities
- Partners: Grand Rapids Community College (Fiscal Agent), Literacy Center of West Michigan, Local Employers, Michigan Works! ACSET

#### **Monroe County Learning Bank Network (\$300,000)**

- The Monroe County Learning Bank Network will provide an innovative, integrated, cost-effective educational approach to the needs of low-skill adults
- Accelerate transition into family sustaining jobs by drawing on research-based knowledge of adult learning and coordinating the experience and efforts of all the project's partners.
- MCLBN will incorporate best practices in adult learning delivery to provide professional development
- Provide outreach, recruitment, and marketing; orientation; intake assessment; delivery of services; support services; and, follow-up and retention to participants
- Partners: Bedford Adult Education, Monroe Bank & Trust, Monroe Community College (Fiscal Agent), Monroe County Adult Education Consortium, Monroe County Intermediate School District, Monroe County Library System, Monroe County Opportunity Program, Salvation Army, SEMCA, United Way of Monroe County

#### **Northwest Michigan Adult Learning Partnership (\$150,000)**

- Add several new programmatic elements to the existing adult learning system
- Expand the use of *Transitional Adults to Post-Secondary Education and Training* program, use of the National Career Readiness Certificate, use of Power Path assessment software, and contextualization of academics in to NWLB
- Partners: Baker College of Cadillac, Grand Traverse Area Literacy Council, Local Employers, Michigan Rehabilitation Services, North Central Michigan College, Northwest Michigan Council of Governments (Fiscal Agent), Northwest Michigan Workforce Development Board, Northwest Michigan Works!, Northwestern Michigan College, Traverse Bay Intermediate School District, West Shore Community College

#### **Oakland Adult Learner Collaborative (\$300,000)**

- Focus on providing seamless services to learners through four phases in a continuous loop: recruitment/identification (including a systems navigator); comprehensive barriers assessment/ goal setting/ education and employment plan; expanded education/training with formative assessment; and transition to post-secondary education and training and/or employment.

- Partners: Baker College, Berkley School District, Farmington Public Schools, Ferndale Public Schools, Hazel Park Adult Education, Lake Orion Adult Education, Novi Community School District, Oakland Community College, Oakland County Human Services Community Collaborative Council, Oakland County Michigan Works!, Oakland Intermediate School District (Fiscal Agent), Oakland Literacy Council, Providence Hospitals, Royal Oak Schools, Troy Continuing Education, United Way for Southeastern Michigan, Waterford Continuing Education

### **Project E<sup>3</sup>: Excellence in Education and Employability (\$300,000)**

- Engage GED and high school completion students prior to their secondary skill attainment.
- Develop a stronger foundation of academic and personal skills that will act as a bridge to post-secondary training (including customer service training, CDL) and ultimately placement into careers.
- Offer services include expanded adult education, dual-enrollment, college preparation coursework, comprehensive assessment and advising, and connections to the local Regional Skills Alliance for career exploration and placement in construction, tourism and manufacturing.
- Partners: Bay College, Bay College M-TEC, Iron Mountain Kingsford Community Schools, Michigan Works! Job Force Board (Fiscal Agent), North Menominee county Community Schools

### **Southwest Michigan Regional Adult Learning Network (\$250,000)**

- Create a comprehensive learner-centered infrastructure providing comprehensive assessment, education, career pathways training, wrap-around advising and support, and access to employment placement services and post-secondary learning opportunities
- Students will access these services as participants in a Regional Career Academy (RCA) program targeted to specific career pathways, including manufacturing and hospitality.
- Partners: Benton Harbor Area Schools, Berrien RESA, Berrien-Cass Community Education Association, Berrien-Cass-Van Buren Michigan Works! Brandywine Community Schools, Cassopolis Public Schools, Dowagiac Union Schools, Educational Opportunity Center, Lake Michigan College, Niles Community Schools (Fiscal Agent), Regional Skill Alliances, The Opportunity Center

### **Adult Education Enhancement Initiative (\$250,000)**

- Provide open entry modularized, accelerated, work-based curriculum with attention to client strengths and career planning
- Provide a combination of developmental “hands-on” instruction, comprehensive assessment, personal and career counseling, tutoring, academic advising, individual need assessment, individual education planning, and socio-cultural activities
- Create access to modularized work-based curriculum online or at the high-tech, high-touch Southwest Michigan Workforce Education Center
- Provide competency-based instruction in nine skill areas including contextual learning modules that address core skills required for entry in the Career Pathways including: Applied Mathematics, Applied Technology, Listening, Locating Information, Observation, Reading for Information, Teamwork, Writing, and Business Writing.

- Partners: Battle Creek Public Schools, Calhoun ISD, Community Literacy Collaborative of the United Way in Battle Creek, Kellogg Community College (Fiscal Agent), Michigan Works!/KCC Employment Services

**Washtenaw Region Adult Education Collaborative (\$250,000)**

- Share best practices of each adult education provider
- Connect supportive services available each student by creating a Regional Adult Education Coordinator
- Provide a formal connection between all of the partners and build the capacity for each partner to more adequately and effectively serve their unique constituents
- Implement transition courses designed to help students prepare for life beyond the GED or diploma
- Partners: Ann Arbor Public Schools, Chelsea School District, Milan Area Schools, Washtenaw Community College (Fiscal Agent), Washtenaw County Michigan Works!/ETCS, Washtenaw Literacy, Willow Run

## Endnotes

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- <sup>1</sup> U.S. Census Bureau American Community Survey. *2006 Michigan Age by Educational Attainment for the Population 18 and Over* [Data File]. Retrieved from [www.census.gov/acs](http://www.census.gov/acs).
- <sup>2</sup> Waldron, T., B. Roberts, and A. Reamer. *Working Hard, Falling Short: America's Working Families and the Pursuit of Economic Security*. Working Poor Families Project, October 2004.
- <sup>3</sup> *Career Pathways: Aligning Public Resources to Support Individual and Regional Economic Advancement in the Knowledge Economy*, *Workforce Strategy Center, 2006*.
- <sup>4</sup> Sticht, T., and W. Armstrong. *Adult Literacy in the United States: A Compendium of Quantitative Data and Interpretive Comments*. Washington, DC: National Institute for Literacy, 1994.
- <sup>5</sup> Women Employed, Chicago Jobs Council, and UIC Great Cities Institute, "Bridges to Careers for Low Skilled Adults, 2005. <http://www.womenemployed.org/docs/BridgeGuideFinal.pdf>
- <sup>6</sup> Estrada, R., DuBois, T. "How to Build Bridge Programs that Fit into a Career Pathway." (Chicago, IL: Instituto Del Progreso Latino) [http://www.idpl.org/images/publicationsPDFs/Instituto2010\\_HowToBuildBridgePrograms%20final.pdf](http://www.idpl.org/images/publicationsPDFs/Instituto2010_HowToBuildBridgePrograms%20final.pdf)