Partnering to Bridge the Gaps

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What is Career Foundations?
Why did we create it?
Who can use it?
What do students learn in the course?
How can it be customized?
What are its outcomes?
Questions
Since 1973, **Women Employed** has been mobilizing people and organizations to expand educational and employment opportunities for America’s working women.

Increasing access to and success in education and training by:

- Increasing financial aid
- Improving support services
- Improving educational programs
- Informing and connecting practitioners and policymakers through our Pathways to Careers Network

Learn more: [http://womenemployed.org/pathways-careers-network](http://womenemployed.org/pathways-careers-network)
Collectively we face an urgent need to improve adult transitions into college and careers

- By 2020, 67% of jobs will require a college degree or certificate.
- 3 million IL adults don’t have education beyond high school.
- Of 100 future jobs, 24 will go unfilled.
A vision for an aligned system of pathways was developed jointly by City Colleges of Chicago and advocacy organization representatives.

Any low-skilled Chicagoan, no matter which organization s/he approaches for help, has the opportunity to improve his or her skills and transition to a program providing a postsecondary credential leading to a job with family-supporting wages.
How can providers help students maximize their time and efforts in an adult education program?

Moving from this...

- Few linkages between adult education curriculum and college coursework
- Lack of information about what you can study in college
- No clear connection made between level of education and expected earnings
- Common perception of adult ed as classes and courses without any particular end goal other than passing the GED® or high school equivalency test, improving English
- Self image as not “college material”

...to this:

- Relevance of adult education curriculum to future college coursework
- High student awareness of pathways and opportunities beyond GED®, high school equivalency, improving English
- College transition is a goal discussed throughout a student’s tenure in the program and encouraged in every way possible
- Opportunity to begin college with support while in adult education
- Increased sense of self-efficacy
City Colleges Reinvention launched to help students meet the demands of a changing world. They focused on four critical goals:

**City Colleges of Chicago Reinvention Goals:**

- Increase number of students earning college credentials of economic value
- Increase rate of transfer to bachelor’s degree programs following CCC graduation
- Drastically improve outcomes for students requiring remediation
- Increase number and share of ABE/GED/ESL students who advance to and succeed in college-level courses

Drive greater job placement and degree attainment

**Ensure student success**

Become an economic engine for the City of Chicago

CCC’s Bridge and Gateway transition programs together address all of these goals, with greatest focus on the 4th goal.
CITY COLLEGES OF CHICAGO: HEALTHCARE CAREER PATHS
Programs with Stackable Credentials, Fall 2017

All programs eligible for financial aid with a high school equivalency or high school diploma.

HEALTHCARE 32 WEEKS

BRIDGE PROGRAMS

BASIC CERTIFICATE

HEALTH INFO TECHNOLOGY
1 Semester
Certification/Credentials: Medical Billing Specialist
Jobs: Medical Secretary; Medical Billing Specialist in Physicians Office
$12 - $23/hour

BASIC NURSING ASSISTANT
10 Weeks
Certification/Credentials: Illinois Competency Exam for CAN
Jobs: Certified Nursing Assistant, Basic Nursing Assistant
$9 - $17/hour

PATIENT CARE TECHNICIAN
1 Semester
Certifications/Credentials: NHA PCT Certification (CPCT/A)
EKG Certification (NHA)
Phlebotomy Cert. (CPT)
Jobs: Patient Care Tech
$12 - $21/hour

EMERGENCY MEDICAL TECH/SERVICES
1 Semester
Certification/Credentials: IL Dept. of Public Health Licensing Exam
Jobs: EMT
$11 - $13/hour

CITY COLLEGES CREDIT PROGRAMS

ADVANCED CERTIFICATE

HEALTH INFO TECHNOLOGY
3 Semesters
Certification/Credentials: Certified Coding Associate (CCA)
Jobs: Medical Coding Specialist in Physician's Office or Hospital
$11 - $23/hour

PRACTICAL NURSING
3 Semesters
Certifications/Credentials: NCAE in Practical Nursing
Jobs: Licensed Practical Nurse
$17 - $29/hour

PARAMEDIC
3 Semesters
Certification/Credentials: IL Dept. of Public Health or National Registry of EMTs Certification
Jobs: Paramedic
$13 - $52/hour

ASSOCIATES DEGREE

HEALTH INFO TECHNOLOGY
5 Semesters
Certifications/Credentials: Registered Health Info Technician (RHIT)
Jobs: Medical Records Tech; Health Info Technician
$12 - $30/hour

RN COMPLETION
5 Semesters
Certifications/Credentials: NCLEX in Registered Nursing
Jobs: RN in hospital, clinic, schools
$12 - $30/hour

TRANSFER OPTIONS:
This program articulates to Rush University College of Nursing

BACHELORS DEGREE

HEALTH INFO TECHNOLOGY
2 Additional Years
Degree: Registered Health Info Administrator (RHIA)
Jobs: Medical & Health Services Manager
$32 - $79/hour

NURSING
2 Additional Years
Degree: Bachelors of Science: Nursing (BSN)
$31 - $57/hour

CERTIFICATIONS/CREDENTIALS signify exams and certifications that students should be prepared to sit for after completing the required CCC course work.

JOBS listed are a sampling of the types of jobs students can get in the salary range after they are certified.

Estimated number of SEMESTERS for each program assumes students attend full-time.
Additional entrance and completion requirements for healthcare programs are listed in the City Colleges of Chicago Academic Catalog.

Last updated: May 22, 2017
There seemed to be a “missing link” in the sequence for students who were ready for bridges or advanced levels of Adult Education.

Next steps:
- GED attainment
- Integrated ed & training
- College certificate and degree programs

- Healthcare Bridge
- Manufacturing Bridge
- Transportation Bridge
- Culinary Bridge
- Early Childhood Education Bridge
- “Academic” Adult Education

Students make informed career choices.

Continued ABE or ESL classes

Adult Education Basic Literacy or English as a Second Language through Intermediate levels
The Career Foundations course was the result of a collaborative effort to supply the missing element in the pathway.
Who is Career Foundations intended to serve?

- **Instructional types/levels**
  - Adult Basic Education students at Low Intermediate level (grade equivalent 4.0-5.9) and up
  - Second language learners at High Intermediate level and up
  - Individuals with or without high school equivalency

- **Types of programs enrolled in**
  - Adult education
  - Workforce development

- **Student intent**
  - Adults interested in a career (not just a job) and/or in becoming college-ready
  - Individuals interested in bridges who are not yet at required level
  - Adults who may not be in the job market themselves but who need career pathway information to help guide their children
Who is Career Foundations intended to serve? (cont’d)

- Challenges faced
  - May not have experienced academic success
  - May have low self esteem
  - May not be aware of the skills s/he already possesses
  - If an ESL student, may have fears about ability to achieve success in the new culture
  - Unlikely to have received much (or any) information about educational and promising career pathways
The course moves students sequentially from self-awareness to awareness of educational opportunities and how to plan for them

- Setting **course goals**
- Identifying **transferable skills**—skills you are already using at home, at work, and/or in your community
- Identifying **values and interests**
- Setting **financial goals**
- Exploring City Colleges of Chicago **career focus areas and pathways**
- Learning about promising local **sectors and job market**
- Developing a **plan to get to college**—including adult education transition programs (Bridges, Gateway)
- Learning about college **support services**
- Creating a **timeline**
- Course portfolio class **presentation**
How does Career Foundations help organizations, instructors, other staff, and students?

- Saves teachers a lot of work (research, curriculum development, creating daily lesson plans), allowing them to focus on classroom instruction.
- Sequences are carefully thought out; each chapter plays a role and lessons are scaffolded (yet condensed into 32 hours of instruction).
- Demystifies CCC pathways and how to get onto them; the information is kept up to date.
- Fosters interactivity (active learning); great for teachers who value student-centered learning.
- Builds community and helps students learn from each other in a way that would not occur in one-on-one advising sessions.
- Allows for a powerful internal process that results in meaningful conclusions for the students (may take longer, but will have lasting results far beyond the course).
Don’t take it from us!

Hear it from a teacher!
The course consists of 32 contact hours and is flexible enough to be offered in various formats

- Preferred format: Twice a week (two 2-hour classes per week for 8 weeks), supplemental to regular ESL or ABE/GED instruction

- Other possible formats:
  - Once a week (one 4-hour class per week for 8 weeks), supplemental
  - Intensive (8 hours per week for 4 weeks, as an orientation class for new students not yet enrolled in regular fixed-entry classes)

- Selected components used as stand-alone activities (if insufficient time or resources to schedule as a class)

- Expansion to 48 hours possible if program wishes to offer more opportunity for exploration and skills development
Programs can customize the curriculum for their city or region and incorporate local community college pathways

**Customization guidelines:**

- Fidelity to the model* is important as Career Foundations elements have been carefully chosen and sequenced
- Each lesson/activity builds on the previous
- Programs may opt to replace certain activities/tools with others that they have already used for similar purposes (e.g., interest or skills inventories)
- Programs are encouraged to add programs and services they provide or commonly refer students to that are part of good pathways (e.g., local job training programs)

*Fidelity to the Career Foundations model calls for students to emerge from the course having identified a future **focus area** (i.e., career cluster, sector, industry) and developed a **concrete plan** with a **specific timeline** to successfully complete adult education, attain a high school equivalency certification, and get to college where they can earn certificates or degrees that lead to better quality, better paying jobs.
Activity: Career Foundations Sample Lesson Step #1

Pick a student and think about their situation:

What is their basic skill level?

What brought them to Adult Education?

Are they pursuing their GED to get or keep a job?

Are they learning English?

Career Foundations curriculum available for free download at
http://womenemployed.org/pathways-careers-network
Activity: Career Foundations Sample Lesson Step #2

Set your long-term goal and link it to stackable credentials

1\textsuperscript{st} Pick a focus area

2\textsuperscript{nd} On a blank piece of paper, draw three columns:
- BC (Basic Certificate)
- AC (Advanced Certificate)
- AA or AAS (Associate of Arts or Associate of Applied Science Degree)

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Bridge Pathways for City Colleges of Chicago ABE, ASE and ESL students

**Adult Basic Education (ABE) and Adult Secondary Education (ASE) Semester Courses:**

- **Beginning Literacy ABE** (16 weeks)
- **Beginning ABE** (16 weeks)
- **Low Intermediate ABE** (16 weeks)
- **High Intermediate ABE** (6.0-8.9) (16 weeks)
- **Low Advanced ASE** (9.0-10.9) (16 weeks)
- **High Advanced ASE** (11.0-12.9) (16 weeks)

**English as a Second Language (ESL) Semester Courses:**

- **Beginning Literacy ESL** (16 weeks)
- **Low Beginning ESL** (16 weeks)
- **High Beginning ESL** (16 weeks)
- **Low Intermediate ESL** (16 weeks)
- **High Intermediate ESL** (6.0-8.9) (16 weeks)
- **High Advanced ESL** (11.0-12.9) (16 weeks)

Bridge programs—20 hours per week for 32 weeks:
- Healthcare (all CCC-Adult Ed colleges)
- Culinary/Hospitality (Kennedy-King)
- Early Childhood Education (Truman)
- Transportation, Distribution, & Logistics (Olive-Harvey)
- Information Technology (Wright)

All prepare for GED while introducing a College to Careers Focus Area

**Possible Outcomes**
- Earn GED/HSE
- ICAPS
- Enter Gateway Program
- Transition to college
- Entry level jobs

Advancement at these rates requires excellent attendance and punctuality as well as high rates of class-work and homework completion.
Activity: Career Foundations Sample Lesson Step #4

Create your final product:
an education plan with a timeline

Students utilize three worksheets to develop their final plan activity, so not just one handout.

Students take a deep look into support services, including field trips to campus offices to identify where they can get help for what.

Students ID potential obstacles: childcare, tuition/financial aid, tutoring, career placement

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Any misconceptions about the course should be addressed during the recruitment phase so students understand the benefits and purpose.

What Career Foundations is not:

- Career Foundations is not a job readiness course.
- Career Foundations does not directly teach a specific set of soft skills.
- Career Foundations is not a reading/writing course (students address these skills in their regular adult education courses).
- Career Foundations teachers are not expected to perform the role of college advisors.
## Career Foundations (CF) Consortium Outcomes Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>Organizations participated in Consortium (total)</td>
<td>15</td>
</tr>
<tr>
<td>Organizations participating in Consortium Year 3</td>
<td>12</td>
</tr>
<tr>
<td>Students enrolled in CF course</td>
<td>1,127</td>
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<tr>
<td>Students completed CF course</td>
<td>803</td>
</tr>
<tr>
<td>Students created written plan for education/training</td>
<td>660</td>
</tr>
</tbody>
</table>
Career Foundations (CF) Consortium Outcomes Summary

Other accomplishments to date:

• Collaboration/knowledge sharing between Title I & Title II organizations (Funding source: Adult Ed - 5; Workforce - 7)
• Delivery of CF to 94 CBO cohorts
• Known “next steps” reported for 539 CF completers included entering a bridge, starting a GED program, transitioning to college credit, etc.
• Two CF Institutes – training for CBO leadership & staff (Adult Education and Workforce)
• Six 12-hour CF teacher trainings; 81 teachers trained
• More than 30 cross-organization field trips to colleges for students and CBO staff, arranged through CF Consortium
Students’ interest in postsecondary education increased during their Career Foundations course

The percentage of students who reported they were “very interested” in going to college increased from 31% to 51%:

- Before Career Foundations:
  - Very interested: 31%
  - Slightly interested: 42%
  - Not interested: 27%

- After Career Foundations:
  - Very interested: 51%
  - Slightly interested: 35%
  - Not interested: 14%

Source: Post-course surveys administered to Career Foundations students at CBOs, 2016-17
Students’ knowledge about choosing a career grew during their Career Foundations course

The percentage of students who reported knowing “a lot” about which careers would be a good fit for them increased from 19% to 65%:

Before Career Foundations
- A little: 60%
- A lot: 19%
- None: 21%

After Career Foundations
- A little: 31%
- A lot: 65%
- None: 4%

Additionally, 97% of respondents answered “Yes” to the question, “Did this course make you more confident about reaching your education and career goals?”

Source: Post-course surveys administered to Career Foundations students at CBOs, 2016-17
Career Foundations motivates participants to set higher goals

This class gave me the tools and the information I needed to not only apply for college, but to pursue a career in the medical field.

This course got me more interested in going to college because I need to further my education in order to obtain the career of my dream.

There's so many different careers to explore in the industry. It allows me to better myself as a individual and further my education.

I feel I have much to offer and I have more confidence now coming to class interacting with others and [with] the encouragement I received I will continue my education.
Career Foundations instructors have reported the course fosters student goal-setting and career planning. Although the audiences I taught were primarily employment focused, students were still empowered with this information. They were curious about the many degrees/certificates available to them at City Colleges and I could tell their interest in a career was enhanced during the workshop. After teaching a couple cohorts, I would say this curriculum is undoubtedly valuable as an addition to job-readiness training. Teachers can easily tailor the curriculum to their students...

The content of the curriculum was interesting and applicable to the students...and we had a great relationship with the transitions specialist from [the neighboring college].
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