

Evidence-Based Practices to Advance Career Pathways

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Welcome and Introductions



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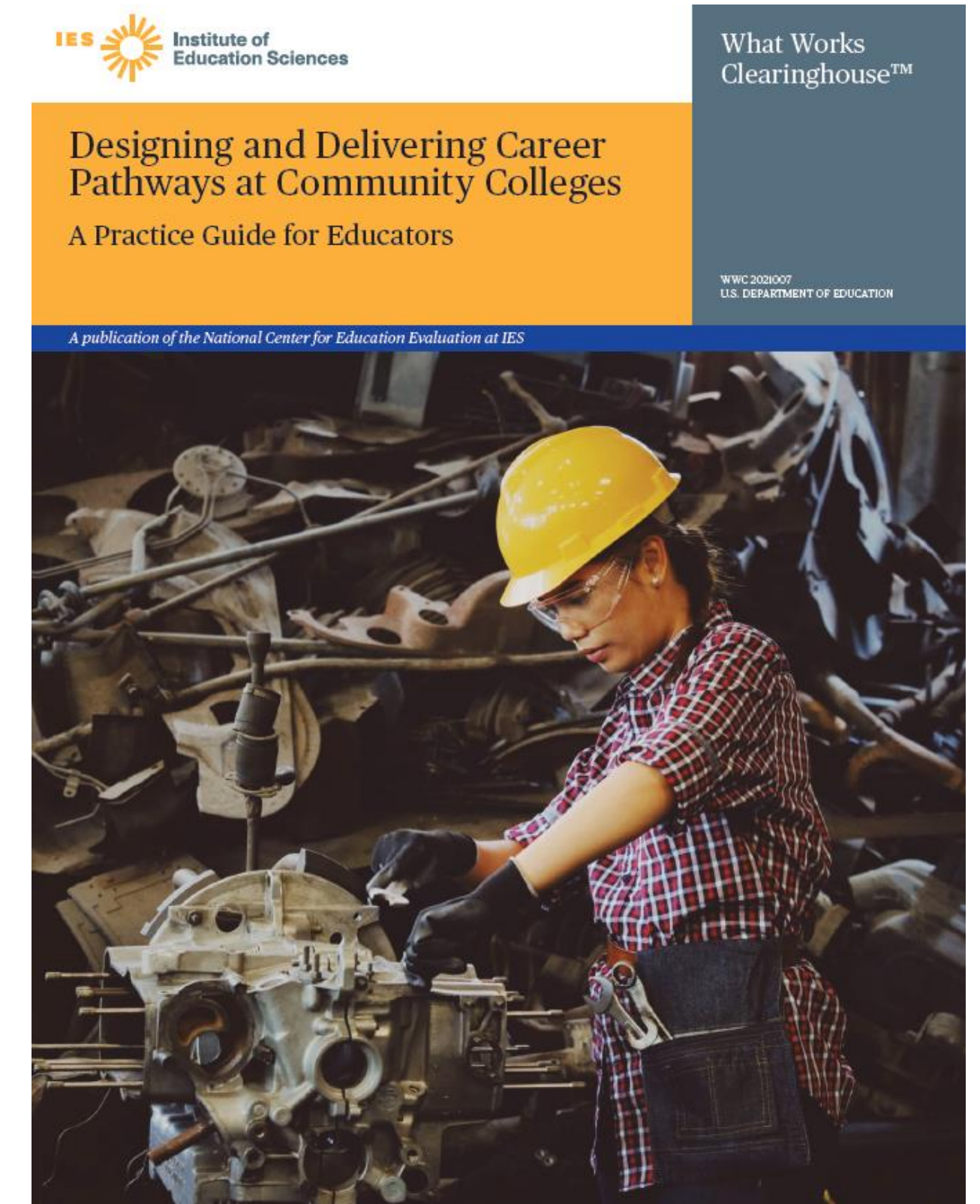
Grant Goold



Darlene G. Miller

What Works Clearinghouse Practice Guides

- The What Works Clearinghouse (WWC) provides an online repository of high-quality evidence generated by systematic reviews of existing research.
- Practice Guides are one of WWC's flagship products that summarize findings from these reviews.
- Practice Guides provide sets of recommendations for educators and administrators to address challenges in their classrooms and schools.



Evidence-Based Recommendations

- Five evidence-based recommendations around how to design and deliver career pathways at community colleges.
- Recommendations are actionable statements for practitioners.
- Each recommendation is supported by:
 - examples of career pathway strategies and components, and how to implement them
 - advice on how to overcome potential obstacles
 - a summary of the research evidence that supports the recommendation
- The recommendations were developed by the expert panel, using information generated by the WWC team's systematic evidence review.

Table 1. Recommendations and corresponding levels of evidence

Practice Recommendation	Level of Evidence		
	Minimal	Moderate	Strong
1. Intentionally design and structure career pathways to enable students to further their education, secure a job, and advance in employment.		●	
2. Deliver contextualized or integrated basic skills instruction to accelerate students' entry into and successful completion of career pathways.		●	
3. Offer flexible instructional delivery schedules and models to improve credit accumulation and completion of non-degree credentials along career pathways.	●		
4. Provide coordinated comprehensive student supports to improve credit accumulation and completion of non-degree credentials along career pathways.		●	
5. Develop and continuously leverage partnerships to prepare students and advance their labor market success.		●	

Practice Guide Focus

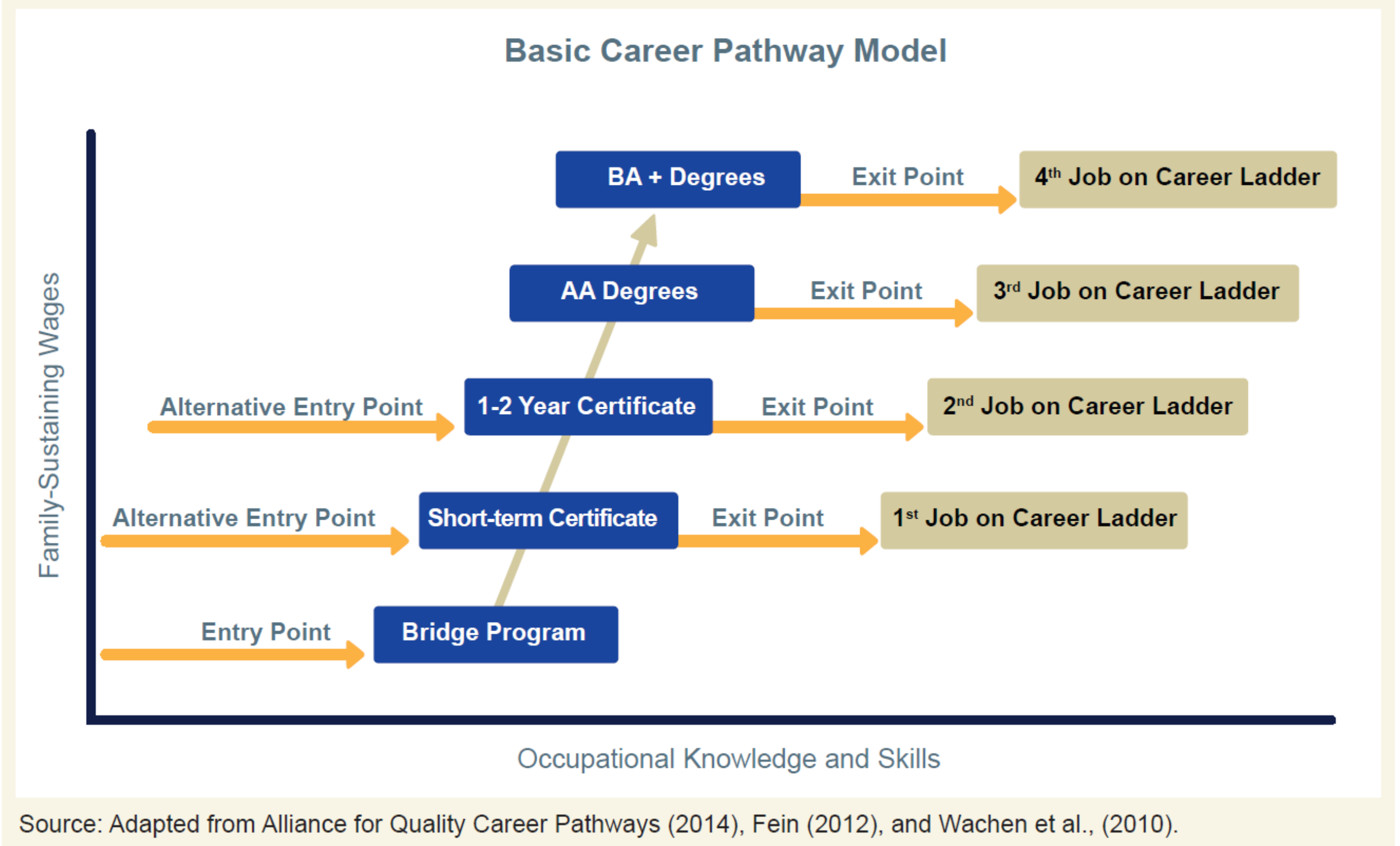
Overarching Themes:

- The importance of understanding the student population.
- The importance of aligning career pathways to industry needs.
- The need for faculty professional development.
- The importance of adequate time and resources.
- Opportunities for more rigorous research on the effectiveness of career pathways.

Recommendation 1:

Intentionally design and structure career pathways to enable students to further their education, secure a job, and advance in employment.

Figure 1.1. Basic Career Pathway Model

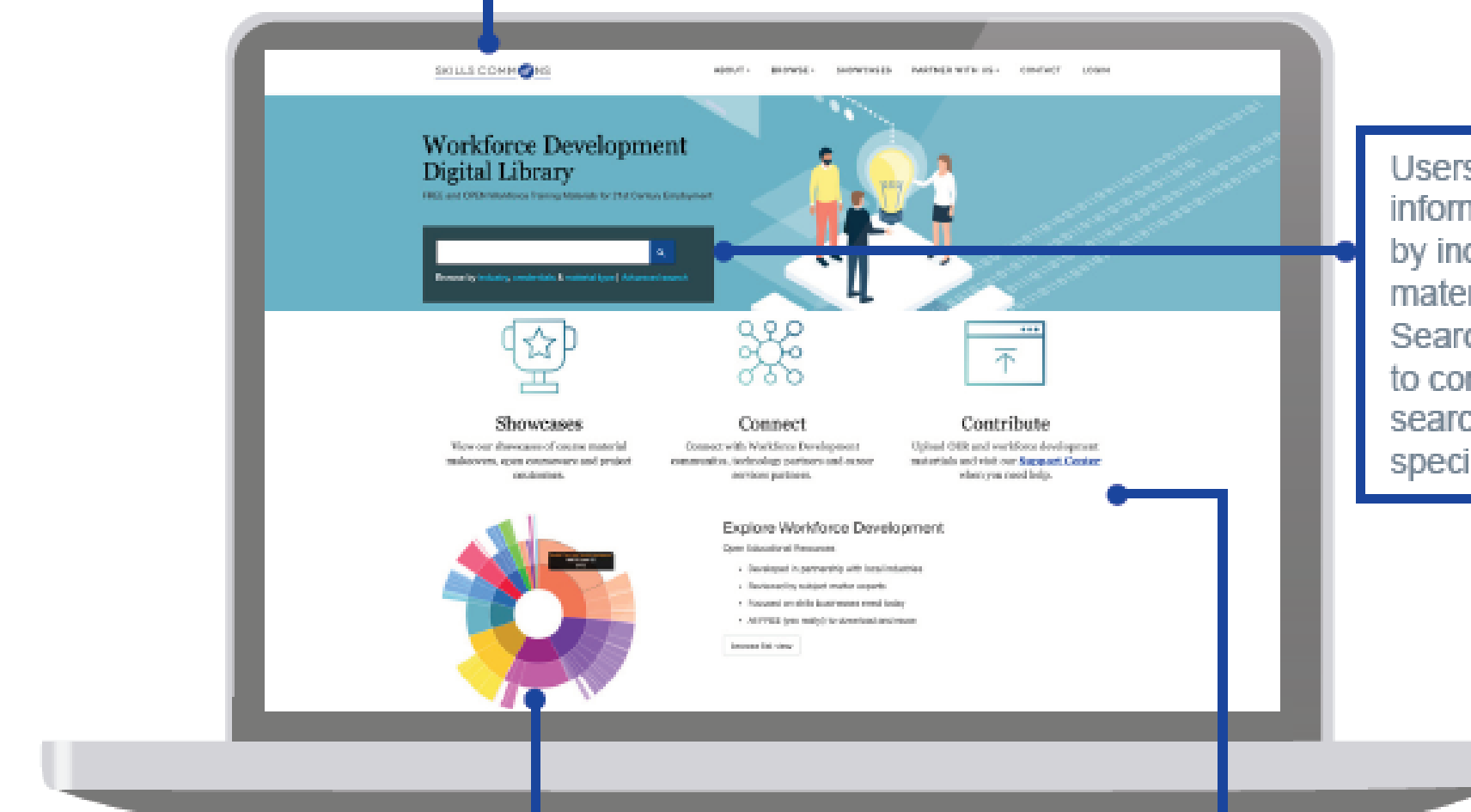


Recommendation 2:

Deliver contextualized or integrated basic skills instruction to accelerate students' entry into and successful completion of career pathways.

Figure 2.3. SkillsCommons

The US Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) program created a free and open online library called SkillsCommons containing free and open learning materials and program support materials for job-driven workforce development. The \$1.9 billion investment by the US Department of Labor produced a comprehensive collection of workforce-related Open Educational Resources (OER) created by over 700 community colleges across the nation. The OER can be found, reused, revised, retained, redistributed and remixed by an individual, institution, and industry for FREE with the proper attribution to the original author of the resources.



Users can search for information or materials by industry, credentials, or material type. The 'Advanced Search' feature allows users to conduct more targeted searches if they have more specific search criteria in mind.

Users can explore SkillsCommons by industry by clicking on the wheel graphics. When the user clicks on a section of the wheel, they get an expanded presentation of a specific industry. Pop-up boxes appear when users mouse over sections of the wheel. Clicking on a name in the pop-up box leads the user to a list of available materials for that specific industry. An accessible version lists all of the industries with hyperlinks to materials within each industry.

The Support Center includes detailed information on how to discover, contribute and manage, or revise and reuse materials in SkillsCommons. It also includes information on licensing and accessibility requirements, as well as frequently asked questions. Users can browse support topics through "quick links" or use the search function.

SOURCE: <http://www.skillscommons.org/>

Recommendation 3:

Offer flexible instructional delivery schedules and models to improve credit accumulation and completion of non-degree credentials along career pathways.

Highlights from the Field

Competency-Based Education

Through a TAACCCT grant, Salt Lake Community College's School of Applied Technology and Technical Studies converted 20 high priority programs of study (POS) to competency-based education (CBE) with the goal of credentialing students upon their mastery of competencies and completion of POS, and of placing less emphasis on seat-time, clock-hours, and face-to-face instruction.

The college's CBE model used a hybrid delivery approach, incorporating self-paced, online learning modules, and hands-on labs and competency-based assessment. Another important aspect of the project was to enhance Recognition for Prior Learning (PLA), allowing students to progress through their POS in an accelerated manner.

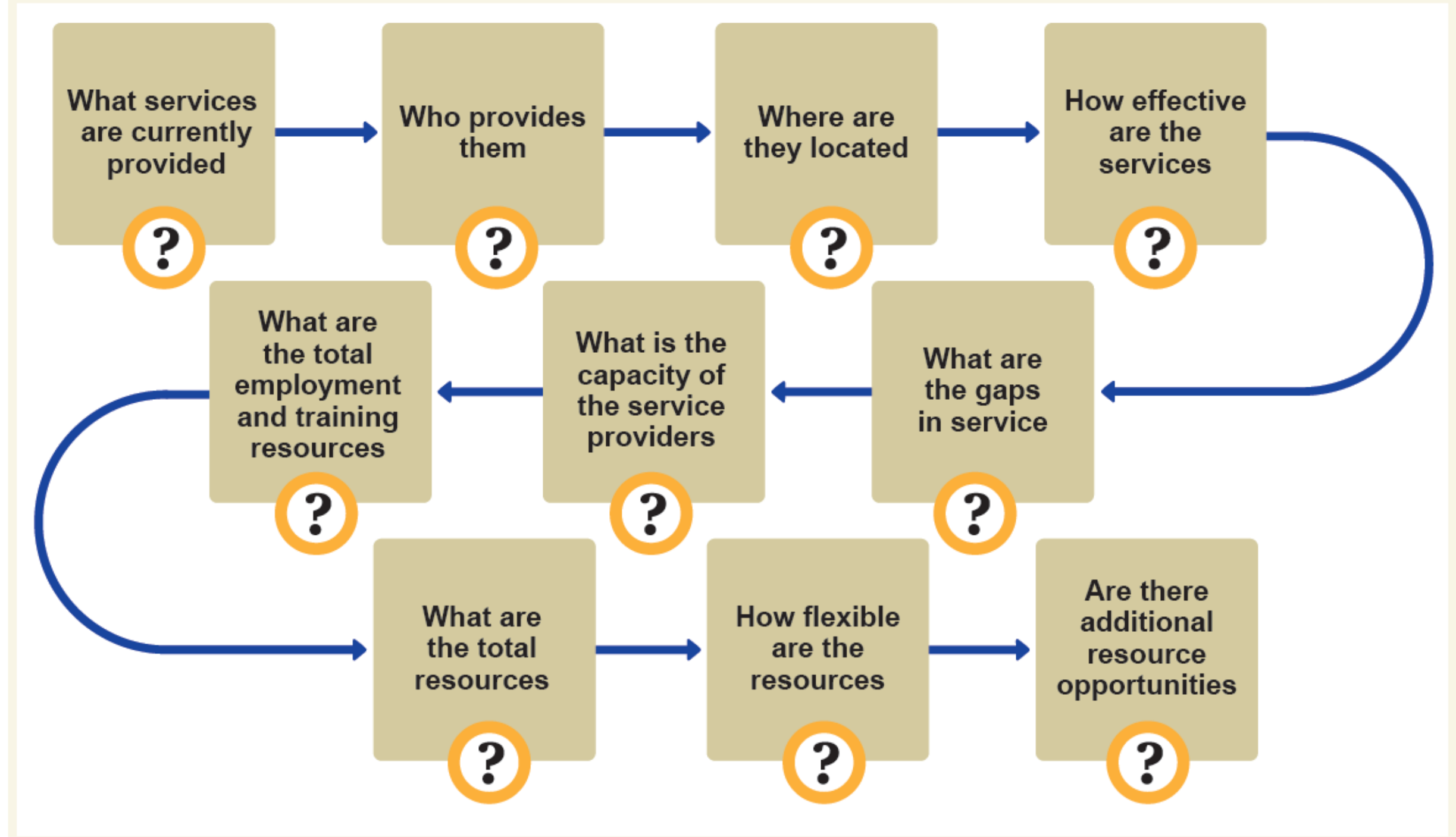
The process of converting POSs to CBE required collaboration between faculty, administration, and instructional designers in the college's Online & eLearning Services Division. Faculty could consult with the Instructional Design unit that employed professionals trained in instructional technology, CBE-instructional design, and assessment to convert applicable portions of their curriculum into the CBE format. The conversion also involved ongoing consultation through Program Advisory Committees, drew upon the experience of an expert in PLA, and provided professional development for faculty and staff.

(Bragg et al., 2018)

Recommendation 4:

Provide coordinated comprehensive student supports to improve credit accumulation and completion of non-degree credentials along career pathways.

Figure 4.1. Resource mapping questions



SOURCE: Alliance for Quality Career Pathways (2014). *Shared vision, strong systems: The Alliance for Quality Career Pathways Framework Version 1.0*. Washington, DC: Center for Law and Social Policy.

Recommendation 5:

Develop and continuously leverage partnerships to prepare students and advance their labor market success.

Figure 5.2. Sample Ladder of Employer Engagement

	New Relationship		Working Relationship		Strategic Partnership
	Level I	Level II	Level III	Level IV	Level V
Key employer role	Advising	Capacity-building	Co-designing	Convening	Leading
Stage of relationship	Initial contact / new relationship	Establishing trust and credibility	Working relationship	Trusted provider and collaborator	Full strategic partner
Activity examples	Discuss hiring needs, skills, competencies; advise on curricula; contract training; hire graduates	Job site tours; speakers; mock interviews; internships; needs assessment; loan/donate equipment; recruiting	Curriculum and pathway development; adjunct faculty and preceptors	College-employer sectoral partnerships	Multi-employer / multi-college partnerships

SOURCE: Wilson, R. (2015). A Resource Guide to Engaging Employers. Boston: Jobs for the Future. (<https://jfforg-prod-prime.s3.amazonaws.com/media/documents/A-Resource-Guide-to-Employer-Engagement-011315.pdf>)

Find Out More!

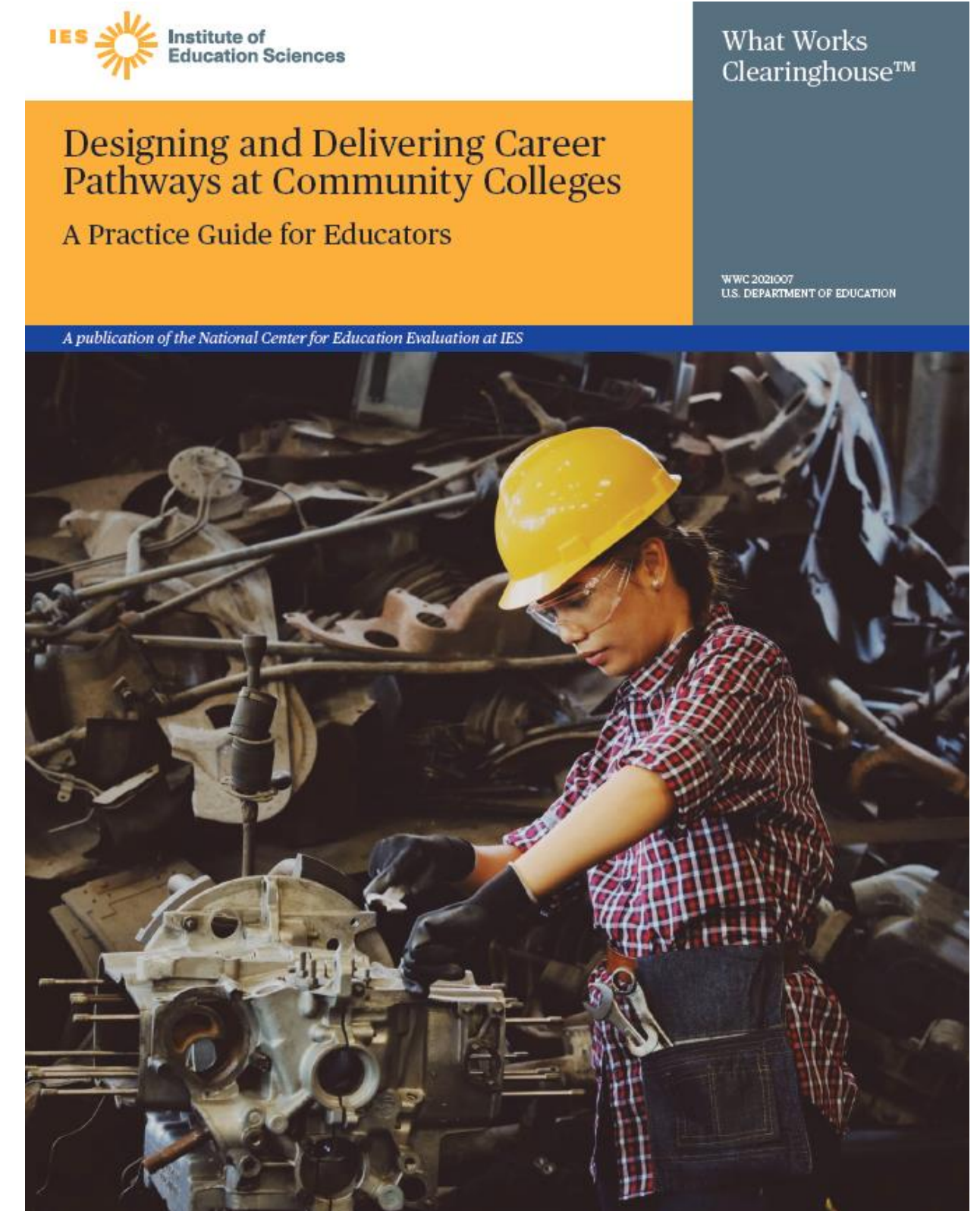
Practice Guide

<https://ies.ed.gov/ncee/wwc/practiceguide/27>

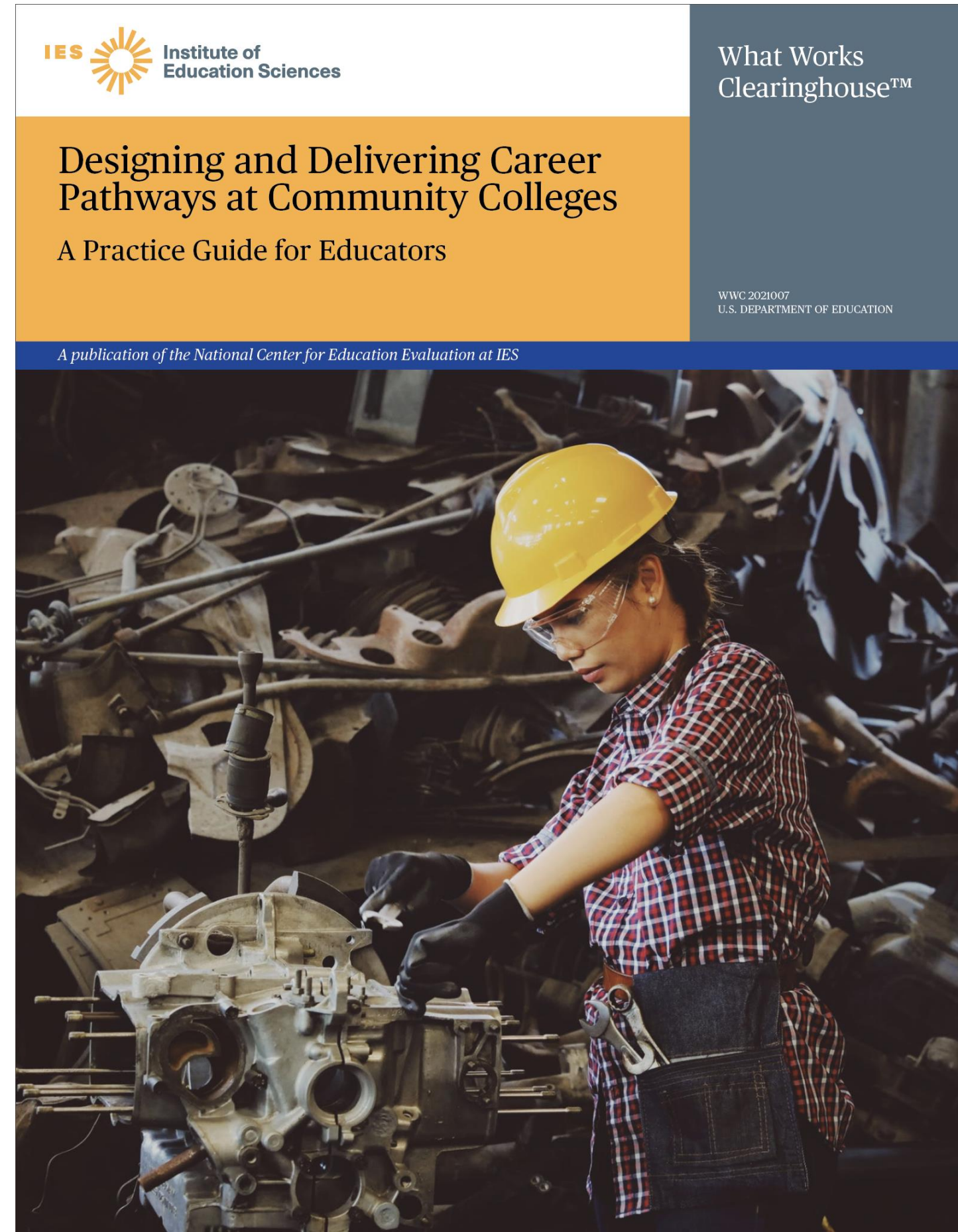
Practitioner Perspectives Videos

Brief videos about each recommendation are hosted by an expert panel member who takes a deeper dive into each recommendation and interviews practitioners on how they have implemented the recommendation at their community college

<https://ies.ed.gov/ncee/wwc/Resources/ResourcesForEducators%7C27>



Questions for the Panelists



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