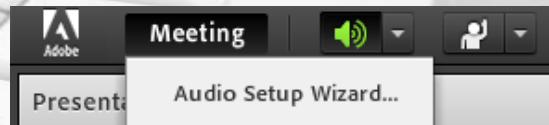


# Welcome to Teaching + Learning Tuesdays

September 18, 2018

2:30PM

Please adjust your audio using the Audio Setup option under the Meeting menu.



Teaching + Learning Tuesday





**Building a  
Future  
That Works.**

**TRANSFORMING  
CAREER PATHWAYS**

PRESENTED BY  
NATE ANDERSON, SENIOR DIRECTOR

ALL YOU NEED TO KNOW  
**ABOUT JFF**

JFF is a national nonprofit that drives change in the American workforce and education systems.

**OUR MISSION**

JFF accelerates the alignment and transformation of the American workforce and education systems to ensure access to economic advancement for all.

**OUR VISION**

A future where economic advancement is attainable for all.



# JFF'S WORK

## BUILD PATHWAYS

We design and promote education pathways that accelerate attainment of secondary and postsecondary credentials with strong labor market value, while laying a foundation to enable workers to seek additional education and training in order to remain competitive in a changing economy.

## IMPROVE LEARNING & WORKING SYSTEMS

We advance research, practice, and policy around human capital strategies to improve learning and working conditions and outcomes for lower-income youth and adults in America.

## DRIVE POLICY & CONVERSATIONS

We are thought leaders who develop and drive the adoption of local, state, and federal policies and priorities informed by evidence of good practice. This supports the implementation of pathways at scale and bolsters credential attainment and career advancement for lower-income people.

## COLLABORATE ACROSS SECTORS AND REGIONS

We organize and support key stakeholders at local, state, regional, and national levels to redesign education and employment training systems. Our work connects K-12 schools, higher education, and the workforce, improving pathways for lower-income people in America. We help leaders drive inclusive growth strategies, develop diverse talent pipelines, and provide a steady stream of highly qualified workers into the labor market.

## MOBILIZE EMPLOYERS

We work closely with employers to promote increased investment in policies, practices, and programs that position lower-income youth and adults as a source of talent and create career advancement pathways for workers. By working with both employers and education and training providers, we ensure alignment of supply and demand.



**BUILDING A BETTER  
STARTING POINT, LOOKING TO  
THE FUTURE**

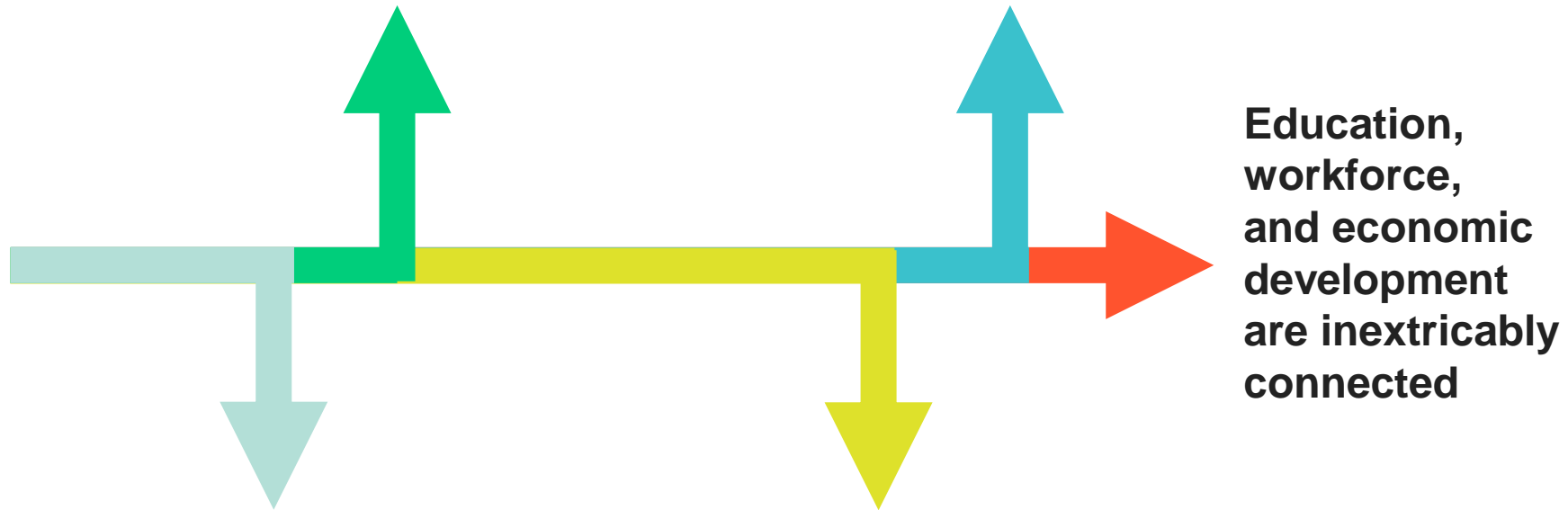


**JOBS FOR THE FUTURE**

# Why do we need career pathways?

Careers increasingly require specialization, work readiness skills and experience

Employers struggle to find skilled employees; adults represent untapped talent pool

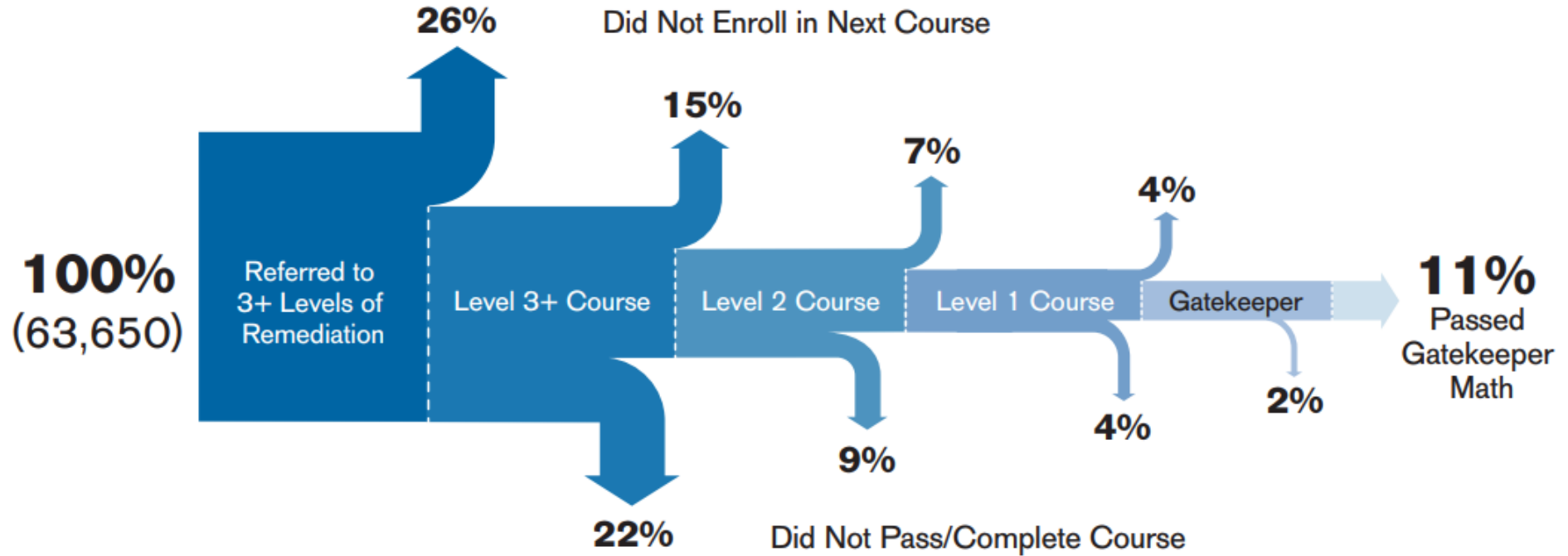


**Education,  
workforce,  
and economic  
development  
are inextricably  
connected**

Programs providing social support and skill development are not well-connected to post-secondary ed and employers

Far too few people do not complete a postsecondary degree/credential

# A Broken Pipeline



Source: CCRC

## Job Outcomes for Community College Students are Mixed

- Six-Year completion rates for community colleges is just 38%
  - Even lower if you're an adult, attending part-time, or black/Latino
- Substantial variation in ROI depending on major and credential type and location
- Over time, however, pay gaps can shrink\*
- Industry certifications can offer relative advantages over other short-term credentials
- JFF analysis – 3 types of jobs: jobs as careers, spring board and dead end.



# REVERSE-ENGINEERING PATHWAYS

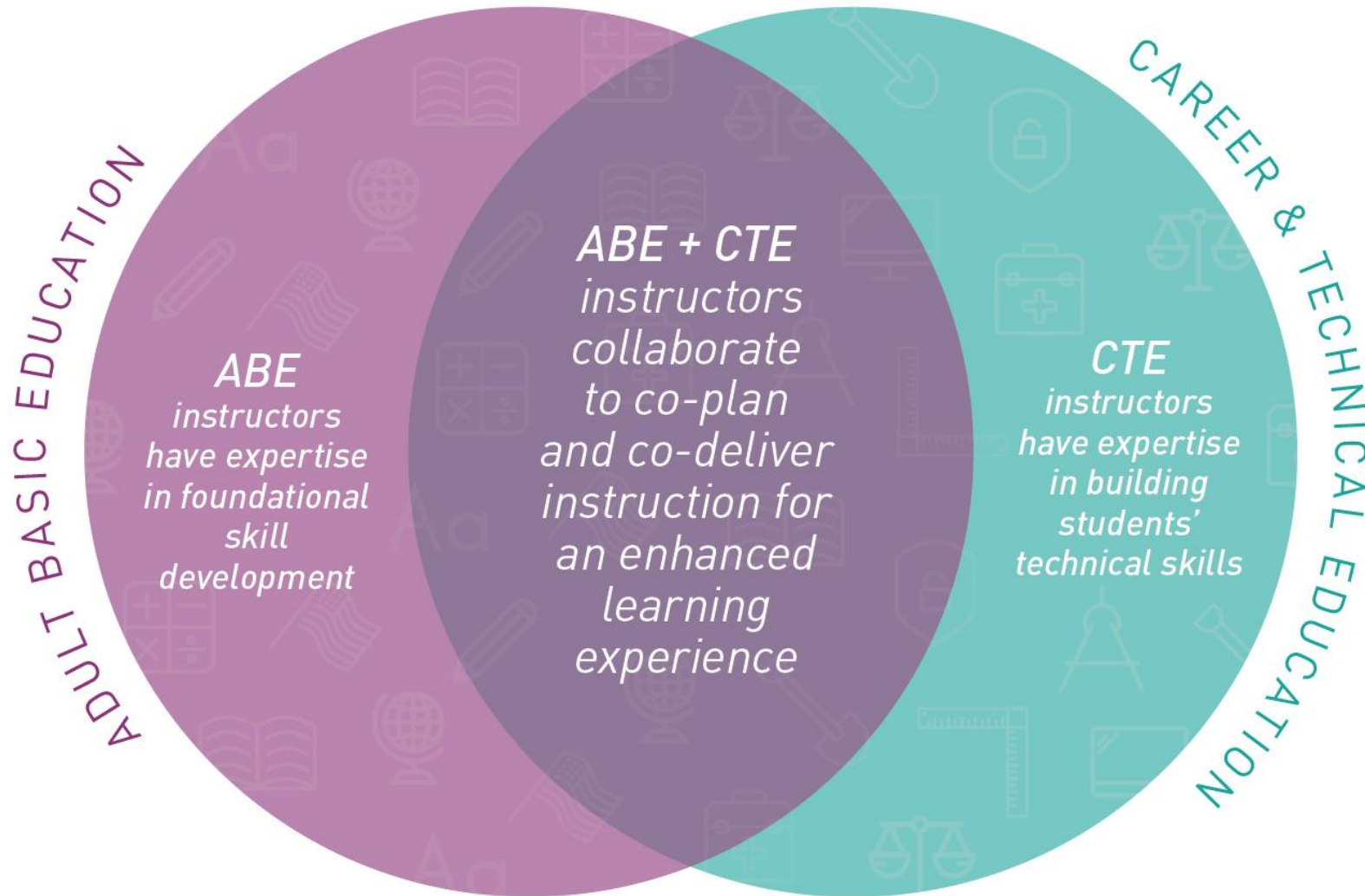


# KEY **PATHWAYS** LEVERS



# **MODEL 1: Accelerating Opportunity**

# AO Team Teaching



# Accelerating Opportunity: Core Components

Accelerated credential attainment

Co-enrollment in comprehensive career/technical pathways

Team teaching

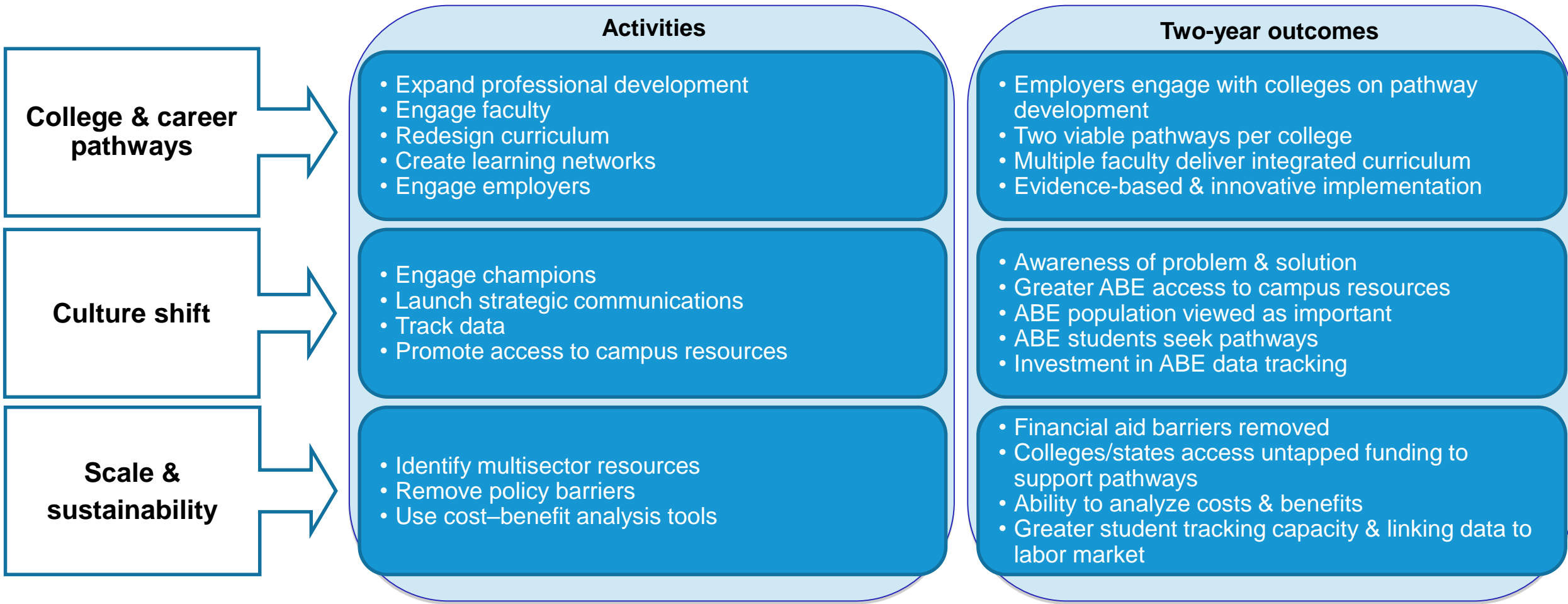
Credit-bearing pathways

Supplemental instruction

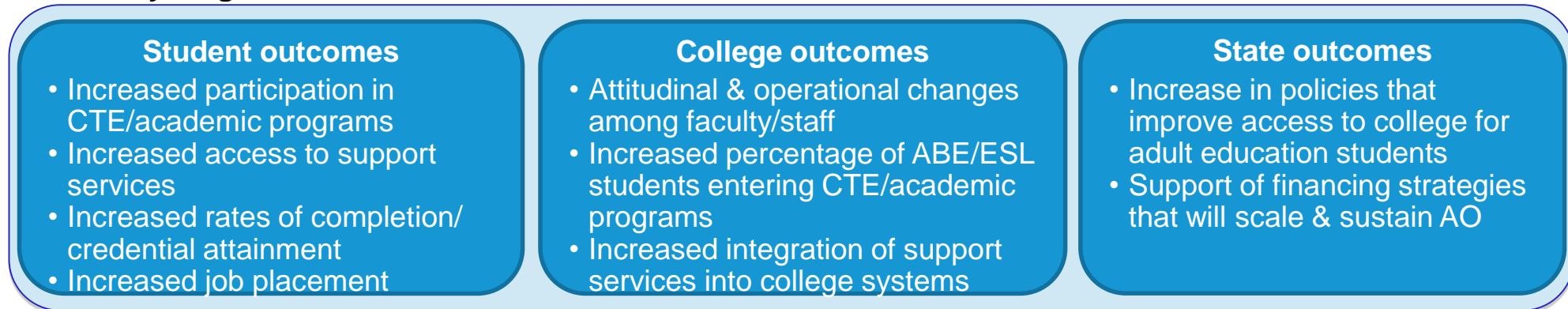
Intensive support services

Demonstrated alignment with labor market demand

Partnerships with Workforce Investment Boards (WIBs) and Community-based organizations (CBOs)

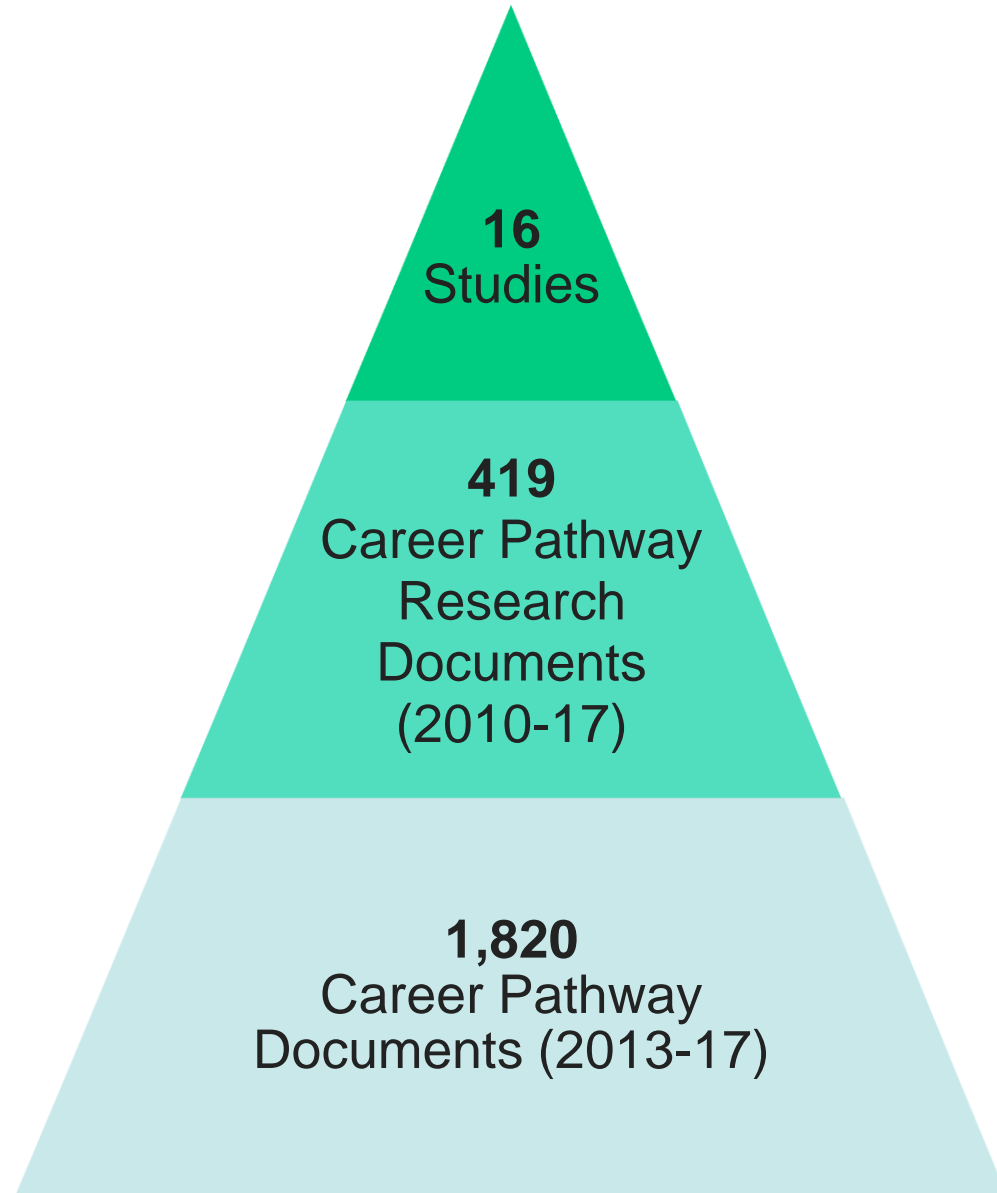


**Primary long-term outcomes:**



What do we know about the impact of integrated career pathways on adults seeking to attain a living-wage career?

# EVALUATION STUDY SELECTION CRITERIA





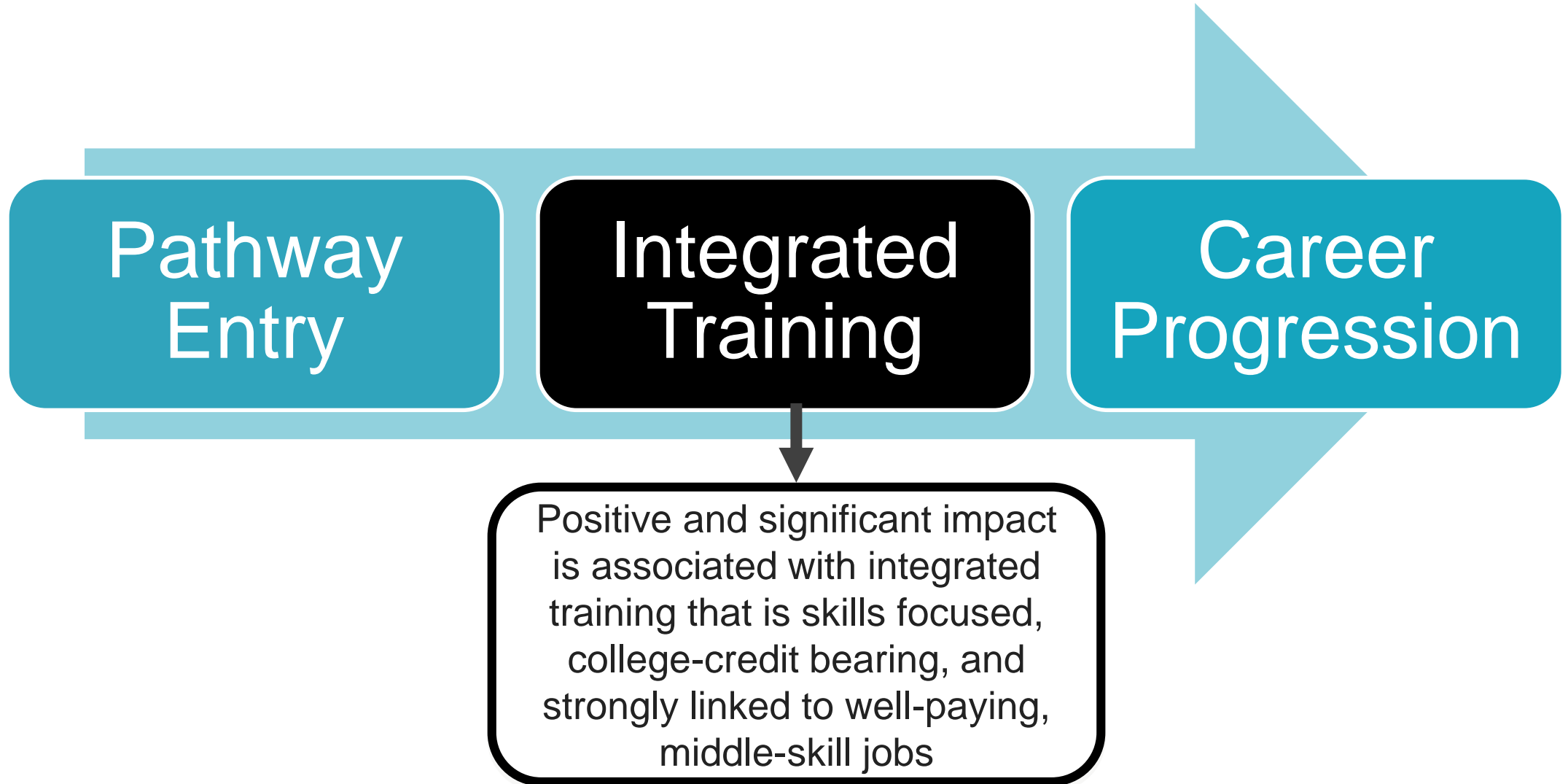
# THE CAREER PATHWAYS FRAMEWORK



# PATHWAY ENTRY IMPACT RESULTS\*

- CP participants made basic skills gains at a higher rate than the control/comparison group
- CP participants completed more contextualized instruction than the control/comparison group
- CP participants earned a modest number of college credits, including training-related credits, at a higher rate than the control/comparison group
- CP participants earned an entry-level credential, including vocational certificate or license, at a higher rate than the control/comparison group
- Results were mixed for employment and earnings, with some studies showing modest positive gains, and others showing no difference between CP participants and the control/comparison group

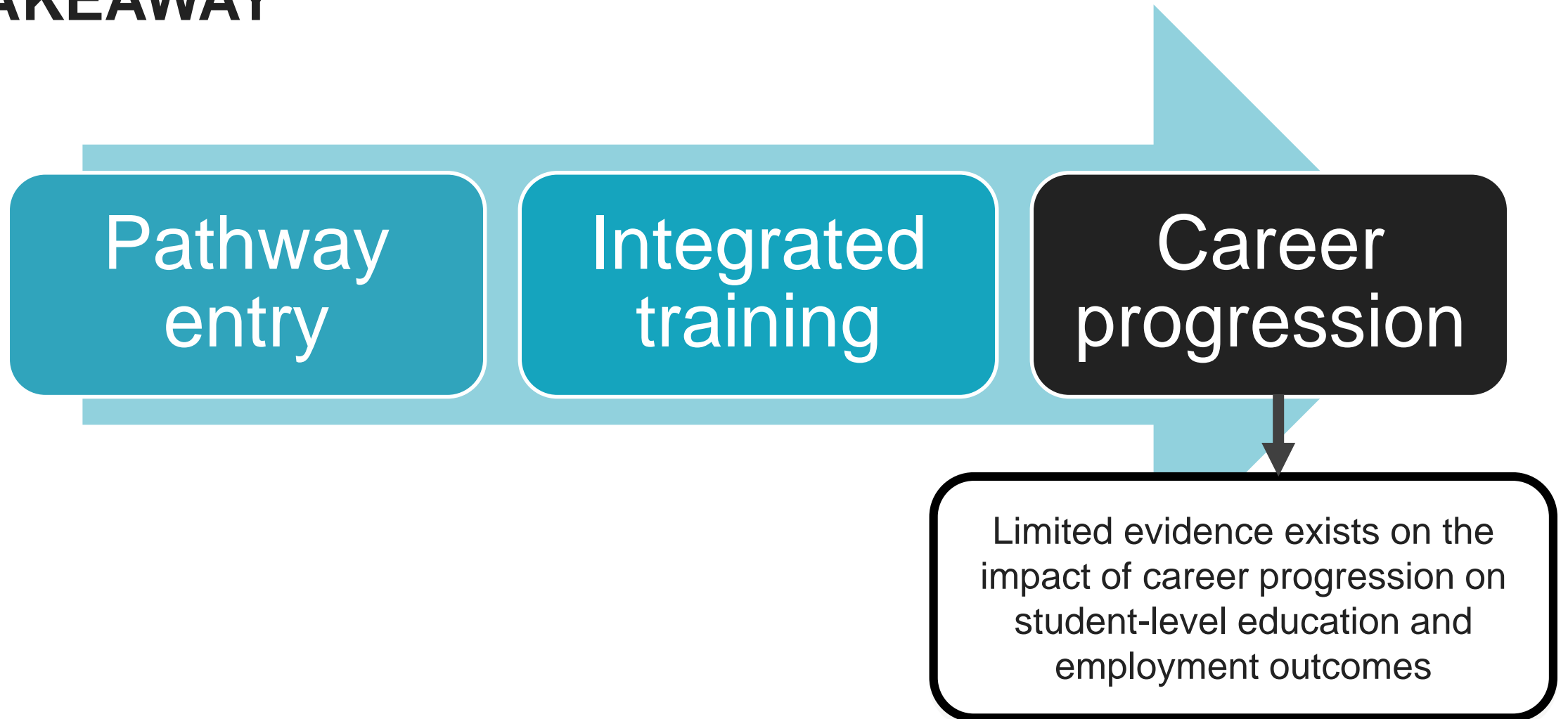
# INTEGRATED TRAINING TAKEAWAYS



# INTEGRATED TRAINING IMPACT RESULTS

- CP participants were more likely to attain higher wages and annual earnings than the control/comparison group, and this positive impact grew at two or more years beyond program completion
- CP participants were more likely to complete a training-related credential and be employed and retained in a training-related job than the comparison/control group
- Positive employment and earnings outcomes extended to CP participants who had reported having educational, employment, and personal barriers
- CP participants were more likely to attain a credential (certificate or license) below the associate's degree level than the control/comparison group
- In several studies, impact varied in significance and strength by provider (esp. community college and for-profit) and occupation (e.g., health care and manufacturing)

# CAREER PROGRESSION TAKEAWAY



# CAREER PROGRESSION IMPACT RESULTS

- Impact results are mixed on student enrollment in additional postsecondary and training for CP participants relative to the control/comparison group
- Impact results are mixed on credential attainment, including the associate's degree, for CP participants relative to the control/comparison group
- Impact results are mixed on employment retention for CP participants relative to the control/comparison group

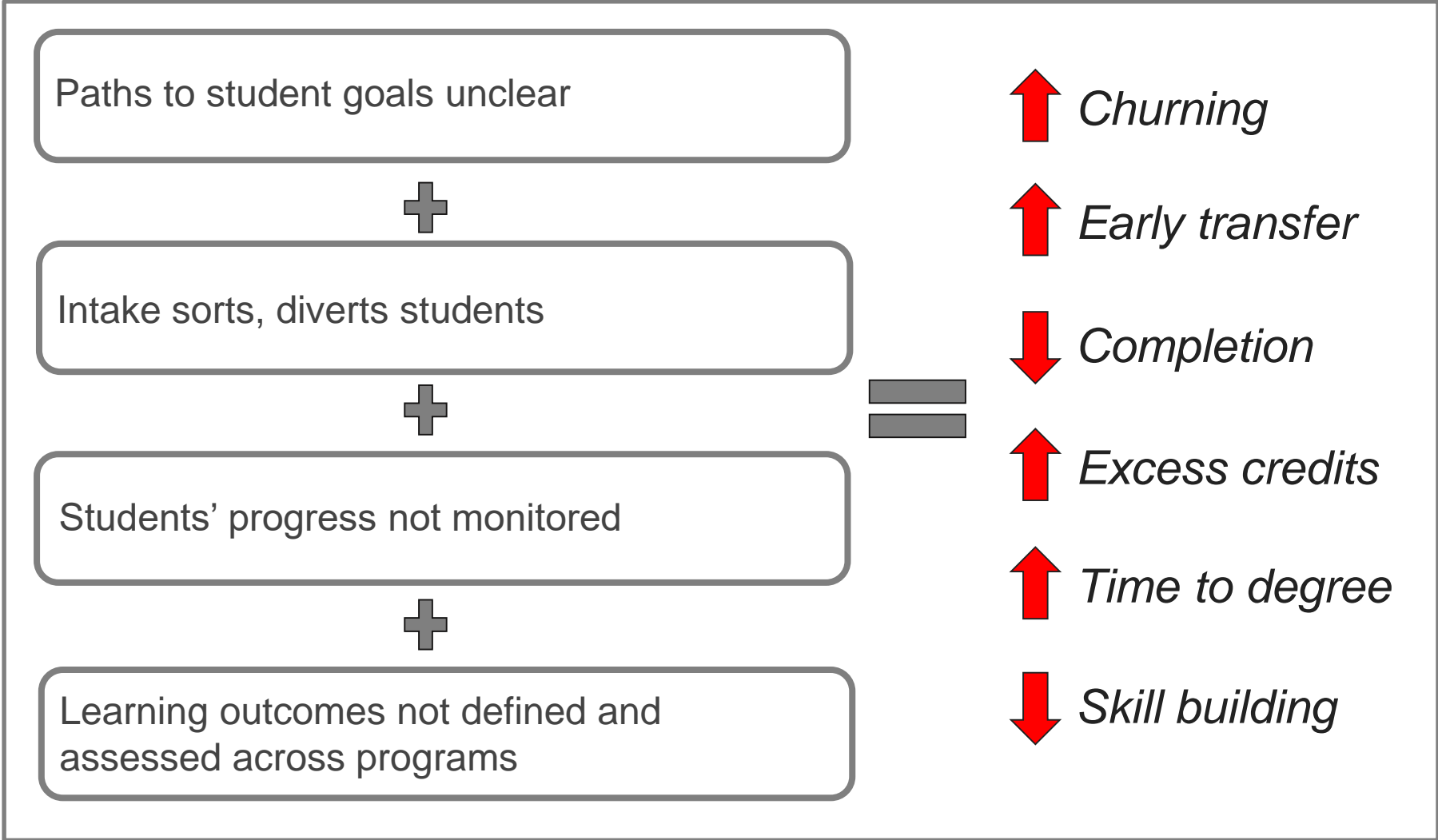
# **MODEL 2: Guided Pathways**

A 3D perspective view of a complex maze made of white walls. The maze is composed of many interconnected paths and dead ends, creating a sense of depth and complexity. In the lower-left quadrant, a small figure of a person wearing an orange shirt and blue pants stands in one of the paths, looking towards the center of the maze. The lighting is bright, casting soft shadows that emphasize the three-dimensional structure of the walls.

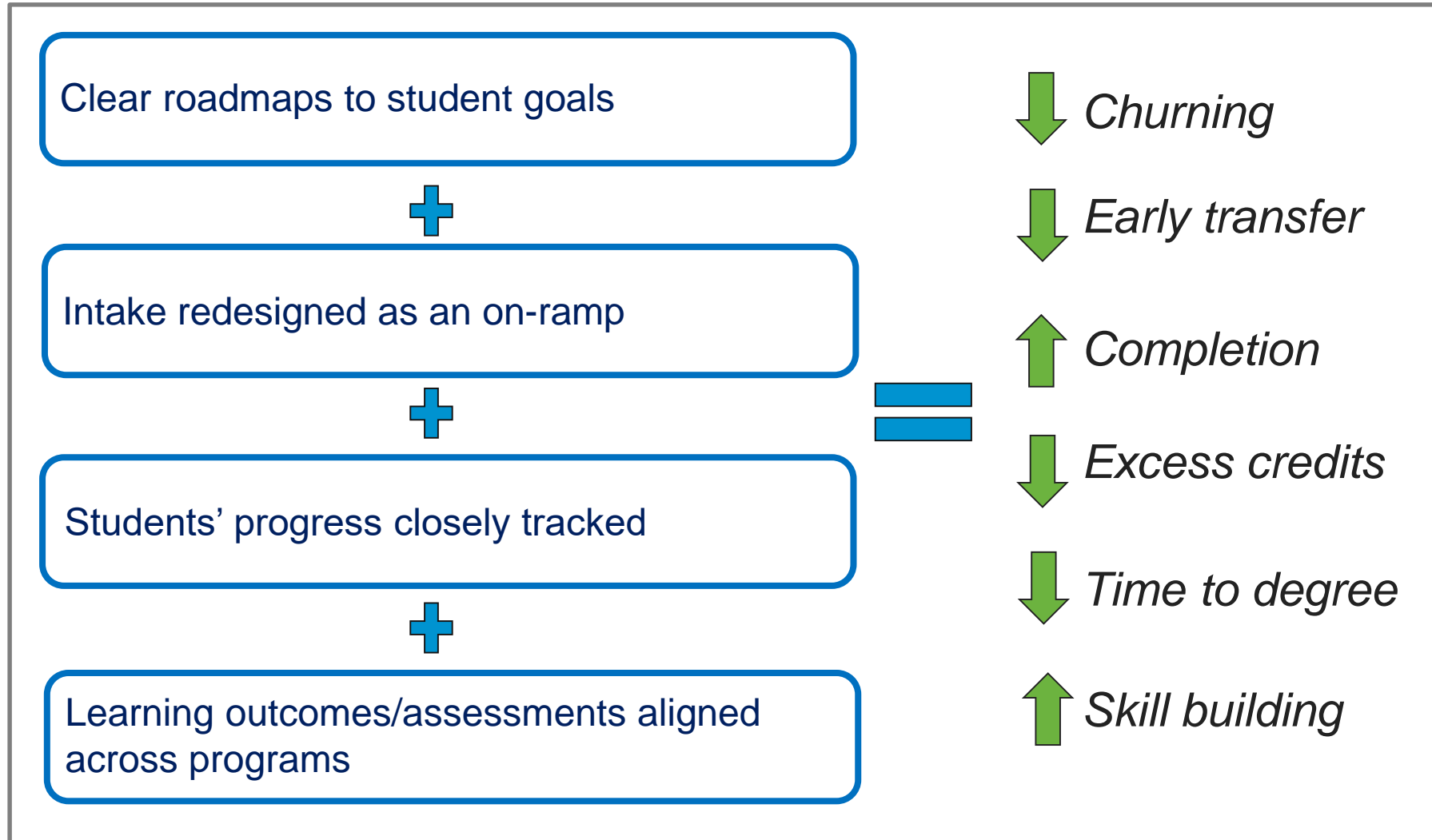
# **College: Lost in a Maze**



# FROM CAFETERIA COLLEGE



# TO GUIDED PATHWAYS



# RETHINKING MAPPING PROGRAMS

*From:*

*To:*

Career programs vs.  
academic transfer programs



Academic / career communities  
("meta-majors")

A la carte courses (distribution  
requirements and electives)



Program maps with course  
sequences, critical courses, co-  
curricular requirements

Algebra as default math path



Program/field-specific math paths

Certificates vs. degrees



Degree pathways with embedded  
certificates/certifications

# RETHINKING STUDENT ON-BOARDING

*From:*

Job/transfer support for near completers

Current semester schedule

Academic assessment

Pre-requisite remediation

Algebra and English comp

A la carte dual HS credit

*To:*



Career/college exploration and planning for all from the start



Full-program plan



Holistic assessment



Co-requisite academic support



Critical program courses



Exploration of program pathways beginning in HS

# RETHINKING STUDENT ADVISING

*From:*

*To:*

Info “dump” at orientation



JIT support for major decisions  
along the path

Advising vs. teaching



Advisors teach and faculty advise

Full-time vs. part-time



On-plan vs. off-plan

Scheduling available courses  
to suit college schedule



Scheduling courses on the student’s  
plan to suit their schedule

# RETHINKING TEACHING AND LEARNING

*From:*

*To:*

Gen ed learning outcomes



Meta-major learning outcomes

Generic gen eds



Contextualized gen eds

In-class learning



Curricular + co-curricular learning

Student transcripts



Portfolios

# RETHINKING FINANCIAL SUPPORTS...

## *From:*

Traditional financial aid  
(grants, loans, scholarships)

Waiting for students to ask  
for assistance

Isolated services

Off-campus referrals to  
community partners

## *To:*

Holistic supports (public benefits  
like SNAP, housing assistance)

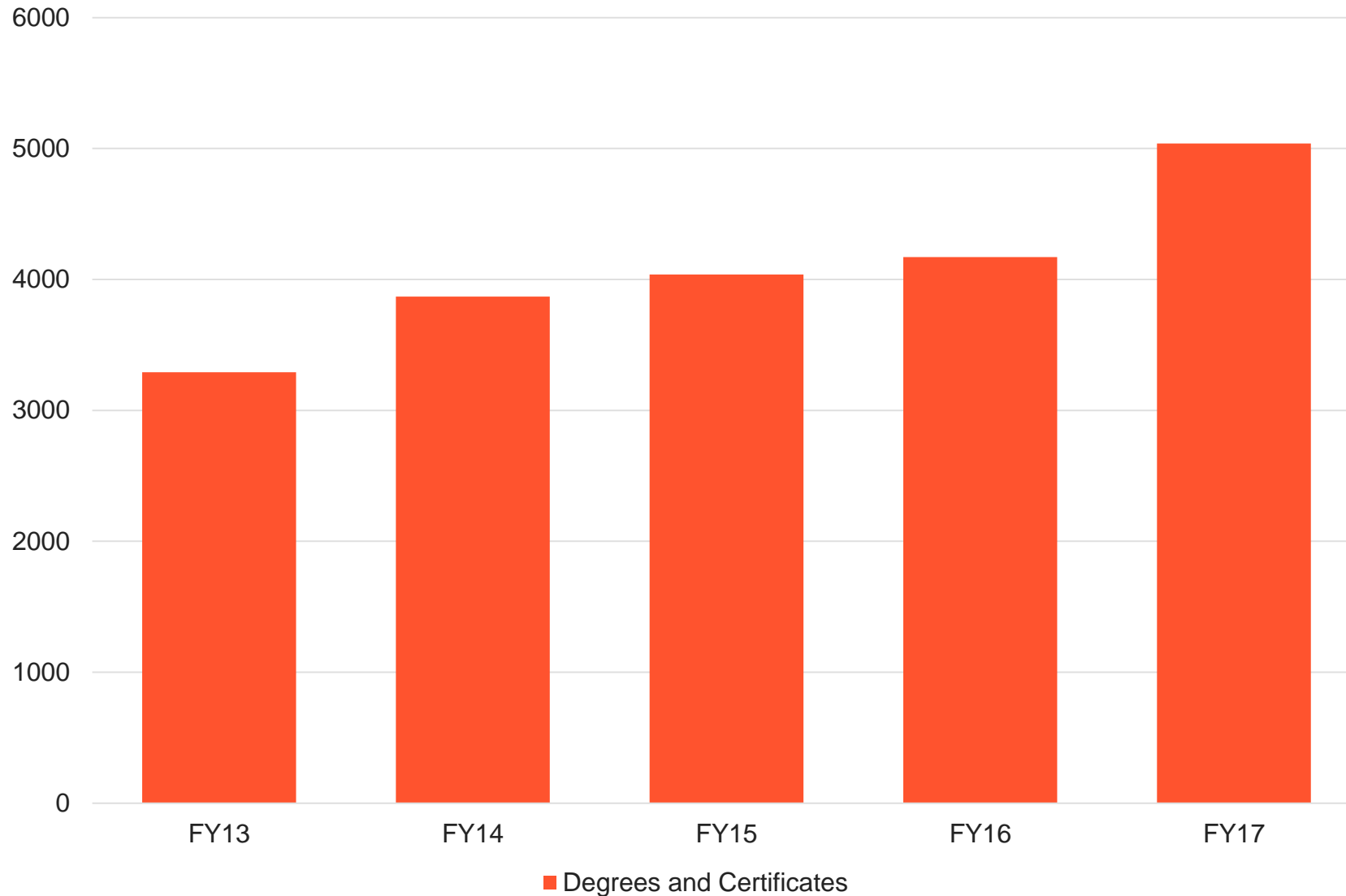
Standard intake / screening form

Bundled, integrated services

On-campus partner presentations  
and individualized assistance

# Guided Pathways: Promising Results

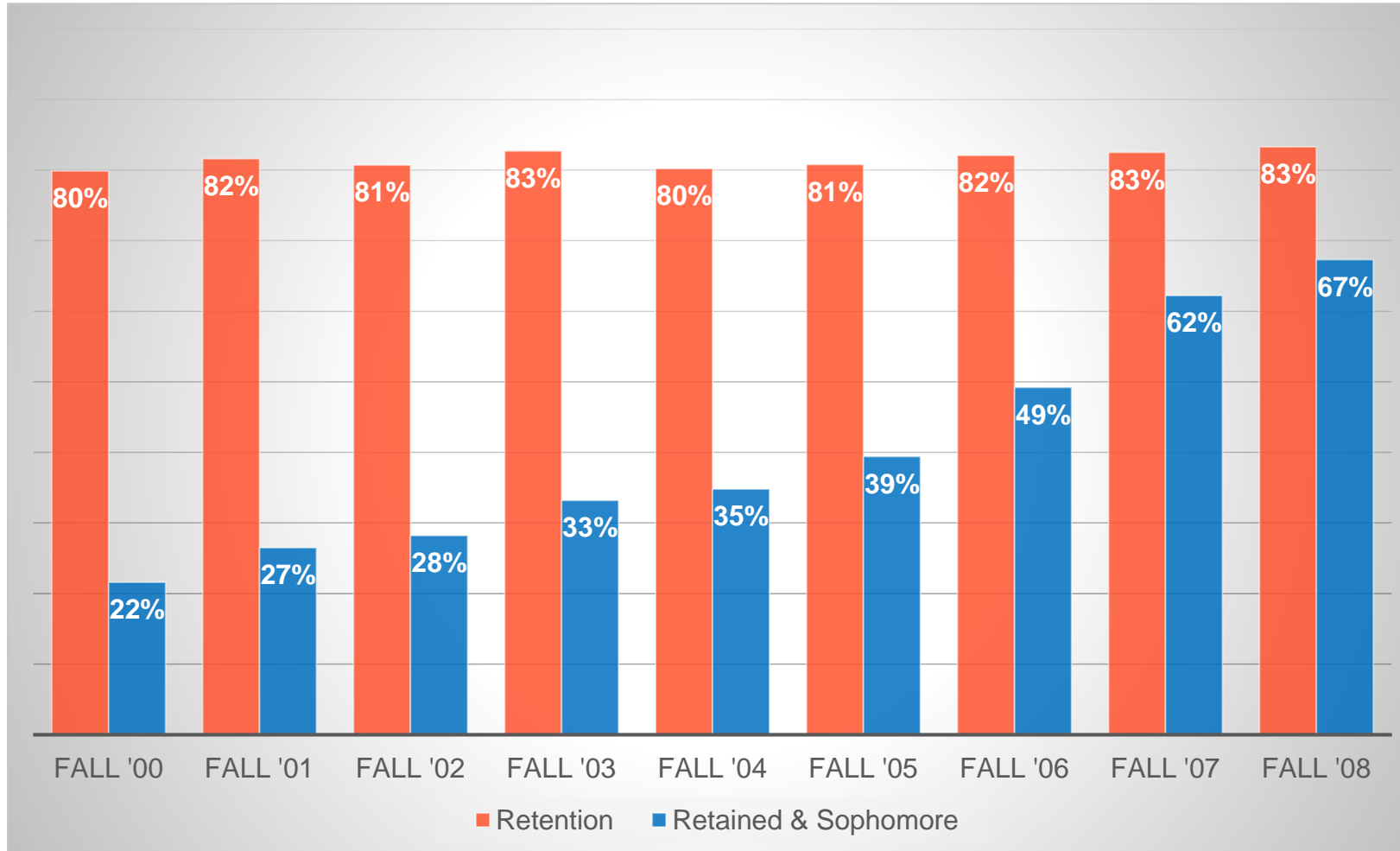
Sinclair College: 52% Increase in Degrees and Certificates Earned





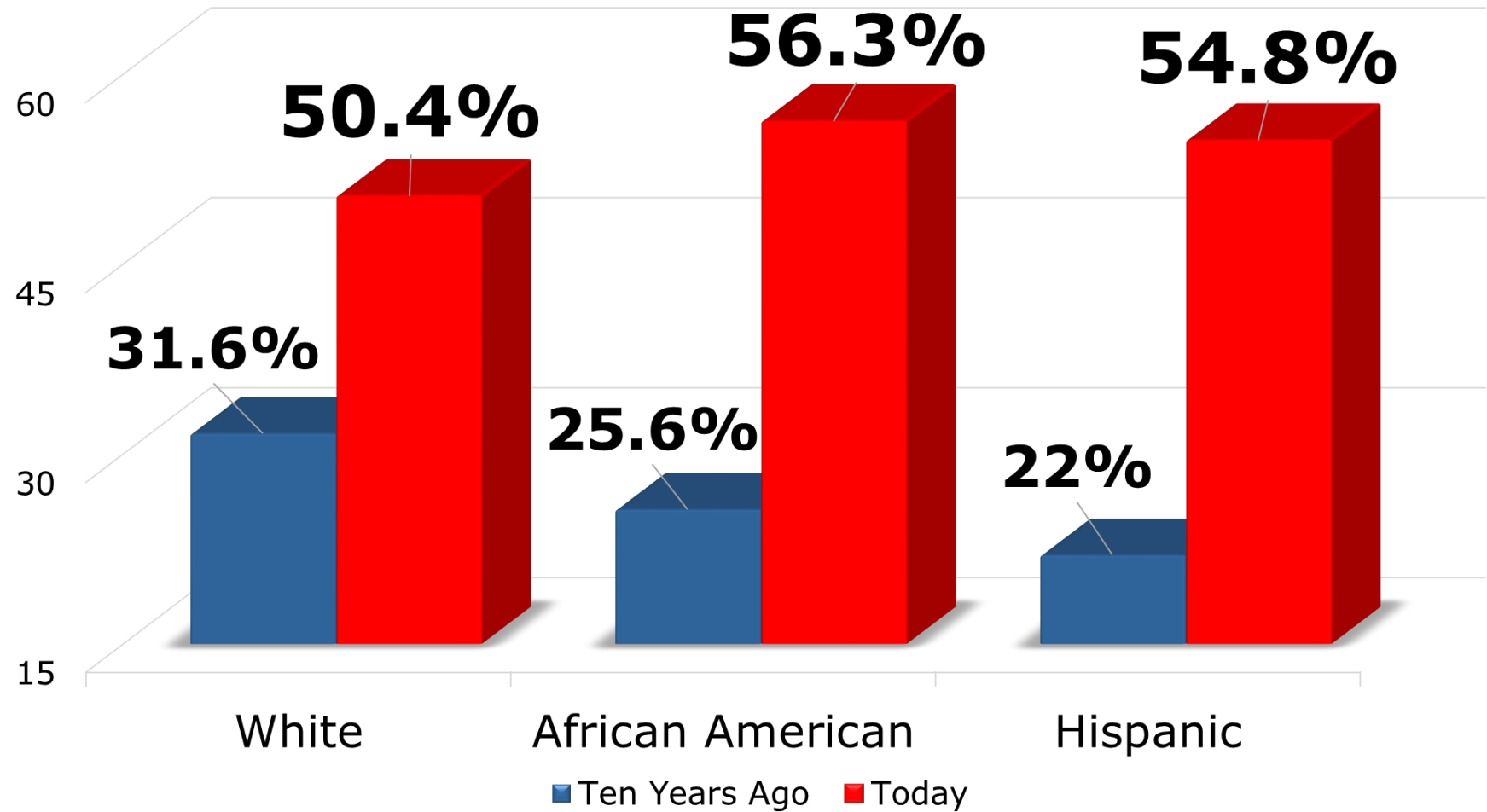
# Guided Pathways: Promising Results

## First Year Retention & Sophomore Status Rates - Georgia State University



# Guided Pathways: Promising Results

## GSU Graduation Rates by Race & Ethnicity



## OTHER PROMISING MODELS AND APPROACHES

- Corequisite Developmental Education
- Quantway/Statway
- Student Support Strategies
- Apprenticeship
- Bootcamp/Compressed courses



# WHAT'S NEXT FOR CAREER PATHWAYS?



JOBS FOR THE FUTURE

# EMERGING **DATA** RESOURCES

Longitudinal data sets **allow for a much more detailed view of student outcomes**

Public private data partnerships **are creating data linkages that never before existed**

Just-in-time data sources **enable faster, more fluid responses to the rapidly evolving economy**

Data interoperability will ensure **stronger cross system functioning**

# THE IMPORTANCE OF **SOCIAL** **CAPITAL**

Improve students' access to high-quality career information and advising

Provide training for teachers and counselors on the future and the health of different industry sectors

Apply social-emotional learning research and best practices to college and career advising:

- Sequenced, Active, Focused, Explicit

# **WBL** FOR ALL STUDENTS

Informed choices about their  
future

Fusing work and learning

Referral network

Universal competency  
language



# NEW **APPROACHES**?

**Competency-based education** may allow for **more accurate, customized, and transparent program design** to even further improve student outcomes

**Life-long learning** will be the default approach of postsecondary education, and will be strongly linked to employers

The **Future of Work** will require a proactive, not reactive education system, **built for rapid turn around, ongoing engagement and a focus on outcomes**





**NATE ANDERSON**

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**JOBS FOR THE FUTURE**

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**WWW.JFF.ORG**

# Upcoming TLT Sessions

October 16, 2018 at 2:30 pm

Technology

November 13, 2018 at 2:30 pm

Student Populations

Want to showcase your expertise? Is there a teaching technique that has been effective in the classroom? Apply to be a TLT presenter!

For more information: [www.sctechsystem.edu/tlt](http://www.sctechsystem.edu/tlt)





# Give us your feedback

<https://www.surveymonkey.com/r/September2018TLT>

