



Transforming Lives & Transforming Economies: Career Pathways at Community Colleges

**Rural Community College Alliance
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Kentucky Community and Technical College System**

Kentucky's 2020 Goals for KCTCS

HOUSE BILL 1

Postsecondary Education
Improvement Act of 1997
enacted May 30, 1997

established the

Kentucky Community
and Technical
College System



- Access throughout the Commonwealth to certificate, diploma, technical and transfer degrees with 16 colleges and 65 campuses (and VU)
- **Training to develop a workforce with the skills to meet the needs of new and existing industries**
- Remedial and continuing education to improve the employability of citizens

KCTCS by the Numbers: Scope



- **84,931 credit-seeking full- or part-time students (Fall 05)**
- **Responsiveness: on demand certificates—over 600 programs/options**
- **295 Kentucky WINS projects (KCTCS Workforce Training Incentive Program) since 2000**
- **36,921 Workforce Development enrollments (04-05)**
- **2721 Businesses served (04-05)**

Presentation focus areas



- The Transition from the Ford Foundation Rural CC initiative to “Bridges to Opportunity”
- Workforce Development: Broader than B & I Training
- Institutional transformation (policy focus – Ford Foundation’s Hypothesis of Mission Integration)
- Career Pathways (A National Movement: Bridges and the League for Innovation’s College and Career Transitions Initiative (CCTI))

Diversifying and Leveraging Funding



- **Business and Industry Training**
 - KCTCS as a partner in Kentucky's Economic Development Strategy

- **Grants and Contracts**
 - NSF Grants, USDOL Automotive Manufacturing Grant, Ford Foundation

- ***Fulfilling the Promise* Capital Campaign**

- **Entrepreneurial Ventures**
 - KEC, KMSS (certified workforce)
 - Visualization Initiative (EON)

Educational Barriers for Low-Wage Working Adults



- “Rusty” or poor academic skills
- Negative feelings about past educational experiences
- Many competing family priorities
- Few opportunities for tuition assistance for part-time working adults
 - SREB affordability study
- Coursework not offered at times or places convenient to student
- Education not valued as a path to a better standard of living



All related to our ability to meet the needs of business and industry and prepare Kentucky's workforce for 21st century careers!

Think broader than business and industry training ...

Key Principles



- Increase mission integration at all levels
 - Academic, workforce, student services and developmental services and other program silos
- Strengthen partnerships to leverage funds and resources and increase effectiveness
- Reduce “cycle time of learning”
- Set strategic goals and create a culture of evidence (measure outcomes)
 - KCTCS Strategic Plan

Key Principles



- Provide R & D, support and strategic leadership at the system level, while fostering innovation and flexibility at the local level
- Leverage and integrate resources
- Reduce policy barriers to effective program delivery (at all levels)
- Be customer driven—provide solutions
 - Business and industry engagement (demand-driven)
 - Students

Bridges to Opportunity Initiative



- Ford Foundation
- Multi-year, multi-state foundation initiative
 - Target States (multi-year commitments)
 - Ohio, Kentucky, Louisiana, Colorado, New Mexico, Washington
 - Opportunity States
 - Illinois, California, Maine
- For more info...
 - <http://www.communitycollegecentral.org>

The Bridges Hypotheses



- Separation of remedial, workforce, and academic missions fails to promote economic and academic advancement for disadvantaged students.
- Public policy reinforces this separation and changes in public policy can foster improved mission integration.
 - The engagement of multiple stakeholders in the policy discourse improves policy and enhances influence.
 - Stakeholder efforts are bolstered by knowledge built through (1) research and (2) innovative models of effective practice.

Mission Integration

...is what Mission Integration Does



- Students starting in one mission area transfer seamlessly to another.
 - High percentage of associates degrees conferred to students who started in remedial and vocational programs.
 - “Credit-izing” non-credit courses.
- Learning is accelerated and high quality.
 - Integrated instruction methods (“learning communities.”)
 - Recognition of prior learning policies.
 - “Chunking” credit courses.

Mission Integration (2)



- Scheduling, student support, and financial assistance support students across mission areas.
- Larger numbers of students are prepared for further education AND the workplace.
 - Pathways enable disadvantaged students to attend four-year institutions.
 - Industry partnership programs place students in career jobs.

Institutional Transformation



- High leverage policy areas:
 - Award college credit for business training (BIT)
 - Seat time does not = competency
 - Expedited program approval process
 - Create a system of industry-based certifications (including employability skills certifications)

Institutional Transformation



- Alignment and integration:
 - Align and connect company training requirements with college courses
 - Modularize courses/fractional credit/ dual credit/Corporate Colleges
 - Eliminate internal silos (mission integration)
 - Non-traditional delivery (blended learning, simulation, evening and weekend classes, business on-site classes)

Instructional Re-engineering



- Learner-centered, innovative instruction
- Multiple entry/exit points
- “Chunking” curriculum
- Embedded certificates
- Alternative delivery systems
- Adaptive expertise (reducing cycle time of learning)

Career Pathways



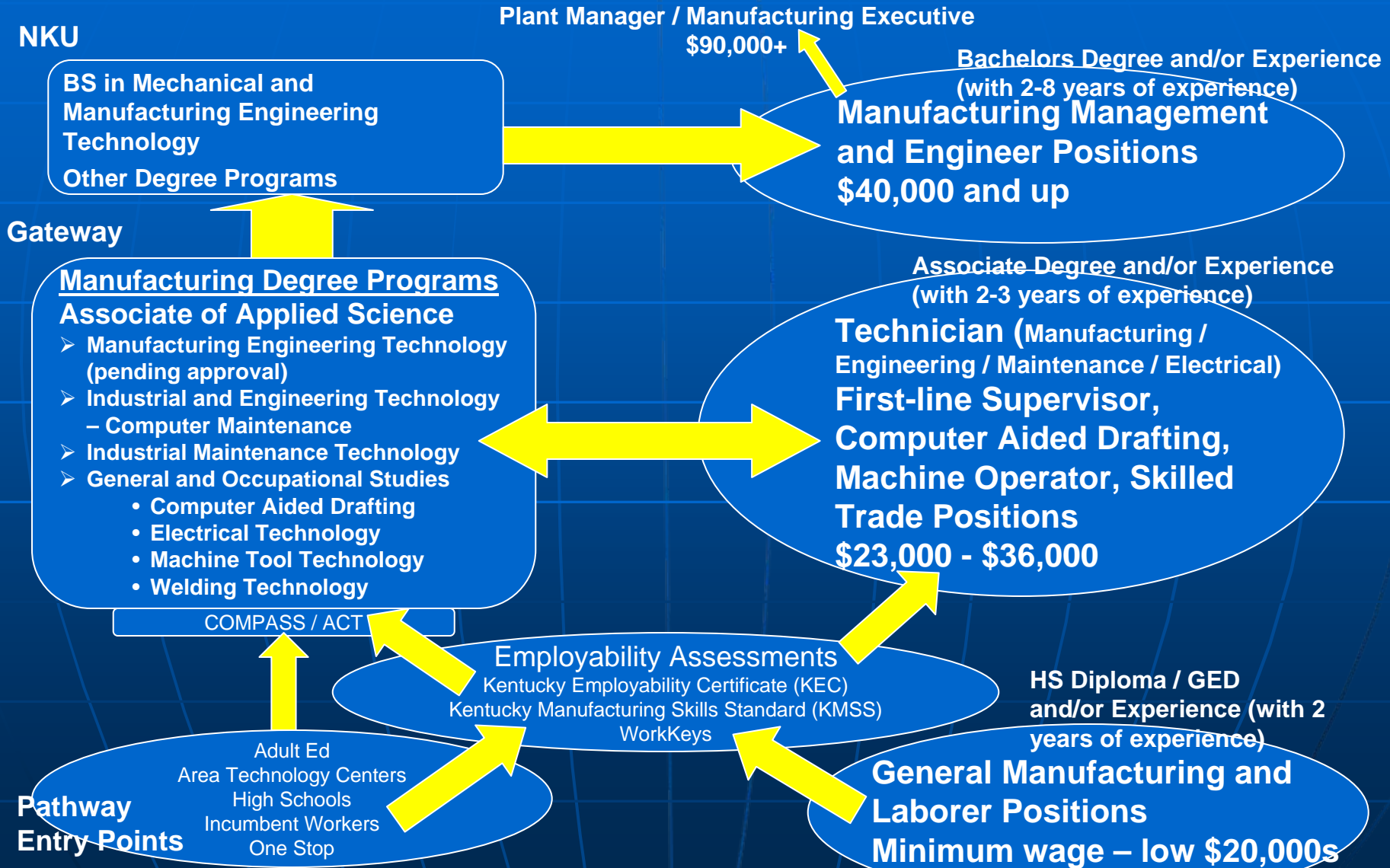
**A new national movement...
but what are they?**

**TECH-PREP
Pipeline CP
Re-Entry CP
CCTI**

Career Pathways Definition



A systemic framework for developing a series of connected instructional strategies, with integrated work experience, and support services that enables students to combine school and work and advance over time to better jobs and higher levels of education and training. Career pathways are targeted to regional labor markets, focused on employment sectors, and provide a framework for workforce development by integrating the programs and resources of community colleges and other education providers, workforce agencies and social service providers.





Career Pathways – creating roadmaps for workforce development

- Not a program, but a systemic framework for a new way of doing business
- A strategic tool for institutional transformation
 - Mission integration
- Policy and funding levers (WIBs)
- Create a pipeline of skilled workers within a P-20+ framework
- An economic development tool focused on industry sectors

Career Pathways



- A tool to strengthen and formalize connections to business
- A tool to enhance community strategic partnerships, with particular focus on the public workforce investment system and adult education
- An upward mobility tool for individuals
- An accountability tool

Kentucky's Projected ROI for Career Pathways



- 18 Pathways (to date)
 - Allied Health
 - Advanced Manufacturing
 - Construction
 - Transportation
- KY WINS (Workforce Training Incentive Funds) commitment of \$3.5M
- Projected project revenue of \$835,000+
- Cash and in kind contributions of \$3.1M

Career Pathways: Lessons Learned



- Bridge the gap between adult education and postsecondary education.
- Anticipate that curricula development will be a major challenge.
- Support significant autonomy at the local/regional level – within the context of a statewide vision. Policy barriers will most often need to be addressed at the state level.
- Combine an industry-based or career readiness certificate with career pathways initiatives to add significant value.
 - **Kentucky Employability Certificate**

Career Pathways: Lessons Learned (2)



- Employers recognize the career pathway model as representing a significant effort to meet their long standing workforce development pipeline needs.
 - Demographic trends
- Quality “wrap-around” support services are critical to success.
- Development must take place in the context of a collaborative framework -- substantively linking and leveraging the efforts of P-20 education (K-12, postsecondary and adult education), workforce (one-stop system), and community based organizations.

Who benefits from effective career pathways?



- Adults who are working and need a higher set of skills to advance
- High school students transitioning to work and postsecondary
- Dislocated workers
- People with degrees that need additional/updated skills
- Businesses who need skilled workers
- The economies of our communities, regions, states and our nation!

What concrete steps can you take as policymakers and/or community leaders?



1. Address funding stream constraints
 - Minimize funding stream “silos”
 - Leverage funding streams (TANF, WIA, general funds, etc)
 - Change funding formulas for more flexibility (ADA)
 - Tuition assistance for part-time students
 - Provide incentives for P-20 and workforce to work collaboratively to develop career pathways

What concrete steps can you take as policymakers and/or community leaders?



2. Support the development of effective P-20 Councils.
3. Require, encourage or provide incentives to institutions to transform their way of doing business. (see institutional transformations and instructional re-engineering slides)
4. Establish accountability systems (utilize UI data).

In summary...



- A relatively small amount of leveraged funds can pay big dividends in developing career pathways initiatives if:
 - Stakeholders are committed to working collaboratively and changing the way they do business.
 - We identify and reduce policy and funding stream barriers that get in the way.

The 5 Ss to Success



Strategic

Systemic

Synergistic

Sustainable

Scalable

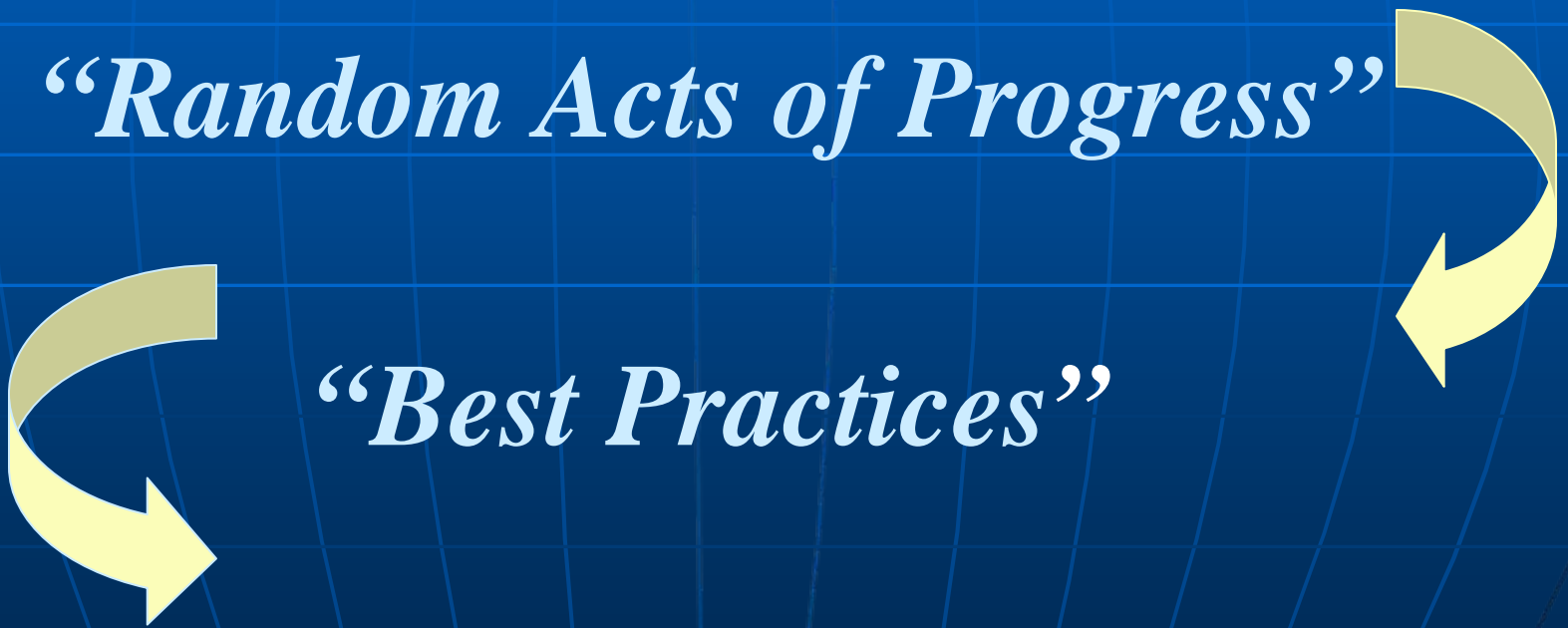


The Kentucky Journey to Educational Attainment and Economic Success

“Random Acts of Progress”

“Best Practices”

“Strategic Systems”





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Attribution: The *Bridges to Opportunity* slides were developed by John Colburn of the Ford Foundation (slides 5-8)