**Workforce 3One**

**Transcript of Webinar**

**Enough Is Known For Action Webinar Series**

**Career Pathways for Youth**

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CHRIS WATSON: All right. Good afternoon, and welcome to today's webinar, the "Enough is Known for Action webinar series, Career Pathways for Youth." My name is Christian Watson. I'll be your facilitator today. But before we get started -- actually, if you haven't done so already, please let us know your name, your organization, where you're located, how many, if any, are with you in that welcome chat in the lower left-hand corner. Just to the right of that you'll see that today's webinar is captioned by a live closed captioner, and we'd like to thank the captioner for joining us. Please note that -- also that all webinar slides, handouts, and a transcript of today's webinar will be posted to Workforce3One within two business days.

At this point I'd like to move us to our presentation slides and pass things over to our moderator today, Sara Hastings. Sara works in the Division of Youth Services here in the Employment and Training Administration. Sara, why don't you take it away?

SARA HASTINGS: Thank you, and hi, everyone. Thank you so much for being with us today. Good afternoon to those of you who are near us on the east coast, and good morning to those of you who are on the west coast. We really appreciate you joining us again for yet another webinar in our Enough is Known for Action series.

This is actually our seventh webinar in this series, and since the passage of WIOA and since its implementations began in July, which you all are aware of, we have been hosting a number of webinars, and we've been providing technical assistance on topics that really impact all of our youth workforce systems. And I use workforce system very broadly because that includes our partners in education and health and human services. And so this is the big team all joining together to talk about today's topic, which is career pathways.

So these topics that we've been talking about in our webinar series have ranged from serving out-of-school youth and youth with disabilities to providing meaningful work experiences to youth all in order to help you guys meet the new requirements within WIOA. So really excited that you're all here today. We're going to be talking to you about career pathways and specifically career pathways for young people and hopefully provide you with a really helpful sort of construct for thinking about and implementing career pathway programs and also helping you to build career pathway systems within your state and local areas.

So today you're going to be hearing from a number of presenters. As Chris said, I am Sara Hastings. I'm in the Division of Youth Services here in the national office, and you'll also be hearing from Danielle Waddell who is in ETA's region five Chicago office. And you'll hear from a few more presenters, and I'll introduce those folks in just a bit.

So today our agenda for today, we are going to be talking about WIOA and career pathways. We like to talk about it as the new way of doing business. Now, a lot of folks have been doing this work for a number of years. We just haven't really talked about it necessarily in terms of career pathways and thinking about it in terms of sort of this broader continuum of systems, alignment of systems. And so we'll talk a little bit about that today. We're going to talk about what are career pathways. We're going to look at it in terms of both systems and approaches. A lot of people hear career pathways and they think one thing and someone may think of something very different. And we're going to kind of talk a little bit about those two.

We also are going to talk about our federal partnerships and what we've been doing. You'll hear from our friends and colleagues that we work very closely with who are in the room and on the phone today. You'll be hearing from our colleagues at education and HHS to hear the work that they're doing around career pathways with us and also sort of in their own agencies. We will give you an overview of the career pathways toolkit.

Danielle's going to walk us through the six key elements of the toolkit, and we are super excited because today we are releasing our career pathways toolkit, our revised toolkit. You may have seen a number of years ago we released an original toolkit. We have revised it based on a lot of what we've learned with the new law. We hope this is going to be a very helpful product for you all. This toolkit is in the file share.

You can see it sort of on your computers right now. It's in the file share as a handout of the career pathways toolkit. Chris, I'm not sure if you were going to bring that up and maybe take a look at the document, but you guys are getting it hot off the presses.

It hasn't yet been even sort of sent out and promoted to the larger field because we just really posted it today, and we got it in time. We were hoping to get it in time for today's webinar, and we're excited that we did. So you guys will all get to take the first look at the career pathways toolkit. I think we're trying to bring that up and show you all. This might take a second.

But also today we are going to hear from two really great local examples, Hartford, Connecticut and Louisville, Kentucky. And these local examples will really give you sort of two different but I think sort of complimentary stories of the kind of work that can and needs actually to take place at the local level in order to begin building and continuing to successfully implement career pathways.

Looks like we got a little sneak peak of our career pathways toolkit. I don't know if we can scroll down just a little bit, but you can all take a look. And this view is registered download for you all. We're also going to send it out to the world --

DANIELLE WADDELL: Here it is.

MS. HASTINGS: -- letting everybody take a look at the new toolkit. A lot of what's in here we're going to talk about today. So you'll get to learn more about that, but you can download that today from today's webinar. So exciting to have that out.

So as they're talking about our two local examples, Hartford, Connecticut and Louisville, Kentucky, Hartford really has been engaged in this career pathway work for a number of years, and I think they'll -- they can really talk you through sort of all the pieces that really are involved and are needed in order to make career pathways work.

Louisville has some great information they're going to share with us today. They're more recently -- they've taken a number of recent important steps to lay the groundwork for building career pathways. So I'm excited that you'll get to hear from both of those folks today.

So career pathways, the new way of doing business. So WIOA, as you all know, is our new guiding legislation, and it places a very strong emphasis on career pathways. To build career pathway systems you need to align and bring together in strategic coordination your partners, resources, and funding, your policies, data, and shared accountability measures. And what's exciting about that is that that is what WIOA does.

The law really sets the stage for building career pathway systems by doing two really important things. First, it increases coordination across systems by bringing together partners through their required -- either your unified -- you all know about your unified or combined plans or encourages alignment and partnerships with your core programs, your core program partners like your adult system, your dislocated workers, Wagner-Peyser, your Title II adult education partners, your Title IV voc rehab partners, and then the other partners as well that include partners like your CTE and your TANF.

I see folks on here that are from the TANF program. We have our unemployment insurance and employment and training programs within SNAP, HUD, CFBG, and our reintegration of ex-offenders. So WIOA, our new law, really sets the stage. It very nicely lays the groundwork for developing career pathway systems. So it's very exciting.

The other piece of the law is that it develops these common measures across core programs, which promotes a greater integration of services so that you and your partners can really be working toward the same and shared outcomes and goals. That obviously makes it a lot easier for us to partner when we're all kind of working towards the same goal.

So all of that to say is that career pathways is very much emphasized in WIOA, and it really is a great opportunity to be building career pathways now for all the people we serve but in particular for today's discussion for the youth that we're serving. So we've been talking about career pathways for a number of years. The passage of WIOA means that it is now really our new way of doing business.

We're really excited that, like I said, in WIOA there's great opportunity for the development and strengthening of career pathways. The term career pathways is strongly emphasized throughout the law. You can see here there's a few places in the law. There's actually many places in the law, but I'm highlighting a few here where it highlights career pathways.

The law requires the state boards and states to assist the governor in developing strategies to support the use of career pathways, and local boards need to be working towards leading efforts to develop and implement career pathways. So states and locals now have requirements to work towards developing career pathways.

Also specifically when you're designing youth programming, the law states that the local areas must provide objective assessment for the use of identifying appropriate services and career pathways for participants. So that's where you'll see career pathways coming into the youth program. You'll also see it, though, around objective assessments and then also around developing service strategies.

It says that programs shall identify career pathways that include education and employment goals, appropriate achievement objectives, and appropriate services for the participant. So you're seeing it throughout the new law. There it's listed throughout in many other places, but I wanted to highlight these few areas.

Also what's really I think very exciting is that the law did provide us with a definition of career pathways which we haven't really had in the past. So this is I think very important and it helps ensure that we're all on the same page when we're working with our partners to build career pathways.

We have this foundation now to work from, all of these critical important pieces, and the law says it's a combination of rigorous and high quality education, training, and other services that align with the skill needs of industries. It prepares individuals in a full range of secondary or postsecondary education options, including apprenticeship. It includes counseling in order to get to individual's education and career goals.

It includes education offered concurrently with and in the same context as workforce preparation activities and training. And that language should sound familiar to those of you in the youth program because this is part of the youth programming. We use very similar language to talk about the work that we need to do. It organizes education and training and other services in a manner that accelerates the educational and career advancement of folks.

It also enables us to attain a secondary school diploma or its recognized equivalent and at least a recognized postsecondary credential. And it also requires that it helps an individual enter or advance within a specific occupation or occupational cluster. So this is very clear. The law has a lot of really I think important information and important components that help us understand what is included in a career pathway.

So the law defines career pathways generally, and that is our guiding definition for the work ahead. What we also kind of like to do -- and actually, we'll change it to the next slide here -- is talk -- we think it's really important to understand what it takes both to sort of build a career pathways system and also what it is to build a career pathway approach or programming. And these are two different but connected independent concepts.

So we think of career pathways as a cohesive combination of partnerships, resources, funding, policies, data, and shared accountability measures. All of these things really support the development of quality scaling and dynamic sustainability of career pathways and programs for youth and adults. So all of these pieces really need to be in place at that system level to be able to lay the groundwork for the building of programming and approaches; right?

So all the partners need to come together. The policies need to be in place to allow you to then make the connections, have the onramps and off ramps, and allow for that articulation that needs to happen for young people to move along and successfully along a career pathway. And you're going to hear a little bit more from Danielle about building career pathway systems, and she'll reference that related to our career pathways toolkit and our six key elements.

So that's sort of the system level. Here is sort of the career pathways kind of approach or at the programming level what needs to happen. And this is a great graphic that CLASP and the Alliance for Quality Career Pathways developed to demonstrate what makes up career pathways approach. And they like to talk about it, and we really support this graphic and you'll see this graphic in the career pathways toolkit. So we thank CLASP and the alliance for this. They think about it in two ways, in terms of features of career pathways and functions of career pathways.

So you can see here there are three key features of career pathways. One is well-connected and transparent education, training, supportive services, and credentials within specific sectors or cross-sector occupations. The second feature is that there are multiple entry points. People can come on. You hear about onramps and off ramps.

People can come on and have multiple entry points that enable well-prepared students or youth or other particular targeted populations to successfully enter the career pathway. And then the third feature is around the exit plans, and so the off ramp to be able to successfully move to higher levels of self or family supporting employment and aligned with subsequent entry plans.

And then the functions of career pathways. So there's four essential functions that they like to talk about, and it's participant-focused education and training, consistent and non-duplicative assessment of participants, education, skills, and assets or needs. The third is supportive services and career navigation assistance to facilitate transitions, and the fourth is employment services and work experience. So that's kind of the difference. Hopefully you all kind of get sort of the system level work that needs to happen as well as sort of the programming and the approach to moving people through -- successfully through a career pathway.

Just very briefly and to kind of get us started in moving along to some of our federal partners here, we wanted to tell you what we've been doing over the last few years. Through our interagency working group on career pathways, a number of federal agencies have been encouraging the development of career pathways. We've been doing this for a number of years, even before WIOA.

We've taken a number of steps to bring these systems together and better understand career pathways work. In 2010 we developed, launched a career pathways institute where we had nine states and two tribes come together to think about how they can build their career pathway system. We published the original toolkit, which I talked about briefly. We did that in 2011. We put out a joint guidance letter in 2012 which was I think really important.

It was from the Department of Education, Labor, and Health and Human Services where we said, hey, we all think it's really important to do this work and we understand that it requires you all to come together to do this. And our leadership in these agencies want to support you, and we are encouraging that connection.

We also did a request for information in 2014, and I won't talk about that because Nancy's going to talk about it in a little bit. And we had a summary report on that. She'll tell us a little bit more. We hosted a national dialogue meeting in the fall of 2014. I'm hoping that some of you were engaged in that effort. We brought together folks both virtually and in person to help move the work of career pathways forward.

e also brought together our state champions and our partners earlier this year to provide really important feedback. Actually, there might be some of the folks on the line as well that really helped take a look at our toolkit, helped us think about what needed to be enhanced or strengthened, what areas needed more examples. We got some great examples from our partners and really wanted to revise the toolkit so that it worked for states and locals when they were implementing that. So we've got a lot of great partnership work in developing the toolkit.

And then finally, this summer we brought together many of our federal agencies to talk about how we're all going to come together to support the work that happens on the ground and help all of the larger field around workforce employment and training to be successful in developing career pathways and WIOA implementation.

So with that I want to turn it over first to our colleague from the U.S. Department of Education, Nancy Brooks, and then to Lisa Washington-Thomas at the U.S. Department of Health and Human Services, who are going to share a little bit about their work that their agencies have been doing both in collaboration with the interagency working group on career pathways as well as through their own agency efforts. So I'm going to turn it over to Nancy.

NANCY BROOKS: Good afternoon. This is Nancy Brooks from the U.S. Department of Education. I'm delighted to be joining all of you today. I help administer the Perkins Career and Technical Education Act, funding that goes to each state Department of Education. Today we are talking about the career pathways joint initiative that addresses new approaches for the delivery of education, training, employment, and human services.

The U.S. Departments of Education, Health and Human Services, and Labor are working together to promote the use of career pathways approaches as a promising strategy to help youth and adults acquire marketable skills and industry-recognized credentials through better alignment of education, training, employment, as well as human and social services among public agencies and with employers.

The departments encourage states and locals to align state and local resources to support integrative service delivery across federal and state funding streams. We also want to ensure that interested partners and agencies, whether focused on education, workforce development, or human and social services, are aware of this joint commitment for improved collaboration and coordination across programs and funding sources.

The departments are taking steps to support further development of high quality career pathway systems. As you've heard, in April of 2014 we issued what was called a joint request for information or RFI to solicit information and recommendations about career pathway systems from stakeholders in the public and private sectors. You can see the link on your screen to the RFI summary report published in 2015. So the link is on that screen.

This report summarizes respondents identified facilitators and barriers to career pathways development and implementation as well as promising practices. In addition, the report highlights respondent recommendations for what federal, state, tribal, and local agencies can do to support the successful development of career pathway systems. The report concludes with an overview of key opportunities to advance some of the major recommendations in light of WIOA.

The respondent recommendations included serving diverse populations, including young people, increasing funding, providing technical assistance, providing greater flexibility, supporting additional research, improving performance and outcome measures, and identifying promising practices and success stories. The departments are working on implementing these recommendations.

On the next slide I want to draw your attention specifically to resources developed under an education funded project called advancing career and technical education in state and local career pathways. Five states, including Colorado, Kansas, Massachusetts, Minnesota, and Oregon, participated in advancing career and technical education in state and local career pathways system project.

This was a three-year project managed by Jobs for the Future through a contract with my office. Technical assistance has been provided to assist these five states in building their capacity to integrate CTE programs of study into their broader career pathway system development efforts. Participating states have worked with a coach and subject matter experts to help them develop and implement their action plans and achieve their goals.

Colorado developed a particularly promising step-by-step guide that may help you think about implementing career pathways. In addition, the U.S. Department of Transportation, yet another federal agency engaged in career pathways, invested funds to support activities that focus on transportation career pathways.

The Departments of Education, Transportation, Labor, and the Bureau of Labor Statistics worked together on phase two of this project. As a result, the strengthening skills training and career pathways across the transportation industry paper, which we call a data chart book, was just announced on Monday, August 24th. This is a big deal because three secretaries signed the letter that introduced this project.

So we're very happy that the agencies had worked together on this. The team is also working to finalize the accompanying guide for the development of career pathways in transportation, and they've written this assessment for the development of career pathways in transportation for September release. So this can help you align with the skill needs of industries, which is something that Sara mentioned just now.

So we continue to work on the remaining products. One of the papers will build on the integrated model, providing a guide for CTE systems on how to align programs of study with career pathway system development efforts. The other paper will focus on strategies states can use to make career pathway systems dynamically sustainable.

Both papers will leverage state examples. We are also continuing development of an interactive webpage that will be posted on the Perkins Collaborative Resource Network, which we call PCRN, showcasing work carried out under this project. This webpage will be an interactive repository of promising practices and tools that have resulted from the project with hyperlinks embedded in the site directing states and others on how to find information and tools.

Finally, on my last slide you can see the link on your screen to the employability skills framework. This is another project funded by education. Employability skills, along with academic and technical skills, are an essential component of college and career readiness. They are the general skills, including applied academics, effective relationships, and workplace skills that are necessary for success in the labor market for all industries and at all career levels.

The employability skills framework website is a simple clearinghouse of resources on instruction and assessment for employability skills. Using the interactive framework, policy makers, practitioners in education and workforce training, and others can identify employability skills and compare the skills identified by various instructional standards in assessment, understand key considerations for selecting and employability skills assessment, create customized assessment comparison worksheet, and view practical examples of employability skills instruction and assessment.

We have just released a new professional learning module to help teachers and instructors incorporate employability skills into their lesson plans for youth and adults. Please check out these various products to help you implement career pathways for youth. Thank you.

Lisa, I'm going to turn it over to you now.

LISA WASHINGTON-THOMAS: Thank you so much, Nancy. I'm Lisa Washington-Thomas. I am the branch chief for the self-sufficiency branch in the Office of Family Assistance, and my branch provides training and technical assistance to Temporary Assistance for Needy Family -- TANF administrators and their stakeholders. And we're so happy to be a part of this webinar because we are deeply committed and truly committed to the career pathways way -- new way of doing things as well as we believe that this will provide training and education to help low income and TANF recipients be able to move to a more sustainable wage.

We at the Administration for Children and Families have participated in the interagency work group. Not only myself but my colleague, Stan Koutstaal, who's the program manager for the health profession opportunity grant participated on that work group. We were supporters of the National Dialogue on Career Pathways. We provided assistance to states to bring -- to make sure that TANF was at the table because, again, we felt that this is important to be able to provide the education and relevant work experience so that our recipients can move into a sustainable wage.

We also have developed a catalog of career pathways toolkits, and this was a result of adult education meetings where one of the participants said that there are so many toolkits, and they needed to be consolidated. So on our peer TA website we have a catalog of all the toolkit. Right now, it is in the process of being updated, but at the last count we had over 30 different toolkits that talked -- and the catalog is separated so that it shows different industries, different target populations, and it provides a link to those toolkits that are there.

Also on our peer TA website is a listing or catalog of all the previous webinars that we have sponsored in the past that talk about how career pathways or upskilling or sector employment is important to the TANF agency and how TANF agencies can participate even though we are constrained by the work participation rate.

Also one of our biggest significant investment in career pathways is our health profession opportunity grants, and I just wanted to talk about examples of two successful grantees. Although the HPOG is not targeted to youth, approximately 50 percent of HPOG participants are under 30, and in addition, up to 60 percent of TANF recipients are 24 or below. Either they're members of their parents' TANF case load, or they're young parents with children who also still qualify as being youth.

So going back to HPOG, prior to applying for the grant, the Buffalo and Erie County consortium surveyed local healthcare employers to determine its workforce needs based on the results. And based on the results of that survey, it offered training programs in six different occupations. Later the consortium reduced some of the occupations while adding new ones because information learned at a local round table with employers.

These meetings provided an opportunity to learn not only what occupations were in demand but also what expectations employers had for workers in these positions. And by having labor market information for that specific geographical area, the consortium was able to tailor programs to prepare students with jobs that were in demand.

And that's an example why we're so supportive of the career pathways system in that it brings everyone to the table, labor market experts, the employers, workforce development, education field, and supportive services -- human services to help decide what training should be offered and how to train -- what credentials are needed and what is the best way to meet the employers' need.

And I want to also give you an example of the College of Menominee Nation. Their career pathway starts with a thorough assessment process during which the student and program staff work together to create an individualized success plan for the student. After the assessment students enter an intensive boot camp to address academic readiness issues such as basic education, time management, test taking, and study skills, critical thinking, financial literacy, and they build learning communities.

The students are also targeted with supportive services such as childcare or transportation assistance to overcome barriers to completing the education or moving into employment. Students then take a short-term training, 120 classroom hours, as a CAN and are assisted in finding employment.

But one of the unique features about this program is that the requirement for students to maintain employment in nursing in order to continue in the HPOG program. The goals of this effort offer students to achieve the first steps in becoming self-sufficient while gaining critical on-the-job experience. Students can also take additional classes at the college to progress to an LPN or higher with the option of continuing their education up to an associate's degree in nursing to become a registered nurse. Thank you, and I turn this over back to you, Sara.

MS. HASTINGS: Thank you so much, Lisa. And I am actually going to turn it right over to Danielle to talk about our career pathways and the six key elements. Danielle.

MS. WADDELL: Thanks, Sara. Hi, everyone. My name is Danielle Waddell, and I'm a federal project officer in the Office of State Systems in region five, Chicago. And so if we could just turn our focus a little bit, I'm going to talk about the six key elements. As Sara mentioned, the toolkit was released, and so I'm going to talk about these six key elements in the frame of the new law WIOA.

These elements offer an approach to the development of a plan that will increase the number of workers in the U.S. who gain industry-recognized credentials and academic credentials that are necessary to work in jobs that are in demand. A good career pathway system is formulated using the six key elements to offer a more efficient and customer-centered approach to workforce development because they structure on intentional connections among employers, adult basic education, supportive service providers, occupational training, and postsecondary educational programs and design the system so that the needs of customers and employers are met.

A career pathway system includes the following six elements that you see on the slide. The first element is building cross-agency partnerships and clarifying roles. The second, identifying industry sectors and engaging employers. Next we have the design of education and training programs. Element four highlights identifying funding needs and resources. The next is the alignment of policies and programs. And lastly, element six, measuring system change and performance.

Under element one, a successful career pathway system that is well on its way will develop a cross-agency leadership team. In addition, it is imperative that roles and responsibilities of each partner are clarified and gains high level support from political leaders to ensure buy in and success. The leadership team may consist of state workforce development board members or an entity within a state that administers the career pathway system. The leadership team should begin to establish a shared vision among partners, mission, and goals as well as a work plan or memorandum of understanding to define the partnership among agencies.

Element two focuses on identifying industry sectors and engaging employers. At this stage sectors, and industries are selected and partners and co-investors are in the development of career pathway systems. Leadership should conduct labor market analysis to target high demand and growing industries in a given state.

Other important components to consider under this element are to engage key industry leaders from sector partnerships and targeted industries. This may occur by surveying these individuals to gauge their needs pertaining to employee credentials and skill levels as well as their interest in participating in a career pathway system.

After engagement and survey, clarify the roles of employers in the development and operation of programs. Next, with the assistance of employers, identify existing training systems as well as career lattices and mobility. Other components of this element include the identification of skill competencies and associated training needs as well as the expansion of business partnerships.

Under element three design and education of training programs is important. The leadership team must identify and engage education and training partners and identify target populations, entry points into a career pathway, and how customers will be recruited. Career pathway programs provide a clear sequence of education courses and credentials that meet the skill needs of high demand industries.

States may analyze their education and training resources and capabilities as well as make necessary modifications to programs to ensure that they meet industry recognized and/or postsecondary credentials. Under this element we encourage you to promote work-based learning opportunities to the business and industry community and include contextualized learning strategies with flexible delivery methods. Be sure to make career services, case management, supportive services available as well as employment assistance and retention services to your customers.

Now, let's talk a bit about identifying funding needs and resources to fill those gaps to sustain the career pathway system. As a first step, your leadership team should assess the cost associated with system development and maintenance, program development and operations, and participant costs.

Consider adopting a funding and resource allocation strategy that taps existing funding streams in addition to available resources. After you have strategized around available resources, develop a long-term sustainability plan with the state and local partners to support your career pathway system.

Under the fifth key element, state and local policies and administrative activities should be revised to align with the implementation of a career pathway system. While developing strategies for aligning policies, a state should consider doing a few of the following.

First, promote coordination of resources across state and local agencies to provide for scale up of career pathways funding. Support dual enrollment and/or dual credit opportunities in an education system.

Next, integrate academic and CTE programs and workplace skills. Also expand relationships with workforce and economic development non-profit organizations in your area, and develop policies that incentivize business involvement in a career pathway system.

To bring the career pathway system to full circle, in the final key element a leadership team should adopt performance measures and evaluation methods that support continuous improvement within a career pathway system. Under this element you should consider defining and identifying data and a desired system, program, and participant outcomes.

A leadership team should also implement a process to collect, store, track, share, and analyze data. Lastly, design and implement a plan for reporting systems and program outcomes that will provide usable information to inform your career pathway system as you move through each key element.

I'm going to now turn it over to Chanda Robinson who is the director of community programs at Our Piece of the Pie, an organization assisting the most needy of youth in Hartford, Connecticut. Chanda.

Chanda Robinson: Thank you very much, Danielle, and I'm happy to be here today. Again, my name is Chanda Robinson. I'm the director of community programs at OPP. Our Piece of the Pie is affectionately known as OPP, and we're located in Hartford, Connecticut. Our goal is to be able to help urban youth become economically independent.

Our motto is founded on a relationship-centered approach, meaning every young adult is matched with a youth development specialist or YDS to help them access, navigate, and attain a mix of personal, educational, employment, and training skills necessary to become economically independent.

OPP recently celebrated 40 years of service to the Hartford community, and I just recently celebrated my 15-year anniversary with the organization. And over the years we celebrated a lot of successes, but equally we face a lot of challenges and obstacles when it comes to our youth, primarily opportunity youth, accessing and navigating and persisting through postsecondary institutions.

In 2009 OPP entered into a three-year formal partnership with a local community college which wasn't very fruitful, to say the least. And although we were housed within that college institution, we just didn't have the cohesiveness or systemic partnerships. Yes. We worked collaboratively and respectfully but not intentionally or methodically toward a common goal. I preface that because it's important to be able to talk about your successes as well as your failures. And despite our years of many services and our proven practices, OPP is still very much a learning organization.

So what we did was use the lessons learned from our not so lucrative postsecondary partnership, and we were able to write an award-winning proposal to our local workforce investment board or WIB incorporating all of the missing elements and strategies and supports and resources necessary for what some call nontraditional students in the postsecondary arena.

Our proposal and vision was perfectly aligned with WIOA reauthorization. Furthermore, we armed our self with enough anecdotal evidence to realize that students who didn't claim a major or field of interest, just simply taking general studies with no career trajectory or path; they were getting lost within the community college, despite the supports we were offering.

And also prior to submitting our proposal we conducted research using data from our local workforce investment board, U.S. Department of Labor, labor market information, and other local economic development entities to confirm and validate which industries in Connecticut had the most promising outlooks. The top three in Connecticut happen to be advanced manufacturing, allied health, and insurance and finance, which we combine.

In our quest to identify sector work, we also researched other organizations across the nation that's doing great work. With us that is definitely important for me to share that our PCI model, pathways to careers initiative, incorporates proven practices from Washington's integrated basic education and skills training program, which is better known as IBES, again a nationally recognized model that integrates education and technical skills training.

In 2012 OPP launched its pathways to careers initiative, commencing with advanced manufacturing. In partnership with Asnuntuck Community College in Enfield, which is located approximately 20 minutes away from Hartford. We later included allied health at the college, and we subcontract with AD Banker and Company for the insurance and finance piece. The purpose of this initiative is twofold.

It offers a viable solution with response to businesses or industries who have a demand for skilled and work ready employees. Secondly, it's an expeditious path to credentials and a livable wage employment for otherwise disconnected individuals. We target or serve opportunity youth between the ages of 18 through 25. We place special emphasis on just as involved men of color, parents, and youth aging out of foster care.

Our model slightly differs from IBES in that we incorporate three areas of practice, youth development, academic, which includes postsecondary, and workforce services. Every young person who enters into our model or our program is matched with a youth development specialist, that caring adult who helps them build an individual success plan and also helps them navigate systems such as the postsecondary or education assistance, healthcare, social services, judicial, and other life challenges such as housing and clothing, food, childcare, transportation, and those emergencies that just happen from time to time.

And because we are familiar with the barriers that face our individuals, our population, within our proposed budget we included a van for transporting them to and from school and their internships, which eradicates that transportation barrier. We provide them with the equipment that they need, the supplies, professional attire, food -- yes. We feed them breakfast and lunch daily -- and also offer an allotment of funds to cover any tuition gaps that may not be covered through financial aid or SNAP benefits.

The YDS in this case also helps profess- -- personally -- excuse me -- develop our young people through life skills, leadership, financial literacy, and social emotional development. Our academic support aimed to build the young person's academic confidence, ability, and technical skills, which includes academic assessment, college bridging, FAFSA assistance, tutoring, and academic intervention.

We have an online high school option where young people can simultaneously learn or earn rather their education and their postsecondary credentialing. Our college partner also offers academic support in all of the technical training. These services -- the academic services, that is -- are coordinated by certified teachers, the youth development specialist as well as our workforce development staff.

All of the services are integrated, meaning that they're concurrently -- and they happen concurrently and simultaneously. So no one has to wait to achieve a certain goal or threshold in order to enter into workforce services or any type of internship or what have you.

Our workforce teams are all certified professionals through National Association of Workforce Development, and their aim is to build a participant's career competency and expose them to the world of work. This is achieved through job readiness training, which is a prerequisite to internships and externships as well as job placement.

And because our training usually happens for up to one year, which can seem like a lifetime for our population who have a strong need to earn, our workforce services staff also coordinates part-time non-industry related employment opportunities where they have -- we have, rather, the autonomy over their schedules as not to interfere with the larger goal of the postsecondary completion.

Our model is also unique in that we offer stackable credentials. This is also coordinated by our workforce team, and it allows us to -- the aim is twofold. It allows us to meet our WIOA benchmarks first and foremost, and secondly and equally, to assure that participants within the program can enter and compete in the workforce, even if they don't meet the end goal which is the trade-related certification. The three stackable credentials include OSHA 10, customer service, international workforce readiness credentials. These stackable credentials are also portable, meaning that they are valued across all industries.

This next slide offers an illustration of the flow of our PCI service delivery model. While I won't walk you through every aspect, I will call your attention to the critical aspects of the program commencing with recruitment.

Because this model is still very new at three years old, we still have to engage in ground level recruitment, meaning that our staff has to go into the communities where our targeted populations reside, congregate. So they go door to door. They go to local businesses, churches, schools. They go to other community-based organizations, malls, barber shops, you name it. They are equipped with professionally crafted promotional flyers and allowing them to be able to gain more access at a later time. We use media such as TV, radio, websites. So any aspect that you can think of relative to recruitment, we've definitely tried it.

Our prospective candidates enrolled under WIOA of course have to meet eligibility guidelines, but not everyone will be suited, meaning everybody has to be able to meet a certain educational standard, which is generally ninth grade reading level. They must demonstrate a high level of motivation and commitment, and they must have a keen interest in working within one of the three industries that we currently have.

In order for us to assess suitability as objectively as possible, we conduct a combination of interviews and assessments. We currently have five PCI staff, and we determined that at least three of them, even one alumni, must participate in a panel interview to really be able to understand where the young person's mindset is and if they're ready for this opportunity.

If the young person is successful in an interview, we invite them to a one-week orientation which incorporates a myriad of assessments, hands on interactive activities, including introduction to leadership skills, life skills, financial aid assistance, being able to tour the college and get an understanding of the culture, being able to kind of -- (inaudible) -- for the commute, the daily commute and the rigors of these academic programs.

To ensure that we're as objective as possible in our selection process, we use CASAS to gauge their numeracy and literacy. We use KUDER career assessment and planning, and as well as the ACT college engage which measures behaviors that will basically determine if the young person is motivated and they have the self-regulation to be successful.

Upon successful completion of orientations, we consider our young people enrolled in the program. And although this illustration -- it's one example of how a young person can maneuver through the program, it isn't as always prescribed as this illustration. Ideally a participant would immediately enroll into their postsecondary training, but this is always going to be contingent on when the enrollment for the college semester starts. So you have the spring, summer, fall, and winter.

Because we offer rolling enrollment, we offer multiple entries into the program. So if a person enrolls or participant enrolls outside of the semester dates, we offer them our internal certifications, i.e. the OSHA, customer service, and national readiness credential, to get them prepared to make that ultimate transition.

It's also important for me to note that OPP has created a (no-wrongdoer ?) culture, meaning if a candidate isn't a good fit, we connect them to an actual service provider, point person and all, that offers comparable training opportunities. And if the candidate needs to continue to build on their academic skills, we offer them internal and external support to do just that, and then we'll consider them at a later date for enrollment.

As stated, all of the services, they're integrated and concurrent; right? So we offer two weeks of -- once a person progress through their studies, we offer two weeks of career competency development training. We work collaboratively with our college partners to basically coordinate any internship and job placement assistance to make sure that the young people can find a correlation between what they're learning academically and technical skill-wise and being able to really apply that to the workforce.

We incorporate our business partners as much as we can. We have a consortium which was created by our college partner where our employers provide technical advisement and support throughout the program and the young person's postsecondary enrollment and not just that internship and job placement time.

Our OPP workforce development staff, they're consistently building new employer partnerships in all of the industries throughout the greater Hartford region to accommodate the various skillsets and the needs of our youth because it's not a one-size-fits-all approach by any means.

And as you look at this illustration, it's important for me to emphasize that the YDS is integral in this process as they help the participants not only navigate our internal resources and services, but they also help them navigate the postsecondary landscape, which is often full of bumps and curves, if you will. The YDS serves as an advocate.

They help the participants assimilate to the college culture, and they collaborate with the college partners as it relates to any decision making involving our young people. The YDS tracks and documents attendance, behavior issues, grades, test scores, and credit accumulation. And we work collaboratively. We meet with them. The workforce staff as well as the youth development staff work collaboratively with our college partners and meet on a weekly basis to discuss individual level performance.

And yes, we definitely try to celebrate every little mouthful along the way, but the postsecondary completion, i.e. the graduation, is the ultimate goal. So we make a big deal by attending graduations and highlighting their success through our internal means as far as newsletters as well as externally through publications and what have you.

The biggest reward is basically the young person being able to earn a livable wage. Someone who completes the advanced manufacturing program on the low end of the spectrum can earn about $30,000 per year, on the higher end of that spectrum, $70,000. Someone entering and completing our allied health on a low end could earn $27,000 and on the higher end $48,000. And in our insurance and finance the low would be about $31,800 all the way up to $96,000 -- I mean, $96,000 annually.

So basically I'm going on to this -- the next -- the fourth slide. In this slide right here for me I use the circular shape as if it's symbolic expression of inclusion, unity, and universal focus. And while we have strong programming and partnerships here in Hartford, we still have to -- we have a lot of work to do as it relates to the system building aspect.

So strategic partnerships and/or alliance grants us an opportunity to access a broad range or resources and expertise, as no one entity can effectively do this work alone. For this reason we make every effort to align the necessary supports and resources around our youth, and the entities within this circle are just merely an example of who we partner with. As for our funders, we definitely want to show a good ROI or return on investment, but we equally want to be viewed as valuable -- valued and/or contributing partners.

As with any good partnership or relationship, it involves effective communication, common vision or goals, clear expectations, and mutual trust. The same holds true for our college partners. We must keep the lines of communication open and clear about expectation, and a word of advice is always enter into memorandums of agreement or understanding and being able to make sure you have data arrangements in place before you enter into your partnership.

And basically we want to also be able to include our parents and our guardians because we don't want to -- and when I say parents and guardians, this also includes social workers, anyone who is a ward to the state or who have parole or probation officers. We want to use them as allies because we don't want them to be pulled in multiple directions.

We want to be able to have one common goal. So we work with the schools to be able to dispel any preconceived notions or misconceptions about these industries, and we want to be able to let them know that we have valuable nontraditional postsecondary opportunities that lead to viable employment.

And then my last and final slide is basically the challenges that we faced over time, and yes. There are many challenges, and I think I would be preaching to the choir if I went into how ill-prepared opportunity youth are in entering into postsecondary, but it continues to be a major struggle and a catch 22 for us. As we recognize that we must be inclusive to assure all opportunity youth have access to these type of opportunities, we must also be honest about their abilities and not set them up for failure.

We've basically upped our dosage, if you will, of academic support, not only relying on our college partner but incorporating our own academic intervention. And as we're embarking on different strategies, we want to be able to ask our employers or our business partners to be more a part of this process by not only just offering jobs or internship opportunities but serving as mentors and job coaches and coming in and being guest speakers so young people can use that -- we use that as a caveat, and they can kind of see that there is some connectivity to the workforce.

And then not only are their structural barriers still prevalent today, we recognize that operating within those structures are human beings, people with varying views, perspectives, tolerance, know how, compassion, et cetera. So cultural awareness and understanding continues to be a challenge especially within suburban communities or colleges. So advocacy, ongoing dialogue, and potentially rallying our resources to embark on professional development opportunities together are essential.

And as I spoke to you earlier about the strong need for this population to earn, what we need to do and just make is they have to earn not only to support themselves but also their families. So what we try to do is work with the employers to be able to make sure that they understand that their education is first and foremost, and if we're giving them a part-time job, it's not going to interfere with that larger goal.

And then we want to work with our college partners to be able to create multiple entry and exit ramps, I think as Sara spoke to earlier, meaning that we want someone to earn their credential as quick as possibly one semester, and then they have an opportunity to opt out and enter into the workforce.

And then if they want to continue to build upon their education, of course we want to advocate for that, but we don't want to lose them along the way because, as I stated, a year can be a lifetime for our population. And our goal is to be able to have them go beyond a certification but ultimately even into associate's degree and beyond.

In order for us to really -- my last designer point is for in order for us to really make a true impact, we must consistently meet with our local leaders and evidence our success that would hopefully influence policy and call for a realignment of resources. That's the only way that we can truly be sustainable and scalable.

So that concludes my portion of this presentation. I thank you so much for listening. If you guys have any other questions or offline conversations with me or would like to have an offline conversation with me, my contact information is here. It's chanda.robinson@opp.org. My direct number is 860-761-7325.

And at this point I'm going to turn over the presentation to Michael. Thank you.

MICHAEL GRITTON: Thank you, Chanda. And for those of you who are brave enough to still be with us after an hour, I thank you for joining me. My name is Michael Gritton. As you can see, I'm the executive director of KentuckianaWorks, which is the workforce investment board in Louisville and the six counties around it. And what I want to do in a small amount of time is take a completely different tact from the one that Chanda just did.

When I was invited to be a presenter on something that was titled Enough is Known for Action, what we've been spending a lot of time on in our area is using the power of information to try to make the career pathways that are happening in our regional labor market visible to almost everyone that you would want to know those pathways, whether it's high school kids, counselors, or elected officials.

And so what I want to do is just show you a couple things, but before I get started I want to give a shout-out. The work that we did borrows heavily from work we saw our colleagues in Charlotte and Seattle conducting. So if any of them are on this call, I want to make sure they know we appreciate what they've done. And what I want to start with is we -- I work for the board, but I also work for a great mayor named Greg Fischer who just started his second term in January.

After Mayor Fischer was elected, about a year into his term he started going around town telling everybody that what we really needed to create in our region was a workforce intermediary, and I couldn't quite figure out what he was talking about because I felt like we were a very strong workforce investment board and we were trying to fill that role.

But as I sort of peeled the onion with him in conversations, it turned out that what he was really focused on was trying to raise the IQ level of everyone in our region about what was happening in the labor market, starting with elected officials and the economic development professionals in town because even though we as workforce professionals may have known a lot about what was happening, we weren't doing a very good job of telling it to people.

We weren't really describing to people career pathways that were available in the six key sectors that are growing in our market. So what we took it upon ourselves to do a year ago is to start publishing a quarterly report that really shows people what's happening in our labor market.

So the chart you see in front of you is a career pathway chart showing the number of job openings in advanced manufacturing in our 12-county area that includes my colleague Ron McCulloch and his area in Southern Indiana across the river; hence the name KentuckianaWorks.

And what this shows is when the mayor wants to go to a high school class and talk to them about jobs in manufacturing, he can show them that there are both production jobs at the high school equivalency level and there are lots of jobs at the college level and not very much in between.

And we are tracking the number of jobs postings that are happening every quarter. What we find here is there's a lot of discussion about manufacturing but not necessarily as many jobs as you would think, although something is happening fast here. And so this update of data allows us to keep everyone informed from high schools and community colleges all the way up to those elected officials.

By contrast, as an example, in the same time frame Louisville had almost 1700 jobs in information technology. And not many people would think of our area as one that has that many technology jobs, but in fact we do. And many of my colleagues in cities in the mid-south and Midwest woke up about the same time three years ago realizing we had a huge demand for these kinds of software coding jobs and not nearly what we needed in the pipeline to be coming out.

So one of the things we've managed to luck into in the last couple of years is a workforce innovation fund grant to do something called Code Louisville. Code Louisville was built on this information that there are thousands of jobs and hundreds and hundreds of jobs in software coding that we're now able to have people telling high school kids.

We're telling kids in our youth career center. We're telling people in our adult career centers. Everybody's IQ level is being raised just by being able to demonstrate this. And again, it's easy to have a conversation with a young person or an adult thinking about going back to school if you can show them this information. There are literally no jobs we can find that require just a high school degree or certificate. Everything is either at the bachelor's degree or the equivalent kind of skill level, which is an important thing for us to be able to discuss.

We're also using information as a way of making it clear to people what is happening in our area in terms of overall were the jobs are. So again, you see manufacturing and healthcare circled. The board continues to spend a lot of our WIOA training money, and we're doing a lot of work trying to connect our out-of-school youth to opportunities in manufacturing and healthcare because those still tend to be very large drivers of our economy. These are things that we can update.

They don't need updating every quarter, but we're still tracking them. And a slide like this also helps a mayor and elected officials understand just exactly what kind of challenge -- Mayor Fischer took office in January of 2011, and at the time this chart was headed straight down, as you can imagine. It's been a nice thing to watch it rise back up, but it took us almost four years to get back to the same job level we were at before the recession. So sometimes just giving people historical context about what's happening can also be helpful.

Now, I want to use this chart and the one following it to show you another way that we're trying to create conversations and dialogue with people around career pathways that are conversations we simply weren't having with people two years ago. This is a chart that is using the same kind of information from burning glass and EMSI to show in 2014 the number of job openings we had in various O\*NET categories in technology.

And what it's showing you is the line on the left-hand side shows you the 25th percentile of average wages for that job, and the bar on the right shows you the 75th percentile of wages in that job. And obviously the darker the color, the more jobs there are in that category. So you see software developers is dark blue because in 2014 we had 3,088 distinct job postings for software developers in our 12-county area.

This is the kind of chart that allows us to describe to almost any audience, whether it's kids, adults, people in career centers, people in programs, people in junior achievement, you name it, that if you're thinking about going into information technology, there are both lots more jobs than you might know.

Sometimes the starting salaries may not seem much larger than other jobs you're thinking about, but the potential wage progression in these jobs is very, very large. It moves very, very far to the right-hand side of the screen, and the farther up you go in these jobs, the more money you can make.

This allows us to describe to people thinking about, is it worth my time to get into a program like Code Louisville? Is it worth my time to go try to earn certificates or degrees in these kinds of fields? Yes. It's worth your time. Here's what the future looks like it's going to hold for you, and it is a very lucrative future indeed if you can get these skills.

By contrast, one of the six sectors that we focus on a lot here is something we call food and beverage. Mayor Fischer likes to joke that one of our economic themes now is bourbonism because we're essentially creating a 365-day-a-year tourism economy built on the rebirth and success of bourbon brands like Maker's Mark and Wild Turkey and fill in the blank because so much of that stuff is made in Louisville and in Kentucky.

What's nice about that is those kinds of jobs end up creating food and beverage jobs, but when we think about that as a sector that we're focusing on for economic development, you see that the bands between the left-hand side, the 25th percentile and the right-hand side are very narrow. So even though the number of jobs in some of these categories are very large, larger than they were for software coders, the band width, the amount of wage progression you can make in these kinds of fields is very narrow.

So even if you're a person like me who loves to watch "Beat Bobby Flay" and the Food Network and who dreams someday of potentially being a restaurant chef or owning my own restaurant, the chance of actually getting into a field like this and making what we would consider a living wage in our market, which is $38,000 a year or more, is relatively small.

And so we're trying to use information in all the ways we can to try to influence people's thinking and to shape their decision making. So we're now putting this quarterly report out every quarter. It's on our website, and it has helped both create an economic development strategy that's based on fact and that people are really paying attention to, and then it's also giving us a common language to use at every educational level with every audience where almost everyone in the region is using the same data set.

Now, that is not a programmatic kind of initiative or set of initiatives the way Chanda was describing, but this becomes the kind of information that we now work with industry sectors to then create programmatic initiatives to connect people to. So that has been part of the fun for us, and I'm going to stop there and turn it back over to my colleagues for questions and answers.

MS. HASTINGS: Awesome. Thank you so, so much, both to Michael and to Chanda. These were really terrific examples, stories of the work that's happening. I mean, really, really amazing information, and we're blown away here in our room listening to this information. Chanda, your graphics and sort of the model of your programs and the steps and the activities that are offered is just really, really terrific. Your slides, I love them.

And Michael, the work that you guys are starting to do I think is incredibly important for building that understanding as well as getting folks' buy in to thinking through how do we all come together in order to really start developing at the system level the kinds of setting the stage and laying the groundwork for career pathways system development. So really great to hear from both of you.

Lisa and Nancy, I really appreciate you both sharing information about the work that we're doing across the federal government. We've got a lot of more work to do. We're connecting often, and we're excited to continue to do that work together. Danielle, thank you so much for going through the career pathways six key elements. Again, as we mentioned, the career pathways toolkit is newly released. You all are getting the first peek of the toolkit, and you can download that through our platform here.

We want to take a minute to have you all send in your questions. So if you haven't yet, please send in your questions. Type in your questions in the chat box. We are trying to scan for the questions, and we will try to go through as many as we can in the next few minutes here. But let me ask you first -- I think, Chanda, we had a question for you.

Chanda, there was a question around assessments and the assessment tools that you have used. The question they asked, they said they didn't recognize a few of the assessments that you had talked about. So could you talk a little bit more about the assessments that you discussed?

Chanda Robinson: Yes. So we use the CASAS assessment, which is the academic numeracy and literacy assessment. We use ACT and college engage. It basically monitors someone's motivation level and their ability to be persistent, and it allows you to generate a prescribed intervention for those individuals and as well as KUDER, which is a new assessment for us. KUDER is spelled K-U-D-E-R. It's a career and college planning assessment, and it's grounded in years of research.

MS. HASTINGS: Great. Thanks so much, Chanda. That's really helpful. And I am going to ask another question here. Let's look at number five. That sounds good. Let's put that question up.

The question is, "I'm interested in the Louisville quarterly IT information. How can I access that information?"

MR. GRITTON: There are two things. One, that slide -- let's see. I put up a slide that showed that regional quarterly report is right on our website, which is kentuckianaworks.org and people can get to it there and we're updating it every quarter.

I guess I wanted to make sure when I was concluding, the point of me showing this is we do not have everything figured out about career pathways, but we're using information to try to guide the way, to sort of shine the light.

And I guess what I was trying to describe to many of my workforce colleagues, community college colleagues, it's been really well-received because even though people that read the newspaper every day might have known sort of most of it, they have kind of a feel for it, when you put it all in one place, put it in sort of an educational pathway that people can understand, it really opens people's minds to what's happening in your local economy in a way that creates a lot of great opportunities for programming, the kind that Chanda's describing, and also partnerships.

MS. HASTINGS: Thanks so much, Michael. So, Chanda, I have a few questions that I think will be good for you to be able to answer. One is, "Does someone have to live in Hartford to be referred to your program?"

CHANDA ROBINSON: No. They don't have to live in Hartford. They just need to be able to access our location in the mornings because we have one centralized location, which is at 20-28 Sergeant Street in Hartford. And basically, everyone meets here early in the morning, and then we transport them or commute them to Asnuntuck Community College. So as long as they can get to Sergeant Street in Hartford, they don't have to live in Hartford.

MS. HASTINGS: Great. Thank you, and I'm going to stick with you because I have a few other ones. "How do you deal with data sharing and confidentiality?" with your partners I'm guessing is the question.

MS. ROBINSON: Yeah. So basically we enter into FERPA agreements, being able to first and foremost, have a memorandum of understanding put in place with our college partner. So we want to be able to let them know that we will need performance data for our students specifically.

So what they do, they don't necessarily share a database with us, but they provide us regularly with real time information on their progress and their progression, so relative to attendance and grades and behavioral matters. So it's basically face-to-face conversation. We allow for everybody or expect everybody to sign releases of information once they enroll in our program, which give us the right to ask those questions of our college partners relative to how the young person is doing.

MS. HASTINGS: Great. Thank you so much. Chanda, I'm going to stick with you. I have another question for you. They ask, "Does Chanda have any outcome data on actual job placement that has resulted from her program?" Do you guys -- I know you guys keep a lot of data. I don't know if you have that on hand but --

MS. ROBINSON: I don't have it readily available.

MS. HASTINGS: Right.

MS. ROBINSON: Anybody can contact me via my e-mail address that was provided. It's chanda.robinson@opp.org, and I will be more than willing to share any performance relative data or outcomes relative to the PCI model. Yes.

MS. HASTINGS: Great. Thanks. And we know from our visit to you guys over the years that you guys do a great job of performance management and really tracking all of that for the young people. Performance management is critical for continuous improvement in the work that you do to make sure your young people are really on track. So thanks for that questions. Thank you, Chanda, for being willing to share that with folks if they are interested.

I'm going to actually jump to another question. The question is, "How can we specifically research funding grant opportunities to help fund our programs as we link or collaborate with workforce?"

I think generally -- and I can turn it over to others on the call too, but generally we send people to grants.gov, and there is a way to go ahead and search. And you can look at youth. You can look at workforce development, employment and training. You can search for the kinds of services and activities that your program would like to get funded.

And so that's one general way is grants.gov, if you're not familiar with that. But I might ask Chanda or Michael to jump in to see if you guys have any other thoughts. I know you all work very hard to continue to maintain funding, and it's not just WIOA funding that you're using. You're working hard to gather other funding sources. So do you guys have any thoughts for this questions?

MR. GRITTON: Well, Sara, this is Michael from Louisville. I mean, the honest answer is there aren't very many grants to go for. I think people oftentimes think that they're just missing the secret door and if they only find it, there are millions and millions of dollars to fund this work but there usually isn't.

When grants are announced by the Department of Labor or Department of Ed, they're pretty easy to find. They come out in multiple websites and multiple publications, and we all hear about them. But my experience is you'll receive 200 or 300 applications and fund 15 or 20. So it's great if you luck into one of these things, but a lot of times I've written good grant proposals and not getting them.

There just isn't enough funding to support the work people want us to do. So I don't have a good answer about how to find them other than to say grants.gov and you can type in what you're looking for and you can usually find them. But it's not like there are 10 grants that we all secretly are keeping hidden and nobody else knows about. It just doesn't work like that very often.

MS. ROBINSON: I would add to that. You should really be able to make sure that you're visible, attend different convenings across the nation, get the word out. OPP's leadership is really good in that Bob Rath, our CEO, and Hector Rivera, our chief operating officer, they're always traveling.

They're always getting the word out. They attend and put people on webinars such as this just to kind of spread the word. And a lot of times when you have the data, you have the successful outcomes, then you attract funding that you weren't even trying to solicit.

MS. HASTINGS: Great. Thank you both. That's really I think very helpful insights.

We also had another question here. It says, "Does anybody have a repository of career pathway program models that are an example of best practices?" Well, we are happy to announce that in our career pathways toolkit that we have released today, it does have a number of great career pathway program models and also state examples of building career pathway systems.

So you would find some good information there. I think as Lisa Washington-Thomas shared from Health and Human Services, they also have that repository of career pathways toolkits, among them may also have a number of program examples that might be helpful.

And also Workforce System Strategies is a repository at the Department of Labor, Employment and Training Administration. I think we're putting up that website right now. This will give you some information. You can search career pathways, and a number of resources will come up. So that's another great way.

We also have some state level examples that Nancy provided, which was the Advancing CTE States. So that's Colorado, Kansas, Massachusetts, Minnesota, and Oregon, and this is on an earlier slide that Nancy showed us. There's a link there that would give you some examples of how those states are developing career pathways as it relates to their CTE programming and system.

Do we have other questions? Please continue to send in your questions. We have maybe another minute or two. Great. I'm not seeing any questions coming in right now. I know we're actually getting close, and what I wanted to do quickly is also take just a few minutes. I think we want to take a few minutes to get some information from you all about our Enough is Known for Action webinar series and some of our technical assistance and our webinars that we're doing into 2016.

We know you're all working very hard to implement WIOA, and we wanted to get a sense from you all what would be some of the most important topics of interest to you in your local areas for future webinars in 2016. What would be helpful for you all to hear from us? Today we had terrific examples in local areas.

We heard from a number of other folks today from education, HHS about the work that they're doing. So we can do our research and try to pull together some great resources and presenters on a number of topics. It's just helpful to know that we're putting together webinars on things that you all are very interested in. So let us know what would be helpful and interesting to you for future webinars in 2016. So feel free to type in your thoughts right now.

Great. And while folks are typing, thank you so much. This is super helpful to hear and see what you all are interested in. While we're waiting to see what you all share with us, we wanted to let you know that we're going to continue this Enough is Known for Action webinar series the last Wednesday of each month, although as November and December actually come, because of the holidays we're off a little bit.

So we do have the dates here. Our September webinar is implementing WIOA in rural areas. Our October webinar is around TANF partnerships. I saw some TANF folks on our registration list. So I'm glad you're all here with us. And then November is system-involved youth, November 17th. These are all at 2:00 o'clock Eastern. So we hope you will join us for those.

And it looks like we've got some really great ideas here. I see sector pathways, bridge programming, performance measures. Yes. I know folks are wanting to learn more about WIOA performance measures, and it's definitely something -- I think what's tricky right now is we're in this in between phase where we're taking all of your comments that have come through the NPRM, the Notice of Proposed Rule Making.

We have lots of folks digging in on that and making sure that we get the final rule right. And so a lot of that information, until it comes out in the final rule, are we able to really able to dig into that and help you all understand it better? So some of the topics we'll have to hold until a little bit later, but a lot of great information here. And I think we will let you continue to write in your thoughts and ideas. So feel free to stick with us, if you're interested to see what people post. We've got a lot of good examples.

I will stop there. I'll let you all continue to type in, and I want to thank all of our presenters today. I think this has been great information, and we really appreciate your time. And thank you, and we will see you again next month. So we will turn it back over to Chris. Thank you, everyone. Our class -- (inaudible).

MR. WATSON: Thank you guys for joining today.

(END)