



Attendees:

Rachel McDonnell, JFF	Carmen Ferguson, DHS
Kathy Evans, RIFLI	Sarah Griffen, On-Ramps
Ruth Gobeille, Polaris MEP	Mary Clagett, JFF
David Banno, Tri-Town/SCCAP	Chris Mansfield, CCAP
Malcolm Baxter, BIS	Deborah Anthes, DHS
Laura Carbone, Stepping Up	Philip Less, RIDE
Tammy Leso, URI	Jennifer Carreiro, CCRI – PACE
Kristie Costa, RI Hospitality Association	Karen Mellor, OLIS
Liana Fenton, Middletown School Board	Judy Titzel, Building Futures
Chris Selwyn, Tech Collective	Dave Marland, Plumbers & Pipefitters Local 51
Linda Larsen, Tiverton School District	Kim Chouinard, RIDE
Jeff Cathcart, URI Transportation Center	Peter Woodberry, CCRI
Carlos Ribeiro, WPGRI	Vanessa Cooley, RIDE
Robin Adams, PDC	Jill Holloway, PDC
Christian Cowan, Polaris MEP	Shirley Francis-Fraser, Fraser Human Resources and Labor Relations
Scot Greco, DLT	Robin Smith, CCRI

1. Introduction and Agenda Review

- Chair Monica Dzialo introduced Rachel McDonnell and Mary Clagett from Jobs for the Future and asked everyone to introduce themselves
- Sarah Griffen discussed the agenda items, highlighting the career pathway

2. Career Pathways and National Perspective

- Themes of how career pathways can link education and employment
- Need for employer engagement, acceleration to propel students into the workforce through dual enrollment, including adult education students
- Skill matching – identifying skills and gaps
- Transition from credit based to competency based in postsecondary education
- Work-based learning opportunities – expanding apprenticeships to non-traditional apprenticeships
- Discussion on initiatives and strategies at the national level
- Legislation for CTE and HEA – how to reorganize and support interagency collaboration for systematic change

- RI would be a great national model for system change
- Discussed system alignment and change in relation to Workforce Innovation and Opportunity Act
- New law emphasizes conversation between public workforce system and industry partners
- 75% of youth funds have to be dedicated towards serving youth out of school youth
- Focus of the new performance measures and inter-measures that encourage long-term training significant for career pathways
- Six actions steps to developing career pathways in the state
- How to organize training to eliminate duplication through articulation agreements and streamlining education and training system
- Credit for prior learning – CCRI program
- Work-based services that are convenient for clients and using technology to facilitate alternative learning
- Push to build programs of study around Career and Technical Education (CTE)
- Required component in RI is proof of articulation into postsecondary institution
- What needs to happen in early education to create a more comprehensive system
- Arkansas – TANF and community college system integration to provide intensive support and financial support for students. Integrating adult education system as well

3. Small Group Work:

1. Building cross-system partnerships

- i. Establishing the framework in RI including all the elements that reflect the needs and expectations, and common goals of stakeholders
- ii. Recruitment of stakeholders not currently involved in the discussion
- iii. Action Step: development of framework → smaller group with vested interest
- iv. Expected challenges – WIAOA definitions, viable pathways definitions
- v. Engage business partners and those who are closely connected and part of the ongoing work
- vi. Need to establish goals of people currently involved to determine overlapping/duplicative efforts
- vii. Audit and mapping exercise of what's going on in RI to identify the disconnect and gap to create systematic change
- viii. How to make the K-12 system as more of an integral part – how to bring in different populations

- ix. Identify previous work and action plans that need to be taken into consideration

2. Engage and align employers

- i. Term employers – not a term business leaders use to define themselves – often business leaders
- ii. Engaging employers comes from their own self interest; if there are challenges in hiring and skills gaps and educational misalignment with workforce needs than like to believe it would follow that employers would be banging the doors down to be engaged – but isn't always the case
- iii. Need accurate labor marking information, not only from standard sources but from industry partners to ensure real-time projections to address current needs for skills that matter and jobs that exist/will exist
- iv. Goal: Continual way to vet E&T providers to reaffirm that curriculum and credentials still matter
 - 1. Action Step: Advisory Committee (may be difficult with different educational providers)
 - 2. Different parts of the workforce system – each wants to be connected and informed by businesses
 - 3. Try not to ask employers for too many different things – should act as a system and agree on the process

3. Creating a comprehensive career pathways program design

- i. Change in culture and education – capture students before they drop out
- ii. Comprehensive transition plan for K-16 with multiple points in and out
- iii. How to make it accessible and transparent so everyone is aware – one central location
- iv. Educational awareness for students, parents, businesses, and industry partners
- v. High school level – exposure and awareness
- vi. Collaborative effort from stakeholders - develop framework and structure that's in place and consistent - extended learning, articulation agreement, etc. so that it's a consistent path, maneuverable for everyone and expectations are known
- vii. Get out of the silos and get into the barn
- viii. Designing a system that promotes student success – defining the types of students; Drop outs, adults who need to return to the workforce; identify those who are in need
- ix. Innovator or coach can encourage the people to be led towards timely completion
- x. Market to the community - specific to demographic or population

- xi. Ebb and flow of communication between agencies and willingness to collaborate
- xii. Funding sustainability; appropriate staffing; credentialing - national recognition and reciprocity

4. Identifying policy changes

- i. Employment and movement and how can policy and programming support the movement
- ii. Supportive services around the continuum and essential need for the services; financial support – individual goes through post-secondary education – how will they be supported
- iii. Financial literacy, basic math and skills training, contextualized training
- iv. In order for policy and program to meet, determine how employers fit
- v. Supports in place to ensure individuals are ready for placements
- vi. Vetting prior to employment placement – experiential learning – going in with that perspective and getting ready to survive
- vii. Recognize statutory barriers to system changes, state policies, rules and regulations; anything in the law that stands in the way related to systems alignment
- viii. What perceived barriers are standing in our way to determine policy priorities
- ix. Institutional policies – are we awarding credit – if you have a non-credit segment of post-secondary, how do you convert to credit bearing, or award it at the end?
- x. The pool of low-paying service jobs – how do we factor this into the career pathways continuum and where the higher paying jobs are – what's the intersection of the labor market and the pathways

4. Next Steps

- Formulate thoughts from stakeholder groups
- Action items to move work forward
- Implementation vehicle for the goals and action steps related to the Career Pathways Priority of the Biennial Employment and Training Plan