



MEETING MINUTES

Attendees:

Adam Leonard, AICU Rhode Island	Kristie Costa, RI Hospitality
Amelia Roberts, GWB	Laura Carbone, Stepping Up
Carlos Ribeiro, WPGRI	Liana Fenton, Middletown School Board
Carmen Ferguson, DHS	Linda Larsen, Tiverton High School
Chris Mansfield, CCAP	Michelle Brophy, BHDDH
Chris Selwyn, Tech-Collective	Monica Dzialo, ORS
Chris Tanguay, DLT	Rick Brooks, GWB
Dave Marland, Local 51	Rick McAuliffe, Defense IP
David Tremblay, SWIO	Robin Adams, PDC
Deborah Rosen, URITC	Robin Smith, CCRI
Jen Cornwell, RIMTA	Ruth Gobeille, Polaris MEP
Jen Giroux, RIC	Sandra Olivo Peterson, Stepping Up
Judy Titzel, Building Futures	Sarah Griffen
Karisa Tashjian, RIFLI	Scott Greco, DLT
Kim Chouinard, RIDE	Sherri Carello, GWB
Kim Washor, URI	Steve Kitchin, NEIT

1. Introduction:

2. Review of Current Landscape:

- a. Review of notes from last CPAC meeting - Chair Dzialo reviewed the Career Pathways outline developed from the previous meeting notes and minutes:
 - i. R. Brooks liked the format and highway metaphor
 - ii. Department of Education Adult Education Office – consensus has been difficult to define pathways
 - iii. Multiple entry and exit – important from an adult learner perspective
 - iv. Where does the military fit in the layout
 - v. Make it more of a general highway instead of specific RI/MA highways
 - vi. Apprenticeships are longer than 1 to 2 years – remove from II
 - vii. Trend in older individuals from other careers participating in apprenticeships
 - viii. D. Tremblay – use a graphic and work on expanding a visual to further explore the highway metaphor
- b. Moving Pathways Forward Survey Results – Kim Chouinard reviewed the key takeaways from the Career Pathways State System Analysis Survey
 - i. Included 7 sections, 54 questions designed by vendor of Moving Pathways Forward

- ii. High need areas and key takeaways
 1. Accountability in performance measures due to WIOA legislation
 2. Framework of Career Pathways needs to be developed – similar to other states
 3. Career Pathways framework definition
- iii. Feedback - include comprehensive high schools and public charter schools within the Career and Technical training program development
- iv. Planning and Progress Area Examples
 1. Establishment of leadership and steering committees
 2. Accessing accurate labor market information
 3. Analyzing education and skill need
- v. Local survey will provide more detailed and comprehensive results

3. Action Plan Moving Forward:

- a. Perspective as stakeholders - how we can build state system and what do we need to get there
- b. Policy Workgroup - how are we creating long term attachments so people are coming back?
- c. Expand Career Pathways Programming - identify channels across system through articulation agreements, raising awareness, implement prior learning assessments and translating real experience and training into credits to move towards completion
- d. Establish Capacity building/learning communities – establish standards and identify effective coaching
- e. Map areas of excellence - map where career pathways efforts are happening throughout the state
- f. Identify roles and responsibilities - what is happening within your own agencies that can help establish a plan for the next year's work

Additional Action Steps/Feedback:

- Remediation and low literacy rate – discuss some interventions to address needs
- Map inventory challenges
- How are we addressing the needs of individuals with disabilities?
- Has to be an agreement on how to collect data immediately
- Wrap around services need to be addressed – people can get off “exits” and need help getting back on the road
- Include public libraries and identify other agencies that are not currently represented as stakeholders
- Develop concrete work plan

Group Discussion Notes:

Group 1

Coaching and planning – system is not helpful

Career pathways K-12 and older individuals – distinguish pathways for different populations

Coaching needs to be higher priority at the one stops
More helpful for individuals to have one-on-one coaching
Career awareness – what does exposure and awareness look like
Emphasis on soft skills in K-12 systems
Language to include in RFP difficult to define

Group 2

Elevate 4 and include data collection
Change to include inventory
Policy issues may emerge around sequencing issues
Programming should be changed to system development

Group 3

4 should be a priority
Instead of “map,” change to “identify” areas of excellence in the state
Policy work group should occur simultaneously with 4
2 and 3 can happen simultaneously
Incorporate policy work with all planning efforts around the state

Group 4

Sharing and discovering best practices
Add supportive services in coaching and planning
Policy may impede progress at the frontlines

Group 5

2, 3, and 4 may have some overlap
Important to address policy before data and analysis
Roles and responsibilities – having shared roles and resources, where do those live
Ownership to be developed

Overview

1. Excellence and challenge inventory 1st
2. Coaching and planning to include supportive services
3. Programming/System Development
4. Figuring roles and responsibilities to be addressed at next meeting
5. Work plan to be developed
6. Members of the group have the ability to effect policy as a statutorily created group
7. An individual had primary responsibility of their own career development