



**Career Pathways Advisory Committee  
Meeting Minutes  
January 26, 2015  
9:00 – 10:30 am, 73-1**

**Attendees:**

Sarah Griffen, GWB On Ramps	Liana Fenton, Middletown School Board
Kim Washor, URI	Sharon Lee, RIDE
Monica Dzialo, Committee Chair, ORS	Kim Chouinard, RIDE
Chris Selwyn, Tech Collective	Carmen Ferguson, DHS
Deborah Rosen, URI Transportation	Jim Purcell, OPC
Chris Tanguay, DLT On Ramps	Peter Woodberry, CCRI
Jen Cornwell, RIMTA	Carlos Ribeiro, WPGRI
Ruth Gobeille, Polaris MEP	Diane Vendetti, WPGRI
Shana Bloom, Stepping Up	Rick Brooks, GWB
Robin Smith, CCRI	Jen Giroux, Rhode Island College
Judy Titzel, Building Futures	Kristie Costa, RI Hospitality Association
Keith Stokes, Defense IP	Robert Kalaskowski, GWB
Michelle Brophy, BHDDH	Karisa Tashjian, RIFLI
Laura Carbone, Stepping Up	Linda Larsen, Tiverton High School
Robin Adams, PDC	Jenna Palin, Tech Collective
David Tremblay, DLT SWIO	

**Agency and Organizational Involvement in Career Pathways**

Referring to the CPAC action plan, Sarah Griffen walked through the structure of the plan and asked partner agency attendees to discuss and identify roles and responsibilities for each agency:

**Policy**

- RIDE – comprehensive state policies including K-12 adult
- WPGRI – Local/state WIOA plans
- DHS – RFPs including Career Pathways policy changes in establishing pathways
- Polaris MEP – participate in workgroup to develop policy and incorporation of pathways in WIOA
- Defense Industry Partnership – Establish integrated educational policy for CTE's and comprehensive schools
- ORS and BHDDH – participate in policy group
- Comprehensive K-12 – connect middle -> high schools -> higher ed -> workforce pipeline (local – state policies)
- WPGRI – Youth RFP
- PCD – “Ditto”

### CP Programming

- URI/RIDOT – Transportation and transportation –related pathways K-20
- RIDE – Comp schools/CTE/Adult Ed
- WPGRI – ETPL criteria employer input K-12/CTE linkages (Youth Council)
- Polaris MEP – Work on developing articulation and bridge programs
- Public Libraries – Offer digital literacy courses and Northstar certification.
- RIFLI – Offer skills remediation and online learning at one-stops
- Stepping Up, BHDDH, Building Futures, CCRI – Mfg Apprenticeship
- DHS – increase linkages to career pathways for TANF recipients
- Hospitality – Continue to identify gaps for employers and help bridge with Articulation Agreement development
- Tiverton High School – Developing Engineering Program with articulation standard agreements, certification, Industry Partners
- K-12 Comprehensive High School – college credits
- School based coordinator – connections to postsecondary

### Online CP System

- RIDE – integrate w/ online portals and other CP systems – avoid duplication, increase access to youth and adults
- PDC – “ditto,” collaborate with other agencies w/ online systems and not recreate
- URITC/RIDOT – online database being developed for transportation and transportation-related careers
- RIFLI – use of RI Resource Hub available and multiple websites including askri.org
- RIC – maximize and utilize existing online databases – increase online programming
- ORS – ensure access

### Capacity Building

- ORS – participate and spread coaching
- URI - Communicating and connecting with multiple stakeholders (employers/education)stackable credentials and certificates
- RI Hospitality – Participate in Career Coaching meetings and help develop and communicate, continue promotion of career maps and pathways to partners, students, and jobseekers
- RIC – Career mapping for students and industry, developing programs that meet industry needs
- RIDE – Ditto to all the above
- PDC – Ditto and share resources (activities, resource hub, etc.)
- URITC/RIDOT – programming to increase capacity for trans and trans-related sectors
- Polaris MEP – assist in developing standards
- CCRI – provide coursework for apprenticeships
- Comprehensive PK-12 – career pipeline

### Roles and Responsibilities

- Polaris MEP – review workplan and assist in establishing plan related to master plan
- ORS

### Parking Lot/Other Comments

- Bring employers and schools together to discuss programs needed
- Help with skilled immigrants to transfer certifications and skills – expand support of Welcome Back Center model

### **Development of MOU with roles and commitments**

- Who is not here that should be invited
- Shared measures and data collection
- Sharing information in agreement

### **Working Group break-outs on each priority area**

#### Policy

- Standardizing credentials and transferability
- Systematic restrictions within policy that make career pathways opportunities more challenging for certain population
- Best practices – make them policy system-wide

#### CP Programming

- K-12 and how challenges it is to get Career Pathways embedded – next time K-12 will present
- Adult Ed, dislocated workers
- Create linkages as a system
- Capacity building for educators, professional development
- School-based coordinators (being cut) – ready made structure
- IPs – what happens in industry – videotape and gather additional materials and presentations by IPs
- Grades 13 & 14 (community college)
- Apprenticeships – early age awareness
- Career clusters
- Decentralized – need buy-in from state leaderships

#### Online CP System

- Accessibility – data, language accessible to everyone
- Role of libraries – facilitate online accessibility of electronic information
- Must be user friendly
- User test
- Embed link on many sites – not just one place
- Transparency – share data usage and be public

- Use of API's to other databases – ensures info will be kept current
- Have someone with responsibility for updating
- Public libraries can be major partners with this – geographic coverages

### Capacity Building

- Inventory – developing standards and where do we want to go in the future
- Stackable credentials/certifications
- Apprenticeship programs
- How many bridge programs? Quality standards, awareness and access for all populations
- ID successful programs
- What data shows success
- Career coaching standards
- Employers – help/advice
- Increase support services
- Common/shared intake/form
- What does a “work ready community” look like?

### Roles and Responsibilities

- Engage in formal review of draft MOU
- Benefits to programming and students and what that may look like at different levels
- Incorporate higher lever approval

### **Next steps**

- Best Practices analysis
- New initiative to utilize labor market information to take a look at gaps and occupational needs to bring together IP, community partners, training providers to determine employer needs for healthcare industry (mid to late March) – joint effort of GWB, Office of Higher Ed, and Stepping Up