STACKABLE CREDENTIALS: ENHANCING PERFORMANCE THROUGH CAREER PATHWAYS

WORKSHOP GOALS

- Learn about WIOA’s Credential Measure
- Understand Career Pathways and Stackable Credentials
- Learn about “What Works” to Help Participants Gain Post-Secondary Credentials

BACKGROUND

- Evidence-based research shows a positive relationship between earnings and level of education.
- Projections are that around 40% of all new jobs created from 2016 to 2026 will require a postsecondary vocational award or degree.

BACKGROUND continued

- Most GED-holders do not enter college.
- Few GED-holders ever earn a college credential.

BACKGROUND continued

- High school completion rate lower than general population
  - 82% of American Indians and Alaska Natives vs. 87% general population completed high school.
  - 44% AI/AN do not have education beyond high school.
- College degree rate lower than general population
  - 14% of American Indians and Alaska Natives, less than half the rate of the general population, have at least a bachelor’s degree.
**WHY CREDENTIALS?**

- Build on grantees’ current investment in participant training.
- Improve participants’ likelihood of finding living wage employment.
- Provide certificates that are meaningful to any employer.

**WIOA’s Credential Measure**

**CREDENTIAL MEASURE DEFINITION**

**DEFINITION:** Percent of those enrolled in education or training (excluding OJT & customized training) who obtain a postsecondary credential or high school diploma or equivalent during the program or within one year after exit. Those obtaining a high school diploma or equivalent count as a success only if they are employed or in education or training leading to a recognized post-secondary credential within the year.

**POSTSECONDARY CREDENTIAL EXAMPLES**

- **Educational Degrees**
  - Associate and Bachelor Degrees
- **Industry-Recognized Certifications**
  - Cisco Certified Network Associate
  - Microsoft Office Specialist
- **Registered Apprenticeships**
  - Carpenter’s Helper
  - Chef
- **Occupational Licenses**
  - Certified Phlebotomist
  - Accounting Clerk Certificate
  - Gaming License

**OTHER CREDENTIAL EXAMPLES: GED/DIPLOMA**

- **Educational Diplomas**
  - GEDs
  - High School Equivalency
  - High School Diplomas

**CREDENTIALS – WHAT’S NOT INCLUDED**

Credentials **do not** include:

- Work readiness certificates
- Credentials awarded by grantees, state, or local workforce boards.

**Why?**

- They do not document the measurable technical or occupational skills necessary to obtain employment or advance within an occupation.
Multiple Ways to Earn a Positive Outcome:

1. **Earn Postsecondary Credential**
   - During Program

2. **Earn Postsecondary Credential**
   - Within 1 Year of Exit

3. **Earn GED/Diploma** and In Education Leading to Postsecondary Credential
   - During Program + Within 1 Year of Exit

4. **Earn GED/Diploma** and Employed
   - During Program + Within 1 Year of Exit

**EXAMPLE**

Earn postsecondary credential during program or within one year after exit.

Need to be enrolled in education leading to a postsecondary credential within one year after exit, if earned GED during program.

A work readiness certificate does not count as a credential.

Stackable Credentials: the Foundation of Career Pathways
**Stackable Credentials**

**SIX KEY ELEMENTS – CAREER PATHWAYS SYSTEMS**

- Build Cross-Agency Partnerships & Clarify Roles
- Measure System Change & Performance
- Identify Sector or Industry & Engage Employers
- Align Policies & Programs
- Design Education & Training Programs
- Identify Funding Needs & Sources

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**STACKABLE CREDENTIALS**

What are stackable credentials?
- Sequence of credentials that can be accumulated over time that move an individual along a career pathway or up a career ladder.

What are the benefits?
- Able to take short-term classes that lead to a certificate right away.
- Build upon prior skills with the opportunity to earn more money.

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**GRANT PROJECTS MANAGEMENT PATHWAY**

- GRANTS PROJECT MANAGEMENT WORKFORCE CERTIFICATE
- GRANTS PROJECT MANAGEMENT ASSOCIATES DEGREE

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**NURSING PATHWAY**

- PERSONAL CARE ASSISTANT
- CERTIFIED NURSING ASSISTANT
- LICENSED PRACTICAL NURSE
- ASSOCIATES DEGREE NURSE

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**HEALTH INFORMATION TECH PATHWAY**

- MEDICAL OFFICE ASSISTANT CERTIFICATE
- MEDICAL BILLING AND CODING CERTIFICATE

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**HEALTH INFORMATION TECHNOLOGY PATH**

- MEDICAL INQUIRY CERTIFICATE
- MEDICAL OFFICE SPECIALIST CERTIFICATE
- MEDICAL CODING CERTIFICATE
- REGISTERED HEALTH INFO TECHNICIAN CERTIFICATE
HEALTH INFORMATION TECHNOLOGY PATH

EM P L O Y M E N T

MEDICAL INSURANCE CERTIFICATE
MEDICAL OFFICE SPECIALIST CERTIFICATE
MEDICAL BILLING CERTIFICATE
REGISTERED HEALTH INFO TECHNICIAN CERTIFICATE

= number of school quarters

$34,000 -- $49,000
$55,000 -- $70,000

= number of school quarters

ACTIVITY

What types of stackable credentials are your program participants attaining?

EVIDENCE-BASED PRACTICES

What works to support individuals in getting postsecondary credentials? Especially those with lower basic skills and/or no GED/diploma.

Contextualization
Acceleration
Chunking
Modularization

CONTEXTUALIZATION

- Postsecondary technical courses with integrated basic English and math content.
- Incorporates the basic academic content most relevant to a career field (e.g. fractions and ruler measurements in a carpentry class).
- May be co-taught by ABE and career-technical instructors.

I-BEST Example

Integrated Basic Education and Skills Training (I-BEST) model, developed and used by community colleges in Washington State and now also used in other states.

http://www.mlots.org/integrated-basic-education-and-skills-training-i-best-team-teaching-models/

I-BEST students are:
- 3 times more likely to earn college credit
- 9 times more likely to earn certifications
Stackable Credentials

ACCELERATION

- Enables students with academic remediation needs to immediately enroll in for-credit technical courses and earn an industry recognized certificate while upgrading basic academic skills.
- Accelerates completion, as students do not need to take and finish basic skills classes before enrolling in a technical course.
- Compressing courses into shorter periods of time, instead of e.g. a traditional semester.

CHUNKING

- Breaking up a degree program into several chunks of classes, each resulting in a recognized certificate.
- Articulates to a degree.

ACCOUNTING CLERK CERTIFICATE
PAYROLL CLERK CERTIFICATE
BUSINESS ASSISTANT CERTIFICATE
ACCOUNTING A.A. DEGREE

MODULARIZATION

- Mini-courses that emphasize learning competencies in a short, compressed timeframe (e.g. weekend course)
- Build on one another to equal the credit of a single traditional course.
- Fits the busy schedules of working students

WHAT DOES NOT WORK AS WELL

What does not work as well to support individuals in getting postsecondary credentials? Especially those with lower basic skills and/or no GED/diploma.
- Self-Paced
- No Fail

ACTIVITY

1. Pair up with someone outside your organization.
2. Discuss what you’d like to do differently to strengthen offerings of stackable credentials to participants, particularly for those who need basic skills remediation and/or folks without GEDs/diplomas.

ACTIVITY continued

3. Write down two things you want to do/investigate etc. at the top of the handout. Repeat at the bottom of the handout. Add your name, phone and e-mail.
4. Tear in half and give to your partner. Contact each other in one month to check-in and offer each other support.
CONTACT INFORMATION

Laura Aron
Senior Associate
Social Policy Research Associates
510-789-2476
Laura@spra.com