

Overall System Improvement Recommendations

JUNE 2021

1. **Using common language and a common framework, focus public and philanthropic funders on pathways to Promising Credentials**
 - a. Promote alignment around the common glossary terms for middle-skills pathways
 - b. Focus on ensuring clearly articulated pathway progressions through to Promising Credentials
 - c. Using the outcomes framework as a guide, develop common metrics for measuring overall system, sector, and program performance
 - d. Quantify the financial impact of the narrowness of the talent pipeline and the high cost of turnover
2. **Expand and accelerate development of non-credit articulation models that bridge into pathways to Promising Credentials**
 - a. Establish clear priorities for non-credit articulation efforts focused on:
 - i. Entry points into CCC apprenticeship systems and other learn-and-earn models
 - ii. Occupational areas tied to industry credentials or licenses (particularly in Information Technology, Education/Childcare, Manufacturing, and Health Sciences)
 - iii. Quality training programs leading to Gateway Occupations that meet the [eligibility criteria](#) for the American Council on Education (ACE) learning evaluation system
 - b. Accelerate development of a district-wide system within CCC for prior learning assessment:
 - i. Continued training for faculty and advisors for each college's departments aligned to priorities
 - ii. Support partnerships between faculty and employers for developing challenge exams and learning portfolio assessments
 - iii. Build-out district-wide PLA system components including an improved website, incorporation into CCC's Academic Catalog, and other student-facing materials
 - c. Build capacity of quality nonprofit training providers to "meet up" to the CCC non-credit articulation system:
 - i. Program alignment to industry credentials/licenses used by CCC for prior learning assessment
 - ii. Validate learning outcomes and competencies through third-party accreditation or the ACE learning evaluation system
 - iii. Utilize challenge exams or learning portfolios aligned to CCC models
 - d. Align non-credit articulation approaches and structures used for Chicago Public Schools CTE coursework with system used for private training provider programs



3. **Target expansion of youth acceleration strategies (model pathways and youth apprenticeships) to increase the numbers of Black, Latinx, and low-income Chicagoans with an accessible, supported pathway to High Priority occupations**
 - a. Focus program expansion on high schools predominantly serving these populations
 - b. Ensure pathway and youth apprenticeship structures incorporate Roadmap recommendations for strategic dual credit and articulation into Promising Credential programs
 - c. Build currency for students graduating with College and Career Pathway Endorsements to transition into CCC apprenticeship programs and other learn-and-earn models leading to Promising Credentials
 - d. Couple pathway investments with counseling and guidance supports aligned to the pathways models
4. **Create a public-private support infrastructure for additional academic help, wrap-around services, and financial support for Black, Latinx, and low-income adults to progress to High Priority Occupations along a career pathway**
 - a. Build capacity of nonprofits able to provide alumni career pathway supports to individuals employed in Gateway Occupations that too frequently stop-out without progressing to High Priority Occupations
 - b. Consider replicating early childhood's [Gateways to Opportunity Registry](#) model (including registration, transcript reviews, access to informational sessions and training, access to scholarships) in Health Sciences and possibly other sectors
 - c. Establish a Chicago Cook Workforce Partnership (CCWP) and CCC joint program to:
 - i. Support continued case management and credential advancement supports for individuals exiting the WIOA system into a Gateway Occupation (particularly in entry-level Health Science and Transportation, Distribution, and Logistics positions)
 - ii. Establish non-credit articulation models from WIOA Eligible Training Providers into CCC credential pathways (leveraging the CCWP approval process)
 - d. Recruit and incentivize employers to support Black, Latinx, and low-income employees to progress from Gateway to High Priority Occupations
 - i. Support employers to identify potential structural barriers within their organization and policies that might inhibit career pathway progression internally (e.g. HR policies or scheduling requirements that inhibit an individual's ability to enroll in coursework to upskill)
 - ii. Utilize employer collaboratives to promote and support effective models and practices for advancing employees through career pathways (including the emerging Network of Employer-led Workforce Solutions (NEWS))
 - iii. Include internal career progressions as an expectation for public economic development incentives
5. **Strengthen and expand Guided Transfer models for High Priority occupations typically requiring a bachelor's degree for entry**
 - a. Continue to develop and expand AAS-to-bachelor's articulation programs for High Priority Occupations that typically require a bachelor's degree
 - b. Analyze the current state of student flows into and through Guided Transfer Pathways by demography
 - c. Elevate voices and learn from experiences of Black, Latinx, low-income students who are in pathways related to sectors covered by Guided Transfer models, to develop an understanding of how students perceive and make decisions around those programs (may include issues around perception, financial aid, program accessibility, etc.)

