SNAP TO Skills

Integrating SNAP E&T into Career Pathway Systems to Boost Outcomes

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Introduction

Career pathways help people upgrade their skills and advance to better jobs over time through a stackable set of education and training steps and credentials within a particular industry. States and localities have increasingly adopted the career pathways framework to better connect previously "siloed" education and training services, strengthen links to employer needs, and support participant success. As States expand and improve SNAP Employment and Training (SNAP E&T) 50 percent reimbursement (50-50) programs, they should consider how E&T can be incorporated into existing career pathways systems to get better results for their participants. State SNAP agencies can do this by—

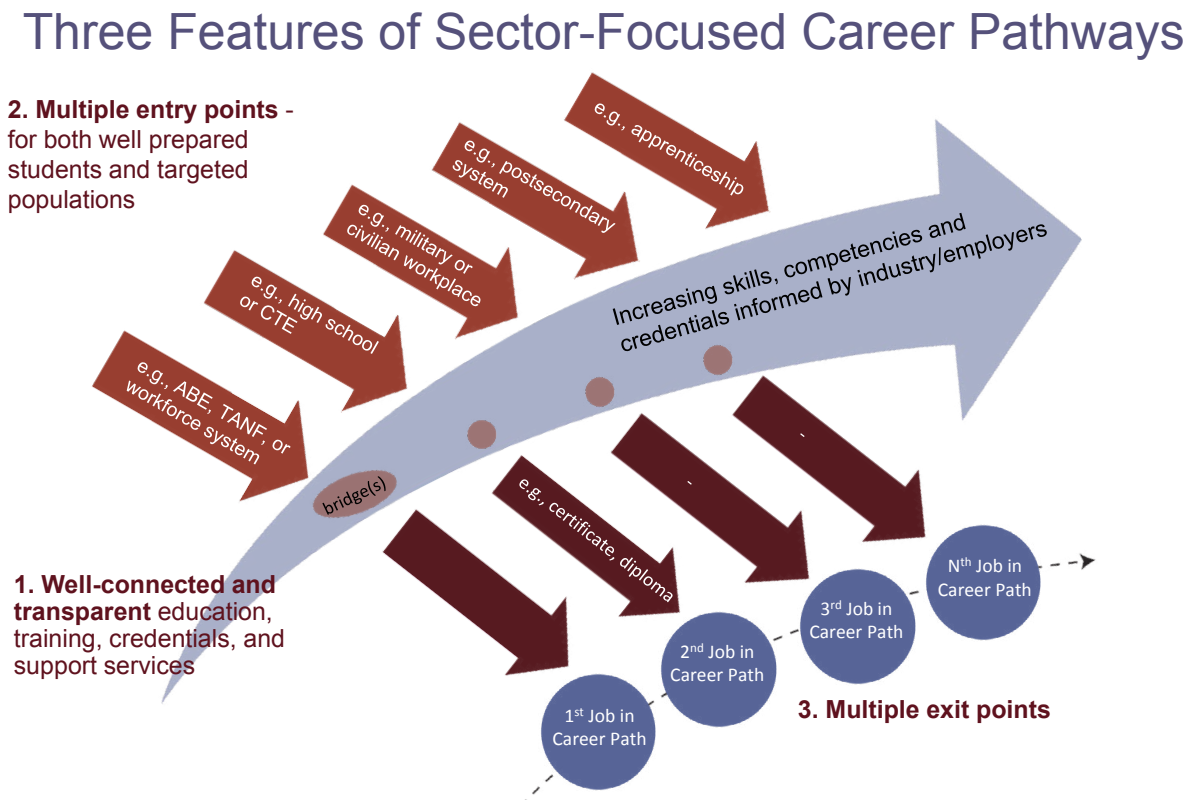
- Engaging in career pathways conversations already happening at the State and local level to think broadly about how SNAP E&T participants and services can best be integrated into State and regional pathway strategies.
- Thinking strategically about the most efficient use of SNAP E&T funds—how can E&T build on what already exists to create comprehensive, evidence-based pathway approaches that improve participant outcomes? This might include, for example, increasing career coaching, providing support services, or adding contextualized basic skills instruction through integrated education and training.
- Choosing SNAP E&T 50-50 partners who are already implementing career pathways well and helping to expand their services to more E&T participants.

States may find that an added benefit to integrating SNAP E&T services and participants into career pathway efforts is a stronger alignment of E&T with the workforce system. The Workforce Innovation and Opportunity Act (WIOA) emphasizes career pathways as well as related strategies, such as integrated education and training and industry sector partnerships.

What Are Career Pathways Approaches and Why Use Them?

Career pathways help people upgrade their skills and move up to better jobs over time through connected education and training steps in a particular industry, combined with coaching, support services, financial assistance, and job placement services. Each education and training step is designed to prepare individuals for a specific job and to lead to progressively higher levels of education and employment. Figure 1, below, provides a visualization of career pathways developed by the **Alliance for Quality Career Pathways** and used by the U.S. Department of Labor in its **Career Pathways Toolkit**.[1] Pathway approaches may also include "bridges" that integrate basic education with job training for those whose skills are too low to go directly into training.

Figure 1: Career Pathways Framework
THREE CORE FEATURES OF A CAREER PATHWAY



Center for Law and Social Policy. (2014). *Shared Vision, Strong Systems: The Alliance for Quality Career Pathways Framework Version 1.0.* Retrieved from http://www.clasp.org/issues/postsecondary/pages/aqcp-framework-version-1-0

Career pathways approaches evolved as a response to changes in the labor market over the last several decades that caused stagnating wages and high unemployment for individuals with a high school education or less, and which increasingly reward postsecondary credentials.[2] By emphasizing postsecondary job skills, career pathways seek to deliver bigger and longer lasting results than earlier employment and training strategies—such as low-intensity job search services focused on quick job placement—which research found did not increase employment and earnings over the long run nor help participants escape poverty.[3] Congress also wove this framework throughout the newly implemented federal workforce law, WIOA.

Career pathways bundle together in one framework a number of the most promising workforce development and postsecondary education innovations. These strategies include:[4]

Sector-based training. Sector-based training strategies typically involve partnerships that bring employers within one industry together with employment, education, and training providers to focus on the workforce needs of that industry within a regional labor market. Rigorous research on three sectoral employment programs found large increases in earnings, suggesting that a sector focus may result in deeper knowledge of the labor market and stronger relationships with employers, which in turn creates a better match between training and in-demand skills than in past job training efforts. A more recent study found equally strong results for an experienced sector training provider, but for several others just beginning to offer such training, found it took some time for positive results to emerge. This suggests that it takes time to develop an effective sector approach.[5] WIOA encourages the expansion of sector-based training.

Contextualized and integrated basic education instruction. The limited research available on traditional basic skills education, which requires individuals to improve their basic literacy and math skills prior to pursuing any training, has found high attrition and low transitions into job training or other postsecondary education. Research on approaches that contextualize basic education instruction to specific occupational trainings or other postsecondary programs—and sometimes integrate that instruction right into the college classes—suggests these strategies may produce larger basic skills gains, higher high school equivalency completion, higher postsecondary transition rates, greater accumulation of college credits, and increased attainment of occupational certificates when compared with traditional basic skills approaches. WIOA encourages expansion of integrated education and job training, which accelerates progress into and through training by enrolling participants in both services at the same time, rather than sequentially.[6]

Structured pathways through education and training. Community colleges are the single largest providers of occupational training nationally. Past research has found low completion rates, however, with researchers attributing this in part to students struggling because they are overwhelmed by the array of course choices and receive little guidance on navigating through them. Recent research suggests that imposing a more structured community college pathway with constrained choices—sometimes called "guided pathways"—can contribute to dramatically increased graduation rates. Similarly, adult education programs that previously let students enter and exit at will have moved toward "managed enrollment" models that group students with similar skills into structured classes with clearly defined learning outcomes and completion criteria.

Academic and career coaching. Research on case management in employment and training programs and enhanced advising in community colleges suggests that it can improve outcomes, especially if coupled with other strategies to improve education and training services. Student-to-advisor ratios in community colleges, however, often run into the high hundreds. This stands in stark contrast to the caseloads seen in programs offering more intensive academic and career counseling where advisors—sometimes called college and career navigators or coaches—would more typically be responsible for a fraction of that number of cases.[7]

In addition to these strategies, career pathways also address support needs, such as child care and transportation barriers, and financial aid gaps. Given the comprehensive array of services that the career pathways framework encompasses, implementing pathways well requires collaboration among a diverse set of partners—no one entity typically has the capacity to deliver the model alone.

Integrating SNAP E&T into State and Local Career Pathways Systems

State SNAP agencies can maximize the impact of their SNAP E&T resources by building on existing career pathways efforts and integrating SNAP participants into them, rather than creating new, separate services just for E&T participants. States and localities have been rapidly expanding career pathway approaches in recent years and implementation of WIOA is further accelerating this trend, creating new opportunities to collaborate to serve SNAP participants while expanding E&T 50-50 partnerships.

A first step SNAP E&T agencies can take is to make sure they have a seat at the table in the career pathways conversations already happening at the State and local level. Whether through the WIOA implementation process or other State and regional career pathway or sector partnership initiatives, many strategic planning efforts are already underway across the country to better connect lower-skilled, unemployed, or underemployed individuals to skills training and good jobs. SNAP E&T programs should be a part of those conversations both to ensure that SNAP E&T is fully utilized to support the unique needs of SNAP participants in career pathways programs and to help SNAP participants take advantage of all the resources available to them. In States such as Washington and Oregon, SNAP E&T has acted as a catalyst for bringing together workforce, human services, community-based organization (CBO), and community college partners in joint planning, with benefits that can extend beyond the immediate one of expanding 50-50 programs.

A second step SNAP agencies can take is to think strategically and concretely about how E&T funding can complement and extend existing career pathway efforts. In some cases current career pathway efforts may have one or two critical gaps in their array of services and filling them would improve their effectiveness for SNAP participants. In other cases, comprehensive services may already be in place but can only serve a small number of people with current funding. Often, pathway programs face both of these situations. Third, SNAP agencies can seek 50-50 third-party partners at the State and local level who are already implementing career pathways well and who, with E&T funding, could expand to serve more SNAP participants.

Engage with career pathways conversations already happening at the State and local level

Existing pathway efforts. About one third of States appear to have existing State-level adult career pathway initiatives, including ones focused on integrating basic education and training. Community and technical college systems most frequently lead implementation of such initiatives, often in partnership with other public agencies or systems, such as those responsible for workforce development, adult education,[8] and, more rarely, human services. For example, community and technical college system offices play a leading role in adult career pathways in such States as Arkansas, California, Illinois,

North Carolina, Oregon, Texas, Virginia, Washington, and Wisconsin. In some States, workforce agencies have key leadership roles in creating adult career pathways; States where they have been especially active include Colorado, Illinois, Indiana, Kansas, Minnesota and Wisconsin. And in several places, State education agencies have helped lead pathway innovation involving integrated education and training, such as Arizona, Florida, and Minnesota.[9]

Locally an even wider range of partners are implementing career pathways; the local leaders of pathway efforts are often different from the State leads. (This is especially true in adult education where local providers can be a diverse set of local education agencies, community colleges, and community-based organizations.) For example, a nationally-recognized employer association, Partners for a Competitive Workforce, leads several adult career pathway efforts in Cincinnati, Ohio. Community-based organizations, such as Seattle Jobs Initiative and Instituto del Progreso Latino in Chicago, have pioneered career pathways partnerships in their areas. Unions also play a key role, such as the SEIU 775 and SEIU 1199NW training funds' pathways in healthcare and long-term care in Washington, and the District 1199C training fund's healthcare and child care pathways in Philadelphia.

WIOA implementation. States and localities have convened conversations to plan how to implement various provisions of the new workforce development law, WIOA. SNAP agencies can find out which of these planning efforts at the State and local levels focus on the law's emphasis on forming partnerships to create career pathways, sector partnerships, and integrated education and training services—all of which are critical to employer-driven pathway training for low-income people—and get involved to ensure SNAP participants and E&T services are included in plans for expanding these approaches. This is an important opportunity because WIOA includes a number of provisions aimed at improving services and expanding training for SNAP participants and other low-income, lower-skilled adults. These include strengthened requirements to give priority of service to such individuals, removal of the prior law's "sequence of services" rule (which had a chilling effect on job training), and a new emphasis on measuring program performance in part on interim skill gains and postsecondary credential attainment.[10]

One way in which SNAP agencies can find out about WIOA plans for implementation of career pathways is through WIOA State plans, local plans, and new adult education funding. Many States also have WIOA planning resources pages with the structure of various planning work groups, some of which focus on career pathways, and with contact information, implementation timelines, and resources. Probably the best way to engage in the planning process is to join WIOA career pathway work groups at the State level and in localities targeted for 50-50 expansion so as to have the most current information on implementation as well as have an opportunity to shape it.

Think strategically about the most efficient use of SNAP E&T funds to build on existing career pathways work

State SNAP agencies are likely to find some common themes when they explore the most effective ways to partner with existing efforts to create or expand comprehensive, evidence-based career pathway approaches. Taking time to understand what their partners already offer, and how SNAP E&T can complement and not duplicate that work, will allow 50-50 programs to maximize the impact of their investments.

Increase overall capacity to serve greater numbers of SNAP participants. Career pathway and integrated education and training programs often have the capacity to serve only a small fraction of those who could benefit from their combination of innovative instruction, career navigation, support services, and close ties to in-demand jobs. Simply expanding the number of slots in pathway programs would allow more SNAP participants to avail themselves of pathway services while enabling E&T to benefit from the economies of scale that come with adding on to existing efforts rather than start something new.

Use SNAP E&T funding to expand the target population of current pathway programs. Depending on the funding source for a career pathway initiative, some SNAP participants may not be eligible to participate even if the program has sufficient funding to serve more people. For example, some programs may be limited to parents (such as Arkansas' Career Pathways Initiative), some to dislocated workers, and others to youth. SNAP E&T funding could be used to add new groups of SNAP participants, such as Able-Bodied Adults without Dependents (ABAWDs), to existing pathway programs that currently exclude them.

Address key service gaps. Given how comprehensive the career pathways approach is, it is not unusual for programs to have some gaps in the array of services they are able to provide. SNAP E&T could help improve pathway program effectiveness for SNAP participants by addressing some of the following specific service needs:

- **Support creation or expansion of college/career navigator positions.** Despite research noted earlier on effectiveness of college navigators, community colleges often struggle to find sustainable funding sources for these staff. Funding navigators can improve the odds that SNAP E&T participants complete training and land jobs. E&T 50-50 funds can also spur new partnerships between colleges and CBOs for the latter to provide navigation services as CBOs can be effective in working with various E&T populations. This has been the case in Washington where the State's Basic Food Employment and Training (BFET) program has funded College Navigators and CBO Case Managers for BFET participants.
- **Cover tuition, books and fees in the short-run for students while they apply for Pell grant aid.** In many cases students need fill-the-gap financial aid for the first 6-8 weeks of a semester while waiting for Pell grant aid to arrive. Such delays are common and can mean students lack necessary books, tools or other supplies and fall behind. In other cases, students without a high school diploma or equivalent may need to find aid temporarily for other reasons. For example, Washington's BFET funds the first six college credits for SNAP participants without a high school diploma to enable them to qualify for Pell grants through the "Ability to Benefit" policy for pathway students.[11]

- **Contribute to the administrative costs of developing work-based learning opportunities**, such as clinicals or internships in field of study. While SNAP E&T cannot subsidize wages or pay stipends to participants, it can help fund a job developer or other staff person to connect with employers to arrange work-based learning placements for SNAP students. Even when unpaid, such internships can be an effective way for students to get a foot in the door with a local employer. And for some health care occupations, a scarcity of required clinical slots can cause colleges to limit enrollment in training programs, even when graduates are in high-demand in the labor market.
- **Provide flexible aid for short-term or unexpected emergency costs or job–related expenses.** Unexpected costs, even when relatively small, can derail education and training progress or hinder obtaining a job. Research suggests emergency financial aid can be a relatively low-cost and effective strategy for preventing small problems for becoming big ones that cause students to drop out.[12] Other funding sources, such as Federal financial aid, are often too rigid and too slow to respond effectively to such needs. SNAP E&T's flexibility, by contrast, makes it an excellent fit for this purpose.
- **Expand contextualized and/or integrated education and training services so lower-skilled SNAP participants can enter and complete training more quickly.** For example, research shows that students in Washington's Integrated Basic Education and Skills Training (I-BEST) model, which team teaches basic skills and occupational training, earned substantially more college credits (both total and occupational credits), were much more likely to earn a college credential, and were moderately more likely to increase basic skills than their peers in traditional, sequential basic skills classes.[13] Similarly, LaGuardia College's Bridge to Health and Business Program, which contextualizes GED® preparation, doubled GED® completion and enrollment in college.[14] SNAP E&T could expand such models to make training accessible to the 1 in 4 SNAP participants without a high school diploma and others, too, who are high school graduates but lack the basic skills to enter postsecondary programs.
- **Consider covering tuition and other direct training expenses in full for the small group of SNAP participants who are permanently ineligible for federal student aid** (such as due to previous student loan defaults). The problem of student loan defaults, especially for low-income individuals who enrolled in for-profit trade schools, has been well-documented.[15] What is sometimes less appreciated is that such defaults carry with them a lifetime ban on eligibility for Federal student aid, even Pell grants. SNAP E&T programs could give SNAP participants in this situation a second chance by covering their training tuition and other direct costs.
- **Provide supportive services, such as child care and transportation aid, where they are not covered by other funding sources.** Some SNAP E&T participants may be able to receive supportive services through other sources, such as Federal and State child care subsidy programs. Often though, such subsidies are not available for the hours individuals spend in postsecondary education and training, only for the hours they work. SNAP E&T funds could help fill this gap. Transportation can be another major barrier, which SNAP support could address.

Become part of a sustainability plan for time-limited, grant initiatives, such as those funded through the Health Profession Opportunity Grants (HPOG), Trade Adjustment Assistance Community College Career Training (TAACCCT) Grants, American Apprenticeship Grants, or other Federal, State, or philanthropic initiatives. These initiatives represent a key opportunity for 50-50 career pathway partnerships. HPOG programs, for example, operate in 43 locations across 21

States, providing low-income adults with education, training, and employment activities, as well as support services, to help them enter and advance in a variety of healthcare professions. In the first round of HPOG grants, 55 percent of participants were SNAP recipients.[16] Grants intended to catalyze career pathway innovation tend to suffer from a common problem, however—when the grant ends, the program ends if sustainability was not built in from the beginning. Where grant-funded career pathway programs are well-established and effective, it may make sense for SNAP E&T to collaborate with other public and private entities to create a sustainability plan that ensures continuity of services in a community. Such a plan can help avoid the loss of valuable staff expertise and their relationships with participants and employers, which can take years to create and prove difficult to replicate.

Choose E&T partners that are already implementing career pathways well and who have the capacity to expand and/or improve services to SNAP participants and others eligible for SNAP

A growing number of States use E&T 50-50 third-party reimbursements to provide enhanced services to SNAP participants, and many opportunities exist within those States—and others—to join established career pathway efforts with successful track records. Some of these States, such as Minnesota, Oregon, and Washington, already have active E&T partnerships with career pathway programs. Others are exploring ways to partner.

Oregon's Statewide career pathway efforts date back to 2004 and include accelerated remediation for adult basic skills students, bridges between non-credit and credit training programs, and internships. Through its Community College Consortium SNAP 50-50 project, launched in October 2016 and led by Portland Community College, the State is both expanding the overall capacity of career pathways and boosting their effectiveness by funding additional college navigation, case management, career coaching, tuition assistance, support services, and individualized job search support for SNAP participants. The project especially emphasizes leveraging existing workforce development services, resources, and partnerships. In addition to the colleges, SNAP E&T is collaborating with local community based organizations, workforce providers, human services, and local workforce investment boards. **Consortium targeted outcomes** have been carefully crafted to align with metrics indicating high quality career pathways, as well as the WIOA performance metrics and SNAP E&T outcome reporting measures. The consortium has worked with SNAP E&T to identify a number of sources of match for 50-50 funds, including State funds (college general funds, Career Pathways funding, other State grant funding), foundation and other private donations, non-Federal student tuition grants and scholarships, and approved indirect expenses necessary for operating the SNAP 50-50 program.

Washington's longstanding SNAP E&T 50-50 effort, BFET, has invested strategically in skill development in ways that complement existing State initiatives, such as I-BEST and Opportunity Grants, which provide flexible financial aid to students training for in-demand occupations. BFET also supports community-based organization (CBO)-led skill development efforts, with such partners as Seattle Jobs Initiative, Goodwill, and Puget Sound Training Center which have training program infrastructure to support local job market needs. BFET's additional funding has allowed these programs to build capacity and add layers to their E&T services. BFET partnerships have expanded rapidly and now include all 34 community and technical colleges and 46 CBOs in 31 of the 39 counties within Washington. State data show that over 60 percent of BFET participants enter employment upon completion and receive a ten percent wage increase within a year. [17]

Minnesota's **Pathways to Prosperity** provides grants to partnerships of adult basic education, the workforce system, community colleges, human services, CBOs, and other agencies to create or expand innovative career pathway and basic skills training leading to industry-recognized credentials for adults who traditionally face multiple barriers to employment. Pathways to Prosperity services target SNAP eligible participants and others living at or below 165 percent of the Federal poverty level, with a goal of 25 percent of those served being SNAP E&T participants. State grants fund two career pathway designs, **FastTRAC**—the State's well-established integrated education and training pathways model—and Pre-Bridge/Bridge services, as well as **SNAP E&T supportive services**. These designs are linked to provide a continuum of career pathways education and training so that adults at all skill levels have a place to enter a pathway. Core components include contextualized and/or integrated basic skills instruction, training for industry-recognized credentials, career navigation, and support services. An evaluation of past FastTRAC programs found that participants were more likely to enroll in postsecondary education, earn more credits, and complete a postsecondary credential than similar individuals not in FastTRAC.[18]

In **Arkansas**, the SNAP E&T 50-50 program is exploring ways to partner with the TANF-funded **Career Pathways Initiative** (CPI), a more than decade-old partnership between the community college system and the State TANF agency to serve low-income parents through campus-based career pathways. At 25 colleges across the State, student parents who enroll in an approved career pathway receive intensive case management and help with tuition, fees, books, transportation, and child care. Eligible students include custodial parents, relatives or caretakers who are also either current or former TANF participants; current participants of SNAP, ARKids, or Medicaid; or earn 250 percent of the Federal poverty level or less.[19] State data shows encouraging outcomes for pathway participants, with more than half earning postsecondary credentials—about double the rate of a comparison group of other, similar community college students.[20] The state SNAP agency is currently in the planning stages with Arkansas Community Colleges to pilot an E&T/CPI Program with a selected college.

Iowa has two Statewide programs supporting pathway training that are a natural fit for SNAP E&T partnerships, **Pathways for Academic Career and Employment** (PACE) and **GAP Tuition Assistance**. PACE funds community colleges to create or expand career pathway and bridge programs that integrate basic skills and work-readiness instruction with training, provide Pathways Navigators to support student success, and offer stackable, industry-recognized credentials in accessible, formats, times and places. PACE funds can also cover tuition, books and fees, and support services such as child care and transportation. PACE targets individuals who meet one of the following eligibility guidelines: live below 250 percent of the Federal poverty level or are low-skilled, unemployed, underemployed, or dislocated workers. The need-based GAP Tuition Assistance program complements PACE by funding short-term, noncredit, certificate training not covered by more traditional forms of student aid. In FY 2015, the second year of PACE, 82 percent of those enrolling in training completed (for training scheduled to end within the fiscal year). Among completers, the overall employment was 87 percent, with 66 percent of completers gaining new employment and the others retained in current jobs.[21]

Other SNAP E&T 50-50 States have similar State or local efforts that present opportunities for partnering to serve SNAP participants in career pathway programs. North Carolina's community colleges have a longstanding effort to integrate education and training, **Basic Skills Plus**, and a newer effort to set quality benchmarks for career pathways, supported with grants, through the **Certified Career Pathways** initiative. Tennessee offers SNAP E&T a powerful combination of a nationally

recognized technical college system, student aid specifically targeted to reengaging adults (TN Reconnect), and funding for regional education-industry partnerships aimed at eliminating skills gaps across the State (the Labor Education Alignment Program or LEAP). Arizona's Pima Community College in Tucson operates a HPOG program where more than two-thirds of the students receive food assistance (WIC and/or SNAP).[22] Pima also offers an integrated skills and training program based on the I-BEST model.

Conclusion

To achieve better outcomes for their participants than in the past, SNAP E&T programs should move toward skill-driven approaches that offer the potential for higher wages and more lasting employment. The career pathways framework combines the most promising strategies for helping people upgrade their skills and move up to better jobs over time by connecting education and training steps linked to marketable credentials and in-demand jobs. Because States and localities have increasingly adopted career pathways, SNAP E&T programs may find many opportunities to integrate their participants and services into existing efforts by joining career pathways planning conversations, thinking strategically about how E&T funds can build on—not duplicate—the current career pathways infrastructure, and by choosing the right partners for E&T 50-50 investments to improve outcomes for their participants.

ENDNOTES

1. See *Career Pathways Toolkit: An Enhanced Guide and Workbook for System Development*, 2016, Employment and Training Administration, U.S. Department of Labor, https://careerpathways.workforcegps.org/announcements/2016/10/20/09/37/Career_Pathways_Toolkit_An_Enhanced_Guide_and_Workbook and, *Shared Vision, Strong Systems: The Alliance for Quality Career Pathways Framework Version 1.0*. June 2014. Washington, DC: Center for Law and Social Policy. http://www.clasp.org/issues/postsecondary/pages/aqcp-framework-version-1-0. The Alliance consists of 10 leading career pathways states and their local partners, and was led by the Center for Law and Social Policy.

2. For further information on this see Autor, David. *Skills, Education, and the Rise of Earnings Inequality Among the "Other 99 Percent."* August 2015. Presentation to SNS Seminar, Stockholm, Sweden. https://hceconomics.uchicago.edu/sites/default/files/file_uploads/autor_2015_presentatin.pdf. Carnevale, Anthony P., Tamara Jayasundera, and Artem Gulish. 2016. *America's Divided Recovery: College Haves and Have-Nots*. 2016. Washington, DC: Georgetown University Center on Education and the Workforce.

3. See Hamilton, Gayle and Richard Hendra. "Improving the Effectiveness of Education and Training Programs for Low-Income Individuals: Building Knowledge from Three Decades of Rigorous Experiments" in **Transforming U.S. Workforce Development Policies for the 21st Century**. 2015., Kalamazoo, MI: W.E. Upjohn Institute for Employment Research.

4. For more on these strategies see Werner, Alan, Catherine Dun Rappaport, Jennifer Bagnell Stuart, and Jennifer Lewis. (2013). *Literature Review: Career Pathways Programs.* (OPRE Report #2013-24). Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation. Maguire, Sheila, Joshua Freely, Carol Clymer, Maureen Conway and Deena Schwartz. (2010). *Tuning In to Local Labor Markets: Findings from the Sectoral Employment Impact Study.* Philadelphia, PA: Public/Private Ventures. Strawn, Julie (2011). *Farther, Faster.* Washington, DC: Center for Law and Social Policy. Fein, David J. (2012). *Career Pathways as a Framework for Program Design and Evaluation. A Working Paper from the Innovative Strategies for Increasing Self-Sufficiency (ISIS) Project.* OPRE Report # 2012-30, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

5. Hendra, Richard, David H. Greenberg, Gayle Hamilton, Ari Oppenheim, Alexandra Pennington, Kelsey Schaberg, and Betsy L. Tessler. *Encouraging Evidence on a Sector-Focused Advancement Strategy Two-Year Impacts from the WorkAdvance Demonstration*. August 2016. New York, NY: MDRC.

6. For examples of this model, see Mortrude, Judy, *Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level*, Center for Law and Social Policy, http://www.clasp.org/resources-and-publications/publication-1/WIOA-IET-Model-Programs.pdf.

7. Buell, Jennifer, Glenn Schneider, and Alan Werner. (2016). *The Health Profession Opportunity Grants (HPOG) 1.0 Case Management and Counseling Services*, OPRE Report #2016-109, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Scrivener, Susan, Michael J. Weiss, Alyssa Ratledge, Timothy Rudd, Colleen Sommo, and Hannah Fresques. (2015). *Doubling Graduation Rates: Three-Year Effects of CUNY's Accelerated Study in Associated Programs (ASAP) for Developmental Education Students*. New York, NY: MDRC. Karp, Melissa Mechur and Georgia West Stacey. (2013). *Designing a System for Strategic Advising*. New York, NY: Columbia University, Teachers College, Community College Research Center.

8. Adult education resides in different agencies in different States. It is administered by State education departments in more than half the States, by community college systems in about a dozen States, and by workforce agencies or career education agencies in the remaining States.

9. See, for example, Arizona's I-BEST pilots: http://www.azed.gov/wp-content/uploads/PDF/AZI-BESTSolution.pdf.

10. For short summaries of key WIOA provisions affecting services for low-income people and considerations for WIOA implementation of career pathways, see these Center for Law and Social Policy resources: http://www.clasp.org/issues/postsecondary/wioa-action.

11. The federal Ability to Benefit policy allows individuals lacking a high school diploma or equivalency to gain eligibility for Pell grants by showing they have the ability to succeed in college courses. They can prove this ability to benefit either by passing an exam or by successfully completing 6 college credits. To take advantage of this policy, individuals must be enrolled in a career pathway.

12. Geckeler, Christian. *Helping Community College Students Cope with Financial Emergencies. Lessons from the Dreamkeepers and Angel Fund Emergency Financial Aid Programs.* 2008. New York, NY: MDRC.

13. Zeidenberg, Matthew, Sung-Woo Cho, and Davis Jenkins. *Washington State's Integrated Basic Education and Skills Training Program (I-BEST): New Evidence of Effectiveness.* September 2010. CCRC Working Paper No. 20. New York, NY: Community College Research Center, Columbia University.

14. Martin, Vanessa and Joseph Broadus. *Enhancing GED Instruction to Prepare Students for College and Careers: Early Success in LaGuardia Community College's Bridge to Health and Business Program*. May 2013. New York, NY: MDRC.

15. See, for example, "The 5 Colleges That Leave the Most Students Crippled By Debt," Clark, Kim, *Money Magazine*, Sept. 24, 2014, http://time.com/money/3426618/student-loan-default-factories/.

16. Sick, Nathan, Thomas Callan, Pamela Loprest, and Alan Werner. (2015). *Health Profession Opportunity Grants: Year Four Annual Report (2013–2014)*. OPRE 2015-64. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services: Abt Associates and the Urban Institute.

17. Written Testimony of David Stillman, Assistant Secretary of Economic Services Administration, Washington State Department of Social & Health Services, House Agricultural Committee, Subcommittee on Nutrition. September 13, 2016. See also Kaz, David. *Washington State's Basic Food Employment & Training Program*. Seattle, WA: Seattle Jobs Initiative, June 2014. www.aecf.org/m/resourcedoc/sji-WashingtonStatesFoodEmploymentTraining-2014.pdf.

18. *Minnesota FastTRAC Evaluation Report* (FY2011-FY2014)

19. For an in-depth look, see The Arkansas Career Pathways Initiative: *How TANF Can Support Skills for Low-Income Parents, and How Policymakers Can Help*, Brooke DeRenzis and Kermit Kaleba, National Skills Coalition, October 2016. http://www.nationalskillscoalition.org/resources/publications/file/how-tanf-can-support-skills-for-low-income-parents-and-how-policymakers-can-help.pdf.

20. *The Arkansas Career Pathways Initiative: Phase One Research Results*. College Count$. 2016. https://static1.squarespace.com/static/55784275e4b0b9063308b099/t/56fbf67d60b5e910b64e71a0/1459353213702/CollegeCounts_Full_Report.pdf .

21. *Pathways for Academic Career and Employment, Fiscal Year 2015 Report*. Iowa Department of Education, Division of Community Colleges.

22. Fein, David. *Risk Factors for College Success: Insights from Adults in Nine Career Pathways Programs.* 2016. OPRE Report #2016-36, Washington, D.C.: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

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