

Funding Student Skill Attainment & Success with Ability to Benefit

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About CLASP

- Center for Law and Social Policy (CLASP)
- An anti-poverty nonprofit organization. We advocate for policy change to help individuals get out of poverty, find employment, and become self-sufficient.
- Focus on issues related to:
 - Out-of-school & disconnected youth
 - Child care
 - Job quality
 - Income & work supports
 - Postsecondary & economic success

Today's Discussion

- What is ability to benefit? Who can benefit from it?
- How it can be used in coordination with efforts to implement WIOA
- Issues hampering development of career pathways that accept ATB
- Examples of programs in operation
- Questions/story share your own programs or experiences

Ability to Benefit (ATB)



- Benefit for Whom? (Who is Eligible)
 - Individuals lacking high school diploma or equivalency (HSD/E)
 - Who have passed an exam or completed 6 credits (or 225 credit hours) toward a credential
 - And are enrolled in an ‘eligible career pathway’
- What Benefit do They Receive?
 - As of December 2014, they can receive student financial aid (like Pell Grants) to pay for coursework
 - Allows individuals to enroll in postsecondary and get employment without a requirement to first obtain a HSD/E

Eligible Career Pathway

“Career pathway” means a combination of **rigorous and high quality education, training, and other services** that –

1. **Aligns with the skill needs of industries** in the economy of the state or regional economy involved;
2. Prepares an individual to be successful in any of a **full range of secondary or postsecondary education options**, including apprenticeship;
3. Includes **counseling** to support an individual in achieving the individual’s **education and career goals**;

Eligible Career Pathway continued...

4. Includes, as appropriate, **education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation** or occupation cluster;
5. **Organizes education, training, and other services** to meet the particular needs of an individual in a manner that **accelerates** the educational and career advancement of the individual to the extent practicable;

Defining IET

INTEGRATED EDUCATION & TRAINING

“...a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement” (*Final WIOA regulations at 34 CFR §463.35*).

Adult Education & Literacy

“...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training” (34 CFR §463.30).

Workforce Preparation

“Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills...” (34 CFR §463.34).

Workforce Training

“may include

- (i) occupational skill training...;
- (ii) on-the-job training;
- (iii) incumbent worker training...; (iv) programs that combine workplace training with related instruction...;
- (v) training programs operated by the private sector;
- (vi) skill upgrading and retraining; (vii) entrepreneurial training;
- (viii) transitional jobs...;
- (ix) job readiness training provided in combination with services...(i) through (viii);
- (x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
- (xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.”

(WIOA Section 134(c) (3) (D), P.L. 113-128)

Career Pathway & Program of Study

Minnesota Career Fields, Clusters & Pathways



We've Got Issues:

Common Limiters on ATB Implementation

- Want a new or existing career pathway program to allow the use of ATB but don't know where to start
- Concerned there is a need for the career pathway program to be formally 'approved' in order to offer ATB
- Intra-institutional concerns, such as hesitance from financial aid office, or view of career pathways as 'boutique' programs



At its Core, a Career Pathway Program for ATB Must Have...

- The 7 elements of a career pathway just discussed
- Implicit in that are 2 components: adult education & Title IV-eligible postsecondary
 - Adult education is defined the same as WIOA
 - Must be designed so students can participate in both components. But student is NOT required to be concurrently enrolled in adult education and postsecondary.

In Addition...

- Institution must document:
 - It meets the 7 elements of a career pathway
 - The career pathway includes workforce preparation activities and training for a specific occupation or occupational cluster and is aligned with local skill needs.
 - The student completed an ATB alternative and is enrolled in both adult education and postsecondary

Approving a Career Pathway Program

- Institutions make their own determination whether a career pathway program is ATB-eligible and must *document* the basis for this determination.



- Nothing in the law says ED has to “approve or endorse” career pathway programs in order for them to offer ATB.

Intra-Institutional Issues

- Financial aid officers may be concerned about awarding Pell for a program not endorsed by ED or other federal entity.
- This may be, in part, due to view that career pathways are a niche-type program or the lack of familiarity other parts of the institution might have with workforce training.
- Only one solution: more collaboration



Example Program – Kentucky

COLLEGE: Somerset Community College
SUBMITTED BY: Melissa Chmura
DATE: 8/3/15

Program Information:			
Program:	Collision Repair Technology		
What KCTCS certificate/s are students working towards in AOKY?	<u>Certificate:</u> Automotive Painter Automotive Painter Helper Collision Repair Helper	<u>Total Credit Hours:</u> 38 14 14	
List any industry recognized license/s students may be eligible to earn through AOKY	<u>License:</u>		
List the classes and credits in the order they will be offered that are part of AOKY, including the non-credit college success class for GED seeking students.	<u>Classes:</u> CRT100 Introduction to Collision Repair CRT130 Non-structural Analysis and Damage Repair CRT131 Non-structural Analysis and Damage Repair Lab CRT150 Painting and Refinishing CRT151 Painting and Refinishing Lab CRT230 Structural Analysis and Damage Repair CRT231 Structural Analysis and Damage Repair Lab	<u>Credit Hours:</u> 2 6 6 6 6 6 6	
List the credentials students can earn in the pathway after they complete AOKY.	<u>Certificate/s:</u> Collision Repairer - 50 <u>Diploma:</u> Collision Repair Technician – 56-59 <u>Associate's Degree:</u>		
The Career Pathway program is	Automotive Painter 38		
List the length of time it will take students to earn the certificate offered through AOKY	<u>NRS Level 4-5:</u> 3-4 semesters	<u>NRS Level 6:</u> 3-4 semesters	<u>GED/HS Graduates:</u> 3 semesters
Which class will be team taught? Why was this class chosen?	CRT100 because it is the introductory course to collision repair.		
Expected number of students to be served each time program is offered.	10		
Minimum TABE entry criteria:	Math: 6.0	Reading: 6.0	Writing: 6.0

Example Program – Georgia

ATB CAREER PATHWAY PROGRAM (Financial Aid)

Student Name/ID	Name:	ID:
Is student in an identified ATB eligible Career Pathway Program?	Program:	
Is student in good standing in regard to Satisfactory Academic Progress?		
Has student completed the FAFSA application?		
Is the Student enrolled in credit coursework for the term? If so, how many credit hours? Verify the adult education coursework is not included in enrollment for Title IV purposes.	Program Credit Hours:	Adult Ed Coursework:
Has the designated member of the college signed off on the registration and enrollment in a designated Career Pathway?		
Does Banner correctly reflect this is an ATB student? (Student codes and FA codes are correct)		
Has the student been placed in the correct group so as the cost of attendance does not include the adult education components of the coursework?	Group assigned to:	

Resources

- CLASP's ATB page:
<http://www.clasp.org/issues/postsecondary/pages/resources-on-ability-to-benefit>
- ED Guidance GEN-16-09
- Alliance for Quality Career Pathways:
<http://www.clasp.org/careerpathways>
- Career Pathways Toolkit from U.S. Department of Labor
- OCTAE homepage:
<http://www2.ed.gov/about/offices/list/ovae/index.html>

Contact Me

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