

# CUNY CareerPATH: Implementation and Outcomes Report



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## Executive Summary

The City University of New York (CUNY) Career Preparation for Adults through Training & Higher Education (CareerPATH) provided an opportunity for the University to serve unemployed and underemployed New Yorkers and build capacity to better prepare adults for high-growth jobs. Funded by a \$19.86 million grant from the United States Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program, CareerPATH was jointly managed by Kingsborough Community College and the University's Office of Academic Affairs; eight CUNY colleges implemented the program at sites in all five boroughs throughout New York City. The program trained adult students in 15 occupational trainings in five major industries - health, business, education, hospitality, and manufacturing. Over 2,600 students, the large majority adults 24 or older, enrolled between October 2011 and September 2015.

Through program recruitment efforts, CareerPATH reached and served the population for which it was designed – unemployed and underemployed adults. The majority of CareerPATH participants (72%) were 24 or older at the time of program enrollment. Sixty-five percent were female, and 67 percent were unemployed at the time of enrollment. Sixty-two percent enrolled with only a high school diploma or equivalent.

Student results were positive overall. The majority of CareerPATH students (76%) successfully completed their training. Seventy-five percent earned college credits, and over 1,000 students were awarded industry-recognized credentials.<sup>1</sup> Fifty percent of enrolled students reported gaining employment after completing their training.<sup>2</sup> Additionally, 30 percent of students who completed their training enrolled in a degree program after completion.

<sup>1</sup>

The CUNY Language Immersion Program (CLIP), Community Health Worker, and Entrepreneurship trainings did not offer industry recognized credentials.

CUNY CareerPATH adopted strategies and lessons learned from across the national workforce development field. During implementation, four strategies proved to be particularly promising.

1. Multiple approaches to instruction, including work-based learning and integrated academic and occupational teaching;
2. Robust student support services, including the CareerPATH introductory seminar, career and college advisement, and job placement services;
3. Access to career pathways through opportunities to earn college credits and industry credentials and collaboration with the CUNY Language Immersion Program (CLIP) to provide access to jobs and college for program participants; and
4. Partnerships with external and internal stakeholders, including employers, the New York City Labor Market Information Service, college academic departments, other CUNY colleges, and the CUNY Central Office of Academic Affairs.

While these strategies were not new to workforce development or to the participating colleges, CareerPATH was the first time these practices were adopted on a large-scale across the University. In the future, it is recommended that workforce development initiatives at and outside of CUNY replicate the promising practices that CareerPATH implemented. These hold potential for strengthening other initiatives and, equally important, for further building CUNY's capacity to deliver effective training and education.

## Introduction

In September 2011, the City University of New York (CUNY) was awarded \$19.86 million through the United States Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program to offer CUNY Career Preparation for Adults through Training & Higher Education (CareerPATH), a four-year program for adults seeking career advancement and support to enter and succeed in college. Managed by Kingsborough Community College and the University's Central Office of Academic Affairs, CareerPATH provided an opportunity for the University to serve unemployed and underemployed New Yorkers and build CUNY's capacity to better prepare adults for jobs that employers seek to fill. CareerPATH operated from October 2011 to September 2015.

### Participating Colleges

- Borough of Manhattan Community College
- Bronx Community College
- College of Staten Island
- Hostos Community College
- Kingsborough Community College
- LaGuardia Community College
- Queensborough Community College
- New York City College of Technology

The colleges offered 15 occupational trainings in five occupational industries; health, business, education, hospitality, and manufacturing.<sup>3</sup> Over 2,600 adult students enrolled in CareerPATH, with 76 percent completing their training program. Over 1,000 students were awarded industry-recognized credentials; and 75 percent earned college credits. Additionally, 50 percent of students who completed their training program reported gaining employment.

This report is a resource for CUNY and other organizations as they design, implement, or refine workforce development programs. Co-authored by the Central Office Program Director and a Central Office evaluator, the report combines program and student outcomes with evaluation results and lessons learned through program implementation. It describes the program's most effective elements and highlights the experiences of the participating colleges. Additionally, the report provides data on student and program outcomes and recommends practices that will improve future workforce development training at CUNY.

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For the purpose of data analysis, the health industry was broken into three subcategories: EMT, patient care, and administration (see Table 1 for a list of trainings).

## Background and Context

Nationally, job training is used as a strategy to simultaneously help employers and job seekers while strengthening the economy. Workforce development has been at the forefront of the national conversation about economic recovery, poverty alleviation, and the strengthening of the middle class.<sup>4</sup> President Barack Obama and Vice President Joe Biden have proved that it is a national priority by supporting a number of workforce development policies and initiatives during their time in office; the TAACCCT initiative has been foremost among them.

TAACCCT provides capacity-building grants to support the development of model occupational training programs at America's community colleges and universities. CareerPATH and other TAACCCT-funded programs prepare individuals for employment by using proven workforce development and education strategies. TAACCCT aims to:

- (1) increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare workers eligible for training under the Trade Adjustment Assistance (TAA) for Workers Program and other adults for high-wage, high-skill employment or re-employment in growth industry sectors; (2) introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults; and (3) demonstrate improved employment outcomes.<sup>5</sup>

The job training field in New York City is complex. It is comprised of numerous training organizations, including non-profit organizations, for-profit schools, and public entities providing training across multiple industries. Workforce development has also received significant attention from local public officials. Mayors Michael Bloomberg and Bill de Blasio have both made job training key aspects of their administrations' respective agendas by creating taskforces to research economic and employment-related issues and funding training and job placement initiatives.<sup>6</sup> Even within this dense landscape, CUNY stands out as a trusted institution that offers high-quality, accessible workforce training in New York City.

<sup>4</sup> The Obama Record in Focus: [https://www.whitehouse.gov/sites/default/files/docs/record\\_for\\_workers.pdf](https://www.whitehouse.gov/sites/default/files/docs/record_for_workers.pdf)

<sup>5</sup> Taken from <http://www.doleta.gov/grants/2014grants.cfm>; see also the TAACCCT website at <http://www.doleta.gov/taacct/applicantinfo.cfm>

<sup>6</sup> CUNY CareerPATH ran during portions of both New York City mayoral administrations. See Center for Economic Opportunity's website at <http://www.nyc.gov/html/ceo/html/home/home.shtml> and NYC Office of Workforce Development's website at <http://www.nyc.gov/html/ohcd/html/home/home.shtml>



## The CareerPATH Model

The CareerPATH program model was designed with two overarching goals: first, to provide opportunities for unemployed and underemployed adults to train for employment in five major industries in New York City; and second, to build the University's long-term capacity to serve adult students through high quality workforce development initiatives.

To meet these goals, CUNY CareerPATH implemented innovations at the system, college, and classroom levels. The implementation leveraged CUNY's existing workforce development experience, and created opportunities to experiment with new instructional and support strategies for workforce training students, particularly adults; to increase its occupational training offerings; and to explore collaboration between CUNY colleges at a new scale. Ultimately, these activities advanced CUNY's ability to serve as a key agent of workforce development in the New York City metropolitan area.

### Overarching Goals of CUNY CareerPATH

1. To provide opportunities for unemployed and underemployed adults to train for employment in five major industries in New York City.
2. To build the University's long-term capacity to serve adult students through high quality workforce development initiatives.

## Training Structure

CareerPATH offered 15 occupational trainings across five industries: education, entrepreneurship, healthcare, hospitality, and manufacturing. Within these industries, there were three pathways or tracks (Figure 1). The first pathway was through traditional short- to medium-term training for college credit.<sup>7</sup> The second pathway was a direct-to-college track in which students enrolled as traditional matriculated students in the applicable associate degree or credit-bearing certificate program. In the third track, students with limited English language proficiency joined the CUNY Language Immersion Program (CLIP), which developed and offered industry-contextualized programs as part of CareerPATH.

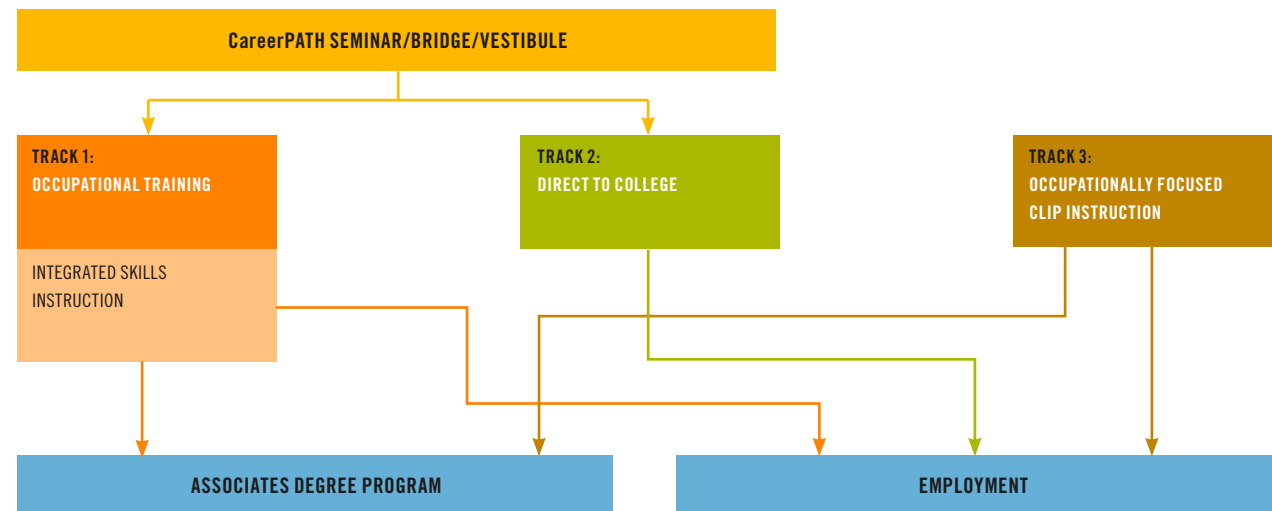
<sup>7</sup>

The New York City College of Technology's digital fabrication trainings did not award college credits.



To support student success, a pre-program seminar was developed to initiate students into the training program, to communicate performance expectations, and to help students to understand their potential post-program career and educational pathways. While enrolled, students received career and academic advisement, case management, and job placement assistance. Additionally, CareerPATH integrated academic skills instruction within occupational training courses to help students build reading, writing and math competencies in addition to occupation-specific skills.

FIGURE 1: CAREERPATH PROGRAM MODEL



### Consortium Management and Collaboration

Prior to CareerPATH, some participating colleges had experience with implementing large training programs, but none had collaborated in a multi-college consortium of this scale. CareerPATH leveraged this consortium to share best practices among colleges and support collaboration toward shared goals. The consortium was managed jointly by Kingsborough Community College and the CUNY Central Office of Academic Affairs; this marked the first time a workforce development grant was jointly managed by a college and the Central Office. CareerPATH college Program Directors met monthly to exchange ideas and tackle challenges on subjects such as employment placement strategies, college promotion activities, compliance protocols, management techniques, data and outcomes, and alumni engagement. In addition, CareerPATH advisers and job developers met every three months to discuss topics relevant to their roles. Collaboration was supported through Ning, a shared, customizable online social platform, for all program-related documents, policies, conversations, and news.

TABLE 1: CareerPATH TRAININGS OFFERED AND ASSOCIATED TRACK

Occupational Industry	Trainings Offered	CareerPATH Track
Business	Entrepreneurship	Occupational Training
Education	Early Childhood Education	Occupational Training
Health – Administration	Health Information Technology	Occupational Training
	Health Care Office Administration	Direct-to-College
	Medical Office Assistant	Direct-to-College
Health – EMT	Emergency Medical Technician	Occupational Training
Health – Patient Care	Direct Care Counselor	Occupational Training
	Community Health Worker	
Hospitality	Culinary Arts	Occupational Training
	Food and Beverage Service	
Manufacturing	Mechanical Engineering Technology	Direct-to-College
	Digital Fabrication	Occupational Training

### College Management

The participating colleges developed different configurations for managing the grant locally. Seven out of eight colleges operated the program out of their continuing education departments, which is typical for workforce development programs at CUNY. Although continuing education housed the CareerPATH program at these schools, many worked very closely with one or more degree programs.

At the eighth school, Bronx Community College (BCC), faculty and academic administrators within the Education and Reading department oversaw CareerPATH development and implementation. This management configuration is uncommon for a workforce development training program; however it provided benefits to students during and after training. Compared to the other CareerPATH consortium colleges, BCC students were able to interact with a greater number of degree-program faculty members and were positioned to receive specialized career advisement from faculty. As a result of this management approach, BCC occupational training students were more likely to enroll in a degree program after program completion than students in other occupational trainings.

## CareerPATH Evaluation

The Office of Research, Evaluation and Program Support (REPS), a unit within CUNY's Office of Academic Affairs, partnered with the consortium leadership team to design an evaluation plan to assess program implementation across the participating colleges, to quantify the impact of participation in CareerPATH on key academic and employment outcomes, and to provide evidence to support the future growth of workforce development opportunities at CUNY.

The program evaluation was guided by two primary questions:

1. How was CareerPATH implemented across the consortium and what were key components to successful implementation?
2. Did the program achieve the desired outcomes? These outcomes included:
  - Students' gainful employment in their training sectors, enrollment in degree programs, and increased wages; and
  - CUNY colleges' increased capacity to serve adult students.

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### Data Sources

Prior to program implementation, the CareerPATH consortium leadership team developed a database to collect student demographics and characteristics, referral sources, program enrollment, course enrollment and grades, occupational certifications received, employment attainment, and enrollment in educational programs after program exit. These data were used to report to USDOL, to inform ongoing program management, and as the basis of the project evaluation. Additional data were accessed through external data sources, including post-secondary enrollment through the CUNY Institutional Research Database (IRDB) and the National Student Clearinghouse (NSCH), and participant earnings through the New York State Department of Labor.

In addition to these data, a series of student surveys were administered to assess student satisfaction about the program. Focus groups were held to further explore specific topics related to students' experiences. Interviews were also conducted with program directors at each college to understand each college's approach to implementation and to further identify best practices for successful implementation. Furthermore, a series of observations were conducted to assess instructors' instructional approaches. Data presented in this report come from these data sources. See table 2 for more detailed information on data sources.

TABLE 2: DESCRIPTION OF DATA COLLECTION METHODS

Method	Description
Semi-Structured Interviews	In-person interviews were conducted with the eight (8) college Program Directors to understand approaches to program development and implementation – focusing on staffing, credit articulation, recruiting, and placement. Interviews were held in April 2013; findings were shared with the CareerPATH management team.
Observations	Over 10 in-class observations were conducted to assess instructors' instructional approaches, focusing on integration of academic skills and training content.
Student Surveys	Starting Fall 2012, pre- and post-training surveys were administered to assess students' satisfaction with the seminar, expectations of the program, satisfaction with training content and instruction, and perceived benefits of participation. Program Directors administered the pre-survey immediately after each seminar, and administered the post-survey at the end of training. Both the pre-and post-surveys had a combination of closed-ended questions with one or two open-ended questions. Survey response rates ranged from 35 - 50 percent based on the training and how the survey was administered. Survey results were regularly shared with the CareerPATH management team and college Program Directors.
Focus Groups	Four focus groups were conducted in Spring 2013 with students no longer enrolled in CareerPATH, including those who completed training and those who withdrew prior to completion. The focus groups explored the impact of teachers' instructional techniques on student learning, availability and quality of support services, and the role of the program in supporting job search and attainment. Thirty-one students participated in the focus groups. Findings were shared with the CareerPATH management team and college Program Directors.
Administrative Data	Administrative data includes data collected through the program database, such as participant demographics and characteristics (including previous employment, highest level of education completed, referral sources, and employment gained after program exit), training performance, and services received. Administrative data also includes employment and earnings provided by the New York State Department of Labor, and post-secondary enrollment and performance accessed through CUNY and the National Student Clearinghouse.

### CareerPATH Enrollment and Characteristics of Program Participants

Over the four-year grant period, 2,630 students enrolled in CareerPATH training.<sup>8</sup> Sixty-six percent of students enrolled in the non-degree occupational training track, 28 percent in the CUNY Language Immersion Program (CLIP), and the remaining 6 percent in the direct-to-college track (Table 3).<sup>9</sup>

Each college customized the enrollment and assessment process based on the demands of its specific trainings. Generally, after expressing interest in CareerPATH but prior to being accepted into the program, students participated in a rigorous screening and enrollment process. Students completed an application where they described their career and college aspirations, completed an assessment test that measured their reading, writing and/or math proficiency, and in some cases participated in individual or group interviews. Based on these assessments, colleges enrolled students who appeared to be a good fit for the program and demonstrated commitment to it, along with the basic skills needed to successfully complete coursework.

TABLE 3: CAREERPATH ENROLLMENT AND STUDENT STATUS

	count	percent
<b>CareerPATH Training Enrollment</b>	2,630	100.0
Track 1. Occupational Training	1,725	65.6
Track 2. Degree/Certificate Training Program	157	6.0
Track 3. CUNY Language Immersion Program	748	28.4
<b>Participant Status</b>		
Completed program	2,051	78.0
Exited training prior to completion	498	18.9

<sup>8</sup> Training enrollment started in February 2012.

<sup>9</sup> See Appendix 1: CareerPATH colleges, associated training and student enrollment for detailed enrollment data.

TABLE 4: REASONS FOR LEAVING TRAINING BY CareerPATH TRACK<sup>10</sup>

	All Tracks	Occupational Training	Direct-to-College	CLIP Enrollment
	Percent	Percent	Percent	Percent
Completed program	78.0	76.2	23.6	93.6
Withdrew for personal reasons	8.4	9.5	24.2	2.4
Dismissed from program due to performance	5.4	7.1	9.6	0.4
Received a new job or enrolled in college	1.8	2.1	5.7	0.1
Other	2.3	2.7	4.5	0.9

### Recruitment Sources and Strategies

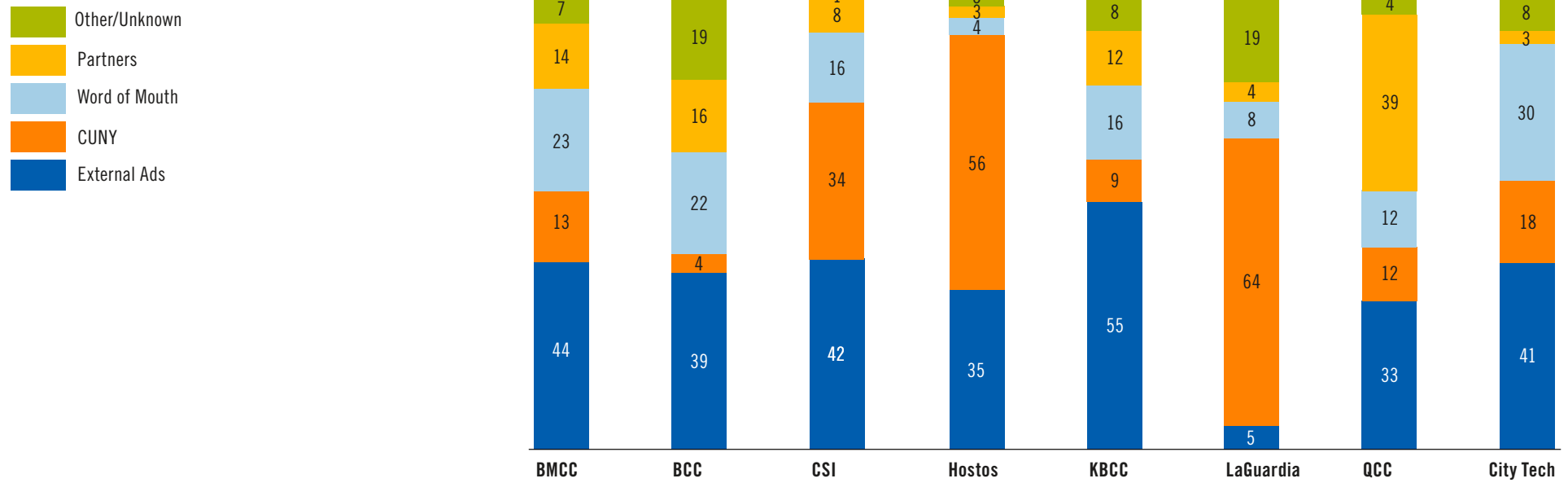
CareerPATH used a variety of methods to recruit students. At the consortium level, students were recruited through newspaper advertisements, social media, and through the city's public workforce development e-blasts. Individual colleges also recruited students using a variety of strategies, including partnerships with community-based organizations, advertisements within the college, and web-based advertisements.

Figure 2 identifies student self-reported referral sources across the participating colleges.<sup>11</sup> As with other aspects of recruitment and enrollment, referral sources varied greatly across colleges. Across six colleges, external ads – including notices on the website Craigslist, paid and unpaid newspaper advertisements, and informational brochures and flyers – were the most cited source for how students heard of the program. At Queensborough Community College (QCC) the most cited referral source was partnerships. This reflected QCC's program model; the college used a portion of their grant funds to pay community-based organizations to recruit and screen potential students. On the other hand, LaGuardia Community College and Hostos Community College worked closely with other college departments to reach potential students.

<sup>10</sup> This table is based on the 2,630 students who started their training.

<sup>11</sup> Referral source data do not include CLIP students because recruitment was handled by CLIP leadership team and focused on students with previous CLIP experience.

FIGURE 2 CUNY CareerPATH STUDENT REFERRAL SOURCES  
PERCENT OF TRAINING STUDENTS



In addition to focusing on under- and unemployed adults, TAACCCT grantees were encouraged to recruit trade adjustment assistance (TAA) eligible individuals. According to an internal analysis of data provided by the New York City Department of Small Business Services (NYCSBS), there were approximately 1,000 TAA-eligible individuals in the NYC metropolitan area in 2013; approximately 550 had at least a high school diploma or equivalent, which was a CareerPATH eligibility criterion. In partnership with the New York State Department of Labor (NYSDOL) and NYCSBS, CareerPATH contacted the local TAA-eligible workers who met PATH's educational background minimum by phone, mail, and email. While considerable effort was put towards recruiting this population, few TAA-eligible workers enrolled in the program.



## Student Demographics and Characteristics

CUNY CareerPATH recruited and enrolled a diverse group of students. As can be seen in table 5, 72 percent of participants were 24 or older at the time of program enrollment, 65 percent were female, and 67 percent were unemployed at the time of enrollment. Sixty-two percent of those enrolled held a high-school diploma or equivalent and had no post-secondary degree or credits. Students enrolled in CLIP were different from students in the other two training tracks. CLIP students were younger and more likely to report being employed at enrollment. CLIP students were also predominantly Hispanic or Asian/Pacific Islander.

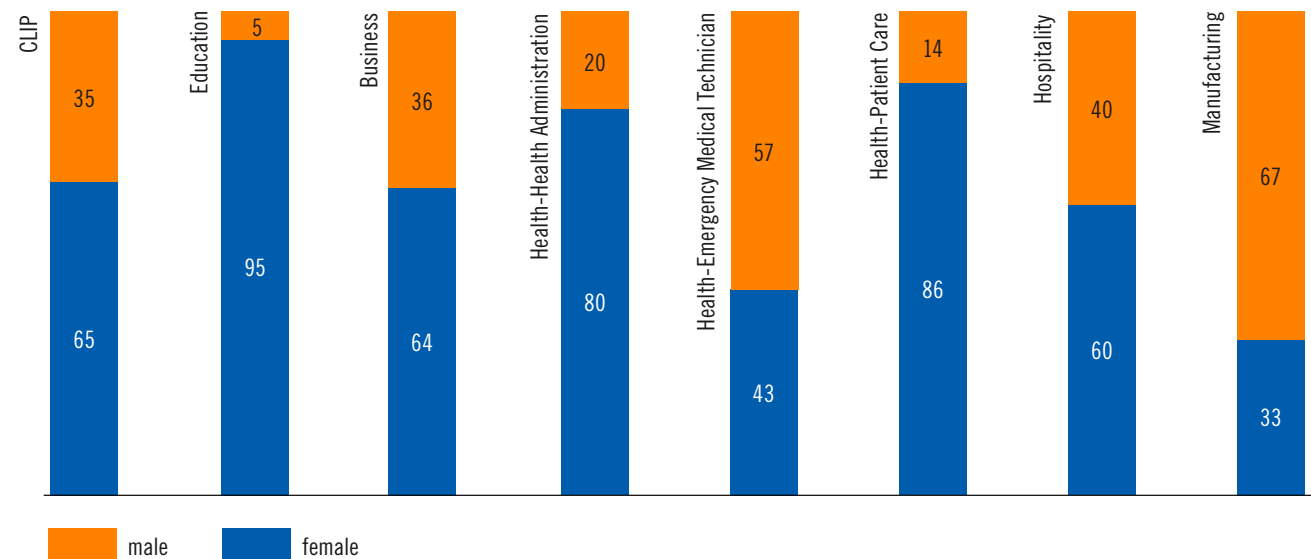
TABLE 5: DEMOGRAPHIC AND BACKGROUND CHARACTERISTICS OF CareerPATH STUDENTS

		CUNY CareerPATH Students	Occupational Training	CLIP
		Percent	Percent	Percent
Gender	Female	64.9	65.1	64.6
	Male	35.1	34.9	35.4
Race/Ethnicity	Asian/Pacific Islander	14.9	9.0	29.7
	Black	31.8	40.6	9.5
	Hispanic	31.7	28.3	40.2
	White	16.0	15.5	17.1
	Other	4.3	5.1	2.4
	Missing	1.3	1.4	1.1
Age at Enrollment	Under 24	28.1	15.8	58.8
	24 - 30	26.3	27.3	23.8
	31 - 40	19.1	21.9	12.2
	41 - 50	15.4	19.9	4.3
	51 and older	11.1	15.1	0.9
Other Characteristics	Employed at time of application	41.0	31.9	64.0
	Native language other than English	39.4	23.6	79.1
	Born outside of U.S. mainland	52.0	34.4	96.3
Highest Educational Attainment	High school graduate/equivalent	62.5	56.7	77.0
	Some college/training experience	12.2	14.1	7.4
	College undergraduate degree	18.8	24.7	4.1
	Graduate or professional degree	3.3	4.5	0.4
	Unknown	3.2	0.0	11.1

Participant characteristics also varied by training program and by college. For example, in the manufacturing and fabrication training programs at the New York City College of Technology (City Tech), only 10 percent of students were under 24, the majority of students were male (67%), and 67 percent entered with a post-secondary degree (13 percent entered the program with a graduate or professional degree). Conversely, 44 percent of students at LaGuardia were under 24, and 68 percent enrolled with only a high school diploma or equivalent.<sup>12</sup>

Figure 3 below shows the gender distribution of students by industry sector. While the majority of students in CareerPATH were female, enrollment in select trainings was highly gendered. For example, the EMT and manufacturing training programs had a higher proportion of male students, while female enrollment was substantially higher in trainings relating to sectors such as health care and education.

FIGURE 3: STUDENT GENDER BY TRAINING SECTOR  
PERCENT OF STUDENTS ENROLLED



<sup>12</sup>

Appendix 2 includes student demographics by college.

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### Student Employment at Enrollment

As a TAACCCT initiative, CUNY CareerPATH was designed to primarily serve unemployed students, including TAA-eligible workers. While employment status was not an eligibility criterion, most colleges focused on enrolling unemployed students to align with USDOL goals. Sixty-seven percent of students were unemployed when they enrolled in the program. Again, there was substantial variation across the colleges. Only 29 percent of students at City Tech were unemployed at enrollment, whereas 87 percent of students at Kingsborough Community College (KCC) were.<sup>13</sup>

### Student Results of Program Participation

Post-program employment and enrollment in a degree program were key outcomes of interest. As a result of enhanced occupational skills and ongoing support from job developers and other support staff, 50 percent of students enrolled in either the direct-to-college or occupational training tracks reported gaining employment after completing their training. Additionally, 30 percent of students enrolled in a post-secondary degree program.

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### Student Employment Outcomes

Fifty percent of students enrolled in either a degree or occupational training track reported gaining employment after completing their training.<sup>14</sup> For this report, employment is defined as individuals who found a job at any point after program completion. This definition is different from the measures outlined in the Workforce Investment Act (WIA), which counts employment only if it occurs during the program or in the quarter immediately after exit. CareerPATH's more liberal measure used in this report takes into account challenges students face in finding work immediately after training completion. It also addresses the difficulty in contacting students to confirm their employment status; at times contact is not made for months after completion, which for some students means multiple job changes.

Employment outcomes varied by training, sector, and participant characteristics. For example, 66 percent of students who completed hospitality training reported gaining employment after completion, compared to 27 percent of students enrolled in the education training (Figure 4).

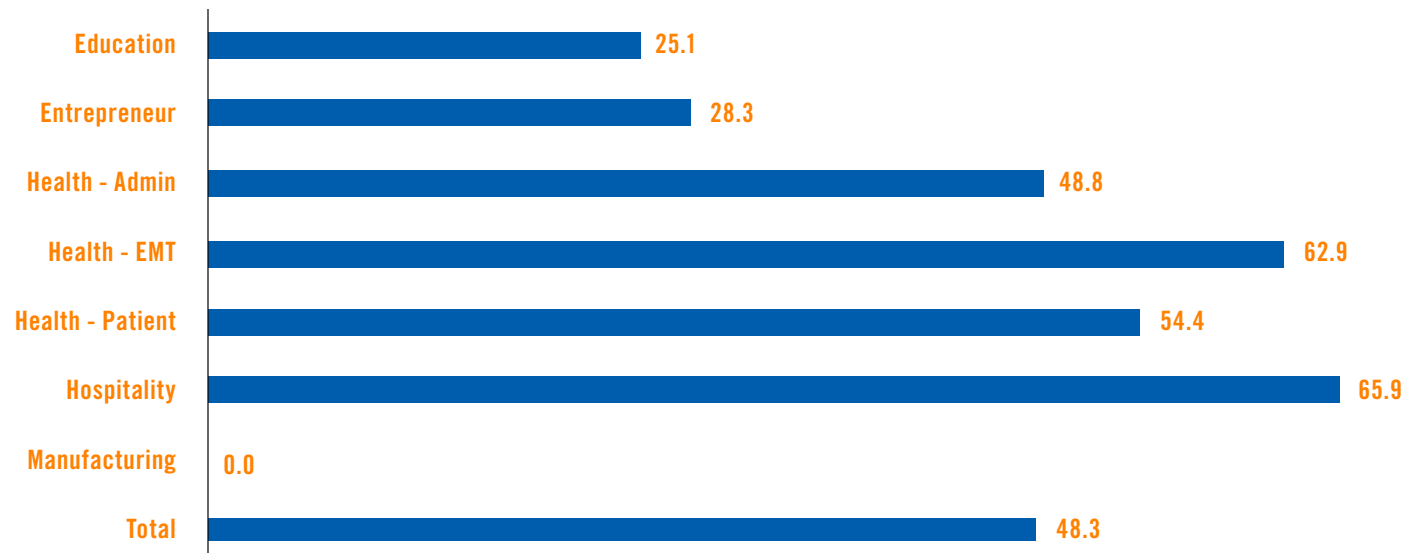
<sup>13</sup>

While CLIP was offered at all colleges, the data is represented here separately in order to show the differences between the CLIP and occupational training/direct-to-college students.

<sup>14</sup>

Employment outcomes do not include students initially enrolled in the CUNY Language Immersion Program. Employment outcomes are based on student self-reported data.

FIGURE 4: POST-COMPLETION EMPLOYMENT BY INDUSTRY  
PERCENT OF STUDENTS WHO COMPLETED TRAINING



Incumbent students were also less likely to report new employment compared to students who were unemployed at program start. Thirty-four percent of incumbent students gained new employment after completion, compared to 54 percent of unemployed students. For many incumbent students, the goal of training was to develop additional certifications and skills to support wage increases at their existing jobs, not necessarily to gain new employment.

As highlighted in Table 6 (below) employment outcomes varied by student characteristics. Fifty-five percent of male participants reported gaining employment after completion, compared to 48 percent of female participants. Students who were under 24 at the start of the program were also much more likely to report finding work after completion; 62 percent of students under 24 reported gaining employment, compared to 44 percent of participants who were over 40 at enrollment.

TABLE 6: CHARACTERISTICS OF STUDENTS WHO GAINED EMPLOYMENT AFTER TRAINING

		Total Complete Count	Employed After Completion	
			Count	Percent
CareerPATH Students		1351	653	48.3
Gender	Female	942	443	47.0
	Male	409	210	51.3
Race	Asian /Pacific Islander	123	59	48.0
	Black	536	281	52.4
	Hispanic	391	189	48.3
	White	210	77	36.7
	Other	70	29	41.4
	Unknown	21	18	85.7
Age at Enrollment	Under 24	207	127	61.4
	24 - 30	334	164	49.1
	31 - 40	297	139	46.8
	41 - 50	295	129	43.7
	51 and older	218	94	43.1
Highest Educational Attainment	High school graduate/equivalent	783	402	51.3
	Some college/training experience	187	88	47.1
	College undergraduate degree	324	143	44.1
	Graduate or professional degree	57	20	35.1

Students were largely successful in finding jobs within the sector of their training. For example, 40 percent of students who completed culinary arts or food and beverage training reported finding employment with an accommodation and food service business. Additionally, over 80 percent of students who completed EMT training reported working as an EMT.

To capture and report on employment outcomes, staff – chiefly the program’s job developers – contacted students every quarter after completion to collect employment verification documents. Allowable documents included paystubs, verification directly from the employer, or, in some cases, students’ verbal confirmation of employment. Staff used multiple forms of communication to confirm employment, and reported that many students were unresponsive.

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## Educational Impact

### Direct-to-College Track

As previously indicated, CareerPATH offered select trainings through a direct-to-college track that allowed students to complete course work leading to an Associate's degree or to a credit-based certificate. Trainings in this track included Medical Office Assistant, Mechanical Engineering Technology, and Health Care Office Administration. The Medical Office Assistant and Mechanical Engineering Technology trainings offered both degree and certificate based trainings.

These degree and certificate programs had a high attrition rate; 50 percent of students enrolled in training within this track withdrew from the training prior to completion, compared to 22 percent of students enrolled in an occupational training track. These tracks were longer than most occupational trainings offered – typically one year in length or more – and required students to enroll in traditional college courses. Additionally, while students in the occupational training track progressed through their training as a cohort in which PATH staff encouraged and facilitated peer academic and social support, most classes in the direct-to-college pathway contained both PATH and non-PATH students, resulting in a less cohesive peer support infrastructure. These factors likely affected the attrition rate. Seventy-eight percent of students who completed the training earned their degree or certificate.

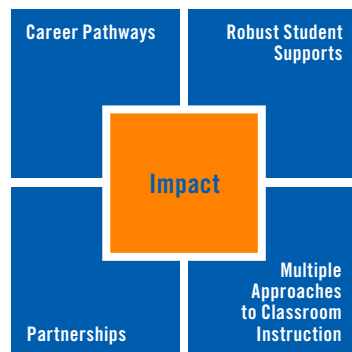
### Degree Enrollment Post CareerPATH

Students enrolled in CLIP and the occupational training tracks were encouraged to enroll in a degree program after training completion. While staff supported and encouraged degree program enrollment, based on interviews with Program Directors, the majority of students enrolled in CareerPATH were interested in pursuing career opportunities upon completion. As such, many students, specifically students in occupational training, did not pursue college upon completion. However, by design, CLIP students were largely college-bound and enrolled in a degree program at a much higher rate.

Thirty percent of students who completed their training enrolled in a degree program after completion (Table 7). Sixty-six percent of students who completed CLIP enrolled in a degree program after CareerPATH, compared to 12 percent of students enrolled in occupational training. CLIP students represent 72 percent of CareerPATH students who enrolled in a degree program after completion. The majority of students (87%) who pursued further education enrolled in a CUNY degree program as opposed to education outside of CUNY.

TABLE 7. POST-COMPLETION ENROLLMENT IN A DEGREE PROGRAM

Training Track	Total Complete	Enrolled in Degree Program After PATH	
	count	count	percent
CLIP	700	430	61.4
Occupational Training	1314	164	12.5
Total	2014	594	29.5



### Lessons from Program Implementation

By design, CUNY CareerPATH incorporated best practices from successful workforce development and college completion programs around the nation. Four proved to be particularly promising: multiple approaches to classroom instruction; robust student support services, including advisement; career pathways leading both to employment and entry into college; and stakeholder partnerships.

Although these practices were common consortium-wide, each school adapted the practices to best fit a given occupational sector, college administrative structure, and budget. Below are examples of the most exemplary iterations of each component and recommendations for future implementation.

#### Multiple Approaches to Classroom Instruction

In order to deliver a meaningful learning experience to CareerPATH students, the program incorporated work-based learning and integrated academic and occupational education. Both strategies have been shown to be effective in previous workforce development initiatives.<sup>15</sup> CareerPATH experimented with and customized the practices in order to fit its particular students and occupational trainings.

These strategies should be implemented on a system-wide basis in occupational trainings at CUNY. CareerPATH showed their potential for improving instruction. Future workforce development programs have the opportunity to leverage and build on CareerPATH's experience.

<sup>15</sup>

Dewey, John. 1916. *Democracy and Education*. New York: The MacMillan Company; Raelin, Joseph A. 2008. *Work-based Learning: Bridging Knowledge and Action in the Workplace*. New and revised edition. San Francisco: Jossey-Bass; Zeidenberg, Matthew, Sung-Woo Cho,

and Davis Jenkins. September 2010. "Washington State's Integrated Basic Education Skills Training Program(I-BEST): New Evidence of Effectiveness." Available at <http://ccrc.tc.columbia.edu/publications/i-best-new-evidence.html>



### Work-Based Learning at Workplace Sites

Various trainings included opportunities for students to visit employers and observe or perform meaningful tasks in the workplace. These opportunities provided students with experiential learning that was useful in the labor market.

Workplace experience was incorporated even in cases where there was no precedent. Many healthcare trainings offered by workforce development providers require students to fulfill clinical hours to provide hands-on training prior to employment. There is no such requirement for Community Health Worker (CHW) trainees. However, CareerPATH CHW training identified internships at non-profit and public organizations where students could practice skills learned in the classroom, like motivational interviewing and health counseling. Internship locations included Bronx Lebanon Hospital, Family Services Network of New York, and Improving Healthcare for the Common Good (IPRO).

Bronx Community College developed opportunities for work-based learning tailored for its early childhood education training. Students in the early childhood education training visited child care centers to gain exposure to that workplace setting. Some observed early childhood teachers while others actually participated in caring for children. In surveys and focus groups, students reported these experiences helped them prepare to transition into the workplace. Students in other trainings expressed the same sentiment for their respective workplace learning experiences.

### Integrated Academic and Occupational Instruction

Another innovative learning technique integral to CareerPATH was the combination of academic and occupational skills instruction. The CareerPATH consortium experimented with several integrated instructional approaches based on the Integrated Basic Education and Skills Training (I-BEST) model developed by the Washington State Board for Community and Technical Colleges. These were developed with the goal of improving students' comprehension of challenging material and increasing student success on course assignments and certifying exams, and were tailored to the context of each training.<sup>16</sup> In this model of instruction, technical skills – such as drawing blood, as in the case of phlebotomy training; or cooking skills, as in the case of a culinary arts training – were delivered alongside academic skills, such as the math skills needed to multiply a recipe or measure the amount of blood drawn. The integrated instruction model called for two instructors – an occupational or technical skills instructor and an academic skills instructor – to co-teach these content types together.

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See Washington State Board for Community & Technical Colleges' website at [http://www.sbctc.ctc.edu/college/e\\_integratedbasiceducation-andskillstraining.aspx](http://www.sbctc.ctc.edu/college/e_integratedbasiceducation-andskillstraining.aspx)

Queensborough Community College, Kingsborough Community College, and the College of Staten Island brought integrated instruction to their colleges for the first time through CUNY CareerPATH. Although these colleges were already offering many forms of supplemental academic support for students, the integrated model gave students an enriched classroom and targeted instruction possible only with a training skills instructor and an academic skills instructor working together in the classroom (Table 8). LaGuardia Community College has used an integrated model, called NYBEST, since 2007; its model was also a valuable resource for the three colleges implementing the approach for the first time.<sup>17</sup>

TABLE 8. TRAININGS THAT INCORPORATED THE INTEGRATED INSTRUCTION METHOD

College	Trainings which incorporated integrated instruction
Queensborough Community College	Medical Assistant Training
Kingsborough Community College	Community Health Worker Training Culinary Arts Training
College of Staten Island	Entrepreneurship Training
LaGuardia Community College	Emergency Medical Technician Training Community Health Worker Training

The other four colleges used the integrated instruction approach as a pedagogical foundation for the offering of academic support through remedial classes and standalone skills courses. Through this approach, students received the clear and unambiguous benefit of having two instructors, with two different bodies of knowledge and skill sets, working with them throughout the training. Co-teaching models gave students more targeted instructional attention, opportunities for additional practice in areas of need, and individualized assessment.

Students reported positive experiences in co-taught classrooms, and expressed the importance of each teacher’s role in focus groups and through surveys. As a whole, students appreciated having the field-related expertise of the content instructor delivered together with the academic expertise of the skills instructor. In post-training surveys, 87 percent of respondents indicated that working with both an academic and occupational instructor positioned them for better success in the program. In focus groups, students noted the equal importance of having a technical skills instructor and an academic skills instructor in the classroom.

<sup>17</sup>  
See LaGuardia Community College’s College and Career Pathways Institute’s website at <http://www.laguardia.edu/ACE/Programs/CCPI/NY-BEST/>

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## Robust Supportive Services

Individual CareerPATH students faced a number of challenges while participating in the program. Job loss, financial issues, child and family care obligations, unstable housing and healthcare, and a lack of information about college options were common experiences. Supportive service provision and referrals were built into the program model, and as a result, CareerPATH students took advantage of employment, educational, and personal supports designed to help them overcome career and academic challenges.

### CareerPATH Seminar

A key part of CareerPATH supportive services was the CareerPATH Seminar: a set of introductory workshops that prepared students for occupational training, provided resources for career and college exploration, and helped build skills for school, work and life.

All eight CareerPATH colleges offered the CareerPATH Seminar. Each based their version loosely on a single curricular framework, but implementation and specific curricula differed. In surveys and focus groups, students had mixed reviews of their seminar experience. An overwhelming majority of students who completed a post-seminar survey indicated that the seminar sufficiently prepared them to be successful in their training program (87%), provided them with information about the field and career options (91%), and provided them with information on the academic and vocational requirements needed to pursue a career in the field (91%). Additionally, through the focus groups, it was also apparent that the peer relationships developed during seminar were particularly important in helping students complete their training.

While students reported high levels of satisfaction with their seminar experience, there were essential seminar components that benefited from revision or different placement in the program timeline. During the focus groups, students stated that the time spent on career maps and assessments was not useful. Students reported spending several days on these activities, without a clear understanding of how they would be used later in the program, and how they would be useful in finding work. Additionally, students noted that focusing on career preparation activities at the beginning of training was ill-timed as the tips and strategies learned were not going to be used until the end of the training. Students suggested moving these activities, specifically career coaching, resume support, and interview preparation, to the middle or end of their training. Based on the early feedback received from students, many colleges revised their seminar approach and offered the job readiness workshops later in the program for future cohorts.

Additionally, the management team from Kingsborough Community College and the Central Office developed a new version of the CareerPATH Seminar called *Leadership Skills for College and Career*<sup>18</sup> workshop series. The *Leadership Skills for College and Career* curriculum goes further than the CareerPATH Seminar by adding additional career and college modules, activities, and targeted skills and habits to be practiced. *Leadership Skills* was not developed to cover a variety of topics, but to give students time to explore and work on the skills they need in college and at work, as well as to reflect on potential obstacles, both internal and external.

*Leadership Skills* was completed at the end of the grant period and will be tested with a group of students. Revisions will be made to the curriculum based on student feedback.

### Career and College Advisement

As with many elements of CareerPATH, the initiative adopted the advisement model and tools from other programs. The Community College Resource Center's "What We Know about Nonacademic Student Supports" and the CUNY Accelerated Study in Associates Program (ASAP) provided strong conceptual foundations. Most advisers were given caseloads in the range of 75-150 students.<sup>19</sup> Through advisement meetings and the seminar, students were also informed about and referred to tax preparation assistance, legal services, and financial supports available on campus through Single Stop USA, a non-profit organization that provides coordinated, one-stop access to a safety net and connects people to anti-poverty resources.<sup>20</sup>

Three principles undergirded CareerPATH's advisement model. First, CareerPATH advising was proactive in that it identified students who needed support, sometimes even before they reported needing help – and well before they were in crisis – and offered them preemptive assistance.<sup>21</sup> Advisers communicated regularly with students and classroom instructors in order to actively look for signs that students were experiencing difficulties in the classroom, in internships, or at home. The advisers then engaged with students immediately to address any challenges they were facing. Appendix 3 is a copy of the CareerPATH program needs assessment; it was developed to assess student challenges and show patterns within training cohorts.

Second, advisers supported students' personal development and career exploration. Advisers were partners in a "guided exploration of the self, structured investigations into various career options; and the melding of interests, goals, and strengths into a coherent plan for academic and career progress."<sup>22</sup>

In line with scholarship on advisement, CareerPATH taught students skills about self-awareness and plan creation. Students were empowered to be active participants in the advisement process.

Third, CareerPATH advisement was differentiated in delivery. Advisement took place in a number of different forums and using a number of methods: college success courses, one-on-one meetings, subgroups, whole-class workshops, online counseling, and peer-to-peer discussions.<sup>23</sup>

Students responded well to this comprehensive approach to advising. In surveys and focus groups it became evident that students developed close relationships with their advisers and received valuable information that helped them to avert potential crises and stay in the training. In a post-seminar student survey, one student remarked:

*“...the advisers for the CUNY CareerPATH seminar were not only informative, but they did not talk to us but with us. They made the class interesting and fun while maintaining a professional demeanor at all times. They made me feel comfortable considering, at my 39 years of age, I had never been to college. The transition was made easy and they have opened up a bunch of options for me. I am glad that I came.”*

PATH also implemented collaboration between advisers and instructors in order to improve student program retention and support graduation. Of all the program staff, instructors usually spent the most time with students, giving them first-hand knowledge of student engagement, academic performance, and often, personal challenges. Instructors were encouraged to formally share these observations with advisers using a communication tool (Appendix 4). Advisers then proactively addressed both students' academic and personal issues.

18

*Leadership Skills for College and Career* can be found online at [www.cuny.edu/workforcelibrary](http://www.cuny.edu/workforcelibrary).

19

Community College Research Center. What We Know About Nonacademic Student Supports. <http://ccrc.tc.columbia.edu/publications/what-we-know-student-supports.html>

20

See ASAP's website at: <http://www1.cuny.edu/sites/asap/>; see Single Stop's website at: <http://singlestopusa.org/our-work/>

21

Melinda Mechur Karp, Toward a New Understanding of Non-Academic Student Support: Four Mechanisms Encouraging Positive Student Outcomes in the Community College, CCRC Working Paper No. 28, February 2011

22

Melinda Mechur Karp, Entering a Program: Helping Students Make Academic and Career Decisions, CCRC Working Paper No. 59, May 2013. [www.isac.org/dotAsset/6392c9c0-0801-4e0d-b072-be14ec0736f0.pdf](http://www.isac.org/dotAsset/6392c9c0-0801-4e0d-b072-be14ec0736f0.pdf)

23

Donna Linderman, 2014/2015 ASAP Policy Memo, November 2014

### Job Placement Services

Students depended on CareerPATH not only for assistance with completing their occupational training, but also finding employment after the program. Students worked with instructors, job developers, and advisers to connect to employers and specific job opportunities. Job placement was a key outcome for CareerPATH; as such, program staff spent a considerable amount of time experimenting with strategies to support students in their job search, including developing formal and informal partnerships with businesses and implementing career readiness workshops. Students indicated that job placement support made them feel more prepared to enter the job market.

For example, at LaGuardia, program staff were able to tap into an existing network of employer partners to support job placement. LaGuardia reported the college had strong, long-standing relationships that it sustained over years with several ambulance companies. As a result of these partnerships, staff were aware of the desired resume format for EMT positions and were able to help CareerPATH students lay out their resume as employers preferred. Staff were also able to organize opportunities for students to meet employer representatives, often leading to employment.

As another example, program staff at Kingsborough Community College developed a strong relationship with a food service company, CAI Foods, which serves refreshments at Luna Park, a Coney Island amusement park. CAI Foods hired students and Kingsborough was invited back to support the company's hiring on an annual basis as a result of this collaboration.

Based on the most successful job development services offered through CareerPATH, CUNY's Central Office created a business engagement guide for staff members who interact with industry partners in programs across CUNY. Additionally, through CareerPATH, a qualitative assessment of industry engagement was conducted across all CUNY continuing education programs. The assessment identified best practices for engaging industry experts and employer partners. Findings from this research will further develop the capacity of CUNY staff members to grow strong partnerships. These tools and research developed through the grant program will be useful for any CUNY program which connects students to the workforce.

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## Career Pathways

Throughout the country, post-secondary educational institutions are working to create coursework and certificates which link to one another and form education pathways with the goal of helping students advance in the labor market.<sup>24</sup> In developing CareerPATH trainings, it was important to find avenues to create these links and integrate contextualized learning and college enrollment.

It is recommended that, going forward, college credit be granted for occupational training courses that meet the standards of college level coursework, and that as many relevant industry credentials as possible be incorporated into training. In addition, connecting English language education with occupational content, career information, and training opportunities helps to create pathways for students who lack English proficiency, who are introduced to an industry sector/s, and who are given tools for career exploration.

### Opportunities to Earn College Credit and Industry-Recognized Credentials

Credit articulation for occupational training was an essential feature of the CareerPATH program. Nearly all trainings carried college credit. Once credits were earned and students matriculated in CUNY, they could transfer the credits to specific degree programs. These arrangements were rare for CUNY and required negotiations at the college and consortium levels. Over 1,400 participants earned college credit through the CareerPATH training. Students earned an average of 8 credits. The number of credits awarded varied widely by college and by occupational training (Table 9). However, even the students who earned only a few credits through CareerPATH will be better positioned for continuation in college in the specific field in which they had trained.

24

See Career Pathways Toolkit: Six Key Elements for Success (2011)  
<http://www.workforceinfodb.org/PDF/CareerPathwaysToolkit2011.pdf>



TABLE 9: ACADEMIC CREDITS  
ASSOCIATED WITH TRAININGS

College	Training	Academic Credits Associated with Training	Degree Articulation
BCC	Early Childhood Education	3-12 credits	Education AAS
BMCC	Direct Care Counselor	3 credits	Human Services AS
	Emergency Medical Technician	4 credits	Paramedic AAS
CSI	Entrepreneurship	3 credits	Business AAS
City Tech	Mechanical Engineering Technology	16-64 credits	Mechanical Engineering Technology AAS
	Digital Fabrication	--	--
Hostos	Community Health Worker	6-9 credits	Community Health AS
	Health Info Technology	6 credits	BMCC Health Information Technology AAS
LaGuardia	Emergency Medical Technician	6 credits	Paramedic AAS
	Community Health Worker	8 credits	Community Health AA
Kingsborough	Food and Beverage Culinary Arts	7 credits	Tourism & Hospitality or Culinary Arts AAS
	Community Health Worker	12 credits	Community Health AS
Queensborough	Medical Office Assistant	3 credits 30 - 60 credits	Medical Office Assistant AAS
	Health Care Office Administration	30 credits	Health Care Office Administration Certificate

In addition to college credits, CareerPATH students had the opportunity to earn meaningful credentials that employers demand. Colleges found that as they became better informed about the sector and occupation for which they were training students, they could add additional credentials to make students more attractive to employers and improve students' labor market success. Both college credits and credentials validated the content that students learned. This also helped them progress along a career pathway.

Across the three program years, 1,035 students earned nearly 2,200 industry-recognized credentials. The majority of students in trainings that offered certifications successfully earned one.<sup>25</sup> Students who earned a certification as a result of participating in CareerPATH were significantly more likely to report gaining employment after completing the training program. Fifty-nine percent of students who earned a certification and completed their training reported employment after completion, whereas only 31 percent of those who did not earn a certification gained employment after completion. This demonstrates the strong correlation between industry-recognized credentials and labor market success; we recommend that all occupational training programs at CUNY consider adding industry-recognized credentials where they are compatible with industry needs.

TABLE 10: TOP INDUSTRY CREDENTIALS EARNED BY STUDENTS

Industry Credentials	Students who Earned Certification
Cardiopulmonary Resuscitation	672
Certified Emergency Medical Technician	226
NRAEF ServSafe	204
Certified EKG Technician	154
Phlebotomy Technician Certification	148
NYC Department of Health Food Handler's License	133
Strategies for Crisis Intervention and Prevention	111
Approved Medication Administration Personnel	100
NRAEF ServSafe Alcohol	95
NRAEF Customer Service	91
NRAEF Food Production	77

<sup>25</sup>

CLIP and the Entrepreneurship training did not offer opportunities for credential attainment. They are excluded from the analysis on credentials attained.

### Partnership with the CUNY Language Immersion Program

A cornerstone of CareerPATH was its partnership with the CUNY Language Immersion Program (CLIP), CUNY's intensive English as a Second Language (ESL) immersion program for individuals with a high school degree or its equivalent. CLIP students traditionally learn English through studying academic topics in American history, literature, and environmental studies. TAACCCT grant funds allowed for the creation of new CLIP curricula with ESL content developed around one of five industries on which CareerPATH focused. The curricula also included information on specific careers, interviewing, career exploration, and using a number of tools to learn about jobs and look for work. Nearly 750 students enrolled in CLIP's CareerPATH curricula. The curricula developed through CareerPATH will continue to be offered to CLIP students in the post-grant period.<sup>26</sup>

#### Description of sample CLIP

The three units of the upper level CLIP CareerPATH Health curriculum proceed from patient to community to nation. Within each unit, students also study particular health care conditions and health care occupations related to the unit. In Unit I, students explore the roles of patients, nurses and doctors. They reflect on the meaning of good health and their experiences as patients while examining how patients make decisions for themselves. The health condition for this unit is cardiovascular health. Unit II broadens the focus from the individual to the community and introduces many of the public health issues that we are dealing with right now: asthma, diabetes, and drugs and alcohol. In Unit II, students also learn about the impact of seat belt laws, gun laws, and environmental health, as well as the role of community health workers, health educators and counselors. In Unit III, students explore national issues such as health care insurance and the impact of the Supreme Court ruling on Obama's health care legislation. The health focus in the third unit is preventative health care.

Students who graduated from the CLIP course and met training-specific CareerPATH eligibility criteria were eligible to enter occupational training. These students climbed the ladder from contextualized English education to preparation for a career. Over 60 percent of the CLIP students opted to go on to college after completion. Occupationally-contextualized curricula served as the foundation of these students' English skills as they matriculated into the college.

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## Stakeholder Partnerships

Strategic public and private partnerships are integral to successful workforce development projects. For CareerPATH, labor market experts and local businesses proved to be important external collaborators by developing curriculum, identifying workplace learning opportunities, and providing information on labor market trends. Within CUNY, partnerships between college departments also strengthened the initiative by supporting credit articulation agreements and identifying on-campus resources for students. Going forward, job training initiatives at CUNY should attempt to replicate these examples.

### Employer Partnerships

CareerPATH worked with businesses in a variety of ways. For example, across multiple trainings, business representatives served as instructors. For EMT training at BMCC and community health worker training at Hostos, the teachers also worked in the healthcare field. Instructors brought current information about the workplace and labor market to the classroom; they also served as valuable job references for students. In some cases, instructors even referred students to internships and jobs. Instructors benefited from the extra income CareerPATH provided and the opportunity to teach new entrants to their field whom they may manage or work alongside of in the future. Additionally, instructors were able to tailor the course to fit their own employer's needs.

Employer partnerships also provided chances for students to directly interact with business representatives. At Hostos, employers visited campus and discussed job requirements, the work environment, and other information about the job search process. In CSI's entrepreneurship training, students interviewed small business owners about business startup and management. At all three colleges, students learned directly from employers and applied the information to their job search. The businesses themselves benefitted from better quality applications and better prepared workers. In addition, they encouraged well-trained candidates to apply to their specific company.

### New York City Labor Market Information Service Partnership

CUNY CareerPATH was made more responsive to employer demands through the work of the New York City Labor Market Information Service (NYCLMIS), a research initiative hosted at CUNY's Graduate Center for the purpose of giving education and training programs a strong basis in labor market information.<sup>27</sup> NYCLMIS helps to identify sectors and occupations to be targeted by training, and uses real-time labor market information to forecast areas of growth.

<sup>27</sup>

See NYCLMIS's website at: <http://www.gc.cuny.edu/lmis>

CareerPATH worked with NYCLMIS to develop tools that helped students understand their career options and improved training implementation. This partnership stood out as one that was particularly valuable because NYCLMIS research staff added expertise and data access that CareerPATH did not, thus building CUNY capacity to integrate real-time labor market data program development and student support. At the same time, through CareerPATH, NYCLMIS was able to experiment with new data methods and create new tools.

Together, NYCLMIS and CareerPATH created novel career maps for in-demand occupations and fields.<sup>28</sup> Typical career maps show assumed career trajectories for workers; the CareerPATH maps were different because they were drawn from actual resume data available through the job hunting website Monster.com. As a result, the maps showed the occupational movement patterns of real people. Colleges used the tool to recruit, instruct, and advise students. The maps were so successful that the New York Alliance for Careers in Health (NYACH), an industry intermediary that works closely with the New York City workforce system, funded the creation of additional maps. The maps were also profiled at several national conferences and meetings.

As new workforce development initiatives are developed and launched, they should gather and incorporate labor market data. Although it is not required that these functions be provided by an outside entity, they may be performed best by a research institute or similar body with data analysis and presentation experience.



### Intra-college Collaborations

In order to implement CUNY CareerPATH, each program site created its own set of partnerships with its respective colleges' internal offices. These partnerships led to many new relationships between the colleges' degree departments and workforce or occupational programs. CareerPATH negotiated arrangements so that students earned credit after successfully completing typically non-credit classes, and many college degree programs developed or adopted new coursework that could be offered to matriculated students.<sup>29</sup> At Queensborough Community College, a partnership between CareerPATH and the college's Department of Biology allowed the college to offer a BI-961 Phlebotomy Practice course for the first time in years. The College of Staten Island School of Business' degree program will now offer the CareerPATH entrepreneurship course. Experimental courses developed as part of Bronx Community College's CareerPATH training were integrated into the BCC Education and Reading department's AAS degree in education.

These are just some of the examples that show the value of the continuing education and degree programs collaborations. Other results of degree/non-degree partnerships included coursework that faculty developed specifically for the program, instruction of CareerPATH courses by degree program faculty, and use of degree program resources, such as labs and classrooms. In addition, collaboration took place between the CareerPATH program and student development offices, such as financial aid and admissions departments. Inter-departmental collaboration was essential for providing a high quality of service to participants and to providing participants with a sense of the degree program experience.

### Collaborations among Consortium Members

Colleges independently managed their specific occupational trainings. Each set its own training start and end dates, established specific admission and program completion criteria, and customized workshops and advisement processes based on the sector and the specific training.

However, colleges worked closely with one another to implement the core CareerPATH components. Program Directors met monthly to discuss subjects such as employment placement strategies, college promotion activities, compliance protocols, management techniques, soft skills workshops, data and outcomes, and alumni engagement. In addition, CareerPATH advisers and job developers each met every three months to discuss topics relevant to their roles. These meetings allowed staff to learn from one another and share information with their peers. This not only helped improve the quality and consistency of the CareerPATH program itself, but also improved practice over the long-term. Some of the most

effective strategies were adopted by other programs and departments, thus institutionalizing them and improving the quality of other workforce development and college programs.<sup>30</sup> There were topic-specific working groups as well; for example, one such working group discussed community health worker training offered at three colleges. Like the entire consortium, these met to learn from one another with the goal of using best practices for implementation across multiple sites but on more specific issues. Program staff have continued the practice of developing sector- or job-specific working groups that collate knowledge and expertise from across the CUNY system.

Consortium and grant management were also collaborative. As the lead applicant, Kingsborough Community College worked with the Central Office of Academic Affairs to manage the program. During early implementation, KCC and the Central Office jointly set policy and expectations for the consortium. Throughout the grant period, they provided ongoing technical assistance and cross-site professional development to the members of the consortium, and worked closely with colleges to report on outcomes, manage performance, resolve institutional problems, and share results from the implementation evaluation. Co-management by a college and the Central Office combined on-the-ground perspectives as well as an institutional overview. This was particularly helpful to ensure that the program both served its students well and created lasting institutional change.

Going forward, large-scale grants at CUNY can draw upon these practices to ensure communication, collaboration, and program quality. Occupational training programs should purposefully create infrastructure for college partners to frequently discuss implementation. Staff at various levels should gather to discuss their work and effective practices, and topics should be selected based on relevancy to partners. Joint grant management should be considered, particularly for large grant-funded programs.

29

See Table 9 – Academic credits associated with trainings.

30

For examples, please see Institutional Change Through CareerPATH available at <http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/workforce/library/CareerPATH-Institutional-Change.pdf>



## Conclusion

Supported by funding from the United States Department of Labor's Trade Adjustment Assistance Community College and Career Training grant program, CUNY CareerPATH represented a system-wide progression in CUNY's ability to serve adult, returning, and un- or under-employed students. CUNY CareerPATH helped these traditionally underserved students explore and train for new occupations or careers, find employment, and enter college. It also served as a programmatic platform for the University to experiment with and implement strategies borrowed from across the national workforce development field. Through 15 occupational trainings across five industries - education, entrepreneurship, healthcare, hospitality, and manufacturing - the program expanded CUNY's experience with managing a workforce development program both locally and across a college consortium. Overall, CareerPATH has improved the ability of New York City's public higher education system to provide workforce education and training.

Over the four year grant period, 2,630 students enrolled in CareerPATH, creating a large and diverse student body; 78 percent or 2,051 students completed the program. Although the characteristics of CareerPATH students varied across training programs and colleges, several majority demographic elements emerged. As a TAACCCT initiative, CareerPATH was designed to primarily serve unemployed students, including TAA eligible workers; 67 percent of students were unemployed when they enrolled in the program. The majority of the students learned of the program through external advertisements and other CUNY programs and offices. Within the consortium, 65 percent of PATH students were women and 72 percent were 24 years or older. Sixty-one percent did not have a post-secondary degree or college credits.

The majority of program participants achieved one of the program's two central goals: post-program employment and enrollment in a CUNY degree program were key outcomes of interest. As a result of CareerPATH, 50 percent of students enrolled in the degree or occupational training tracks reported gaining employment after completing their training. Thirty percent of participating students enrolled in a post-secondary degree program.

CareerPATH borrowed and adapted promising practices from workforce development programs at CUNY and throughout the country. Those with the most potential included: multiple approaches to instruction, robust student support services, career pathways, and partnerships between industry, colleges, and other contributors such as research centers and community based organizations. As a direct result of CareerPATH, and in line with its goal of building CUNY's long-term capacity to serve adult students,

colleges adopted these strategies outside the program. For example, employer relationships at Hostos and BMCC will be sustained by these colleges' continuing education departments. Individual colleges and the Central Office continue to utilize partnerships with the NYC Labor Market Information Service to provide up-to-date and accurate labor market data and analysis. Many colleges, including KCC, BMCC and LaGuardia, continue to award college credits for specific trainings. Some integrated the student advisement and job placement tools and practices into other workforce development programs. In some cases, colleges adopted trainings offered by CareerPATH in their respective degree departments.

The promising practices identified in this report were derived from the work and contributions of program staff across the CareerPATH consortium. In the future, workforce development initiatives should replicate these promising practices. These strategies hold potential for strengthening other initiatives and programs, especially those that reach underserved student populations, such as unemployed adults or adults considering a return to college. Equally as important, implementation of these practices will continue to build CUNY's capacity to deliver effective workforce training and education. CUNY is encouraged to continue to implement these strategies going forward.

## Appendix 1: CareerPATH colleges, associated training and student enrollment

CareerPATH College	Training Program	Students Enrolled	Total Enrollment
Borough of Manhattan Community College	Emergency Medical Technician	258	635
	Direct Care Counselor	143	
	CLIP	234	
Bronx Community College	Teaching Assistant	178	245
	CLIP	67	
College of Staten Island	Entrepreneurship	193	276
	CLIP	83	
Hostos Community College	Community Health Worker	34	143
	Health Information Technology	43	
	Health Care Office Administration	7	
	CLIP	59	
Kingsborough Community College	Community Health Worker	101	548
	Culinary Arts	209	
	Food and Beverage	120	
	Child Development Associate	14	
	CLIP	104	
LaGuardia Community College	Emergency Medical Technician	91	259
	Community Health Worker	48	
	CLIP	120	
Queensborough Community College	Medical Office Associate AAS	38	295
	Medical Office Associate Certificate	13	
	Medical Office OT	178	
	CLIP	66	
New York City College of Technology	Digital Fabrication	115	229
	Mechanical Engineering Technology	99	
	CLIP	15	

## Appendix 2: Demographic and background characteristics of students enrolled in occupational training

	All Students percent	BMCC percent	BCC percent	CSI percent	HOSTOS percent	KBCC percent	LaGuardia percent	QBCC percent	City Tech percent
<b>Gender</b>									
Female	71.3	92.5	85.7	67.4	75.0	67.7	60.0	77.6	33.5
Male	38.7	67.1	14.3	32.6	25.0	32.3	40.0	22.4	66.5
<b>Race/Ethnicity</b>									
Asian/Pacific Islander	16.0	22.4	2.4	15.9	2.9	8.0	19.6	36.2	15.6
Black	35.5	57.4	31.4	21.0	32.4	44.5	18.1	26.0	31.3
Hispanic	35.0	53.4	60.8	17.8	54.4	20.6	50.8	18.4	22.3
White	17.3	19.5	2.4	42.8	1.5	19.9	2.7	13.5	24.1
Other	4.8	6.0	2.9	2.2	8.8	5.7	1.2	5.3	6.7
Unknown	1.4	1.0	0.0	0.4	0.0	1.3	7.7	0.7	0.0
<b>Age Group (At Enrollment)</b>									
Under 24	30.6	60.8	27.3	22.1	30.9	20.3	43.8	23.7	9.8
24 - 30	28.7	50.6	27.8	13.4	19.1	25.4	28.1	19.1	37.1
31 - 40	21.2	25.4	24.1	24.3	16.2	21.7	13.5	16.4	23.7
41 - 50	17.1	15.7	13.1	18.8	22.1	18.2	9.6	24.3	14.7
51 and older	12.4	7.0	7.8	21.4	11.8	14.4	5.0	16.4	14.7
<b>Other Characteristics</b>									
Employed at time of application	36.2	65.3	35.1	39.1	32.4	10.6	39.2	18.8	66.5
Native language other than English	42.8	48.4	20.4	35.1	64.7	30.1	71.5	49.7	42.0
Born outside of U.S. mainland	56.7	74.1	49.0	43.8	65.4	43.2	77.3	58.2	51.8
<b>Highest Educational Attainment</b>									
High school graduate/equivalent	52.8	90.3	50.6	14.5	59.6	59.3	61.5	47.0	13.4
Some college/training experience	15.2	20.9	16.7	12.0	11.8	19.9	6.2	16.4	6.3
College undergraduate degree	14.4	17.7	18.0	16.7	14.0	7.3	19.2	14.1	13.8
Graduate or professional degree	20.7	28.9	14.3	17.8	13.2	12.0	11.5	19.7	54.0
Unknown	3.5	0.0	0.0	30.1	0.0	0.0	0.0	0.0	0.0

### Appendix 3: CareerPATH student needs assessment tool

Curtis Dann-Messier:  
I have asked PATH instructors which academic support categories to include in this assessment.

Curtis Dann-Messier:  
If a student needs the support, mark 1. If the student does not need the support, mark 0. It is up to the adviser to make sure every student gets the support(s) they need.

Curtis Dann-Messier:  
I have asked PATH advisers which Personal Guidance and Counseling support categories to include in this assessment.

Curtis Dann-Messier:  
This sheet would initially be filled out right after bridge/seminar. The seminar leader and intake coordinator would help the adviser fill this out. You would use the ISP, assignments, and observations to mark 1 or 0.

Cohort name/ Date this was filled out  Name	Academic Support				Personal Guidance and Counseling				TOTAL Supports for PATH Completion	Intervention Category	NOTES
	Extra Academic Skills Support	Extra Support to Complete Assignments	Peer Study Group	Test Taking Support	Balancing Children and PATH	Financial Planning	Domestic Issues	Time Management			
Pinsutta	0	1	0	1	1	1	0	1	5	Medium	childcare is an issue, mom is taking care of kids, but she can't do that for the whole program
Shally	0	0	0	0	1	0	0	0	1	Low	High academic skills, already has BA
Latasha	0	0	0	0	0	0	0	0	0	Low	
Ann	0	0	0	0	1	0	0	0	1	Low	
Heidi	1	1	0	1	0	0	0	0	3	Medium	Needs help in all academic subjects
David	1	1	1	1	1	1	1	1	8	High	Needs writing and grammar support, support to complete assignments. CAPP project was late and poorly written
Craig	1	1	0	1	0	0	0	0	3	Medium	
Seth	0	0	0	1	0	0	0	0	1	Low	
Viktor	0	1	1	0	0	1	0	1	4	Medium	
Benaifer	1	1	1	1	1	1	1	1	8	High	
Tanya	0	1	0	0	1	0	0	0	2	Low	
Tim	0	1	0	1	1	0	0	1	4	Medium	
Lesley	0	1	0	1	1	1	1	0	5	Medium	
Sasha	0	1	0	0	1	1	0	0	3	Medium	
Bill	1	1	0	1	1	0	0	1	5	Medium	
Fred	0	1	0	1	0	1	0	0	3	Medium	Good skills, low TABE, may have test-taking struggles
Azalia	0	1	0	0	1	0	0	0	2	Low	
Betsy	1	1	1	1	1	1	0	1	7	High	
Penelope	0	1	0	1	0	0	0	1	3	Medium	
Jesus	0	1	0	0	1	1	0	0	3	Medium	Really needs to find a part time job in order to stay enrolled in the program
Angel	1	0	0	1	1	1	0	1	5	Medium	
Ted	0	1	0	1	0	0	0	0	2	Low	
<b>TOTAL</b>	<b>7</b>	<b>17</b>	<b>4</b>	<b>14</b>	<b>14</b>	<b>10</b>	<b>3</b>	<b>9</b>			
Delivery Method	Small group	Whole Class	Small Group	Whole Class	Whole Class	Small Groups	Individual	Small Groups			

Curtis Dann-Messier:  
The intervention category is based on the total number of supports a student needs. 0-2 supports is the low category, 3-5 supports is the medium category, 6-8 supports is the high category.

Curtis Dann-Messier:  
The delivery method is based on the total # of students who need that support. 0-3 is individual, 4-10 is small group, 10 and above is the whole class.

Curtis Dann-Messier:  
Some categories might always be delivered individually.

## Appendix 4: CareerPATH adviser and instructor communication tool

Class Name	Week 1				Week 2				Week 3			
Student	7/22/2013	7/23/2013	7/24/2013	Red Flag Notes	7/29/2013	7/30/2013	7/31/2013	Red Flag Notes	8/5/2013	8/6/2013	Red Flag Notes	8/13/2013 Etc.
Pinsutta	1	1	1		1	1	1		1	1		
Shally	1	1	1	Not handing in assignments	1	1	1		1	0		
Latasha	1	1	1		1	1	1		0	1		
Ann	1	1	1		1	1	1	does not seem to understand concepts	1	1	Academic struggles	
Heidi	1	1	1		1	1	0		1	1		
David	1	1	1		1	1	1		1	1		
Craig	1	1	1		1	1	1		0	0	?	
Seth	1	1	1		1	0.5	1		1	1		
Viktor	1	1	1		1	0	0		1	1	Said he has test anxiety	
Benaifer	1	0	1	Not participating in class	1	1	0		0	1		
Tanya	1	1	1		1	0.5	1		0	0	?	
Tim	1	1	1		1	1	1		1	1		
Lesley	1	0	0		0	0	0	dropped	1	1		
Sasha	1	1	1		1	1	1		1	1		
Bill	1	1	1		1	1	1		0.5	0.5	Late both days	
Fred	1	1	1		0	1	1	not engaged in class	0	1		
Azalia	1	1	1		1	0	1		1	1		
Betsy	0.5	0.5	0.5	lateness	1	1	1		0	0		
Penelope	1	1	0	Emailed to say they would miss class	1	1	1		1	1	cell phone use in class! disrespectful	
Jesus	1	1	1		0	0	1		1	1		
Angel	1	1	1		1	0.5	1		1	1		
Ted	1	1	0	Emailed me to say they would miss class	1	1	1		1	1		
Jaime	1	1	1	language issues	1	1	1	failed quiz	1	1		