



Career Pathways Task Force Meeting

Monday, July 25, 2016

2:00-3:30pm

WIC Offices, 2235 Shannon Place SE Suite 3031

Meeting Minutes

Task Force Members/Designee Attendees:

Taneka Miller, DME
Antoinette Mitchell, OSSE
Deborah Carroll, DOES
Emily Price, SOME
Eric Riley, DCPL
Edith Westfall, UDC-CC (by phone)
Anne Robinson, Councilmember Grosso's office (by phone)
Roberta Downing, DHS
Rashida Tyler, DCPCSB

I. Call to Order

Jeanna Fortney of the WIC welcomed everyone to the meeting, introductions were made.

II. Update on Innovation Fund

Innovation Fund: WIC released a Request for Qualifications (RFQ) on July 5, closing July 26, for the Career Pathways Community of Practice. The RFQ was in line with what was presented at the last Career Pathways meeting in May. The RFQ includes criteria, such as experience in: Producing research-based reports/products on Career Pathways related topics; Managing public workforce system programs; Experience in workforce development on a national level; Experience planning and facilitating professional development (writing curriculum, creating presentations, engaging participants), and expertise in: Service delivery utilizing career pathways models and sector strategies; Adult education and implementation of integrated education and training models WIOA. Respondents will submit work

plan detailing their approach to the Community of Practice, project team qualifications, evidence of workforce development experience, financial responsibility.

The RFQ will be evaluated by a review panel of five people including 3 WIC Board Members and 2 Task Force Members, confirmed members include Odie Donald from the WIC and Antoinette Mitchell with OSSE. WIC board members will represent high-demand sectors. A Request for Proposal (RFP) Process will follow the RFQ.

A concern was expressed about the requirement for a firm to have national experience, highlighting that it is important for the firm to have local experience and knowledge of the District landscape including its many community-based providers. WIC agreed the firm will need to be aware of the District landscape and that the WIC would work closely with whoever is selected to ensure they are aware of the ins and outs of the District's workforce system.

III. Summary of Assessment Results

The members reviewed the Career Pathways assessment results from the last meeting, results were emailed out and provided in the May 9 meeting minutes. Five of six ranked as limited or emerging practice by all. Discussed that many of these items will be addressed through the work of the WIOA working groups and the Community of Practice. Two indicators dealing with connections to secondary schools that scored low:

- The District makes high-quality career pathways available to ALL students in all secondary settings, especially in underserved populations.
- The District's career pathways span secondary and postsecondary education, offer focused career advisement, blend rigorous core academic and career-technical instruction include meaningful work-based learning experiences, and culminate in postsecondary degrees or industry credentials with value.

Group discussed whether more can be done to strengthen connections from secondary schools to Career Pathways, including having more representation from DCPS on the Task Force, connecting with Raise DC's Disconnected Youth Change Network, examining how adult ed providers are working with occupational literacy providers and bridging their work with secondary schools, ensuring exposure to career education early. New Skills for Youth Grant work will contribute to this effort also.

IV. Sectors in DC

WIC presented on the work happening in the District with high-demand sectors. The WIC established a federally mandated list under WIOA that identifies key sectors and occupations within sectors with



significant hiring demand based on labor market data. Defines target areas for federally funded adult training, with eligible jobseekers able to choose among eligible providers delivering training that prepares jobseekers for these occupations. Analyses conducted by WIC staff in early 2015, with data and support provided by DOES's Office of Labor Market Research and Information. WIC Board approved list in October 2015. Discussed five high-demand sectors in DC: Business and Information Technology, Construction, Healthcare, Hospitality, Security and Law. Of the over 12,000 average annual job openings that do not typically require a bachelor's degree and/or other advanced education and training, these five sectors account for most growth.

The WIC's Workforce Intermediary Program is a sector strategy pilot program administered through the WIC. It invests over \$1 million annually in innovative, performance-based workforce initiative in high-demand industries and is driven by feedback from business advisory committees, and intended to supplement and improve existing programs across other agencies. It currently supports over 250 participants per year in hospitality and construction training and retention through three grantees: DC Central Kitchen – culinary arts training, AFL-CIO Community Services Agency – construction pre-apprenticeship, Collaborative Solutions for Communities – construction support services. The WIC is also working on initiatives with the Wharf and DC United Stadium. For the Wharf effort, the WIC is partnering with developers and contractors on this major SW DC waterfront project by connecting workforce services through grantees and helping with broader system coordination through regular meetings with key stakeholders. The project is on track to meet First Source goals for DC and Ward 8 residents and about 24% of recent AFL-CIO CSA graduates work on the project. For the Stadium, the WIC partners with DGS and DOES on development supported workforce intermediary efforts for the project, including initial startup of a Community Workforce Coordinator reporting to the WIC that will help connect ANC6D area residents to jobs on the project and other workforce system resources. The WIC will also assist in additional workforce planning efforts, including the development of training for targeted hospitality and construction jobs.

Discussed apprenticeship and pre-apprenticeship efforts by DOES, a database they created is better integrating business services, DC job developers, and First Source information, will house jobs that need to be filled, it's a more streamlined approach to communicate First Source needs. DOES saw a need for pile drivers and is working on a pre-apprenticeship model in that field, it provides a welding certification, they are also working with DC Water and Washington Gas, and DCI on pre-apprenticeships to meet the needs of businesses in the construction and energy fields.

UDC-CC described their sector efforts, also focusing on Information Technology, Construction, Healthcare, Hospitality, Security and Law, as well as Transportation. They have training programs in

these sectors, last 12-14 weeks and serve residents with 8th grade or higher literacy and numeracy levels.

Task Force discussed the difficulty in getting literacy levels up in order for residents to enter into training programs, there are many hiring opportunities now but residents are not ready to be hired. DC will have continual needs in construction, projects in DC are important so residents can be mobile versus projects in surrounding areas. Discussed looking at not only demand but supply, workforce system needs to be more strategic on the supply side. Upcoming projects include Walter Reed and St. Elizabeth. Discussed importance of contextualized learning in upskilling residents quickly. Possible ideas for implementation include requiring First Source agreements to add contextualized learning opportunities and job training requirements. Discussed what is the infrastructure to assist those with under 7th grade levels and the need to identify competencies so training providers can prepare residents to meet them. There needs to be more formal communication between employers and training providers. DOES's Center for Construction is a good tool for this, can have employers validate information. Suggestion arose to let training providers listen into calls when DOES or WIC speak to employers on their needs, it is important for providers to hear directly. CASAS competencies should align with each occupation. Washington state has done work in this and we can leverage their information and also examine hybrid learning models. There are other occupations we can focus on outside of constructions such as community health workers which are in-demand.

V. Public Comments

Comment: How can we go into other fields outside of construction for apprenticeships and First Source agreements? Director Carroll responded DOES is exploring this with media apprenticeship through the Office of Cable Television. They are also exploring opportunities through LEAP, a pilot IT apprenticeship, and health care apprenticeship working with the DC Primary Care Association. Looking for additional employer partners such as in cyber security.

Comment: We should think about formulating a model and think about each industry, who is moving where and how are we weaving it all together, providers have not been able to tap into that information.

Comment: DHCD has a plan open for comment which needs to be submitted to HUD. How can we use that plan to find opportunities to create jobs? We can review plan and submit comments or attend meeting on July 27th at 6:30pm. Contact is Jennifer Skow.



VI. Conclude

Next meeting will be scheduled by Jeanna Fortney. Jeanna will also send out a sector assessment to the Task Force members. Evaluation was sent on 7/25/16.

Assessment Responses:

Self-Reflection Statements	*Number of Task Force Members Indicating the Following Selections:			
1. I believe the workforce system has established, uses, and relies upon an employer-driven process informed by labor market data to determine the high-skill, high-demand industries with which career pathways must be aligned.	<input type="radio"/> 1 = Limited Progress ➤ 5	<input type="radio"/> 2 = Emerging Practice ➤ 4	<input type="radio"/> 3 = Established Practice	<input type="radio"/> I don't Know
2. I believe the workforce system uses available policy and funding levers to improve the quality and rigor of career pathways by scaling up those of high quality, and scaling down or phasing out those that don't lead to postsecondary degrees or industry certifications that have labor market value	<input type="radio"/> 1 = Limited Progress ➤ 6	<input type="radio"/> 2 = Emerging Practice ➤ 3	<input type="radio"/> 3 = Established Practice	<input type="radio"/> I don't Know
3. I believe the District makes high-quality career pathways available to ALL students in all secondary settings, especially in underserved populations.	<input type="radio"/> 1 = Limited Progress ➤ 7	<input type="radio"/> 2 = Emerging Practice ➤ 2	<input type="radio"/> 3 = Established Practice	<input type="radio"/> I don't Know

*In the circumstances where a 1.5 was indicated, the number was rounded down to 1.

<p>4. I believe the K-12 accountability system measures and values student's successful completion of meaningful pathways work-based learning experiences, enrollment in postsecondary education or apprenticeships, and credentials with labor market value.</p>	<p><input type="radio"/> 1 = Limited Progress</p> <p>➤ 2</p>	<p><input type="radio"/> 2 = Emerging Practice</p> <p>➤ 5</p>	<p><input type="radio"/> 3 = Established Practice</p> <p>➤ 1</p>	<p><input type="radio"/> I don't Know</p> <p>➤ 1</p>
<p>5. I believe the District's career pathways span secondary and postsecondary education, offer focused career advisement, blend rigorous core academic and career-technical instruction include meaningful work-based learning experiences, and culminate in postsecondary degrees or industry credentials with value.</p>	<p><input type="radio"/> 1 = Limited Progress</p> <p>➤ 6</p>	<p><input type="radio"/> 2 = Emerging Practice</p> <p>➤ 3</p>	<p><input type="radio"/> 3 = Established Practice</p>	<p><input type="radio"/> I don't Know</p>
<p>6. I believe the District has reorganized and aligned state and federal funding streams from education, workforce development, and economic development sources to more effectively deliver career-focused programs to all students.</p>	<p><input type="radio"/> 1 = Limited Progress</p> <p>➤ 3</p>	<p><input type="radio"/> 2 = Emerging Practice</p> <p>➤ 6</p>	<p><input type="radio"/> 3 = Established Practice</p>	<p><input type="radio"/> I don't Know</p>