



# CAREER PATHWAYS IN THE DISTRICT OF COLUMBIA



## STRATEGIC PLAN

Ensuring All District Residents have Access to Sustainable Employment and Economic Independence through Integrated Education, Training, and Career Services

Submitted by the  
**ADULT CAREER PATHWAYS TASK FORCE**  
September 30, 2015

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*The photo on the cover is courtesy of DC Central Kitchen. DC Central Kitchen prepares District residents for careers in the hospitality industry, one of the area’s high-demand sectors.*

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## ACKNOWLEDGEMENTS

The Career Pathways Task Force would like to acknowledge the following individuals who over the course of many months lent their time, expertise, and leadership towards this effort: **Sylvia Bailey-Charles, Tavawya Batts, Todd Beazer, Kilin Boardman-Schroyer, Rahman Branch, Laura Burgher, Brian Campbell, Jorge Delgado, Tony Dugger, Sheree Finley, Jeanna Fortney, Paulette Francois, Alseta Gholston, Reginald Glenn, Daquanna Harrison, Erin Horne McKinney, Ciara Hosein, Michelle Johnson, Leicester Johnson, Dirk Keaton, Deputy Mayor Brian Kenner, Geoffrey King, Marlene Kinney, Mary Koehler, Sonita Lal, Phillip Lartigue, Michael Lawrence, Dawnn Leary, John Marotta, Ryan Monroe, Alexander Moore, Benton Murphy, Paul Negron, Deputy Mayor Jennifer Niles, Phyllis Powell, Carmen Ramirez, Ana Reyes, Neil Richardson, Fernando Saldaña, Patricio Sanchez, Alysia Spence, Judge Mary Terrell, Andrea Thomas, Rashida Tyler, Jaya Varma, Erika Wadlington, Keith Watson, Monica West, Edith Westfall, Harry Wingo, and Laura Zeilinger.**

The DC Chamber of Commerce was an invaluable partner in connecting the Task Force with District businesses and industry leaders who informed this work, particularly concerning high demand and high growth sectors and the needs of local businesses.

The work and support of the Council for Adult and Experiential Learning (CAEL), The Community Foundation for the National Capital Region, and Kairos Management were instrumental in the creation of this plan.

This Task Force would not have been formed without the eye-opening report from DC Appleseed by Brooke DeRenzis which shed light on the necessity for a Career Pathways approach in the District. Judy Berman of DC Appleseed has served as a subject matter expert and continually offered her expertise on this plan.

The Task Force would like to thank Mayor Muriel Bowser and the DC Council for their leadership and attention to the expansion of opportunities for all District residents.

## EXECUTIVE SUMMARY



The District of Columbia is a vibrant, diverse city with a long history of acting as a catalyst area for social change in the country. As the capital of our nation and the seat of the Federal government, the District is a community full of highly educated and talented residents. In the District, 49 percent of people 25 years or older have bachelor's, master's, professional school or doctorate degrees, whereas the national average is 25 percent. This number is in stark contrast to the over 60,000 adults in the District who do not have high school diplomas or its equivalent. A 2014 report by DC Appleseed points out that even a higher number of residents lack the basic literacy, numeracy, problem-solving, and digital skills necessary to be successful in occupational training, educational, or work place settings. The DC Council recognized this problem and in 2014 created a Career Pathways Task Force to examine, plan, lead, and implement a Career Pathways system in the District. The Task Force, made up of workforce development and education leaders and experts in the District, views this as an extraordinary opportunity to impact the change in our community which is necessary to reach these 60,000 plus residents and connect them to pathways for opportunity.

Career Pathways will align education, workforce, and human services programming and

dollars to ensure residents who face barriers to employment have access to the education, training, and supportive services they need to become competitive in the District's economy. The Task Force created this strategic plan as a tool to move our workforce development system, adult basic skills programs, and human service entities into a more cohesive community. This community will work together to better serve our residents by ensuring access to programs and services, coordinated referrals and handoffs along pathways, and supportive services to reduce and remove barriers. To ensure the District has the best workforce development system possible, there will be a heavy focus on continuous improvement, strengthening program quality through technical assistance and professional development, and accountability through the use of data.

The Task Force's efforts have focused on five key high-demand sectors identified by the WIC that are most likely to have entry points and advancement opportunities for adult learners - generally requiring an Associates' degree or less. These sectors consist of Business Administration and Information Technology, Construction, Healthcare, Hospitality, and Security and Law – which combined account for about 78 percent of all openings at the entry and mid-skill levels. The WIC, with assistance from the DC Chamber of Commerce and Council for Adult and Experiential Learning (CAEL), convened focus groups of business stakeholders in each of these sectors and administered a follow-up survey to capture key information and facilitate the development of specific pathways that may be implemented in the District. Ongoing Task Force efforts will inform investments and coordination efforts that meet business needs<sup>3</sup> in these areas and connect jobseekers to opportunities. In addition to Task Force efforts, sector analyses are also being used to update requirements for federally funded training to facilitate WIOA implementation and drive workforce investments through locally funded WIC and DOES programming. The District is also considering additional labor market intelligence

<sup>1</sup>Ogunwole, S. Drewery, M. and Rios-Vargas, M. (2012). The Population with a Bachelor's Degree or Higher by Race and Hispanic Origin, US Census Bureau. Retrieved from <https://www.census.gov/prod/2012pubs/acsbr10-19.pdf>

<sup>2</sup>DeRenzis, B. (2014). From Basic Skills to Good Jobs: A Strategy for Connecting D.C.'s Adult Learners to Career Pathways. DC Appleseed.

<sup>3</sup>The word "business", rather than "employer" is used regularly in this report to denote the importance of private sector hiring needs, which drive

efforts to help identify the best opportunities for investments and employer outreach, which could also be leveraged in future Task Force efforts.

This plan encapsulates a set of recommendations for building a workforce development system that is better equipped to meet the needs of District residents as well as District businesses and industry. After reviewing numerous evidenced-based reports and studies, the Task Force has outlined a set of guidelines which describe a vision for a Career Pathways system in the District which addresses access, program quality, system alignment, sector partnerships, and strong evaluation of success.

### **ACCESS**

*A Career Pathways system in the District must be accessible by every resident, regardless of education or skill levels. Each pathway will be well-connected, navigable and offer quality education, training, and supportive services to ensure participants move through seamlessly.*

### **SYSTEM ALIGNMENT**

*System partners<sup>4</sup> will formally commit their organizations to carrying out specific roles and responsibilities to build a cohesive and well-functioning Career Pathway system. Administrative barriers are removed which hinder this cohesion and policies and programs are adjusted as necessary to ensure participants' success.*

### **SECTOR PARTNERSHIPS**

*Each Career Pathway is created, led, and driven by in-demand business and industry through strong participation from the District business community. Education and training programs are informed by industry leaders to ensure the Pathways are preparing participants for successful entrance into the workforce.*

### **PROGRAM QUALITY**

*Career Pathway programs provide high quality academic and occupational instruction by qualified instructors, educators, and program staff. Ongoing support, technical assistance, and professional development are provided to system partners to ensure continuous improvement is emphasized.*

### **EVALUATION**

*Partners will develop a plan to evaluate the Career Pathway system performance to support continuous improvement efforts and accountability. Data is imperative to this effort and the development of a data reporting plan and a data system that enables the collection of longitudinal participant data is necessary.*

Additionally, this plan lays out several early implementation steps to initiate the transformation of our current system into one that is revitalized and integrated. These recommendations are of an evolutionary nature. The Workforce Innovation and Opportunity Act (WIOA) gives the District an inordinate opportunity to build upon these recommendations as we craft the WIOA State Plan.

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the majority of job growth in the District. However, the District also has robust nonprofit and government employment sectors, with occupations that are categorized across the demand sectors identified here. Stakeholders across all areas of the District's workforce were consulted in this work, and will continue to be important for future engagement.

<sup>4</sup>In this plan system partners refer to District government agencies and organizations who receive federal and local workforce dollars.

## INTRODUCTION

### MISSION

The Adult Career Pathways Task Force mission is to ensure that every adult learner in the District has access to a career pathway by 2020; consisting of integrated, aligned and navigable education and skills training in high-growth sectors, combined with support services and financial assistance that allow them to advance towards their occupational goals and self-sufficiency.

### GOALS

To achieve the mission that every adult learner in the District has access to a career pathway by 2020, the Adult Career Pathways Task Force will work with District agencies and service providers to ensure that:

- *Adult Learners have access to specific educational, occupational training, and soft skills development opportunities that build towards employment and advancement within multiple high-demand sectors and lead to sustaining wages, with clear and attainable milestone outcomes incorporated.*
- *Career pathways education and training offerings funded are evidence-based, high quality, and flexible in meeting individuals' needs; and structured to minimize the time needed to successfully attain milestone credentials and skill gains.*
- *Adult learners have access to the support services and financial supports needed to maintain participation in and advancement through career pathways programming and employment, including through learn and earn models and coordination of available income supports.*
- *District agencies and their community partners deliver career pathways services cohesively through clearly defined roles and handoff processes; and assist individuals with mapping their goals and developing a comprehensive plan to meet them*

- *The District's business community gains access to a broader pool of District residents with the skills necessary to meet their needs and advance within their organizations.*

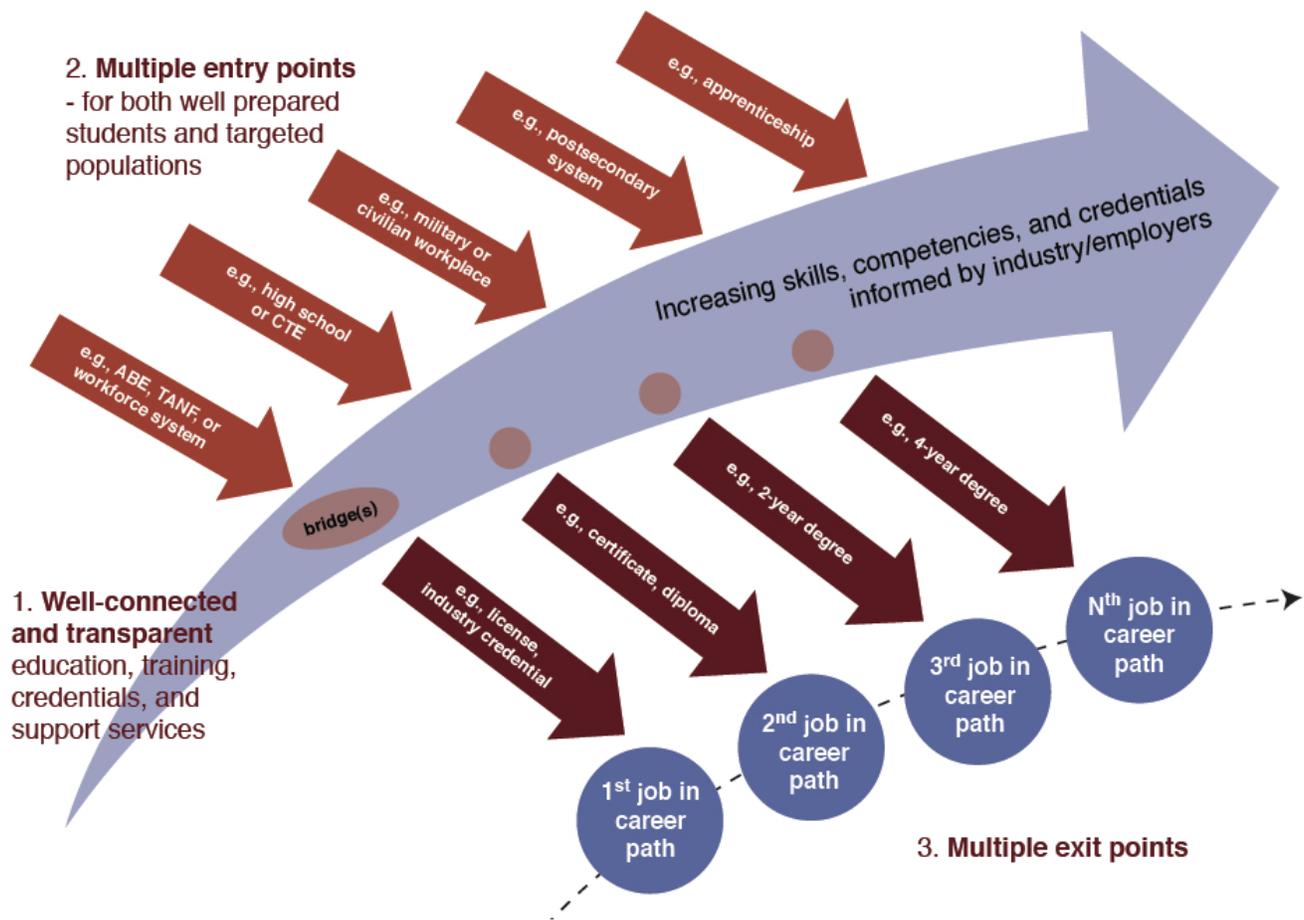
Performance outcomes, benchmarks, and accountability systems related to career pathways programming are developed, including key indicators related to educational gains, credential attainment, employment and earnings, retention, advancement, and post-secondary education participation.

### CAREER PATHWAYS APPROACH

The Career Pathways approach connects progressive levels of education, training, support services, and credentials for specific occupations in a way that optimizes the progress and success of individuals with varying levels of abilities and needs. The approach works with individuals on long-term planning related to their occupational goals and attainment of self-sufficiency, and assists them in meeting financial and family needs while progressing towards those goals. This approach helps individuals earn stackable and marketable credentials, engage in further education and employment, and achieve economic success. Career pathways deeply engage employers and help meet their workforce needs; they also help states and communities strengthen their workforces and economies.

### SCOPE

The Adult Career Pathways Task Force scope is District residents that are participating in, or may benefit from, basic skills programs, which are defined as secondary, post-secondary, or alternative education or training programs that help individuals enhance the reading, writing, math, English language, digital literacy, or problem-solving skills that are needed to succeed in subsequent jobs, occupational training, and/or post-secondary education. The plan specifically addresses practices for adult learners with basic skills below the 6th grade level and those above this level that may not have a high school credential or may not meet standards of entry for federally-

Figure A: Roadmap of a Career Pathway <sup>5</sup>

funded occupational training programs (generally 8th grade Educational Functioning Level or EFL) or for non-remedial post-secondary education.

The work of the Task Force will address how to help students progress within and beyond adult basic skills programs towards their career goals and self-sufficiency, including into relevant high-demand sectors and occupations that are well suited for shorter-term entry and longer-term advancement. It will also address the support services and financial assistance necessary to ensure that individuals can meet financial and family needs in order to participate in necessary programming to progress towards goals. Additionally, the work of the Task Force will also inform the District's broader State Plan Career Pathways efforts under WIOA through helping to inform Title II programming, links between Title II

and Title I, III, and IV programming, and appropriate pathways within demand sectors and occupations.

## BACKGROUND ON CAREER PATHWAYS

Career Pathways are a workforce development strategy for organizing and improving the effectiveness of education and training. They are noted as best practice in workforce development by the U.S. Department of Labor and are given special attention throughout the Workforce Innovation and Opportunity Act. Career Pathways systems have been shown to raise skill levels, credential attainment, employment, and career advancement, particularly for low-skilled and under-served populations. Career Pathways build on sector partnerships in high-demand and high-growth industries to ensure the effectiveness

<sup>5</sup> "Shared Vision, Strong Systems: The Alliance for Quality Career Pathways Framework Version 1.0" pg. 13. (2014). CLASP. Image is original work from CLASP, used with permission from CLASP. This diagram shows the pathway ending with a four-year degree, the Task Force recognizes the importance of lifelong education, including pursuing advanced degrees and participation in professional development in order to upgrade skills and abilities and enhance knowledge.

and relevance of education and training to the area labor market. This results in training people for jobs that are available and meets employers' needs for a trained and skilled workforce, increasing economic growth locally and regionally.

Career Pathways are characterized by several features which remain the same across any given sector. Figure A shows a Career Pathway system has multiple entry points which build on increasingly higher levels of education, stackable credentials, and degrees. Exit points lead to jobs in a chosen career path with increasingly higher duties and wages. All along the pathway, participants have access to supportive services and career navigation tools. As they progress, they are increasing in skills and competencies. Most importantly, participants are aware of the pathway they are on, connections are transparent, and they understand what to do next in order to move forward to reach their career goals.

## BEST AND PROMISING PRACTICES IN CAREER PATHWAYS INITIATIVES

There are two major sources of information on best and promising practices considered by the Task Force and served as a basis for this plan: 1) Models and toolkits for Career Pathways implementation which are themselves built on evidence of what works; and 2) Initiatives implemented in states and localities that put theory into practice with evaluated results.

From the first category, the Task Force examined:

- *The US Department of Labor (DOL) Career Pathways Toolkit and related materials from US DOL, hereafter referred to as the US DOL Toolkit<sup>6</sup>; and*
- *The Alliance for Quality Career Pathways Framework<sup>7</sup>, hereafter referred to as the AQCP Framework.*

The US DOL Toolkit is built upon an extensive foundation of implementation experience and research on effective practices for state and local Career Pathways systems. It features the following six key elements of career pathways:

1. *Build cross-agency partnerships and clarify roles*
2. *Identify industry sectors and engage employers*
3. *Design education and training programs*
4. *Identify funding needs and sources*
5. *Align policies and programs*
6. *Measure system change and performance*

These key elements guided the approach of the Task Force in development of this strategic plan and will continue to be a source of guidance during the implementation phase.

The AQCP approach builds on the experiences of leaders in ten leading Career Pathway states—Arkansas, California, Illinois, Kentucky, Massachusetts, Minnesota, Oregon, Virginia, Washington, and Wisconsin. They developed a consensus of the best ways for states and localities to strengthen their systems—partnerships, policies, funding, and data/measures—to build, scale, and sustain quality Career Pathways. The framework includes three parts: a) definitions and a conceptual model; b) criteria and indicators for quality Career Pathways systems, and programs; and c) Career Pathways participant metrics. The Task Force incorporated this framework into the development of the District's Adult Career Pathways strategic plan framework. Specifically, the Task Force examined the following criteria for quality pathways and the indicators associated with each:

1. *Commit to a Shared Vision and Strategy*
2. *Engage Employers and Integrate Sector Strategy Principles*
3. *Collaborate to Make Resources Available*
4. *Implement Supportive Local/Regional Policies*

<sup>6</sup>Three documents consulted were: a) Career Pathways Toolkit: Six Elements for Success. (2011). US Department of Labor Employment and Training Administration. b) "Designing a Performance Measurement System for Career Pathways" prepared by Marian Negoita and Kate Dunham. June 30, 2013. Developed on behalf of the U.S. Department of Labor by Social Policy Research Associates. c) "Career Pathways Toolkit: A Guide for System Development" U.S. Department of Labor. 2015.

<sup>7</sup>CLASP. (June 2014). "Shared Vision, Strong Systems: The Alliance for Quality Career Pathways Framework Version 1.0".

5. *Use Data and Shared Measures*
6. *Implement and Integrate Evidence-Based Practices and Processes*

The development of the District's Adult Career Pathways strategic plan was also informed by effective and promising state and local initiatives designed to move low skill adults into and along Career Pathways to the attainment of credentials and employment. These include:

- *Accelerating Opportunities Initiative*
- *Breaking Through Initiative*
- *Instituto del Progreso Latino, Carreras en Salud*
- *Minnesota FastTRAC*
- *Washington State I-BEST (Integrated Basic Education and Skills Training)*
- *Wisconsin's Regional Industry Skills Education (RISE) Career Pathway Bridges*

The common strategies across many or all of these six programs are:

- *Development of pathways with explicitly articulated linkages that include Adult Basic Education (ABE), Adult Secondary Education (ASE), and/ or English as a Second Language (ESL) instruction and lead to college credits and/ or credentials and ultimately to employment;*
- *Strong partnerships across education organizations and workforce agencies, and also partnerships with employer representatives, often with a focus on one or more sectors;*
- *Efforts to align public policies and funding in a way that enables the pathways to be effective and sustained;*
- *Building pathways towards occupations for which there is evidence of strong local labor market demand;*
- *Instructional programs that include contextualized and integrated instruction, accelerated learning, and other participant-focused strategies;*
- *Availability of academic and career support and*

*navigation services and non-academic supports (e.g. child care, transportation, financial assistance);*

- *The provision of technical assistance and professional development for pathway organizations and staff;*
- *The use of data analysis and sharing to build and sustain the pathway system.*

A description of each of these programs along with evidence of success and key strategies is included in Appendix A.

## TASK FORCE PROCESS

The Adult Career Pathways Task Force was created by the DC Council in October 2014<sup>8</sup>. The Task Force is made up relevant District agencies that provide services or oversight in workforce development, education, human services, and services to individuals with disabilities, as well as four providers of job training and adult basic education in the District. Convened by the Workforce Investment Council, the Task Force met throughout the winter, spring, and summer months in order to develop this strategic plan. The Order directed the Task Force to:

- A. Review best practices for improving literacy, numeracy, and technology skills for adults;
- B. Review and analyze adult basic skills programs currently administered by the Office of the State Superintendent of Education, the District of Columbia Public Schools, the District of Columbia Public Charter Schools, the University of the District of Columbia Community College, the District of Columbia Public Library, and other agencies identified by the Task Force, with focus provided on the missions and goals of the various programs, the types of credentials offered, the degree of funding levels, the age and educational functioning level of students at time of program entry and the rates of gains upon completion, and the degree to which the program partners with job training providers, postsecondary

<sup>8</sup>See Appendix B for full Mayoral Order

- education programs, or employers;
- C. Consult with stakeholders, including the following:
1. Organizations with research or policy expertise in adult basic skills programs and career pathways;
  2. Organizations focused on adult education and workforce development research or service provision;
  3. Representatives of the District's business community in high demand occupations or sectors that the Task Force has identified for potential career pathways; and
  4. Representatives from the philanthropic community;
- D. Perform an analysis of evidence-based approaches for helping adult learners with different needs and skill levels advance in career pathways, with special attention paid to practices for adult learners with basic skills below the 6th grade level;
- E. Develop a city-wide mission statement for ensuring that adult learners have access to career pathways by 2020 and annual benchmarks for measuring progress toward that goal;
- F. Analyze the high-demand occupations or sectors in which career pathways can be developed;
- G. Develop responsibilities among the Task Force agencies for meeting the city-wide goals, including recommendations to better align policies and practices around support services;
- H. Develop common performance definitions and measures that adult basic skills programs will use to track progress, including educational gains, GED or secondary school diploma attainment, employment placement and retention, entrance into postsecondary education or training, and other credential completion; and
- I. Analyze existing professional development opportunities for adult educators and develop a strategy for addressing any identified gaps.

The Task Force created five working groups comprised of the members themselves,

representatives from their agencies, and leaders from other education and job training organizations with specific expertise in order to look at certain aspects of the plan more in-depth: Access to Education and Training Programs, System Alignment, Professional Development and Program Quality, Employer Engagement, and Implementation. The work groups dove deep into several reports on best and evidenced-based practices to draw out and create a framework of guidelines to best fit the District. Task Force members reviewed work group contributions at meetings and further refined the guidelines. The WIC also enlisted the help of subject matter experts in education and workforce in the District as well as Career Pathways leaders from around the country to help inform this plan. Public comment forums were held to educate the public, stakeholders, and business community on the plan and solicit their input and feedback. Key decision points from these forums were put to the Task Force and incorporated into this plan where appropriate and applicable.<sup>9</sup>

### IMPORTANCE OF WIOA

This Strategic Plan would be remiss to not include the important federal legislation passed into the law in July of 2014, the Workforce Innovation and Opportunity Act (WIOA). WIOA represents a revitalization of the workforce system and makes the work of this Task Force even more relevant. Guidance from DOL's Employment and Training Administration notes that WIOA calls for a revitalized workforce system which will be characterized by three critical hallmarks of excellence:

- The needs of business and workers drive workforce solutions;
- One-Stop Centers (or American Job Centers) provide excellent customer service to jobseekers and employers and focus on continuous improvement; and
- The workforce system supports strong regional economies and plays an active role in community and workforce development.<sup>10</sup>

This monumental federal legislation brings together

<sup>9</sup>See Appendix C for the Task Force and associated meetings schedule

<sup>10</sup>DOLETA TEGL 19-14. February 19, 2015, Retrieved from [http://wdr.doleta.gov/directives/corr\\_doc.cfm?DOCN=7353](http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7353)

multiple initiatives under the Departments of Labor, Education, and Health and Human Services in the recognition that many entities touch workforce development and should work together to effectively deliver services to youth and adults in need of education, training, and employment opportunities. Consistent with what DC is striving to do with a Career Pathways system, WIOA spurs these agencies and their state and local counterparts to expand opportunities and remove barriers for jobseekers.

WIOA requires states and local areas to develop strong, meaningful partnerships between core programs and community partners with a focus on providing excellent customer service and continuous improvement. The WIC board members are responsible for developing a 4-year strategic plan for the implementation of workforce development and adult educational services in the District. Thus, the District will develop a unified or combined state plan that emphasizes coordination among stakeholders and will describe how state agencies will collaborate

to create career pathways, sector strategies, and use effective adult education approaches and supportive services to enhance service delivery.

Many members of the Adult Career Pathways Task Force are also involved in the WIOA state planning process, to include the WIC, DOES, DDS, DHS, OSSE, and UDC-CC. These partner agencies have begun to coordinate a transformational re-design of the District's workforce development system. The work of the Adult Career Pathways Task Force provides a unique opportunity for elements of the Strategic Plan to be incorporated into the WIOA State Plan. Re-designing the system to a career pathways model will give residents the ability to transition across the continuum of educational, occupational, and supportive services needed to attain sustainable careers. The WIC will submit the final strategic plan to the U.S. Department of Labor, U.S. Department of Education, and U.S. Department of Health and Human Services on or before the March 3, 2016 deadline.

## SUCCESSFUL EMPLOYER ENGAGEMENT STRATEGIES AT CARLOS ROSARIO SCHOOL

*Industry advisory committees are the foundation of the Carlos Rosario School's employer engagement efforts. The School has an advisory committee for each industry that it offers training in. These committees meet every semester and provide guidance throughout the year, as needed. The efficacy of the Nurse Aide Training advisory committee, in particular, is in large part due to its diverse constituency and the robust engagement approach implemented by the School. The advisory committee is deliberately built to include members who represent varied areas of expertise in the healthcare field and whose visions align with those of the Carlos Rosario School. Advisory committee members therefore include experts in clinical practice, human resources, administration, health regulations and health education. All members are committed to increasing the diversity of their employee base and the strength of the city's workforce. To foster lasting, positive relationships with members, Carlos Rosario School maintains a set of member responsibilities that are clearly defined and mutually agreed upon. Additionally, the*

*school holds meetings at hours and locations that accommodate the scheduling needs of members. This is particularly important in the healthcare field, where already demanding schedules can affect advisory committee participation.*

*These engagement efforts produce tangible results for Nurse Aide Training graduates as they pursue careers in the healthcare field. Advisory committee relationships allow the Carlos Rosario School's Nurse Aide Training Program to obtain referrals for clinical site instructors, advice on key changes in certification requirements or regulations, and input on curriculum development, including soft-skills. Moreover, the strong network fostered through advisory committee engagement is supplemented with employer outreach efforts to additional agencies that are not part of the advisory committee. Combined, these efforts create a vibrant network of healthcare field professionals who provide rich resources of professionalization and key employment opportunities for our graduates as they embark on the healthcare career pathway.*

## CURRENT LANDSCAPE

### STATUS OF THE DISTRICT'S WORKFORCE DEVELOPMENT SYSTEM

The Career Pathways Task Force has undertaken the responsibility of planning for the implementation of career pathways at a particularly opportune moment. In the past several years, the District has taken giant steps forward in realizing the vision of the Workforce Investment Act and is now poised to take advantage of the opportunities of the Workforce Innovation and Opportunities Act. The District's workforce investments are squarely focused on high growth industries where job opportunities are expanding. Each of the agencies now engaged in workforce development is using funds primarily where labor market data suggests there is sufficient need for additional workers. At the same time, more work is needed to coordinate among the numerous government agencies and external partners with responsibility and funding for workforce services, and better define their roles and responsibilities in helping lower-skill jobseekers navigate services and achieve positive outcomes. Similarly, despite these focused investments, many District programs have not successfully integrated business partnerships into overall job training activities, resulting in a mismatch between residents who receive training and jobs that are available. Businesses frequently cite deficiencies in both hard (technical, occupation-specific) and soft skills (work-readiness and interpersonal) among jobseekers, both of which must be addressed for programs to add value for both businesses and jobseekers.

Economists project that in just four years, 76% of all jobs in D.C. will require some post-secondary education, whether academic or technical.<sup>11</sup> Many

current job-seekers will not be prepared, given that over 60,000 DC residents lack a high school credential<sup>12</sup>, and many more lack basic reading, writing, math, English language, and problem solving skills needed to succeed in training, postsecondary education, and the workplace.<sup>13</sup> In the current landscape, only a small number of programs exist to help disconnected youth and adult residents navigate the path from basic skills to post-secondary credentials, while ensuring opportunities to earn income along the way. These opportunities should be expanded, and the Career Pathways framework provides the guidance the District needs to get there.

### PICTURE OF LOCAL ECONOMY

The District's economy has changed dramatically in the last 25 years, from a jurisdiction teetering on the verge of collapse to a stable and expanding regional mainstay. Government continues to be the District's largest industry, accounting for over 237,000 jobs and 41% of the gross regional product (GRP).<sup>14</sup> Professional, Scientific and Technical Services is the second largest local industry with over 109,000 jobs, and contributing 17% of the GRP. The District weathered the Great Recession of 2007-2009 relatively well compared to many parts of the country. Overall growth slowed but did not stop, and job loss was focused on a limited number of industries, such as construction, real estate, legal services, and scientific research and development. Job losses were highest in early-mid 2009, and except for a short period in 2010 when job gains were barely measurable, jobs have been increasing steadily ever since. Current trends suggest that contractions in federal spending may continue to exercise a drag on the District's economy, though job openings from retirements continue to create local opportunity.

<sup>11</sup>Georgetown University, Center on Education and Workforce. (2013). Recovery- Job Growth And Education Requirements Through 2020.

<sup>12</sup>U.S. Census Bureau. (2013). American Community Survey 3-Year Estimates 2010-2012 for the District of Columbia. Available from American FactFinder at <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

<sup>13</sup>The Program for the International Assessment of Adult Competencies (PIAAC) found that among U.S. adults, 20 percent with a high school diploma have low literacy skills (level one or below) and 35 percent have low numeracy (level one or below). See Goodman, M., Finnegan, R., Mohadjer, L., Krenzke, T., & Hogan, J. (2013). Literacy, Numeracy, and Problem Solving in Technology-Rich Environments Among U.S. Adults: Results from the Program for the International Assessment of Adult Competencies 2012: First Look (NCES 2014-008). Washington, DC: National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubsearch.et al>.

<sup>14</sup>EMSI Q2 2015 Data Set, Economy Overview 2006-2015.

Unlike the overall jobs trajectory, wages have not seen a steady climb. Average wages in the region grew steadily between 1990 and 2010, according to the Center for Regional Analysis at George Mason University. Average wages in the District then fell by 3% between 2010 and 2012, and regained only half that value by the end of 2014. D.C. continues to have the highest average wages in the region, however, with rates 19% higher than northern Virginia, and 31% higher than suburban Maryland.<sup>15</sup>

It is well-established, for example, that the District has a distinctively high proportion of residents with college degrees, with the percentage of adults over 25 with a bachelor's degree or higher nearly double the national average.<sup>16</sup> The number of District residents who have at least some college background has risen dramatically over the past decade – from just over 250,000 to nearly 330,000.<sup>17</sup> The District also has a substantial job market that demands and supports these degree-holders. Recent analysis by the Department of Employment Services of the top “high demand, high wage” occupations indicates that nearly two-thirds (61%) of the Top 31 high demand, high wage occupations in the District require a bachelor's degree. An additional 29% of high demand, high wage occupations require a graduate degree (Doctoral or Professional and/or Master's).<sup>18</sup> High wage in this analysis ranges from a low median of \$72,800 for a public relations specialist to a high median of \$187,200 for a surgeon.

This imperfect but generally rosy overall picture masks underlying divergences. Unlike residents with college degrees, the number of District adults with a high school diploma or less has barely moved since 2006, hovering around 135,000. And these individuals are not nearly as well served by the District's heavily education- and information-

driven economy. As of July 2015, at a seasonally adjusted rate of 6.9%, unemployment in the District has not returned to its pre-recession low. According to a recent analysis by the DC Fiscal Policy Institute, there are 18,000 more residents living in poverty in DC than in 2007, before the recession.<sup>19</sup> Of the 67,000 residents living in poverty in 2014, nearly 30% were employed.<sup>20</sup> In addition, the median income for African American households in D.C. was stagnant between 2007 and 2014, when adjusted for inflation, at about \$41,000 annually. Yet, the median income for all D.C. households rose by nearly \$10,000 to \$71,648 annually.<sup>21</sup>

The average unemployment rate also masks significant variation by age, race and ward. Rates range from a low of 4.4% in Ward 3 to a high of 15.1% in Ward 8,<sup>22</sup> with African Americans as a group having an unemployment rate of 17%.<sup>23</sup> Youth aged 16-24 have an average unemployment rate of 23%.<sup>24</sup> Further, unemployment has gone down in the past year for those with some college or more while it has gone up for high school graduates and below. Behind these unemployment numbers is another important fact: an average of almost 47% of unemployed D.C. residents were unemployed for 6 months or more during 2012 and 2013, placing them in the category of “long-term unemployed.” And 83% of these long-term unemployed were African American, though they represented only 40% of the overall labor force.

The number of residents who can and should be working may well be higher than the unemployment figures indicate. Unemployment only counts those who are “in the labor force.” An average of 34,000 D.C. residents were not considered to be in the labor force during 2012 and 2013, and are not counted as “unemployed” because they are discouraged from or marginally attached to the labor force. If these

<sup>15</sup>Average Wage in the Metropolitan Washington Area. CRA Census Series June 2015. Available on the web at [http://cra.gmu.edu/pdfs/studies\\_reports\\_presentations/BLS\\_AverageWage\\_061815.pdf](http://cra.gmu.edu/pdfs/studies_reports_presentations/BLS_AverageWage_061815.pdf)

<sup>16</sup>American Community Survey (2009-2013), Quick Facts Beta, available at <http://www.census.gov/quickfacts/table/EDU685213/00,11001>

<sup>17</sup>EMSI Q2 2015 Data Set, Education Level 2006-2015.

<sup>18</sup>District of Columbia High Demand, High Wage Occupations, Department of Employment Services Office of Labor Market Research and Information, July 2014. Available at <http://does.dc.gov/sites/default/files/dc/sites/does/publication/attachments/High%20Demand%20High%20Wage%20Publication-OLMRI.pdf>

<sup>19</sup>Wes Rivers and Claire Zippel, While DC Continues to Recover from Recession, Communities of Color Continue to Face Challenges, September 18, 2015. Available at <http://www.dcfpi.org/while-dc-continues-to-recover-from-recession-communities-of-color-continue-to-face-challenges>

<sup>20</sup>American Community Survey (2014 one-year estimate).

<sup>21</sup>Rivers and Zippel.

individuals are factored in, the unemployment rate might be double. An additional average of 12,500 workers were working part time during 2012 and 2013, but wanted to work full-time. They were prevented from working full-time by economic factors, including unfavorable business conditions, inability to find full-time work, and seasonal declines in demand.

The District is also home to a growing number of immigrants for whom English is not their native language. The number of individuals with Limited English Proficiency is 33,200 in the District of Columbia, including approximately 4,000 that are native-born.<sup>25</sup> Around 14% of the District's population is foreign-born and that number has increased steadily since 1980.<sup>26</sup> Since 2010 alone, the District has seen a 13% increase in the share of immigrants in the population, the fourth highest increase in the nation. In 2013, immigrants constituted about 17% of the civilian labor force. This proportion dropped from 18% in 2010, despite the increase in the overall immigrant population in the District.<sup>27</sup> This suggests that finding employment has become more challenging for immigrants since the recession.

These data suggest that it is necessary to consider how to increase job opportunities for those with limited English proficiency as well as those with a high school diploma or less education. At the same time, we must develop strategies to ensure that the jobs they enter are part of a career path that will lead to both increased education and skill attainment, and higher wages. The system must also address the fact that race has a disparate impact on employment, especially for those without a college degree.

## DISTRICT SPENDING

The District's workforce development appropriations are currently spread among at least 12 different District agencies, and over \$120 million is budgeted annually for programs that have at least some workforce development components.<sup>28</sup> Over \$40,000,000 in funds are provided from the federal government each year towards programs that include workforce components at each of these agencies, contributing to the decentralized nature of the District's workforce system. A 2011 GAO report noted that 9 federal agencies administer 47 federal programs related to employment and training, contributing to overlap and possible inefficiencies and coordination challenges at the local level.<sup>29</sup> Workforce services are not just limited to occupational training, but may also include work readiness, job placement and on-the-job training, and services to businesses. Key agencies making significant investments include:

- Department of Employment Services
- University of the District of Columbia (UDC) – Community College
- Department of Human Services
- Department of Disability Services
- Department of Behavioral Health
- Office of the State Superintendent of Education
- Workforce Investment Council

In addition to direct service provision through District agencies, a significant portion of workforce funding is distributed to over 100 external service providers. This diversity in service providers allows the District to procure a number of services not provided within government, and also facilitates

<sup>22</sup>DOES OLMRI and US Department of Labor, BLS, July 2015.

<sup>23</sup>American Community Survey (2014 one-year estimate).

<sup>24</sup>Ibid.

<sup>25</sup>Migration Policy Institute, based on data from the 2013 American Community Survey, US Census Bureau. Available at <http://www.migrationpolicy.org/programs/data-hub/us-immigration-trends#lep>

<sup>26</sup>Migration Policy Institute. Available at <http://www.migrationpolicy.org/programs/data-hub/us-immigration-trends#labor>

<sup>27</sup>Migration Policy Institute.

<sup>28</sup>2015 WIC staff analyses of data from multiple sources, including the District of Columbia Office of the City Administrator, Fiscal Year 2016 Budget Support Act of 2015, and other secondary sources. Exact figures are unavailable due to program complexity and varying definitions of workforce services.

<sup>29</sup>GAO, Multiple Employment and Training Programs: Providing Information on Colocating Services and Consolidating Administrative Structures Could Promote Efficiencies, GAO-11-92 (Washington, DC: January 13, 2011).

community-based services, but has the disadvantage of being both difficult to navigate for residents, and difficult to analyze for policy makers. The various grants and other procurements that fund these providers often have different performance measures and expectations, making it difficult to compare services across programs and agencies.

The District also provides over \$50 million in annual funding towards programs with adult basic skills components aimed at helping participants work towards a high school degree or equivalent or other basic literacy skills, a majority of which is locally funded.<sup>30</sup> These investments are primarily made through OSSE, DC Public Schools (STAY programs), adult-serving public charter schools, UDC-CC, and DC Public Library literacy resources. While these investments are high compared with most jurisdictions on a per capita basis, challenges exist in linking adult basic education services to occupational training. Over half of adult learners do not have the basic education skills needed to qualify for many occupational training programs, as entry requirements are frequently set at the 8th grade literacy and numeracy levels. Some adult basic education programs have combined adult education and occupational training services to help bridge these gaps, but a limited range of programs and services currently exist to help adult learners move forward through career pathways. A strong Career Pathways system must have seamless linkages between literacy programs and career services, and WIOA requires that Adult and Family Literacy Programs (Title II) have a more prominent role as part of the public workforce system. Aligned with this requirement and in an effort to begin addressing this challenge, DOES and OSSE have entered into an MOU to provide customers with low or very low literacy skills with educational services through community based organizations and other vendors located at the American Job Centers and throughout the District. The MOU has also funded the provision of occupational literacy programs that integrate occupational literacy (training and education regarding a specific sector)

with adult education. Lastly, the MOU funded the creation of a uniform initial intake and assessment process facilitated by a shared transactional database called the Data Vault. The Data Vault facilitates cross agency communication, data sharing, case management and collaboration of services for adult District residents; and tracks customer participation, performance, progress and outcomes across all participating agencies. The Data Vault also allows adult literacy provider staff and other District of Columbia government agency staff to upload and maintain customer eligibility documents so that the documents can be accessed by each agency therefore eliminating the need for District residents to provide the same documentation to multiple agencies. These efforts are important initial steps in developing a coordinated relationship between education and literacy programs, occupational skills training, and career pathways.

## SYSTEM CONSIDERATIONS

In addition to workforce and adult education services, a number of other supports are often needed for individuals to advance forward through the progressive levels of educational attainment, training, and work experience needed to advance through a career pathway. Access to childcare, transportation, healthcare, income supports, and other employment barrier remediation services may be needed, but are often not provided as part of workforce and education services. While many resources related to support services and barrier remediation do exist in the District, they are not always well coordinated with workforce programming, and may only be available to specific subgroups of the population.

Work readiness among workforce participants is a common challenge cited by businesses, and while most workforce programs incorporate some element of interpersonal or soft skills, the decentralized service delivery system of public and external partners noted above has also fostered numerous definitions of what

<sup>30</sup>2015 WIC staff analyses of data from multiple sources, including: DeRenzis, B. (2014). From Basic Skills to Good Jobs: A Strategy for Connecting D.C.'s Adult Learners to Career Pathways. DC Appleseed; the District of Columbia Office of the City Administrator, OSSE, Fiscal Year 2016 Budget Support Act of 2015, and other secondary sources. Exact figures are unavailable due to program complexity and varying definitions of workforce services; and some of this funding is also included in the over \$120 million in funding for programming with workforce components cited above due to programs that provide both occupational training and educational components.

it means to be work ready among providers. Several local and national initiatives have attempted to define and document common work readiness standards, but there are no widely used standards in the District and standards may vary considerably across industries. A shared understanding of work readiness standards that are driven by business needs, with both common elements and differentiation by industry and work environment, may be helpful in progressing towards a Career Pathways framework.

Through this plan the Task Force hopes that steps can be taken to address the ongoing mismatch between the skills and abilities of many District residents and the needs of District businesses, and between the workforce system design and the population that needs employment and economic security. The picture formed by this analysis indicates that:

1. Greater strategic investments and coordination efforts could be made in the funding common intake and assessment, career navigation, barrier remediation, and supportive services that will help District residents navigate through the public workforce system and lead them to sustainable careers.
2. The use of program models that include integrated vocational and basic skills training, which is known to increase retention and accelerate learning for adults is limited in the District.
3. Additional resources are needed to assist learners as they navigate the system overall, including the establishment of processes that will allow job seekers to seamlessly transition between various program and services within the District government and external partners.
4. There is a need for ensuring that District residents are able to access transition supports that will help them navigate from basic skills and/or vocational skills training into credit bearing postsecondary educational programs.
5. Targeted coordination is needed to assist the long-term unemployed in the District.

The Career Pathways model mitigates against many of the limitations of the District's current approach to workforce development. Analyzing the

District's investments through a Career Pathways lens demonstrates where further investments are needed, and where current investments need to be revised and made more strategic. Further, the career pathways model requires the District to look at entire career ladders, not at jobs or even individual occupations and ensure that both entry level and incumbent workers are being served at all points along the pathway. And it requires that business needs are front and center, so that job placement and employer services are fully integrated rather than isolated.

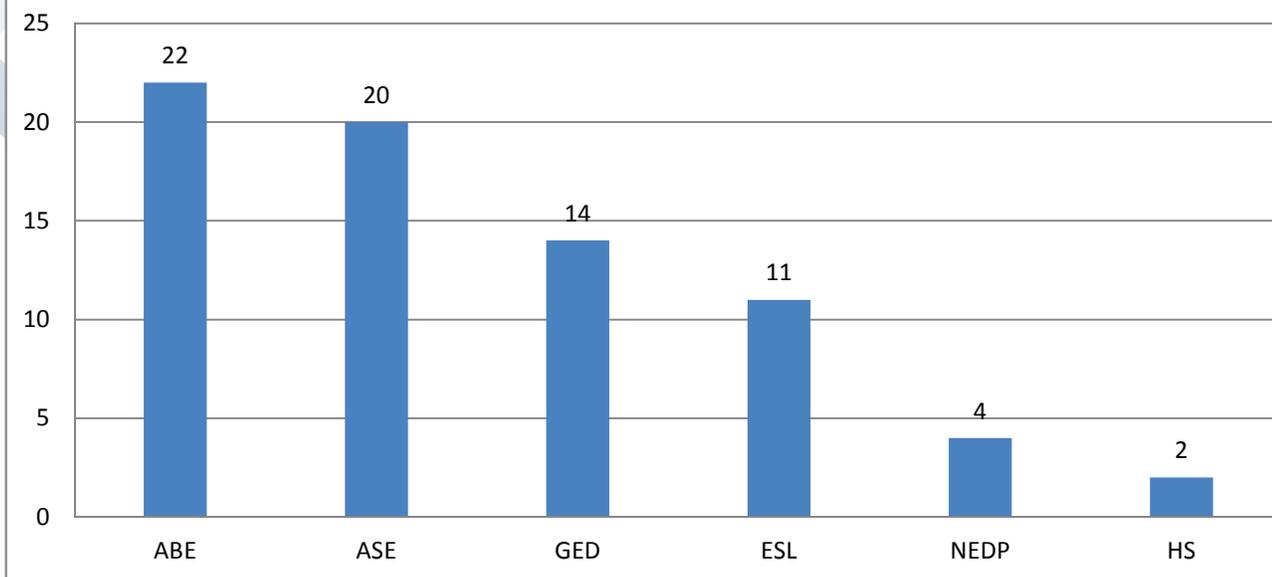
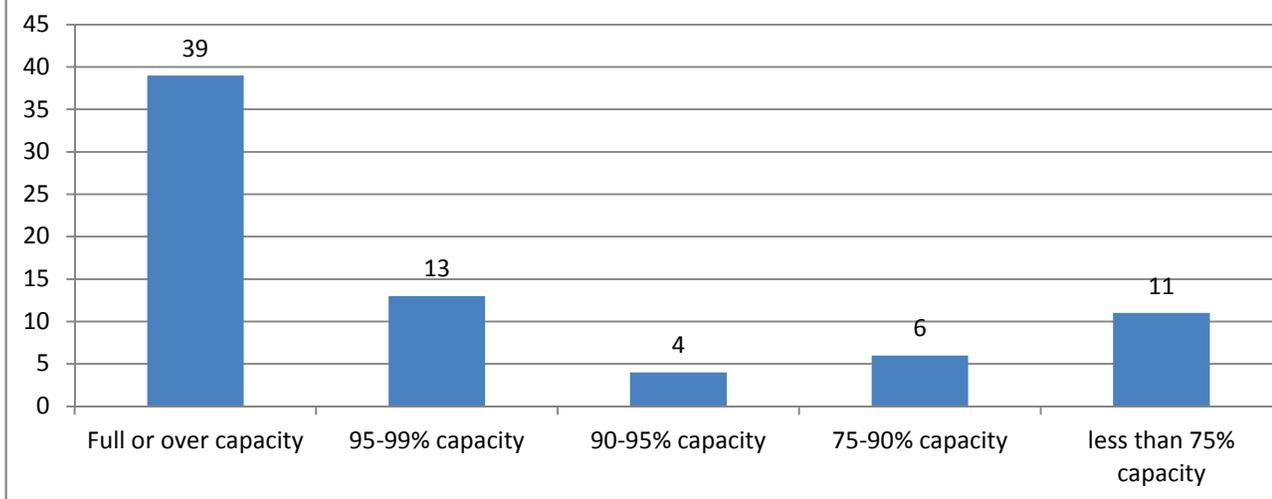
This section can serve as a descriptive baseline as the District moves ahead in the design and implementation of Career Pathways. If this effort is successful, and the strategic plan leads to effective system change, there should be measurable progress in:

- The capacity and alignment of programs from basic skills through occupational training and higher education;
- The ability of residents to successfully navigate the programs and opportunities available, and find support to reach the next level of success;
- The level of employment by District businesses of District residents, especially those who are long-term unemployed, non-native speakers of English, people with disabilities and others who face barriers to employment.

These changes should be manifest in improvements in WIOA performance measures.

## **SURVEY OF COMMUNITY BASED ORGANIZATIONS**

In preparation for this report, the Workforce Investment Council worked with the Council for Adult and Experiential Learning (CAEL) to look deeper into the services provided by District post-secondary institutions, LEA-based adult education programs, job training providers, and community-based organizations that administer literacy programs for adult learners. The survey asked about services provided and the numbers of persons served in the categories of Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL), the National External Diploma

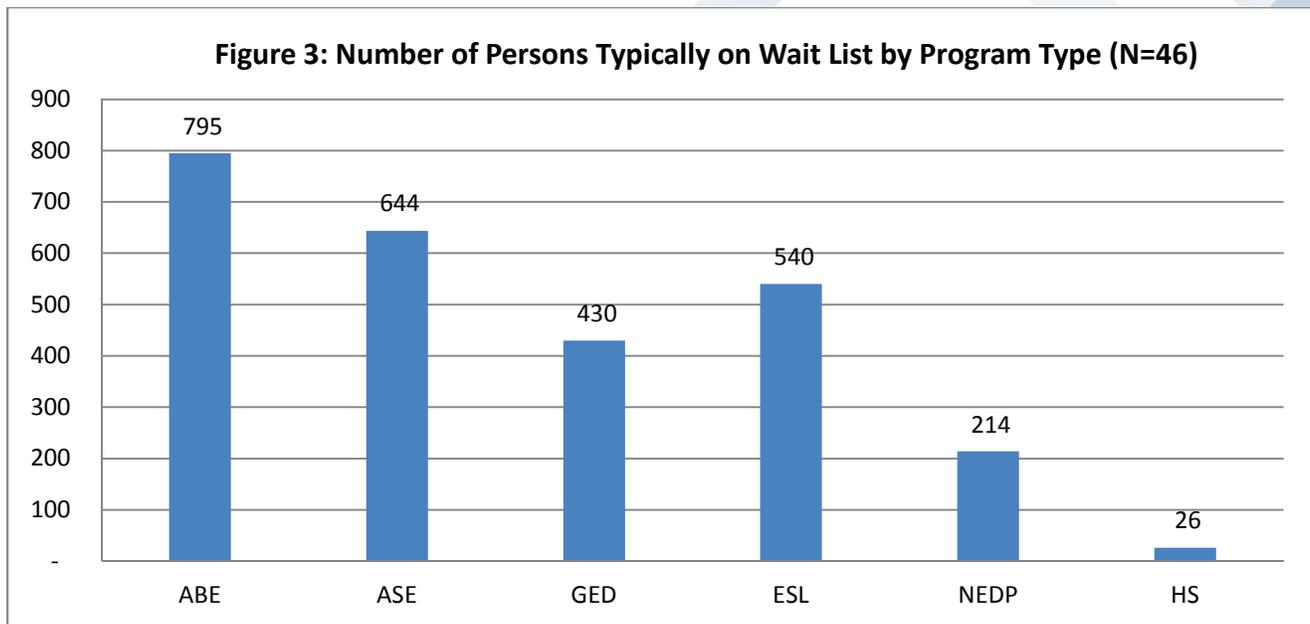
**Figure 1: Number of Organizations Offering Program Types (N=46)****Figure 2: Number of Organizations by Level of Capacity (N=46)**

Program (NEDP), General Educational Development (GED), and high school diploma / credit recovery programs (HS). Forty-six organizations responded to the survey, providing a snapshot of service availability for adult learners in DC. All of these organizations are publicly funded, publicly licensed, or both. Although not every organization providing services to adult learners responded to the survey, the results provide a context for understanding existing needs compared to the availability of services.<sup>31</sup>

Figure 1 shows which program types are offered by the 46 survey respondents. Some organizations offer more than one program. The two largest categories are ABE (offered by 22 organizations) and

ASE (offered by 20 organizations). The next two largest categories are GED (offered by 14 organizations) and ESL (offered by 11). The lowest number of programs are NEDP, which is offered by four organizations, and HS, which is offered by two organizations. Twenty-nine of these organizations also offer occupational training in addition to the ABE, ASE, ESL, or HS/GED/NEDP programs.

For each program type, organizations reported on the number of persons enrolled during the past year compared to total annual capacity for that program. Analysis of responses revealed that some organizations reported being at capacity (enrollment equals capacity), others reported being over capacity



(enrollment is greater than capacity), and others were under capacity (enrollment is less than capacity). For organizations with enrollment at less than capacity, we can determine their current approximate percent of capacity. These results should be considered illustrative rather than exact. Figure 2 shows the number of organizations at different levels of capacity for the 73 organization programs shown in Figure 1. The majority of organization programs (39) are full or over capacity. Another thirteen are at 95-99 percent capacity and four are at 90-95 percent capacity. Only eleven of the organization's programs are at less than 75 percent capacity.

The survey also asked organizations to report the number of persons typically on a waiting

list for the program. Figure 3 shows the sum of all wait list numbers by program.<sup>32</sup> As above, these numbers should be considered illustrative rather than exact. In addition to being estimated by the survey respondent, there was no information collected on the length of time that a typical person would spend on these waiting lists. These numbers should also not be interpreted as a pure measure of unmet demand, for reasons such as some organizations not keeping wait lists or potential participants choosing not to be placed on a wait list. Also, the numbers represent persons on a wait list at a particular point in time and are not cumulative for the year. Nevertheless, they provide some evidence of the demand that is in excess of current capacity.

<sup>31</sup> See Appendix G for a list of District Providers and Community-Based Organizations.

<sup>32</sup> The survey asked for ranges of wait list numbers: 1-25; 26-50; 51-100; 101-200; and 200+. The midpoint of the range was used to calculate the sums in Figure 3. The number 200 was used for the response of "200+", but that response was only given for one program in one organization.

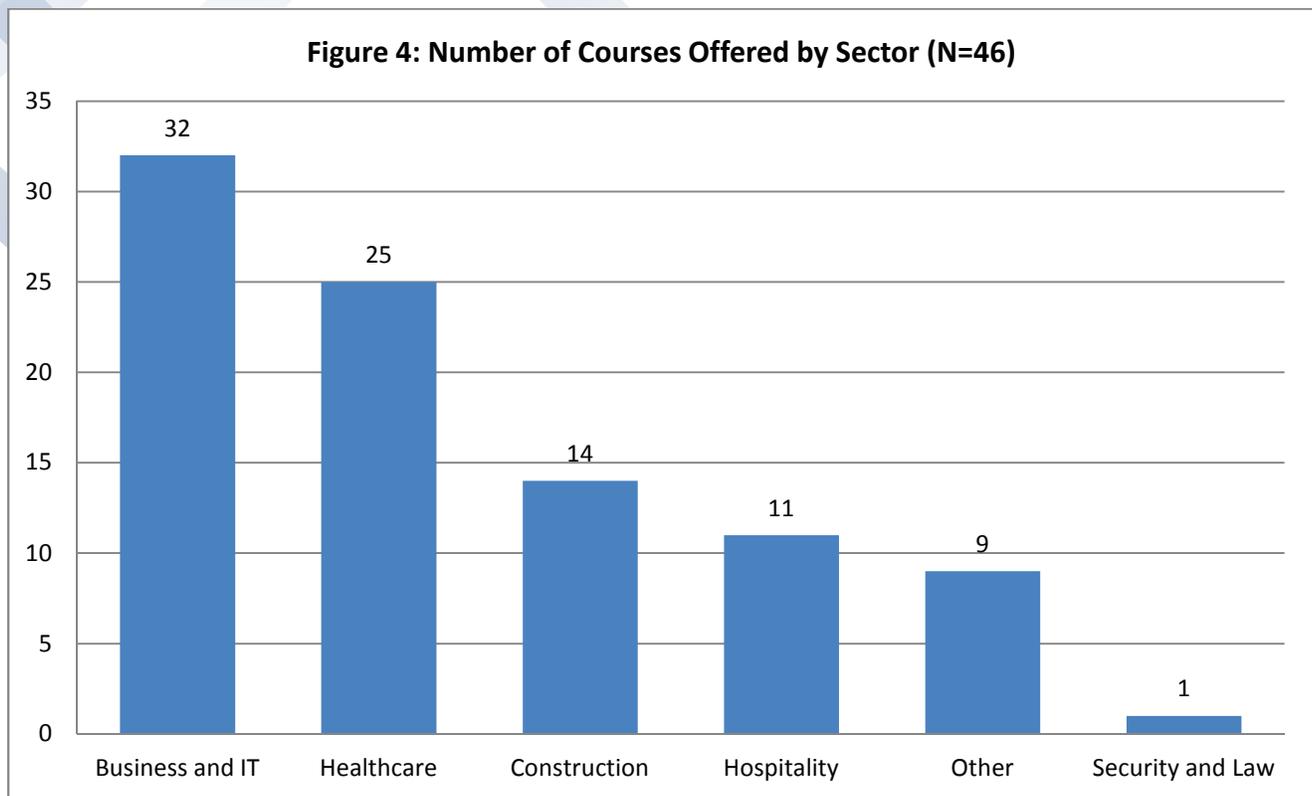
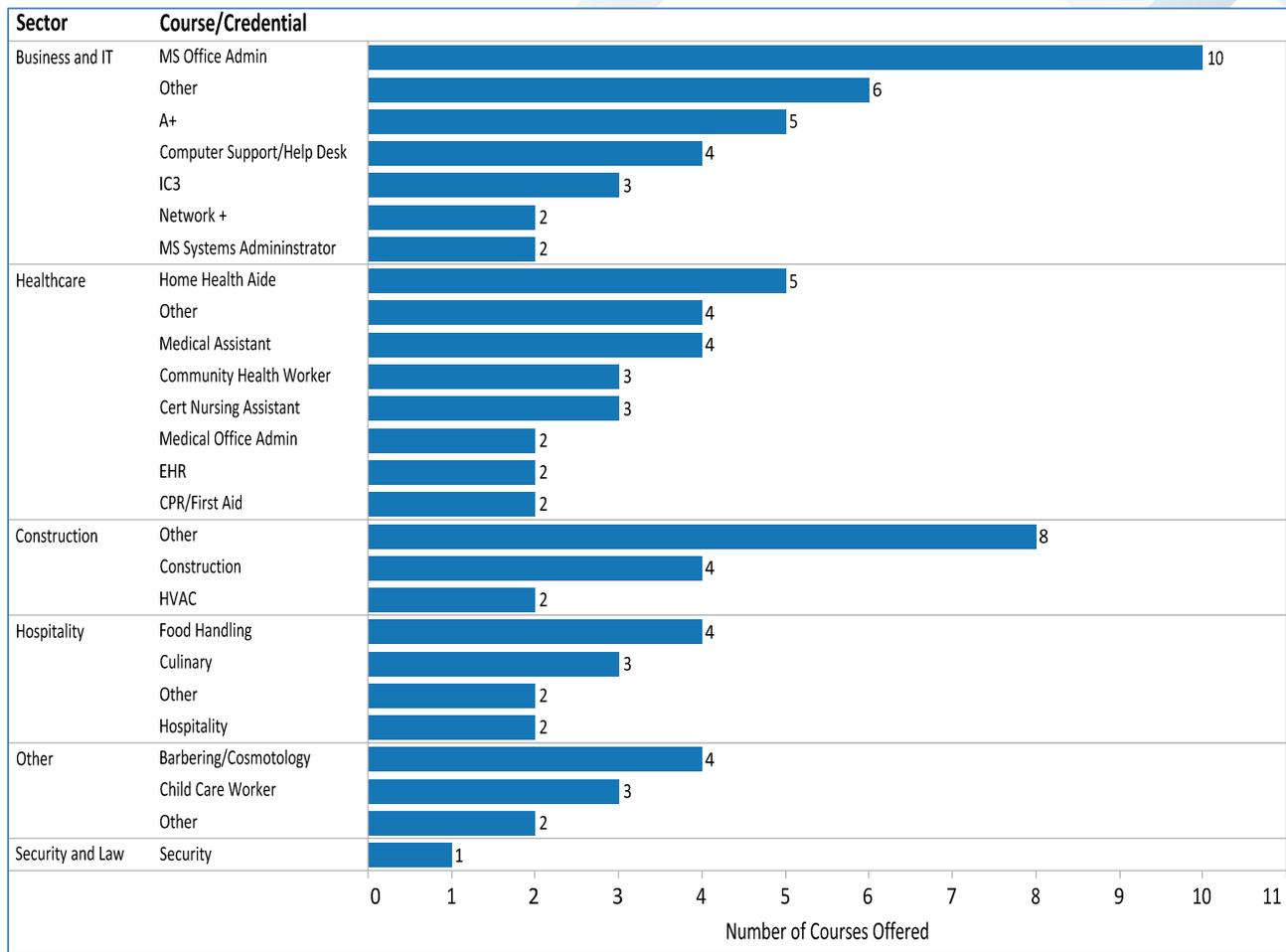


Figure 3 shows a total of 795 typically reported on a wait list for ABE and 644 such people for ASE. ESL and GED programs have the next highest wait list numbers with 540 and 430. For illustrative purposes if we assume no person is on more than one wait list, then the total number of persons across all wait lists is the sum of all numbers in Figure 3: 2,649 persons.

As noted above, twenty-nine of the survey respondents offer occupational training in addition to the ABE, ASE, ESL, or HS/GED/NEDP programs. Those organizations named the courses that they offer and the credentials that those courses lead to. Respondents were able to indicate up to nine different courses and credentials that they offer. After the survey, those responses were divided into the five high-demand sectors, which is reflected in Figure 4.

The largest number of courses is in the Business and Information Technology sector (32 courses) and the second-largest number of courses is in the Healthcare sector (25 courses). It is very important to understand that this shows the number of courses but does not provide any information about number of participants in these courses; some courses or sectors that have lower numbers may still have higher numbers of participants if the course sizes are larger. Also, each course is only counted once per organization, regardless of the number of times throughout the year that course is offered. So if an organization offers five Certified Nursing Assistant courses during the year, those courses are still only counted as one course for this table.

**Figure 5: Number of Courses Offered by Sector and Course/Credential Name (N=46)**



In Figure 5 the survey responses about occupational training provided are shown at the course/credential level. The most commonly offered course/credential is Microsoft Office Administration. The second most offered is “other” courses/credentials in the Construction sector. Other frequently named courses/credentials are A+, Computer Support/Help Desk, Home Health Aide, Medical Assistant, Construction, Food Handling, and Barbering/Cosmetology.

The survey asked organizations whether they provide contextualized literacy and adult basic education instruction, explained in the survey as education and literacy activities that are offered in combination with occupational training and are contextualized to the occupation or industry for which training is provided. Of the 29 organizations that offer vocational training, fifteen (52%) responded that they do offer contextualized instruction.

**Figure 6: Percentage of Survey Respondents Offering Additional Training Services (N=46)**

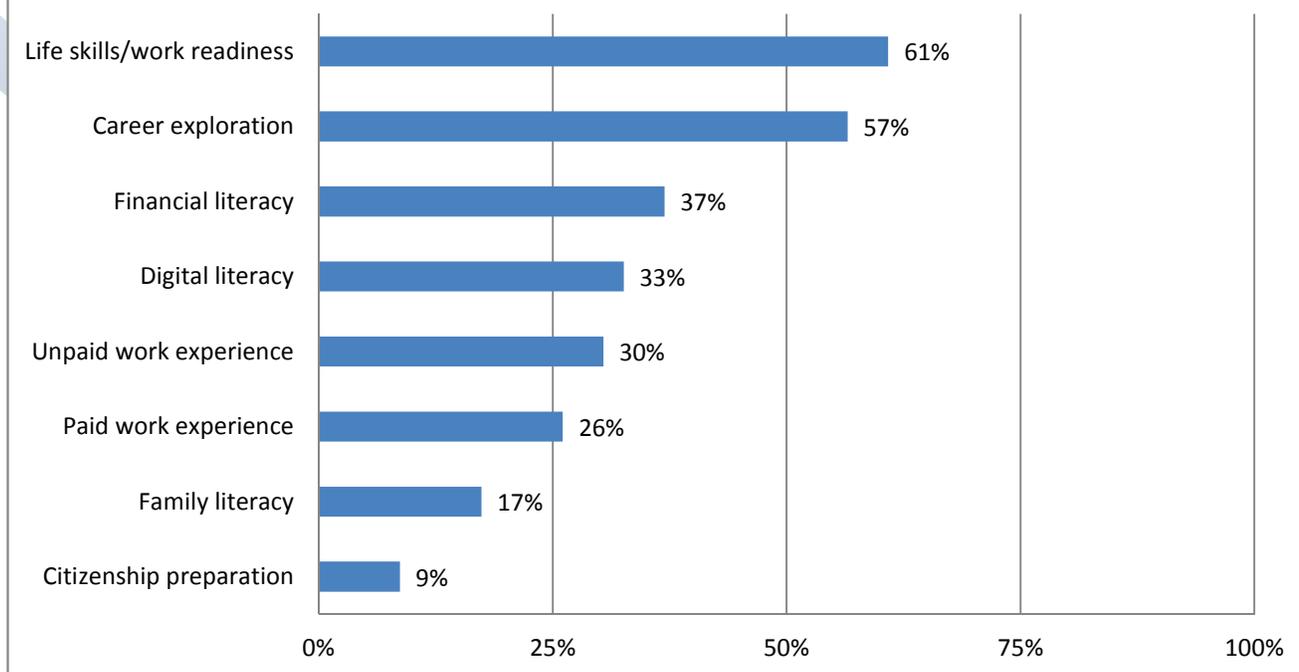


Figure 6 shows the responses to the question of what additional training services are provided to program participants. More than half of organizations provide “life skills, work readiness, or professional skills development” (61%) and career exploration services (57%). Between approximately one-third and one-quarter of organizations provide financial literacy (37%), digital literacy (33%), unpaid work experience / internships (30%) and paid work experience / internships (26%).

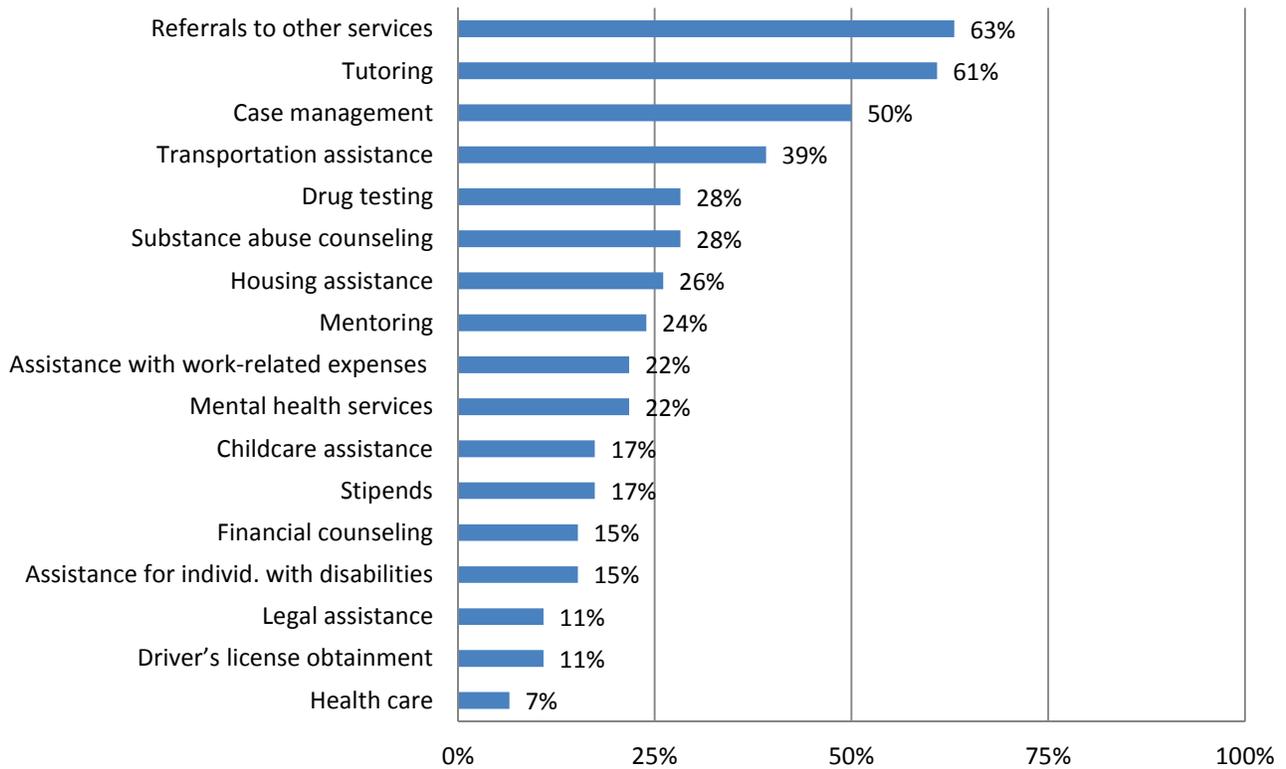
Figure 7 shows the percentage of organizations offering various supportive services. The most common supportive services offered are referrals to other services (63%) and tutoring (61%). Half of the organizations indicate that they provide case

management services. Between approximately one-third and one-quarter of organizations provide transportation assistance (39%), drug testing (28%), substance abuse counseling (28%), housing assistance (26%), mentoring (24%), assistance with work related expenses (22%), and mental health services (22%).

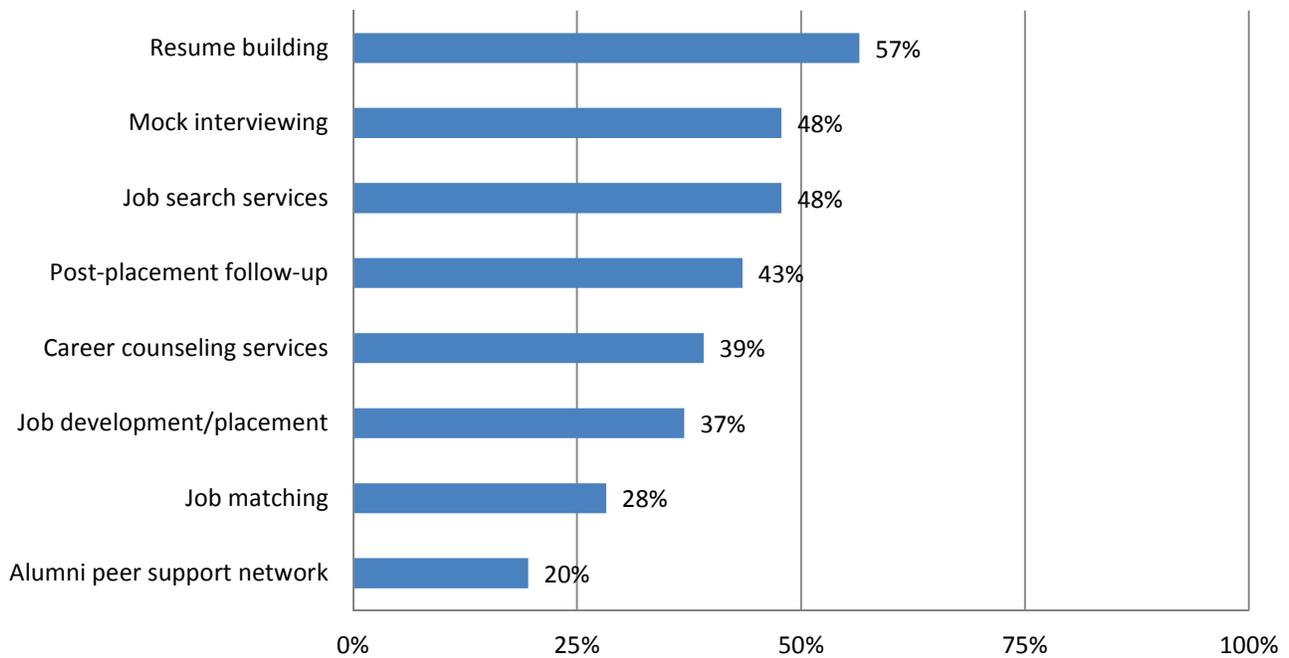
Figure 8 shows the percentage of organizations offering job search and placement services. The most common service offered is resume building, offered by 57 percent of organizations. Between about one-third and one half of organizations offer mock interviewing (48%), job search services (48%), post-placement follow-up (43%), career counseling services (39%), and job development and placement (37%).

<sup>33</sup>Website address: <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/aeprofdev.html>

**Figure 7: Percentage of Survey Respondents Offering Supportive Services (N=46)**



**Figure 8: Percentage of Survey Respondents Offering Job Search and Placement Services (N=46)**



## PROFESSIONAL DEVELOPMENT

The U.S. Department of Education stresses the importance of quality adult education instruction as being a critical factor in improving outcomes and educational attainment for this population. To this end it emphasizes the importance of professional development for adult educators to ensure continuous improvement and effectiveness of instruction. Its Office of Vocational and Adult Education (OVAE) offers professional development resources and information on evidenced-based practices free through its website.<sup>34</sup>

In the District, the Office of the State Superintendent of Education, Adult and Family Education (OSSE AFE) and the University of the District of Columbia are the primary providers of professional development to adult educators. Collaborations between UDC and OSSE AFE take a teacher-training approach toward addressing the priority of eradication of illiteracy in the District of Columbia. The programming prepares adult educators academically and professionally to teach adults: with learning differences; speakers of other languages; those preparing for GED; those preparing to enter or reenter workforce; and, who have literacy and numeracy challenges. The initiatives at UDC include:

1. An approved Adult Education teacher preparation program, which offers a Graduate Certificate and Master's degree for adult educators with undergraduate degrees, and 1-Credit course modules that allow adult educators with a graduate degree or higher to augment their adult education training. The program prepares adult educators in the District of Columbia to meet OSSE licensure and credentialing requirements. The curriculum provides
  - a. a thorough grounding in the sociological, philosophical and psychological foundations of the adult learner and learning,
  - b. the development of effective communication skills,
  - c. evidence-based methodology for teaching literacy and numeracy
  - d. strategies for teaching adults that includes

integrating technology into instruction, and consideration for transitioning adults with learning differences

2. Professional development workshops that alert adult educators and administrators to changes in the adult education landscape and prepare them to strategically meet the needs of emerging mandates. As evidenced in 2015 alone.

a. In Spring 2015, the focus of the 3-days Institute of workshops held on UDC's campus, was on Promoting Teacher Effectiveness: A standards-based approach to teaching adult learners in the District of Columbia. The workshops:

- i. reviewed the Common Core State Standards (CCSS) and College and Career Readiness Standards (CCRS);
- ii. undertook a crosswalk between CCSS/CCRS and Comprehensive Adult Student Assessment Systems (CASAS) and the implications for teaching;
- iii. coached on the use of standards for designing and interpreting assessments,
- iv. designed standards-based instructional plans; and
- v. provided theory to practice sessions for adult educators to demonstrate and model the use of standards in the lesson plans they prepared, and the sharing of best practices.

b. The most-recent 5-days Summer 2015 Institute—Promoting Teacher Effectiveness: Winning Strategies for Teaching Adult Learners in the District of Columbia focused on:

- i. The Workforce Innovation and Opportunity Act (WIOA): What is WIOA and What It Means for the District of Columbia. WIOA requires robust partnerships and supports innovative strategies that call for improved collaboration between adult education, vocational rehabilitation and workforce development agencies, and other necessary partners to successfully serve adult learners, job seekers and workers.

- ii.* Winning Strategies for Teaching Adults: Supporting WIOA;
- iii.* Integrating Career Awareness into the Adult Basic Education (ABE) and English for Speakers of Other Languages Classroom;
- iv.* Team Teaching an Integrated Curriculum;
- v.* Helping Students Stay: Exploring Program and Classroom Persistence Strategies;
- vi.* Winning Strategies for Integrating Standards in ABE and ESL Instruction, and
- vii.* Designing Lesson Plans using Winning Strategies to Teach Adult Learners in focusing on those with literacy and numeracy challenges.
- viii.* Supports to Facilitate Adult Educator Learning:

In collaboration with OSSE AFE, UDC established:

- c.** An Adult Education Learning Resource Center to provide adult educators in the District of Columbia, access to foundational and contemporary online and hardcopy resources.
- d.** An Adult Education Computer Lab that allows up to 30 adult educators to be trained on computerized/distance learning academic supports. This includes literacy and numeracy software packages that promote self-based learning for adult learners in the District of Columbia.
- e.** Mini Learning Labs that provide practicum opportunities for students in the Adult and MAT teacher-education programs, as they teach families with needs for improved literacy.
- f.** Student Leadership and Success Support: The program is working with OSSE AFE to provide onsite coaching and mentoring to adult educators in the programs it supports, toward improving performance and leadership toward creating change in adult

education classrooms.

UDC-CC reports that in 2014, 18 adult educators participated in the adult education teacher preparation program and 178 participated in professional development workshops. To date in 2015, participation in these initiatives is at 20 and 121, respectively. Most importantly, its estimated these educators impact over 5,000 adult learners annually.

OSSE AFE has an Occupational Literacy initiative in collaboration with the Department of Employment Services which includes professional development and technical assistance (TA) provided by the Graduate School (more information about this collaborative is provided in the District Spending section). This professional development and TA focuses on both larger programmatic and organizational changes as well as teacher training. OSSE AFE awarded funding to OSSE AFE sub-grantees/providers to develop, expand and/or offer Vocational Adult Basic Education (VABE), Vocational Adult Secondary Education (VASE) and/or Vocational English as a Second Language (VESL) services in Health Care, Hospitality, Construction, Information Technology, and other vocational sectors.

The initiative integrates occupational literacy (training and education regarding a specific sector) with adult basic education, adult secondary education, GED instruction, and/or English language instruction. The goal is to create contextualized educational opportunities for learners so that they can develop essential employment skills needed for their successful entry into a given field, while also improving basic reading, writing, math, and/or English skills. OSSE AFE sub-grantees will partner with a job training provider or employer with expertise in the targeted industry to ensure that curriculum and instruction are aligned with industry standards.

OSSE AFE funded the Graduate School USA to continue to offer professional development, technical assistance, consultation and evaluation services to OSSE AFE/DOES providers offering Occupational Literacy/VABE, VASE and/or VESL Services to District residents. OSSE AFE has been working with the Graduate School to develop a plan to enhance the provision of these services for OSSE AFE occupational literacy and workforce transition

<sup>34</sup>Information provided by Kilin Boardman-Schroyer, Deputy Assistant Superintendent, Adult and Career Education, Office of the State Superintendent of Education (OSSE).

providers in FY 2015.

As of June 30, 2015, the Graduate School has been providing professional development, technical assistance, and consultation services to eleven (11) occupational literacy providers funded in both FY 15 and FY 14. Services will also be offered to seven (7) OSSE AFE providers to prepare them to explore the provision of occupational literacy services to District residents in the future.<sup>35</sup>

It should be noted that in FY17, OSSE AFE plans to require teacher certification for all lead adult education teachers for funding eligibility. In the next couple months OSSE will be convening a focus-group of adult education providers to help inform changes to the regulatory language that lays out adult education teacher licensure requirements (i.e. what courses/degrees/experience will be required to attain a license).

Outside of OSSE and UDC offerings, adult charter schools in the District provide professional development and trainings to their instructors which are tailored to the needs of their staff and students as well as align to their missions. Foundations in the District also offer professional development to adult educators through various collaborations. The Community Foundation is funding the Accelerating Advancement Initiative to help local education and training programs pilot, strengthen, or scale Career Pathways efforts, amongst other professional development initiatives. It is also working with the Lumina Foundation on the Raise DC Partnership for Post-Secondary Attainment. This partnership seeks to positively impact disconnected youth ages 16-24 who are involved in the city's "second chance pipeline" including nonprofits and non-traditional schools. Additionally, there are several national organizations which offer professional development conferences and trainings to the adult education community, including the American Association for Adult and Continuing Education, Commission on Adult Basic Education, ProLiteracy Worldwide, and the National Adult Education Professional Development Consortium. However, some of these professional development opportunities require travel which

could be cost-prohibitive and inconvenient.

The Task Force members who work in adult basic education provided subject matter expertise on the gaps in adult education professional development and researched best practice models. They noted there is little professional development specific to the needs of adults with the lowest basic skill levels and research available on teaching those with the lowest levels of literacy and basic skills (below fifth grade). Moreover, there is no best practice model for teaching those with the lowest levels of literacy. These issues are national and not just specific to the District.<sup>36</sup>

On the occupational training side, it can be difficult to find and retain adult educators who are experts in their field as well as are skilled and/or qualified to teach the subject to adults with low basic skills or English-language learners. One solution to this is through co-teaching models with a trained adult educator and industry expert leading classes. Scaling integrated training and co-teaching models would be beneficial and further professional development to this effort is needed.

The Task Force recommends further evaluation of professional development opportunities for adult educators in the District specifically for increasing the basic skills for adult learners, as well as how adult educators can be supported as new licensing and credential requirements from OSSE take effect.

## HIGH DEMAND SECTORS

The Task Force was charged by its authorizing legislation with analyzing the high-demand occupations and sectors in which career pathways can be developed, consistent with the WIC's High-Demand Sectors and Occupations List used to inform federally-funded training; as well as consulting with business community stakeholders within these high-demand areas that the Task Force has identified for potential career pathways. The WIC updated its previous Demand Occupation List (originally implemented in 2013) in September 2015, consistent

<sup>35</sup>Support of Task Force member's findings can be found in the article, "Why no literacy programs for 30 million in U.S.?" by David Noriega, Remapping Debate, December 2013, retrieved: <http://www.remappingdebate.org/article/why-no-literacy-programs-30-million-us-0>

<sup>36</sup>District of Columbia Workforce Investment Council, District of Columbia High-Demand Sectors and Occupations List, September 2015 (Washington, DC).

with new WIOA requirements directing that state and local workforce systems identify in-demand industry sectors and occupations and develop sector-focused workforce initiatives.<sup>37</sup> The previous list only accounted for specific occupations, rather than groups of occupations within sectors that may be linked through Career Pathways, and did not take into account different skill level and experience requirements between occupations.

To produce its updated High-Demand Sectors and Occupations List, WIC staff worked with DOES's

with a number of government stakeholders and other workforce experts to produce a final list of high-demand sectors and occupations within those sectors.

The WIC's High-Demand Sectors and Occupations List identifies five key high-demand sectors: Business Administration and Information Technology, Construction, Healthcare, Hospitality, and Security and Law. Of the over 12,000 average annual job openings in the District that do not typically require a bachelor's degree and/or other

**Figure 9**

<b>Sector</b>	<b>Percent of All Entry-Intermediate Skill Openings (Living Wage Weighted)</b>	<b>Percent of All Middle Skill Openings (Living Wage Weighted)</b>	<b>Total Average Annual Job Openings (excluding High Skill)</b>
Business and Information Technology	27%	49%	3,110
Construction <sup>35</sup>	5%	9%	584
Healthcare	3%	12%	1,082
Hospitality	28%	3%	3,483
Security and Law	12%	13%	1,184
<b>Total</b>	<b>76%</b>	<b>87%</b>	<b>9,442</b>

Office of Labor Market Research and Information (OLMRI) to develop a data set that captured projected job openings for each occupation over the next ten years in the District, weighted it to account for openings at or above the District's Living Wage (currently \$13.80 per hour), and sorted occupations into both sectors and skill levels (denoted by groupings of the U.S. Department of Labor's Job Zone categories, which account for relevant education, training, and experience needed to gain entry to an occupation). WIC staff then analyzed this data set to identify key sectors and occupations for jobs generally requiring an Associates' degree or less, which are most likely to have entry points and advancement opportunities for adult learners. Analyses were shared broadly

advanced education and training, about 76 percent of all entry-intermediate skills openings and 87 percent of middle skills openings fall within the five high-demand sectors after weighting for Living Wage criteria as shown in Figure 9.

The WIC has designated these five sectors as high-demand in the District, indicating that federal workforce funding from the U.S. Department of Labor should be aligned with these areas, as well as most other workforce programming focused on individuals at the middle skills level or below – including job training and apprenticeship, and education up to the associate degree level. Within these five sectors, 86 occupations have been designated as high-demand in the District, which account for the majority of all

<sup>37</sup>Note that the District's First Source Law and robust apprenticeship system and requirements in this sector create additional demand and opportunities for District residents that is not captured in labor market data for this sector.

Healthcare Sector			
Hospital Occupations			
Entry Points	Transition Points and Requirements		Wage Range
Middle to Senior Level	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>Associate’s Degree or 2-year professional education program</li> <li>Necessary licensure</li> </ul>	<b>Medical and Clinical Laboratory Technician</b> <b>Occupational Therapist Assistant</b> <b>Physical Therapist Assistant</b>	\$40,000-\$65,000
Entry to Middle Level	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>High school diploma or equivalent</li> <li>Post-secondary vocational training</li> <li>Certifications and licensure required</li> </ul>	<b>Medical Assistant</b> <b>Radiologic Technician</b> <b>Surgical Technician</b>	\$30,000-\$55,000
Entry Level	<b>Qualifications</b> <ul style="list-style-type: none"> <li>High school diploma or equivalent</li> <li>Certifications (if necessary—CNA)</li> <li>OJT</li> </ul>	<b>Home Health Aide</b> <b>Patient Care Technician (clinical)</b> <b>Pharmacy Technician</b> <b>Healthcare Interpreter</b>	\$25,000-\$40,000
FOUNDATIONAL SKILL SETS			
Basic Knowledge of Medicine Data/Information Analysis Good Decision-Making	High Quality Customer Service Highly Organized Ability to Prioritize Work Tasks	Effective Time Management Attention to Detail Gather/record critical information	Manual Dexterity/Coordination Knowledge of Health Technology Knowledge of Privacy/Security Protocols
ESSENTIAL SKILL SETS			
Active Listening Skills Social Perceptiveness Effective Communication	Ability to instruct others Monitoring Able to follow guidelines/standards	Responsible Adaptable/Flexible Reading/Writing Comprehension	Self-Motivated Able to work in teams Drug Free

average annual openings in each area (see Appendix D for full list).

The Task Force worked within the WIC’s high-demand sector and occupation framework to assess relevant career pathways opportunities and formulate recommendations on next steps. To help inform the Task Force’s work, the WIC, with assistance from the DC Chamber of Commerce and Council for CAEL, convened focus groups of business stakeholders in each of these sectors and administered a follow-up survey to capture key information and facilitate the development of specific pathways that may be

implemented in the District. Additional research by CAEL and WIC staff was incorporated with this feedback and data to produce career pathway profiles that reflect findings from these efforts. The chart above is a career pathway profile for hospital occupations in the health care sector that was produced by CAEL. All of the career profiles by sector and job family can be found in Appendix E.

Ongoing Task Force efforts will inform investments and coordination efforts that meet business needs in these areas and connect jobseekers to opportunities. In addition to Task Force efforts, sector

# THE WASHINGTON LITERACY CENTER: IMPLEMENTING A CONTINUOUS PERFORMANCE MODEL

*The Washington Literacy Center (WLC) has been serving District of Columbia adults since 1965. Throughout the years, WLC collected and shared many student stories about how literacy changes lives. In January 2011, WLC, working with the COMPASS Foundation, reviewed the organization’s data to understand the numbers supporting these stories.*

*The initial review showed that: 1) between 120-180 adults enrolled each year but only 11% made a gain on National Reporting System Table 4; 2) students averaged 4-7 years in the program; 3) there was no defined pipeline connecting adults to the program; and 4) few transitions to GED, job training or employment.*

*This review led to a comprehensive redesign of the program. WLC now focuses on serving District adults with the lowest literacy skills, greatest employment needs and fewest resources. WLC changed the curriculum to implement the Wilson Reading System (WRS), a successful research based approach to improving reading skills for struggling readers. The WRS has had over twenty years of success for children and adults with dyslexia, and auditory and visual processing disorders. The WLC also restructured the program to meet best practices for remediation programs (including*

*community college remediation and foundation level instruction). These changes included:*

- Providing instruction in small classes (5-8 adults)*
- Employing trained and certified instructors ( all WLC instructors must commit to earn the appropriate Wilson instructor certification)*
- Including an additional assessment measuring actual reading skills and gaps (The WLC uses the WRS Word Identification and Spelling Test and the Test of Silent Word Reading Fluency to place students and to measure reading skill gains.)*
- Ensuring learners have access to adequate instructional hours to support learning gains ( WLC provides 200 instructional hours each year and students are required to attend 75% of the hours provided.)*
- Connecting learners to the community services which can support persistence*

*The new approach improved student outcomes and increased program success. WLC is now committed to a continuous improvement model. Following an annual review of program data the WLC will focus on increasing transition to next steps and providing the academic support to ensure WLC graduates complete their next step in education or employment.*

	NRS Table 4: the percentage of all active students completing an EFL*	Students completing the program and transitioning
2010	11%	>1%
2015	27%	25%

\*EFL is Educational Functioning Level

## CAREER PATHWAYS IN THE DISTRICT

The Task Force spent several months developing the following guidelines for a Career Pathways system in the District. These guidelines were pulled from nationally recognized and evidenced-based models and then articulated to fit the needs of the District with special attention to our unique population of both residents and businesses.<sup>38</sup> They articulate our vision for a community of agencies, service providers, and practitioners that is integrated, participant-focused, and removes barriers which impede the success of our residents and the growth of our economy. The strategic plan guidelines are intended to provide: Clear descriptions of the desired end state of the District's adult career pathways system; Guide strategic plan recommendations and implementation steps; Inform the data collection that needs to occur as the career pathways system is developed and implemented; and, Provide a basis for evaluating whether the adult career pathways system has attained its goals and make possible a process of continuous improvement.<sup>39</sup>

### GUIDELINES

1. Adult learners are able to access career pathways and make progress along each step of the pathway.
2. District government agencies and service providers align their programs, policies, operations, and funding to enable the creation of a career pathway system and sector career pathways.
3. Each sector career pathway has strong direct connections to the labor market and partnerships with the business community.
4. Each career pathway program provides high quality academic and occupational instruction supported by a strong system of technical assistance to pathway partners and professional development for adult educators and program staff.
5. Career pathway system partners create and

evaluate measures of success for pathway system implementation and participant outcomes.

Each guideline is further described by the following principles:

#### 1. **Adult learners are able to access career pathways and make progress along each step of the pathway.**

- 1.1 Each sector career pathway includes well-connected and transparent education, training, credential, and support service offerings that are delivered through multiple linked and aligned programs.
- 1.2 Each sector career pathway has multiple entry points with defined services and supports that enable all District residents, including people with disabilities and those with multiple barriers, to successfully enter the pathway, with special attention paid to adult learners with basic skills below the sixth grade level.
- 1.3 Each sector career pathway has multiple exit points with proven labor market value in the targeted sector at successively higher levels leading to self- or family-supporting employment<sup>40</sup> and aligned with subsequent entry points.
- 1.4 There is a visual road map for each sector career pathway that illustrates the various programs that can be completed and credentials that can be earned in a pathway, as well as the various entry and exit points for the pathway. For each step in each sector career pathway there is clear documentation of how the successful completion of that step successfully prepares a participant for entry to a subsequent step in the pathway, whether that subsequent step is education and training or employment.

<sup>38</sup>See Best Practices Section and Appendix A for models and reports which serve as the basis for the guidelines.

<sup>39</sup>The Career Pathways Task Force recognizes the autonomy of our partner organizations and acknowledges they are not subject to modify their programs and operations to meet the specific recommendations of the Career Pathways strategic plan. The Task Force encourages all partners to serve residents through innovative methods that meet the needs of their participants.

<sup>40</sup>Some exit points may be jobs that are not self- or family-supporting, but the pathway will include some exit points that are, and some of those self- or family-support exit points could eventually be reached by any person on the pathway.

- 1.5 Pathway partners will coordinate and develop a uniform process to guide participants through each sector career pathway.
- 1.6 Relevant partners in each sector career pathway will assist participants who need and request a job with employment as part of the individualized long-term career pathways plan. This assistance will occur initially and again as needed throughout participation in the career pathway.<sup>41</sup>
- 1.7 All education and training programs on the sector career pathway will incorporate contextualized curriculum appropriate to the educational functioning level of the participant.
- 1.8 Each sector career pathway includes education and training that is participant-focused, which is measured by the extent to which programs within the pathway incorporate aspects, as appropriate, including:
- integrated or concurrent education and training
  - chunked or modularized curriculum and instruction
  - competency-based curriculum
  - self-paced instruction (may also be “guided” self-paced)
  - education and training offered at times and places and in formats that work for participants —including non-semester-based schedules, block schedules, evening/weekend schedules, and employer-based education
  - technology-enabled, online, and/or hybrid instruction
  - work-based learning
  - learning communities
- 1.9 Pathway partners recognize the knowledge, skills, and abilities that are attained from prior and current employment and adjust the steps of education and training and use differentiated instruction based on those work experiences.
- 1.10 At each step in the pathway as appropriate, including after job placement, participants receive consistent and non-duplicative assessments of:
- Education, skills, and competencies<sup>42</sup>;
  - Support service needs and assets; and
  - Learning disabilities and executive functioning.
- 1.11 At each step in the pathway as appropriate, including after job placement, participants receive consistent and non-duplicative case management and support services to address needs and barriers including:
- Mental health;
  - Child care;
  - Transportation;
  - Substance abuse;
  - Physical health;
  - Housing;
  - Energy assistance;
  - Legal assistance;
  - Citizenship;
  - Ex-offender status;
  - Financial literacy; and
  - Professional/work attire.
- 1.12 The pathway provides participants with:
- Academic advising and supports;
  - Career counseling and navigation assistance including development of career plans;
  - Personal skill development and supports including work-readiness (soft skills); and
  - Executive function.
- 1.13 An individualized career pathway plan is created with participants so that they can clearly see the steps that they can follow and

<sup>41</sup>This assistance with employment as needed and requested by the participant recognizes the importance of the income, work experience, and the skills that an “earn-as-you-learn” experience can provide as part of the individual’s long term career pathways plan. Employment would preferably be within the participant’s target career pathway sector if possible, but we recognize that employment at the early stages of the individual’s career pathway may be in a different sector.

<sup>42</sup>Participants may need to retake assessments to assess education level gains or because assessments are only valid for a limited period of time; these are not considered duplicative assessment.

the supports that they can access.

1.14 Measures are created, and data are collected and reported on, to show the extent to which pathways are accessible to low skill adults and specific target populations. These will include measures of:

- Need;
- Demand;
- Capacity<sup>43</sup>; and
- Availability (e.g. convenient locations).

1.15 Any District resident who attempts to access a career pathway will gain entry to a pathway if the resident is found ineligible for the specific program or service initially sought, and the resident will receive a “warm handoff” to the appropriate pathway starting point.

## **2. District government agencies and service providers align their programs, policies, operations, and funding to create a career pathway system and sector career pathways.**

2.1 System partners adopt a shared strategy and formally commit their organizations to carrying out specific roles and responsibilities and to communicating and coordinating with each other to build, scale, and dynamically sustain the career pathway system

2.2 A document exists and is agreed to by partners that provides a clearly articulated vision and value proposition for the career pathways approach to facilitate partner understanding and buy-in.

2.3 System partners adopt a shared definition of a career pathway approach and key related concepts.

2.4 System partners embed the shared definition of a career pathway approach and key related concepts into their own strategic plans/ goals, new and existing policies, operating procedures, and funding priorities to support career pathways.

2.5 System partners engage in visible and consistent messaging to show support for and promote the career pathway approach

and system.

2.6 System partners adopt a joint funding strategy to build, scale, and sustain the career pathway system.

2.7 A funding feasibility determination is made and a funding plan developed for career pathways implementation.

2.8 System partners have access to and can get advice from individuals with expertise in how to braid or blend funding streams to support different components of career pathways programs.

2.9 System partners adjust existing program policies and adopt new policies and internal structures (as needed) in their respective agencies/organizations to remove barriers and to facilitate the successful development and implementation related to:

- Access to and student success in career pathway programs; alignment; and non-duplication;
- Quality and labor market value of education, training, and credentials;
- Funding and resources;
- Academic and career navigation;
- Support services (as needed based on assessments of participants); and
- Data and performance measures.

2.10 Career pathway system partners identify statutory and administrative policy barriers to successful pathways implementation (such as siloed funding, data collection, and service delivery).

2.11 Career pathway system partners develop a plan with concrete activities to address identified statutory and administrative policy barriers to successful pathways implementation.

2.12 Solutions to identified barriers are developed and implemented.

2.13 System partners adopt a shared policy agenda and pursue legislative policy reforms to support career pathway systems.

<sup>43</sup>Number of persons on wait lists should be a component of the measurement of capacity and demand.

### **3. Each sector career pathway has strong direct connections to the labor market and partnerships with the business community.**

3.1 Multiple businesses, business associations and/or labor partners jointly develop and participate in the career pathway system.

3.2 System partners use labor market intelligence on current and future industry sector demand to inform the development and ongoing relevance of career pathways.

3.3 System partners integrate the following key principles of sector strategies into the career pathway system:

- Focus on regional, in-demand sectors or cross-sector occupations based on analysis of labor market intelligence.
- Focus on both the worker/job seeker needs and business workforce needs.
- Focus on system and credential alignment; and
- Focus on workforce solutions for a consortium of businesses within an industry sector or cross-sector occupation, i.e., an industry or sector partnership.

3.4 Each career pathway includes a description of the value to businesses.

3.5 A comprehensive plan for business partner engagement that is coordinated across agencies and partners is developed for each sector, subsector, and partner. This plan should reduce duplication in outreach to and requests for assistance from businesses.

3.6 A specific plan for business engagement to meet business partner needs is developed for each business partner in the sector career pathway.

3.7 The career pathways system provides support to pathway participants who become employed after initial job attainment (e.g. coaching, mentoring, counseling).

3.8 Career pathway partners measure and evaluate employer satisfaction.

3.9 All pathway occupational training programs

are informed by and reviewed by one or more business partners in the sector.<sup>44</sup>

3.10 Businesses contribute as partners in the career pathways system by<sup>45</sup>:

- Participating regularly in pathway planning activities;
- Participating regularly in the leadership team;
- Assisting with recruiting other employers;
- Participating in reviews of labor supply/demand;
- Participating in curriculum design;
- Participating in development of standards of qualifications for occupational training instructors and occupational training instructor professional development;
- Providing information on soft skill needs from an employer perspective;
- Providing trainers/instructors;
- Providing data on pathway participants who are in on-the-job-training or apprenticeship at their sites;
- Host training or work-based learning sites;
- Providing equipment and materials required for accurate training and work simulations; and
- Assisting with recruiting participants.

3.11 Businesses and labor partners support participant involvement and progression in career pathways through their policies and practices to retain, reward, and advance employees.

### **4. Each career pathway program provides high quality academic and occupational instruction supported by a strong system of technical assistance to pathway partners and professional development for adult educators and program staff.**

4.1 Technical Assistance and supports are provided at all levels of the system for implementation, program quality, and staff development.

<sup>44</sup>Businesses will collaborate in the design of curriculum where that is possible, and curriculum will be based on occupational and industry standards where such standards exist and are relevant.

<sup>45</sup>Employers may also contribute by providing financial support in certain situations.

4.2 There are specific certification, degree, or license requirements or other qualification requirements for all adult education instructors that they should meet or demonstrate that they are working towards. These requirements may differ for ABE, ASE, GED, ESL, occupational skills instructors, and work readiness instructors. These requirements are based on some accepted standards.<sup>46</sup>

4.3 The requirements in 4.1 are based on some accepted standards for adult education and occupational training and these should align to college and career readiness standards.

4.4 There are requirements for re-certification based on ongoing professional development.

4.5 There is sufficient public funding to support professional development for adult educators and occupational training providers and technical assistance to pathway partners.

## **5. Career pathway system partners create and evaluate measures of success for pathway system implementation and participant outcomes.**

5.1 Career pathway system partners develop their capacity and provide data to support the career pathway system-wide use of longitudinal data for development and implementation.

5.2 Career pathway system partners develop a shared set of implementation measures for the entire career pathway system and for each sector career pathway, not by federal program, funding silo, or individual service provider.<sup>47</sup>

5.3 Career pathway system partners develop a shared set of progress and outcome measures for participants. They measure progress and success along the career pathways, not by federal program/funding silos. These measures include progress and success in earning credentials and achieving labor market outcomes.

5.4 Career pathway system partners develop a shared set of benchmarks and targets for implementation and outcome measures following a period of collection of baseline data.

5.5 System partners develop a plan to evaluate how the career pathway system is performing and to support continuous improvement efforts. This evaluation plan includes input from all system partners and stakeholders.

5.6 System partners develop a data reporting plan that describes how and when data on pathway metrics (including interim outcome and implementation measures) will be reported and shared to support a performance management and continuous improvement process.

5.7 System partners develop a data requirements and governance plan that describes how all career pathway participant data is collected, managed, shared, and secured in order to protect participant confidentiality.

5.8 The evaluation plan and data reporting plans are funded and implemented.

5.9 There is a data system that enables the collection of longitudinal participant data in accordance with the data requirements and governance plan that enables the calculation of the progress and outcome measures described in 5.3 and supports implementation of the evaluation and data reporting plans.

## **IMPLEMENTATION STEPS**

Career Pathways are a new way of doing business in the District, but they are not a new concept in general. The District has several adult education providers, job training programs, and community-based organizations which provide the types of Pathways-related services outlined in this plan to District residents. Throughout this plan we have highlighted some of the organizations who are

<sup>46</sup>Standards for adult education instructors should be consistent with “College and Career Readiness Standards for Adult Education” (U.S. Department of Education, Office of Vocational and Adult Education. College and Career Readiness Standards for Adult Education. Washington, D.C., 2013: <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf> )

<sup>47</sup>Implementation measures may be primarily based on the indicators in this document.

engaged in connecting adult learners to education programs, career services, and the workforce.

The Career Pathways Task Force recognizes and appreciates the work that has taken place, and continues, in the areas of adult basic education and occupational skills training. Through this plan the Task Force seeks to connect, grow, and enhance existing services to form a public workforce development system that operates efficiently and effectively delivering quality services to District residents regardless of their point of entry. In order to reach the type of large-scale change called for in these guidelines, as well as what is required under WIOA, District government agencies have initiated multi-agency conversations that will better align policies and procedures, resources and funding, and services to ensure that cost-effective methods are implemented and that we reduce duplication of services throughout the service delivery system. As the District moves forward with the WIOA state plan, this alignment will be formalized and methods for evaluation and accountability of system partners will be decided upon.

Furthermore, the Task Force encourages agencies and organizations to continue to find ways to work collaboratively and foster strong partnerships, because we recognize that there are certain steps that can be taken now to begin transforming our current system into one that embraces the Career Pathways approach. The Task Force recommends the following implementation steps to connect, grow, and enhance workforce development in the District:

1. Develop and execute an umbrella Adult Career Pathways system MOA that lists the partners, mission, goals, roles and responsibilities for the career pathways system as a whole.
  - To complete this step the partners in the Adult Career Pathways system will convene to draft and execute the MOA, and will subsequently engage in regular meetings to implement the career pathway system described in the Strategic Plan Guidelines.
  - Target date: December 2015
2. Complete a map of services in the District to determine the capacity and availability of education and training programs relevant to adult career pathways.
  - To complete this step Adult Career Pathway partners will gather existing data from agency sources, aggregate and analyze the data, convene partner agencies to complete Survey Mapping Tool, and distribute results for review and verification.
  - Target date: February 2016
3. Develop a set of recommended participant outcomes and career pathway implementation measures that can be used as a basis for reporting and evaluation plans.
  - To complete this step partners will develop implementation measures based on the Strategic Plan Framework, develop participant outcomes measures using the Alliance for Career Pathways and US Department of Labor outcomes frameworks as a starting point, and convene to finalize the measures and coordinate with WIOA.
  - Target date: April 2016
4. Develop and execute a process of planning and technical assistance that strengthens the ability of adult basic education and occupational training providers to incorporate best practices pertaining to participant access and success.
  - To complete this step partners will develop a planning and technical assistance plan, engage with technical assistance providers to meet the identified needs, and convene provider organizations in a sustained community of practice.
  - Target date: April 2016
5. Ensure that current sector investments through the Workforce Intermediary Program<sup>48</sup> and other sector based initiatives developed through District Government are linked to adult basic education training; and identify investments in the healthcare sector leading to systematic changes that are aligned with the indicators identified

<sup>48</sup>The Workforce Intermediary has focused on sector strategies in Construction and Hospitality.

in the Strategic Plan Framework, and informed by a strong and sustained engagement of the businesses in the sector. To date the business leaders from the healthcare sector as a whole have been engaged in various workforce development efforts throughout the District, including: guiding curriculum design, developing training programs, provided practicum hours and on the job training, and partnering on the submission of federal grant applications.

- To complete this step partners will engage in a partnership with the business community in the health sector, identify and convene other pathway partners, develop the pathway map and training/service delivery plans, and engage service providers to collaboratively implement the pathway.
  - Target date: October 2016
6. Monitor and evaluate each sector career pathway – beginning with the Health Sector Career Pathway -- during the planning, implementation, and operations phases to enable performance management and continuous improvement and to apply lessons learned, where relevant, to other sector career pathways and the District-wide career pathways system.
- To complete this step partners will develop

a sector career pathway evaluation plan, engage an evaluator to provide a formative evaluation, develop and implement a data gathering and reporting plan, and convene regularly to review process and outcomes data and monitor implementation.

- Target date: October 2016

The recommendations developed by the Career Pathways Task Force will inform the necessary implementation steps to redesign the workforce development system in the District. The WIOA State Plan will detail the implementation steps needed for interagency collaboration. There are a number of pertinent items partner agencies will address including alignment of federal and local funding streams through a workforce investment strategic plan, data and resource sharing, and performance and accountability measures. The strategies laid out in the State Plan will take effect no later than July 1, 2016. WIOA allows states to create their own performance measures in addition to those mandated by the legislation. The Task Force will seek to assist in the creation of measures that will be indicative of the performance of the Pathways system. Notably, evaluating employer engagement is a performance measure called for in WIOA which,

## A STRONG PARTNERSHIP LEADS TO ENHANCED SERVICE DELIVERY: SOME CET AND SOUTHEAST MINISTRY

*The partnership between SOME CET and Southeast Ministry provides an example of how intake processes for learners can be streamlined. All potential SOME CET students take the CASAS assessment before enrolling in occupational training to gauge their basic skill levels. If they do not meet their minimum requirements for entry on the CASAS assessment (214 in Math and 224 in English, roughly equivalent to the 6th grade levels), they are referred to Southeast Ministry to increase their numeracy and literacy skills. By increasing these, the students are more likely to be successful in training programs where these skills are highly needed. At Southeast Ministry, they receive tutoring that will prepare them to retake the CASAS test at*

*CET or they can enroll in their other education and supportive programs. SOME CET and South Ministry share a digital folder so all of the referred trainees' demographic information and test scores (with student authorization) can be scanned to the folder on the same day that they test. This allows students to quickly receive support from Southeast Ministry and prevents students from completing unnecessary paperwork or taking duplicate assessments which can lead to frustration. Moreover, because both organizations have a strong working relationship, the program staff maintain an ongoing dialogue about program and learner needs.*

when described further by the US Department of Labor, will be a valuable indicator for the Pathways system as well as it seeks to increase business participation.

The Career Pathways Implementation Emergency Amendment Act of 2015 established funding to assist in the implementation of the Career Pathways Task Force strategies. By January 2016, programming will be up and running to design, pilot, and scale best practices in the implementation of Career Pathways to improve District performance as mandated by WIOA. The Task Force is continuing to meet to ensure this funding is used in the most effective ways possible.

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## CONCLUSION

Career Pathways, along with WIOA, provide the framework the District needs to make meaningful change for residents and meet the demands of area businesses to grow our economy. A Pathways system in the District provides the opportunities our adult learners need to connect with education providers in order to raise literacy, numeracy, and digital skills that are necessary to be successful in training programs and employment. By truly integrating adult basic education and workforce development programs, we will begin to address the educational disparity which contributes to economic disparity in the District.

The Task Force recognizes that low basic skills are not the only barrier our residents face when seeking education and employment. Many are in need of a myriad of supportive services as they move along the pathway to ensure their success. Additionally, participants also need navigable movement along the Pathway of their choice. This will be accomplished through transparent road maps, case management and career counseling assistance, and coordinated hand offs and referrals between partners. Consequently, coordination of efforts, meaningful partnerships, and blending and braiding of resources must be a top priority for Pathway partners.

The identification of high-demand sectors followed by continued engagement in these sector

partnerships are the key to a successful Pathways system. The five sectors the Task Force has focused on provide the most opportunities for District residents to enter into with varying experience and education levels and be able to progress along their pathway as they attain successively higher levels of education and skills. Business involvement in the development of each Pathway is imperative to ensure training and credentials meet the needs of the industry and have proven labor market value. As the Task Force moves forward to the implementation phase it will continue to work to integrate and coordinate business engagement efforts to allow for the further development of sector partnerships and involvement in the planning process.

The Task Force is committed to building a workforce development system which is participant-focused, driven by data and evidenced-based approaches, and provides the highest quality programs and services to all residents. As the District works to implement WIOA, Career Pathways are an integral part of aligning the various systems in the District that have at times worked side by side, but now must be woven together. Addressing the needs of adult learners in the District can only be done through this strategic and intentional coordination.

## DEPARTMENT OF EMPLOYMENT SERVICES: OPENING PATHWAYS TO YOUNG ADULTS

*This past year the Department of Employment Services (DOES) has taken a strategic approach to addressing the needs of young adults in response to the growing unemployment rate for this demographic in the District. In 2015, Mayor Bowser expanded the age eligibility for the 2015 Marion Barry Summer Youth Employment Program (MBSYEP), operated by DOES, to include young adults between the ages of 22-24. This expansion resulted in 911 young adults, ages 22-24, receiving summer job opportunities. To support this group through their summer work experience, DOES hired fifteen additional staff to serve as Success Coaches. These Success Coaches worked directly with the young adults to provide individualized career counseling and guidance, assisted with conflict resolution, and helped connect youth to opportunities for unsubsidized employment, education, and occupational training after the program concluded. To date, 172 of the young adults have been connected to unsubsidized employment.*

*DOES efforts to assist young adults are continuing beyond the summer in the form of the DC Career Connections Program which works with disconnected residents, ages 20-24 in the areas of the city hardest hit by poverty and the recent spike in violence. Career Connections will be able to offer meaningful, paid work experiences to 402 young adults for 9 months. They will also receive support to eliminate barriers to employment and to connect to opportunities for unsubsidized employment, education, and training. Additionally, during FY2016, DOES is expanding the DC Pathways for Young Adults Program (PYAP) to offer more than 200 residents, ages 18-24, with opportunities for paid occupational training, work readiness, internships, and job placement assistances in high-demand, high-growth industries including information technology and health care. By offering comprehensive support, work experiences, and training, DOES is ensuring young adults in the District have the opportunities to successfully access a Career Pathway and enter into meaningful and sustainable employment.*

## THE UDC-CC STUDENT SUCCESS TEAM

*The University of the District of Columbia Community College - Workforce Development & Lifelong Learning division is a recipient of a Trade Adjustment Assistance Community College and Career Training (TAAACCT) Grant from the U.S. Department of Labor. TAAACCT grants provide community colleges with funds to expand and improve their ability to deliver education and career training programs that can be completed in a short time frame and prepare program participants for employment in high-wage, high-skill occupations. The Student Success Team is an integral aspect of UDC-CC's TAAACCT programming and includes Success Specialists, Career Counselors, and Employer Outreach Coordinators. The team delivers academic and career advising, workshops, and seminars. As a student in the UDC-CC's AdminTech Academy, each student is able to work closely with dedicated Student Success Specialists who provide support to help each student master coursework, remain on track academically and complete training. They are also available for regular one-on-one*

*consultation to connect students with extra resources ensure that students succeed. Students receive guidance on course and academic planning; career assessment scores; and certificate requirements.*

*One of the tools designed under the grant and used by the Success Specialists is the Online Inventory Portal. Students have exclusive access to the portal to aid them in identifying their skills and interest for future employment, determine multiple career pathways, and access additional resources to help in the job search. The Student Success team increased student academic outcomes and job placements. In just one of UDC-CC's success stories, a student who was unemployed for over six months until he came to the AdminTech Academy was able to work with the Student Success Team to improve his resume and to increase his interviewing skills. As a result, he was offered a contractual position at a federal agency. The student attributes part of his success to working with the Student Success team.*



## APPENDIX

**APPENDIX A: EFFECTIVE AND PROMISING STATE AND LOCAL CAREER PATHWAYS INITIATIVES**

**APPENDIX B: MAYOR'S ORDER**

**APPENDIX C: ADULT CAREER PATHWAYS TASK FORCE ASSOCIATED MEETINGS**

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**APPENDIX E: CAREER PATHWAY PROFILES BY SECTOR AND JOB FAMILY**

**APPENDIX F: ADDITIONAL WORKS CONSULTED**

**APPENDIX G: DISTRICT PROVIDERS AND COMMUNITY-BASED ORGANIZATIONS**

## APPENDIX A: EFFECTIVE AND PROMISING STATE AND LOCAL CAREER PATHWAYS INITIATIVES

### ACCELERATING OPPORTUNITIES INITIATIVE<sup>47</sup>

The purpose of the Accelerating Opportunities Initiative is to help students who have low basic skills earn valued occupational credentials, obtain well-paying jobs, and sustain rewarding careers. The model focuses on students who score between the 6th- and 12th-grade level in basic skill areas but who are interested in earning technical credentials. In particular, it is designed for adult education students who lack high school diplomas or the equivalent. It was implemented in forty community and technical colleges in Illinois, Kansas, Kentucky, and North Carolina and enrolled 5,244 students in the first two years.

Evidence of success includes<sup>48</sup>:

- 5,244 students earned 6,248 credentials and 35,514 credits; and
- employers hired 1,629 students (almost a third of those served), and 84 percent of students were hired into jobs related to their training.

Key strategies are:

- Explicit articulation of two or more educational pathways, linked to career pathways, that begin with adult basic education or ESL and continue to a college-level certificate and beyond;
- Evidence of strong local demand for the selected pathways;
- Acceleration strategies, including contextualized learning and the use of hybrid (online and classroom-based) course designs;
- Evidence-based dual enrollment strategies, including paired courses and I-BEST and I-BEST-like approaches (see the description of I-BEST below);
- Comprehensive academic and social student supports (e.g., tutoring, child care, transportation, access to public benefits, subsidized jobs);
- Achievement of marketable, stackable, credit-bearing certificates and degrees and college

readiness, with an explicit goal of bypassing developmental education;

- Award of some college-level professional-technical credits, which must be transcribed the quarter or semester in which they are earned;
- Partnerships with Workforce Investment Boards and employers;
- Strong relationships with a wide range of stakeholders to improve the diversity of students engaged, strengthen alignment with various workforce development systems, help achieve policy change, add resources to the initiative, and stretch its reach;
- State technical assistance to colleges on such issues as staff capacity, system leadership, and monitoring progress;
- Professional development -- the faculty and staff providing Accelerating Opportunity courses and services benefit from a consistent and coherent set of professional development opportunities, rather than discrete, episodic events that may not add yield systems and culture change;
- Policy -- identification of high-impact policies to accelerate, support, scale up, and sustain programmatic redesign;
- Leadership and staff commitment: state and college leaders make Accelerating Opportunity a priority and deploy adequate resources to ensure the successful implementation of key actions and strategies; and
- Specific strategies to maintain engagement with employers for career pathways.

### BREAKING THROUGH INITIATIVE<sup>49</sup>

The purpose of the Breaking Through Initiative is to strengthen community college efforts to help low-skilled adults enter and succeed in occupational and technical degree programs that lead to family-supporting careers. This initiative breaks through the barriers that get students stuck in remedial

<sup>47</sup>Retrieved from <http://www.jff.org/initiatives/accelerating-opportunity>

<sup>48</sup>The Second Year of Accelerating Opportunity: Implementation Findings from the States and Colleges, p. VI.

<sup>49</sup>Retrieved from <http://www.jff.org/initiatives/breaking-through>

education and accelerates them through pathways to credentials. It was implemented in state-level college networks in Kentucky, Michigan, North Carolina, Texas, and Native-American Tribal Colleges (Oklahoma, Minnesota, Montana, North & South Dakota).

Evidence of success includes<sup>50</sup>:

- 80% of students persisted to the next term vs. 63% for the comparison group at Portland Community College.
- 39% of students who tested into the lowest levels of developmental math completed at least one semester of developmental math vs. 19% of students in the comparison group.
- 79% students (out of 66) at Cuyahoga Community College had completed the nursing assistant STNA training. Of those who completed the training, 75% passed the STNA exam, 31% enrolled in college-level coursework, and 96% were employed.
- Forty-two (93%) of students at Southeast Arkansas College completed the fast-tracked developmental education. Thirty-six (86%) of those students went on to enroll in the accelerated allied health program. Twenty-five (69%) of the students who entered the allied health track completed it.

Key strategies include:

- Accelerating learning for students identified as being able to benefit from this intensive approach;
- Customizing the content and delivery of remediation to meet individual students' needs;
- Contextualizing remedial content for the occupation or industry of the student's pathway;
- Providing comprehensive support services that connect students with an array of academic and nonacademic supports;
- Providing "coaches" to connect students with support services in the college and the community;
- Training coaches to work effectively with low-skilled adults;
- Offering-career exploration opportunities that

lead to sound career choices;

- Ensuring that programs have and use up-to-date information about local labor markets;
- "Chunking" training programs into shorter sections that meet employer needs, lead to credentials, and build toward more comprehensive certifications;
- Participating in regional efforts that target industries offering advancement opportunities for low skilled adults;
- Aligning programs for low-skill adults, specifically, aligning the content and aspirations of adult education with the prerequisites for postsecondary programs;
- Linking the content of noncredit workforce training with college-level work; and
- Infusing career content into developmental education for students who have strong career goals.

### INSTITUTO DEL PROGRESO LATINO, CARRERAS EN SALUD

The purpose of Carreras en Salud is to help limited-English proficient individuals gain the necessary skills to move into Certified Nursing Assistant (CNA) and Licensed Practical Nursing (LPN) positions. Through a series of courses that include both basic skills instruction geared specifically for those interested in nursing occupations as well as health care training, Carreras is designed as a bridge program to provide participants with a clearly articulated pathway to progressively more skilled and higher paying jobs in the nursing field.<sup>51</sup> This model has been implemented with about 2,000 participants in Chicago.

Evidence of success includes the following<sup>52</sup>:

- As of 2009, Carreras had a cumulative completion rate of 94% across all its bridge programs, which together served 1,197 participants;
- Carreras had a licensing/certification rate of 95% for its 358 Licensed Practical Nurse (LPN) and

<sup>50</sup>The Breaking Through Practice Guide, p. 1.8 – 1.10.

<sup>51</sup>ISIS Career Pathways Program Profile: Instituto del Progreso Latino, Carreras en Salud, March 2014. Administration for Children and Families. Retrieved from [http://www.acf.hhs.gov/sites/default/files/opre/instituto\\_profile\\_3\\_19\\_2014\\_001.pdf](http://www.acf.hhs.gov/sites/default/files/opre/instituto_profile_3_19_2014_001.pdf)

<sup>52</sup>How to Build Bridge Programs that Fit into a Career Pathway: A Step-by-Step Guide Based on the Carreras en Salud Program in Chicago, Instituto del Progreso Latino.

Certified Nursing Assistance (CNA) graduates;

- Carreras had a placement rate of 100% for the 343 LPNs and CNAs; and
- LPNs had an average wage gain of 150%, from an average annual salary of \$18,720 as a CNA to \$46,800 as an LPN.

The first strategy is to identify partners and their roles, including the following specific steps<sup>53</sup>:

- Build on existing successful partnerships;
- Identify a higher education institution to provide the required education and to grant certificates and degrees in the selected sector;
- Identify an organization to prepare students for college-level work and address academic barriers to job entry;
- Determine non-academic barriers and identify partners to address them;
- Management partners develop and sign a Memorandum of Understanding;
- Recruit employer partners and industry associations;
- Reach out to other potential active partners that can contribute a specific role or expertise;
- Include a state and national advocate that helps to disseminate best practices and publicize outcomes to develop funding opportunities;
- Reach out to potential supporting partners; and
- Share information among partners.

This initiative also included the following strategies<sup>54</sup>:

- Acceleration strategies, including contextualized learning and the use of hybrid (online and classroom-based) course designs; and
- Evidence-based dual enrollment strategies, including paired courses and I-BEST and I-BEST-like approaches.

## MINNESOTA FASTTRAC

Minnesota's FastTRAC Career Pathways program helps educationally underprepared adults

succeed in well-paying careers by integrating basic skills education and career-specific training in high-demand fields. Each local adult Career Pathways program consists of a series of connected educational and training programs that allows learners to advance over time to successively higher levels of education and employment in a given sector. FastTRAC programs cover key Minnesota industries, including healthcare, manufacturing, education, business, energy, and others.<sup>55</sup> As of December 2012, FastTRAC programs have served more than 1,900 adults at 29 sites.

Evidence of success is that 80% of these adults enrolled as of 2012 have earned industry-recognized credentials or earned credits toward those credentials, and 69% had success either gaining employment or continuing into further career pathways education.<sup>56</sup>

FastTRAC key strategies consist of the following:<sup>57</sup>

- The pathway back to work strategy pairs an adult basic education (ABE) instructor with a Minnesota community or technical college instructor and provides comprehensive support services, including services provided by local non-profits, through workforce development.
- Each local FastTRAC program consists of a series of connected in demand occupational training programs that allow adults to advance over time to successively higher levels of education and employment.
- Local FastTRAC programs target industries that are important to local and regional economies. By addressing local skill needs, FastTRAC programs work as effective supply chains for employers in need of skilled labor.
- Adult Basic Education bridge instruction prepares adults for an integrated instructional set of credit-bearing postsecondary courses.
- Integrated instruction includes integrated ABE instruction in existing Minnesota State Colleges and Universities college and technical gateway courses through accumulation of credits. These credits must be within a financial aid eligible

<sup>53</sup>Ibid.

<sup>54</sup>Ibid.

<sup>55</sup>This paragraph is taken directly from "Career Pathways Toolkit: A Guide for System Development", p. 86.

<sup>56</sup>"Career Pathways Toolkit: A Guide for System Development", p. 86.

<sup>57</sup>Minnesota FastTRAC Adult Career Pathway 2012 Request for Proposal.

program that leads directly to a diploma or degree program via stackable credentials.

- Comprehensive support services are delivered through a navigator/navigation strategies in bridge and integrated programming and throughout the transition to employment or continued education. Continued comprehensive support services are possible for program enrolled participants through pathway completion and employment placement and retention.

## WASHINGTON STATE I-BEST

Washington’s Integrated Basic Education and Skills Training Program (I-BEST) is intended to increase students’ literacy and work skills so that students can earn credentials and obtain employment at living wage jobs.<sup>58</sup>

I-BEST pairs two instructors in the classroom – one to teach professional/technical or academic content and the other to teach basic skills in reading, math, writing or English language – to accelerate time to completion and employment. Instead of waiting to complete all basic education before starting a college or career pathway, I-BEST students start earning college credits immediately.

The Washington State Board for Community and Technical Colleges reports that research has found that “I-BEST students outperform similar students enrolled in traditional basic skills programs. I-BEST students are:

- Three times more likely to earn college credits.
- Nine times more likely to earn a workforce credential.
- Employed at double the hours per week (35 hours versus 15 hours).
- Earning an average of \$2,310 more per year than similar adults who did not receive the training.”<sup>59</sup>

Key I-BEST strategies are to<sup>60</sup>:

- Provide integrated and contextualized instruction through a team teaching model in which basic skills instructor and a professional–technical instructor to jointly teach with at least a 50 percent overlap of instructional time in the classroom;
- Provide an on-ramp to a career technical education program, customized for basic skills students;
- Provide students with support courses that focus on improving study skills, providing supplemental instruction, also often orienting students to college life;
- Provide students with support services and case management to promote retention;
- Structure programs and course selection to provide a clear pathway to credentials and career advancement, making it easier for basic skills students to choose and navigate a program of study.
- Move groups of students through the program of study as a cohort.

## WISCONSIN’S REGIONAL INDUSTRY SKILLS EDUCATION (RISE) CAREER PATHWAY BRIDGES

The goal of the RISE Partnership is to strengthen the development and implementation of adult career pathways and career pathway bridges in Wisconsin using Wisconsin’s system of technical colleges. The focus is on<sup>61</sup>:

- Instructional strategies to align adult basic education with postsecondary occupational courses;
- Allowing adults who need basic skills or ESL support to simultaneously receive postsecondary occupational credit in order to facilitate enrollment and completion;
- Increasing credit completion and decreasing the

<sup>58</sup>[http://www.sbctc.ctc.edu/college/e\\_integratedbasiceducationandskillstraining.aspx](http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx)

<sup>59</sup>I-BEST Fact Sheet, Washington State Board for Community and Technical Colleges, [http://www.sbctc.ctc.edu/college/\\_e-ibest-research-data.aspx](http://www.sbctc.ctc.edu/college/_e-ibest-research-data.aspx)

<sup>60</sup>“Contextualized College Transition Strategies for Adult Basic Skills Students: Learning from Washington State’s I-BEST Program Model”, John Wachen, Davis Jenkins, Clive Belfield, and Michelle Van Noy with Amanda Richards and Kristen Kulongoski, Community College Research Center, December 2012.

<sup>61</sup>Wisconsin’s Regional Industry Skills Education (RISE) Career Pathway Bridges: An Evaluation of Career Pathway Bridge Programming in Wisconsin 2012–2014

time to completion;

- Moving adults to credential attainment and a family-sustaining wage in high-demand jobs.

The RISE partnership served 1,370 participants in 12 technical colleges between 2012 and 2014.

Evidence of success includes the following<sup>62</sup>:

- Of 1,370 students, 74% completed all of the postsecondary credits associated with the Career Pathway Bridge.
- 46% of students completed at least one postsecondary credit after completion of the Career Pathway Bridge and 25% enrolled in 12 postsecondary occupational credits.
- In a matched comparison evaluation, participants were more likely than the comparison group to enroll in at least one postsecondary occupation credit after the adult basic education course. Participants also completed a greater number of postsecondary credits than the comparison group and reported more graduations.

Key strategies include<sup>63</sup>:

- Creating a technical college “pipeline” data set to explore postsecondary transition and completion rates among adult education and developmental education students;
- Specifying the operational elements of the RISE career pathways model and funding local development of prototype career pathway and bridge

curricula;

- Organizing regional projects to engage industry stakeholders throughout the technical college and workforce development systems to increase understanding of the workforce challenges facing Wisconsin and how use of RISE career pathways and bridges are part of the solution;

- Addressing workforce development and technical college system policy challenges to implementing RISE career pathway and bridge programs statewide;

- Pursuing administrative policy changes within the technical college and the workforce development systems to remove disincentives to scaling up career pathway programs, including bridge instruction, that may exist in funding and performance measurement policies;

- Expanding financial aid to career pathway and bridge program participants, such as through pilots and possible new services to SNAP recipients; and Working to ensure cross-collaboration between RISE and a new Wisconsin Industry Partnerships initiative so that RISE goals and outcomes are linked to the state’s regional sector strategies.

<sup>62</sup>Wisconsin’s Regional Industry Skills Education (RISE) Career Pathway Bridges: An Evaluation of Career Pathway Bridge Programming in Wisconsin 2012–2014

<sup>63</sup>“Shifting Gears: State Innovation to Advance Workers and the Economy in the Midwest”. Julie Strawn. CLASP. July 2010. p.12.

## APPENDIX B: MAYOR'S ORDER

### GOVERNMENT OF THE DISTRICT OF COLUMBIA

#### ADMINISTRATIVE ISSUANCE SYSTEM

Mayor's Order 2014-232

October 09, 2014

**SUBJECT:** Establishment – Adult Career Pathways Task Force

**ORIGINATING AGENCY:** Office of the Mayor

By virtue of the authority vested in me as Mayor of the District of Columbia by section 422(11) of the District of Columbia Home Rule Act, approved December 24, 1973, 87 Stat. 790, Pub. L. 93-198, D.C. Official Code § 1-204.22(11) (2012 Repl.), and section 2121 of the Fiscal Year 2015 Budget Support Emergency Act of 2014, effective July 14, 2014, D.C. Act 20-0377, 61 DCR 7598, and any similar succeeding legislation, it is hereby **ORDERED** that:

#### **I. ESTABLISHMENT**

There is hereby established an Adult Career Pathways Task Force (“Task Force”) within the executive branch of the government of the District of Columbia.

#### **II. PURPOSE**

The purpose of the Task Force is to develop a city-wide strategic plan for connecting adult basic skills programs administered in the District to career pathways.

#### **III. FUNCTIONS**

No later than June 1, 2015, the Task Force shall submit to the Council and the Mayor the city-wide strategic plan required under this section. In developing the strategic plan, the Task Force shall:

- A. Review best practices for improving literacy, numeracy, and technology skills for adults;
- B. Review and analyze adult basic skills programs currently administered by the Office of the State Superintendent of Education, the District of Columbia Public Schools, the District of Columbia Public Charter Schools, the University of the District of Columbia Community College, the District of Columbia Public Library, and other agencies identified by the Task Force, with focus provided on the missions and goals of the various programs, the types of credentials offered, the degree of funding

levels, the age and educational functioning level of students at time of program entry and the rates of gains upon completion, and the degree to which the program partners with job training providers, postsecondary education programs, or employers;

- C. Consult with stakeholders, including the following:
  - (1) Organizations with research or policy expertise in adult basic skills programs and career pathways;
  - (2) Organizations focused on adult education and workforce development research or service provision;
  - (3) Representatives of the District's business community in high-demand occupations or sectors that the Task Force has identified for potential career pathways; and
  - (4) Representatives from the philanthropic community;
- D. Perform an analysis of evidence-based approaches for helping adult learners with different needs and skill levels advance in career pathways, with special attention paid to practices for adult learners with basic skills below the 6th grade level;
- E. Develop a city-wide mission statement for ensuring that adult learners have access to career pathways by 2020 and annual benchmarks for measuring progress toward that goal;
- F. Analyze the high-demand occupations or sectors in which career pathways can be developed;
- G. Develop responsibilities among the Task Force agencies for meeting the city-wide goals, including recommendations to better align policies and practices around support services;
- H. Develop common performance definitions and measures that adult basic skills programs will use to track progress, including educational gains, GED or secondary school diploma attainment, employment placement and retention, entrance into postsecondary education or training, and other credential completion; and
- I. Analyze existing professional development opportunities for adult educators and develop a strategy for addressing any identified gaps.

#### **IV. COMPOSITION**

The Task Force shall be convened by the Workforce Investment Council, and shall consist of the following 13 members:

- A. The Chairman of the Council, or his or her designee;
- B. The Chair of the Workforce Investment Council, or his or her designee;
- C. The Deputy Mayor for Education, or his or her designee;
- D. The State Superintendent of Education, or his or her designee;
- E. The Chancellor of the District of Columbia Public Schools, or his or her designee;
- F. The Chair of the Public Charter School Board, or his or her designee;
- G. The Director of the Department of Employment Services, or his or her designee;
- H. The Director of the Department of Human Services, or his or her designee;
- I. The Executive Director of the D.C. Public Library, or his or her designee;
- J. A representative of the University of the District of Columbia Community College, appointed by the President of the University of the District of Columbia; and
- K. Three community representatives, appointed by the Mayor, as follows:
  - (1) A representative of a District organization engaged in the direct provision of a basic skills program;
  - (2) A representative of a District school engaged in the direct provision of a basic skills program; and
  - (3) A representative of a District job training provider.

#### **V. TERMS**

- A. Community representatives of the Task Force shall be appointed to serve a term of three (3) years and shall serve until their successor is appointed. A member of the Task Force may be re-appointed but may serve no more than two (2) consecutive terms.

- B. Members who are appointed based on their positions within the District government, not including the Chairman of the Council or his or her designee, shall serve at the pleasure of the Mayor and shall only serve during their tenure as employees of the District government.
- C. The Chairman of the Council's designee shall serve at the pleasure of the Chairman of the Council.
- D. The Mayor may remove any member of the Task Force appointed by the Mayor for failure to attend three (3) consecutive meetings of the Task Force

**VI. ORGANIZATION**

- A. The Mayor shall designate, from among the members appointed to the Task Force, the Chairperson, who shall serve in that capacity at the pleasure of the Mayor.
- B. The Task Force may establish such subcommittees as it deems appropriate. Any subcommittee must be chaired by a member of the Task Force although it may include any other public or government member.
- C. The Task Force shall be convened by the Workforce Investment Council. Meetings of the Task Force shall be held in the District at such times and locations as are designated by the Workforce Investment Council.
- D. The Task Force may utilize telephone or video conferencing technologies to satisfy the District's Open Meetings Act requirements.

**VII. COMPENSATION**

The members of the Task Force shall serve without compensation.

**VIII. ADMINISTRATION**

- A. Each meeting shall be open to the public and shall include a period of time for the public to comment on issues being considered by the Task Force.
- B. The Workforce Investment Council shall provide technical and administrative support to the Task Force.
- C. The Task Force may, at the request of the Chairperson, request information or technical support from any other agency of the District government.

- D. A quorum to transact business shall consist of a majority plus one of the members.
- E. Following the completion of the city-wide strategic plan, the Workforce Investment Council shall convene the Task Force on a quarterly basis to track implementation of the strategy.

**IX. EFFECTIVE DATE:** This Order shall become effective immediately.

  
\_\_\_\_\_  
VINCENT C. GRAY  
MAYOR

ATTEST:   
\_\_\_\_\_  
CYNTHIA BROCK-SMITH  
SECRETARY OF THE DISTRICT OF COLUMBIA

## APPENDIX C: ADULT CAREER PATHWAYS TASK FORCE ASSOCIATED MEETINGS

The following are the dates and locations of Task Force meetings as well as associated convenings of work groups, industry focus groups, and public comment forums, all of which informed this strategic plan.

### Full Task Force Meetings

- December 19, 2014, 10am-12pm, John A. Wilson Building
- February 6, 2015, 10am-12pm, The Community Foundation of the National Capital Region
- February 27, 2015, 10am-12pm, So Others Might Eat (SOME)
- April 3, 2015, 10am-12pm, John A. Wilson Building
- June 12, 2015, 1pm-2:30pm, Department of Employment Services
- July 10, 2015, 1pm-3pm, Martin Luther King Jr. Memorial Library
- July 30, 2015, 10am-12pm, Department of Human Services
- August 27, 2015, 2pm-4pm, University of the District of Columbia-Community College
- September 18, 2015, 10am-12pm, Carlos Rosario International Public Charter School
- September 29, 2015, 1pm-2:30pm, Shaw Neighborhood Library

### Task Force Working Sessions

- July 24, 2015, 1pm-5pm, University of the District of Columbia-Community College
- July 27, 2015, 1pm-5pm, Office of the State Superintendent of Education

### Task Force Conference Calls

- September 9, 2015, 9am-10am
- September 22, 2015, 11am-12pm

### Strategic Plan Public Comment Meetings

- September 2, 2015, 2pm-4pm, Meyer Auditorium
- September 11, 2015, 12pm-1pm, DC Chamber (Business/Industry Focused)
- September 15, 2015, 11:30am-12:30pm, DC Chamber (Business/Industry Focused)

### Business Forums, Facilitated by CAEL

- Healthcare Industry Focus Group, June 9, 2015, 1pm-3:30pm, DC Chamber
- Information Technology Industry Focus Group, June 10, 2015, 12:30pm-3pm DC Chamber
- Construction Industry Focus Group, June 11, 2015, 9am-11am, DC Chamber
- Hospitality Industry Focus Group, June 11, 2015, 1pm-3pm, DC Chamber
- Security and Law Enforcement, July 29, 2015, 10am-11:30am, Conference Call

### Work Group Meetings, by Topic- all held at WIC Offices

#### Access to Education and Occupational Training

- June 4, 2015, 10am-12pm
- June 17, 2015 (Conference Call), 10am-11am
- June 25, 2015, 1pm-3pm
- July 17, 2015, 10am-12pm
- August 12, 2015, 10am-12pm

#### Employer Engagement

- June 8, 2015, 1pm-3pm
- June 25, 2015, 10am-12pm
- July 16, 2015, 10am-12pm

#### Implementation

- August 14, 2015, 10am-12pm
- August 21, 2015, 10am-12pm

#### Program Quality and Professional Development

- June 4, 2015, 1pm-3pm
- June 22, 2015, 2pm-4pm
- July 17, 2015, 2pm-4pm

#### System Alignment

- June 8, 2015, 10am-12pm
- June 26, 2015, 10am-12pm
- July 15, 2015, 2pm-4pm
- August 10, 2015, 2pm-4pm

## APPENDIX D: TABLES OF HIGH-DEMAND OCCUPATIONS BY SECTOR

Within the five sectors designated as high-demand by the WIC - Business Administration and Information Technology, Construction, Healthcare, Hospitality, and Security and Law (See High-Demand Sectors content above), 86 occupations have been designated as high-demand in the District, which account for the majority of all average annual openings in each area. These occupations are grouped by sector, skill level (Job Zone category), and occupational grouping in the tables that follow; and in some cases workforce programming may be targeted at multiple related occupations in the same grouping.

The tables that follow were created through data provided by the DC Department of Employment Services, Office of Labor Market Research and Information (DOES-OLMRI), with supplemental analyses by WIC staff. Data used is derived from both DOES-OLMRI and the U.S. Department of Labor's (DOL) Bureau of Labor Statistics (BLS). Note that the "Typical education needed for entry",

"Work experience needed in a related occupation", and "Typical on-the-job training needed to attain competency" columns in the tables that follow are derived from national-level data, and may not reflect District-specific requirements – which are sometimes higher than national averages. The "Hourly median wage" column reflects District-specific data as of 2013. The District's minimum wage has increased annually since this time, and is currently set at \$10.50, with an increase to \$11.50 per hour scheduled for July 1, 2016. Accordingly, this data may reflect lower wages than those currently paid, and also may fail to account for changes related to licensing or other more recent regulatory adjustments. A footnote included in the tables on p. 56 provides an example of updated information that was obtained by the Task Force that better reflects current labor market information for the District for one occupation, but is not consistently available within complete data sources for the purposes of updating all occupations in this table.

**Business and Information Technology**

Occupational Groups and Detailed Occupations (3-digit and 6-digit SOC Codes)	Average annual openings	Total number of jobs	Typical education needed for entry	Work experience needed in a related occupation	Typical on-the-job training needed to attain competency	Hourly median wage
<b>Occupational Group – Information and Record Clerks (43-4000)</b>	<b>873</b>	<b>26,761</b>				
<b>Entry-Intermediate Skill (Job Zones 1-2)</b>						
Customer Service Representatives (43-4051)	300	6,896	High school diploma or equivalent	None	Short-term on-the-job training	\$17.21
Receptionists and Information Clerks (43-4171)	245	7,218	High school diploma or equivalent	None	Short-term on-the-job training	\$16.71
Information and Record Clerks, All Other (43-4199)	190	8,495	High school diploma or equivalent	None	Short-term on-the-job training	\$25.02
Library Assistants, Clerical (43-4121)	54	979	High school diploma or equivalent	None	Short-term on-the-job training	\$21.36
File Clerks (43-4071)	22	807	High school diploma or equivalent	None	Short-term on-the-job training	\$19.16
Interviewers, Except Eligibility and Loan (43-4111)	12	468	High school diploma or equivalent	None	Short-term on-the-job training	\$14.91
<b>Middle Skill (Job Zone 3)</b>						
Human Resources Assistants, Except Payroll and Timekeeping (43-4161)	42	1,609	High school diploma or equivalent	None	Short-term on-the-job training	\$23.00
<b>Occupational Group – Business Operations Specialists (13-1000)</b>						
<b>Middle Skill (Job Zone 3)</b>						
Business Operations Specialists, All Other (13-1199)	556	39,821	High school diploma or equivalent	None	None	\$40.85

Occupational Groups and Detailed Occupations (3-digit and 6-digit SOC Codes)	Average annual openings	Total number of jobs	Typical education needed for entry	Work experience needed in a related occupation	Typical on-the-job training needed to attain competency	Hourly median wage
<b>Occupational Group – Other Office and Administrative Support Workers (43-9000)</b>	<b>504</b>	<b>19,768</b>				
<b>Entry-Intermediate Skill (Job Zones 1-2)</b>						
Office Clerks, General (43-9061)	364	12,015	High school diploma or equivalent	None	Short-term on-the-job training	\$18.21
Office and Administrative Support Workers, All Other (43-9199)	74	2,656	High school diploma or equivalent	None	Short-term on-the-job training	\$16.71
Mail Clerks and Mail Machine Operators, Except Postal Service (43-9051)	27	1,147	High school diploma or equivalent	None	Short-term on-the-job training	\$19.22
Word Processors and Typists (43-9022)	13	2,369	High school diploma or equivalent	None	Short-term on-the-job training	\$19.38
Data Entry Keyers (43-9021)	13	1,044	High school diploma or equivalent	None	Moderate-term on-the-job training	\$19.54
Office Machine Operators, Except Computer (43-9071)	13	537	High school diploma or equivalent	None	Short-term on-the-job training	\$18.86
<b>Occupational Group – Secretaries and Administrative Assistants (43-6000)</b>						
<b>Middle Skill (Job Zone 3)</b>						
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (43-6014)	266	10,513	High school diploma or equivalent	None	Short-term on-the-job training	\$22.10
Executive Secretaries and Executive Administrative Assistants (43-6011)	213	13,876	High school diploma or equivalent	Less than 5 years	None	\$26.42
<b>Occupational Group – Supervisors of Office and Administrative Support Workers (43-1000)</b>						
<b>Middle Skill (Job Zone 3)</b>						
First-Line Supervisors of Office and Administrative Support Workers (43-1011)	200	5,193	High school diploma or equivalent	Less than 5 years	None	\$30.55

Occupational Groups and Detailed Occupations (3-digit and 6-digit SOC Codes)	Average annual openings	Total number of jobs	Typical education needed for entry	Work experience needed in a related occupation	Typical on-the-job training needed to attain competency	Hourly median wage
<b>Occupational Group – Computer Occupations (15-1000)</b>	<b>186</b>	<b>4,661</b>				
<b>Middle Skill (Job Zone 3)</b>						
Computer User Support Specialists (15-1151)	186	4,661	Some college, no degree	None	Moderate-term on-the-job training	\$30.46
<b>Occupational Group – Financial Clerks (43-3000)</b>	<b>155</b>	<b>6,121</b>				
<b>Entry-Intermediate Skill (Job Zones 1-2)</b>						
Payroll and Timekeeping Clerks (43-3051)	26	751	High school diploma or equivalent	None	Moderate-term on-the-job training	\$25.70
<b>Middle Skill (Job Zone 3)</b>						
Bookkeeping, Accounting, and Auditing Clerks (43-3031)	115	4,996	High school diploma or equivalent	None	Moderate-term on-the-job training	\$23.31
Procurement Clerks (43-3061)	14	374	High school diploma or equivalent	None	Moderate-term on-the-job training	\$23.74
<b>Occupational Group – Material Recording, Scheduling, Dispatching, and Distributing Workers (43-5000)</b>	<b>134</b>	<b>4,929</b>				
<b>Entry-Intermediate Skill (Job Zones 1-2)</b>						
Stock Clerks and Order Fillers (43-5081)	67	2,184	Less than high school	None	Short-term on-the-job training	\$15.71
Postal Service Mail Carriers (43-5052)	30	837	High school diploma or equivalent	None	Short-term on-the-job training	\$27.16
Shipping, Receiving, and Traffic Clerks (43-5071)	28	1,047	High school diploma or equivalent	None	Short-term on-the-job training	\$22.65

**Construction**

Occupational Groups and Detailed Occupations (3-digit and 6-digit SOC Codes)	Average annual openings	Total number of jobs	Typical education needed for entry	Work experience needed in a related occupation	Typical on-the-job training needed to attain competency	Hourly median wage
<b>Occupational Group – Construction Trades Workers<sup>64</sup> (47-2000)</b>	<b>230</b>	<b>9,865</b>				
<b>Entry-Intermediate Skill (Job Zones 1-2)</b>						
Construction Laborers (47-2061)	73	2,302	Less than high school	None	Short-term on-the-job training	\$18.38
Carpenters (47-2031)	30	1,281	High school diploma or equivalent	None	Apprenticeship	\$23.14
Painters, Construction and Maintenance (47-2141)	12	687	Less than high school	None	Moderate-term on-the-job training	\$24.86
Cement Masons and Concrete Finishers (47-2051)	12	600	Less than high school	None	Moderate-term on-the-job training	\$21.76
Operating Engineers and Other Construction Equipment Operators (47-2073)	9	280	High school diploma or equivalent	None	Moderate-term on-the-job training	\$26.03
Sheet Metal Workers (47-2211)	7	356	High school diploma or equivalent	None	Apprenticeship	\$25.83
Reinforcing Iron and Rebar Workers (47-2171)	6	282	High school diploma or equivalent	None	Apprenticeship	\$22.25
Paving, Surfacing, and Tamping Equipment Operators (47-2071)	4	166	High school diploma or equivalent	None	Moderate-term on-the-job training	\$25.72
Structural Iron and Steel Workers (47-2221)	3	92	High school diploma or equivalent	None	Apprenticeship	\$23.35
Brickmasons and Blockmasons (47-2021)	3	216	High school diploma or equivalent	None	Apprenticeship	\$25.98
Insulation Workers, Mechanical (47-2132)	2	82	High school diploma or equivalent	None	Apprenticeship	\$31.31
Drywall and Ceiling Tile Installers (47-2081)	2	185	Less than high school	None	Long-term on-the-job	\$18.32
Plasterers and Stucco Masons (47-2161)	1	110	Less than high school	None	Moderate-term on-the-job	\$18.05

<sup>64</sup> Criteria used to identify detailed occupations within the Construction Career Pathway in the Construction sector (Construction Trades Workers occupational group in this table) are different than for other occupational groups in these tables, with a lower bar for inclusion used due to additional demand not captured in data through First Source and apprenticeship requirements. See methodology section in detailed document version for additional details.

Occupational Groups and Detailed Occupations (3-digit and 6-digit SOC Codes)	Average annual openings	Total number of jobs	Typical education needed for entry	Work experience needed in a related occupation	Typical on-the-job training needed to attain competency	Hourly median wage
<b>Occupational Group – Construction Trades Workers (cont.) (47-2000)</b>	<b>230</b>	<b>9,865</b>				
<u>Middle Skill (Job Zone 3)</u>						
Electricians (47-2111)	36	1,663	High school diploma or equivalent	None	Apprenticeship	\$29.66
Plumbers, Pipefitters, and Steamfitters (47-2152)	24	1,371	High school diploma or equivalent	None	Apprenticeship	\$29.67
<b>Occupational Group - Other Installation, Maintenance, and Repair Occupations (49-9000)</b>						
<u>Entry-Intermediate Skill (Job Zones 1-2)</u>						
Helpers--Installation, Maintenance, and Repair Worker (49-9098)	16	280	High school diploma or equivalent	None	Moderate-term on-the-job training	\$18.28
<u>Middle Skill (Job Zone 3)</u>						
Maintenance and Repair Workers, General (49-9071)	121	4,011	High school diploma or equivalent	None	Long-term on-the-job training	\$22.55

**Healthcare**

Occupational Groups and Detailed Occupations (3-digit and 6-digit SOC Codes)	Average annual openings	Total number of jobs	Typical education needed for entry	Work experience needed in a related occupation	Typical on-the-job training needed to attain competency	Hourly median wage
<b>Occupational Group – Nursing, Psychiatric, and Home Health Aides (31-1000)</b>	598	11,447				
<b>Entry-Intermediate Skill (Job Zones 1-2)</b>						
Home Health Aides (31-1011)	305	4,100	Less than high school	None	Short-term on-the-job training	\$11.02
Nursing Assistants (31-1014)	159	3,690	Postsecondary non-degree award	None	None	\$13.71
Orderlies (31-1015)	124	3,279	High school diploma or equivalent	None	Short-term on-the-job training	\$14.96
<b>Occupational Group – Health Technologists and Technicians (29-2000)</b>						
<b>Middle Skill (Job Zone 3)</b>						
Licensed Practical and Licensed Vocational Nurses (29-2061)	85	1,937	Postsecondary non-degree award	None	None	\$23.96
Emergency Medical Technicians and Paramedics (29-2041)	36	1,071	Postsecondary non-degree award	None	None	\$25.21
Dental Hygienists (29-2021)	30	530	Associate's degree	None	None	\$49.14
Medical and Clinical Laboratory Technicians (29-2012)	29	716	Associate's degree	None	None	\$21.97
Surgical Technologists (29-2055)	25	634	Postsecondary non-degree award	None	None	\$22.39
Medical Records and Health Information Technicians (29-2071)	23	588	Postsecondary non-degree award	None	None	(blank)
Radiologic Technologists (29-2034)	22	843	Associate's degree	None	None	\$32.62
Pharmacy Technicians (29-2052)	16	742	High school diploma or equivalent	None	Moderate-term on-the-job training	\$18.56
Health Technologists and Technicians, All Other (29-2099)	10	377	High school diploma or equivalent	None	None	\$22.85

<sup>65</sup> The Task Force received additional information on the Home Health Aides occupation (31-1011) indicating that a high-school diploma or equivalent was required for certification necessary for entry in the District. This occupation is also subject to the District's Living Wage requirement for publicly funded positions, currently set at \$13.80 per hour. The tables included here reflect data from 2013, with educational requirement data reflecting typical standards nationally. Updated information that is consistent across validated data sources for each occupation is unavailable, so these figures were not updated in the table.

Occupational Groups and Detailed Occupations (3-digit and 6-digit SOC Codes)	Average annual openings	Total number of jobs	Typical education needed for entry	Work experience needed in a related occupation	Typical on-the-job training needed to attain competency	Hourly median wage
<b>Occupational Group – Other Healthcare Support Occupations (31-9000)</b>	<b>118</b>	<b>3,549</b>				
<u>Middle Skill (Job Zone 3)</u>						
Medical Assistants (31-9092)	53	1,620	Postsecondary non-degree award	None	None	\$18.22
Healthcare Support Workers, All Other (31-9099)	29	906	High school diploma or equivalent	None	None	\$19.35
Dental Assistants (31-9091)	19	487	Postsecondary non-degree award	None	None	\$19.08
<b>Occupational Group – Secretaries and Administrative Assistants (43-6000)</b>						
<u>Middle Skill (Job Zone 3)</u>						
Medical Secretaries (43-6013)	44	1,194	High school diploma or equivalent	None	Moderate-term on-the-job training	17.47

**Hospitality**

Occupational Groups and Detailed Occupations (3-digit and 6-digit SOC Codes)	Average annual openings	Total number of jobs	Typical education needed for entry	Work experience needed in a related occupation	Typical on-the-job training needed to attain competency	Hourly median wage
<u>Entry-Intermediate Skill (Job Zones 1-2)</u>						
<b>Occupational Group – Food and Beverage Serving Workers (35-3000)</b>	<b>1,155</b>	<b>23,381</b>				
Waiters and Waitresses (35-3031)	505	9,792	Less than high school	None	Short-term on-the-job training	\$9.13
Combined Food Preparation and Serving Workers, Including Fast Food (35-3021)	370	7,657	Less than high school	None	Short-term on-the-job training	\$10.62
Bartenders (35-3011)	138	2,875	Less than high school	None	Short-term on-the-job training	\$9.34
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop (35-3022)	73	1,256	Less than high school	None	Short-term on-the-job training	\$9.35
Food Servers, Nonrestaurant (35-3041)	69	1,801	Less than high school	None	Short-term on-the-job training	\$12.23
<b>Occupational Group – Building Cleaning and Pest Control Workers (37-2000)</b>						
<u>Entry-Intermediate Skill (Job Zones 1-2)</u>						
Maids and Housekeeping Cleaners (37-2012)	336	9,554	Less than high school	None	Short-term on-the-job training	\$16.22
Janitors and Cleaners, Except Maids and Housekeeping Cleaners (37-2011)	524	13,962	Less than high school	None	Short-term on-the-job training	\$13.71

Occupational Groups and Detailed Occupations (3-digit and 6-digit SOC Codes)	Average annual openings	Total number of jobs	Typical education needed for entry	Work experience needed in a related occupation	Typical on-the-job training needed to attain competency	Hourly median wage
<b>Occupational Group – Other Food Preparation and Serving Related Workers (35-9000)</b>	565	10,247				
<u>Entry-Intermediate Skill (Job Zones 1-2)</u>						
Dining Room and Cafeteria Attendants and Bartender Helpers (35-9011)	215	4,354	Less than high school	None	Short-term on-the-job training	\$9.23
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop (35-9031)	174	2,347	Less than high school	None	None	\$10.93
Dishwashers (35-9021)	169	3,425	Less than high school	None	Short-term on-the-job training	\$10.14
<b>Occupational Group – Cooks and Food Preparation Workers (35-2000)</b>						
<u>Entry-Intermediate Skill (Job Zones 1-2)</u>						
Cooks, Restaurant (35-2014)	183	5,581	Less than high school	Less than 5 years	Moderate-term on-the-job training	\$13.74
Food Preparation Workers (35-9099)	115	3,292	Less than high school	None	Short-term on-the-job training	\$10.16
Cooks, Institution and Cafeteria (35-2012)	48	1,436	Less than high school	None	Short-term on-the-job training	\$14.32
Cooks, Short Order (35-2015)	17	872	Less than high school	None	Short-term on-the-job training	\$11.18
Cooks, Fast Food (35-2011)	26	1,421	Less than high school	None	Short-term on-the-job training	\$9.16

Occupational Groups and Detailed Occupations (3-digit and 6-digit SOC Codes)	Average annual openings	Total number of jobs	Typical education needed for entry	Work experience needed in a related occupation	Typical on-the-job training needed to attain competency	Hourly median wage
<b>Occupational Group – Supervisors of Food Preparation and Serving Workers (35-1000)</b>	160	5,178				
<u>Entry-Intermediate Skill (Job Zones 1-2)</u>						
First-Line Supervisors of Food Preparation and Serving Workers (35-1012)	117	2,841	High school diploma or equivalent	Less than 5 years	None	\$19.19
<u>Middle Skill (Job Zone 3)</u>						
Chefs and Head Cooks (35-1011)	43	2,337	High school diploma or equivalent	5 years or more	None	\$27.38
<b>Occupational Group – Information and Record Clerks (43-4000)</b>	86	1,544				
<u>Entry-Intermediate Skill (Job Zones 1-2)</u>						
Hotel, Motel, and Resort Desk Clerks (43-4081)	78	933	High school diploma or equivalent	None	Short-term on-the-job training	\$15.59
<b>Occupational Group – Supervisors of Building and Grounds Cleaning and Maintenance Workers (35-1000)</b>	75	2,065				
<u>Entry-Intermediate Skill (Job Zones 1-2)</u>						
First-Line Supervisors of Housekeeping and Janitorial Workers (35-1012)	75	2,065	High school diploma or equivalent	Less than 5 years	None	\$19.12
<b>Occupational Group – Entertainment Attendants and Related Workers (39-3000)</b>	75	913				
<u>Entry-Intermediate Skill (Job Zones 1-2)</u>						
Ushers, Lobby Attendants, and Ticket Takers (39-3031)	54	650	Less than high school	None	Short-term on-the-job training	\$9.31
Amusement and Recreation Attendants (39-3091)	17	242	Less than high school	None	Short-term on-the-job training	\$9.29

**Security and Law**

Occupational Groups and Detailed Occupations (3-digit and 6-digit SOC Codes)	Average annual openings	Total number of jobs	Typical education needed for entry	Work experience needed in a related occupation	Typical on-the-job training needed to attain competency	Hourly median wage
<b>Occupational Group – Other Protective Service Workers (33-9000)</b>	<b>738</b>	<b>14,879</b>				
<u>Entry-Intermediate Skill (Job Zones 1-2)</u>						
Security Guards (33-9032)	702	14,276	High school diploma or equivalent	None	Short-term on-the-job training	\$15.91
Protective Service Workers, All Other (33-9099)	10	137	High school diploma or equivalent	None	Short-term on-the-job training	\$16.45
<u>Middle Skill (Job Zone 3)</u>						
Private Detectives and Investigators (33-9021)	22	323	High school diploma or equivalent	Less than 5 years	Moderate-term on-the-job training	\$21.43
<b>Occupational Group – Law Enforcement Workers (33-3000)</b>	<b>220</b>	<b>6,683</b>				
<u>Middle Skill (Job Zone 3)</u>						
Police and Sheriff's Patrol Officers (33-3051)	166	5,148	High school diploma or equivalent	None	Moderate-term on-the-job training	\$32.92
Correctional Officers and Jailers (33-3012)	47	1,307	High school diploma or equivalent	None	Moderate-term on-the-job training	\$22.98
<b>Occupational Group – Secretaries and Administrative Assistants (43-6000)</b>	<b>82</b>	<b>5,794</b>				
<u>Middle Skill (Job Zone 3)</u>						
Legal Secretaries (43-6012)	82	5,794	High school diploma or equivalent	None	Moderate-term on-the-job training	\$34.51
<b>Occupational Group – Supervisors of Protective Service Workers (33-1000)</b>	<b>75</b>	<b>2,303</b>				
<u>Entry-Intermediate Skill (Job Zones 1-2)</u>						
First-Line Supervisors of Protective Service Workers, All Other (33-1099)	20	550	High school diploma or equivalent	Less than 5 years	None	\$25.23
<u>Middle Skill (Job Zone 3)</u>						
First-Line Supervisors of Police and Detectives (33-1012)	47	1546	High school diploma or equivalent	Less than 5 years	Moderate-term on-the-job training	\$57.08

## APPENDIX E: CAREER PATHWAY PROFILES BY SECTOR AND JOB FAMILY

Business Administration and Information Technology Sector			
Computer Support / Helpdesk		Transition Points and Requirements	
Entry Points	Transition Requirements	Wage Range	
<b>Middle to Senior Level</b>	<p><b>Transition Requirements</b></p> <ul style="list-style-type: none"> <li>Bachelor's in Computer Science, Master's preferred.</li> <li>Project Management Professional (PMP) certification + 5 years project management experience</li> </ul>	\$65,000-\$100,000	<b>Project Manager</b>
<b>Entry to Middle Level</b>	<p><b>Transition Requirements</b></p> <ul style="list-style-type: none"> <li>Bachelor's degree</li> <li>Certified Associate in Project Management (CAPM), domain-specific certifications</li> </ul>	\$45,000-\$75,000	<b>Technical Support (Senior)</b>
<b>Entry Level</b>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>High school diploma – Associate's</li> <li>Certifications and OJT : Microsoft Certified Solutions Associate/Technology Associate, CNet, A+</li> </ul>	\$30,000-\$65,000	<b>Helpdesk Technician (Tier 1-2) Wiring Technician</b>
FOUNDATIONAL SKILL SETS			
Basic Math and Science Skills Technical Computer Skills Equipment Usage and Management	Knowledge of Hardware Operations Repairing and Testing Customer Quality Control Analysis	Mechanical Skills Troubleshooting Skills Complex Problem Solving	Service Orientation Highly Organized Able to Provide Instruction
ESSENTIAL SKILL SETS			
Punctual and Efficient Adaptable and Flexible Responsible	Able to communicate clearly Self-Motivated Able to work with teams	Positive Attitude Good Time Management Good Judgement/Decision-Making	Well-Groomed Drug-Free Ability to Multi-task

<b>Business Administration and Information Technology Sector</b>			
<b>Computer Systems Design and Related Services</b>		<b>Transition Points and Requirements</b>	
<b>Entry Points</b>	<b>Transition Requirements</b>	<b>Points and Requirements</b>	<b>Wage Range</b>
<b>Middle to Senior Level</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>Bachelor's degree in Computer Science or related field, Master's preferred</li> <li>5+ years of work experience and OJT</li> <li>Relevant technology certifications: CCIE, RCDD</li> <li>May require other certifications (e.g. PMP)</li> </ul>	<b>Specialist System Administrator</b> <b>Computer Hardware Engineer</b> <b>Computer Network Architect</b> <b>Solutions Architect</b> <b>Software Developer (Sys. And Apps)</b> <b>Specialist System Administrator</b> <b>Computer and Info. Sys. Manager</b>	\$65,000-\$100,000
<b>Entry to Middle Level</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>Bachelor's degree (Computer Sci. pref.)</li> <li>2-3 relevant work experience</li> <li>Relevant certifications: CQI, CCNA/CCIE, MCDBA, MySQL, other software language certification</li> </ul>	<b>Quality Assurance Tester</b> <b>Network and Computer Sys. Admin.</b> <b>Developer (Entry)</b> <b>Computer Programmer</b> <b>Database Administrator</b> <b>Systems Analyst</b>	\$55,000-\$85,000
<b>Entry Level</b>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>Associate's degree or relevant post-secondary certificate (e.g. ACAD)</li> <li>OJT or 1-3 years relevant experience</li> </ul>	<b>Computer User Support Specialist</b> <b>CAD Drafter/Designer</b> <b>Network Administrator</b> <b>Computer Systems Analyst</b>	\$40,000-\$75,000
<b>FOUNDATIONAL SKILL SETS</b>			
Developed Math and Science Skills Technical Computer Skills Understanding of Electrical Circuits	Systems Analysis Problem Diagnosis and Repair Data Analysis	Complex Problem Solving Critical and Logical Thinking Creative & Design Thinking	Highly Organized Detailed Information Management Strategic Planning and Development
<b>ESSENTIAL SKILL SETS</b>			
Adaptable and Flexible Responsible Attention to Detail	Able to communicate clearly Able to work with teams Self-Motivated	Good Judgment/Decision-Making Effective Time Management Good Concentration/Focus	Well-Groomed Good Time Management Active Learner

<b>Business Administration and Information Technology Sector</b>			
<b>Business Support</b>		<b>Transition Points and Requirements</b>	
<b>Entry Points</b>			<b>Wage Range</b>
<b>Middle to Senior</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>• Associate's degree – Bachelor's degree</li> <li>• Relevant work experience</li> </ul>	<b>Business Operations Specialist Trainer – Learning and Development</b>	\$50,000-\$75,000
<b>Entry to Middle Level</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>• Associates degree</li> <li>• OJT and relevant work experience</li> </ul>	<b>First Line Supervisor, Admin Support Human Resources Assistant</b>	\$40,000-\$65,000
<b>Entry Level</b>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>• High school diploma or equivalent</li> <li>• Moderate OJT/vocational training</li> </ul>	<b>Data Entry Clerk Secretary Administrative Assistants Receptionist and Information Clerk Customer Service Representative</b>	\$30,000-\$50,000
<b>FOUNDATIONAL SKILL SETS</b>			
Clerical Administrative Knowledge Basic Computer Skills Inter-Office Communication	Information Processing/Management Resource Allocation/Management Data Compilation and Recording	Highly Organized Written/Verbal Communication Decision-Making/Problem Solving	Customer Service Interpersonal Skill Planning and Development
<b>ESSENTIAL SKILL SETS</b>			
Punctual and Efficient Adaptable and Flexible Responsible	Able to communicate clearly Able to work with teams Good Judgement/Decision-Making	Attention to Detail Time Management Positive Attitude	Honesty and Integrity Well-Groomed Drug-Free

<b>Construction and Maintenance Sector</b>			
<b>Construction Trades*</b>			
<b>Entry Points</b>	<b>Transition Points and Requirements</b>		<b>Wage Range</b>
<b>Middle to Senior Level</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>• Associate's – Bachelor's degree</li> <li>• Completion of apprenticeship and licensure; vocational training</li> </ul>	<b>Professional Project Manager</b> <b>Commercial Construction Superintendent</b> <b>Estimator</b> <b>Foreman</b>	\$65,000-\$100,000+
<b>Entry to Middle Level</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>• High school diploma or equivalent/GED</li> <li>• Multiyear (3-6) apprenticeship/OJT</li> <li>• Appropriate licensure</li> <li>• Journeyman license may be required for advancement</li> </ul>	<b>Electrician</b> <b>Mason</b> <b>Carpenter</b> <b>Ironworker</b> <b>Construction Laborer (Skilled)</b>	\$35,000-\$70,000
<b>Entry Level</b>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>• 8th grade reading and math level</li> <li>• Apprenticeship and licensure may be necessary</li> </ul>	<b>Paint/Construction/Maintenance Worker</b> <b>Construction Laborer (Unskilled)</b>	\$20,000-\$50,000
<b>FOUNDATIONAL SKILL SETS</b>			
Heavy Lifting and Carrying Critical Thinking Strategic Planning	Materials Handling/Management Machinery Operation and Control Quality Control Analysis	Effective Technical Communication Resource/Personnel Management Equipment Selection and Use	Information Documentation/ Recording Standards and Regulations Compliance Safety Training (OSHA)
<b>ESSENTIAL SKILL SETS</b>			
Punctual and Efficient Drug-Free Manual Dexterity and Strength	Responsible Honesty and Integrity Precision and Attention to Detail	Able to communicate clearly Adaptable and Flexible Active Learner	Self-Control Effective Time Management Visual-Spatial Acuity

\*Wages and qualifications/transition requirements can vary widely according to trade.

<b>Construction and Maintenance Sector</b>			
<b>Installation, Maintenance and Repair</b>		<b>Transition Points and Requirements</b>	
<b>Entry Points</b>			<b>Wage Range</b>
<b>Middle to Senior Level</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>• Bachelor's degree; Master's may be required for advancement</li> <li>• Apprenticeship and appropriate licensure</li> </ul>	<b>Building Services Engineer Operating Engineer</b>	\$60,000-\$90,000
<b>Entry to Middle Level</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>• High school diploma – Associate's degree</li> <li>• Multi-year apprenticeship and appropriate licensures</li> <li>• Appropriate certifications: CMM, etc.</li> </ul>	<b>Property Maintenance Manager</b> <b>First-Line Supervisor Mechanics/Repairers</b> <b>Industrial Maintenance Mechanic</b> <b>Plumber, Pipefitter, and Steamfitter</b> <b>Skilled Maintenance Technician</b> <b>Excavation Equipment Operator</b>	\$50,000-\$75,000
<b>Entry Level</b>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>• High school diploma or equivalent</li> <li>• Vocational training/OJT</li> </ul>	<b>Maintenance and Repair Worker</b> <b>Building/Facilities Maintenance Worker</b> <b>Helper – Maintenance and Repair Worker</b> <b>Landscaping and Grounds-keeping Worker</b>	\$25,000-\$50,000
<b>FOUNDATIONAL SKILL SETS</b>			
Heavy Lifting and Carrying Troubleshooting/Problem Solving Materials Handling/Management	Machinery Operation and Control Equipment Operation/Maintenance Quality Control Analysis	Basic Math and Science Basic Technology and Electronics Effective Technical Communication	Safety Training (OSHA) Information Documentation/Recording Resource Management
<b>ESSENTIAL SKILL SETS</b>			
Punctual and Efficient Drug-Free Manual Dexterity and Strength	Responsible Honesty and Integrity Precision and Attention to Detail	Able to communicate clearly Adaptable and Flexible Active Learner	Self-Control Effective Time Management Visual-Spatial Acuity

<b>Construction and Maintenance Sector</b>			
<b>Engineering Technology</b>			
<b>Entry Points</b>	<b>Transition Points and Requirements</b>		<b>Wage Range</b>
<b>Middle to Senior Level</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• Certification/licensure</li> </ul>	<b>Civil Engineer Surveyor</b>	\$70,000-\$115,000
<b>Entry Level</b>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>• Associate's degree</li> </ul>	<b>Field Engineer</b>	\$45,000-\$70,000
<b>FOUNDATIONAL SKILL SETS</b>			
Math and Science Skills Engineering/Technology Knowledge Problem Solving	Construction Management Create and Read Blueprints/Models Materials Management	Effective Time Management Attention to Detail Clear Technical Communication	Safety Training Computer Use
<b>ESSENTIAL SKILL SETS</b>			
Self-Motivated Adaptable and Flexible Responsible	Drug-Free Punctual and Efficient Good Time Management	Well-Groomed Able to communicate clearly Active Learner	Reading and Written Comprehension Speaking/Presentation Manual Dexterity

Healthcare Sector			
Direct Care and Nursing Occupations		Transition Points and Requirements	
Entry Points	Transition Requirements	Occupations	Wage Range
<b>Middle to Senior Level</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>• Bachelor's – Master's Degree</li> <li>• Appropriate licensing and certifications</li> </ul>	<b>Clinical Social Worker</b> <b>Mental Health Clinician</b> <b>Nurse Practitioner</b>	\$60,000-\$80,000
<b>Entry to Middle Level</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>• Associate's – Bachelor's Degree</li> <li>• Post-secondary vocational training</li> <li>• Appropriate licensing</li> </ul>	<b>Licensed Practical Nurse</b> <b>Dental Hygienist</b> <b>Case Manager</b> <b>Nurse</b>	\$50,000-\$70,000
<b>Entry Level</b>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>• High school diploma or GED</li> <li>• Necessary certifications</li> <li>• Vocational/OJ training</li> </ul>	<b>Certified Nursing Assistant</b> <b>Community Health Worker (non-clinical)</b> <b>Patient Care Coordinator</b> <b>Emergency Medical Technician</b> <b>Dental Assistant</b>	\$30,000-\$50,000
<b>FOUNDATIONAL SKILL SETS</b>			
Math and Science Skills Knowledge of Medicine/Dentistry Problem Solving/Critical Thinking	High Quality Customer Service Quick Decision-Making Highly Organized	Effective Time Management Attention to Detail Gather/record critical information	Manual Dexterity/Coordination Knowledge of Health Technology Systems Analysis and Evaluation
<b>ESSENTIAL SKILL SETS</b>			
Active Listening Skills Social Perceptiveness Effective Communication	Reading Comprehension Monitoring Speech Clarity	Punctual and Efficient Responsible Adaptable/Flexible	Self-Motivated Able to work in teams Drug Free

Healthcare Sector			
Hospital Occupations		Transition Points and Requirements	
Entry Points	Transition Requirements	Points	Wage Range
<b>Middle to Senior Level</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>• Associate's Degree or 2-year professional education program</li> <li>• Necessary licensure</li> </ul>	<b>Medical and Clinical Laboratory Technician</b> <b>Occupational Therapist Assistant</b> <b>Physical Therapist Assistant</b>	\$40,000-\$65,000
<b>Entry to Middle Level</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>• High school diploma or equivalent</li> <li>• Post-secondary vocational training</li> <li>• Certifications and licensure required</li> </ul>	<b>Medical Assistant</b> <b>Radiologic Technician</b> <b>Surgical Technician</b>	\$30,000-\$55,000
<b>Entry Level</b>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>• High school diploma or equivalent</li> <li>• Certifications (if necessary—CNA)</li> <li>• OJT</li> </ul>	<b>Home Health Aide</b> <b>Patient Care Technician (clinical)</b> <b>Pharmacy Technician</b> <b>Healthcare Interpreter</b>	\$25,000-\$40,000
<b>FOUNDATIONAL SKILL SETS</b>			
Basic Knowledge of Medicine Data/Information Analysis Good Decision-Making	High Quality Customer Service Highly Organized Ability to Prioritize Work Tasks	Effective Time Management Attention to Detail Gather/record critical information	Manual Dexterity/Coordination Knowledge of Health Technology Knowledge of Privacy/Security Protocols
<b>ESSENTIAL SKILL SETS</b>			
Active Listening Skills Social Perceptiveness Effective Communication	Ability to instruct others Monitoring Able to follow guidelines/standards	Responsible Adaptable/Flexible Reading/Writing Comprehension	Self-Motivated Able to work in teams Drug Free

Healthcare Sector			
Support Services / Administration, Billing and Coding			
Entry Points	Transition Points and Requirements		Wage Range
<b>Middle to Senior Level</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>Bachelor's Degree</li> </ul>	<b>Business Office Manager IT/Informatics Technician Program Assistant – Government Relations</b>	\$60,000-\$80,000
<b>Entry to Middle Level</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>Associate's Degree</li> <li>Appropriate certifications</li> </ul>	<b>Medical Records and Health Information Technician Customer Service Representative</b>	\$40,000-\$50,000
<b>Entry Level</b>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>High school diploma or equivalent</li> <li>OJT</li> <li>Appropriate certifications</li> </ul>	<b>Intake Coordinator Medical Coder Medical Biller</b>	\$35,000-\$45,000
<b>FOUNDATIONAL SKILL SETS</b>			
Strong Customer Service Skills Highly Organized Systems Evaluation/Analysis	Problem solving Conflict Resolution Skills Able to update procedural knowledge	Effective Time Management Gather/record critical information Attention to Detail	Knowledge of Health Technology Knowledge of Privacy Protocols Clerical/Administrative Knowledge
<b>ESSENTIAL SKILL SETS</b>			
Strong Communication Active Listening Skills Social Perceptiveness	Responsible Self-motivated Able to Work in Teams	Able to Maintain Privacy Punctual and Efficient Able to follow guidelines/standards	Effective written/verbal communication Drug Free Well-Groomed/Dressed

<b>Hospitality Sector</b>			
<b>Restaurant and Food/Beverage Services</b>			
<b>Entry Points</b>	<b>Transition Points and Requirements</b>		<b>Wage Range</b>
<b>Middle to Senior Level</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>Associate's – Bachelor's degree from accredited culinary institution</li> <li>Significant on the job experience</li> <li>Appropriate credentials</li> </ul>	<b>General Manager Pastry &amp; Specialty Chef Caterer</b>	\$80,000-\$100,000
<b>Entry to Middle Level</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>High school diploma</li> <li>Significant work-related experience/knowledge (5+ years)</li> </ul>	<b>Chef and Head Cook First-Line Supervisor/Manager of Food Prep. Food Service Manager</b>	\$50,000-\$80,000
<b>Entry Level</b>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>High school diploma or equivalent</li> <li>May require some previous work-related knowledge/skill</li> <li>OJT</li> </ul>	<b>Dishwasher/Bus Person Food Prep/Serving Worker Room Service Attendant Dining Room Attendant Host/Hostess Cooks (Cafeteria, Restaurant, Short Order)</b>	\$20,000-\$40,000
<b>FOUNDATIONAL SKILL SETS</b>			
Excellent Customer Service Skills Knowledge of Hospitality Standards Cash Handling Knowledge	Able to control equipment Quality Assessment/Assurance Creative Thinking	Attention to Detail Good Multi-tasking Quick Decision-Making	Supervisory Ability Can train/teach others Resource Management
<b>ESSENTIAL SKILL SETS</b>			
Active Listening Skills Social Perceptiveness Strong Communication	Able to Work in Teams Punctual and Efficient Responsible	Physically Able/Coordination Able to Prioritize Tasks Conflict Resolution	Drug Free Well-groomed Self-Control

Hospitality Sector			
Lodging Occupations		Transition Points and Requirements	
Entry Points	Transition Requirements	Points and Requirements	Wage Range
<b>Middle to Senior Level</b>	<p><b>Transition Requirements</b></p> <ul style="list-style-type: none"> <li>• Bachelor's Degree, preferably in Hospitality/Hotel Management</li> <li>• 5+ years of related work experience</li> <li>• Certifications may be necessary</li> </ul>	<p><b>Front Office Manager</b></p> <p><b>Room Division Manager</b></p> <p><b>Director of Human Resources</b></p> <p><b>General and Operations Manager</b></p> <p><b>Facilities Maintenance Manager</b></p>	\$50,000-\$90,000
<b>Entry to Middle Level</b>	<p><b>Transition Requirements</b></p> <ul style="list-style-type: none"> <li>• High school diploma – Associate's degree/Trade School certification</li> <li>• 2-5 years of relevant work experience/knowledge</li> </ul>	<p><b>Lodging Manager</b></p> <p><b>Front Desk or Reservations Supervisor</b></p> <p><b>Housekeeping Manager</b></p> <p><b>Maintenance Supervisor</b></p> <p><b>Food and Beverage Director</b></p>	\$40,000-\$65,000
<b>Entry Level</b>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• High school diploma or equivalent</li> </ul>	<p><b>Hotel, Motel, Resort Front Desk Employee</b></p> <p><b>Maid and Housekeeping Janitor and Cleaner</b></p>	\$30,000-\$40,000
<b>FOUNDATIONAL SKILL SETS</b>			
Excellent Customer Service Skills Knowledge of Hospitality Standards Cash Handling Knowledge	Basic Computer Skills Information Gathering/Recording Skills in Negotiation/Persuasion	Problem Solving Skills Quick Decision-Making Good Multi-Tasking	Supervisory Ability Able to train/teach others Resource/Personnel Management
<b>ESSENTIAL SKILL SETS</b>			
Social Perceptiveness Strong Communication Highly Organized	Able to Prioritize Tasks Able to Comply with Standards Conflict Resolution	Able to Work in Teams Punctual and Efficient Responsible	Drug Free Well-groomed

<b>Hospitality Sector</b>			
<b>Convention/Event Planning</b>		<b>Transition Points and Requirements</b>	
<b>Entry Points</b>	<b>Transition Requirements</b>	<b>Points</b>	<b>Requirements</b>
<b>Middle to Senior Level</b>	<ul style="list-style-type: none"> <li>Bachelor's degree (Marketing, Hospitality or Business)</li> <li>3-5 years professional experience</li> <li>May require CMP certification</li> </ul>		<b>Marketing/Promotions Manager</b> <b>Meeting, Convention and Event Planner</b> \$60,000-\$90,000
<b>Entry to Middle Level</b>	<b>Transition Requirements</b> <ul style="list-style-type: none"> <li>Associate – Bachelor's Degree</li> <li>Significant relevant professional experience</li> </ul>		<b>Senior Manager, Event Operations</b> <b>Convention Services Manager</b> \$50,000-\$70,000
<b>Entry Level</b>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>High school diploma or equivalent</li> <li>Relevant work experience/OJT</li> </ul>		<b>Banquet Operations Coordinator</b> <b>Special Events Coordinator</b> \$40,000-\$60,000
<b>FOUNDATIONAL SKILL SETS</b>			
Excellent Customer Service Skills Knowledge of Hospitality Standards Negotiation/Sales Skills	Marketing/Promotional Knowledge Basic Computer Skills Creative Thinking and Planning	Problem Solving Skills Good Multi-Tasking Quality Assessment/Assurance	Resource/Personnel Management Operations and Systems Analysis Event Scheduling/Logistics Skills
<b>ESSENTIAL SKILL SETS</b>			
Social Perceptiveness Strong Communication Highly Organized	Able to Prioritize Tasks Conflict Resolution Active Learner	Self-Directed Punctual and Efficient Responsible	Well-groomed Basic Math/Estimation Ability

Security and Law Enforcement Sector			
Law Enforcement and Protective Services			
Entry Points	Transition Points and Requirements		Wage Range
<b>Associate – Bachelor Level (Senior)</b>	Transition Requirements - minimum 3-5 years armed experience, Risk Management certification, Higher Education in Safety and Law Enforcement	<b>Sergeant Lieutenant Police Captain Police Chief Emergency Preparedness Manager Security Director</b>	\$60,000-\$100,000+
<b>Certificate Level (Mid)</b>	Transition Requirements - Previous Experience and OJT; Personnel Management Certification; Police Academy Training	<b>Investigator Police Officer Patrol Officer</b>	\$40,000-\$80,000
<b>Entry Level/High School Diploma</b>	Qualifications -High school diploma or equivalent -Moderate OJT, DCJS certifications	<b>Security Guard Correctional Officer</b>	\$30,000-\$60,000
<b>FOUNDATIONAL SKILL SETS</b>			
Safety Knowledge Multi-tasking Social Perceptiveness	Physical Strength/Endurance Highly Organized Quick Decision-Making	Time Management Judgement and Decision Making Supervisory Skills	Interpersonal Skills Attention to Detail Persuasion and Negotiation
<b>ESSENTIAL SKILL SETS</b>			
Punctual and Efficient Adaptable and Flexible Responsible	Drug-Free Able to work with teams Self-Control	Critical Thinking Able to communicate clearly Honesty and Integrity	Positive Attitude Conflict Resolution Quick Thinking

## APPENDIX F: ADDITIONAL WORKS CONSULTED

Garnder Clagett, M. and Uhalde, R. (2012). "The Promise of Career Pathways System Change". Jobs for the Future. Retrieved from [http://www.jff.org/sites/default/files/publications/CareerPathways\\_JFF\\_Paper\\_060112.pdf](http://www.jff.org/sites/default/files/publications/CareerPathways_JFF_Paper_060112.pdf)

"Shared Vision, Strong Systems: The Alliance for Quality Career Pathways Framework Version 1.0" (2014). CLASP.

Wilson, R. "Lessons Learned from Accelerating Opportunities". Jobs for the Future. Retrieved from <http://www.jff.org/sites/default/files/publications/materials/Lessons-Learned-From-Accelerating-Opportunity-041315.pdf>

## APPENDIX G: DISTRICT PROVIDERS AND COMMUNITY-BASED ORGANIZATIONS

*Note: This list was developed through research by the WIC and CAEL, it is not meant to be exhaustive but gives a picture of the landscape of education and workforce providers in the District.*

<b>Local Education Agencies (LEA)</b>
Carlos Rosario International PCS (Charter)
Latin American Youth Center Career Academy (Charter)
Briya PCS
The Community College Preparatory Academy (Charter)
Academy of Hope (Charter)
YouthBuild PCS (Charter)
Next Step PCS(Charter)
Maya Angelou Young Adult Learning Center (Charter)
Ballou STAY (DCPS)
Roosevelt STAY (DCPS)
Luke Moore Senior High (DCPS)
Washington Metropolitan High School (DCPS)
<b>Adult Basic Education Providers</b>
Anacostia Community Outreach Center
Byte Back
Covenant House
Congress Heights Training and Development Corporation
Four Walls
Ethiopian Community Center
The Family Place
Washington English Center (Language, ETC)
Literacy Volunteers and Advocates
Lt. Joseph P. Kennedy Institute for Catholic Charities
Mary's Center for Maternal and Child Care-Family Literacy Program
National Organization of Concerned Black Men
Perry School Community Services Center
Society of the Sacred Heart/Living Wages
So Others Might Eat (SOME)
Southeast Ministry
Washington Literacy Center
YMCA National Capital Area
DC Libraries

<b>Occupational Training Providers</b>
Allied Health and Technology Institute
Anacostia Community Outreach Center
ASM Educational Institute
AVI Career Training
AYT Institute
Bennett Career Institute
Berlitz Language Center
Bright Beginnings, Inc.
Building Futures
CapTec Professional Training Center
Career Technical Institute
Catholic Charities
CitiWide Computer and Nursing Assistant Center
Cohn's Culinary and Hospitality Management Academy
Community Services Agency, Metro Washington Council - AFL-CIO
Daniel Morgan Academy
Davis Memorial Goodwill Industries (Goodwill of Greater Washington)
DC Central Kitchen, Inc.
Dudley Beauty College
EF International Language Centers
General Assembly
Global Proof Productions Bartending School
Graduate School USA
Greater Washington Urban League (GWUL) Career Center
Healthwrite Training Academy
Home Care Partners, Inc.
Howard University Center for Urban Progress
Inspire BBQ
Institute for Public Health Innovation
Institute of World Politics
Inter-American Defense College
International Center for Language Studies
Latin American Youth Center
Mary's Center
Medstar Washington Hospital Center
Medtech College
National Children's Center
National Housing Corporation Learning Centers
National Institute of Emergency Medical Services
National Phlebotomy Association
The Training Institute of Washington D.C. (Nationwide Training Institute)
OIC/DC

Paralegal Institute of Washington D.C.
Potomac Job Corps
Potomac Massage Training Institute
Quality First Training Centers
Radians College
Restaurant Opportunity Centers United of Washington, DC (ROC-DC)
RizeUp Technology Training, LLC
Sasha Bruce Youthwork, Inc.
SIT Graduate Institute
Southeast Children's Fund/Professional Development Institute
Southeast Welding Academy
St. Michael School of Allied Health
Stevens Institute of Technology
Strive DC
Technical Learning Center
The Excel Automotive Institute
The Family Place DC
The Portfolio Center
Toni Thomas Associates, Inc.
Total Healthcare Innovations, Inc.
Tran Semantics Inc./International Language Institute
Training Source
United Planning Organization
University of the Potomac
Urban Ed, Inc.
Veterans Enterprise Training & Services Group, Inc.
VMT Education Center
WHALER's Creation
Year Up - National Capital Region
<b>Other Workforce Service Providers</b>
Calvary Women's Services
Capital Area REACH
Collaborative Solutions for Communities
Commonwealth Institute for Fiscal Analysis
Congress Heights Community Outreach Center
D.C. STEM Network
Dominican House of Studies
John Paul II Institute for Studies on Marriage and Family
Liberty's Promise
N Street Village
National Guard Capital Guardian Youth ChalleNGe Academy
United Way of the National Capital Area



# Government of the District of Columbia

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