

# Career Pathways System Overview

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## An Introduction to the Career Pathway System

The Workforce Innovation and Opportunity Act (WIOA), enacted on July 22, 2014 requires cross-system alignment; education and training that is focused on the needs of high-demand industry sectors and occupations; regional collaborations focused on the skill needs of regional economies; and the establishment of career pathways systems that make it easier for all employment seekers to attain the education, skills and credentials needed for family-supporting jobs and careers. Career pathways programs offer a clear sequence, or pathway, of educational coursework (including English language acquisition) and/or training credentials aligned with employer-validated work readiness standards and competencies along with appropriate support services.

## Benefits of Career Pathways

Career pathways can offer employment seekers, as well as current workers desiring to advance their employment status, an efficient and customer-centered approach to training and education by connecting, often through co-enrollment, the necessary adult basic education, occupational training, postsecondary education, career and academic advising, and support services for them to prepare for, obtain, and progress in a career (USD OE).

Career pathways help employment seekers and incumbent workers think about their employment in terms of careers and career advancement, and not just about obtaining a single job. Career pathways provide people in low-wage jobs or with few skills the opportunity to obtain better jobs. Pathways increase participant motivation as they: can gain a clearer understanding of how the pathway leads them from one employment opportunity to the next; understand the estimated timelines for completion; experience success as they progress and meet benchmarks; and receive guidance and tools to help make informed decisions about their next steps.

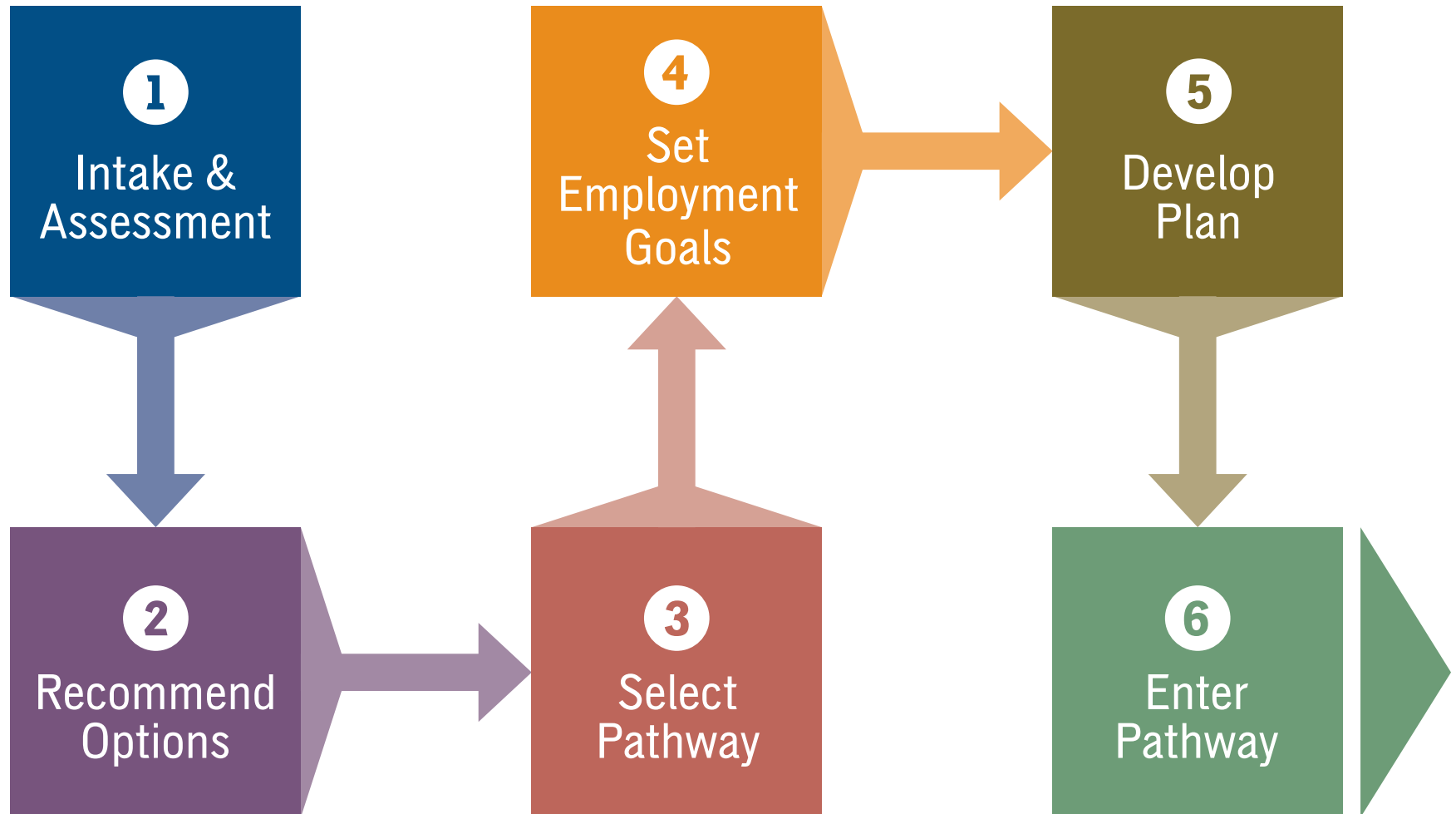
## Flexibility of Career Pathways

Although the model shows sequential steps toward goal attainment, participant progress is not always linear. An important element of career pathways is the inclusion of multiple points of entry and exit. Depending on prior education, skills, and/or work experience, the pathway may be entered at various points. Likewise, personal situations, the need for immediate employment, or even a change in the career goal may lead someone to exit the pathway. As part of supporting participants, it should be made clear how they can reenter the pathway.

***NOTE: The list of resources, requirements and employment opportunities for each pathway is not comprehensive. They are included as starting points and they can be built upon and adapted to the specific career goals of each participant.***

# Career Pathways Roadmap

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# Career Pathways Process

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## 1 Intake & Assessment

*Typically occurs at a Workforce Solutions or Adult Education location.*

Assessment of skills and needs (high school completion, foundational academics, work readiness, support services and English language acquisition)

Initial identification of career interests and alignment check with existing skills/experience

Unskilled jobs may be necessary while participants progress on their career pathway. While immediate employment may not require any special training or degrees, workers should possess/demonstrate the following work readiness skills:

- Ability to learn on the job
- Ability to follow directions/instructions
- Patience
- Positive attitude.

If other skills and training are needed for workers to obtain an unskilled job, this should be included in their development plan. Job types include custodians, fast food workers, housekeepers, furniture movers, retail workers, *etc.*

## 2 Recommendations

Results of the assessments and career interest survey are used to develop a short list of recommended career pathway options that are likely to be successful. The list, along with detailed information about the pathway options are then reviewed and discussed with the participant.

## 3 Pathway Selection

Based on feedback shared in the recommendation phase, participant makes a pathway selection.

## 4 Employment Goals

The agency works with the participant to develop immediate, mid-term, and long-term employment goals which align with current levels of education/experience and the planned milestones.

## 5 Plan Development

After pathway selection, the agency works with the participant to develop an education and training plan which includes an overall timeline, as well as the timeframe for key milestones.

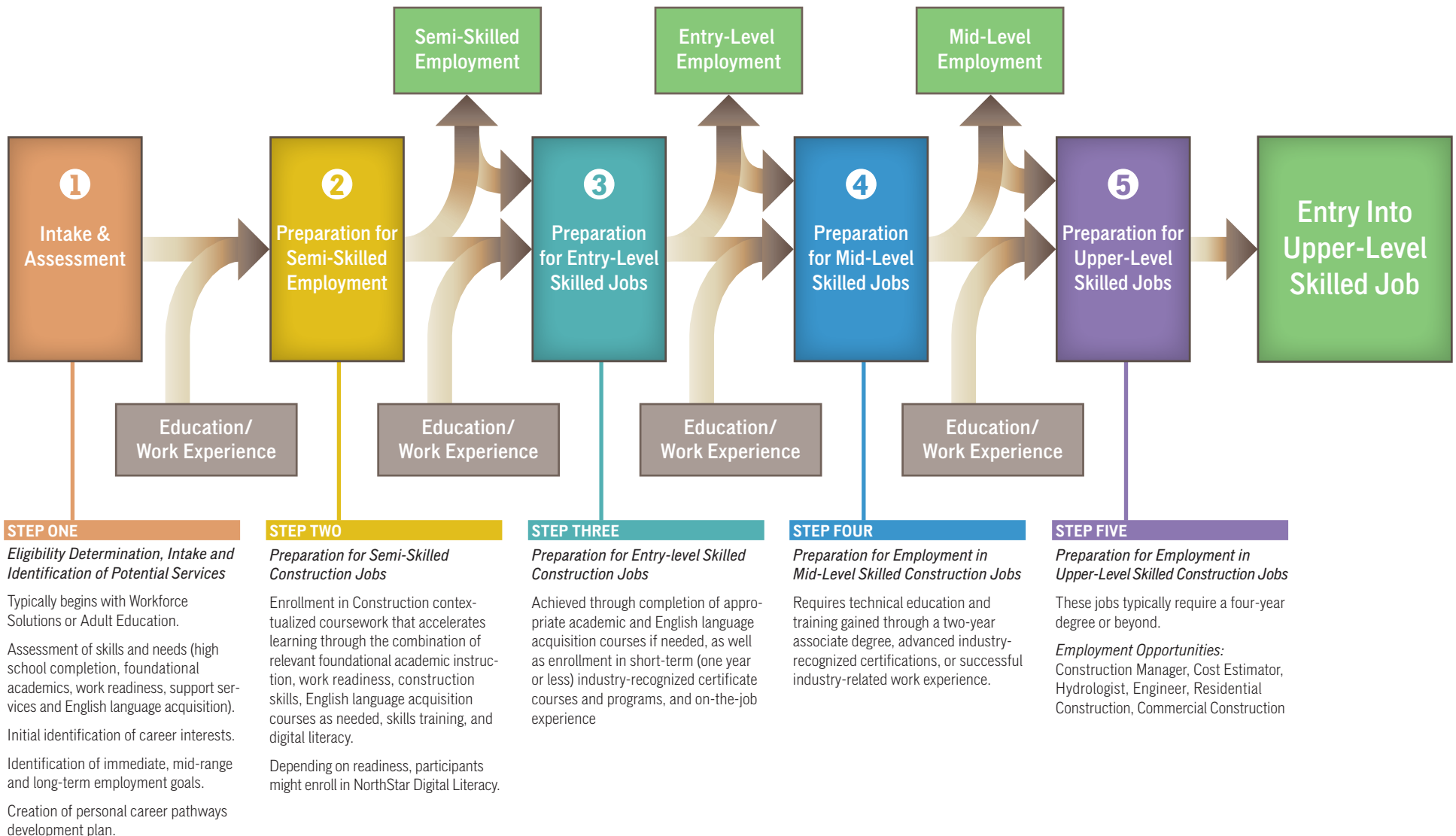
## 6 Pathway Engagement

The participant begins their career pathway journey with regular check-ins and guidance from the agency. As progress is made along the pathway, the agency guides the participant to improved employment opportunities as those milestones are achieved. The agency also works with the participant to make any needed adjustments to the plan along the way to help ensure the success of the participant.

# Construction Career Pathway

There are many areas of employment in the field of Construction. For example, the appropriate Construction credentials and degrees can provide access to careers as a mason, painter, carpenter, heavy equipment operator, electrician, boilermaker, construction supervisor, or engineer. Personal interest, aptitudes, past education, construction experience, access to appropriate training, and availability of open positions are some factors to consider in choosing a construction specialty.

Depending on the ultimate career goal, appropriate education and skills may be gained through earning industry recognized credentials and apprenticeships, associate, bachelor's and advanced degrees, and on-the-job training.





# Construction Career Pathway Resources

## STEP ONE

### *Initial Eligibility Determination, Intake and Identification of Potential Services*

Typically begins with Workforce Solutions or Adult Education.

Assessment of skills and needs (high school completion, foundational academics, work readiness, support services, English language acquisition, and digital literacy). Depending on readiness, participants might enroll in [NorthStar Digital Literacy](#).

Initial identification of career interests, aptitudes, and potential for success in this field (World of Work Inventory or similar vocational assessment), including [O\\*NET Online](#).

Identification of immediate, mid-range and long-term employment goals.

Creation of personal career pathways development plan.

Create an account with [Maine JobLink](#)

## STEP TWO

### *Preparation for Semi-Skilled Construction Jobs*

Enrollment in Construction contextualized coursework that accelerates learning through the combination of relevant foundational academic instruction, work readiness, construction skills, and English language acquisition courses if needed.

Depending on readiness, participants might enroll in math, algebra, geometry, written and verbal communication, and basic computer courses.

**NOTE: The list of resources, requirements and employment opportunities for this pathway is not comprehensive. They are included as starting points and they can be built upon and adapted to the specific career goals of the participant.**

### **Requirements for Employment:**

High school completion; appropriate level of English language proficiency; ability to use math, algebra, and geometry to calculate angles and measure accurately; ability to communicate with co-workers and follow directions. Additional skills may include familiarity with industry-related computer applications, and the proper use of tools related to the job.

### **Employment Opportunities:**

Semi-skilled construction jobs may include mason, painter, laborer, roofer or carpenter.

### **Average Salary:**

\$19–24/hour

## STEP THREE

### *Preparation for Entry-level Skilled Construction Jobs*

Achieved through completion of appropriate academic and English language acquisition courses if needed, as well as enrollment in short-term (one year or less) industry-recognized certificate courses and programs, and on-the-job experience.

Enrollment in the [Maine Adult Education College and Career Access program](#) provides relevant classes and supports to help prepare for a successful transition into two- and four-year colleges.

*Higher education opportunities for construction degrees are limited in Maine.*

### **Click the links below for details:**

- [Ellsworth Adult Education: Residential Construction](#)
- [Lewiston Adult Education: Construction Training Program and Construction Pre-Apprenticeship](#)
- [Maine Department of Labor: Apprenticeship in Construction and Extraction](#)
- [Maranacook Adult and Community Education: CDL Class B Training](#)
- [Portland Adult Education: CDL Class B Permit Prep Program](#)
- [Westbrook Adult Education: Class A CDL Course \(Call for upcoming class schedule.\)](#)
- [Central Maine Community College](#)
- [Eastern Maine Community College](#)
- [Southern Maine Community College](#)

### **Preferred Requirements for Employment:**

Appropriate state licenses and industry-recognized certificates; on-the-job experience; high school completion; appropriate level of English language proficiency; ability to use math, algebra, and geometry to calculate angles and measure accurately; ability to communicate with co-workers; and ability to follow directions.

Additional skills may include familiarity with industry-related computer applications, and the proper use of tools related to the job.

### **Employment Opportunities:**

Maintenance Mechanic, HVAC Helper, Heavy Equipment Driver

**Average Salary:** \$26–30/hour

## STEP FOUR

### *Preparation for Employment in Mid-Level Skilled Construction Jobs*

Requires technical education and training gained through a two-year associate degree, advanced industry recognized certifications, or successful industry-related work experience.

Enrollment in the [Maine Adult Education College and Career Access program](#) provides relevant classes and supports to help prepare for a successful transition into two- and four-year colleges.

### **Click the links below for details:**

- [Maine Department of Labor Construction Apprenticeships](#)
- [Mid-Coast School of Technology Adult Education](#)
- [Central Maine Community College](#)
- [Eastern Maine Community College](#)
- [Kennebec Valley Community College](#)
- [Northern Maine Community College: Two-year certificate \(non-degree\) program](#)
- [Southern Maine Community College](#)
- [New England Institute of Technology](#)

### **Requirements for Employment:**

High school completion, associate degree, advanced industry recognized certifications, state licensure and successful industry-related work experience.

### **Employment Opportunities:**

Boilermaker; project manager; home-builder; construction manager; and state-licensed plumber, electrician, HVAC technician, asbestos abatement contractor

**Average Salary:** \$28–32/hour

## STEP FIVE

### *Preparation for Employment in Upper-Level Skilled Construction Jobs*

Typically requires a four-year degree or beyond.

### **Click the links below for details:**

- [University of Maine](#)

### **Requirements for Employment:**

Four-year degree or beyond, advanced industry recognized certifications, and/or successful industry-related work experience.

State licensure is needed for plumbing, electrical, HVAC, asbestos abatement contractors, architects, and engineers.

### **Employment Opportunities:**

Construction Manager, Cost Estimator, Hydrologist, Engineer, Residential Construction, Commercial Construction

### **Average Salary:**

\$49,000–101,000/year