

GET INTO ENERGY

# Career Pathways



[www.getintoenergy.com](http://www.getintoenergy.com)

• Target Audience: Low-income Young Adults (ages 16 –26)

# About the Get Into Energy Career Pathways Model

## OVERVIEW

Energy jobs offer promising opportunities to both experienced workers and those just starting their careers. The energy industry as a whole is projected to experience growth in the coming years, particularly with the increase in infrastructure investment in renewable energy and clean energy generation, energy efficiency and Smart Grid technologies. The growth in demand for workers coincides with the large number of projected retirements in the industry. Energy employers will need skilled workers for energy related generation, transmission and distribution positions. These are jobs that are active, hands-on, rewarding and available in every state. In addition, they are jobs in an industry where adding new skills translates into additional opportunities to advance and to make more money. As new technologies are created, workers will need new skills to install and operate the new energy systems and this means new job opportunities in a stable and growing industry.

### The GIE Career Pathways Model is built on the principles of:

- Targeted outreach and support for students and potential applicants through recruiting and employment.
- A pathways system leading to a portable, articulated portfolio of credentials and degrees.
- Employer involvement in all phases of workforce development leading to employment.

The Get Into Energy (GIE) Career Pathways Model provides a roadmap for entry into skilled, utility technician positions in the energy industry with pathways to higher-level jobs in a variety of work settings.

The Pathways Model focuses on the needs of three stakeholder groups: students and potential applicants, educators, and employers. The system is divided into key modules supporting these stakeholders, including GIE Outreach and Career Coaching, Career Pathways Curriculum and Stackable Credentials, and Employer Collaboration and Support.

The Get Into Energy Career Pathways Model used in this publication demonstrates how low-income young adults can enter careers in the energy industry. However, the Pathways Model can be used for various audiences – high school, military, women, dislocated workers – to create a workforce development process for the energy industry.

## KEY COMPONENTS



**Get Into Energy  
Outreach and Career  
Coaching**



**Career Pathways  
Curriculum and Stackable  
Credentials**



**Employer Collaboration  
and Support**

## PROJECT ADVISORY COUNCIL

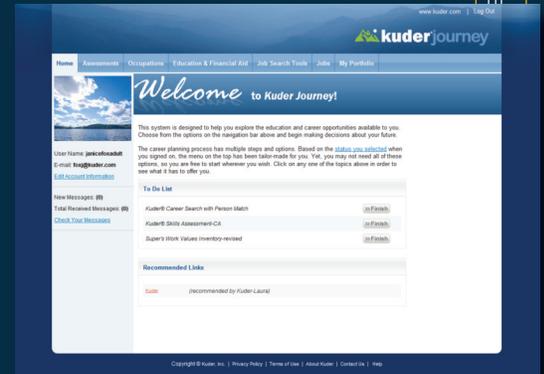
The Get Into Energy Career Pathways model has been developed by input from a variety of organizations, including related industries, included on the Advisory Council:

American Association of Community Colleges  
American Council on Education  
American Gas Association  
American National Standards Institute  
Associated General Contractors  
Association of Career & Technical Education  
The Corp Network  
Council on Adult & Experiential Learning  
Economic Modeling Specialists, Inc.  
Edison Electric Institute  
Institute of Nuclear Power Operations  
National Rural Electric Cooperative Association  
Nuclear Energy Institute  
U.S. Department of Education  
U.S. Department of Labor  
Washington Gas Light Co.

# Outreach and Student Support

## PIPELINE ORGANIZATIONS

Pipeline organizations work with low-income youth and other populations to provide the opportunity to earn a high school diploma or GED, career guidance and mentoring and support services. CEWD researched several pipeline organizations that work with the Bill and Melinda Gates Foundation and have developed partnerships that will encourage their constituents with a high school diploma or GED, as well as an interest in the energy industry, to start the Pathways process. Partners include:



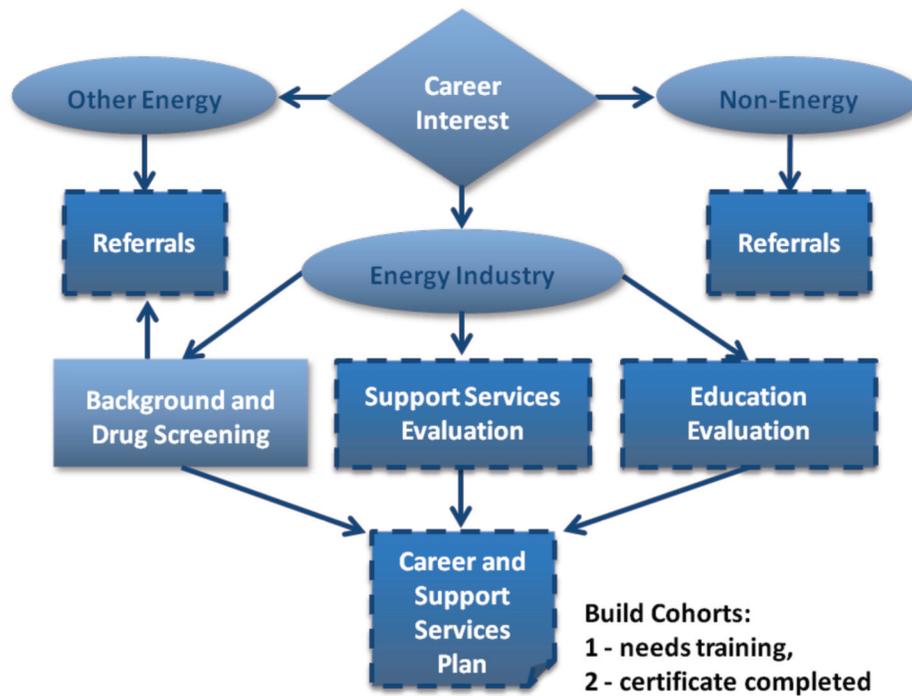
## TARGETED CAREER AWARENESS CAMPAIGNS

Get Into Energy online ([www.getintoenergy.com](http://www.getintoenergy.com)) offers education and career information on energy jobs that is tailored to specific audiences. The site provides career assessments, videos on energy and specific careers, education and skill requirements, and links to employers. The career awareness campaign is also supported by print material in a variety of media, including brochures, posters, postcards, pocket cards and PowerPoint presentations. The Get Into Energy brand can be customized for state consortium use or co-branded by energy companies, and can be used to develop targeted, regional campaigns that are linked to a national brand.



For the Get Into Energy Career Pathways Model, CEWD will utilize two Kuder, Inc. ([www.kuder.com](http://www.kuder.com)) products, *Kuder Journey* and their *Administrative Database Management System* for tracking program participants from the moment they enter the Pathways system through six months after employment. Kuder journey personalizes and tailors resources and information to each individual.

# Career Coaching Process



## CAREER COACHING PROCESS

### Step One - Intake (30-60 minutes)

An advisor meets with an individual for basic sharing of information for agency/organization records, a general discussion of the individual's career goals and the start of rapport-building to establish what will be an ongoing relationship. During this session, it will be determined if the individual requires support services.

### Step Two - Assessments (2-4 assessments)

Assuming that the individual has been determined as appropriate for employment in the energy industry (based on the intake session), the coach will recommend that the individual take several assessments, including the Kuder Interest Inventory (targeted specifically to energy, construction and manufacturing), the CEWD/SkillsUSA Employability Assessment, and the WorkKeys Assessment (leads to the National Career Readiness Certificate—NCRC).

### Step Three - Assessment Interpretation (1-2 hours)

The career coach works with the individual to interpret the assessments as well as career interests. A referral is made to the identified manufacturing or construction lead, or the coach works with the individual through the Pathways process.

### Step Four - Learning Plan (1 hour)

The coach will work with the individual to identify a specific career objective and, based on this, help to identify training providers or special programs provided by the industry or labor unions that could help meet those needs.

### Step Five - Identification of Education Provider (Two half-hour sessions)

Once the learning plan has been developed, the individual will be tasked with conducting research on the available education and training options.

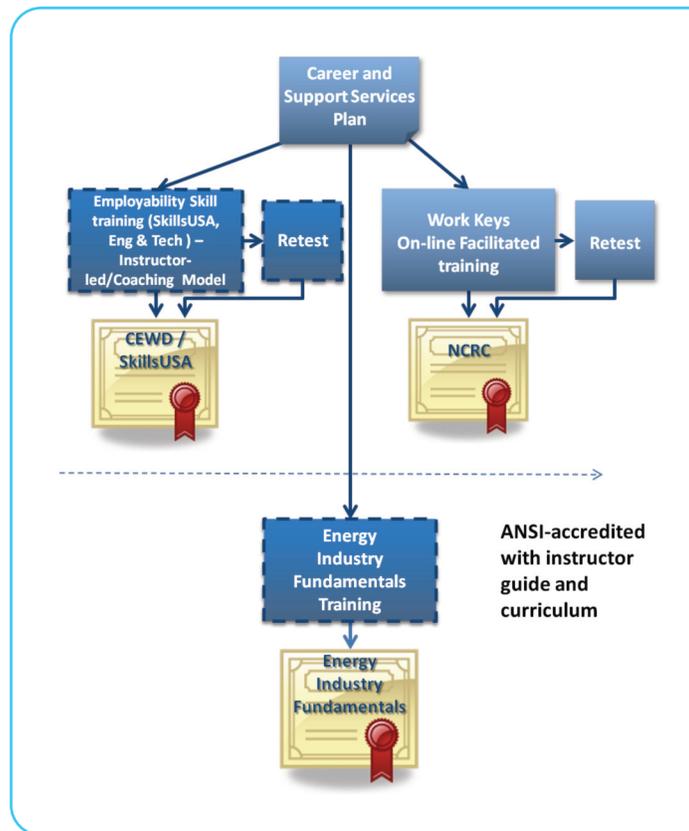
### Step Six - Ongoing Support (Up to one year: 15-30 minute sessions)

The career coach will be available on an ongoing basis to provide a connection, encouragement and to serve as a general resource about all things career-related.

# Education Pathways and Stackable Credentials

## BASIC TRAINING

The first education intervention is designed to provide training to those who did not pass the work-ready and employability skills assessments. These correspond to levels one through three of the Energy Industry Competency Model developed by CEWD and the U.S. Department of Labor. A blended learning approach will be used for both the WorkKeys as well as the SkillsUSA training curricula. This will include online modules, instructor-led training, as well as special group activities developed for use with a cohort approach. This training can be provided by community colleges, unions, and other appropriate groups, as identified. Individuals who pass the work-ready and employability assessments will skip to the next stage, Energy Industry Fundamentals training.



## ENERGY INDUSTRY FUNDAMENTALS

The next stage of the Education Pathways process corresponds to levels four and five of the Energy Industry Competency Model—industry-wide and industry-specific knowledge and skills. CEWD will be developing a new credential—an Energy Industry Fundamentals certificate program. This credential will be accredited by the American National Standards Institute (ANSI). An instructor guide, participant materials and a lab guide will be developed for use at a community college, union, or other appropriate training center.

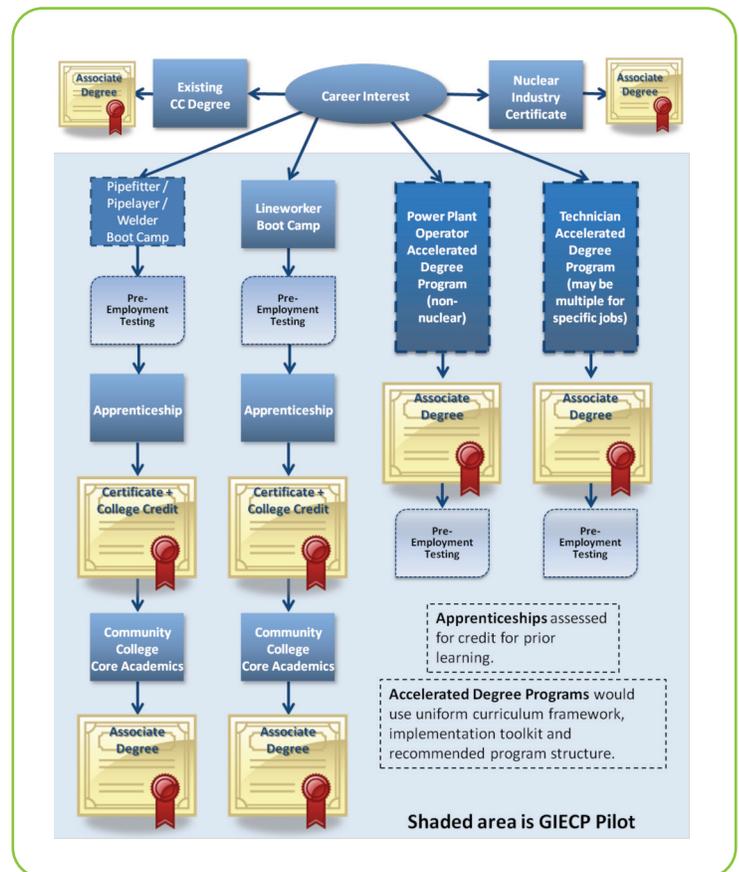
## JOB SPECIFIC TRAINING

Once students earn their Energy Industry Fundamentals credential, they will then move into job-specific training—tiers six through eight of the Energy Industry Competency Model. Students can select one of four job-specific training programs: lineworker, pipefitter/pipelayer/welder, technician or plant operator. Depending on the overlay of supply and demand in each state, all programs may not be available. The goal of the Pathways Model is employment, so only categories where jobs are available will be the focus of the training in each region of the state.

# Education Pathways and Stackable Credentials

## ACCELERATED DEGREES

The Get Into Energy Career Pathways Model will utilize an accelerated degree approach for the utility technician and plant operator categories. Students will go to school full-time and earn their degrees in one year. As part of the implementation process, a uniform curriculum and framework will be developed by groups of community colleges, subject matter experts and instructional designers. Support services for students is essential, therefore, CEWD will provide technical assistance to the states and their career coaches to utilize the funding available at the state and local levels.



## BOOTCAMP TO APPRENTICESHIP MODEL

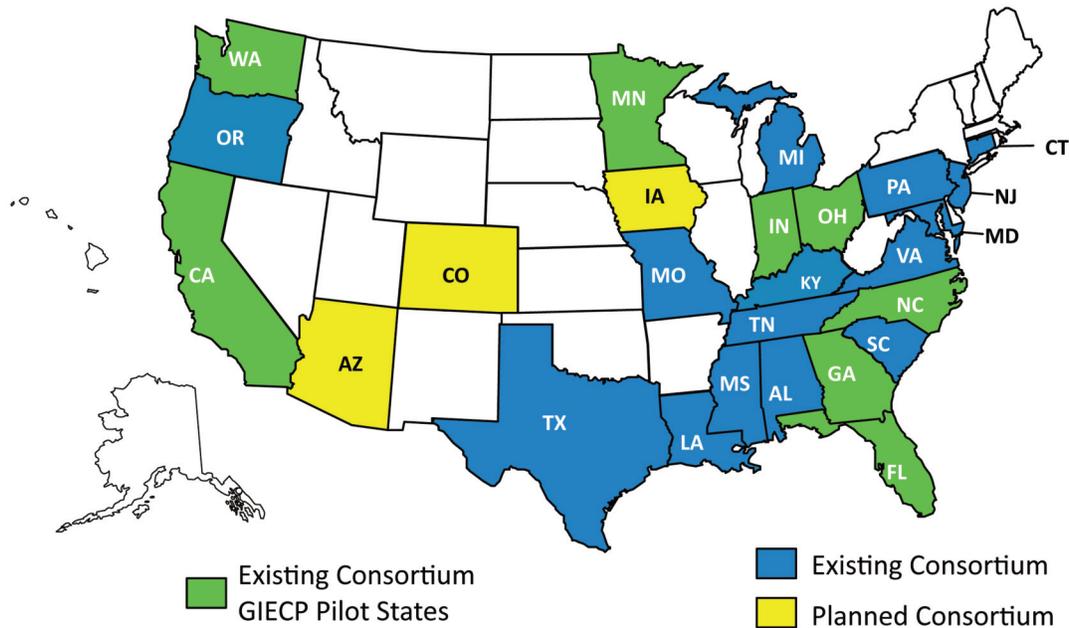
For the natural gas technician category, a bootcamp to apprenticeship approach will be utilized. In this model, students will attend an intensive bootcamp where they will not only master the job-specific competencies, but also earn their OSHA-10 certificate and CDL, for lineworkers. Upon completion of the bootcamps, students will coordinate with their career coaches to secure apprenticeships with a CEWD member company in their state.

### COLLEGE CREDIT EQUIVALENCY

The Pathways Model integrates the American Council on Education's CREDIT program for college credit equivalency for non-degree programs. The Energy Industry Fundamentals certificate program, as well as the bootcamps, will undergo a credit review and colleges participating in the Pathways network agree to accept this recommendation. In addition, companies can submit their apprenticeship programs for credit reviews. CEWD will fund and guide five member companies through this process to jump start this practice as well as to develop a toolkit for other companies to use.

# Employer Engagement and Resource Alignment

The State Energy Workforce Consortia are a collaboration of the energy industry, educational institutions and the workforce system. Consortia focus on the needs and development of a pipeline of workers for the energy industry in each individual state and develop plans for balancing supply and demand for the workforce based on the energy goals of each state and the needs of individual companies. Below is the status of the consortia as of June 2010.



## JOB PLACEMENT

Pre-employment testing is a standard practice in the energy industry. Students in the Bootcamp/ Apprenticeship Model will take this test during their bootcamps. Those in an accelerated degree program will take the test midway through the program and at the end just prior to graduation. A key component of the Get Into Energy Career Pathways Model is the involvement of energy companies in the state consortia participating in the project. Therefore, there will be open communication between the career coaches and partner companies to place the students in jobs. Students that pass the pre-employment tests and graduate from the training programs will be granted interviews at the energy companies in the states that are currently hiring.

## RETENTION STRATEGIES

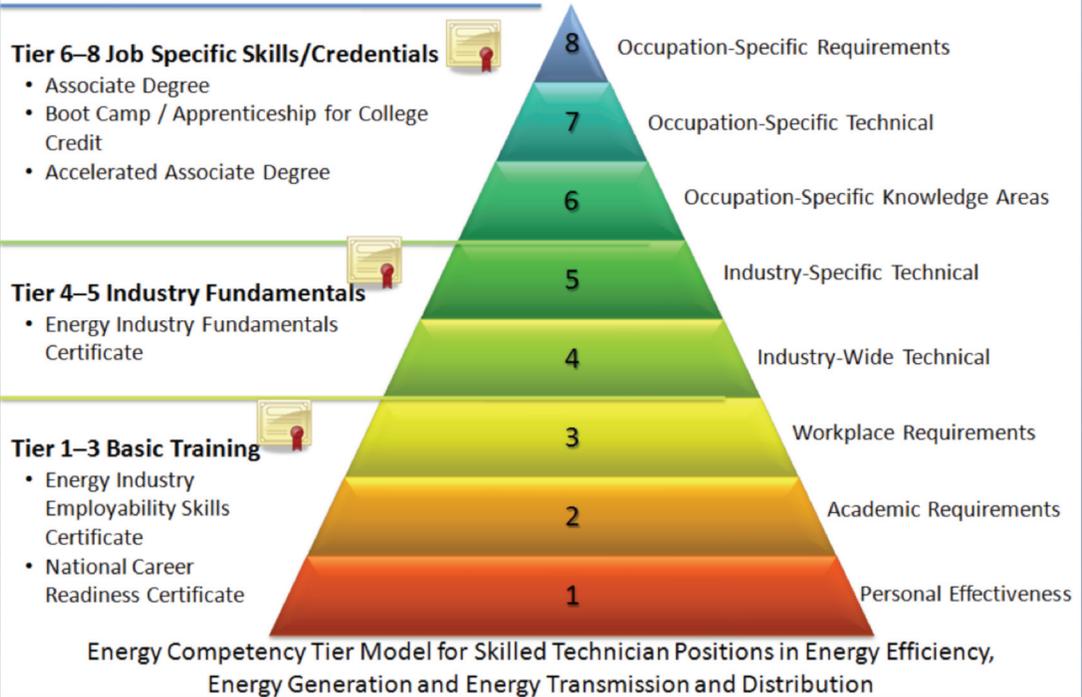
As part of the Pathways Model, career coaches will maintain relationships with their students through their first six months of employment. This support is highly valuable to students as they adjust to the workplace, which for most program participants will be their first jobs. In addition, the career coaches will plan in-person or virtual events for the cohorts, enabling students to maintain this support system as well. Based on research, these approaches make the difference between success and failure to maintain employment in the first year.

## PROGRAM EVALUATION

The implementation project will be evaluated using the Key Performance Indicators and Critical Success Factors identified by CEWD in the Workforce Development Evaluation Toolkit. A web-based system will be developed to accumulate data and will measure the success of the target audience against benchmarks for the general employee population.



# Training Components



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