VENTURA COUNTY WORK-BASED LEARNING CONSORTIUM
Codification of a Regional Career Pathway Creation Process

The Workforce Development Board of Ventura County (WDB-VC) is committed to building and nurturing strong local partnerships and collaborating to design a workforce system that creates upward mobility opportunities for individuals to meet and anticipate the needs of employers while advancing the local economy. In the fall of 2020, the Ventura County Work-Based Learning Consortium was established to develop a collaborative regional approach to work-based learning. The Consortium identified many gaps in the existing continuum of work-based learning programming from K-12 through career. A central gap identified was the lack of an agreed-upon framework for regional pathway development that all stakeholders use to build career pathway programs. In the absence of this process framework, every stakeholder from K-12 educators, employers, community colleges, apprenticeship providers, adult schools, CBOs, etc. created their process for developing programs, identifying partners, and implementing programs. This lack of a unified approach unintentionally intensified gaps, deepened silos, created duplication of efforts, and overtasked employers.

NEED FOR A COLLABORATIVE WORK BASED LEARNING FRAMEWORK

Many federal, state, and workforce agencies have created frameworks to support individual entities, such as sector strategies for workforce development boards[iii], or career development frameworks[iiiiv] designed for education programs. The framework outlined in this document integrates the research-based best practices provided by federal and state[v] agencies for individual entities, while also includes innovative approaches identified by the Consortium to increase regional work-based learning success.
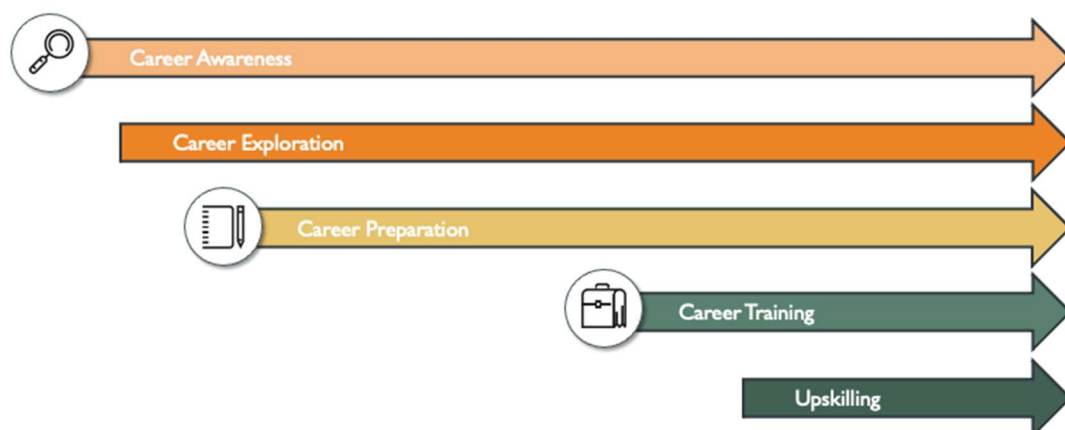
This framework for regional career pathway development is designed to increase collaboration, bridge education and training gaps, and align work-based learning programs with industry needs. The pathway creation process outlines how to identify regional need, develop pathways, measure the effectiveness of work-based learning pathways, and continually improve pathway effectiveness over time. Furthermore, the process explains the roles of each stakeholder at each step of the pathway creation process to streamline and clarify collaboration. Lastly, this document can be used as a guide for regional entities to determine which organization to convene, and where research and resources are available to develop or partner for education, training, and employment programs.

WHAT IS WORK-BASED LEARNING AND WHY DOES IT MATTER?

Work based learning includes all learning that is connected to real-world skills, industry and employers. It is essential because it provides students with exposure to careers and industry professionals and connects employers with various employee pipelines and the education needed to upskill and develop existing employees. People of all ages, experience levels, and backgrounds benefit from work-based learning: from students and young adults who are just beginning their careers to adult jobseekers and people with many years of experience who need to learn new skills. Unfortunately, work-based learning programs are typically explained and defined based on the needs of students or employers and not as a comprehensive and complex collaborative that must meet the needs of all stakeholders in order to be effective. This narrow definition leaves gaps that are not filled by omission. If you narrowly define something you inadvertently maintain, grow, and feed the existing gaps. Work based learning experiences need to be collaboratively designed by industry, educators, and job seekers to ensure that opportunities meet the needs of employers and future job seekers.

WORK-BASED LEARNING CONTINUUM

In an attempt to develop a regional language for the broad spectrum of Work Based Learning offerings, the Consortium decided to use the terminology of a "Work Based Learning Continuum."

Career Awareness

Career Exploration

Career Preparation

Career Training

Upskilling

CASE FOR REGIONAL CAREER PATHWAYS

While job training programs are often very narrowly focused on a specific skill set, for a specific job, in a specific industry; regional career pathways must be broad and encompass the entire work-based learning continuum in order to encourage regional participation and implementation.

Regional career pathways[vi] must address the needs of multiple stakeholders along the continuum and thus need to provide broad exposure and skills that are relevant for multiple occupations, careers, sectors, and industries. Furthermore, regional pathways must provide multiple on and off paths for students and incumbent workers who may "tap in and out" of the continuum at various points along the path.

Regional Work-Based Learning Pathway Funnel

Regional pathways must begin by providing many exposure opportunities and transferrable skills acquisition. Then, the pathway should provide people with opportunities to explore multiple careers and the skills needed therein. As you move down the work-based learning continuum, programs should train and prepare people for a specific career. Finally, there must be upskilling opportunities for those already in the career/industry who wish to expand their skills and earnings in order to advance in their career or move into another. When programs are designed in this manner, the needs of many stakeholders are addressed, and programs provide transferrable skills and competencies that are relevant in many industries and various careers.

The work-based learning funnel can thus begin broadly and have downspouts that go to multiple specific industries and career tracks, as shown in the funnel image below. For example, it would not make sense to develop an X-Ray Tech regional pathway because the job is too narrow and the skills too specific to have regional significance. This does not mean that an X-Ray Tech training program is not needed, but rather that an X-ray tech training program is not broad enough to develop regional collaboration around. However, a broader healthcare tech regional pathway could include an X-ray tech as one of the career training paths. The funnel image shows this need for broad exposure and exploration and the beginning of the funnel.
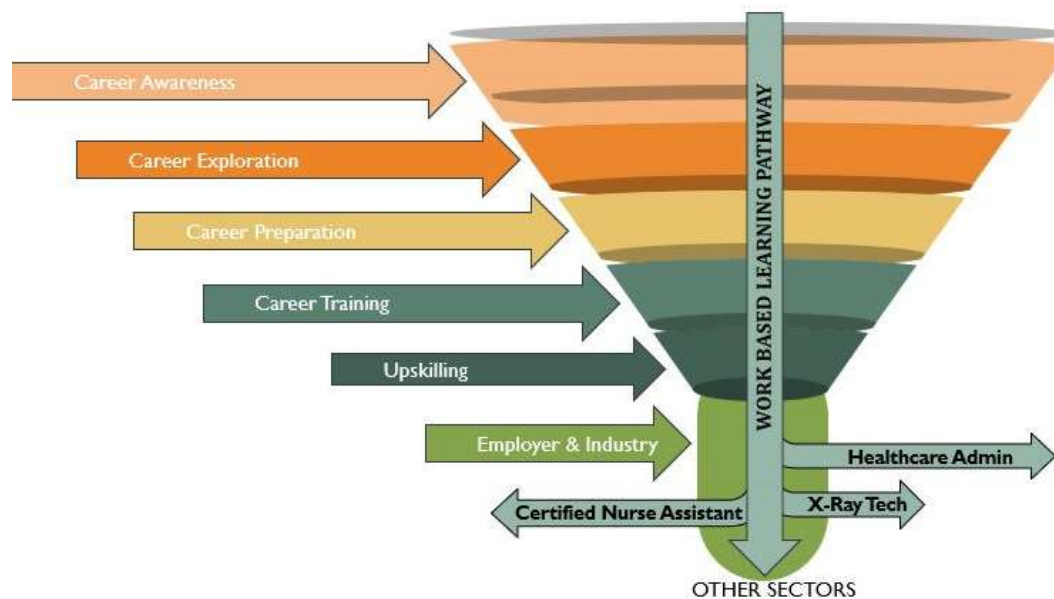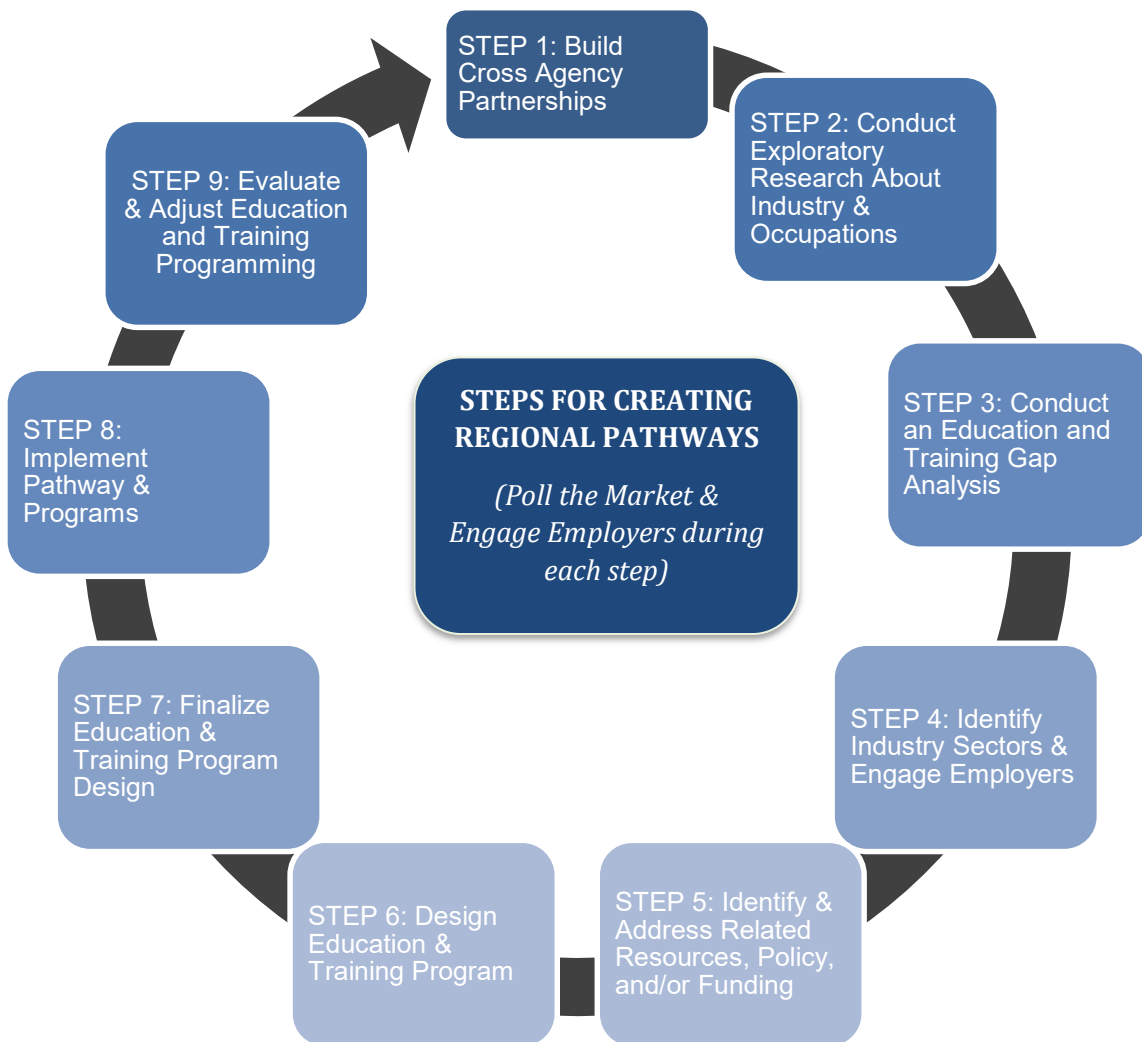
CRITERIA FOR REGIONAL PATHWAY CREATION

To determine if a regional pathway is viable with broad regional need, the Consortium decided the following criteria needs to be met[viiviii]. If all criteria are met, a regional pathway can be created.

- ✓ Engaged employers
- ✓ Verified industry demand (using regional labor market data)
- ✓ Shortage in supply of workers
- ✓ Funding viability
- ✓ Buy-in from cross-sector stakeholders
- ✓ Tracks to middle skills jobs and beyond
- ✓ Learner demand is verified
- ✓ Is standardized – with common competencies
- ✓ Transferrable- Skills, credentials, education, and experiences that track to multiple industries

STEPS TO CREATING REGIONAL PATHWAYS

Once all criteria have been met, there are nine steps to career pathway development[ixx] Within each of these steps, each entity has specified roles and responsibilities.

Prior to the implementation of and during each step, the market needs to be polled and employers must be engaged.

STEP 1: Build Cross Agency Partnerships

STEP 2: Conduct Exploratory Research About Industry & Occupations

STEP 3: Conduct an Education and Training Gap Analysis

STEP 4: Identify Industry Sectors & Engage Employers

STEP 5: Identify & Address Related Resources, Policy, and/or Funding

STEP 6: Design Education & Training Program

STEP 7: Finalize Education & Training Program Design

STEP 8: Implement Pathway & Programs

STEP 9: Evaluate & Adjust Education and Training Programming

STEPS FOR CREATING REGIONAL PATHWAYS

(Poll the Market & Engage Employers during each step)

Each entity's role within each step is outlined below

ROLES AND RESPONSIBILITIES IN REGIONAL PATHWAY CREATION STEPS

STEP	INDUSTRY & EMPLOYERS	WDBVC	K-12	COMMUNITY COLLEGES	ADULT SCHOOLS	DIRECT SERVICE ORGANIZATIONS
STEP 0: Poll the Market & Engage Employers: To verify need through: Real time LMI data, job postings, surveying industries and businesses, request data or research to be conducted. This will take place across roles.						
STEP 1: Build Cross Agency Partnerships	• Participate in Work-Based Learning Consortium	• Convene Work-Based Learning Consortium with employers, CBO's, industry, educational, economic development entities to determine role and responsibilities	• Participate in Work-Based Learning Consortium • Connect with post-secondary institutions	• Industry convened through industry advisory committee • Participate in Work-Based Learning Consortium	• Facilitate local advisory boards by industry sector (staff, students, employers, etc.) • Provide industry-specific convenings • Participate in Work-Based Learning Consortium	• Connect workforce and economic development. Identify partners • Participate in Work-Based Learning Consortium
STEP 2: Conduct Exploratory Research About Industry & Occupations	• Provide insight onto current occupational opportunities, challenges, and/or trainings	• Conduct LMI research on industry and occupation to prove occupational need	• Obtain data from the EDD and Labor Market data - verify that there is high demand • District has interest in the creation of a new pathway or expanding a current pathway	• Engage the Regional Center of Excellence (COE) for LMI and supply and demand data. • Connect with industry directly • Engage on partnerships with SBDC and EDC • Obtain LinkedIn analytics	• Engage with partnerships to obtain supply and demand data • Connect with industry directly	• Engage with partnership to obtain supply and demand data on workers • Prioritize industries and occupations based on: need, room for growth, quality of jobs, high road jobs. looking for industry expansion and turnover/replacement jobs
STEP 3: Conduct an Education and Training Gap Analysis	• Provide insight onto current occupational/ industry needs	• Sector committee convened with employers, CBO's, industry, educational partners to identify specific gaps within occupations, industry, courses, and trainings	• Conduct research on course enrollments and/or interest, available course curriculum for in-demand industries and occupations • Partner with community colleges to address education and training gaps • Host advisory committees review ways to connect with partners	• Conduct research on course enrollments and/or interest, available course curriculum for in-demand industries and occupations • Work with Center of Excellence to obtain data • Work with the faculty • Work with industry to obtain data (surveys, connect employers with faculty, etc.) • Obtain data from CEDS	• Conduct research on course enrollments and/or interest, available course curriculum for in-demand industries and occupations • Work with the faculty • Working with industry (surveys, connect employers with faculty, etc.)	• Provide data client and diverse populations needs • EDC SBDC provides detailed gap analysis on skills and curriculum.

STEP	INDUSTRY & EMPLOYERS	WDBVC	K-12	COMMUNITY COLLEGES	ADULT SCHOOLS	DIRECT SERVICE ORGANIZATIONS
STEP 4: Identify Industry Sectors & Engage Employers	• Employers are willing to connect to internships, apprenticeships, and/or on-the-job training. • Employers have provided input on CTE course curriculum, college credentials, certificates, etc. • Employers want to develop and/or have upskilling opportunities in place for workers	• Work-Based Learning Consortium agree to partner on industry sectors and occupations for regional pathway • Career exposure opportunities established for incumbent workers and direct service organizations • Target employers and industry groups to engage	• Verify that curriculum is connected to industry & employers • Career exposure opportunities established	• Verify that curriculum is connected to industry & employers • Handshake platform used across all Ventura • Community Colleges engage with employers (5500+ employers), student engagement, job placement, identify skills gaps • Additional Access/support by Career Connect powered by Jobspeaker employer portal that expands the supply of potential employees from South Central Coast Region based on skills and competencies.	• Verify that curriculum is connected to industry & employers	• Connect clients to employers and education
STEP 5: Identify & Address Related Resources, Policy, and/or Funding	• Clarify learning objectives, skills, etc. needed	• Conduct resource-mapping to identify available resources and gaps, including financial and otherwise. • Convene consortium to identify available resources and develop solutions to identified challenges		• Regional Directors connect with partners and employers to maximize resources • Looking at new government funding available (State, Federal) • Applying for grant-funding could be collaborated		• Identified funding to pay for internships and OJT • Address housing, affordability, capacity of the region to retain and attract workforce talent.
STEP 6: Design Education & Training Program	• Employers willing to provide career exposure for K-12 students • Target populations identified and verified	• Develop a recruitment strategies, Identify target populations and entry points in collaboration with the Work Based Learning Consortium	• Classes identified or created to connect to post-secondary institutions • Curriculum connected to industry skills	• Target populations and student interest identified and verified • Curriculum connected to industry skills • Guided pathway(s) identified • Multiple certifications available • Meet with K-12 (VCOE) to connect Guided Pathways model and implement model into Strong Workforce Plan • Explore and defining short-term training (not for credit) • Expand non-credit courses to help support the unemployed population	• Target populations and student interest identified and verified • Multiple certifications available • Upskilling courses /training in place • Curriculum connected to industry skills	• Target populations identified and verified

STEP	INDUSTRY & EMPLOYERS	WDBVC	K-12	COMMUNITY COLLEGES	ADULT SCHOOLS	DIRECT SERVICE ORGANIZATIONS
STEP 7: Finalize Education & Training Program Design		• Design evaluation tools in collaboration with Work Based Learning Consortium • Determined system, program, and customer outcomes in collaboration with the Work Based Learning Consortium	• Formal articulation agreement in place with post-secondary institutions • Career exposure opportunities in place for K-12	• Faculty training prepared and/or available • Contract training developed to provide upskilling opportunities • Curriculum committees-- non-credit and not-for-credit can be approved faster (weeks to months)	• Faculty training prepared and/or available	• Provide internships, career exposure and opportunities for career exploration • Connected to upskilling/training opportunities • Provide OJT and connect clients to training and employers • Partnership in place with K-12, CC's, etc., to connect students to opportunities
STEP 8: Implement Pathway & Programs			• Communicate with parents, faculty, and community regarding programs. • Implement courses, career exploration, internship, and apprenticeships	• Communicate with parents, faculty, and community regarding programs. • Implement courses, career exploration, internship, and apprenticeships • Coordinated marketing effort • Making awareness of opportunities • Ensure teaching staff	• Communicate with parents, faculty, and community regarding programs. • Implement courses, career exploration, internship, and apprenticeships	• Communicate with community, other organizations, direct providers, and constituents the programs in place
STEP 9: Evaluate & Adjust Education and Training Programming	• Provide feedback on education training programs to ensure alignment with industry, employer, and learner needs & changes over time	• Work Based Learning Consortium convened and pathway assessed based on the success criteria • Track, analyze, and share outcome data about process, program & customer impacts • Convene Work Based Learning consortium regularly to discuss implementation and gather feedback on what's working and what needs to be changed	• Pathway assessed based on the pathway success criteria • Track, analyze, and share outcome data about process, program & customer impacts • Adjust education design as needed to align with industry, employer, and learner needs & changes over time	• Pathway assessed based on the pathway success criteria • Track, analyze, and share outcome data about process, program & customer impacts • Continue continuous improvement • Remain industry aware of current and future trends. • Begin adoption and educational process earlier for CTE courses	• Track, analyze, and share outcome data about process, program & customer impacts • Adjust education design as needed to align with industry, employer, and learner needs & changes over time	• Track, analyze, and share outcome data about process, program & customer impacts • Adjust education design as needed to align with industry, employer, and learner needs & changes over time

KEY STAKEHOLDERS

For regional pathways to be effective, collaborative, and to meet the needs of both employers and educators, a diverse group of entities across sectors must be engaged. Below is a base list of stakeholders that should be engaged within each entity to support the development of a regional career pathway. Given that every regional pathway will not engage every employer and industry, individual employers are not included in this list. Regional industry groups are included as they provide broad access to multiple industries and employers and are a starting point to access employers. Once a pathway is decided upon, it is paramount that individual employers are centrally involved.

For example, a key stakeholder list for Ventura County should include:

Example Stakeholder List for Regional Consortium		
ENTITY	VENTURA COUNTY ENTITY	TITLE
K-12 SCHOOL DISTRICTS		
Office of Education		
	Ventura County Office of Education	Executive Director, Career Education
	Ventura County Office of Education	K-12 SWP Pathway Coordinator
School Career and Technical Education (CTE) Coordinators		
	Oxnard Union High School	Director of Career Education
	Oxnard Union High School	Coordinator of Work Based Learning
COMMUNITY COLLEGES		
Centers of Excellence		
	Center of Excellence, South Central Region	Director
Regional Consortium		
	South Central Coast Regional Consortium	Regional Directors
CTE Deans		
	Moorpark College	CTE Dean
	Oxnard College	CTE Dean
	Ventura College	CTE Dean
Career Developers		
	Moorpark College	Career Developer
	Oxnard College	Career Developer
	Ventura College	Career Developer
ADULT SCHOOLS		
Regional Consortium		
	Ventura County Adult Education Consortium	
Director/Principals		
	Conejo Adult School	Director/Principal
	Fillmore Adult School	Director/Principal
	Moorpark Adult School	Director/Principal
	Ojai Adult School	Director/Principal
	Oxnard Adult School	Director/Principal
	Santa Paula Adult School	Director/Principal
	Simi Institute for Career & Education	Director/Principal
	Ventura Adult and Continuing Education	Director/Principal
Economic Development Entities		
	Ventura County Economic Development Collaborative	President & CEO
Workforce Development Board		
	Ventura County Workforce Development Board	Executive Director, Assistant Director of Operations, and/or WDB Administration Manager
Industry Groups		
	Clean Green Working Group	
	Healthcare Sector Working Group	
	Manufacturing Industry Council	
	Ventura County Contractors Association	
Direct Service Organizations		
	California Department of Rehabilitation	Senior Vocational Rehabilitation Counselor
	Goodwill Industries of Ventura & Santa Barbara Counties	Director of Workforce Services
	Rainbow Connection Family Resource Center	

APPENDIX

Below is the complete list of the Ventura County Regional Consortium members. Please Note that industry and employers are underrepresented within the regional Consortium for Ventura County. As the regional coordination continues to grow, it is a goal of the Consortium to further engage employers and industry groups to ensure adequate representation.

ENTITY	CONTACT	TITLE	EMAIL
ACE Charter School	Joseph Clausi	Principal	jclausi@acecharterhigh.org
American Medical Response	Jeremey Shumaker	Regional Director	jshumaker@gmr.net
Arbee, Inc.	Laurie Bennett		Laurieb@arbeeinc.com
California Department of Rehabilitation	Kathy Harner	Senior Vocational Rehabilitation Counselor	kharner@dor.ca.gov
Centers of Excellence	Adele Hermann	Director, Center of Excellence, South Central Region	ahermann@vcccd.edu
County Executive Office	Alejandra Tellez	Office of Sustainability	Alejandra.Tellez@ventura.org
Department of Rehabilitation	Karen Swanson	Regional Business Specialist/Santa Barbara District	Karen.Swanson@dor.ca.gov
Economic Development Collaborative-Ventura County	Bruce Stenslie	Founder/President	bruce@edcollaborative.com
Geo Group (Ventura County Day Reporting Center)	Mary Jane Cordova	Program Director	macordova@geogroup.com
Goodwill VSB	Laura Kistner	Director of Workforce Services	lkistner@goodwillvsb.org
Goodwill VSB	Alex Renteria	Workforce Services Manager	arenteria@goodwillvsb.org
Haas Automation	Peter Zierhut		PZierhut@haascnc.com
International Union of Operating Engineers, Local 12	Jay Turner		Xcavtor64@gmail.com
Kinamed	William Pratt		wpratt@kinamed.com
Labors Int'l Union of North America	Anthony Mireles		anthony.mireles@local585.org
LEAD Public Strategies/Laborers Local 585	Jesus Torres	CEO	jtorres@leadstrategies.io
Manpower	Tracy Perez		Tracy.perez@manpower.com
Metropolitan Water District	Julie Miller Kalbacher	Education Representative (K-8)	jamiller@mwdh2o.com
Moorpark College	Celine Park Ed.D	Career Developer	cpark@vcccd.edu
Moorpark College	Robert Cabral	CTE Dean	RCabral@vcccd.edu
Naval Air Warfare Center Weapons Division (NAWCWD/NAVAIR)	Angelique Zamarron	Student Employment & STEM Outreach Coordinator	angelique.zamarron@navy.mil
Oxnard College	Amanda Burwick	Career Developer	amanda_burwick1@vcccd.edu
Oxnard College	Art Sandford	Interim VP	asandford@vcccd.edu
Oxnard Union High School District	Monica Phillippe	Director of Career Education	monica.phillippe@oxnardunion.org
Oxnard Union High School District	Teresa Telles	Coordinator of Work Based Learning	teresa.telles@ouhsd.k12.ca.us
Port of Hueneme	Giles Petifor		gpettifor@portofh.org
Public Works	Kathryn Pierce	Human Resources Manager	kathryn.pierce@ventura.org
Rainbow Connection Family Resource Center	Laurie Jordan		rainbow@tri-counties.org
Rainbow Connection Family Resource Center	Mary Benton		mbenton@tri-counties.org
Reiter Affiliated Companies	Rosa Serrato	Corporate HR Business Partner	rosa.serrato@berry.net
Skyworks Inc	Steven Nial	Tech Training Manager	Steven.Nial@skyworksinc.com
South Central Coast Regional Consortium	Holly Chavez	Regional Director for Agriculture Water and Environmental Technology	hchavez@hancockcollege.edu
South Central Coast Regional Consortium	Irene Ornelas	Regional Director for Employer Engagement, Health Sector	irene.ornelas@canyons.edu

South Central Coast Regional Consortium	Michael Bastine	Regional Director for Manufacturing	Michael.Bastine@canyons.edu
South Central Coast Regional Consortium	Paula Hodge	Regional Director for Information and Communication Technologies & Digital Media	paula.hodge@canyons.edu
South Central Coast Regional Consortium	David Teasdale	Regional Director for Energy, Construction & Utilities	dteasdal@kccd.edu
South Central Coast Regional Consortium	Diane Hollems	Co-Chair SCCRC	diane.hollems@gmail.com
South Central Coast Regional Consortium	Adilene Polis	Regional Director for Global Trade	apolis@pipeline.sbcc.edu
South Central Coast Regional Consortium	Luann Swanberg	Director/Chair, South Central Coast Regional Consortium (SCCRC)	lrswanberg@pipeline.sbcc.edu
The Port of Hueneme Oxnard Harbor District	Dona Toteva Lacayo	Chief Commercial & Public Affairs Officer	dlacayo@portofh.org
TMJ Concepts	Heather Wise		heather@tmjconcepts.com
United Food & Commercial Workers Union Local 770	Marilyn Jansen	Membership Records Department Representative	marilyn.jansen@sbcglobal.net
Ventura College	Raquel De Los Santos	Placement Project Specialist, Career Education	raquel_delossantos1@vcccd.edu
Ventura Adult and Continuing Education	Carolyn Vang-Walker	Director/Principal	carolyn.vang-walker@adultedventura.edu
Ventura College	Deborah Gravelle	Career Developer	dgravelle@vcccd.edu
Ventura College	Debbie Newcomb	CTE Dean	dnewcomb@vcccd.edu
Ventura College	Felicia Duenas	CTE Dean	fduenas@vcccd.edu
Ventura College	Borasmy Sotuon		borasmy_sotuon1@vcccd.edu
Ventura County Community College District	Dr. Cynthia Herrera	Vice Chancellor Institutional Effectiveness, Academic Affairs & Educational Services	cynthia_herrera@vcccd.edu
Ventura County Community College District	Holly Correa	Project Director of our CAI grants and apprenticeships	hcorrea@vcccd.edu
Ventura County Community College District	Greg Gillespie	Chancellor	ggillespie@vcccd.edu
Ventura County Community College District	Miguel Rodriguez		mrodriguezlupercio@vcccd.edu
Ventura County Contractors Association	Lisa Eklund		eklundproperties@gmail.com
Ventura County Office of Education	Dr. Cesar Morales	Deputy Superintendent, Student Services	cemorales@vcoe.org
Ventura County Office of Education	Scott McNutt	K-12 SWP Pathway Coordinator	SMcNutt@vcoe.org
Ventura County Office of Education	Laurie Arnold	Executive Director, Career Education	LArnold@vcoe.org
Ventura County Office of Education	Teresa Vega	Administrative Dean, Gateway & Providence Schools	tvega@vcoe.org
Ventura County Office of Education	Kate Bilse	Curriculum & Instruction AmeriCorps VISTA Maker Fellow	kbilse@venturacoe.net
Ventura County Office of Education	Stan Mantooth	Superintendent of Schools Ventura County	mantooth@vcoe.org
Ventura Pacific Company	Laura Martinez	Ventura Pacific Company	laura@venturapacific.com
WEC	Marybeth Jacobsen		mbjacobsen607@gmail.com
Workforce Development Board of Ventura County	Rebecca Evans	Executive Director	Rebecca.Evans@ventura.org
Workforce Development Board of Ventura County	Norman Albonces	Assistant Director of Operations	Norman.Albances@ventura.org
WorKforce Development Board of Ventura County	Patricia Duffy	WDB Administration Manager	Patricia.Duffy@ventura.org
Zpower	Susie Couture		susie.couture@zpowerbattery.com
	Bill Cunneen		jimjunor934@gmail.com

RESOURCES

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