

Northeast Pennsylvania Logistics and Transportation Industry Partnership



Career Pathway Pilot Project Report on Implementation



A joint effort of the Luzerne, Schuylkill, Lackawanna, Pocono, and Northern Tier Workforce Investment Boards
and supported by PA CareerLinks

Forward

This document was prepared in an effort to record the implementation of the NEPA Logistics and Transportation Industry Partnership’s Career Pathway Pilot Project. Information contained herein describes the tasks, methods, processes, strategies, and goals of the Pilot Project, the responsibilities of the Team members, the resources explored throughout the Pilot Project, the challenges encountered, the successes achieved, and the lessons learned. Recommendations for future Career Pathways and associated workforce development projects are also included.

The **purpose** of this comprehensive Report was to document the progress and methods utilized to implement the Northeast PA Logistics & Transportation Career Pathway Model and achieved successful outcomes. The **intent** is for another group or Industry Partnership to pick up this Report and utilize it as a “model” or guide to develop and implement their own Career Pathway Project.

Contact Information:

Patti Lenahan
Planner
Luzerne/Schuylkill Workforce Investment Board, Inc.
22 East Union Street
Wilkes-Barre, PA 18701
(570) 822-1101, ext. 299
patricialenahan@lswib.org

Jane Ashton
Director of Workforce Development
Greater Wilkes-Barre Chamber of Business and Industry
2 Public Square
Wilkes-Barre, PA 18710
(570) 823-2101, ext. 116
jashton@wilkes-barre.org

Contents

Introduction	4
NEPA Logistics & Transportation Career Pathway Pilot Project Goals	
NEPA Logistics & Transportation Career Pathway Model	
Career Pathway Pilot Project Conception and Design	
Identification of Pilot Project Team	
Section 1: Getting Started	13
Hiring a Career Coach	
Developing a Marketing Plan	
Identifying Educational Programming Schedules	
Identifying Employer Benefits/Obligations	
Challenges	
Lessons Learned	
Section 2: Marketing the Pilot Project	16
Marketing Materials Developed	
Industry and Workforce Development Joint Session	
Dislocated Worker Session	
Challenges	
Lessons Learned	
Section 3: Actual Participants Identified	20
Letters of Intent to Participate Completed	
Career Coaching Begins	
Participant Surveys/Assessments Developed	
Challenges	
Lessons Learned	
Section 4: Implementation Begins	22
WorkKeys® Job Skills Assessments Conducted	
Individual Coaching Sessions Begin	
Supply Chain Overview Course Runs	
Challenges	
Lessons Learned	
Section 5: Credit-Based Educational Programming Begins	25
Supervision Essentials	
Customer Relations	
Warehouse Management Distribution	
Diesel Engine Mechanic Training	
Challenges	
Lessons Learned	

Section 6: Project Evaluation	28
Overview of Supply Chain Management	
Customer Relations	
Supervision Essentials	
Diesel Engine Mechanic Training	
Employer Assessments	
Pilot Team Evaluation	
Pilot Project Conclusion – A Celebration Event	

Section 7: Recommendations	45
---	----

Section 8: Next Steps	47
------------------------------------	----

Appendices Appendix A: Timeline of Events

Appendix B – E: Marketing Materials Developed

- B: Career Pathway Pilot Project Brochure
- C: Article for Website
- D: Educational Programming e-Flyer
- E: Dislocated Worker Information Flyer

Appendix F – H: Participant Assessment Tools

- F: WorkKeys® Job Skills Assessments Information
- G: Customer Relations Program – Participant Assessment
- H: Supervision Essentials Program – Participant Assessment

Appendix I – N: Participant Recordkeeping Instruments

- I: NEPA CP State of PA Tracking Form
- J: CPP Participant Registration Form
- K: NEPA CP Participant Assessment Form
- L: NEPA CP Participant IDP
- M: NEPA CP Progress Report
- N: Employee Record of Training & Development Activities

Appendix O – Q: Employer Documentation and Assessment

- O: CPP Employer Letter of Intent to Commit
- P1: Industry Partnership Training Grant Application
- P2: Training Roster to be Submitted with Application
- Q: Employer Project Assessment

Appendix R – T: Educational Programming Syllabi

- R: Supervision Essentials Course Syllabus
- S: Customer Relations – Course 1 Syllabus
- T: Diesel Engine Mechanic Training Program Syllabus

Appendix U: Next Steps Employer Career Pathway Development Initiative

Introduction

Development of the Project was initiated by an invitation by the PA Department of Labor and Industry to attend an informational session (April 30, 2007) to discuss being selected as a potential participant in the PA's Career Pathway Pilot Project Initiative. The stated purpose of the Career Pathway Pilot Project was to identify and evaluate potential strategies for the state to improve the skills of Pennsylvania's workforce and to help grow the State's strategic industry clusters. The NEPA Logistics & Transportation Industry Partnership was one of only eight Industry Partnerships in the entire State to be invited, and therefore felt both honored and obligated to share the successes with others through the implementation of the NEPA Logistics & Transportation Career Pathway Model. **SUCCESS: The NEPA Logistics & Transportation Industry Partnership was one of five Partnerships funded at \$134,315.00.**

NEPA Logistics & Transportation Career Pathway Pilot Project Goals

The **primary goal** of the NEPA Logistics & Transportation Career Pathway Pilot is to provide the next element of focus to career pathways/multiple pathways that support credit-bearing education and training in high priority/demand occupations within the logistics and transportation industry. The Career Pathway Model will connect businesses and workforce with career advancement opportunities. The Pilot will demonstrate the use of career pathways and how they will meet employer and employee needs. The **purpose** of the Pilot is to "test *and/or* implement" the L&T Industry Partnership's Career Pathways Model on a pilot basis in order to identify and evaluate potential strategies to improve the skills of PA's workforce and to help grow the state's strategic industry clusters. The Pilot **mission** is to assist employers to recruit and retain a workforce by demonstrating the value of a Career Pathway Model concept for employee recruitment and development through their participation. Table 1 identifies the Targeted Goals, Objectives and Outcomes of the NEPA L&T Career Pathway Pilot Project.

Table 1: Targeted Goals, Objectives and Outcomes of the NEPA L&T Career Pathway Pilot Project

Targeted Goals of the Program	Objectives	Quantitative/Qualitative Outcomes
<i>Identify and Screen Employers</i>	<p>Outreach to employers on the value of a Career Pathway Model and gain support for the Pilot Project</p> <p>Use the Career Pathway Model to strengthen the L&T Industry and other Northeast PA industry partnerships</p>	<p>The target number of workers to be served by the Pilot is 3 to 6 L&T firms</p> <p>SUCCESS: A total of 6 L&T companies participated in the Pilot. Three additional companies participated and sent employees through the training offered through the Pilot. (9 companies initially signed the Letter of Intent to Participate)</p>
<i>Identify and Screen Individual Participants</i>	<p>Work with employers to identify existing workers for the Pilot and/or dislocated workers</p> <p>Facilitate career advancement opportunities for workers utilizing the Career Pathway Model</p>	<p>Up to 15 individuals (10 completers) will be served through the Pilot Project and 3-5 will receive promotions.</p> <p>SUCCESS: A total of 12 individuals (completers) participated in the Pilot. An additional 11 individuals participated in the training offered through the Pilot. 3 of the 6 participating employers (affecting 5 participants) indicated that as a result of the Pilot education and training activities, their employees will receive a wage and/or career advancement in the 12 month period following the programming. (TOTAL: 23 Participants)</p>
<i>Coordinate Stakeholders</i>	<p>Align partners necessary for the Pilot; WIBs, PA CareerLinks/Business Services Teams; Career Counselors; Project Management; Consultation Providers; Industry; Workers; Educational and Training Providers, Workforce Development Professionals; Non-Training Providers</p>	<p>Successful implementation of selected career pathways</p> <p>SUCCESS: The Partnership established relationships with BST Staff and Rapid Response Staff. Three dislocated workers participated in the training offered through the Pilot. TAA - Trade Adjustment Act monies were used to fund dislocated workers. The Partnership successfully aligned resources.</p>
<i>Identify Certificate Programs of Value to the Industry</i>	<p>Research educational options and gain support of selections</p>	<p>Up to 4 educational options will be researched</p> <p>SUCCESS: The Pilot started out with 4 educational offerings and ended up actually offering 3 of the 4. SUCCESS: Eight (8) participants sat for the final exam and will have a PSU transcript showing 3 credits.</p>

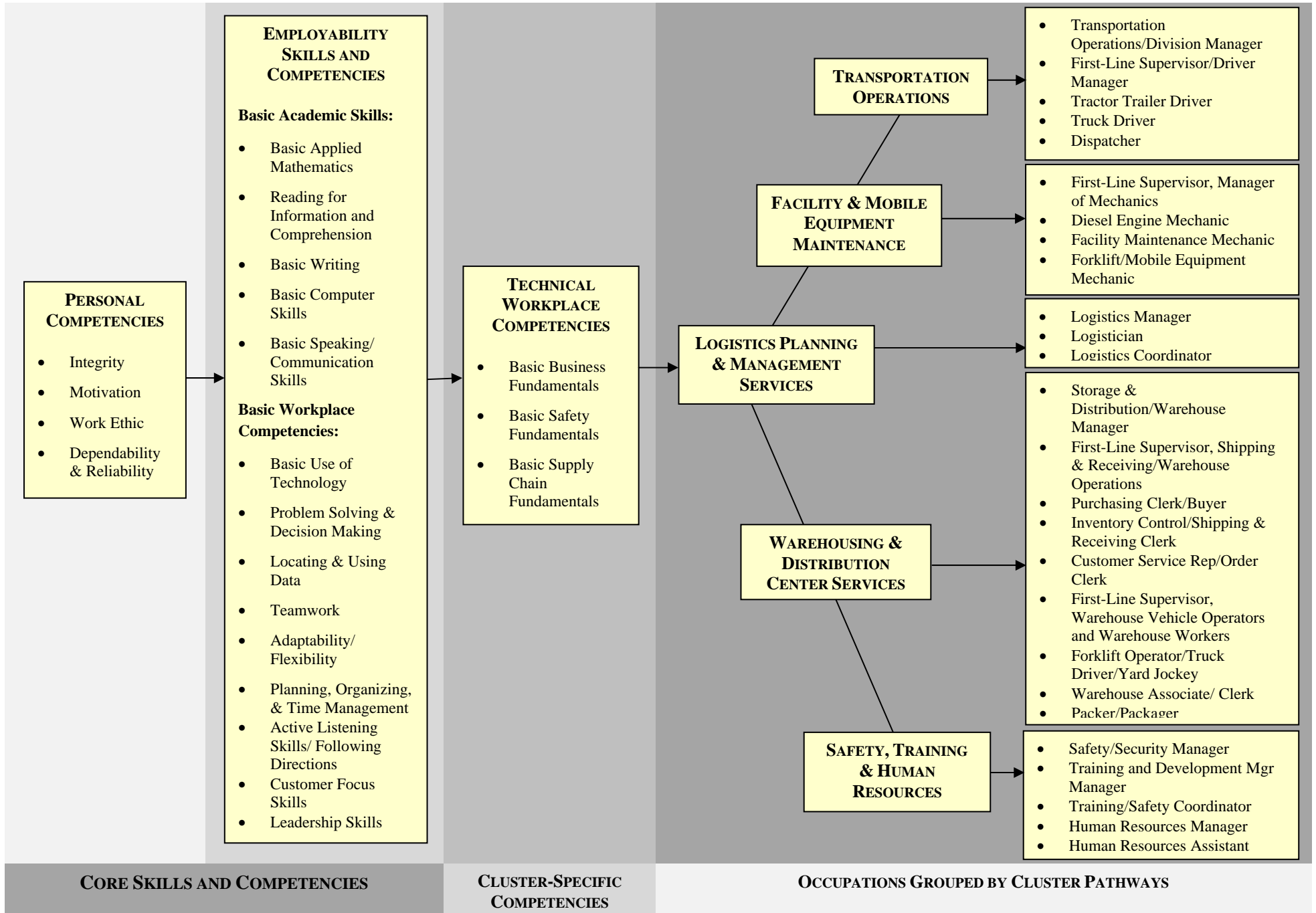
NEPA Logistics & Transportation Career Pathway Model

The NEPA Logistics & Transportation Career Pathway Model was developed as an outreach tool to identify strategies for collaborative employment issues and curriculum development projects for the regional companies, workforce development organizations, and educational institutions involved in the Industry Partnership.

The career pathway model for an industry works like a roadmap for both the employee and employer. Employees entering the organization in low-technical skill, low-wage jobs must first attain the basic skills and competencies required for employment and productivity. Once on the job, employees can then gain the necessary technical and industry skills through their work. Employers must subsequently provide training and career path guidance according to the pathways set in the model. This process changes the whole perception of the “entry-level job” and makes it a “life-sustaining career.” Simply stated, employees are much more likely to stay on the job, reducing job turnover rates for employers, and employers can use the career pathway model as a tool during recruitment to advertise and promote a “career” within the company, or as a succession planning tool to retain productivity levels.

To successfully advance the skills of the current workforce, the Career Pathway Model proposed a “tiered competency approach” combined with an Occupational Pathway focus. This type of model incorporates core skills and competencies that are identifiable, measurable, and required for employability in virtually every industry cluster. The Career Pathway Model then proposes a set of fundamental industry overview courses to be developed and administered to all employees within the industry. Finally, the Career Pathway Model designed for the NEPA Logistics & Transportation Industry Partnership focuses on five core Pathways and the skills and competencies required for the occupations contained within those pathways. The resulting model is displayed in Figure 1.

Figure 1: Career Ladder Model for the NEPA Logistics and Transportation Industry Partnership



Career Pathway Pilot Project Conception and Design

The NEPA Logistics & Transportation Industry Partnership's Industry Analysis, Training Needs Assessment, and Career Pathway Model all indicated specific targets for workforce development and training needs. Additionally, it was determined that there were eight In-Demand occupations identified for the region, and focus was placed on developing educational/marketing materials for these occupations to help Partnership companies with recruiting and assist educational institutions with curriculum planning initiatives.

In developing the focus of the Career Pathway Pilot proposal, consideration was given to In-Demand occupations for which there were (or could be) college credit-based offerings. Although Tractor-Trailer Truck Drivers are the highest demand occupation, there were no career training providers who were currently offering college credit for CDL Training. So the focus shifted to two other key industry pathways: Facility & Mobile Equipment Maintenance (Diesel Engine Mechanics, Supervisors) and Warehousing & Distribution Center Services (Supervisors, Customer Service Representatives, other Warehouse-related occupations such as Purchasing or Shipping & Receiving).

Industry analysis also indicated that career planning activities were rare at most Partnership companies, so the primary audience for the Pilot Project was determined to be **existing** employees. Input from industry representatives also indicated a desire for the Partnership to leverage its resources to identify **dislocated workers** amenable to re-training for employment opportunities in the Logistics & Transportation industry. Given the state's timeframe for implementation of completion of the Pilot, existing and dislocated workers seemed to be the best population for success.

Industry representatives were interviewed and presented several scenarios for Career Pathway Programming, with the resultant program design being as follows (from NEPA Logistics & Transportation Industry Partnership's Grant Application, dated June 14, 2007):

The Pilot Project will utilize recommendations set forth in the Career Pathways Model, to include the following:

1. Assessments to determine personal competencies, basic academic skills, and basic workplace competencies.
2. Remediation in areas necessary to attain success in a career path.
3. An introductory course developed by the Partnership to cover Supply Chain Fundamentals within the Logistics and Transportation Industry.
4. Logistics & Transportation specific educational experiences for the chosen occupations within each pathway. For-credit offerings will be identified at area colleges and universities and the identified participants will be enrolled and monitored throughout the process.

The Pilot Project will target both existing workers within the Logistics & Transportation industry, along with identified dislocated workers in the region. Participating companies will select existing workers according to several criteria, such as reliability, trainability, motivation, work ethic, interest in learning new skills, and above all, commitment to completing the training program (Reference Figure 2).

Participating companies or workforce development professionals will select the dislocated workers based on the same criteria listed above for existing workers. In addition, dislocated workers will comply with guidelines in place for educational program opportunities. Dislocated workers must have at least a high-school diploma and a stable work history (Reference Figure 3).

Identification of Pilot Project Team

Implementation of the Career Pathway Pilot Project will be a comprehensive effort, to be undertaken by a Project Team, comprised of the Project Manager, Career Coach(es), Project Consultant, Industry Representatives, Educational Provider Representatives, and Workforce Development System Representatives including PA CareerLink BST Staff. Specific roles and responsibilities of key personnel are as follows:

Project Manager

The existing project manager for the Logistics & Transportation Industry Partnership will serve as the Career Pathway Pilot Project Manager. The main roles and responsibilities of the Project Manager will be to:

- Oversee and provide ongoing leadership for the Pilot and ensure collaboration and alignment of stakeholders identified above.
- Communicate on an ongoing basis with the Career Coach(es) and Project Consultant to provide leadership and support.
- Handle all correspondence being sent to the Pilot participants on behalf of the Pilot Project Team
- Schedule meetings and keep participants on task according to the Time Line.

Career Coach

The Career Coach for the Career Pathways Pilot Project will be the primary point of contact for the participants as they progress through the program. The focus of the Career Coach will be to assist the participants with career decision-making and identifying strategies that will help them to accomplish their short-term and long-term career goals. Duties of the Career Coach shall include:

- Assisting the Pilot Project Team with the skills assessments (pre and post) on the identified participants
- Assisting participants in finding training on employability skills or remedial academic skills, as necessary, and following through with employers on such training
- Providing counseling, assistance and support to participants in balancing work/school/life
- Assisting participants in securing non-training services
- Working with participants and supervisors to identify/resolve work performance issues
- Conducting frequent, informal meetings with participants to address their needs, offer encouragement and support, and document their progress through the Career Pathway

- Assisting participants in preparing résumés, job applications, and career goals and objectives statements.

Project Consultant

The primary responsibility of the Project Consultant will be to ensure that the participants are moving through the Career Pathway Model as intended and gaining the necessary knowledge and skills to advance their position, as identified by the participants and the Pilot Project Team. The Project Consultant will conduct meetings with the Pilot Project Team to determine the exact knowledge and skill requirements of the specific occupations included in the Pilot Project.

Throughout the course of the Pilot Project, the Project Consultant will periodically attend the educational offerings, with the goal of determining whether the current educational programs are sufficiently meeting the needs of the local industry and teaching the knowledge and skills required for the identified occupations. The Project Consultant will also develop and implement an assessment with the participating employers to evaluate the Pilot Project from an industry perspective.

Following the final participant assessments, the Project Consultant will compile the data from each of the Pilot Project Team members and provide a report documenting the results of the Career Pathways Pilot Project.

Educational Providers

Following analysis of the available educational providers working with the NEPA Logistics & Transportation Industry Partnership, the following were selected based on their flexibility in programming, ability to meet industry needs, and course locations and schedules:

Pennsylvania State University/Wilkes-Barre Campus:

Customer Relations – 11 credit Certificate Program

Supervisory Essentials – 48 hour Certificate of Completion and option to take exam for 3 undergraduate credits for Supervisory Management (MGMT 150)

Luzerne County Community College

Warehouse Management Distribution – 30 credit Certificate Program

Diesel Engine Mechanic Training Program – 80 hour Certificate of Completion

Figure 2: Existing Worker Model Flowchart

Logistics and Transportation Company Identifies Existing Employees in These Areas:

Customer Service, Warehouse Associate, Diesel Mechanic, and Supervisor

Criteria for Choosing Workers:

- Motivation
- Integrity
- Work Ethic
- Dependability and Reliability
- Promotion Ability
- Trainability
- Likelihood to Complete Program
- Interest in Learning New Skills

Career Coaching Begins

Identified Participant Undergoes WorkKeys® Assessment to Gauge Ability in Field:

Remediation Training if Needed

Introduction to Supply Chain Fundamentals - Basic Foundation Course

Enrollment in an Industry-Related Educational Program – College Credit or Certificate of Completion Awarded

*****These Pathways are based on Industry Needs*****

Customer Service
(Customer Relations)

Warehouse Associate
(Warehouse Management
Distribution)

Diesel Mechanic
(Diesel Engine
Technician Training)

Supervisor
(Supervision
Essentials)

Upon Completion of Program: Wage Gain and/or Career Advancement

Benefits of Investing in Current Employees:

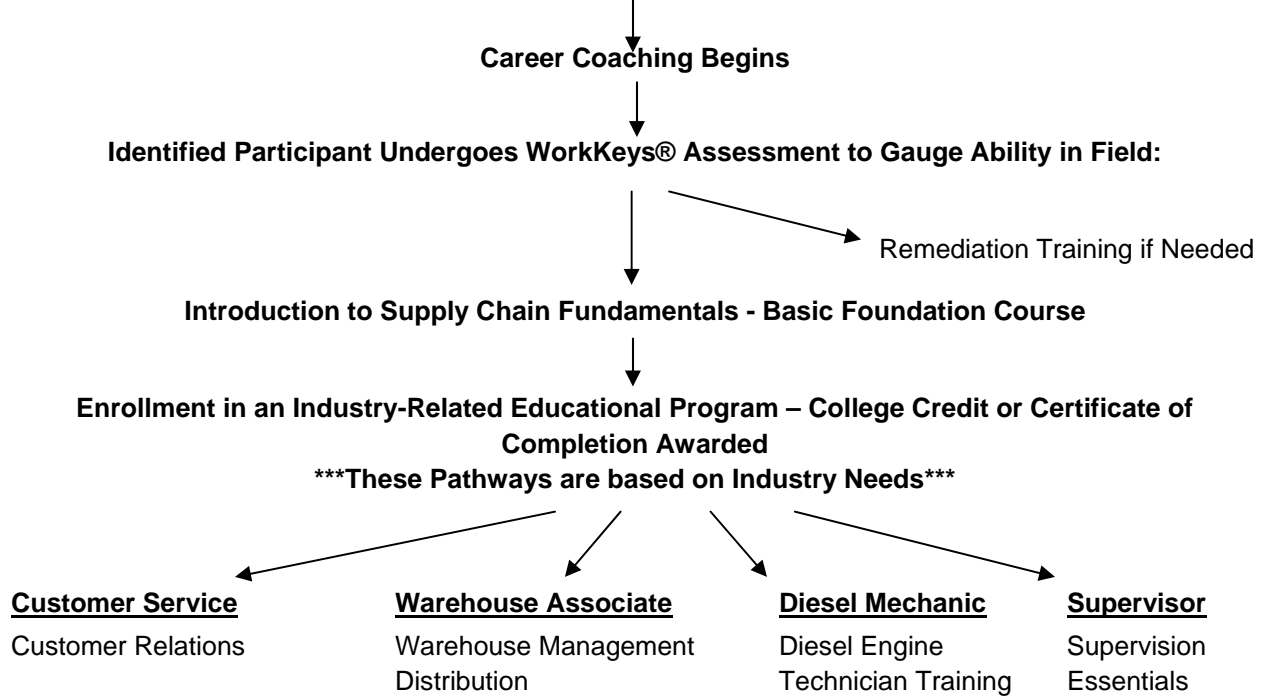
- Allows for Succession Planning
- Increases Retention and Lowers Turnover Rates
- Stabilizes Workforce
- Allows Employees to Grow with Company
- Easier for Company to Keep Employee Rather than Hire a New One

Figure 3: Dislocated Worker Model Flowchart

Dislocated Workers are selected to Participate in the Logistics and Transportation Career Pathway Pilot Project Based on Several Criteria:

- Experience or Interest in Working in the Field
- At Least a High School Diploma
- Stable Work History
- Ability to Complete Training Program

Candidates Can Be Selected by the Individual Companies or Workforce Development Professionals



Upon Completion of Program: Wage Gain and/or Skill Enhancement and/or Employment

Benefits of Hiring Graduates of Pathway Program:

*****Saves Employer Time and Money*****

- New Hire Has Basic Industry-Specific Skills
- Candidates are Pre-Screened and Pre-Qualified
- Reduced Training Needs and Costs
- Reduced Turnover Rates

Section 1: Getting Started

Notification of the Career Pathway Pilot Project grant award was received on August 20, 2007. **SUCCESS: The NEPA Logistics & Transportation Industry Partnership was one of five Partnerships funded at \$134,315.00.** The project team was gathered together for the first post-award planning meeting on August 30, 2007 to identify first steps for implementation. On hand first was the hiring of a Career Coach and developing the Marketing Plan for implementation.

Hiring a Career Coach

The first week of September, 2007 was focused on developing a job description for the Career Coach and advertising the position. Because time was of the essence, decisions were made to advertise the position online through www.worknepa.com, our region's premier employment website (free employment postings). Four resumes were received by the posted deadline, with one arriving afterward. PA CareerLink – Wilkes-Barre took the lead on accepting applications and setting-up interviews with potential candidates. (NOTE: The job ad was not able to be posted on the PA CareerLink system due to the temporary, contracted nature of the position.).

Critical to the Pilot Project Team was being able to hire a Career Coach who was not only qualified educationally or through work experience, but also someone who was able to begin working within two weeks or less and be a self-starter. The Career Coach would also be a key player in implementing the Marketing Plan through correspondence and follow-up with potential participating employers. Interviews were conducted on September 24, 2007. A majority decision was made following completion of the interviews, and an offer was extended that same afternoon. The Career Coach began work immediately, and in addition to the stated duties, was sent to represent the NEPA L&T Career Pathway Pilot Project Team at the National Career Pathways Network Annual Conference on October 10-12, 2007.

Developing a Marketing Plan

Since notification to submit a proposal for the Career Pathway Pilot Project, several meetings had been held with industry representatives and workforce development representatives to identify and maintain interest in the Pilot, keep company representatives thinking about potential employee participants, and engage educational providers to adjust educational offerings to meet industry needs. The first and second week of September 2007 was focused on developing a comprehensive Marketing Plan for implementation of the Career Pathway Pilot Project, and input from all previous industry/workforce meetings was included in the Plan. A meeting to formally present the Pilot Project to industry and workforce development personnel was scheduled for September 26, 2007, during a luncheon event at Luzerne County Community College.

Identifying Educational Programming Schedules

In developing the Marketing Plan, a key component was to contact the 2 educational providers (Luzerne County Community College and Penn State University/Wilkes-Barre) and challenge

them to work with their instructors to come up with real programming choices not only for Pilot participants, but other industry personnel as well.

The educational providers, in an effort to roster their classes, developed courses in the 4 original programs as open-enrollment. Course outlines, instructors, classrooms, and costs were developed and reviewed during the third week in September 2007 for presentation to industry and workforce development professionals.

Identifying Employer Benefits/Obligations

According to industry input, the greatest benefit to employers would be to receive free training for identified employees to upgrade their skills in critical industry occupations. The Pilot Team initially targeted 3 to 6 L&T firms, with a total of up to 15 employees participating in the Pilot Project. **SUCCESS: A total of 6 L&T companies participated in the Pilot. A total of 12 individuals (completers) participated in the Pilot.** The resources leveraged to fund the training costs incurred by the participants included: incumbent workers' educational coursework would be paid through the NEPA L&T Industry Partnership Incumbent Worker Training Grant; dislocated workers would be eligible for training under the Trade Adjustment Act or available Title 1 funding. Given these budgeted amounts to cover educational programming, the Pilot Team elected to allow 2 employees per company at 100% funding, and up to 2 additional employees per company at 75% funding. Additionally, any employers interested in only the educational components of the Pilot could receive funding at 75%.

Challenges

A key challenge to getting the Pilot Project off the ground was concern as to how the fast-pace necessitated by the Pilot schedule would affect the quality of the services provided by the Pilot Team. The Team also had concerns regarding whether only one Career Coach be sufficient/able to meet the needs of all participants, or whether the number of contracted hours designated for the Career Coach be sufficient to ensure high-quality service.

The Pilot Team addressed this challenge by contracting with the Career Coach for an initial 20 hours per week for the anticipated number of Pilot participants (not to exceed 15). A provision was also extended to the Career Coach that additional time was available within the budget to accommodate an expansion of scope or additional participants.

Another challenge concerned the times of the educational programming courses. Most courses were offered during normal business hours, and could contribute to a lower than optimal amount of employees registering for the courses. A key finding of the Pilot Project will be how educational providers can provide for-credit programming to suit the needs of industry, considering both time and location constraints. Another area to be investigated will be what value employers place on employee education – credit vs. non-credit, in-house vs. consortium, etc.

Lessons Learned

The Pilot Team found that an infrastructure was in place to successfully accomplish the goals and objectives of this or a similar Pilot project. We were fortunate to have the relationships between key education, workforce, and industry personnel already established through the mature Logistics & Transportation Industry Partnership. In addition, a great amount of research was available from the Career Pathway Model, along with the Industry Analysis and Training Needs Assessment, allowing the Team to quickly move forward with a plan of action and develop a program consistent with the industry needs.

Another key element of the Pilot success was being able to identify the most effective Team to implement the Pilot. Even at the proposal stage, the majority of Team members were identified, their responsibilities clarified, and their commitment to the project secured. Each Team member took their responsibilities seriously, and supported the project's ultimate goals with complete dedication. *Respect between Team members was a key to success.*

An area that could have been better executed was earlier identification of personnel from the workforce system who had responsibility for the funding streams and training programs available to area dislocated workers. While several personnel from the workforce system were involved in the Pilot and were extremely helpful in the Team's efforts to involve dislocated workers, the nature of the system precluded much involvement in the Pilot due to the lengthy time requirements, consideration of eligibility, and the vast amount of paperwork required for participants.

Section 2: Marketing the Pilot

One of the most important initial first tasks was to implement the marketing plan for the Pilot Project. Although the Pilot Team had already conducted three informational sessions about the Pilot and gathered educational programming interests from various industry representatives, support of the project was uncertain (primarily because State funding for FY 2007-2008 had not been announced to date.) However, once the funding had been received, the Pilot Team needed to be prepared to proceed with the Project, utilizing 100% of the available human resources to recruit employers. Educational providers secured instructors, facilities, and dates/times for their programming options and provided information about each program to the Pilot Team for development of marketing materials.

Marketing Materials Developed

Several marketing pieces were developed to support the Pilot Project:

- Career Pathway Pilot Project Brochure – this piece was developed to be an informational tri-fold brochure which briefly focused on the purpose of the Career Pathway Pilot Project, the 4 educational programming options available, and the benefits of the Pilot Project. Although applicable to several audiences, the focus was employers.
- Pilot Project Announcement for Website – this piece was developed specifically for placement on the NEPA Logistics & Transportation Industry Partnership website (www.nepapeopleonthemove.org). It described the Pilot Project, and included more detailed descriptions and costs of the 4 educational programming options in an effort to encourage all employers to participate in the training opportunities. Links were made available from the *Home page*, the *Career Pathways* tab, and the *Training Programs* tab of the Website to ensure employers would have access to enroll from several avenues.
- Informational Flyer – this piece was developed at the request of PA CareerLink Rapid Response Team members, who felt a simpler informational piece could be effectively posted in the workplace of companies who have given notice of re-locating or going out of business. Flyers were developed to be hung on workplace bulletin boards or handed-out during rapid response sessions, and included information about the types of positions benefitting from the Pilot Project training. PA CareerLink representatives were listed as contacts. This piece was also used (along with the Career Pathway Pilot Brochure) during a regional CareerLink job fair.
- E-Flyer – taking information from the previously developed marketing pieces, an E-Flyer (email flyer) was developed, in .pdf form, to be distributed to all companies currently on the L&T Advisory Board email listing, along with mailings to employers without email addresses. Included on the E-Flyer was information about each educational programming option, costs, dates/times, and a single point of contact for program registration. The intent of this piece was to serve as a “mass mailer” to L&T industry contacts to fill the remainder of seats in each of the educational programs in an effort to make sure the course would roster

(average minimum of 8 students required for educational providers to run a credit-bearing course).

Industry and Workforce Development Joint Session

The first meeting following receipt of funding to formally present the Career Pathway Pilot Project to industry representatives and workforce development personnel was held as a working luncheon format on September 26, 2007 at Luzerne County Community College. The goal of the meeting was to solicit company participation in the Pilot Project. Letters of Intent to Participate (see Appendix O) were developed by the Pilot Team and were available at the meeting. The presentations focused on how the Pilot Project would implement the NEPA Logistics & Transportation Industry Partnership's Career Pathway Model, and included the following topics:

- Career Pathway Pilot Project Overview
- WorkKeys® Assessments (scheduled for completion by mid-November 2007)
- Supply Chain Management Overview Course (scheduled for first 2 weeks in December 2007)
- Educational Programming Options
 - Supervision Essentials (scheduled January – June 2008)
 - Customer Relations (scheduled January – June 2008, 1st 5 credits)
 - Warehouse Management Distribution (scheduled January 2008 – May 2009)
 - Diesel Engine Mechanic Training (scheduled March – May 2008)
- Employer Commitment to the Pilot Project

SUCCESS: A total of 17 industry representatives were present, along with 8 regional representatives from the workforce development system, 7 representatives from regional higher-education institutions, and the entire Pilot Project Team. **SUCCESS: At the conclusion of the meeting, 4 companies had signed the Letter of Intent to Participate,** and the Career Coach was assigned to follow-up with the remainder, along with companies not present but part of the NEPA L&T Advisory Board. Enrollment deadline for company participation in the Pilot was established to be October 19, 2007, with employee identification scheduled for October 31, 2007.

Dislocated Worker Session

In an effort to assist in the Pilot Project marketing efforts of workforce development personnel toward regional dislocated workers, an informational session was held for Workforce Investment Board, Workforce Investment Development Agency, PA CareerLink, Rapid Response, and NEPA Labor Management Council representatives on October 12, 2007. Plans were developed to identify potential participants from local TAA-eligible companies and present the NEPA Logistics & Transportation Career Pathway Pilot Project. November 5, 2007 was selected as the date for the informational session, held at Luzerne County Community College's Hazleton Center. NEPA Labor Management Council and Rapid Response representatives took the lead in identifying appropriate dislocated employees to attend the session.

The goal of the session was to present the Logistics and Transportation Industry to the dislocated workers and identify the educational programming options available through the Pilot Project to assist them in entering a new industry. Representatives from 2 participating companies presented an overview of the L&T industry, along with in-demand occupations locally and why they are supporting the Career Pathway Pilot Project. All educational programming options were presented, however, emphasis was placed on the Warehouse Management Distribution program due to the constraints of funding options relative to dislocated workers and full-time student status.

A total of 12 dislocated workers attended the informational session, with 2 additional stopping by for information at the conclusion. Also in attendance were representatives from Rapid Response, the Workforce Investment Board, and the Pilot Project Team. The Career Coach was assigned to follow-up with the employees to gauge interest not only in the Pilot Project, but also the Logistics & Transportation industry. **SUCCESS: Three (3) dislocated workers participated in the training offered through the Pilot.**

Challenges

One of the biggest challenges to date in the Pilot Project has been to secure an advocate within the Workforce Development System who is *empowered* to “run with” the program and identify both traditional and non-traditional funding sources for the Dislocated Worker population. It appears that often “hands are tied” with respect to decision-making and problem solving initiatives. Industry representatives indicate a strong desire to hire Dislocated Workers because of the many workplace skills and competencies they already possess (see left columns of NEPA Logistics & Transportation Career Pathway Model). However, there is no direct funding source available to *easily* or *quickly* re-educate these individuals (on a credit or non-credit basis) to integrate them into the Logistics and Transportation Industry (see right columns of NEPA Logistics & Transportation Career Pathway Model). In our particular situation, financial support of the Pilot Project was not budgeted, and therefore unavailable to accommodate a greater number in the dislocated worker population.

Another challenge the Pilot Project has encountered concerns the issues the educational institutions encounter when trying to design, set-up, and finally roster an industry-related course (both credit and non-credit). Although industry representatives have indicated to the NEPA Logistics & Transportation Industry Partnership a strong desire to increase the utilization of local colleges and universities for employee training, to date, they have not “stepped-up” to participate. The Pilot Project Team believes that this lack of participation stems from several issues: a) employers are running lean organizations, and cannot spare employees during working hours, b) employees do not have authority to re-arrange their schedules to accommodate training during working hours, c) training is not always offered at convenient times and/or locations, and d) employees often find it difficult to attend training after working hours due to home and family obligations. Another key reason believed to affect employer participation in the educational programming has been the uncertainty of State funding sources to offset training costs. Many local companies simply do not have the financial resources to pay for training if reimbursement is not available.

Lessons Learned

The primary criteria necessary to have made this Stage run smoother would have been more Outreach and more time to Market the Pilot program – both of which were limited due to the time constraints of the project. Employers were hesitant to commit employees to the Pilot training offered without having definitive grant funding available from the State. The Pilot Team felt that through more Outreach on the Pilot and the benefits of Career Pathways, these doubts could have been averted and more employers would have participated.

Another issue the Pilot Team encountered was that the L&T industry did not necessarily value credit-bearing education. They felt that non-credit, customized training was generally sufficient, as long as their employees were able to gain workplace skills.

Section 3: Actual Participants Identified

Letters of Intent to Participate Completed

SUCCESS: Following the informational session on the Career Pathway Pilot Project, 6 companies had signed the Letter of Intent to Participate by the requested date of October 19, 2007. By October 31, 2007 these employers had collectively identified 13 employees who would be enrolled in the Career Pathway Pilot Project. Companies and their employees participating in the Pilot Project include:

<u>Company & Primary Contact</u>	<u>Employee</u>	<u>Pathway Program</u>
Keystone Automotive Mike Duffy	Anthony Diveronica Jay Murphy	Diesel Mechanic Trng Diesel Mechanic Trng
Martz Group Michelle Lickers Ed Steltz	Wayne Kravitz Robert Smith	Supv Essentials Diesel Mechanic Trng
Martini Incorporated Alan Kost	Ann Marie Kubick	Customer Relations
Pitt Ohio Express Patrick Gallagher Marilyn Bittel Sam Liberto	Travis Brown Dena Dowd Patrick Gallagher	Diesel Mechanic Trng Customer Relations Whse Mgmt Distn
Romark Logistics Mike Zavistoski	Ann Marie Catrone Rodney Hummel Scott Mangan	Supv Essentials Supv Essentials Supv Essentials
Trion Industries Joe Miles	Richard Bezdziecki Leonard Buraczewski	Supv Essentials Supv Essentials

Career Coaching Begins

Once Pilot Project participants had been identified, the true “Career Coaching” could begin. Initial contact was made via telephone and email by the Career Coach to participants in an effort to briefly describe the upcoming events that would be occurring in their individual program plans, as well as making them feel at ease regarding the entire Pilot Project. As described in the **Introduction, Career Pathway Pilot Project Conception and Design**, the initial step in the program would be to take the standard WorkKeys® Job Skills Assessments (see Appendix F) selected by the Pilot Team. The Career Coach took the lead in contacting all participants and scheduling assessment times for each of the 13 Pilot participants. The first face-to-face meetings were conducted between the Career Coach and the participants during the WorkKeys® assessments.

Participant Surveys/Assessments Developed

An essential part of the Career Coach's job, as designed by the Pilot Team, would be to collect data on various aspects of the Career Pathway Pilot Project as it relates to the participants. To accomplish this, the Pilot Team developed several survey/assessment forms for use by the Career Coach during the various coaching sessions. Instruments developed can be viewed in the Appendix, and include:

- Consent to Release Educational Records to a Third Party (for LCCC and PSU)
- Career Pathway Pilot Participant Registration Form
- NEPA Career Pathway Participant Needs Assessment Form
- NEPA Career Pathway Participant IDP (Individualized Development Plan)
- NEPA Career Pathway Progress Report
- NEPA Career Pathway State of PA Tracking Form
- Employee Record of Training and Development Activities

Challenges

Challenges for this Section of the Pilot Project were limited. Several companies questioned the number of participants funded at 100%, others questioned whether on-site training could be considered part of the Pilot Project, and still others requested alternate programming options. However, in keeping with the general provisions of a "controlled" pilot project, the Pilot Team elected not to pursue these options for Pilot purposes, but rather gauge interest in such options following evaluation of the Pilot Project. Recommendations for future educational programming are listed in the Recommendations Section of this Report.

Lessons Learned

The Pilot Team felt that more "face-time" with company representatives was needed to explain how implementation of a Career Pathways or Career Development Program could benefit not only the participants, but assist the company with Retention and Succession Planning activities – a critical component identified throughout the industry.

In addition, conducting more group and individual coaching sessions with participants prior to the start of the educational programming would have been beneficial in helping explain the commitment necessary for successful completion of credit-bearing courses. Most of the participants had never been involved in post-secondary education, and therefore balancing work-life issues, understanding the importance of homework/exams/attendance, and participating in class seemed initially overwhelming for many.

Section 4: Implementation Begins

WorkKeys® Job Skills Assessments Conducted

A key first step in the NEPA Career Pathway Pilot Project model was for participants to take several assessments to test their skills in various areas. The Pilot Team set out to select assessments that would measure a participant's proficiency in certain critical workplace skills and competencies (reference [Figure 1: Career Pathway Model for the NEPA Logistics & Transportation Industry Partnership](#).) The WorkKeys® Job Skills Assessment System was selected by the Pilot Team due to the vast amount of job profiling for foundational skills for the key occupations in the Logistics and Transportation industry, as well as in the Pilot Project. While WorkKeys® offers many assessments for testing both foundational and personal skills, the key areas deemed most important by industry representatives (as identified in the reports, [NEPA Logistics & Transportation Industry Partnership Career Pathway Model](#) and the [Logistics and Transportation Industry Analysis](#)) include:

- Reading for Information
- Applied Mathematics
- Locating Information

Detailed information on these WorkKeys® assessments, along with sample test data, can be found in the Appendix.

A schedule which included 4 different dates and times was developed in order to accommodate all participants' varied work schedules. The WorkKeys® assessments were coordinated by a Pilot Team member who is an authorized ACT Center/WorkKeys® administrator at Luzerne County Community College. The assessments were completed over a period of 2 weeks, and results were immediately available to the Pilot Team and participants for review.

SUCCESS: All participants completed the assessments and all results showed each individual was proficient in the assessed critical workplace skills and competencies. No remediation training was deemed necessary.

Individual Coaching Sessions Begin

Initial face-to-face coaching sessions began following the WorkKeys® assessments. The Career Coach focused on getting to know the participants individually, reviewing the results of their assessments, and setting in place schedules and best times/places for future Coaching Sessions. These initial sessions were conducted during the last 2 weeks in November, and items addressed with participants included: NEPA Career Pathway Participant Needs Assessment Form, Consent to Release Educational Records to a Third Party Form (for LCCC and PSU), and NEPA Career Pathway State of PA Tracking Form. Following these initial meetings, participants were on average scheduling Career Coaching Sessions two times a month to discuss issues such as: ongoing completion of NEPA Career Pathway Participant IDP (Individualized Development Plan) and NEPA Career Pathway Progress Report, along with discussion of "how job/educational programs are going", situations encountered in the workplace, career goals and

aspirations, etc. Detailed accounts of the actual Coaching Sessions, along with all participant data, is included in the files created under separate cover by the Career Coach.

Supply Chain Overview Course Runs

Development of the Overview of Supply Chain Management was made possible through the NEPA Logistics & Transportation Industry Partnership in Summer 2007, following recommendations set forth in the NEPA Logistics & Transportation Industry Partnership's Career Pathway Model. The intent of such a course, which addresses developing an employee's technical workplace competencies, is to identify cluster specific concepts that are important to all occupations in the career ladder/framework. An overview of the supply chain builds upon the employees' core competencies and skills, and from a learning theory perspective, provides the contextual cues which the employee can use to understand the industry as a whole, and how their occupation and others fit into the entire industry. Training and development researchers also indicate that investing in employees through industry-specific training empowers employees, contributes directly to improvements in "career awareness," and ultimately improves the company's bottom-line.

The Partnership awarded the curriculum development project to Penn State University, a nationally recognized leader in Supply Chain Education. Based on several industry meetings, it was agreed that they would take an existing for-credit course and transform it into a 10-hour overview of the supply chain and the dynamics affecting the Logistics & Transportation industry.

The Overview of Supply Chain Management was held over a 3-week period (originally scheduled over a 2-week period, but was changed due to instructor unavailability) two times a week for 2 ½ hours a class period. The pace was a bit aggressive, but all major components of the supply chain were covered as they applied to the Logistics & Transportation Industry, including:

- Supply Chain Management
- Inventory and Warehouse Management
- Transportation and 3rd Party Logistics
- Information Systems, Metrics, Network Design and Challenges for the Future

All Pilot Project participants, with the exception of 1, were able to attend the Overview of Supply Chain Management, along with the Pilot Project Manager and Pilot Project Consultant. Future offerings of this course are being considered, and are discussed in the Recommendations section of this report.

Challenges

As implementation of the Pilot Project began, the Pilot Team anticipated the usual difficulties and challenges associated with running a program for the first time. Surprisingly, all aspects of initial implementation went rather smoothly. The WorkKeys® Assessments were conducted for all Pilot participants, all participants willingly meet with the Career Coach on a regular basis, and all but 1 participant was able to attend the Overview of Supply Chain Management course.

Lessons Learned

Establishing a weekly conference call to discuss Pilot activities and issues proved invaluable for the Pilot Team. As challenges arose, the Team was able to identify possible solutions and address the situation immediately, before it could get out of hand. The Team environment worked extremely well for this Pilot Project, and is highly recommended for other Industry Partnership initiatives.

Section 5: Credit-Based Educational Programming Begins

The NEPA Logistics & Transportation Career Pathway Pilot Project had proposed 4 educational pathways for identified participants to select from to enhance their job skills and further their careers within the industry. The 4 identified educational programming options included:

- Supervision Essentials (scheduled January – June 2008)
- Customer Relations (scheduled January – June 2008, 1st 5 credits)
- Warehouse Management Distribution (scheduled January 2008 – May 2009)
- Diesel Engine Mechanic Training (scheduled March – May 2008)

The Pilot Team had selected dates in mid-December 2007 for registration deadlines for all educational programs, with the exception of the Diesel Mechanic program, which registered participants until the first week of March 2008. The following paragraphs list the credentials received from each program, as well as a brief summary of each offering. Copies of course syllabi are contained in the Appendix.

Supervision Essentials

The audience for this program is new and existing supervisors who want to build their skills to be effective in their roles. The program is composed of 16 three-hour training sessions. Modules include the roles and responsibilities of being a supervisor, managing employee performance, solving problems and managing priorities, and developing individuals and teams. Participants can learn a set of supervisory and leadership competencies to keep them a step ahead in today's workplace.

Program cost: \$2,850.00 per participant; \$95.00 fee for final exam option

Credential received: 4.8 CEU's; students also have the option to sit for a final exam, for which they will receive 3 undergraduate credits from Penn State University in Supervisory Management (MGMT 150).

Customer Relations

This program is designed for individuals interested in building customer service awareness, skills and competencies. New, existing or aspiring customer service professionals interested in developing their careers are welcome to enroll in this 11-credit certificate program. The courses include the role of customer service in today's business environment, communicating effectively with customers, using technology for improved customer service, understanding the role of marketing in customer service, and a practicum on customer contact.

Program cost: \$2,115.00 per participant, plus technology fees and texts (first 5 credits only)

Credential received: 5 Undergraduate Credits from Penn State University, applicable to the overall 11 Credit Undergraduate Certificate program; credits are also applicable toward associate and baccalaureate business degree programs at participating colleges and universities.

Warehouse Management Distribution

This 30-credit program prepares the career-oriented individual with the entry-level skills necessary to succeed as a business professional in the Warehousing & Distribution Industry. The Certificate program includes courses specific to the industry, such as Accounting, Purchasing, Materials Management, Logistics, Microcomputers, Database Analysis, and Management. This program is designed for new entrants into the industry desiring a skilled position or those currently working in the industry who are interested in upgrading their skills to a higher level.

Program cost: \$4,700.00 -- \$6,200.00 per participant, dependent on individual remediation needs or previous coursework

Credential received: 30 Credit Undergraduate Certificate from Luzerne County Community College; credits are also applicable toward associate or baccalaureate business degree programs at participating colleges and universities

Diesel Engine Mechanic Training

This program has been uniquely developed to address the demand for highly-skilled Diesel Engine Mechanics in the Logistics & Transportation Industry. This 80-hour program covers basic and specialized electronics, diesel fuel systems, computer technology, fuel management systems, engine component rebuilding, air brake systems, automatic transmissions, advanced diagnostics, transfer case, and basic welding. New and experienced Diesel Engine Mechanics will benefit by increasing their skills in this hands-on training program.

Program cost: \$2,000.00 per participant

Credential received: Certificate of Completion from Luzerne County Community College

Challenges

Following substantial marketing efforts to present the educational programming to both the Logistics & Transportation industry and the community at large, the only program that could roster enough participants by the mid-December date was the Supervision Essentials program (11 students enrolled, 6 of them Pilot participants). Challenges related to rostering the other educational programs are listed below.

The Warehouse Management Distribution program, the most extensive educational program offered, elicited only 1 participant. Lack of participation in this offering is attributed to the full-time nature of the programming. Initially, the Warehouse Management Distribution program was targeted toward Dislocated Workers or newly hired entry level workers within the Logistics and Transportation industry. Non-participation with entry-level employees is primarily attributed to scheduling conflicts (many work 12 hour shifts, often 2nd or 3rd shift), employer benefit restrictions regarding entry-level employees (often, educational benefits are not available until specified levels of attainment are achieved), and/or lack of interest in educational pursuit. The non-participation of Dislocated Workers is a bit more complex. When companies and employees were finally identified to the Pilot Team as being TAA-eligible, it was the end of October 2007. Most potential participants identified that while they were interested in such a program, some would still be employed and working through the start of the educational programming and would therefore be ineligible for educational funding, while others indicated the distance to the training locations was prohibitive.

SUCCESS: To try to keep true to the original intent of the Pilot Project and offer warehouse management education, another offering was identified for the one participant originally enrolled in the Warehouse Management Distribution program. Penn State was offering a Logistics and Supply Chain Management Certificate Program (12-undergraduate credits) to the industry as a whole. The participant enrolled in the first course, Business Logistics Management, and is anticipating the second offering, Warehousing and Terminal Management, thereby satisfying his needs for warehouse management education.

The Customer Relations program drew only 2 employees from participating employers. Considering the length and depth of the program was deferring some employers from participating, the Customer Relations program was reformatted by Penn State to be a 5-credit Introduction to Customer Relations Certificate Program, running from February 20, 2008 – June 25, 2008. Marketing efforts continued in earnest following the mid-December registration deadlines, and included re-distribution of marketing materials to the L&T Advisory Board, WB Chamber of Business and Industry industrial park employer contacts, WIB employer listings, PA CareerLink employer databases, and personal telephone calls. By the 1st week in February 2008, the Pilot Team had finally identified an additional 4 participants (course needed 6 participants to roster) by soliciting the existing participating employers for additional employees suited to the Customer Relations program, at 100% underwriting. However, a decision reversing the offer of 100% underwriting for the full 5 credit program was made on February 7, 2008, and the programming was placed on hold. By February 18, 2008, the Customer Relations program, for the purposes of the Pilot, was reduced to a 1-credit offering of “The Role of Customer Service in the Context of Business” (PSU course BA 297), running for 5 weeks from March 13 – April 10, 2008.

The Diesel Engine Mechanic Training program elicited 5 employees from participating employers – 4 for full participation in the Pilot Project, and 1 additional participant for only the Diesel Engine Mechanic Training. Although currently the program had only rostered 5 participants, the program remained on schedule to run. Luzerne County Community College continued to market the program through mid-March hoping to fill additional seats – however, to no avail. Input from industry representatives regarding the less than desired levels of participation indicated a reason being that companies “simply cannot be without their prime mechanics for 1 day each week for 10 weeks.”

Lessons Learned

The Pilot Team has discovered that moving a curriculum or course from non-credit to credit status is a huge challenge for institutions of higher education. Such an undertaking IS possible, however the effort is very time consuming and paperwork-intensive. Considering the industry-trend toward non-credit, customized training, the Pilot Team believes that had several of the programs been offered on a non-credit basis, more companies would have participated, especially for Customer Service and potentially for Warehouse Management programs – both of which are traditionally offered through industry associations and/or training providers as non-credit programs. Industry representatives have repeatedly indicated that as long as the training provided to their employees is job-relevant, upgrading workplace skills, and is delivered by a reputable, quality organization, they have no preference toward credit-bearing courses.

Section 6: Project Evaluation

Several instruments were developed to assist the Pilot Team in collecting evaluative information regarding the Career Pathway Pilot Project. For both the Customer Relations and Supervisory Essentials courses, participant assessments were developed and distributed in the next to last class session for the participants to take home and complete. Evaluative information from the Overview of Supply Chain Management course and the Diesel Engine Technician program was collected verbally by the Career Coach during the coaching sessions with the participating employees. **SUCCESS:** For all educational programming, participants overwhelmingly indicated that the instructors were superb, excellent at eliciting student participation and facilitating discussion on topics covered.

In addition to the employee evaluations, assessments were developed for the Employer Contacts to gather their input on the Career Pathway Pilot Project overall.

The survey instruments developed by the Pilot Team can be referenced in the Appendix. In an effort to protect the anonymity of the participants/employers, the responses from each Assessment have been analyzed and summarized in the Tables which follow.

Overview of Supply Chain Management

During participants' individual coaching sessions, employees were asked to provide some brief information regarding the content in this course, along with how applicable they felt it was to the L&T industry overall. Comments collected by the Career Coach are as follows:

<p><i>Input from Company A Participants</i></p>	<p>“Loved” the overview; informative, very good teacher; definitely relevant to our business; instructor was “down to earth” – delivery included everyone and went at good pace; course gave good basic understanding of supply chain – never realized transportation aspect was so important; our warehousing division would definitely benefit from this; have a much better understand of inventories and where supplies come from; liked the group setting of the course because it was a good mix of people</p>
<p><i>Input from Company B Participants</i></p>	<p>Interesting course; pertained well to our transportation, shipping, and 3rd party logistics issues; learned the “details” of the industry; enjoyed the interaction with the other participants in the course; enjoyed the classroom activities</p>

<i>Input from Company C Participants</i>	Learned a lot from “raw material to customer” exercise discussed in class; learned about all that goes into the pricing of a product; definitely pertained to our business, and others in our company would benefit from this course’s information; gave a good “broader view” of the industry; interesting mix of people in the class; gained a better understanding of all aspects of the L&T industry; “right in line” with our expectations
<i>Input from Company D Participants</i>	Provided a great deal of information on “shipping and distribution”; related well to the supply and demand issues discussed in class; awesome instructor – very interesting and good knowledge of industry
<i>Input from Company E Participants</i>	Interesting course; good instructor; learned more than expected; enjoyed the inventory and other exercises conducted in class
<i>Input from Company F Participants</i>	Good information presented; was happy to be able to attend

SUCCESS: Of significant note from the Career Coach is how much more confident employees seemed following this course. The vast majority of participants had never attended any post-secondary instruction, and many were apprehensive about the upcoming educational courses, fearing failure. However, after completing the Overview of Supply Chain Management – specifically meeting all course expectations, including a final exam – all participants had gained not only general industry knowledge, but more importantly, the confidence necessary to move forward with their job-specific educational programs. Developing their Technical Workplace Competencies – as indicated in the NEPA L&T Career Pathway Model – proved to be a good first step toward achieving their career goals.

Customer Relations

Assessment Question Summary	Summarized Participant Responses
1. <i>Did the course meet your expectations and what concept learned will be most useful in your job?</i>	All participants indicated that the course more than exceeded their expectations; specific concepts which will be most useful include: taking responsibility, improved communication skills, and treating customers as you would like to be treated.
2. <i>What is your official job title? Briefly describe your daily responsibilities.</i>	Official job titles varied (some students were also dislocated workers), however responsibilities were similar, and included dispatching, scheduling, answering phones, and sales.
3. <i>What are your top 3 customer-related issues on the job?</i>	Responses included: returning calls, timeliness, rudeness, consistency, addressing customer complaints, educating customers on products/services/policies, and eliciting teamwork from other associates.
4. <i>Do you feel training to address these issues would be beneficial to you?</i>	All felt that training in all of the areas identified in question 3 would be helpful – many indicated the course already addressed most of these issues.
5. <i>Are you responsible for sales and/or up-sales?</i>	75% of the employed workers in the course indicated that they are responsible for sales, some even indicating it as a performance measure. Of these employees, all indicated training in sales would be extremely beneficial.
6. <i>What types of computer/technology training would help you perform more efficiently?</i>	All participants indicated that computer knowledge is critical, and those specifying additional training cited Microsoft Office products – Microsoft Word, Excel, and PowerPoint.
7. <i>How would you rank Time Management and Organizational Skills as important to your job (1 – unimportant, 5 – extremely important)</i>	All respondents indicated both Time Management and Organizational Skills as critical to a successful Customer Service Representative.
8. <i>Which type of communication skill would you like to improve upon the most?</i>	The majority of participants indicated they would like to improve their writing and speaking skills.
9. <i>Is there a need in your workplace for non-English language skills?</i>	Two-thirds of participants indicated a need for non-English language skills training.

10. <i>Would you recommend this course to others in the L&T industry?</i>	All participants highly recommended this course to others – specifically identifying anyone dealing with customers, telemarketers, bill collectors, or sales associates also.
---	---

SUCCESS: All participants, dislocated workers included, successfully completed the course and received one academic credit in PSU BA 297, which can be applied to the 5 or 11 credit Customer Relations Certificate program, or numerous undergraduate programs at Penn State or participating educational institutions. A common notion by all individuals in the Customer Relations course was disappointment that the full 5-credit certificate program was reduced to a 1-credit course. All participants were extremely eager for continued education, and hope their employers will continue with their commitment to such programming – along with other L&T companies – in the near term.

Supervision Essentials

Assessment Question Summary	Summarized Participant Responses
1. <i>What did you learn from this course that will be most useful in your job?</i>	General answer was “all of it”; however, some specifics include: Project Planning & Teambuilding, Project Management, Delegation & Performance Evaluations, Understanding Different Management Styles, Coaching, Effective Employee Selection, Conflict Resolution.
2. <i>What is your official job title?</i>	Responses ranged from Team Leader, Supervisor, Assistant Supervisor, or Department Coordinator or Specialist.
3. <i>What are your top 3 supervisory challenges on the job?</i>	Supervisory challenges ran the gamut, but several occurring frequently include: Lack of Communication, Allocation of Labor, Conflict between Employees, Meeting Productivity Requirements.
4. <i>What course topics will help you best handle these challenges?</i>	All felt the course will help address the challenges identified, and several gave examples of how they are already implementing the techniques learned.
5. <i>Do you feel the course provided a good foundation for developing critical communication skills as a supervisor?</i>	All felt they enhanced their communication skills through this course.
6. <i>What workplace tools will best help you become a more effective leader?</i>	Responses included: having a better trained Team, Training Videos/Powerpoints, having better Computer Skills, having more Portable Computer Equipment.

<p>7. <i>How would you rank the following key supervisory skills as important to your job (scale of 1 – 5, 5 being very important):</i></p> <ul style="list-style-type: none"> • <i>Time Management</i> • <i>Problem/Conflict Resolution</i> • <i>Project Management</i> 	<p>Mean responses: Time Management – 3.0 Problem/Conflict Resolution – 3.8 Project Management – 3.3 All felt that for their particular issue, the course provided a good foundation of knowledge to build their skills upon.</p>
<p>8. <i>Are you responsible for interviewing, evaluating performance, coaching, or teambuilding with employees?</i></p>	<p>No one indicated responsibility for interviewing; Half indicated Employee Performance Evaluation and Coaching were part of their job; One-Third had responsibility for Teambuilding; All felt, however, that the course prepared them for these tasks if they were to arise in the future.</p>
<p>9. <i>Do you see a need for non-English language skills?</i></p>	<p>All participants indicated a need for non-English language training – most specified Spanish – to enhance communication between employees and customers; several felt strongly that it be a requirement for Supervisors and Customer Service personnel.</p>
<p>10. <i>Would you recommend this course to others within the L&T industry?</i></p>	<p>All respondents indicated this course would be recommended for many other L&T occupations, with half indicating many portions – communication skills, conflict resolution, and management styles – would be applicable to all employees.</p>

SUCCESS: Participants in the Supervision Essentials course additionally indicated that over the course of 16 weeks, they felt their confidence had grown, they understood different management styles and now had the skills to communicate more effectively, they were better prepared to handle conflict, and they gained invaluable skills to help them manage time and priorities – all key skills required of supervisors.

Of note is that all Pilot participants enrolled in Supervision Essentials chose to take the course Final Exam, which if passed, would provide 3 college credits (PSU Management 100).

SUCCESS: All participants enrolled in Supervision Essentials successfully achieved this milestone, and can apply these credits to a degree program at Penn State or at other participating post-secondary educational institutions.

Diesel Engine Mechanic Training

Evaluation of the Diesel Engine Mechanic Training program, conducted by the Career Coach during the participant coaching sessions, revealed the following information about the course, the skills learned, and recommendations for future offerings:

Assessment Question Posed	Summary of Responses
1. <i>What NEW skills have you gained from the training?</i>	<ul style="list-style-type: none"> • How to check wiring/sensors with the computer • How to check resistance voltage in the circuit • How to use a Multi-meter • Electrical troubleshooting • Use of Scan Tools/Laptop for data gathering
2. <i>What portion of the training did you find will be most useful to your current position?</i>	<ul style="list-style-type: none"> • How to incorporate Ohm's Law • Instruction on use of Multi-meter • Information on sine waves • Troubleshooting skills learned • Application of new technologies

SUCCESS: Participants in this course took a great deal of time delving into the detailed instruction and associated hands-on learning included in the Basic Instruction – Basic Electrical Systems, Specialized Electronics Training, Electrical and Mechanical Fuel Systems, Computer Technology, Scanners, and Fuel Management Systems. **SUCCESS:** All participants successfully completed the Diesel Engine Mechanic Training program, and received a Certificate of Completion from Luzerne County Community College. However, due to the detail afforded with the Basic Instruction, students did not receive training in the Advanced Instruction – Diesel Engine Rebuilding, Cylinder Head Rebuilding, Air Brake Systems, Automatic Transmission, Advanced Diagnostics, Transfer Case, and Basic Welding. All participants indicated this Advanced Instruction was critical to their occupation, and were encouraged by the Instructor and Career Coach to pursue such training in future offerings.

Employer Assessments

To evaluate the Pilot Program from an employer perspective, surveys were developed and individual review sessions were held with the employers and the Project Consultant and/or Career Coach. The data received from each employer is summarized below.

Assessment Question Summary	Summary of Responses
<p>1. <i>Please explain if/how your company benefitted from this Pilot Project, and whether you would recommend implementation of similar programming in the future.</i> SUCCESS</p>	<ul style="list-style-type: none"> • The program has “sent a signal” to other employees in the company that we are willing to invest in employees’ continued education; now, other employees are anxiously awaiting opportunities for them to be chosen for the next phase of career pathways programming • The program would be a great “statewide program”; it increases employee confidence and motivation, leading to long term benefits to our company; because we all have to do more in our positions, we have to cultivate the wonderful employees we have in order to keep them • Would definitely recommend the program; the small class sizes with participants from other companies enhanced the learning experience, and enabled our workers to become more knowledgeable and better developed to perform their jobs • The education and experience our employees received was excellent; they are more effective in their jobs now, with more information to draw upon and are definitely empowered now; would highly recommend • This program fits well with the changes we are incorporating internally, and the courses will help propel the participants to the next level of responsibility; increased communication skills seen as a big benefit, as well as now having the ability to “see the big picture”; would definitely recommend

<p>2. Based on discussions with L&T industry partners, the targeted occupations and subsequent educational programming included Customer Service Representative, Warehouse Associate, Supervisor, and Diesel Engine Mechanic. Would you agree? Are there other occupations you would recommend for future focus?</p>	<ul style="list-style-type: none"> • We would recommend the same occupations; Diesel Mechanic training key for us; we also see a need for courses on Sales, specifically customized for the L&T industry; would also include segment in Supervisory course on how to manage Generation Y workers • We would recommend the same occupations, as all are critical to our operation; we would like to see CDL training as well, along with continued focus on Penn State’s Logistics and Supply Chain Management Certificate Program • We see all the occupations selected as important to the L&T industry; we would like to see courses focused on Dispatcher training, Driver Manager training, and Load Planner training as well • Would recommend the same occupations, with more courses on Customer Service; also, the Supervisor Essentials program was extremely relevant to our operation • The industry should focus training on the occupations selected; for us, the Supervisory Essentials course was critical to our succession planning efforts, and the credit-bearing nature helps “legitimize” the L&T work environment
<p>3. The Pilot Program began with administering the WorkKeys Job Skills Assessment to determine industry and occupational specific workplace competencies. Would you see a need for this type of Assessment within your company?</p>	<ul style="list-style-type: none"> • Not necessarily this type of Assessment; we have a typical new employee assessment, and see a need for assessing computer skills for all occupations, and technical skill assessments such as ASE or similar for mechanics • This type of Assessment could be beneficial for several occupations within our industry – specifically Supervisors; it is also a good indicator

	<p>of suitable employees to pursue education, as well as for the instructors to gauge the knowledge levels in their class</p> <ul style="list-style-type: none"> • We don't utilize any type of assessment, although those customized to be industry-specific could be of value; our "informal assessments" are based on employee performance on the job • We utilize a similar "customized" assessment for warehouse associates, and see value in an assessment customized to customer service as well; feel it would help reduce the hiring of "sub-standard" employees • We don't necessarily utilize a formal assessment, but do provide new employees training on job procedures, detailed occupation-specific skills, which are critical to new employees in this industry
<p>4. Do you regularly conduct employee evaluations for the purposes of career planning and development? If yes, please discuss how an employee would initiate attaining education.</p>	<ul style="list-style-type: none"> • We conduct annual performance reviews, and for technical positions, like mechanics, we have a "pay for skills" type of program, so if an employee wants to get training to improve their skills/wage, we will send them • We conduct annual performance reviews for Supervisory/Clerical occupations; we don't necessarily discuss career planning, but provide a great deal of internal training to advance careers within, such as safety, communication skills, value training, etc.; external training that will enhance occupational skills are considered by supervisors on an individual basis • We conduct annual performance reviews, at which time employees also rate their own performance, and provide input on what jobs/career path they would like to pursue and how they can grow with the company • We don't have any formal career

	<p>planning that we conduct, although the employees we selected for Career Pathways are being prepared for succession</p> <ul style="list-style-type: none"> • We incorporate career development into our annual performance reviews, assessing skills and performance against our detailed, formalized job descriptions
<p>5. Does your company offer employees a training/tuition reimbursement program?</p>	<ul style="list-style-type: none"> • Nothing formalized; will provide training at 100% when needed for job/skill enhancement • These situations are addressed on an individual basis, and any job-related training is covered • Nothing formal; will consider job-related training • To some degree – training costs are covered for employees pursuing job-related training; decided on an individual basis by supervisor • Nothing formal, but we do have a training budget where employees can request business-related training costs to be covered
<p>6. Are there financial incentives in place for employees who seek post-secondary, credit bearing educational opportunities?</p>	<ul style="list-style-type: none"> • Technical, skills training is what is important to us – credit or non-credit; and if an employee performs well and is motivated to learn, there will be financial incentives • Indirectly – the more experienced and educated an employee is, the more opportunities will be available; employee initiative to pursue these opportunities also plays a key role • No, the type of training plays no role in the financial opportunities; we base financial incentives on employee performance and skills • No, credit vs. non-credit is not important; however, programs like Pathways allows us to “justify” an increase during an annual appraisal • Credit vs. non-credit is not relevant; there are indirect opportunities for career/wage advancement

<p>7. The Pilot program implemented a 10-hour overview course on Supply Chain Management for all participants. Given the positive response to this course, would you recommend this as an industry consortium offering?</p>	<ul style="list-style-type: none"> • Can't comment, as employees did not discuss this program in detail • Overview was great – it laid a great foundation for industry knowledge for all levels of employee, plus gave a glimpse of more specific training • Very positive feedback received – would include as consortium offering • Yes, would recommend; this type of course serves to empower the employee; a lot of good comes from identifying “the big picture” for employees • Employees shared their experiences on this course, and am very impressed with the topics covered; would highly recommend
<p>8. The Pilot program strived to develop both the academic skills and workplace competencies of the participants, specifically hoping to elicit a positive change in: employee confidence/motivation, occupational skills, communication skills, teamwork skills, leadership skills, other. Please indicate where you felt your employee benefited. SUCCESS</p>	<ul style="list-style-type: none"> • Employee confidence/motivation was most noticeably improved in our employees; teamwork skills and communication skills have also been further developed • Employee confidence/motivation seen as most improved, along with the occupational skills gained; improved teamwork and communication skills have also been noticed • We have seen our employees grow in all of these areas, which is a true benefit to our company and our employees • All attributes have been recognized in our employees, with employee confidence especially improved; employees now seem to be better adapted for group dynamics, as communication, teamwork, and leadership abilities improved • Employee confidence in their abilities has been greatly improved, along with employee communication skills; leadership skills are developing more quickly as a result of training

<p>9. <i>What type of training do you feel is most effective for your company?</i></p>	<ul style="list-style-type: none"> • On-site training during business hours, even though this is often challenging with schedules; after hours training is also OK, but only if offered off-site; computer/web-based training is ill-suited for our employee mix • OJT, conducted in-house is best for our company; after hours training also works for us, off-site at a vendor location; on-site training during business hours is extremely difficult for us • On-site training, after business hours works best for our company; Off-site training after business hours can work, but needs to be convenient for our employees; On-site training during business hours is very difficult for us; we would like to pursue more computer/web-based training opportunities in the future • On-site training during business hours works best for our employees; Off-site has proven difficult for our employees to schedule • On-site during business hours has been most effective for our company, although we utilize all types indicated, and most have worked well: Off-site after hours, computer/web-based, OJT
<p>10. <i>Approximately how much does your company spend per year, per employee on education and training?</i></p>	<ul style="list-style-type: none"> • For new drivers, ~\$5,000/driver; for mechanics, we budget \$50,000 per year to keep up with changing technology • Not sure, would have to check with HR, but try to take advantage of opportunities such as Career Pathways and grants to subsidize training costs • No specific budget, we have just begun implementing training for our employees • Unsure, would have to consult HR • Not sure of monetary amounts, although do provide standard safety-related training for all employees annually

<p>11. <i>Were your operations at all impacted by your employees attending the Pilot education and training programs?</i></p>	<ul style="list-style-type: none"> • We had to arrange schedules to cover shifts, but the benefit was well worth it • We encountered challenges with shift coverage for training during business hours, but were able to work through it to receive the necessary training • Our operations were not impacted because our employees attended training after business hours; we could not, however, have arranged schedules during business hours • Most weeks, leaving for training during business hours was not an issue; however, job responsibilities are priority, and our employees were unable to attend a couple of classes because of this • Our operations were affected by having employees at training during business hours; we also reimburse employees for travel to and from training; however, the long-term benefit of the training will far outweigh the short term inconvenience
---	---

SUCCESS: Overall, employers indicated a positive experience with the Career Pathways Pilot Project, and would like to remain engaged in similar programs with the L&T Industry Partnership in the future. They felt the programming selected was very relevant to their industry needs and, as indicated in the assessment, several identified areas for future course development.

Pilot Team Evaluation

SUCCESS: Throughout the course of the Career Pathway Pilot Project, the Pilot Team held weekly conference calls to address the progress, status of programming, and issues concerning planning and implementation. Teamwork and communication were key elements contributing to the success of the project, and each member additionally “kept their part of the bargain” as far as responsibilities and follow-through were concerned. When considering future projects of this nature, the Pilot Team identified several areas that worked well and were critical components for project success, along with areas needing improvement or new solutions in future endeavors.

- Item #1: Keeping participants engaged and enrolled in the educational programs**
Because many employees had never participated in post-secondary or “formal” education before, a challenge was having them complete the entire Pilot program.
SUCCESS: Our Pilot Team was successful in this area, in that only one participant dropped out of the program, feeling it was “just too hard.” This success is primarily attributed to the efforts of the Career Coach, who was diligent in encouraging participants throughout and helping them balance the work/life/school issues. This success can also be attributed to the work of the L&T IP and the relationships already established with member companies.
- Item #2: Implementing consortium-based educational programs for the L&T industry**
A challenge for the Pilot – as well as the Industry Partnership in general – has been the reluctance of employers to enroll in consortium-based training activities. (This relates directly to the challenge identified regarding being able to roster the classes and have sufficient enrollment to conduct the course.) Due to the competitive nature of the industry, employers fear that they may lose their valued employees to other companies participating in the same training. Also, employers often prefer “in-house” training, feeling that it is more convenient for their employees and that they are receiving a more “customized” product. **SUCCESS:** As far as success relating to this item, participating employees all indicated that the presence of employees from other companies, with different experiences contributed significantly to the learning. In addition, employees exhibited a new-found pride in their employers by attending such consortium-based training, feeling motivated to implement the concepts learned and the experiences gained through interaction.
- Item #3: Identifying dislocated workers**
This issue was an area in which the Pilot Team experienced the most frustration. The Pilot Team was finally able to establish relationships with some of the workforce development system personnel and bring them on-board with the benefits of our Pilot project; however, it was too late in the process for the majority of the identified dislocated workers to participate in the Pilot. The Pilot Team’s solution to this situation would be to get more “connected” with the personnel within the local CareerLink system and identify the roles and responsibilities of such personnel, in an effort to determine the correct points of contact for programs involving dislocated worker funding streams and/or training

activity eligibility. This approach would serve two purposes: First, it would bring valuable insight into how the Industry Partnerships can engage CareerLink to train and prepare dislocated or underemployed workers for in-demand occupations within the industry. Second, it would help to eliminate any redundant activities existing between the Industry Partnerships and the CareerLinks.

Item #4: Engaging employers in career development

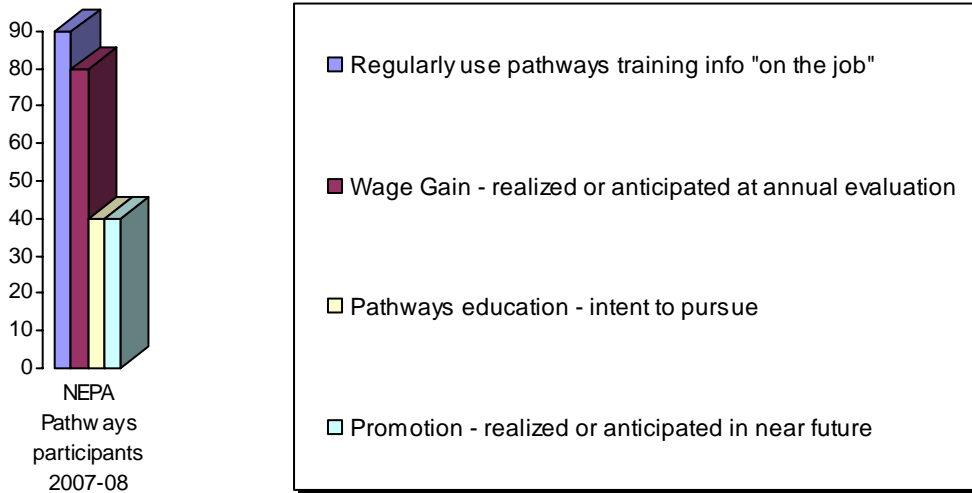
The primary outcome of the Career Pathway Pilot Project was for employers to identify participants for education and training necessary for skill enhancement and soon-to-follow, wage and/or career advancement. As a result of the Pilot education and training activities, 3 of the 6 participating employers indicated that their employees will receive a wage and/or career advancement in the 12 month period following the programming. The Pilot Team views this as a SUCCESS, although had hoped for 100% of employers to reward their employees given the fact that each signed the Letter of Intent, promising a wage and/or career advancement. To fully embrace the concept of Career Pathways and Employee Development Programs, the Pilot Team believes this is an issue which should be addressed with the Industry Partnership as a whole, with implications affecting utilization of future Incumbent Worker Training Grant funds.

Item #5: Periodic evaluation of participant career advancement

The Pilot Team views the accomplishments of the participants as a tremendous success – not only for their career advancement opportunities, but for the employers as well, since they now have higher-skilled workers on the job. The Pilot Team will be conducting periodic interviews with the Pilot participants to gauge their career progression and their employers' view of career development programs. The first evaluation took place 3 months following the conclusion of the Pilot program, and the results are as follows:

NEPA Pathways Participant Short-Survey: Where Are They Now?				
(September 2008)				
	Use CP Info on regular basis?	Promotion rec'd or is expected/anticipated?	Wage gain rec'd or is expected/anticipated?	Enrolled or planning to enroll in credit/non-credit education ? (CP or other)
Program/Participant ID:				
Mechanic #1	yes	yes*	yes	probably
Mechanic #2	yes	no	no	unknown
Mechanic #3	n/a	n/a	n/a	no
Mechanic #3 unemployed- not applicable (n/a) on three questions				
Mechanic #4	yes	yes	yes	probably
Supervisor #1	yes	no	yes/annual eval	no
Supervisor #2	yes	yes	yes	probably
Supervisor #3	yes	yes*	yes/annual eval	no
Supervisor #4	yes	no	yes/annual eval	
Supervisor #5	yes	no	yes/annual eval	no
Customer Service #1	yes	no	yes/annual eval	probably
Not included in survey results:				
Other/MGT #1:	unknown	unknown	unknown	unknown
MGT #1 on military LOA				
*Promotion/career advancement may be forthcoming in near future.				
Notes based on information:				
- All (employed) participants noted regular use/benefit of training and are incorporating into job. (90%)				
- Two participants have actively been recruited for cross-training: Supervisor #2; Customer Service #1 (20%)				
- Two participants have received promotions; two anticipate promotion (40%)				
- Primarily due to training, eight out of ten participants have received or anticipate wage gain (80%) - this based on information from participant or company contact; may be given at annual evaluation				
- Four of ten participants (40%) anticipate further CP training. They are either searching for training (mechanics); or trying to resolve funding issues (personally or with employer).				

NEPA Pathways Participants: Where are they now?



Pilot Project Conclusion – A Celebration Event

To conclude the Pilot Program, a celebration event was held on June 26, 2008 to honor and recognize both employer and employee participants. Instructors were on hand to talk about the Pilot experience, along with participants representing each of the educational program offerings. The Pilot Team presented each participant with a Certificate for successful completion of the Career Pathway Pilot Program, along with a small gift which the participant will be able to utilize in the workplace with their newly gained skills.

SUCCESS: This “graduation ceremony” not only brought together the entire team, but truly exemplified a successful, collaborative project on the part of all stakeholders.

Section 7: Recommendations

The NEPA Logistics & Transportation Career Pathway Pilot Project was a successful implementation of the Career Pathway Model developed for the Industry Partnership. Six companies were on-board with the Pilot Team to develop the skills of their employees in critical, In-Demand L&T industry occupations: Supervisor, Customer Service Representative, and Diesel Engine Mechanic.

SUCCESS: Over the course of one year, the partners in the Career Pathway Pilot Project proved that through collaboration between industry, workforce development, and educational providers, successful programs that develop the high-tech skills needed by the 21st Century workforce in High Growth Industry Clusters can be developed.

The following is a listing of recommendations developed by the Pilot Team for successful implementation of a Career Pathway Project for incumbent or dislocated workers – which can be modified to fit any industry cluster and any occupation. Many lessons were learned over the course of this project, and are represented each report Section, the Pilot Team Evaluation Section, and below as initiatives for future success.

As reflected throughout this document, the Pilot Team has learned a great deal from this experience. One goal of the State Career Pathways Pilot Team has been to identify issues and challenges that the regional Pilot Teams encountered, and assist the Teams in leveraging State resources to provide solutions. Because of the successful nature of the NEPA L&T Career Pathway Pilot Project, the Pilot Team offers the following recommendations for State consideration for future Career Pathways initiatives:

- ***Integrate Career Coaching activities into Industry Partnership initiatives.*** Throughout the Pilot Project, the Pilot Team found limited evidence of employers actively integrating Employee Development Programs or career coaching activities – most often because of a lack of resources or simply no job function tied to employee advancement. The Pilot Team foresees a tremendous need for career coaching activities, and recommends a collaborative effort between Industry Partnerships and appropriate CareerLink personnel. By dedicating an individual from the Industry Partnership as an Outreach Specialist, this person could leverage the resources available at the CareerLink and through the employer’s Human Resource Department, to integrate the following critical coaching activities:
 - Assisting employees and dislocated workers in developing Individual Development Plans (IDP) to help identify their career goals and the steps required to achieve those career goals
 - Assisting employees in attaining appropriate technical and “soft-skills” assessments for the purpose of identifying that employee’s strengths, weaknesses, and opportunities

- Conducting workshops to assist employees in relationship building, increasing self-confidence and self-esteem, improving communication skills and personal effectiveness, determining work/life/school balance, and increasing problem-solving skills
 - Assisting employers in creating Employee Development Plans for numerous job functions within a company
 - Working with employers and educators to identify industry-required training needs and how to most effectively deliver such training on a consortium basis through the Industry Partnership(s)
- ***Consider moving toward common funding cycles for Industry Partnership, WedNET, and Customized Job Training Grants.*** Current grant timelines do not coincide with corporate business cycles, which leaves workforce development professionals and educators always trying to “fit” the training in to meet an aggressive schedule, not necessarily providing the best or most effective training for the companies in need. A change in funding cycles would allow for better and more equitable allocation of training funds, and allow for all stakeholders to more effectively leverage all funding resources. Also, if grant funds could be allocated over a multi-year basis, it would provide sufficient time for educators to develop and implement appropriate industry-specific training to enhance workforce skills.
 - ***Integrate the efforts of the U.S. Department of Labor and the WIRED initiatives into Pennsylvania’s Logistics and Transportation Industry Partnerships*** (and other industries as well). Members of the Pilot Team had the opportunity to attend the WIRED TDL Institute in Memphis, TN on March 18-19, 2008. Sponsored by the U.S. Department of Labor, the intent of the conference was to share best practices, identify national resources, and introduce “blogging” as a method of sharing information, addressing common issues (including advocacy and legislation), developing pipeline initiatives, sharing curricula, etc. Logistics and Transportation Partnerships across the State can visit <http://www.tdlregions.net/news> for more information.
 - ***Integrate the PA Department of Labor and Department of Education Career Pathway efforts to increase the pipeline development activities.*** Through the pilot experience, the Pilot Team has realized a shortcoming in the efforts of all stakeholders to appropriately attain and educate students to enter industry – especially after high school. Also, the Pilot Team recommends that industry take a more active role and take on some of the responsibility to build their future workforce. Innovative outreach programs (such as career camps, industry-specific career fairs which showcase the technology utilized, mentoring and internship opportunities, vocational programs designed to meet regional job demand, etc.) tied to industry required workplace skills training have proven quite effective in other regions and for other industries.

Section 8: Next Steps

The Pilot Team has accomplished a great deal in the 1-year Career Pathway Pilot Project, and would embrace the opportunity to continue providing Career Pathway initiatives to the regional industry – not only for Logistics and Transportation, but also for other high-growth industry clusters as well. The following initiatives are proposed:

- ***Continue consortium-based educational programming through the Industry Partnership, related to L&T industry occupations.***
 - All participants who took the 1 credit course for the Customer Relations program have indicated a desire for continuing on to receive the full 5 credit Introduction to Customer Relations certificate
 - All participants enrolled in the Diesel Engine Mechanic Training indicated that they wish to continue programming to receive additional training in advanced topics; perhaps future offerings could split the original course into Basic and Advanced instruction, each covering 10 weeks (as the content proved too time consuming for the original schedule)
 - Many non-participating employers indicated a desire to enroll in the Supervision Essentials program, however it was held in a location inconvenient for their employees; conduct this course in the near future in other counties/regions served by the NEPA L&T Industry Partnership
 - Investigate similar educational programming by other regional educational providers in an effort to better serve the 12-county region of the L&T Industry Partnership.
- ***Consider expanding the content a bit and developing the Overview of Supply Chain Management into an interactive, web-based course in an effort to reach a larger L&T audience*** (generally applicable to *many* NEPA industries, and can be developed as a *cross-industry training program*).
- ***Emulate the Pilot Project within other regions served by the NEPA L&T Industry Partnership*** – such as Schuylkill County, Lackawanna County, the Northern Tier Counties, and the Pocono Counties (utilizing WorkKeys®, Supply Chain Overview, programming options from other regional educational providers, and a Career Coach to manage the logistics).
- ***Continue offering variations of Career Pathways programming to the regional Industry Partnerships.*** The Pilot Team developed a proposal for the State’s consideration (presented to Patty Bowen and Sidney Hacker at the April 30, 2008 Pilot Technical Session in Harrisburg). This proposal (**see Appendix U for complete details of the program**) exemplifies the best-practices and lessons learned from the NEPA L&T Career Pathway Pilot Project – including career coaching – and challenges local

employers to embark upon their own Career Pathways and Employee Development Programs with assistance from the Pilot Team and Industry Partnership Outreach Specialists. Such an initiative can help increase employee productivity, improve employee retention, and assist employers tremendously with succession planning activities and initiatives – a critical need for the local Logistics and Transportation industry (and other regional industries as well).