DATA SOURCES

OCCUPATIONS IN DEMAND (OID)
Produced by the Minnesota Department of Employment and Economic Development (DEED), the Occupations in Demand (OID) data tool ranks occupations by current demand and provides long-term growth projections and salary information. Data are updated annually and based on 10-year employment projections.

Data can be unavailable due to a high sampling error, a small sample size, a new occupation or program code where insufficient data prevents reporting, or other data-related reasons. Self-employed, contract workers, unpaid family workers, and workers on unpaid leave are excluded.

WANTED ANALYTICS™
WANTED Analytics scours real-time job postings to provide up-to-date information on current openings and recent trends.

Public, nonprofit, and heavily-unionized sectors; temp agencies; and contracted employment may be under-represented by WANTED Analytics.

All data are for the seven-county MSP metropolitan area.
CAREER PATHWAY MAPS IN MANUFACTURING

WORKING DRAFT | OCTOBER 2015

PACKERS AND PACKAGERS, HAND

WEIGHERS, MEASURERS, CHECKERS & SAMPLERS, RECOGNIZING

INSPECTORS, TESTERS, SORTERS, SAMPLERS, AND WAGERS

QUALITY CONTROL ANALYSTS

INDUSTRIAL ENGINEERING TECHNICIANS

HIGHER-LEVEL OCCUPATIONS

HS/EQUIVALENT

SHORT-TERM OJT

MODERATE OJT

LONG-TERM OJT

HS/EQUIVALENT

APPRENTICESHIP

HS/EQUIVALENT

STANDARDIZATION

ENTRY-LEVEL OCCUPATIONS

OPEINGS

WAGE

193 DEED

OPENINGS

242 DEED

98 WANTED

$10.87 BLS

Note: Where data are not listed, it is because they are not available.

See the full key on page 1 for more detail.

Some occupations within manufacturing, such as machinists and millwrights, can be considered career progresses of their own, built on apprenticeships and stackable credentials.

INDIVIDUALS CONSULTED

Erick Ajax and Curt Jasper, EJ.A. Ajax and Sons Paul Schulz and Mike Bell, E.J. Ajax and Sons

Research and design by Nicholas Maryns, InsightWorks LLC | insightworks.blog@gmail.com

HELP US IMPROVE THESE MAPS

Please let us know how this tool can be more helpful or accurate at information@mspwin.org

TOP FIVE OCCUPATIONS, BY OPENING

The top five occupations comprise 17,895 openings, or 62.3% of all openings listed on this page.

RANK OCCUPATION OPENINGS % OF TOTAL

1 FIRST-LINE SUPERVISORS OF PRODUCTION 1,623 57.9%

2 MANUFACTURING SUPERVISORS 4,289 15.4%

3 LABORERS AND FREIGHT, STOCK, AND MATERIAL MOVING 3,748 13.1%

4 BUSINESS OPERATIONS SPECIALISTS 2,116 7.4%

5 BUSINESS OPERATIONS MANAGERS 2,053 7.1%

26 OCCUPATIONS MAPPED: 25,546 TOTAL OPENINGS

* Based on WANTED Analytics numbers.
CAREER PATHWAY MAPS IN HEALTHCARE

ENTRY-LEVEL OCCUPATIONS

PHARMACY AIDS

OPENINGS: 3054
WAGE: $12.62 DEED
HS/EQUIVALENT: SHOR-T-TERM OJT

PHARMACY TECHNICIANS

OPENINGS: 3210
WAGE: $14.39
HS/EQUIVALENT: MODERATE OJT

COMMUNITY HEALTH WORKERS

OPENINGS: 1922
WAGE: $13.80
HS/EQUIVALENT: MODERATE OJT

Dietary Aides

OPENINGS: 3234
WAGE: $10.24
HS/EQUIVALENT: SHORT-TERM OJT

ENVIROMENTAL SERVICES AIDES

OPENINGS: 2837
WAGE: $10.24
HS/EQUIVALENT: SHORT-TERM OJT

NURSING ASSISTANTS, REGISTERED

OPENINGS: 1922
WAGE: $14.39
HS/EQUIVALENT: MODERATE OJT

PHYSICAL THERAPY AIDES

OPENINGS: 2629
WAGE: $14.39
HS/EQUIVALENT: SHORT-TERM OJT

RECEPIENTS AND INFORMATION CLERKS

OPENINGS: 2127
WAGE: $9.71
HS/EQUIVALENT: SHORT-TERM OJT

HEALTH SUPPORT SPECIALISTS (DAS)

OPENINGS: 3339
WAGE: $11.75
HS/EQUIVALENT: SHORT-TERM OJT

LICENSED PRACTICAL NURSES

OPENINGS: 3339
WAGE: $11.75
HS/EQUIVALENT: SHORT-TERM OJT

PHYSICAL THERAPY ASSISTANTS

OPENINGS: 2524
WAGE: $11.75
HS/EQUIVALENT: SHORT-TERM OJT

MEDICAL RECORDS AND HEALTH INFORMATION TECHNICIANS

OPENINGS: 1753
WAGE: $14.46
HS/EQUIVALENT: MODERATE OJT

MEDICAL ASSISTANTS

OPENINGS: 2774
WAGE: $17.91
HS/EQUIVALENT: MODERATE OJT

PERSONAL CARE AIDES

OPENINGS: 5276
WAGE: $10.24
HS/EQUIVALENT: SHORT-TERM OJT

PATIENT REPRESENTATIVES/ CUSTOMER SERVICE REPRESENTATIVES

OPENINGS: 1745
WAGE: $10.24
HS/EQUIVALENT: SHORT-TERM OJT

ORDERLIES, PATIENT ESCORTS, TRANSPORTERS

OPENINGS: 3040
WAGE: $10.24
HS/EQUIVALENT: SHORT-TERM OJT

PATIENT REPRESENTATIVES/ TRANSPORTERS

OPENINGS: 1649
WAGE: $10.24
HS/EQUIVALENT: SHORT-TERM OJT

PHYSICAL THERAPISTS

OPENINGS: 2629
WAGE: $14.39
HS/EQUIVALENT: MODERATE OJT

RECEPIENTS AND INFORMATION CLERKS

OPENINGS: 2127
WAGE: $9.71
HS/EQUIVALENT: SHORT-TERM OJT

HOCHE UNIT COORDINATORS

OPENINGS: 5096
WAGE: $11.75
HS/EQUIVALENT: MODERATE OJT

MEDICAL SECRETARIES, NURSING STATION SECRETARIES, UNIT CLERKS

OPENINGS: 5096
WAGE: $11.75
HS/EQUIVALENT: MODERATE OJT

MEDICAL SERVICES MANAGERS

OPENINGS: 5096
WAGE: $11.75
HS/EQUIVALENT: MODERATE OJT

HIGHER-LEVEL OCCUPATIONS

COMPUTER-CONTROLLED MACHINE TOOL OPERATORS

OPENINGS: 1230
WAGE: $15.44
HS/EQUIVALENT: MEDICATE OJT

PROJECTED GROWTH RATE

CURRENT DEMAND (1 TO 5 STARS)

ANNUAL OPENINGS

BASED ON A 10-YEAR PROJECTION 2010-20
WANTED ANALYTICS: JOB POSTINGS SEP 14-AUG 15

MEDIUM HOURLY WAGE

BASED ON A SURVEY OF MN EMPLOYERS

ENTRY-LEVEL EDUCATION AND TRAINING REQS

COLOR CODING BY MINIMUM EDUCATION LEVEL

HIGH SCHOOL/ EQUIVALENT

POSTSECONDARY

BACHELOR’S AND BEYOND

NOTES ON THE HEALTHCARE SECTOR

• Healthcare workers can take a variety of routes through their career; arrows denote some of the most common. Routes tend to vary by setting (e.g., hospital, home care, assisted living).

• Older Adult Services is experiencing pronounced change and growth due to large demographic shifts in Minnesota. Jobs in this field are often residential and/or home-based, providing many entry-level opportunities in areas like environmental services, dietary services, and recreation/activities.

• OASI denotes occupations particularly common to Older Adult Services (also called Aging Services or Long-Term Care). This can include a variety of settings, including home care, assisted living, assisted centers, and hospice.

• Historically, Registered Nurses required a two-year degree, but guidelines from the Institute of Medicine will require 80 percent of new RNs to obtain a four-year degree by 2020.

• Trained Medication Aide is not typically an occupation itself, but an added certification that can be obtained, often by Nursing Assistants.

• An apprenticeship model is currently being built for Home Health Aides.

• Health Support Specialist is a new career (with an apprenticeship model) developed in Minnesota. It builds on the Nursing Assistant, Registered (NAR) with additional duties (culinary care, activities, environmental services, memory care, etc.) that make it a well-rounded role well-suited to homecare and older adult services settings. Due to its newness, data on Health Support Specialists is harder to come by.

INIDIVIDUALS CONSULTED

Laura Beigh and Regina Piskor, Fairview Health Services
Valerie Defor and Mary Rosenthal, Healthforce Minnesota
Jane Graupman, Merle Greene, Michael Donahue, International Institute of Minnesota
Lori Meyer, Adam Suomala, Sally Nadeau, LeadingAge MN
Sandra Bensen, Aging Services of Minnesota

Research and design by Nicholas Maryns, Insightworks LLC • insightworks.llc@gmail.com

This chart maps common career progressions in healthcare, starting at the entry level. Not all occupations and progressions are shown; preference was given to those in highest demand as indicated by the Minnesota Department of Employment and Economic Development (DEED) Occupations in Demand (OID) tool. Occupations on the left are entry-level (or close to it), moving to higher-level occupations to the right.

ABOUT THIS CHART

Some Notes on the Healthcare Sector:

Top Five Occupations, by Opening

The top five occupations comprise 24,160 openings, or 60.3% of all openings.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Openings</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurses</td>
<td>11,433</td>
<td>28.8%</td>
</tr>
<tr>
<td>Medical and Health Services Managers</td>
<td>687</td>
<td>1.7%</td>
</tr>
<tr>
<td>Licensed Practical Nurses</td>
<td>3,339</td>
<td>8.4%</td>
</tr>
<tr>
<td>Personal Care Aides</td>
<td>2,999</td>
<td>7.6%</td>
</tr>
<tr>
<td>Home Health Aides</td>
<td>2,884</td>
<td>7.3%</td>
</tr>
</tbody>
</table>

Source: WANTED Analytics Job Postings Sept 14-Aug 15
### Cybersecurity Analysts

<table>
<thead>
<tr>
<th>Entry-Level Occupations</th>
<th>Higher-Level Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Service Reps</td>
<td>Customer Service Reps</td>
</tr>
<tr>
<td>Technical Writers</td>
<td>Technical Writers</td>
</tr>
<tr>
<td>Business Analysts</td>
<td>Business Analysts</td>
</tr>
<tr>
<td>Business Intelligence Analysts</td>
<td>Business Intelligence Analysts</td>
</tr>
<tr>
<td>IT Project Managers</td>
<td>IT Project Managers</td>
</tr>
<tr>
<td>Security Analysts</td>
<td>Security Analysts</td>
</tr>
<tr>
<td>Network and System Admins</td>
<td>Network and System Admins</td>
</tr>
<tr>
<td>Computer Systems Analysis</td>
<td>Computer Systems Analysis</td>
</tr>
<tr>
<td>Software Engineering</td>
<td>Software Engineering</td>
</tr>
<tr>
<td>Data Warehousing</td>
<td>Data Warehousing</td>
</tr>
<tr>
<td>Technical Writers</td>
<td>Technical Writers</td>
</tr>
<tr>
<td>Business Intelligence Analysts</td>
<td>Business Intelligence Analysts</td>
</tr>
<tr>
<td>IT Project Managers</td>
<td>IT Project Managers</td>
</tr>
</tbody>
</table>

### Top Five Occupations, by Opening

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Opening</th>
<th>HS Equivalent</th>
<th>BA/BS Equivalent</th>
<th>Median Hourly Wage</th>
<th>Projected Growth Rate</th>
<th>Median Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Service Reps</td>
<td>11,708</td>
<td>2,372</td>
<td>7,994</td>
<td>$19.64</td>
<td>68.1%</td>
<td>46,822</td>
</tr>
<tr>
<td>Data Entry Keyers</td>
<td>11,708</td>
<td>2,372</td>
<td>7,994</td>
<td>$19.64</td>
<td>68.1%</td>
<td>46,822</td>
</tr>
<tr>
<td>Computer Users Support Specialists</td>
<td>11,708</td>
<td>2,372</td>
<td>7,994</td>
<td>$19.64</td>
<td>68.1%</td>
<td>46,822</td>
</tr>
<tr>
<td>Computer Network Support Specialists</td>
<td>11,708</td>
<td>2,372</td>
<td>7,994</td>
<td>$19.64</td>
<td>68.1%</td>
<td>46,822</td>
</tr>
<tr>
<td>Software Programmers</td>
<td>11,708</td>
<td>2,372</td>
<td>7,994</td>
<td>$19.64</td>
<td>68.1%</td>
<td>46,822</td>
</tr>
</tbody>
</table>

Note: Where data are not listed, it is because they are not available. See the full key on page 1 for more detail.

---

### Help Us Improve These Maps

Please let us know how this tool can be more helpful or accurate at information@mspwin.org.
### TOP FIVE OCCUPATIONS, BY OPENING

<table>
<thead>
<tr>
<th>Rank</th>
<th>Occupation</th>
<th>Openings</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Laborer</td>
<td>2,851</td>
<td>38.1%</td>
</tr>
<tr>
<td>2</td>
<td>Carpenter</td>
<td>2,015</td>
<td>27.3%</td>
</tr>
<tr>
<td>3</td>
<td>Electrician</td>
<td>1,752</td>
<td>23.8%</td>
</tr>
<tr>
<td>4</td>
<td>Plumber</td>
<td>1,175</td>
<td>16.1%</td>
</tr>
<tr>
<td>5</td>
<td>Plumber</td>
<td>1,075</td>
<td>14.7%</td>
</tr>
</tbody>
</table>

*Based on WANTED Analytics numbers.*

### ABOUT THIS CHART

This chart maps common career progressions in the construction trades, starting at the entry level. Not all trades and progressions are shown; preference was given to those in highest demand as indicated by the Minnesota Department of Employment and Economic Development (DEED) Occupations in Demand (IOD) tool. Occupations on the left are entry-level (or close to it), moving to higher-level occupations to the right.

### SOME NOTES ON THE CONSTRUCTION SECTOR

- The construction sector can be broken down into three main areas: Commercial/Industrial, Highway/Heavy, and Residential. The first two are heavily unionized, and residential construction is less so.
- Labor unions are organized by trade, and unions differ with regard to how workers obtain employment and membership with the union. Generally, there are two main approaches: the individual finds employment with an contractor first, and then goes to the union for membership and to enter an apprenticeship. The individual seeks membership and apprenticeship with the union; once accepted the union finds work for the individual.
- Pre-apprenticeship construction laborers are important entry-level workers that can progress to other trades.
- Pre-apprenticeship programs are key entry-level “on-ramps” that train individuals in basic construction (e.g. OSHA, etc.) and employability skills, and expose individuals to a variety of trade.
- For non-union construction workers (e.g. in residential construction settings) career progression is facilitated by a blend on-the-job training (OJT) and postsecondary training.
- Data on employment and openings can be challenging to obtain consistently across the trades, as unions vary in how they collect, project, and share. Many jobs, particularly those facilitated directly by the unions, likely do not appear in WANTED Analytics.

### INDIVIDUALS CONSULTED

George Barnett, Summit Academy OIC
Don Mullin, Saint Paul Building and Construction Trades Council
Rossal Oostma and Sarah Lechowich, Saint Paul College

Research and design by Nicholas Maryns, InsightWorks LLC | insightworks.fly@gmail.com

### KEY

**Computer-Controlled Machine Tool Operators**

- **Openings**: 1,175
- **Wage**: $24.50

**Carpenters**

- **Openings**: 2,851
- **Wage**: $21.61

**Electricians**

- **Openings**: 1,752
- **Wage**: $27.73

**Plumbers**

- **Openings**: 1,175
- **Wage**: $20.48

**Sprinkler Fitter**

- **Openings**: 1,075
- **Wage**: $23.62

**Pipe Fitters and Steamfitters**

- **Openings**: 1,175
- **Wage**: $20.48

**First-Line Supervisors of Construction Trades**

- **Openings**: 1,075
- **Wage**: $24.50

**Pipe Fitter Apprentices**

- **Openings**: 1,175
- **Wage**: $23.62

**Electrician Apprentices**

- **Openings**: 1,075
- **Wage**: $20.48

**Carpenter Apprentices**

- **Openings**: 1,175
- **Wage**: $23.62

**Laborer Apprentices**

- **Openings**: 2,851
- **Wage**: $21.61

*Note: Where data are not listed, it is because they are not available. See the full key on page 1 for more detail.*

---

**HELP US IMPROVE THESE MAPS**

Please let us know how this tool can be more helpful or accurate at information@mspwin.org.
ABOUT THIS CHART
This chart maps selected career progressions in government, starting at the entry level. Not all occupations and progressions are shown (nor are all levels of government represented—the initial focus has been on Hennepin and Ramsey Counties and the Metropolitan Council/Metro Transit). Progressions shown are those that have selected by the employer for further focus and development. Occupations on the left are entry-level (or close to it), moving to higher-level occupations to the right.

SOME NOTES ON COUNTY GOVERNMENT CAREER PROGRESSIONS
• Where an occupation is a progression unto itself (e.g. Case Aides I-II-III) the hourly wage range spans all levels of the position, from the minimum wage at level I to the maximum wage at level III (or IV where applicable).
• Additional pathways have been researched by the counties and could be mapped further.
• Wage information for Ramsey County was taken from its Human Resources website; for Hennepin County, wage information was provided by the individuals below.
• Since the occupations mapped here are specific to the counties, they are not directly accounted for in the Minnesota Department of Employment and Economic Development (DEED) Occupations in Demand (OID) tool, nor by WANTED Analytics. Therefore information on openings, projected demand and growth were not readily available.
• Minimum education requirements are based on input from the individuals below.

INDIVIDUALS CONSULTED
Heather Worthington, Ryan O’Connor, Tina Currie, Scott Williams, Ramsey County
John Thorson, Kari Boe Schmidtz, Will Christenson, Hennepin County
Mike Christensen, Minneapolis Community and Technical College

Research and design by Nicholas Maryns, InsightWorks LLC | insightworks.llc@gmail.com

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ABOUT THIS CHART
This chart maps selected career progressions in government, starting at the entry level. Not all occupations and progressions are shown (nor are all levels of government represented—the initial focus has been on Hennepin and Ramsey Counties and the Metropolitan Council/Metro Transit). Progressions shown are those that have been selected by the employer for further focus and development. Occupations on the left are entry-level (or close to it), moving to higher-level occupations to the right.

SOME NOTES ON METROPOLITAN COUNCIL CAREER PROGRESSIONS
- Wage information was obtained from the Metropolitan Council Human Resources website.
- Since the occupations mapped here are specific to the counties, they are not directly accounted for in the Minnesota Department of Employment and Economic Development (DEED) Occupations in Demand (OID) tool, nor by WANTED Analytics. Therefore information on openings, projected demand and growth were not readily available.
- Occupations are not color-coded by minimum education level because the level varies depending on relevant work experience.

INDIVIDUALS CONSULTED
Alison Bell, Jan Homan, Aaron Kaski, Metro Transit
Marcy Syman and Todd Rowley, Metropolitan Council

Research and design by Nicholas Maryns, InsightWorks LLC | insightworks.llc@gmail.com

HELP US IMPROVE THESE MAPS
Please let us know how this tool can be more helpful or accurate at information@mspwin.org
### Top Five Occupations, By Opening

<table>
<thead>
<tr>
<th>Rank</th>
<th>Occupation</th>
<th>Opening</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher Assistants (PK-8, 6-12)</td>
<td>1,117</td>
<td>28.4%</td>
</tr>
<tr>
<td>2</td>
<td>Teaching Assistants and Paraprofessionals</td>
<td>457</td>
<td>12.1%</td>
</tr>
<tr>
<td>3</td>
<td>Child Care Lead Teachers</td>
<td>285</td>
<td>7.6%</td>
</tr>
<tr>
<td>4</td>
<td>Child Care Aides</td>
<td>205</td>
<td>5.6%</td>
</tr>
<tr>
<td>5</td>
<td>Head Start Teachers</td>
<td>205</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

*Based on WANTED Analytics data from October 2014 to September 2015.

### EARLY CHILDHOOD EDUCATION NOTES

- **Early childhood** is commonly defined as ages 0-8.
- As a field, early childhood education has a whole child orientation that considers child care to be a critical facet of early education and acknowledges the connection to other early childhood areas like health care and human services.
- This map delineates a few major “scales” that represent major systems (as opposed to settings, like schools, child care centers, and homes, which cut across systems). Occupational changes from one system to another are more fluid than this map might suggest, particularly at early stages in one’s career.
- Center-Based Child Care is licensed by DHS and includes both for-profit and non-profit providers. They are often few formal education/training requirements for staff.
- Family-Based Child care providers are small, home-operated small businesses. They are licensed by counties but owners are not required to have much formal education/training.
- The Federal Office of Head Start administers grant funding and oversight to 10 agencies that provide Head Start services in communities across the state. Minnesota provides funding to support additional lists. Head Start can provide services in centers or at home and also in partnership with family child care, centers, and schools.
- Public Pre-K programs, including Early Childhood Family Education (ECFE), Early Childhood Special Education (ECSE), and School Readiness (SR) are administered by school districts.
- Professional requirements and pay vary widely across systems and settings, which can influence worker supply. For example, the expansion of all day kindergarten in Minnesota drew many child care professionals into the K-12 system, which tends to pay better. Efforts are currently underway to increase parity in pay across systems.
- The Minnesota Center for Professional Development (MNCPD) Career Lattice provides a framework used to recognize informal training, formal education, and credentials for early childhood professionals, and is a mechanism for supporting skill and career advancement.
- Minnesota’s Knowledge and Competency Framework for Early Childhood Professionals clearly articulates skill and knowledge expectations for early childhood educators. It is currently being integrated with training from DHS and postsecondary institutions.
- Common credentials in early childhood education include the entry-level Minnesota Child Care Credential (MNCCC), which fulfills Parent Aware training requirements, the Child Development Associate Credential (CDA), which is nationally-recognized and often unlocks higher reimbursement rates from government programs, the Minnesota Director’s Credential, which is also nationally-recognized and is available for credit or non-credit for those working as Child Care Center Directors or Family Child Care Providers.
- Experienced professionals in early childhood education can serve as Professional Development Service Providers, often in a part-time capacity. Full-time opportunities are growing as the field increasingly acknowledges the effectiveness of ongoing professional development.

### ABOUT THIS CHART

This chart maps common career progressions in early childhood education, from entry-level on the left to higher-level openings on the right.

---

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Debbie Hewitt, Mn Department of Education
Barb Wagner, Minnesota Licensed Family Child Care Association

**INSIGHTWORKS LLC:**
Barb Wagner, Kathy O’Donnell, Debbie Hewitt, Kathleen O’Donnell

**THE MNEKC-MNSACA TEAM:**
Kathleen O’Donnell, Liz Geenen, Sue Yoder
**MNCPD:**
Barb Wagner, Lake Marvick, Bobbi Reiter, Barb Happy, Anne Carter

**MN Childhood Development Associate (MNCDA) TEAM:**
Barb Wagner, Ann Vandegeest, Sue Yoder

**INFORMATION:**
Please let us know how this tool can be more helpful or accurate at infomspwin.org

**INSIGHTWORKS LLC:**
Barb Wagner, Kathy O’Donnell, Debbie Hewitt

**INSIGHTWORKS LLC:**
insightworks.llc@gmail.com

**MNCPD:**
info@mnearlychildhood.org
The progression from ABE support roles into teaching is not common.

Community-based organizations and VR are generally employed by school districts and must have a four-year degree and a teaching license. However, community-based organizations and county correctional facilities do hire some ABE teachers without requiring a license, though many of these teachers have a stand-alone adult education certification and/or a four-year degree.

Career and Technical Education Teachers at the secondary level must have a four-year degree and a teaching license. At the postsecondary level the requirements vary by industry and are based on established industry and higher education standards.

**INDIVIDUALS CONSULTED**

Julia Brakia, Project for Pride in Living
Denise Felder, Minnesota State Colleges and Universities
Nancy James, HIRED
Anna Käse, MN Workforce Council Association
Steve Kuntz, Marsi Jasper, Maureen McAvoy, Project for Pride in Living
Julie Brekke, Minnesota Department of Employment and Economic Development
Nicole Swanson, Anoka County Job Training Center

**ABOUT THIS CHART**

This chart maps common career progressions in workforce development, from entry-level on the left to higher-level occupations on the right.

**WORKFORCE DEVELOPMENT NOTES**

- “Workforce development” spans a number of systems, populations, and approaches, which are reflected here.
- While educational requirements for professionals in CTE, ABE, and VR are often well-defined, ABE and ABE Teachers usually require a BA/BS and a teacher’s license. Vocational Rehabilitation Counselors often require an MA/MS, requirements in “traditional” workforce development (e.g. CBOs, local governments) vary widely. Generally, entry-level requirements include experience working with diverse populations, experience within other human services systems (e.g. TANF/MFIP), and/or industry-specific knowledge and connections.
- The ability to build and manage partnerships across systems and with employers is increasingly in demand at all occupational levels.
- Some employers find value in the Global Career Development Facilitator (GCDF) credential, which indicates competencies in career counseling and development, using labor market information, working with diverse populations, and program management. In the Twin Cities, the Normandale Community College offers the credential.
- Adult Basic Education Teachers are generally employed by school districts and must have a four-year degree and a teaching license. However, community-based organizations and county correctional facilities do hire some ABE teachers without requiring a license, though many of these teachers have a stand-alone adult education certification and/or a four-year degree.
- Career and Technical Education Teachers at the secondary level must have a four-year degree and a teaching license. At the postsecondary level the requirements vary by industry and are based on established industry and higher education standards.

**HELP US IMPROVE THESE MAPS**

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