



SETTING

The world of academic education and skill-based training, the earning of certificates, certifications, passing courses, the awarding of degrees and diplomas is confusing and complex. This world is not designed for learners; in many ways it is both in trouble and at a point of transition.

Institutional solutions from universities, community colleges and schools are beginning to show their inefficiencies in an increasingly web-based, data-driven and user-controlled world. There is a collision of structures at a time when the need is for more engaged learners and better prepared people in the workforce.

The world of work is morphing from a form of constancy to one of constant evolution and change. The need for new skills from workers is constant as is the need for more well-rounded, analytical and generally knowledgeable workers who can advance.



MISMATCHES

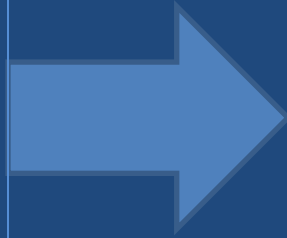
It is not possible to imagine how thousands of schools, colleges, universities, training organizations, workforce panels, associations and professional societies can each accommodate a) the changing nature of employment nation-wide and globally and b) the changing nature of the lives of learners, workers, leaders and innovators.

There are built-in timing and perception differences. Employers generally take the path of least resistance, move quickly, test, adapt and abandon what does not quickly. They are increasingly assisted in this by real-time data, modeling, and crowd-sourcing. Providers of academic and training offerings, assessment and credentialing work an entirely different schedule, mind-set and funding model.

The learner trying to make sense of what to learn to assist them in the workplace or innovation cannot do this easily. Instead they rely, if they can, on social media and search tools to gather information from peers.

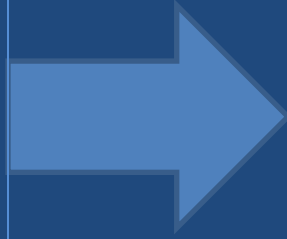


Employer Problem



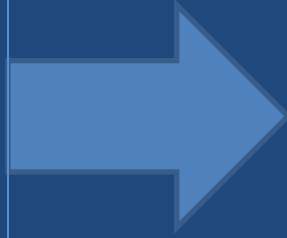
Need Employees

Provider Problem



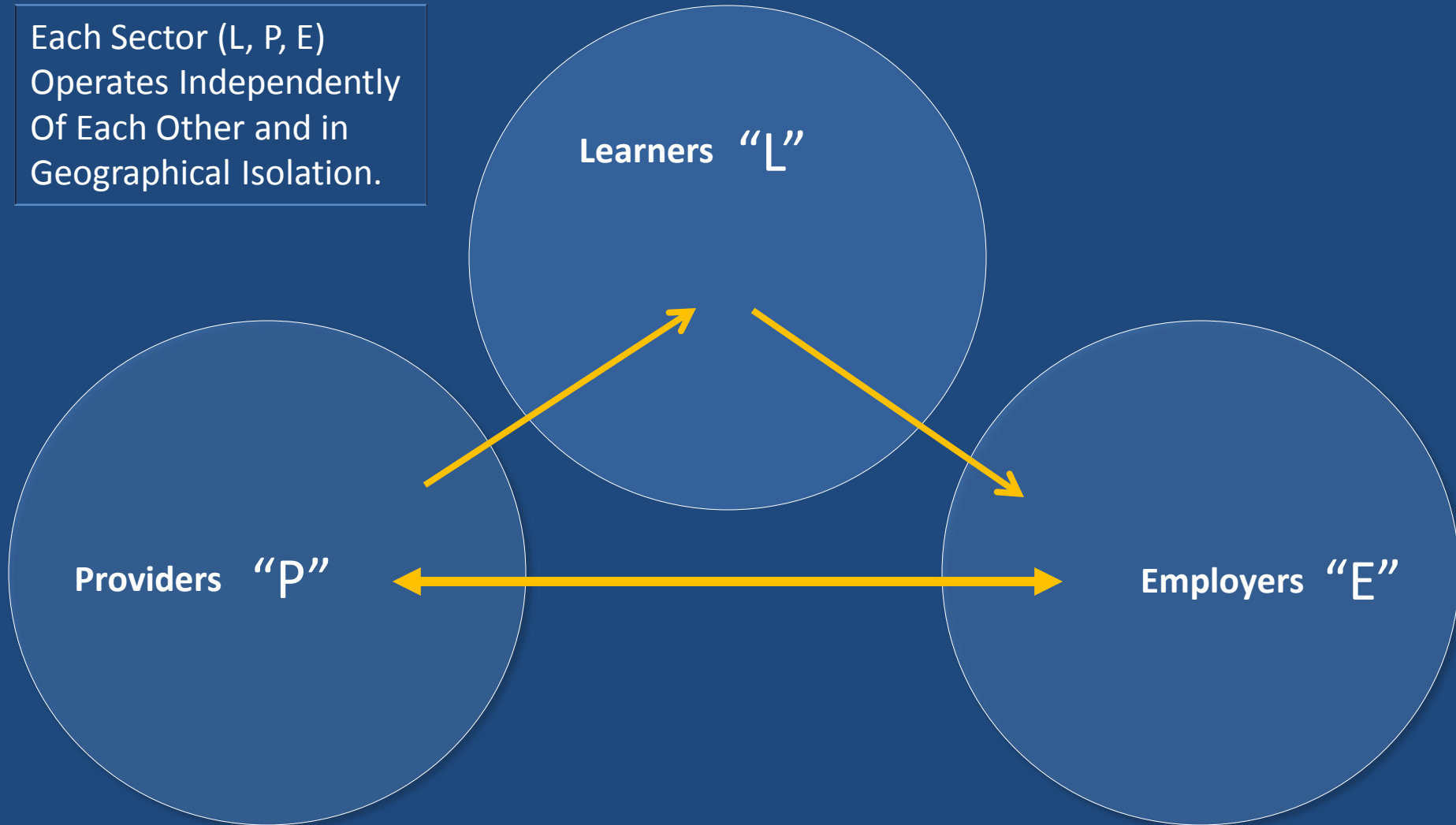
Need Students

Learner Problem



**Need Employment
& Career**

Each Sector (L, P, E)
Operates Independently
Of Each Other and in
Geographical Isolation.



Learners “L”

Provide Steady Flow of information from Employers, Certificate Providers and Learner Use Data.

Bring in Outside Information from on Trends, Labor Statistics, Geographical Factors, etc.

Providers “P”

Employers “E”



SYSTEM

To develop a modern systems that links **Learners** (L), **Employers** (E), and **Providers** (P), it is essential that the system be driven by the **Learner** as they are common to both the **Provider** and the **Employer**. Thus, linkage is via the **Learner**.

The point of the “system” is to move as many Learners along paths they create to higher skills and academic credentials and, as a result, better employment, civic engagement and economic strength.

Think about this “system” as a travel planner where the Learner progresses through stages, determines where they want to go, calculates costs and returns, and then records what they have done in the data-rich “system.”

To make the “system” work, the system must manage Provider and Employer data in the same way it manages Learner data. This allows the system to operate creating matches and transparent pathways with ratings.



My Pathfinder™

Open Jobs

Training Available

Career Planner

Current

GAPS

Interest?

Add +

COST

Benefit

PATHWAYS

Managing the pathways becomes the activity of the Learner. Much like a modern flight system (Expedia™, Orbitz™), air travel, hotels, rental cars – all the conveyances to get from point A to point B, can be accounted for in an interface system that is familiar to consumers, employers and providers. When travel is complicated, experts are brought in to assist the system.

Current

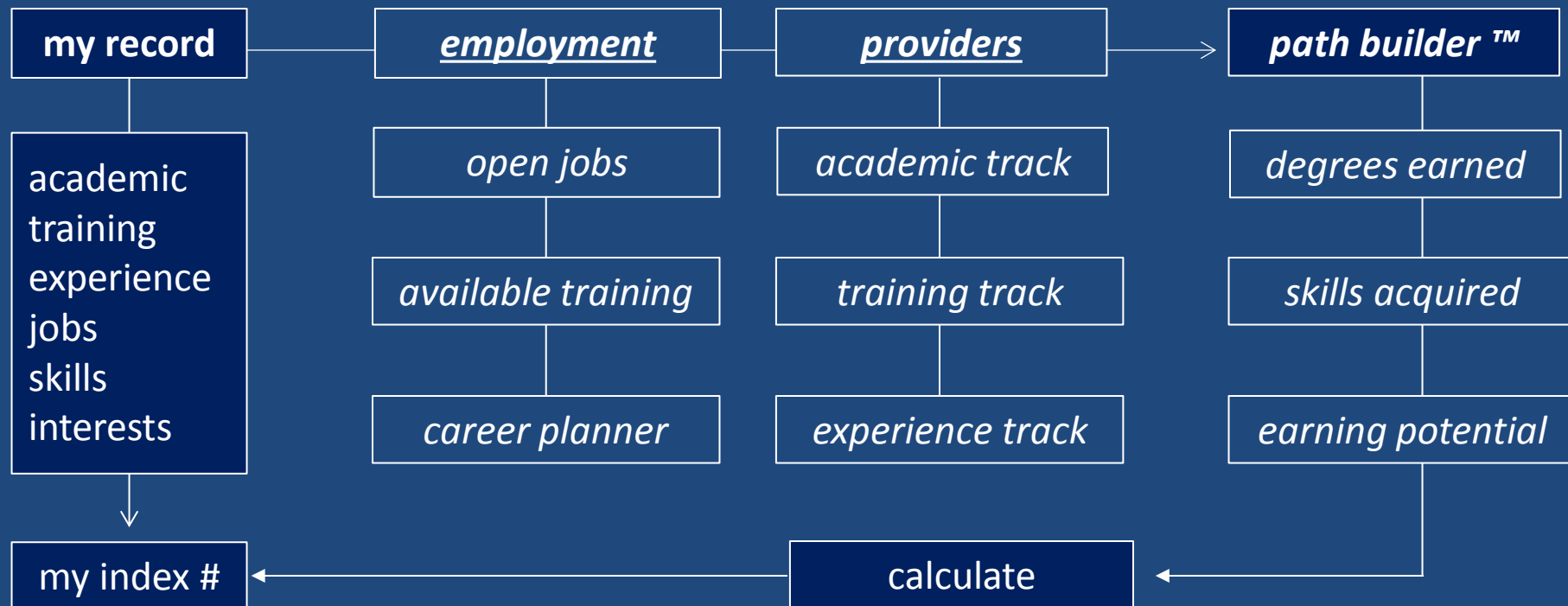
GAPS

Interest?

Add +

COST

Benefit



Current**GAPS****Interest?****Add +****COST****Benefit****my record**

academic
training
experience
jobs
skills
interests

my index #**employment****providers****path builder™**

What do I know, what am I interested in, is it a viable area, what do I need to learn to follow this path, has this path paid off for others, what will it cost, is it worth the cost, does it give me career-building as well as work and skills?

calculate

Current

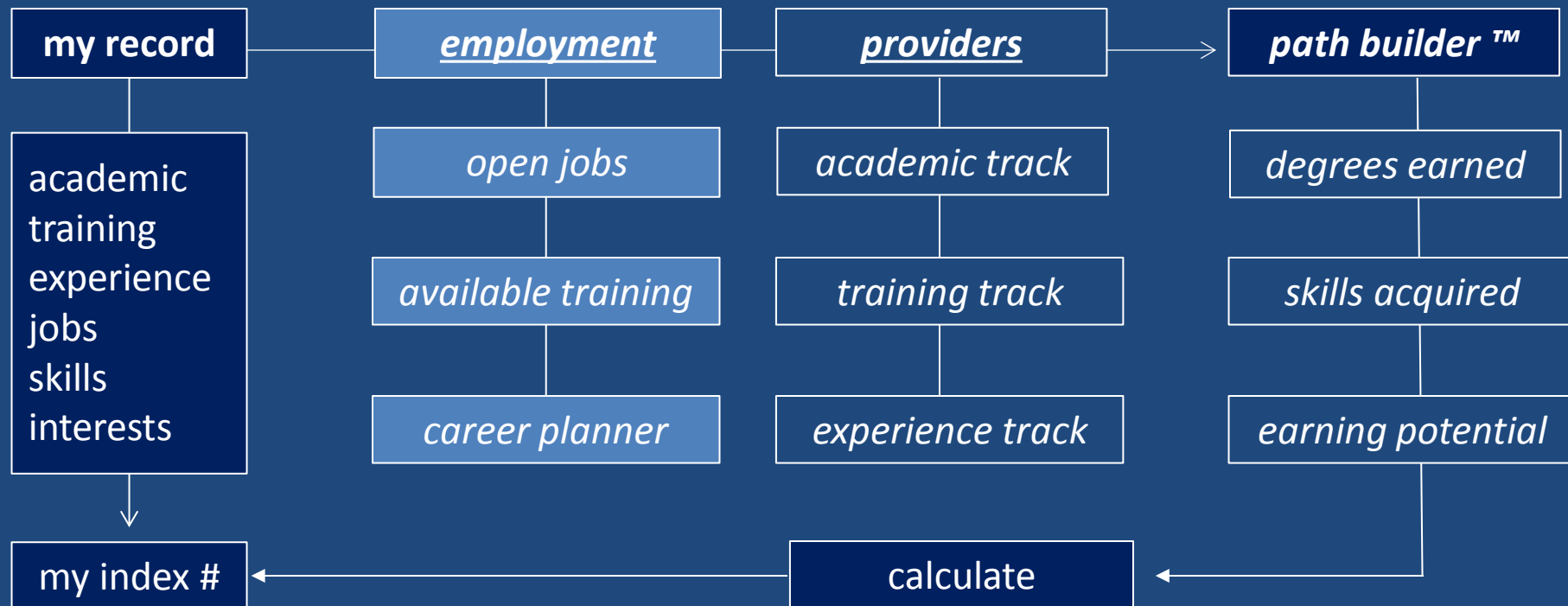
GAPS

Interest?

Add +

COST

Benefit



Current

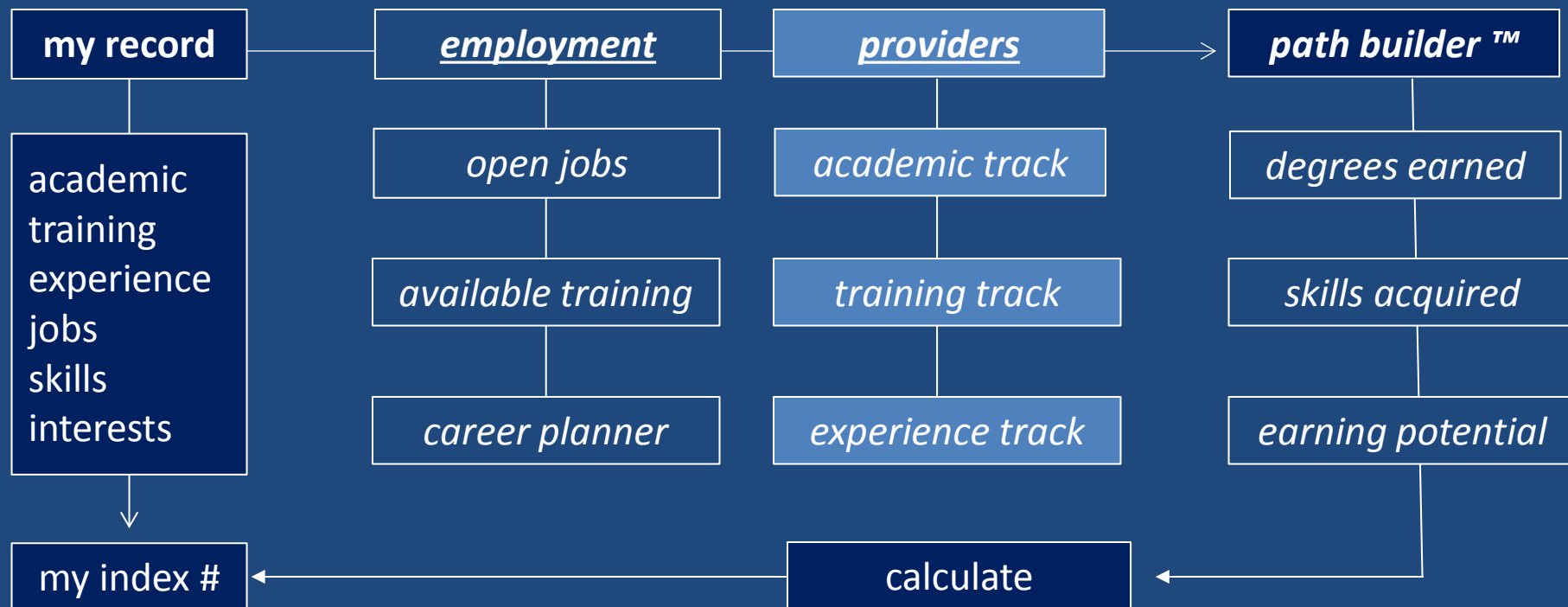
GAPS

Interest?

Add +

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Current

GAPS

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Benefit

my record

academic
training
experience
jobs
skills
interests

my index #

employment

providers

path builder™

Can I afford this, can I afford not to take this path, where do I get advice, how does this play into getting work, getting credits toward an academic degree and to building a career, what should the “mix” be in my pathway portfolio?

calculate

Current

GAPS

Interest?

Add +

COST

Benefit



my record

academic
training
experience
jobs
skills
interests

my index #

employment

open jobs

available training

career planner

providers

academic track

training track

experience track

path builder™

degrees earned

skills acquired

earning potential

calculate

Current

GAPS

Interest?

Add +

COST

Benefit

My Record

academic
training
experience
jobs
skills
interests

employment

providers

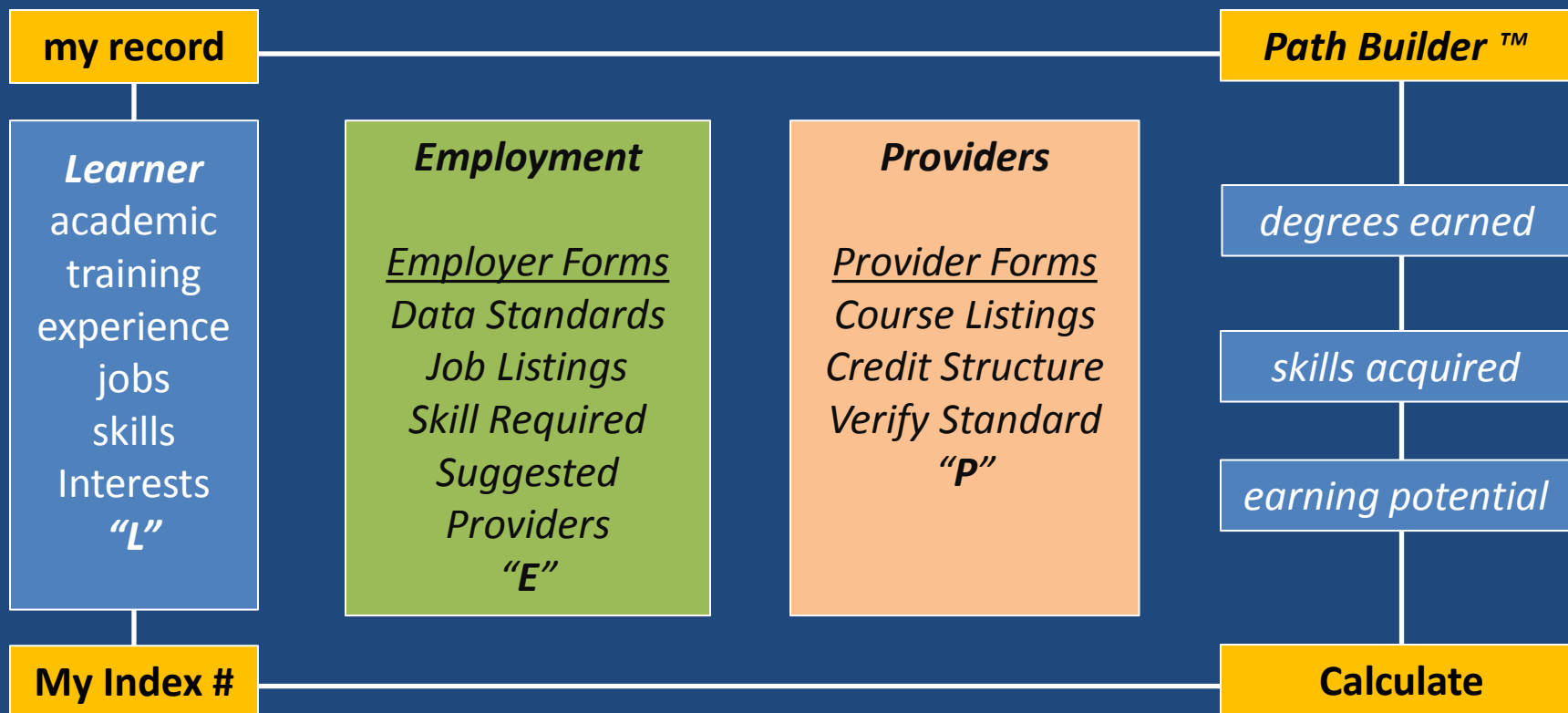
Path Builder™

This is not developed yet, but would be the heart of the system that works from the Learner point of view and begins to either integrate or enforce the use of data from Providers, Employers and Service units.

My Index #

Calculate

These components must be part of the same data system



The system allows Calculations to be Made on Value Returned Learners

Will be discussing with Burning Glass whether their solutions can help with **MyPathfinder**
www.Burning-Glass.com



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Analysis of real-time job postings shows a big jump in hiring demand for health informatics.

Job matching and training referral built around what employers are demanding today.



**Matching
People & Jobs**



**Resume
Parsing &
Management**



**Reemployment
& Education
Pathways**



**Real-Time
Labor Market
Intelligence**