

Workforce and Economic Development

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Learning Objectives

- * Explore the history of economic and workforce development in the United States.
- * Understand the rationale for economic and workforce development.
- * Define workforce development.
- * Understand relationships between community colleges, higher education, and economic development.
- * Apply concepts to real-world examples.
- * Explore the critical issues facing community colleges regarding workforce and economic development in the United States.
- * Compare the status, developments, and challenges of workforce and economic development.



Role of Community College

- * Get people into jobs quickly
- * Provide education in forms of degrees, certifications or non-credit (workforce development)
- * Increase or update job skills
- * Prepare workforce for:
 - * economic diversification,
 - * soft skill development,
 - * workforce development,
 - * entrepreneurship, and
 - * leadership development.

Role of Community College

- * Initiates and diversifies local economy
- * Covers topics of small business development
- * Supports growth of new industry
- * Promotes downtown revitalization
- * Contributes to asset mapping
- * Provides economic development training

Emerging Examples

- * Delivering and expanding apprenticeships
 - * Including developing relationships with employers
- * Registering programs with the US Department of Labor
 - * Funding- Head count, completion, job placement
 - * Career Coach- Discrepancies in job titles reporting

History of Workforce Development in the United States

- * US department of Labor(DOL) was established in 1913.
- * The DOL started training initiatives in the 1930's.
- * Manpower Training Act of 1962 established a training program for U.S. workers.
- * Comprehensive Employment and Training Act of 1972 pursued to provide work for the long-term unemployed and those with low incomes.
- * Workforce Investment Act of 1998 provides employment and training programs to their own political and economic contexts in the areas needed.
- * Under the new Workforce Innovation and Opportunity Act (WIOA), which became effective July, 2015, expectations for coordination have been further elevated, as partnerships and colocation with other programs of government support.



(California Community Colleges, C. O., 2016)

Rational

- * 5.5 million 16- to 24-year-olds are not attending school and are currently unemployed. Young adults who do not successfully complete high school or only obtained a high school diploma face great challenges in obtaining employment at a sustainable wage.
- * Workforce considerations via credit-bearing or non-credit bearing courses, training services, or other interventions – require sustainable connections throughout the community to safeguard programming that evolves to meet community needs.

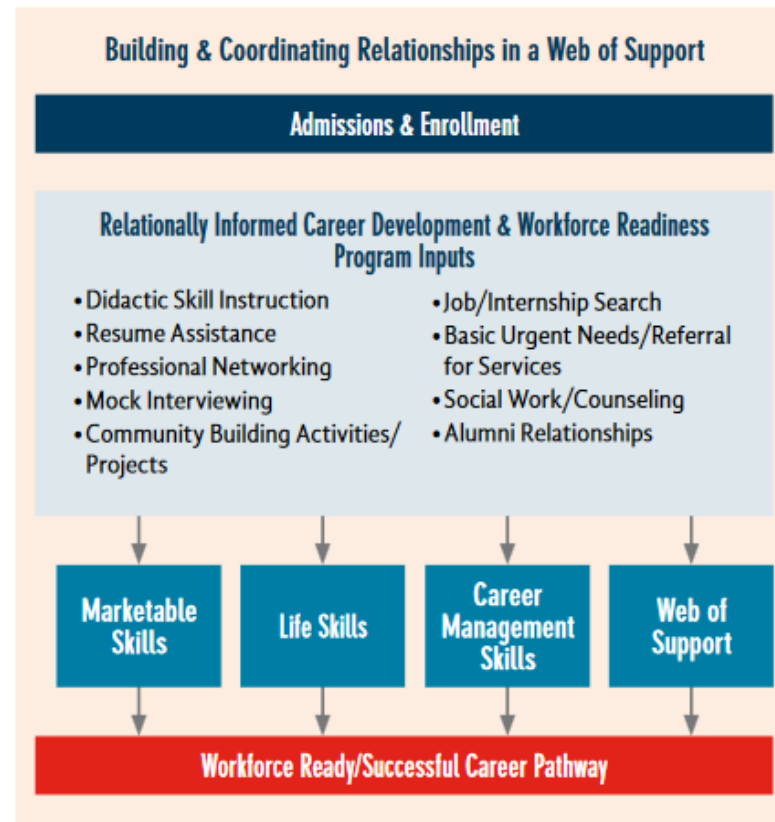


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(California Community Colleges, C. O., 2016)

Rational

FIGURE 2: RELATIONALLY INFORMED CAREER DEVELOPMENT AND WORKFORCE READINESS PROGRAM



Rational

Figure 1. EWD Program Regions and Priority Sectors



Source: California Community Colleges' Economic and Workforce Development Website (<http://cccawd.net/>)

Rational

DWM Framework

1. Give priority to jobs and the economy.
 - Consider labor market needs when making budget, course, and program decisions.
 - Decide on program capacity as a region.
2. Make room for jobs and the economy.
 - Retool programs that are not working or meeting a labor market need so that students can study what matters.
3. Promote student success.
 - Adopt common metrics and skills panels in grants administered by the CCCC.
 - Strengthen regions with new skill sets.
4. Innovate for jobs and the economy.
 - Solve complex workplace training needs so that the community college system can better deliver to employers and sectors.



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(California Community Colleges, C. O., 2016)

Rational

Table 1. Percent of DSNs Believing Their Services Contributed to a Highly Skilled and Productive Workforce

To Colleges		To Businesses	
Building relationships with business/industry	92%	Connecting with colleges and education	95%
Providing professional development for faculty	81%	Providing professional development for workers	86%
Providing technical assistance to business/industry	75%	Aligning business sector with education	78%
Developing new and/or revising programs of study	58%	Providing assessments (such as business needs, technology needs, manufacturing process capability)	60%
Providing research and studies	55%	Providing research and studies	50%
Developing new and/or revising courses	47%	Creating small businesses and/or exporting modules	32%

Source: EWD Program Evaluation Survey of DSNs.



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Definitions

- * Career development- is a process through which a young person develops the skills necessary to be employed and navigate career choices (Jez and Adan, 2016).
- * Workforce development -AACC takes the position that “workforce and economic development brings together community colleges, offices of economic development, workforce boards, labor market entities, employers, and other organizations to improve the economic prosperity of business, workers, and communities” (International Economic Development Council, & The American Association of Community Colleges, 2017, p.6).
- * Economic Development- is to attract economic activity into an area that would otherwise occur elsewhere (Byrne, 2018).



Economic Development in Higher Education

Four Year Level

- * Community development and economic development have a synergistic relationship.
- * Often when communities discuss economic development, they are actually talking about community development.
- * Around the globe, international students are viewed as economic assets to a region.

(Swanger,2016)

Economic Development in Higher Education

- * Higher education institutions produce revenue for many local/state/ federal businesses. With a large payroll for employees, supplies and equipment purchases, and construction on college campuses, local economies are directly impacted.
- * Colleges also bring dollars to a community through federal student aid, research grants, etc. Finally, student spending along with students volunteering time in a community can have a significant impact in the local economy.

(Swanger, 2016)

Economic Development and Community Colleges

Community colleges' role in the local economy include:

- 1) its presence (payroll, purchases, etc.),
- 2) preparing students to enter the workforce,
- 3) improving basic skills,
- 4) providing the first two-years of education for professionals,
- 5) providing business specific courses,
- 6) providing student interns and co-ops to area businesses,
- 7) pre-screening for employment in area companies,
- 8) providing placement service for students, and
- 9) providing customized training for local companies.

(Swanger, 2016)

Examples

Arkansas Partnership-Arkansas Tech University and Green Bay Packaging agree to partner to create a training collaborative initiative to train all employees.

Macomb Community College-Macomb County Michigan invites Macomb Community College to all economic deployment meetings/strategy initiatives.

Harper College- College has designed curriculum around manufacturing and logistics; college is near O'Hare International Airport.

Ivy Tech- worked with United Auto Workers to restart and repurpose a closed manufacturing plant.

Critical Issue

Skill Gaps

- * Workforce Demands
 - Mechanical Engineers
 - Medical Lab Assistants
 - Medical Assistants
- * 65% American jobs will require some post-secondary degree or credential by 2020 (Georgetown Center on Education and Workforce)
- * Enrollment is declining in some states

Skill Gap Example

Apprenticeships

“Community colleges face cultural, organizational, and financial challenges in delivering and expanding apprenticeships, including developing relationships with employers, registering programs with the US Department of Labor, and facing potential competition from emerging entities called apprenticeship service providers” (Klor de Alva and Schneider, 2018, para 4).



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Critical Issues

Apprenticeships

“Community colleges face cultural, organizational, and financial challenges in delivering and expanding apprenticeships, including developing relationships with employers, registering programs with the US Department of Labor, and facing potential competition from emerging entities called apprenticeship service providers” (Klor de Alva and Schneider, 2018, para 4).



Emerging Examples

- * Delivering and expanding apprenticeships
- * Including developing relationships with employers
- * Registering programs with the US Department of Labor
 - * Funding- Head Count, Completion, Job Placement
 - * Career coach- discrepancies in job titles reporting

Stakeholders

- * Politicians discuss higher education in terms of its role in economic and workforce development, and search for initiatives that create pathways to well-paying jobs.
- * Unemployment rates vary by state, and in some cases wage growth is stagnant.
- * There are persistent economic disparities along racial lines.
- * There is concern that there are not enough workers with the knowledge and skills for the demands of the next decade.

Europe

- * Stakeholders
- * Forces Driving Issues
 - * Political
 - * Social
 - * Economic
 - * Technological
- * Cultural
- * Emerging Issues
 - * Retention Rates

European Strategies Question

Is low or tuition free higher education in Europe a strength or a weakness in economic/workforce development? Consider challenges, costs, benefits and applications.

European Strategy Question

What interesting, striking, or unusual approach to workforce and economic development did you learn about on this trip?

In Closing

- * Workforce and economic development and higher education are intertwined.
- * There are a great number of stakeholders in workforce and economic development.
- * Political, social, economic, technological, and cultural forces influence workforce and economic development.



Questions?

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