

BUILDING AMERICA'S SKILLED TECHNICAL WORKFORCE

What Works? Promising or Proven Strategies

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Connecting the System

- The American “system” of skilled education and training is made up of interconnected networks.
- Improving the system requires realigning incentives and improving cooperation within/across networks.
 - Linking Students to Training and Education Programs
 - Linking Secondary and Postsecondary Education
 - Linking Training and Work
 - Linking Skills and Employer Needs
- Examples of successful initiatives reviewed improve linkages, align incentives across actors.

Efforts to Link Students to Education and Training Programs

- **Counselling services**
 - One Stop Centers can link students to viable career options in a changing market.
 - Under WIOA, states can rethink and expand the reach of these job centers
- **Remediation**
 - Improved identification of need for remedial courses, and creation of targeted and cost-effective curricula.
- **Corral Financial Support**
 - Braiding Strategies (e.g., Oregon's Career Pathways Initiative) merge public dollars to support training programs.
- **Wraparound Services**
 - Help with counselling, tutoring, child care, and transportation
 - Particularly beneficial for low income and first generation students.

More Efforts to Link Students to Training

- **Career Pathways**

- Roadmaps of education and training required to attain credentials for specific industries
- Targeted to meet the needs of local labor markets

- **Online Learning**

- New MIT report highlights use of online tools in remedial education and reskilling adult learners.

- **Community College Incentives**

- Allocate funding based on course completion, time-to-degree, number of degrees awarded
- Link CC funding to employment metrics, such as earnings of students after graduation.

Efforts to Link Secondary & Postsecondary Education

- **Mainstream CTE:**
 - Prepare all high school students for employment and a full range of postsecondary educational opportunities.
 - Eliminate rules that silo CTE
- **Integrate high school and college education through Early College Schools**
 - Models include IBM's P-Tech, Pathways to Prosperity
 - Dual Enrollment Programs provide opportunities for high school students to take college level courses

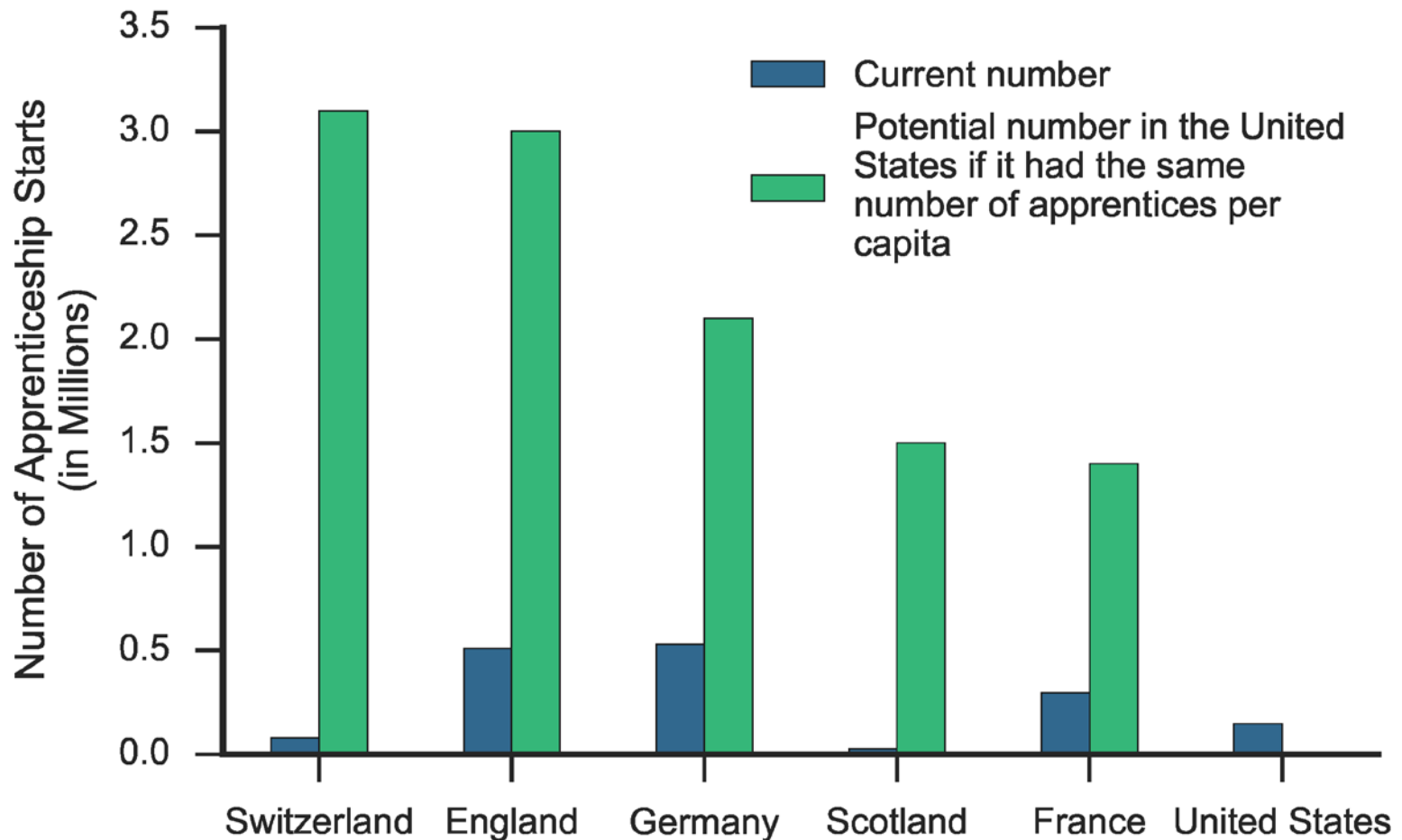
Efforts to Link Training and Work

- **Employer-Community College Partnerships**
 - Employers provide input on needed emerging industry knowledge and skills needs
- **Strategic Centers of Excellence**
 - Serve as points of contact and resource hub for industry needs, professional development
- **Sector Specific Strategies**
 - Partnerships train individuals to work in specific industries, with the expectation that firms will hire them.

Employer-based Training Programs

- **Joint Labor-Management Programs**
 - Partnering with employers, unions help workers from a wide range of career fields develop in-demand skills to meet employer needs.
- **Talent Pipelines**
 - US Chamber of Commerce Foundation promotes the use of supply chain management principles to link investments in workforce development with business strategy.

What Works?



Key Lessons from Foreign Apprenticeship Systems

- Establish a flexible framework
- Set clear rights & responsibilities
- Balance incentives for employers and apprentices - “Earn while you Learn”
- Make apprentices “employees”
- Create strong intermediaries
- Set standards and signal accomplishment

Apprenticeship Programs

- **Strong concept:** Combines occupational and education and training with paid on-the-job experience.
- **Growing Interest:** Particularly in high growth industries like health care, advanced manufacturing, IT and Biotech.
- **Hard to get going:** Need to define curriculum, get firms to cooperate with each other, partner with community college or other educational institution, recruit apprentices , build relationships with feeder high schools, develop “train-the-trainer” courses for employees, etc.
- **Intermediaries Needed:** Programs such as MAT2, KY FAME, ICATT aggregate groups of employers

What Works? ...Common Themes

- Employer groups: Enables SMEs to participate in training, not just large corporations
- “Employee first”: Apprentices hired by company before enrolling in community college
- Pathway to degree and career
- Support: Provided by state/federal government to enable scaling, but program self-sustaining without government financing
- High standards set by industry: Competency-based approach / Allows portability of credential

How to Improve Links with Better Info

- **Big data and Web-based Tools**

- Leverage advances in statistics and computation to capture, augment, and analyze data from different sources.
- Digital tools include crowd sourcing; web crawling

- **Public Data Warehouses**

- Longitudinal data systems can link employment and earnings data with education, employment service, and training data over time.
- Create consumer applications to estimate ROI on education and training.
- Dept. of Labor Workforce Data Quality Initiative has provided \$30 million in grants to 29 states.

- **Consumer Report Cards**

- Helps students and workers search/assess schools and training programs
- Includes information on employment rates, earnings, etc. of program participants.

Improving a Complex System

- Examples of successful initiatives reviewed improve linkages, align incentives across actors
 - Students, educational organizations, employers, labor organizations, etc.
- The committee's report builds on what works
 - It provides practical recommendations for improving our nation's skilled technical workforce.

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Thank you.



Efforts to Link Skills and Needs

- **Portable Credentials and Licenses**
 - Make it easier to transfer education and training accomplishments across organizations, employers, industries, and geographic regions.
 - Raises ROI for students and workers; improved mobility helps balance skills supply and demand around the country.
- **Competency Models**
 - Clarifies industry-defined skill and knowledge requirements of specific jobs, combining both hard and soft skills.
 - A basis to define career pathways, accumulate credentials, and design curricula