



s  
Southern growth policies board

# Re-imagining Workforce Development

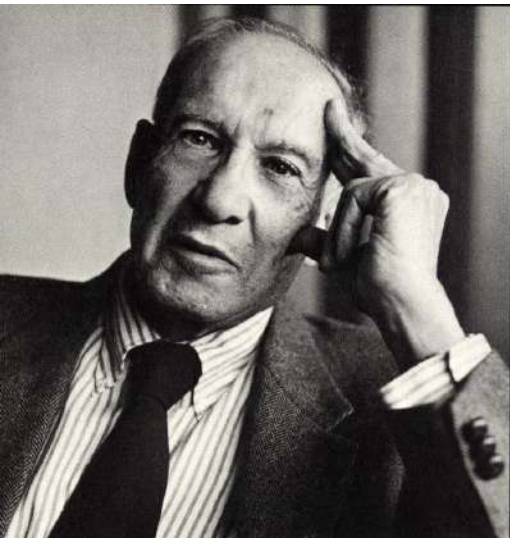
Southern Growth Policies Board's  
*2013 Report on the Future of the South*



# I Have Nothing Profound to Say

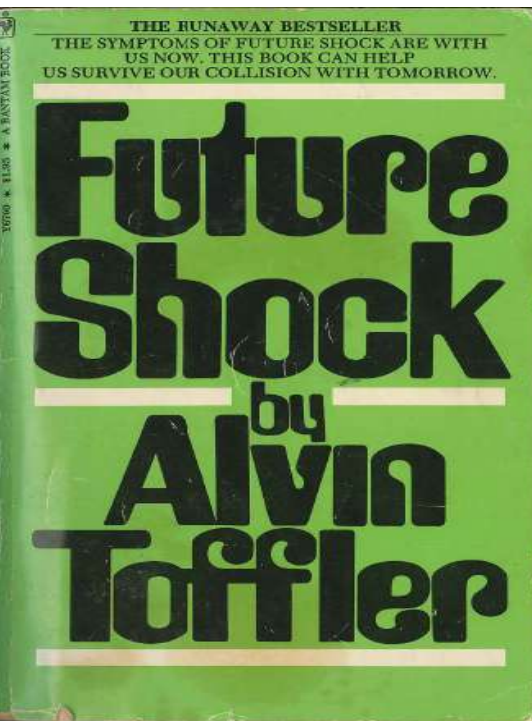


...except, many of the things we  
used to all know we knew, have  
changed



“No one born after the turn of the century has ever known anything but a world uprooting its foundations, overturning its values and toppling its idols.”

Peter Drucker 1957



“Is the dizzying disorientation brought on by the premature arrival of the future, a product of the greatly accelerated rate of change in society.”

Alvin Toffler 1971



# Today's New "Place" Reality

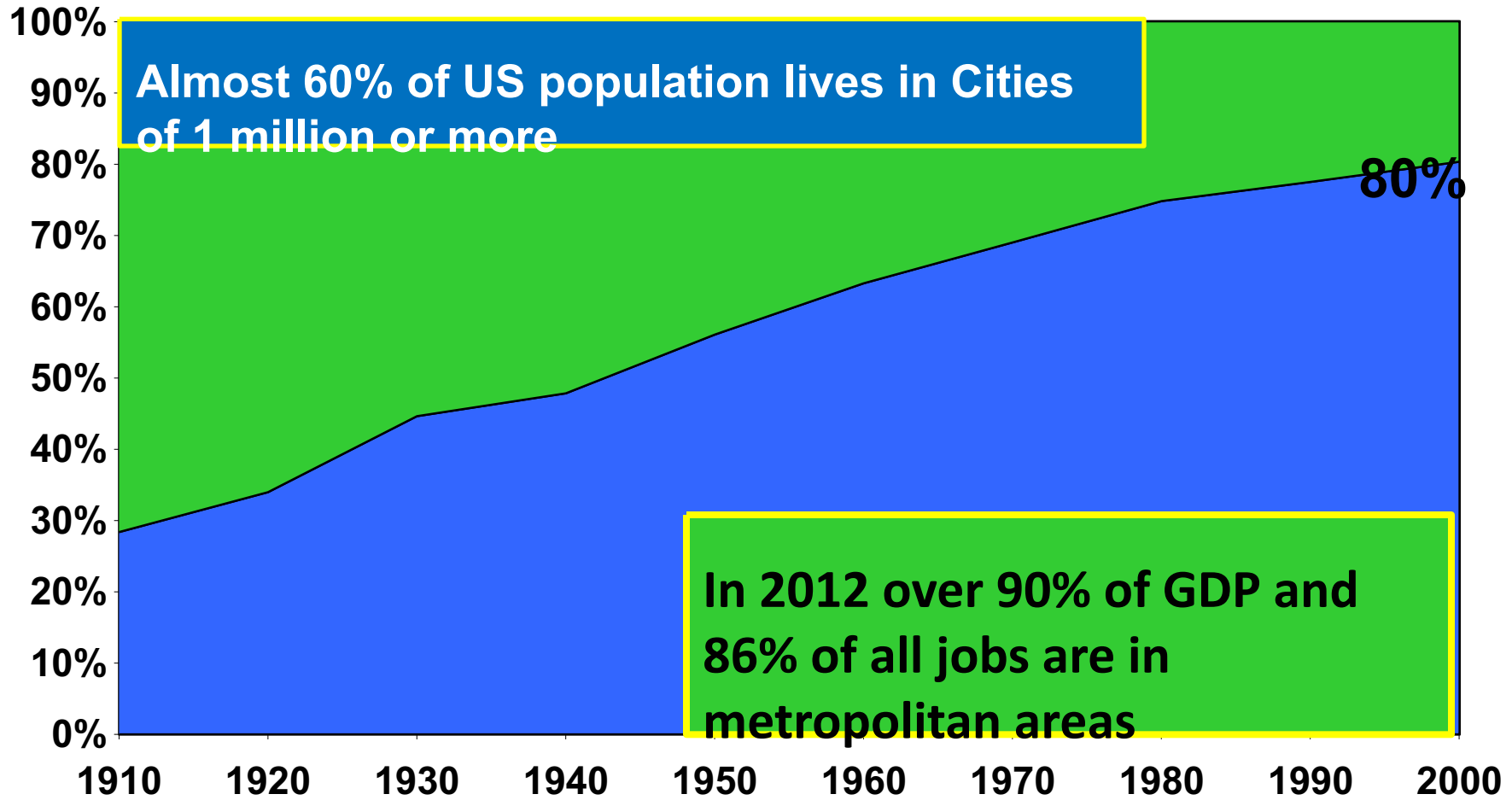
- The economy changed
- The competition changed
- Locational factors changed
- The U.S. workforce has changed
- The talent demands changed
- Customer (talent & companies) demands/expectations changed
- The pace of change and everything else changed



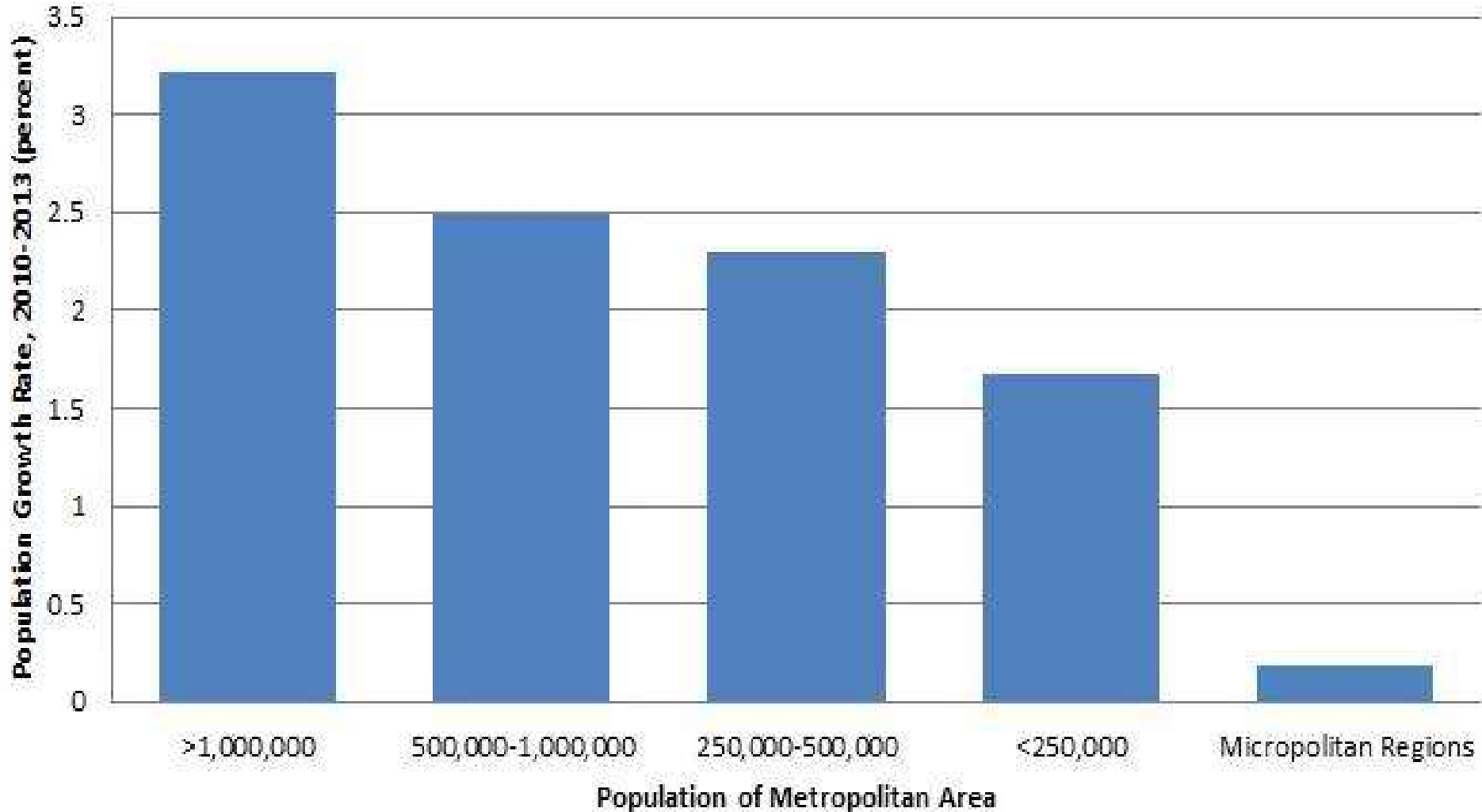
# Urbanization



# U.S. Population Concentration Metro-Non-Metro

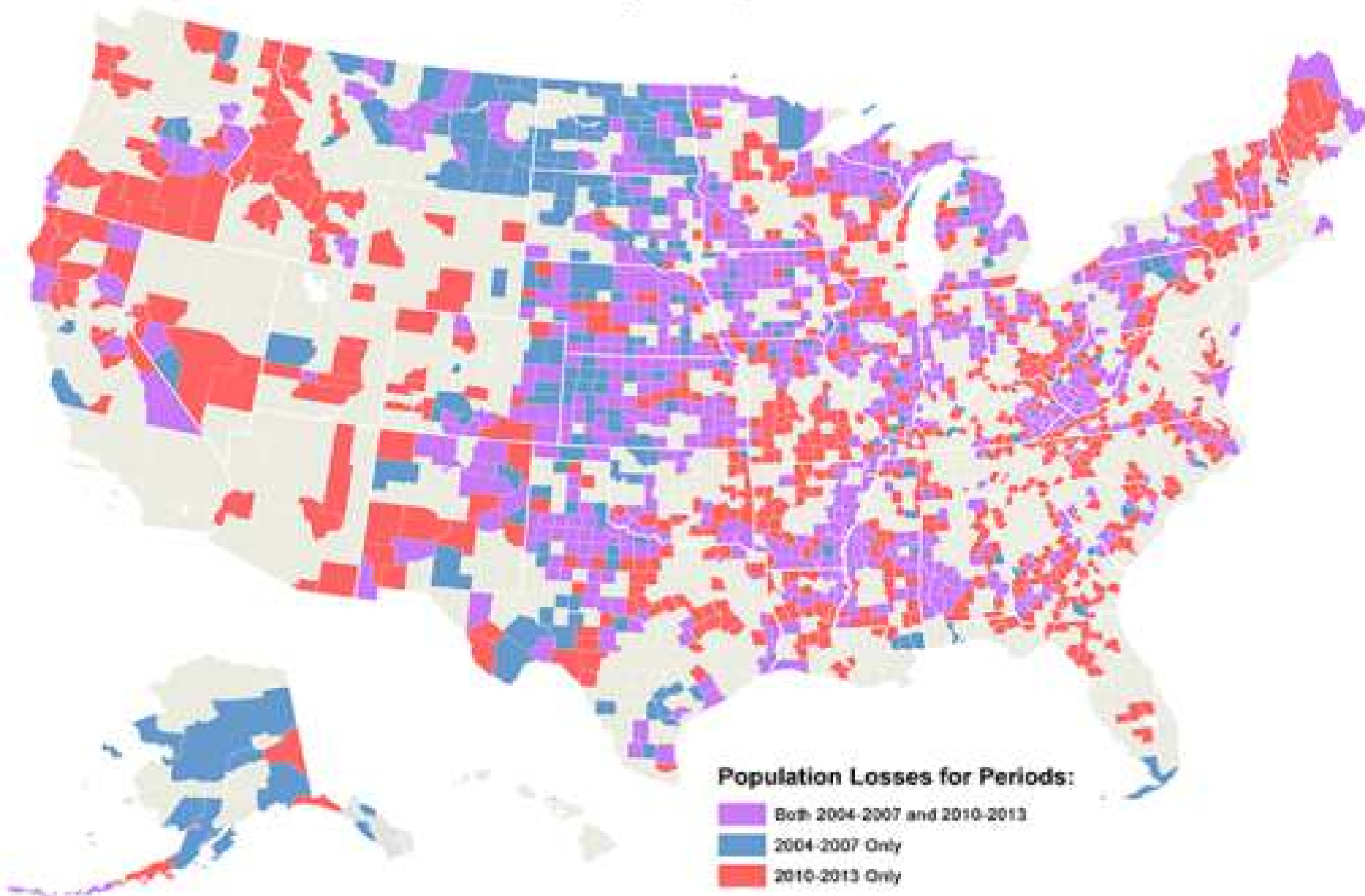


# Population Growth Rate by Regional Size

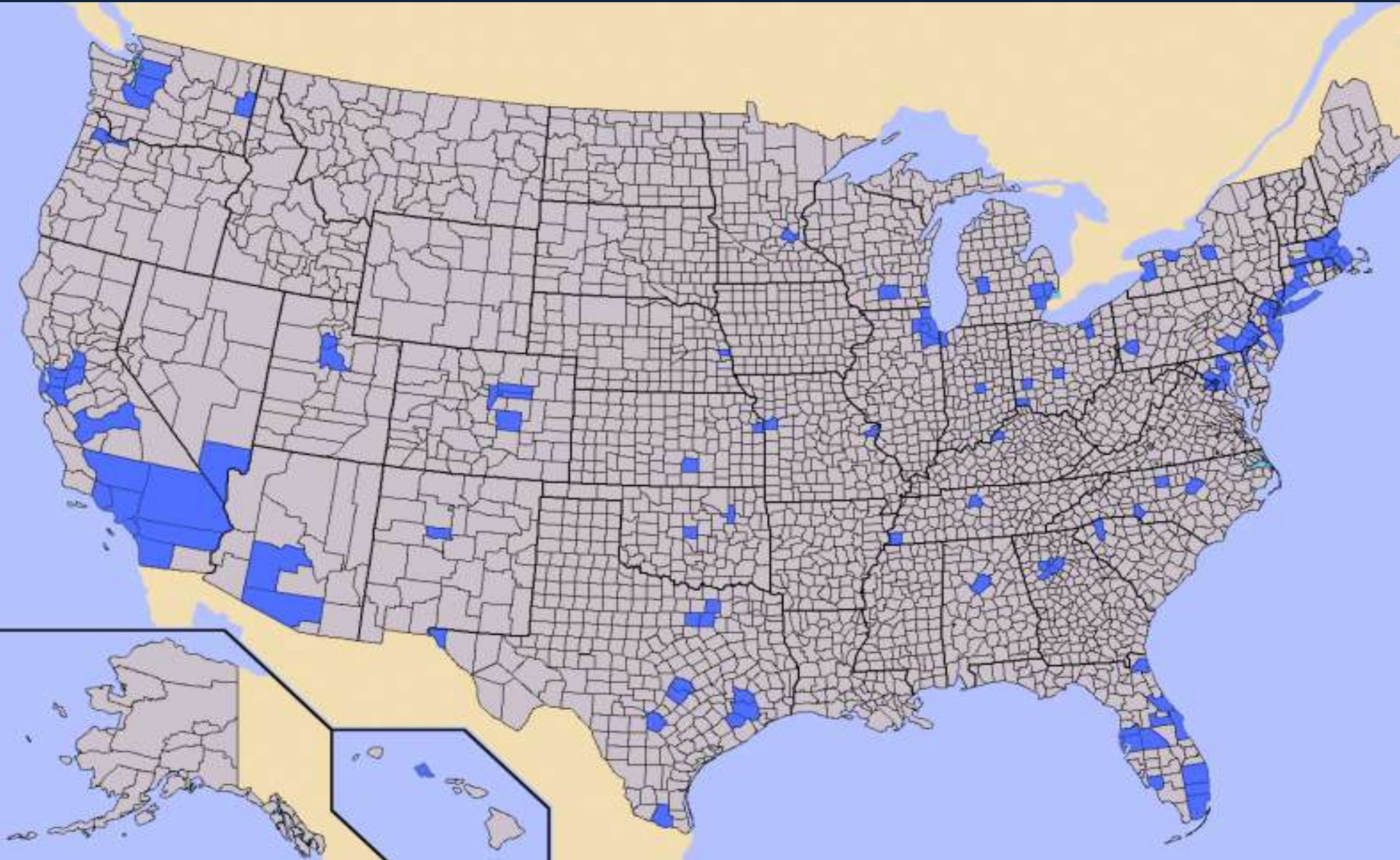




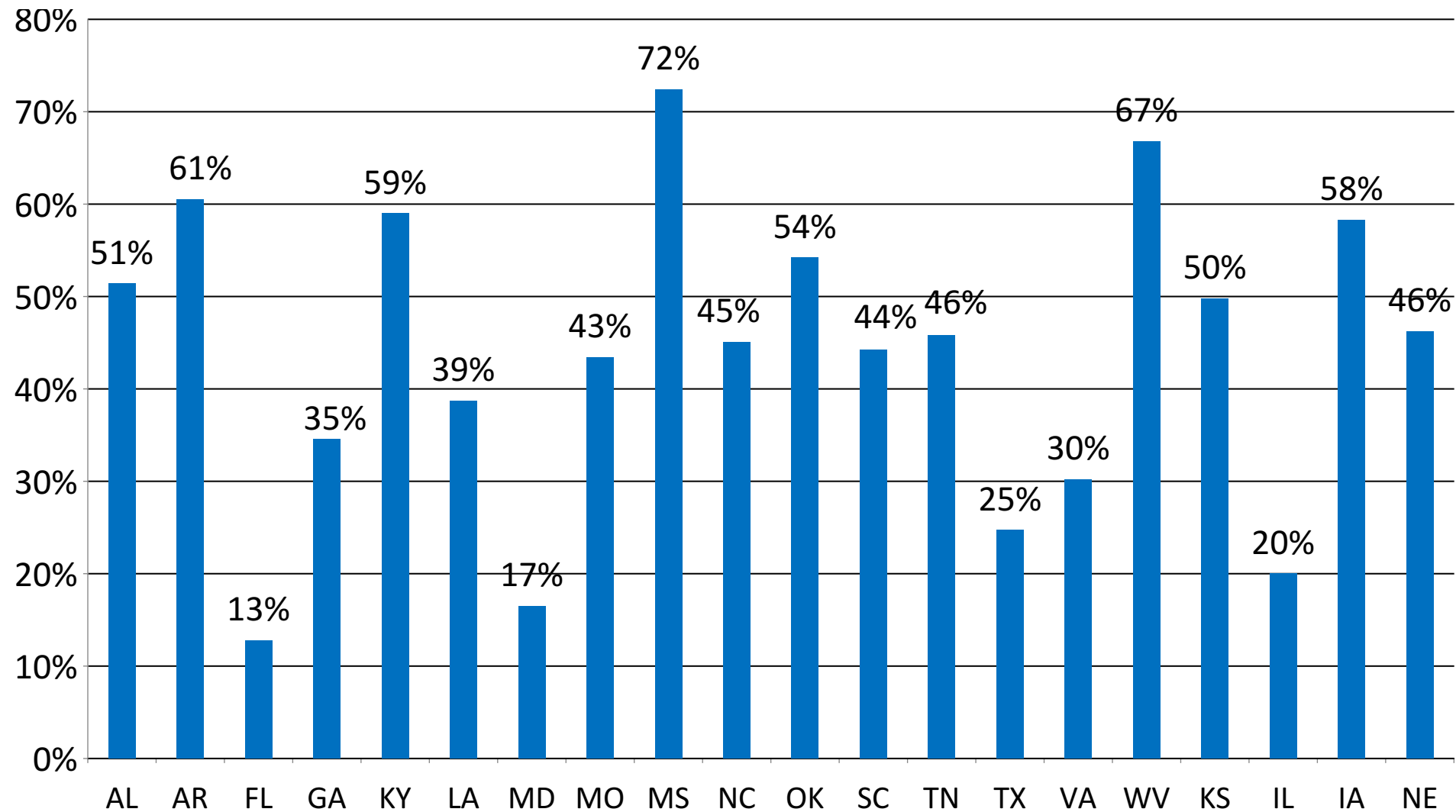
# Population Loss Counties, Outside Large Metropolitan Areas, 2004-2007 and 2010-2013



# Half of the US Population Lives in these 146 Counties



# Southern States % of Population Rural & Small Cities 2010



# The Individual Focus Workforce Conundrum for Places



# The Technology Conundrum





# McKinsey & Company

*Disruptive Technologies: May 2013*

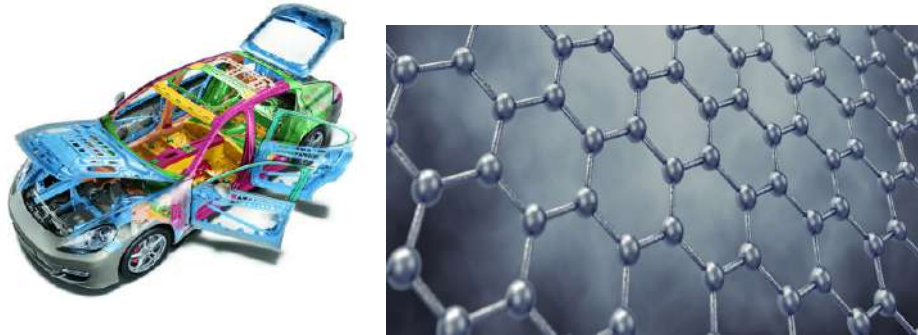
## Energy



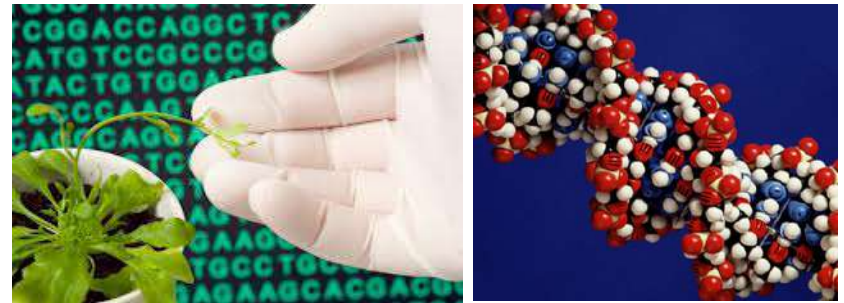
## Mobile Internet



## Advanced Materials

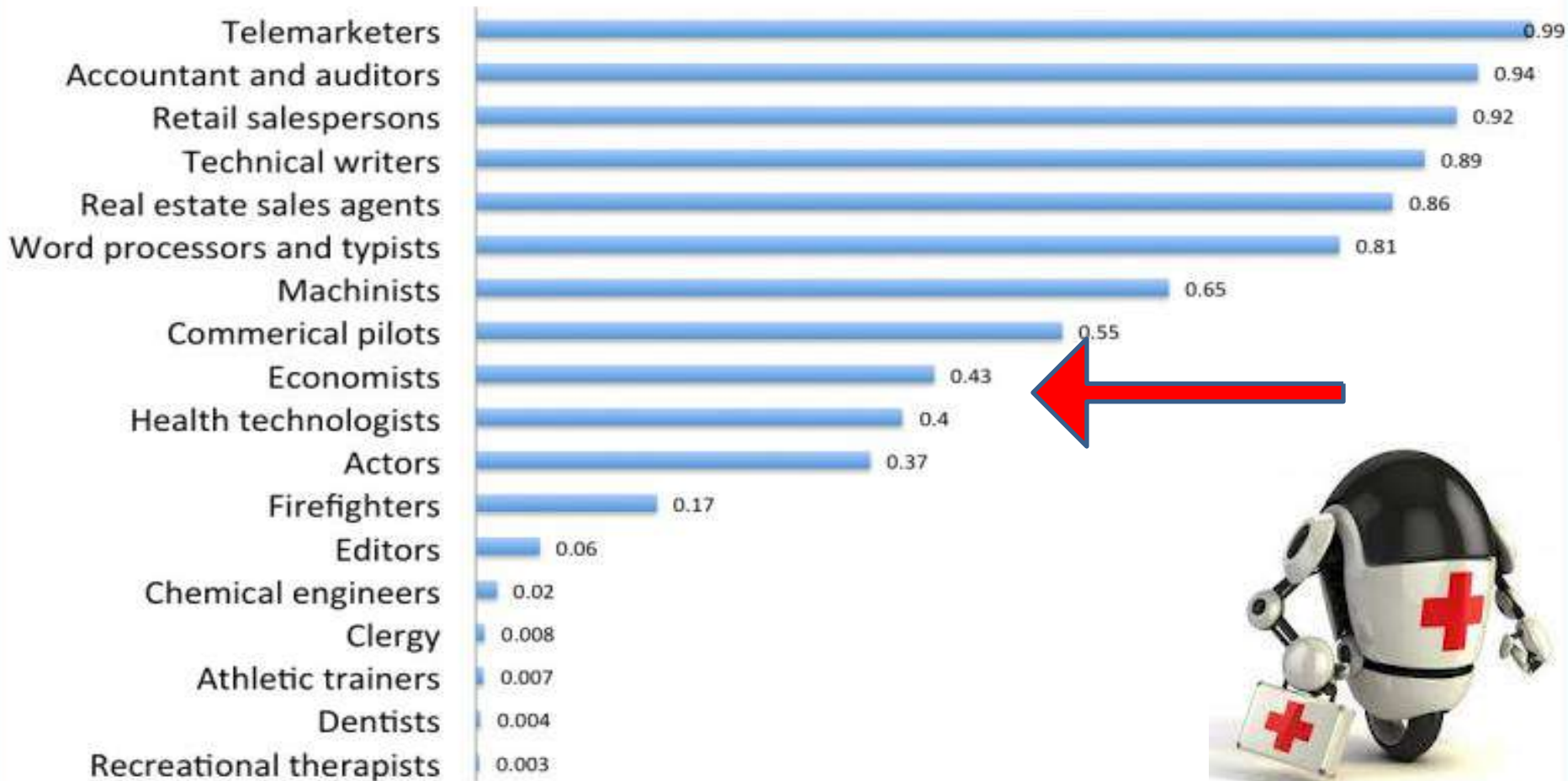


## Next Generation Genomics



## Robotics, Cloud, Digital-intel, 3D Printing

# Probability Robots Will Take Your Job In Next 20 Years, 1=Certain



Source: The Economist, The Future of Employment: How susceptible are jobs to computerisation?

## Most frightening to parents:

“Only the best-educated humans will compete with machines. And education systems in the U.S. and much of the rest of the world are still sitting students in rows and columns, teaching them to keep quiet and memorize what is told to them, preparing them for life in a 20th century factory.”

— Howard Rheingold, tech writer and analyst



# Re-imagine Readiness

- Strengthen the connections between education and job skills
- Re-think credentials and their value in the workplace
- Give students more exposure to the world of work
- Scale technology so that every student can benefit from a high quality, personalized learning experience





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# Re-imagine Readiness

Where do people  
get skills?



NATIONAL  
ISSUES  
FORUMS

www.nifi.org



American Commonwealth Partnership  
Education for the Public Good

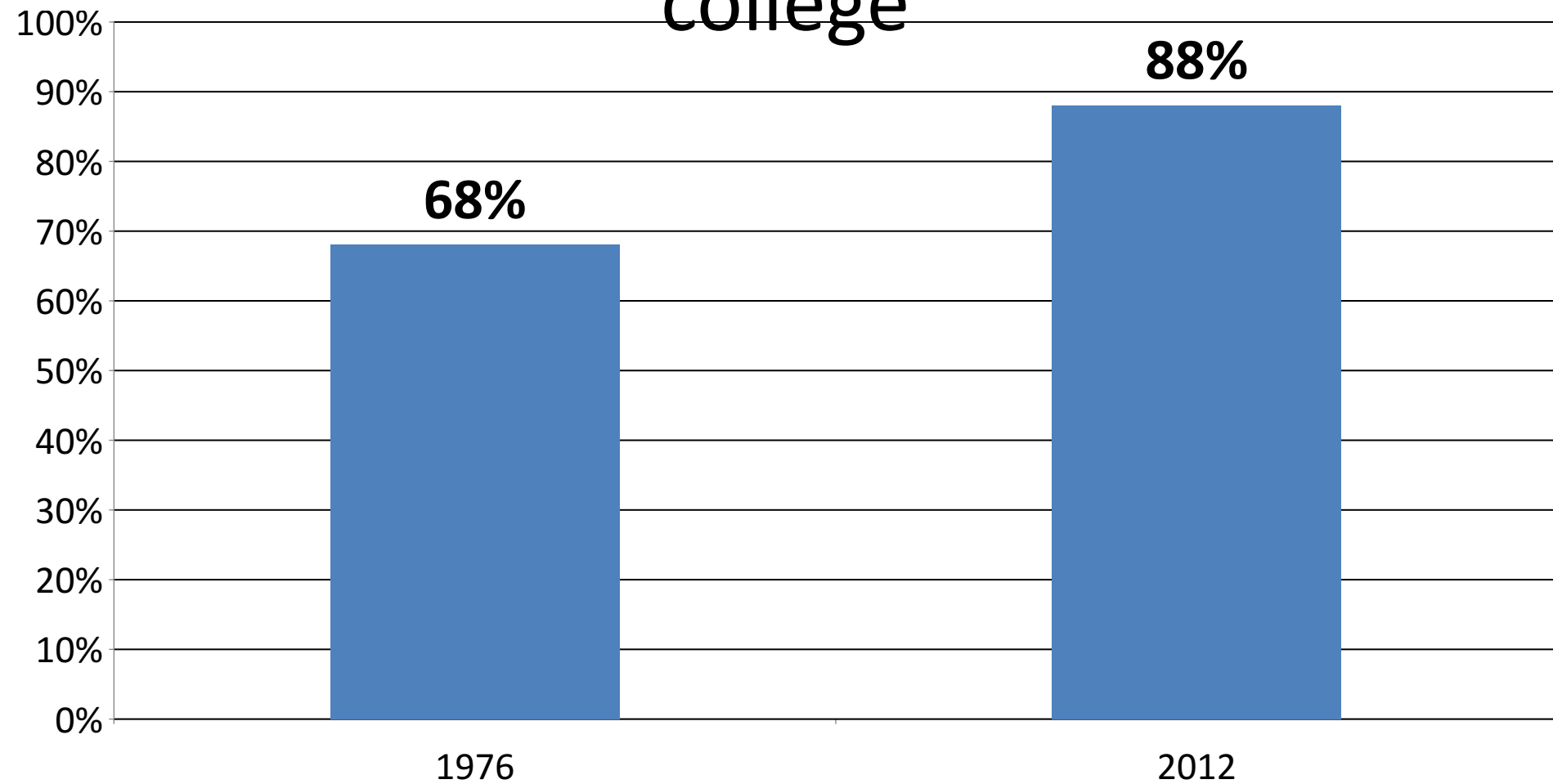


## >> Shaping Our Future

How Should Higher Education Help  
Us Create the Society We Want?

[http://www.youtube.com/watch?v=uBSQXwt09iU&feature=player\\_embedded](http://www.youtube.com/watch?v=uBSQXwt09iU&feature=player_embedded)

# % of College Freshman “to be able to get a better job” as an important reason for college



# Top Skills Employers Say They Want (2014)

1. Ability to work in a team
2. Ability to make decisions and solve problems
3. Ability to plan, organize and prioritize work
4. Ability to communicate verbally
5. Ability to obtain and process information
6. Ability to analyze quantitative data
7. Technical knowledge related to the job
8. Proficiency with computer software programs
9. Ability to create and/or edit written reports
10. Ability to sell and influence people



# Rankings of Employee Skills from Most Important to Least Important

<u>Under \$12 per hour</u>	<u>\$12-20 per Hour</u>	<u>Over \$20 per hour</u>
Honesty/Integrity	Honesty/Integrity	Honesty/Integrity
Dependability/Responsibility	Dependability/Responsibility	Dependability/Responsibility
Positive Attitude/Energy	Positive Attitude/Energy	Positive Attitude/Energy
Work Ethic	Work Ethic	Work Ethic
Customer Service	Teamwork	Teamwork
Teamwork	Customer Service	Problem Solving
Professionalism	Professionalism	Verbal Communication
Verbal Communication	Verbal Communication	Professionalism



Job Specific  
Skills

(Such as  
construction  
trades,  
coding, or  
customer  
service)

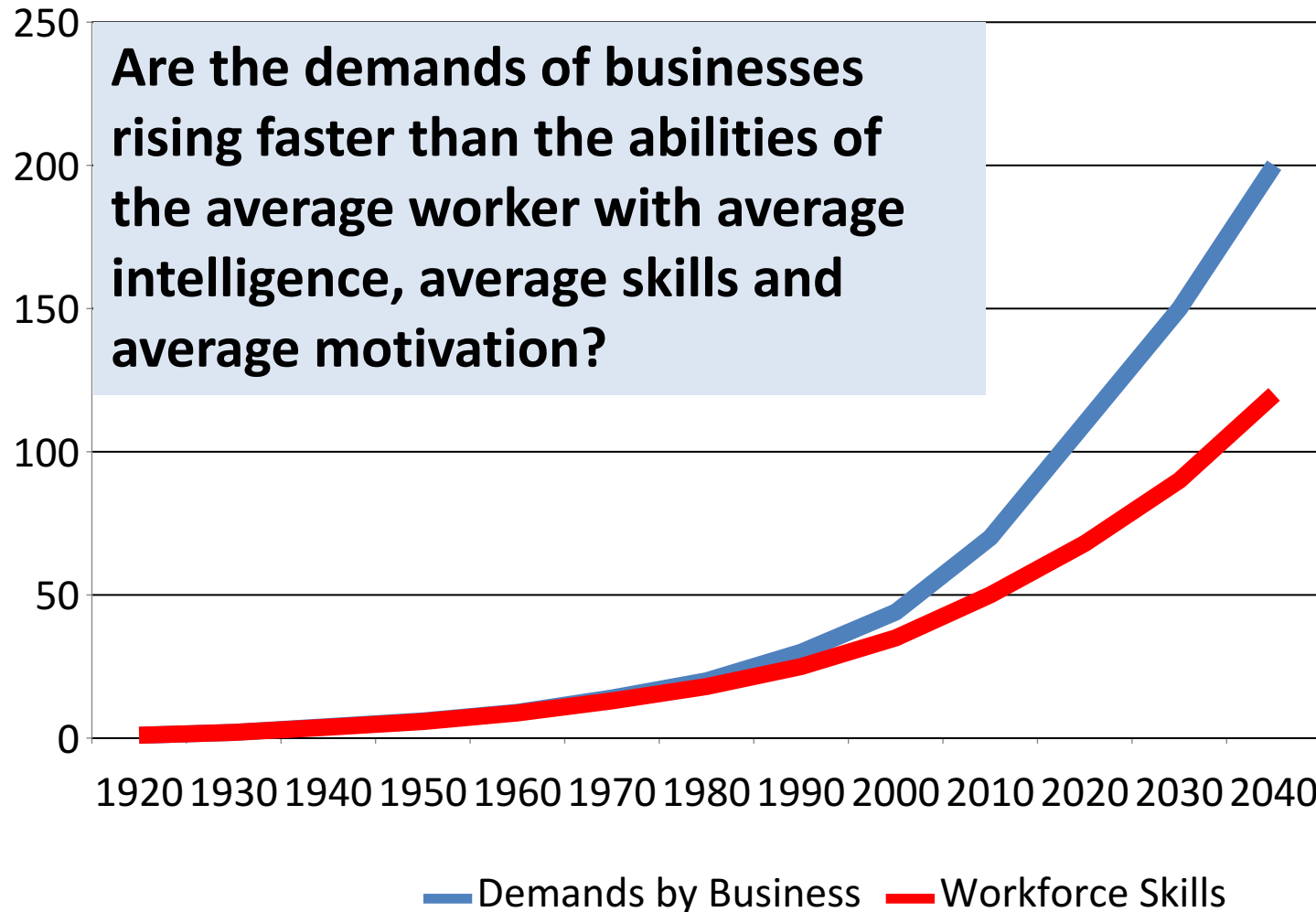
Work Skills

(Such as  
communication  
problem  
solving, and  
critical  
thinking)

Life Skills

(Such as  
honesty,  
dependability,  
teamwork  
and, positive  
attitude)

# Can the Skills of the Talent Pool Keep Up With the Demand for Skills?

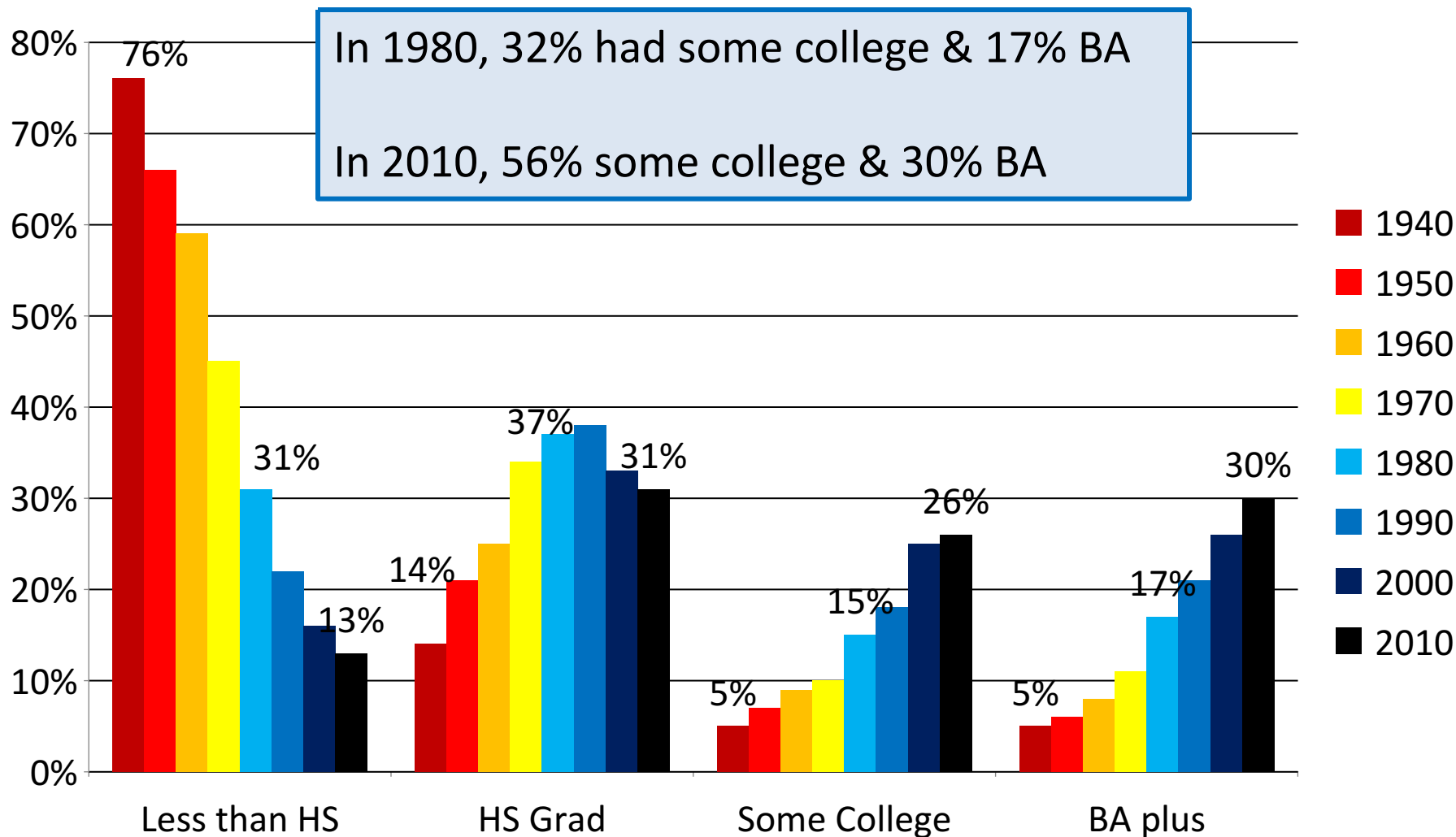


# Re-imagine Readiness

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- Scale technology so that every student can benefit from a high quality, personalized learning experience

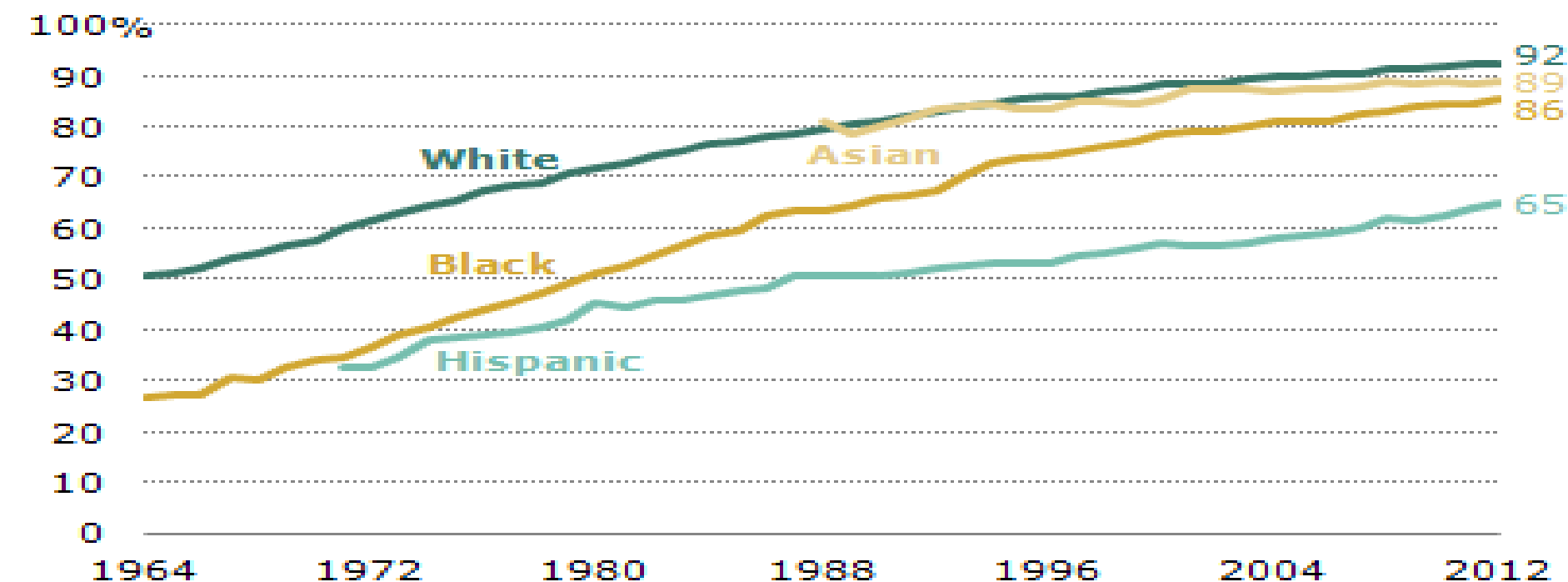


# US Adults Years School Completed



# High School Completion by Race/Ethnicity, 1964-2012

*% of adults age 25 and older*



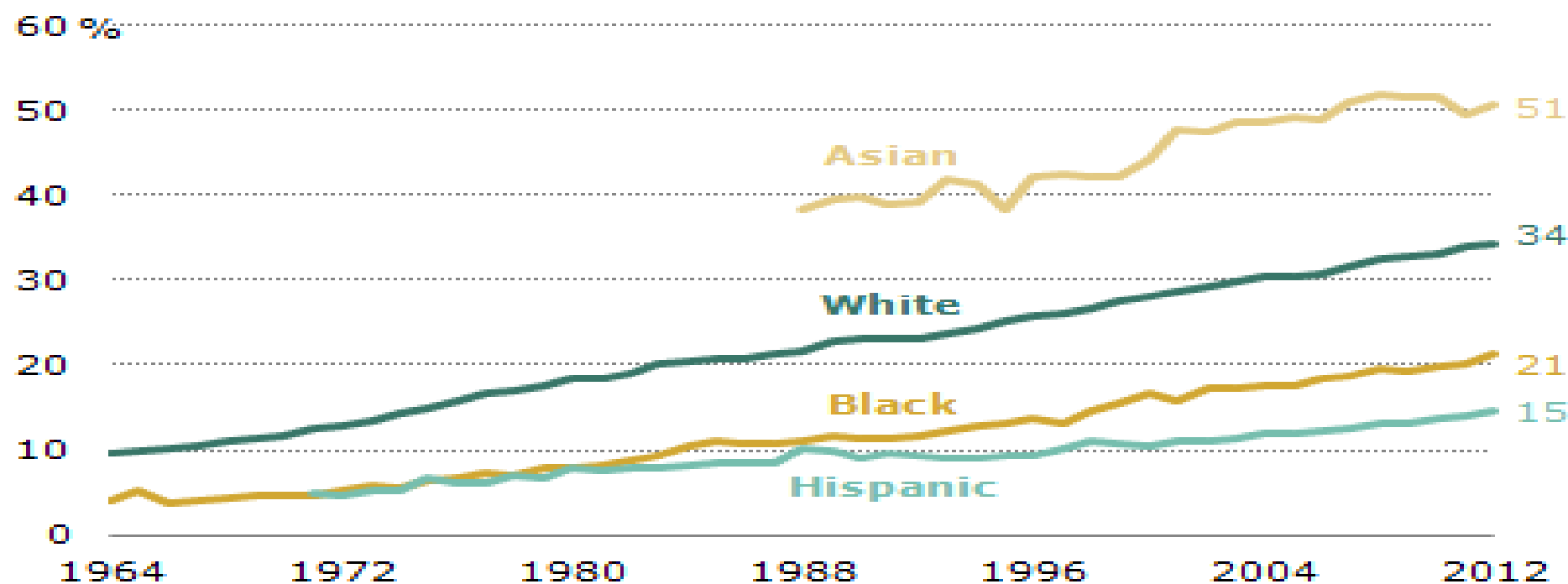
Note: White, black and Asian adults include only those who reported a single race. Native Americans and mixed-race groups not shown. Data for whites, blacks and Asians from 1971 to 2011 include only non-Hispanics. Data for whites and blacks prior to 1971 include Hispanics. Comparable data for Hispanics not available prior to 1971. Data for Asians not available prior to 1988. Asians include Pacific Islanders. Before 1992 refers to those who completed at least 12 years of school. For 1992-2012 refers to those who have at least a high school diploma or its equivalent.

Source: Pew Research Center tabulations of the Current Population Survey Annual Social and Economic Supplement (IPUMS)



# College Completion by Race/Ethnicity, 1964-2012

*% of adults age 25 and older*



Note: White, black and Asian adults include only those who reported a single race. Native Americans and mixed-race groups not shown. Data for whites, blacks and Asians from 1971 to 2011 include only non-Hispanics. Data for whites and blacks prior to 1971 include Hispanics. Comparable data for Hispanics not available prior to 1971. Data for Asians not available prior to 1988. Asians include Pacific Islanders. Before 1992 refers to those who completed at least 16 years of school. For 1992-2012 refers to those who have at least a bachelor's degree.

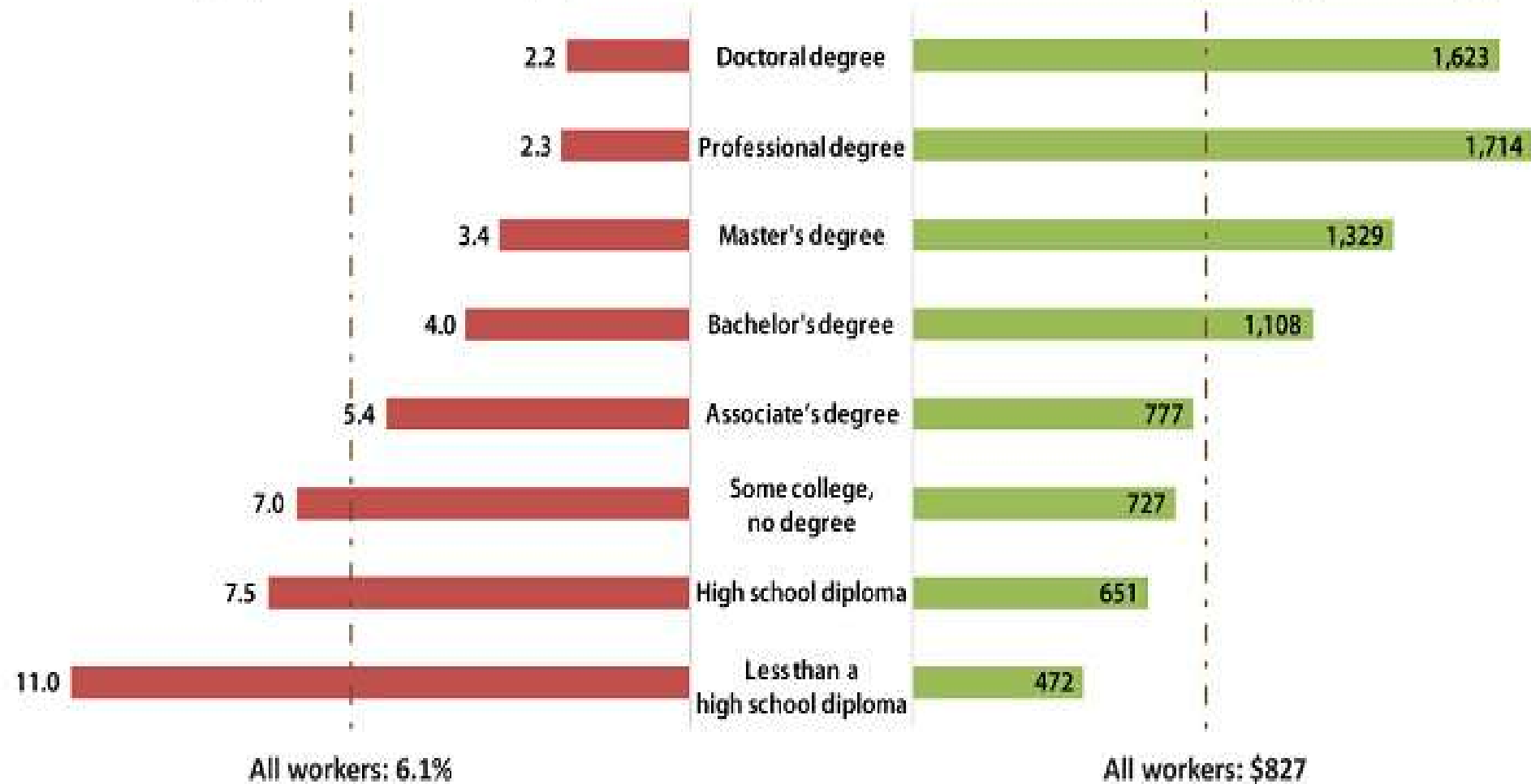
Source: Pew Research Center tabulations of the Current Population Survey Annual Social and Economic Supplement (IPUMS)

PEW RESEARCH CENTER

# Earnings and unemployment rates by educational attainment

Unemployment rate in 2013 (%)

Median weekly earnings in 2013 (\$)

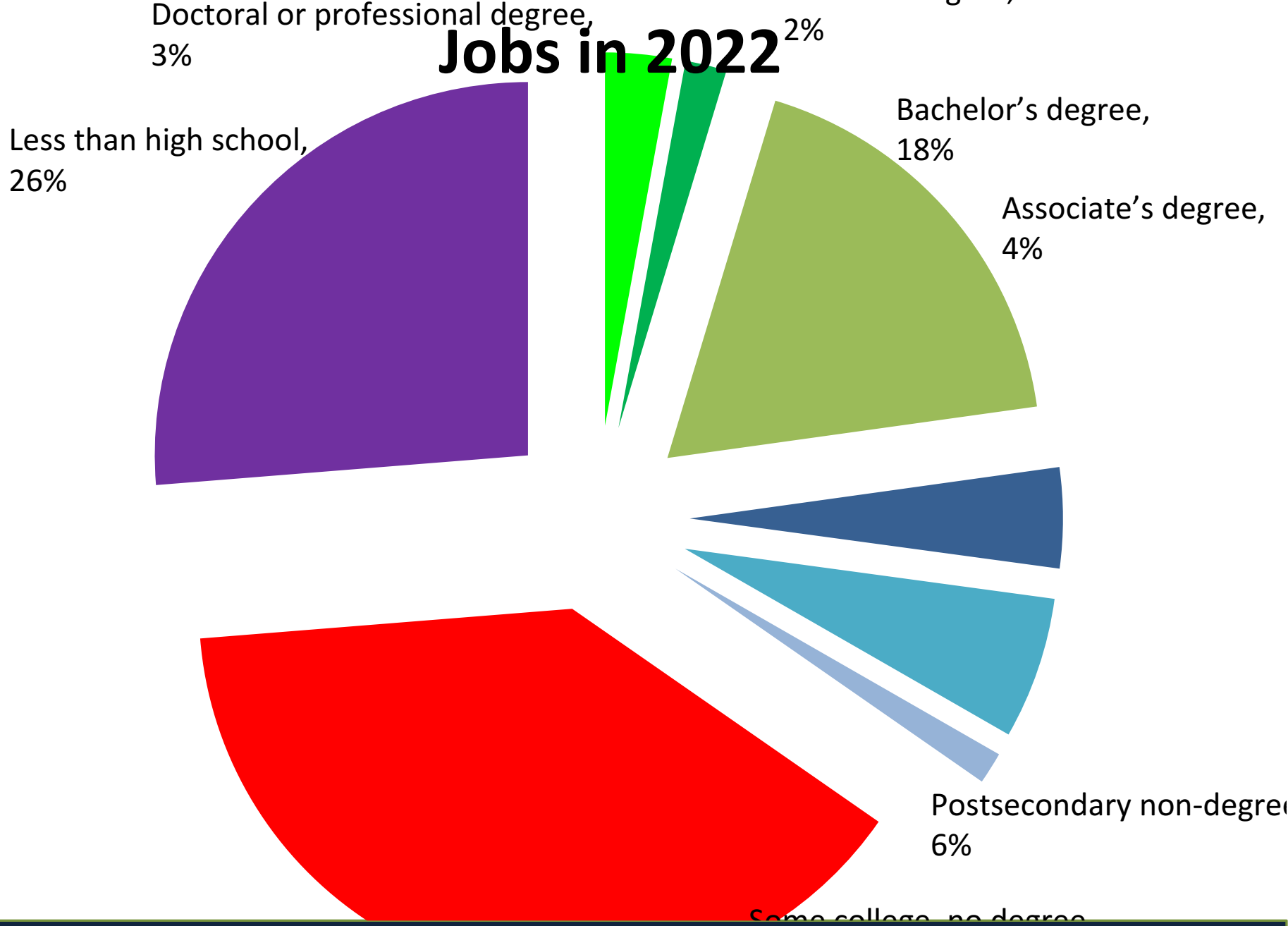


Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.  
Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor

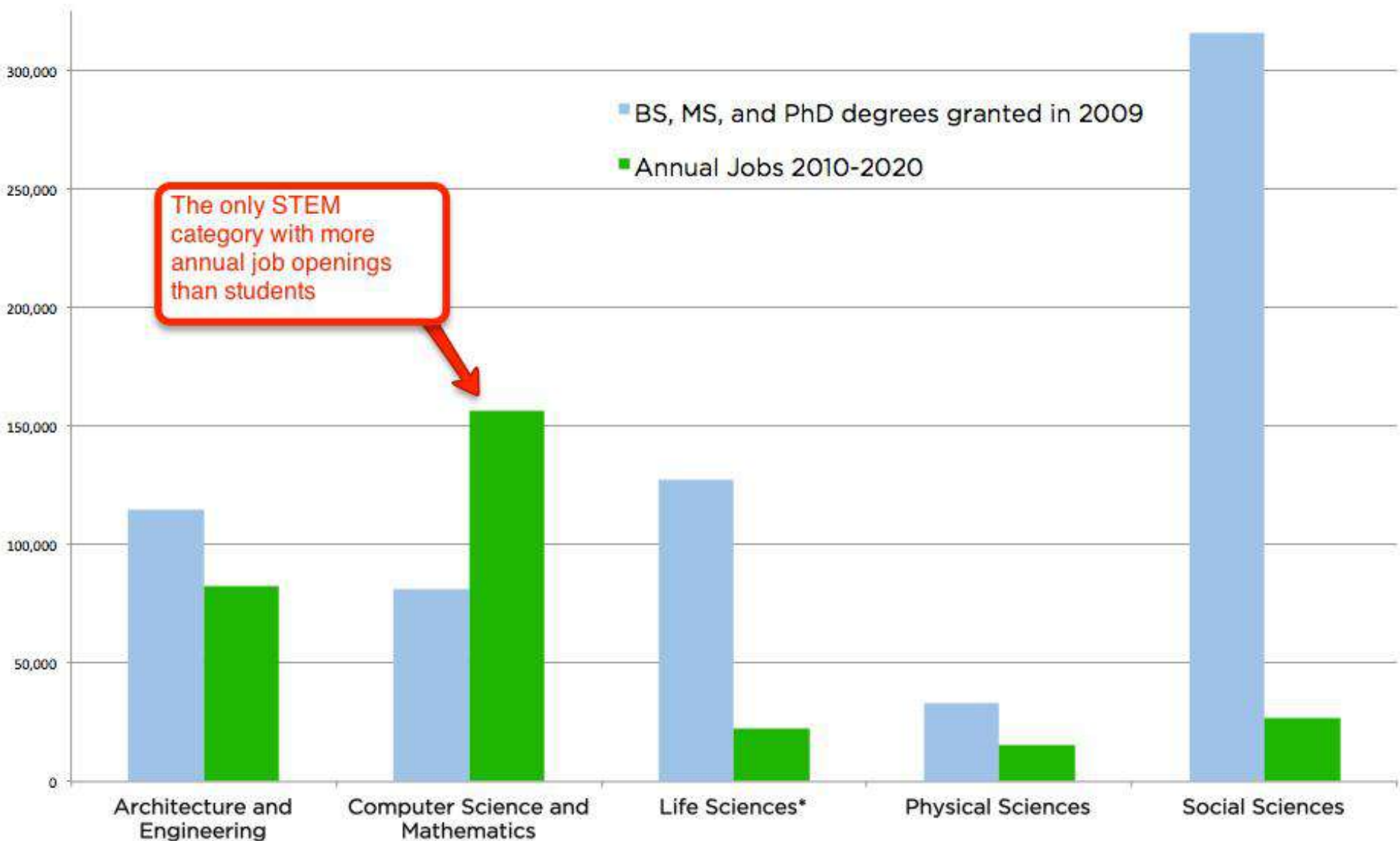
# What % of Jobs, in America, in 2022 will require a Bachelor's Degree or more?



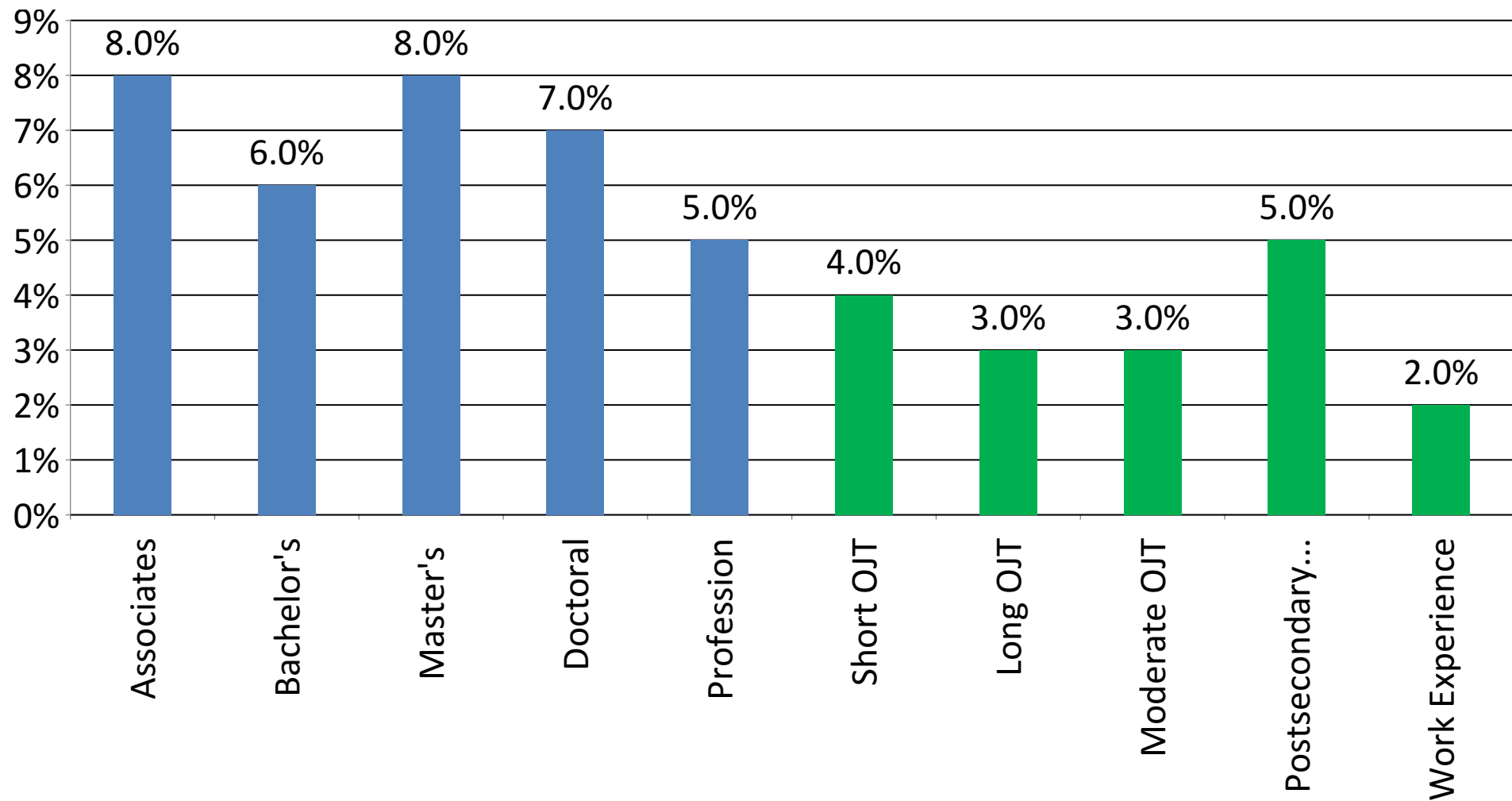
# Jobs in 2022



# Not all STEM Degrees Are Equal



# U.S. Projected Job Growth 2013-2017





THIS FALL,  
I'M GOING TO  
TRADE SCHOOL  
TO BE A WELDER.

LOSER.

Starting  
Salary  
upon  
graduation:  
**\$50,000**

Starting  
Salary upon  
graduation from  
a pricey, 4-year  
school with a  
liberal arts degree:  
**\$25,000**  
(IF HE'S LUCKY)

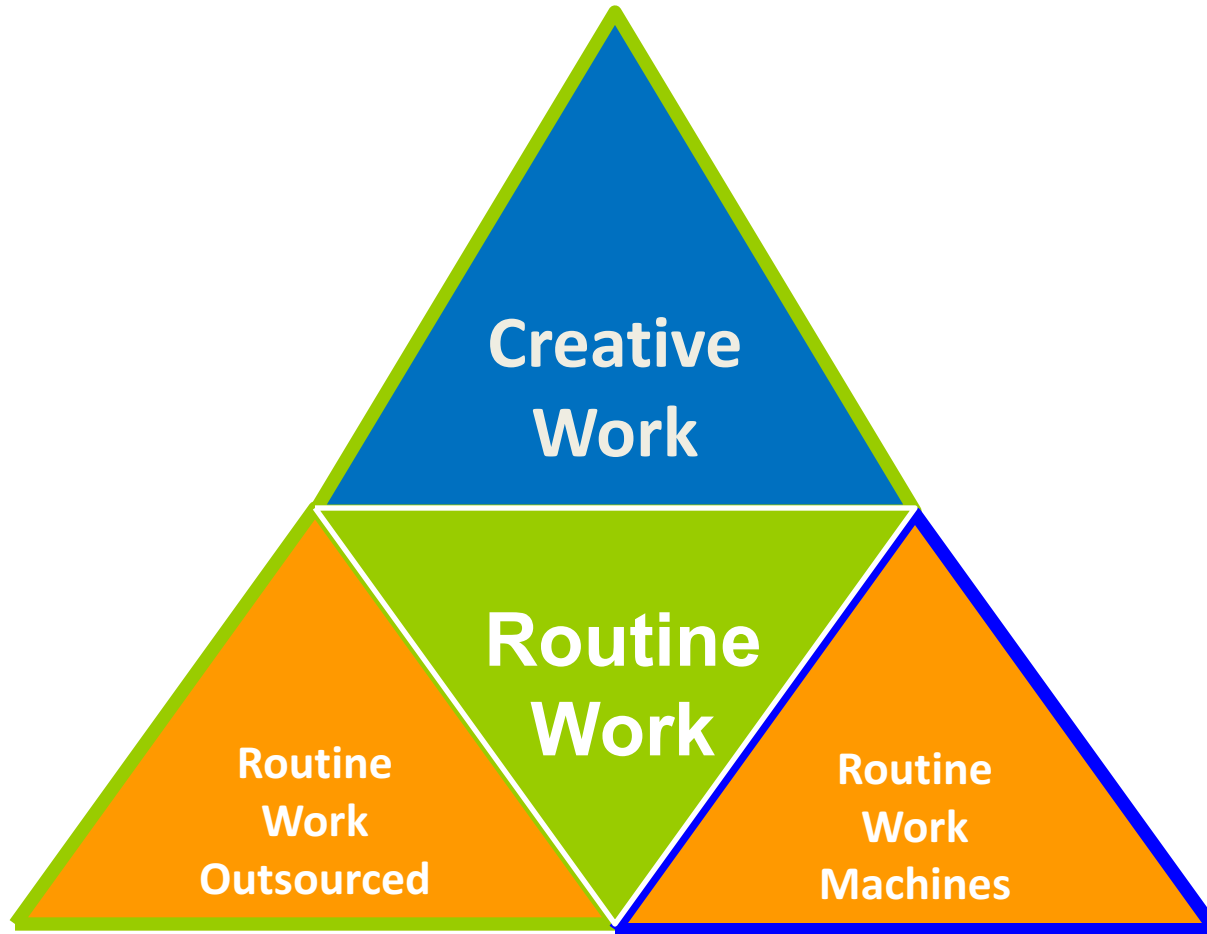
ATTEMPT UT San Diego  
CAREERS.COM

# Re-imagine Readiness

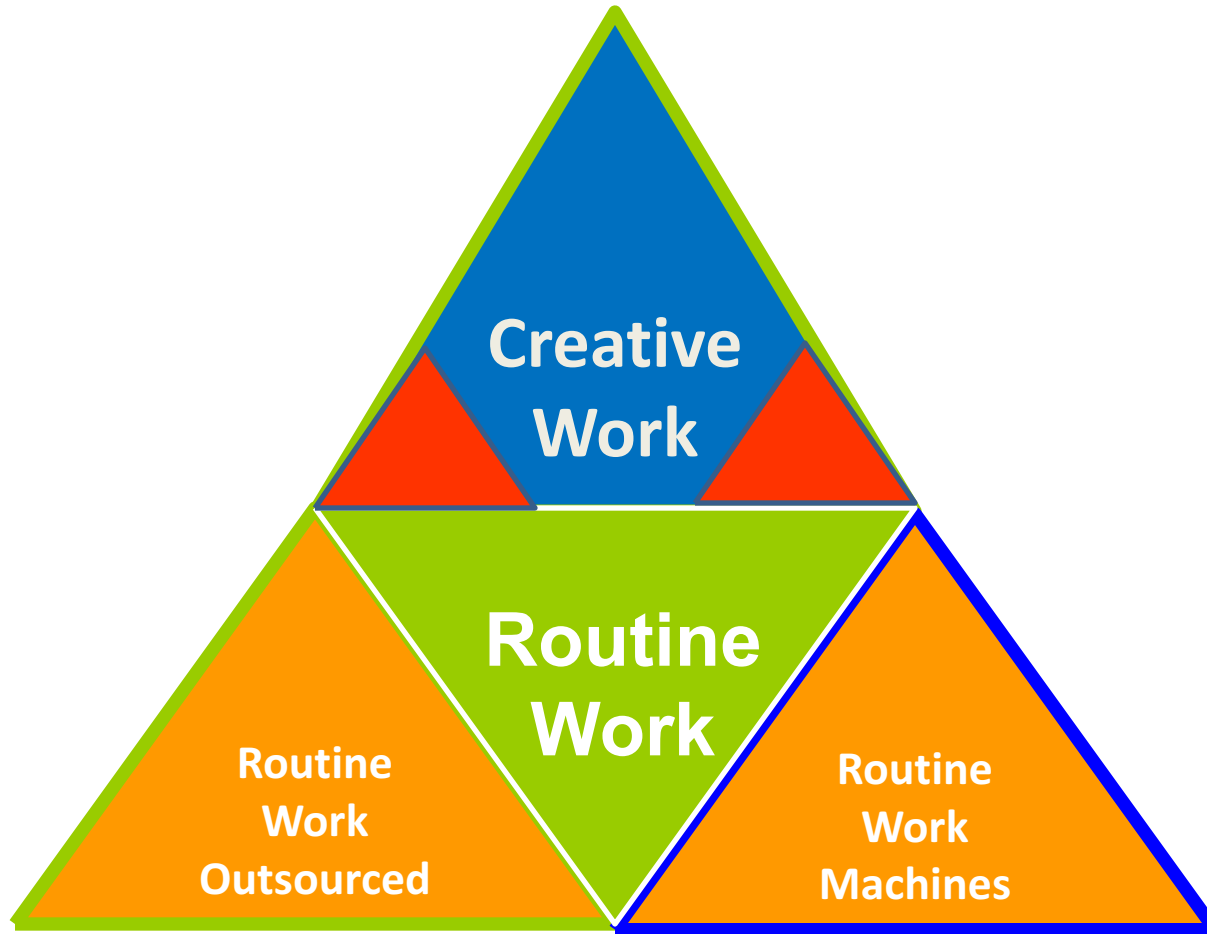
- Strengthen the connections between education and job skills
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# Work Shifts



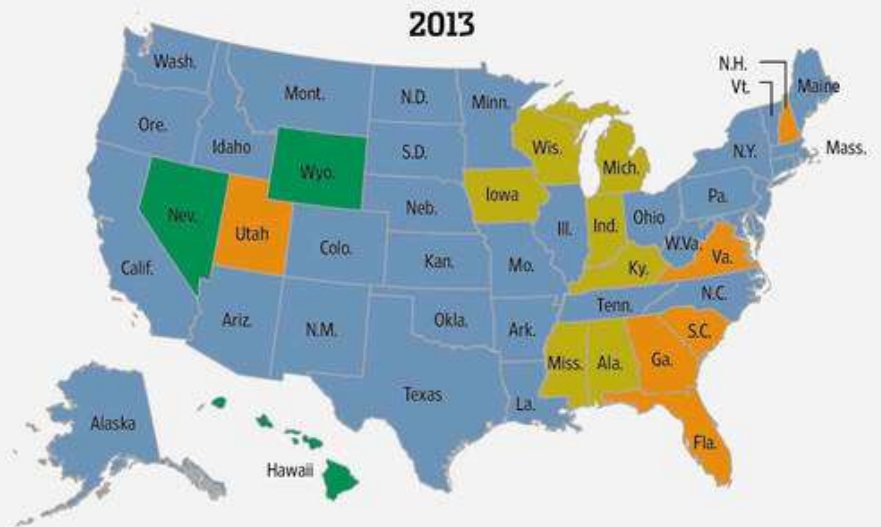
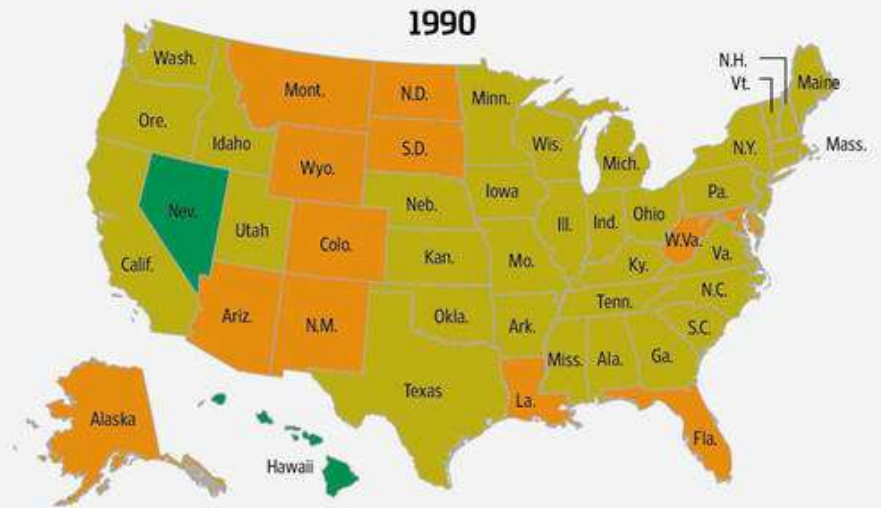
# Work Shifts



The shift in the types of jobs has been swift and profound!

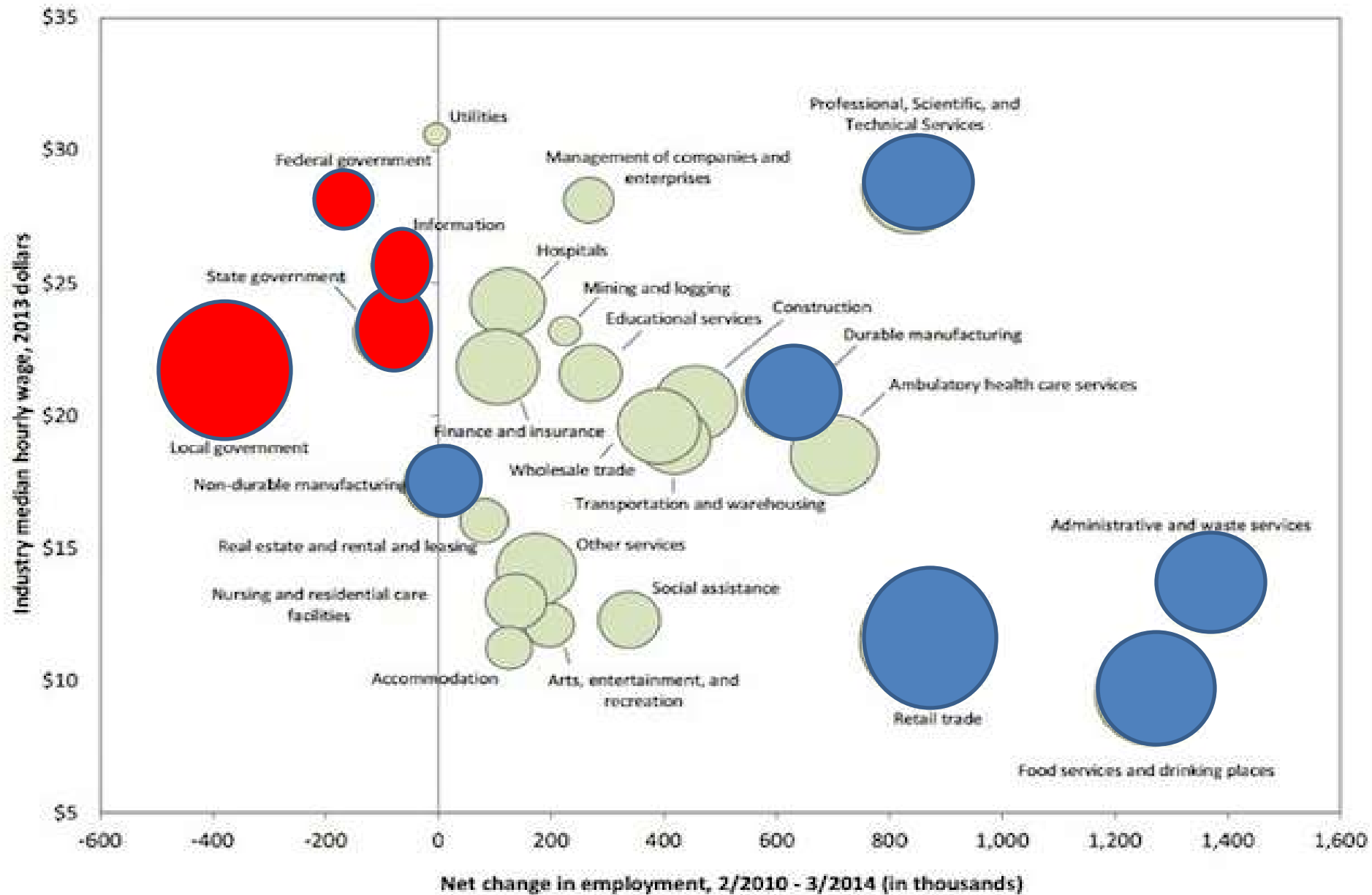
Work Then and Now | Industry with highest employment by state

Manufacturing Health care Retail trade Accommodation and food services



Source: U.S. Bureau of Labor Statistics

The Wall Street Journal

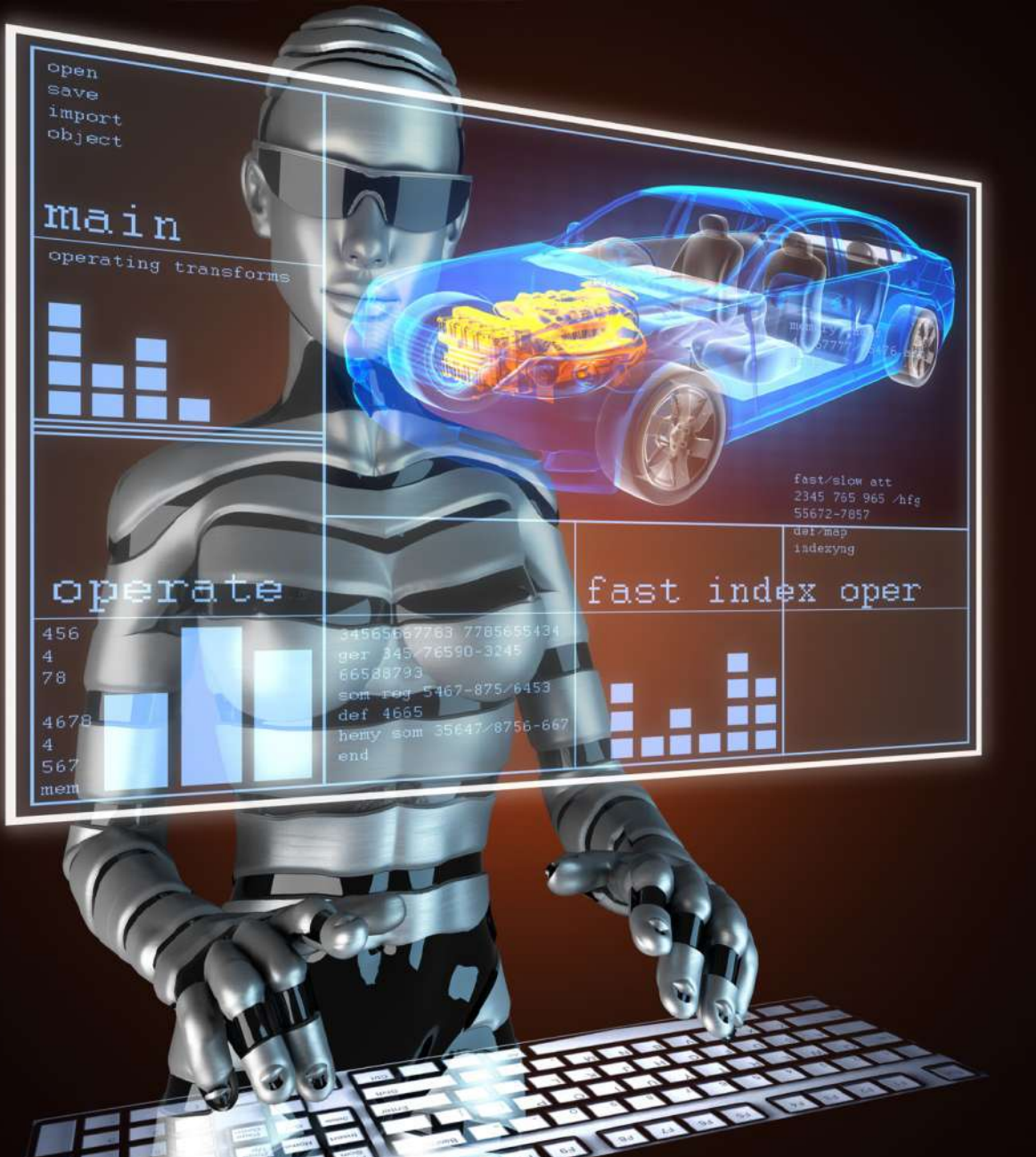




# Re-imagine Readiness

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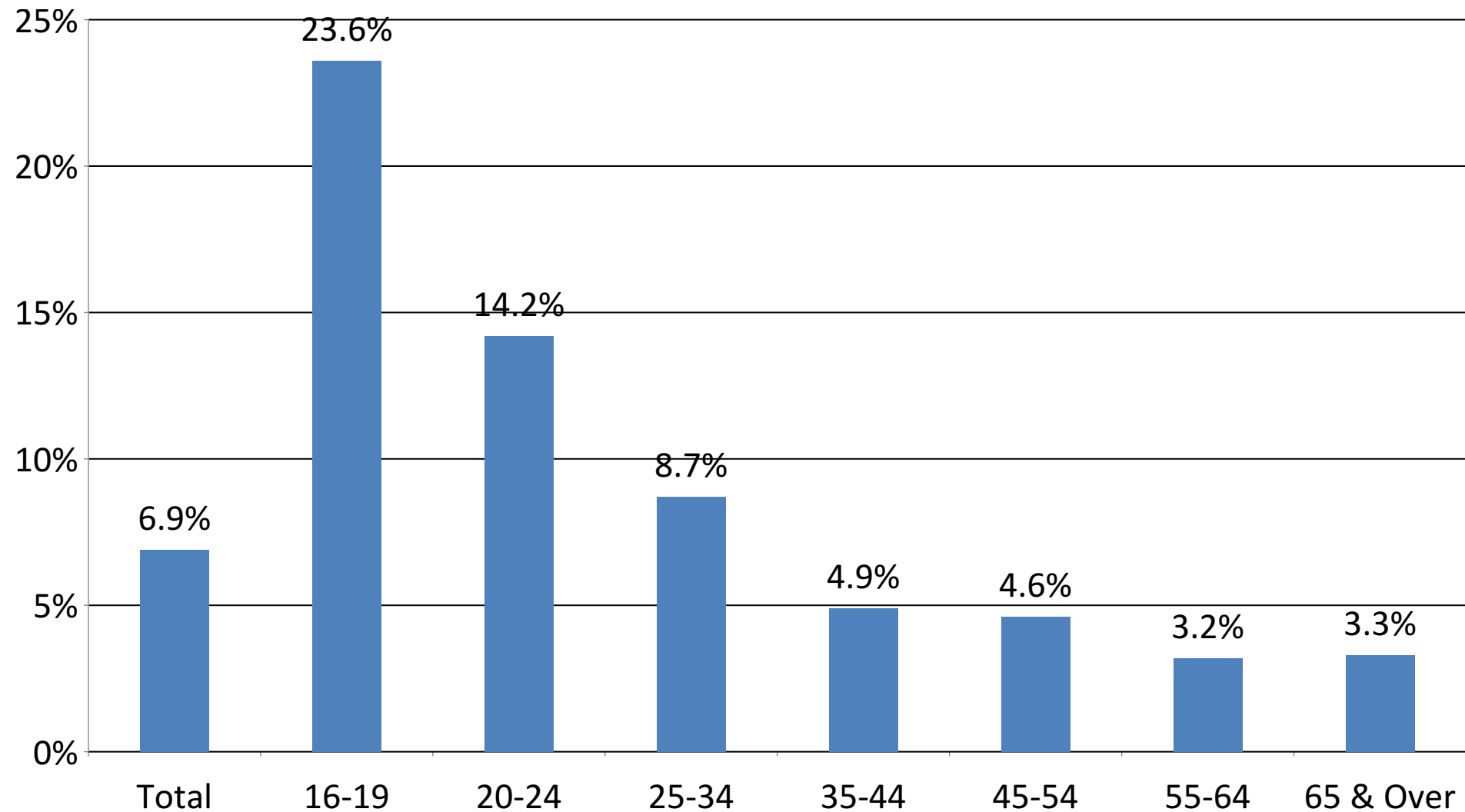
- MOOCs
- Khan Academy
- Virtual High School
- E-textbooks
- Digital gaming content (competency based)
- Ubiquitous learning content

# Re-engage Adult Learners and Disconnected Youth

- Target workers with some credits, but no degree or credential
- Help dislocated workers rejoin the workforce
- Recover disconnected youth



# 2013 Unemployment Rate By Age



# Re-align Relationships and Resources

- Create a continuity in education and workforce development from early childhood through career
- Align and track data across the education and workforce pipeline
- Engage business in a meaningful way



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# Top Factors for Companies Considering New Investment



- 1) Availability of skilled labor
- 2) Highway accessibility
- 3) Labor costs
- 4) Occupancy or construction costs
- 5) Availability of advanced ICT services
- 6) Availability of buildings
- 7) Corporate tax rate
- 8) State & Local Incentives
- 9) Low union profile
- 10) Energy availability and costs

# Workforce Development



# Workforce Development

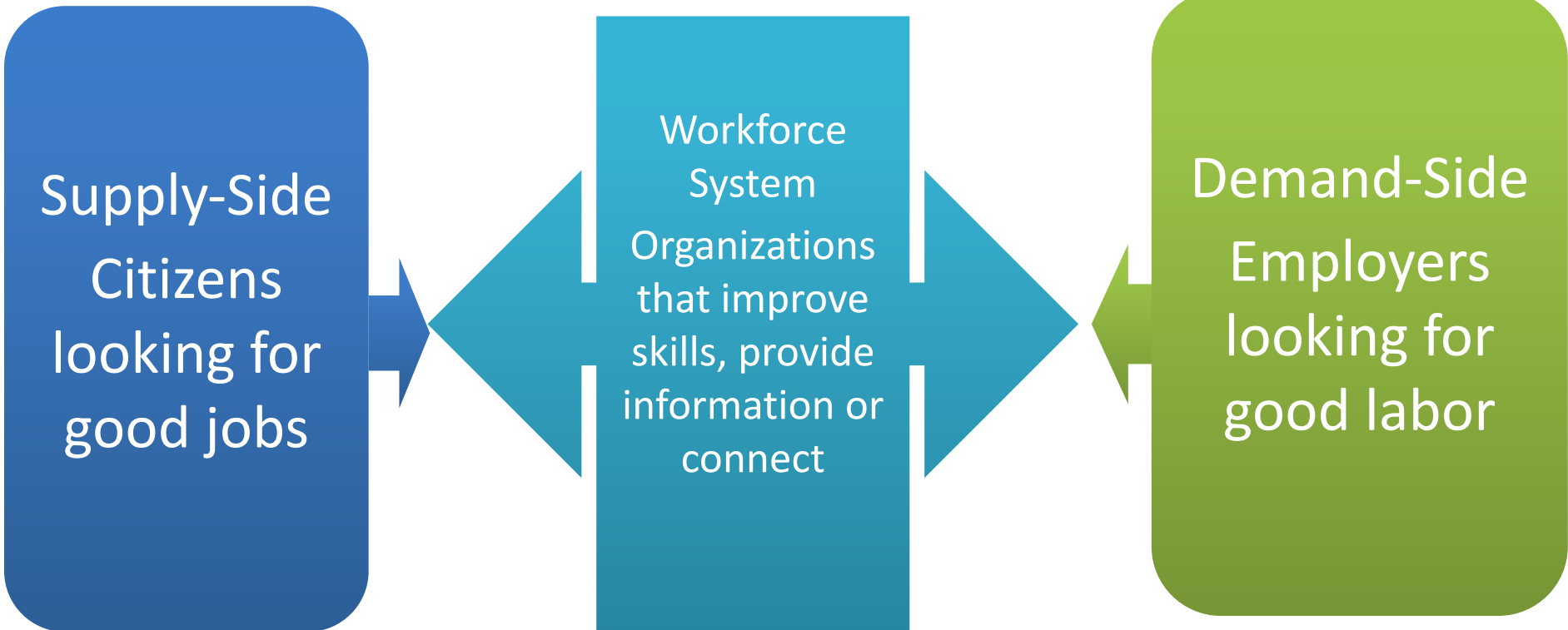
- “A top priority of the nation’s governors is developing the skilled and knowledgeable workforce required for states to be economically competitive in a global economy.”

National Governors Association 2013

- “In business today, no competition is tougher than the global race for talent. In every industry, every job sector, and every part of the world, employers are asking the same question: How are we going to find, train, and retain the best workers?”

U.S. Chamber of Commerce 2013

# What Are The Components of a Perfect System?



Move people out of poverty  
Help unemployed find jobs  
Educate for increased skills  
Train for increased skills



Find just in time talent  
Reduce costs  
Minimize risk  
Maximize profits

Potential employees with non-competitive work skills and competitive work histories (and no obvious barriers to work)

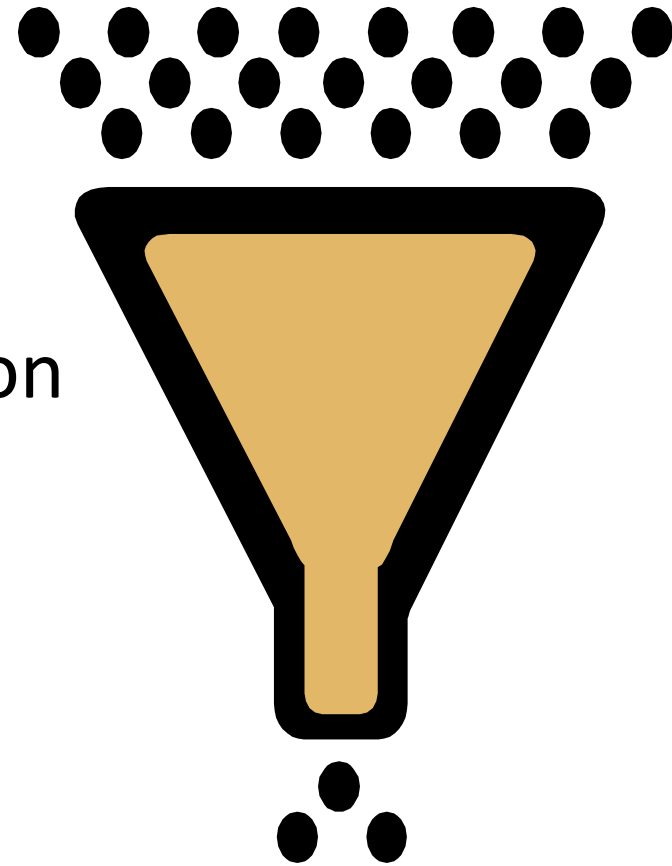
Potential employees with competitive work skills and non-competitive work histories (and no obvious barriers to work)

Potential employees with non-competitive work skills and non-competitive work histories (and either no or obvious barriers to work)

Potential Employees with specific “insurmountable” barriers to employment

# Let's Talk Barriers To Employment

- Drug Tests
- Criminal Background Checks
- Credit Checks
- Reading, Math and Comprehension
- Social Media Checks
- References
- Interviews







"We're looking for someone with the wisdom of a 50-year-old, the experience of a 40-year-old, the drive of a 30-year-old and the pay scale of a 20-year-old."

Everyone has time for [FUNsubstance.com](http://FUNsubstance.com)





# Changing Workforce Development

## Old Way

- Responsive to rules and systems
- Programmatic silos with special populations
- Education and workforce are different systems
- Geography matters
- Technology to track people and results

## New Way

- Responsive to employer needs
- Flexible, simplified and customized
- All efforts are seamless and matriculation is simple
- Industry needs matter
- Technology to customize, analyze needs, and empower customers

# What Springdale Supply and Demand Say

- Businesses have trouble finding employees with specific skills
- Skills are different, but fall into job skills, work skills and life skills with varying problems with each.
- Trainers have trouble identifying the future skill needs
- Everyone is 4-year focused and that is mostly not the issue
- Parents and students have no idea of future job markets
- Training is not flexible enough (nights, weekends)
- Groups don't align or cooperate

# What Springdale Supply and Demand Say

- Rising frustration that will impact economic competitiveness
- Want “just-in-time” qualified “temporary” talent
- Want all credentials quantified
- Kids need more work experience
- Older workers need new skills
- Reasons this is hard (funding formulas, turf, rapid change and the speed to do anything, resource limitations)
- We can't exchange info as we should
- We have to tell a better story, better

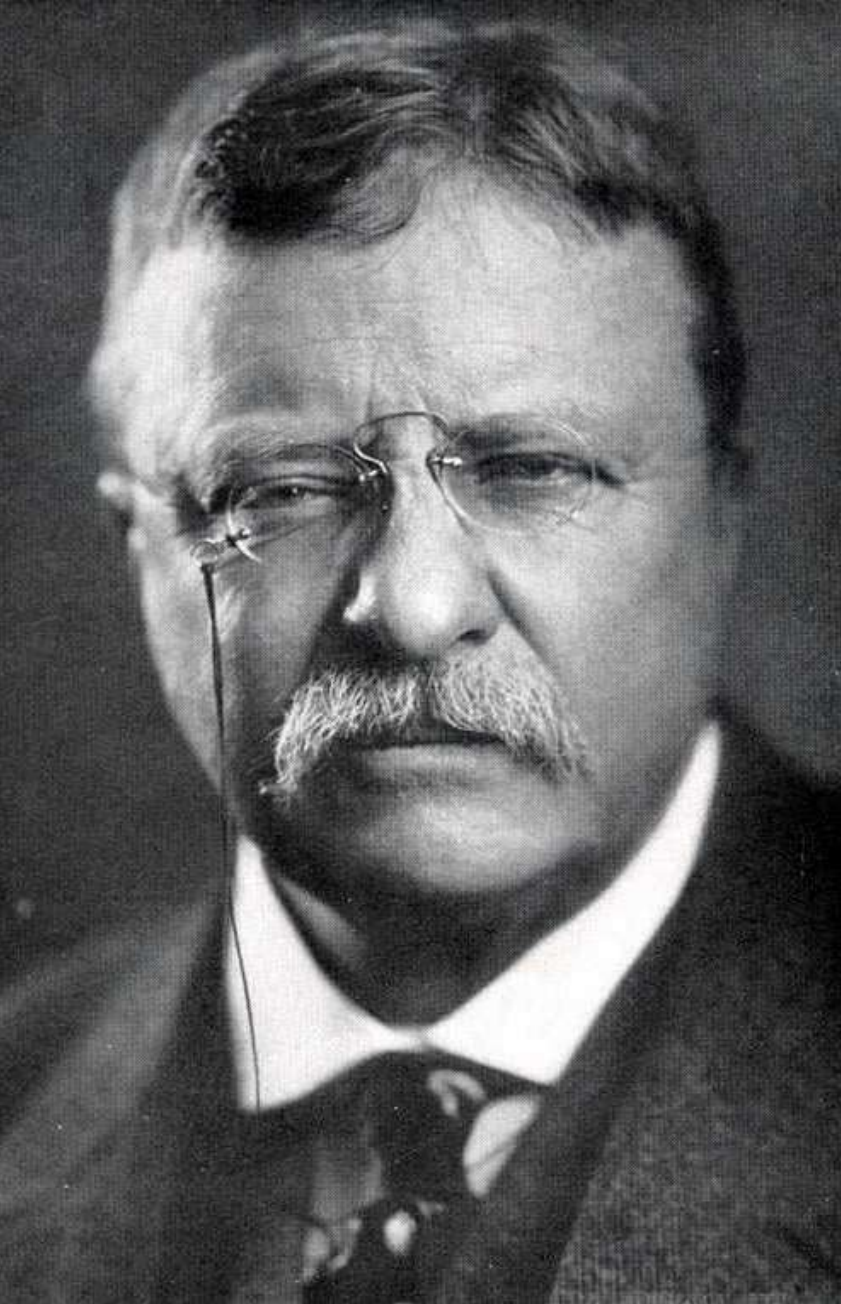


# Specific Directions for Springdale

- 1) Increase available information to both supply and demand (Employer surveys annually)
- 2) Disseminate as widely as possible (Web and cable...)
- 3) Identify & eliminate regulatory and legislative barriers to improvement
- 4) Codify collaboration
- 5) Dramatically increase business engagement in the development of supply (curriculum design)
- 6) Dramatically expand work exposure and work experience



**RISK  
AHEAD**



“Do what you  
can, with  
what you  
have, where  
you are.”



# ECONOMIC LEADERSHIP

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@tedabernathy

or

LinkedIn Ted Abernathy

*"Leadership and learning are  
indispensable to each other."*

*John F. Kennedy*

