

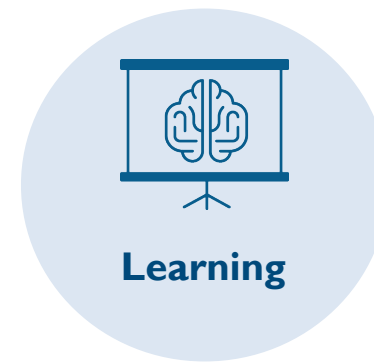
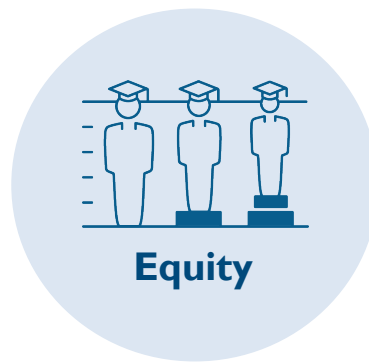


Driving Effective Practices for Community College Workforce Education

Tess Henthorne, Program Associate
Ben Barrett, Program Manager

Who We Are

The Aspen Institute's College Excellence Program aims to advance higher education practices, policies, and leadership in ways that help institutions of higher education make the choices that matter most to improving student outcomes in four areas:



Skills Demands Still Left Unmet, Resources Strapped



The number of good jobs for workers with associate's degrees **grew by 83%** between 1991 and 2016.



“We need more workers, but we already work with two community colleges, each with their own systems and quirks, and **we can’t duplicate our investments endlessly...**”



Yet more than **half** of all workers without a BA don’t have good jobs.

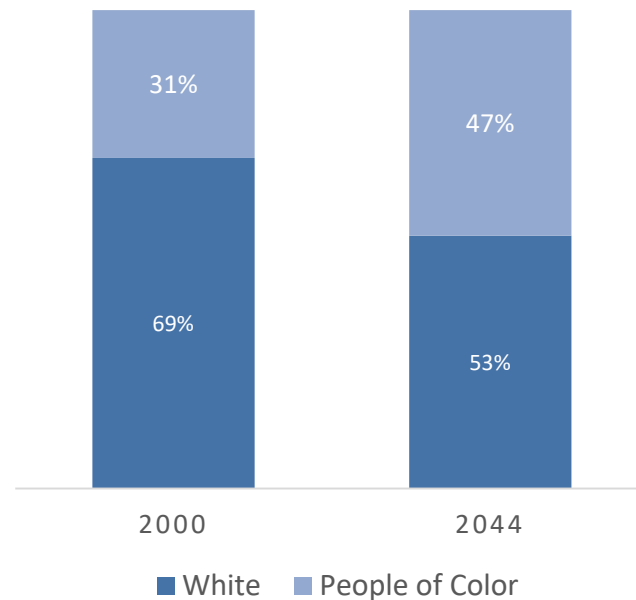


“We hear their asks, but **the college budget is tight**. We simply can’t expand capacity without significant resources from employers...”

46% of employers reported difficulty filling positions due to available talent.

The Workforce Is Diversifying and Aging

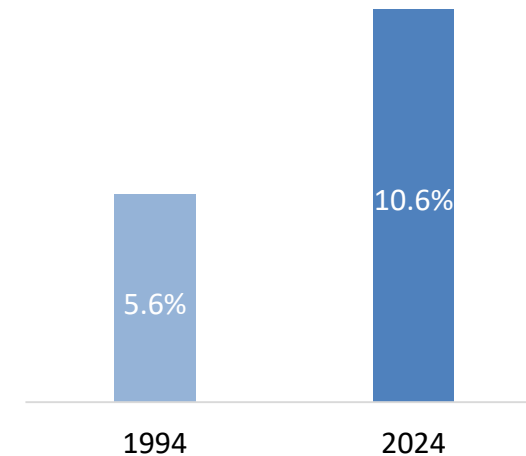
Projected Changes in Race/Ethnicity (2000 – 2044)



By 2044, nearly half of Americans will be people of color.

Understanding the Aging Workforce

Projected Percentage of Workers Ages 75 and Over of Total Labor Force (1994-2024)



This shift results from increased population and participation among older populations, compared to decreasing birth rates and increased time in school for younger populations.

And Many Remain Left Out of the Broader Economy



4.6 million youth between the ages of 16 and 24 are disconnected from work and school.

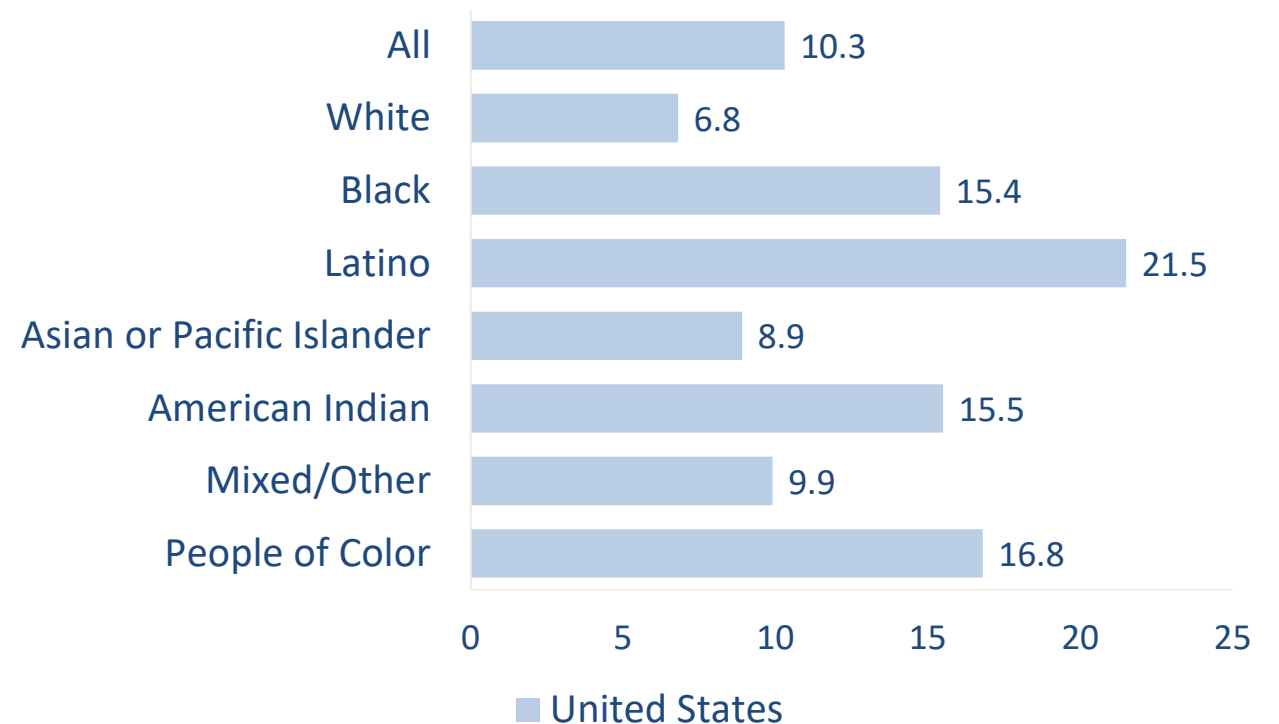
(Aspen Institute Forum for Community Solutions, 2018)



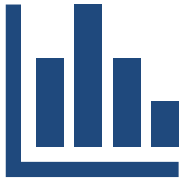
27 million adults 24 – 66 who are not working or in school, including “discouraged workers” who would like a job but have stopped looking.

(American Community Survey, 2017)

Percent of Working Poor by Race/Ethnicity: 200% of federal poverty line, 2015



What Went Into *The Workforce Playbook*?



Data Analysis

- Labor market outcomes, including earnings and employment
- Regional context
- Institutional data



Literature

- Expert testimonials
- Case studies
- Prior research



Interviews

- College leaders
- Students
- Employers
- Policymakers
- CBOs
- K-12/4-year partners

The Workforce Playbook Domains



1. **Advance a vision** for talent development and economic mobility



2. **Deliver high-quality programs** aligned to regional needs



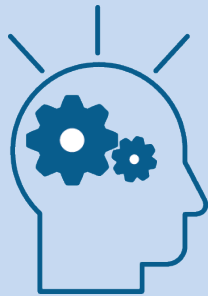
3. **Support students' career goals** from pre-matriculation through post-graduation



4. Build responsive, mutually beneficial **employer partnerships**

Advance a Vision

Advance a vision
for talent development and
economic mobility



- Define labor market outcomes as a central component of student success
- Understand the regional labor market and population and how these are changing
- Align offerings to needs of employers and population

How Colleges Use Data

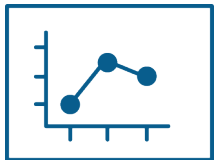
How Do Colleges Use Data?



Many colleges focus on **enrollment and completion**



Colleges often **lack a strategic research agenda** connected to postsecondary outcomes



Colleges often **struggle to examine data** both internally and externally

How Should Colleges Use Data?



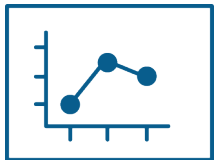
Prioritize Outcomes

Where are students going after they graduate? Are they entering high-wage, high-demand fields?



Develop a Research Agenda

How can we plan to support changing demands for new or differently skilled talent?



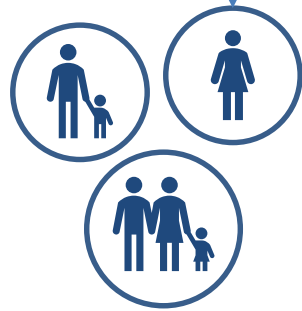
Collaborate Regionally to Drive Change At Scale

How can increased data sharing allow colleges, employers, and other regional stakeholders to collaborate and efficiently meet talent needs?

How Do We Help Colleges Define Strong Outcomes?

What Are Strong Outcomes?

What Do You Need to Be Stable Here?



Who are our students?

- A recent high school graduate?
- A single adult?
- An adult supporting a family?



What is our economic context?

- Cost of living?
- Typical earnings?

What Other Factors Might We Consider?



Credential Type



Cost of Degree



Other?

How Have Others Defined Strong Outcomes?



Georgetown Center on Education and the Workforce

Standard Metrics:

\$35,000/year for those under 45 years old and \$45,000 for those 45 or over



- Accounts for degree/credential and age/experience
- Straightforward



- Does not account for characteristics of individual regional economies or family size



MIT Living Wage Calculator

Typical Expense Categories:

Food, child care, medical, housing, transportation, other



- Based on annual, regional living costs
- Adjusted for family size



- Relatively low threshold for success based on amount needed to subsist

Stop and Jot

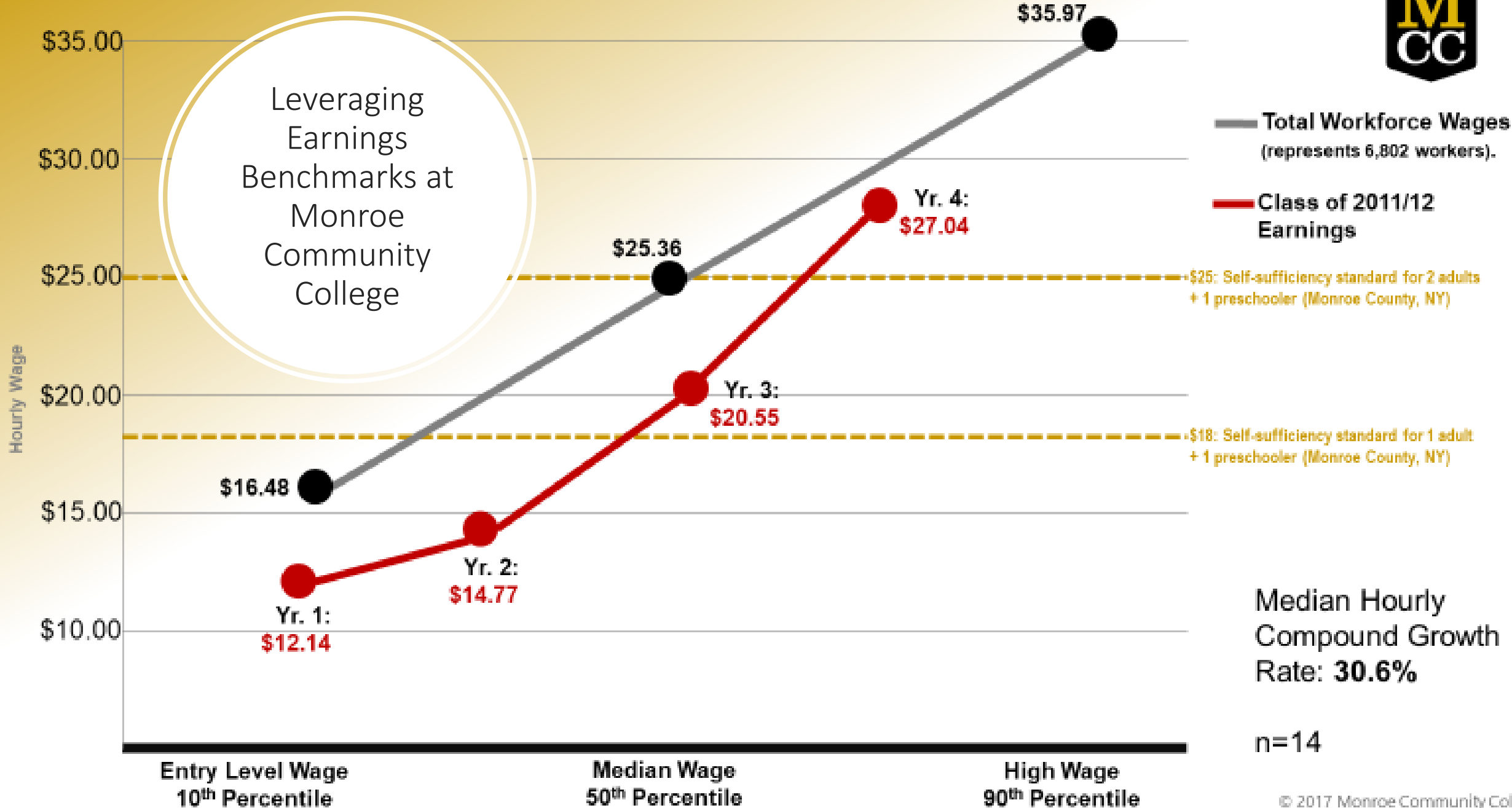


Take 5 minutes to respond to the following questions on your handout.

- What is the living wage for your state?
- How might this be different for colleges that exist in different regions?
- Do your colleges discuss how they will define strong outcomes at an institutional level? Program level?
- As a SHEEO, how might you encourage college leaders to consider setting these benchmarks? Who do you need to talk to? What tools might you share?

Guiding Handout

Mechanical Engineering Technologies

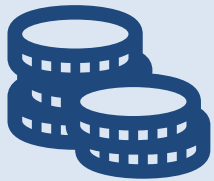


How Have Successful Colleges Structured a Research Agenda?

What Questions Do Colleges Need to Ask?

1

What is my regional economy and how is it changing?



2

Who are my populations and how are they changing?



3

Is my institution aligned with the economy and populations?



Creating a Collaborative Hub at Forsyth Technical Community College

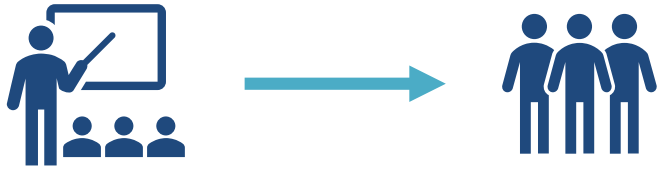


Community experienced a decline in longstanding “legacy” industries, like tobacco, and needed to boost economy

- Scan community to determine **largest capacities** at college and local partners
- Data and employer conversations to identify **regional demand** for health sciences
- Create **biotechnology center** with Wake Forest University, which provides training and research experience for individuals across region

125 students trained within first four years

“Getting Them Off the Life Raft” at Valencia College



Data shows over 100K low-income adults in Orlando region, versus 13K K-12 graduates

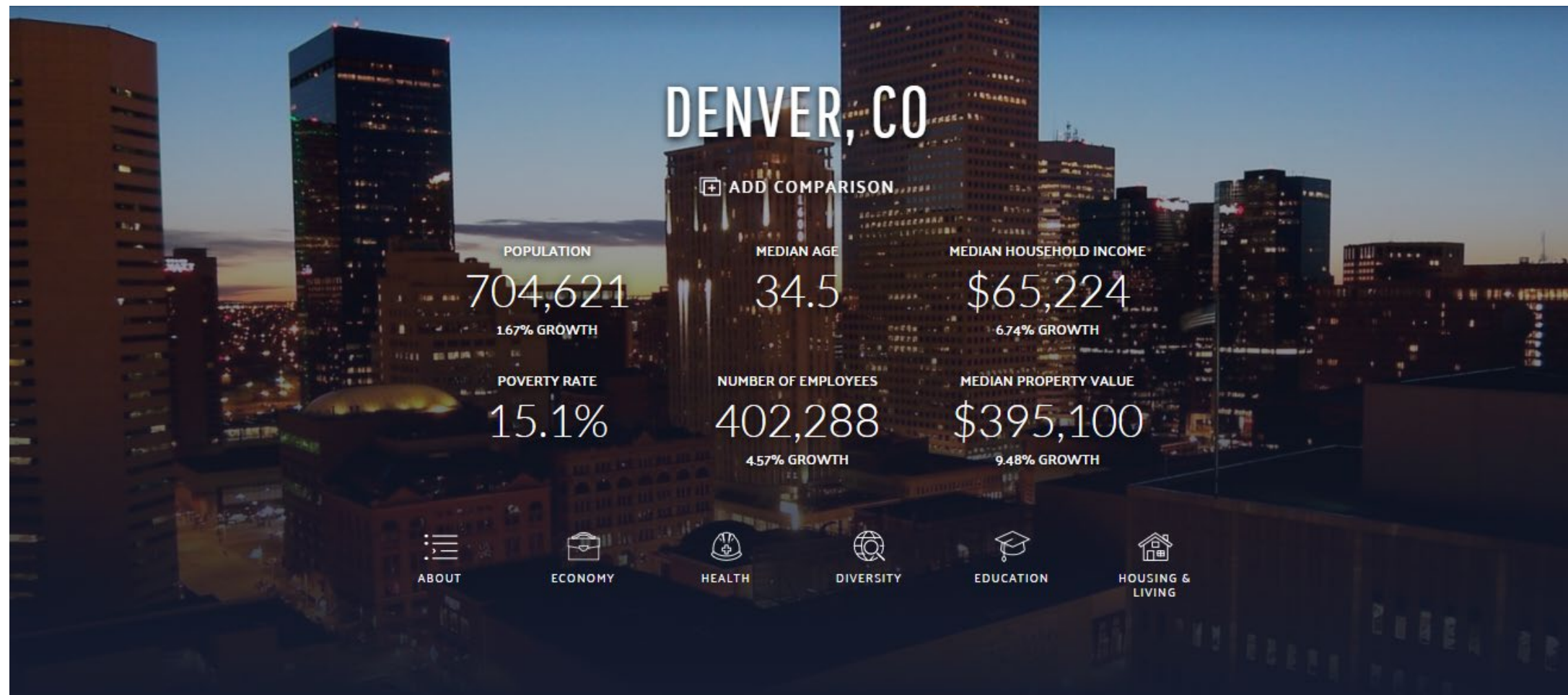
43% of households in Orange County are working poor

- Data pinpoints populations in the talent pipeline and which **high-demand, living wage jobs** require concentrated skills training
- Research reflects effective methods for **outreach** to student populations and **employer demand for upskilling**
- Create **Accelerated Skills Training** programs

900 Students trained as of 2018

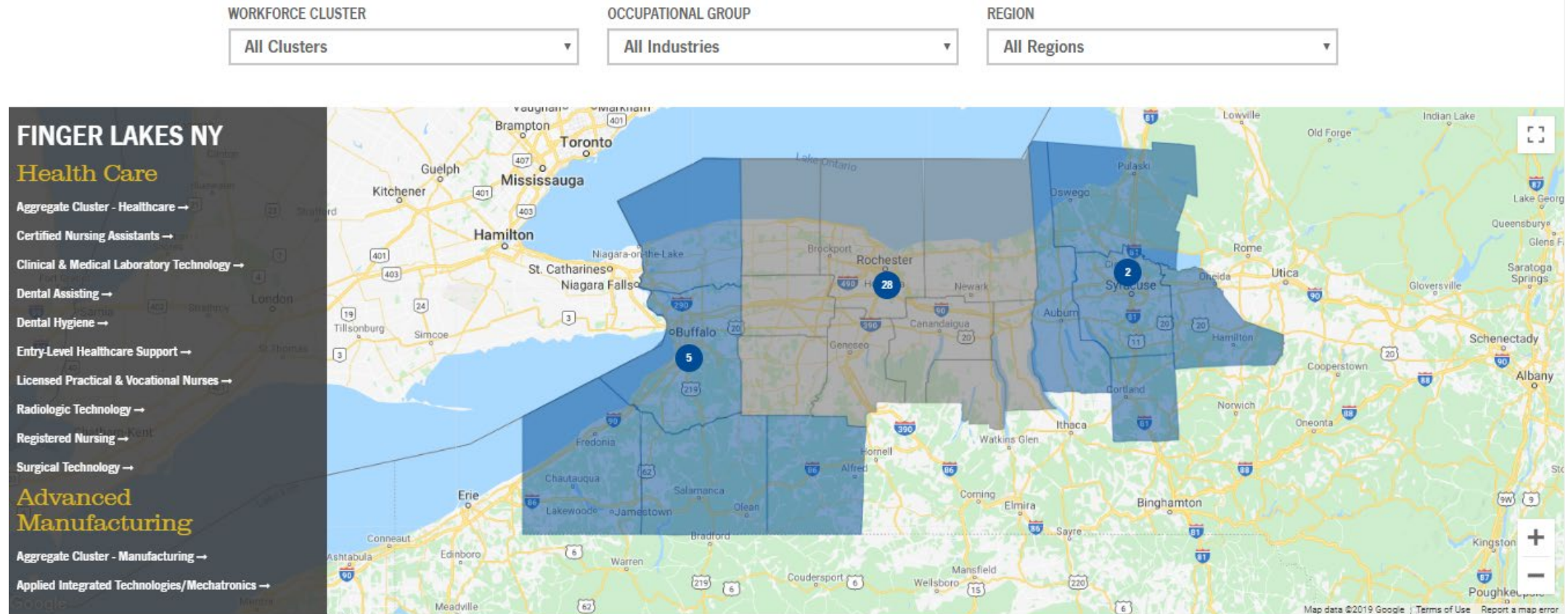
97% Completion rate

Tool Showcase: Understanding Regional Data

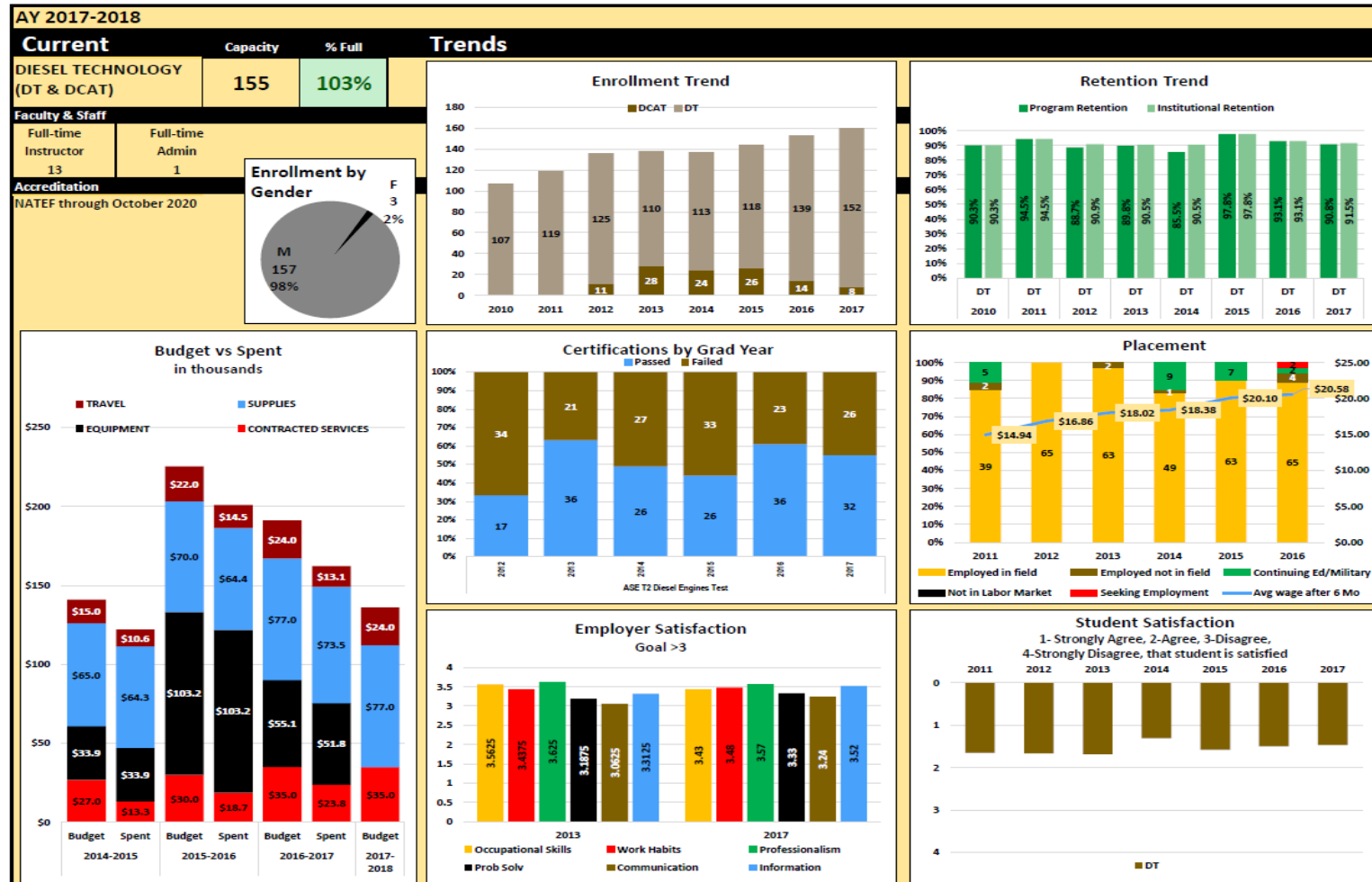


Tool Showcase: Understanding Institution Data

EXPLORE WORKFORCE CLUSTERS IN NEW YORK.



Tool Showcase: Understanding Program Data



Stop and Jot



Take 5 minutes to respond to the following questions on your handout.

- How might SHEEOs with access to state data systems help colleges answer questions about in-demand sectors, populations they serve, and institutional alignment?
- What data collected from colleges might provide more information about whether, state-wide, colleges are meeting employer demand?
- What data collected from colleges might provide more information about whether, state-wide, certain populations are being left out of the most lucrative career pathways?

Guiding Handout

How Do We Collaborate for Scaled Impact?

Case Studies for Scaled Impact

While you discuss your assigned case study, consider:



- What data should colleges be looking at?
- Why might this be challenging for colleges?
- What opportunity is there for SHEEOs to help?



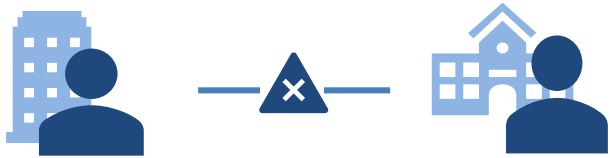
- What partnerships might need to be brokered?
- Why might this be challenging for colleges?
- What opportunity is there for SHEEOs to help?



- What strategy would you ultimately recommend?
- How might you enable or incentivize the implementation of this strategy?

The Problem: Case Study 1

Job Demand From Employer Is Too Small to Justify Program Costs...



- A small business
- Small-scale but business-critical skill and talent needs
- Limited resources
- Program development costs
- Existing resource constraints

Problem Appears With Multiple Service Areas and/or Employers



- ! Talent demand continually outpaces the supply
- ! Employers struggle
- ! Partnerships become strained

The Problem: Case Study 2



Region 1: Rural

- Few good jobs
- Talent leaving region
- Extensive commute required for remaining talent



Region 2: Urban/Suburban

- High cost of living
- Job demand continually outpacing supply of workers
- Recruitment costs high

I ask: “How do we **upsourcing**?” We have individuals in this community who have the acumen to retrain. I think of bank tellers and others in these small towns who would like to earn more money. They’ll commute 50 miles a day just to get to that better opportunity. What if we could do that right here?” - Dean of Academic Affairs, Midwest College

The Problem: Case Study 3

Colleges struggle to build a sufficient talent pipeline, competing with one another...

Colleges have **siloed enrollment battles** and independently lobbied individual employers for resources; tensions around “turf”

And employers do too...

Short-staffed, employers attempted to out-bid one another for talent in “**\$1 one-upmanship**”

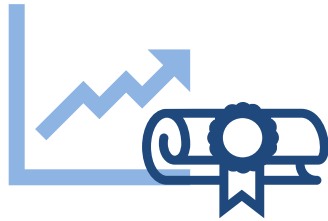
The Blame Game

Employers blamed colleges for producing ~1000 fewer graduates than needed each year

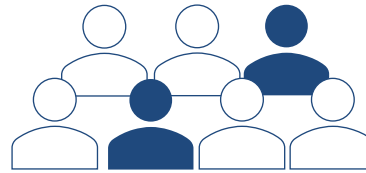


Colleges blamed funding and employers for capacity constraints

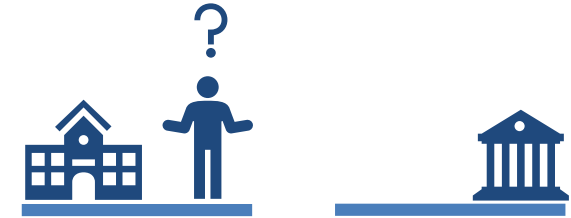
The Problem: Case Study 4



Critical jobs within the region require a bachelor's degree to reach a living wage salary or meet entry-level requirements



The region struggles to graduate students from high school, community college and few go on to pursue a bachelor's



Those students who do attempt to transfer lack guidance and support

Case Studies for Scaled Impact

1

Big industries have left, creating an economy with **many employers**.
One off trainings are not sustainable for the college.

2

The immediate service area **doesn't have a strong local economy** and the local region is struggling to meet demand.

3

Educators are **competing for enrollments** and employers are **competing for talent** in the region, making it difficult to deliver enough skilled workers.

4

Critical jobs in the region **require a BA**. The region struggles to graduate students from high school and community college, and **few pursue a BA**.

++ ++ Aggregating Demand

The Problem: Case Study 1

Job Demand From Employer Is Too Small to Justify Program Costs...



- A small business
- Small-scale but business-critical skill and talent needs
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- Existing resource constraints

Problem Appears With Multiple Service Areas and/or Employers



! Talent demand continually outpaces the supply

! Employers struggle

! Partnerships become strained



**Aggregating
Demand**

A Solution Framework



Colleges and/or employers collaborate to understand and address skills gaps at a regional and/or industry level rather than service-area and/or individual employer level.



Aggregating Demand

LadderzUp at Monroe Community College



Regional economy moves from reliance on Kodak and Xerox to 97% of companies in region being small businesses with <100 employees



- Studied data to determine biggest industry clusters; convenes employers by industry
- Data and employer conversations identify common skills gaps
- Data shows multiple small businesses have need for injection molding



- Monroe VP Todd Oldham convenes 11 companies with similar skills needs, expresses that “training 15-20 is more efficient than training 1-2” for everyone



- Created 120-hr injection molding program based on just-in-time demand; 30 new hires to-date; evolved into LadderzUp programs
- **LadderzUp is now used to recruit other employers to area**



The Problem: Case Study 2

Region 1: Rural

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- Extensive commute required for remaining talent

Region 2: Urban/Suburban

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**Linking
Economies**

A Solution Framework



Connect rural students/workers to jobs in nearby economies that can be performed (and potentially partially taught) in their rural communities.



Linking Economies

Training for Tech Jobs in Jefferson, Iowa



Jefferson,
Iowa

Pop: 4,100

65 miles



Des Moines,
Iowa



- Common 10-course pathway
- Can start in high school, finish in community colleges
 - Community colleges and high schools, work collaboratively to share curriculum, train instructors
- “The Academy” capstone work-based learning with Pillar
- Entry-level software application developers
- \$66K starting, \$75K within 3 years

“We’re not really just bringing in jobs. We’re bringing in careers, and we’re bringing in the possibility for people’s kids and families to stay (in Jefferson). They can work on the things that they want to work on that would otherwise be out of Iowa. They can do the coolest job in the world right from there.”

Linc Kroeger, Pillar
Technologies



The Problem: Case Study 3

Colleges struggle to build a sufficient talent pipeline, competing with one another...

Colleges have **siloed enrollment battles** and independently lobbied individual employers for resources; tensions around “turf”

And employers do too...

Short-staffed, employers attempted to out-bid one another for talent in “**\$1 one-upmanship**”

The Blame Game

Employers blamed colleges for producing ~1000 fewer graduates than needed each year



Colleges blamed funding and employers for capacity constraints



Collab-etition

A Solution Framework



Colleges and employers collaborate and create a regional talent pipeline rather than relying on one-college one-employer partnerships.



Collab-etition

Industry Collaboration in Orlando, Florida



The Orlando region leveraged an industry veteran to serve as a **neutral moderator**

Colleges and all hospitals came together to collectively address the talent shortage of nurses

- **Data-Driven Constituent Meetings:** Churn rates, wage trends, and historic and projected skill gap data helped convince stakeholders that a new approach was needed
- **Summit:** College presidents and hospitals CEOs gathered to discuss how to align curriculum and expand capacity
- **Continuous Collaboration:** Department heads and faculty continue to meet throughout the year, providing a forum to continue to build consensus around shared goals, share best practices

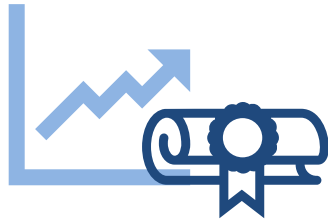
Goals & Progress



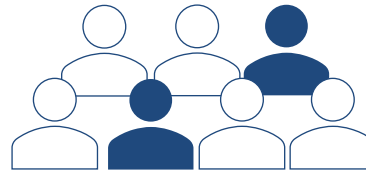
109%

Since 2016, the Orlando region has **opened three additional post-licensure BSN programs**, representing capacity for a 109% increase in BSN admissions, or a total of 6,600 students, within the next five years.

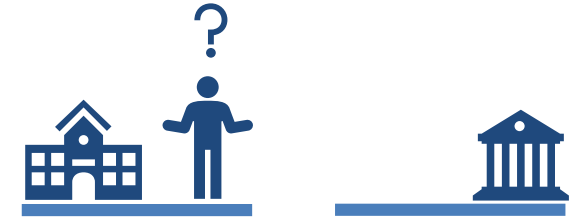
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Critical jobs within the region require a bachelor's degree to reach a living wage salary or meet entry-level requirements



The region struggles to graduate students from high school, community college and few go on to pursue a bachelor's



Those students who do attempt to transfer lack guidance and support



Connecting CTE and Transfer

A Solution Framework



Colleges ask what jobs exist in region and what credential is needed for each career step, from non-credit through bachelor's. Connect CTE to transfer where this career ladder exists and is needed in the labor market.

»» Connecting CTE
and Transfer

“Growing Our Own” STEM Teachers



Johnston County Public K-12 Schools

Students begin
coursework in 11th
grade

Simultaneously
admitted to Johnston
Community College



“Stay the Course”
Scholarship



Johnston Community College

First two years
completed at Johnston
Community College

Internship completed
in Johnston County



NC Teaching Fellows
Targeted Aid



North Carolina State University

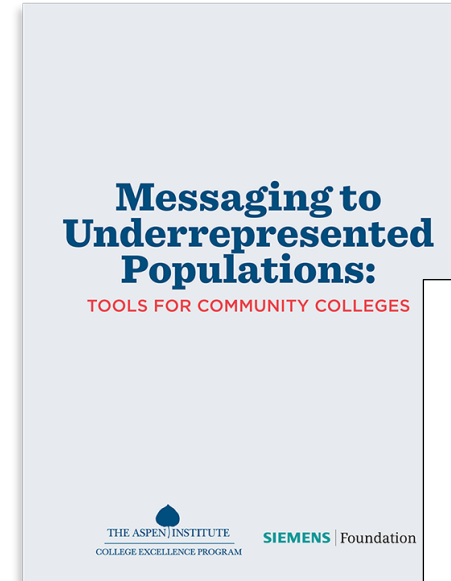
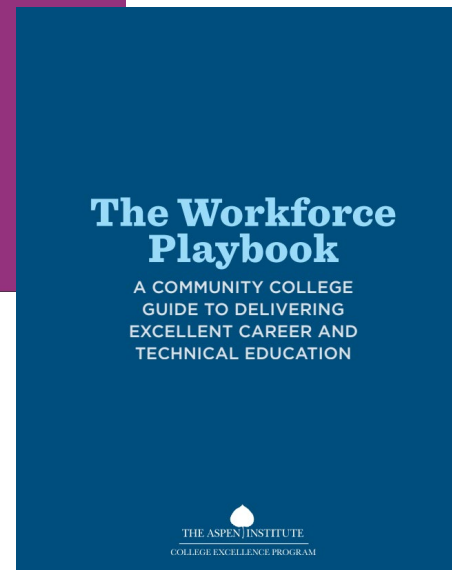
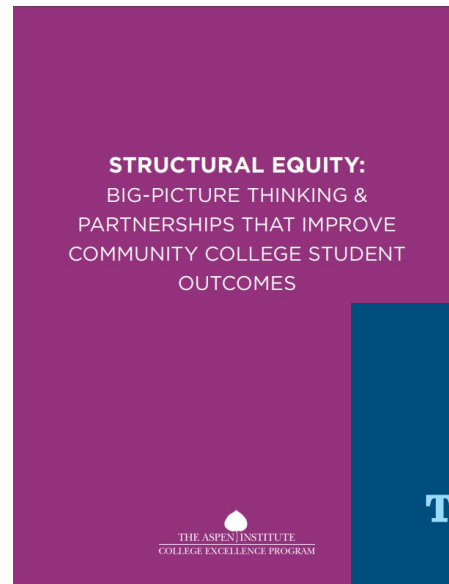
Finish BA at NC State

Practicum completed
in Johnston County
(practicum location
heavily influences job
placement)

Next Steps and Questions

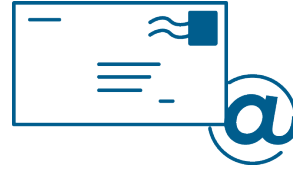
To Access Aspen CEP's Resources

Visit our website at higher.ed.aspeninstitute.org/research

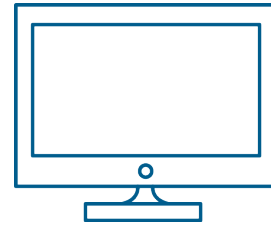
The image shows two overlapping documents. The top document is a research brief titled "WHO ARE WE MISSING? UNDERSTANDING AND REACHING UNDERREPRESENTED PROSPECTIVE COMMUNITY COLLEGE STUDENTS". It features a magnifying glass icon over two stylized figures. The text discusses the challenges of finding qualified workers in a booming economy and the role of community colleges. The bottom document is a form titled "MESSAGING TO UNDERREPRESENTED POPULATIONS: CREATING OUTREACH THAT WORKS". It includes a checklist icon and a section for "AUDIENCE" with checkboxes for age range (18-22, 22-30, 30-35, 35-40, 40-50, 50+) and employment status (Part Time, Unemployed). Below this is a table with two columns: "INSTITUTION" and "PROGRAM", each with a question and several lines for text entry. The Aspen Institute logo is at the bottom of both documents.

Questions?

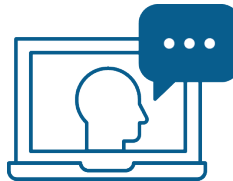
Thank You!



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