



Education and Regional Development: A View from American Community Colleges

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The National Context

- Demographics
 - Nearly half of all U.S. undergraduates attend community colleges – 7.3 million students
 - There are 5 million more students in non-credit programs
 - There are over 1100 community colleges in the U.S.
- Economics
 - Coming out of Great Recession – 2008-2010 – over 8 million jobs lost; over 5 percent decline in GDP – highest unemployment rate was 10.1 percent (October 2009)
 - Jobs lost primarily lower-skill, traditionally male populated
 - As of June 2017, unemployment at 4.3 percent or 6.9 million people
 - Current challenges more future-focused - high-demand, high-wage, middle-skill jobs – with close to 2/3 requiring post-high school education
- Politics
 - Obama (2009 – 2016) – American Graduation Initiative – by 2020, increase the number of cc grads by 5 million
 - Trump – Education not a primary policy focus – some emphasis on increasing apprenticeships

Why are cc's vital to regional economic development?

- According to the Georgetown Center on Education and the Workforce:
 - By 2020, almost two-thirds of U.S. jobs will require post-secondary education – 35 percent will require a bachelor's degree; 30 percent will require some college or an associate's degree
 - The occupational clusters with the most job growth are health care, community service, and STEM
 - By 2020, at current levels of production, the U.S. will fall short 5 million workers with postsecondary education
- According to the Brookings Institute:
 - Almost half of U.S. jobs can be described as middle skill, meaning they require less than a four-year degree, but more than a high school diploma
 - The labor market for these jobs is regional, not national
 - Workers seeking these positions tend to be less mobile than more highly educated job-seekers
 - Between 60 and 70 percent of Americans spend most of their working life in the state where they were born, and between 45 and 55 percent spend their lives in their metro area of origin

Source: Carnevale, A.; Smith, N.; Strohl, J. (2013). Recovery: Job Growth and Education Requirements Through 2020. Center on Education and the Workforce, Georgetown University.

Source: Richard Kazis. (2011). Community Colleges and Regional Recovery: Strategies for State Action. Brookings-Rockefeller Project on State and Metropolitan Innovation, Brookings Institution.

What can states do to strengthen this connection?

- Articulate a clear vision for the alignment of workforce development, postsecondary education, and economic development at the regional level, and regularly publicize progress
- Improve student success and credential completion in community colleges
- Identify and target priority occupational clusters and industry sectors critical to regional competitiveness and expansion, promoting partnerships that engage community colleges in economic development
- Commit to alignment between employment needs and educational programming

Source: Richard Kazis. (2011). Community Colleges and Regional Recovery: Strategies for State Action. Brookings-Rockefeller Project on State and Metropolitan Innovation, Brookings Institution.

One Model Being Proposed



The model depends significantly upon effective technology deployment, business intelligence, and linked systems.

Source: Carnevale, A.; Garcia, T.; Gulish, A. (2017). Career Pathways: Five Ways to Connect College and Careers. Center on Education and the Workforce, Georgetown University.

LEARNING AND EARNING EXCHANGE

FIVE WAYS TO CONNECT COLLEGE AND CAREERS



EDUCATION PROJECTIONS, BUSINESS EXPANSION, AND WORKFORCE QUALITY

Purpose of tools

Attract new employers and retain existing ones with data demonstrating that the state postsecondary education and training systems can provide workers with needed skills

Data to be integrated

Projections of educational demand in the workforce, proprietary analytical information, and college administrative data can be linked with state wage records into the process of retaining and attracting employers and industries to the state

Audience

Economic development agencies, workforce boards, and employers



PROGRAM ALIGNMENT WITH LABOR MARKET DEMAND

Purpose of tools

Make postsecondary program-related decisions that address labor market needs and demonstrate return on investment to state leaders

Data to be integrated

Occupation- and industry-specific employment and earnings data can be linked with student enrollment data to aid program design, planning, and review

Audience

College and system administrators, deans, and faculty



CURRICULUM ALIGNMENT WITH WORKFORCE REQUIREMENTS

Purpose of tools

Create curricula aligned with the applied skills and abilities that learners will need to succeed in their careers

Data to be integrated

Occupational data and employer/industry expert feedback can be combined with the process of developing competencies and learning outcomes for postsecondary education and training programs

Audience

Faculty, curriculum developers, and administrators



COUNSELING AND CAREER PATHWAYS

Purpose of tools

Support students as they make their educational and career decisions, and identify the learners who need additional support

Data to be integrated

Occupational and labor market data, employment projections, wages, and student skill, value, and interest assessment data can all be added to the student career counseling process to inform college major and career selection

Audience

College advisors and middle school and high school counselors



JOB PLACEMENT AND SKILLS GAP ANALYSIS

Purpose of tools

Help workers determine if and how the knowledge, skills, abilities, interests, and work values they possess are transferable to new jobs, as well as identify skills gaps, and connect them to postsecondary education and training options

Data to be integrated

Data on competencies, resumes, online job ads, and occupational demand can be used to connect job seekers to jobs and postsecondary education and training programs

Audience

Job seekers, training providers, and employment agencies

What are specific emerging curricular innovations?

- More intensive and flexible delivery options
 - Example: 22-week medical assistant program and open-entry, open-exit welding program at Grand Rapids Community College
- Stackable credentials
 - Example: Miami-Dade College <http://www.mdc.edu/credentials/>
- Integrated basic skills and occupational curricula
 - Example: combined ESL and construction training at GRCC and I-Best in Washington (a national model)
- Alignment/Integration of non-credit and credit programs
 - Example: Earning credit toward degrees for training completed, including assessment of prior learning (examples include competency testing and portfolio reviews) – <http://www.cael.org>

Definition of a Stackable Credential

... “an industry-recognized credential offered by a certificate or other non-degree program, or a third-party certification or occupational license, which articulates toward a higher-level certificate or associates degree in the same occupational area. The stackable credential may be offered by an institution of higher education or another type of organization, so long as the credential articulates to a higher level certificate or associate degree offered by state-recognized institutions of higher education.”

Source: <http://www.nationalskillscoalition.org/resources/publications/file/Stackable-Credential-Scan-2.pdf>

Stackable Credential Example – Miami Dade College



The context in Michigan

Great Recession of 2007-10

- In 2008, over 12.8% unemployed statewide
- Inner-city unemployment over 40% in some neighborhoods
- Crash of the automotive industry

Today – June 2017

- Michigan unemployment rate is 5%. Locally in Grand Rapids it is 2.9%
- Inner-city there are some neighborhoods with 21% unemployment*

(*W.K. Kellogg Foundation study 2016)



Best Practice Examples in Michigan

- Michigan New Jobs Training Program

- Employers obtain training for new employees hired for new jobs from their local community college
- Colleges pay for the training by issuing debt in the form of bonds or by using own funds
- Employers repay the debt by a diversion of the withholding taxes generated by the wages earned by the new employees
- Funds may be used for adult basic education, job-related training, vocational and skill assessment services and testing, training facilities, equipment, materials, supplies, and administrative expenses for programs
 - For more: <http://www.mcca.org/content.cfm?ID=43>

The Benefits of MNJTP – since 2008

- To the state of Michigan
 - Number of employees trained – 17,705
 - Number of community colleges participating – 21 of 28
 - Number of businesses participating – 153

(Source: <http://www.mcca.org/content.cfm?ID=43>)

- To Grand Rapids Community College
 - Number of partnerships – 13 contracts, ranging from 3 to 25 years, totaling \$30,658,442
 - Number of employees trained – 1,994
 - Types of businesses participating – manufacturing, energy, insurance, IT, and brewing



Best Practice Example - Michigan Coalition for Advanced Manufacturing (2014-17)

- Funded by a \$24.9 million US Department of Labor Trade Adjustment Assistance Community College Career Training (TAACCCT) grant
- Eight participating Michigan community colleges, including GRCC
- 38 manufacturing employer partners
- Improve and expand training opportunities in four areas:
 - 1) Welding, 2) CNC/Precision Machining, 3) Multi-Skilled Technician/Mechatronics, and 4) Production

For more information: <http://www.m-cam.org/>

The Goals of M-CAM

- Add national credentials to programs
- Engage low-income participants
- Provide seamless articulation between school partners
- Create systems for sustained employer engagement
- Update equipment and curricula to meet today's needs
- Create stronger relationships with community partners and the workforce system

The Benefits of M-CAM – as of June 2017

- **3,205 individuals served – goal was 2,738**
- **1,660 individuals completed a program of study – goal was 1,619**
- **1,353 still retained in a program of study – goal was 1,188**
- **1,050 participants received a wage increase after training/education – goal was 297**



BUDGETING FOR THE 21ST CENTURY EDUCATION COMMISSION RECOMMENDATIONS

Provide additional resources for disadvantaged students



\$120 million added for at-risk pupils will mean an increased investment of \$178 dollars per pupil for those students. In addition, the definition of an at-risk student was broadened to include 83,000 more students who need additional resources.

Update the funding model



All students will see an increase of \$60 to \$120 per pupil. Further, recognizing that high school students cost more to educate, students in grades 9-12 will see more funding for their schools with an additional increase of \$25 per pupil.

Increase access to postsecondary education



An additional \$16.3 million for tuition assistance programs will help thousands more low-income students access college. In addition, \$500,000 for Advanced Placement testing fees for low-income students will ensure that those students can get college credit for AP courses.

Increase the attainment of 21st Century skills



Reforming and increasing funding by \$5 million to STEM programs through the MiSTEM Advisory Council, Cybersecurity Competitions, and IT Certifications.

Move toward a competency-based learning model



A \$500,000 pilot investment will begin a statewide conversion to competency-based learning.

Connect human services to schools



A \$4.9 million expansion of Pathways to Potential. This will put 45 new social workers into Michigan schools. An additional \$500,000 will go toward primary health care services for students.

Improve data reporting



\$2.2 million will be invested in technology regional data hubs for easier and more actionable data reporting by schools.

Hold the right people accountable



A \$6 million investment in the Michigan Department of Education Partnership Model will support accountability and increased student achievement in Michigan's lowest performing schools.

Enhance early learning outcome measurement and tracking



A nearly \$1 million expansion of a kindergarten readiness tool will help teachers identify students who need additional instruction and help the state understand the success of pre-school.

Support all students with counselors skilled in career guidance and postsecondary successtracking



\$1.2 million will go toward career and technical education counselors specializing in career and postsecondary placement. In addition, a \$1 million investment in a real-time data-driven career preparation platform for all schools to use will help students find the pathway that is best for them.

#7FOR7

GOVERNOR RICK SNYDER
REINVENTING MICHIGAN

Summary Points

- Workforce programs are vital to community development
- Consistent state- and national-level policies and investments are essential
- The gap between the skills workers need and the jobs employers need to fill is still wide
- The attractiveness of these fields is still limited because of the country's long emphasis on the value of "traditional" college degrees
- Colleges will need to redesign and re-engineer their programs and approaches to meet the needs of a different generation of learners



Conversation

