

Can Apprenticeships Train the Workforce of the Future? States Hope So.

BY: [J.B. Wogan](#) | March 2018

For eight years, Will Lake, a graduate of a small college in Helena, Mont., bounced from job to job, looking for a way to use his bachelor's degree in psychology. He worked as a telephone salesman, a bartender and a case manager assisting high school dropouts. "I knew I wanted to help people," he says, but he struggled to cover his rent and student loans. He thought about becoming a therapist, but that would require a master's degree. The added time and expense seemed daunting. Then his wife came across an ad for an information technology apprenticeship sponsored by the state's Department of Labor and Industry. Montana was willing to pay a recruit to learn new skills.

Lake took classes at a local college and trained with team leaders in the department's technology services division. Last month, he became a credentialed computer programmer with a permanent job already lined up in the division. Even though it's an entry-level position, it pays about \$24 an hour -- more than he was making before -- and sets him on a path to earn close to \$70,000 a year as a software engineer for the government. "I'm not worried about paying my bills anymore," he says.

Despite having a college diploma, Lake didn't have the skills he needed to find the jobs he wanted. He's not alone, and that skills gap is thought to be contributing to a strange paradox. In December, about 6.6 million Americans were unemployed, but companies had almost as many job openings -- 5.9 million. In many cases, the people looking for work simply aren't qualified for the positions that companies need to fill.

Lake's story is similar to that of millions of other people across the United States. "If you look at the high school graduation rate, the number of kids who go to college, the number who finish college and then the number who actually go on to work in their field, you'll see some huge gaps in the pipeline," says Ellen Golombek, deputy executive director of the National Association of State Workforce Agencies.

The skills gap is part of a larger labor shortage that states and their companies are trying to address. With aging baby boomers retiring, companies are looking for the next generation of workers. About 53 percent of job openings are "middle skill," requiring less than a four-year degree but more than a high school education. That includes blue-collar jobs like carpenters, plumbers and electricians, but also positions like dental hygienists, paralegals and nurses. Only about 43 percent of the current labor force fits that description.

A growing number of states are turning to apprenticeships like the one Lake took part in as a potential solution to their labor shortages, especially in rural areas where it can be hard to attract new workers. Of course, apprenticeships have existed in certain trades for millennia. But today there's a new interest in strengthening and expanding these kinds of programs. American businesses employed 358,000 apprentices in 2011; last year, that number increased to 505,000. And states are adding apprenticeship programs to a slew of new jobs - not just in manufacturing and construction, but also in nontraditional fields such as banking, cybersecurity, accounting, health care and even some niche jobs. Montana workforce officials, for instance, recently helped a small-town butcher train a replacement so he could retire without closing his business.

Here's how apprenticeships work. Companies register the programs with either the U.S. Department of Labor or a state labor agency. Participants get paid by the employer while they receive training at work and in an educational setting, such as a college classroom or trade school. At the end of the process, the apprentice receives a job and an industry-recognized credential based on passing some kind of assessment. Either the federal government or a state agency oversees apprenticeship programs to make sure they meet national quality standards.

It's a model with broad appeal. "One of the intriguing aspects of apprenticeships is that it is bipartisan," says Michelle Sager, who oversees economic opportunity policy at the National Governors Association. All governors are trying to figure out ways to tap their unemployed and underemployed residents as a source of talent for companies in need of skilled labor. "Regardless of whether it's a Democrat or a Republican," she says, "it's the kind of issue that appeals to them because they're interested in having a strong workforce that have jobs with long-term potential."

But as apprenticeships grow up, they're also at a crossroads. Some people, including President Trump, have advocated expanding the model even further and letting third-party groups, such as industry associations, design the programs. Others worry that will lead to watered-down apprenticeships that don't meet the right standards. Meanwhile, the programs tend to exclude women and people of color, especially in higher-wage positions. And there's the question of funding. Even as the Trump administration has said it wants to expand apprenticeship programs, it has threatened to gut much of the government system that coordinates and oversees those programs.

Montana typifies the kind of growth that registered apprenticeships have seen in many states. The number of apprentices there has increased almost 30 percent over the past five years, thanks to a combination of federal grants and state support. A few years ago, Montana did not have a single apprenticeship in health care. Now it has 15, with 161 people currently training for everything from certified nursing assistants to hospital administrators. One of the ways that Montana Gov. Steve Bullock has promoted apprenticeships is through a business tax credit available this year for the first time. Employers that sponsor an apprentice receive \$750 (or \$1,500 if the apprentice is a military veteran). About a dozen states have some kind of tax incentive for training or hiring apprentices, according to the National Governors Association.

Another way states are trying to promote apprenticeships is through structural changes in their workforce bureaucracies. In Montana, Bullock created a special liaison between the labor department and the state's university system to make sure schools were teaching the skills that employers needed. In Colorado, Gov. John Hickenlooper created a unit for work-based learning that would coordinate between businesses and the federal registered apprenticeships system. In Maryland, Gov. Larry Hogan had the state legislature move oversight of its apprenticeships from the labor and industry division to the workforce division. In the past, the office of apprenticeships had a more passive, regulatory role, tracking registered programs and making sure their paperwork was up to date. In the reshuffle, says Maryland Labor Secretary Kelly Schulz, "we put the office within a cultural setting where the mission of that division is to be able to put people to work."

Maryland has recently adopted some competency-based apprenticeships in addition to its existing time-based apprenticeships. In those new programs, trainees graduate when they can demonstrate that they've learned the requisite skills; their certification is not strictly based on how many hours they log in the classroom or at a job site. That required getting approval from the federal government and a state apprenticeship and training council, a quasi-governmental body with union and business representatives. Now that businesses know that they can onboard apprentices faster, they are more likely to participate. Like Montana, Maryland has seen an increase in total apprenticeships -- up 20 percent in the past three years -- and a diversification in the types of apprenticeship programs being offered. Last fall, the state graduated its first IT apprentice.

To bring its apprenticeship program up to date, Maryland did some reshuffling, says Labor Secretary Kelly Schulz. (David Kidd)

Registered apprenticeships have been around for more than a century in the United States, but they gained new currency under the Obama administration. Then-Labor Secretary Tom Perez described the training as "the other college, but without the debt." Under Perez, the department invested more than \$200 million in grants to help states expand apprenticeships. Congress also encouraged work-based learning through laws governing workforce development and K-12 education.

So far, Trump seems to be equally enthusiastic about apprenticeships, noting at one press conference that the workforce model shares the same name as the reality TV show he once hosted. Last summer, the Trump administration issued an executive order calling for a new task force to advise him on further expanding apprenticeships.

What Trump's spin on apprenticeships will ultimately look like isn't clear, but his early actions suggest some breaks with the last administration. His executive order called for the consideration of new programs developed by third parties, such as industry groups, companies and unions. That could result in the proliferation of

weakened apprenticeships that don't have the same industry-wide portability that the Labor Department has historically tried to ensure with its programs. Labor advocates also worry that the new programs won't pay progressively higher wages and won't adhere to the standard length -- at least a year -- required of most government-registered apprenticeships.

Another concern is funding. Last summer, Trump said he would invest another \$100 million in apprenticeships, but as of February, the money hadn't materialized. The White House recently asked Congress to double funding for apprenticeships to \$200 million -- but it also called for more than \$1 billion in cuts to other workforce and job training programs. (A last-minute addendum appeared to delay the requested cuts because of a congressional deal that raises spending caps.) The Trump administration argues that the current workforce system is bloated and ineffective, noting that the federal government runs more than 31 job training programs out of 14 different agencies. The strategy has its critics. "It makes no sense to say you're going to grow apprenticeships and then cut workforce investment," says Mary Alice McCarthy, a former federal education and labor official who oversees a center on education and skills at the left-leaning think tank New America. "These are very important systems for helping deliver apprenticeships, for helping reach employers, for helping recruit apprentices. You can't grow the apprenticeship system if you don't also grow these other workforce development and economic development systems."

Some organizations are worried that whatever the Trump administration does fund will not emphasize diversity in new apprenticeships. The Labor Department cancelled two contracts last year that sought to promote racial, ethnic and gender diversity. Currently, most apprentices are white and male. The White House budget also called for a 76 percent cut to the Women's Bureau, a division of the Labor Department focused on helping women gain access to better-paying jobs. And it requested the elimination of 131 full-time jobs at a federal contract office that makes sure employers follow civil rights laws.

The bigger question about apprenticeships -- regardless of who is in the White House -- is whether the model can ever become mainstream in the United States. Much of the inspiration for modern American apprenticeships comes from Germany and Switzerland, countries that have already fielded visits from Obama and Trump, as well as a handful of governors including Matt Bevin of Kentucky and Mary Fallin of Oklahoma. In several European countries, apprenticeship models are more firmly ingrained in the education and workforce culture. In Switzerland, for example, most 15-year-olds are in apprenticeships. In Germany, a culture of apprenticeship has existed for hundreds of years, supported financially by strong national trade unions. In the U.S., however, federally registered apprenticeships represent only about 0.3 percent of the overall workforce.

American apprenticeships suffer a sort of identity crisis. Proponents often trip over how to describe them in relation to higher education: Are these part of someone's eventual path to a four-year bachelor's degree, or are they a cost-effective substitute for college? Trump's executive order takes the latter view, characterizing them as a pragmatic replacement for colleges and universities that saddle Americans with crushing student debt and no direct connection to jobs.

It's a fine line for governors to walk. In the United States, "there's a culture of wanting your child to go to a university," says Sager of the National Governors Association. "Part of [governors'] message is that you do have other possibilities, that it doesn't cut you off from a longer-term plan to pursue a degree, but in the short term, you're not only receiving an education, you're also receiving valuable job skills while not accumulating student debt."

What states are trying to do now is involve community colleges in providing the classroom training, so apprentices still receive an academic credential. An apprentice in manufacturing, for example, might also complete the program with an associate's degree in applied engineering. "That's what people want to see more of," says McCarthy of New America. "If apprenticeships are going to succeed in industries outside of the building trades -- if it's going to be a model for training health-care workers or IT workers or workers in advanced engineering fields -- the general feeling is that it needs to be better tied to our higher education system."

The growth of apprenticeships may do more than disrupt the traditional path to a two- or four-year degree; it could be part of a significant change in how workforce agencies approach job placement services. For much of their history, most agencies and their local job centers have taken a "train and pray" approach, says Kermit Kaleba, federal policy director at the National Skills Coalition. Caseworkers at job centers met with a client, tried to identify careers that seemed like a good fit and connected them with training. In theory, the model was supposed to be driven by employer demand, but in practice it often wasn't. It also didn't guarantee a job at the end of a training.

The apprenticeship model calls for a paradigm shift. For decades, public workforce agencies have trained residents, hoping that private-sector employers will then hire them. With apprenticeships, the employers come to government, identify the shortages they have and the skills they need; government then works with schools or training facilities to meet those demands. States can offer job training vouchers to subsidize wages and cover some training expenses, but once companies believe in the value of the model, they often have the ability to cover those costs. With apprenticeships, "an employer is not just an end user," says Kaleba. The relationship between government workforce agencies and companies is "an active collaboration as opposed to a warm handoff."

States are learning that letting employers drive that partnership pays off for the apprentices and their sponsors. "Government has to be on the outer circle," says Galen Hollenbaugh, commissioner of the Montana Department of Labor and Industry. "We are a support entity. We are a facilitator. And that's a very different philosophy than the workforce development philosophy has been for the last 80 years."

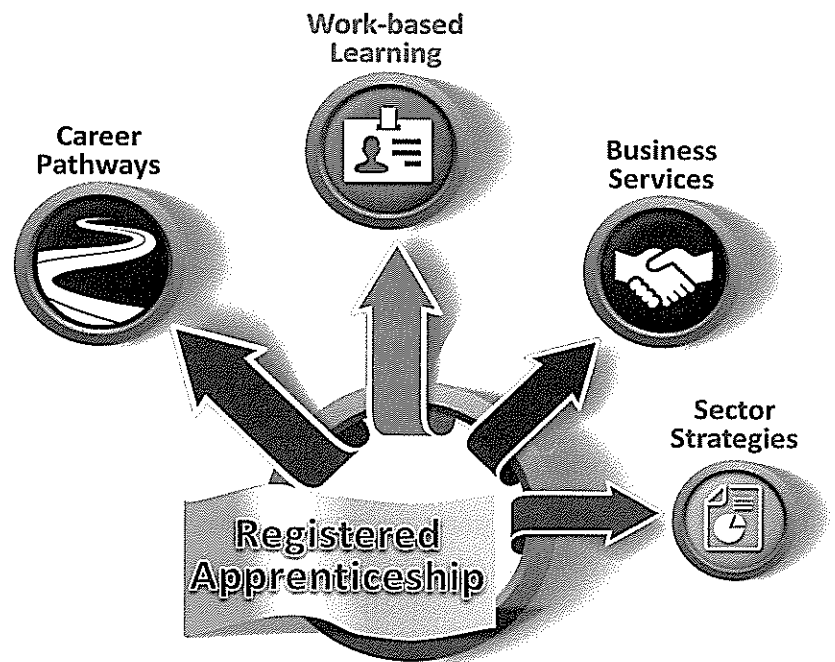
This article was printed from: <http://www.governing.com/topics/mgmt/gov-work-study-student-debt-apprenticeships.html>

The Workforce Innovation and Opportunity Act: *Using Apprenticeship to Build a Workforce for Today's Economy*

The **Workforce Innovation and Opportunity Act (WIOA)** provides a unique opportunity for the public workforce system to transform and improve the quality of life for job seekers and workers. Through Registered Apprenticeship, workers can learn the transformational career skills they need to succeed by partnering with employers looking to develop skilled workers to compete in today's global economy.

Registered Apprenticeship is a proven approach that can help state and local workforce systems meet the needs of both businesses and job seekers, creating a pipeline of skilled workers that can compete in today's economy. In fact, Registered Apprenticeship has proven to be the most effective training process for reinvigorating a company's competitiveness, productivity, and performance.

The basis of apprenticeship is deep industry involvement in worker training and educational programs. Programs can transform and prepare businesses and a regional economy's workforce to meet the changing demands of the 21st century marketplace. Registered Apprenticeship is an effective work-based approach that builds worker skills and establishes pathways to higher levels of employment and wages. WIOA creates career pathways, as well as sector and business strategies to facilitate success.



Why Registered Apprenticeship is a Valuable Strategy for the Workforce System

Registered Apprenticeship is an industry-driven training approach that combines on-the-job learning with job-related classroom instruction. As an “earn and learn” model, apprentices are employed and earn wages from the first day on the job. Registered Apprenticeship is a flexible training strategy that can be customized to meet the needs of any business. There are currently more than 1,000 occupations – including careers in Cybersecurity and IT, Healthcare, Financial Services, Transportation, and Energy – in which apprenticeship is used to meet the needs of businesses and provide transformational skills for workers. Registered Apprenticeship also leads to higher workplace performance, reduced worker turnover, and worker credential attainment.

WIOA Promotes Success through Registered Apprenticeship

Many state, regional, and local workforce systems around the country have used Registered Apprenticeships when working with employers, adults, dislocated workers, and youth in their area. WIOA provides even more opportunities to fully align and integrate apprenticeship programs into the public workforce system.

WIOA includes several features that strengthen Registered Apprenticeship as a tool, a training program, and as a partner in the workforce system.

- ★ **WIOA requires an apprenticeship representative to sit on state and local workforce boards**
WIOA requires inclusion of a member of the apprenticeship system on state and local workforce boards. Specifically, WIOA requires that boards include a representative of a joint labor-management apprenticeship program or, if none exists, a representative of an apprenticeship program. An apprenticeship representative may already be engaged on boards in some states and local areas. For others, the State Apprenticeship Agencies and the state offices of the U.S. Department of Labor's Office of Apprenticeship can assist you with identifying these representatives.
- ★ **WIOA makes more funds available for Registered Apprenticeship Programs**
All Registered Apprenticeship programs, by virtue of their registration, can be on a state's Eligible Training Provider List and thereby eligible to receive federal workforce funding as pre-approved providers of classroom training. This is one of the most important changes in WIOA, as it expands opportunities for job seekers and for the workforce system to use WIOA funds for related instruction and other apprenticeship costs.
- ★ **WIOA promotes work-based learning to meet employer needs for skilled workers**
WIOA promotes greater use of work-based learning and a stronger emphasis on business services. WIOA provides for increased reimbursement rates for employers for on-the-job training (OJT). OJT can be used to support apprenticeship programs, and this change promotes the greater use of registered apprenticeship as a strategy to address the needs of both employers and job seekers.
- ★ **WIOA supports registered apprenticeship as a workforce strategy for youth**
WIOA lists pre-apprenticeship activities and work-based learning among the youth program elements. WIOA also recognizes registered apprenticeship as a career pathway for Job Corps students, and supports coordination of the Youth Build program with pre-apprenticeship and registered apprenticeship programs.
- ★ **WIOA facilitates alignment of registered apprenticeship with the needs of the business community**
The increased emphasis on work-based learning and business engagement in WIOA provides an exciting opportunity for the workforce system to integrate registered apprenticeship into its business services. Since employers are at the center of the model, apprenticeship automatically brings industry to the table. Therefore, registered apprenticeship aligns perfectly with sector strategies, industry partnerships, and other investments in meeting the needs of the business community.

To learn more about registered apprenticeship and its value to the public workforce system, please visit the Apprenticeship Toolkit at www.dol.gov/apprenticeship/toolkit.htm

MECHATRONICS PATHWAY

Electro-Mechanical Technician

Description

Operate, test, maintain, or calibrate unmanned, automated, servo-mechanical, or electro-mechanical equipment. May operate unmanned submarines, aircraft, or other equipment at worksites, such as oil rigs, deep ocean exploration, or hazardous waste removal. May assist engineers in testing and designing robotics equipment.

- ◆ Growth Rate: 6.9% over the next four years
- ◆ 26% of the Electro-Mechanical Technicians are over the age of 55 and will probably retire soon. When older workers retire, there will be increasing demand for new workers.

Typical education level

- ◆ Associate's degree

Related Degrees

- ◆ Intro to Energy Production, Certificate
- ◆ Electrical Systems Technology, Degree
- ◆ Mechatronics Engineering Technology, Degree
- ◆ Electrical Systems Technology, Diploma
- ◆ Facilities Maintenance, Certificate
- ◆ Applied Electrical Technology AHR Controls, Certificate
- ◆ Applied Electrical Technology Electrical Design, Certificate
- ◆ Mechanical Engineering Technology, Degree

Similar Careers

Manufacturing Production Technician

Median Wage: \$29.31/hour or \$61k/year

Nanotechnology Engineering Technician

Median Wage: \$29.31/hour or \$61k/year

Photonics Technician

Median Wage: \$29.31/hour or \$61k/year

Computer-Controlled Machine Tool Operator

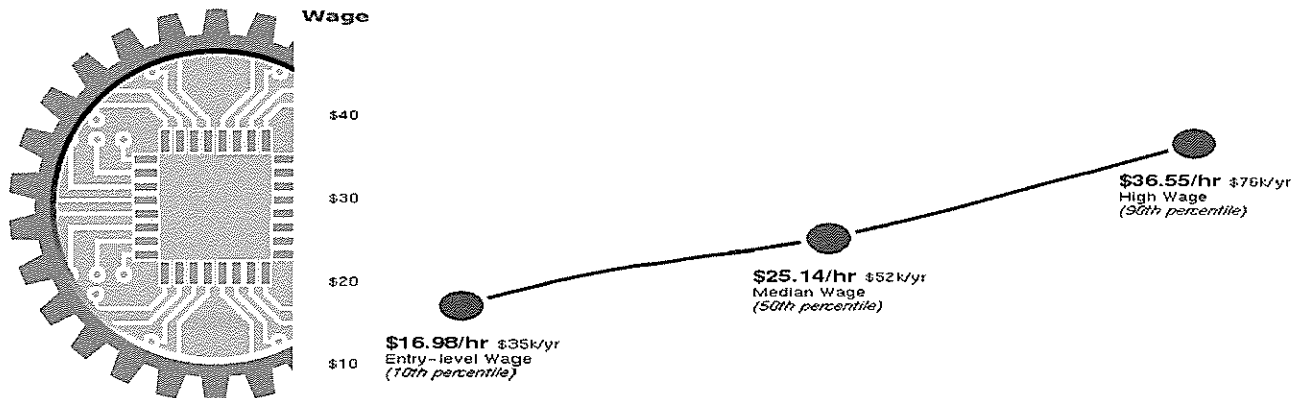
Median Wage: \$16.76/hour or \$35k/year

Electric Motor, Power Tool, and Related Repairer

Median Wage: \$17.97/hour or \$37k/year

Machinist

Median Wage: \$19.46/hour or \$40k/year



MECHATRONICS PATHWAY

Mechatronics combines the operations, skills and tools of mechanical engineering with those of electrical and computer engineering. Mechatronics is essential to keep industrial or production facility operation & control systems running. Mechatronics systems can be found in all aspects of modern life, from ATMs to medical devices to gas pumps, and cooling systems. Robots are parts of Mechatronics, as are micro devices, automotive sensors and flight control systems. There are lots of job opportunities available in this Region! Please see below for list of Degree, Diploma and Certificate programs offered at the Community College near you.



- Computer-integrated Machining (Degree)
- Computer-integrated Machining (Diploma)
- Computer-integrated Machining (Certificates)**
- Electrical Engineering Technology (Degree)
- Electrical/Electronics Technology (Degrees)**
- Electrical/Electronics Technology (Diplomas)**
- Electrical/Electronics Technology (Certificates)**
- Applied Electrical Technology (Certificates)**
- Facilities Maintenance (Certificate)
- Solar PV/wind Installer (Certificate)
- Electronics Engineering Technology (Degree)
- Mechanical Engineering Technology (Degree)
- Mechanical Engineering Technology (Certificate)
- Mechatronics Engineering Technology (Degree)
- Mechatronics Engineering Technology (Certificates)**

For complete list of all awards offered please visit <http://www.cccc.edu/programs/>



- Analog Electronics (Certificate)
- CAD Drafting (Certificate)
- Electronics Engineering Technology (Degree)
- Electrical Maintenance (Certificate)
- Electrical Systems Technology (Degree)
- Electrical Systems Technology (Diploma)
- Electrical Systems Technology (Certificate)
- Embedded Microprocessor Design (Certificate)
- Manufacturing (Certificate)
- Mechanical Engineering Technology (Degree)
- Mechanical Fabrication (Certificate)
- Machining Certificate (Certificate)
- Mechatronics Engineering Technology (Degree)
- Robotics (Diploma)
- Robotics (Certificate)

For complete list of all awards offered please visit <https://mitchellcc.edu/engineering-and-construction-technology>



- Computer-Integrated Machining (Degree)
- Computer-Integrated Machining (Diploma)
- Computer-Integrated Machining (Certificates)**
- Electrical Systems Technology (Degree)
- Electrical Systems Technology (Diploma)
- Electrical Systems Technology - (Certificates)**
- Electronics Engineering Technology (Degree)
- Electronics Engineering Technology (Diploma)
- Electronics Engineering Technology (Certificate)
- Industrial Systems Technology (Degree)
- Industrial Systems Technology (Diploma)
- Industrial Systems Technology (Certificates)**
- Mechanical Engineering Technology (Degree)
- Mechanical Engineering Technology (Diploma)
- Manufacturing Technology (Degree)
- Mechatronics Engineering Technology (Degree)
- Mechatronics Engineering Technology (Certificate)

For complete list of all awards offered please visit <http://www.gaston.edu/engineering-industrial-technologies/>



- Electronics Engineering Technology (Degree)
- Electronics Engineering Technology - Mechatronics (Certificate)
- Electronics Engineering Technology - CCP
- Computer-Integrated Machining (Degree)
- Computer-Integrated Machining (Diploma)
- Computer-Integrated Machining (Certificates)**
- Computer-Integrated Machining - CCP

For complete list of all awards offered please visit <https://www.stanly.edu/advanced-manufacturing-and-industrial-technology>



- Electrical Systems Technology (Degree)
- Electrical Systems Technology, Hydro-Mechanical (Degree)
- Electrical Systems Technology (Diploma)
- Electrical Systems Technology (Certificates)**
- Industrial Systems Technology (Degree)
- Industrial Systems Technology, Machining (Degree)
- Industrial Systems Technology (Certificates)**
- Mechanical Engineering Technology (Degree)
- Mechanical Engineering Technology Certificate
- Mechatronics Engineering (Degree)

For complete list of all awards offered please visit <http://www.sppcc.edu/programs-and-courses/>



- Computer-Integrated Machining (Degree)
- Computer-Integrated Machining (Diploma)
- Computer-Integrated Machining (Certificates)**
- Electronics Engineering Technology (Degree)
- Electronics Engineering Technology (Diploma)
- Electronics Engineering Technology (Certificates)**
- Industrial Engineering Technology (Degree)
- Industrial Engineering Technology (Diploma)
- Industrial Engineering Technology (Certificates)**
- Mechanical Drafting Technology (Certificate)
- Mechanical Engineering Technology (Degree)
- Mechanical Engineering Technology (Diploma)
- Mechatronics (Certificate)

For complete list of all awards offered please visit <https://www.rcoc.edu/beps/advanced-manufacturing-engineering/>

**More than one specialized options available.

NURSING PATHWAY

Registered Nurse (RN)

What They Do

Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required.

Typical Tasks:

- Monitor, record, and report symptoms or changes in patients' conditions.
- Maintain accurate, detailed reports and records.
- Record patients' medical information and vital signs.
- Order, interpret, and evaluate diagnostic tests to identify and assess patient's condition.
- Inform physician of patient's condition during anesthesia.
- Modify patient treatment plans as indicated by patients' responses and conditions.
- Administer local, inhalation, intravenous, or other anesthetics.
- Direct or supervise less-skilled nursing or healthcare personnel or supervise a particular unit.
- Consult and coordinate with healthcare team members to assess, plan, implement, or evaluate patient care plans.
- Monitor all aspects of patient care, including diet and physical activity.

Growth Rate: This career has grown by 3% over the last 2 years, and is expected to grow by 8% over the next 10 years. Currently 29,523 Registered Nurses are employed in the region. There are 7,257 Registered Nurses who are age 55 and older. They will likely retire within the next 10 years, creating a demand for new workers.

Typical Education Level

Associate's degree

Related Degrees

Associate Degree in Nursing (ADN)
Bachelor of Science in Nursing (BSN)

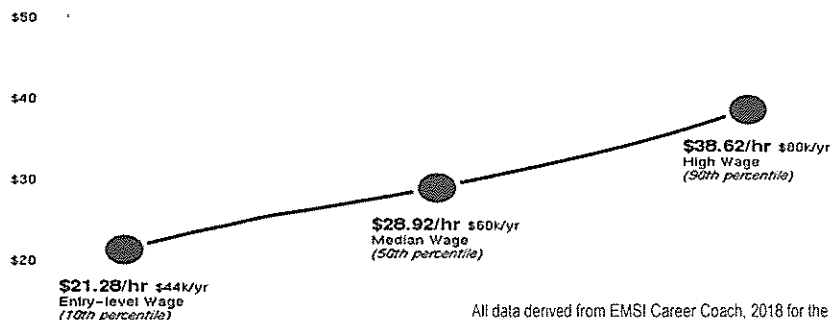
Similar Careers

Critical Care Nurse (\$60k/yr)
Licensed Practical (LPN) and Licensed Vocational Nurse (\$42k/yr)
Physical Therapist (\$83k/yr)
Acute Care Nurse (\$60k/yr)
Athletic Trainer (\$41k/yr)
Midwife (\$60k/yr)
Nurse Midwife (\$102k/yr)

How well does it pay?

Normal pay for Registered Nurses is \$60,148 per year. That is about \$5,012 per month, or \$28.92 per hour. New workers generally start around \$44,265, while highly experienced workers can earn as much as \$80,328.

Wage



All data derived from EMSI Career Coach, 2018 for the Charlotte & surrounding areas within 50 miles radius

NURSING PATHWAY

Please see below for list of Nursing and Health Care related training programs offered at community colleges & universities near you

CENTRAL PIEDMONT COMMUNITY COLLEGE

<http://www.cccc.edu/programs/>

Associate Degree in Nursing [ADN]
Cardiovascular Technology [Degree]
Emergency Medical Science [Degree]
Health Information Technology [Degree]
Medical Assisting [Diploma]
Medical Assisting [Degree]
Medical Laboratory Technology [Degree]
Medical Office Administration [Degree]
Nurse Aide [Certificate]
Occupational Therapy Assistant [Degree]
Pharmacy Technology [Diploma]
Pharmacy Technology [Degree]
Phlebotomy [Certificate]
Physical Therapist Assistant [Degree]
Respiratory Therapy [Degree]
Surgical Technology [Degree]

MITCHELL COMMUNITY COLLEGE

<https://mitchellcc.edu/health-sciences>

Associate Degree in Nursing [ADN]
Dietetic Technician [Degree]
Health Information Technology [Degree]
Medical Assisting [Degree]
Medical Assisting [Diploma]
Medical Laboratory Technology [Degree]
Nurse Aide [Certificate]
Pharmacy Technician [Certificate]
Phlebotomy [Certificate]

PFEIFFER UNIVERSITY

<http://www.pfeiffer.edu/>

Bachelor of Science in Nursing Degree [BSN]
Master of Health Administration Degree [MHA]
Medical Practice Management [Certificate]
Master of Science in Physician Assistant [MS-PAS]

NORTHEASTERN UNIVERSITY / Charlotte

<https://www.northeastern.edu/charlotte/>

Accelerated Bachelor of Science in Nursing Degree [BSN]
Master of Science in Health Informatics [Degree]
Doctor of Nursing Practice [DNP]

GASTON COLLEGE

<http://www.gaston.edu/health-human-services/>

Associate Degree in Nursing [ADN]
- RIBN program option
- RN to BSN Pathway option
Dietetic Technician [Degree]
Emergency Medical Science - Paramedic [Degree]
Emergency Medical Science [Certificate]
Medical Assisting [Degree]
Nurse Aide [Certificate]
Phlebotomy [Certificate]
Practical Nursing [Diploma]
- LPN to RN option [Degree]
Therapeutic and Diagnostic Services - Nurse Aide [Diploma]

STANLY COMMUNITY COLLEGE

<https://www.stanly.edu/future-students/academicsprograms>

Associate Degree in Nursing [ADN]
LPN to RN option [Degree]
Emergency Medical Science [Degree]
Medical Assisting [Degree]
Medical Assisting [Diploma]
Medical Assisting [Certificate]
Medical Laboratory Technology [Degree]
Nurse Aide [Certificate]
Pharmacy Technology [Degree]
Pharmacy Technology [Diploma]
Phlebotomy [Certificate]
Radiography [Degree]
Respiratory Therapy [Degree]

UNC CHARLOTTE

<https://nursing.uncc.edu/>

Bachelor of Science in Nursing Degree [BSN]
Master of Science in Nursing Degree [MSN]
Graduate/Post-Master's Certificates
Doctor of Nursing Practice [DNP]
Health Sciences Research [PHD]

SOUTH PIEDMONT COMMUNITY COLLEGE

<http://sccc.edu/programs-and-courses/health-programs/>

Associate Degree in Nursing [ADN]
Medical Assisting [Certificate]
Medical Sonography [Degree]
EMT Basic [Certificate]
EMT Paramedic [Certificate]
Nurse Aide [Certificate]
Pharmacy Technician [Certificate]
Phlebotomy [Certificate]
Practical Nursing [Diploma]

ROWAN CABARRUS COMMUNITY COLLEGE

<https://www.rccc.edu/healtheducation/healthcare/>

Associate Degree in Nursing [ADN]
EMT Basic [Certificate]
Emergency Medical Science [Degree]
Medical Coding [Certificate]
Medical Office Administration [Diploma]
Medical Office Administration [Degree]
Nurse Aide [Certificate]
Occupational Therapy Assistant [Degree]
Pharmacy Technician [Certificate]
Phlebotomy [Certificate]
Physical Therapist Assistant [Degree]
Radiography [Degree]

CABARRUS COLLEGE OF HEALTH SCIENCES

<https://www.carolinashealthcare.org/education/cabarrus-college-of-health-sciences>

CAROLINAS COLLEGE OF HEALTH SCIENCES

<https://www.carolinashealthcare.org/education/Carolinas-College-of-Health-Sciences>

CATAWBA COLLEGE

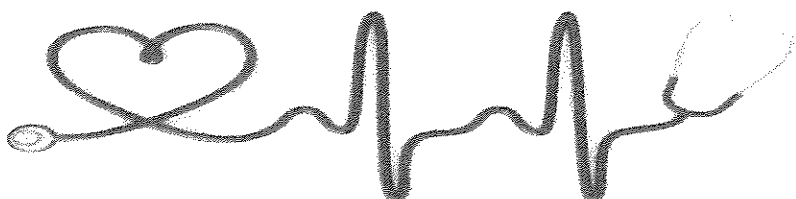
<http://catawba.edu/academics/schools/arts-sciences/nursing/>

QUEENS UNIVERSITY

<http://www.queens.edu/academics/schools-colleges/presbyterian-school-of-nursing/nim/>

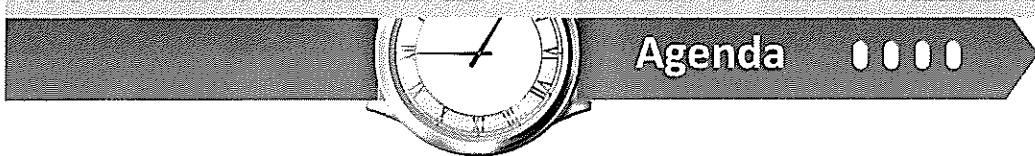
WINGATE UNIVERSITY

<https://www.wingate.edu/majors-programs/nursing/nursing-major/>



North Carolina Strategic Board Training

Kernersville, NC | March 8, 2018



<i>9:30 am</i>	<i>Registration</i>
10:00 am	Welcome and Focus of the Day
10:15 am	Introductions
10:30 am	Roles and Responsibilities of Boards and Board Members
<i>11:15 am</i>	<i>Break</i>
11:30 am	Strategic vs. Tactical Boards
<i>12:15 pm</i>	<i>Working Lunch</i>
1:00 pm	Development of High Impact Boards
2:00 pm	LMI Issues and Trends
<i>2:45 pm</i>	<i>Break</i>
3:00 pm	System Building and Accountability
3:45 pm	Wrap-Up and Next Steps
<i>4:00 pm</i>	<i>Adjourn</i>



What is a Strategic Board?

◆ The Workforce Innovation and Opportunity Act (WIOA) highlights three critical hallmarks of excellence:

- ❖ The needs of business and workers drive workforce solutions;
- ❖ One-Stop Centers (or American Job Centers) provide excellent customer service to jobseekers and employers and focus on continuous improvement; and
- ❖ The workforce system supports strong regional economies and plays an active role in community and workforce development.”

◆ The Role of Workforce Boards:

Workforce Boards have sometimes operated primarily in a tactical role, fulfilling the requirements delineated in law. However, Boards have the opportunity to ensure more strategic action by serving as true system leaders that facilitate focused partnerships among previously siloed programs, and ensure industry-defined connections between sector strategies and career pathways that meet needs that are truly data-driven and locally determined. It is important that this role is understood by board members, elected officials, and other stakeholders. Under WIOA, the U.S. Department of Labor indicates:

The vision and purpose of local workforce boards is to serve as strategic leaders and conveners of local workforce development system stakeholders. As strategic leaders, state and local workforce boards, in partnership with governors and chief elected officials:

- ❖ *Facilitate public-private partnerships;*
- ❖ *Support sector strategies and career pathways that advance opportunities for all workers and job seekers, including low-skilled adults, youth, and individuals with disabilities; and*
- ❖ *Foster innovation; develop a vision of a market-responsive workforce system and monitor and evaluate the performance of the system, using board-established measures.”*



Tactical vs. Strategic Boards

Derived from information from Business Administration literature, Public Administration literature, and existing WIOA tools, we seek to identify categories to help drive discussions for Boards around their expanding roles.

Tactical	Strategic	What this Means within a WIOA Context	Promising Practice Examples
Asks How?	Asks Why and What?	Not just interested in how individual programs may serve customers, but focuses on the bigger picture of modernizing the workforce system and ensuring it operates as a comprehensive, integrated and streamlined system for all workers and businesses	New Jersey planned and developed a document which outlines a strategic approach to talent development, entitled "Pathways and Partnerships: New Jersey's Blueprint for Talent Development," including key policy frameworks, as well as a statewide Vision and Mission Statement for Workforce.
Reviews Real Time Analytics	Connects Activities to Vision, Mission, and projected future need	Goes beyond simply looking at workforce and occupational data, but uses data to set future goals, create strategic plans, performance improvements, and ensure system excellence	Colorado has developed a Job Skills Report, which the Colorado Workforce Development Council has been able to use to identify gaps in occupational education related to high demand jobs in key industries, and anticipate workforce need. This information was integrated into their Talent Pipeline Report, presented to the Colorado State Legislature, which lays out key strategies for the workforce system.



Tactical	Strategic	What this Means within a WIOA Context	Promising Practice Examples
Focuses on current conditions	Focuses on emerging economic trends and labor market patterns	Understands and allocates resources to respond to <i>current</i> workforce skill needs while planning for projected <i>future</i> industry needs. Has strong industry sector partnerships in place informing board decisions	Anne Arundel Workforce Development Corporation has developed particularly effective sector partnerships focusing on future trends. One example is their approach to the Cyber Security Industry, with a program entitled: CyberWorks: The Cybersecurity/IT Industry Consortium . The industry is currently facing a future gap of 50,000 workers. CyberWorks provides candidates with real life hands on experience provided by group members, including employers. The program is extremely successful and helping to address the major labor challenges in cybersecurity.
Manages processes	Guides system development by defining goals and supporting transformational partnerships	Moves away from managing day to day processes and more toward capacity building, emphasizing lasting connections between core programs and relationships with industry	Kentucky's Workforce Innovation Board has redefined their membership, and redesigned their committees, with an eye toward the integration of workforce, education, and economic development efforts, while expanding the integration of a business and industry voice in planning their initiatives.



Tactical	Strategic	What this Means within a WIOA Context	Promising Practice Examples
Determines “success” by reviewing outcomes relative to short-term performance measures	Evaluates system performance using board-defined measures and targets that are reflective of local and regionally-defined needs	Emphasizes regional planning and alignment with economic development strategy, creation of career pathways, and development of work-based learning for the long-term success of the workforce.	The Arapahoe Douglas Workforce Development Board’s 2015-2017 Work Plan White Paper lays out a SWOT analysis, with strategies and recommendations for addressing regional challenges, including: sector partnerships; partnering with TANF, Adult Basic Education, and Voc. Rehabilitation; as well as youth training and a “badging” system.



Sources

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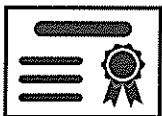


NCWorks System Essential to Governor's New **NC Job Ready Initiative**

Governor Cooper says that he wants North Carolinians to be “better educated, healthier, and have more money in their pockets so that they can live more abundant, purposeful lives.”



NC Job Ready has three core components:



SKILLS AND EDUCATION ATTAINMENT
for the jobs of today and tomorrow



EMPLOYER LEADERSHIP
to remain relevant to evolving industry needs



LOCAL INNOVATION
to take great ideas statewide

Ready. Set. Engage.



OUR STRATEGIC DIRECTION

Vision: North Carolina workforce boards are best-in-class with the most competitive workforce in the nation.

Mission: NCAWDB enhances and supports the work of the local Workforce Development Boards through strategic advocacy, partnership convening, and capacity building enabling businesses to prosper economically and remain competitive by providing a highly qualified, motivated workforce.

Goals: To accomplish the Mission, NCAWDB will help coordinate with local workforce boards to:

- Increase public awareness and recognition of the Workforce Development Boards and their role as convener, facilitator, workforce broker, community voice, and capacity builder.
- Provide members with access to real-time information, solutions, and best practices through networking and a variety of communications platforms in order for boards to be successful.
- Foster and maintain active, engaged, and well-informed participation by board members.

Strategies: Each goal is in turn supported by a series of strategies. While goals address the “what” is to be achieved, strategies begin to answer the question of “how” it will happen. Later, more tactical action steps will further detail specific tasks required for each strategy’s implementation. Strategies and success indicators for each goal are listed on back.

Goal 1 Increase public awareness and recognition of the Workforce Development Boards and their role as convener, facilitator, workforce broker, community voice, and capacity builder.

Strategies	Success Indicators
<ul style="list-style-type: none"> • Partner with allied associations and agencies. • Create communication tools that can be customized for each local board and included on the web site to encourage boards to create a local Speakers Bureau. • Tell the “story.” Boards will share business and job seeker success stories. • Promote workforce education and training programs for board members. • Inform workforce board members about labor market issues and trends in their region and in key sectors, and use this intelligence to engage community partners in solving workforce issues. 	<ul style="list-style-type: none"> • By June 2018, workforce boards across North Carolina achieve a 20% increase in the number of businesses that access board services. • Each board meets with its state legislators at least once a year. • NCAWDB viewed as a thought leader in the realm of workforce development.

Goal 2 Provide members with access to real time information, solutions, and best practices through networking and a variety of communications platforms in order for boards to be successful.

Strategies	Success Indicators
<ul style="list-style-type: none"> • Develop dashboard reports of performances of boards across the state. • Utilize web site for communications and additional resources to support the work of boards. • Seek out and promote best and promising practices within and beyond the boundaries of NCAWDB membership. 	<ul style="list-style-type: none"> • All boards meet their performance measures annually. • By June 2018, all workforce boards contribute to and use dashboard data. • By June 2018, an increase of 30% traffic on the NCAWDB web site.

Goal 3 Foster and maintain active, engaged, and well-informed participation by board members.

Strategies	Success Indicators
<ul style="list-style-type: none"> • Cultivate knowledge for board members. • Host forums for members to share and learn. • Create social media campaign in which all boards actively participate. • Identify business champions from each local board to have their voice heard by local, state and national elected officials. 	<ul style="list-style-type: none"> • By June 2018, attendance of board members at NCAWDB meetings and events increases by 90%. • By June 2017, business champions are identified at each local board.



The Competitive Force in our Global Economy

Centralina WDB - Committee & Focus Team Assignments 2017-2018

Executive Committee

- Panico Peres – Chair
- Kristina Forbes – Vice-Chair
- Gisella Busse – former Chair
- Focus Team Chairs (as requested by Executive Committee)
- Staff – David Hollars

NEXTGEN Council

- Peter Xiong - Chair
- Brenda Speece
- Lewis Goldsmith
- Danny Poplin
- Other appointed non-WDB members from each county
- Staff – Solomon McAuley

Measurement Focus Team

- Suzanne Hearn – Chair
- Lula Jackson
- Dr. Carol Spalding
- Brandon Douglas
- Tony Simpson
- Mike Smith
- WDB Staff – Sherika Rich



The Competitive Force in our Global Economy

Centralina WDB - Committee & Focus Team Assignments 2017-2018

Marketing/Communication Focus Team

- **Mike Beaver – Chair**
- **Milton Chicas**
- **Kristina Forbes**
- **Carl Larson**
- **Tracie Brunt Hampton**
- **Gisella Busse**
- **Caroline Goins**
- **Staff – Narissa Knight / New Communications Coordinator**

Skills Gap Focus Team

- **Mary Walls – Chair**
- **Fernando Little**
- **Corey Hill**
- **Monica Johnson**
- **John Challis**
- **Jack Sharrett**
- **WDB Staff – Mark Seifel**