



# Workforce 2010

# Preconference Session

April 27, 2010

# Today's Agenda

- |              |  |
|--------------|--|
| 1:00 to 1:30 | Introductions                                    |
| 1:30 to 2:15 | Advocates Mission, Vision, Strategies, and Goals |
| 2:15 to 2:30 | Break  |
| 2:30 to 3:30 | Gap, Middle-Skills, Alignment Model and Process  |
| 3:30 to 4:45 | Lumina “Big Goal” and Certificate Alignment      |
| 4:45 to 5:00 | Wrap Up and Feedback                             |

# Session One

# Introductions

## 1:00 to 1:30

## Introduction – Bill Guest

- Engineer, 12 years with GM and Delco Electronics
- General Manager, engineering and design shop
- VP Sales, electronics company
- VP and General Manager, Leica ATS in Switzerland
- General Manager, Bergstrom Off-Highway Group
- Consulting, Dressta Construction Equipment
- Teaching Operations Management, Shanghai, China
- Exec. VP and CEO, Miquet Electronics (acquisitions in GR)
- Independent Consultant – Komatsu Poland JV Assignment
- President and CEO, Metrics Reporting, Inc.
- Innovation Champion – WIRED West Michigan – NCRC
- Chairman – Michigan NCRC Advocates

# Introductions – Around the Room

- Name
- State
- Role
- What do you hope to “take away” from today’s session?

# Why the National CRC Advocates?

- Collectively the certificate movement is important to our nation
- We can accelerate our peer-to-peer learning
- Models and frameworks are naturally part of any movement
- We should find our common models and frameworks
- We can encourage each other to **think big**
- We can be more visible on the national level
- We can help other regions and states to get started
- Help each other take our programs to the “next level”

# Session Two

# Mission, Vision, Strategies, and Goals

1:30 to 2:15

# Handouts

## National CRC Advocates Mission, Vision, Strategies and Goals

March 30, 2010

**Advocates Mission Statement** – The National CRC Advocates are dedicated to improving employer talent systems, and those public talent systems that serve employers, through the use of the National Career Readiness Certificate and related competency-based credentials and skill assessments.

**Advocates Vision** – Our vision is that by 2020, a majority of states have implemented comprehensive state-wide strategies to align public and private talent development systems around the NCRC and related industry-recognized competency-based credentials (certificates) and assessments focused on employment readiness. The realization of this vision will be evidenced by progress on our three primary goals of: growing demand via employer commitments, building workplace skills, and growing the talent supply – individuals with certificates.

**Advocates Values and Beliefs** – The Advocates are driven by the following seven key values and beliefs:

- **Close the skills gap.** Prosperity in America depends on improving the skill levels of the American workforce at every level of the talent supply chain. We must close the “skills gap” between current levels and those required for a competitive economy.
- **Industry-defined.** Employers need to take the lead in defining the key competencies required for foundational; industry-wide; and occupation-specific skills within each industry sector.
- **Competency-based.** Skill credentials and assessments need to be based on the competencies empirically documented as necessary to be successful at work.
- **Employer-driven.** Employers, through collaboration with talent suppliers, need to build “world class” talent supply chains, similar to the way they have worked to build world class product and service supply chains. They must build a new business practice of “talent supply chain management.”
- **Place-based.** Within the vision of statewide implementation and alignment, we recognize that individual labor market transactions take place at the level of a labor market (aka “labor shed”), and employer solutions need to be designed and implemented at the scale of regional labor markets, and customized to the needs of each sector within a labor market.
- **Alignment.** Skill standards need to be integrated and aligned across all levels of talent systems, from K-12, through higher education and adult workforce development. This requires an integrated and comprehensive strategy at the state level, across all stakeholders, including: economic development; adult learning; secondary schools; post-secondary institutions; human services; corrections; and workforce development.
- **Inclusive.** We embrace all CRC programs as valued partners and all CRC program leaders and staff as valued colleagues. While we look to ACT to provide leadership and product guidance, we value and support all WorkKeys-based certificate programs.

**Advocates “Big Goal”** – We will align with and support the Lumina “Big Goal” to increase the proportion of Americans with high-quality degrees and credentials to 60 percent by the year 2025. We envision the National Career Readiness Certificate and related competency-based credentials as critical elements to support the nation’s achievement of that goal by accelerating the re-entry of adults into postsecondary education.

**Advocates Strategies and Metrics** – The Advocates have five key strategies that will lead to the accomplishment of the mission and the vision.

### 1. Employer Engagement – Grow Demand for Certificates

Employers must aggregate their voices around competency-based credentials to drive improvements in their talent supply chains. We will monitor and report two measures:

- **Employer Letters of Commitment** – Letters will be collected and viewable on the website by state and county.
- **Employer Experiences** – Case studies, job postings, and news clips will be collected and viewable on the website by state and county.

### 2. Skill Building – Grow Workplace Relevant Skills via Focused Learning

Educators must lead the rebuilding and improvement of our adult learning infrastructure so that we address the skills gap – the shortage of individuals with essential workplace relevant skills. We will monitor and report two measures:

- **Learning Activity** – We will monitor and report activity in learning experiences that have been shown to be effective in building essential skills.
- **Learning Results** – We will collect learning results (improvements in certificate levels) and report them on the website.

### 3. Skill Certification – Grow the Talent Supply

Competency-based certificates are a measure of talent. The total number of certificates reported will be based on two sub-measures:

- **Registered Certificates** – We will monitor and report registered certificates based on data reported on ACT’s website.
- **Non-registered Certificates** – We will monitor and report non-registered certificates from official CRC program websites. The certificate data must be publicly available with some level of transparency to be included.

### 4. Advocacy – Citizens Collective Action to Drive System Change

Concerned citizens must aggregate their voices around workplace relevant skills to drive improvements in their regional talent supply chains. We must come together, learn from each other, and support each other so that we maximize the results of our collective efforts. We will monitor and report two measures:

- **Advocates** – Individual advocates can “sign up” on the website. Public contacts are viewable on the website by state and county.
- **Website Activity** – We will monitor and report website activity as an indicator of peer to peer learning that is occurring as a result of the Advocates.

### 5. Support – Assist States and Regions to Design and Lead Change

The Advocates will provide educational opportunities and offer technical assistance to states and regions that want to actively participate in the national certificate movement. The Advocates will engage in three kinds of activities:

- **Develop a Leadership Sense of Urgency** – Activities designed to build a base of support for integrated employment-readiness systems. We can help states and regions create local chapters of the Advocates.
- **Help States Develop Transformation Strategies** – Activities to help states design, develop and launch comprehensive strategies to integrate the NCRC and related employment-readiness credentials and assessments into their talent systems. We can help states and regions by facilitating Career Readiness Planning Institutes.
- **Support State Implementation** – Strategies to organize effective employer demand and link states to systems and program innovations that help them operationalize their state strategies. We can help states and regions organize effective employer councils and workforce development joint working groups in partnership with business and industry councils.

There are not publicly reported measures specific to these support activities. Ultimately, they are designed to help states and regions to improve their performance on the first three strategies.

Working together – we have a national movement. We can aggregate our voices to accelerate our work.

Direct questions to: Bill Guest, Executive Director, National CRC Advocates  
616.340.0828 cell phone, [bill.guest@nrcradvocates.org](mailto:bill.guest@nrcradvocates.org)

[www.NationalCRCadvocates.org](http://www.NationalCRCadvocates.org)

# Mission

The National CRC Advocates are dedicated to improving employer talent systems, and those public talent systems that serve employers, through the use of the National Career Readiness Certificate and related competency-based credentials and skill assessments.

# Vision

Our vision is that by 2020, a majority of states have implemented comprehensive state-wide strategies to align public and private talent development systems around the NCRC and related industry-recognized competency-based credentials (certificates) and assessments focused on employment readiness. The realization of this vision will be evidenced by progress on our three primary goals of: growing demand via employer commitments, building workplace skills, and growing the talent supply by individuals earning certificates.

# Values & Beliefs

**Close the skills gap.** Prosperity in America depends on improving the skill levels of the American workforce at every level of the talent supply chain. We must close the “skills gap” between current levels and those required for a competitive economy.

**Industry-defined.** Employers need to take the lead in defining the key competencies required for foundational; industry-wide; and occupation-specific skills within each industry sector.

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# Big Goal

We will align with and support the Lumina “Big Goal” to increase the proportion of Americans with high-quality degrees and credentials to 60 percent by the year 2025. We envision the National Career Readiness Certificate and related competency-based credentials as critical elements to support the nation’s achievement of that goal by accelerating the re-entry of adults into postsecondary education.

# Strategies

1. Employer Engagement
2. Skills Building
3. Skill Certification
4. Advocacy
5. Support

# Strategies & Metrics

## 1. Employer Engagement – Grow Demand for Certificates

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Help States Develop Transformation Strategies – Institutes.

Support State Implementation – Employer councils.

## Session Two – Workshop Time

As a team, discuss the Advocates Goals:

- What is OK?
- What is missing?

Report Out

- Each team share a few key thoughts

Note: Refer to the Mission, Vision, Strategies & Goals handout:

# Break

## 2:15 to 2:30

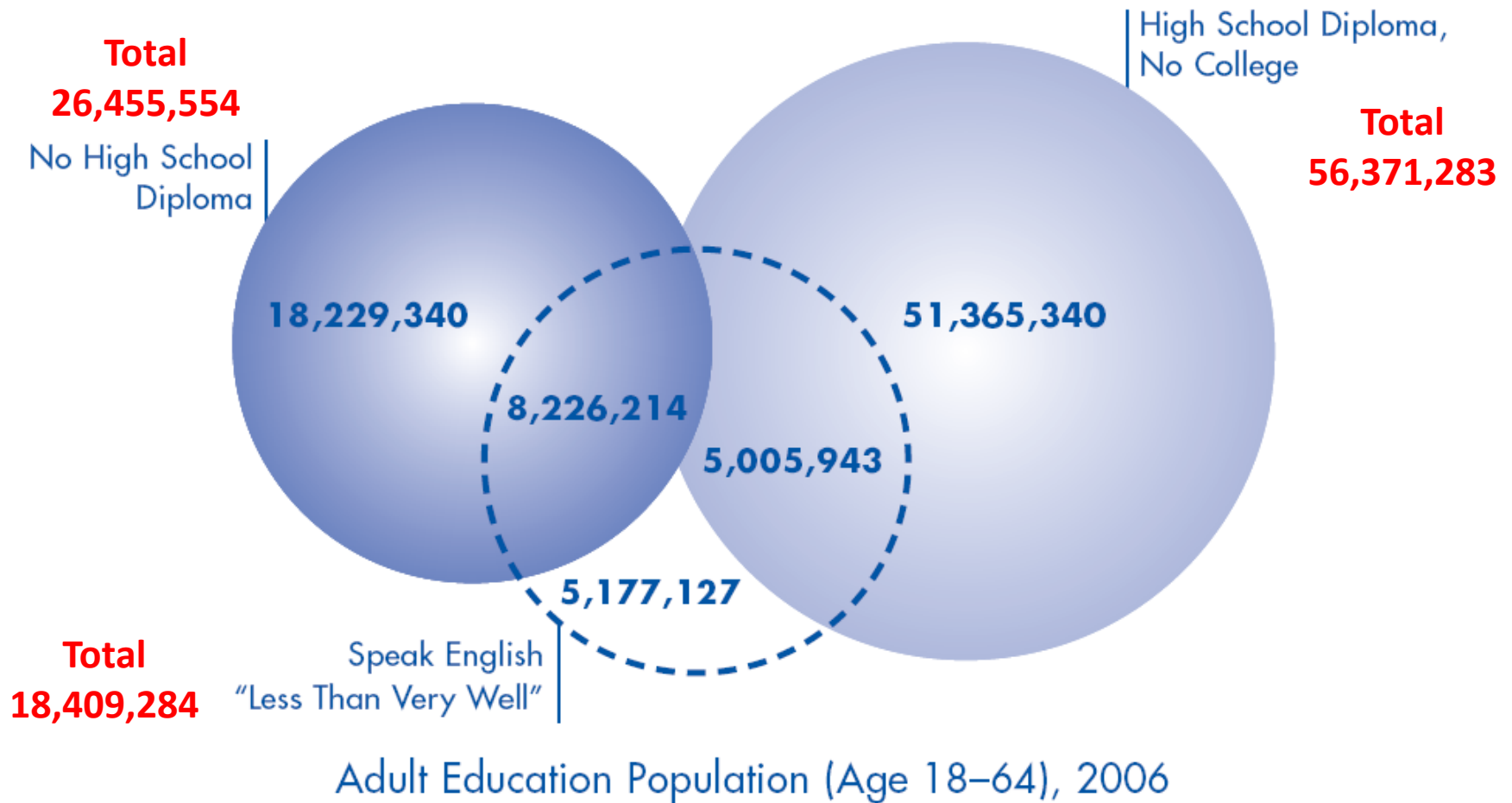
# Session Three

## The Gap, Middle-Skill Jobs Lumina Goals, Alignment Model and Process

2:30 to 3:30

**Figure 1**

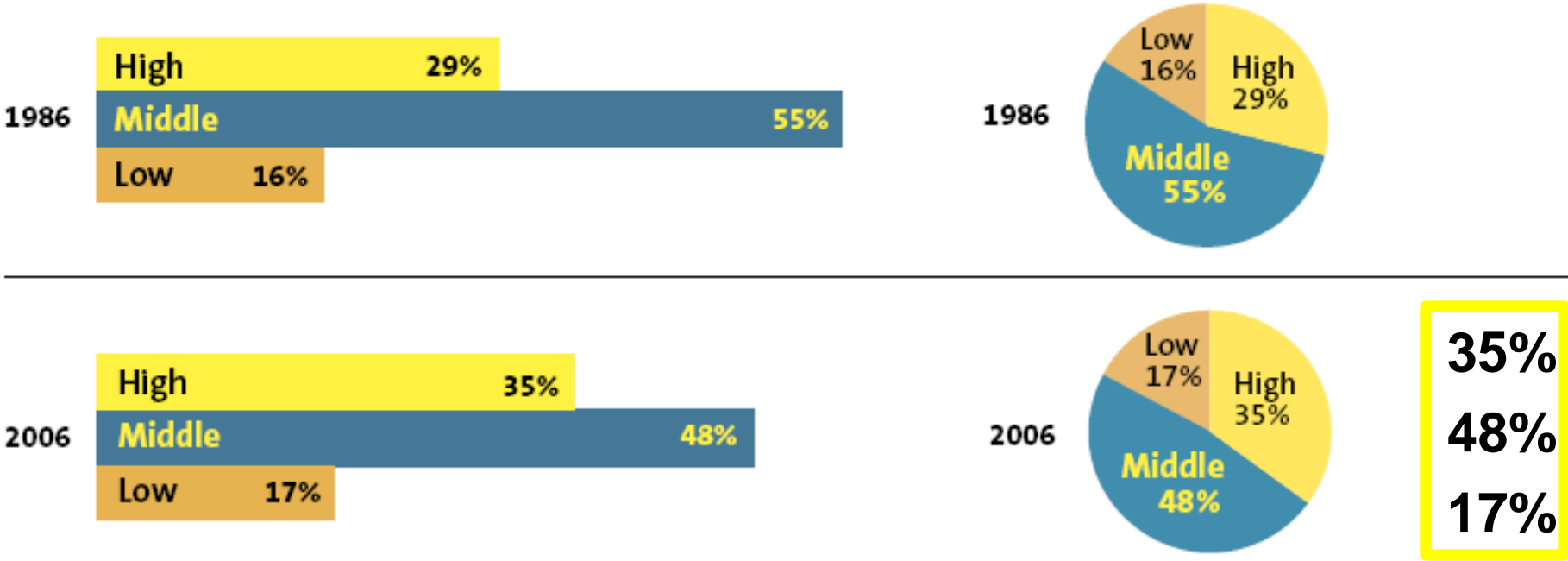
88 Million Adults Have At Least One Education Barrier



Source: U.S. Census Bureau, 2006 American Community Survey (Public Use Microdata Samples); prepared by National Center for Higher Education Management Systems (NCHEMS). Unduplicated population = 88,003,964.

**Note: Working-age adults (18 to 64) in 2006 totaled 188 million. (88/188 = 46.8%)**

**FIGURE 1. Employment Shares by Occupational Skill Level, 1986 and 2006**



Source: Tabulations by authors from the Bureau of Labor Statistics web site.  
 Note: High-skill occupational categories are Management and Financial Operations and Professionals and Related Occupations; middle-skill categories are Sales and Related Occupations, Office Administrative Support, Construction, Installation and Repair, Production Occupations, and Transportation and Material Moving; and low-skill categories are Service Occupations and Farming, Fishing, and Forestry.

# The Skills Gap

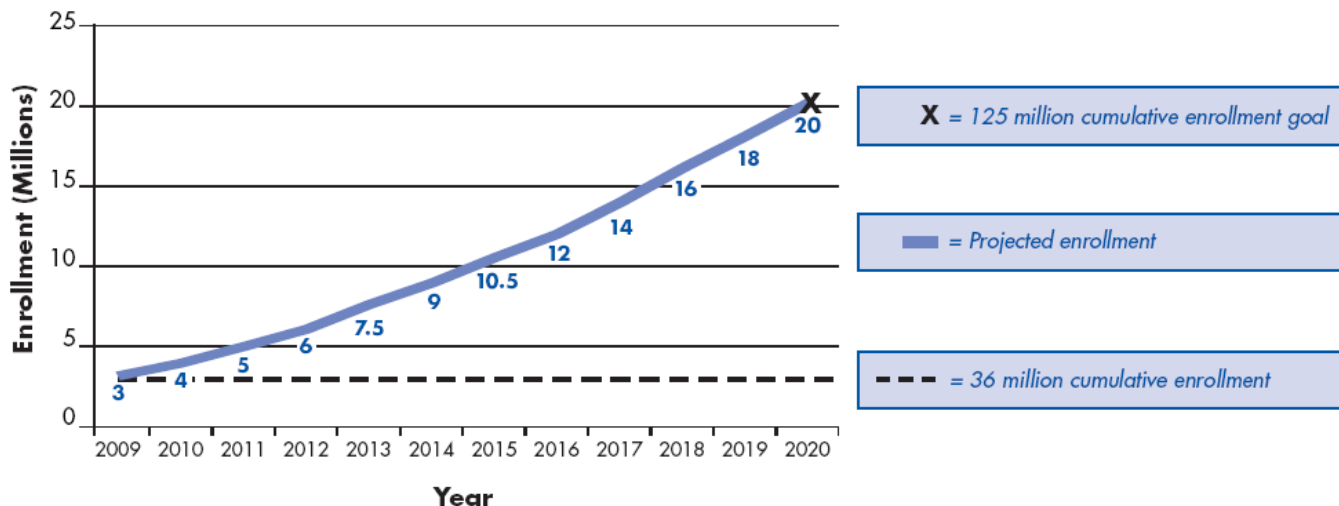
**46.8% - 17% = 29.8%**

**29.8% x 188 million**

**= 56 million**

**Figure 4**

**"20 Million by 2020" – Adult Education and Workforce Skills System Projected Enrollment**



**Table 1**

**Current and Projected National Outcomes**

	<b>CURRENT</b>	<b>PROJECTED ANNUAL GOALS BEGINNING 2020</b>
Adults with earned GEDs	400,000 <sup>a</sup>	2 million
Adults with advanced ESL proficiency	147,129 <sup>b</sup>	3 million
Adults transitioning to postsecondary education	44,713 <sup>b</sup>	6 million
Adults with earned workforce certificates	268,500 <sup>c</sup>	2 million
Adults enrolled in basic skills incumbent worker training	29,000 <sup>d</sup>	3 million

*Note: Some enrolled adults may not achieve outcomes; some may achieve multiple outcomes.*

<sup>a</sup>GED Testing Service, 2006.

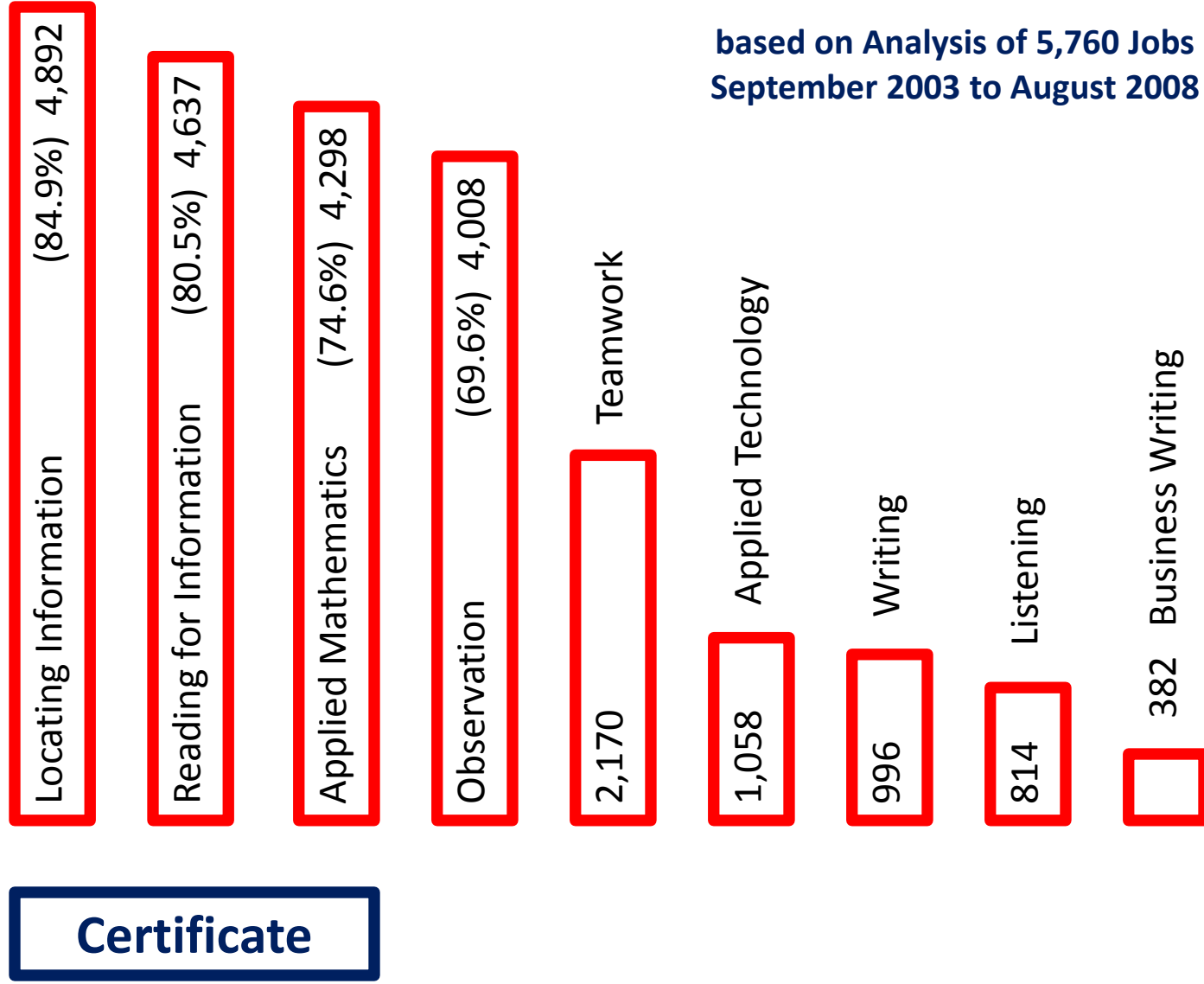
<sup>b</sup>U.S. Department of Education, National Reporting System, 2006–2007.

<sup>c</sup>Based on ACT National Career Readiness Certificate; National Work Readiness Credential.

<sup>d</sup>James Parker, Workplace Education: Twenty State Perspectives; based on data from the National Reporting System 2006–07.

# Essential Skills

based on Analysis of 5,760 Jobs  
September 2003 to August 2008

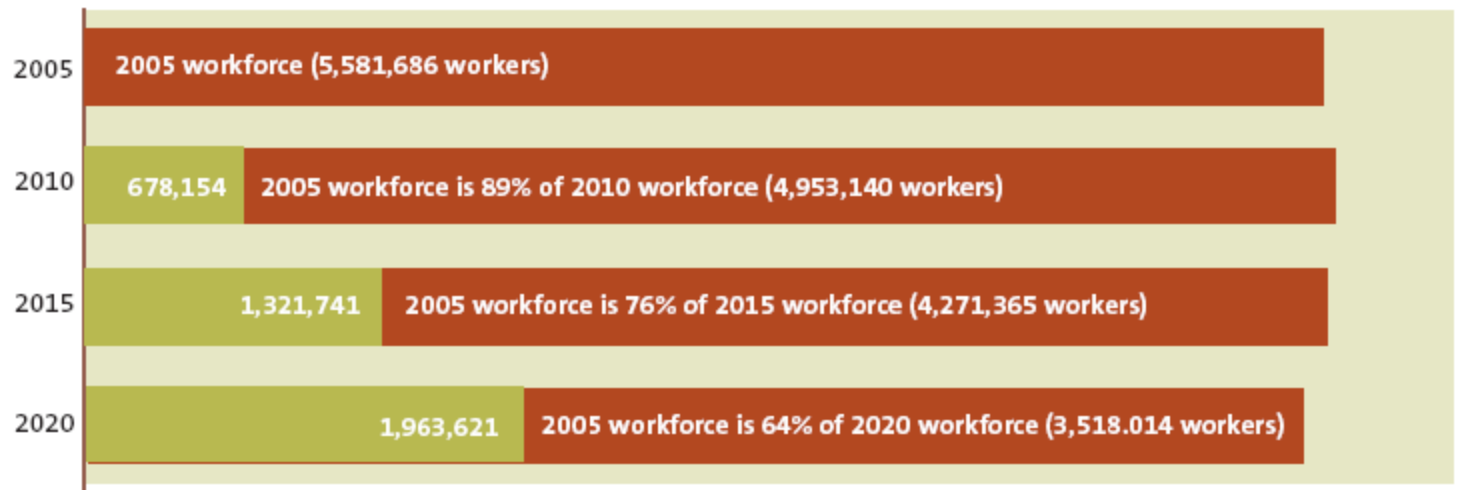


**Certificate**

# The Middle-Skill Gap and Michigan's Future Workforce

We cannot address this growing middle-skill challenge by focusing our education and training dollars solely on the next generation of workers who are coming out of high school. The fact is that **64 percent of the people who will be in Michigan's workforce in the year 2020 were already working adults in 2005—long past the traditional high school-to-college pipeline** (Fig. 8).

**FIGURE 8.**  
**Working Michigan Adults Age 20-64 in the Current and Projected Population, 2005-2020**



Source: Calculated by TWA using population projections from RAND California Statistics.

**Two-thirds of the 2025 workforce is in the workforce today!**



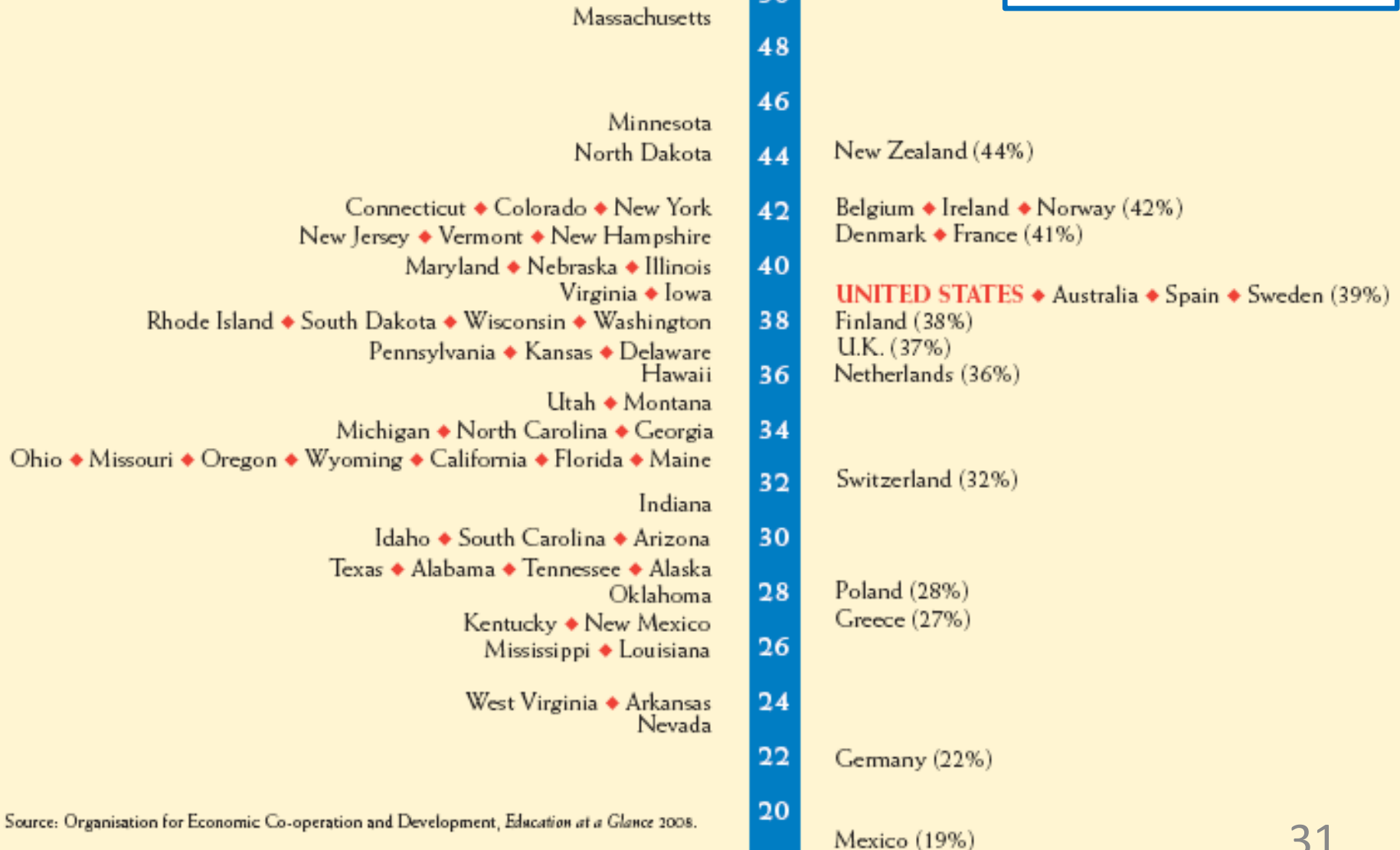
A SPECIAL REPORT  
FROM LUMINA FOUNDATION FOR EDUCATION

# A stronger nation through higher education

How and why Americans must meet a  
"big goal" for college attainment

February 2009

## Comparing states and developed nations in the percentage of young-adult degree attainment (ages 25-34).



**“Big Goal”**  
**60% with high quality degrees and credentials by 2025**

Source: Organisation for Economic Co-operation and Development, *Education at a Glance* 2008.

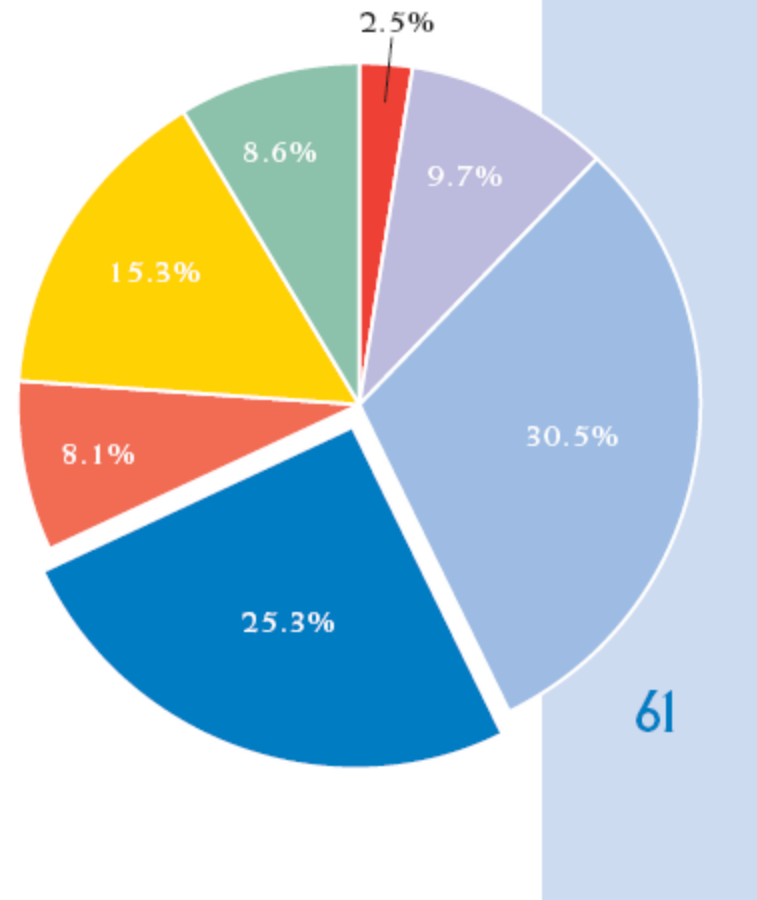
# Internationally Competitive Talent Target for 2025

<b>35%</b>	<b>High Skill Jobs</b>	<b>15%</b>	<b>Master, Professional, or Ph.D.</b>
		<b>20%</b>	<b>Bachelor Degree</b>
<b>50%</b>	<b>Middle Skill Jobs</b>	<b>25%</b>	<b>Associate Degree</b>
		<b>25%</b>	<b>High School Diploma, Some College, Occupational Certificates, and/or License</b>
<b>15%</b>	<b>Low Skill</b>	<b>15%</b>	<b>Basic Skills</b>

## Levels of education for Michigan residents 25-64 years old

● Less than ninth grade	129,861	2.5%
● Ninth to 12th grade, no diploma	505,981	9.7%
● High school graduate (including equivalency)	1,580,799	30.5%
● <b>Some college, no degree</b>	<b>1,316,126</b>	<b>25.3%</b>
● Associate's degree	421,554	8.1%
● Bachelor's degree	793,151	15.3%
● Graduate or professional degree	449,237	8.6%
<b>TOTAL</b>	<b>5,196,709</b>	<b>100%</b>

Source: U.S. Census Bureau, 2000



**The Gap is: 28% (60% - 32%)**

## Goal based on Lumina Foundation Data - NCRC Calculation for Michigan

Less than ninth grade	129,861	2.5%
Ninth to 12th grade, no college	505,981	9.7%
High School Graduate or equivalent	1,580,799	30.4%
Some college, no degree	1,316,126	25.3%
Associate's degree	421,554	8.1%
Bachelor's degree	793,151	15.3%
Graduate or professional degree	449,237	8.6%
TOTAL (adults 25-64 years old)	5,196,709	100.0%
Sub-total less than Associate's Degree	3,532,767	68.0%

**Goal: Cut in half, over 5 years, the number of people with an educational barrier.**

Half of those with less than Associate's	1,766,384	34.0%
Annual NCRC to address in 5 years	353,277	6.8%

# Earnings of Workers (25 and over) by Educational Attainment Level - Michigan

5,196,709	Population 25 years and over	Population by Category	Participation Rate	Employed by Category	Annual Earnings	Total Annual Earnings by Category
2.50%	Less than 9th Grade	129,918	46.60%	60,542	\$22,662	\$2,944,195,484
9.70%	9th to 12th, no Diploma	504,081	46.60%	234,902	\$24,881	\$12,542,033,713
30.40%	High school graduate or equivalent	1,579,800	62.60%	988,955	\$33,609	\$53,095,482,605
25.30%	Some college, no degree	1,314,767	71.80%	944,003	\$39,106	\$51,415,293,045
8.10%	Associate's degree	420,933	71.80%	302,230	\$41,447	\$17,446,427,832
15.30%	Bachelor's degree	795,096	77.80%	618,585	\$59,356	\$47,193,746,489
8.60%	Graduate or professional degree	446,917	77.80%	347,701	\$70,559	\$31,534,014,768
	Totals	5,191,512		3,496,917		\$216,171,193,936

Impact if half of the individuals in each category move up to the next level:

5,196,709	Population 25 years and over	Population by Category	Participation Rate	Employed by Category	Annual Earnings	Total Annual Earnings by Category
1.25%	Less than 9th Grade	64,959	46.60%	30,271	\$22,662	\$1,472,097,742
4.85%	9th to 12th, no Diploma	252,040	46.60%	117,451	\$24,881	\$6,271,016,857
21.30%	High school graduate or equivalent	1,106,899	62.60%	692,919	\$33,609	\$37,201,769,062
27.85%	Some college, no degree	1,447,283	71.80%	1,039,150	\$39,106	\$56,597,466,850
16.70%	Associate's degree	867,850	71.80%	623,117	\$41,447	\$35,969,795,653
11.70%	Bachelor's degree	608,015	77.80%	473,036	\$59,356	\$36,089,335,550
16.25%	Graduate or professional degree	844,465	77.80%	656,994	\$70,559	\$59,584,620,929
	Totals	5,191,512		3,632,936		\$233,186,102,643
	Increase in Earnings					\$17,014,908,707

**\$17 Billion/year x 15% (FICA + taxes) = \$2.5 Billion/year Return**

**\$2,552,236,306**

## Goal based on Lumina Foundation Data - NCRC Calculation for Louisiana

Less than ninth grade	122,938	5.4%
Ninth to 12th grade, no college	346,536	15.4%
High School Graduate or equivalent	749,485	33.2%
Some college, no degree	495,333	21.9%
Associate's degree	89,726	4.0%
Bachelor's degree	300,801	13.3%
Graduate or professional degree	152,552	6.8%
TOTAL (adults 25-64 years old)	2,257,371	100.0%
Sub-total less than Associate's Degree	1,714,292	75.9%

**Goal: Cut in half, over 5 years, the number of people with an educational barrier.**

Half of those with less than Associate's	857,146	38.0%
Annual NCRC to address in 5 years	171,429	7.6%

## Earnings of Workers (25 and over) by Educational Attainment Level - Louisiana

	Population 25 years and over	Population by Category	Participation Rate	Employed by Category	Annual Earnings	Total Annual Earnings by Category
2,257,371						
5.40%	Less than 9th Grade	121,898	46.60%	56,804	\$22,662	\$2,762,453,247
15.40%	9th to 12th, no Diploma	347,635	46.60%	161,998	\$24,881	\$8,649,509,769
33.20%	High school graduate or equivalent	749,447	62.60%	469,154	\$33,609	\$25,188,170,004
21.90%	Some college, no degree	494,364	71.80%	354,954	\$39,106	\$19,332,608,321
4.00%	Associate's degree	90,295	71.80%	64,832	\$41,447	\$3,742,450,233
13.30%	Bachelor's degree	300,230	77.80%	233,579	\$59,356	\$17,820,472,239
6.80%	Graduate or professional degree	153,501	77.80%	119,424	\$70,559	\$10,830,893,146
	Totals	2,257,371		1,460,745		\$88,326,556,960

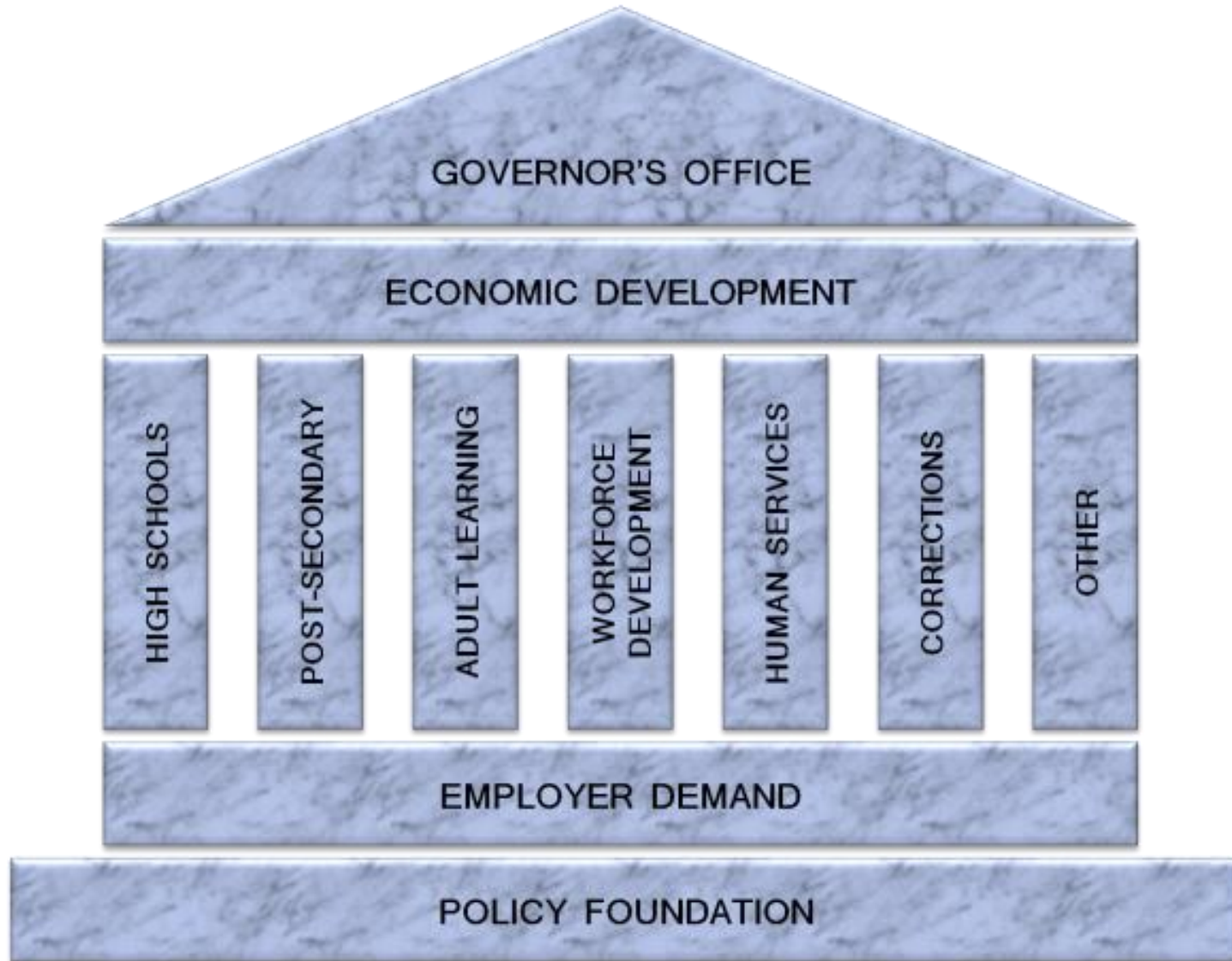
### Impact if half of the individuals in each category move up to the next level:

	Population 25 years and over	Population by Category	Participation Rate	Employed by Category	Annual Earnings	Total Annual Earnings by Category
2,257,371						
2.70%	Less than 9th Grade	60,949	46.60%	28,402	\$22,662	\$1,381,226,623
7.70%	9th to 12th, no Diploma	173,818	46.60%	80,999	\$24,881	\$4,324,754,885
27.00%	High school graduate or equivalent	609,490	62.60%	381,541	\$33,609	\$20,484,355,124
27.55%	Some college, no degree	621,906	71.80%	446,528	\$39,106	\$24,320,244,715
12.95%	Associate's degree	292,330	71.80%	209,893	\$41,447	\$12,116,182,631
8.65%	Bachelor's degree	195,263	77.80%	151,914	\$59,356	\$11,590,006,381
13.45%	Graduate or professional degree	303,616	77.80%	236,214	\$70,559	\$21,422,869,532
	Totals	2,257,371		1,535,491		\$95,639,639,890
	Increase in Earnings					\$7,313,082,931

**\$7.3 Billion/year x 15% (FICA + taxes) = \$1.1 Billion/year Return**

**\$1,096,962,440**

# The Alignment Model



# Change

## John Kotter:

- *Leading Change: Why Transformation Efforts Fail*, HBR, March 1995
- *Leading Change*, Harvard Business School Press, 1996
- *The Heart of Change: Real-life stories of how people change their organizations*, Harvard Business School Press, 2002
- *Our Iceberg is Melting*, Harvard Business Press, 2005
- *A Sense of Urgency*, Harvard Business Press, 2008

# The Eight-Step Process of Successful Change:

## SET THE STAGE

**1. Create a sense of urgency.** – Help others see the need for change and the importance of acting immediately.

**2. Pull together the guiding team.** – Make sure there is a powerful group guiding the change – one with leadership skills, credibility, communications ability, authority, analytical skills, and a sense of urgency.

## DECIDE WHAT TO DO

**3. Develop the change vision and strategy.** – Clarify how the future will be different from the past and how you can make that future a reality.

## MAKE IT HAPPEN

**4. Communicate for understanding and buy-in.** – Make sure as many others as possible understand and accept the vision and the strategy.

**5. Empower others to act.** – Remove as many barriers as possible so that those who want to make the vision a reality can do so.

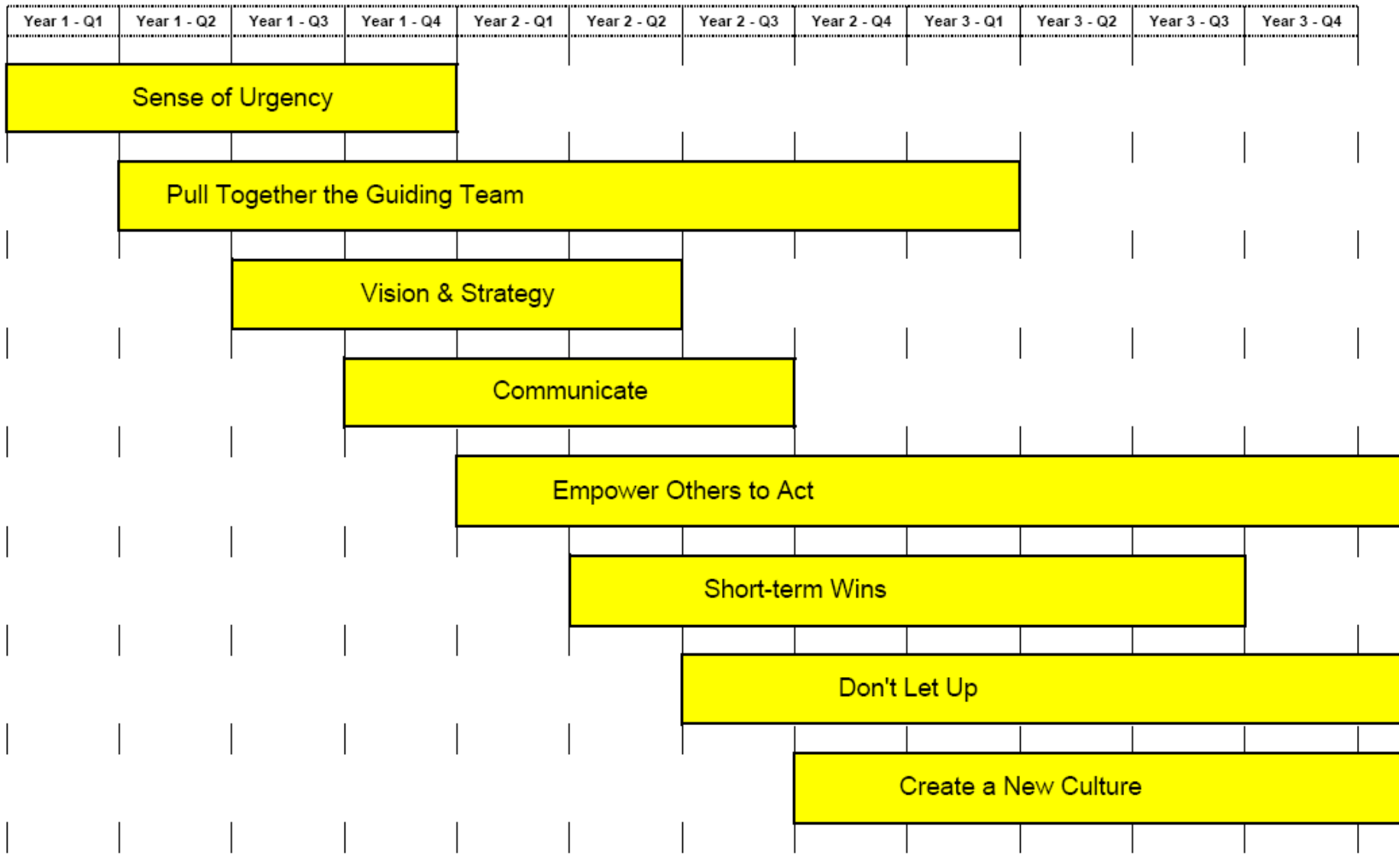
**6. Produce short-term wins.** – Create some visible unambiguous successes as soon as possible.

**7. Don't let up.** – Press harder and faster after the first successes. Be relentless with initiating change after change until the vision is a reality.

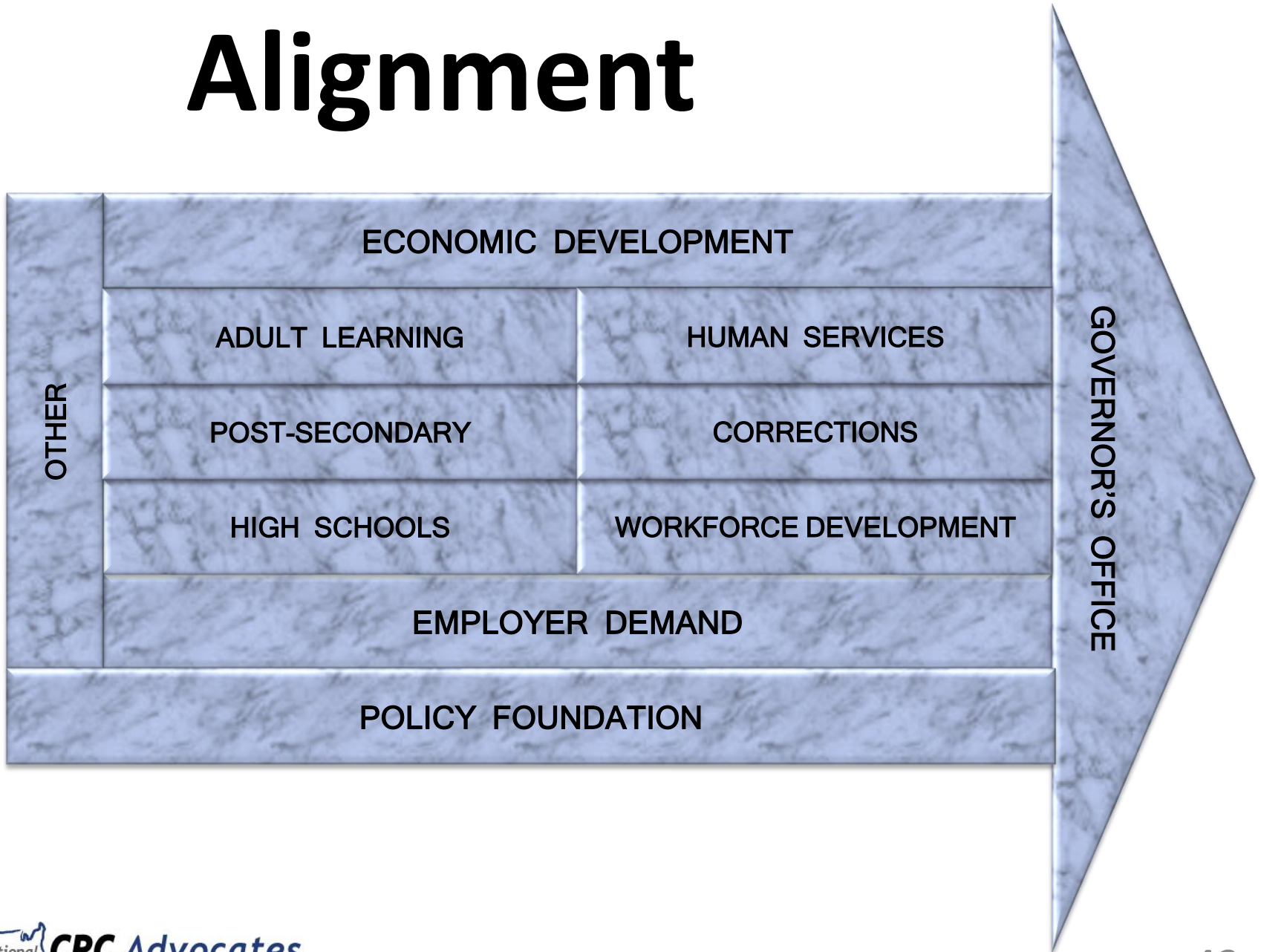
## MAKE IT STICK

**8. Create a new culture.** – Hold on to the new ways of behaving, and make sure they succeed until they have become strong enough to replace old traditions.

# National CRC Advocates ... Eight-Step Change Process Timeline



# Alignment



# Louisiana Example

# Handouts

## Goal based on Lumina Foundation Data - NCRC Calculation for Michigan

Less than ninth grade	129,861	2.5%
Ninth to 12th grade, no college	505,981	9.7%
High School Graduate or equivalent	1,580,799	30.4%
Some college, no degree	1,316,126	25.3%
Associate's degree	421,554	8.1%
Bachelor's degree	793,151	15.3%
Graduate or professional degree	449,237	8.6%
<b>TOTAL (adults 25-64 years old)</b>	<b>5,196,709</b>	<b>100.0%</b>
Sub-total less than Associate's Degree	3,532,767	68.0%
<b>Goal: Cut in half, over 5 years, the number of people with an educational barrier.</b>		
Half of those with less than Associate's	1,766,384	34.0%
Annual NCRC to address in 5 years	353,277	6.8%

## Earnings of Workers (25 and over) by Educational Attainment Level - Louisiana

	Population 25 years and over	Population by Category	Participation Rate	Employed by Category	Annual Earnings	Total Annual Earnings by Category
2,257,371	Population 25 years and over					
5.40%	Less than 9th Grade	121,898	46.60%	56,804	\$22,662	\$2,762,453,247
15.40%	9th to 12th, no Diploma	347,635	46.60%	161,998	\$24,881	\$8,649,509,769
33.20%	High school graduate or equivalent	749,447	62.60%	469,154	\$33,609	\$25,188,170,004
21.90%	Some college, no degree	494,364	71.80%	354,954	\$39,106	\$19,332,608,321
4.00%	Associate's degree	90,295	71.80%	64,832	\$41,447	\$3,742,450,233
13.30%	Bachelor's degree	300,230	77.80%	233,579	\$59,356	\$17,820,472,239
6.80%	Graduate or professional degree	153,501	77.80%	119,424	\$70,559	\$10,830,893,146
	<b>Totals</b>	<b>2,257,371</b>		<b>1,460,745</b>		<b>\$88,326,556,960</b>

### Impact if half of the individuals in each category move up to the next level:

	Population 25 years and over	Population by Category	Participation Rate	Employed by Category	Annual Earnings	Total Annual Earnings by Category
2,257,371	Population 25 years and over					
2.70%	Less than 9th Grade	60,949	46.60%	28,402	\$22,662	\$1,381,226,623
7.70%	9th to 12th, no Diploma	173,818	46.60%	80,999	\$24,881	\$4,324,754,885
27.00%	High school graduate or equivalent	609,400	62.60%	381,541	\$33,609	\$20,484,355,124
27.55%	Some college, no degree	621,906	71.80%	446,528	\$39,106	\$24,320,244,715
12.95%	Associate's degree	292,330	71.80%	209,893	\$41,447	\$12,116,182,631
8.65%	Bachelor's degree	195,263	77.80%	151,914	\$59,356	\$11,590,006,381
13.45%	Graduate or professional degree	303,616	77.80%	236,214	\$70,559	\$21,422,869,532
	<b>Totals</b>	<b>2,257,371</b>		<b>1,535,491</b>		<b>\$95,639,639,890</b>
	Increase in Earnings					\$7,313,082,931

**\$7.3 Billion/year x 15% (FICA + taxes) = \$1.1 Billion/year Return**

**\$1,096,962,440**

## Session Three – Workshop Time

As a team, discuss the certificate and Lumina Goals:

- Each team pick a state to discuss
- Review the certificate goal based on Lumina data

Report Out

- Each team share a few key thoughts

Refer to the two handouts (certificate goal and ROI calculation)

## Session Four

# Lumina “Big Goal” and Certificate Alignment

3:30 to 4:45

## Session Four – Exercise Assignment

Suspend your reality for the next hour. Join me here:

Our governors all just returned from an NGA event. They spent a full day learning, discussing, and debating Lumina’s “Big Goal.” At the end of the day, they made an agreement to go back and refocus all Adult Learning and Workforce Development on the achievement of the “Big Goal.”

Your Governor came to you and said: Show me how our certificate program can help our state achieve 60% with degrees and credentials by 2025.

## Session Four – Workshop Time

1. Review the certificate “big goal” based on Lumina data
2. Review the ROI calculations based on “cutting the gap in half”
3. Discuss the roles for each area of the Alignment Model
4. Calculate the number of certificates for each pillar
5. Write your plan on a flip-chart
6. Be ready to present your teams results at 4:30

### Report Out

- Each team share your plan – 2 to 3 minutes per team

## Session Five

# “Wrap Up” and Feedback

4:45 to 5:00

# Handouts

## Career Readiness Planning Institute – Outline

### Schedule – Day One – The Models (Learning Best Practices)

- 7:30 – 8:30 Breakfast  
8:30 – 9:15 Session 1: Skills Now! – Part One – As Is  
9:15 – 10:00 Session 2: Skills Now! – Part Two – Vision and Goals  
10:00 – 10:30 Break  
10:30 – 11:15 Session 3: NCRC Alignment Model  
11:15 – 12:00 Session 4: NCRC Eight-Step Alignment Process  
12:00 – 1:00 Lunch  
1:00 – 1:45 Session 5: Pencilutucky Budget Illustration and Goals (based on Lumina Data)  
1:45 – 2:30 Session 6: Employer Engagement – Advocates Goal #1: Employers  
2:30 – 3:00 Break  
3:00 – 3:45 Session 7: Learning Gains – Advocates Goal #2: Learning  
3:45 – 4:30 Session 8: Skill Certification Systems – Advocates Goal #3: Certificates  
4:30 – 5:00 Wrap Up, Feedback, and Departure  
6:00 Dinner and social event

### Schedule – Day Two – Building the State Plan and Budget

- 7:30 – 8:30 Breakfast  
8:30 – 9:15 Session 1: Document the “As Is”  
9:15 – 10:00 Session 2: Develop and document 3-year and long-term goals  
10:00 – 10:30 Break  
10:30 – 11:15 Session 3: Develop and document the 3-year budget  
11:15 – 12:00 Session 4: Customize Steps 1, 2, 3, and 4 of the Eight-Step Model  
12:00 – 1:00 Lunch  
1:00 – 1:45 Session 5: Customize Steps 5, 6, 7, and 8 of the Eight Step Model  
1:45 – 2:30 Session 6: Dovetail and Support State-Specific Priorities  
2:30 – 3:00 Break  
3:00 – 3:45 Session 7: Build the “draft” presentation and budget  
3:45 – 4:30 Session 8: First practice delivery and edits of the presentation  
4:30 – 5:00 Wrap Up, Feedback, and Departure  
6:00 Dinner and social event

### Schedule – Day Three – Communicating the Plan and Budget

- 7:30 – 8:30 Breakfast  
8:30 – 9:15 Session 1: Second practice run and edit of the presentation  
9:15 – 10:00 Session 2: Final practice run and edits of the presentation  
10:00 – 10:30 Break  
10:30 – 11:15 Session 3: National CRC Advocates State Chapter and Website Support  
11:15 – 12:00 Session 4: Record action items so the team jumps into action upon return home  
12:00 – 1:00 Lunch  
1:00 – 2:00 Open Issues List, Wrap Up, Feedback, and Departure

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Career Readiness Planning Institute – Summary

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## Preparation for the Career Readiness Planning Institute

### Homework Assignments:

1. Look up Lumina “Big Goal” for your state
2. Read through “Skills Now – A Case for Urgent Action” and note key thoughts
3. Make notes on ideas you have heard from other states that you would like to discuss

### Please collect and bring this information for your state to the planning session:

1. Career Readiness Certificate history
2. Data on CRC’s for each area: K-12, workforce, community colleges, Human Services, etc.
3. Educational attainment levels
4. Occupational certificate systems
5. Sector strategies
6. Employer associations and councils
7. Career pathways
8. Reports on the skills gap
9. Reports on middle-skills jobs
10. Reports on educational attainment
11. Strategic plans for increasing educational attainment
12. Strategic plans for increasing adult learning
13. Other items that should be included in the planning process
14. State-specific documents similar to the reports referenced in Skills Now!

### Interviews – Listening Trip

Prior to the Institute we will schedule a “listening trip” to conduct one-on-one interviews of the participants. Effective planning builds on the previous work. This is the opportunity for each participant to advise the facilitator prior to the sessions so that we maximize the effectiveness of the planning sessions. We will attempt to schedule all of the interviews during a three-day block about one month prior to the institute. If anyone is not available during that time, we’ll conduct follow up phone interviews to ensure everyone has an opportunity for input. Draft questions:

1. What do you like most about your current certificate program?
2. What do you feel are opportunities for improvement?
3. If you could redesign or reposition the program, what would you like it to become?
4. What key initiatives are underway to accomplish the Lumina Big Goal?
5. How could the certificate program align to support achievement of that goal?
6. How effective is the current employer engagement part of your certificate program?
7. What suggestions do you have for changes?
8. How is your certificate program used to prepare adults for vocational training?
9. What suggestions do you have for changes?
10. How is your certificate included in certificate stacks and career pathways?
11. What suggestions do you have for changes?
12. What thoughts do you have regarding energizing an advocacy movement?

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## Session Five – Feedback Time

# Q&A

**How do you feel about working on something BIG?**

## Contact Information

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