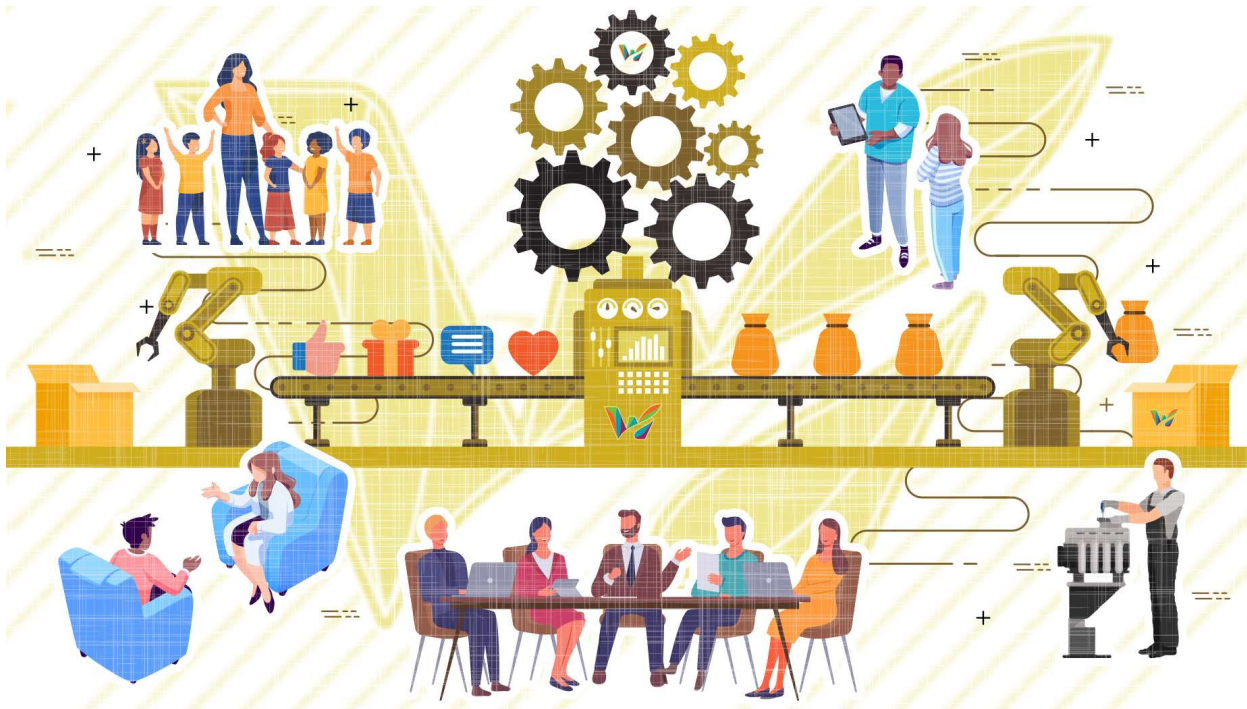


Positioning Your Region for Success: Incorporating Workforce Development and Upskilling into the CEDS



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Why Workforce?

Talent shortages and tight labour markets impact economic growth. Six in 10 businesses say skills gaps in the local labour market are impeding their business transformation. More than half (58%) of workers believe the skills their job requires will change significantly in the next five years.

--World Economic Forum

Knowledge and skill diffusion is the key to overall productivity growth as well as the reduction of inequality

--Thomas Piketty

The ultimate resource in economic development is people. It is people, not capital or raw materials that develop an economy.

--Peter Drucker



EDA

U.S. DEPARTMENT OF COMMERCE ECONOMIC DEVELOPMENT ADMINISTRATION

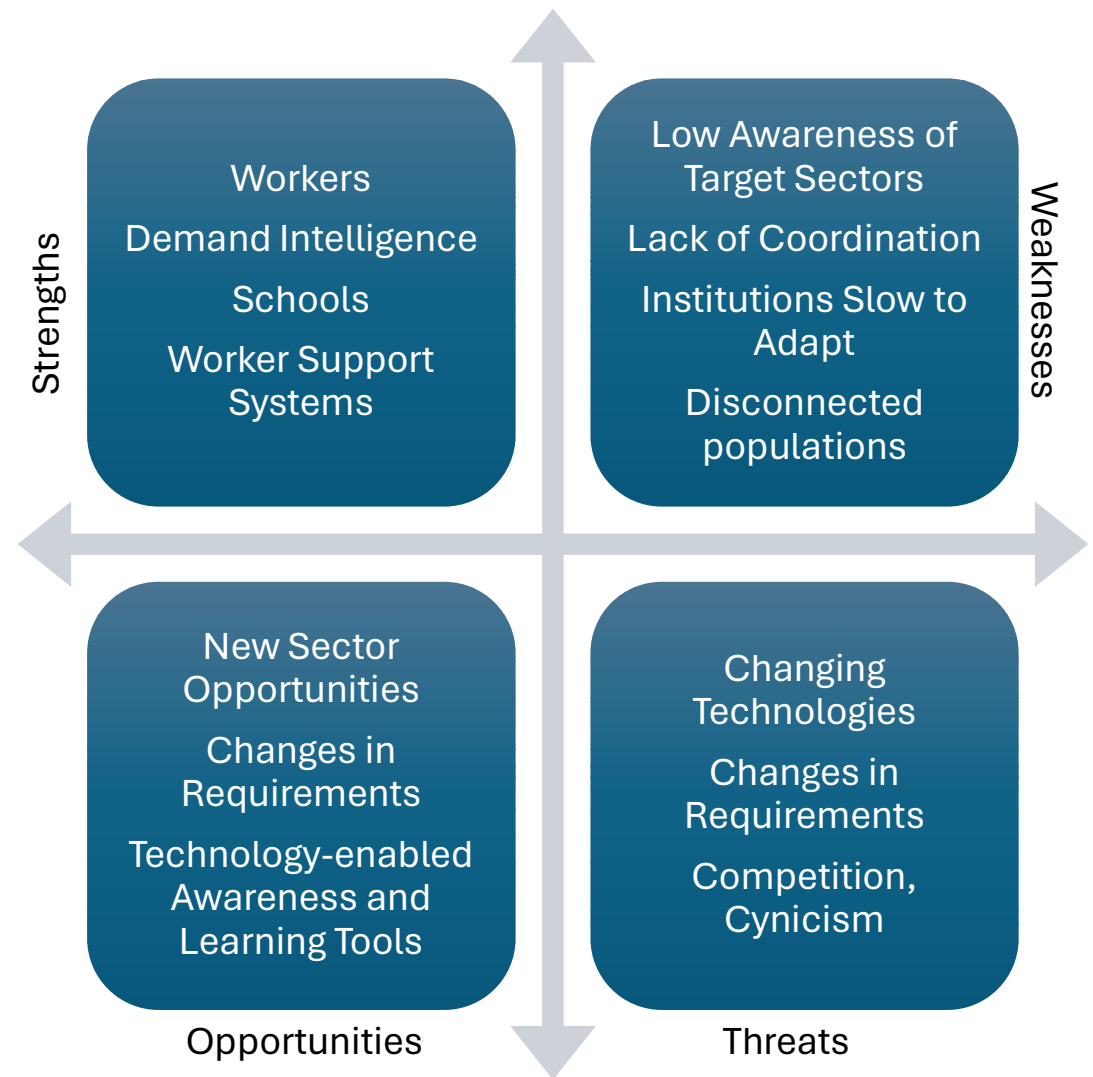
“The single largest advantage the U.S. has always had over our competitors is the ingenuity, the skills, and the drive of our people. We have been the leader in technological innovation for decades - whether it was the invention of the microprocessor or the Internet. Those transformational technologies, and others like it, happened because of our investment in educating and skilling our people.”

CEDS Content:

As a critical component of economic development, the CEDS should highlight employer-driven, place-based workforce development efforts as an essential underpinning of the broader economic development strategy.

<https://www.eda.gov/resources/comprehensive-economic-development-strategy/content/workforce-development>

Sample SWOT Analysis - Workforce



Sample Strategic Objectives:

Sufficient numbers of people

With the right skills

Connected to Work and Learning

Today and into the future

Data Resources

US Department of Labor's Employment and Training Administration
[Guide to State and Local Workforce Data](#)

Bureau of Labor Statistics
[Wage and Employment Data](#)
[Current Employment Statistics](#)

[O*Net](#) *Occupations and Skills*

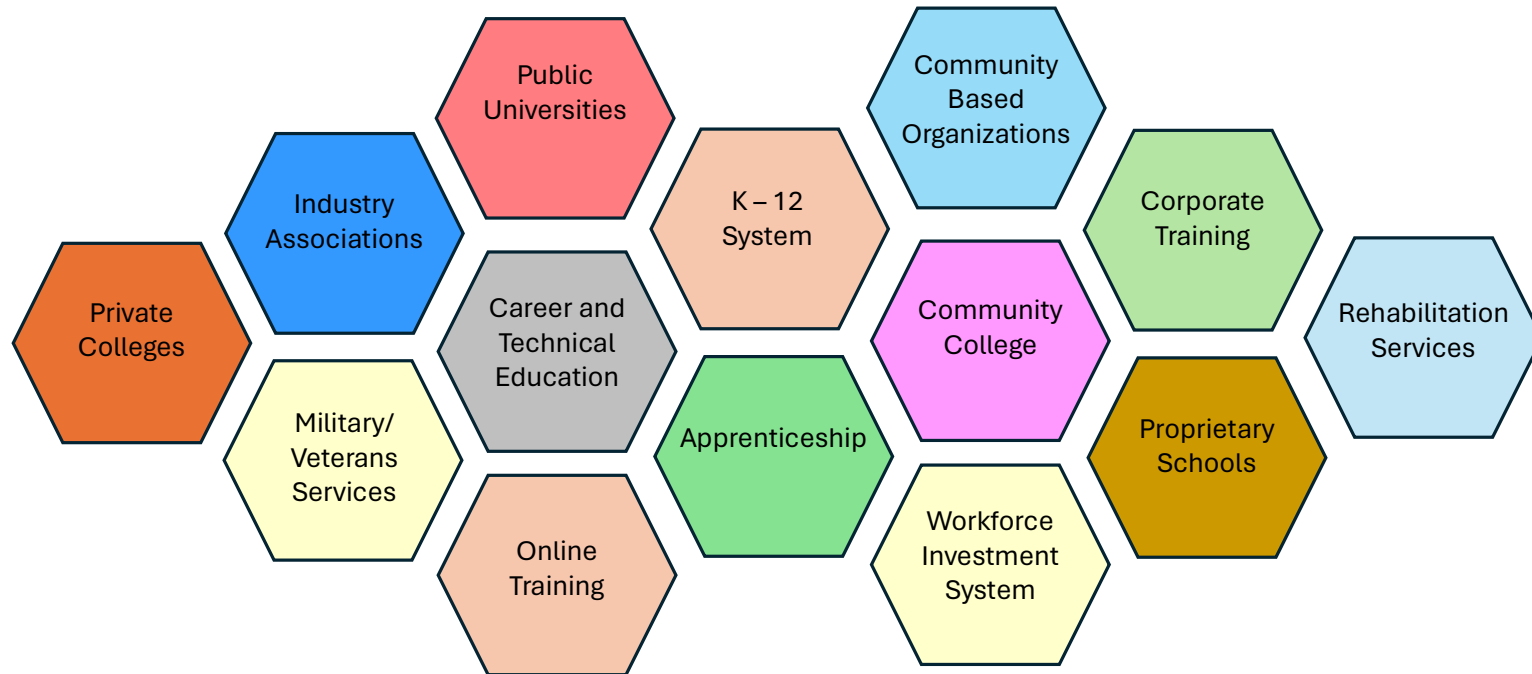
[State Labor Market Data](#)

US Census Bureau – [American Community Survey](#)

[National Center for Education Statistics](#)

Commercial Data providers:
[Lightcast](#), [Chmura JobsEQ](#), [Horsefly](#), [Geographic Solutions](#)

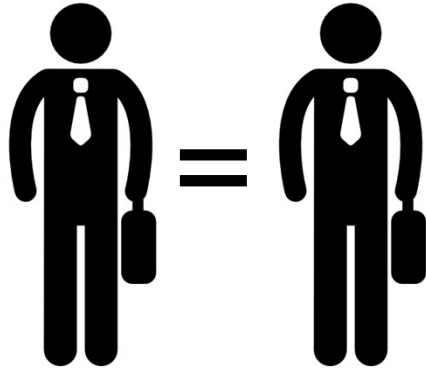
Workforce and Talent Infrastructure



Engaging Workers and Learners
Industry, Job and Career awareness
Learning, Validation

Job Placement
Retraining and Redeployment
Connectivity and Coordination

Access to Talent – Current Workers



As home to many companies in Industry X, we already have workers and ways to attract them



You don't need to confine yourself to current instances of Industry X. Industries Y and Z also employ those workers

Access to Talent – Industry vs Occupation



U.S. BUREAU OF LABOR STATISTICS

Where do Nurses work?

Hospitals; state, local, and private	59%
Ambulatory healthcare services	18
Nursing and residential care facilities	6
Government	5
Educational services; state, local, and private	3

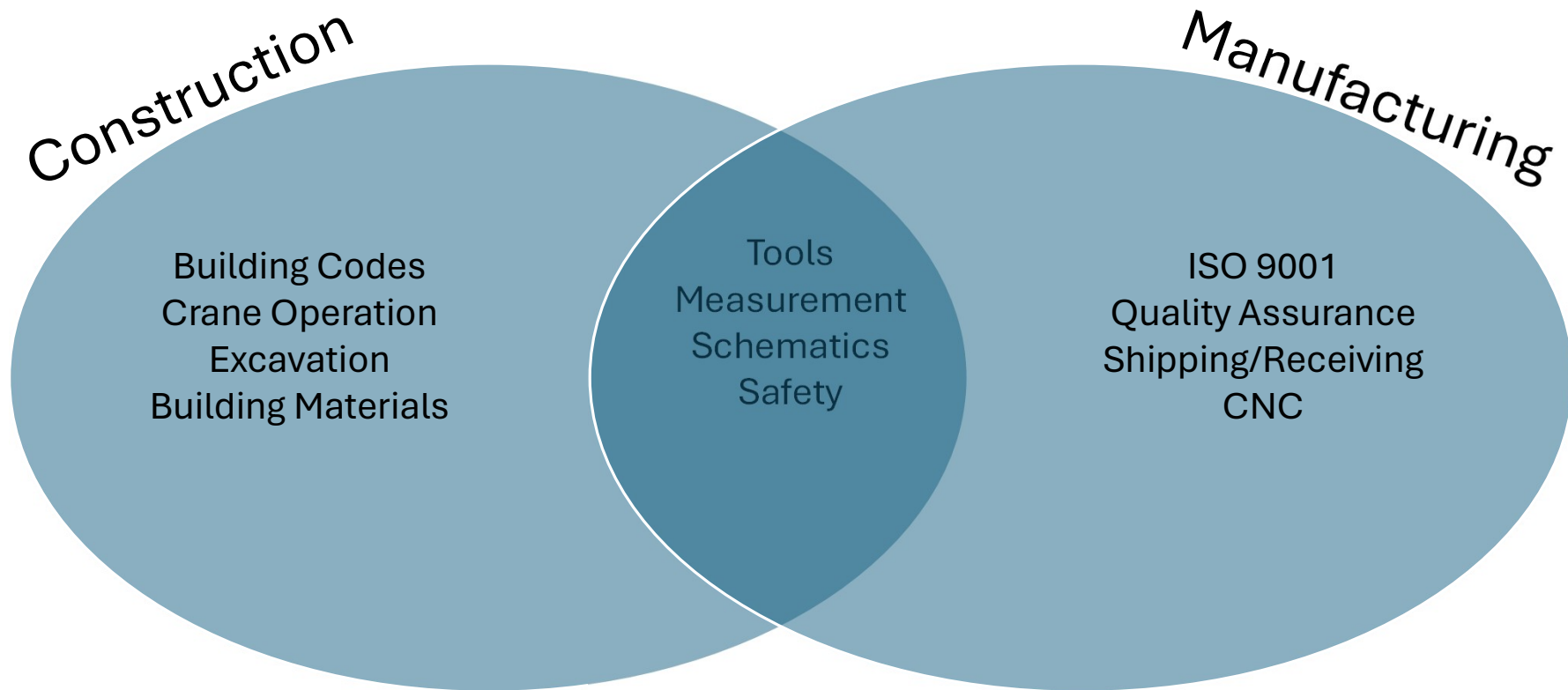
Where do Computer Support
Specialists work?

Computer systems design and related services	19%
Educational services; state, local, and private	12
Telecommunications	10
Government	7
Finance and insurance	6

Potential CEDS Tactic:

Identify current workers who are not yet in the target sector, but are a present and ready source of talent

Access to Talent – Workers and Skills



Expanding Access to Talent – Skills Focus

Potential CEDS Implications:

Strategy: Redeploy workers based on skills

Action: *Draw skills connections across sector and occupational lines*

Strategy: Build on skills overlaps, address skills differentials

Action: *Reengineer training programs to focus on skills gaps*

Strategy: Verify qualification of workers from non-traditional sources

Action: *Validate skills through short term credentialing, skills demonstration/portfolios, workplace verification ([skills based hiring](#))*

Also consider.....

Will workers in one area of the economy be compelled to consider such a shift? Are Wages, Opportunities, Working Conditions favorable and compelling?



Can barriers to entry such as Degrees, Licensure, Access be surmounted?

Visibility:

If it makes sense on paper, can we excite both workers and employers to embrace something new?



Enriching Talent Pools – Schools and Training Programs

Strategic Objectives

- Maintain a healthy worker pipeline
- Ensure skills are up to date
- Not just “traditional” students

Weak Argument:

We have schools and training programs

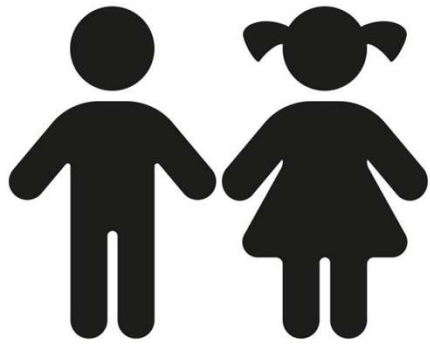
Stronger Argument (and CEDS tactics):

Our schools and training programs teach the things that matter

We maximize the number and range of people constantly learning and upgrading their skills

The number of people we enroll and complete in relevant programs is stable or growing (aligned with industry growth)

Expanding the talent pool – Removing Barriers to Work and Learning



Maybe not in your ED marketing materials, but in your strategy.

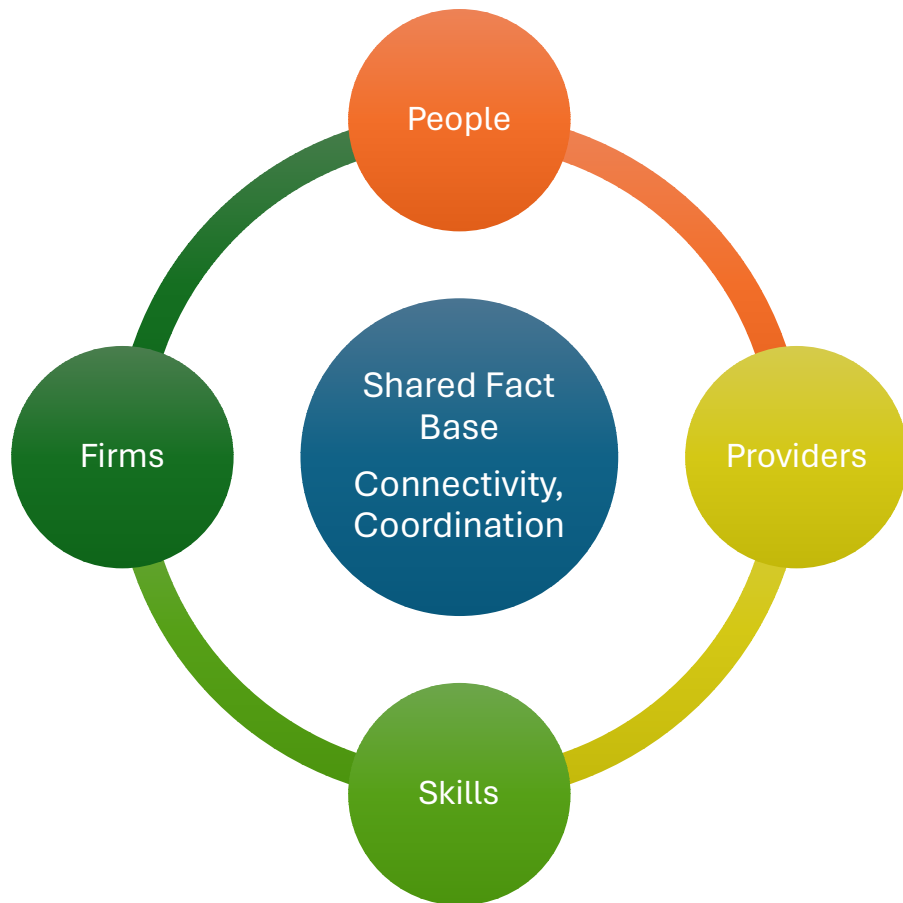
Supporting more learning for more people

Not just WHAT we teach, but HOW we engage learners, and get them off of the sidelines

Potential CEDS tactics

- Online learning
- Nontraditional Schedules
- Alternative credentials
- Credit for Prior Learning
- Employer Partnerships
- Services and supports for
 - Transitioning Veterans, People with Disabilities, Returning Citizens, New Americans, Transitioning Workers

Strategic Objectives:



Sufficient numbers of people

With the right skills

Connected to Work and
Learning

Today and into the future