

# Ready or Not Here They Come

Brainerd Lakes Area Chambers of Commerce  
Workforce Committee

# PARTNERS

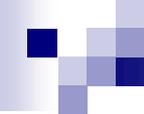
- Brainerd Lakes Chamber Workforce Taskforce Comm.
- Brainerd Workforce Center
- Brainerd ISD #181
- Pillager ISD # 116
- Crosby-Ironton ISD #182
- Pequot ISD #186
- Staples Motley ISD #2170
- Central Lakes College
- WSA 2 Workforce Investment Board
- The Initiative Foundation



**Presentation  
By**

**Brainerd Lakes Chamber**

**Workforce Committee**



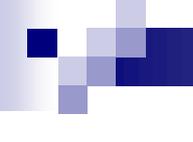
# VISION

Ensure a viable workforce  
for the 21<sup>st</sup> century  
based on targeted needs  
within the Brainerd Lakes Area.



# MISSION

Develop, implement and offer innovative opportunities for learners in the Brainerd Lakes area to achieve personal and economic goals.



# **Education level for success?**

**75 % Of Our Workforce  
Left Behind**



# EDUCATION



# Current Education Demand for the Workforce

20% of the jobs, nationally,  
require a 4 year degree

And

**80% do not.**

# Minnesota's Educational Pipeline

*Policy Alert, a publication of the National Center for Public Policy and Higher Education reported in 2002:*



**For every 100 Minnesota's ninth-grade students...**



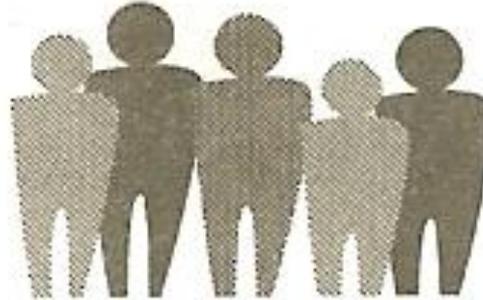
**....85 students graduate from high school four years later.**



**53 enter postsecondary education**



**38 still enrolled in 2<sup>nd</sup> year of postsecondary**

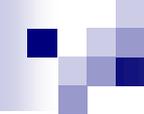


**25 graduate with a certificate, diploma, or degree.**

# Educational Attainment:

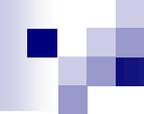
Data from the 2002 Census indicates the population of persons age 25+ have the following education levels:

	Lakes Area	Twin Cities
Less than 12 years	23.6%	12.5%
High School Completion	36.9%	30.9%
Some College: No degree	17.4%	21.1%
Associate Degree	8.4%	8.8%
Bachelor Degree	9.3%	19.3%
Grad or Prof Degree	4.4%	7.4%



# **REGIONAL**

## **(Labor Market Information)**



# **Labor and Population Statistics Show**

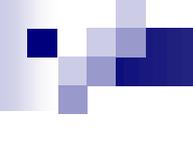
**Economic Recovery**

**Plus**

**Employment Shift**

**Plus**

**Population Change**



# Changing Workforce in the Brainerd Lakes Area

Will slow everywhere after 2010 due to baby boomers entering retirement.

also

An in-migration of mature adults and out-migration of young adults slow the workforce growth.....

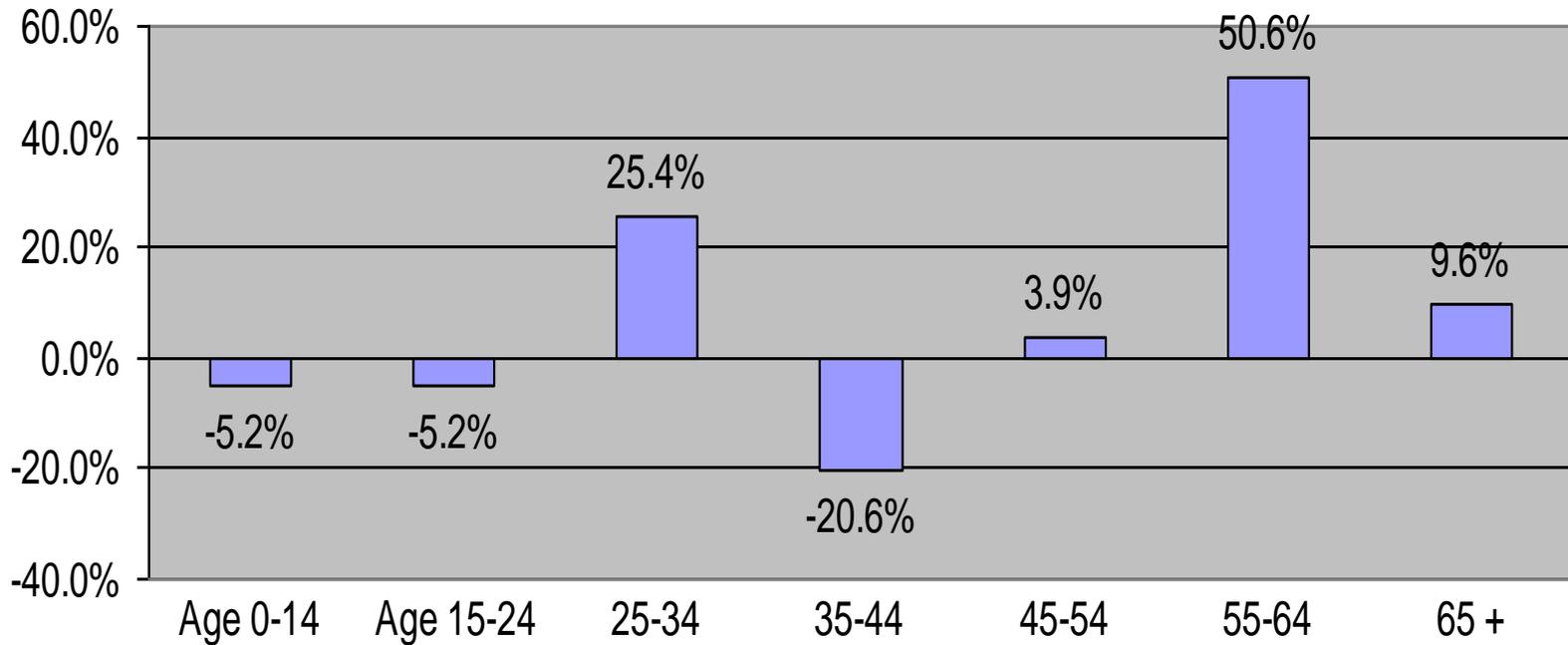
Creating a demand for construction and services.

# High Growth/High Pay Occupations for the NW Region

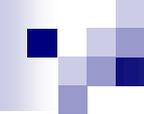
65 occupations listed: 14 (21.5% need BA or more) 38 (58.5% need 4 months or more) 13 (20% need H.S. diploma/OJT)

Code	Occupation	Est. Emp 2002	Percent Change 2002-2012	Projected Total Openings 2002 - 2012	10th Percentile	Median Annual Salary 2005	90 <sup>th</sup> Percentile	Minimum education required	License
000000	<b>Total, All Occupations</b>	<b>255,061</b>	<b>+14.4%</b>	<b>97,762</b>	<b>\$18,761</b>	<b>\$26,053.17</b>	<b>\$36,400</b>		
<a href="#">292071</a>	Medical Records and Health Information Technicians	296	+55.1%	205	\$23,254	\$27,484.79	\$38,979	2 yrs	
<a href="#">514011</a>	Computer-Controlled Machine Tool Operators, Metal	301	+45.5%	187	\$20,987	\$29,184.13	\$38,230	Apprenticeship*	
<a href="#">433011</a>	Bill and Account Collectors	259	+40.2%	153	\$26,042	\$27,439.17	\$50,835	OJT, AA/BA for Mgmt	
<a href="#">499021</a>	Heating, Air Conditioning, and Refrigeration Mechanics	285	+39.3%	150	\$25,626	\$34,896.92	\$45,198	2 yrs or Apprenticeship*	
<a href="#">472051</a>	Cement Masons and Concrete Finishers	454	+39.0%	268	\$29,058	\$34,053.64	\$53,102	Apprenticeship*	yes
<a href="#">499052</a>	Telecommunications Line Installers and Repairers	329	+37.1%	211	\$41,870	\$38,870.78	\$70,574	2 yrs or Apprenticeship*	
<a href="#">292021</a>	Dental Hygienists	325	+36.6%	147	\$19,178	\$53,967.03	\$41,330	2-4 yrs	yes
<a href="#">434051</a>	Customer Service Representatives	1,846	+35.1%	922	\$24,523	\$27,148.28	\$35,714	1-2 yrs	

## EDR5 Population Projections, 2000-2010



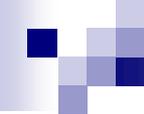
**Over 60% of the population in our area  
will be over 55.**



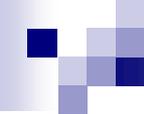
**"Due to the shrinking traditional workforce and a growing aging workforce a growing portion of our workforce lacks the current required technical skills"**

**Therefore we have;**

- **A greater need for workforce development and**
- **Recruiting, retraining, and continuing education becomes more important than ever before!**



# **BUSINESS AND INDUSTRY**



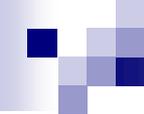
# Workplace Needs

Today's workplace requires  
a behavior and orientation toward work  
that goes beyond step-by-step task performance.

It expects all workers at all levels to:

- solve problems,
- create ways to improve the methods they use,
- engage effectively with their coworkers.

(Bailey 1997;Packer 1998)



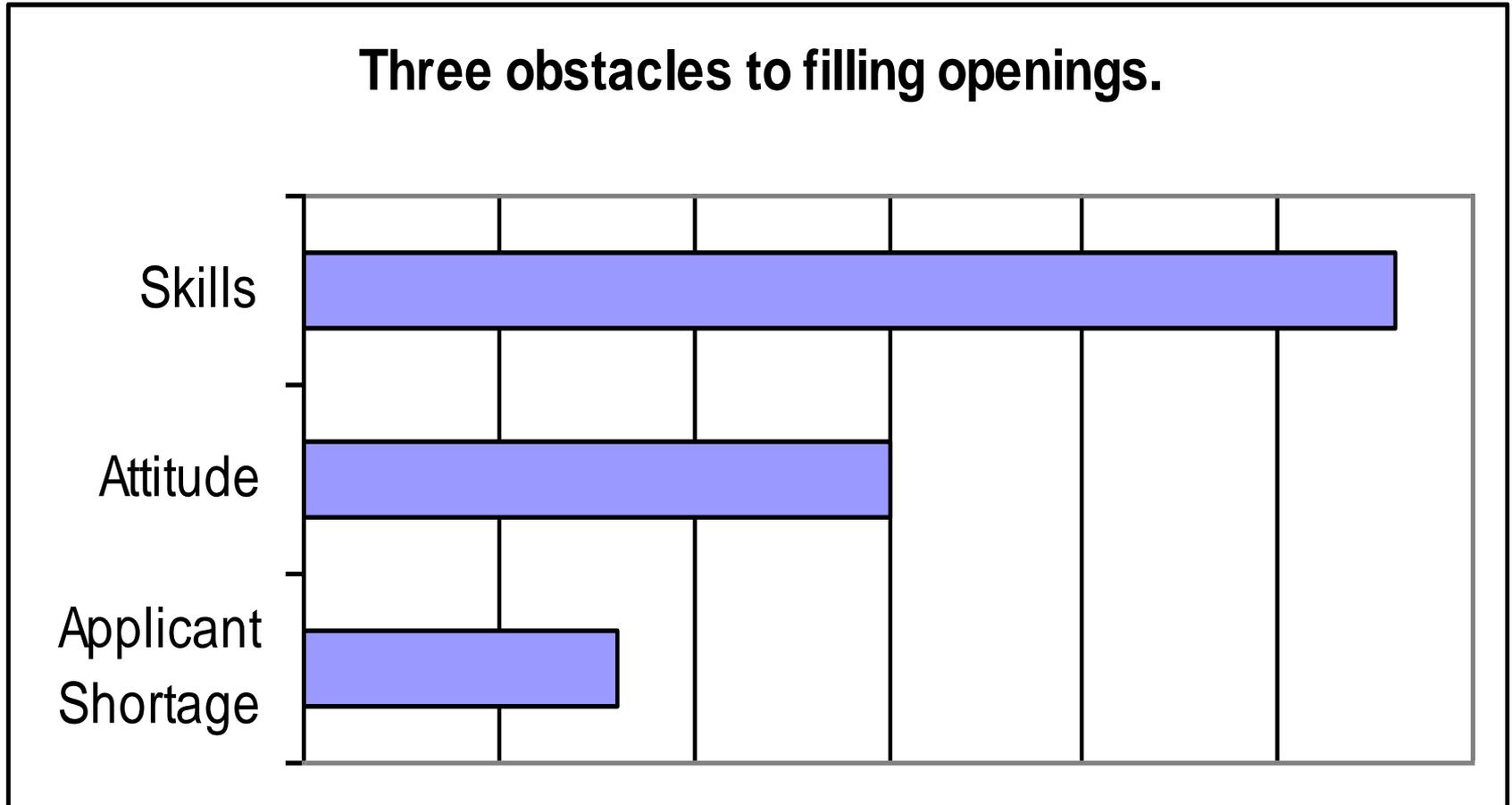
# What Do Applicants Lack?

Survey of 65 area employers suggests

- Technical qualifications
- Soft skills
- Acceptable attitude and work ethic
- A blend of technical and human relations abilities
- Acceptable attendance  
(Poor attendance was identified as the primary reason for termination)

*Source: Lakes Area Human Resource Association (LAHRA) employer survey.*

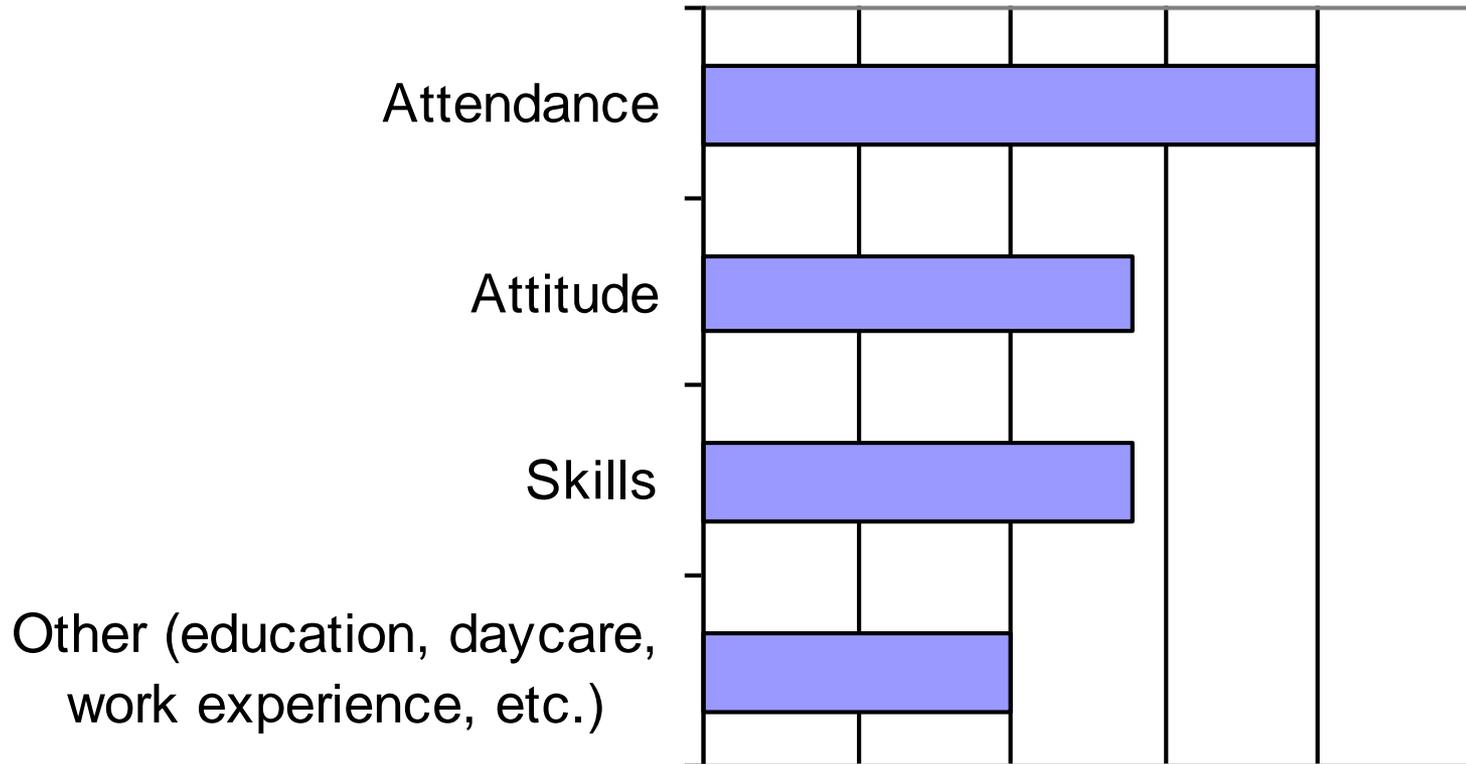
# Brainerd Employer Survey results



*Source: Lakes Area Human Resource Association (LAHRA) employer survey.*

# Brainerd Employer Survey results

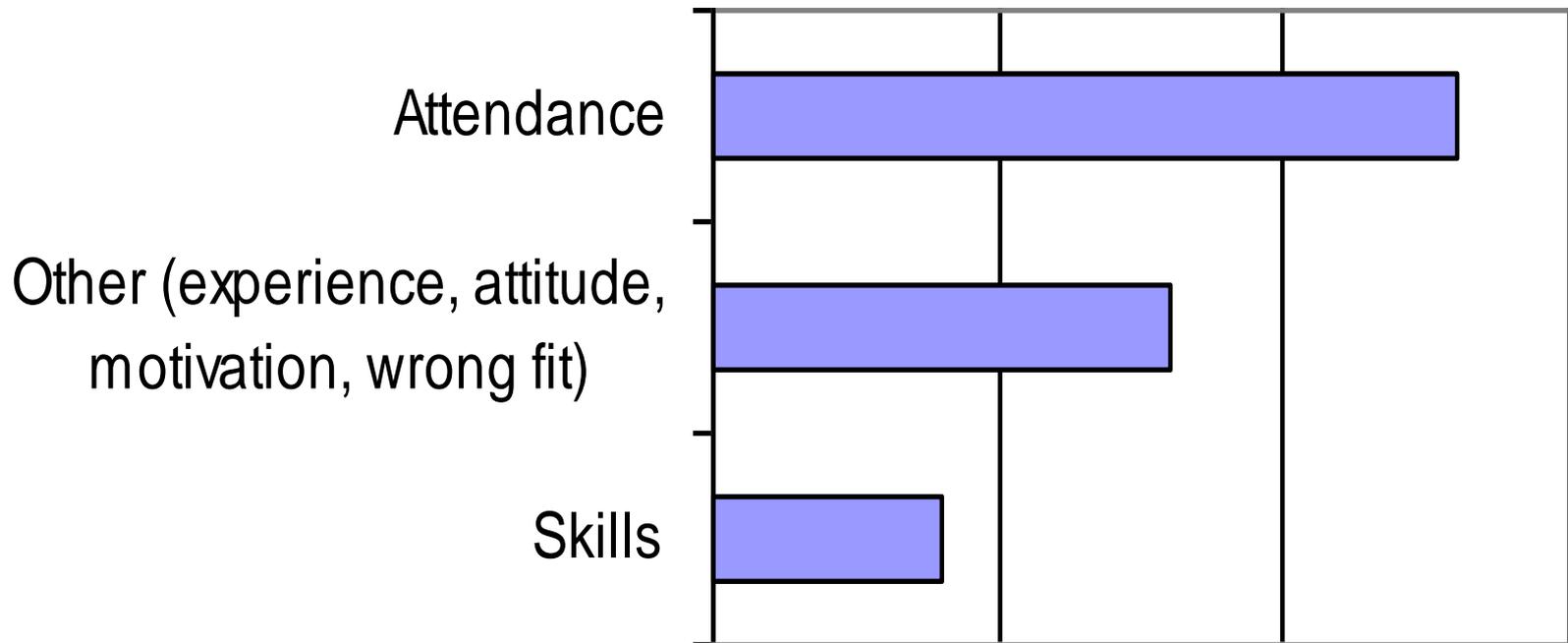
Obstacles preventing employee success.



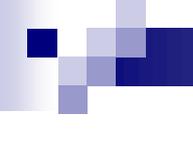
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# Brainerd Employer Survey results

## Factors Causing Termination.



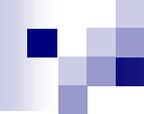
*Source: Lakes Area Human Resource Association (LAHRA) employer survey.*



**"How can the future workforce acquire this  
blend of technical and human relations skill  
required for their careers?"**

**By**

**"Contextual learning within education"**



# How can education and training programs prepare individuals for a rapidly changing workplace?

- **There must be** a valid and reliable link forged between learning and worker competency.
- With open and free-flowing communication between educational institutions, employers and communities.



# MINNESOTA

# Governor's Workforce Development Council

- The most important job growth will be in both **high wage jobs and entry level jobs**.
- More job openings will require **moderate training and technical skills training**.
- A skilled workforce is a strong competitive advantage in the **global market place**.
- **Investment in training and education** will be necessary to keep a competitive edge in the future.
- Minnesota should **encourage more career exploration, awareness of career and technical education, and attainment of workplace skills**.

## Governor's Workforce Development Council (Cont.)

- State funding should be made available to local districts to supplement current local levies for career and technical programs. This funding is in addition to the per pupil formula and supports:
  - 1) Expanded secondary programs in specific occupations.
  - 2) Articulation agreements between education levels and business.
  - 3) Alignment of education and training with current industry standards.
  - 4) Expansion of training and education for secondary staff in career development classroom activities.

# Citizens League Recommendations

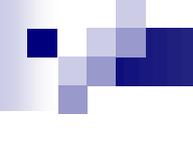
- All Minnesotans will need at least two years of higher education.
- Two year degree after high school to replace the diploma as a minimal education attainment.
  - 80% of jobs need 4 months – 2 yrs education
- Re-defining education to a K-14 sequence with contextual learning activities as a major focus.

Source: Star Tribune Editorial – October 2004

## Citizens League Recommendations, (Cont.)

- Academic and career preparation will be integrated as part of a “mid-college”, secondary/post secondary concept.
- Preparation for college and work force development do not necessarily support the same learning priorities and needs.

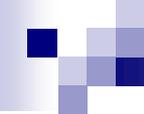
Source: Star Tribune Editorial – October 2004



**EDUCATIONAL STANDARDS**

**VS**

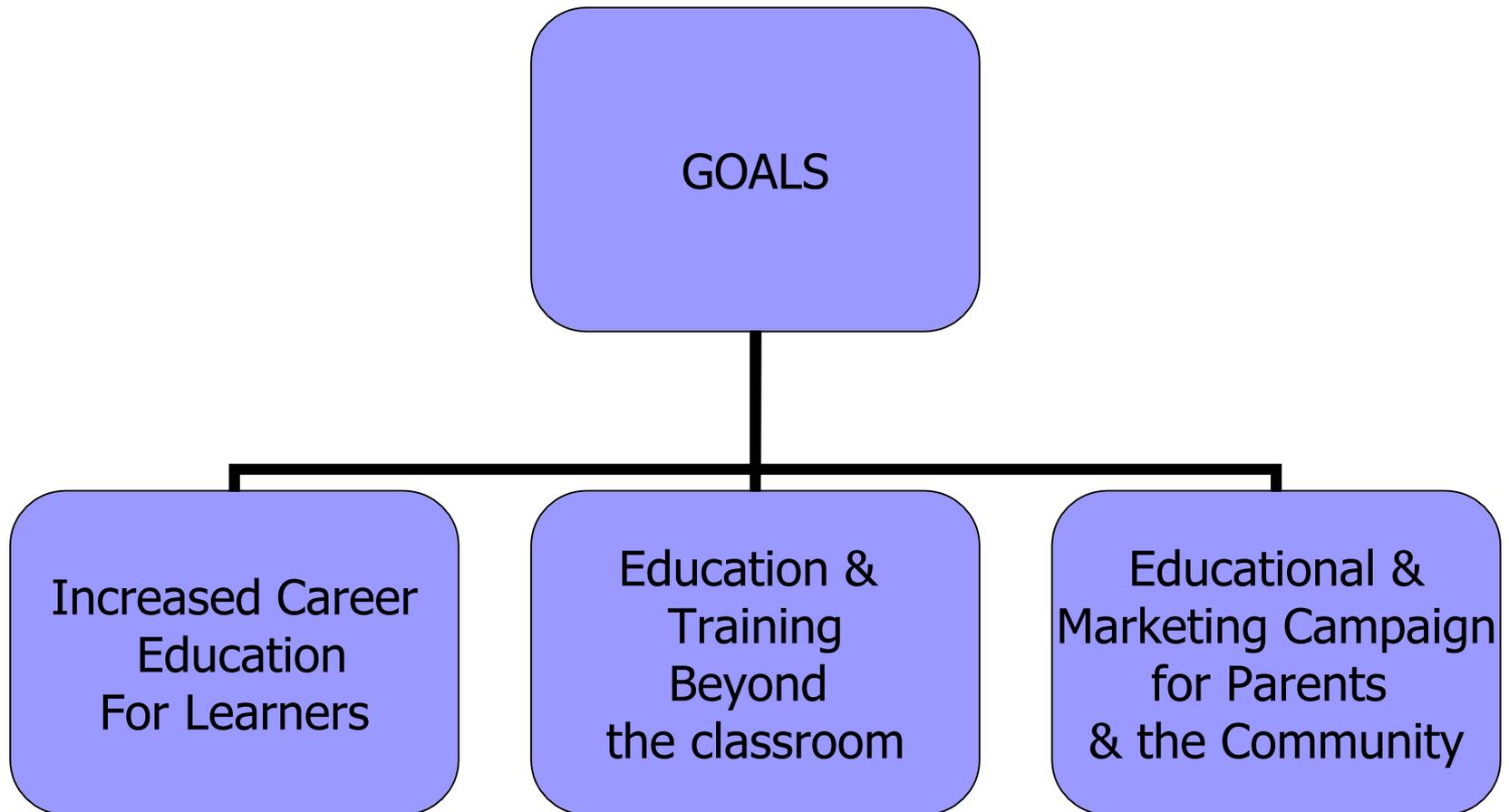
**WORKFORCE/EMPLOYMENT  
STANDARDS**

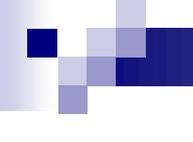


**Do our current  
MN High School Standards meet  
Workforce Standards?**

**To answer that question-  
A forum was held in February 2006**

# WORKFORCE DEVELOPMENT FORUM RECOMMENDATIONS





# The Chamber Workforce Committee

believes the “System”  
*(business, parents and educators)*  
as designed,

is a barrier to meeting our current  
workforce needs and proposes a new  
model to remove the barriers.



**INTRODUCING**

**BRIDGES CAREER  
ACADEMIES  
AND  
THE WORKPLACE  
CONNECTION**

# Bridges Career Academies Pilot Program

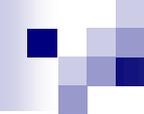
An Academy is:

- A partnership between local school districts, higher education and business.
- A sequence of courses focusing on career pathways that begin in high school and are taken for dual college and high school credit
- A course of study that combines rigorous academics and high demand technical skills.

- Designed for “middle majority” high school juniors and seniors

And

- Will raise awareness of career opportunities and expands participation in job shadowing, internship, etc.
- Will provide dual credit and result in tuition savings

- 
- Will address & respond to ever changing regional workforce needs.
  - Will expand student awareness and interest in regional career areas
  - Will assist students with being program-ready to enter postsecondary programs
  - Will focus on student needs

# Bridges Career Academies will include

## A. Project Based Learning:

Students learn better when:

- 1.) They can apply what they learn to “real-world” problems with known or unknown solutions
- 2.) Learning is active
- 3.) Students and teachers work as a team



Bridges Career Academy will include, continued

B. SCANS (essential) skills integrated into courses

C. A business advisory component.

1.) Curriculum developed through an inclusive process with college and high school instructors and business advisors

2.) Leverages existing equipment resources at various locations

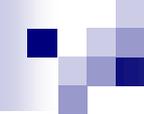
D. Concurrent courses of study at participating high schools or colleges.

E. No transportation costs

# THE BRIDGES WORKPLACE CONNECTION

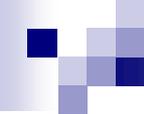
“The bridge support that strengthens students’ career education”

“ Bridges Workplace Connection”  
coordinated by 



# THE BRIDGES WORKPLACE CONNECTION

- Acts as an intermediary between schools and business to integrate work-based learning into local school districts and is a one stop shop for business, students, and educators
- Provides scheduling of services which include Job Shadowing, Internships, Business Tours, Classroom Career Speakers & Teachers in the Workplace

- 
- Coordinates the staff development of specific descriptions, pre-requisites, scheduling, contact information etc. for the work-based learning experiences
  - Maintains a website that explains services and available resources for students to enroll in experiences through the class registration process.

# Outcomes of a Workplace Learning Connection

(Annual information)

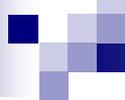
- 20% of 11<sup>th</sup>/12<sup>th</sup> grade students participated in Job shadows –
- 3% of 11<sup>th</sup>/12<sup>th</sup> grade students participated in Internships –
- 20% of students participated in worksite tours
- All students in 11<sup>th</sup>/12<sup>th</sup> grade were presented information by business speakers which focused on workforce skills.
- 3200 students participated in Career Fairs.

Based on 9 years of data from Kirkwood College

Brainerd Lakes Area Chambers of Commerce Workforce Committee

# Kirkwood statistics show;

- Influenced choice of high school courses – 48% job shadows; 54% internships
- Connected high school and world of work – 66% job shadows; 84% internships
- Helped select a career field – 74% job shadows; 98% internships
- Helped select a college major – 77% job shadows; 76% internships



# IMPLEMENTATION GOAL

Initiate Bridges Career Academies  
and  
Workplace Connection  
for the 2007-2008 school year