

Tomorrow's Workforce: Strategies for Appalachia's Future

ARC Annual Conference October 22-23, 2008, Tupelo, Mississippi

Selected Resource links: Workforce Development

The references were compiled from multiple sources during September and October of 2008 for the convenience and reference of conference participants. Many of them were suggested by presenters and practitioners in the field. To find references on a particular topic, it is suggested that the user conduct searches using the "word find" feature of the software being used to view this document.

The summaries below were taken directly from the web sites publishing the item. Attempts were made to select descriptive passages to include below but their accuracy cannot be guaranteed. The web sites below were free and open to the public at the time the document was reviewed, though some of the web sites may require that users register before gaining access. In some instances, only summaries of the document are available for free online and the full document can be obtained for a fee.

This list is not all inclusive and was not intended to be. There are many valuable resources available both in print and online that are not included here. Likewise, inclusion in this list does not constitute endorsement by the Appalachian Regional Commission. Users are encouraged to review all program guides, articles, and research studies with a critical eye.

AIM Institute

The AIM Institute supports the business community through our proven workforce recruitment tools, training classes, and other resources.

<http://www.aiminstitute.org/workforce/workforce-development.html>

Apprenticing in the Crafts:

North Carolina's Yadkin Valley is looking to the arts to replace some of the traditional industrial jobs that have disappeared in recent years. The Yadkin Valley Craft Guild and Town of Elkin (North Carolina), with a grant from the North Carolina Rural Center, have developed a detailed manual for an Apprenticeship/Mentoring Program in artistic crafts. Aimed at the unemployed and underemployed, the program includes a one-month shadowing program to acquaint potential artists with the skill requirements and working environment and then apprenticeships for those with the interest in going further. The manual includes the expectations of mentors and apprentices, model contractual agreements, and program descriptions. Based on the experiences of the 10 mentors and 20 apprentices who took part in the pilot program, the Guild expects to revise and improve the first edition of its manual. For more information, please contact YVCG@rivercto.net or see

http://yadkinvalleycraftguild.org/index.php?action=page_display&pageID=12.

Artists in the Workplace: Research Report #48

The National Endowment of the Arts has released a study that profiles where creative people work in America. Artists in the Workplace: Research Report #48 relies on 2000 and 2005 occupational census data to count people claiming employment in the arts.

<http://www.nea.gov/pub/Researchcharts/Summary37.html>.

Center for Creative Leadership

The Center for Creative Leadership (CCL®) offers an exclusive focus on leadership education and research and unparalleled expertise in solving the leadership challenges of individuals and organizations everywhere. The Center equips their clients with the skills and insight to achieve more than they thought possible through creative leadership.

<http://www.ccl.org>

Center for Management and Organizational Effectiveness "Coaching"

The Center for Management and Organizational Effectiveness web site includes interactive quizzes that assess whether teams are appropriately managed, as well as articles on effective "coaching".

<http://www.cmoec.com>

Community college noncredit course: Workforce, student impact

Noncredit courses play an important role in meeting shifting workforce demands and addressing employers needs. Noncredit Enrollment in Workforce Education: State Policies and Community College Practices offers recommendations to help ensure that noncredit courses meet the needs of students and employers.

<http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/AACCPublications/Reports1/noncredit.pdf>

CTC Foundation

The CTC Foundation applies scientific, technological, innovative, and humanistic principles to enhance economic progress and the quality of life. From an independent platform...The caliber of a community's educational system and delivery capabilities has always been the key barometer of its economic and social growth. In recognition of the essential role of education in community and regional development, equipping the existing and emerging workforces with the academic and experiential tools to meet the challenges of the future is one of the Foundation's fundamental objectives. Through partnerships with industrial sector, dedicated individuals, families and philanthropic institutions, the CTC Foundation is becoming a national pacesetter in this area by facilitating the development of the technology-based educational tools that enrich the learning process.

http://www.ctcfoundation.org/Edu_and_Workforce/educate.html

Energy Policy Act Poses Workforce Training Issues

One small part of the Energy Policy Act could send power industry firms scrambling to get their houses in order. Among the 500 ponderous pages of the Act sits the innocuous-sounding Section 1103, "Training Guidelines for Non-Nuclear Electric Energy Industry Personnel." This section calls for the development of model personnel training guidelines to support the reliability and safety of the non-nuclear electric system. It sets requirements as to who is to be trained and demands that training pay off in terms of improved competency. Further, competency has to be demonstrated according to pre-designed metrics.

http://pepei.pennnet.com/display_article/337585/6/ARTCL/none/none/1/Energy-Policy-Act-Poses-Workforce-Training-Issues/

Evaluation Strategies for Public Health Workforce Training: Lessons Learned.

<http://gateway.nlm.nih.gov/MeetingAbstracts/ma?f=102275839.html>

Heldrich Center

The Heldrich Center has pioneered projects that profile the economic landscape of local and regional areas, identify existing education and training resources, and provide policymakers with needed guidance for supporting key industries and improving the alignment between the workforce needs of the state's key industry employers and the workforce preparation of potential and current employees.
http://www.heldrich.rutgers.edu/Knowledge_Centers/WorkforceAndEconomicAnalysis.aspx

Intervention: Job Corps

Job Corps was created by the Economic Opportunity Act of 1964. The federally funded program currently operates under the provisions of the Workforce Investment Act of 1998 and is administered by the U.S. Department of Labor, Office of Job Corps. Information on the program's history and resources for program implementation are available from the Department of Labor website.

<http://jobcorps.dol.gov/about.htm>.

http://ies.ed.gov/ncee/wwc/pdf/WWC_Jobcorps_040108.pdf

http://ies.ed.gov/ncee/wwc/pdf/Jobcorps_APP_040108.pdf

Manufacturing Extension Partnership (MEP)

For almost two decades, MEP has focused on increasing the competitiveness of the United States industrial base by bridging the productivity gap for manufacturers, identifying opportunities for growth, and encouraging technology deployment. MEP provides its manufacturing customers with a wide array of fundamental services in business and process improvements helping them to stay strong and ready to compete in the global market. We focus on the future for manufacturers by making advanced technology adoption a reality for any-sized business.

<http://www.mep.nist.gov/about-mep/index.htm>

American Management Association

American Management Association is a world leader in professional development, advancing the skills of individuals to drive business success. AMA's approach to improving performance combines experiential learning—"learning through doing"—with opportunities for ongoing professional growth at every step of one's career journey. AMA supports the goals of individuals and organizations through a complete range of products and services, including seminars, Webcasts and podcasts, conferences, corporate and government solutions, business books and research.

<http://www.amanet.org/>

National Fund for Workforce Solutions

The National Fund for Workforce Solutions is a \$50 million effort to strengthen and expand high-impact workforce development initiatives around the country. It is addressing with effectiveness and efficiency a critically important problem in America today: The crisis in workforce preparedness. While workforce skills are increasingly important in a globally competitive market, more than a third of the American workforce lacks the skills needed to succeed in this environment. ...The National Fund for Workforce Solutions is creating a pool of \$50 million or more to grow and accelerate investments in local workforce partnerships. The Fund's investments will support local initiatives by providing financial support, technical assistance, evaluation, research, and other capacity-building services.

http://www.jff.org/Content/Current+Projects_Building+Economic+Opportunity+for+Adults_National+Fund+for+Workforce+Solutions.html

A New Approach for Construction Workforce Training and Certification

A well-trained workforce is a more efficient and effective workforce. With that goal in mind, the Transportation Curriculum Coordination Council (TCCC), formed in the summer of 2000, has dedicated itself to improving training opportunities for transportation workers. The Council's goals also include developing a national core curriculum that can be used by any agency and building partnerships among State highway agencies and industry associations so as to save time and costs in developing training materials.

<http://www.tfhrc.gov/focus/sep01/construction.htm>

O*NET Knowledge Site

The O*NET Knowledge Site seeks to provide you with information about O*NET (the replacement for the dictionary of occupational titles) and O*NET usage as it applies to workforce training. O*NET will allow you to: Share information with peers; Teach you how to search the new O*NET directory of occupational titles; Show you how you can use O*NET data to build better resumes and job orders; Build an online community of Workforce Development Professionals, Employers, Educators, and Students. Use this site to stay abreast of project initiatives and share your thoughts with others. Click here to learn more about registering with O*NET for workforce training and workforce development.

<http://www.workforcedevelopment-training.net/>

<http://online.onetcenter.org/>

<http://online.onetcenter.org/skills/>

Postsecondary Career/Technical Education: Changes in the Number of Offering Institutions and Awarded Credentials from 1997 to 2006

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008001>

The Society for Human Resource Management (SHRM)

SHRM is the world's largest professional association devoted to human resource management. Our mission is to serve the needs of HR professionals by providing the most current and comprehensive resources, and to advance the profession by promoting HR's essential, strategic role. Founded in 1948, SHRM represents more than 225,000 individual members in over 125 countries, and has a network of more than 575 affiliated chapters in the United States, as well as offices in China and India.

<http://www.shrm.org>

State Future Workforce Gap Summary

The Future Workforce Gap Summary provides states with information on their workforce pipeline as it pertained to high growth jobs that require a two-year college degree or more.

<http://www.act.org/news/data/08/workforce.html>

TAKING INVENTORY Job Skills in the Tennessee Workforce

The Tennessee Diploma Project is an initiative of the Tennessee Alignment Committee, a panel of state and local government officials, and business, post-secondary and K-12 leaders from across the state. The primary goal of the project: clearly define job skills needed for certain entry-level positions across the workforce spectrum, and communicate the information to state officials working to better align education standards with the demands of college and work.

<http://www.tbroundtable.org/library/pdf/takinginventoryreport.pdf>

Virginia state workforce development strategic plan

<http://www.workforce.virginia.gov/StrategicPlan/>

Workenomics™

Workenomics consists of a team with the primary goal of supporting private and public economic development and workforce development efforts in Licking County [Ohio].

<http://workenomics.com/calendar.asp>

WIA and Wagner-Peyser Act State Plan Modifications (2007-2009)

WIA and Wagner-Peyser Act State Annual Reports (2006)

Workforce Innovation in Regional Economic Development Web Pages

The above documents can be found at:

<http://www.doleta.gov/USWORKFORCE/WIA/planstatus.cfm>

Workforce Information Council

The Workforce Information Council helps guide the development and improvement of the nationwide workforce and labor market information system. This system provides information on labor market trends and conditions, job outlook and wages, skill requirements of jobs, and a wide variety of other information that helps customers make decisions about their businesses, careers, training, and job search.

<http://www.workforceinfocouncil.org/default.asp>

The Workforce Information Portal

Your easy access point for information about the workforce, labor market, and careers in your local area, state, and the nation.

<http://www.workforceinfo.org/>

Workforce Three One

The resources, tools, updates and links on this page are intended to assist the nation's workforce professionals in serving the needs of workers and business.

<http://www.doleta.gov/USWORKFORCE/>

On the ARC web site:

Creating Regional Advantages in Appalachia: Towards a Strategic Response to Global Economic Restructuring,

By the Keystone Research Center, ARC, April 2005. This report documents the findings of field research in seven Appalachian states on responses to worker displacement and economic restructuring. (The seven states are New York, Pennsylvania, Ohio, West Virginia, Kentucky, North Carolina, and Georgia.) This field research complements quantitative analysis of worker displacement in Appalachia from 1993-2003. The case studies found that Appalachia has experienced significant economic distress especially beginning in 2001 (earlier in some places) and that worse may be yet to come, especially in Southern Appalachia. Most case study regions had developed systems of responding to layoffs and connecting dislocated workers to services. In many regions, however, the overall response to restructuring has been reactive, with more energy and activity focused on coping with the direct impact of displacement than on developing a comprehensive and strategic long-term response.

<http://www.arc.gov/images/reports/2006/keystone2005/keystonereport.pdf>

Displacement in Appalachia and the Non-Appalachian United States, 1993-2003: Findings Based on Five Displaced Workers Surveys,

By Stephan Herzenberg, Mark Price, and Howard Wial. Keystone Research Center, 2005. This report looks at worker displacement in the Appalachian region during the past decade. It uses the Displaced Worker Survey (DWS) conducted every two years by the Census Bureau and Bureau of Labor Statistics (BLS) as a supplement to the Current Population Survey (CPS). It relies on the past five DWS surveys, conducted in 1996, 1998, 2000, 2002, and 2004. Each DWS asks workers about displacement experience in the previous three years. Therefore, the research in this report covers the experience of workers displaced during the periods 1993-1995, 1995-1997, 1997-1999, 1999-2001, and 2001-2003.

http://www.arc.gov/images/reports/2006/displacement/pdf/displacement_arc.pdf

Underemployment in Appalachia and the Rest of the United States, 1996-2004,

By Mark Price and Howard Wial, Keystone Research Center, 2005. Conventional unemployment rates provide an incomplete measure of local labor market conditions, especially in poor rural regions. Unemployment, for example, does not include involuntary part-time workers; nor does it include discouraged workers who stop seeking work because they cannot find jobs. To get a more complete picture of labor markets in Appalachia, this data brief contains estimates of underemployment in Appalachia by state and by demographic group for each year from 1996 to 2004. These estimates are derived from the Current Population Survey (CPS). Although Appalachia per se is not identified in the CPS (and Displace Workers Survey), we construct a CPS sub-sample that approximates the Appalachian region of each state using the metropolitan geographic identifiers that are available. impact of displacement than on developing a comprehensive and strategic long-term response.

http://www.arc.gov/images/reports/2006/underemployment/arc_underemployment.pdf

The Upskilling of Appalachia: Earnings and the Improvement of Skill Levels, 1960 - 2000

By Dan A. Black, University of Chicago, Kelvin M. Pollard, Population Reference Bureau, and Seth G. Sanders, University of Maryland at College Park, September 2007. To what degree has the rise in overall skill levels among Appalachia's adult population helped increase the relative prosperity of Appalachian families? This report examines the improvement of Appalachia's economic fortunes relative to those in rest of the country since 1960—particularly among men and women of prime working age (ages 25 to 64). It also looks at the effect of various social and demographic factors on this convergence.

http://www.arc.gov/images/reports/2007/upskilling/Upskilling_Appalachia.pdf