



Washington Workforce Association
Building the World's Best Workforce

**Public
Outreach
Kit**

August 2007



Workforce Development Professionals:

We would like to ask you for your help in highlighting the workforce investment system's identity and value.

Our state and nation face an emerging crisis. Demographics indicate we do not have nearly enough workers to fill jobs now, and the shortage will worsen in the future, especially for occupations requiring training beyond high school. Unless additional improvements are made in workforce development, we will lose our competitive advantage in the global economy and face serious economic and societal consequences.

Will you help us highlight this problem for the public at large, so we can address it more vigorously? We would like to encourage WDC members to schedule presentations with their local Chambers, Rotary, Business Associations, Labor Councils, and other local organizations as appropriate. WWA has developed the attached *Public Outreach Kit* to aid in this endeavor.

Each kit includes information about how to arrange for a presentation, speaking points to make during your presentation, anticipated questions and answers, useful statistics, and more. We encourage you to use these materials "as is," or edit them to your liking.

At a minimum, we hope one or two local board members from each WDC will take the attached PowerPoint presentation, edit it if desired, and begin presenting it at organizations in your community. Be sure to always bring a WWA sign-up form (see last page) so we can build organized grassroots support.

With your help, we will engage broader public support for workforce development, and continue improving our ability to serve Washington's businesses, workers, job-seekers, and students.

Best wishes,

A handwritten signature in black ink that reads 'Tim Probst'. The signature is written in a cursive, flowing style.

Tim Probst, Chief Executive Officer
Washington Workforce Association

Public Outreach Kit

Introduction and Purpose	2
Contents	3
Steps to Arrange for a Presentation	4-5
Speaking Points to Make During Your Presentation	6-7
Preparing for Anticipated Questions and Answers	8-9
Washington State Useful Statistics on Education and Dropouts.....	10-11
Workforce Development Facts and Quotes.....	12-13
Building the World's Best Workforce.....	14-15
Public Outreach Kit.....	16
Media Lists / Newspapers	Enclosure Included
Media Lists / Radio	16
Media Lists / Television Stations	16
CD / Workforce Development Presentation.....	Enclosure Included
CD / Business Card with Speaking Points Template.....	Enclosure Included
Workforce Development PowerPoint Presentation Agenda.....	17
Useful National Statistics.....	18
Support Washington Workforce Association!.....	19
Generic Business Cards	Enclosure Included



Steps for Arranging Presentations

Step 1: Locating Local Organizations

Develop a list of associations and organizations. Utilize publications and the web and ask your business services experts to assist you in the building of your list. For example you may want to consider chambers, public schools, realty associations, Board of Commissioners, industry and business associations, fair boards, colleges and universities, economic development councils, city planning committees and councils, schools, local WorkSource offices, DVR, government groups, labor councils, industry consortiums and coalitions, skill centers, ports, public utilities, PTAs, Rotary, target industry sector groups, visitors bureaus, and down-town associations.

It is important to prioritize your list and schedule presentations with groups that would best benefit from the information and share workforce development issues and solutions with others. Presentations provide a myriad of networking opportunities. You will develop relationships and gain more opportunities for future speaking engagements.

Step 2: Making Contact and Scheduling

- You may want to set up a separate database in order to help you collect contact names and contact information and keep your information current.
- Schedule well in advance to ensure you have adequate time to prepare.
- Confirm dates with your contact person.

Step 3: Preparation and Materials

- Initially be prepared to provide for your contact person a biography of the speaker and a brief outline of the content of the speech.
- Establish the length of time for your presentation. Determine the time you are scheduled to begin and where you fall on their agenda.
- Meet with your contact person at the location of the event if at all possible. Discuss and determine what is to be expected and address any questions that occur.
- Ask your contact person for the number of expected attendees and be sure to have enough handouts, including your business cards.
- Arrange for parking close to the facility, especially if there are a lot of materials to bring into the building.



Step 3: Preparation and Materials (Continued)

- Make a list of all materials needed for the presentation and gather them in advance. You may want to arrange for a designated area for your presentation materials.
- Explore in advance and plan for any potential media opportunities at the event where you'll be speaking. Prepare a press release (in advance is best—see tips below.)
- Identify your contact person for audio-visual needs and if they will provide the equipment or if you have to bring your own. Always bring a back-up CD or send the visual presentation in advance. Arrive well in advance on the day of the presentation. This gives you time to address any technical difficulties that may arise.
- You may want to ask a staff person or other attendee to take digital pictures or video. Experience shows that an event seems more important if someone is taking pictures, and the documentation may be valuable. Allow time for familiarizing with a borrowed camera!

Step 4: During Your Presentation

- Let the audience know your ground rules, i.e. when it is acceptable to ask questions.
- Prepare answers in advance to any tough questions. If you do not know the answer to a question, get the person's contact information and get back to them with the information.
- Take ownership when answering tough questions, it is important not to blame other programs or individuals for the problem.
- Ask the audience for their support, share website information and give them a task.
- Be brief, clear, and try to avoid jargon and acronyms as much as possible.
- Have three to four points in mind that you want your audience to focus on.
- Stay around after the presentation in order to address questions on a personal level.
- You may want to provide an evaluation form that can be easily filled out and turned in to you before you leave. This can provide valuable input and another opportunity to educate and gain supporters.

Step 5: Follow-Up

- Send a press release immediately after the event. Include the topic and whenever possible the reporter's name in the subject line of your e-mail press release. Put the entire content into the body of the email. Follow up with your media contacts by phone.
- Get feedback from the event contact person on how the presentation was received.
- Follow up with all new contacts, especially those with unanswered questions. Let everyone know that you are a workforce information resource and remind them to call you any questions they may have.



Speaking Points about the Importance of a Skilled Workforce

For all WDC Members in Washington

The Issue:

The skills of our people will be the primary determinant of our future economic success.

The Implication:

Our top priority should be to coordinate and support our schools, colleges, and training and placement programs toward a common goal: building a highly skilled, highly adaptable workforce.

The Reward:

A dynamic economy, business profits, higher earnings for people, fewer people on public assistance, less poverty, and a stronger middle class base for our society.

The Need:

The public and our policy-leaders need to fully grasp this, or we risk our economic well-being. Nothing is more important to our economy than the skills our people.

The Bottom Line:

Our education, training and job placement system should be our state's top priority for funding and regulatory flexibility. In turn, the system is responsible for developing the skilled and adaptable workforce needed by our local economy, as defined by our local businesses.

The Key Insight:

The economy is the sum of each individual's talent and hard work. People create the economy. Skilled people create a strong economy.

The Next Steps:

We can have the best jobs in the global economy if we have the most skilled people in the global economy. We need to:

1. Make workforce development a top priority.
2. Allow greater local flexibility in the workforce development system.
3. Invest in workforce development.

**“None of the top 10 jobs in 2010 exist today.” - Former Ed.
Secretary Richard Riley**

“An average person today will have 10-14 careers and an av-



Speaking Points About WDCs

For all WDC Members in Washington

What does a Workforce Development Council do?

In short, Workforce Development Councils make our local workforce more skilled and adaptable.

WDC's help coordinate the education, training and job placement system to meet the needs defined by local employers and local workers. To do this well, we need to consistently support our schools, colleges and training and placement programs in seeking additional funding, greater local flexibility and more efficient ways to use their existing funding.

Why?

This gives our local companies a competitive edge in the global marketplace, and gives our people a competitive edge in the labor force. That means higher profits for business and higher earnings for people.

How do we do it?

1. **We bring the right people together.** Making our local workforce more skilled and adaptable is a big job. It requires business and economic development leaders to work hand-in-hand with K-12, college, labor, and job placement professionals. WDCs coordinate these leaders, to provide a system that deliberately manages workforce development efforts based upon economic development principles established by the business and employer community.
2. **We work community-by-community.** We know that there is no single solution that works everywhere. Each local community must develop solutions that work for its unique local economy.

Why should you help us succeed?

If we succeed, Washington's people will be some of the most talented, adaptable, and highly skilled workers in the world. That means long-term economic success, self-sufficient families, and a society that is built on a strong foundation—the skills and hard work of each individual.

How can you help us succeed?

1. **Spread the word.** Tell your professional organizations, nonprofits, media, and decision-makers that our economic future depends on our success in building a highly talented workforce.
2. **Keep it local.** WDCs help local business and labor leaders give direct oversight to the education, training, and job placement system. That keeps the customer's voice strong, and it fosters locally-driven decision-making. Sometimes this is controversial, but when you support your local WDC, you support customer-driven, community-driven leadership.
3. **Fund it.** Our school system, colleges, and training and placement professionals will build—or fail to build—the skilled workers of tomorrow. And our skilled workers—or lack of skilled workers—will determine whether we lead or follow in the modern economy. Investing in the skills of our people is wise, especially when the educators and trainers are coordinating their efforts with business, labor, and economic development, via the local Workforce Development Council.

Work with us.

Business profits, job creation, education, unemployment, poverty, and healthy communities are interconnected issues. If your organization addresses any of these issues, remember to highlight the need for skilled workers and effective Workforce Development Councils.



Preparing for Anticipated Questions and Answers

- ▶ It is important to spend time preparing answers to questions that may be asked during the presentation.
- ▶ Knowing the topic well will aid in the formulation of anticipated questions.
- ▶ We have provided some sample questions and possible answers below.
- ▶ Local WDC staff may be able to provide more detailed local answers.

How do we know if your organization is effective?

We actively monitor local performance measures, and consistently exceed state and federal performance targets, as well. Our statewide network of WorkSource centers serves over 40,000 people each month. Our Workforce Investment Act programs help over 6,000 people per year gain a degree or credential, and prevent over 1,000 high school students from dropping out. WorkSource helps over 12,000 people per month move directly into employment. Finally, the Workforce Investment Act supports 41 Industry Skill Panels across the state helping 16 different industry sectors create a more reliable supply of skilled workers.

Where does your funding come from?

Most of our funding comes to us through federal dollars as mandated in the Workforce Investment Act (WIA) of 1998. These federal funds are declining. In fact, according to Congress' Government Accountability Office (GAO); in 1978 the federal government spent \$9.5 billion on job training. Adjusted for inflation we'd have to spend \$30 billion today to stay at the same level. Instead we are spending \$3.5 billion today. Put another way, in this time of incredible challenge to our national economic security, we are spending 11.7% of what we spent 28 years ago!!

Aren't there too many organizations trying to address the same issues? What are you doing about that?

It is important to convene all stakeholders and experts to work together to resolve these complex issues. The Workforce Development Councils bring local businesses, labor, education, and government together to guide public investments and meet the unique workforce needs of their local community.

Preparing for Anticipated Questions and Answers

Why should we focus workforce development when there are so many other priorities?

There are many reasons why we should focus on workforce development and the following are some examples:

- “Nearly 1 out of every 3 employers (or roughly 69,000 employers) in Washington State reported difficulty finding qualified workers during the past year. The scarcity of workers with postsecondary vocational training is particularly acute with almost twice as many firms seeking employees with those credentials as are looking for staff with a baccalaureate degree.” - “Employers Having Difficulty Finding Qualified Workers”- www.wtb.wa.gov, July 2006.
- “Our nation is in the midst of a perfect storm-the result of the confluence of three powerful forces-that is having a considerable impact on our country. If we maintain our present policies, it is very likely that we will continue to grow apart, with greater inequity in wages and wealth, and increasing social and political polarization. If, however, we recognize the power of these forces as they interact over the years, and we change course accordingly, then we have an opportunity to reclaim the American dream in which each of us has a fair chance at sharing in any future prosperity. What are the three forces comprising this perfect storm? They are divergent skill distributions, the changing economy and demographic trends.” -“America’s Perfect Storm: Three Forces Changing Our Nation’s Future” - www.ets.org, January 2007.
- “As a nation, we are failing to ensure that all students have the opportunity for a high-quality education. Every day, nearly 3,000 of America’s students drop out of high school. The economic, civic, and personal consequences are enormous. Over the course of their lives, drop-outs from a single year’s graduating class cost the nation more than \$325 billion in lost wages, taxes, and productivity.” -Education Fact Sheet - www.gatesfoundation.org, November 2006.

I don’t have the time to attend a lot of meetings and get more involved than I already am, how can a person like myself, support these issues?

You can support these issues by staying informed about workforce development. You can stay informed by becoming a WWA supporter simply by signing up on our website. You will not be inundated with emails, we promise! We will send you occasional updates or action alerts. Our website is www.washingtonworkforce.org or you can fill out the “Support Washington Workforce Association” form (included in this packet) now!

Washington State Useful Statistics on Education and Dropouts

- One in four young people in Washington State never graduate from high school.*
- According to the National Association of School Psychologists, each year's class of dropouts will cost the country over \$200 billion during their lifetimes in lost earnings and unrealized tax revenue. Furthermore, dropouts comprise nearly half of the heads of households on welfare and even a slightly higher percentage of the prison population. Then consider this: the average annual cost of maintaining a prisoner is at least 3 times higher than the annual dollars expended to educate a school-age child.
- In 2002, in Washington State, the median annual earnings for a person with a high school diploma was \$30,000; for a person without, \$17,000. The median hourly wages for a high school graduate was \$14.93 compared to \$9.24 for a dropout. Moreover, a high school dropout's likelihood of living in poverty is nearly 3 times higher than if they had finished high school! *
- One high school student drops out every 9 seconds in the United States. *
- The Office of Superintendent of Public Instruction estimates that only 70 percent of the Class of 2004 graduated on time. For African Americans and Hispanics, it is 54 percent, and Native Americans, 47 percent.
- According to the most recent OSPI report (2003-04) on high school graduation rates, a total of 18,365 students dropped out of Washington schools in grades 9-12.
- In today's workplace, only 40 percent of adults who dropped out of high school are employed, compared to 60 percent of adults who completed high school, and 80 percent for those with a bachelor's degree. (Alliance for Excellent Education, 2003c)
- Male and female students with low academic achievement are twice as likely to become parents by their senior year of high school compared to students with high academic achievement. (Alliance for Excellent Education, 2003c)
- 75 percent of America's state prison inmates are high school dropouts. (C. W. Harlow, Education and Correctional Populations, Bureau of Justice Statistics, 2003)
- 59 percent of America's federal prison inmates did not complete high school. (Harlow, 2003)
- A one percent increase in high school graduation rates would save approximately \$1.4 billion in incarceration costs, or about \$2,100 per each male high school graduate. (Alliance for Excellent Education, 2003a)

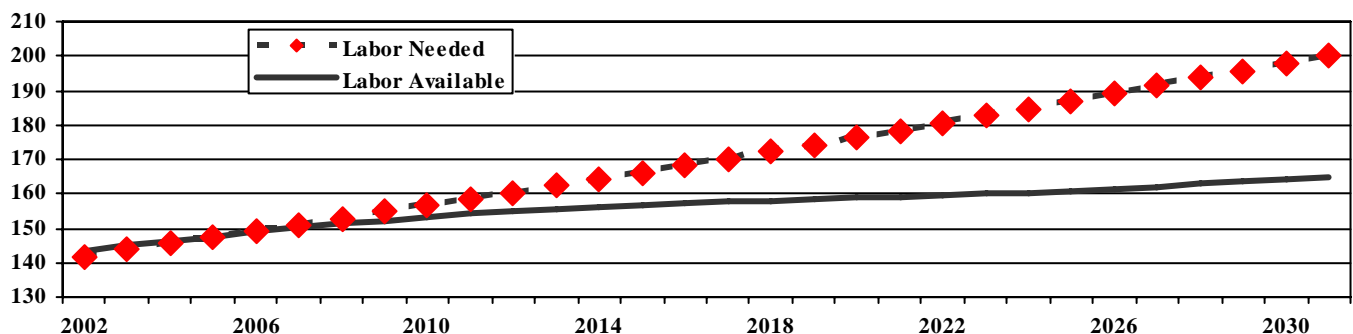
Washington State Useful Statistics on Education and Dropouts

- A one-year increase in average education levels would reduce arrest rates by 11 percent. (Alliance for Excellent Education, 2003a)
- The cost to taxpayers of adult illiteracy is \$224 billion per year. (National Reading Panel, 1999)
- U.S. companies lose nearly \$40 billion annually because of illiteracy. (National Reading Panel, 1999)
- If literacy levels in the United States were the same as those in Sweden, the U.S. GDP would rise by approximately \$463 billion and tax revenues would increase by approximately \$162 billion. (Alliance for Excellent Education, 2003e)
- National studies show that dropouts are 72 percent more likely to be unemployed and earn 27 percent less than high school graduates. *
- African American and Latino 17-year-olds read at the same levels as White 13-year-olds. *
- Adult college graduates earn 70% more than adult high school graduates. *
- 75% of young people from high income families and 8% of young people from low income families become college graduates by the age of 26. *
- Between 1980 and 2000, there was a 19% increase in workers with post-high school education. Between 2000 and 2020, it is anticipated that there will be a 4% increase in workers with post-high school education.*

*Source, <http://www.wtb.wa.gov>; 2006, Workforce Training and Education Coordinating Board website, and NYATEP website.

Labor Demand Will Outstrip Supply: Expected Labor Force and Labor Force Demand 2002-2031

Source: Employment Policy Foundation analysis and projections of Census/BLS and BEA data.



Workforce Development Facts & Quotes

Education Statistics:

“Only 70% of all Washington State public school students from the class of 2004 graduated from high school.... Graduation rates are significantly lower for African-American and Latinos students (60%) and Native Americans (47%).”

Ireland, L. (2006). Graduation and Dropout Statistics for Washington's Counties, Districts, and Schools 2004-05. Office of Superintendent of Public Instruction.

<http://www.k12.wa.us/>

“It is estimated that youth between the ages of 18 and 24 are neither employed nor in school—roughly 15 percent of all young adults.

Kids Count Data Book, Annie E. Casey Foundation, 2004

<http://www.aecf.org/kidscount/databook/essay.htm>

Labor Statistics and Federal Funding:

“The Bureau of Labor Statistics reports that, by 2020, 15 million new US jobs will require a post-secondary credential, but the US will add only 3 million workers with those skills, leaving 12 million jobs unfilled.”

Bureau of Labor Statistics, Occupational Outlook Handbook, 2002-2003 Edition

www.bls.gov

“The U.S. Department of Labor has decreased its inflation-adjusted investments in worker training by 29 percent between 1985 and 2003. These cutbacks have included a 33 percent reduction in Workforce Investment Act (WIA)/Job Training Partnership Act (JTPA) funding, which has hit those served by the Adult and Youth funding streams particularly hard. The Department has also slashed Wagner-Peyser funds [for labor exchange and job placement services] by 40 percent since 1985.”

<http://www.workforcealliance.org/twa-funding-analysis-09.pdf>

How Education Relates to Workforce Issues:

“At a time when our country's economic growth is more dependent than ever on an educated and skilled workforce, the largest projected population increases are among the demographic groups with the greatest percentages of vulnerable youth.” (Advisory Committee on Student Financial Assistance, *Access Denied: Restoring the Nation's Commitment to Equal Educational Opportunity*).

<http://www.ecs.org/html/Document.asp?chouseid=2427>

“Continued growth and development of the higher education system in Washington is critical to the continuing economic prosperity of the state and its residents. Employers have become increasingly selective and are choosing to hire those workers who present a mix of deep technical knowledge in a given area and a set of more general or transferable skills in the areas of management, communication, and team-work. The preparation of workers with these skills and abilities relies on a strong public education system than can provide increasing numbers of students with learning opportunities of the appropriate depth and breadth to effectively compete in the labor force.”

A Skilled and Educated Workforce: An assessment of the number and type of higher education and training credentials required to meet employer demand, Workforce Training and Education Coordinating Board, State Board for Community and Technical Colleges, and Higher Education Coordinating Board, Dec 2005

<http://www.wtb.wa.gov/publications.html>



Workforce Development Facts & Quotes

“Today’s high schools are not graduating all students -- with the skills they need for today’s economy.”

<http://www.connectforkids.org/node/2776>

How Training Relates to Workforce Issues:

“Between 2007 and 2012, 59 percent of annual job openings in Washington State will require one month or more of postsecondary training.”

Workforce Facts—by the Numbers, Workforce Training and Education Coordinating Board, June 2007

http://www.wtb.wa.gov/Pubs_WorkforceFacts.asp

How Workforce Issues Relate to Businesses:

“Even the best managers often forget to craft a workforce strategy along with their overall company strategy, but the two really need to be linked.”

An excerpt from the new book, *The Workforce Scorecard*. Harvard Business School

<http://hbswk.hbs.edu/item.jhtml?id=4687&t=strategy>

“The labor participation trend suggests human resource officials could have a tougher time finding willing and qualified workers in the future. HR managers are terrified when they look 10 years down the line, They don’t think there’s enough talent coming in the pipeline.” -Tim Duy, Professor of Economics at the University of Oregon.

<http://www.oregonlive.com/printer/printer.ssf?/base/business/112418627213091.xml?oregonian?fng&coll=7>

“By 2010 the labor force will fall short of meeting the demands of an estimated 58 million job openings by more than 4.8 million workers. In addition, over the next 15 years 40 million workers will be retiring.”

Workforce Development and Welfare Reform Reauthorization, US Chamber of Commerce, June 2007

<http://www.uschamber.com/media/>

How Workforce Issues Relate to the Economy:

“Therefore, economists regard expenditures on education, training, medical care, and so on as investments in human capital. They are called human capital because people cannot be separated from their knowledge, skills, health, or values in the way they can be separated from their financial and physical assets.”

<http://www.econlib.org/library/Enc/HumanCapital.html>





Building the World's Best Workforce

WWA represents Washington's local Workforce Development Councils, including nearly 400 business and labor leaders, local elected officials, and education and workforce development executives in communities throughout the state. We recommend the following reforms in support of Governor Gregoire's efforts to create the best workforce development system in the world.

1. Convene local leadership to align workforce development resources to meet business demand, labor market demand and local economic development goals.
 - a) Workforce development will be the number one economic development challenge in the coming decade. The key to the strength and success of the local workforce development system is that it is locally driven and led by business, labor and community leaders. These local leaders, members of the Workforce Development Councils, are able to collaborate with local elected officials and other stakeholders to tailor workforce strategies to the needs of the local economy. This strength must be maintained.
 - b) Washington is among the lowest contributors of state funds to workforce development programs in the nation. This makes our system dependent on inflexible federal Workforce Investment Act funding. Flexible state funding should be allocated to improve the capacity of the local Workforce Development Councils to respond to local economic conditions.

2. Rapidly adapt training programs to produce workers with the most-needed skills on a timely basis.
 - a) Define high-demand skills for each region locally, by using a wide array of partners led by local Workforce and Economic Development Councils. These efforts must include consideration of the earning potential of local residents; the key industry sectors that each community has targeted for retention, recruitment and growth; and the skill sets that best serve both goals. Encourage and endorse this collaboration and use the results.
 - b) Provide colleges, skills centers, and other training programs with the flexibility they need in order to target existing resources into programs that address high-demand skills. Target new funding streams toward locally-defined high demand skills and programs that coordinate with other community providers via the Workforce Development Council.
 - c) Increase access to training programs to ensure that life-long learning is attainable. Expand innovative strategies such as distance learning, credit for prior learning, transferable credits, fast-track credentials and flexible training schedules.

3. Help Washington residents understand the changing labor market and plan for their own self-sufficiency and upward mobility, and help businesses find skilled workers on a timely basis.
 - a) Support the local One-Stop system (WorkSource). One-Stop Centers help over 12,000 people per month enter employment. They use sophisticated assessment tools such as JobFit, WorkKeys, and the Self-Sufficiency Calculator to help people create employment plans and then match them to realistic options in the local labor market. One-Stops have specialized business liaisons that focus on specific industries and broker hiring, assessment, retention and training services. Federal funding is declining and current services are being cut. New funding must be identified.



- b) By law, local Workforce Development Councils have the operational and oversight responsibility for One-Stop Centers. In practice, this keeps the One-Stop Centers close to the local business and labor customers and under the direction of local boards and elected officials. The state should not attempt to weaken this role but should more clearly identify the policy and performance priorities for the One-Stop system and then hold the local Workforce Development Councils accountable for the results.
 - c) Identify Workforce Development Councils as customers of the Workforce Training and Education Coordinating Board (WTECB) and the Employment Security Department. Supporting Workforce Development Councils' local strategies for performance improvement should be a clearly articulated goal of the WTECB and Employment Security Department.
4. Help traditionally underserved populations enter successful careers, including low-income persons, the unemployed, the disabled, and people of color, refugees, immigrants and youth.
- a) Recognize and strengthen the One-Stop system's contribution to this effort. Washington's One-Stop Centers emphasize universal service. One-Stop Centers serve a high volume of low-income people and people with obstacles to employment while maintaining a strong reputation among business customers.
 - b) Continue to focus Opportunity Grants on disadvantaged populations and continue allowing Opportunity Grants to pay for all post-secondary skills training including apprenticeship and private career schools as well as community college courses.
 - c) Improve outcomes for Opportunity Grants and other state-funded tuition programs by focusing on the high-demand skill sets described above, and use the One-Stop system to provide supportive services and career exploration for tuition recipients.
 - d) Increase funding for programs that link business partners with schools, broker experiential learning and business mentoring, connect youths to careers in local industries, and fund creation of local summer youth programs.



Public Outreach Kit

MEDIA LISTS

Newspapers

- See enclosure titled “Newspaper contacts in the “Area Name” Workforce Development Area.”
 - For a list of Washington Newspapers go to: <http://www.usnpl.com/wanews.php>

Washington Television Stations

- A list of Washington TV Stations can be found at: <http://www.usnpl.com/tv/watv.php>

Washington Radio Stations Websites

- <http://www.usnpl.com/radio/waradio.php>
- http://en.wikipedia.org/wiki/List_of_television_stations_in_Washington

CD

CD enclosed includes:

- PowerPoint Presentation
- Generic Business Card with Speaking Points Template,
*Please note: Requires “Avery Small Tent Cards, Item 5302”

BUSINESS CARDS

- Generic Business Card with Speaking Points (Enclosed)

Public Outreach Kit

PowerPoint Presentation Agenda

“Workforce Development” by Tim Probst

What is “Workforce Development”?

Why does “Workforce Development” matter?

How are we doing?

- Skills Erosion in America

- Post Secondary Credential Statistic

- Skill Shortage Statistic

- Graduation Rates

- Young Adult Employment and School Statistic

What is at Stake?

- The Geopolitics of 2026

- Educational Performance

- Skills Erosion

What can we do about it?

- Workforce Development Councils

The 4 goals of making it happen.

How can you help?

Conclusion

Useful National Statistics

Former Congressman Steve Gunderson, now a consultant for the Greystone Group offered excellent advice in his presentation on, “A Nation at Risk. Again” at the National Workforce Association Conference, in December of 2003. With the conflicting funding priorities in Congress, Gunderson states, “We must make this (Workforce Issues) a crisis if we have any hope of getting attention for our cause. That’s the tactic.” He further stated, “Our problem, quite bluntly, is that no one sees workforce investment as a crisis. Maybe they should.” Here are some selected statistics Mr. Gunderson offered to illustrate his point:

1. Our workforce demographics are changing in dramatic ways:

- The growth in the labor force is slowing from a 1.6% annual rate of growth in the past 50 years to only .6% annual growth projections for the next half-century.
- The workforce is becoming older. Today workers over 55 make up 13% of the total workforce. By 2020, they will compose 20%.
- The workforce is becoming much more diverse. White non-Hispanics will decrease from 73% of the total workforce today to only 53% in 2050. Hispanics will increase from 11% today to 24% in 2050, and Blacks will grow from 12% today to 14% in 2050. Asians will increase from only 5% today to 11% in 2050.
- In the next 7 years, we will witness the following changes in our workforce: White non-Hispanics will fall to 65% of the workforce; Hispanics will climb to 16%. Blacks will grow to 13%, and Asians will increase to 7.3% of the total workforce.
- Youth labor (ages 16-24) is projected to increase by 3.4 million by 2010.
- Between 2000 and 2010, 41 million people will enter the American workforce. But 46 million college-educated baby boomers will retire in the next twenty years.

2. Today’s skill deficiencies and tomorrow’s skill demands will require a significant investment in education and training:

- Today, employers estimate that 39% of their current workforce and 26% of their new hires will have basic skill deficiencies.
- 42% of the projected new job growth between now and 2010 will require some level of college education degree and/or awards.
- 65% of all American employment now requires specific skills.
- 75% of the American Workforce will need to be retrained merely to retain their jobs.
- The salary gap between those with a college education and those without grew from 45% in 1995 to 153% in 2005*1
- The United States ranks 10th in adult literacy among the 17 highest income countries, and our nation has the largest gap between highly educated and poorly educated adults.

3. This training must be guided by, if not provided through, the nation’s Workforce Development System:

- As of 2006, 8% of the White students, 11% of Black students, and 32% of Hispanic students did not complete high school*1.
- As of 2006, 66% of White workers, 91% of Black workers, and 97% of Hispanic workers age 25 to 29 do not have college degrees*1.
- We trail 3 other nations in the percentage of our population graduating from college, with many other nations poised to overtake us in the upcoming years.

You can use any of these national numbers and your local data whenever possible. Steve Gunderson also suggest framing workforce development as “an essential tool for economic development in our communities, not just for individuals without jobs.” *1 Source: U.S. Census Bureau, Current Population Survey, 2006 Annual Social and Economic Supplement





Support Washington Workforce Association!

When you sign up as a supporter, you can receive periodic Action Alerts, be invited to statewide and local events, and receive Policy Briefings to keep you in the loop as Washington builds the most talented workforce in the global economy.

I SUPPORT THE WASHINGTON WORKFORCE ASSOCIATION'S EFFORTS TO BUILD THE WORLD'S BEST WORKFORCE.

First Name: _____

Last Name: _____

Email: _____

Your City: *for legislative alerts and news specific to your area

Phone: (_____) _____

Reason you are interested (you may select more than one):

- I need resources to help me find a good job.
- I care about creating good jobs for our people.
- I care about building a competitive advantage for our businesses.
- I care about people moving into the middle class by gaining skills and employment.
- I care about the competitiveness of small and medium sized businesses in particular.

Our work involves several intersecting areas of public policy. Which are most interesting to you? (Optional; and you may select more than one.)

- Education reform
- Social services and poverty prevention
- State economic policy
- The global economy
- The national debt and our economy
- Foreign policy and the domestic economy
- The impact of interests groups on state policy-making



Washington Workforce Association
Building the World's Best Workforce

