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The Middle-Skill Mandate

Of myriad changes affecting American workers today, perhaps none is more profound than the education and training they now must have to function successfully on the job. And for the foreseeable future, the “sweet spot” for employment growth is smack dab in the middle of the learning spectrum.

New research by [Georgetown University's](#) workforce guru Anthony Carnevale and co-author Nicole Smith estimates that roughly 2 million jobs “go unfilled today as a result of skills, training, and education gaps” (“Skills Match,” p. 20). Of that number, the majority (1.5 million) is what workforce experts call “middle-skill jobs,” or jobs that require more than a high school diploma, but less than a bachelor’s degree.

Counter to well-entrenched perceptions, Carnevale and Smith say these jobs are not only in demand, but also well paying—ranging from 29 million job openings in the \$35,000 per year salary category to 3.6 million that pay more than \$75,000 annually.

The recent revival of the U.S. auto industry is a harbinger of the change currently sweeping across other advanced manufacturing sectors. [Macomb Community College](#) President Jim Jacobs highlights a regional economic recovery driven by a multistate automotive consortium that is helping to design and implement national training programs across state lines (“Drive to Recover,” p. 28). Achieving the goals of the consortium is predicated not only on delivering training, but also on engaging community colleges in corporate research and innovation and job creation. In our “Marketplace Report” (p. 33) [Center for Automotive Research](#) economist Sean McAlinden says revamped manufacturing programs will fuel an 11.8 percent increase over 2011 vehicle sales.

Other Sectors Get Into the Act

Other communities and colleges are benefiting from this apparent manufacturing renaissance. [St. Louis Community College](#) in Missouri is leading an initiative in the nation’s heartland that will add an additional 3,300 workers to the state’s existing 23 percent of workers who are employed in advanced manufacturing-related occupations (“News & Analysis,” p. 8). Corporate giants—from [General Electric](#) to [Alcoa](#) to [Boeing](#) to [Lockheed Martin](#)—are greasing the wheels of the manufacturing bandwagon, says GE Chairman and CEO Jeffrey Immelt, whose corporation is spearheading the [Get Skills to Work](#) coalition to “bolster the manufacturing talent pipeline” by recruiting and supporting military veterans (“Investing in America’s Veterans,” p. 10).

A consortial approach that leverages the training assets of all 19 of New Jersey’s community colleges through one centralized intake point is successfully boosting job training efficiencies across that state (“Training on Demand,” p. 42). Consortium advocates Casey Maliszewski, Lawrence Nespoli, and Robert Rosa say the effort has provided training to more than 60,000 employees at more than 3,400 businesses in the state since its formation in 2003, returning in the process nearly \$5 million in annual training revenues to participating colleges.

As community colleges hustle to meet the needs of a more technologically advanced workplace, these institutions must be increasingly mindful of a more culturally diverse workforce. Savvy educators are combining the growing array of English as a second language programs with partnerships that address multiple employer needs. In a special white paper that complements a webinar hosted by the [American Association of Community Colleges](#) on Nov. 14, 2012, community college ESL experts outline the essentials of relevant ESL programs (“ESL Speaks the Language of Business,” p. 11). Both the webinar and the white paper were developed with support from Rosetta Stone, provider of technology-based language learning solutions.

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All Eyes on Us

BY MARIE FOSTER GNAGE

The U.S. Department of Labor's \$2 billion Trade Adjustment Assistance Community College and Career Training grant program has enhanced the nation's view of community colleges as workforce development enterprises. But the role of community colleges as economic engines is nothing new. Workforce and economic development have been major components of the community college mission since our colleges first opened their doors. The difference now is that more people are watching.

Every community college has the power to impact economic development. Our colleges are employers; some are among the largest employers in their regions. On campus, operations and construction projects contribute new jobs to the economy. But nothing surpasses the role our colleges play in preparing students for jobs in the community.

Companies often choose where to build factories and businesses by examining the projected labor pool in a particular region. If the talent is there, they often stay and usually thrive. But that success is dependent upon whether the labor force is available and if local education programs can be aligned to existing and future personnel needs.

What We Can Do

Community colleges prepare individuals for the workforce through a variety of credit and noncredit options. Rather than get hung up on the notion of credit versus noncredit, training versus education, we should give local employers—and our students—an option.

Occasionally, colleges offer the exact training that businesses require. More often, our institutions work with employers to create training programs that cater to a specialized skill set. The most successful colleges know how to pivot and create new programs to transparently meet employer needs.

We're at our best when we provide custom pathways for students to turn targeted job training and prior learning credits into a degree or professional certificate that eventually leads to employment. This is the point where the needs of business and the goals of higher education converge.

When I look at the colleges cited for best practices in workforce and economic development, I see colleges that are tremendous partners with state economic development agencies and businesses and industry. Many of these colleges have received significant state and/or federal grants. They exist as shining examples of how our institutions can help build the future workforce while serving present-day economic needs.

“Every community college has the power to impact economic development.”



The list of colleges that are already doing this work is too long to print. Some are cited in the American Association of Community College's 21st-Century Commission report (www.aacc.nche.edu). Others can be found in the countless stories published online in the *Community College Times* (www.communitycollegetimes.com), or here in the pages of *Community College Journal*. The range of involvement is impressive—hospitality management with a full-service hotel, LLCs focused on public-private partnerships, training facilities for the automobile industry, small business incubators, preparation of a labor force for distribution centers, and casino workers, to name a few. In reality, there are few businesses for which our nation's community colleges do not provide some form of workforce development or training.

President Obama asked Congress for \$8 billion as part of his fiscal 2013 budget proposal to develop partnerships between community colleges and businesses. His administration projects the money will train 2 million Americans for new jobs. Such a program would no doubt have an enormous impact on our economy. Unfortunately, given the current budget crisis and partisanship in Congress, that money is anything but guaranteed.

Money or no, it's up to us to ensure the community college enterprise moves steadily forward to prepare students for work—and to continue to make it possible for business and industry to rebuild the nation's economy.

MARIE FOSTER GNAGE is president of West Virginia University at Parkersburg and chair of the AACC Board of Directors.



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Architecture Student
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Missouri Manufacturing Initiative Puts People Back to Work

BY TABITHA WHISSEMORE

In Missouri, 23 percent of workers are employed in advanced manufacturing-related occupations. An initiative led by [St. Louis Community College](#) (STLCC) is earning praise—and funding—for its work to prepare another 3,300 residents for jobs in the high-demand field.

The [Missouri Manufacturing Workforce Innovation Networks \(MoManufacturingWINs\)](#) initiative is helping displaced workers and under-skilled adults earn stackable credentials recognized and endorsed by the [National Association of Manufacturers](#). The credentials focus on five elements of manufacturing: production, industrial maintenance, welding, machining, and transportation and logistics.

The initiative received a \$15 million [Trade Adjustment Assistance Community College and Career Training](#) grant from the [U.S. Department of Labor](#) in September to be distributed across its

nine community college consortium members.

U.S. Secretary of Labor Hilda Solis highlighted the importance of advanced manufacturing during an Oct. 10 visit to the college's [Emerson Center for Engineering and Manufacturing](#), where she met with elected officials and college and business representatives.

"It's important that those who have lost jobs through no fault of their own get back into the workplace and into just as competitive fields, if not more so, and be able to do so by obtaining credentials that mean something," said Solis.

St. Louis Community College Chancellor Myrtle E.B. Dorsey and U.S. Labor Secretary Hilda Solis tour a workforce-training facility in Missouri.



MoManufacturingWINs is also helping the state's economy and providing employers with skilled workers.

Manufacturing is "very important to the state and our economy overall," Solis said. It has contributed \$60 billion in direct and indirect benefits to Missouri's economy.

As part of its State of the St. Louis Workforce research initiative, STLCC surveyed 1,200 companies throughout the region earlier this year and discovered that 45 percent of manufacturers increased employment in the last 12 months. Another 48 percent planned on increasing employment in the next year.

"Modern manufacturing is undergoing a renaissance here in St. Louis and across our great state," said Rod Nunn, vice chancellor for economic development and workforce solutions at STLCC.

Despite the change, many employers continue to report the shortage of skilled workers as a barrier to future expansion.

STLCC has had a "long legacy of serving the needs of Missouri's top employers," said STLCC Chancellor Myrtle E.B. Dorsey. "We are going to continue that legacy by providing opportunities through the MoManufacturingWINs grant to train skilled workers for high-demand careers," Dorsey said.

In addition to STLCC, other partner institutions include [East Central College](#), [Linn State Technical College](#), [Metropolitan Community College](#), [Mineral Area College](#), [North Central Missouri College](#), [Ozarks Technical Community College](#), [St. Charles Community College](#), and [State Fair Community College](#). The initiative also has engaged several businesses throughout the state.



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Investing in America's Veterans

Coalition aims to close the skills gap by training U.S. servicemen and women for manufacturing jobs

BY JEFFREY IMMELT

As soon as he completed high school, Lionel Hamilton followed in the footsteps of his father and grandfather and enlisted to serve his country. He worked as a helicopter mechanic before ultimately becoming a pilot, flying a Blackhawk in support of Operation Iraqi Freedom and Operation Enduring Freedom, where he helped save countless lives by transporting soldiers out of danger.

Lionel still works on flying machines. Today, he oversees assembly at a GE jet engine testing facility in Peebles, Ohio. He's doing something else, too. Lionel is helping to answer a key question in the debate on how we build a growing and sustainable American economy. And the question is not whether companies are ready to hire—they are. The question is how we find the skilled workers to excel at the high-tech jobs that will drive our economy forward.

Many companies are looking, with great success, at veterans. The transition from the military to a career in manufacturing came naturally to Lionel. His service made him a leader and a disciplined, strategic thinker with an unmatched ability to make decisions and operate in teams—intangible skills that manufacturers across the country are seeking. Many veterans, however, are finding the transition from service to the private sector complicated either by an inability to translate military skills to job qualifications or by a shortage of technical talent.

That is why the [Manufacturing Institute](#) and companies such as [GE](#), [Alcoa](#), [Boeing](#), and [Lockheed Martin](#) have joined with community colleges, veterans' organizations, and others to launch a coalition to bolster the manufacturing talent pipeline by training veterans for jobs in advanced manufacturing and giving them the tools they need to compete for the jobs of the future.

The severity of our nation's talent gap and its implications on our growth prospects demand that public and private entities unite to help veterans overcome these challenges and find an attainable path to meaningful work. Manufacturing currently employs about 12 million people, and both the pay and benefits in those jobs exceed the national average. It remains a critical component of our country's global competitive advantage, and the inability of companies to find talent to fit their needs is a real challenge. With more than 2.5 million workers retiring in the next decade, more than 600,000 positions already unfilled in the industry, and nearly 1 million unemployed veterans, we cannot afford to let this talent go to waste.

The Get Skills to Work coalition will focus on three key elements:

#1 Train. First, while many veterans come to the workforce with some technical

“The question is how we find the skilled workers to excel at the high-tech jobs that will drive our economy forward.”



proficiency, their skills are not necessarily the right skills for available advanced manufacturing jobs. To help better prepare veterans whose military service experience doesn't qualify them for these types of jobs, the coalition will work with local community and technical colleges to provide accredited “fast track” training in core manufacturing technical skill areas.

#2 Translate skills and match. Second, too often when our veterans do have the required skills, it gets lost in translation; employers don't understand the military's language, and vice versa, as it pertains to identifying skill sets. The coalition will work with partners to create a digital “badging system.” When supply chain partners of large manufacturers, for example, post a job online, they won't overlook a qualified veteran who has relevant experience and talents but a military job title that doesn't translate.

#3 Build awareness. Finally, the coalition will provide a toolkit to help employers more effectively recruit, onboard, support, and mentor veterans in the civilian workforce.

We set a goal of matching 100,000 veterans to advanced manufacturing jobs by 2015, but we need help to get there. That means more companies willing to contribute resources and support, more organizations identifying and recruiting veterans, and more higher education partners installing training programs that meet evolving industry needs. What better way to repay our veterans than to ensure they are equipped with the tools to thrive once they come home.

JEFFREY IMMELT is the chairman and CEO of GE.



ESL Speaks The Language Of Business

**COMMUNITY COLLEGE
OFFICIALS SAY
ENGLISH AS A SECOND
LANGUAGE PROGRAMS
SHOULD FOCUS ON
THREE KEY AREAS TO
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COMPETITIVE IN A
CHANGING ECONOMIC
ENVIRONMENT**

Immigrants and others who didn't grow up speaking English are often at a disadvantage when entering the workforce. One of the best ways for non-native English speakers to level the playing field is to enroll in targeted courses and job-training programs offered through their local community colleges.

The best of these programs combines important language skills acquisition with effective workforce partnerships to forge clear pathways for students from learning to career success.

Across the country, these collaborations are producing impressive results.

- At [Laney College](#), a technical-oriented community college in Oakland, Calif., ESL students preparing for green energy jobs hone their language skills by reading textbooks about photovoltaic cells. This way, they practice English while also learning the terminology that will make them more competitive workers.
- At [Amarillo College](#) in Texas workforce-oriented ESL programs encourage more female students to pursue careers in the technical trades.
- At the [College of Western Idaho](#) displaced workers use a software program from technology-based language learning solutions provider Rosetta Stone to enhance their English-speaking while building key skills needed for possible employment, such as job applications and interview skills. (For more, see the sidebar on page 14.)
- At [Westchester Community College](#) in New York educators forge partnerships with local high-tech employers to increase employment opportunities for ESL students. The program provides students, many of whom studied the sciences in foreign countries, with the skills and knowledge to understand U.S. business culture and to communicate more effectively with scientists who are native English speakers. >>

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- **City College of San Francisco (CCSF)** collaborates with the mayor’s office, worker unions, and community groups to provide targeted ESL training for students seeking unionized construction jobs or work in restaurants and hotels.
- **Miami Dade College** plans to bring together faculty, administrators, and students to create communities of interest around particular academic majors. The program integrates English for Academic Purposes students with other enrollees at the college who are pursuing the same majors.

Effective community college ESL programs drive employment for students, fuel higher enrollments, and help colleges forge lasting relationships with regional and local employers. These programs have become increasingly important as immigrants and non-English-speaking workers comprise an increasingly large share of the U.S. employment base.

Creating Value

The challenge for colleges is to demonstrate tangible value from these efforts and secure the long-range funding and support needed to sustain and grow ESL programs, all amid increasingly difficult economic realities.

These efforts require a multifaceted approach that begins with a needs assessment—of students, of economic leaders, and of community colleges—and ends with a clear statistical foundation for understanding the effect of these efforts on the college. If done right, such efforts will help create language learning that promotes success and, ultimately, justifies continued investment.

Here are three important steps that will help community colleges take their ESL programs to the next level.

Step One: Successful Outreach

Community college administrators must identify the ESL and workforce needs of their local communities. To do that, they must reach out to existing and potential students.

ESL experts say this research should be comprehensive and conducted with the goal of uncovering specific data that help colleges ensure ESL programs stay relevant within the changing needs of their local communities. To understand the needs of ESL students,

community colleges should drill down into the English-language written, oral, and verbal skills that students typically exhibit when they first come to the college. Also important is an assessment of the related skills students bring to the ESL program, including literacy levels in native languages. Together, this information helps educators customize ESL programs and creates options for accelerating instruction for select students.

Institutions that mistakenly gloss over this important up-front work will likely find their ESL programs out of sync with the needs of employers and community members. “An English-language learning program that a community college creates on its own and then tries to sell to students is probably not going to look incredibly enticing,” explains Teresita



The Majority Minority *A workforce in transition*

Community college ESL programs are evolving out of necessity: The U.S. workforce and the role of community colleges are undergoing fundamental changes. The Hispanic population has now surpassed African-Americans as the largest U.S. minority, which means colleges must serve an increasing number of students whose first language is something other than English. In fact, nearly a quarter of the 6.5 million students enrolled at community colleges come from an immigrant background, according to the [Community College Consortium for Immigrant Education \(CCCIE ²\)](#).

At the same time, about 2.7 college-educated immigrants are without jobs or are underemployed in jobs that don’t take advantage of their skills, a CCCIE report says.³ The result: Students, businesses, and community colleges are realizing that ESL programs must not only teach the language but also create pathways that help students land jobs and become more productive members of society.



Wisell, an associate dean at Westchester Community College and executive director of the [Community College Consortium for Immigrant Education \(CCCIE\)](#). “Instead, we’ve found that the programs that work come out of many up-front conversations with individual students to get a real sense of what the needs really are.”

As a result, a number of community colleges are turning to contextualized ESL, which makes specific terminology and concepts related to individual vocations an integral part of the ESL curriculum. Administrators say students are often more motivated to do assigned readings and put more effort into learning English vocabulary when they see a direct connection with workplace opportunities. This strategy may also open up students to new ideas. Amarillo College in Texas offers contextualized ESL for students interested in automotive technology, industrial maintenance, machining, welding, and health care. The effort has encouraged some female students to look more closely at technical trades. “I don’t think that these women would have gone into technical education if we hadn’t had a chance to expose them to it while they were getting their language instruction,” says Tamara Clunis, dean of academic success at Amarillo.

To better tie existing ESL instruction to employment needs, a growing number of community colleges are turning to [Integrated Basic Education and Skills Training \(I-BEST\)](#),¹ a collection of integrative learning resources developed by the [Washington State Board for Community and Technical Colleges](#). The I-BEST models combine college-credit courses with language programs tailored to individual professions, such as health care and wellness, business, and education and library services, to name a few.

Step Two: Work With Business and Community Leaders

Just as important as student insights is the input community colleges receive from business and community leaders. From employers, clear ideas often emerge about what skills are most marketable among ESL students. Community groups, meanwhile, are often closely connected to immigrant populations and can help college administrators generate a clearer picture of the economics of a particular city, county, or region.

CCSF, for example, works with [Arriba Juntos](#), a nonprofit community organization that provides occupational training and employment services to local residents. The group helps CCSF ESL students find work at food banks and other organized charities and offers opportunities for immersion in business settings to supplement traditional ESL class time. CCSF ESL faculty guide ESL students through mock job interviews to hone and refine their job-seeking skills.

CCSF, which has a sizeable Asian enrollment, works with the San Francisco-based [Chinese Progressive Association](#) to provide specialized programs for educating and organizing Chinese immigrants. “We value our work with community agencies because they can help with job placement for students,” says Gregory Keech, chair of the CCSF ESL department.

The college also coordinates its ESL instruction with [CityBuild](#), an employment program run by the city’s [Office of Economic and Workforce Develop-](#)

[ment](#). The program provides workforce training and job-placement services for students in the construction industry. CCSF now offers ESL instruction that’s integrated into the workday, with break-out periods, so that non-native English speakers can attend ESL classes on site.

When employers in Oakland noticed that a growing number of applicants for certain trade jobs lacked sufficient English skills, they approached administrators at Laney College to come up with a solution.

The result, [Carpentería Fina](#), is a job-training program that helps Hispanic woodworkers hone their craft while learning the English terminology of the woodworking trade and the English inch-foot measurement system. “The programs are cohort-centered so there is math, English, and the trade instruction all in one semester with the same group of students,” says Sonja Franeta, an ESL instructor at Laney College.

Opening Doors for International Students

Immigrant students aren’t the only population on the rise on U.S. college campuses. According to [“Open Doors 2012: Report on International Educational Exchange,”](#) the number of international students who come to the United States in search of higher education increased by 6 percent in the 2011–12 academic year, reaching a record high 764,495, while U.S. students studying abroad increased by 1 percent.

Researchers say international student exchanges contributed \$22.7 billion to the U.S. economy in 2012. For more on the rising tide of international students on U.S. college campuses, or to read the full “Open Doors” report, visit the Institute of International Education at [www.iie.org](#).



Partnerships such as these often have beneficial ripple effects for community colleges. “Grantors are looking for collaboration among community partners,” says Jill Casner-Lotto, CCCIE director. “If these groups are applying for grants and they do it collaboratively, that’s going to be looked upon favorably.”

Step Three: Measure the Impact and Value of the ESL Program

To ensure that community colleges derive value from their ESL programs, it’s important that educators identify effective measurements to gauge a return on their investment. A combination of statistics and anecdotal evidence creates a picture of progress.

One key metric for schools is the linkage between ESL classes and future enrollments. “There is a payoff for the college in that ESL can help foster continued enrollments,” says Franeta. “We have seen people participate in the contextualized classes and go on to take more classes at the college.”

Job placement for students is another important indicator. In some cases, the combined efforts of community colleges, job agencies, and employers are impressive. Though San Francisco’s CityBuild doesn’t specifically break out statistics for its ESL graduates, administrators say that more than 85 percent of the 600 students that graduated from the construction-training program have been placed in union construction jobs.

Raw numbers rarely tell the whole story. Officials from Westchester Community College’s English Language

Successful Job Placement in Idaho

ESL students achieve career success through technology-rich education

When a large beef-processing plant in Idaho was forced to cease operations, educators at the [College of Western Idaho \(CWI\)](#) began looking for ways to retrain the factory’s more than 500, largely Hispanic workers for new jobs in the local community.

With support from the [Idaho Department of Labor](#), CWI obtained funding for a transitional six-week job-training program to teach displaced workers, many of whom were not native English speakers, to fill out job applications, perform well in job interviews, and be among those considered for possible employment.

To enhance students’ English-language skills, the college invested in [TOTALE](#) from [Rosetta Stone](#), a provider of technology-based language solutions. In addition to traditional coursework, students averaged one to three hours a day with the Rosetta Stone language and skill-acquisition software.

The combination of traditional job-training courses with language learning has produced encouraging results. Ninety-five percent of students enrolled in the program completed the course, and more than one-third of participants achieved employment as a result.

“By breaking down language and technology barriers to employment, 35 percent of participants re-entered the workforce, leading to a more skilled labor force in our local economy,” said Scott Fenwick, CWI’s director of business partnerships and workforce development.

“Some students were able to obtain jobs before they even completed the course,” said Rebecca Sherman, CWI’s director of technology and business solutions. “When the initial program ended, we had a lot of students asking for more English, more time on the computer, more learning.”

For more information, visit www.rosettastone.com/highereducation.

Institute regularly visit classrooms to assess how the college’s ESL programs are performing and whether adjustments are necessary. One area of focus is the level of comfort ESL students exhibit when interacting with customers in a business setting. Another measurement is how quickly these workers advance from lower-level jobs to management-track positions.

Anytime, Anywhere Instruction

ESL program administrators are turning to one other resource to help students accelerate their efforts—technology. A wide range of computer-based English instruction tools are available for use in classrooms, language labs, and outside the school environment to reinforce traditional lessons and improve competency and retention. “Without a doubt, the innovative programs are using technology,” Wisell says.

Amarillo College is currently evaluating technology tools with an eye toward enabling more intensive instruction for its students. Among the resources under consideration, the college is exploring Web-based programs that would give students access to instructional mate-

rials 24 hours a day, 365 days a year. “We hope that we can encourage more speaking time and more listening time through technology,” Clunis says.

When all these efforts come together everyone stands to win, particularly students and prospective employers.

For businesses, the value of vocationally oriented ESL programs is the steady stream of skilled workers available to serve in entry-level positions, and possibly grow into areas of greater responsibility. “Businesses recognize that they are making an investment in their employees and in the advancement of their employees’ careers,” Wisell says of college ESL programs. “Employers that recognize the long-term value of this training are going to realize that they can expect workers to stay longer with the business and even see a pathway for the next level.”

FOOTNOTES

1. http://www.sbctc.ctc.edu/college/e_integrated/basiceducationandskillstraining.aspx
2. <http://cccie.org/immigration-and-education-resources/higher-education-facts>
3. http://www.cccie.org/images/stories/Increasing_Opportunities_for_Immigrant_Students_2011.pdf

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- New CEO Institute: Hit the Ground Leading
- Role of Community College Alumni in Fundraising
- Gateway to the Presidency: Interviewing and Working With Board of Trustees
- Resources to Ensure Military Student Success
- Managing Crisis and Disaster Recovery
- Ushering in a New Era of Fundraising
- Mitigate Risk on Your Campus
- Diversity & Leadership in the 21st Century (Formerly “Breaking the Stained Glass Ceiling”)
- What Social Media Engagement Means for Your College

CONFERENCE REGISTRATION FORM



AMERICAN ASSOCIATION OF COMMUNITY COLLEGES
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April 20–23, 2013 | San Francisco

Attendee Information (One person per form. Please type or print clearly.)

First Name	Middle Initial	Last Name	Nickname for Badge (Not Dr., Ms., or full name)	
Job Title		College/Organization		
Street Address		City	State/Country (Other than U.S.)	Zip/Mail Code
Phone	Fax	Email (Must be attendee's email address)		

Do you have a disability that requires special accommodations? Yes* No Do you have dietary restrictions? Yes* No *If yes, AACC will contact you.

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Member rates apply to individuals from a current-year member institution. If you register at member rates, but your institution is not a current-year member, you will be billed for the appropriate rate.

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(After Jan. 23: \$805)
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- Non-Member: \$855**
(After Jan. 23: \$905)
 - Convention Registration
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- Spouse/Guest: \$350**
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 - Exhibit Hall Event Tickets
 - Hail & Farewell Luncheon Ticket

Onsite \$925
(After March 25)
No meals

Day Rates

- Sunday, April 21: \$400**
 - Convention Registration
 - Access to Exhibit Hall
 - Exhibit Hall Event Ticket
 - Hail & Farewell Luncheon Ticket
- Monday, April 22: \$350**
 - Convention Registration
 - Access to Exhibit Hall
 - Exhibit Hall Event Ticket

Spouse/Guest Information

First Name	Middle Name	Last Name
Nickname for Badge (Not Dr., Ms., or full name)		

Complete only if paying Spouse/Guest Registration Fee. Only registered spouses/guests receive a badge, program book, and other materials.

Emergency Contact (Required)

First Name	Last Name
Address	
Phone	Relationship

Payment

Check enclosed (Payable to AACC)	Member	\$ _____
Check # _____	Non-Member	\$ _____
Credit Card	Spouse/Guest	\$ _____
<input type="checkbox"/> Visa <input type="checkbox"/> MasterCard <input type="checkbox"/> Am Ex	Sunday Day Rate	\$ _____
Card Number	Monday Day Rate	\$ _____
Expiration Date	Luncheon	\$ _____
Name as it Appears on Card	Dinner	\$ _____
Signature	Brunch	\$ _____
Mail to: AACC Convention P.O. Box 75263 Baltimore, MD 21275	Workshop A	\$ _____
Fax to: 202.354.4660	Workshop B	\$ _____
Questions: 202.416.4579	Workshop C	\$ _____
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	Workshop E	\$ _____
	Workshop F	\$ _____
	Workshop F&G	\$ _____
	Workshop G	\$ _____
	Workshop H	\$ _____
	Workshop I	\$ _____
	GRAND TOTAL	\$ _____

Cancellation and Privacy Policy

Cancellations, substitutions, and refunds requests must be made in writing to 2013 Annual Convention, One Dupont Circle NW, Suite 410, Washington, DC 20036. All refund requests must be received by March 25, 2013. Member and non-member refund will be minus the following cancellation fees: \$250; \$100 spouse and day rate registration. After March 25, 2013, no refunds will be given. Approved refunds will be processed after May 31, 2013. Participant substitutions can be made at any time. The AACC Privacy Policy is available on the AACC website.

Ticketed Events (Tickets are not usually available on site)

Hail & Farewell Luncheon (Sunday)	\$50	x _____
Outstanding Alumni Gala Reception & Dinner (Monday)	\$95	x _____
Community College Excellence Awards Brunch (Tuesday)	\$45	x _____

Preconvention Workshops (Space is limited)

A: New CEO Institute (April 19, 12:30pm–5:00pm & April 20, 8:00am–4:30pm)	\$350
B: Role of Alumni in Institutional Fundraising (April 19, 1:00pm–5:00 pm)	\$240
C: New Era of Fundraising (April 20, 8:30am–4:30pm)	\$350
D: Gateway to Presidency (April 20, 8:30am–4:30pm)	\$350
E: Military Student Success (April 20, 8:30am–4:30pm)	\$350
F: Managing Crisis and Disaster (April 20, 8:30am–12:00pm) Register for F&G:	\$240 \$400
G: Mitigate Risk on Campus (April 20, 1:00pm–4:30pm) Register for F&G:	\$240 \$400
H: Diversity & Leadership in the 21ST Century Community College (formerly Stained Glass Ceiling) (April 20, 8:30am–4:30pm)	\$350
I: Social Media (April 20, 1:00pm–4:30pm)	\$240

Demographic Information

First AACC Convention? Yes No First-time CEO? Yes No
 Job Classification: (Please check one)
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 Business/Industry Liaison Occupational/Technical Programming
 Government Other _____

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Phone _____ Fax _____

Email (required to receive confirmation) _____

Hotel Selection:

Please indicate your hotel choices in order of preference. Requests honored on a first-come, first-served, space available basis. Submit your request as soon as possible for best opportunity of receiving your hotel choice. A portion of the room rate is being used to offset convention costs.

Hotel reservation deadline is **Friday, March 22, 2013** to guarantee availability.

HOTEL	Preference	Single	Double	Triple	Quad	Tax Rate
Hilton San Francisco Union Square (Headquarter Hotel)		\$229	\$229	\$249	\$269	15.5%
Grand Hyatt San Francisco		\$269	\$269	\$289	\$309	15.5%
Hotel Nikko San Francisco		\$225	\$225	\$255	\$285	15.5%
Parc 55 Wyndham San Francisco Union Square		\$225	\$225	\$245	\$265	15.5%

Room Information

Arrival Date _____ Departure Date _____

List names of all room occupants: 1. _____ 2. _____
3. _____ 4. _____

Room Type: Single Double (1 bed) Double (2 beds) Triple Quad

Check here if you have a disability requiring special services Non-Smoking Smoking

Special Requests: _____

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DEPOSIT: All reservation requests must be accompanied by a credit card guarantee or check in the amount equaling a deposit for one night's room and tax for each room reserved. Forms received without a valid guarantee/deposit will not be processed.

CANCELLATION: Reservations cancelled after January 30, 2013 will be subject to a \$30 cancellation fee for each room cancelled charged by Orchid Event Solutions. Deposit of one night's room and tax will be forfeited entirely if cancellation occurs within 72 hours of arrival date.

Orchid Event Solutions will send you a confirmation of your reservation. If you don't receive a confirmation or have questions, please contact us.

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Salt Lake City, UT 84101
(888) 206-8717 US Toll-free
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7:00 am – 6:00 pm MST, Mon–Fri
Email: help@orchideventsolutions.com
Fax: 801-355-0250

Your hotel reserves the right to charge this card a deposit for one night's room and tax for each room reservation on or after March 25, 2013. This credit card must be valid through April 2013.

Amex MasterCard Visa Discover
Check payable to Orchid Event Solutions Check # _____

Card #: _____

Exp. Date: _____

Name: _____

Signature: _____

Friday, April 19

8:00 am – 11:00 am	AACC Board of Directors Executive Committee Meeting (invitation only)
8:00 am – 11:00 am	AACC Commission Meetings
11:00 am – 12:00 pm	AACC Board of Directors Brunch (invitation only)
12:00 pm – 3:30 pm	AACC Board and Committee Meetings
12:00 pm – 5:00 pm	Convention Registration
12:30 pm – 5:00 pm	Preconvention Workshops
12:30 pm – 5:00 pm	WORKSHOP A: New CEO Institute: Hit the Ground Leading (Part 1)* (sponsor: AACC Presidents Academy)
1:00 pm – 5:00 pm	WORKSHOP B: Building a Profitable Alumni Program*
5:30 pm – 6:30 pm	Reception for Workshop A Participants w/AACC Board & Presidents Academy Executive Committee
6:30 pm – 10:00 pm	Dinner Honoring Retiring AACC Board Members (invitation only)

Saturday, April 20

8:00 am – 12:00 pm	AACC Board of Directors Meeting
8:00 am – 7:30 pm	Convention Registration
8:30 am – 4:30 pm	Preconvention Meetings/Workshops
8:30 am – 12:00 pm	WORKSHOP F: Managing Crisis and Disaster Recovery*
8:30 am – 4:30 pm	WORKSHOP A: New CEO Institute: Hit the Ground Leading (Part 2)* WORKSHOP C: Ushering in a New Era in Fundraising* WORKSHOP D: Gateway to the Presidency: Interviewing and Working with the Board of Trustees* (sponsor: ACCT) WORKSHOP E: Are WE Ready to Serve? Innovations and Resources to Ensure Military Student Success* Workshop H: Diversity & Leadership in the 21st Century Community College (Formerly "Breaking Stained Glass Ceiling")* (sponsored by NAPIC, NCCCHC, and NCBA)
12:00 pm – 2:30 pm	Presidents Academy Executive Committee Meeting (invitation only)
1:00 pm – 4:30 pm	WORKSHOP G: Effective Ways to Mitigate Risk on Your Campus* WORKSHOP I: What Social Media Means to Your College*
3:00 pm – 4:30 pm	New Attendee Orientation and Welcome Reception

5:00 pm – 6:30 pm	Opening Session
6:30 pm – 8:00 pm	Grand Opening—Exhibit Hall
8:00 pm – 11:30 pm	Social Events

Sunday, April 21

7:00 am – 8:30 am	Breakfast Meetings
8:00 am – 5:00 pm	Convention Registration
9:00 am – 5:00 pm	Exhibit Hall Open
9:15 am – 10:15 am	Concurrent Sessions
10:30 am – 11:45 am	Spotlight Sessions
12:00 pm – 2:15 pm	Presidents Academy Hail and Farewell Luncheon and AACC Annual Business Meetings
2:00 pm – 3:30 pm	Exhibit Hall Prize Drawing (Dedicated time)
3:00 pm – 5:00 pm	AACC Corporate Council Meeting
3:00 pm – 5:30 pm	COAC Meeting (invitation only)
3:30 pm – 4:30 pm	Concurrent Sessions
4:45 pm – 5:45 pm	Concurrent Sessions
6:30 pm – 11:00 pm	Social Events

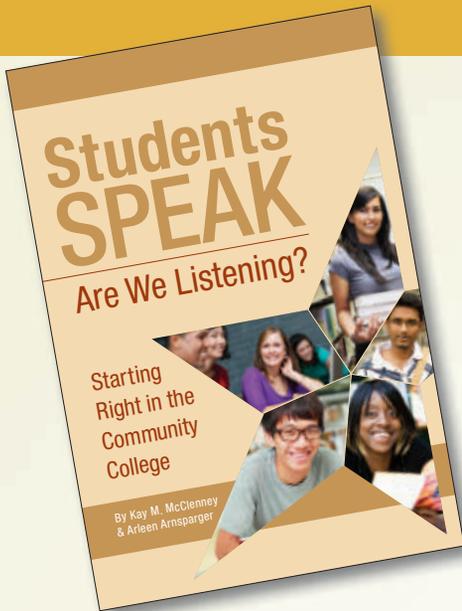
Monday, April 22

7:00 am – 8:30 am	Breakfast Meetings
8:00 am – 5:00 pm	Convention Registration
9:00 am – 3:00 pm	Exhibit Hall Open
9:15 am – 10:15 am	Concurrent Sessions
10:30 am – 11:30 am	Concurrent Sessions
11:30 am – 1:00 pm	Exhibit Hall Open (Dedicated time)
1:00 pm – 2:15 pm	Spotlight Sessions
2:00 pm – 3:00 pm	Exhibit Hall and Grand Prize Drawing (Dedicated time)
3:15 pm – 4:15 pm	Concurrent Sessions
4:30 pm – 5:30 pm	Concurrent Sessions
6:30 pm – 9:15 pm	Gala Reception and Dinner to Honor Outstanding Alumni*

Tuesday, April 23

8:00 am – 10:00 am	Convention Registration
8:45 am – 9:45 am	Concurrent Sessions
10:00 am – 12:00 pm	Community College Excellence Awards Brunch*

*Special registration required
Revised 11/15/12



Students Speak, Are We Listening? Starting Right in the Community College

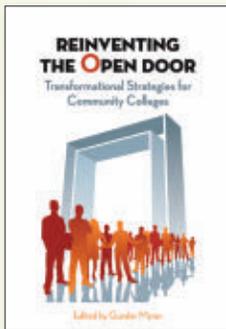
Kay M. McClenney and Arleen Arnsperger

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With almost half of community college students dropping out before the beginning of their second year, college leaders are focusing on the “front door” of their institutions. What needs to happen during students’ first weeks in college to increase their chances of finishing what they start? Quantitative data and student voices can help point the way toward far better outcomes.



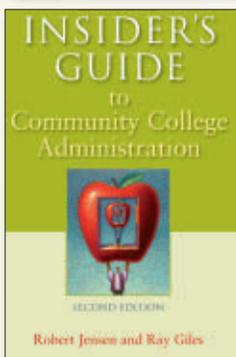
Reinventing the Open Door: Transformational Strategies for Community Colleges

Edited by Gunder Myran

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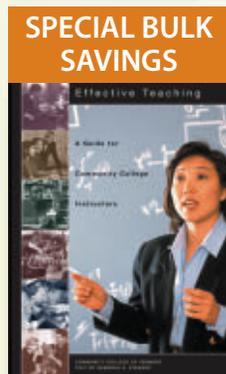
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Robert Jensen and Ray Giles

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Effective Teaching: A Guide for Community College Instructors

Text by Deborah A. Stewart

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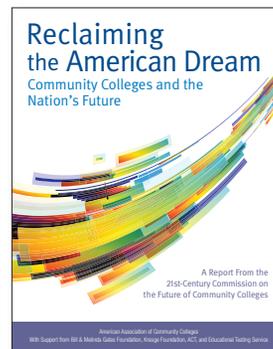
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This is an edited excerpt from "Community Colleges and Middle Jobs: Paving the Way for America's Recovery" from the Georgetown University Center on Education and the Workforce.

SKILLS MATCH

**COLLEGES EQUIP
STUDENTS
WITH THE
TOOLS TO LAND
IMPORTANT
MIDDLE-SKILL
CAREERS**

**BY ANTHONY
CARNEVALE AND
NICOLE SMITH**



At this moment, roughly 12 million Americans are unable to find work, with more than 40 percent of that number unemployed for six months or more.

At the same time, current estimates put the number of job vacancies in this country at 3 million per month. The most popular explanation for this apparent paradox, the one

put forth by former President Bill Clinton at the 2012 Democratic National Convention, is the so-called “skills mismatch”—or, what happens when people in the labor pool lack the skills to do what the market demands. Skills mismatch is a symptom of structural employment, where the jobs lost in one sector of the economy, such as construction and real estate, for example, disappear for good, while other sectors, such as health-care and education, expand so fast the pool of qualified labor can’t keep up. >>



JONATHAN KANTOR/GETTY IMAGES; STETHOSCOPE/GETTY IMAGES; WRENCH: THOMAS NORTH/CUT/GETTY IMAGES

Federal economists attribute roughly 30 percent of the change in the U.S. unemployment rate during the Great Recession to skills mismatch.¹ From this analysis, a reasonable estimate would assume that currently 2 million jobs go unfilled today as a result of skills, training, and education gaps. Roughly 69 percent of those vacancies—about 1.5 million—consist of jobs that require more than a high school diploma but less than a bachelor’s degree—what many in education refer to as middle-skill jobs.

The Middle-Skill Solution

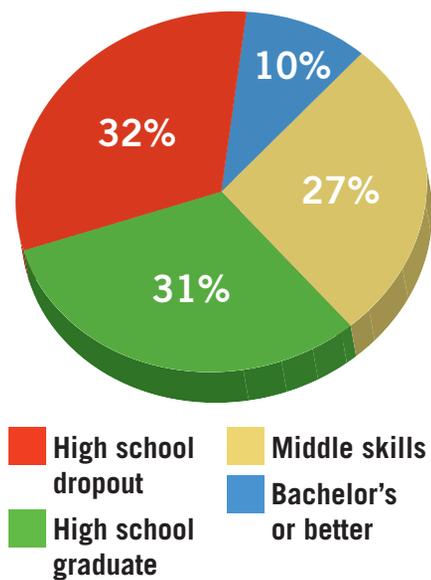
Almost one-third of all job openings between 2010 and 2020 will require a postsecondary vocational certificate, industry-based certification, some college credits, or an associate degree (see graph on page 22).

Middle-skill jobs, or middle jobs, have long been overshadowed by more prestigious, supposedly better-paying career choices marketed to students who graduate from four-year colleges and universities. But this perception does not reflect reality.

Roughly 21 percent of all jobs can be considered “good middle jobs”—jobs that don’t require a bachelor’s degree. Of those, 29 million pay at least \$35,000 a year. Nearly 10 million middle jobs pay more than \$50,000, and 3.6 million pay more than \$75,000. A significant number actually pay *more* than entry-level jobs requiring a bachelor’s degree—for instance, 31 percent of associate-degree jobs and 27 percent of jobs requiring some form of licensure or certification.

Despite these opportunities, the United States continues to under-produce workers with a postsecondary education. A 2011 report issued by our group at Georgetown estimates that the accumulated shortfall of postsecondary educated Americans has risen each year since 1980 and should approach 20 million by 2020.

Middle-Skill Job Vacancies From 2010 to 2020



Source: Georgetown University Center on Education and the Workforce

Evidence of this shortfall is found in the so-called wage premium commanded by workers with postsecondary education and/or training beyond high school (see graph on page 23). Through economic booms and slumps, rising and falling unemployment, job creation, and job losses, workers with postsecondary education make 74 percent more than workers with only a high school diploma. Among those with full-time, full-year jobs, the wage premium rises to 82 percent.

To increase access to these jobs, we first have to change our definition of

work ethic. There was a time when all that was required of a worker to move up the economic ladder was to get his or her foot in the door and demonstrate ability. The new model, like the old, requires hard work. It also requires education as a prerequisite to employment and periodic retraining to remain current in one’s field.

This is the new middle class. If you want a decent job that pays living wages—which, by our reckoning, means a wage of at least \$35,000 per year—you have to invest in some amount of postsecondary education and training.

Four occupational sectors dominate upcoming vacancies and job opportunities for workers with some college, a postsecondary vocational certificate, or an industry-based license: office support (33 percent), food and personal services (25 percent), blue-collar jobs (17 percent), and managerial and professional office positions (9 percent).

Where associate-degree holders are concerned, five occupational clusters account for more than 80 percent of job vacancies: sales and office support (24 percent), blue-collar jobs (18 percent), food and personal services (17 percent), health-care support (14 percent), and managerial and professional office positions (10 percent).

Mid-level managers tend to focus most on operational procedures and details. As jobs return post-recession,

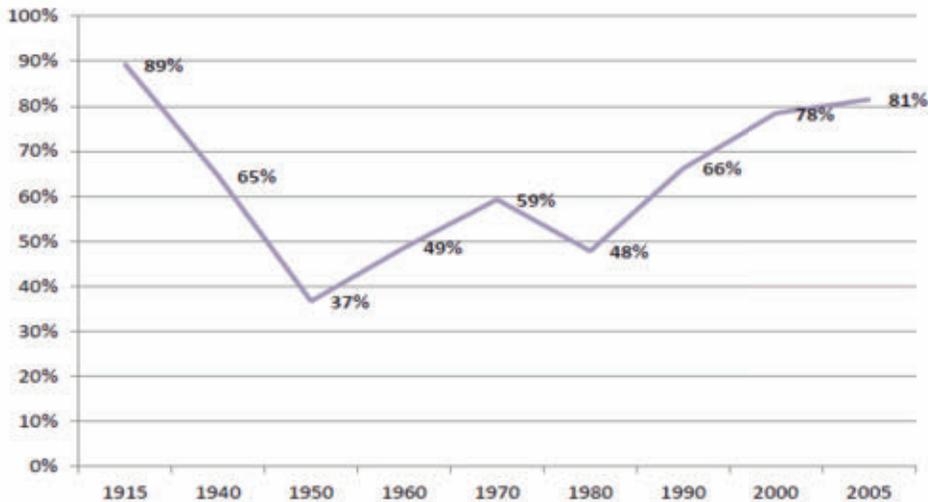
30%

Percentage of change in the U.S. unemployment rate during the Great Recession attributed to skills mismatch.

Source: Georgetown University Center on Education and the Workforce



Wage Premium of Skilled Versus Unskilled Labor, 1915–2005



Source: Goldin and Katz (2008)

the growth rate of mid-level management positions will exceed that of top-level positions. Industries that rely on postsecondary education the most—such as information services, professional and business services, financial services, private education services, and health care—will each need more better-educated mid-level managers, especially as baby boomers retire.

The top manufacturing positions are often supervisors and managers within a technical field, which suggests the need for even more specialized training. Workers in these supervisory jobs averaged annual salaries of \$53,700 from 2007 to 2009.

Food and personal services are a mixed bag. These positions typically don't pay as well as other fields, but they tend to offer better job security, particularly in times of economic turmoil. The same is true for health-care support occupations. Both occupational categories still, on average, fail to offer employees at least 150 percent of the poverty threshold for a family of four.

Blue-collar occupations also represent a substantial fraction of projected middle-job openings through 2020. Across the board, the highest-paying blue-collar jobs are in the manufacturing sector.

New Expectations, Same Budget Woes

There is little debate among educators that middle-skill job training represents an ample opportunity for their campuses and, more important, for their students. The harder question is how to pay for it.

Three years ago, when President Obama pledged \$12 billion as part of his now defunct American Graduation Initiative (AGI) to help community colleges bolster partnerships with businesses and to train workers in high-demand industries, enthusiasm on community college campuses for middle-skill job training and other economic necessities ran high. But, when deep budget reductions essentially eliminated AGI, slashing the president's initial pledge to \$2 billion for a [U.S. Department of Labor](#) job-training grant effort, stakeholders were forced to adjust expectations. If there was a silver lining, it was this: The attention generated by the president's proposal established com-

munity colleges as a major player in the nation's economic recovery.

As community colleges proved their value, the prevailing wisdom was that the money would follow. The recession, unfortunately, had other plans.

Almost across the board, community colleges saw state and federal allotments cut. Despite long-standing open-door policies, institutions were forced to act contrary to their founding missions: Some turned away students; many raised tuition.

In the midst of these tough budget choices—choices community colleges have made time and again for years—the Obama administration and other workforce and education advocates upped the ante, calling on all institutions of higher education to be more accountable for student success.

Across the country, access to state funding is now largely tied to student completion metrics. Not only are state-funded higher education institutions being tasked with ensuring adequate graduation rates, these institutions also are being asked to ensure that students graduate in a timely fashion and that as many as possible find jobs in their chosen career fields. The latter formed the basis of gainful employment legislation that initially targeted for-profit

Number of job vacancies in the United States per month.

Source: Georgetown University Center on Education and the Workforce



proprietary institutions. Intended to ensure that federal student-aid dollars go toward preparing students for good-paying jobs, gainful-employment legislation that applied to private, for-profit schools was recently vacated by a federal court judge. (The [U.S. Department of Education](#) is appealing that decision, and many community colleges fear they will be next on the list.)

Oponents of such legislation say a funding system applied uniformly and tied to completion metrics will make it harder for community colleges to serve nontraditional students and those in disadvantaged communities—many of whom are not likely to perform as well as their counterparts enrolled at better-funded institutions of higher education, at least not right away.

The Equity-Efficiency Balance

So how do we create an educational system that matches students with good-paying middle-skill careers? How do we integrate success metrics that balance our economic need for efficiency with our moral obligation to equity?

A few ideas to consider:

Completion rates should be staggered to differentiate between expected and actual outcomes.

If community colleges are to continue to serve disadvantaged students, they need to be assessed by a metric that offers a balance between open access and higher completion rates. Ideally, such a metric would differentiate between expected and actual outcomes.

The efficiency agenda focuses on completion, time to completion, job acquisition, and learning outcomes. The equity agenda focuses on serving minority groups, nontraditional students, adult workers, and the local community.

Graduation rates should therefore take into account the different demographic groups served and the various outcomes that might define “success” for each.

10M

Number of middle-skill jobs with a starting salary of \$50,000 or more a year.

Source: Georgetown University Center on Education and the Workforce

We ought to tie funding to program costs and not to individual students.

What’s the best way to split public and private costs between these missions? Should the public pay for general education or specific job training? Can community colleges truly compete with for-profit colleges and universities?

Community college students are often sophisticated in how they connect their learning to opportunity. They are also often difficult to train and educate. Although early intervention programs through academic and social support systems show promise in improving college readiness, such measures might also be too little and too late, especially as funding for social programs continues to wane.

The key to managing and funding a multipurpose educational system is to attach the funding to the cost of the program, not the student. By this logic, nursing programs that require access to very expensive technical equipment, for instance, would be funded at a higher level than, say, courses in the liberal arts, and so on.

Don’t lose sight of the importance of traditional roles in education.

Despite all of these new financial pressures, traditional roles in education are still important. Strengthening the high school-to-college pipeline, and reducing the need for remediation could ultimately lead to better completion rates for everyone—at community and four-year colleges. Many states have already started revamping high school standards or integrating the Common Core. Backward linkages from college to high school will smooth the transition, and advanced-placement courses will continue to play a role in helping high school students prepare for college-level courses.



Continue to improve transparency.

Colleges should provide greater transparency regarding the future monetary value of college courses, programs, and majors. State longitudinal data systems provide access to longitudinal databases and wage record data that already link education programs to workforce outcomes on a student-by-student basis. These data indicate the earnings capacity of former students. Better access to such information would enable stakeholders to make better decisions regarding the cost-benefit analysis of particular degrees and programs of study. The value, expected payoff, and long-term costs of a college major and

its associated courses and programs is information that should be made available to every potential and current student.

Foster continuous partnerships with industry.

Sector-specific workforce and education programs that link the training of participants to the needs of employers are key to the new community college mandate. Though many colleges already do this through specially designed courses, internships, and apprenticeship programs, there is room for improvement.

FOOTNOTE

- 1. The rest of the unemployed are not working because of the downturn in the economic cycle. When demand returns, so will their jobs. Unfortunately for the long-term unemployed, too much time outside the market also makes it harder to get back in.

ANTHONY CARNEVALE is director of the Georgetown University Center on Education and the Workforce in Washington, D.C. NICOLE SMITH is a research professor and senior economist at the Georgetown University Center on Education and the Workforce.



TECHNICAL KNOW HOW

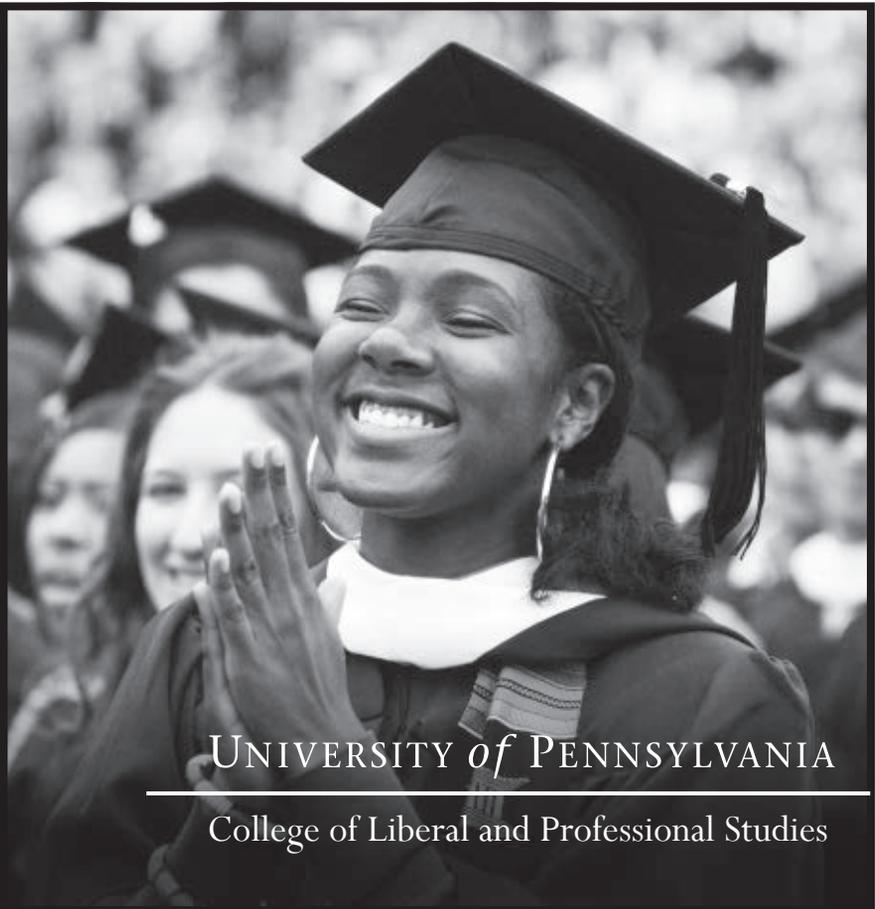
For more on what community colleges are doing to equip the nation's technical workforce, read the October/November 2012 online edition of *Community College Journal* (www.aacc.nche.edu/ccjocnov).

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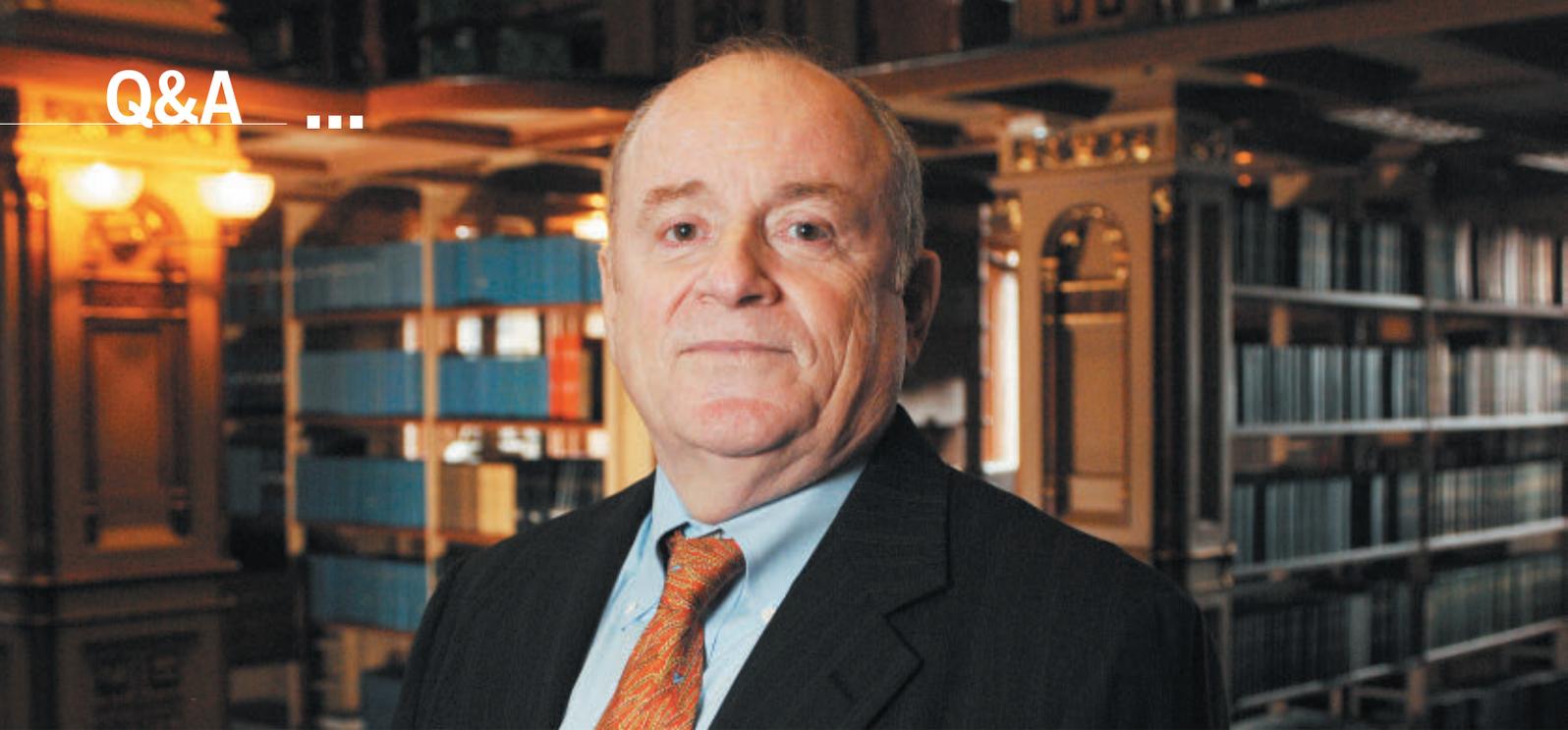
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Preparing America For Middle-Skill Work

4 Questions With Workforce Guru Anthony Carnevale

he executive director of [Georgetown's Center on Education and the Workforce](#) shares his views on the importance of middle-skill jobs to the U.S. economy, and the role community colleges play in putting students to work.

Q: Why are middle-skill jobs so important to growing the U.S. economy?

A: Almost a third—17 million out of 55 million—new job openings between 2010 and 2020 are going to require middle skills, as baby boomers retire and new jobs are created.

Middle-skill jobs are also important because they often pay middle-class wages. For example, 62 percent of middle-skill jobs pay \$35,000 or more per year and 14 percent pay \$75,000 or more. What's even more striking is that middle-skill jobs can pay more than jobs for workers with bachelor's degrees. For instance, 31 percent of entry-level associate-degree jobs and 27 percent of jobs requiring some form of licensure or certification pay more than entry-level B.A. positions.

Q: What makes community colleges the ideal institutions to train middle-skill workers?

A: Community colleges are ideally situated to provide both practical career and technical preparation as well as general learning. The mix of general academic learning and workforce preparation that is the unique signature of the nation's community colleges can lead to both further education and learning on the job. Moreover, the community colleges' mix of general competencies and workforce development allows students to live more fully in their time by becoming more active citizens and successful workers.

The inescapable reality is that ours is a society based on work. Those who are not equipped with the knowledge and skills necessary to get, and keep, good jobs are denied the genuine social inclusion that is the real test of full citizenship. Those denied the education required for good jobs tend to drop out of the mainstream culture, polity, and economy. It is crucial that community colleges retain their workforce mission. If community college educators cannot fulfill their economic mission to help youths and adults become successful workers, they also will fail in their cultural and political missions to create good neighbors, good citizens, and self-possessed individuals who can live fully in their time.

Community colleges have for decades been doing what middle-skill workers need now: retraining the long-term unemployed, matching new graduates' skill sets to job opportunities through internships and mentoring, serving regional geographic localities, and training-up nontraditional students. These things form the backbone of the community college mandate.

The community colleges' dual educational and workforce development missions provide institutes with a lot of room to grow, as well as an opportunity to flex their muscles as they already stand head and shoulders above the rest in the movement toward truly comprehensive postsecondary institutions.

Q: Why does the U.S. have difficulty recruiting and training workers to fill important middle-skill jobs?

A: The United States has, for most of its history, been particularly adept at educating and training professionals via baccalaureate and post-baccalaureate educational programs of study. For example, the U.S. ranks second internationally in its share of workers with bachelor's degrees. At the same time, until the growth of the community colleges, U.S. postsecondary institutions have been mediocre in preparing young people for middle-skill jobs. The United States presently ranks 16th internationally in its share of workers with sub-baccalaureate degrees. Including postsecondary certificates would increase our ranking, but only to 11th among industrialized nations.

Our underinvestment in sub-baccalaureate education is now more important than ever, because the need for postsecondary institutions to provide entry-level training for middle-skill workers is relatively new. Before the 1980s, employers provided entry-level training to the vast majority of middle-skill workers, largely in blue-collar occupations. In the 1970s, almost 70 percent of American workers had a high school education or less and more than half of those workers earned middle-class wages, i.e., between \$35,000 and \$75,000 annually (in 2008 dollars). Since then, the entry-level requirement for middle-skill jobs has risen from high school to "some postsecondary education and training."

Today, we largely rely on community colleges to provide entry-level training for the sub-baccalaureate workforce, not only in factories and foundries, but in health-care institutions and white-collar offices. Middle-skill jobs now require more formal workforce preparation in order to make entry-level workers "training ready" as they begin their careers.

In order to meet these new require-

“ Even in this recession, in spite of high unemployment, we find that 2 million jobs persistently go unfilled for want of skilled workers. ”

ments, we need a new paradigm of education and work that gives young people formal postsecondary qualifications to get through the door to jobs that pay, as well as provide access to state-of-the-art technology and valuable work experience. In addition, community colleges will continue to be called on to help workers upgrade their skills as they move through their careers.

Finally, there is a cultural dimension to the missing middle between high school and four-year college. Perhaps because employers did the entry-level training for so long in the United States, the American education system has been built around the four-year bachelor's degree. For institutional and cultural reasons, the "college is a B.A." mantra continues. Students march in lockstep into four-year institutions, many without any clue of how they will attach to the labor market at the end of their four to six years. This blind homage paid to the prestigious B.A. job

is largely responsible for the difficulty in recruiting and training workers, along with the lack of information about how viable and upwardly mobile middle-skill jobs can be. Even in this recession, in spite of high unemployment, we find that 2 million jobs persistently go unfilled for want of skilled workers.

Q: When the dam finally breaks and the nation's baby boomers retire, what can we expect? Paint us a picture.

A: Baby boomers are staying in the workforce longer than expected. Nevertheless, between 2010 and 2020, there will be 20 million new jobs in addition to 33 million job openings resulting from baby boomer retirements. Certain occupations will be more affected than others. For example, one-third of all nurses are over 55 years old. Health care is one-fifth of the economy, and these professions require several years of classroom education and several years of on-the-job training to be work-ready.

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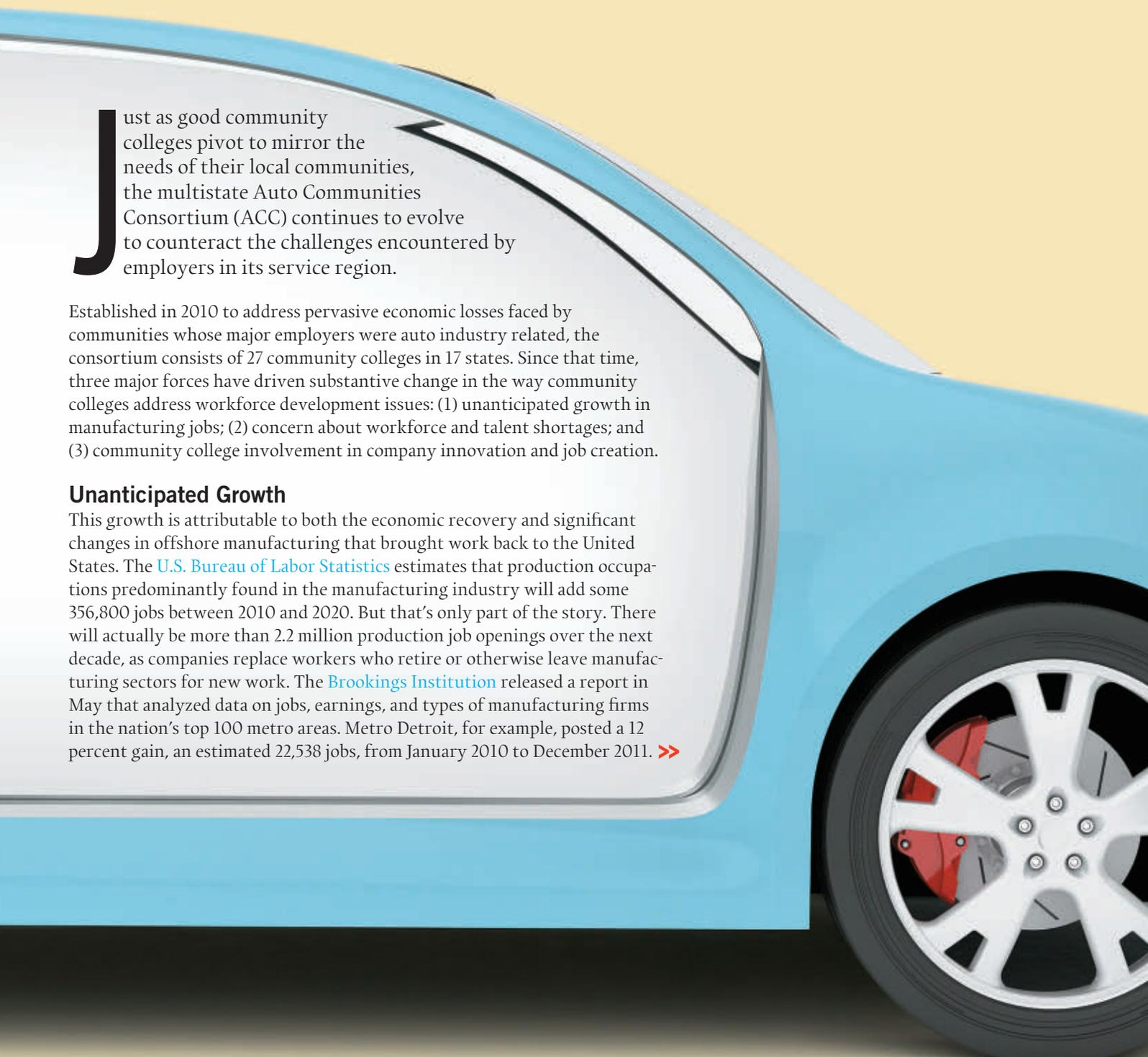


DRIVE TO RECOVER

BY JIM JACOBS

ALEXEY DUDOLADOV/GETTY IMAGES

Multistate Consortium Helps Automotive



Just as good community colleges pivot to mirror the needs of their local communities, the multistate Auto Communities Consortium (ACC) continues to evolve to counteract the challenges encountered by employers in its service region.

Established in 2010 to address pervasive economic losses faced by communities whose major employers were auto industry related, the consortium consists of 27 community colleges in 17 states. Since that time, three major forces have driven substantive change in the way community colleges address workforce development issues: (1) unanticipated growth in manufacturing jobs; (2) concern about workforce and talent shortages; and (3) community college involvement in company innovation and job creation.

Unanticipated Growth

This growth is attributable to both the economic recovery and significant changes in offshore manufacturing that brought work back to the United States. The [U.S. Bureau of Labor Statistics](#) estimates that production occupations predominantly found in the manufacturing industry will add some 356,800 jobs between 2010 and 2020. But that's only part of the story. There will actually be more than 2.2 million production job openings over the next decade, as companies replace workers who retire or otherwise leave manufacturing sectors for new work. The [Brookings Institution](#) released a report in May that analyzed data on jobs, earnings, and types of manufacturing firms in the nation's top 100 metro areas. Metro Detroit, for example, posted a 12 percent gain, an estimated 22,538 jobs, from January 2010 to December 2011. >>

Communities Jump-Start Local Economies

Many of these new manufacturing jobs require technical skills that go beyond what is taught during training programs offered at ACC colleges. Today's manufacturing jobs demand employees with skills in mechanical, electrical, and information technologies that cut across traditional program areas and into new and evolving areas of expertise.

These demands require new training programs. That's why the consortium assembled panels of industry/occupational subject matter experts to assess evolving skills needs, particularly in advanced integrated manufacturing, distribution, and logistics. A program was developed to implement both short- and long-term training programs in these disciplines. While ACC had hoped to fund the rollout of these initiatives through the latest round of [Trade Adjustment Assistance](#) grants, consortium members say they remain committed to building these initiatives on cam-



pus and across state lines to address 21st-century manufacturing needs.

Looming Talent Shortage

Some of the nation's largest employers have begun to compare the preparation of the American workforce with that of workers in China, India, Korea, and Singapore. Critics say the American workforce is not well-prepared for jobs that require middle-skill employment—mainly occupations that require the technical skills acquired through some form of postsecondary education short

Number of community colleges in the Auto Communities Consortium.

of a four-year college degree.

In the past, large corporations were able to attract the necessary talent through the allure of high wages and benefits. For the first time, these employers are faced with a lack of employees who possess the appropriate skill sets. The [HR Policy Association](#) has called for a national effort to meet the needs of large, multistate employers. In its report, "Blueprint for Jobs in the 21st Century," the association criticizes what it describes as an uncoordinated approach to workforce training and education.

"A large employer seeking to establish a national training program that may result in hiring and/or training dozens

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or hundreds of workers in multiple states must form separate, independent, and often different relationships in each state and local government with which to work. This is a burden that most private sectors [and] multistate employers believe [is] simply not worth the effort," the report says.

This concern resonated with the ACC, which recently teamed up with HR Policy Association to form a Workforce Roundtable that seeks to address these and other issues.

A new Web site posts current jobs from member companies and provides advice from human resource managers to students in search of work. HR Policy Association member companies are committed to providing "sector snapshots" of long-term workforce needs for ACC members through a series of regional conferences. The first conference is planned for spring 2013 in Chicago. The Workforce Roundtable is committed to working to change



Number of U.S. production-related job openings in the next decade.

Business Incubators, Community Job Creators

The third area of focus in the new workforce landscape is community college involvement in company innovation and job creation. The domestic auto industry has endured considerable downsizing. Individuals with technical skills in areas such as electronics and design were laid off as their employers shrunk. This reduction was especially acute in the Detroit region, the historic home to America's auto industry. In response, auto-focused community colleges in Michigan, Ohio, and Indiana have developed entrepreneurial skills programs to help displaced students

federal workforce policies to encourage greater collaboration between community colleges and participating employers. This includes support for Perkins Act and Workforce Investment Act refunding, changes in student financial aid, and the development of industry-generated credentials. ACC's partnership with the HR Policy Association challenges the consortium's member colleges to extend their efforts beyond basic manufacturing to accommodate the needs of large, multistate corporations.

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leverage their expertise while cultivating business skills that can be applied to jobs in other industries. The idea is to replace jobs lost through downsizing of major corporations with new jobs developed by attracting and building small businesses. Some automotive communities are directly involved in the formation of such businesses through an incubator approach—which aids in the development of new products and helps bring them to market. **Mott Community College** in Flint, Mich., maintains a business incubator. **Lorain County Community College (LCCC)** in Elyria, Ohio, maintains a business incubator that taps a local innovation fund as a source of capital. The incubator has awarded nearly \$5 million to 71 companies in four years, creating hundreds of new jobs in the region.

In a variant of the incubator approach, some community colleges assist companies that want to transition from shrinking industrial sectors to high-growth segments. The state of Michigan has initiated **Procurement and Technical Assistance Centers (PTAC)** on many Michigan community college campuses. PTACs help businesses access federal contracts in areas beyond their current expertise. In many manufacturing communities, this means firms must shift their product development and manufacturing away from the automobile industry to defense and other growth industries. In the last year, **Macomb Community College (MCC)**, where I serve as president, has helped businesses secure \$18.5 million in contracts, creating 30 new firms and more than 360 jobs, through its PTAC.



Perhaps the most interesting form of economic development from the perspective of the community college mission is the college's increasing involvement in applied research projects.

Perhaps the most interesting form of economic development from the perspective of the community college mission is the college's increasing involvement in applied research projects. Unlike major four-year colleges and universities, community colleges are accessible to very small companies, which often have very specific and straightforward research questions.

Many community colleges have the laboratory space and faculty to engage in these types of projects for small companies, which can lead to important innovations for job creation. In Ohio, for example, LCCC designed a package for small computer devices to protect them from damage during shipping.

At MCC, we worked with **Siemens** to assemble electric vehicles and test performance abilities. Many community colleges maintain advanced technology centers for the express purpose of resolving research issues for local companies

through a joint approach between the faculty of the college and the owners of the company.

Changes within the ACC and other community college workforce partnerships suggest that campus workforce development efforts are in the midst of a major transformation. Community colleges are not simply training institutions.

They respond to the needs of the employers in their communities and form networks to deal with large corporations. They also are involved in the economic development of their communities and in attempting to create new jobs for their students. These challenges require different skill sets. The ACC can help colleges decide how best to meet the workforce and training needs of their local economies.

For more about how trends in the automotive industry will impact community college education, don't miss our Marketplace Report, featuring Sean McAlinden, executive vice president and chief economist for The Center for Automotive Research in Ann Arbor, Mich., on page 33.

JIM JACOBS is president of Macomb Community College in Michigan.

AUTOMOTIVE COMMUNITIES



Learn more about what drives the multistate Auto Communities Consortium by reading this article on *Community College Times* (www.aacc.nche.edu/autocctimes).

AUTOMOTIVE MANUFACTURING AND REPAIR TECHNICIAN EMPLOYMENT



Ut's been more than three years since the U.S. automobile industry nearly collapsed. A controversial federal bailout, an increase in consumer demand, and a growing interest in environmentally friendly fuel-efficient vehicles and related technologies have combined to help create a remarkable recovery.

As community colleges and businesses gear up to train the next generation of automotive workers, Sean McAlinden, executive vice president of research and chief economist for CAR, provides a glimpse into where the industry is headed.

Employment Outlook

CAR expects that about 65 percent of the additional 90,000 additional auto manufacturing jobs that will be created by 2016 will be in production and skilled trades, with the remainder in salaried occupations. Recent surveys conducted by the [Original Equipment Suppliers Association](#) (a major parts-supplier association) indicate that about 80 percent of suppliers report critical shortages of experienced engineers and are willing to provide training to new graduates of technical schools and colleges. There is also rising concern about the future availability of skilled trades. Figure 1 shows CAR's forecast of average U.S. automotive manufacturing employment for 2012–16. CAR expects automotive manufacturing employment to average 650,000 in 2012, increase to 710,000 in 2013, and reach 740,000 in 2016 when U.S. vehicle production will hit a projected 11.2 million units.

Figure 2 shows the historical trend for U.S. automotive manufacturing employment since 1999, along with totals for Michigan, Ohio, and Indiana. The industry reached an all-time peak of 1.13 million U.S. jobs in 1999, which fell to a low of 560,100 in 2009 at the trough of the recession. Current employment has already recovered to 651,100 in

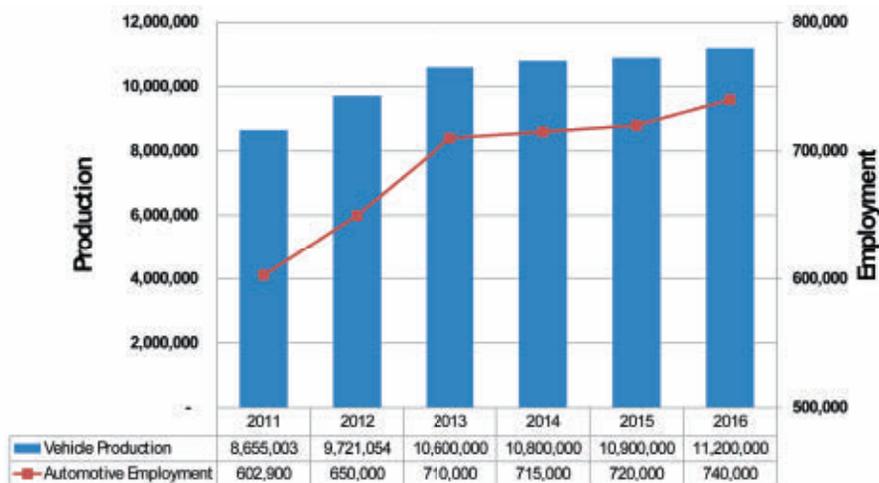
Just how strong a restart are we talking about?

Total U.S. sales of light vehicles in 2012 are up by 15 percent through September compared with 2011. The Ann Arbor, Mich.-based [Center for Automotive Research \(CAR\)](#) forecasts that final sales of vehicles should reach 14.3 million in 2012, for an 11.8 percent increase over 2011—the third double-digit annual percentage sales increase since 2009.

Such figures are good news for community colleges heavily invested in programs to train and prepare the next generation of automotive technicians. But the future is not without its share of challenges. The institutions and companies that train and retrain automotive technicians and body repairers must upgrade curricula and equipment to keep pace with innovation.

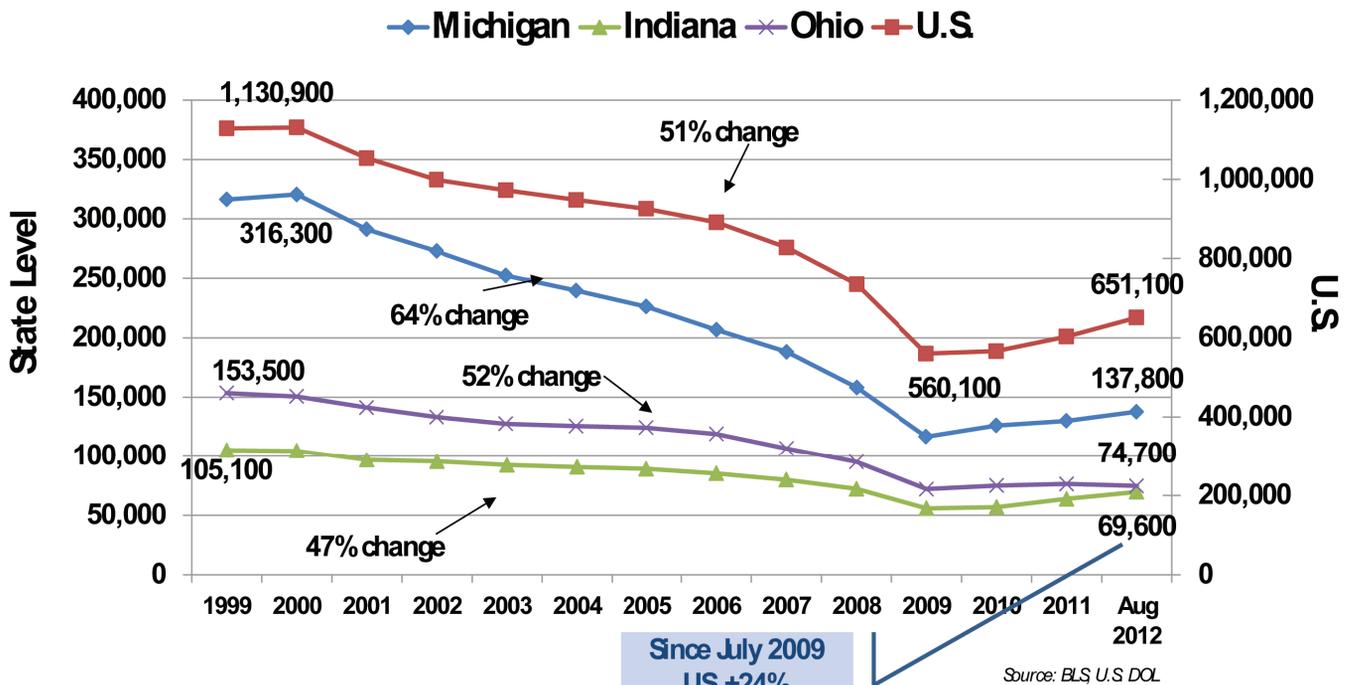
Fortunately, the industry, like the nation's community colleges, has a vested interest in helping students succeed.

Figure 1
U.S. Vehicle Production & Automotive Employment Forecasts



Source: CAR Research; BLS, October 2012

Figure 2
Motor Vehicle & Parts Manufacturing Employment, 1999–July 2012



July but is not expected to reach levels anywhere near the 1999–2000 totals by 2016.

But the growth is not unfettered. Similar to employers in other industries, uncertainties abound about the economy; the influence of the federal budget; and developments in other regions, including Europe, Asia, and Latin America. This means that automotive firms will likely pull back on capacity planning and hiring in the months ahead. Instead of announcing plans for additional factories, for example, the Big Three Detroit automakers and several international vehicle firms have announced the addition of third production shifts and longer operating weeks at existing facilities. Though such a move does not reduce the number of production worker hires, more intensive use of existing plants offers savings on capital expenditures and fixed labor categories, such as skilled trades and production engineering.

More Than Manufacturing

Automotive manufacturing employment is not the only type of employment con-

nected to the automotive value chain. With more than 240 million vehicles operating on U.S. roads and highways, vehicle repair occupations are a large source of employment, and vehicle repair services is a major industry and market in the U.S. economy. Personal consumption expenditures on vehicle repairs reached \$162.5 billion in 2008 and are projected to grow to \$165 billion by the end of 2012. The two largest occupations in the vehicle repair industry are service technicians and mechanics and body and glass repairers. Employment in these occupations steadily declined from 2001 to 2010, before recovering mildly in 2011. The U.S. Bureau of Labor Statistics forecasts solid growth of 17 percent for mechanics (+124,800) and 19 percent for body repairers (+32,700) between 2010 and 2020. Required training for technicians and mechanics often includes post-secondary education, with on-the-job training and factory schooling provided by automakers.

Keeping Pace With Innovation

In addition to traditional automotive manufacturing and repair jobs, a growing emphasis on fuel efficiency and environmental preservation requires automotive mechanics, technicians, body repairers, and others to be familiar with the latest technological advances. Electric or partially electric vehicle propulsion has received ample media attention and government support. Total hybrid vehicle sales captured 2.2 percent of the U.S. vehicle market in 2011. That's not a huge share of the market, by any means. But, as the cost of these new propulsion technologies and advanced production materials decreases, and as other mandates—safety, for example—emerge from Congress, community colleges that train workers for jobs in the automotive industry will need education and workforce programs that evolve in lockstep with the industry's changing requirements.

SEAN P. McALINDEN is executive vice president of research and chief economist for the Center for Automotive Research.

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10,000 Success Stories

IN A RECENT ESSAY IN *TIME MAGAZINE*, Dr. Walter Bumphus, president and CEO of the *American Association of Community Colleges (AACC)*, underscored the need for community colleges to partner with industry to help close the skills gap and position students to meet 21st-century employment needs. Much attention is on small businesses, which have created more than 60 percent of net new jobs in the last 15 years. Enter the *Goldman Sachs 10,000 Small Businesses* initiative—a program that strives to move beyond lip service to create a substantial and scalable business/education model. >>

BY MARY McCAIN

“The Goldman Sachs *10,000 Small Businesses* initiative is a unique public-private partnership that provides an incredible opportunity for community colleges to improve service to small businesses and communities,” says Long Beach Community College District President Eloy Oakley. “The transformational nature of this program produces real results in business growth and job creation and will provide long-term benefits to our economic development and academic programs.”

Goldman Sachs Foundation launched the *10,000 Small Businesses* initiative in late 2009, building on its successful global program, *10,000 Women*, and confidence in the community college network. Dina Powell, president of the Goldman Sachs Foundation, says, “We knew that if we wanted to support domestic growth and job creation, there was no better investment than in American small businesses—and

Goldman Sachs’ 10,000 Small Businesses initiative helps business owners leverage the power of public-private partnerships

that we’d need the right partners to deliver *10,000 Small Businesses* effectively. Community colleges were a natural fit to deliver the program’s business management curriculum and to help us build an innovative public-private partnership model in communities across the country.”

10,000 Small Businesses is contributing \$200 million to program partners, including local community colleges and business schools. Funds go toward scholarships, faculty training, and technical assistance to help build the organizations’ capacity. Small business owners get a practical education that builds skills they can apply immediately, including accounting, marketing, and human resources management.

The program counts on community college familiarity with diverse student populations and the ability of small businesses to attract program interest within local communities. Says former U.S. Secretary of Education Margaret Spellings, “Goldman Sachs gets it. They understand that community colleges are key to solving our nation’s jobs crisis. *10,000 Small Businesses* helps community colleges deepen and expand their small business services and partnerships with local organizations, while meeting a very real need for practical training for entrepreneurs.”



A student from N.Y.'s LaGuardia Community College used *10,000 Small Businesses* to help expand her business.

Put Small Businesses to Work on Campus

LaGuardia Community College (LCC) in Queens, N.Y., inaugurated the program with the first group of 23 small business owners, known in the program as “scholars.” In April 2010, the college piloted the innovative program’s powerful combination of curriculum, participatory peer learning, and business mentoring and support.

Jane Schulman, LCC’s vice president of adult and continuing education and *10,000 Small Businesses* executive director, says LaGuardia has offered small business services for many years; what *10,000 Small Businesses* has added is “the ability to offer a ‘suite’ of business services, from diagnostic to progressive steps for development and growth.” Schulman says the program also has increased recognition of the role of small businesses in creating jobs and the role of community colleges in economic vitality. As part of the initiative, LaGuardia has helped 200 small businesses gain practical business education and support to apply immediately to their business for growth. Many participants say they manage their businesses differently as a result of the programs. Several have reported increased revenues. And many are creating new jobs.

10,000 Small Businesses now operates in seven additional locations: Long Beach Community College District (Long Beach, Calif.), [Los Angeles City College](#) (Los Angeles), [Delgado Community College](#) (New Orleans), [Houston Community College](#) (Houston), the [City Colleges of Chicago](#) (Chicago), [Cuyahoga Community College](#) (Cleveland), and [Salt Lake Community College](#) (Salt Lake City). Several new sites will be brought on board in the months to come. (For more about the Goldman Sachs *10,000 Small Businesses* initiative, visit <http://www.goldmansachs.com/citizenship/10000-small-businesses/US/index.html>.)

Partner organizations in each location work with participating community colleges to expand the impact of the program. Andrea L. Zopp, president and CEO of the [Chicago Urban League](#), describes her organization’s partnership with Goldman Sachs and the *10,000*

10,000 SMALL BUSINESSES ELIGIBILITY REQUIREMENTS

Applicants should generally meet the following criteria:

Owner or co-owner of a business in operation at least two years, with revenues between \$150,000 and \$4 million in the most recent fiscal year, and a minimum of four employees.

Small Businesses initiative as “very important in providing an option for entrepreneurs looking for training and guidance in growing and developing their businesses.” Adds Zopp, “This is particularly important as lack of training and business knowledge is often cited by entrepreneurs as a barrier to growth.”

As of November 2012, nearly 1,000 small business owners have participated in Goldman Sachs *10,000 Small Businesses*, with a 99 percent overall graduation rate. Approximately

70 percent of participants in the first five groups have reported increased revenues, and 50 percent have reported creating net new jobs.

Hallmarks of this program include:

- The *innovative eleven-module curriculum*, designed by a [Babson College](#) faculty team under the leadership of Dr. Patti Greene, Paul T. Babson chair in entrepreneurship and national academic director for the *10,000 Small Businesses* initiative, focuses on skills

Education and business leaders, including Salt Lake Community College President Cynthia Bioteau (third from left), announce plans to extend *10,000 Small Businesses* into the Utah community.



Jerry Sue Thornton (at podium), president of Cuyahoga Community College in Ohio, joins other Cleveland partners in the Goldman Sachs 10,000 Small Businesses initiative.



that can be immediately applied, such as identifying and evaluating business opportunities, recruiting and leading a growing business, and accessing business resources, including financial capital. Coursework is highly collaborative, draws upon real-world experiences of small business owners, and is immediately applied to the growing businesses.

Says Greene, "The 10,000 Small Businesses initiative is uniquely connected to the local entrepreneurial ecosystem through the community college and partnerships with other business resources providers. The strength of the program is built on a foundation of new ways of understanding and practicing the means of business growth."

- Business advisors, hired by participating colleges for their experience working in or with small businesses, provide individual mentoring. These experienced leaders also advise the initiative's "growth groups," small groups to which each scholar is assigned for the duration of the program and which often serve as "CEO advisory panels" for the members.
- Peer learning opportunities encourage scholars to interact with each other in and out of class and work together closely throughout the program.

Getting Better Through Feedback

Goldman Sachs is committed to learning from the initial projects, using regular opportunities for structured feedback and continuous improvement. As "lessons learned" and best practices are substantiated over time, the initiative's leadership will work with AACC to document what works.

One of the goals of 10,000 Small Businesses is "capacity building" to

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is open to all community colleges, thanks to AACC's efforts to modify Veterans Administration policies that would have barred baccalaureate-awarding colleges.

Support for new leaders

has expanded with the establishment of regional Future Leaders and Future Presidents Institutes.

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support each college's strategies, interests, and needs. President Zachary Hodges of *Houston Community College's (HCC's) Northwest College* recognizes the potential of this initiative and has integrated it into the college's vision and long-term plans. "At HCC, we have received national notice for our commitment to better serve local small business owners through the entrepreneurship centers launched several years ago. *10,000 Small Businesses* took our work

to the next level. We value working with the Goldman Sachs Foundation to develop a powerful living example of how our college, business, and the community can connect to build economic strength and human capital." Program graduates can earn nine continuing education units at HCC, deepening their ties to the college.

At some colleges, the program leads to faculty professional development in innovative teaching methods. Others use the *10,000 Small Businesses* curriculum as a supplement to existing small business curricula or as a basis for new courses. Participating college leaders and faculty believe the program can inspire colleges, communities, and small business owners to consider new perspectives by serving the community through connecting small business growth and jobs to employment opportunities for the colleges' students.

"The transformational nature of this program produces real results in business growth and job creation and will provide long-term benefits to our economic development and academic programs."

—Eloy Oakley, president, Long Beach Community College District

Dr. Jerry Sue Thornton, president of Cleveland's *Cuyahoga Community College*, says, "Cuyahoga Community College, in collaboration with the city of Cleveland, is delighted to have the opportunity to heighten our role in economic development through the Goldman Sachs *10,000 Small Business* initiative. It is the growth and expansion of our many small businesses that will strengthen the economy of our city and region.

Our partner organizations provide a broad band of outreach for recruitment and access along with our many public- and private-sector partnerships. Small business growth results in more jobs, which require increased workers, and that is a successful formula for community college workforce training." She adds, "We are delighted to be an integral part of the entire process." As new colleges become part of *10,000 Small Businesses* and as the Goldman Sachs Foundation and the participating colleges continue to measure its impacts, the hope is that the initiative will become a synergistic option for all colleges to consider.

MARY MCCAIN is a consultant to AACC as manager of the Goldman Sachs *10,000 Small Businesses* grant and senior vice president for *TechVision21*, a Washington, D.C., public policy group.

MORE ABOUT THE INITIATIVE

Want more information about the Goldman Sachs *10,000 Small Businesses* initiative? Check out the AACC Web site. (www.aacc.nche.edu/goldmansmallbusiness)





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N.J. Statewide Collaboration
on Workforce Development Creates
More Efficient Job-Training Programs

Training

ON DEMAND

BY CASEY MALISZEWSKI,
LAWRENCE NESPOLI, AND
ROBERT ROSA



Nearly a decade ago officials at New Jersey's 19 community colleges sought a way for the state's two-year career and technical college system to work together to more efficiently serve the workforce development needs of the state.

The goal was to say to businesses, "If you have a training need, we can help by delivering the *combined* training expertise and resources of all of our community colleges to your employees, no matter where your business is located."

Ten years later, through an innovative statewide partnership, New Jersey community colleges have managed to do just that.

When we started down this path in 2003, our colleges were invited to provide modest startup capital to create the [New Jersey Community College Consortium for Workforce and Economic Development](#). All 19 of New Jersey's community colleges joined the consortium and provided funding to open an office, hire an executive director, and begin statewide marketing to the business community.

Since that time, the consortium has provided training (through its member colleges) to more than 60,000 employees at more than 3,400 businesses throughout New Jersey. What's more, it's done so at little cost. The consortium has entirely

covered its own operating costs, reimbursed participating colleges for training, and returned nearly \$5 million to the colleges by distributing annual training revenue. And the original startup funds provided by the colleges are held in reserve.

The consortium has already exceeded expectations. In addition to the training delivered and revenues generated, it has solidified community college partnerships with the [New Jersey Department of Labor and Workforce Development \(NJDLWD\)](#), and it has won the praise of business leaders throughout the state.

One of the consortium's greatest successes is its collaboration with statewide trade associations, such as the [New Jersey Business & Industry Association](#), [BioNJ](#), the [New Jersey Utilities Association](#), and others. Through these groups, the consortium has strategically expanded its statewide reach to key industry sectors.

The power of this statewide collaboration was recently brought to bear on a new training model that is already showing great promise. Called "Training on Demand," this latest approach emphasizes employer needs while leveraging partnerships to maximize the resources available throughout the state.

Training on Demand actively engages local and regional employers in the design of the curriculum, the delivery of the training, and the screening and selection of trainees to both encourage successful placement and promote efficiency.

The Model

The idea for Training on Demand came from an apparent disconnect between the job openings posted in newspapers and other media and feedback from job seekers.

To reconcile these differences, consortium staff partnered with the NJDLWD. Together these groups pore over raw data from the state's real-time employment database and use their findings to target actual workforce needs.

The staff begins by filtering out blind ads and postings from staffing companies, job banks, and search engines. This

typically eliminates up to 60 percent of posted job openings. Program administrators then sort and analyze data to determine which companies have the most openings by standard occupational classification and/or by county.

Employers are then asked to verify the hiring outlook, and consortium staff members inquire about required skill sets and whether employers have difficulty finding qualified candidates. If staff members identify a demand by one or more employers, they use the [Info USA](#) database to find and contact similar companies within the region. This process yields either a single employer who will commit to hiring all graduates, or multiple employers with similar needs and enough openings to justify a course on a particular subject. Staff members also bring in other partners, such as the NJDLWD, local community colleges, and county Workforce Investment Boards and one-stops. Together, these partners build and deliver the program.

While New Jersey is still in the early stages of building its Training on

Demand model, the results so far have been impressive. Job placement rates range from 75 percent to 100 percent (see chart).

Early Lessons Learned

Throughout the development and implementation of its Training on Demand model, the consortium learned the following key lessons:

- Aggregate data without further analysis can be ambiguous. Instead, it is important to disaggregate data in order to target specific job categories and specific employers in selected geographic areas.
- Actual feedback from employers is essential. Even the seemingly best data can be misleading, as jobs get filled and labor markets shift.
- Partnerships are vital to the sustainability of these types of programs. Because many training programs have significant startup costs, leveraging existing capacity is the most cost-effective way to proceed.
- Do not duplicate training capacity

Training	Program Starters	Results	Placement Rate
Electromechanical Engineer	13	9 placed (plus 2 continuing education)	84%
Electrical Technician #1	11	10 placed	90%
Electrical Technician #2	13	7 placed (plus 6 declined offers)	100%
Bank Teller	13	12 placed	92%

Training	Program Starters	Results	Placement Rate
Fabricated Metal Training	12	12 placed	100%
Computerized Numerical Control-Passaic County Vocational Institute	15 (14 completed)	11 placed (plus 2 with offers and 3 continuing education)	79%
Computerized Numerical Control-NJIT	4	3 placed (plus 1 continuing education)	75%

Source: New Jersey Community College Consortium for Workforce and Economic Development

across colleges or training sites. Rather, states should create centers of excellence that can be supported by surrounding colleges as feeder institutions.

- Awarding industry credentials upon the completion of training improves employment prospects and also helps individuals earn credits toward a college degree.
- Do not minimize the impact of transportation challenges for out-of-work individuals who may be asked to commute to jobs. Real or perceived commuting expenses may challenge successful job placement outcomes.
- It is easier to build a program for a few employers or, if possible, for one employer, as an “anchor.” Doing this ensures that employers stay invested in the program. Too many employers can lead to a diminishing sense of ownership among participating business partners.

(continued on page 46)



The Student Perspective

Dorian James was preparing to leave New Jersey for South Carolina when he received a phone call from the Perth Amboy Unemployment Office. The office was calling to let him know about a new pilot training program for which he was eligible—a fabricated metal program at [Middlesex County College](#). James had been unemployed for 16 months.

As part of the application process, James took a mechanical aptitude test and interviewed with three different employers. Soon after, he learned he was accepted into the program. Within the first few weeks, James had the promise of a job offer from the [National Manufacturing Company](#) to work as a toolmaker’s apprentice upon completion of the training program.

Having employers involved throughout the program, James says, made for a real learning experience and helped students make good career choices. “You actually get to see the inside of these companies, you get a better idea of how the job works, and it makes you more interested in the job,” he says. “For someone who is on the fence, working with the employer throughout the training program makes it clearer that this is what I want to do, or this is not what I want to do.”

James credits the program with not only helping him find a job, but also in connecting him to a fulfilling lifelong career. “This is the first legitimate career I’ve had. It’s the first job I’ve had that I can’t wait to get to work,” James says. While working at the National Manufacturing Company, he is continuing his education at Middlesex County College with the help of his employer. He is hopeful that the program will expand to help others like him. “Through this program and others like it,” James says, “New Jersey can help others like me and create a stronger economy for all of us.”

THOMAS BARWICK/GETTY IMAGES



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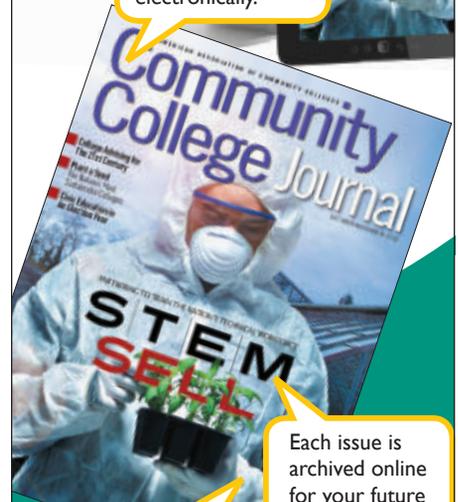
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The Employer Perspective

Bob Staudinger, president and CEO of [National Manufacturing Company](#), a New Jersey manufacturing company with a global market reach, understands the power of partnerships in workforce development. Staudinger is an active member of the [New Jersey Business & Industry Association \(NJBIA\)](#), the nation's largest statewide employer association. Through the NJBIA, Staudinger's company worked with other manufacturers throughout the state to address a common problem: a lack of qualified workers with the specific skill set needed for manufacturing. When the opportunity arose to participate in and help develop a pilot program to train workers in metal fabrication, Staudinger jumped at the chance.

Staudinger says having the employers involved in the program is essential to its success. "Employers are confident in the abilities of the graduates because the employers themselves designed the curriculum to get the right results," he explains.

Staudinger sees the statewide collaboration, and his firm's investment in it, as a great move for his company. He even loaned one of his engineers, Vice President Reggie Zhou, to the [New Jersey Community College Consortium for Workforce and Economic Development](#). Zhou visited potential sites to ensure that the necessary facilities, equipment, and instructor capabilities were in place to support the training program's success.

The National Manufacturing Company and other businesses like it recognize that the Training on Demand program can help them prosper by providing a steady stream of qualified employees. "Employers come with a passion to this collaboration," Staudinger says. "It's not something that they are being asked to do—it's something that they want to do."

MONICA ODO/VEER

- Most important, it is critical that employers are involved in every step, from building the curriculum to establishing the necessary qualifications to the prescreening of candidates. It's also important to clarify the hiring process for participating employers and secure a commitment to hire graduates at the outset of the program.

Next Steps

The consortium is currently working to expand a newly formed manufacturing coalition consisting of the consortium, the NJDLWD, the New Jersey Business & Industry Association, county vocational schools, and employers. Through these efforts, the consortium will continue to create linkages between the Training on Demand model and employer interests and needs. It also will leverage funds secured for curriculum development and new equipment with training funds provided by the NJDLWD.

To improve efficiencies, the next step is to acquire statewide contracts for embedded industry certifications to drive down unit delivery costs. We plan to further use these certifications to build stackable credentials that will include associate and baccalaureate degrees as final points along the job-training trajectory. Not only will this help students who are looking to improve their careers by continuing their education, it will also help New Jersey's colleges provide additional pathways to college completion. The consortium is also exploring new delivery models to minimize the impediments created by geographic distances and the need for local equipment acquisition. Through a recent federal grant, the consortium plans to acquire mobile trailers to deliver equipment directly to satellite job-training sites.

While we have focused largely on pilot projects to date, we are confident that the Training on Demand model can be brought to scale. The statewide partner-



The Importance of Partnerships

Aaron Fichtner, deputy commissioner of the [New Jersey Department of Labor and Workforce Development](#), says ongoing partnerships between state government and community colleges are crucial. "There's a lot of common ground between community colleges and what the department is trying to accomplish," he explains. "We both care deeply about building a stronger workforce throughout the state and are especially committed to helping our unemployed workers find jobs."

Fichtner credits the [New Jersey Community College Consortium for Workforce and Economic Development](#) with being the cornerstone of this relationship. "Although the 19 community colleges are governed by local boards of trustees, the consortium promotes statewide collaboration that enables the colleges to respond more nimbly to the needs of employers. Through the consortium, the colleges are able to do things together that one or even several colleges would not be able to do as well on their own.

"In today's challenging economy, states are seeing rapid changes in their labor markets and in the skills that employers are demanding," he adds. "Because of the consortium, New Jersey's community colleges can quickly respond to employer needs in a statewide systematic way."

Fichtner recognizes the value of working with employers from the start in developing training programs and then partnering with those same employers to deliver the training programs. "Historically, we have spent a lot of money on department grants, while keeping our fingers crossed that the training would lead to meaningful jobs," he says. "By working collaboratively with the consortium and key industry sectors, we have achieved much more successful job placement rates."

ships we have established ensure that multiple stakeholders will remain committed to common goals. These partnerships not only make the model more effective, but also ensure more efficient use of resources.

The most important message from our experience in New Jersey is this: Statewide collaborations have great potential for delivering job-training programs in challenging fiscal times. The Training on Demand model shows great promise. With strong employer commitment and key statewide collaborations at its core, community colleges that adopt this model can improve effi-

ciencies, make better use of existing resources, and create countless new opportunities for students and employers.

CASEY MALISZEWSKI is a program associate with Achieve and former research assistant with the New Jersey Council of County Colleges; LAWRENCE NESPOLI is president of the New Jersey Council of County Colleges; and ROBERT ROSA is the chief operations officer of the New Jersey Community College Consortium for Workforce and Economic Development.

DEVELOPING EFFECTIVE PARTNERSHIPS

Principal investigators with the National Science Foundation's network of Advanced Technological Education Centers met in Washington, D.C., recently to talk about education and business partnerships. Learn what they had to say. (www.aacc.nche.edu/ATEworkforce)



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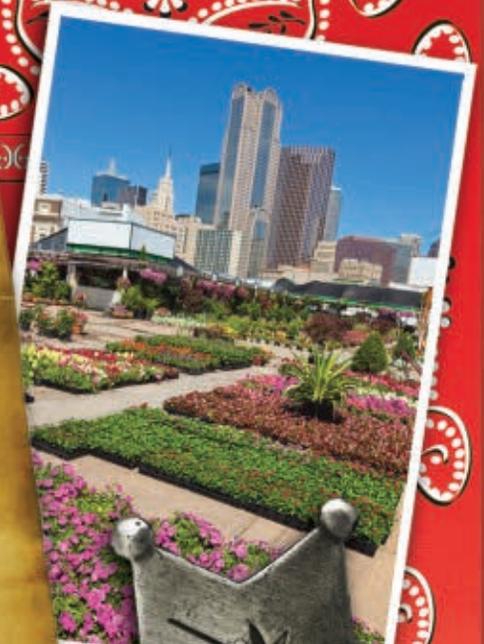
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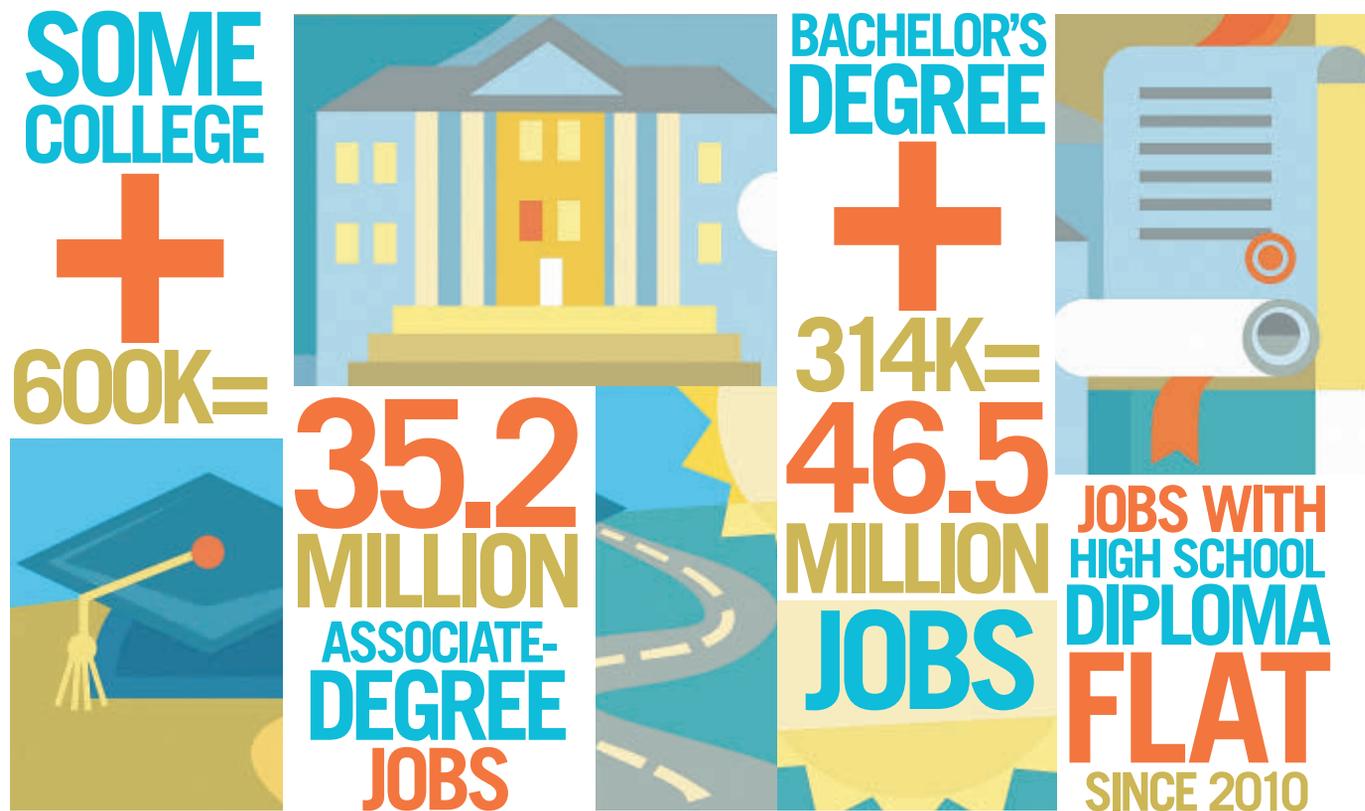
Innovations 2013 is the League's premier event for professionals dedicated to improving teaching and learning. At this event, the League will unveil the John & Suanne Roueche Excellence Awards dedicated to recognizing outstanding community college faculty and staff, and the John Roueche and Terry O'Banion International Leadership Award promoting the community college experience. We hope to see you at this 15th anniversary event, where you will network and share with colleagues, learn from experts, and demonstrate your commitment to innovation in the community college.

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More Evidence That **TWO-YEAR DEGREES** Provide the Best Link to Direct Employment

While there has long been a perceived gap in the workplace between the value of four-year and two-year degrees, new evidence from the [U.S. Department of Labor](#) suggests that disparity is narrowing—at least in terms of available employment.

In a recent story for [USA Today](#), writer Paul Davidson points out that employment for Americans with an associate degree, or what's often called “some college,” has increased by nearly 600,000 jobs in the last six months to 35.2 million. By comparison, jobs for workers with at least a bachelor's degree increased 314,000 to 46.5 million in the same period. The news is less optimistic for students with only a high school diploma. Davidson says those jobs have remained flat since 2010, after taking a severe hit during the recession.

Advocates attribute the increase in jobs for community college students to a number of factors, including the resurgence of so-called middle-skill careers, or employment that requires some college but less than a four-year degree. Many of these positions, which include registered nurses, computer support specialists, dental hygienists, automotive technicians, and certain factory and construction

workers, to name a few, were cut early in the recession but have come back strong in recent months.

Anthony Carnevale, head of [Georgetown University's](#) influential [Center on Education and the Workforce](#), contends there is a reason for that. “In recessions, employers lay off lower-skill workers first and in recoveries, they initially hire higher-skill workers,” paraphrases Davidson. “Eventually, those higher-level managers bring on low- to mid-level managers. That's happening now, and so community college graduates are recouping jobs lost in the downturn—a sign of an advancing recovery.” (For more from Carnevale, don't miss our feature on middle-skill job training and corresponding Q&A beginning on page 20.)

Community colleges have a long track record of adjusting quickly to marketplace demands. “I think the two-year schools [offer] more of an applicable, practical value,” opines Kauffman Foundation Vice President Thom Ruhe in the [USA Today](#) article. “By contrast,” writes Davidson, “many recent four-year college graduates have struggled to find work.”



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