

TRANSFORMING U.S. WORKFORCE DEVELOPMENT POLICIES FOR THE 21ST CENTURY CONFERENCE

Education and Training Programs

As we lead up to this fall's workforce development conference in Austin, Texas and the companion book, we look at the topic of **Education and Training Programs**. Please see the following list of products from the 2014 conference and 2015 book, both titled **Transforming U.S. Workforce Development Policies for the 21st Century**, to learn more about what was discussed.

Emerging Trends in Education and Training Programs: Credentials, Competencies, and Curriculum | Michelle Van Noy (panel summary)

Current trends in the postsecondary education and training system are fostering new ideas about how U.S. postsecondary education and training can be structured and delivered. Reform efforts that are under way to address these trends may help increase the credential attainment of public workforce system participants, especially low-income individuals. This panel covered a wide range of issues in postsecondary education and training related to these current trends and reform efforts.

What American Workers and Employers Need to Succeed | Robb C. Sewell (panel summary)

American workers and employers are facing new realities and challenges that the current workforce development system is not designed to handle — resource constraints, globalization, changing demographics, and a turbulent labor market. This session challenged a panel of experts to reimagine workforce development policies so that workers and employers are able to succeed in today's ever-changing economy.

Creating and Communicating Critical Information about Workforce Credentials | Stephen Crawford and Robert Sheets (book chapter)

The authors of this chapter offer a solution to a problem that has grown over the past decade — increased uncertainty about the quality and value of labor market credentials and how they relate to each other. As a result of this issue, the labor market functions much less efficiently than it would if there were greater transparency and trust. The authors' solution is a voluntary standardization of the terms used to describe and endorse labor market credentials, combined with an open data registry for posting and accessing the resulting information.

Promising Practices of Community Colleges in the New Age of Workforce Development | Jim Jacobs (book chapter)

The Great Recession had a profound effect on many institutions, including community colleges. In this chapter, the author examines these changes and their impact on the large community colleges located in many manufacturing centers in the United States and includes a case study focused on the practical experiences of a group of 20 major community colleges that have worked together as the Community College Workforce Consortium.

Workforce Development in a Targeted, Multisector Economic Strategy: The Case of State University of New York's College of Nanoscale Science and Engineering | Laura I. Schultz, Alan Wagner, Angela Gerace, Thomas Gais, Jason E. Lane, and Lisa Montiel (book chapter)

The State University of New York's College of Nanoscale Science and Engineering has a state-supported, high-tech/higher education, public-private partnership geared toward economic development.

Education and Training Programs

Programs such as this one aim to harness and leverage the expertise and resources of universities, industry, and government to generate economic growth. The authors use a case study to describe how this cutting-edge program has led to transformation in the Capital Region's workforce.

Connecting Workers to Credentials: The Promise and Pitfalls of Awarding Academic Credit for Prior Learning | Heath J. Prince (book chapter)

This chapter explores competency-based assessment. The author gives an overview of the perceived shortcomings of the current noncredit system in meeting the education and skill needs of the workforce, illustrates how three states and three organizations bridge the gap between non-credit and for-credit postsecondary education by assessing skills for credit using a competency-based approach, examines arguments in favor of a competency-based framework for awarding occupational credentials, and discusses the implications for competency-based assessment of occupational credentials. Finally, the author offers evidence of effectiveness of this approach as well as suggestions for disentangling the competency-based framework for awarding occupational credentials from the broader movement toward direct assessment for academic degrees.

Video Interviews

Please click on the interview subject's name to view their recommendations on what should be done to address the workforce challenges facing the United States. All are panelists who participated in the October 2014 conference.

Stephen Crawford, Research Professor, George Washington University Institute of Public Policy

Harry Holzer, Professor, Georgetown University McCourt School of Public Policy

Jim Jacobs, President, Macomb Community College

Mary Alice McCarthy, Senior Policy Analyst, New America Foundation

Ron Painter, CEO, National Association of Workforce Boards

Martin Simon, Director, Workforce Development, National Governors Association

Portia Wu, Assistant Secretary, Employment and Training, U.S. Department of Labor