

Digital Inclusion and Workforce Development



Facilitated by:

Ina P. Montgomery



Technology Empowered Communities



KANSAS CITY DIGITAL INCLUSION SUMMIT

#includeKC

Digital Inclusion: *Defined*

Digital inclusion is the ability of individuals and groups to access and use information and communication technologies.

Digital inclusion encompasses not only access to the Internet but also the availability of hardware and software; relevant content and services; and training for the digital literacy skills required for effective use of information and communication technologies.



Digital Inclusion: *Defined*

The cost of digital exclusion is great. Without access, full participation in nearly every aspect of American society from economic success and educational achievement, to positive health outcomes and civic engagement — is compromised



The Workforce Innovation and Opportunity Act (WIOA)

An act to amend the Workforce Investment Act of 1998 to strengthen the United States workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs in the United States, and to promote individual and national economic growth, and for other purposes.



WIOA: *THE PROBLEM*

By 2022 the United States will fall short by 11 million the necessary number of workers with postsecondary education, including 6.8 million workers with bachelor's degrees, and 4.3 million workers with a postsecondary vocational certificate, some college credits or an associate's degree



WIOA: *THE PROBLEM*

Fifty two percent of adults (16 to 65) in the United States lack the literacy skills necessary to identify, interpret, or evaluate one or more pieces of information; a critical requirement for success in postsecondary education and work.



WIOA: *THE PROBLEM*

Individuals with disabilities have the highest rate of unemployment of any group, and more than two - thirds do not participate in the workforce at all.



The WIOA: *Impact on Missouri*

Last year, more than 280,000 unemployed individuals received assistance at more than thirty Missouri Career Centers using funds from these programs. These programs provide job training for Americans looking for work or to advance their careers, and strengthen small businesses and local economies by aligning workforce development programs with economic opportunities and enabling businesses to identify in-demand skills.

The new legislation will modernize the current programs and provide more assistance to young people who face barriers to employment.



The Skills Act

THE SKILLS ACT

12

million Americans
are searching for work



YET

3.6 million job
openings remain
unfilled.



Experts
believe many
of these jobs
remain
unfilled
due to a



SKILLS GAP

Every year taxpayers spend

\$18 BILLION on job training programs...

But only a fraction
of workers receive
& complete the
training necessary
to get a job.*



The #SKILLSAct:



Cuts through bureaucracy so workers can
access the training they need when they
need it.



Replaces a maze of confusing programs
with the Workforce Investment Fund, a
single source of support for workers &
employers.



Ensures workers are trained for in-
demand jobs by giving local employers
more input in job training programs.



Protects taxpayer dollars by requiring an
independent evaluation of each training
program every five years.

Learn more at:
edworkforce.house.gov/SKILLSAct

*Under the Workforce Investment Act of 1998, fewer than 1 in 5 workers receive and complete training.

Are students college or career ready?

President Obama has a goal that 100 percent of students should be college or career ready, and in the next decade, most jobs will require at least some post-high school education. The opportunities for high school graduates are declining and generally offer lower earning potential. But are we educating students with the right kind of post-secondary education to meet the demands of the workforce of the future?



EDUCATING THE WORKFORCE OF THE FUTURE

Since 1973, the number of jobs that require at least some college has more than tripled, while those requiring a high school diploma or less have flatlined.

A collaboration between GOOD and Hyperakt, in partnership with University of Phoenix.

BACHELOR'S AND ABOVE

ASSOCIATE'S OR TRADE SCHOOL

HIGH SCHOOL DIPLOMA OR LESS

GROWING AND DECLINING JOBS AND THEIR EARNING POTENTIAL

➔ Bachelor's or above ➔ Associate's or some college ➔ High School diploma or less

HIGHEST GROWTH / LOWER WAGES

(Highest Median Wages as of May 2008: \$50,000)

- ➔ Home health aids
- ➔ Personal and home care aides
- ➔ Skin care specialists
- ➔ Physical therapist aides
- ➔ Veterinary technologists and technicians
- ➔ Dental assistants
- ➔ Medical assistants
- ➔ Physical therapist assistants
- ➔ Self-enrichment education teachers
- ➔ Compliance officers*

LOWEST GROWTH / LOWEST WAGES

(Highest Median Wages as of May 2008: \$26,200)

- ➔ Extruding and forming machine setters, operators, and tenders, synthetic and glass fibers
- ➔ Semiconductor processors
- ➔ Postal Service mail sorters, processors, and machine operators
- ➔ Wellhead pumpers
- ➔ Fabric and apparel patternmakers
- ➔ Drilling and boring machine tool setters, operators, and tenders
- ➔ Lathe and turning machine tool setters, operators, and tenders
- ➔ Order clerks
- ➔ Derrick operators, oil and gas
- ➔ Desktop publishers

HIGHEST GROWTH / HIGHER WAGES

(Highest Median Wages as of May 2008: \$85,430)

- ➔ Biomedical engineers
- ➔ Network systems and data communications analysts
- ➔ Financial examiners
- ➔ Medical scientists, except epidemiologists
- ➔ Physician assistants
- ➔ Biochemists and biophysicists
- ➔ Athletic trainers
- ➔ Dental hygienists
- ➔ Computer software engineers, applications
- ➔ Veterinarians

LOWEST GROWTH / HIGHEST WAGES

(Highest Median Wages as of May 2008: \$50,020)

- ➔ Shoe machine operators and tenders
- ➔ Photographic processing machine operators
- ➔ File clerks
- ➔ Coil winders, tapers, and finishers
- ➔ Sewing machine operators
- ➔ Fabric menders, except garment
- ➔ Textile bleaching and dyeing machine operators and tenders
- ➔ Textile winding, twisting, and drawing out machine setters, operators, and tenders
- ➔ Textile knitting and weaving machine setters, operators, and tenders
- ➔ Textile cutting machine setters, operators, and tenders

1973

91 MILLION WORKERS

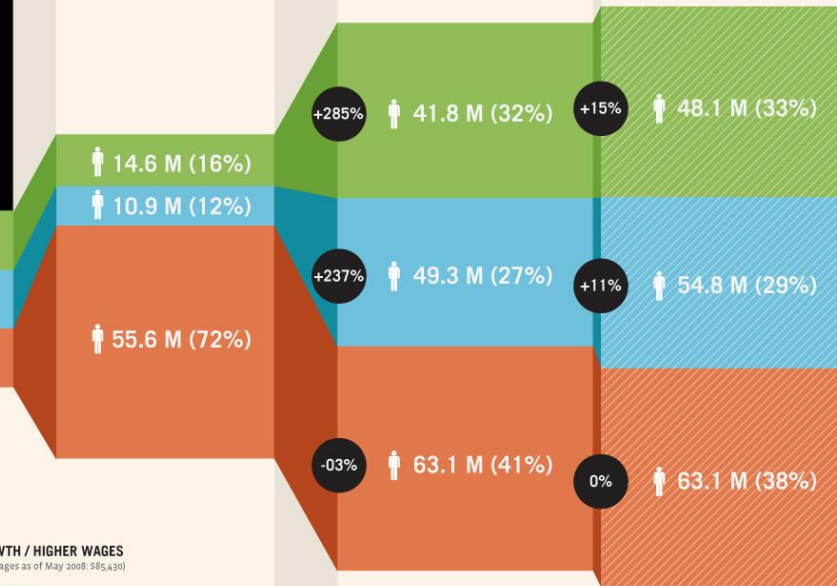
2007

154 MILLION WORKERS

PROJECTED

2018

166 MILLION WORKERS



60%

OF JOBS (AND GROWING) REQUIRE AT LEAST AN ASSOCIATE'S DEGREE



BUT ONLY

40%

OF AMERICANS OBTAIN AN A.A. OR B.A. BY THE AGE OF 27



PREPARING TO JOIN THE AMERICAN WORKFORCE

62%

MORE STUDENTS ARE ENROLLED IN POSTSECONDARY DEGREE-GRANTING INSTITUTIONS NOW THAN 30 YEARS AGO

1980
12.1 MILLION

2009
19.6 MILLION

BUT

"ON TIME" COMPLETION RATES ARE ALARMINGLY LOW



SOURCES

Bureau of Labor Statistics Occupational Employment Statistics and Division of Occupational Outlook

IES National Center for Education Statistics, U.S. Department of Education Institute of Education Sciences, Digest of Education Statistics, Table 2: Enrollment in educational institutions, by level and control of institution: Selected years, fall 1980 through fall 2009

Pathways to Prosperity Report, Harvard Graduate School of Education, February 2011



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H.R. 521: Transforming Education Through Technology Act

The Transforming Education through Technology Act would help schools, districts, and states transform learning systems by utilizing innovative technology. Specifically the legislation would:



H.R. 521: Transforming Education Through Technology Act

Specifically the legislation would:

- Support teachers and principals in using technology to increased college and career readiness, close achievement gaps, and engage all students
- Help school districts build a technology infrastructure to make sure schools take full advantage of what technology has to offer
- Help states improve student learning, upgrade assessments, and improve educator preparation and support
- Seed innovation to create the learning environment of tomorrow using the best technology of today

