Good Jobs for All Americans

Regional Workshop
Las Vegas, Nevada

Wednesday, December 5th, 2018
A special thank you to our sponsors!
Armchair Chat: 
**Good Jobs for All Americans**

*The Honorable Steve Bullock*, Governor, Montana
*Anna Gatlin Schilling*, Vice President, National Engagement and Strategic Communications, Strada Education Network
*Moderator: Kirk Jonas*, Director, NGA Center for Best Practices

#GoodJobsNGA
#WeTheStates
Workforce of the Future: Positioning State Economies for Success

Leah Jewell, Managing Director, Career Development and Employability, Pearson

Hiram E. Chodosh, President, Claremont McKenna College

Moderator: Mike Bartlett, Senior Policy Analyst, NGA Center for Best Practices

#GoodJobsNGA #WeTheStates
- How will technology impact jobs?
- How will skill requirements change in the economy?
- How is the nature of work changing?
- How is the face of the workforce changing?
Estimates of the share of Canadian workers at high risk of being affected by automation in the next 10 to 20 years

- Frey/Osborne*
- C.D. Howe
- Mckinsey**
- OECD

Employment Shares by Skill Level
January 1979 - September 2016

- **High-Skill Occupations**: 25% in 1979 (39% in 2016)
- **Middle-Skill Occupations**: 61% in 1979 (43% in 2016)
- **Low-Skill Occupations**: 13% in 1979 (18% in 2016)

**Source**: The original chart is from “The Vanishing Middle: Job Polarization and Workers’ Response to the Decline in Middle-Skill Jobs,” by Didem Tuzemen and Jonathan Willis, Federal Reserve Bank of Kansas City, 2013. The original chart has been updated to begin in 1979 and end in September 2016. Data were provided by Didem Tuzeman.
America: Falling Behind on Skills?

Source: NCES. Skills of U.S. Unemployed, Young, and Older Adults in Sharper Focus: Results From the Program for the International Assessment of Adult Competencies (PIAAC) 2012/2014

Figure 1-C. Average scores on the PIAAC problem solving in technology-rich environments scale for adults age 16 to 65, by participating country and region: 2012 and 2014

- Score is significantly higher than the U.S. average score
- Score is not significantly different from the U.S. average score
- Score is significantly lower than the U.S. average score

Scale score

- Japan: 294
- Finland: 289
- Sweden: 288
- Norway: 286
- Netherlands: 284
- Austria: 283
- Denmark: 283
- Czech Republic: 283
- Republic of Korea: 282
- Germany: 281
- Canada: 281
- Slovak Republic: 280
- Finland (Belgium): 278
- England and Northern Ireland (UK): 277
- Estonia: 275
- Ireland: 274
- Poland: 274
- United States: 274
Indexed Number of Tax Forms, 1994-2014

Note: The Vertical axis does not begin at zero.
Source: Dourado and Koopman 2015 calculations of IRS data
State Priorities from Pittsburgh: Workforce of the Future: Positioning State Economy for Success

• International trends – local solutions
• Embody flexible thinking, adaptability, and entrepreneurial thinking
• States can serve as information brokers & coalition builders
Workforce of the Future: Positioning State Economies for Success

Leah Jewell
Managing Director - Employability Solutions

@LeahJewell1
Technological Change
Globalization
Demographics
Environmental Sustainability
Urbanisation
Increasing Inequality
Political Uncertainty
TOP LEVEL FORECAST – US

Probability of Demand

<table>
<thead>
<tr>
<th>Number of Occupations</th>
<th>Employment</th>
<th>&lt;0.3</th>
<th>&gt;0.5</th>
<th>&gt;0.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>772</td>
<td>135M</td>
<td>18.7%</td>
<td>43.2%</td>
<td>9.6%</td>
</tr>
</tbody>
</table>

Source: Bakhshi, Downing, Osborne and Schneider (2017)

#ExecLF18
#FutureSkills
US Top 10 O*NET features by correlation with occupations probability of growing in demand

1. Learning Strategies
2. Psychology
3. Instructing
4. Social Perceptiveness
5. Sociology and Anthropology
6. Education and Training
7. Coordination
8. Originality
9. Fluency of Ideas
10. Active Learning

Coef: 0.63

Coef: 0.53
BIG THEMES

- Need a mix of skills and knowledge
- At least 6-7 jobs in a lifetime
- Employer involvement critical
Learner Segments:
Perceived Value vs Preferred Way of Learning

**Y-Axis:** Their preferred way to learn (y-axis)
Their preference for learning via digital vs. traditional methods (such as face-to-face or print).

**X-Axis:** Perceived value of education relative to what they would spend on it
The difference in the degree to which they see the benefit of what they would spend in time (opportunity costs) and actual cost of a college education.
Working adults are looking for more skills development opportunities, but…

- 72% know they need to go back to school
- 68% will enroll in a program within 5 years
- 80% say tuition and fees are a barrier
- 40% can’t earn enough to pay off debt
### Need Clearer Signals to Enable Effective Employer/Academia Collaboration

**Benefits to mapping Job Descriptions to Skills and Capabilities**

<table>
<thead>
<tr>
<th>Employee</th>
<th>Candidates</th>
<th>Schools</th>
</tr>
</thead>
</table>
| • What skills are needed for promotion  
• What skills are shared among jobs  
• What’s the most effective way for me to train | • What skills are needed  
• More visibility beyond a degree  
• potentially faster, cheaper pathways to a job | • What programs should be offered  
• Will alternate pathways be acceptable  
• Pathway from school to a job  
• Stackable credentials  
• Partnership for lifelong learning |
80% of companies offer some form of educational assistance. Only 3% of employees take advantage of programs. 96% of programs fund less than 30% of cost of formal degree programs. Look at policies around payment and options. Measure ROI around career progression and retention.
73% of Students are EXTREMELY Interested in VIRTUAL PROJECT BASED INTERNSHIPS

### Employer
- Broaden candidate pool
- Not limited by geography
- Reach more diverse candidates
- Year round help
- Compensation
- Lighter lift than formal apprenticeships

### Student
1. Flexible hours
2. No relocation needed
3. Connect with mentors
4. Year round opportunity for work

### Schools
- Integrate projects into courses
- Credit
- Tighter connection with employers
ALWAYS LEARNING
Discussion Questions:

• What, if any, priorities or key ideas are missing from the list from Pittsburgh?

• What specific policies are you implementing, or what might you implement to create a future-ready workforce? How would you advise a Governor?
Rural Resurgence:
Empowering the Rural Workforce

*Brian Dabson*, Research Fellow, University of North Carolina Chapel Hill

*Marion Terenzio*, President, SUNY Cobleskill

*Moderator: Dana Westgren*, Policy Analyst, NGA Center for Best Practices

#GoodJobsNGA
#WeTheStates
State Priorities from Pittsburgh: Rural Resurgence

• Recognize that rural communities can look very different and need different solutions or investments in different types of infrastructure – let local input guide policy;

• Identify future jobs opportunities for rural workers, including work that can be done remotely;

• Engage and support existing rural employers by developing a business-friendly and entrepreneurial climate; and

• Bring together partners in communities like economic development organizations, and family foundations for seed funds.
Strategies for Rural Workforce Development

Brian Dabson, University of North Carolina

National Governors Association
Regional Leadership Workshop

Rural Resurgence: Empowering the Rural Workforce
Las Vegas, December 5, 2018
Large scale forces are felt everywhere

Dislocating Forces

Technology
- Higher Productivity
- Stronger Demand for Higher and Lower Skills

Changing Labor Demand
- Outsourcing
- Weaker Demand for Intermediate Skills

Global Supply Chains
But magnified in rural areas by...

<table>
<thead>
<tr>
<th>Geography</th>
<th>Demography</th>
<th>Competitiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Low population densities and remoteness</td>
<td>• Older population: outmigration of young people, in-migration of retirees</td>
<td>• Smaller businesses with lower capacity to engage external markets</td>
</tr>
<tr>
<td>• Reduced economies of scale, higher transport costs, less efficient services</td>
<td>• In-migration of lower skilled workers for specific industries</td>
<td>• Limited pool of workers with right education, skills, experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fewer career progression and development opportunities for workers</td>
</tr>
</tbody>
</table>
Although rural areas greatly differ...

• Rural areas differentiated by:
  • Distance from metropolitan centers
  • Strength of their natural and cultural assets

• Economic/workforce development strategies must reflect these differences:
  • Rural communities within commuting distance – focus on urban supply chains and upgrading workforce skills to meet urban needs
  • Rural communities beyond commuting distance – focus on local assets and entrepreneurship
And economies are dynamic...

- **High Demand**
  - Low Supply
  - **SKILLS GAPS & SHORTAGES**
  - **HIGH SKILLS EQUILIBRIUM**

- **Low Demand**
  - Low Supply
  - **LOW SKILLS EQUILIBRIUM**
  - **SKILLS SURPLUS**

*After Green (2016)*
And economies are dynamic...

High Demand
Low Supply
SKILLS GAPS & SHORTAGES

High Demand
High Supply
HIGH SKILLS EQUILIBRIUM

Low Demand
Low Supply
LOW SKILLS EQUILIBRIUM

Low Demand
High Supply
SKILLS SURPLUS

Attract skilled workers, invest in existing workers

Invest in workforce, strengthen existing and attract new businesses

Sustain economy, look for new opportunities

Encourage entrepreneurs, attract new businesses

After Green (2016)
Other trends also important...

<table>
<thead>
<tr>
<th>New forms of employment</th>
<th>Telecommuting</th>
<th>Lifelong learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Growth of temporary, freelance, contract work</td>
<td>• A potential boon for rural workers</td>
<td>• Continued learning and credentialing</td>
</tr>
<tr>
<td>• But familiar to rural workers – income patching</td>
<td>• But requires high-speed broadband, higher level skills</td>
<td>• Paper qualifications less useful than demonstrable skills, knowledge</td>
</tr>
</tbody>
</table>
Goal of Rural Workforce Development

• Ensure that all workers have the opportunity and resources to enhance their economic circumstances through education and skill development
Goal of Rural Workforce Development

- Ensure that *all* workers have the opportunity and resources to enhance their economic circumstances through education and skill development

- Note: Their ability to apply newly acquired education and skills in their home communities will determine whether they stay or migrate
Three Components...

<table>
<thead>
<tr>
<th>Distance Learning</th>
<th>Competency-Based Learning</th>
<th>Lifelong Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Access to curricula, specialized faculty</td>
<td>• Helps employers, employees, and job-seekers better understand what knowledge, skills, capabilities are required</td>
<td>• Need for workers to keep on learning throughout work lives...not just when young</td>
</tr>
<tr>
<td>• Reduced travel time, lower costs, self-paced learning</td>
<td>• Transferable credits irrespective of where and how learning takes place</td>
<td></td>
</tr>
<tr>
<td>• But must be integrated into workplace, academic, community contexts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Six Prerequisites...

- **Connectivity**: High-speed broadband
- **Innovation**: Competitive niches
- **Entrepreneurship**: Integral to workforce development
- **Assets**: Build on natural and cultural assets
- **Collaboration**: Breakdown institutional barriers
- **Regionalism**: Act regionally across jurisdictions
Brian Dabson
School of Government
UNC-Chapel Hill
dabson@sog.unc.edu
Connecting the Dots: Rural Resurgence in New York State

Government (National / State / Local) + Private sector + Education (National / SUNY / Cobleskill / K-12) = RURAL RESURGENCE
Connecting the Dots

Government (National) + Private sector + Education (National / SUNY / Cobleskill / K-12)

NGA

Rural Resurgence
Government (State) + Private sector + Education (National / SUNY / Cobleskill / K-12)

New York State

- The 13th largest economy in the world
- Produces the top 10 agricultural commodities
- 36,000 farms
- Access to water and land
- Top land grant system
Connecting the Dots

Government (State) + Private sector + Education (National / SUNY / Cobleskill / K-12) = Rural Resurgence

• Since 2011, $62M in 82 farmland conservation easement projects
• $30M - dairy farms 2018
• The Working Farm Protection Act $17M to protect water quality across NYS
• REDC ($5.4 billion)
• Office of Workforce Development: Think with head and hands
• Broadband for All
Government / Agriculture and Markets

Rural Development One-Stop Shop

Four priority areas:
- access to land
- capital and financing
- business and technical assistance
- mentorship, training and apprenticeship opportunities

- Farm Worker Advisory Council co-chaired by, Commissioners - Agriculture and Markets, and Labor

- Hemp Production - 3,500 acres planted in 2018, 20 processors registered

- Six new Cuisine Trails NY Grown & Certified Agricultural Products
Connecting the Dots

Government (National / State / Local) + Private sector + Education (National / SUNY / Cobleskill / K-12) = Rural Resurgence

STARTUP NY

Regional Economic Development Councils
Connecting the Dots

Government (National / State / Local) + Private sector + Education (National) = Rural Resurgence

In higher education, economic development means proactive institutional engagement

Association of Public & Land Grant Universities (APLU)

University Economic Development Association (UEDA)

Economic development requires:

- Effective institutions grounded in norms of openness,
- Tolerance for risk,
- Appreciation for diversity, and
- Confidence in the realization of mutual gain for the public and the private sector.

Higher education economic development “creating the conditions” for economic prosperity.
Education

In higher education, economic development –

Proactive institutional engagement

• Embed economic engagement, innovation, and entrepreneurship across institution.
• Value and promote scholarship across a continuum of discovery and application.
• Provide leadership as both conveners and active participants.
• Engage in regional innovation ecosystems.
• Identify and strengthen the institution’s strategic competitiveness.
• Serve regional human capital and workforce needs.
• Contribute to the health and well-being of the community and people the institution serves.
• Facilitate 21st Century knowledge creation through interdisciplinary approach.
• Affirm that innovation and engagement, humanities, arts, social sciences, and STEM disciplines are all vital.
• Innovate continuously in teaching and learning practices.
Connecting the Dots

Education

American Association of State Colleges and Universities (AASCU)
Making Partnerships Work: Principles. Guidelines and Advice for Public University Leaders

Principles for Successful Partnerships in Higher Education

• Understand successful partnerships require a substantial investment of the president’s time.
• Know why the institution wants to engage in a partnership.
• Involve many stakeholders in deciding whether to pursue a partnership.
• Be certain to consult with all relevant governing boards.
• Ensure the partnership aligns with the institution’s mission.
• Understand the partnership’s full effect on the institution.
• Follow through continually to ensure a partnership is conducted well.
• Establish criteria for measuring results.
• Remain flexible.
• Plan for sustaining the success of the partnership through its lifecycle.
Connecting the Dots

Government (National / State / Local) + Private sector + Education (SUNY) = Rural Resurgence

Chancellor Johnson has established four main themes for SUNY:

- Innovation and Entrepreneurship
- Individualized Education
- Sustainability
- Partnerships
Connecting the Dots

Government (National / State / Local) + Private sector + Education (Cobleskill / K-12) = Rural Resurgence

Ensure all workers have the opportunity and resources to enhance their economic circumstances through education and skill development.

Rural Workforce Development

- Cradle-to-career
- K-12 pipeline
- P-Tech
- College in High School
- Applied learning
- Lifelong learning
- Micro credentials
- Competency based learning
Government (National / State / Local) + Private sector + Education (Cobleskill) = Rural Resurgence

Cobleskill Institute for Rural Vitality

- Center for Farm and Food Entrepreneurship
  - Agricultural Solutions fair with NYSERDA and National Grid
  - Mohawk Valley Farm and Food Business Incubator with 30+ incubates
  - “Schoharie Fresh” online farmers’ market, marketing for 30+ area producers
  - SUNY Cobleskill Dairy Processing Center: a shared space with incubator clients
  - Carriage House Café and General Store, a student practicum site for market research

- Center for Community Advancement
  - Human Services Coordinating Council (SALT) and SCAAP internships
  - Facilitators and venue for Schoharie County Tourism Summit
  - Coordination for Schoharie County “Respect for All” campaign and substance abuse prevention fellowship
  - Alzheimer’s research support
  - Mobile equine-assisted therapy programs

- Center for Business Development
  - Partnered to develop and launch credit-bearing grant-writing course
  - Pursuing START UP NY partnership with Empire State Greenhouses
  - Managing START UP NY partnerships with Asset Exchange Infrastructure, Digital Gameday, and Serious Brewing

- Center for Rural Legal and Policy Services
  - Albany Law School partnership
  - Albany Law fellowship, developing core educational materials and rural policy education
  - Albany Law fellow working with SUNY Cobleskill students to conduct research about service deficits and needs specific to rural Northeastern U.S. communities

- Center for Art and Culture
  - Hosting contemporary sculpting panel in partnership with the Fogg’s Indian Museum and in cooperation with “Respect for All” campaign
  - December 2018 planned exhibit at Fenimore Art Museum
  - Partnership with Aunt Karen’s Farm, an artist residency program
  - Collaboration and internship opportunities with area museums
Government (National / State / Local) + Private sector + Education (Cobleskill) = Rural Resurgence
Connecting the Dots

Structure: THE SCHOHARIE COUNTY ECONOMIC ALLIANCE

County Economic Development Organization is Catalytic Projects Leader/Coordinator/Liaison

SUNY & WDB

Coop. Ext. & Planning

Agriculture & Food

Manufacturing

IDA & MVREDC

Distribution

High-value added Services

IDA & EDGE

Villages

Regional TPAs

Tourism & the Arts

WDB & SUNY

Planning

QUALITY OF LIFE

WORKFORCE

Schools

Allied Support Organizations

Industry/Cluster Allies

Industry Attraction Targets

Areas of special focus
Government + SUNY System + SUNY Cobleskill + Food System Thinking = County, Regional, State, National, and Global Impact

It takes a village

+ National Governors Association
+ NYS Governor Cuomo
+ AASCU
+ SUNY
+ SUNY Cobleskill

= Rural Resurgence
Connecting the Dots

Government + SUNY System + SUNY Cobleskill + Food System Thinking = Rural Resurgence

• Infrastructure
• Job Skills
• Careers
• Distribution Systems
• Block Chain
• Blocking Technology

• Drones
• Engineering
• GPS / Precision Agriculture
• Satellites
• Robotic Milkers
SUNY Cobleskill: Making our work relevant through vision, mission and applied learning

Grow, Sustain, Renew
Discussion Questions:

• Brainstorm where your state’s rural communities fit in the skills equilibrium model. What solutions work for those specific communities? (See table handouts)

• What anchor institutions, like universities, exist in your rural communities? How can your state engage anchor institutions to support regional rural growth?
GOOD JOBS
FOR ALL AMERICANS

#GoodJobsNGA  NGA.org/GoodJobs
A special thank you to our sponsors!
Second Acts: Reskilling Mid-Career Workers

Martha Ross, Fellow, Metropolitan Policy Program, Brookings Institution
Moderator: Meghan Wills, Program Director, NGA Center for Best Practices

#GoodJobsNGA
#WeTheStates
Expenditures on Education and Skills Training, by Age and Source

$ per capita (2017)

Percent of Workers Receiving Employer-Sponsored or On-the-Job Training, 1996-2008

Note: Fraction of workers ages 18–65 receiving training of any duration in the last year. Source: Census Bureau, Survey of Income and Program Participation (Employment and Training Topical Module); CEA calculations.
State Priorities from Pittsburgh: Reskilling Mid-Career Workers

• Public sector is an employer and should model effective practices
• Equip workers with skills needed for work in new and changing occupations
• Address non-skill barriers to employment
• Share success stories and use various marketing strategies

#GoodJobsNGA
#WeTheStates
MEET THE OUT-OF-WORK

Martha Ross
Brookings Metropolitan Policy Program
December 2018
Who is out of work at the local level?

Study jurisdictions include 130 cities and counties with populations over 500,000, accounting for 48% of the U.S. working-age population.
Who is out of work at the local level?

Study jurisdictions include 130 cities and counties with populations over 500,000, accounting for 48% of the U.S. working-age population

11.3 million adults aged 25-64

14% of all 25-64 year-olds in the study jurisdictions

Median age is 44
Who is out of work at the local level?

Study jurisdictions include 130 cities and counties with populations over 500,000, accounting for 48% of the U.S. working-age population

55% have a HS diploma or less

Racially diverse (plurality of whites)

14% report a disability
Who is out of work at the local level?

Study jurisdictions include 130 cities and counties with populations over 500,000, accounting for 48% of the U.S. working-age population.

- 26% worked in the past year
- 32% are looking for work
- 37% in poverty
Segmenting the out-of-work

We clustered out-of-work adults into segments likely to benefit from similar types of workforce assistance, based on their likeness to each other across the following characteristics:

- Disability status
- Caring for children
- Work history in past year
- Poverty level
- Education
- Age
- Race/ethnicity
- English language learner
We identified 7 clusters, roughly categorized by age and education
55%

HS diploma or less
Median age

30

11%

55%

HS diploma or less
Median age

30
11%

45
38%

55%
HS diploma or less
Median age

30  45  59
11% 38% 6%

55%
HS diploma or less
Median age

- 30: 11%
- 45: 38%
- 59: 6%

55% HS diploma or less

26% Some college or Associate’s degree
Median age

- 55% HS diploma or less
- 26% Some college or Associate’s degree
Median age

30 45 59 33 55

11% 38% 6% 14% 12%

55% HS diploma or less

26% Some college or Associate’s degree
Median age

- **30**: 11% (HS diploma or less)
- **45**: 38% (Some college or Associate’s degree)
- **59**: 6% (Bachelor’s degree +)
- **33**: 14% (Some college or Associate’s degree)
- **55**: 12% (Bachelor’s degree +)

55% HS diploma or less

26% Some college or Associate’s degree

20% Bachelor’s degree +
Median age

- 30 years: 11%
- 45 years: 38%
- 59 years: 6%
- 33 years: 14%
- 55 years: 12%
- 34 years: 9%

- 55%: HS diploma or less
- 26%: Some college or Associate’s degree
- 20%: Bachelor’s degree +
Median age

55% HS diploma or less
26% Some college or Associate’s degree
20% Bachelor’s degree +
Evidence-based workforce solutions

Research and practice provide the following general guidance:

• Offer training & job placement that align with regional labor market needs & in-demand skills
• Provide guidance, counseling, and other appropriate supportive services to participants

What does it mean to be evidence-based?

Not only random-assignment experiments! Look for programs with clear logic models, performance management systems that measure progress towards goals, and a commitment to performance improvement.
Job search assistance and counseling: Services to help employers and job seekers connect more efficiently, including assessments (skill, interest, aptitude), career and training planning, and assistance with resumes and interviewing skills.
Job search assistance and counseling: Services to help employers and job seekers connect more efficiently, including assessments (skill, interest, aptitude), career and training planning, and assistance with resumes and interviewing skills.

Bridge programs: Prepare people with very low math and reading skills for further education and training, sometimes in combination with occupational skills training.
**Job search assistance and counseling:** Services to help employers and job seekers connect more efficiently, including assessments (skill, interest, aptitude), career and training planning, and assistance with resumes and interviewing skills.

**Bridge programs:** Prepare people with very low math and reading skills for further education and training, sometimes in combination with occupational skills training.

**Transitional jobs programs:** Short-term subsidized employment and supportive services for people with barriers to employment and very limited work history.
Job search assistance and counseling: Services to help employers and job seekers connect more efficiently, including assessments (skill, interest, aptitude), career and training planning, and assistance with resumes and interviewing skills.

Bridge programs: Prepare people with very low math and reading skills for further education and training, sometimes in combination with occupational skills training.

Transitional jobs programs: Short-term subsidized employment and supportive services for people with barriers to employment and very limited work history.

Social enterprise: Mission-driven businesses that hire people with barriers to employment and limited work history to carry out the work of the business. Similar to transitional jobs programs, and also provide supportive services.
**Sector initiatives**: Partnerships among employers, educators, and other workforce stakeholders to identify and address workforce needs of specific industries in a regional labor market.
Sector initiatives: Partnerships among employers, educators, and other workforce stakeholders to identify and address workforce needs of specific industries in a regional labor market.

Two-generation programs: Link education, job training and career building for low-income parents with early childhood education for their children.
Sector initiatives: Partnerships among employers, educators, and other workforce stakeholders to identify and address workforce needs of specific industries in a regional labor market.

Two-generation programs: Link education, job training and career building for low-income parents with early childhood education for their children.

Apprenticeships: Combine paid employment with on-the-job training and related classroom instruction.
**Sector initiatives:** Partnerships among employers, educators, and other workforce stakeholders to identify and address workforce needs of specific industries in a regional labor market.

**Two-generation programs:** Link education, job training and career building for low-income parents with early childhood education for their children.

**Apprenticeships:** Combine paid employment with on-the-job training and related classroom instruction.

**ASAP (Accelerated Study in Associate Programs):** Program to increase the graduation rate of low-income community college students seeking an Associate degree. Students must attend full-time and receive a range of academic, financial, and personal supports.
79M
Total population ages 25 to 64 in the 130 study jurisdictions
Total population ages 25 to 64 in the 130 study jurisdictions

79M

59M
74%

20M
26%
Total population ages 25 to 64 in the 130 study jurisdictions:

- 79M

Employed:
- 59M (74%)
- 20M (26%)
1. **79M**
   Total population ages 25 to 64 in the 130 study jurisdictions

2. People who are not working are either unemployed or not in the labor force.
   - **Unemployed (4M)**
     Individuals who want and are available for work, and who have looked for work in the past four weeks.

   - **Not in Labor Force (10M)**
     Individuals who are not working and have not looked for work in the past four weeks. They are a diverse group, including people who have chosen to engage in other activities like school and caretaking, but also people who may want to work but have given up looking.
1. **79M**
Total population ages 25 to 64 in the 130 study jurisdictions

2. People who are not working are either unemployed or not in the labor force.

   - **Unemployed (4M)**
   Individuals who want and are available for work, and who have looked for work in the past four weeks.

   - **Not in the labor force or NILF (16M)**
   Individuals who are not working and have not looked for work in the past four weeks. They are a diverse group, including people who have chosen to engage in other activities like school and caretaking, but also people who may want to work but have given up looking.
People have many reasons for being out of the labor force, and not all forms of unemployment are equal.
People have many reasons for being out of the labor force, and not all forms of unemployment are equal.

Attending school or caring for others are alternative activities to employment.
People have many reasons for being out of the labor force, and not all forms of unemployment are equal.

Attending school or caring for others are alternative activities to employment.

Those receiving retirement or disability benefits are unlikely to return to pursue employment.
To account for this, we subtracted ~10% of the unemployed and ~50% of those not in the labor force.

Total out-of-work population = 11.3 million
Discussion Questions:

• What, if any, priorities or key ideas are missing from the list from Pittsburgh?

• What specific policies are you implementing, or what might you implement to support mid-career workers? How would you advise a Governor?
GOOD JOBS FOR ALL AMERICANS

#GoodJobsNGA  NGA.org/GoodJobs
Elevating Proven Solutions: Prioritization

#GoodJobsNGA
#WeTheStates
A special thank you to our sponsors!