NOVA

**WORKFORCE
DEVELOPMENT**

**Emerging Trends Task Force
July 25, 2018 Meeting Summary**

Task Force members participating: Andy Switky (chair), Sinead Borgersen, Van Dang, Steve Levy, and Micah Merrick
Guest: Jenny Weiss, Joint Venture Silicon Valley

NOVA staff: Kris Stadelman, Luther Jackson and Eileen Stanly

I.   Welcome and Review Agenda

The task force chair called the meeting to order and provided an overview of the agenda to set the stage for the meeting's discussion. Members were introduced.

II.   Review of NOVA Landscape and Customers Served

At the last task force meeting, members requested data on the economic/labor market/demographic trends for the NOVA region and a profile of NOVA customers served. In addition, a request was made for the 25 top companies and 25 top occupations in the region according to industry and job title synonyms. Handouts containing this data were distributed. An overview of NOVA's current projects and initiatives according to targeted industries was also distributed as reference.

Highlights of the discussion included (but were not limited to):

- The commute patterns showed that 527,865 workers were commuting into the NOVA region for work in 2015, compared to 301,590 who were exiting the region for a daily net gain of 226,275 workers commuting into the region. An emerging trend for this data point is that the commute into the region is going to continue to grow at a faster rate.

- The unemployment rate for the NOVA region was 2.7 percent in 2017, which is relatively low, but it does not include those workers who are underemployed, specifically, working in jobs that are not commensurate with their skill-sets and compensation level.

- Another emerging trend is that the workforce is retiring at a rapid pace that will create a large skill-gap in the region that will be difficult to fill just to maintain the current economic growth that is already slowing.

- The region is diverse; 38.4 percent are foreign born and 49 percent of residents speak another language other than English at home.

- The data on customers served is divided by funding source: adults and dislocated workers with the dislocated workers funding source more volatile. During the two program years 2015-2016, NOVA exited 2,480 adults and 2,888 dislocated workers. While NOVA serves everyone who walks through its doors, most customers are highly educated (71 percent of dislocated workers hold a BA/BS or higher) and bring significant skills from the professional fields. Even with extensive qualifications, customers still need to upgrade their skills to compete in a constantly evolving technology-driven economy. Customers served are older (52.6 median age for dislocated workers) and when they

return to work, the average wage for dislocated workers is $76,763, representing a 19.7 percent decline in wages before they were laid off.

- Companies often use a variety of job titles or synonyms to describe the same position, but the skill requirements for the positions are not going to change that much.

III. **Continue with the Conversation at the June Meeting:**
Further Define the Identified Problem Areas and Prioritize —
How can the Board make an impact?

- In today's culture of innovation, there is a menu of options that workers can pursue in their careers. But for workers who are disadvantaged, the options are few. Is there a classical education that workers can obtain that can serve as the foundation to access multiple jobs across a wide industry spectrum?

- Career ladders are no longer used to describe career pathways. A better descriptor is a hub and spokes model with the hub representing the classic education. Organized labor uses this model in training, with the core curriculum (hub) provided to everyone and then workers seek out additional training in a chosen specialty (spokes). The healthcare industry is also utilizing this model. The challenge is determining how a worker can move to another specialty (spoke) without having to go back to the beginning of the process or hub? If a worker is able to move far enough along in its specialty, can he/she leverage the skills and education attained to jump to another specialty?

- A classic education curriculum could include creativity, problem solving, collaboration, networking/relationship-building, self-awareness, organization, flexibility/adaptability, and passion for learning new things, among others. Board task force member Sinead Borgersen mentioned that this type of curriculum is already being implemented in the K-8 Union School District in San Jose. This curriculum could also be implemented as part of early childhood education. NOVA could teach a portion of this classic curriculum to its customers in alignment with emerging trends in supply and demand. In addition, a Human Centered Design toolkit could facilitate models. The raw ingredients are already there.

- It will be important to identify the goals for this venture before the task force moves into tactics that may include NOVA piloting new workshops.

IV. **Wrap-up and Next Steps**

The task force is interested in investigating a classic education curriculum that will provide the foundation for workers to gain access to employment in demand-driven occupations. The next steps included:

- Board task force member Steve Levy is participating in a SPUR initiative that will have a workforce component. He will take what this task force is discussing to that venture.

- Board task force member Van Dang will send out the curriculum of a three-day workshop she is familiar with that can inform the classic curriculum discussion.

- Board task force chair Andy Switky will send out a report on Destination Home.

- At Sinead Borgersen's recommendation, Luther is following up with the superintendent of the Union School District.

- At the next meeting, the task force will begin to develop goals for this classic curriculum approach.