

Welcome to Today's Webinar

- Thank you for joining us – we are waiting for all attendees to log in. This webinar is meant to be heard over your computer speakers. Please check your computer speaker volume.
- We will begin the webinar promptly at 3 p.m. EDT
- For this webinar, attendee audio is silenced, so please feel free to use the chat panel to post questions at any time. Questions will be answered live (if time permits), or via e-mail.
- This session will be recorded, and an archived copy will be available at www.careertech.org
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Publication Overview

Kara Herbertson, NASDCTEc Education Policy Analyst

- Today's presentation corresponds with our latest issue brief: [CTE: Keeping Adult Learners Competitive for High-Demand Jobs](#)
- View all [issue briefs](#) and papers from NASDCTEc



Webinar Overview

- How can adult learners best position themselves to secure jobs in high-demand fields where they are more likely to remain competitive and earn more?
- How can employers up-skill current employees so that they meet increasingly complex job demands?



CTE Addresses the Skills Gap

- National unemployment rate of 8.6%, but employers are still struggling to fill vacancies with qualified workers = the Skills Gap
- Some adults no longer possess the skills needed to stay marketable and competitive
- Recent Chamber of Commerce Survey shows:
 - 3 out of 4 currently-employed workers think continuing education is important for career success
 - 3 out of 4 employers see increasing number of individuals with postsecondary degree or credential as a contributor to company success



The answer: Career Technical Education (CTE)

- Research shows that CTE aligned to the Career Clusters™ Framework is a gateway to training and qualifying individuals for high-demand jobs
- CTE keeps adult learners competitive in the workforce by providing access to certificate programs that lead to industry-recognized credentials and postsecondary degree programs



Which Career Clusters™ have the highest demand?

- Forecasting Demand for High School through College Jobs 2008-2018
- Majority of jobs requiring some college and or an associate degree by 2018 will be in one of the following Career Clusters™:
 - Manufacturing
 - Marketing, Sales and Service
 - Transportation, Distribution and Logistics
 - Health Science
 - Business, Management and Administration
 - Hospitality and Tourism



Projections for Job Growth through 2018

- Hospitality and Tourism will add over 2 million jobs for a 12 percent increase over 2008 total employment
- Marketing, Sales and Service will add more than 2 million jobs to increase its total employment by 11 percent
- Business, Management, and Administration is projected to add almost 1.5 million more jobs (a 6 percent increase from its current employment level of over 22 million workers)
- [State Career Cluster report](#)



Today's Speakers

- Dr. Ron Duggins, Director of the Center for Business Development at Meridian Technology Center, Stillwater, OK

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- Mr. Harry Snyder, Adult Workforce Development Director at Great Oaks Institute of Technology and Career Development in Ohio

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Entrepreneurship as a High Demand Job

Dr. Ron Duggins, Director
Center for Business Development,
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Stillwater, OK

Entrepreneurship = High Demand

- Before jobs can be High Demand there first have to be jobs.
- Entrepreneurship is a High Demand occupational choice.
- Entrepreneurship is a High Demand economic activity because of it's ability to produce other jobs
- Entrepreneurs look for a High Demand market

Job Creation

- 1980 to 2005 – Firms birth to 5 years accounted for all net job growth in the U.S.
- In 2007 young firms (1 yr. to 5 yr.) accounted for 2/3 of job creation
- New firms add an average of 3 million jobs in their first year of existence
- Traditional industries over time become net job losers

Job Creation

- Entrepreneurs look for a High Demand market
 - Growing market
 - Growing sales
 - More need for new jobs

Who is the Entrepreneur?

- Highest rate of entrepreneurship
 - Ages 20 to 34
 - Ages 35 to 54
 - Ages 55 to 64
- Average Age of Technology Entrepreneur
 - 28 yrs
 - 39 yrs
 - 50 yrs

Who is the Entrepreneur?

- The Entrepreneur
 - Experienced employee looking for a change
 - “Inventor” or creator of a technology/product/service
 - “Downsized” employee looking for options
- The jobs created by the entrepreneur are different from the job of the entrepreneur
- Entrepreneurial Skill/Resource Set
 - General business experience
 - Expertise in desired business area
 - Monetary and intellectual resources
 - Flexibility

Why CTE and Entrepreneurship?

- CTE Training
 - Many programs lead to self-employment opportunities
- CTE Mission
 - Meant to directly affect the economics via workforce development
- CTE Relationships
 - Economic Development Community
 - Business and Industries
- CTE Facilities & Resources
 - Flexible space
 - Human resources

Entrepreneurial Training

- Formal Multi-Week/Multi-Session Classes (online and in-person)
- One-on-One counseling/coaching
- Short-term seminars
- Networking sessions
- Business Incubation
- Business Plan Boot camps

How to Help an Entrepreneur

- Business Incubators provides:
 - Targeted services and information
 - Connections
 - Capital
- Partner with an existing business incubator
 - <http://www.nbia.org>
- Small Business Development Centers (SBDCs)
 - <http://www.asbdc-us.org>
- Business Coaching/Mentoring sessions

Thanks!

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Case Study: Aviation Maintenance

Harry Snyder, Director
Adult Workforce Development
Great Oaks Institute of Technology
and Career Development



Case Study: Aviation Maintenance

- FOCUS: A local company has seen a surge in business but a lack of skilled labor to handle the new business.



Case Study: Aviation Maintenance

- Airborne Maintenance & Engineering Services (AMES) is an AS9100-certified one-stop aircraft maintenance, repair, and overhaul (MRO) provider operating out of Wilmington, Ohio, and with line maintenance stations at the Greater Cincinnati Airport (CVG) and Miami International Airport (MIA).



Case Study: Aviation Maintenance

- AMES is in need of highly skilled certified employees that have a FFA License in both Airframe and Powerplant licenses.



Case Study: Aviation Maintenance

- AMES reaches out to the community for assistance through their relationship with Workforce Services Unlimited (WSU).



Case Study: Aviation Maintenance

- AMES & WSU approaches Great Oaks Institute of Technology and Career Development for an opportunity to 'train' a group of potential employees on a fast-track.



Case Study: Aviation Maintenance

- Great Oaks 'customizes' a General & Airframe program that meets AMES needs and fulfills WSU time restraints.



Case Study: Aviation Maintenance

- Goal: On June 30, 2012 eighteen students will have completed the FFA requirements and be ready to test for their licenses.



Case Study: Aviation Maintenance

- Lesson Learned:
 - Business Led demand
 - Agencies and educational institutes flexibility
 - Students motivated with a 'light at end of the tunnel'



Questions?



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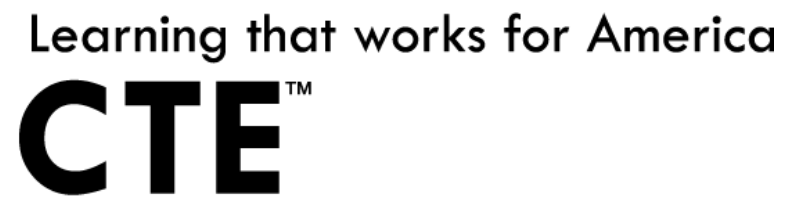
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