

**WORLD-CLASS  
CAREER &  
TECHNICAL  
EDUCATION  
(CTE)  
Programming**



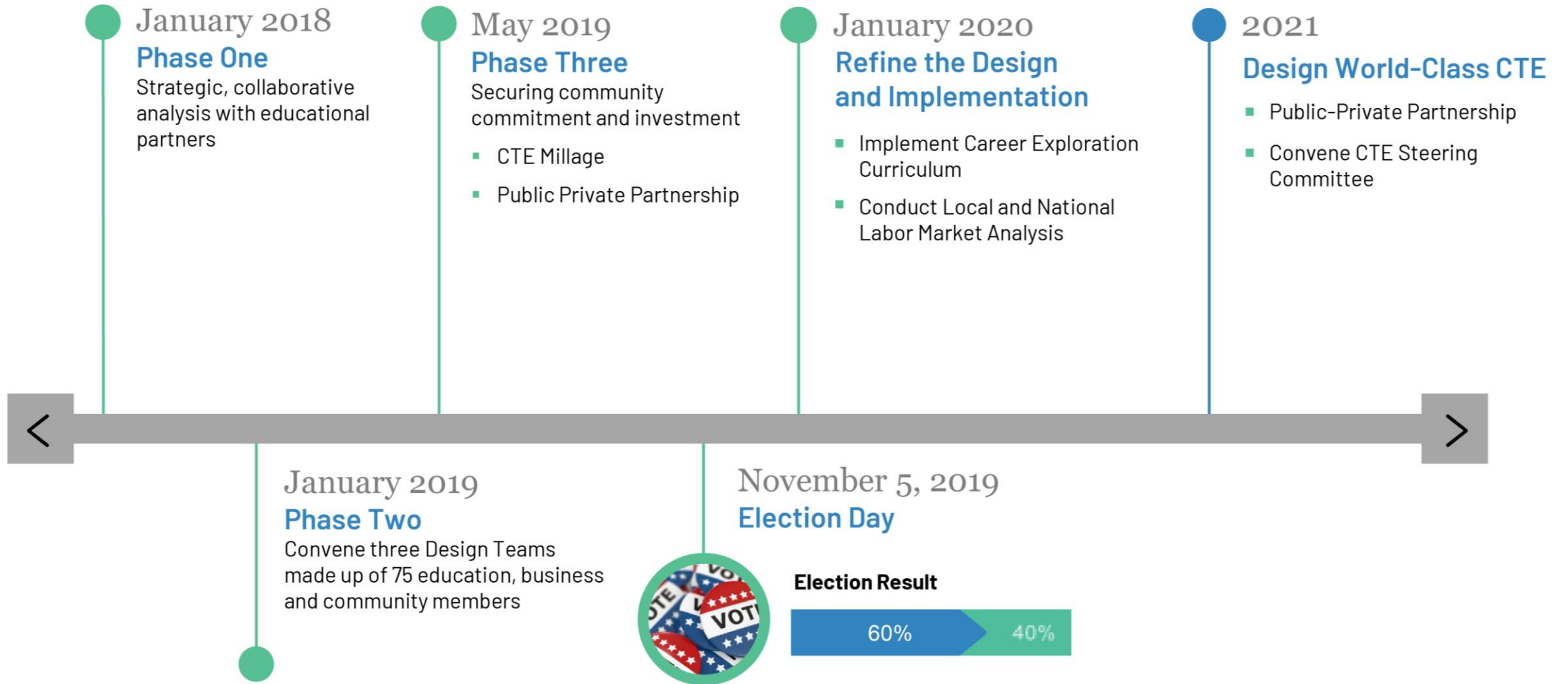
KALAMAZOO RESA

**CTE**



Career & Technical Education

# OUR JOURNEY



# OUR JOURNEY

Kalamazoo County voted strongly in favor of the CTE millage with a 60% approval margin, thereby funding a centralized programming model with a specialized Career Center to provide:

- Equitable student access and opportunities
- Centrally-located career center
- State-of-the-art technology and equipment
- Immediate and long-term skill development
- Additional career coaches, career planning, apprenticeships and work-based learning opportunities
- Additional support staff and training for staff
- Industry-recognized credentials and certificates
- Enhanced partnerships with employers and colleges
- More young people equipped with the skills needed to earn a good living

# OUR APPROACH

KRESA is committed to offering CTE programs that:

prepare young people for well-paying, high-demand occupations in our local labor market that require less than a four-year degree;

are aligned to anticipated industry trends;

are equitable and inclusive of a diverse student body;

and help students gain skills and competencies required to navigate an ever-changing employment landscape.

# Aligning CTE Programming to the Regional Economy

## National Labor Study

**Purpose:** Analyze Southwest Michigan economy and compare local labor market to state and national trends

**Partner:** University of Michigan Youth Policy Lab

## Labor Market Analysis

**Purpose:** Identify industry clusters with high-growth, well-paying positions in Southwest Michigan

**Partners:** University of Michigan Youth Policy Lab & Upjohn Institute for Employment Research

## Employer Survey

**Purpose:** Identify in-demand program/course areas as well as near-term employment projections. Evaluate current employer perceptions of CTE

**Partner:** Upjohn Institute for Employment Research

## Employer Focus Groups

**Purpose:** Deeper dive by industry into specific credentials / skillsets desired + assess desire for engagement

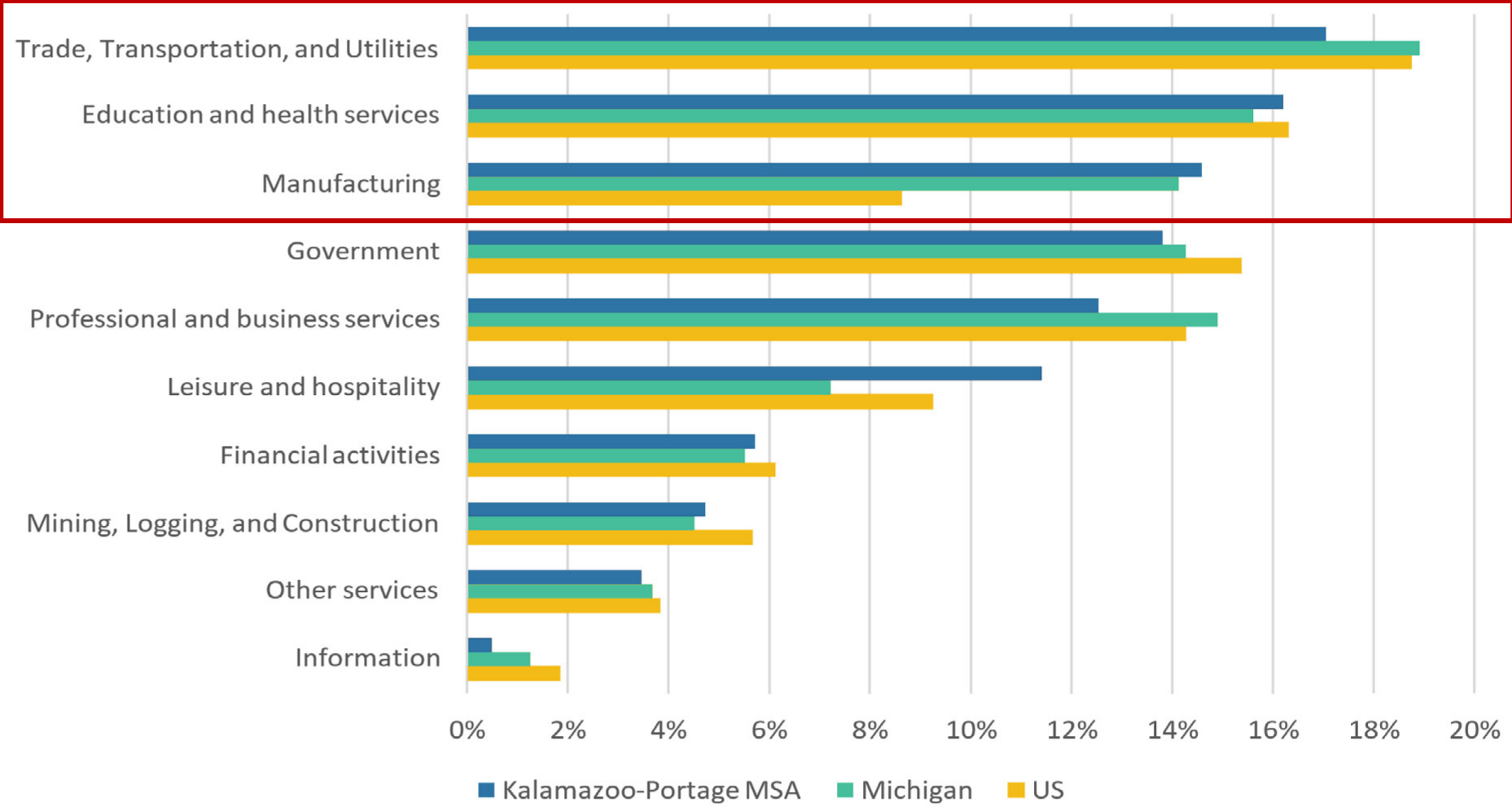
**Partner:** Southwest Michigan First & Upjohn Institute for Employment Research

# Findings from our research partners help us to answer the following questions:

- Which industries and specific occupations can be considered “high-demand?”
- What industry trends should we be aware of that will shape the future of work in our region?
- What counts as “well-paying” in Kalamazoo County?
- Which CTE courses align with in-demand, well-paying industries and positions?

# NON-FARM EMPLOYMENT BY INDUSTRY GROUP:

**Accounts for nearly half of employment!**



Sources: Bureau of Labor Statistics Employees on Nonfarm Payrolls by Industry Sector and Industry Detail via The Employment Situation; Bureau of Labor Statistics Economy at a Glance data

**Labor Market  
Analysis**

# Labor Market Analysis



## Looking Toward the Future

**GROWTH INDUSTRIES** | Significant growth is anticipated in the areas of health and social assistance.

**TRENDS TO WATCH** | Future shifts due to COVID-19 and automation are still evolving but projections reinforce the need for an agile workforce and robust CTE system.



# Selecting CTE Course Areas



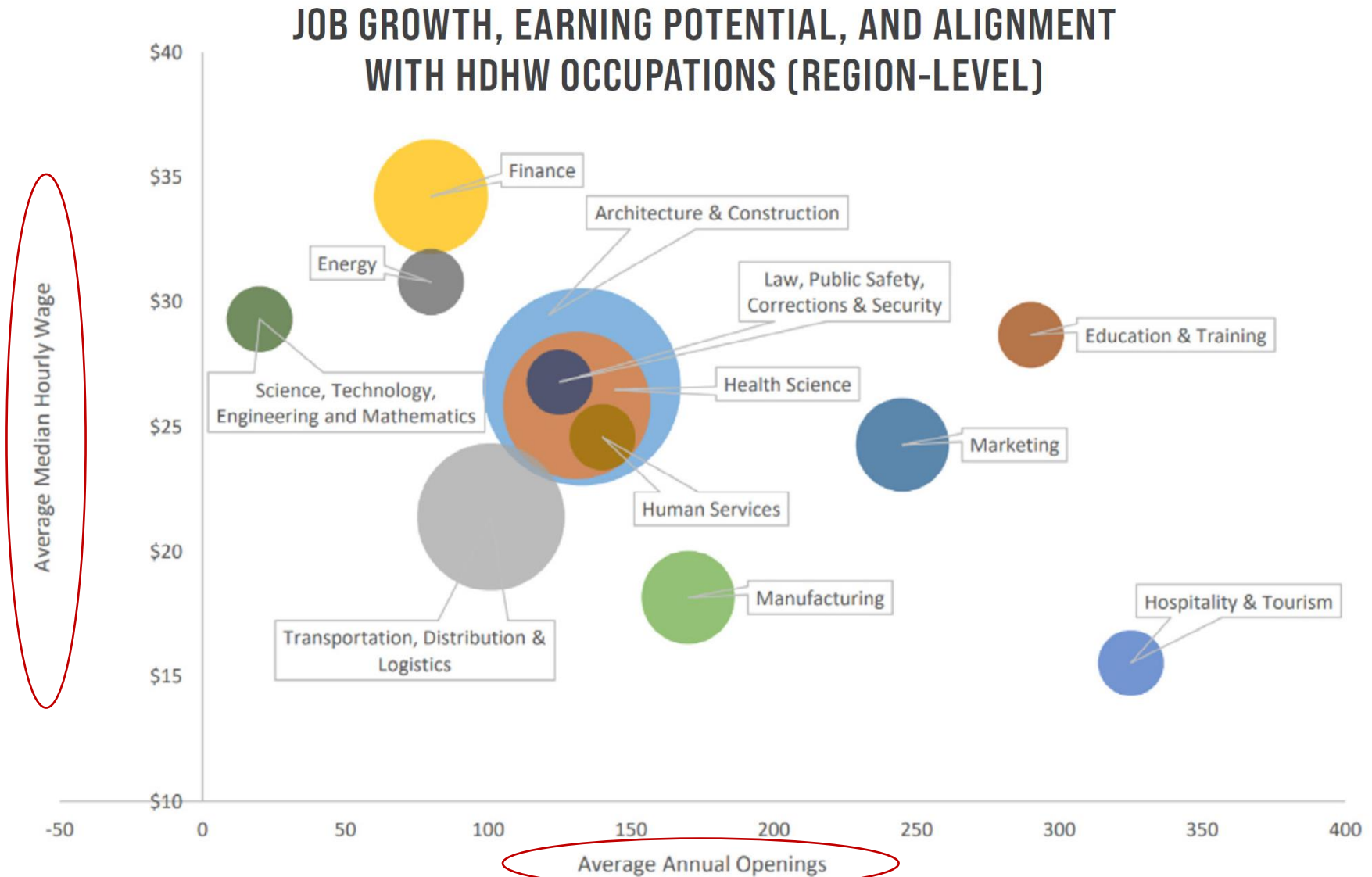
**WELL-PAYING POSITIONS** | CTE plays an important role in preparing young people for quality positions that provide for individual and family sustainability. When we look for “well-paying” occupations we seek, at a minimum:

- positions that pay **above the median wage** for our area for full-time employment;
- and that represent a **living wage for a single wage earner**.

An annual wage of \$41,600 (\$20 hourly) or higher serves a general threshold for “well-paying” jobs within the local labor market.

KRESA CTE will evaluate not only individual occupations but also clusters of occupations that support meaningful career pathways that support family-sustaining wages.

# Selecting CTE Course Areas



Sources: Michigan Department of Technology, Management and Budget, Bureau of Labor Market Information and Strategic Initiatives

Note: Career cluster bubble size is proportional to the number of related HDHW occupations. Chart does not incorporate share of the workforce with a four-year college degree.

# Key Educational Outcomes for a CTE Program



## **Integrating Applied Learning and Academics**

Employers value the development of foundational hard skills supported by academic preparation in the core areas of math and literacy.

## **Hard Skills**

Students will need job- and industry-specific skills that will allow them to leave the classroom and succeed in the workplace after graduation.

# Key Educational Outcomes for a CTE Program



## **21<sup>st</sup>-Century Skill Development**

Skills that lead to success in the contemporary workplace and support successful career navigation over the long-term are mission critical.

## 21<sup>ST</sup> CENTURY SKILLS IDENTIFIED BY REGIONAL EMPLOYERS AS MOST VALUABLE:



### **SELF-MANAGEMENT**

Taking initiative, personal accountability, punctuality, strong work ethic, self-directed, integrity, empathy, perseverance



### **COMMUNICATION**

Good listening skills, ability to present ideas, good reading and writing skills



### **PROBLEM SOLVING**

Ability to identify problems and suggest solutions, setting goals, managing workloads, willingness to ask questions



### **CRITICAL THINKING**

Analyzing, comparing options, independent thinking, understanding logical connections



### **COLLABORATION**

Working in teams, building relationships, valuing diversity, exercising leadership

# Key Educational Outcomes for a CTE Program



## Credentials and Certifications

We must balance the need for students to have portable credentials with the needs of employers to ensure that employees have the skills required to succeed on the job.



requires a Master's degree or more



require a Bachelor's degree



require a professional/skilled trades 1-year certificate or 2-year degree

# NEXT STEPS



Convene CTE Steering Committee

Identify CTE Courses

# THANK YOU!

A very special thank you to our partners in this endeavor:

- Southwest Michigan First
- W.E. Upjohn Institute for Employment Research
- University of Michigan Youth Policy Lab



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