

FORT MONMOUTH WORKFORCE STUDY

PHASE II

WORKFORCE TRAINING & DEVELOPMENT

Prepared by

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New Jersey Department of Labor and Workforce Development

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Introduction

Fort Monmouth Military Base, primarily a communications and electronics research and development facility, is located in Monmouth County, New Jersey. Due to a military cost savings initiative, it has been slated to be closed in 2011. As a result, the New Jersey Department of Labor & Workforce Development (LWD) had taken on the task of providing a new vision for the region and identify the workforce training and development needs to implement the vision set forth in Phase I.

LWD's Fort Monmouth Workforce Study, Phase I, provided the groundwork for illustrating how to best utilize the existing labor force and business infrastructure to transform this area into an economic powerhouse for high-tech growth. After a thorough analyses, it was determined that an Information and Communications Technology (ICT) Village should be established in the Fort Monmouth area. This recommendation was based on a detailed asset mapping of the area and an analysis of patterns of labor surpluses and shortages in the area. It is also supported by various industry competitiveness reports regarding the information communication industry in New Jersey. According to The American Electronic Association's (AeA) annual report, New Jersey's high-tech industry was the 4th fastest growing in the United States, adding 8,500 net jobs in 2006 and that it was the 9th largest cyberstate employing 205,700 workers earning a total payroll of \$18.4 billion. The Fort Monmouth area in particular is an attractive and unique location for the ICT industry given the availability of key assets, including: high industry competitiveness and innovation; state of the art infrastructure; access to a highly educated workforce; and proximity to major markets (New York and Philadelphia).

It should be noted here that the ICT cluster defined in Phase I is very comprehensive and includes industries that are pivotal to the growth of the communications industry, including advanced manufacturing, logistics and business infrastructure. This definition significantly broadens the types of occupations that are relevant to the cluster and creates new challenges and opportunities. In all cases, the key determinant of the successful implementation of the ICT vision is the availability of world class high tech workers. This report will identify any training gaps that currently exist.

Data Sources

This report is based on several sources of data. Businesses that contract with the base, as well as others from the Ft. Monmouth region comprise three of the data sources. First, qualitative data was collected through informal interviews with contractors to identify their needs. A survey was also conducted and sent via email to 826 of the 1,200 contractors associated with the base. The final source of contractor data was two focus groups convened by LWD and Brookdale Community College in Monmouth County. The purpose of the groups was to evaluate the region's skill needs and associated skill gaps in ICT. Ex post training patterns by employers and dislocated workers from the ICT cluster was analyzed using data from LWD's grants operations as well as the One-Stop Operating System database to project future needs from historical patterns. The capacity of the various training and higher educational institutions to provide meet future demand was analyzed through examining recent trends in certification by New Jersey's public, private and independent higher educational institutions. This multi-dimensional approach for analysis will allow for the development of a comprehensive strategy of action that responds to the needs of contractors, other employers and the current workforce.

Fort Monmouth Contractors: Expectations and Needs

There are over 1,200 contractors associated with the base. Since the base closure is expected to impact these contractors most, this phase began with a number of informal focus group meetings and interviews (described hereafter as the "qualitative study") with current base contractors to identify the workforce challenges and needs that they are likely to face after the base closure. Forty-eight contractors participated in this qualitative study. In addition, two formal focus groups were held, bringing together both contractors and other area businesses in the ICT sector. The company representatives at these discussions included both business owners and managers.

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Participants in the qualitative study were mainly from the professional, scientific, and technical services, information and telecommunications as well as advanced manufacturing industries. All of these industries are heavily dependent on high-tech skilled workers, including scientists and researchers, computer programmers, accountants, engineers, architects, computer systems

specialists/analysts, network system administrators/analysts, database administrators, and others. In addition, contractors employ a number of logisticians and administrative support personnel who are trained in the areas of contract and supply chain management, both of which are critical to the base mission and depend on unique technical skills that are not common among workers with similar occupational titles in other companies.

Most participants in the study expressed interest in staying in New Jersey. Whether they will stay or not depends on the availability of opportunities either to diversify and enter new markets or on the decision of the Department of Defense to keep parts of the mission operations in New Jersey. The companies that expressed interest in diversifying their operations indicated a number of challenges and needs that require short- and long-term planning on the part of the state.

The formal focus groups were two-hour sessions honing in on specific skill and training needs for the ICT sector in the region. Fourteen people representing eleven companies attended, including nine contractors and five non-contractors. A quarter of participants were from firms with over 100 workers; an additional fifth had 500 or more employees. Most of the participants expected to grow their businesses and hire more employees in the near future. They saw a need for a large business or group of businesses to replace Fort Monmouth and absorb the demand for jobs.

Skills and Training

Most contractors identified workforce development as their greatest survival challenge after the base closure takes place. Contractors need to redirect their business functions to meet new market gaps. Their workforce, therefore, needs to acquire new skills to allow them to compete in the market. A few companies have already started seeking opportunities to diversify and expand their business functions. The survey found that the availability of training opportunities could have a large impact on the decision of the contractors to remain in New Jersey. More than one-third of respondents from the survey indicated that the availability of workforce training initiatives will both strengthen the business operations of the company and may provide incentives for the company to remain in New Jersey after the base closes.

However, a few firms indicated that the functions they perform for the base are unique and may make the transferability of skills more difficult but not impossible. The skills of logisticians, for example, are difficult to transfer, which entails a greater need for retraining and skill upgrading. Respondents indicated that the return on training investment in logisticians in particular is quite high as these workers possess a variety of skills that may be relevant to a wide range of occupations.

While some companies indicated a need to upgrade workers' skills to remain in the same business function but for new markets, others, such as Viatech and ESP, Inc., were open to any opportunity to allow their employees to be re-trained for another career. Besides skills upgrade, training for a new career will also require career development assistance. The workers that opt to stay in New Jersey if the company leaves will need to acquire job hunting skills that will enable them to demonstrate their skills and the transferability of their knowledge. Some of the civilian workers and the contractors' employees may face obstacles in identifying new job markets, particularly related to the skills and requirements of new careers. Most of these workers will need job search and resume writing skills and also to repackage themselves for other industries, not just companies in the defense industry.

Participants in the formal focus groups were asked detailed questions about the training needs of their workforce. There was a general interest by some company representatives to be able to train their employees on their own in-house systems. Overall, soft skills were an area of concern of most businesses and they expressed a need for improved communication skills, particularly between IT and non-IT employees. This type of training would improve collaboration throughout the company. Other non-technical skills emphasized included project management and customer service. Technical training in the areas of process engineering, database management, and COBOL (Common Business-Oriented Language) were also important to the groups. Process engineering training could include a certificate program and would help staff understand what they were doing and why. It was also emphasized that staff who had never received formal training on Microsoft Office were not using this software to its fullest potential. Lastly, for the development of both hard and soft skills participants noted the importance of experience for current employees and internships for prospective IT professionals. The types of training that

would best meet the needs of the companies in the formal focus groups hands-on training, ideally in their own work environment.

Additional Areas for Support

Contractors that would prefer to remain in New Jersey indicated a need for state-provided business services that would connect them to new contracts and also give them access to new markets. Participants in the formal focus groups emphasized the need for support as they transitioned from military to private business. Several contractors indicated that they would benefit from some type of program matching the state with private business. Some indicated a need for technical assistance in obtaining contracts, submitting bids, and the Request for Proposal (RFP) process in general. They expressed concern that many of the bids submitted for state projects are given to experienced state contractors while they may have the skills and capacity to do the same job. To assist them in their diversification efforts, some firms also requested various forms of financial assistance, including low cost loans, grants, etc., to help them refocus and diversify the business. Contractors also underscored the importance of aggressively seeking new business and industries into the Fort Monmouth area. Many believe that the business infrastructure in the area makes it ideal for businesses dependent on engineers and scientists, including pharmaceutical companies and information technology companies. Businesses in the formal focus groups specifically mentioned fiber ring at Fort Monmouth as an important part of developing and ICT Village in the region. They emphasized its importance in connection to both products (e.g., data storage, wireless connectivity) and services (e.g., training) available to area companies.

Prospective Training Needs

Phase I determined that the new direction of the Ft. Monmouth region should be to establish and attract businesses in the field of information technology. The previous section provided evidence regarding the need for new training programs to enable the current contractors to the Fort Monmouth Base to address the challenges set forth by the base closure. The analysis was general and reflective of immediate needs. This section will attempt to identify the areas of knowledge

and skills gaps that need to be addressed and/or training programs that will experience an increased demand.

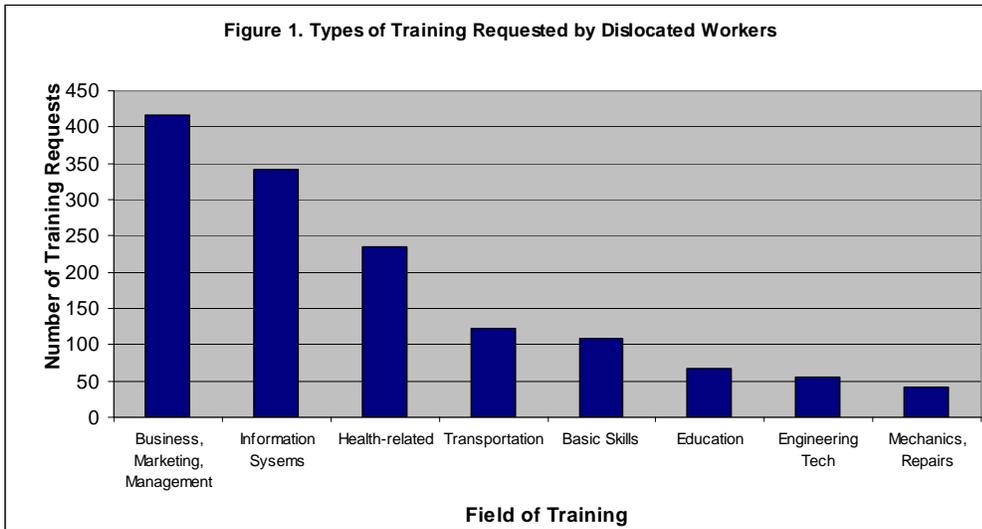
Dislocated Workers

One of the key determinants of workforce competitiveness is the amount of investment that goes into retraining, updating and upgrading the skills of the workforce. New Jersey is ranked high nationally in terms of higher education and adult education investment. LWD targets both dislocated workers as well as employers in its workforce development activities. This section analyzes the re-training activities for dislocated workers from what would be considered an ICT industry, based on the definitions provided in Phase I. The main premise here is that dislocated workers have a very good idea of the skills they need to be more competitive in their areas, and therefore the training they request provide a reliable barometer of future training needs that would be requested either by the base civilian employees or other workers looking to become more competitive and employable in the ICT village.

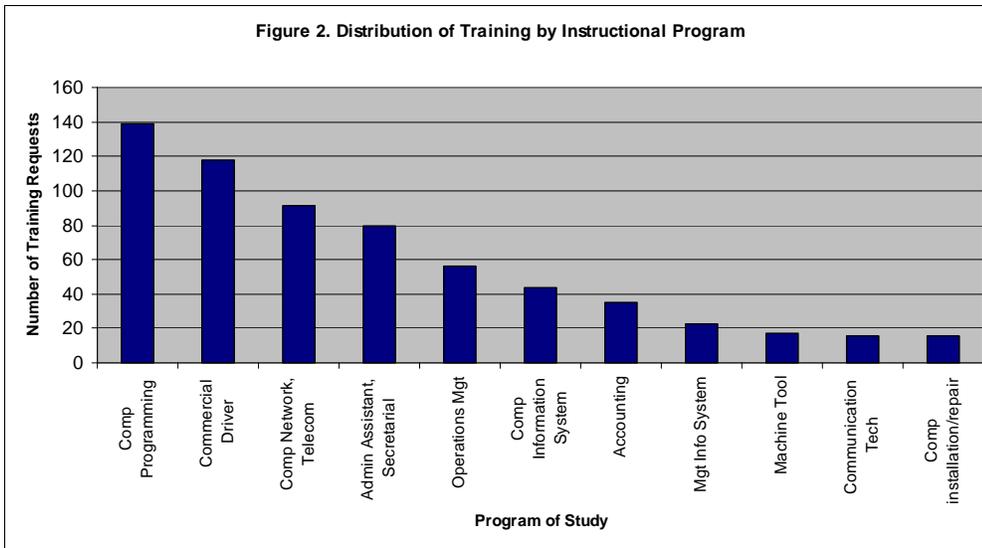
The analysis is based on unemployment claimants who have requested and received retraining grants through LWD One-Stop offices. Between 2005 and 2008, LWD provided training for over 1,300 dislocated workers. Most of the training requests received were in the field of business management and marketing, followed by communications technologies/technicians and support services. Ten percent of the training requests were for blue-collar jobs, including transportation, repair/mechanical, and construction trades. Another seven percent of the training requests were in basic skills, including English as Second Language, Math Skills, etc. Blue collar workers constituted over 35 percent of the garrison workforce. However, the types of trainings provided with the ICT vision need to be revamped as blue collar workers in this industry, such as machine operators and material movers need to improve their skills and abilities. This will require a very different approach to workforce training and development.

The types of training requested by dislocated ICT workers were found to be those that update their knowledge in information system and programming. Two-hundred-thirty requests were received for computer programming and/or computer networking. In addition, 67 job seekers

were looking to upgrade their knowledge in computer and management information systems. These are trainings that we expect to be requested in great numbers as the base closure moves forward.. (Figure 1)

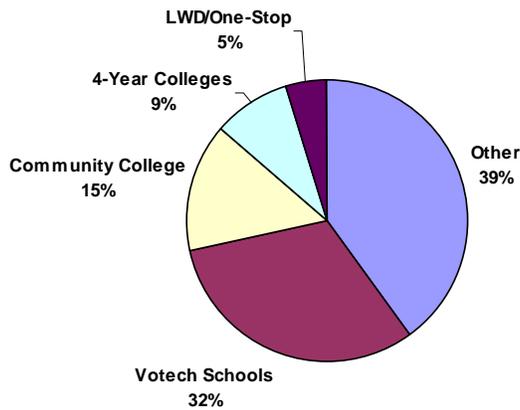


Excluding training requested by claimants who were clearly changing careers and industries (for example medical jobs, education, etc), the following chart depicts the distribution of trainings most requested by instructional program.

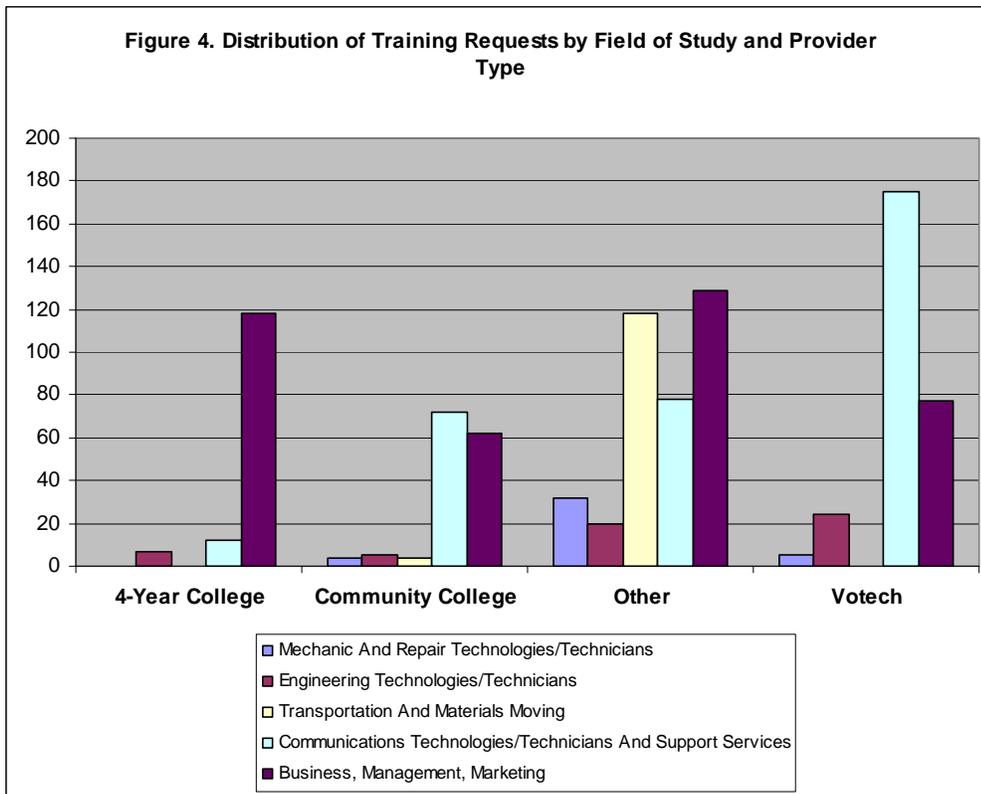


The majority of the training requests from dislocated workers (39%) are provided by variety of proprietary institutions. Community Colleges are currently absorbing only 15 percent of the demand for training from dislocated workers, while four-year colleges (private and public) respond to nine percent of the demand. Training provided through LWD and the One-Stop offices included training in the field of education and either pertained to the Trade Act or were provided through LWD’s Workforce Learning. Under the Trade Act of 1974, as amended, workers whose employment is adversely affected by increased imports may be eligible for benefits to help them prepare for and obtain suitable employment. The *Workforce Learning Link* provides adult learners instruction in reading, writing, and math; communication; financial literacy; job search; and employability and life skills and are available at One-Stop Career Centers and community-based sites throughout the state. Votech Schools provided training primarily in the fields of communications technology, business support, and the construction trades (Figure 3)

Figure 3. Distribution of Training by Types of Training Provider



Proprietary institutions led other types of training providers in the field of business, fulfilling 34 percent of the training requested. Most of the requests were for medical assistance and secretarial training. Four-year colleges and (through the adult education programs) and proprietary institutions received comparable number of training requests (30% and 16% respectively). Community Colleges and proprietary institutions were almost at par in providing communication technologies training. The demand for this type of training in particular is expected to increase significantly as the ICT vision is implemented. (Figure 4)



It should be noted that a significant portion of the training requested are in areas experiencing a labor surplus. While the unemployment rates among the administrative support staff remains high, the demand for that training continues to grow. That is not to say that there is no need for training for office management, and other administrative tasks, rather, what the training providers are currently offering is limited and obsolete. There is a strong need of new training modules which provides skills which combines ?????? seems like a line is left out here

Training Needs Identified by Employers

New Jersey is proactive in providing all resources necessary to ensure that the workforce continue to be competitive in the market. Among the various training programs administered through LWD is the Customized Training Grant. The grant program is made possible under the

New Jersey Workforce Development Partnership, and is administered by the Office of Grants Operations (Customized Training Unit). This competitive grant designed for both employees and businesses by enhancing the skills of incumbent workers, thereby increasing their productivity and the competitiveness of the employer. This investment by the State seeks to encourage the creation of new jobs, the retention of existing jobs and increased wages for the trained workers.

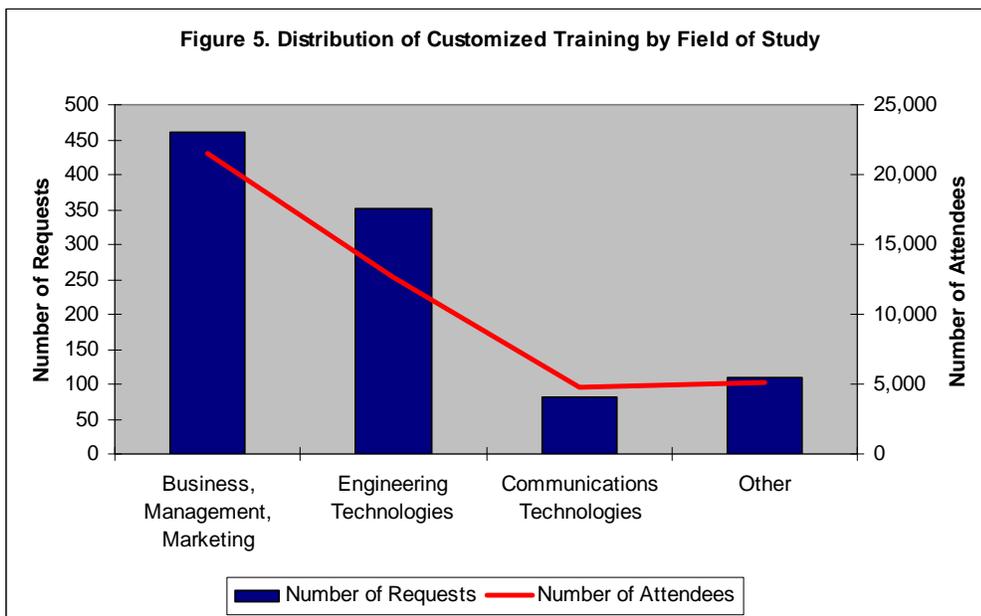
Between fiscal years 2006 through 2008, a total of 513 Customized Training grants (excluding Consortium Grants) were awarded totaling over \$53 million. The approved grants were for the training and re-training of over 109,339 people, of which 16,879 (15.4%) was for new hires. One-fifth of these grants were awarded to companies in the ICT cluster, totaling \$11 million. (Table X) Employers matched all the funds provided through the Customized Training Program by 50 to 83 percent. Given the wide use of these grants and its effectiveness in providing targeted training programs that are specific to the needs of employers, the data from these grants were analyzed to identify prospective needs for the employers in the ICT Village. The eagerness of the employers to match these funds and invest in the training is a clear indication of a demand for the training course, and provides an effective benchmark for the training curricula that need to be developed as well as the courses that need to be offered to meet future needs. In this section we analyze data on the types of training requested, the training providers and the number of trainees, were analyzed in an effort to identify the areas of training needs that may arise as the ICT Village is established.

Table 1. Customized Training Grants FY 2006 to FY 2008				
	APPROVED GRANTS	APPROVED LWD GRANT \$	COMPANY CONTRIBUTION	# of TRAINEES
ICT Grants: FY06 to FY08	113	\$11,077,157	\$24,911,174	16,992
By Fiscal Year				
FY 2006	24	\$1,104,812	1,676,759	1,729
FY 2007	43	\$4,258,202	10,173,675	7,610
FY 2008	46	\$5,714,143	13,060,740	7,653
Total Grants: FY06 to FY08	513	\$53,250,669	\$97,735,581	109,339
By Fiscal Year				
FY 2006	141	\$11,450,810	17,026,130	19,918
FY 2007	192	\$20,706,265	38,603,592	46,142
FY 2008	180	\$21,093,594	42,105,859	43,279

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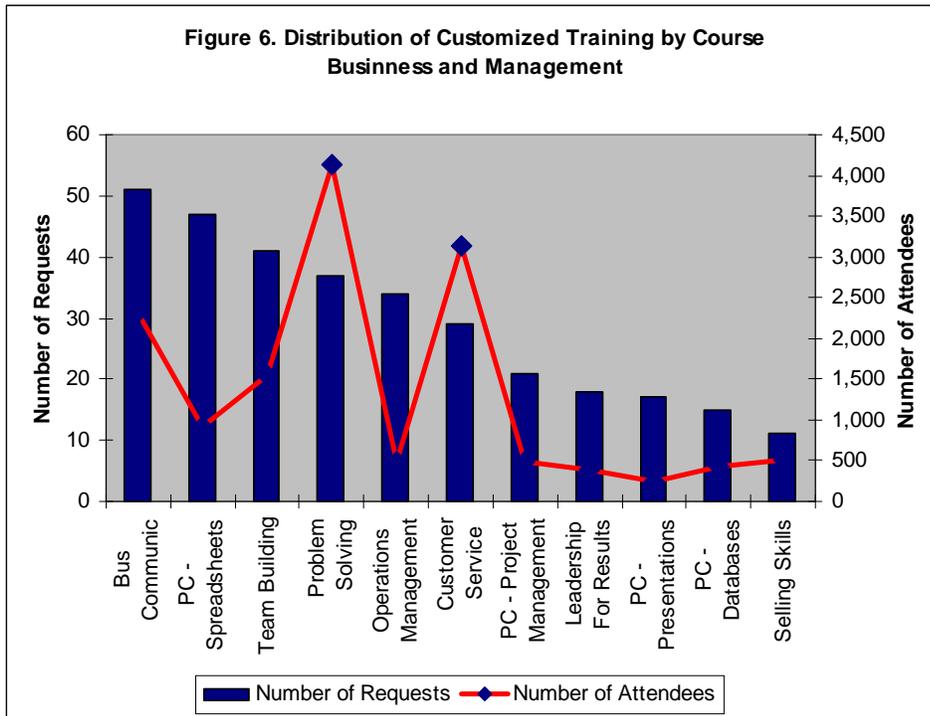
Source: LWD. CTTS Systems

The grants to ICT companies resulted in the training of almost 17,000 individuals holding various positions in the companies, some of which attended multiple training courses. Over one-third forty-three (43.53%) percent of the training requests (34%) were in the field of business and management. Another third (35.06%) About eight percent (8.17%) were in engineering-technology. 14 percent of the training were in the field of computer and information sciences. The pattern of training investment, in terms of cost, approvals was slightly different, with engineering technology courses taking the lead (29.27%) (31%), followed by computer and information science 25.86% (24%) this is a little confusing as written could you revise?. Training in the business and management field constituted 20 23 percent of the companies' monetary investment all trainings approved.



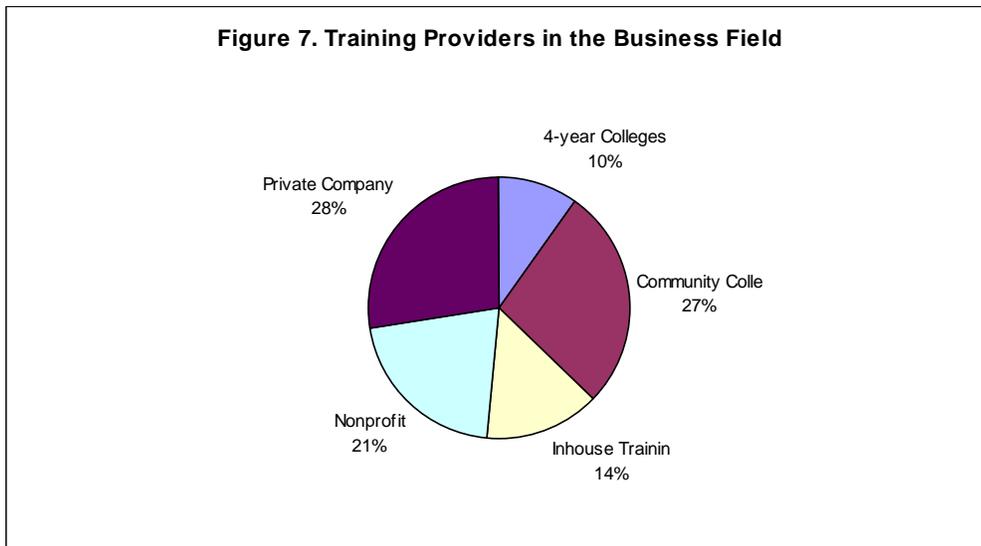
It should be noted that the pattern of training requests from employers, broadly speaking, mirrors that of the dislocated workers. However, are both requesting the same courses or are there

notable differences in the perceived skills gap among workers and employers? The following figure compares the types of training requested by employers in the top three fields of study, business, management and marketing, computer information, and engineering with those requested by employees to identify any gaps in perceptions that currently exist.



Operations management is a training that both employers and job seekers are emphasizing. However, there seem to be some mismatch in other types of skills. Companies are looking for more soft skills, like communication skills, team-building skills, problem solving, and job seekers are still focused on technical skills, like computer network skills, management information system, which are still important, but not to be substantiated with other skills.

Training in the business field was most commonly provided by private companies and consultants, followed by community colleges. It is believed that the share of community colleges could be expanded significantly through the design and implementation of new curricula that addresses the training needs indicated by the employers. A full list of training requests by employers can be found in Appendix A.



In the engineering field, common areas of training demand among employers are value-stream mapping, lean manufacturing techniques, and programmable logic, none of which were requested by dislocated workers. (Figure 8) However, these trainings are very specific to the industry, and that may explain part of the mismatch. The fact that almost 60 percent of all training requests were from the manufacturing industries and that the employers from these companies match the state training dollars by 60 percent or more indicates a significant skills gap that need to be addressed. Anecdotal data indicate a lack of skills and training among few advanced manufacturing companies. Perhaps a sharing of skills gaps among the employers (through the Rapid Respond/Business Representatives office) and the job seekers (through the One-Stop Offices) can eliminate some of the mismatch in training dollar allocation that we are seeing. All the more collaboration is needed given the share of community colleges in trainings

in the engineering technologies field (Figure 9). Almost three-quarters of the training needs are fulfilled by nonprofit organizations and private training companies. Again, through an effective partnership that also involves higher education, dislocated workers may get the necessary preparation to re-enter the workforce, and the employers will be more likely to remain in New Jersey and expand.

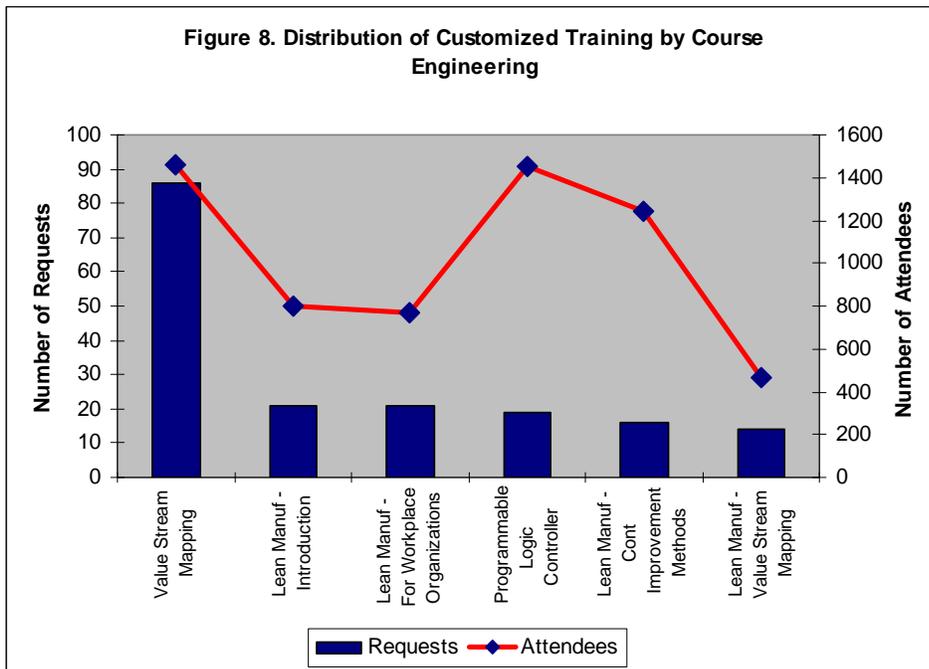
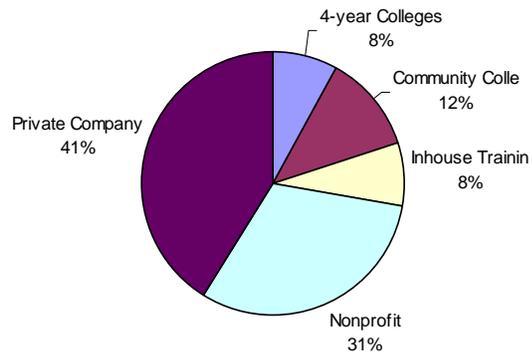


Figure 9. Training Providers in the Engineering Field



No notable mismatches were recorded in the field of computer and information sciences. In the field of computer and information sciences, the top requested training was in computer programming followed by computer systems analysis, information sciences, and computer system analysis. (Figure 10) The training demand in the field, however, is still fulfilled mostly by private training providers. (Figure 11). Overall, only one-fifth of the training requests by employers were provided by community colleges. (Figure 12)

**Figure 10. Distribution of Customized Training by Course
Communication Technologies**

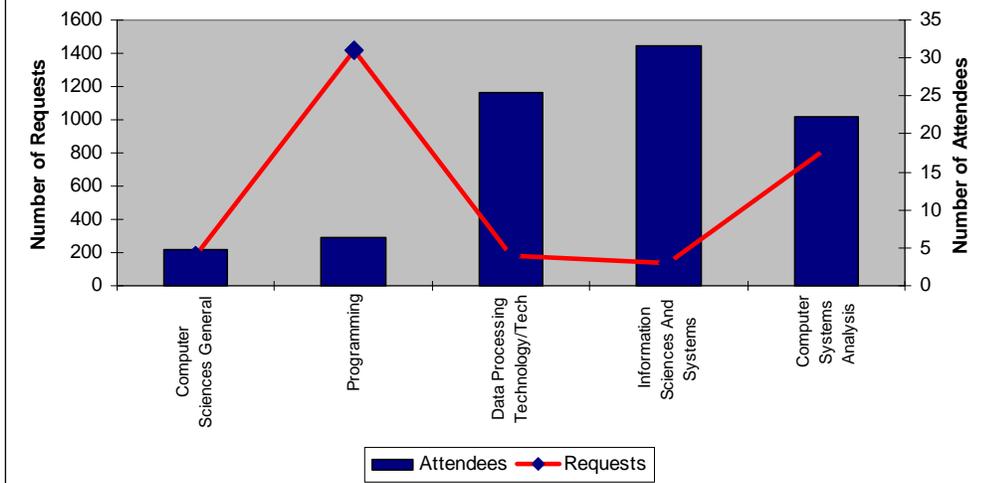


Figure 11. Training Providers in the Computer Science Field

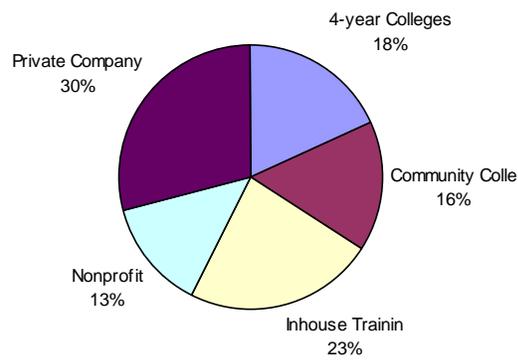
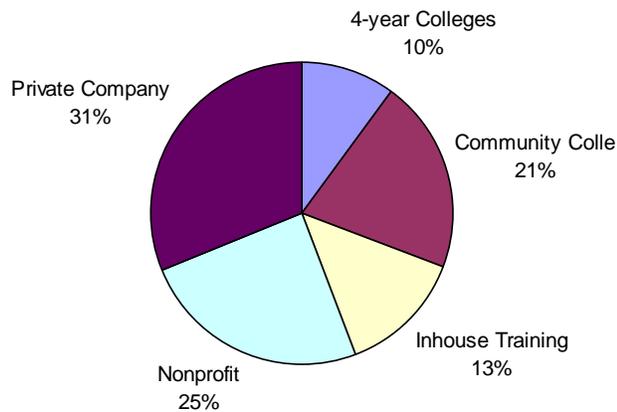


Figure 12. Training Providers for Customized Training Grants



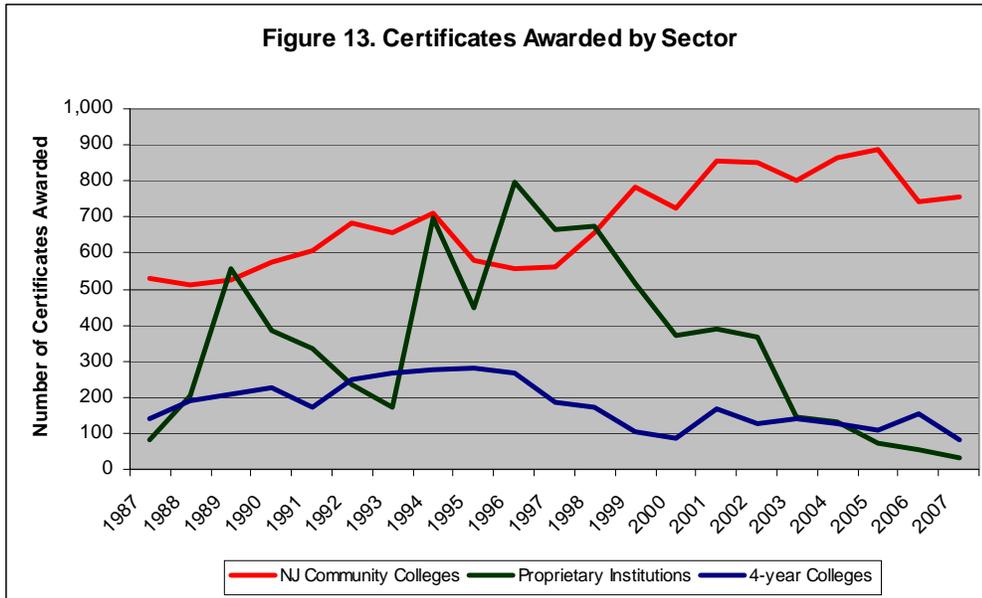
Capacity of Training Providers to Meet Future Training Demand

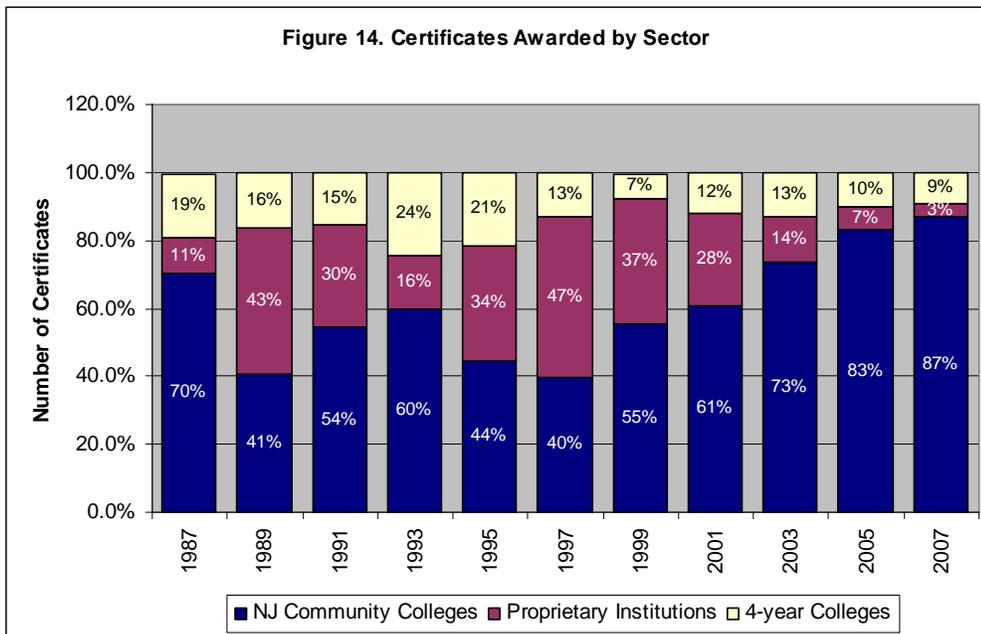
The previous two sections identified areas of training that will experience increased demand. To determine the capacity of higher educational institutions and other training providers to meet the demand, this section analyzes certification patterns using data from New Jersey's Commission on Higher Education (CHE). Since most of the workforce that will be impacted by the base closure are skilled workers looking for opportunities to either upgrade or update their skills, this section focuses on demand by adult professionals for retraining through certification. Certificates are often pursued by non-matriculated adult professionals/students seeking to learn specific concepts, skills or making a career path change. Certificates are an ideal mode for retraining efforts as it allows workers to either learn new skills needed in their jobs or transition to new careers.

Patterns of Certification in Higher Education

The trends in certification fluctuate sharply from year to year. Between 1972 and 1993, the number of certificates awarded trended upwards. After 1993, however, a significant decline was

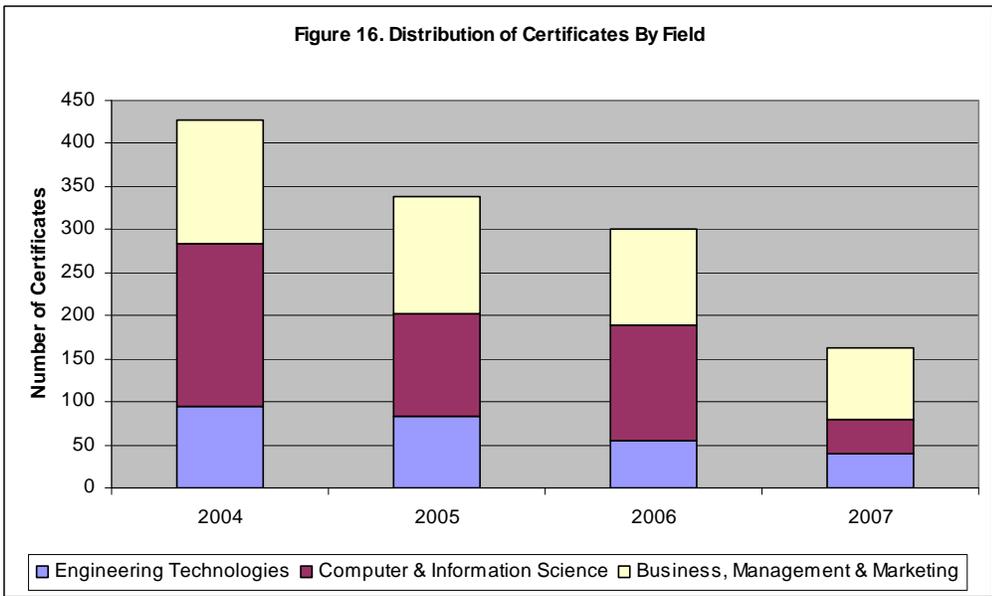
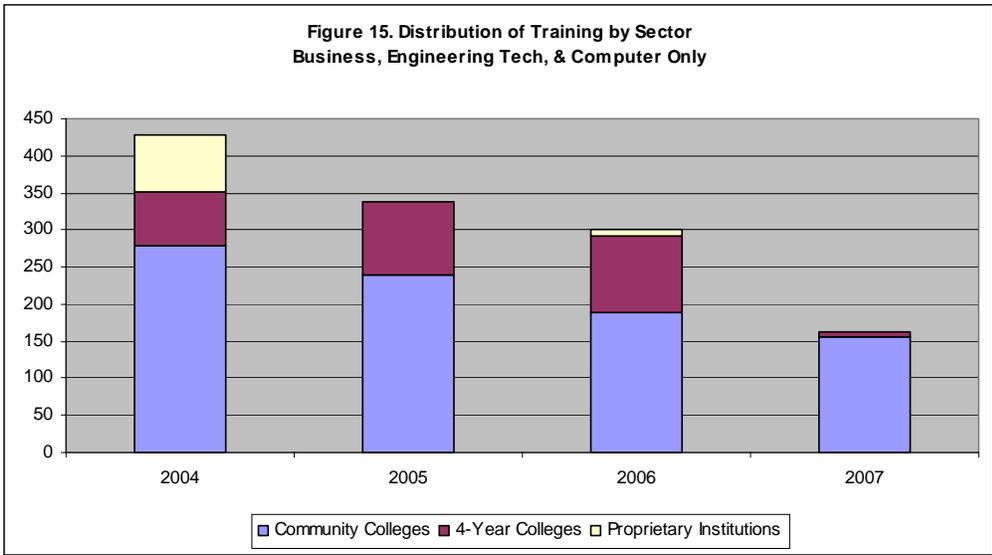
noted. The number of certificates, however, awarded by community colleges have continued to rise in the 1990s and 2000s, with short periods of decline. The decline in certification was recorded most pronouncedly among four-year colleges and universities as well as proprietary institutions. (Figure 13)





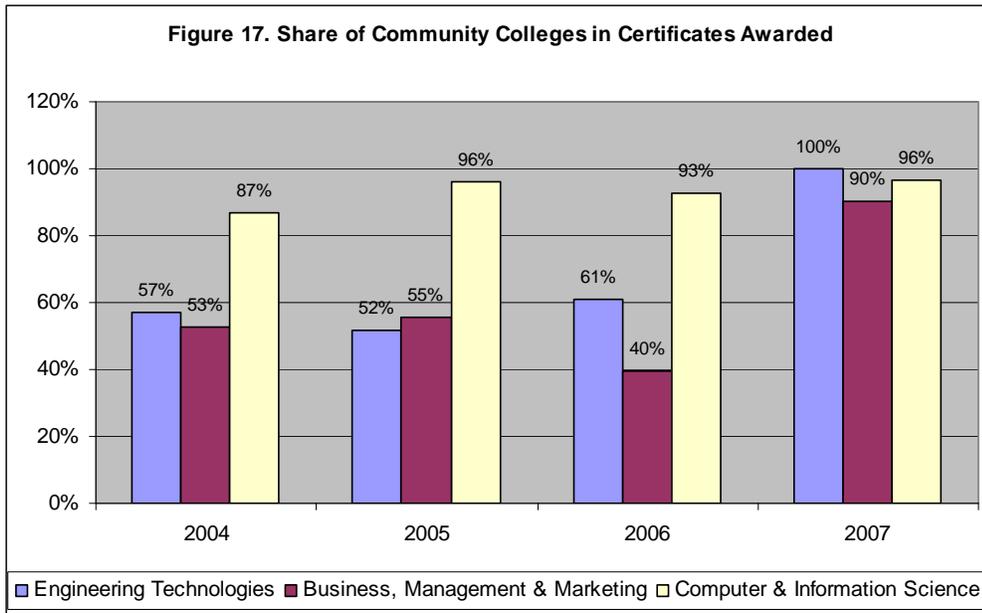
Based on the staffing patterns of the civilian workforce on the base and the previous analysis of training requests by workers and employers in the ICT cluster, we identified three fields of training that are expected fields of study that the workforce are expected to request most trainings in, namely business management, marketing and related support services, engineering technology, computer and information science.

As figure 15 illustrates, the number of certificates awarded in the three major fields identified declined significantly between 2004 and 2007. The decline has impacted all educational sectors, but was less severe among community colleges. 168 certificates were awarded in the fields of business, computer science and engineering in 2007, down from 428 in 2004. (Figure 16) All three fields of study experienced a decline, although computer and information sciences had fluctuating changes during the four-year period.



Community colleges awarded 90 percent of all certificates awarded in 2007. In the three prior years, they awarded on average 66 percent of total certificates. The percentage is higher for

computer and information sciences (92 percent) and lower for lower in the field of business (49% on average). (Figure 17)



While

Table 2. Distribution of Training by Sector and Field of Study				
	2004	2005	2006	2007
Engineering Technologies				
Community Colleges	54	43	33	39
4-Year Colleges	33	39	21	0
Proprietary Institutions	8	1	0	0
Subtotal: Engineering Technologies	95	83	54	39
Computer & Information Science				
Community Colleges	99	66	54	37
4-Year Colleges	38	53	77	4
Proprietary Institutions	51	0	5	0
Subtotal: Computer & Information Science	188	119	136	41
Business, Management & Marketing				
Community Colleges	126	131	102	80
4-Year Colleges	2	5	5	2
Proprietary Institutions	17	0	3	1
Subtotal: Business, Management & Marketing	145	136	110	83
Subtotal by Sector				
Community Colleges	279	240	189	156
4-Year Colleges	73	97	103	6
Proprietary Institutions	76	1	8	1
Total	428	338	300	163
<i>Source: IPEDS, 2004-2007</i>				

certificates have proven to be an effective mode of training, the demand for certificates, especially in the engineering and computer fields have dwindled in favor of more degree programs. While it is not the place here to analyze the causes behind this declining trend, there appear to be the resources and the curricula to revive this source of education. This will require partnership with industry associations and employers to identify the most effective training format and content. Many such initiatives are already underway.

Conclusion

Evidence in this report suggests that if the Fort Monmouth area is to be transformed into a hub for development of an ICT Village, there must be in place a coordinated structure of educational and workforce development resources that both potential employers and workers can draw upon. This effort must be a collaborative undertaking of private and public resources that can further the development of the area into a viable destination for re-establishment and relocation of industry in the absence of the strong military investment that now exists.

Educational outcomes and training activities of dislocated employees and of workers in the ICT cluster were examined. The analysis of the data reveals some surprising results. Dislocated workers, while displaying eagerness to enhance their skills through training to become more employable, have nevertheless have been making poor choices.

Misperceptions of what ICT industries need among this cohort are apparent. The training they are enrolling in are not matching up with what trainings that the industries are providing for their current employees. This “misperception of skills in demand” can hinder the re-employment of dislocated workers and squander valuable training resources. These monies need to be redirected to newly designed programs that address the needs of both the ITC industries and its potential workforce.

Recommendations

Through education and business partnerships, job seekers could become better aware of what is needed from them, as well as what skills employers (businesses and industry) are most in need of. These collaborations would set the foundation for having job seekers focus on what business really needs, as opposed to what they perceive business needs, while allowing businesses to find the employees with the necessary skills required, instead of locating possible candidates and then having to train them with the necessary job skills. This could be accomplished as follows:

Employer/College Partnerships

1. *Experience:* Employer & local colleges/universities could partner to provide job seekers with required planning to cultivate and access the skills, experience, and capability of talent needed by employers, as well as the industry. With the company's support, the collaboration could collectively address the current and future workforce challenges. To accomplish this, employers would assist:
 - o Colleges/universities in designing higher level degree programs relative to the employer/industry needs. These technology tailored programs would help ensure that the acquired knowledge and/or skills meet the needs of specific employer/industries, as well specific area of operations.
 - o Building partnerships with educational institutions to teach specific courses held on site at companies to support continuing professional development to company employees.
2. *Funding Source:* As a sign of a collaborative effort, as well as highlighting the importance of the necessity of specific training skills, companies could work with colleges/universities to fund major initiatives to target specific students in applicable area of studies.
3. *Recruitment:* Company collaborations with colleges could establish development programs aimed at recruiting the necessary students with applicable skills from local colleges/universities. Companies could also participates in on-campus recruiting for specific development programs at local and/or designated institutions.

As part of the program, students should be invited to meet and speak with members of the company's management team to get a clearer understanding of what the companies/industries really require. In addition, the meeting should provide job seekers with inform about career opportunities.

Employer/Job Seekers Partnershis

1. *Program Development:* Assist potential higher education graduates from colleges/universities with development programs relative to the industry sectors. The

development program should be followed up with exposure to applicable areas of need, which could include on-site training.

2. *Fellowship program:* Companies, working individually or as a consortium, could set up fellowship programs for job seekers. The programs goals would be to inform the job seekers about the companies, industry as well as identifying and clarifying the necessary talent for the future.

The program would also provide training within the ICT high-tech industry tailored to the needs of employers, as well as the industry, & job seekers. The experience would provide a solid foundation for companies to get the right type of employee, while providing the Job Seeker with a future career.

As part of the program, companies/consortiums could establish a funding source, such as a scholarship, to provide financial assistance to students who demonstrate the interest in developing a career with the company or in the industry, as well as the financial need.

3. *Internship Programs:* Establish internship programs to help Job Seekers to identify and work towards degrees in applicable areas of studies. This training would offer the Job Seeker an opportunity to gain valuable work experience.
4. *Mentoring Program:* Companies should invite Job Seekers to its facilities as part of a mentoring program so that potential employees could learn first hand about aspects of the business, as well as the industry. The program should include an opportunity for gaining experience, as well as other information about functional areas, within the company and industry.

Promote Consortia

LWD's Customized, Literacy & Apprentice training programs are a great way for employers to upgrade the skills and knowledge of its workers, while limiting the financial burden on the company. However many companies may not have the time nor resources to individually participate in the program(s). Therefore, consortiums should be encouraged, via a local learning

institution. In this way, smaller companies can pool their resources to participate. In the end, everyone wins. The employers upgrade the skills – and possibly fill in employment gaps, the employees gain knowledge and experience to allow for future employment growth, and the local institution is the catalyst that helps accomplish the proper education experience is taught, as well as acquired.

In addition, by utilizing local educational institutions, the close proximity helps encourage participation because it saves the Job Seeker time and (gas) money. At the same time, increased participation accomplishes the goal of the employer to have its worker acquire the necessary knowledge/skills to get the job done!