

Northeast Green Jobs Challenge

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May 31, 2023

Green Jobs

- There is no universal agreement on what constitutes a green job; it is an ever-evolving concept.
- According to the U.S. Department of Labor's Occupational Information Network (O*NET), a green career can be any occupation that is affected by activities such as conserving energy, developing alternative energy, reducing pollution, or recycling.
- “Green jobs” have a mission to design, build, and operate high-quality, healthier, and more energy-efficient homes and commercial and industrial buildings.

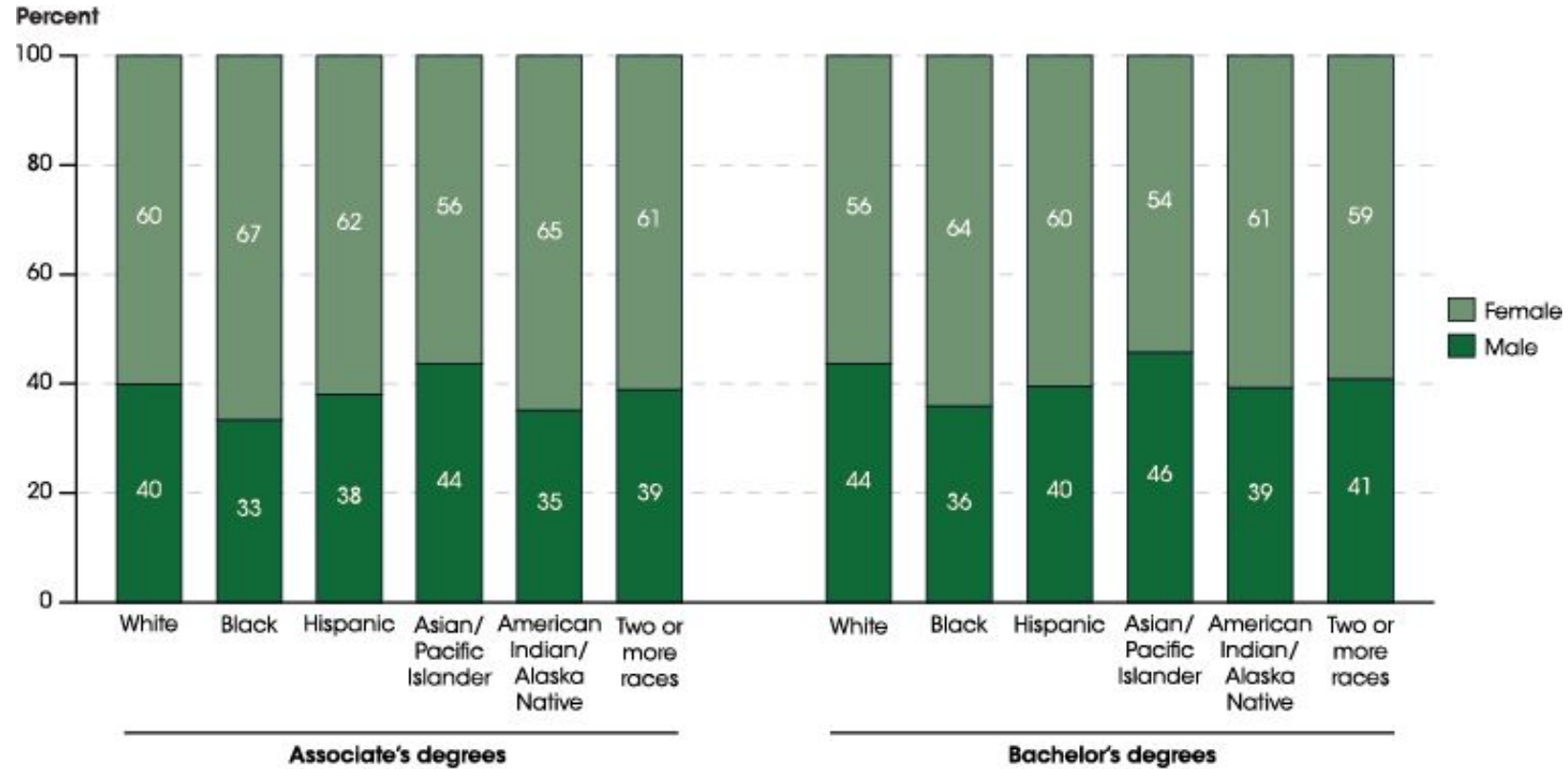
SOURCE <https://greenbuildingscareemap.org/>

The Road Ahead

BPS High School Graduation Rate:

- In the class of **2022**, there were **3,415** graduates. Only half of these students went on to college (**1708**)
- **By 2030**, *15%-20%* fewer students will reach the age of H.S. graduation.
- Most reaching the age of H.S. graduation will be black and brown.
- Black (45%) and Hispanic (40%) students graduate at lower rates than whites (55%) and Asians (70%).

The Road Ahead



SOURCE: U.S. Department of Education, National Center for Education Statistics. (2019). *Status and Trends in the Education of Racial and Ethnic Groups 2018* (NCES 2019-038), Degrees Awarded.

The Road Ahead

- On average, it takes **six years** for a community college student to graduate.
- The average age of students within the MA community college system ranges from **24-32** years old. RCC students' average age is **31** years old.
- Nation-wide between **2020** and **2030**
 - **35 million** Baby Boomers will retire at a rate of 3.5 million per year.

RCC Training Challenges

- Cost of developing new programs
- Training equipment may need to have an AI component to provide lab experience
- Increase proficiency in STEM
- Determine strategies on how to accommodate: Youth, Older workers, Veterans, Foreign-born workers, Environmental Justice Communities
- Need to engage employers in program design, experiential learning, and job placement

How do colleges stay relevant?

New research by the Harvard Business School in partnership with the American Association of Community Colleges (AACCC)

FROM AN ARTICLE BY MATTHEW DEMBICKI DECEMBER 11, 2022, IN THE COMMUNITY COLLEGE DAILY.

<https://www.aacc.nche.edu/>

New research by the Harvard Business School

- The report says **employers think they can readily find talent in the open or “spot” market.**
- As many as **47%** of employers surveyed **believed hiring talent from the open market was more cost-effective than investing in training new talent.** Only **22%** of employers disagreed.
- Business leaders also believe **community colleges resist curriculum change.**
- As high as **43%** of all employers surveyed agreed **that community colleges lack the mandate or culture to develop programs that align with employers’ needs.**

<https://www.aacc.nche.edu/>

New research by the Harvard Business School

- **51%** of employers support the idea **that students should be paid for work-based learning experiences**. Yet only **39%** of community college leaders are confident that **employers are willing to pay students in such programs**.
- To a degree, **many business leaders themselves don't appear to know what skills they want in their workers**.
- Just **over half** of the business leaders surveyed **were unable to assert that they knew which skills they were hiring for**.
- **30%** said they did not know which skills they were looking for in new hires..."

<https://www.aacc.nche.edu/>

Harvard Business School/AACC Recommendations

| | GOAL 1 | GOAL 2 | GOAL 3 |
|-------------------|--|--|---|
| | Partner with each other to offer training and education that is aligned with industry needs | Establish relationships with each other that result in the recruitment and hiring of students and graduates | Make supply and demand decisions that are informed by the latest data and trends |
| STRATEGIES | | | |
| | Co-create and regularly update college curriculum around relevant technical and foundational skills based on industry needs | Dedicate staff time toward managing employer-college relationships | Collect and share data on the local supply for talent |
| | Co-design programs that fit with students' lives and industry hiring cycles | Create processes for hiring community college students and graduates | Collect and share data on the local demand for talent |
| | Incorporate classroom experiences that simulate real-world settings and scenarios | Develop commitments for hiring and recruitment | Build mechanisms to jointly monitor and improve the supply and demand for talent |

Green Jobs Challenge

“To provide opportunities that lead to well-paying entry-level positions among partnering green energy employers, a critical obstacle to overcome is reducing barriers to entry into the industry.”

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