Gov. Rick Snyder: Community Colleges are Key to Michigan’s Economy

Governor Rick Snyder recently spoke with Great Leadership, about the important role that community colleges play in shaping the next generation with journalist and author Bankole Thompson.

GREAT LEADERSHIP: Where do you place community colleges in Michigan’s economy?

GOVERNOR SNYDER: The role community colleges play in our educational process as well as in our economic process cannot be exaggerated. The students and communities served by these institutions are most deserving and are the ones who need it the most. The diversity of the students and their backgrounds enriches their learning experience. Particularly community colleges play a critical role in career tech education. We have a national problem. We must deal with it by training more skilled trade people which is exactly what community colleges provide.
GREAT LEADERSHIP: How do you think community colleges have fared on the question of training skilled trade people?

GOVERNOR SNYDER: Community colleges historically have played that mission, along with more intermediary training. I think we need more partnerships between community colleges and universities because the community colleges do a great job of retraining people by helping them recalibrate their skills set and progress to four-year college. Also in terms of educational costs, universities are expensive. I am a proud graduate of Kellogg Community College where I got my diploma (associate of arts degree) last year.

GREAT LEADERSHIP: Do you see any link between the private sector and community colleges?

GOVERNOR SNYDER: The private sector needs to be more involved in the role that community colleges have in our state. The private sector needs to increase its support by helping people with career placements. Private sector companies need to partner more with community colleges by allowing tours of companies and facilities and encouraging apprenticeships so students can be more passionate about their fields. If you know where you are going to work and what you are going to do, then you know what it is going to take for you to work there.

GREAT LEADERSHIP: What can state government specifically do to support community colleges at this point?

GOVERNOR SNYDER: We had an educational summit on economic development. We are already bringing people together and are working to have community college leaders and their boards collaborate. The role of the state government is that we should be a clearinghouse and a coordination center to get them working better together for the greater good. We have invested in a $50 million grant program that will help community colleges boost skilled-trades instruction. The investment will help Michigan become a national leader in developing talent. This investment, one of the largest of its kind in the country, will tap our top-notch community colleges and help new students and adults looking for opportunities to gain the skills sought by companies looking to grow and expand, creating more and better jobs in Michigan. In the last budget, I recommended $83 million for skills trade, which isn’t a huge investment but helps in partnership with middle college programs and research. In Northern Michigan I think they are already working on that. We are trying and want WCCCD to be a partner. I think we need to promote their role and highlight what they are doing. We have also identified opportunities in the healthcare field for collaborative work.

GREAT LEADERSHIP: What states around the country do you see an example of what you just talked about?

GOVERNOR SNYDER: (Laughs). Michigan is an example. I think a number of states are looking at this from multiple perspectives. I honestly believe we are in front of this and are poised to be a national leader. I’d like to be even more proactive in meeting with the private sector and other community colleges and move forward to bring all of this together.
Talent Solutions: The Community College Leadership Role in Shaping the Future Workforce

Dr. Curtis L. Ivery, Chancellor, WCCCD

The theme of this issue of Great Leadership is the role of community college leaders in shaping the future talent pool and workforce of our nation, our states, and our cities. Community colleges are addressing today some of the most significant economic and workforce development opportunities and issues facing our nation: (1) preparing citizens for the jobs of the future, (2) developing strategies for educating the most racially and ethnically diverse student population in the history of community colleges, (3) closing the talent gap or mismatch between the knowledge and skills required by the emerging global technology-driven economy and the actual skills of the current workforce, (4) empowering those citizens in racial and ethnic minorities who experience persistent and entrenched inequalities to overcome the devastating impact of those inequalities in order to achieve their educational and career goals, (5) keeping pace with the transformative power of rapid technological change, and (6) positioning our community colleges as community leaders, in cooperation with other partners, to achieve community economic development, business attraction, and workforce development goals.

Community colleges are becoming a primary provider of a talented and highly educated workforce in alignment with changing employment trends, especially with regard to “middle skill” careers. It is well known that up to 90 percent of the fastest growing careers in the future workforce will require a higher education credential such as a degree, certificate, or licensure. About 50 percent of careers in the emerging economy are classified as middle skill careers that require a community college credential but not necessarily a baccalaureate degree (in fields such as healthcare, criminal justice, information technology, automotive technology, manufacturing, homeland security, and hospitality services). As an open door institution, community colleges have a special mission to serve as a beacon of hope for those striving to gain a foothold on economic security for themselves and their families (including African Americans, Latinos, immigrants, non-English speaking persons, single parents, first generation college-goers, veterans, and other racial and ethnic minorities).

“I am a passionate advocate for the leadership role community colleges play in addressing one of the toughest, most persistent and entrenched problems facing America today.”

“I am a passionate advocate for the leadership role community colleges play in addressing one of the toughest, most persistent and entrenched problems facing America today: reducing inequities experienced by racial and other minorities in areas such as income, wealth, educational attainment, job skill levels, mobility, residential isolation, concentrated poverty, literacy, and economic opportunity. Many diversity and civil rights leaders are calling for a national commitment to create, at long last, a society in which persons of all races, genders, ethnicities, religions, national origins, and other identities come together to shape a “multiracial democracy.” The future of the nation, and indeed of community colleges, is deeply interwoven with the future of disenfranchised and impoverished groups that live in the shadows of our cities, suburbs, and rural areas. For these groups, community colleges are the primary, and often the only, gateway into the American mainstream and the attainment of social justice. If the community college of the future fails to provide local, state, and national leadership in creating a
multiracial democracy, it will have forfeited its vital and irreplaceable role in our society.

President Barack Obama has recognized the economic and workforce development role of community colleges in his proposal to create a massive federal and state program to eliminate tuition for community college students (American College Promise). This proposal has dominated the national higher education conversation in recent weeks. Even if it turns out that the President’s proposal is not politically feasible, it is highly beneficial to create a national conversation that highlights the essential role of community colleges in providing the open door of educational and economic opportunity to millions of persons for whom earning a college degree or certificate is presently not affordable. Making two years of a community college education universally affordable to all Americans would have an educational and economic impact similar to historical milestones such as free universal public school education, the GI bill, and the Pell Grant program. Just as these milestone innovations responded to the urgent needs at a critical point in our history, a national and universal community college education program would recognize the dramatically changing realities of the economic, technological, and educational environment of our time.

As we think about preparing our students for the careers of the future, we should recognize the importance of general education and the liberal arts in the student experience—to provide career-directed students with educational experiences that transcend their chosen career field and enhance their knowledge and skills in areas demanded by the new economy such as critical thinking, communications and interpersonal relations, cultural competence, scientific and math literacy, and civic responsibility.

Diversity as a Key Factor within the Triple Bottom Line Concept to Measure Economic Development

Dr. Fidelis Teresa D’Cunha, District Provost, WCCCD

The US Economic Development Administration (EDA) has made strategic investments in regionally focused plans to build strong ecosystems that promote entrepreneurial and business growth. EDA also provides the technical assistance, and trade adjustments that foster success in the global economy. EDA in partnership with educational institutions nationwide has developed dissemination tools on new and emerging concepts. One such concept is the Triple Bottom Line (TBL), an economic development concept which has a tool designed to help measure the social, environmental and economic impacts of development decisions, created by Portland State University. The traditional method to measure economic development investment impact is through jobs created and dollars increased. This web based platform is designed to help enhance investment performance by accounting for the impact of the economic, environmental, and social factors.

The Triple Bottom Line (TBL) is a term coined by John Elkington a business consultant and author and it originated in the corporate sector. It refers to the economic environmental and social value of an investment. The TBL approach to economic development provides a way to add value to the investments made and to align projects with a range of community priorities. It aims to leverage resources
to get the best possible outcomes. Hence, the TBL concept also aims to better account for the real value of investment impact that accrue outside the financial bottom line so that capital is employed efficiently and effectively. The TBL lens enables multiple community objectives to be realized and adds value to the project.

The diagram above displays the people (social dimension) involved, through the practice of education, community outreach, human rights, diversity and inclusiveness. The judicious care of the ecosystem entails care of the environment that contains the air, water and other natural resources, minimizing waste, and reducing emissions through the efficient life-cycle management of regional materials. All three factors: social, environmental and economic are found to lead toward social progress, and economic growth.

The table below contains the list of 18 case studies that provide results of the geographical environment scan within the US. The case studies illustrate how the Triple Bottom Line elements can be incorporated into economic development investment. All eighteen cases, “demonstrate the power and effectiveness of integrated and inclusive planning and partnership, coupled with continuous improvement.” (TBL casebook)

They also display the key strategies used and the lessons learned. The very first case study in the list contains the illustration of how diversity is found to be a key feature contributing to success. It was the river that inspired the project in Dubuque, Iowa called the “America’s River Project: Culture, Recreation, Tourism” which was a tribute to the Mighty Mississippi. This project created a vibrant cultural district and in the process catalyzed a community renaissance. This project was only undertaken successfully because of the participation of the financial contributions and expertise from many partners. These multiple partners provided diverse ideas and resources that resulted in a rich and successful project.

The relationships formed within the network became productive and led to the identification and realization of additional opportunities and collaborated shared goals. Another element of diversity within this particular project is how the uses and programming created a
Diversity as a key factor

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mix of revenue streams that were appealing across ages, interests and price points. A very important point to note in this case study is that it was the community that was responsible for the envisioning, planning and laying down the foundation for the project. It was their hard work and determination that created the opportunities that were successfully pursued.

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<thead>
<tr>
<th>Case</th>
<th>Region</th>
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<td>1. America’s River Project</td>
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<td>2. Appalachian Center for</td>
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<td>Economics Networks Inc</td>
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<td>6. Clean Energy Works</td>
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<td>7. Coastal Enterprises Inc</td>
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<td>Industrial Park</td>
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<td>12. Harbor Gardens Park</td>
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<td>16. River Raisin National</td>
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<td>18. The Village at Market</td>
<td>San Diego, California</td>
<td>Services Mixed Use</td>
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Sources:
Casebook: Putting Concepts into Practice: Triple Bottom Line Economic Development, A publication of the Economic Development Administration

http://www.bing.com/images/search?q=triple+bottom+line+tool+diagram&view=detailv2&&&id=1002B92482D95DFF026D6DF311D9BC049EC3A1&slectedIndex=22&ccid=Knandj5J&simid=607992727687201870&thid=JN.oGlsvrgAMGMoRL0EKlineA&ajaxhist=0
Can the Economic Power of Community Colleges help rebuild Detroit?

Ms. Denise Williams Mallett, Provost, WCCCD

“Never in my life would I have expected community colleges to be called potential saviors of the economy.”

–George Boggs, president and CEO Emeritus of the American Association of Community Colleges

Detroit, also known as the “Motor City,” received a painful dose of reality when it had to file for bankruptcy in 2013. Eighteen months later it reemerged, bumped and bruised but out of bankruptcy. The ad for Shinola (a Detroit based watch company) possibly captured the new mantra for Detroit best, “Detroit Strong. Built to Last.”

WCCCD, recognizing that Detroit is just a few months out of bankruptcy, is committed to playing an instrumental role in revitalizing the workforce through training and education. As the largest community college in Michigan, serving nearly 70,000 students (both credit and non-credit) annually in 32 cities and townships, WCCCD takes its job readiness/job training responsibilities seriously.

In 2012, America’s community colleges generated $806.4 billion in added income to the U.S. economy (AACC, 2014). The significant role of America’s community colleges have played in making this country’s economy stronger, should not go unrecognized. Community colleges have allowed students to reach their individual potential while increasing their employability. Community colleges have tooled a workforce that expands from health care to skilled workers. Society as a whole benefits from the community college in two major ways. First, the added income created in the nation and second, businesses earn more because the enhanced skills of students make them more productive.

WCCCD is clear on the role community colleges will play in training and educating the next generation of global workers. WCCCD also understands the importance of accessible and purposeful education to a city that is rebuilding. In this particular case that city is Detroit and more importantly it happens to be right in WCCCD’s backyard.

For many, education and more importantly access to education, is a necessity for the progress of Detroit. But, can the economic power of community colleges help rebuild Detroit? At WCCCD they absolutely say, yes! Over the last decade, WCCCD has earned the distinction of being one of the most important anchor institutions in the city of Detroit. In addition to their multi-million dollar facility investments, WCCCD is agile and has the intellectual depth to introduce new education programs faster and better than most of their counterparts. Because they are in the city, they are the first to recognize need and respond with opportunities for their students.

Utilizing workforce intelligence, local advisory boards composed of area business people who help shape programs, unions and local, state and federal government partners; WCCCD prepares its students

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Emerging Best Talent Development Practices of Community Colleges

By Dr. Gunder Myran, Senior Consultant to the Chancellor and Ms. Shawna Forbes, Vice Chancellor for Workforce Development, WCCCD

INTRODUCTION
Under the direction of Chancellor Curtis L. Ivery, WCCCD recently launched a program of institutional transformation called “Pathways to the Future III: Designing Bold Future Pathways.” The two leading edges of this major future-shaping effort are (1) community leadership in talent/workforce development and (2) diversity, equity, and multiracial democracy initiatives. Dr. Ivery wanted WCCCD to address in a very direct way the closing of the gap between the job skills and knowledge of the Detroit and southeastern Michigan talent pool and the skills and knowledge required by employers in a rapidly changing economy. This talent requirements/labor pool skills mismatch, from the viewpoint of many underprepared individuals from low-income and minority backgrounds served by community colleges. This can also be called an “opportunity gap” since the lack of training and employment opportunities block this constituency from entering the American economic mainstream.

Sources:
American Association of Community Colleges (AACC) and Economic Modeling Specialists


In the process of launching the Pathways to the Future III program at WCCCD, we identified the most promising practices of community colleges from around the nation as they reinvent their role in developing the talent pool required by employers in a global knowledge-based economy. It is the purpose of this article to share the results of our review of these promising best practices.

ROLE OF THE EXECUTIVE TEAM
We identified these best practices of chancellors (or presidents) and college executive teams in leading the reinvention of the college’s career education and workforce development strategies:

• Aggressive expansion of talent development partnerships with employers, governmental agencies, secondary schools and other educational institutions, non-profit organizations, and other community groups.

• Inclusion of talent development strategies in the college’s strategic and annual plans and budget allocations.

• Increased resources devoted to institutional R&D and more rapid curricular change. This may take the form of an “innovation engine” such as a design center with the mission of creating a strategic alignment between the skills and knowledge achieved by students in career and workforce development programs and the skills and knowledge required by regional employers.

• Greater emphasis on data-informed decision making, using analytics or “big data” approaches to identify patterns in community workforce and economic trends, as well as changing student career advancement needs, to inform curricular and teaching/learning improvement decisions.

• Greater attention to the professional development of faculty members in career education programs as well as increased involvement of faculty members in decisions that shape the future of these programs.

PROMISING PROGRAM-LEVEL BEST PRACTICES OF COMMUNITY COLLEGES
We identified an amazing array of promising career education and workforce development practices of the colleges we studied. A number of examples are listed below.

• Wraparound case management: individualized and comprehensive career progression support to students by staff members known as “career navigators.”

• Special programs for high-risk populations: programs for adults with basic or below basic literacy and employability skills such as the State of Washington’s I-BEST program (integration of basic education and job skills training for high-risk populations).

• Stacked credentials or career ladders: alignment of short-term certificate programs, associate degree programs, and baccalaureate programs in a career cluster allowing students to “stop-out” for employment while continuing their education in a chosen field.

• Career and college pathways: creation of clear and structured educational pathways to a career field, required early selection by students of a career education program, and inclusion of “on ramp” options that connect these pathways to the career and college readiness of high school graduates, high school drop-outs, GED and adult education students, and other potential student groups.

• Braided funding: integration of funding from college, governmental, private, and student tuition sources to achieve financial sustainability.

• Experiential learning: incorporation of internships, work-study, and other experiential learning into all career education programs.

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Talent Development: The Driving Force for Economic Growth
An Interview with Lou Glazer, President and Co-Founder of Michigan Future, Inc.

Great Leadership: Mr. Glazer, why is talent development such an important factor in driving the economic growth of our nation and our largest cities?

Lou Glazer: The United States economy is driven by two primary factors: globalization and technology. A global knowledge-based economy is emerging and the centerpiece is rapid technological advance. In a knowledge economy, talent and human capital trumps all other factors in determining economic growth, prosperity, individual earning power, and quality of life. As Michigan’s Governor Rick Snyder has stated, “In the 20th century, the most valuable assets to job creators were financial and material capital. In a changing global economy, that is no longer the case. Talent has surpassed all other resources as a driver of economic growth.”

The single most important indicator of economic prosperity of metropolitan areas and states today is the percentage of residents who have earned baccalaureate degrees. It is now, by far, the best predictor of states and regions per capita...
income. I would add that all types of higher education credentials, including associate degrees and certificates from community colleges, contribute to increased individual earning power and the quality of life of the citizens.

**Great Leadership:** What role do our large urban/metropolitan cities play in growing the knowledge-based economy?

**Lou Glazer:** The growth of America's knowledge-based economy is concentrated in our big metropolitan regions. The strongest and healthiest urban/metropolitan centers, such as New York, Washington DC, San Francisco, Minneapolis, and Chicago, have two key characteristics: a growing knowledge-based economy and a highly educated and talented workforce. With the exception of regions drilling oil and gas, such as Alaska, North Dakota, and Wyoming, growing a knowledge-based economy is almost certainly the primary ticket to future prosperity. I should add that the most economically successful regions are anchored by a vibrant central city that serves as a talent magnet. These regions have created a sense of “place” to which mobile young professionals are attracted. This includes characteristics such as a growing entrepreneurial milieu, an active arts and cultural scene, walkability, residential density, a diverse and growing population, rising property values, constant connectivity, a 24/7 environment, strong neighborhoods, good public transportation, and varied shops and dining venues. In these settings, the network of universities, community colleges, and other educational institutions serve as community anchors.

**Great Leadership:** What role do community colleges play in the economic growth and prosperity of our large metropolitan centers?

**Lou Glazer:** I see two key roles for community colleges in creating a knowledge-based economy and contributing to economic growth and prosperity:

- A talent development center focusing on career education programs that prepare individuals to enter and advance in middle-skill careers in traditional industries like healthcare, manufacturing and construction as well as in new areas such as energy technology, computer information systems, biotechnology, environmental technology, web design and development, video game design, and geothermal systems technology.

- The university transfer and general education/function which prepares students for transfer to a baccalaureate-level institution and careers in the knowledge-based economy requiring advanced study. Through general education courses, students in both career education and university transfer programs develop knowledge and skills that are essential in a knowledge-based economy such as critical thinking, complex problem-solving, and communications.

Building on these two pillars, the community college can enhance individual growth and community development through its non-credit continuing education and workforce development programs. These community-based colleges can also play a significant role as a partner with other organizations in advancing the community’s economic development agenda. Most importantly, these open door colleges can be an advocate and principal service provider for closing the employability or skills gap between the white majority and African-Americans, Hispanics, Native Americans, and other minorities. The community college can serve as a beacon of hope for disenfranchised and impoverished groups seeking a pathway to a good job, career advancement, and social equity.
Mission Statement

WCCCD’s mission is to empower individuals, businesses and communities to achieve their goals through excellent and accessible services, culturally diverse experiences, and globally competitive higher education and career advancement programs.

Great Leadership Invites Guest Authors

Do you have an article you’ve written, the description of a successful work process, or the details of a leadership program that you want read by a broad audience of colleagues? The Great Leadership newsletter seeks to publish well-written, informative, forward-thinking articles and ideas. The topics we publish deal with leadership and leadership development. We also consider book reviews, reviews of videos and any other relevant leadership content. Articles submitted should be 200-500 words in length.

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