



LFI 2019 – Team #1 Workforce Research Report

Closing Skills Gaps and Advancing Inclusive Prosperity

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LFI 2019 Team Workforce

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EXECUTIVE SUMMARY

A strong public consensus now supports enhancing the skills of America's workers, especially through more and higher-quality education and training. In light of changes in the U.S. economy, what kinds of skills, education, and training are most appropriate? Is the "information economy" that has resulted in rising demands only available for workers with college and post-graduate education? Does this mean that education and training for jobs requiring less than four years of college are no longer worthwhile public investments?

Overall, we argue that, in the middle of the labor market, the demand for workers to fill jobs that require more than high-school, but less than a four-year degree, will likely remain quite robust relative to its supply, especially in key sectors of the economy. Accordingly, we see a need for increased U.S. investment in high-quality education and training in the middle of the skills range—not just for college graduates in science, technology, engineering, and math (STEM) fields.

The demand for middle-skill jobs has increased over the past decade; however, the availability of qualified individuals to fill these positions is not increasing at an equivalent pace. These changes have been less dramatic than many think. Roughly half of employment today is still in the middle-skill occupations and continue to increase at a rapid rate. In Virginia, 46% of hiring is for middle-skill jobs.

Our Team explored the middle-skill jobs phenomenon by studying the areas of Education, Government and Private Sector and reviewed data in the middle-skill job market within Fairfax County, Virginia, the Washington Area and the Nation. Our review indicated that Fairfax County Public School is working in conjunction with more than 300 businesses and community partners in 198 schools. There is also a student organization called Skills USA, which specifically focuses on trades and industrial programs (including healthcare).

Our team concluded that the government and private sector need to work together to provide programs to assist the middle-skill workers. These are individuals from high school upwards who do not possess or wish to obtain a four-year degree but desire an opportunity to obtain meaningful professions. However, there is a growing need to provide these individuals with the tools to fill the rapidly increasing middle-skill jobs.

OUR THESIS: Improved coordination and management of workforce issues between government, education and the private sector can promote pathways for closing the skills gaps and offering more middle-skill jobs (those that require training, credentialing, or Associate’s Degree but not a Bachelor’s Degree) through education, training and apprenticeship programs which will connect all residents to the full spectrum of opportunities in our region.

DESCRIPTION OF TEAM APPROACH

The Workforce Team adopted the principle of “The whole is greater than the sum of its parts” to tap into each individual member’s strength and create synergy among the group. This allowed us to tap into the highest and best contribution of everyone on our team by unlocking the strength, passion, capability, and spirit of each individual.

In extending the full spectrum of opportunities in the County, the Workforce Team researched the workforce and trends among several demographics within the Fairfax County region. We set out to identify not only perceived weaknesses but areas of improvement as well as development of best practices across the many stakeholders. Our approach to the topic was to explore it from multiple angles: Education, Government and Private Sector.

The Workforce Team gelled and worked together very well from inception. As a team we identified each team member’s strengths and how we would use our strengths in each of our identified areas to create a final product. We began by asking questions and discussing the various responses from each team member. We found that a couple team members started out as quiet listeners, but during the meeting sessions, those individuals became more open and were able to provide their own meaningful view for the Workforce Program Day.

We agreed to meet once a week and decided to alternate the meetings between Reston YMCA and Fairfax County Government Center because that provided equal site distributions for members who were closer to either of the venues. Those locations provided face-to-face meetings as well as the ability to have conference calls with our subject-matter experts and availed us the use of projectors, whiteboards and other technology to develop our ideas.

After we gathered all the required data and information on Workforce Fairfax County and the nation, we determined there was a need for a strategy to assemble the flow of our information to prove our thesis. We identified eight

methods - We Are Exercise, PowerPoint statistical data, Videos, Kahoot Surveys, Résumé Game, Speakers, Panel Discussion and Round Table discussions of supplementing the information with live exercises and human interaction to depict how residents of Fairfax County are able to obtain middle-skilled jobs through education, training and apprenticeship programs without a four year degree.

The team used eight methods for our presentation to provide an interactive experience to showcase Workforce and the middle-skilled jobs in Fairfax County. The Workforce Team identified ten professions that fall within the middle-skilled jobs group. Using the team's resources, we met and interviewed an individual to represent each of the ten identified professions with an emphasis on obtaining as diverse a group as possible. Each one of our group members took on the avatar of these individuals to showcase their story in our Program Day presentation. Our intent was to provide a human feel to our message.

We used video snippets of interviews by professionals, without a four-year degree, who are currently working in this "new-collar" (non-white collar or blue-collar fields) to bridge the data we presented on middle-skilled jobs. The Team obtained an app. enabling our audience to interact and answer questions during our live presentation. By interacting in this fashion, people are more likely to remember and be affected by the message, as well as share the message with a wider audience.

In order to demonstrate the challenges faced by the middle-skilled workers, the Team created a job fair consisting of ten companies within Fairfax County and 40 job opportunities. Our classmates were tasked with going to the ten companies to obtain a job that matched the education and work experience stated on each of their cards. Not all of our classmates (test group) obtained a job, some accepted jobs below their salary range and others took more than one job.

We created a space for open dialogue by bringing together subject matter experts, our Workforce Team, our team advisors, our classmates, LFI Committee members as well as our coworkers and managers. The Workforce Team created a set of questions geared towards the middle-skilled and "yellow-collar workers" and facilitated the discussion with everyone in attendance. The panelists were open-minded with their experiences, expertise, success stories and available programs at their companies and within Fairfax County. The open dialogue sessions proved to be very successful, well received by everyone and produced varied mindsets.

At the end of our Program Day the Workforce Team learned a great deal about the middle-skilled phenomenon within Fairfax County and across the Nation. The statistics were eye opening and we became very aware of the challenges and various avenues available to high school students and anyone not interested or financially unable to attain a four-year degree. The members of our team learned how to interact with each other given our various DISC styles and we developed a very close professional relationship during this process.

Subject Matter Expert Interviews

Date	Company	Name	Position
October 3, 2018	George Mason University	Dr. Terry Clower	Director GMU Center for Regional Analysis
October 16, 2018	Comstock	Maggie Parker	SVP Communications & PR
October 23, 2018,	NVCC	Alex Cooley	Labor Market Intelligence Analyst
October 29, 2018	Fairfax County Economic Development Authority	Donna Hurwitt	Director Market Intelligence
October 3, 2018	Northern VA Community College	Steven Partridge	VP Workforce Development
November 2, 2018	SkillSource Group	David Hunn	President & CEO
November 5, 2018	Herndon Police Dept	Ronald Eicke	Police Officer
November 5, 2018	Fairfax County Public Schools	Beth Downey Mary Lewis	Coordinator, Career & Technical Education; Counselling & College & Career Readiness
November 6, 2018	NOVA Chamber	Mike Forehand	SVP, Government and Public Affairs
November 19, 2018	Marshall Academy	Niki Rosett-Haubener	Academy Counselor
November 20, 2018	Fairfax County/DPWES	John Kellas	Director
November 21, 2018	NoVa Family Service	Julie Mullen	Workforce Director
November 22, 2018	Fairfax County/ DTA	Scott Sizemore	Director, RCD
November 30, 2018	NVCC	Alex Cooley	Labor Market Intelligence Analyst
December 4, 2018	Northern Virginia Technology Council	John Shaw Steve Jordan Allison Gilmore	Strategic Initiatives Mgr. Exec Dir Veterans Employment Initiative VP Communications
December 4, 2018	Virginia Tire & Auto	Samantha Garko Christian Ianni	Recruiter Learning & Development Manager
December 5, 2018	Consumer Technology Association	Jennifer Taylor	VP US Jobs
December 11, 2018	NVCC	Melanie Stover	Director of Bus Engagement
January 7, 2019	Virginia Tire & Auto	Samantha Garko Christian Ianni	Recruiter Learning & Development Manager
January 9, 2019	Virginia Tire & Auto	Samantha Garko Christian Ianni	Recruiter Learning & Development Manager
January 10, 2019	NVCC	Melanie Stover	Director of Bus Engagement

Middle-Skilled Professionals

Profession	Name	Gender	Info
Firefighter	Captain Miranda Pelham	Female	I save lives, not only as a woman firefighter, but as a certified paramedic
Learning & Development Training	Ms. Laija	Female	I am a single mom who lives and works in Fairfax County. It took me nearly 10 years to complete my Associate Degree.
Welder	Mr. Neighbor	Female	National certification through the American Welding Society (AWS). Certification may be achieved independently or through welding programs.
Electrician	Anonymous	Male	College wasn't for me so I went to tech school and obtained my electrician license and haven't looked back.
President, AutoScandia – auto repair co.	Mark Bredesen	Male	I started Auto Scandia in 1978 in a dairy barn barely big enough to hold 4 cars. Today I own and operate one of the largest independent automotive repair and service facilities in the entire region.
Restaurateur, General Manager	Joe Becker	Male	I currently sit on the Board for the GRCC and am a lead chair for the restaurant and hospitality committee.
IT Support & Cloud application management	Steve	Male	I started in IT completely by accident. In the 90s I was entering data into a PC. Became MS certified and CompTIA. Today I work as a Business Analyst for Fairfax County Gov't.
INOVA Technician	Anonymous	Female	I don't consider myself simply a technician. I am a care giver and a friend to those who may be nervous about test outcomes.
Hair Salon Entrepreneur	Rodney Laws	Male	I own a world class salon dedicated to perfecting your look while pampering you in style. I am proud to say I work hard to make and maintain a high 6-figure salary.
Hauling Entrepreneur	Josue Cortez-Murcia	Male	I lost my way and got off track in high school. I turned my life around & managed to finish high school. I now operate a multi-million-dollar construction logistics company – Hauling Unlimited LLC.

RESEARCH

MIDDLE-SKILLED JOBS

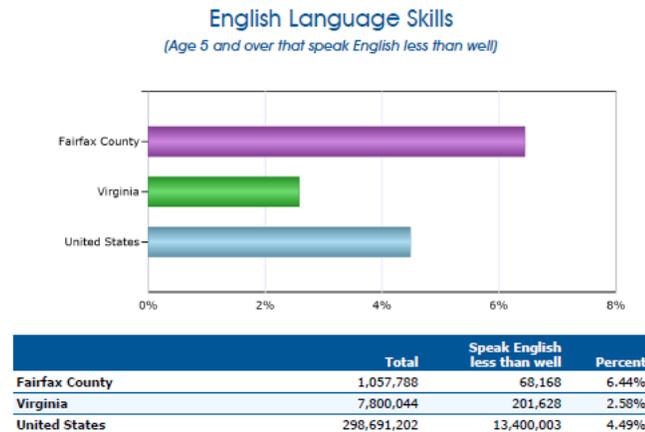
The Workforce Team researched the workforce data of Fairfax County, a highly educated area, where we identified a group of people without a four-year degree and discerned how they successfully attained a fulfilling career. Our Team endeavored to showcase this phenomenon for other individuals who are not able to financially afford or are not interested in obtaining a four-year degree. Our research was designed reveal how the Education system, Government and private sector groups can assist these middle-skilled workers in identifying a path to a successful and satisfying professional career.

OUR THREE MAIN RESEARCH AREAS

Education

Educational opportunities for middle-skilled jobs are abundant in Fairfax County. Fairfax County Public Schools (FCPS) runs a Career and Technical Education program and also partners with businesses and community groups through the Ignite program. Currently, FCPS has more than 300 businesses and community partners in 198 schools. There is also a student organization called Skills USA, which specifically focuses on trades and industrial programs (including healthcare). Northern Virginia Community College offers a wide variety of degrees and certifications, including Applied Associate's Degrees designed to prepare students for middle-skilled jobs. Other private institutions in Fairfax County that provide educational opportunities for middle-skilled jobs include the Center for Employment Training (CET), Columbia College, MedTech Institute, Sanford-Brown College, Stratford University, and a large number of private cosmetology schools. Many of these institutions work with employers to help place their students after graduation. We learned that some educational institutions are focusing on IT and healthcare training because these industries offer greater employment opportunities for middle-skilled workers.

Table 1: Percentage of the population with limited English language skills



Source: U.S. Census Bureau
American Community Survey, 2012-2016.

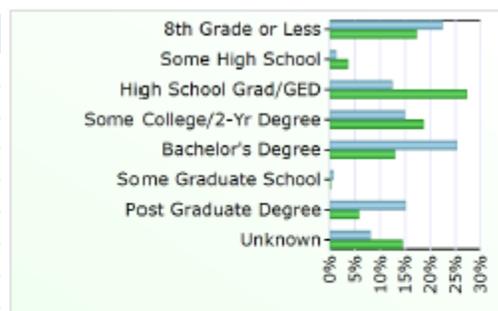
More than 70% of new living-wage jobs require some form of postsecondary education or training. In order to highlight workforce development opportunities that could be achieved through shorter term training of approximately one year or less, our analysis focused on identifying occupations that, on average, require more than a high school diploma, but less than an Associate’s Degree.

We determined there is strong demand for workers in the healthcare industry in Metropolitan Washington. Key drivers include an aging population and the expansion of healthcare coverage under the Affordable Care Act. Healthcare makes up nearly 198,000 jobs in the study area and total employment in the sector is expected to grow by 12% in 2016-2021.

Healthcare job growth is expected to average at least 1% per year. In addition to occupation and setting specific skills, minimum universal requirements for employment in the sector include a high school diploma or equivalent.

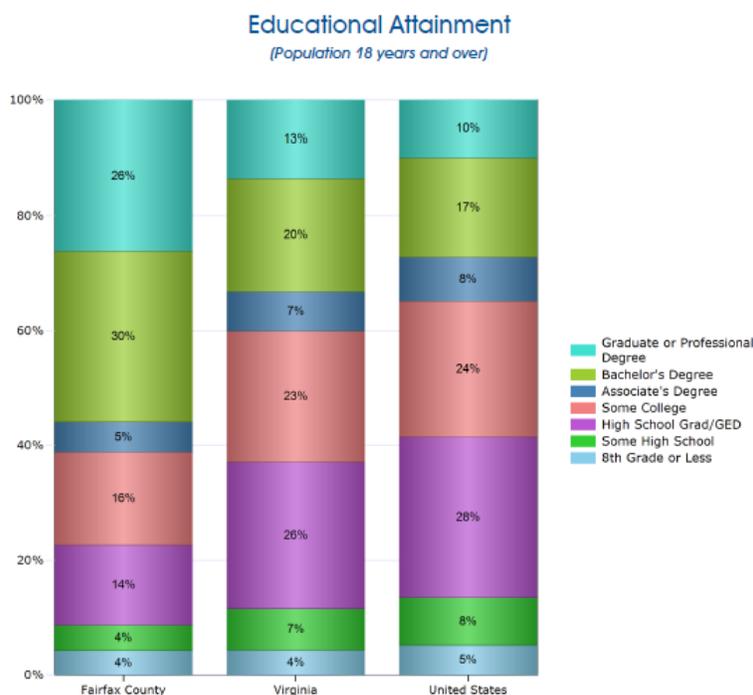
Table 2: Education attainment

Education	Fairfax County	Virginia
8th Grade or Less	367	3,751
Some High School	20	776
High School Grad/GED	203	5,909
Some College/2-Yr Degree	243	4,046
Bachelor’s Degree	413	2,804
Some Graduate School	11	28
Post Graduate Degree	246	1,256
Unknown	132	3,128



Source: Virginia Employment Commission, Economic Information & Analytics, Characteristics of the Insured Unemployed, September 2018.

Table 3: Education attainment for individuals 18 years and older



	Fairfax County	Virginia	United States
8th Grade or Less	36,302	275,329	12,639,425
Some High School	38,127	464,075	20,093,117
High School Grad/GED	119,895	1,633,105	68,044,371
Some College	139,006	1,457,887	57,431,237
Associate's Degree	44,987	440,219	18,586,866
Bachelor's Degree	255,345	1,258,661	42,027,629
Graduate or Professional Degree	224,046	862,686	24,008,551
	857,708	6,391,962	242,831,196

Source: U.S. Census Bureau
American Community Survey, 2011-2015.

Government

Fairfax County's Effort To Create Career Pathways For Long-Term Growth

Fairfax County Government is, of course, involved and actively participates in the educational opportunities provided by Fairfax County Public Schools (FCPS). Directors from the Fairfax County Department of Public Works visit local high schools to provide information about available internships and job opportunities. As a consequence, several individuals are hired for entry level positions at various locations throughout the County. In addition, Fairfax County government addresses the skills gap as part of its Strategic Plan to

Facilitate the Economic Success of Fairfax County and the One Fairfax Resolution.

The Northern Virginia Workforce Investment Board (NVWIB) is a team of private and public sector partners who share a common goal to promote Northern Virginia economic prosperity and long-term growth. The Board receives and administers annual federal Workforce Investment Act (WIA) dollars that help fund comprehensive employment and training services to area employers, job seekers, and youth. The NVWIB oversees six SkillSource One Stop Employment Centers and they offer a broad array of employment assessment, workforce counseling, job training, and support services for jobseekers. Total adult job seekers' visits to the SkillSource Centers are now expected to exceed 75,000.

Table 4: Median Household Income in Fairfax County by Jurisdiction

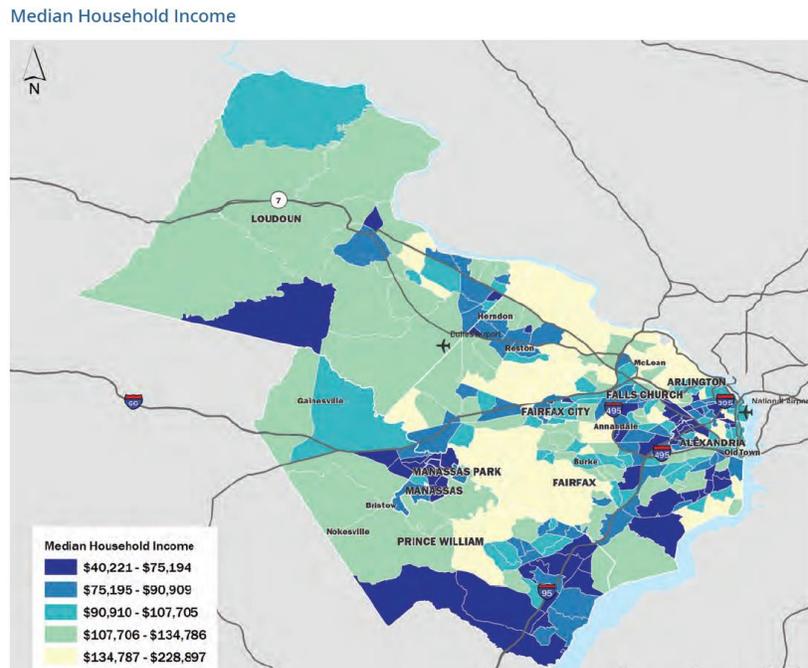


Table 5: Commuting statistics

Top 10 Places Residents are Commuting To

Area	Workers
District of Columbia, DC	76,330
Arlington County, VA	39,980
Loudoun County, VA	29,189
Alexandria city, VA	29,005
Montgomery County, MD	18,765
Prince William County, VA	16,134
Fairfax city, VA	9,846
Prince George's County, MD	8,777
Falls Church city, VA	3,898
Henrico County, VA	3,684

Top 10 Places Workers are Commuting From

Area	Workers
Loudoun County, VA	64,999
Prince William County, VA	63,261
Arlington County, VA	27,215
Montgomery County, MD	21,591
Prince George's County, MD	18,483
Alexandria city, VA	17,611
District of Columbia, DC	16,495
Stafford County, VA	8,973
Fauquier County, VA	7,286
Spotsylvania County, VA	5,900

Source: U.S. Census Bureau, OnTheMap Application and LEHD Origin-Destination Employment Statistics, 2014.

Federal Government As A Key Source Of Employment

Policymakers at the state and federal levels have expressed concern over the emerging “skills gap” — the mismatch between the job skills required by employers and the skills that applicants in the labor market possess. The skills gap is most acute for middle-skilled jobs; that is, jobs requiring training beyond high school but less than a four-year college degree program.

According to analysis by the National Skills Coalition, middle-skilled jobs account for 53 percent of the United States labor market, yet only 43 percent of the labor force is trained to the middle-skill level. Some estimates have concluded that the skills gap costs the US economy \$160 billion annually in terms of unfilled labor output, reduced productivity, and depressed earnings.

More than half of all jobs (54%) in the US today are middle-skill jobs requiring more than a high school diploma, but not a four-year degree. Many of these jobs pay family-sustaining wages and are in growing fields. Yet only 44% of workers are trained to the middle-skill level. Millions of other Americans could be candidates for these jobs if they were able to access high-quality adult education to remedy their skill gaps.

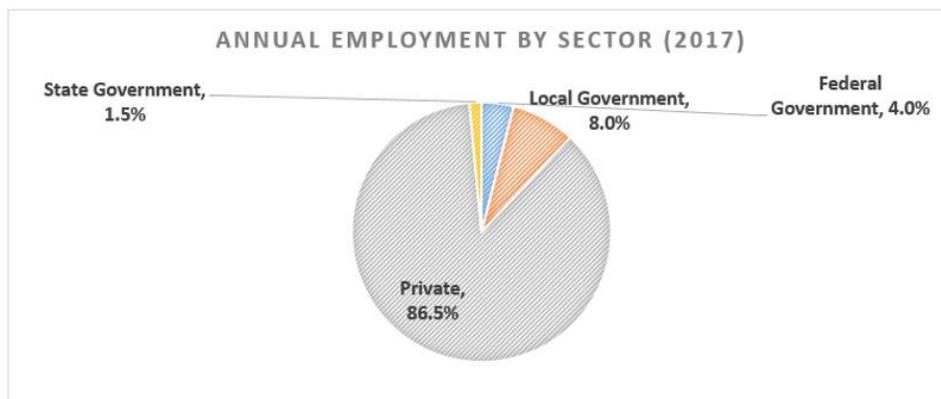
While the recent Presidential election casts a level of uncertainty around potential Federal government hiring freezes or budget cuts, the dominance of outsourcing as a means of meeting government IT needs has reportedly

emerged in response to several factors. These include outmoded federal hiring practices that fail to attract strong candidates, move too slowly to meet frontline needs, and offer pay scales that don't always compete with private sector compensation. Limited and inconsistent training budgets sometimes mean federal workers lack opportunities to upskill and stay up-to-date on current technologies, leading many agency leaders to prefer to outsource IT services. While contract workers typically work on time-limited assignments that offer less overall job security and perhaps weaker benefits than direct employment in the Federal government, they still obtain valuable work experience, skill development, professional connections, and, typically, competitive compensation.

With these labor market challenges, many have turned to America's workforce development system to re-equip job seekers with needed skills to put them back to work. In fact, policymakers have already taken some actions to address the skills gap. In 2014, Congress reauthorized the Workforce Innovation and Opportunity Act (WIOA), the primary federal legislation that supports workforce training. Recent efforts from the White House confirm that policymakers and business leaders are serious about expanding job-training programs.

Researchers at Harvard University find that many of these job openings—such as health care, transportation, retail, and production—require workers with middle-skills. Estimates from the National Skills Coalition suggest that up to 53 percent of jobs require middle-skills workers but that only 43 percent of the labor force has that level of training. In the years ahead, the Department of Labor estimates that health care jobs will be among the occupations in highest demand. These jobs often require interpersonal skills, are not easily automated, and usually necessitate more training than a high school education.

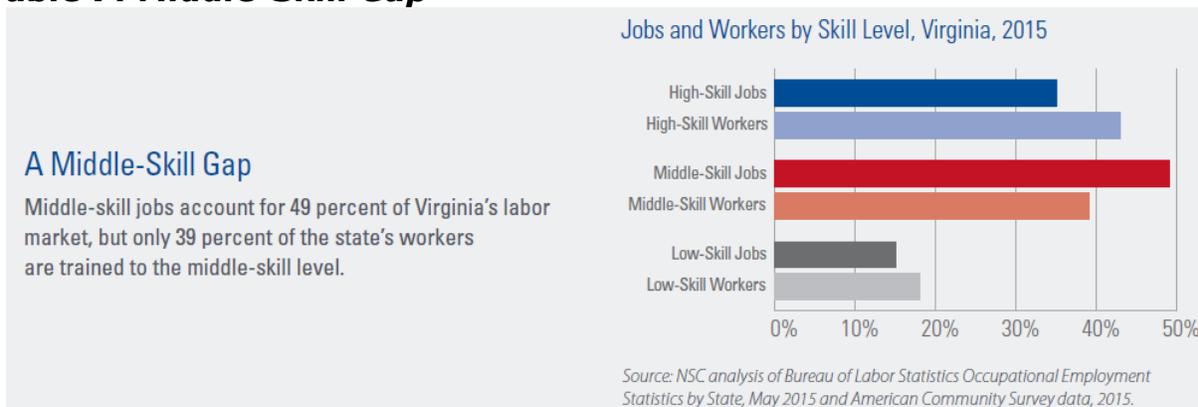
Table 6: Employment by Sector within Fairfax County



Private Sector

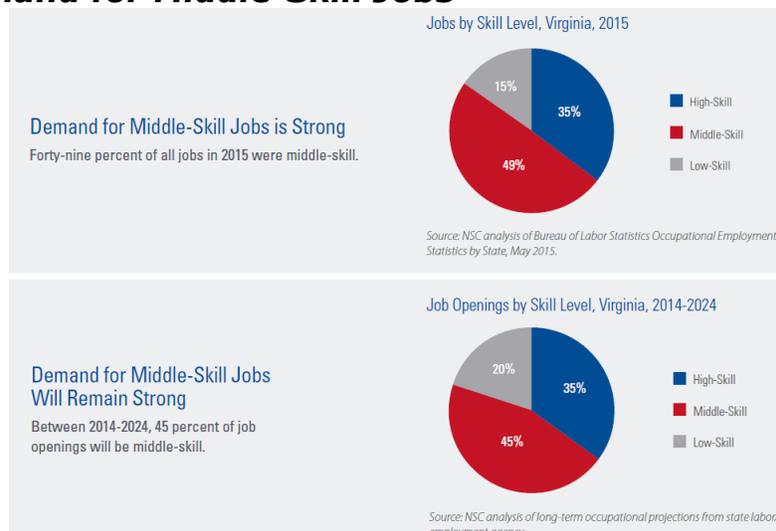
Some private employers are proactively recruiting and training candidates for middle-skilled jobs. Amazon has established an apprenticeship program with NOVA. Michael and Son has a Technician Development Program with hourly compensation and deferred tuition for plumbing or HVAC training. The Heavy Construction Contractors Association provides internships and onboarding programs for new candidates out of high school, and maintains relationships with NOVA and Fairfax County. Other private employers work with FCPS and NOVA to help develop curriculum and place graduates.

Table 7: Middle-Skill Gap



A large number of middle-skill occupations continue to generate rapid increases in employment. Middle-skill occupations in the private sector include clerical, sales, construction, electricians, installation/repair, health care, production, and transportation/material moving.

Table 8: Demand for Middle-Skill Jobs



In addition to setting related skills for specific occupations, minimum universal requirements for employment in the health sector include a high school diploma or equivalent, CPR training (or related training like the American Heart Association's Heart saver CPR AED certification), and a completed background check. Healthcare makes up nearly 198,000 jobs and total employment in the sector is expected to grow by 12% by the end of the five year period ending in 2021. Expected net growth in a range of health care jobs with sub-baccalaureate education and training requirements will vary from 20 to 40 percent, adding more than 1.5 million jobs. Although wage gains in middle-skill occupations have varied greatly, several have experienced rapid wage increases in recent years. Health Care occupations such as Dental Hygienists and Radiologic Therapists are typically well-paying careers that employees will have for life, with hourly wages ranging from \$21.31 to \$34.77. However, those working in occupations such as Home Health Aides, Medical Assistants, and Pharmacy Technicians are working in static jobs that offer little room for advancement and only offer hourly wages from \$10.54 to \$14.71. Health technician jobs expanded rapidly, to over 1 million.

Infrastructure occupations boast competitive wages without necessarily requiring four year degrees. Plumbers, truck mechanics, and power line installers are among the numerous infrastructure occupations that fall into this category, which tend to emphasize on-the-job training rather than higher levels of formal education. Work-based learning (WBL) strategies, such as apprenticeship, are common pathways to a skilled career, particularly in the construction and manufacturing sectors. In construction occupations, many of which require substantial classroom and on-the-job training, the number of jobs jumped by about 4 million, nearly doubling the 1986 figure of about 5 million (and only partly due to the post-2000 housing "bubble"). These strategies allow workers to support themselves and their families while earning a license or postsecondary credential. Women and people of color have historically been underrepresented in the transportation, manufacturing, and construction sectors, in part due to limited access to training that would prepare them for good infrastructure jobs. Taken together, these factors mean that businesses today have access to fewer qualified workers than necessary to fill vacancies. Employment in five skilled construction crafts is expected to grow by 10 to 15 percent and provide 4.6 million job openings, while those in installation/ maintenance/repair and transportation will grow at similar rates and together generate more than 4 million additional jobs.

IT occupations that on average require less than an Associate's Degree, can generally be obtained upon successful completion of a short-term (i.e., less than one year) job training program. Based on these criteria, Computer User Support Specialist occupations (e.g., help desk, tech support) appear to offer

the most accessible on-ramps to living wage, in-demand IT jobs. While IT employers also reported significant investments in employee skill development, including in-house training, tuition assistance, and financial incentives for earning certifications, both self-study and courses at community colleges were cited as important tools for career advancement.

Recruiting strategies varied by employer, with many looking to their regional tech councils for innovative solutions to their hiring needs or nonprofits like Year Up and Per Scholas to assist in attracting a more diverse range of entry-level candidates. Focus group participants reported no shortages in education and training options, but generally preferred self-study for certifications.

Table 9: Middle-Skill Job Stability

OCCUPATION	OCCUPATION FAMILY	JOB STABILITY	CAREER STABILITY	ADVANCEMENT	MEDIAN HOURLY WAGE	OPPORTUNITY CATEGORY
Bookkeeping, Accounting, and Auditing Clerks	 Business	42%	79%	24%	\$17.91	 SPRINGBOARD
Executive Secretaries and Executive Administrative Assistants	 Business	39%	70%	12%	\$25.66	 SPRINGBOARD
Human Resources Specialists	 Business	43%	72%	16%	\$28.06	 SPRINGBOARD
Human Resources Assistants, Except Payroll and Timekeeping	 Business	30%	81%	38%	\$18.32	 SPRINGBOARD
Computer User Support Specialists	 IT	39%	60%	21%	\$23.38	 SPRINGBOARD
Network and Computer Systems Administrators	 IT	42%	71%	13%	\$37.41	 SPRINGBOARD
Computer Network Support Specialists	 IT	34%	72%	31%	\$29.93	 SPRINGBOARD
Dental Hygienists	 Health Care	77%	83%	1%	\$34.77	 LIFETIME
Radiologic Technologists	 Health Care	65%	76%	6%	\$27.25	 LIFETIME
Respiratory Therapists	 Health Care	72%	81%	6%	\$27.78	 LIFETIME
Surgical Technologists	 Health Care	55%	68%	5%	\$21.31	 LIFETIME
Home Health Aides	 Health Care	42%	57%	6%	\$10.54	 STATIC
Medical Assistants	 Health Care	48%	61%	9%	\$14.71	 STATIC
Pharmacy Technicians	 Health Care	52%	60%	6%	\$14.62	 STATIC
Machinists	 Manufacturing	53%	65%	3%	\$19.49	 LIFETIME
Welding, Soldering, and Brazing Workers	 Manufacturing	55%	63%	2%	\$18.23	 LIFETIME
Inspectors, Testers, Sorters, Samplers, and Weighers	 Manufacturing	39%	44%	2%	\$17.31	 STATIC
Machine Tool Cutting Setters, Operators, and Tenders, Metal and Plastic	 Manufacturing	43%	59%	8%	\$15.79	 STATIC
Electrical, Electronics, and Electromechanical Assemblers	 Manufacturing	31%	40%	3%	\$15.07	 STATIC

CONCLUSION

Long hailed as the foundation of financial stability and economic mobility, middle-skill jobs typically pay a living wage, starting today at roughly \$15 per hour. Middle-Skill jobs workers are those individuals employed in occupations that require postsecondary education and training beyond high school but less than a four-year degree.

There are three types of middle-skill jobs:

- Lifetime jobs – These are careers in themselves, such as Dental Hygienists. They pay well and offer long-term stability.
- Springboard jobs – These jobs offer career advancement. Workers in these jobs often progress within the same field to occupations with higher pay.
- Static jobs – These roles offer lower pay compared to other middle-skill jobs and have low potential for advancement.

Many studies strongly suggest that demand for education in the U.S. labor market will remain strong for jobs requiring more than a high school diploma but less than a bachelor's degree. Greater public investments in education and skills training in all of these areas will likely generate important returns for the U.S. economy.

Employers in all industries across Northern Virginia will maintain strong demand in the coming years for middle-skill jobs, requiring education or training beyond high school but not a four-year college degree. In Virginia, 46% of hiring is for middle-skill jobs.

Nearly half of the jobs in the labor market today remain in the middle-skill occupational categories (such as clerical, sales, transportation, production and installation/repair jobs). Job growth and wage growth in a variety of middle-skill jobs in construction, health care, IT and other sectors have remained strong and are projected to grow at above-average rates.

Community leaders in the public, private, and nonprofit sectors are already taking steps to connect more vulnerable communities to educational and economic opportunities, and these efforts must continue. To secure a prosperous future, Fairfax County needs to implement a growth model that is driven by equity – just and fair inclusion into a society in which everyone can participate and prosper. Concerted investments and policies developed from within, for communities of color will also be essential to ensure the County's fastest-growing populations are ready to lead it into the next economy.

In conclusion, we believe it is critical to provide pathways to labor market success for those who cannot enroll in or complete four-year college programs. The government and private sector need to work together to provide programs that will assist these individuals, to gain the necessary tools to fill the rapidly increasing middle-skill jobs.

OUR TEAM TAKEWAY: “Be the change” Take this knowledge and share with your family, friends, and others with the goal of instituting change for the benefit of all individuals and employers, particularly to address Fairfax County’s skills gaps and simultaneously advance inclusive prosperity.

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GLOSSARY

Associate's Degree: An award that normally requires at least two but less than four years of full-time equivalent college work.

Bachelor's Degree: An award that normally requires at least four but not more than five years of full-time equivalent college-level work.

Blue-collar worker: relating to manual work or workers, particularly in industry.

Doctor's Degree: The highest award a student can earn for graduate study.

Education: the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.

Equity: The commitment to promote fairness and justice in the formation of public policy that results in all residents – regardless of age, race, color, sex, sexual orientation, gender identity, religion, national origin, marital status, disability, socio-economic status or neighborhood of residence or other characteristics – having opportunity to fully participate in the region's economic vitality, contribute to its readiness for the future, and connect to its assets and resources.

Equity Tools: Information and processes used to identify who is affected by a decision, policy, or practice; how they are affected; and to guide recommendations to encourage positive impacts and/or mitigate negative impacts.

First-professional degree: An award that requires completion of a program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least two years of college work prior to entering the program; and (3) a total of at least six academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself.

Government: the political direction and control exercised over the actions of the members, citizens, or inhabitants of communities, societies, and states; direction of the affairs of a state, community, etc.; political administration.

Master's Degree: An award that requires the successful completion of a program of study of at least the full-time equivalent of one but not more than two academic years of work beyond the bachelor's degree.

Middle-skilled jobs: those that require more education and training than a high school diploma but less than a four-year.

Non-profit: not established for the purpose of making a profit; not entered into for money.

Post-baccalaureate certificate: An award that requires completion of an organized program of study equivalent to 18 semester credit hours beyond the bachelor's. It is designed for persons who have completed a bachelor's degree, but do not meet the requirements of a master's degree.

Post-master's certificate: An award that requires completion of an organized program of study equivalent to 24 semester credit hours beyond the master's degree, but does not meet the requirements of academic degrees at the doctor's level.

Publicly delivered: The services provided by government or public schools either directly (through the public sector) or through financing the provision of services.

Race: A socially constructed category of identification based on physical characteristics, ancestry, historical affiliation, or shared culture.

Racial Equity: The absence of institutional and structural barriers experienced by people, based on race or color that impede opportunities and results.

Social Equity: The absence of institutional and structural barriers experienced by people, based on other societal factors such as age, sex, sexual orientation, gender identity, religion, national origin, marital status, disability, socio-economic status, neighborhood of residence, that impede opportunities and results.

White-collar worker: work done or those who work in an office or other professional environment.

Workforce: the total number of persons employed or employable:

Yellow-collar worker: Team Workforce coined to mean the "new-collar" worker, not white-collar or blue-collar workers.