



## Central Wisconsin Health and Economic Development (CWHEd) Summit Workforce Development and Education Session Notes

### CWHEd Summit Overview

In 2015, the Central Wisconsin Health Partnership (CWHP) convened partners to plan and host a Health and Economic Development Summit for the six counties of the Central Sands agricultural region of Wisconsin: Adams, Green Lake, Juneau, Marquette, Waupaca, and Waushara. The purpose of this Summit was to catalyze collaboration towards the development of regional strategies to improve the health and vitality of rural communities in Central Wisconsin (WI).

As a result of these planning efforts, 155 people registered to attend the day long Summit on August 11, 2015 in Green Lake, WI. Participants from across the six counties represented a broad cross-section of stakeholder groups from the public, private, and community sectors. Afternoon attendees participated in breakout sessions organized by issue area (community development, transportation, workforce development, business development, behavioral/mental health, and sustainability). The breakout sessions used a World Café format, where a table host facilitated small group conversations with the aim of eliciting genuine input and broad perspectives around a focusing question.<sup>1</sup> The final take-aways, referred to as “aha’s,” were later shared with the large group.

This document provides a session description, take-aways, and the raw notes<sup>2</sup> from the issue area conversation on *Workforce Development and Education*. The full Summary Report from the CWHEd Summit is available on the CWHP website.<sup>3</sup>

### Workforce Development and Education Session Description

A community’s economic development depends on the skills and talent of its workforce. This workforce can be developed with pre-k through high school and postsecondary education for traditional and nontraditional pathways. This breakout session explored innovative ways to increase education and workforce development opportunities in rural areas to build success.

*Focusing question:*

**How can we connect our current and future workforce with the tools, skills, and information to be successful?**

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<sup>1</sup> The World Café. “The World Café Method” <http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/> (Accessed September 2015).

<sup>2</sup> The take-aways and raw notes preserve the language used by participants. Any abbreviations introduced, but not defined, were handwritten as such by participants during the session. Digital formatting (e.g., bold, underline, asterisks) is incorporated to maintain participant emphasis from handwritten flip charts and table notes. For example, asterisks are used to indicate items that were starred (\*) in handwritten notes.

<sup>3</sup> [http://www.cwhpartnership.org/uploads/2/1/4/8/21489738/cwhealth\\_and\\_ed\\_summit\\_report.pdf](http://www.cwhpartnership.org/uploads/2/1/4/8/21489738/cwhealth_and_ed_summit_report.pdf)



## Session Take-aways and Notes

This section includes the final take-aways, or “aha’s,” and raw notes from the *Workforce Development and Education* Session small group conversations, as well as any additional individual notes from the moderator and participants.

### **Notes from Small Group Conversations:**

#### Group A

Take-aways for Group A<sup>4</sup>

- Engaging parents, families, schools, and community in early career settings and goal settings
- Projecting job, career changes and planning for equitable skills
  
- Getting communities and businesses talking about job training needs (drug testing requirements, can’t pass a test = unemployable)
- The need to pair industry and schools for job training
  - Educating about sustainability of technical jobs

#### *Additional notes for Group A*

- Lack of “skilled” labor
- Lack of wages
- Lack of motivated workers
- There are jobs but no skilled workers
- Jail drug tests
- Attitude – cultural, accept, don’t show up
- Lack of work ethic
- School culture – high achievers vs large population who lack confidence
- Generational issues
- Target students for vocational culture
- Assets of youth who can break cycle
- How do you get multigenerational families to care and support their children?

#### Group B

Take-aways for Group B

- Closer connections/communication between employees and school can be a key
- Make sure students have and know what relevant options are open to them before they graduate high school
- Seeds can be planted before high school – start in middle school

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<sup>4</sup> The notes from each of the small group conversations are labeled here as Groups A, B, C, D, and E, as they appear to be grouped. There are additional footnotes to indicate where these groupings are particularly uncertain.



### Group C

#### Group C: What's needed most to affect change?

- Volunteers
- Opportunity to volunteer
- Younger workforce
- Buy in from the business community
- Intergenerational mentoring/career training
- Self-sustaining knowledge through generations
- Comfort with innovation
- Electronics – kids can teach elders
- Changes in the workplace
- Changes in life experience – draft- discipline, access to life sustaining occupation
- Empowering families
- Momentum for change – good timing
- Resilience – tools and questions
- Staying here and making a life
- Sustainable community partnerships with commitment to issue
- Partners with businesses
- Creating a model to be replicated
- Transportation

#### Group C: Who cares?

- Everybody – community effort
- Schools, healthcare, business sectors
- Engage families? schools
- Connect families to services
- “Roadmap” to the next step
- How do we share information?
- Share in natural places of connection
- Everyone being included in the process – invite those who may not view themselves as stakeholders
- Shared message between institutions

#### Group C: What's possible?

- Intergenerational partnerships
  - Childcare
  - Mentoring programs
- Use assets we already have
  - 4H, FFA, Food pantries, Extracurricular, etc.
- CREATIVE THOUGHT to solve local issues



*Additional notes for Group C*

- Workforce development starts at home
- Collaboration is needed – stop silo thinking
- Use evidence based early interventions (invest in as communities)
- Relationships matter

Group D

What's in place?

- UW Oshkosh – rural education

What needs improvement?

- Job not even created yet
- Follow European model
  - Recruiters to 9-10 graders, make a choice
- Communication A-F needs to move forward
- Pre-natal 0-3 year, brain development

Who will do it?

- Fed
- State
- County
- Localities
- Local people
- Schools have been safety net instead → change from school to community

*Additional notes for Group D (related to European model)*

- High school guidance – Post secondary education disconnect, directive for more career planning
- Form committees, schools and employers
- Apprenticeships
- Internships
- Take 2 interim years between high school and college – government and community service
- High School have unpaid internships as part of requirements for graduation
- Junior achievement – 4H, diversified occupations

Group E<sup>5</sup>

Group E Notes

- Pre-natal (e.g., start early)
- School = Safety Net
- Mid State/Tech Colleges are an untapped resource

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<sup>5</sup> These notes are labeled as “Group E,” because it is unclear whether the notes are part of the “Group D” conversation, or if they belong to a separate small group, noted here as “Group E.”



- Chamber - tours for high school students of local businesses and what types of positions are at these businesses - Waupaca
- Giving an accurate impression of businesses in area
- Explore small businesses and apprenticeship
- “Real life” experiences for High School Students – How do you reach them?
- “Overselling” 4 year degree

*Additional notes for Group E*

- Nontraditional focus on education
- Not devaluing certain professions
- Development of test/assessments to determine talents, interests and skills
- State mandates (bureaucracy involved in education), dictating to educators
- Guidance counselors → setting goals with students early on, its ok to change goals
- Engaging parents – how do you incentivize
  - Time issues,
  - Childcare → consistently
  - Dinner/meals
- Models from other counties (e.g., Europe – identify youth for vocational school)
- Incentives for kids, i.e., like those received at fundraisers)

**Notes from Moderator and Attendees:**

- Low cortisol levels – Federal Reserve has taught a lot about low cortisone = good mannered kids – If needs are met early, they become better learners
- Pre-natal through five years old
- Phuture Phoenix (UWGB) Start them young-college campus visits early – May look at low income schools but could be expanded

What’s currently out there?

- Education – jobs aren’t even created yet

How to improve?

- Engaging early
- Community / Business engagement – Job training

Gaps

- Large BB transfers and who will take over – equitable skills
- Early career setting and goal setting – talking about it earlier
- Community not communicating with businesses
- Identify the resources needed for jobs
- Equity of services to ALL students



#### Possibilities and who care?

- Help companies/schools understand need for job training – or how to improve it
- Starting career projection earlier – Middle school
- Industry pairing with schools – job training – schools and businesses

#### Needed most?

- Projecting job changes and progression
- Encompassing and engaging parents with advancing child's education and training
  - Grandparents
- Education about sustainability of technical jobs

#### What's possible/who cares, what's needed most?

- Lack of skilled labor
- Lack of wages
- Lack of motivated workers
  - There are jobs but no skilled workers
  - Fail drug test
  - Attitude – cultural, they accept the position and don't show up etc.
  - Lack of work ethic
  - High School culture
    - Overachievers
    - Large population that lack confidence
  - Generational issues
  - Target students for business culture
  - Intergenerational issues – how to impact?
  - Assets of youth who can break the cycle
  - How do you get these multigenerational family to care and support their children

#### Key instruments

- Home visiting
- Pre-school
- Quality childcare
- Parent education
- Health care

#### How can we improve our ability to connect our current and future workforce with the tools, skills and information to be successful?

- Teach them how to think
- Teach them how to learn critically
- Teach them to be their own self-directed learners



**Additional Notes from Attendees:**

- Businesses share information on what they need to school district
- Why don't businesses train employees anymore?
- Some entry level jobs are perfect for high school students, but they don't know about them
- Where do people take their concerns with potential employees?
- Younger generation needs to be taught "soft skills"
- Who's responsible for teaching these "soft skills"?
- Tech schools may be best positioned to handle "soft skills and emerging toward training
- Apprenticeship / internship programs could be the key
- Identify kids that are not going to college and help them get training
- Collaboration between high schools and tech schools
- Fill gaps between employers and potential employees
- Match up occupational outputs and interests
- Employers need to possibly increase wages
- Retention is another key
- Education system needs to set kids up for success, regardless of what their interests are.
- Change needs to take place proactively and not reactively
- Need to keep up with current trends
- How are kids made aware of opportunities?
- How do we make local kids know about what is going-on on a larger scale?
- Career speakers used to be used, career night, hobby night
- Start before HS, potentially MS
- Education for employment
- CAP services
  - Community action
  - Outreach specialist – UW Oshkosh
  - Public schools superintendent
- How many entrepreneurs are there out there? How do we find them? Is there a support system there?
- Move away from the mindset that schools are the safety net and have the community be the safety net
- Engage and make the whole community care
  - Child as part of family
  - Child as part of the community
  - Family as part of community

Schools are not everything to everyone – they cannot be and we need to stop expecting them to be.