



UNIVERSITY OF
GEORGIA
Carl Vinson
Institute of Government
*Georgia Workforce and
Economic Resilience Center*

**GEORGIA'S
WORKFORCE
CONFERENCE**

Power of Purpose

**Intentional Alignment Between Industry,
Community & Education**



DEVELOPMENT AUTHORITY OF
LAGRANGE

The Power of Purpose:

Intentional Alignment Between Industry,
Community and Education.

Development Authority of LaGrange

September 28, 2023

OUR TEAM



T. Scott Malone

President

Development Authority of LaGrange



Kelley Bush

Director

Existing Industry/Workforce Development
Development Authority of LaGrange



Jeff Matthews

Vice-President, Operations
Fokker Services LaGrange



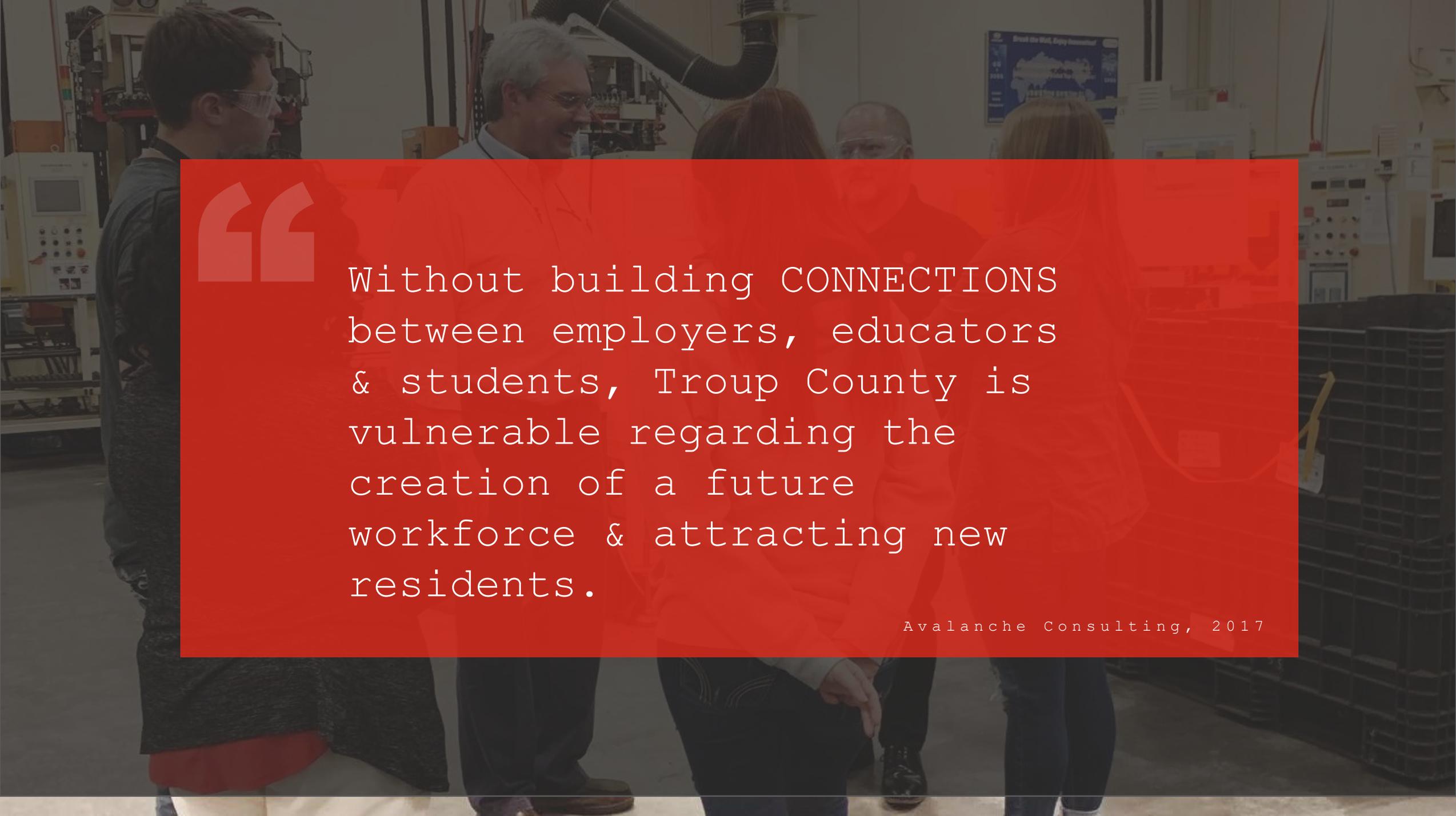
Nicki Barradas

Manager, Human Resources
Hyundai-Transys Powertrain

We consider workforce
development an

ECOSYSTEM

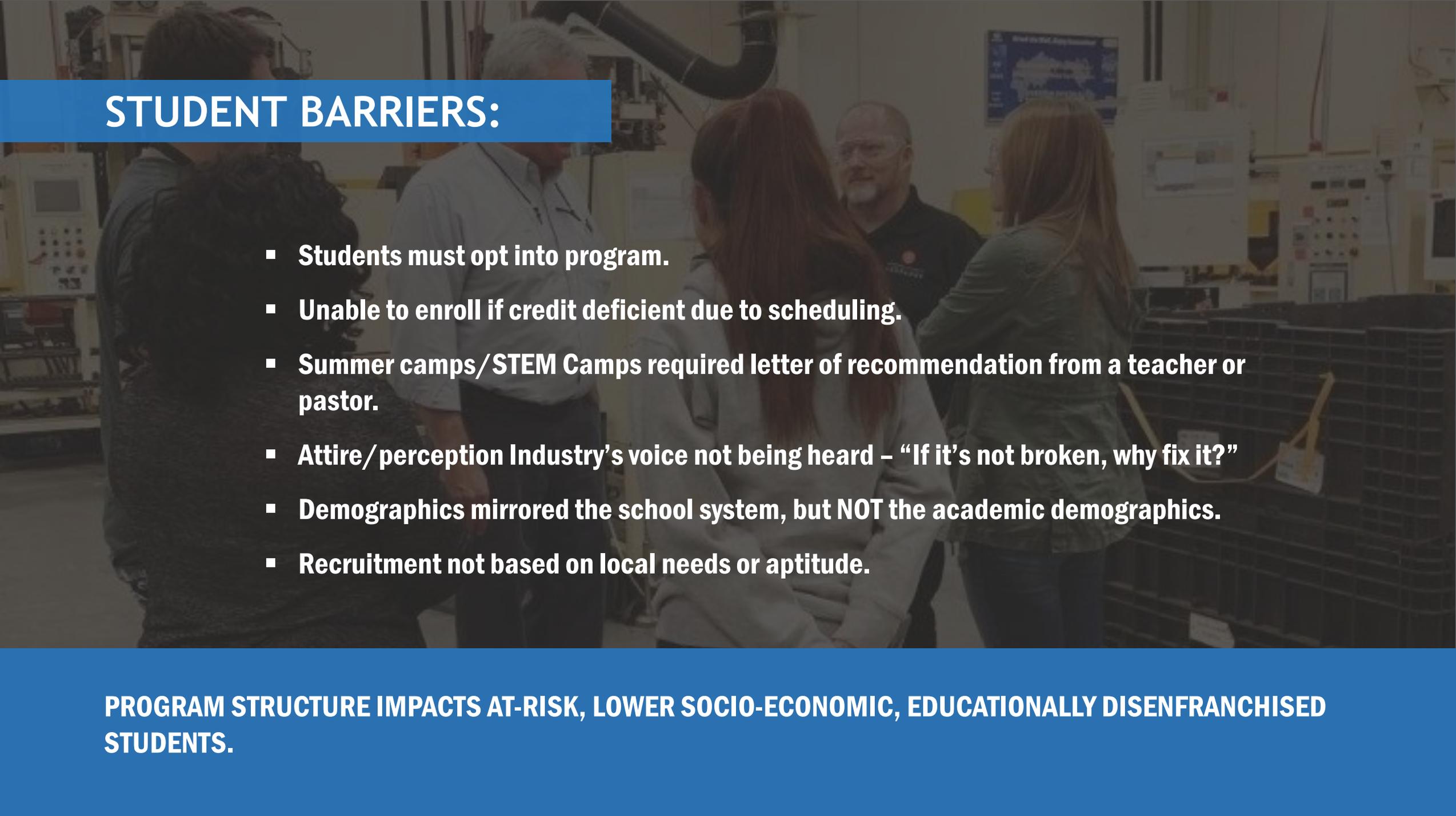


A group of people, including a man in a white shirt and glasses, are gathered in a workshop or factory setting. The background shows industrial equipment and a map on the wall. A large red overlay covers the center of the image, containing a quote and the source information.

“

Without building CONNECTIONS between employers, educators & students, Troup County is vulnerable regarding the creation of a future workforce & attracting new residents.

Avalanche Consulting, 2017



STUDENT BARRIERS:

- **Students must opt into program.**
- **Unable to enroll if credit deficient due to scheduling.**
- **Summer camps/STEM Camps required letter of recommendation from a teacher or pastor.**
- **Attire/perception Industry's voice not being heard – “If it's not broken, why fix it?”**
- **Demographics mirrored the school system, but NOT the academic demographics.**
- **Recruitment not based on local needs or aptitude.**

PROGRAM STRUCTURE IMPACTS AT-RISK, LOWER SOCIO-ECONOMIC, EDUCATIONALLY DISENFRANCHISED STUDENTS.



82% stated their organization is not partnering/communicating with local school system to help design curriculum, communicate needs, develop training programs, and/or sponsor apprenticeships to help students acquire skills necessary for success.



80% reported they had immediate need for entry-level labor that they will train themselves.



73% reported they willing to hire high-school graduates with no experience.



93% reported the only skill required was attendance.



43% reported they anticipate an expansion or retooling in the next 24 months.



Out of 264 students in WBL, only 4 were in the manufacturing sector.

2019 SCHOOL TO WORK PROGRAM



DEMOGRAPHICS

- 30 Day Program
- Credit Deficient Students from Performance Learning Centers
- 26 Participants in Pilot program



PROCESS

- 7 targeted industry partners
- Facility tours
- Career and wage awareness
- Resume, attire and interview support



OUTCOME

- 26 Students - 52 job offers
- Valuable outcome data obtained
- Challenges and long-standing barriers uncovered.

TC3

TROUP COUNTY CAREER CENTER

- **Formally adopted by school system in 2021**
- **150+ Credit-Deficient & At-Risk Students**
- **190 enrolled for 2024**
- **Holistic Environment**
- **Proximity to technical college campus**
- **Support services**
- **Employability Skill Development**
- **Additional barriers uncovered**
- **Low literacy is a lifelong barrier.**

Workforce Development **STARTS** with Early Childhood Education and **LITERACY**.

+/-313 4th
Grade Students

61%

NOT Reading on Grade Level

66%

Of those students are **CERTIFIED**
Economically Disadvantaged
(Receiving SNAP or TANF Benefits)

2/3

of students who cannot read proficiently by the end of the 4th grade will end up in jail or on welfare.

The 4th grade is the watershed year. We can predict that if a child is not reading proficiently in the 4th grade, he or she will have approximately a 78 percent chance of not catching up.

The low-literacy, credit-deficient, and/or economically disadvantaged, student population that will reside in our community and face barriers that make it difficult to enter the workforce and navigate out of poverty.

It's all about

RELATIONSHIPS.

2022 Business and Education Symposium



2024 Business and Education Symposium



The
Missing
Middle

~50%

The percentage of students choosing to forgo post-secondary education immediately upon graduation.

16.3%

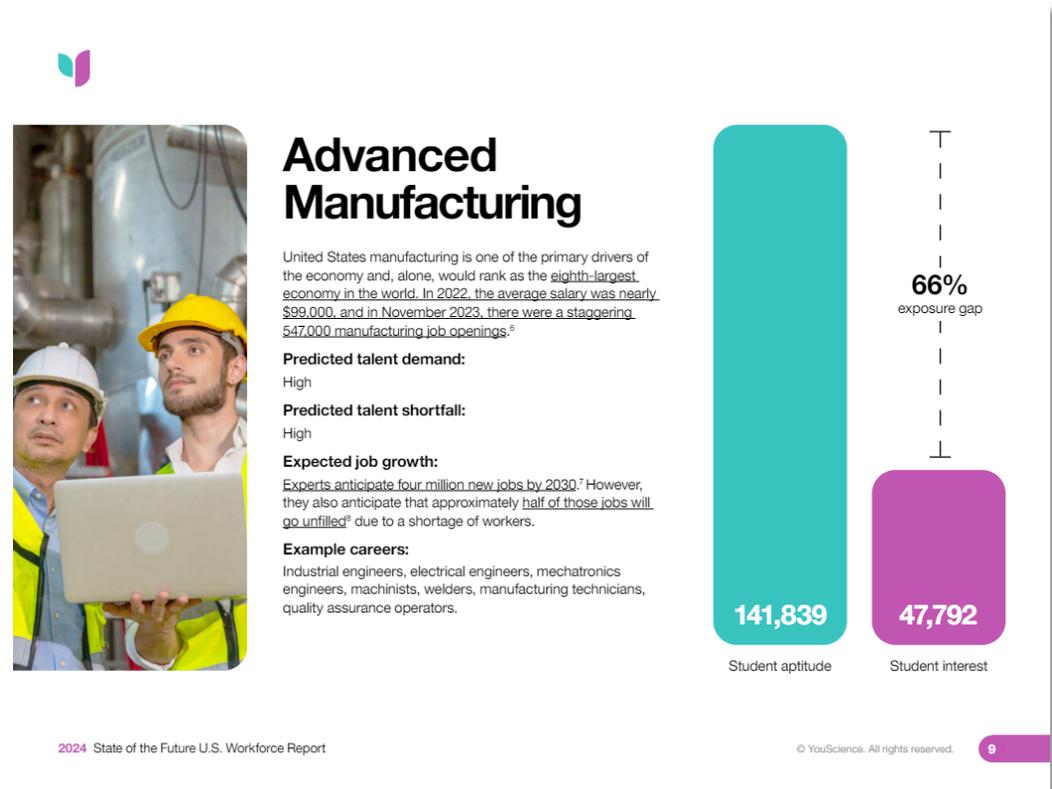
The percentage of 2017 graduates earning a Bachelor's degree 5 years post-graduation.

~67%

The percentage of 2017 graduates not enrolled & without a post-secondary credential at 5-years post-graduation.

HB400 - BRIDGE BILL

The BRIDGE (Building Resourceful Individuals to Develop Georgia's Economy) Act, House Bill 400, was signed into law in May 2010 to create an atmosphere motivating middle- and high-school students to learn because they see the relevance of education to their dreams and future plans. The implementation of the BRIDGE Act provides middle- and high-school students with career counseling and regularly scheduled advisement to choose a focused plan of study.



Why is it important to intentionally identify student skills and aptitudes?



Students with unidentified skills/talents may not have access to educational pathways that match their abilities.



Impact on Educators, Work Based Learning, Youth Apprenticeship Opportunities and overall educational success.



Students who don't see themselves as having a gift/talent may underachieve and be less engaged.



Contributes to familial occupational cycles.



Self-identification process may be internally biased. This impacts all students but has the most impact on economically disadvantaged students.



Educational misalignment can impact enrollment in 2-year and 4-year post-secondary institutions.



Underachievement of disadvantaged students can perpetuate educational inequality.



Lack of educational attainment and success can perpetuate the cycle of poverty.

Badcock & more.
HOME FURNITURE

YOU GET WHAT YOU INCENTIVIZE.

- Robust Business Retention and Expansion Program.
 - Project based learning.
- Educators identify skills/aptitudes/talents of individual students, counselors support with counseling of individual aptitudes, match with student interest and connect student talent to relevant educational pathways and industry opportunities.
- Business partners create opportunities for students in Work Based Learning, Youth Apprenticeships and Job Shadowing and participate in school level activities and engagement events.



COMMUNITY ALIGNMENT



LEADERSHIP
TOURS



INITIATIVES

Early Childhood Education & Literacy



EDUCATOR, COUNSELOR & COMMUNITY TOURS



BIG (Business Industry Group) LUNCH

Callaway High School



GREENPOWER USA

- 19 schools
- 600+ kids per year
- Project based learning
- Hands-on, real-world experience



MIDDLE SCHOOL INDUSTRY TOURS



WEST GEORGIA

MFG DAY24

- 1200 regional students
- Hands on, trade show style event
- 5 school systems
- 3 Chambers of Commerce and 2 Development Authorities in addition to GAM, GaMEP and WGTC.



MFG DAY
Institute

WEST GEORGIA MANUFACTURING DAY 2023

See Yourself in Manufacturing!

After high school, Oren Rogers trained on the job to be a maintenance mechanic. He loves his job AND being able to work in his local community.

Join us today at WGTC to see what careers might be right for you!




WEST GEORGIA MFG DAY24!

See Yourself in Manufacturing!

Ryan Jackson dual-enrolled at West Georgia Tech in the Precision Manufacturing program and is now working at Kimberly-Clark in a job he loves, just a few months after graduating from high school.

Join us tomorrow at WGTC to see what careers might be right for you!

DEVELOPMENT AUTHORITY OF LAGRANGE

WEST GEORGIA TECHNICAL COLLEGE

GT GaMEP Georgia Manufacturing Excellence Partnership

GEORGIA AIM WEEK

HARRIS COUNTY CHAMBER OF COMMERCE

Meriwether County CHAMBER OF COMMERCE

Heard County POWER OF COMMERCE



EMPLOYER-DRIVEN APPRENTICESHIPS/INTERNSHIPS



**INDUSTRY CAN DEVELOP, MEASURE
AND ADAPT TRAINING PROGRAMS
FOR THEIR CHANGING NEEDS.**



Why

Born out of a passion for mentoring and influencing young people's lives

- » It's legacy time for me – Opportunity created
- » Faith in young people – Guidance and Challenge to reach full potential
- » Understanding that everyone is not going to college
- » Recognizing that some very capable students are being lost in a system that isn't built for them
- » They are you neighbor's child, your child, they are me

How Fokker got Involved

It all started with an email from Kelley Bush

- » A flyer about *Big Lunch* at Callaway High School – August of 2022
- » *Small Lunch* at Callaway High School – September 2022
- » Interviewed two students and made offers
- » 8th Grade Tours
- » Supported by amazing educators with a passion for preparing ALL students for a successful future

The Why Not

We Can't hire those kids

- » They are immature
- » No work ethic
- » Lazy
- » Lack Direction
- » Only want to use Technology
- » Can't get them off the phone
- » They don't make eye contact
- » Can't carry on a conversation
- » Late for work
- » Entitled

A young child with blonde hair and a white bow, wearing a pink patterned dress and pink shoes, stands on a paved path outdoors, pointing with both hands towards the left. The background shows a grassy area and trees.

Toddlers
to
Technicians

The Journey

First three years in the Work Based Learning

- » Seven WBL students in the last three years
- » Work 40 hours per week during summer between JR & SR year in High School
- » Work part time WBL during their SR year
- » Four hired as full time Technicians
- » Two currently enrolled in WBL program – one Logistics Specialist & one Repair & Coatings Tech.
- » One received early promotion to SR Technician at one year (approximately \$60 earnings this year)
- » Local and career mentors are genuinely interested in student long term success
- » **Brandon graduated**



Why it Matters - Brandon

First Meeting

Interview was going well

Honest young man – I'm not going to graduate (yes you are)

Courtney Freels saved the day (more than once) – he did graduate

Brighter than he wanted us to know - #2 Cognitive Aptitude Score & Solid Mechanical Aptitude

Struggled with being on time

- » Manager that cared enough to hold him accountable
- » Local mentor (work mom) that cared
- » I ruined his Christmas – I didn't ruin his chance of success
- » Return to work
- » Root cause analysis – Work – Gym – Video Games

A Bright Future

- » Transitioned to Technician after graduation
- » Developing valuable skills at a young age
- » Seeking advice on continued education and professional growth and opportunities

TECHNICIAN



What's in it for YOU

An opportunity to have a positive impact on the future of the next generation

A young work force that's anchored in the local community – retention

A loyal work force

7th Grade Tours



7th Grade Tours



본 문서는 현대트랜시스의 정보자산으로 귀사와의 비밀유지계약 및 제반법률에 따라 법적 보호를 받습니다.

BIG LUNCH



College and Careers



Up close Look at Manufacturing



Make it Fun to Learn



High School Student



It's not about us, it's about Them ... Our Youth Our Future

From: Desmond Pooler <desmondbpooler@students.troup.org>
Sent: Thursday, October 24, 2024 9:26 AM
To: Lawanda Barradas Assistant Manager <lawanda.barradas@hyundai-transys.com>
Subject:

Good Morning,

I hope this message finds you well!

Thank you so much for taking the time to speak at Troup County Career Center the other day. I appreciate your time and the valuable knowledge you shared with us. I learned a lot about Hyundai Transys Powertrain and the opportunities your company provides employees. I also enjoyed the Chick-Fil-A lunch and the nice gifts!

I look forward to staying connected and hope to see you in the future!

Best regards
Desmond Pooler
Troup County Career Center
Desmondbpooler@students.troup.org

WBL RECRUITMENT PROCESS



EMPLOYER IDENTIFIES OPENING FOR WBL / POST

Employer Provides Job Description to WBL Coordinator/ She posts the job



APPLICATION REVIEW

Students apply through WBL instructor. Instructor reviews students assessments such as UScience - ensuring the interest match the career path



INTERVIEWS

Packet provided to the employer - with the skills assessment, letter of recommendation



CANDIDATE EVALUATION

Making sure the alignment matches ,



OFFER AND ONBOARDING

JOB Offered , WBL documents completed by student, parents and employer



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T. Scott Malone



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