

Strategies

for Strengthening Communities

“A Focus on Workforce Development”

Office of University Partnerships 2012 National Conference
Wednesday, April 24, 2012



Janice B. Sneed

Vice Chancellor for Community and Workforce Development
Southern University at Shreveport

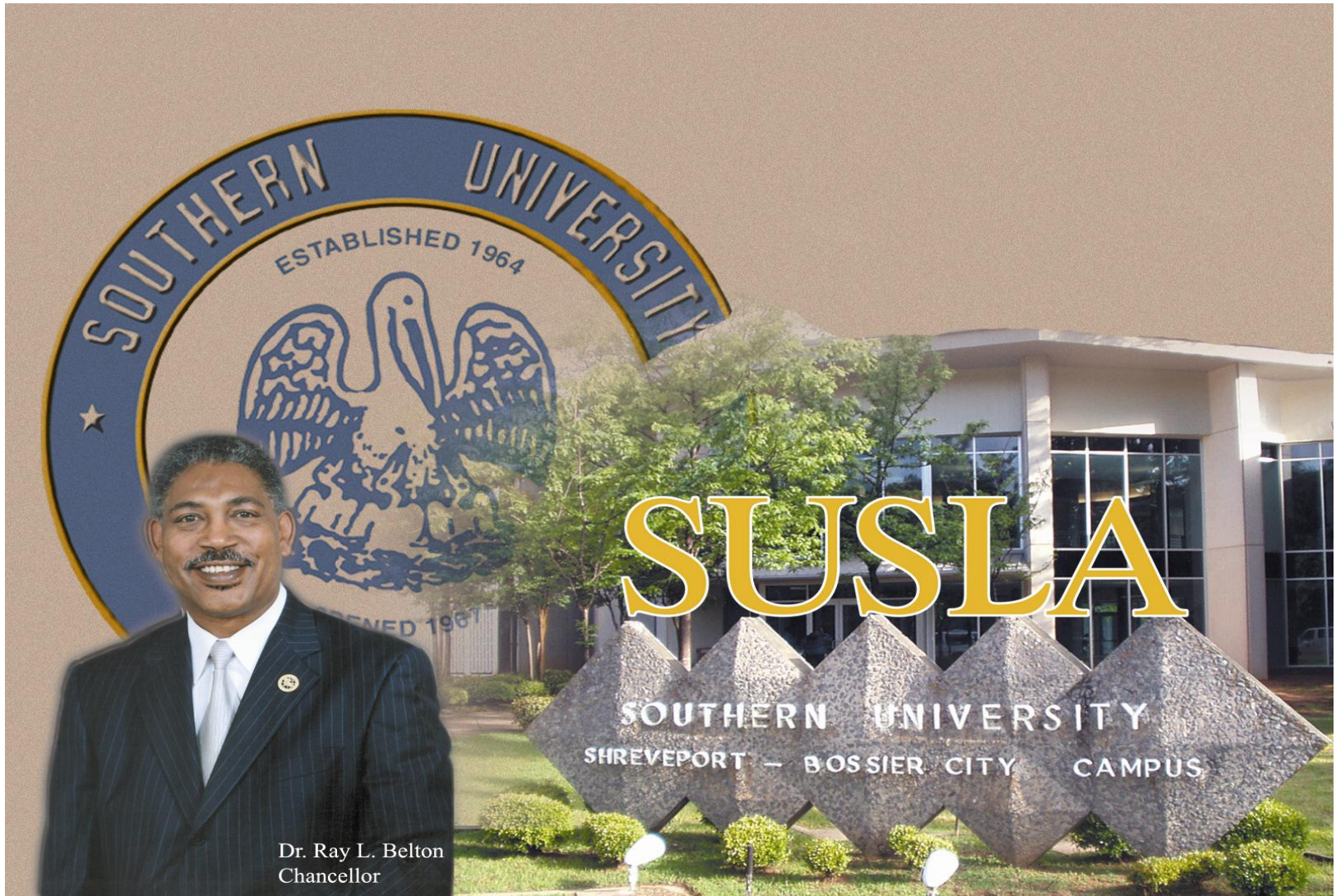
Strategies for Strengthening Communities “A Focus on Workforce Development”

Right now, most states have their attention on student access, student achievement, and degree completion in colleges and universities. To ameliorate problems, states have been creating—largely through their education systems—an entire infrastructure for boosting students' likelihood of succeeding in and graduating from college. But the changes we need do not end there. A new era of educational strength and economic competitiveness lies not only in colleges and universities getting more Americans into—and successfully out of—college, but also in colleges and universities helping create new, good paying jobs in the economy and getting workers—both young people and working adults—ready for those jobs.

– NGA Center for Best Practices, March 2011

AGENDA

- Background Info
 - SUSLA
 - Community and Workforce Development
- Economic Outlook & Job Market/Demand
- Opportunities for Higher Education
- Best Practices
- Closing Comments and Questions



Dr. Ray L. Belton
Chancellor

Mission Statement

Southern University at Shreveport Louisiana (SUSLA), an autonomous unit of the Southern University A&M System, seeks to provide quality education for its students (while being committed to the total community). This institution awards certificates and associate degrees; prepares students for careers in technical and occupational fields; and offers courses and programs that are transferable to other colleges and universities. Dedicated to excellence in instruction and community service, this open enrollment institution promotes cultural diversity, provides developmental and continuing education, and seeks partnerships with business and industry.

SUSLA Ranked 22th in Enrollment in National Publication

Southern University
at Shreveport is one of the
fastest growing public two-year
colleges in the nation according
to the U.S. Department of
Education's National Center
for Educational Statistics
(NCES).

Community College Week
BLOG | www.ccblog.wordpress.com | All About Community College

THE INDEPENDENT VOICE COVERING COMMUNITY, TECHNICAL AND JUNIOR COLLEGES, SINCE 1968

NOV. 29, 2010
VOLUME 23, No. 8

Figuring it Out
A look at the 2009-2010
fall higher education statistics

**Indiana Tops
Growth Charts**
Indiana's enrollment growth
is the fastest in the nation,
according to a new report
from the U.S. Department of
Education's National Center
for Educational Statistics.

SPECIAL REPORT
**FASTEST-GROWING
COMMUNITY COLLEGES**

**Looking Toward
Completion** Colleges focus on
completion agenda as
enrollment continues climb
Page 6

3 More Aid Money
Virginia's higher
education agency
is seeking \$30
million more in
resources.

12 Slow To Change
Textbook rental
programs have
not been widely
accepted
on college
campuses.

14 The Right Fit
Prozob, under
fire from federal
officials, for-profit
colleges fill a real
need for some
students.

18 Telling Tall Tales
TCs, unlike
state schools,
are wary of
colleges of
higher
education
to take
credit from
home.

SUSLA Ranked Top 56th Degree Producing Institution Nationally

Community College Week

THE INDEPENDENT VOICE COVERING COMMUNITY, TECHNICAL AND JUNIOR COLLEGES

JUNE 16, 2008
VOLUME 26, No. 21

20 Years
1988-2008

Figuring it Out

Measuring Up

Community college students make up the following percentage of college graduates:

- All U.S. college graduates: 40%
- From two institutions: 47%
- From one institution: 53%
- From public institutions: 64%
- From private institutions: 36%

Exceptional Community College Graduates Receive Honorary Degrees. At center, Susla will receive production of the Columbia Institution.

SPECIAL REPORT

top 100 associate degree producers

2008 EDITION

Serving the military through distance education boosts college enrollment. **PG. 6**

14 Better Benefits
The House approves legislation requiring all employers to provide health insurance.

25 Boots to Books
A California college helps returning military adjust to civilian life.

29 Inquiry Required
Alabama college told to stop using military status.

30 Keep on Tracking
A big new education program is getting underway.

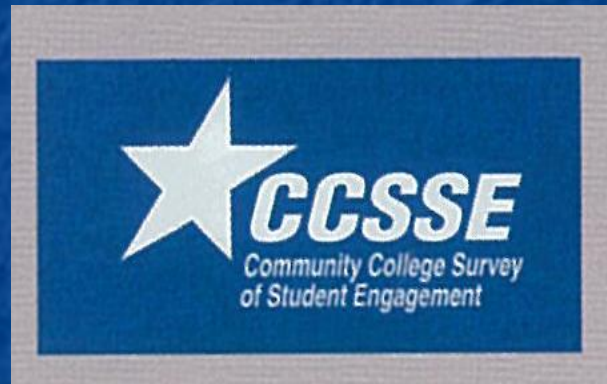
TOP 100 ASSOCIATE DEGREE PRODUCERS

ASSOCIATE DEGREES: All Disciplines — African American

RANK	INSTITUTION	ENROLLMENT	ASSOCIATE DEGREES	PERCENTAGE	PERCENTAGE
1	Alameda County Community College District	100,000	10,000	10.0%	10.0%
2	San Diego Community College District	100,000	10,000	10.0%	10.0%
3	San Francisco State University	100,000	10,000	10.0%	10.0%
4	San Jose State University	100,000	10,000	10.0%	10.0%
5	San Diego State University	100,000	10,000	10.0%	10.0%
6	San Francisco State University	100,000	10,000	10.0%	10.0%
7	San Diego State University	100,000	10,000	10.0%	10.0%
8	San Diego State University	100,000	10,000	10.0%	10.0%
9	San Diego State University	100,000	10,000	10.0%	10.0%
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95	San Diego State University	100,000	10,000	10.0%	10.0%
96	San Diego State University	100,000	10,000	10.0%	10.0%
97	San Diego State University	100,000	10,000	10.0%	10.0%
98	San Diego State University	100,000	10,000	10.0%	10.0%
99	San Diego State University	100,000	10,000	10.0%	10.0%
100	San Diego State University	100,000	10,000	10.0%	10.0%

Source: Community College Week Index of U.S. Secondary Education Data

SUSLA Identified as “National Top Performer”



SUSLA received national recognition by the University of Texas at Austin - 2010 Community College Survey of Student Engagement (CCSSE), as being one of the top performers amongst 322 two-year institutions in the United States. According to students surveyed, SUSLA was identified as a “top performer” in two out of the five benchmarks used to compare performances with that of similar institutions and participating CCSEE community colleges.

The findings of the survey served to promote the institution and its educational practices as one of the best in the nation.

JV Student Activity Center

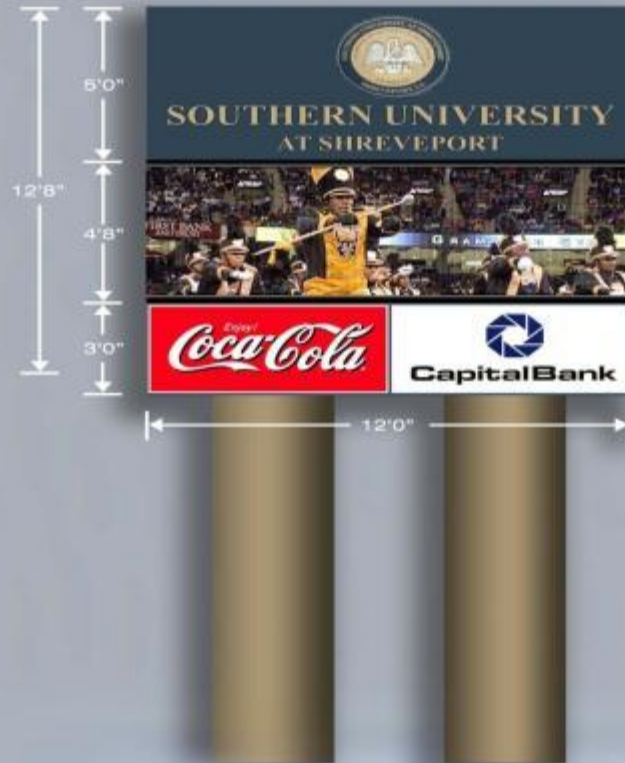




Center for Business & Community Development



SUSLA Marquee



Campus Flooding (Drainage) Project



SUSLA Campus Signage Project

Gateway Signs



Projects on the Horizon

!!!!

SUSLA Facilities, Inc.



chas m.
CONSTRUCTION

SHREVE LAND
CONSTRUCTION
A DIVISION OF BREE BUILDING CO., INC.

AMBLING
UNIVERSITY
DEVELOPMENT GROUP



Southern University at Shreveport Student Apartment Housing
Shreveport, Louisiana

September 7, 2006

View from University Drive

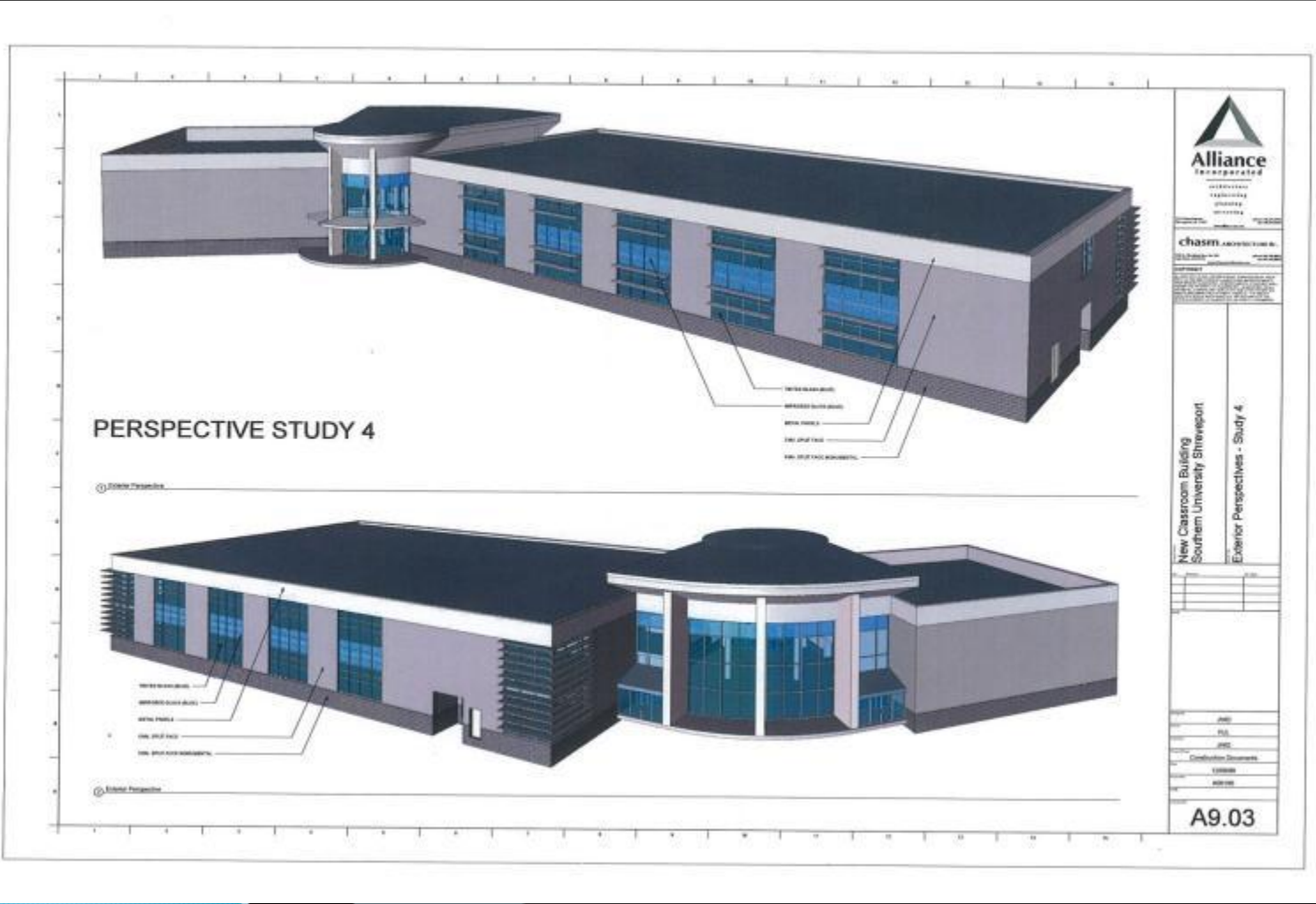
Metro Center Parking Garage



Auditorium/Performing Arts



New Classroom Building



SUSLA CDC



Towne Center



Food mart and Gas Station

Establishment of an Independent School of Nursing



Before



After



New School of Nursing at the Metro Center
Southern University Shreveport
Shreveport, Louisiana



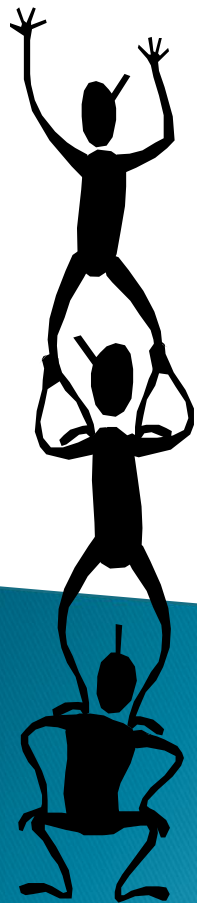


Interior View

New School of Nursing at the Metro Center
Southern University Shreveport
Shreveport, Louisiana




Community and Workforce Development (CWD)



Workforce Development and Adult Literacy
Continuing Education
Intake Assistance and Supportive Services
Community Development
Small Business Development

Office of Grants and Sponsored Programs
Planning, Assessment and Research (PAR)
SUSLA's Community Development Corporation
(CDC)

"Community development is a process where people work together in their community to name the injustices and struggles, understand where they come from, and take action to make positive changes."




CWD Mission and Vision Statement

The Division of Community and Workforce Development will affect positive change in the lives of youth, adults, parents, caregivers and senior citizens by addressing lifelong training and educational needs through integrity, dedication, service and quality programs.

*“The Empowerment of People and Communities
through Education and
Training to affect Positive Change”*

CWD Core Values

- ▶ Commitment to Customer-Centered Initiatives
 - ▶ Organizational Responsiveness
 - ▶ Respect for all – Regardless of roles and responsibility
 - ▶ Education and Professional Development

 - ▶ Value Academic Excellence
 - ▶ Accountability and Attainment of Performance Standards
 - ▶ Linkages, Networking & Collaborations
 - ▶ Uprightness and Integrity First
 - ▶ Economic Empowerment
 - ▶ Service and Leadership
- 

An Appreciation of the Job Market & Clusters



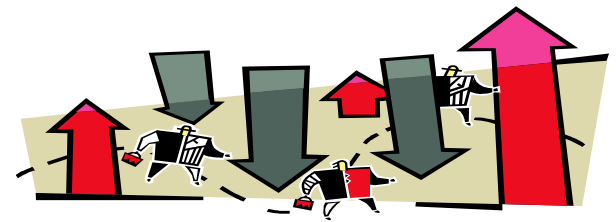
Overview of the U.S. Economy

The Great Recession & the Recovery

- ▶ Over 8.8 million jobs lost since recession began in December 2007
 - we have regained only one-fifth of them to date
- ▶ Over 14 million people remain unemployed today
- ▶ Construction lost over 2 M jobs since the recession
- ▶ Manufacturing lost 2 M jobs since the recession



Overview of the U.S. Economy



- ▶ **The Financial Sector continued to cut jobs through 2011 due to merger activity among firms**
- ▶ **The Public Sector shed 430,000 since the end of the recession**
 - largely due to budget cuts at the state and local levels
- ▶ **4.2 M properties have been foreclosed**
 - housing market lost \$8 trillion in value since 2007
- ▶ **Today, 46.2 million people live below the official poverty line, the highest number in 52 years**

Overview of U.S. & Local Economy

Some unemployment rate comparisons:

U.S. /National

December 2011 = 8.3 %

November 2010 = 9.8 %

November 2007 = 4.7 %

Shreveport-Bossier City MSA

December 2011 = 5.9%

November 2010 = 7.3%

November 2007 = 3.5%

Monroe MSA

December 2011 = 6.9%

November 2010 = 8.2%

November 2007 = 3.5%

Predictions for Industry Clusters

Main Sectors with Job Growth Today

- ▶ Healthcare
- ▶ Information Technology
- ▶ Energy: Utilities, Green
- ▶ Financial Services



Predictions for Industry Clusters

The gap between industries that lost jobs vs. industries that are hiring:

Jobs Lost

vs.

Jobs Available

Auto (manufacturing)

Healthcare



Construction



IT/Engineering

Banking

Energy



Predictions for Industry Clusters

Healthcare



Nationally, 631,000 people hired in healthcare bt. Dec 2007 & June 2009 ... despite the recession

Since June 2009, job growth in healthcare grew by 3.5%

- Growth is expected to remain steady in the sector as baby-boomers grow older & obesity increases**
- The need will increase for physical therapists, RNs, cardio technicians & occupational therapists**

Information Technology

- ❑ **1 million new technology-related jobs will be created over the next four years -- an increase of about 10%**
- ❑ **Database administrator jobs: a hot field with ample opportunity for growth**



The intermingling of healthcare & IT – stemming from increased pressure to digitalize medical records - could provide a large number of new jobs



Energy: Utilities, Green

- ❑ Nationwide, turnover for utilities positions will be high in the coming decade as older workers retire
 - 2008: 53% of utilities workforce was age 45 or older
 - * Jobs include support staff, technology workers & analysts
- ❑ Moreover, the job-creation potential of the green economy is immense
 - Jobs range from jobs high-paying science & research, engineering and legal fields to low & semi-skilled workers in construction and manufacturing

Predictions for Industry Clusters

Financial Services




Accountant jobs: growth of 22% predicted in the next decade

- ❑ **Financial advisers: growth of 41% predicted over the next decade**
- ❑ **The actuarial field: growth of 24% predicted over the next decade**

Predictions for Industry Clusters

To meet these industry demands, communities will need to:

- ❑ **Upgrade the skills of existing workers**
 - ❑ **Begin transitioning the workforce to new skill sets today - to be prepared for tomorrow!**
 - ❑ **Attract new talent and youth**
- 

Opportunities for Higher Education in creating our future



General Electric chooses New Orleans for 300-job tech office

Published: Friday, February 17, 2012, 10:45 PM Updated: Saturday, February 18, 2012, 6:20 AM



By Jaquetta White, The Times-Picayune

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"This place is what's best in America. We saw it in this competition."

Recommend 67 recommendations. Sign Up to see what your friends

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Print

Appliance giant General Electric plans to open a corporate office in New Orleans that will provide software development and information technology support to the company's financial services arm, GE officials, along with state, regional and local leaders, said Friday. The GE Technology Center, a part of GE Capital, will result in about 300 jobs in computer engineering, software development and other information technology-related fields that pay annual salaries of between \$60,000 and \$100,000.



GE chose New Orleans over about one dozen other cities, including finalist Indianapolis.

"We were not without people who wanted us to locate this technology center in their city and state," said Brackett Denniston, senior vice president and general counsel of GE. "This place is what's best in America."

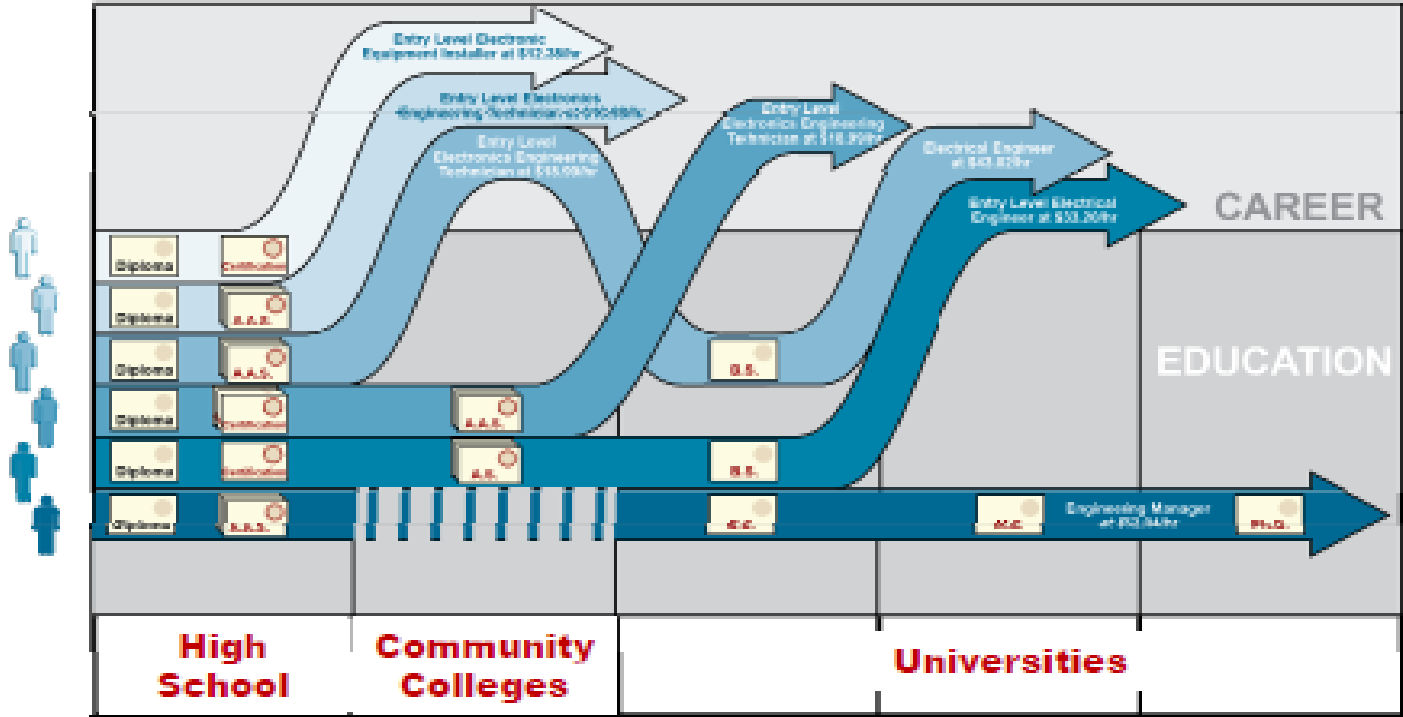
1814 0000 16 16 4416 0000000000 0

“Speed to Market and Close to Customer”

Ed Barlow, Futurist

“Speed to Market and Close to Customer”

1. Implement a series of initiatives that expedite the number of degrees produced and the speed at which degrees are produced.
2. Enhance the production of degrees in high – demand programs that are needed for the modern Louisiana economy.
3. Give students incentives to complete a degree and to work in Louisiana.



**Directly supporting industry by providing
crafted courses**

**Awarding college credits for industry
training**



Home > News



Related Stories
Freezer Burn
U. of Virginia gives colleges ability to spend money they generate
New College of California Is on Deathbed
A Lack of Leadership
It's Not Me, It's You

A New Kind of Public Funding

December 1, 2011 - 3:00am

by Kevin Kiley

The two newest public university campuses in Arizona — Northern Arizona University's *campus in Prescott Valley*, which is in its second year of operation, and Arizona State University's *Lake Havasu campus*, slated to open in fall 2012 — will be testing grounds for some fairly innovative concepts.

both received significant indirect investment from municipal governments and local residents.

In the long term, the shift could ... give municipalities and local residents, who have long derived significant economic benefit from the presence of a college campus, a greater stake in institutional ownership.

At a time when state governments, citing decreased tax revenue and high entitlement costs, are decreasing state support for public colleges and universities, cities and towns of private citizens in some states

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The Richard W. Riley
College of Education and Leadership
WALDEN UNIVERSITY

Related Stories

It's Your Money. Spend It.

October 27, 2011 - 3:00am

Activity-Based Budgeting – is a system in which individual units . . . keep most of the money they bring in, but must also pay whatever expenses they incur . . . the system will drive schools and colleges, as well as individual faculty members, to create . . . programs that attract students, tuition revenue, and grants, which the schools will then get to keep and reinvest.

It will drive them to better use space, grow class sizes where possible and advisable, and cut down on overhead, since savings on expenditures will be kept by the unit generating the savings.

revamping higher ed accreditation

Advertisement

courses, and research programs that attract students, tuition revenue, and grants, which the schools will then get to keep and reinvest. It will also -- they hope -- drive them to better use space, grow class sizes where possible and advisable, and cut down on overhead, since savings

Seek Revenue Streams that are compatible with the mission and soul of the university

- Work to have all Academic departments produce the credit hour production large enough to pay for their faculty.
- Sequence courses so that students graduate within a four-year time period (or less). *
- Group courses in a block so that students can take required course in a steady sequence.
 - provides for interdisciplinary instructional opportunities and community building among students.
 - Maximizes space utilization and student time.
- Expand internships and co-op opportunities in the local community. **

Seek Revenue Streams that are compatible with the mission and soul of the university

- If campus space is underutilized, look into leasing space to
 - Local entities such as non-profit groups which could also provide out-of-classroom experiences for students.
 - Creating business incubators.
 - Leasing to other educational groups that can support higher education efforts.
- Private sponsorships of the higher education experience.
 - Chairs and professorships are sponsored by private sources.
 - Whole academic divisions are sponsored by businesses.
 - Many businesses earn naming rights by giving funds for buildings, music classrooms, computer/technology labs.
- Some businesses actually pay a professor's whole salary in a research or workforce development arrangement.

Seek Revenue Streams that are compatible with the mission and soul of the university

- Create enterprise activities (auxiliaries) that provide services to community and provide training/work opportunities for students and the community.

Workforce Initiatives at SUSLA

Project Success
Small Business Development
Adult Education
Campus Collaborations
WINLA Healthcare Alliance

Project Success



GRANT PURPOSE

To train 325 participants in adult basic education and career pathways of dental hygiene, health information technology, nursing, medical lab technology, radiology technology and respiratory therapy.

Grant Performance Period

The Period of Performance is from March 01, 2010 thru February 28, 2013.

Award Amount
\$4,296,308.00

Project Success will operate administratively within the Division of Community & Workforce Development Office of Intake Assistance & Supportive Services Center. Technical Training will be completed within the Division of Allied Health and School of Nursing under the umbrella of Academic Affairs. Personnel in both areas have a working collaboration that focuses on providing the best service possible for the benefit of the trainees.

Start up and facilitation of this program will be administered by Co-Directors Linda V. Hines and Stephanie Graham. Other employees that will assist with the grant are:

Project Manager

Data Control Specialist

Eligibility Clerk

Case Manager / Job Specialist

Case Manager/ Job Specialist

Adult Basic Instructor

Allied Health Tutor

Driver

Kendra Lane

LaTarus Richardson

Ms. C. James

Malcolm Baker

Flecia Washington

Shelia Revell

Melanie McCoy

Mr. Rascoe

Dental Hygiene			
<i>Occupation by Curricula/Career Pathway</i>	<i>Work Performed/ Major Tasks</i>	<i>Skills/Knowledge Required</i>	<i>Employment Needs thru 2016</i>
Dental Assistant	Prepare materials for impressions and restorations, take dental x rays, and process x-ray film.	Moderate training plus experience	Current: 500 Projected: 670
Dental Hygienist	Remove soft and hard deposits from teeth, examine patients' teeth and gums, recording the presence of diseases or abnormalities.	Associate Degree plus license	Current: 210 Projected: 290
Health Information Technology			
Medical Specialist Coding	Use classification systems software to assign "diagnosis-related groups," or DRGs.	Moderate training and certification	Current: 490 Projected: 560
Health Information Technology	Assemble patients' health information, making sure that patients' initial medical charts are complete.	Associate Degree; certification preferred	Current: 490 Projected: 560
Nursing			
Certified Nursing Assistant (CNA)	Handles many aspects of a patient's care from helping patients to eat to taking a patient's temperature, pulse rate, respiration rate, or blood pressure.	Short-term training plus license	Current: 3890 Projected: 4790
Licensed Practical Nurse (LPN)	Prepare and give injections and enemas, monitor catheters, dress wounds.	Postsecondary training plus license	Current: 3060 Projected: 3460
Registered Nurse (RN)	Help perform diagnostic tests and analyze results, administer treatment and medications, and help with patient follow-up and rehabilitation.	Associate Degree plus license	Current: 5600 Projected: 7030
Medical Lab Technology			
Medical Lab Technician (MLT)	Analyze the chemical content of fluids; match blood for transfusions; and test for drug levels in the blood that show how a patient is responding to treatment.	Associate Degree	Current: 440 Projected: 530

Program Strategies

The project will implement a “ladder curriculum/career ladder”. This strategy also serves as a structure for adult education from unemployment/underemployment to employment in high-demand fields. Project staff will ensure each participant is engaged in each of the following:

1. **Personal Needs.** The Intake Assistance and Supportive Services Center (IASSC) will be the first encounter for all participants. Here they will complete applications, undergo assessments, identify barriers to completion and complete a “Strategy for Success” (individualized training plan). For counseling services beyond the scope of the IASSC, a network of government and community agencies is available for referral. Other needs-based payments will be provided with limitations.
2. **Academic Skills.** One qualified Adult Basic Education instructor will be hired to work with the adults seeking their GED. ABE students will be in training 5–6 hours per day, Monday to Thursday. Clinical students will follow the appropriate curricula for their program. All allied health and nursing programs are nationally accredited. Students needing tutoring with general education courses will be referred to the university’s tutorial lab.
3. **Career Focus.** Students will be steered toward a ladder curriculum that best correlates to the career of their choice based on their interests, strengths and assessment.
4. **Career and Technical Skills.** In this stage, students hone their skills through the academic arena and receive credentials aligned with area of concentration. ABE students will simultaneously work on GED prep and technical skill training in dental assisting, CNA or EKG technician. All will be required to take a medical terminology course. These areas of technical training will be non-credit courses. For clinical students, the project will hire two technical skill tutors to assist students having difficulty. Qualified faculty will be in place to instruct the technical portion of curricula. Each program of training has a skills lab where students participate in hands-on learning and where technological remediation can take place. Training will be conducted on semester basis.

5. Employability Skills. All ABE participants will be required to complete the ACT Key train curriculum to reinforce “soft skills”. All participants will acquire job-search, application and interview skills.

6. Job Entry Skills/Placement. License exam prep and registry review seminars will be conducted on-site. Placement activities include, but are not limited to, career fairs specifically for healthcare jobs, interview and resume writing assistance, and faculty/staff referrals. The university has an online career services center that allows students to post resume and perform job searches. This same mechanism allows employers to post vacancies, view resumes and contact students directly. As stated earlier, many area hospitals and clinics serve as clinical sites for our programs and ultimately hire them at completion. Staff will engage in proactive services to guide participants through the job search process. All completers will have a resume on file in the project office for dissemination to potential employers.

7. Advanced Skills/Retention. These are the long-term plans for each participant as outlined in their “Strategy for Success”. Project staff will work with academic programs to conduct employer surveys and follow-up with program completers to address any new barriers-transportation, needs-based payment, etc. For some, they may transfer


Outcomes and Deliverables

Name of Performance Measure	Planned Level of Outcomes
Total Participants Served	325
Total number of participants beginning education/training activities	110 annually
Total number of participants that complete education/training activities	250
Total number of participants that receive degree or certificate	225
Total number of participants that complete education/training activities that are placed into unsubsidized employment.	213
Total number of participants that complete education/training activities that are placed into training-related unsubsidized employment	190
Total number of participants placed in unsubsidized employment who retain an employed status in the first and second quarters following initial placement.	160

A Closer look at ...
Small Business Development Services

The Center for
Business and Community
Development

Small Business Development

- ▶ Business Incubation Program
 - ▶ Entrepreneurship Training
 - ▶ Small Business Development, Technical Assistance, and Incubator without Walls
 - ▶ Intense Technical Assistance Program
 - ▶ Business Opportunity Grants
 - ▶ Small and Emerging Business Development Program
 - ▶ Youth Entrepreneurship
- 

Historical Perspective

Beginnings

- ▶ Established program in 2004 in Bossier City
- ▶ Started with two businesses: Training Academy for Dental Assistants and Westaff
- ▶ Moved in 2005
- ▶ Housed up to five business
- ▶ Began technical assistance programs in 2005



Historical Perspective SUSLA Business and Community Development Center

- ▶ \$2.4 Million Building funded by HUD HBCU Grant, State of Louisiana, City of Shreveport, and Southern University System
- ▶ Building completed in June 2009, moved in July 2009
- ▶ Eight suites are available for business
- ▶ Business studies division chair
- ▶ At present facility is at capacity

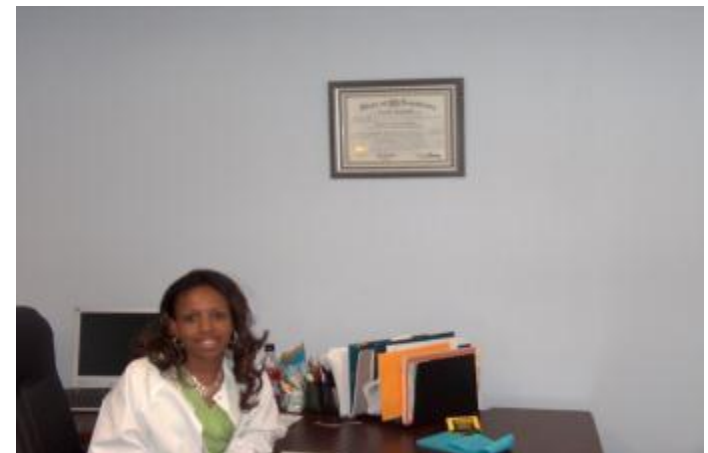


Business Incubation

- ▶ Below market office rental
- ▶ Individual business counseling and coaching
- ▶ Technical Assistance
- ▶ Access to office equipment and clerical support
- ▶ Certified incubation manager by NBIA



Training Academy for Dental Assistants (Felicia Posey–Owner)



Xpress Testing (Alysia Jones Owner)

INCUBATOR CLIENTS

ANCHOR TENANTS

- ▶ Capital One Bank
- ▶ ACCION
Texas/Louisiana



TENANTS

- ▶ Speech Therapy
Unlimited Hallelujah,
LLC
- ▶ Westaff Employment
Agency
- ▶ MLD and Associates
- ▶ Wade Carter Tax Service
- ▶ JHampton Enterprises



Incubator outcomes

- ▶ Program initiated in Spring 2004
- ▶ Initial and subsequent funding from HUD HBCU grants
- ▶ Admitted twelve businesses into the program
- ▶ Two businesses graduated
- ▶ Created 16 new jobs (owners not included)
- ▶ Provide technical assistance to an average of 125 per year



Entrepreneurship Training

- ▶ Twelve individual classes
- ▶ Enrollment of 20 students per year
- ▶ Presenters are experts in each subject area
- ▶ Networking opportunities
- ▶ Assistance with business plan development



Entrepreneurship Training



Graduation

Intense Technical Assistance

- ▶ Each Business Gives a One Year Commitment
- ▶ Companies are assigned to a management, marketing, and accounting consultant
- ▶ Consultants assess the businesses and provide TA and recommendations monthly
- ▶ Goal is to Increase Profit, Market Share and Create Jobs
- ▶ Spent \$ 80,000 over two years
- ▶ Worked with 12 business owners
- ▶ Five African American Business Owners were contracted as consultants (Chronicles of Numbers, Bledsoe, Dotson, & Associates, Cawthorne Financial Services, Tiva Scroggins Consulting, and BMK Marketing)

Business Opportunity Grants

- ▶ Started in 2005 with funds from City of Shreveport
- ▶ Provide up to \$2500 to businesses
- ▶ Utilized for equipment purchases
- ▶ Awarded over \$117,000 to 60 business owners




URAP Business Opportunity Grants

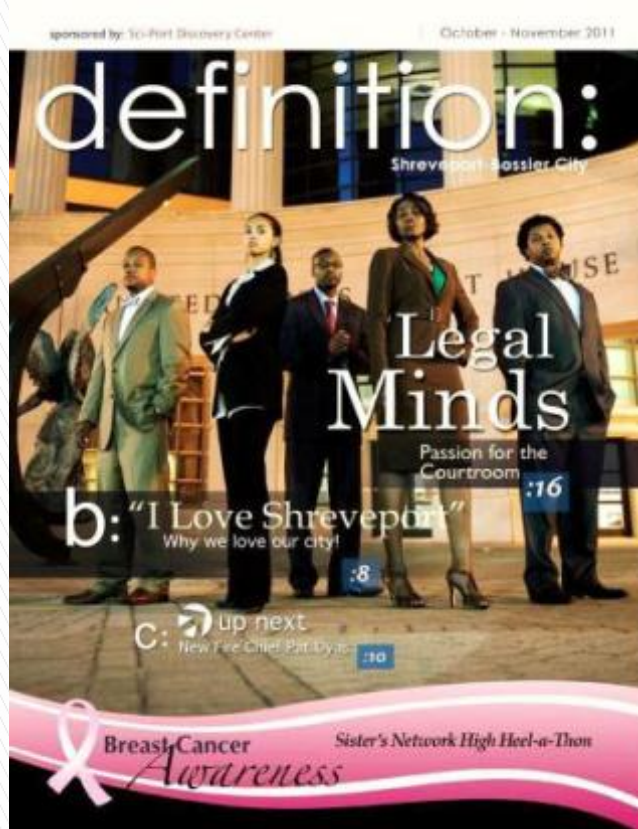


- ▶ 21 businesses registered with URAP Center
- ▶ Nine (9) awarded grants in the amount of \$1,000.00 each
- ▶ Grants given to re-establish business and build capacity in area

LED Small and Emerging Business Development

- ▶ Provide program for five years
 - ▶ Received \$155,000 in funds
 - ▶ Awarded \$125,000 in contracts to African American businesses
 - ▶ Provided services and training to 152 business owners
- 

SEBD Success Stories



Definition Magazine



Allean Pratt,
Owner of Children's Escape
Spa

SEBD Continued

Teddy Holmes Quote

"I was introduced to the small business incubator at Southern University- Shreveport toward the beginning of this year. I did not know what to expect, only that I needed help with my idea for a new publication that would define the print media market for the African American community. I met with Sandra Williams on several occasions as well as Dr. Darren Dixon to discuss my ideas and thoughts for Definition Magazine. I was thrilled to find out that this service was willing to pay the majority of our cost for graphic design as well as our website, definition247.com!

This gave us the start that we so desperately needed. Since then we have grown immensely. Because of the assistance from SUSLA's business incubator, Definition Magazine currently employs an 11 member staff, including a 7 member editorial board, full-service graphics department, and sales staff. Thank you, Southern University!!!"

Teddy Holmes, Owner



Owner of Definition Magazine

Youth Entrepreneurship

- ▶ Partners with the ICE Institute and Caddo Schools for 11 years in delivery of BizCamp
- ▶ Provide \$90,000 in funds plus in-kind donations
- ▶ Director and Business Studies Professors assist in instruction



Biz Camp Graduation



Biz Camp visit to Incubator

The Center for Business and Community
Development
Partners

Housing and Urban Development

State of Louisiana

City of Shreveport

*Southern University System and
Foundation*

*Southern University Business
Studies Department*

Community Agencies

**MLK CDC, MLK Association, The Lake CDC,
African American Chamber of Commerce**

Alignment and Collaborations across department and divisional lines

Incumbent Worker Training Program

ExpressJet Airlines-1	\$2,587,250.80
ExpressJet Airlines-2	\$ 642,398.88
Griggs Enterprise / McDonald's-1	\$ 505,562.49
Horseshoe Casino	\$ 413,267.00
Chrisman McDonald's-1	\$ 91,521.83
Griggs Enterprise / McDonald's-2	\$ 88,748.29
Chrisman McDonald's-2	\$ 77,307.07
CCAA Agency - Headstart-1	\$ 63,703.75
CCAA Agency - Headstart-2	\$ 59,777.30
Monkhouse Seafood Diner	\$ 51,990.40
Memorial Enterprise	\$ 50,618.35


WINLA Healthcare Alliance

Program Goals

- ▶ helping low-income, under-credentialed employees and jobseekers progress toward economic self-sufficiency and
- ▶ helping employers meet their needs for a skilled workforce.

The Workforce Innovations for Northwest Louisiana Funder Collaborative is a partnership funded by the National Fund for Workforce Solutions, the Social Innovation Fund, and the following regional contributors: Caddo Parish Commission, Capital One Bank, City of Shreveport, Community Foundation of North Louisiana, Greater Shreveport Chamber of Commerce, Foundation for Louisiana, JPMorgan Chase, and United Way of Northwest Louisiana

WINLA Objectives...

- ▶ Involve employers as active partners and leaders in the planning and implementation of the workforce partnership.
 - ▶ Expand awareness of the broad array of career opportunities in the health care and energy fields.
 - ▶ Offer high-quality, “real-world” curricula and internships.
 - ▶ Strengthen alignment between adult basic education and post-secondary programs.
 - ▶ Offer multiple pathways and/or career ladders that enable individuals to move up the wage scale.
 - ▶ Reduce barriers that limit access to career preparation.
 - ▶ Promote development of better workforce policies and practices.
 - ▶ Implement efforts to achieve and sustain workforce system change and innovation.
- 

Adult Education

SUSLA's Current Adult Education Program

- ▶ Youth Network Initiative (YNI)– WIA COS Funded – US DOLETA
- ▶ Jobs For America's Graduates (JAG)
- ▶ Project Success– US DOLETA
- ▶ Work Ready–U
- ▶ Accelerated Opportunities (literacy consortium)

Offices of Responsibility

Workforce Development , Adult Education, Intake Assistance and Supportive Services and the OSPs



SUSLA's STAR

(Skills Training & Academic Readiness)

Academy


THE STAR ACADEMY IS A PROGRAM IN THE ADULT EDUCATION DEPARTMENT IN THE DIVISION OF COMMUNITY AND WORKFORCE DEVELOPMENT (CWD). THE PROGRAM CURRICULUM IS DESIGNED TO ASSIST HIGH SCHOOL dropouts ATTAIN THEIR GED WHILE BEING DUALLED IN COLLEGE LEVEL CREDIT COURSES.

What Makes it Works....


Partners.....

- City of Shreveport–Community Development
 - Housing and Urban Development
 - Community Foundation
 - Consortium of Education Research Technology (CERT)
 - Local Chambers and Economic Development groups
- 

Summary of Workforce Strategies

- ▶ Underserved/Underprepared (A new student)
 - ▶ Adult Literacy
 - ▶ Secondary Relations – dual enrollment and career pathways
 - ▶ Employer Driven Solutions
 - ▶ Essential Components (diversified group of partners and supportive services)
- 

Summary of Workforce Strategies

- ▶ Meeting students where they are...there's a solution for everyone
 - ▶ Designing high-intensity “bridge” courses to help students make transitions to post secondary education
 - ▶ Accelerated career pathways
 - ▶ Accommodate the needs of working and non-working adults and employers
- 

A New Approach

The two policy agendas for higher education – one for more students and more degrees, the other for better workers and better jobs – are inextricably linked. Pursuing them simultaneously may eventually gather enough collective momentum to usher the United States into a new era of job creation, American competitiveness and shared prosperity.

– NGA Center for Best Practices, March 2011





SOUTHERN UNIVERSITY AT SHREVEPORT LOUISIANA (SUSLA)



**DIVISION OF COMMUNITY AND
WORKFORCE DEVELOPMENT
(CWD)**

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*"Empowering Individuals and Communities to Affect
Positive Change"*

Question and Answer Period



Let's Chat!