

# WORKFORCE DEVELOPMENT

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## SOME CONTEXT...

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- “Workers who have persisted and succeeded in their academic career are more likely than others to have the specific skills, general knowledge, ability to acquire new skills, and other personal characteristics that employers value” (Haaga, 2004)
- However, “the labor force of rural America is aging and its educational attainment lags behind that of urban areas for the working-age population” (“Strengthening the Rural Economy”, 2010)
- Students in Appalachia and those who do not go to college often receive little or no career counseling or lifelong learning opportunities, making them less competitive and more likely to be unemployed or in a low-income job (Choitz, Soares, and Pleasants, 2010)
- Programs that may address these issues include trainings:
  - For part-time workers
  - That address current market trends
  - That cover a broad range of education and training levels
- In addition, employers can encourage older workers to remain in the workforce by offering partial retirement or other flex-time programs that allow them to maintain personal and professional ties

*Sources: Choitz, Vickie, Louis Soares and Rachel Pleasants. “A New National Approach to Career Navigation for Working Learners.” Center for American Progress, March 2010. PDF File. 27 May 2010; Haaga, John. “Demographic and Socioeconomic Change in Appalachia: Educational Attainment in Appalachia.” Appalachian Regional Commission, May 2004. PDF File. 26 May 2010; Spokus, Diane M. “Tools for Managing, Retaining and Training an Aging Healthcare Workforce.” Appalachian Regional Commission. Powerpoint File. 27 May 2010; “Strengthening the Rural Economy.” Executive Office of the President - Council of Economic Advisors, April 2010. PDF File.*

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## FROM THE FIELD...

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### Challenges

### Opportunities