TechQuest
Entrepreneurial Skills Training

CWA-Planet Shakers
January 23, 2019
Agenda

Welcome!
Current Workforce System
What is an “Alternative” Worker
How is the Workplace Changing
Why Entrepreneurship?
Tech Quest Overview
Performance Under WIOA
Questions
Current Workforce System

• W-2 Employees
• Employment and wages tracked in UI records from Employers
Several Studies Show 1/2 by 2025

Combined Alternative Workers and Part Time Workers Are Increasing

Preferences of workers indicate the independent workforce could grow from 68 million to 129 million in the United States

Susan Lund, Partner, McKinsey Global Institute
What is a Contingent Worker or Alternative Work Arrangement?

Contingent workers are people who do not expect their jobs to last or who reported that their jobs are temporary. They do not have an implicit or explicit contract for ongoing employment.

Alternative employment arrangements include people employed as independent contractors, on call workers, temporary help agency workers, and workers provided by contract firms.

94 percent of the net employment growth from 2005 to 2015 occurred in alternative work arrangements.

Total employment increased by 9.1 million (6.5 percent) over the decade.

Lost 400,000 traditional jobs over the same time period.

Sharp increase in the share of workers being hired through contract firms.

Lawrence F. Katz, Harvard University and NBER
Alan B. Krueger, Princeton University and NBER
WHY? SHARED GLOBAL NEED FOR GREATER PROSPERITY

All people in all countries share a common desire to improve the quality of life of their families and to transcend poverty. Change vehicles include:

- Expansion of business collaboration ecosystems, increased numbers and greater diversity of companies, and job creation.

- Empowerment and expanded portfolio for workers’ sources of income to increase family prosperity and security.

- Education for self-employment and the 21st Century; redefine “workers” and “hirers”.

Why is there a greater opportunity to do this now than ever before?
## Alternative Workers

<table>
<thead>
<tr>
<th>By Choice</th>
<th>Primary Income</th>
<th>Supplemental Income</th>
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<tbody>
<tr>
<td>Out of Necessity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Free Agents”</td>
<td>32% 32%</td>
<td>72% “Casual Earners”</td>
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<tr>
<td></td>
<td>22M</td>
<td>40% 27M</td>
</tr>
<tr>
<td>“Reluctants”</td>
<td>14% 14%</td>
<td>28% “Financially Strapped”</td>
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<tr>
<td></td>
<td>10M</td>
<td>14% 9M</td>
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68 MILLION INDEPENDENT WORKERS

Susan Lund, McKinsey Global Institute
CHANGING WORKPLACE
The World is Changing for Each Individual at an Ever Accelerating Rate

More globally connected
- Web & Mobile devices
- Delivery/fulfillment
- Electronic Payments

Increased self-sufficiency and productivity
- Computers & Technology
- Communications

Why is this important?

More access to new opportunities

Individuals and small businesses can engage in new ways locally and globally

Example: Cell phone growth in select African countries 2010-2017

Source: Strategy Analytics, Wireless Device Strategies 2012
People far outlive businesses
- Less than 44% of small businesses survive more than 4 years
- Average lifespan of Fortune 500 Companies is 40-50 years

NET new jobs come from Startups, includes creation AND destruction

There are 28 million businesses in U.S. 22 million or 79% have ZERO employees!

https://www.ces.census.gov/docs/bds/bds_paper_CAED_may2008_dec2.pdf
Employed Workers Leaving Labor Force

“…we have observed a large increase in the number of people who transition from employed to not in the labor force over the last 2 years, both overall and for workers ages 25–54… I have been unable to identify why the increase in [employed to not employed] flows has occurred…”

This increase may point to longer term changes in the desirability of work.

The number of people who are either employed or are actively looking for work is decreasing. This is due to demographic trends, school attendance, aging and retirement, disability/illness, family responsibilities, and the shadow labor force.
WHY ENTREPRENEURSHIP?
Teaching Business Skills to Workers... Works!

Bachelors, Masters and PhDs Technology startup simulation, exposure to STEM invention commercialization & patents, high growth entrepreneurship and investment primer. Many graduates start companies and generate job growth.

High school education, some college or a two year degree Business basics, lifestyle business versus high growth startup, simple business modeling, mentors and professional networks.

With or without a high school diploma Changes and how to see opportunities everywhere using 21st century tools to create portfolios of income sources. Appropriate for TANF recipients. Work for ME, Inc. Graduates get hired faster at higher wages!

Youth with and without a high school diploma Visioning the future and learning about STEM opportunities. Seeing themselves as employers, and valuing mentors/networks. Work for ME, Inc.
“QUEST” VARIATIONS FOR DIFFERENT POPULATIONS

• Startup Quest has been run for all women cohorts 5 times in a program called Empowering Women In Technology Success, (Ewits). With only 6% of venture capital funding going to women led companies, there is a strong need for such training that is constrained to only woman participants, judges and mentors.

• Opportunity Quest was run for government welfare (cash assistance) recipients. 72% of graduates were placed in jobs versus 29 % for those not in the pilot.

• Tech Quest was run in five cohorts for high risk youth with families at or under the poverty line, teaching “Me, Inc.” by local business leaders. While a more challenging program, Mentors maintain relations to this day over 3.5 years later helping these students to go on to college and succeed.

• All ages, urban & rural, all income & education levels benefit from entrepreneurial thinking & training.
PROGRAM SPOTLIGHT--TECHQUEST

- Workforce Innovation and Opportunity Act (WIOA) Youth Eligibility Requirement: aged 16-24, from families under poverty level with basic skills deficiencies, unable to get or retain a job, drop out or at risk of dropping out and/or parenting pregnant.
  
  • Further selection for pilot limited participants to
    • Are ages 16 to graduation and are in grades 10-12
    • Have an FCAT reading score of 280 to 327 (327 is passing)
    • Have credit deficiencies that will prohibit them from graduating high school
    • Have attendance with no more than 10 days of absence

- Goals: (1) Graduating high school, (2) Enrolling in post-secondary education, (3) apprenticeship program, (4) Entering the military, (5) Employment

- Pilot Outcomes – 42 students
  • One hired full time at hospital
  • 16 graduated High School
  • 15 went on to College
  • 40 entered summer internships
  • 2 dual enrolled in College.
  • 74% increased reading, math or both
PROGRAM SPOTLIGHT--TECHQUEST

171 Students participated in the program

71% Increased scores in reading, math, or both

83% Students completed the course
Learning Objectives

• **Identifying opportunities.** What is success for you? The Choices we make.

• **Understanding a value proposition** and how to build a career and/or business opportunities around it.

• **Understanding the elements of a business model**, how those elements are connected, and how to build your own business ideas.

• **What is wealth versus income?** How to manage a portfolio of income sources. How to create long-term wealth instead of living paycheck to paycheck.

• **Establish goals**, identify resources and determine steps to accomplish your goals.

• **Identify and interact with local entrepreneurs** and business owners within your own community. Building a professional network, the why and how.
Curriculum Overview

• Am I the next CEO of a Billion Dollar Company?
  • Building a Corporate Brand
  • Building a Personal Brand-Business of One, ME Inc.,

• How do I make, and who will buy my product?
  • Market Research Overview

• I can’t do it all by myself.
  • Team building
  • Networking

• How much money can I make?
  • Basic financial Statements
  • Personal Budgeting
  • Building a simple Profit and Loss Statement.

• What is wealth versus income?
  • Portfolio of income sources.
  • Long term wealth strategies

• Executive Summary/Presentations, identify resources and determine steps to accomplish your goals.
Draft White Paper

Link: https://drive.google.com/open?id=0B17ON_meGSwkdVYZThDU1BiS0k
QUESTIONS

Sean McCoy, Ph.D.
smccoy@pcgus.com
609.218.2166

Kim Tesch-Vaught
kteschvaught@pcgus.com
352.226.5956

Makaya C. McKnight, M.S.M.
mmcknight@pcgus.com
352.213.3834