



WORKFORCE STRATEGY ACTION PLAN

2022 – 2025



Developed By:



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ACKNOWLEDGEMENTS

This plan was developed in a truly collaborative effort with the help and direction of partners in the Pearland region. Their time, energy, and commitment to fostering an innovative workforce strategy in Pearland are reflective in the intentional considerations made in each goal. The following individuals were members of the Strategic Planning Steering Committee. We thank them for their dedication to this process.

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INTRODUCTION

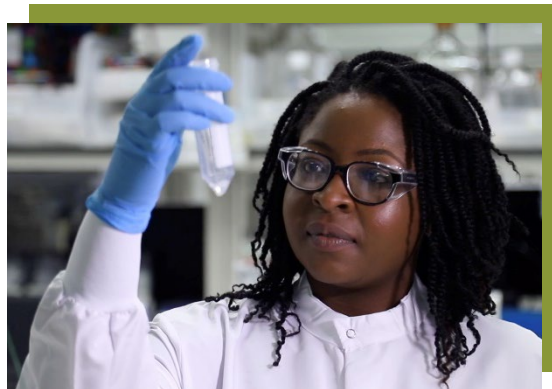
The Pearland Economic Development Corporation (PEDC) is a Type B corporation, approved in 1995 by citizens of the City of Pearland through a local election. With its mission to enhance the community's economic vitality through the attraction, retention, and expansion of primary employers, the PEDC aims to ensure an equitable business climate through supporting aesthetics, infrastructure, quality of life, image, workforce, and development.

In 2020, the PEDC, along with local partners in government, education, and industry, adopted the Pearland Prosperity Community Strategic Plan. The plan focused on two goals: (1) economic growth and diversification and (2) promoting a community of choice in Greater Houston. Seven high-level focus areas were established, including workforce and talent. This focus area concentrated on collaborating with public, private, and nonprofit partners in Pearland to further enhance the community's workforce.

The PEDC and its partners recognized the need to have a structured plan to steer the direction of the region's workforce initiatives. For this reason, they enlisted the help of Thomas P. Miller & Associates, LLC (TPMA) to spearhead this initiative. Rather than duplicating efforts, TPMA reviewed relevant materials and reports and collected quantitative and qualitative data to develop a plan that was responsive to the needs of the Pearland workforce.

The plan centers on three overarching goals developed with the direction and input of steering committee members from K-12 education, post-secondary education, industry associations, employers, economic development, and workforce development. Within each goal is a set of strategies, action steps, metrics for success, implementation timeline, and champions responsible for implementation. Accountabilities were assigned to ensure the plan's forward-leaning momentum.

In addition to this plan, the committee recognized the need to create a Young Professionals program. The vision of the program is to ensure young professionals in the Greater Pearland community have a formalized structure to connect with other professionals, both new and seasoned, in a mentorship model.



The information in this document was developed in the Summer and Fall of 2021 with the intent of implementation to begin in 2022. Several factors may expedite or delay strategies and actions, but it is important for the region to be nimble and responsive to challenges as they arise. To support the implementation of key workforce development activities, the PEDC has committed to hiring a full-time workforce director. This individual will serve as the facilitator among workforce ecosystem partners and drive specific actions as identified in this plan. Rather than duplicating existing efforts around workforce development, this plan aims to leverage those strategies and resources. For example, the plan leverages Pearland ISD and Alvin ISD's career centers, Turner College and Career High



School, and JB Hensler College and Career Academy to support partner collaboration and workforce development.

The Pearland community's commitment to higher education is so steadfast that it has generated a lasting partnership with the University of Houston Clear Lake to create the UHCL Pearland Campus. These initiatives, commitments, and collaboration all contribute to the vitality of the Pearland region. Through greater alignment, Pearland will be well positioned for talent development, business attraction, and community investment.

Planning Process

To help guide the development of this plan, a steering committee was established, represented by individuals from K-12, post-secondary education, workforce development, economic development, and employers. The committee was tasked with supporting stakeholder engagement and quantitative data review.

TPMA took a step-by-step approach to ensure the plan the workforce needs in the Pearland region. This process included the following:

1. **ASSET INVENTORY** – collection and review of relevant documents and materials to reduce duplication efforts
2. **LABOR MARKET ANALYSIS** – quantitative data collection related to workforce characteristics, labor force statistics, industry analysis, and occupational analysis
3. **STAKEHOLDER INTERVIEWS** – over 40 interviews with regional stakeholders from local businesses, business associations and economic development, and workforce and education partners
4. **PLANNING SESSIONS** – two half-day planning sessions with steering committee members to prioritize workforce goals and strategies based on the needs of employers and capacity of partners

Strong participation in the planning process from steering committee members, PEDC staff, education, businesses, and partners promoted the collaborative nature of this plan. Unanimity was garnered around this plan's goals, strategies, actions, and champions, and it is the dedication of these individuals that will ensure implementation success.



EXECUTIVE SUMMARY

About the Plan

According to the *Pearland Prosperity Plan*, workforce and talent are a high-level focus area based on Pearland's highly educated community and opportunities for leveraging the city's advantages around talent development (e.g., quality PK-12 public schools, proximity to higher education institutions and training providers, etc.). Collaboration through public, private, and nonprofit partners in Pearland further enhance the community's workforce, and by extension, its competitiveness for jobs and investment by:

1. Connecting and enhancing Pearland's talent pipeline through a collaborative approach
2. Leveraging Pearland's special diversity and promoting a culture of inclusion in Pearland
3. Engaging Pearland's young professionals and emerging leaders

This plan aspires to achieve the vision of the workforce and talent focus area by leveraging existing workforce strategies and initiatives being performed by partners as well as implementing new strategies that respond to the needs of businesses. Through stakeholder engagement, with insight provided by the steering committee, four (4) goals were developed to direct the community's workforce and talent agenda for the next four years, along with several strategies to achieve each goal as seen listed below:

1. **Intentioned and streamlined communication among industry, education, and community partners**
 - *Strategy 1.1:* Conduct targeted outreach to community partners, incumbent workers, jobseekers, youth, and parents about workforce-related events
 - *Strategy 1.2:* Capitalize on the existing meetings and activities with partners through the provision of hybrid communication delivery
 - *Strategy 1.3:* Jointly pursue state and federal grant opportunities
2. **Expand and promote experiential learning among education providers with intentional participation from key industry stakeholders**
 - *Strategy 2.1:* Promote career exploration to schools, youth, families, and community members
 - *Strategy 2.2:* Develop a Young Professionals Program with cyclical mentorship from program alumni and industry
 - *Strategy 2.3:* Promote work-based learning programs
3. **Formulate industry sector partnerships to drive collaboration and innovating in target sectors**
 - *Strategy 3.1:* Convene public partners and employers from Life Science, Manufacturing, and Healthcare to form industry sector partnerships
 - *Strategy 3.2:* Collect industry data to determine common needs and potential priorities of the sector partnership
 - *Strategy 3.3:* Continuous improvement and sustainability of sector partnerships
4. **Development and promotion of a community resource network (CRN)**



- *Strategy 4.1:* Develop an asset inventory of regional training programs, supportive services, and workforce ecosystem partners
- *Strategy 4.2:* Conduct a campaign to support the implementation of the community resource network

Each strategy within the goals is accompanied by specific action steps identified by the year of implementation. The complete action plans for the next four years can be located in Appendix B, which includes more details on the timeline, champions, and metrics for success.

Implementation

Implementation of the plan will require intentional collaboration among various partners in the workforce and economic development ecosystem in the region. Multiple key stakeholders played an active role in the development of this plan and will be responsible for specific activities as listed. A Workforce Director, funded by the Pearland Economic Development Corporation will lead the initiative and manage project deliverables working closely with stakeholders from Workforce Solutions of Gulf Coast, Pearland Chamber of Commerce, Alvin Independent School District, Pearland Independent School District, San Jacinto College, Alvin Community College, Houston Community College, University of Houston at Clear Lake, Turner College and Career High School, and other industry partners and friends.

With the Workforce Director's leadership, community partners and stakeholders will play a crucial role in deploying strategies involved in this plan. Ultimately the role of the Workforce Director is to ensure coordinated efforts for outreach and communication among partners to maximize efforts that will provide access and resources to the community particularly for workforce development. In addition, the Workforce Director will use this plan as a blueprint to guide activities over the next two years and will leverage established relationships, best practices, and promising partnerships identified in this report for the success of the plan.

Conclusion

A true measure of success for the plan will be its ability to be nimble and adapt to changing socioeconomic complexities. The pandemic has exacerbated many of the issues we were faced with as a community prior to and changed the way we interact and perform daily routines. One major guiding principle or lesson for Pearland is to always be prepared to innovate, pivot, and be responsive to community needs. This plan can ensure that Pearland is prepared to be the catalyst for the ever-evolving community priorities. The foundational elements that will emphasize quality of living, a sense of belonging and an opportunity to thrive in Pearland will be promoted by the Workforce Director and other stakeholders involved to ensure impactful tasks that meet the goals outlined.



WORKFORCE STRATEGY ACTION PLAN

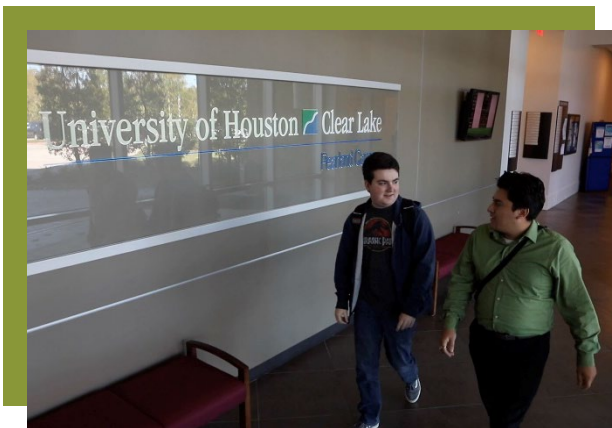
Goal 1: Intentioned and streamlined communication among industry, education, and community partners



Strategy 1.1	Conduct targeted outreach to community partners, incumbent workers, jobseekers, youth, and parents about workforce-related events
Strategy 1.2	Capitalize on existing meetings and activities through the provision of hybrid communication delivery
Strategy 1.3	Jointly pursue state and federal grant opportunities

BACKGROUND

Since the inception of the *Pearland Prosperity Plan*, partners in the local talent ecosystem have had ongoing discussions around collaboration. These partners include representatives from each of the industry, education, and community sectors. Together, each has sought to identify how they can work with one another to attract talent to Pearland and ensure a constant pipeline of talent. Several stakeholders have deemed the Pearland Chamber of Commerce the “glue that binds workforce activities for the region.” Along with hosting monthly membership luncheons, guest speakers, and roundtable discussions, the Chamber has established a workforce subcommittee that meets monthly to discuss activities around workforce development. The subcommittee provides the opportunity for local businesses to connect with other employers, community groups, and educational institutions and is considered by stakeholders as one of the top networking events in the area.



Higher Educational Institutions have created a forum to share ideas and determine program offerings. San Jacinto Community College (San Jacinto CC) has an Advisory Committee that meets with industry partners to identify employers’ relevant training and curriculum needs. Alvin Community College (ACC) has its own economic development group devoted to workforce development. In some cases, these collaborative efforts are institutional. For example, ACC classes are available at the University of Houston Clear

Lake (UHCL) at Pearland, where students can complete an ACC Associate degree in General Studies, Psychology, or Computer Information Technology and seamlessly transition into UHCL’s baccalaureate programs. Though rare, partners have been siloed in their efforts to



collaborate, either intentionally or unintentionally. Houston Community College meets with employers twice a year to get insights into what changes, if any, need to be made to curricula to meet the evolving demands of industry. The need for a unified communication plan to share programs, activities, and ideas is critical to ensuring Pearland moves in a cooperative motion, providing support to one another.

GOAL 1 APPROACH

1.1 / Conduct targeted outreach to community partners, incumbent workers, jobseekers, youth, and parents about workforce-related events.

Sharing information around workforce development is a major endeavor to ensure the Pearland community is made aware of career opportunities and knows how to access training resources. In Year 1, the first significant step is to identify the best approach to ensuring information is broadcasted to its targeted audience, whether that is through social media, print media, radio and telecommunications, billboards, etc. The geographic size of Pearland also requires calculated consideration of how different neighborhoods receive information.

Once the outreach method is determined, developing specific marketing materials to be included in outreach efforts can begin. The chamber's monthly subcommittee meetings are the best opportunity to learn about workforce-related activities from the perspective of talent ecosystem partners. Partners should share with one another information related to hiring events, local training opportunities, industry expectations, and occupational outcomes. In addition, partners who have their own developed marketing materials (assuming that each partner may have its own marketing team) should be sure to share these materials as well! All other marketing materials will be developed in conjunction with PEDC, the Chamber, and their WF Committee and shared electronically with partners so that they can be distributed through their networks and platforms.

For Consideration: Think about the types of jobs available across Pearland. Do they align with the skill sets of those individuals? How are you marketing those jobs to residents in that community?

Following Year 1, the strategy focuses on activities that require the creation of workforce-related events. Recognizing the accomplishment of high school students who have secured a job upon graduation deserves the same recognition of those pursuing post-secondary education. The K-12 Independent School Districts (ISDs), along with industry partners, will create a "Signing Day" for students who have signed on for gainful employment. Promotion of these events from local media, government officials, and/or industry leaders will help generate excitement and energy around new careers, changing the perception of our future workforce and parents. Examples of activities may include a write-up in the local paper or social media, sign-on bonuses, work-based learning experiences, and more.



For Consideration: To drive home the value of gainful employment, what matters most for youth? For parents? Sharing occupational expectations can shift how we perceive certain jobs, especially with the adoption of technology.

In addition to promoting events for jobseekers, consider how education and training programs are being promoted to employers for upskilling their workers. Workforce Solutions Gulf Coast has the capacity and knowledge to share with employers how to tap into state-funded training grants through the Texas Workforce Commission as well as on-the-job training, registered apprenticeships, Work Opportunity tax credit, Skills Development Fund, Skills for Veterans, and Skills for Small Businesses. The Center for Life Sciences

Technology at the University of Houston, originally funded from the Texas Workforce Commission, provides outreach and educational programs for those seeking to enter, or who are currently in the biotech field.¹ The Center hosts several events and seminars that focus on both training and professional networking. Additionally, The Ion District, a community led innovation center that focuses on accelerating and connecting Houston communities, provides countless programs focused on training and educating workers in the region.² These programs can range from Accelerator Programs that may offer mentorship, capital and/or networking opportunities, Partnership Programs that support businesses efforts in development, job training, and digital skills training, as well as hosting other events, webinars, and showcases that support and provide educational opportunities for current workforce partners.

1.2 / Capitalize on existing meetings and activities through the provision of hybrid communication delivery

Stakeholder interviews revealed how various workforce-related meetings are occurring in the Pearland region. Rather than attempting to corral all meetings into one, the most effective way for identifying opportunities for collaboration and alignment is to conduct an inventory of all existing meetings. This would include workforce-related meetings at and among higher educational institutions, Pearland Chamber of Commerce, industry, K-12, Workforce Solutions Gulf Coast, etc. The inventory would identify the frequency of the meetings, points of contact, location, and format (virtual, in-person, or hybrid). The publicization of this inventory will be made available online so that any employer, business association, or community partner will know who to direct their workforce challenges or ideas. The Workforce Director and Committee would be responsible for maintaining this inventory and updating it annually.

1.3 / Jointly pursue state and federal grant opportunities

A competitive grant application consists of a demonstrated understanding of the community's need, a strong programmatic response, a bench of strategic partners, and a clear financial plan. The Pearland region has a network of partners who can, when combined, develop a competitive grant application. The first step to achieving this is to identify the regional workforce priorities.

¹ <https://uh.edu/tech/clist/workforce/>

² <https://www.ionhouston.com/events-and-programs/>

This could include work-based learning opportunities, career pathways, sector-based strategies, STEM training, etc. The Workforce Director will convene partners, either through the chamber's monthly meeting or through emails, to determine the workforce priorities of organizations. Ideally, the Workforce Director will provide a list of wide-ranging priorities and ask partners to identify which priorities apply to their organization. This list will be maintained by PEDC and shared with partners. Employer partners should also tap into PEDC's and the Chamber's Biz Connect program for available resources to address business needs. Biz Connect, established by PEDC in conjunction with the Pearland Chamber, serves to address issues that businesses face and places a concerted focus on helping to create a stable business environment. The program brings expertise to local employers in areas of expansion assistance, financing, workforce development, tax incentives, sites and buildings, and state and local resource.

The next step is to monitor and track federal and state grant opportunities. The PEDC will subscribe to Grants.gov (federal) and Texas.gov eGrants (state) for grant releases. As NOFOs (notice of funding opportunity) become available, the Workforce Director will share them with partners to determine if it is a good fit for the collective talent ecosystem. Example funding opportunities that the region should consider in the immediate future include the following:

For Consideration: Not all grant opportunities are a great fit for the collective body. That's OK! Organizations should have the discretion to pursue funding on their own or with one or two other organizations. The point is to pursue funding that benefits the Pearland region.

- **Texas Workforce Commission: Texas Industry Partnership Program** – TWC has dedicated \$1 million to address skills gaps and ensure a talent pipeline is available to address regional industry needs. Private employers or corporate foundations can collaborate with Workforce Solutions to apply for funding for Workforce Innovation and Opportunity Act (WIOA) activities that support workforce development for six designated industry clusters.³
- **Texas Workforce Commission: Skills Development Fund** – SDF grants provide site-specific, customized training opportunities for Texas businesses and their employees to increase skill levels and wages of the Texas workforce. Success comes through collaboration among economic development partners, business partners, and eligible grant applicants, which include public community or technical colleges, the Texas Engineering Extension Service (TEEX), community-based organizations in partnership with one of these entities, or a local Workforce Development Board.⁴

If a determination is made to pursue the NOFO, the Workforce Director will identify the lead applicant and begin the grant writing process (if funds allow, an outside consultant may be contracted to lead the grant writing process).

³ <https://www.twc.texas.gov/texas-industry-partnership-program>

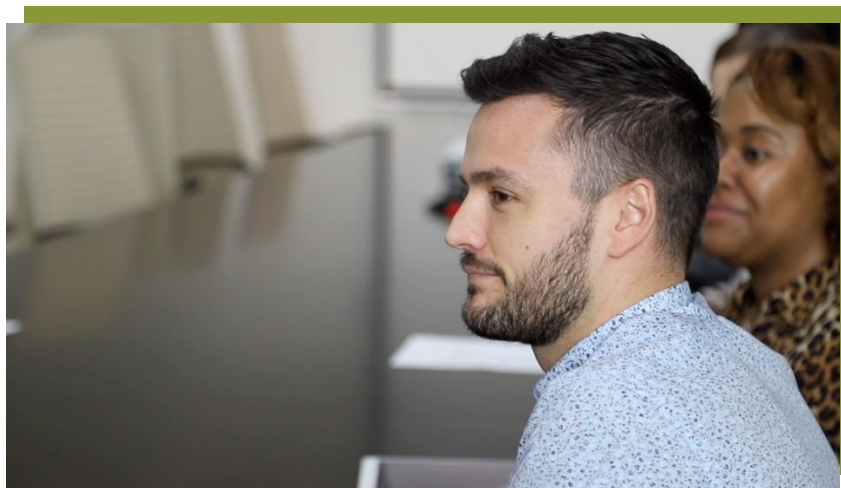
⁴ <https://www.twc.texas.gov/partners/skills-development-fund#overview>



The region should also consider existing sector partnership organizations that are reflective of its targeted sectors. Though not direct funding sources, involvement in the following groups can lead to state and national collaboration, which inadvertently may lead to funds from federal agencies.

- **Manufacturing USA®** – a national network created to secure U.S. global leadership in advanced manufacturing through large scale public-private collaboration on technology, supply chain and workforce development. The 16 manufacturing innovation institutes (sponsored by either the U.S. Department of Commerce, Defense, or Energy) bring together member organizations from manufacturers of all sizes, academia, and government to work on major research and development projects relevant to industry and train people on advanced manufacturing skills.⁵
- **Greater Houston Partnership: Life Sciences & Biotechnology Sector** Partnership – the GHP has made a concerted focus on its life sciences and biotech sector in response to the workforce needs of the world’s largest medical complex, the Texas Medical Center. Houston has more than 1,760 life science companies, employing a workforce of more than 320,000 people.⁶
- **East Texas Manufacturing Alliance** – a collaboration of manufacturers in a 12-county region in the Texas Forest Country. The Alliance is mobilizing a diverse group of manufacturers to strengthen and revitalize the region as a hub for manufacturing, focusing on building a stronger talent pipeline starting at the K-12 level, developing new post-secondary education programs in manufacturing, and improving connections among manufacturers to facilitate local sourcing and best practice sharing.⁷

The Workforce Director will maintain a shared folder with partner contacts, letter of support templates, and a spreadsheet tracker to follow updates on grant submissions and outcomes. This shared folder will provide access to partners so that they too can monitor progress and results.



⁵ <https://www.manufacturingusa.com/>

⁶ <https://www.houston.org/why-houston/industries/life-sciences-biotechnology>

⁷ <http://www.easttexasmanufacturingalliance.org/>



Goal 2: Expand and promote experiential learning among education providers with intentional participation from key industry stakeholders



Strategy 2.1	Promote career exploration to schools, youth, families, and community members
Strategy 2.2	Develop a Young Professionals Program with cyclical mentorship from program alumni and industry
Strategy 2.3	Promote work-based learning programs

BACKGROUND

Turner College and Career High School (Turner) has nurtured relationships with local employers to provide high school students with work-based learning opportunities while earning industry credentials. The program offers real-world and job experience for students while also giving students the option to earn college credit. JB Hensler College and Career Academy (Hensler) also offers programs and classes to students in partnership with instructors who are industry professionals. Students can choose from 16 programs that can lead to obtaining one of the 36 certifications awarded. While these offered opportunities are vital for students looking to join the workforce, creating and providing these programs and partnerships are not without hard work.

For example, Hensler has had to make major investments in learning spaces that use the exact same equipment as the professionals use in the industry. This allows students to get hands-on experience with actual equipment they will be using in the future. Additionally, building partnerships with trained and qualified industry professionals to teach classes is key to the program's success. In Turner's case, they have made a concerted effort to ensure employers have positive experiences with their students.



This starts by building strong personal relationships with each partnered employer as well as auditing and monitoring students' performance throughout their internship. Building new local partner relationships for expanded work-based learning programs has been a challenge. For this reason, Turner has made several strategies to gain a more extensive outreach to employers, including, for example, the ongoing collaboration with the Northern Brazoria County Education Alliance (NBCEA). NBCEA is a nonprofit corporation, founded by community partners for the purpose of aligning industry, business, education, and government



to improve regional workforce and economic growth. They have literally knocked on doors to build solid relationships with businesses, becoming a pivotal partner for places like Turner.

The positive benefits of the work-based learning and certification programs for the students, employers, and community do not go unnoticed. The Turner program places roughly 200 students annually into the community, helping staff key positions for employers while expanding the outreach and promotion of their certain industries. In 2020-2021, Alvin ISD had over 2,600 certifications earned at Hensler. Currently, Alvin ISD offers 13 clusters of study. Alvin Community College also benefits from the certification process as students can earn college credit in these programs, promoting students to continue their education. It should also be noted that the comprehensive high schools in the region have contributed greatly to providing additional college and career readiness instruction and skills to students. As many, if not all, of the public schools in the area provide excellent work-based learning courses and certifications, Alvin ISD and Pearland ISD comprehensive high schools in particular have made significant contributions to college and career readiness that has set the standard for future talent development.

The programs and partnerships discussed above are critical for Pearland as they allow students to see viable and different career paths when starting their education. This can in turn open new doors for students and promote Pearland as a community of growing opportunity. It can also help address the concerns for upcoming labor shortages in a variety of industries that emphasize skilled labor in the region. The concentrated effort by all community members to promote and advance experiential learning programs in the region will be crucial for Pearland to meet its goals of a skilled and diverse workforce.

GOAL 2 APPROACH

2.1 / Promote career exploration to schools, youth, families, and community members

Developing a talent pipeline begins with providing career exposure to future jobseekers. University of California Berkeley Career Center defines career exploration as learning about various occupations and their fit with the individual's unique career preferences (e.g., the skills,

For Consideration: While it's important to consider the career exploration experience for the student, be sure to keep in mind the commitment it takes from employers. Be sure to recognize these employers and promote their involvement in exposing students to local career opportunities!

interests, and values they want satisfied by their career). This experience drives consideration into careers that align with the jobseeker's interests, aspirations, and qualifications. The first step to achieving this strategy is establishing standards for career exploration through Memoranda of Understanding (MOUs). Superintendents, principals, or other leaders from Pearland ISD, Alvin ISD, and Turner & Hensler will convene to broadly determine what is needed for a positive career exploration experience for students and their parents. Common standards may include equal representation of industry sectors, DEI (diversity, equity, and inclusion)



practices, various occupational KSAs (knowledge, skills, and abilities), etc. Once these standards are defined, a common MOU will be developed, leading to an agreement with Pearland employers. The value of the MOU is so that employers are held accountable for providing meaningful and insightful career exploration experiences to students. An MOU with businesses will provide consistency around what is expected from them, regardless of the school district/source of talent, and begin to introduce future talent to career opportunities.⁸

Career exploration can include facilitating company tours, presenting as a guest speaker, participating in mock interviews, hosting networking events, etc. During the MOU process, K-12 leadership will also create an inventory of career exploration activities they are receptive to introducing to their students. This inventory will be shared with businesses in the Pearland region so they can commit to the types of activities that add the most value to students. As K-12 schools, higher educational institutions, and others look to host career exploration activities, this inventory will be referenced, and businesses will be invited to participate. Each K-12 school will be responsible for maintaining its own inventory and MOU materials, and an annual review with fellow school districts in the Pearland region should occur.

Creating an MOU for partners for workforce development is not uncommon and training providers across the country have engaged in the process. For example, the Austin Independent School District (AISD) and a consortium of construction trade partners entered into an MOU to implement a Construction Trades Academy. MOU partners with the University of North Alabama are eligible for tuition scholarships and application fee waivers. These examples can be referenced for replication and consideration.

Serving adults 18-40 years of age will be just as critical to ensure they are made aware of career paths in the Pearland region. Because many of these individuals seek career services through the Workforce Solutions office (American Job Centers), this is a natural place to promote career exploration. Workforce Solutions Gulf Coast offers a variety of career exploration tools that adults can rather than relying on experiences encountered in high school. Those tools include⁹:

- **Industry Profiles** – a list of 8 targeted industries that are critical to the Houston-Galveston region's economic future. Each profile provides job seekers with information on subsectors within that particular industry, annual employment statistics, and average weekly wages.
- **Occupation Profiles** – provides an in-depth look at the high-skill, high-growth occupations in the region. Each profile details earnings across entry level and experienced jobs and career path information (education and training requirements, skills requirements, etc.)

⁸ Example MOU agreements with employers can be referenced by examples from Mississippi University for Women (<https://www.muw.edu/ur/news/4127-higher-education-business-formalize-partnership-through-mou-2>), Crockett Early College High School (<http://www.crocketths.org/node/1685>), and University of North Alabama (<https://www.una.edu/unaworks/mou-employees.html>).

⁹ <https://www.wrksolutions.com/for-individuals/career-exploration>



- **PetroChem Works** – provides prospective candidates information on education and career opportunities in the Gulf Coast's petrochemical industry, including employers who are hiring, education and training options, job openings, and more.
- **Steel Toe Pro** – connects jobseekers interested in a career in construction to construction projects tailored for their unique skillset and experience.
- **UpSkill Houston** – an excellent resource for individuals interested in high-paying careers in the Greater Houston area that require less than a four-year college degree.
- **Texas Career Check** – offers information on hundreds of job titles, pay information, and future projected jobs. The interactive website can also help answer education and career exploration questions.
- **O*NET Interest Profiler** – this resource can help identify what jobseekers enjoy most and how those interest align with the type of careers they may want to explore.

An example MOU template is available in Appendix D.

2.2 / Develop a Young Professionals Program with cyclical mentorship from program alumni and industry

The *Pearland Prosperity Plan* recognized that in addition to developing a local talent pipeline, it was just as important to find a way to engage the region's young professionals and emerging leaders with one another. This plan has provided the instructions for creating a Pearland Young Professionals Program (PYPP), which can be found in Appendix C. There are similar existing programs in and outside Texas that can be scaled and replicated in Pearland, including the Houston Young Professionals and Entrepreneurs (HYPE), Texas Young Professionals (TYP), Dallas Regional Chamber's (DRC) Young Professionals, British American Business Council (BABC) Texas Young Professionals, National Urban League Young Professionals, and the Sarasota Young Professionals Group.

The first step in creating the PYPP is to identify a steering committee. Membership is open to anyone in the area looking to get involved in the community and wanting to strengthen their leadership skills. Recommendations can also come from members of the Chamber's Workforce Subcommittee and PEDC. Next, the steering committee would define its vision (what does the PYPP aspire to be) and its mission (how will the vision be achieved). The goal is to identify workgroups that members can be a part of based on individual interests that spearhead priorities.

The program will build leadership skills through active engagement and involvement in projects that are impactful to the community and meaningful to members. This can be determined in a steering committee meeting.

For Consideration: A young professionals program can be as broad or as specific as envisioned. Consider growing your program little by little, get creative, try unconventional strategies, make it your own!

As envisioned by stakeholders, the PYPP would consist of four tiers of membership:

- Tier 1: Individuals entering workforce after high school
- Tier 2: Individuals enrolled in post-secondary training in Pearland



- Tier 3: College graduates working in Pearland
- Tier 4: PYPP alumni providing mentorship and networking opportunities

PYPP steering committee members would shape the types of programs it finds to be most beneficial for its generational members. This would instill and promote a cyclical pattern of membership from those newly joining the PYPP and those sharing experiences and connections as PYPP alum. Common examples include social networking activities with members; professional, business, and leadership development opportunities; and civic engagement and community involvement. Examples of workgroups include government affairs, diversity equity and belonging, collaboration and partnership and community enrichment.

The PYPP, though led by a steering committee, will be overseen by the Pearland Chamber of Commerce with support from the Workforce Director.

2.3 / Promote work-based learning programs

While work-based learning opportunities are not a new concept in Pearland, the need for further expansion and promotion exists so the talent pipeline has greater access to developing skills in the workplace. Work-based learning typically combines on-the-job experience with

For Consideration: If it's not broken, don't fix it. Several K-12 school systems have successful work-based learning programs. Rather than transforming their model, learn and offer strategies for stronger programs, especially as it relates to employer-worker connection.

formal instruction. The first step in promoting work-based learning is to identify and leverage existing resources. As the hub of all workforce-related activities, Workforce Solutions Gulf Coast will connect with employers, industry partners, the Pearland Chamber of Commerce, and PEDC to share information on adopting and supporting work-based learning. Sponsored by Workforce Solutions (at a state level), the Work-Based Learning Program helps employers offset the costs of hiring and training new workers. Workforce Solutions Gulf Coast will connect with employers through Chamber workforce

subcommittee meetings, and its business services team to demonstrate the value of work-based learning for employers. This includes but is not limited to full coverage of their interns' salary and worker's compensation; access to a regional pool of diverse candidates; recruitment, hiring, and training assistance from experienced consultants; and access to local economic and labor market data to help uncover key insights that drive recruitment strategies.

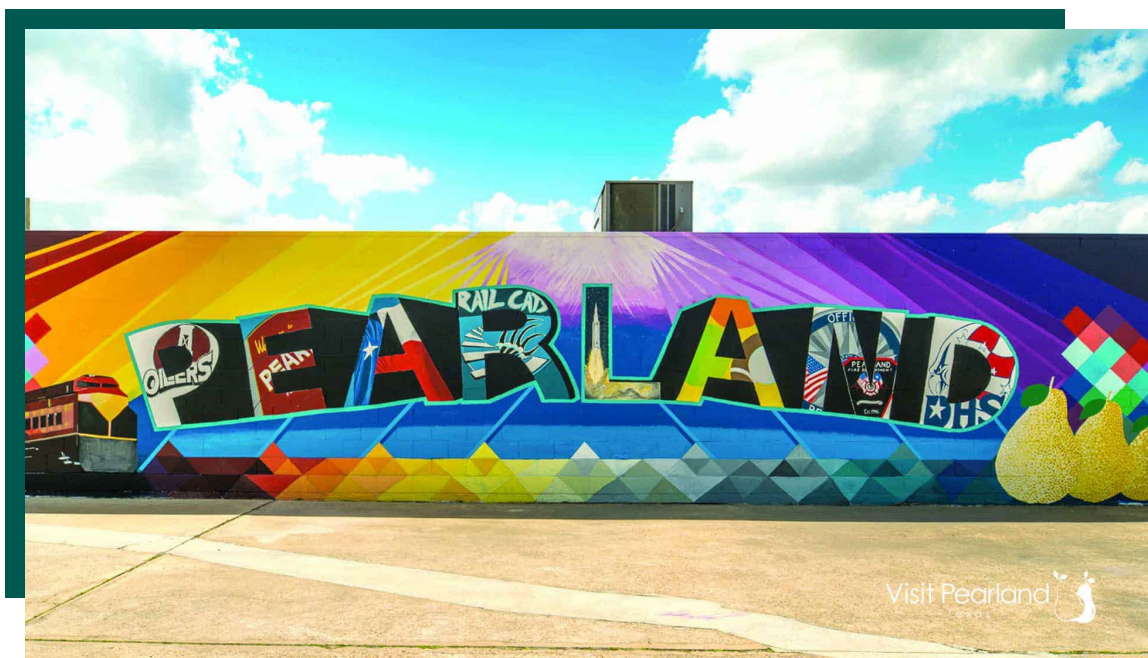
Many of the K-12 school systems in the Pearland community have a work-based learning program in place through their career and technical education (CTE) programs. Alvin ISD's CTE program provides students with entry-level employment in high-skill, high-wage jobs across thirteen career clusters while accentuating state and national standards. Pearland ISD has similar program offerings at Dawson High School, Pearland High School, Turner, and Pace Center. Workforce Solutions Gulf Coast will connect with the K-12 school systems to discover how they can work in tandem to promote work-based learning programs to high school students and fulfill any gaps if applicable. Dual credit is also available to high school students. Alvin



Community College has partnered with Pearland ISD through Turner and Alvin ISD through JB Hensler College and Career Academy. San Jacinto CC has partnered with Pearland ISD through Glenda Dawson High School, Pearland High School, and Turner. Workforce Solutions is also able to connect with post-secondary education and training providers to identify collaborative opportunities. This will reduce duplication efforts, especially regarding employer participation, while working collectively to achieve a shared goal. The Workforce Director will be responsible for coordinating efforts with Workforce Solutions to review training curricula with employers to ensure training is aligned with industry needs.

An alternative to traditional work-based learning programs, especially in a post-pandemic world, is experiential online learning. Workforce Solutions offers free online tools for individuals looking for work and provides learning opportunities that are accessible at their convenience. This includes classes that are self-paced and lead to professional certificates and/or industry-recognized credentials. The Texas Workforce Commission has partnered with Metrix Learning to provide these experiences to Texans. Workforce Solutions Gulf Coast should not be considered a rival or an outsider in these discussions but rather a resource for accessing state-funded training programs for Pearland residents post-high school graduation.

In addition to these work-based learning programs, UHCL Pearland has focused on micro-credentialing and upskilling through its partnership with ACC and as an extension of UHCL. This endeavor supports incumbent workers looking to earn certification in one specific skill at a time while employed. UHCL Pearland aspires to become the powerhouse in the Pearland region for professional development and corporate continuing education, and recent results show promise. For example, UHCL Pearland is currently developing a training plan with Lonza to upskill and reskill some of their workers to better positions. Applied across sectors, UHCL Pearland will be well-positioned to respond to corporate employers' incumbent worker needs.



Goal 3: Formulate industry sector partnerships to drive collaboration and innovation in target sectors



Strategy 3.1	Convene public partners and employers from Life Science, Manufacturing, and Healthcare to form industry sector partnerships
Strategy 3.2	Collect industry data to determine common needs and potential priorities of the sector partnership
Strategy 3.3	Continuous improvement and sustainability of sector partnerships

BACKGROUND

Interviews with employers revealed an interest in a formalized collaborative approach to solving workforce challenges within common industry sectors. Common industry talent needs included industry-specific education and training, exiting the workforce due to retirement, and recruitment and attraction. Employers who participated in the Steering Committee's planning session indicated that a formal industry sector partnership could alleviate some of these challenges while providing a mechanism for industry cooperation that can add value to business attraction to Pearland.



Sector partnerships are most common within the manufacturing sector. Manufacturers pay membership dues and convene to influence state and national workforce policy, pursue grants, and design training curriculum with education and training providers. In nearby Houston, the Greater Houston Partnership has convened industry leaders to address shared workforce challenges. Rather than formulating full-fledged sector partnerships, the Partnership has created industry councils like Petrochem Works to share insights into the industry such as in-demand skills, education and training requirements, local companies in the sector, and

job openings (the Partnership has initiated similar talks within construction, transportation and heavy manufacturing, and clean energy). The *Dream It. Do It. Southeast Texas* initiative has focused on grassroots initiatives to influence the perception of the manufacturing sector by leveraging strategic partnerships to attract and recruit a skilled manufacturing workforce.

To maintain its competitive edge, Pearland should create formalized sector partnerships with local companies from the Life Science, Manufacturing, and Healthcare sector to initiate systems change in response to its workforce needs. The Greater Houston Partnership has leveraged the support of the U.S. Chamber of Commerce Foundation's Talent Pipeline Management (TPM)



Academy to train businesses, workforce, and economic development leaders on how to “drive partnerships with their education and training providers based on industry need.” Resources like TPM and the Partnership can help shed insights into promising practices for sector partnership development.

With the Fourth Industrial Revolution involving automation and digitization of manufacturing, manufacturers are convening more frequently and intentionally in anticipation of the changes that will ultimately lead to factories becoming more efficient, productive, and less wasteful. The use of computers, Internet of Things, and the Internet of systems will require a workforce that is trained in technological skills. Employers have begun identifying ways to stay ahead of technological changes and are coming together to identify solutions.

GOAL 3 APPROACH

3.1 / Convene public partners and employers from Life Science, Manufacturing, and Healthcare to form industry sector partnerships

The PEDC has prioritized the creation of sector partnerships by first Life Sciences, Manufacturing, then Healthcare. The first step to launching an industry sector partnership is to identify the key industry champions who will be the representative voices of the industry. PEDC will introduce the concept of a sector partnership to local companies from the respective sector and gauge their interest in participating. Ideally, 3-7 champions will be identified in each sector. These champions should have a personal interest and responsibility for the sector partnership. The individuals should be well-respected and identifiable as they will need to generate buy-in from stakeholders and assist in recruiting other employers. Not only will champions have decision-making authority at their business, but they will also understand the long-term success of their business and industry in the Pearland community. The recruitment of sector partnership champions could come from healthcare and life sciences companies like Adient Medical, Base Pair Biotechnologies, HCA Houston Healthcare, Memorial Hermann, Kelsey Seybold, Lonza, Merit Medical Systems, and Cardiovascular Systems. Leadership from manufacturing companies that should be considered industry sector partnership champions could include Brask, Dover Energy, Mitsubishi, Kemlon, PT Solutions, Tool-Flo Manufacturing, or Zapp Precision Wire.

Once these individuals have been identified, it will be important to facilitate initial launch meetings with each sector partnership’s champions to make introductions, discuss high-level aspirations of the partnership, and select and support neutral convener (for the purposes of this plan, the convener is to be the PEDC, which could be subject to change). The sector partnership should also identify partners from outside industry who can help with talent development and recruitment efforts. Examples

For Consideration: For larger companies in the Pearland region, connect with leadership to determine if other company locations are involved in sector partnerships and what type of policy changes or initiatives would be most beneficial to them. These companies, because of their size, typically have more sway and influence and can contribute financial resources for partnership sustainment.

of partners to consider are the industry's training partners (e.g., ACC, San Jacinto CC, Houston Community College, UHCL Pearland, Turner & Hensler, etc.) and Workforce Solutions Gulf Coast. If applicable, tapping industry associations, either statewide or nationally, can help with sector partnership launch and sustainment, including sharing best practices. These partners will be critical to the success as they will be the group who will be trusted partners in developing industry talent and supporting talent retainment strategies.

Once the sector partnership has grown a formal organizational structure and network, it should consider engaging state/regional level government officials. While this is more of a long-term activity, the benefits can help shape workforce policy; prioritize training grants; generate buy-in from leadership in the Governor's Office, Texas Workforce Commissioners, and U.S. Congressional leaders; and potentially lead to in-kind and financial contributions from funders (philanthropic, foundations, etc.).

As Pearland explores the launch of sector partnerships, it should consider the experiences exhibited by established, success sector partnerships across the nation. The following sector partnership examples exhibit best practices as they are industry led with strong partnerships with the workforce economic development ecosystem.

- **Mahoning Valley Manufacturers Coalition (MVMC)¹⁰** – MVMC is an industry led sector partnership comprised of 50 companies focused on workforce needs of manufacturers in the region. Working with education, workforce, and economic development stakeholders, MVMC aims to find solutions that will grow Mahoning Valley's economy.
- **Workforce Connect Healthcare Sector Partnership¹¹** – The Workforce Connect Healthcare Sector Partnership is a collaboration with the top hospitals in Northeast Ohio to understand and provide solutions for the region's issues around healthcare talent needs. Stakeholders in this initiative represent the healthcare industry, education, workforce, and supportive service providers to identify holistic solutions to meet talent needs.
- **IT Sector Partnership¹²** – The IT Sector Partnership in the Elkhart region of Indiana is a partnership between employers, chambers, education providers, and non-profits to fulfil the need for talent in technology. The goal of the partnership is to expand technology workforce through training, work-based learning and resources to include supportive services.
- **Cumberland County Healthcare Next Generation Partnership¹³** – CCHNGP is comprised of the County Workforce Development Board, Fayetteville Cumberland Economic Development Corporation, and other partners along with more than 20 representatives from Cape Fear Valley Health, the Womack Army Medical Center (WAMC), private providers, and healthcare-related businesses. The aim of the partnership is to connect

¹⁰ <https://www.mahoningvalleymfg.com/>

¹¹ <https://www.tri-c.edu/workforce-connect-healthcare-sector-partnership/index.html>

¹² <https://www.itsectorpartnership.org/>

¹³ <https://fayedc.com/cumberland-health-providers-launch-first-next-gen-partnership-in-north-carolina/>



resources and move forward on important objectives by working closely with the private sector, synchronizing efforts, and reducing the cost of doing business. The partnership:

- Helped bring Motivating Adolescents through Technology to Choose Health (MATCH) program¹⁴ to over 3,400 seventh-grade students in Cumberland County Public Schools.
- Received a \$250,000 Golden LEAF grant to help increase the number of graduates from post-secondary Nursing programs in the region.
- Teamed up with education providers to build training to address attrition.

3.2 / Collect industry data to determine common needs and potential priorities of the sector partnership

With the sector partnership champions identified, the next action step required will be to create a sector partnership self-assessment. The sector partnership's convener (i.e., the Workforce Director) will work with industry partners to develop the self-assessment to help identify and improve areas that are critical to success for the sector partnership. The self-assessment should focus on individual *and* group questions. For example,

- **INDIVIDUAL QUESTIONS:**
 - Am I committed to leading this sector partnership and support its priorities?
 - Am I (or is my company) able to directly contribute in-kind or financial resources to the partnership?
 - Are there others in my company that should also be engaged in this sector partnership?
 - Are there other industry employers that I should engage and invite to this sector partnership?
- **GROUP QUESTIONS:**
 - Is my company willing to work with our competition and partners to develop and recruit in-demand talent?
 - What is our industry's greatest regional workforce need?
 - Is our industry facing demographic shifts? Is this a concern?
 - What is our message?

This tool will position the partnership to accomplish its mission and prioritize areas that are critical to its success.

In addition to assessing sector partnership members' priorities, maintaining a pulse of the labor market trends of the sector will be critical to planning for potential workforce changes and keeping Pearland competitive in those sectors. The convener of the sector partnership will request labor market data reports from Workforce Solutions Gulf Coast, including monthly job reports, Current Employment Statistics (CES), and Local Area Unemployment Statistics (LAUS)

¹⁴ <https://www.matchwellness.com/new/>

as produced by the Bureau of Labor Statistics and distributed by the Texas Workforce Commission. As changes occur in the labor market, the sector partnership must recognize these shifts and work with their education and training partners to revise curricula, as necessary.

For Consideration: Review your sector partnership membership. Do any of these individuals have political clout across the state or industry? They should be the face of Pearland's industry sector partnership.

As the PEDC continues to recruit new businesses to the Pearland region, it should also connect with major employers from targeted sectors to determine their exact hiring needs. As the Greater Houston Partnership noted, the knowledge, skills, and abilities of a job do not typically vary significantly within a sector. PEDC should begin outreach to major employers such as Lonza, Merit Medical, BioHouston, etc. to identify their workforce needs (in-demand jobs, skills, experience, etc.) and begin building (or tweaking) the foundation of skill

development by engaging training partners. While creating changes to training curricula is a slow process, beginning that process now ensures the training infrastructure will be in place by the time new businesses begin operation in Pearland. PEDC, as the convener of the sector partnerships, will need to collaborate with ACC, San Jacinto CC, UHCL Pearland, Turner and Hensler to participate in this seismic undertaking. As cited earlier, a good model that should be leveraged or replicated with other training providers is what UHCL Pearland is doing around micro-credentialing and upskilling of incumbent workers for larger corporations in the region.

3.3 / Continuous improvement and sustainability of sector partnerships

The timing of each targeted sector partnership creation and implementation will not coincide, so it is essential that as one sector partnership is created, promising practices and ineffective practices are identified to maintain efficiency. Activities that will support the sustainability of a sector partnership include regular meetings among individuals from industry, education and training, workforce development, and other partners (either monthly or quarterly), continual recruitment of members from industry, financial contribution (in-kind or funding), workforce policy changes, and regional networking.

For Consideration: Sustainment can be supported through member dues and conference/summit fees. Consider launching an industry summit to discuss workforce trends in the sector, best practices, and industry leaders. This could be Pearland-only event or statewide – either way, it puts Pearland on the map for industry collaboration!

The Greater Houston Partnership has expressed interest in supporting PEDC in this endeavor and collaborate where appropriate. Within the manufacturing sector, the region should tap the Greater Houston Manufacturers Association for lessons learned to support sustainment. The GHMA was created by and for Houston manufacturers with the purpose to directly support the development of the next generation of manufacturers and help expand opportunities for existing manufacturers in the Greater Houston area. This paid membership organization provides members several benefits, including educational opportunities, networking events,



volunteer opportunities, and more. By leveraging models like the GHMA, the Pearland region can create targeted sector partnerships that thrive and support industry growth.



Goal 4: Development and promotion of a community resource network (CRN)



Strategy 4.1

Develop an asset inventory of regional training programs, supportive services, and workforce ecosystem partners

Strategy 4.2

Conduct a campaign to support the implementation of the community resource network

BACKGROUND

Partners from all sectors of the regional talent network agreed that developing and retaining a skilled workforce is crucial to regional prosperity. Places like New Hampshire¹⁵, Friendswood, Texas¹⁶, and Maine¹⁷ have launched several “Live here, work here” campaigns to encourage people to stay, expand or relocate to the respective places. As Pearland looks to compete economically on a global scale, there is a continual demand for further collaboration between sector partners, especially those on the education and employer side. One such example of further collaboration is the creation of an asset inventory of workforce and education organizations, programs, and services. An example of an asset map of resources that can be replicable is the *Innovation Map*¹⁸ connecting people with programs and resources across New Mexico supporting K-12 students and providing opportunities to learn. Organizations like the Pearland Chamber of Commerce, Workforce Solutions Gulf Coast, and higher education partners already have similar resources, either in development or in practice, that can be leveraged. The effort to identify resources in and around the area to better assist employers and employees in the workforce can help lay the foundation for strategic planning and develop linkages between institutions. Additionally, organizations that develop a deeper understanding of common interests and assets can be a catalyst for new partnerships. The strong partnership



¹⁵ <https://www.nheconomy.com/why-new-hampshire>

¹⁶ <https://www.ci.friendswood.tx.us/353/Live-Here-Work-Here>

¹⁷ <https://liveandworkinmaine.com/>

¹⁸ <https://futurefocusededucation.org/innovation-map/>



and sharing of information between several employers and the community colleges in the region is a living example of this idea.

The initiative to develop and implement a comprehensive network of resources will also allow leaders in Pearland to identify key networks and trends that shape the region's economy while potentially indicating any gap areas. This will further promote collaboration between sectors and provide a baseline for how the region will progress in the future towards the goals it collectively strives for. While there are several levels of collaboration and mapping already present in the region, the promotion and practicality of the resource network will depend on how engaged regional partners are. Pearland will need to actively work with participating members to create and continue a living resource network that is helpful and engaging for all partners in the workforce network to truly drive the region forward.

GOAL 4 APPROACH

4.1 / Develop an asset inventory of regional training programs and workforce ecosystem partners.

Enhancing Pearland's talent pipeline through collaboration, as noted in the *Pearland Prosperity Plan*, is largely dependent on the types of resources and services available by partners in the regional talent ecosystem. The first step in developing an asset inventory is to research and catalog all of the workforce assets in the region. The Workforce Director will lead information collection by performing desktop research and leveraging existing asset maps compiled by partners. This initial research will be compiled in a spreadsheet for simple editing and organizing. The most frequently cited resource was United Way of Greater Houston's 2-1-1 line. This resource, available 24/7, provides supportive services for individuals who are overcoming barriers to employment. A supportive service example that 2-1-1 can help provide information upon includes childcare, food stamps, care for an aging parent, domestic violence, disasters, etc.

The Workforce Director will research training programs offered by regional post-secondary education and training providers. This information will be the general focus of the completed asset map. San Jacinto CC, Alvin Community College, Houston Community College, and the Workforce Director should work in conjunction with leaders from partner institutions to compile a list of programs they offer. Ideally, this list would cite program duration, location (classroom vs. virtual), brief description, single point of contact from the institution, and whether programs can be subsidized using training funds from the Skills Development Fund, which the Texas Workforce Commission administers. Capturing this information is valuable because it (1) provides individuals with information on training programs in their area based on their interest and career aspirations, (2) identifies existing training program curricula so that employers can determine if training providers' curriculum aligns with their hiring needs, and (3) streamlines information-sharing among providers so that institutions can create programs that exemplify their strength.



Once that initial information is collected, the Workforce Director will connect with Workforce Solutions Gulf Coast to compare the list of education and training providers with its “Education and Training Provider Network.” Workforce Solution has already identified programs that are approved by the Texas Workforce Commission to be on the state’s eligible training provider list (ETPL), meaning students can use state dollars to fund their enrollment. By recognizing these programs, talent ecosystem partners can make accurate referrals to prospective students interested in a new career path or incumbent workers seeking upskilling opportunities. In the spreadsheet, this could be recognized as a “yes or no” marking.

For Consideration: A quick online search for training programs or community resources has recently been the go-to strategy for collecting information but having a platform that connects job training programs with in-demand skills AND resources to help overcome barriers to employment is game-changing. Few workforce systems have such a tool, so go for it. Be bold!

Public use of this asset map should be interactive and straightforward. Examples for reference include:

- **Worthi® by Citi:** <https://www.citivelocity.com/worthi/eppublic/helloworthi/home>
- **Northern Rural Training and Employment Consortium (NoRTEC):** <https://www.ncen.org/index.php/our-region/workforce-asset-map-and-directory>
- **Greater Memphis Chamber UpSkill901:** <https://memphischamber.com/workforce-and-talent/employer-resources/>
- **Future Focused Education:** <https://futurefocusededucation.org/innovation-map/>

PEDC and the Workforce Director will be tasked in Year 2 with researching platforms that can support this information. Once identified, the asset inventory will be published, renamed, branded, and made live. Annual maintenance will be required to ensure education and training programs information and supportive services are accurate. This can be performed by direct phone calls/emails to organizations or at a regularly held meeting.

4.2 / Conduct a campaign to support the implementation of the asset inventory

The rollout of the freshly published asset inventory will need to capture the interest and attention of all partners in the regional workforce system. PEDC will host town hall events at City Hall, ACC, San Jacinto CC, UHCL Pearland, Alvin ISD, and Pearland ISD to showcase the inventory. The town hall events should (1) define the purpose of the asset inventory, (2) identify the target audience, (3) demonstrate its functionality, and (4) seek volunteers who can help provides annual updates to the inventory. If necessary, PEDC may need to provide individualized tutorial sessions to organizations.

PEDC will need to tap into its partner network to help bring the inventory to practical use. By identifying which partner is best suited to introduce the inventory to a specific target audience, buy-in and engagement will be garnered. For example, PEDC and the Pearland Chamber of



Commerce need to inform and educate employers on how to use the inventory. PEDC may want to partner with Workforce Solutions Gulf Coast to introduce the inventory to front-line staff who can use it to help dislocated or unemployed workers identify training opportunities. This will require a true collaborative approach and leveraging networks and existing meetings can achieve an even greater pool of regional partners.



APPENDICES

Appendix A: Strategic Framework

Appendix B: Action Plan

Appendix C: Young Professionals
Program Toolkit

Appendix D: MOU Template Example

Appendix E: Workforce Director
Position

Appendix F: Labor Market Analysis

Appendix G: Stakeholder Interview
Summary



PEARLAND WORKFORCE STRATEGY ACTION PLAN

STRATEGIC FRAMEWORK



GOAL 1

Intentioned and streamlined communication among industry, education, and community partners

- ▶ **Strategy 1.1:** Conduct targeted outreach to community partners, incumbent workers, jobseekers, youth, and parents about workforce-related events
- ▶ **Strategy 1.2:** Capitalize on existing meetings and activities through the provision of hybrid communication delivery
- ▶ **Strategy 1.3:** Jointly pursue state and federal grant opportunities



GOAL 2

Expand and promote experiential learning among educational providers with intentional participation from key industry stakeholders

- ▶ **Strategy 2.1:** Promote career exploration to schools, youth, families, and community members
- ▶ **Strategy 2.2:** Develop a Young Professionals Program with cyclical mentorship from program alumni and industry
- ▶ **Strategy 2.3:** Promote work-based learning programs



GOAL 3

Formulate industry sector partnerships to drive collaboration and innovation in target sectors

- ▶ **Strategy 3.1:** Convene public partners and employers from Life Science, Manufacturing, and Healthcare to form industry sector partnerships
- ▶ **Strategy 3.2:** Collect industry data to determine common needs and potential priorities of the sector partnership
- ▶ **Strategy 3.3:** Continuous improvement and sustainability of sector partnerships



GOAL 4

Development and promotion of a community resource network

- ▶ **Strategy 4.1:** Develop an asset inventory of regional training programs, supportive services, and workforce ecosystem partners
- ▶ **Strategy 4.2:** Conduct a campaign to support the implementation of the community resource network

APPENDIX B: ACTION PLAN

The following Action Plan details each specific action as it relates to the four goals and their strategies. To help guide the progress of the action plan, timelines have been created. These to-be-completed-by dates are not permanent. The plan recognizes the need to maintain flexibility and it should be upon the champions of the action to determine if additional time is needed to complete the action or if an opportunity presents itself for the action to be completed sooner than anticipated.

Year 1 (2022)

Strategy	Action	By When	Champion	Metric for Success
1.1	Identify appropriate avenues for communication outreach to targeted audience (youth, incumbent adult workers, dislocated adult workers, etc.) by geographic location (e.g., social media, newsprint, billboards, telecommunications, bi-lingual, etc.)	3/31/22	Workforce Director	<ul style="list-style-type: none"> # of social media hits and ads posted Annual check-in with partners in various geographic locations to assess their familiarity of workforce-related events
2.3	Leverage existent work-based learning toolkit created by Workforce Solution	3/31/22	Workforce Solutions Gulf Coast	<ul style="list-style-type: none"> Distribution of work-based learning toolkit to employers and steering committee members
2.3	Inform regional employers of the various work-based learning program options (e.g., apprenticeships, internships, on-the-job training, etc.) and demonstrate the return-on-investment	6/30/22	Workforce Solutions Gulf Coast, Pearland Chamber	<ul style="list-style-type: none"> # of info sessions by Workforce Solutions Gulf Coast to employers and partners, promoting the work-based learning toolkit
3.1	Identify existing resource/asset maps currently utilized by partners in the region that can be consolidated into a single region-wide resource catalog	12/31/22	Workforce Director	<ul style="list-style-type: none"> Collection of asset maps Creation of consolidated asset map



Year 2 (2023)

Strategy	Action	By When	Champion	Metric for Success
1.1	Develop marketing materials that detail (1) local training opportunities, (2) industry expectations, and (3) occupational outcomes	3/31/23	Alvin ISD, Pearland ISD, SJCC, ACC, HCC, UHCL Pearland	<ul style="list-style-type: none"> Design, develop, and implement marketing materials and accessibility of content (online vs. hard copy)
1.2	Conduct an inventory of existing meetings among industry, K-12, post-secondary education, workforce development, economic development, etc., including format (virtual, in-person, etc.)	3/31/23	Workforce Director	<ul style="list-style-type: none"> Comprehensive list of relevant meetings, inclusive of names, contact info, and meeting dates/times – housed in resource catalog
2.2	Identify existing, similar programs in the community that could be leveraged	6/30/23	Pearland Chamber, Workforce Solutions Gulf Coast, Workforce Director	<ul style="list-style-type: none"> List of existing young professionals' programs provided by community partners, employers, and non-profit organizations
2.2	Define program mission and structure	6/30/23	Workforce Director	<ul style="list-style-type: none"> Definitive mission statement of Young Professionals Program Creation of toolkit
2.2	Create four tiered levels of program: <ul style="list-style-type: none"> Tier 1: Individuals entering workforce after high school Tier 2: Individuals enrolled in post-secondary training in Pearland Tier 3: College grads working in Pearland Tier 4: Program alumni providing mentorship and networking opportunities 	12/31/23	Pearland Chamber, Workforce Director	<ul style="list-style-type: none"> Framework for varying levels Specific call to actions in each tier



2.3	Connect with K-12 ISDs and post-secondary education institutions to recruit individuals for enrollment in work-based learning programs relevant to their career choice	6/30/23	Alvin ISD, Pearland ISD, ACC, SJCC, HCC, UHCL Pearland, Workforce Solutions Gulf Coast	<ul style="list-style-type: none"> • # of students participating in work-based learning programs • # of employers offering work-based learning opportunities
3.2	Develop a sector partnership self-assessment	3/31/23	Workforce Director, Industry Partners	<ul style="list-style-type: none"> • Creation of self-assessment tool to help identify and improve those areas critical to success and to benchmark your sector partnership against others in Texas • Identified area(s) that need improved most and critical to the success of the sector partnership
3.2	Collect and review labor market data as well as qualitative data from industry employers to assess and identify industry talent needs	6/30/23	Industry Partners, Workforce Solutions Gulf Coast	<ul style="list-style-type: none"> • Identified in-demand occupations and the education and training requirements for each respective occupation
4.1	Research training programs offered by regional post-secondary education and training providers and identify single points of contact (POC) to each institution	9/30/23	Workforce Solutions Gulf Coast, Workforce Director	<ul style="list-style-type: none"> • List of training programs offered by education and training providers in the region, including name of program, location, brief description, and single POC to learn more
4.1	Perform desktop research of community resources to help individuals overcome barriers to employment (e.g., food banks, shelter, clothing, job prep, etc.)	9/30/23	Workforce Director, Workforce Solutions Gulf Coast	<ul style="list-style-type: none"> • List of community resources, location, contact info, eligibility, hours of operation, and brief description



4.1	Research pricing, functionality, and ease of systems to house a digital resource catalog	12/31/23	Pearland Chamber, PEDC, Workforce Director	<ul style="list-style-type: none"> Identified options that can serve as the platform to host the resource catalog
4.2	Develop a rollout plan to partners on how to use the asset inventory	12/31/23	Workforce Director	<ul style="list-style-type: none"> Marketing plan # of tutorial sessions offered to navigate the asset inventory
4.2	Emphasize intentional implementation of resource catalog to (1) industry, (2) youth, (3) education, and (4) community partners	12/31/23	Workforce Solutions Gulf Coast, PEDC, Pearland Chamber, ACC, SJCC, HCC, Alvin ISD, Pearland ISD	<ul style="list-style-type: none"> Strategy for implementing inventory to targeted groups (e.g., who is best to reach these groups, how these groups use the inventory, etc.)



Year 3 (2024)

Strategy	Action	By When	Champion	Metric for Success
1.1	Create event to showcase educational and training programs available to employers for upskilling	6/30/24	SJCC, ACC, HCC, UHCL Pearland, TCCHS, Industry Partners	<ul style="list-style-type: none"> # of education and training partners in attendance at events # of attendees at event
3.1	Identify industry champions who will be the representative voices of the industry	6/30/24	PEDC	<ul style="list-style-type: none"> Identified 3-7 industry champions each from life science, healthcare, and manufacturing who will lead the sector partnership
3.1	Identify partners from outside industry who can provide assistance to talent development strategies, with the facilitation support from PEDC	9/30/24	Workforce Director, Workforce Solutions Gulf Coast	<ul style="list-style-type: none"> Identified partners from workforce development, education and training providers, and industry associations
3.1	Engage state/regional level government leadership to support the sector partnership through grants, attendance at meetings, ceremonious events, luncheons, etc.	12/31/24	PEDC	<ul style="list-style-type: none"> # of meetings with Governor's Office, TWC Commissioners, Legislators' Office, etc.
3.2	Connect with education and training providers to review and, if necessary, update training curriculum to meet the needs of local industry employers	6/30/24	Workforce Director, Industry Partners, ACC, San Jacinto CC, HCC, UHCL Pearland	<ul style="list-style-type: none"> Updated training curriculum on an annual basis
4.1	Publish asset inventory catalog and make it go live	6/30/24	Pearland Chamber, PEDC, Workforce Director	<ul style="list-style-type: none"> Live resource tool that is functional and widely utilized # of users/ organizations utilizing the tool



Year 4 (2025)

Strategy	Action	By When	Champion	Metric for Success
1.1	Create “Signing Day” Event for high school students who have signed on for gainful employment	3/31/25	Alvin ISD, Pearland ISD, Industry Partners	<ul style="list-style-type: none"> # of students attending event # of employers attending event Survey feedback of students and industry/employers
1.2	Develop specific actions through agendas with report-outs	3/31/25	Workforce Director	<ul style="list-style-type: none"> Include action items on agendas and minutes shared with partners
1.3	Identify each partner’s workforce development priorities so to quickly respond and pursue to grant releases	9/30/25	Workforce Solutions Gulf Coast, Workforce Director, PEDC	<ul style="list-style-type: none"> List of workforce development priorities (e.g., training, sector partnership, career pathways, etc.)
1.3	Create a shared folder with partner contacts, letter of support templates, and update form to track progress on grant submission and outcome	9/30/25	Workforce Director, PEDC	<ul style="list-style-type: none"> Creation of shared folder with tools and templates
1.3	Review and research grant opportunities related to workforce development	12/31/25	Workforce Solutions Gulf Coast, Workforce Director	<ul style="list-style-type: none"> # of grant opportunities that are being shared among partners, regardless of decision to pursue or not pursue Amount of funding secured each year, with progressively increased amounts annually
2.1	Establish career exploration standards through MOUs	3/31/25	Workforce Director, Alvin ISD, Pearland ISD	<ul style="list-style-type: none"> Creation of MOUs
2.1	Collaborate with regional employers to develop a menu of career exploration participation activities (e.g., company tours, guest speakers, mock interviews, networking events, etc.)	6/30/25	Alvin ISD, Pearland ISD, ACC, SJCC, HCC, UHCL Pearland, Industry Partners	<ul style="list-style-type: none"> # of employers willing to participate Inventory list of specific activities individual employers are willing to engage



2.1	Host career exploration activities at existing community events to promote in-demand jobs in Pearland	12/31/25	Alvin ISD, Pearland ISD, PEDC, Pearland Chamber, Workforce Solutions Gulf Coast	<ul style="list-style-type: none"> • # of events where career exploration activities are held
2.2	Identify individuals who have been a part of the program and are willing to serve as mentors for future young professionals	12/31/25	Pearland Chamber, Workforce Director	<ul style="list-style-type: none"> • Inventory of individuals willing to serve as mentors
3.3	Organize regional employer meetings to identify common needs and potential priorities	12/31/25	Workforce Director, Industry Partners	<ul style="list-style-type: none"> • # of regularly scheduled meetings with agenda items
4.1	Perform annual maintenance to ensure resource catalog information is up to date	6/30/25	Workforce Director	<ul style="list-style-type: none"> • Comprehensive review of information • Annual update of resource catalog



APPENDIX C: YOUNG PROFESSIONALS PROGRAM TOOLKIT

Introduction

Recruiting and engaging the next generation is vital to the strength of every community. A Young Professionals Program is a great way to leverage Pearland's special diversity, promote a culture of inclusion, and engage emerging leaders who want to contribute to the growth and success of the region. This toolkit will help you develop a Young Professionals Program for Pearland. This toolkit outlines the step-by-step process and can be customized.

Traditionally, Young Professionals Programs are run as recruitment initiatives for identifying and securing talent as individuals or young professionals emerge from completing undergraduate or post-graduate degrees. Young Professionals Programs can be sector specific or mission specific but are often related to career advancement with an opportunity for mentorship and networking. Additionally, Young Professional Programs that are offered through the chambers of commerce, for example, focus on civic engagement and community priorities in addition to networking opportunities and leadership development.

The following are examples of Young Professionals Programs that are replicable best practices within the region and nationally:

- **Northwest Arkansas Emerging Leaders (NWAEL) – Northwest Arkansas, AR:** NWAEL is a program for anyone in the area that is looking to get involved in the community and enhance leadership skills. Members develop leadership skills through participation in workgroups that align with individual interests. NWAEL has hosted many events aimed at educating and impacting the community.
 - **Benefits for Young Professionals:** Strengthening of leadership skills through project work and real-life experience, implementation of innovative strategies, expansion of network and career growth
 - nwaemergingleaders.com
- **Houston Young Professionals and Entrepreneurs (HYPE) – Houston, TX:** HYPE is a diverse, group of young professionals and entrepreneurs who meet regularly to network and learn from Houston thought leaders. This Greater Houston Partnership program was created by young professionals for young professionals determined to succeed in the region. HYPE develops future business leaders and empowers young talent through engagement opportunities, meaningful connections, and access to Houston's thriving business community.
 - **Benefits for Young Professionals:** Diversify and expand professional network; Receive unprecedented access to Houston's top business leaders; Grow as an emerging leader; Stay connected, be inspired, and driven to thrive
 - <https://www.houston.org/business-resource-group/hype>
- **Texas Young Professionals (TYP) – Texas (statewide):** TYP is an independent young professionals organization founded, organized, and led by young professional volunteers. TYP seeks to empower volunteers who demonstrate leadership, character, initiative, and vision. TYP leadership works together as a team to develop new programs and initiatives, plan, and coordinate events, and communicate with members.



- **Benefits for Young Professionals:** Empower volunteers with leadership skills; Network and gain exposure; Access to events, programs, and relevant activities at a discounted rate or free; philanthropy
 - <https://texasyoungprofessionals.com/typ-leadership/>
- **The Sarasota Young Professionals Group – Sarasota, FL:** Organization of talented young professionals ages 21-40 in Sarasota County dedicated to helping members grow personally and professionally as leaders in the community.
 - **Benefits for Young Professionals:** Leadership development; Networking and gain exposure; Philanthropy
 - <https://www.sarasotachamber.com/young-professionals-group.html>
- **National Urban League Young Professionals – Nationwide:** Volunteer auxiliary that targets youth ages 21-40 to empower communities via the Urban League movement. The Urban League is a nonpartisan historic civil rights organization based in New York City that advocates on behalf of economic and social justice for African Americans and against racial discrimination in the United States.
 - **Benefits for Young Professionals:** Opportunity to make a difference; Gain leadership skills; Networking and exposure; Philanthropy
 - <http://nulyp.iamempowered.com/content/who-are-we>
- **British American Business Council (BABC) Texas Young Professionals – Worldwide:** The BABC Texas Young Professionals group is a non-industry specific group dedicated to developing young professionals through networking and professional development courses and offers access to dedicated mentors.
 - **Benefits for Young Professionals:** Professional development; Networking and exposure; Gain leadership skills; Mentorship
 - <https://babctexas.org/young-professionals>

Initial Steps for Designing a Young Professionals Program

BUILDING THE STEERING COMMITTEE

The first step in the process of developing Pearland's Young Professionals Program or (PYPP) is to identify a PYPP Steering Committee. Membership for PYPP will be open to anyone in the area who is looking to enhance leadership skills and make an impact in the community. The PYPP Steering Committee will comprise of young professionals who have signed up to be members of PYPP, or members who are nominated to participate by Pearland's Chamber of Commerce Workforce Subcommittee and other members of the Pearland Economic Development Corporation. Up to 8 members will be identified representing the following tiers of membership with at least 2 young professionals per tier for the Steering Committee:

- **Tier 1:** Individuals entering workforce after high school (civic engagement, career exploration, work-based learning (WBL), and mentorship)
- **Tier 2:** Individuals enrolled in post-secondary training in Pearland (civic engagement, networking, WBL, and mentorship)
- **Tier 3:** College grads working in Pearland (civic engagement, networking, WBL, mentorship)



- **Tier 4:** Program alumni providing mentorship and networking opportunities (civic engagement, networking)

The key to creating a young professionals program that benefits your community and the young professionals in your area is involving interested parties from the beginning. This is how you ensure a meaningful, long-term investment from multiple stakeholders—who will benefit from a dynamic and responsive young professionals group.

Ideally, the PYPP Steering Committee, will comprise of young people who can act as ambassadors of the program. A responsive, invested advisory team is essential as you begin to decide on the structure and mission of your program. They will also be responsible for conceptualizing outreach and marketing appealing to young professionals. Including the PYPP Steering Committee’s individual perspectives will help in identifying incentives as well as methods to encourage participation from the targeted audience. In addition, the PYPP Steering Committee will raise the profile of the program even before it takes shape.

IDENTIFY VISION, MISSION, OBJECTIVES

A vision is what an organization aspires to become and, it is the big picture of what you want to achieve. The mission statement outlines how the vision will be achieved. Objectives are ways to accomplish the overall mission. The PYPP Steering Committee will brainstorm and begin to draft the vision, mission, and objectives of the Pearland Young Professionals Program.

The PYPP Steering Committee can use the following guided questions to determine the vision:

- Why does Pearland need a Young Professional’s Program?
- What benefits do you foresee from having a Young Professional’s Program in Pearland?

Examples of a vision statement include:

- “Our vision is a thriving community where everyone is engaged and invested in collective success.”
- “Our vision is an inclusive community that fosters community success through leadership efforts and civic engagement of young professionals.”
- “Our vision is to enhance the vitality of Pearland by creating a strong community of young professionals.”
- “Our vision is to be the catalyst that allows young professionals to make measurable and significant impacts in both their personal and professional lives as well as in our community.”
- “Our vision is a Pearland that is a premier place to live in and work for young professionals”

A mission statement can be as broad or as specific as necessary. It should address how the program will accomplish the outlined vision. The following questions can help the PYPP Steering Committee define a mission statement:



- What program is the mission statement for?
- What is the goal of the program?
- Who is the program for?
- How is the program going to accomplish that goal?

Examples of mission statements include:

- **“To educate and develop young professionals in Pearland by providing networking, career development and volunteer opportunities.”**
- **“To empower Pearland’s Young Professionals and leverage the special diversity that exists in the community by providing networking, career development, leadership and civic engagement opportunities.”**

Objectives are specific ways to achieve the vision and mission. The PYPP Steering Committee can define what the potential audience and other constituencies in the community would like to see from PYPP. To develop objectives of the program, the PYPP Steering Committee can determine if there is a need to:

- Conceptualize, develop, implement, and participate in opportunities for young professionals between the ages of 18-40 in the community to network and gain mentorship.
- Develop a sense of civic leadership among young people in the region through community engagement.
- Spearhead and champion community priorities, specifically in workforce development and civic engagement.
- Serve as mentors for future Young Professionals.
- Promote early career exploration to schools, youth, families, and community members.

The PYPP should involve opportunities for growth within the civic, leadership, professional, and personal realms. It is important to define what is in it for a young professional to participate in the program. Explain if young professionals are expected to volunteer their time or pay membership dues; the expectations of a participant and the benefits of the program must be clearly articulated. Make sure to illustrate appropriate incentives such as exposure to peers and senior leadership, mentorship, professional development, leadership development, networking, and opportunities to win scholarships. The PYPP Steering Committee can brainstorm and identify incentives that resonate with emerging leaders and young professionals in Pearland. The program will offer members the opportunity to enhance leadership skills through participation in work groups that have specific initiatives that align with individual interests.



Program Structure

A structure must be defined for the program to develop a cyclical mentorship. The following questions and recommendations will help the PYPP Steering Committee create a customized structure for the program.

- Who will be eligible to participate including the age range? (18-40?)
 - Tier 1: Individuals entering workforce after high school
 - Tier 2: Individuals enrolled in post-secondary training in Pearland
 - Tier 3: College grads working in Pearland
 - Tier 4: Program alumni providing mentorship and networking opportunities
- Membership is open to anyone who is interested, and members can sign up to participate in the program online or in person.
- What is the total number of people in the program?
- What does recruitment for the program look like?
- What is the budget for the program?
- Should scholarships be made available if fees are required for membership?
- Will membership fees be offered at a discounted rate or subsidized?
- Who will be responsible for raising funds for discounting memberships as well as offering scholarship opportunities?
- Where will the funds to cover program administration including program setup come from?
- How will Pearland's Young Professionals Group be governed?
 - Will there be a Board or Committees?
 - What will the culture be?
 - Will it be a less formal group of volunteers, who collaborate primarily through online tools like email, blogs, and project management systems?
 - Will it be a more formal group that meets weekly or biweekly to discuss ideas and make decisions?
- If formally structured, leadership roles may include President, President-Elect, Treasurer, Events Chair and Communications Chair.
- Based upon the specific objectives of the Young Professionals Program, other members can be designated to lead committees formed from time to time to achieve the objectives mapped out.
- There can be ad-hoc work groups or committees for specific purposes such as: Networking, Membership, Events, Technology, Liaisons (Government, Education, Business, Workforce & Economic Development) Community Engagement, Diversity, Equity, and Inclusion.

ROLES & RESPONSIBILITIES

The following examples are suggestions for ways to divide duties among program members, but it is ultimately up to the PYPP to decide what roles should be assigned.



- The **President and President-Elect** will oversee membership growth and retention for the Young Professional program. The President should also prepare and maintain the committee's agenda.
- The **President-Elect** acts as the President's backup in case the President is unavailable or unable to fulfill their duties.
- The **Treasurer** makes sure any costs associated with events are within their budget and works with the chapter to determine event and program fees. As an alternative, this role can be rolled into the President or President-Elect's responsibilities.
- The **Event and Communications Chairs** work together to manage how events and the overall program are advertised to members and non-members. This can consist of website content, email marketing, newsletters and any other methods used to reach current members and potential members.
- The **Communication Chair** should collect, organize, and continually update a marketing email list.
- **Communication Chair** could also organize a monthly PYPP publication or "PYPP Spotlight" article.
- The **Events Chair** plans regularly scheduled events.
- The **Events Chair** can delegate specific tasks to other members but should make sure those events have the resources required and oversees the execution of all events.

It is useful to create subcommittees for large events. This encourages increased involvement from more young professionals who might not be on the events committee. In addition, workgroups based on strategies and initiatives can be created for members to participate in based on interest.

GOVERNANCE

Organizations should create clear bylaws regardless of governance or organizational structure. Bylaws outline specific responsibilities and other operating relationships and standards. Bylaws should define the purpose of the organization, how often meetings will be conducted, way in which the meetings will be conducted, the terms of the board members, elections, what constitutes a quorum, how to handle vacancies, finances, and how to amend the bylaws. The PYPP Steering Committee is responsible for developing bylaws applicable for the PYPP and the group will approve them.

Program Activities

Programmatic activities are crucial to ensure engagement aligns with the purpose of PYPP and value for the participant and the community. Activities must align with overall objectives. The PYPP Steering Committee can use the following questions to determine which activities are best suited for the program:

- What type of programs do our members and organization value?
- What type of programs do we need to execute to meet our desired community impact and vision?
- When, where, and how often will we have programs or events?
- Is the programming in line with our young professional group's values?



TYPES OF ACTIVITIES

The following are examples of the most common programs offered by young professional groups:

- **Social/Networking:** happy hours; speed networking; tailgating at professional and collegiate sporting events; food truck festivals; international festivals, Diversity Day
- **Professional, Business, & Leadership Development:** mentoring programs where senior professionals or community leaders are matched with participants; “Lunch and Learn” sessions with business and community leaders covering current events of interest to participants; career development and exploration; personal financial management; diversity, equity, and inclusion training; attending business roundtable discussions
- **Civic Engagement & Community Involvement:** national voter day; STEAM Day to promote Science Technology Engineering Arts Math (STEAM) education in the community; park cleanups; Fitness Day; pancake breakfasts; golf tournaments; participation in charitable walks or festival parades; philanthropic/charitable hosting event; silent auctions; serving meals to those in need; invite a non-profit organization to help recruit volunteers; community bike program.

OUTREACH & RECRUITMENT

The PYPP Steering Committee can play a crucial role in attracting emerging professionals to join the PYPP. Aspects to consider when recruiting members include:

- **Create traditions and customs that resonate with young professionals in Pearland.** Try playing music in the background as members and guests arrive and socialize at in-person or online events.
- **Create a simple elevator pitch about PYPP so that existing members can easily talk about the program, benefits, and encourage participation.** Show prospective members what PYPP has to offer. Tell them about service projects, networking and leadership development opportunities, and social events. Remind them what is in it for them if they join PYPP.
- **Leverage technology and social media because it is where people check in every day.** Create and maintain a social media presence for your PYPP that shows prospective members what PYPP is doing and how they can get involved. In addition, many professionals are more likely to communicate by text message than a phone call or email. After the initial connection, create the flexibility to stay in touch by text.
- **Make membership affordable for all.** The expense or membership dues can be a hindrance for highly motivated people who want to participate but cannot afford the program. Be transparent about the breakdown of dues and costs for the program. Lower expenses by rethinking venues or meals. For example, offer a la carte options or meet at a local coffeeshop instead of requiring an expensive lunch. Consider working with local foundations and businesses to make scholarships or sponsorships for membership fees available.
- **Provide the opportunity for in-person or online participation and flexible attendance.** People are busy, especially young professionals between 18 and 40. Instead of requiring your members to attend make-ups meetings, encourage them to attend a meeting



online or count their participation in a service activity. Take advantage of flexible meeting policies so members can participate even when their calendars are full.

- **Make the Pearland Young Professional experience a personal one.** Celebrate big professional milestones or personal achievements of members.
- **Make PYPP family friendly.** Consider offering childcare or welcoming families to events.
- **Assign mentors and connect younger professionals with other members that match their interests, skills, or professional background.** Mentors also benefit by staying engaged, honing their leadership skills, and building meaningful connections with other members.
- **Make every experience unique and something that is of value to participants.** Change up meeting location or pique members' interest about a new, exciting topic. Conduct frequent polling to gauge participant's interest about the quality and content of programming.
- **Leverage multiple ways to reach out to participants and prospective members.** Brochures and print materials are only part of a promotional plan. Digital communications are inexpensive, fast, and reach a wide audience, especially with young professionals use of social media platforms
- **Go where youth are to actively conduct outreach and recruit.** Work with the workforce development system in Pearland, community, and faith-based organizations as well as schools and post-secondary educational institutes to offer programming and for ways to engage potential participants. The PYPP Steering Committee can kick-start the initiative with an initial membership recruitment launch and drive.

Program Sustainment

The most important part of the process is to develop a budget for the program. The following are areas for consideration when developing a budget.

- Do you create a formal budget, or request funding as needed?
- What does your budget look like for events for events?
- Will you charge membership dues (if applicable)?
- Be sure to measure and report the expenditures' impact.



APPENDIX D: MOU TEMPLATE EXAMPLE

Memorandum of Understanding for Career Exploration in the Pearland Region

The [lead organization who will hire the Workforce Director], which is the [type of organization], [K-12 Schools and Post-Secondary Education Partners], which are the local education and training providers, and the local partners (identified below and referred to collectively as “partners”) enter into this Memorandum of Understanding (MOU).

All parties agree that the purpose of this MOU is to document the roles, responsibilities, and commitments the parties have negotiated and mutually agreed upon for the operation of career exploration in the Pearland Region. All parties understand that this MOU is not a legally enforceable agreement.

Article I: Description and Purpose

- A. The Pearland Economic Development Corporation commissioned the creation of the Pearland Workforce Strategy Action Plan in response to the region’s growing need for a workforce action plan. Workforce ecosystem partners were engaged throughout a six-month process to identify key goals and strategies that would support the region’s workforce needs. One of the goals that came out of the plan was to create strong experiential learning with accountability. To achieve this goal, stakeholders, including education partners and employers, formulated the strategy to promote early career exploration to schools, youth, families, and community members.
- B. Specific action steps were developed, including:
 - 1) Establish career exploration standards through MOUs
 - 2) Collaborate with regional employers to develop a menu of career exploration participation activities
 - 3) Host career exploration activities at existing community events to promote in-demand jobs in Pearland
- C. This MOU is developed to ensure the above-mentioned action steps are achieved while formally promoting the inclusion of workforce ecosystem partners.

Article II: Agreement Period

- A. This MOU will be in effect from [DATE] until [DATE] unless an extension is granted.
- B. This MOU will be renewed at the end of the MOU period. The parties agree to review the information in this MOU, note any necessary changes, and enter into good faith negotiations for the renewal MOU that will be effective [DATE].



Article III: Partner Responsibilities

- A. Convene on at least a biannual basis to determine what is needed for a positive career exploration experience for individuals.
- B. Establish common standards for career exploration, such as:
 - 1) Equal representation of industry sectors (e.g., ensuring one industry does not dominate career exploration for the region so that emerging sectors and others can promote career exploration to regional job seekers)
 - 2) Commitment to diversity, equity, and inclusion (DEI) practices (e.g., how do partners in this MOU ensure career exploration activities promote DEI for job seekers but also employers from women-owned businesses, minority-owned businesses, first generation businesses, English as a second language businesses, etc.)
 - 3) Occupational knowledge, skills, abilities (e.g., what do job seekers need to know or have interest in developing skills towards in-demand occupations?)
- C. Identify career exploration activities employers commit to participating in to generate interest from the regional population, such as:
 - 1) Facilitating company tours
 - 2) Presenting as a guest speaker
 - 3) Participating in mock interviews
 - 4) Hosting networking events at place of business
- D. Maintain inventory of career exploration activities and ensure it maintains accuracy through regular review. This also includes sharing among partners within this MOU so they can reference the list of employers and their commitments when hosting any type of career exploration event.
- E. As an employer, if an education and/or training provider requests your participation in career exploration event(s), you make a profound commitment to participating provided advanced notice.
- F. Partners of this MOU are encouraged to promote career exploration events and activities through local news outlets and publications, social media, and townhall events to generate buzz around career exploration and interest among partners not included in this MOU but who wish to.

Article IV: Termination/Separation

- A. This MOU will remain in effect until the end date specified in Article II, Section A unless:
 - 1) All parties mutually agree to terminate this MOU.
 - 2) Sudden economic and workforce impact to the regional economy.
 - 3) Business relocation outside the Pearland region.
 - 4) Education and training provider capacity/funding restraints.



- B. Any partner may terminate its participation as a party to this MOU upon 60 days written notice to [organization overseeing the Workforce Director position].
- C. Each partners understands that participation as a party to this MOU is required.

Article V: Amendment

- A. This MOU must be amended when one or more of the following occurs:
 - 1) The addition or removal of a partner from this MOU
 - 2) A change in occupational needs
 - 3) A change that significantly alters negotiated terms to this MOU.
- B. All parties agree that amendments involving changes need only be signed by authorized representatives of affected partner(s), Workforce Director, and [organization overseeing Workforce Director position].
- C. The party seeking an amendment will submit a written request to the Workforce Director that includes:
 - 1) The requesting party's name.
 - 2) The reason(s) for the amendment request.
 - 3) Each Article and Section of this MOU that will require revision.
 - 4) The desired date for the amendment to be effective.
 - 5) The signature of the requesting party's authorized representative.
- D. If the request is approved, the Workforce Director and [organization overseeing the Workforce Director] will notify the remaining partners of the intent to amend the MOU and will allow 30 days from the date of the notice for the remaining partners to review the requested changes and to submit a response to the Workforce Director. No response by a partner will be considered approval of the requested change(s).
- E. Any partner with questions and/or concerns regarding the requested changes must be submitted to the Workforce Director in writing within the specified timeframe. The Workforce Director will provide a written response to the partner within 15 days of receipt of the partner's questions and will have the discretion to share questions/concerns with other partners and/or to schedule a meeting to achieve consensus on a final amendment draft.
- F. The final approved amendment draft will be signed by authorized representatives of the affected partners then submitted to the Workforce Director for final signature unless it is an amendment that requires the signatures of all parties. If signatures from all parties are required, those signatures must be executed no later than 90 days prior to the end of the MOU period.
- G. All parties agree to communicate details of any amendments to their respective staff members whose responsibilities may be impacted by the changes.



Article VI: Counterpart

This agreement may be executed in one, or more than one counterpart and each executed counterpart will be considered an original, provided that the counterpart is delivered by facsimile, mail courier, or electronic mail, all of which together will constitute one and the same agreement.

Signature Page Follows

Remainder of page intentionally left blank



Signature Page

By signing, each party affirms that this MOU accurately describes the negotiates roles and responsibilities.

[Organization]

Printed Name & Title

Signature

Date

[Organization]

Printed Name & Title

Signature

Date

[Organization]

Printed Name & Title

Signature

Date



APPENDIX E: WORKFORCE DIRECTOR POSITION

Department	Pearland Economic Development Corporation
Reports to	Vice President, Pearland Economic Development Corporation
Job Classification	Exempt, Full-Time, Workforce Director
Salary	To be determined

Position Statement

The Workforce Director leads the execution of the Pearland Workforce Strategy Action Plan and Young Professionals Programs on behalf of the Pearland Economic Development Corporation (PEDC), to build and strengthen connections between Pearland’s “talent pipeline” and business community.

This individual will work with partners, including education and training providers, businesses, non-profits, and other community partners to align and improve education and training services in the Greater Pearland region. This position will not be involved in the direct provision of workforce development education or training services. Those functions would remain the responsibility of the community’s education and training providers. The Workforce Director would instead serve to develop connections among these providers and regional businesses to ensure that the community is maintaining and enhancing its competitive edge in workforce and talent. The position’s core functions include:

- Serve as the liaison among Pearland’s business community, workforce development partners, and education & training providers
- Provide staffing support to the PEDC Workforce Council to facilitate stronger connections among partners and identify and address gaps and opportunities
- Support business recruitment, retention, and expansion efforts with the PEDC and Pearland Chamber of Commerce
- Connect employers with talent and training solutions through relevant partners

Note, this position is funded by PEDC. This position reports to the Vice President of PEDC but works in collaboration with Workforce Solutions, Pearland Chamber of Commerce, and education and training providers.

Responsibilities

- Engage and develop industry partnerships
- Identify talent ecosystem partners’ workforce needs, priorities, and opportunities
- Research and respond to funding opportunities (e.g., grants, foundations, etc.)
- Create “Signing Day” event for high school students who have signed onto gainful employment
- Create event to showcase educational and training programs available to employers for upskilling and reskilling in a tiered system



- Conduct an inventory of existing meetings among industry, K-12 education, post-secondary education, workforce development, and economic development. A comprehensive communication plan will be developed
- Establish student career exploration activities and training to promote early career discovery
- Identify mentorship opportunities and leverage existing tools and resources
- Engage regional employers to enhance and modernize curriculums for training needs and drive enrollment into work-based learning program options (based on industry and local demand)
- Lead county-wide collaboration workforce strategy to promote talent attraction, development, and retention
- Serve on appropriate Workforce Development Committees and Boards
- Establish budget program elements for inclusion in annual departmental budget
- Work with PEDC staff to manage website and social media accounts and posts
- Develop necessary marketing materials, budget, and other promotional activities

Education & Experience

- Experience in secondary education or workforce development and training
- Minimum of 3 years' experience in workforce development or related field.
- Project management experience
- Understanding of marketing/advertising/promotions concept
- Previous experience in a leadership role
- History of successful establishment of public/private partnerships
- Baccalaureate Degree in relevant field preferred (i.e., business administration, human resources, marketing, education/training).

Requirements

- Excellent verbal, written, and interpersonal communication skills
- Bilingual a plus
- Strong problem solving and organizational skills
- Understanding of the local, state and regional workforce development system.
- Commitment to regional collaboration and advancement
- Strong attention to detail with a commitment to quality and accuracy
- Strong leadership and organizational skills
- Ability to work independently and as a leader of a team
- Some evening work may be required outside of normal business hours
- Proficiency in Microsoft Office and knowledge of web content management systems
- Professional appearance and demeanor
- Strong customer service skills
- Flexibility to travel domestically as well as work some evenings and weekends, as necessary
- Valid driver's license



Additional Job Duties

- Performs related duties as required
- Organization Conformance Standards
- Perform quality work within deadlines with or without direct supervision.
- Interact professionally and courteously with other employees, customers and partners.
- Work effectively as a team contributor on all assignments.
- Understand the necessity to efficiently and effectively interact, communicate and coordinate work efforts with other employees and organizations in an effective manner to accomplish common task.
- Function in highly stressful circumstances.
- Maintain a high level of professionalism and to conduct business in an ethical manner at all times.
- Maintain regular and punctual attendance.



APPENDIX F: LABOR MARKET ANALYSIS



Developed By:



THOMAS P. MILLER & ASSOCIATES



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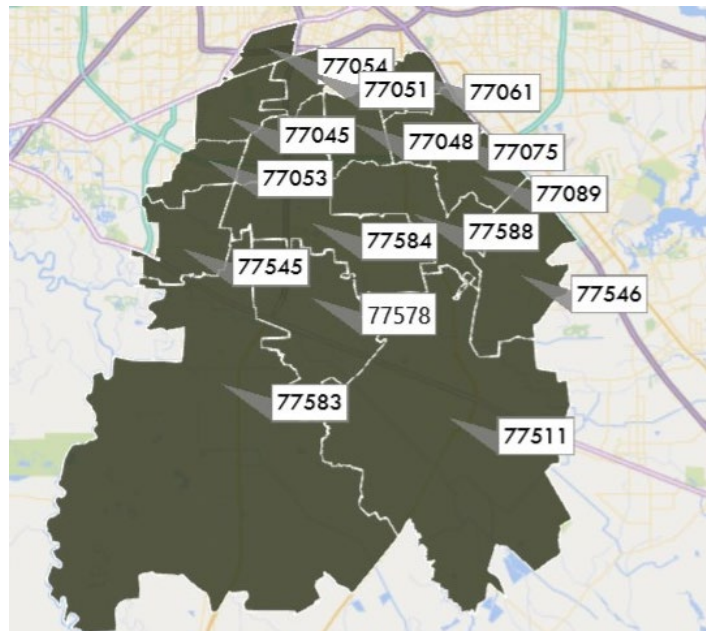


INTRODUCTION

A data-driven action plan is responsive to the historical, immediate, and emerging labor market trends of a region. This analysis identifies those trends in the Pearland region and serves as the foundation for the region's *Workforce Strategy Action Plan*. The action plan will provide the Pearland Economic Development Corporation (PEDC) with a roadmap guide to transfer ideas around workforce and talent initiatives from the *Pearland Prosperity Strategic Plan* into reality.

Recognizing the talent and employment opportunities in and around Pearland are crucial to determining how we recruit, develop, and retain talent. This labor market analysis examines labor market trends by ZIP codes in and around the Pearland community. ZIP codes were confirmed by PEDC and include the following¹⁹:

ZIP Code	ZIP Code Name
77045	Houston
77047	Houston
77048	Houston
77051	Houston
77053	Houston
77054	Houston
77061	Houston
77075	Houston
77089	Houston
77511	Alvin
77545	Fresno
77546	Friendswood
77578	Manvel
77581 ²⁰	Pearland
77583	Rosharon
77584	Pearland
77588	Pearland



This objective analysis is organized into four sections:



The data that fuels this analysis is collected through public data sources such as U.S. Bureau of Labor Statistics and U.S. Census Bureau, as well as a proprietary data source, Emsi, which

¹⁹ Data that could not be collected by ZIP code is identified in this report. In those cases, the most relevant data is captured by municipality or county.

²⁰ This ZIP code is included in the data analysis but not identified in the map as it is too small to be recognized by the map generator.



analyzes labor market information from those sources as well as the Texas Workforce Commission.

WORKFORCE CHARACTERISTICS

Population

Nearly half of the population of Pearland is between the ages of 20 to 54 (48.5%), as individuals between the ages of 20 to 34 represent over one-fifth of the population (21.3%) and individuals between the ages of 35 to 54 represent over one-quarter of the population (27.2%). However, the aggregate increase in population among those 65 years and older was greater than those 19 and younger, meaning that Pearland will see an aging population. Pearland's overall population increased nearly 11% from 2015 to 2020 and is projected to experience a continual increase in population, as the population is set to grow 12% in the next 5 years.

Table 1: Population by Age, 2020

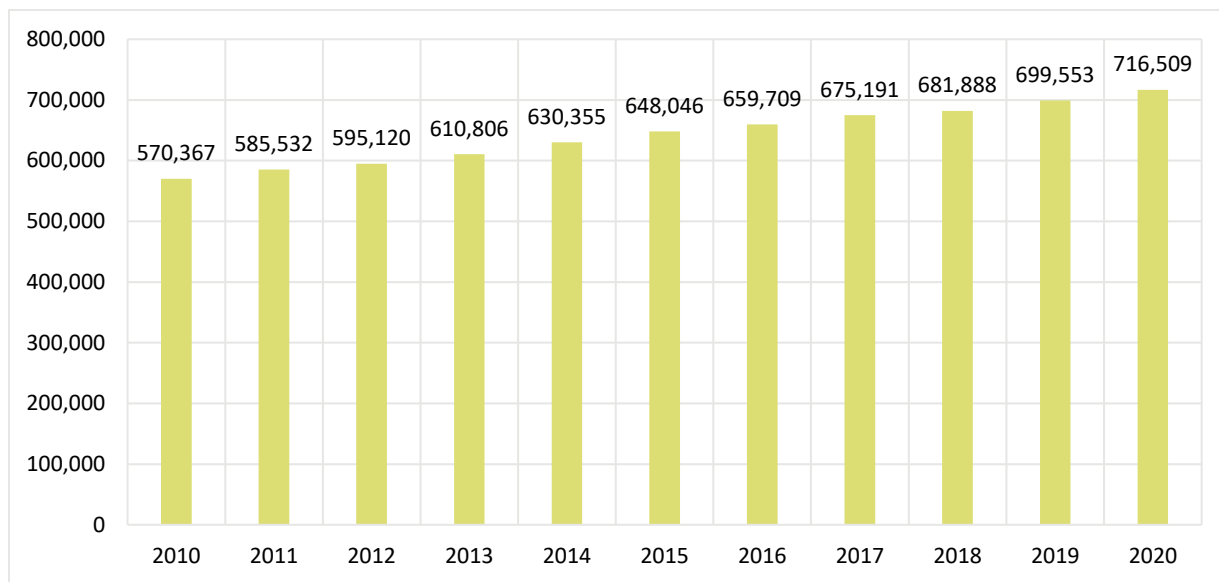
Age Cohort	2020 Population	% Of Cohort	Change (2015-2020)		Projected Change (2020-2025)	
Under 5 years	50,596	7.1%	5,139	11.3%	7,789	15.4%
5 to 19 years	156,208	21.8%	10,063	6.9%	13,711	8.8%
20 to 34 years	152,935	21.3%	10,138	7.1%	12,802	8.4%
35 to 54 years	195,092	27.2%	17,523	9.9%	26,104	13.4%
55 to 64 years	78,501	11.0%	5,870	8.1%	5,008	6.4%
65 years and over	83,177	11.6%	19,729	31.1%	23,076	27.2%
Total	716,509	100.0%	68,464	10.6%	88,489	12.3%

Source: Emsi 2021.2

Figure 1 shows the total population from 2010 to 2020 in the 19 ZIP codes. The total population has consistently increased each year and has increased a total of 26% from 2010 to 2020. The greatest single year increase occurred in 2014 with a 19,549-population increased from the year prior.



Figure 1: Total Population, 2010-2020



Source: Emsi 2021.2

The Pearland community is a multiracial area, as the two most populous races are Hispanic and Black. They respectively represent 33.8% and 31.0% of the population of Pearland in 2020. Individuals identifying as White represent about one-quarter (24.3%) of the total population. Asians encompassed almost one-tenth of the population (9.7%) and American Indian or Alaskan Native represented 0.2% of the population. Native Hawaiian or Pacific Islanders make up the smallest population of any race/ethnicity in the Pearland region (0.03%). While Asian Americans represent a small fraction of the population, they are expected to increase the most by population among major ethnic groups 2020 to 2025 with a 24% growth. Those that are Two or More Races are projected to increase the most at 26%.

Table 2: Population by Race/Ethnicity

Race/Ethnicity	2020 Population	% Of Cohort	Change (2015 – 2020)		Change (2020 - 2025)	
Hispanic	241,923	33.8%	36,659	18%	33,281	12%
Black	218,349	31.0%	21,321	11%	34,121	15%
White	173,870	24.3%	(1,457)	(1%)	1,302	1%
Asian	69,534	9.7%	10,440	18%	16,425	24%
Two or More Races	11,211	1.6%	1,553	16%	2,937	26%
American Indian or Alaskan Native	1,395	0.2%	(95)	(6%)	386	23%
Native Hawaiian or Pacific Islander	227	0%	43	23%	36	16%
Total	716,509	100%	68,464	79%	88,488	100%

Source: Emsi 2021.2



Regional Poverty & Income

Table 3 details the poverty rates and income in the Pearland region by ZIP code. The average poverty rate in Texas in 2020 was 14.7%. In the Pearland region, eight ZIP codes had poverty rates below the state average. Houston (77051) had the highest poverty rate (35.3%) while also having the lowest mean and median household income. ZIP code 77584 (Pearland) had the highest median household income, and that ZIP code 77546 (Friendswood) had the highest mean household income.

Pearland-specific ZIP codes' poverty rate was below the state and national average, and also had a higher average median income. Pearland also has less of an inequality between mean and median income, indicating that the inequality of income is likely less compared to state and nation.

Table 3: Poverty Rates and Income, 2020

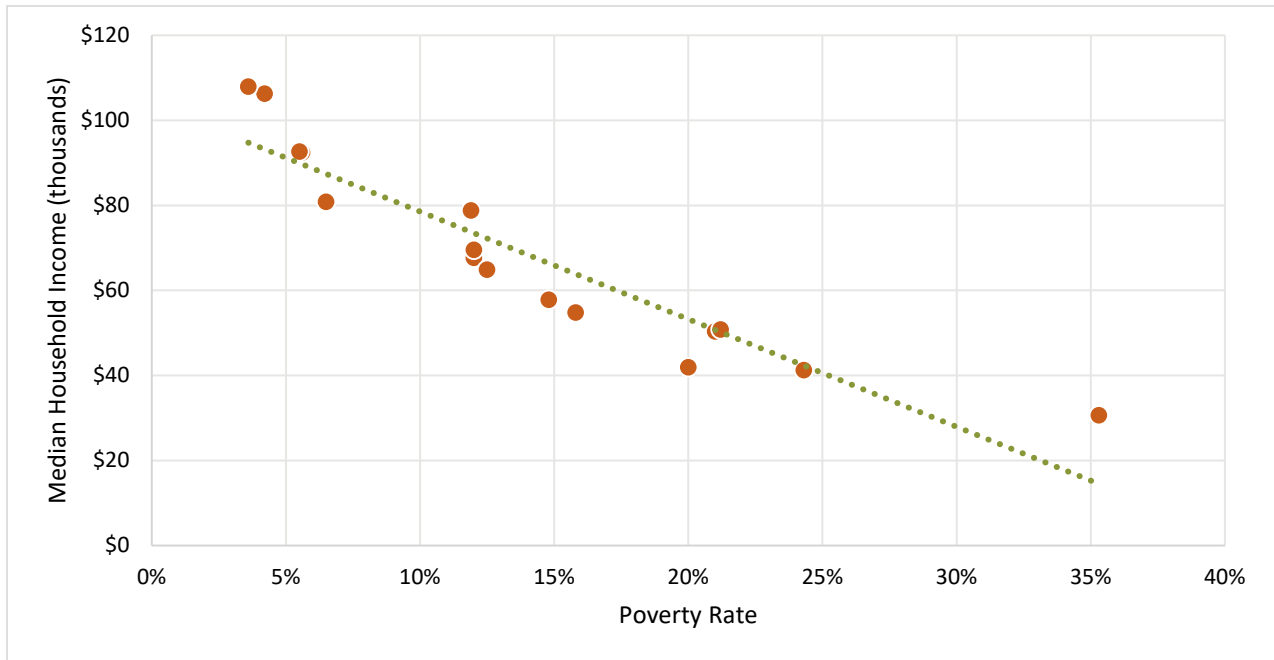
ZIP	Name	Poverty Rate	Median Household Income	Mean Income	Mean and Median Income Difference
77045	Houston	14.8%	\$57,843	\$62,731	\$4,888
77047	Houston	12.0%	\$67,725	\$79,048	\$11,323
77048	Houston	24.3%	\$41,300	\$57,521	\$16,221
77051	Houston	35.3%	\$30,646	\$41,735	\$11,089
77053	Houston	21.0%	\$50,368	\$63,969	\$13,601
77054	Houston	21.2%	\$50,827	\$59,606	\$8,779
77061	Houston	20.0%	\$41,980	\$56,529	\$14,549
77075	Houston	15.8%	\$54,819	\$66,471	\$11,652
77089	Houston	12.0%	\$69,617	\$82,203	\$12,586
77511	Alvin	12.5%	\$64,932	\$82,678	\$17,746
77545	Fresno	6.5%	\$80,873	\$87,481	\$6,608
77546	Friendswood	4.2%	\$106,287	\$138,144	\$31,857
77578	Manvel	5.6%	\$92,487	\$113,915	\$21,428
77581	Pearland	5.5%	\$92,687	\$111,249	\$18,562
77583	Rosharon	11.9%	\$78,808	\$89,684	\$10,876
77584	Pearland	3.6%	\$107,995	\$127,862	\$19,867
77588	Pearland	N/A	N/A	N.A	N/A
State	Texas	14.7%	\$61,874	\$87,260	\$25,386
Nation	USA	13.4%	\$62,843	\$88,607	\$25,764
Pearland	Average	14.1%	\$68,074.60	\$82,551.60	\$14,477.0

Source: Emsi 2021.2, U.S. Census Bureau

Median household income was lower than mean household income through the Pearland region as it was the case in every ZIP code. This indicates that in each ZIP code, there are some high paying jobs which are pushing up the average income.



Figure 2: Negative Relationship between Poverty and Median Household Income



Source: Emsi 2021.2

Educational Attainment

Educational attainment data was unavailable at the ZIP code level, so data was collected at the county level. A smaller portion of Brazoria County has attained education beyond a two-year degree than the nation but not the state. Nearly 40% of individuals in the County have a two-year degree or higher compared to 38% in Texas and 42% nationally. The County exceeds the state and national figures among those with an educational attainment of a high school diploma or some college. The percentage of the County with an Associate's degree is higher than state but mirrors the national levels. The County's average of individuals with a Bachelor's degree is consistent with state and national levels (20%).

Table 4: Educational Attainment, 2020

Education Level	2020 Brazoria County Population	2020 % of Brazoria County Population	2020 % of Texas Population	2020 % of USA Population
Less than 9 th Grade	13,527	5%	8%	5%
9 th Grade to 12 th Grade	16,729	7%	8%	7%
High School Diploma	64,049	25%	25%	27%
Some College	59,842	24%	21%	20%
Associate's Degree	21,813	9%	7%	9%
Bachelor's Degree	50,189	20%	20%	20%
Graduate Degree and Higher	26,343	10%	11%	13%

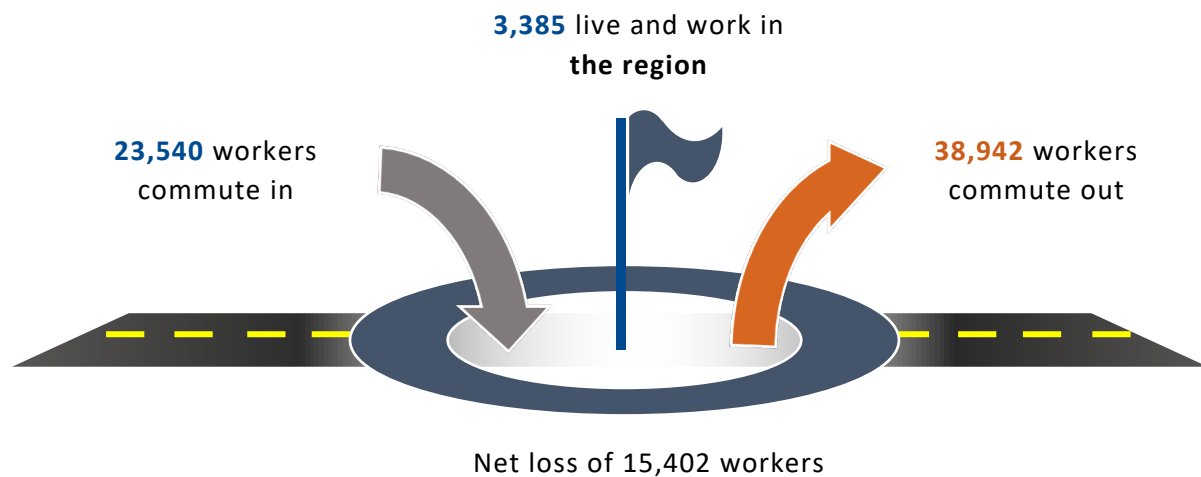
Source: Emsi 2021.2



Commuting Patterns

Commuting patterns in the Pearland region indicated that the region exported more workers than it imported. An underlining factor for this trend is the proximity to metropolitan Houston. Most of the outbound commuters are aged 30 to 54 and earn at least \$3,333 per month. Similarly, many inbound commuters are aged 30 to 54 but earn \$1,250 to \$3,333 per month. The greatest share of jobs can be found in ZIP codes 77584, 77581, and 77511.

Figure 3: Commuting Patterns In/Out of the Pearland Region



Source: OnTheMap, U.S. Census Bureau

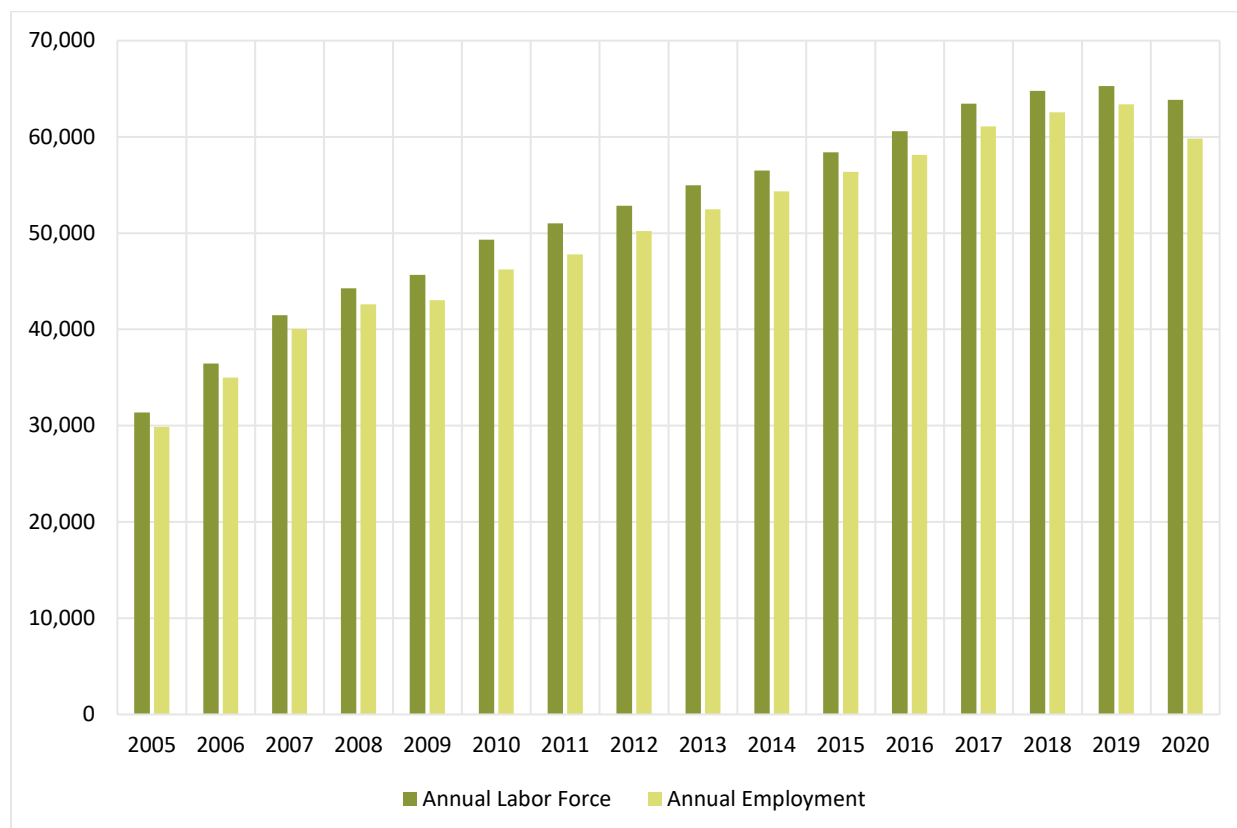


LABOR FORCE

Employment & Labor Force Statistics

Figure 4 details the labor force total in the Pearland region from 2005 to 2020. Labor force has increased steadily but had a slight drop in 2020, most likely due to the COVID-19 pandemic. The labor force participation peaked in 2019 (65,287) and had the greatest single year increase in 2006 (+5,099).

Figure 4: City of Pearland Labor Force vs. Annual Employment, 2005 – 2020



Source: United States Bureau of Labor Statistics

The gap between annual labor force and annual employment was less than 2,000 from 2005 to 2008. However, the gap widened after the Great Recession in 2009 to 2011. The difference between the two began to tighten in 2012 when it continued closing the difference gap until 2016. The difference in the annual labor force and annual employment drastically increased in 2020 to 4,019, mainly due to the impact of COVID-19 on the labor market.

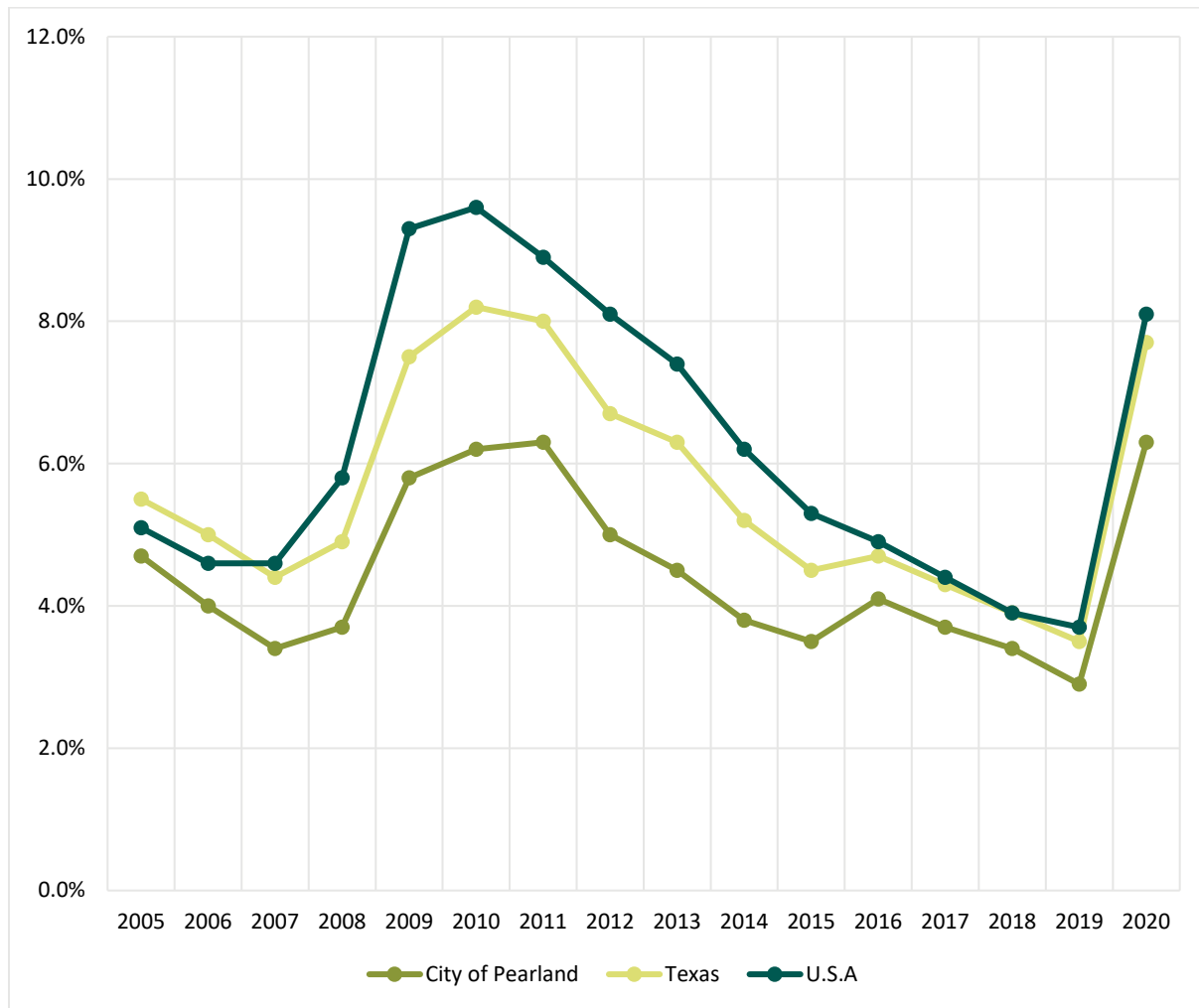
Unemployment

Unemployment has followed a parabolic curve overtime with the exception of the 2020 jump from the coronavirus. Figure 5 details the unemployment rates in the City of Pearland, Texas, and the United States. The city and state had unemployment rates below the national average since 2007. 2016 and 2019 saw the closest conversion among these three series. The lowest



unemployment rate for all of these series was in 2019 when it was 2.9% for the City of Pearland, 3.5% for Texas, and 3.7% for the nation.

Figure 5: Unemployment Rates, 2005 – 2020



Source: United States Bureau of Labor Statistics



INDUSTRY ANALYSIS

Industries are organized by NAICS, or North American Industry Classification System.

Regional Industry Mix

Figure 6 displays the total number of jobs in each 2-digit NAICS industry in 2015, 2020, and 2025. The sectors which have consistently grown since 2015 are Healthcare and Social Assistance; Government; Retail Trade; Accommodation and Food Service; Transportation and Warehousing; Construction; Other Services (except Public Administration); Real Estate; Finances and Insurance; Educational Services; Management of Companies and Enterprise; Agriculture, Forestry, Fishing, and Hunting; and Utilities. Only Manufacturing has seen a consistent decline since 2015, as it lost 874 jobs between 2020 and 2015 and is projected to lose 120 jobs by 2025.

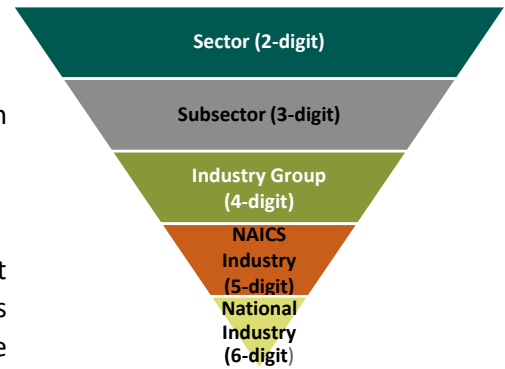
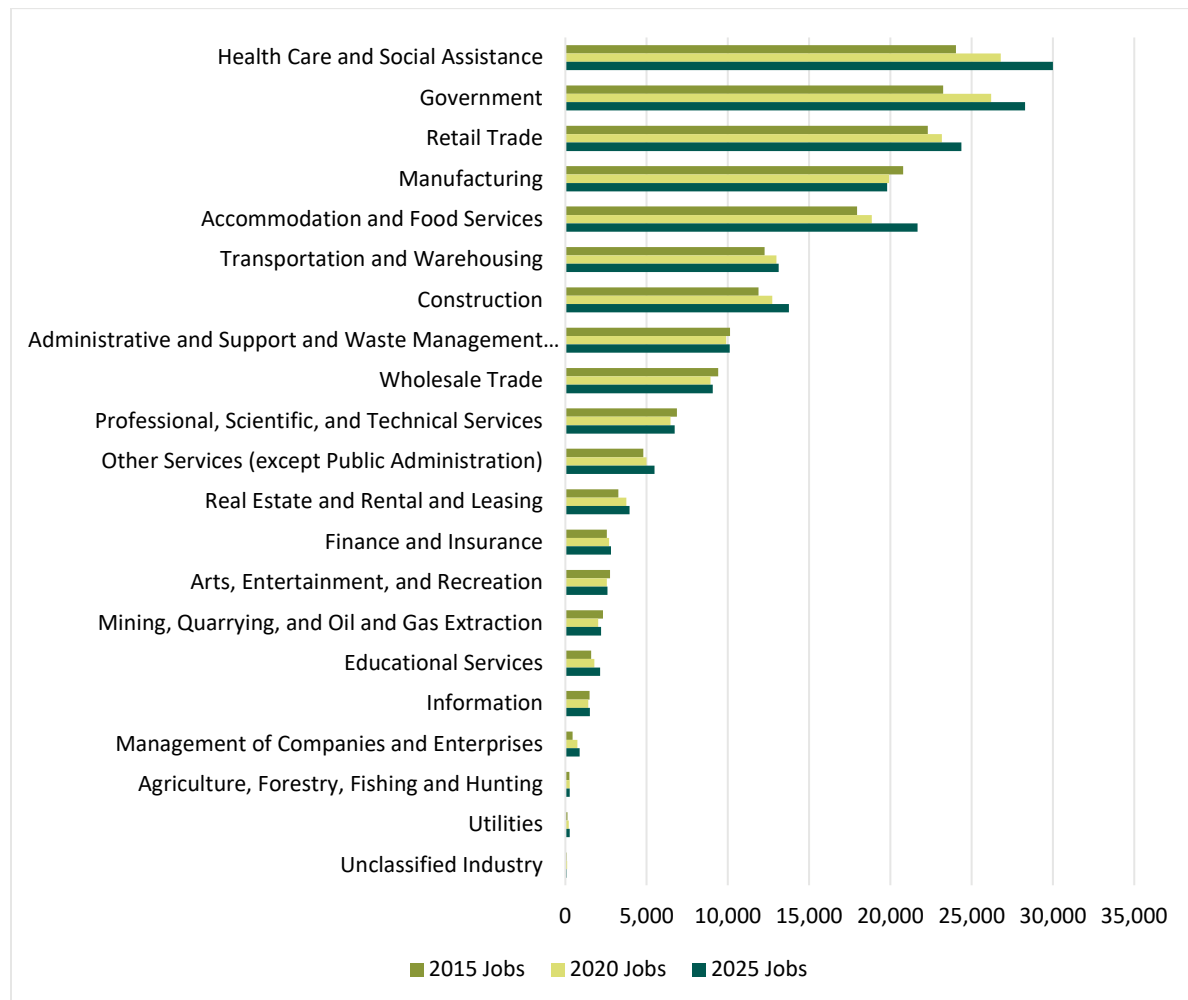


Figure 6: Pearland Region Industry Mix, 2015-2020-2025, 2-Digit NAICS



Source: Emsi 2021.2



The sectors with the highest wages in 2020 were Mining, Quarrying, and Oil and Gas Extraction (\$160,707); Professional, Scientific, and Technical Services (\$105,878); Management of Companies and Enterprises (\$150,668); Utilities (\$141,004); and Arts, Entertainment, and Recreation (\$120,378). Each of these sectors are projected to experience an increase in jobs over the next five years.

Five sectors are expected to grow over 1,000 jobs by 2025. These include Health Care and Social Assistance (+3,203 jobs); Accommodation and Food Services (+2,805 jobs); Government (+2,093 jobs); Retail Trade (+1,214 jobs); and Construction (+1,031 jobs). Only Manufacturing is projected to experience negative growth by 2025.

Mining, Quarrying, and Oil and Gas Extraction has a location quotient of 2.63. Industry LQ provides a measure of how “concentrated” an industry is in a region compared to the nation, with a measure of 1.00 indicating the same concentration as the nation. In this analysis, LQs greater than 1.25 are considered to be the threshold for identifying an industry as relatively strong for the Pearland region’s economic base. Sectors that meet that threshold include Transportation and Warehousing (1.79); Construction (1.33); and Real Estate and Rental and Leasing (1.29).

Table 5: Top Sectors in Pearland Region, 2-Digit NAICS

Description	2020 Jobs	Job Change (2015 – 2020)		Job Change (2020 – 2025)		Average Annual Earning	2020 LQ
Healthcare and Social Assistance	26,791	2,759	11%	3,203	12%	\$63,821	1.03
Government	26,186	2,942	13%	2,093	8%	\$82,514	0.93
Retail Trade	23,156	855	4%	1,214	5%	\$38,282	1.18
Manufacturing	19,909	(874)	(4%)	(120)	(1%)	\$108,985	1.23
Accommodation and Food Services	18,853	903	5%	2,805	15%	\$22,916	1.21
Transportation and Warehousing	12,991	743	6%	141	1%	\$107,959	1.79
Construction	12,731	856	7%	1,031	8%	\$87,522	1.33
Administrative and Support and Waste Management and Remediation Services	9,893	(231)	(2%)	223	2%	\$55,782	0.86
Wholesale Trade	8,935	(473)	(5%)	140	2%	\$89,073	1.19
Professional, Scientific, and Technical Services	6,477	(380)	(6%)	239	4%	\$105,878	0.52
Other Services	4,982	186	4%	497	10%	\$47,155	0.92
Real Estate and Rental and Leasing	3,753	487	15%	205	5%	\$68,068	1.29
Finance and Insurance	2,691	142	6%	114	4%	\$94,626	0.34
Arts, Entertainment, and Recreation	2,557	(187)	(7%)	36	1%	\$120,378	1.02
Mining, Quarrying, and Oil and Gas Extraction	2,010	(295)	(13%)	177	9%	\$160,707	2.63
Educational Services	1,779	195	12%	348	20%	\$46,698	0.48



Information	1,411	(76)	(5%)	97	7%	\$85,289	0.39
Management of Companies and Enterprises	741	291	65%	134	18%	\$150,668	0.24
Agriculture, Forestry, Fishing, and Hunting	257	8	3%	10	4%	\$78,545	0.16
Utilities	202	64	46%	57	28%	\$141,004	0.28

Source: Emsi 2021.2

Top Industries in Pearland Region

Diving deeper, Table 6 details the top 20 NAICS industries in the Pearland region at the 5-digit NAICS level. Restaurants and Other Eating Places recorded the most jobs in 2020 (16,307 jobs) and are also projected to add nearly 2,600 jobs by 2025. However, the earnings in the industry are lower in comparison to other NAICS industries in the table with an annual average salary of \$21,300. NAICS industries with the highest average annual earnings include Petrochemical Manufacturing (\$167,563); Federal Government, Civilian, Excluding Postal Service (\$144,640); Scheduled Air Transportation (124,461); Offices of Physicians (\$109,934); and Oil and Gas Pipeline and Related Structures Construction (\$108,643). Of those industries, only Federal Government, Civilian, Excluding Postal Service; Offices of Physicians; and Oil and Gas Pipeline and Related Structures Construction are projected to grow in jobs by 2025.

In shift share analysis, competitive effect (CE) is the portion of regional growth that cannot be explained by either overall national growth or industry/occupation-specific trends. Rather, competitive effect is the growth or decline of a sector that is unique to the Pearland region. NAICS industries in the region with the largest positive CE include Restaurants and Other Eating Places (2,100 jobs); Oil and Gas Pipeline and Related Structures Construction (900 jobs); Education (Local Government) (781 jobs); and Local Government, Excluding Education and Hospitals (410 jobs). The industries with the lowest CE include Scheduled Air Transportation (-393 jobs); Petrochemical Manufacturing (-292 jobs); General Merchandise Stores, including Warehouse Clubs and Supercenters (-193 jobs); and Electrical Equipment Manufacturing (-94 jobs).

Table 6: Top 20 NAICS Industries in Pearland Region, 5-Digit NAICS

Description	2020 Jobs	Change (2015 – 2020)		Change (2020 – 2025)		Average Earnings	LQ	CE
Restaurants and Other Eating Places	16,307	1,101	7%	2,594	16%	\$21,300	1.32	2,100
Local Government, Excluding Education and Hospitals	9,118	553	6%	669	7%	\$82,778	1.23	410
Education (Local Government)	8,686	1,087	14%	864	10%	\$64,412	0.87	781
General Medical and Surgical Hospitals	6,113	296	5%	318	5%	\$91,074	0.98	104
Scheduled Air Transportation	4,923	(265)	(5%)	(190)	(4%)	\$124,461	8.56	(393)
Supermarkets and Other Grocery (except Convenience) Stores	4,644	491	12%	399	9%	\$33,946	1.38	356



General Merchandise Stores, including Warehouse Clubs and Supercenters	4,347	80	2%	183	4%	\$32,644	1.63	(193)
Offices of Physicians	4,172	685	20%	634	15%	\$109,934	1.21	328
Petrochemical Manufacturing	4,093	91	2%	(156)	(4%)	\$167,563	118.33	(292)
Home Health Care Services	3,855	632	20%	779	20%	\$25,819	1.95	103
State Government, Excluding Education and Hospitals	3,818	370	11%	256	7%	\$67,650	1.28	252
Oil and Gas Pipeline and Related Structures Construction	2,945	1,655	128%	1,151	39%	\$108,643	15.03	900
Investigation, Guard, and Armored Car Services	2,652	16	1%	143	5%	\$32,572	2.60	18
Child Day Care Services	2,166	(376)	(15%)	(72)	(3%)	\$26,546	2.02	(80)
Temporary Help Services	2,121	(210)	(9%)	(37)	(2%)	\$54,843	0.61	(56)
Electrical Equipment Manufacturing	1,793	(390)	(18%)	(64)	(4%)	\$94,259	9.74	(94)
Nursing Care Facilities (Skilled Nursing Facilities)	1,756	(351)	(17%)	(38)	(2%)	\$45,708	0.88	(23)
General Warehousing and Storage	1,665	604	57%	188	11%	\$47,330	0.99	(69)
Department Stores	1,578	(282)	(15%)	(240)	(15%)	\$26,516	1.29	133
Federal Government, Civilian, Excluding Postal Service	1,525	255	20%	92	6%	\$144,640	0.50	75

Source: Emsi 2021.2

Target Sectors

The *Pearland Prosperity Plan* identified four target sectors in the Pearland region: Business and Professional, Energy, Health and Life Science, and Manufacturing. An analysis into those specific sectors identifies key job growth and the economic impact of additional job growth on regional employment and earnings.

BUSINESS & PROFESSIONAL

Table 7 details the top Business and Professional jobs in the Pearland region at the 6-digit NAICS.²¹ The top national industries in the region by employment include Security Guards and Patrol Services (2,580 jobs); Temporary Help Services (2,121 jobs); Engineering Services (1,225 jobs); and Office Administrative Services (714 jobs). With the exception of Security Guards and

²¹ This analysis is based on the following sectors at the 2-digit NAICS: Professional, Scientific, and Technical Services (54); Management of Companies and Enterprises (55); and Administrative and Support and Waste Management and Remediation Services (56). These sectors are commonly listed as “Business Professional” sectors by US Bureau of Labor Statistics.



Patrol Services, each of these national industries experienced job declines over the last five years, but only Office Administrative Services is projected to add jobs through 2025 long with Security Guards and Patrol Services.

Average annual earnings for these top national industries range from \$26,422 (Telemarketing Bureaus and Other Contact Centers) to \$161,354 (Research and Development in Biotechnology, except Nanobiotechnology). Of the top ten national industries, only three have average earnings below \$50,000 (though Landscaping Services has an average annual wage of \$49,586).

National industries LQs that are relatively strong for the Pearland region's economic base (LQ >1.25) include Hazardous Waste Treatment and Disposal (8.75); Security Systems Services (except Locksmiths) (2.84); Security Guards and Patrol Services (2.75); Testing Laboratories (1.94); Other Services to Buildings and Dwellings (1.91); and Other Accounting Services (1.57). The largest competitive effect score among the top national industries is Corporate, Subsidiary, and Regional Managing Offices which has 96 jobs (i.e., job change that is a result of the competitive advantage of the region). Engineering Services has the greatest negative competitive effect score with -125 jobs.

Table 7: Top Business & Professional National Industries in Pearland Region, 6-Digit NAICS

Description	2020 Jobs	Change (2015 – 2020)		Change (2020 – 2025)		Average Earnings	LQ	CE
Security Guards & Patrol Services	2,580	13	1%	137	5%	\$32,034	2.75	8
Temporary Help Services	2,121	(210)	(9%)	(37)	(2%)	\$54,843	0.61	(56)
Engineering Services	1,225	(184)	(13%)	(82)	(7%)	\$142,182	0.92	(125)
Office Administrative Services	714	(34)	(5%)	85	12%	\$111,746	1.04	(1)
Computer Systems Design Services	678	(259)	(28%)	(1)	(<0%)	\$113,125	0.50	(108)
Corporate, Subsidiary, & Regional Managing Offices	663	303	84%	132	20%	\$149,963	0.22	96
Veterinary Services	571	112	24%	72	13%	\$50,868	1.07	11
Landscaping Services	551	5	1%	24	4%	\$49,586	0.52	(12)
Other Accounting Services	536	32	6%	18	3%	\$79,035	1.57	9
Janitorial Services	500	89	22%	(37)	(7%)	\$28,072	0.37	(49)
Security Systems Services (except Locksmiths)	488	(45)	(9%)	26	5%	\$68,339	2.84	(21)
Testing Laboratories	443	86	24%	45	10%	\$92,950	1.94	35
Hazardous Waste Treatment & Disposal	425	(153)	(26%)	(32)	(8%)	\$93,048	8.75	(18)
Employment Placement Agencies	361	(128)	(26%)	(72)	(20%)	\$65,989	1.24	(48)
Administrative Management & General	329	(9)	(3%)	34	10%	\$125,106	0.37	(32)



Management Consulting Services								
Research & Development in Biotechnology (except Nanobiotechnology)	290	92	47%	57	20%	\$161,354	0.98	12
Telemarketing Bureaus & Other Contact Centers	289	(89)	(24%)	(55)	(19%)	\$26,422	0.49	(79)
Offices of Lawyers	279	10	4%	11	4%	\$96,968	0.20	10
Custom Computer Programming Services	276	27	11%	40	14%	\$120,044	0.21	(6)
Other Services to Buildings & Dwellings	242	12	5%	24	10%	\$30,382	1.91	(3)

Source: Emsi 2021.2

ENERGY

Table 8 details the top Energy national industries in the Pearland region.²² Much of the energy sector is concentrated in three national industries: Electric Bulk Power Transmission and Control (75 jobs); Water Supply and Irrigation Systems (73 jobs); and Electric Power Distribution (54 jobs). Each of these national industries experienced positive growth from 2015 to 2020 and are projected to continue growing through 2025. Though these jobs are limited in supply, the average annual earnings for the Energy sector in the Pearland region are high ranging from \$123,548 to \$170,213. Only Electric Bulk Power Transmission and Control has an LQ above 1.25 (2.13), indicating its strength to the regional economy. The top three national industries in the Energy sector had positive competitive effect scores with Electric Bulk Power Transmission and Control having the largest score with 22 jobs, indicating how unique they are to the region.

Table 8: Top Energy National Industries in Pearland Region, 6-Digit NAICS

Description	2020 Jobs	Change (2015 – 2020)		Change (2020 – 2025)		Average Earnings	LQ	CE
Electric Bulk Power Transmission & Control	75	51	215%	34	45%	\$170,213	2.13	22
Water Supply & Irrigation Systems	73	39	119%	17	24%	\$124,012	1.23	13
Electric Power Distribution	54	9	20%	6	12%	\$123,548	0.19	4
Natural Gas Distribution	<10	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data	0.00	(<0)
Wind Electric Power Generation	0	(34)	(100%)	0	0%	\$0	0.00	0

Source: Emsi 2021.2

²² This analysis is based on the 2-digit NAICS industry Utilities (22). The US Bureau of Labor Statistics focuses the “Energy” sector within the Utilities sector.



HEALTH & LIFE SCIENCES

Table 9 details the top Health & Life Sciences national industries in the Pearland region.²³ The top national industries in this target sector include General Medical and Surgical Hospitals (6,113 jobs); Offices of Physicians (except Mental Health Specialists) (4,135 jobs); Home Health Care Services (3,855 jobs); and Child Day Care Services (2,166 jobs). Of these national industries, only Child Day Care Services experienced a decline from 2015 to 2020 and is projected to declining through 2025.

Average annual wages for this target sector range from \$22,372 (Services for the Elderly and Persons with Disabilities) to \$110,133 (Offices of Physicians, except Mental Health Specialists). The top earning national industries have historical job growth and are projected to continue grow with the exception of Diagnostic Imaging Centers.

National industries that are strong for the Pearland region's economic base (LQ >1.25) include Blood and Organ Banks (8.25); Diagnostic Imaging Centers (3.58); Kidney Dialysis Centers (3.54); Child Day Care Services (2.02); Home Health Care Services (1.95); Offices of All Other Miscellaneous Health Practitioners (1.87); Other Residential Care Facilities (1.76); Offices of Optometrists (1.65); and Medical Laboratories (1.40).

National industries from the Health and Life Science sector with the largest positive CE include Offices of Physicians (except Mental Health Specialists) (332 jobs); Offices of Dentists (122 jobs); Services for the Elderly and Persons with Disabilities (110 jobs); General Medical and Surgical Hospitals (104 jobs); and Home Health Care Services (103 jobs). These are the national industries that are most unique to the region. Those that are not as unique to the region include Continuing Care Retirement Communities (-142 jobs); Child Day Care Services (-80 jobs); Diagnostic Imaging Centers (-70 jobs); Residential Intellectual and Developmental Disability Facilities (-27 jobs); and Nursing Care Facilities (Skilled Nursing Facilities) (-23 jobs).

Table 9: Top Health & Life Sciences National Industries in Pearland Region, 6-Digit NAICS

Description	2020 Jobs	Change (2015 – 2020)		Change (2020 – 2025)		Average Earnings	LQ	CE
General Medical & Surgical Hospitals	6,113	296	5%	318	5%	\$91,074	0.98	104
Offices of Physicians (except Mental Health Specialists)	4,135	678	20%	630	15%	\$110,133	1.22	332
Home Health Care Services	3,855	632	20%	779	20%	\$25,819	1.95	103
Child Day Care Services	2,166	(376)	(15%)	(72)	(3%)	\$26,546	2.02	(80)
Nursing Care Facilities (Skilled Nursing Facilities)	1,756	(351)	(17%)	(38)	(2%)	\$45,708	0.88	(23)

²³ This analysis is based on the 2-digit NAICS industry Health Care and Social Assistance (62), drilled down to the 6-digit NAICS. At the 6-digit NAICS level, Research and Development in the Physical, engineering, and Life Sciences (except Nanotechnology and Biotechnology) (541715) was included for a full analysis. These sectors are commonly listed as "Health and Life Science" sectors by US Bureau of Labor Statistics.



Services for the Elderly & Persons with Disabilities	1,437	527	58%	513	36%	\$22,372	0.55	110
Offices of Dentists	1,310	156	13%	166	13%	\$60,888	1.11	122
Blood & Organ Banks	838	236	39%	190	23%	\$69,064	8.25	81
Continuing Care Retirement Communities	640	(17)	(3%)	(48)	(8%)	\$37,324	0.98	(142)
Kidney Dialysis Centers	619	133	27%	127	20%	\$79,851	3.54	30
Residential Intellectual & Developmental Disability Facilities	439	(10)	(2%)	3	1%	\$35,667	0.84	(27)
Medical Laboratories	379	87	30%	94	25%	\$73,678	1.40	53
Other Residential Care Facilities	376	207	122%	93	25%	\$45,042	1.76	87
Diagnostic Imaging Centers	351	(38)	(10%)	(40)	(11%)	\$60,696	3.58	(70)
Offices of Physical, Occupational & Speech Therapists, & Audiologists	328	152	87%	130	40%	\$66,046	0.63	69
Offices of Optometrists	289	33	13%	37	13%	\$52,278	1.65	19
Offices of All Other Miscellaneous Health Practitioners	270	65	31%	80	30%	\$55,856	1.87	24
Freestanding Ambulatory Surgical & Emergency Centers	235	69	42%	50	21%	\$72,693	1.13	3
Assisted Living Facilities for the Elderly	190	100	111%	72	38%	\$32,668	0.32	42
Offices of Chiropractors	162	20	14%	12	7%	\$43,432	0.91	7

Source: Emsi 2021.2

MANUFACTURING

Table 10 details the top Manufacturing national industries in the Pearland region.²⁴ The top national industries by employment size include Petrochemical Manufacturing (4,093 jobs); Switchgear and Switchboard Apparatus (1,745 jobs); Oil and Gas Field Machinery and Equipment Manufacturing (1,173 jobs); and Soft Drink Manufacturing (841 jobs). From 2015 to 2020, the top 20 Manufacturing national industries experienced a decline of 221 jobs (-2%) and are projected to experience a decline of 52 jobs from 2020-2025. Retail Bakeries added the most jobs from 2015 to 2020 (+327 jobs) and is projected to add the second most jobs through 2025 behind Air Conditioning and Warm Air Heating Equipment and Commercial and Industrial Refrigeration Equipment Manufacturing (+168 jobs).

Average annual salaries for these national industries range from \$52,225 (Retail Bakeries) to \$230,449 (Pharmaceutical Preparation Manufacturing). Each of the listed national industries

²⁴ This analysis is based on the 2-digit NAICS industry Manufacturing (31).



are critical to the Pearland region's economic base as they all have an LQ above 1.25. Petrochemical Manufacturing is extremely strong to the regional economy as its LQ is 118.33.

Some of the national industries within the Manufacturing sector that are unique to the Pearland region include Air Conditioning & Warm Air Heating Equipment & Commercial & Industrial Refrigeration Equipment Manufacturing; Retail Bakeries; and Power Boiler & Heat Exchanger Manufacturing.

Table 10: Top Manufacturing National Industries in Pearland Region, 6-Digit NAICS

Description	2020 Jobs	Change (2015 – 2020)		Change (2020 – 2025)		Average Earnings	LQ	CE
Petrochemical Manufacturing	4,093	91	2%	(156)	(4%)	\$167,563	118.33	(292)
Switchgear & Switchboard Apparatus Manufacturing	1,745	(423)	(20%)	(85)	(5%)	\$93,506	38.64	(170)
Oil & Gas Field Machinery & Equipment Manufacturing	1,173	(667)	(36%)	(253)	(22%)	\$142,537	17.36	(100)
Soft Drink Manufacturing	841	63	8%	(36)	(4%)	\$74,468	8.16	(15)
Machine Shops	718	(167)	(19%)	38	5%	\$76,616	2.05	3
Retail Bakeries	676	327	94%	137	20%	\$52,225	6.38	127
All Other Miscellaneous Chemical Product & Preparation Manufacturing	630	19	3%	(19)	(3%)	\$140,749	12.16	(62)
Air-Conditioning & Warm Air Heating Equipment & Commercial & Industrial Refrigeration Equipment Manufacturing	524	278	113%	168	32%	\$73,758	4.45	153
Pharmaceutical Preparation Manufacturing	484	192	66%	82	17%	\$230,449	1.74	67
Metal Heat Treating	407	(12)	(3%)	3	1%	\$77,052	16.72	(<0)
Surgical & Medical Instrument Manufacturing	401	218	119%	81	20%	\$90,327	2.25	49
Iron & Steel Mills & Ferroalloy Manufacturing	347	(115)	(25%)	(40)	(11%)	\$69,399	3.20	(31)
Gasket, Packing, & Sealing Device Manufacturing	340	(15)	(4%)	10	3%	\$92,620	8.97	9
Fabricated Structural Metal Manufacturing	331	(114)	(26%)	(35)	(10%)	\$69,084	2.77	(40)
Plastics Bag & Pouch Manufacturing	261	154	143%	67	26%	\$57,640	5.42	51



Other Concrete Product Manufacturing	261	(41)	(13%)	(52)	(20%)	\$59,757	3.55	(40)
Ready-Mix Concrete Manufacturing	253	1	<0%	(23)	(9%)	\$74,670	1.95	(12)
Power Boiler & Heat Exchanger Manufacturing	253	34	15%	78	31%	\$102,114	9.49	78
Metal Tank (Heavy Gauge) Manufacturing	232	(4)	(2%)	9	4%	\$89,079	4.84	(5)
Fabricated Pipe & Pipe Fitting Manufacturing	231	(36)	(13%)	(25)	(11%)	\$77,797	5.91	(20)

Source: Emsi 2021.2

Economic Impact on Target Sectors

By taking a closer look at the economic impact of new jobs added to the Pearland regional economy, we can forecast change in earnings, jobs, and taxes on production and imports (TPI). The table below takes each target sector's top ten emerging national industries (6-digit NAICS) by projected job count (2020-2025) in the Pearland region and distributes 100 jobs proportionally to each national industry based on their 2020 job count to determine the economic impact those 100 jobs would have on earnings, job growth, and TPI. Figure 7 breaks down the changes by initial, direct, indirect, and induced. These are defined as follows:

- **Initial Change:** the conversion from initial jobs to earnings (i.e., 100 jobs)
- **Direct Change:** the first round of impacts by initial job changes of national industries
- **Indirect Change:** the sales change in the supply chain as a result of the first, or direct change
- **Induced Change:** change due to the new earnings and investments created as a result of the initial, direct, and indirect changes



Figure 7: Economic Impact of 100 New Jobs to Pearland's Top 10 National Industries (6-Digit NAICS) by Target Sector (Source: Emsi 2021.2; Bureau of Economic Analysis (BEA))



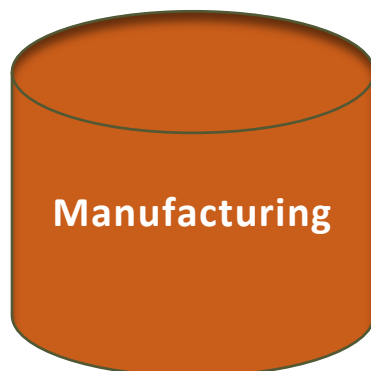
	Change in Earnings	Change in Jobs	Change in Taxes on TPI
Initial	\$8.0M	100	N/A
Direct	\$649,413	14	N/A
Indirect	\$104,598	3	N/A
Induced	\$688,843	16	N/A
Local	N/A	N/A	\$94,025
State	N/A	N/A	\$80,567
Federal	N/A	N/A	\$38,614



	Change in Earnings	Change in Jobs	Change in Taxes on TPI
Initial	\$1.3M	10 ²⁵	N/A
Direct	\$140,592	3	N/A
Indirect	\$22,083	0	N/A
Induced	\$281,590	5	N/A
Local	N/A	N/A	\$324,568
State	N/A	N/A	\$272,975
Federal	N/A	N/A	\$111,746



	Change in Earnings	Change in Jobs	Change in Taxes on TPI
Initial	\$5.8M	100	N/A
Direct	\$370,506	8	N/A
Indirect	\$66,353	2	N/A
Induced	\$521,559	12	N/A
Local	N/A	N/A	\$63,552
State	N/A	N/A	\$54,397
Federal	N/A	N/A	\$25,853



	Change in Earnings	Change in Jobs	Change in Taxes on TPI
Initial	\$9.5M	100	N/A
Direct	\$814,787	13	N/A
Indirect	\$132,672	3	N/A
Induced	\$1.0M	23	N/A
Local	N/A	N/A	\$277,530
State	N/A	N/A	\$253,070
Federal	N/A	N/A	\$177,981

²⁵ Rather than adding 100 jobs to the economic impact analysis of the Energy sector, only a sample of 10 jobs was applied since the number of total jobs for this sector was significantly smaller than other sectors.



OCCUPATIONAL ANALYSIS

Regional Occupational Mix

Table 11 details the top occupations in the Pearland region in 2020 at the 2-digit SOC (Standard Occupational Classification) level. Six of the top occupations had more than 10,000 jobs in 2020. These included Office and Administrative Support Occupations (23,019 jobs); Transportation and Material Moving Occupations (21,008 jobs); Sales and Related Occupations (18,867 jobs); Food Preparation and Serving Related Occupations (18,587 jobs); Production Occupations (14,007 jobs); and Healthcare Practitioner and Technical Occupations (12,191 jobs).

Food Preparation and Serving Related Occupations have the highest number of average annual job openings (3,806 openings) followed by Sales and Related Occupations (2,694 openings); Office and Administrative Support Occupations (2,595 openings); and Transportation and Material Moving Occupations (2,561 openings). However, these jobs averaged a \$14.71 median hourly wage, indicating that the jobs with the greatest average annual openings are the pay less than other occupations. Occupations with the fewest job openings included Legal Occupations (58 openings); Farming, Fishing, and Forestry Occupations (61 openings); Life, Physical, and Social Science Occupations (178 openings); and Arts, Design, Entertainment, Sports, and Media (179 openings). However, combined, these occupations have an average median hourly wage of \$27.05, nearly twice the highest paying jobs.

Table 11: Top Occupations in Pearland Region, 2-Digit SOC

Description	2020 Jobs	% Job Change (2015 – 2020)	% Job Change (2020 – 2025)	Avg Annual Openings (2020)	Average Hourly Earnings
Office & Administrative Support Occupations	23,019	(4%)	2%	2,595	\$19.79
Transportation & Material Moving Occupations	21,008	12%	4%	2,561	\$24.28
Sales & Related Occupations	18,867	(3%)	5%	2,694	\$19.10
Food Preparation & Serving Related Occupations	18,587	2%	15%	3,806	\$11.13
Production Occupations	14,007	2%	<0%	1,504	\$22.20
Healthcare Practitioners & Technical Occupations	12,191	16%	10%	910	\$40.58
Construction & Extraction Occupations	9,673	7%	9%	1,185	\$22.82
Healthcare Support Occupations	9,461	22%	16%	1,510	\$13.32
Management Occupations	8,913	29%	8%	800	\$58.08
Installation, Maintenance, & Repair Occupations	8,176	2%	5%	830	\$25.45
Protective Service Occupations	7,870	(<0%)	5%	884	\$22.29
Business & Financial Operations Occupations	7,093	5%	6%	703	\$38.81
Educational Instruction & Library Occupations	7,001	2%	11%	748	\$24.86
Personal Care & Service Occupations	3,985	2%	7%	644	\$13.08
Architecture & Engineering Occupations	3,712	(6%)	0%	276	\$47.73



Building & Grounds Cleaning & Maintenance Occupations	3,640	<0%	6%	495	\$13.11
Computer & Mathematical Occupations	2,882	(7%)	6%	225	\$44.62
Community & Social Service Occupations	1,847	23%	13%	226	\$24.48
Life, Physical, & Social Science Occupations	1,825	5%	7%	178	\$38.34
Arts, Design, Entertainment, Sports, & Media Occupations	1,504	(6%)	7%	179	\$24.92
Legal Occupations	765	7%	7%	58	\$48.53
Farming, Fishing, & Forestry Occupations	397	41%	3%	61	\$17.63

Source: Emsi 2021.2

Occupational Earnings

Jobs with the greatest range in earnings between the 10th and 90th percentile in the Pearland region are Management Occupations (\$75.65); Legal Occupations (\$74.40); Architecture and Engineering Occupations (\$59.30); and Computer and Mathematical Occupations (\$49.31). The average median hourly wage for all occupations in 2020 was \$24.53. Only eight occupations had median hourly earnings above that amount: Management Occupations (\$50.69); Architecture and Engineering Occupations (\$43.06); Computer and Mathematical Occupations (\$42.67); Legal Occupations (\$40.30); Healthcare Practitioners and Technical Occupations (\$34.79); Business and Financial Operations Occupations (\$34.72); Life, Physical, and Social Science Occupations (\$32.27); and Educational Instruction and Library Occupations (\$25.61).



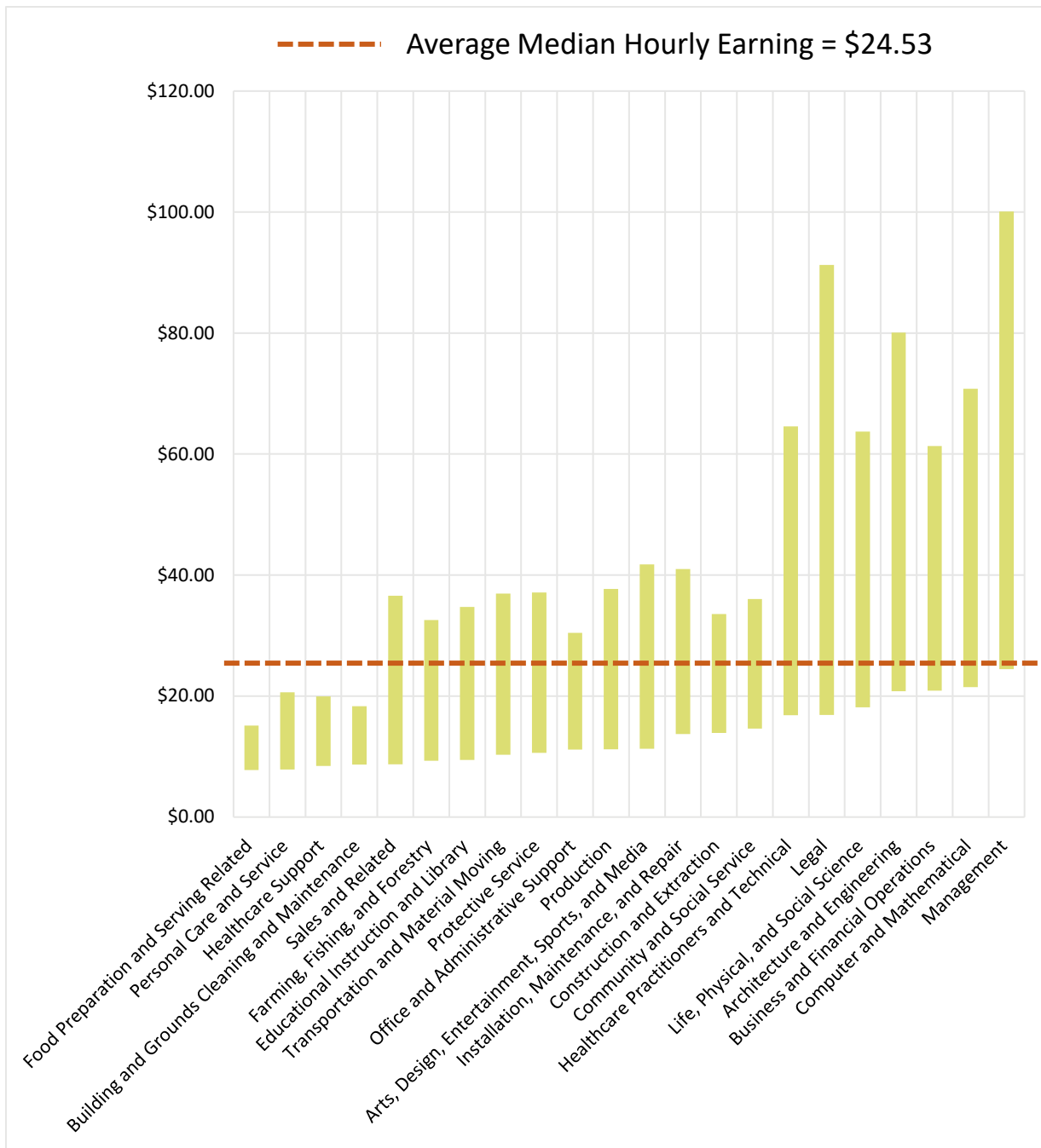
Table 12: Earnings of Occupations at the 2-digit SOC Level

Description	Pct. 10 Hourly Earnings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings	Pct. 90 Hourly Earnings
Management Occupations	\$24.44	\$34.61	\$50.69	\$72.65	\$100.09
Business & Financial Operations Occupations	\$20.87	\$26.17	\$34.72	\$46.99	\$61.33
Computer & Mathematical Occupations	\$21.50	\$29.63	\$42.67	\$56.43	\$70.81
Architecture & Engineering Occupations	\$20.80	\$29.55	\$43.06	\$61.26	\$80.09
Life, Physical, & Social Science Occupations	\$18.13	\$23.75	\$32.27	\$44.84	\$63.70
Community & Social Service Occupations	\$14.60	\$18.49	\$23.29	\$29.23	\$36.04
Legal Occupations	\$16.87	\$26.19	\$40.30	\$61.43	\$91.28
Educational Instruction & Library Occupations	\$9.42	\$13.03	\$25.61	\$29.36	\$34.75
Arts, Design, Entertainment, Sports, & Media Occupations	\$11.31	\$14.68	\$21.15	\$30.16	\$41.75
Healthcare Practitioners & Technical Occupations	\$16.84	\$23.98	\$34.79	\$47.20	\$64.58
Healthcare Support Occupations	\$8.47	\$9.55	\$11.74	\$15.27	\$19.93
Protective Service Occupations	\$10.60	\$13.69	\$19.70	\$27.54	\$37.11
Food Preparation & Serving Related Occupations	\$7.78	\$8.52	\$9.99	\$12.29	\$15.12
Building & Grounds Cleaning & Maintenance Occupations	\$8.69	\$10.05	\$12.13	\$15.07	\$18.31
Personal Care & Service Occupations	\$7.87	\$8.81	\$10.75	\$14.66	\$20.62
Sales & Related Occupations	\$8.72	\$10.31	\$13.13	\$20.51	\$36.57
Office & Administrative Support Occupations	\$11.14	\$14.11	\$18.19	\$23.99	\$30.45
Farming, Fishing, & Forestry Occupations	\$9.29	\$11.17	\$14.48	\$20.29	\$32.57
Construction & Extraction Occupations	\$13.89	\$16.54	\$20.77	\$27.05	\$33.57
Installation, Maintenance, & Repair Occupations	\$13.73	\$17.46	\$23.40	\$31.54	\$40.99
Production Occupations	\$11.21	\$14.26	\$19.36	\$27.56	\$37.69
Transportation & Material Moving Occupations	\$10.30	\$12.80	\$17.51	\$25.90	\$36.96

Source: Emsi 2021.2



Figure 8: 10th-90th Percentile Earnings for Occupations at the 2-Digit SOC Level



Source: Emsi 2021.2



Top Occupations in Pearland Region

Table 13 examines the top 20 occupations in the Pearland region by 5-digit SOC code. The top occupations by employment size include Fast Food and Counter Workers (6,674 jobs); Retail Salespersons (5,752 jobs); Cashiers (5,266 jobs); and Home Health and Personal Care Aides (5,060 jobs). Between 2015 and 2020, Home Health and Personal Care Aides added the most jobs (+1,379 jobs) and is projected to add 978 jobs between 2020-2025. This occupation has one of the lowest median hourly wages among the top 20 occupations at \$9.77.

Table 13: Top 20 Occupations in Pearland Region in 2020 at the 5-digit SOC Level

Description	2020 Jobs	% Job Change (2015 – 2020)	% Job Change (2020 – 2025)	Median Hourly Earning	Typical Entry Level Education	Typical On-The-Job Training
Fast Food and Counter Workers	6,674	1%	15%	\$9.64	No formal educational credential	Short-term on-the-job training
Retail Salespersons	5,752	(9%)	6%	\$10.91	No formal educational credential	Short-term on-the-job training
Cashiers	5,266	8%	4%	\$11.02	No formal educational credential	Short-term on-the-job training
Home Health and Personal Care Aides	5,060	37%	19%	\$9.77	High school diploma or equivalent	Short-term on-the-job training
Registered Nurses	4,002	20%	8%	\$40.43	Bachelor's degree	None
Stockers and Order Fillers	3,933	35%	5%	\$13.44	High school diploma or equivalent	Short-term on-the-job training
Office Clerks, General	3,727	(12%)	2%	\$18.07	High school diploma or equivalent	Short-term on-the-job training
Customer Service Representatives	3,154	11%	1%	\$15.83	High school diploma or equivalent	Short-term on-the-job training
General and Operations Managers	3,072	14%	6%	\$49.58	Bachelor's degree	None
Waiters and Waitresses	3,071	(10%)	15%	\$8.84	No formal educational credential	Short-term on-the-job training
Heavy and Tractor-Trailer Truck Drivers	3,010	16%	5%	\$21.96	Postsecondary nondegree award	Short-term on-the-job training
Security Guards	2,822	(4%)	5%	\$13.42	High school diploma or equivalent	Short-term on-the-job training
Laborers and Freight, Stock, and Material Movers, Hand	2,716	1%	6%	\$14.16	No formal educational credential	Short-term on-the-job training



Flight Attendants	1,981	15%	(1%)	\$28.82	High school diploma or equivalent	Moderate-term on-the-job training
Cooks, Restaurant	1,843	22%	25%	\$11.20	No formal educational credential	Moderate-term on-the-job training
Construction Laborers	1,842	6%	14%	\$16.43	No formal educational credential	Short-term on-the-job training
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	1,774	(16%)	1%	\$17.75	High school diploma or equivalent	Short-term on-the-job training
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,769	(11%)	2%	\$32.51	High school diploma or equivalent	Moderate-term on-the-job training
First-Line Supervisors of Retail Sales Workers	1,713	(1%)	6%	\$20.37	High school diploma or equivalent	None
Police and Sheriffs Patrol Officers	1,703	(6%)	7%	\$30.94	High school diploma or equivalent	Moderate-term on-the-job training

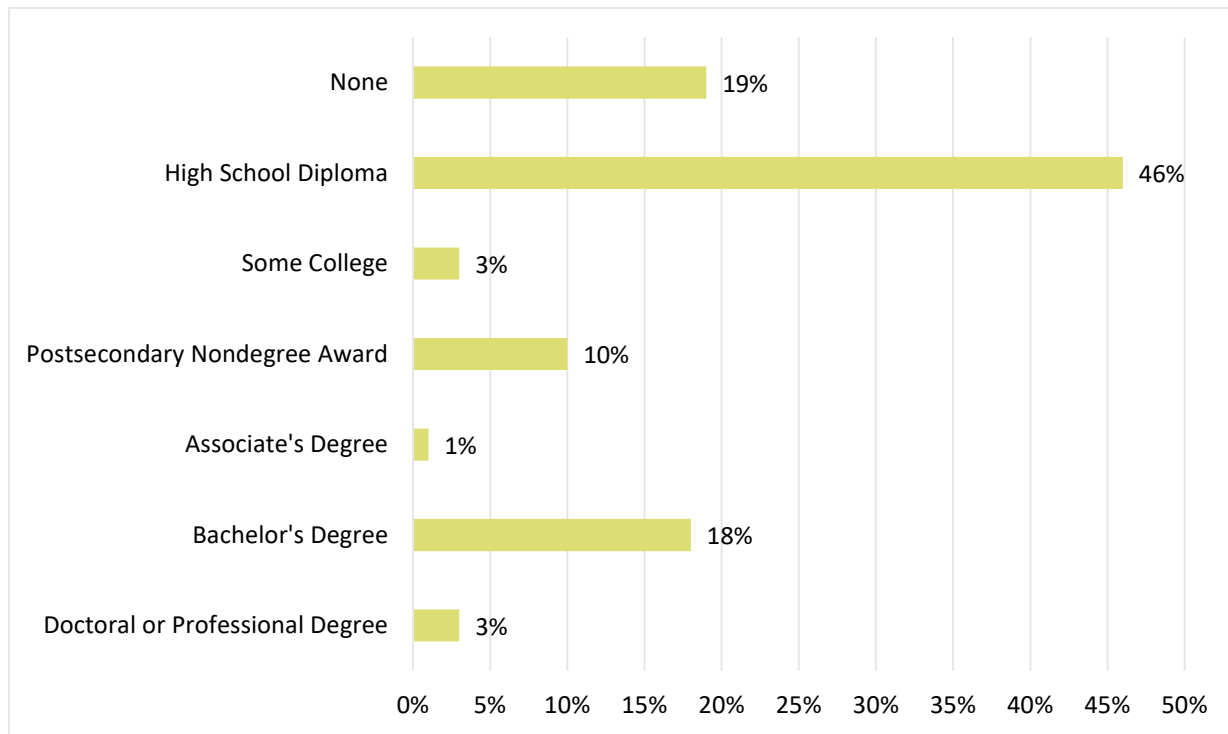
Source: Emsi 2021.2

Educational & Job Requirements

An examination of the top 100 occupations in the Pearland region to identify the typical entry-level education and on-the-job training requirements was performed. Less than half of the top occupations require a High School Diploma (46%) and 22% of jobs required a two-year degree or beyond. Nearly one-fifth of the top occupations do not require any type of entry-level education. Approximately one-third of the top occupations do not require any level of on-the-job training. However, 36% require short-term on-the-job training. Only 1% of occupations required an internship and 3% required an apprenticeship.

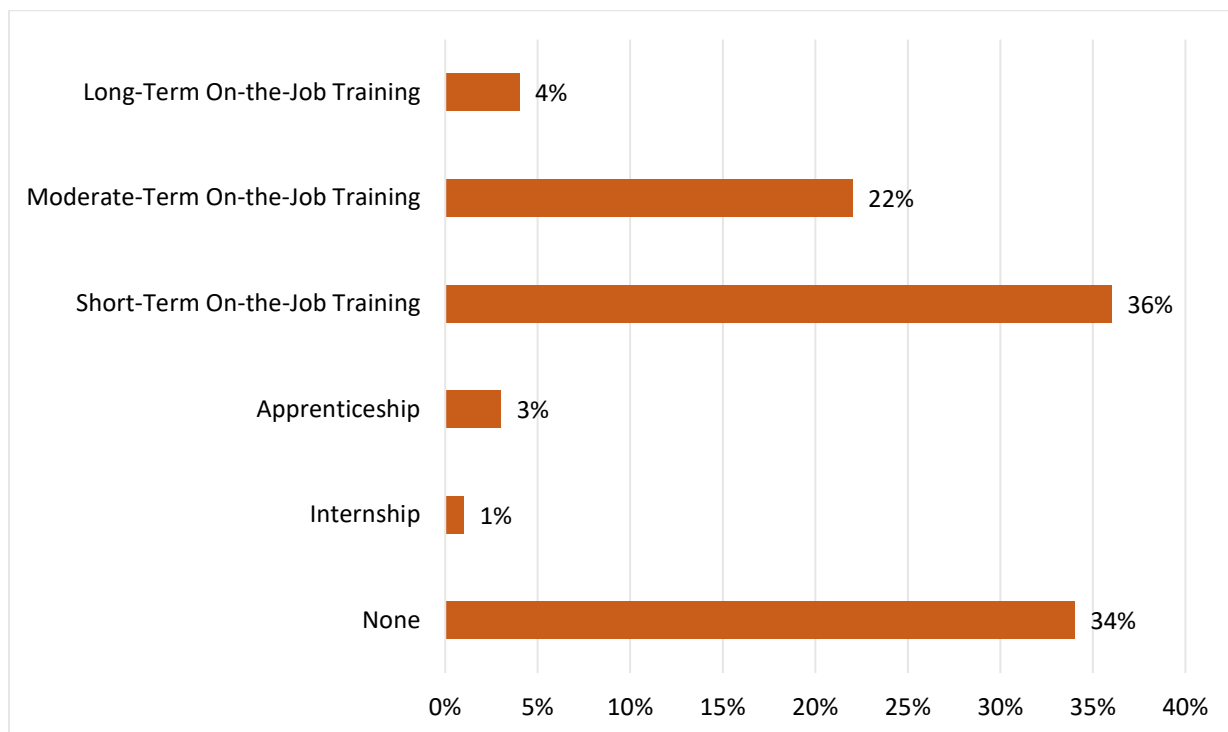


Figure 9: Typical Entry-Level Education for Top 100 Occupations in Pearland, 5-digit SOC



Source: Emsi 2021.2

Figure 10: Typical On-the-Job Training for Top 100 Occupations in Pearland, 5-digit SOC



Source: Emsi 2021.2

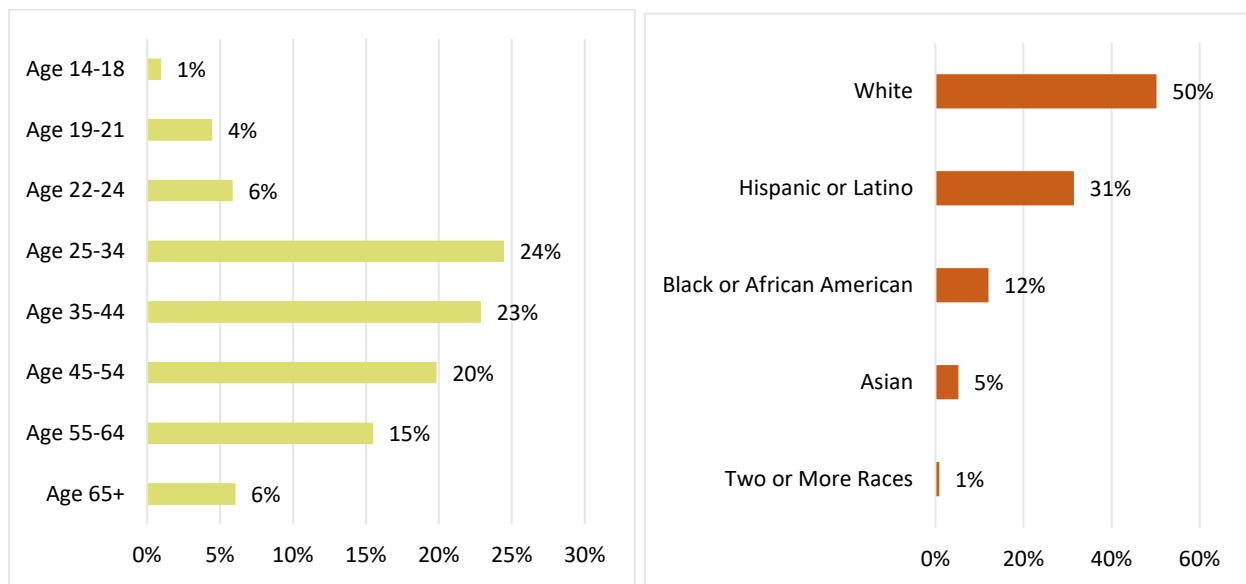


Staffing Patterns of Target Sectors

The following tables detail the top 10 occupations that make up each of the target sectors in the Pearland region at the 5-digit SOC and the typical entry-level education and on-the-job training requirements for each occupation. In addition, each target sector is accompanied with charts that demonstrate the percentage of the workforce by age and race/ethnicity. This information was collected at the county level (Brazoria) as it was not available at the municipal or ZIP code level.

BUSINESS & PROFESSIONAL

Figure 11: Business & Professional Workforce in Brazoria County by Age & Race/Ethnicity



Source: Emsi 2021.2

Table 14: Top 10 Business & Professional Occupations in Pearland Region in 2020, 5-digit SOC

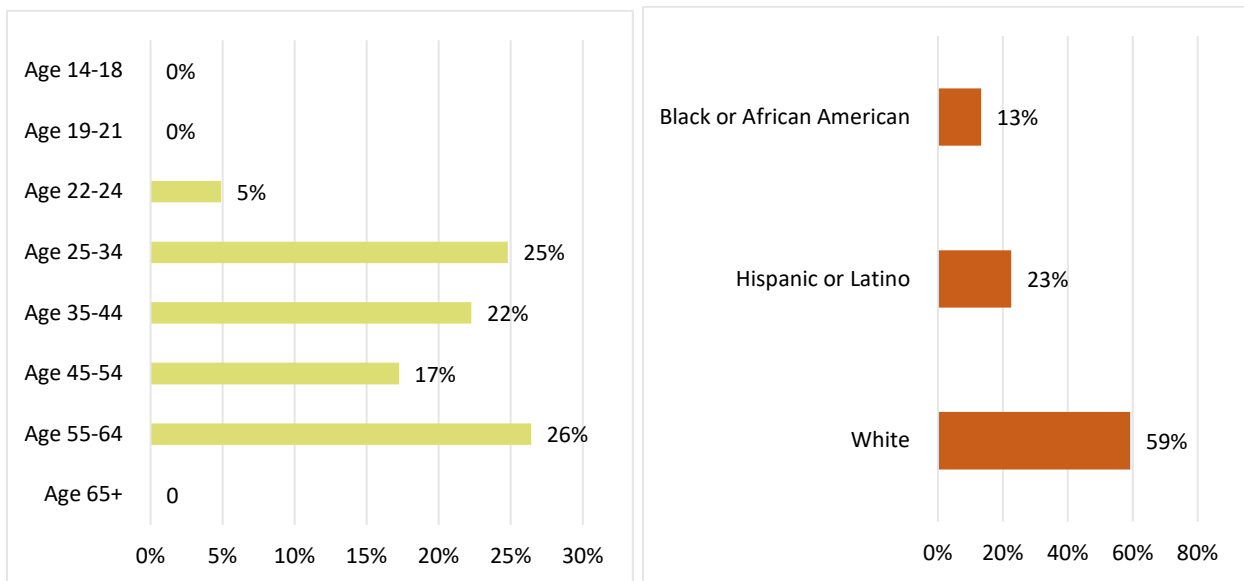
Description	2020 Jobs	% Job Change ('20 – '25)	Median Hourly Earning	Typical Entry Level Education	Work Experience Required	Typical On-The-Job Training
Security Guards	2,303	5%	\$13.42	High school diploma or equivalent	None	Short-term on-the-job training
Customer Service Representatives	618	(1%)	\$15.83	High school diploma or equivalent	None	Short-term on-the-job training
Janitors & Cleaners, Except Maids & Housekeeping Cleaners	563	(1%)	\$11.52	No formal educational credential	None	Short-term on-the-job training
Office Clerks, General	495	(2%)	\$18.07	High school diploma or equivalent	None	Short-term on-the-job training

Accountants & Auditors	477	5%	\$35.43	Bachelor's degree	None	None
Laborers & Freight, Stock, & Material Movers, Hand	430	1%	\$14.16	No formal educational credential	None	Short-term on-the-job training
General & Operations Managers	424	6%	\$49.58	Bachelor's degree	5 years or more	None
Landscaping & Groundskeeping Workers	345	4%	\$13.86	No formal educational credential	None	Short-term on-the-job training
Software Developers & Software Quality Assurance Analysts & Testers	324	10%	\$49.65	Bachelor's degree	None	None
Project Management Specialists & Business Operations Specialists, All Other	312	6%	\$37.16	Bachelor's degree	None	None

Source: Emsi 2021.2

ENERGY

Figure 12: Energy Workforce in Brazoria County by Age & Race/Ethnicity



Source: Emsi 2021.2



Table 15: Top 10 Energy Occupations in Pearland Region in 2020, 5-digit SOC

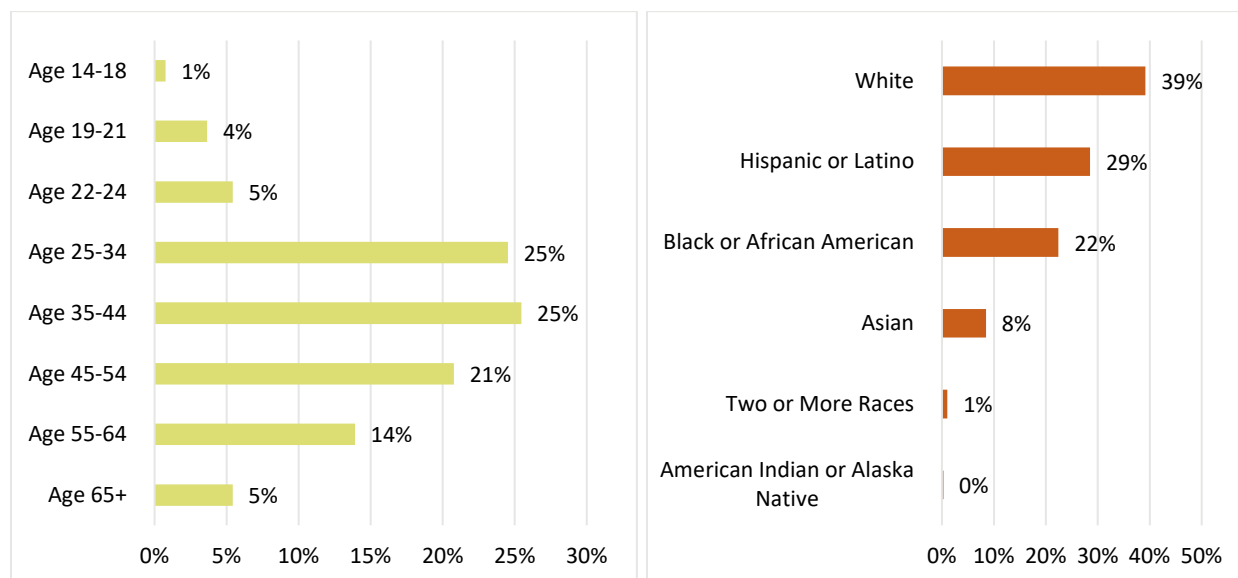
Description	2020 Jobs	% Job Change ('20 – '25)	Median Hourly Earning	Typical Entry Level Education	Work Experience Required	Typical On-The-Job Training
Electrical Power-Line Installers & Repairers	19	33%	\$23.96	High school diploma or equivalent	None	Long-term on-the-job training
Water & Wastewater Treatment Plant & System Operators	13	24%	\$20.76	High school diploma or equivalent	None	Long-term on-the-job training
Customer Service Representatives	11	25%	\$15.83	High school diploma or equivalent	None	Short-term on-the-job training
First-Line Supervisors of Production & Operating Workers	<10	28%	\$33.12	High school diploma or equivalent	Less than 5 years	None
Environmental Scientists & Specialists, Including Health	<10	44%	\$34.54	Bachelor's degree	None	None
Chemical Technicians	<10	25%	\$29.58	Associate's degree	None	Moderate-term on-the-job training
Occupational Health & Safety Specialists	<10	28%	\$36.60	Bachelor's degree	None	None
Welders, Cutters, Solderers, & Brazers	<10	33%	\$22.88	High school diploma or equivalent	None	Moderate-term on-the-job training
Lawyers	<10	37%	\$55.91	Doctoral or professional degree	None	None
Chief Executives	<10	28%	\$114.44	Bachelor's degree	5 years or more	None

Source: Emsi 2021.2



HEALTH & LIFE SCIENCE

Figure 13: Health & Life Science Workforce in Brazoria County by Age & Race/Ethnicity



Source: Emsi 2021.2

Table 16: Top 10 Health & Life Science Occupations in Pearland Region in 2020, 5-digit SOC

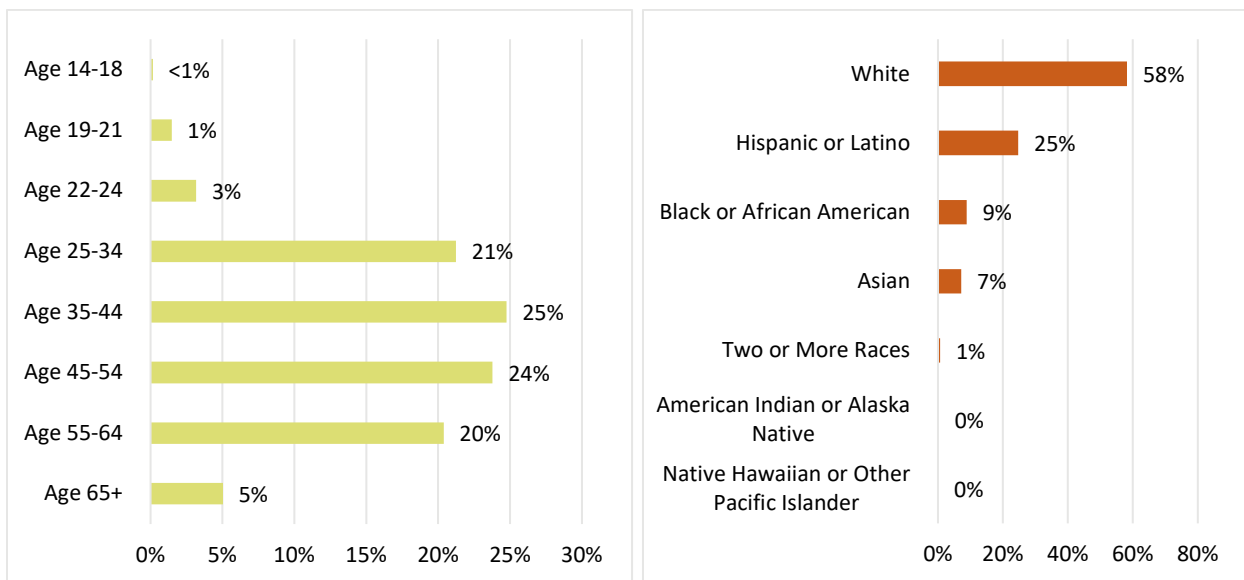
Description	2020 Jobs	% Job Change ('20 – '25)	Median Hourly Earning	Typical Entry Level Education	Work Experience Required	Typical On-The-Job Training
Home Health and Personal Care Aides	4,768	20%	\$9.77	High school diploma or equivalent	None	Short-term on-the-job training
Registered Nurses	3,110	9%	\$40.43	Bachelor's degree	None	None
Medical Assistants	1,224	17%	\$16.23	Postsecondary nondegree award	None	None
Nursing Assistants	1,184	5%	\$13.47	Postsecondary nondegree award	None	None
Medical Secretaries and Administrative Assistants	1,091	11%	\$17.16	High school diploma or equivalent	None	Moderate-term on-the-job training
Childcare Workers	884	(2%)	\$9.52	High school diploma or equivalent	None	Short-term on-the-job training
Licensed Practical and Licensed Vocational Nurses	883	9%	\$23.23	Postsecondary nondegree award	None	None
Preschool Teachers, Except Special Education	554	(3%)	\$19.22	Associate's degree	None	None

Receptionists and Information Clerks	529	15%	\$13.46	High school diploma or equivalent	None	Short-term on-the-job training
Dental Assistants	516	13%	\$18.05	Postsecondary nondegree award	None	None

Source: Emsi 2021.2

MANUFACTURING

Figure 14: Manufacturing Workforce in Brazoria County by Age & Race/Ethnicity



Source: Emsi 2021.2

Table 17: Top 10 Manufacturing Occupations in Pearland Region in 2020, 5-digit SOC

Description	2020 Jobs	% Job Change ('20 – '25)	Median Hourly Earning	Typical Entry Level Education	Work Experience Required	Typical On-The-Job Training
Chemical Equipment Operators & Tenders	1,124	(3%)	\$31.09	High school diploma or equivalent	None	Moderate-term on-the-job training
Miscellaneous Assemblers & Fabricators	878	(9%)	\$15.42	High school diploma or equivalent	None	Moderate-term on-the-job training
First-Line Supervisors of Production & Operating Workers	797	<0%	\$33.12	High school diploma or equivalent	Less than 5 years	None
Welders, Cutters, Solderers, & Brazers	699	<0%	\$22.88	High school diploma or equivalent	None	Moderate-term on-the-job training

Inspectors, Testers, Sorters, Samplers, & Weighers	611	(6%)	\$19.89	High school diploma or equivalent	None	Moderate-term on-the-job training
Machinists	575	1%	\$23.44	High school diploma or equivalent	None	Long-term on-the-job training
Chemical Plant & System Operators	546	(6%)	\$35.93	High school diploma or equivalent	None	Moderate-term on-the-job training
Electrical, Electronic, & Electromechanical Assemblers, Except Coil Winders, Tapers, & Finishers	471	(1%)	\$17.37	High school diploma or equivalent	None	Moderate-term on-the-job training
Industrial Machinery Mechanics	453	7%	\$29.50	High school diploma or equivalent	None	Long-term on-the-job training
Shipping, Receiving, & Inventory Clerks	410	(4%)	\$17.05	High school diploma or equivalent	None	Short-term on-the-job training

Source: Emsi 2021.2



JOB POSTINGS ANALYSIS

Identifying the top hiring companies in the region provides insight into the top in-demand sectors and their mutual hiring needs. Table 18 lists the top 20 hiring companies in the City of Pearland from January 2020 through May 2021. This range is selected to capture trends before the COVID-19 pandemic as well recovery trends in the Spring of 2021. Data was unavailable at the ZIP code level. In total, 17,072 unique job postings were listed in the City of Pearland from January 2020 – May 2021. Unique job postings are the number of deduplicated job vacancy advertisements from several job posting websites.

Kelsey Seybold Clinic had the greatest number of unique job postings from January 2020 – May 2021 with 721 postings. Other top hiring companies include HCA Holdings, Inc. (388 postings), Arthur Lawrence, LLC (241 postings), City of Pearland (238 postings); and Memorial Hermann Health System (221 postings). The top hiring companies in the City of Pearland had median posting durations lasting between 10 days (Care.com, Inc.) to 92 days (The Home Depot). Companies with shorter job posting durations include Meador Staffing Services, Inc. (13 days), City of Pearland (23 days), and Sunbelt Staffing, LLC (29 days). Companies with longer job posting durations, or unable to fill jobs quickly include The Olive Garden (53 days), Costco Wholesale Corporation (52 days), U.S. Department of the Air Force (49 days), and Encompass Health (48 days).

Table 18: Top Hiring Companies in City of Pearland, January 2020 – May 2021

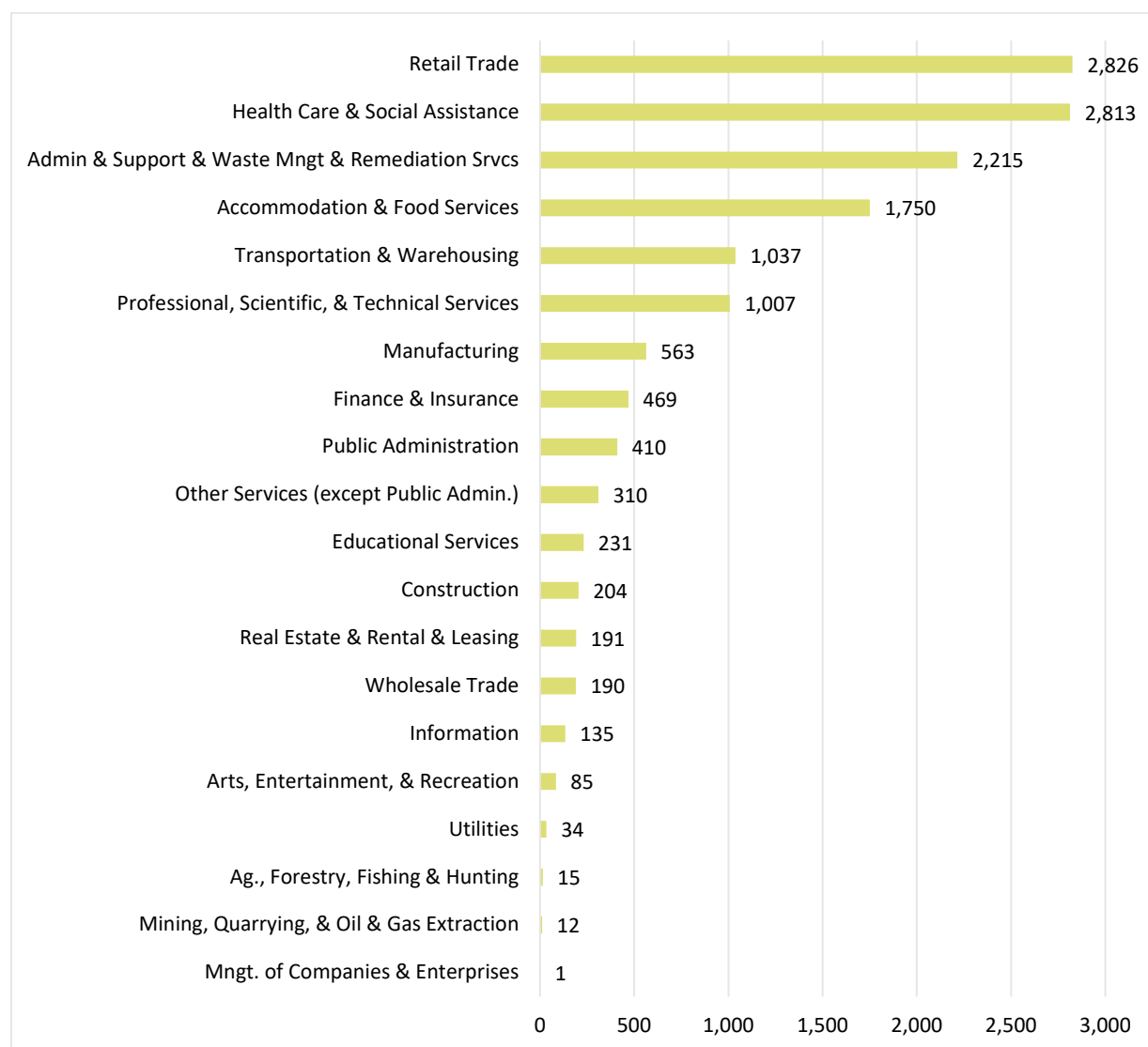
Company	Unique Postings Jan 2020 – May 2021	Median Posting Durations Jan 2020 – May 2021
Kelsey Seybold Clinic	721	48 days
HCA Holdings, Inc.	388	47 days
Arthur Lawrence LLC	241	42 days
City of Pearland	238	23 days
Memorial Hermann Health System	221	41 days
Encompass Health	187	48 days
Care.com, Inc.	157	10 days
Wal-Mart, Inc.	142	43 days
Lowe's Companies, Inc.	124	36 days
Heb Grocery Company, LP	116	31 days
The Home Depot	113	92 days
CVS Health Corporation	98	38 days
Sunbelt Staffing, LLC	93	29 days
Soliant Health, Inc	91	32 days
Costco Wholesale Corporation	87	52 days
Brewingz	81	44 days
U.S. Department of the Air Force	78	49 days
Meador Staffing Services, Inc.	76	13 days
The Olive Garden	71	53 days
Growing People and Companies	69	30 days

Emsi 2021.2; Texas Workforce Commission



Data collection from Emsi and the Texas Workforce Commission identified job postings by industry and occupation. Figure 15 details posted jobs by industry sector from January 2020 – May 2021. The top job-posting sectors include Retail Trade (2,826 postings); Health Care and Social Assistance (2,813 postings); Administrative Support and Waste Management and Remediation Services (2,215 postings); Accommodation and Food Services (1,750 postings); and Transportation and Warehousing (1,037 postings).

Figure 15: Job Postings by Industry (2-Digit NAICS) in City of Pearland, January 2020 – May 2021



Source: Emsi 2021.2; Texas Workforce Commission

The top occupations posted in the City of Pearland as detailed in Table 19 include Registered Nurses (1,426 postings); Heavy and Tractor-Trailer Truck Drivers (1,273 postings); Retail Salespersons (937 postings); First-Line Supervisors of Retail Sales Workers (682 postings); and Customer Service Representatives (453 postings). Average hourly wages for top occupations



range from \$9.72 for Fast Food and Counter Workers to \$54.90 for General and Operations Managers.

Table 19: Top Occupations Posted in City of Pearland, January 2020 – May 2021

Occupation	Number of Postings	Avg. Hourly Earnings
Registered Nurses	1,426	\$37.71
Heavy and Tractor-Trailer Truck Drivers	1,273	\$20.89
Retail Salespersons	937	\$11.75
First-Line Supervisors of Retail Sales Workers	682	\$21.53
Customer Service Representatives	453	\$15.76
Childcare Workers	452	\$10.25
Stockers and Order Fillers	331	\$13.85
Fast Food and Counter Workers	330	\$9.72
First-Line Supervisors of Food Preparation & Serving Workers	328	\$16.03
Home Health and Personal Care Aides	268	\$10.34
First-Line Supervisors of Office and Admin. Support Workers	265	\$26.82
Speech-Language Pathologists	242	\$35.99
Cashiers	220	\$11.14
Light Truck Drivers	215	\$18.66
Cooks, Restaurant	206	\$10.83
General and Operations Managers	194	\$54.90
Licensed Practical and Licensed Vocational Nurses	186	\$22.21
Insurance Sales Agents	184	\$26.79
Maintenance and Repair Workers, General	175	\$18.86
Waiters and Waitresses	172	\$10.41

Source: Emsi 2021.2; Texas Workforce Commission

Table 20 identifies the top job titles, rather than occupations, in the City of Pearland. In job postings, the job title is what is most commonly associated with the job rather than the occupation name. CDL-A Truck Drivers was the most common job title listed in job postings (235 postings), followed by Nannies (172 postings), Speech Language Pathologists (137 postings), and Babysitters (113 postings). The influx in number of job titles for Nannies and Babysitters could be the result of parents' work situations changing during the COVID-19 pandemic (i.e., remote-working, limited on-site/in-office work).

Table 20: Top Job Titles in Job Postings in the City of Pearland, January 2020 – May 2021

Job Titles	Number of Postings
CDL-A Truck Drivers	235
Nannies	172
Speech Language Pathologists	137
Babysitters	113
ICU Registered Nurses	105



Sales Associates	105
Retail Sales Associates	101
OTR CDL-A Truck Drivers	97
Pharmacy Technicians	90
Dishwashers	87
Registered Nurses	80
Adult Care Professionals	75
Delivery Drivers	73
Cashiers	71
Assistant Managers	65
Servers	64
Medical Surgical Registered Nurses	61
Assistant Store Managers	58
Hosts/Hostesses	56
CDL Truck Drivers	54

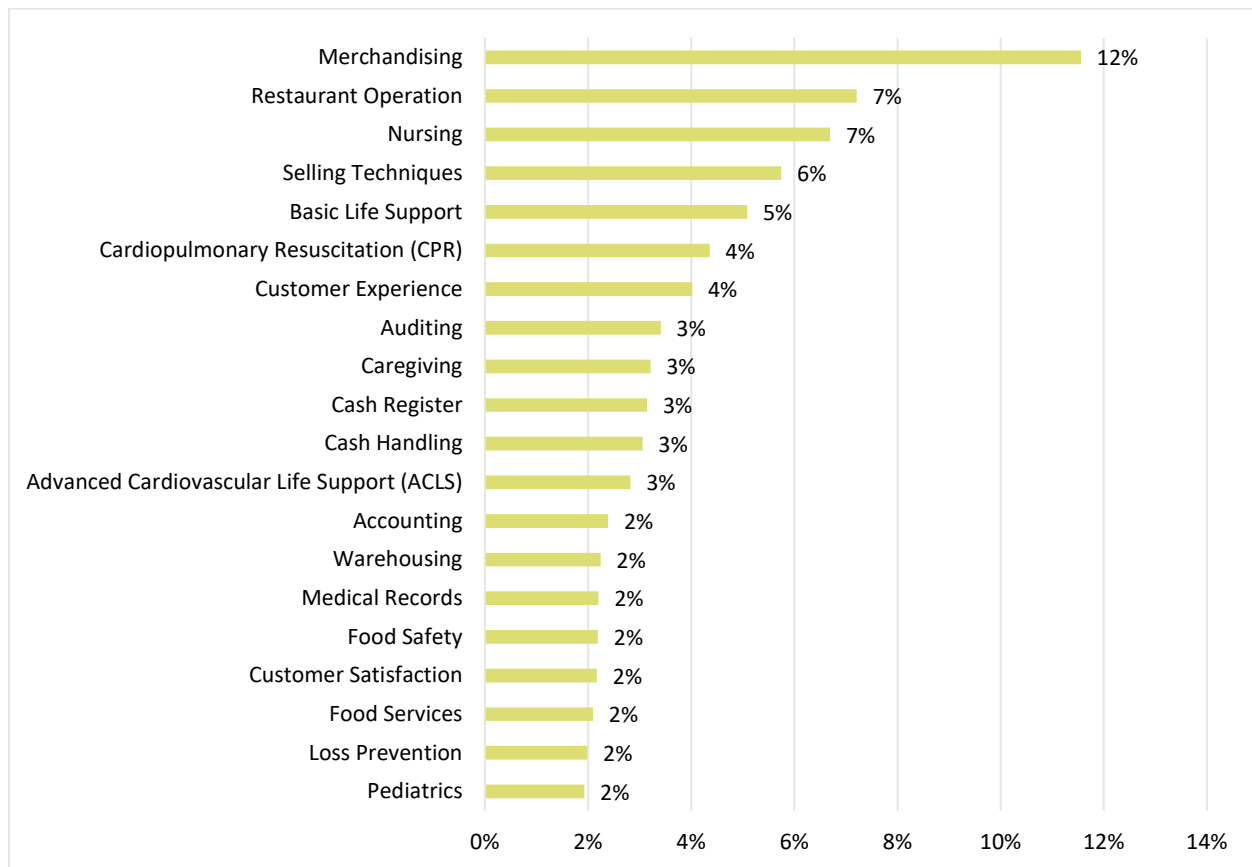
Source: Emsi 2021.2; Texas Workforce Commission

Harvesting data from online job postings can provide an indication of the skills that manufacturers are seeking. It must be emphasized that while job postings data are helpful for providing a snapshot of demand for certain skill sets, it is an imperfect tool since job postings themselves are typically highly concentrated in a small number of fields. Hence, job postings data have inherent biases toward fields where online recruitment is the primary mode of finding new workers.

Figure 16 lists the top hard, or technical, skills found in all job postings in the City of Pearland. The most common hard skills include Merchandising (12%), Restaurant Operation (7%), Nursing (7%), Selling Techniques (6%), Basic Life Support (5%), Cardiopulmonary Resuscitation (CPR) (4%), and Customer Experience (4%).



Figure 16: Frequency of Top Hard Skills in All Job Postings in City of Pearland, January 2020 – May 2021

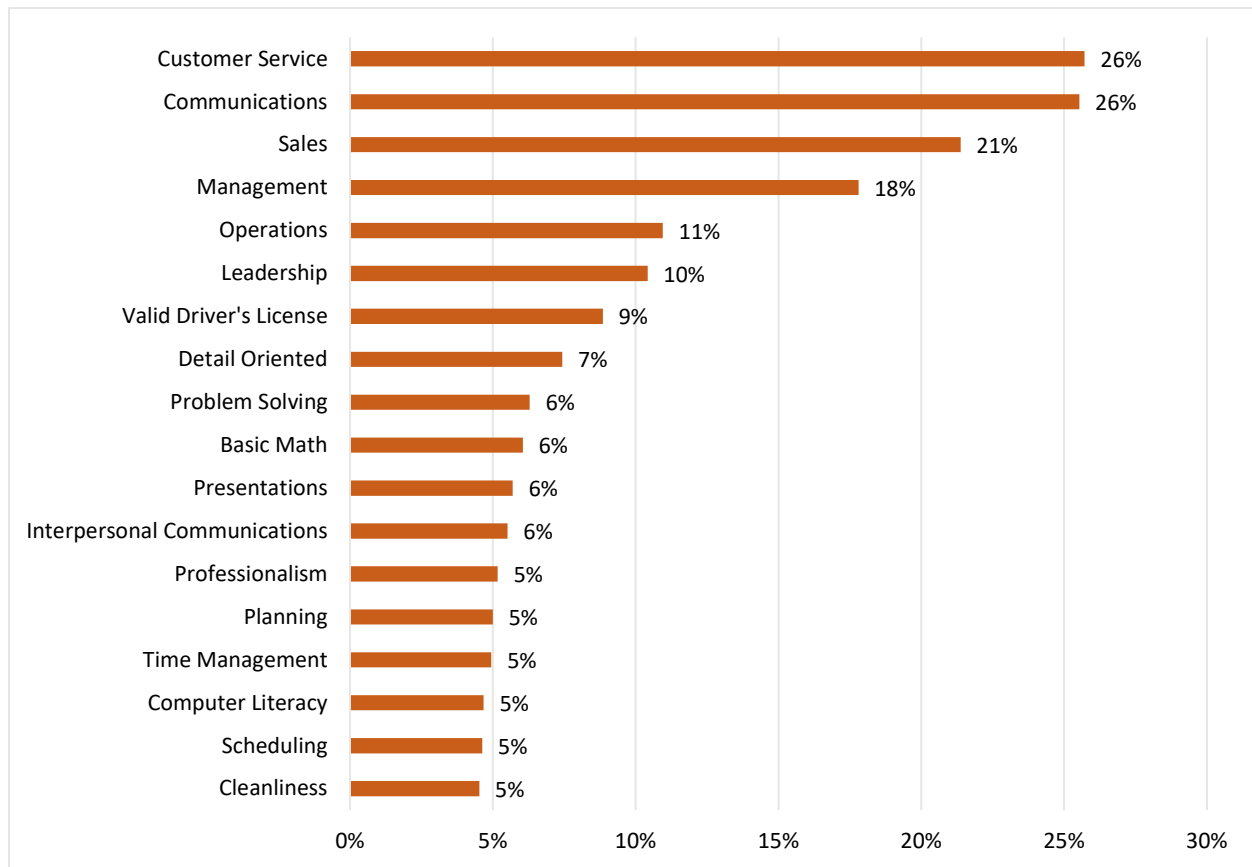


Source: Emsi 2021.2; Texas Workforce Commission

Figure 17 lists the frequency of top common skills in all job postings in the City of Pearland. The most frequent common skills include Customer Service (26%), Communications (26%), Sales (21%), Management (18%), Operations (11%), Leadership (10%), and Valid Driver's License (9%).



Figure 17: Top Common Skills in All Job Postings in City of Pearland, January 2020 – May 2021



Source: Emsi 2021.2; Texas Workforce Commission



APPENDIX G: STAKEHOLDER INTERVIEW SUMMARY



WORKFORCE STRATEGY
ACTION PLAN

STAKEHOLDER INTERVIEW SUMMARY

August 2021

Developed By:



THOMAS P. MILLER & ASSOCIATES



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EXECUTIVE SUMMARY

Introduction

In collaboration with the Pearland Economic Development Council (PEDC) and Steering Committee for the Workforce Action Plan, Thomas P. Miller, and Associates (TPMA) developed a list of seventy-three (73) key stakeholders in the region. From the list of 73, TPMA was able to conduct forty (40) individual stakeholder interviews, ranging from 30-60 minutes, over the weeks of July 12-30, 2021. The stakeholders interviewed represent PK-12 public schools, higher education institutions, training providers, local private businesses, business associations, economic development, workforce development, and non-profit organizations. In total, of the 39 interviews, 13 stakeholders represent the education industry, 23 represent local employers, and 4 represent workforce organizations.

TPMA's purpose throughout these discussions was to identify how workforce efforts in the region can be better aligned, where challenges and opportunities exist for collaboration, and how to promote shared interests among partners.

The input sessions and interviews provided valuable feedback and suggestions that can guide the Steering Committee Planning Sessions and overall Action Plan Development moving forward.



KEY FINDINGS

Strengths

Stakeholders who participated in the one-on-one interviews identified a number of strengths within the local workforce development system and region. The most commonly identified strength was the cross-sector collaboration among partners, including partnerships between the workforce development, economic development, education, and business entities within the region. Outside of the ongoing and existing partnerships, other top strengths involving the workforce system included the strong foundation of educational systems in the region (including Community Colleges, Technical Schools, and Higher-Education) and the region's unique characteristics and qualities that contribute to hiring and attracting workers.

CURRENT COLLABORATION

Several current community organizations are central to many of the collaborative efforts in the region. The Pearland Chamber of Commerce appeared to be at the epicenter of many of these collaborative efforts and was mentioned as a driving force of partnership by many local businesses, education institutions, and workforce representatives alike. Interviewees mentioned numerous events hosted by the Chamber that promoted networking in the region, including Business and Entrepreneur Committees, Monthly Membership Luncheons, Community Partnerships, Guest Speakers/Roundtable discussions, and several other Advisory Committees, clubs, and events. Interviewees mentioned that this was one of the best ways to network within the community, as well as promote information related to their specific industry and learn valuable up-to-date information on other sectors in the region. Pearland Chamber of Commerce representatives, who also participated in the interviews, reinforced these statements, explaining their deliberate approach to working with businesses in the region while regularly meeting with employers, planning staff visits and community programs, and striving to facilitate networking in the community. One committee hosted by the Chamber that several interviewees mentioned was the Workforce Development Committee. Interviewees stated that this committee was an excellent way for their local business to connect with other employers, community groups, and educational institutions around the region and discuss what challenges and opportunities lie ahead for workforce talent, retainment, development, and attraction. Many local organizations noted they would not have a connection within the community without the Chamber of Commerce, and several interviewees directly noted they were “grateful” for the services the Chamber and the Pearland Economic Development Corporation (PEDC) provides.

While the Pearland Chamber of Commerce helps facilitate collaboration, the partnerships and cooperation between local businesses and the Community Colleges and other local educational institutions was the most prominent way for local employers to directly improve their workforce needs. Local businesses mentioned Alvin Community College, San Jacinto College, Houston Community College, and the Pearland Independent School District (ISD) as local educational institutions that provided direct benefits for local businesses. Employers and the educational institutions alike noted that many local businesses are active in connecting with their schools and sit on Advisory Committees. The Advisory Committees were noted as a specific way to meet throughout the year and work to tailor program curriculum to equip students for



the skills and certifications needed for the region's most pressing jobs. Similar committees and partnerships also allow employers to discuss their current staffing with the Community Colleges and find ways to improve the workforce while brainstorming instructive and educational programs that can lead to viable careers for the regional workforce.

The Pearland Independent School District (ISD), especially Turner College and Career High School, was a significant specific talking point for many stakeholders. The Career High School was noted as a way for students to be engaged early on in different career opportunities and looked to as a prominent way to engage students in the workforce, specifically through work-based learning (WBL) programs (e.g., job shadowing, internships, apprenticeships, clinical rotations, etc.). Students are recruited as early as 8th grade, where they then can start to explore programs and pursue different interests. By the time students graduate, they have the option to pursue the specific industry in college or move straight to the workforce. Educational stakeholders mentioned that Turner College and Career High School offers roughly 20 CTE programs for students to learn in-depth knowledge on different sectors, including Construction, A/V Technology, Communications, Business, Finance, IT, Health Informatics, and Healthcare Diagnostics, STEM, and more. The programs of study help students gain college credit and immerse students in different fields of industry that they otherwise may not have known of. Employers are actively involved with the school through sponsoring scholarship funds for dual credit at local community colleges, providing working experience, or directly interacting with the students. Employers and educational stakeholders alike noted that these programs produce much-needed educated applicants, helping fill some of the gaps in the workforce for the region, as the program places approximately 200 students annually into the community in WBL programs. Overall, a majority of stakeholders specified that the educational institutions in the region are doing well at training talent available, and almost all stakeholders firmly agreed that the ongoing collaboration between the education, workforce, and employer sectors is benefitting the region and is important for future success.

Finally, other listed sources of collaboration in the region were through the PEDC, Texas Workforce Commission (TWC), and several working professional groups (especially Professional Healthcare groups, including the Houston Area Association for Hospital Engineering, Texas Nurses Association, etc.). The current collaboration in the region helps identify and share best industry practices, participate in multiple workforce development initiatives, and help students, young professionals, and other vulnerable populations gain opportunities at local businesses through internships, job shadowing and mentoring programs, and full-time and part-time positions.

REGION'S CHARACTERISTICS AND QUALITIES

While collaboration was the main strength of the region, many stakeholders mentioned that specific characteristics and qualities also benefitted the region in terms of the workforce development system. Of these, the strong foundation of educational systems, the diversity and skill set of talent, and the specialized and growing industries in the region were predominantly mentioned.



FOUNDATION OF EDUCATIONAL SYSTEMS

As previously noted, the current collaboration among employers and education providers is strong. These institutions are laying the groundwork for skills development programs and providing young professionals the ability to obtain certain training and certifications (examples: CNC Machining, CDL, CADD Operator, Dental, Welding, etc.).²⁶ The presence of multiple higher education institutions (including Rice University and the University of Houston Clear Lake) also pulls an educated workforce to the region, promoting a more robust workforce. Educational stakeholders specifically mentioned how the leaders of these educational institutions are working to capitalize on the strong network in the region and how they can work to better the future workforce. Regularly scheduling meetings between organizations has been a successful strategy, as organizations can network, strategically plan, and share valuable data regarding the student population. In particular, collecting and sharing data like success rates, pass rates on exams, and gainful employment after graduation, are vital in helping form an understanding of the current network and areas that are needed for improvement. It is important to note that part of the recent success of these scheduled meetings has been the increase in member participation, which has been directly impacted by switching to virtual meetings due to the COVID-19 pandemic. Overall, the foundation of educational systems in the region benefits the workforce in the region, while also helping develop more qualified applicants.

DIVERSITY, TALENT, AND BUILT ENVIRONMENT

Interviewees noted that the City of Pearland and the greater Houston region is undoubtedly a diverse area with a large population. Houston was recently named the most diverse city in the US and is currently the 5th largest metropolitan city in the United States in terms of population.²⁷ With this in mind, many interviewees, specifically local employers, mentioned there is access to a large group of talent and workers in the region that also come from an increasingly diverse background. Employers mentioned that being in the greater Houston region is a benefit in some respects as the region can pull from this talent group and thrive off its growth, as well as the rapidly increasing growth in the community. With a diverse workforce, many employers feel that their companies well represent the region and community they live in, and that this diversity is a unique strength for the region to capitalize on. Many different stakeholders also mentioned the City of Pearland itself as a benefit to the workforce ecosystem as the city is a destination that offers many benefits to its residents. Several stakeholders described Pearland as a place with a high quality of life, offering many different employment opportunities, and a great place to raise a family. This built environment helps attract workers to the area while also benefitting the employers who work in the region.

SPECIALIZED INDUSTRIES

Finally, numerous stakeholders spoke on the large number of specialized industries in the region and how this impacts the workforce. In particular, interviewees noted specialized sectors

²⁶ Alvin Community College. (Aug 2020). *2020-2021 Alvin Community College Catalog, Volume 71, No.*

12. https://www.alvincollege.edu/catalog/pdf/Catalog2020-2021_Web4-22.pdf

²⁷ McCann, Adam. "Most Diverse Cities in the U.S." WalletHub, 19 Apr. 2021, wallethub.com/edu/most-diverse-cities/12690#detailed.



in Healthcare, Oil and Gas, Aerospace, Engineering, and Biotechnology as the region's largest and most influential industries. The presence of such a large and diverse set of industries allows for a unique workforce to be pulled into the region and attract workers from all over the country. Additionally, having these “clusters” of industries was noted to give momentum for smaller and new companies to come to the region, hoping to benefit from the existing workforce. Overall, this cycle brings more jobs and people to the region, strengthening the existing workforce and benefitting Pearland in the process.

Weaknesses

By interviewing sectors that view the workforce development system in uniquely different ways, various weaknesses were mentioned and described. That said, there were two commonly identified weaknesses across all stakeholders within the local workforce system in the region stood out from the rest. These challenges were (1) the lack of overall communication of goals, needs, and challenges, across the employer, education, and economic/workforce development sectors, and (2) the need for increased skill development including more technical and soft skills in the emerging workforce.

COMMUNICATION

While different sectors are collaborating and working on programs throughout the region, many stakeholders noted a need for a more holistic, region-wide approach and effort at communication between all parties. For example, many stakeholders mentioned a bigger push for more participation from local employment in the region is needed, including more feedback coming from local employers on the certain skills, talent, and certifications that are lacking in the area and their industry. Several stakeholders also mentioned that the lack of employer involvement also contributes to these employers not knowing what programs are available in the region. Boiled down by many as simply “knowing each other exist”, the action of employers reaching out to signal needs in their industry can then, in turn, elicit education and workforce organizations to relay information on what programs and opportunities are available and being offered. Many stakeholders from the educational and workforce sectors also mentioned they could improve their communication efforts and offer simpler and more effective ways to show what programs are available. In addition, several employers mentioned that there was a lack of understanding on who exactly to call or go to when trying to start the connection with educational institutions on describing what skills and programs are needed for their industry.

Tied to this communication difficulty is the lack of a region-wide approach in developing the workforce as a whole. Several stakeholders alike addressed many boards, organizations, and corporations are working on workforce initiatives, but there is little communication between them all. Stakeholders therein mentioned a need to get the right people who are pertinent for collaboration on the same page and “at the table together.” This means sending the appropriate people from each sector to meet and further getting past surface-level relationships to create more meaningful connections that stay even with movement in people and time.



SKILL DEVELOPMENT

In most stakeholder interviews, when posed with the question of asking what the greatest need in relation to talent development is, stakeholders noted that the lack of soft skills and certain technical skills is an ever-growing challenge for the region.

TECHNICAL SKILLS

Stakeholders across the board were concerned with the lack of incoming talent and workforce available to many key industries and sectors. The decrease of technical and professional workers in manufacturing, crafts/trades, healthcare, and construction industries was most notably identified. Stakeholders noted the overall need for more of the labor force to have certifications and associate degrees, allowing for the upskill and infill of many current and future open positions. The need for workers to jump into the workforce quicker, without getting a 4-year or advanced degree, was also heavily emphasized. Many stakeholders pointed to enrollment in the community college programs as a critical priority to address this need. Additionally, with many of these industries also having an older workforce, the risk of losing much of the knowledge and skill due to high retirement levels in the baby boomer generation makes the infill process that much more time-sensitive and critical for several employers.

SOFT SKILLS

While technical skills were mentioned by stakeholders as a weakness of the incoming workforce, soft skills were also heavily emphasized and voiced by many. For example, several employers mentioned a decline in interview, communication, and common networking skills when hiring and speaking with upcoming applicants. This was particularly true for young professionals, as many noted that the newer generations have more trouble connecting with people face to face, and many have trouble staying off their phones when communicating. Additionally, soft skills like having professional resumes, showing up to work on time and in the appropriate attire, and having a professional attitude at work were also mentioned as weaknesses in the upcoming workforce.

While many employers shared these comments, they directly coincided with the educational stakeholder's observations, as each representative from the local educational sector was actively aware of this issue. Several Community College representatives spoke that new programs and opportunities are needed to help develop soft skills in young professionals, in and outside of the educational sphere. Additionally, one stakeholder mentioned that the Career Counselors who work at developing these skills at their school are "completely overwhelmed" and in need of help. The majority of interviewees viewed these soft skills (or marketable skills) as pertinent to the jobs today. With that said, educational institutions are working to address the problem. For example, community college and Pearland ISD stakeholders spoke on how soft skills are actively being incorporated in the curriculum of many classes, and many noted that it is already heavily ingrained in their systems. Additionally, one educational stakeholder mentioned that when pairing a student with a local employer, the employer is specifically surveyed on questions that involve the suitability of the student's soft skills. These questions range from attire, timelessness, professionalism, and communication abilities. Overall, while some initiatives are in place to develop better soft skills, most stakeholders agree that the



upcoming workforce still needs great attention in this area, with many believing it should be a top responsibility for the educational system.

OTHER WEAKNESSES

As mentioned previously, several weaknesses were exposed in the workforce talent development system due to the large variety of industries and sectors interviewed. One weakness, in particular, that was mentioned by several stakeholders was the general capacity of the current employers in the region. Educational institutions noted that there are often many interns in their programs looking for opportunities, but limited opportunities actually exist. As companies can usually only take one person at a time, there are waitlists for who can get real-world experience. Additionally, although educational institutions heavily recruit businesses to take on students, many companies do not have the capacity to do so. This problem is further amplified by the differing schedules in calendars for the school and business world, as in some cases, internships do not align with the time businesses need help the most. Another capacity issue noted is simply the capacity of employer's time. With local businesses having a majority of their time being taken by daily operations, there is seldom an opportunity to consistently work together and work towards building sustainable programs.

Opportunities

INCREASED OUTREACH

Communication across the board was mentioned as a weakness within the talent development system, but many avenues for increased outreach and communication exist. Aside from networking events and advisory committees, several employers mentioned that one of the most beneficial aspects that could be taken to increase collaboration in the region is for the educational institutions in the region to increase their outreach in the community. As previously mentioned, many schools already partner with local employers and ask what is needed to further develop and suit the region's industries. These programs were highly touted by stakeholders and employers felt these programs have had great success and impact on the region. That said, the outreach of these programs needs to expand and emphasize, particularly to employers, as promoting Pearland's "best kept secrets" (Turner CTE, Alvin CC, etc.) can help employers identify that there is capacity in the system to train employees and in turn develop future ongoing relationships. In addition, several businesses found it was not easy to find the right person to call when reaching out to the educational institutions, and further have very little time to outreach themselves. That said, employers are more than willing to work with educational providers when reached out to, and one stakeholder who used to work in a liaison position within the school district found this to be the best way to increase partnerships in the region.

REGIONAL COORDINATION

While collaboration among sector partners exists within the Pearland community, there is an opportunity for increased collaboration throughout the entire Houston region. As a region in general, Houston is rapidly growing, with many young and upcoming professionals moving



within the area.²⁸ Stakeholders identified that other communities in the region are responding to this growth by working on their own workforce strategies including finding new approaches to identify and strengthen top industry talent. Rather than each suburb of the community develops their own workforce plans and solutions, communities should look to organize and collaborate for a more regionalized approach. By developing a region-wide action plan, no community is “too small” to make an impact and resources, information, and solutions can be shared to better the overall workforce development strategy.

SUPPORTING EARLY CAREER EXPLORATION

Regardless of industry and sector, a majority of stakeholders mentioned that career development and career exploration are needed earlier on in our educational system. Several interviewees indicated that the current system of delegating career exposure to upper-level high school students is far too late. Instead, students should be introduced and exposed to several careers and different career opportunities in their late elementary and middle school years. By engaging students at a younger age, other career options become more viable, and students can start specializing in different strengths and skills earlier on. Earlier exposure also encourages students to learn about multiple careers sectors and opportunities without fearing they have only enough time to pick one interest. Stakeholders had several ideas on how to engage students earlier on within the system, including developing different partnerships between local employers and K-12 schools. These partnerships can help employers connect with students and speak with them on the available career paths, especially those outside of 4-year programs. Another idea was to help develop more programs for K-12 students that promote skilled labor and partner with local employers to relate learning curriculum with hands-on experience, similar to what the Community Colleges are currently doing. Finally, many employers in the region did not know of direct ways to engagement in the community or with young professionals. One idea mentioned was for employers to partner with the school districts and give employees paid-time-off (PTO) to go and speak at different schools to help show what exactly their job is, how they got there, and answer any questions students may have. Not only does this expose students to new careers, but it exposes the local businesses to young professionals as well.

PROVIDING DEI PROGRAMS

Regarding Diversity, Equity, and Inclusion (DEI) practices, stakeholders discussed several new programs, committees, boards, and educational opportunities they are now providing students and employees to enhance further and develop their DEI involvement. Many stakeholders felt that DEI was a critical aspect of their company and that it is prominently becoming a topic of discussion that needs to be focused on. That said, several companies were unaware truly what DEI meant, not only to their company and community but also overall. the Pearland Chamber of Commerce and the Pearland Economic Development Corporation, along with other local community organizations, were discussed as possible “champions” of this topic who could provide educational and awareness programs for DEI. These programs could be direct resources for local employers to help learn what this topic is about, steps to incorporate DEI into their

²⁸ Greater Houston Partnership. 2021, “Why Houston?”. *A Great Global City*, <http://www.houston.org/why-houston>.



culture and systems, and additional resources to provide for employers to share. Many mentioned that if the Chamber had resources or program opportunities regarding DEI, it would be very beneficial to their organization.

DEVELOPMENT OF YOUNG PROFESSIONAL GROUPS, SPOTLIGHTS, AND JOB BOARDS

While some programs exist in the region for young professionals (including the Leadership Pearland program offered by the Pearland Chamber of Commerce), many interviewees believed there needed to be more programs and more awareness for these types of groups. Several interviewees, in particular, noted that developing a new young professional's group would be a great networking opportunity and a way to help retain talent in the region. They also noted that this group could be organized by the Chamber or PEDC but should be run by young professionals in the area to hold these individuals responsible and feel more attached to the program. Additionally, these groups could work with the educational institutions in the region to gain attraction and connect with employers throughout the year.

Another opportunity that many stakeholders noted as an excellent way to promote young professionals in the region was a "Young Professionals Spotlight". This simply could be one of the community or educational organizations in the region (Chamber, PEDC, or Community College) highlighting young talent in the region on a monthly or bi-monthly basis. Interviewees noted that they have many young talented employees in their organizations that they would nominate to be highlighted and mentioned it would be an excellent opportunity for other young professionals and students to see successful peers in the region. Many employers also noted that the term "young professionals" could mean several things, including a student who has excelled or been offered an award, a new employee who completed a certification, a younger individual who has been promoted, etc. The spotlight could be a simple explanation of who they are, what they have done, and how their actions have impacted Pearland.

Finally, several employers mentioned they would like to hire and attract more local talent in the region, but found it was difficult to have a comprehensive candidate search for locals only. Many employers mentioned they rely on the larger job boards (Monster, Indeed, etc.) for talent recruitment but would like a way for local talent to apply directly to jobs. Some discussed a local job board idea, but many were uncertain about the logistics of who would run and organize the board.

RECRUITMENT OF VETERANS

As previously noted, employers reported that skilled trades vacancies are among the hardest to fill currently. With many skilled trade jobs available in the region, employers struggle to know where to turn to fill in the labor gap. However, some stakeholders mentioned that there has been a trend of success around the country and a large opportunity for the region to recruit skilled personnel from the veteran community. In addition to the traditional qualities associated with the military, such as reliability, punctuality, and tremendous work ethic, many veterans obtain skills during their service that directly translate to various roles currently in demand in the manufacturing world. This largely untapped market provides an opportunity for employers to recruit for highly skilled positions available.



Threats

Several threats exist in the region when addressing the workforce development system. Stakeholders identified the COVID-19 pandemic and its impact on employment, tied with the general perception and labor shift from the trade industry, along with the perceptions of the community in general as potential areas of concern.

COVID-19

As labor shortages in the region were previously identified as a weakness, many stakeholders also placed the COVID-19 pandemic as a primary reason for the lack of available workers. Interviewees, especially those working in the mechanic, construction, and trade industry, or commonly referred to as “blue-collar” workers, mentioned that it was increasingly difficult to get employees “back to work” and that many were content with collecting unemployment/stimulus checks and staying at home. Additionally, many of those who had been furloughed or temporarily laid off had sought new employment options in different industries. Several employers mentioned that younger generations of the workforce already seem to have a lower motivation to work and paired with the pandemic where some workers have not been working full-time jobs for months, has detrimentally impacted motivation. Another aspect of the pandemic that stakeholders mentioned was the impact COVID-19 had on job seeking for lower-income workers. With many workforce organizations and boards closed for in-person meetings and services, all job-related services moved to online platforms. Those who do not have access to broadband, or cannot afford personal laptops, had no options to access these services with public libraries and many public spaces being closed.

PERCEPTIONS AND SHIFTS FROM TRADE WORK

The perception and awareness of trade work was mentioned as a significant threat for the future pipeline of labor available. Many would agree that the trade industry has had an unfavorable perception in our society and interest in the industry has declined. That said, there is a clear disconnect between what employers in the trade industry feel must be done to combat this perception and what the educational institutions in the region and beyond are currently doing. Many interviewees who work in the trades industry in the region (plumbers, mechanics, electricians, etc.) feel there must be a strong push from the educational sector to try and actively change young professional's mindset on what a successful career looks like. Changing mindsets would include promoting trade occupations, associate degrees, and skilled labor as a successful and meaningful alternative to college while also showcasing the numerous high-quality, high-paying positions in the local industry available. Instead, many employers feel the awareness of this career choice is nonexistent, and the engrained mentality of “college or bust” for young professionals is still heavily promoted. Not only has this mentality deterred young professionals from skilled and trade occupations, but it has amplified the inaccurate picture of what the trade industry entails and what options students and young professionals have career-wise after high school.

Employers mentioned several low-debt trade schools that provide stable, high-paying jobs in the region, yet many young professionals are not interested in pursuing this option. For example, one stakeholder talked about the above-average wages and salaries that are available for young professionals at their company and the internal training program they provide for



new employees. In just a few short years, these new employees make significantly higher salaries than the national average, can obtain several certifications and licenses, and can even extend into management and “office-level” work. Even with an internal development program and high-paying wages, recruitment is difficult. Without the educational sector changing perceptions and promoting young professionals to see other alternatives to college, employers in the trade industry believe it will be near impossible to fill positions and continue running and expanding business.

PERCEPTIONS OF THE COMMUNITY AND REGION

While several stakeholders spoke on the region’s great diversity and opportunity, several also spoke on the region’s tough identity to shake and specific characteristics of the City of Pearland that could impact workforce attraction. Regarding the region, some interviewees felt that promoting the area as more than just an oil and gas hub was a hard sell. The greater Houston region is home to several high-quality industries and opportunities outside of oil and gas; however, interviewees felt that many companies and stakeholders looking into the region are unaware of this aspect. Specifically, regarding Pearland, some stakeholders felt that attracting young talent to live, work, and play in the region can be very difficult as Pearland is often thought of as a bedroom community with fewer attractions. Additionally, the city needs new development that promotes walkability, culture, and identity to attract and retain young families and talent and compete with the other growing and thriving cities around it.



APPENDIX A: STAKEHOLDER INTERVIEW QUESTIONS

Talent Attraction, Development, & Retention

1. What is working well within the talent development system?
2. What is not working well within the talent development system?
3. What are your region's greatest needs related to talent development?
4. How do you incorporate diversity, equity, and inclusion practices in talent recruitment, retainment, and development practices?
5. [Employers Only] What is your industry's greatest needs related to talent development?
6. [Employers Only] What are the primary reasons employees voluntarily leave their current positions?

Coalition Building

7. How do you currently collaborate and share information among local agencies and organizations (e.g., education and training providers, employers, workforce development, business associations, etc.)?
8. What opportunities exist for further collaboration?
9. What barriers exist that prevent you/your organization from building relationships with other agencies and organizations in the talent ecosystem/
10. What is the best way to create meaningful connections among regional players in the workforce, education, and economic development areas?
11. Is the local community/educational system producing qualified applicants, or do you resort to recruiting talent outside the region/state?
12. What can you do to bring up future applicants? What can education/training providers do to bring up future applicants?

Engaging Young Professionals

13. What is your vision of a "young leader" in Pearland (e.g., characteristics, background, etc.)?
14. How can Pearland promote the organization and advocacy of young professionals in the community?
15. What type of young leader initiatives would be beneficial to your organization?
16. Are there existing young leadership programs in the community that should be considered? Are there programs nationally that you believe is a best practice?
17. What role should PK-12 public schools and higher education institutions play in engaging young professionals in leadership programs?
18. How does your organization develop accountable and responsible young professionals?
19. Does your organization have a community engagement policy for young professionals?

