

**Topic: OPPORTUNITY OCCUPATIONS**

**STUDENT ACTIVITY: Video Views**

**Video 1:** [Opportunity Occupations: Joining the Workforce](#)



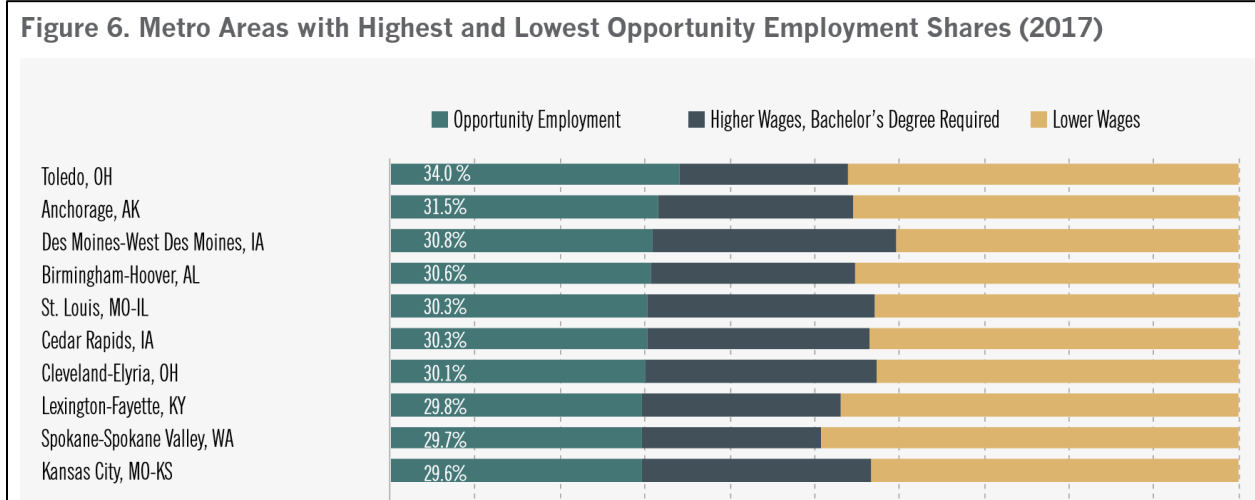
**Questions:**

1. Marisa Bergman, Human Resource Team Leader for North Star Bluescope Steel, indicated in the video that valuable skills include customer service, working well with a team, being an effective communicator and problem-solving. Using the [Opportunity Occupations Fact Sheets](#), identify five other opportunity occupations that utilize these same skills.
  
2. Jaime Pearson didn't know about the steel industry before she was hired and hadn't worked outside of her home for over 10 years. How did her role as a stay-at-home mom help prepare her for her current job?
  
3. According to Gary Thompson, Executive Vice President and Chief Operating Officer of Regional Growth Partnership, elected officials, employers and educators are needed to support the success of opportunity occupations. Explain why each of these groups is important.



10. Toledo, Ohio was mentioned as the metropolitan area with the highest concentration of opportunity occupations from the research study. Other cities with a similar percentage of opportunity employment are in the table below. Why do you think these areas have so many opportunity occupations?

**Figure 6. Metro Areas with Highest and Lowest Opportunity Employment Shares (2017)**



**Video 2:** [Financial Innovations Roundtable: Investing in Workforce Development Is Investing in People](#)



**Questions:**

1. CDFIs are mentioned in the video and can be defined as institutions that work to provide low-income individuals and small businesses in underserved communities with access to funding that supports workforce development and promotes economic growth. How is the economy impacted when low-income individuals have access to more workforce development?
2. In your own words, what does this statement from the video mean: “Skills are currency and competencies are currency”?
3. It was mentioned in the videos that workers, communities and employers are involved with workforce development. How can the community help workforce development efforts?
4. Can you provide examples of how workforce development is an “investment in people”?
5. The video mentioned that jobs and skills are changing faster and faster, which can lead to a more agile workforce. Would a more agile workforce have a positive or negative effect on the labor market? Explain why.

6. Ed Sivak, Executive Vice President of Hope Credit Union, said that “wrap-around services like childcare, transportation and housing – leads to success”. Why would these services equate to one’s success in the labor market?
  
7. Seung Kim, Senior Director with the Local Initiatives Support Corporation, stated that workforce development and the educational system are both expensive, yet can lead to great opportunity and rewards for the economy. Which of these do you think has the greatest impact on the economy and why?
  
8. Compare the perspectives of workers to employers if workforce development programs were reduced within a community. What if they were increased?
  
9. In the video, Jason Tyszko from the Center for Education and Workforce at the U.S. Chamber of Commerce Foundation, said that there is a “downside risk” to the quickly changing labor market. What might those risks be?
  
10. How would you design a workforce development program in a community with several CDFIs and a very small percentage of low-income individuals? What components would it have?

*Charts/tables are from Opportunity Occupations Revisited: Exploring Employment for Sub-Baccalaureate Workers Across Metro Areas and Over Time, developed by Keith Wardrip from the Federal Reserve Bank of Philadelphia, as well as Kyle Fee and Lisa Nelson from the Federal Reserve Bank of Cleveland. April 2019*