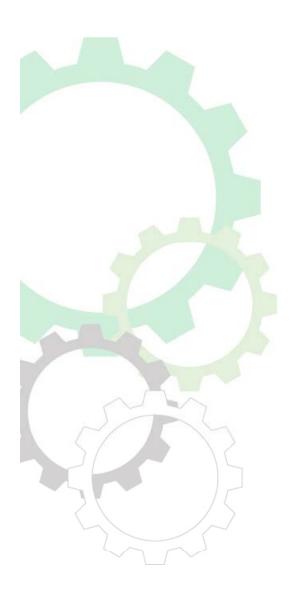
Making Shifting Gears Work for You



Workforce Boards of Metropolitan Chicago May 5, 2010





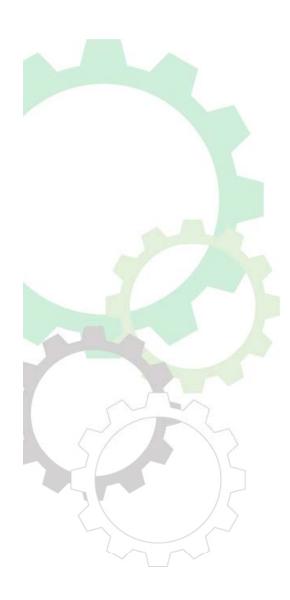
# **Shifting Gears Works for You**

Shifting Gears Status

Shifting Gears and WIA

Getting Started



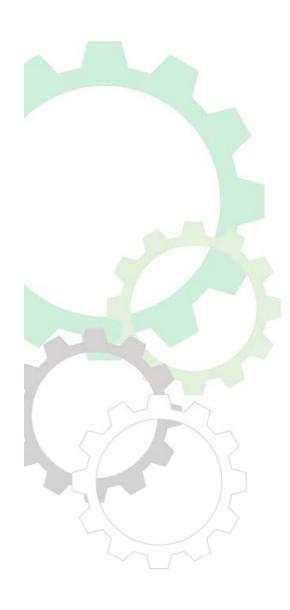


# Responding to the Illinois Skills Gap

#### Goals:

- Identify and meet the top needs of local employers and bridge the skills gaps of the workforce
- Increase transitions from adult education and the workforce system to college level training and career path employment



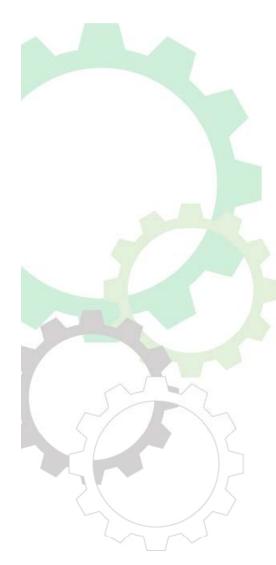


# Responding to the Illinois Skills Gap

#### **Strategies:**

- Embed bridge definition in college and workforce programs and others over time.
  - Contextualized curricula
  - Career development
  - Support services

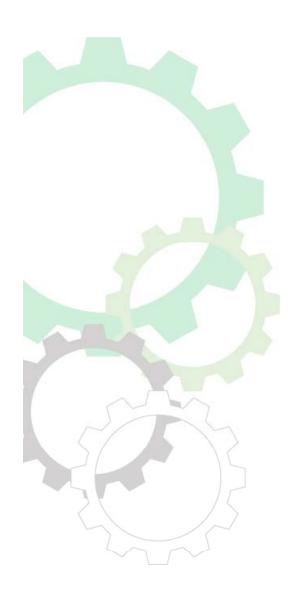




#### **Pilots: Lessons Learned**

- Instructional innovation engages adults
- Contextualization emphasizes applications
- College leadership matters
- Transition services are necessary
- Transition coordinators are critical, but need innovative funds
- Partnerships are critical but require new effort/skills/knowledge

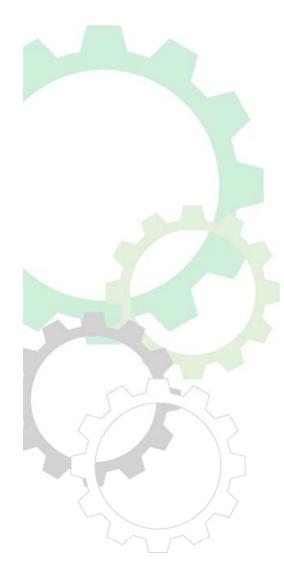




# **SG 2.0 Policy Context**

- 1. Develop & embed new institutional practices
- 2. Develop policy and change systems
- 3. Strengthen data systems & refine measures
- 4. Communicate results of policy and program development

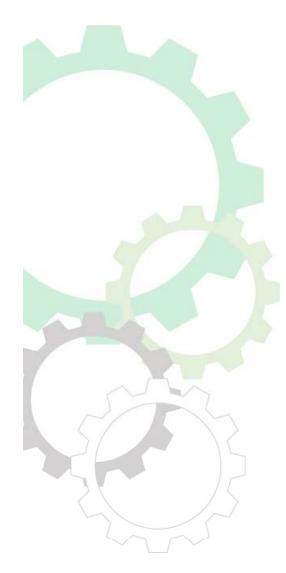




# Adult Education (WIA Title I)

- For students without a high school degree or GED;
- Adopting contextualized curriculum & career pathways (5 year strategic plan);
- Program classification system now allows bridge programs;
- Goal is at least one bridge per AE district;





# Adult Education (WIA Title I)

- Funding development and implementation of 10 demonstration projects;
- Developing bridges training for providers;
- Community based literacy organizations comprise 66% of ABE providers; 33% are at community colleges

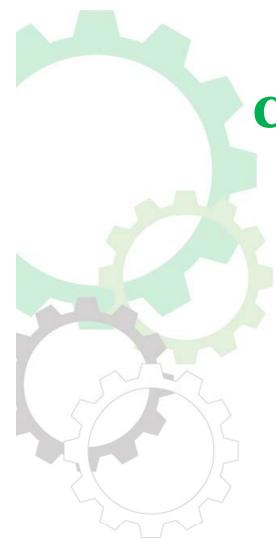




# Developmental Education Career and Technical Education Bridges

- 50-60% of entering community college students need at least one (pre-college) developmental education course.
- Dev Ed: Tuition based, traditionally does not provide credit, students often use financial aid
- CTE: College credit and basic & advanced occupational certificates and AAS

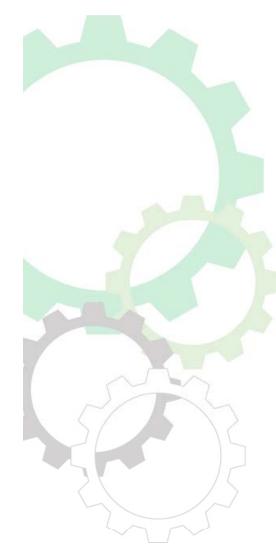




# Developmental Education Career and Technical Education Bridges

- **Policy Change:** Contextualizes developmental education in an occupation; provides reimbursement at a higher level (based on the occupational code)
- *Implementation*: Developing healthcare curriculum, planning regional workshops; funding 4 5 projects





### **Support Services**

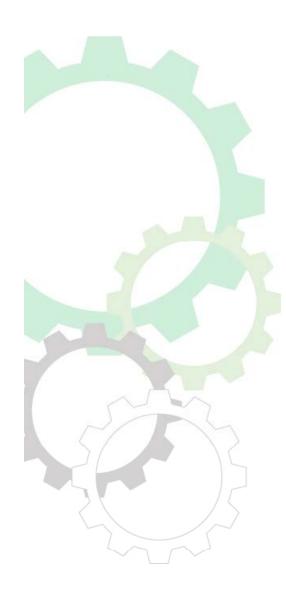
#### Critical but Limited

**Elements:** Individual & Learning Supports, Transition, Employment & Job Placement

#### Expanding resources & expertise

- Raising awareness of available resources and eligibility
- Knowledge and ability to work with external partners
- 2010 focus: self-assessment, print resources for students & providers, outreach & engagement of Sr. leaders, expand services





#### **WIA**

#### **Policy Change**

- Bridges count toward 40% training requirement
- Bridge definition used in all WIA titles

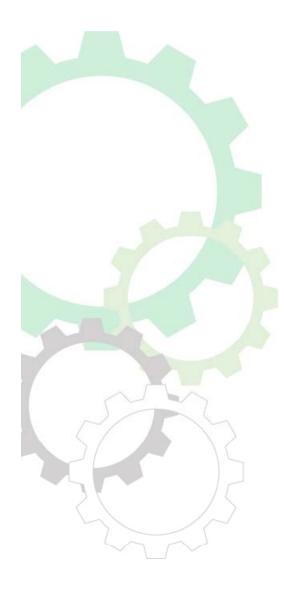
# WIA Youth

#### **WIA Adult and Dislocated Worker**

- Short-term prevocational service
- Individual training account
- Class-size contract
- Other contracts

#### **Incumbent Worker**



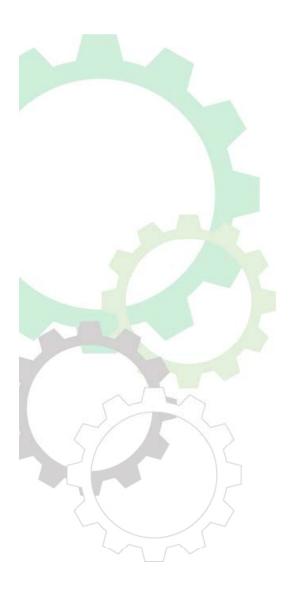


## **Shifting Gears and WIA**

#### **Opportunities**

- Increasing federal priority on low-skilled populations and goals of one year of college and good jobs for everyone
- Increase scale of helping lower-skilled adults enter
   & complete college programs
- Meet the WIA minimum training expenditure requirement

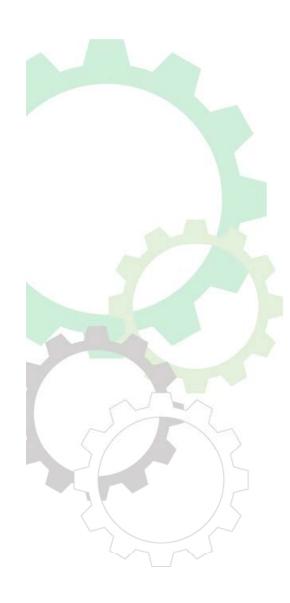




# **Challenges**

- Meeting performance goals
- Forming new partnerships
- Extending timeframe for participants





### **Expected Outcomes**

- Youth
  - Academic skill gains
  - GED/HS diploma
  - Entry into postsecondary education/training or employment
- Adults and Dislocated Workers
  - Employment
  - Employment retention
  - Earnings
- Incumbent workers
- Industry Recognized Certificate





WIA Adult Active Registrant Counts								
LWIA	Total Adult Active Registrants	Less than High School Diploma	Basic Skills Deficient					
1	221		68					
2	69	1	6					
5	847	82	102					
6	198	7	54					
7	491	36	249					
8	225	5	88					
9	3920	350	1471					
10	272	4	56					
11	332		133					

• Bridges are an effective strategy for long term placements

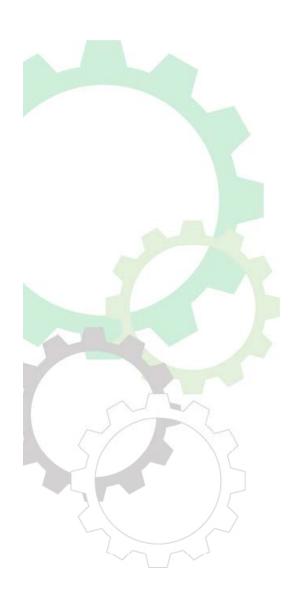


# WIA Minimum Training Expenditure Requirement

PY-08 WIA Direct Training Expenditure Analysis for the period ended 6/30/09

	LWIA 1	LWIA 2	LWIA 5	LWIA 6	LWIA 7	LWIA 8	LWIA 9		LWIA 10	LWIA 11
Adult Direct Training	\$ 943,236	\$ 178,214	\$ 573,321	\$ 334,519	\$ 800,609	\$ 521,555	\$ 3,517,470	\$	484,874	\$ 252,657
Total Ad <mark>u</mark> lt Expenditures	\$ 1,643,188	\$ 443,102	\$ 1,504,608	\$ 841,478	\$ 3,150,046	\$ 1,007,170	\$ 10,319,771	\$	1,015,698	\$ 506,008
% Expended on Direct Training	57.40%	40.22%	38.10%	39.75%	25.42%	51.78%	34.08%		47.74%	49.93%
DW Direct Training	\$ 1,539,817	\$ 440,272	\$ 674,652	\$ 850,858	\$ 1,016,168	\$ 1,406,588	\$ 3,347,047	\$	545,890	\$ 363,743
Total D.W. Expenditures	\$ 1,981,856	\$ 791,766	\$ 1,214,062	\$ 1,786,955	\$ 3,797,059	\$ 1,976,050	\$ 8,730,811	\$	1,015,709	\$ 696,536
% Expended on Direct Training	77.70%	55.61%	55.57%	47.61%	26.76%	71.18%	38.34%		53.74%	52.22%
Total Direct Training Expenditures	\$ 2,483,053	\$	\$ 1,247,974	\$ 1,185,377	\$ 1,816,777	\$ 1,928,144	\$	\$		\$ 616,400
Total Expenditures	\$ 3,625,044	\$	2,718,670	\$	\$ 6,947,105	\$	19,050,582	,	, , -	\$ 1,202,544
% Expended on Direct Training	68.50%	50.09%	45.90%	45.10%	26.15%	64.63%	36.03%		50.74%	51.26%

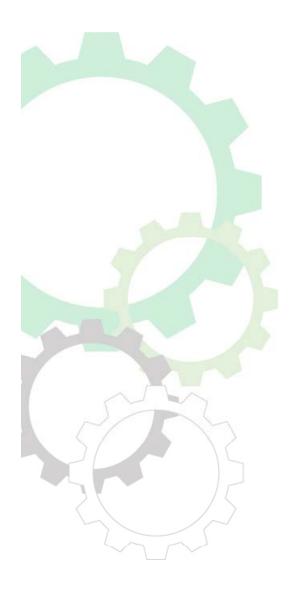




# Basics: The Use of WIA for Bridges

- WIA Youth
- WIA Adult and Dislocated Worker
  - Short-term prevocational service
  - Individual training accounts
  - Class-size contract (non-ITA)
- Incumbent Worker

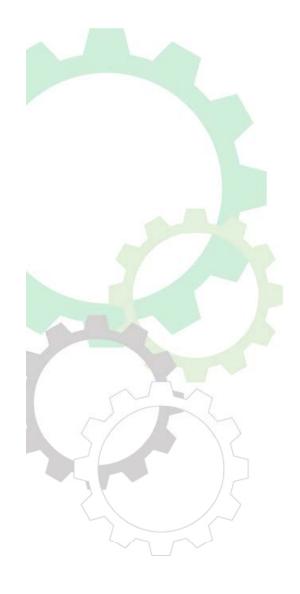




## **WIA Funding Vehicles**

- Contract Options by Fund Source (Table)
- Issues in selecting contract type:
  - Capacity
  - Client access
  - Customization
  - Transition coordinator
  - Performance risk
  - Procurement

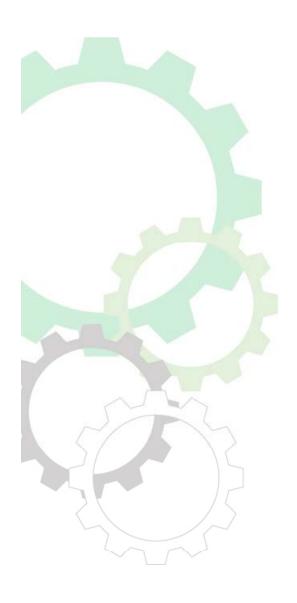




## Contract, ITA or Both?

LWIA	Training Contracts?	Bridge Contracts?							
1	No	No							
2	Yes, (1 ARRA)	No							
5	Yes (1)	No							
6	No	No							
7	Yes	No							
8	No	No							
9	Yes (9)	Yes (5)							
10	Yes (1)	No							
11	No	No							

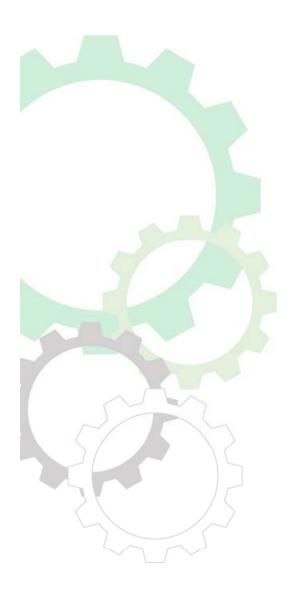




## **Examples**

- Manufacturing Bridge
- Healthcare Bridge
- Transportation, Warehousing and Distribution Bridge



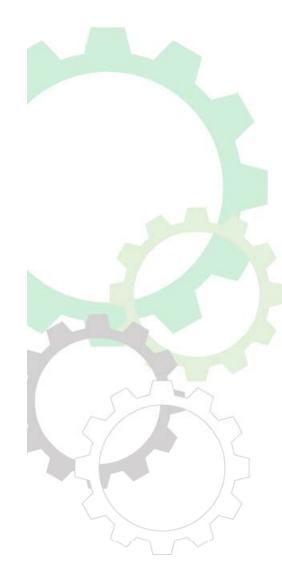


## **Building Bridges**

#### **Define Priorities**

- Sectors
- Occupations
- Target Populations
- Bridge Components
- Partners/Providers
- Funding





## **Providers and Capacity**

**Community Colleges** 

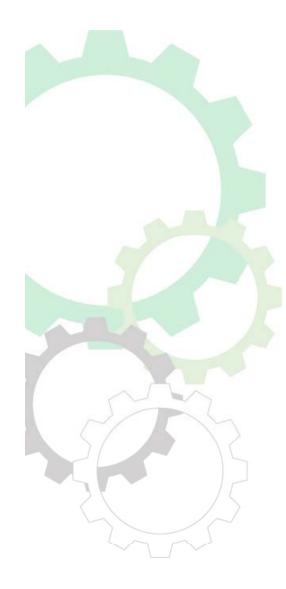
- Adult Education
- Developmental Education
- Career and Technical programs

**Community-based Adult Education** 

Approved WIA Providers & other training organizations

Support Service providers (CBOs, social service agencies, civic associations)

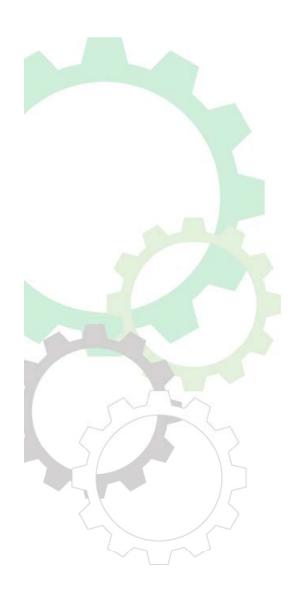
Existing training programs that might be integrated into a pathway shiftinggears



## **Leverage Other Funding**

- WIA Title II
  - ABE, ASE, ESL (includes GED)
  - Leadership- (more flexible)
- Community Colleges-credit hour reimbursement, financial aid for eligible programs & students
- Industry associations and employers

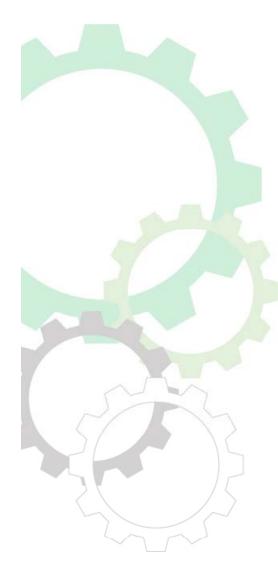




# **Leverage Other Funding**

- Economic Development Organizations
- TANF and SNAP (SG exploring relationships)
- Non-Profit and Foundations
- Federal innovation resources

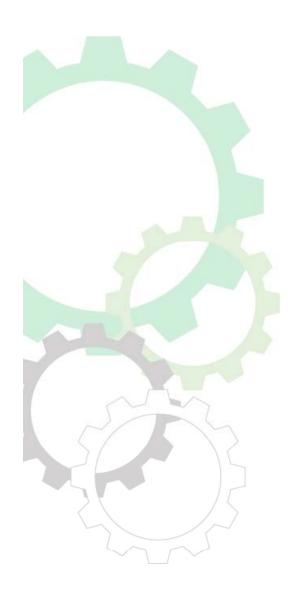




#### **Performance Goals**

- Performance context
- Assessing performance impact
  - Volume of registrants
  - Volume of exiters
  - Planned outcomes
  - Estimating impact on overall results
- Setting expectations for bridge projects
- Industry recognized credentials





#### **Discussion**

- Issues and questions
- Feedback
- Next Steps
- Contact: **Lisa Jones**217 558-2443
  lisa.d.jones@illinois.gov

