

Making Shifting Gears Work for You



**Workforce Boards of
Metropolitan Chicago
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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

Bridges: An Effective Strategy for Adults in the System

WIA Adult Active Registrant Counts			
LWIA	Total Adult Active Registrants	Less than High School Diploma	Basic Skills Deficient
1	221	12	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	1	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 Adult 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	\$ 618,486	\$ 1,247,974	\$ 1,185,377	\$ 1,816,777	\$ 1,928,144	\$ 6,864,517	\$ 1,030,764	\$ 616,400
Total Expenditures	\$ 3,625,044	\$ 1,234,868	\$ 2,718,670	\$ 2,628,433	\$ 6,947,105	\$ 2,983,220	\$ 19,050,582	\$ 2,031,407	\$ 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



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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
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