

## SKILLS GAP COMMITTEE – Bi-Monthly Status Report March 2, 2011 (Next Meeting April 11, 2011 9am)

Present: Roger Pilotte, Ellen Galligan, Linnea Rego, Beth Hogan, Patty Bongiorno for Ronna Resnick, Ellen O’Donnell, Ed O’Sullivan, and Mary Sarris

### Action List:

- Continue examining data in relation to immigrants in particular any economic data on foreign born population.
- Update Immigrant Report on Website
- Continue Update Chart distributed at December/ March meeting on DOE funded slots on the North Shore by provider. Also list additional slots funded through other funding sources.
- Continue discussion around how to enhance transitions from ABE programming and the workplace.

**GOAL 2:** The North Shore WIB will strategically utilize resources and fully engage the business sector to close the skills gap that exists between available workers and employers.

**Objective #1:** Collaborate with educational and training partners to increase available resources and align policies so that employer and worker needs are met.

Activity:	Timeframe:	Benchmarks/Indicators of Success	Status
Resource and Policy Analysis			
1.1 Review database of the over 200 programs currently being administered by 50 preferred vendors and group them by critical sector and emerging industry	2008-2009	1.1.1 Gaps and barriers to services in each critical sector have been identified and an actionable plan has been developed to increase education and training resources and/or eliminate barriers to accessing services.	Information was shared with committee with regards to the release of the labor market blueprint. Discussed using the LMB and WIB research staff when preparing proposals to state, federal and private funders.
1.2 Create a schematic that outlines the programs workers are and are not accessing in each critical sector	2009	1.2.1 Training programs that do not align with workforce needs are removed from vendor list.	Shared with the committee about the creation of Youth specific LMI piece.

<p>1.3 Identify barriers that may be preventing access to services designed to meet the needs in each critical sector (i.e: interest, scheduling, developmental capacity, etc.)</p>	<p>2010</p>	<p>1.3.1 A system exists to ensure that all future programs are screened for workforce appropriateness prior to being added to the vendor list.</p>	
<p>Increase the ability of local residents to use technology as a basic job skill across all industries and occupations</p> <p>1.4 Research and identify available basic technology training programs across the North shore and determine which belong on our preferred vendor list, specifically those that result in a credential or certificate for trainees.</p>	<p>2009</p>	<p>1.4.1 Data base of training programs is available and used by career center customers.</p> <p>1.4.2 Increase in the number of trainees who find jobs that require technology skills identified through credentials or certificates.</p>	
<p>Increase use of technology as a tool through which students learn specific skills required in vacant job positions.</p> <p>1.5 Evaluate HCLN as the initial WIB-Supported technology-based training program to determine its effectiveness and viability, including its potential replication in other industry sectors.</p>	<p>2009 – 2010</p>	<p>1.5.1 (and 1.6.1)The number of approved vendors/programs using technology as a teaching tool as they prepare students for jobs in various in-demand occupations and industries has increased.</p>	

1.6 Investigate other evidence-based practices on how technology can augment learning strategies and increase access to training services	2009 - 2010		
1.7 Share “best-practice” research with education and training partners	2010	1.7.1 Host two discussion groups where the value of technology as a teaching tool can be vetted and examined.	

**Objective #2:** Facilitate alignment of education, training, workforce and economic development activities so that employer and worker needs are met.

Activity:	Timeframe:	Benchmarks/Indicators of Success	Status
To Increase number of education and training opportunities that align occupational skills with ABE core skills.			
2.1 Seek grant funding to expand the Healthcare Learning Network so that more front line health care workers can participate in education and training programs that are tailored specifically to their career ladder and can lead to becoming a Licensed Practical Nurse or other allied health professional.	2010	2.1.1 Health Care Learning Networks remains a viable option for local health care industry beyond the terms of the current grant	The committee agreed to continue to outreach to training providers even on the outskirts of our region to continue to provide options to our customers and working adults.
2.2 Pilot a similar program through the Pathways to Financial Services Program (currently funded to work with one ABE vendor) and disseminate the assessment tool and curricula that is developed to additional ABE vendors while promoting the integration of career ladder financial services	2011	2.2 Assessment tool is actively used by partner banks and curriculum is available at partner educational organizations (including Operation Bootstrap and NSCC) for routine access by local entry level job seekers.	The WIB provided data on immigration under several categories (i.e. age etc.) Information was updated from an earlier study on immigration and career center customers from 2008. The updated information assisted the committee in understanding the ESOL need in relation to workforce development and workplace education.

<p>skills with ABE core skills</p> <p>2.3 Working in concert with NSCC’s Breaking Through Initiative and other partnerships, ensure that WIB customers are receiving training that actually meets workforce needs.</p> <p>2.4 Have training vendors and career center staff meet with sector groups to share ideas and learn about changes within industry and sectors overall.</p>	<p>2011</p> <p>2009 - 2011</p>	<p>2.3 At least one other example of a new/enhanced program exists that provides a strong opportunity for adult workers to enter into quality training and move forward in an organized career pathway.</p> <p>2.4.1 One session held per year for each critical industry with opportunity to share information with training providers and career center staff</p>	<p>The committee requests that we exam further any economic data we have in relation to immigrants on the north shore. US Census data will be available later in April and the report will be updated at that time.</p>
<p>Advocate for policy change</p> <p>2.5 Recommend to the MA Department of Elementary and Secondary Education that in its next procurement cycle for Adult Basic Education Services that contextualized instruction (with an occupational focus) and/or career awareness/exploration be included as a mandated part of the services contract</p>	<p>2010 - 2011</p>	<p>2.5.1 The MA Department of Elementary and Secondary Education requires ABE vendors to provide occupationally focused contextualized instruction and/or career awareness as part of its next 5-year RFP. In addition, the WIB/Career Centers participates in at least two Workplace Education grants that support the development of higher level skills in low skilled individuals.</p>	
<p>Expand language learning opportunities</p> <p>2.6 Contact vendors and gather data on ESOL waitlist and/or other sources that accurately describes ESOL needs on the</p>	<p>2009-2011</p>	<p>2.6.1 Clear and up-to-date data exists that portrays the demographics of the North Shore</p>	<p>Shared chart with the Committee on DESE funded slots on the North Shore for ESOL. We will continue to update this chart for</p>

<p>North Shore.</p> <p>2.7 Provide support to vendors in creating partnerships that will integrate ESOL services into existing education and training programs</p>	<p>2009 - 2011</p>	<p>and the ability of local organizations to provide language-related resources to North Shore residents in need.</p> <p>2.7.1 Language-related resources have increased from 2008 – 2011.</p>	<p>the committee.</p> <p>The committee also began discussions around what could be added to the within the platform of the ABE programming that would better align and sink the students as they transition into the workplace. Conversation centered around basic career readiness as well as contextualized learning and basic computer skills training – no longer considered an occupational skills rather a core or basic skill. ‘World of Work” through SABES was also mentioned as a programming tool which could help.</p>
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