

SKILLS GAP COMMITTEE – Bi-Monthly Status Report June 14, 2011 (Next Meeting October 18, 2011 9am)

Present, Mary Zwiercan (for Art Bowes), Gloria Lopez, Roger Pilotte, Ellen O’Donnell, Patty Bongiorno (for Ronna Resnick), 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 April 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.	
1.2 Create a schematic that outlines the programs workers are and are not accessing	2009	1.2.1 Training programs that do not align with workforce needs are	

<p>in each critical sector</p> <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>removed from vendor list.</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 WIB provided data from the 2010 census for the region centered on ethnicity. Also provided a comparison with 2000 data. US Census data will be available later in the summer and the report will be updated at that time.
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	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	

<p>integration of career ladder financial services 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>local entry level job seekers.</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 discussed the recent development of the Technical Nurse Assistant program at North Shore Community College and is progress of a career pathway. Discussion around a recent version of WIA and its heavy emphasis on career pathways took place.</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 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>2009 - 2011</p>	<p>2.6.1 Clear and up-to-date data exists that portrays the demographics of the North Shore 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 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. In past meeting conversation centered around basic career readiness as well as contextualized learning and basic computer skills training. We reviewed an overview of a recent pilot program by the MASS CAP called the Job Readiness Training Project. The group agreed that this training is needed but difficult to fit into the tradition ABE/ESOL framework given the amount of time. The group will continue to look and think of models that could infuse workforce development (and some basic skills training) into programming.</p>
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