

<p>Increase the ability of local residents to use technology as a basic job skill across all industries and occupations</p> <p>1.2 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>1.3 Develop and implement a cost effective way to provide basic Microsoft office training as a core service at the career centers.</p>	<p>2012</p> <p>2012</p>	<p>1.2.1 Increase in the number of trainees who find jobs that require technology skills identified through credentials or certificates.</p> <p>1.3.1 Sixty customers receive intensive services that focus on Basic Microsoft Office skills prior to receiving further advanced occupational skills training (if applicable.)</p>	<p><i>Bid has been released and the WIB is reviewing several responses to provide this service to Career Center Customers</i></p>
<p>Increase use of technology as a tool through which students learn specific skills required in vacant job positions.</p> <p>1.4 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>1.5 Investigate other evidence-based practices on how technology can augment learning strategies and increase access to training services</p>	<p>2012 – 2013</p> <p>2012-2014</p>	<p>1.4.1 Report listed on Website</p> <p>1.5.1 Distribute findings on technology and how it can assist training for 2 of the other critical</p>	

1.6 Share “best-practice” research with education and training partners	2012	industries other than health care. 1.6.1 Best Practices listed on website	
---	------	--	--

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	Update
<p>To Increase number of education and training opportunities that align occupational skills with ABE core skills.</p> <p>2.1 Seek continued grant funding and/or other venues 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.</p>	<p>2012</p> <p>2013</p>	<p>2.1.1 Health Care Learning Networks remains a viable option for local health care industry beyond the terms of the current grant</p> <p>2.1.2 Perform an in-depth evaluation of on-line learning and how it can best be used to increase access by working learners to advanced skill</p>	<p><i>Will provide survey to local ABE providers to gain knowledge around their students in relation to current occupations, full-time/part-part, or seasonal work schedules, and other information</i></p>

<p>2.2 Work with North Shore Community College Health Sciences Department to continue with ‘Technical Nurse Assistant’ program (renamed and placed as a regular course offering), as well as the Enhanced PLN Program developed in the Spring of 2011.</p>	<p>2012 - 2014</p>	<p>development. Host discussion groups on this topic.</p> <p>2.2.1 Certificate Course is in place.</p>	
<p>2.3 Working in concert with NSCC’s Certificate and Degree Pathway Mapping project, students, employees and community will have clear understanding of career and education pathways available to them.</p>	<p>2012 - 2014</p>	<p>2.2.2 Employers continue to play role in curriculum enhancements etc.</p> <p>2.3.1 Pathways are mapped and links are on NSWIB website.</p> <p>2.3.2 WIB Host Community Form in collaboration with North Shore Community College highlighting pathways and alignment with workforce development</p>	<p><i>Will provided detailed Curriculum around the NSCC Skilled Machining Program.</i></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>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>2.5 work with community college on TAACCCP project, assisting in developing more effective systems in both remedial and college level</p>		<p>2.5.1 Career center navigators and other staff working more closely with college to move customers into</p>	

<p>programs for working adults or adults that have limited time before returning to work.</p>		<p>certificate and degree programs.</p> <p>2.5.2 User friendly college programming exists and is continually accessed by career center customers and other working students. Career center customer flow to the college through ITAs increases by 15%</p>	
<p>Alignment with ABE Providers and Occupational Skills Training</p> <p>2.5 Work with DESE and local ABE applicants the next 5-year RFP procurement cycle to ensure that contextualized instruction (with an occupational focus) and/or career awareness/exploration is included.</p>	<p>2012 - 2014</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 describe ESOL needs on the North Shore.</p>	<p>2012-2014</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 Provide support to vendors in creating partnerships that will integrate ESOL services into existing education and training programs</p>	<p>2012 – 2014</p>	<p>2.7.1 Language-related resources have increased for immigrant populations addresses their training needs.</p> <p>2.7.2 Participation from at least two community-based organizations that a have focus on the immigrant population on the skills gap committee</p>	