NCWE CONFERENCE
BUILDING EMPLOYER CAPACITY
FOR YOUR IET AND IELCE PROGRAMS
OCTOBER 9TH, 2019
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EDUCATION CONSULTANT
LET’S GET STARTED:

“THE BAD ARTISTS IMITATE, THE GREAT ARTISTS STEAL.”

PABLO PICASSO

BANKSY
WHY GET TO KNOW LOCAL EMPLOYERS

- Leverage all of your available resources
- Enlist community support
- Enhance curriculum by putting learning in context
- Create gateways/pipelines to employment
- Be a resource for employers and employees
WHY GET TO KNOW LOCAL EMPLOYERS

- Build legitimacy and support for your target audience, community, and your organization.
- Become part of a broader network
- Learn about the local labor market
HOW TO IDENTIFY EMPLOYER PARTNERS

- Where do workers who need ABE/ESL classes work?
- Which industries have hiring, skill, and training needs, and what are those needs?
- Which sectors and occupations are growing or thriving?
- Which employers are better than others?
- Which companies are unionized?
LEARN WHERE YOUR CURRENT STUDENTS WORK

- Do an inventory of student goals and current employment data in your student records

- Track where your students and graduates find jobs
LEARN WHERE YOUR CURRENT STUDENTS WORK

- Have a classroom discussion about where students and their friends and family work
- Ask:
  - What kind of work do they do?
  - What experience or credentials their employers require or need?
  - What communication, writing, and numeracy skills are needed on the job?
  - Which employers are considered "good" and why?
CONSULT YOUR LOCAL EXPERTS

- Connect with your local Workforce for current Labor Market Data
- Talk to your college economic developers and advisor group
- Approach your Chamber of Commerce
- Local Workforce Development Board
- Others?
IDENTIFY EMPLOYMENT SECTORS

- Find out from your partner network(s) what growth sectors are in your area

- Don’t forget about Non-profits
  - Goodwill
  - Salvation Army
  - Lutheran Services of Iowa-LSI
In Iowa the predominate employer sectors include:

- Healthcare  CNA
- Advanced Manufacturing –Welding-construction
- Food/agricultural processing
- Industrial Maintenance
- Transportation Distribution and Logistics-CDL
- Early Childhood Education Providers
- Information and Technology-Microsoft
IDENTIFY DATA NEEDED

- Characteristics and design features
- How will the skills and certifications that are mastered be portable
- Implementation metrics
- Transition outcomes
- Employment outcomes
OTHER CHARACTERISTICS TO IDENTIFY

- How will the skills and certifications that are mastered be portable?
- What skills from the identified industries can you teach that support student success in occupational/technical programs?
FOCUS ON THE RIGHT EMPLOYERS THAT:

- Employ a significant number of entry-level workers in the region and/or show signs of growth in demand, either through expansion or demographic changes.
- Are hiring or experiencing job vacancies.
- Face human resource challenges related to low- and semi-skilled workers.
- Are located where there has been a recent influx of new Iowans.
FOCUS ON THE RIGHT EMPLOYERS THAT:

- Wish to improve their health and safety record
- Need bilingual/multi-lingual employees
- Offer somewhat higher salaries than their counterparts
- Provide above-average benefits...or any benefits
- Offer career growth potential for their workers by having a healthy mix of low-, mid- and high-wage jobs
- Are engaged in their community by hiring local, having good relationships with community groups
- Are willing to be engaged in curriculum development
- Support lifelong learning for their employees-creating value
- Are unionized and or would collaborate other training entities both public or private
- Participate in labor-management partnerships
DETERMINE WHICH COMPANIES FIT THESE CRITERIA:

- Learn which companies already have established employee training programs that utilize industry recognized credentials
- Identify companies that have already participated in ABE/ESL programs
- Identify minority- and women-owned businesses – targeted small businesses

https://www.iowaeconomicdevelopment.com/tsb
DETERMINE WHICH COMPANIES FIT THESE CRITERIA:

- Be conscious of the choice of employer
- Consider the employer’s size
- Talk directly with employers
  - Build your team by building relationships
BEST PRACTICES

- Solicit employer feedback
- Curriculum development
- Ability to adjust with the needs of the employer
- Try to anticipate what type of intervention or correction might be needed.
BEST PRACTICES

- Craft and sign a formal agreement
  - MOA or an MOU
- Find a Champion at your college
- Find a Champion employer
  - Make sure the decision maker(s) is on board
- Find a partner Champion
- …and find a Champion or two in your classroom
SECTOR PARTNERSHIPS

https://educateiowa.gov/adult-career-and-community-college/sector-partnerships#Resources
SECTOR PARTNERSHIPS

- Sector partnerships are increasingly recognized as an effective method for aligning education, economic, and workforce development systems to address industry-identified labor market needs. The federal Workforce Innovation and Opportunity Act (WIOA), shifts from an “employment first” strategy to one which emphasizes credential attainment through the use of sector partnerships and career pathways.

- Sector partnerships are comprised of industries with shared needs, as well as various education, workforce, economic, and community organizations in supportive roles. These partnerships develop and continuously evaluate goals, policies, and service-delivery strategies to meet the needs of employers in a given sector. In doing so, they operate within labor market regions, and are not confined to municipal, county, educational, or state boundaries. Effective sector partnerships are industry-driven, meaning industries identify needs and assume the lead role in developing strategies which address their identified needs.
APPRENTICESHIPS

Expanding apprenticeship and other work-based learning models. Apprenticeship is one of the best-known workforce development strategies that culminates in a credential, often referred to as a journeyperson’s card or certificate. While apprenticeship in the United States has long been associated with the construction and manufacturing industries, a number of states and other stakeholders have been exploring innovative models to expand apprenticeship into newer industries — including health care, information technology, and financial services — and to diversify the pipeline of workers within apprenticeship pathways.
Other work-based learning/IET models, such as on-the-job training and paid internships, have also attracted significant policy attention in recent years. Increased state investments in apprenticeship and similar models can support greater attainment of quality Non-Degree Credentials while also creating meaningful pathways into the labor market for a broad range of jobseekers. States should consider providing resources to labor-management partnerships, community colleges, and other stakeholders to work with businesses on the development and expansion of apprenticeship strategies. States should ensure that new and existing apprenticeship programs are recruiting from traditionally underserved populations (and collect data to assess their success in doing so), including people of color, to ensure equitable employment opportunities in target sectors. States should also make sure that program sponsors and partners have the resources necessary to support apprentices and other working learners throughout the course of their training. Tax incentives for employers who create work-based learning opportunities — particularly for worker populations that are underrepresented in their industry — may also be considered as a strategy for expanding economic opportunities. For more on non-degree credentialing initiatives-

NATIONAL SKILLS COALITION ARTICLE: AMY ELLEN DUKE-BENFIELD, BRYAN WILSON, KERMIT KALEBA, JENNA LEVENTOFF
Defining Quality Non-Degree Credentials for States September 2019
WORK-BASED LEARNING:

Sustained interactions with industry or community professionals, in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field that are aligned to curriculum and instruction.

Perkins V
Iowa has defined a continuum of work-based learning elements and experiences as displayed above.
This is on-site OJT, working with HR and training directors
- Tyson Foods (HR change-Upward Academy)
- HNI Allsteel (office furniture)
- Custom Pak (industrial molding to playground equipment)

IELCE Instruction delivery on workplace-specific content and terminology
- English Language Acquisition with incorporated components that provide instruction in 21st Century Workplace skills (soft skills)
- Employee-to-employee communication, employee-to-employer communication
- Concepts related to becoming a better employee, workplace terminology, safety training, understanding procedures, understanding MSDS sheets, other performance topics specifically related each organization.

- Travel and time in class are covered for the instructor(s)
- Use of 260F funds (tax incentive)
- 3 classes per week for 6 hours - currently 65 total students

Employment outcomes include enhanced ability to communicate with colleagues and supervisors, better understanding of workplace processes and procedures, better awareness of safety practices and potential issues, reduced misunderstandings and conflict in the workplace, better understanding of corporate America, enhanced productivity in the workplace, and potential for professional growth within the organization.
KIRKWOOD COMMUNITY COLLEGE - CARLA ANDORF

A customized training model with a “Business Commitment”

Keys to Success

- Hire workers from Day 1 as full time, regular employees with same benefits as other new hires.
- Pay workers for both classroom and on the job training
- Develop a strong onboarding program to support workers with new hire paperwork and decisions, including use of interpreters.
- Integrate American workplace culture training for these new workers, to help them understand the culture of work in America (social cues, metrics, goals, timelines, etc)
- Provide cultural awareness training for existing workers, helping them understand this new population to make this model work.

For retention, this commitment and investment is necessary to carry progress past the earn & learn model.

Example is Atlantic Coca Cola-utilizing new workers and in-store merchandisers.
ON-SITE IELCE with Osceola Foods
- Skills upgrade OJT (ESL, soft skills, digital literacy)
- Paid to be in onsite classroom
- Using Burlington English
- Community College provided laptops
- Worked directly with shift supervisor - Bilingual
- Used single instructor due to industrial security issues
- This is a 4-5 month program - seeing good gains in CASAS scores
- Great word of mouth - other companies are asking for Darla’s services - Iowa Select, Cactus Farms.
PIPELINE COLLABORATION EXAMPLES

IOWA LAKES COMMUNITY COLLEGE- JOLENE ROGERS

Six competing Co-ops Commercial Application Sprayer

- Use of Gap eligible program for IET development-non-credit and short term training
- Math infused curriculum developed(applicator math)
- Use of Tech monitors/I-Pads, agronomy software
- P260F funds new employee training(tax credits, percentage reimbursement)
- Blended instructors using ABE and Continuing Education instructors
- Sector Board Education Committee identified employment need
- Credential: Commercial Applicator License

Partners include:

- Agriculture Sector Board: Education Committee
- Continuing Education
- Adult Education & Literacy
- Pathway Navigator (Career Coaches)
- College Instructors
- Industry Representatives
QUESTIONS??

Thank you from Iowa!
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