

## ADULT WORK GROUP: STRATEGIC FRAMEWORK

**Adult Goal: Provide WA adults (including those with barriers to education and employment) with access to lifelong education, training, and employment services.**

Objective:

Increase the number of adults who have at least one year of postsecondary education and training and a credential (HSHW Objective #5)

Strategies (and Source)	Barriers / Issues Addressed	Who and When?	Current Status
Cover tuition costs for the 13 <sup>th</sup> year for workforce education students who earn less than the Washington median family income (HSHW 06)	Access to and retention in postsecondary education and training for low-income individuals. Poverty / low-income issues - Lack of self-sufficiency. Need of WA employers for skilled workers. <i>References: Workforce Board, "Workforce Education Financial Aid and Student Access and Retention" WTECB 2007, employer survey and gap analysis, among others</i>	Lead: Governor and Legislature	- Partially addressed through the Opportunity Grant for low-income adults (see below).
Expand the Opportunity Grant program in order to provide wrap-around support services and financial aid for more low-income adults (HSHW 06).	Same as above.	Lead: State Board for Community and Technical Colleges (SBCTC)	- Pilot program expanded to program funded in 2007-2009 at \$23 million. - Wrap-around services only for emergencies.
Provide workforce Investment Act (WIA) Title I resources to help student access and retention, including up-front "bridge" funds (HSHW 06).	Same as above.	Lead: WDCs	- Various examples (e.g., Norwest WA providing funds to help students enter health care programs).
Expand use of the Food Stamps Education and Training program (HSHW 06).	Poverty / Self-sufficiency.	Lead: DSHS	- Piloted in Seattle area, SBCTC working with Seattle Jobs Initiative to assess potential for expansion.

Strategies (and Source)	Barriers / Issues Addressed	Who and When?	Current Status
Expand Integrated Basic Skills Education and Occupational Training (I-BEST) programs (HSHW 06).	Need to improve employment and earnings outcomes and prospects for low-skilled adults, and immigrants. WA in climate of declining labor force growth. Low employment and earnings outcomes for ABE compared to ABE integrated with occupational skills.	Lead: SBCTC	<ul style="list-style-type: none"> <li>- An additional \$11,438,000 allocated for ABE enrollments to increase by 1250 FTEs.</li> <li>- 2007 legislature provided more enhanced enrollments totaling \$7,350,000 for the expansion of "I-BEST" to increase by 250 student FTEs per year and expand to all 34 community and technical colleges.</li> </ul> I-BEST programs grew from 20 programs at 17 colleges to 50 programs at 27 colleges.
Establish industry-based credentials in occupational and general workplace skills for students that complete one year of training and develop more one-year certificated programs (HSHW 06).	<ul style="list-style-type: none"> <li>- Low-income individuals need access to short-term programs that helps to increase their chance of completion.</li> <li>- Workers need to be prepared for the current needs of the workplace.</li> </ul>	SBCTC and Workforce Board working with Association of Washington Business	Check with SBCTC.

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Objective:  
Frontline services are accessible for all adults in need of staff assistance. (HSHW Objective #6)

Strategies (and Source)	Barriers / Issues Addressed	Who and When?	Current Status
Create and take advantage of opportunities to redirect resources to front-line services) (HSHW 06).	Poverty / Lack of Self-sufficiency - Lack of career prospects. - Lack of access for individuals with disabilities.	ESD SBCTC DSHS WDCs	Workforce Board signed compact on BARRIERS  Various examples: e.g., Division of Vocational Rehabilitation eliminated their waiting list through work in 2007 and early 08,
	- Lack of welcoming culture in various programs for various populations reduces access.		

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Postsecondary education and training provides opportunities for going in and out of training over the course of life-long learning (HSHW Objective #7).

Strategies (and Source)	Barriers / Issues Addressed	Who and When?	Current Status
Expand vertical and horizontal articulation among community and technical colleges and four-year colleges and universities(HSHW 06).	Students have to repeat some coursework when transferring to other institutions. Some students may decide not to enter a course due to the need to repeat coursework and the related time and expense.	State Board for Community and Technical Colleges (SBCTC) Higher Education Coordinating Board (HECB)	The state has Direct Transfer Agreements for general and applied science options, there are also other agreements established for nursing major.
Expand the availability of applied baccalaureate degrees (HSHW 06).	Baccalaureate institutions often do not accept credits from technical associate degree programs so students with these degrees need to start at the beginning to get a BA (which may mean they decide not to enter a baccalaureate program).	SBCTC and HECB	Legislature provided funding for pilots. Applied BAs offered fall 2007: - Bellevue CC – Bachelor of Applied Science in Radiation and Imaging Sciences. - Peninsula College – in Applied Management. - Olympic College – Bachelor of Science Nursing. - South Seattle CC – in Hospitality Management. In approval process, will offer classes in fall 2009: - Columbia Basin –in Applied Management. - Lake Washington TC – BA Applied Technology in Applied Design. - Seattle Central CC – BA Applied Science in Applied Behavioral Science.
Make more part-time students eligible for the state need grant (HSHW 06).	Working adults need more access to financial aid. Part-time students often need temporary support to help them complete their educational program.	Governor, Legislature, HECB	2007 legislature expanded eligibility of the State Need Grant to less than half-time students and provided funds up to \$1 million.

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Objective:  
Comprehensive education and career information is readily accessible to adults (HSHW Objective #8)

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Explore a Navigation "102" model of comprehensive guidance to pilot in community and technical college workforce education programs and WorkSource centers (HSHW 06).	Program participants regularly report that they did not receive enough career information. <i>Reference: Workforce Board, "Workforce Training Results" 2006, 2004, 2002.</i>	SBCTC ESD WDCs OSPI	Not much progress.
Develop a website that provides information about traditional and non-traditional student financial assistance, including support services (HSHW 06).	Individuals need access to comprehensive information on financial aid opportunities.	HECB SBCTC ESD WDCs Add Workforce Board	Not much progress. HECB has a financial aid web site. Several WDCs have developed websites linked to Workforce Explorer (ESD).

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**New Objective**

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	Employers, particularly in transportation and marine industries have trouble finding enough workers who can get security clearance, and the process is not timely or convenient for either applicants or employers.		
	<ul style="list-style-type: none"> <li>- Need for better education and training opportunities for ex-offenders.</li> <li>- Limited employment opportunities for ex-offenders (particularly women – who cannot go into health care, education, or retail).</li> </ul>		
	<ul style="list-style-type: none"> <li>- Individuals lack information about opportunities available.</li> <li>- Individuals find it hard to access information and apply for apprenticeship programs.</li> </ul>		
Incentives - including tax incentives, bonding(?).	Need to mobilize employers to employ individuals with barriers.		
	Lack of retention in education program and/or retention in job - Need for career coaching, mentoring, life skills, job skills. Reference: <i>Workforce Board: Employer Survey.</i>		

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	Scheduling at educational institutions is too rigid for working adults.		
	Working adults cannot leave the workplace to go to school (for various reason – including working several jobs, childcare, transportation).		
	Serving adults with multiple barriers is costly.		
	Individuals have hidden barriers.		

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	Need for increased paid work experience.		
	Need to link people to benefits employers offer.		
	Need to rethink eligibility thresholds for low-income individuals and families.		
	Disincentives to study and or work.		

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	Lack of understanding about the benefits of lifelong learning. - Need to inform low-income individuals about where and how to find good-paying jobs, and how to qualify.		
	Need strategies to assist middle and high school children to stay in school, stay out of prison, get work experience, summer work.		

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