

**7-18-2017**

**Attendees:**

Tracey Cahalene, Bonnie Carr, Walter Stone, - Mary Sarris, Ed O'Sullivan,

**SKILLS COMMITTEE GOALS AND OBJECTIVES 2015 - 2017**

**GOAL 2:** THE NORTH SHORE WIB WILL STRATEGICALLY UTILIZE RESOURCES AND FULLY ENGAGE THE BUSINESS SECTOR AND EDUCATORS (BOTH K-12 AND ADULT) TO CLOSE THE SKILLS GAP THAT EXISTS BETWEEN AVAILABLE WORKERS AND EMPLOYERS.

MAJOR THEMES

1. PROVIDE TRAINING FOR EDUCATORS AND OTHER TRAINING STAKEHOLDER ON COMPANY SKILL NEEDS AND OTHER LABOR MARKET INFORMATION.
2. ASSIST EDUCATORS TO UTILIZE NEW AND BETTER WAYS TO HELP ADULT LEARNERS LEARN EFFICIENTLY AND SUCCESSFULLY
3. ADVOCATE FOR THE PROVISION OF CREDIT FOR NON-CREDIT PROGRAMS AND FOR TRANSFERABLE COURSES AND CREDIT FOR LIFE EXPERIENCE
4. TRAIN CAREER CENTER STAFF ON BETTER SERVICE CUSTOMERS IN RELATION TO BOTH LMI AND NEW WAYS TO PROVIDE TRAINING
5. HELP COMPANIES DEVELOP CAREER PATHWAYS AND ANALYZE THEIR SKILL NEEDS IN RELATION TO LEVELS OF EDUCATION AND EXPERIENCE REQUIRED FOR HIRING

**Tasks for 2018**

Strategic goals

Activities focused on education/business communications:

1. Find methods to bring college faculty – and high school faculty? - Together with business to help design training methods that support continual learning need of companies and employees.

2. Communicate with and include guidance counselors in activities like Amp It Up – or similar PD opportunities.

Activities focused on better understanding learning needs of companies

3. Develop an understanding of what companies training in – what are the primary skill needs that companies face within their incumbent workforce and how do they address these needs?
4. Do an HWOL search to determine and document the basic skills present in north shore job descriptions.

**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	Updates
Strengthen connection between Adult Ed and companies through various means including company tours, seminars, business speakers, etc. in order to help adult education providers teach current skills and better prepare students for successful transition to college and work.	2015 – 2017	<ul style="list-style-type: none"> <li>- 2 Tours per year of companies for Adult Basic Education providers staff</li> <li>- Establish speaker series for providers to learn about businesses needs and LMI</li> </ul>	The committee reviewed the goals and objectives for FY17.
Advocate for innovation in the delivery methodologies of education and training – including more resources for more ESOL funding in higher levels, in particular level IV. <ul style="list-style-type: none"> <li>• Support fast-track academic remediation programs</li> </ul>	2015 – 2017	<ul style="list-style-type: none"> <li>- Documented cases on new programming happening in the region that is innovative and challenging</li> </ul>	The concept of universal customer service training was discussed by the committee. Customer service training is being incorporated in training programs. For examples,

<ul style="list-style-type: none"> <li>• Support career pathways/gateway methods for adult education</li> <li>• Support appropriate ways to use technology for adult learners</li> </ul> <p>Support workplace education programs</p>		<ul style="list-style-type: none"> <li>- Survey of educators on ideas of potential career pathways models that can be replicated in our area.</li> </ul>	<p>HVAC Students are learning sales training while they learn how to service.</p>
<p>Build better understanding of credit programs and relationships to non-credit programs for education providers and companies</p>	<p>2015 – 2017</p>	<ul style="list-style-type: none"> <li>- At least one non-credit program being offered to career center customers having credit offered as an outcome to begin educational pathway.</li> </ul>	<p>Christie Sugarman from NSCC presented to the committee the process by which NSCC gives credit for non-credit programming. The transfer of non-credit to credit is an organic process conducted by faculty. Courses may be bundled together to give 3 academic credits or a single non-credit course can be transferred to 3 academic credits on a 1 for 1 basis. Determination is based on course syllabus and faculty judgement. The committee asked about transferring foreign credits. These courses are transferred a case by case basis and involve third party evaluation/translation. Institutions may enter into MOU with the college to facilitate course transfers between both institutions.</p>

<p>Build a better understanding of transferrable credits, and credit for work experience, and how these work and how they can work better for adult learners.</p>	<p>2015 – 2017</p>	<p>- Documented cases (examples) of transferable credits/work experience credit to be share with post-secondary education partners.</p>	<p>Course credit can also be given for experimental learning, volunteer work, and experience. An example was given of a student who is an EMT with 10yrs experience and holds a certificate. This student would receive academic credits for EMS 101 &amp; 102 based on experience &amp; their certificate. Work experience and certificate would both need to be evaluated and documented.</p> <p>During the December 20<sup>th</sup> meeting Christine continued her presentation to the committee and will share the powerpoint with links to the various online tools that are available.</p>
<p>Develop CommUniverCity fully</p>	<p>2015 – 2017</p>	<p>- Participate in the implementation of this model and provide assistance when needed with regards to the</p>	

		workforce development system	
Training data analyzed with more details on industry clusters on placements and wages – information for Case Managers to share with potential training customers.	2016	- Training data analyzed and shared with Career Center management and staff.	

**Objective #2:** Facilitate alignment of education, training, workforce and economic development activities so that employer and worker needs are met through LMI and other research-based facts and data

Activity:	Timeframe:	Benchmarks/Indicators of Success	Status
Series of Seminars cover LMI related topics given to vendors and CBO's, including basic LMI presentation, backed up by company presentations.	2015 – 2017	- Establish speaker series for providers to learn about businesses needs and LMI	
Provide data and analysis on occupations and industries that have left area as well as new occupations developing –shared with educational providers to refine programming	2016	- Training data analyzed and shared with adult ed. Providers and other CBO's	
Improve vendor and CBO understanding and use of Technology related resources to help customers gain skills needed to succeed in the workplace. These include National Career Readiness, TORQ , HWOL, and Interview Stream.	2016	- Share study of On-line learning (held across SSU, NSCC and Endicott) with educational providers and CBO's in the region.	
Promote these products with employers as well	2016	- Share new tools in forums held at the career center	

		for staff of Adult education providers and CBO's on the various tools available.	
Develop skills of Career Center staff to assist customers on using a variety of learning methods that work best for adult learners, including career pathways, online learning, fast track, etc.	2015 – 2017	- Have a dedicated staff person to assist customers with Microsoft office products and share tips on how to do this with staff (4 brown bags info sessions per year)	