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# Beyond WIOA: Drawing on Other Federal Resources to Help Your Learners

COABE Conference

April 12, 2016

# The Adult Ed Funding Landscape...

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*...can sometimes feel like this:*



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# Today, We're Exploring

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- Adult educators and other advocates are finding diverse ways to help people build basic skills
- Many mechanisms are federal programs that you too can access
- Other examples may spark your creative thinking



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# Thinking Beyond WIOA

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*Today's examples are for illustrative purposes.*

- Some are time-limited discretionary programs
- Others may not be an exact fit for your community or organization
- But each of them illustrates an intriguing avenue of support for adult basic education and skills training



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**But first, some quick context:**



# WIOA is a Substantial Federal Investment in Job Training & Education...

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## *Title I (workforce)*

- \$2.62 billion in funding
- ~100,000 people served via job training\*
- Millions more provided job-search assistance



## *Title II (adult education)*

- \$600 million in funding
- ~1.5 million people served via classes

*\* Does not include individuals served by Dislocated Worker funds.*



# ...But Need is Far Greater than Capacity

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- Results from OECD's international Survey of Adult Skills show that **36 million Americans** ages 16-65 have low basic skills
- Two-thirds (**24 million**) are currently working
- One-third (**12 million**) are immigrants

**[www.TimeToReskill.org](http://www.TimeToReskill.org)**

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[www.nationalskillscoalition.org](http://www.nationalskillscoalition.org)



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# Now Let's Get to the Examples

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- No need to take notes!
- Today's slides are available on COABE's site:  
**[AdultEdResource.coabe.org](http://AdultEdResource.coabe.org)**
- Or via e-mail (my contact info is at the end of today's presentation)





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# Community Development Block Grants (CDBG)



# Case Study: Seattle's Ready to Work

For low- and moderate-income immigrants and refugees who:

- Are in the workforce (employed or looking for work)
- Have limited English proficiency (**levels 1 to 3** on the National Reporting System)



*Photo courtesy of Seattle  
Office of Immigrant and Refugee Affairs.*

# Key Partners

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- Seattle Mayor's Office
- Seattle City Council
- Three city agencies:
  - Human Services Department
  - Office of Economic Development
  - Office of Immigrant and Refugee Affairs
- Community stakeholders
- Community-based providers





- **Ready to Work** combines English as a Second Language classes with computer literacy instruction and case management to help immigrants gain job readiness skills and take steps toward economic self-sufficiency
- Seeks to bridge the programmatic gap between community-based ESL and higher-level programs such as I-BEST

[www.seattle.gov/iandraftaffairs/RTW](http://www.seattle.gov/iandraftaffairs/RTW)

*Photo courtesy of Seattle Office of Immigrant and Refugee Affairs.*

[www.nationalskillscoalition.org](http://www.nationalskillscoalition.org)



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# Funding Mechanism

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- Community Development Block Grants (CDBG) are federal funds allocated by Congress through the US Department of Housing and Urban Development (HUD)
- Administered at the state or local level

Learn more:

[http://portal.hud.gov/hudportal/HUD?src=/program\\_offices/comm\\_planning/communitydevelopment/programs](http://portal.hud.gov/hudportal/HUD?src=/program_offices/comm_planning/communitydevelopment/programs)





# Policy & Partnership Opportunities

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- Bringing adult education in to **community development** strategy and planning conversations
- **Braiding** together federal and local funds to accomplish community goals
- Drawing on local commitments to equity (such as Seattle's **Race and Social Justice Initiative**) to build support for adult education programs

[www.seattle.gov/rsji/about](http://www.seattle.gov/rsji/about)



# The Takeaway

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- Seattle is funding a detailed evaluation of Ready to Work
- RTI International is conducting the evaluation
- Results may be useful for others interested in replicating the program



*Photo credit: rangizzz, copyright 123.rf*

Learn more about Ready to Work:  
[www.seattle.gov/iandraffairs/RTW](http://www.seattle.gov/iandraffairs/RTW)



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# Institute of Museum and Library Services (IMLS)

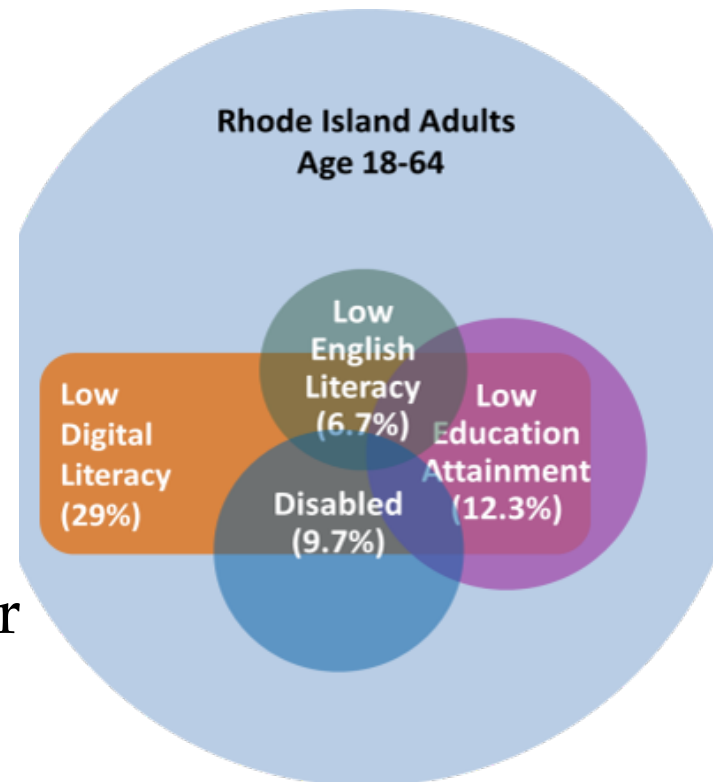


# Case Study:

## Rhode Island's ALL Access

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- **Adult Lifelong Learning** (ALL) Access program is open to working-age adults
- Target populations include:
  - People with low educational attainment
  - People with limited English or technology skills
  - People with disabilities



# Program Model

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- Creates **Learning Lounges** at public libraries
- Open to any adult who wants help meeting education and/or career goals
- Lounges provide:
  - Staff and space for both technology-enabled and teacher-supported learning
  - One-on-one technology instruction
  - Job Clubs

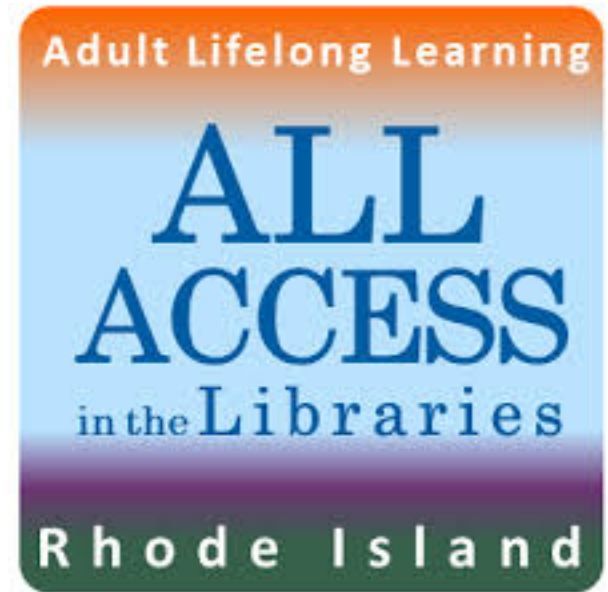




# Key Partners

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- Rhode Island Institute for Family Literacy
- Providence and Cranston Public Libraries
- Community organizations and stakeholders
- ...and many more!



<http://allaccessri.org/partners/>



# Funding Mechanism

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Institute for Museum and Library  
Services National Leadership  
Grants (3 types):

- **Grant Amounts:**
  - Project & Research: \$10,000-\$2,000,000
  - Planning: up to \$50,000
  - Nat. Forum: up to \$100,000
- **Grant Periods:**
  - Up to 3 years for Project Grants.
  - Up to 1 year for Planning Grants and National Forum Grants.



[www.imls.gov/grants/  
available/national-leadership-  
grants-libraries](http://www.imls.gov/grants/available/national-leadership-grants-libraries)



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# Policy & Partnership Opportunities

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- Bringing adult education in to **municipal services** conversations
- Identifying the **common needs** among sometimes-disparate populations (e.g. immigrants; people with disabilities)
- Capitalizing on **likeminded philosophy**/orientation of a field (librarianship and focus on patron services)



# The Takeaway

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- To date, hundreds of individuals have used Rhode Island's ALL Access program
- Learn about ALL Access:  
<http://allaccessri.org/>
- Learn about other IMLS-funded adult education and workforce projects:

[www.imls.gov/news-events/upnext-blog/categories/695](http://www.imls.gov/news-events/upnext-blog/categories/695)



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# It's Your Turn!

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**Have you pursued CDBG or IMLS funds to  
support adult education?  
What challenges did you overcome?**

(Or if you *haven't* pursued these funds,  
what questions come to mind about attempting to do?)





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# Supplemental Nutrition Assistance Program (SNAP) Employment & Training



# Case Study: Maryland

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- SNAP E&T is run through Maryland's Department of Human Resources (DHR)
- The state's program is voluntary for SNAP participants
- A new pilot is focusing on noncustodial parents in Baltimore



# Program Model

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- Maryland's DHR has formed **third-party partnerships** with community-based organizations and a community college
- Through these partnerships, SNAP participants can enroll in **short-term occupational training**



*Photo credit: Dmitry Shironosov,  
copyright 123rf.com*



# Key Partners

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- State Department of Human Resources (welfare)
- Community college
- Community-based organizations
- Philanthropy (as match for 50/50 funds)



# Funding Mechanism

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- **Program grants**, often called 100% funds, given to states based on a formula
- 50 Percent reimbursement grants, often called **50-50 funds**, through which the federal government provides reimbursements to states of up to 50 percent of actual expenses for:
  - Certain E&T program costs, such as adult education and training,
  - Certain supportive services necessary for individuals to participate in SNAP E&T, such as child care, transportation, and supplies and books.

*In addition, the 2014 Farm Bill provided funds for some **discretionary grants** to support innovative SNAP E&T pilots.*





# The Takeaway

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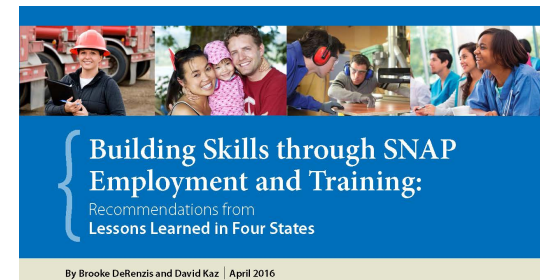
- This is an exciting time for SNAP E&T!
- There is a broad variation in how states approach SNAP E&T
- Technical assistance is being provided to 10 states to aid in building or expanding their programs:

**[www.nationalskillscoalition.org/news/blog/10-states-to-participate-in-snap-to-skills-technical-assistance-project](http://www.nationalskillscoalition.org/news/blog/10-states-to-participate-in-snap-to-skills-technical-assistance-project)**



# SNAP E&T Resources

- NSC's April 2016 brief:  
[www.nationalskillscoalition.org/  
resources/publications/file/SNAP-  
final.pdf](http://www.nationalskillscoalition.org/resources/publications/file/SNAP-final.pdf)
- NSC's general SNAP E&T  
resource page:  
[www.nationalskillscoalition.org/federal-  
policy/snap-employment-and-training](http://www.nationalskillscoalition.org/federal-policy/snap-employment-and-training)



## Overview

Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T), a federal program administered by the U.S. Department of Agriculture's Food and Nutrition Services (FNS), supports employment and training activities to increase self-sufficiency for SNAP participants. SNAP E&T can expand opportunities for low-income people to enhance their skills, credentials, careers, and ultimately, their families' financial well-being. Yet few states have fully realized SNAP E&T's potential to provide skill-building opportunities. In fact, many states are leaving federal SNAP E&T dollars on the table, which could instead be used to provide education, training, and support services.

In 2015, National Skills Coalition (NSC) and Seattle Jobs Initiative (SJI) partnered to help four states expand skills-based SNAP E&T programs. This policy brief shares recommendations for states based on lessons learned from our work with Connecticut, Iowa, Maryland, and Oregon. Specifically, this brief makes the following recommendations for those looking to expand skills-based SNAP E&T programs at the state level:

- Staff and stakeholders should work with SNAP E&T agency leadership to develop a vision for a skills-focused program and implement a strategy to achieve that vision.
  - States should use pilot programs to test and refine strategies for expanding SNAP E&T programs.
  - SNAP E&T programs should build on the strengths and experience of existing workforce development efforts, and should align SNAP E&T with other programs, such as the Workforce Innovation and Opportunity Act (WIOA) and Temporary Assistance for Needy Families (TANF).
  - SNAP E&T programs should use federal funding and administrative tools to partner with community colleges and community-based organizations as service providers.
- The brief also identifies a set of common challenges in developing skills-based SNAP E&T programs and makes recommendations for how state SNAP E&T agencies can address them.



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# US Department of Transportation Discretionary Grants

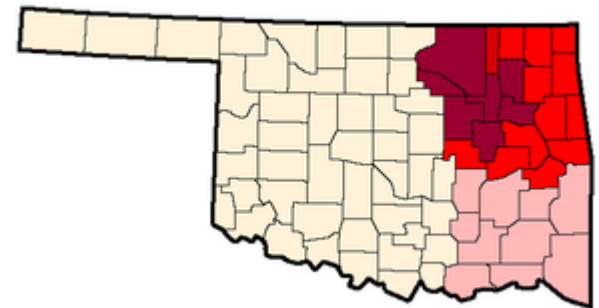


# Case Study:

## N2N Automotive University

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- Located in Green Country region of Northeast Oklahoma
- New vocational school specializing in automotive technology and diagnostics.
- Practical, hands-on 12-week training in automotive maintenance and repair



*Image credit: Wikipedia*

[www.n2nsolutions-us.com/n2n-university.html](http://www.n2nsolutions-us.com/n2n-university.html)



# Program Model

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- Identify and train participants primarily from impoverished American Indian communities
- Uses an innovative Nation-to-Nation (N2N) recruitment strategy
- Education and training include:
  - Technical skills
  - Job application, interviewing, and soft skills
  - Basic computer skills



*Photo credit: Scott Griessel, copyright 123rf.com*

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# Key Partners

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- Grand Gateway Economic Development Association
- Native2Native Solutions (*a tribally owned holding company of the Eastern Shawnee Tribe of Oklahoma*)
- Northeast Oklahoma Workforce Investment Board
- Oklahoma Workforce's DESI program
- Northeast Technology Center



# Funding Mechanism

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- Discretionary Ladders of Opportunity grant via US Department of Transportation Federal Transit Administration's Innovative Public Transportation Workforce Development program
- Oklahoma project also supported via a tribal transit grant and funds from the Eastern Shawnee Tribe

Other Ladders of Opportunity grantees:

**[www.transit.dot.gov/funding/grants/innovative-public-transportation-workforce-development-program-ladders-opportunity](http://www.transit.dot.gov/funding/grants/innovative-public-transportation-workforce-development-program-ladders-opportunity)**

More on DOT funding:

**[www.transportation.gov/opportunity](http://www.transportation.gov/opportunity)**





# Policy & Partnership Opportunities

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- Tribal government
- Local economic development agency

Find your state's Economic Development Agency:

**[www.sba.gov/starting-business/learn-about-business-laws/contact-government-agency/economic-development-agencies](http://www.sba.gov/starting-business/learn-about-business-laws/contact-government-agency/economic-development-agencies)**

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[www.nationalskillscoalition.org](http://www.nationalskillscoalition.org)



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# The Takeaway

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- Adult educators interested in this model can explore a joint report from U.S. Departments of Transportation, Education, and Labor, *Strengthening Skills Training and Career Pathways across the Transportation Industry* (2015).



Fact sheet & full report:

<http://cte.ed.gov/initiatives/advancing-cte-in-state-and-local-career-pathways-system>



# It's Your Turn!

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**What role do you see for adult educators in  
SNAP E&T and/or Ladders of Opportunity?**



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# Health Professions Opportunity Grants (HPOG)



# Case Study:

## GoodCare Health Care Training

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- Serving TANF (welfare) recipients and other low-income individuals
- Covering a 31-county, 13-city service area in the Roanoke, New River, and Shenandoah Valleys area of Virginia
- Approximately 125 participants/year



*Photo credit: Ocskay Bence Mor,  
copyright 123rf.com*



# Program Model

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- Education and training for an in-demand healthcare occupation
- Supportive services
- Life skills
- Assistance in obtaining employment



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# Key Partners

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- Goodwill Industries of the Valleys (VA)
- Community colleges (Wytheville, New River, Virginia Western, Dabney S. Lancaster, Central Virginia, Blue Ridge and Piedmont Virginia)
- Local healthcare employers
- Adult education programs





# Funding Mechanism

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- Authorized by the Affordable Care Act
- Health Profession Opportunity Grants provides education and training to TANF (welfare) recipients and other low-income individuals
- Targeted at high-demand, well-paying occupations in the health care field



# Policy & Partnership Opportunities

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- Connections between state **human services** (welfare) agency and adult education
- Identification of potential occupations and career pathways via **labor-market data**
- Use of incentives such as Work Opportunity Tax Credit (**WOTC**) to encourage hiring of program graduates



# The Takeaway

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- Investments in adult education and workforce can be made through **other types of legislation** (in this case, the ACA)
- Federal funding that supports a cohort of grantees can provide a **natural peer network** for shared learning

Learn about other HPOG programs:

[www.acf.hhs.gov/programs/ofa/hpog/findhpogprograms](http://www.acf.hhs.gov/programs/ofa/hpog/findhpogprograms)



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# Building Community Partnerships to Support Immigrant Workers



# Case Study: Neighbors Link & Westchester Community College

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- Serving immigrants in suburban Westchester County, NY
- Many have limited formal education (3<sup>rd</sup>/4<sup>th</sup> grade level in home country)
- Existing community-college courses not a fit at this stage



[www.nationalskillscoalition.org/news/blog/skill-building-in-a-community-setting](http://www.nationalskillscoalition.org/news/blog/skill-building-in-a-community-setting)



# Program Model

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- Newly developed Home Companion Care certificate
- 20-hour curriculum created by college's ESL staff
- Offered on-site at community location
- Stackable program allows eligible graduates to progress to college's additional 40-hour Personal Care Assistant certificate

[www.ncwe.org/?page=ny\\_team](http://www.ncwe.org/?page=ny_team)



# Key Partners

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- Peer learning from two model programs:
  - Instituto del Progreso Latino (IL)
  - Casa de Maryland & Prince George County Community College (MD)
- Guidance from the National Council of Workforce Education



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# Funding Mechanism

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- Private philanthropic dollars from the Annie E. Casey Foundation and Ford Foundation



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# Policy and Partnership Opportunities

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- Working with **non-traditional partners** (e.g., day-laborer worker centers)
- Using **data** to develop job-driven education and training programs



*Photo credit: TONO BALAGUER, copyright 123rf.com*



# The Takeaway

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- **Peer advising** from more established or larger nonprofits and community colleges can help new programs launch successfully
- **See more case studies** from the Building Community Partnerships to Serve Immigrant Workers initiative:

[www.ncwe.org/?page=BCPIW](http://www.ncwe.org/?page=BCPIW)



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# It's Your Turn!

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Questions?



# Contact

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