Pacific Northwest Economic Region Annual Summit
July 13, 2015

Katy Brooke
RevUp Montana – Grant Coordinator
Workforce Development
Presentation Agenda

• History of RevUp Montana
• RevUp Montana Project
  – Mobile Credentials
  – Apprenticeship
  – Sector Partnerships
  – Zippering DLI and Colleges
• Opportunities to Leverage
Background to RevUp – TAACCCT

- Obama Administration set aside $2B in TAACCCT grants to reform how 2-year colleges serve students across US:
  - Specifically focused on improving student ROI and closing the skills gap
  - 4 Rounds of competitive funding – ended Sept. 2014
- Rd. 2: FVCC was awarded a $3M grant to implement a manufacturing-focused project that better aligned MT’s training programs with programs in ID and WA (Thank you Mary Kay Bredeson!)
  - Initiated use of “industry recognized credentials”
    - *National Career Readiness Certificate (NCRC), Nation Institute of Metalworking Skills (NIMs) and American Welding Society (AWS)*
- Rd. 3: Montana’s $25M grant took the Rd. 2 concept to scale across the state and expanded the occupations included.
RevUp in Brief

• In 3 years – train 3,419 workers at 13 MT colleges

• Create “stacked credential” programs in 9 occupational areas: welding, welding fabrication, machining, industrial maintenance, industrial electronics, commercial drivers license, diesel mechanics, energy technology and entrepreneurship.

• Procure more than $6.6 million dollars of new equipment and $6 million more in contractual services

• Create mechanisms to efficiently deliver online/hybrid programs across the 2-year system, particularly benefitting isolated rural students

• Pilot sector strategy partnerships as an approach for coordinating an industry-driven approach to workforce development

• Not all colleges involved in all strategies
Industry Recognized Credentials

What We’ve Done

• “Industry Recognized” Credentials (a.k.a. professional licenses) embedded in all occupational programs achieves:
  • Alignment of all programs with national standards/benchmarks
  • Enhances worker mobility/utility
  • Consistency of workforce “product” (i.e. worker competencies)

• Workers given way to demonstrate specific skills gained and much earlier than in traditional higher ed programs
  • Enables alignment of pre-employment and post-employment training
Industry Recognized Credentials

What’s We’ll Do

• “Industry Recognized”:
  • We will initiate a marketing campaign targeting businesses to help inform them about the potential benefits of using IRCs:
    • In hiring processes
    • In up-skilling workforce
    • Outsourcing internal training to public partners
  • Institutionalize the IRCs in our programs
Industry Recognized Credentials

Opportunity to Leverage Activities

1. Industry buy-in and use-of specific IRCs in region, allowing training partners confidence in building programs towards these IRCs and associated competencies

2. Reciprocal agreements that enables cross-border recognition of comparable professional licenses (e.g. NCCER/AWS/CWB/welding apprenticeship)
Apprenticeship

What’s We’ve Done

• Establishing formal agreements to funnel student into union programs

• Consensus on best practice models for 21st Century apprenticeship:

  • Workers/Students earn degree, industry-recognized credentials, and apprenticeship credential simultaneously

  • New A-ship programs are partnership between a college, an/many employers, and the MT Registered Apprenticeship Office.

• In order of preference:
  1. College program, classroom training @ college, O-J-T @ employer - set up as competency-based program with assessment completed by college faculty
  2. Same as #1. but with distance delivery of coursework by college
  3. Distance delivery of related instruction by college, O-J-T @ employer

This model only provides workers some credits towards degree.
Apprenticeship
What We’ll Do

• Expand the number of program → union agreements

• Pilot 21st Century models with willing businesses:
  • Helena College has a sheet metal apprenticeship program – not CBE
  • Hoping to help create apprenticeship opportunities in at least Machining, Maintenance, Energy Technology, Welding and Welding Fabrication programs by end of project
1. Tax credits for businesses that sponsor formal apprenticeship program

2. Encourage participation. We believe this is a critical model to help:
   A. Close skills gap
   B. Improve student ROI
   C. Improve retention → ability to increase productivity of current employees
Sector Partnerships

Background

• Employers need to be intimately involved in the design of Career and Technical training programs – “demand driven”.

• Currently we have one-on-one conversations with employers of a small advisory committee.

• Feedback is scant and consistently inconsistent. It is challenging to build programs that are responsive to all needs/many voices.
Sector Partnerships

What We’ve Done

- Sector Partnerships are designed to help businesses in a self-defined economic region identify pre-competitive areas where collaboration that could benefit a whole region.

- The industry-led, industry-driven conversation is broader than workforce development, but workforce development typically plays a role in the conversation.

- RevUp hired industry experts to help launch sector partnerships in targeted regions in MT and Montana Manufacturing Extension Center to help continue momentum of initial effort.
Sector Partnerships

What We’ve Done

• Targeted Areas: NW Montana, Central Montana (Great Falls and Lewistown), Bozeman and Billings. Missoula and Butte were added after enthusiastic response in those regions.

• Train the trainer events have occurred for some regions while others are being scheduled (based on buy-in)

• Initial kick-off of broader Sector Partnership meeting will occur in NW MT on July 21st.
Sector Partnership

What We’ll Do

• What we hope will come from the conversations: Is that industry helps define its aggregate workforce need (i.e. many voices become one)

• Formalize a relationship between sector partnership groups and MT Governor Main Street MT project

• Assess if establishing Centers of Excellence (e.g. WA Aerospace CoE model) would be appropriate way to formalize relationship between industry and workforce development system. If there is a group of industry voices – who do they talk to?
1. Encourage participation in sector partnership efforts by wide-range of businesses

2. Transition institutionalization of sector partnership work under State Workforce Investment Board (as per WIOA legislation) without changing industry-driven culture of initiative
Zippering MT DLI and Colleges

What We’ve Done

• Leveraged strong relationships between Montana Department of Labor and Industry and Montana’s 2-year Colleges to create the framework of one unified Workforce Development System.

• All pulling in the same direction (e.g. strategic initiatives)

• Alignment of support resources (i.e. Workforce Navigators)

• Alignment of bureaucratic systems → increased efficiency

• More efficient involvement of business community in workforce issues

• Institutionalized relationship w/ first jointly-funded, policy-level position to focus on cross-agency collaboration.
Zippering MT DLI and Colleges

What We’ll Do

• Explore the creation of a trades-oriented post-employment training system (lives in the zipper?)
  • Connects employers with public and private training providers – state-wide
  • Utilizes existing physical resources (e.g. equipment)
  • Enterprise model

• Explore institutionalization of promising personnel that serve both agencies (lives in the zipper?)
  • Workforce Navigators (recruitment, support and job placement)
Zippering MT DLI and Colleges

Opportunity to Leverage Activities

1. Support cross-agency collaboration (i.e. a unified public Workforce Development System)

2. Funding to pilot jointly-funded, cross-agency personnel placement
The SWAMMEI program is funded 100% by a grant award from the federal Department of Labor. The total amount of federal funds is $24.9 million. The grant period is Oct. 1, 2013-Sept. 30, 2017.

Great Falls College MSU is committed to the provision of equal opportunity for education, employment, and participation in all College programs and activities without regard to race, color, gender, marital status, disability, age, disadvantage, religion, political affiliation and/or national origin.