
NTAR Leadership Center

National Technical Assistance and Research
Center to Promote Leadership for Increasing
the Employment and Economic Independence
of Adults with Disabilities

Sector Strategies for Workforce Development and Opportunities for People with Disabilities

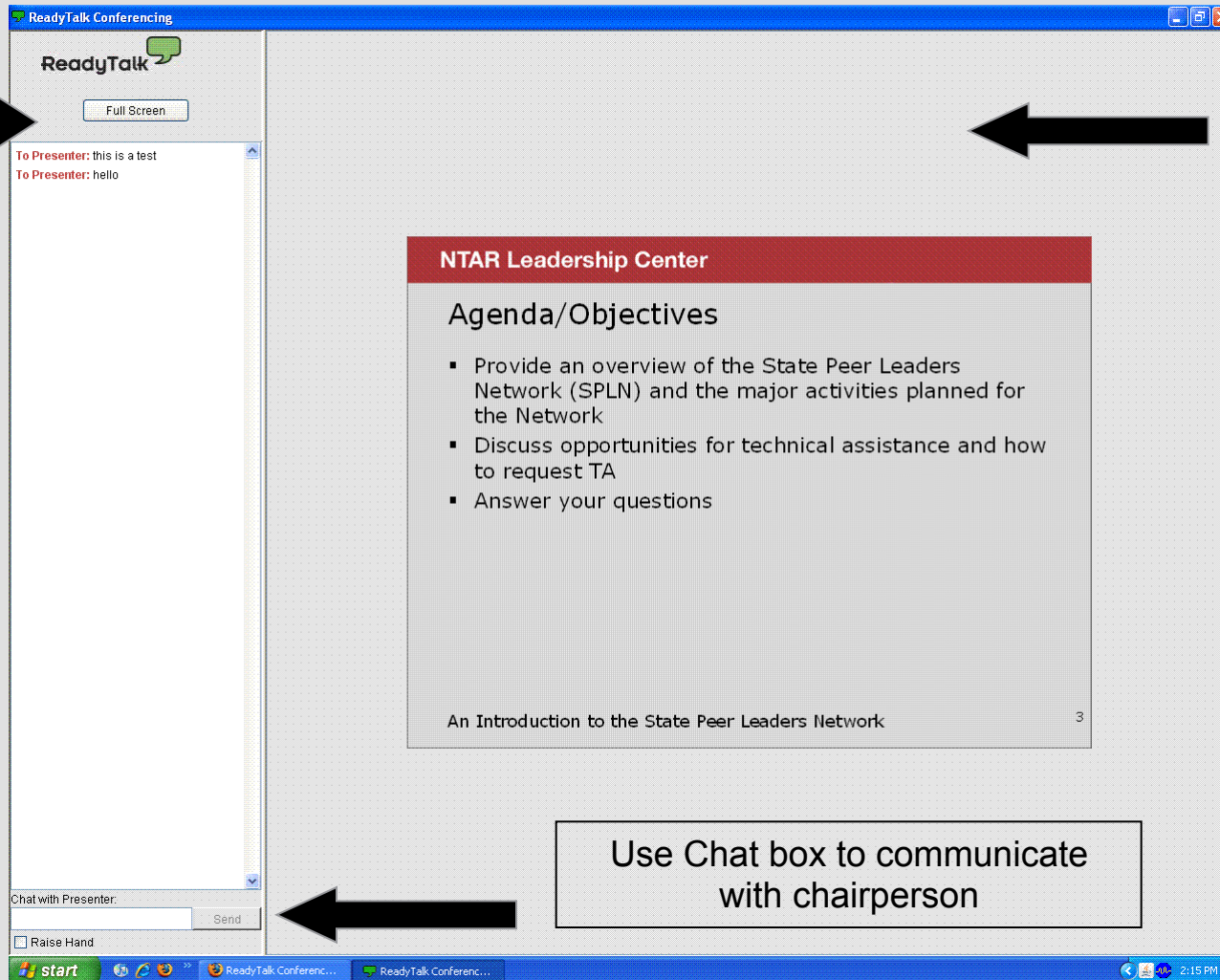
November 18, 2008

Audio Dial-In Information

866.740.1260

Access Code: 9324100

Webinar Classroom Layout



Select Full Screen to maximize presentation; minimizes chat feature

Presentation Slide Area

Use Chat box to communicate with chairperson

Access to Webinar Materials

- A direct link to the webinar materials, including web and audio content, will be posted on the NTAR Leadership Center website by 10:00 a.m. Eastern Time, Wednesday, November 19, 2008

www.ntarcenter.org

Presenters

- **Linda Dworak-Muñoz**, Senior Consultant to the Aspen Institute's Workforce Strategies Initiative
- **William Lecher**, Chairman, Health Careers Collaborative of Greater Cincinnati

Moderator:

- **Nanette Relave**, Director, State Peer Leaders Network, NTAR Leadership Center and Director, Center for Workers with Disabilities, APHSA

The NTAR Leadership Center

- Established in September 2007 through a grant from the U.S. Department of Labor's Office of Disability Employment Policy (ODEP)
- A collaboration of partners with expertise in workforce and economic development, disability employment, financial education and asset building, and leadership development
- Created for the purpose of building capacity and leadership at the federal, state, and local levels to enable change across workforce development and disability-specific systems that will increase employment for adults with disabilities

Guiding Principles

- Increasing partnerships and collaboration among and across generic and disability-specific systems
- Increasing the use of self-direction in services, and integration of funding across and among systems
- Increasing economic self-sufficiency through leveraging work incentives, financial education, or other strategies that promote profitable employment and asset building
- Increasing the use of universal design in employment services and as a framework for employment policy
- Increasing the use of customized and other forms of flexible work options for individuals with disabilities and others with barriers to employment

Agenda/Objectives

- Present the key elements of sector strategies, outcomes for participants and employers, system change activities, and lessons from the field.
- Describe a sector initiative focusing on healthcare that was developed by a partnership of local healthcare employers, educators, the workforce investment system, and community agencies.
- Answer your questions.

Sector Strategies for Low Wage-Workers: Lessons from the Field

Linda Dworak-Muñoz
The Aspen Institute,
Workforce Strategies Initiative





In the Headlines...

- Demand for Skills is Growing: 24 of the 30 Fastest Growing Occupations Require Postsecondary Education
- National Assessment Finds that Skills Levels Among Americans Have Not Improved Over Past Decade
- Number of Working Poor is Staggering: Median Hourly Wage Equals 150% of the Poverty Level
- Today's Workers are Tomorrow's Workers: 65% of the 2020 Workforce are Already Working
- Business Investments in Worker Training Reach \$57 Billion, But Only Small Amount Supports Entry-Level Worker Training

Labor Market in Transition

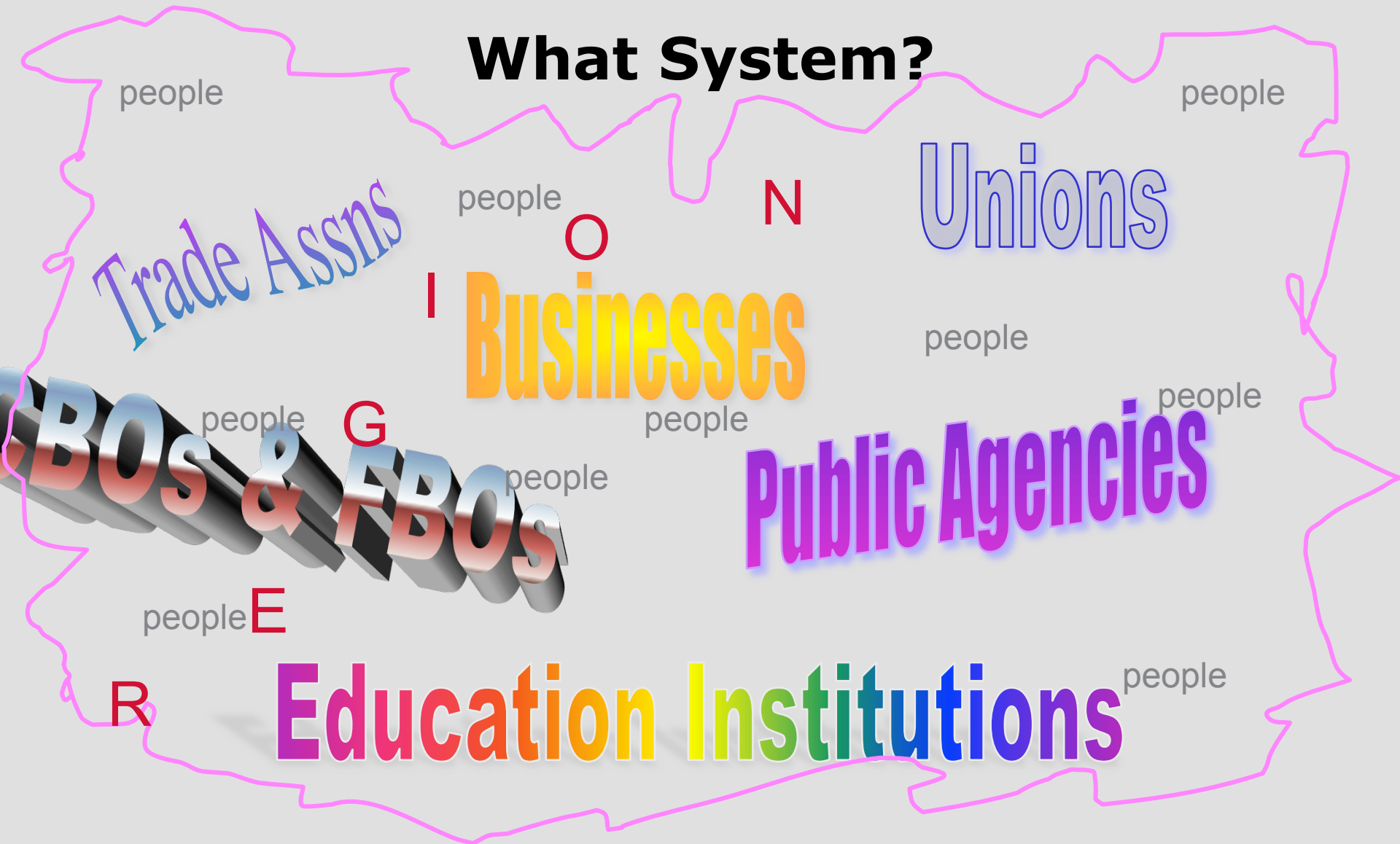
- **“Skills Gap”** – demand for skilled workers exceeds supply of skilled workers in many industries
- **“Wage Gap”** – great divergence between earnings of low-income and high-income earners
- Need for solutions that:
 - **Remove barriers to getting or moving up into good jobs**
 - **And/or focus on improving the quality of available jobs**

Sectoral Employment Development

... a systems approach to workforce development— typically on behalf of low-income individuals—that:

- **Targets a specific industry or cluster of occupations;**
- **Intervenes through a credible organization, or set of organizations;**
- **Supports workers in improving their range of employment-related skills; and**
- **Creates lasting changes in the labor market system that are positive for workers and employers.**

What System?



By Targeting a Sector, These Initiatives...

- Gain a deep understanding of: industry dynamics, competitiveness factors, and workforce needs.
- Identify strategies that work for constituents and relate to real business needs and concerns.
- Over time, reinforce relationships that lead to greater opportunities for workers.

Sector Strategies are Built on Deep Understanding of Industry Dynamics in a Region

- **Who are all of the key actors in the sector?**
- **What keeps the CEOs up at night?**
- **What is the importance of the sector to the regional economy?**
- **What are the primary workforce needs of the sector?**
- **How important are labor needs relative to other issues in the sector?**
- **What forces within and external to the industry could support or hamper your efforts?**

Both quantitative and qualitative data are essential.

Significant Business Involvement...

- Helps support quality of programming, program sustainability, and achievement of goals.
- Can be achieved without losing sight of the needs of low-income groups.
- Can influence business thinking and practice over time.

Sectoral Initiatives Seek to Provide Something of Value to Employer Partners

May include improvements in:

- Retention
- Job quality/Employee satisfaction
- Job performance/Productivity
- Efficiency
- Quality of service or product
- Other indicators important to business

Sector Initiatives Engage Business through Multiple Services and Strategies...

- **Technical assistance** (*JARC - Chicago*)
- **Industry research** (*Port jobs - Seattle*)
- **Human resources services** (*South Central Michigan Works – Michigan*)
- **Convening and networking** (*New Century Careers – Pittsburgh*)

Sector Initiatives Develop Strategies with Low-Income Constituents in Mind by...

- Determining for whom job opportunities in the sector are good opportunities.
- Understanding the specific worker population, particularly their needs and barriers.
- Providing social supports, such as childcare, transportation, counseling, and other assistance as needed.

Why Work to Change Systems?

- **Improve job quality** — help constituency better support selves/families
- **Improve access to good jobs** for constituency (equity, skills mismatch, ...)
- **Increase quantity of good jobs** (improve business competitiveness, strengthen regional economy)

Systems Change Arenas and Activities

1.The education and training infrastructure

WIBs, community-based training providers,
community colleges, apprenticeship programs

2.Industry practices

Recruitment, hiring, promotion, scheduling, work
environment, compensation

3.Public policy

Legislation, regulations, and funding streams



Changing the Education and Training Infrastructure

Examples:

- **Improve access to education**
- **Create new apprenticeship programs**
- **Create better alignment between curriculum content and employer needs**



Changing Industry Practices

Examples:

- **Influence hiring practices to include disadvantaged constituency**
- **Improve working conditions**
- **Create (access to) advancement opportunities**



Changing Public Policy

Examples:

- **Change/enforce industry regulations**
- **Increase or alter public funding streams**
- **Conduct and publicize research on the workforce needs of industry**

“Sectoral Strategies for Low-Wage Workers: Lessons from the Field” at <http://aspenwsi.org>

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The Health Careers Collaborative of Greater Cincinnati

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Health **Careers** Collaborative of Greater Cincinnati



www.hccgc.org

Background

- KnowledgeWorks Foundation Grant
 - One of 6 Ohio career pathway demonstration sites
- Now self-sustaining
- Framework or model for much of Ohio Skills Bank initiative

Managing Partners

- The Health Alliance of Greater Cincinnati
 - 4 hospitals, 14,000 employees
- Cincinnati Children's Hospital Medical Center
 - 10,000 employees
- Great Oaks Institute of Technology and Career Development
- Cincinnati State Technical and Community College

Other Partners

- Dress for Success
- Mercy Neighborhood Ministries
- Super Jobs One Stop Center
- Greater Cincinnati Health Council

Target Populations

- Unemployed and under-employed individuals
- Lower-wage, incumbent hospital employees, previously not college-bound
 - Potential for promotion

Employment and Workforce Development

- Dual Customer Focus – Meet business needs, help individuals
- GED preparation and/or certificate training provide for hospital jobs:
 - Focus on unemployed and under-employed
 - \$10.00-12.50/hour
 - Good benefits: Health and dental care, tuition, vacation, sick time
- Once employed, may continue on career pathway as an incumbent worker:
 - College degree as RN, Respiratory Therapist, or Technician
 - High-vacancy, high-turnover, or hard-to-fill positions
 - Position and salary promotion: \$20.00-23.00/hour, plus generous shift differentials/incentives
- Opportunity to build diversity in the workforce
- Ability to scale-up is gaining momentum in community and state

How Does HCC Move Individuals Forward?

1. Identify training needed by employers
2. Develop realistic career pathways
3. Remove obstacles to success:
 - Employer engagement and leadership (dual customer focus)
 - Convenient class location, times
 - Innovative curricular development (e.g., integrating content, subjects)
 - Planned developmental/remedial education (almost everyone)
 - Prepaid education (versus reimbursed after grade report)
 - Developmental classes prepaid too
 - Transcribed and transferable credits and articulation (career center, community college, 4-year university)
4. Creating systematic and systemic change

*This is **NOT** customized employer training*

Role of the Employer (Healthcare Partners)

- Always employer led
- Chair the Managing Partners Board
- Dedicated time and/or commitment to perform work
 - Meeting agendas, minutes, allocation of work
- Participate in the development and funding of a training facility
- Financial commitment for faculty salary for incumbent workers

Role of the Employer (Healthcare Partners)

- Identify training/hiring needs
- Recruit students/employees
- Select incumbent workers for Associate Degree pathways
- Provide preceptors and clinical experiences for students
- Provide educators and guest speakers
- Assist with marketing plan/design sustainability plan
- Make accommodations to help the students achieve success

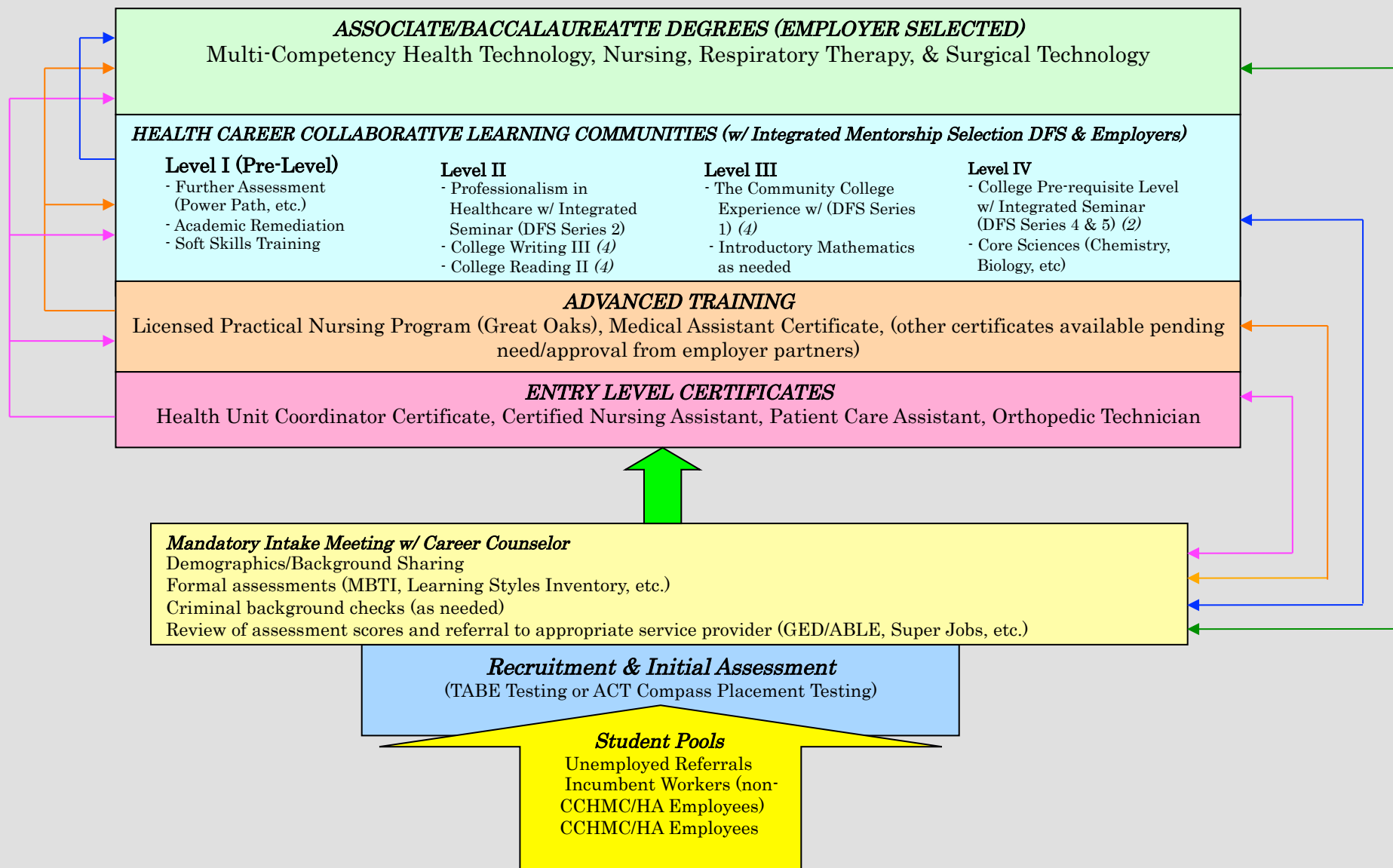
Role of the Employer (Healthcare Partners)

- Not your typical education or workforce advisory board role
- This is the employer(s) leading the:
 - Organizational
 - Operational, and
 - Educational efforts and outcomes
- This is employer engagement!

Role of Education Partners

- Pre-enrollment assessment
- Remediation for academic preparation
- Expertise on teaching
- Innovative curriculum development
- Financial support for classrooms and staffing
- Provide instruction!

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Key Outcomes

1. 110+ AAS degree students
 - Lower-wage, incumbent workers
2. 80% retention, 3.25 GPA
 - Much better than comparable groups
 - Chemistry Class: A Story of Promise
 - ✓ 100% pass rates, four classes now
3. Academic waiting list eliminated for incumbent workers
4. Curricular innovation and seamless pathway
5. 1,430 certificate graduates in the past 2 years
6. Collaboration, not competition
 - Something in it for everyone
 - Builds trust; silos and politics diminished

The Challenge

- Employer engagement and leadership
- Requires a shift in thinking and acting
- Can our experience really be replicated and spread?
- How to identify our next early adopters?

Next Steps: Bringing the HCCGC to Scale

- Building the healthcare sector collaborative; adding employers and academics with equal footing
- Redefining structure, decision-making processes, financial commitments, MOU, other organizing process
- Dedicated resources needed: pathway operational leader or director of the pathway/collaborative

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Question-and-Answer Period: How to Submit Your Questions

Click **Raise Hand** to ask a question; the chairperson will then call on participants in the order that questions were received

The screenshot shows the ReadyTalk Conferencing window. On the left is a chat box with a 'Full Screen' button above it. The chat history shows two messages: 'To Presenter: this is a test' and 'To Presenter: hello'. At the bottom of the chat box is a 'Send' button and a 'Raise Hand' checkbox. On the right is a presentation slide titled 'NTAR Leadership Center' with the subtitle 'Agenda/Objectives'. The slide lists three bullet points: 'Provide an overview of the State Peer Leaders Network (SPLN) and the major activities planned for the Network', 'Discuss opportunities for technical assistance and how to request TA', and 'Answer your questions'. The slide footer reads 'An Introduction to the State Peer Leaders Network' and '3'. A large black arrow points from the 'Raise Hand' checkbox to the text box on the left. Another black arrow points from the text box on the right to the chat box.

ReadyTalk Conferencing

ReadyTalk

Full Screen

To Presenter: this is a test
To Presenter: hello

NTAR Leadership Center

Agenda/Objectives

- Provide an overview of the State Peer Leaders Network (SPLN) and the major activities planned for the Network
- Discuss opportunities for technical assistance and how to request TA
- Answer your questions

An Introduction to the State Peer Leaders Network 3

Chat with Presenter:

Send

☐ Raise Hand

Use Chat box to send your question(s) to the chairperson

Question-and-Answer Period



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NTAR Leadership Center Website

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