

AEL Advisory Committee Meeting

Wednesday, June 24, 2020

TWC Welcome

- TWC Comment
- AEL State Information

Information and Updates

- AEL Services During Pandemic
- Pandemic Updates from Members

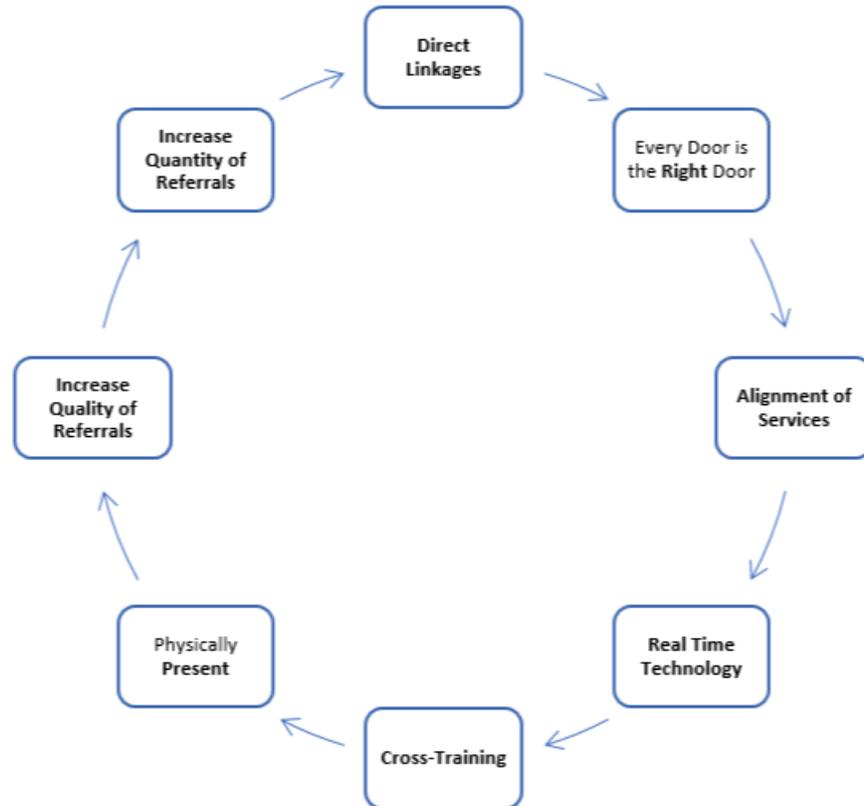
Committee Discussion – Topic: Employer Engagement

AEL and Workforce Development Integration – Paul Fletcher, Rural Capital Workforce Development Board

Topics

- Integration meeting in Buda Spring 2016
- Common Core Service – Self Sufficient Employment
- Referrals to assist community in Job Search and Education
- Co-Locations and Services
- Integrated Education and Training
- Co-Enrollment for Support Services

Figure 1: Diagram of Adult Education Integration



Partnership Vision, Goals, and Outcomes

The partners commit to work together to:

1. Build a one-stop system of service delivery with every service location serving as an on-ramp for all partner services
2. Increase customer access to comprehensive, responsive, and customized services with a focus on individuals with barriers to employment
3. Serve more customers effectively and improve customer service through cross-program referrals and the implementation of seamless, integrated service delivery strategies
4. Identify career pathways (responding to industry talent needs) and offer our customers the opportunity to obtain the skills and credentials necessary to find better jobs at higher wages

5. Enhance employer engagement to build an occupational/skills demand-driven system, improve business services, and provide more work-based learning opportunities
6. Align individual program policies and procedures (when not constrained by law or regulation) to achieve greater partnership in service delivery
7. Seek practical opportunities to share resources, reduce redundancies and waste, and make integrated service delivery more streamlined for frontline staff
8. Strengthen frontline staff relationships and system affiliation, offer staff training in partner services, and provide tangible, helpful tools to facilitate seamless service delivery
9. Support partner programs in achieving success with the performance indicators

Mutual Partner Promises

The Partners and All Partner Staff Promise To:

1. Put the customer first in developing and implementing plans for service delivery and then seek ways to overcome any regulatory barriers to quality customer service
2. Commit to continuous learning about all partners' laws, regulations, and culture to better understand the opportunities for partnership and linkages
3. Recognize and respect the competencies of each partner and tap their expertise for system and program improvement
4. Be transparent, honest, and listen for opportunities for agreement
5. Say what we will do and do what we say
6. Exhibit openness to change and seek continuous improvement in service delivery

Pre-Apprenticeship Courses – David Barron, Gulf Coast Carpenters and Millwrights Training Trust Fund

Pre-Apprentice Program Information¹

What is a Pre-apprentice Program?

The U.S. Department of Labor, Employment and Training Administration defines Pre-Apprenticeship in the following way.

- A set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program(s).

The Department of Labor goes on to state that a quality pre-apprenticeship program has these two items:

1. An approved training curriculum based on industry standards. The training and curriculum should be approved by the documented Registered Apprenticeship partner(s). The training should prepare an individual with the skills and competencies needed to enter one or more Registered Apprenticeship program(s).
2. Strategies for Long-Term Success, these strategies should include opportunities for under-represented, disadvantaged or low-skilled individuals.

Focus of the Pre-Apprentice program

- Strong recruitment
- Serve under-represented populations
- Educational and pre-vocational services that prepare the individual to meet the standards of the accepting Registered Apprenticeship program(s).

¹ According to: Employment and Training Administration, U.S. Department of Labor, Washington D.C. 20210, Training and Employment Notice No. 13-12

- Expose Pre-Apprentice to Registered Apprenticeship programs and provide assistance to participants when they apply.
- Provide access to appropriate support services. Example - English classes for speakers of other languages.
- The program should collaboratively create a sustainable model that promotes Registered Apprenticeship as a prepared means for employers to develop a skilled workforce and create career opportunities for the individual.
- Must not displace a paid employee
- Meaningful Hands-On Training that simulates the industry and occupational conditions of the Registered Apprenticeship sponsor(s).
- Facilitated Entry and /or Articulation – When possible create formalized agreements with Registered Apprentice sponsors that provide direct access into Registered Apprenticeship program upon successful completion. These agreements should include any advanced credit or placement for completing the program.

Department of Labor's Employment and Training Administration recommends Collaboration between:

- Registered Apprenticeship sponsors
- Workforce Development agencies
- Economic development agencies
- Business and Industry partners
- Labor management organizations
- Community colleges and other education partners
- Community and faith-based organizations
- Advocacy organizations that represent underserved populations

Creating Pre-Apprenticeships with Local High Schools²

Advantages for High Schools:

- Providing students with a clear pathway to employment may help students finish their program of study and provide additional funding to the school district.
- Students who complete two or more courses for two or more credits within a program of study earn a concentrator status for Perkins V federal accountability reporting.
- Proposed Indicator: Students finishing three or more courses for four or more credits with one course from level 3 or 4 within a program of study to earn completer status for federal accountability reporting. This may include a pre-apprenticeship component according to the Texas Education Agency's CTE Programs of Study.

Employer Perspective and Internships – Diana Contreras, Dollar General Corporation

Internship Program 2020, Adult Education and Literacy

Employer Objectives

- Mutually beneficial- the goal is a program which allows the employer an opportunity to assess the experience with the candidate while he or she is learning the professional field of interest.
- Candidate pool- allowing the employer to have a year-round recruiting resource.
- Retention- the candidate is more likely to stay with company.
- Vetting- gives the employer an opportunity to test-drive talent.
- Financial- employer pays no recruiting fees.

² <https://tea.texas.gov/sites/default/files/AC%20Cluster%20File.pdf>

- Contribution- gives back to the community and workforce.

Benefits for the Candidate

- Assessment- allows the candidate to get to know his or her strengths and weaknesses.
- Development- gives the candidate a chance to learn from their mistakes.
- Exploration- contemplate on whether this is the right career for them.
- Insight- they get a glimpse of what the business world is really like.
- Guidance- it is important as they learn to conduct themselves in a professional manner.

Overview

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Identifying Internship Partnerships

- HEB/Grocery
- Dollar General
- Wal-Mart
- Phillips Distribution
- Amazon
- Coca-Cola

Virtual Internship

Do employers have capability to support a virtual program?

- Interactive Programs
- Equipment to Support Learning
- Live Streaming
- Chat Support
- Networking Tools

Intern Selection

Focus for sourcing

- Candidates who are interested in full-time positions for long-term employment.
- All majors are okay, but we have seen success with Supply Chain, Management, General Business, Engineering, and Education majors so far.

Once an intern is selected

- Send AEL-TWC/Company representative their name, resume, and field of choice.
- Employers will complete the pre-employment process.
 - Make sure to start the pre-employment process within 60 days of the start date.
 - Do not send it prior as to not have the process expire before the start date.
- AEL/TWC representative will follow up with your selected intern from week-to-week to check in and make sure they are still interested leading up to the beginning of the program.

Allowance consideration

Topic to discuss: Do interns have a possibility of monetary allowance during the program?

Timeline

August

- Kick-off call
- Positions

September – October

- AEL/TWC TEAMS source, interview, and finalize interns for each partner
- Wrap up meeting dates finalized and sent out

November/December

- Partners made aware of project assignments for their interns

January

- Internship begins
- AEL hosts a kick-off call with all interns

May

- Talent Manager/ HR finalize offers

Internship Employment Projects

- AEL/TWC to get guidelines for employment strategies based on employers need.
- Interns will work January to May or the timeline desired by the employer and intern (subject to timeline based on the employer's capability).
- All interns will work on a project designated by the company.
- Interns will present the project to the company-designated exempt member.

Intern Assessment Forms

- Each intern will be given an assessment
- Each intern will give observations during the internship

Additional Comments before the conclusion of the AEL Advisory Committee Meeting.

Closing Remarks