How to Increase Work-Based Learning: Building Skills and Getting Jobs

Today...

✓ Work-based learning: **Why it is increasingly important**

✓ Overview (and apply) the **rules** for work-based learning

✓ Working together: **job seeker and business service staff**

✓ **Delivery process**: Quality work-based learning services

✓ Strategies to **engage employers**
What is Work-Based Learning and Why Is It Important?

Work-Based Learning Opportunities:

✓ Internships and Work Experience

✓ On-the-Job Training

✓ Apprenticeship

✓ Summer Jobs

✓ Subsidized Employment

✓ Community Service
Why Work-Based Learning Is On the Rise!

Meet Federal and State Expectations:

✓ Employer-Engagement: Work-Based Learning
✓ WIOA: 20% of Youth Funds; Adult/DW Emphasis

Serve Dual Customers Simultaneously:

✓ Career Pathways and Talent Pipeline Component
✓ Both Customer Groups Helped (If Done Right)
Help Job-Seeking Customers:

✓ Some Need a Job Now

✓ Opportunity to Get Jobs, Even Though “Not Qualified”

✓ Some Customers Learn by Doing

Offer Training That Comes With a Job (Opportunity)

✓ Credentials, Without Experience = Jobs?

✓ Education Gets an Interview – Work Experience Gets a Job

✓ “Job” Training, Not Just “Occupational” Training

High Performance Outcomes: Cost/Return?
Work-Based Learning Rules Snapshot: WIOA
Work Experience and Internships

WIOA Adult and Dislocated Workers Final Rule § 680.170: What is an internship or work experience for adults and dislocated workers?

“...internships or work experiences are a planned, structured learning experience that takes place in a workplace for a limited period of time

...may be paid or unpaid, as appropriate...within the private for profit sector, the non-profit sector, or the public sector.

Labor standards apply in any work experience setting where an employee/employer relationship, as defined by the Fair Labor Standards Act, exists.”
WIOA Adult and Dislocated Workers: Work Experience:

✓ An Individualized Career Service:

  “Internships and work experiences...linked to careers”

✓ WIOA Participant...and Tied to IEP

Discussion...

✓ Who Is Right for This Service?

✓ What Are the Desired Outcomes: Explore Career; Develop Skills; Build Resume; Try-Out?

✓ Difference between Internship and Work Experience?

✓ When Paid and When Unpaid?

✓ Best in For-Profit, Non-Profit, and/or Public Sector?
WIOA Youth: Work Experience

USDOL NPRM Preamble:

“Under WIOA, work experience becomes the most important of the program elements.”

Final Rule § 681.590: What is the work experience priority?

“Local youth programs must expend not less than 20 percent of the funds allocated to them to provide in-school youth and out-of-school youth with paid and unpaid work experiences...that have academic and occupational education as a component of the work experience”
WIOA Youth: Work Experiences

✓ WIOA Youth Participant ...and Tied to ISS

✓ “Work experiences provide the youth participant with opportunities for career exploration and skill development”

✓ Must have academic or occupational education component

✓ One of the 14 Required Program Elements:

“Paid and unpaid work experiences that have as a component academic and occupational education, which may include—summer employment opportunities and other employment opportunities available throughout the school year; pre-apprenticeship programs; internships and job shadowing; OJT”

What Is Your Strategy to Meet/Exceed the 20% Requirement?
Choices... Community Service = Unpaid Work Experience?

✓ Set appropriate expectations
✓ Define skills to be learned
✓ Clarify (monitor) site expectations for skill development
✓ Replicate the unsubsidized job “hiring” process
✓ Connect Community Service to labor market and jobs
✓ Update WIT registration and require concurrent job search
✓ Deploy rotation strategically

Make Community Service a Pathway to Paid Employment
Work-Based Learning Rules Snapshot: WIOA OJT (Adult, DW, Youth)

WIOA Definition of OJT

Training by an employer provided to a paid participant engaged in productive work in a job

- knowledge or skills essential to performance
- reimbursement to employer of up to % of wage rate
- limited in duration appropriate to occupation*

* taking into account training content, prior work experience, and participant’s service strategy
WIOA OJT...

Most Important:

- Job Seeker Service Requiring Employer Engagement
- Not a Hiring Incentive (WOTC!)
- Training Service for Eligible Participants Who Are Hired and Then Training with Expectation They Will Be Retained
- Part of a Participant Service Strategy (IEP) with a Contracted, Unique, Detailed Training Plan
- Contracted (and Monitored) to Fill The Skill Gap Between Entry and Proficiency
What is Your Work-Based Learning Delivery Strategy?

Figure 1: Start with the Chicken and/or the Egg?

Your Connection Strategy, Does it vary by:

- Type of Work-Based Learning: WE, Subsidized, OJT?
- Economy? Program? Customer?
Four OJT Connection Strategies:

1. Promote Candidates, Job Develop, Offer Reimbursement
2. Promote Training Reimbursement and Refer Candidates
3. Teach Job Seekers to Promote Training Reimbursement
4. Promote Reimbursement for Employer Referrals

Figure 2: OJT Connection Strategies
### Work-Based Learning Serves Employer and Job Seeking Customers Simultaneously

How do job seeker and business services staffs work together to ensure positive outcomes (and compliance) for both?

<table>
<thead>
<tr>
<th>Candidates:</th>
<th>Connection:</th>
<th>Employers:</th>
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</thead>
<tbody>
<tr>
<td>• Decide Eligibility</td>
<td>• Refer Candidate</td>
<td>• Promote OJT</td>
</tr>
<tr>
<td>• Identify Candidate</td>
<td>• Define Skill Gap</td>
<td>• Present Candidate</td>
</tr>
<tr>
<td>• Assess Skills</td>
<td>• Decide Duration</td>
<td>• Negotiate Contract</td>
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<tr>
<td>• Develop IEP/FEP</td>
<td>• Develop Train Plan</td>
<td>• Training Plan</td>
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<tr>
<td>• Prep Candidate</td>
<td>• Support Training</td>
<td>• Monitor Contract</td>
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</tbody>
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Figure 3: Work-Based Learning Process Steps

1. **Identifying Job Seekers** ↔ **Engaging Employers**
2. **Connecting Job Seekers and Employers**
3. **Contracting for Work-Based Learning**
   - **Job Seeker Expectations** ↔ **Employer Expectations**
4. **Supporting Work-Based Learning**
   - **Job Seeker Support** ↔ **Employer Support**
5. **Converting to Permanent Employment**
   - **Job Seeker Expectations** ↔ **Employer Expectations**
Continuous Improvement: The Work-Based Learning Process

Referring to the first steps listed in Figure 3:

Identifying Job Seekers:

- How Decide Who?

- When in Service Process?

- How Do You Promote Work-Based Learning?

Engaging Employers:

- Who Target? How?

- Motivation?

- Promote What? Benefit?
Work-Based Learning: What is the Employer’s Motivation and Benefit?

**Work Experience and Community Service**
- Talent Pipeline
- Community Contribution
- “Try-Out” Employment

**OJT and Subsidized Employment**
- Subsidy
- Recruitment Assistance
- Quality Candidate

**Work Experience, Community Service, OJT, Subsidized**
- Need for Workers with Recruitment Challenges
- Human Resource Capacity and Cost Restraints
- Previous, Trusting Relationship
Three OJT and Subsidized Employment Product Features:

1. Candidate/s
2. Recruitment Assistance
3. Subsidy

Talent Pool and/or Candidate?

Wholesale and Retail: Employers Want to Know “Who”

Recruitment Assistance and/or Subsidy?

Core Benefit and Ancillary Benefits
What Is “Core” and What Is “Ancillary”?  

**Employer Benefits: What’s Core? What’s Ancillary?**

- Recruitment assistance
- Screening and referral
- Job candidate qualities
- Training prior to hire
- Services during employ
- Assistance in job descriptions
- Assistance in training plan
- Support to supervisor
- Evaluation of Skill Attainment
- Reimbursement of costs

Promote the Human Resource Assistance Benefits: Not Just the Reimbursement! 

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Promote the Human Resource Assistance Benefits

✓ Candidate recruitment (so you are not besieged by applicants)

✓ Customized pre-screening of candidates (so you don’t get 100s of resumes)

✓ Referral of only qualified candidates (so you don’t have to waste your time)

✓ Identification of skills needed to do job (so you will be able to recruit even better)

✓ Development of training plan (so the new hire will get up to speed quickly)

✓ Support for supervisor during training (so you don’t have to do it all by yourself)
Introducing and connecting the job seeker and the employer

**Figure 4: The Process from Connecting to Contracting**

1. How do you prepare both the job seeker and the employer prior to the first meeting? What are the appropriate expectations?

2. Is the interview and hiring process authentic to the employer’s hiring process?

3. What are the staff roles post-interview to convert more of those interviewed by the employer into beginning work-based learning?
Contracting for Work-Based Learning

Figure 5: The Process from Contracting to Supporting

1. What are the most important expectations to be set during the contracting process for both the job seeker and the employer?

2. Who sets them with whom, how?

3. What are the essential elements of the training plan and what are the skills to be learned? Is the job description really enough?

4. How do you decide the length of the contract and how do you know when it is “over”?
Supporting the Job Seeker and Employer during Work-Based Learning and Converting More to Permanent Employment

1. Who contacts whom during the Work-Based Learning period? Why?

2. What are the most common reasons Work-Based learning does not work out and how could they be avoided?

3. What can you do to increase the odds for permanent employment?
Take-Aways! Best Bets! Next Steps!

(Notes Page)