



# Perspectives on TAACCCT

US Department of Labor-  
Employment and Training

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## High-Priority - Performance Goals

By June 2012, increase by 10 percent (to 220,000) the number of people who receive training and attain a degree or certificate through the following programs: Workforce Investment Act (WIA) adult, dislocated worker, and youth, National Emergency Grants (NEG), Trade Adjustment Assistance (TAA), and Career Pathways.

# Trade Adjustment Assistance

- Overview of TAA
- Main goal – suitable employment for individual in community
- Regional training to meet community needs for skill gaps
- LMI data for regional job vacancies – training to meet gap

# Trade Adjustment Assistance

- Collaboration is critical
  - Connecting with employers
  - Business services team and TAA staff at workforce centers
  - With regional partner education/training institutions

# TAACCCT Priorities:

1. Accelerate progress for low-skilled and other workers
2. Improve retention and achievement rates to reduce time to completion
3. Build programs that meet industry needs, including developing career pathways
4. Strengthen online and technology-enabled learning

# 1. Accelerate progress for low-skilled and other workers

- KAN-GO - WIA Title I and II collaboration with partnerships among Adult Ed, Tech Ed and local WIB.
- KAN-GO continuation with set-aside \$\$
- Gates Foundation proposal: I-BEST model implementation in Kansas

## 2. Improve retention, achievement rates to reduce time to completion

- Keeping Kansas Competitive: Beyond a High School Diploma

<http://www.kansasregents.org/resources/PDF/1130-KeepingKansasCompetitiveBrochure.pdf>

- Foresight 2020

### 3. Programs to meet industry needs, including career pathways

- Career Pathways initiative – Commerce and Workforce Alliance
- Program alignment maps
- Implementation of industry credentials



# Attributes of Career-Enhancing Credentials

- Industry-endorsed
- Stackable - portable
- Industry –accredited
- Offers labor market value!!
- <http://careerclusters.org/credentials.php>

## 4. Strengthen online and technology-enabled learning

- Adult learner needs – flexible formats, transition counselors, contextual learning and remediation, acceleration
- EnergyNET – systems approach to add on-line learning products
- Workforce Solutions Funds –

# Connect to existing grants

1. Kansas Commerce – Workforce Services  
– Federal grants

<http://www.kansascommerce.com/index.aspx?NID=229>

2. State Longitudinal Data Systems – KSDE

3. Lumina – NAM: Skills Certification System

4. Others – CBJT, Corrections, DOE

# Example: Industry-Developed, Stackable Credentials



[http://institute.nam.org/page/edu\\_workforce\\_skills\\_cert\\_national\\_tools](http://institute.nam.org/page/edu_workforce_skills_cert_national_tools)



# Energy Industry Competency Model



# 2 + 2 Pathways

- Connections to:  
Fort Hays State University  
Kansas State University  
Pittsburg State University

# Key thoughts...

- Revamp remediation- developmental ed
- Evidence-based approach
- Not “direct services”
- Rethinking delivery - acceleration
- Meeting needs of adult learners
- Transformational change
- Shared courses – shared resources
- Partnerships - collaboration