

Regional Economic Transformation Model (RETM)

The GNB WIB along with other regional stakeholders recognizes the need:

- To increase the educational attainment in the region
- To better connect economic development, workforce development and education
- To immerse businesses in the process
- To accelerate and streamline delivery of ABE/ESOL initiatives
- To better identify and address barriers to participant entry and progress
- To create a proactive, regional framework for all stakeholders:
 - o To provide focus/direction to stakeholders
 - o To accelerate regional response to transformational opportunities and new funding initiatives

RETM Highlights

- Streamlines response/delivery times within the ABE/ESOL provider network
- Strengthens collaboration between Economic Development, Education and Workforce Development
- Address the apparent gaps and voids within the provider network at each tier.
- Supports case for changing regional demographics – educational attainment
- Focuses less than 4th grade level through Post GED toward college certificate
- Supports system funding vs programmatic funding
- Addresses inefficiencies and bottlenecks at each major tier
- Aligns participants for jobs of the future
- Supports mutual collaboration of economic development, workforce development, and education
- Model is scalable
- Necessitates and entices strong business collaboration
- Ties together economic projection and post-secondary education
- Sets stage for regional systemic change
- Promotes new jobs and employability, thereby producing increased tax revenues
- Reduces reliance on government funded programs and services

Primary Funding Allocation

The RETM Model supposes:

- 1) That funding follows participants from a 4th grade education through to a college certificate in any one of the identified clusters. Scaleable model supports expansion/contraction to accommodate as many or as few participants that are willing to pursue these credentials. This model looks well beyond GED to position participants to meet the needs of *the most sought after and competitive jobs in the region*.
- 2) Funding support efforts to accelerate entry into system and overcoming barriers as participants progress through the pipeline.
- 3) Funding support business involvement through professional development vouchers and wage assistance for apprenticeship/internships.

Demonstration Project proposes:

- Selecting cohort groups at each tier, within each sub-region
- Addressing, documenting, and supporting voids within system
- Identifies and proposes efficient/effective frameworks for the bridges between each tier so as to better facilitate, and ultimately accelerate a participant's progress in achieving "some college"
- Convening Economic Development, Education, Workforce Development & Business to evaluate and support process

Case Management

In spite of numerous efficiencies *within individual programs/tiers*, there is still a strong demand to facilitate efficient transfer of participants to and from these programs.

Handoff between tiers and programs present their own challenges as case management often does not follow an individual through to college, nor does it efficiently connect to those facing "insurmountable" barriers that prevent participants from continuing on a path to some college.

Identifying and creating the opportunities otherwise lost for many participants translates into... case management at each point of transition, cataloguing and identifying inefficiencies at all contact points, participant interviews and assistance between tiers (tracking testimonies, perceived and realized barriers to advance, follow up, post tier/program support ie. post GED/HS Diploma)

Documentation

Because of the nature of multiyear ABE/ESOL programs, each tier will be evaluated and monitored simultaneously with each cohort group.

We anticipate the demonstration project will advance our understanding of barriers and structures that need to be resolved/constructed to better support future regional economic transformation.

Business Engagement

Collaboration with businesses and associations to:

- Gain support of model
- Determine/Develop customized training to support model
- Foster apprenticeships
- Foster paid internships
- Develop incentives while attending training
- Provide input into curriculum development
- Determine promotions
- Determine/Fill job vacancies
- Establish ongoing support