



JOBS FOR THE FUTURE

BRAIDED FUNDING AND WIOA

Nate Anderson

Jobs for the Future | March 30, 2016

PATHWAYS TO ECONOMIC OPPORTUNITY



JOBS FOR THE FUTURE



ABOUT JOBS FOR THE FUTURE

ABOUT JFF



Our Mission:

JFF works in 43 states and over 200 communities to ensure that all lower-income young people and workers have the skills and credentials needed to succeed in our economy.

Our Vision:

The promise of education and economic mobility in America is achieved for everyone.

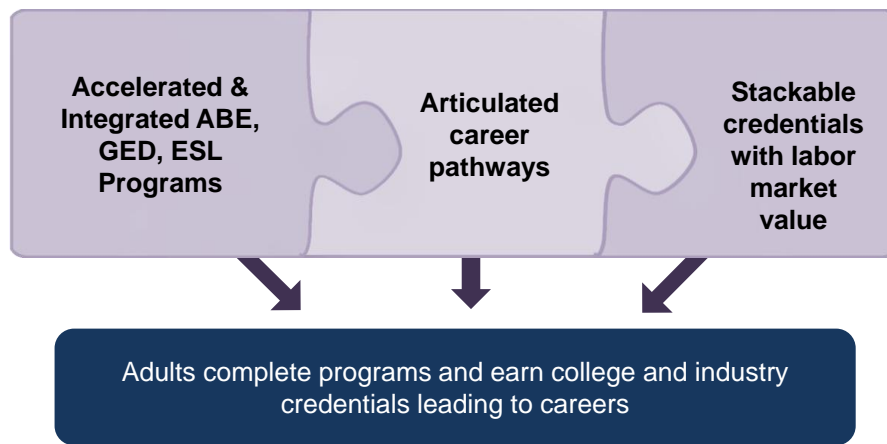
Our Goals:

1. **Preparing for College and Career:** All young people graduate high school on a clear path to college completion and career success.
2. **Earning Postsecondary Credentials:** All students gain the skills they need to earn postsecondary credentials with high labor market value.
3. **Advancing Careers and Economic Growth:** All workers obtain the education and training required to move into high-demand, high-wage, high-growth careers with clear paths for advancement.

ACCELERATING OPPORTUNITY MODEL



Streamlined Educational Pathways





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What is Braided Funding?

WHAT IS BRAIDED FUNDING?



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Braided funding refers to the weaving together of federal, state and private funding **streams** -- and the development of funding **strategies** -- to support high quality career pathways programs with the goal of helping workers acquire in-demand skills and employment.



STREAMS VERSUS STRATEGIES

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Streams: Existing, multi-year sources of funding from federal programs, state programs, and private dollars. Examples include WIOA, TANF, SNAP E&T.

Strategies: Ways to create more funding opportunities independent of specific funding streams, including: (1) **reducing costs**; (2) **raising new revenue**; or (3) **redirecting existing revenue**. Examples include using online technology to reduce costs and employer tuition reimbursements.

WHY BRAID FUNDS?



> To the organization:

- Improves coordination and alignment among partners
- Reduces duplication and realizes efficiencies
- Expands capacity in resource-short environments
- Brings additional staff strengths and expertise to customers
- Increases flexibility in service planning
- Improves program impacts and outcomes
- Supports scalability, sustainability, and new investment

> To the customer:

- Improves system accessibility, transparency, and ease of use
- Offers more creative/diverse service delivery options
- Brings additional staff expertise and assistance to customer needs
- Improves customer experience and value
- Improves customer outcomes/results

WIOA: NEW OPPORTUNITIES FOR RESOURCE ALIGNMENT AND BRAIDING



- > Multi-program, unified state strategic planning
- > Increased emphasis on Board role in aligning and coordinating workforce programs
- > Collaborative planning and service strategies on a regional level
- > Enhanced flexibility in funding and service design
- > Integrated intake, assessment, and service delivery
- > Elimination of “sequence of service”
- > Partner co-location and dedicated funding from Career Center partners for shared costs
- > Support for “pay for performance”
- > Aligned performance indicators across expanded “core” programs



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Funding Streams

SIGNIFICANT FEDERAL RESOURCES



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> Major Funding Streams:

- WIOA Adult, Dislocated Worker, and Youth
- Adult Education and Family Literacy
- Wagner-Peyser
- Vocational Rehabilitation
- Temporary Assistance for Needy Families
- Supplemental Nutrition Assistance Program Employment and Training
- Reemployment Eligibility Assessment and Services
- Veterans' Services/Benefits
- Trade Adjustment Assistance
- Community Services, Community Development, and Social Services Block Grants
- Carl D. Perkins
- Pell Grants, other aid

SIGNIFICANT NON-FEDERAL RESOURCES



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- > State Funding (scholarships, economic development, grant funds, etc)
- > Employer/industry contributions
- > Community- and faith-based, non-profit
- > Foundations/philanthropic
- > Fee-for-service
- > Private grants

TITLE I: ADULT AND DISLOCATED WORKER/YOUTH



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- | | |
|---|---|
| <ul style="list-style-type: none"> > Support for career pathways <ul style="list-style-type: none"> – Career Services – Training Services – Support Services – Employer Engagement > Limitations <ul style="list-style-type: none"> – Curriculum development – Eligible training programs only – Coordinated with grant assistance – Up to 20% incumbent worker | <ul style="list-style-type: none"> > Other Opportunities <ul style="list-style-type: none"> – Pay for performance contract for services versus ITAs – Co-enrollment/integrated pathways – Career pathways in state plans – WIOA discretionary funds – Longer-term outcomes |
|---|---|

<http://www.clasp.org/issues/postsecondary/pages/funding-career-pathways-and-career-pathway-bridges-a-federal-funding-toolkit-for-states>

TITLE II: ADULT EDUCATION



> Support for Career Pathways

- Academic and English language components of career pathways (below postsecondary level)
- Fund operational costs of integrated education and training programs
- Reward performance beyond federal measures
- Provide support services
- Leaderships funds highly flexible

> Other Opportunities

- Contextualized content
- Integrated education programs
- Alignment of curricula and assessments across adult ed and postsecondary programs
- Accelerated pathway support
- New performance metrics aligned to postsecondary
- Professional development

<http://www.clasp.org/issues/postsecondary/pages/funding-career-pathways-and-career-pathway-bridges-a-federal-funding-toolkit-for-states>

TITLE III: EMPLOYMENT SERVICE (WAGNER-PEYSER ACT)



> Support for Career Pathways

- Job search and placement
- Counseling and career planning
- Labor market information
- Training provider information

> Other Opportunities

- Link to career pathway programs
- Development of online job banks
- Analysis and dissemination of LMI

<http://www.clasp.org/issues/postsecondary/pages/funding-career-pathways-and-career-pathway-bridges-a-federal-funding-toolkit-for-states>

TITLE IV: VOCATIONAL REHABILITATION SERVICES



- > **Support for Career Pathways**
 - Career navigation
 - Transportation
 - Specialized Equipment
 - Special services
 - Education and training
 - Job placement
- > **Other Opportunities**
 - Integrated pathways programs
- > **Limitations**
 - Other federal funding sources must be exhausted first

<http://www.clasp.org/issues/postsecondary/pages/funding-career-pathways-and-career-pathway-bridges-a-federal-funding-toolkit-for-states>

TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF)



- > **Support for Career Pathways**
 - OJT/subsidized employment
 - Training
 - Career services/job search
 - Other services (child care, transportation, etc)
- > **Other Opportunities**
 - Highly flexible
 - May contain unobligated funds
 - Career pathway programs can count toward state requirements
 - Excellent source for shared resources with one-stops
 - Often new to career pathways
- > **Limitations**
 - State plans and restrictions
 - Does not allow stand alone ABE
 - Work requirements
 - Reduced funding

<http://www.clasp.org/issues/postsecondary/pages/funding-career-pathways-and-career-pathway-bridges-a-federal-funding-toolkit-for-states>

**SUPPLEMENTAL NUTRITION ASSISTANCE
PROGRAM EMPLOYMENT AND TRAINING (SNAP
E&T)**



> Support for Career Pathways

- Education and training
- Support services, including childcare, transportation, test fees etc
- Job retention

> Limitations

- Cannot receive TANF cash assistance
- Short term
- Significant spending requires 50% match

> Other Opportunities

- Extremely flexible, but the match is a challenge
- Individuals without children can be served
- Exploring innovation through SNAP pilot sites

<http://www.clasp.org/issues/postsecondary/pages/funding-career-pathways-and-career-pathway-bridges-a-federal-funding-toolkit-for-states>

**CARL D. PERKINS CAREER AND TECHNICAL
EDUCATION ACT**



> Support for Career Pathways

- Special populations
- Program development/curricula
- Mentoring/support services
- Equipment
- Professional development

> Limitations

- No remediation
- No basic skills

> Other Opportunities

- Highly flexible
- State leadership funds (10%)
- Program approval authority allows for focus on underprepare and adult learners
- Outcomes data
- Grant potential

<http://www.clasp.org/issues/postsecondary/pages/funding-career-pathways-and-career-pathway-bridges-a-federal-funding-toolkit-for-states>

COMMUNITY SERVICE BLOCK GRANTS (CSBG)



> **Support for Career Pathways**

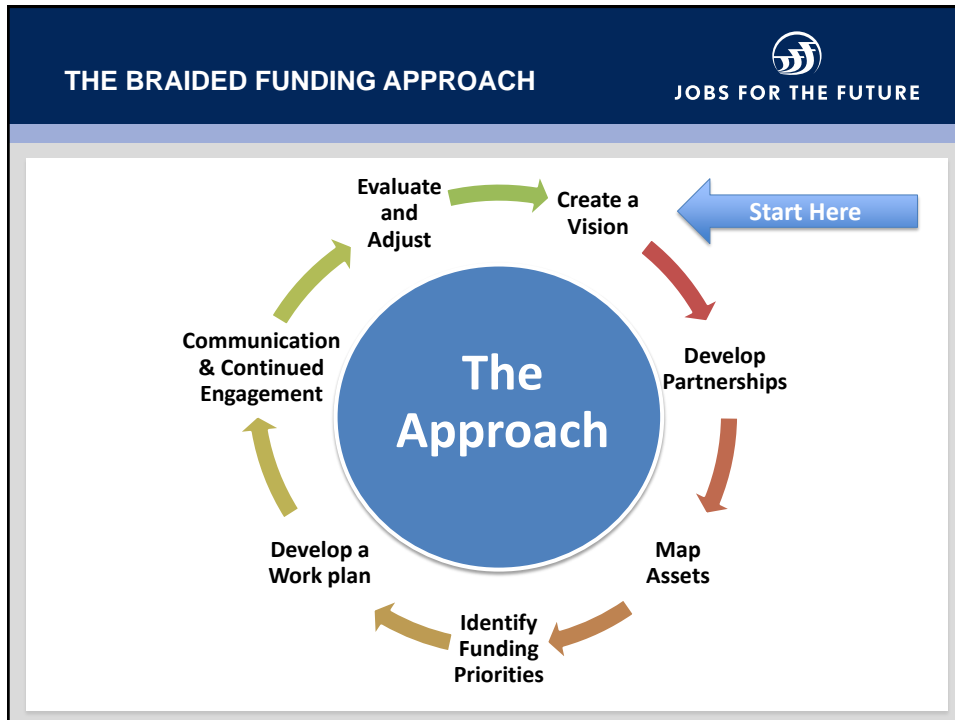
- Education and training/scholarships/GED
- Emergency services
- Outreach, referral and information services
- Case management
- Coordination across government, private sector and CBOs

<http://www.clasp.org/issues/postsecondary/pages/funding-career-pathways-and-career-pathway-bridges-a-federal-funding-toolkit-for-states>



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Steps for Braiding Funds



CREATING A VISION

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- > **Goal:** Create or refine a clear vision for collaboration that reflects agreement among internal and external partners on shared goals and strategies to support integrated pathways and the students enrolled in them.
- > **Questions to consider:**
 - Braided funding for what?
 - Focus on a single model, population or collaborative structure.
 - Why do you think braided funding is important?
 - Efficiency and effectiveness, partnerships, sustainability.

THE IMPORTANCE OF PARTNERSHIPS



> Service delivery level:

- At the local/regional level, engage all service providers in ongoing partnership efforts to build and coordinate support for comprehensive service delivery and resource integration



> Policy Level:

- Develop, formalize, and sustain interagency partnerships among organizations that fund and oversee services for job seeker and employer customers

DEVELOPING PARTNERSHIPS



INTERNAL MEMBERS

- > Finance/Financial Aid
- > Grants & Development
- > Workforce/CTE
- > Registrar
- > Student Services
- > Senior Administration
- > Career pathway lead/coordinator
- > Adult Education
- > Academic Deans
- > Transfer Department

EXTERNAL MEMBERS

- > American Job Center/WIOA
- > Employers/Industry Partners
- > CBOs
- > Nonprofits
- > TANF office
- > Dept. of Corrections
- > Community Action Agency
- > Veteran Affairs

MAPPING ASSETS



- > **Goal:** Engage partners in an asset mapping process to identify resources that can be aligned across stakeholders
- > **Process:**
 - Identify the range of federal, state, and local program resources available for braiding.
 - Identify gaps and areas of need.
 - Share information on the strategies, activities, and services for which various funding streams may be utilized.

IDENTIFYING FUNDING PRIORITIES



- > **Goal:** Engage partners to identify specific funding priorities to include in your work plan.
- > **Process:**
 - _ Break down your model/population/structure by need, impact, and cost.
 - _ Where do you have the most need?
 - _ Prioritize which pieces you want to fund, and in what order.
 - _ Brainstorm about funding sources for each high-priority goal.
 - _ Identify questions you need answered, and who might answer them. Reach out!

DEVELOP A WORK PLAN



- > **Goal:** Develop a work plan with the braided funding team.
- > **Process:**
 - Set goals for the short-, medium-, and long-term.
 - Identify leads for each piece of the plan.
 - List out detailed action steps for each priority listed in the work plan.
 - Include a timeline.

COMMUNICATION AND CONTINUED ENGAGEMENT



- > **Goal:** Develop a communication plan for the braided funding team and other key stakeholders.
- > **Questions to consider:**
 - How will you share information across the core team members?
 - How will you share information with other key stakeholders outside of the core team? How frequently?
 - How will the core team continue to identify additional stakeholders and/or funding opportunities? What is your pitch?

EVALUATE AND ADJUST



- > **Goal:** Develop strategies for continuous improvement for the core braided funding team and the work plan.
- > **Questions to consider:**
 - How often will the core team evaluate progress?
 - How will the core team identify what is working well and what isn't?
 - How will this information be shared across the core team and any other necessary stakeholders?

THE REALITY OF BRAIDED FUNDING



- > Braided funding must benefit all partners, but not always financially.
- > Braided funding works best if you have a narrow and specific goal in mind.
- > Some organizations are better positioned to receive funding, while others are better positioned to give funding (investing).
- > Start small to demonstrate the concept, iron out the wrinkles.
- > This is a long-term strategy, you can go slow.


WIOA STRATEGIES

- > Must be integrated into a partnership
- > Consider cost-savings (efficiency)
 - Case Management
 - Co-location
 - Service Delivery (e.g. online, call centers)
- > Revenue
 - Fee for Service, Discretionary Grants
- > Data Management
- > Flexibility within workforce funding sources?



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Braided Funding Toolkit



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For questions please contact:
Alexandra Waugh, 617.726.4440

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BRAIDED FUNDING TOOLKIT

HOME FUNDING STRATEGIES FUNDING STREAMS ASSESSMENT INNOVATIVE IDEAS



Using the BRAIDED FUNDING Toolkit

Each Accelerating Opportunity state and college team develops a braided funding model—its own standardized and sustainable approach to identifying, utilizing, and expanding funds to support integrated career pathways. State and college teams can use the tools and resources in **The Braided Funding Toolkit** as a guide to thinking about and creating such models.

The Braided Funding Toolkit has four sections:

- **Funding Streams** describes the federal, state, and private funding sources that each Accelerating Opportunity state and college braids together to support integrated career pathways.
- **Funding Strategies** goes beyond the braiding of existing funding streams to describe many potential sources of funding that state and college teams could develop to support integrated career pathways.
- **Assessment** is an interactive tool for the use of college and state teams in determining their current use of each funding stream and strategy, as well as identifying opportunities and challenges to using them to implement and support integrated career pathways.
- **Innovative Ideas** is a searchable database of funding streams and strategies that Accelerating Opportunity states and colleges have used to support integrated career pathways.


BRAIDED FUNDING

In Accelerating Opportunity, braided funding, the weaving together of various state, federal, and private funding streams, along with funding strategies, is critical to implementing integrated career pathways. **The Braided Funding Toolkit** provides Accelerating Opportunity state teams and colleges with resources to identify the major federal and state funding streams that may be available to support integrated career pathways and their students. The toolkit, built in part from the Center for Law and Social Policy's **Federal Funding for Integrated Service Delivery Toolkit**, is designed to support state and college teams through the complex process of developing a comprehensive, sustainable funding model for integrated pathways.

WHY DEVELOP BRAIDED FUNDING?

Colleges and states cannot rely on one or two major sources of funding to support and sustain new and innovative programs like integrated career pathways. They must pull from multiple smaller sources, each with specific goals, target populations, and performance indicators. Braided funding leverages federal, state, and private funds by "braiding" them together to support integrated career pathways and the students enrolled in them.

Just as important, cuts in federal funding for workforce development and education have made it significantly harder for community colleges to serve low-income, lower-skilled, first-generation college goers. For example, Pell Grant funding falls for short of the number of students in need or their level of need. Moreover, the federal government has eliminated, at least for the time being, "Ability to Benefit" eligibility for federal grant and loan



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BRAIDED FUNDING TOOLKIT

HOME **FUNDING STRATEGIES** FUNDING STREAMS ASSESSMENT INNOVATIVE IDEAS

FUNDING STRATEGIES

Funding strategies go beyond the braiding of existing funding streams to include many potential sources of funding that state and college teams could develop to support integrated career pathways. This list includes potential funding strategies identified by JFF and others; we encourage state and college teams to add other options to the list.

[open all](#)

- ▶ **PRIORITIZE FUNDING**
- ▶ **ENGAGE PRIVATE FOUNDATIONS**
- ▶ **PROVIDE FEE WAIVERS**
- ▶ **ALLOW SELF-PAY STUDENTS**
- ▶ **FORM ADDITIONAL PARTNERSHIPS**
- ▶ **EMPLOYER SUPPORT**
- ▶ **ALIGN STATE INITIATIVES**
- ▶ **DOCUMENT IMPACT**
- ▶ **STATE FUNDING ALLOCATION**
- ▶ **EXPLORE ADDITIONAL FEDERAL SOURCES**

EMPLOYER SUPPORT

Employers are funding Accelerating Opportunity pathways in a number of key ways, including tuition reimbursement for incumbent workers, direct financial contributions to programs, and in-kind use of facilities and equipment. To negotiate these types of agreements, colleges and their workforce partners must conduct extensive outreach efforts to local employers, industry associations, and local workforce investment boards focusing on explaining the Accelerating Opportunity model and the potential it has to both raise the productivity of workers and reduce the costs and time associated with teaching basic skills to new hires. Like all braided funding conversations, it is critical that both sides – employer and college – understand how they benefit from the relationship and clearly articulate what they can contribute.

ALIGN STATE INITIATIVES

Consider other education and workforce initiatives that might align with Accelerating Opportunity. For example, allied health initiatives in many states offer financial incentives to colleges or students in order to increase the supply of health care providers. Other initiatives may allow a mixed cohort that includes Accelerating Opportunity students, thereby providing funding and services that may impact Accelerating Opportunity students as well. Colleges and states teams can conduct audits to identify linkage points between different initiatives (target populations, shared outcomes, etc) and then work with their braided funding team to discuss funding overlap opportunities.

DOCUMENT IMPACT

Documenting the impact of public and private funding of career pathways programs can be a powerful tool for advocating for investment in integrated pathways. Accelerating Opportunity is doing this nationally through its formal evaluation, but similar state-level efforts should take place to help make the case for funding, both public and private. As a bonus, collecting data, including costs and benefits, may also help state and college teams reduce costs of Accelerating Opportunity programs while maintaining their effectiveness.

STATE FUNDING ALLOCATION

EXPLORE ADDITIONAL FEDERAL SOURCES

Accelerating Opportunity
IDEAS FOR THE FUTURE

BRAIDED FUNDING TOOLKIT

HOME FUNDING STRATEGIES FUNDING STREAMS ASSESSMENT INNOVATIVE IDEAS

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To inspire your action plans, we have culled some of the most innovative ideas we have seen in the implementation of braided funding strategies.

Use the cloud tag to navigate to relevant ideas, or search by keyword, state, institution or funding stream.

Add Your Own Innovative Idea

Community Based Organizations
Cost Reduction Federal Funding Fee Waivers
Financial Aid Funding Formulas Grants

Partnerships Public Benefits SNAP
E&T Scholarships State Funding Student Services TANF Tuition Reimbursement

Search: Search by Category:

LESSONS LEARNED AND INNOVATIVE IDEAS

SEARCH RESULTS
TAG: Partnerships

CHILD CARE PARTNERSHIP AT WILKES COMMUNITY COLLEGE
Wilkes Community College in Wilkesboro, North Carolina, has partnered with Smart Start, a local child care provider, to provide free child care for eligible Accelerating Opportunity students.
[Read more...](#)

CO-FUNDED POSITIONS
As state agencies continue to better align their efforts and funding streams, it becomes possible to create co-funded positions that work on meeting the goals of two or more agencies. Ideally, these positions provide the impact of a nearly full-time staff person to both organizations, but at half the cost.... [Read more...](#)

CO-LOCATION
Many colleges negotiate co-location agreements with local workforce and social services agencies. Most often in these types of arrangements staff from the outside agency are located on campus either part of full time. There they provide services - typically counseling or career advising - to eligible students, thus freeing up... [Read more...](#)

FUNDING STUDENT TRANSPORTATION COSTS

Perkins Vocational Education

OVERVIEW: Federal funds are available to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in CTE programs. States must allocate at least 85 percent of the funds to eligible recipients, which include local education agencies, two-year and four-year colleges that offer sub-baccalaureate CTE programs, area CTE centers, and postsecondary education institutions controlled by the federal Bureau of Indian Education. The remaining 15 percent is designated for state use.

ELIGIBILITY: A sub-grant recipient must operate a vocational and technical education program that:

- Provides students with strong experience in and understanding of all aspects of an industry;
- Develops, improves, or expands the use of technology in vocational and technical education;
- Provides professional development programs to teachers, counselors, and administrators;
- Develops and implements evaluations of the vocational and technical education programs carried out with funds under the Perkins Act, including an assessment of how the needs of special populations are being met;
- Initiates, improves, expands, and modernizes quality vocational and technical education programs;
- Provides services and activities that are of sufficient size, scope, and quality to be effective; and
- Links secondary vocational and technical education, including Tech-Prep programs, with postsecondary vocational and technical education programs.

PERFORMANCE INDICATORS ALIGNED WITH AO GOALS	USE OF FUNDS	ACTION STEPS
<p>Relevant performance indicators include:</p> <ul style="list-style-type: none"> • Attainment of challenging state-established academic and vocational and technical skill 	<p>Perkins Vocational Education funds can be used for:</p> <ul style="list-style-type: none"> • Curriculum and technology development 	<ul style="list-style-type: none"> • Determine the percentage of funds being made available to AO/TAA pathways programs at each college. • For colleges where AO/TAA pathways programs are receiving

Perkins Vocational Education


Guiding Questions


Use the following questions to engage your team in a strategic planning conversation around this funding stream. Refer to your Braided Funding College Resource Guide for more information.

- In what ways are Perkins funds used to pay for career and technical education programs at your college?
- How are Perkins funds being used to support your AO programs and students? If Perkins funds are not being used to support your AO programs and students, is there an opportunity to do so?
- Are Perkins funds being used for direct scholarships for special populations at your college? Have they been used for this purpose in the past?

Save all Changes To guard against data loss, please be sure to save your changes often.

Notes



NOTE: Please be sure to use the 'Paste from Word' () button when copying from an MS Word document.



This template will assist you in organizing your Braided Funding team and developing a work plan for addressing your top three to five Braided Funding priorities. The work plan template contains three major sections: 1) your braided funding team; 2) the team's purpose and mission; and 3) your top three to five braided funding priorities.


Please list your braided funding team members, including their name, title, and primary roles and responsibilities on the braided funding work (i.e. why are they on your Braided Funding team?). We have also included a space to identify members that you would like to recruit for future participation on the team. The goal for this section is to think about building the capacity of the team to support your mission and goals.


View a state: View an institution:

Work Plan - US  

Save all Changes To guard against data loss, please be sure to save your changes often.

Funding Team Members

Name	<input type="text"/>	
Title	<input type="text"/>	
Role & Responsibilities	<input type="text"/>	

 Add a team member

Needed Expertise

What expertise would you like to add to your braided funding team? Are there external partners that you would like to include?

Mission and Purpose

Write one to three sentences outlining the mission and purpose of your Braided Funding Team. Why are you meeting? What do you want to accomplish?

ACCESSING THE BRAIDED FUNDING TOOLKIT



To log on to the toolkit, go to <http://application.jff.org/>

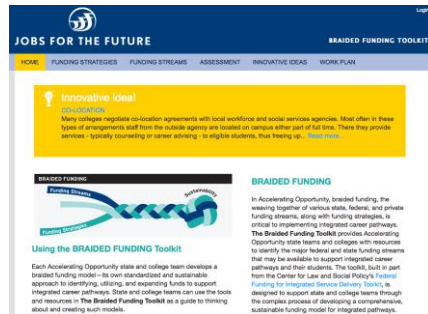
> Click on “Request Access” next to “Accelerating Opportunity Braided Funding”

> Click on the link for “Accelerating Opportunity Braided Funding”

> Click “Log In” in the top right corner and then click on “click here to register”

> Submit your registration request

> Once approved, you will choose your username and password



Braided Funding Examples

KANSAS TANF + ACCELERATING OPPORTUNITY



- > Agreement between KS Board of Regents and Department of Children and Families
- > Provides reimbursement at full rate to colleges for eligible students enrolled in Accelerating Opportunity pathways
- > Student must complete 12 credits
- > Available for individuals not yet enrolled in TANF

PATHS TO PROMISE



- > KY SNAP E&T pilot site
- > Partnership between WIOA, Community College system and Department for Health and Family Services
- > Team-based case management
 - Universal intake
 - Needs assessments mapped back to resources
 - Improved efficiency
- > Employer Resource Networks

READY TO WORK



- > KY TANF and Community College Partnership
- > TANF funds pay success coach and a work-study component based on federal financial aid model
 - Alignment with federal work study allows longer enrollment
- > College provides training
- > Strong outcomes compared to traditional TANF students AND KY Pell-recipients in general.
- > Allowed KY to access more TANF funding

COMMUNITY COLLEGE & WIB



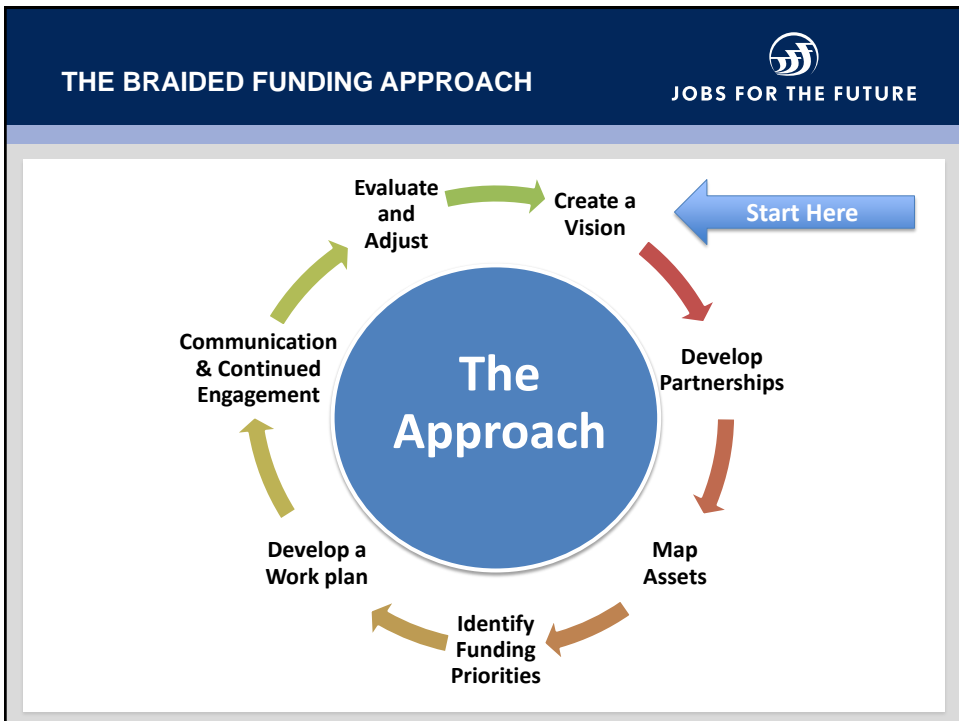
Example: Southeast Kentucky Community and Technical College (SEKY) is partnering with EKCEP, their local workforce development board, to support students in their industrial maintenance pathway.

Details:

- > EKCEP grant for \$50,000 annually to the college to cover any allowable costs (admin, tuition, support) for dislocated workers.
- > SEKY required to enroll at least 25 WIOA-eligible students annually. The college enrolled over 100 WIOA-eligible students in the first year alone.
- > SEKY used funds to cover adjunct ABE faculty, materials, and supplies as well as tuition for non-Pell eligible students. SEKY also offered mercy grants to dislocated workers to cover transportation, mortgage assistance, and other forms of student support.
- > Ability to benefit as a tool to accelerating program start


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What next?



RESOURCES**> Resources:**

- [JFF's Braided Funding Toolkit](#)
- [Blended and Braided Funding: A Guide for Policy Makers and Practitioners](#)
- CLASP's Funding Career Pathways: A [Federal Funding Toolkit](#) for States (see handout)
- U.S. Department of Labor's [Using Braided Funding Strategies to Advance Employer Hiring Initiatives that Include People with Disabilities](#)

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