



KENTUCKY WORKFORCE INVESTMENT BOARD

Board Meeting

9-6-12

Agenda

1:00 PM **Welcome**
Ed Holmes, Chairman

ACTION:

1:05 PM **Minutes of May KWIB Meeting**

1:10 PM **Work Ready Community Certifications**
Crystal Gibson, Chair – Work Ready Communities Review Panel

1:20 PM **State Plan Draft - Review/Comment/Approval**

STRATEGIC PLAN IMPLEMENTATION:

1:25 PM **WORKSmart Kentucky Plan Update Proposal**

1:35 PM **Tech. Ed., Apprenticeships and the German Education System**
Tom West, KWIB Executive Director

DISCUSSION:

1:45 PM **Economic Development & Workforce Collaboration**
Cabinet for Economic Development

REPORTS:

2:15 PM **Jobs for America's Graduates**
Christine Johnson
Senior Advisor, Jobs for America's Graduates

2:25 PM **Performance Measures Committee**
Daryl Smith

2:35 PM **Perkins Statewide Leadership Fund Committee**
Dale Winkler, Office of Career & Technical Education

OTHER BUSINESS:

2:45 PM **National Governors Association State WIB Chairs Meeting**
State Rehabilitation Council – KWIB Representative
Local Plan Review

ADJOURN

3:00 PM

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KWIB Meeting Minutes

May 17, 2012

Kentucky Higher Education Assistance Authority (KHEAA)
Frankfort, Kentucky

Members Present

Jeff Bischoff, Commissioner Beth Brinly (Elizabeth Hack), Rick Christman, Representative Larry Clark, James Cole, Judge Executive Joe Grieshop, Debra Hampton, Hugh Haydon, Senator Larry Hayes (Deputy Commissioner Joe Kelly), Senator Jimmy Higdon, Sandra Higgins-Stinson, Dr. Terry Holliday (Dr. Dale Winkler), Ed Holmes, Kimberly Huston, Robert King (Reecie Stagnolia), Secretary Mary Lassiter, Roger Marcum, Heidi Margulis, Dr. Michael McCall (Dr. Jay Box), Senator Vernie McGaha (Daryl McGaha), Secretary Joseph U. Meyer, Col. Mark Needham, Dr. Judith Rhoads, Daryl Smith, Tom Volta (Scott Gregory), Commissioner Tom Zawacki

Staff Present

Tom West, Steve Rosenberg, Wanda Samuels

CALL TO ORDER

Ed Holmes, Chair, called the meeting to order at 1:04pm

ACTIONS

A motion was made by Darryl Smith and seconded by Heidi Margulis to approve the February 16th, 2012 KWIB Meeting Minutes. Motion carried.

Partner Agreement with Wired 65

Chair Ed Holmes reported that the Executive Committee voted to support the Partner Agreement with Wired 65; as chair Ed Holmes signed. Chair Holmes recommended Col. Mark Needham to represent KWIB.

A motion was made by Sandra Higgins-Stinson and seconded by James Cole to ratify the Executive Committees decision and the appointment of Col. Mark Needham to represent KWIB. Motion carried.

Work Ready Communities

Tom West reported on behalf of Chair Crystal Gibson that in addition to the three counties being certified today and the four counties certified in February there are thirty additional counties at some level of the process to become Work Ready. Nancy Spivey, Vice-Chair of the Work Ready Communities Review Panel, reported that the panel met on April 4th to review three Work Ready Communities applications. The panel is recommending the certification of one county for Work Ready and two counties for Work Ready in Progress.

The resolutions in the form of a motion were:

Henderson County

A motion was made by James Cole and seconded by Representative Larry Clark to certify Henderson County as a Work Ready Community. Motion carried.

Montgomery County

A motion was made by Secretary Mary Lassiter and seconded by Judge Joe Grieshop to certify Montgomery County as a Work Ready Community in Progress. Motion carried.

Madison County

A motion was made by James Cole and seconded by Dr. Judith Rhoads to certify Madison County as a Work Ready Community in Progress. Motion carried.

After each motion passed, those representing the individual counties were welcomed forward to receive their certificate and certification packet.

KESP Appointment

Chair Ed Holmes recommended to the Board the appointment of Billie Hardin of KCTCS to the Kentucky Energy Sector Partnership Board. Hardin will replace Vince Dinoto also of KCTCS who resigned.

A motion was made by Commissioner Tom Zawacki and seconded by Darryl Smith to approve the appointment of Billie Hardin to the Kentucky Energy Sector Partnership Board. Motion carried.

State Plan Outline

The most recent State Plan submitted to the Department of Labor was for one year. KWIB is now required to submit a new plan for a five-year period. The outline presented will be used by staff to develop a plan tied back to the KWIB Strategic Plan. A draft of final document will be reviewed at August meeting for approval.

A motion was made by Hugh Haydon and seconded by Dr. Judith Rhoads to approve the outline and to authorize the staff to move forward with development of the document. Motion carried.

Statewide Reserve Investment Strategy

Tom West gave an overview as to the status of the Statewide Reserve Investment Funds. The Proposed Strategy for investing funds from previous years that were de-obligated due to projects under budget or never pursued. This Strategy was based on priorities expressed by this board in a recent survey as well as priorities of local area directors. Darryl Smith expressed appreciation of Commissioner Brinly and state staff for reaching out to educate and help the local workforce area's on this issue.

A motion was made by Representative Larry Clark and seconded by Heidi Margulis to approve the strategy. Motion carried.

STRATEGIC PLAN IMPLEMENTATION:

National Career Readiness Certificate – Employer Benefits

Daryl Smith introduced Dave R. Williams, Vice-President of Utility Services for NW Natural in Portland, Oregon. Dave gave a synopsis of the morning's workshop "**Building Employer Buy-In for National Career Readiness Certification**". Dave shared with the board a summary of how NW Natural has achieved a competitive advantage in hiring and promoting workers by using WorkKeys and the NCRC program.

Eligible Training Provider List

Rick Christman, Project Champion, gave a presentation on the Eligible Training Provider Project.

REPORTS:

Performance Measures Committee

Commissioner Tom Zawacki presented the board and update on Performance Measures. A new member to the committee, Christina Whitfield, of KCTCS, offered insight on how KCTCS when through this process and questions they developed to test each Key Performance Indicator. The questions are 1) Does this indicator have communication power? 2) Does this indicator have data power? 3) Does this indicator have proxy power? This is the approach the committee is going to take over the next few meetings.

LWIB Financial Reports

Secretary Joseph U. Meyer provided an overview and history of the Local Workforce Investment Boards Financial Performance. Over the years there have been many requests for reports on how the Workforce Investment Funds are used at the local level. In 2010 the cabinet with cooperation from the Office of Employment and Training and the local Workforce Investment Board's, developed a similar report to what you see today. This was an internal report to see if the project could be done, and it was successful. A public report was created for fiscal year 2011; this is what you see today. The cabinet is not offering any analysis or commentary on the data, but feels it is filled with quite a bit of interesting and useful information. Secretary Meyer invited the Board to review the report, think of any questions, and offer suggestions on how the report can be improved in the years going ahead.

LWIB Presentation

Michael Gritton, Executive Director, KentuckianaWorks gave a presentation on their "Summer Youth Program"

NEW BUSINESS

P-20 Data Collaborative

Representative Larry Clark recommended a forum on the P-20 Data Collaborative at a future KWIB meeting.

ADJOURN

With no further business, a motion to adjourn was made by Representative Clark, seconded by Heidi Margulis. Motion Passed.
Adjourned 2:47pm

Kentucky Work Ready Communities

Review Panel

Recommendation

7-11-12

A Resolution:

The Kentucky Workforce Investment Board certifies Adair County as a Work Ready Community In Progress based on the Kentucky Work Ready Communities Review Panel recommendation and the application submitted. And, that Adair County shall have the right to apply to become a Certified Work Ready Community in accordance with the program guidelines. Adair County may promote itself as a Work Ready Community In Progress including, but not limited, to the display of signage and statements on publications and electronic media. This promotion shall be undertaken in such a manner that conforms with any design guidelines provided by this board, its staff or that of the Education and Workforce Development Cabinet. Adair County may also promote themselves as part of a Work Ready Region, provided the region consists of at least one other certified Work Ready and or Work Ready In Progress County or Counties contiguous to at least one boundary of Adair County.

August 16, 2012

Hugh Haydon
Vice Chairman
Kentucky Workforce Investment Board

Kentucky Work Ready Communities

Review Panel Recommendation 7-11-12

A Resolution:

The Kentucky Workforce Investment Board certifies Hopkins County as a Work Ready Community In Progress based on the Kentucky Work Ready Communities Review Panel recommendation and the application submitted. And, that Hopkins County shall have the right to apply to become a Certified Work Ready Community in accordance with the program guidelines. Hopkins County may promote itself as a Work Ready Community In Progress including, but not limited, to the display of signage and statements on publications and electronic media. This promotion shall be undertaken in such a manner that conforms with any design guidelines provided by this board, its staff or that of the Education and Workforce Development Cabinet. Hopkins County may also promote themselves as part of a Work Ready Region, provided the region consists of at least one other certified Work Ready and or Work Ready In Progress County or Counties contiguous to at least one boundary of Hopkins County.

August 16, 2012

Hugh Haydon
Vice Chairman
Kentucky Workforce Investment Board

Kentucky Work Ready Communities

Review Panel Recommendation 7-11-12

A Resolution:

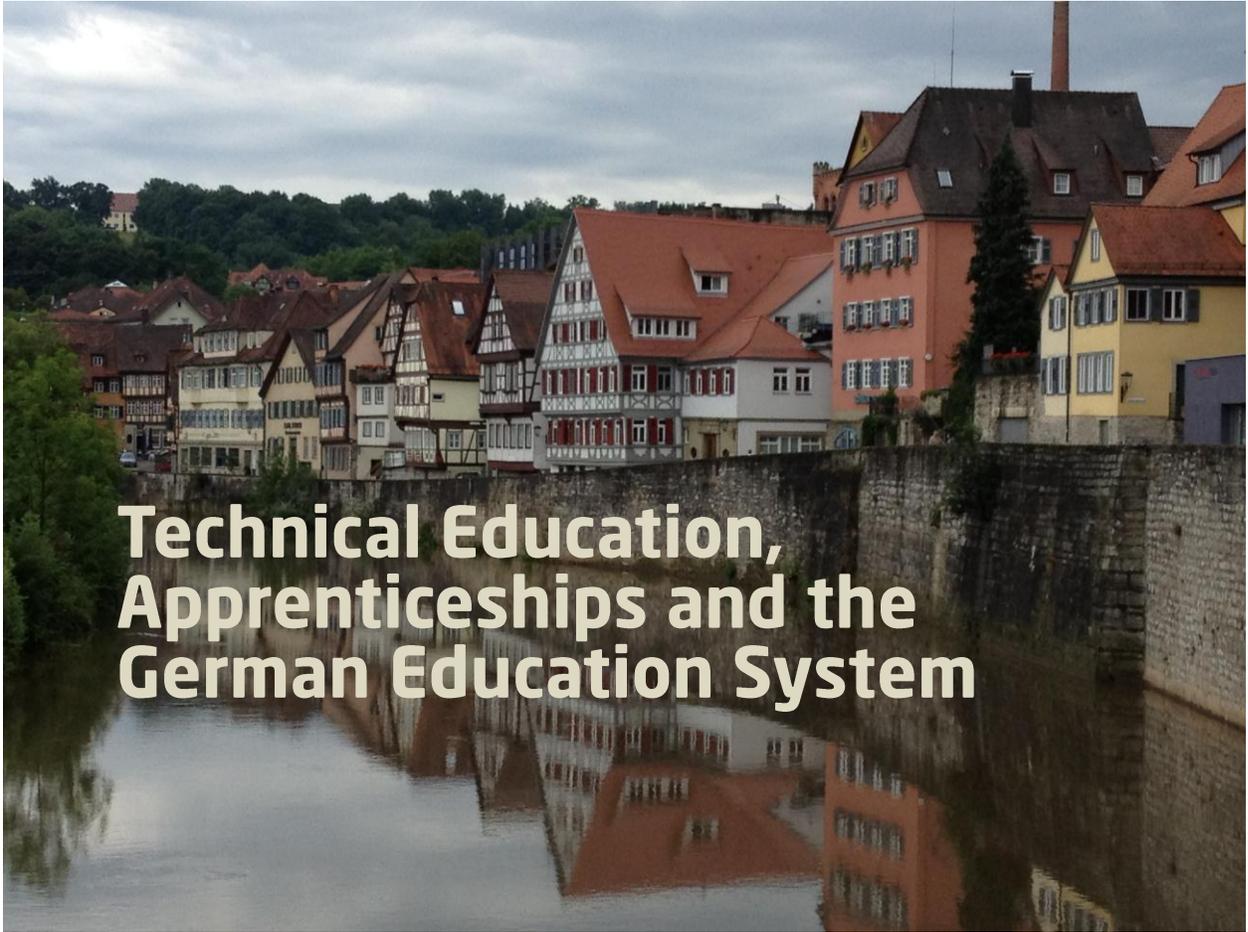
The Kentucky Workforce Investment Board certifies Union County as a Work Ready Community In Progress based on the Kentucky Work Ready Communities Review Panel recommendation and the application submitted. And, that Union County shall have the right to apply to become a Certified Work Ready Community in accordance with the program guidelines. Union County may promote itself as a Work Ready Community In Progress including, but not limited, to the display of signage and statements on publications and electronic media. This promotion shall be undertaken in such a manner that conforms with any design guidelines provided by this board, its staff or that of the Education and Workforce Development Cabinet. Union County may also promote themselves as part of a Work Ready Region, provided the region consists of at least one other certified Work Ready and or Work Ready In Progress County or Counties contiguous to at least one boundary of Union County.

August 16, 2012

Hugh Haydon
Vice Chairman
Kentucky Workforce Investment Board

Timeframe	Activity	Methodology	Responsibility
Sept. 2012	Validation of Vision Statement and Goals.	On Line Survey	Staff
Sept. 2012	Collection and synthesis of feedback and input received since adoption of the plan.	Document Review	Staff Executive Committee
Sept. 2012	Strategic Initiatives – Categorized as “Implemented,” “Being Implemented,” “In Design Phase,” or “No Substantive Activity.”	Status determined as of August 31, 2012	Staff
Oct-Dec 2012	Summary of Key Performance Indicators work. Application of these to “Implemented” projects. Identification of KPIs applicable to other initiatives.	Application of Zawacki Committee product to implemented projects.	ROI Committee*
Oct-Dec 2012	Identification of key areas for improvement or modification to all initiatives “Implemented” or “Being Implemented.”	On Line Survey Interviews	Staff KWIB Members Steering Committees Executive Committee
Nov-Feb 2013	Identification of any new initiatives and update “No Substantive Activity” initiatives.	On Line Survey Interviews	Staff KWIB Members Steering Committees Executive Committee
March 2013	Add a narrative about importance of Return On Investment at all levels of the system and include language about leveraging investments.	Narrative	ROI Committee*
April 2013	New plan document to reflect new brand identity, new system model.	Document Formatting	Staff
April 2013	Executive Committee Review of Draft Document w/recommendation to full KWIB.	Review/Edit	Executive Committee
May 2013	KWIB Review/Approval.	Review/Edit	KWIB Members
May 2013	Submit to Governor’s Office.		KWIB Chair

*New Committee to be appointed by KWIB Chair



Technical Education, Apprenticeships and the German Education System

Skills Initiative

“Skills Initiative is a win-win idea. Everyone benefits. German-American cooperation in workforce skills development will provide opportunities in local communities across the USA for good jobs, quality training and businesses that succeed in the US and global markets.”

-- Ambassador Peter Ammon



Ambassador Peter Ammon speaking at the Aspen Institute. (© Germany.info) The German Embassy in Washington, DC presents “Skills Initiative” as one of the cornerstones of its work for 2012 and 2013.

Through the “Skills Initiative,” the German Embassy is bringing together German and American businesses and local education/training providers with the aim of developing training programs best suited to businesses’ needs. The embassy launched “Skills Initiative” to identify and spread best practices in sustainable workforce development in the USA.

- The “Skills Initiative” was kicked off at a conference on May 16, 2012 in Washington, DC. For more information, see “What Works in American and German Manufacturing,” below, as well as the link to the Aspen Institute on the right.
- Ambassador Peter Ammon had a meeting on this issue with the German CEO Roundtable in the USA at the German Embassy on May 15, 2012.
- On May 22, 2012 the German CEO Roundtable of the Carolinas discussed how German companies can work together to address the shortage of skilled workers (See link below entitled "CEO Roundtable for Carolinas Discusses Skilled Workforce Development").
- In recent meetings with the governors of Ohio, Virginia and Massachusetts, Ambassador Ammon encountered great interest in the subject.

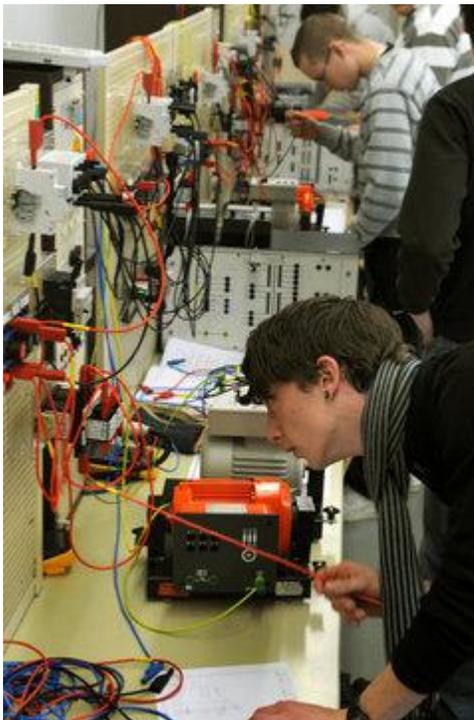
Now the embassy, through “Skills Initiative,” is seeking cooperation with federal states, locally convening groups of German companies and bringing them together with training providers so that they can work on the best fit for training programs in their area.

Throughout the USA, German and American companies have identified workforce skills as a key challenge to their success. It is a factor in investment decisions.

German companies can make a decisive contribution to solving the problem because they are familiar with the excellent vocational and education training system in Germany. It is called the “dual system of vocational training” and is a major reason for Germany’s economic success. It provides sound qualifications in the crucial space above high school and below university.

In Germany, companies and the public sector share the responsibility for workforce training. Trainees split their time, learning both on the job as well as in a school setting. The private and public sectors work hand in hand to develop a coherent curriculum and provide optimal training facilities – always bearing in mind the real-world requirements of business. The result is a workforce that is well qualified to succeed in an advanced economy. Find out more about the training system in Germany in the article on the right, “The German Vocational Training System: An Overview.”

The German Vocational Training System: An Overview



Students from a Leipzig chamber of vocational study, ply the electrician's trade, here learning control engineering. (© picture alliance / dpa) The German vocational training system, with its combination of classroom and business, theory and practice, learning and working, is recognized worldwide as a basic and highly effective model for vocational training. The dual system is firmly established in the German education system, having, as it does, firm roots dating back to the Middle Ages. An essential characteristic of the dual system is the cooperation between largely private companies, on the one hand, and public vocational schools, on the other. This cooperation is regulated by law. The term “dual” also denotes a specific constitutional situation in Germany, where the federal government is responsible for vocational training in the companies, and the federal states (Länder) for the vocational schools. Thus, the German dual system of vocational training combines theory and practice, knowledge and skills, learning and working in a particularly efficient manner.

In Germany, there are currently some 350 officially recognized occupational standards. These standards are a central element of the German vocational training system. Although they are incorporated in state law, trade and industry also play a decisive part in their formulation.

In Germany, more than 50 percent of all students who were college-bound in high school but decided against university apply for vocational training, and many companies participate in vocational training. Companies provide training voluntarily, and often at their own expense, because they believe that this is the best way to meet their own need for skilled staff.



Private companies bear two-thirds of the total costs spent every year on (initial) vocational training in Germany – costs which amount to an average of 15,300 euros per trainee per year. Businesses that take part in the practice consider training their own new employees the best form of personnel recruitment. Training companies save on recruitment costs and the cost of new-employee training. They also avoid the latent risk of hiring the wrong employee for the job. The main benefit for trainees is receiving market-relevant training that improves their chances in the labor market while simultaneously improving social skills and developing personality. Finally, the state, too, benefits from the dual system through easing the burden on public budgets by participation of the enterprises and by keeping the workforce up to date.



_Counting the peas. A trainee cooking a pot of soup at a hotel near Berlin gets on-the-job instruction.(© picture-alliance / ZB) The German dual system has proved its success over a long period, and it still shows its ability to react quickly and effectively to the many changes currently affecting the economy and society.

Demographic development, the globalization of markets, new technologies and new work organization models require new educational policy structures in order to respond to the demand for a qualified workforce.

As countries with strong internationally competitive economic, scientific and technological capacities, the USA and Germany have a strong strategic interest in the best concepts for qualification. Both countries design education and training based on the economic and societal demands of lifelong-learning, which focus on competencies and employability, as well as the promotion of transparent and transferable qualifications and the broadening of career paths.

_Two students of automation technology get to apply what they've learned at a classroom in a vocational setting.(© picture alliance / dpa) The Federal Ministry of Education and Research (BMBF) and the US Department of Education (ED) agreed to an intensified cooperation on the topics of "qualifications standards in automotive production" and "green occupations". The Federal Institute for Vocational Education and Training (BIBB) in Bonn maintains a long-lasting cooperation with the American Association of Community Colleges (AACC) based on a cooperation agreement signed in 2003. On this basis, joint conferences, expert seminars and study visits in Germany and the USA took place.

Challenged by the current global economic crisis and climate change, Germany and the USA are interested in viable competitive models for education and training, which adequately address the demands of sustainable economic development. At a first bi-national expert workshop called “Globally Competitive and Sustainable Qualifications in Vocational Education and Training,” held in Bonn in May 2010, eight bilateral cooperation initiatives in the fields “automotive production” and “green occupations” have been set up. Involved in these initiatives are Siemens Technik Akademie with their US-partner Macomb Community College and DEKRA Akademie together with the Kentucky Center for Excellence in Automotive Manufacturing & Workforce Education (AMTEC). The goal of the Siemens-Macomb-project, “SmartGrid and electric

mobility,” is to raise awareness of sustainability with regard to new technologies, such as energy efficiency and energy storage. The DEKRA-AMTEC initiative, called “Global Automotive Education Network (GATEN),” aims to establish a lasting exchange on German and European standards while transferring the ideas behind AMTEC to German small and medium-sized businesses.

CEO Roundtable for Carolinas Discusses Skilled Workforce Development

Jun 22, 2012

The growth of German-American manufacturing is straining the availability of skilled workers across the country. Evidently this has been recognized in the Carolinas as well. On Tuesday, May 22, Consul General Lutz Görgens and German Embassy Minister Peter Fischer joined an enlightening examination of this condition at a CEO Roundtable for Carolinas Manufacturing Companies, hosted by Siemens in Charlotte, North Carolina. Organizers were quick to say that alleviation is a work-in-progress and one meeting is not a real “success story.” Still, the effort put into its conceptualization and implementation already seems noteworthy -- and may be encouraging to other German-American businesses that are experiencing similar problems.



(© Hans Faulstich) Pictures from CEO Roundtable (left): Top: Group of 20+ CEO's listen to presentation on Skilled Workforce. Bottom left: Lutz Görgens and Peter Fischer address CEO's. Bottom middle: CEO organizer Hans Hartenstein explains the agenda. Bottom right: Siemens executive Mark Pringle welcomes guests.

The origins of this CEO Roundtable go back as far as November of 2011, when German Ambassador Ammon and Consul General Görgens met in Atlanta with leaders from German firms located in the South. Out of talks with plant managers from companies like BMW, Volkswagen, and Daimler came the idea to organize a German-American “CEO Roundtable for Carolinas Manufacturing Companies.” The first conference was envisioned to address perceived skills shortages by encouraging the spread of dual-track training programs that are prevalent in Germany. Hans Hartenstein of STEAG Energy Services volunteered to lead this effort.

In January of 2012, Consul General Görgens and Hans Hartenstein met in Charlotte, North Carolina to assess conditions in the Carolinas and recruit other organizers for a CEO Roundtable kickoff. Both knew the Charlotte area is home to over 200 German companies, so it could be assumed that some CEOs already appreciated the value of vocational education and training. But they also realized there were impediments to the formation of German-style industry / education / government partnerships that had to be recognized as well.

The so-called “Charlotte Region” encompasses a 16 county area spread across two states (North and South Carolina) and employs about 190,000 manufacturing workers in unevenly dispersed plant locations. While its 70 largest German companies employ well over 15,000 manufacturing workers, only three (3) have operations with more than 500 employees at one work site (Daimler Trucks, Schaeffler Group, and Siemens Energy). Thus organizing a CEO Roundtable that would be representative of regional German-American businesses interests would be somewhat like forming an area-wide Mittelstand. But at least there were places to start.

By February, three more local volunteers had accepted the challenge to organize the first CEO Roundtable for the Carolinas. Joining Hartenstein was a fellow manufacturing CEO -- Mike Birkle of Pfaff Molds. Two others were independent consultants with relevant expertise and regional connections (Hans Faulstich of BSI-Business Solutions and Mike Horrigan, a former HR executive with Schaeffler Group). These four then began the work of organizing a CEO Roundtable that would convene in less than four months.

On May 22nd, 23 executives representing 20 Germanic-American companies gathered at the Siemens Energy plant to discuss Skilled Workforce Development. They were joined by Consul General Lutz Görgens, Honorary Consul Kurt Waldthausen and German Embassy Minister Peter Fischer. First, each CEO introduced himself and his company, thereby forming new connections among region leaders. Next, Lutz Görgens and Peter Fischer spoke of current thinking about “Workforce Training - What Works in Germany and the USA”, including global perspectives expressed at the Aspen Institute conference in Washington DC on May 16th.



(© Michael Horrigan) Participating CEOs were given time to share their perceptions about workforce development practices. Discussions were spirited throughout a presentation of findings in a specially prepared report on Skilled Workforce Development in the Charlotte Region. Regional issues and views about the adaptability of German-style training models were freely debated. Reactions by so many CEO's -- from well-known German companies like BMW, Bosch, and Siemens / privately held manufacturers like Schaeffler Group / as well as small & medium sized firms like Groninger and SGL Carbon – showed organizers the Roundtable was meeting expectations.

Participants of the CEO Roundtable then toured the Siemens factory. It is becoming the North American manufacturing hub for the company's turbine and generator businesses. Executing its growth plans has challenged Siemens to hire 800 more skilled workers since the beginning of 2011. Meanwhile, other German manufacturing companies in the region (especially Daimler Truck in NC and the Schaeffler Group in SC) were re-hiring another 1,700 workers. Together, they forecast the need to hire as many as 1,600 more skilled workers by the end of 2012. Knowledge of such “hard facts” warned CEOs of a looming skilled labor shortage in the Charlotte Region. Walking the floor of the Siemens factory gave participants the time to consider the news.



(© Hans Faulstich) After the tour, CEO Roundtable participants reconvened and quickly reached two conclusions: 1) Changes are urgently needed to avert an impending skilled labor shortage in the Charlotte Region; and 2) CEOs are willing to collaborate in a group undertaking to alleviate such conditions, if and when individual actions are insufficient. On behalf of the German Consulate General and the German Embassy, Dr. Görgens and Mr. Fischer pledged their support

to any business-led effort where local CEOs take the initiative – much like their predecessors did in Germany years ago. Organizers promised to distribute highlights of the CEO discussion sessions and maintain its communication network for some time. For now, Skilled Workforce Development is a business need proven to the CEO Roundtable for Carolinas Manufacturing Companies. Time will tell if a Catalytic Reaction is the result.

Article by Michael Horrigan, SPHR

Principal - M/H/R Services LLC



KENTUCKY WORKFORCE INVESTMENT BOARD

Board Meeting 8-16-12

SPECIAL DISCUSSION MATERIALS

The Executive Committee has set aside a significant amount of discussion time on the agenda to address the topic of:

Economic Development and Workforce Collaboration

The following pages are excerpts from Kentucky's application for federal Workforce Innovation Funds. Although we were not awarded funding in the initial round, the Executive Committee knows that the innovative approach proposed in the application merits discussion. Specifically, they would like to focus on how we can move forward despite the lack of funding from the federal government.

PLEASE READ THESE DOCUMENTS AND BE PREPARED FOR A DISCUSSION ABOUT NEXT STEPS AT THE AUGUST 16TH BOARD MEETING.

EDUCATION & WORKFORCE DEVELOPMENT CABINET
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Description of the Problem or Issue

Factor 1 - Problem or Issue and its Relevance to the Workforce Investment System

A primary goal of the Kentucky Workforce Investment Board's (KWIB) strategic plan is to align the Commonwealth's workforce development system with economic development strategies. The vision addresses the needs of prospective employers, as well as Kentucky firms looking to expand in the State via a comprehensive, cohesive, unified approach we call "The Kentucky Solution." This collaborative approach delivers on Kentucky's new brand, integrating economic and workforce development solutions.

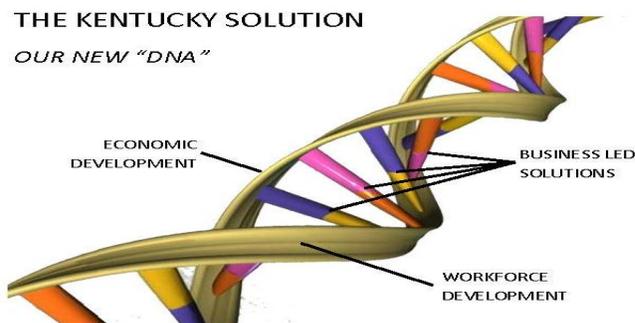
Over the past two years, the Kentucky Cabinet for Economic Development (KCED) and the Kentucky Education and Workforce Development Cabinet (EWDC) concentrated on efforts to cultivate and nurture a stronger relationship. This relationship will attract new, high-demand jobs and fortify the talent pipeline. Kentucky currently lacks a competitive approach to aligning economic and workforce strategies and resources in order to attract, develop and retain business in today's global economy. Both cabinets agree that it is necessary to change the culture of our systems. We must make the collaborative process part of our DNA and not just an occasional activity when it is convenient.

The two cabinets have worked to align sectors and develop a coordinated strategic approach to service delivery. However, this partnership has not transcended to an overhaul of our respective service-delivery systems. Regional stakeholder input sessions demonstrated our ineffective in meeting business demands.

This partnership has not become a part of our policy, governance or administrative structures. Current business services strategies are not fully aligned resulting in a lack of coordination. Policies and procedures fail to provide a common solution to address business needs and identify and develop talent pipelines which meet the skill, recruitment and retention needs of employers. There is no mechanism to share or report data,

identify agency leads or develop and utilize common protocols. Kentucky has ineffective tools in place for measuring return on investment — the impacts and outcomes of our investments.

To better assist the long-term un- and under-employed, Kentucky must alter its “DNA” to focus on sector strategies and industry partnerships, leading to effective career pathways for high-demand jobs that are key to our economic future. The Kentucky Solution is based on strong partnerships, regionalism, leveraged resources, entrepreneurship, talent development and responsive employer services.



Creating the framework for The Kentucky Solution approach and changing our DNA means: resetting executive, regional and local policies, operations and practices; understanding the business climate and development needs; promoting the Kentucky brand; supporting sustainability, innovation and technology; and fostering an entrepreneurial culture. An employer-led solution is a must. Their leadership, through industry partnerships, will bring the sector strategies to life and serve as the basis for developing a world-class talent development pipeline producing best in class employees for employers.

Factor 2 – Qualitative and Quantitative Evidence of Problem on Program or System Performance

Regional stakeholder meetings provided substantial insight into customer perceptions and unmet employer needs in Kentucky’s workforce development system. Stakeholders reported significant workforce quality skill gaps. The meetings revealed that in some areas business service teams lack the finesse and knowledge to fully respond to employer needs. This project also revealed the need to improve communication with

economic development partners at all levels, to develop tools for business analysis (forecast growth and retraction of employers), and to provide a consistent service delivery approach.

Since January 2008, KCED reports 268 prospective new employers decided to locate elsewhere after exploring Kentucky's labor force. These projects represent the loss of more than 8,000 new jobs and \$462.8 million in capital investment. Included are all projects that would/would not have or received incentives. Despite no guarantees that all of the jobs would have materialized if the quality of the workforce had been better, we can conclude that there is a lack of alignment between the current skills found in the Kentucky workforce and the types of projects economic development officials are targeting.

An analysis of KCED's "Unbridled Future" strategic plan and the KWIB's "Kentucky Target Sectors" report reveals commonality between the two independent research documents in areas such as manufacturing, transportation and healthcare. A closer look reveals more parallels within the KWIB's Business Services R&D sector and the Technology sector identified in the KCED plan. This alignment sets a foundation for developing the collaborative culture required to deliver The Kentucky Solution

According to a 2006 National Governor's Association report, "Sector Strategies: Regional Solutions to Worker and Employer Needs," the main challenges to the education and workforce system include:

Lack of Meaningful Employer Engagement ...the percentage of employers that utilize the one-stop centers to meet their workforce needs remains relatively small. There also is no mechanism to ensure WIB members represent those that use the system, creating a possible disconnect between those businesses represented on the board and those that use or might use the systems' services. Similarly, most states have no formal mechanism for aligning K-12 and postsecondary curricula with industry skill needs.

Without a way to maintain an ongoing dialogue with industry, government programs cannot adequately understand industry needs, facilitate learning between related businesses, or formulate effective solutions. Subsequently, employers look elsewhere to address their workforce needs, and public systems lose out on opportunities to connect low-income, low-skilled workers to good jobs and keep strong industries in their regions.

Lack of Coordination Among Key Stakeholders

A lack of coordination exists among the various stakeholders who have influence over regional labor markets. In most states, there is no single entity with responsibility for bringing the different systems—and other key stakeholders—to the table. For public systems, funding streams lead

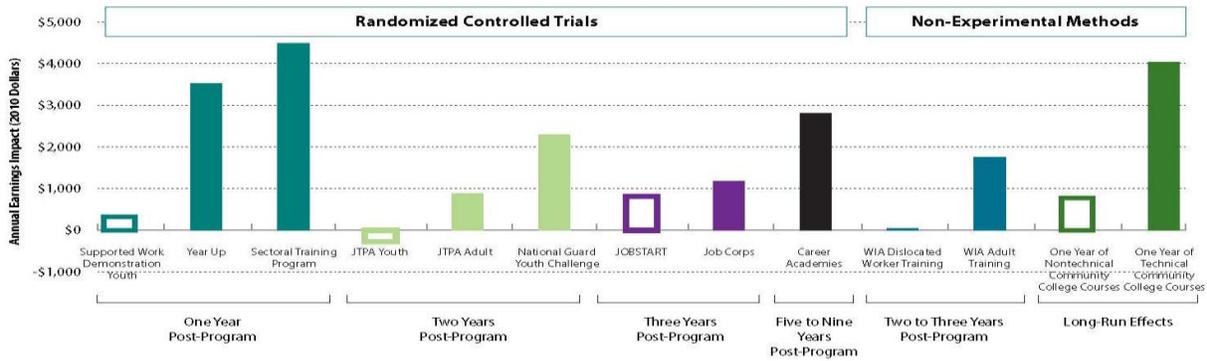
organizations to focus on specific categories of individuals (e.g., welfare recipients, unemployed workers) or single firms, making it difficult to focus on the larger challenges confronting regional economies. Further, cultural differences between organizations – including terminology, different definitions of customers, and divergent performance measures – can be daunting obstacles to collaboration.

As a result, regions have no shared vision or set of priorities, leading to lost opportunities for collaboration, leveraging resources, and coordinating information that could lead to a deeper understanding of industries and their needs. Rather than bringing together information and resources to maximize impacts and take projects to scale, programs are confined to small victories.

The report identifies several states, Pennsylvania, Michigan, Massachusetts and Indiana, that saw dramatic improvements after aligning economic and workforce development strategies through a sector approach.

In November 2011 Brookings Institute study, “Building America’s Job Skills with Effective Workforce Programs: A Training Strategy to Raise Wages and Increase Work Opportunities,” concluded sector-based training investments yield better earnings for participants than all other traditional training programs.

Training Program Earnings Impacts by Years After Training



Source: Bloom, Orr, Bell, Cave, Doolittle, Lin, and Bos (1997); Cave, Bos, Doolittle, and Toussaint (1993); Heinrich et al. (2008); Jacobson, Lalonde, and Sullivan (2005c); Kemper, Long, Thornton (1981); Kemple and Willner (2008); Maguire et al. (2010); Millenky et al. (2011); Roder and Elliott (2011); Schochet et al. (2008).

Notes: The bars indicate the earnings gain from participating in each program. Solid bars indicate results that are unlikely to have occurred by chance (i.e. results that are statistically significant at the 10% level). In general, impacts here are for the latest postprogram years that were reported. Impacts are intent-to-treat for experimental studies. For JTPA and community college, impacts are averages of (1) impacts for men and (2) impacts for women.

The study concludes:

If the United States is to remain a global economic leader, we cannot leave large segments of the population behind. Some of America’s most vulnerable populations—disadvantaged and displaced workers—are at risk of being left out of the nation’s economic recovery due to skills deficits that inhibit their full participation in the workforce. By scrutinizing existing programs to identify best practices and prioritizing scarce dollars toward the most effective models, we can begin retooling our training agenda to meet the needs of today’s economy and begin building America’s workforce for the future.

Our plan for aligning workforce and economic development based on sector strategies is tied to this vision.

Strategic Approach and Logic Model

Goal 1 –Vertical and horizontal policy alignment between workforce and economic development

Expected Outcomes – a statewide vision, measurable goals and business service framework addressing: partnership and confidentiality agreements, business service resource guides, business turnaround assistance, a proactive business services process and business protocols for supporting existing business.

Goal 2 – Employer-led state and regional sector strategies

Expected Outcomes – viable industry partnerships in the targeted sectors, decrease the number of employers leaving the state due to workforce quality, increase number of new employers, increase leveraged resources for training in identified sectors, increase quality of workforce with skills required by target industry sectors and increase incumbent worker retention rates within targeted sectors.

Goal 3 - A world-class talent pipeline

Expected Outcomes – adoption of a career pathways framework by the education partners; career pathways aligned to support targeted sectors and occupations; increase the number of low-income, disadvantaged workers and job seekers gaining industry-recognized credentials in the pathways; and alignment of education policy around career pathways supporting the emerging workforce.

Goal 4 – An interagency customer relations approach

Expected Outcomes – a solutions-based business services approach, increase employer market penetration, increase information sharing among partners, more sophisticated business intelligence, and streamlined communications throughout the Kentucky Solutions Team.

Goal 5 –Return on investment

Expected Outcomes – consensus around a set of key employer and workforce performance indicators, data-driven policy and investment decision-making, and a publicly accessible dashboard featuring levels of investment and results in terms of employer and workforce factors.

Activities and Interim Outputs

Goal 1 - At the cabinet level, we will engage key state and regional business, education, economic and workforce development leaders in a series of discussions to set a statewide vision with measurable goals.

Building on this process, key stakeholders will collaboratively develop and adopt a business service framework addressing: partnership and confidentiality agreements; business service resource guides; business turnaround assistance; and business protocols to support and encourage consistency in business retention and expansion efforts at the regional level. These will become foundational elements of unified business service/economic development teams across the Commonwealth.

Teams will include economic and workforce professionals along with education partners such as the Kentucky Community and Technical College System (KCTCS) and Kentucky Adult Education (KYAE). These activities will provide tools to help local leaders form meaningful regional alliances, leverage resources and embrace new economic development strategies like sector initiatives. Regional efforts will provide distinct career pathways for the long-term unemployed and the emerging workforce.

Goal 2 - The Kentucky Solution will support and promote the use of industry-led, state and/or regionally defined sector-focused partnerships that build and shape the workforce. A critical activity will be to advance existing industry partnerships from strategic planning to implementation, harnessing the public/private resources to ensure a strong emerging workforce as well as a retooled incumbent workforce. We will also provide seed capital to new industry partnerships supporting the state and regional targeted sectors.

On the technical assistance front, we will assess skill needs in targeted sectors, expand and leverage sector strategies' website and toolkit, align grants to Industry Partnerships with KWIB and KCED strategic plans and targeted regional sectors, and develop target sector profiles. Supports to industry partnership may include the following: sharing applicable research; convening conference calls; arranging peer-to-peer learning exchanges; managing speakers/web cams and industry partnership blogs; conducting industry partnership forums and "Live Meeting/Meet Now" sessions; creating shared resource page/topics and events; and providing support with developing strategic plans. We will also hire three regional profilers to will work across the state with industry partnerships to target jobs by sector.

Goal 3 - Kentucky recognizes that it has to improve efficiency and responsiveness to job seekers and employers. The focus of activities tied to this goal must be on building the educational infrastructure needed

to train the emerging workforce, retool the current workforce and re-engage the structurally unemployed for high-demand industries while stressing academic and career education. This includes:

- adopting a career pathways framework,
- aligning educational policy and practice to support it,
- implementing a Career Pathways Integrated Education and Training (IET) model/approach, developing tools that aid job seekers in making informed decisions about their career paths, and
- increasing the number of adult students earning a National Career Readiness Certificate (NCRC) and/or high school equivalency credential, stackable credentials and successfully transitioning to the workforce and/or postsecondary education.

The education partners along with key employers, and economic and workforce development representatives will form a steering committee to research models and approaches. They will then choose a career pathways framework for all pathways work via industry partnerships and other collaboratives. Documents on the roles and responsibilities of partners in building the career pathways frameworks will be developed. Then the work of aligning existing and new career pathways supporting targeted sectors/occupations identified by Industry Partnerships must begin in the educational system. The steering committee will then start evaluating and aligning policy and practice in the education system to support learning through career pathways. These activities/outcomes will be leveraged with Kentucky's Accelerating Opportunity (AO) grant. A collaborative partnership with a compelling statement: Kentucky's vision for the AO initiative is to implement a collaborative career pathways model that prepares students to be college and career ready. Specifics can be found at: <http://www.acceleratingopportunity.org/>.

Goal 4 - Kentucky's proactive approach means that The Kentucky Solution team must make a significant shift in its approach to business services at every level of the enterprise to be truly solutions based. The activities tied to this goal are focused on developing strategic tools required to make that shift.

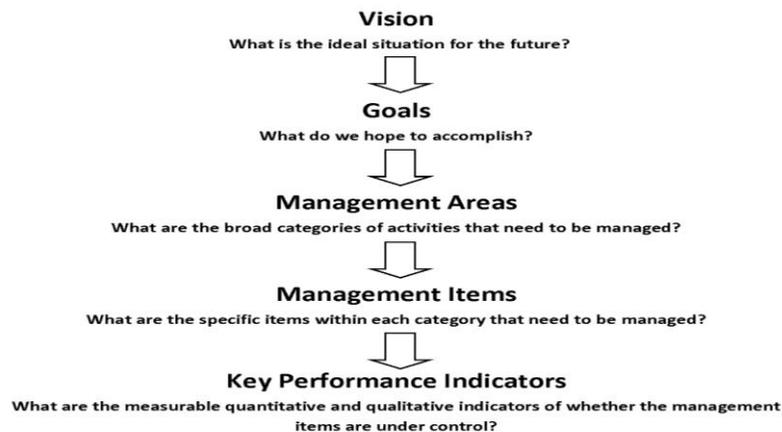
We will explore off-the-shelf tools versus in-house technology solutions supporting customer relationship management systems such as Executive Pulse and Sales Force.

The Commonwealth will engage stakeholders at every level to develop a tool that delivers an assortment of services. This engagement will assure user-friendly, intuitive interfaces and multi-dimensional input from partners such as the Department of Workforce Investment, KCTCS, KYAE, economic development organizations/chambers of commerce and local Workforce Investment Areas.

This collaborative platform will support the established business visitation\contact information needs, track solutions-based service work and facilitate communications among team members. The Kentucky Solution team will be trained to effectively use real-time data, facilitate sector selection, ensure employer assessed talent needs are clear, provide organizational support to targeted sectors, align education and training needs with sectors, align business services with sectors and plan for continuous improvement and sustainability.

Goal 5 – ROI is a critical decision-making tool that maximizes the state’s workforce, economic development and education investments. Given the wide range of stakeholders, it is critical that the ROI tools are developed with the input of these groups and with easy access to the latest available data presented in an understandable way, especially for industry partnerships, economic development partners and local and state workforce officials. To accomplish this, we will work closely with a former executive of Toyota Motor Manufacturing to adapt their private-sector model for performance measurement to analyze the impacts and outcomes of our investment in talent development, and responsiveness to the needs of existing and sector-based targets.

TOYOTA Model for Measuring Performance



This model looks at the overall vision of the organization and breaks it down into management areas, such as supply, demand and service delivery. We will also consider such areas as training and education, employer and economic development, and system simplification. These correspond to the state board’s goals of alignment, simplification and a customer-centric system.

As a result of preliminary discussions with our KWIB private-sector members, we have identified specific management areas to target that may include sector-based training investment, understanding employer needs, workforce quality and system usage. We will work with stakeholders to determine key performance indicators and employ a consultant to develop a relevant, user-friendly dashboard.

THE KENTUCKY SOLUTION
PROJECT WORK PLAN
 (Page 1 of 2)

OUTPUT/MILESTONES	COSTS	IMPLEMENTOR	2012		2013				2014				2015-2016			
		Committ/Team	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14-17
Vertical and horizontal policy alignment	\$ 765,000	RFP and initial Contract design completed pre- 1st Quarter														
Hire Project Manager	\$ 256,000	Sr. Leadership	■													
Statewide Vision/Measurable Goals		Sr. Leadership	■	■												
Dev Business Services Framework		Policy		■	■											
Business Services Resource Guides		Policy			■	■										
Business Services processes & protocols		Policy			■	■										
Unfied teams established		Policy/Sector St	■	■												
Develop employer-led state and regional sector strategies	\$ 2,921,900	RFP and initial Contract design completed pre- 1st Quarter														
Viable Industry Partnerships		Sector Strategy	■	■	■	■	■	■	■	■	■	■	■	■	■	
Advance existing industry partnerships to implementation		Sector Strategy			■	■	■	■	■	■	■	■	■	■	■	
Provide seed capital to new industry partnerships (IP)	\$ 1,950,000	Sector Strategy	■				■				■			■		
Hire regional profilers & IP Mgr	\$ 768,000	OET	■	■												
Decrease in employers leaving the state because of workforce quality		ROI							■	■	■	■	■	■	■	
Increase in new employers		ROI/Sector/Talent							■	■	■	■	■	■	■	
Increase in leveraged training resources in identified sectors		Sector/Talent			■	■	■	■	■	■	■	■	■	■	■	
Increase in incumbent worker retention within targeted sectors		Sector/Talent							■	■	■	■	■	■	■	
Build a world-class talent pipeline	\$ 250,000	RFP and initial Contract design completed pre- 1st Quarter														
Career Pathways Framework		Talent	■	■	■											
Alignment of education policy around career pathways		Talent				■	■	■	■	■						
Career Pathways aligned to support targeted sectors		Talent					■	■	■	■						

KENTUCKY WORKFORCE INVESTMENT BOARD
COMMITTEE ON CARL D. PERKINS LEADERSHIP FUNDS
MEETING NOTES
JULY 24, 2012

The KWIB Committee on Carl D. Perkins Leadership Funds met on Tuesday, July 24, 2012 at 1:30 p.m. in the third floor small conference room of the Capital Plaza Tower. Committee members present included Dr. Jay Box, Mr. Reecie Stagnolia, and Dr. Dale Winkler. Guests in attendance were Ms. Beth Brinly and Mr. Tom West.

Mr. West opened the meeting with a report on his recent visit to Germany and the technical education programs in that country. He explained the educational structure and how apprenticeship programs are an integral component of the technical education program.

The meeting continued with a brief explanation of the required uses and permissible uses of the Perkins Leadership Funds. Then the committee reviewed the Fiscal Year 2012 Leadership Fund Allocations.

After much discussion about FY 2012 allocations, priorities for FY 2013 were set. One priority for the committee is to align leadership funds with the WorkSmart Kentucky strategic plan. Thus, the committee recommends allocating \$160,000 for the establishment of summer institutes that will focus on the five state-wide sectors. The committee also recognized that adult education had not been allocated funds in FY 2012; thus, the committee recommends allocating \$29,000 toward the Accelerating Opportunity initiative.

The committee recommends that all other allocations focus on the implementation of career and technical education activities that lead to a better prepared workforce. The attached spreadsheet contains the recommended allocations for the FY 2013 Perkins Leadership Funds.

Upon approval of the recommend allocations by the Kentucky Workforce Investment Board, the Office of Career and Technical Education will seek project proposals.

PERKINS LEADERSHIP FUNDING

FY 2013 ALLOCATION

Title 1: Basic Grant \$17,905,647

Administration

5% of TOTAL \$895,282

KCTCS \$50,000

Leadership

10% of TOTAL \$1,790,565 \$1,790,565

Nontraditional (Required) \$60,000

Sector Work (Summer Institutes) \$160,000

State Institutions

Department of Corrections \$50,000

Youth Development Centers \$30,000

KDE School for Deaf \$30,000

Curriculum

Secondary \$200,000

Postsecondary (KCTCS) \$127,000

SREB Informatics \$70,000

Auto Melior Curriculum \$50,000

Pharmacy Pass Assured Curriculum \$50,000

Professional Development

Secondary \$120,000

Postsecondary (KCTCS) \$87,000

Technical Update \$50,000

Assessment

Secondary (KOSSA) \$115,815

Postsecondary (KCTCS) \$67,000

Program Assessment \$50,000

CTECS \$35,000

Teacher Preparation

EPSB \$90,000

NTI/NPI \$70,000

Teacher Educators \$128,000

Teacher Educator PD \$45,750

NOCTI \$3,000

Other

Special Populations \$10,000

TEDS \$50,000

OSHA Training \$13,000

Adult Education (Acceleration) \$29,000

\$1,790,565

West, Thomas M (Education Cabinet)

From: Green, Teresa L (Gateway) <terri.green@kctcs.edu>
Sent: Wednesday, July 25, 2012 1:59 PM
To: West, Thomas M (Education Cabinet)
Subject: Gateway Community and Technical College Program Map, final
Attachments: Gateway Community and Technical College Program Map, final.docx

Hello, it's time for our quarterly report. We recently created a Program map with direction from our grantors, Health and Human Services. Since all of the information is current I thought you might like this information more than just what we did in the past quarter. If you have any questions please let me know. Very soon I will send an updated MOU so we can begin discussions on anything new that you would like added. I hope to have it signed by 10/1/12. Thanks for your assistance and interest in Gateway's Health Profession Opportunity Grant.

Terri Green BSN RN

Project Director, Health Profession Opportunity Grant (HPOG)
Gateway Community & Technical College – Edgewood Campus
790 Thomas More Parkway, Office E203A
Edgewood, KY 41017
Phone: (859) 442-1632 Fax: (859) 341-6859
Email: terri.green@kctcs.edu
Website: www.gateway.kctcs.edu

Gateway Community and Technical College

RECRUITMENT

1. **High demand health care occupations:** Medical Assistant, Pharmacy technician, Massage therapy, Phlebotomy, and Nurse Assistant
2. **Recruitment approaches:** Direct mail, online, radio, partner referrals, flyers, recruiter activities in the community and in the college
3. **Recruitment goal:** 310 recruits this year to meet our goal.

ASSESSMENT, ACADEMIC ADVISING, AND ACADEMIC SUPPORT

1. **Tests used:** TABE tests for Nurse Assistants and EMTs beginning 8/12, Compass tests for all others. Focus 2 career tests for all. Noel-Levitz student assessment for students in programs > 1 semester. VARK learning styles if needed.
2. **Learning support available:** Case management, intensive advising, Tutoring, Allied Health Resource Center, multiple workshops
3. **Enrollment goal:** 247 is the enrollment goal for year 2.

EDUCATION AND TRAINING

1. **Pre-Training Courses:** Boot camps for short term programs to teach blackboard and other classroom basics, basic college skills for HS students, financial literacy programs, soft skills (how to act in school), how to create a resume and interview skills, ESL tutoring.
2. **Programs Offered**
 - A. Nurse Assistants- 8-16 wks.- Certificate
 - B. Medical Assistants- 4 semesters-AAS
 - C. Phlebotomy-1 semester--Certificate
3. **Program Completion:** 100 students

SUPPORT SERVICES

1. **Transportation:** HPOG program and Gateway (share cost of shuttle), TANF (KTAP Ready to work program RTW)
2. **Tuition assistance:** HPOG program, Pell grant Other college FA, Workforce Investment Act (WIA)
3. **Food Assistance:** SNAP, local food banks and soup kitchens
4. **Child care:** HPOG program, TANF (KTAP's RTW)
5. **Books and supplies:** HPOG program, Financial aid for books, WIA
6. **Certification tests:** HPOG program

EMPLOYMENT AND EMPLOYER RELATIONS

1. **Employer Engagement Strategies:** Increase employer visits, give promotional items to employers, employment fair for NAs, encourage employers to sign up for College Central Network employment site, send monthly newsletter to employers highlighting students and Gateway's pass rates, work with Chamber of Commerce
2. **Employment goal:** Employ 70 students in health care programs.

RECRUITMENT QUESTIONS

QUESTION ONE: List the five health care occupations that are most in demand in your service area, and the source(s) for labor market information (LMI) that you use for each.

Medical Assistant, Pharmacy technician, Massage therapy, Phlebotomy and Nurse Assistant.

1. LMI (Ohio LMI that covers 2018 industry and occupational projections for the Cincinnati-Middletown Metropolitan Statistical Area, including Brown, Butler, Clermont Hamilton & Warren Counties in Ohio; Boone, Bracken, Campbell, Gallatin, Grant, Kenton & Pendleton Counties in Kentucky; and Dearborn, Franklin & Ohio Counties in Indiana)
2. If there is a local labor market need based on local employers.
3. If the program is available at other local colleges
4. If it meets the criteria of our college, the requirements of our college system (KCTCS), the KY council on post-secondary education (CPE), Southern Association of colleges accreditation (SACS) and received the approval of the Dept. of Education for Financial Aid.

QUESTION TWO: List or describe your recruiting approach (partner referrals, social media, Newspapers, radio, etc). Note which approaches seem to work best.

Direct mail, online, radio, Gateway website, Gateway Tweets, Visits & flyers to TANF and One-stop offices, partner referrals from letters offering our programs to their entry level staff, recruiter who visits high schools and other community agencies, In-college recruitment from the Advising center (HPOG staff advise Allied health students taking develop education classes), Intro to college classes, emails to students, Gen-ed classes & Allied health resource center. We hand out flyers while we are recruiting and leave some for later. We have initiated a process to integrate the data collected by the various employees of the grant in order to obtain a comprehensive understanding of the effectiveness of our efforts.

QUESTION THREE: (1) List each partner/office/agency assisting with recruitment; (2) Describe any specific population target for each partner; (3) List the recruiting target/number for each.

Local TANF/KTAP worker is located on one of Gateway campuses. The worker refers all enrollees interested in Healthcare to HPOG. We meet monthly with the Case worker located there. We have also met with many individual TANF case workers and the Supervisor of the 12 county TANF offices. Gateway has 3 staff members that work with our Ready-to-work (and learn) TANF clients that direct students to HPOG. Our recruiter visits local High Schools, HeadStart locations, One-stops, Health Departments, Housing authorities, County GED centers, free store food bank, job fairs etc.

We do not have target recruitment for our partners.

ASSESSMENT, ACADEMIC ADVISING, AND ACADEMIC SUPPORT QUESTIONS

QUESTION ONE: List all of the assessment tests, processes, and devices used by your program.

All college students, except nurse assistants & EMTs, take a Compass test before they are admitted to Gateway. Nurse assistants and EMTs will take the TABE test beginning 8/12. Focus 2 career interest test is part of HPOG screening and enrolled students who are in programs longer than 1 semester take Noel Levitz college readiness assessment. Students see a career advisor, case manager and academic advisor before enrollment. We have an Allied health Resource Center which provides VARK testing if needed.

QUESTION TWO: Describe your case management services. Who provides case management, how often do they meet with students, and how does it evolve over the course of the students' participation in the program?

Our Case manager has a social work background. She interviews for enrollment, manages student's reimbursement for transportation, pays the childcare providers, meets with students as needed and sets up several workshops for the students. The case manager schedules student's certification tests, pays for it and encourages students to take the test with reminder phone calls and emails. The students "drop in" often to talk with her. On our exit surveys, 23 out of 24 rated the case manager as excellent and 63% said that case management was the most beneficial service leading to their success. We plan on hiring another case manager to start in May 2012 since our Fall semester enrollment will be almost double the Spring semester enrollment.

QUESTION THREE: List the academic support services offered and describe how students access those services.

Our grant provides intensive advising for all HPOG enrollees. Nurse assistant (NA) students only meet with the advisor once but they have access to the advisor in group meetings or can make an appointment. The NA students are required to attend 4 workshops where they receive most of their support. All other students interact with the advisor at least twice each month. The advisor monitors student's grades and classroom activities so she can intervene early if there are any problems. The Allied Health Resource Center is staffed by a full time and 2 part time nurses. They provide several workshops for all HPOG classes to help prepare students for college work. They also offer group and individual tutoring for the students. There is also a lending-library of Health textbooks in the AHRC on topics that are required in many of the classes.

QUESTION FOUR: Provide a list of partner organizations, the services they provide, and the number of students each partner is projected to serve.

Gateway serves all students

EDUCATION AND TRAINING QUESTIONS

QUESTION ONE: List all development and pre-training courses and experiences, the length of time anticipated to complete, and the name of the delivering partner.

All programs are delivered by Gateway. Students are enrolled only when most of their developmental classes are complete. We do help Allied Health students in dev-ed classes by advising them and helping them to get ready for HPOG. We offer Boot camps for short term programs to teach blackboard and other classroom basics, bridge programs for HS students for some basic college skills, financial literacy programs, soft skills (how to act in school), how to create a resume and interview skills and ESL tutoring.

QUESTION TWO: List the occupations you train for, the partner(s) that provides that training, the length of the program, the credential awarded, and the projected completers for each.

Occupation and Length	Total Enrolled	Complete with Certificate
CNA, Certificate(8 and 16 week course)	566	402
Electronic Health Records, (2 semesters)	43	30
Medical Coding Certificate (2 semesters)	46	32
Associate Degree (4 semesters)	64	44
MA- Associate Degree (4 semesters)	64	44
Phlebotomy Certificate - (1 semester)	64	44
EMT - (1 semester)	30	21
HIT Associate Degree (4 semesters)	24	17
Paramedic - (2 semesters)	24	17
Massage Therapy (2 semesters)	23	16
Human Services AD (4 semesters)	24	17 (to be implemented)
Pharmacy tech (2 semesters)	24	17(to be implemented)
Practical Nurse program (3 semesters)	13	9
Total Students	945	666

QUESTION THREE: Explain how attendance is monitored in the program and how program completion is recorded and communicated.

Attendance

1. Every student has a monthly time sheet signed by the instructor for each day
2. The completed monthly sheet is turned in to the case manager to receive their transportation reimbursement and childcare payment.
3. Other students not receiving transportation or childcare still are required to turn it in to the case manager to receive other supports.
4. Also short term programs have attendance policies that must be met or the student is dropped from the program, i.e. Kentucky mandates 75 hour nurse assistant program and student can only miss one 4 hour class.

Completion: Monitor course completion through Peoplesoft, our college tracking system. We have access to their instructors, their grades and we pay for their certificate testing. For some programs the school receives the certification test results and we can access them. Others we will track after the student leaves the college in the same manner we track employment. We ask for 3 additional contacts to enable better tracking once the student has left.

SUPPORT SERVICES QUESTIONS

QUESTION ONE: List all of the support services provided by your program, and the primary provider(s) of each service (HPOG program or the name of the partner agency), and the number of participants served.

1. **Transportation:** HPOG program and Gateway share cost of shuttle which served almost 5000 students during this past school year. HPOG also supported 46 students with Transportation reimbursement funds. TANF (KTAP's Ready to work program) also supported several HPOG students
2. **Tuition assistance:** HPOG program paid for 143 students, Workforce Investment Act (WIA) paid for 8, Pell grant, other college FA also support our student's tuition
3. **Food Assistance:** 72 of our students receive SNAP
4. **Child care:** 7 students received assistance from the HPOG program
5. **Books and supplies:** 140 students received textbooks from the HPOG program, Financial aid and WIA also assist with textbooks
6. **Certification tests:** 74 student's certification tests were paid for by HPOG program

QUESTION TWO: Explain how service provisions are monitored when a student is referred to a partner organization.

Students are referred by the Case Manager to one of the following agencies for assistance. The Case Manager then follows up with the student so she doesn't breach confidentiality. We are planning a more formal process for the future by using a referral form to track the referrals.

TANF (KTAP) local offices including the TANF office located on our campus staffed by Bonnie Valadares

Women's Crisis Centers locally including the campus location

Food Stamp/Snap benefit office per county

Family Nurturing Center for parenting programs

United Way 211

EMPLOYMENT AND EMPLOYER RELATIONS QUESTIONS

QUESTION ONE: List your employer partners and how your program engages with each.

We have informal partnerships with employers. Currently the only graduates are Nurse Assistants so we work currently with our local Long Term Care partners who have their own employment process. Our approach to them is for us to be their Human Resource (HR) solution. We have only one hospital system. They own all 5 hospitals and most of the doctor practices in Northern Kentucky. One of their recruiters is on our Advisory committee and as we graduate additional students we hope this partnership will prove to be a positive connection.

Set up more employer visits and provide some incentives with our logo, phone number and email address to keep HPOG up front in their thoughts when hiring.

Gateway offers has College Central Network (CCN) which provides job search services to students, alumni, and employers. Approved employers may post jobs and search resumes.

QUESTION TWO: Explain the strategies you will use to engage new employer partners.

Current plans for employer partners:

1. Host a CNA job fair and invite LTC.
2. Work with the local Chamber of Commerce to connect with employers.
3. Send out a newsletter with numbers of NA students that pass their state test and highlight some students.
4. Set up more employer visits and provide HPOG/Gateway marketing items to keep HPOG up front in their thoughts when hiring.
5. Letters were sent to all employers to introduce our program by encouraging them to send their reliable entry level employees to us to for more education so they can move up in their organization.
6. We encourage employers to sign up for College Central Network (CCN) which provides job search services to students, alumni, and employers. Once approved the employer may post jobs and search resumes.
7. Plan an employer advisory board to spark interest in our employers
8. Market ourselves as their HR solution to make their jobs easier

QUESTION THREE: List your employment projections by occupation.

Occupation-Employment Placement

CNA, (8 and 16 week course) -362

Electronic Health Records, (2 semesters)-27

Medical Coding Certificate (2 semesters) -29

Associate Degree (4 semesters)-40

Phlebotomy - (1 semester) - 41

EMT - (1 semester)-19

HIT Associate Degree (4 semesters)-15

Paramedic - (2 semesters)-15

Massage Therapy (2 semesters)-15

Human Services AD (4 semesters)-15

Pharmacy tech (2 semesters)-15

Practical Nurse (3 semesters) - 8

QUESTION FOUR: Describe the strategies you use to follow-up with students who have been placed in jobs regarding job retention and wages.

We encourage students to sign up for our Facebook group when they are enrolled. We use that for communication with the student and to track their job search and employment.

Phone calls, emails and letters are also ways that we follow up. We also have many students that stop in and keep in touch with us.