KENTUCKY WORKFORCE INVESTMENT BOARD

Board Meeting

11-15-12

Agenda

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

ACTION:

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

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

1:20 PM **Ratification of Executive Committee Action**
Kentucky Valley Education Cooperative Race to the Top application endorsement

1:25 PM **Eligible Training Provider List Policy Final Adoption**

STRATEGIC PLAN IMPLEMENTATION:

1:30 PM **Work Ready Communities Proposed Modification Package**
Crystal Gibson, Project Champion

1:50 PM **Branding Implementation Update**
Heidi Margulis, Project Champion

2:05 PM **Business Services Redesign Recommendations/Action**
James Cole, Project Champion

REPORTS:

2:25 PM **Economic Development & Workforce Collaboration Update**
Robert Curry, Cabinet for Economic Development

2:35 PM **Strategic Plan Update Committees**
Ed Holmes, Chairman

OTHER BUSINESS:

2:45 PM **Kentucky Association of Manufacturers Update**
Greg Higdon, President & CEO

ADJOURN

3:00 PM

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KWIB Meeting
Minutes

September 6, 2012
Thomas D. Clark Center for Kentucky History
Frankfort, Kentucky

Members Present
Commissioner Beth Brinly, Secretary Mark Brown, Representative Larry Clark, James Cole, Crystal Gibson, Judge Executive Joe Grieshop, Hugh Haydon, Senator Larry Hayes (Commissioner Eric Dunnigan), Senator Jimmy Higdon, Sandra Higgins-Stinson, Dr. Terry Holliday (Dr. Dale Winkler), Ed Holmes, Robert King (Reecie Stagnolia), Herb Krase, Dr. Michael McCall (Dr. Jay Box), Senator Vernie McGaha (Daryl McGaha), Secretary Joseph U. Meyer, Scott Pierce, Daryl Smith, Kevin Shurn, Tom Volta, Commissioner Tom Zawacki

Staff Present
Tom West, Steve Rosenberg, Wanda Samuels

CALL TO ORDER
Ed Holmes, Chair, called the meeting to order at 1:05pm

ACTIONS

A motion was made by Commissioner Beth Brinly and seconded by Representative Larry Clark to approve the May 17th, 2012 meeting minutes as amended by Daryl Smith. Motion carried.

Proposed dates for 2013 KWIB meetings were provided. With no objections meetings will be held on February 21st, May 16th, August 15th, and November 21st, 2013.

Work Ready Communities
Crystal Gibson, Chair, Work Ready Review Panel reported that the panel met on July 11th to review three Work Ready Communities applications. The panel is recommending the certification of all three counties for Work Ready in Progress.

A single resolution in the form of a motion was presented by Ms. Gibson and seconded by Sandra Higgins-Stinson to certify Adair, Hopkins and Union counties as Work Ready in Progress. Motion carried.

After each motion passed, those representing the individual counties were welcomed forward to receive their certificate and certification packet. Hopkins County was not able to attend today and will be receiving their certificate on September 10th during a Chamber event with Tom West and Lieutenant Governor Abramson.

State Plan Draft

A final draft of the 2012-2017 Kentucky State Unified Plan was presented in advance to the board. Chair Ed Holmes acknowledged correspondence received from James Worthington, Immediate Past Board Chair for KentuckianaWorks.

A motion was made by Hugh Haydon and seconded by Representative Larry Clark to approve the 2012-2017 Kentucky State Unified Plan as written. Motion carried.

STRAGETIC PLAN IMPLEMENTATION:

WORKSmart Kentucky Plan Update

The current WORKSmart Kentucky Plan will be three years old in May 2012. The Executive Committee is recommending a proposal for a limited update with focus on performance and return on investment. This update is to be presented to the board at the May 2013 meeting.

A motion was made by Sandra Higgins-Stinson and seconded by Secretary Mark Brown to proceed with a limited update to the WORKSmart Kentucky Plan to focus on performance and return on investment. Motion carried.

Chair Holmes will appoint a Return on Investment committee, Commissioner Brinly, Hugh Haydon and Secretary Brown volunteered to serve; other appointees will be contacted.

Lessons from Germany: Technical Education, Apprenticeship and the German Education System

Tom West presented on his experience in attending the Transatlantic Outreach Program sponsored by the Goethe Institut. Tom also distributed “Lessons from Germany and the Future of Vocational Education” a paper he co-authored with Francis L. Kidwell, Ed.D.

DISCUSSION:

Economic Development & Workforce Collaboration

Commissioner Eric Dunnigan of the Cabinet for Economic Development addressed the board in regards to a meeting several government and local businesses attended with Ford Motor Company in June. At this meeting there was discussion on how Kentucky could streamline the processes in which potential employers view, analyze and receive information when looking to open or relocate business; and to move resources towards a more collaborative effort rather than individual silos. Initial resources or “Workforce Partners” would be the Cabinet for Economic Development, Kentucky Workforce Investment Board, Kentucky Labor Cabinet, Kentucky Community and Technical College System and the Office of Employment and Training. After discussion the board asked Commissioner Dunnigan to continue his research and to provide an update at the next board meeting.

REPORTS:

Jobs for America’s Graduates

Christine Johnson, Senior Advisor, Jobs for America’s Graduates and Jobs for Kentucky’s Graduates gave a presentation and shared success stories on the Jobs for Kentucky’s Graduates program.

Performance Measures Committee

Commissioner Tom Zawacki presented Key Performance Measures as recommended by the Performance Measures committee.

A motion was made by Commissioner Zawacki and seconded by Sandra Higgins-Stinson to adopt these recommendations. Motion carried.

Perkins Statewide Leadership Fund Committee

Dr. Dale Winkler reported that the Committee on Carl D. Perkins Leadership Funds met on July 24, 2013 and set priorities and allocations for Fiscal Year 2013. Detailed information was provided in board packets.

A motion was made by Dr. Winkler and seconded by Representative Larry Clark to accept the recommended allocations and to allow the Office of Career and Technical Education to seek project proposals. Motion carried.

OTHER BUSINESS

National Governors Association State Workforce Investment Board

Tom West reported highlights from the National Governors Association State Workforce Investment Board meeting. In addition he presented a report titled “Growing State Economies: State Profile on Job Creation and Economic Growth – Kentucky” provided by the National Governors Association Chair’s Initiative.

State Rehabilitation Council

Chair Holmes asked for a volunteer from the board to serve on the State Rehabilitation Council, if anyone is interested please let him know.

Local Plan Review

Chair Holmes expressed thanks for those board members who submitted comments on the Local Plans.

ADJOURN
With no further business, a motion to adjourn was made by Representative Clark, seconded by Hugh Haydon. Motion Passed.
Adjourned 2:49pm

KENTUCKY WORKFORCE INVESTMENT BOARD

October 15, 2012

Mr. Jeff Hawkins
Executive Director
Kentucky Valley Educational Cooperative
1 Community College Drive
Jolly Classroom Building, Suite 107
Hazard, KY 41701

Dear Mr. Hawkins,

As Chairman of the Kentucky Workforce Investment Board, I am impressed of the efforts with the Kentucky Valley Educational Cooperative to work with its local workforce investment board and the business community to prepare studiers for the global economy. They collaborate well in connecting the job and economic development needs in the region to K-12 and postsecondary education. I am writing this letter on behalf of our Executive Committee to offer our support for your U. S. Department of Education, Race to the Top-District application to fund the Appalachian Renaissance Initiative.

We are excited in regards to your proposed initiative to provide a personalized learning environment to each student, "next generation" technology to each classroom, and professional learning communities for each teacher in 16 districts (Breathitt, Floyd, Harlan, Hazard Ind., Jackson Ind., Jenkins Ind., Johnson, Lee, Letcher, Magoffin, Middlesboro, Owsley, Paintsville Ind., Pike, Pikeville Ind., Wolfe) that will partner in this initiative within the region. We believe these efforts will achieve greater success in graduating, and greater readiness for college and career success.

As you may be aware, The Kentucky Workforce Investment Board's Work Ready Communities initiative focuses on developing local stakeholder partnerships to achieve some of the same goals. We look forward to seeing how you leverage your efforts with the stakeholders in the region to improve education and the quality of life here, including assisting the first eastern Kentucky counties attain Work Ready Community status.

The Appalachian Renaissance Initiative will bring much needed resources to the region. As we understand your initiative, Kentucky Valley Educational Cooperative will partner with 16 school districts and an array of community and higher education partners to deliver the results mentioned above.

As our Work Ready Communities initiative illustrates, we understand the value and importance of preparing highly skilled employees to compete in a global economy.

We support your application for this grant opportunity and look forward to the meaningful improvements that you are proposing.

Sincerely,

Ed Holmes
Chairman

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Beth A. Brinly
Commissioner

INITIAL AND SUBSEQUENT ELIGIBILITY & CERTIFICATION OF TRAINING PROVIDERS/PROGRAMS

Purpose: Establish procedures for determination of eligibility of training programs for Individual Training Account (ITA) eligible customers under Title I of the Workforce Investment Act (WIA).

Background: WIA requires that, *"Each Governor of a State shall establish a procedure for use by local boards in the State in determining the initial eligibility of a provider to receive training funds for a program of training services."* Additionally, the Act requires that the Governor *"shall establish a procedure for use by local boards …in determining the eligibility of a provider [determined initially eligible under Section 122(a) (2)] to continue to receive funds…for a [training] program after an initial period of eligibility…(referred to…as 'subsequent eligibility')."*

Guiding Principles:
- align resources to support high demand occupations in target state and regional industry sectors;
- provide current, accurate and relevant information to customers for their career plans;
- ensure accountability and quality among providers based on required performance information; and
- establish state and local procedures, compliant with the Act to maintain a statewide ETPL.

Eligibility Determination: Eligibility criteria include provider qualifications, performance and compliance with governing rules and regulations.

Certain providers qualify for initial eligibility, without consideration of their performance, if the offering is related to a high demand occupation in a targeted sector. Those providers include post-secondary educational institutions under Title IV of the Higher Education Act of 1965 that provide a program leading to an associate or baccalaureate degree or certificate; and entities providing programs registered under the National Apprenticeship Act.

State Minimum Performance Standards: Performance standards will be established for program completion, entered employment, employment retention, average quarterly wage and program cost. Local boards may require higher levels of performance and additional information.

Initial Eligibility: Training programs offered by providers not considered automatically eligible must meet minimum state performance requirements to be initially certified for the state ETPL.

Subsequent Eligibility: All programs initially listed on the ETPL must reapply for subsequent eligibility each year and are required to meet state performance measures.

Submission of Student Data: The Kentucky P-20 Data Collaborative system will be used for collection of student data submitted by providers.

Implementation of the ETPL Policy: OET has requested DOL approval to continue administration under a waiver of the provisions regarding the time limit on the period of initial eligibility of providers until the policy and system are fully implemented. Providers are provided a three year period to meet state performance standards.**.**

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Beth A. Brinly
Commissioner

OET Policy Advisory #

TO: Local Workforce Investment Boards
OET Managers

FROM: Beth A. Brinly

DATE:

SUBJECT: **CERTIFICATION FOR INITIAL AND SUBSEQUENT ELIGIBILITY OF TRAINING PROVIDERS/PROGRAMS UNDER TITLE I OF THE WORKFORCE INVESTMENT ACT**

Purpose: The purpose of this policy advisory is to provide guidance in establishing and maintaining procedures related to determining eligibility of training organizations wishing to provide training services to Individual Training Account (ITA) eligible customers under Title I of the Workforce Investment Act of 1998 and for removal of programs/providers that do not meet requirements.

The federal Workforce Investment Act (WIA) provides customer-focused training to qualified WIA clients. The training must be offered through the use of eligible training providers such as educational institutions, community-based organizations, non-profit organizations and for-profit businesses. WIA also specifies the process that the local workforce investment boards (LWIBs) must use to identify potential vocational training providers.

This policy addresses the activities of the LWIBs, Office of Employment and Training (OET) and those training providers wishing to offer services to individuals whose training is funded under the WIA.

References:

- P.L. 105-220, WIA, Section 122, 123 and 134: Identification of Eligible Providers of Training Services
- Title 20 CFR Section 663.500: Eligible Training Providers
- KRS Chapter 165A: Proprietary Education

Background: Although no single entity has full responsibility for the entire process, the Kentucky OET assumes the leadership role in ensuring the success of the eligible program/provider system. The eligible program/provider process requires a collaborative effort between state and LWIBs, as well as all other partners.

As workforce development resources have become scarce and demand has skyrocketed it is imperative that the public's investment in training and skill enhancement be monitored carefully for effectiveness and benefits. In consultation with local boards, local partners, employers, training providers and the Kentucky Workforce Investment Board (KWIB), OET developed policy to guide the operation of the statewide Eligible Training Provider/Program List (ETPL). The policy establishes eligibility requirements for training providers that take into account the performance of providers and whether the training programs relate to state and regional target industry sectors and associated high demand occupations. The policy requires training providers to submit student level data as a condition of eligibility.

The U.S. Department of Labor has granted Kentucky a waiver of the provisions of WIA Section 122(c)(5) regarding the time limit on the period of initial eligibility of training providers found at 20 CFR 663.530. Under this waiver the Commonwealth has been provided an opportunity for training providers to re-enroll and be considered as initially eligible training providers. Kentucky has requested and plans to continue to operate under the waiver in a "hold harmless" status until year three of the implementation period.

Applicability: Section 122(b)(2)(A) of the Workforce Investment Act of 1998 requires that, *"Each Governor of a State shall establish a procedure for use by local boards in the State in determining the* initial eligibility *of a provider to receive training funds for a* program *of training services"*. Additionally, Section 122(c) (1) requires that the Governor *"shall establish a procedure for use by local boards …in determining the eligibility of a provider [determined initially eligible under Section 122(a) (2)] to continue to receive funds…for a [training]* program *after an initial period of eligibility…(referred to…as '*subsequent eligibility*')."*

All local workforce investment boards shall adhere to this policy advisory. It has been developed within the required parameters described for review of applications of training providers for ITA course or program eligibility approval status for workforce investment areas. This policy advisory shall be followed in the development of procedures for the determination of both initial and subsequent eligibility.

Approved ITAs with providers that are not subsequently re-certified may remain valid until the planned training end date. Final decision will be at the discretion of the local board, based on individual circumstances and the best interest of the training participant.

Guiding Principles: The Workforce Investment Act of 1998 (WIA) emphasizes informed customer choice, performance accountability and continuous improvement. Guiding principles for the development of this policy are:

- align state workforce development and training resources to support target state and regional industry sectors that provide long term economic growth and stability;
- empower individuals by giving them current, accurate and relevant information to make sound choices for their individual training, education and career plans;
- ensure accountability and quality among providers; and
- establish consistent and cohesive state and local procedures, compliant with The Act to maintain a statewide ETPL.

The KWIB and local boards have defined target industry sectors which will guide public workforce investments. Local boards shall take into consideration providers' performance and whether training programs relate to occupations that are in-demand as criteria for certification of eligibility.

Approved training programs will be aligned to support high demand occupations within defined target industry sectors. In some cases, a training program may be approved for an occupation that is not recognized as a high demand occupation if evidence exists that there is a sufficient local demand.

- Information about Kentucky's statewide target industry sectors and high demand occupations is available at http://workforce.ky.gov/KYTargetIndustrySectors.pdf.
- Information about Kentucky' regional target industry sectors is available at http://kwib.ky.gov/industrypartnerships/SectorsLWIAchart.pdf.
- Information about target industry categories identified and adopted by the Economic Development Partnership Board is available at www.KentuckysUnbridledFuture.com.

Eligibility Determination: Kentucky's eligibility determination for training programs/providers is a two-step process.

Step 1. The initial review of all training providers and training courses/programs of study is conducted by LWIB staff for eligibility and approval as follows:

a) training provider application is reviewed to ensure completeness;
b) training course/program of study information is reviewed for completeness and to ensure that such training will lead to an occupation in demand in a targeted sector;
c) performance information is evaluated to determine that training courses/programs of study meet the state (or local if higher) minimum certification criteria; and
d) training provider applicants shall be in compliance with applicable state law, including KRS 165A, related to proprietary schools.

Step 2. When the training courses/programs of study are approved by the LWIB, the applications are then reviewed by OET staff for state certification and inclusion on the statewide ETPL.

Note: Programs, not providers, are certified; therefore, an application must be completed for each program. The criterion for determining eligibility includes qualifications, performance and compliance with governing rules and regulations. A provider may have some programs that are approved and some that are not.

Initial provider eligibility is based on the provider's authority or authorization to operate. Per the Act, the following will automatically qualify for <u>initial</u> eligibility, without consideration of their performance, as long as they make application and the program offering teaches occupational skills related to a high demand occupation in a targeted sector:

- programs provided by post-secondary educational institutions under Title IV of the Higher Education Act of 1965 (20 U.S.C. 1070 et seq.) that lead to an associate degree, baccalaureate degree or certificate; and

- programs that are registered under the National Apprenticeship Act. Potential training providers, qualifying under the National Apprenticeship Act, will apply using the approved statewide application. The State ETPL will be accessible to private employers that offer apprenticeship opportunities in their place of work.

All other entities must make application that includes performance information.

<u>Performance Requirements for Initial Eligibility:</u> To ensure that workforce development investments yield the best possible results, verifiable performance data is required for initial eligibility for all training/education providers not considered automatically eligible and for subsequent approval of <u>all</u> programs certified for the state ETPL.

The Kentucky P-20 Data Collaborative on-line system shall be used for collection of individual student data submitted by providers for this purpose. Applicants may be denied for failure to provide performance information. However, as part of the application process a prospective training provider will be provided an opportunity to offer an explanation as to why the performance information is not available.

LWIB reviewers will be provided a performance report by OET showing the training provider's performance summary based on the data provided by the provider in the on-line system.

Training courses/programs offered by providers that are not considered automatically eligible for initial approval must meet at least minimum state requirements to be initially certified for the state ETPL. Minimum standards to measure a program's performance will be established that are based on all individuals enrolled in the program for a defined 12-month period.

State Minimum Performance Standards for All Individuals in Applicable Training Program:
Target performance standards will be established in year two of the policy implementation.

Performance Measure	ALL Individuals
Program Completion	
Entered Employment	
Employment Retention	
Average Quarterly Wage	
Program Costs	

Optional Local Board Performance Standards: Local boards have the option of requiring higher levels of performance and additional performance information. Employing methods deemed appropriate, local boards must ensure that any additional data supplied by providers is verifiable and accurate.

Exception: Performance data is not required for new programs that do not have enrollments and completers prior to submittal of the initial eligibility application.

If the training provider does not have the required performance data, it must provide the data that is available and must provide written justification for the missing data. The provider must also indicate how it will track and record the data necessary for subsequent approval.

Demand Occupations: If an application is submitted by a training provider but does not support a demand occupation for a targeted sector, the training provider shall be required to furnish documentation from employers that the occupation is in demand.

Submission of Student Data: Training providers will provide raw data on all individual students for a specified time period by providing the required data elements listed below. This includes raw data on individuals participating in training programs and all other individuals.

a) fiscal year
b) provider Federal Identification Number (FEIN)
c) provider Federal Interagency Committee on Education (FICE) number
d) institution name
e) institution start date (enrollment start date)
f) last name

g) first name
h) middle name
i) Social Security number
j) date of birth
k) gender
l) ethnicity
m) race
n) Course Classification of Instructional Program (CIP) code
o) program level (level of credential student is attempting)
p) program name
q) program (participant) start date
r) program (participant) end date
s) program (participant) end reason
t) credit or contact hours attempted for the fiscal year
u) exclusion from performance (reason)
v) certificate identification (If applicable)
w) licensure identification (If applicable)

(See Attachment B – Student Data Definitions.)

Exclusions from Performance Calculations: Individuals in any of the following categories may be excluded from performance if they did not complete the course/program:

- institutionalized,
- health/medical or family care,
- deceased, or
- member of military forces called to active duty.

Subsequent Eligibility: All programs that are initially listed on the ETPL must be determined for subsequent eligibility, within 18 months of initial listing, and updated annually thereafter, to remain on the ETPL. After the initial eligibility period, all providers of training services will be required to re-apply and to meet performance measures established by the Commonwealth and, if applicable, the local board. This subsequent re-certification process will verify that the training provider is: 1) still offering the program, 2) wishes to continue the program's eligibility to receive WIA training dollars, and 3) has provided most recent performance and cost data. Applications can be submitted beginning October 1 of each calendar year for consideration to be included on the ETPL for the beginning of the following calendar year. Training providers will be eligible to apply or submit new programs for application throughout the year. As new programs are submitted and approved throughout the year, the statewide ETPL will be updated on an ongoing basis.

The LWIB will retain providers that are determined to be subsequently eligible and will submit the providers' application to OET utilizing the approved format. OET staff will review the information and may remove any program from the list that does not meet the established requirements.

Failure to apply for subsequent approval will result in removal from the statewide-approved training provider list.

Listing and Availability of Statewide List: Nominations for the state ETPL will be accepted by OET from local boards throughout the year. OET will accept changes from local boards to data displayed for providers and programs listed on the state ETPL and will update the state ETPL as necessary throughout the year.

The State ETPL, including performance information, will be accessible to the public, on-line customers, Kentucky Career Center customers and to all LWIBs. Local boards may display additional information to their customers that the local board considers appropriate.

OET will update the state ETPL to include initial listings, de-listings and changes in data elements. OET will make the ETPL available to all interested partners and customers at http://dws.ky.gov/provider.asp.

Out of State Training Providers: In consultation with their career counselor, participants may take advantage of training programs that are listed on the ETPL in other states if there is a reciprocal agreement in place with that state and the local board. The out-of-state provider/program must meet eligibility criteria as established by the Commonwealth of Kentucky.

Proprietary Licensure: Any private, for-profit provider, in-state or out-of-state, must have a proprietary license issued by the Kentucky Commission on Proprietary Education to be eligible for the Kentucky ETPL and to receive a Kentucky LWIB ITA voucher.

Denial or Removal of Programs/Providers from the Statewide List: A training provider may be denied approval by the local board for a training program for the following reasons:

- the application from a provider is not complete or not submitted within required timeframe;
- the required performance data is not included with the application, or the performance data does not meet the minimum state or, if applicable, local requirements;
- the provider has been found to have substantially violated any WIA requirement, regulation, or policy of OET; or

- the provider failed to reapply for program eligibility certification prior to the expiration of the initial or subsequent period of eligibility.

The Office of Employment and Training has the responsibility to remove training providers from the approved training provider list under any of the following conditions:

- the training provider has been found to have intentionally supplied inaccurate information;
- the provider has been found to have substantially violated any WIA requirement, regulation, or policy of OET; or
- as a result of the subsequent eligibility determination process, the program is found not to have met the minimum levels of performance set by the state.

In such a situation, whereby a local board or OET denies or removes a program for a cause as stated above; the provider's eligibility to receive funds will be terminated until a corrective action plan is approved.

If a training provider does not submit an application for the next program year or the program is determined ineligible for subsequent eligibility, local boards may allow a current participant to continue their training plan for the duration of the scheduled plan, regardless of whether the provider/program continues to be included on the statewide list as an eligible training program/provider. Therefore, individuals will be allowed to complete their training. No new referrals shall be made if the program/provider is not on the statewide ETPL.

If all of a provider's programs fail to meet established performance levels, the provider's eligibility to receive funds shall be suspended by the Education and Workforce Development Cabinet, after consultation with the local board, for a period of not less than one year.

Repayment of WIA Funds: Providers determined to have intentionally supplied inaccurate information or who have violated any provision of Title I of WIA or the supporting federal regulations shall be removed from the statewide ETPL. A provider whose eligibility is terminated under these conditions shall be liable to repay, from non-federal funds, all adult and dislocated worker training funds received during the period of non-compliance.

Implementation of the ETPL Policy: The Commonwealth's policy for implementation of this policy provides training providers a three year period to meet state performance standards in order to provide continuity and to ensure an array of programs for customer choice.

Year I: In the first year, under the new ETPL policy, training institutions will provide data for the preceding two (2) years. The baseline year will be used for evaluation and assessment of the application criteria and performance as well as to identify technical assistance needs for the process. Providers will be provided opportunities to receive briefings on the participation requirements via correspondence, local meetings or internet-based meetings.

Year II: During the second year, OET and local boards will analyze data provided, establish target performance standards and evaluate the alignment between approved training programs and target industry sectors to identify gaps in meeting the needs of those sectors. Local boards shall take steps to solicit training providers to provide training programs that meet identified training needs where funds should be used. OET will provide technical assistance on specific issues for local boards and training providers.

Year III: After a thorough review of the data submitted in years I and II, the ETPL Steering Committee will recommend any changes necessary for the performance measures as well as required standards. Local boards and participating providers will be provided an opportunity to comment on the measures and required standards prior to the establishment of required standards by the Cabinet. Providers will be accountable for performance and may be removed by the local board or by the state for failure to meet the required standards.

The ETPL Steering Committee will meet at least annually thereafter to review the performance measures and outcomes to make recommendations for modifications in support of improved investment of WIA funds.

Compliance: Training providers that receive federal financial assistance under WIA Title I must comply with the Americans with Disabilities Act (ADA) of 1990 and the nondiscrimination and Equal Opportunity Provisions of the WIA. Local boards shall provide a system to ensure compliance.

Appeals Process and Procedures: The Kentucky Grievance and Appeals Procedures are available in The Kentucky State Plan, Attachment D. The complete document is available at http://educationcabinet.ky.gov/NR/rdonlyres/B8D4A4A0-4F60-47C1-A021-369D88795E1B/0/StatePlanPY2011FINAL.pdf.

Action Required: Please make this information available to appropriate program and technical staff. A statewide plan will be provided to assist in communications regarding the policy with training providers.

Attachment A – Definitions

All - In performance calculations "*ALL*" refers to the total number of students, and not just to the number of WIA or Non-WIA students. WIA students are a component of the figures describing the "*ALL"* student population.

Certificate - A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. (Work readiness certificates are not included in this definition.) Relative to the ETPL, certificates are limited to those awarded by:

- A state educational agency or a state agency responsible for administering vocational and technical education within a state.
- An institution of higher education described in Section 102 of the Higher Education Act (20 USC §1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in federal student financial aid programs.
- A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification,) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator,) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.
- A registered apprenticeship program.
- A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification, state certified asbestos inspector).
- A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons.
- Job Corps centers that issue certificates.
- Institutions of higher education, which are formally controlled, or have been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes.

Completer - An individual who finishes a predefined series of courses within the report period that results in the receipt of a Certificate/Diploma.

Credential – A credential is all encompassing and includes degrees/diplomas and certificates. The term credential is no longer pertinent. The more specific terms—degree/diploma and certificate—are used in regards to the ETPL.

Degree/Diploma - Any credential that the Kentucky Department of Education accepts as equivalent to a high school diploma. The term diploma also includes postsecondary degrees including associate (AA and AS) and bachelor degrees (BA and BS).

Eligible Training Program/ Provider List (ETPL) -Training providers/programs eligible to receive Individual Training Accounts (ITAs) through WIA Title I-B funds are listed on the statewide ETPL. The purpose is to provide customer-focused employment training for adults and dislocated workers.

Individual Training Account (ITA) - An individual training account is a method of payment that a local workforce investment board establishes on behalf of WIA customers to give them financial power to purchase training services from a WIA eligible training provider. WIA Title I adult and dislocated workers purchase training services from eligible providers they select in consultation with the case manager.

Initial Eligibility Application - An application with a training program submitted by a training institution for the first time seeking approval to be an eligible Training Provider for individuals who have an individual training account approved by a local workforce investment board.

Initial Eligibility Period - The initial eligibility period for a training provider is one year from the date of the first application approval by the first local board.

Program/Training Program - One or more courses or classes, that upon successful completion, leads to 1) a certificate, an associate degree, or baccalaureate degree or 2) the skills or competencies needed for a specific job or jobs, an occupation, occupational group, or generally, for many types of jobs or occupations, as recognized by employers and determined prior to training. In addition, each program is considered unique by its goals and curriculum or by the requirements of the regulatory agency.

Quarter - A calendar quarter is a three month period within a calendar year. There are four calendar quarters: January through March, April through June, July through September and October through December.

Subsequent Program Eligibility - The review and determination whether to retain an eligible training provider on the state ETPL. Subsequent eligibility requires training providers to submit performance information for each program and to meet performance levels in order to remain on the state ETPL.

Attachment B - Student Data Definitions

Element Name	Description	Data Type	Max Length	Format	Range	Business Rule	Reason Needed
Fiscal Year	The fiscal year is defined as the ending year for the time period of July 1 through June 30. Example July 1, 2012-June 30, 2013 is FY 2013	INTEGER	4	XXXX		Required field - the year should be submitted as four digits that represents the time period of July 1-June 30, XXXX	To calculate program completion and Institution completion rates
Provider FEIN	A Federal Employee Identification Number is a nine-digit number issued by the Internal Revenue Service for banking, tax filing, and other business purposes.	VARCHAR	9		00000000-99999999	Each institution must supply either a FEIN or FICE or both	For matching and reporting
Provider FICE	The six-digit institutional identifier assigned to each higher education (two-year and above) institution by the Federal Interagency Committee on Education.	VARCHAR	8		00000000-99999999	Each institution must supply either a FEIN or FICE or both	For matching and reporting
Institution Name	Name of the Institution for which data is being entered	VARCHAR	35			Required element - one per participant, no punctuation, no space	For matching and reporting
Institution Start Date	Date the student first enrolled in the institution	DATE	4	MMDDYYYY		Required element - enter the month, day, and year the student first enrolled in the institution	To calculate Institution completion rates
Last Name	Last name most recently reported	VARCHAR	35			Required element - one per participant, no punctuation, no space	For matching
First Name	First name most recently reported	VARCHAR	35			Required element - one per participant, no punctuation, no space	For matching

Element Name	Description	Data Type	Max Length	Format	Range	Business Rule	Reason Needed
Middle Name	Middle name or initial most recently reported	VARCHAR	25			Optional element - one per participant, no punctuation, no space	For matching
SSN	9-digit social security number.	VARCHAR	9	XXXXXXXXX		Required if available - Length and format = 9 numeric characters. The SS# is invalid if equal to "000000000." Three first digits should be different from "000" ex: 000123456 is not valid. The first digit should be less than 8 - last area number created is 772 Digit 4 and 5 different from "00" ex: 123006789 is not valid. Last four digits different from "0000"	For matching
DOB	Date of Birth	DATE	8	MMDDYYYY		Required if available - valid month, day, and year	For matching
Gender	Gender - if available.	VARCHAR	1	M/F	M/F	Required if available - M=Male, F=Female, if unknown leave blank	For matching and reporting
Ethnicity	The federal code indicating a person's ethnicity - if available.	VARCHAR	1	Y/N	Y/N	Required for all applicable - Eth is Hispanic or Latino - Field should have a Y, N, or be left blank	For matching and reporting
Race	The federal code indicating a person's race - if available.	VARCHAR	1	Y/N	Y/N	Required if available, a person may choose multiple race fields: race is nonresident alien, race is black or African American, Race is American Indian or Alaskan Native, Race is Asian, Race is White, Race is Unknown, Race is Native Hawaiian or other Pacific Islander. This field should have a Y, N, or be left blank	For matching and reporting

Element Name	Description	Data Type	Max Length	Format	Range	Business Rule	Reason Needed
Program CIP Code	If the program is being provided by a higher education institution (public or private), provide the Course classification of Instructional Program (CIP) that identifies the field of study	VARCHAR	8	XXXXXXXX		Required field and must be the valid CIP code that represents the student's major or program in which he/she is enrolled. If the major is undeclared, leave blank	To calculate program completion rates
Program Level	The level of credential the student is attempting	VARCHAR	2		1-8 & 10-15	Required field - 1= < 1 Yr Certificate, 2=1-2 Yr Certificate, 3 & 4 = 2-4 Yr Certificate,5 & 6 = Associate, 7=Bachelor's, 8=Master's, 10=Specialist's, 11 & 12 = Doctorate, 13=Post-Baccalaureate, 14=Post-Master's, 15=Diploma	To calculate program completion rates
Program Name	The specific program name that corresponds to the program CIP code	VARCHAR	35			Required field -	To calculate program completion rates
Program Start Date	The date the participant started this program.	DATE	8	MMDDYYYY		Required field- Valid month, day, and year	To calculate program completion rates
Program End Date	This field indicates the date that the participant exited the program. This may be due to graduation, withdrawal or dropping out. If the participant is still in the program, leave this field blank.	DATE	8	MMDDYYYY		Required field if applicable- Valid month, day, and year	To calculate program completion rates
Program End Reason	Code that identifies the reason this participant left this program.	VARCHAR	1		1-3	Required field - 1=Left without completing, 2=Completed program, 3=Still enrolled in program at end of reporting period	To calculate program completion rates

Element Name	Description	Data Type	Max Length	Format	Range	Business Rule	Reason Needed
Method of Instruction	Instructional delivery method	VARCHAR	1			Enter the mode of delivery; Internet, KET Telecourse, Open Broadcast/Community Cable Television, Print based, audio based, videotaped, telephone, or CD ROM, satellite/microwave telecourse, site-to-site, two-way audio/video.	To provide consumer information.
Certification	Enter a Y or N if the participant received a certificate upon completion of the program	VARCHAR	2		Y/N	Only valid entries are Y or N	To calculate program completion rates
License	Enter a Y or N if the participant received a license upon completion of the program	VARCHAR	2		Y/N	Only valid entries are Y or N	To calculate program completion rates
Credit Hours Attempted for the Fiscal Year	If the program is based on credit hours enter the number of credit hours attempted for the fiscal year	Decimal	18,2	XXXX.XX		Required field if the program is based on credit hours, enter the number of credit hours attempted.	To calculate program completion rates
Credit Hours Completed for the Fiscal Year	If the program is based on credit hours enter the number of credit hours completed for the fiscal year	Decimal	18,2	XXXX.XX		Required field if the program is based on credit hours, enter the number of credit hours completed.	To calculate program completion rates
Contact Hours Attempted for the Fiscal Year	If the program is based on contact hours enter the number of contact hours attempted for the fiscal year	Decimal	18,2	XXXX.XX		Required field if the program is based on contact hours, enter the number of contact hours attempted.	To calculate program completion rates
Contact Hours for the Fiscal Year	If the program is based on contact hours enter the number of contact hours completed for the fiscal year	Decimal	18,2	XXXX.XX		Required field if the program is based on contact hours, enter the number of contact hours completed.	To calculate program completion rates

Element Name	Description	Data Type	Max Length	Format	Range	Business Rule	Reason Needed
Exclusion from Performance	If an individual did not complete the course/program and should be excluded from performance calculations enter the reason	VARCHAR	1	X	1-4	Enter the code that corresponds to the reason an individual should be excluded from the performance calculations; 1=institutionalized, 2=health/medical or family care, 3=deceased, 4=member of active forces called to active duty	To calculate program completion and Institution completion rates

Kentucky Work Ready Community Steering Committee

PROGRAM MODIFICATION RECOMMENDATIONS

Kentucky's pioneering leap into certifying counties' workforces as Work Ready and Work Ready In Progress, by nature means that we are leading into uncharted territory and thus, may need to adjust our course from time to time.

With our program having been made public for just over a year now, the Steering Committee charged with developing and monitoring Kentucky's Work Ready Communities program has evaluated participation and program criteria. Based on evaluation of the program to date, the committee proposes the following changes to the program to take effect with applications submitted after February 10, 2013:

Modifications to Administration/Operations

Separate Applications

Applications, instructions and criteria documents will be separated into two discrete sets; one for Work Ready Community Applicants, the other for Work Ready In Progress. This change does not impact the criteria or thresholds themselves, but does make the process more user friendly and easier for applicants and review panel members to understand.

"Getting Started"

The Steering Committee shall create a document, to be used on the program web site and as a presentation tool with community and other groups, which describes the steps communities should take to start the application process in their community. The content will be based on lessons learned and best practices from successful applicants in the program thus far.

Addition of "Kentucky" to Program Identity

Given ACT's venture into the realm of Work Ready Community Certification, as well as the work now being done by other states, the name "Kentucky" should be added to the program's official title and appropriate modifications to the program logo made.

KENTUCKY
Work Ready
COMMUNITIES

Letter of Intent

The first step in achieving certification shall be the submission of a Letter of Intent to Participate. This letter must be submitted no later than 30 days prior to submission of an application and shall provide contact information for the individuals working on the application within the county. This letter shall be used by the Steering Committee and staff to offer technical assistance and to monitor participation in the program across the commonwealth.

Modifications to Criteria

NCRC Requirements

The Steering Committee purposely set the bar high for this requirement in order to assure that certification would be meaningful to economic developers, site selectors, businesses, and industry. The rate of 15 percent attainment in the working age population was selected with the understanding that it could be adjusted based on experience once the communities began working toward certification. Based on past performance and participation in the ACT Academy, the Steering Committee recommends changing this requirement to the following:

Work Ready Communities: *Must present a plan to reach 9 percent of the working age population (18-64) holding NCRCs within three years and 15 percent within five years.*
Work Ready Communities In Progress: *Must present a plan to reach 9 percent of the working age population (18-64) holding NCRCs within three years and 15 percent within five years.*

Educational Attainment Requirements

The Steering Committee recognizes the importance of those Kentuckians without a high school diploma achieving a high school equivalency diploma. Therefore it recommends the addition of the following language to that already existing for Work Ready Communities and Work Ready Communities in Progress:

The percentage of working-age (18-64) adults in a community without a high school diploma or high school equivalency diploma (e.g., GED®)

Present a plan to reduce the percentage of working age adults (18-64) in your county without a high school diploma or high school equivalency diploma (e.g., GED®) as based on the American Community

Survey by 3% points in three years and 5% in five years. A map listing counties within the commonwealth and their population of adults without a high school diploma or high school equivalency diploma can be found on the Kentucky Adult Education website (http://www.kyae.ky.gov)

Participation Requirements for Soft Skills Programs

The Steering Committee be authorized to study and establish recertification requirements for enrollment and/or completion requirements for soft skills program participation to assure such programs are recognized by employers and are actively delivered. Recommendations are to be presented to the KWIB for adoption no later than the board's May 2013 meeting.

Recommendations for Kentucky Business Services Redesign

This report was prepared by Thomas P. Miller and Associates, LLC (TPMA). TPMA would like to thank all of the individuals who participated in the Business Services Redesign project. TPMA appreciates the leadership and feedback provided by the Business Services Redesign Steering Committee as well as the more than 175 individuals who provided input during the regional input sessions, in focus groups or through interviews.

Thomas P. Miller and Associates would like to also thank the leadership and staff of the Department of Workforce Investment for their day-to-day assistance and guidance throughout the project.

Thomas P. Miller and Associates

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Introduction

The Kentucky Workforce Investment Board's (KWIB) strategic plan, *WORKSmart Kentucky: A Strategic Transformation of Kentucky's Workforce System* calls for the talent development system to become one that is demand-driven and aligned with education and economic development priorities. The KWIB identified and is implementing action steps in five focus areas: 1) System Transformation; 2) Education Alignment; 3) Economic Development Alignment; 4) System Simplification; and 5) Customer Service.

The Rapid Response Redesign was launched in Summer 2011 as one of the initiatives aimed at improving alignment with economic development. The intent of the initiative was to ensure that Kentucky companies have access to services throughout the business lifecycle. The project Steering Committee quickly recognized that in order to meet its intent, however, the initiative must be recast to examine the whole of business services. Rapid response activities are a necessary component to business services, but they often occur too late in a company's decision making. Focusing on developing proactive relationships with employers, rather, will help position the workforce system as a trusted, reliable partner to employers.

Many of the Commonwealth's regions have formed or are in the process of developing proactive ways to serve employers. Some have developed successful and ongoing relationships with economic developers to jointly respond to business. Others have created formal networks to discuss and address the needs of employers. These processes differ from region to region due to local dynamics, unique assets and existing relationships. Business Services Redesign is an opportunity to offer consistency to partners and most importantly, the Commonwealth's businesses while still maintaining flexibility to serve businesses in ways tailored to each region's environment.

This report recommends a collaborative approach to meeting employers' needs that promotes close partnerships with economic development and education in order to find comprehensive solutions for employers. No one agency, organization or individual can successfully serve all of an employer's needs. But by leveraging the collective resources and knowledge of partners, effective Business Services Teams can help sustain Kentucky's economic growth and improve the lives of its citizens.

Methodology

In order to understand the current structures and gather ideas on enhancements and resources needed , Thomas P. Miller and Associates, LLC (TPMA) has assisted the Commonwealth in its review of the Business Services structure. TPMA received guidance from the Business Services Redesign Steering Committee throughout the project.

After reviewing the current structure, existing plans and identified goals, TPMA collected input from individuals with on-the-ground knowledge of implementing Business Services and Rapid Response activities. Input was gathered through:

- *Regional Input Sessions* – TPMA conducted ten regional input sessions throughout the Commonwealth that included representatives from workforce development, education, economic development and industry. Regional input sessions provided an opportunity to learn from on-the-ground practitioners about the successes they have had, what is needed to improve business services and opportunities to build from.
- *Stakeholder Focus Groups* – Several smaller group discussions were facilitated by TPMA with Business Services Teams and with individuals from economic development.
- *Interviews with Local Workforce Investment Board Directors* – One-on-one interviews were conducted with directors to share their thoughts about the business services framework, tools and support needed from the state and other observations.
- *Interviews with Regional Office of Employment and Training (OET) Managers* – One-on-one interviews were conducted with Regional OET Managers to gain an understanding of their role and responsibilities for business services and rapid response, their thoughts on how to improve services and communication between the state and local levels.

With a thorough understanding of the Commonwealth's business services and rapid response activities and after researching national best practices, TPMA developed the recommendations that follow in this report for Kentucky's Business Services Redesign.

TPMA will also conduct training for state and local personnel on the proposed Business Services Framework to ensure success moving forward.

Alignment with Other KWIB Initiatives

The KWIB's strategic plan includes twenty-five initiatives designed to work in tandem to transform the workforce development system. The recommendations for Kentucky's Business Services Redesign build on or complement previous initiatives and provide a launching point for others that have yet to be completed.

Significant consideration was given to the following initiatives due to their complementary nature:

- Sector Strategies and Industry Partnerships
- One Stop Certifications
- Workforce Development Academy
- Economic Development Academy
- Branding and Identity

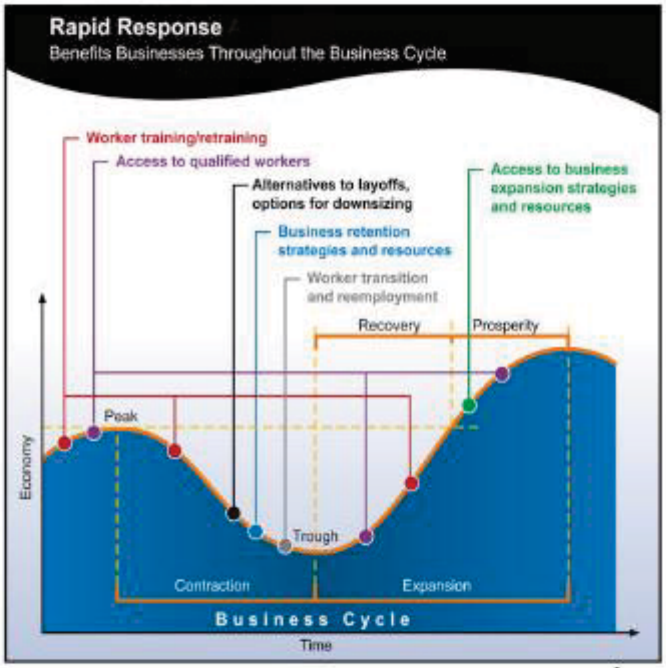
Recommendations

In order to better utilize the collective resources of Kentucky's workforce development system partners, the One Stop Certification Standards call for workforce investment areas to establish Business Services Teams (BST). These teams are composed of four core partners representing the Office of Employment and Training (OET), the Local Workforce Investment Board (LWIB), the Kentucky Community and Technical College System, and either an area economic development organization or chamber of commerce. In addition to the core partners, "extended" BST partners include representation from a wide range of organizations such as Adult Education, the Office of Vocational Rehabilitation, Veterans or the Office for the Blind.

At the foundation of these recommendations are four pillars supporting the business services framework: regionalism, collaboration, solutions-based methods and proactive approaches. Recognizing the unique culture, attributes and goals of economic regions across the Commonwealth, it is important to focus on regional needs and foster a collaborative business service approach that results in the Kentucky solution for employer customers. The key to developing such an approach is to listen and understand the needs of business and provide a solutions-based response. It is also vital to provide support to companies not only as they are downsizing or restructuring but during the whole business lifecycle.

Recommendation 1: Adopt a Business Services Framework

From the regional input sessions, it is clear that regional stakeholders understand the power of approaching businesses as a united front and the need to eliminate the duplication of services. Many regions are currently working collaboratively as a Business Services Team. Some teams have been informally but successfully working together for many years. Others are developing formal infrastructures for teamwork. In the regions that are not currently doing so, workforce development professionals are eager to work more closely with partners.



Source: USDOL.*The New Vision of Rapid Response. Nov 2010.*

Because of unique environments and existing relationships, the frameworks for collaboration and the partners involved currently vary across the

Commonwealth. Business Services Redesign provides options which can bring consistency to partners and, most importantly, the customer – business. The recommended components of a business services framework that are outlined below are intended to provide Business Services Teams with a guidance for working collaboratively on solutions-based services for employers.

Partnership and Confidentiality

Local Area Business Services Teams (BST) should be grounded in a local document that includes:

- Mission statement
- Goals for the partnership that is represented by the BST
- Strategic and approved to business services
- Principals for communication and confidentiality

Confidentiality is a concern when dealing with sensitive business information. Therefore, all partner Business Services Team (BST) members should receive orientation to the BST, which includes an emphasis on confidentiality.

Business Services Resource Guide

TPMA recommends the Commonwealth create a Business Services Resource Guide template meant for internal use to catalogue all known business services and resources. The Commonwealth should populate with information about statewide services, including workforce development, economic development and education. Local Workforces Investment Boards (LWIBs) should then add local services and resources to the Guide. To assist BSTs, the Guide should be organized by phases in the business life cycle, then by subtopic for easy reference. For example, a section of the Guide could be titled “Decline.” Services within this section would be meant for companies that are at-risk. Subtopics could include “Cash Flow and Debt Restructuring,” “Employee Training,” “Marketing and Diversification” and “Succession Planning.” The Guide should include any “eligibility” criteria to assist BST members in determining appropriateness for the employer customer. The Guide also should include standardized descriptions, which can be used when preparing business proposals.

Business Turnaround Assistance

In order to truly be effective in averting layoffs, the Business Services strategy *must* include a method for making referrals for services and resources to assist at-risk businesses. In addition to incumbent worker training, services include tools for debt restructuring and increasing cash flow (low-interest loans, revolving loans, angel investors), marketing assistance to develop new markets (diversification, exporting assistance, etc.) operational review (LEAN Processes, etc.), succession planning (including Employee Stock Ownership Plans), etc. These services are critical for meaningful and effective layoff aversion. TPMA recommends the Commonwealth provide information and cross-training to the BST members regarding these and other services and resources offered by economic development and education as part of the Economic Development Academy. The Commonwealth also may want to consider supporting an Employee Stock Ownership Plan (ESOP) center to provide assistance in cases where succession planning issues exist. The BST framework should identify team member resources and other community resources best equipped to provide appropriate turnaround assistance needed. East BST should consider establishing a process for making appropriate referrals for these services.

Entrepreneurial and Small Business Assistance

Small business can benefit from services particular to their unique needs. These include, but are not limited to: business planning assistance; microloans, grants and venture capital; marketing; small business counseling and training; information about laws and regulations, and exporting. These services can be identified in the Business Resource Guide with a specific visual cue to easily identify services appropriate for small businesses and entrepreneurs. BSTs also may consider organizing a sub-team specific to Small Business Assistance. This team could be comprised of partners who have particular emphasis on small business services, such as the Small Business Development Centers, SCORE, Small Business Administration, and Community Development Corporations.

Proactive Business Services Process

The One-Stop Certification standards for Business Services detail key components for quality service. Please see Appendix.

A Word about Industry Partnerships

Effective employer engagement requires a two-pronged strategy: 1) meeting employer's individual business needs and 2) identifying and meeting the needs of the collective industry through industry partnerships. This parallel track approach increases employer engagement by enabling employers to benefit first-hand from the workforce system while at the same time contributing to industry-wide solutions.

Interplay between the two strategies relies heavily on the identifying common trends within industries as individual businesses are provided services and interviewed. The interview results can provide useful information in identifying common trends, which can inform industry partnership discussions. In order to ensure confidentiality, trend information will be shared in aggregate and anonymous form. Employers can be recruited to participate in industry partnerships, tying the business's individual needs to overarching industry partnership efforts, thereby demonstrating the benefit to participation. Attention should be given to businesses participating in the industry partnerships to ensure that they have access to the full range of services. This will enable participating businesses to provide meaningful feedback to the industry partnerships and LWIBs about how the system and services function, and how they can be improved.

Recommendation 2: Define criteria for identifying businesses that are at-risk and poised for growth

When targeting local businesses, TPMA recommends that Business Services Teams identify businesses in the region that are either at-risk or have the potential for growth. First and foremost, Business Services Teams should prioritize businesses that fall within their targeted sectors. In addition to targeted sectors, the information sources and data triggers listed below can help Business Services Teams define companies that are poised for growth or under stress. *(The indicators below are suggested in the U.S. Department of Labor's Layoff Aversion Guide.)*

- Labor market information available from both the state-level and local WIB can be used to determine employment growth or decline within a sector, occupational demand, and the like.
- In addition to indicating the need to offer rapid response services, WARN notices can be analyzed to identify trends within industry sectors, region or occupations.
- Trade Act Petitions can be accessed online at www.doleta.gov/tradeact.
- Unemployment Insurance claims can also be analyzed for trends in a sector or even particular company, using Standard Industry Classification codes or other occupational codes.
- The U.S. Department of Labor's Layoff Aversion Guide notes that public loan defaults can be accessed to identify companies that are experiencing financial stress. This information is typically available from a state's development department, but may require confidentiality or sharing agreements.
- Financial stress indicators from Dun and Bradstreet (D&B) reports are particularly useful showing indicators of stress and growth based on a number of factors. While D&B is a proprietary data source and involves some associated costs, the data are used by several national best practices, including New York's ASSET model and Ohio's Business Resource Network, as the foundation for targeting businesses.
- Utility companies can identify usage drops which may indicate fewer shifts or equipment usage. They can also identify an uptick in usage which sometimes suggests new or expanded production lines, hours, etc. Utility companies have a vested interest in partnering to provide this information as they benefit if their customers succeed.
- A company's customers, suppliers or employees may learn if it is in trouble. Comments about reduced hours, products, services or payments send red flags that the company is at-risk. On the other hand, increased purchase orders or opportunities for overtime may indicate that a company is growing.

- DOL's Layoff Aversion Guide also notes that the U.S. Industrial Outlook, published by the Department of Commerce (DOC), analyzes current and forecasted trends for U.S. industries by four-digit SIC code.
- Local media outlets (newspapers, business journals, etc.) often report on significant changes in local companies – a new management team/ structure, new product lines, ads for job openings, compliance issues or legal troubles.
- A company's annual and quarterly reports provide financial information. These can be obtained through the website for the Securities Exchange Commission. All public companies file two documents: the 10-K, the annual report, and the 10-Q, the quarterly report.
- Local bankers, accountants or attorneys can be good sources of information for companies that may be considering expansion projects, mergers or acquisitions, or may be in financial trouble. These sources can be especially helpful to identifying smaller businesses that can benefit from the BST's services.
- Systems such as Synchronist build in predictive indicators based on an evidence-based set of questions, which can be used by Business Services Teams.
- Job boards can provide useful early indicators based on employee résumé postings from particular companies.

The U.S. Department of Labor's Layoff Aversion Guide can be found online at http://www.steelvalley.org/policy-leadership/books/58-layoff-aversion-guide.

Recommendation 3: Establish roles and minimum standards for Rapid Response

In 2006 in an effort to provide more efficient and timely Rapid Response services, the Office of Employment and Training shifted the lead responsibilities for Rapid Response from the central office to the local areas for all Rapid Response events.

The recent economic downturn has led to a high volume of layoffs which, while unfortunate, has allowed Rapid Response Teams to hone a process and presentation for delivering Rapid Response services. Furthermore, many regions have developed successful, unique ways to assist dislocated workers in finding new employment. In one region, for example, the chamber of commerce is a critical partner in identifying local employers who are seeking employees with similar skill sets as those who are dislocated. Another region is using data captured during Rapid Response events as an economic development tool. This information is then used when recruiting new jobs to the area or in serving existing businesses that may be growing.

The recommendations that follow are not intended to replace the policy from 2006, but to build on and specify the roles and responsibilities of the team and its members. Much of this process depends on employers' willingness to share information, which reinforces the need for ongoing relationships with businesses throughout the business life cycle.

The Business Services Team and the Local Area Rapid Response Team

The BST and LARR are heavily interconnected. Information about a dislocation will sometimes come directly from the BST's interaction with employers. Other times, a company that is offering rapid response services to its employees may also benefit from turnaround assistance that the BST is able to provide. Thomas P. Miller and Associates suggests that there be at least two "bridge" roles among the two teams – the BST Regional Team Leader and a designated liaison from the LARR - who serve as information/ communication channels and are considered members of both teams. (It is noted that in several areas the BST and LARR are currently one in the same.)

Rapid Response Roles and Responsibilities

Local Area Rapid Response Team (LARR):

- The LARR will work with the Business Services Team to identify at-risk companies or employers who may already be laying off as well as monitor Career Center "chatter" and local trends. This includes comments from clients regarding a cutback in hours, an uptick of Unemployment Insurance claims from certain companies, etc.

- Once lay-offs have been identified, the BST works to determine if turn around assistance is appropriate for the company.
- As a member of the LARR, the BST Regional Team Leader suggests who should contact/ meet with the employer taking into account existing relationships and sector-specific expertise.
- The LARR reviews information from the employer meeting(s) to assess the needs of the employer and employees, determine the appropriate partners for the employee meeting, and assemble the presentation for the employee meeting. A representative from Unemployment Insurance is expected to be present at every employee meeting.
- The LARR provides a timely presentation of available assistance and resources during the employee meeting.
- The LARR surveys any layoff that the Team is aware of – from 5 affected workers to 500 or more. Even if the Team only provides rapid response packets to employees, all laid off workers should be surveyed and informed of resources available to them.
- The members of the LARR agree to ongoing cross-training of all partners on the available resources and services so that individuals are familiar with the various agencies' and organizations' offerings.

Local Area Rapid Response Coordinator (LARRC):

- Within 2 business days of learning of the dislocation, the LARRC contacts the employer to schedule a meeting. If the BST Regional Team Leader determines another team member should meet with the employer, then a joint meeting is coordinated.
- The LARRC gathers information used to assess the needs of the employer and employees through an in-person meeting(s) and possibly through the employee survey if the employer is willing to have it completed prior to the dislocation.
- The LARRC determines if the affected workers are trade impacted. If so, the LARRC contacts the Trade representatives.
- The LARRC shares information from the employer meeting(s) with the Local Area Rapid Response Team to assess the needs of the employer and employees, determine the appropriate partners and assemble the presentation for the employee meeting.
- The LARRC schedules and participate in the employee meeting(s). During the meeting, the LARRC oversees the employee survey process.
- The LARRC enters survey data into EKOS within 5 business days of the meeting.

- The LARRC completes and files the necessary forms and required reports (RR-50, employer profile, synopsis of employee meetings, etc.)
- For additional Rapid Response funds, the LWIB staff submit a request to the central office with a detailed service plan.

Regional Leadership:

- BST Regional Team Leader serves as a liaison between the Commonwealth and LARR.
- BST Regional Team Leader supports/ provides guidance to the Local Area Rapid Response Coordinator and Team on assessing the needs of employers and employees.
- BST Regional Team Leader ensures that data is entered into EKOS in a timely manner and that reporting on rapid response activities is kept up-to-date.
- BST Regional Team Leader ensures that minimum standards are met in the local areas.

Central OET Office:

- Prior to awarding funds for Rapid Response, the Central OET office will evaluate requests based on the completion of certain requirements, including but not limited to:
    - Timeliness of rapid response services
    - Survey information entered into EKOS
    - Survey results utilized to build service plan
    - Level of rapid response activity recorded
- The Central OET Office will review requests for additional Rapid Response funding and provide a response to local areas within 5 business days of receiving the request.
- The Central OET Office provides technical assistance as needed. Topics may include best practices, cross-training, presentation skills and training on new technologies.
- The Central OET Office will dedicate at least one peer-to-peer learning opportunity each year (see Recommendation V) to a discussion of Rapid Response best practices.
- The Central OET Office will provide regular labor market information reports and tools that provide centralized analysis and support as LARRs and BSTs to review data triggers.

Minimum Expectations

The following minimum standards are expected for rapid response activities. These are meant to provide consistency throughout the Commonwealth and ensure that information is shared to all appropriate parties.

What	Why	When	Who
Survey and offer services for any layoff the LARR becomes aware of regardless of size or industry	To ensure that all dislocated workers are aware of the resources and services available to them	As needed	LARR Team
Share employer information	To connect the employer to potential turn around assistance	As needed	LARR Team; BST Reg. Team Leader
Submit employee meeting summary to the Central Office	To ensure the Central Office can monitor rapid response activities and effectiveness and identify successes	Within 5 business days of employee meeting	LARRC
Enter data collected from employee survey into EKOS	To ensure that the Central Office has access to this information for reporting purposes	Within 5 business days of employee meeting	LARRC
Evaluate completeness of rapid response data in EKOS	To ensure that the Central Office has access to information for reporting purposes	Prior to approval for funding; within 5 business days	Central OET Office
Provide Central OET Office with contact information of staff identified as LARRC	To ensure that the Central Office knows who to contact with questions or for further information	As identified	LARRC

Recommendation 4: Adopt a customer relationship management system to facilitate information sharing, accountability, and transparency among all partners of the Business Services Team

The regional input sessions and interviews revealed the need for a tool that allows local partners to access and share information easily and efficiently. A common customer relationship management system will help partners avoid duplication when meeting with businesses, provide Account Executives with insights on an employer's previous needs or interests, and streamline communication throughout the Business Services Teams. All core partners outlined in the One Stop Certification Standards should be able to utilize the system. Local Workforce Investment Boards should determine appropriate access for additional partners, including partners across state lines to support regional partnerships.

The 2008-2018 Capital Plan proposes an Enterprise Case Management System that simplifies and aligns the case management systems used by the Commonwealth's Workforce Investment agencies. The proposed system will create a common interface for the Office of Employment and Training, the Office of Vocational Rehabilitation, the Office for the Blind and the Office of Career and Technical Education. Although the project is not scheduled to be complete until 2017, if funding is made available sooner, immediate work will begin. While the current Plan does not offer access to all core partners of the Business Services Teams, this will be an added component.

Recommended characteristics that should be included in a customer relationship management system are:

- Facilitates information sharing among partners including support to the following processes:
    - Distribute target companies to Business Services Team (BST)
    - Capture responses from BST
    - Record Account Executive (AE) and Scribe assignments
    - Capture scheduled interviews
    - Capture responses to standardized interview questions including information about products and services, market, competitors, anticipated changes that will benefit or adversely affect the business, facility needs, workforce needs, impacts of technology, etc.
    - Capture primary challenges and opportunities
    - Distribute Challenges and Opportunities to BST
    - Capture responses from BST

- Track planned services, including progress
    - Captures customer satisfaction results
    - Allows document uploads (proposals, etc.)
- Organized by company, not contact
- Includes contact history, relationship management and service reminders
- Facilitates regional collaboration
- Enables user-friendly canned and custom reporting, including reporting of trends, results, and reporting by company, geography, AE, industry, etc.
- Assists in relationship building by including fields for personal information about employer contacts such as birthdays, favorite sports teams, anniversaries, hobbies, collections the contact displays in his/her office, etc. Information can be added as it is gained and should be detected naturally over the course of time, but helps build the relationship to the ultimate level of trusted advisor.

Options

The Commonwealth has several options to consider for a customer relationship management system. Each has its own array of advantages as well as challenges. A few options are:

- EKOS enhancements
- Customer Relationship Management system such as Executive Pulse or Sales Force
- Business Services Process Solution – Synchronist

Before determining a course of action, explore the pros and cons of all options.

Recommendation 5: Increase networking and peer-to-peer learning opportunities

Workforce Investment Boards and service providers are faced with unprecedented challenges, and they are being asked to address them with reduced funding from federal and state government sources. In essence, they must do more with less. That means they must employ new technology, new tools, and new ways of thinking to continue to be effective and relevant to both employers and job seekers. Fortunately user-friendly technology is available to facilitate networking and information sharing so that local areas can connect on common challenges and collaborate for success.

Kentucky has the opportunity to combine the development of a learning academy with improved technology to create a model, interactive Workforce Leadership Network to advance the capacity of the broadly-defined "workforce development system." A Workforce Leadership Network that allows for personal as well as virtual connections offers:

- 24/7 access to information;
- Ability to interact with other professionals and web sites, not just receive information;
- Continuous access to "best practices" via keyword searches, not just access via conferences, seminars, and training sessions; and
- Formation of affinity groups and blogs that target occupational and topical interests.

The broader system must also provide direct ties to the education and economic development systems as key partners in development.

Building a Model Workforce Leadership Network

Kentucky's model should include, at a minimum, the following characteristics:

- Two-way exchange of information between the state and regions
- Peer-to-peer exchange of information among the regions
- Ongoing conversation about workforce and economic development issues in Kentucky
- Fresh and relevant content from national and state thought leaders
- Showcase of best practices from the state and nation
- Direct links to regional and national platforms, such as SETA and NAWB
- Social networking capability and blogs for special interests in the system.

The Leadership Network should also include regularly scheduled conference calls/ webinars so that BSTs and other Career Center staff can communicate with each one another.

The network will need to be managed – technology must be maintained and discussion topics and content developed. A state Kentucky Career Center Learning Network Director and a designated point person at each WIB can be established to help manage the network.

Recommendation 6: Co-brand Business Services within the Kentucky Career Center Brand Guidelines

By co-branding Business Services programs and activities, a collaborative team is presented to employers that offers comprehensive solutions and leverages the brand recognition that individual partners already have with certain businesses. The One-Stop Certification Standards establish regional Business Services Teams that are comprised of four "core" partners and additional "extended" partners. The four core partners are the Office of Employment and Training (OET), Workforce Investment Act (WIA), Kentucky Community and Technical College System (KCTCS), and a local business organization (e.g. Chamber of Commerce) or an economic development organization. Two of these – KCTCS and the chamber of commerce or economic development organization – are not represented by the Kentucky Career Center branding making it necessary to co-brand joint efforts. Certain brands such as the local chamber of commerce or economic development organization may be more familiar to the business community and can help open doors when reaching out to employers.

Several of the "extended" Business Services Team partners are reflected in the Kentucky Career Center branding such as Vocational Rehab and the Office of the Blind. If extended partners play a key role in the Business Services Team but are not represented by the brand, the appropriate co-branding should be decided on by the team.

Co-branding should always follow the specifications outlined in the Kentucky Career Center Brand Guidelines. The Business Services Redesign Training can be utilized to communicate to local areas the expectation to co-brand Business Services with core partners.

Recommendation 7: Leverage the Economic Development Academy and opportunities with Economic Development

The KWIB's Economic Development Academy and the Kentucky Cabinet for Economic Development's (KCED) new strategic plan, *Kentucky's Unbridled Future*, present opportunities to introduce all BST partners to the principles and priorities of economic development as well as the resources available from these key partners.

The Economic Development Academy initiative described in the KWIB strategic plan can be reimagined in such a way to support a venue for presenting economic development principles so that workforce professionals have foundational knowledge and, if not already doing so, can begin to collaborate with economic development partners. By devoting a portion of the KWIB's Economic Development Academy agenda to reviewing the priorities laid out in the new KCED plan, local areas will be able to couple their new knowledge of economic development principles with specific priorities and goals identified for Kentucky.

In order to leverage the Economic Development Academy and the other opportunities with economic development, the collaboration at the Commonwealth-level should continue among the KCED and the Education and Workforce Development Cabinet, their respective agencies and be encouraged at the local level. A suggested first step is to work with KCED to develop content specific to *Kentucky's Unbridled Future* for the Economic Development Academy sessions. The KWIB's Economic Development Academy can be leveraged by both cabinets to develop workforce development professionals' and economic development professionals' knowledge and appreciation for what one another is able to offer to Kentucky employers.

Areas of Alignment with ***Kentucky's Unbridled Future***

Kentucky's Unbridled Future emphasizes the importance of an educated workforce with high-tech skills. Nearly all of the targeted business/ industry sectors identified in the plan cite the availability of a skilled workforce as a critical location criterion. Furthermore, the plan promotes truly collaborative thinking and suggests partnering with the KWIB to assess the Commonwealth's workforce and educational capabilities. Business services teams and sector partnerships can play a pivotal role in providing the mechanisms for ongoing feedback from business related to workforce capabilities, providing more detailed analysis of workforce challenges, specific skill needs and, in turn, creating collective solutions.
Other areas of alignment with *Kentucky's Unbridled Future* include:

- *Embrace regionalism* –Communities are no longer competing with other states or counties for economic development projects, but now with other countries around the world. To remain competitive, KCED's plan calls for regional strategies that leverage resources and present the critical mass necessary to attract and retain jobs in the Commonwealth. Workforce investment areas are regionally-focused and can help shape these multi-county economic development strategies.

- *Develop and implement statewide protocols for supporting existing business* – KCED plans to encourage consistent business expansion and retention efforts across the Commonwealth. Regional Business Services Teams provide an ideal platform for collaborative retention and expansion efforts.
- *Coordinate entrepreneurial resources* – The plan calls for conducting an inventory of entrepreneurial assets and then aligning assets/ developing a more coordinated effort around entrepreneurship. The assets that are identified should be included in the Business Services Resource Guide mentioned earlier in this report. Business Services Teams should be cross-trained on these resources and should understand any coordinated processes/ efforts that emerge for supporting Kentucky's entrepreneurs.
- *Conduct an assessment of Kentucky's incentive programs* – Although WIA funds cannot be used for "economic development," the value of recruitment and screening services as well as On-the-Job Training for eligible new hires can be a valuable component of an attraction package. The KWIB can help the KCED further understand these resources and the value they bring to employers moving to or expanding in Kentucky.
- *Develop and implement a strategy to attract Kentucky alumni with specific skill sets back to the state* – The effort to draw alumni back to the Commonwealth can be coordinated with the new Focus Talent/ Focus Career system. As the "go-to" site for job candidates/ job postings, the system will already include open positions that employers have posted.
- *Support the Military* – The plan calls for working with the Kentucky Commission on Military Affairs on job creation opportunities as well as finding employment for military personnel returning from active duty. Again, the new Focus Talent/ Focus Career system offers a valuable tool. The KCED and KWIB can tap into models of military skills crosswalks to translate military skills to civilian careers, engage employers and use On-the-Job Training to address skill gaps. BSTs can provide services that take advantage of programs such as "Helmets to Hardhats" and "Boots on the Ground."

Business Services Teams can also be a valuable resource in marketing the state-wide internship program outlined in *Kentucky's Unbridled Future*.

By sharing these and other concepts with workforce professionals, the Economic Development Academy sessions will facilitate the cross-sharing of information and help form collaborative approaches to common goals.

Recommendation 8: Develop Benchmarks and Roll Out Strategies

Once the recommendations are finalized and approved by the leadership team, Thomas P. Miller and Associates will develop roll-out strategies. The roll out strategies will help answer questions such as: What will it take to make this successful? What are the intersections with other initiatives? and Where are the cause and effect dependencies?

Measuring Success

Thomas P. Miller and Associates will suggest outcomes that are desired from strengthened business services and “rapid response” capabilities. Some initial thoughts on outcomes are included below.

Business Services:

- Number of jobs saved/ retained/ created
- Financial “impact” of services (grants, loans, training, technical assistance)
- Employer satisfaction rate
- Repeat business
- Number of additional services provided to employers
- Partner satisfaction rate
- Employer awareness of KY Career Center services
- Average number of partners per comprehensive proposal

Rapid Response:

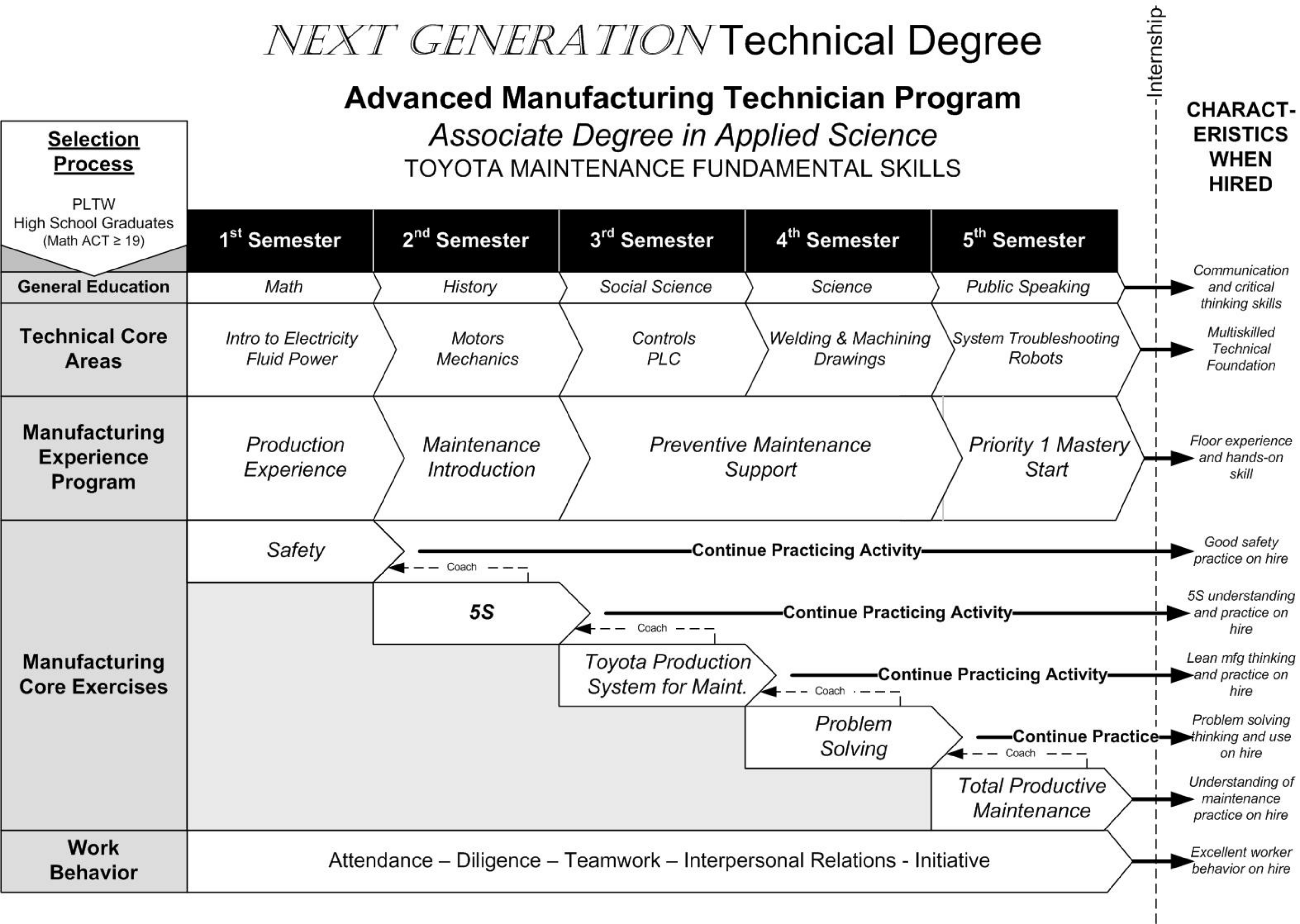
- Reduction in length of time Unemployment Insurance recipients are receiving payments
- Reduction in amount of Unemployment Insurance payments
- Reduction in unemployment rate
- Increase in laid-off worker participation rates for accessing services of the Kentucky Career Center system
- Increase in laid-off worker participation rates enrolled in sector-driven training programs
- Increase in on-the-job training for worker advancement into higher skilled positions (hard to measure but key to preventing layoffs and saving companies)

Recommendation 9: Develop a Business Services Training Framework

Thomas P. Miller and Associates will provide training to Business Services Team representatives from throughout the Commonwealth. The training topics will be tailored to the needs and priorities identified by local business services staff. Generally, TPMA suggests the training include the following topic areas:

- Business Services Framework and Process
- Tips to identifying at-risk and/or growth-mode companies to target
- Tools that will be/are available to support business services, including resources for developing sector-specific knowledge and expertise

TPMA suggests an interactive training that begins to instill a curiosity for best practices and a culture of continuous improvement in the Commonwealth's Business Services Teams.


NEXT GENERATION Technical Degree
Advanced Manufacturing Technician Program
Associate Degree in Applied Science
TOYOTA MAINTENANCE FUNDAMENTAL SKILLS
Selection Process
PLTW
High School Graduates
(Math ACT ≥ 19)
Internship
CHARACT-ERISTICS WHEN HIRED
1st Semester
2nd Semester
3rd Semester
4th Semester
5th Semester
General Education
Math
History
Social Science
Science
Public Speaking
Communication and critical thinking skills
Technical Core Areas
Intro to Electricity
Fluid Power
Motors
Mechanics
Controls
PLC
Welding & Machining
Drawings
System Troubleshooting
Robots
Multiskilled Technical Foundation
Manufacturing Experience Program
Production Experience
Maintenance Introduction
Preventive Maintenance Support
Priority 1 Mastery Start
Floor experience and hands-on skill
Manufacturing Core Exercises
Safety
Continue Practicing Activity
Coach
Good safety practice on hire
5S
Continue Practicing Activity
Coach
5S understanding and practice on hire
Toyota Production System for Maint.
Continue Practicing Activity
Coach
Lean mfg thinking and practice on hire
Problem Solving
Continue Practice
Coach
Problem solving thinking and use on hire
Total Productive Maintenance
Understanding of maintenance practice on hire
Work Behavior
Attendance – Diligence – Teamwork – Interpersonal Relations - Initiative
Excellent worker behavior on hire

Remediation Reduction:
A Pathway for Postsecondary Readiness

White Paper Bridging Career Pathways Education & Economic Improvement

Introduction

Has education of the K-12 students across the Commonwealth delivered the workforce necessary to successfully compete in today's global technology-driven economy, bringing jobs to more Kentuckians closer to home? There is a direct long-term relationship between local economic investment in K-12 STEM education and community economic longevity and viability. Investment in strong STEM education for students at the local level, providing hands-on, project-based, problem-solving educational opportunities for all students within a community, leads to prosperity for that community as the students evolve and grow into the entrepreneurs, manufacturers, business leaders and community leaders of tomorrow.

Since the KERA reform of 1990, Kentucky's K-12 educational system has undergone transformative and innovative changes. Further, Kentucky's economic climate has also undergone a transformation, migrating from an agrarian-based economy into a workplace, employer-based economy. Many companies in Kentucky today conducting business and generating revenue were absent from the radar in 1990.

Challenges

K-12 Education

ACT data from the Kentucky Department of Education for the 2008-09 junior class indicate Kentucky students are unprepared[1].

- Only 46% met the English ACT readiness standard of 18
- Only 34% met the mathematics ACT readiness standard of 19
- Only 38% met the reading ACT readiness standard of 20

The ACT results for 2009-10 show signs of improvement in math and reading, while English scores declined[1]

- Only 39% met the college readiness standard for English
- Only 36% met the college readiness standard for mathematics
- Only 42% met the college readiness standard for reading

[1] Kentucky Council on Postsecondary Education, http://cpe.ky.gov/NR/rdonlyres/9BDD2211-14F8-425E-949F-B741B07DE304/0/Strategic_Agenda_Report_College_Readiness_Final.pdf accessed 10 Jan 2012,

Of 50 children who can't read in first grade, 44 will remain behind by fourth grade. The educational system is aligned to the agricultural economy and industrial models, although we are in the 21st century driven by technology and innovation. The jobs of 2020 have yet to be invented, developed or discovered. Fifteen million American adults today lack a high school diploma. By fifth grade, 45% of students are scared of math and science. By eighth grade 60% fail to pursue math or science courses. Thirty-one percent (31%) of ninth graders drop out of high school. Juniors and seniors pursue more electives than academics.[2]

Many students in secondary schools are bored, earning diplomas unable to move into the workplace or postsecondary education without first receiving non-credit remediation. Senate Bill 1 of 2009 was designed to address some of these gaps. However, workplace remediation remains a costly enterprise which diverts resources employers could potentially utilize to expand their enterprises.

Postsecondary Education

More than 90 percent of students entering postsecondary education following adult education GED programming have developmental or supplemental education needs[3]. In Kentucky, the six-year graduation rate from college is 42%. Of the students entering college as of May 2011, 61% were considered ready. Almost 40% required remediation in college. Further, in the workplace, employers struggle to find workers who are dependable, ethical, willing to learn, can apply math or science, can clearly articulate a problem, solve a problem, think independently and critically, work as a member of a team, or possess other desired employability traits[4]. Although many of these traits and skills are elements of the NAM-endorsed Manufacturing Skills Certification System, these skills apply to all areas of business and industry sectors across the Commonwealth and the nation. Employers are increasingly indicating they are unable to find employees who can simply arrive to work on time, ready to work, and ready to help the business achieve its goals.

Workforce

As most of the constituent members of the Kentucky Association of Manufacturers are painfully aware, along with many employers across all sectors of the economy, in this age of technology and fast-paced technological changes, many students completing K-12 education suffer from a lack of fundamental skill preparation. This is evidenced when students continually focus upon "getting the right answer" instead of using and developing problem-solving processes, critical thinking and analytical skills, and understanding how to decompose and solve problems, particularly in team environments. We also see evidence of the lack of fundamentals when a high school student working at a restaurant is unable to calculate and return an accurate amount of change to a customer during an electrical power outage. Sadly, we also see this lack of fundamental understanding when a student is unable to execute fundamental statistical analysis using spreadsheet tools, such as Microsoft Excel for example, or to recognize if the spreadsheet is providing accurate information. The skills of fundamental critical thinking, analytical processing, problem-solving and basic math are addressed through a nationally-recognized Science, Technology, Engineering and Math (STEM) curriculum called Project Lead The Way

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[2] NAM Roadmap to Education Reform for Manufacturing
[3] KY Council on Postsecondary Education, http://cpe.ky.gov/NR/rdonlyres/9BDD2211-14F8-425E-949F-B741B07DE304/0/Strategic_Agenda_Report_College_Readiness_Final.pdf accessed 10 Jan 2012.
[4] NAM-endorsed Manufacturing Skills Certification System (see associated graphic on page 6)

(PLTW). We advocate PLTW as a component of the solutions to the lack of fundamental workforce-ready skills underdeveloped in the preK-12 classroom.

Solutions

Short Term

In the short term, the Kentucky Science, Technology, Engineering and Math (STEM) Task Force recommended Project Lead The Way (PLTW) as the STEM solution for the Commonwealth in 2007. Project Lead The Way™ (PLTW) is a nationally-recognized elementary, middle and secondary STEM curriculum focused on projects and problem-based contextual learning. PLTW dovetails math, science, engineering and technology concepts in an engaging and fun curriculum; PLTW has been gaining momentum across Kentucky in local school districts as the solution to better preparing middle and secondary students for college and career. Options for students after high school include the military, postsecondary education, or the workforce. Today's preK-12 students constitute tomorrow's workforce, regardless of their postsecondary choice. PLTW prepares students for postsecondary success in any field or path through hands-on, problem-based, real-world, project-based learning, teaching students to think critically and analytically, and ensuring remediation is unnecessary. Expanding PLTW into every school in the short term requires appropriate prioritization within local schools and communities to ensure the students in the local districts have access to this real-world, project-based, proven method of learning problem-solving employable skills.

We encourage and applaud isolated efforts in various school districts across the Commonwealth providing PTLW to the students in their districts. For example, Trigg County, as an early adopter of PLTW over nine years ago, continues to offer the curriculum to over 30% of their high school students, even when unemployment in the county hovers at 16%, with a contracting tax base . Students in Trigg County are pursuing patents, solving industry problems, and working to improve their local economy. In McCracken County, three rival high schools are combining into one facility so that all students in the district can access the benefits PLTW provides. In Muhlenberg County, PLTW is fully funded, and the community leaders recognize PLTW as the source for their economic viability. In Marion County, PLTW students have designed five buildings for the city of Lebanon. In Lawrence County, PLTW students are designing the new commercial kitchen space for the Culinary Arts program within the high school. The common denominator among these varied school districts is the commitment to continually prioritize PLTW within the schools, across the district, and within the community. These are a sampling of the localized pockets of efforts across the Commonwealth communities extend to provide their K-12 students with opportunities leading to long-term economic viability.

Key to Kentucky's successful participation in the knowledge economy is for all Kentucky schools to be given the opportunity to embrace dramatic and lasting change, progressing forward in the STEM education they provide. Communities across the Commonwealth recognize PLTW offers the skills and the knowledge to develop effective teachers and administrators, and the tools to execute the delivery of a proven, recognized, standards-based STEM curriculum. This change encompasses the long-term solution toward engaging preK-12 students to become the dynamic employees of the future.

Long Term

Long term, the critical-thinking, analytical skills, problem-solving skills, and project-based learning offered within PLTW should be available to all students across the Commonwealth beginning in the early grades, even preschool. Students as young as three or four can begin to solve simple problems, considering what to wear based upon the weather, for example, instead of having a parent or teacher decide on their behalf. Teaching children to problem-solve, to think critically and analytically, are critical components of the long-term solution to prepare tomorrow's workforce. Long-term, students who understand how to solve problems, collaboratively and analytically, are equipped to become the local entrepreneurs of tomorrow.

PLTW and project-based learning encourages those students who may have overlooked a STEM career by opening the door of options and opportunity in STEM areas of healthcare, engineering, technology, manufacturing, and any other field a student chooses to pursue. Students understand that engineers do more than simply fix things and drive trains, both of which are true, yet incomplete. In Franklin County, for example, fifth graders learn a design process, using criteria and a matrix, to determine within a group project the best solution to solve a given problem. As one fifth grade student aptly articulated in September, "We are learning STEM….science is the understanding of how things work, technology is used to make things work, engineering is improving how things work, and math, well that is just math." This ten-year-old girl understands and uses technology to solve problems to improve her world, recognizing pain points and working with her cohort of teammates to develop solutions. PLTW provides students a pathway to a successful career, giving them confidence that they can indeed solve problems, work in a team environment, think critically and analytically, while simultaneously generating interest in mathematics, science, engineering, advanced manufacturing, biomedical sciences, energy and other STEM subjects.

The creation of a skilled STEM workforce is the cornerstone for research and development, and consequently the key to innovation and success in the knowledge-based, technology-driven economy. There is broad agreement that STEM education in the United States is not producing the quality and quantity of graduates needed to keep the U. S. competitive. In Kentucky, we have identified a critical need for teaching much more rigorous STEM curricula and for teacher education focused on enhanced STEM disciplines and embedded pedagogy. PLTW has been praised by numerous professional organizations, including the Aerospace Industry Association and the Society of Manufacturing Engineers. Further, PLTW is the only K-12 STEM curriculum identified in the 2007 report, "Rising Above the Gathering Storm" published by the National Academies of Engineering, Science and Health as the path to improving the STEM workforce in this country. The final report of the Kentucky STEM Task Force, delivered in December 2008, acknowledged PLTW as the STEM solution for the Commonwealth.

Research has shown that when schools apply activity-based and problem-based learning, student motivation increases. Additionally, students acquire cooperative learning skills and higher-order thinking, resulting in an increase in overall student achievement, and removing the need for postsecondary remediation regardless of the student's chosen pathway after high school. For example, according to an evaluation by High Schools That Work, PLTW students scored significantly higher in both mathematics and science high school assessments. The National Center for Education Statistics 2006-07 True Outcomes report explains that students who participate in PLTW are five times more likely to graduate college as science, technology, engineering and mathematics (STEM) majors than those who do not. Depending upon which secondary pathway students choose, PLTW students are more likely to choose engineering or healthcare[5].

PLTW incorporates and aligns with standards from the National Academy of Sciences, National Council of Teachers of Mathematics, International Technology Education Association, and National English Language Arts. In June 2009, the Education Commission of the States awarded PLTW the 2009 ECS Corporate Award for the organization's commitment to and investment in improving public education.

Cultivating and sustaining the critical employable skills of today's students for tomorrow's workforce depends upon integrated partnerships between elementary, middle and high schools, colleges and universities, and the business and government sectors. Forging partnerships within communities across the Commonwealth to improve Kentucky's educational system at the local levels remains critical to reducing workplace and educational postsecondary remediation. The improvements in preK-12 education to prepare our students for any post-secondary choice hinge upon local community partnerships between business enterprises, industrial and manufacturing enterprises, academic organizations, and parent organizations coming together to create local community Partnership Teams in support of STEM education for the local school system.

The linchpin of the long-term solution hinges upon the ability of a community school system to embed problem-solving, project-based curriculum across the entire academic curriculum. Integrating rigor, relevance, hands-on, project-based learning for all students within a school system sustains the economic viability of a community by preparing the employers and employees of the future. The economic longevity of any community relies upon the availability and capability of students to complete high school and enter the local workforce earning a living wage, with the skills needed to succeed down any chosen path.

[5] www.pltw.org accessed November 2011

KENTUCKY ASSOCIATION OF MANUFACTURERS

I. PERSONAL EFFECTIVENESS COMPETENCIES

- Integrity
- Motivation
- Dependability & Reliability
- Willingness to Learn
- Workplace Ethics

II. ACADEMIC COMPETENCIES

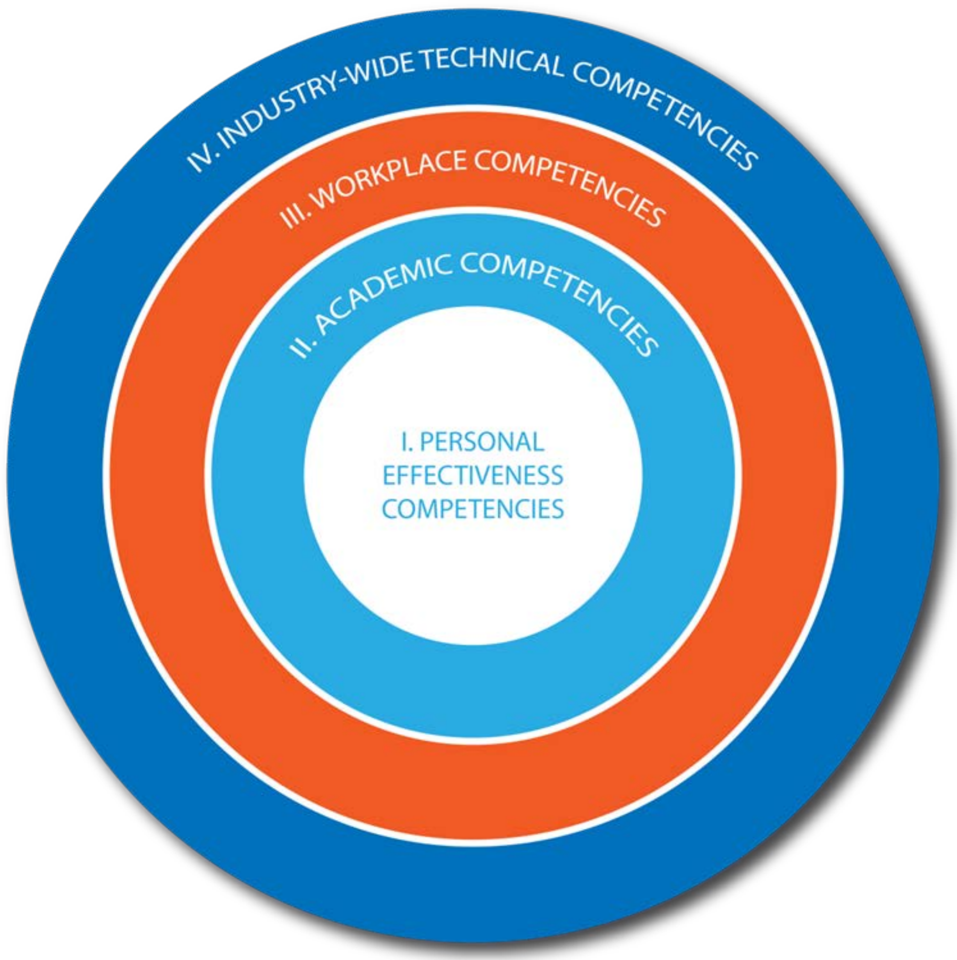
- Applied Science
- Basic Computer Skills
- Applied Mathematics/Measurement
- Reading for Information
- Business Writing
- Listening & Following Directions
- Locating/Using Information
- Speaking/Presentation Skills

III. WORKPLACE COMPETENCIES

- Business Fundamentals
- Adaptability/Flexibility
- Marketing & Customer Focus
- Planning, Organization & Teamwork
- Problem Solving & Decision Making
- Applied Technology

IV. INDUSTRY-WIDE TECHNICAL COMPETENCIES

- Manufacturing Process Development & Design
- Lean & Green
- Production
- Maintenance, Installation & Repair
- Supply Chain Logistics
- Quality Assurance/Continuous Improvement
- Health & Safety



Foundation for Kentucky Industry, Inc.

"Connecting Business, Education and Government in Kentucky For a More Prosperous Future"

The Foundation for Kentucky Industry, Inc. (FKI) is a 501(c)(3) organization, established in 1995 for the sole purpose of ensuring the strength, growth and sustainability of manufacturing in Kentucky. This collaborative initiative was created to assist the Commonwealth of Kentucky in its efforts to establish a vibrant environment for manufacturing enterprises that can be created, located, expanded and sustained in Kentucky. To compete in today's business marketplace, successful manufacturing enterprises require new, enhanced and evolving technologies and knowledge-based processes. This is accomplished by providing a continuous improvement environment and mindset with respect for others, maximizing human, intellectual, and financial capital in collaboration to create globally competitive products.

These needs can be categorized into three general focus areas:

1. Awareness and Education: Marketing the value of advanced manufacturing to the state's economy, improving the perception/image of manufacturing so Kentucky residents will pursue the high-wage/high-skill employment opportunities in manufacturing to grow and sustain prosperity in the Commonwealth.

2. Talent Development: Preparation of a high-performance workforce through the establishment of advanced manufacturing career pathways.

3. Training: Promoting the progression of advanced manufacturing enterprises through activities like new/enhanced product design/development, and increased integration of lean systems.

The Foundation for Kentucky Industry will aggressively promote the reality that Manufacturing = Careers in Kentucky.

609 CHAMBERLIN AVENUE FRANKFORT, KY 40601 (502) 352-2485 PH (502) 352-2489 FAX

Dream It Do It®

Why:

U.S. manufacturers face major human capital challenges that threaten their competitiveness in today's complex, integrated global economy. A highly skilled, educated workforce is the principal driver of innovation success, but a hard asset to acquire. According to a joint study by Deloitte and The Manufacturing Institute, *Skills Gap*, over 80% of surveyed companies reported moderate to serious skills shortages in the hiring pool. Compounding this talent challenge is the reality that today's young students do not pursue careers in manufacturing. Another study published by Deloitte and The Manufacturing Institute, *Public View on Manufacturing*, reports that while the majority of surveyed Americans view U.S. manufacturing as a national priority, only about a third of parents would encourage their children to go into manufacturing. Human capital shortages will persist as the baby boomers retire, technological advances require more advanced skill sets, and our global competitors continue to surpass our educational system in producing a high-volume, high-quality technical workforce.

What:

Dream It. Do It. is the public-facing message about high-tech, high-wage careers in manufacturing. As a national manufacturing careers recruitment strategy, the program's aim is to inform, excite, educate and employ the next generation of manufacturing talent. As a workforce and economic development initiative, Dream It. Do It. fosters growth, innovation and jobs by building entrepreneurial, regional alliances and providing youth-oriented awareness and education initiatives designed to capture and prepare the next generation of skilled American manufacturing talent. Dream It. Do It. is also positioned as an engagement tool that feeds young students into specific educational pathways aligned with career pathways in high-quality, high-paying jobs. These pathways are specifically accessible through the NAM-Endorsed Manufacturing Skills Certification System.

The Dream It. Do It. Manufacturing Careers Recruitment Strategy

- Promotes a clear understanding of advanced, high-tech manufacturing and its contribution to innovation, productivity, economic growth, wealth building, and high-quality jobs;
- Promotes a modern image of manufacturing aimed at 16-26 year olds, their parents, and educators, that expels old stereotypes of manufacturing;
- Promotes strong regional, cluster-oriented, pro-manufacturing partnerships among local business, political, education, and civic leaders, and economic developers;
- Offers an engaging, interactive website that serves as a dynamic resource for students to explore an array of manufacturing jobs and the skills and education levels required for them; and,
- Serves as an initial channel into aligned educational pathways in post-secondary education and career pathways in valuable manufacturing jobs through the NAM-Endorsed Manufacturing Skills Certification System.

Dream It. Do It. is a national umbrella brand and strategy that is deployed locally so that programs and marketing can be customized to meet the needs of local industry. These local programs—tested and proven "on the ground"—are compiled into a library of national resources, which documents and shares best-practices and tools so that other Dream It. Do It. teams can replicate these proven initiatives in their own communities.

Gateway Community and Technical College
Health Profession Opportunity Grant
HPOG Quarterly Report
6/30/12 -9/29/12

Enrollment goals: By 9/29/12, the end of our second grant year, we have enrolled 335 total students in HPOG and this keeps us on track for our 5 years goal of 945.

Retention and employment goals: At this point we continue to graduate mostly Nurse Assistants as you can see from the table below. We also have smaller numbers of students completing other longer programs that will increase in the next years.

As of 9/29/2012

Year 2	Students	%
HPOG enrolled in NAA Course (starting and ending) in Year 2	127	100%
Passed Class and Eligible to Take Test (Final Grade of C or better)	106	84%
Passed Test	49	46%
Employed or continuing education (Based on Eligible Students)	67	63%

New programs goals: Electronic Health Records started August 2011 and Phlebotomy started in January 2012. Paramedic, Health Information Technology and Pharmacy Technician started in August 2012. Human Service program will begin in January. With the addition of these new programs Gateway reaches it's goal of starting 6 new programs. Gateway now has many healthcare careers for students in Northern Kentucky to choose from when enrolling.

Employer Advisory Council: The first meeting of our newly organized Employer Advisory Council will be 11/27/12. We hope to seek information from our local employers about what they want and need from new employees in the health field. We would also like them to partner with Gateway to hire our students when they graduate from our programs and take their certification tests. Employment is the main goal of this grant and we hope to get the community involved with our programs and students.

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Report prepared by Terri Green, HPOG Project Director 10/29/12

This document was supported by Grant 90FX0008 from the Administration for Children and Families, U.S. Department of Health & Human Services (HHS). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of HHS.