



KENTUCKY WORKFORCE INVESTMENT BOARD

Board Meeting

11-17-11

Agenda

1:00 PM **Welcome** – Ed Holmes, KWIB Chair
New Executive Committee Members/New Staff

ACTION:

1:00 PM **Minutes of August KWIB Meeting**

STRATEGIC PLAN IMPLEMENTATION:

1:05 PM **Work Ready Communities Update** – Crystal Gibson, Champion
Policy Recommendation, Action Requested
ACT Work Ready Communities Academy, Action Requested

1:15 PM **Milestone Awards** – Ed Holmes

REPORTS:

1:20 PM **High Impact WIB Technical Assistance** – Ed Holmes

1:25 PM **High Impact WIB Workshop** – Rodney Bradshaw, Mike Temple
Gulf Coast WIB

1:45 PM **TEK Committee/ Perkins Recommendations** – Dr. Rhoads

2:00 PM **Legislative Update (federal & state)** – Secretary Meyer

2:15 PM **Local Area Presentation** – Daryl Smith, Jennifer Compton
Bluegrass WIB

OTHER BUSINESS

2:35 PM **Discussion: System Performance Measures – Best Practices**

2:50 PM **Gateway Community & Technical College MOU**
Second Year Memorandum of Understanding, Action Requested

2:55 PM **2012 KWIB Meeting Dates**

ADJOURN

3:00 PM

EDUCATION & WORKFORCE DEVELOPMENT CABINET
Office of the Secretary

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Frankfort, KY 40601
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KWIB Meeting Minutes

August 18, 2011

Kentucky Higher Education Assistance Authority Building
Frankfort, Kentucky

Members Present

Benny Adair, Kenneth Allen, Jeff Bischoff, Commissioner Beth Brinly, Secretary Mark Brown, Rick Christman, Representative Larry Clark, James Cole, Crystal Gibson, Hugh Haydon, Secretary Larry Hayes, Senator Jimmy Higdon, Kimberly Huston, Robert King (Reecie Stagnolia) Secretary Mary Lassiter, Roger Marcum, Dr. Michael McCall (Dr. Jay Box), Senator Vernie McGaha, Secretary Joe Meyer, Scott Pierce, Dr. Judith Rhoads, Daryl Smith, Kevin Shurn, Tom Volta (Greg Meyer)

Staff Present

Wanda Beasley, Elizabeth Hack, Tom West

CALL TO ORDER

Hugh Haydon, Vice-Chair, called the meeting to order at 1:05 p.m.

ACTIONS

A motion was made by Benny Adair and seconded by Daryl Smith to approve the February 24, 2011 KWIB Meeting Minutes. Motion approved.

A motion was made by James Cole and seconded by Benny Adair to authorize the Executive Committee to review, approve and submit the annual report for the US Labor Cabinet once received from staff. Motion approved.

STRATEGIC PLAN IMPLEMENTATION

One Stop Certification Framework

Commissioner Brinly introduced Gretchen Sullivan of Maher and Maher to give a status report on One Stop Certification; noting that at the May meeting certification draft standards were presented, and now a full Implementation Plan is ready for review. Slide presentation and Information on Certification links were given as handouts. After presentation there was discussion about the local WIB input on the Implementation Standards. Commissioner Brinly responded that local boards were represented by staff on the core team and steering committee and had the open opportunity to help shape these standards. Additional discussion included Local Boards certifying themselves. Ms. Sullivan clarified that there is a review team that reflects both local interest and outside-local interest that will work with the Local Boards to certify One Stop locations.

Commissioner Brinly added that the Federal law is clear that the Local Boards have the responsibility for certification of One Stop locations. It is the State Board's responsibility to provide continuous improvements & to set a policy framework in which the local boards operate and develop their certification standards. In addition one of the states technical assistance efforts would be to provide statewide training on Foundational Standards for all serving on the local certification teams.

Commissioner Brinly made a motion to adopt the Standards and Implementation Plan as presented by the steering committee. It was seconded by Representative Clark. Motion Approved.

Accountability/Oversight

Vice-Chair Hugh Haydon provided an overview of the handout on Measuring Success. The Executive Committee recommends the following schedule to measure the current process and ultimately measuring results. Year One – Establish Baseline, a standard in which to measure; Year Two – Measure the process and or program; Year Three – Measure Results. And in that third year look at overall plan to see if modifications or changes are needed. In discussion there was a recommendation to create a standard across all One Stop and Local Workforce Investment Boards, including processes and accounting.

Commissioner Brinly advised that there is a standard reporting system in place that the local boards use, and that additional elements are being looked at to add more transparent reporting across offices and regions. The staff is working on an Annual Report Model for each Local Board to reflect accomplishments and fiscal management of their assets. Some additional areas of focus for measuring success might be Employer Penetration; Repeat Customers, etc. In further discussion the question was opened to the Board, how often do we review the program? The Executive Committee has proposed three years, however concern over funding changes, changes in the cabinet, and other factors may come in to play where changes need to happen quickly, so when the standard timeframe is set, there has to be some flexibility and more frequent checks and balances to be sure the program is where it needs to be.

Milestone Awards

Hugh Haydon	Project Champion	Sector Strategies
Jim Beyea	Project Manager	Sector Strategies
Crystal Gibson	Project Champion	Work Ready Communities
Jason Slone	Project Manager	Work Ready Communities
Jason Slone	Project Manager	High Performing Workforce Boards
Reecie Stagnolia	Project Champion	National Career Readiness Certificates
Joe Paul	Project Manager	National Career Readiness Certificates
Thomas Wheatley	Project Manager	One Stop Certification

REPORTS

Local WIB Chair Orientation Outline

Tom west reported that in meetings with Local Board Chair's there's an interest in a common orientation/training for chair's and board members In open discussion it was suggested that training be done as a collective group and not just with one location, more interactive. Once approved Tom is looking at early 2012 for implementation, starting with internet based courses.

Transforming Education in Kentucky Committee/Perkins Act Funding

Dale Winkler, Executive Director CTE, made a presentation on the Perkins Career & Technical Education Act of 2006 and a review of recommendations from the Task Force for Transforming Education in Kentucky. In open discussion is was Hugh Haydon commented that the emphasis on alignment with KWIB strategic plan is good and that having five or six members of the board serve on a committee is within the role of this board who governs the strategy behind these funds to step up and assume responsibility. Dr. Judith Rhoads added comments on who should manage the funds. Secretary Meyer stated that State law gives oversight of the Perkins Fund to this Board and historically it is then delegated to OCTE, and that there hasn't been a lot of communication back and forth. A recommendation was made that Secretary Meyer, Tom West and the current committee meet and report in November with a recommendation for the board.

Local Area Presentation

Barbara Stewart & Nancy Spivey of the Northern Kentucky WIB made a presentation about the Employers First program in their area.

OTHER BUSINESS

Work Ready Communities Review Panel Appointed

Tom West announced Work Ready Communities Review Panel members: Crystal Gibson (Chair), Nancy Spivey (Vice-Chair), Tom West, Brian Roy, Donna Davis, Dale Winkler, Roxann Fry, Robert Curry, David Walters, Mike Donta.

NGA Conference

Tom West gave an overview of his attendance at the National Governors Association in Kansas City.

NCRC Scholarship from ACT

Tom West gave an overview and update of the National Career Readiness Certificates. If anyone has employers with interest in the program, have them contact Tom or Joe Paul in the Office of Employment and Training.

NEW BUSINESS

Jim Cole – two concerns 1) Skewed unemployment numbers, how do we adjust when people drop off the program, how are we servicing them. 2) Employers do not want people that have been unemployed for over a year. Their skills are not

up-to-date, how can we rebrand them. Mr. Cole asked for input from the board on how we can rebrand those deemed unemployable and to submit suggestions to Linda Prewitt and Bill Monterosso, asking them to filter responses and see what ideas the Board has.

Commissioner Brinly – reported that at NGA State Workforce Liaisons Meeting, she learned that Missouri has set a goal for their Local WIB and One-Stops to find jobs for the unemployed within 10 weeks; the program is very successful, Commissioner recommended that we keep this in mind when reviewing performance measures in November.

Commissioner Brinly – commented on the long-term unemployed, that programs are in place to guide and encourage people to upgrade skills via integrated adult education programs and technical skill programs. Grant money is also being sought to expand on programs for on-site training and other programs that if awarded could start as early as January 2012.

ADJOURN

With no further business, the meeting adjourned by Vice-Chair Hugh Haydon at 2:45 p.m.

Kentucky Work Ready Communities

Review Panel

Policy Modification Recommendation

10-12-11

The Issue:

The Work Ready Communities certification program as adopted by the Kentucky Workforce Investment Board on May 19, 2011 includes a requirement for demonstration of broadband internet service availability. The criteria as described in the program, requires a certain speed and identifies www.broadband.gov as the primary resource to be used for this criteria.

Since the adoption of the criteria, broadband.gov has changed the data it reports from "4 Mbps" to "3 Mbps or greater."

Current Language:

Availability of Internet as an indicator of digital literacy

SOURCE:

See **RESOURCES** tab on the Work ready Communities web site.

The percentage of households in a community with broadband Internet available. Data must come from www.broadband.gov.

WORK READY COMMUNITY: An urban county must have 4Mbps speeds available to 90 percent of housing units.

A rural county must have 4Mbps speeds available to 90 percent of housing units with the exception of those they can show to be inaccessible (cost prohibitive) by technology other than wireless - where there must be 1.5Mbps speeds available to 90 percent of housing units.

WORK READY COMMUNITY IN PROGRESS: Must present a plan to meet the above goals within three years.

Kentucky Work Ready Communities

Proposed Language:

Availability of Internet as an indicator of digital literacy**SOURCE:**

See **RESOURCES** tab on the Work ready Communities web site.

The percentage of households in a community with broadband Internet available. Data must come from www.broadband.gov.

WORK READY COMMUNITY: An urban county must have 3Mbps speeds or greater available to 90 percent of housing units.

A rural county must have 3Mbps speeds or greater available to 90 percent of housing units with the exception of those they can show to be inaccessible (cost prohibitive) by technology other than wireless - where there must be 1.5Mbps speeds available to 90 percent of housing units.

WORK READY COMMUNITY IN PROGRESS: Must present a plan to meet the above goals within three years.

Action Requested:

The Work Ready Communities Review Panel recommends the Kentucky Workforce Investment Board modify the above mentioned criteria by resolution.

Proposed resolution:

A resolution to modify the language of the Work Ready Communities criteria regarding internet availability to reflect the language proposed by the Review panel during their October 12, 2011 meeting as presented to this board on November 17, 2011, and to direct staff to modify all applicable documents to reflect this change effective immediately.

ACT Certified Work Ready Communities

ACT Certified Work Ready Communities (CWRC) empowers counties and states with actionable data and specific workforce goals that drive economic growth. Participating states are leveraging the National Career Readiness Certificate (NCRC), improving high school graduation rates and educating individuals and businesses on the value of an NCRC and community certification. The National Career Readiness Certificate, issued by ACT, is an industry-recognized, portable, evidence-based credential that certifies essential skills needed for workplace success.

ACT Inc. is leading this national effort and offers a year-long executive training program – the ACT Certified Work Ready Communities Academy – that will lead state teams through a successful start-up and deployment of a statewide Certified Work Ready Community initiative.

By participating in ACT's Certified Work Ready Communities initiative, states are helping:

- Business and industry know exactly what foundational skills they need for a productive workforce – and to easily communicate their needs
- Individuals understand what skills are required by employers – and how to prepare themselves for success
- Policy makers consistently measure the skills gap in a timely manner at the national, state and local levels
- Educators close the skills gap, via tools integrated into career pathways with stackable industry-recognized credentials
- Economic developers use an on-demand reporting tool to market the quality of their workforce

Partnerships at all levels fostering innovation

Communities <i>Local Work Ready Community Team</i>	Local businesses Local chambers and economic development Local workforce development Local board of education Local county commissioners and mayors Local technical/community college
States <i>State Work Ready Communities Leadership Team</i>	Governor State chambers State technical/community college system State commerce or economic dev. agency State workforce agency K-12 education system
ACT <i>Implementation Framework</i>	Investment in infrastructure Provides monthly workforce data Hosts training academy for participating states Provides toolkits and support Advisory board

For more information, please visit: <http://www.workreadycommunities.org>



The ACT® WorkReady System

Job Analysis

ACT has one of the largest, most robust occupational profile databases, incorporating research on more than 18,000 jobs to identify the essential skills and skill levels required for these positions. This data can be used to help make decisions about employee selection, promotion and training.

Assessments

WorkKeys® assessments measure workplace skills critical to job success. These skills are valuable for any occupation — skilled or professional — at any level of education, and in any industry.

Training and Curriculum

KeyTrain® is the complete interactive learning tool for career readiness skills. At its foundation is a curriculum designed to help individuals master the applied workplace skills measured by the WorkKeys® assessments.

Certification

The National Career Readiness Certificate is used across all sectors of the economy and measures the following skills:

- Applying information from workplace documents to solve problems
- Applying mathematical reasoning to work-related problems
- Locating, synthesizing, and applying information that is presented graphically

For more information, please visit: <http://act.org/certificate/>

How to get involved

Participation in the ACT Certified Work Ready Communities initiative is by application from state-level leadership teams. If you are a governor's office policy leader, commerce or economic development commissioner, state chamber executive or lead business organization, please contact ACT Community and Economic Development for an application.

Participating states receive:

- Acceptance to ACT's CWRC Academy (intensive, year-long series of workshops for state-level leadership teams on how to build Work Ready Communities)
- Outreach tools to help promote the National Career Readiness Certificate (NCRC) and CWRC effort among key audiences – individuals, businesses and economic developers
- Guidance setting individual county goals for NCRC earned, high school graduation targets and businesses engaged
- Monthly data reports to track progress against goals

Expectations for participating states:

- Utilize the Work Readiness System including Job Analysis, Assessments, Training and Curriculum and Certification
- Committed statewide leadership team
- Consistent statewide service delivery framework to support both individuals and businesses
- Co-branded or standard National Career Readiness Certificate registered in RegiSTAR™

About ACT

Founded in 1959, ACT is a not-for-profit organization headquartered in Iowa City, Iowa, and dedicated to helping people achieve education and workplace success. ACT provides a broad array of assessment, research, information and program management solutions in the areas of education and workforce development.

Debra Lyons, vice-president for community and economic development for ACT's workforce development division, was executive director of the Georgia Governor's Office of Workforce Development from its inception in 2006 until 2011. Lyons was the architect of the state's innovative Georgia Work Ready initiative, a grassroots, community-based workforce development strategy powered by ACT's WorkKeys System.

For more information, please visit: <http://www.workreadycommunities.org>

High Impact Workforce Investment Boards

Statewide Enhancement Opportunity

Thursday, November 17, 2011

9 am – noon

Kentucky Higher Education Assistance Authority Building
100 Airport Road
Frankfort

Who should attend:

LWIB Chairs
LWIB Executive Committees
LWIB Directors

Featuring:
**Rodney Bradshaw
& Mike Temple**

Gulf Coast Workforce Board



This workshop will focus on:

- engaging board members
- leveraging opportunities beyond WIA funding
- acting strategically

Lunch will be provided following the workshop and attendees are encouraged to stay for the November meeting of the Kentucky Workforce Investment Board which begins at 1 pm at the same location.

PLEASE RSVP BY NOVEMBER 8

Email: Steve.rosenberg@ky.gov

Or, Call Steve at 502.564.0372

**Explore new ways to
leverage resources
in an era of budget cuts**



KENTUCKY WORKFORCE INVESTMENT BOARD

System Performance Measures

Discussion Document

The following document is the Executive Summary of a report titled, “Integrated Performance Information for Workforce Development: A Blueprint for States.” The report was prepared by the Washington State Workforce Training and Education Coordinating Board and includes the work of teams from Florida, Michigan, Montana, Oregon, Texas, and Washington in 2005.

As discussed at the August meeting of the KWIB, the Executive Committee recommends that as strategic initiatives are developed and rolled out, we measure the process to determine if we are on track in terms of developing solutions which match the prescribed actions recommended in the strategic plan. After each program or initiative has been in place for one year, we would begin measuring the impact or performance.

In keeping with precedence of the KWIB, identification of Best or Promising Practices from other states is considered and can serve as a point of departure for discussing Kentucky’s approach. This report is intended to help guide the discussion as we prepare to determine how to measure the effectiveness of our strategic initiatives and the performance of the system as a whole.

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Integrated Performance Information for Workforce Development A Blueprint for States

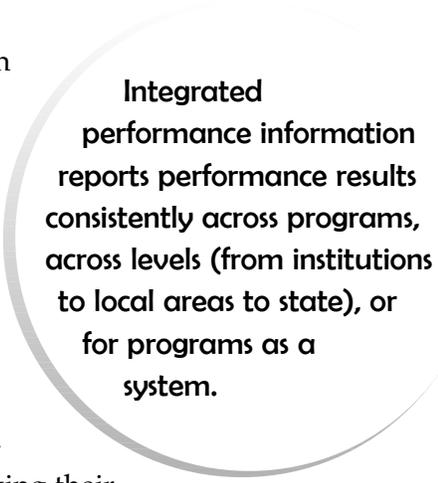
Executive Summary

Introduction

This is a guide for states interested in creating or further developing integrated performance information for workforce development programs. Integrated performance information reports performance results consistently across programs, across levels (from institutions to local areas to states), or for programs as a system. It responds to the longstanding challenge and frustration caused by multiple, inconsistent performance measures across workforce development programs, a multiplicity that impedes collaboration—in both planning and service delivery—and befuddles policy makers. It also responds to shortcomings in programs' management information systems that cannot follow participants over time or report performance in a consistent manner.

Integrated performance information, however, is more than a shared information system and a set of consistent measures. It also requires institutions and practices to support shared accountability for results. This Blueprint discusses each of the steps involved: establishing authority, building a culture of shared accountability and trust, generating capacity, crafting performance measures, setting and using targets, as well as, creating and maintaining a shared information system.

Some states are at the initial stage of considering whether they want integrated performance information; others may have been at it for a long time, but are interested in improving their work. In either case, this Blueprint is intended to be of assistance. States may want to consider bits and pieces, or the whole thing, as best suits their needs.



Integrated performance information reports performance results consistently across programs, across levels (from institutions to local areas to state), or for programs as a system.

The Benefits

There are many advantages to states having integrated performance information. They include increased accountability, improved strategic planning, better research, more efficient use of resources, and a sense of shared-responsibility among workforce development programs. These advantages can improve the credibility of workforce programs and, in turn, enhance the support they receive and, ultimately their ability to serve customers.

What is meant by workforce development? The phrase, workforce development, encompasses programs that prepare people for employment and career advancement throughout their lives, and includes, but is not limited to:

- Secondary Career and Technical Education
- Postsecondary Career and Technical Education
- The Employment Service, Workforce Investment Act (WIA) Title III
- Workforce Investment Act Title I-B
- Trade Adjustment Assistance Act

- Adult Education and Family Literacy, WIA Title II
- Vocational Rehabilitation, WIA Title IV
- Temporary Assistance for Needy Families Work Program
- Apprenticeship

Viewed as a system, it may surprise some to learn that most money for these programs comes from the states. The largest programs, in terms of funding, are the education programs for which states typically supply at least 90 percent of the funds. Given this funding arrangement, it is logical that states exercise leadership in devising integrated performance information across workforce development programs.

The United States Office of Management and the Budget (OMB) has taken an important initial step toward integrated performance information by issuing "common measures" for federal workforce development programs. OMB has received the attention of federal agencies, particularly the Department of Labor (DOL), regarding the need for consistent measures across programs. DOL has also taken the step of designing a new reporting system, ETA Management Information and Longitudinal Evaluation System (EMILE), that is to be consistent across most Department programs. This Blueprint builds on these initial steps by recommending performance measures and an information system that would support consistency across state as well as federal workforce programs. Using the Blueprint does not, however, require implementation of a system such as EMILE.

The Blueprint was produced through the joint efforts of six states (Florida, Michigan, Montana, Oregon, Texas, and Washington), with the financial support of DOL. Washington State's Workforce Training and Education Coordinating Board (Washington Workforce Board), with the assistance of the National Governors Association's (NGA) Center for Best Practices convened policy and technical teams from each of the six states. Each state team included representation from a cross-section of workforce development programs. This diversity of representation was a necessary ingredient for the success of the project. The team members endeavored to listen closely to the perspectives of each program and to arrive at solutions that were acceptable to all. (Appendix A lists participants.)

The state teams met several times during 2004 to share experiences and lessons learned, review technical papers, think through key questions, and arrive at consensus on key aspects of integrated performance information. In addition to the NGA's Center for Best Practices, the states received assistance from the Ray Marshall Center at the University of Texas and The Center for Governmental Studies at Northern Illinois University. The states benefited greatly from the research conducted on behalf of the project as well as from the general expertise and experience of these entities. They and the state teams provided much of the material for the Blueprint and reviewed and commented on drafts. The Blueprint is very much the shared product of the six states and their partners, although the Washington Workforce Board remains ultimately responsible.

The Blueprint consists of the following sections:

Part I: Challenges and Responses

States face serious challenges as they embark down the road of creating integrated performance information. And the challenges don't end with the beginning. Most of the challenges are ongoing and require constant attention. This section of the Blueprint examines some of the major challenges and choices that some states have made to address them. The section discusses: (1) establishing authority for integrated performance information, (2)

creating a culture of shared accountability, (3) building capacity-including funding and addressing privacy issues, and (4) reaching consensus on goals and measures. For each challenge, the Blueprint presents examples of actions states have taken, the variety of actions reflecting the institutional structures and political conditions in states. States reading the Blueprint may want to pick and choose from these examples and implement the steps that best fit their situation.

Part II: IPI Performance Measures

What are the best performance measures for workforce development if the same measures are applied horizontally and vertically within the system, including programs that are funded mostly by the states and programs that are funded mostly by Congress? This was a central question considered by the six states and their partners at NGA's Center for Best Practices and the Ray Marshall Center at the University of Texas.

The states began by considering, "What do policy leaders want to know about performance results?" They then suggested the selection criteria for judging measures, and analyzed the advantages and disadvantages of a long list of possible measures. In the end, the states agreed on a relatively short list of measures that best respond to the performance questions commonly posed by policy leaders. This section of the Blueprint summarizes the discussion and recommendations of the six states' teams. Other states may wish to follow suit, either by following this type of process within their state, or by adopting some or all of the recommended measures.

The following table summarizes the performance measures recommended by the teams from the six states. The measures are separated into those measures that are useful as accountability measures, for which there could be targets and consequences, and those measures that, while indicators of how well the workforce development system is doing, do not sufficiently satisfy the criteria for good performance measures in order to be used for targets and consequences.

IPI Performance Measures	
Accountability Measures	
Category	Measure
<p>Labor Market Results for Program Participants</p> <ul style="list-style-type: none"> • Do people get jobs? • What are they paid? 	<p>1. Short-term Employment Rate: The percentage of participants who are employed during the second quarter after exit. (For youth, enrollment in education counts as well as employment.)</p> <p>2. Long-term Employment Rate: The percentage of participants who are employed during the fourth quarter after exit. (For youth, enrollment in education counts as well as employment.)</p> <p>3. Earnings Level: Median earnings during the 2nd quarter after exit among all exiters with earnings.</p>

Skill Gains <ul style="list-style-type: none"> To what extent do education levels increase? 	4. Credential Completion Rate: The percentage of exiters who have completed a certificate, degree, diploma, licensure, or industry-recognized credential during participation or within one year of exit.
Results for Employers and the Economy <ul style="list-style-type: none"> Are we meeting the needs of employers? 	5. Repeat Employer Customers: The percentage of employers who are served who return to the same program for service within one year.
Performance Indicators	
Category	Measure
Results for Employers and the Economy <ul style="list-style-type: none"> Are we meeting the needs of employers? 	6. Employer Market Penetration: The percentage of all employers who are served during one year.
Return on Investment <ul style="list-style-type: none"> What is the return on the investment? 	7. Taxpayer Return on Investment: The net impact on tax revenue and social welfare payments compared to the cost of the services. 8. Participant Return on Investment: The net impact on participant earnings and employer-provided benefits compared to the cost of the services.

The measures do not attempt to measure everything that is important to each program. These measures concentrate on outcomes important across workforce development programs. An individual program may have other goals and measures related to its particular mission. For example, adult education (WIA Title II) has a goal of improving literacy skill levels and measures linked to that outcome.¹ Each program may want to have an additional measure or measures related to its unique mission.

The state teams considered many other measures besides these eight. This section discusses some of these measures and why they did not rise to the top of the list. This section also discusses data sources, setting and using performance targets, adjusting targets or results for economic conditions and participant characteristics, and how national research complements state performance measurement.

¹ Participants in Adult Education and Family Literacy who are in the program for a reason that is not work-related, may be excluded from the performance measures presented here.

Part III: Shared Information Systems

A major barrier to integrated performance information is the absence of a shared or integrated information system for workforce development in most states. Participant information remains scattered about in various program level Management Information Systems (MISs), and there is usually no system for integrating the information from the multiple MISs to support cross-program performance measurement and reporting.

This section of the Blueprint discusses the steps and decisions involved in establishing a "data warehouse" that links administrative records from multiple programs with other data sets containing outcome information, such as unemployment insurance wage records. A data warehouse is built on top of existing MISs and does not replace them. The MISs are still necessary for program management. The warehouse is a longer-term repository where data are cleaned and matched in order to analyze and report performance outcomes and to conduct research.

Creating a data warehouse requires states to make decisions regarding: authorization; leadership; funding; scope; data ownership, confidentiality, and access; information flows; reporting; and quality assurance, among other issues. This section of the Blueprint walks through each of these issues and the major options.

Conclusion

States will want to consider how to use this Blueprint given federal initiatives in this area, including the OMB's common measures, the DOL's EMILE System, and the pending reauthorization of the Workforce Investment Act (WIA), the Carl D. Perkins Vocational and Technical Education Act, and other federal acts related to workforce development. States may choose to proceed in a number of different ways. The development of a shared information system is something that should be useful regardless of the outcomes of federal initiatives. Electronically linking records from multiple programs with files containing outcome data will facilitate the implementation of common measures and reporting the performance information likely to be required by the reauthorized acts, as well as meeting state-identified needs.

If states find some or all of the performance measures recommended here to be useful, they can implement them as additional measures to those necessary to satisfy federal or other state requirements. Experience has shown, moreover, that federal performance measurement requirements evolve over time. If states find the IPI measures to be useful in responding to policy makers' needs, the measures may be reflected in future generations of federal acts and guidelines. Federal performance requirements have a powerful effect on program implementation and results; if states find the IPI measures to be useful, it would be very helpful if future federal requirements were aligned with them.

Finally, whatever the specific course of events in Congress or the federal agencies may be, the basic issues of building the capacity for and a culture of shared accountability are likely to be challenges that remain with states. The state teams believe the experiences and lessons shared here will help workforce development leaders as they continue to face these challenges.

Memorandum of Understanding

AGREEMENT TERM

This agreement is effective from November 1, 2011 to September 29, 2012. These dates can be amended and will be reviewed annually. Either party may cancel this agreement at any time for cause or may cancel without cause on a 30 day written notice.

PROJECT NAME/TITLE:

This memorandum of understanding is between Gateway Community and Technical College, Kentucky Community and Technical College System (herein referred to as the college) and the Kentucky Workforce Investment Board (herein referred to as the KWIB).

PURPOSE

The purpose of this agreement is: To ensure that the college is aligned with the state workforce plan as required by the Health Profession Opportunity Grant (herein referred to as HPOG) awarded to the college.

DUTIES / RESPONSIBILITIES OF THE COLLEGE

The college will work with the KWIB to ensure that the college is aligned with the state workforce plan in the training and/or education and related activities that prepare individuals for employment in the health care field. Terri Green, the Project Director, will be the primary contact person at the college and will email a report quarterly to KWIB describing the grant's progress.

DUTIES/RESPONSIBILITIES OF KENTUCKY WORKFORCE INVESTMENT BOARD

The KWIB will serve as an informational resource. Tom West will be the primary contact person at the KWIB and will review and email comments and advice regarding the college's quarterly report to make sure the college's project meets the needs of the state workforce development system.

FINANCIAL DATA AND TERMS not applicable

LIABILITY

Both parties hereby agree that the Kentucky Community and Technical College System (KCTCS), as a public agency, enjoy qualified sovereign immunity. Any negligence claims against KCTCS shall be brought pursuant to KRS 44.070 et seq., the Board of Claims Act. Furthermore, all terms and conditions in this agreement to the contrary notwithstanding, the parties understand and agree that state and federal laws governing KCTCS as a public agency shall prevail.

Affiliating Agency

Technical College System

Kentucky Workforce Investment Board
(Agency Name)

Gateway Community and Technical College
(College Name)

(Signature/Title/Date)

(President's Signature/Date)

Approved as to form and legality

(Signature/Title/Date)



KENTUCKY WORKFORCE INVESTMENT BOARD

Proposed Board Meeting Dates

2012

Thursday, February 16

Thursday, May 17

Thursday, August 16

Thursday, November 15

All meetings will begin at 1 pm eastern.

All meetings will be held in Frankfort.

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KENTUCKY WORKFORCE INVESTMENT BOARD

To: All KWIB Members
From: Tom West
Date: October 31, 2011
Re: Local WIB Orientation

Although, not an agenda item, in follow up to the August KWIB, I put the following together as an approach to moving forward on the local WIB Chair Orientation. I hope it will answer any questions you may have about this project.

At the staff level, we are working on the next steps identified on the last page of this document. By February we should have most of the pieces in place in order to implement a program for the local chairs.

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Kentucky Local Workforce Investment Boards

Orientation & Training Program

Why are we considering this program?

An orientation program for local board chairs was requested by local chairs and discussed at the two most recent KWIB hosted meetings with the chairs. In addition, the development of the High Impact Workforce Investment Board initiative revealed the need for members of each board to develop a better understanding of the subject matter and their role in the Kentucky workforce system. This program outline is a response to that request and identified need.

Who will receive the orientation/training?

There could be two parallel programs developed; one for local workforce investment board chairs and another for members of the local boards.

What content will be included in the orientation/training?

Based on a survey of local board chairs, with 80 percent participation, the following topics were identified as relevant subject matter.

For Chairs

Workforce Investment Act and the WIB in plain English¹

Wagner-Peyser Act in plain English¹

Perkins Act in plain English¹

Other Workforce Assets in Kentucky¹

Conducting effective meetings – proven techniques

Motivating members and committees – getting the most out of the talent at the table

Roles and Responsibilities – Chairs, members, staff¹

Roles and Responsibilities – Local, State, Federal¹

Working with the KWIB

WorkSmart Strategic Plan Initiatives (with special emphasis on High Impact Workforce Investment Boards, One Stop Certification Standards, and the Entrepreneurship program model [once developed])

Thinking Strategically, Acting Strategically – The Big Picture

Partnerships – Agencies, Community-based, Funding¹

Labor Market Information – How to use it for decision making¹

Relationships with Fiscal Agents and Other Organizations

¹ *may be suitable for web-based module*

For Members

Workforce Investment Act and the WIB in plain English¹

Wagner-Peyser Act in plain English¹

Perkins Act in plain English¹

Other Workforce Assets in Kentucky¹

Roles and Responsibilities – Chairs, members, staff¹

Roles and Responsibilities – Local, State, Federal¹

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WorkSmart Strategic Plan Initiatives (with special emphasis on High Impact Workforce Investment Boards, One Stop Certification Standards, and the Entrepreneurship program model [once developed])

Thinking Strategically, Acting Strategically – The Big Picture

Partnerships – Agencies, Community-based, Funding¹

Labor Market Information – How to use it for decision making¹

**OPTIONAL*: Additional topics relevant to each local area to be developed and delivered by the local Chair

¹ *may be suitable for web-based module*

What will be used to develop the content of the orientation/training?

The curricula could be drawn from a number of sources including, the WorkSmart Strategic Plan, best practices as identified from other states, and input from local board chairs.

Because the Workforce Academy strategic initiative, currently being developed, may have the same or similar topics in its curricula, KWIB staff should work with this steering committee to identify opportunities to unify these efforts and avoid duplication.

How will the orientation/training be delivered?

The program could be delivered via a combination of methods, including standardized web-based training modules, live webinars, and in person sessions.

In person sessions for Chair orientation could be effectively conducted in a single central location. This would also provide them the opportunity to network and share ideas and lessons learned with each other.

In person sessions for board member orientation can be conducted in three different regional locations with members of multiple boards attending, based on their proximity and/or calendar availability. Again, members from different WIBs could find value in networking with their counterparts from other boards.

During the regional sessions for board members, chairs could be provided with an option for a separate breakout room at the conclusion of the statewide topics. This would afford them the opportunity to provide additional information and orientation specific to their board and workforce area.

Who will conduct the orientation/training?

A combination of speakers could be used for both the on line and in person modules. Some may be KWIB members, KWIB staff, local WIB Chairs, local WIB Staff and out-of-state speakers with special areas of expertise.

How will the KWIB track the results of the program?

Currently, resources do not exist to track the impact of each individual's training. Each chair and board member trained could receive a certificate. On line orientation modules could be tied into a system that could track who has completed which modules and a spreadsheet could be maintained by the state to identify chairs and members who have completed the entire orientation program. This data could be updated annually and distributed to each chair for their members' results. It could also be made available for the review conducted as part of the High Impact WIB program as evidence of board engagement.

How much will this cost and how will it be funded?

At this time, there is no estimate available for the cost, however expenses for the program could include development of the curriculum, production of web-based training modules, expenses for travel for staff and speakers to statewide Chairs and regional Members events, space and equipment rental, etc.

Based on the survey of local chairs, 75 percent see a value in having the costs for the program shared between the state and local areas.

Is this project a distraction from the focus on the implementation of the WorkSmart Strategic Plan?

Although this particular project is not identified as a strategic action item in the plan document, it is related to the Workforce Academy concept in that the project provides professional development to a very important group of individuals who have the potential to have significant impact on the success of the system. It also directly relates to the local board's ability to conduct its work in an efficient and effective manner, therefore playing a role in the achievement of High Impact status for local boards. In very general terms, it provides Kentucky with an opportunity to build consistency and better understanding of where the KWIB and the state want to see the workforce system headed strategically, while enhancing local influence and leadership.

What are the next steps?

Staff will work with the Cabinet's training coordinator and develop cost estimates for development of web-based modules. Staff will also work with other states to identify opportunities to use their curricula. A full cost estimate, finalized curricula plan and implementation schedule will be developed in coordination with the local chairs.

TEK-CTE STEERING COMMITTEE
PERKINS FUND MANAGEMENT WORKGROUP
RECOMMENDATIONS

1. To strengthen policy engagement among industry, education, and other groups with an investment in CTE, a joint subcommittee will be formed. The subcommittee shall include the following five individuals: Executive Director of Career and Technical Education, KCTCS Representative on KWIB, Council on Postsecondary Education Representative on KWIB, and two additional KWIB members. A primary task of this subcommittee would be to manage Perkins Leadership funds.
2. Currently, an annual presentation regarding the use of Perkins funds is made by OCTE to the KWIB and this is the extent to which policy engagement occurs. The subcommittee will suggest different ways in which to strengthen policy engagement among industry, education, and other groups with an investment in CTE. This can be done by (a) engaging CTE stakeholders during the annual presentation with questions and answers and input exercises, (b) following general guiding principles such as the one established for KWIB meetings, and (c) ensuring the distribution of a “Perkins Guidance Memo” to all eligible agencies.
3. As part of its decision to who will manage Perkins funds, the subcommittee will address any contentious issues regarding the allocation, distribution, and use of overall Perkins funds, but specifically related to Perkins Leadership Funds. For example, Perkins leadership funds could be aligned to the KWIB’s strategic plan and 25 strategic activities. Of these 25 activities, those that relate to education include Sector Strategies, the national Career Readiness Certificate, Tech High, I-Best, Apprenticeships, and High School Outreach.